

Phonetic Words And Stories

Book 8

More Vowels

Silent Letters

Open Ending Syllables

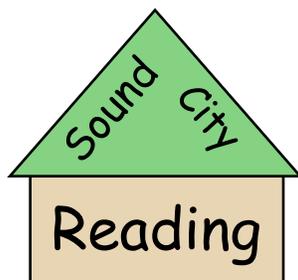
a kn wr gh ought ph ugh
ye y_e y qua squa



Sound City Reading



Note: These glasses indicate sight words.



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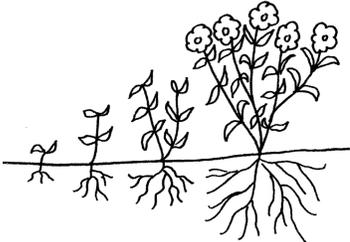
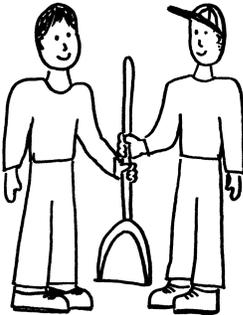
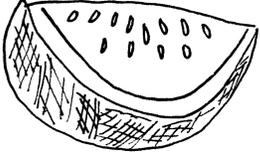
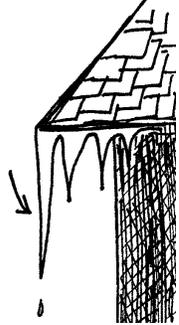
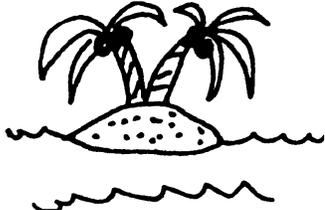
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Color-Coding Chart

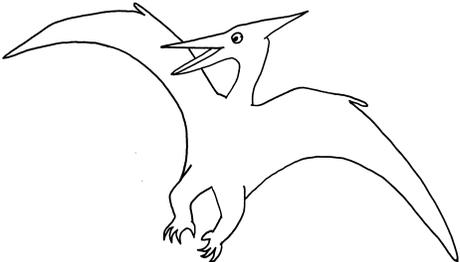
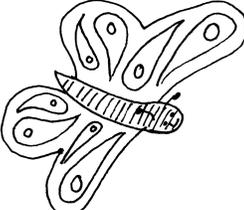
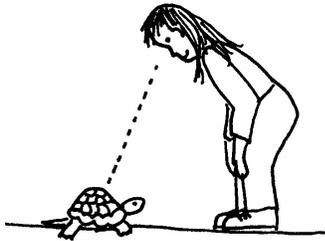
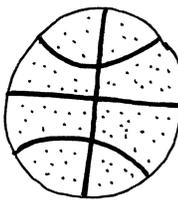
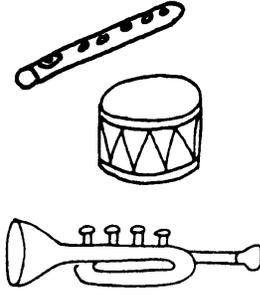
a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, 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 8-1 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.

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

The teacher says each word, one at a time: grow, bor-row, vol-ca-no, wa-ter-mel-on, cush-ion, i-ci-cle, is-land, owl. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 8-2 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: pter-o-dac-tyl, scrap-book, but-ter-fly, see, bas-ket-ball, tool-box, men-u, in-stru-ments. 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	Book 4 though	through	know	school
	poor	door	floor	half	calf
	although	Book 5 once	are	answer	very
	bury	Book 6 height	Book 7 color	mirror	sugar
	heart	hearth	Book 8 drought	eye	

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	Book 4 though	through	know	school
poor	door	floor	half	calf
although	Book 5 once	are	answer	very
bury	Book 6 height	Book 7 color	mirror	sugar
heart	hearth	Book 8 drought	eye	

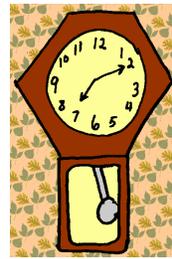
A Sound Story

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)



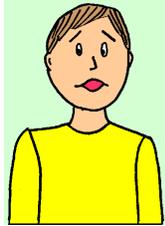
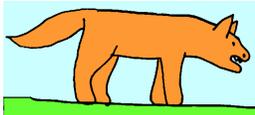
I i

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."

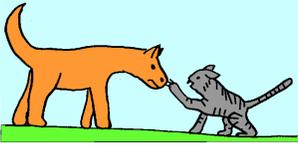
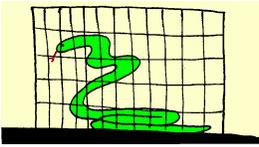
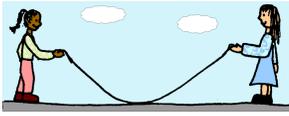
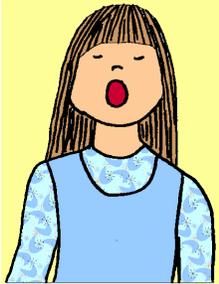


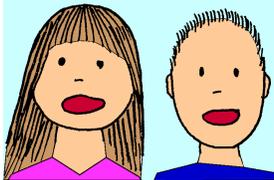
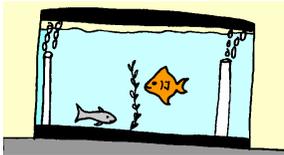
L l

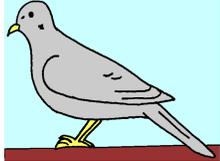
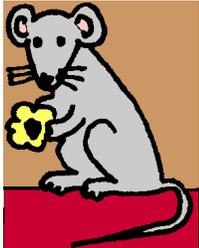
If students are not familiar with the sound story, read it aloud to them over a period of several days.

<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. "Mmmmm," 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>

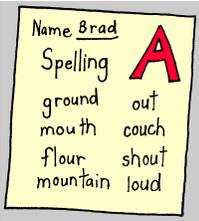
Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

<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>

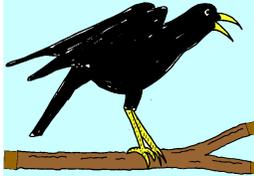
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard 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>Part 2 Beyond The Alphabet Sounds 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>A Snowy Day 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. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (u/uniform)</p>		<p>ū</p>
<p>"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p>		<p>oi oy</p>
<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p>		<p>ou ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/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.

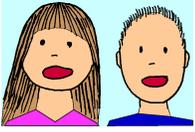
said	been	any	bury	friend
------	------	-----	------	--------
- k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

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
-------------------------	--------------------------	------------------------	----------------------

Alphabet Sounds

A a



B b



C c



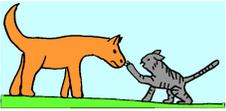
D d



E e



F f



G g



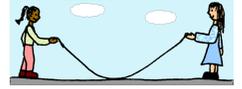
H h



I i



J j



K k



L l



M m



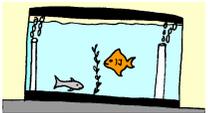
N n



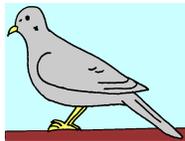
O o



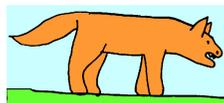
P p



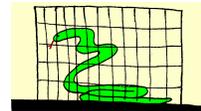
Q q



R r



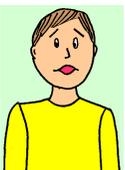
S s



T t



U u



V v



W w



X x



Y y



Z z



Say the sound for each letter.

"Beyond The Alphabet" Sounds

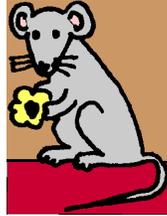
ī



sh



ē



ō



th



th



ö



ā



ch



ng



ū



oi oy



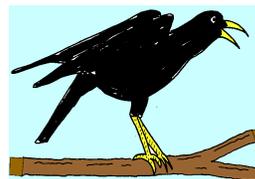
ou ow



ü



ä

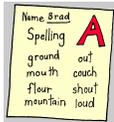
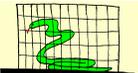


measure, vision,
azure, garage

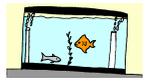


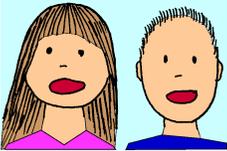
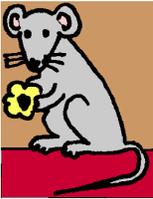
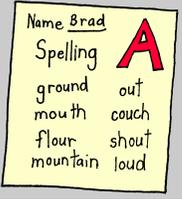
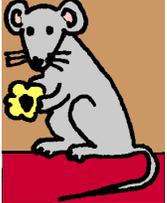
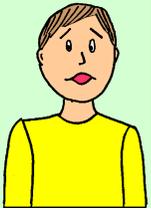
Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

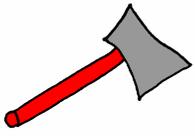
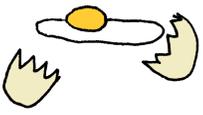
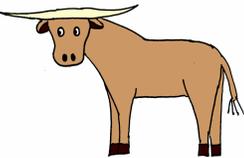
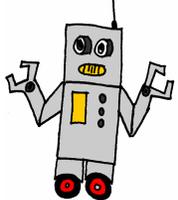
Alphabet		Some letters can represent more than one sound.							
a		b		c		d			
ā				c					
ä									
i		j		k		l			
ī									
ï									
qu		r		s		t		u	
				s				ū	
								ü	

Say the sound or sounds for each letter.

Alphabet		Some letters can represent more than one sound.			
e 	f 	g 	h 		
ē 		g 			
ë 					
m 	n 	o 	p 		
		ō 			
		ö 			
v 	w 	x 	y 	z 	
			y 		
			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>ë</p> 
<p>i</p> 	<p>ī</p> 	<p>ï</p> 
<p>o</p> 	<p>ō</p> 	<p>ö</p> 
<p>u</p> 	<p>ū</p> 	<p>ü</p> 

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>ë </p> <p>bal let</p>
<p>i </p> <p>in</p>	<p>ī </p> <p>li lac</p>	<p>ï </p> <p>piz za</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>

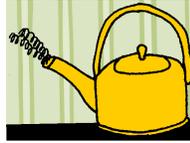
Say the sound and key word for each vowel.

Consonant Patterns

sh



th



ch



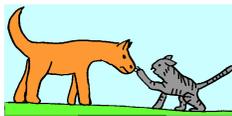
th



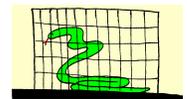
wh



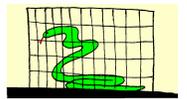
ph



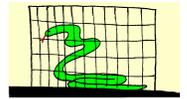
ce



ci



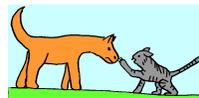
cy



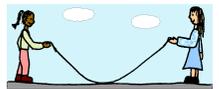
wh



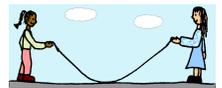
ugh



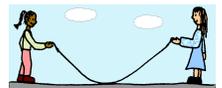
ge



gi



gy



The ph and ugh patterns represent the /f/ sound in words.

Say the sound or sounds for each consonant 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



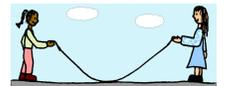
ank

ink

onk

unk

dge



adge

edge

idge

odge

udge

oi



In the middle

oy



At the end

Odd O

Patterns

ow



ow



ou



ou



ou



oo



oo



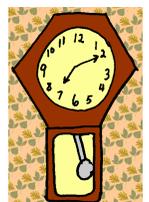
Look at each pattern and say the sound.

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

ould



ought



oi



coin

oy



boy

Odd O

Patterns

ow



cow

ow



snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

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.

ould



should

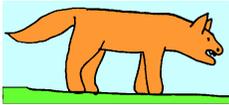
ought



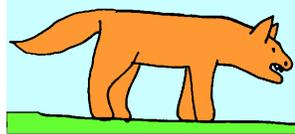
bought

Bossy R Patterns

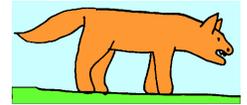
ar



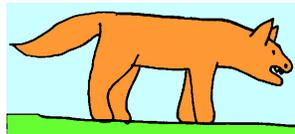
ar



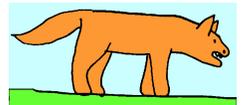
ār



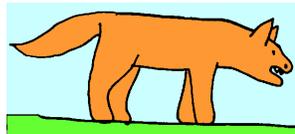
er



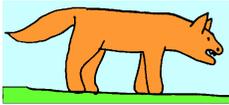
er



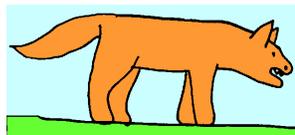
ir



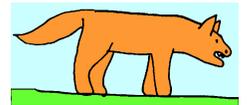
ōr



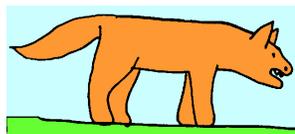
or



or



ur



Point to each pattern going across. Students say the sounds.

The letter r is very bossy. When it follows a vowel, it often won't let the vowel say its regular sound. Sometimes it won't let the vowel say anything at all.

Bossy R Patterns

ar



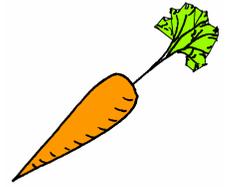
car

ar



dollar

ār



carrot

er



her

er



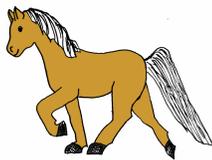
heron

ir



bird

ōr



horse

or



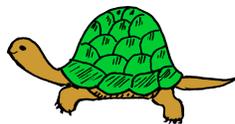
tractor

or



sorry

ur



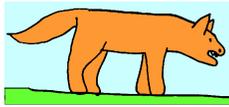
turtle

The letter r is very bossy. When it follows a vowel, it often won't let the vowel say its regular sound. Sometimes it won't let the vowel say anything at all.

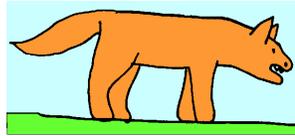
Point to each pattern going across. Students say the sounds and key words.

More Bossy R Patterns

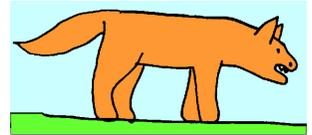
wor



ear



our



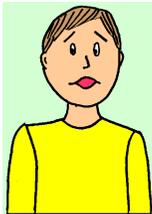
Say the sound for each bossy r pattern.

Say the sound for each umbrella pattern and each shady short vowel.

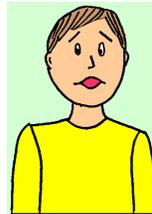
Umbrella Vowels

Umbrella vowels sound like the short u sound.

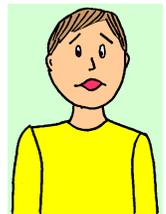

a




a _



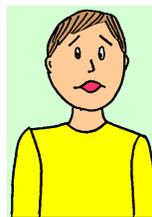

_ a



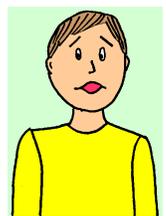

o




o _ e




ou



Shady Short Vowels

ea



a



y



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

More Bossy R Patterns

wor



worm

ear



early

our



journal

Say the sound and key word for each bossy r pattern.

Say the sound and key word for each umbrella pattern and each shady short vowel.

Umbrella Vowels

Umbrella vowels sound like the short u sound.

a



what

a_



across

_a



panda

o



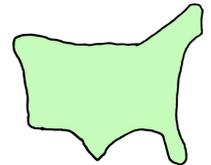
son

o_e



love

ou



country

Shady Short Vowels

ea



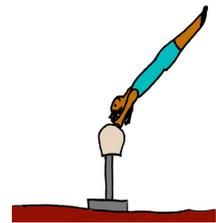
head

a



father

y

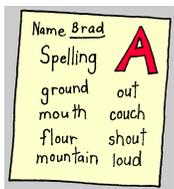


gymnastics

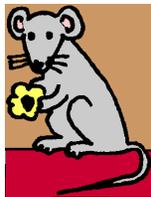
Shady short vowels are very sneaky. They don't say the sound that you would expect.

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^x 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.

Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ow snow

ou four

o_e home

u_e flute

u_e cube

old gold

olt bolt



ew flew



ew few

o^xlk yolk

eu neutron

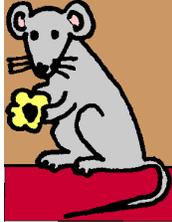
eu Europe

Sounds For Y

y



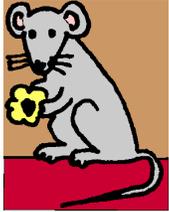
y



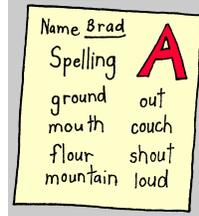
y
ye
y_e



ēi



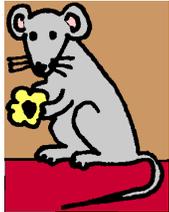
ēi



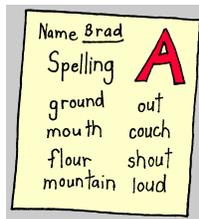
in the middle

Long E Patterns
With More
Than One Sound

ēy

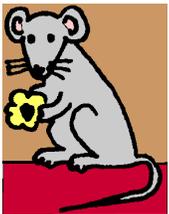


ēy



at the end

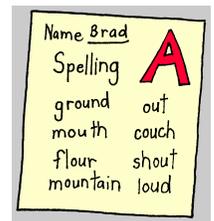
ēa



ea



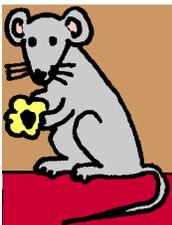
ēa



īe

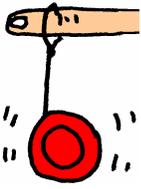
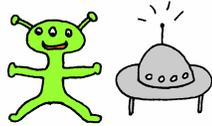
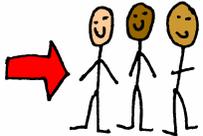
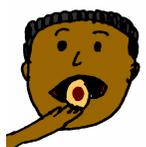


īe



Long I Pattern With
More Than One Sound

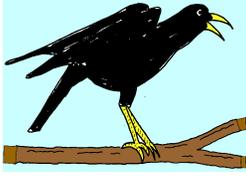
Say the sound for each letter and letter pattern, going across.

Sounds For Y	<p>y </p> <p>yo-yo</p>	<p>y </p> <p>happy</p>	<p>y my </p> <p>ye rye </p> <p>y_e type </p>
<p>ēi </p> <p>weird</p>	<p>ëi </p> <p>veil</p>	<p>Long E Patterns With More Than One Sound</p>	
<p>ēy </p> <p>key</p>	<p>ëy </p> <p>they</p>		
<p>ēa </p> <p>eat</p>	<p>ea </p> <p>head</p>		<p>ëa </p> <p>steak</p>
<p>īe </p> <p>pie</p>	<p>īe </p> <p>shield</p>	<p>Long I Pattern With More Than One Sound</p>	

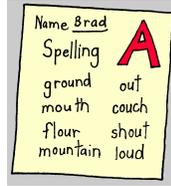
Say the sound and key word for each letter and letter pattern, going across.

Dotted Vowel Patterns

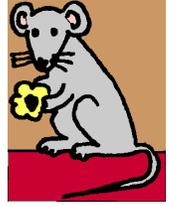
ä



ë



ï



au Paul

ei veil

ï pizza

aw saw

ey they

ie shield

all ball

ea steak

al salt

eigh sleigh

alk talk

ë ballet

wa wasp

swa swan

qua quarrel

squa squash  ought bought

The *ought* pattern is a rule breaker. You just have to remember it. It sounds like it has a dotted ä, but the letter a is not in the pattern.

Dotted Vowel Patterns

ö



ü



Odd O
Patterns

o

to

u

bush

oi

coin

oo

moon

oo

book

oy

boy

ou

soup

ould should

ow

cow

ow

snow

ou

ouch

ou

four

ou

soup

oo

moon

oo

book

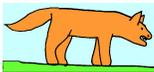
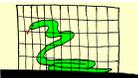
Students look at the dotted vowels going across the top row and say each sound.

Students read each dotted sound pattern and key word, going down the columns.

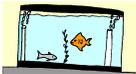
Students say each sound and key word in the Odd O Patterns column.

Model and have students repeat until they can say the sounds and key words independently.

Say the sound for each letter and letter pattern.

Alphabet		Some sounds can be shown in more than one way.	
a 	b 	c 	d 
i 	j 	k 	l 
y	ge dge gi _ge gy	ck	
qu 	r 	s 	t 
	wr	ce _se ci _ce cy	u  a o a o_e _a ou

Say the sound for each letter and letter pattern.

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

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.

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.

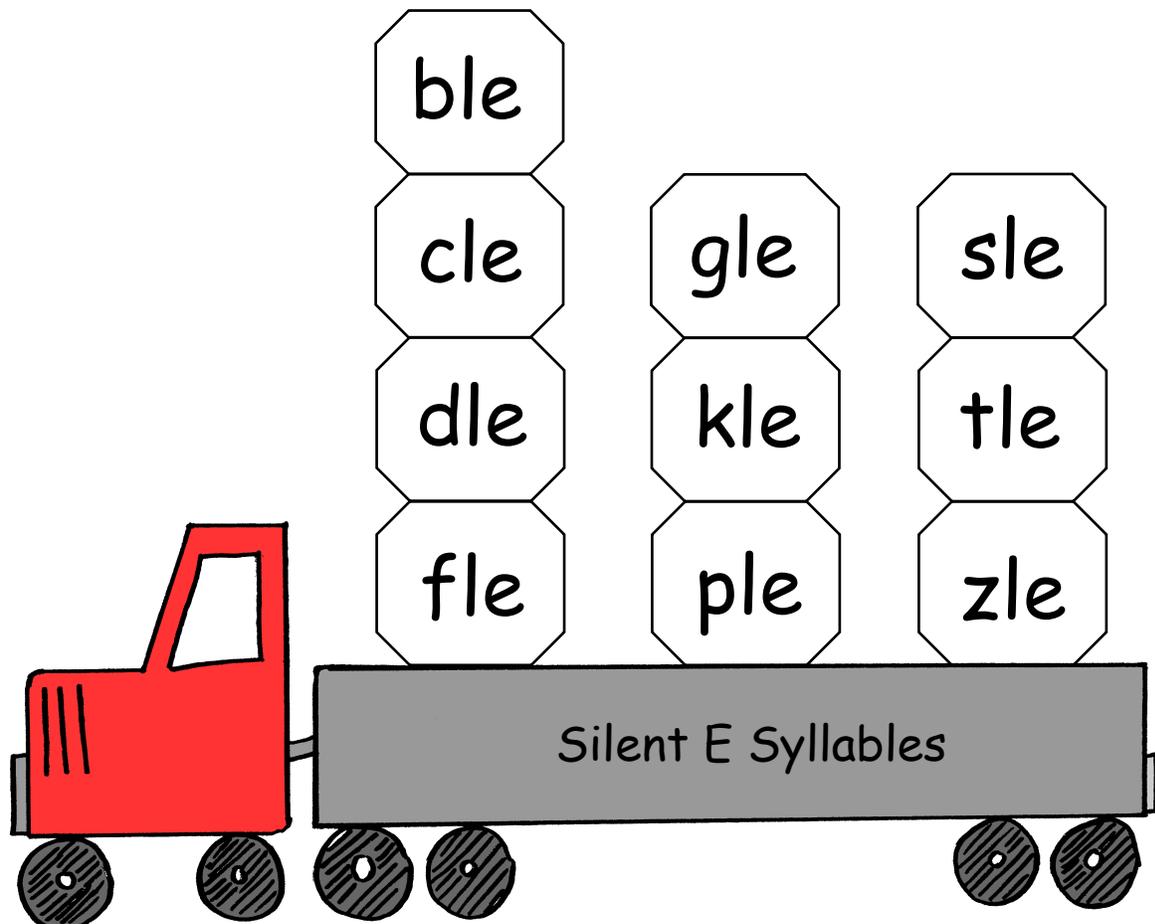
CLOSED SYLLABLE	OPEN SYLLABLE	OPEN SYLLABLE	OPEN SYLLABLE
ban	jō	hā	lō
hip	pō	zē	rō
con	dō	sī	lō
men	ū	tō	fū
kud	zū	tū	tū

Syllable Patterns

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

Silent E Syllables

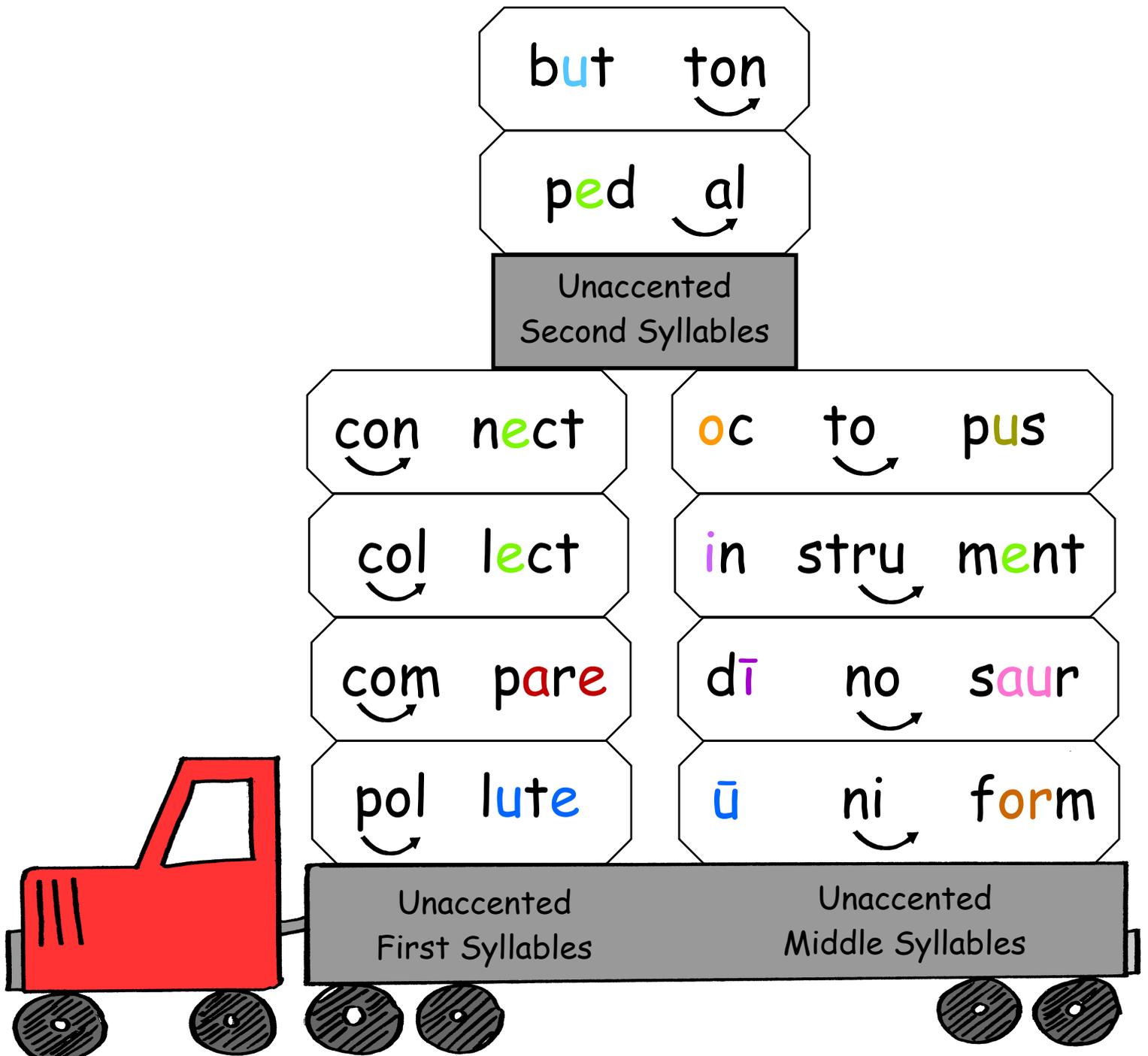
Some words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.



Pronounce each silent e syllable.

Unaccented Syllables

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



To read these words, read each syllable separately, then read the whole word.

ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ōst

eld

isk

ump

end

ift

unt

ent

ind

ulb

ext

ilk

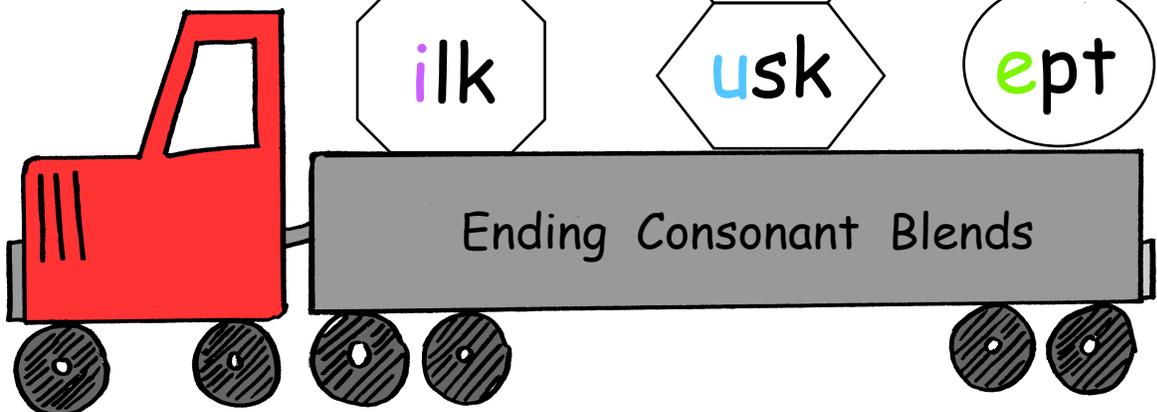
ust

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

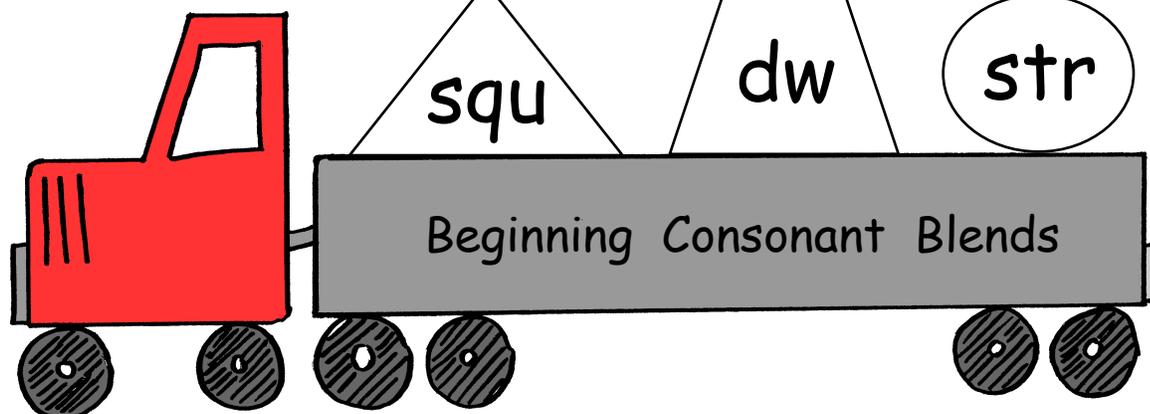
fr

gr

scr

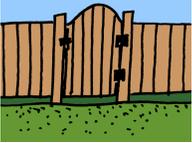
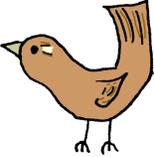
spr

str



Say the sound and key word for each letter pattern.

