

Basic Phonics Patterns

Book 1

Basic
Vowel Patterns And
Consonant Patterns

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mē



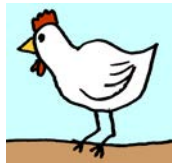
thumb



gō



chicken



horse



when

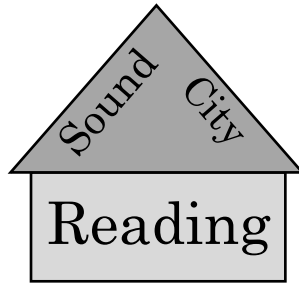


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Sound City Reading

Teaching Guide
Included



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You may want to use these vowel colors to make word flashcards
for decoding practice in small groups.

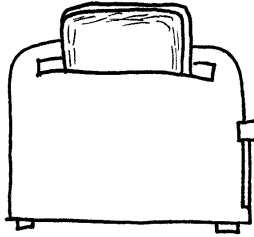
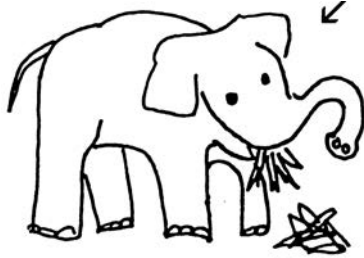
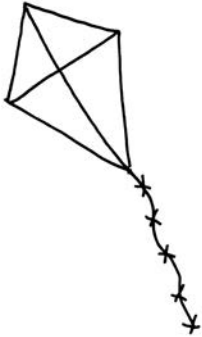

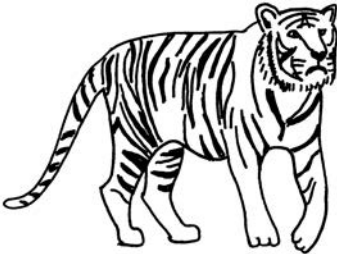


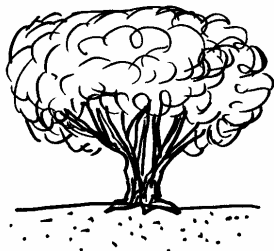
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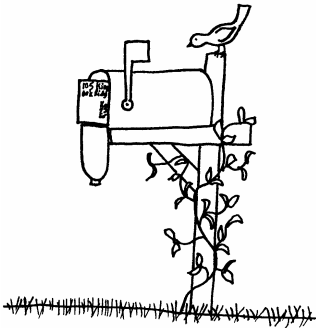
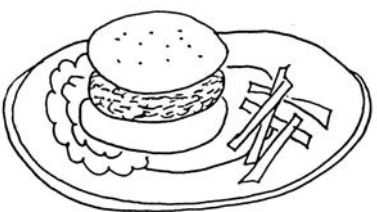

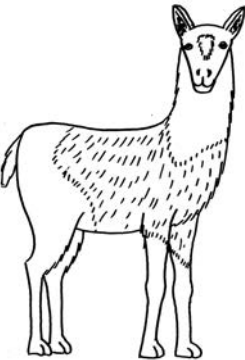
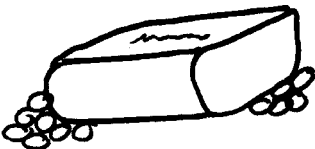
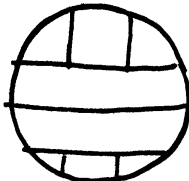
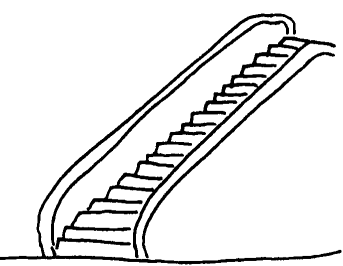

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Syllable Awareness 1-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: toast-er, el-e-phant, kite, coat, ti-ger, chain, zuc-chi-ni, bush. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 1-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: mail-box, ham-bur-ger, barn, lla-ma, soap, vol-ley-ball, es-ca-la-tor, a-pron. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

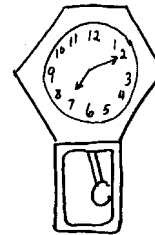
A Sound Story

About Audrey and Brad



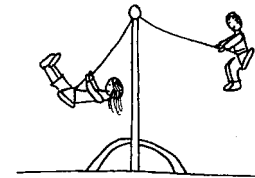
Part 1

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.
(ī/lilac)

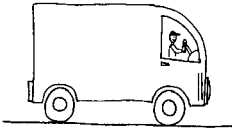
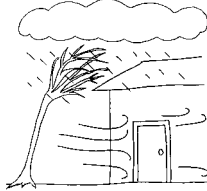


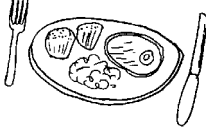
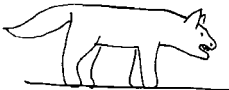


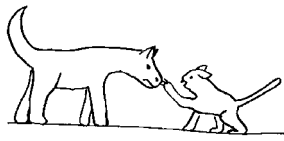
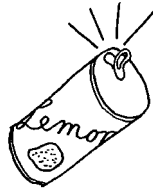
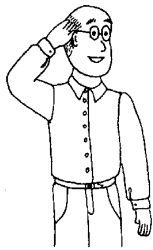
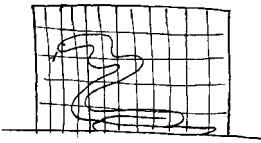
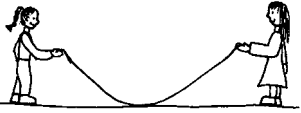
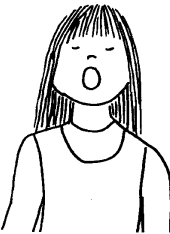
ī ī

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



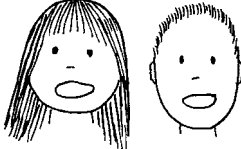
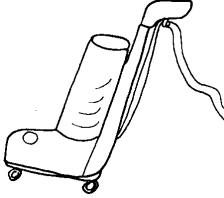

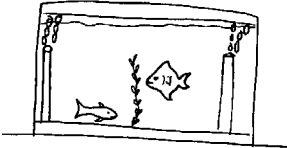




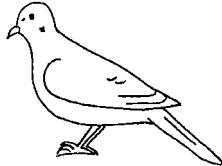
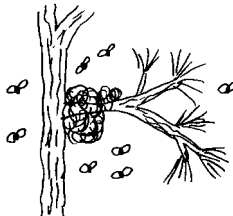
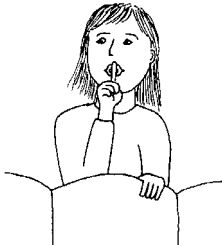

L l

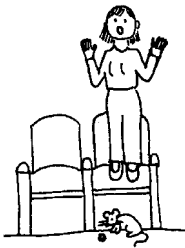
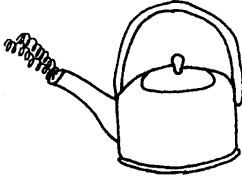


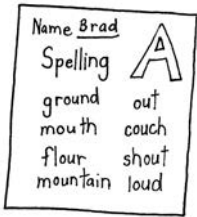
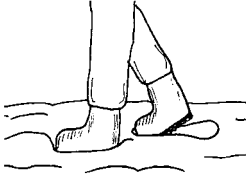
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As 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.</p> <p>(u/up)</p>		<p>U u</p>
<p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p>		<p>B b</p>
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		<p>M m</p>
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>		<p>R r</p>

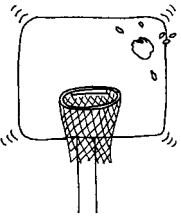
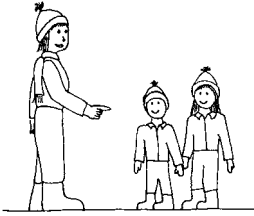
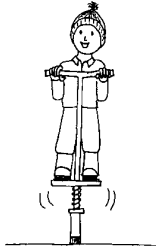
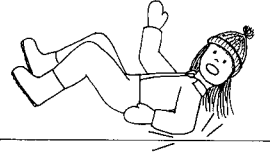

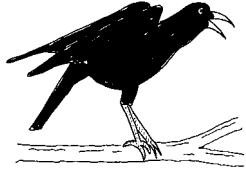
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached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

After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.

<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/ax)</p>		<p>A a</p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>		<p>V v</p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>		<p>G g</p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p>		<p>P p</p>

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (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>Part 2 - Beyond The Alphabet Sounds</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. (ē/begin)</p>		<p>ē</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. (ō/robot)</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 "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Tttthhh," 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!" (ö/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. (ā/raven)</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. “Nnnnggg,” 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.” (ū/music)</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/coin, 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.” (ü/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. (ä/all)</p>		<p>ä</p>

After hearing this section, point to the sound picture, saying the sound.

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, azure, garage)



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

Studying the Sound Story and Sound Charts

Read some of the story aloud to the students each day, until you have read the whole story. Being familiar with the sound pictures will help students learn new phonogram patterns and their sounds.

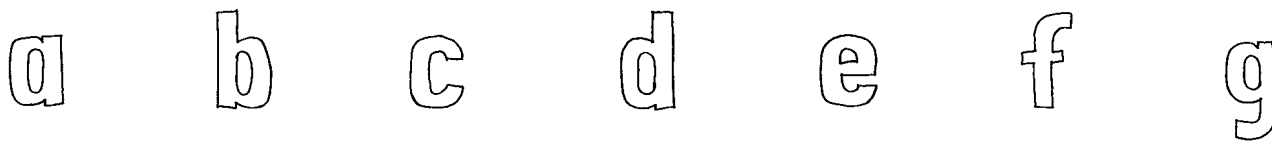
Go over the sound charts at the front of this book at the beginning of each lesson. Students should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps students create a secure mental map of the letters and sounds. Small pictures from the sound story are shown with each entry to indicate the correct sound. In some cases, there will be more than one letter pattern to represent a particular sound. In other cases, there will be more than one sound for a single letter pattern.

In each lesson, go over only the letters and letter patterns that have been taught. On some charts you will gradually add new letters and patterns from one day to the next, as you work through this book. On some days you will add a completely new chart. At some point you will need to choose just some of the charts to study during the lesson, so that they will fit into the allotted amount of time, rotating the charts from day to day.

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. As you study new patterns, 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 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. The long sound is the same as the name of the vowel. 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, *ǎ*, over vowels that have the short sound. I don’t do this because it seems to create more confusion for the students.) The third sound for each vowel is a “dotted” sound. The dotted vowels are marked with two dots (called an umlaut) above the vowel, to show that it does not have the regular sound. Strangely, two of the dotted vowels (*ë*/ballet and *ï*/pizza) have sounds that match a different vowel’s long sound. Two more vowel sounds can only be formed by vowel pairs. Ou/ouch and ow/cow show the first sound. Oi/oil and oy/boy show the second sound.

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 dotted vowel sounds (of which two repeat long vowel sounds) and two other 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 phonics programs, you’ll find that each is a little different.

Sight Words

Review is	his	as	has	A
a	I	Book 1 was	of	both
the	most	post	wolf	two
rich	much	such	which	what
who	whom	whose	truth	

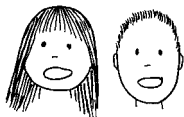
Studying Sight Words

Sight words have one or more parts that can't be sounded out in the usual way. The first eight words on this list are taught at the short vowel level. Review these words. The remaining words are taught when words with the same phonetic patterns are taught in this book. The sequence chart in this book lists the new sight words and shows when they are to be introduced.

To introduce a new sight word, show it on a flashcard, say the word, and have the students repeat it in unison. Point out which part of the word can be decoded (sounded out phonetically) as usual and which part cannot be pronounced as expected. Have each student read the card individually, then have students copy the word. Call on a few students to use the word orally in a sentence. Review the words that have been taught, daily, using flashcards, word cards on a word wall, or this chart.

Alphabet Sounds

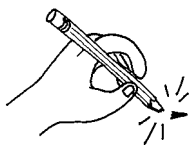
A a



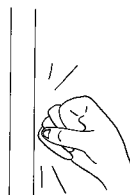
B b



C c



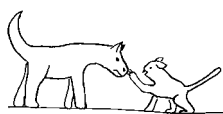
D d



E e



F f



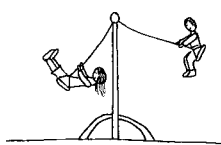
G g



H h



I i



J j



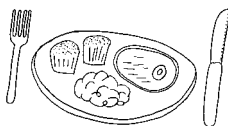
K k



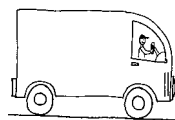
L l



M m



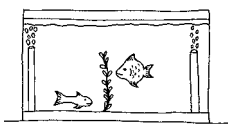
N n



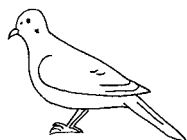
O o



P p



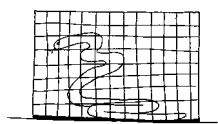
Qu qu



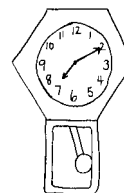
R r



S s



T t



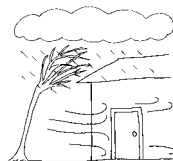
U u



V v



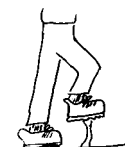
W w



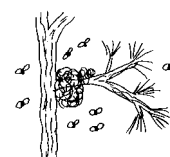
X x



Y y



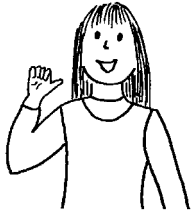
Z z



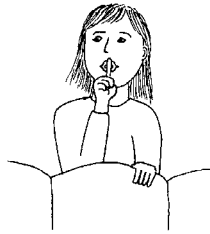
Say the sound for each letter.

"Beyond The Alphabet" Sounds

ī



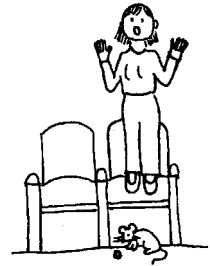
sh



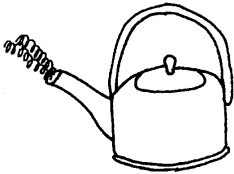
ē



ō



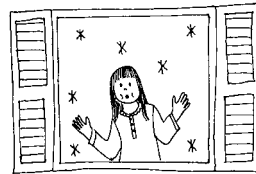
th



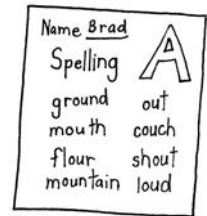
th



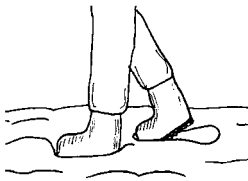
ö



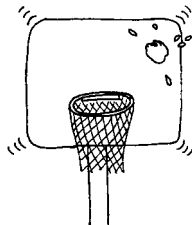
ā



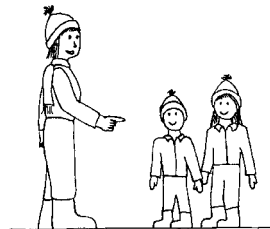
ch



ng



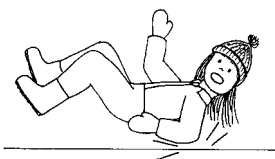
ū



oi oy



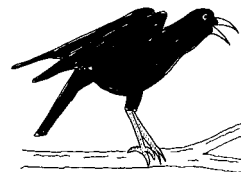
ou ow



ü



ä

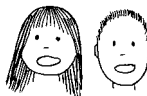


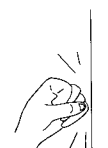
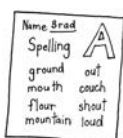

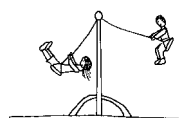






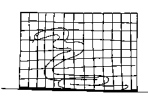
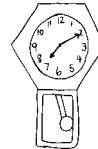






measure, vision,
azure, garage



Say the sound for each letter or letter pattern.

Say the sound or sounds for each letter.

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

e



f



g



h



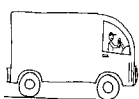
ē



m



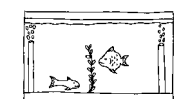
n



o



p



ō



ö



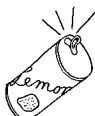
v



w



x



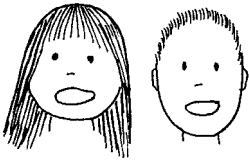
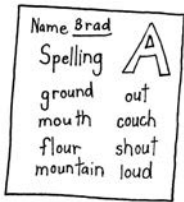
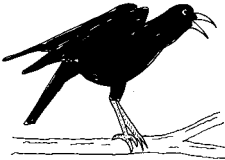
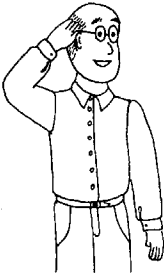
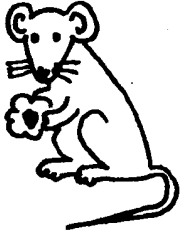
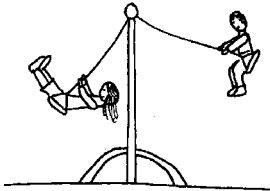
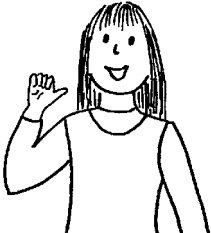
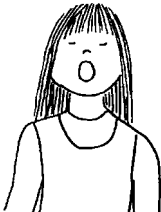
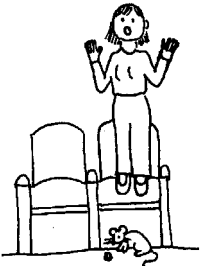



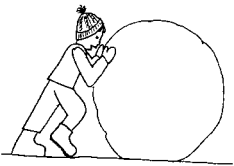
y



z

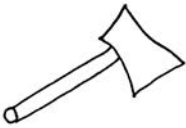


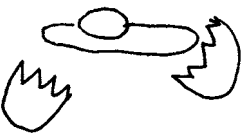
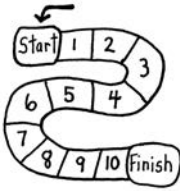


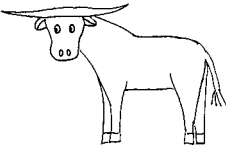
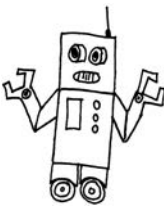






Say each sound going across the rows, then going down the columns. Skip any that have not yet been introduced.

