

# Basic Phonics Patterns

## Book 1

Basic

Vowel Patterns And  
Consonant Patterns

ship



mē



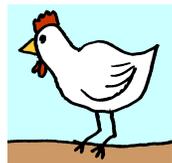
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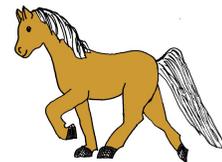
gō



chicken



horse



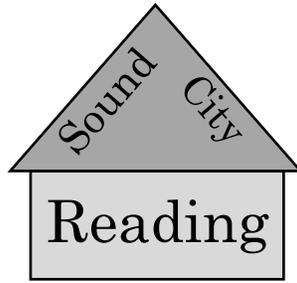
when



tō



# Sound City Reading



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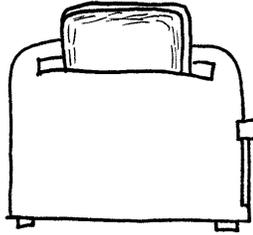
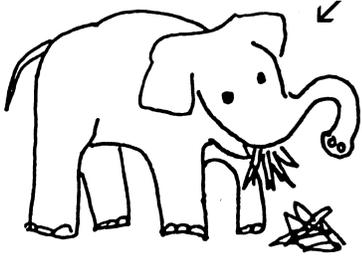
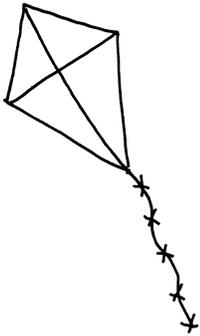
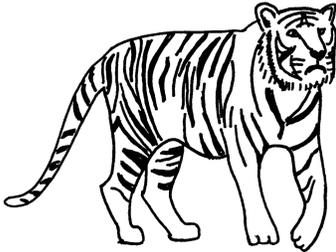
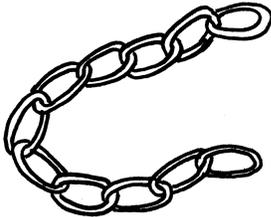
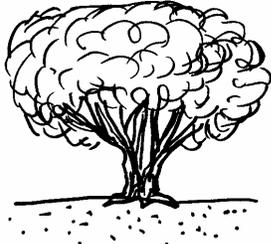
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# Table of Contents

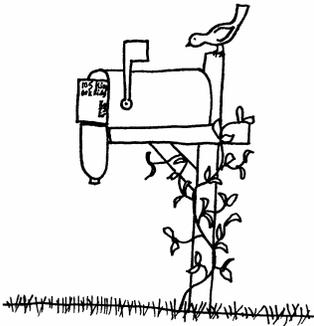
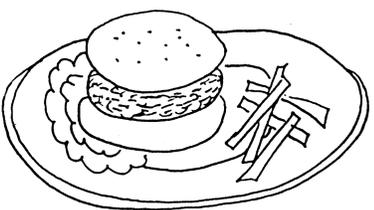
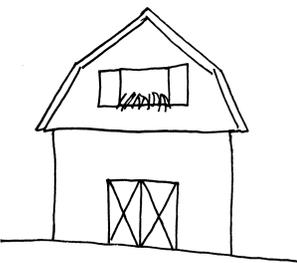
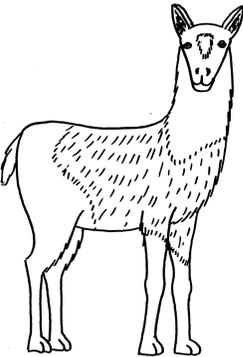
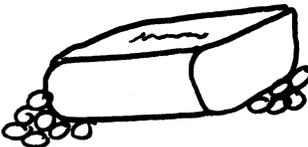
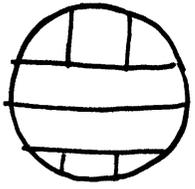
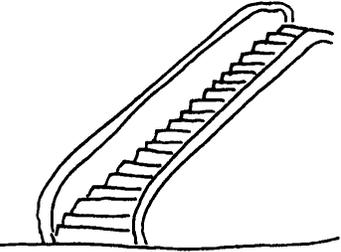
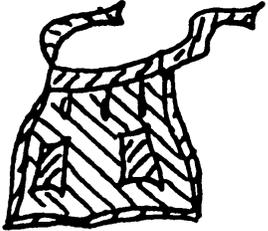
<b>Information For The Teacher.....</b>	<b>116</b>
Lesson Plan.....	125
Sequence Chart .....	126
Handwriting Models.....	128
Lined Paper .....	130
 <b>Basic Phonics Patterns, Book 1</b>	
Syllable Awareness Pages.....	6
Sound Story .....	8
Notes About The Alphabet .....	15
Sight Words .....	17
Sound Charts.....	18
Closed syllables, a, e, i, o, u.....	34
sh/ship.....	35
Umbrella Vowels - o/son, a/what.....	37
Suffix _s with nouns .....	39
Open Syllable i.....	40
e/me, o/go .....	41
Open Syllable e.....	42
Open Syllable o.....	43

Questions and statements .....	44
Story: <i>A Fish</i> .....	45
th/thumb, th/this .....	46
Sight word: the.....	47
Story: <i>I Wish</i> .....	49
Ending consonant blends: ast, amp, ask, and, aft.....	50
Story: <i>Go Fish</i> .....	53
Ending consonant blends: ilk, ift, ist, isk, ind .....	54
or/horse .....	57
Suffix study: _s with nouns and verbs.....	58
Story: <i>This Is For</i> ... ..	61
Ending consonant blends: ond, oft, omp, olf, ost, ōst .....	62
ck/Jack .....	65
Story: <i>Rick And Jack</i> .....	67
Ending consonant blends: ump, unt, ulb, ust, usk.....	68
ō/to, _ve/give .....	71
Story: <i>A Duck</i> .....	72
Ending consonant blends: est, ent, end, elp, elt, elf.....	74
Open Syllable a .....	80
Story: <i>Jump</i> .....	81

ch/chicken.....	82
Beginning consonant blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw .....	84
tch/match .....	88
nch/lunch.....	90
Story: <i>On A Bench</i> .....	91
Beginning Consonant Blends: bl, cl, fl, gl, pl, sl, spl.....	92
wh/when, wh/who .....	95
Sight Word Sentences: what .....	97
Story: <i>Who Is This?</i> .....	98
Beginning Consonant Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str.....	99
Story: <i>A Man</i> .....	103
Story: <i>A Chicken</i> .....	104
ng/ring.....	105
Contractions: he is, he's; Syllable Study: rob-in, chil-dren.....	107
Story: <i>In The Spring</i> .....	110
nk/wink .....	111
Open Syllable u.....	113
Story: <i>Get A Drink</i> .....	115
Information For The Teacher .....	116

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

toast-er, el-e-phant, kite, coat, ti-ger, chain, zuc-chi-ni, bush

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

mail-box, ham-burg-er, barn, lla-ma, soap, vol-ley-ball, es-ca-la-tor, a-pron

# A Sound Story

## About Audrey and Brad



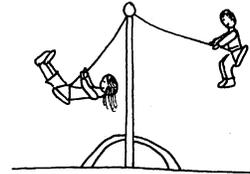
### Part 1

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



T t

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



I i

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



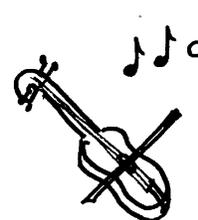
H h

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

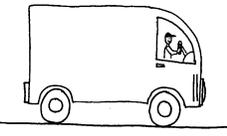
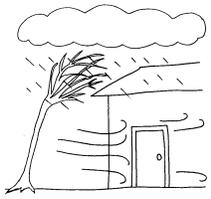
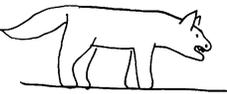


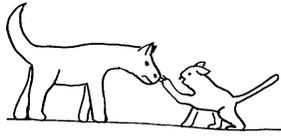
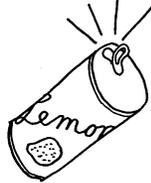
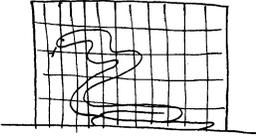
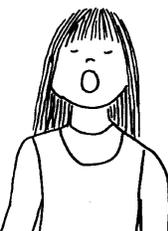
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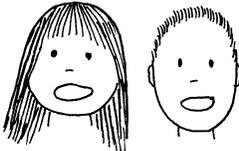
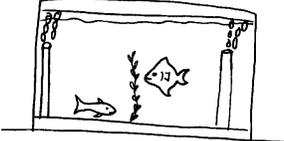
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”

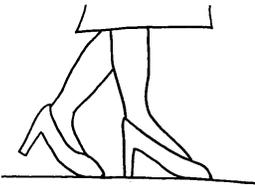
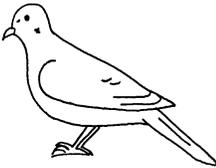
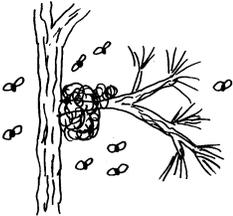


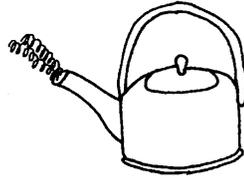
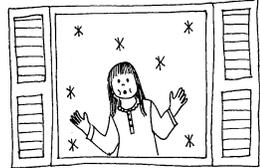
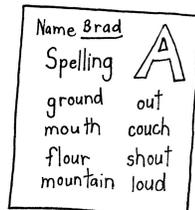
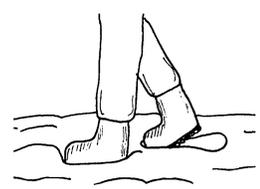
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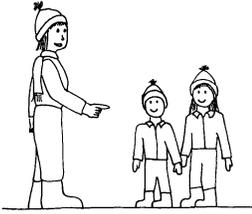
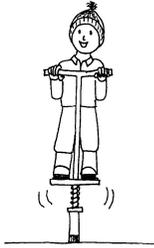
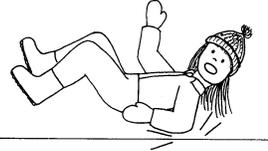
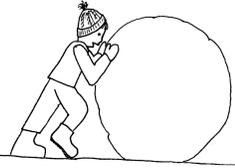
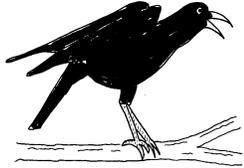
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

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

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

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

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

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

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



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

The End

### Notes About the Alphabet

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

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

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

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

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

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

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

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

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

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

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

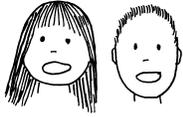
Go over the sound charts at the front of this book at the beginning of each lesson. The student should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps the student create a secure mental map of the letters and sounds. Small pictures from the sound story 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.

Sight Words

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

Alphabet Sounds

A a



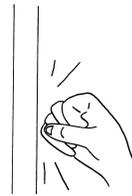
B b



C c



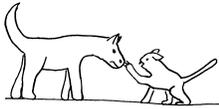
D d



E e



F f



G g



H h



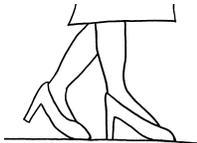
I i



J j



K k



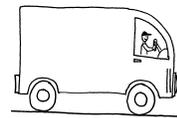
L l



M m



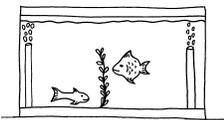
N n



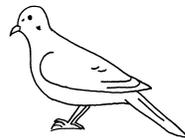
O o



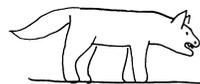
P p



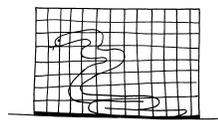
Q u qu



R r



S s



T t



U u



V v



W w



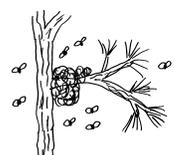
X x



Y y



Z z



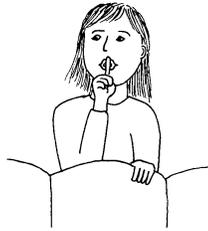
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