Consonant Patterns With Silent Letters

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

Suffix Review

cat
cats
run
runs

bus
buses

box
boxes

fizz
fizzes

wish
wishes

lunch
lunches

catch
catches

Ed's sled

point
pointed

rain
rained

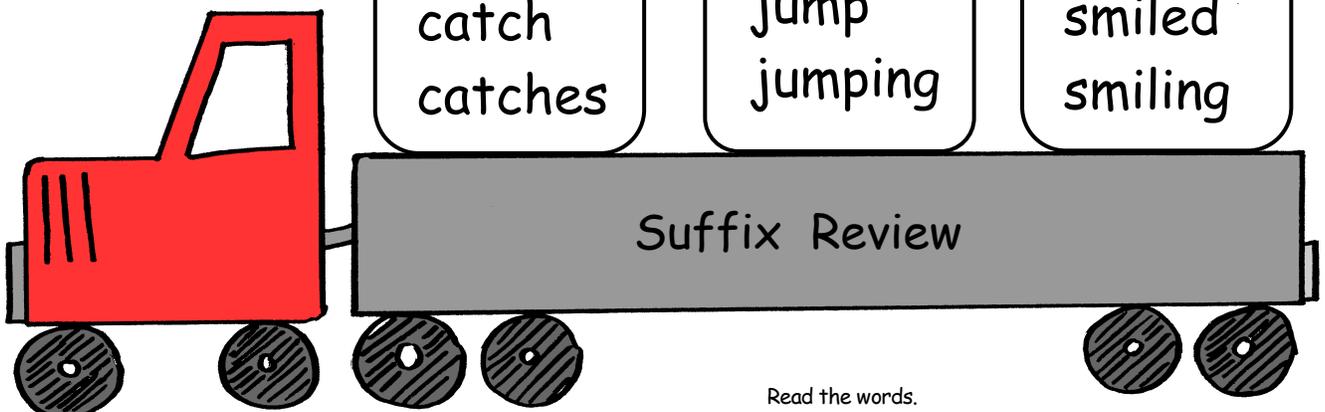
fix
fixed

jump
jumping

hop
hopped
hopping

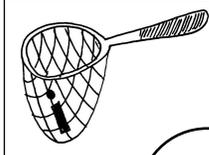
safe
safely

smile
smiled
smiling



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

where is
where's

there is
there's

how is
how's

is not
isn't

did not
didn't

has not
hasn't

had not
hadn't

have not
haven't

was not
wasn't

can not
can't

will not
won't

do not
don't

could not
couldn't

would not
wouldn't

should not
shouldn't

are not
aren't

were not
weren't

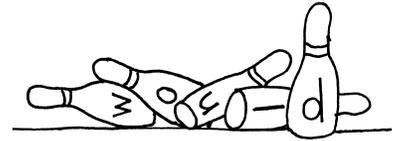
does not
doesn't

let us
let's

I am
I'm

Read each pair of words. Then read the contraction.

Contractions



I have
I've

you have
you've

we have
we've

they have
they've

I had
I'd

you had
you'd

he had
he'd

she had
she'd

we had
we'd

we are
we're

you are
you're

they are
they're

I will
I'll

you will
you'll

he will
he'll

she will
she'll

it will
it'll

we will
we'll

they will
they'll

who will
who'll

I would
I'd

you would
you'd

he would
he'd

she would
she'd

we would
we'd

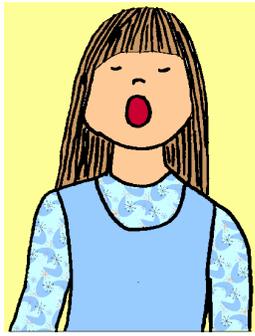
they would
they'd

who would
who'd

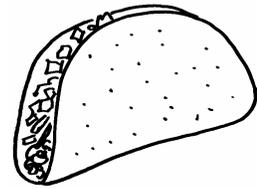
it would
it'd

Read each pair of words. Then read the contraction.

a

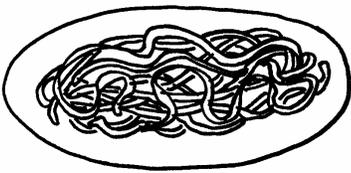


A.

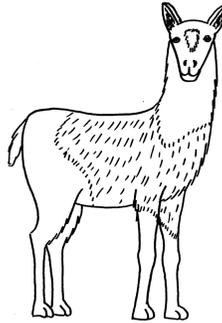


In a few words, the letter *a* represents the short *o* sound.

B.



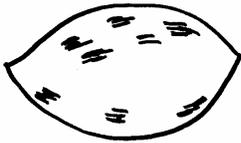
C.



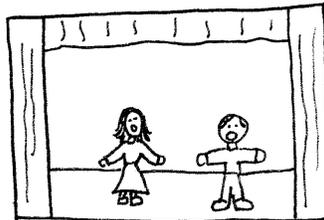
D.



E.



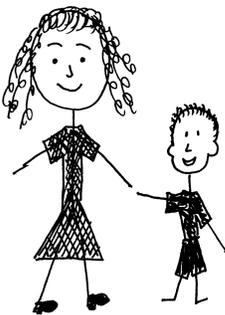
F.



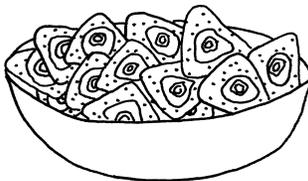
G.



H.



I.



J.



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

a



1. fa → ther

father

2. la → va[☂]

lava

3. lla → ma[☂]

llama

4. ma → mā[☂]

mama

5. dra → mā[☂]

drama

6. ta → cō

taco

7. na → chōs

nachos

8. pec → an

pecan

9. pa[☂] → ja → mā[☂]s

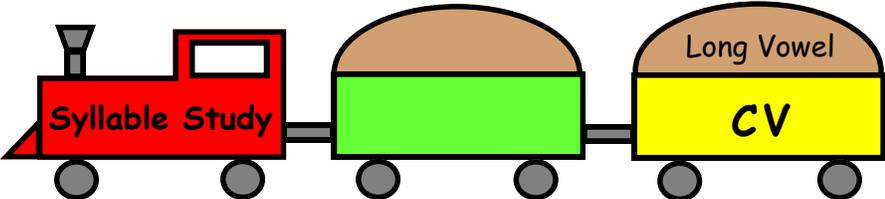
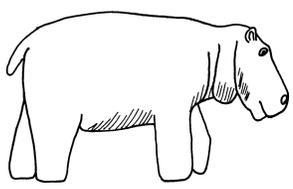
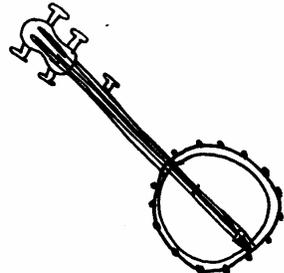
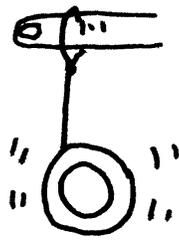
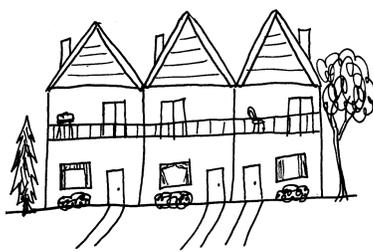
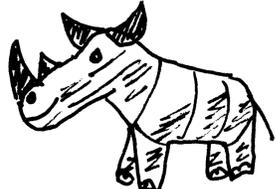
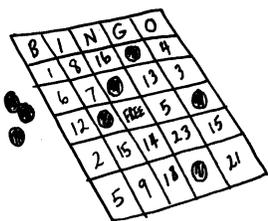
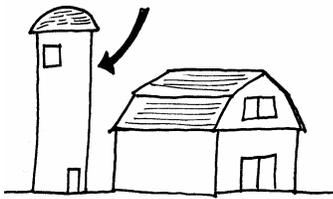
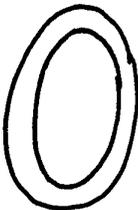
pajamas

10. pa → stā[☂]

pasta

2) The teacher looks at the pictures, going from A to J, and pronounces 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 some words, the letter *o* comes at the end of the last syllable. Because it comes at the end of an open syllable, the *o* represents its long vowel sound.

	<p>A.</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 syllable separately, pausing at the arrows. Students put the syllables together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the syllables.)
 © 2018 by Kathryn J. Davis

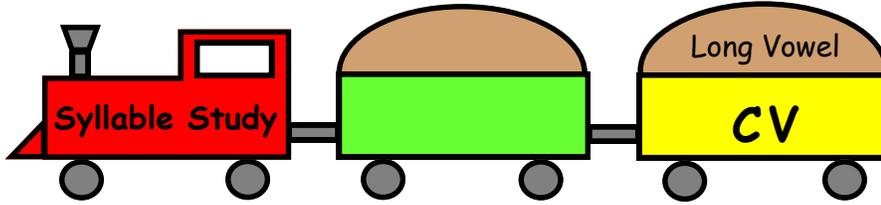
ō



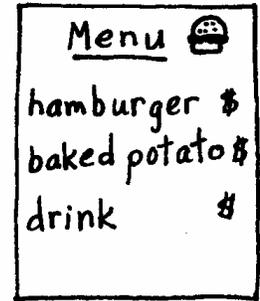
1. hip → pō hippo
2. ban → jō banjo
3. hel → lō hello
4. bing → ō bingo
5. con → dō condo
6. yō → yō yo-yo
7. zē → rō zero
8. hē → rō hero
9. sī → lō silo
10. rhī^x → nō rhino

2) The teacher looks at the pictures, going from A to J, and pronounces 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 a few words, the letter *u* comes at the end of the last syllable. Because it comes at the end of an open syllable, the *u* represents its long vowel sound.



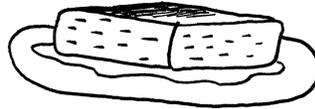
A.



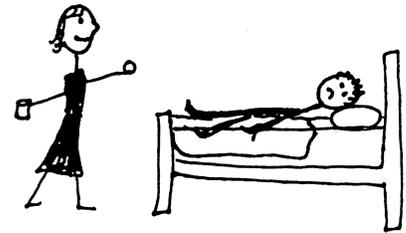
B.



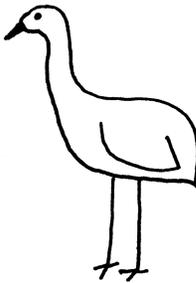
C.



D.

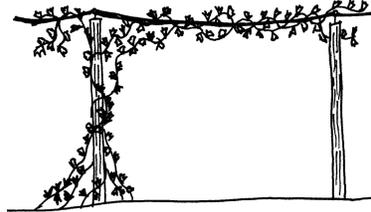


E.



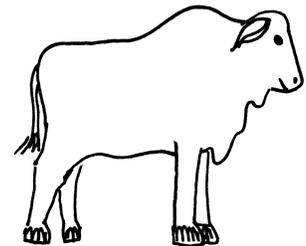
An emu is a large bird that cannot fly.

F.



Kudzu is a fast growing vine.

G.



Zebu = a type of cattle living in Asia.



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

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

u



1. fl → ū flu

2. men → ū menu

3. kud → zū kudzu

4. ē → mū emu

5. zē → bū zebu

6. tū → tū tutu

7. tō → fū tofu

2) The teacher looks at the pictures, going from A to J, and pronounces 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.

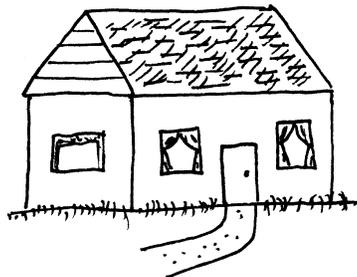
My Family

Hello! My name is Kathy.



This is my home.

Do you want to meet my family?



This is my baby sister.

She is so cute! Her name is Ellen.

Ellen sleeps a lot.

I try to whisper



when she is asleep.

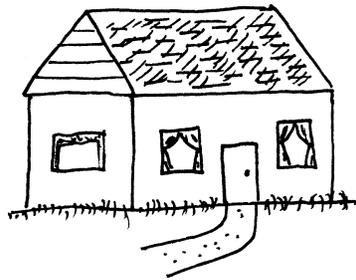
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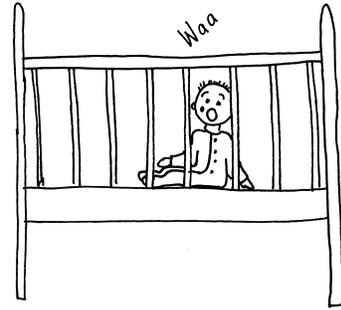
Ellen sleeps a lot.

I try to whisper



when she is asleep.

If something wakes
Ellen up, she will cry.



Then I give her a rattle.

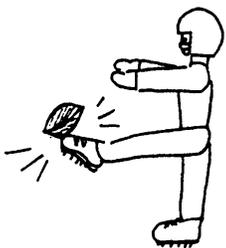


She plays with the rattle
until it is time for her bottle.



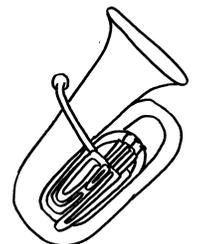
This is one of my brothers.

His name is Bobby. He is twelve.

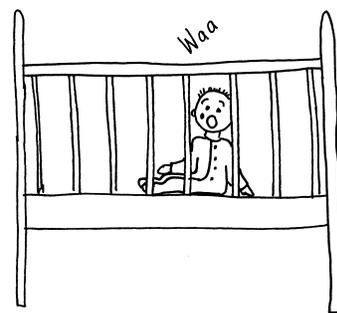


He likes to play football.
And he can play the tuba.

A tuba is huge!



If something wakes
Ellen up, she will cry.



Then I give her a rattle.

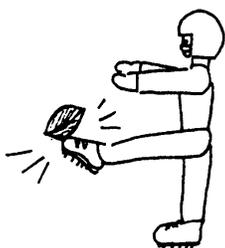


She plays with the rattle
until it is time for her bottle.



This is one of my brothers.

His name is Bobby. He is twelve.



He likes to play football.

And he can play the tuba.

A tuba is huge!



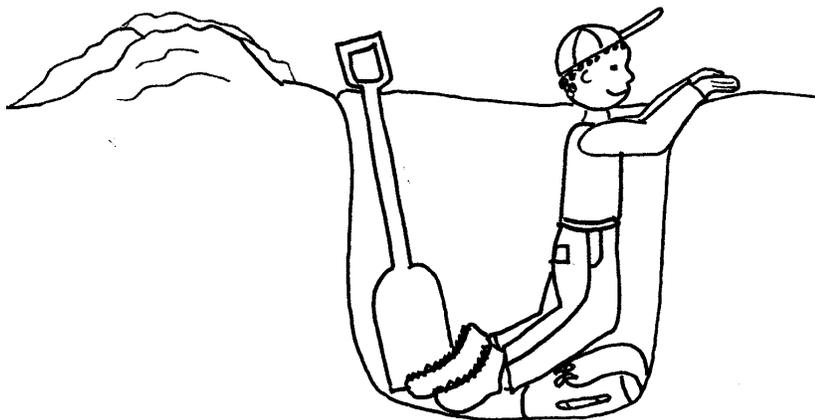
This is another brother.

His name is Mike. He is ten.

He uses a shovel to dig

deep holes in the yard.

And he likes to play the drums.

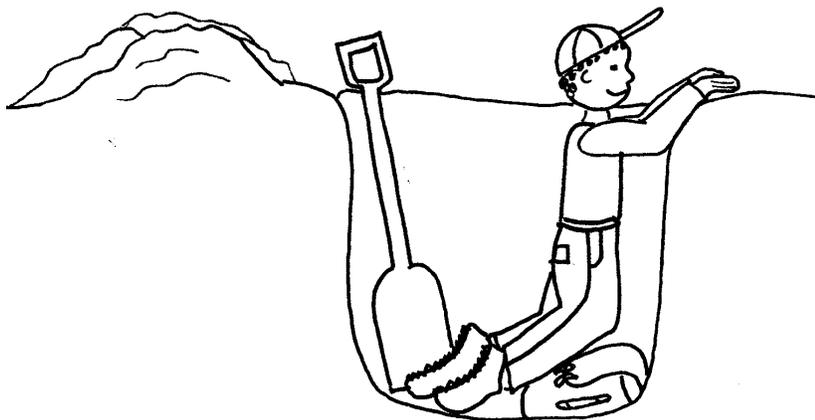


This is another brother.

His name is Mike. He is ten.

He uses a shovel to dig
deep holes in the yard.

And he likes to play the drums.



This is my sister Sally.

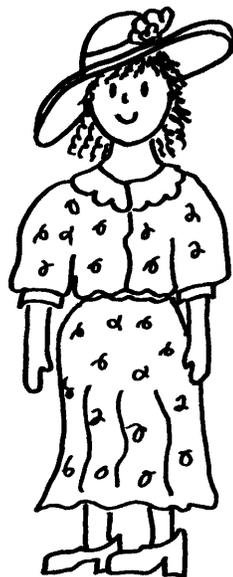
She is eight.

She likes to be funny.

We play games together.

We pretend that we are acrobats.

Sometimes, we dress up in costumes.



This is my sister Sally.

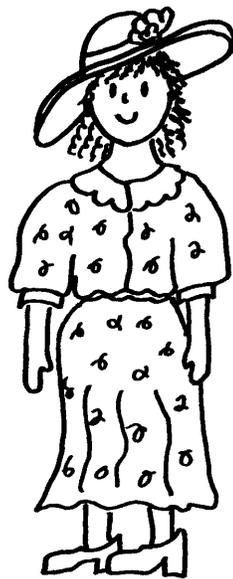
She is eight.

She likes to be funny.

We play games together.

We pretend that we are acrobats.

Sometimes, we dress up in costumes.