Short Vowels CVC	Long Vowels CV	Dotted Vowels
a 	ā 	ä 
e 	ē 	
i 	ī 	
o 	ō 	ö 
u 	ū 	ü 

Practice the vowel sounds using this chart for a while before introducing the chart with key words on the next page.

Say each sound and key word going across the rows, then down the columns. Skip any that have not been introduced.

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>i</p>  <p>in</p>	<p>ī</p>  <p>li lac</p>	
<p>o</p>  <p>ox</p>	<p>ō</p>  <p>ro bot</p>	<p>ö</p>  <p>to</p>
<p>u</p>  <p>up</p>	<p>ū</p> <p>tu lip</p> <p>mu sic</p> 	<p>ü</p>  <p>bush</p>

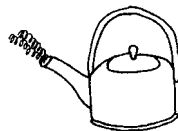
Wait until students are confident saying the vowel sounds on the previous page before introducing this vowel chart.

Consonant Patterns

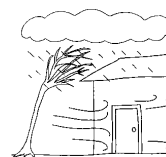
sh



th



ch



th



wh



wh



Say the sound for each pattern that has been introduced, using the sound pictures as a reference as needed.

Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

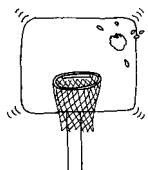
ench

inch

onch

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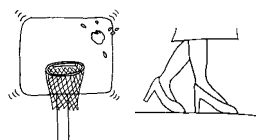
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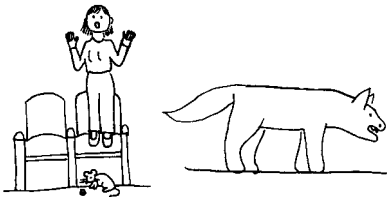
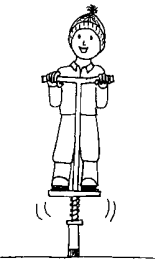


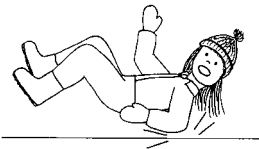
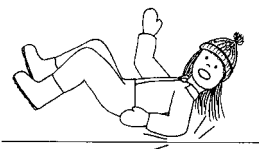
ank






ink





onk

unk

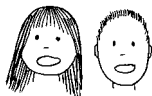

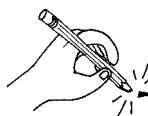







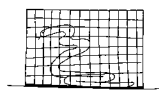
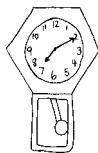

Say the sound for each pattern that has been introduced, then pronounce the vowel combinations below it.

<div>Umbrella Vowels</div> <div>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead. Read the umbrella story to introduce these patterns.</div>	<div>a</div> <div></div>	<div> o</div> <div></div>
<div>Bossy R Patterns</div> <div>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</div>	<div>or</div> <div></div>	
<div>oi</div> <div></div> <div>In The Middle</div>	<div>oy</div> <div></div> <div>At The End</div>	<div><div>The Story Of The Umbrella Vowels</div><div></div><div>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because “umbrella” starts with his “uh” sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say my ‘uh’ sound in words.” The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. “Please, we want to say our own sounds,” said the vowels, “but we are getting wet.” The letter U said, “If you promise to say my sound in <u>some</u> words, I’ll let you get under the umbrella.” And that is why, to this very day, the letters a, e, i, and o say their own sound in most words, but in <u>some</u> words they say the /u/ umbrella sound.</div></div>
<div>ow</div> <div></div>	<div>Odd O Patterns</div> <div>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</div> <div>Begin this chart after students have heard the related sections of the sound story read aloud.</div> <div>Students say the sound for each pattern.</div>	
<div>ou</div> <div></div>		








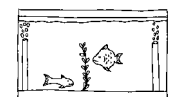


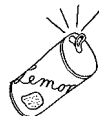


<h2 style="text-align: center;">Umbrella Vowels</h2> <p>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  a </div> <div style="text-align: center;">  what </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  o </div> <div style="text-align: center;">  son </div> </div>
<h2 style="text-align: center;">Bossy R Patterns</h2> <p>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ōr </div> <div style="text-align: center;">  horse </div> </div>	

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> oi </div> <div style="text-align: center;">  coin </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> oy </div> <div style="text-align: center;">  boy </div> </div>	<h2 style="text-align: center;">Odd O Patterns</h2> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p> <p>Begin this chart after students have become confident saying the sounds on the chart with sound pictures.</p> <p>Students say the sound and key word for each pattern.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ow </div> <div style="text-align: center;">  cow </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ou </div> <div style="text-align: center;">  ouch </div> </div>		

Say the sound for each letter, followed by the sound and key word for the alternate patterns that have been taught.

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

Say the sound for each letter, followed by the sound and key word for the alternate patterns that have been taught.

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

ast

ask

and

amp

aft

ist

isk

isp

ind

ift

int

imp

ilt

ilk

ond

omp

oft

olf

ost

ōst

ont

opt

ump

unt

ust

usk

uct

ulb

ulk

est

esk

elt

elf

elp

eld

elm

elk

end

ent

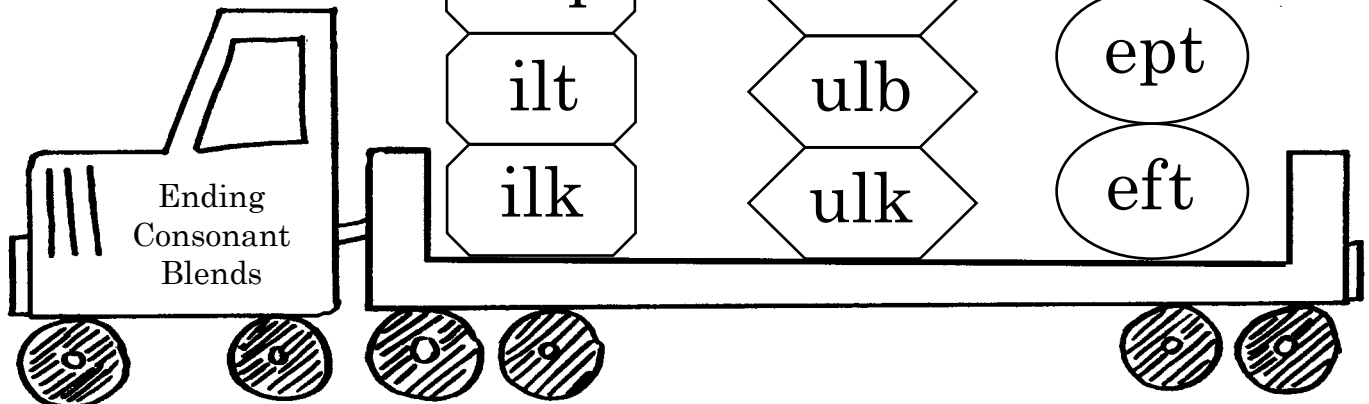
ext

ept

eft

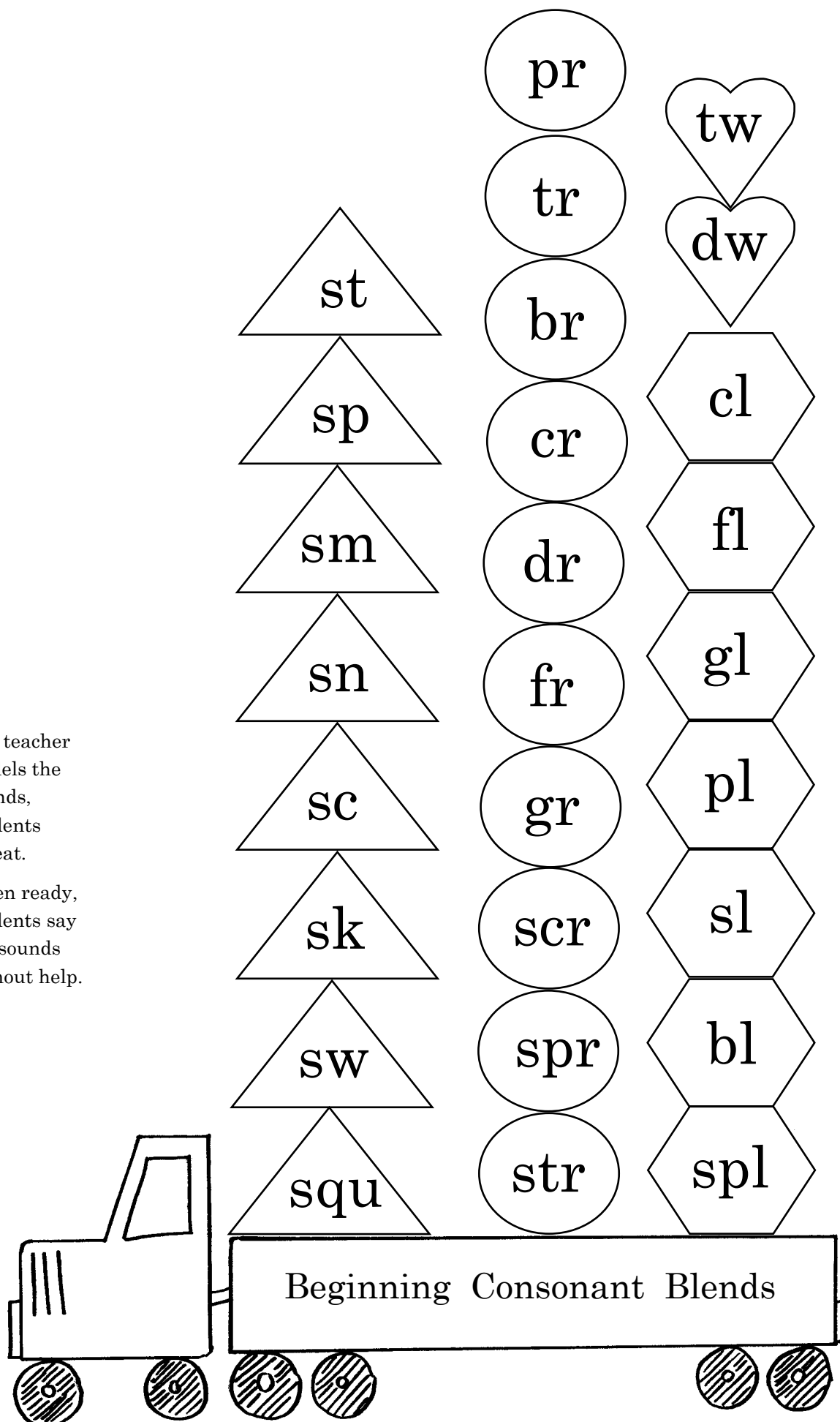
The teacher
models the
sounds,
students
repeat.

When ready,
students say
the sounds
without help.






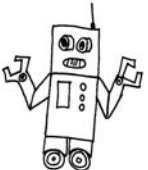

The teacher
models the
sounds,
students
repeat.

When ready,
students say
the sounds
without help.



Syllable Patterns

- Words are made up of one or more syllables. Each syllable contains a vowel and any consonants that are pronounced with it. Syllables are rhythmic units in words.
- A syllable in which a vowel is followed by one or more consonants 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 SYLLABLES (Words)	CLOSED SYLLABLES (Words)	OPEN SYLLABLES (Words)	OPEN SYLLABLES (First Syllables Only)
ax	ran		rā 
egg	ten	wē	bē 
ill	fin	hī	lī 
off	box	gō	rō 
us	cut	flū	tū mū 

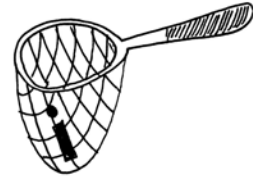
Syllable Patterns

Students read each word in the first three columns.

4th Column: Students listen as the teacher says each word: ra-ven, be-gin, li-lac, ro-bot, tu-lip, mu-sic.
Students read the first syllable and then say the whole word.

Suffix Review

Contractions



cat
cats

run
runs

Suffixes

Read each word.
Reread the word with its suffix.

he is
he's

she is
she's

it is
it's

that is
that's

what is
what's

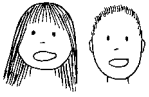
who is
who's

when is
when's

Contractions

Read each pair of words.
Reread the words as a contraction.

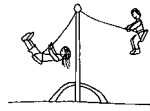
a



e



i



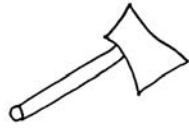
o



u



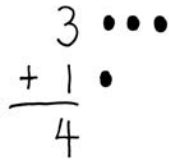
ax



tax



add



sad



egg



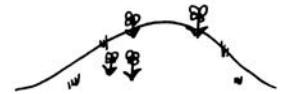
leg



ill



hill



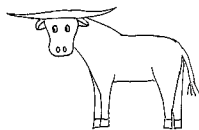
in



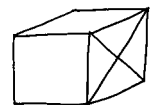
fin



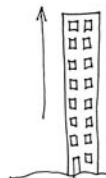
ox



box



up



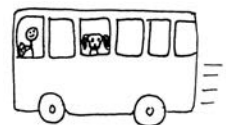
cup



us

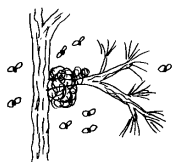


bus



In a closed syllable, the vowel usually represents its short vowel sound.

S



In this word the letter *a* has the short u sound, as heard in u/ umbrella.

A



a



In this word the letter *i* has its long i sound. It is always a capital letter.

I



is

In some words the letter *s* sounds like the letter *z*.



his



as



has

visit



closet



present

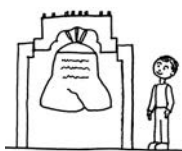


Listen to the teacher read these words aloud.
Do you hear the /z/ sound in the middle of each word?
The letter *s* represents the /z/ sound in these words.

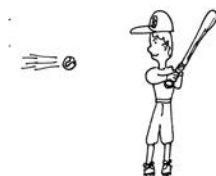
1. Jeff has a pig.



2. It is a big bell.



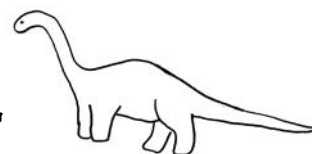
3. I will hit it.



4. Gus is in his van.



5. It is as big as a bus.



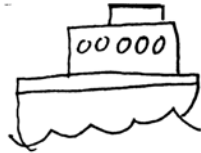
sh



cash



ship



rash



shin



mash



shell



lash



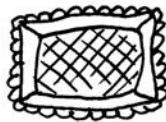
shed



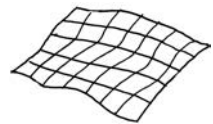
sash



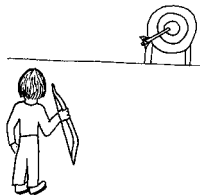
sham



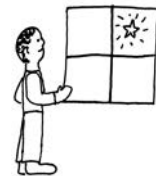
mesh



shot



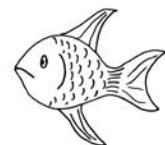
wish



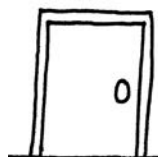
shop



fish



shut



dish



sh



gush



rush



mush



1. A pot is in a shed.



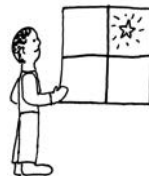
2. Ned has a shell.



