

# Phonetic Words And Stories

## Book 3

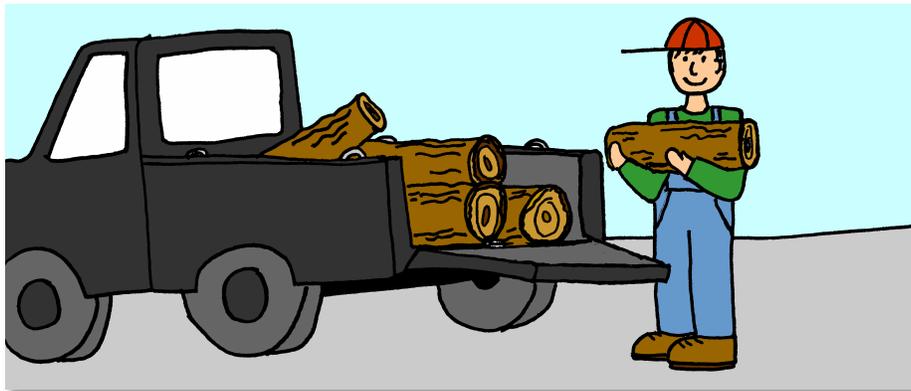
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### More Long Vowels

oa oe o\_e o\_e

old olt oll olk a\_ \_a

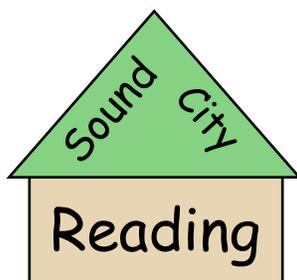
ue ui u\_e ew dge



Sound City Reading



Note: These glasses indicate sight words.



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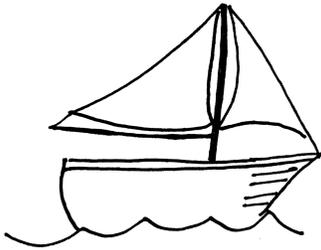
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Color-Coding Chart

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet
ï	shield, pizza	dark green
o	ox, car, sorry, father	light orange
ō	go, horse, boat, toe, home, snow, four, gold, bolt, troll, yolk	dark orange
ö	to, moon, soup	dark blue
u	up, what, across, panda, son, love, country	light blue
ū	fruit, cue, cube, few, Europe	dark blue
ü	push, book, should	olive green
oi	coin, boy	gold
ou	ouch, cow	brown
ir	bird, her, purse, dollar, tractor, early, journal	gray
wor	worm	gray

Syllable Awareness 3-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

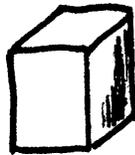
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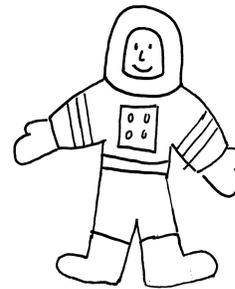
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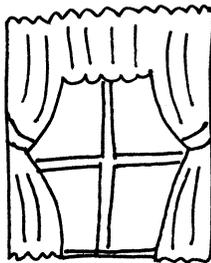
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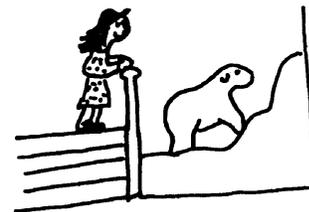
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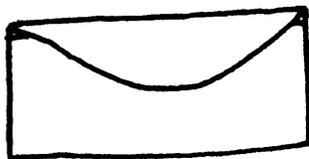
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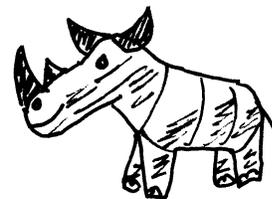
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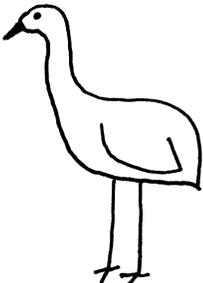
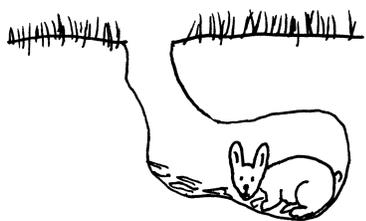
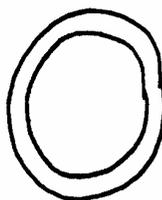
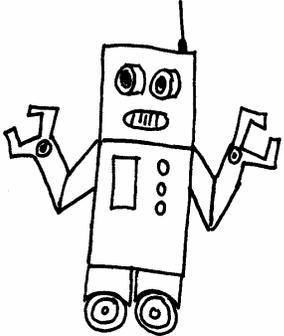
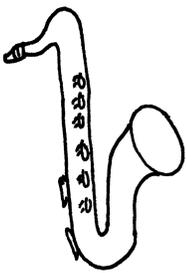
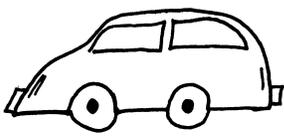


8.



The teacher says each word, one at a time: sail-boat, te-pee, cube, as-tro-naut, cur-tains, zoo, en-ve-lope, rhi-noc-er-os. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 3-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: e-mu, ex-cla-ma-tion, fire, un-der-ground, ze-ro, ro-bot, sax-o-phone, car. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Sight Words

Review	is	his	as	has	A
	a	I	Book 1 was	of	both
	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	Book 3 broad
	does	shoe	move	prove	lose
	gone	one	again	against	sure
	sew				

Sight Words

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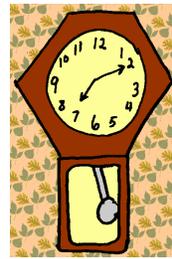
# A Sound Story

## About Audrey and Brad

The sound story introduces pictures that represent all of the speech sounds in the English language. The capital and lower case letters beside each picture represent the same sound in words. The pictures are used on the sound charts in this program to help students remember the sound for each letter pattern.

### 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)



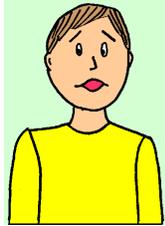
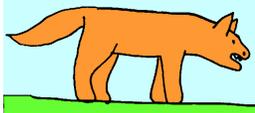
I i

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, l."

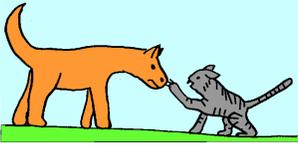
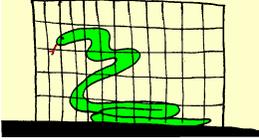
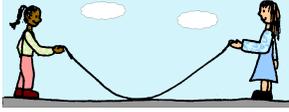
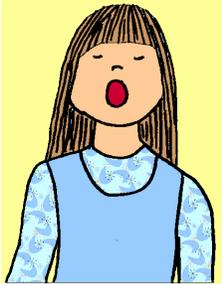


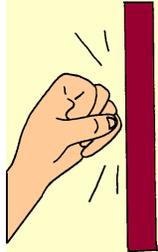
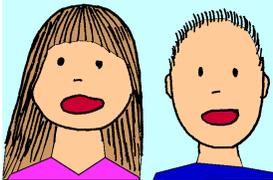
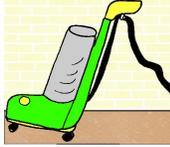
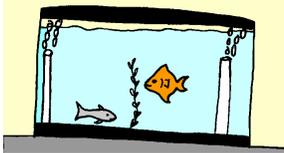
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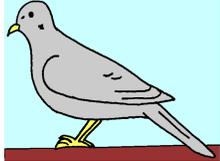
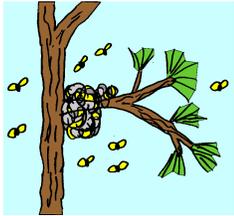
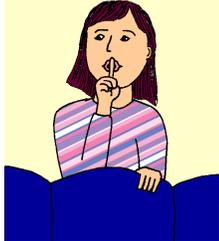
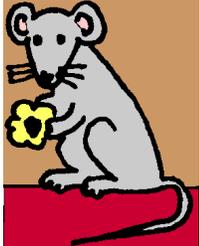
If students are not familiar with the sound story, read it aloud to them over a period of several days.

<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, "wwwww."</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. (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>

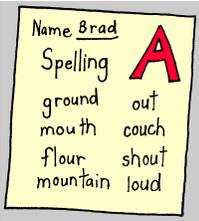
Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

<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 had 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 "Ahhhh" 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>

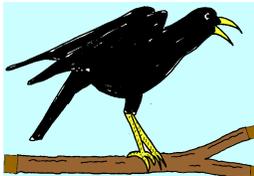
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard 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 teacher 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 receptionist's 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.</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.</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." (qu/quilt)</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><b>Part 2 Beyond The Alphabet Sounds</b> 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 theatre. At the theatre, 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 theatre. 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>

Part Two of the sound story teaches the "Beyond The Alphabet" sounds.

<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><b>A Snowy Day</b> 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. "Ttthhhh," 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>

The sounds include long and dotted vowel sounds, diphthongs oi, oy, ou, and ow, and consonant digraphs.

<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. "Nnngg," 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/push)</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.

### Notes About the Alphabet

We have forty-two sounds in our language, but the alphabet has only twenty-six letters. This means that students cannot just study the alphabet when learning to read. It is also necessary for students to learn the "Beyond the Alphabet" sounds, which include long vowel sounds, dotted vowel sounds, and consonant digraph sounds.

Students must learn the following information about the sounds in our language in order to be able to process words when reading.

- a) Each vowel can represent three different sounds.  

a/ant, ā/apron, ä/ball	e/egg, ē/emu, ë/ballet	i/in, ī/island, ï/pizza
o/ox, ō/ocean, ö/to	u/up, ū/uniform, ü/push	
- b) There are two additional vowel sounds represented by vowel pairs.  

Sound # 1 ou/ouch, ow/cow	Sound # 2 oi/oil, oy/boy
---------------------------	--------------------------
- c) There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern.  

sh/ship	th/thumb	th/this	ch/chicken	ng/ring
---------	----------	---------	------------	---------

The sound in vision, measure, azure, garage
- d) There can be more than one letter pattern to represent a particular sound.  

Vowels: a/apron, ai/rain, ay/play, a_e/safe	Consonants: f/fan, ph/phone, ugh/laugh
---	--
- e) Sometimes single consonants represent more than one sound.  

c/cat, c/cent	g/gum, g/giant	x/box, x/xylophone
---------------	----------------	--------------------
- f) Sometimes pairs of letters represent more than one sound.  

Vowels: ou/ouch, ou/four, ou/soup	Consonants: ch/chicken, ch/chorus, ch/chef
-----------------------------------	--
- g) The letter "r" after a vowel affects its sound.  

ar/car, ar/dollar, ar/carrot	er/her, er/heron	ir/bird
or/horse, or/tractor, or/sorry	ur/turtle	wor/worm, ear/early, our/journal
- h) The placement of a vowel within a syllable affects its sound.  

rab-bit, ra-ven	sev-en, se-cret	sil-ly, si-lent
rob-in, ro-bot	muf-fin, mu-sic	
- i) These vowel patterns sometimes have the short u sound. They are called "umbrella" sounds.  

a/what	a/away	a/panda	o/son	o_e/love	ou/country
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- j) Some words cannot be "sounded out." Letters in these words do not represent the expected sounds. These words must be memorized.  

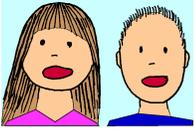
said	been	any	bury	friend
------	------	-----	------	--------
- k) Some ending syllables must be learned as whole units; they cannot be "sounded out."  

sion/mansion	sion/vision	ture/future	cle/circle	ate/pirate
--------------	-------------	-------------	------------	------------
- l) Words can be combined with prefixes, suffixes, or other words.  

Prefix: <u>un</u> happy	Suffix: sleep <u>ing</u>	Compound Word: mailbox	Contraction: doesn't
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Alphabet Sounds

A a



B b



C c



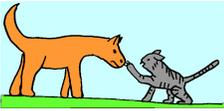
D d



E e



F f



G g



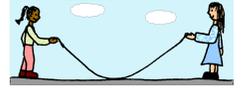
H h



I i



J j



K k



L l



M m



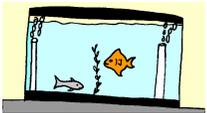
N n



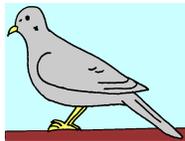
O o



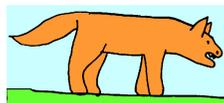
P p



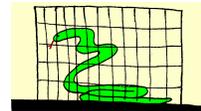
Q q



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

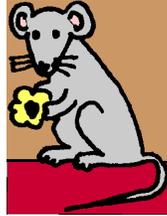
ī



sh



ē



ō



th



th



ö



ā



ch



ng



ū



oi oy



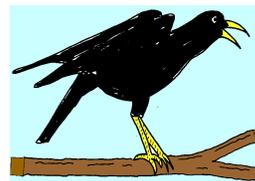
ou ow



ü



ä

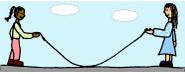
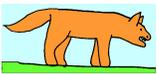
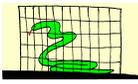


measure, vision,  
azure, garage

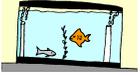


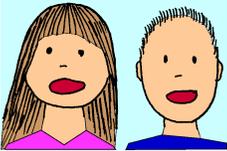
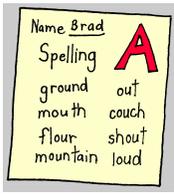
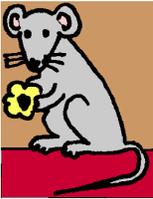
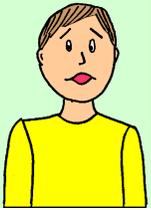
Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

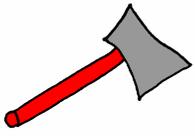
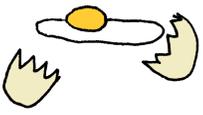
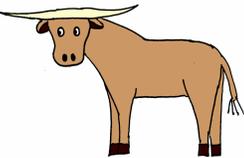
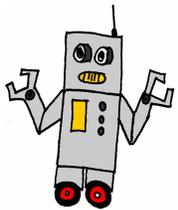
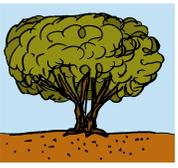
Alphabet		Some letters can represent more than one sound.		
a 	b 	c 	d 	
ā 				
ä 				
i 	j 	k 	l 	
ī 				
qu 	r 	s 	t 	u 
		s 		ū 
				ü 

Say the sound or sounds for each letter.

Alphabet		Some letters can represent more than one sound.			
e 	f 	g 	h 		
ē 					
m 	n 	o 	p 		
		ō 			
		ö 			
v 	w 	x 	y 	z 	
			y 		
			y 		

Short Vowels Closed Syllables	Long Vowels Open Syllables	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> 

Say each vowel sound going down and across the columns.

Short Vowels Closed Syllables	Long Vowels Open Syllables	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>

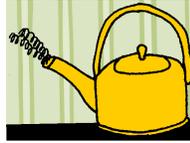
Say the sound and key word for each vowel.

Consonant Patterns

sh



th



ch



th



wh



wh



The patterns on this page are consonant digraphs. Two letters work together to represent a single sound.

Say the sound or sounds for each pattern.

Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



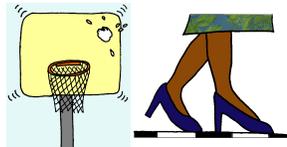
ang

ing

ong

ung

nk



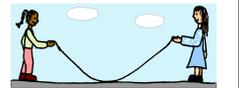
ank

ink

onk

unk

dge



adge

edge

idge

odge

udge

Pronounce the sounds for the letter patterns and letter combinations. These ending patterns are used after short vowels.

oi



In the middle

oy



At the end

Odd O

Patterns

ow



ou



Look at each pattern and say the sound.

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

oi



coin

oy



boy

Odd O  
Patterns

ow



cow

ou



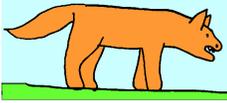
ouch

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

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

## Bossy R Pattern

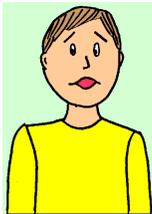
ōr



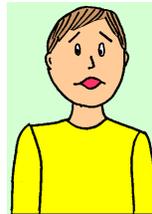
Students say the sound for this pattern.

## Umbrella Vowels

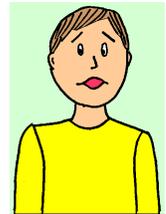
  
a



  
a \_



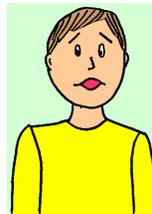
  
\_ a



  
o



  
o \_ e



## Shady Short Vowels

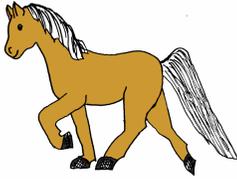
ea



Students say the sound for each pattern.

## Bossy R Pattern

ōr



horse

The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.

Students say the sound and keyword for this pattern.

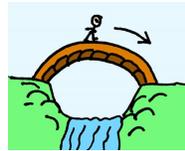
## Umbrella Vowels

  
a



what

  
a \_



across

  
\_ a



panda

  
o



son

  
o \_ e



love

In some words the vowel pattern doesn't represent its regular sound. It has the short u sound, instead.

## Shady Short Vowels

ea



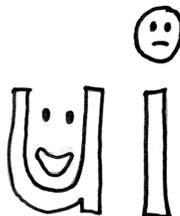
head

Shady short vowels are very sneaky. They don't say the sound that you would expect.

Students say the sound and keyword for each pattern.

## Vowel Pair Introduction

Explain to the students: When two vowels go walking, the first one does the talking. The first vowel gets to say its name. The second vowel has to be quiet. Point to each pair and have students figure out the sound.



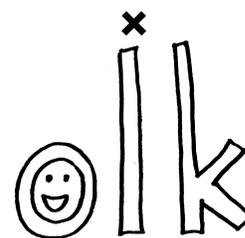
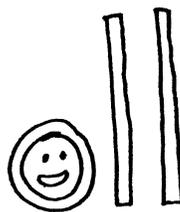
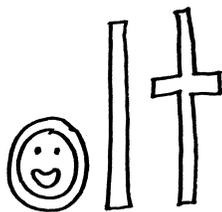
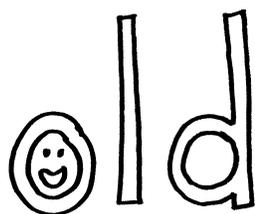
## Split-Vowel Pair Introduction

Explain to the students: Two vowels go walking, but a consonant squeezes between the vowels. It wants to play, too. Still, when two vowels go walking, the first one does the talking. The first vowel says its name, and the second vowel has to be quiet. Point to each pair and have students figure out the sound.



## Follow The Leader Introduction

Explain: These letters are playing "follow the leader." The vowel is the leader, and gets to say its name. The two consonants that follow say their regular sounds. But watch out! Letters with an x above them are not pronounced. Have students pronounce each pattern.



# Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

Long u patterns can represent two slightly different sounds, the ue/glue sound and the ue/cue sound. The first sound is the same as the dotted ö sound as in ö/to. The second sound is the same as the name of the letter u.

o\_e home

u\_e flute

u\_e cube

old gold

olt bolt

oll troll

o<sup>x</sup>lk yolk



ew flew



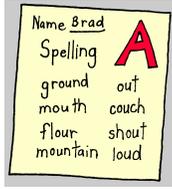
ew few

The ew pattern is a rule breaker. It represents the long u sound, but the letter u is not part of the pattern.

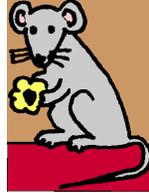
Say the long vowel sounds at the top of the page. Say the sound and key word for each letter pattern, going down the columns.

## Long Vowel Patterns

ā



ē



ī



ai      rain

ee      feet

ie      pie

ay      play

ei      weird

ey      key

ea      eat

a\_e      safe

e\_e      these

i\_e      pine

igh<sup>x</sup>      night

ind      find

ild      child

Point to each long vowel on the top row, going across, while students say the sounds.

Point to each vowel pattern going down the columns. Students say the sounds and key words.

The teacher models as needed until students can say the sounds independently.

# Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

Long u patterns can represent two slightly different sounds, the ue/glue sound and the ue/cue sound. The first sound is the same as the dotted ö sound as in ö/to. The second sound is the same as the name of the letter u.

o\_e home

u\_e flute

u\_e cube

old gold

olt bolt

oll troll

o<sup>x</sup>lk yolk

The ew pattern is a rule breaker. It represents the long u sound, but the letter u is not part of the pattern.



ew flew



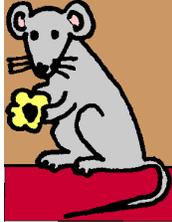
ew few

Sounds For y

y



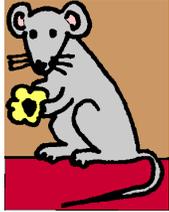
y



y

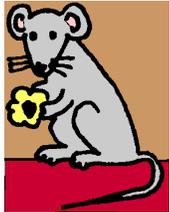


ēi



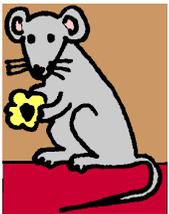
in the middle

ēy



at the end

ēa



ea



Long E Patterns  
With More  
Than One Sound

Vowel patterns that are printed in the same color sound the same.

Vowel patterns that are printed in different colors have different sounds.

More patterns will be added to this chart in Books 6 and 8.

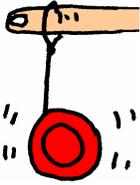
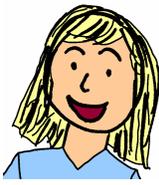
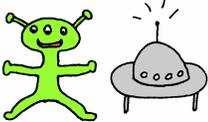
īe



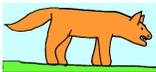
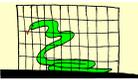
Say the sound as you point to each vowel or vowel pattern. Students repeat.

Continue to practice daily. As soon as possible students should say the sounds on their own.

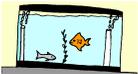
Long I Pattern With  
More Than One Sound

<p>Sounds For y</p>	<p>y  yo-yo</p>	<p>y  happy</p>	<p>y  my</p>
<p>ēi  weird</p>		<p>Long E Patterns With More Than One Sound</p>	
<p>ēy  key</p>			
<p>ēa  eat</p>	<p>ea  head</p>	<p>Vowel patterns that are printed in the same color sound the same.</p> <p>Vowel patterns that are printed in different colors have different sounds.</p> <p>More patterns will be added to this chart in Books 6 and 8.</p>	
<p>īe  pie</p>	<p>After students have become familiar with the previous chart with the same patterns and sound pictures, study this chart, Say the sound and key word as you point to each vowel or vowel pattern. Students repeat.</p> <p>Continue to practice daily. As soon as possible students should say the sounds and key words on their own.</p>		<p>Long I Pattern With More Than One Sound</p>

Say the sound for each letter and letter pattern.

Alphabet		Some sounds can be shown in more than one way.			
a 	b 	c 	d 		
		ck			
i 	j 	k 	l 		
	dge	ck			
qu 	r 	s 	t 	u 	
				 a  a _  _ a	 o  o _ e

Say the sound for each letter and letter pattern.