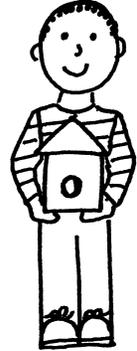


This is my youngest brother.

His name is Pat. He is six.

He likes to swing and slide.

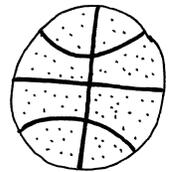
And he likes to make things.



I have a lot of fun

with my brothers and sisters.

We like to play outside.



We have races on our bikes.

We play basketball on the driveway.

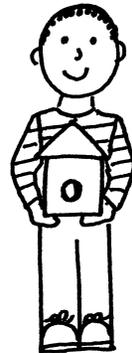
And we play hide and go seek.

This is my smallest brother.

His name is Pat. He is six.

He likes to swing and slide.

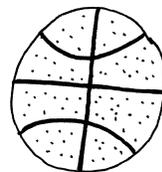
And he likes to make things.



I have a lot of fun

with my brothers and sisters.

We like to play outside.



We have races on our bikes.

We play basketball on the driveway.

And we play hide and go seek.

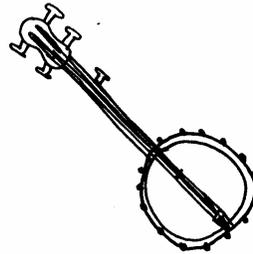
This is my father.



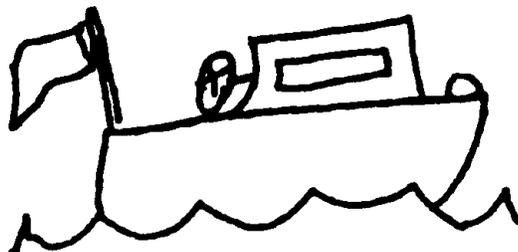
He works at a lumber mill.



He can play the banjo.



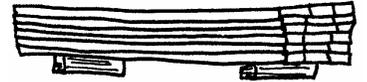
Every weekend in the summer, he takes us for a ride on the river.



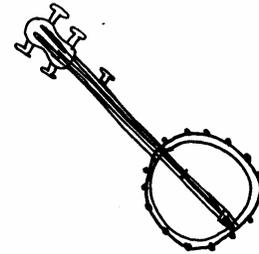
This is my father.



He works at a lumber mill.

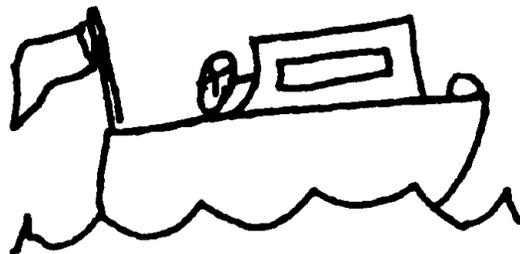


He can play the banjo.



Every weekend in the summer,

he takes us for a ride on the river.



But he is busy today.

He says, "I have a big job to do.

I have to paint the house.

It is not safe to play by the ladder.

Go to the other side

of the yard to play."



But he is busy today.

He says, “I have a big job to do.

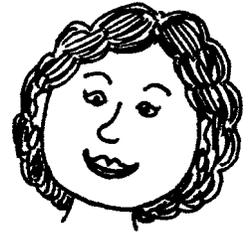
I have to paint the house.

It is not safe to play by the ladder.

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

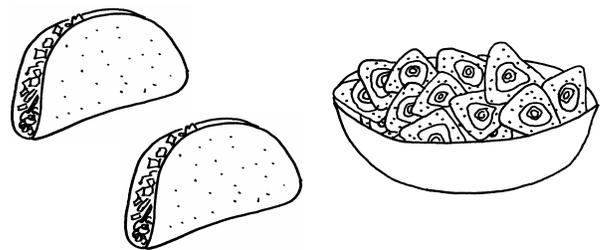


This is my mother. She
is very pretty. She takes
care of me and my brothers
and sisters. I help her a lot.

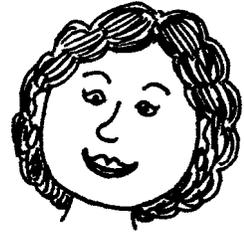


When we are hungry, my mother
makes something for us to eat.

She fixes bacon and eggs in the
morning. She makes tuna sandwiches
for lunch. And she makes tacos and
nachos for supper.

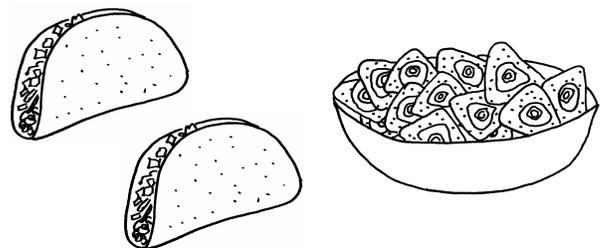


This is my mother. She is
very pretty. She takes care
of me and my brothers
and sisters. I help her a lot.

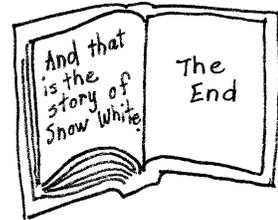


When we are hungry, my mother
makes something for us to eat.

She fixes bacon and eggs when we
wake up. She makes tuna sandwiches
for lunch. And she makes tacos and
nachos for supper.



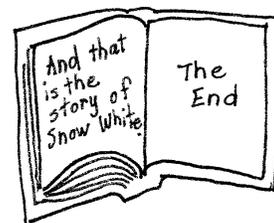
At night, we all sit on the sofa in
our pajamas. Dad plays a tune on
his banjo and sings a song. Mom
reads us a story. Then
we all go to bed.



Did you like to meet my family?
I am glad you came to see them.
Will you visit again another day?

Good-bye!

At night, we all sit on the sofa in our pajamas. Dad plays a tune on his banjo and sings a song. Mom reads us a story. Then we all go to bed.



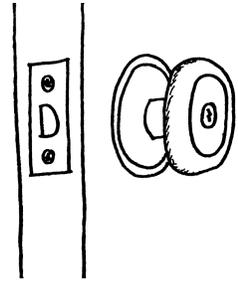
Did you like to meet my family?
I am glad you came to see them.
Will you visit again another day?

Good-by!

^x
kn



A.



For this pattern, say the /n/ sound. Do not pronounce the letter *k*. The *k* is "silent."

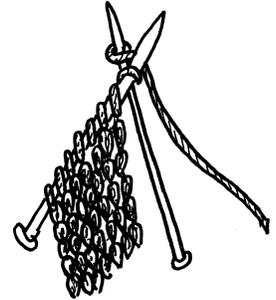
B.



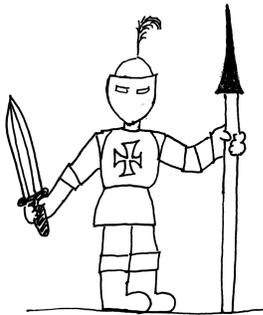
C.



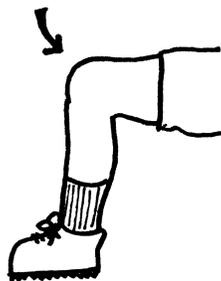
D.



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.

^x
kn



1. kn → i → t

knit

2. kn → o → t

knot

3. kn → o → b

knob

4. kn → o → ck

knock

5. kn → ow

know

6. kn → ee

knee

7. kn → ee → l

kneel

8. kn → i → f → e

knife

9. kn → igh → t

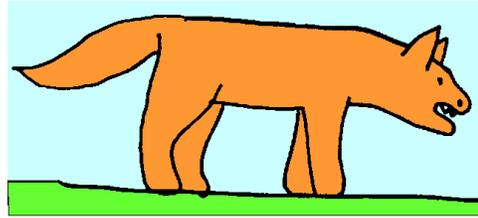
knight

10. knick → ers

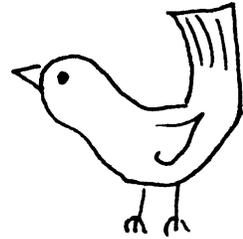
knickers

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.

*
wr



A.



For this pattern, say the /r/ sound. Do not pronounce the letter w. The w is "silent."

B.



C.



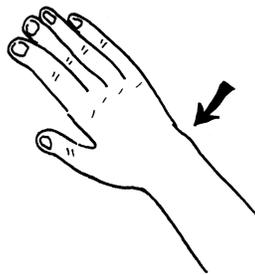
D.



E.



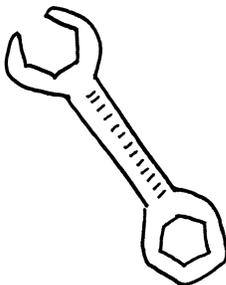
F.



G.



H.



I.

$$\begin{array}{r} +55 \\ 9 \overline{)55} \end{array} \quad \times$$

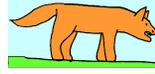
J.



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.)

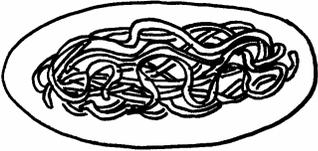
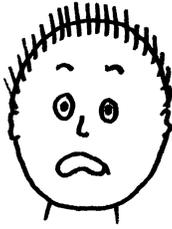
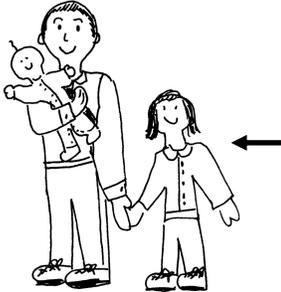
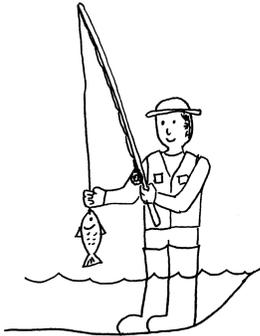
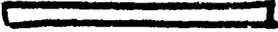
For two-syllable words, pronounce separate syllables instead of separate sounds.

^x
wr



1. wr → e → n wren
2. wr → e → n → ch wrench
3. wr → e → ck wreck
4. wr → i → s → t wrist
5. wr → o → ng wrong
6. wr → a → p wrap
7. wr → a → th wrath
8. wr → i → t → e write
9. wr → ea → th wreath
10. wrin → klē^x wrinkle

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>gh^x</p> <p>gh^x</p>	 	<p>A.</p> 
<p>B.</p> 	<p>C.</p>  <p><u>Aghast</u> = horrified</p>	<p>D.</p>  <p><u>Allegheny</u> Mountains</p>
<p>E.</p>  <p><u>Ghetto</u> = an area of extreme poverty</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.)

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

gh^x



gh^x



1. gh → **ō**st gh**o**st
2. **ā** → gh**a**st a**gh**a**st**

3. gh**e**t → t**ō** gh**e**t**to**
4. sp**ā** → gh**e**t → t**i** sp**a**gh**e**t**t**i

5. **A**l → l**e** → gh**ë** → n**y** **A**ll**e**gh**e**n**y**
6. str → **ai** → gh → t str**a**igh**t**
7. thr → **ö**u → gh thr**o**ugh
8. c → **äu** → gh → t c**a**ugh**t**
9. d**äu**gh → t**e**r d**a**ugh**t**e**r**
10. t → **äu** → gh → t t**a**ugh**t**

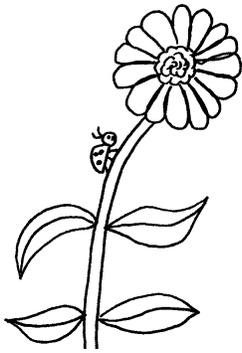
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

On The Lawn

Joy liked to play in her yard.

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

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



She saw ladybugs crawling
up a flower stalk.

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

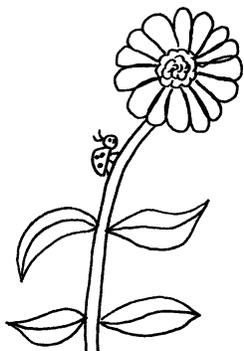
She was careful not to hurt it.

On The Lawn

Joy liked to play in her yard.

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

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



She saw ladybugs crawling
up a flower stalk.

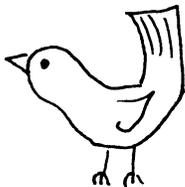
Sometimes she held a ladybug
in the palm of her hand.

She was careful not to hurt it.

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

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

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

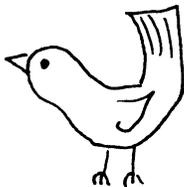


One day Joy went outside
early in the morning.

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

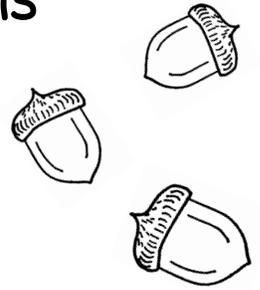
Another time she saw a fat toad in
the shade behind the trash can.

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



One day Joy went outside
early in the morning.

First, she searched for acorns
under an oak tree.



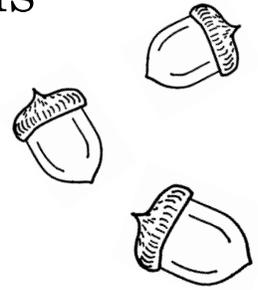
Then she searched for small
pebbles on the driveway.

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

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



First, she searched for acorns
under an oak tree.



Then she searched for small
pebbles on the driveway.

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

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



She worked on the house
for a long time.

Then she used the rocks and acorns
to make a wall around the house.

Finally she was finished.

Then she heard her mother call.

"Time for lunch, Joy."

Joy knew she should
go inside right away.

She worked on the house
for a long time.

Then she used the rocks and acorns
to make a wall around the house.

Finally she was finished.

Then she heard her mother call.

“Time for lunch, Joy.”

Joy knew she should
go inside right away.

She knew it was wrong

to ignore her mother.

But she did not want to go inside.

She was having too much fun.

She wanted to stay outside and

play with her house.

Just then a big wasp landed

right on the tiny house.

Another wasp landed and sat

beside the first wasp.

She knew it was wrong

to ignore her mother.

But she did not want to go inside.

She was having too much fun.

She wanted to stay outside and

play with her house.

Just then a big wasp landed

right on the tiny house.

Another wasp landed and sat

beside the first wasp.

The wasps scared Joy.

She stood up quickly to go inside.

She did not want to be
stung by a wasp.

Just then a third wasp
landed right on Joy's wrist.

Joy stood aghast while the wasp
walked up and down her arm.

She wanted to run away.

The wasps scared Joy.

She stood up quickly to go inside.

She did not want to be
stung by a wasp.

Just then a third wasp
landed right on Joy's wrist.

Joy stood aghast while the wasp
walked up and down her arm.

She wanted to run away.

She wanted to scream.

She almost started to cry.

But Joy knew she had to be calm.

Joy stood very still.

She did not move.

She did not make a sound.

She did not want to

upset the wasp.

She did not want it to sting her.

She wanted to scream.

She almost started to cry.

But Joy knew she had to be calm.

Joy stood very still.

She did not move.

She did not make a sound.

She did not want to

upset the wasp.

She did not want it to sting her.

Joy waited for the wasp
to fly away.

She had to wait a long time.

At last, the wasp did fly away.

"Where are you, Joy?"

her mother called.

"I'm coming, Mom," Joy yelled.

Then she ran inside
as fast as she could.

Joy waited for the wasp
to fly away.

She had to wait a long time.

At last, the wasp did fly away.

“Where are you, Joy?”

her mother called.

“I’m coming, Mom,” Joy yelled.

Then she ran inside
as fast as she could.

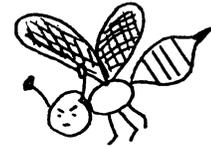
She was hungry for lunch.

And she was glad to get away

from the wasps!



The End



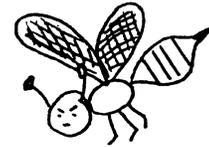
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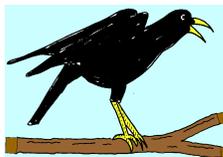
The End



This pattern is made up of more than one sound. However, it should be pronounced as a single unit.



ought

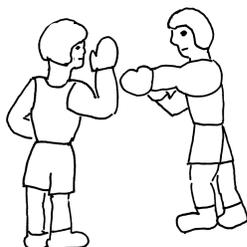


A.

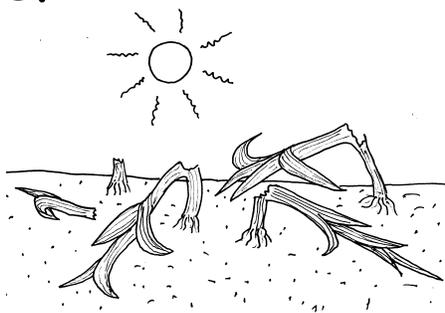


This pattern is a rule breaker. It has the dotted *ā* sound, but there is no *a* in the pattern. You cannot sound it out. Look at the sound pictures to see how to pronounce this pattern.