3. Jill has a rash.



4. I wish I had a pet.









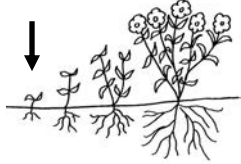









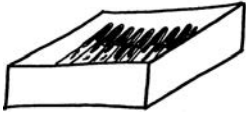

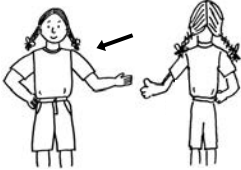


5. A hot dog is on a dish.



6. A man got a fish.



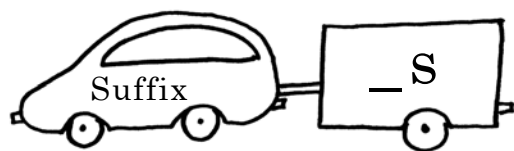
 o 	 a 
 son 	  was  It <u>was</u> small.
won 	  what  
ton 	<p style="text-align: center;">The Story About The Umbrella Vowels</p>  <p>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because “umbrella” starts with his “uh” sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say my ‘uh’ sound in words.” The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. “Please, we want to say our own sounds,” said the vowels, “but we are getting wet.” The letter U said, “If you promise to say my sound in <u>some</u> words, I’ll let you get under the umbrella.” And that is why, to this very day, the letters a, e, i, and o say their own sound in most words, but in some words they say the /u/umbrella sound.</p> <p style="text-align: center;">(The teacher reads this story aloud.)</p>
  of  A box <u>of</u> pens.	
from 	
front 	

1. What is in his box?



2. It was hot.



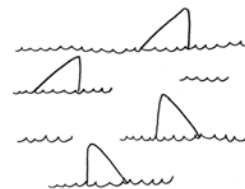


Words that tell about people, places, or things are called nouns. Add an _s to a noun to show that you are talking about more than one.

fin



fins



pen



pens



shell



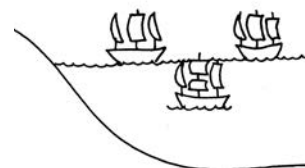
shells



ship



ships



bug



bugs



dog



dogs



son

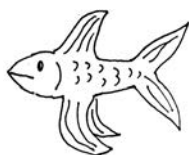


sons



Read the sentence.

1. A fish has fins.



o



a

1. Ben has a box of shells.



2. Tom has a lot of sons.



3. It has a lot of bugs on it.



4. Jim won.



5. Pam has a box of pens.



When a single vowel is at the end of a syllable, it often represents its long vowel sound. Read the words.

ē



ō



he



no



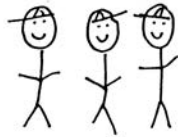
she



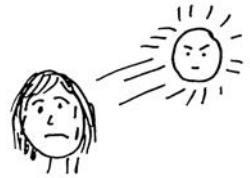
go



we



so



me

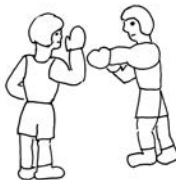


yo-yo

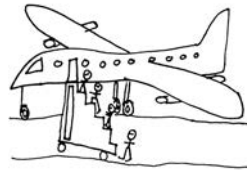


Read the sentences.

1. He hit me.



2. We will go on a jet.



3. Max can not go.



4. She is so hot.



i



When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

I



hi

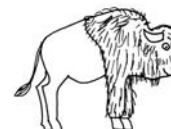


Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

ti



bi



li



vi



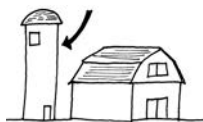
qui



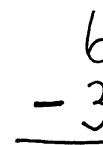
pi



si



mi



i



i



tiger, lilac, quiet, silo, ivy

bison, visor, pilot, minus, icing

e



When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

Ve



fe



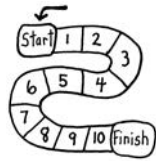
re



te



be



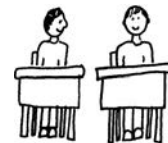
ze



se



be



e

$$2+2=4$$

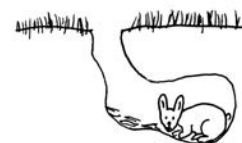
e



ze



be



Venus, refund, begin, secret, equal, zebra

fever, tepee, zero, beside, egret, below

ō



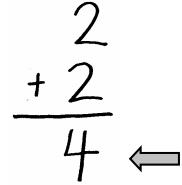
When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

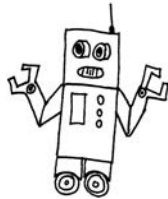
o



to



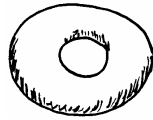
ro



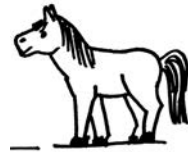
o



do



po



bo



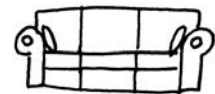
o



to



so



o



co



open, robot, donut, bonus, topaz, odor

total, oboe, pony, over, sofa, cobra

Questions and Statements

1. Is it a fish?

Yes, it is a fish.



2. Is it a big ship?

No, it is not a big ship.



3. Is it a pet shop?

Yes, it is a pet shop.



4. Did he win?

Yes, he won.



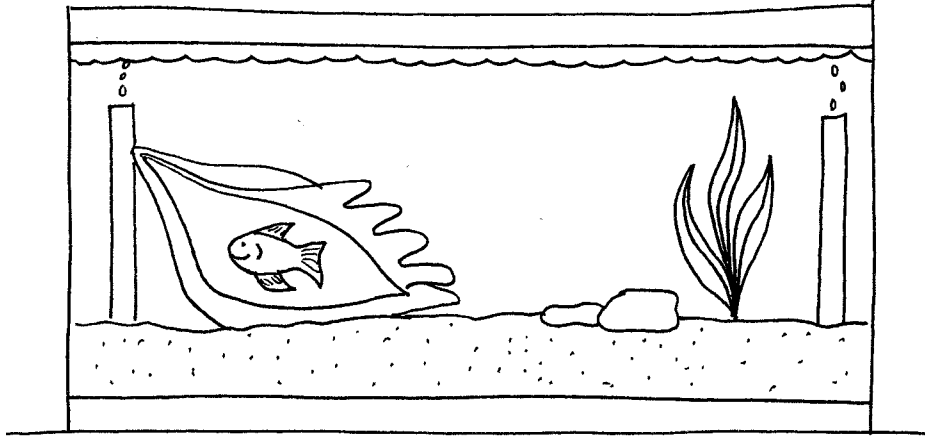
A sentence is a group of words that conveys a complete thought.

A question is a sentence that asks about something. It ends with a question mark.

A statement is a sentence that tells about something. It ends with a period. Read the questions and statements.

Read the story.

A Fish



Jan has a fish.

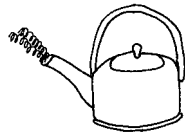
She got it at a pet shop.

It is in front of a big shell.

It has fins. It can swim.

Jan is glad she has a fish.

th



moth



thin



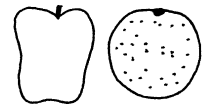
with



thud



both



thumb



th



bath



this



math

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

that



path



then



Beth



them



Seth



the



the

Sight Word



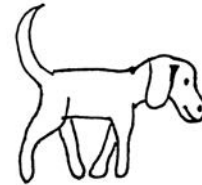
the bug



the cat



the dog



the bell



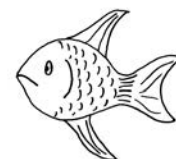
the pig

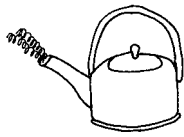


the moth



the fish

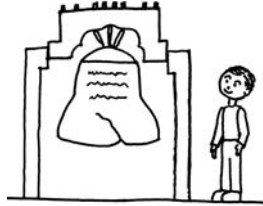




th



1. That is a big bell.



2. The man will fix the van.



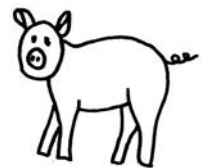
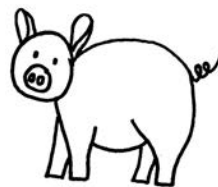
3. Beth is with Seth.



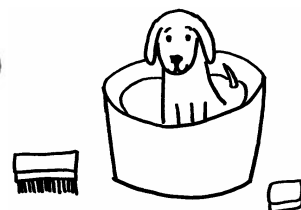
4. The bag fell with a thud.



5. This pig is fat.
That pig is thin.



6. Both of the dogs
will get a bath.

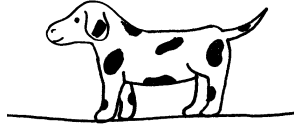


I Wish

This is a cat.



That is a dog.



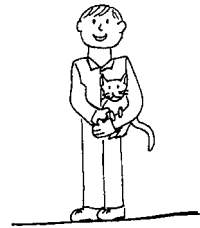
This is a pig.



That is a frog.



I wish I had a cat.



I wish I had a dog.



I wish I had a pig.



I wish I had a frog.



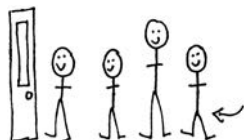
fast



cast



last



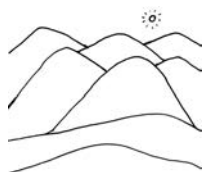
past



mast



vast



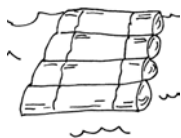
ask



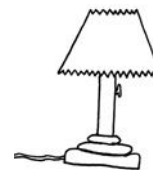
mask



raft



lamp



camp



ramp



damp



sand



hand



land



band

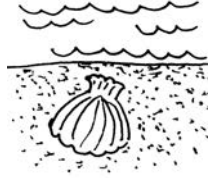


and



Sentences

1. A shell is in the sand.



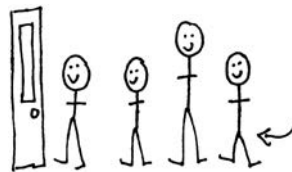
2. His hand is in a cast.



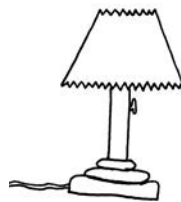
3. The dog is damp.



4. He is last.



5. The lamp is off.



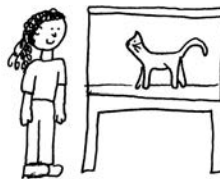
6. A jet can go fast.



Sentences

1. Can Beth get a pet?

She will ask.



2. He is on the ramp.



3. Jan has a mask.



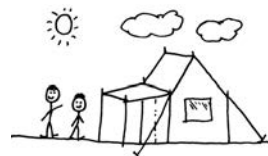
4. Dad has a hat and a cap.



5. This ship has a mast.



6. Sam and Tom will camp .



Go Fish

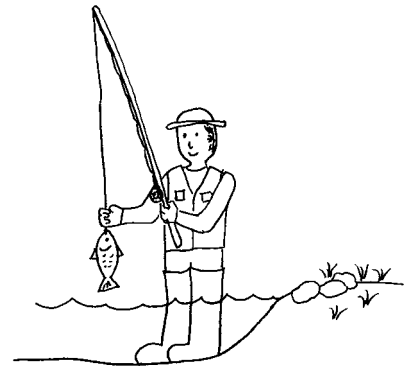
I will go with dad.



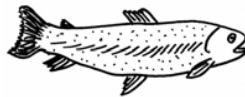
We will go in the van.



We will fish.



We will get a lot of fish.



list



fist



mist



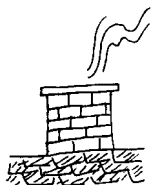
disk



risk



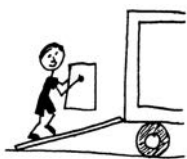
wisp



gift



lift



wind



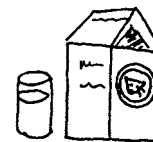
mint



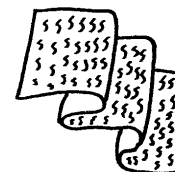
limp



milk



silk



wilt



quilt



kilt



Sentences

1. Mom will get this gift.



2. The cup has milk in it.



3. She is in the mist.



4. Get rid of this bad disk.

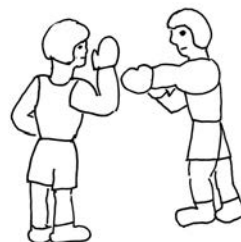


5. Sam can lift it.



Sentences

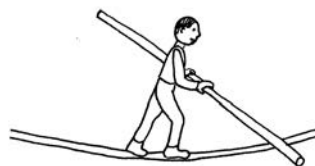
1. He hit him with his fist.



2. Milk is on the list.



3. Is this man at risk ?



4. Dan can lift the box.



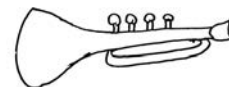
5. She is in the wind.



or



horn



horse



torn



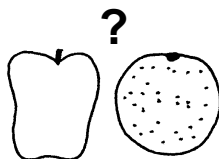
for



corn



or



fork



1. This is for Mom.



2. This is for the horse.



3. Mom will fix corn for us.

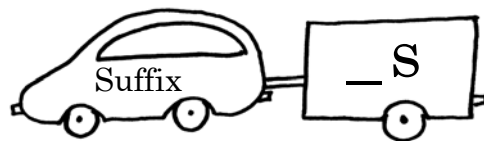


4. A horse can run fast.



5. Is this a pig or a cat?





Words that tell about an action are called verbs. When one other person or thing is doing the action, add an _s to the end of the verb.
Exception: Do not add _s to a verb that comes after *I* or *You*.

Words that tell about people, places, or things are called nouns. Add an _s to a noun to show that you are talking about more than one.

_S



_S



run
runs

sit
sits

wag
wags

tell
tells

hop
hops

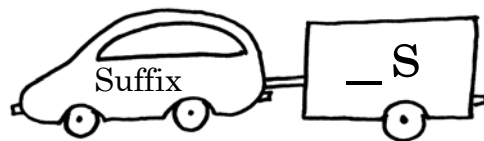
cat
cats

dog
dogs

bug
bugs

pin
pins

bed
beds



1. Jill runs.



2. Sam hops.



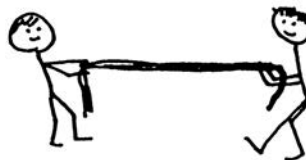
3. Gus wins.



4. Ed sits.

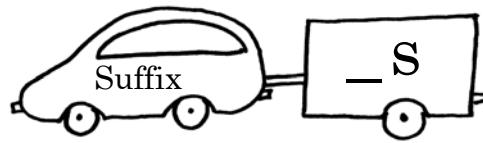


5. He tugs.



6. Jan tells.





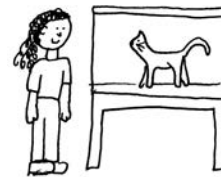
1. Tom shuts the box.



2. Jim hits the rim.



3. Beth gets a cat.



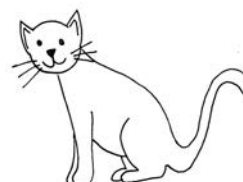
4. The dog gets a bath.



5. The horse runs.

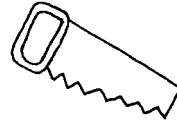


6. The cat sits.



This Is For ...

This is for Dad.



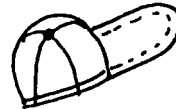
This is for Mom.



This is for Beth.



This is for Tom.



This is for the cat.



This is for the dog.



soft



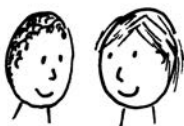
loft



pond



fond



font



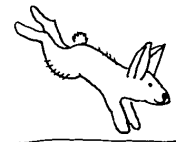
wolf



golf



romp



opt



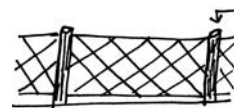
lost



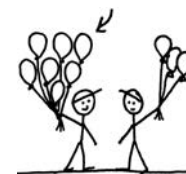
cost



pōst



mōst



ghōst

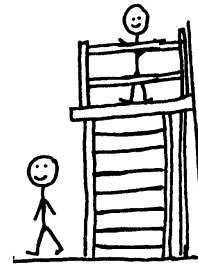


Sentences

1. It is soft.



2. Ben is up in the loft.



3. Will it cost a lot?

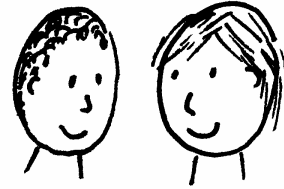


4. Is she lost?



Sentences

1. Jan is fond of Rob.



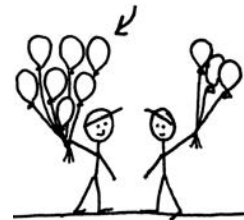
2. He runs from the ghost.



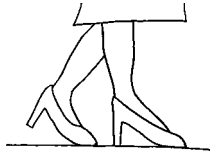
3. A frog is in the pond.



4. That man has the most.



ck



kick



back



sick



tack



lick



Jack



pick



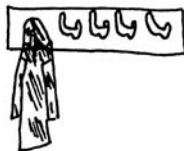
sack



wick



rack



thick



pack



rock



quack



sock



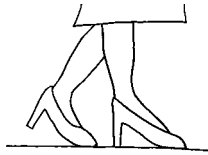
dock



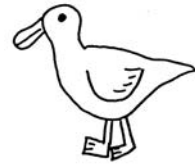
lock



ck



duck



neck



luck



peck



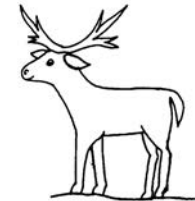
buck



deck



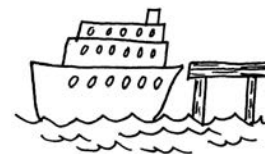
buck



wreck



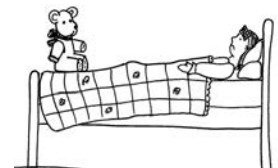
1. The ship is at the dock.



2. I will pick it for Mom.



3. Jan is in bed. She is sick.

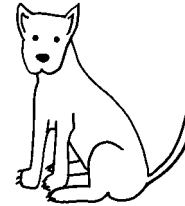


Rick And Jack

This is Rick.



And this is his dog Jack.



