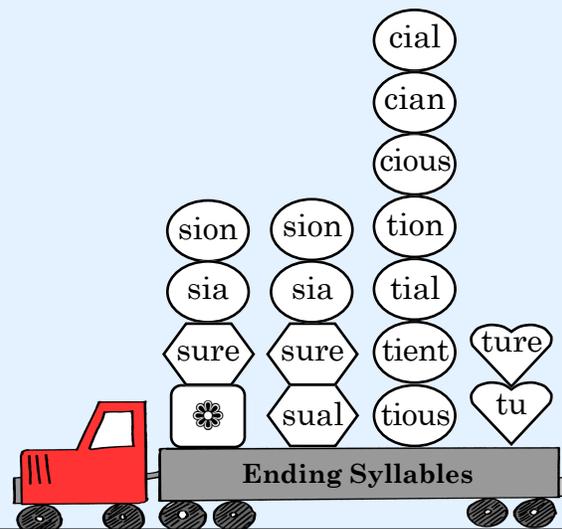


# Advanced Phonics Patterns From Children's Books

mb		lamb
gu	?	guess
ch		chorus
ch		chef
tion	$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$	addition



## Sound City Reading

## The Story Of The Umbrella Vowels

One day all of the vowels, a, e, i, o, and u, went for a walk. As they walked, it started to rain. The letter u always carried his umbrella, because the word umbrella begins with the letter u's short vowel sound. He put up his umbrella, which was very large, to keep himself dry. The other vowels did not bring their umbrellas. As the rain fell on them, they asked the letter u if they could get under his umbrella, too. The letter u said that they could, IF they would promise to say his "short u" sound (u as in umbrella) instead of their own sounds whenever they appeared in words. The other vowels were very sad, because they each had their own sound and didn't want to give them up. Soon the rain poured down even harder. "PLEASE let us get under your umbrella," they said. "We want to keep our own sounds, but we promise that in some words we will always say your sound." The letter u agreed and they all crowded under the umbrella as they walked home. And that's why the other vowels say the "uh" sound in some words to this very day.



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Free materials for teaching reading are available  
as PDF files at [www.soundcityreading.net](http://www.soundcityreading.net).

The handwriting fonts used in this book are available from  
Educational Fontware, Inc, 1-800-806-2155  
<http://www.educationalfontware.com>

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## Patterns To Study - Start Here

The patterns should be taught in order. Most patterns are new, but some were taught in *Phonics Patterns And Stories*. Studying the patterns prepares students to read a new book. When you see a book listed, students will be ready to read it. All the phonetic words in the book will contain phonics patterns that have been taught. If it is not possible to obtain the books, you can use any age appropriate reading materials at the students' instructional level, however in this case, be aware that students will encounter some words with patterns they have not yet learned. Any words with unfamiliar patterns should be introduced by the teacher.

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*The Spooky Old Tree* by Stan and Jan Berenstain (Random House, 1978)

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*Goggles* by Ezra Jack Keats (Aladdin Books, 1969)

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*The Fire Cat* by Esther Averill (Harper Trophy, 1960)

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*Happy Birthday, Moon* by Frank Asch (Scholastic Inc., 1982)  
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*The Grouchy Ladybug* by Eric Carle (Scholastic Inc., 1977)

*Ben's Trumpet* by Rachel Isadora (Scholastic Inc., 1979)

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*Danny And The Dinosaur* by Syd Hoff (Harper & Row, 1958)

*The Hungry Thing Returns* by Jan Slepian and Ann Seidler, illustrated by Richard E. Martin (Scholastic Inc., 1990)

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*Madeline* by Ludwig Bemelmans (Scholastic, 1939)

*A Color Of His Own* by Leo Lionni (Scholastic Inc., 2003)

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*Mufaro's Beautiful Daughters* by John Steptoe (Scholastic, 1987)

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In this section, words with advanced ending syllables are grouped together. To make it easier to decode these words, no vowel pairs or bossy r patterns are included in these lists. The lists may be used with older students who are already reading, who need to study the ending syllables as soon as possible, but who may not have learned all of the basic vowel patterns. They may also be used with younger students, who may benefit from less complex words when they are first introduced to ending syllables. Students who read these lists should already be familiar with open and closed syllables in words. These are taught in the syllable study section above.

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## Children's Books

The phonics instruction in Sound City Reading is designed to prepare students to read the books on the following list to practice their newly learned reading skills. Books are listed in the order in which they can be read. Parents or teachers may want to read the stories aloud to the student first. Becoming familiar with the vocabulary and sentence structure ahead of time makes it easier for students to use their word analysis skills to read the story. Of course, the overall goal is for students to receive the preparation needed to read any appropriate book at the elementary level.

Accelerated Reader levels are given for most of the books to give a general idea of the reading level. The levels range from 0.9 to 4.7, in other words, from the ninth month of kindergarten through the seventh month of fourth grade. The Accelerated Reader Program, often purchased by schools, provides short on-line comprehension tests in the classroom for many children's books. You'll notice that the order in which the books are read is not directly related to the AR reading level. If you are using the Sound City Reading program, students will have studied all of the phonics patterns found in each book before they read it. The general progression of the books, however, is from easier to more advanced.

### **Booklets To Read With *Phonics Patterns For Beginning Readers, Books 1-4***

The following *Simple Short Vowel Stories* are in *Phonics Fundamentals Volume 2* by Joy Evans (Evan-Moor Corporations, 1994). The book is out of print, but is available in limited quantities at <http://www.amazon.com/gp/product/1557993076>. Permission is granted by the publisher to reproduce the stories for non-commercial individual or classroom use. These simple short vowel stories about Bob and his dog Sam are perfect for students who are just starting to read. They have a small amount of text and an illustration on each page.

<i>Sam</i> (4 pages)	<i>Bob</i> (4 pages)	<i>Bob and Sam</i> (4 pages)
<i>The Van</i> (4 pages)	<i>Bob Helps</i> (4 pages)	<i>Camp</i> (4 pages)
<i>At the Pond</i> (4 pages)	<i>The Bath</i> (8 pages)	<i>Pam's Pet</i> (8 pages)
<i>Sam's Trick</i> (8 pages)	<i>Sam and Gus</i> (8 pages)	<i>A Bone for Sam</i> (8 pages)

**Books To Read With *Phonics Patterns For Beginning Readers*,  
Books 5-8**

The following easy books for beginners are available in book stores and libraries. These books use the most common words in our language, put together to form high interest stories. Many of the books are rhythmic and rhyming, with a repetitive sentence structure and big print, perfect for beginning readers.

1. *The Foot Book* by Dr. Seuss (Random House, 1968) AR Level 0.6
2. *Green Eggs and Ham* by Dr. Seuss (Random House, 1960) AR Level 1.5
3. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967) AR Level 2.1
4. *Ten Apples Up On Top!* by Theo. LeSieg, illustrated by Roy Mckie (Random House, 1961) AR Level 1.0
5. *Put Me In The Zoo* by Robert Lopshire (Random House, 1960) AR Level 1.4
6. *Go, Dog. Go!* by P. D. Eastman (Random House, 1961) AR Level 1.2
7. *Hop on Pop* by Dr. Seuss (Random House, 1963) AR Level 1.5
8. *Are You My Mother?* by P. D. Eastman (Random House, 1960) AR Level 1.6
9. *The Cat In The Hat* by Dr. Seuss (Random House, 1957) AR Level 2.1
10. *The Wind Blew* by Pat Hutchins (Scholastic, 1974) AR Level 2.9
11. *In The Small, Small Pond* by Denise Fleming (Scholastic Inc., 1993) AR Level 2.0

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

1. *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss (Random House, 1960) AR level 1.7
2. *The Spooky Old Tree* by Stan and Jan Berenstain (Random House, 1978) AR Level 1.1
3. *No, David!* by David Shannon (Scholastic Inc., 1998) AR Level 0.9
4. "More More More," *Said The Baby* by Vera B. Williams (Scholastic Inc., 1990) AR Level 2.5
5. *Hamster Chase* by Anastasia Suen, illustrated by Allan Eitzen (Scholastic Inc., 2002) AR Level 2.0
6. *The Boy Who Cried Wolf* retold by Freya Littledale, illustrated by James Marshall (Scholastic Inc., 1975)
7. *The Cat In The Hat Comes Back* by Dr. Seuss (Random House, 1958) AR Level 2.1
8. *A Fish Out Of Water* by Helen Palmer, illustrated by P. D. Eastman (Random House, 1961) AR Level 1.7
9. *I Wish That I Had Duck Feet* by Theo. LeSieg, illustrated by B. Tobey (Random House, 1965) AR Level 2.2
10. *Knuffle Bunny* by Mo Willems (Hyperion Books For Children, 2004) AR Level 1.6
11. *Pig Pig Grows Up* by David McPhail (E. P. Dutton, 1980) AR Level 3.0
12. *Robert The Rose Horse* by Joan Heilbronner, illustrated by P. D. Eastman (Random House, 1962) AR Level 1.8
13. *Charlie Needs A Cloak* by Tomie dePaola (Scholastic Inc., 1973) AR Level 2.3
14. *The Runaway Bunny* by Margaret Wise Brown, illustrated by Clement Hurd (Harper & Row, 1942) AR Level 2.7

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

15. *Hildilid's Night* by Cheli Durán Ryan, illustrated by Arnold Lobel (Macmillan Publishing Company, 1971) AR Level 3.6
16. *The Best Nest* by P. D. Eastman (Random House, 1968) AR Level 2.1
17. *Caps For Sale* by Esphyr Slobodkina (HarperCollins, 1940) AR Level 3.1
18. *Wings On Things* by Marc Brown (Random House, 1982)
19. *Frog And Toad Are Friends* by Arnold Lobel (HarperCollins Publishers, 1970) AR Level 2.9
20. *Goggles* by Ezra Jack Keats (Aladdin Books, 1969) AR Level 1.8
21. *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (Harper Trophy, 1957) AR Level 2.4
22. *The Fire Cat* by Esther Averill (Harper Trophy, 1960) AR Level 2.9
23. *The King, The Mice, and The Cheese* by Nancy and Eric Gurney (Random House, 1965) AR Level 3.2
24. *There's A Monster Under My Bed* by James Howe, illustrated by Davis Rose (Aladdin Books, 1986) AR Level 1.8
25. *Days With Frog And Toad* by Arnold Lobel (Harper Trophy, 1979) AR Level 2.5
26. *The Little Red Lighthouse And The Great Gray Bridge* by Hildegard H. Swift and Lynd Ward (Harcourt Brace Jovanovich, 1942) AR Level 2.9
27. *Happy Birthday, Moon* by Frank Asch (Scholastic Inc., 1982) AR Level 1.8
28. *The Story About Ping* by Marjorie Flack and Kurt Wiese (Puffin Books, 1977) AR Level 4.3

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

29. *Little Bear's Visit* by Else Holmelund Minarik, illustrated by Maurice Sendak (HarperCollins Publishers, 1961) AR Level 2.3
30. *Nate The Great* by Marjorie Wienman Sharmat, illustrated by Marc Simont (G. P. Putnam's Sons, 1972) AR Level 2.0
31. *A Chair For My Mother* by Vera B. Williams (Scholastic Inc., 1982) AR Level 3.4
32. *Only The Stars* by Dee Boyd, illustrated by Anna Rich (Scholastic Inc., 2004) Level 1.8
33. *Lola At The Library* by Anna McQuinn, illustrated by Rosalind Beardshaw (Charlesbridge, 2006) AR Level 2.2
34. *Unlovable* by Dan Yaccarino (Scholastic Inc., 2001) AR Level 2.7
35. *Amelia Bedelia* by Peggy Parish, illustrated by Fritz Siebel (Harper Trophy, 1963) AR Level 2.5
36. *Daniel's Duck*, by Clyde Robert Bulla, illustrated by Joan Sandin (Harper Trophy, 1979) AR Level 2.0
37. *Something From Nothing* by Phoebe Gilman (Scholastic, 1992) AR Level 3.3
38. *Millions Of Cats* by Wanda Gag (Scholastic Inc., 1928) AR Level 3.5
39. *All Of Our Noses Are Here* by Alvin Schwartz, illustrated by Karen Ann Weinhaus (Harper Trophy, 1985) AR Level 2.4
40. *Mouse Soup* by Arnold Lobel (Scholastic Inc., 1977) AR Level 2.4
41. *Curious George Rides A Bike* by H. A. Rey (Scholastic Inc., 1952) AR Level 4.1
42. *Is Your Mama A Llama?* by Deborah Guarino, illustrated by Steven Kellogg (Scholastic, 1989) AR Level 1.6

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

43. *The Grouchy Ladybug* by Eric Carle (Scholastic Inc., 1977) AR Level 2.8
44. *Ben's Trumpet* by Rachel Isadora (Scholastic Inc., 1979) AR Level 2.2
45. *Danny And The Dinosaur* by Syd Hoff (Harper & Row, 1958) AR Level 2.3
46. *The Hungry Thing Returns* by Jan Slepian and Ann Seidler, illustrated by Richard E. Martin (Scholastic Inc., 1990)
47. *Madeline* by Ludwig Bemelmans (Scholastic, 1939) AR Level 3.1
48. *A Color Of His Own* by Leo Lionni (Scholastic Inc., 2003) AR Level 2.3
49. *Where The Wild Things Are* by Maurice Sendak (Scholastic, 1963) AR Level 3.4
50. *If You Give A Mouse A Cookie* by Laura Numeroff, illustrated by Felicia Bond (Scholastic, 1985) AR Level 2.7
51. *Bread And Jam For Frances* by Russell Hoban, illustrated by Lillian Hoban (Scholastic Inc., 1964) AR Level 3.4
52. *All in One Piece* by Jill Murphy (Scholastic Inc., 1987) AR Level 2.6
53. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, illustrated by Ray Cruz (Scholastic, 1972) AR Level 3.7
54. *Arthur's Camp-Out* by Lillian Hoban (Harper Trophy, 1993) AR Level 2.9
55. *There Is A Carrot In My Ear And Other Noodle Tales* retold by Alvin Schwartz, illustrated by Karen Ann Weinhaus (Harper Trophy, 1982) AR Level 2.5
56. *My Best Friend* by Mary Ann Rodman, illustrated by E. B. Lewis (Puffin Books, 2005) AR Level 2.2

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

57. *Anansi and the Moss-Covered Rock*, by Eric A. Kimmel, illustrated by Janet Stevens (Scholastic, 1988) AR Level 2.4
58. *All The Colors Of The Earth*, by Sheila Hamanaka (Morrow Junior Books, 1994) AR Level 2.2
59. *Katy and The Big Snow*, by Virginia Lee Burton (Scholastic, 1943) AR Level 2.9
60. *Mike Mulligan And His Steam Shovel*, by Virginia Lee Burton (Scholastic Inc., 1939) AR Level 4.4
61. *Ming Lo Moves The Mountain*, by Arnold Lobel (Scholastic Inc., 1982) AR Level 3.6
62. *Leo The Late Bloomer* by Robert Kraus, illustrated by Jose Aruego (Scholastic Inc., 1971) AR Level 1.2
63. *Alistair Underwater* by Marilyn Sadler, illustrated by Roger Bollen (Simon & Schuster, 1988)
64. *Miss Nelson Is Missing* by Harry Allard and James Marshall (Houghton Mifflin, 1977) AR Level 2.7
65. *Thank you, Mr. Falker* by Patricia Polacco (Philomel Books, 1998) AR Level 4.1
66. *Sylvester and the Magic Pebble* by William Steig (Simon and Schuster, 1969) AR Level 4.0
67. *Peppe The Lamplighter* by Elisa Bartone, illustrated by Ted Lewin (Scholastic Inc., 1993) AR Level 3.3
68. *Harold and the Purple Crayon* by Crockett Johnson (Scholastic Inc., 1959) AR Level 3.0
69. *Big Chickens* by Leslie Helakoski, illustrated by Henry Cole (Scholastic Inc., 2006) AR Level 2.6
70. *A New Coat For Anna* by Harriet Ziefert, illustrated by Anita Lobel

## Children's Books

### Books To Read With *Advanced Phonics Patterns From Children's Books*

- (Scholastic, 1986) AR Level 3.5
71. *Watch Out For The Chicken Feet In Your Soup* by Tomie dePaola (Simon & Schuster, 1974) AR Level 1.3
  72. *Angelina On Stage* by Katharine Holabird, illustrated by Helen Craig (Scholastic, 1991) AR Level 4.6
  73. *A Pocket For Corduroy* by Don Freeman (Scholastic Inc., 1978) AR Level 3.7
  74. *The Hickory Chair* by Lisa Rowe Fraustino, illustrated by Benny Andrews (Scholastic Inc., 2001) AR Level 4.3
  75. *Flossie And The Fox* by Patricia C. McKissack, illustrated by Rachel Isodora (Scholastic Inc., 1986) AR Level 3.2
  76. *Tikki Tikki Tembo* retold by Arlene Mosel, illustrated by Blair Lent (Scholastic Inc., 1968) AR Level 4.2
  77. *The Bicycle Man* by Allen Say (Scholastic Inc., 1982) AR Level 3.8
  78. *The Little House* by Virginia Lee Burton (Scholastic, 1942) AR Level 4.2
  79. *Why Mosquitoes Buzz In People's Ears* by Verna Aardema, illustrated by Leo and Diane Dillon (E. P. Dutton, 1975) AR Level 4.0
  80. *Mufaro's Beautiful Daughters* by John Steptoe (Scholastic, 1987) AR Level 4.3
  81. *The Fool Of The World And The Flying Ship* by Arthur Ransome, illustrated by Uri Shulevitz (Sunburst/Farrar, Straus and Giroux, 1968) AR Level 4.7

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

Day	New Phonogram Or Syllable Pattern	Suffix Study, Punctuation, Contractions	Multi-Syllable Words	Book to Read	Sight Words
1	mb/lamb			<i>One Fish Two Fish Red Fish Blue Fish</i>	comb
2		sun, sunny	giant	<i>The Spooky Old Tree</i>	
3	ugh/laugh			<i>No, David!</i>	
4	gu/guess			<i>More, More, More Said The Baby</i>	
5		goes, does		<i>Hamster Chase</i>	
6		dry, dries, dried		<i>The Boy Who Cried Wolf</i>	
7		baby, babies			
8		hurries, hurried		<i>The Cat In The Hat Comes Back</i>	
9	ph/phone				
10	i/pizza		Otto, began, radio, cellar, policeman	<i>A Fish Out Of Water</i>	
11	ze/freeze				
12	ye/rye				
13	ch/chorus				
14		smaller, smallest			
15		tie, tied, tying	tennis, hundred, only, nobody, behind	<i>I Wish That I Had Duck Feet</i>	friend, movie, eyes, else
16	ch/chef			<i>Knuffle Bunny</i>	machine
17	tion/addition				
18		glued, gluing		<i>Pig Pig Grows Up</i>	
19		farm, farmer			
20		rose, roses	wagon, Chicago, doctor, movie, police	<i>Robert The Rose Horse</i>	woman, people, friends, once, ah
21		wood, wooden			
22		hid, hidden			
23		froze, frozen	beautiful, table	<i>Charlie Needs A Cloak</i>	during, sew

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

Day	New Phonogram Or Syllable Pattern	Suffix Study, Punctuation, Contractions	Multi-Syllable Words	Book to Read	Sight Words
24	tain/curtain		bargain	<i>The Runaway Bunny</i>	
25	bu/building			<i>Hildilid's Night</i>	
26	ought/bought				
27		the birds' nest	grocery, post of- fice, already, bar- rel	<i>The Best Nest</i>	move, else, busy
28	ou/country		upset, until, final- ly, ordinary, dis- turb, money, mon- key	<i>Caps For Sale</i>	sure
29	ous/enormous				
30		help, helpful	wagon, dragon, wonderful	<i>Wings On Things</i>	shoes, many
31	t/castle			<i>Frog And Toad Are Friends</i>	
				<i>Goggles</i>	
32		good, goodness	princess, helmet, tunnel, beautiful, China, surprise, carrots	<i>Little Bear</i>	eyes
			meow, hello, be- cause, barrel	<i>The Fire Cat</i>	answered, noth- ing, friend, against
33	ace/necklace				
34		zip, unzip	palace, idea, lions, elephants	<i>The Kind, The Mice, And The Cheese</i>	answer, only, sure, gone, ques- tion
35	dge/fudge			<i>There's A Monster Under My Bed</i>	
36		hungrier, hungriest	terrible, carry, idea, tomorrow	<i>Days With Frog And Toad</i>	cover, second, blah, cupboard, sure, island
37		jingled, jingling	cheerio, Albany	<i>The Little Red Light- house And The Great Gray Bridge</i>	canoe, iron, hur- rah
				<i>Happy Birthday Moon</i>	

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

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Books to Read	Sight Words
				<i>The Story About Ping</i>	
38	i/onion				
39	ture/nature			<i>Little Bear's Visit</i>	
40	ive/detective				
41		enjoy, enjoyable	diamonds, Rosa- mond, secret, Harry	<i>Nate The Great</i>	bury, color
				<i>A Chair For My Mother</i>	
42	sc/scissors			<i>Only The Stars</i>	
43	cial/special			<i>Lola At The Library</i>	
				<i>Unlovable</i>	
44	sure/pressure sure/measure				
45	sual/unusual		ribbon, open	<i>Amelia Bedelia</i>	minute, lem- on-meringue, enough, oven
			cabin, quiet, Tennessee, mocca- sins, different, beautiful	<i>Daniel's Duck</i>	answer, else, sewed
				<i>Something From Nothing</i>	
46	qua/quarrel			<i>Millions of Cats</i>	
47	squa/squash				
48	cian/magician		meter, human, ter- rific, beauty	<i>All Of Our Noses Are Here</i>	mirror, gone, halfway, whole
49	swa/swan			<i>Mouse Soup</i>	
50	y_e/type				
51	y/gymnastics			<i>Curious George Rides A Bike</i>	
52	rh/rhino		whiskers, certain, kangaroo, Rhonda, mama, llama	<i>Is Your Mama A Lla- ma?</i>	

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

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Book to Read	Sight Words
				<i>The Grouchy Ladybug</i>	
				<i>Ben's Trumpet</i>	
53	gn/gnat gn/sign			<i>Danny And The Dinosaur</i>	
				<i>The Hungry Thing Returns</i>	
54	mn/autumn			<i>Madeline</i>	
				<i>A Color of His Own</i>	
55	ate/pirate		private	<i>Where The Wild Things Are</i>	
56	ice/notice		refrigerator, mustache	<i>If You Give A Mouse A Cookie</i>	
				<i>Bread And Jam For Frances</i>	
57	tu/spatula			<i>All In One Piece</i>	
58	x/exhaust		office	<i>Alexander And The Terrible, Horrible, No Good Very Bad Day</i>	tongue
59	qu/antique		insect, collect, protect	<i>Arthur's Camp-Out</i>	
			mosquitoes, bicycle, rolling, secret, ruler	<i>There Is A Carrot in My Ear</i>	
60	h/herb			<i>My Best Friend</i>	
61		help, helpless	lesson, zebra, empty, giraffe, bananas, coconuts, rhinoceros, Anansi, wicked	<i>Anansi And The Moss-Covered Rock</i>	
				<i>All The Colors Of The Earth</i>	
62	tial/initials				
63	tient/quotient			<i>Katy And The Big Snow</i>	
64	ine/medicine				
65	ine/gasoline			<i>Mike Mulligan And His Steam Shovel</i>	

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

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Book to Read	Sight Words
66	sion/mansion			<i>Ming Lo Moves The Mountain</i>	
67	sion/television			<i>Leo The Late Bloomer</i>	
68		way, subway			
69		appear, disappear	controls, ordinary, quiet, collect	<i>Alistair Underwater</i>	Alistair, algae, above
70		misbehave		<i>Miss Nelson Is Missing</i>	
				<i>Thank you, Mr. Falker</i>	
71	ious/furious			<i>Sylvester And The Magic Pebble</i>	
				<i>Peppe The Lamplighter</i>	anxious
72	cious/delicious			<i>Harold And The Purple Crayon</i>	
73	tious/nutritious			<i>Big Chickens</i>	
74		enjoy, enjoyment	delicious, necklace, carol, garnet, reflection, lingonberries, Christmas	<i>A New Coat For Anna</i>	porcelain
				<i>Watch Out For The Chicken Feet In Your Soup</i>	
75	e/ballet			<i>Angelina On Stage</i>	
				<i>A Pocket For Corduroy</i>	
76	ite/opposite				
77	age/luggage			<i>The Hickory Chair</i>	
				<i>Flossie And The Fox</i>	
				<i>Tikki Tikki Tembo</i>	
				<i>The Bicycle Man</i>	
78	age/garage			<i>The Little House</i>	
79	th/thyme		mosquito, creature, owlet, mischief, iguana, conscience, usually, guilty, honest, satisfied	<i>Why Mosquitoes Buzz In People's Ears</i>	answer
80		owl, owlet			
81	x/xylophone			<i>Mufaro's Beautiful Daughters</i>	
82	z/azure		stifle	<i>The Fool Of The World And The Flying Ship</i>	

## Notes For The Teacher

Before beginning this book, students should be reading easy material comfortably and should be familiar with many of the common phonetic patterns. If needed, the Sound City Reading materials listed on the back cover of this book will teach the necessary letter patterns and words so that students will be ready for the advanced letter patterns taught in this book.

The phonetic patterns in this book are taught in a sequential order to prepare students to read the listed children's books. (However, there are separate sections at the end of this book in which syllable patterns, ending syllables, and advanced consonant patterns are grouped together for extra practice.)

Each new pattern or group of patterns studied will prepare the student to read a new book. In general, the books near the beginning of the list are easier to read than those near the end of the list.

Plan to study one new pattern per day. The patterns taught include phonogram patterns (phonics patterns), ending syllables, prefixes, and suffixes. After being introduced to a new pattern, students will practice reading the words and sentences in this book. After studying several new patterns students will be ready to read the listed trade book. The trade books contain only the phonetic patterns that have been taught.

The patterns dge, ou/country, ph, ugh, ye, y\_e, y/gymnastics, qua, and squa have been added to the newest version of *Phonics Patterns For Beginning Readers, Book 8*. They are repeated in this book.

### Sound Story And Sound Charts

A *Sound Story* is included in this book. It uses pictures to illustrate each sound in our language. It is followed by charts showing the sounds for the letters of the alphabet, the various vowel sounds, and the consonant digraph sounds. The teacher should read the sound story to the students so that they will be familiar with the sound pictures and the sounds they represent. Every day, the teacher should choose several charts to review. Point to each letter pattern on the charts and have students say the sounds or sounds and key words in unison. The charts show patterns arranged in logical groups, making it easier for students to see the overall phonetic structure of the English language. Daily practice provides the overlearning needed for students to be able to remember the patterns and apply them when reading and spelling new words. A larger version of the sound story and large wall charts are available from Sound City Reading; these can be used when working in a classroom.

A Summary Sound Chart follows the other charts. It shows all of the letter patterns that can be used to represent each sound. For example, the a/apron sound can be represented by ai/rain, ay/play, and a\_e/safe. It is

not necessary to go over this chart daily. It is helpful for students to go over this chart occasionally and become familiar with it.

### **Sound Cards**

The teacher should write each new pattern on a large index card, show the card, and model the sound when it is introduced. (A set of phonogram cards can be printed from the [www.soundcityreading.net](http://www.soundcityreading.net).) Each student should look at the new card and say the related sound, taking turns, one at a time. If the pattern has more than one sound, each sound should be given, one after the other, with a slight pause in between. Each new card is added to the previously taught cards, creating a card pack. The teacher should go through the card pack daily. The students look at the patterns and give the sounds in unison.

### **Studying New Words - Overview**

For most patterns, there are twelve new words to study. As far as possible, words have been selected that will be familiar to the students. However some patterns are found in a limited number of words, and many of these will not be in the students' speaking vocabulary. In addition, many of the words with the advanced patterns are multi-syllable words, which are harder to decode. It is difficult for a students to predict which syllables are stressed and unstressed, which affects the vowel sounds, in an unfamiliar word. For this reason, the lists should be introduced in a structured way.