sh



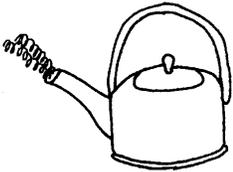
ē



ō



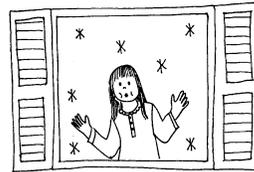
th



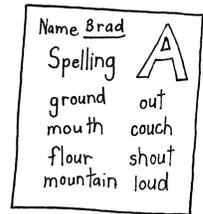
th



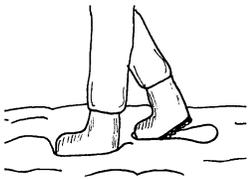
ö



ā



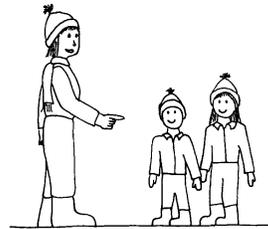
ch



ng



ū



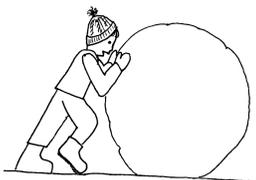
oi oy



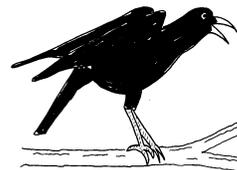
ou ow



ü



ä

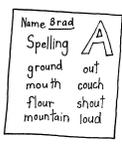
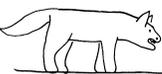
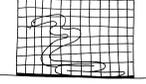


measure, vision,  
azure, garage

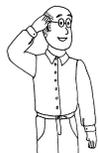


Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

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



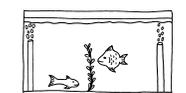
n



o



p



ō



ö



v



w



x

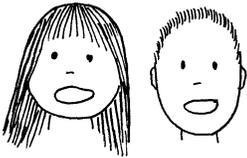
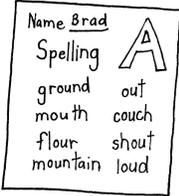
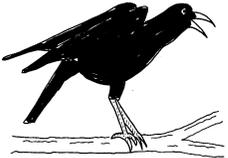
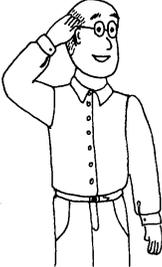
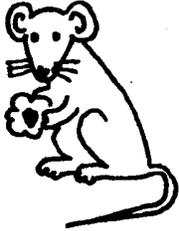
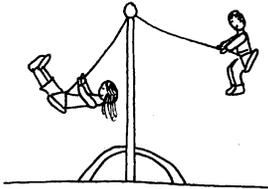
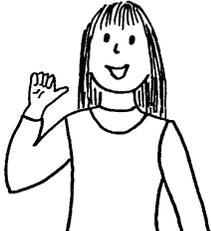
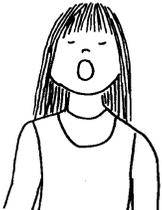
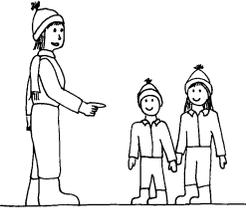
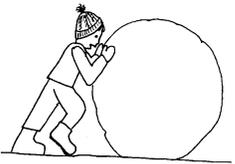


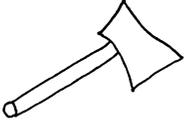
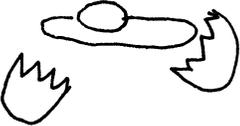
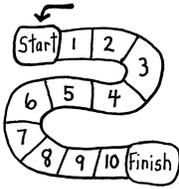
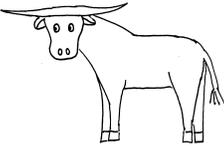
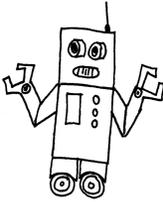
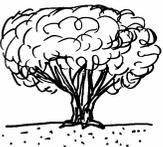
y



z



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

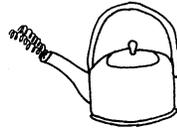
Short Vowels VC	Long Vowels CV	Dotted Vowels
<p>a</p>  <p>ax</p>	<p>ā</p>  <p>ra ven</p>	<p>ä</p>  <p>all</p>
<p>e</p>  <p>egg</p>	<p>ē</p>  <p>be gin</p>	
<p>i</p>  <p>in</p>	<p>ī</p>  <p>li lac</p>	
<p>o</p>  <p>ox</p>	<p>ō</p>  <p>ro bot</p>	<p>ö</p>  <p>to</p>
<p>u</p>  <p>up</p>	<p>ū</p> <p>tu lip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

Consonant Patterns

sh



th



ch



th



wh



wh



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



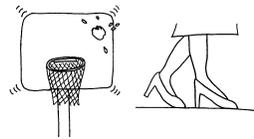
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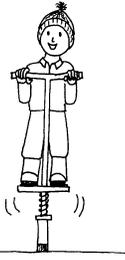
ank

ink

onk

unk

oi



In the middle

oy



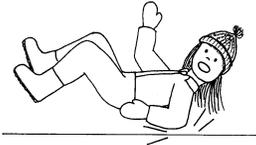
At the end

### The Story Of The Umbrella Vowels



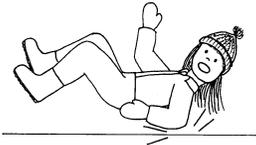
One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because “umbrella” starts with his “uh” sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say 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 some 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.

ow



### Odd O Patterns

ou

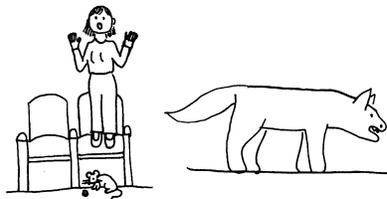


The Odd O Patterns don’t say the sounds you would expect. You just have to memorize them.

### Bossy R Patterns

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.

or



### Umbrella Vowels

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



a



o



oi



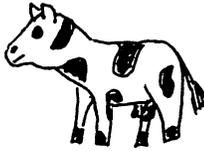
coins

oy



boy

ow



cow

ou



ouch

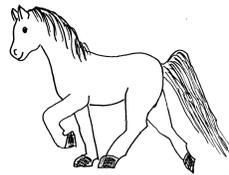
## Odd O Patterns

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

## Bossy R Patterns

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.

or



horse

## Umbrella Vowels

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



a



what

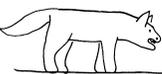
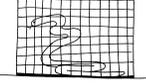


o



son

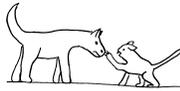
Say the sound or sounds for each letter.

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

e



f



g

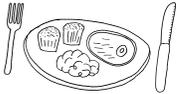


h

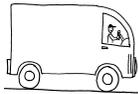


wh who

m



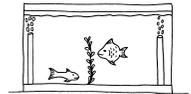
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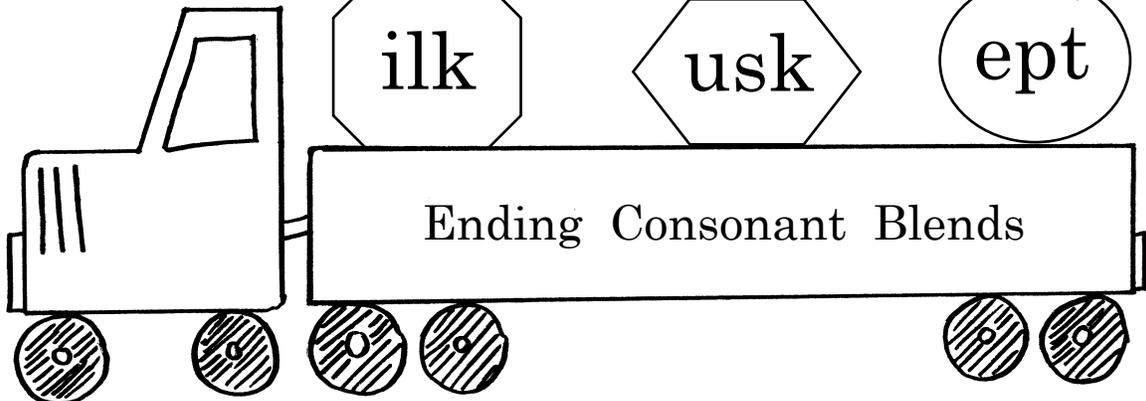
ept

usk

Ending Consonant Blends

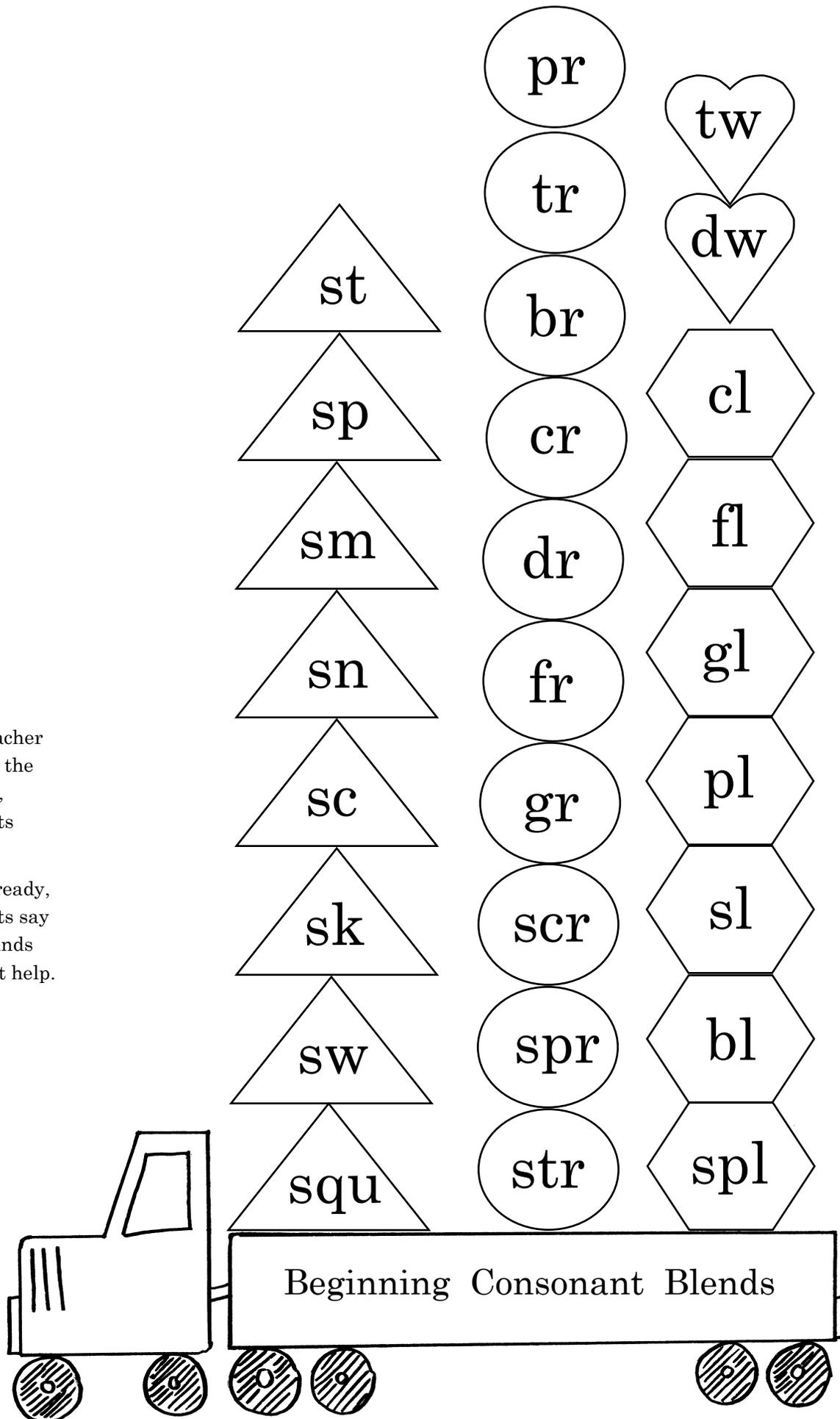
The teacher models the sounds, students repeat.

When ready, students say the sounds without help.



The teacher models the sounds, students repeat.

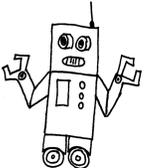
When ready, students say the sounds without help.



# Syllable Patterns

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

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

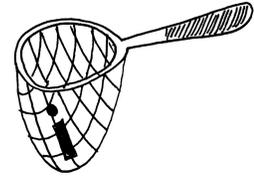
CLOSED	CLOSED	OPEN	OPEN
ax	ran		rā 
egg	ten	wē	bē 
ill	fin	hī	lī 
off	box	gō	rō 
us	cut	flū	tū  mū 

Syllable Patterns

Read each word. Read each beginning syllable. Listen to the teacher say the whole word.  
Repeat the word: ra-ven, be-gin, li-lac, ro-bot, tu-lip, mu-sic.

