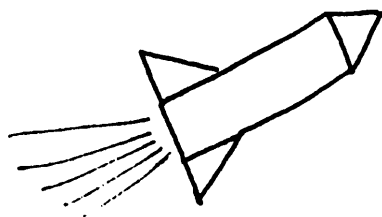


# Advanced Decoding Practice



Sound Charts And Word Lists For:

Vowel Patterns

Consonant Patterns

Wordlists For:

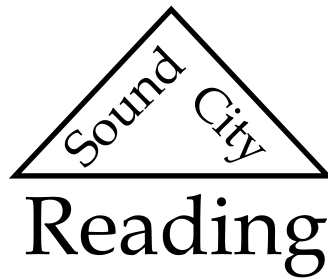
Syllable Study

Prefix and Suffix Study

Contractions

January 2014

With Key Words



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Germantown, TN 38138  
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## Notes For The Teacher

### Choosing Which Patterns To Study

When using this *Advanced Decoding Practice* book, it is not necessary to follow a definite sequence. The patterns you study will depend on the needs of the students. There are several possible approaches.

1. Choose a set of phonogram or syllable patterns that the students need to learn or practice, for example long vowel sounds, ending syllables, or r-controlled patterns. Study a new pattern daily until the entire set has been completed. Then go on to a different set of patterns.
2. Choose one pattern at a time based on mistakes students make in their reading and writing.
3. Consider the vocabulary words students will be learning in literature, science, and social studies. Choose patterns that will prepare students to read those words.
4. Plan to methodically cover all the sets of words over a period of time, so that students will eventually complete the entire book.

If the teacher prefers to cover this book in a sequential way, the book can be studied one section at a time, continuing until the whole book has been completed. Or, the teacher may prefer to rotate the lessons, doing words from the short vowel section one day, long vowel section the next day, and a syllable study page on the third day.

Another approach would be to study one new page from several sections on the same day. For instance, students might study one page of advanced consonant blends, short vowels, and syllables on the first day, and then study one page of vowel patterns, advanced consonant patterns, and suffixes or contractions on the next day. This will quickly provide a strong foundation to develop word recognition skills.

On each page or in each column, students practice decoding words that all have the same phonetic pattern or syllable pattern. By doing this, they become familiar with the pattern, and at the same time, expand their speaking and reading vocabulary. Later, when they come across a word with the same pattern when reading, they will be able to remember the pattern and apply it to recognize the word.

This book is also a useful companion book to use with *Advanced Phonics Patterns From Children's Books*, which teaches phonogram and syllable patterns in a specific sequence to prepare students to read a list of children's books. Use it to review previously studied patterns and as an overview to study groups of patterns that are all in the same category.

## **Beginning Each Lesson**

During each lesson, start with the sound charts. The phonics patterns are arranged in logical groups to help students recognize and remember them. Point to the patterns while students give the sounds and keywords. As students begin to master the charts, have them say just the sound for each pattern, dropping the key word. You may want to print the matching large wall charts from the web site [www.soundcityreading.com](http://www.soundcityreading.com) to use in a classroom. Point to each pattern as the students say the sounds. Students who are being tutored can use the charts in this book.

Add more charts to the daily routine as the students master them. At some point, there will be too many to cover in one day. Rotate as needed so that all are covered as frequently as possible.

After going over the sound charts, show each phonogram pattern on flashcards and have the students say the related sounds in unison. If a pattern represents more than one sound, students should say the first sound, followed by a slight pause, then the second sound. Some patterns have three sounds, do these in the same way. This should go quickly, as fast as you can change the cards. You may want to divide the cards into several groups, and practice just one group per day. Another possibility is to practice the sound charts one day and do all of the sound cards the next day. The goal is for students to be able to say the sound or sounds from each pattern instantly, without stopping to think. Files can be downloaded from the web site to print the flashcards on cardstock, or you can write the patterns on unlined index cards, copying from the sound charts.

## **Working With New Words**

Study at least one new set of words per day. As you begin the lesson, first discuss the phonogram pattern or syllable pattern at the top of the page. For a phonogram pattern, say the sound and ask students to repeat it. Have students say the key word and listen for the sound in the key word.

Some words lists, such as short vowel words with consonant blends or consonant digraphs, are easily decodable by the students. However, some word lists have words with a variety of patterns and many multisyllable words. For these more challenging lists, the following routine works well for introducing a new set of words. This will take some time, but during this time students will analyze the phonetic structure of each word and become familiar with its meaning. Make modifications as needed to best meet the needs of the students within your time frame.

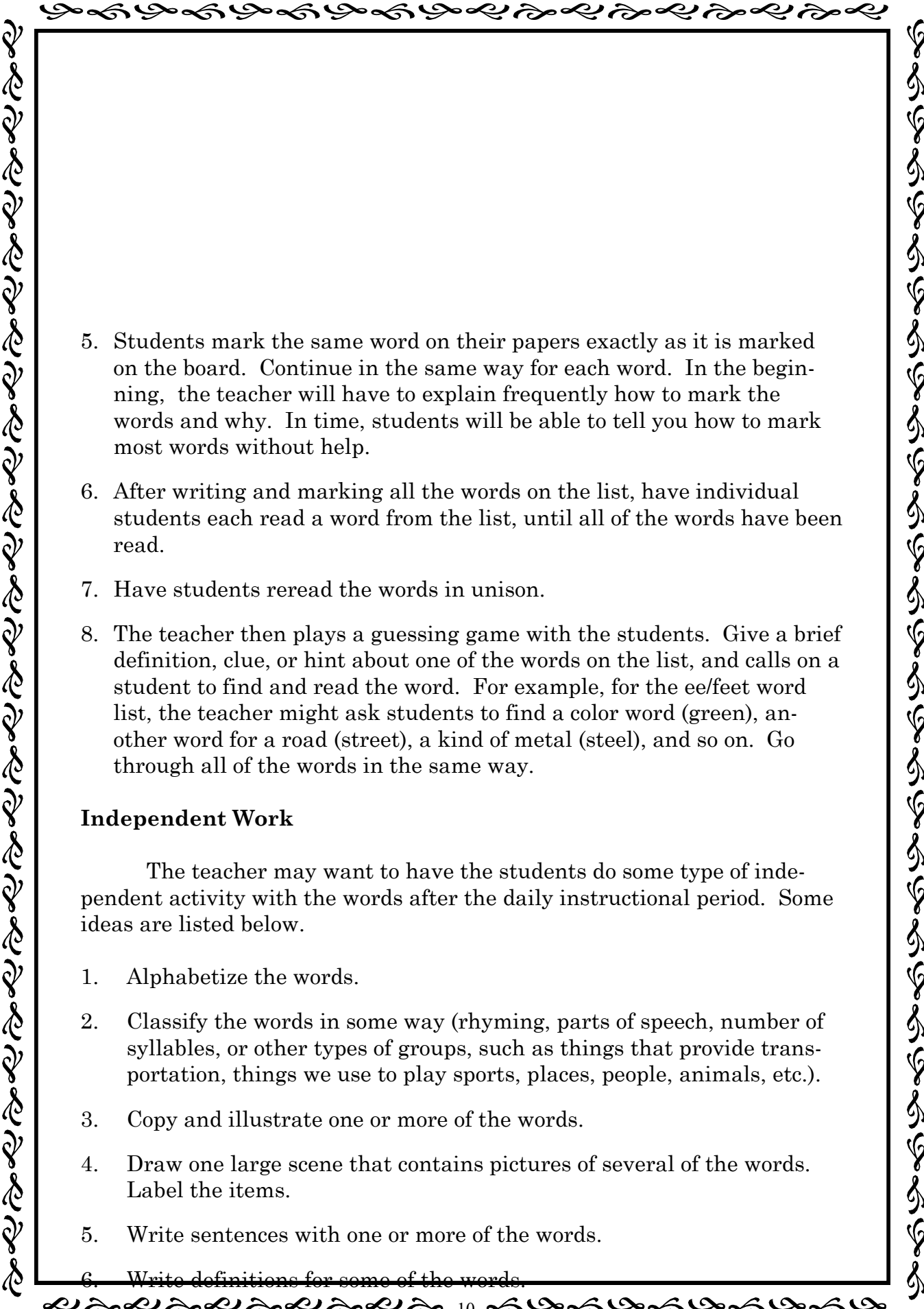
1. Students use a colored pencil to highlight the vowel or consonant pattern in each word, saying the sound each time they mark. Go through all the words with the new pattern. Students do not read the words in



this step; they just find the pattern and say the sound.

2. The teacher reads the first word aloud. Students point to the word in their books and repeat. Ask a student to give the meaning of the word. If necessary, help by explaining the meaning, and discuss it with the students. Some words may be unfamiliar to the teacher. Have a dictionary handy to look up and define unknown words. Continue in the same way for each word on the list.
3. The teacher writes the first word on the board. Students say the word in unison while clapping the syllables. The teacher asks a student to explain where to divide the word into syllables. The teacher divides between two syllables with a vertical line. Show students how to make the line taller than the letters, with a slight curve, so that it won't look like the letter l. Students copy the word onto lined paper and draw lines to divide between the syllables.
4. The teacher asks a student how to mark the same word. The student should think about the pronunciation of the word and tell you what needs to be marked. The teacher marks the word as instructed by the
  - a) Mark long vowels with a straight line. This includes single vowels at the end of an open syllable (pā per), and the first vowel in vowel pairs, such as āi, ēe, ōa, ōw, ōu, and ī\_e.
  - b) Mark special vowels (bäll, säw, häul, tö, soon, püsh, skī, ballët) with two dots.
  - c) Do not mark short vowels or the special vowel pairs oi/oil, oy/boy, ou/ouch, and ow/cow. Underline bossy r patterns (car, her, form).
  - d) Put a small x above any silent consonant letters (wren, knob, lamb, listen) and above silent e's that are part of a split vowel pattern (a\_e, o\_e) or part of a silent e syllable (tle, ble).
  - e) Draw a small umbrella above any vowel (other than u) that represents the u/up sound (was, of, some, wonder).

student. Remind students of the correct markings as needed.


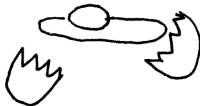

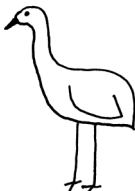






- 
5. Students mark the same word on their papers exactly as it is marked on the board. Continue in the same way for each word. In the beginning, the teacher will have to explain frequently how to mark the words and why. In time, students will be able to tell you how to mark most words without help.
  6. After writing and marking all the words on the list, have individual students each read a word from the list, until all of the words have been read.
  7. Have students reread the words in unison.
  8. The teacher then plays a guessing game with the students. Give a brief definition, clue, or hint about one of the words on the list, and calls on a student to find and read the word. For example, for the ee/feet word list, the teacher might ask students to find a color word (green), another word for a road (street), a kind of metal (steel), and so on. Go through all of the words in the same way.


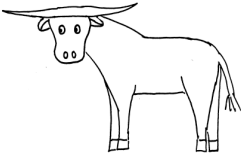




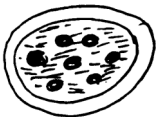



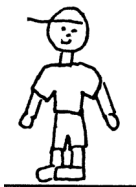





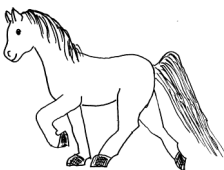
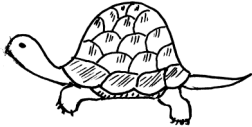
### **Independent Work**

The teacher may want to have the students do some type of independent activity with the words after the daily instructional period. Some ideas are listed below.

1. Alphabetize the words.
2. Classify the words in some way (rhyming, parts of speech, number of syllables, or other types of groups, such as things that provide transportation, things we use to play sports, places, people, animals, etc.).
3. Copy and illustrate one or more of the words.
4. Draw one large scene that contains pictures of several of the words. Label the items.
5. Write sentences with one or more of the words.
6. Write definitions for some of the words.
7. Write an essay, story, poem, advertisement, news article, or song using as many of the words as possible.

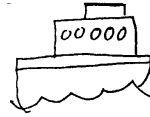
A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

Short Vowels  CVC	a   ant	e   egg
Long Vowels  C $\bar{V}$	$\bar{a}$   apron	$\bar{e}$   emu
Special Vowels	$\ddot{a}$   all	$\ddot{e}$   ballet
Special Vowel Pairs	ou   ouch	ow   cow
Bossy R Vowels	ar   car	er   her

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

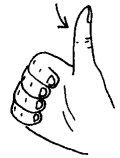
Consonant  
Patterns

sh



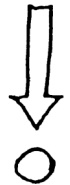
ship

th



thumb

th



this

th



thyme

ck



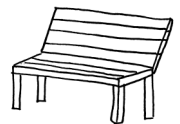
Jack

tch



match

nch



bench

ce



cent

ci



city

cy



cycle

ge



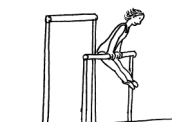
gem

gi



giant

gy



gym

ch



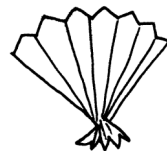
chicken

wh



when

f



fan

ch



chorus

wh



who

ph



phone

ch

chef

ugh



laugh

ng



ring

nk



wink

dge



fudge

kn



knife

wr



wren

gh



ghost

gh



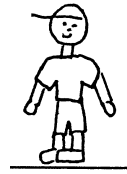
straight

oi



oil

oy



boy

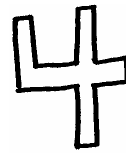
Odd O  
Patterns

ou



ouch

ou



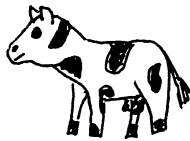
four

ou



soup

ow



cow

ow



snow

ould



should

oo



book

oo



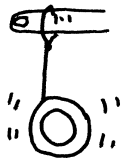







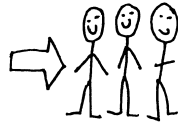



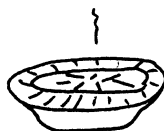

moon

ought



bought



Sounds For Y	y		yo-yo	y		funny	y		my	ye		rye	y_e		type
	ēi		ceiling	ëi		veil	Long E Patterns With More Than One Sound								
	ēy		key	ëy		they									
ēa		eat	ea		head	ëa		steak	Long I Pattern With Two Sounds						
īe		pie	ïe		shield										

# Bossy R Patterns

ar



car

ar



dollar

ar



carrot

er



her

er



heron

ir



bird

or



horse

or



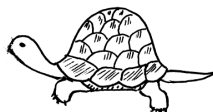
tractor

or



sorry

ur



turtle

## More Bossy R Patterns

wor



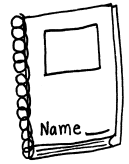
worm

ear



early

our



journal



## Umbrella Vowels

 a

?



what

 a \_



across

\_ a 




panda

 o



son

 o \_ e



love

 ou



country

## Shady Short Vowels

ea



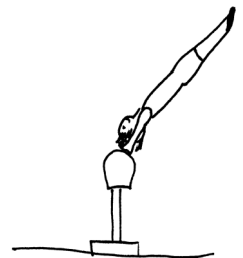
head

a



father

y



gymnastics

# Long Vowel Patterns

ā



apron

ē



emu

ai



rain

ee



feet

ay



play

ei



ceiling

ey



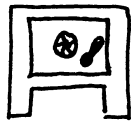
key

ea



eat

a\_e



safe

e\_e



these

# Long Vowel Patterns

ī



island

ō



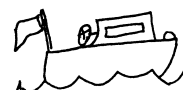
ocean

ie



pie

oa



boat

oe



toe

ou



four

ow



snow

i\_e



pine

o\_e



home

igh<sup>\*</sup>



night

ind



find

ild



child

old



gold

olt



bolt

oll



troll

olk



yolk

# Long Vowel Patterns

ū



tulip

ū



uniform

ue



glue

ue



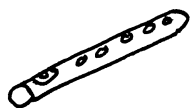
cue

ui



fruit

u\_e

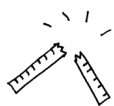


flute

u\_e



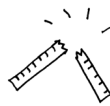
cube



ew



flew

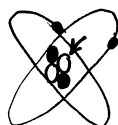


ew



few

eu



neutron

eu



Europe

# Special Vowel Patterns

ä



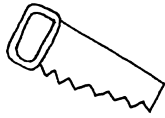
all

ë



ballet

aw



saw

ei



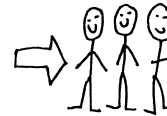
veil

au



Paul

ey



they

all



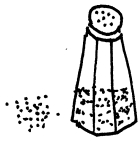
ball

ea



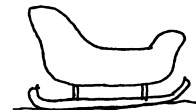
steak

al



salt

eigh



sleigh

alk



talk

e



ballet

wa



wasp

swa



swan

qua

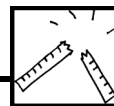


quarrel

squa



squash



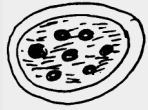
ought



bought

# Special Vowel Patterns

i



pizza

ö



to

ie



shield

o



to

i



pizza

ou



soup

oo



moon



# Special Vowel Patterns

ü



push

## Special Vowel Pairs

u



push

oi



oil

ould



should

oy



boy

oo



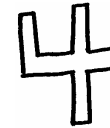
book

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

oo










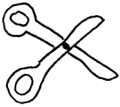


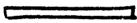

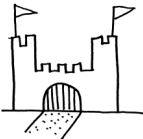











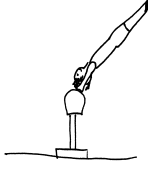










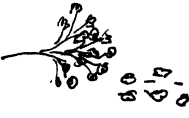

book

oo



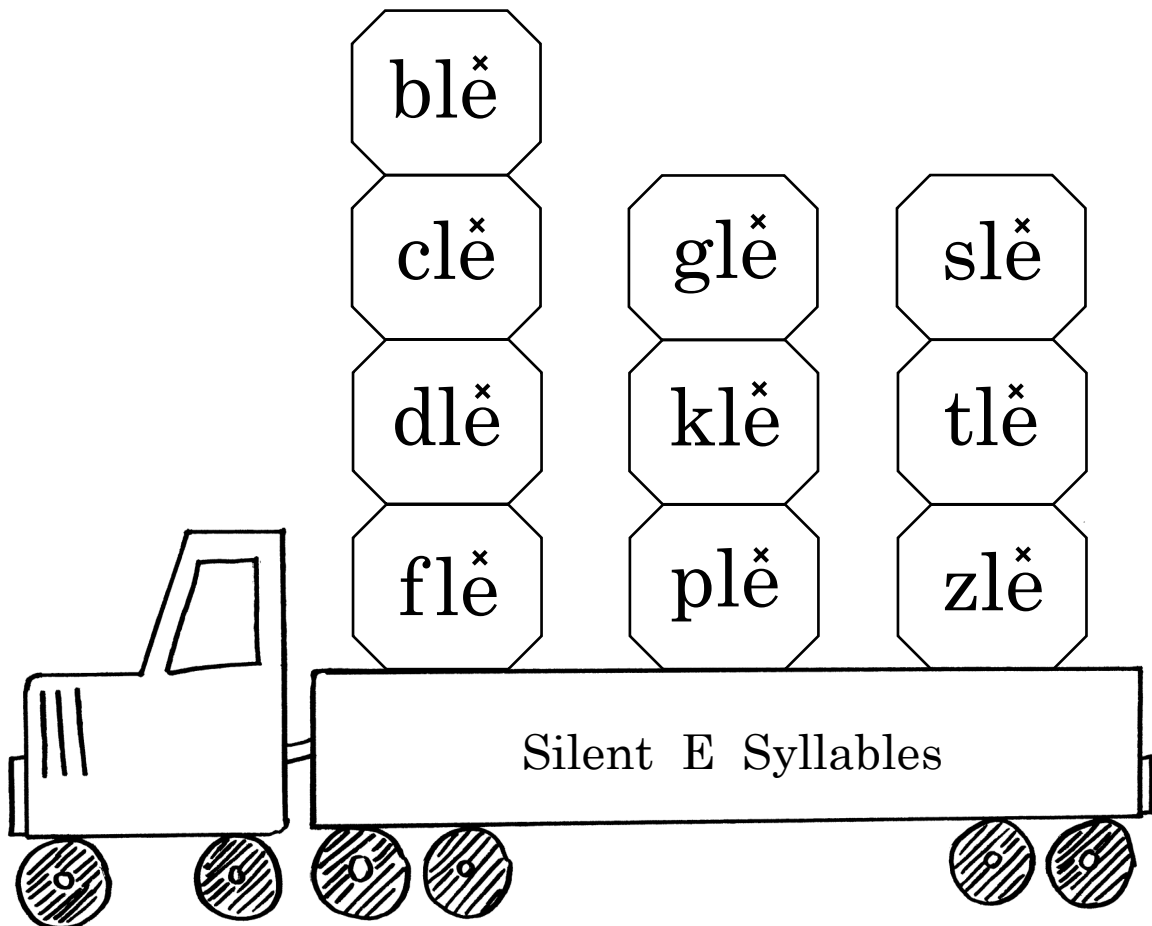
moon

	m <sup>x</sup> b	lamb	<h1>Silent Letters</h1>		
	g <sup>x</sup> u	guess			
 	s <sup>x</sup> e s <sup>x</sup> e	mouse cheese		k <sup>x</sup> n	knife
	z <sup>x</sup> e	freeze		w <sup>x</sup> r	wren
	b <sup>x</sup> u	building		g <sup>x</sup> n	gnat
	s <sup>x</sup> c	scissors		g <sup>x</sup> h	ghost
	r <sup>x</sup> h	rhino		g <sup>x</sup> h	straight
	m <sup>x</sup> n	autumn		t <sup>x</sup>	castle
	t <sup>x</sup> h	thyme		h <sup>x</sup>	herb

	c	cat		g	gum
	c	cent		g	gem
	c	city		g	giant
	c	cycle		g	gym
	s	sun		g	garage
	s	visit		qu	quilt
	z	zip		qu	antique
	z	azure		x	box
	h	hat		x	exhaust
	h	herb		x	xylophone

# Silent E Syllables

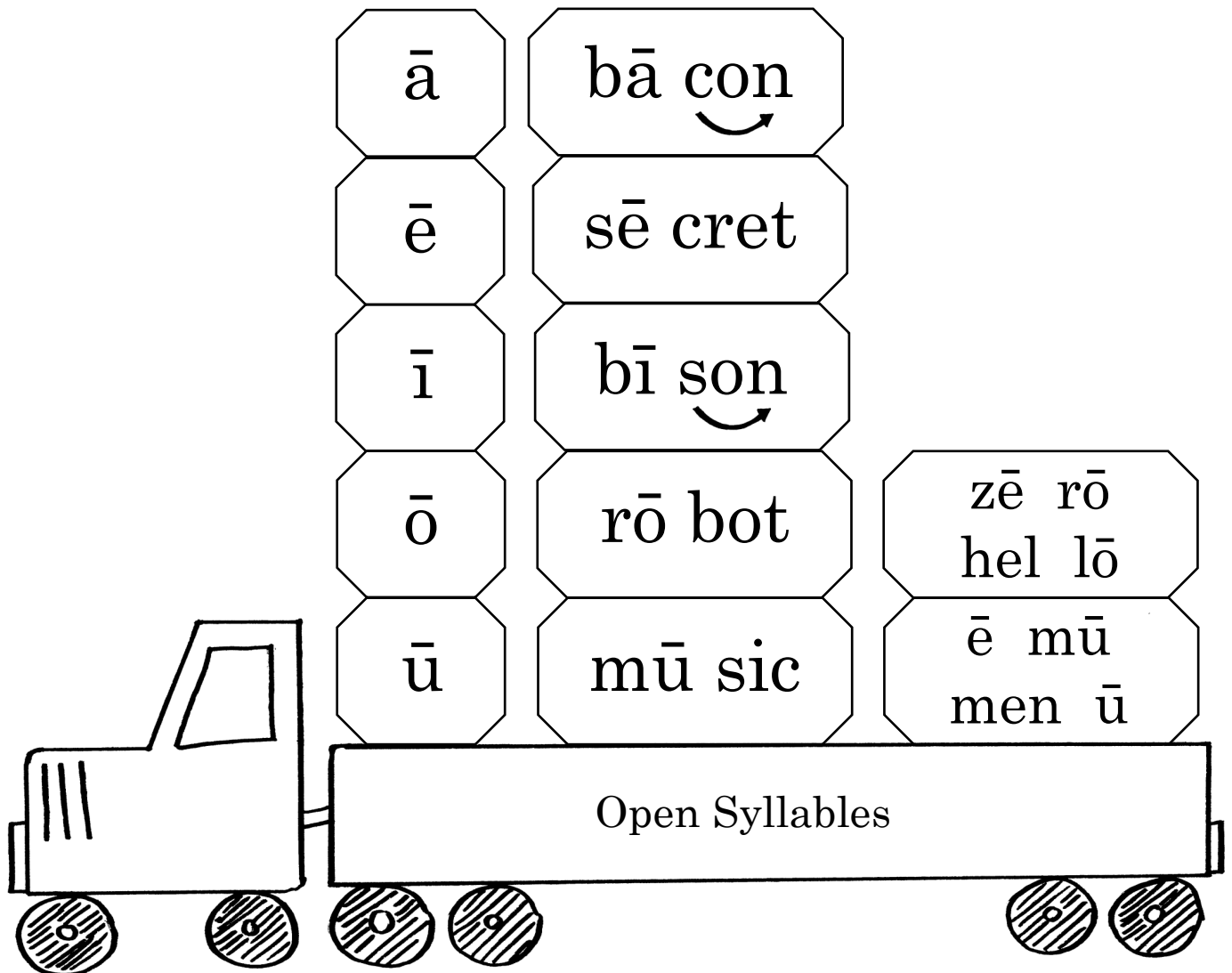
Some words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice pronouncing these silent e syllables.