First students should hear the teacher model the pronunciation of the words. Then they will discuss the meaning of each word. They will also work with the teacher to analyze the phonetic elements in the word, syllable by syllable. Then they will be ready to read the words.

The teacher will need a good dictionary to look up the meanings and pronunciations of unfamiliar words. Dictionary.com and Merriam-Webster have online dictionary apps that can be downloaded onto a smart phone. These are helpful as a quick reference. You can type in a word, see the definition, and click on a speaker symbol to hear how the word is pronounced.

### **Studying New Words - Suggested Steps**

Write the list of words on the board, or show a copy of the page from this book on an overhead projector. The teacher will point to and mark these words one at a time. Students will watch and mark the words in their books in the same way.

The following steps are for just one word. Repeat the steps for each word on the list. After students become familiar with the routine, the sequence should go quickly. It takes less time to do the steps than to read them.

Many of the words are multi-syllable words, some words have sections that break the rules, and some words will be unfamiliar to students. It is important for students to hear each word pronounced correctly before they begin to analyze it. This prevents students from decoding any words incorrectly the first time they try to read them, creating the wrong first impression. The secret to student interest and involvement during this process is to call on them to tell you what to do, instead of just showing them what to do.

- 1) The teacher points to a word and pronounces it clearly. Students look at the word and pronounce it in unison.
- 2) Students say the syllables for the word in unison, clapping for each syllable. The teacher calls on a student to explain to the class where to divide between the syllables. Sometimes the teacher asks the student to explain his or her reasoning.
- 3) The students put lines on their papers to divide between the syllables. One good way to divide is shown in the words below. This method clearly separates the syllables and cannot be mistaken for the letter l. Then the teacher divides the word correctly on the board. Students check their work and correct it if they have divided in the wrong place.

basket

fantastic

- 4) The teacher points to one syllable at a time. Students pronounce each syllable in unison as they copy it onto lined paper.
- 5) The teacher says, "Do we need to mark anything in this word?" Give support as needed to help students arrive at the correct answer. The teacher marks the word on the board as the students explain what to mark. Students watch and mark the word in the same way on their papers. Put a straight line over single long vowels, put two dots over vowels as needed. (Examples: rō/tate, tö/night, ä/ways) Underline vowel patterns with two or more letters. (Examples: rain, card, should.)
- 6) Students look at the marked word and pronounce it slowly, one syllable at a time, in unison. Then they repeat the word at regular speed.
- 7) The teacher says, "Does anyone know the meaning of this word?" Call on students to answer. Look it up in a dictionary if necessary.
- 8) After completing the words, the teacher asks students to find each word, given its meaning. For example, say to the students, "Find the word that means a baby sheep. (lamb) Find the word that is a part of your hand. (thumb). What do you do to your hair to make it neat? (comb) Who installs and repairs the water pipes in buildings? (plumber) Call on students to find and pronounce the words. The whole class points to the word in their book and repeats.

- 9) On some days, instead of doing step eight, do this instead. The teacher chooses a word at random and segments the word out loud into its separate sounds or syllables. For example, for the word *lamb*, the teacher would say l.....a.....mb. For the word *information*, the teacher would say in.....for.....ma.....tion. The student must scan the words on the list and find the word that matches the sounds pronounced by the teacher. Then the student points to the word, pronounces it clearly, and waits for the class to repeat the word in unison.
- 10) Students take turns reading the sentences. If desired, they can reread the sentences in unison.

### How To Divide The Words Into Syllables

- 1) Look for the vowels. Look at the consonants between the vowels. Divide between two consonants that are alike.

pup/pet      rab/bit      com/mon

- 2) Look for the vowels. Look at the consonants between the vowels. Divide between two consonant that are different.

bas/ket      hel/met      sub/ject

- 3) Look for the vowels. Look for a single consonant between the vowels. If the first vowel has the short vowel sound, divide after the consonant.

cam/el      rob/in      med/al      vis/it      up/on

If the first vowel has the long vowel sound, divide after the first vowel.

re/lax      ra/ven      o/pen      li/lac      tu/lip

- 4) Usually two adjacent vowels stay together.

treat/ment      re/peat      sail/or

- 5) Sometimes two adjacent vowels are in different syllables and represent two different sounds. Divide between the vowels.

ru / in      i/de/a      cre/ate      ster/e/o

- 6) There are many patterns in which the letters work together as an ending syllables. Keep the letters together. Divide before the pattern.

na/tion      mis/sion      fu/ture      lit/tle

- 7) In words with a “bossy r” pattern, keep the vowel and the letter *r* together.

tar/get      jour/nal      cel/lar      pur/pose      but/ter

- 9) For most suffixes, divide between the word and the suffix.

land/ed      sing/ing      hope/ful      help/less

Exceptions:      runs      rained      peeled

- 10) When in doubt, listen carefully to the word as you pronounce it. Clap the syllables. Can you hear where the word is separated? If necessary, look up the word in the dictionary. It will show the word divided into syllables. Merriam-Webster has a phone app dictionary that shows the divisions between the syllables.

### How To Mark The Words

- 1) Draw lines to divide each word into syllables.

pup/pet      cab/in      in/struc/tion      clear/ly

- 2) Mark single long vowels with a straight line.

sē/cret      rō/bot      mū/sic      hip/pō      zē / bŭ

- 3) Draw an umbrella over the letters *a* or *o* in words if they have the short *u* sound.

☂  
won/der      ☂  
a/way      ☂  
pan/da      ☂  
com/pass

- 4) Mark dotted vowels with two dots.

tö/day      ä/ways      sur/vëy      kī/wī      püd/ding

- 5) Put a small *x* above any silent letters.

lis/<sup>x</sup>ten      plumb<sup>x</sup>/er      <sup>x</sup>hon/est      tum / bl<sup>x</sup>e

- 6) For any letters that do not represent their usual sound, write a small letter above them, to show the correct sound.

<sup>o</sup>fa/ther      <sup>s</sup>cel/er/y      <sup>j</sup>gen/tle      <sup>z</sup>xan/thin      <sup>sh</sup>sure

- 7) Draw a curved line below vowels in unaccented syllables, to show that the vowels are hardly pronounced. The line starts at the consonant just before the vowel, and ends at the consonant just after the vowel. This type of vowel sound is called the schwa sound.

com/bine    ran/som    ped/al    can/al

- 8) In some multi-syllable words, unstressed syllables end with a vowel. Instead of a long vowel sound, these vowels have the “schwa” sound. They are hardly heard at all. Mark the schwa sound with a curved arrow.

com/pli/ment    del/e/gate    el/o/quent

- 9) The vowels in some accented open syllables represent the short vowel sound. Mark these vowels with an asterisk.

spe\* / cial    of / fi\* / cial    mū\* / si\* / cian    ma / gi\* / cian

- 10) Underline multi-letter vowel patterns. Mark vowel-consonant-e patterns as shown.

rain    night    form    small    should    state

Before students mark each word in their books, the teacher should call on a student to explain how to mark the word. As the student tells what to mark, the teacher should model the markings on the words written on the board, or on a copy of the word list displayed on an overhead projector. Then students should mark the word.

### Understanding The Symbols



This broken ruler shows that a letter pattern is a “rule breaker.” It doesn’t represent the sound that you would expect.



This pair of glasses indicates that a word is a sight word. Some of the letters or letter patterns in the word do not represent the usual sound.



An x placed above a letter tells you that the letter is not pronounced in a word or letter pattern. It is “silent.”



When you see this arrow going under a vowel in a word, go directly from the preceding consonant to the following consonant, skipping the vowel sound. The vowel does not have its regular sound. It is hardly pronounced at all.



Two dots over a vowel means “not the usual sound.”

## Decoding One Syllable And Multi-Syllable Words From The Board

On a white board or chalk board, write mixed lists of words with patterns that have already been taught. When working with a new pattern, use that pattern only. For review patterns, first try two different patterns. Then work up to three or more patterns. This is a good way to review patterns with multiple sounds, for example ea/eat, ea/head, and ea/steak. You can also mix words in which different letters represent the same sounds, as in s/sun, ce/cent, ci/city, and cy/cyle.

Have students take turns coming to the board. They should divide the word into syllables, mark it as needed, and pronounce it.

You may want to write the vowel patterns from the words across the top of the board and review them before starting.

## Introducing Words With Advanced Ending Syllables

You can do this activity when introducing words with ending syllables (tion, ture, etc.). Write the ending syllables on blank index cards ahead of time. Select the syllable you are going to introduce. Write the beginnings of the words on the board before the class arrives, leaving a space between syllables. Do not write the ending syllables. Make the print on the board match the size of the print on the ending syllables card.

To do the activity, show the card, model the sound, and make any explanations as needed. Then call on students to come to the board one at a time. Each student reads the first syllable or syllables from the board for each word. Quickly place the card at the end of the word. The student pronounces the ending syllable, then pronounces the whole word. The whole class repeats. Assist as needed.

Finish the lesson by moving the ending syllable card down the column of beginning syllables and have students pronounce the words created in unison.

## Follow-Up Activities

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

- 1) Copy the words.
- 2) Illustrate selected words.
- 3) Copy and illustrate one or more of the sentences.
- 4) Write new sentences with one or more of the words.
- 5) Write definitions for some of the words.
- 6) Write an essay, story, poem, or song using as many words from the

- word list as possible.
- 7) Write an essay or story that contains one of the sentences from this book. In other words, elaborate on one of the sentences to create a story.
  - 8) Choose one word from a word list as a topic or theme, and write an essay or story related to that topic.
  - 9) Draw a scene which contains pictures of several of the words from a word list. Label the items. Example: A plumber climbs a hill to a farmhouse, carrying his tool box. He has a comb in his pocket. A lamb stands beneath the limbs of a nearby tree.
  - 10) Write the words in alphabetical order.
  - 11) Find as many rhyming words as possible.
  - 12) Sort the words by parts of speech; put all the nouns together, all the verbs, etc. Or sort the words into other types of groups - transportation, places, people, etc.

### **Advanced Ending Consonant Blends**

As students begin to read more advanced books, they will encounter words with advanced ending blends in the text. This includes words such as *grasp*, *sulk*, and *strict*. Take a little time to study the advanced consonant blends truck charts. Students should practice pronouncing the ending blends by saying the sound combinations on the charts. During the first lessons model the pronunciation of each blend and have students repeat. Have students read the pages with ending consonant blends and spell some of the word from dictation.

### **Using The Companion Volume: *Know The Phonetic Code***

As students continue to study one new pattern per day, they may need to review the patterns they have already learned. You may use the companion volume *Know The Phonetic Code* for this purpose. It contains word lists for all of the patterns studied in the whole Sound City Reading series, beginning with short vowel words. All of the basic vowel patterns, consonant patterns, and syllable patterns are reviewed in the same order in which they are taught in the *Phonetic Words And Stories* books. Each page teaches words with anew pattern, including both one syllable and two-syllable words, where applicable. There are also separate word lists to teach the advanced ending syllables, advanced consonant patterns, prefixes, suffixes, and contractions.

There are two versions of *Know The Phonetic Code*. One version is a single book that contains just word lists. The second version is a series of three books which contain the same word lists and also short phonetic practice stories. These are the same stories found in the *Phonetic Words And Stories* books.

## Reading The Children's Books

The teaching outline shows which book or books to read after studying new phonogram patterns, prefixes, or suffixes. If you follow the sequence chart, students should be able to decode all of the words in each book. Remember that they will sometimes need support remembering the various sounds and syllable patterns. It is wise to pre-teach unfamiliar words as vocabulary words before beginning a new book. Write each word on the board, pronounce it, divide it into syllables and mark it, and explain its meaning. Have students read the word and take turns using it in a sentence.

The teacher can structure reading from the books in a variety of ways. Choose the approaches that work the best for your group of students.

- 1) The teacher reads the story aloud, introduces new vocabulary words from the story, and asks oral comprehension questions.
- 2) The teacher rereads the story aloud, one sentence, paragraph, or page at a time. The class follows in their books, and then rereads the section in unison.
- 3) Students take turns reading pages of the story in a small group with the teacher. The teacher assists as needed.
- 4) Students take turns reading the story aloud with a partner.
- 5) Students reread the story independently. Students who need help at this step can follow the text while listening to the story on tape.

The teacher may want to prepare comprehension questions for the students to answer on paper. The teacher can also assign creative writing, story mapping, or art activities related to the book being read.

### What If You Don't Have Multiple Copies Of The Children's Books?

You can use this program with any reading series or materials that you have available. In this case, you can't be sure that all the words in each story are decodable. Assist the students with words that have patterns that have not yet been introduced.

If you have just one copy of each of the children's books, you can read the book aloud to the class, and then have students take turns reading it in small groups. You can then place the book in a class library. Students can select books from the library to read independently during silent reading time.

# A Sound Story

## About Audrey and Brad



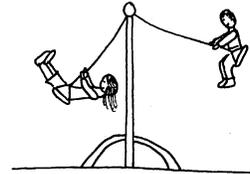
### Part 1

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



T t

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



I i

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



H h

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

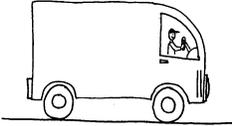


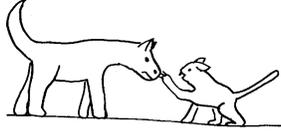
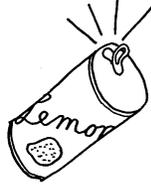
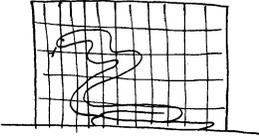
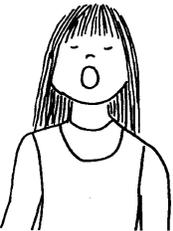
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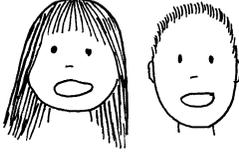
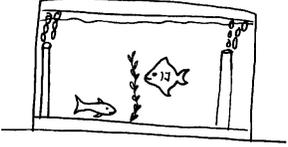
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”

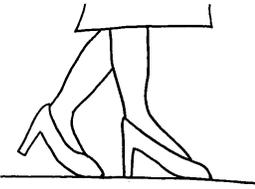
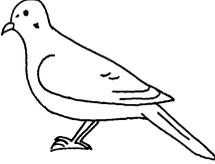
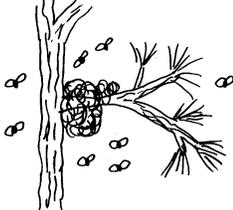
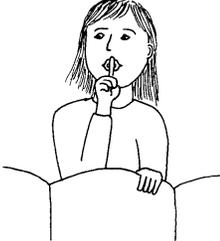


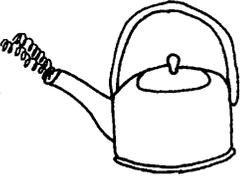
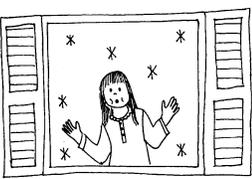
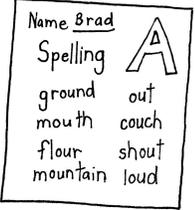
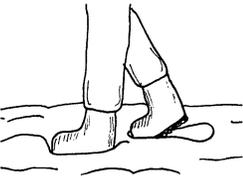
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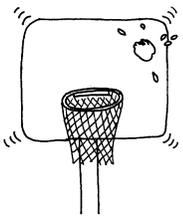
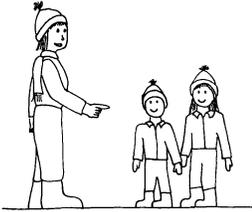
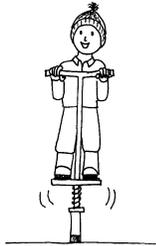
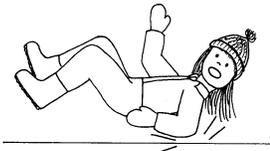
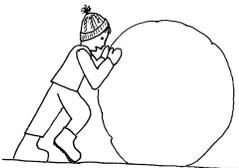
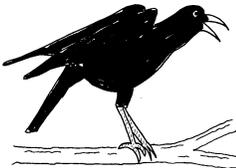
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

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

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

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

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

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

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



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

The End

### Notes About the Alphabet

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

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

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

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

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

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

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

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

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

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

### **How to Study the Story and Sound Overview Charts**

Read some of the story aloud to the students each day, until you have read the whole story. For more advanced students who have already been exposed to the sound story, read through the sound story to review the sound for each picture. Being familiar with the sound pictures will help the student learn new phonogram patterns and their sounds..

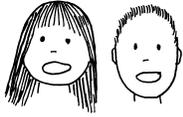
Go over the sound charts at the beginning of each lesson. Look at each letter of the alphabet, each vowel sound, and each consonant pattern. Students should say the sounds or sounds and key words from the charts as the teacher points to each letter or letter pattern. In some cases, there will be more than one letter pattern to represent a sound. In other cases, there will be more than one sound for a single letter pattern. Seeing these relationships on the charts helps students create a mental map of the letters and sounds.

### **Before Starting This Book**

Students should complete *Phonetic Words And Stories, Books 1-8*, before beginning this book.

Alphabet Sounds

A a



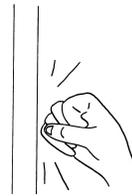
B b



C c



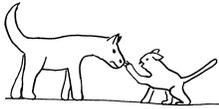
D d



E e



F f



G g



H h



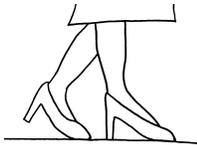
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J j



K k



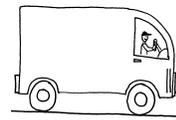
L l



M m



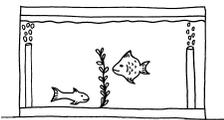
N n



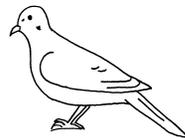
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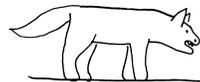
P p



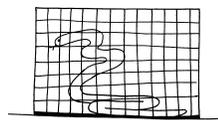
Q u qu



R r



S s



T t



U u



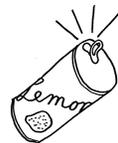
V v



W w



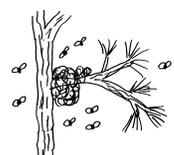
X x



Y y



Z z



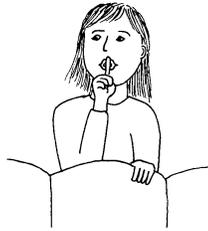
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



sh



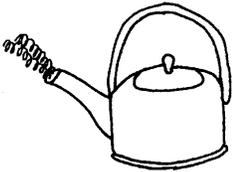
ē



ō



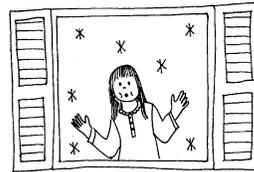
th



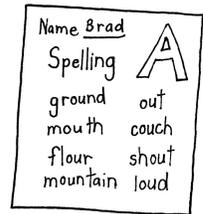
th



ö



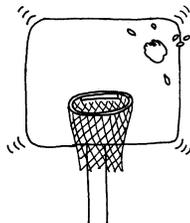
ā



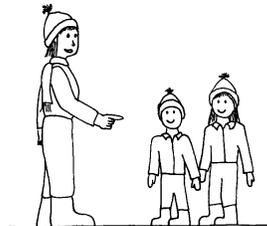
ch



ng



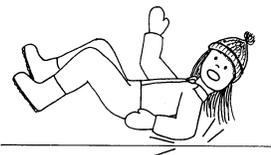
ū



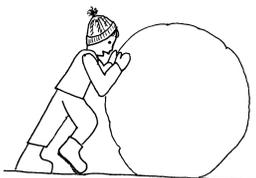
oi oy



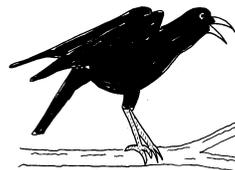
ou ow



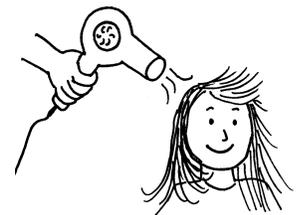
ü



ä

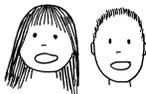
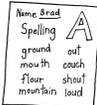
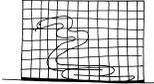
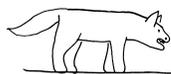
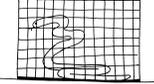


measure, vision,  
azure, garage

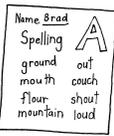
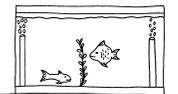


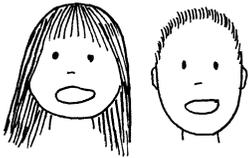
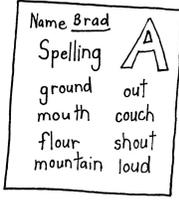
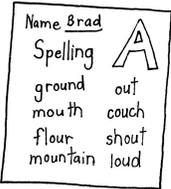
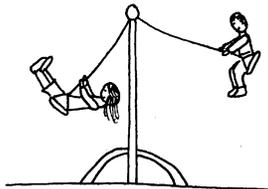
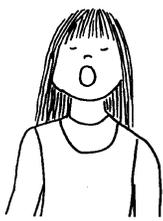
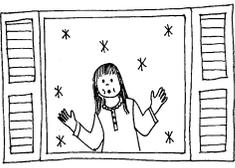
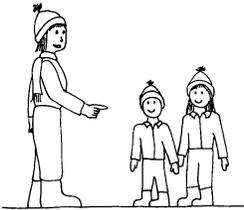
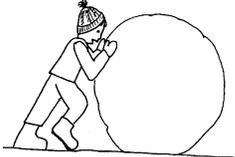
Say the sound for each letter or pattern.

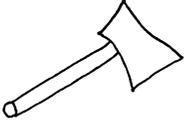
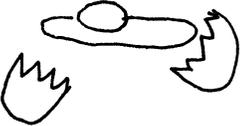
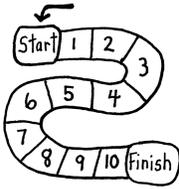
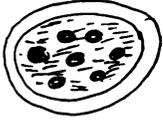
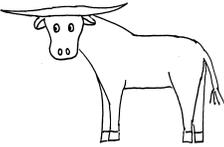
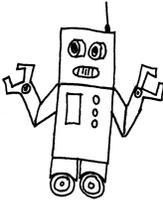
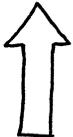
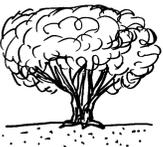
Say the sound or sounds for each letter.

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

A blank box without a picture indicates "no sound."

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

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

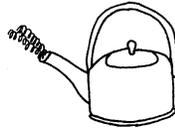
Short Vowels VC	Long Vowels CV	Dotted Vowels
<p>a </p> <p>ax</p>	<p>ā </p> <p>ra ven</p>	<p>ä </p> <p>all</p>
<p>e </p> <p>egg</p>	<p>ē </p> <p>be gin</p>	<p>ë </p> <p>ballet</p>
<p>i </p> <p>in</p>	<p>ī </p> <p>li lac</p>	<p>ï </p> <p>pizza</p>
<p>o </p> <p>ox</p>	<p>ō </p> <p>ro bot</p>	<p>ö </p> 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

Advanced Consonant Patterns

sh



th



ch



th



ch



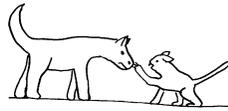
ch



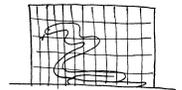
wh



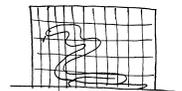
ph



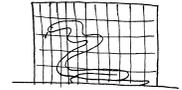
ce



ci



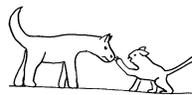
cy



wh



ugh



ge



gi



gy



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



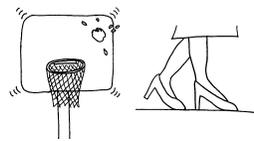
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



adge

edge

idge

odge

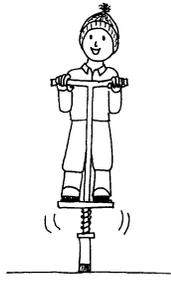
udge

oi



In the middle

oy

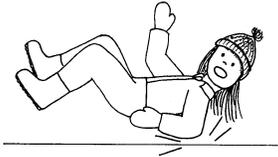


At the end

Odd O

Patterns

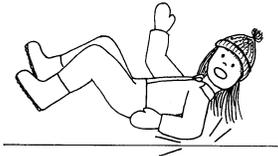
ow



ow



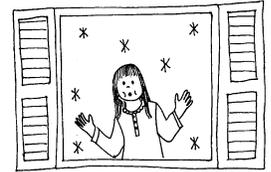
ou



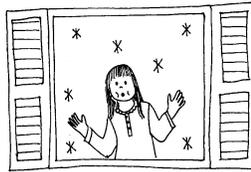
ou



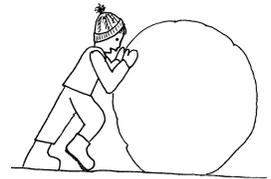
ou



oo



oo



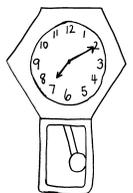
Look at each pattern.  
Say the sound.

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

ould



ought



oi



coins

oy

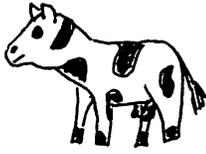


boy

Odd O

Patterns

ow



cow

ow



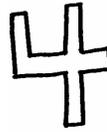
snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

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

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

ould



should

ought



bought

Bossy R Patterns

ar



car

ar



dollar

ar



carrot

er



her

er



heron

ir



bird

or



horse

or



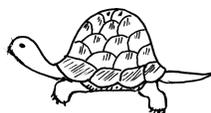
tractor

or



sorry

ur



turtle

More Bossy R Patterns

wor



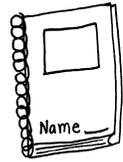
worm

ear



early

our



journal

Umbrella Vowels

 a



what

 a \_



across

\_ a 



panda

 o



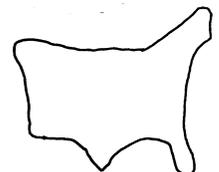
son

 o \_ e



love

 ou



country

Shady Short Vowels

ea



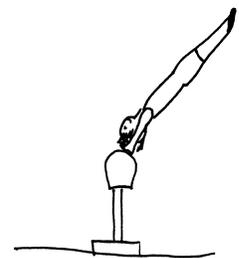
head

a



father

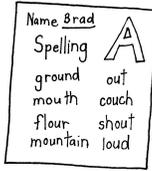
y



gymnastics

## Long Vowel Patterns

ā



ē



ī



ai      rain

ee      feet

ie      pie

ay      play

ei      weird

ey      key

ea      eat

a\_e      safe

e\_e      these

i\_e      pine

igh<sup>x</sup>      night

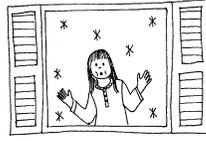
ind      find

ild      child

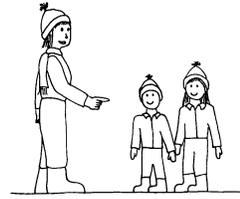
Point to each long vowel on the top row, going across, while students say the sounds.  
Point to each vowel pattern going down the columns.  
Students say the sounds and key words.

## Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

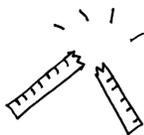
ow snow

o\_e home

u\_e flute

u\_e cube

old gold



olt bolt

ew flew

ew few

oll troll

eu neutron

eu Europe

olk yolk

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

y



y



y

ye

y\_e

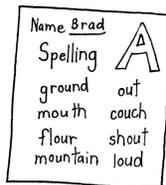


ēi



ëi

In the middle

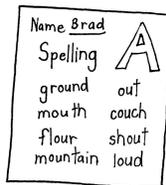


ēy



ëy

At the end

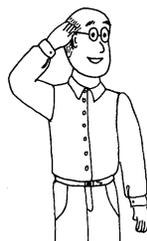


Long E  
Patterns With  
More Than  
One Sound

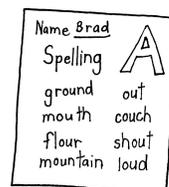
ēa



ea



ëa



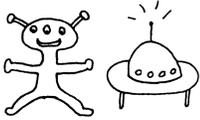
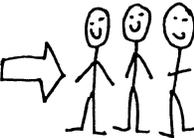
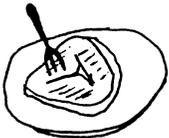
īe



ie



Long I Pattern  
With More Than  
One Sound

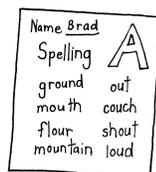
Sounds For Y	y	 yo-yo	y	 happy	y	 my
					ye	 rye
					y_e	 type
ēi		 weird	ëi		 veil	Long E Patterns With More Than One Sound
ēy		 key	ëy		 they	
ēa		 eat	ea		 head	
ēä		 steak				
īe		 pie	ïe		 shield	Long I Pattern With More Than One Sound

## Dotted Vowel Patterns

ä



ë



ï



au Paul

ei veil

ï pizza

aw saw

ey they

ie shield

all ball

ea steak

al salt

eigh sleigh

alk talk

ë ballet

wa wasp

swa swan

qua quarrel

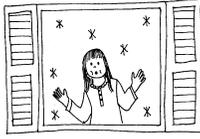
squa squash

ought bought

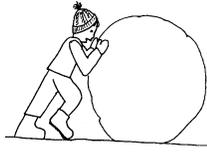


## Dotted Vowel Patterns

ö



ü



Odd O  
Patterns

o      to

u      push

oi      oil

oo      moon

oo      book

oy      boy

ou      soup

ould      should

ow      cow

ow      snow

ou      ouch

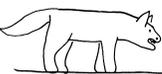
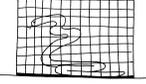
ou      four

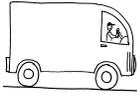
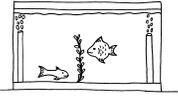
ou      soup

oo      moon

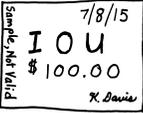
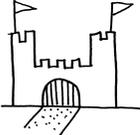
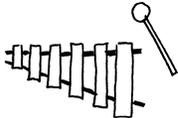
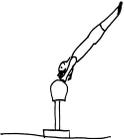
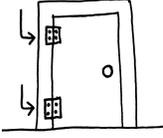
oo      book

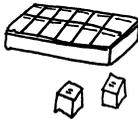
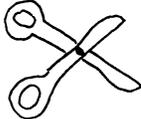
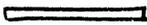
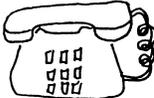
Students look at the dotted vowels going across the top row and say each sound. Students read each dotted sound pattern and key word, going down the columns. Students say each sound and key word in the Odd O Patterns column. Model and have students repeat until they can say the sounds and key words independently.

Advanced Alphabet		Some sounds can be shown in more than one way.		
<p><b>a</b> </p>	<p><b>b</b> </p> <p><b>bu</b> building</p>	<p><b>c</b> </p> <p><b>ck</b> Jack</p> <p><b>ch</b> chorus</p> <p><b>qu</b> antique</p>	<p><b>d</b> </p>	
<p><b>i</b> </p> <p><b>y</b> gymnastics</p>	<p><b>j</b> </p> <p><b>dge</b> fudge</p> <p><b>g</b> gem</p> <p><b>g</b> giant</p> <p><b>g</b> gym</p> <p><b>_ge</b> hinge</p>	<p><b>k</b> </p> <p><b>ck</b> Jack</p> <p><b>ch</b> chorus</p> <p><b>qu</b> antique</p>	<p><b>l</b> </p>	
<p><b>qu</b> </p>	<p><b>r</b> </p> <p><b>wr</b> wren</p> <p><b>rh</b> rhino</p>	<p><b>s</b> </p> <p><b>c</b> cent</p> <p><b>c</b> city</p> <p><b>c</b> cycle</p> <p><b>_ce</b> fence</p> <p><b>_se</b> mouse</p> <p><b>sc</b> scissors</p>	<p><b>t</b> </p> <p><b>th</b> thyme</p>	<p><b>u</b> </p> <p> <b>a</b> what</p> <p><b>a_</b> across</p> <p><b>_a</b> panda</p> <p><b>o</b> son</p> <p><b>o_e</b> love</p> <p><b>ou</b> country</p>

<p><b>e</b> </p> <p><b>ea</b> head</p>	<p><b>f</b> </p> <p><b>ph</b> phone <b>ugh</b> laugh</p>	<p><b>g</b> </p> <p><b>gh</b> ghost <b>gu</b> guess</p>	<p><b>h</b> </p> <p><b>wh</b> who</p>	
<p><b>m</b> </p> <p><b>mb</b> lamb <b>mn</b> autumn</p>	<p><b>n</b> </p> <p><b>kn</b> knife <b>gn</b> gnat <b>gn</b> sign</p>	<p><b>o</b> </p> <p><b>a</b> father</p>	<p><b>p</b> </p>	
<p><b>v</b> </p> <p><b>_ve</b> give</p>	<p><b>w</b> </p> <p><b>wh</b> when</p>	<p><b>x</b> </p>	<p><b>y</b> </p> <p><b>i</b> onion</p>	<p><b>z</b> </p> <p><b>s</b> his <b>_se</b> cheese <b>_ze</b> freeze <b>x</b> xylophone</p>

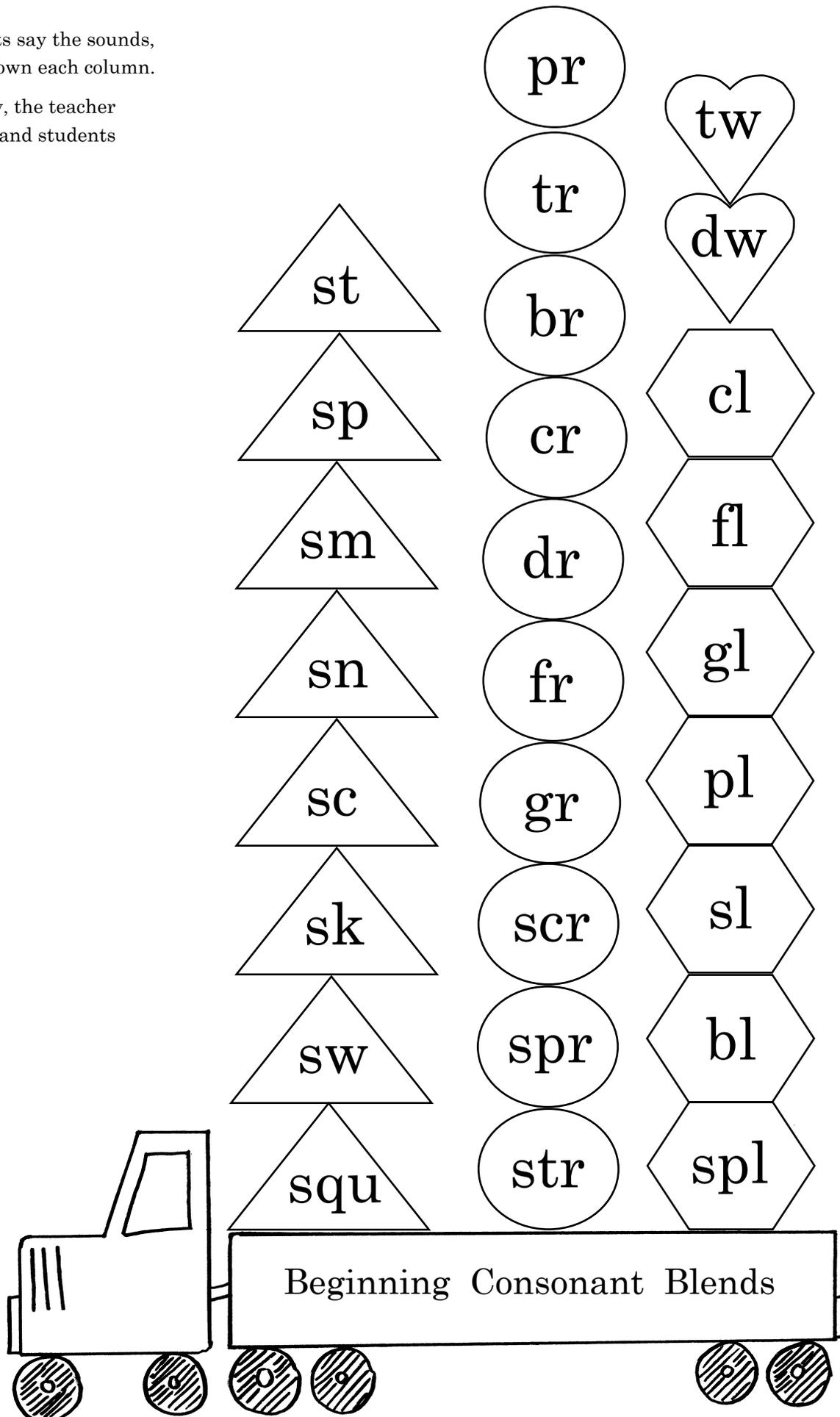
Advanced Consonant Patterns

	x b	debt	 	x p x p	pterodactyl receipt
	c	cent		qu	antique
	c	city		s	his
	c	cycle		x t	castle
	g	gem		x	exhaust
	g	giant		x	xylophone
	g	gym		z	azure
	g	garage		_v <sup>x</sup>	give
	x h	herb		_c <sup>x</sup>	fence
	i	onion		_g <sup>x</sup>	hinge

	_sē <sup>x</sup>	mouse		mn <sup>x</sup>	autumn
	_sē <sup>x</sup>	cheese		rh <sup>x</sup>	rhino
	_zē <sup>x</sup>	freeze		sc <sup>x</sup>	scissors
	bū <sup>x</sup>	building		wr <sup>x</sup>	wren
	gh <sup>x</sup>	ghost		ch	chorus
	gh <sup>x</sup>	straight		ch	chef
 	gn <sup>x</sup> gn <sup>x</sup>	gnat sign		dge	fudge
	gū <sup>x</sup>	guess		th	thyme
	kn <sup>x</sup>	knife		ph	phone
	mb <sup>x</sup>	lamb		ugh	laugh

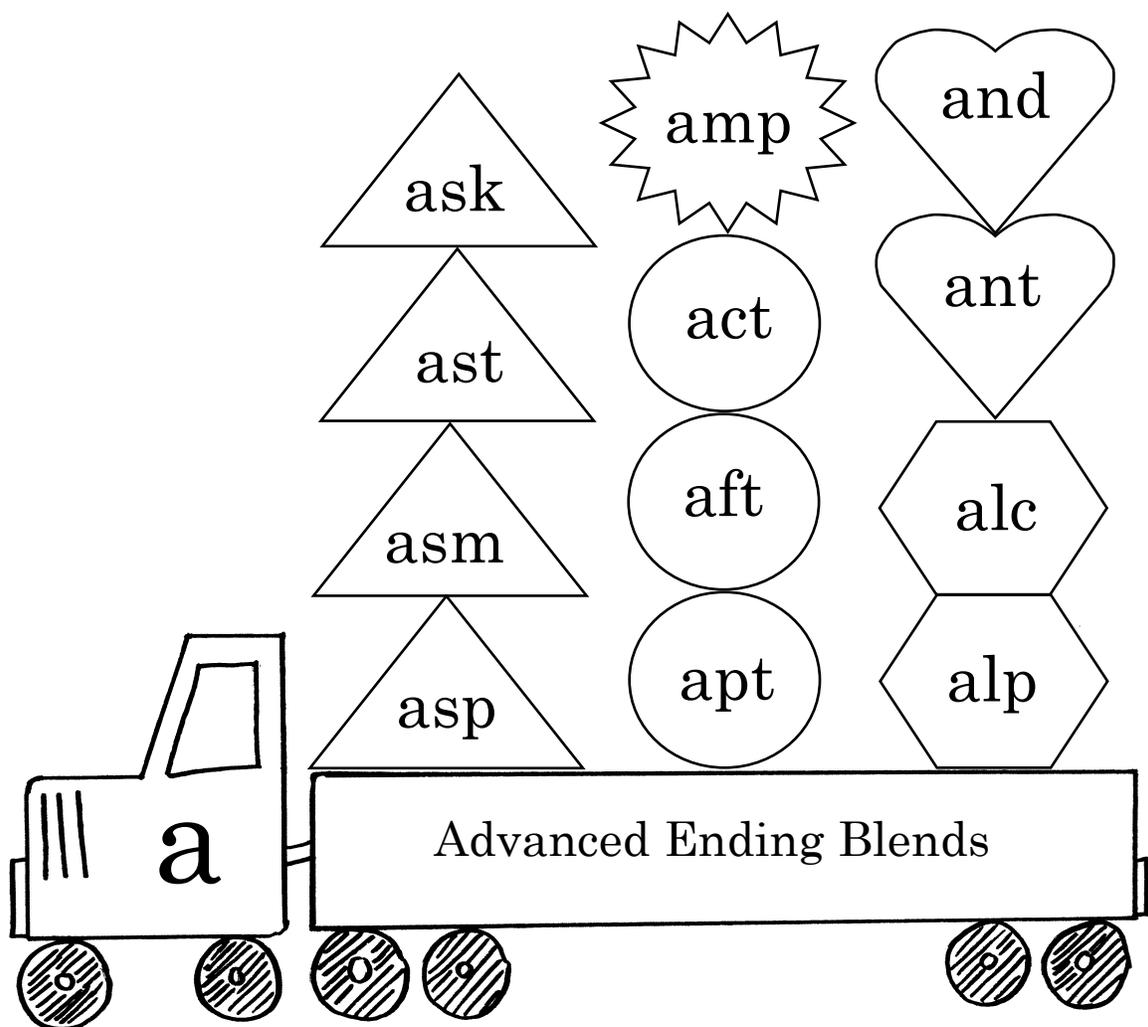
Students say the sounds,  
going down each column.

Initially, the teacher  
models and students  
repeat.



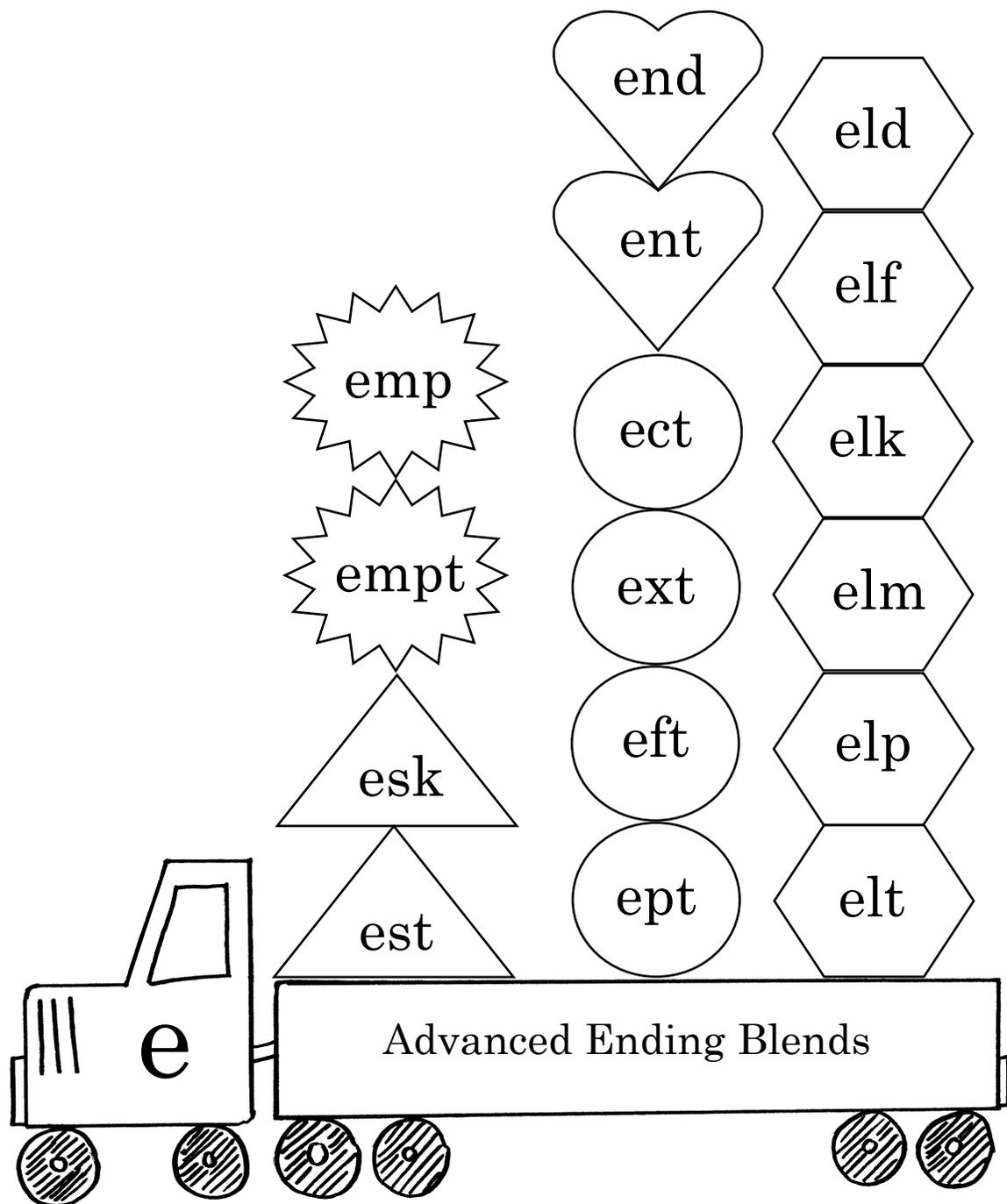
Students say the sounds,  
going down each column.

Initially, the teacher  
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repeat.



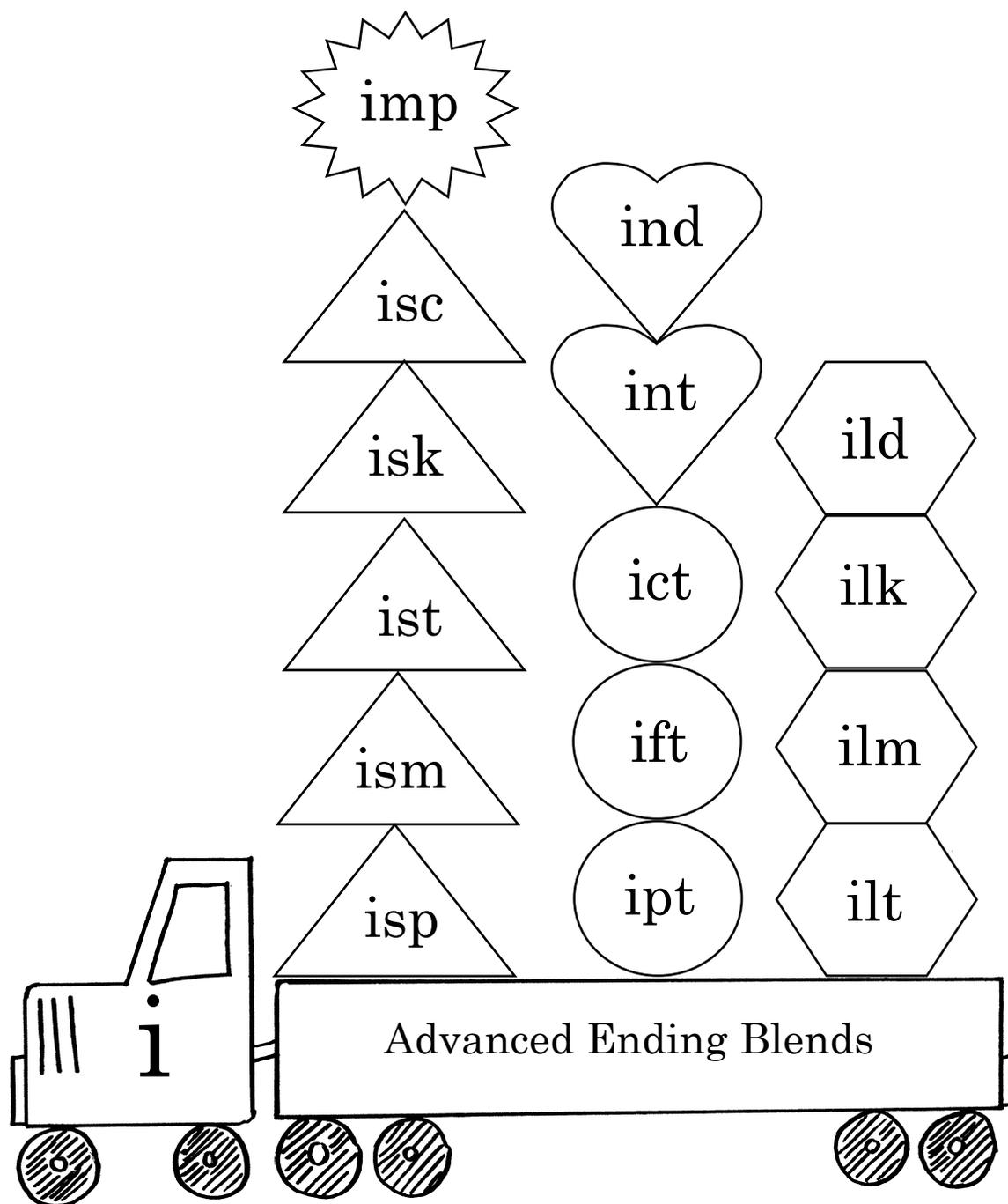
Students say the sounds,  
going down each column.

Initially, the teacher  
models and students  
repeat.



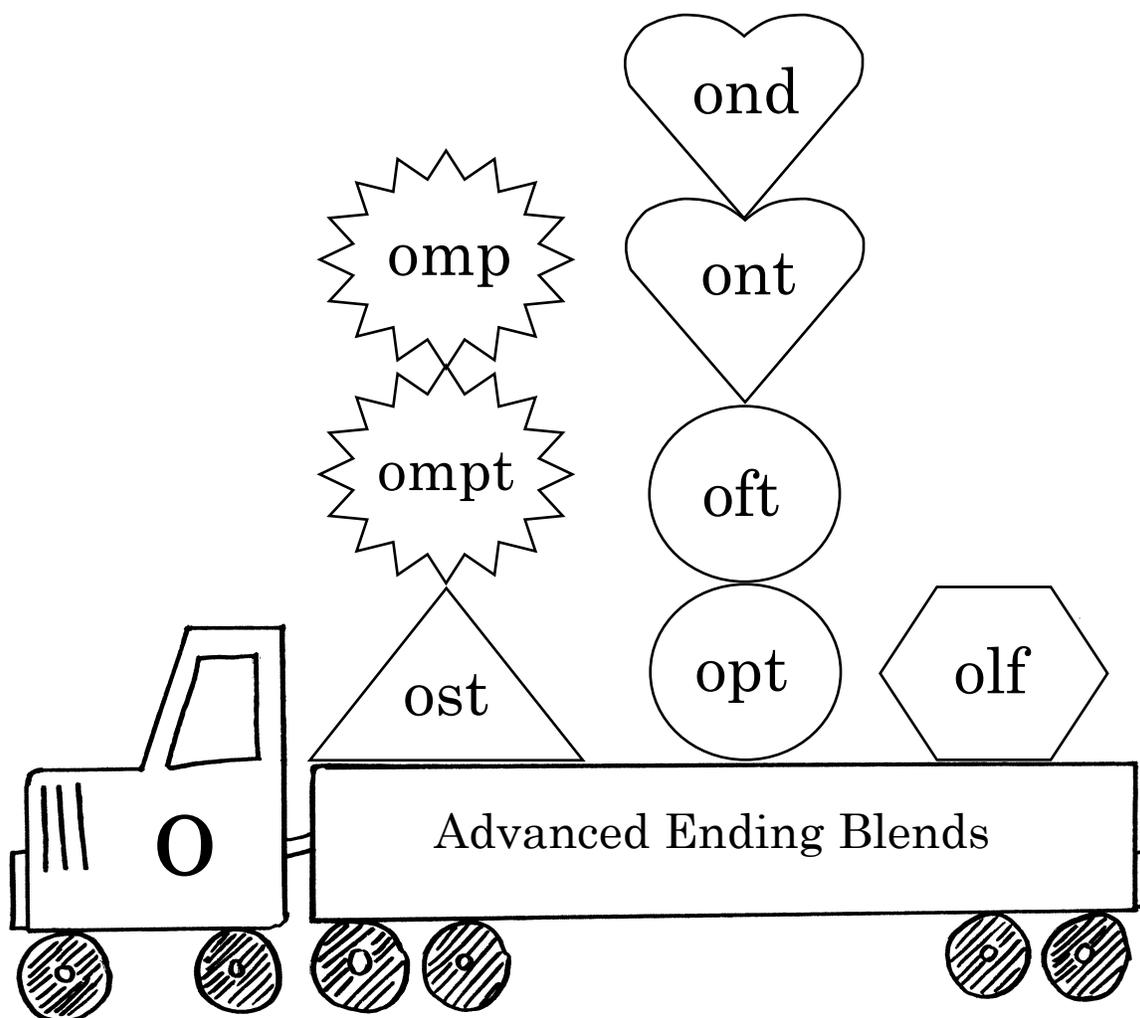
Students say the sounds,  
going down each column.

Initially, the teacher  
models and students  
repeat.



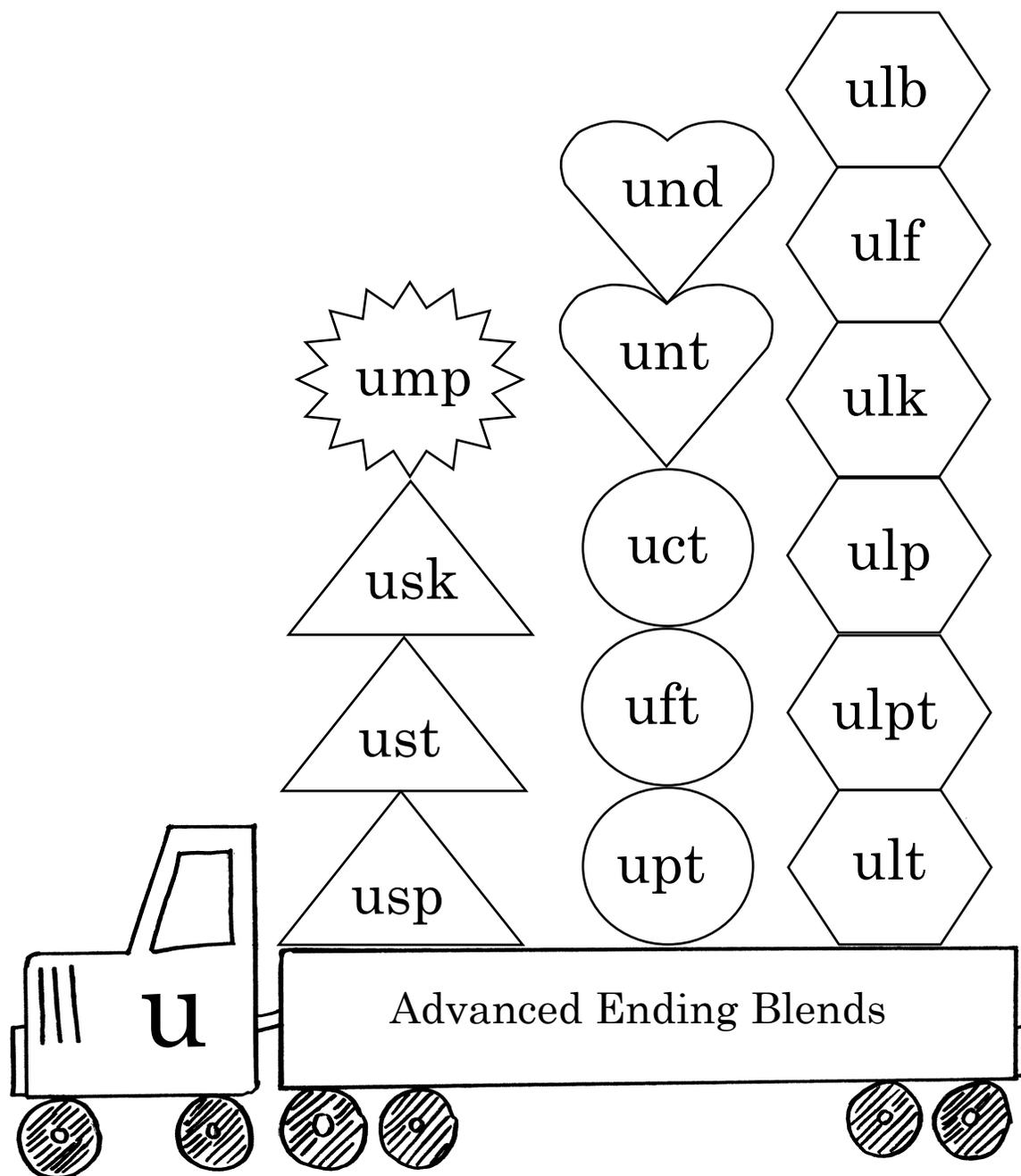
Students say the sounds,  
going down each column.