# Suffix Review

# Contractions



he is  
he's

she is  
she's

it is  
it's

that is  
that's

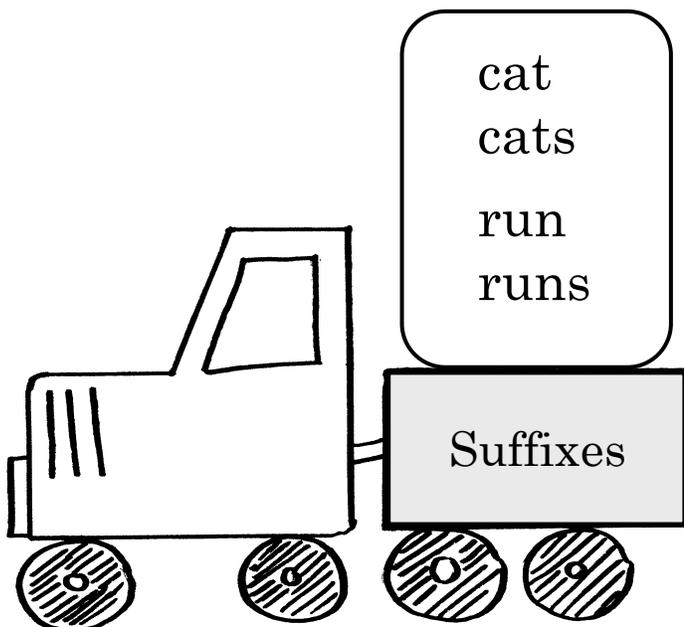
what is  
what's

who is  
who's

when is  
when's

Contractions

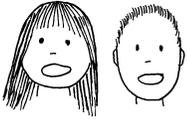
Read each pair of words.  
Reread the words as a contraction.



cat  
cats  
run  
runs

Suffixes

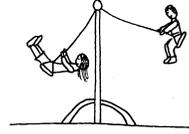
Read each word.  
Reread the word with its suffix.



a



e



i

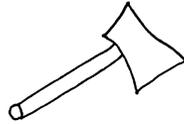


o



u

ax



ran



egg



ten

10

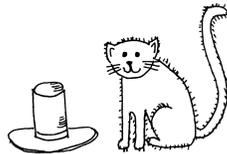
ill



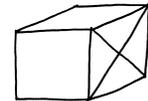
fin



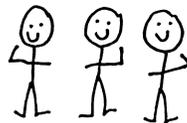
off



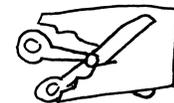
box



us



cut

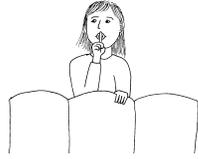


Each vowel has three possible sounds: short, long, and dotted. This page shows the short vowel sounds.

A single vowel followed by one or more consonants usually represents its short vowel sound, as shown above. Notice that it is not necessary to have a consonant before the vowel. But there must be a consonant after the vowel.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

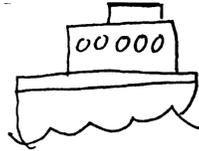
sh



cash



ship



rash



shin



mash



shell



lash



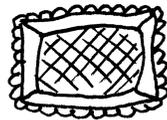
shed



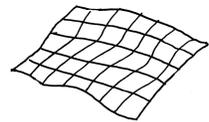
sash



sham



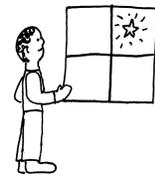
mesh



shot



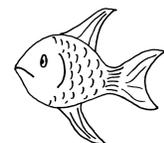
wish



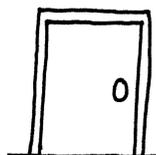
shop



fish



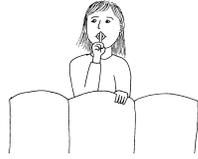
shut



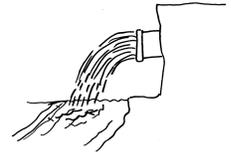
dish



sh



gush



rush



mush



1. A pot is in a shed.



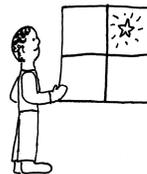
2. Ned has a shell.



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



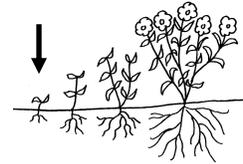
  
a



  
son



  
was



It was small.

won



what



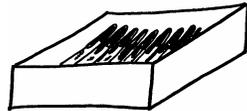
ton



### Umbrella Vowels

The two vowels on this page are called umbrella vowels. They represent the short u sound in these words instead of their regular sounds. See the story of the umbrella vowels in the chart section.

 <sup>v</sup>  
of

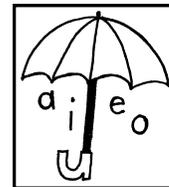
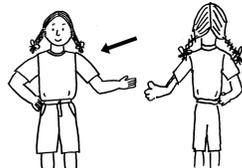


A box of pens.

from



front



1. What is in his box?



2. It was hot.



☂  
O



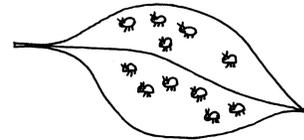
1. Ben has a box of shells.



2. Tom has a lot of sons.



3. Jon has a lot of bugs.

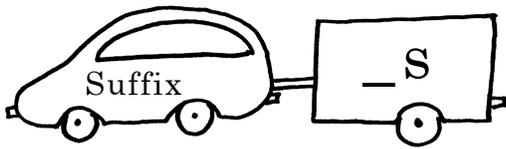


4. Jim won.



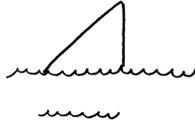
5. Pam has a box of pens.



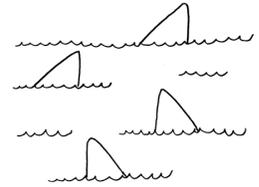


Words that tell about people, places, or things are called nouns. Add an \_s to a noun to show that you are talking about more than one.

fin



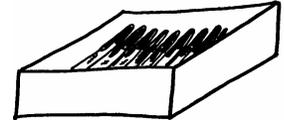
fins



pen



pens



shell



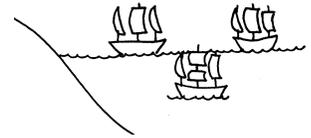
shells



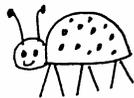
ship



ships



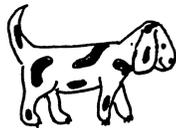
bug



bugs



dog



dogs



son



sons



1. A fish has fins.

i



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

I

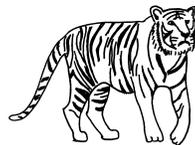


hi

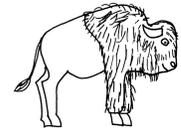


Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

ti



bi



li



vi



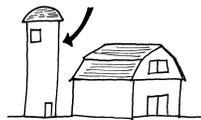
qui



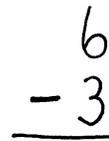
pi



si



mi



i



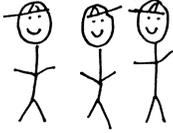
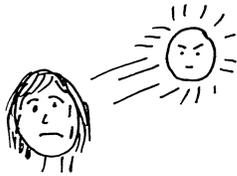
i



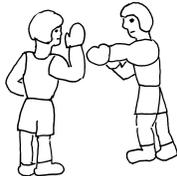
tiger, lilac, quiet, silo, ivy

bison, visor, pilot, minus, icing

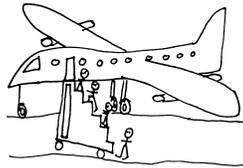
When a single vowel is at the end of a syllable, it often represents its long vowel sound.

<p>e</p> 	<p>o</p> 
<p>he</p> 	<p>no</p> 
<p>she</p> 	<p>go</p> 
<p>we</p> 	<p>so</p> 
<p>me</p> 	<p>yo-yo</p> 

1. He hit me.



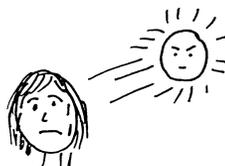
2. We will go on a jet.



3. Max can not go.



4. She is so hot.



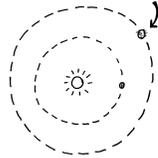
e



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



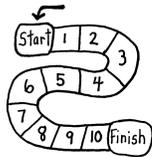
re



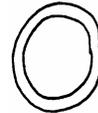
te



be



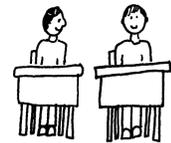
ze



se



be



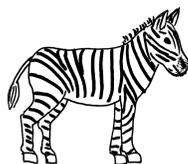
e

2+2=4

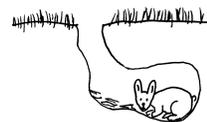
e



ze



be



Venus, refund, begin, secret, equal, zebra

fever, tepee, zero, beside, egret, below

ō



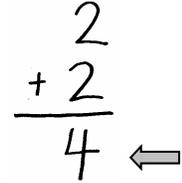
When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.”

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

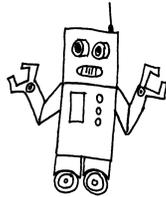
o



to



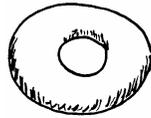
ro



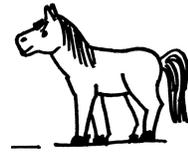
o



do



po



bo



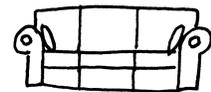
o



to



so



o



co



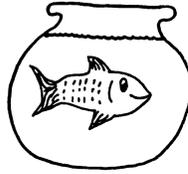
open, robot, donut, bonus, topaz, odor

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.

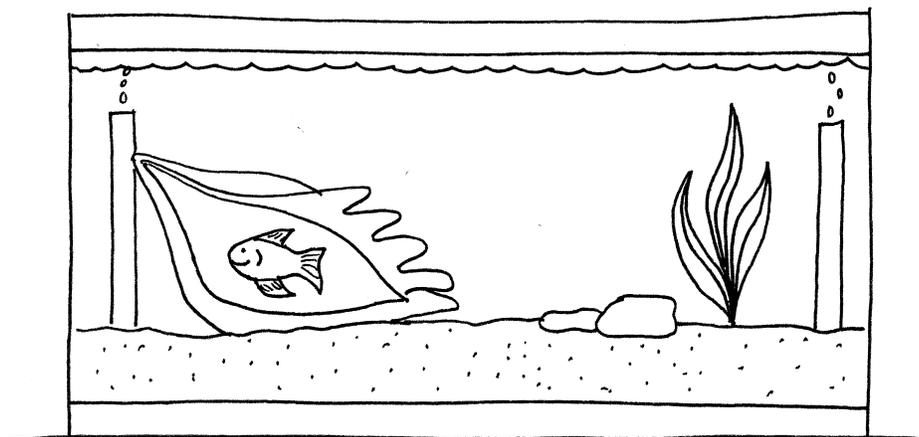


4. Did he win?

Yes, he won.



# A Fish



Jan has a fish.

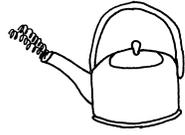
She got it at a pet shop.

It is in front of a big shell.

It has fins. It can swim.

Jan is glad she has a fish.

th



moth



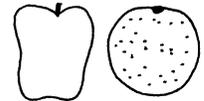
thin



with



thud


 both


thumb



th



bath



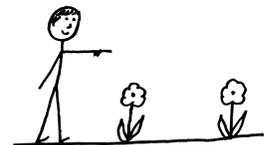
this



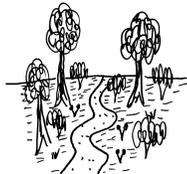
math

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

that



path



then



Beth



them



Seth


 the
 

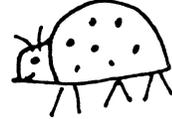
the



Sight Word



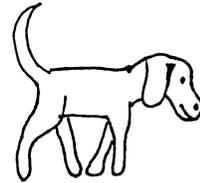
the bug



the cat



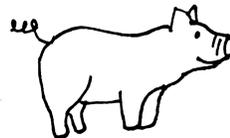
the dog



the bell



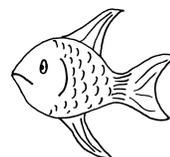
the pig

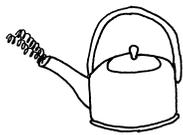


the moth



the fish





th



1. This dog will get a bath.



2. The man will fix the van.



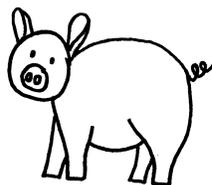
3. Beth is with Seth.



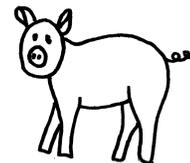
4. The bag fell with a thud.



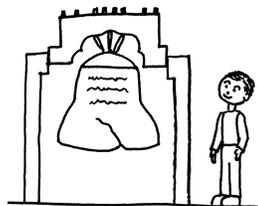
5. This pig is fat.