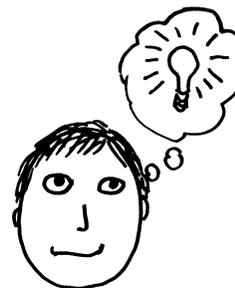
B.



C.



D.

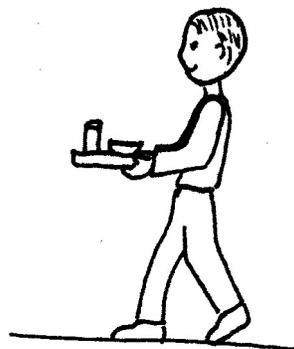


E.



wrought = metal that has been worked into a pleasing shape

F.



G.



H.



sought = looked for



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.)

ought



Introduce sight word: drought

1. f → ought

fought

2. th → ought

thought

3. → ought

ought

4. b → ought

bought

5. br → ought

brought

6. s → ought

sought

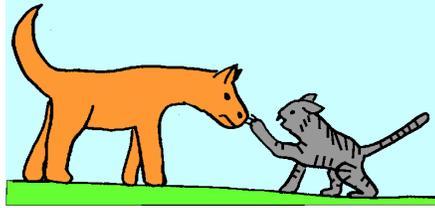
7. ^xwr → ought

wrought

8. dr → ou → gh → t  drought

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.

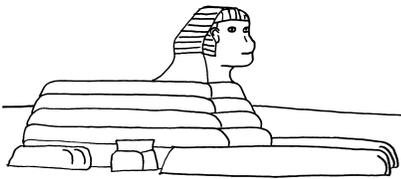
ph



A.

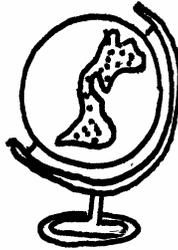
a b c

B.

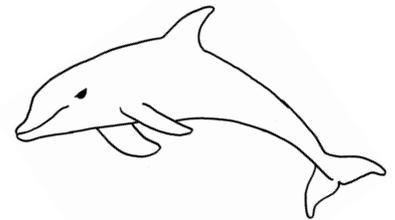


The sphinx is in Egypt. It is huge.

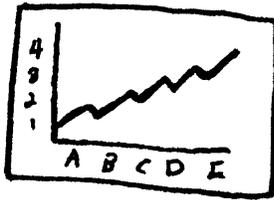
C.



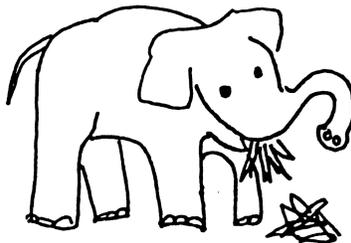
D.



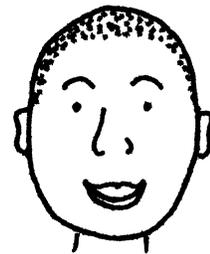
E.



F.



G.



Ralph

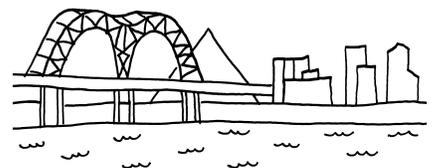
H.



I.



J.

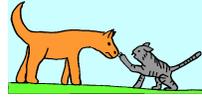


Memphis, Tennessee

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.

ph



1. gr → a → ph

graph

2. R → a → l → ph

Ralph

3. s → ph → i → n → x

sphinx

4. ph → o → n → e

phone

5. s → ph → e → r → e

sphere

6. dol → phin

dolphin

7. Mem → phis

Memphis

8. phan → tom

phantom

9. al → pha → bet

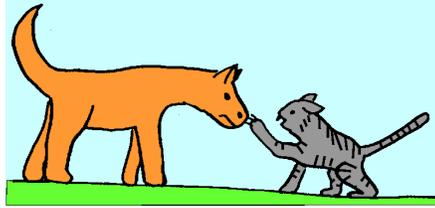
alphabet

10. el → e → phant

elephant

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.

ugh



A.



B.

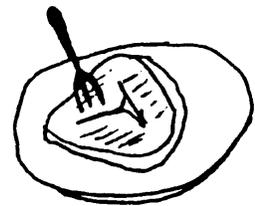


C.



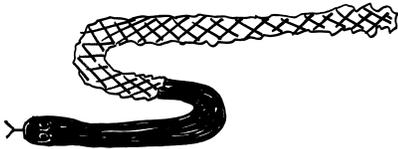
That is enough water.

D.



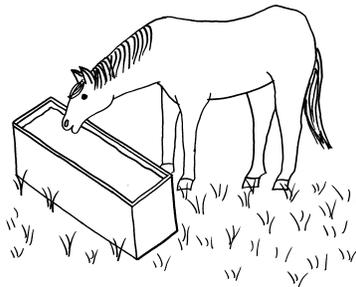
This steak is too tough to chew.

E.



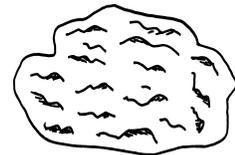
The snake will slough off its skin.

F.



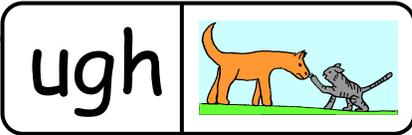
The horse drinks from a trough.

G.



This rock has a rough surface.

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



1. l → a → ugh

laugh

2. c → o → ugh

cough

3. tr → o → ugh

trough

4. r →  o → ugh

rough

5. t →  o → ugh

tough

6. sl →  o → ugh

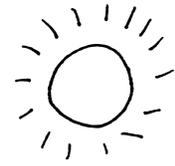
slough

7. ē →  nough

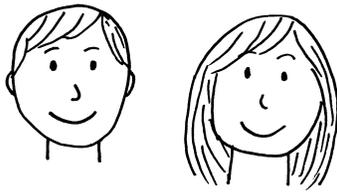
enough

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.

A Day At The Park



It was a warm spring day.

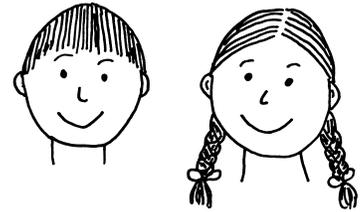


Connor and Anna

wanted to play tennis.

So they called Ralph

and Mary on the phone.



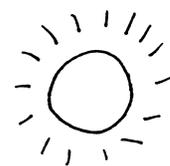
The children lived in Memphis.

They were neighbors.

The four children met at

the tennis court at the park.

A Day At The Park



It was a warm spring day.



Connor and Anna

wanted to play tennis.

So they called Ralph

and Mary on the phone.

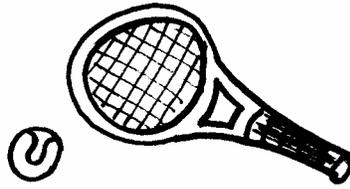


The children lived in Memphis.

They were neighbors.

The four children met

at the tennis court at the park.



They all brought tennis rackets.

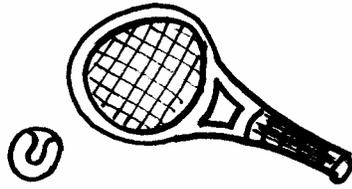
Anna brought a lot

of tennis balls.

Connor brought a jug

of water and some cups.

Mary brought a bag of snacks.



They all brought tennis rackets.

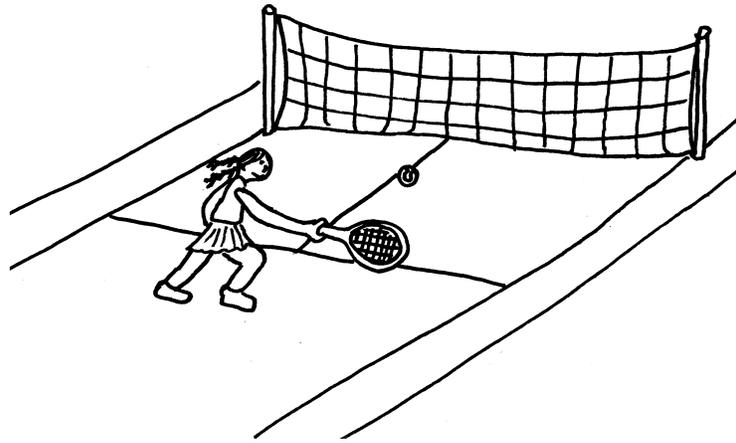
Anna brought a lot

of tennis balls.

Connor brought a jug

of water and some cups.

Mary brought a bag of snacks.



The children played tennis
for a long time.

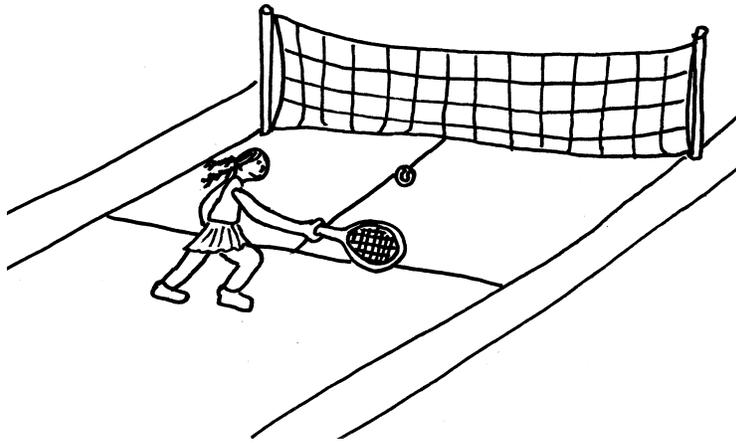
They had a lot of fun.

Connor and Anna won the match.

Then a bee stung Ralph
on his finger.

It hurt so bad,

he was about to cry.



The children played tennis
for a long time.

They had a lot of fun.

Connor and Anna won the match.

Then a bee stung Ralph
on his finger.

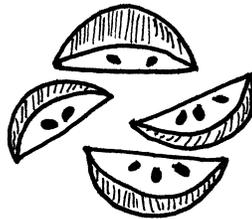
It hurt so bad,
he was about to cry.

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

They poured cups of cool water.

They munched on apples,
crackers, and cheese.

They had fun talking and laughing.

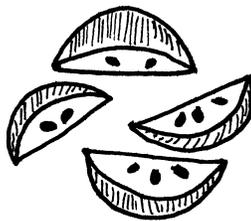


So the children all sat in the shade
under a maple tree to rest
and have a snack.

They poured cups of cool water.

They munched on apples,
crackers, and cheese.

They had fun talking and laughing.



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

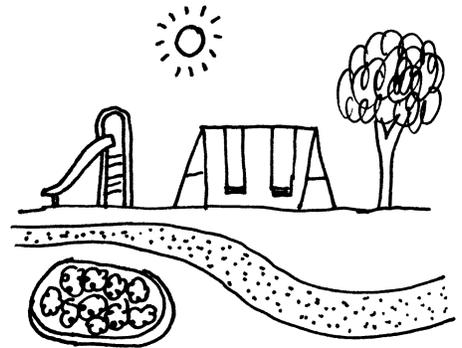
They went down the slide.

They went back and forth on the swings.

They went up and down on the seesaw.

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

Connor and Ralph ran all
over the playground
playing chase.



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

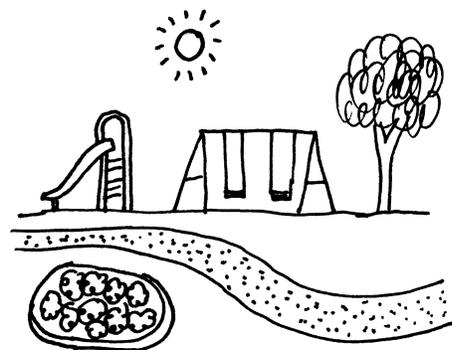
They went down the slide.

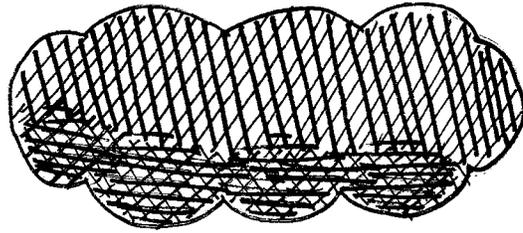
They went back and forth on the swings.

They went up and down on the seesaw.

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

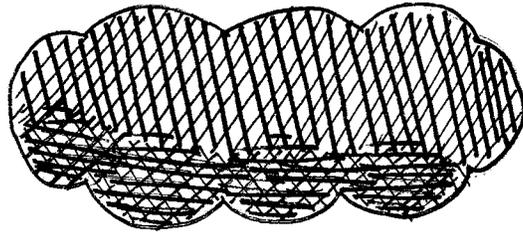
Connor and Ralph ran all
over the playground
playing chase.





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

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



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

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

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

That was enough for
Connor, Anna, Mary, and Ralph.
They did not like to get wet.

So they all ran home
as fast as they could.

The End



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

That was enough for Connor, Anna,
Mary, and Ralph.

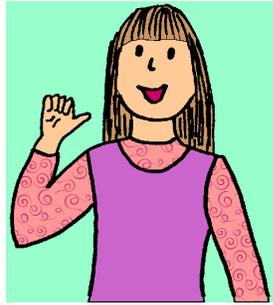
They did not like to get wet.

So they all ran home
as fast as they could.

The End



ye
y_e



A.



This dress has a fancy style.

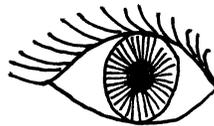
These two patterns represent the long i sound.

B.

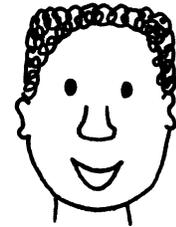


You can dye cloth to color it.

C.

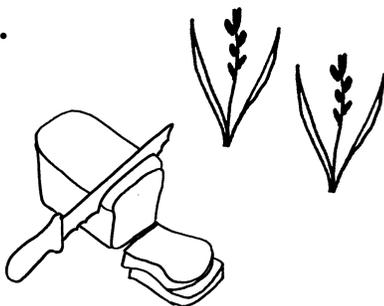


D.



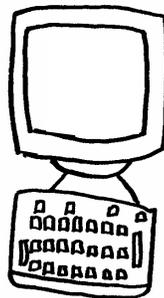
Kyle

E.



Rye flour is used to make bread.

F.



Computer memory is measured in megabytes.

G.



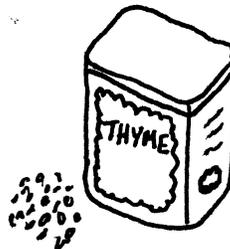
He is waving good-bye.

H.

I see a pig.
It has a wig.



I.



Thyme is an herb used to flavor food.

J.



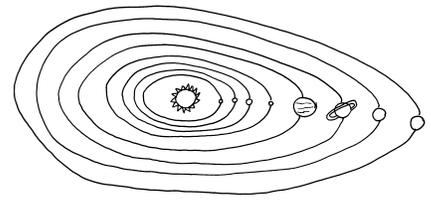
People used to type on a typewriter.

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.)

Y



A.



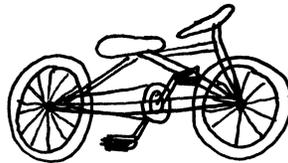
Earth is a planet in the solar system.

B.



Playing a drum requires a good sense of rhythm.

C.

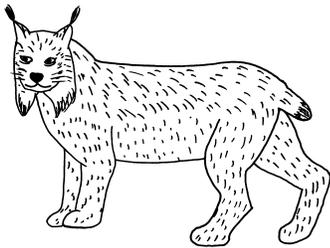


D.



Pain is a symptom that something is wrong.

E.

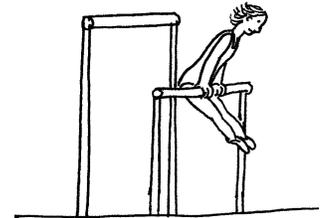


A lynx is a wild cat.

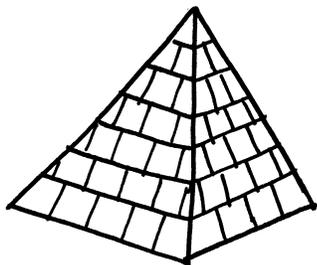
F.



G.



H.



I.



J.



A hymn is a song sung at church.