Initially, the teacher  
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repeat.



Students say the sounds,  
going down each column.

Initially, the teacher  
models and students  
repeat.

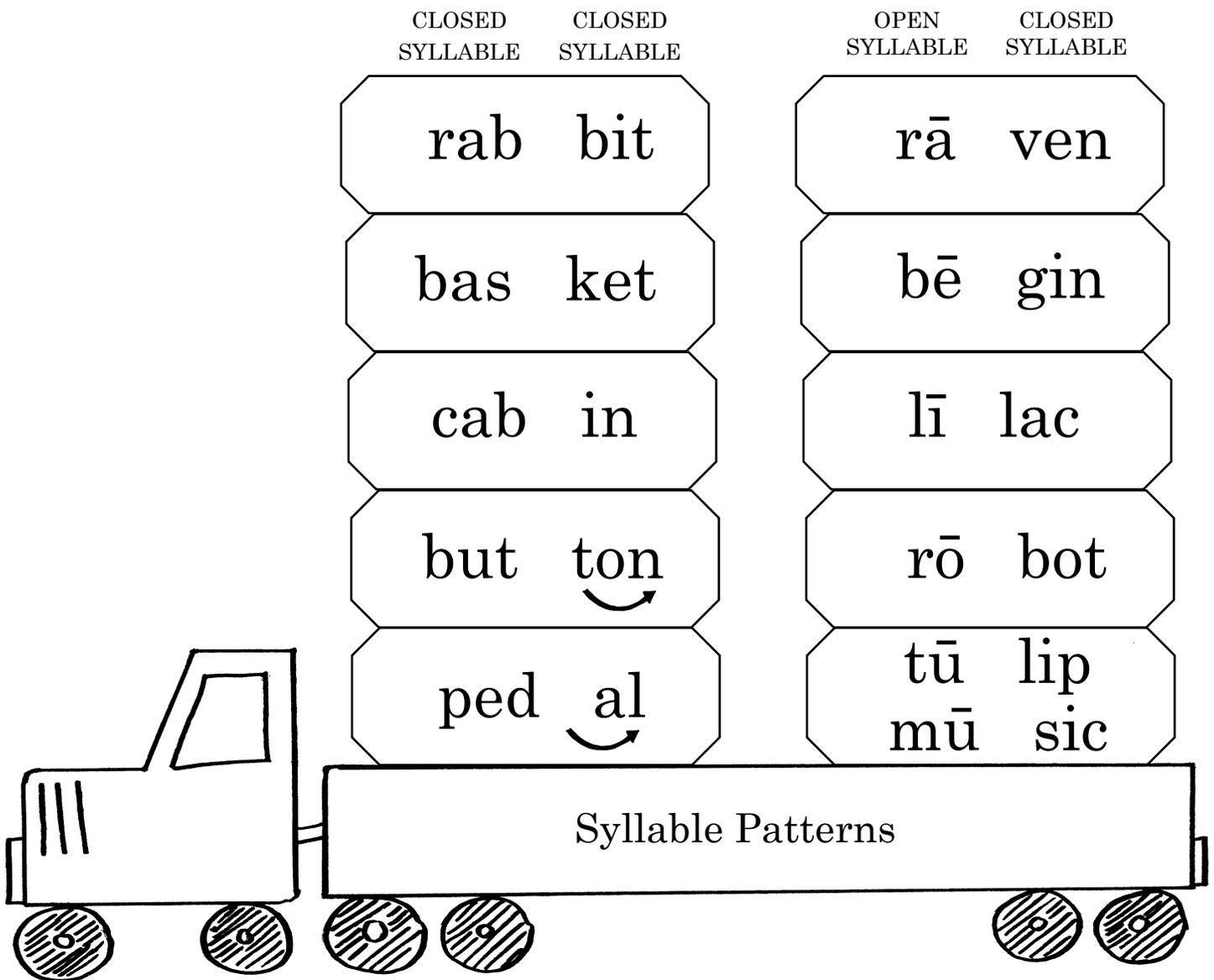


# Syllable Patterns

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

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

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



# Open Syllables At The End Of A Word

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

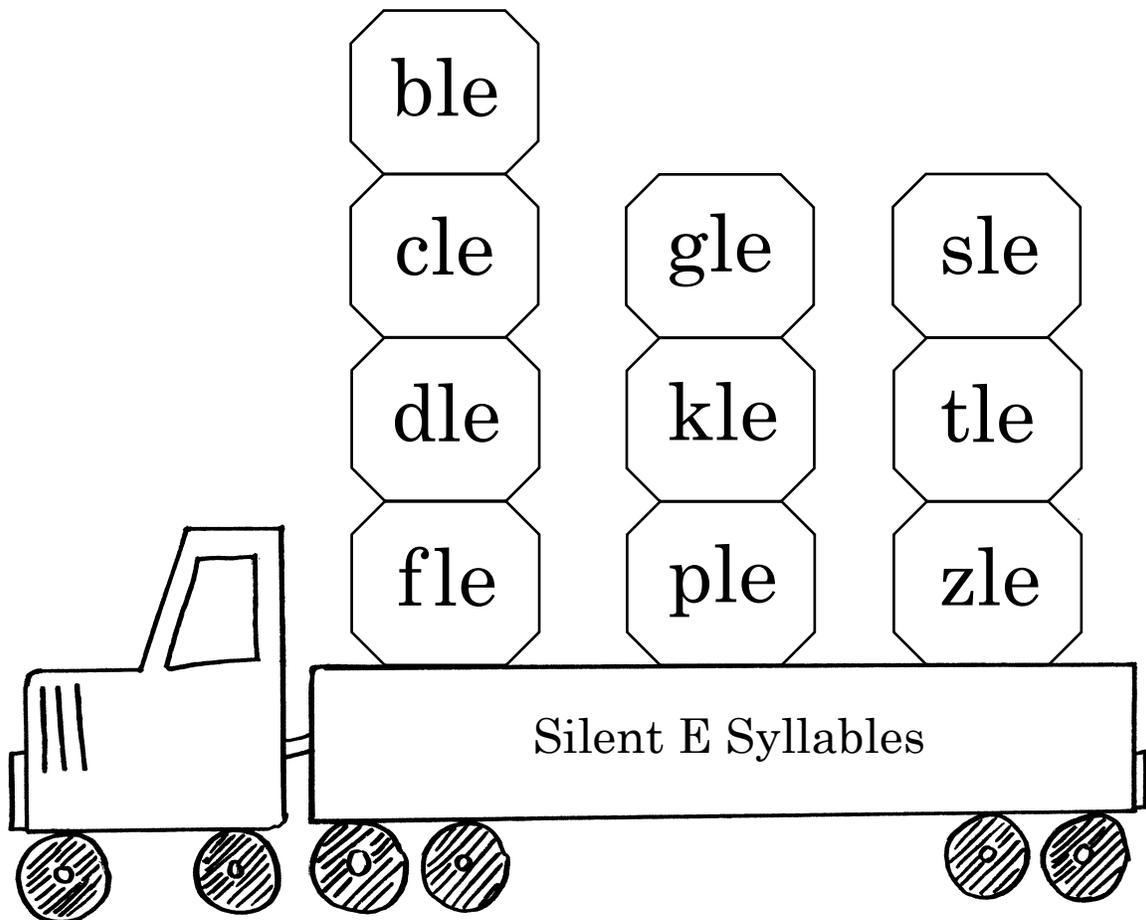
A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

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

Syllable Patterns

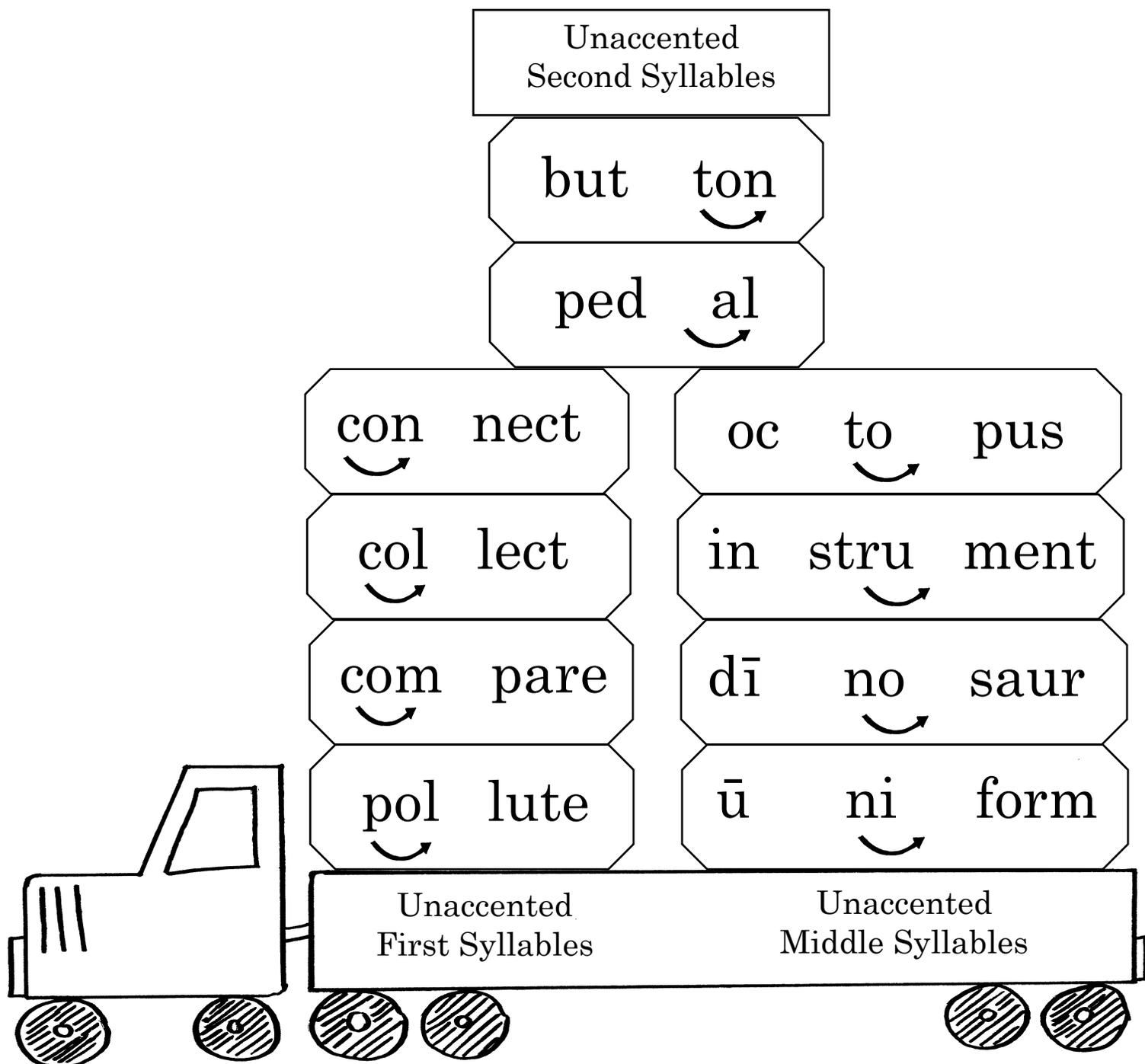
# Silent E Syllables

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

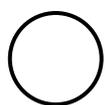
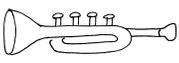
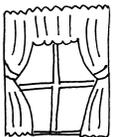


# Unaccented Syllables

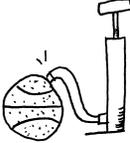
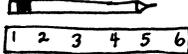
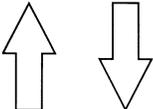
The vowels in unaccented syllables may hardly be pronounced at all. This applies to closed syllables and open syllables. This type of vowel has the “schwa” sound. The dictionary shows this sound as an upside down e: ə. In this program, an arrow going under a vowel shows that it has the schwa sound. Go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



Ending Syllables

	ble	bubble		zle	puzzle
	cle	circle	$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$	tion	addition
	dle	ladle	K. M. J.	tial	initials
	fle	waffle	$3 \overline{) 6} \begin{array}{l} 2 \\ \leftarrow \end{array}$	tient	quotient
	gle	bugle		tious	nutritious
	kle	pickle		tain	curtain
	ple	apple		ous	enormous
	sle	tussle		ious	furious
	tle	little		ate	pirate

Ending Syllables

	ace	necklace		cial	special
	age	baggage		cian	magician
	age	garage		cious	delicious
	ture	nature		sure	pressure
	tu	spatula			
	ive	detective		sure	measure
	ite	opposite		sual	unusual
	ice	notice		sion	mansion
	ine	medicine		sion	television
	ine	gasoline	 	sia sia	Russia freesia

Notice that these patterns represent the sounds shown when they start 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 following 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

sion

sia 

sure



sion

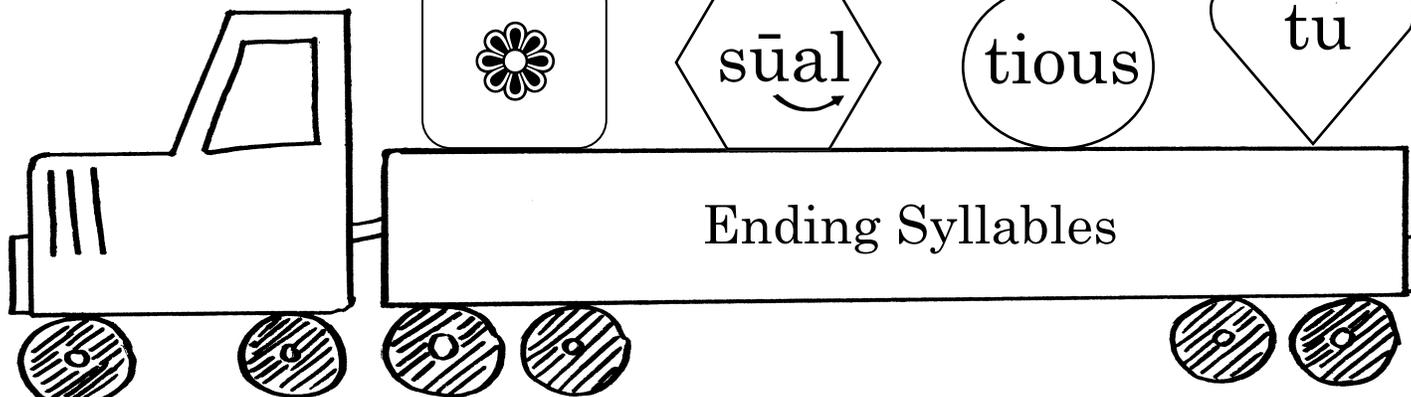
sia 

sure

sūal 

ture

tu



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 its 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.

Practice saying the ending syllables and key words on the previous pages. Then say each ending syllable on this chart.



ive

ite

ice

ine

ine

ate

ace

age

age

ble

cle

dle

fle

gle

kle

ple

sle

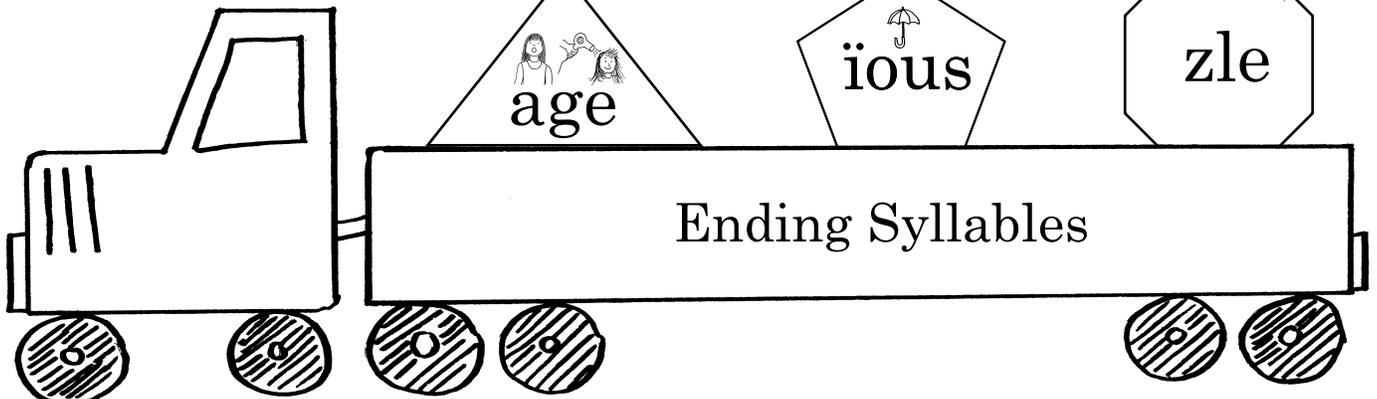
tle

zle

tain

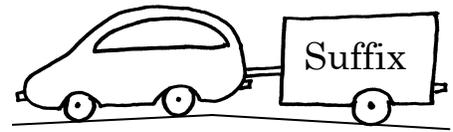
ous

ious





# 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

glue  
glued  
gluing

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

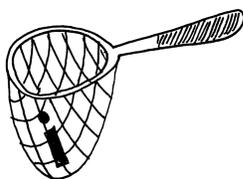
pig  
piglet

# 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)
_let	a small animal or thing, or, jewelry worn on a part of the body

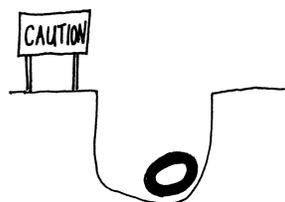
# Contractions

Have students read the words and contractions.



he is  
he's  
she is  
she's  
it is  
it's  
that is  
that's  
when is  
when's  
what is  
what's  
who is  
who's

is not  
isn't  
did not  
didn't  
has not  
hasn't  
had not  
hadn't  
have not  
haven't  
was not  
wasn't  
can not  
can't  
will not  
won't  
do not  
don't



let us  
let's

where is  
where's  
there is  
there's  
how is  
how's

could not  
couldn't  
would not  
wouldn't  
should not  
shouldn't

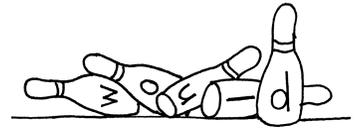
I am  
I'm

# Contractions

Have students read the words and contractions.



I will  
I'll  
you will  
you'll  
he will  
he'll  
she will  
she'll  
it will  
it'll  
we will  
we'll  
they will  
they'll  
who will  
who'll



I would  
I'd  
you would  
you'd  
he would  
he'd  
she would  
she'd  
we would  
we'd  
they would  
they'd  
who would  
who'd  
it would  
it'd



must not  
mustn't  
does not  
doesn't  
are not  
aren't  
were not  
weren't

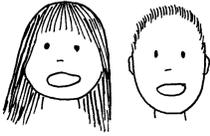
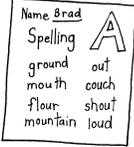
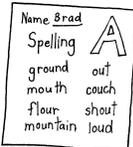
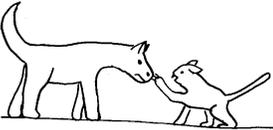
I had  
I'd  
he had  
he'd  
she had  
she'd

we had  
we'd  
it had  
it'd  
you had  
you'd  
they had  
they'd

I have  
I've  
you have  
you've  
we have  
we've  
they have  
they've

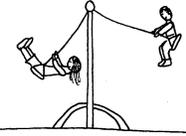
we are  
we're  
you are  
you're  
they are  
they're  
who are  
who're

# Summary Sound Chart

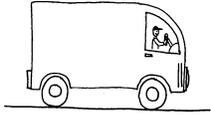
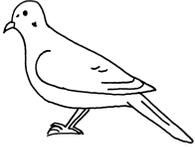
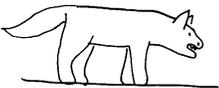
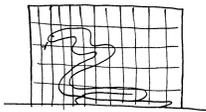
a	ā	ä	b
			
<p><b>a</b> ant</p>	<p><b>a</b> raven  <b>ai</b> rain  <b>ay</b> play  <b>a_e</b> safe</p>	<p><b>au</b> Paul  <b>aw</b> saw  <b>all</b> ball  <b>al</b> salt  <b>alk</b> talk  <b>wa</b> wasp  <b>swa</b> swan  <b>qua</b> quarrel  <b>squa</b> squash  <b>ought</b> bought</p>	<p><b>b</b> bus 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

Say each sound and keyword.

# Summary Sound Chart

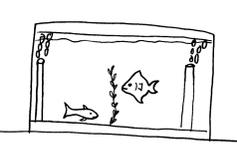
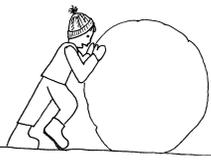
<b>c</b>	<b>d</b>	<b>e</b>	<b>ē</b>
			
<p><b>c</b> cat  <b>ck</b> Jack  <b>ch</b> chorus  <b>qu</b> antique</p>	<p><b>d</b> dog</p>	<p><b>e</b> egg  <b>ea</b> head</p>	<p><b>e</b> secret  <b>ee</b> feet  <b>e_e</b> these  <b>ei</b> ceiling  <b>ey</b> key  <b>ea</b> eat</p>
<b>i</b>	<b>ī</b>	<b>ï</b>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

# Summary Sound Chart

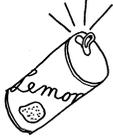
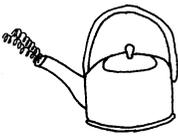
<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
			
<p><b>k</b> kick  <b>ck</b> Jack  <b>ch</b> chorus  <b>qu</b> antique</p>	<p><b>l</b> leg</p>	<p><b>m</b> mop  <b>mb</b> lamb  <b>mn</b> autumn</p>	<p><b>n</b> nut  <b>kn</b> knife  <b>gn</b> sign</p>
<b>qu</b>	<b>r</b>	<b>s</b>	<b>t</b>
			
<p><b>qu</b> quilt</p>	<p><b>r</b> run  <b>wr</b> wren  <b>rh</b> rhino</p>	<p><b>s</b> sun  <b>c</b> cent  <b>c</b> city  <b>c</b> cycle  <b>_se</b> mouse  <b>sc</b> scissors</p>	<p><b>t</b> tag  <b>th</b> thyme</p>
<p><b>k</b>  <b>qu</b> antique</p>		<p><b>z</b>  <b>s</b> his</p>	<p><b>x</b>  <b>t</b> castle</p>

Say each sound and keyword.

# Summary Sound Chart

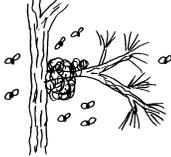
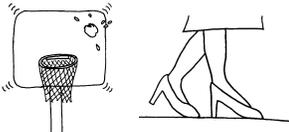
o	ō	ö	p
			
<p><b>o</b>    ox</p> <p><b>a</b>    father</p>	<p><b>o</b>    robot</p> <p><b>oa</b>    boat</p> <p><b>oe</b>    toe</p> <p><b>o_e</b>    home</p> <p><b>old</b>    gold</p> <p><b>olt</b>    bolt</p> <p><b>oll</b>    troll</p> <p><b>olk</b>    yolk</p> <p><b>ou</b>    four</p> <p><b>ow</b>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

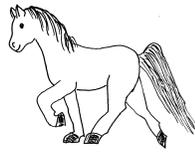
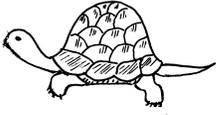
<b>w</b>	<b>x</b>	<b>y</b>	<b>y</b>
			
<b>w</b> wig <b>wh</b> when	<b>x</b> box	<b>y</b> yo-yo <b>i</b> onion	<b>y</b> candy
	<b>gz</b> <b>x</b> exhaust		
	<b>z</b> <b>x</b> xylophone		
<b>sh</b>	<b>th</b>	<b>th</b>	<b>ch</b>
			
<b>sh</b> ship <b>ch</b> chef <b>tion</b> addition <b>tial</b> initials <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

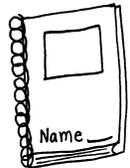
Say each sound and keyword.

# Summary Sound Chart

<b>y</b>	<b>z</b>	<b>ou, ow</b>	<b>oi, oy</b>
			
<p><b>y</b> my  <b>ye</b> rye  <b>y_e</b> type</p>	<p><b>z</b> zip  <b>s</b> his  <b>_se</b> cheese  <b>_ze</b> freeze  <b>x</b> xylophone</p>	<p><b>ou</b> ouch  <b>ow</b> cow</p>	<p><b>oi</b> oil  <b>oy</b> boy</p>
	<p><b>z</b> azure</p>		
<b>ng</b>	<b>nk</b>	<b>(zh)</b>	Ending Syllables
			
<p><b>ng</b> ring</p>	<p><b>nk</b> wink</p>	<p><b>sure</b> measure  <b>sual</b> unusual  <b>sion</b> television  <b>sia</b> freesia  <b>g</b> garage  <b>z</b> azure</p>	<p> <b>ace</b> necklace  <b>ate</b> pirate  <b>age</b> luggage  <b>ive</b> detective  <b>ice</b> notice  <b>ine</b> medicine  <b>ite</b> opposite</p>

## Summary Chart - Bossy R Patterns

				
<b>ar</b> car	<b>er</b> her	<b>ir</b> bird	<b>or</b> horse	<b>ur</b> turtle
				
<b>ar</b> dollar	<b>er</b> heron			<b>or</b> tractor
				
<b>ar</b> carrot			<b>or</b> sorry	

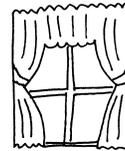
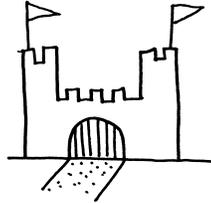
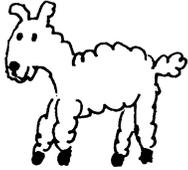
		
<b>wor</b> worm	<b>ear</b> early	<b>our</b> journal

Say each sound and keyword.