That pig is thin.

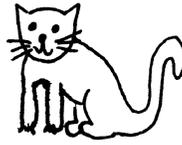


6. That is a big bell.

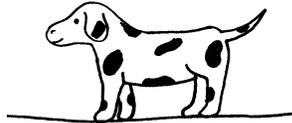


# I Wish

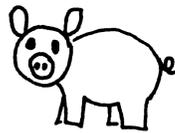
This is a cat.



That is a dog.



This is a pig.



That is a frog.



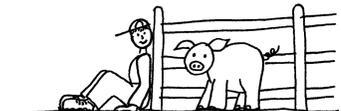
I wish I had a cat.



I wish I had a dog.



I wish I had a pig.



I wish I had a frog.



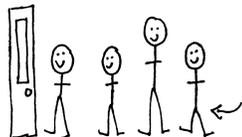
fast



cast



last



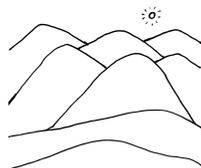
past



mast



vast



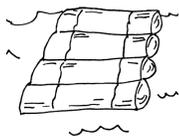
ask



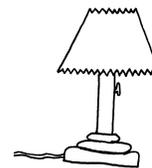
mask



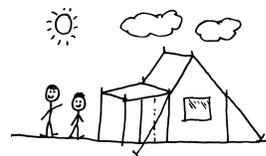
raft



lamp



camp



ramp



damp



sand



hand



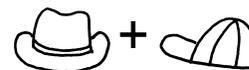
land



band

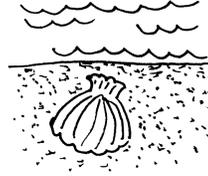


and



# Sentences

1. A shell is in the sand.



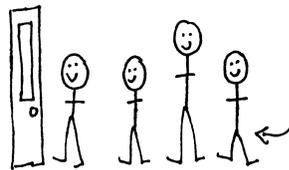
2. His hand is in a cast.



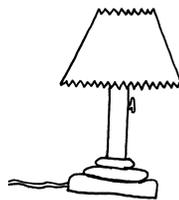
3. The dog is damp.



4. He is last.



5. The lamp is off.

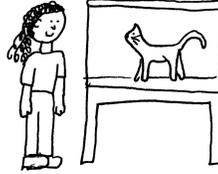


6. A jet can go fast.

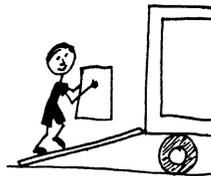


# Sentences

1. Can Beth get a pet?  
She will ask.



2. He is on the ramp.



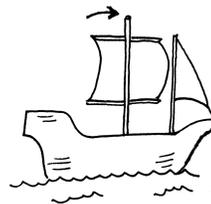
3. Jan has a mask.



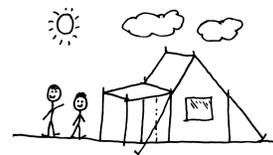
4. Dad has a hat and a cap.



5. This ship has a mast.



6. Sam and Tom will camp .

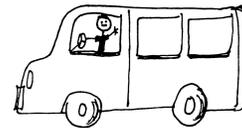


# Go Fish

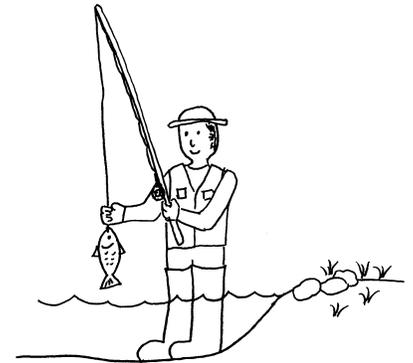
I will go with dad.



We will go in the van.



We will fish.



We will get a lot of fish.



list



fist



mist



disk



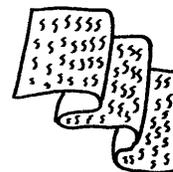
risk



milk



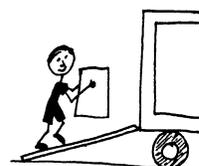
silk



gift



lift



wind



# 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.

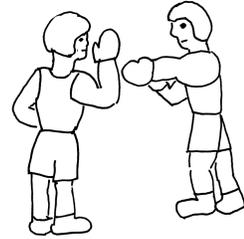


5. Sam can lift it.



# Sentences

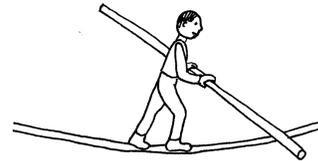
1. He hit him with his fist.



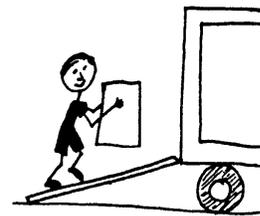
2. Milk is on the list.



3. Is this man at risk?



4. Dan can lift the box.



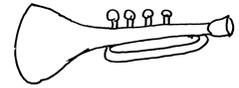
5. She is in the wind.



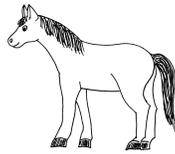
or



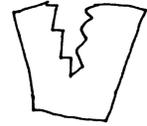
horn



horse



torn



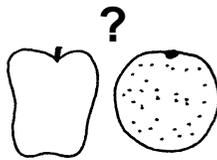
for



corn



or



fork



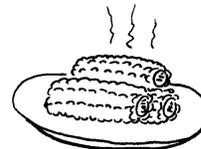
1. This is for Mom.



2. This is for the horse.



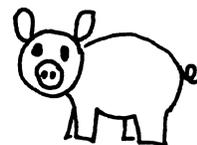
3. Mom will fix corn for us.

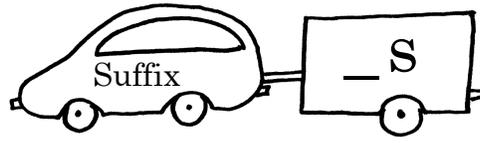


4. A horse can run fast.



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.

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

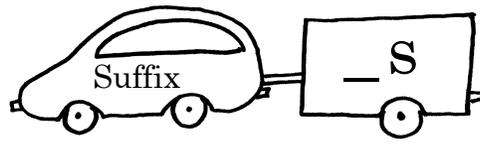
cat  
cats

dog  
dogs

bug  
bugs

pin  
pins

bed  
beds



1. Jill runs.



2. Sam hops.



3. Gus wins.



4. Ed sits.

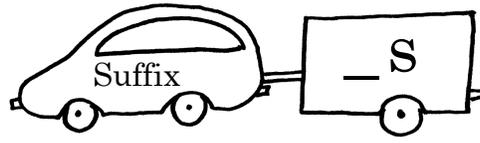


5. He tugs.



6. Jan tells.





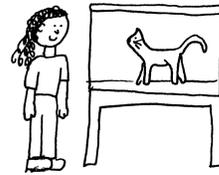
1. Tom shuts the box.



2. Jim hits the rim.



3. Beth gets a cat.



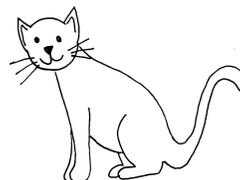
4. The dog gets a bath.



5. The horse runs.

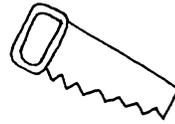


6. The cat sits.



# This Is For ...

This is for Dad.



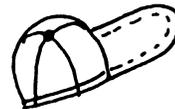
This is for Mom.



This is for Beth.



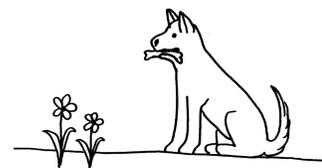
This is for Tom.



This is for the cat.



This is for the dog.



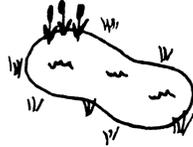
soft



loft



pond



fond



lost



cost



golf



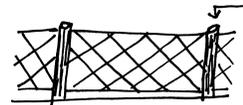
romp



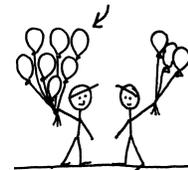
wolf



pōst



mōst

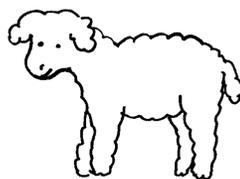


ghōst

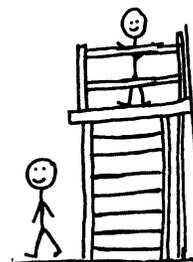


# Sentences

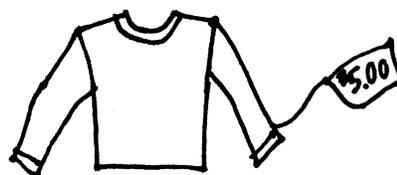
1. It is soft.



2. Ben is up in the loft.



3. Will it cost a lot?

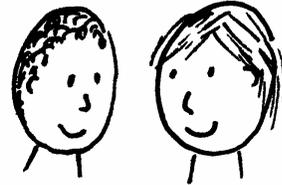


4. Is she lost?



# Sentences

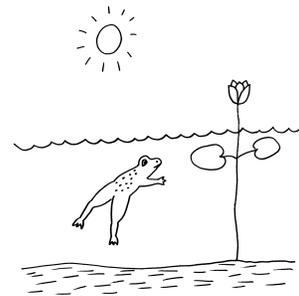
1. Jan is fond of Rob.



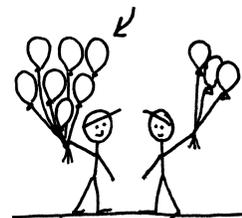
2. He runs from the ghost.



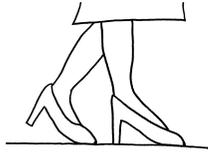
3. A frog is in the pond.



4. That man has the most.



ck



kick



back



sick



tack



lick



Jack



pick



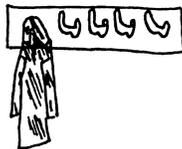
sack



wick



rack



thick



pack



rock



quack



sock



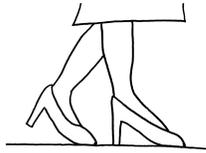
dock



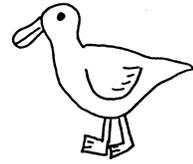
lock



ck



duck



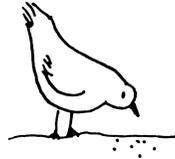
neck



luck



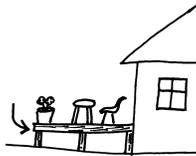
peck



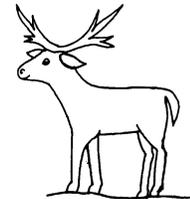
buck



deck



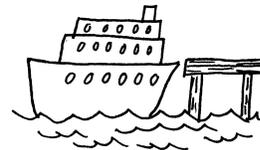
buck



wreck



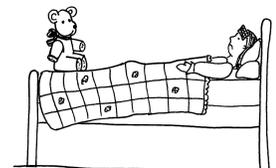
1. The ship is at the dock.



2. I will pick it for Mom.



3. Jan is in bed. She is sick.

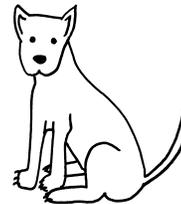


# Rick And Jack

This is Rick.



And this is his dog Jack.



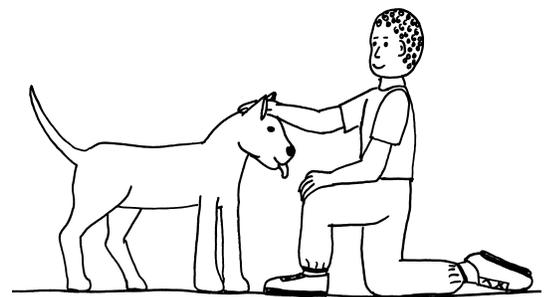
Jack is a gift from Mom and Dad.

Rick is fond of Jack.

He pets Jack. Jack is soft.

Jack is fond of Rick.

He licks his hand.



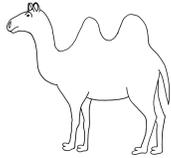
jump



bump



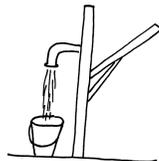
hump



dump



pump



punt



hunt



bulb



dust



gust



must



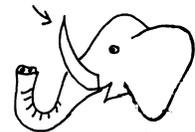
rust



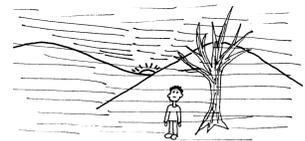
just



tusk



dusk



# Sentences

1. The van must stop.



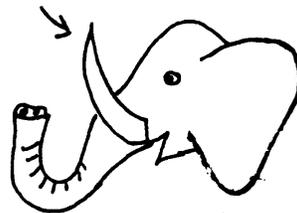
2. Nan can jump.