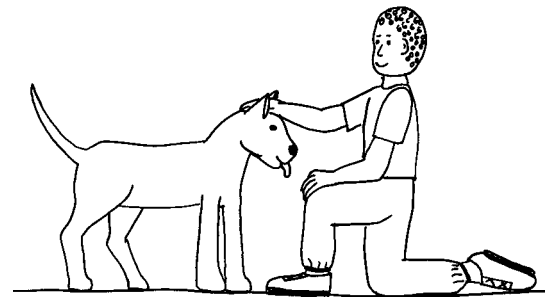
Jack is a gift from Mom and Dad.

Rick is fond of Jack.

He pets Jack. Jack is soft.

Jack is fond of Rick.

He licks his hand.



jump



bump



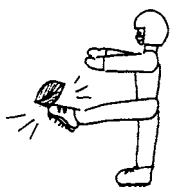
dump



pump



punt



hunt



bulb



sulk



dust



gust



must



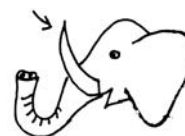
rust



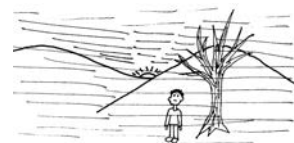
just



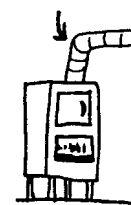
tusk



dusk



duct



Sentences

1. The van must stop.



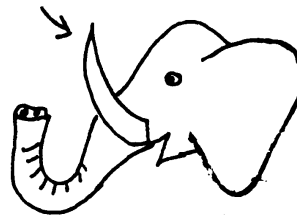
2. Nan can jump.



3. Ned has a bump on his leg.



4. It has a tusk.



Sentences

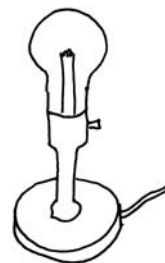
1. It has rust on it.



2. The man dumps the sand.



3. The bulb is not on.



4. Get up the dust.



ö



_vë^x



to



give



do



live



two



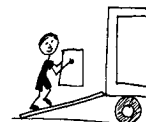
have



into



möve



onto



The letter v does not appear at the end of English words. It is always followed by the letter e. In this pattern, pronounce the letter v but do not pronounce the e.

1. I have two cats.



2. He will give it to Dad.



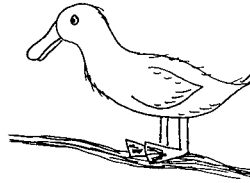
3. I will do this job.



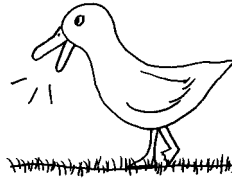
Read the story.

A Duck

I am a duck.

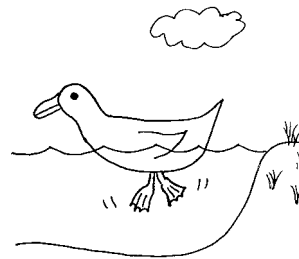


I have a bill.



I can quack.

I go to a pond.

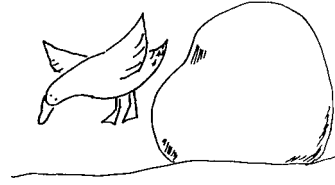


I swim in the pond.

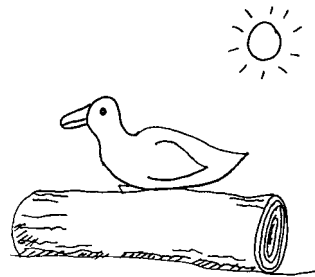
I dig in the mud.



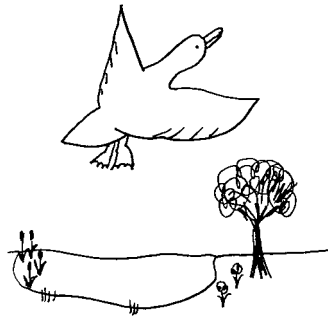
I jump off a rock.



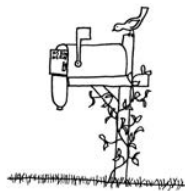
I sit on a log
in the sun.



I can go
up, up, up.



sent



vent



dent



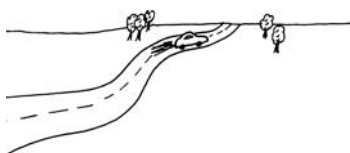
bent



tent



went



wept



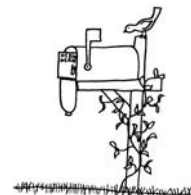
kept



desk



send



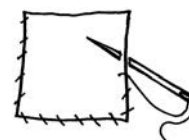
bend



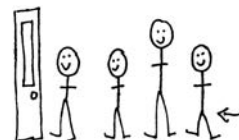
lend



mend



end



vest



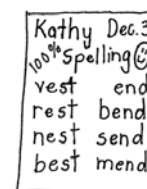
rest



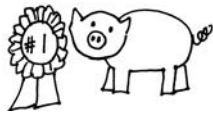
nest



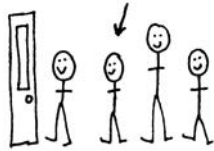
test



best



next



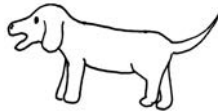
text



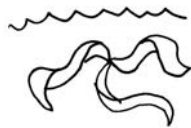
left



yelp



kelp



help



held



belt



melt



felt



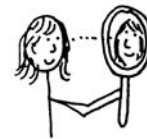
elf



shelf



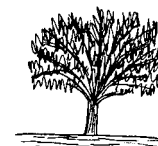
self



elk



elm



Sentences

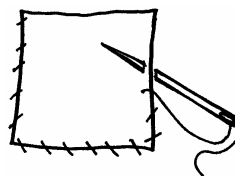
1. Jack went up the ramp.



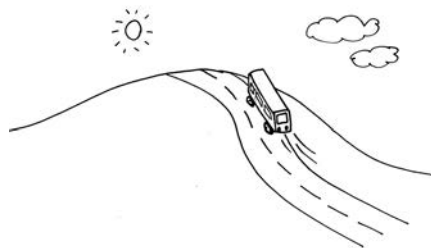
2. Ross went into the tent.



3. Mom will mend it.



4. The bus went up a hill.

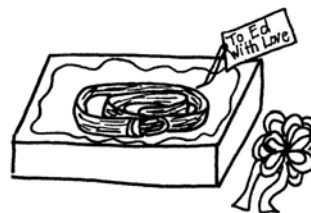


5. It has a dent.

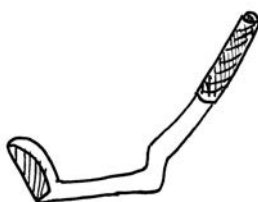


Sentences

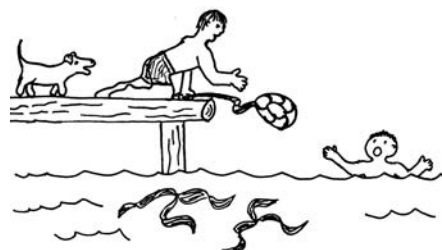
1. This belt is for Ed.



2. It is bent.



3. Tom will help him.



4. Pam was so sad she wept.



5. She will dust the shelf.

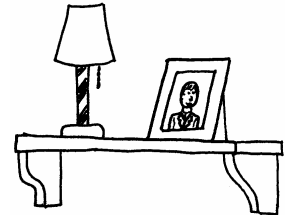


Sentences

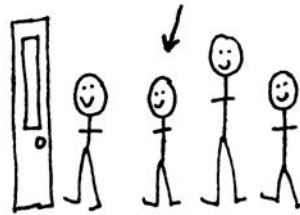
1. Ed will lend it to him.



2. The lamp is on the shelf.



3. Tim is next.



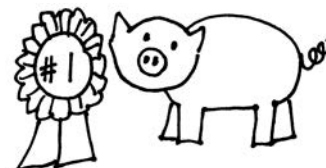
4. Sam kept it for him self.



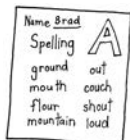
5. The list is on the desk.



6. This is the best pig.



ā



When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

ra



la



a



ba



ta



ba



Da



a



la



sa



pa



ba



raven, label, apron, baby, table, bagel

David, acorn, lady, saber, paper, bacon

Read the story.

Jump

This is a frog.



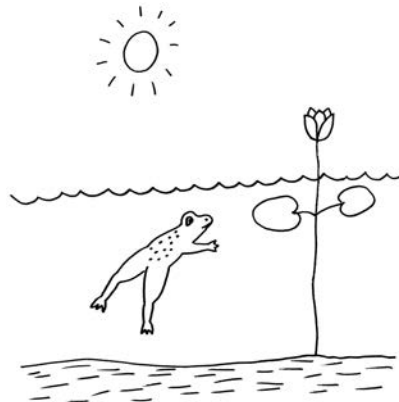
It can rest in the soft mud.

The frog can jump.

It can get a bug.

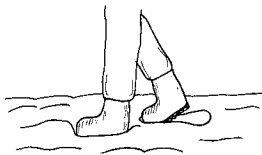


The frog can
swim in the pond.

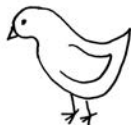


The End

ch



chick



chick en



chin



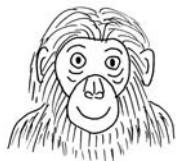
chill



chips



chimp



sand wich



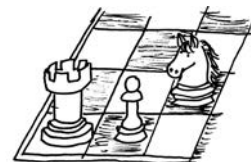
os trich



chop



chess



check



chest



Chad



champ



Chuck



chum



chug



ch



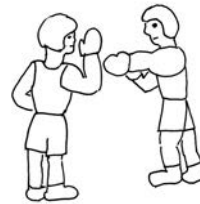
1. We will have chips and a sandwich for lunch.



2. Ed chops the log.



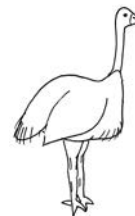
3. He hit me on the chin.



4. Tom won. He is a champ.



5. An ostrich can run fast.



6. I will chill the cans.



spin



spill



spot



spell



spend



snap



snip



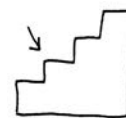
sniff



snack



step



stamp



stump



stick



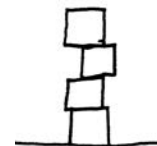
stem



stomp



stack



stand



stop



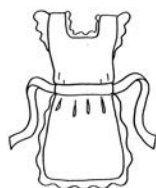
smell



smog



smock



swim



swift



swell



twins



twig



twist



twelve



dwell



scab



scuff



skip



skiff



skull



squid



squint



Sentences

1. The bus must stop.



2. This smells bad.



3. We will get a snack.



4. Twist the cap to get it off.



5. A fish swims.



Sentences

1. Scott has a scab on his leg.



2. Do not spill the milk.



3. A squid can swim.



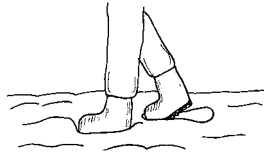
4. He dwells in the hills.



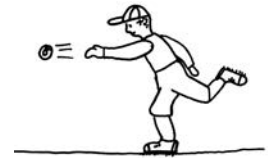
5. Tom stands on the stump.



tch



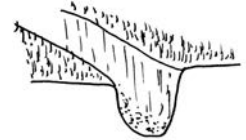
pitch



match



ditch



batch



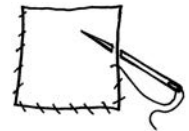
switch



patch



stitch



hatch



notch



catch



fetch



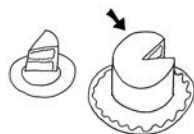
Dutch



sketch



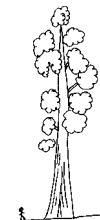
much



rich



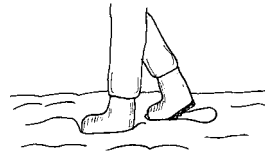
such



"That is such a big tree!"

The *tch* pattern is used at the end of a one-syllable word after a single short or dotted vowel. These words are sight words because they do not end with *tch*.

tch



1. Jon can catch a fish.



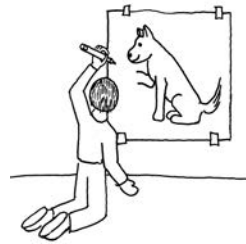
2. Will she catch the dog?



3. The switch is off.



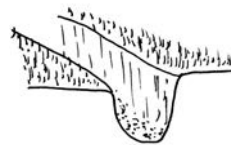
4. Jack can sketch a dog.



5. A chick can hatch.



6. The men dug a ditch.



nch



finch



bench



pinch



wrench



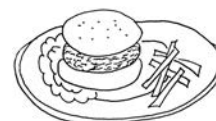
bunch



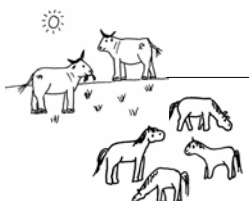
conch



lunch



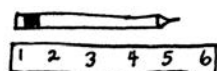
ranch



munch



inch



punch



1. She sits on the bench.



2. Ned picks up a conch shell.



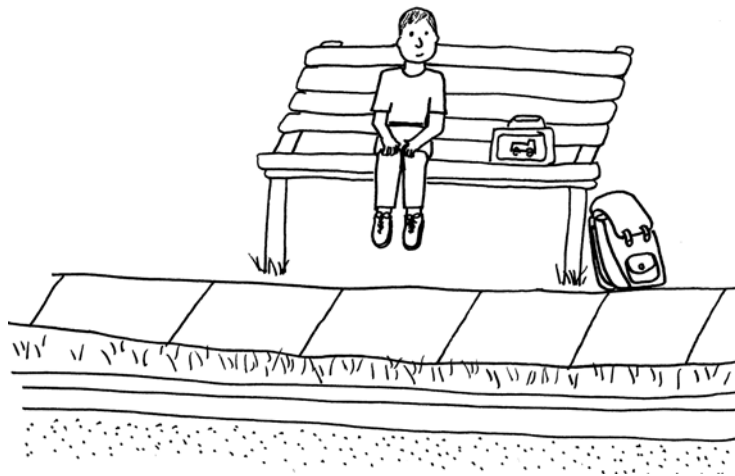
On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.

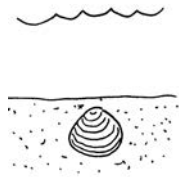


Chad will catch the bus.

He will sit next to Beth on the bus.

He and Beth will have a lot of fun.

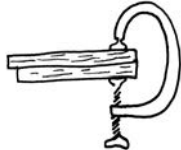
clam



class



clamp



clock



cloth



cliff



plug



plum



plant



block



blond



blush



blimp



black



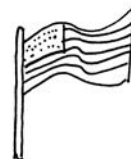
flip



flap



flag



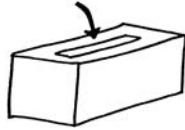
flush



slip



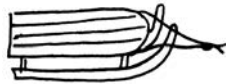
slot



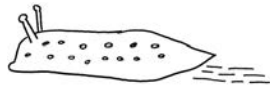
sloth



sled



slug



glad



glass



glum



split



splint

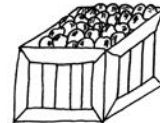


splash

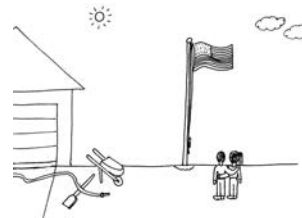


Read the sentences.

1. We have a box of plums.



2. The flag flaps in the wind.



3. She stacks up the blocks.

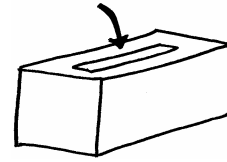


Sentences

1. A moth is on the cloth.



2. A slot is in the box.



3. Plug in the fan.



4. Dad will split the log.



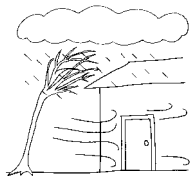
5. I will fill the glass.



6. Jack can do a flip.



wh^x



wh^z



when



whö



whiz



whöm



whiff



whö^z^x



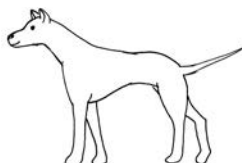
whisk



whip



whippet



which



what^u



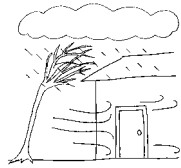
The wh pattern can be pronounced in two different ways. Either say the sound for the first letter (first column) or say the sound for the second letter (second column). The other letter is not pronounced.

Look at each sound picture. Say the sound. Read the words in each column.

The /h/ sound for this pattern is not very common. It is often, but not always, followed by the letter o.

The _se pattern is often used at the end of words to show the /s/ or /z/ sound. The e is not pronounced.

wh



wh



1. Who is this?



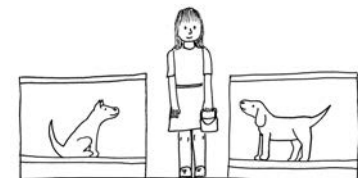
2. Who is that?



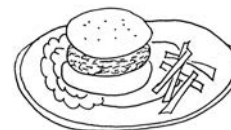
3. Whose lunch box is this?



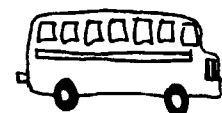
4. Which dog will she pick?