## Sight Words

Short Vowels a	A	was	as	has
is	his	I	<small>Book 1</small> of	both
ninth	the	most	post	wolf
two	rich	much	such	which
what	who	whom	whose	truth
<small>Book 2</small> people	been	where	there	were
said	says	friend	children	won't
don't	any	many	busy	only
very	<small>Book 3</small> broad	does	shoe	move
prove	lose	gone	one	again
against	sure	sew	<small>Book 4</small> though	through
know	school	poor	door	floor
half	calf	although	<small>Book 5</small> once	are
answer	bury	<small>Book 6</small> height	<small>Book 7</small> color	mirror
sugar	heart	hearth	<small>Book 8</small> drought	eye

# Patterns To Study

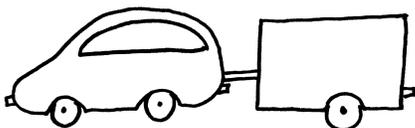


Vowel Patterns

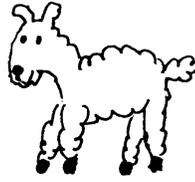
Consonant Patterns

Prefix And Suffix Study

Ending Syllables



mb<sup>x</sup>



lamb

lamb

crumb

bomb

thumb

numb

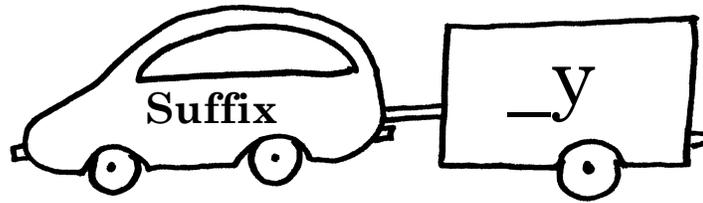
cōmb

limb

plumber

clīmb

1. Mary had a little lamb.
2. A bomb is not safe. It can explode.
3. A bird's nest is on the bottom limb of that tree.
4. Comb your hair before you go to school.
5. A plumber will fix our sink tomorrow.
6. Dad will climb up the ladder to fix the gutters.
7. Ouch! I hit my thumb with the hammer.
8. Don't drop cookie crumbs on the floor.



sun

sunny

dirt

dirty

curl

curly

boss

bossy

fog

foggy

cloud

cloudy

bump

bumpy

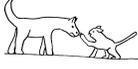
fuzz

fuzzy

spook

spooky

1. Yesterday it was cloudy, but today it is sunny.
2. The cute little baby had curly brown hair.
3. The road is bumpy due to the freezing weather.
4. I don't want to go into that spooky old house.
5. When your clothes get dirty, it's time to wash them.
6. The fuzzy little kitten chased its tail.



ugh



laugh

laugh

cough

  
rough

draught

trough

  
tough

laughter

  
slough

  
enough

1. That funny story makes me laugh.
2. Those kids are playing too rough.
3. Do we have enough food for the party?
4. The horses drank water from the trough.
5. My brother is sick. He has a cough.
6. This meat is too tough to eat.
7. The room was filled with laughter.

gū<sup>x</sup>



guess

guess

guitar

guy

guest

guarantee

leaguē<sup>x</sup>

guard

guinea pig

plaguē<sup>x</sup>

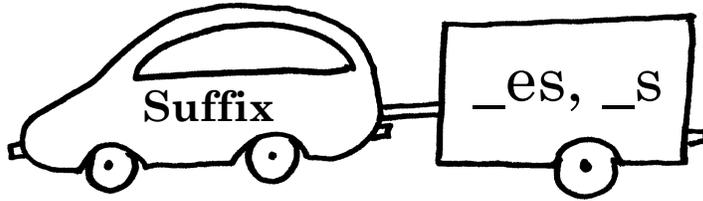
guide

guilty

 iguana

1. Can you guess what is in this box?
2. Kate will feed the guinea pig this week.
3. Do you know how to play the guitar?
4. I'm glad you will be our guest.
5. I can guarantee this clock will work.
6. Jack plays in a soccer league.
7. A guinea pig can be a good pet.
8. Our tour guide showed us all of the paintings.
9. That guy wants to get a car.

When a word ends with an open syllable *o*, sometimes we add *\_es* to show more than one, and sometimes just *\_s*.



go  
goes

banjo  
banjos  
banjoes

hippo  
hippos

potato  
potatoes

lasso  
lassos  
lassoes

tempo  
tempos

tomato  
tomatoes

do  
 does

pinto  
pintos

1. A train goes past his home at night.
2. A jet goes up in the air. It goes fast.
3. Does Joe like to play with his dog?
4. Mom will get some ripe tomatoes at the farmer's market.
5. Dad will bake some potatoes for supper.
6. Three hippos swam in the river.

*Suffix Study*

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



dry  
dries  
dried

cry  
cries  
cried

spy  
spies  
spied

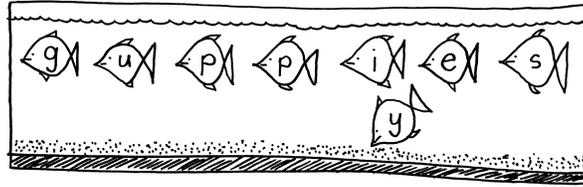
try  
tries  
tried

fry  
fries  
fried

reply  
replies  
replied

1. A baby cries when it gets hungry.
2. Joe washed the dishes and Anna dried them.
3. Our team tried hard to win the game.
4. The three spies were sent to jail.
5. Bob cooked fried chicken for the picnic.
6. Mark always tries to finish his work on time.
7. Rick replied that he would like to become president some day.

Change the y to i  
and add \_es.



*suffix \_ies*

baby  
babies

puppy  
puppies

lady  
ladies

hobby  
hobbies

ruby  
rubies

pony  
ponies

story  
stories

family  
families

city  
cities

1. My dog had five puppies yesterday.
2. We will ride on ponies at the fair.
3. The king's crown was covered with rubies.
4. The babies laughed and smiled.
5. Our guest has many interesting hobbies.
6. The ladies traveled to many cities.
7. Our families like to tell stories about their lives.

*Suffix Study*

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



study  
studies  
studied

carry  
carries  
carried

pity  
pities  
pitied

copy  
copies  
copied

marry  
marries  
married

empty  
empties  
emptied

hurry  
hurries  
hurried

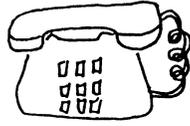
worry  
worries  
worried

tally  
tallies  
tallied

1. I studied hard for the spelling test.
2. Jill and Jason will get married in August.
3. We hurried to get to the show on time.
4. Eugene copies a poem from the chalkboard.
5. Sue carries her book in a backpack.
6. Dad empties the trash can every day.



ph



phone

phone

Philip

graph

telephone

Ralph

photograph

elephant

alphabet

paragraph

dolphin

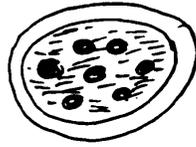
Memphis

phrase

1. Tom will talk to George on the phone.
2. Philip can sing and play music on his guitar.
3. Ralph will move to Memphis next week.
4. I will take a photograph of the elephant.
5. A dolphin is an animal that breathes air but lives in the sea.
6. Today we will make a graph in math.
7. After math class we will study the alphabet.



i



pizza

ski

piano

police

taxi

radio

trampoline

kiwi

patio

experience

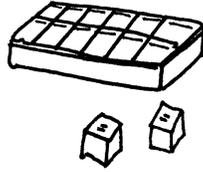
pizza

period

material

1. Ralph rode home from the airport in a taxi.
2. Rick's family likes to ski in the winter.
3. Grandma likes to hear old songs on the radio.
4. A police officer helped the old man cross the street.
5. Remember to put a period at the end of a sentence.
6. Mom will serve pizza on the patio.
7. Jumping on a trampoline is a lot of fun.
8. Do you know how to play the piano?

\_ze<sup>x</sup>



freeze

freeze

ooze

wheeze

breeze

snooze

bronze

sneeze

gauze

seize

1. Brad begins to sneeze when he is around cats.
2. The nurse used gauze to cover the wound.
3. Many years ago, weapons were made of bronze.
4. It is so cold outside that the lake is starting to freeze.
5. It's warm today but there is a nice, cool breeze.
6. The outlaws tried to seize the farmer's land.



ye



rye

rye

lye



ēye

dye

stye



āye

dyed

bye

good-bye

1. Ed will eat a ham sandwich on rye bread.
2. Lisa will dye the cloth red.
3. I have a stye on my eye.
4. We were sorry to say good-bye to our friends.
5. The members of the chess club all voted "aye."
6. Long ago, people used animal fat and lye to make soap.
7. The basketball team doesn't play today. They have a bye.



ch



chorus

chorus

stomach ache

school

chord

orchestra

scheme

chrome

anchor

schedule

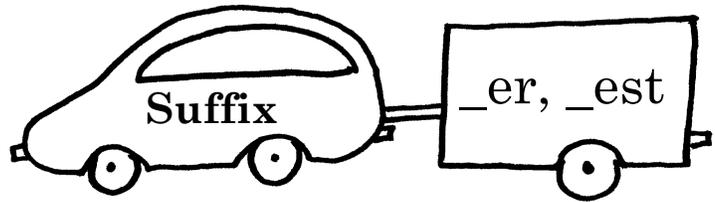
chameleon

echo

Michael

1. The school children sang the chorus.
2. Janet has a stomach ache.
3. Michael helps me with my computer.
4. The orchestra will play at the park on Saturday.
5. We will follow a new schedule today.
6. An orchid is a beautiful flower.
7. A chameleon is a kind of lizard that can change color.
8. Zachary is learning to play chords on the guitar.

Use the \_er suffix when you are comparing two things. Use the \_est suffix when you are comparing more than two things.



small  
smaller  
smallest

long  
longer  
longest

short  
shorter  
shortest

loud  
louder  
loudest

high  
higher  
highest

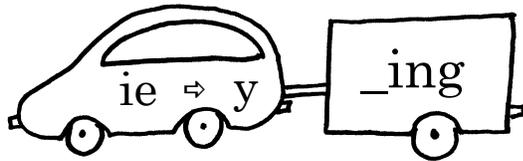
tall  
taller  
tallest

bright  
brighter  
brightest

slow  
slower  
slowest

great  
greater  
greatest

1. A oak tree grows taller than a dogwood tree.
2. A turtle is slower than a rabbit.
3. The sun is brighter than the moon.
4. That is the meanest dog on the street.
5. Michael read the longest story.
6. A yell is louder than a whisper.
7. This is the shortest stick.



Drop the e  
and  
add \_ed.

Change the  
ie to y and  
add \_ing.

lie	tie	vie	die
lied	tied	vied	died
lying	tying	vying	dying

1. The dog likes to lie on his pillow.
2. The dog is lying on his pillow.
3. The plants will die without water.
4. The plants are dying because they have not been watered.
5. Tom will tie his shoes.
6. Tom is tying his shoes.
7. Tom tied his shoes.
8. The soccer team is vying to win the tournament.
9. Do not lie to your teacher.
10. Zachary is lying to his teacher.



ch



chef

chef

Charlotte

chute

machine

Michelle

parachute

mustache

Chicagō

chandelier

1. The chef prepared a great meal.
2. Mr. Green will try to fix the copy machine.
3. Michelle wants a chandelier over the table in her new home.
4. The barber will trim the man's mustache.
5. Charlotte takes good care of her pets.
6. We will visit our grandmother in Chicago.
7. You must pull the ripcord to open your parachute.
8. Put the laundry down this chute. It will go to the basement.



tion

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

**addition**

nation

motion

addition

station

direction

subtraction

vacation

attention

fiction

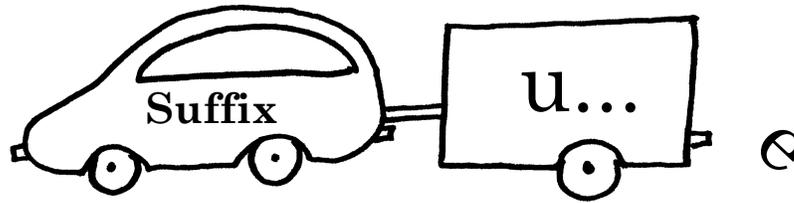
carnation

reception

  question

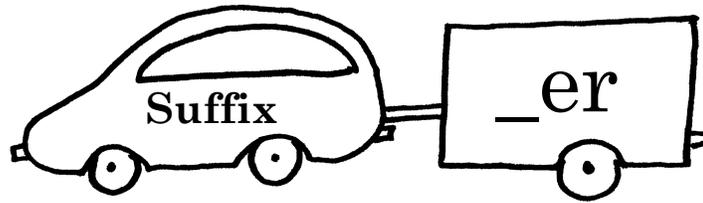
1. We will take a vacation in June.
2. We do addition and subtraction problems in math.
3. The train left the station at five o'clock.
4. Please pay careful attention so that you can answer all the questions.
5. We went to the reception after the wedding.
6. A vase of red carnations was on the table.
7. I like to watch the motion of the waves.
8. This is an interesting non-fiction book.

In a word that ends with ue, drop the e before adding \_ed or \_ing.



sue	glue	subdue
sued	glued	subdued
suing	gluing	subduing
pursue	argue	rescue
pursued	argued	rescued
pursuing	arguing	rescuing
issue	continue	barbecue
issued	continued	barbecued
issuing	continuing	barbecuing

1. Anna is gluing stars to her poster.
2. The children continued to sing in the chorus every day.
3. The boys argued about the game.
4. Dad is barbecuing chicken for the party.
5. The hot weather is continuing this week.
6. The policeman pursued the robber.



farm  
farmer

sing  
singer

play  
player

teach  
teacher

work  
worker

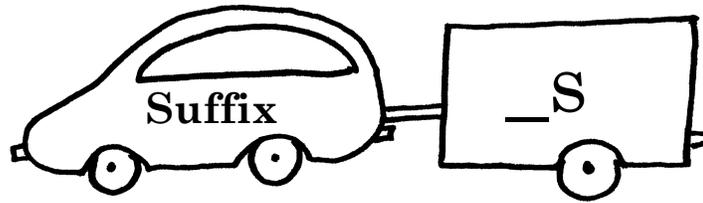
rob  
robber

paint  
painter

bank  
banker

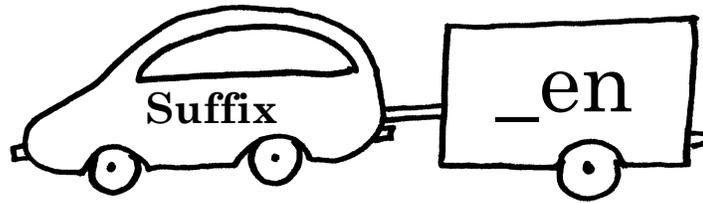
bake  
baker

1. The farmer drove his tractor across the field.
2. My teacher lets us play games in the afternoon.
3. Kathy is a hard worker.
4. The painters finished painting the house on Friday.
5. Basketball players can run fast and jump high.
6. The robber stole money from the bank.



vase	house	sneeze
vases	houses	sneezes
rose	horse	raise
roses	horses	raises
prize	piece	chase
prizes	pieces	chases

1. My neighbor's dog chases the mailman.
2. The sun rises every morning.
3. Horses can run fast.
4. The pond freezes in the winter.
5. Dad gave twelve roses to Mom.
6. There are ten houses on this street.
7. Ruth washes the dishes and Sam rinses them.
8. Michael raises his hand to ask a question.



wool  
woolen

sunk  
sunken

eat  
eaten

gold  
golden

beat  
beaten

fall  
fallen

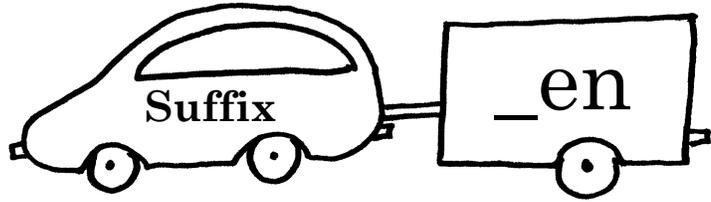
wood  
wooden

straight  
straighten

damp  
dampen

1. Mom served the salad in a big wooden bowl.
2. The king wore a golden crown with many jewels.
3. The leaves have fallen off of the trees.
4. The children have eaten all of their dinner.
5. That sound is loud enough to deafen someone.
6. The glue will harden by tomorrow.

These are 1-1-1 words. They have one syllable, with one vowel followed by one consonant. Double the final consonant before adding \_en.



hid  
hidden

rot  
rotten

sad  
sadden

got  
gotten

fat  
fatten

flat  
flatten

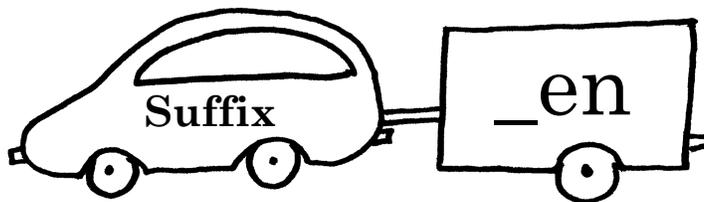
bit  
bitten

red  
redden

mad  
madden

1. Sally was bitten by that little dog.
2. It saddens me to see all this trash in the lake.
3. We have gotten many compliments on our program.
4. Ants live under that rotten log.
5. Zachary will flatten the boxes before loading them onto the truck.
6. It is maddening to try to study with all that noise.

These are Vowel-Consonant-E words.  
Drop the E before adding the \_en  
suffix.



prove  
proven

drive  
driven

stole  
stolen

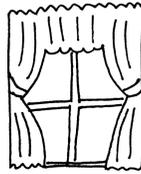
shake  
shaken

froze  
frozen

straight  
straighten

1. A lot of money was stolen from the bank by robbers.
2. I have spoken to him many times.
3. The lake has been frozen all winter.
4. It has been proven that this man is innocent.
5. I have been driven to finish my project for a long time.
6. We were shaken by the bad news.

tain



**curtain**

curtain

Britain

mountain

certain

captain

fountain

certainly

plantain

porcelain

uncertain

chieftain

chaplain

1. Mom will make yellow curtains for the kitchen.
2. Great Britain is a country surrounded by water.
3. We will get a drink from the water fountain.
4. The hikers climbed to the top of the mountain.
5. I am certain that you will enjoy this book.
6. The captain of the ship welcomed the passengers aboard.

bū



building

build

buy

buoy

building

buyer

built

builder

buying

buys

1. The workmen will complete the new building in July.
2. Our class will build a tall tower with blocks.
3. I want to buy a new toy with my money.
4. Their house was built in 1973.
5. Mom will be buying groceries today.
6. Beth is a buyer for this dress shop.
7. A buoy marks the channel in a river.



ought



bought

bought

fought

sought

thought

brought

wrought

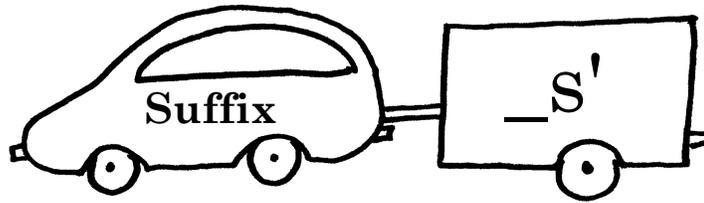
ought

nought

thoughtful

1. You ought to do your homework now.
2. I thought he was my friend.
3. The knights fought the battle in the field by the river.
4. Kim bought a new dress yesterday.
5. We brought you a present for your birthday.
6. Thank you for being so thoughtful when I was sick.
7. All of our hard work was for nought.

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

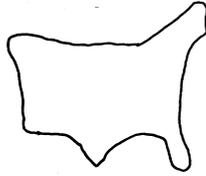
The robbers  
The robbers' car

The girls  
The girls' tables

The stores  
The stores' customers

1. The birds' nest is in a large holly tree by the kitchen window.
2. The boys' bikes are at the front door of the school.
3. The babies' toys are all over the floor.
4. The robbers' car had a flat tire and they got caught.
5. The stores' customers are pleased with the things they bought.

  
**OU**



**country**

country

touch

southern

cousin

young

youngster

couple

double

trouble

1. Please don't touch that expensive vase.
2. If it breaks, we will be in a lot of trouble.
3. May I have a couple of cookies?
4. You are too young to drive a car.
5. I would like a double scoop of ice cream, please.
6. My cousin will visit me next month.
7. She lives in another country.
8. She lives in southern France.



**OUS**



**enormous**

enormous

nervous

fabulous

famous

gorgeous

marvelous

jealous

joyous

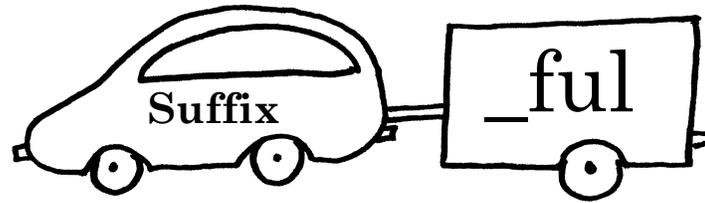
humorous

generous

perilous

dangerous

1. A python is a dangerous snake.
2. That was a marvelous fireworks display.
3. A famous writer visited the bookstore.
4. Those flowers are gorgeous.
5. The teacher told a humorous story to the class.
6. My dog gets nervous during a thunderstorm.
7. The family set out on a perilous journey across the mountains.
8. The redwood tree grows to an enormous height, sometimes as much as 350 feet tall.



help  
helpful

power  
powerful

care  
careful

hope  
hopeful

wonder  
wonderful

pain  
painful

play  
playful

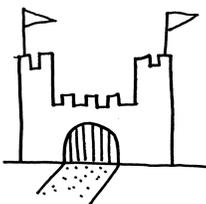
thought  
thoughtful

use  
useful

1. That is a wonderful story.
2. Please be careful when you cross the street.
3. A bee sting is quite painful.
4. An elephant is a powerful animal.
5. I watched the playful puppies run around the yard.
6. I am hopeful that we will win the baseball game.
7. It would be helpful if you would take out the trash.

Goggles by Ezra  
Jack Keats  
(Aladdin Books,  
1969)

x  
t



**castle**

castle

listen

hasten

rustle

glisten

fasten

trestle

often

whistle

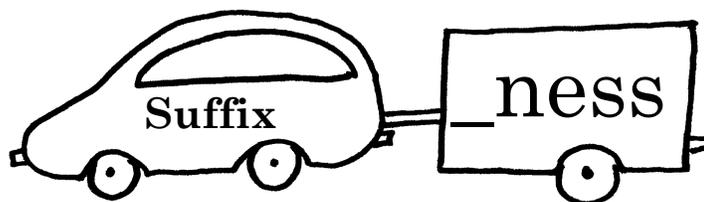
bustle

soften

wrestle

1. The knights went into the castle.
2. I often see trains go over the trestle.
3. Can you see the snow glisten in the sunlight?
4. Michael likes to wrestle with his brothers.
5. The workmen will stop for lunch when they hear the whistle.
6. Always fasten your seatbelt when you are in the car.
7. It's fun to see all the hustle and bustle at the county fair.

*The Fire Cat* by  
Esther Averill  
(Harper Trophy,  
1960)



good  
goodness

kind  
kindness

happy  
happiness

fair  
fairness

glad  
gladness

lazy  
laziness

dark  
darkness

weak  
weakness

ugly  
ugliness

1. Bats flew across the sky as darkness fell.
2. The teacher's fairness earned the respect of the students.
3. Music that is too loud can cause deafness.
4. Mary's laziness kept her from finishing the project.
5. The little girl could see her likeness reflected in the pool of water.
6. The children were filled with happiness when they won the soccer tournament.

“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.



ace



necklace

necklace

palace

terrace

menace

solace

pomace

grimace

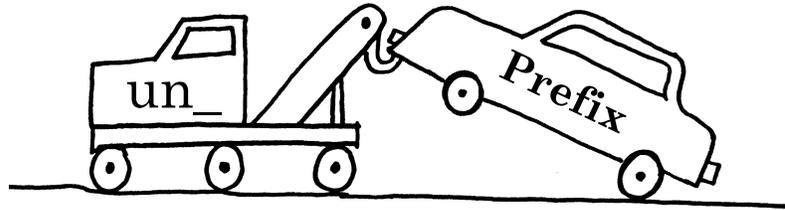
surface

populace

preface

furnace

1. The queen wore a beautiful gold necklace.
2. She lived in an enormous palace.
3. She like to walk among the rose bushes on the terrace.
4. However, a terrible dragon was a great menace to the populace.
5. The dragon's breath was as hot as a furnace.
6. The queen would grimace when she heard all the bad things the dragon had done.
7. It was of great solace to the queen when the king killed the dragon.



zip	fasten	cooked
unzip	unfasten	uncooked

dress	tie	hurt
undress	untie	unhurt

able	load	wind
unable	unload	unwind

1. I was unable to find the answer to the problem.
2. Can you unzip your coat by yourself?
3. Never eat uncooked meat.
4. She will unwind the yarn before she knits the sweater.
5. I will undress the baby and give him a bath.
6. Zachary fell out of the tree, but he was unhurt.



dge



fudge

fudge

badge

wedge

bridge

judge

dodge

edge

ridge

pledge

lodge

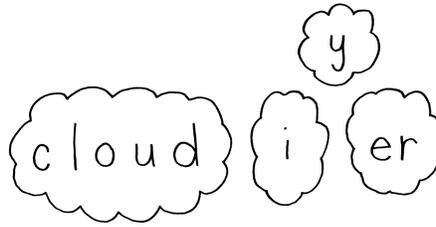
hedge

badger

1. Mom will make some fudge tomorrow.
2. The judge will pick the winner of the contest.
3. The police officer wore his badge on his shirt pocket.
4. If you erase, it might make a smudge on your paper.
5. A bridge crosses the river at Memphis.
6. You should cut to the edge of the paper.
7. Do you want to play dodge ball today?

The letter j is not used at the end of English words. Use the \_dge pattern after a short vowel.

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



*suffix \_ier, \_iest*

happy  
happier  
happiest

sleepy  
sleepier  
sleepiest

silly  
sillier  
silliest

friendly  
friendlier  
friendliest

hungry  
hungrier  
hungriest

pretty  
prettier  
prettiest

funny  
funnier  
funniest

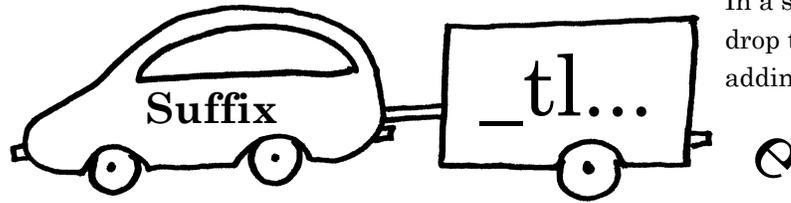
busy  
busier  
busiest

messy  
messier  
messiest

1. He is hungry, but I am hungrier.
2. She is sleepy, but I am sleepier.
3. They are happy, but we are happier.
4. She is the busiest person I know.
5. This rose is the prettiest flower in the garden.
6. His room is messier than my room.
7. It is cloudier today than it was yesterday.

Happy Birthday, Moon by  
Frank Asch (Scholastic  
Inc., 1982)

The Story About Ping by  
Marjorie Flack and Kurt  
Wiese (Puffin Books, 1977)



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

tumble  
tumbled  
tumbling

bubble  
bubbled  
bubbling

battle  
battled  
battling

settle  
settled  
settling

jingle  
jingled  
jingling

wiggle  
wiggled  
wiggling

giggle  
giggled  
giggling

sparkle  
sparkled  
sparkling

bottle  
bottled  
bottling

1. Many tadpoles are wiggling in the pond.
2. The children tumbled down the hill.
3. We drank bottled water while we were on our vacation.
4. The diamond ring was sparkling in the sunlight.
5. Fresh water is bubbling up through a crack in the rocks.
6. The keys jingled while I carried them.



i



**onion**

In this pattern the letter i is acting as a consonant. It sounds like the consonant y.

onion

view

junior

million

brilliant

senior

trillion

convenient

warrior

opinion

companion

behavior

1. Andrew will slice an onion to serve with the hamburgers.
2. There must be a trillion stars in the sky.
3. Mary is a junior and Laura is a senior in high school.
4. In your opinion, how should we solve this problem?
5. A dog can be a loyal companion.
6. The king viewed the warriors from the top of the hill.
7. It is very convenient to be able to drive.



ture



tu = ch

nature

nature

picture

adventure

future

mixture

signature

creature

capture

furniture

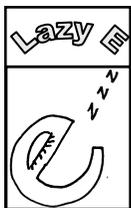
moisture

literature

temperature

1. The astronaut went on a fantastic adventure in outer space.
2. We like to go for nature walks at the state park.
3. We can see many interesting creatures in the forest.
4. I wonder what the future will bring?
5. The temperature will be freezing today.
6. I need your signature on this contract.
7. Don't put your feet on the furniture.
8. Paul drew a picture of a boat on the river.