3. Ned has a bump on his leg.



4. It has a tusk.



# Sentences

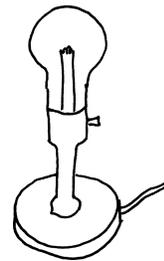
1. It has rust on it.



2. The man dumps the sand.



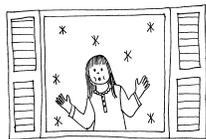
3. The bulb is not on.



4. Get up the dust.



ö

\_vë<sup>x</sup>

to



give



do



live



two



have



into



möve



onto



1. I have two cats.



2. He will give it to Dad.

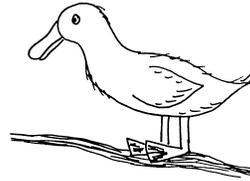


3. I will do this job.

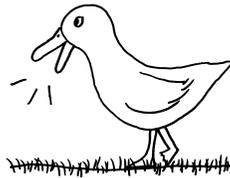


# A Duck

I am a duck.

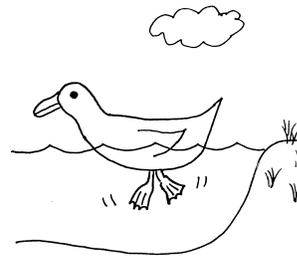


I have a bill.



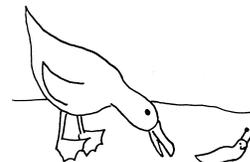
I can quack.

I go to a pond.



I swim in the pond.

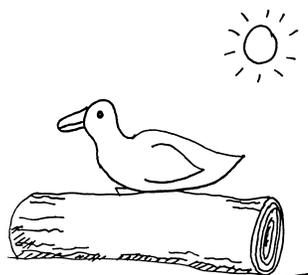
I dig in the mud.



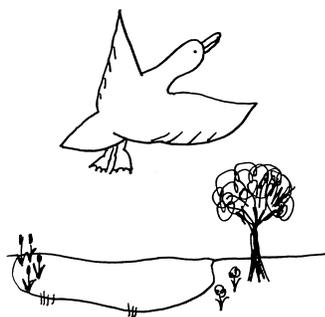
I jump off a rock.



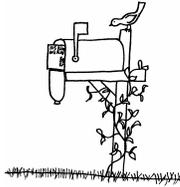
I sit on a log  
in the sun.



I can go  
up, up, up.



sent



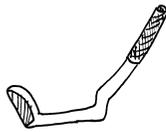
vent



dent



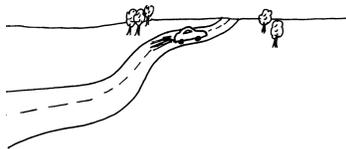
bent



tent



went



wept



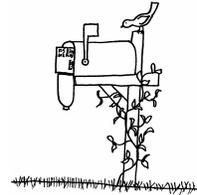
kept



desk



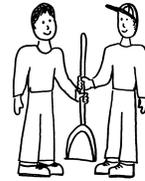
send



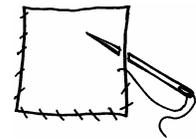
bend



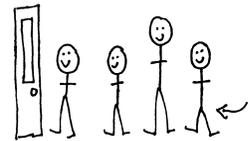
lend



mend



end



vest



rest



nest



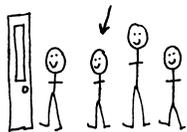
test

Kathy Dec. 3  
100<sup>th</sup> Spelling ©  
vest end  
rest bend  
nest send  
best mend

best



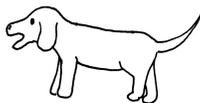
next



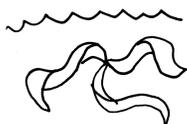
text



yelp



kelp



help



belt



melt



felt



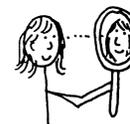
elf



shelf

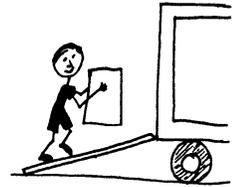


self



# Sentences

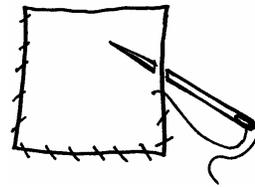
1. Jack went up the ramp.



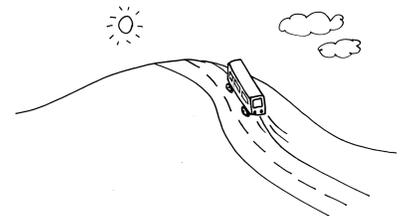
2. Ross went into the tent.



3. Mom will mend it.



4. The bus went up a hill.

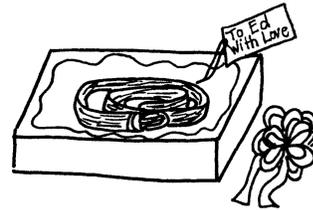


# Sentences

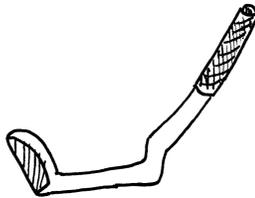
1. It has a dent.



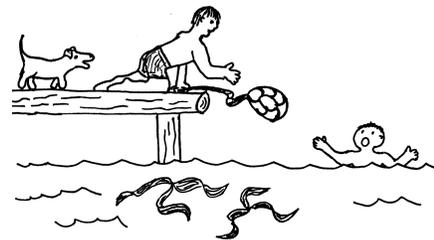
2. This belt is for Ed.



3. It is bent.



4. Tom will help him.



# Sentences

1. Pam was so sad she wept.



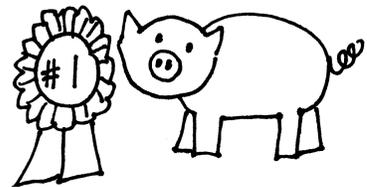
2. She will dust the shelf.



3. The list is on the desk.

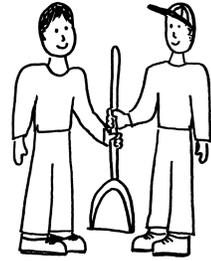


4. This is the best pig.



# Sentences

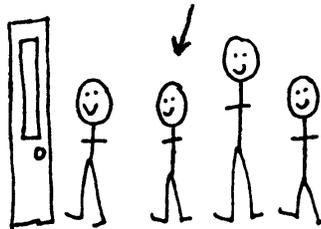
1. Ed will lend it to him.



2. The lamp is on the shelf.



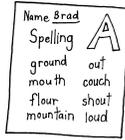
3. Tim is next.



4. Sam kept it for him self.



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



Da



la



a



a



la



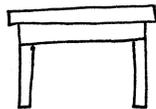
ba



sa



ta



pa



ba



ba



raven, label, apron, baby, table, bagel

David, acorn, lady, saber, paper, bacon

# Jump

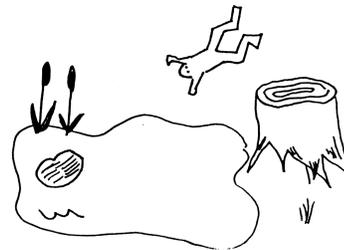
This is a frog.



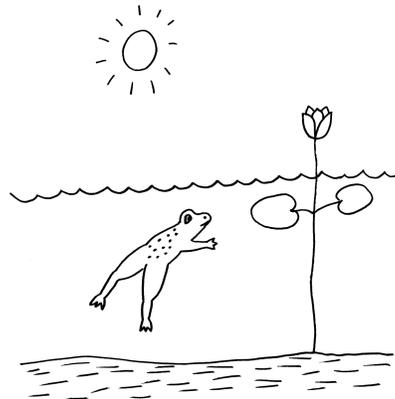
It can rest in the soft mud.

The frog can jump.

It can get a bug.



The frog can  
swim in the pond.



The End

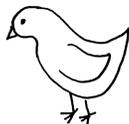
ch



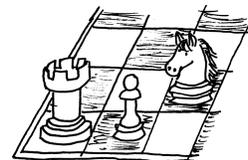
chop



chick



chess



chick en



check



chin



chest



chill



Chad



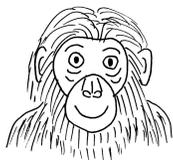
chips



champ



chimp



Chuck



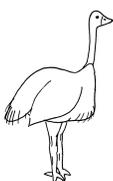
sand wich



chum



os trich



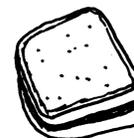
chug



# ch



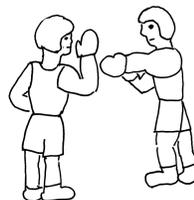
1. We will have chips and a sandwich for lunch.



2. Ed chops the log.



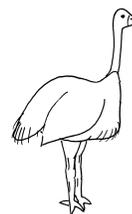
3. He hit me on the chin.



4. Tom won. He is a champ.



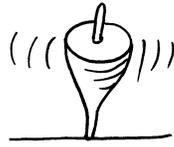
5. An ostrich can run fast.



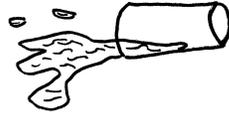
6. I will chill the cans.



spin



spill



spot



spell



spend



snap



snip



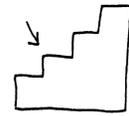
sniff



snack



step



stamp



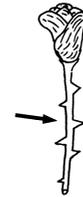
stump



stick



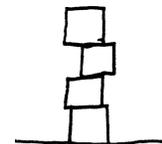
stem



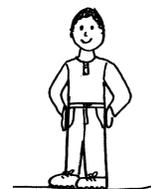
stomp



stack



stand



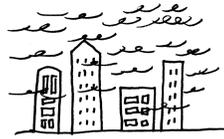
stop



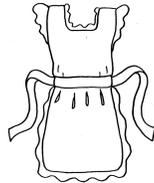
smell



smog



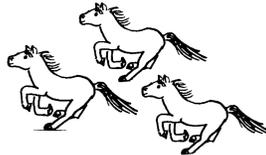
smock



swim



swift



swell



twins



twig



twist



twelve



dwell



scab



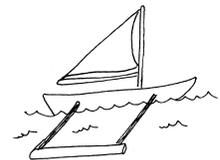
scuff



skip



skiff



skull



squid

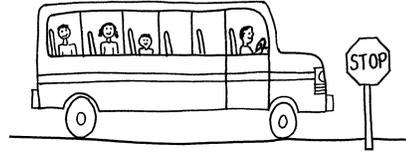


squint



# 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.

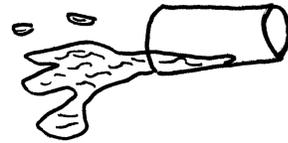


# Sentences

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.



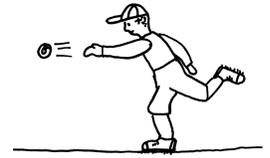
5. Tom stands on the stump.



tch



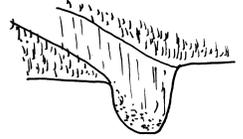
pitch



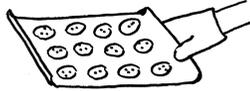
match



ditch



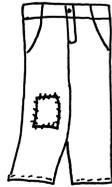
batch



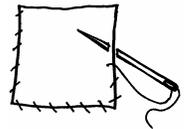
switch



patch



stitch



hatch



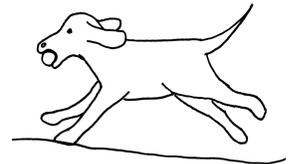
notch



catch



fetch



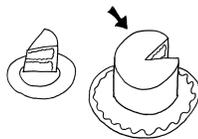
Dutch



sketch



much



rich



such

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.

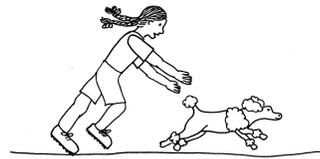
# tch



1. Jon can catch a fish.



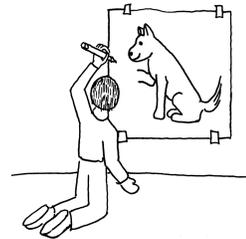
2. Will she catch the dog?



3. The switch is off.



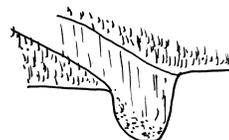
4. Jack can sketch a dog.