5. When will we have lunch?

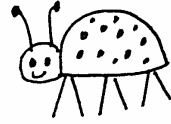


6. When will we go on the bus?

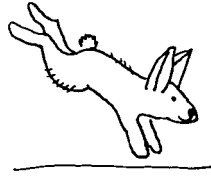


what

1. What has six legs ?



2. What can hop ?



3. What can go fast ?



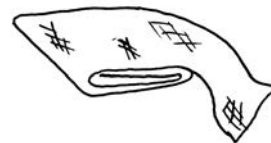
4. What is in that box ?



5. What is on that branch ?



6. What will mom get at the
cloth shop ?



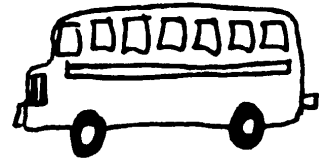
Who Is This?

Who is this?



This is Gus.

What will he do?



He will go on the bus.

When will he go?



He will go at ten.

With whom will he go?



He will go with Ben.

brick



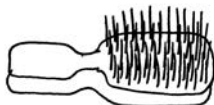
brim



broth



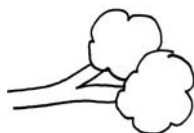
brush



brag



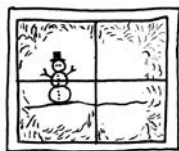
branch



frog



frost



frond



fresh



frizz



grill



grin



grass



grasp



Greg



drum



drug



drop



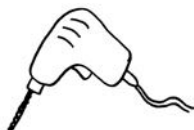
dress



drip



drill



crab



crack



crash



crib



cross



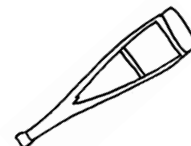
crush



crust



crutch



scrub



scrap



scratch



press



print



prick



sprig



sprint



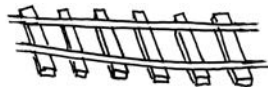
truck



trash



track



trot



stress



strap



strum



strict



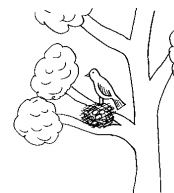
1. The broth is hot.



2. A frog jumps into the pond.



3. A nest is on the branch.



Sentences

1. A crack is in the cup.



2. A horse can trot.



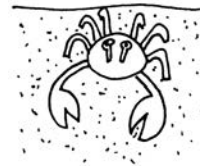
3. Dad will cut the grass.



4. Did she drop the bag?



5. A crab is in the sand.

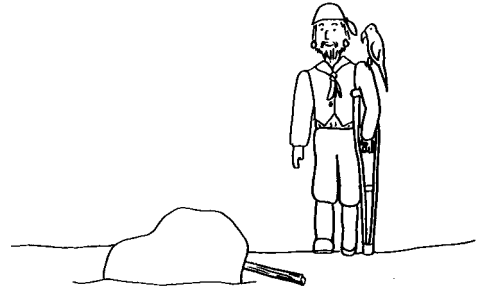


6. Mom will scrub the deck.



A Man

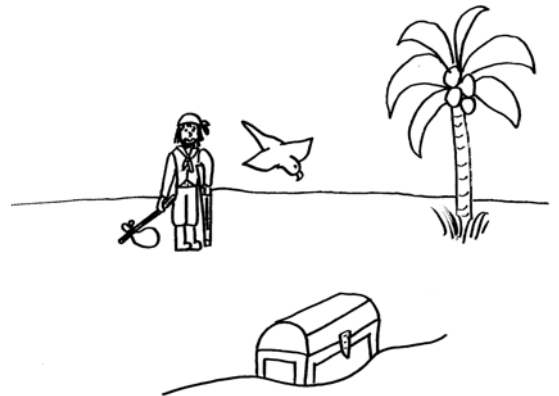
A man has a crutch.



A man has a stick.



A man gets a chest.



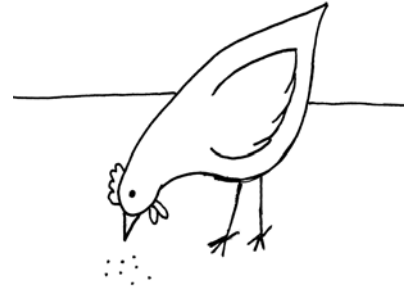
A man is rich.

The End

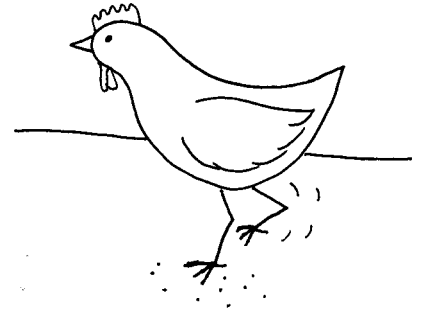


A Chicken

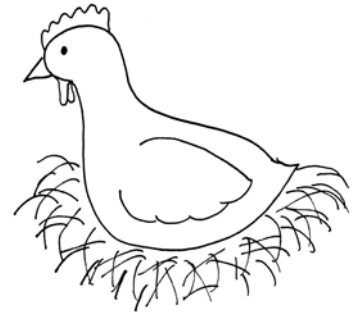
A chicken can peck.



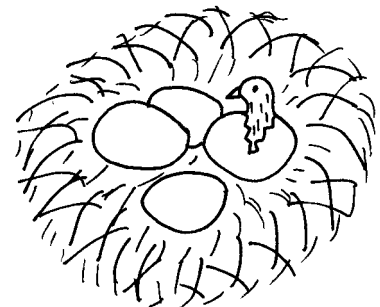
A chicken can scratch.



A chicken can sit.

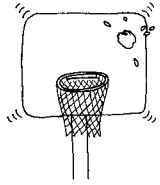


A chicken can hatch.



The End

ng



sting



ring



string



ring



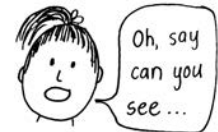
king



bring



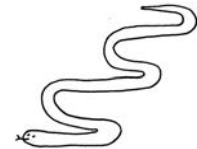
song



thing



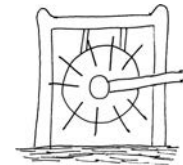
long



sing



gong



wing



tongs



swing



strong



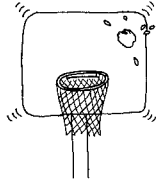
spring



wrong

$$\begin{array}{r} 2 \\ + 2 \\ \hline 5 \end{array}$$

ng



rang



rung



hang



stung



fangs



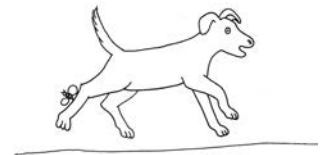
hung



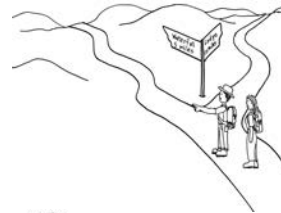
sang



1. The dog was stung on its leg.



2. That is the wrong path.



3. Jon sang a long song.



4. The duck flaps its wings.



Contractions



Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.

- | | | | |
|----|------|----------------|--------|
| 1. | he | i s | he's |
| 2. | she | i s | she's |
| 3. | it | i s | it's |
| 4. | that | i s | that's |
| 5. | what | i s | what's |
| 6. | who | i s | who's |
| 7. | when | i s | when's |

Syllable
Study

rob → in



robin

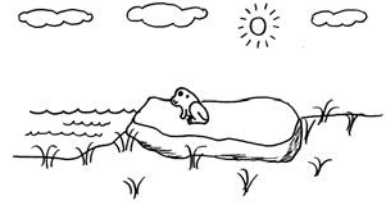
chil → dren



children

Sentences

1. It's on a big flat rock.



2. He's so strong!



3. She's sad.



4. What's in the box?



5. What's that?

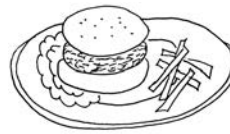


Sentences

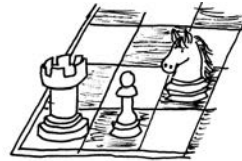
1. Who's on the bus?



2. When's lunch?



3. When's chess club?



4. That's hot.



5. That's a lot of fun!

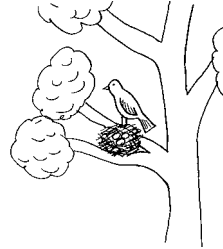


In The Spring

In the spring,



robins sing,



eggs hatch,

and children swing.



Wings flap,



bugs sting.



Sing a song.

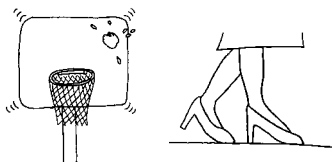


It's spring,

it's spring.



nk



pink



wink



tank



think



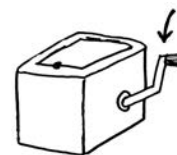
bank



stink



crank



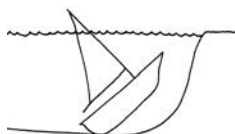
sink



drank



sink



thank



drink



honk



blink



junk



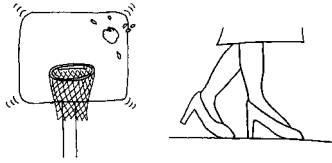
ink



bunk



nk



trunk



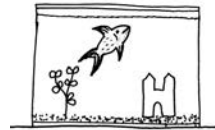
skunk



chunk



1. A fish is in the tank.



2. This ship will not sink.



3. He honks at the pig.



4. This can stinks.



5. She went past the bank.



ū



When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

flu



This is a sight word. The letter u is followed by two consonants, so it should have the short u sound. But it has the long ū sound, even though it's not at the end of a syllable.



trūth



Yes,
I did it.

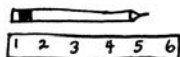
tu



tu



ru



stu



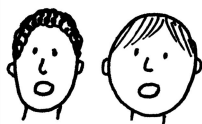
ru



tu



du



The long ū sound can be pronounced in two different ways. Sometimes it sounds like the dotted ö sound, as in ū/tulip. Sometimes it sounds like the name of the letter u, as in ū/music. If you are unsure of which sound to use when reading a word, try both sounds. See which sound produces a familiar word.

Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

tulip, ruler, ruby, duet

tuba, student, tutu

ū



When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

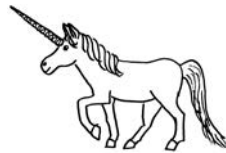
mu



pu



u



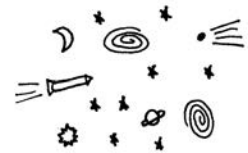
u



Cu



u



u



u



Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

music, unicorn, Cupid, uniform

pupil, unique, universe, utensils

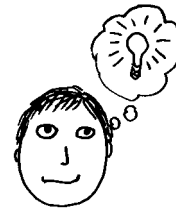
Get A Drink

When it's hot,



and the sun is up,

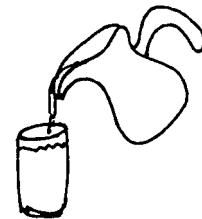
stop and think,



and get a cup.



Or get a glass,



and fill it up.



Stop and think,

and get a drink.



Look at the sound picture and the two letter patterns. They represent the same sound. Say the sound. Read the words.

PREVIEW

oi

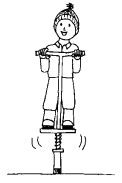
In The Middle



PREVIEW

oy

At The End



oil



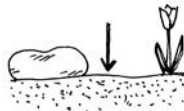
boil



coil



soil



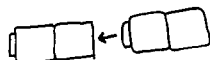
foil



coin



join



point



boy



toy



joy



soy



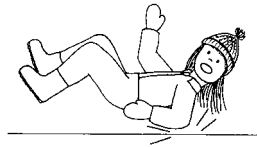
The oi pattern is used in the middle of a word.
It is followed by one or more consonants.

The oy pattern is used at the end of a word.

The oi and oy patterns, along with the ou, ow, ü, and ä patterns, will be officially taught in Book 4.

PREVIEW

ou

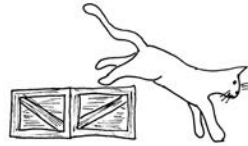


PREVIEW

ow



out



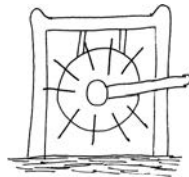
pout



shout



loud



ouch



couch



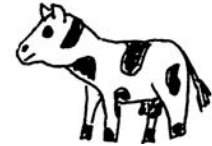
mouth



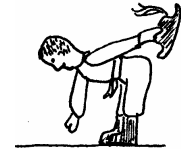
sour



cow



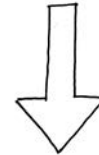
bow



now



down



town



owl



howl

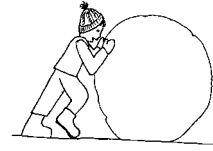


how

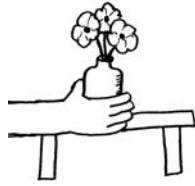


PREVIEW

ü



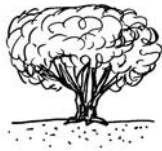
put



push



bush



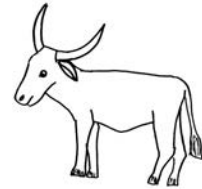
pull



full



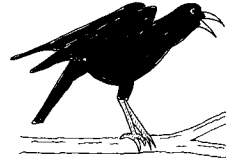
bull



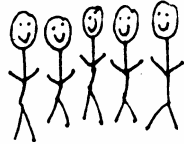
The oi, oy, ou, ow, ü, and ä patterns
will be officially taught in Book 4.

PREVIEW

äll



all



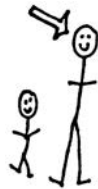
call



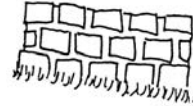
ball



tall



wall



fall



hall



mall



The oi, oy, ou, ow, ü, and ä patterns
will be officially taught in Book 4.

Sequence Chart - Book 1					
	Phonogram Patterns	Intro Sound Story Part 2	Consonant Blends, Syllable Patterns	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1		(Review Sd Story Part 1)	Closed syllables Short Vowels a, e, i, o, u	Sight word review with sentences	
2	sh/ship	sh, ē, ō			
3	o/son a/what	th, th, ö		Suffix _s with nouns	
4	e/me	ā, ch	Open syllables ī and ē		
5	o/go	ng, ū	Open syllable ō	Questions / Statements	<i>A Fish</i>
6	th/thumb	oi, oy			
7	th/this			Phrases with "the"	<i>I Wish</i>
8		ou, ow	ast, amp, ask, and, aft	Ending Blend Sentences	<i>Go Fish</i>
9		ü	ilk, ift, ist, isk, ind	Ending Blend Sentences	
10	or/horse	ä, vision		Suffix _s with verbs	<i>This Is For...</i>
11			ond, oft, omp, olf, ost, öst	Ending Blend Sentences	
12	ck/Jack				<i>Rick and Jack</i>
13			ump, unt, ulb, ust, usk	Ending Blend Sentences	
14	ö/to				
15	_ve/give				<i>A Duck</i>
16			est, ent, end, elp, elt, elf, esk, ext, ept Open syllable ā	Ending Blend Sentences	<i>Jump</i>
17	ch/chicken				
18			st, sc, sk, sp, sm, sn, squ, sw, tw, dw	Beginning Blend Sentences	
19	tch/match				
20	nch/bench				<i>On A Bench</i>
21			fl, cl, sl, bl, pl, gl, spl	Beginning Blend Sentences	
22	wh/when			Sentences with <i>what</i>	
23	wh/who				<i>Who Is This?</i>
24			pr, br, dr, spr, str, fr, tr, gr, cr, scr	Beginning Blend Sentences	<i>A Man</i> <i>A Chicken</i>
25	ng/ring		rob-in, chil-dren		
				Contractions with <i>is</i> # 1	<i>In The Spring</i>
26	nk/wink		Open syllable ū		<i>Get A Drink</i>
27	oi/coin oy/boy		PREVIEW	<u>Books With Color-Coded Vowels</u> <i>Phonetic Words And Stories, Books 1-8</i> <i>Color-Coded Phonetic Lists, Books 1-3, 4-8</i> <u>Books With All Black Print</u> <i>Picture Word Pages, Books 1-3, 5-8</i> <i>Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8</i> <i>Know The Phonetic Code, Books 1-2, 3-5, 6-8</i> <i>Phonetic Lists In All Black Print, Books 1-3, 4-8</i>	The books listed here are in various formats, but they all cover the same patterns in the same sequence.
28	ou/ouch ow/cow		PREVIEW		
29	u/push		PREVIEW		
30	a/all		PREVIEW		

Consonant Digraphs, Consonant Blends, Open Syllable Intro			
	New Sight Words	Words To Spell	Compound Words, Antonyms, Synonyms, Homonyms
1	Review: A, a, is, his, as, has, I	ax, ill, off, egg, us, fin, ran, cut, ten, box	off-on, ill-well
2		ship, shop, shot, shell, shut, fish, dish, cash, mash, rush	sunfish, dishrag
3	of was	son, won, ton, of, from, front, oven was, what	sun/son
4		I, hi , he, she, we, me, be	
5		go, no, so, yo-yo	yes-no
6	both	thin, thud, thumb, Beth, Seth, bath, math, path, moth, with	bathtub
7	the	this, that, them, then	
8		fast, last, raft, hand, sand, land, lamp, camp, mask, ask	
9		fist, list, mist, milk, silk, gift, lift, risk, disk, wind	
10		or, for, corn, horn, horse, torn	forget, forgot, popcorn
11	most, post, wolf	pond, fond, soft, romp, golf, cost, lost, most, post, ghost	
12		rock, sock, back, sack, duck, luck, neck, peck, kick, sick	backpack, front-back, horseback
13		jump, dump, pump, punt, bulb, must, dust, gust, dusk, tusk	
14	two	to, do, two, into, onto	into, onto, to-from
15		give, live, have, move	
16		nest, held, tent, send, help, melt, self, desk, next, wept	
17		chick, chin, chill, chimp, chips, chess, check, chest, chop, chum	
18		spill, snap, skip, smell, stop, squid, scab, swim, dwell, twig	stop-go, chopsticks
19	rich, much, such	match, hatch, patch, catch, batch, pitch, ditch, Dutch, fetch, notch	matchbox
20		lunch, bunch, munch, punch, bench, wrench, ranch, inch, finch, pinch	lunchbox
21		flag, flip, plug, clock, cliff, block, sled, glass, split, splash	
22	which, what	when, what, whip, which, whisk, whiz, whiff, whippet	
23	who, whom, whose	who, whom, whose	
24		press, frog, brush, crab, grill, truck, drop, sprig, strap, scrub	grandson
25		sang, rang, wing, king, bring, spring, strong, long, stung, hung	ping-pong
		he's, she's, it's, that's, what's, who's, when's	
26	truth	bank, thank, wink, think, drink, honk, junk, skunk, trunk, chunk	
27		oil, boil, soil, coin, join, point boy, toy, joy, soy	
28		out, loud, shout, couch, mouth cow, bow, down, town, owl	cowboy, downtown
29		put, push, bush, pull, full, bull	input, output
30		all, call, ball, tall, wall, fall, hall, mall	

THREE DIFFERENT FORMATS TO TEACH THE SAME MATERIAL

Sound City Reading has three sets of books that teach the same phonetic patterns, syllable patterns, suffixes, and contractions in the same order. Each set is divided into eight books, which teach phonics patterns in the sequence shown below. In some cases, more than one book are bound together, as shown on the chart below. The sets all include the same set of phonetic practice stories, which coordinate with the patterns being taught. Each set of books has a different format, so that instructors can choose the set of books which will work the best with their budget and their students.