“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**

detective

cursive

adhesive

native

decisive

fugitive

motive

active

negative

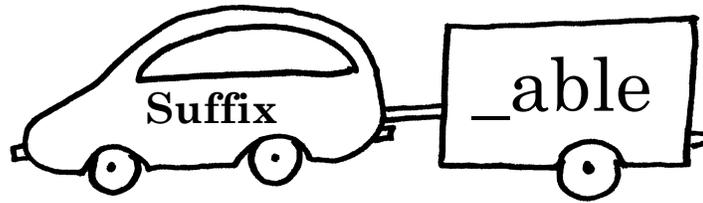
creative

explosive

adjective

1. The detective tried to solve the crime.
2. Young children are very active.
3. The highway departments used explosives to remove rock for the tunnel.
4. Artists are creative people.
5. Will you learn to write cursive in second grade?
6. Which plants are native to your state?
7. An adjective is a word that describes a noun.
8. Use adhesive tape to put up the pictures.

*A Chair For My Mother* by  
Vera B. Williams  
(Scholastic Inc., 1982)



enjoy

break

value

enjoyable

breakable

valuable

avoid

wash

believe

avoidable

washable

believable

comfort

rely

love

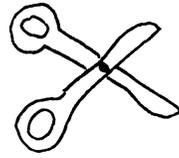
comfortable

reliable

lovable

1. This is a very comfortable sofa.
2. That was an enjoyable program.
3. I hope your new clothes are washable.
4. That was an avoidable accident.
5. Jason is a reliable worker.
6. This jeweled necklace is quite valuable.
7. Be careful! Those dishes are breakable.
8. Julie has such a lovable little puppy.

SC<sup>x</sup>



scissors

scissors

scepter

descend

science

scent

ascend

scene

crescent

muscle

scenery

scientist

abscess

1. Please keep your scissors in your desk.
2. The artist painted a beautiful scene of the mountains.
3. A dog can find a lost child by following its scent.
4. The king raised his scepter as he greeted the visitors.
5. We are studying plants in science class.
6. The hikers will descend into the cave tomorrow morning.
7. Exercise will build strong muscles.

The consonants sc sound like /s/ when they are followed by e, i, or y.



cial



Unlovable by Dan Yaccarino  
(Scholastic Inc., 2001)

special

special

artificial

crucial

especially

official

judicial

beneficial

financial

facial

commercial

social

glacial

1. You are a very special friend.
2. We will have our social meeting at two o'clock on Saturday.
3. It is crucial that we make this basket if we want to win the game.
4. I bought this book especially for you.
5. Do you think there are too many commercials on TV?
6. It is official. Our team won the contest.
7. Some football teams play on artificial turf.

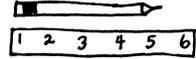
sure



pressure



sure



measure

sh  
pressure

zh  
measure

zh  
leisure

fissure

treasure

exposure

erasure

pleasure

composure

censure

enclosure

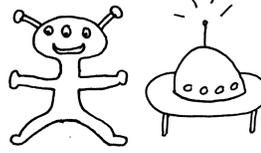
disclosure

1. We will measure the plants each day to see how much they grow.
2. The pirates buried their treasure on a deserted island.
3. It has been a pleasure to work with you.
4. What do you like to do in your leisure time?
5. Too much exposure to the sun will give you a painful sunburn.
6. Dad will check the air pressure in the tires.

The letters zh are used in the dictionary to represent the  sound, as in measure.



sūal



unusual

unusual

visual

usual

audiovisual

usually

casual

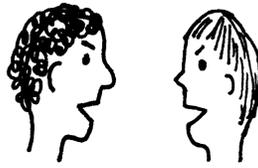
1. This is an unusual painting.
2. You may wear casual clothing to the party.
3. We will follow our usual schedule today.
4. Usually we study math before lunch.
5. Sam created a visual display to advertise his books.

*Amelia Bedelia* by Peggy Parish, illustrated by Fritz Siebel (Harper Trophy, 1963)

*Daniel's Duck*, by Clyde Robert Bulla, illustrated by Joan Sandin (Harper Trophy, 1979)

*Something From Nothing* by Phoebe Gilman (Scholastic, 1992)

quä\_



quarrel

quarrel

quantity

quandary

quart

quality

quarantine

quarter

qualify

quarry

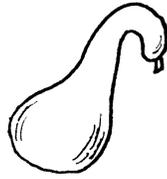
quartz

quadruplets

quadrangle

1. Mom will buy a quart of milk.
2. Please don't quarrel with your friends.
3. We need a large quantity of food for the picnic.
4. The boy was lost. He was in a quandary.
5. I will buy a snack with my quarters.
6. This store carries high quality foods.
7. Do you think you can qualify for the race?
8. We will study quadrangles in math today.

squä\_



squash

squash

squad

squad

squat

squall

squadron

squander

squalor

Squanto

squalid

squabble

 squāre<sup>x</sup>

1. We are growing squash in our garden.
2. Those poor children live in a squalid shack.
3. Squanto was a friend to the Pilgrims.
4. The children got into a squabble about sharing the toys.
5. Don't take the boat out to sea today. A squall is coming.
6. The boy squatted to see the bug on the ground.
7. If you squander your money, you'll be sorry.



cian



magician

magician

electrician

dietician

Grecian

musician

tactician

optician

clinician

technician

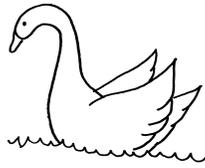
beautician

physician

politician

1. A magician performed magic tricks for our class party.
2. An electrician installed the wiring in our new home.
3. A physician is another name for a doctor.
4. A dietician plans meals that are tasty and healthy.
5. A politician should think of the needs of all of the people.
6. An optician makes the lenses for eye glasses.
7. Many fine musicians play in the orchestra.

swä\_



swan

swan

swamp

swallow

swap

swath

swaddle

swat

swab

swarm



swam

swatch

swarthy

1. A beautiful white swan swam across the lake.
2. Yesterday, we saw a swarm of bees in a pine tree on the playground.
3. Would you like to swap baseball cards with me?
4. The tornado left a swath of destruction through the city.
5. The large pills are difficult to swallow.
6. Many alligators live in the swamps in Florida.



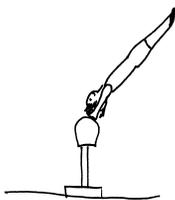
y\_e



type

type	<sup>x</sup> rhyme	style
Clyde	Kyle	argyle
lyre	megabyte	analyze
Lyle	kilobyte	<sup>t</sup> <u>th</u> yme

1. Kyle will type a letter.
2. Lyle will go to school early today.
3. Do you enjoy hearing nursery rhymes ?
4. Thyme is an herb used to season food.
5. A lyre is a musical instrument like a small harp.
6. Sam bought a beautiful argyle sweater.
7. Audrey's clothes are always in style.
8. We will analyze the data from the experiment.



# **gymnastics**

gym

gypsy

Lynn

gymnastics

oxygen

lynx

mystery

cymbal

myth

bicycle

hymn<sup>x</sup>

symphony

system

symbol

pyramid

rhythm

cylinder

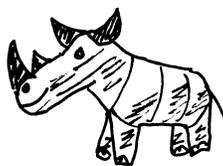
syllable

1. The boys and girls did cartwheels in gymnastics.
2. People must have oxygen to breathe.
3. Brad rode his bicycle to school today.
4. A lynx is a wild cat that lives in North America.
5. We heard beautiful music at the symphony.
6. The great pyramids are in Egypt.
7. Lynn likes to read mystery books.

This is a “shady short vowel” pattern. In some words the letter y represents the short i sound.

*The Grouchy Lady-  
bug* by Eric Carle  
(Scholastic Inc.,  
1977)

rh<sup>x</sup>



*Ben's Trumpet* by Rachel Isadora  
(Scholastic Inc., 1979)

**rhino**

Rhonda

rhizome

rhythm

rhinoceros

rhombus

rhesus

rhinestone

rhubarb

rhododendron

rhyme

rhapsody

Rhode Island

1. A rhizome is a root like stem that grows underground.
2. A rhombus has four sides which are all equal in length.
3. My neighbor baked a rhubarb pie.
4. The capital of Rhode Island is Providence.
5. A rhododendron is an evergreen shrub with beautiful flowers in the spring.
6. We saw a huge rhinoceros and some rhesus monkeys at the zoo.
7. The woman wore a pair of sparkling rhinestone earrings.

×  
gn



gnat

×  
gn



sign

sign

gnome

gnat

design

gnomon

gnash

align

gnarled

gnaw

reign

gneiss

gnu

1. A gnu is a large African antelope.
2. A gnat is a small insect with wings.
3. We sat under a gnarled old tree.
4. The vicious dogs gnashed their teeth.
5. The sign said, "No Smoking."
6. Her scarf has a beautiful design around the edge.
7. The wise king's reign was long and peaceful.
8. A rat can gnaw a hole through a thick board.

The gn pattern may be used at the beginning or at the end of words.

×  
mñ



*A Color Of His Own* by Leo Lionni  
(Scholastic Inc., 2003)

**autumn**

autumn

column

condemn

hymn

solemn

1. We like to drive in the mountains to see the beautiful autumn leaves.
2. When you add several two-digit numbers, first put the numbers in a column.
3. We sang my favorite hymn in church today.
4. That building is so run down that the safety inspector is going to condemn it.
5. The inauguration of a new president is a solemn occasion.

“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.



ate



pirate

*Where The Wild Things Are*  
by Maurice Sendak  
(Scholastic, 1963)

pirate

private

climate

senate

chocolate

literate

ultimate

separate

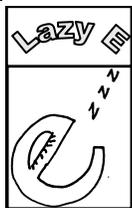
fortunate

immediately

accurate

 karate

1. Pirates are dangerous men.
2. We had chocolate cake for dessert.
3. The climate is hot near the equator.
4. The families will go to the fair in separate cars.
5. Do your math problems carefully so your answers will be accurate.
6. It is fortunate that no one was hurt in the storm.
7. Pick up your toys immediately.



ice



Bread And Jam For Frances by Russell Hoban, illustrated by Lillian Hoban (Scholastic Inc., 1964)

notice

notice

novice

crevice

practice

office

justice

service

lattice

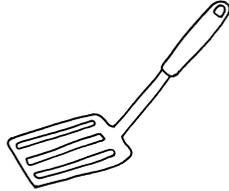
pumice

1. Grandpa put up lattice work by the bird feeder.
2. Ed works at a doctor's office.
3. Our team will practice soccer this afternoon.
4. Mary stopped at a service station to get some gas for her car.
5. When we went on a hike, my bracelet fell into a crevice in the rocks.
6. The lawyer wanted to obtain justice for his client.

"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.



tu



spatula

spatula

ritual

virtue

century

mutual

statue

natural

factual

eventually

fortune

actual

situation

1. Dad flipped the pancakes with a spatula.
2. On our vacation we visited the Statue of Liberty.
3. A century is one hundred years.
4. Always try to live a life of virtue.
5. Eating natural foods provides many health benefits.
6. The man made a fortune when he discovered oil on his land.
7. We found ourselves in a strange situation.



**X**



**exhaust**

exhaust

exhibit

exam

example

exotic

examine

exact

exert

exempt

exist

exile

exodus

1. Always set a good example for the younger children.
2. This morning we will examine leaves under the microscope.
3. Please follow the directions exactly.
4. Today we will go to see the new art exhibit.
5. The exhaust from car engines is a major cause of pollution.
6. Scientists sometimes discover the existence of new kinds of plants and animals.
7. After the king conquered all of the countries around him, he sent their leaders into exile.

*There Is a Carrot in My  
Ear and Other Noodle  
Tales* by Alvin Schwarts,  
illustrated by Karen  
Ann Weinhaus (Harper  
Trophy, 1986)



antique

antique

lacquer

conquer

unique

opaque

boutique

critique

plaque

tourniquet

technique

mosque

picturesque

1. This is a unique painting.
2. His parents collect antique furniture.
3. The pilgrims gathered to worship at the mosque.
4. Which mountain climber was the first to conquer Mount Everest?
5. She received a plaque for having perfect attendance all year.
6. We used red lacquer to paint the box.
7. We enjoyed the picturesque scene from our hotel window.

×  
h



herb

oh

honest

heir

yeah

honesty

heirloom

hour

honor

heiress

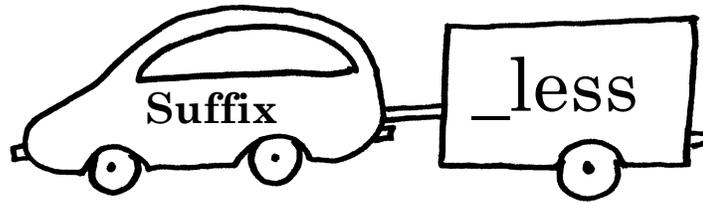
herb

honorable

homage

1. This beautiful ring is a family heirloom.
2. Be honest in all of your business transactions.
3. The soldiers' bravery brought honor to their families and to their country.
4. Cashiers at this store are paid on an hourly basis.
5. Oregano is the herb used to give pizza sauce its flavor.
6. We will exercise for an hour, then we will rest.
7. The prince is the heir to the throne.

*All The Colors Of  
The Earth*, by Sheila  
Hamanaka  
(Morrow Junior  
Books, 1994)



help	use	spot
helpless	useless	spotless
fear	care	harm
fearless	careless	harmless
home	pain	thought
homeless	painless	thoughtless

1. Should we take in this homeless puppy?
2. After Philip washes the windows, they will be spotless.
3. The mother bear was fearless when she was defending her young.
4. It is thoughtless to throw litter on the road.
5. This green snake is harmless.
6. Please don't do your work in a careless way.
7. These scissors are broken. They are useless.



tial

K. M. J.  
initials



tient

$$\begin{array}{r} 2 \leftarrow \\ 3 \overline{)6} \end{array}$$
  
quotient

initial

essential

quotient

impatient

partial

potential

patient

sentient

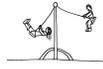
spatial

martial

outpatient

insentient

1. It is essential to remain alert while driving in heavy traffic.
2. If you study hard in school it will help you reach your full potential.
3. When you do a division problem, the answer is called the quotient.
4. Dr. Davis went to see his patients in the hospital.
5. Don't be so impatient with your little brother.
6. An insentient object is without sensation or feeling. A rock is insentient.



ine



medicine

medicine

engine

examine

famine

genuine

intestine

imagine

determine

heroine

margarine

turbine

alkaline

1. The car engine has been tuned up and it is running smoothly.
2. Can you imagine what the earth would be like without water?
3. We will examine these leaves under a microscope.
4. Katherine has a genuine interest in prehistoric animals.
5. Mark will continue to take his medicine until he is well.
6. Food moves through our intestines after it leaves the stomach.

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ine



gasoline

gasoline

vaccine

machine

submarine

tangerine

marine

magazine

Christine

figurine

routine

limousine

sardine

1. People on a submarine can study sea life under the water.
2. It is easy to make clothing on a sewing machine.
3. Do you like to read Highlights magazine?
4. Sardines are small fish that are good to eat.
5. We will stop at the gas station to fill up the tank with gasoline.
6. Today we will follow our regular routine.
7. Christine likes to eat tangerines.



sion



mansion

mansion

mission

session

pension

discussion

expression

tension

permission

profession

comprehension

compassion

possession

1. We must have permission to leave the classroom.
2. We are going to a movie. The price of admission is five dollars.
3. The spy went on a secret mission far away.
4. Today we had a discussion about following the rules.
5. Our class toured a historic mansion to learn about how people lived in the past.
6. Always have compassion on those who are less fortunate than you.



vision



television

vision

occasion

conclusion

version

explosion

television

division

erosion

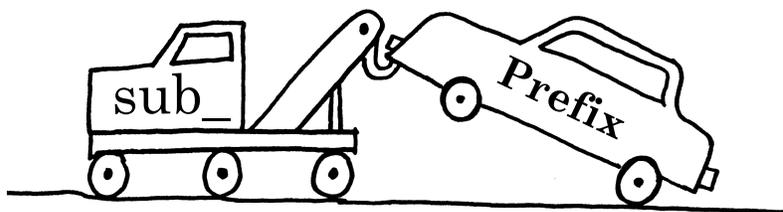
decision

collision

confusion

persuasion

1. I can't see the words on the chalkboard.  
I need to get my vision checked.
2. Do not watch too much television.
3. A wedding is an exciting occasion.
4. Farmers must plan carefully to prevent erosion of their soil.
5. Which version of the game do you like the best?
6. Drive your car with care so that you don't have a collision.
7. These instructions are causing confusion.

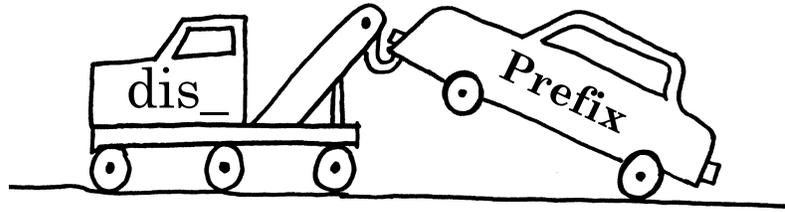


way	title	contract
subway	subtitle	subcontract

marine	standard	lease
submarine	substandard	sublease

soil	clinical	species
subsoil	subclinical	subspecies

1. In large cities, many people travel on the subway.
2. The city planners decided to subdivide the land into smaller lots.
3. The man was sick, but his symptoms were subclinical.
4. This subsoil is not suitable for growing plants. We will need to add some topsoil.
5. The service at this restaurant has been substandard.



appear  
disappear

continue  
discontinue

obey  
disobey

like  
dislike

able  
disable

approve  
disapprove

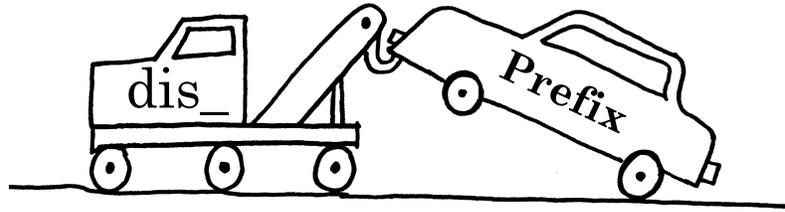
agree  
disagree

respect  
disrespect

interest  
disinterest

1. The clouds disappeared and the sun began to shine.
2. My teacher disapproves of name calling.
3. Speaking rudely to your teacher is a sign of disrespect.
4. It is dishonest to tell a lie.
5. The boy was punished for disobeying his parents.
6. I dislike having to get up so early in the morning.

Thank you, Mr.  
Falker by Patricia  
Polacco (Philomel  
Books, 1998)



match	behave	lead
mismatch	misbehave	mislead

judge	print	place
misjudge	misprint	misplace

trust	use	spell
mistrust	misuse	misspell

1. Do not misbehave at school.
2. How many words did you misspell on your test?
3. Did you misplace your library book?
4. This sign has a misprint.
5. I'm afraid I have misjudged you.
6. A dishonest man tried to mislead the group.
7. If you misuse scissors, you might hurt yourself.

ious



**furious**

*Peppe The Lamplighter* by Elisa Bartone, illustrated by Ted Lewin (Scholastic Inc., 1993)

furious

previous

studious

serious

tedious

hilarious

various

obvious

luxurious

curious

glorious

\* anxious

1. Mother was furious when the dog chewed up her new cookbook.
2. I am curious about how bees are able to fly.
3. That movie was hilarious.
4. This hotel is quite luxurious.
5. It is obvious that it is going to rain today.
6. Weeding the garden is a tedious job.
7. Don't be anxious about the test. If you have been studious, you will do well.
8. Our class has studied various kinds of animals.



**ciOUS**



**delicious**

delicious	ferocious	spacious
suspicious	atrocious	gracious
precious	tenacious	conscious
vicious	voracious	malicious

1. That newborn baby is precious.
2. Your new house is quite spacious.
3. This apple pie is delicious.
4. A lion is a ferocious animal.
5. That man looks suspicious to me.
6. My grandmother is a gracious hostess.
7. Sharks have a voracious appetite.
8. All the trash by the road looks atrocious.
9. Don't go near that vicious dog.



tious

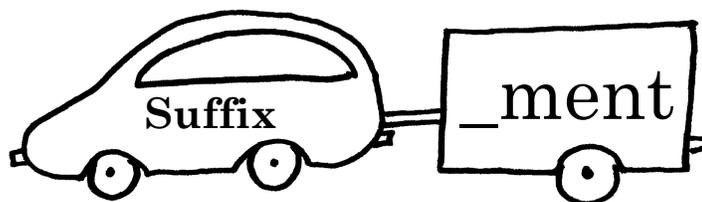


nutritious

cautious	ambitious	fictitious
infectious	facetious	propitious
nutritious	vexatious	rambunctious
scrumptious	fractious	seditions

1. Be cautious when you approach that dog.
2. My parents prepared food for me that was delicious and nutritious.
3. Sometimes children that are tired become too rambunctious.
4. The hikers developed an ambitious plan to climb to the top of the mountain.
5. The student gave a facetious answer to the question.
6. Medical students study infectious diseases.
7. A rainbow is a propitious sign.

Watch Out For The  
Chicken Feet In Your  
Soup by Tomie  
dePaola (Simon &  
Schuster, 1974)



treat	enjoy	entertain
treatment	enjoyment	entertainment
excite	argue	content
excitement	argument	contentment
measure	state	harass
measurement	statement	harassment

1. Please record your measurements in your science notebook.
2. The room was filled with excitement as the children waited for the surprise.
3. The warm, sunny weather added to our enjoyment at the beach.
4. It is not necessary to get into an argument. Each person can state his opinion.
5. The news reporters will make a statement about the election at ten o'clock.

ë



*A Pocket For Corduroy* by Don Freeman  
(Scholastic Inc., 1978)

**ballet**

croquet

chalet

crochet

bouquet

ballet

ricochet

parquet

buffet

attaché

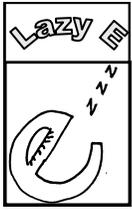
fillet

gourmet

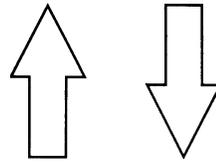
appliqué

1. Mom will crochet a warm winter cap for me.
2. Audrey goes to ballet class every week.
3. There are many delicious foods at a buffet.
4. The boys and girls enjoyed playing croquet on the lawn.
5. We will stay at a chalet in the mountains for our vacation.
6. I will order the fish fillet for dinner.
7. Mom sewed an appliqué to my jacket.

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ite



**opposite**

opposite

respite

infinite

granite

requisite

exquisite

definite

prerequisite

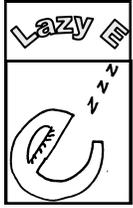
composite

favorite

perquisite

hypocrite

1. The opposite of up is down.
2. The color of those roses is exquisite.
3. We need to set up a definite time for the race.
4. My favorite season is spring time.
5. Granite is a stone that is used in many monuments.
6. A quiet evening in a hotel provided a respite from our travels.
7. One prerequisite of being a student is free attendance at all of the school’s basketball games.



age



The Bicycle Man by Allen Say  
(Scholastic Inc., 1982)

luggage

luggage

village

damage

message

sausage

baggage

bandage

language

garbage

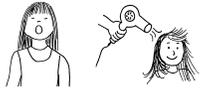
foliage

voyage

courage

1. Audrey and Ross picked up their luggage at the baggage claim area.
2. The sailors went on a long voyage across the ocean.
3. On Tuesday, the garbage will be picked up.
4. In the spring, new foliage appears on the trees.
5. It takes courage to face a serious illness.
6. Brad cooked sausage and eggs for breakfast.
7. The man brought a message to the people in the village.

Tikki Tikki Tembo retold by Arlene Mosel, illustrated by Blair Lent (Scholastic Inc., 1968)



age



garage

garage

massage

sabotage

mirage

barrage

camouflage

corsage

collage

montage

dressage

fuselage

1. The young man brought a beautiful corsage to his date to wear to the prom.
2. In art class, we created a collage from magazine pictures, drawings, and photographs.
3. Dad wants to clean out the garage this weekend.
4. The sly politician tried to sabotage his opponents campaign.
5. Sore muscles respond well to massage therapy.
6. The travelers were not tricked by the mirage in the desert.

th<sup>x</sup>



thyme

thyme

Theresa

Thompson

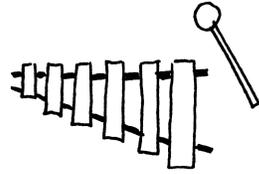
Thomas

Thailand



Thames<sup>e</sup>

1. At Thanksgiving, Mom always puts thyme in the dressing.
2. Thomas walked along the Thames River when he visited London.
3. Theresa's family is planning a trip to Europe this summer.
4. Mrs. Thompson's class will watch a documentary about Thailand in social studies.



**xylophone**

xylophone

xebec

xenon

xanthin

xenolith

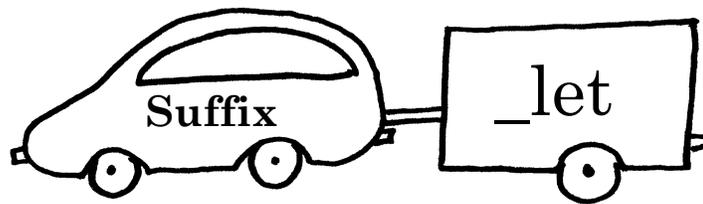
xylene

xanthophyll

xylem

xiphoid

1. A xylophone is a musical instrument that is played by striking the bars with mallets.
2. The tiny tubes inside a plant stem that carry fluids upward are called xylem.
3. Xenon is a colorless gas found in the air in very small quantities.
4. A xebec is a small sailing ship, common in the Mediterranean years ago.
5. A xenolith is a rock fragment imbedded in another rock.
6. Xanthophyll is a yellow pigment found in plants, which causes the yellow color in leaves in the fall.
7. Xylene is a liquid made from coal tar, used as a solvent.



pig	drop	owl
piglet	droplet	owlet
cut	book	ankle
cutlet	booklet	anklet
eye	cover	eagle
eyelet	coverlet	eaglet
leaf	out	triple
leaflet	outlet	triplet

1. We will print the safety booklets and give them to the students.
2. The mother owl is bringing food to the owlets in her nest.
3. Sarah wore an anklet made of small brightly colored beads.
4. Droplets of rain began to fall from the sky.



**Z**



**azure**

azure

brazier

seizure

glazier

1. We hiked along the trail to the top of the ridge, under an azure sky
2. The seizure of private property by the government is a cause for alarm.
3. My dog Pepper was subject to seizures in her old age.
4. This restaurant cooks its steaks on a brazier.
5. A glazier is a person who cuts glass to the proper size and shape and fits it into windows.

# Syllable Review

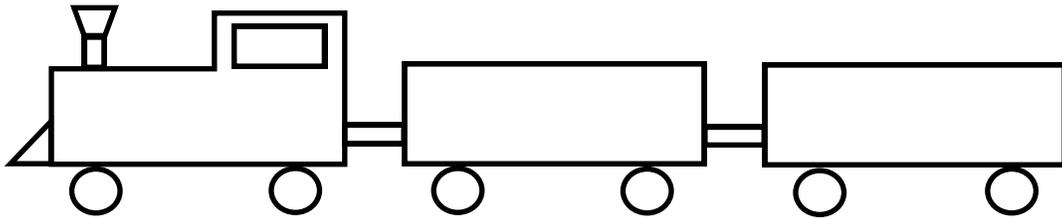
In a closed syllable, a consonant follows the vowel.

The vowel sound in a closed syllable  
is usually a short vowel sound.

mit - ten

bas - ket

rob - in



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.

mū - sic

hel - lō

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-syllable 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 sounds. When you read two-syllable words, it's important to read one syllable at a time. Read the first syllable, and then the second syllable. Then read the whole word.



hot	dog	hotdog
cob	web	cobweb
com	bat	combat
bas	ket	basket
nap	kin	napkin
ban	dit	bandit
cac	tus	cactus
fab	ric	fabric
al	bum	album

Here are more two-syllable words to read. This time the two consonants in the middle of the word are different. Remember, when you read two-syllable words, it's important to read one syllable at a time. Notice that each syllable is a closed syllable. One vowel is followed by a consonant. So these syllables have the short vowel sound.