5. A chick can hatch.



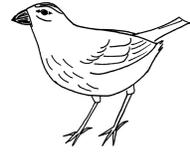
6. The men dug a ditch.



nch



finch



bench



pinch



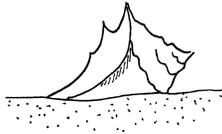
wrench



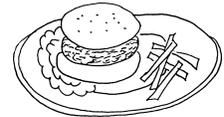
bunch



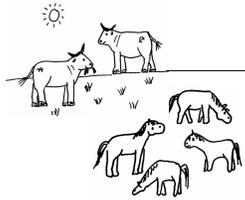
conch



lunch



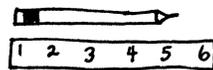
ranch



munch



inch



punch



1. She sits on the bench.



2. Ned picks up a conch shell.



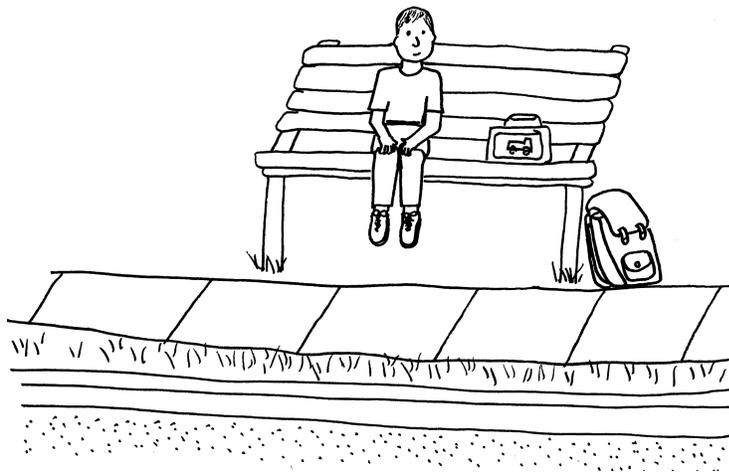
# On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.

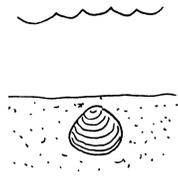


Chad will catch the bus.

He will sit next to Beth on the bus.

He and Beth will have a lot of fun.

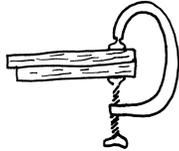
clam



class



clamp



clock



cloth



cliff



plug



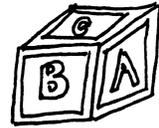
plum



plant



block



blond



blush



blimp



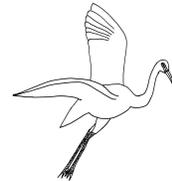
black



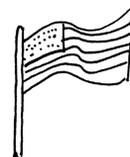
flip



flap



flag



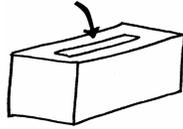
flush



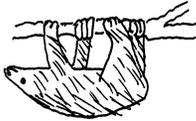
slip



slot



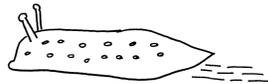
sloth



sled



slug



glad



glass



glum



split



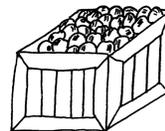
splint



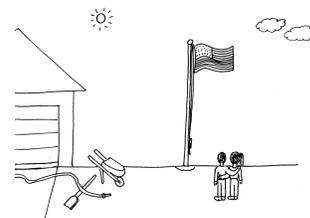
splash



1. We have a box of plums.



2. The flag flaps in the wind.



3. She stacks up the blocks.

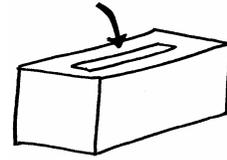


# Sentences

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



wh



when



who



whiz



whom



whiff



whose<sup>z</sup>



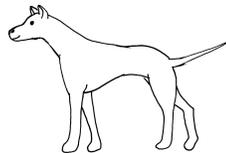
whisk



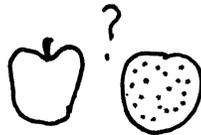
whip



whippet



which



what



This consonant sound is often used in words when wh is followed by the letter o.



wh



1. Who is this?



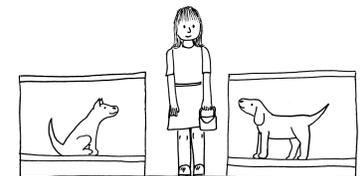
2. Who is that?



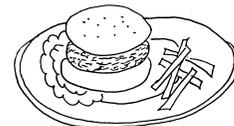
3. Whose lunch box is this?



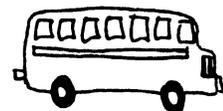
4. Which dog will she pick?



5. When will we have lunch?



6. When will we go on the bus?

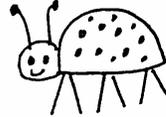


  
what

Sight Word



1. What has six legs ?



2. What can hop ?



3. What can go fast ?



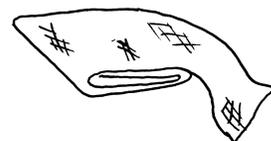
4. What is in that box ?



5. What is on that branch ?

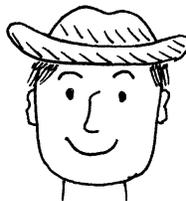


6. What will mom get at the  
cloth shop ?



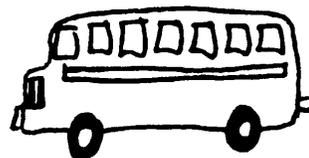
# Who Is This?

Who is this?



This is Gus.

What will he do?



He will go on the bus.

When will he go?



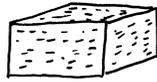
He will go at ten.

With whom will he go?



He will go with Ben.

brick



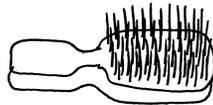
brim



broth



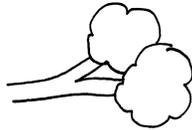
brush



brag



branch



press



print



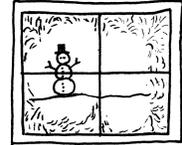
prick



frog



frost



frond



fresh



frizz



sprig



sprint

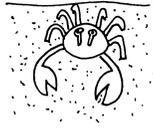


truth

Yes, I did it.



crab



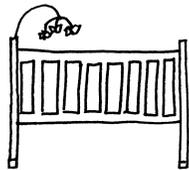
crack



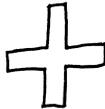
crash



crib



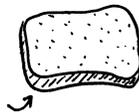
cross



crush



crust



crutch



scrub



scrap



scratch



drum



drug



drop



dress



drip



drill



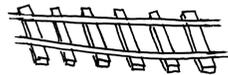
truck



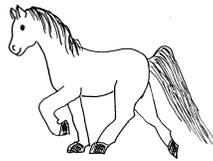
trash



track



trot



stress



strap



grill



grin



grass



grasp



Greg



strum



1. The broth is hot.



2. A frog jumps into the pond.



3. A nest is on the branch.

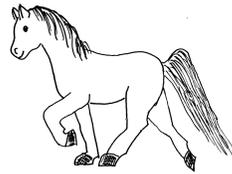


# Sentences

1. A crack is in the cup.



2. A horse can trot.



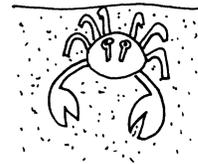
3. Dad will cut the grass.



4. Did she drop the bag?



5. A crab is in the sand.

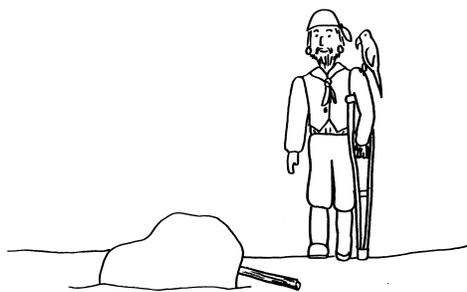


6. Mom will scrub the deck.

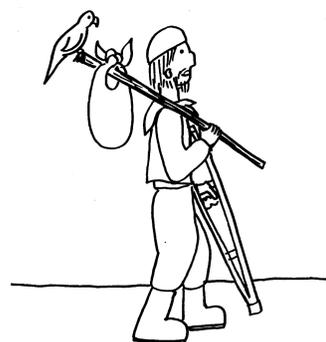


# A Man

A man has a crutch.



A man has a stick.



A man gets a chest.



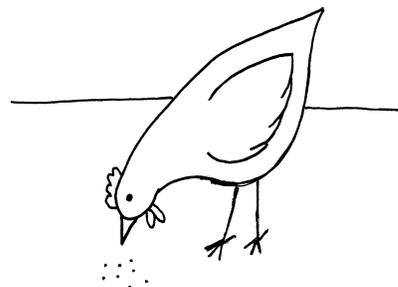
A man is rich.

The End

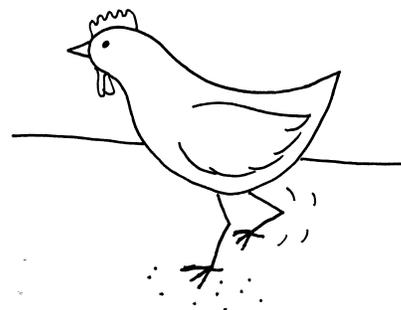


# A Chicken

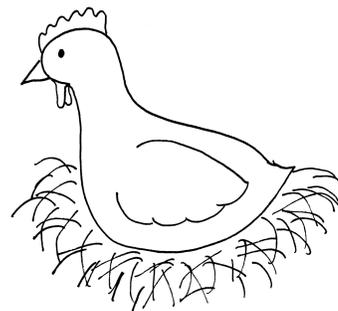
A chicken can peck.



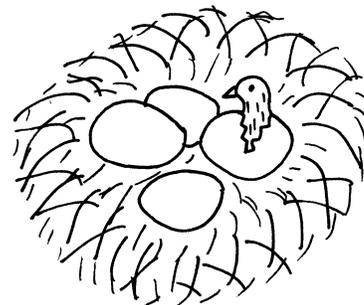
A chicken can scratch.



A chicken can sit.



A chicken can hatch.



The End

ng



sting



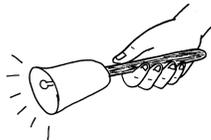
ring



string



ring



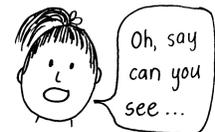
king



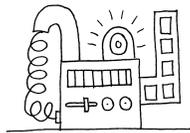
bring



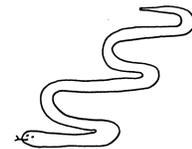
song



thing



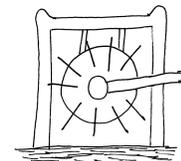
long



sing



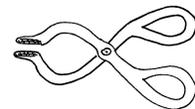
gong



wing



tongs



swing



strong



spring



wrong

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

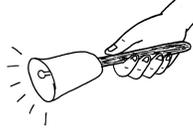
ng



rang



rung



hang



stung



fangs



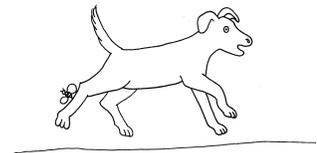
hung



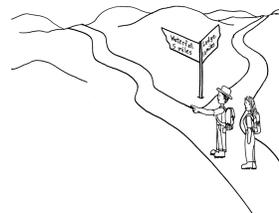
sang



1. The dog was stung on its leg.



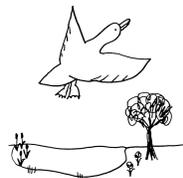
2. That is the wrong path.



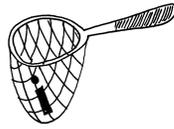
3. Jon sang a long song.



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

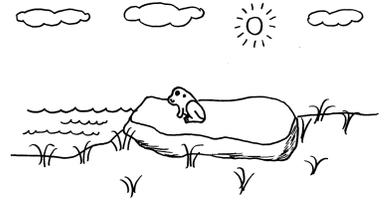
chil → dren



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?

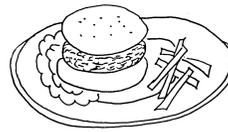


# Sentences

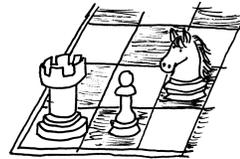
1. Who's on the bus?



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.

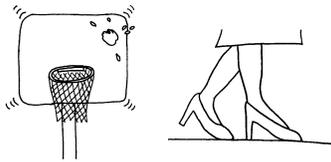


It's spring,

it's spring.



nk



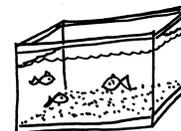
pink



wink



tank



think



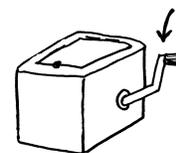
bank



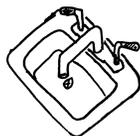
stink



crank



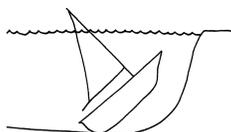
sink



drank



sink



thank



drink



honk



blink



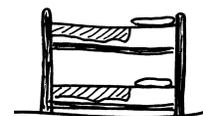
junk



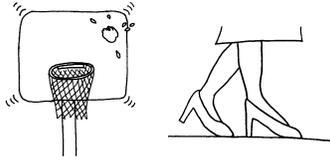
ink



bunk



nk



trunk



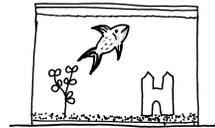
skunk



chunk



1. A fish is in the tank.



2. This ship will not sink.



3. He honks at the pig.



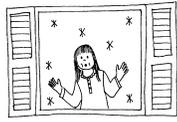
4. This can stinks.