Alphabet		Some sounds can be shown in more than one way.			
e ea 	f 	g 	h wh 		
m 	n 	o 	p 		
v _ve 	w wh 	x 	y 	z s 	

# 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 may not be 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.

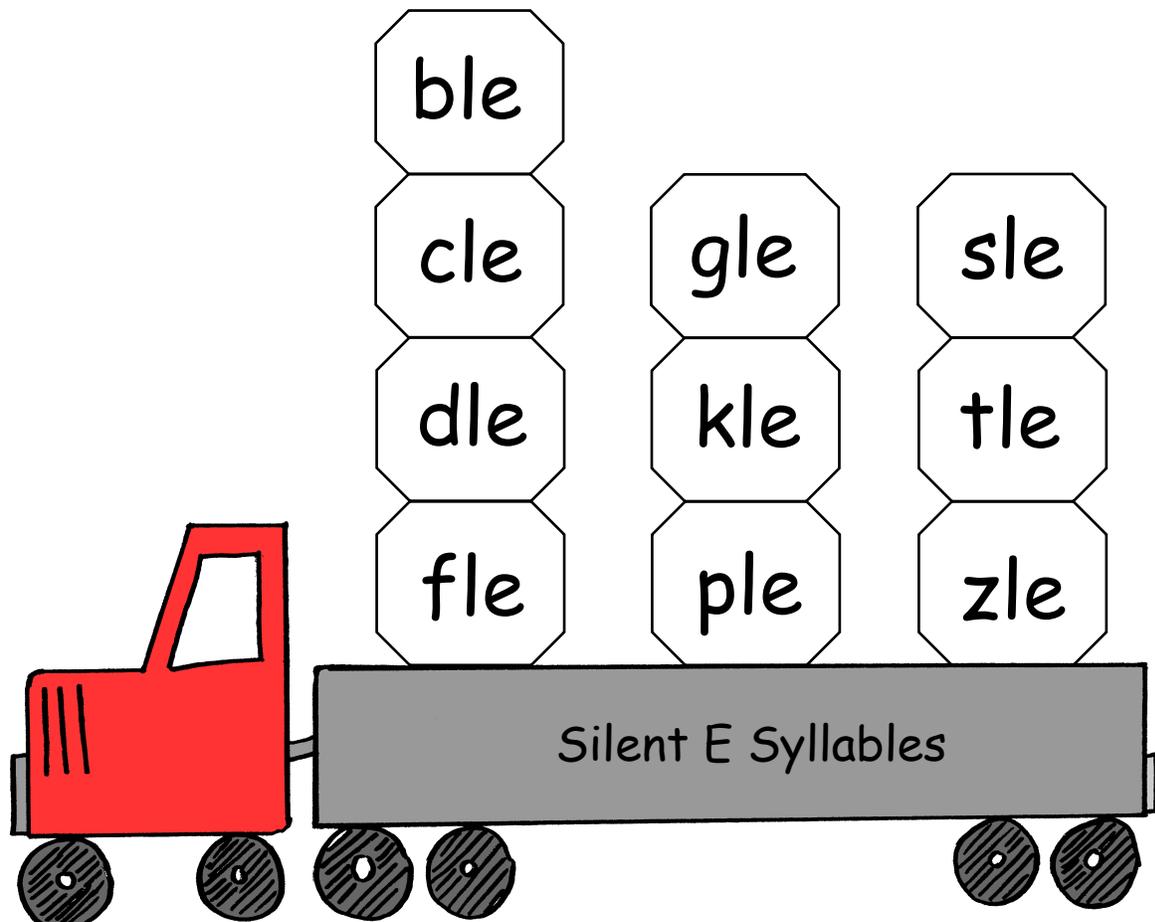
CLOSED SYLLABLE	CLOSED SYLLABLE	OPEN SYLLABLE	CLOSED SYLLABLE
rab	bit	rā	ven
but	ton	bē	gin
bas	ket	lī	lac
cab	in	rō	bot
ped	al	tū	lip
		mū	sic

Syllable Patterns

For each word, read the syllables, then read the whole word.

# Silent E Syllables

Some 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.



Pronounce each silent e syllable.

ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ost

eld

isk

ump

end

ift

unt

ent

ind

ulb

ext

ilk

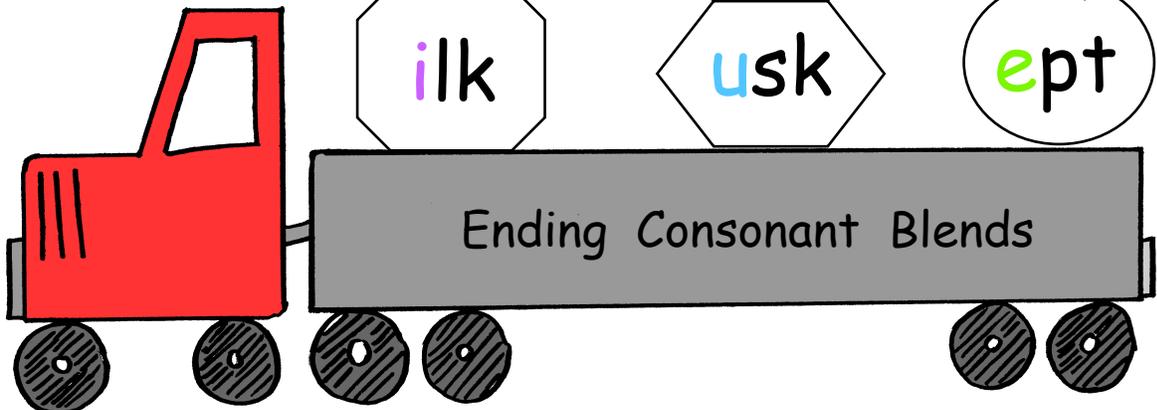
ust

ept

usk

Model how to pronounce each letter combination; the students repeat.

When ready, students pronounce the combinations without help.



Model how to pronounce each letter combination; the students repeat.

When ready, students pronounce the combinations without help.

st

sp

sm

sn

sc

sk

sw

squ

cl

fl

gl

pl

sl

bl

spl

tw

dw

pr

tr

br

cr

dr

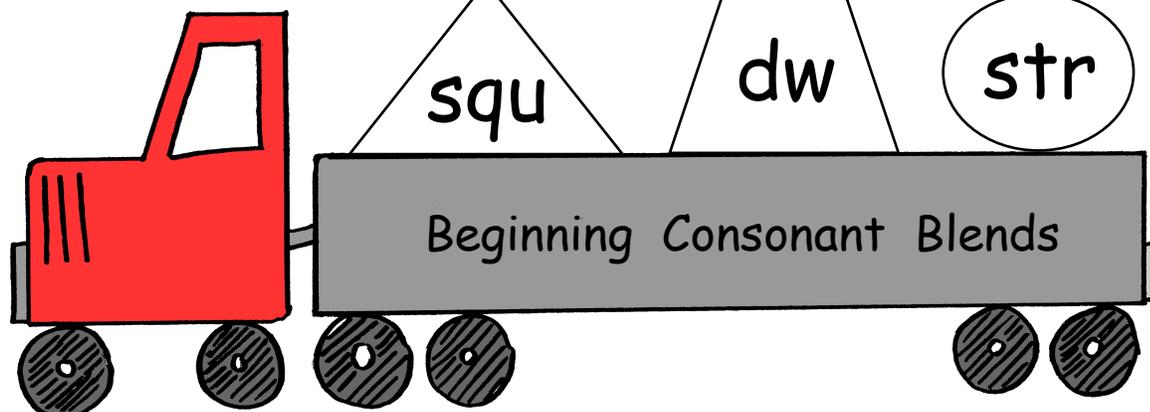
fr

gr

scr

spr

str



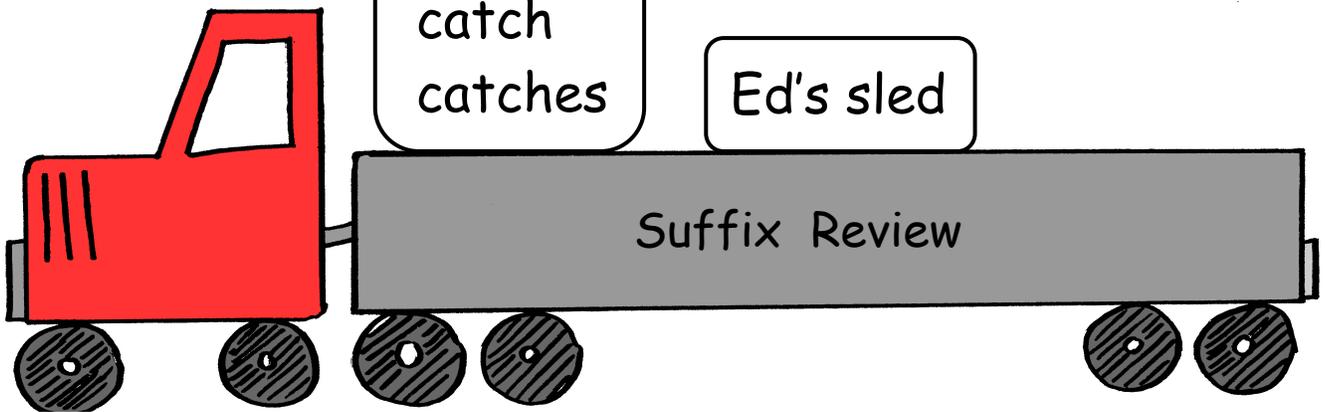
# Suffix Review

cat  
cats  
run  
runs

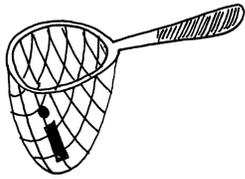
bus  
buses  
box  
boxes  
fizz  
fizzes  
wish  
wishes  
lunch  
lunches  
catch  
catches

Ed's sled

Suffix Review



Read the words.



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

is not  
isn't

did not  
didn't

has not  
hasn't

had not  
hadn't

have not  
haven't

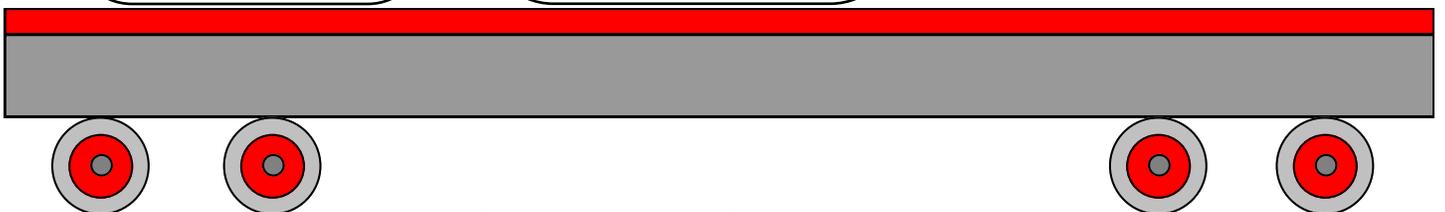
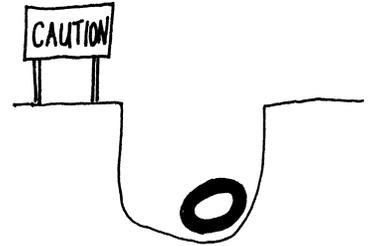
was not  
wasn't

can not  
can't

will not  
won't

do not  
don't

## Contractions

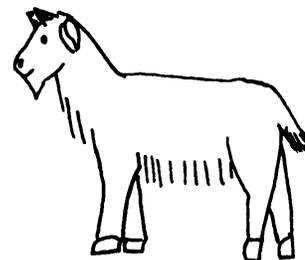


Read each pair of words. Then read the contraction.

oa

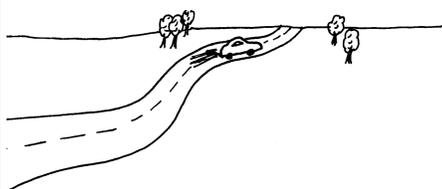


A.



Introduce sight word: broad

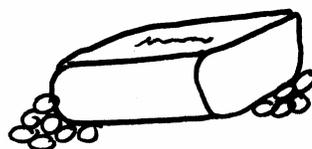
B.



C.



D.



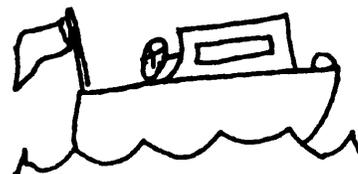
E.



F.



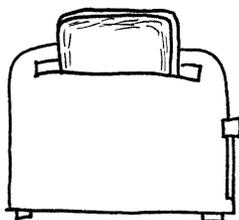
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

oa



1. b → oa → t boat

2. c → oa → t coat

3. g → oa → t goat

4. fl → oa → t float

5. r → oa → d road

6. t → oa → d toad

7. s → oa → p soap

8. g → oa → l goal

9. r → oa → r roar

10. t → oa → s → t toast

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

oe

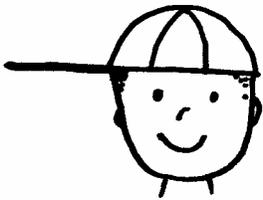


A.

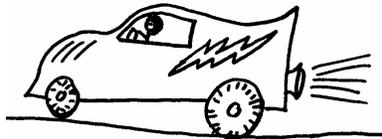


Introduce sight words: does, shoe

B.

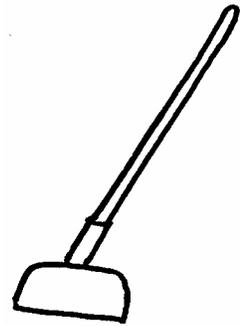


C.

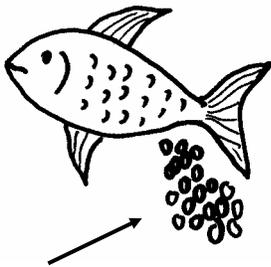


It goes fast.

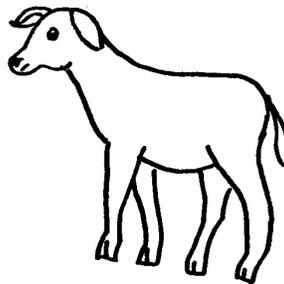
D.



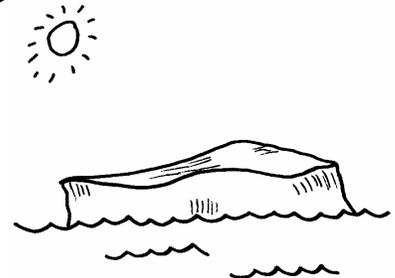
E.



F.



G



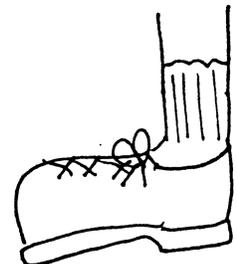
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

For two-syllable words, pronounce separate syllables instead of separate sounds.

oe



1. t → oe toe

2. d → oe doe

3. h → oe hoe

4. r → oe roe

5. o → boe oboe

6. J → oe Joe

7. g → oe → s goes

8. fl → oe floe

9. w → oe woe

10. sh → öe shöe



2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

o\_e

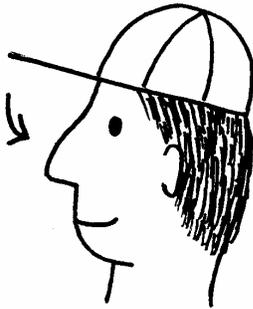


A.



Introduce sight words: lose, move, prove, gone

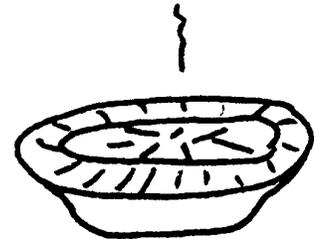
B.



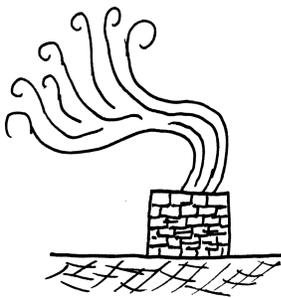
C.



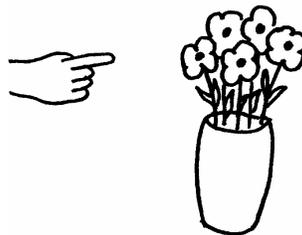
D.



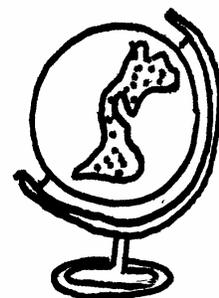
E.



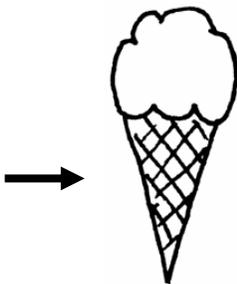
F.



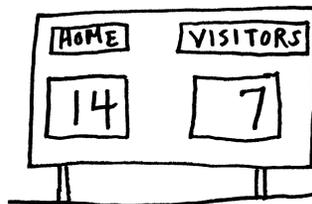
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

o \_ e



The x over the w in the word *whole* reminds us to use the /h/ sound.

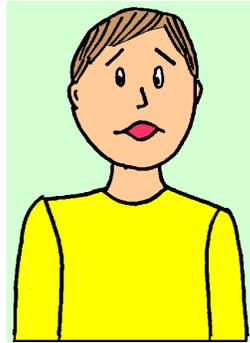
1. h → o → m → e      home
2. n → o → s → e      nose
3. th → o → s → e      those
4. c → o → n → e      cone
5. st → o → n → e      stone
6. m → o → r → e      more
7. sc → o → r → e      score
8. gl → o → b → e      globe
9. sm → o → k → e      smoke
10. <sup>x</sup>wh → o → l → e      whole

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

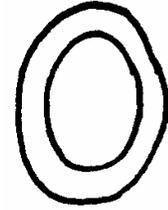
In some words, the o\_e pattern represents the short u sound. It is an umbrella pattern.



o\_e



A.

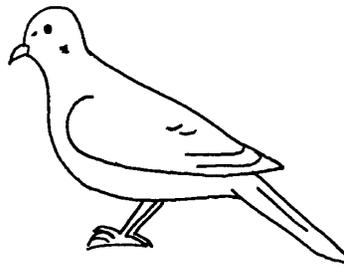


Introduce sight word: one

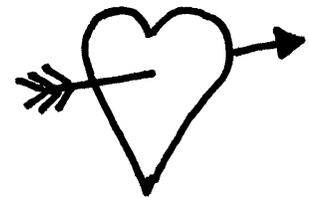
B.



C.



D.



E.



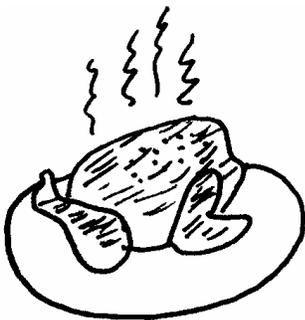
F.



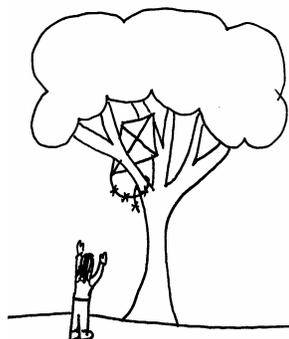
G.



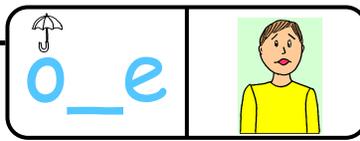
H.



I.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



1. l → o → v → e love

2. d → o → v → e dove

3. gl → o → v → e glove

4.  a → b o v e above

5. s → o → m → e some

6. c → o → m → e come

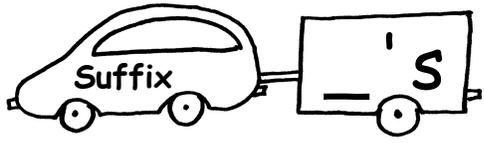
7. n → o → n → e none

8. d → o → n → e done

9. <sup>w</sup> o → n → e  one

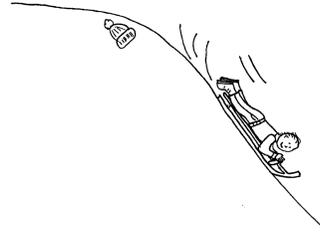
For two-syllable words, pronounce separate syllables instead of separate sounds.

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.



Put an apostrophe 's at the end of a person's name to show that something belongs to that person.

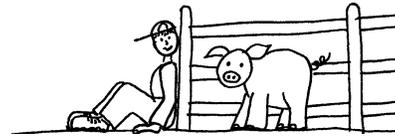
Ed's sled



Mike's bike



Jeff's pig



Beth's blocks



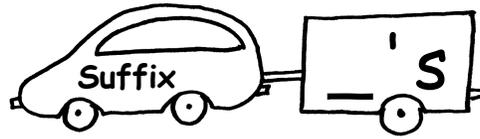
Ned's shell



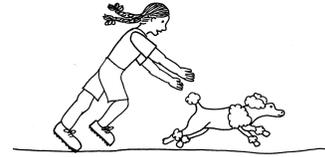
Joe's truck



Read the phrases.



1. Jill's dog runs fast.



2. Mom's bag fell.



3. Jack's gift is in the box.



4. Tom's sock is lost.



5. This is Pam's lunch box.



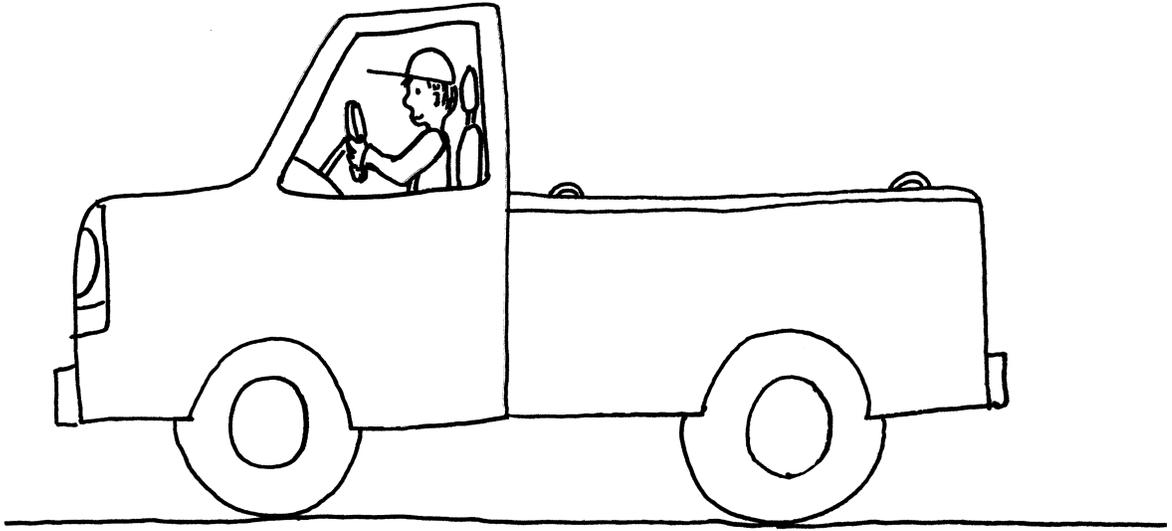
6. Ned's shells fill up the box.