- Book 1 Consonant blends and digraphs, *ō/go, ē/me, or/horse, ö/to*, umbrella vowels *a/what* and *o/son*, first syllables with a long vowel sound, and PREVIEW lists for *oi/coin, oy/boy, ou/ouch, ow/cow, ü/bush*, and *ä/all*
- Book 2 Two-syllable words with short vowels, vowel-vowel and vowel-consonant-consonant long *ē*, long *ā*, and long *ī* patterns, and vowel sounds for *y*
- Book 3 Vowel-vowel and vowel-consonant-consonant long *ō* and *ū* patterns, short/long vowel discrimination (*tap/tape*), umbrella vowels *o_e/love, a_/across*, and *_a/panda*, and *dge/fudge*
- Book 4 “Odd O” patterns *oi, oy, ow, oo*, and *ould*, dotted *ü* and dotted *ä* patterns, umbrella vowel *ou/country*
- Book 5 “Soft” sounds for *c* and *g*, r-controlled vowel patterns, ending consonant patterns that end with a silent *e*
- Book 6 Two-syllable words with the first syllable open, two-syllable words with a *v-c-e* pattern in the second syllable, dotted *ë* and *ï* patterns
- Book 7 Advanced r-controlled vowel patterns
- Book 8 Two-letter consonant patterns, *a/father*, more dotted *ä* patterns, more patterns with *y* as a vowel.

Phonetic Words And Stories Books 1-8	Basic Phonics Patterns Books 1, 2, 3, 4, 5-6, 7-8	Know The Phonetic Code Volumes 1-3 Vol. 1 = Short Vowels, Books 1 And 2 Vol. 2 = Books 3, 4, And 5 Vol. 3 = Books 6, 7, And 8
1) Ten Words Per Pattern 2) Comic Sans font 3) Very Large Color-Coded Print 4) Students Decode Words And Find The Matching Pictures 5) Students read illustrated practice stories in both color-coded and all black print. 6) To teach short vowel words, select one of three ShV books which use the same format. 7) Most expensive to print 8) Oral-blending activities are built into the lessons,.	1) More Words Per Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Illustrated Words And Sentences 5) Students read the same illustrated practice stories in all black print. 6) Short vowels are taught in a separate book, <i>Basic Short Vowels</i> . 7) Less expensive to print 8) Skill building activities can be added to the lessons.	1) Both One And Two-Syllable Words For Each Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Words That Are Not Illustrated 5) Students read the same illustrated practice stories in all black print. 6) Volume 1 includes short vowel words. 7) Least expensive to print 8) Skill building activities can be added to the lessons.

The Main Idea

The English language is phonetic. It uses letters and letter patterns, called phonograms, as written symbols to represent the sounds in words. The *Basic Phonics Patterns* books teach all of the most common phonogram patterns and syllable patterns that are needed to begin reading and writing.

- I. Students learn new phonics patterns and syllable patterns, one at a time, and review previous patterns daily.
 - A. Students see new and review patterns and say the sounds.
 1. From sound charts that show sound pictures with phonics patterns
 2. From phonics pattern flashcards
 - B. Students hear the sounds for letters and phonics patterns and write them from memory, while repeating the sounds.
- II. Students apply each new phonics pattern or syllable pattern to spell new words and write a sentence.
 - A. Students spell words with the new pattern from dictation, using a multi-sensory approach. As they spell, they say the individual sounds in the words while writing the related letters or letter patterns.
 - B. Students write a sentence from dictation.
 - C. Students read words with the new phonics pattern. The words are illustrated to build interest and reinforce comprehension.
 - D. Students read a few sentences that have words with the new phonics pattern.
- III. After several new phonics patterns or syllable patterns have been introduced, students read a short practice story containing words with both new and review patterns. The practice stories include only the phonetic patterns that have been taught. Students who are already reading may continue to read materials at their current reading level.
 - A. Students learn new suffixes as needed before reading a new story.
 - B. Student learn new contractions as needed before reading a new story.
 - C. Students learn common sight words as needed before reading new sentences and stories. Sight words are introduced after a new phonetic pattern has been taught. For example, first students learn to read words with the long ē sound, shown with the ee pattern: feet, seed, heel, and sheep. Then they are introduced to the sight word *been*, which does not have the long ē sound.

Materials To Use With The Basic Phonics Patterns Books

PDF files for the materials listed below can be downloaded without charge at www.soundcityreading.net. Some printed materials are available for purchase at www.soundcityreading.net.

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

Alphabet Flashcards, Lower Case

Beyond The Alphabet Sound Cards

Phonics Patterns Flashcards (Phonogram Cards)

Sound Story Picture Cards, Parts 1 And 2

Sight Word Flashcards

Games: Caterpillar Game, Truck Chart Games, Long Vowel City, Sight Word Game

Optional: Letter Connections Activity (Small version)

Phonemic Awareness Picture Pages

For A Classroom: Phonics Patterns Wall Charts

A Sound Story About Audrey And Brad (full-sized book)

Other Materials Needed

- Children's trade books listed on the sequence charts for *Books 5-6* and *7-8* will need to be borrowed from the library or purchased.
- Plastic letters for spelling words
- Students will need pencils and lined paper appropriate for their age for dictation lessons.
- Teachers will need a chalk board, white board, or overhead projector to demonstrate letter formation, model spelling, and introduce suffixes and contractions.
- Students will need a large chalkboard. They will trace large letter patterns on the chalkboard as part of their handwriting instruction.
- Teachers will need a variety of children's books to read aloud daily to the students.
- Students who are already reading will need books to read at their current reading level to read during small group instruction.

What Students Need To Know

Students should have mastered the skills listed below before beginning the set of *Basic Phonics Patterns* books.

- I. Students should recognize the letters of the alphabet, and be able to give their sounds.
- II. Students need to be able to write the alphabet letters confidently, using the correct letter formation, in order to do the dictation and spelling exercises. Sound City Reading has a variety of handwriting books that can be used. Introduce one letter per day at the beginning of first grade. After first grade, review about six six letters per day for the first few days of school. This ensures that all students have mastered the necessary handwriting skills. The reason handwriting is so important is that writing letters and words is a crucial part of multisensory instruction. Students hear sounds or words, write them, see the words that they wrote, and pronounce them, using many senses simultaneously.
- III. The ability to hear and manipulate the individual sounds (called phonemes) in spoken words is called phonemic awareness. There are several phonemic awareness skills that students should be able to perform confidently before starting the series of *Basic Phonics Patterns* books. These are listening skills that do not involve written words. Students who have completed *Learning The Alphabet, Books 1-2, Exploring Sounds In Words, Books 1-2*, and any one of the color-coded *Short Vowel Words And Sentences* books have been exposed to many phonemic awareness lessons, and may not need additional instruction in this area. If there are students who have not received phonemic awareness instruction or students who need extra practice and review, the *Phonemic Awareness Picture Pages* book can be used to practice the needed skills, listed below.
 - A. Students should be able to hear and identify beginning and ending sounds in spoken words.
 - B. Students should be able to listen to a set of spoken words and choose the words that rhyme.
 - C. Students should be able to: 1) hear the teacher say the individual sounds in a word, pronounced separately, 2) put the sounds together mentally, and 3) pronounce the word normally. This is called oral blending. It prepares students to read words phonetically.
 - D. Students should be able to: 1) hear a word spoken aloud normally by the teacher, and 2) break it apart into its individual sounds, pronouncing them separately, with a slight pause between the sounds. This is called segmenting. It prepares students to spell words phonetically.

- IV. Students should be able to read and spell short vowel words. Three different color-coded books are available from Sound City Reading which teach short vowel words: *Rhyming Short Vowel Words And Sentences*, *Mixed Short Vowel Words And Sentences*, and *Two-Page Short Vowel Words And Sentences*. These books have a color-coded format like the *Phonetic Words And Stories* books. Another book, *Basic Short Vowels*, introduces short vowel words in the same format as the *Basic Phonics Patterns* books, with all black print. A brief short vowel review is included in *Know The Phonetic Code, Volume 1*.
- V. Students should be able to read and spell these sight words: is, his, I, as, has, was, a. They are taught at the short vowel level and they are reviewed at the beginning of the phonics patterns level.
- VI. A sound story is included at the beginning of each book. The story can be used with individual students when tutoring. A larger version of the story can be used with a group. Students will already be familiar with *A Sound Story About Audrey And Brad, Part 1*, if they have used the Sound City Reading materials at the previous levels. Reread part one of the story aloud to review it and use the sound picture cards to make sure students know the sound for each picture. You will read *A Sound Story About Audrey And Brad, Part 2* aloud to the students, one new pattern at a time, as they work through the first book at the phonics pattern level, as shown on the sequence chart.

Understanding The Teaching Process In This Program

Use These Materials As Part Of A Balanced Reading Program

This program is designed to teach phonetic patterns and word structure quickly and efficiently, so that students will develop automatic word recognition skills. The goal is to enable students to read a variety of age-appropriate books, including stories, both fiction and non-fiction, and expository texts in the areas of science and social studies. The phonics lessons are meant to be stepping stones to the enjoyment of reading real books.

The phonics lessons are meant to be only a part of the reading curriculum. It's important for students to be exposed to real books from the very beginning, even before students are reading. Each day's work should include working directly with high quality children's books. Teachers should select a wide variety of appropriate books and read them aloud, discussing them with the class. Students who are not yet reading can respond orally and by drawing pictures.

Once students begin reading, they should read from real books each day starting as soon as possible, with guidance from the teacher. Recommended books for beginners are included on the sequence charts.

Using A Phonetic Program

For this type of program to succeed, students need to spend enough time practicing their new skills every day. The learning to read process is a one-time experience for students. Extended lesson times help students to move forward quickly while mastering the necessary materials. Each lesson component is included to make sure that, as far as possible, every student learns to spell and read well. This is a great gift to the students.

The lessons are set up so that students receive direct instruction and feedback from the teacher throughout the period. They also are given many active opportunities to practice what they are learning each day by saying sounds, writing sound patterns and words, and reading words, sentences, and stories. This active engagement creates the best possible outcome for the students.

Because the instruction focuses on phonetic patterns and the phonetic structure of words, students will not need to learn hundreds of random words using rote memory. Instead, students learn both an encoding process and a decoding process that they can apply logically to any words that have phonetic patterns that they have learned. Words with the same pattern are taught together, allowing students enough practice with each new pattern to thoroughly master it. This allows students to make rapid progress. They will be able to apply their knowledge of phonics patterns and syllable patterns to read hundreds of new words, preparing them to read a variety of interesting and enjoyable stories, expository books, and poems.

Understanding Oral Blending And Segmenting

In this program, students practice decoding new words by looking at each letter or letter pattern in the word, going from left to right. Each letter or pattern represents a sound. If a student knows these sounds, he or she can put them together mentally to identify and pronounce the word. For example, students look at the word *sheep* and see the symbols for three sounds: sh....ee.....p. Students then slide the three sounds together smoothly to pronounce the word: *sheep*. This skill is called oral blending.

Students learn to do just the opposite when spelling words. They hear the whole word and break it apart orally into its separate sounds. This is called segmenting a word.

Using Two-Sound Blending To Help Students Decode Smoothly

When students decode new words, they must be able to slide the sounds together smoothly so that they will be able to recognize the word. This is a surprisingly complex skill that is easier for some students than others. When studying a new phonetic pattern, many students benefit enormously if they practice sliding two sound units together before they attempt to read whole words. For the most part, these sound combinations are not real words. That is why, in this program, they are called “silly sounds,” because they have no meaning.

Students can practice this type of sound blending using the smaller version of

the *Letter Connections Activity*, which will fit in a table top pocket chart. This set includes columns of consonants in alphabetical order and separate cards that show the various vowel patterns. The cards are moved down each column of consonants while students pronounce the sound combinations. The sets are available at www.soundcityreading.net.

First students pronounce combinations that begin with a new vowel pattern. For instance, when studying the ee/feet pattern, students might say eeb, eec, eed, eef, eeg, and so on. Next students pronounce combinations that begin with a consonant, using the same vowel pattern. For example, students might say bee, dee, fee, hee, jee, kee, and so on. Mastering this warm-up activity makes it easier for students to begin spelling and reading new words.

With students who find this activity difficult, consistent practice over a period of time will often lead to a high level of success. After developing this skill students are able to read phonetic words much more easily.

Planning The Lessons

You will teach one new phonetic pattern, one new syllable pattern, or one new set of consonant blends each day. This means that you will be working through the patterns very quickly. On one hand, this is a good approach, because it allows students to cover all of the basic patterns quickly. They will not have to wait too long before they can begin reading regular books. On the other hand, students will need a lot of curriculum support so that they can remember the many patterns automatically when they see them in words. This support has been built into the program. If you follow the lesson plan and have students say the sounds from the sound charts, say the sounds from the phonogram cards, and have them write the patterns from oral dictation, you will be pleased with their ability to remember the patterns and sounds.

Don't be misled and think that it will be all right to skip the sound charts, sound cards, and sound dictation. Students may still be able to read and spell new words using the new patterns. But they may quickly forget the patterns unless they review them daily as described above. Practicing every day is the key for building mastery.

Following the correct sequence when introducing new patterns is important. Go in the order that the patterns appear on the sequence charts and the books. Go from one new pattern to the next as they appear on the student pages, without skipping or jumping around. This ensures that students will be able to read the materials successfully. As they read words, sentences, and stories, students typically will see only the patterns that they have learned, which means they won't need to guess at unfamiliar words. This builds a lot of confidence with beginning readers or uncertain readers. (A very few words have patterns that have not yet been taught. The unfamiliar patterns are always marked so that students will know how to pronounce them.)

For students above the first grade level, you may be able to study two or more patterns per day, if the students show that they are able to master the material.

Daily Instruction

You will plan lessons by looking at the pages that will be taught each day. Students will learn a new phonetic pattern or syllable pattern, and they may also study a suffix pattern or set of contractions. On some days students will be ready to read a new practice story. A sequence chart is included in each book to provide an overview of all the skills taught. It will be helpful for planning purposes.

The first part of each day's instruction is completed as a whole group. Students are introduced to a new phonics pattern or a new syllable pattern. They then review previous phonics patterns from sound charts and sound cards.

After this visual warm-up, the teacher will say the sounds for selected letters and phonics patterns for the students to write. Some patterns will have more than one sound. During this part of the lesson, the students don't see the patterns. They must listen to the sounds, remember the pattern, and write it.

Next students spell words with the new phonics pattern or syllable pattern from dictation. Students are taught to analyze the sounds in the words carefully, so that they can write the letters and letter patterns needed to spell the words. Students also spell a few new and review sight words, and learn to spell contractions and words with suffixes, as needed. Then they write a sentence from dictation.

After completing the whole group instruction part of the lesson, the teacher takes a few minutes to explain and prepare for student seatwork during the small group rotations.

Then the class divides into three rotating groups to practice reading under the teacher's guidance. This allows every student to get individual support and feedback from the teacher as they develop their reading skills. It also provides time to master new skills by playing games and completing various learning activities. Due to the introduction during the whole group part of the lesson, students will be ready to read the new pages in their books confidently and successfully.

Making A Dictation Outline

To prepare for the spelling dictation part of the lesson, you will need to fill in a dictation outline. The outline includes the new words to spell and a sentence with one of the new words. It also includes any new or review sight words and any words with suffixes or contractions as needed.