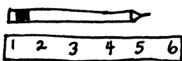

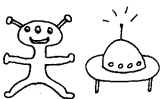


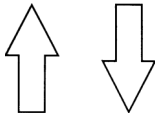




# Open Syllables

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


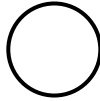








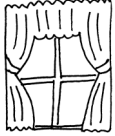







In two syllable words, sometimes the vowel in an unstressed syllable is not pronounced in the usual way. It is hardly heard at all. In this program, an arrow going under a vowel shows you to go from one consonant to the next, skipping the vowel sound.



Ending Syllables With Key Words

	sion	mansion	$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$	tion	addition
	sion	television	K. M. J.	tial	initials
	sia	freesia	$\begin{array}{r} 2 \\ 3 \overline{)6} \end{array}$	tient	quotient
	sure	pressure		tious	nutritious
	sure	measure		ture tu	nature spatula
	sual	unusual		ive	detective
	cious	delicious		ite	opposite
	cial	special		ice	notice
	cian	magician		ine	medicine

Ending Syllables With Key Words

	ine	gasoline		cle	circle
	ate	pirate		dle	ladle
	ace	necklace		fle	waffle
	age	baggage		gle	bugle
	age	garage		kle	pickle
	tain	curtain		ple	apple
	ous	enormous		sle	tassel
	ious	furious		tle	little
	ble	bubble		zle	puzzle

Notice that these patterns represent the sounds shown when they are at the beginning of an ending syllable.

si = sh  
su = sh



si = zh  
su = zh



ci = sh  
ti = sh



tu = ch



Say the ending syllables and key words on the previous pages until you can pronounce each ending syllable by itself. Then practice saying the ending syllables on these truck charts.

cial

cian

cious

tion

tial

tient

tious

ture

tu

sion

sia

sure



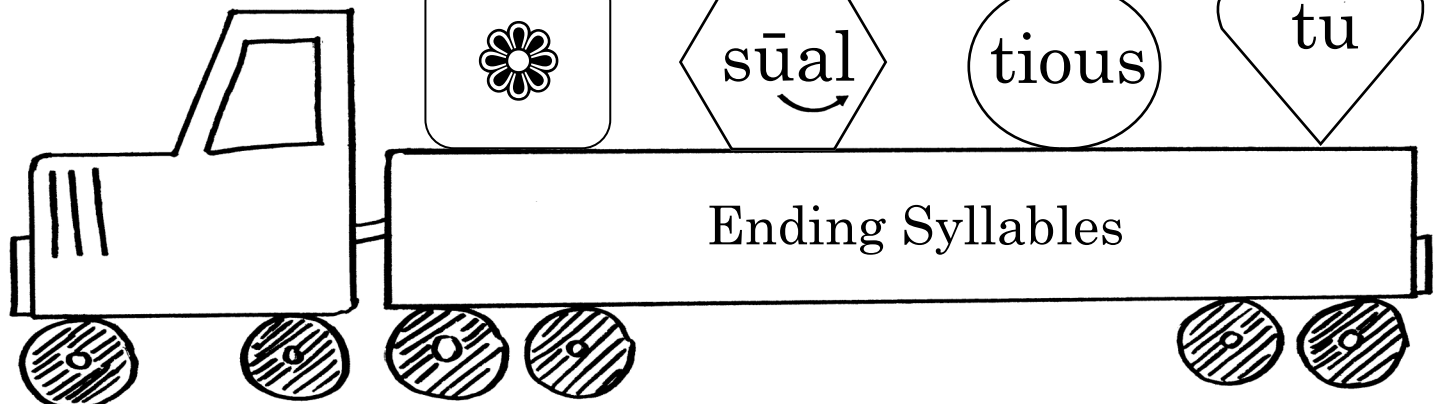
sion

sia

sure

sūal

Ending Syllables

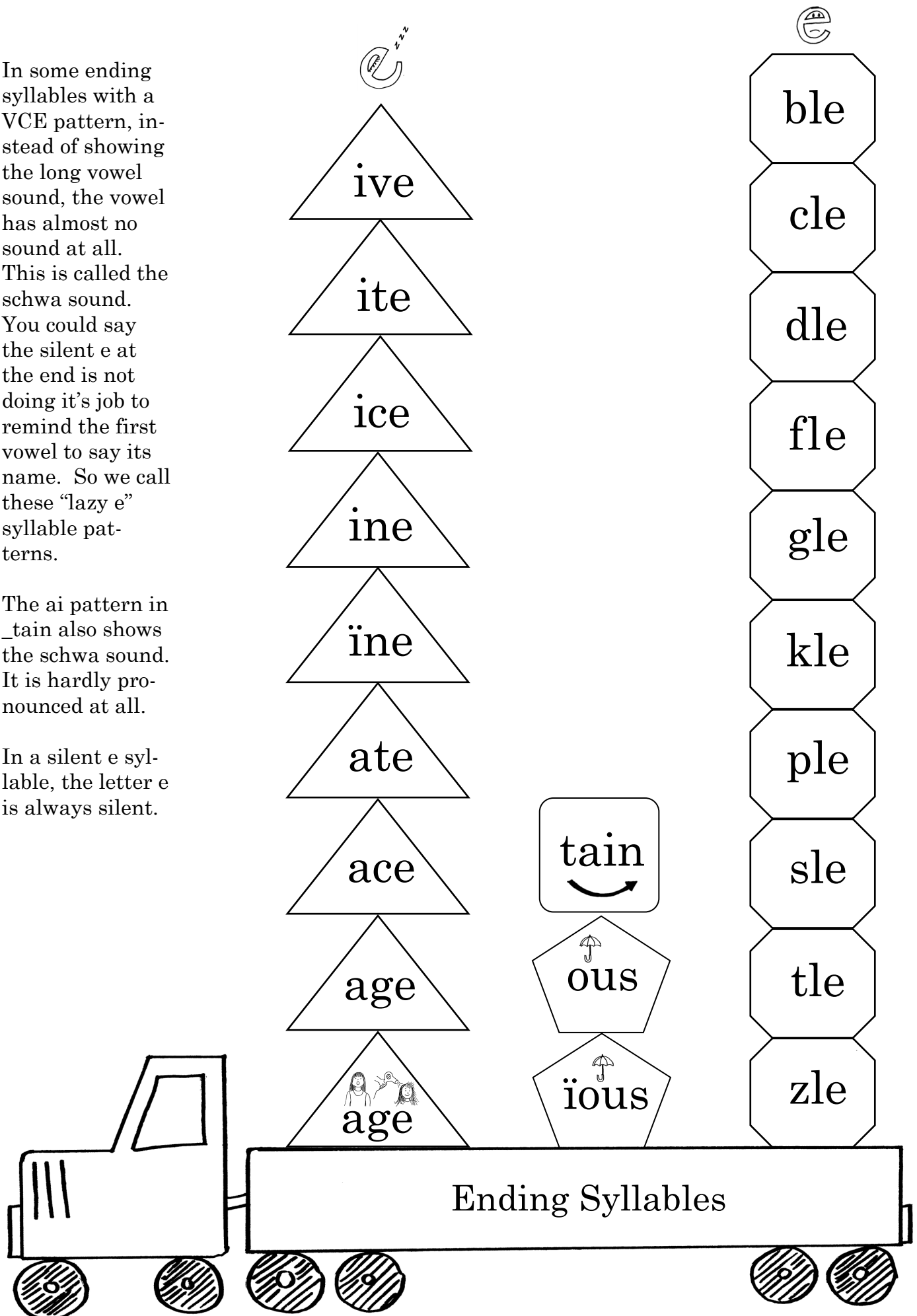




In some ending syllables with a VCE pattern, instead of showing the long vowel sound, the vowel has almost no sound at all. This is called the schwa sound. You could say the silent e at the end is not doing it's job to remind the first vowel to say its name. So we call these "lazy e" syllable patterns.

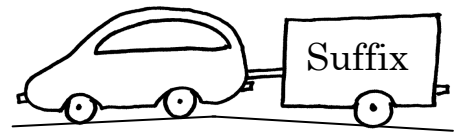
The ai pattern in \_tain also shows the schwa sound. It is hardly pronounced at all.

In a silent e syllable, the letter e is always silent.





## Prefixes And Suffixes



cat  
cats  
run  
runs

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

point  
pointed  
rain  
rained  
fix  
fixed

jump  
jumping

Ed's sled

hop  
hopped  
hopping

safe  
safely

smile  
smiled  
smiling

sun  
sunny

go  
goes

try  
tries  
tried

baby  
babies

hurry  
hurries  
hurried

small  
smaller  
smallest

tie  
tied  
tying

farm  
farmer

rose  
roses

wood  
wooden

birds  
birds' nest

help  
helpful

good  
goodness

zip  
unzip

hungry  
hungrier  
hungriest

twinkle  
twinkled  
twinkling

enjoy  
enjoyable

help  
helpless

way  
subway

like  
dislike

behave  
misbehave

treat  
treatment

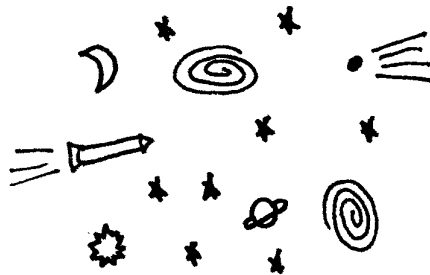
pig  
piglet

# Summary Sound Chart

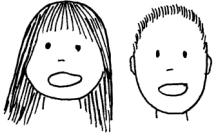
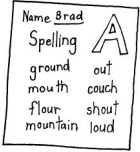


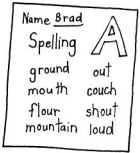
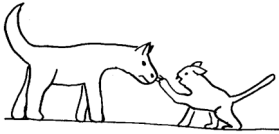


This chart shows all of the patterns taught in this book. Most of the patterns are shown in alphabetical order. Each group of letters or letter patterns is shown with a sound picture showing the sound they represent. This helps students see that in some cases several different letter patterns can represent the same sound.

Use this chart as a reference, as an aid to help students see how all of the letter patterns are related to each other and to the alphabet.








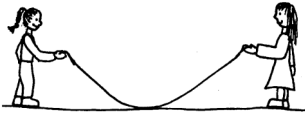
The pictures above the letters of the alphabet represent the sounds of the letters. Each picture represents a specific sound. The pictures are introduced in *A Sound Story About Audrey And Brad*, available from Sound City Reading.





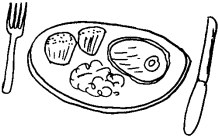
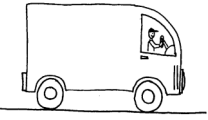
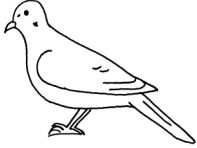
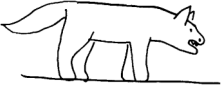
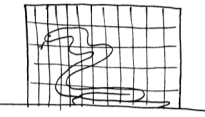

# Summary Sound Chart

a	ā	ä	b
			
<b>a</b> ant  	<b>ai</b> rain <b>ay</b> play <b>a_e</b> safe <b>a</b> raven	<b>all</b> ball <b>wa</b> wasp <b>alk</b> talk <b>au</b> Paul <b>aw</b> saw <b>al</b> salt <b>qua</b> quarrel <b>squa</b> squash <b>swa</b> swan <b>ought</b> bought	<b>b</b> bus <b>bu</b> building
ë	f	g	h
			
<b>ei</b> veil <b>ey</b> they <b>ea</b> steak <b>eigh</b> sleigh <b>e</b> ballet	<b>f</b> fan <b>ugh</b> laugh <b>ph</b> phone	<b>g</b> gum <b>gh</b> ghost <b>gu</b> guess  <b>gh</b> straight	<b>h</b> hat <b>wh</b> who  <b>h</b> herb




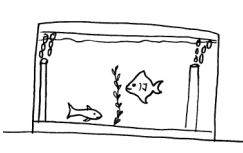





# Summary Sound Chart

<b>c</b>	<b>d</b>	<b>e</b>	<b>ē</b>
			
<b>c</b> cat <b>ck</b> Jack <b>ch</b> chorus <b>qu</b> antique	<b>d</b> dog	<b>e</b> egg <b>ea</b> head	<b>ee</b> feet <b>e_e</b> these <b>ei</b> ceiling <b>ey</b> key <b>ea</b> eat <b>e</b> secret
<b>i</b>	<b>ī</b>	<b>ï</b>	<b>j</b>
			
<b>i</b> in <b>y</b> gymnastics	<b>i_e</b> pine <b>igh</b> night <b>ind</b> find <b>ild</b> child <b>i</b> bison <b>ie</b> pie	<b>ie</b> shield <b>i</b> pizza	<b>j</b> jet <b>ge</b> gem <b>gi</b> giant <b>gy</b> gym <b>dge</b> fudge
<b>i</b> onion			


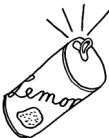



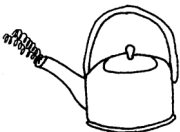

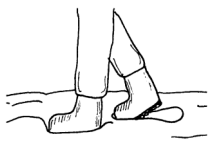
# Summary Sound Chart

<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
			
<b>k</b> kick	<b>l</b> leg	<b>m</b> mop <b>mb</b> lamb <b>mn</b> autumn	<b>n</b> nut <b>kn</b> knife <b>gn</b> sign
<b>qu</b>	<b>r</b>	<b>s</b>	<b>t</b>
			
<b>qu</b> quilt	<b>r</b> run <b>wr</b> wren <b>rh</b> rhino	<b>s</b> sun <b>se</b> mouse <b>ce</b> cent <b>ci</b> city <b>cy</b> cycle <b>sc</b> scissors	<b>t</b> tag <b>th</b> thyme
<b>qu</b> antique		<b>s</b> visit	<b>t</b> castle

# Summary Sound Chart



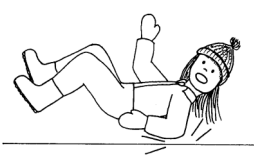


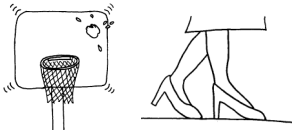

o	ō	ö	p
			
<p><b>o</b>      ox</p> <p><b>a</b>      father</p>	<p><b>oa</b>      boat</p> <p><b>oe</b>      toe</p> <p><b>o_e</b>      home</p> <p><b>old</b>      gold</p> <p><b>olt</b>      bolt</p> <p><b>oll</b>      troll</p> <p><b>olk</b>      yolk</p> <p><b>ou</b>      four</p> <p><b>ow</b>      snow</p> <p><b>o</b>      robot</p>	<p><b>o</b>      to</p> <p><b>ou</b>      soup</p> <p><b>oo</b>      moon</p>	<p><b>p</b>      pig</p>
u	ū	ü	v
	 		
<p><b>u</b>      up</p> <p><b>o</b>      son</p> <p><b>o_e</b>      love</p> <p><b>a_</b>      around</p> <p><b>_a</b>      panda</p> <p><b>ou</b>      country</p>	<p><b>ue</b>      glue / cue</p> <p><b>ui</b>      fruit</p> <p><b>u_e</b>      flute / cube</p> <p><b>ew</b>      flew / few</p> <p><b>u</b>      tulip / music</p> <p><b>eu</b>      neutron / Europe</p>	<p><b>u</b>      push</p> <p><b>oo</b>      book</p> <p><b>ould</b>      should</p>	<p><b>v</b>      van</p> <p><b>ve</b>      give</p>

# Summary Sound Chart




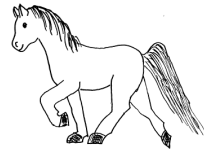






w	x	y	y
			
<b>w</b> wig <b>wh</b> when	<b>x</b> box	<b>y</b> yo-yo <b>i</b> onion	<b>y</b> candy
	<b>x</b> exhaust <b>x</b> xylophone		
sh	th	th	ch
			
<b>sh</b> ship <b>ch</b> chef <b>tion</b> addition <b>tial</b> initials <b>tient</b> quotient <b>tious</b> nutritious <b>cial</b> special <b>cian</b> magician <b>cious</b> delicious <b>sion</b> mansion <b>sia</b> Russia <b>sure</b> pressure	<b>th</b> thimble	<b>th</b> this	<b>ch</b> chair <b>tch</b> match <b>ture</b> nature <b>tu</b> spatula



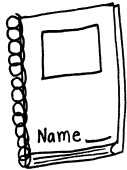


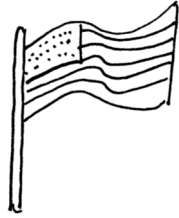
# Summary Sound Chart

y	z	ou, ow	oi, oy
			
<b>y</b> my <b>ye</b> rye <b>y_e</b> type	<b>z</b> zip <b>s</b> visit <b>se</b> cheese <b>ze</b> freeze <b>x</b> xylophone	<b>ou</b> ouch <b>ow</b> cow	<b>oi</b> oil <b>oy</b> boy
	<b>z</b> azure		
ng	nk	(zh)	More Ending Syllables
			<b>ate</b> pirate <b>ace</b> necklace <b>age</b> luggage <b>ive</b> detective <b>ite</b> opposite <b>ice</b> notice <b>ine</b> medicine <b>ine</b> gasoline <b>tain</b> curtain <b>ous</b> enormous <b>ious</b> furious <b>ble</b> bubble <b>cle</b> circle <b>dle</b> ladle <b>fle</b> waffle <b>gle</b> bugle <b>kle</b> pickle <b>ple</b> apple <b>sle</b> tassel <b>tle</b> little <b>zle</b> puzzle
<b>ng</b> ring	<b>nk</b> wink	<b>sure</b> measure <b>sual</b> unusual <b>sion</b> television <b>g</b> garage <b>sia</b> freesia <b>z</b> azure	

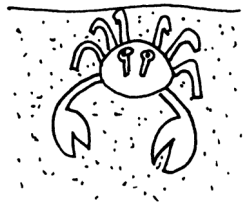
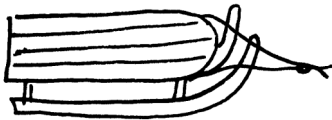
# Summary Sound Chart - Bossy R Patterns