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 multi-syllable words, pronounce separate syllables instead of separate sounds.

y



1. h → y → mn^x

hymn

2. l → y → n → x

lynx

3. rh^x → y → th → m

rhythm

4. sys → tem

system

5. symp → tom

symptom

6. mys → ter → y

mystery

7. pyr → a → mid

pyramid

8. cyl → in → der

cylinder

9. bi → cy → cle

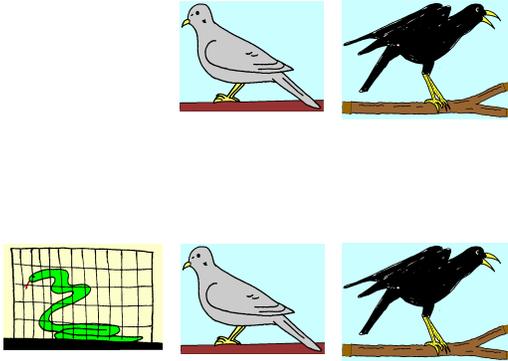
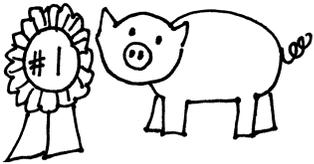
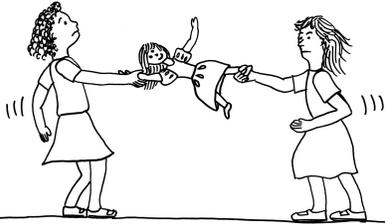
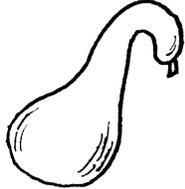
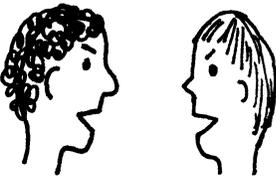
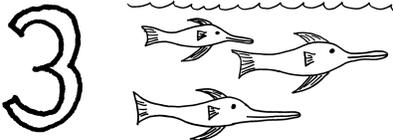
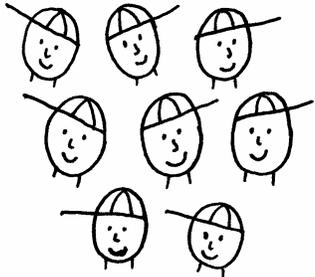
bicycle

10. gym → nas → tics

gymnastics

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.

These patterns are made up of more than one sound. However, they should be pronounced as single units.

<p>quä squä</p> 	<p>A.</p> 	
<p>B.</p>  <p>The highest <u>quality</u> pig won the contest.</p>	<p>C.</p>  <p><u>quaff</u> = drink quickly</p>	<p>D.</p>  <p><u>squall</u> = storm</p>
<p>E.</p>  <p><u>qualms</u> = worried feelings</p>	<p>F.</p>  <p><u>squabble</u> = fight</p>	<p>G.</p> 
<p>H.</p>  <p><u>quarrel</u> = argue</p>	<p>I.</p>  <p><u>quantity</u> = how many</p>	<p>J.</p>  <p><u>squad</u> = team</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.)

quä



squä



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

1. quar → rel

quarrel

2. qua → ff

quaff

3. qua → l → m → s

qualms

4. qua → li → ty

quality

5. quan → ti → ty

quantity

6. squa → sh

squash

7. squa → t

squat

8. squa → ll

squall

9. squa → d

squad

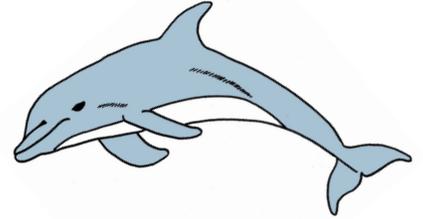
10. squab → ble

squabble

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.

Dolphins

This is a dolphin.



A dolphin has a big fin

on top and a flat tail.

It has two fins on the

bottom called flippers.

A dolphin lives in the sea.

It can swim fast and jump

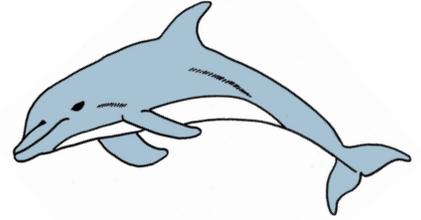
high above the water.

But it is not a fish.

It is a mammal.

Dolphins

This is a dolphin



A dolphin has a big fin

on top and a flat tail.

It has two fins on the

bottom called flippers.

A dolphin lives in the sea.

It can swim fast and jump

high above the water.

But it is not a fish.

It is a mammal.

A dolphin catches fish for food.

It makes loud clicking sounds
to help it find fish in cloudy water.

But a dolphin has very good eyes.

It can see well above
and below the water.

A dolphin catches fish for food.

It makes loud clicking sounds
to help it find fish in cloudy water.

But a dolphin has very good eyes.

It can see well above and
below the water.

A dolphin can make many sounds.

This is how it lets the rest of

the dolphins know where it

is and what it is doing.

Sometimes a dolphin looks and

sounds like it is laughing.

A dolphin can make many sounds.

This is how it lets the rest of
the dolphins know where it
is and what it is doing.

Sometimes a dolphin looks and
sounds like it its laughing.

Dolphins swim in a group.

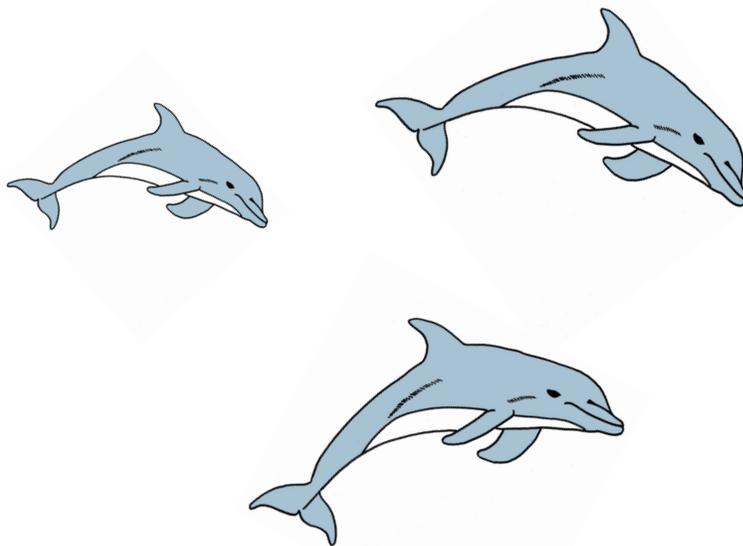
The mother dolphins take

care of the little ones.

A young dolphin follows

the sounds its mother makes.

That way it won't get lost.

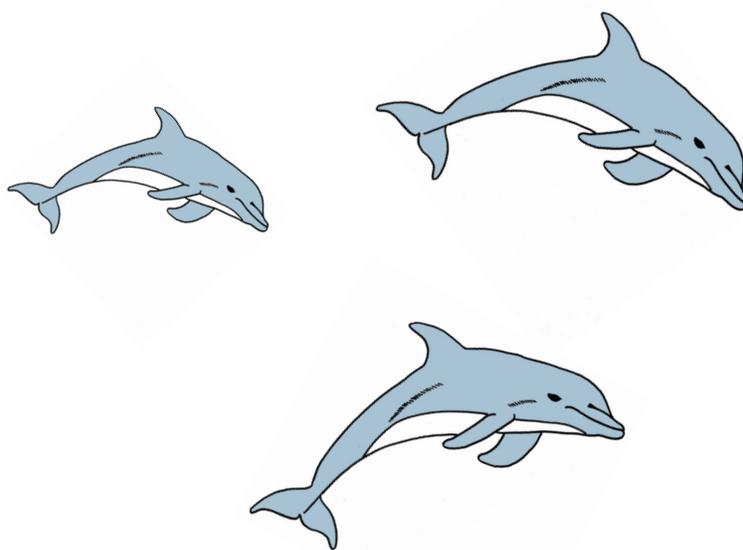


Dolphins swim in a group.

The mother dolphins take
care of the little ones.

A young dolphin follows
the sounds its mother makes.

That way it won't get lost.



Sometimes dolphins blow bubbles.

We don't know why. It is a mystery.

Maybe it's just to play and have fun.

Sometimes dolphins get into a squabble.

They quarrel with other dolphins.

They clap their jaws to make

a loud sound. They may even

bite another dolphin's tail.

Sometimes dolphins like to blow bubbles.

We don't know why. It is a mystery.

Maybe it's just to play and have fun.

Sometimes dolphins get into a squabble.

They quarrel with other dolphins.

They clap their jaws to make

a loud sound. They may even

bite another dolphin's tail.

People have always liked dolphins.

Long ago Greek people
made drawings of them.

We can still read Greek myths
about dolphins from that time.

The myths tell about dolphins who
rescued people who were lost at sea.

In modern times we hear about
dolphins who rescue people, too.

People have always liked dolphins.

Long ago Greek people
made drawings of them.

We can still read Greek myths
about dolphins from that time.

The myths tell about dolphins who
rescued people who were lost at sea.

In modern times we hear about
dolphins who help people, too.

Do you like dolphins?

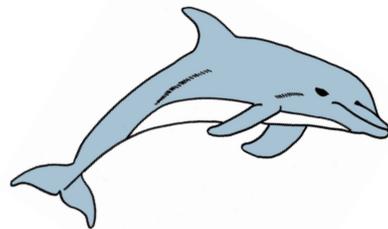
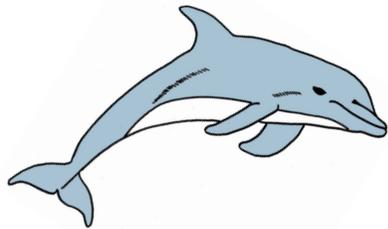
Have you ever seen one?

If you are by the sea,

look out at the waves.

Maybe you will see a dolphin.

The End



Do you like dolphins ?

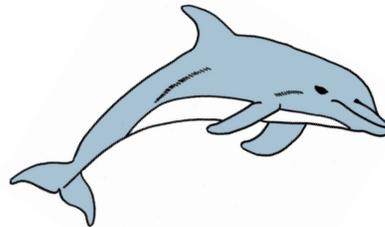
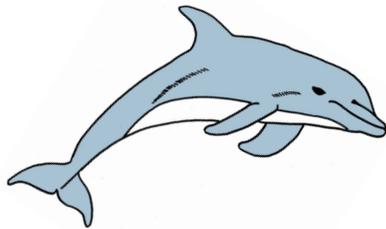
Have you ever seen one ?

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The End

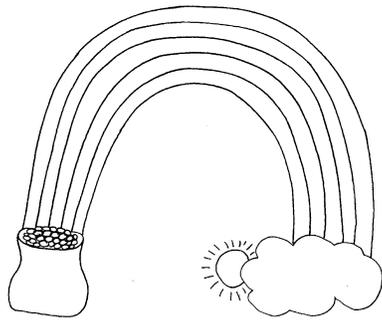


Which One?

80 8

Which one is more?

Eighty or eight?



What goes on a train?

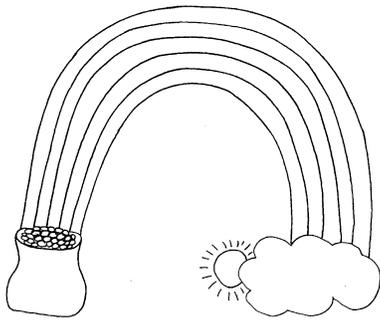
A rainbow or freight?

Which One?

80 8

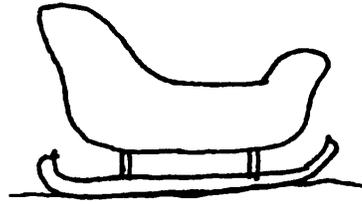
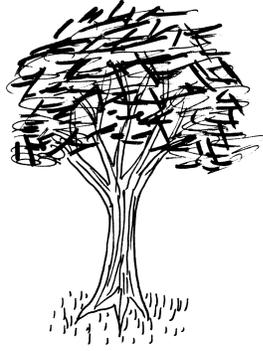
Which one is more ?

Eighty or eight ?



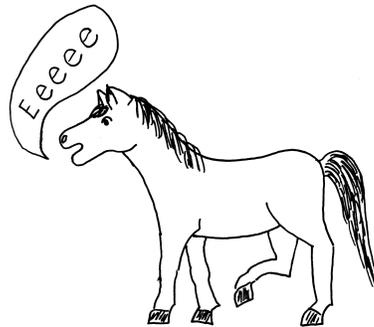
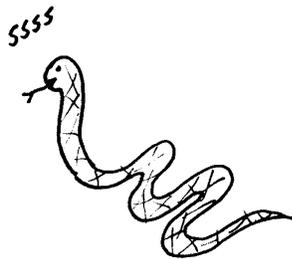
What goes on a train ?

A rainbow or freight ?



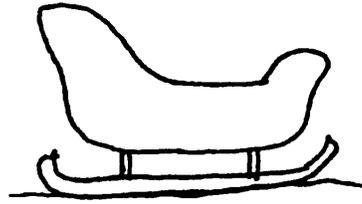
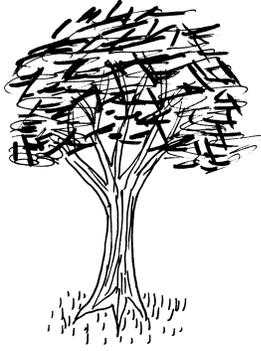
What glides in the snow?

A tree or a sleigh?



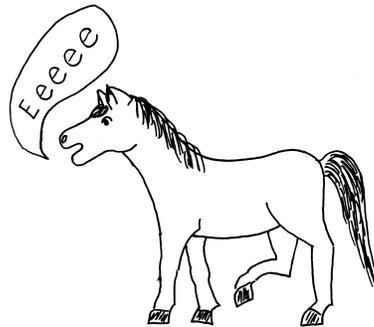
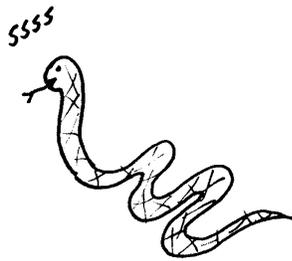
A horse makes which sound?

A hiss or a neigh?



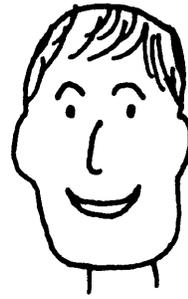
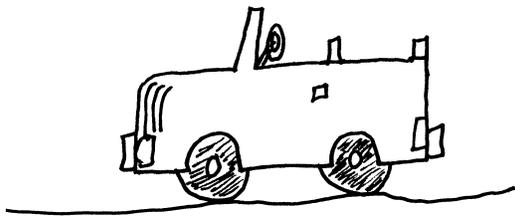
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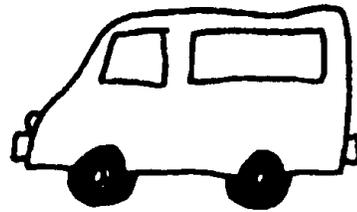
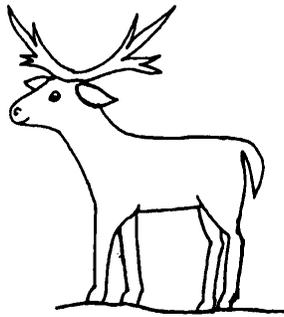
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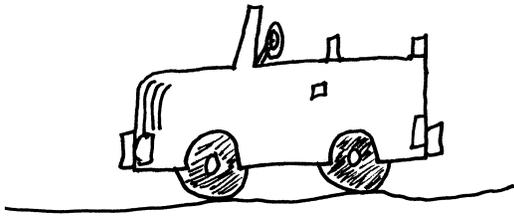
Which one is a neighbor?

A jeep or a man?



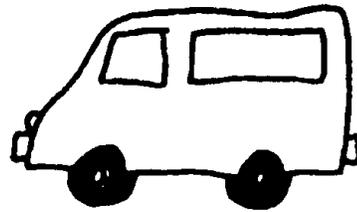
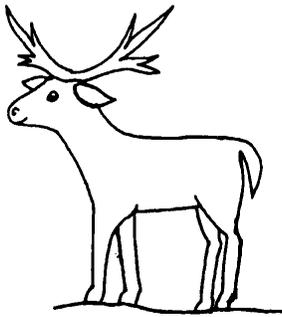
Which needs a key?

A deer or a van?