There are two versions of the outline. *Version 1* is the easiest to plan. Each day, it lists a set of letters, phonics patterns, and beginning consonant blends for students to write from dictation as a review. The patterns are chosen on a rotating basis. *Version 2* is the easiest for the students. It lists the exact letters, phonics patterns, and beginning consonant blends for students to practice, based on the words and sentence used in the lesson. You can plan the lesson using either version as you prefer. Follow the steps on the *How To Create The Dictation Outline* charts, *Version 1* or *Version 2*. You will start with the sentence and work backwards, so that the letters, letter patterns, and words in the sentence are dictated individually during the lesson before the students are asked to write them in the sentence.

Working With The Letter And Phonogram Sounds

Listen to the sounds of the phonetic patterns at www.soundcityreading.net so that you will be confident when teaching them to the students. Both audio and video files are included to demonstrate the sounds on the sound charts for various books. Each single vowel can represent three types of sounds, as described below.

- The short vowel sounds are a/ax, e/egg, i/in, o/ox, and u/up. Short vowels are not marked.
- The long vowel sounds are ā/raven, ē/begin, ī/lilac, ō/robot, and ū/tulip or ū/music. The long vowels are marked with a straight line, as shown.
- The dotted vowel sounds are ä/all, ë/ballet, ï/pizza, ö/to, and ü/push. The dotted vowels are marked with two dots, as shown. The dotted sounds in this program do not necessarily match the dotted sounds in the dictionary.

As students work through the program, in some cases extra sounds will be taught for a letter or pattern that has already been learned. For example, when beginning this book, students will only say the short *a* sound for the letter *a*. After learning the long sound and dotted sound for the letter *a*, students will respond to the sound charts and the *a* card with all three sounds, *a*, *ā*, *ä*, pausing briefly between each sound. In another example, after learning the first two *ea* patterns in *Book 2*, students will say the *ēa* and *ea* sounds when they see the sound chart and *ea* card. In *Book 6*, students learn a third sound for *ea*, the dotted *ë* sound. At that point they will begin saying all three sounds, *ēa*, *ea*, *ëa*, for this pattern.

Students practice the sounds for the phonics pattern in two different ways. First they see the patterns on the sound charts and sound cards and say the sounds. Then they listen as the teacher says selected sounds during the dictation period. Students must remember the related patterns and write them.

The following symbols are used on the sound charts and word lists.



A small picture of a broken ruler indicates that a phonetic pattern is a “rule breaker.” It is not pronounced in the expected way.



A small umbrella above a vowel shows that it represents the u/umbrella sound (short u sound) in that word. These are some examples of umbrella words: was, what, son, of, across, panda, love. While these patterns are essentially rule-breakers, they are taught as phonetic patterns because they are so common.



A pair of glasses is used to indicate sight words, words that cannot be sounded out in the usual way.



A curved arrow going under a vowel means “skip the vowel sound and go directly to the next consonant.” This occurs when vowels are in unaccented syllables.

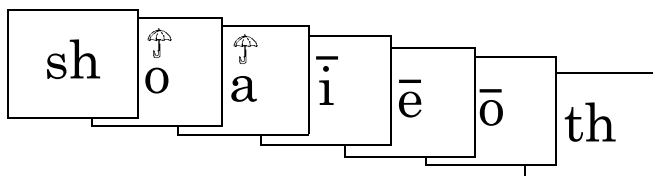
A. Sound/Symbol Relationships

Sound Story, Part 2 - When you begin *Basic Phonics Patterns, Book 1*, look at the sequence chart to see when to read each section of part two of the sound story aloud. As you work through Book 1, you'll introduce all of the new sound pictures and related patterns. After introducing a new sound picture and letter pattern, review all of the part two sound pictures and letter patterns that have been taught, using the Sound Story Pictures Part 2 flashcards and the Beyond The Alphabet Sound Cards. Note: If students have not been introduced to Part 1 of the sound story, introduce it first.

Handwriting - At the beginning of the year, use one of the Sound City Reading handwriting books to teach or review how to write the letters of the alphabet. For students in first grade, introduce one new capital and lower case letter per day. In second grade and up, review several letters a day until all of them have been mastered. For older students, introduce cursive writing using one of the Sound City Reading cursive handwriting books. Teach one new capital and lower case letter per day. For both manuscript and cursive handwriting instruction, students trace large letter patterns on the chalkboard and in the handwriting books before writing the letters on regular lined paper.

1. Introduce a new phonetic pattern each day using the phonogram card and the sound chart that it is on, or introduce a new syllable pattern by showing a few sample words on the board while explaining the pattern.
2. Sound Chart Review
Students say new and review alphabet and phonogram sounds in unison.
3. Sound Card Review
Students say new and review alphabet and phonogram sounds in unison.
4. Handwriting (Use this section to teach or review manuscript or cursive handwriting. until students can write confidently using correct letter formation.)
 - a. Introduce new letters as needed.
 - b. Practice previous letters as needed.
 - c. When teaching cursive handwriting, teach students how to make letter connections.
5. Sound Dictation - Dictate selected letter sounds and phonogram sounds. Students repeat each sound as they write the letter or letter pattern.
 - a. Alphabet letters
 - b. Letter patterns
6. Learning Games - Later in the day, during small group rotations, students may play one of the following games to reinforce new and review patterns: Caterpillar Games, Truck Chart Games, Long Vowel City.

It works well to take regular mini-breaks with the students as you work through the lesson. Stand up, stretch, exercise, sing a silly song, etc.



B.	Spelling Dictation (See <i>Planning The Lesson - How To Fill In The Dictation Outline</i>)
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The goal is for students to learn to spell words with confidence. When needed, prepare students to be successful by using any of the instructional strategies listed.

1.	<p>Spell Phonetic Words</p> <ol style="list-style-type: none"> Dictate up to ten phonetic words with the new phonetic pattern or new syllable pattern. It's very important for students to say each sound in the word separately as they write the letters and letter patterns that represent those sounds. They do not say the names of the letters as they write. Model this procedure and assist as needed to help students become confident with this routine. Dictate previously taught phonetic words as a review, if desired. These should be spelled in the same way. In the same way, dictate any phonetic words that will appear in the sentence, as needed. <p>Instructional Strategies</p> <ol style="list-style-type: none"> At the beginning of the year, teaching spelling for the first few patterns by having students spell the words with plastic letters in small groups. This reinforces that each sound is shown with a related letter or letter pattern, and that they must be placed in order from left to right to match the pronunciation of the word. Have students spell words from dictation on dry erase boards. They can pay careful attention to letter formation and can easily erase and correct as needed. When students are ready to begin spelling on regular lined paper, call on students to spell each word with moveable letter cards on a pocket chart first. Then cover the word and have students spell the word on their papers.
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2.	<p>Spell Sight Words And Review Sight Word Cards</p> <ol style="list-style-type: none"> Introduce any new sight words. These are listed on the sequence chart and on the page with the new phonetic words. Explain that these words are spelled with the new phonetic pattern but are not pronounced as expected. Students take turns reading the word or words. Have a few students use the words in oral sentences. If there are more than one sight word, you may want to introduce only one new word per day. Students copy the word, cover it, and write it from memory. Show the sight word card so that students can check their work and correct it as needed. Show all of the sight word cards that have been taught. Students read the words in unison. Dictate a few of the review sight words, if desired. Students write the words and check them as you show each card. Be sure to have students spell any sight words that will appear in the sentence, as needed. You may want to post sight words on a word wall for easy reference.
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3.	<p>Spelling Changes</p> <ol style="list-style-type: none"> Model how to spell words with suffixes, as needed. Have students copy the words. Model how to spell contractions, as needed. Have students copy the words.
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4.	<p>Dictate A Sentence - Dictate a sentence that contains phonetic words and sight words from this lesson.</p>
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C. Prepare For Small Group Rotations - Assign Seatwork

Take a few minutes to show students what they will do independently during the small group rotations. Possible options are shown below.

1.	Put words or sentences on the board related to the current phonics patterns or phonetic stories. Draw pictures on the board to illustrate them. Have students copy the text and pictures. When students have developed confidence reading and writing, you can include fill in the blank exercises or questions that require students to write their answers in complete sentences. When ready, students can put new words into alphabetical order or sort them into designated categories.
2.	List a group of words on the board that all have the same phonetic pattern. Students draw a scene that contains pictures of as many of those words as possible. They should copy the words to label each part of the picture.
3.	Have students copy a list of phonetic words and then rewrite them with a given suffix. Choose suffixes that have already been taught.
4.	Have students copy a pair of words and then rewrite them as a contraction. Choose contractions that have already been taught. Students may use their books as a reference so that they can remember how to form the contractions correctly.
5.	List a group of words that all have the same phonetic pattern. Students should write an original story that uses as many of those words as possible.
6.	Choose a topic and call on students to tell you what they know about it. Write about six to eight sentences on the board to record students' responses. Students will copy the sentences and add pictures to illustrate the topic.
7.	Take a few minutes to read a children's book aloud to the group. Solicit comments from the students about the book. Use the comments to create a graphic organizer such as a time line, story map, Venn diagram, or bubble map on the board for students to copy. This approach could cover a selected story from children's literature or a topic in science or social studies.
8.	Have students complete the workbook pages that go with the new phonetic pattern. In this case, have a group of stronger readers do seatwork first. This gives the other groups a chance to study the new material under your guidance in a small group before being expected to do the worksheet.
9.	Students should know that when they have completed the assigned seatwork, they have the option to read, write, or draw independently.

D. Decoding/Reading

The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.

1. Read Words

- a. Students read the word list with the new pattern from this book, taking turns. Have them cover the pictures with an index card. They should slide the card down after reading each word so that they can see the picture. Discuss the meanings of any unfamiliar words.
- b. Show the word cards for any new sight words that are listed on the page. Students read the words. Point out that these words are rule breakers and are not pronounced as expected. (These words were introduced during the dictation period.)

Instructional Strategies

- a. Color-Coded Word Cards - Using markers, write new phonetic words on white, unlined 4 x 6 inch index cards. Show each card one at a time and have students take turns reading the words. Students get to hold any cards that they read correctly. Note: Use a black marker to write the words in all black print or, if desired, write the vowels in the word using colored markers. This will make the vowel pattern stand out in the word and make it easier for students to read. See the color-coding chart at the end of this book.
- b. Picture/Word Cards - Print a set of picture/word cards for the new pattern from the website at www.soundcityreading.net on letter sized cardstock. Each PDF file will make four identical sets of cards. Print the words on one side of the sheets, then turn the stack over and feed them through the printer again to print the pictures on the back. Cut the stack into four sets of cards. To use the cards, show one word at a time. Students take turns reading the words. After a word is read, turn the card over so that students can see the picture.
- c. Play The Robot Game - This activity works well with the whole class. It develops phonemic awareness skills which prepare students to read a new set of phonetic words. All students, especially those who are having difficulty decoding, benefit from this sequence. Combine the color-coded word cards and the picture cards for the new pattern in a pocket chart. Put the word cards in a group and the picture cards in a separate group, so that all of the cards can be seen. Explain that you will play a game in which you say the sounds for each word separately, like a robot. To begin, say the individual sounds for one of the words, pausing briefly between each sound. Call on a student to find the picture that matches the sounds and say the name of the picture normally, without the pauses. Repeat the separate sounds for the same picture again, like a robot, and call on a student to find the word card that matches the picture. Have the student read the word normally, without pausing, and place the picture and word card together on the chart. Continue in the same way until all the pictures and words have been found and placed together.
- d. Purchase a package of white letter sized (or legal sized) card stock. Use colored markers to write a list of about six or seven of the new phonetic words on each sheet, using large print. Color-code the vowels using the color-coding chart at the end of this book.
- e. To develop fluency, have students read all of the words with the new phonetic pattern from the *Color-Coded Phonetic Lists* book. It includes both rhyming and body-coda (same beginning sounds) lists for each pattern. The vowels are color-coded.

D.	Decoding/Reading - Continued
The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.	
2.	<p>Read Sentences - Students read the sentences that follow the words, taking turns. Ask students to point out the word in each sentence that contains the new pattern. After all the sentences have been read, students should read them again, in unison.</p> <p>Instructional Strategy - Sentence Study In A Pocket Chart</p> <p>Write several sentences on lined pocket chart strips. Write each sentence on two strips. Leave the one strip intact. Cut the other strip apart to make separate word cards. These activities work well with the whole class or with small groups.</p> <p><i>Activity One</i> - Place the complete sentence strips in every other row in the pocket chart. Pass out the separate word cards to the students. Point to the first sentence and have students read it aloud as a group. Point to the first word, read it, and ask the students to look at their word cards to see if they have that word. The student should place it just below the word in the complete sentence. Continue until all the words have been filled in below the original sentence. Follow the same process with the remaining sentences.</p> <p><i>Activity Two</i> - Remove the complete sentence strips from the chart. Leave the sentences made of separate word cards in place. Ask students to cover their eyes. Turn over one word card in each sentence so that students can only see the back of the card. Have students read the first sentence, saying “hmm” for the blank card. Ask students to predict what the missing word will be. Turn the card over to see if they are correct. Continue in the same way with the rest of the sentences.</p> <p><i>Activity Three</i> - Leave all of the sentence word cards in place, facing forward so they can be seen. Have students cover their eyes. Rearrange the cards in each sentence so that they are mixed up and don’t make sense. Call on a student to come forward and rearrange the cards in the first sentence so that it makes sense again. When it is correct, have the class read the sentence in unison. Continue with the rest of the sentences in the same way.</p>
3.	<p>Read Suffixes And Contractions</p> <ol style="list-style-type: none"> When you get to a page that teaches suffixes or contractions, use a small white board to explain the material briefly, showing several examples. Have students read the page, taking turns. Incorporate new and review suffixes and contractions in the dictation period.
4.	<p>Read Stories</p> <ol style="list-style-type: none"> Students take turns reading a new or review practice story. Starting with Book 5, students read the trade books that are listed on the sequence charts. It may take several days to complete each book. Students who are already reading may read from any appropriate children’s books at their reading level.



It works well to take regular mini-breaks with the students as you work through the lesson. Stand up, stretch, exercise, sing a silly song, etc.

Basic Phonics Patterns - Lesson Outline		Page 6
D.	Decoding/Reading - Continued	
The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.		
	Read Stories- Continued Instructional Strategies a. Read the new story aloud to the whole class before beginning small groups rotations. Discuss the story as you read, asking questions for the students to answer orally. b. Have the whole group open their books to the story. Read the first sentence. Students track the words with their fingers as they listen, then they track the words again as they reread the sentence in unison. Continue in the same way for the rest of the story. c. Divide the class into two groups. Have the first group read the first page of the story aloud, in unison. Have the second group read the second page aloud, in unison. Continue in the same way to the end of the story.	
5.	After students have finished reading the words, sentences, and story, have them play a learning game, as time permits. These include the Caterpillar Game, Truck Chart Game, Long Vowel City, and Sight Word Game.	
E.	Listening Comprehension, Vocabulary Development, Integration With Literature, Science, Social Studies, Creative Writing, And Art, Assessment	
1.	Read Aloud - The teacher reads aloud to the class thirty minutes per day, reading from a variety of fiction and non-fiction books at a level appropriate for the age of the class. Include classic children’s literature, rhythmic and rhyming books for beginning readers, books on science and social studies topics, and poetry.	
2.	Extension And Enrichment a. Have students do art projects related to the current phonetic pattern or current story. b. Have students study science or social studies topics related to a current phonetic word or practice story. c. Have students do creative writing activities related to one of the current phonetic words or the current story. d. Have students reread new words, sentences, and stories with a partner. e. Have students take home copies of the current pages in the book to read for their parents. f. Have students complete the pages in the phonics patterns workbooks. g. Have students complete the decoding tests and story comprehension tests, available at www.soundcityreading.net .	

Information About Ending Consonant Blends

Ending consonant blends are two consonants that come after a vowel. Each consonant is pronounced in the normal way. To make it easier for students to learn to slide the sounds together smoothly, ending blends are taught as vowel-consonant-consonant combinations. Each lesson teaches ending blends with a single short vowel. Ending consonant blends are introduced in Book 1 of each of the sets of books shown below. A few extra ending blends are taught in the *Basic Phonics Patterns* books. Additional blends are added in the *Know The Phonetic Code* books and in *Advanced Phonics Patterns From Children's Books*. The lists below show the ending consonant blends taught in each set of books. New blends that are being introduced for the first time are printed in bold text.