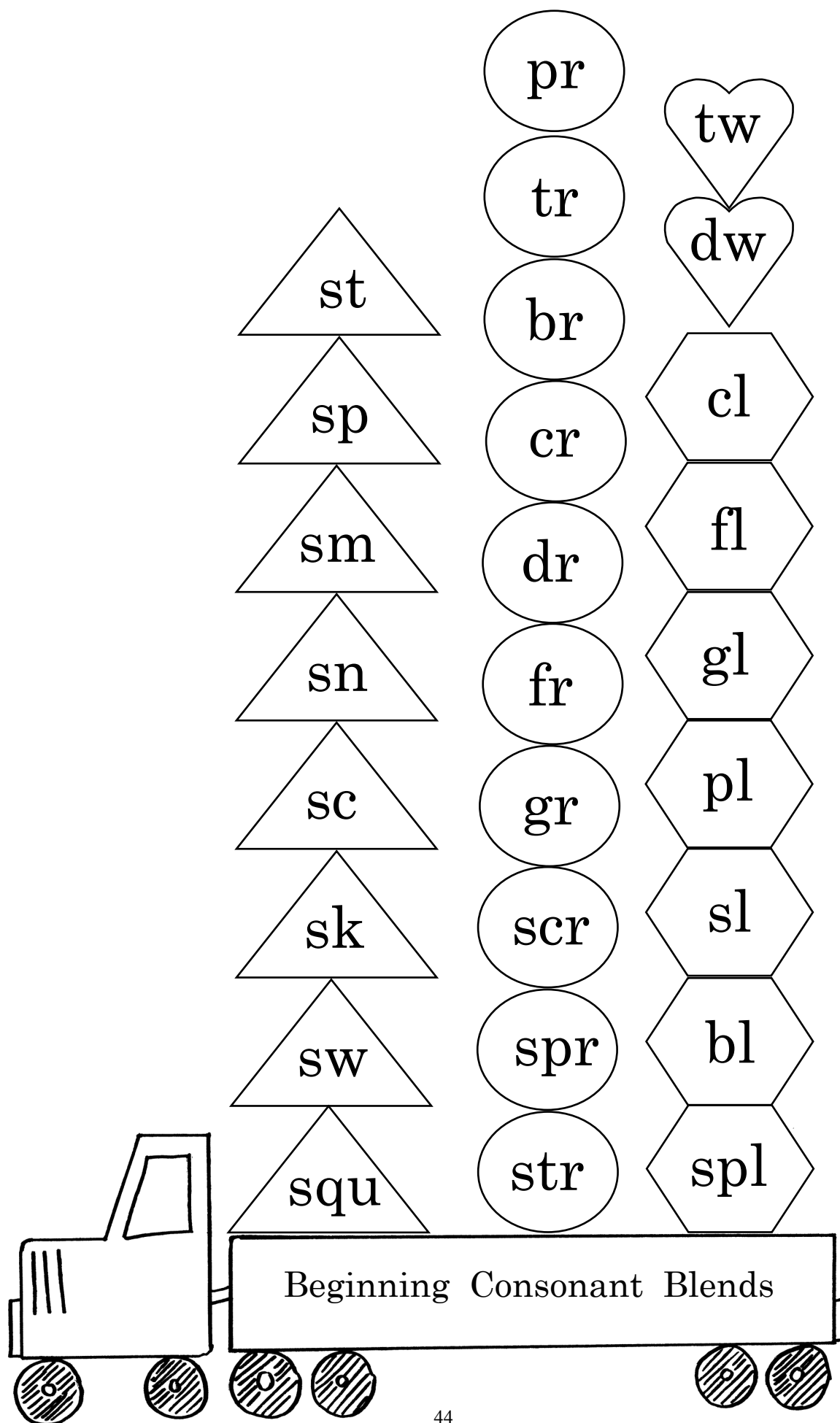
				
ar car	er her	ir bird	or horse	ur turtle
				
ar dollar	er heron			
				
ar carrot				
				
		or tractor		
				
		or sorry		

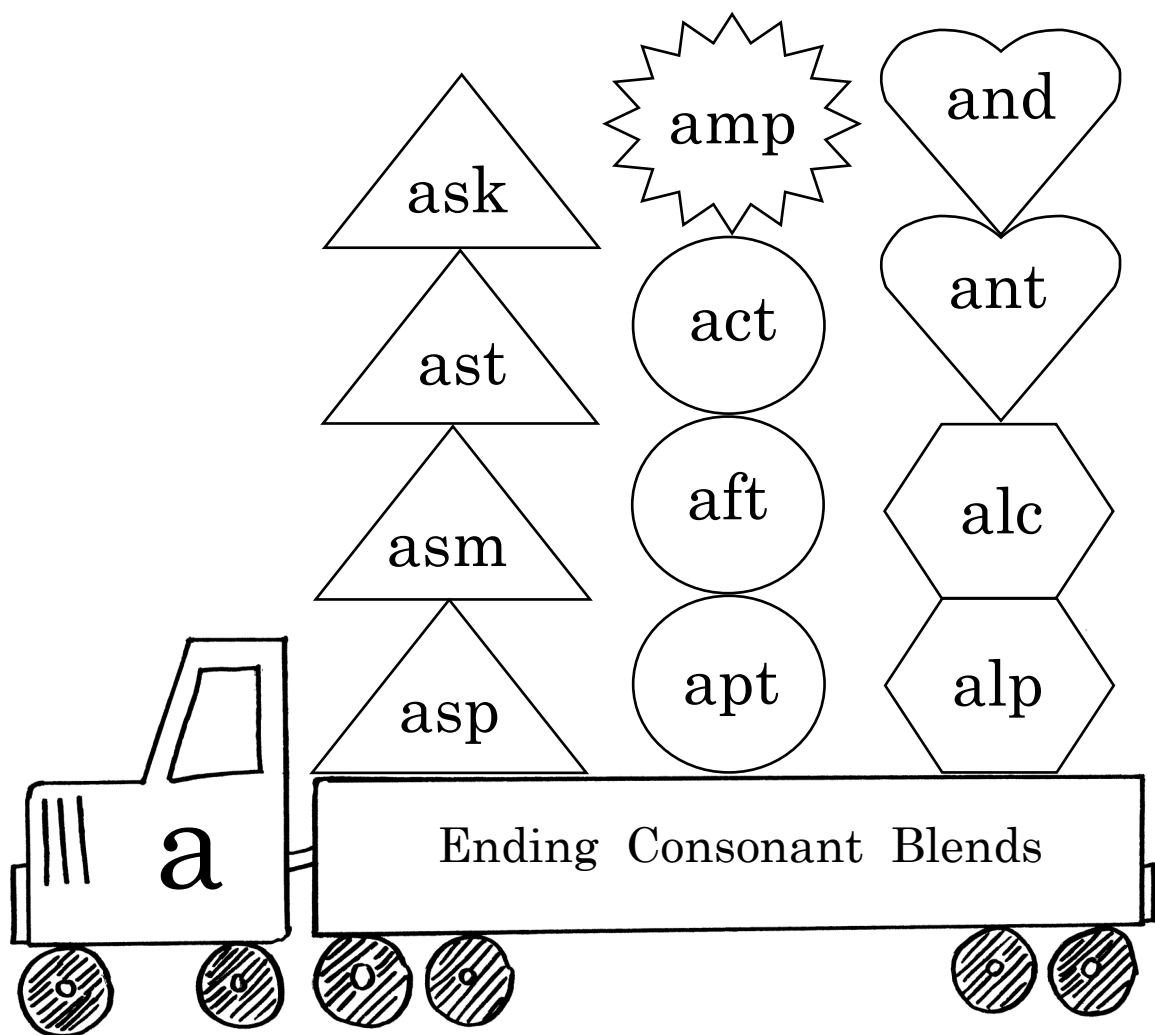
		
<b>wor</b> worm	<b>ear</b> early	<b>our</b> journal

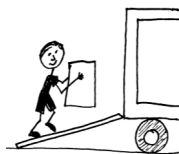


# Advanced Consonant Blends









cast

hand

ramp

ant

last

band

damp

rant

past

land

lamp

pant

fast

sand

camp

plant

vast

stand

tamp

slant

mast

grand

stamp

scant

blast

brand

clamp

grant

gland

cramp

bland

tramp

strand

scamp

$$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$$



fact

raft

mask

asp

tact

daft

task

rasp

pact

craft

bask

gasp

act

draft

cask

clasp

tract

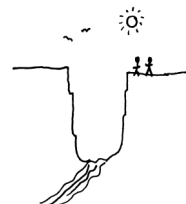
graft

ask

grasp

bract

flask



talc

Alps

adapt

ch<sup>x</sup>asm

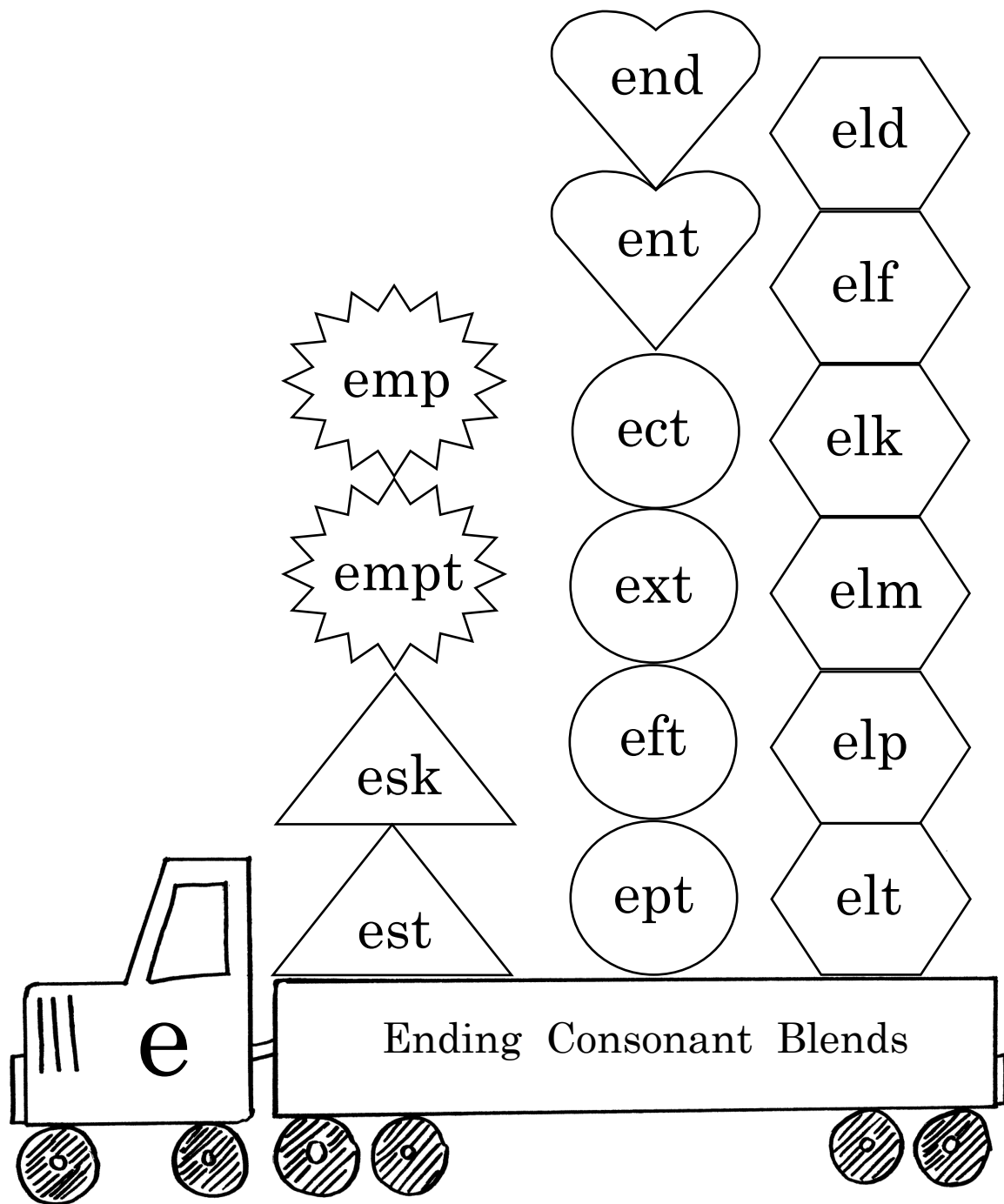
scalp

apt

spasm

rapt

plasm







nest

bend

tent

belt

best

mend

bent

felt

test

send

lent

melt

west

lend

dent

pelt

rest

tend

sent

welt

vest

fend

vent

smelt

jest

pend

went

dwelt

lest

rend

pent

pest

spend

Kent

quest

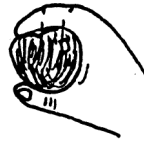
blend

spent

crest

trend

Brent



swept

left

held

help

kept

deft

weld

yelp

slept

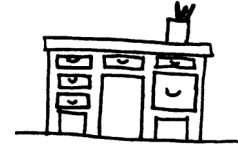
weft

meld

kelp

crept

cleft



insect

hemp

tempt

desk

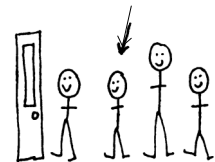
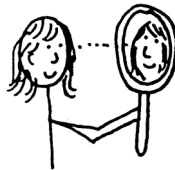
object

attempt

Eskimō

select

exempt



elk

self

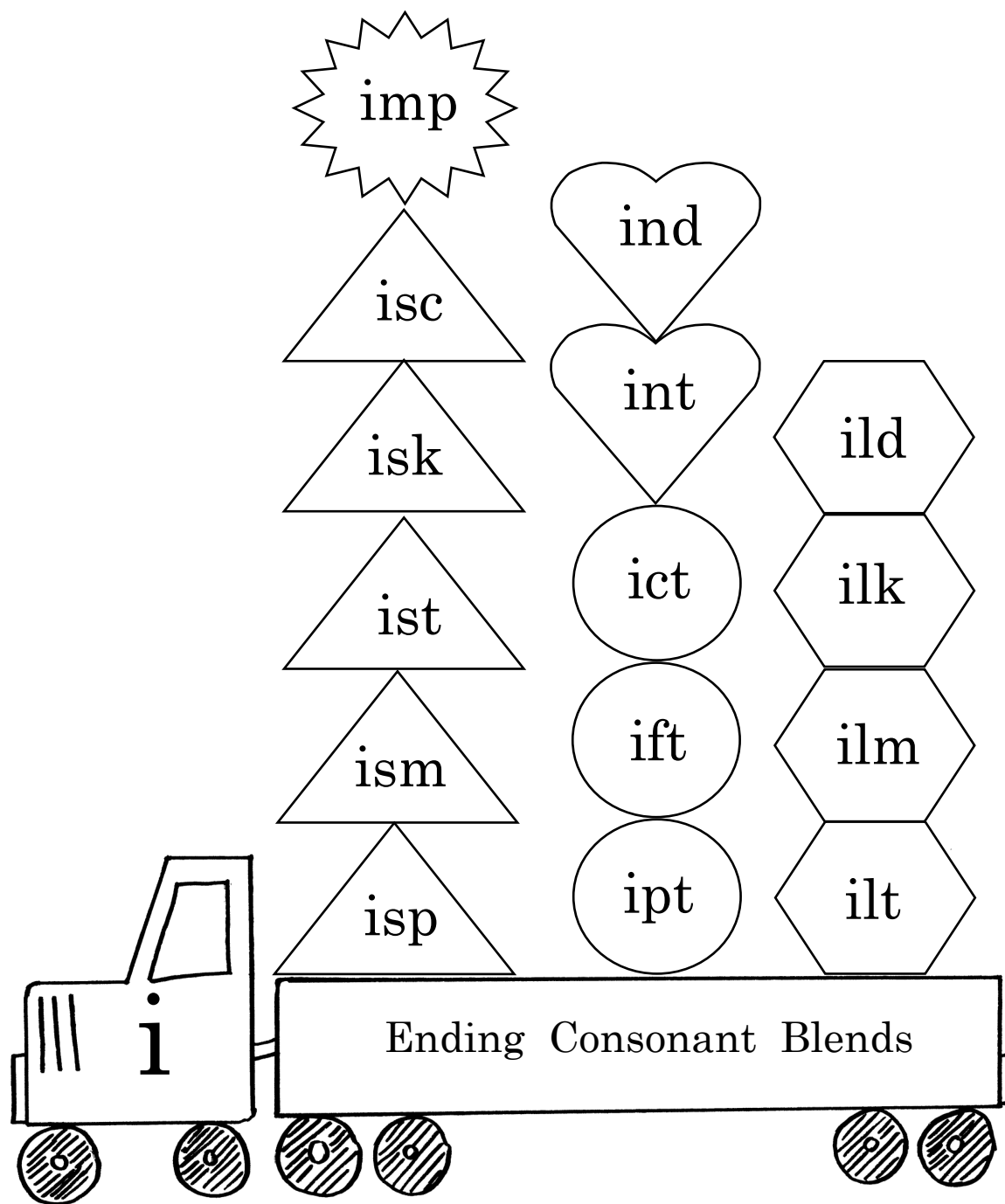
elm

next

elf

helm

text





mint

quilt

blimp

gift

tint

silt

limp

sift

hint

tilt

skimp

lift

lint

jilt

primp

rift

glint

kilt

crimp

drift

print

gilt

scrimp

swift

squint

lilt

flint

stilt

splint

wilt

sprint

spilt



script

gild

build



disk

fist

milk

film

risk

list

silk

brisk

mist

bilk

frisk

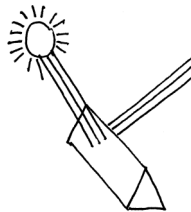
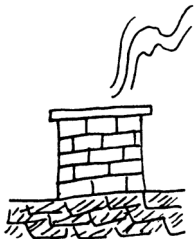
twist

ilk



grist

wind



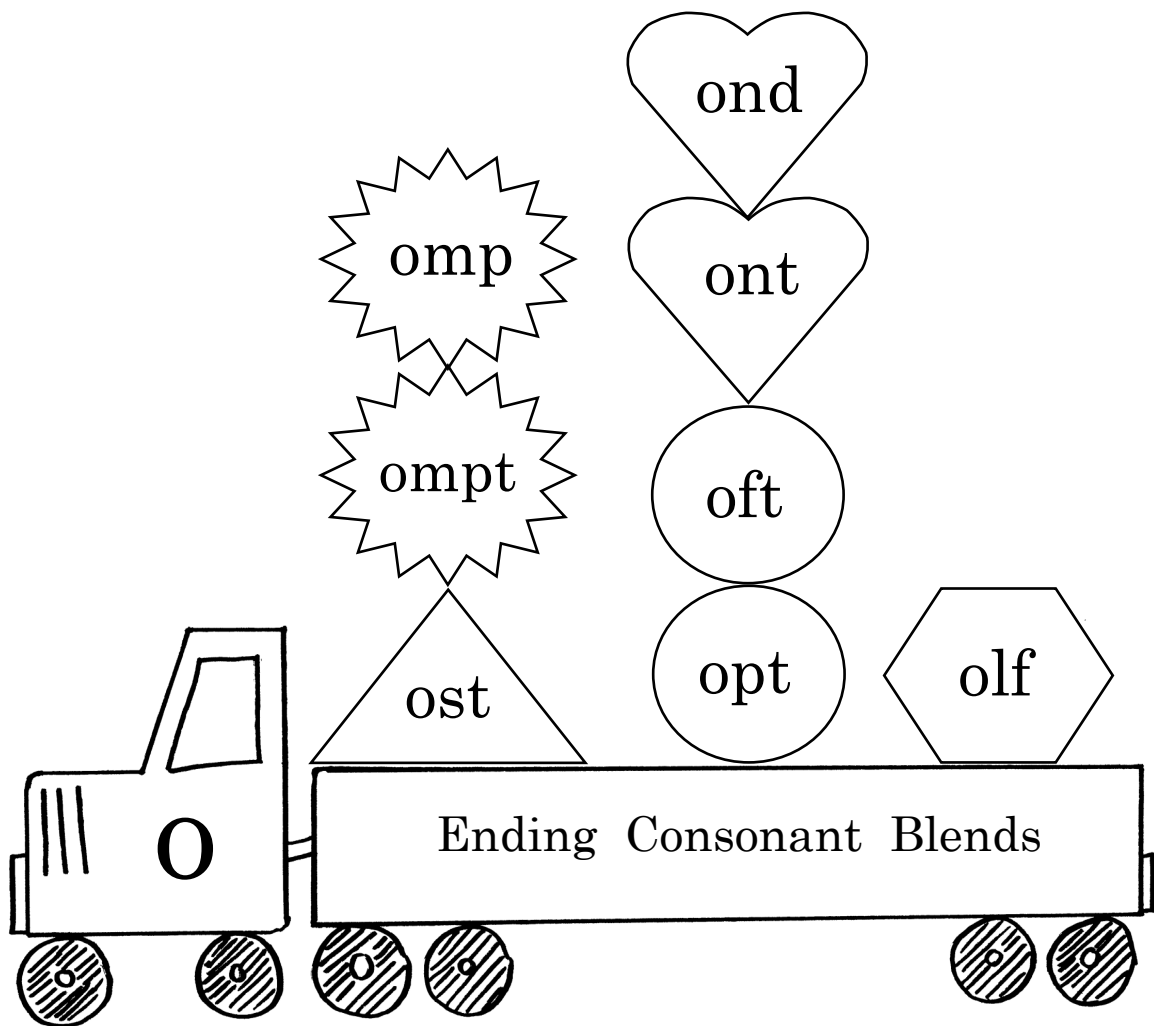
wisp

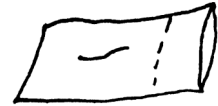
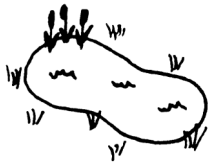
disc

prism

strict

lisp





cost

pond

stomp

soft

lost

fond

romp

loft

frost

bond

tromp

blond

pomp

frond

clomp



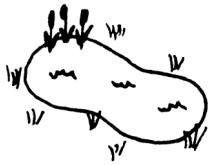
font

golf

prompt

opt





cost

pond

stomp

soft

lost

fond

romp

loft

frost

bond

tromp

blond

pomp

frond

clomp

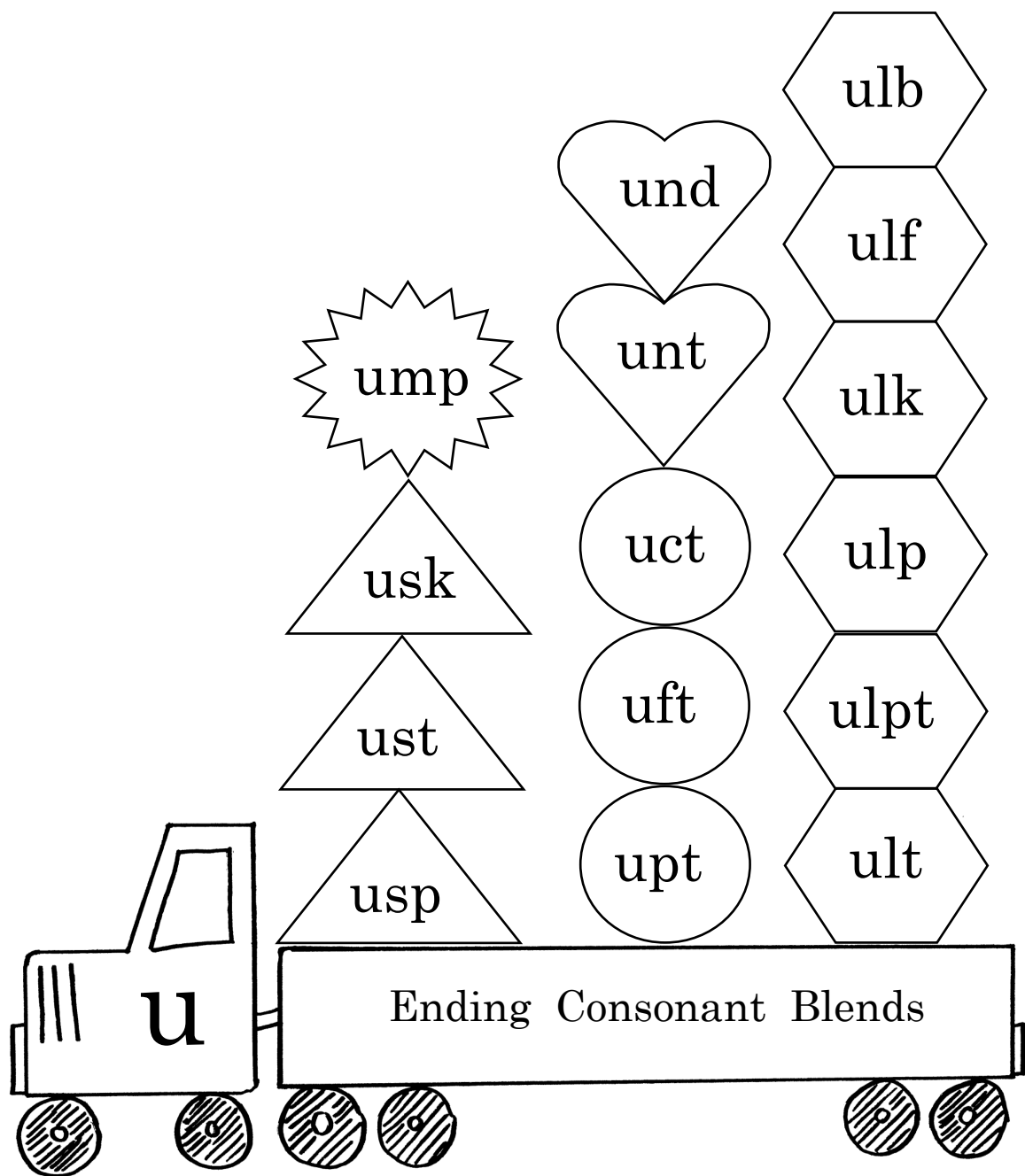


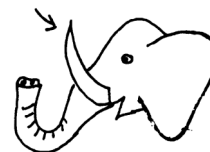
font

golf

prompt

opt





punt

rust

dump

tusk

bunt

dust

jump

dusk

hunt

just

hump

husk

runt

must

bump

musk

stunt

bust

lump

blunt

crust

pump

brunt

trust

stump

grunt

plump

trump

clump

slump



bulb



tuft



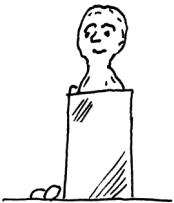
gulf  
engulf



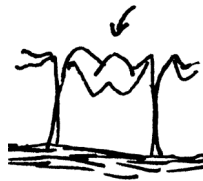
gulp  
pulp



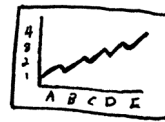
sulk  
bulk  
hulk  
skulk



sculpt



cusp



result



refund



duct  
deduct



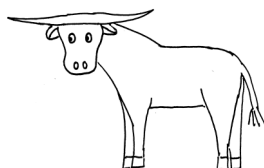
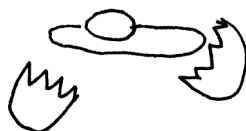
erupt  
abrupt






cult  
insult  
adult  
exult

fund










# Short Vowel Words

With  
Common Consonant Patterns












<div>a</div> <div>   ant         </div>	<div>ck</div> <div>   Jack         </div>	<div>Ending Consonant Blends</div>
bag	zap	ramp
can	sac	cast
dab	lad	hand
fan	add	mask
gas	Ann	ant
jab	mass	fact
lam	Matt	raft
nab	gaff	gasp
pal	jazz	apt
rat	a <sup>z</sup> s	talc
tax	ha <sup>z</sup> s	Alps
van	ha <sup>v</sup> <u>ve</u>	
wag	<div>   </div>	
yak	<div>  </div>	