7. Ed's sled is red.



# Joe's Truck



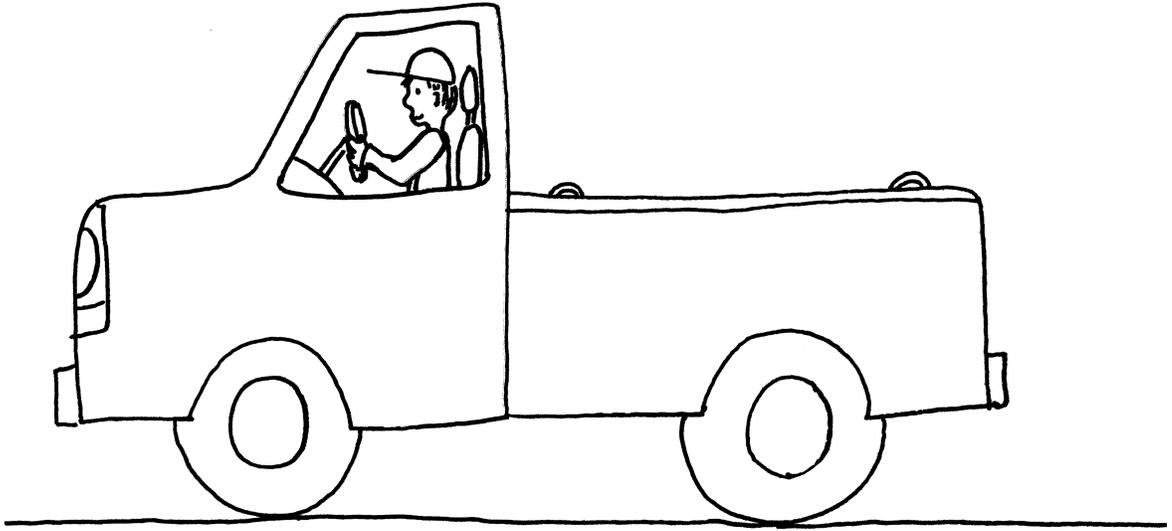
This is Joe.

Joe has a big black truck.

Joe likes to drive his truck.

Read the story.

# Joe's Truck



This is Joe.

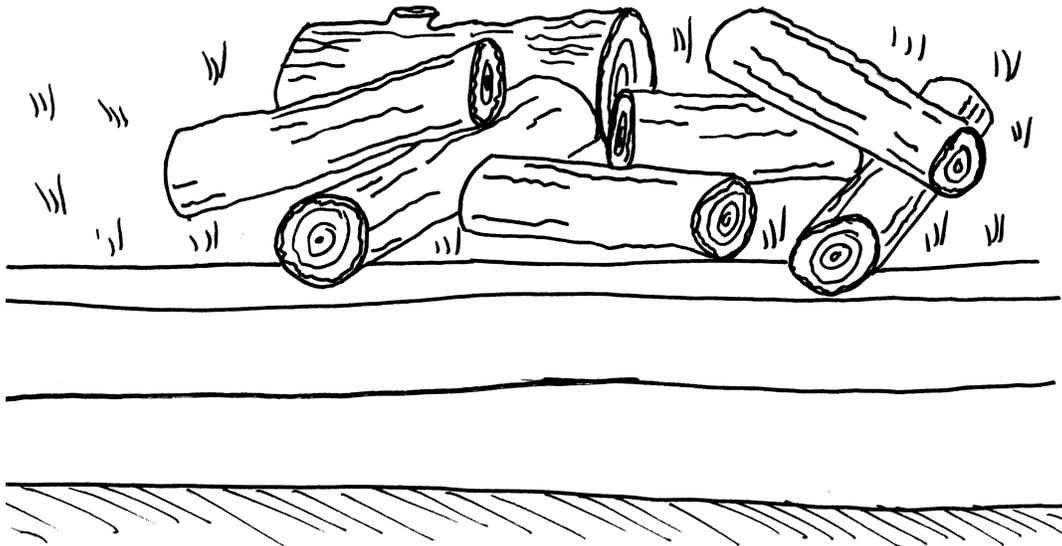
Joe has a big black truck.

Joe likes to drive his truck.

Read the story.

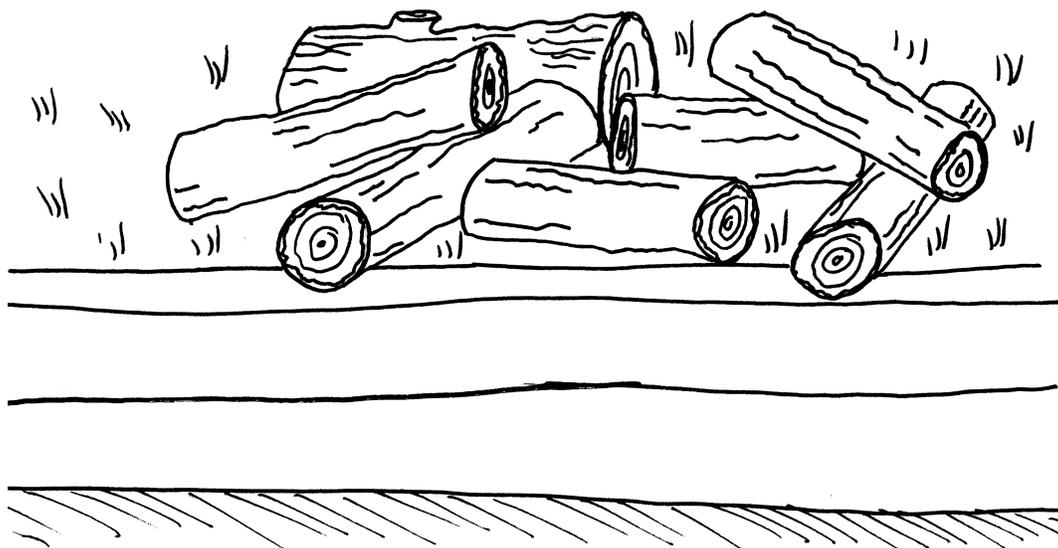
Joe sees some logs  
at the side of the road.

Will Joe get the logs?



Joe sees some logs  
at the side of the road.

Will Joe get the logs?





Joe stops to ask.

Can he have the logs?

Yes, he can have the logs.



Joe stops to ask.

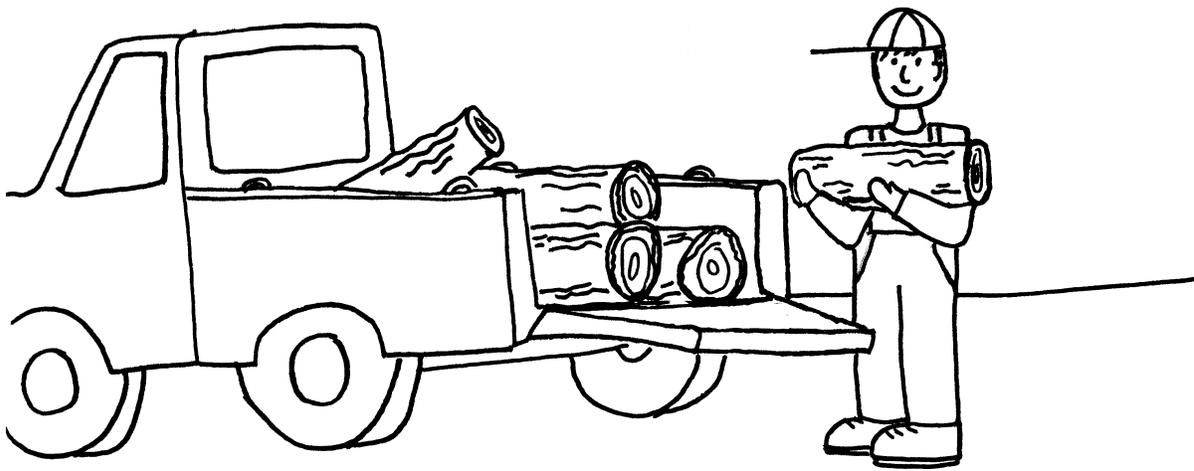
Can he have the logs?

Yes, he can have the logs.

Joe loads the logs

onto his truck.

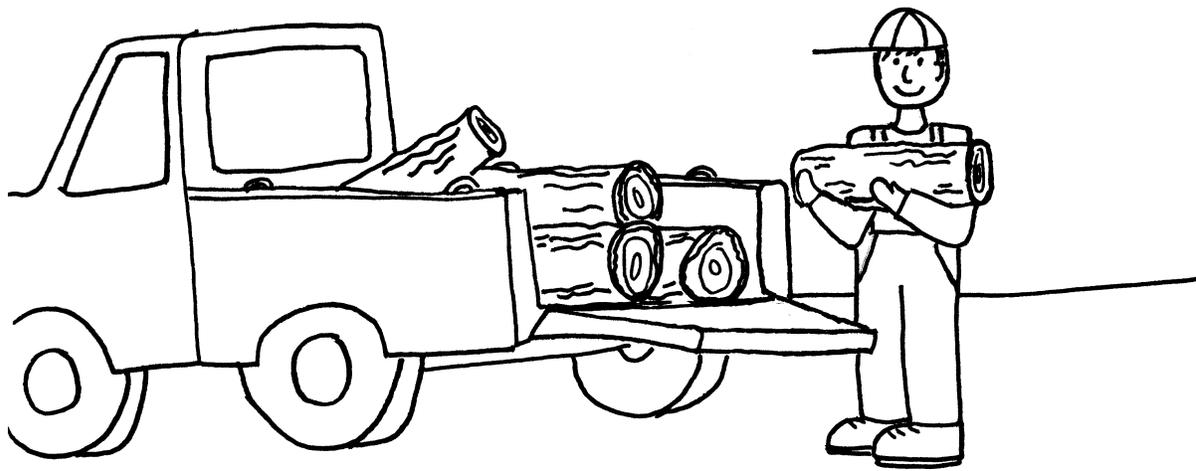
He takes the logs home.



Joe loads the logs

onto his truck.

He takes the logs home.





Joe splits the logs

and piles them up.

Some day he will make

a fire with the logs.



Joe splits the logs

and piles them up.

Some day he will make

a fire with the logs.

The logs will make

a fine, hot fire.



The logs will make  
a fine, hot fire.



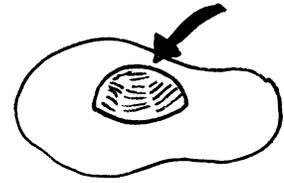
These letter combinations are made up of more than one sound. However, in these exercises, they are pronounced as a single unit.

An x over the l in olk reminds us not to pronounce it in this pattern.

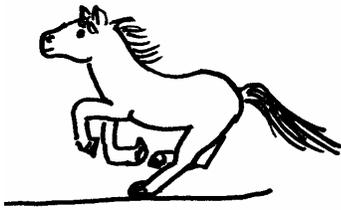
old oll  
olt olk



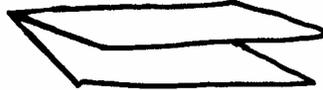
A.



B.



C.



D.



E.



F.



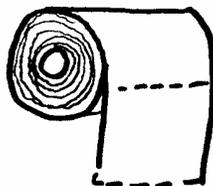
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

old



oll



olt



oĭk



1. r → oll roll

2. tr → oll troll

3. c → olt colt

4. b → olt bolt

5. g → old gold

6. c → old cold

7. s → old sold

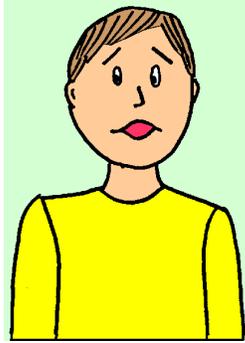
8. f → old fold

9. h → old hold

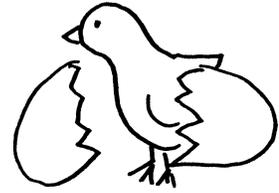
10. y → oĭk yolk

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

In many words, the letter a, at the beginning of a word, represents the short u sound.  
It is an umbrella pattern.  
We call it "first syllable a."

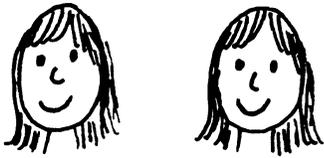


A.

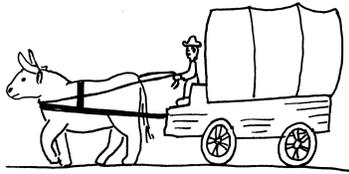


Introduce sight words: again, against

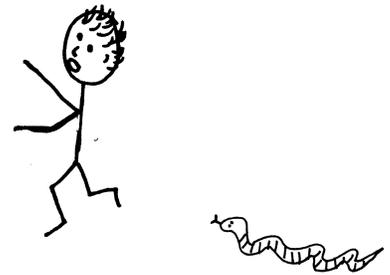
B.



C.



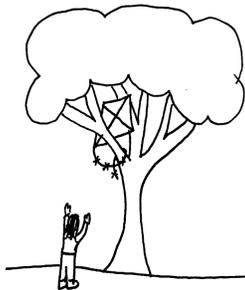
D.



E.



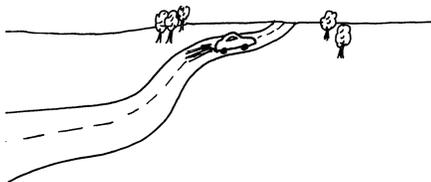
F.



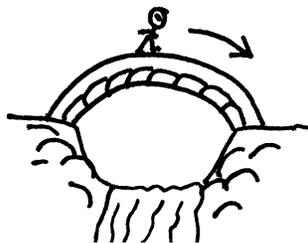
G.



H.



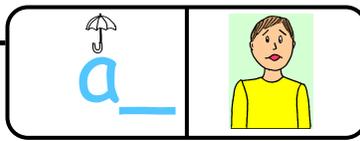
I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each syllable separately, pausing at the arrow. Students put the syllables together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the syllables.)



1. a → cross                      across
2. a → las                              alas
3. a → sleep                          asleep
4. a → like                              alike
5. a → live                              alive
6. a → lone                              alone
7. a → fraid                            afraid
8. a → way                              away
9. a → bove<sup>umbrella</sup>                      above
10. a → go                              ago

2) The teacher looks at the pictures, going from A to J, and pronounces the syllables separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

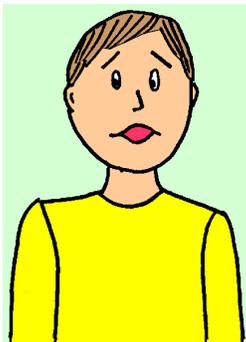
In many words, the letter a, at the end of a word, represents the short u sound.

It is an umbrella pattern.

We call it "last syllable a."



— a



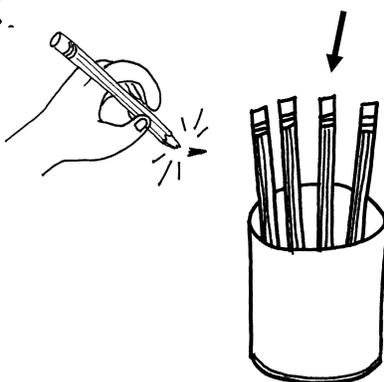
A.



B.



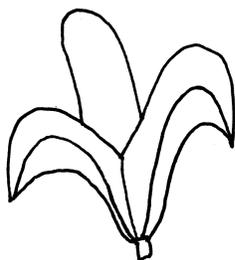
C.



D.



E.



F.



G.



H.



I.

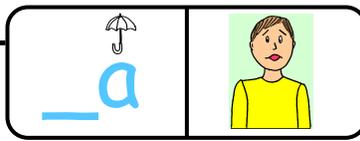


eggs, plums,  
hotdogs, milk,  
jelly, cake

J.



1) Look at the words in the first column, going from 1-10. Pronounce each syllable separately, pausing at the arrow. Students put the syllables together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the syllables.)



1. pan → da panda

2. An → na Anna

3. San → ta Santa

4. vil → la villa

5. yuc → ca yucca

6. com → ma comma

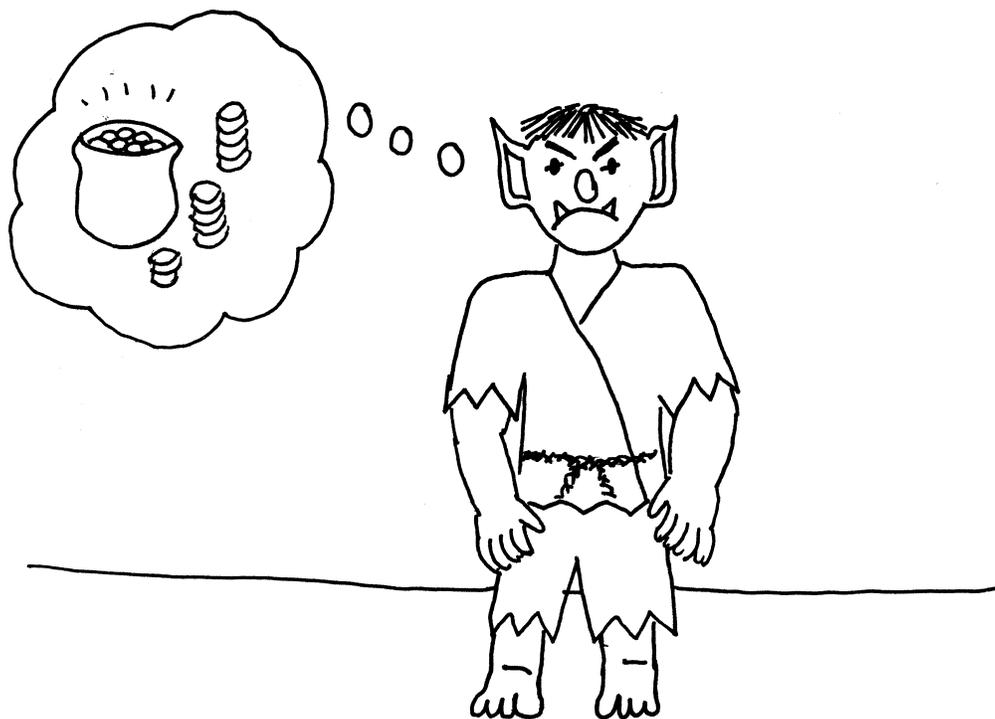
7. del → ta delta

8. ex → tra extra

9.  ba → nan → a banana

10.  va → nil → la vanilla

# The Troll And The Gold



This is a troll.

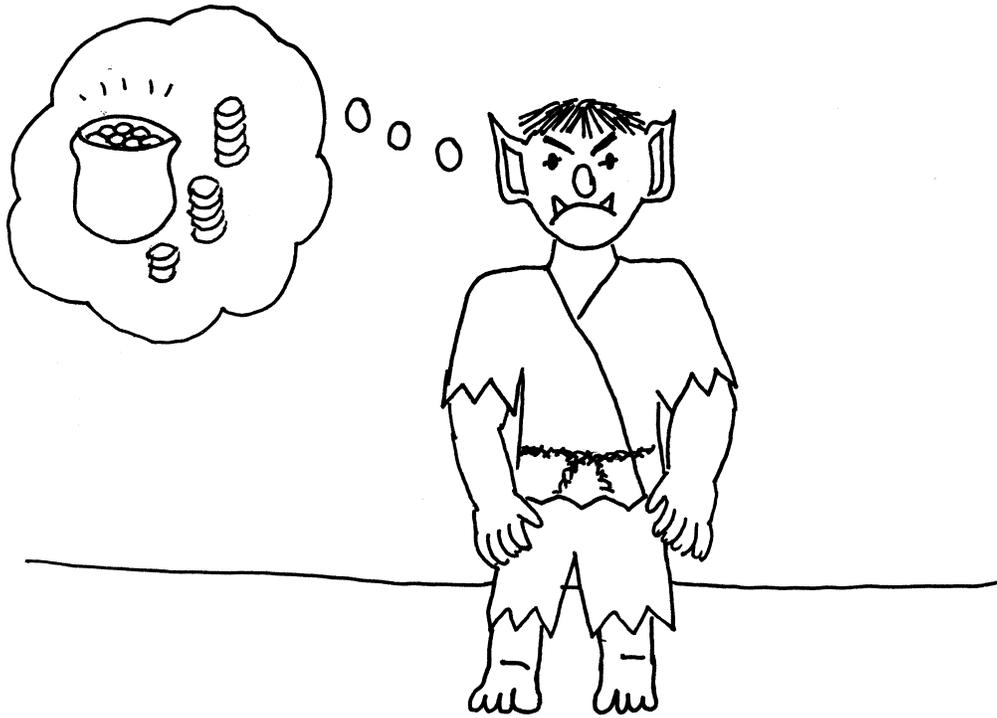
He is a bad troll.

He likes gold.

Will he get some gold?

Read the story.

# The Troll And The Gold



This is a troll.

He is a bad troll.

He likes gold.

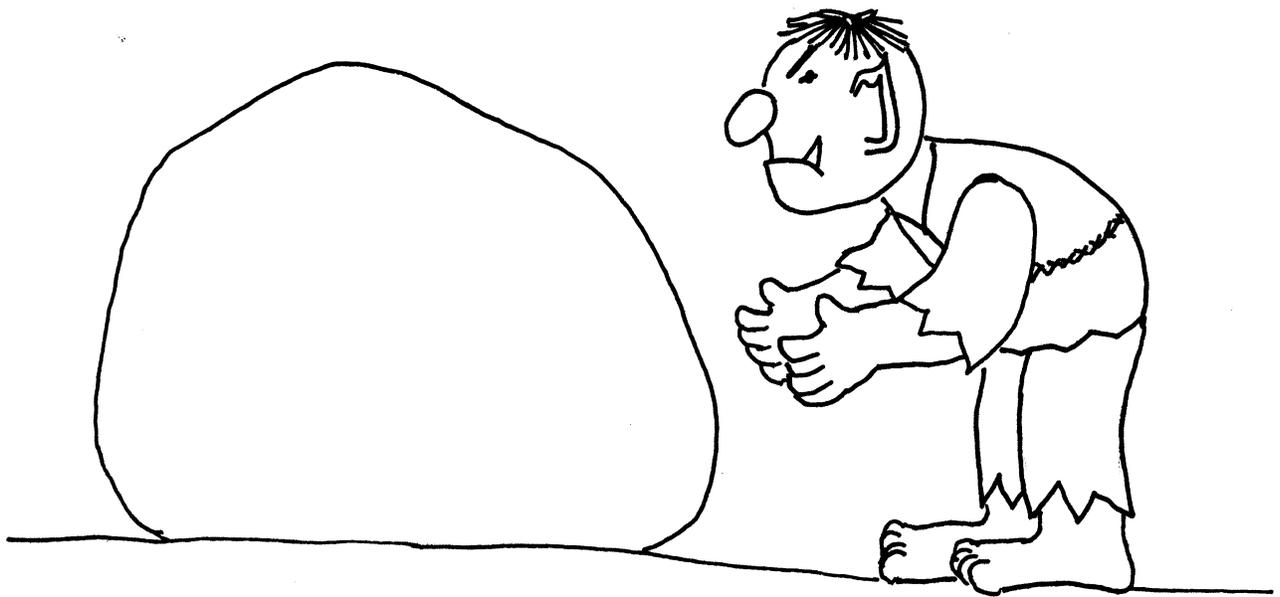
Will he get some gold?