## Syllable Review



rus	tic	rustic
Jus	tin	Justin
up	set	upset
un	til	until
un	less	unless
hel	met	helmet
vel	vet	velvet
pic	nic	picnic
zig	zag	zigzag

Here are more two-syllable words to read. Notice that each syllable is a closed syllable; the vowel is followed by a consonant.



ab	sent	absent
con	test	contest
prob	lem	problem
in	vent	invent
in	sect	insect
him	self	himself
chil	dren	children
hun	dred	hundred
pump	kin	pumpkin

Here are more two-syllable words to read. Notice that each syllable is a closed syllable; the vowel is followed by a consonant.

## Syllable Review



rob                  in                  robin

com                  et                  comet

sol                  id                  solid

clo<sup>z</sup>s                  et                  closet

sev                  en                  seven

ex                  it                  exit

pres<sup>z</sup>                  ent                  present

Here are more two-syllable words with closed syllables. These words have only one consonant between the vowels. Look at each syllable. 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 usually short. Notice the letter z placed above the letter s. This tells you to use the /z/ sound for the letter s in that word.



cab

in

cabin

hab

it

habit

plan

et

planet

up

on

upon

lim

it

limit

vis<sup>z</sup>

it

visit

fin

ish

finish



lem	on	lemon
mel	on	melon
sec	ond	second
met	al	metal
pet	al	petal
ped	al	pedal
med	al	medal
cam	el	camel
sal	ad	salad
wag	on	wagon
drag	on	dragon

The second syllable in each word is unaccented. It is pronounced quickly, with less emphasis. Notice that an arrow is pointing from one consonant to the next, skipping the vowel. The arrow tells us to slide past the vowel, hardly saying it at all. This type of vowel is called the schwa sound. It is represented by an upside down ə.



les                  son                  lesson

com                  mon                  common

bot                  tom                  bottom

pol                  len                  pollen

cot                  ton                  cotton

fos                  sil                  fossil

blos                  som                  blossom

rib                  bon                  ribbon

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but                  ton                  button

tun                  nel                  tunnel

fun                  nel                  funnel

sum                  mon                  summon

can                  non                  cannon

gal                  lon                  gallon

gal                  lop                  gallop

bal                  lot                  ballot

at                  las                  atlas

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blē



bubble

tlē



little

dlē



ladle

bub ble

bubble

trem ble

tremble

thim ble

thimble

crum ble

crumble

lit tle

little

bot tle

bottle

cat tle

cattle

rat tle

rattle

ket tle

kettle

set tle

settle

shut tle

shuttle

sad dle

saddle

can dle

candle

han dle

handle

pud dle

puddle

bun dle

bundle

med dle

meddle

mid dle

middle

clē



uncle

un cle

uncle

The second syllable in each word on this page is a "silent e" syllable. Do not pronounce the e when you read that syllable. It has to be there, because every syllable must have at least one vowel.

flē



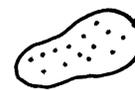
waffle

glē



giggle

klē



pickle

raf fle

raffle

baf fle

baffle

ruf fle

ruffle

duf fle

duffle

muf fle

muffle

snif fle

sniffle

gig gle

giggle

jug gle

juggle

snug gle

snuggle

jun gle

jungle

sin gle

single

tan gle

tangle

gog gles

goggles

pic kle

pickle

frec kle

freckle

buc kle

buckle

crac kle

crackle

twin kle

twinkle

an kle

ankle

The second syllable in each word on this page is a "silent e" syllable. Do not pronounce the *e* when you read that syllable. It has to be there, because every syllable must have at least one vowel.

plē<sup>x</sup>



apple

slē<sup>x</sup>



tussle

zlē<sup>x</sup>



puzzle

ap ple

apple

sam ple

sample

tem ple

temple

rip ple

ripple

sim ple

simple

rum ple

rumple

top ple

topple

tus sle

tussle

has sle

hassle

puz zle

puzzle

muz zle

muzzle

guz zle

guzzle

noz zle

nozzle

daz zle

dazzle

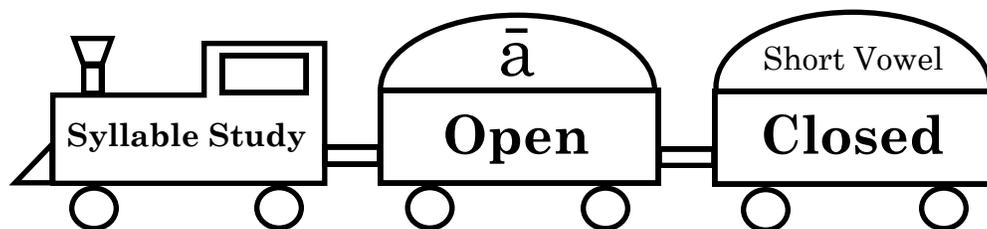
driz zle

drizzle

siz zle

sizzle

The second syllable in each word on this page is a "silent e" syllable. Do not pronounce the *e* when you read that syllable. It has to be there, because every syllable must have at least one vowel.



ra          ven          raven

ha          ven          haven

la          tex          latex

Da          vid          David

ba          sic          basic

a          men          amen

ba          con  
                ↪          bacon

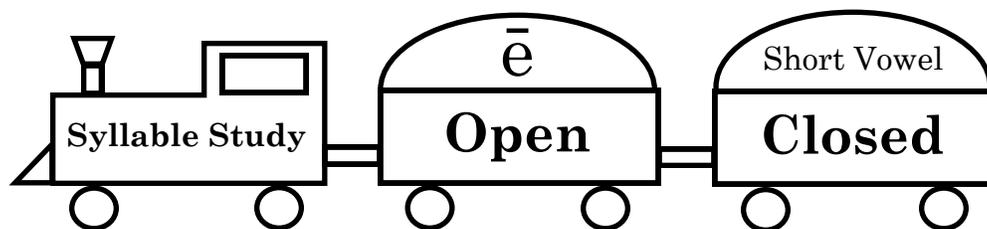
a          pron  
                ↪          apron

la          bel  
                ↪          label

na          val  
                ↪          naval

va          cant  
                ↪          vacant

In these words, a vowel is at the end of the first syllable. This kind of syllable is called an open syllable. A vowel in an open syllable usually represents its long vowel sound. To read these words, read the first syllable using a long vowel sound. Read the second syllable using a short vowel sound, or the schwa sound if you see an arrow. Then put the syllables together to read the whole word.



be	gin	begin
----	-----	-------

be	gan	began
----	-----	-------

se	cret	secret
----	------	--------

Ve	nus	Venus
----	-----	-------

e	ven	even
---	-----	------

re	lax	relax
----	-----	-------

re	fund	refund
----	------	--------

e	gret	egret
---	------	-------

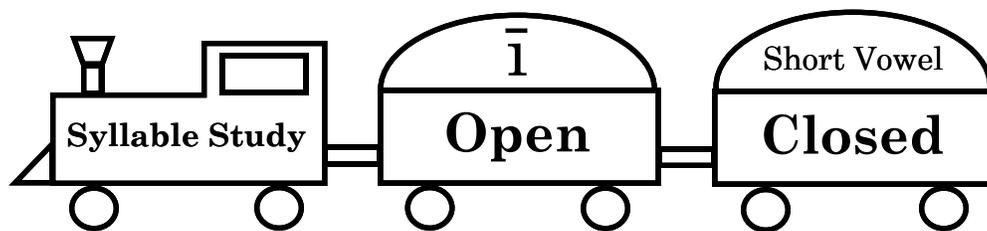
e	vil	evil
---	-----	------

le	gal	legal
----	-----	-------

e	qual	equal
---	------	-------

In these words, a vowel is at the end of the first syllable. This kind of syllable is called an open syllable. A vowel in an open syllable usually represents its long vowel sound. To read these words, read the first syllable using a long vowel sound. Read the second syllable using a short vowel sound, or the schwa sound if you see an arrow. Then put the syllables together to read the whole word.

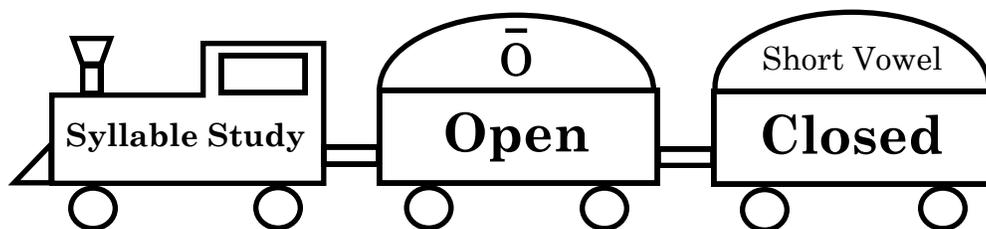
## Syllable Review



li	lac	lilac
mi	nus	minus
i	tem	item
i	ris	iris
si	lent	silent
cri	sis	crisis
qui	et	quiet
fi	nal	final
ri	val	rival
ti	dal	tidal
bi	son	bison
pi	lot	pilot

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 or the schwa sound.

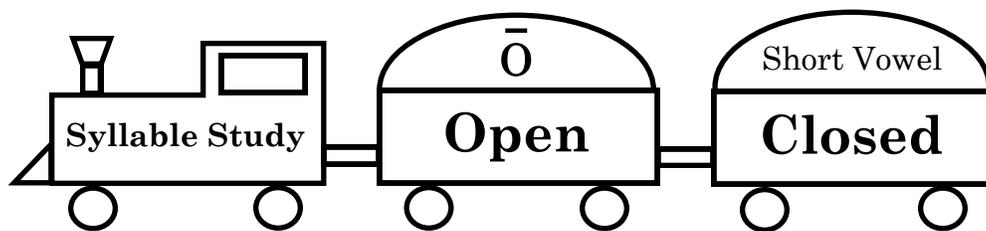
# Syllable Review



ro	bot	robot
to	ken	token
no	mad	nomad
to	paz	topaz
bo	nus	bonus
do	nut	donut
o	pen	open
o	mit	omit
to	tal ↪	total
lo	cal ↪	local
vo	cal ↪	vocal
co	lon ↪	colon

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 or the schwa sound.

# Syllable Review



mo          ment                  moment

pro          ton                          proton

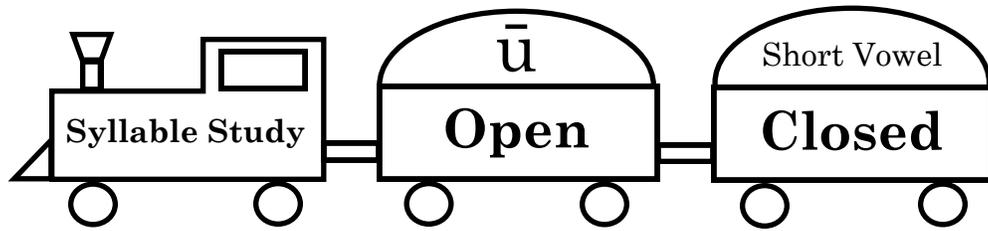
pro          gram                      program

po          em                          poem

po          et                              poet

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 or the schwa sound.

# Syllable Review



mu      sic      music

tu      lip      tulip

tu      nic      tunic

u      nit      unit

fu      ton      futon

cu      pid      cupid

hu      mid      humid

cu      bic      cubic

fu      el      fuel

pu      pil      pupil

stu      dent      student

hu      man      human



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 or the schwa sound. The long u sound may be pronounced as u/tulip or u/music, depending on the word. If you're not sure which sound to use, try both sounds and see which way makes sense when you pronounce it.

## Adjacent Vowels In Two Separate Syllables

The word adjacent means side by side. These words have adjacent vowels. Sometimes adjacent vowels work together to represent a single vowel sound, as in the words rain, feet, and moon. However, the adjacent vowels in the words on this page are in two separate syllables. They do not work together. The first vowel is at the end of the syllable; it represents its long vowel sound. The second vowel is in a closed syllable, so it represents the short vowel sound.

### OPEN

### CLOSED

ru

in

ruin

flu

id

fluid

cru

et

cruet

flu

ent

fluent

du

et

duet

re

act

react

ne

on

neon

e

on

eon

di

et

diet

qui

et

quiet

cli

ent

client

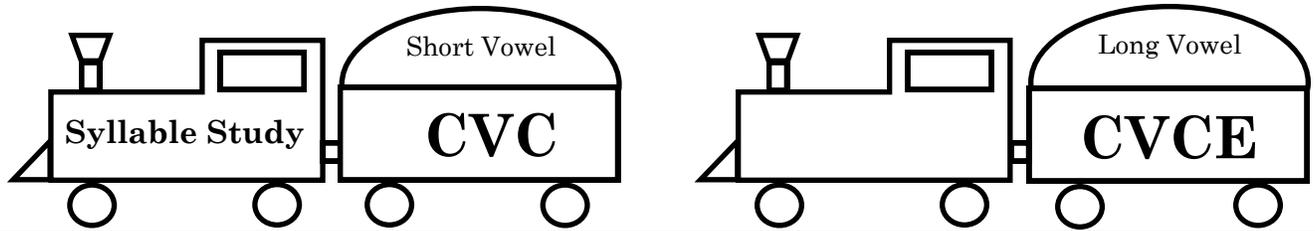
sto

ic

stoic

Read the first syllable, read the second syllable, then read the whole word.

The second word in each pair has a “split vowel” pattern. The two vowels work together, even though they are split apart by a consonant. The first vowel represents its long vowel sound. The second vowel, an e, is not pronounced.



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

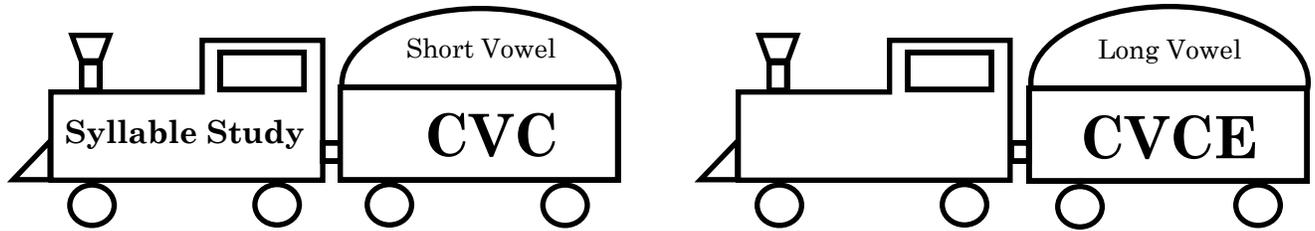
fad

fade

Jack

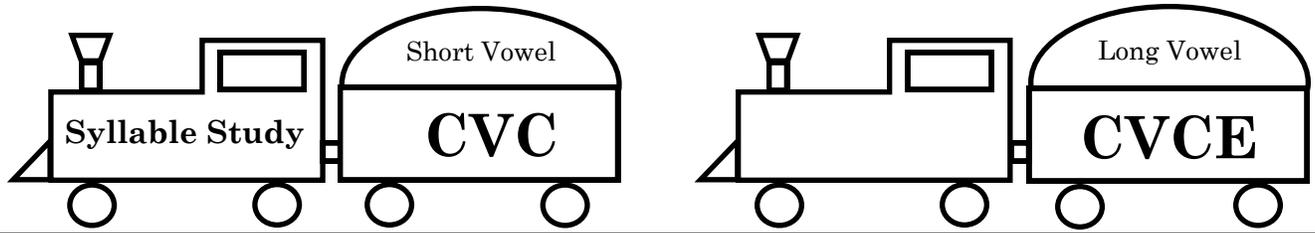
Jake

The second word in each pair has a “split vowel” pattern. The two vowels work together, even though they are split apart by a consonant. The first vowel represents its long vowel sound. The second vowel, an e, is not pronounced.



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

The second word in each pair has a “split vowel” pattern. The two vowels work together, even though they are split apart by a consonant. The first vowel represents its long vowel sound. The second vowel, an e, is not pronounced.



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

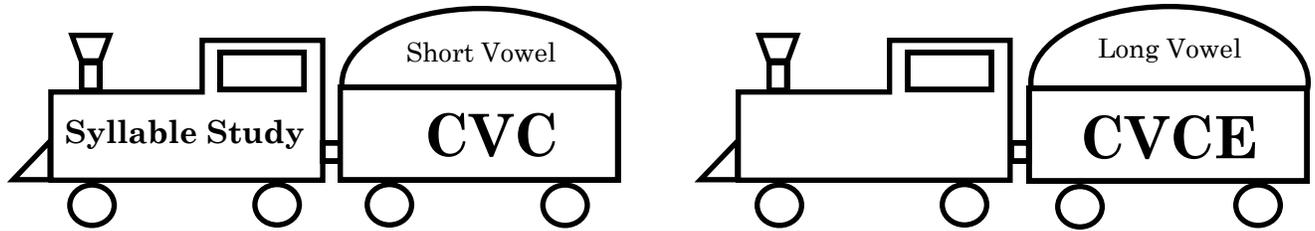
pop

Pope

rot

rote

The second word in each pair has a “split vowel” pattern. The two vowels work together, even though they are split apart by a consonant. The first vowel represents its long vowel sound. The second vowel, an e, is not pronounced.



cub	cube
cut	cute
mutt	mute
fuss	fuse
hug	huge
tub	tube
dud	dude
dun	dune
duck	duke
luck	Luke
plum	plume
jut	jute

pet	Pete
met	mete
them	theme



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 second syllable in each word has a vowel-consonant-e pattern. In this type of syllable, the two vowels work together to represent the long vowel sound of the first vowel, even though they are separated by a consonant. We call this a “split vowel” pattern. Read the first syllable, read the second syllable, then read the whole word.

## Syllable Review



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 second syllable in each word has a vowel-consonant-e pattern. In this type of syllable, the two vowels work together to represent the long vowel sound of the first vowel, even though they are separated by a consonant. We call this a "split vowel" pattern. Read the first syllable, read the second syllable, then read the whole word.

Syllable Review



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

Read the first syllable, read the second syllable , then read the whole word.

# Syllable Review



flag      pole      flagpole

tad      pole      tadpole

sup      pose      suppose

ex      pose      expose

ex      plode      explode

ex      plore      explore

ig      nore      ignore

The second syllable in each word has a vowel-consonant-e pattern. In this type of syllable, the two vowels work together to represent the long vowel sound of the first vowel, even though they are separated by a consonant. We call this a "split vowel" pattern. Read the first syllable, read the second syllable, then read the whole word.

Syllable Review



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

Read the first syllable, read the second syllable , then read the whole word.



ov

en

oven

shov

el

shovel

doz

en

dozen

noth

ing

nothing

moth

er

mother

broth

er

brother

won

der

wonder

cov

ers

covers

hon

ey

honey

mon

ey

money

The letter o in the first syllable of each word has the u/mbrella sound. Notice the accent, or emphasis, is on the first syllable in each 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, the first syllable is unaccented. The letter o represents the schwa sound in these syllables. You hardly pronounce the vowel at all. The emphasis in these words is on the second syllable.



con  
↪

fuse

confuse

com  
↪

pute

compute

pol  
↪

lute

pollute

com  
↪

plain

complain

com  
↪

pare

compare

com  
↪

pete

compete

com  
↪

plete

complete

con  
↪

fide

confide

com  
↪

pose

compose

com part ment

compartment

In these words, the first syllable is unaccented. The letter o represents the schwa sound in these syllables. You hardly pronounce the vowel at all. The emphasis in these words is on the second syllable.

## Syllable Review

**Unaccented Open Syllables:** The first syllable or middle syllable in each word below is an open syllable, but the accent, or emphasis, is on a different syllable. In an unaccented open syllable, the vowel often represents the schwa sound instead of the expected long sound. It is hardly heard at all.

UNACCENTED  
OPEN SYLLABLE

ba  
↪

ton

baton

sa  
↪

lon

salon

ca  
↪

ress

caress

se  
↪

dan

sedan

re  
↪

pel

repel

UNACCENTED  
OPEN SYLLABLE

com pli ment

compliment

op ti mum

optimum

im ple ment

implement

ap pre hend

apprehend

el o quent

eloquent

rel e vant

relevant

## Syllable Review

**Unaccented Open Syllables:** The middle syllable in each word is an open syllable, but the accent, or emphasis, is on a different syllable. In an unaccented open syllable, the vowel often represents the schwa sound instead of the expected long sound. It is hardly heard at all.

UNACCENTED

OPEN  
SYLLABLE

en	ve ↪	lope	envelope
oc	to ↪	pus	octopus
as	tro ↪	naut	astronaut
in	stru ↪	ments	instruments
kan	ga ↪	roo	kangaroo
di	no ↪	saur	dinosaur
i	ci ↪	cle	icicle
u	ni ↪	corn	unicorn
u	ni ↪	form	uniform
u	ni ↪	verse	universe
a	pri ↪	cot	apricot
el	e ↪	vate	elevate



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

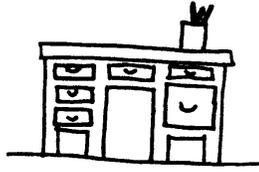
In these words, the first syllable is a closed syllable, with a short vowel sound, and the second syllable is an open syllable, with a long vowel sound. The long u sound may be pronounced as u/tulip or u/music, depending on the word. If you're not sure which sound to use, try both sounds and see which way makes sense when you pronounce it.

## Syllable Review

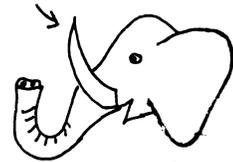
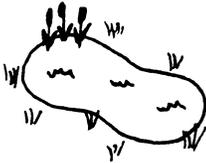


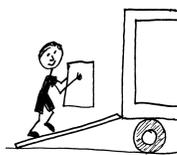
ze	ro	zero
he	ro	hero
yo	yo	yo-yo
so	lo	solo
si	lo	silo
ha	lo	halo
to	fu	tofu
tu	tu	tutu
e	mu	emu
ze	bu	zebu

In these words, both syllables end with a single vowel. Both the first and second syllables are open syllables, with a long vowel sound. The long u sound may be pronounced as u/tulip or u/music, depending on the word. If you're not sure which sound to use, try both sounds and see which way makes sense when you pronounce it.



# Advanced Ending 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

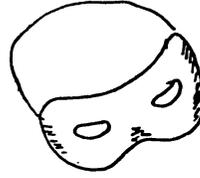
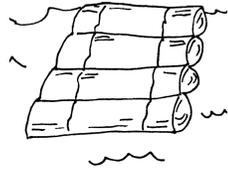
bland

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

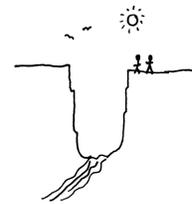
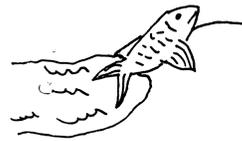
graft

ask

grasp

bract

flask



talc

Alps

adapt

<sup>c</sup>  
chasm

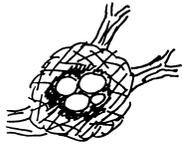
scalp

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

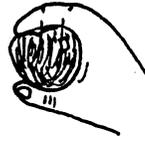
blend

spent

crest

trend

Brent



swept

left

held

help

kept

deft

weld

yelp

slept

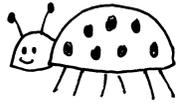
weft

meld

kelp

crept

cleft



insect

hemp

tempt

desk

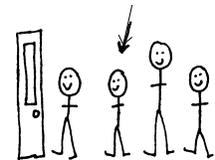
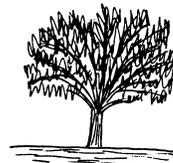
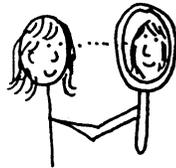
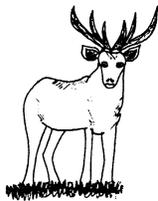
object

attempt

Eskimo

select

exempt



elk

self

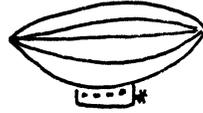
elm

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



disk

fist

milk

film

risk

list

silk

brisk

mist

bilk

frisk

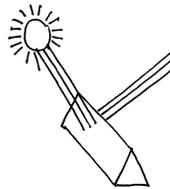
twist

ilk



grist

wind



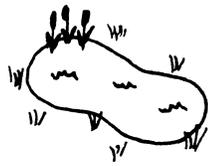
wisp

disc

prism

strict

lisp



cost

pond

pomp

soft

lost

fond

romp

loft

frost

bond

tromp

blond

stomp

frond

clomp

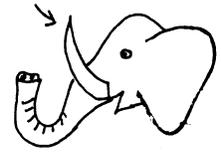


font

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



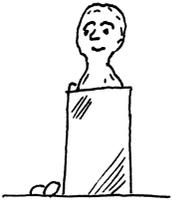
gulf  
engulf



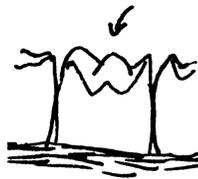
gulp  
pulp



sulk  
bulk  
hulk  
skulk



sculpt



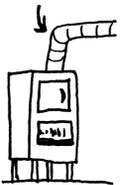
cusps



result



refund



duct  
deduct



erupt  
abrupt

cult

insult

adult

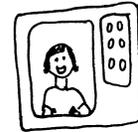
exult

fund

# Advanced Ending Syllables - Easy Version

Syllables With ti, ci, si = sh

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



Syllables With tu = ch



"Lazy E" Syllables

Unaccented V\_E Syllables With A Schwa Sound



# Advanced Ending Syllables - Easy Version

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

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

Model the pronunciation of each ending syllable, and have the students repeat. As students read the lists of words, point out open and closed syllables as needed.

Introduce and practice the ending syllable charts in the chart section at the beginning of this book. First study the chart that 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 say the entire set of ending syllables and key words independently, in unison.

Next study the charts that show all of the ending syllables arranged on 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.



tion

men tion

mention

ac tion

action

frac tion

fraction

na tion

nation

sta tion

station

va ca tion

vacation

vi bra tion

vibration



tial

es sen tial

essential

spa tial

spatial



tious

in fec tious

infectious

ram bunc tious

rambunctious



tient

sen tient

sentient

pa tient

patient

quo tient

quotient

im pa tient

impatient



cial

so cial

social

cru cial

crucial

gla cial

glacial

ra cial

racial

fa cial

facial



cian

Gre cian

Grecian



cious

gra cious

gracious

spa cious

spacious

vi va cious

vivacious

ten a cious

tenacious

si = sh



sion  




sia

man sion

mansion

mis sion

mission

ses sion

session

pen sion

pension

ten sion

tension

dis cus sion

discussion

im pres sion

impression

sus pen sion

suspension

ex ten sion

extension

ex pres sion

expression

dim en sion

dimension

Rus sia

Russia

Prus sia

Prussia

si = zh



sion  




sia

ex clu sion  
 exclusion

ex plo sion  
 explosion

in tru sion  
 intrusion

com pul sion  
  
 compulsion

con fu sion  
  
 confusion

con clu sion  
  
 conclusion

A sia  
 Asia

am ne sia  
 amnesia

am bro sia  
 ambrosia

 <p>su = sh</p> <p>sure</p>	 <p>su = zh</p> <p>sure</p>	 <p>su = zh</p> <p>sūal</p>
<p>pres sure pressure</p> <p>fis sure fissure</p> <p>cen sure censure</p>	<p>clo sure closure</p> <p>ex po sure exposure</p>	<p>vi su al visual</p> <p>ca su al casual</p> <p>u su al usual</p> <p>un u su al unusual</p>

tu = ch



ture



tu

vul ture

vulture

struc ture

structure

punc ture

puncture

cap ture

capture

mix ture

mixture

ad ven ture

adventure

na ture

nature

fu ture

future

spat u la

spatula

nat u ral

natural

cen tu ry

century

ac tu al

actual

sit u a tion

situation

The ou pattern has the schwa sound in these ending syllables. It is barely heard.