Beginning Consonant Blends		Beginning And Ending Consonant Blends	
stag	plan	blast	grant
span	class	stand	plant
smack	black	grand	scant
snag	slam	brand	slant
scan	flag	gland	craft
swam	glass	bland	draft
grass	splat	strand	graft
crab	stack	stamp	flask
brass	crack	clamp	clasp
Fran	track	scamp	grasp
drab	black	tramp	scalp
pram	snack	tract	spasm
scram	smack	bract	
strap	slack		


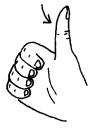






<p>sh </p> <p>ship</p>	<p>th </p> <p>thumb</p>	<p>th </p> <p>this</p>	<p>wh </p> <p>wheel</p>
<p>sham</p> <p>shag</p> <p>shall</p> <p>cash</p> <p>trash</p> <p>flash</p>	<p>bath</p> <p>math</p> <p>path</p>	<p>that</p> <p>than</p>	<p>whack</p> <p>* what </p>
<p>ch </p> <p>chicken</p>	<p>tch </p> <p>match</p>	<p>nch </p> <p>bench</p>	<p>ph </p> <p>phone</p>
<p>chat</p> <p>chap</p> <p>Chad</p> <p>champ</p> <p>chant</p> <p>chaff</p>	<p>match</p> <p>batch</p> <p>patch</p> <p>snatch</p> <p>thatch</p> <p>scratch</p>	<p>ranch</p> <p>branch</p> <p>blanch</p>	<p>graph</p> <p>Ralph</p>










<b>ng</b>  ring	<b>nk</b>  wink	<b>dge</b>  fudge	<b>wr</b>  wren
rang	tank	badge	wrap
sang	bank	Madge	wrath
rang	sank	cadge	wrack
bang	blank	gadget	
fang	crank		
pang	drank		
twang	<b>kn</b>  knife	<b>c=s</b>  cent	<b>g=j</b>  giant
clang			
slang	knack	dance	flange
sprang	knap sack	trance	
		glance	
		chance	
		France	
		enhance	

<div>e</div> <div>   egg         </div>	<div>ck</div> <div>   Jack         </div>	<div>Ending Consonant Blends</div>
<div>bell</div> <div>web</div> <div>den</div> <div>yes</div> <div>fed</div> <div>hem</div> <div>get</div> <div>pep</div> <div>hen</div> <div>hex</div> <div>jet</div> <div>fez</div> <div>leg</div> <div>egg</div> <div>men</div> <div>less</div> <div>net</div> <div>Jeff</div> <div>peg</div> <div>tell</div> <div>red</div> <div>mess</div> <div>set</div> <div>well</div> <div>ten</div> <div>vet</div>	<div>neck</div> <div>deck</div> <div>peck</div>	<div>mend</div> <div>vent</div> <div>hemp</div> <div>tempt</div> <div>desk</div> <div>vest</div> <div>text</div> <div>left</div> <div>wept</div> <div>held</div> <div>self</div> <div>elk</div>
	<div>quest</div> <div>yelp</div>	<div>helm</div> <div>felt</div>

Beginning Consonant Blends		Beginning And Ending Consonant Blends	
step	press	crest	smelt
spell	stress	spend	dwelt
smell	bled	blend	slept
swell	sled	trend	crept
Greg	flex	spent	cleft
Brett	glen		
Fred	dwelt		
dress	speck		
trek	fleck		

<p>sh </p> <p>ship</p>	<p>th </p> <p>thumb</p>	<p>th </p> <p>this</p>	<p>wh </p> <p>wheel</p>
<p>mesh</p> <p>fresh</p> <p>flesh</p> <p>shelf</p> <p>shed</p> <p>shell</p>	<p>Beth</p> <p>Seth</p>	<p>then</p> <p>them</p> <p>* the</p>	<p>when</p> <p>whet</p>
<p>ch </p> <p>chicken</p>	<p>tch </p> <p>match</p>	<p>nch </p> <p>bench</p>	<p>ph </p> <p>phone</p>
<p>chess</p> <p>check</p> <p>chest</p> <p>Chet</p>	<p>fetch</p> <p>sketch</p> <p>vetch</p> <p>etch</p> <p>stretch</p>	<p>bench</p>	

<p>ng  ring</p>	<p>nk  wink</p>	<p>dge  fudge</p>	<p>wr  wren</p>
<p>length strength English</p>		<p>wedge hedge ledge dredge sledge pledge</p>	<p>wreck wrest wrench wreck wren</p>
	<p>kn  knife</p>	<p>c=s  cent</p>	<p>g=j  giant</p>
	<p>knell</p>	<p>cell cent fence hence pence</p>	<p>gent gel gem</p>

i



in

ck



Jack

Ending  
Consonant  
Blends

bin

tip

kick

limp

dip

zip

lick

wisp

fix

wig

nick

fist

gill

yip

pick

risk

him

miss

quick

disc

jig

hiss

Rick

wind

kin

fill

sick

mint

lip

inn

tick

lift

vim

fizz

wick

silk

nip

riff

film

pin

mitt

silt

quit

<sup>z</sup>  
is

gild

rib

<sup>z</sup>  
his

six

ī

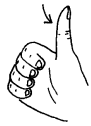
Beginning Consonant Blends		Beginning And Ending Consonant Blends	
stiff	slim	glint	drift
spit	flip	print	swift
skid	glib	squint	script
snip	split	flint	brisk
squid	twig	splint	frisk
swim	stick	sprint	twist
grip	flick	blimp	grist
crib	brick	skimp	prism
frill	prick	primp	strict
drip	stick	scrimp	stilt
trim	slick		spilt
sprig	trick		
strip	click		
cliff	crick		

sh



ship

th



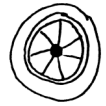
thumb

th



this

wh



wheel

wish

with

this

whip

dish

thin

whiff

fish

thick

whiz

swish

shin

ship

ch



chicken

tch



match

nch



bench

ph



phone

chin

pitch

finch

Philip

chick

ditch

pinch

chimp

hitch

inch

chill

Mitch

winch

rich

stitch

flinch

which

twitch



ng



ring

nk



wink

dge



fudge

wr



wren

ring

sing

wing

king

sting

fling

bring

thing

swing

string

spring

pink

sink

kink

ink

think

stink

ridge

bridge

wrist

written

kn



knife

c=s



cent

g=j



giant

knit

mince

fringe

wince

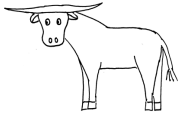






cringe

quince


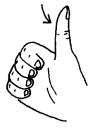






singe










prince



tinge

<div data-bbox="332 279 381 336">O</div> <div data-bbox="545 212 721 325"></div> <div data-bbox="623 359 675 394">ox</div>	<div data-bbox="841 258 938 331">ck</div> <div data-bbox="997 195 1097 321"></div> <div data-bbox="997 348 1097 394">Jack</div>	Ending Consonant Blends
<div data-bbox="267 447 354 493">box</div> <div data-bbox="272 558 349 604">cot</div> <div data-bbox="267 657 354 714">dog</div> <div data-bbox="267 766 349 812">fob</div> <div data-bbox="267 877 349 924">got</div> <div data-bbox="263 982 354 1035">hop</div> <div data-bbox="267 1087 349 1140">job</div> <div data-bbox="272 1192 349 1239">lot</div> <div data-bbox="256 1308 362 1354">mop</div> <div data-bbox="267 1413 354 1459">not</div> <div data-bbox="263 1518 354 1570">pod</div> <div data-bbox="267 1623 349 1669">rot</div> <div data-bbox="267 1728 354 1780">sob</div> <div data-bbox="267 1843 349 1896">top</div>	<div data-bbox="592 447 695 493">wok</div> <div data-bbox="581 558 703 604">mom</div> <div data-bbox="613 657 670 703">on</div> <div data-bbox="609 766 675 812">off</div> <div data-bbox="592 877 690 924">loss</div> <div data-bbox="597 982 685 1029">odd</div> <div data-bbox="597 1087 685 1134">doll</div> <div data-bbox="597 1171 685 1245">son</div> <div data-bbox="592 1276 695 1350">won</div> <div data-bbox="597 1381 685 1455">ton</div> <div data-bbox="581 1486 703 1560">from</div> <div data-bbox="581 1591 703 1665">front</div>	<div data-bbox="1247 447 1372 493">romp</div> <div data-bbox="1263 558 1356 604">cost</div> <div data-bbox="1250 657 1369 714">pond</div> <div data-bbox="1258 766 1360 812">font</div> <div data-bbox="1266 877 1356 924">soft</div> <div data-bbox="1271 982 1351 1035">opt</div> <div data-bbox="1266 1087 1356 1140">golf</div>


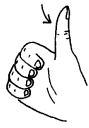






Beginning Consonant Blends		Beginning And Ending Consonant Blends	
stop	slot	frost	stomp
spot	gloss	blond	clomp
smog	plot	frond	prompt
snob	flock	tromp	
scoff	block		
crop	clock		
frog	crock		
drop	frock		
trot	smock		
prop	stock		

<p>sh </p> <p>ship</p>	<p>th </p> <p>thumb</p>	<p>th </p> <p>this</p>	<p>wh </p> <p>wheel</p>
<p>gosh</p> <p>posh</p> <p>Josh</p> <p>slosh</p> <p>shop</p> <p>shot</p>	<p>moth</p> <p>cloth</p> <p>broth</p> <p>bōth</p>		
<p>ch </p> <p>chicken</p>	<p>tch </p> <p>match</p>	<p>nch </p> <p>bench</p>	<p>ph </p> <p>phone</p>
<p>chop</p> <p>chomp</p> <p>chock</p>	<p>notch</p> <p>botch</p> <p>blotch</p> <p>crotch</p> <p>Scotch</p>	<p>conch</p>	<p>phlox</p>








<b>ng</b>  ring	<b>nk</b>  wink	<b>dge</b>  fudge	<b>wr</b>  wren
song long gong dong prong strong thong throng pong	honk conk	lodge dodge	wrong
	<b>kn</b>  knife	<b>c=s</b>  cent	<b>g=j</b>  giant
	knob knot knock	sconce *  once	 sponge

u	 up	ck  Jack	Ending Consonant Blends
bun	mud	buck	jump
cup	bus	duck	tusk
dug	tux	luck	rust
fun	up	puck	culp
hug	us	suck	fund
nut	buzz	tuck	punt
pun	gull		duct
rub	cuff		tuft
gun	fuss		bulb
jug	mutt		gulf
sun	* püt		sulk
hum	* püsh		gulp
tub	* füll		
yum	* püll		

Beginning Consonant Blends		Beginning And Ending Consonant Blends	
stuff	bluff	stunt	plump
spud	slug	blunt	trump
skull	fluff	brunt	clump
smug	glum	grunt	slump
snug	plug	crust	skulk
scuff	truck	trust	sculpt
swum	stuck	stump	
gruff	cluck		
drug	struck		
strum	pluck		
scrub	snuck		
club			

<p>sh </p> <p>ship</p>	<p>th </p> <p>thumb</p>	<p>th </p> <p>this</p>	<p>wh </p> <p>wheel</p>
<p>rush</p> <p>brush</p> <p>crush</p> <p>slush</p> <p>shun</p> <p>shut</p>	<p>thud</p> <p>thumb</p> <p>thump</p> <p>trūth</p> <p>Rūth</p>	<p>thus</p>	
<p>ch </p> <p>chicken</p>	<p>tch </p> <p>match</p>	<p>nch </p> <p>bench</p>	<p>ph </p> <p>phone</p>
<p>chum</p> <p>chug</p> <p>Chuck</p> <p>such</p> <p>much</p>	<p>hutch</p> <p>Dutch</p> <p>clutch</p>	<p>lunch</p> <p>munch</p> <p>bunch</p> <p>crunch</p> <p>brunch</p> <p>punch</p>	

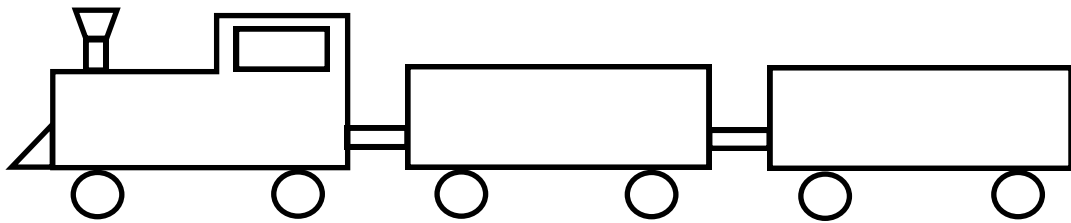


<b>ng</b>  ring	<b>nk</b>  wink	<b>dge</b>  fudge	<b>wr</b>  wren
hung rung sung lungs dung stung swung flung clung slung	bunk junk trunk skunk chunk shrunk	fudge budge nudge grudge smudge judge	wrung
	<b>kn</b>  knife	<b>c=s</b>  cent	<b>g=j</b>  giant
		dunce	lunge

# Syllable Study

In a closed syllable,  
a consonant follows the vowel.  
The vowel sound in a closed syllable is  
usually a short vowel sound.

mit    ten  
rob    in  
bas    ket



In an open syllable,  
the vowel is at the end of the syllable.  
The vowel sound in an open syllable is  
usually a long vowel sound.

hel    lō  
mū    sic  
hē    rō



rab	bit	rabbit
can	not	cannot
at	tic	attic
hap	pen	happen
kit	ten	kitten
mit	ten	mitten
hid	den	hidden
pup	pet	puppet
sud	den	sudden
muf	fin	muffin
ten	nis	tennis
bob	bin	bobbin

On this page you will practice reading two-syllables words. Each syllable contains a single vowel with a consonant at the end. This kind of syllable is called a closed syllable. Vowels in closed syllables usually represent their short vowel sound. Review the short vowel sound chart, and then read the words on this page. Read the first syllable, and then the second syllable. Then read the whole word.



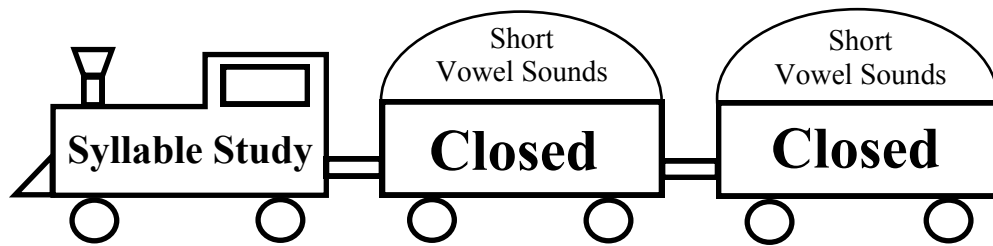
hot	dog	hotdog
con	test	contest
cob	web	cobweb
pic	nic	picnic
in	vent	invent
in	sect	insect
zig	zag	zigzag
him	self	himself
hun	dred	hundred
pump	kin	pumpkin
un	til	until

Here are more two-syllable words to read. Notice that each syllable is a closed syllable; the vowel is followed by a consonant. All of the vowels on this page have a short vowel sound.



rus	tic	rustic
Jus	tin	Justin
up	set	upset
un	less	unless
bas	ket	basket
nap	kin	napkin
ban	dit	bandit
cac	tus	cactus
ab	sent	absent
hel	met	helmet
vel	vet	velvet

Here are more two-syllable words to read. Notice that each syllable is a closed syllable; the vowel is followed by a consonant. All of the vowels on this page have a short vowel sound.



rob

in

robin

com

et

comet

clos

et

closet

sol

id

solid

up

on

upon

vis

it

visit

fin

ish

finish

lim

it

limit

ex

it

exit

cab

in

cabin

plan

et

planet

hab

it

habit

Here are more two-syllable words with closed syllables. The vowel in every syllable is followed by a consonant. Notice that sometimes the vowel is at the beginning of the syllable. As long as the vowel has a consonant **after** it, the syllable is closed. Remember that in a closed syllable, the vowel sound is short.



les	son ↪	lesson
rib	bon ↪	ribbon
bot	tom ↪	bottom
but	ton ↪	button
cot	ton ↪	cotton
pol	len ↪	pollen
fos	sil ↪	fossil
can	non ↪	cannon
tun	nel ↪	tunnel
fun	nel ↪	funnel

Here are some words with two syllables. Since both syllables in each word are closed syllables, you would expect each vowel to have the short sound. But there is something different about the second syllable in each of these words. Notice that an arrow is pointing past the vowel to the consonant at the end of the word. The arrow is telling us to slide past the vowel without really saying its sound, when we say the word. When we hear the word, we will hear the vowel sound in the first syllable, but not in the second syllable. This happens in a lot of words that have more than one syllable. One of the vowels is heard loud and clear, and the other one is hardly heard at all. In the dictionary, a vowel sound that is barely heard is shown with an upside down e, like the one at the top of the page. It is called the “schwa” sound.



lem	on	lemon
-----	----	-------



met	al	metal
-----	----	-------



mel	on	melon
-----	----	-------



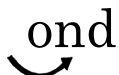
ped	al	pedal
-----	----	-------



sev	en	seven
-----	----	-------



sec	ond	second
-----	-----	--------



wag	on	wagon
-----	----	-------



drag	on	dragon
------	----	--------



cam	el	camel
-----	----	-------



pres	ent	present
------	-----	---------



Here are some more words with an arrow under the second syllable. Remember that the arrow tells you to slide past the vowel sound so that you hardly hear it when you pronounce the word.





pet

al

petal

med

al

medal

sal

ad

salad

at

las

atlas

Tex

as

Texas

her

on

heron

com

mon

common

blos

som

blossom

prob

lem

problem

chil

dren

children

Here are some more words with an arrow under the second syllable. Remember that the arrow tells you to slide past the vowel sound so that you hardly hear it when you pronounce the word.



con  
↪

fess

confess

con  
↪

sent

consent

com  
↪

mit

commit

com  
↪

pel

compel

bat  
↪

on

baton

sal  
↪

on

salon

col  
↪

lect

collect

con  
↪

nect

connect

In these words, you hardly pronounce the vowel sound in the first syllable. The second syllable in each word has the regular short vowel sound. Notice that when you say each word, the emphasis, or accent, is on the second syllable.



ze	ro	zero
he	ro	hero
yo	yo	yo-yo
so	lo	solo
si	lo	silo
ha	lo	halo
to	fu	tofu
tu	tu	tutu
e	mu	emu
ze	bu	zebu

Here are some new two-syllable words. Notice that a vowel comes at the end of each syllable. This kind of syllable is called an open syllable. Vowels in an open syllable have long vowel sounds. Look at the long vowel chart, and practice saying the long vowel sounds and key words. Then read the words on this page. Every vowel will have the long vowel sound, since it is at the end of a syllable. You will notice on the long vowel chart that there are two long u sounds. Say both of the sounds. When you see the letter u at the end of the syllable, use the long u sound that sounds right in the word.



hel lo hello

hip po hippo

las so lasso

ban jo banjo

gum bo gumbo

jum bo jumbo

tem po tempo

men u menu

Hin du Hindu

kud zu kudzu

In these words, the first syllable is a closed syllable, with a short vowel sound, and the second syllable is an open syllable, with a long vowel sound. Look at the vowel sound charts and practice saying the short and long vowel sounds. Then read the words on this page.



be	gin	begin
be	gan	began
se	cret	secret
Ve	nus	Venus
e	ven	even
re	lax	relax
re	fund	refund
e	gret	egret
e	vil	evil
o	pen	open
bo	nus	bonus
do	nut	donut

In these words, the first syllable is an open syllable, with a long vowel sound, and the second syllable is a closed syllable, with a short vowel sound. Look at the vowel sound charts and practice saying the short and long vowel sounds. Then read the words on this page.



to	ken	token
bro	ken	broken
ro	bot	robot
no	mad	nomad
to	paz	topaz
pro	gram	program
pro	ton	proton
mo	ment	moment
po	em	poem
po	et	poet
o	mit	omit
pu	pil	pupil

In these words, the first syllable is an open syllable, with a long vowel sound, and the second syllable is a closed syllable, with a short vowel sound. Look at the vowel sound charts and practice saying the short and long vowel sounds. Then read the words on this page.



mu	sic	music
tu	lip	tulip
tu	nic	tunic
u	nit	unit
fu	ton	futon
stu	dent	student
cu	pid	cupid
hu	mid	humid
cu	bic	cubic
fu	el	fuel
li	lac	lilac
mi	nus	minus

In these words, the first syllable is an open syllable, with a long vowel sound, and the second syllable is a closed syllable, with a short vowel sound. Look at the vowel sound charts and practice saying the short and long vowel sounds. Then read the words on this page.



i	tem	item
i	ris	iris
si	lent	silent
ri	pen	ripen
cri	sis	crisis
qui	et	quiet
ta	ken	taken
a	men	amen
la	tex	latex
ra	ven	raven
Da	vid	David
ba	sic	basic

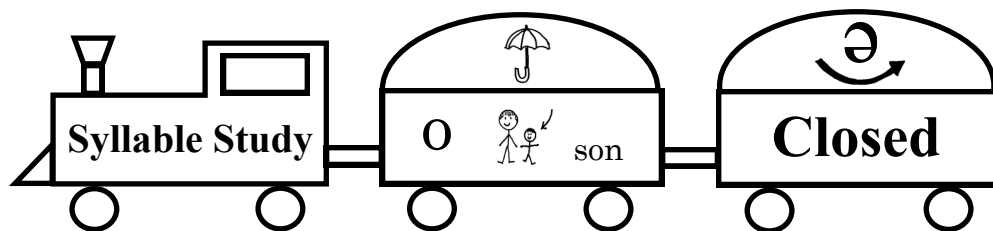
In these words, the first syllable is an open syllable, with a long vowel sound, and the second syllable is a closed syllable, with a short vowel sound. Look at the vowel sound charts and practice saying the short and long vowel sounds. Then read the words on this page.





ba	con	bacon
a	pron	apron
la	bel	label
na	val	naval
to	tal	total
lo	cal	local
hu	man	human
fi	nal	final
bi	son	bison
le	gal	legal
e	qual	equal

The first syllable in each word is open, with a long vowel sound. The second syllable is closed, so we expect it to have a short vowel sound. Notice that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce each word. You can hardly hear the vowel sound in the second syllable. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.



ov

en  
↪

oven

doz

en  
↪

dozen

shov

el  
↪

shovel

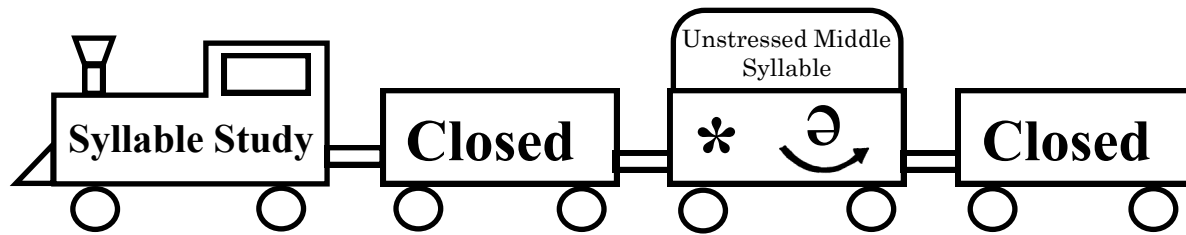
hov

el  
↪

hovel

The first syllable in each word has the u/umbrella sound. The letter *o* has this sound in words such as *son*, *won*, and *ton*. The second syllable is closed, so we expect it to have a short vowel sound. Notice that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce each word. You can hardly hear the vowel sound in the second syllable. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.