Read the story.

The troll hides behind a big stone  
at the side of the road.

He sees a colt on the road.

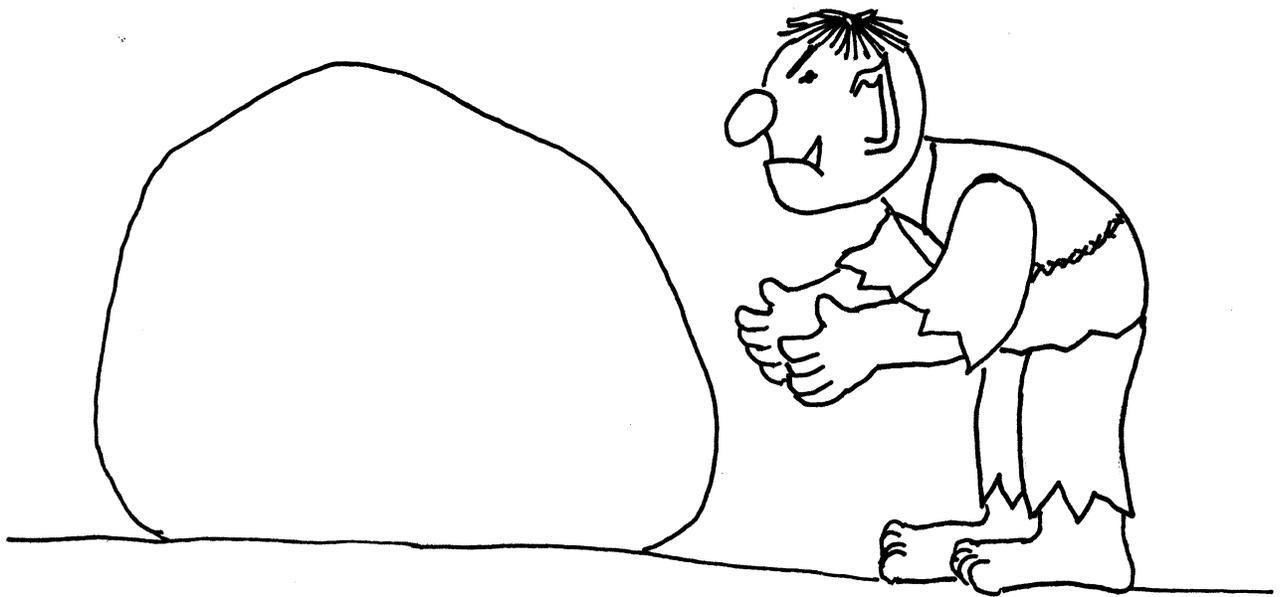
The colt has some gold.

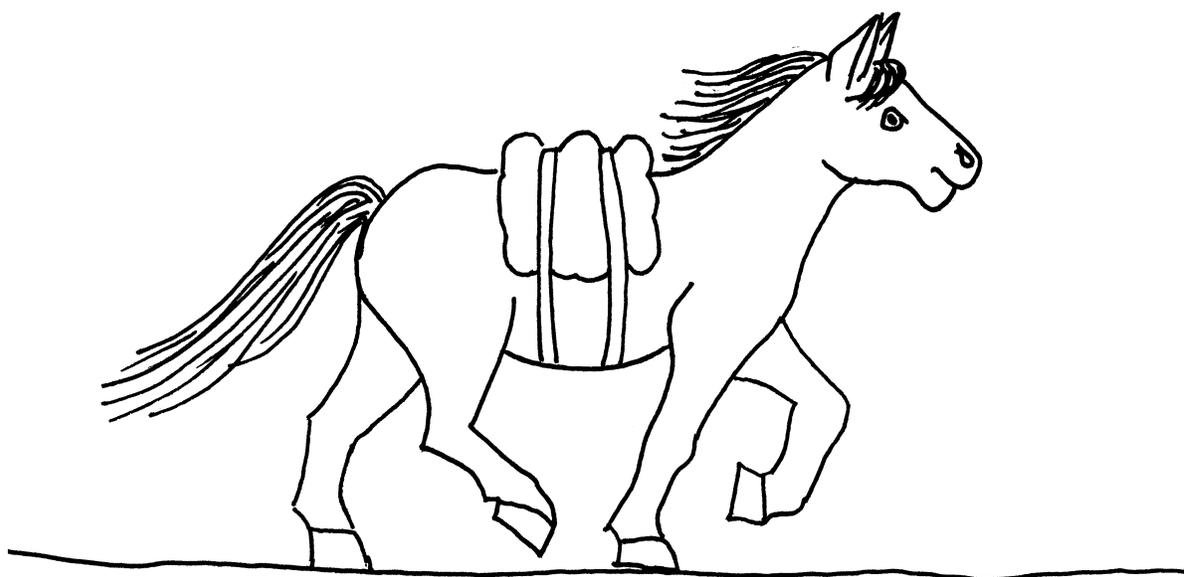


The troll hides behind a big stone  
at the side of the road.

He sees a colt on the road.

The colt has some gold.



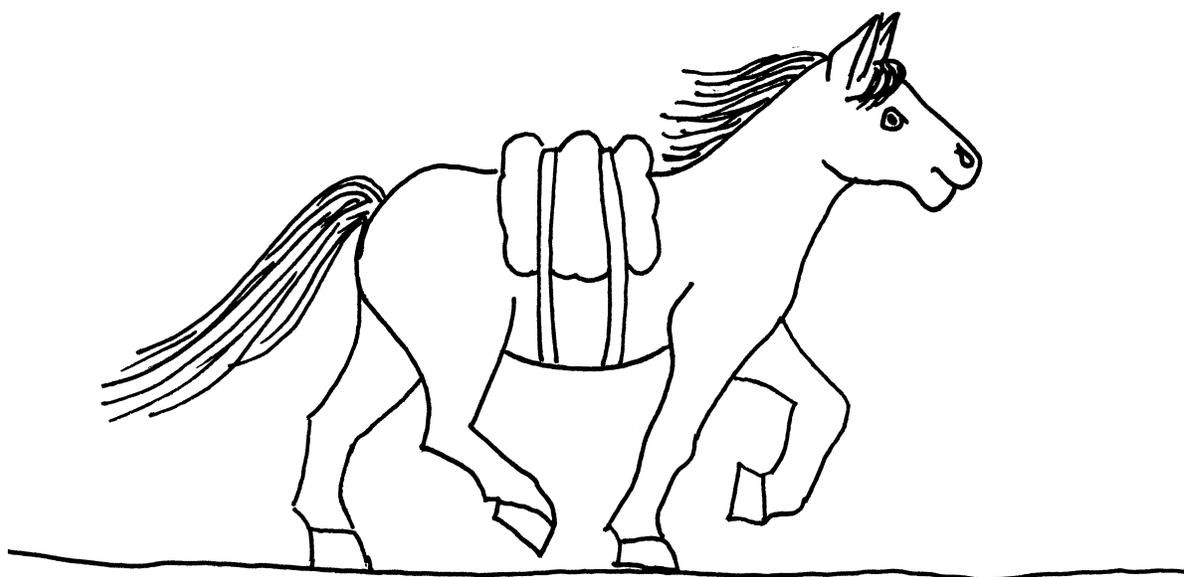


The gold is in a bag

on the colt's back.

The troll sees the bag of gold.

Will the troll get the gold?



The gold is in a bag  
on the colt's back.

The troll sees the bag of gold.

Will the troll get the gold?

The bad troll jumps at the colt.

The troll grabs the bag of gold.

The colt does not like the troll.

He steps on his toe.

He bites the troll with his teeth.

He kicks the troll with his feet.



The bad troll jumps at the colt.

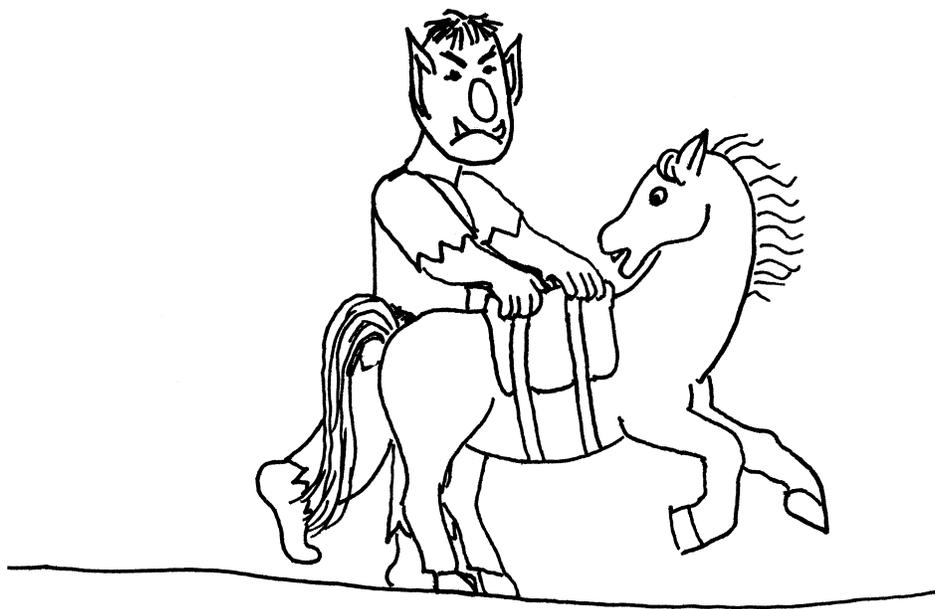
The troll grabs the bag of gold.

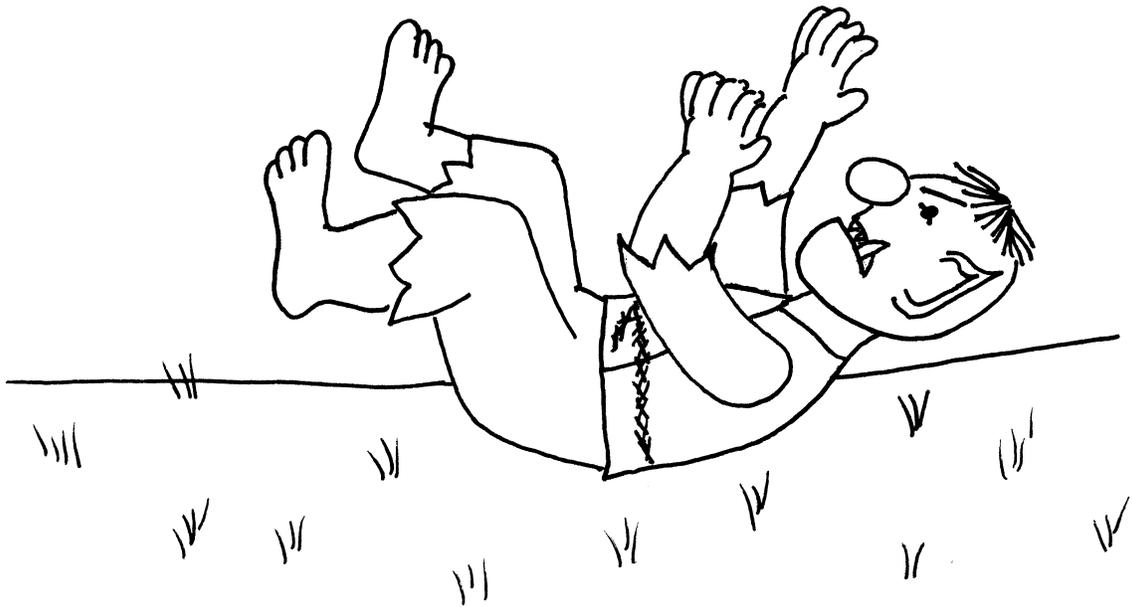
The colt does not like the troll.

He steps on his toe.

He bites the troll with his teeth.

He kicks the troll with his feet.

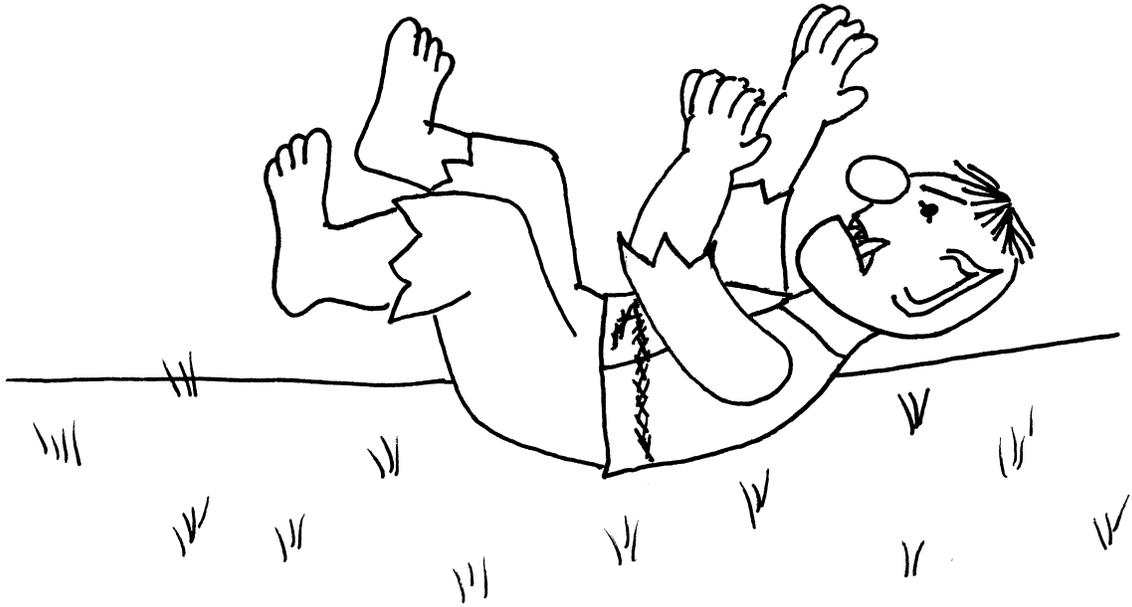




The troll rolls in the grass.

He is mad.

He cannot get the gold.



The troll rolls in the grass.

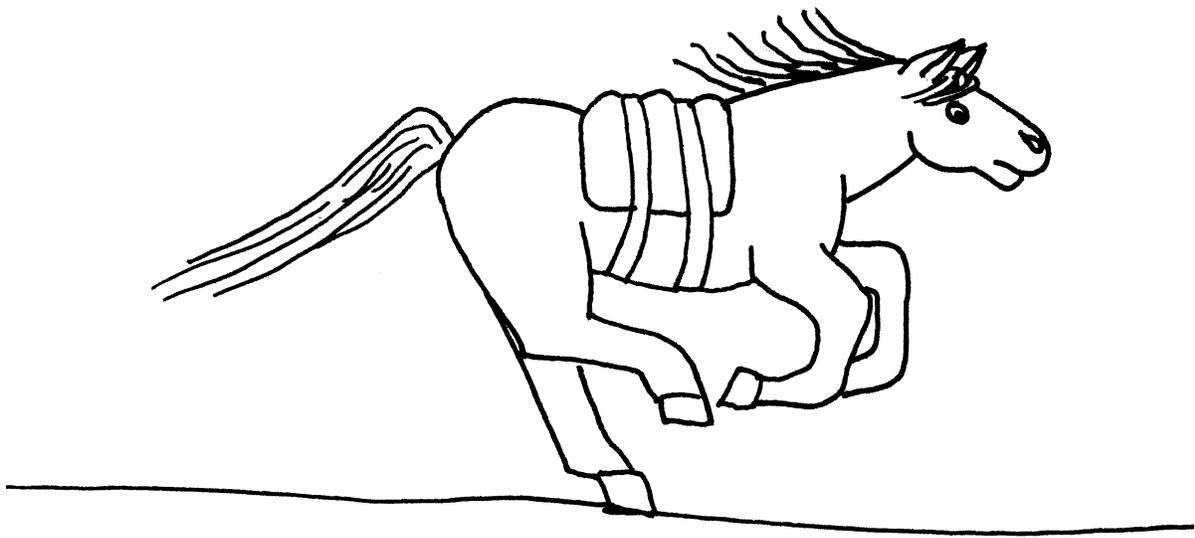
He is mad.

He cannot get the gold.

The colt runs away fast.

He does not come back.

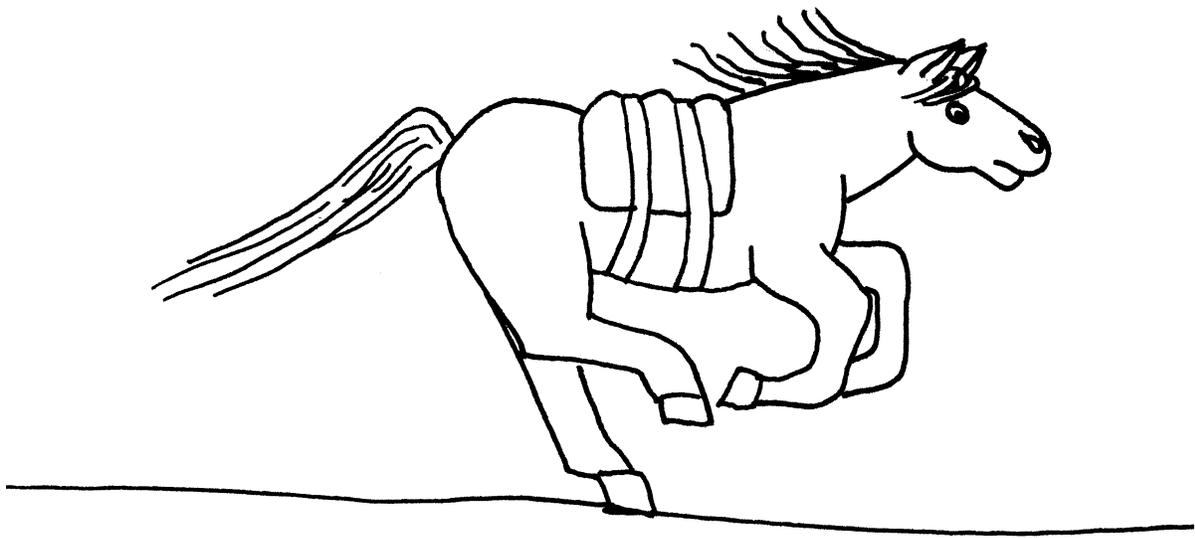
He goes home.

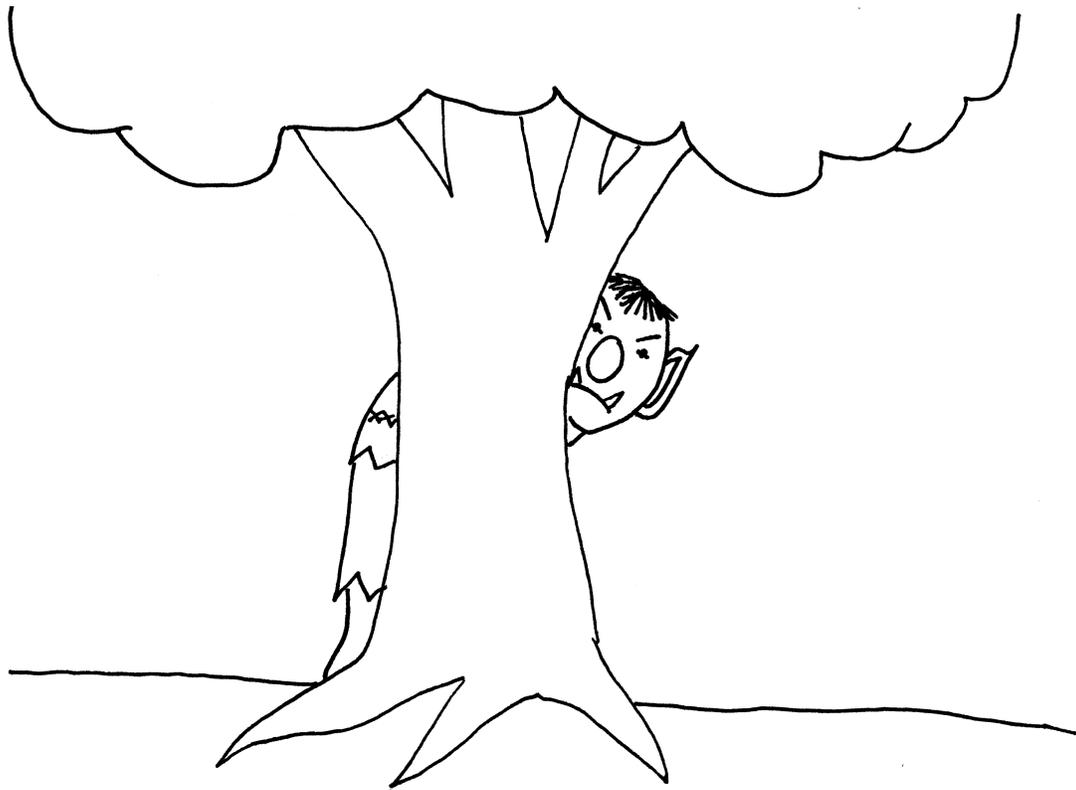


The colt runs away fast.

He does not come back.

He goes home.

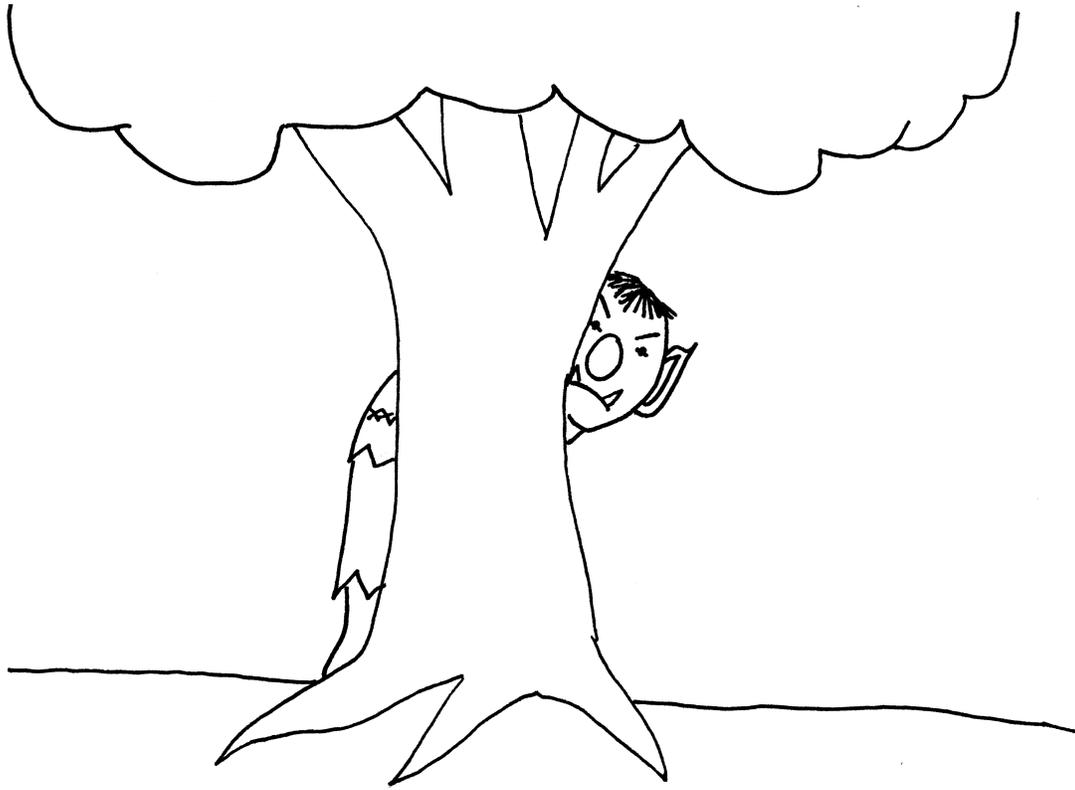




The bad troll does not go home.