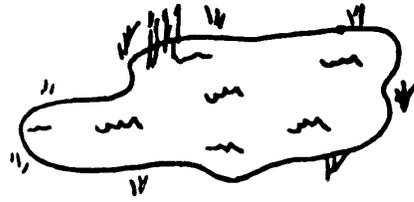
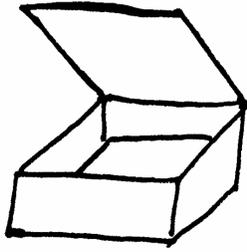
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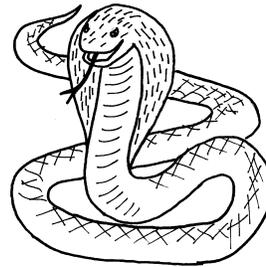
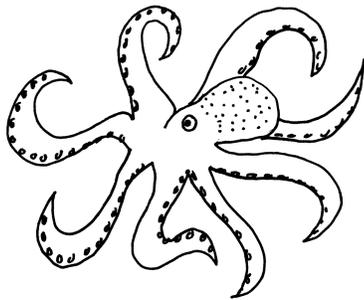
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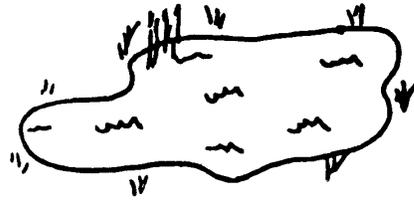
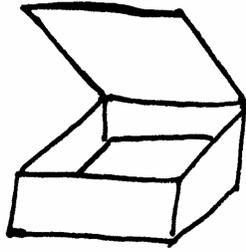
Which can you weigh?

A box or a lake?



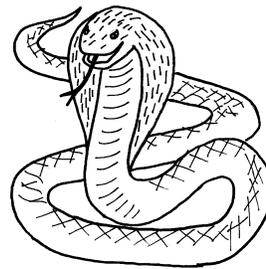
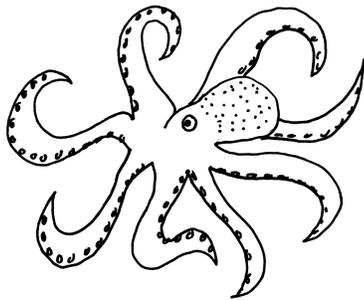
Which has eight legs?

An octopus or a snake?



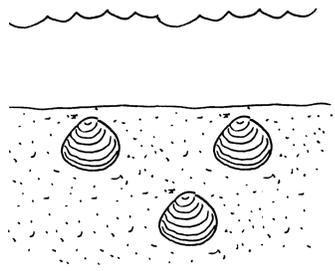
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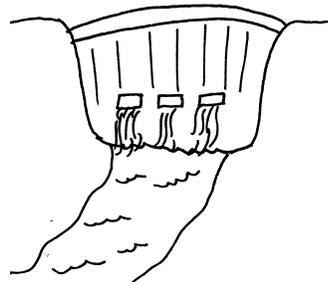
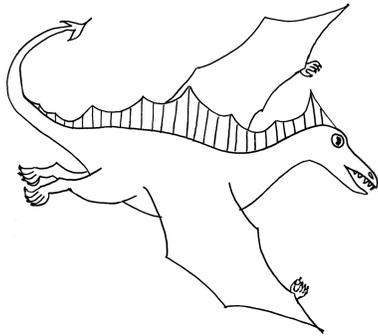
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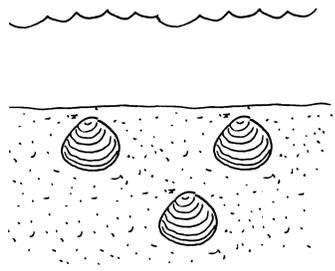
Which ones are people?

A class or some clams?



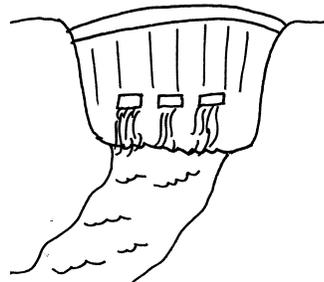
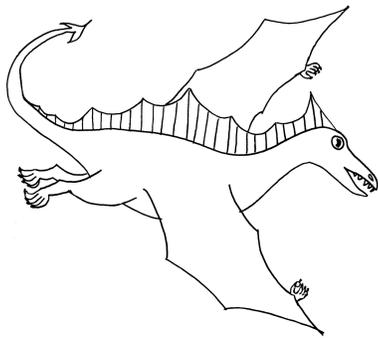
What holds back the water?

A dragon or a dam?



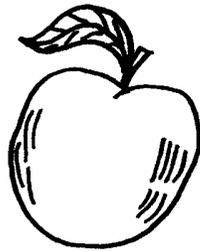
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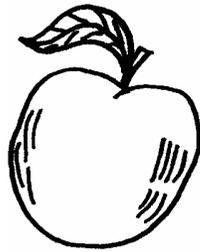
Which one is purple?

A peach or a plum?



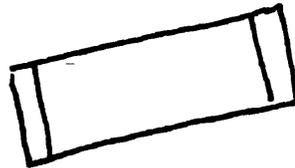
What can you chew?

Water or gum?



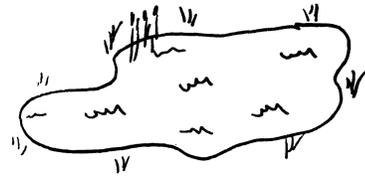
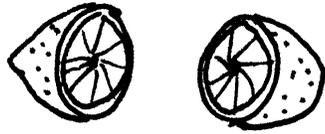
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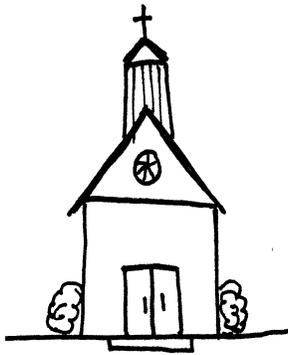
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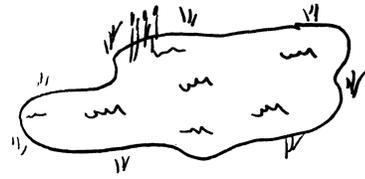
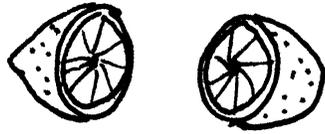
Which has a ripple?

A lemon or a lake?



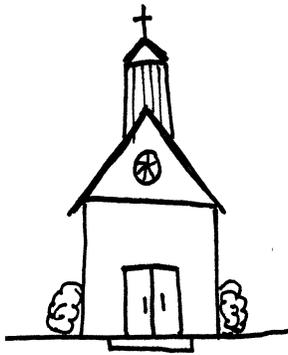
What has a steeple?

A church or a cake?



Which has a ripple ?

A lemon or a lake ?

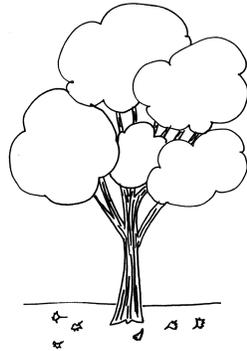


What has a steeple ?

A church or a cake ?

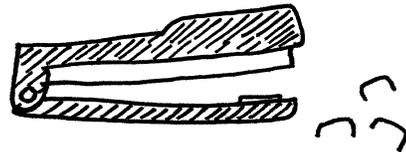
Which one's a tree?

A mushroom or a maple?



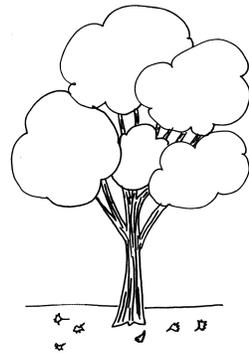
What fastens^x paper?

A stump or a staple?



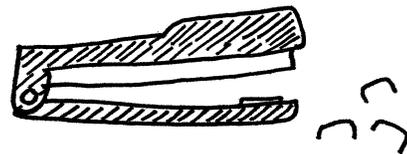
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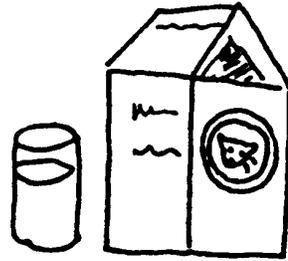
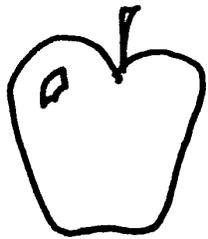
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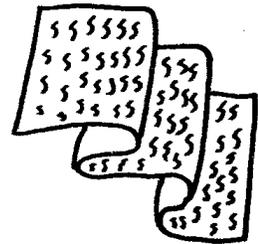
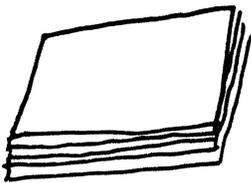
What can you pour?

An apple or milk?



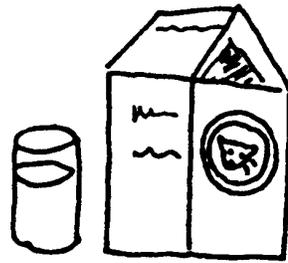
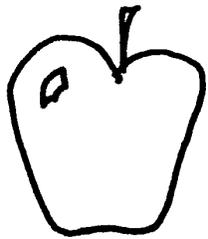
What makes a blouse?

Paper or silk?



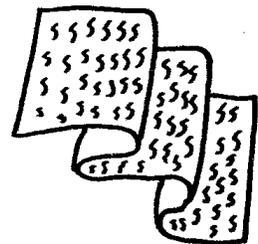
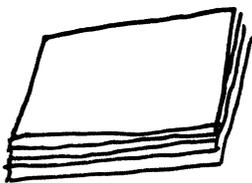
What can you pour ?

An apple or milk ?



What makes a blouse ?

Paper or silk ?



Which is the most?

Fourteen or four?



What should you do if you see a ghost?

Stop and talk, or run for the door?



Which is the most ?

Fourteen or four ?



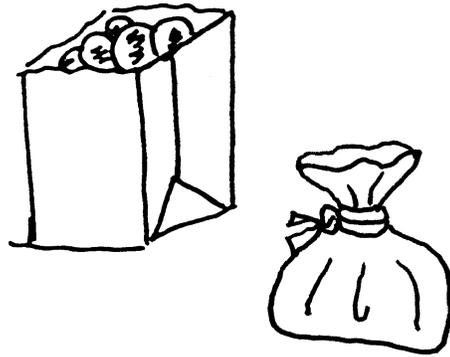
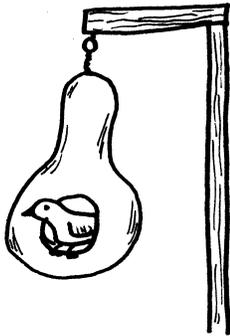
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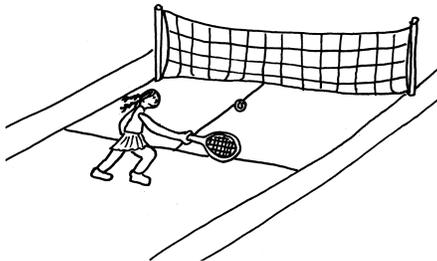
Where can a finch live?

In a gourd or a bag?



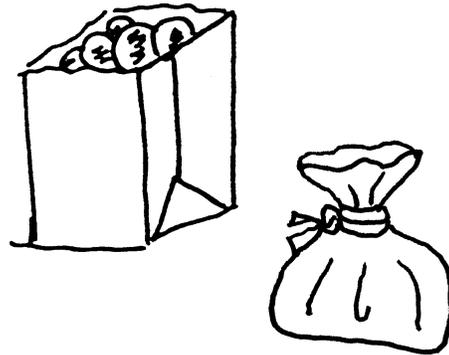
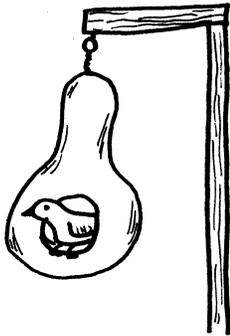
What is played on a court?

Tennis or tag?



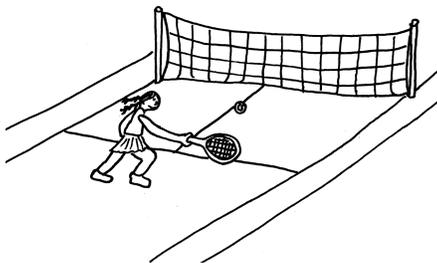
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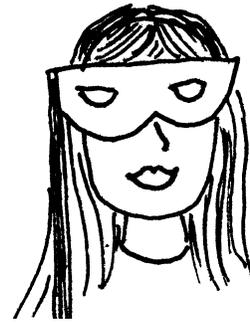
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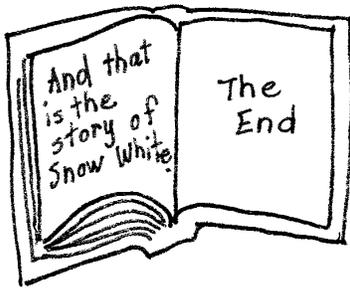
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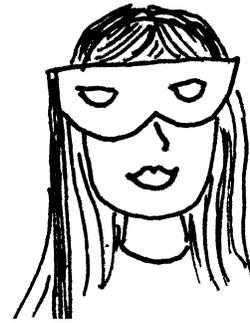




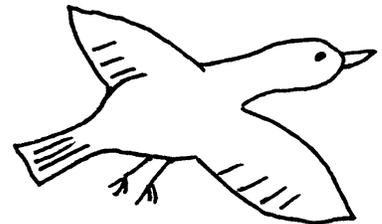
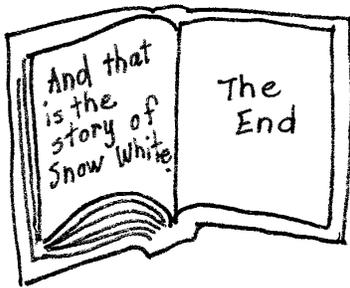
Do you wonder about
all kinds of things?



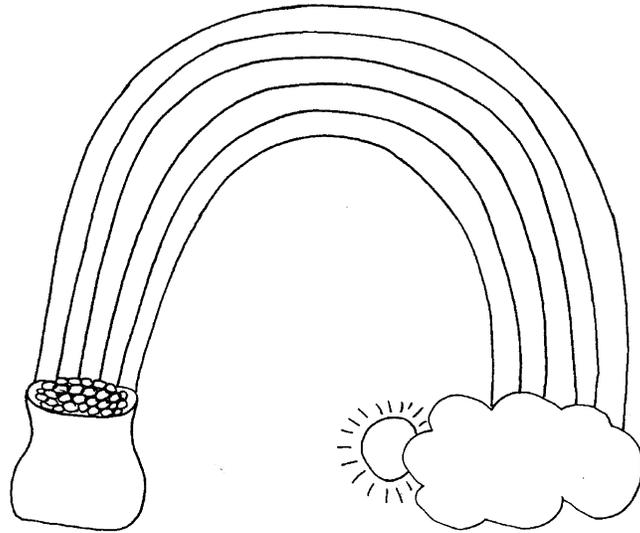
If you can read books,
your mind will have wings!



Do you wonder about
all kinds of things ?



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



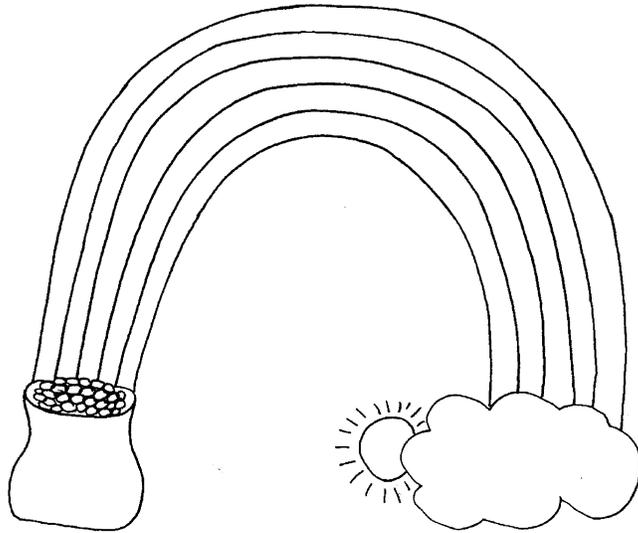
Now go read some books!

Find the kind that you like.

Read a lot of good books,

And have a good life.

The End



Now go read some books!

Find the kind that you like.

Read a lot of good books,

And have a good life.