In multi-syllable words, some syllables are stressed more than others when you pronounce them. Notice that sometimes an open syllable that is not stressed does not have the long vowel sound that you would expect. Instead, the vowel at the end of the syllable has the short sound or a schwa sound. These vowel sounds are hardly heard at all when you pronounce the word. The \* indicates the unstressed open syllable.



\*

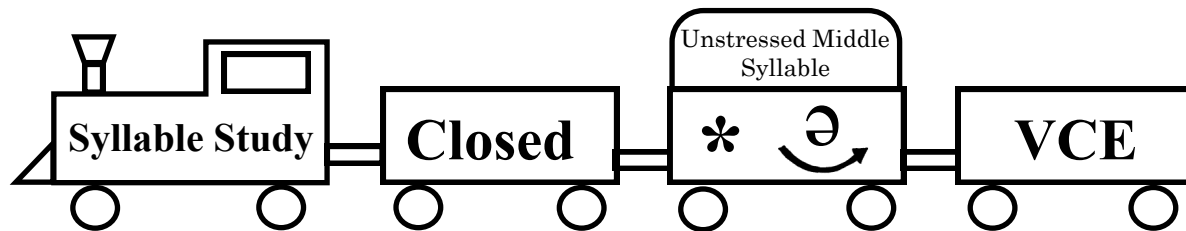
im      ple      ment      implement

ap      pre      hend      apprehend

com      pli      ment      compliment

el      o      quent      eloquent

op      ti      mum      optimum



\*

el      e      vate      elevate

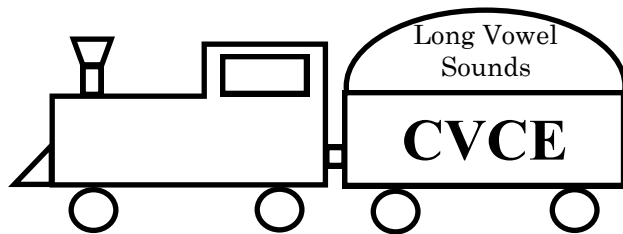
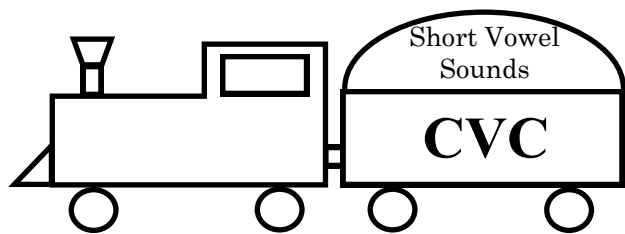
ac      ti      vate      activate

del      e      gate      delegate

in      di      cate      indicate

im      mu      nize      immunize

In a Consonant-Vowel-Consonant word, the vowel usually represents the short vowel sound.  
 In a Consonant-Vowel-Consonant-E word, the vowel usually represents the long vowel sound.



tap

tape

at

ate

can

cane

tam

tame

mad

made

Dan

Dane

gap

gape

cam

came

Sam

same

cap

cape

man

mane

rat

rate

hat

hate

past

paste

van

vane

bath

bathe

nap

nape

snack

snake

pan

pane

black

Blake

fat

fate

shack

shake

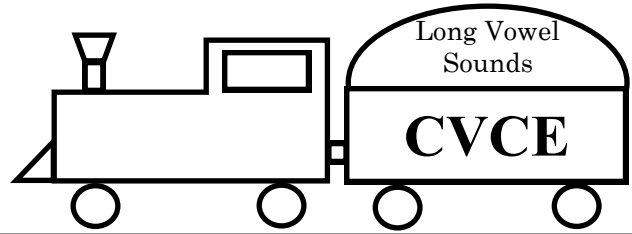
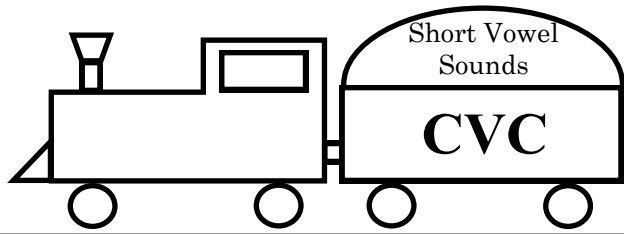
fad

fade

Jack

Jake

In a Consonant-Vowel-Consonant word, the vowel usually represents the short vowel sound.  
 In a Consonant-Vowel-Consonant-E word, the vowel usually represents the long vowel sound.



pin

pine

pip

pipe

bit

bite

rip

ripe

Tim

time

pick

pike

rid

ride

lick

like

kit

kite

grip

gripe

din

dine

spit

spite

bid

bide

quit

quite

tin

tine

spin

spine

dim

dime

whit

white

win

wine

twin

twine

hid

hide

shin

shine

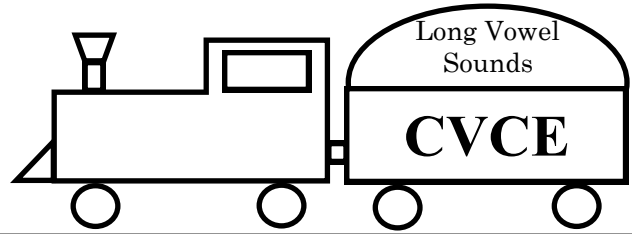
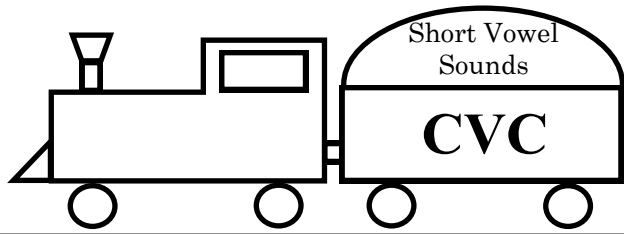
rim

rime

strip

stripe

In a Consonant-Vowel-Consonant word, the vowel usually represents the short vowel sound.  
 In a Consonant-Vowel-Consonant-E word, the vowel usually represents the long vowel sound.



hop

hope

Ross

rose

not

note

lop

lope

rob

robe

cod

code

mod

mode

pock

poke

dot

dote

jock

joke

cop

cope

smock

smoke

rod

rode

lob

lobe

mop

mope

cod

code

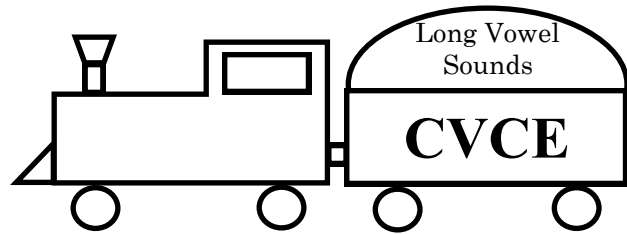
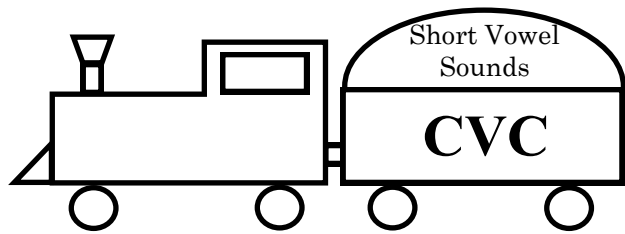
pop

Pope

rot

rote

In a Consonant-Vowel-Consonant word, the vowel usually represents the short vowel sound.  
In a Consonant-Vowel-Consonant-E word, the vowel usually represents the long vowel sound.



cub

cube

pet

Pete

cut

cute

met

mete

mutt

mute

them

theme

fuss

fuse

hug

huge

tub

tube

dud

dude

dun

dune

duck

duke

luck

Luke

plum

plume

jut

jute



pan

cake

pancake

cup

cake

cupcake

mis

take

mistake

in

vade

invade

in

flate

inflate

in

hale

inhale

ex

hale

exhale

es

cape

escape

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the vowel before the consonant has a long vowel sound and the e that comes after the consonant is silent.





stam

pede

stampede

trap

eze

trapeze

ath

lete

athlete

cash

mere

cashmere

con

crete

concrete

sup

reme

supreme

ex

treme

extreme

ben

zene

benzene

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the vowel before the consonant has a long vowel sound and the e that comes after the consonant is silent.



bon

fire

bonfire

um

pire

umpire

sun

shine

sunshine

rep

tile

reptile

em

pire

empire

ad

mire

admire

in

side

inside

ig

nite

ignite

in

quire

inquire



flag

pole

flagpole

tad

pole

tadpole

sup

pose

suppose

ex

pose

expose

ex

plode

explode

ex

plore

explore

ig

nore

ignore

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the vowel before the consonant has a long vowel sound and the e that comes after the consonant is silent.



cos

tume

costume

vol

ume

volume

Nep

tune

Neptune

ex

cuse

excuse

sec

ure

secure

ex

clude

exclude

in

clude

include

trip

ute

tribute

cap

sule

capsule



com plete complete

com pare compare

com pute compute

pol lute pollute

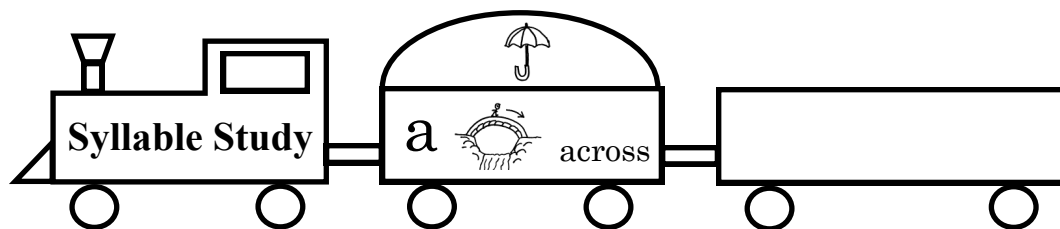
sal ute salute

con fuse confuse

pol ite polite

con fine confine

The first syllable in each word has the schwa sound. The arrow reminds us to slide past the vowel. We hardly hear its sound when we pronounce the word. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the vowel before the consonant has a long vowel sound and the e that comes after the consonant is silent. Notice that the accent, or heaviest emphasis, is on the second syllable.



a cross

across

a way

away

a lone

alone

a round

around

a gain

again

a gainst

against

a bout

about

a long

along

a mong

among

a gree

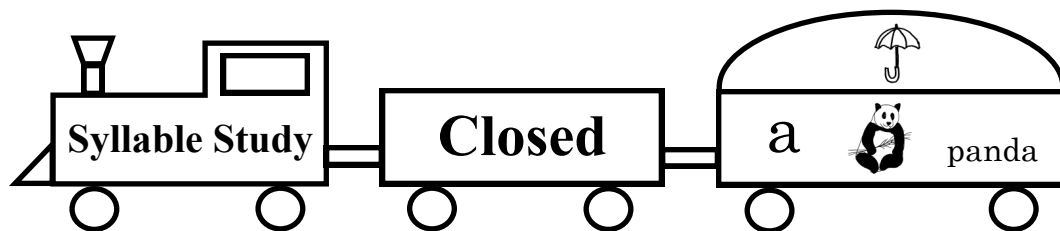
agree

a fraid

afraid

a like

alike



com ma

comma

ex tra

extra

An na

Anna

pan da

panda

tun dra

tundra

San ta

Santa

vil la

villa

yuc ca

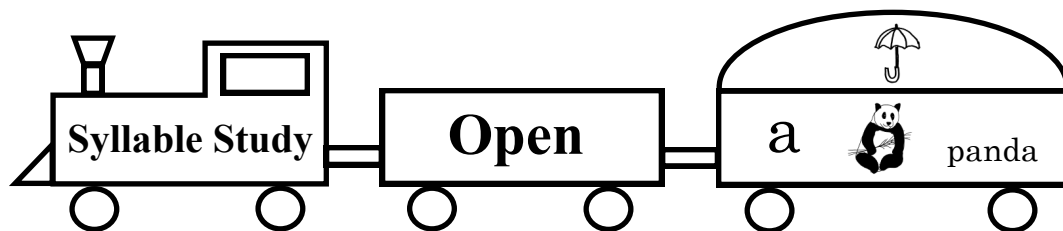
yucca

Rus <sup>sh</sup>  
sia

Russia

Af ric a

Africa



ze bra

zebra

tu na

tuna

tu ba

tuba

scu ba

scuba

pu ma

puma

pu pa

pupa

Cu ba

Cuba

so fa

sofa

co la

cola

co ma

coma

so da

soda

to ga

toga

o kra

okra

co bra

cobra

quo ta

quota

bo a

boa

Chi na

China

i de a

idea

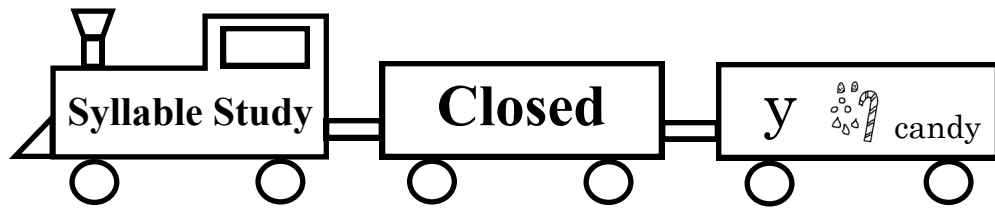
da ta

data

a re a

area





hap py

happy

Sal ly

Sally

can dy

candy

jel ly

jelly

bel ly

belly

Bet ty

Betty

Bet sy

Betsy

pen ny

penny

pret ty

pretty

plen ty

plenty

twen ty

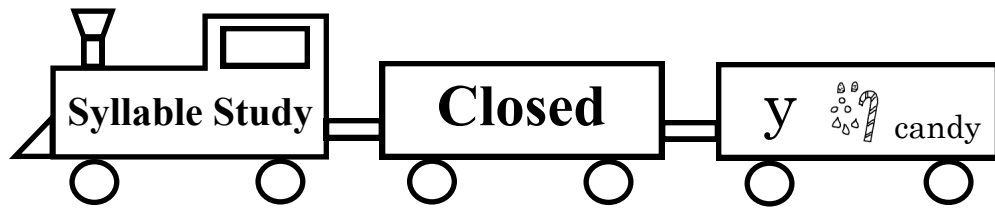
twenty

emp ty

empty

ver y

very



sil ly

silly

fil ly

filly

fif ty

fifty

six ty

sixty

hol ly

holly

hob by

hobby

lob by

lobby

Bob by

Bobby

cop y

copy

bod y

body

bun ny

bunny

fun ny

funny

yum my

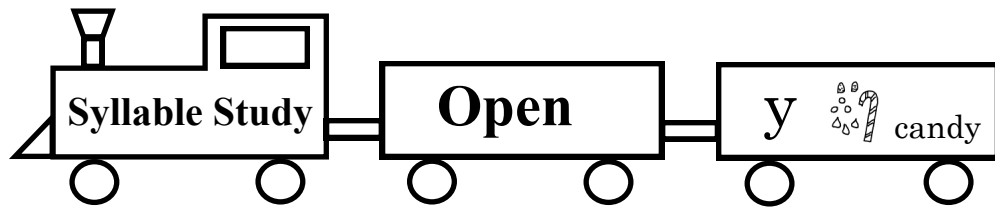
yummy

stud y

study

bud dy

buddy



ba by

baby

la dy

lady

la zy

lazy

ta sty

tasty

ti ny

tiny

ti dy

tidy

shi ny

shiny

wi ly

wily

po ny

pony

ho ly

holy

no sy

nosy

ru by


ruby


du ty

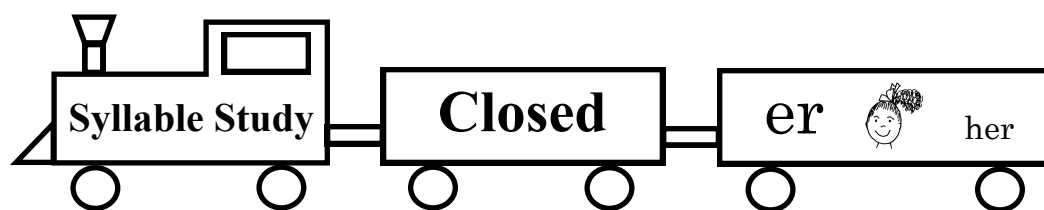
duty

tru ly

truly

 on ly

 only



ham mer

hammer

ham per

hamper

lad der

ladder

plat ter

platter

af ter

after

mas ter

master

bet ter

better

let ter

letter

ev er

ever

nev er

never

dres ser

dresser

din ner

dinner

riv er

river

sil ver

silver

sis ter

sister



win ter

winter

cop per

copper

mon ster

monster

both er

bother

lob ster

lobster

of fer

offer

fos ter

foster

pon der

ponder

sup per

supper

but ter

butter

sum mer

summer

un der

under

num ber

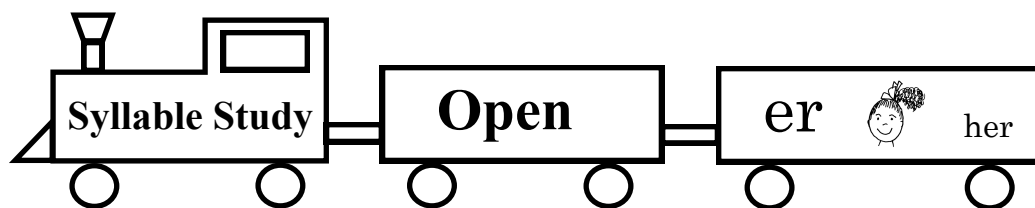
number

thun der

thunder

slum ber

slumber



la ter

later

pa per

paper

la ser

laser

fe ver

fever

ti ger

tiger

fi ber

fiber

o ver

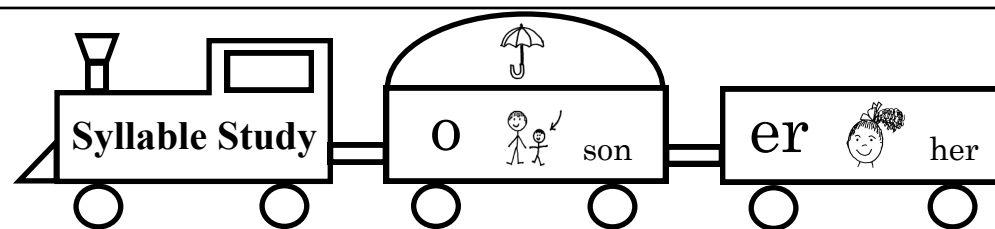
over

clo ver

clover

su per

super



cov er

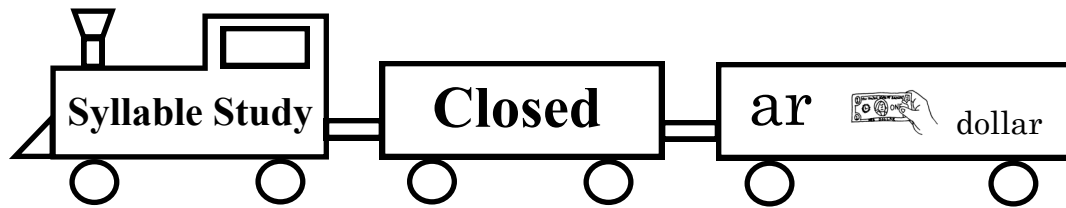
cover

hov er

hover

won der

wonder



dol lar

dollar

col lar

collar

pop lar

poplar

Os car

Oscar

beg gar

beggar

nec tar

nectar

ched dar

cheddar

stel lar

stellar

gram mar

grammar

vul gar

vulgar

pil lar

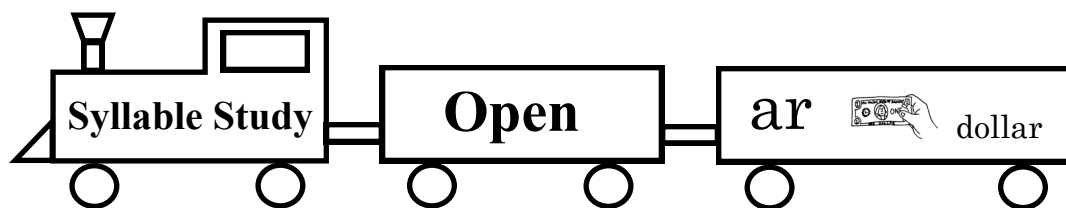
pillar

sim il ar

similar

vin eg ar

vinegar



po lar

polar

so lar

solar

mo lar

molar

li ar

liar

lu nar

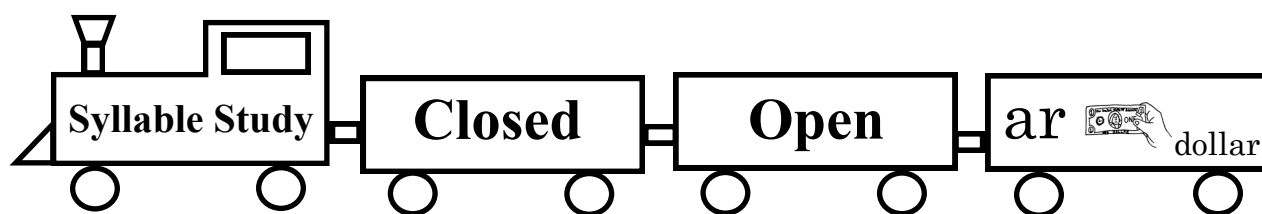
lunar

nu cle ar

nu cle ar

sca lar

scalar



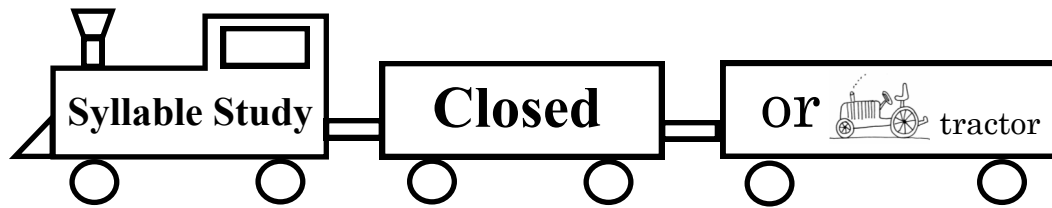
pop u lar

popular

reg u lar

regular





mir    ror

mirror

vic    tor

victor

rig    or

rigor

doc    tor

doctor

hor    ror

horror

pas    tor

pastor

ac    tor

actor

fac    tor

factor

trac    tor

tractor

man    or

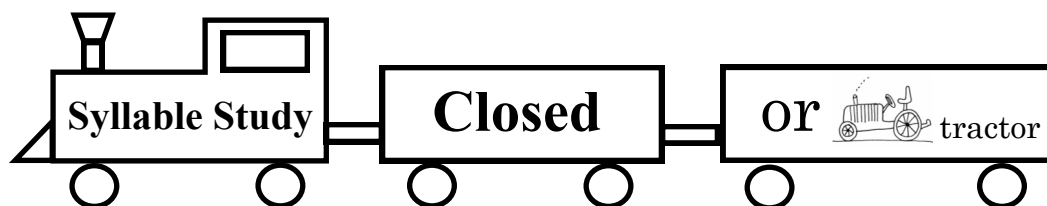
manor

val    or

valor

jan    it    or

clamor



ten or

tenor

er ror

error

ter ror

terror

ed it or

editor

trem or

tremor

ven dor

vendor

stub born

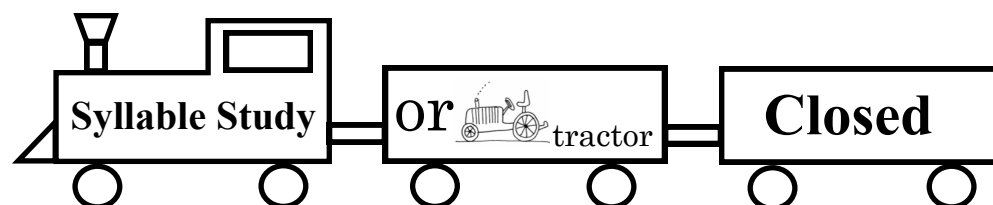
stubborn

rec ord

record

 col or

color

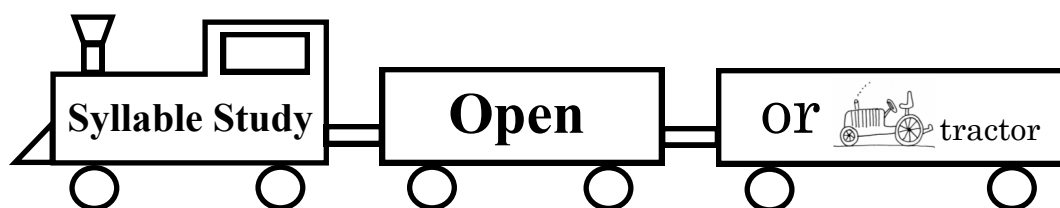


cor ral

corral

cor rect

correct



fa vor

favor

fla vor

flavor

va por

vapor

ra zor

razor

ma jor

savor

la bor

labor

tu tor

tutor

tu mor

tumor

ru mor

rumor

hu mor

humor

fu ror

furor

ju ror

juror

me te or

meteor

vi sor

visor

mi nor

minor

mo tor

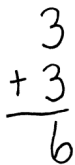
motor

do nor

donor

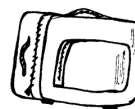
# Ending Syllables

Syllables With ti, ci, si = sh



## "Lazy E"

V\_E Syllables Pronounced With A Schwa Sound



## Silent E Syllables



# Ending Syllables

The syllables in this section cannot be sounded out in the usual way. However there are some tricks to remembering how to pronounce them. Remind students that these syllables are used at the end of words, not at the beginning.