He waits at the side of the road.

He hides behind a big tree.



The bad troll does not go home.

He waits at the side of the road.

He hides behind a big tree.

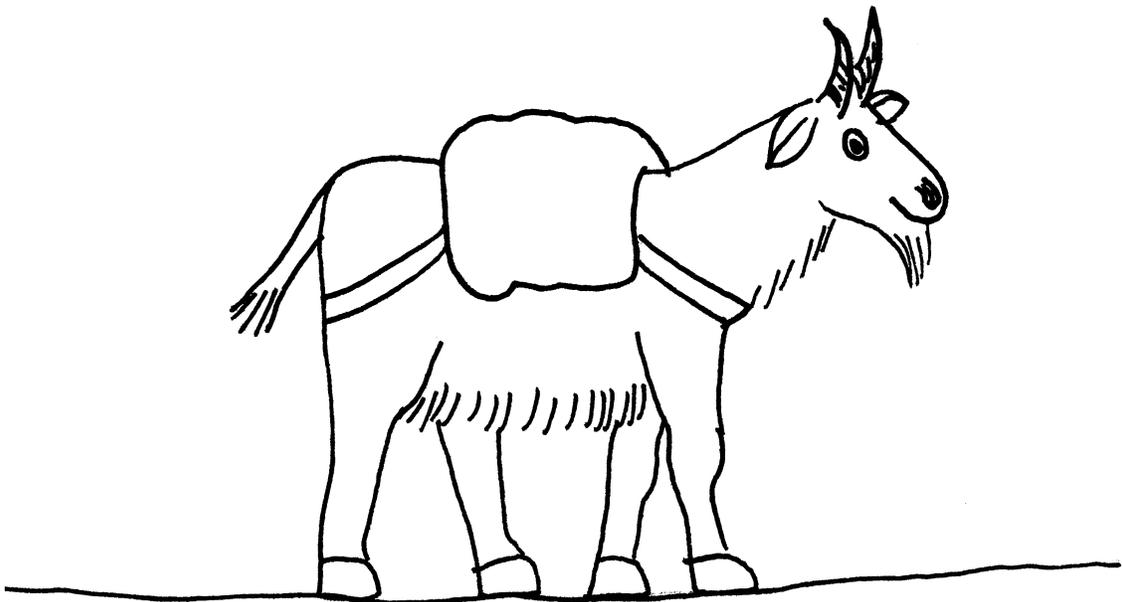
The troll sees a goat on the road.

The goat has some gold.

The gold is in a bag

on the goat's back.

Will the troll get the gold?



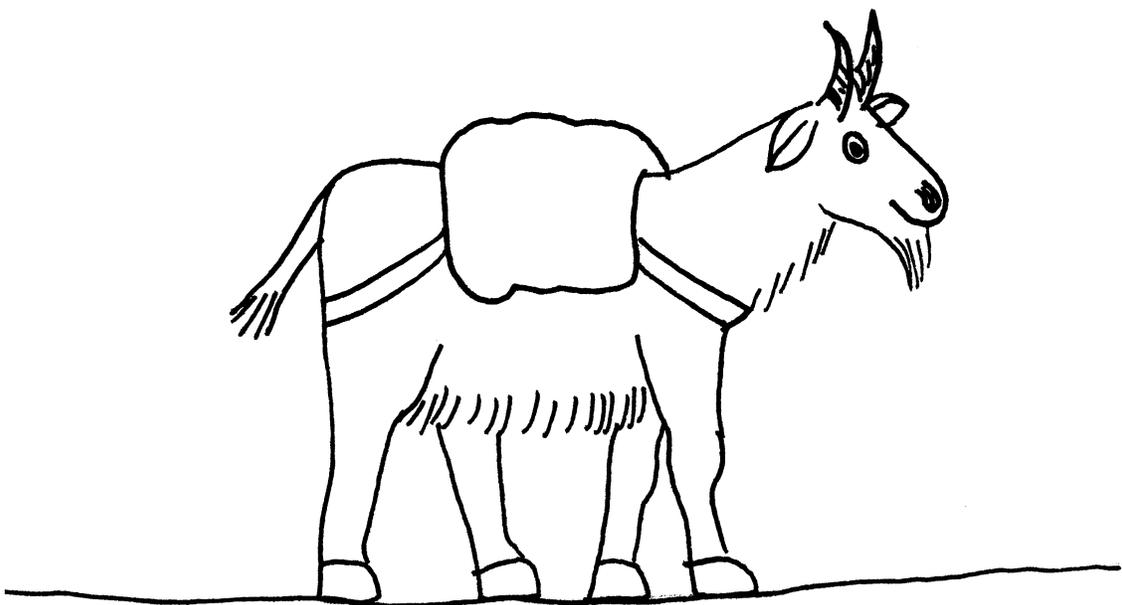
The troll sees a goat on the road.

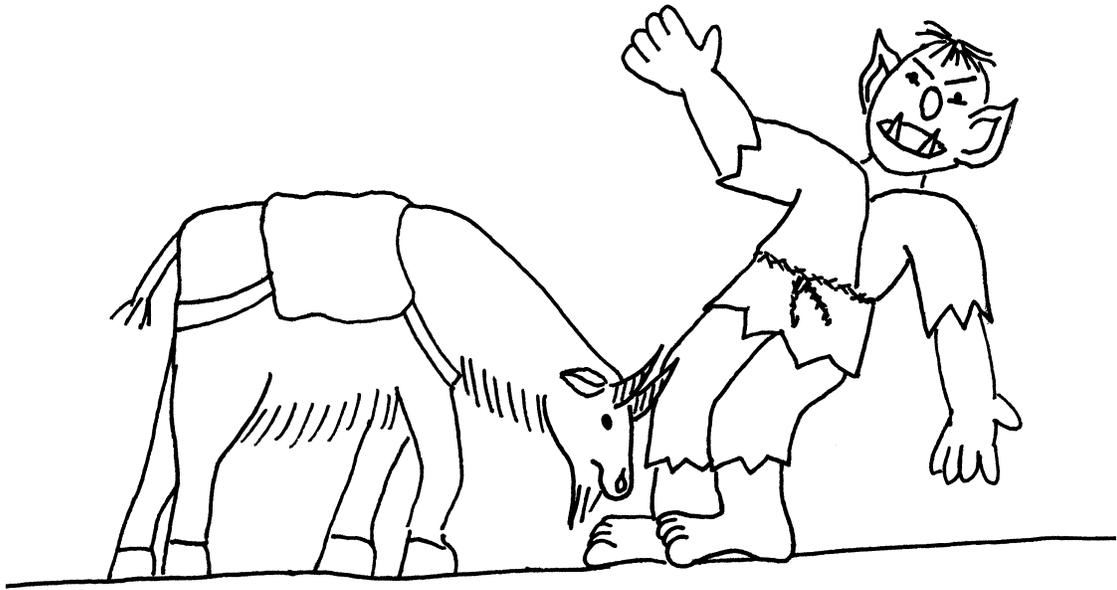
The goat has some gold.

The gold is in a bag

on the goat's back.

Will the troll get the gold?





The bad troll jumps at the goat.

The troll grabs the bag of gold.

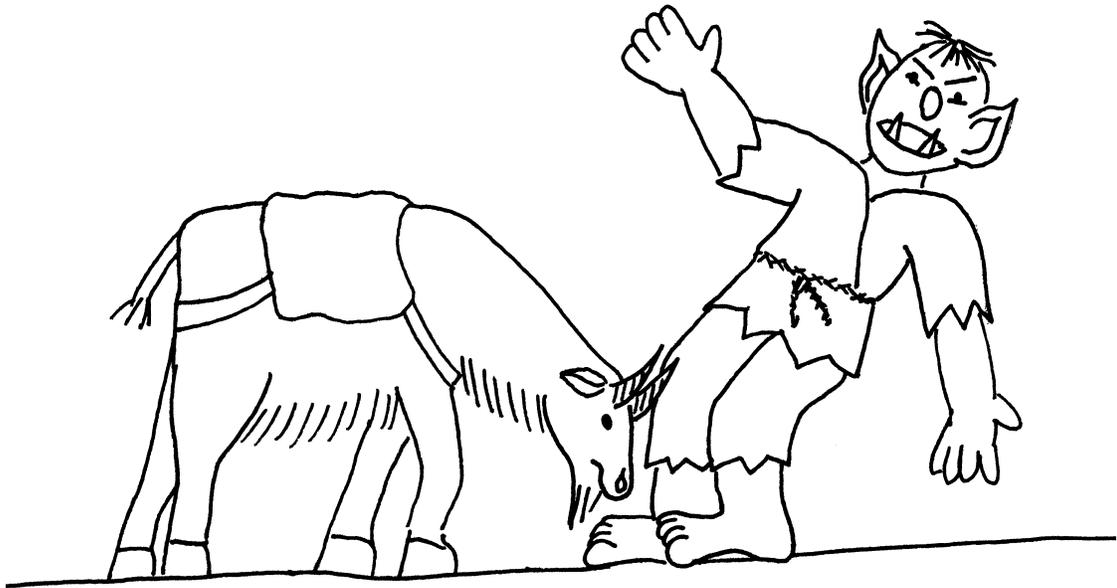
The goat does not like the troll.

He steps on his toe.

He bites the troll with his teeth.

He kicks the troll with his feet.

Then he butts the troll with his horns.



The bad troll jumps at the goat.

The troll grabs the bag of gold.

The goat does not like the troll.

He steps on his toe.

He bites the troll with his teeth.

He kicks the troll with his feet.

Then he butts the troll with his horns.

The troll rolls in the grass.

He is mad.

He cannot get the gold.

The troll is afraid of the goat.

He runs away fast.

The troll does not come back.



The troll rolls in the grass.

He is mad.

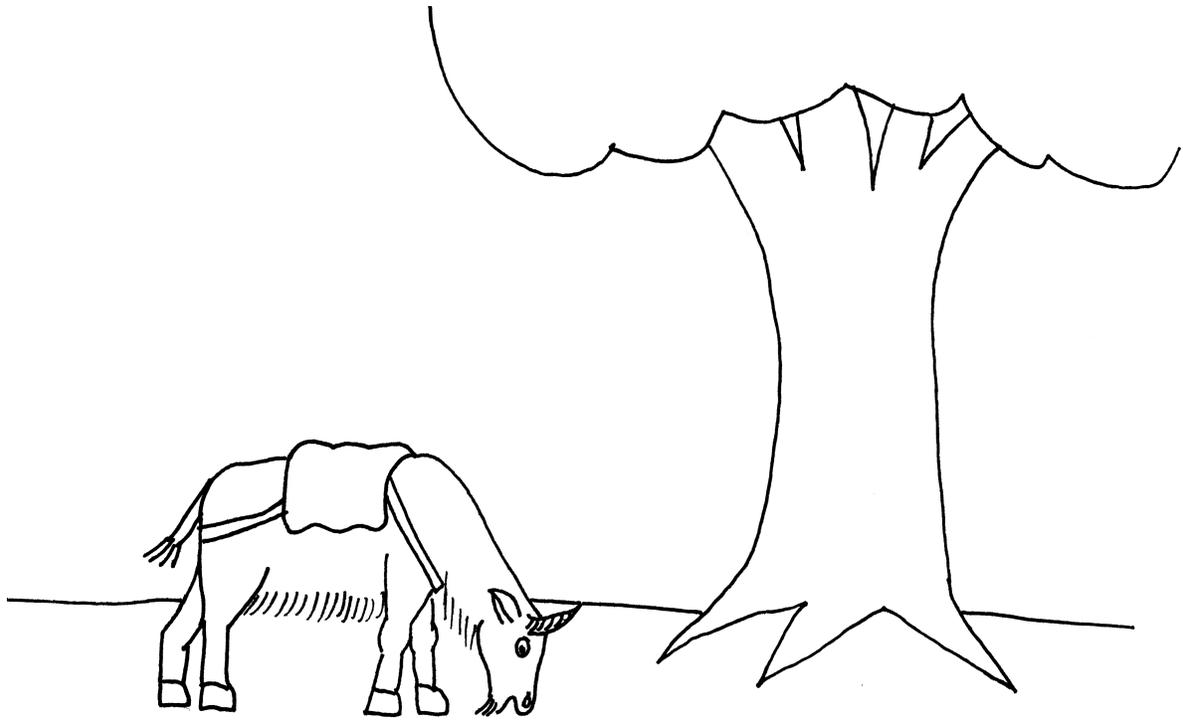
He cannot get the gold.

The troll is afraid of the goat.

He runs away fast.

The troll does not come back.

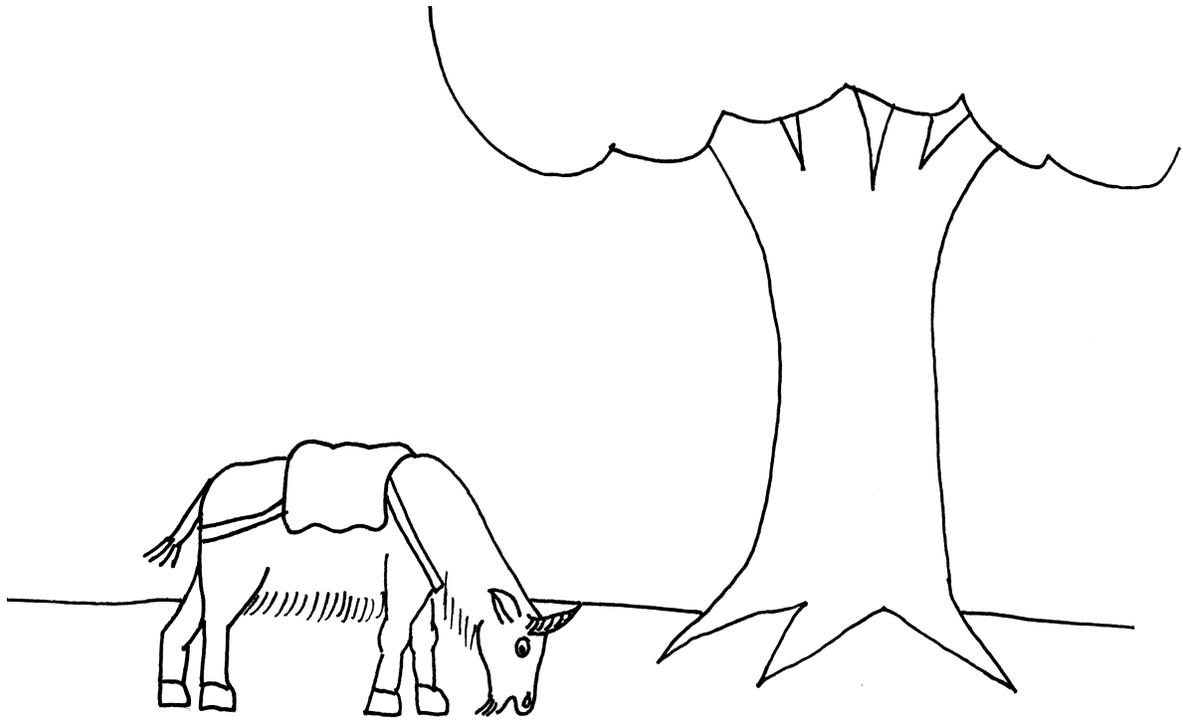




The goat stops to rest  
and have a bite of grass.

Then the goat goes home.

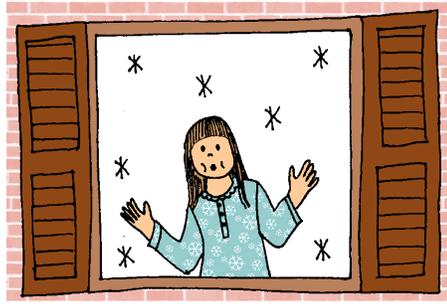
The End



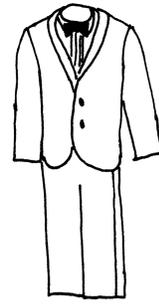
The goat stops to rest  
and have a bite of grass.  
Then the goat goes home.

The End

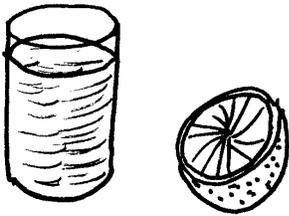
ui



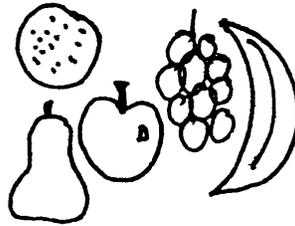
A.



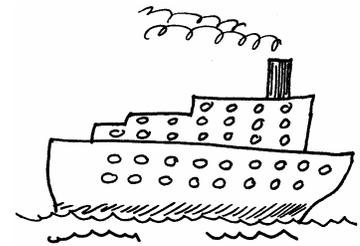
B.



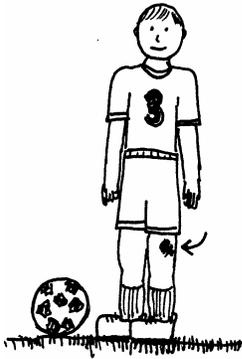
C.



D.



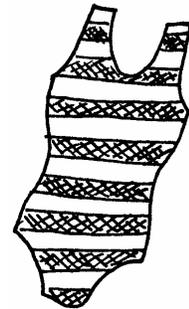
E.



F.



G.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

For two-syllable words, pronounce separate syllables instead of separate sounds.

ui



The answer key for all of the picture/word pages can be found on page 138.

1. s → ui → t                      suit

2. fr → ui → t                      fruit

3. j → ui → c<sup>s</sup>ē<sup>x</sup>                      juice

4. cr → ui → s<sup>z</sup>ē<sup>x</sup>                      cruise

5. br → ui → s<sup>z</sup>ē<sup>x</sup>                      bruise

6. swim → suit                      swimsuit

7. suit → case                      suitcase

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.



ue

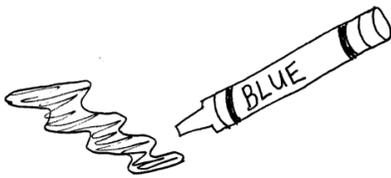


A.



There are two possible sounds for this pattern.

B.



C.



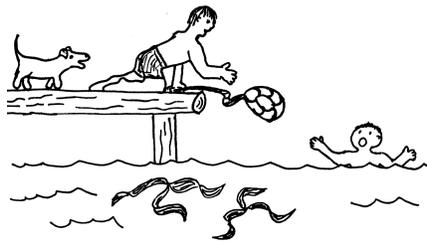
D.



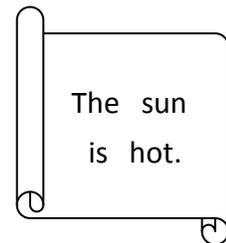
E.



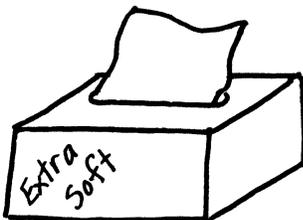
F.



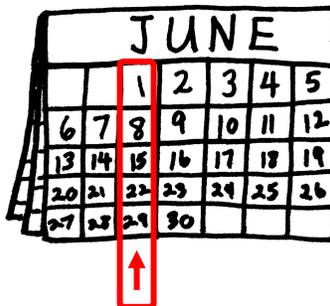
G.



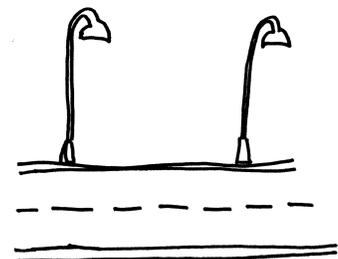
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

For two-syllable words, pronounce separate syllables instead of separate sounds.

ue



1. gl → ue glue

2. cl → ue clue

3. tr → ue true

4. S → ue Sue

5. bl → ue blue

6. res → cue rescue

7. stat<sup>ch</sup> → ue statue

8. tis<sup>sh</sup> → sue tissue

9. av → en → ue avenue

10. Tues → day Tuesday

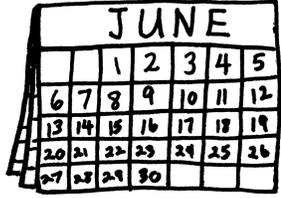
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.



u\_e

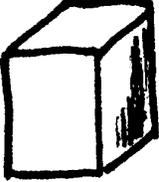


A.



There are two possible sounds for this pattern. Introduce sight word: sure

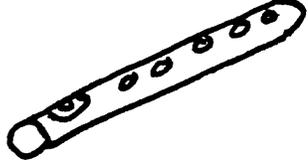
B.



C.



D.



E.



F.



G.



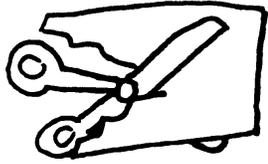
H.



I.

Be kind  
to others.

J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

u\_e



u\_e



1. t → u → b → e tube

2. r → u → l → e rule

3. c → u → r → e cure

4. m → u → l → e mule

5. u → s<sup>z</sup> → e use

6. c → u → b → e cube

7. J → u → n → e June

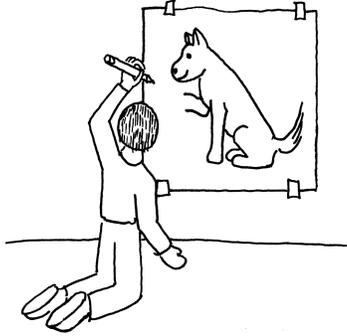
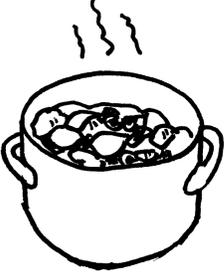
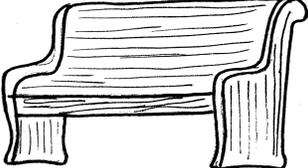
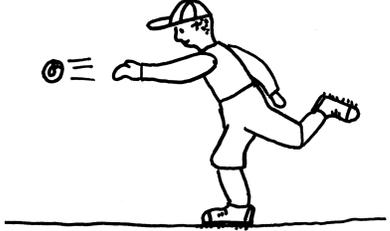
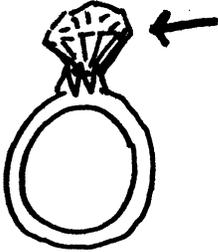
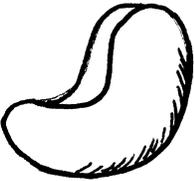
8. s<sup>sh</sup> → u → r → e sure

9. fl → u → t → e flute

10. Nep → tune Neptune

For two-syllable words, pronounce separate syllables instead of separate sounds.