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



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

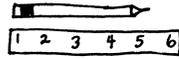
tu



tu



ru



stu



ru



tu



du



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.”

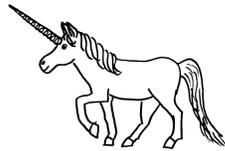
mu



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.



# Information For The Teacher

## Overview

In the *Basic Phonics Patterns* books, students learn the sound or sounds for common phonetic patterns, in a logical order. They study one pattern at a time. First students spell words with the pattern from dictation. Then they read a list of words with the same pattern. Finally they read sentences and a short practice story, which contain review words and words with the new pattern.

Daily review of previously learned patterns using sound charts and flashcards ensures that students remember the patterns well enough to use them confidently when reading and writing.

The instruction is multisensory. Students see, say, hear, and write each new pattern, by itself, within words, and within a sentence.

Sight words are taught as exceptions to the rule after words with a new phonetic pattern have been taught. For example, after learning the *ee/feet* pattern, students might spell and read the words *see*, *deer*, *green*, and *sheep*. After they are comfortable applying the *ee* pattern in words, students learn the sight word *been*, taught as a rule breaker.

Each day's lesson builds on previous lessons. As students read sentences and stories, almost all of the words they see will contain previously taught phonetic patterns. Students are not expected to read words with patterns they have not yet learned. The only sight words they see will be words that have already been taught. This reduces guessing and builds a sense of enthusiasm and confidence in students.

There are eight *Basic Phonics Patterns* books that teach phonogram patterns, syllable patterns, suffixes, and contractions. Examples of phonogram patterns include *ee/feet*, *ar/star*, and *sh/ship*.

A separate *Basic Phonics Patterns* book teaches short vowel words and sentences. This book should be completed before beginning the books with phonogram patterns.

## 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.

## Sight Words

A few words, including *been*, *says*, and *one*, are “rule breakers.” They are not pronounced and spelled as you would expect. These words are taught as sight words. Students learn to spell these words by saying the letter names aloud as they write, because each sight word has a non-phonetic element that can’t be “sounded out” in the regular way.

## Extending The Teaching - Using Books

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.

Each days’ work should include a period for teaching the phonetic lessons in this book, followed by a period working directly with high quality children’s books.

It’s important for students to be exposed to real books from the very beginning, even before students are reading. Teachers can select books and read them aloud to the class, discussing them as they go, with students responding orally. Students can also respond 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.

## Using Two-Sound Blending To Introduce Short Vowels - “Silly Sounds”

Before reading short vowel words, students practice spelling and reading two-letter chunks that are not real words. First students pronounce consonant-vowel combinations that begin with continuous consonants (that can be held) *fa*, *ha*, *la*, *ma*, *na*, *qua*, *ra*, *sa*, *va*, *wa*, *ya*, and *za*. Then students pronounce combinations that begin with stopped consonants (that can’t be held) *ba*, *ca*, *da*, *ga*, *ja*, *ka*, *pa*, *ta*. In this program, these combinations are called “silly sounds” because they have no meaning. Mastering this warm-up activity makes it much easier for students to begin spelling and reading three letter short vowel words, for example, *fan*, *mop*, *red*, and *wig*.

## Pacing

Go through the books in order. Teach one new pattern (short a, sh, or, ee) or one new set of consonant blends (amp, est, st, br) per day. Go in the order that the patterns appear in each book. For students above the first grade level, you may be able to study two or more patterns per day, if students are able to master the material. This will depend on the experience and maturity level of the students. Practicing every day is the key for building mastery.

## Materials Needed

You will need the *Basic Phonics Patterns* books, alphabet cards, phonogram cards, and sight word cards. For a whole class, print the enlarged version of the charts and post them on the wall. The pdf files needed to print these materials are available at [www.soundcityreading.com](http://www.soundcityreading.com).

You will need children's books to read aloud to beginning readers. For students who are already reading, you'll need books at their current reading level. These must be obtained separately.

Students will need pencils and lined paper appropriate for their age. For a classroom, teachers will need a chalk board, white board, or overhead projector to demonstrate letter formation, to model spelling, and to introduce suffixes and contractions.

## Read The Sound Story First

A sound story is included at the beginning of each book. This can be used with individual students when tutoring. A larger version of the story and a set of flashcards with the sound pictures can be used with a group. The teacher should read the story to the students over a period of about eight days, covering about six new pictures per day. Model the sound for each picture and have the students repeat. It is important for students to remember the sound for each of the pictures, since these pictures will be used to illustrate the sound or sounds for each letter of the alphabet and each phonetic pattern learned. Use the picture flashcards or pictures in the book to review during each lesson. Have students say the sound for each picture.

Using sound pictures rather than key words is very helpful for students. They can easily see, for example, that the *ai*, *a\_e*, and *ay* patterns are all under the same sound picture on the charts, and all represent the same sound. The *ou* pattern is shown on the charts with three different sound pictures, so students know that this pattern can represent three different sounds in words.

## Understanding The Markings

Short vowels (a/ant, e/egg, i/in, o/ox, u/up) are not marked. Long vowels (a/apron, e/emu, i/island, o/ocean, u/uniform) are marked with a straight line like this: ā, ē, ī, ō, ū. Special vowels (a/all, e/ballet, i/pizza, o/to, u/push) are marked with two dots to indicate "not the usual sound," like this: ä, ë, ï, ö, ü. In words with silent letters, a small **x** is placed over any letters that are not pronounced. A small picture of a broken ruler indicates that a word or phonetic pattern is a "rule breaker" and cannot be sounded out in the usual 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.

## Daily Lesson Plan:

- 1. Sound Chart Review:** Use the charts in this book, or put up wall charts, available at [www.soundcityreading.com](http://www.soundcityreading.com). Go through the letters or letter patterns on each chart in order. Go from left to right, starting with the top row. Point to each letter or letter pattern and model the sound. Students repeat. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you. This should go quickly.
  - a. Because they are organized visually into logical groupings, with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering the phonogram patterns.
  - b. In the first books, there are just a few patterns; in each succeeding book new patterns are added. Students master the patterns in one book before going on to the next book.
  - c. Eventually students will have covered many charts. At this point, choose which ones to review in each lesson, rather than try to cover them all at once. Rotate among the newest and most challenging charts, saving the others for occasional review.
- 2. Sound Card Review:** In this step, students must remember the sound for each letter and letter pattern without the benefit of picture cues. This is exactly what they will need to do to read words. Go through all of the cards that have been taught, in order, ending with the newest card. Students say the sound or sounds (if there are more than one) for each pattern. Do not use key words or sound pictures with the sound cards. However, if students get stuck on a card and can't remember the sound, point it out on the sound chart. Model the sound and have the class repeat in unison.
- 3. Handwriting:** Study either manuscript or cursive letters. Choose a few letters to practice each day. Model how to write each letter, discussing where the letter starts, in which direction to move the pencil, and where it ends. Explain that for capital letters, if you need to return to the top line, you "hop." For lower case letters, you retrace along the same line instead of hopping. Students write each letter on lined paper while saying the associated sound. The teacher monitors and writes the letter in red pencil beside any letters that are formed incorrectly. The student traces the red letter several times, then tries writing the letter again. A variety of handwriting books with further instructions are available from Sound City Reading. In these books students trace and copy large letter patterns first, then trace and copy regular sized letters.
- 4. Spelling Dictation:** During this part of the lesson, the teacher dictates individual letter and phonogram sounds, phonetic words, sight words, and a sentence. Words with suffixes and contractions are also taught and practiced.

Plan each days lesson ahead of time, making a list of the specific letters, phonogram patterns, words, and the sentence to be practiced. The sentence will be last. Every word in the sentence should be practiced during the course of the lesson, so that students can write it with confidence.

- a. Dictate a row or two of letters and letter patterns by saying the sound (or sounds) for each pattern. Select them ahead of time. Choose the newest patterns, any patterns causing difficulty, and older patterns needed to spell today's words. For example: b, p, c, a, g, d, ai, ay, a\_e, ch, th, sh. Frequently include some or all of the short and long vowels, adding the dotted vowels after they have been taught. For example: a, ā, ä, e, ē, i, ī, o, ō, ö, u, ū, ü.
- b. Dictate about six words with the new phonetic pattern. Choose the words from the word lists in the book. Notice that students are going to spell the words before they read them. As they spell, students analyze the sounds in the word and transform the sounds to written symbols. This helps students internalize the phonetic structure of the words, making it easier to read the words later in the lesson. Dictate some of the words a second time with any suffixes they have learned. Then dictate any review words or sight words that will be needed in the sentence.
- c. On days that students are learning new syllable or suffix patterns, model and explain them on the board, then dictate words with those patterns.

Follow these steps for each phonetic word. The steps should be done quickly, one after the other. Go from one word to the next in a steady rhythm. It takes much more time to read about what to do than it takes to actually follow the steps.

- a. The teacher says the word, and the students repeat it in unison. For beginners, it helps to stretch the word out as it is pronounced, so that students can listen carefully to the sounds.
- b. Both the students and the teacher then immediately segment the word orally, in unison, while moving their hands across at shoulder height like a bouncing ball, keeping their arms straight. With each downward hand motion, say a separate sound, for example, r.....ai.....n.. Students will move their hands from left to right, in the same directions as the letters will be written. Teachers who are facing the students will go from right to left, so that it will appear to the students as left to right.
- c. Students segment the word a second time, without the teacher's help. This time students write each letter or letter pattern when it's pronounced, on their papers, going from left to right.
- d. The teacher asks the class to segment the word once again, in unison. The teacher writes each sound as it's pronounced on the board, in the same position it should appear on the students' papers. Students immediately check their papers and correct the word if needed. (This step is not necessary when tutoring individual students.)

Introduce any new sight words during the dictation period by showing the flashcard, saying the word, and having students repeat it. Point out the part of the word that does sound as expected. Call on several students to use the word in oral sentences. Then have students spell the word by saying the letter names as they copy the word on their papers. Remove the flashcard and have students cover the word on their papers as they spell the word again from memory.

Finally, dictate a sentence. Plan the sentence ahead of time, using the words dictated during the lesson. For example, the sentence “*We play in the rain*” could be used when teaching ai and ay words. Be sure to have students write the words *we*, *in*, and *the* in the “other” column during the lesson, so they will easily remember how to spell them as they write the sentence. Remind students to begin sentences with a capital letter and end with the correct punctuation.

You can modify the dictation period as needed in the following ways.

- a. If students are still learning to write the alphabet letters, let them spell the words using plastic letters for a while.
  - b. Use a pocket chart with moveable alphabet letter cards. After you dictate a word, have a student use the cards to spell the word at the top of the chart, segmenting the word. Then cover the word and have the students segment the word again while writing it on their papers. Uncover the word and let students check their work.
  - c. Students who are already able to read and write may be able to practice two or three new patterns per day. In this case, have students fold their papers into columns. Show them how to head each column with the patterns to be studied, for example ai, ay, and a\_e. As you dictate the words, call on students to tell you in which column the word should be written. Tell the students if they don’t know.
4. **Reading Words With The New Pattern:** Students read the words and sentences with the new pattern from the pages in this book. On some days this will be a new phonogram pattern. On other days students will study a new syllable pattern, a new suffix pattern, or a group of contractions.
- a. This can be done with a whole group using individual books or images from a single book on a projector. Students take turns reading the words aloud. Then students reread some or all of the words in unison. If desired, teachers can have students reread the words at a later time in small groups.
  - b. Younger students should study one new pattern per day. Older students may be able to work through two or three patterns.
  - c. Study the same patterns that were introduced during the spelling dictation period.
  - d. Have students take turns reading a mixed list of review words from the board. Students should underline the vowel or vowel pattern and say the sound before reading the word.
  - e. Sight words are taught as exceptions to the rule. In sight words the new pattern

does not represent the expected sound. Remind students that these words cannot be “sounded out” in the usual way. They must be able to read and write the words from memory. New sight words are listed at the top of the phonetic word list pages. Review any new sight words from flashcards. (These can be introduced in the spelling dictation period.) Show the card, say the word, and have students repeat. Ask students to tell you which part of the word does not have the expected sound.