## Syllables That Begin With A Consonant Digraph Sound

1. Syllables that begin with *ti* and *ci* start with the *sh/ship* sound.
2. Syllables that begin with *si* may begin with the */sh/* sound or they may begin with the */zh/* sound as in *vision*.
3. Syllables that begin with *su* may begin with the */sh/* or the */zh/* sound.
4. Syllables that begin with *tu* begin with the *ch/chicken* sound.

## Syllables With A Vowel-Consonant-E Pattern (Lazy E)

Several ending syllables have a VCE pattern, but they do not have a long vowel sound, as you would expect in a one syllable word. You can hardly hear the vowel sound at all. Examples are *pirate*, *medicine*, and *baggage*.

## Silent E Syllables

A number of ending syllables contain two consonants (one consonant plus the letter *l*) followed by the letter *e*. Examples are *puz-zle*, *lit-tle*, and *waf-fle*. The letter *e* must be in the last syllable, since all syllables must have at least one vowel. However, the *e* is not heard; it is silent.

## Studying The Syllables

Some of the words in this section have two-letter vowel patterns (*ai*, *ou*, *ar*, etc.) Students should study the vowel patterns in this book before studying these words.

Students should also be familiar with the previous syllable study pages, including open syllables, closed syllables, and unaccented middle syllables.

Introduce and practice the ending syllable charts in the chart section at the beginning of this book. The first chart shows each ending syllable along with a key word and picture. Model the pronunciation of each ending syllable and key word, and have the students repeat. Practice daily until students can do the entire set of ending syllables independently.

The second chart shows all of the ending syllables arranged on two trucks. Students should practice pronouncing each ending syllable. This will be more of a challenge because there are no key words. Model and explain as needed.

si = sh

sion



mansion

sia

Russia

man sion  
mansion

con cus sion  
concussion

sus pen sion  
suspension

Rus sia  
Russia

mis sion  
mission

dis cus sion  
discussion

ex ten sion  
extension

Prus sia  
Prussia

ses sion  
session

ag gres sion  
aggression

ob ses sion  
obsession

fuch sia  
fuschia

pen sion  
pension

im pres sion  
impression

com pre hen sion  
comprehension

ten sion  
tension

pos ses sion  
possession

ex pres sion  
expression

dim en sion  
dimension

per mis sion  
permission

pro fes sion  
profession

si = zh

sion



television

sia



freesia

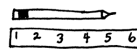
vi sion  
visiontel e vi sion  
televisioncon clu sion  
conclusionfree sia  
freesiadi vi sion  
divisioncon fu sion  
confusioncom pul sion  
compulsionam bro sia  
ambrosiapro vi sion  
provisionex clu sion  
exclusionde ci sion  
decisionA sia  
Asiapre ci sion  
precisionex plo sion  
explosionver sion  
versionam ne sia  
amnesiain tru sion  
intrusione ro sion  
erosioncol li sion  
collisionTu ni sia  
Tunisiaim mer sion  
immersionoc ca sion  
occasioncon ver sion  
conversionPer sia  
Persiadi ver sion  
diversionex cur sion  
excursionper su a sion  
persuasionzoy sia  
zoysia

sure



pressure

sure



measure

sual



unusual

pres sure  
pressure

fis sure  
fissure

cen sure  
censure

e ra sure  
erasure

mea sure  
measure

trea sure  
treasure

plea sure  
pleasure

clo sure  
closure

lei sure  
leisure

ex po sure  
exposure

com po sure  
composure

un u su al  
unusual

u su al  
usual

vi su al  
visually

ca su al  
casually

u su al ly  
usually



ci = sh

cial



special

cian



magician

spe cial  
specialcom mer cial  
commercialma gi cian  
magicianso cial  
socialof fi cial  
officialdi e ti cian  
dieticiancru cial  
crucialju di cial  
judiciale lec tri cian  
electriciangla cial  
glacialar ti fi cial  
artificialmu si cian  
musicianfa cial  
facialben e fi cial  
beneficialop ti cian  
opticianra cial  
racialsu per fi cial  
superficiallo gi cian  
logicianfi nan cial  
financiales pe cial ly  
especiallyphy si cian  
physician

ci = sh

cious



delicious

pre cious  
precious

vi cious  
vicious

de li cious  
delicious

sus pi cious  
suspicious

grā cious  
gracious

spā cious  
spacious

ten ā cious  
tenacious

pre co cious  
precocious

ju di cious  
judicious

vi va cious  
vivacious

au da cious  
audacious

fer o cious  
ferocious

vor a cious  
voracious

ma li cious  
malicious

a tro cious  
atrocious

con scious  
conscious

lu scious  
luscious

vi va cious  
vivacious

ten a cious  
tenacious

ti = sh

tion

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

addition

na tion  
nation

sta tion  
station

va ca tion  
vacation

ed u ca tion  
education

car na tion  
carnation

vi bra tion  
vibration

des ti na tion  
destination

men tion  
mention

af fec tion  
affection

ob jec tion  
objection

cor rec tion  
correction

re flec tion  
reflection

ex cep tion  
exception

cel e bra tion  
celebration

ac tion  
action

frac tion  
fraction

auc tion  
auction

pol lu tion  
pollution

nu tri tion  
nutrition

pro mo tion  
promotion

at ten tion  
attention

tial K. M. J.  
initials

tient  $3 \overline{)6}^{\begin{smallmatrix} 2 \\ \swarrow \end{smallmatrix}}$   
quotient

tious   
nutritious

in i tial  
initial

quo tient  
quotient

nu tri tious  
nutritious

par tial  
partial

pa tient  
patient

cau tious  
cautious

spa tial  
spatial

sen tient  
sentient

am bi tious  
ambitious

es sen tial  
essential

im pa tient  
impatient

fa ce tious  
facetious

po ten tial  
potential

out pa tient  
outpatient

fic ti tious  
fictitious

mar tial  
martial

in pa tient  
inpatient

in fec tious  
infectious

pa la tial  
palatial

in sen tient  
insentient

ram bunc tious  
rambunctious

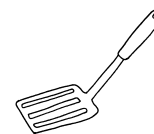
tu = ch

ture



nature

tu



spatula

na ture  
nature

vul ture  
vulture

spat u la  
spatula

fu ture  
future

mois ture  
moisture

nat u ral  
natural

fea ture  
feature

struc ture  
structure

cen tu ry  
century

crea ture  
creature

mix ture  
mixture

ac tu al  
actual

punc ture  
puncture

ad ven ture  
adventure

stat ue  
statue

ges ture  
gesture

fur ni ture  
furniture

for tune  
fortune

cap ture  
capture

lit er a ture  
literature

sit u a tion  
situation

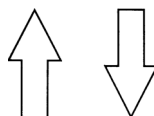
"Lazy E" syllables are VCE patterns, but the silent e doesn't do its job of reminding the first vowel to have the long sound. The first vowel has the schwa sound; it is barely heard at all.

ive



detective

ite



opposite

ice



notice

de tec tive  
detective

op po site  
opposite

no tice  
notice

ac tive  
active

gran ite  
granite

prac tice  
practice

na tive  
native

def i nite  
definite

ser vice  
service

mo tive  
motive

in fi nite  
infinite

of fice  
office

cur sive  
cursive

res pite  
respite

jus tice  
justice

neg a tive  
negative

fa vor ite  
favorite

nov ice  
novice

cre a tive  
creative

ex quis ite  
exquisite

cre vice  
crevice



ine



medicine

ine



gasoline

med i cine  
medicine

fam ine  
famine

gas o line  
gasoline

de ter mine  
determine

im ag ine  
imagine

vac cine  
vaccine

al ka line  
alkaline

mar ga rine  
margarine

tan ger ine  
tangerine

doc trine  
doctrine

tur bine  
turbine

mag a zine  
magazine

fem i nine  
feminine

in tes tine  
intestine

sub ma rine  
submarine

thi a mine  
thiamine

al ka line  
alkaline

sar dine  
sardine

ex am ine  
examine

en gine  
engine

ma chine  
machine

In "Lazy E" syllables., instead of having the long sound, the first vowel has the schwa sound. It is barely heard.

ate



pirate



ace



necklace

pi rate

pirate

neck lace

necklace

pal ate

palate

pal ace

palace

sen ate

senate

men ace

menace

cli mate

climate

ter race

terrace

fri gate

frigate

sol ace

solace

pri vate

private

fur nace

furnace

ac cu rate

accurate

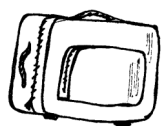
sur face

surface

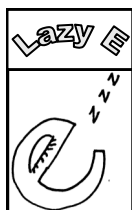


The ending syllable in the left column is a "Lazy E" syllable; the syllable on the right has the a/father sound.

age



baggage



age



garage

bag gage

baggage

lug gage

luggage

dam age

damage

av er age

average

ban dage

bandage

gar bage

garbage

cour age

courage

gar age

garage

cor sage

corsage

col lage

collage

mir age

mirage

mas sage

massage

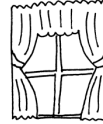
sab o tage

sabotage

cam ou flage

camouflage

tain



curtain

cur tain  
curtain

foun tain  
fountain

cer tain  
certain

por ce lain  
porcelain

cap tain  
captain

Bri tain  
Britain

moun tain  
mountain

cer tain ly  
certainly

chap lain  
chaplain

un cer tain  
uncertain

chief tain  
chieftain

plan tain  
plantain

  
**ous**

enormous


  
**ious**


furious

en or mous  
enormous

fa mous  
famous

cal lous  
callous

fi brous  
fibrous

jeal ous  
jealous

ner vous  
nervous

fab u lous  
fab ulous

fu ri ous  
furious

cu ri ous  
curious

de vi ous  
devious

se ri ous  
serious

du bi ous  
dubious

en vi ous  
envious

ob vi ous  
obvious

te di ous  
tedious

va ri ous  
various

glor i ous  
glorious

pre vi ous  
previous

stu di ous  
studious

hi lar i ous  
hilarious

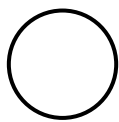
ob liv i ous  
oblivious

blē



bubble

clē



circle

dlē



ladle

bub ble  
bubble

un cle  
uncle

la dle  
ladle

thim ble  
thimble

cir cle  
circle

bri dle  
bridle

mar ble  
marble

ar ti cle  
article

sad dle  
saddle

ta ble  
table

mir a cle  
miracle

noo dle  
noodle

Bi ble  
Bible

bi cy cle  
bicycle

can dle  
candle

pos si ble  
possible

mo tor cy cle  
motorcycle

hur dle  
hurdle

ter ri ble  
terrible

ve hi cle  
vehicle

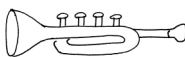
daw dle  
dawdle

flē



waffle

glē



bugle

klē



pickle

waf fle  
waffle

raf fle  
raffle

ri fle  
rifle

snif fle  
sniffle

ruf fle  
ruffle

baf fle  
baffle

tri fle  
trifle

bu gle  
bugle

gig gle  
giggle

snug gle  
snuggle

gar gle  
gargle

ea gle  
eagle

jun gle  
jungle

sin gle  
single

pic kle  
pickle

frec kle  
freckle







buc kle  
buckle

crac kle  
crackle

twin kle  
twinkle

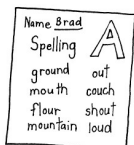
an kle  
ankle

spar kle  
sparkle

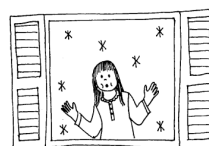
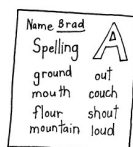
<p>plē </p> <p>apple</p>	<p>slē </p> <p>tassel</p>	<p>tlē </p> <p>little</p>	<p>zlē </p> <p>puzzle</p>
<p>ap ple apple</p>	<p>tas sel  tassel </p>	<p>lit tle little</p>	<p>puz zle puzzle</p>
<p>sam ple sample</p>	<p>has sle hassle</p>	<p>bot tle bottle</p>	<p>siz zle sizzle</p>
<p>tem ple temple</p>	<p>tou sle tousle</p>	<p>cat tle cattle</p>	<p>noz zle nozzle</p>
<p>sta ple staple</p>	<p>tus sle tussle</p>	<p>bee tle beetle</p>	<p>muz zle muzzle</p>
<p>stee ple steeple</p>		<p>star tle startle</p>	<p>daz zle dazzle</p>
<p>cou ple couple</p>		<p>ket tle kettle</p>	<p>driz zle drizzle</p>
<p>pur ple purple</p>		<p>shut tle shuttle</p>	<p>guz zle guzzle</p>

# Vowel Patterns

## Long Vowels



## Special Vowels







## Umbrella Vowels



## R-Controlled Vowels





Long A Patterns: 1) A vowel at the end of a syllable usually represents the long vowel sound. 2) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

<p>ā  raven</p>	<p>ai  rain</p>	<p>The y in this pattern is acting as a vowel. ay  play</p>	<p>a_e  safe</p>
rā ven	wait	day	safe
hā ven	rain	say	gale
tā ken	sail	may	wade
bā gel	air	way	rate
lā tex	drain	bay	crane
bā sic	chain	slay	scale
Dā vid	braid	play	shame
hā zel	snail	clay	brake
lā bel	paint	gray	scrape
nā vel	claim	bray	glade
bā sin	trait	fray	crate
ā men	stairs	splay	brave
bā sis	waist	spray	share
ā pex	faith	stray	graze



Long E Patterns: 1) A vowel at the end of a syllable usually represents the long vowel sound. 2) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

<div>e</div>  <div>secret</div>	<div>ee</div>  <div>feet</div>	<div>e_e</div>  <div>these</div>
he	feet	these
me	free	here
we	keep	theme
be	seem	Pete
she	street	Eve
se cret	deep	Steve
be gin	wheel	eke
be gan	green	evening
e ven	steel	mere
e qual	Greek	trapeze
e gret	week	athlete
ne on	speed	concrete
re gret	feeling	stampede
ce dar	between	* else

Long E Patterns: "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

ei



ceiling

ey



key

ea



eat

ceiling

weird

sheik

receive

deceive

caffeine

protein

weir

seize

receipt

deceit

either

neither

leisure

key

valley

alley

trolley

chimney

volley

donkey

Bradley

Jeffrey

paisley

parsley

money

honey

monkey

eat

each

year

heat

leave

beat

speak

please

clean

stream




fear

reach

repeat

increase

Long I Patterns: 1) A vowel at the end of a syllable usually represents the long vowel sound. 2) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

<div>ī</div> <div></div> <div>bison</div>	<div>i_e</div> <div></div> <div>pine</div>	<div>ie</div> <div></div> <div>pie</div>
bi son	pine	pie
cri sis	like	tie
ri pen	while	lie
si lent	size	die
fi nal	ice	vie
i tem	fire	cries
i ris	write	cried
qui et	entire	flies
mi nus	beside	supplies
li lac	provide	replied
ti ger	surprise	denied
fi ber	describe	relied
ti ny	divide	occupies
shi ny	inside	satisfies

Long I Patterns: A few VCC patterns play "follow the leader." The vowel gets to say its name (long sound).

ind



find

ild



child

igh



night

find

child

night

kind

wild

right

mind

mild

light

blind

grandchild

fight

grind

wildcat

sight

bind

might

rind

plight

hind

bright

wind

slight

rewind

high

behind

sigh

remind


insight

frighten



\* wind

midnight

Long O Patterns: 1) A vowel at the end of a syllable usually represents the long vowel sound. 2) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

<div> <div>ō</div> <div>   robot </div> </div>	<div> <div>o_e</div> <div>   home </div> </div>	<div> <div> <div> <div>o_e</div> <div>   love </div> </div> <div>Short Sound</div> </div> </div>
<div>go</div> <div>no</div> <div>so</div> <div>yo-yo</div> <div>o pen</div> <div>o ver</div> <div>bo nus</div> <div>fo cus</div> <div>ro bot</div> <div>mo tel</div> <div>to tal</div> <div>do nut</div> <div>pro gram</div> <div>mo ment</div>	<div>home</div> <div>more</div> <div>note</div> <div>hole</div> <div>whole</div> <div>wrote</div> <div>stone</div> <div>clothes</div> <div>score</div> <div>hope</div> <div>before</div> <div>suppose</div> <div>explode</div> <div>remote</div>	<div>love</div> <div>some</div> <div>come</div> <div>none</div> <div>done</div> <div>* one</div> <div>dove</div> <div>something</div> <div>someone</div> <div>* move</div> <div>* prove</div> <div>* lose</div> <div>* whose</div> <div>* gone</div>

Long O Patterns: 1) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent. 2) Some VCC patterns play "follow the leader." The vowel is long.

<p>oa</p>  <p>boat</p>	<p>oe</p>  <p>toe</p>	<p>old</p>  <p>gold</p>
<p>boat</p> <p>cloak</p> <p>roar</p> <p>float</p> <p>road</p> <p>coat</p> <p>groan</p> <p>coach</p> <p>loaf</p> <p>coast</p> <p>foal</p> <p>board</p> <p>* broad</p> <p>* cupboard</p>	<p>toe</p> <p>doe</p> <p>hoe</p> <p>foe</p> <p>Joe</p> <p>floe</p> <p>roe</p> <p>oboe</p> <p>goes</p> <p>heroes</p> <p>potatoes</p> <p>zeroes</p> <p>* shoe</p> <p>* canoe</p>	<p>gold</p> <p>cold</p> <p>told</p> <p>fold</p> <p>hold</p> <p>old</p> <p>scold</p> <p>mold</p> <p>golden</p> <p>smolder</p> <p>folder</p> <p>moldy</p> <p>goldfish</p> <p>soldier</p>

Long O Patterns: A few VCC patterns play “follow the leader.” The vowel gets to say its name (long sound).

olt



bolt

oll



troll

olk



yolk

bolt

troll

yolk

jolt

roll

folks

colt

poll

kinsfolk

dolt

toll

polka dot

molt

droll

Polk

volt

stroll

Norfolk

revolt

scroll

molten

enroll

voltage

stroller

extoll

swollen

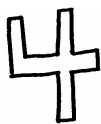
bedroll

collate

roller skate

Long O Patterns: 1) "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent. The *w* in the ow/snow pattern is acting as a vowel.

ou



four

ow



snow

four

fourth

fourteen

courtyard

concourse

downpour

soul

poultry

boulder

shoulder

dough

though

although

thorough

snow

blow

crow

throw

growth

know

follow

pillow

shadow

below

narrow





sparrow

arrow

window



Long U Patterns: "When two vowels go walking, the first one does the talking." The first vowel represents its long sound; the second vowel is silent.

<u>ū</u>  tulip	<u>u_e</u>  cube	<u>ue</u>  glue	<u>ui</u>  fruit
mu sic	mule	cue	fruit
u nit	cube	true	suit
pu pil	use	blue	juice
hu mid	fuse	clue	sluice
cu bic	rule	glue	cruise
cu pid	tube	Sue	bruise
mu cus	cute	due	recruit
stu dent	cure	rescue	juicy
tu lip	spruce	value	nuisance
ru in	huge	avenue	suitcase
tu nic	include	tissue	swimsuit
fu ton	produce	continue	
du el	figure	argue	
fu el	molecule	statue	

Long U Patterns, Rule Breakers: The first letter in these patterns is not the letter *u*, but these patterns represent the long *u* sound.

ew



few

eu



Europe

few

new

knew

flew

grew

chew

drew

renew

nephew

mildew

cashew

jewel

pewter

\* sew

Europe

feud

neutral

neuron

neutron

sleuth

Eugene

neuter

neurotic

streusel

maneuver

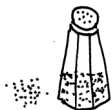
lieutenant

äll



ball

äl



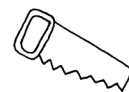
salt

ä<sup>x</sup>lk



talk

äw



saw

ball

halt

talk

saw

call

salt

walk

paw

fall

malt

balk

jaw

gall

Walt

calk

slaw

hall

bald

chalk

claw

mall

scald

stalk

draw

pall

calm

sidewalk

thaw

tall

palm

straw

wall

false

lawn

stall

alsō

yawn

small

always

crawl

squall

almōst

shawl

install






almond

hawk






enthrall

walnut

squawk

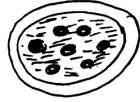
<p>äu </p> <p>Paul</p>	<p>wä </p> <p>wasp</p>	<p>swä </p> <p>swan</p>	<p>quä </p> <p>quarrel</p>
Paul	wasp	swan	quarrel
haul	want	swat	quaff
maul	wash	swap	qualm
fault	wand	swamp	quality
vault	wad	swath	quantity
aunt	waft	swab	* quack
flaunt	wan	swatch	<p>squä</p> <p> squash</p>
launch	waltz	* swam	
fraud	walrus		squash
sauce	watt		squat
faucet	water		squad
pause	waffle		squall
because	waddle		squalid
August	* wag		

Dotted E Patterns: The letter ë represents the ë/ballet sound in these patterns (the same as the long a sound).

ë  ballet	ëi  veil	ëy  they
ballet	veil	they
fillet	their	prey
buffet	reins	hey
parquet	skein	obey
croquet	heir	convey
bouquet	vein	survey
crochet	beige	greyhound
gourmet	ëa  steak	ëigh <sup>x</sup>  sleigh
cabaret		
sachet	steak	sleigh
ricochet	great	neigh
attaché	bear	weight
appliqué	pear	eight
plié	wear	neighbor

Dotted I Patterns: The letter ï represents the ï/pizza sound in these patterns (the same as the long e sound).