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

 <p>Introduce sight word: sew</p>   <p><b>ew</b></p>	<p>A.</p> 	
<p>There are two possible sounds for this pattern.</p>		
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 
<p>H.</p> 	<p>I.</p> 	<p>J.</p> 

1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

This is a rule breaker pattern.  
It sounds like long u but there  
is no u in the pattern.



ew



For two-syllable words, pronounce separate  
syllables instead of separate sounds.

1. fl → ew flew

2. bl → ew blew

3. st → ew stew

4. dr → ew drew

5. f → ew few

6. p → ew pew

7. thr → ew threw

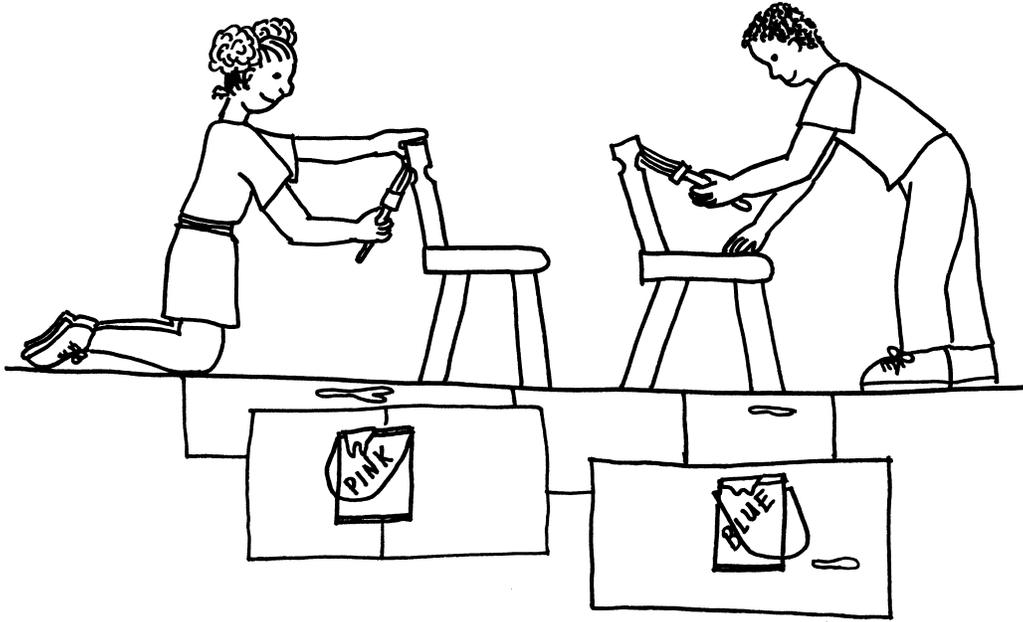
8. scr → ew screw

9. cash → ew cashew

10. jew → ew jewel

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Pink Or Blue?



Sue has a chair.

She paints it pink.

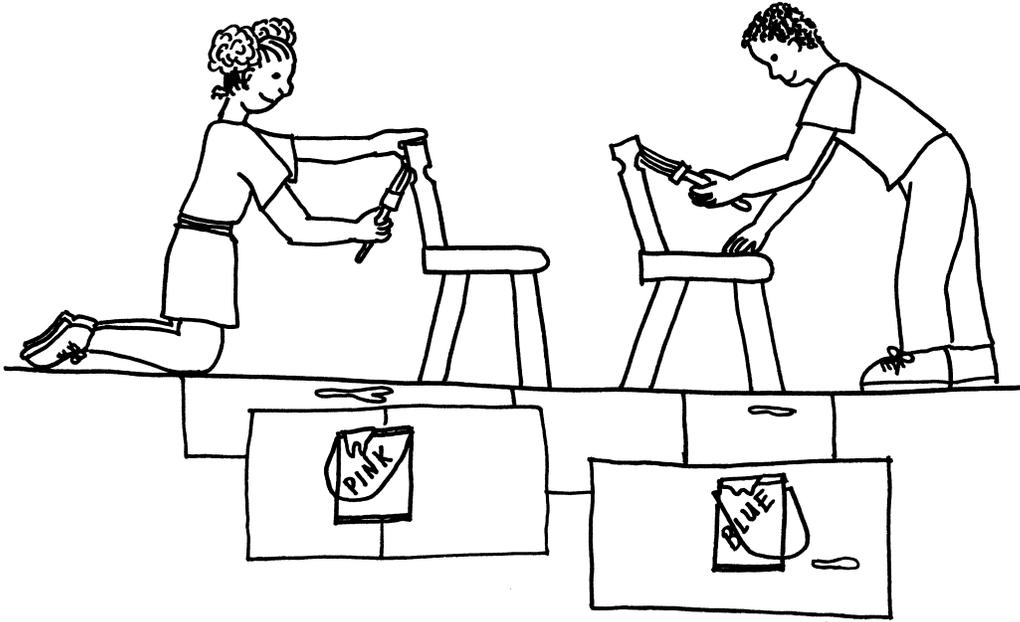
Andrew has a chair.

He does not like pink.

He paints his chair blue.

Read the story.

# Pink Or Blue?



Sue has a chair.

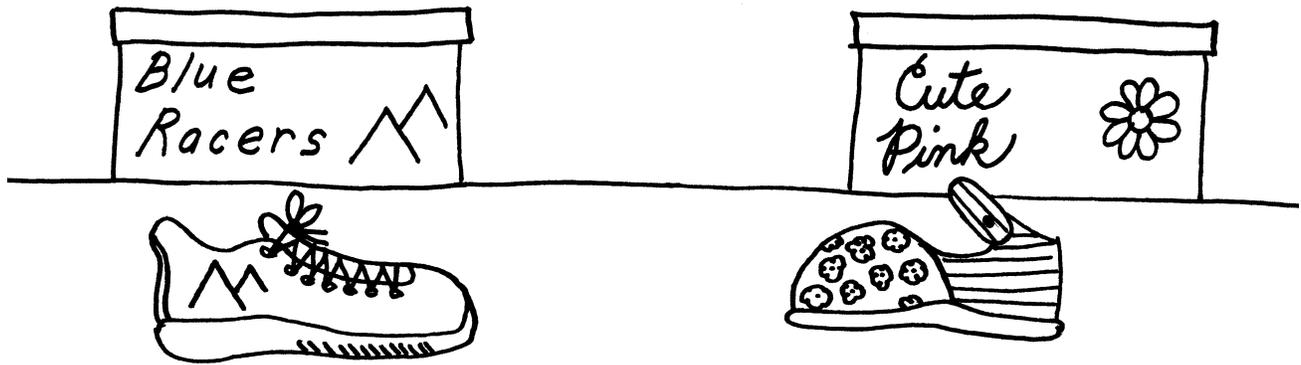
She paints it pink.

Andrew has a chair.

He does not like pink.

He paints his chair blue.

Read the story.



Andrew has some new shoes.

He has blue shoes.

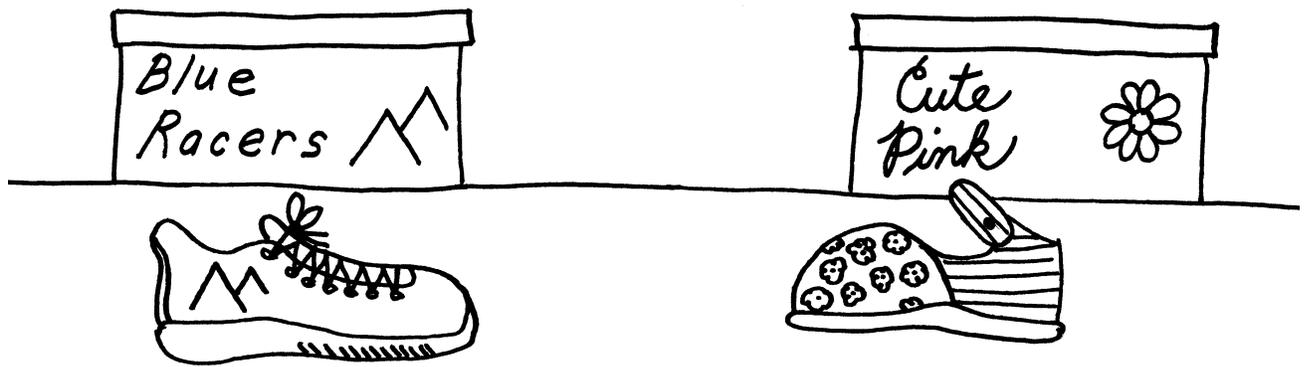
He can run fast in his new shoes.

Sue has some new shoes.

She did not get blue shoes.

Sue likes pink.

She got some cute pink shoes.



Andrew has some new shoes.

He has blue shoes.

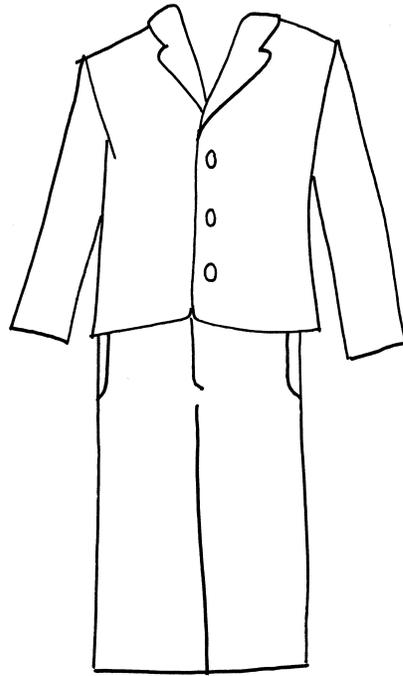
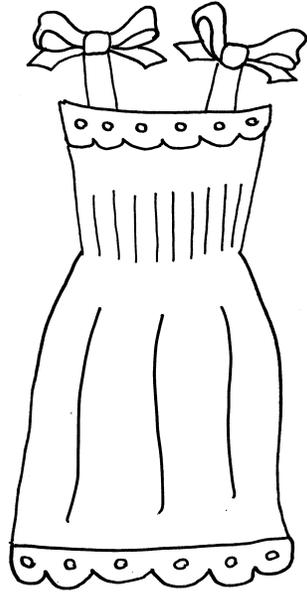
He can run fast in his new shoes.

Sue has some new shoes.

She did not get blue shoes.

Sue likes pink.

She got some cute pink shoes.



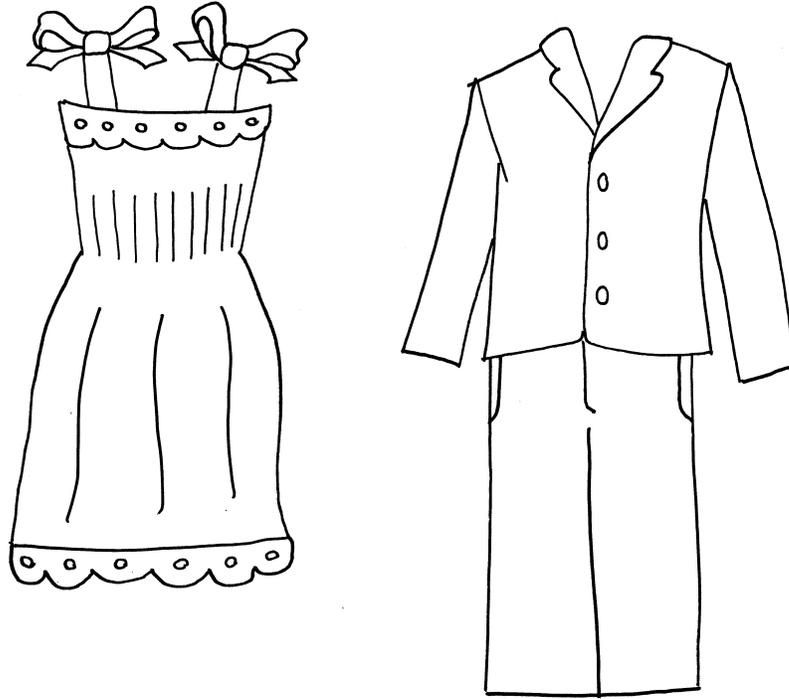
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



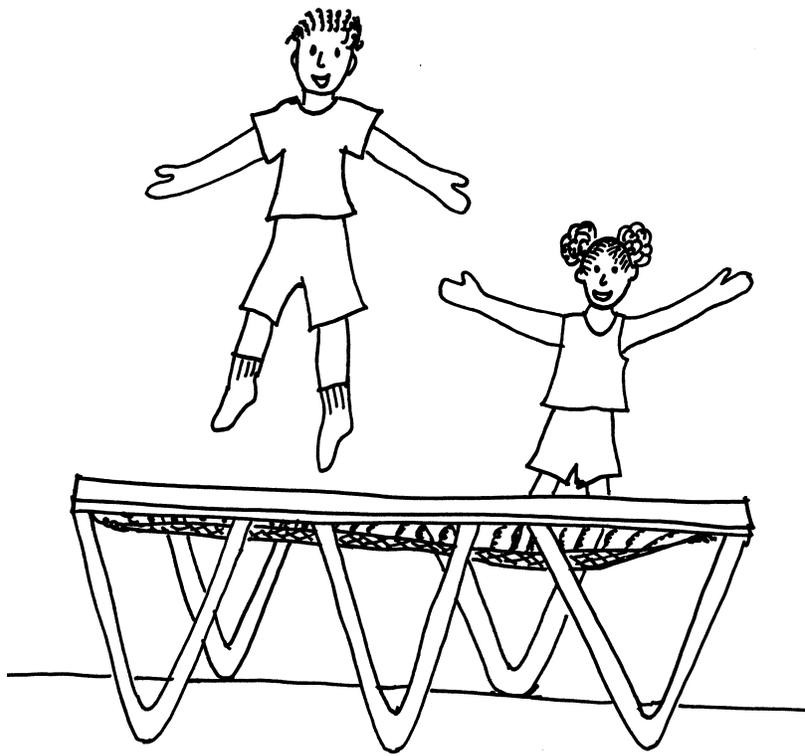
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



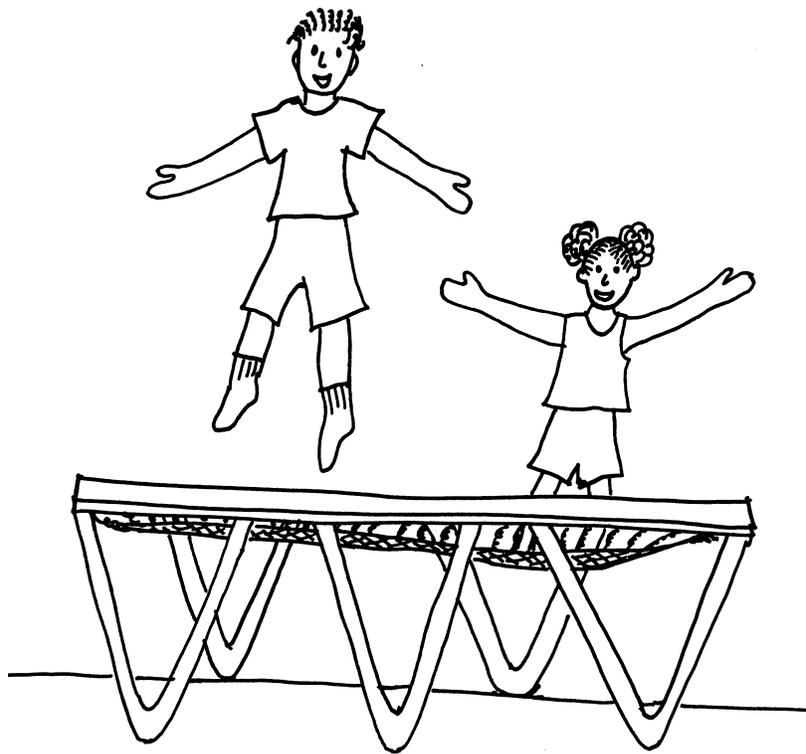
Sue likes pink and Andrew likes blue.

But Sue still likes Andrew.

And Andrew still likes Sue.

Andrew and Sue can still

have a lot of fun.



Sue likes pink and Andrew likes blue.

But Sue still likes Andrew.

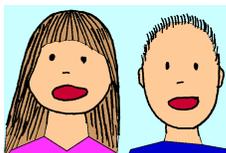
And Andrew still likes Sue.

Andrew and Sue can still

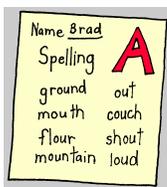
have a lot of fun.

Short And Long Vowel Discrimination

a



a\_e



A.



B.



C.



D.



E.



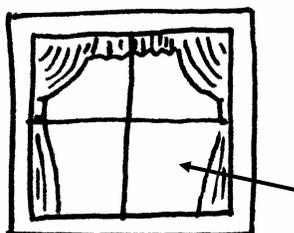
F.



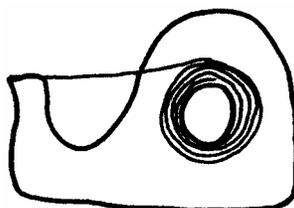
G.



H.



I.

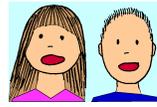


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a



a\_e

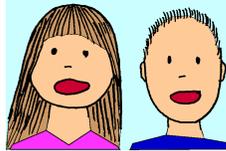


1. t → a → p tap
2. t → a → p → e tape
3. c → a → n can
4. c → a → n → e cane
5. b → a → ck back
6. b → a → k → e bake
7. p → a → n pan
8. p → a → n → e pane
9. m → a → d mad
10. m → a → d → e made

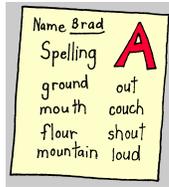
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Short And Long Vowel Discrimination

a



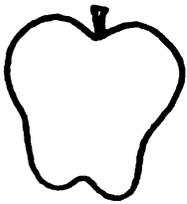
a\_e



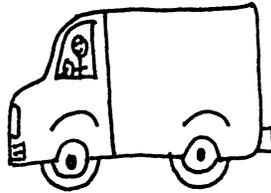
A.



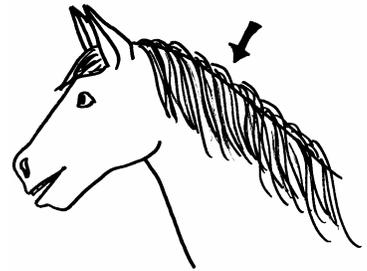
B.



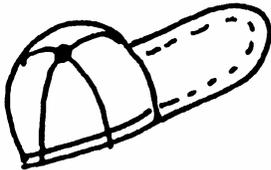
C.



D.



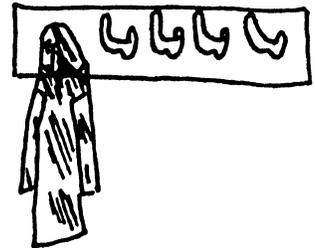
E.



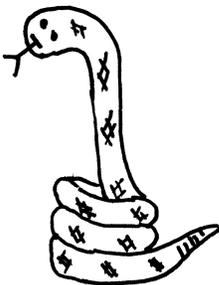
F.



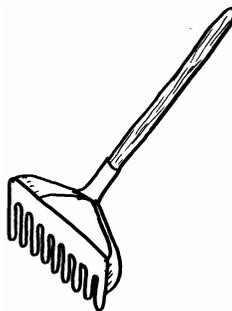
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a



a\_e



1. c → a → p cap

2. c → a → p → e cape

3. m → a → n man

4. m → a → n → e mane

5. v → a → n van

6. v → a → n → e vane

7. r → a → ck rack

8. r → a → k → e rake

9. sn → a → ck snack

10. sn → a → k → e snake

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Short And Long Vowel Discrimination

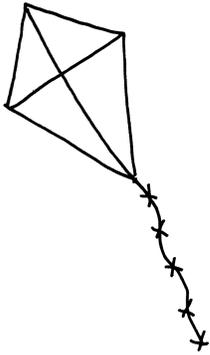
i  
i\_e



A.



B.



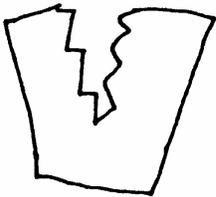
C.



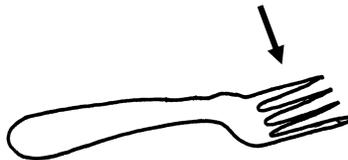
D.



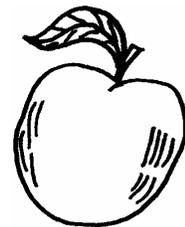
E.



F.



G.



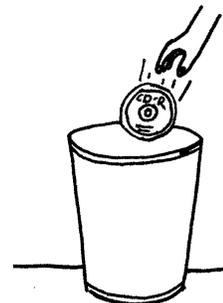
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

i



i\_e



1. p → i → n

pin

2. p → i → n → e

pine

3. r → i → d

rid

4. r → i → d → e

ride

5. k → i → t

kit

6. k → i → t → e

kite

7. t → i → n

tin

8. t → i → n → e

tine

9. r → i → p

rip

10. r → i → p → e

ripe

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Short And Long Vowel Discrimination

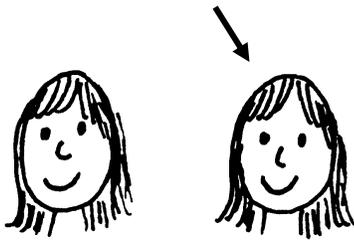
i  
i\_e



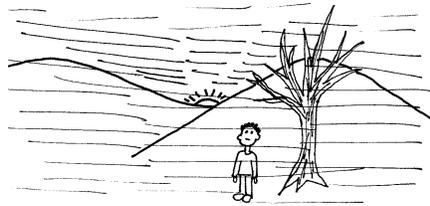
A.



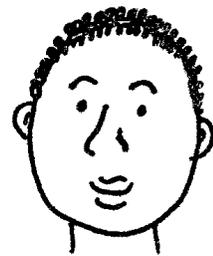
B.



C.



D.



E.



F.



G.



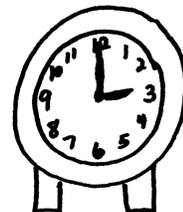
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

i



i\_e



1. p → i → ll pill
2. p → i → l → e pile
3. d → i → m dim
4. d → i → m → e dime
5. tw → i → n twin
6. tw → i → n → e twine
7. T → i → m Tim
8. t → i → m → e time
9. l → i → ck lick
10. l → i → k → e like

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Short And Long Vowel Discrimination

o  
o\_e



A.



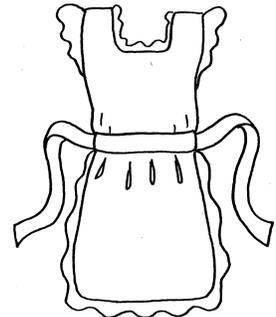
B.