5. **Sight Word Review:** Students read all of the sight words that have been taught, including new words, from flashcards, in unison. Flashcards can be made by hand or downloaded from [www.soundcityreading.com](http://www.soundcityreading.com). You may want to post them on a word wall.
6. **Read The Story:** If there is a new story, have students read it. If not, have them reread the previous story. If the stories are short, reread several review stories. Work towards mastery. Keep practicing until students can read each page confidently, without hesitation. Ask questions frequently to make sure students understand and relate to the story. Some students may be able to read new stories without help. Others may need a structured preparation period before reading a new story. Include any or all of the following suggestions, as needed. These variations are especially helpful when you have a class with mixed reading skills.
  - a. The teacher reads the story aloud first. Discuss the story.
  - b. Echo Reading: The teacher reads one sentence at a time. Students track the print in their books while they listen and while they repeat the sentence.
  - c. The teacher reads one page at a time. Students track the print while the teacher reads and then reread the page in unison.
  - d. Students reread the story with the teacher, taking turns so that they can receive individual guidance, in small groups.
7. **Read And Respond To Appropriate Age Level Books:** The teacher should use a variety of books at the interest level of the students. This can include narrative fiction and non-fiction and expository books related to the science and social studies curriculum.
  - a. For younger students, the teacher reads aloud while discussing the story. Students can draw a picture of their favorite part of the story afterwards.
  - b. For students who are reading, the teacher can follow any of the steps in section six above. Students who are reading confidently can read for the teacher without any of the preparatory steps.
  - c. Introduce any unfamiliar words and discuss their meanings.
  - d. The teacher and students work together to create a semantic map, graphic organizer, or summary of the story. This can include time lines, bubble maps, character and setting pictures, Venn diagrams, etc. The teacher should elicit ideas from the students and record them on the board while modeling how to set up the information in the graphic organizer. Students can copy and illus-

trate the organizer, and possibly add more information as directed, depending on their level. Or they can write their own summary of the book. This can be done during a seat work period while the teacher works with individual groups.

- e. Students can reread the story with a partner.
- f. Students can reread the story independently.
- g. Students can reread the story for homework. Young students should read aloud for parents.

## **Extension And Enrichment**

1. Students can do writing and drawing activities related to new letter patterns and stories.
2. They can also play learning games to reinforce new letter patterns. See the caterpillar games and others at [www.soundcityreading.net](http://www.soundcityreading.net) or [www.soundcityreading.com](http://www.soundcityreading.com).
3. Teachers can elaborate on selected words or stories by teaching related topics in science and social studies.
4. After students complete each lesson in the *Basic Phonics Patterns* books, the teacher can send home copies of the pages for extra practice at home.
5. The workbooks designed for the *Phonetic Words And Stories* books may also be used with the *Basic Phonics Patterns* books. The phonetic patterns are taught in the same sequence.

## **Working With Plastic Letters**

If students need extra support reading and spelling the words, it is helpful to have them spell the words for each phonetic pattern using small plastic letters. Using the plastic letters is particularly useful when introducing the short vowel words with beginning or ending consonant blends.

Working with plastic letters is most easily accomplished at a table working with a small group. Once the letters are out and set up, they can stay in place as you rotate from one group to the next.

Purchase two sets of twenty-six letters for each student and store them in small boxes. Plan to study one new phonetic pattern or set of consonant blends at a time. To begin a lesson, say the sound for each letter needed to spell the chosen set of words. Students find each letter and place it on the upper half of a work mat. Point out the new pattern on a sound card, have students say the sound, and leave the card out so that students can see it. Dictate the words, one at a time. Students move one letter at a time to the lower half of the work mat to spell each word, saying the sound for each letter or letter pattern as it is placed. Monitor and have students rearrange the letters to correct words as needed.

## **Trouble Shooting**

Students who need more help with segmenting and decoding can study the same letter patterns, words, and stories in a different set of books, *Phonics Patterns*

*And Stories*, which are designed to make the learning process easier for beginning readers. In these books, students play a listening game (the robot game) using pictures and words in the book to prepare them to read each new set of words. The game develops their ability to hear the separate sounds in words and put them together mentally. The words are also color-coded. Each vowel sound is represented in a particular color. For example, all the patterns that represent the long a sound (ai/rain, ay/play, a\_e/safe), are printed in dark red. This helps students see the pattern as a distinct unit within the words.

## Lesson Plan

### Overview

- A. New letter patterns are introduced with the sound charts and sound cards.
- B. Students write new and review letter patterns and selected words with those patterns during the dictation period.
- C. Students read the word lists and sentences with the new letter patterns in this book.
- D. Students read the practice stories in this book.

1.	<b>Sound Charts</b> Students say new and review alphabet and phonogram sounds in unison.
2.	<b>Sound Cards</b> Students say new and review alphabet and phonogram sounds in unison.
3.	<b>Handwriting (Use this section to teach or review manuscript or cursive handwriting.)</b> <ul style="list-style-type: none"><li>a. Introduce new letters</li><li>b. Practice previous letters</li><li>c. When teaching cursive handwriting, teach students how to make letter connections.</li></ul>
4.	<b>Dictation</b> <ul style="list-style-type: none"><li>a. Letter dictation (Teacher says the sounds, students repeat and write.)</li><li>b. Phonogram dictation (Teacher says the sounds, students repeat and write.)</li><li>c. Dictate new phonetic words (Students say the sounds as they write.)</li><li>d. Model and dictate words with suffixes, contractions, etc., as needed.</li><li>e. Model and spell new and review sight words, as needed.</li><li>f. Dictate one or more sentences using phonetic words and sight words from this lesson.</li></ul>
5.	<b>Decoding</b> <ul style="list-style-type: none"><li>a. Read word lists from this book.</li><li>b. Mark and read mixed word lists from a white board or chalk board.</li></ul>
6.	<b>Sight Word Review</b> Read new and review words from flashcards, the sight word chart in this book, or a word wall.
7.	<b>Reading Stories</b> Students read the practice stories in this book. Additional “easy reader” books that may be read are listed on the sequence charts starting with Book 5.

**Basic Phonics Patterns - Book 1**

**Basic Vowel Patterns, Consonant Digraphs, Consonant Blends**

	Phonogram Patterns	Consonant Blends, Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1		Closed Syllables - a, e, i, o, u		
	sh/ship			
2	o/son a/what		_s with nouns	
		Open syllable ī		
3	e/me	Open syllable ē		
	o/go	Open syllable ō	Questions / Statements	<i>A Fish</i>
4	th/thumb			
	th/this		Phrases with "the"	<i>I Wish</i>
5		ast, amp, ask, and, aft		<i>Go Fish</i>
6		ilk, ift, ist, isk, ind		
7	or/horse		_s with verbs and nouns Sentences, _s with verbs	<i>This Is For...</i>
8		ond, oft, omp, olf, ost, ōst		
9	ck/Jack			<i>Rick and Jack</i>
10		ump, unt, ulb, ust, usk		
11	ō/to			
	_ve/give			<i>A Duck</i>
12		est, ent, end, elp, elt, elf, esk, ext, ept		
		Open syllable ā		<i>Jump</i>
13	ch/chicken			
14		st, sc, sk, sp, sm, sn, squ, sw, tw, dw		
15	tch/match			
	nch/bench			<i>On A Bench</i>
16		fl, cl, sl, bl, pl, gl, spl		
17	wh/when		Sentences with <i>what</i>	
	wh/who			<i>Who Is This?</i>
18		pr, br, dr, spr, str, fr, tr, gr, cr, scr		<i>A Man</i> <i>A Chicken</i>
19	ng/ring			
		rob-in, chil-dren	Contractions with <i>is</i> #1	<i>In The Spring</i>
20	nk/wink	Open syllable ū		<i>Get A Drink</i>

**Basic Phonics Patterns - Book 1****Basic Vowel Patterns, Consonant Digraphs, Consonant Blends**

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

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

A a B b C c D d

E e F f G g H h

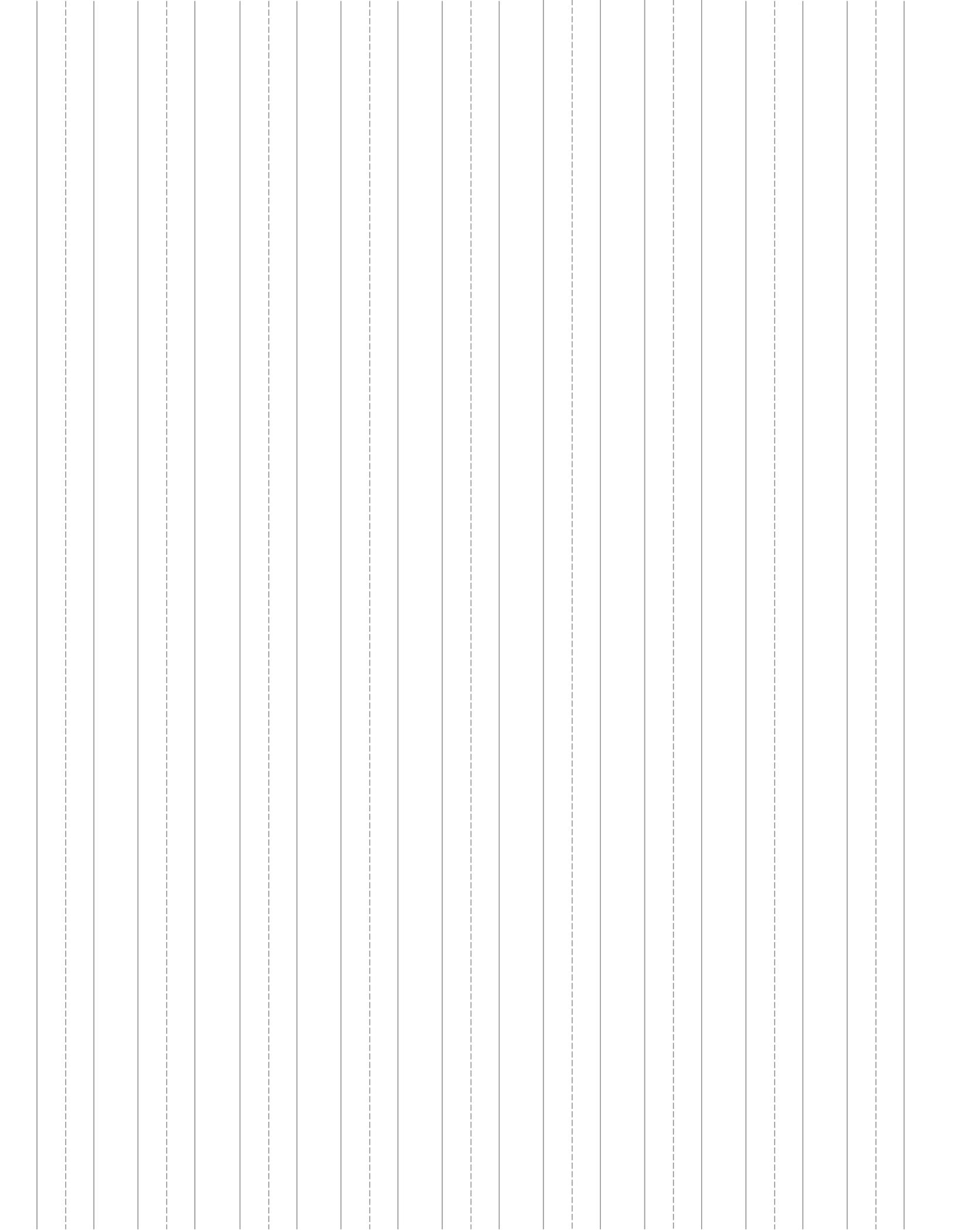
I i J j K k L l

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





**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

**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, au, aw, all, al, alk, wa, swa  
 New Umbrella Pattern: ou

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

Soft C Sounds: ce, ci, cy  
 Soft G Sounds: ge, gi, gy  
 Bossy R Patterns: ir, ar, er, ur  
 Ending Patterns: \_ce, \_ge, \_se, \_ze

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

Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic  
 Words That End With VCE Syllables: cup-cake  
 Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey  
 Words That Begin With Unaccented Closed Syllables: con-nect, com-pare  
 Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form  
 Dotted Vowel Patterns: ei, ey, ea, eigh, ě, ĩ, ie  
 Long U Pattern: eu

**7 Advanced R-Controlled Patterns**

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

**8 More Vowel, Syllable, And Consonant Patterns**

Vowel Patterns: a = o, ought, ye, y\_e, y = i, qua, squa  
 Consonant Patterns: kn, wr, gh, ph, ugh  
 Two-Syllable Words With Ending Open Syllables