ï



pizza

ïe



shield

pizza

ski

taxi

kiwi

piano

petite

unique

liter

police

marine

machine

radio

studio

polio

shield

field

chief

thief

brief

relief

grieve

believe

piece

shriek

priest

fierce

cookie

movie

ö



to

öu



soup

öö



moon

do

to

two

who

whom

whose

into

onto

today

tonight

together

lose

move

prove

soup

you

yours

detour

contour

cougar

yourself

group

through

wound

coupon

route

joule

croup

moon

proof

troop

swoon

gloom

pooch

moose

soothe

school

whoop

raccoon

\* door

\* poor

\* floor

ü



push

oüld



should

ü  
oo



book

push

put

pull

full

bush

bull

bullet

butcher

ambush

cushion

pudding

sugar

careful

wonderful

should

could

would

shouldn't

couldn't

wouldn't

book

look

took

shook

brook

foot

good

wood

stood

hoof

wool

cookbook

\* blood

\* flood



oi



oil

oy



boy

ow



cow

ow



snow

oil

boy

cow

snow

soil

toy

now

low

spoil

joy

how

blow

broil

coy

chow

grow

coin

soy

town

throw

join

ploy

crown

show

void

Troy

brown

bowl

joint

Boyd

owl

blown

point

Lloyd

howl

growth

hoist

enjoy

growl

follow

voice

employ

towel

yellow

choice

convoy

vowel

minnow

toilet

destroy

crowd

window

\* choir

deploy

dowse

elbow

ou



ouch

ōu



four

öu



soup

out

our

stout

scout

flour

hour

couch

found

bound

mouse

house

loud

joust

mouth

four

pour

court

gourd

mourn

fourth

course

soul

though

dough

you

yours

soup

group

wound

croup

troupe

route

youth





tour






tourist

crouton

coupon

through

 should <b>öüld</b>	ü <b>oo</b>  book	öo  moon	 bought <b>ought</b>
should	book	moon	bought
could	good	boot	fought
would	look	cool	sought
shouldn't	wool	doom	brought
couldn't	hook	food	thought
wouldn't	foot	goof	wrought
	hoof	hoop	
	took	bloom	* drought
	stood	mood	
	shook	noon	
	hood	spool	
	cook	tooth	
	wood	scoop	
	soot	proof	

 y yo-yo	 y candy	 y my	 y_e type
yo-yo	candy	my	type
yes	funny	by	style
yet	happy	why	rhyme
yell	pretty	shy	lyre
yelp	copy	try	enzyme
yam	body	dry	argyle
yak	study	sly	paralyze
yap	very	hybrid	ye
yard	baby	cycle	 rye
you	tiny	hyena	rye
year	family	July	bye
yawn	history	deny	dye
youth	company	reply	lye
yellow	property	supply	stye

ēi



ceiling

ëi



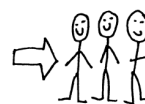
veil

ēy



key

ëy



they

ceiling

veil

key

they

either

reins

donkey

hey

neither

their

chimney

prey

weird

skein

valley

obey

sheik

feint

jockey

trey

receive

heir

turkey

whey

deceive

reign

trolley

convey

seize

vein

kidney

heyday

protein

beige

paisley

disobey

caffeine

feign

journey

conveyer

perceive

seine

barley

greyhound

receive

inveigle

hockey

receipt

heirloom

attorney

leisure

reindeer

money

ēa



eat

ea



head

ëa



steak

eat

head

steak

streak

meant

great

smear

wealth

break

wheat

spread

swear

clean

deaf

bear

crease

bread

tear

beast

breath

wear

weave

stealthy

pear

plead

heaven

yea

weary

instead

bearable

disease

weather

wearable

season

really

greatness

treaty

steady

breakable

dreary

heavy

forbearance

ie



pie

ie



shield

pie

tie

lie

vie

hie

die

spies

tried

cries

denied

necktie

magpie

replied

\* friend

shield

piece

chief

shriek

priest

yield

thief

thieves

niece

cookie

believe

relief

achieve

medieval

ar



car

ar



dollar

ar



carrot

star

shark

start

farm

charm

yarn

snarl

sharp

scarf

march

garden

target

harvest

market

dollar

collar

pillar

cellar

cheddar

beggar

grammar

polar

sugar

valor

burglar

forward

similar

particular

carrot

parrot

parent

barrel

carol

vary

marry

narrow

garrison

carriage

barracks

paragraph

necessary

dictionary



er



her

er



heron

her

never

heron

verb

after

merit

fern

winter

peril

herd

sister

Eric

germ

center

Erin

jerk

finger

cherub

term

every

herring

perch

energy

derrick

clerk

remember

very

verse

exercise

stereo

merge

general

berry

serve

difference

terrace

person

another

America

perhaps

whether

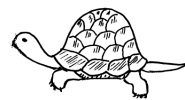
experiment

ir



bird

ur



turtle

sir

stirrup

burn

turtle

fir

squirrel

turn

purple

bird

thirteen

church

current

girl

thirty

purse

surface

stir

thirsty

nurse

surprise

skirt

dirty

curl

during

first

direct

burst

urgent

third

circus

churn

return

chirp

circle

surf

suburb

shirt

giraffe

slurp

turnip

birth

birthday

purr

burro

twirl

blackbird

blurb

absurd

shirk

confirm

curve

yogurt

squirt

\* mirror

urge

Saturn

or



horse

or



tractor

or



sorry

or

story

tractor

sorry

for

forest

doctor

sorrow

form

morning

record

borrow

north

forward

color

horrid

force

report

factor

torrid

born

northern

factory

horror

horse

record

history

horrible

short

order

major

tomorrow

corn

forget

minor

horrify

force

reform

correct

torrent

storm

normal

pastor

pork

absorb

mirror

nor

afford

correct

sport

important

corral

wor



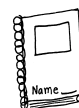
worm

ear



early

our



journal

worm

search

journal

word

earth

journey

work

earn

nourish

worth

learn

flourish

world

heard

courage

worse

pearl

encourage

worst

earl

courageous

worry

yearn

courtesy

worthy

dearth

adjourn

worker

early

tournament

worship


earnest

scourge

workbook

rehearse

password

 <b>a</b>  what	 <b>a</b> __  across	 __ <b>a</b>  panda
<p>A</p> <p>a</p> <p>was</p> <p>wasn't</p> <p>what</p>	<p>across</p> <p>away</p> <p>around</p> <p>about</p> <p>ago</p> <p>awake</p> <p>asleep</p> <p>agree</p> <p>above</p> <p>ahead</p> <p>along</p> <p>* among</p> <p>* again</p> <p>* against</p>	<p>panda</p> <p>villa</p> <p>Santa</p> <p>comma</p> <p>extra</p> <p>yucca</p> <p>coma</p> <p>tuna</p> <p>zebra</p> <p>China</p> <p>sofa</p> <p>scuba</p> <p>okra</p> <p>idea</p>

  
**o**


son


**o\_e**


love


**ou**


country

son

won

of

from

front

month

color

oven

cover

wonder

dozen

money

nothing

company

love

dove

some

come

none

done

glove

above

become

someone

something

sometimes

\* one

\* gone

country

touch

young

double

trouble

southern

couple

cousin

famous


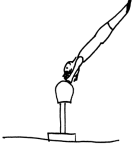
various

nervous

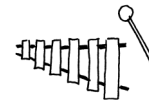
jealous

marvelous

frivolous

<p>a</p>  <p>father</p>	<p>ea</p>  <p>head</p>	<p>y</p>  <p>gymnastics</p>
<p>father</p> <p>llama</p> <p>lava</p> <p>taco</p> <p>nacho</p> <p>pajamas</p> <p>avocado</p> <p>grandma</p> <p>grandpa</p> <p>drama</p> <p>spa</p> <p>pecan</p> <p>blah</p> <p>papa</p>	<p>bread</p> <p>tread</p> <p>feather</p> <p>leather</p> <p>heaven</p> <p>steady</p> <p>stealthy</p> <p>deadly</p> <p>healthy</p> <p>really</p> <p>ready</p> <p>sweat</p> <p>meant</p> <p>breath</p>	<p>gym</p> <p>gymnastics</p> <p>system</p> <p>nymph</p> <p>rhythm</p> <p>myth</p> <p>lynx</p> <p>syntax</p> <p>symptom</p> <p>mystery</p> <p>bicycle</p> <p>pygmy</p> <p>Egypt</p> <p>physical</p>

# Advanced Consonant Patterns



## In Alphabetical Order

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1. The letter v is not used at the end of English words. The \_ve pattern is used instead.
2. When a word with a two-letter vowel pattern ends with the /s/ or /z/ sound, the letters \_se are used to represent that sound. For example, house, pause, moose, noise, horse, verse. This makes it clear that the word is not in the plural form.
3. The same thing occurs with short vowel words that have both a consonant and an /s/ sound after the vowel: rinse, sense, pulse, lapse.
4. The wh pattern represents the /h/ sound when it is followed by the letter o.



bu



building

ch



chicken

ch



chorus

ch



chef

build

chop

chorus

chef

building

chest

chord

chute

builder

chimp

chrome

Chicago

built

children

school

mustache

buy

chicken

scholar

machine

buys

enchant

scheme

Michelle

buyer

rich

schedule

Charlotte

buying

which

echo

parachute

buoy

much

orchid

chandelier

such

orchestra

pistachio

ostrich

stomach

chartreuse

lunch

ache

crochet

conch



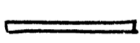

anchor


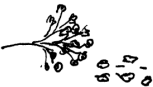


chic





quench


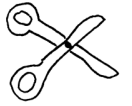


Michael

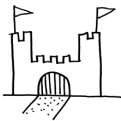



attaché



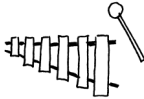
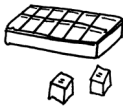
<p>f</p> <p>ugh </p> <p>laugh</p>	<p>gh<sup>x</sup> </p> <p>ghost</p>	<p>gh<sup>x</sup> </p> <p>straight</p>	<p>gū<sup>x</sup> </p> <p>guess</p>
<p>laugh</p> <p>laughter</p> <p>cough</p> <p>coughing</p> <p>coughed</p> <p>trough</p> <p>rough</p> <p>tough</p> <p>enough</p> <p>slough</p>	<p>ghost</p> <p>ghetto</p> <p>ghastly</p> <p>gherkin</p> <p>ghoul</p> <p>aghast</p> <p>ghostly</p> <p>spaghetti</p> <p>Allegheny</p>	<p>straight</p> <p>through</p> <p>dough</p> <p>though</p> <p>although</p> <p>thorough</p> <p>caught</p> <p>taught</p> <p>naught</p> <p>naughty</p> <p>daughter</p>	<p>guess</p> <p>guest</p> <p>guard</p> <p>guy</p> <p>guitar</p> <p>guinea pig</p> <p>guarantee</p> <p>guide</p> <p>guilty</p> <p>vague</p> <p>fatigue</p> <p>league</p> <p>rogue</p> <p>fugue</p>

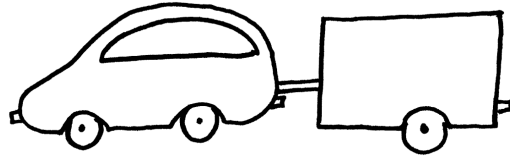
gn  gnat	h  herb	kn  knife	mb  lamb
gnu	herb	knife	lamb
gnomon	herbal	knee	jamb
gnarled	hour	knock	bomb
gneiss	hourly	know	tomb
gnome	honest	knob	climb
gnat	honor	knight	comb
gnash	honorable	knave	limb
gnaw	heir	knead	dumb
sign	heirloom	knot	numb
design	heiress	knit	thumb
align		kneel	crumb
reign		knack	plumber
feign		knuckle	
deign		Knoxville	

<p><sup>x</sup> mñ</p>  <p>autumn</p>	<p><sup>f</sup> ph</p>  <p>phone</p>	<p><sup>k</sup> qu</p>  <p>antique</p>	<p><sup>x</sup> rh</p>  <p>rhino</p>
autumn	phone	antique	rhino
column	graph	unique	rhyme
solemn	phrase	technique	rhombus
condemn	Ralph	boutique	rhesus
hymn	gopher	physique	rhythm
damn	Philip	mystique	rhizome
	dolphin	mosque	rhubarb
	Memphis	conquer	Rhonda
	pheasant	plaque	rhapsody
	elephant	lacquer	rhombus
	telephone	opaque	rhinestone
	alphabet	tourniquet	rhinoceros
	photograph	arabesque	Rhode Island
	amphibian	picturesque	rhododendron

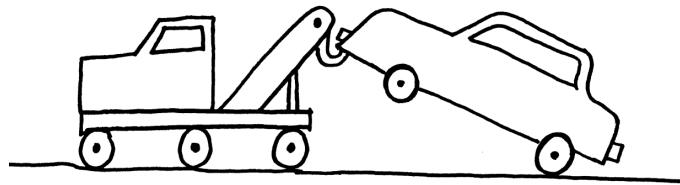
<sup>z</sup> <b>S</b>  hose	<sup>ʃ</sup> <b>sc</b>  scissors	<sup>ʃ</sup> <b>se</b>  mouse	<sup>z</sup> <sup>ʃ</sup> <b>se</b>  raise
is	scissors	mouse	raise
his	science	house	praise
as	scene	horse	tease
has	scenery	purse	please
visit	crescent	verse	cheese
present	scepter	worse	choose
closet	scent	geese	noise
cause	discern	moose	poise
nose	muscle	lease	pause
please	abscess	false	cause
wise	descend	rinse	because
tears	ascend	sense	rouse
boys	scenic	pulse	browse
days	scythe	lapse	cruise

<p><sup>x</sup> t</p>  <p>castle</p>	<p><sup>x</sup> th</p>  <p>thyme</p>	<p><sup>x</sup> ve</p>  <p>sleeve</p>	<p><sup>x</sup> wh</p>  <p>who</p>
castle	thyme	sleeve	who
whistle	Thomas	leave	whom
thistle	Theresa	give	whose
bustle	Thompson	live	whoever
rustle	Thailand	have	whomever
nestle	Thames	love	whole
trestle		glove	
wrestle		move	
fasten		prove	
hasten		carve	
listen		nerve	
glisten		solve	
often		twelve	
soften		valve	

<sup>x</sup> <b>wr</b>  wren	gz <b>x</b>  exhaust	z <b>x</b>  xylophone	<sup>x</sup> <b>ze</b>  freeze
wren	exhaust	xylophone	freeze
wrap	example	xanthin	breeze
wrong	exact	xenon	tweeze
wreck	exempt	xylem	sneeze
write	exam	xylene	wheeze
wrote	exhort	xyphoid	squeeze
wreath	exhibit	xebec	ooze
wrist	exotic	xenolith	snooze
wrench	exodus	xerosis	seize
wrinkle	exult	xanthophyll	frieze
wrapper	exert	xanthene	gauze
written	exist	Xanadu	maize
wrestle	examine	Xavier	bronze
wring	exaggerate	Xerox®	



# Suffix Study



# Prefix Study

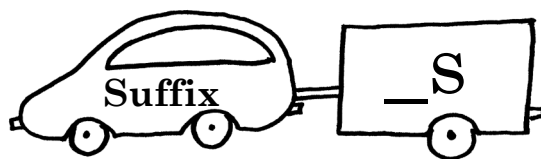
Study each suffix and prefix. Practice reading the words.



## Prefix and Suffix Meanings

_s (with verbs)	one person is carrying out the action (verbs)
_s (with nouns)	more than one person, place, or thing (nouns)
_es	more than one, used after s, ss, zz, x, sh, ch, tch, and sometimes o
_ed	the action has already happened, tells about an action in the past
_ing	the action is continuing or was ongoing
_er (with adj.)	more so than one other object (big, bigger)
_est	more so than several other objects (small, smallest)
_en	changes a noun to an adjective (wood, wooden - made of wood) changes a verb to an adjective (froze, frozen) changes the form of a verb (We eat..., we have eaten...)
_ness	having the characteristics of (good, goodness)
_ful	full of (thoughtful)
_er (with nouns)	one who does this action (teacher, farmer)
_ly	changes an adjective to an adverb (quiet, quietly)
_y	changes a noun to an adjective (sun, sunny)
_able	changes a noun to an adjective (misery, miserable) changes a verb to an adjective (wash, washable)
un_ (with adj.)	not (unhurt)
un_ (with verbs)	do the opposite of (unzip)
_less	without (helpless)
sub_	under, below, at a lower level (subway, submarine)
dis_	not (disapprove)
_ment	changes a verb to a noun (entertain, entertainment)

Add an \_s to a noun to show more than one. Add an \_s to a verb to show that only one person or thing is doing the action.



s

z



cat

cats

run

runs

hen

hens

sit

sits

pig

pigs

beg

begs

pot

pots

hop

hops

pan

pans

grab

grabs

sled

sleds

help

helps

duck

ducks

fight

fight

tent

tents

find

finds

frog

frogs

like

likes

game

games

ride

rides

day

days

sleep

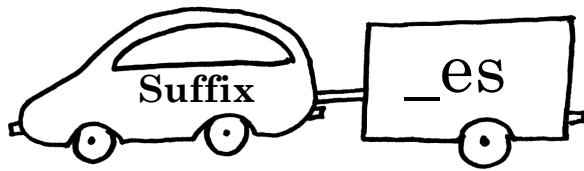
sleeps

bike

bikes

look

looks



If a noun ends with the letters shown, use \_es to indicate more than one. If a verb ends with the letters shown, use \_es to show that a single person or thing is doing the action.

\_s

\_ss

\_zz

\_x

\_sh

\_ch

\_tch

bus  
buses

glass  
glasses

box  
boxes

dish  
dishes

lunch  
lunches

match  
matches

fizz  
fizzes

kiss  
kisses

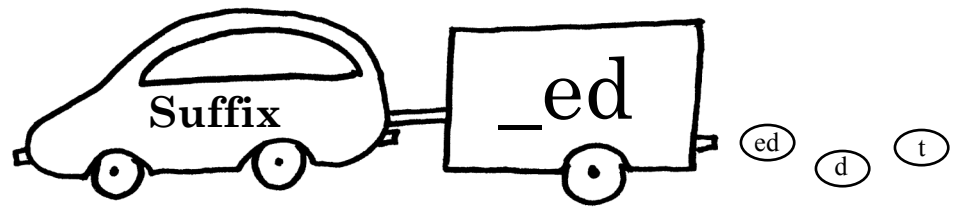
mix  
mixes

brush  
brushes

march  
marches

catch  
catches

Add \_ed to a verb to show that the action is in the past. The \_ed suffix can be pronounced in three different ways, ed, d, or t.



ed

need  
needed

d

roar  
roared

t

help  
helped

want  
wanted

sigh  
sighed

jump  
jumped

land  
landed

wash  
washed

match  
matched

paint  
painted

toss  
tossed

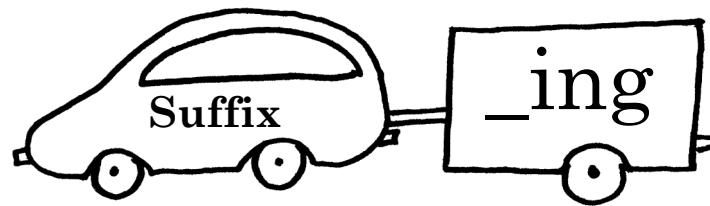
ask  
asked

shout  
shouted

play  
played

wish  
wished

Add \_ing to the end of a verb to show that the action is or was continuing to occur over a period of time.



send  
sending

rain  
raining

roll  
rolling

ask  
asking

push  
pushing

count  
counting

help  
helping

feed  
feeding

jump  
jumping

sleep  
sleeping

shout  
shouting

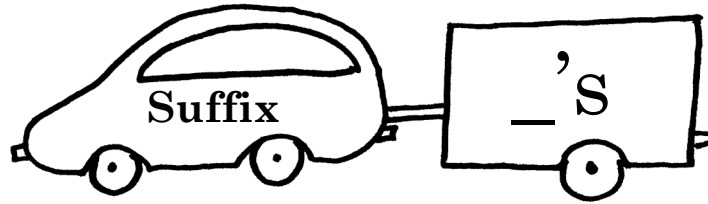
go  
going

hold  
holding

play  
playing

plant  
planting

Add an \_'s after a noun to show ownership.



Pat has a dog.

Pat's dog

Sam has a cat.

Sam's cat

Ed has a truck.

Ed's truck

Pam has a flag.

Pam's flag

Bob has a frog.

Bob's frog

Jan has a dress.

Jan's dress

Mom has a van

Mom's van

Ben has a rock.

Ben's rock

This mark ' is called an apostrophe. Use an 's at the end of a word to show that something belongs to someone.

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



*suffix study*

scrub

scrubbed

scrubbing

zip

zipped

zipping

clap

clapped

clapping

hop

hopped

hopping

knit

knitted

knitting

beg

begged

begging

hum

hummed

humming

pin

pinned

pinning

drop

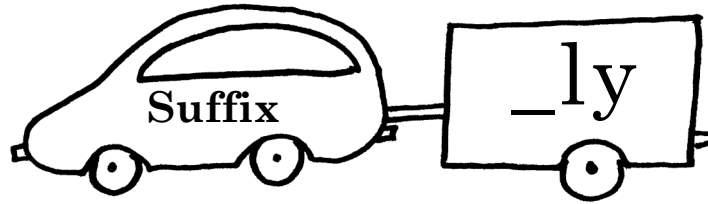
dropped

dropping

chat

chatted

chatting



soft  
softly

neat  
neatly

kind  
kindly

fair  
fairly

hard  
hardly

poor  
poorly

quick  
quickly

quiet  
quietly

oil  
oily

sad  
sadly

proud  
proudly

bold  
boldly

safe  
safely

time  
timely

calm  
calmly

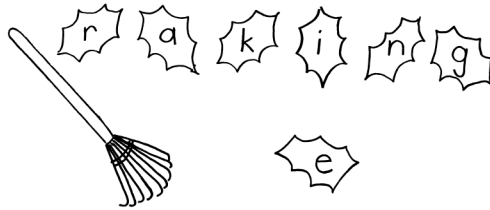
slow  
slowly

timid  
timidly

cost  
costly



Drop the e and  
add \_ed or \_ing.