  
OUS

  
IOUS

cal lous  
callous

fa mous  
famous

fi brous  
fibrous

fab u lous  
fabulous

ob vi ous  
obvious

en vi ous  
envious

de vi ous  
devious

se ri ous  
serious

du bi ous  
dubious

te di ous  
tedious

va ri ous  
various

pre vi ous  
previous

stu di ous  
studious

fu ri ous  
furious

cu ri ous  
curious





age



age

bag gage

baggage

lug gage

luggage

dam age

damage

ban dage

bandage

col lage

collage

“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



ite



ice

ac tive

active

na tive

native

mo tive

motive

gran ite

granite

res pite

respite

ex quis ite

exquisite

prac tice

practice

of fice

office

jus tice

justice

nov ice

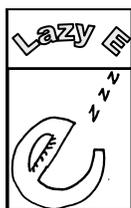
novice

crev ice

crevice

no tice

notice





tain  
↪

cap tain

captain

chap lain

chaplain

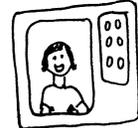
plan tain

plantain

# Advanced Ending Syllables - Regular Version

Syllables With ti, ci, si = sh

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



Syllables With tu = ch



"Lazy E" Syllables

Unaccented V\_E Syllables With A Schwa Sound



Silent E Syllables



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

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## 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

Students should be familiar with the previous syllable study pages, including open syllables, closed syllables, and unaccented middle syllables. They should also know the vowel patterns taught in *Phonics Patterns For Beginning Readers, Books 1-8*.

Introduce and practice the ending syllable charts in the chart section at the beginning of this book. First study the chart that 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 say the entire set of ending syllables and key words independently, in unison.

Next study the charts that show all of the ending syllables arranged on 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.

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

\*  
ad di tion  
addition

ques tion    
question

Two of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

**tial** K. M. J.  
initials

**tient**  $3 \overline{)6}^2$   
quotient

**tious**   
nutritious

\*  
in i tial  
initial

par tial  
partial

spa tial  
spatial

es sen tial  
essential

po ten tial  
potential

mar tial  
martial

pa la tial  
palatial

quo tient  
quotient

pa tient  
patient

sen tient  
sentient

im pa tient  
impatient

out pa tient  
outpatient

in pa tient  
inpatient

in sen tient  
insentient

\*  
nu tri tious  
nutritious

cau tious  
cautious

\*  
am bi tious  
ambitious

fa ce tious  
facetious

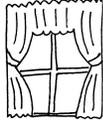
\*  
fic ti tious  
fictitious

in fec tious  
infectious

ram bunc tious  
rambunctious

Some of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

tain



curtain

This ending syllable does not have the long ā sound. The ai pattern has the schwa sound. It is barely heard.

cur tain

curtain

cer tain

certain

cap tain

captain

moun tain

mountain

chap lain

chaplain

chief tain

chieftain

plan tain

plantain

foun tain

fountain

por ce lain

porcelain

Brit ain

Britain

cer tain ly

certainly

un cer tain

uncertain

One of the words above has an accented open syllable that has a short vowel sound, instead of the expected long vowel sound. When spelling or decoding this word, put an asterisk above the short vowel.

The ou pattern has the schwa sound in these ending syllables. It is barely heard.

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  
fabulous

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

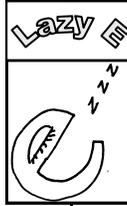
ob liv i ous  
oblivious

“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.

ate



pirate



ace



necklace

pi rate

pirate

pal ate

palate

sen ate

senate

cli mate

climate

frig ate

frigate

pri vate

private

ac cu rate

accurate

neck lace

necklace

pal ace

palace

men ace

menace



ter race

terrace

sol ace

solace

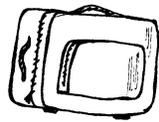
fur nace

furnace

sur face

surface

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

tu = ch

ture



nature

tu



spatula

na ture

nature

fu ture

future

fea ture

feature

crea ture

creature

punc ture

puncture

ges ture

gesture

cap ture

capture

vul ture

vulture

mois ture

moisture

struc ture

structure

mix ture

mixture

ad ven ture

adventure

fur ni ture

furniture

lit er a ture

literature

spat u la

spatula

nat u ral

natural

cen tu ry

century

ac tu al

actual

stat ue

statue

for tune

fortune

sit u a tion

situation

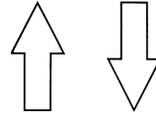
“Lazy E” syllables are VCE patterns, but the silent e doesn’t do its job of reminding the first vowel to have the long sound. The first vowel has the schwa sound; it is barely heard at all.

ive



detective

ite



opposite

ice



notice

de tec tive  
 detective

ac tive  
 active

na tive  
 native

mo tive  
 motive

cur sive  
 cursive

neg a tive  
 negative

cre a tive  
 creative

op po site  
 opposite

gran ite  
 granite

def i nite  
 definite

in fi nite  
 infinite

res pite  
 respite

fa vor ite  
 favorite

ex quis ite  
 exquisite

no tice  
 notice

prac tice  
 practice

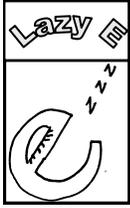
ser vice  
 service

of fice  
 office

jus tice  
 justice

nov ice  
 novice

crev ice  
 crevice



ine



medicine

ine



gasoline

med i cine  
medicine

de ter mine  
determine

al ka line  
alkaline

doc trine  
doctrine

fem i nine  
feminine

thi a mine  
thiamine

ex am ine  
examine

fam ine  
famine

im ag ine  
imagine

mar ga rine  
margarine

tur bine  
turbine

in tes tine  
intestine

al ka line  
alkaline

en gine  
engine

gas o line  
gasoline

vac cine  
vaccine

tan ger ine  
tangerine

mag a zine  
magazine

sub ma rine  
submarine

sar dine  
sardine

ma chine  
machine

ci = sh

cial



special

cian



magician

so cial

social

cru cial

crucial

gla cial

glacial

fa cial

facial

ra cial

racial

\*  
spe cial

special

fi nan cial

financial

com mer cial

commercial

☂ \*  
of fi cial

official

\*  
ju di cial

judicial

\*  
ar ti fi cial

artificial

\*  
ben e fi cial

beneficial

\*  
su per fi cial

superficial

\*  
es pe cial ly

especially

\*  
ma gi cian

magician

\*  
di e ti cian

dietician

\*  
e lec tri cian

electrician

\*  
mu si cian

musician

\*  
op ti cian

optician

\*  
lo gi cian

logician

\*  
phy si cian

physician

Many of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

ci = sh

**ci**ous



delicious

\*  
vi cious

vicious

\*  
pre cious

precious

\*  
de li cious

delicious

\*  
sus pi cious

suspicious

gra cious

gracious

spa cious

spacious

ten a 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

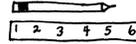
Some of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

sure



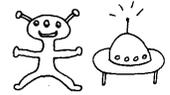
pressure

sure



measure

sual



unusual

pres sure

pressure

fis sure

fissure

cen sure

censure

er a 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

visual

\*  
ca su al

casual

u su al ly

usually

Some of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

si = sh

sion



mansion

sia



Russia

man sion

mansion

mis sion

mission

ses sion

session

pen sion

pension

ten sion

tension

ex pres sion

expression

per mis sion

permission

con cus sion

concussion

dis cus sion

discussion

ag gres sion

aggression

im pres sion

impression

pos ses sion

possession

dim en sion

dimension

pro fes sion

profession

sus pen sion

suspension

ex ten sion

extension

ob ses sion

obsession

com pre hen sion

comprehension

Rus sia

Russia

Prus sia

Prussia

fūch sia

fuschia

si = zh

sion



television

sia



freesia

\*  
vi sion  
vision

\*  
tel e vi sion  
television

con clu sion  
conclusion

free sia  
freesia

\*  
di vi sion  
division

con fu sion  
confusion

com pul sion  
compulsion

am bro sia  
ambrosia

\*  
pro vi sion  
provision

ex clu sion  
exclusion

\*  
de ci sion  
decision

A sia  
Asia

\*  
pre ci sion  
precision

ex plo sion  
explosion

ver sion  
version

am ne sia  
amnesia

in tru sion  
intrusion

er o sion  
erosion

\*  
col li sion  
collision

Tu nī sia  
Tunisia

im mer sion  
immersion

oc ca sion  
occasion

con ver sion  
conversion

Per sia  
Persia

di ver sion  
diversion

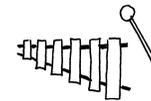
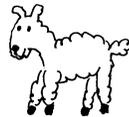
ex cur sion  
excursion

per su a sion  
persuasion

zoy sia  
zoysia

Many of the words above have accented open syllables that have a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

# 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 sometimes represents the */h/* sound when it is followed by the letter *o*.

b<sup>×</sup>ū



In the *bu* pattern, the *u* is silent. Just pronounce the *b*.

build

build

ing

building

built

build

er

builder

buy

buy

er

buyer

buys

buy

ing

buying

buoy

<sup>×</sup>  
b



In a few words the letter *b* is silent.

debt

debt

or

debtor

doubt

doubt

ful

doubtful

sub

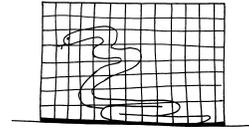
tle

subtle

ce

ci

cy



cell	pen	cil ⤵	pencil
cent	prin	cess	princess
cyst i	suc	cess	success
place	ex	cept	except
face	rē	cess	recess
race	rē	ceive	receive
trace	dē	ceive	deceive
price	rē	duce	reduce
nice	dē	cide	decide
twice	fan	cy	fancy
mice	cy	cle	cycle
rice	cy	press	cypress
truce	ceil	ing	ceiling
spruce	cen	ti ⤵	centipede

The letter *c* represents the /s/ sound when it is followed by *e*, *i*, or *y*.

ch



In this consonant pattern, the *ch* sometimes represents the *c* sound.

chord

schol

ar

scholar

school

sched

ule

schedule

chrome

ech

o

echo

scheme

or

chid

orchid

ache

stom

ach  
↪

stomach

an

chor

anchor

Mi

chael  
↪

Michael

or ches

tra

orchestra

cha me le on  
↪

chameleon

Zach ar  
↪

y

Zachary

chor

us

chorus

cha

os

chaos

chār ac  
↪

ter

character

ch



In this consonant pattern, the *ch* sometimes represents the *sh* sound.

chef

mus

tache

mustache

chute

ma  
↘

chine

machine

chic

Mi  
↘

chelle

Michelle

cro

ch<sup>x</sup>ët

crochet

Char

lotte  
↘

Charlotte

char

treuse

chartreuse

Chi  
↘



ca

go

Chicago

pār  
↘

a

chute

parachute

chan  
↘

de

li er

chandelier

pis tach i o

pistachio

at  
↘

ta

ché

attaché

char  
↘

la

tan  
↘

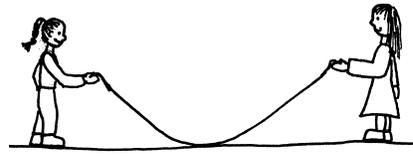
charlatan

char  
↘

ade

charade

dge



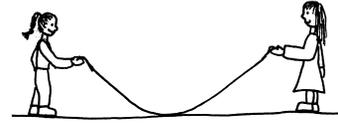
badge	gad	get	gadget
ridge	bud	get	budget
bridge	wid	get	widget
lodge	cud	gel	cudgel
dodge	fid	get	fidget
fudge	mid	get	midget
nudge	smid	gen	smidgen
grudge	bē	grudge	begrudge
smudge			
judge			
wedge			
ledge			
pledge			
hedge			

This pattern is used after a short vowel.

ge

gi

gy



gel

or

ange  
↪

orange

gem

gī

ant  
↪

giant

gym

gen

tle

gentle

gist

leg

end  
↪

legend

genes

mag

ic

magic

age

en

gine  
↪

engine

cage

gib

let

giblet

rage

frig

id

frigid

stage

trag

ic

tragic

page

in

gest

ingest

wage

stin

gy

stingy

huge

del

uge

deluge

change

ref

uge

refuge

strange

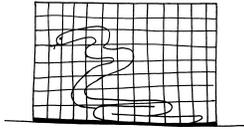
gir

aff<sup>x</sup>

giraffe

The letter *g* often represents the *j* sound when it is followed by *e*, *i*, or *y*.

\_ce



\_ge



fence

ounce

hinge

gouge

whence

bounce

fringe

lounge

dance

pounce

lunge

scrounge

chance

voice

plunge

forge

lance

choice

flange

gorge

France

Greece

tinge

prance

fleece

binge

glance

juice

singe

mince

force

cringe

prince

twinge

since

bilge

wince

bulge



once



 sponge



G<sup>x</sup>orge

These patterns are used at the end of a word.

gh



The *gh* pattern represents the gh/ghost sound in some words.

ghost

ghet

to

ghetto

ghöul

ghet  
a

ghast

aghast

ghast

ly

ghastly

ghōst

ly

ghostly

gher

kin

gherkin

ghet  
spā

tī

spaghetti

Al le

ghē ny

Allegheny

gh



In these words the *gh* pattern is silent. It is not pronounced.

straight

daugh

ter

daughter

thröugh

naugh

ty

naughty

caught

al

thōugh

although

taught

thor

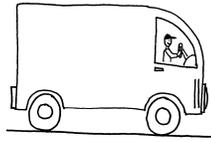
ōugh

thorough

thōugh

dōugh

<sup>x</sup>gn



In this consonant pattern, the *g* is silent. Just pronounce the *n*.

gnat

gno

mon  
↪

gnomon

gnash

de  
↪

sign

design

gnaw

re  
↪

sign

resign

gnarled

be  
↪

nign

benign

gnome

as

sign

assign

gnu

a

lign

align

sign

im

pūgn

impugn

rēign

ma  
↪

lign

malign

dēign

fēign



gneiss

g<sup>×</sup>ū



In the *gu* pattern, the *u* is silent. Just pronounce the *g*.

guess

guil

ty

guilty

guest

gui  
↪

tar

guitar

guard

guin

ea

guinea pig

guy

guā̄r an  
↪

tee

guarantee

guide

guar di an  
↪

guardian

vague

in

trigue

intrigue

league

fa  
↪

tigue

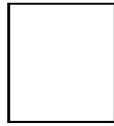
fatigue

rogue

fugue

morgue

×  
h



In some words the letter *h* is silent.

hour

hon

est

honest

herb

hon

or

honor

heir

hon es

ty

honesty

ah

hëir

loom

heirloom

huh

her

bal

herbal

ohm

dahl

y  
ia

dahlia

myrrh

\*  
kha

kî

khaki

pooh

hur

  
rah

hurrah

chee

  
tah

cheetah

Sār

  
ah

Sarah

shep

herd

shepherd

exhibit

ve hi

cle

vehicle

exhaust

ve he

ment

vehement

exhort

pir   
an

  
ha

piranha

One of the words above has an accented open syllable that has a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

i



In some words the letter *i* acts as a consonant. It represents the y/yo-yo sound.

view

mil

lion

million

bil

lion

billion

ju

nior

junior

com mu

nion

communion

com pan

nion

companion

bun

ion

bunion

on

ion

onion

o pin

ion

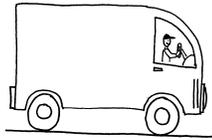
opinion

ver mil

ion

vermilion

<sup>x</sup>  
kn



In this consonant pattern, the *k* is silent. Just pronounce the *n*.

knife

Knox

ville

Knoxville

knave

knap

sack

knapsack

knee

knock

out

knockout

kneel

knick

knack

knickknack

knight

knuc

kle

knuckle

knot

knick

ers

knickers

knob

knit

knack

knock

know

knew

<sup>x</sup>  
mb



In this consonant pattern, the *b* is silent. Just pronounce the *m*.

lamb

plumb

er

plumber

jamb

suc

cumb

succumb

bomb

a

plomb

aplomb

thumb

cat

a

comb

catacomb



crumb

numb

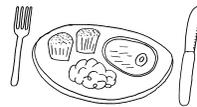
dumb

limb

wömb

tömb

<sup>x</sup>  
mn



In this consonant pattern, the *n* is silent. Just pronounce the *m*.

climb

aut

umn

autumn

comb

col

umn

column

hymn

sol

emn

solemn

con

demn

condemn



<sup>x</sup>  
p



In a few words the letter *p* is silent.

psalm

re

ceipt

receipt

cöup

cup

board

cupboard

corps

psy

chē

psyche

pseu

do nym

pseudonym

rasp

ber ry

raspberry

psy chi

a trist

psychiatrist

pneu

mat ic

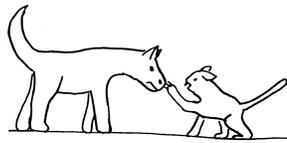
pneumatic

pter o

dac tyl

pterodactyl

ph



The ph and ugh patterns are pronounced like the letter f.

graph

dol

phin

dolphin

Ralph

Mem

phis

Memphis

phlox

proph

et

prophet

phone

phon

ics

phonics

ugh



Phil

ip

Philip

or

phan

orphan

laugh

pho

bic

phobic

draught

pho

ton

photon

cough

Jo

seph

Joseph

trough

tro

umph

triumph

 rough

em

phat

ic

emphatic

 tough

al

pha

bet

alphabet

 slough

el

e

phant

elephant

 enough

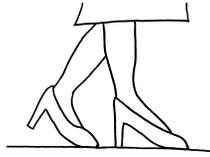
pho

to

graph

photograph

qu

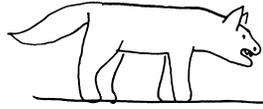


Sometimes the letters *qu* represent the *k* sound.

quiche	an	tique	antique	
clique	crit	ique	critique	
bisque	ob	lique	oblique	
mosque	tech	nique	technique	
brusque	u	nique	unique	
plaque	bou	tique	boutique	
torque	o	paque	opaque	
	mys	tique	mystique	
	con	quer	conquer	
	mar	quee	marquee	
	* bri	quette	briquette	
	tour	ni	quet	tourniquet
	pic	tur	esque	picturesque
	ar	a	besque	arabesque

One of the words above has an accented open syllable that has a short vowel sound, instead of the expected long vowel sound. When spelling or decoding these words, put an asterisk above the short vowel.

<sup>x</sup>  
rh



In this consonant pattern, the *h* is silent. Just pronounce the *r*.

rhyme

rhi

no

rhino

rhom

bus  
↪

rhombus

rhine

stone

rhinestone

rhu

barb

rhubarb

rhe

sus  
↪

rhesus

rhi

zome

rhizome

  
rhy

<sup>ə</sup>  
thm  
↪

rhythm

rhyth

mic

rhythmic

Rhon

  
da

Rhonda

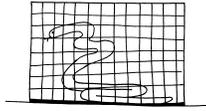
rhi noc er os  
↪

rhinoceros

rho do den dron  
↪ ↪

rhododendron

**SC**



In some words the *sc* represents the *s* sound. This happens when the *sc* pattern is followed by *e*, *i*, or *y*.

scent

scis

sors

scissors

scene

sci

ence

science

scythe

scep

ter

scepter

**S**



scim *i*

tar

scimitar

sce

nic

scenic

is

sce ner

y

scenery

his

ab

scess

abscess

as

dis

cern

discern

has

as

cend

ascend

phase

de

scend

descend

visit

cres

cent

crescent

present

tran

scend

transcend

closet

ab

scess

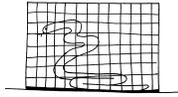
abscess

mis *ci*

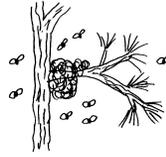
ble

miscible

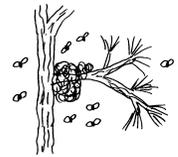
\_se



\_se



\_ze



mouse

cheese

freeze

house

raise

wheeze

blouse

praise

breeze

geese

cause

sneeze

moose

pause

squeeze

purse

noise

ooze

nurse

poise

snooze

verse

cruise

gauze

horse

bruise

maize

tense

browse

bronze

rinse

choose

Examples

Suffix

No Suffix

purrs

purse

tens

tense

moos

moose

false

else

pulse

These words end with \_se or \_ze to show that the /s/ or /z/ sound at the end does not indicate the suffix \_s. The letter e in this pattern is silent.

x  
t



In some words the letter *t* is silent.

cas	tle	castle
whis	tle	whistle
this	tle	thistle
bus	tle	bustle
mis tle	toe	mistletoe
lis	ten	listen
glis	ten	glisten
of	ten	often
sof	ten	soften
fas	ten	fasten
hās	ten	hasten
Christ	mas ↪	Christmas

th



In a few words the letters *th* represent the *t* sound.

thyme  
  
 Thames

Thom	as	Thomas
Thomp	son	Thompson
Thai	land	Thailand
Es	ther	Esther
The	re	Theresa

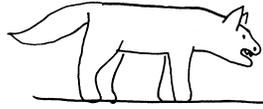
\_ve



The letter *v* never occurs at the end of an English word. It is always followed by an *e*.

give	delve	carve
live	solve	starve
have	valve	curve
möve	leave	serve
pröve	sleeve	swerve

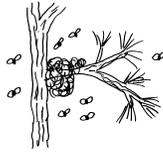
<sup>x</sup>  
**WR**



In this consonant pattern, the *w* is silent. Just pronounce the *r*.

wren	wrap	per	wrapper
wrap	writ	ten	written
wreck	wrin	kle	wrinkle
wrong	wres	<sup>x</sup> tle	wrestle
wrist	wrist	watch	wristwatch
wrench			
write			
wrote			
wring			

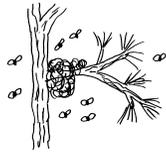
X



In some words the letter *x* represents the *gz* sound.

ex	<sup>x</sup> haust		exhaust
ex	alt		exalt
ex	ult		exult
ex	ert		exert
ex	am		exam
ex	ist		exist
ex	hort		exhort
ex	empt		exempt
ex	act		exact
ex	<sup>x</sup> hib	it	exhibit
ex	am	ple	example
ex	ot	ic	exotic
ex	is	tence	existence
ex	o	dus	exodus

**X**



At the beginning of words  
the letter *x* represents the  
*z* sound.

xi

xe

bec

xebec

xe

non

xenon

xan

thin

xanthin

xy

lem

xylem

xy

lene

xylene

xy

phoid

xyphoid

xen

o  
↪

lith

xenolith

xe

↪

ro

sis

xerosis

xy

lo

phone

xylophone

xan

tho

phyll

xanthophyll



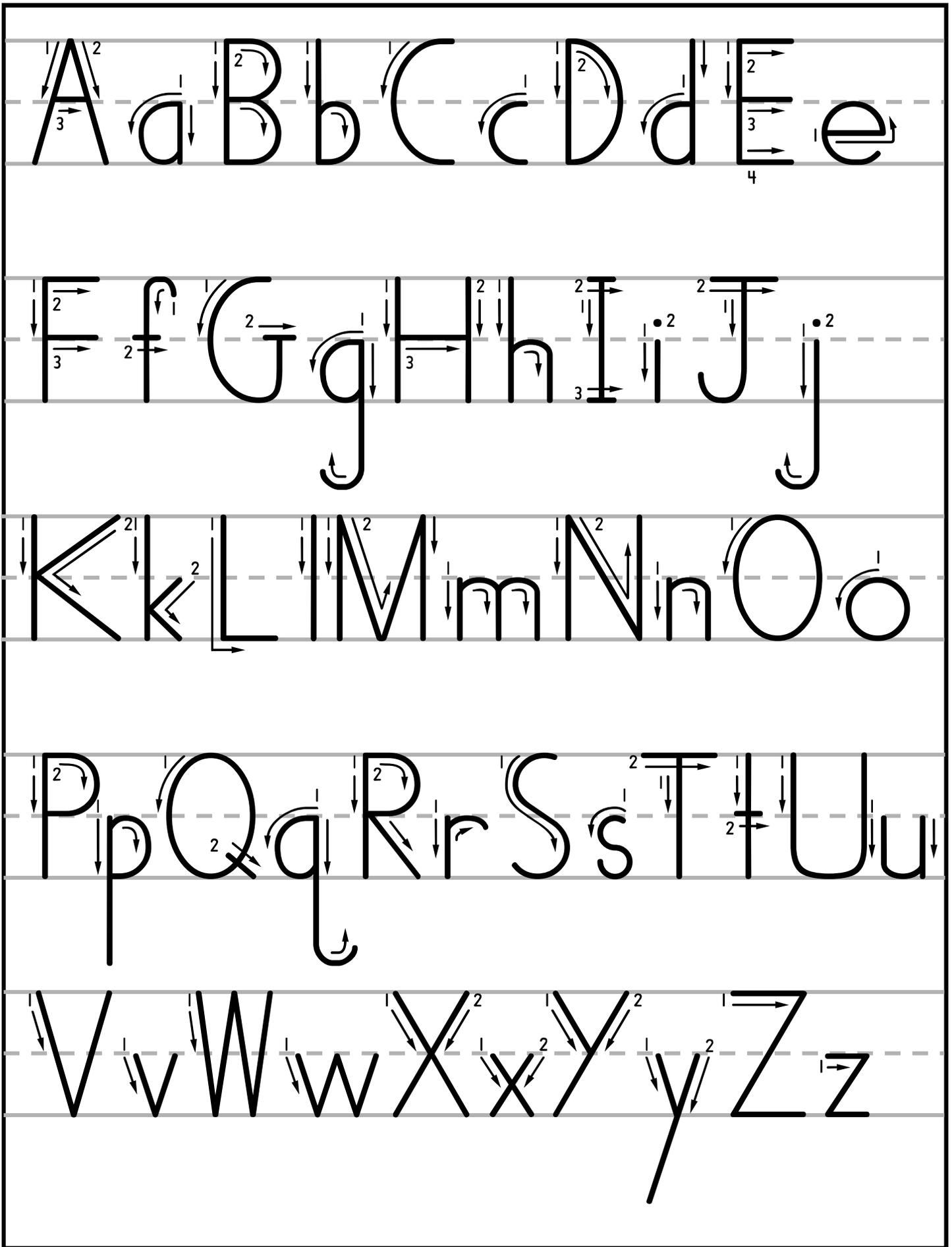
x-ray

Z



In a few words the letter *z* represents the *zh* sound, as heard in *azure*.

a	zure	azure
sēi	zure	seizure
gla	zier	glazier
bra	zier	brazier



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

## 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. Free PDF downloads are available at [www.soundcityreading.net](http://www.soundcityreading.net).

### ***Learning The Alphabet (Books 1 and 2)***

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

### ***Exploring Sounds In Words (Books 1 and 2)***

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

### ***Rhyming Short Vowel Words And Sentences - K or Mixed Short Vowel Words And Sentences - 1st or Two-Page Short Vowel Words And Sentences***

Students spell and read color-coded short vowel words. Phonemic awareness exercises prepare students to read each set of words. Students say the sounds for each word and find the matching picture. Then they decode the word smoothly. Students learn seven sight words and begin to read simple short vowel sentences.

### ***Basic Short Vowels***

Students read illustrated short vowel words and sentences. This book has all black print.

### ***Phonetic Words And Stories (Books 1 - 8)***

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. Phonemic awareness activities are built in to the lessons. Students spell and read words with new patterns, then read easy stories containing the same patterns. Vowel patterns are color-coded. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

### ***Basic Phonics Patterns (Books 1 - 8)***

These books and the *Phonics Patterns And Stories* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. They include the same set of practice stories, with smaller print and smaller pictures.

### ***Know The Phonetic Code (Volumes 1, 2, 3)***

Students study all of the phonics patterns, syllable patterns, and suffix patterns taught in the short vowel books and in Books 1-8 listed above. Students study one new pattern per page, including one-syllable and two-syllable words, where applicable. The same practice stories described above are included.

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

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.

### ***Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists***

In these books students read color-coded rhyming lists followed by lists that begin with the same two letters (body-coda lists). The words are not illustrated. Practicing the word lists helps students build fluency when decoding words.