The End

Sequence Chart - Book 8 - Open Syllables, Silent Letters, More Vowels

	New Phonogram Patterns	New Syllable Patterns	Suffix Study, Contractions, Punctuation	Stories to Read
1	a/father			
2		hel-lo, ze-ro		<i>Go, Dog. Go!</i> by P. D. Eastman (Random House, 1961)
3		men-u, tu-tu		<i>My Family</i> <i>Hop on Pop</i> by Dr. Seuss (Random House, 1963)
4	kn/knife			<i>Are You My Mother?</i> by P. D. Eastman (Random House, 1960) <i>The Cat In The Hat</i> by Dr. Seuss (Random House, 1957)
5	wr/wren			
6	gh/ghost gh/straight			<i>On The Lawn</i>
7	ought/bought			
8	ph/phone			
9	ugh/laugh			<i>A Day at the Park</i> <i>The Wind Blew</i> by Pat Hutchins (Scholastic, 1974)
10	ye/rye y_e/type			<i>In The Small, Small Pond</i> by Denise Fleming (Scholastic Inc., 1993)
11	y/gymnastics			
12	qua/quarrel squa/squash			<i>Dolphins</i>
				<i>Which One?</i>

Sequence Chart - Book 8 - Open Syllables, Silent Letters, More Vowels

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		father, lava, llama, mama, drama, taco, nachos, pecan, pajamas, pasta	grandpa, grandma, grandfather, father-son
2		hippo, banjo, hello, bingo, condo, yo-yo, zero, hero, silo, rhino	
3		flu, menu, kudzu, emu, zebu, tutu, tofu	
4		knot, knob, knit, knock, knee, kneel, knife, knight, know, knickers	knockout, knickknack, know-forget, kneel-stand, knot/not, knit/nit, knee/nee, know/no, knight/night, new/knew
5		wren, wrench, wreck, wrist, wrong, wrap, wrath, write, wreath, wrinkle	wristwatch, wrong-right, write/right
6		ghost, aghast, ghetto, spaghetti, Allegheny, straight, through, caught, daughter, taught	throughout, straightaway, straight-crooked, through/threw
7	drought	fought, thought, ought, bought, brought, sought, wrought, drought	bought-sold
8		graph, Ralph, sphinx, phone, sphere, dolphin, Memphis, phantom, alphabet, elephant	
9		laugh, cough, trough, rough, tough, slough, enough	rough/ruff
10	eye	rye, good-bye, dye, eye, type, Kyle, rhyme, thyme, style, megabyte	bye/by, eye/I, die/dye, lie/lye, thyme/time, rhyme/rime
11		hymn, lynx, rhythm, system, symptom, mystery, pyramid, cylinder, bicycle, gymnastics	gem/gym/Jim
12		quarrel, quaff, qualms, quality, quantity, squash, squat, squall, squad, squabble	

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.	Sound Charts	
	<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.	Sound Cards - 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.	Handwriting - 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.	Sound Dictation	
	<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.	Spelling Dictation - 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.	Read Words With The New Letter Pattern - 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.	Read Suffixes, Contractions, And Sight Words - 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.	Read The Practice Stories - 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.	Work In Small Groups - 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?

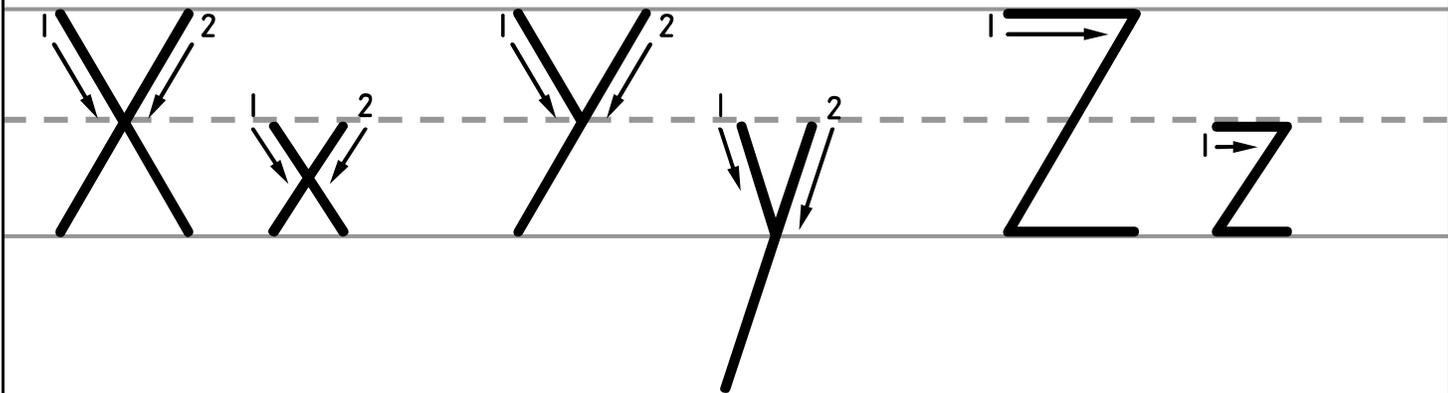
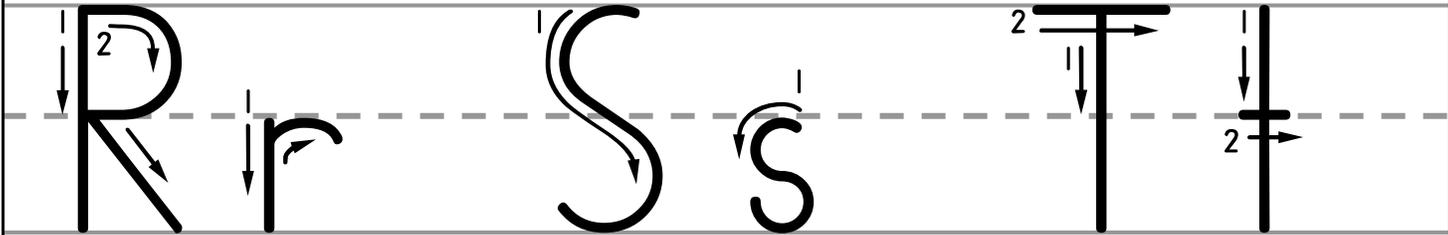
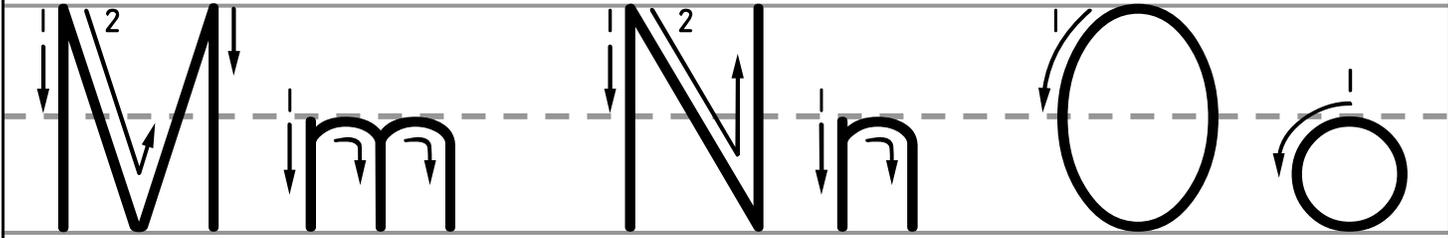
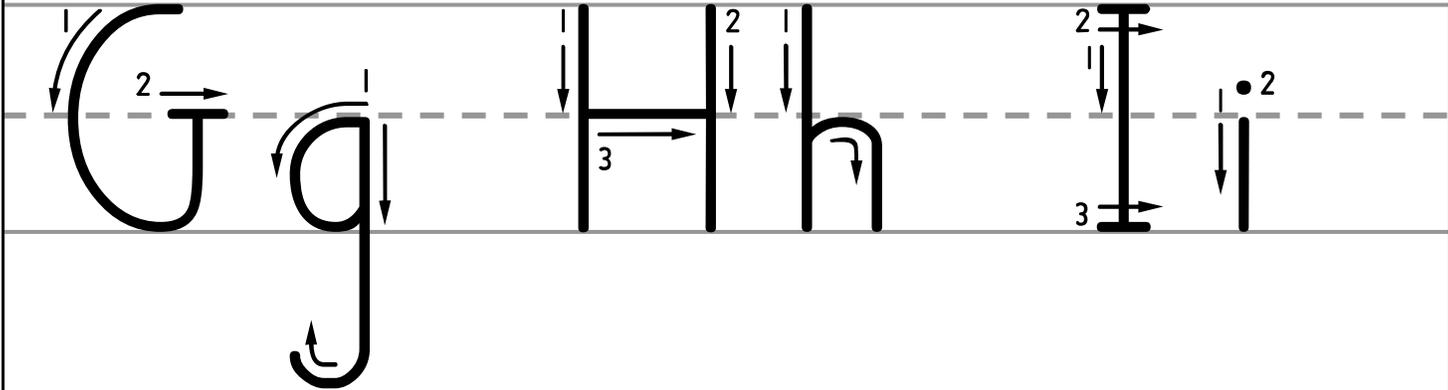
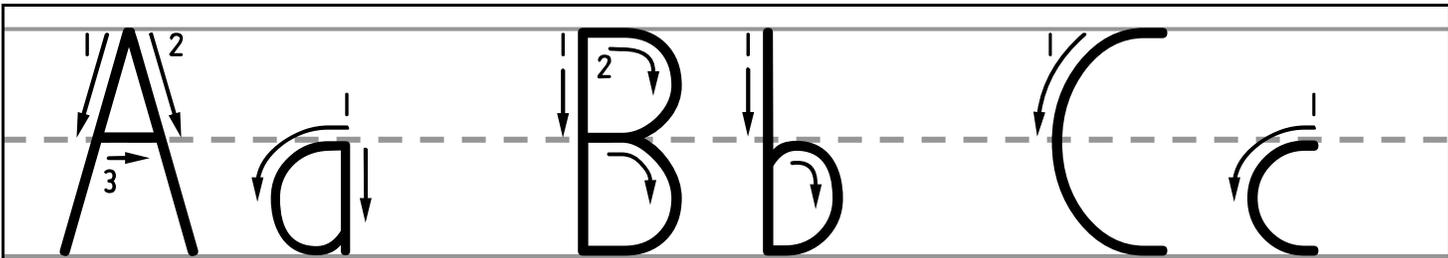
The chart below shows the alphabet letters taught at the short vowel level and the letter patterns (phonograms) taught in the *Phonetic Words And Stories* books. Students must be familiar with the alphabet letters and must be able to read short vowel words before beginning the *Phonetic Words And Stories* 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*

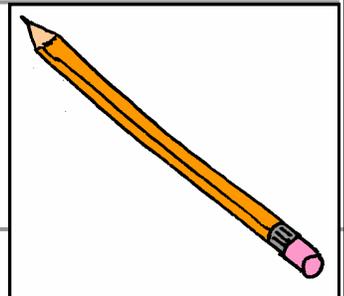
26	Consonant Patterns	sh, th, ck, ch, tch, nch, wh, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh, _ve, _ce, _ge, _se, _ze
10	Single Letter Vowels	4 Long Vowels: ā, ē, ō, ū 5 Dotted Vowels: ä, ë, ï, ö, ü 1 Short o sound for the letter a
25	Long Vowel Patterns	13 Vowel-Vowel Pairs: ai, ay, 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

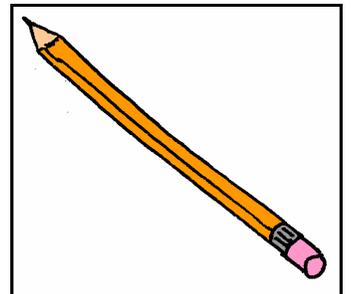
Gg Hh Ii

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 8- Answer Key For Each Set Of Picture/Word Pages, By Page Number

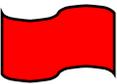
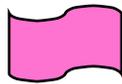
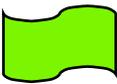
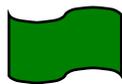
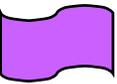
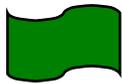
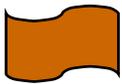
50-51	52-53	54-55	74-75	76-77	78-79	98-99
a/father	hip-po, ze-ro	men-u, to-fu	kn/knife	wr/wren	<u>ghost</u> , <u>straight</u>	ought/bought
1 - D	1 - A	1 - D	1 - D	1 - A	1 - A	1 - B
2 - J	2 - B	2 - A	2 - B	2 - H	2 - C	2 - D
3 - C	3 - F	3 - F	3 - A	3 - D	3 - E	3 - A
4 - H	4 - G	4 - E	4 - G	4 - F	4 - B	4 - G
5 - F	5 - D	5 - G	5 - J	5 - I	5 = D	5 - F
6 - A	6 - C	6 - B	6 - F	6 - B	6 = I	6 - H
7 - I	7 - I	7 - C	7 - H	7 - J	7 - G	7 - E
8 - E	8 - J		8 - C	8 - C	8 - H	8 - C
9 - G	9 - H		9 - E	9 - E	9 - F	
10 - B	10 - E		10 - I	10 - G	10 - J	

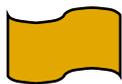
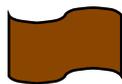
100-101	102-103	118-119	120-121	122-123		
ph/phone	ugh/laugh	<u>rye</u> , <u>type</u>	y/gymnastics	<u>quarrel</u> , <u>squash</u>		
1 - E	1 - B	1 - E	1 - J	1 - H		
2 - G	2 - A	2 - G	2 - E	2 - C		
3 - B	3 - F	3 - B	3 - B	3 - E		
4 - I	4 - G	4 - C	4 - A	4 - B		
5 - C	5 - D	5 - J	5 - D	5 - I		
6 - D	6 - E	6 - D	6 - F	6 - G		
7 - J	7 - C	7 - H	7 - H	7 - A		
8 - H		8 - I	8 - I	8 - D		
9 - A		9 - A	9 - C	9 - J		
10 - F		10 - F	10 - G	10 - F		

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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>a</p>  <p>apple</p> 	<p>ā</p> <p>darker red</p> 	<p>ä</p> <p>a color variant of red</p> 
<p>e</p> <p>lighter green</p> 	<p>ē</p> <p>green</p> 	<p>ë</p> 
<p>i</p> <p>lighter violet</p> 	<p>i</p> <p>violet</p> 	<p>ï</p> 
<p>o</p> <p>lighter orange</p> 	<p>ō</p> <p>orange</p> 	<p>ö</p> 
<p>u</p> <p>lighter blue</p> 	<p>ū</p> <p>blue</p> 	<p>ü</p>  <p>bush</p> 

<p>oi oy</p>  <p>gold coin</p> 	<p>ou ow</p> <p>brown</p> 	<p>er ir ur</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

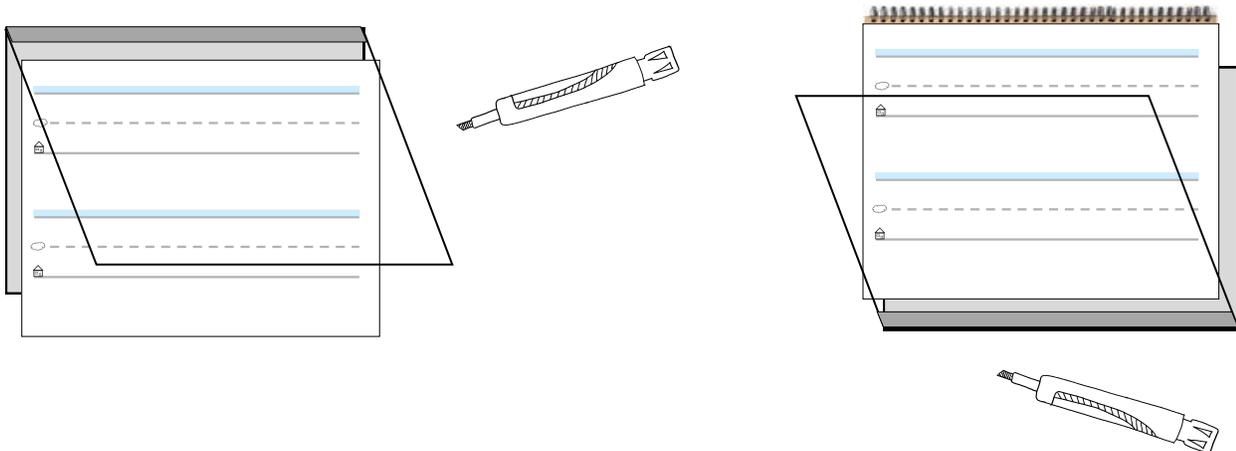
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

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.

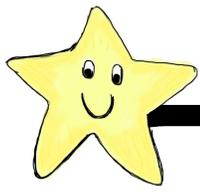


Use this page with a dry-erase frame





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