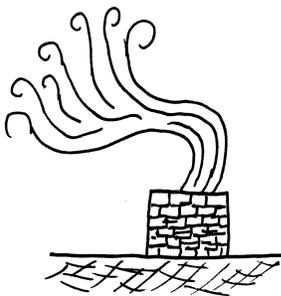
C.



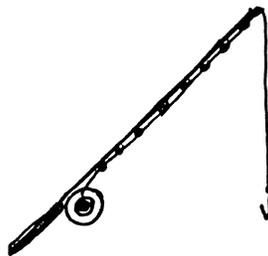
D.



E.



F.



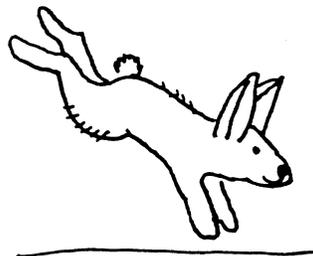
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

o



o\_e



1. h → o → p hop

2. h → o → p → e hope

3. c → o → n con

4. c → o → n → e cone

5. sm → o → ck smock

6. sm → o → k → e smoke

7. r → o → d rod

8. r → o → d → e rode

9. n → o → t not

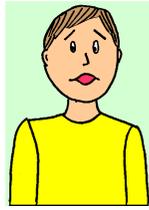
10. n → o → t → e note

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

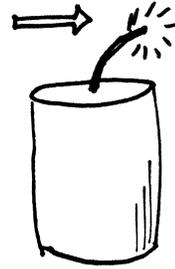
Short And Long Vowel Discrimination

u

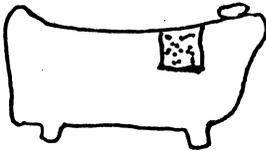
u\_e



A.



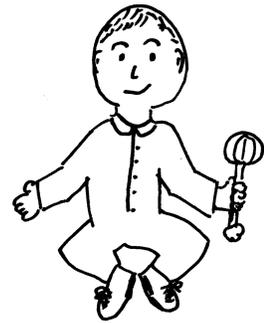
B.



C.



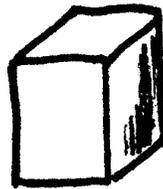
D.



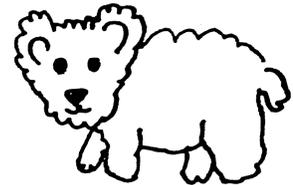
E.



F.



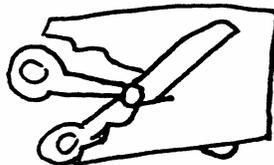
G.



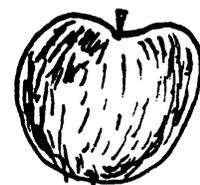
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

u



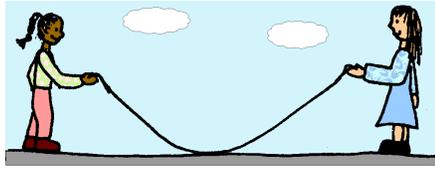
u\_e



1. c → u → b cub
2. c → u → b → e cube
3. t → u → b tub
4. t → u → b → e tube
5. f → u → ss fuss
6. f → u → s → e fuse
7. c → u → t cut
8. c → u → t → e cute
9. pl → u → m plum
10. pl → u → m → e plume

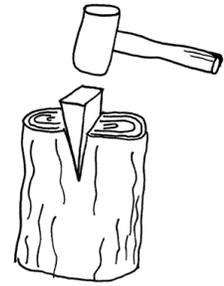
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

# dge



This pattern is used to show the /j/ sound after a short vowel.

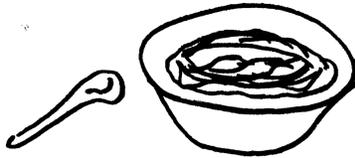
A.



B.



C.



D.



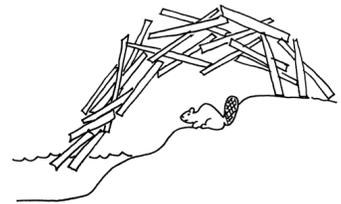
E.



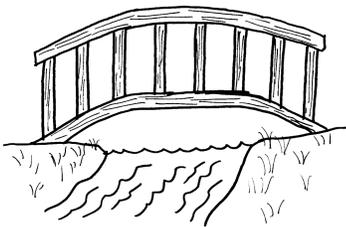
F.



G.



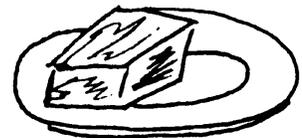
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

For two-syllable words, pronounce separate syllables instead of separate sounds.

dge



The answer key for all of the picture/word pages can be found on page 138.

1. f → u → dge fudge

2. gr → u → dge grudge

3. sm → u → dge smudge

4. j → u → dge judge

5. w → e → dge wedge

6. e → dge edge

7. b → a → dge badge

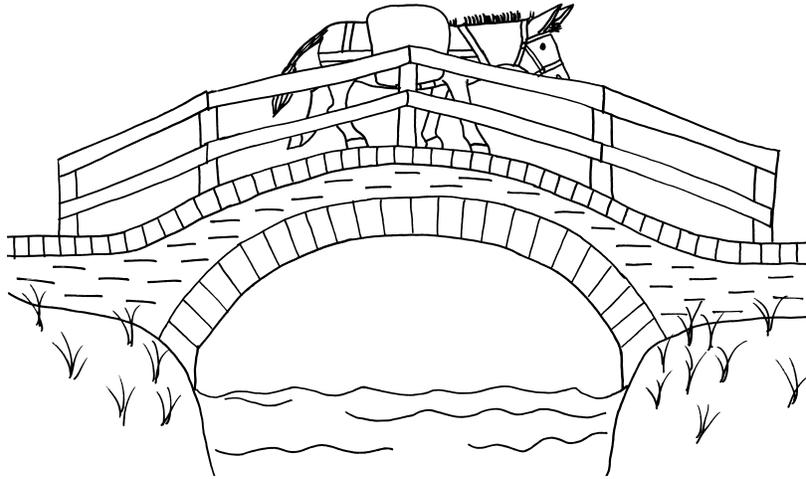
8. l → o → dge lodge

9. br → i → dge bridge

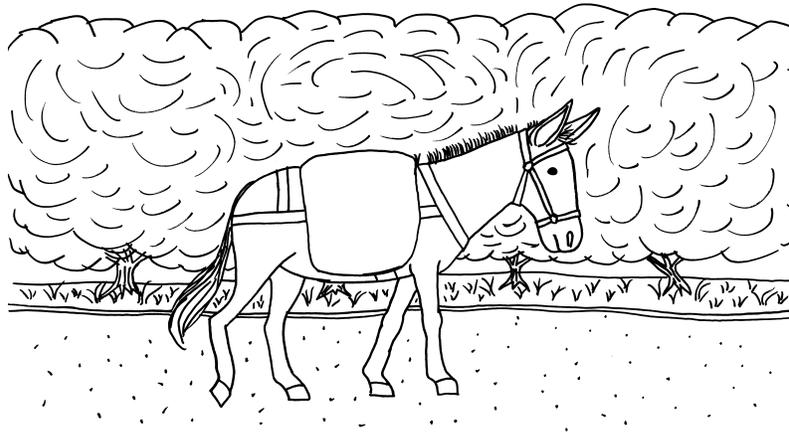
10. por → ridge porridge

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

# The Mule



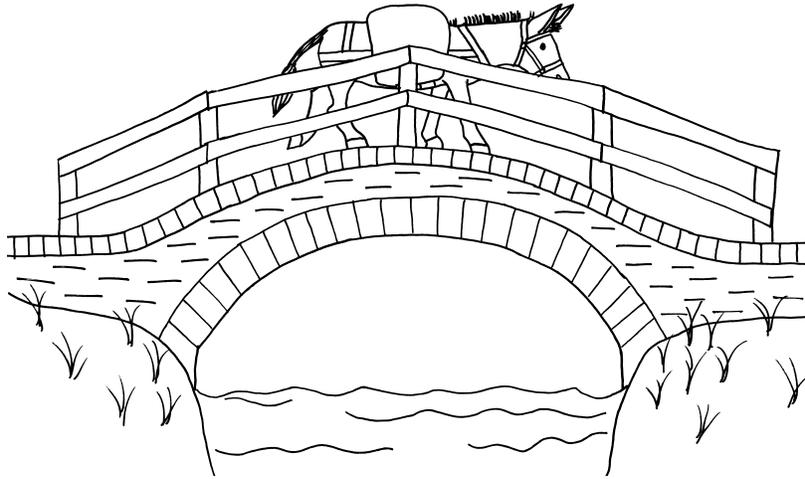
This old mule went across the bridge,



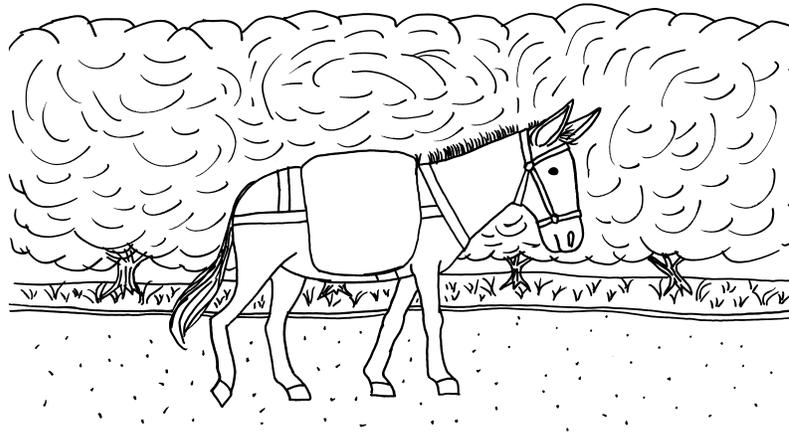
beside the hedge, and along the ridge.

Read the story.

# The Mule



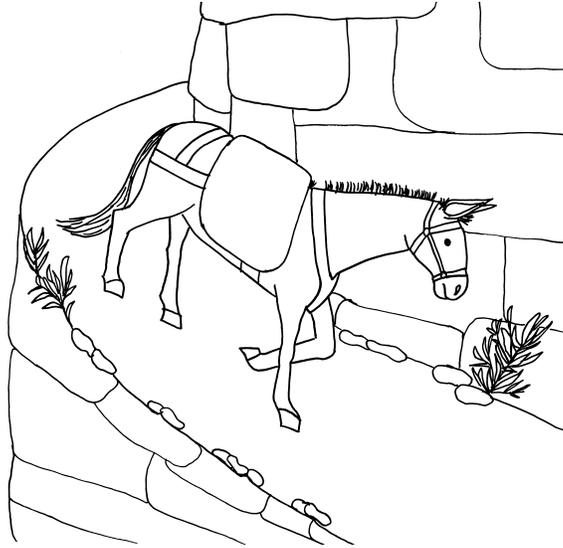
This old mule went across the bridge,



beside the hedge, and along the ridge.

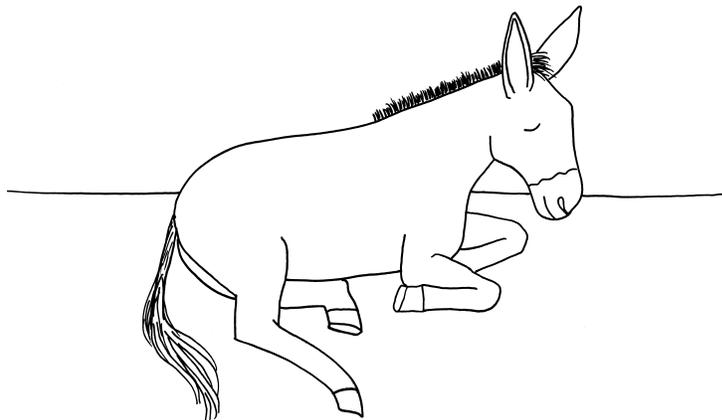
Read the story.

Along the ledge it had to trudge.

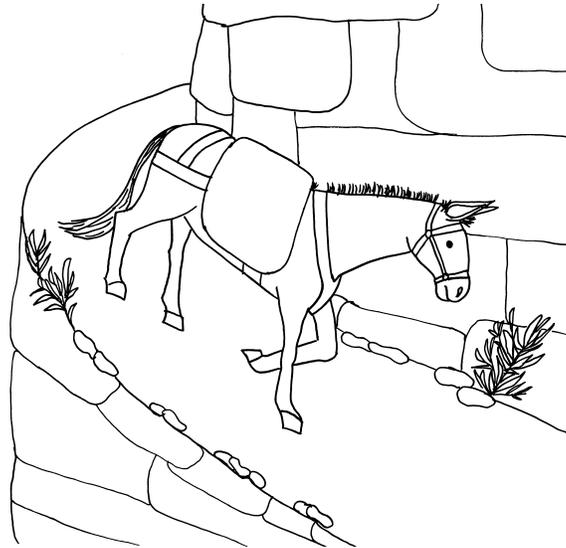


When the mule got home

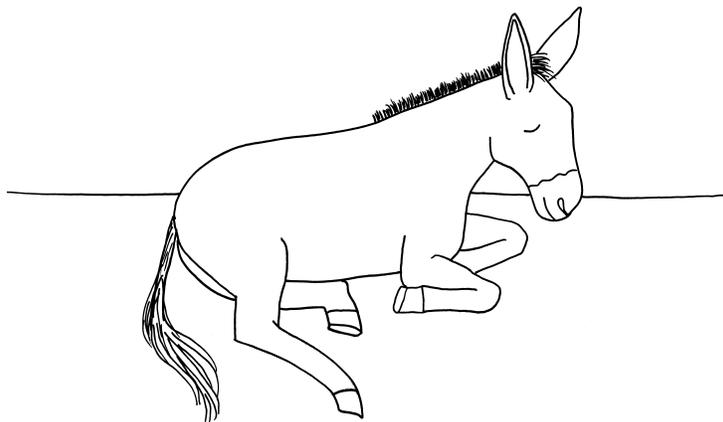
it did not budge.



Along the ledge it had to trudge.



When the mule got home  
it did not budge.



### Sequence Chart - Book 3 - More Long Vowels

	New Phonogram Patterns	New Syllable Patterns	Suffix Study, Contractions, Punctuation	Stories to Read
1	oa/boat			
2	oe/toe			
3	o_e/home			
4	o_e/love		Possessive __'s # 1	<i>Joe's Truck</i>
5	old/gold, olt/bolt oll/roll, olk/yolk			
6	a_/across			
7	_a/panda			<i>The Troll and the Gold</i>
8	ui/fruit			
9	ue/glue ue/cue			
10	u_e/flute u_e/cube			
11	ew/flew ew/few			<i>Pink Or Blue?</i>
12		tap/tape cap/cape		
13		pin/pine pill/pile		
14		hop, hope		
15		cub, cube		
16	dge/fudge			<i>The Mule</i>

### Sequence Chart - Book 3 - More Long Vowels

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1	broad	boat, coat, goat, float, road, toad, soap, goal, roar, toast	float-sink, road/rode, horse/hoarse, soar/sore, oar/orm oat-meal
2	does, shoe	toe, doe, hoe, roe, oboe, Joe, goes, floe, woe	tiptoe, woe/whoa
3	move, prove, lose, gone	home, nose, those, cone, stone, more, score, globe, smoke, whole	bathrobe, flagpole, manhole, grindstone, more-less, hole/whole
4	one	love, come, dove, none, some, done, glove, above, one, once	something, someone, sometime, somewhere, income, handsome, become, anyone, somebody, come-go, love-hate, one/won
5		roll, troll, colt, bolt, gold, cold, sold, fold, hold, yolk	goldfish, hot-cold, yolk/yoke, roll/role
6	again, against	across, alas, asleep, alike, alive, alone, afraid, away, above, ago	dead-alive
7		panda, villa, comma, yucca, Santa, Anna, extra, banana, vanilla, delta	
8		suit, fruit, juice, cruise, bruise, swimsuit, suitcase	swimsuit, suitcase, fruitcake
9		glue, clue, true, Sue, blue, rescue, statue, tissue, avenue, Tuesday	blue jay
10	sure	tube, rule, cure, use, cube, June, sure, flute, Neptune	
11	sew	flew, blew, stew, drew, few, pew, threw, screw, cashew, jewel	flew/flue, blew/blue, so/sew, threw/through
12		tap, tape, can, cane, back, bake, pan, pane, mad, made / cap, cape, man, mane, van, vane, rack, rake, snack, snake	
13		pin, pine, rid, ride, kit, kite, tin, tine, rip, ripe / pill, pile, dim, dime, twin, twine, Tim, time, lick, like	
14		smock, smoke, hop, hope, not, note, rod, rode, con, cone	
15		cut, cute, hug, huge, fuss, fuse, tub, tube, cub, cube	
16		fudge, badge, hedge, bridge, edge, wedge, grudge, smudge, judge, porridge	

**Lesson Plan** - Introduce one new letter or letter pattern per day, in the order in which they appear on the sequence chart and in the book.

I.	<b>Sound Charts</b>	
	<p>A. Introduce the new letter or letter pattern. Point to it on the sound chart and show the sound card. Model the sound or sounds. Students repeat.</p> <p>B. Sound Chart Review - Point to new and review patterns on the charts as students say the sounds in unison.</p>	
II.	<b>Sound Cards</b> - Show new and review cards. Keep the cards in order. Students say the sounds in unison. If students get stuck, point to the pattern on the sound charts.	
III.	<b>Handwriting</b> - Review a few alphabet letters by demonstrating the correct letter formation on the board. Students watch and then say the sounds as they write the letters on lined paper. (If needed, use one of the SCR handwriting books to teach letter formation.)	
IV.	<b>Sound Dictation</b>	
	<p>A. <u>New Pattern</u> - Show the sound card for the new letter or letter pattern. Say the sound or sounds. Students repeat as they copy the pattern. Post the card on the board for the rest of the lesson.</p> <p>B. <u>Review Patterns</u> - Dictate the sound or sounds for several of the letters and letter patterns that have been taught. Students repeat the sounds as they write the letters. Include short, long, and dotted vowels, consonants, consonant blends, and multi-letter patterns. After students write each pattern, show the card or write the pattern on the board so they can self check and correct if needed.</p>	
V.	<b>Spelling Dictation</b> - Choose one of the options below. (Plan the words and sentence ahead of time.)	
	<u>Option One:</u> Students spell with letter cards on a pocket chart first and then cover the word and spell it on paper.	<u>Option Two:</u> Students spell on paper. Then the teacher writes the word on the board while students say the sounds. Students check and correct as needed.
	<p>A. Dictate words with the new phonogram pattern. Students have not yet seen the words. Students hear the word and segment it with the teacher, in unison, saying the separate sounds, using bouncing hand motions to emphasize each sound. Students segment the word again by themselves, saying the <u>sounds</u> as they write one letter or letter pattern at a time to spell the word. For any irregular words, the teacher writes the word for the students to copy. (Students do not say the letter names.)</p> <p>B. Dictate any phonetic review words that will be needed in the sentence.</p> <p>C. Introduce new sight words as needed. Show the card, say the word, and have students repeat. Students copy the word while saying the name of each letter, then cover the word and write it again from memory. Dictate previous sight words for review as needed.</p> <p>D. Dictate a simple sentence. All of the words needed in the sentence should be practiced ahead of time in steps A, B, and C above.</p> <p>E. When you get to pages with contractions and suffixes, include these concepts in the spelling dictation period. Model several examples on the board and have students copy them.</p>	

**Lesson Plan - Continued**

VI.	<b>Read Words With The New Letter Pattern</b> - Use the picture/word pages in this book.
	<p>A. Go through the words in the first column one at a time. The teacher or the students point to each sound unit (letter or letter pattern) and say the sound, pausing briefly at the arrows between the sounds. Students put the sounds together mentally, find the matching picture, and say the word normally. (Beginning consonant blends are technically more than one sound but in this case should be pronounced as a single unit.)</p> <p>B. The teacher looks at each picture, going from A to J, and pronounces the sounds separately, with a slight pause between each sound. Students look at the first column of words, find the word, and read it smoothly by saying the sounds going from left to right.</p> <p>C. Students read the words in the last column, going down and then back up the column. If students have difficulty, they may go back to the first column, read the word one sound at a time, then reread the word smoothly in the second column.</p>
VII.	<b>Read Suffixes, Contractions, And Sight Words</b> - Use the pages in this book.
	<p>A. Provide direct explanation and guidance to students as they read new pages with suffixes and contractions.</p> <p>B. Review sight words that have been taught, using flashcards, a word wall, or the chart in this book.</p>
VIII.	<b>Read The Practice Stories</b> - Reread the same story every day until students reach a new story. Choose any or all of the following options, depending on the level of your students. In a classroom, using all of the options works well. Individual students who are being tutored may be able to read the story without advanced preparation, with support from the teacher.
	<p>A. The teacher reads the story aloud first, discussing it with the class.</p> <p>B. The teacher and students echo read the story. The teacher reads each phrase or sentence while the students track the words with their fingers, then the students reread the line in unison.</p> <p>C. The teacher and students, or just the students, reread the story in unison. You may want to divide the class into two groups and let them read alternate pages.</p> <p>D. Students take turns reading the story with guidance from the teacher during a small group reading rotation period. (Students can later reread the story with a partner.)</p>
IX.	<b>Work In Small Groups</b> - Choose from the following.
	<p>A. Students play the caterpillar game to reinforce the sounds of new phonics patterns.</p> <p>B. Students spell new and review words with plastic letters. This is especially helpful for students who need extra help with spelling and word recognition.</p> <p>C. Use plastic letters when you introduce each set of consonant blends, the day before they are introduced in the dictation period. Say the sounds (st, sm, sp) and have students build just the blends first. Then dictate words with consonant blends for students to spell with the plastic letters.</p> <p>D. Students take turns reading sight word cards.</p> <p>E. Students reread new words and review words from the picture/word pages.</p> <p>F. Students take turns reading the current practice story or an easy to read trade book.</p>

**Extended Lesson Plan - Science, Social Studies, And Literature**

**I. The Teacher Reads Aloud - Literature, Science, Social Studies, Seasonal Topics**

- A. The teacher reads aloud thirty minutes daily.
- B. Choose from a variety of materials: fiction, non-fiction, poetry, et cetera.
- C. Discuss any words or concepts which may be unfamiliar to the students.
- D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.
- E. Ask students to share their own experiences related to the topic.
- F. Put the books read aloud and related books on the same topic in a designated area for students to look at independently or with a partner.

**II. Creative Writing - Choose from the following options**

- A. Select a topic related to a book that was read aloud, a practice story that the students read, a science or social studies topic, or a seasonal topic. Or, choose a topic related to the new phonetic pattern. For example, after studying the sh pattern, plan to discuss and write about ships, fish, or things we might wish for.
- B. Brainstorm a list of things related to the topic. The teacher writes each item on the board. This could be a word bank or a group of sentences. Then have students write a few sentences on the topic, using the information on the board.
- C. Create a bubble map on the board related to the topic. The teacher elicits the information from the students. The teacher records it. Then the students copy the bubble map from the board.
- D. Ask students to help you compose a short essay about the topic, or have them retell a story in their own words. Write their oral responses on the board. Then have students copy the essay or story (or just their favorite sentence) and draw a related picture.
- E. Create a set of slotted sentences related to the topic.  
Fish live \_\_\_\_\_ .  
Fish eat \_\_\_\_\_ .  
Fish \_\_\_\_\_ . (How do they move?)  
Students copy the sentences and fill in the blanks. Use a word bank for the answers.
- F. Create a booklet about the topic. Use blank pages. The teacher writes a different sentence on each page, leaving room for a picture. Pass out one page per student. Students draw a picture on their page. Then staple all of the pages together.  
Fish can swim in the ocean.  
Fish can swim in a pond.  
Fish eat plants or other fish.  
Fish can be big or small.
- G. When students are able, let them compose their own essay or story, using a word bank, after an initial discussion. As they mature, teach them to revise, edit, and make a final copy of their work, with your help.
- H. Have students share their work with the class.