Phonetic Words And Stories, Books 1-8

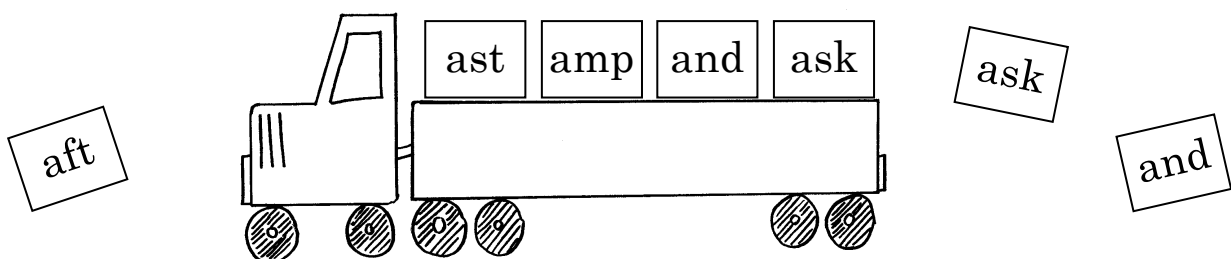
- 1) ast, amp, ask, and, aft
- 2) ist, isk, ift, ind, ilk
- 3) ond, omp, oft, olf, ost, ōst
- 4) ump, unt, ust, usk, ulb
- 5) est, esk, elt, elf, elp, eld, end, ent, ext, ept

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

- 1) ast, amp, ask, and, aft
- 2) ist, isk, **isp**, ind, ift, **int**, **imp**, **ilt**, ilk
- 3) ond, omp, oft, olf, ost, ōst, **ont**, **opt**
- 4) ump, unt, ust, usk, **uct**, ulb, **ulk**
- 5) est, esk, elt, elf, elp, eld, **elm**, **elk**, end, ent, ext, ept, **eft**

Know The Phonetic Code and Advanced Phonics Patterns From Children's Books

- 1) ast, amp, ask, and, aft, **ant**, **act**, **asp**, **aft**, **alc**, **alp**, **apt**, **asm**
- 2) ist, isk, **isc**, isp, ind, ift, int, imp, ilt, ilk, **ild**, **ilm**, **ipt**, **ism**, **ict**
- 3) ond, omp, oft, olf, ost, ōst, ont, opt, **ompt**
- 4) ump, unt, **und**, ust, usk, **usp**, uct, **uft**, **upt**, ulb, ulk, **ulp**, **ulpt**, **ulf**, **ult**
- 5) est, esk, elt, elf, elp, eld, elm, elk, end, ent, **emp**, **empt**, ext, ept, eft, **ect**



Daily Outline When Teaching Ending Consonant Blends

I.	Spelling Dictation - Whole Group Or Small Groups - Convert sounds to symbols
	<p>A. Students will work with only one set of ending blends per lesson, either short a, short i, short o, short u, or short e blends. This will prepare them to read words with the same ending blends. The teacher will use the dictation chart for ending blends as a guide when dictating the letter sounds, ending blends, and words.</p> <p>B. Each student is given a small box with two sets of plastic alphabet letters and a work mat made of sheet of construction paper, placed in landscape mode, with a line drawn horizontally to divide the sheet into upper and lower sections.</p> <p>C. The teacher dictates the sound for each letter that will be needed during the lesson. Students find the letters in their boxes and place it on the upper part of their work mats (their “letter bank”) saying the sound as they place each letter.</p> <p>D. The teacher pronounces each pattern, including the short vowel sound, using the two-step process shown on the dictation chart. “Show me <i>am</i>. Now show me <i>amp</i>.” Using plastic letters, students build the pattern on the lower section of their work mats. Students listen carefully and form the two-letter combination first, then add a letter at the end to create the three-letter combination. They should say the sound for each letter as they place it, then say the entire pattern. After the teacher checks their work, students return their letters to their letter banks and listen for the next blend.</p> <p>E. After students have built all the ending blends for that short vowel, the teacher dictates words with the same ending blends. Students spell the words in the same way.</p>
II.	Sound Charts - Whole Group - See the symbols and say the sounds
	<p>A. The teacher points to the new ending blends on the truck chart, going down the column. The teacher pronounces each blend clearly; students repeat. Then the students pronounce the blends in unison, while the teacher points to each one.</p> <p>B. The teacher points to any previously taught ending blends, modeling if needed. Students pronounce the blends.</p> <p>C. On the rest of the charts, the teacher points to the phonogram patterns that have been taught. Students say the sound for each pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Ending Blend Pages In The Book - Students read the words. The teachers assists as needed. Discuss any unfamiliar words.</p> <p>B. Sight Words - Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages - Students read the sentences with teacher guidance as needed.</p> <p>D. Read new or review stories following the usual routine.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<p>A. Students play the ending blend truck game to reinforce ending blends.</p> <p>B. Students take turns reading new or review words, sentences, and/or stories.</p>

Dictation Chart For Ending Consonant Blends - Words To Spell With Plastic Letters					
	Short A	Short I	Short O	Short U	Short E
Have students get out these letters.	a, p, s, t, l, c, f, m, r, d, k, b, n, h	i, s, t, t, l, m, f, g, k, d, r, w, n, p, h	o, n, d, p, f, b, s, t, l, r, m, p, p, g, c, h	u, m, p, p, j, b, b, l, d, n, t, r, s, g, k, c, h	e, s, t, t, n, b, r, v, w, d, m, h, l, p, y, k, f, x
Students will build these blends.	ast, ask, amp, and, aft	ist, isk, isp, ind, ift, int, imp, ilt, ilk	ond, omp, oft, olf, ost, ōst, ont, opt	ump, unt, ust, usk, uct, ulb, ulk	est, esk, elt, elf, elp, eld, elm, elk, end, ent, ext, ept, eft
For each blend, students build the two-letter combination first, then add one more letter to the end to form the second combination. Say to the students: "Show me... am. Now show me...amp."	as.....ast as.....ask am.....amp an.....and af.....aft	is.....ist is.....isk is.....isp in.....ind if.....ift in.....int im.....imp il.....ilt il.....ilk	on.....ond om.....omp of.....oft ol.....olf os.....ost ōs.....ōst on.....ont op.....opt	um.....ump un.....unt us.....ust us.....usk uc.....uct ul.....ulb ul.....ulk	es.....est es.....esk el.....elt el.....elf el.....elp el.....eld el.....elm el.....elk en.....end en.....ent ex.....ext ep.....ept ef.....eft
Say each word clearly for students to spell.	past last cast fast ask mask task bask lamp camp ramp damp and sand hand land band raft	list mist fist disk risk wisp lisp wind lift gift sift mint hint lint tint limp hilt kilt tilt wilt silk milk	pond fond bond romp pomp soft loft golf lost cost mōst pōst hōst font opt	jump bump lump dump pump punt bunt runt must just rust gust tusk dusk duct bulb bulk hulk sulk	nest best rest desk melt felt belt elf self shelf help yelp kelp held weld elm helm elk bend send mend tent went sent bent next text kept wept left

Daily Outline When Teaching Beginning Consonant Blends

I.	Spelling Dictation Using Plastic Letters - Whole Group Or Small Groups
	<p>A. Beginning consonant blend patterns are taught in three different sets. Students will work with only one set per lesson. This spelling activity will prepare students to read words with the same ending blends. The teacher will dictate letter sounds, beginning blends, and words, using the beginning blend dictation chart as a guide.</p> <p>1) S Blends And W Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw</p> <p>2) L Blends: bl, cl, fl, gl, pl, sl, spl</p> <p>3) R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str</p> <p>B. Each student is given a small box with two sets of plastic alphabet letters and a work mat made of sheet of construction paper, placed in landscape mode, with a line drawn horizontally to divide the sheet into upper and lower sections.</p> <p>C. The teacher dictates the sound for each letter that will be needed during the lesson. Students find the letters in their boxes and place it on the upper part of their work mats (their “letter bank”) saying the sound as they place each letter.</p> <p>D. The teacher pronounces each pattern. “Show me <i>st</i>. Now show me <i>sp</i>.” Using plastic letters, students build the pattern on the lower section of their work mats. Students listen carefully and place the letters that show the correct sounds, going from left to right. They should say the sound for each letter as they place it, then say the entire pattern. After the teacher checks their work, students return their letters to their letter banks and listen for the next blend.</p> <p>E. After students have built all the beginning blends for the set being studied, the teacher dictates words with the same beginning blends. Students spell the words in the same way.</p>
II.	Connecting Sounds And Symbols - Whole Group
	<p>A. The teacher points to the new beginning ending blends on the truck chart, going down the column. The teacher pronounces each blend clearly; students repeat. Then the students pronounce each blend in unison while the teacher points to each one.</p> <p>B. The teacher points to any previously taught beginning blends, and then to all of the phonogram patterns that have been taught. Students say the sound for each blend and each pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Beginning Blend Pages In The Book - Students read the words. The teacher assists as needed. Discuss any unfamiliar words.</p> <p>B. Sight Words - Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages - Students read the sentences with teacher guidance as needed.</p> <p>D. Read new or review stories following the usual routine.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<p>A. Students play the beginning blend truck game to reinforce beginning blends.</p> <p>B. Students take turns reading new or review words, sentences, and/or stories.</p>

Dictation Chart For Beginning Consonant Blends - Words To Spell With Plastic Letters						
	Beginning S Blends		Beginning L Blends		Beginning R Blends	
Use these letters	a, e, i, o, u, s, c, b, m, k, p, n, l, l, g, t, q, d, f, f, w		a, e, i, o, u, c, l, p, p, s, s, f, f, k, b, m, d, t, t, g, x, n		a, e, i, o, u, b, r, g, s, s, c, c, k, m, p, p, d, l, l, f, f, t, t, z, z, n	
Build these blends	sc, sk, sm, sn, sp, squ, st, sw, tw, dw		bl, cl, fl, gl, pl, sl, spl		br, cr, dr, fr, gr, pr, tr, scr, spr, str	
Spell these words	scab	spot	clap	flap	brag	grab
	scum	spit	class	flex	brass	grill
	skip	spell	cliff	flip	brick	grin
	skin	squid	click	flop	brim	grub
	skull	step	club	flock	crab	gruff
	smog	stem	black	floss	crack	press
	smell	stop	bless	glass	crib	prop
	snack	stick	block	glad	crop	trap
	snap	stuff	slap	gloss	cross	track
	snip	swim	slim	glum	drag	trim
	snug	swam	slip	plan	dress	trip
		swell	sled	plot	drip	trick
		twin	slot	plop	drill	trot
		dwelling	slug	plug	drug	scrap
			flag	plum	drum	scrub
				split	fret	sprig
					frizz	strap
					frog	strum
					grass	

How To Fill In The Dictation Outline - VERSION 1 (EASIEST To Plan)

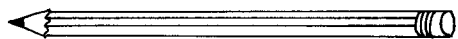
Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning purposes, you will fill in the outline in a different order, as shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters</u> to dictate. Choose 13 alphabet letters one day, and choose the remaining 13 letters the following day. Rotate between the two lists from day to day.
9.	Fill in the <u>phonogram patterns</u> section. Choose the new pattern and the five most recent patterns taught. Add any older patterns that you want to review.
10.	Fill in the <u>beginning consonant blends</u> section. List the blends on a rotating basis, as shown. Monday: st, sp, sm, sn, sc, sk, sw, squ. Tuesday: pr, tr, br, cr, dr. Wednesday: fr, gr, scr, spr, str. Thursday: cl, fl, gl, pl, sl, bl, spl. Friday: sw, tw, dw, (shr, thr, phr, phl). Dictate the patterns in parentheses <u>after</u> the consonant digraph patterns have been taught.

How To Fill In The Dictation Outline - VERSION 2 (EASIEST For The Students)

Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning purposes, you will fill in the outline in a different order, as shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen. See the sample outlines for the sh pattern, the ee pattern, and silent e syllables to see how a typical outline will look when completed.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters</u> section. To do this you will need to look at all of the words that will be written during the lesson. List the letters needed to spell these words.
9.	Fill in the <u>phonogram patterns</u> section. Look at all of the words that will be written during the lesson. List any multi-letter vowel patterns (ai, ow, ey, ur, ould) and consonant patterns (sh, th, nk, ng, wr, tch). Also list any single vowels that are not short vowels (ā, ē, ī, ō, ū, ä, ë, ï, ö, ü).
10.	Fill in the <u>consonant blends</u> section. List any beginning blends used in any of the words. Include digraph blends if needed (thr, shr, phr, phl).



New Phonetic Pattern Or Syllable Pattern _____

Letters _____

Phonogram Patterns _____

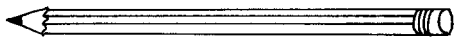
Beginning Consonant Blends _____

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Phonetic Words To Dictate

_____	_____
_____	_____
_____	_____
_____	_____

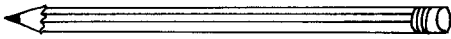


Sight Words

Suffixes

Contractions

Sentence



New Phonetic Pattern Or Syllable Pattern ee

Letters s e w k f t d r g h H c l p q u n i

Phonogram Patterns ee, ē, sh, th, ch

Beginning Consonant Blends gr, tr, thr, sl

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

see

tree

week

three

feet

cheek

deer

sleep

green

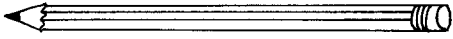
queen

Other Phonetic Words To Dictate

he

He

ship



Sight Words

Suffixes

sees

ships

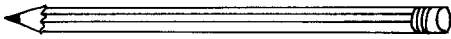
Contractions

Sentence

He sees three ships.

Dictation Outline

Date _____



New Phonetic Pattern Or Syllable Pattern Silent E Syllables

Letters p u z l e s a d i t c n w k h m b r o g J P

Phonogram Patterns ö, th

Beginning Consonant Blends tw, scr

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

puz zle

sad dle

lit tle

ap ple

tus sle

can dle

twi nle

thim ble

scram ble

dim ple

Other Phonetic Words To Dictate

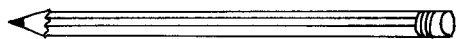
Jill

Pam

got

and

into



Sight Words

a

people

Suffixes

Contractions

Sentence

Jill and Pam got into a tussle.

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

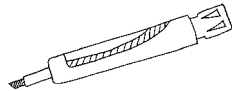
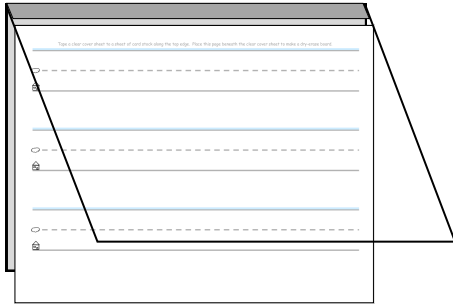
Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

How To Make A Dry-Erase Frame



Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Remove the page of blank lined paper from this book and place it under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

Students will be able to write on the clear cover sheet, using the lines as guides. They will be able to erase easily using a tissue or small piece of felt.

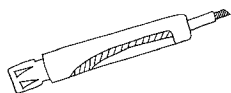
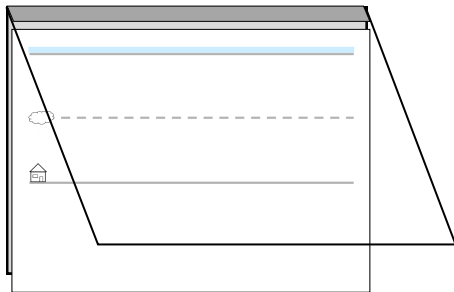
The largest lines work well when introducing or practicing new handwriting letters.

The other set of lines works well when writing letters and letter patterns or words from dictation.

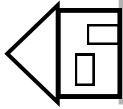
Dictate the sounds for the alphabet letters and the phonogram patterns that have been taught. Students repeat the sounds while writing the letters with a dry-erase marker.

Dictate new and review phonetic words and sight words. Students will be able to erase easily and try again if they make a mistake.

Students can hold up their frames so that you can check their work.



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Color-Coding Chart - Each vowel sound is represented by a specific color. This helps the vowels and vowel patterns stand out in words, so that students will recognize them and be able to distinguish between consonants and vowels. For multi-letter vowels, students will be able to see which letters work together to show the vowel sound. Students will quickly be able to see which patterns sound the same, because the colors will be the same. They will also be able to see when vowel patterns have different sounds, because they will be printed in different colors.

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

1 Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns

Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o

Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk

Ending Consonant Blends, Beginning Consonant Blends

PREVIEW: oi, oy, ou, ow, ü, ä

2 Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y

Two-Syllable Words: Closed syllables, silent-e syllables

Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie

Vowel-Consonant-E Patterns: e_e, a_e, i_e

Follow The Leader Patterns: igh, ind, ild

Two Vowel Sounds For Y: y = ē, y = ī

3 More Long Vowel Patterns, More Umbrella Patterns

Long Vowel Pairs: oa, oe, ui, ue, ew

Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels

Follow The Leader Patterns: old, olt, oll, olk

Three New Umbrella Patterns: o_e, a_, _a

New Consonant Pattern: dge

4 Odd O Patterns, Dotted Ä And Ü Patterns

Odd O Patterns: oi, oy, ou, ow, oo, ould

Dotted Vowel Patterns: ü, äü, äw, äll, äl, älk, wä, swä

New Umbrella Pattern: ou

5 Soft C and G Sounds, R-Controlled Vowel Patterns

Soft C Sounds: ce, ci, cy

Soft G Sounds: ge, gi, gy

Bossy R Patterns: ir, ar, er, ur

Ending Patterns: _ce, _ge, _se, _ze

6 More Two-Syllable Words, Dotted Ę And Dotted Ĩ Patterns

Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic

Words That End With VCE Syllables: cup-cake

Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey

Words That Begin With Unaccented Closed Syllables: con-nect, com-pare

Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form

Words With Adjacent Vowels In Separate Syllables

Dotted Vowel Patterns: ei, ey, ea, eigh, ë, ĩ, ie

Long U Pattern: eu

7 Advanced R-Controlled Patterns

More Bossy-R Patterns: wor, er, or, ar, ear, our

8 More Vowel, Syllable, And Consonant Patterns

Vowel Patterns: a = o, ought, ye, y_e, y = i, qua, squa

Consonant Patterns: kn, wr, gh, ph, ugh

Two-Syllable Words With Ending Open Syllables