*suffix study*

wave

waved

waving

smile

smiled

smiling

hope

hoped

hoping

share

shared

sharing

snore

snored

snoring

rake

raked

raking

time

timed

timing

rinse

rinsed

rinsing

cause

caused

causing

serve

served

serving

live

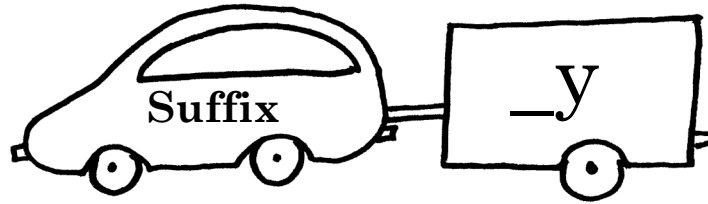
lived

living

love

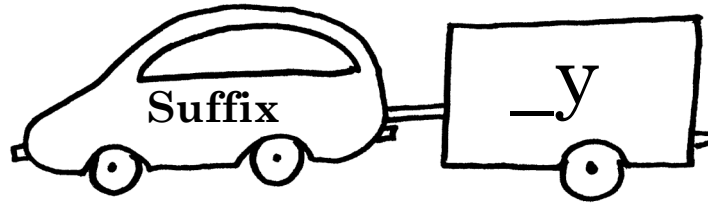
loved

loving



wind	windy	hair	hairy
risk	risky	rain	rainy
silk	silky	need	needy
rock	rocky	weed	weedy
luck	lucky	sleep	sleepy
full	fully	mold	moldy
bull	bully	soap	soapy
bush	bushy	foam	foamy
push	pushy	snow	snowy
itch	itchy	cloud	cloudy
fish	fishy	grouch	grouchy

The suffix y changes a noun to an adjective.



sun      sunny

bag      baggy

bat      batty

pep      peppy

gum      gummy

yum      yummy

mud      muddy

nut      nutty

fog      foggy

mess      messy

fizz      fizzy

puff      puffy

fuzz      fuzzy

boss      bossy

fuss      fussy

hill      hilly

dust      dusty

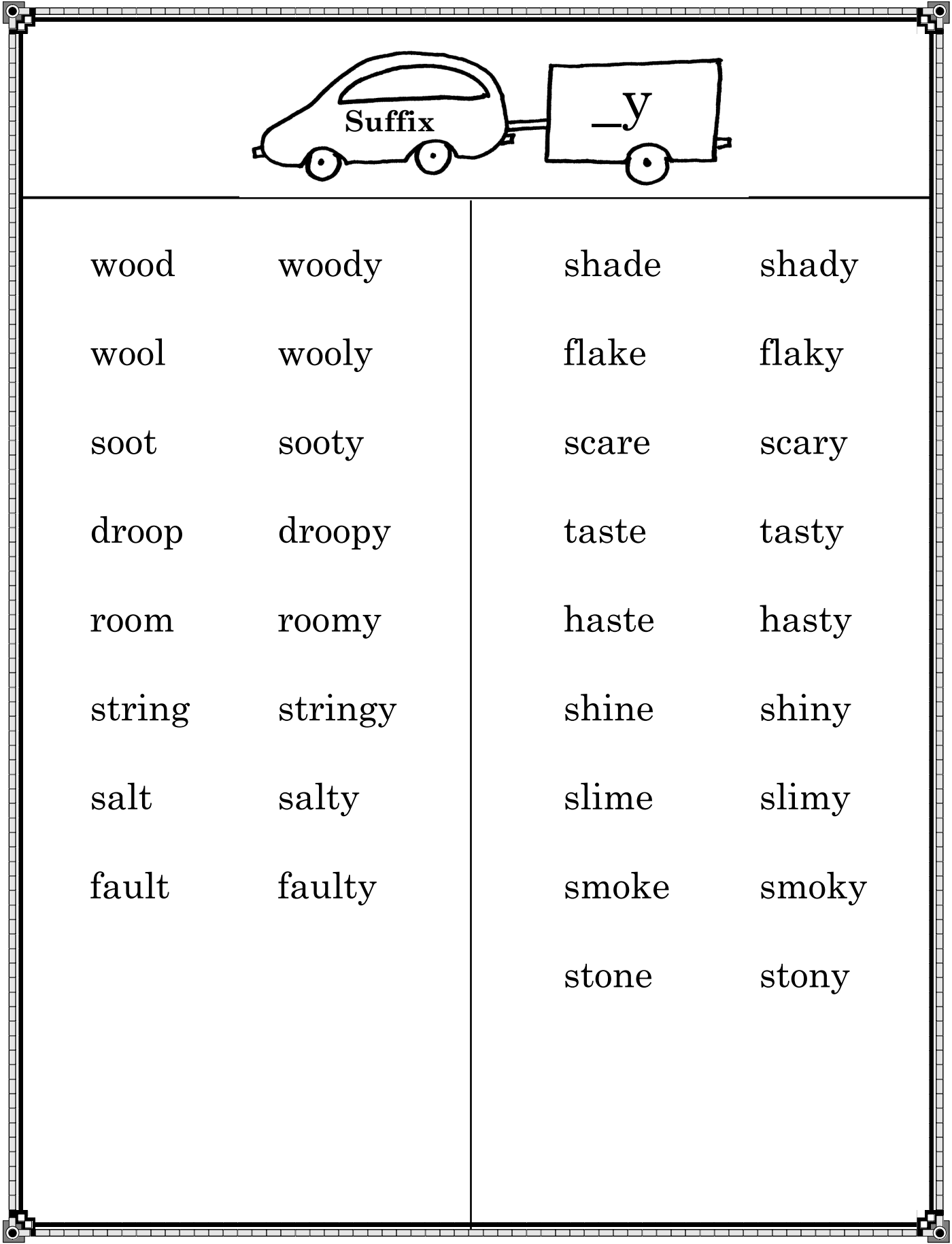
rust      rusty

bump      bumpy

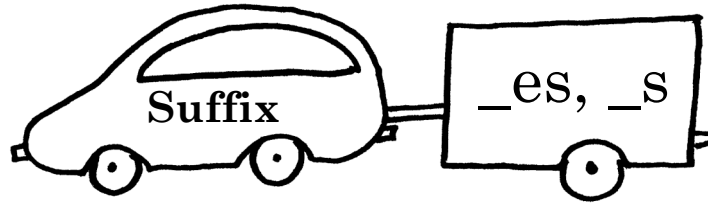
jump      jumpy

lump      lumpy

sand      sandy



Sometimes add \_s and sometimes add \_es when a word ends with the letter o.



go  
goes

hippo  
hippos

banjo  
banjos  
banjoes

potato  
potatoes

tempo  
tempos

lasso  
lassos  
lassoes

tomato  
tomatoes

pinto  
pintos

\* do  
\* does

Change the y to i  
and add \_es or \_ed.



*suffix study*

dry

dries

dried

try

tries

tried

cry

cries

cried

fry

fries

fried

spy

spies

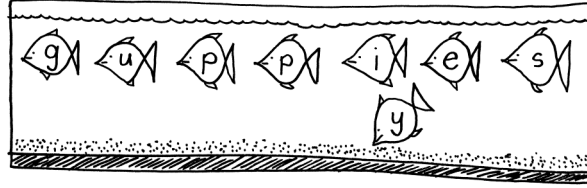
spied

reply

replies

replied

Change the y to i  
and add \_es.



*suffix \_ies*

baby

babies

hobby

hobbies

puppy

puppies

ruby

rubies

lady

ladies

pony

ponies

story

stories

guppy

guppies

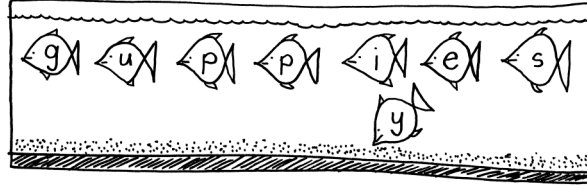
family

families

city

cities

Change the y to i  
and add \_es or \_ed.



*suffix \_ies  
and \_ied*

hurry

hurries

hurried

marry

marries

married

carry

carries

carried

copy

copies

copied

pity

pities

pitied

study

studies

studied

empty

empties

emptied

worry

worries

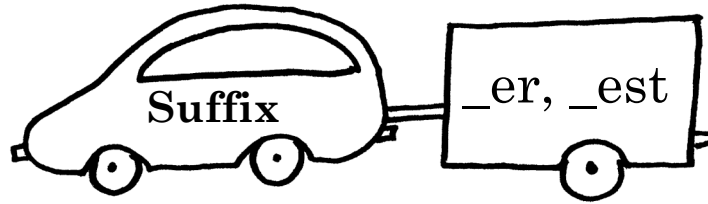
worried

tally

tallies

tallied





short

shorter

shortest

small

smaller

smallest

long

longer

longest

bright

brighter

brightest

high

higher

highest

slow

slower

slowest

great

greater

greatest

mean

meaner

meanest

big

bigger

biggest

hot

hotter

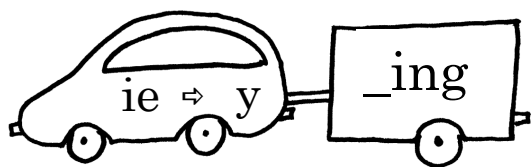
hottest

red

redder

reddest

*suffix study*



Drop the  
e and  
add \_ed.

Change the  
ie to y and  
add \_ing.

lie

lied

lying

die

died

dying

tie

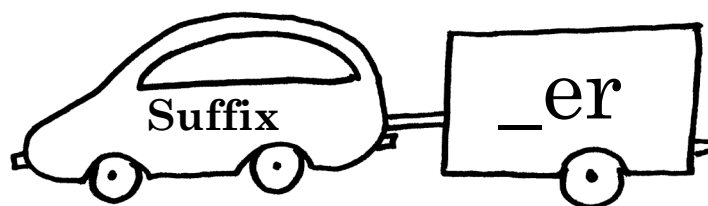
tied

tying

vie

vied

vying



farm

farmer

sing

singer

clean

cleaner

teach

teacher

play

player

roll

roller

out

outer

work

worker

wash

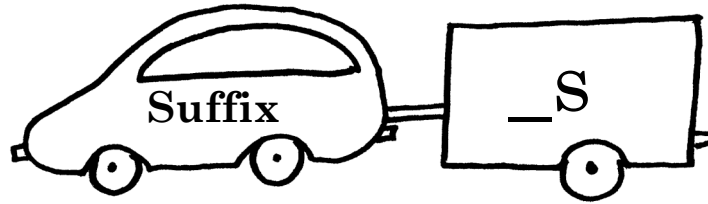
washer

paint

painter

catch

catcher



vase  
vases

rise  
rises

rose  
roses

raise  
raises

prize  
prizes

rinse  
rinses

house  
houses

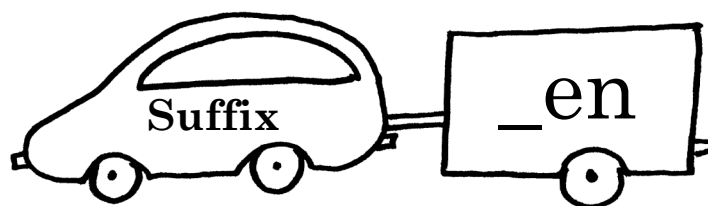
cause  
causes

horse  
horses

sneeze  
sneezes

verse  
verses

chase  
chases



eat  
eaten

dark  
darken

hid  
hidden

froze  
frozen

fall  
fallen

deaf  
deafen

bit  
bitten

shake  
shaken

sunk  
sunken

gold  
golden

got  
gotten

drive  
driven

beat  
beaten

wood  
wooden

rot  
rotten

stole  
stolen

wool  
woolen

hard  
harden

sad  
sadden

spoke  
spoken

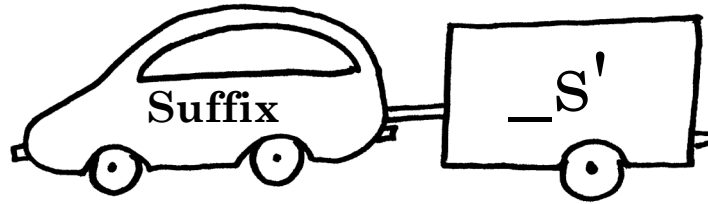
damp  
dampen

straight  
straighten

fat  
fatten

prove  
proven

Use s' to show  
ownership for  
more than one  
person or thing.



The birds  
The birds' nest

The babies  
The babies' toys

The boys  
The boys' classroom

The robbers  
The robbers' car

The girls  
The girls' tables

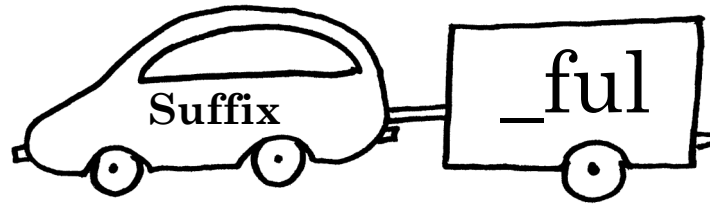
The stores  
The stores' customers

The ladies  
The ladies' meeting

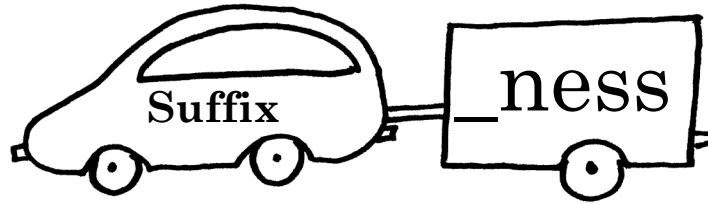
The clowns  
The clowns' tricks

The boats  
The boats' owners

The dogs  
The dogs' house



help helpful	 wonder wonderful	sin sinful
power powerful	wish wishful	joy joyful
fear fearful	care careful	law lawful
hate hateful	harm harmful	use useful
pain painful	hope hopeful	tear tearful
rest restful	play playful	beauty beautiful



good  
goodness

deaf  
deafness

loud  
loudness

firm  
firmness

fair  
fairness

rude  
rudeness

soft  
softness

weak  
weakness

happy  
happiness

dark  
darkness

glad  
gladness

ugly  
ugliness

sick  
sickness

hard  
hardness

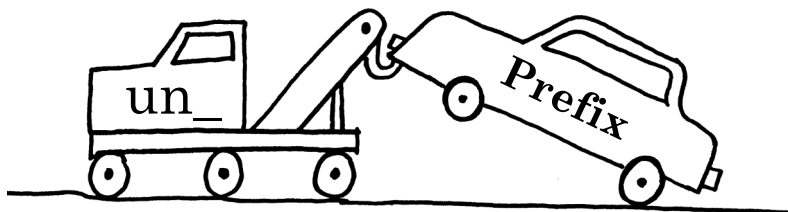
lazy  
laziness

damp  
dampness

kind  
kindness

like  
likeness





do  
undo

zip  
unzip

invited  
uninvited

able  
unable

dress  
undress

hurt  
unhurt

done  
undone

tie  
untie

limited  
unlimited

usual  
unusual

fasten  
unfasten

harmed  
unharmed

biased  
unbiased

wind  
unwind

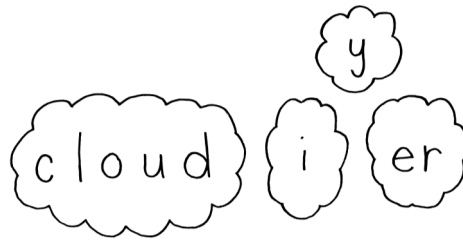
believable  
unbelievable

cooked  
uncooked

caring  
uncaring

load  
unload

Change the y to i  
and add \_er or \_est.



*suffix \_ier, \_iest*

happy

happier

happiest

friendly

friendlier

friendliest

sleepy

sleepier

sleepiest

hungry

hungrier

hungriest

funny

funnier

funniest

silly

sillier

silliest

pretty

prettier

prettiest

fuzzy

fuzzier

fuzziest

messy

messier

messiest

busy

busier

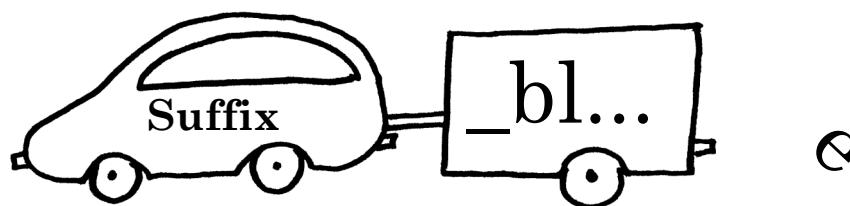
busiest

cloudy

cloudier

cloudiest

In a silent-e syllable,  
drop the *e* before  
adding *\_ed* or *\_ing*.



tumble  
tumbled  
tumbling

jingle  
jingled  
jingling

twinkle  
twinkled  
twinkling

settle  
settled  
settling

bubble  
bubbled  
bubbling

battle  
battled  
battling

tickle  
tickled  
tickling

wiggle  
wiggled  
wiggling

sparkle  
sparkled  
sparkling

rumple  
rumpled  
rumpling

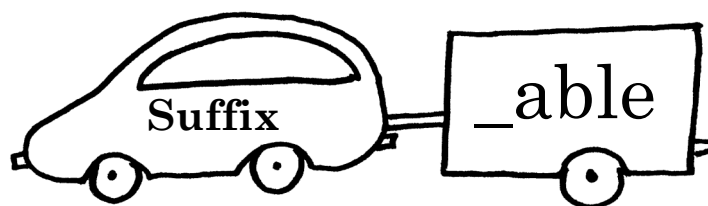
sprinkle  
sprinkled  
sprinkling

giggle  
giggled  
giggling

bottle  
bottled  
bottling

tingle  
tingled  
tingling

ladle  
ladled  
ladling



enjoy  
enjoyable

value  
valuable

chew  
chewable

love  
lovable

avoid  
avoidable

believe  
believable

comfort  
comfortable

adore  
adorable

afford  
affordable

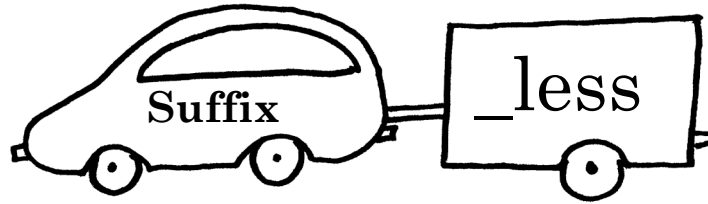
reuse  
reusable

wash  
washable

remove  
removable

break  
breakable

rely  
reliable



help  
helpless

use  
useless

<sup>sh</sup>  
sugar  
sugarless

bone  
boneless

care  
careless

spot  
spotless

fear  
fearless

hair  
hairless

harm  
harmless

home  
homeless

hope  
hopeless

tire  
tireless

life  
lifeless

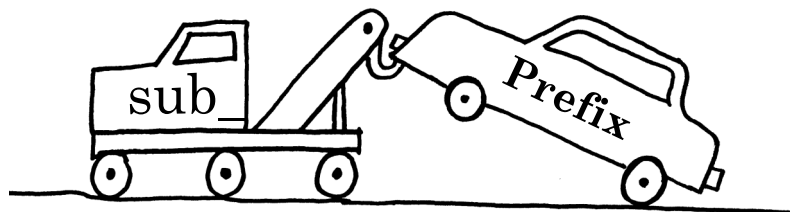
list  
listless

meat  
meatless

rest  
restless

pain  
painless

thought  
thoughtless



way  
subway

marine  
submarine

contract  
subcontract

clinical  
subclinical

divide  
subdivide

plot  
subplot

lease  
sublease

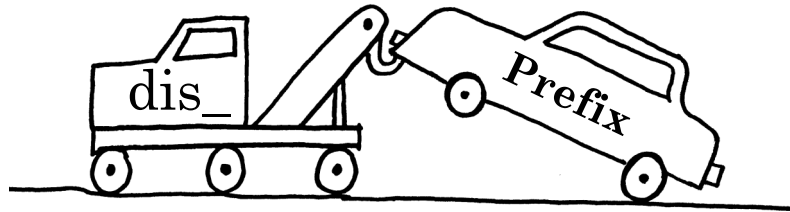
soil  
subsoil

species  
subspecies

standard  
substandard

station  
substation

title  
subtitle



appear  
disappear

honor  
dishonor

like  
dislike

honest  
dishonest

agree  
disagree

continue  
discontinue

approve  
disapprove

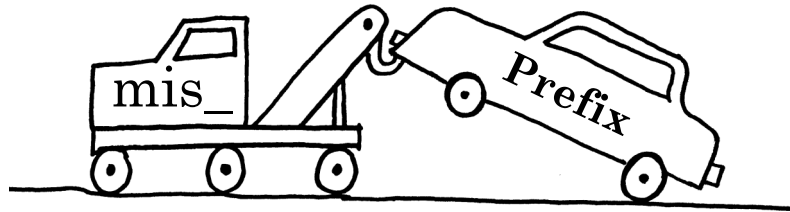
qualify  
disqualify

obey  
disobey

respect  
disrespect

able  
disable

interest  
disinterest



match  
mismatch

behave  
misbehave

judge  
misjudge

print  
misprint

trust  
mistrust

use  
misuse

lead  
mislead

spell  
misspell

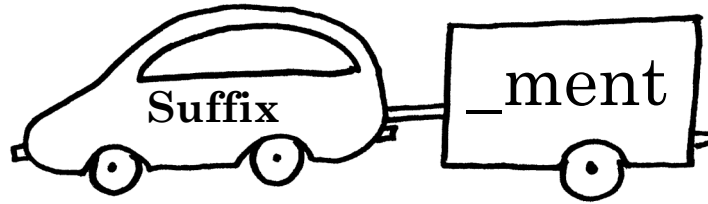
place  
misplace

step  
misstep

lead  
mislead

use  
misuse





treat  
treatment

enjoy  
enjoyment

ship  
shipment

excite  
excitement

argue  
argument

pave  
pavement

measure  
measurement

state  
statement

move  
movement

entertain  
entertainment

harass  
harassment

judge  
judgment

content  
contentment

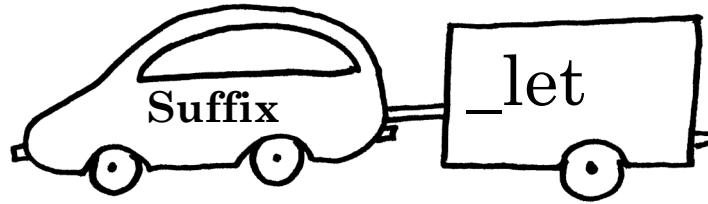
ail  
ailment

base  
basement

pay  
payment

argue  
argument

agree  
agreement



owl  
owlet

pig  
piglet

ankle  
anklet

cut  
cutlet

eagle  
eaglet

eye  
eyelet

out  
outlet

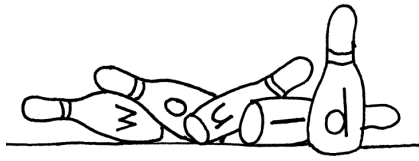
book  
booklet

leaf  
leaflet

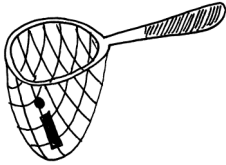
drop  
droplet

cover  
coverlet

triple  
triplet



would



is



have

# Contractions



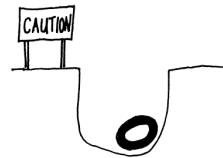
are



us



will



not

# Contractions



I                      will                      I'll

he                      will                      he'll

she                      will                      she'll

we                      will                      we'll

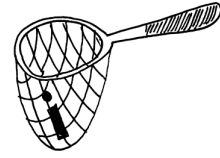
you                      will                      you'll

it                      will                      it'll

they                      will                      they'll

who                      will                      who'll

# Contractions



he is he's

she is she's

it is it's

that is that's

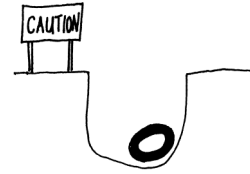
who is who's

there is there's

here is here's

what is what's

# Contractions



did	not	didn't
is	not	isn't
should	not	shouldn't
could	not	couldn't
would	not	wouldn't
are	not	aren't
has	not	hasn't
have	not	haven't
had	not	hadn't
does	not	doesn't
must	not	mustn't
was	not	wasn't
were	not	weren't



# Contractions



you

are

you're

we

are

we're

they

are

they're

who

are

who're

I

am

I'm

let

us

let's

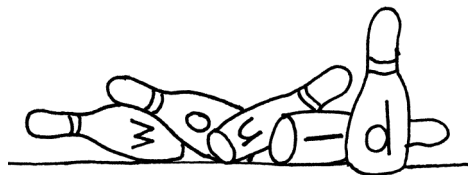
# Contractions



I	have	I've
you	have	you've
we	have	we've
they	have	they've
could	have	could've
would	have	would've
should	have	should've
might	have	might've
who	have	who've
there	have	there've



# Contractions



I	would	I'd
---	-------	-----

he	would	he'd
----	-------	------

she	would	she'd
-----	-------	-------

we	would	we'd
----	-------	------

you	would	you'd
-----	-------	-------

they	would	they'd
------	-------	--------

who	would	who'd
-----	-------	-------

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

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

## Sight Word Review



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

## Sight Word Review



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

# Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom.

## ***Learning The Alphabet***

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

## ***Advanced Learning The Alphabet***

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, and begin to spell simple short vowel words.

### ***Short Vowel Words***

#### ***Basic Short Vowel Words***

#### ***Expanded Short Vowel Words***

Choose from three different versions to best meet instructional needs. Students spell and read short vowel words. They learn seven sight words and begin to read simple sentences with short vowel words.

## ***Phonics Patterns And Stories For Beginning Readers (Books 1 - 8)***

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. They spell and read words with those patterns, then read easy stories containing the same patterns. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

## ***Advanced Phonics Patterns From Children's Books***

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. Each new pattern or series of patterns prepares students to one of eighty-one children's picture books, at reading levels 1.1 through 4.7. The books must be obtained separately.

## ***Advanced Decoding Practice***

Students review all of the phonics, syllable, and suffix patterns taught in this program by reading short word lists. Unlike the other levels, this level is not taught in a specific sequence. The patterns are arranged in logical groupings, to be studied as needed.