### Who Should Use *Phonetic Words And Stories, Books 1-8* ?

1. First Graders after they have reviewed short vowel words
2. Kindergarten students during the second half of the year, after they have learned to read and spell short vowel words
3. Older students who need to improve word recognition and spelling skills

### How Many Phonetic Patterns Are Taught?

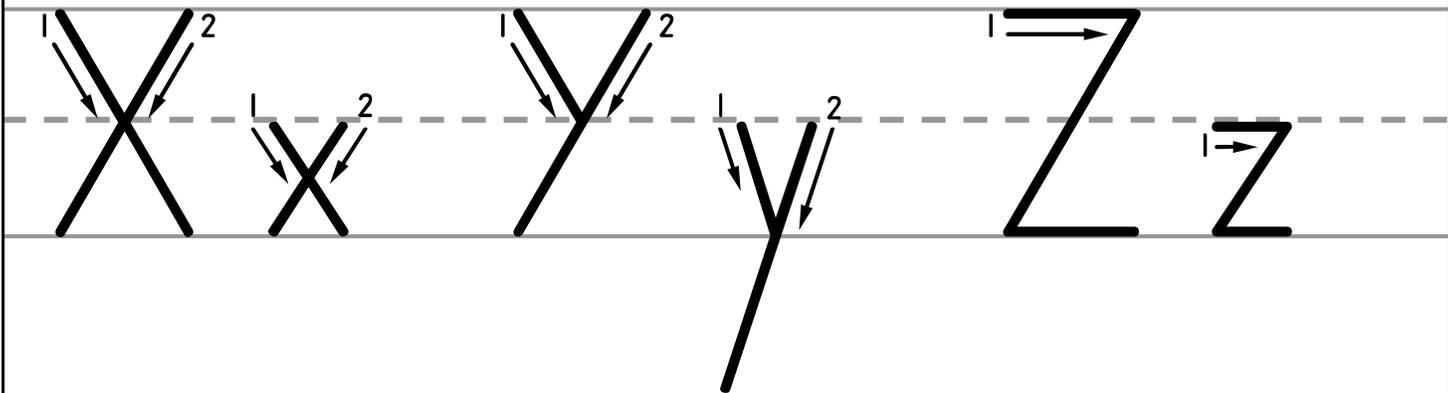
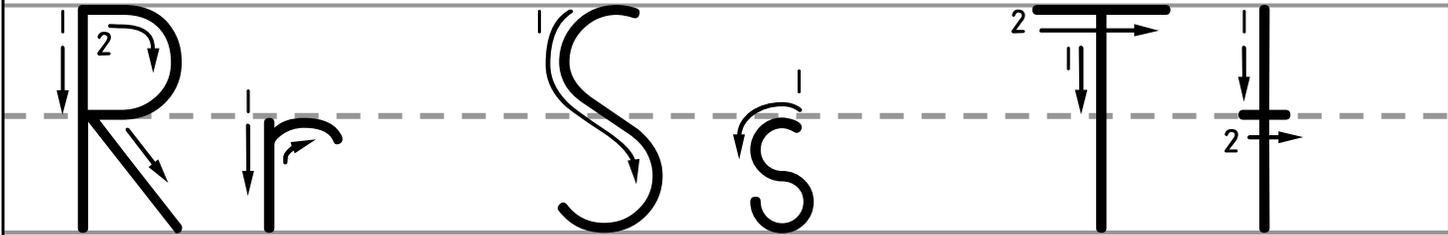
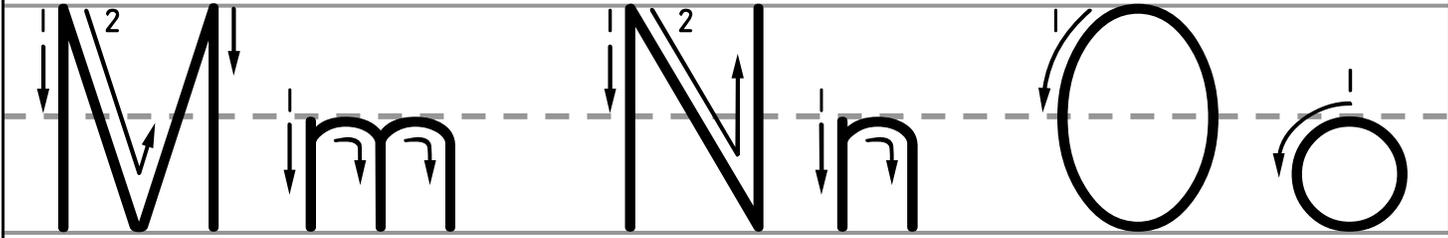
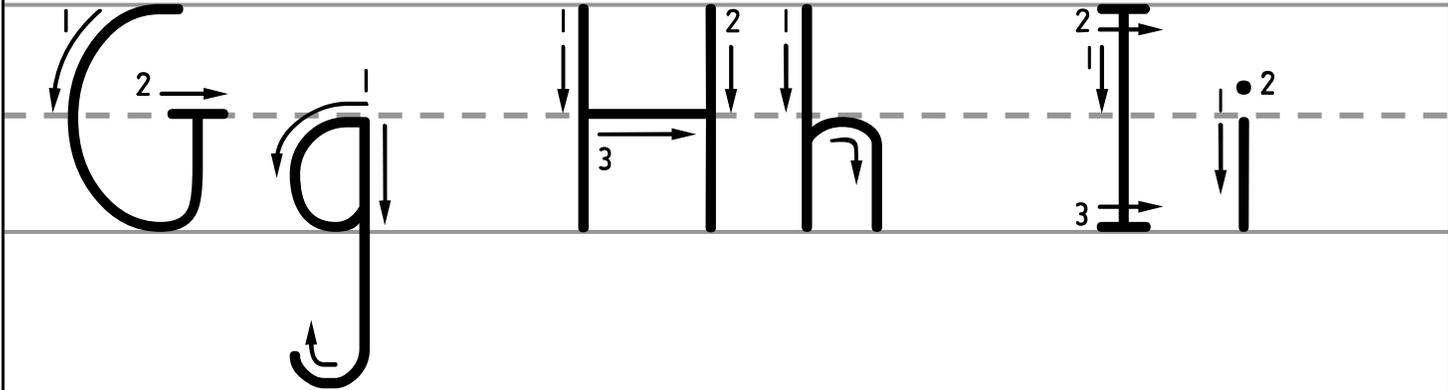
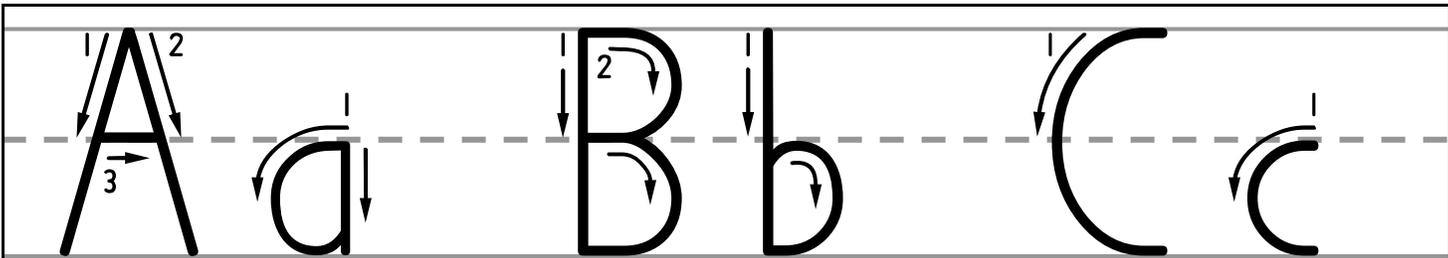
The chart below shows the alphabet letters taught at the short vowel level and the letter patterns (phonograms) taught in the *Phonetic Words And Stories* books. Students must be familiar with the alphabet letters and must be able to read short vowel words before beginning the *Phonetic Words And Stories* books. In addition to these patterns students will also learn to read words with ending and beginning consonant blends. The letters in consonant blends (st, fl, pr) represent their regular sounds. They must be practiced, however, so that students will learn to pronounce them confidently.

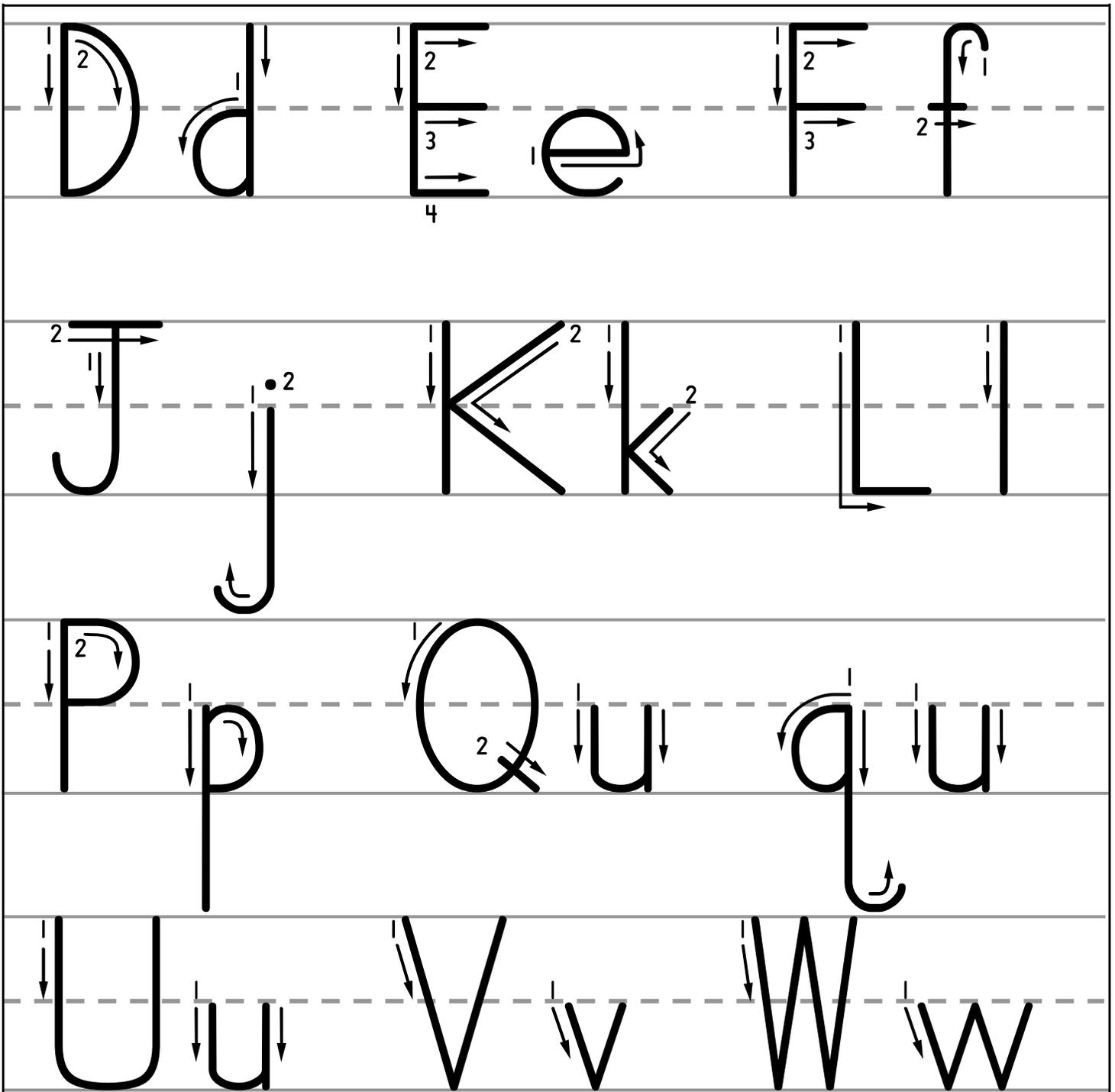
#### Alphabet Letters Previously Taught At The Short Vowel Level

21	Consonants	b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z
6	Vowels	Short a, e, i, o, u, and long ī
27	Total Review Letters	

#### New Phonetic Patterns Taught In *Phonetic Words And Stories, Books 1 - 8*

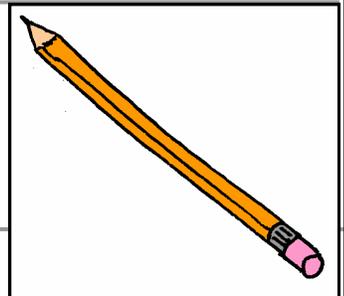
26	Consonant Patterns	sh, th, ck, ch, tch, nch, wh, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh, _ve, _ce, _ge, _se, _ze
10	Single Letter Vowels	4 Long Vowels: ā, ē, ō, ū 5 Dotted Vowels: ä, ë, ï, ö, ü 1 Short o sound for the letter a
25	Long Vowel Patterns	13 Vowel-Vowel Pairs: ai, ay, ee, ei, ey, ea, ie, oa, oe, ui, ue, ew, eu 5 Vowel-Consonant-E: a_e, e_e, i_e, o_e, u_e 7 Vowel-Consonant-Consonant: igh, ind, ild, old, olt, oll, olk
7	Odd O Patterns	oi, oy, ou, ow, oo, ould, ought
8	Bossy R Patterns (R-Controlled)	ar, er, ir, or, ur, wor, ear, our
10	Dotted Vowel Patterns	9 Dotted Ä Patterns: au, aw, all, al, alk, wa, swa, qua, squa 1 Dotted Ę Pattern: eigh
6	Umbrella Vowels	a, a_, _a, o, o_e, ou
5	Y As A Vowel	y = ē, y = ī, y = i, ye, y_e
97	Total New Letter Patterns	
124	Total New And Review Letters And Letter Patterns	





The arrows show how to write each letter. Using this page as a guide, practice writing letters on lined paper.

Also, use this page when spelling words. If you forget how to write a letter, this page will show you how to do it.



Aa Bb Cc

Gg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz

Dd Ee Ff

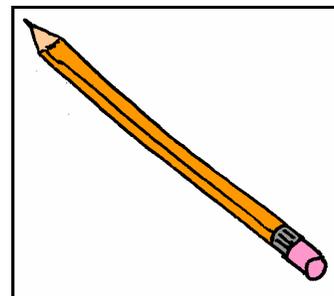
Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

Using this page as a guide, practice writing cursive letters on lined paper.

Also, use this page when spelling words. If you forget how to write a letter, this page will show you how to do it.



Phonetic Words And Stories, Book 3- Answer Key For Each Set Of Picture/Word Pages, By Page Number

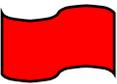
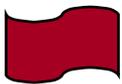
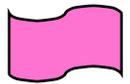
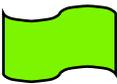
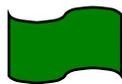
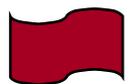
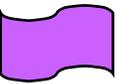
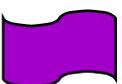
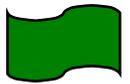
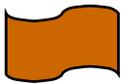
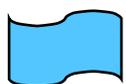
44-45	46-47	48-49	50-51	66-67	68-69	70-71
oa/boat	oe/toe	o_e/home	o_e/love	old, oll, olt, olk	a/across	a/panda
1 - G	1 - I	1 - A	1 - D	1 - I	1 - I	1 - J
2 - H	2 - F	2 - B	2 - C	2 - J	2 - E	2 - D
3 - A	3 - D	3 - F	3 - G	3 - B	3 - J	3 - F
4 - J	4 - E	4 - H	4 - I	4 - H	4 - B	4 - G
5 - B	5 - A	5 - J	5 - B	5 - G	5 - A	5 - B
6 - F	6 - B	6 - C	6 - F	6 - E	6 - G	6 - I
7 - D	7 - C	7 - I	7 - A	7 - D	7 - D	7 - A
8 - E	8 - G	8 - = G	8 - H	8 - C	8 - H	8 - C
9 - C	9 - H	9 = E	9 - E	9 - F	9 - F	9 - E
10 - I	10 - J	10 - D		10 - A	10 - C	10 - H

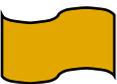
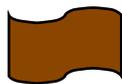
94-95	96-97	98-99	100-101	110-111	112-113	114-115
ui/fruit	ue/glue	u-e/cube	ew/few	a/a_e	a/a_e	i/i_e
1 - A	1 - D	1 - E	1 - D	1 - G	1 - E	1 - C
2 - C	2 - C	2 - I	2 - C	2 - I	2 - J	2 - I
3 - B	3 - G	3 - F	3 - E	3 - F	3 - F	3 - J
4 - D	4 - A	4 - C	4 - A	4 - D	4 - D	4 - D
5 - E	5 - B	5 - J	5 - B	5 - E	5 - C	5 - H
6 - G	6 - F	6 - B	6 - F	6 - A	6 - A	6 - B
7 - F	7 - E	7 - A	7 - G	7 - B	7 - G	7 - A
	8 - H	8 - H	8 - I	8 - H	8 - I	8 - F
	9 - J	9 - D	9 = - J	9 - J	9 - B	9 - E
	10 - I	10 - G	10 - H	10 - C	10 - H	10 - G

116-117	118-119	120-121	122-123			
i/i_e	o/o_e	u/u_e	dge/fudge			
1 - A	1 - I	1 - G	1 - J			
2 - G	2 - C	2 - F	2 - I			
3 - C	3 - H	3 - B	3 - F			
4 - E	4 - G	4 - H	4 - B			
5 - B	5 - D	5 - E	5 - A			
6 - I	6 - E	6 - A	6 - D			
7 - D	7 - F	7 - I	7 - E			
8 - J	8 - J	8 - D	8 - G			
9 - H	9 - B	9 - J	9 - H			
10 - F	10 = A	10 - C	10 - C			

## How I Chose The Colors

I picked the vowel colors so that I could remember them easily, long before I wrote the sound story. I started with the long vowel colors. This was easy; I just matched each long vowel sound with a color name. Then I added the same colors, but lighter, for the short vowel sounds. Except I didn't want *a* to be gray, so I set up the short *a* sound with bright red for *a*/apple, and chose a darker red color for the long *a* sound.

Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
<p><b>a</b></p>  <p>apple</p> 	<p><b>ā</b></p> <p>darker red</p> 	<p><b>ä</b></p> <p>a color variant of red</p> 
<p><b>e</b></p> <p>lighter green</p> 	<p><b>ē</b></p> <p>green</p> 	<p><b>ë</b></p> 
<p><b>i</b></p> <p>lighter violet</p> 	<p><b>i</b></p> <p>violet</p> 	<p><b>ï</b></p> 
<p><b>o</b></p> <p>lighter orange</p> 	<p><b>ō</b></p> <p>orange</p> 	<p><b>ö</b></p> 
<p><b>u</b></p> <p>lighter blue</p> 	<p><b>ū</b></p> <p>blue</p> 	<p><b>ü</b></p>  <p>bush</p> 

<p><b>oi oy</b></p>  <p>gold coin</p> 	<p><b>ou ow</b></p> <p>brown</p> 	<p><b>er ir ur</b></p> <p>Gray = "no color" The vowels in these patterns are not pronounced.</p> 
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## How To Make A Dry-Erase Frame

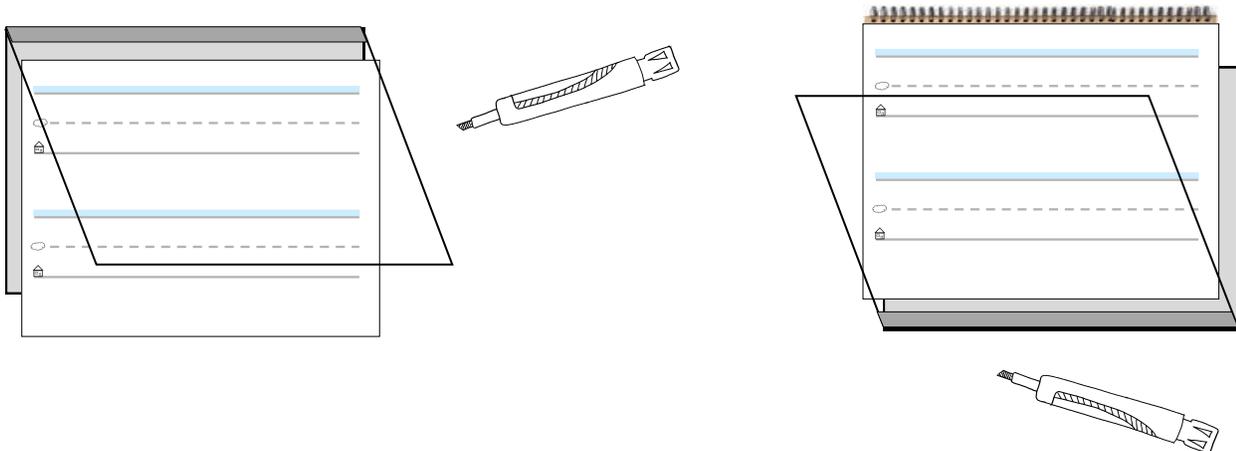
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Dictate the sounds for the letters and phonograms that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker.

Dictate words to spell. Post the new phonogram pattern for student reference. Students say each sound in the word as they write the related letters.

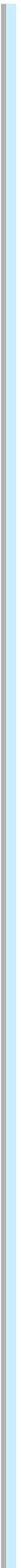
Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

If desired, the lined pages can stay in the book. Students can open the frame and place the clear cover sheet on top of the page, with the cardstock sheet behind it.

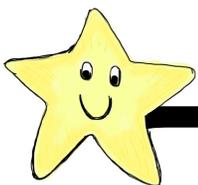
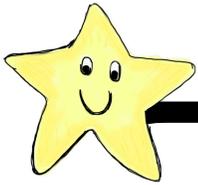
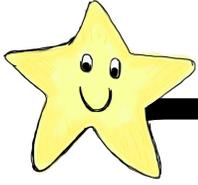
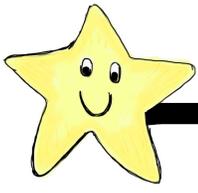


Use this page with a dry-erase frame





Use this page to make a dry-erase board.



Copy the stars and arrows on the front of this page onto cardstock and cut into strips. Or remove this page and glue it to a sheet of cardstock before cutting the strips apart. Students may use the strips as a bookmark. They can lay the bookmark above their books and papers to remind them which direction to go when reading and writing. Remind students to "Start at the star" and move to the right when decoding and spelling.



**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  
 PREVIEW: oi, oy, ou, ow, ü, ä

**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, äü, äw, äll, ä, älk, wä, swä  
 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