

# Basic Phonics Patterns

## Book 2

Syllable Patterns  
Long Vowel Patterns  
Vowel Sounds For Y

feet



pine



these



night



rain



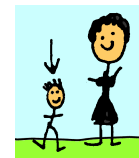
find



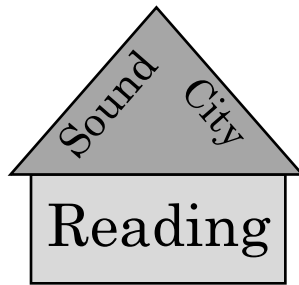
play



child



# Sound City Reading



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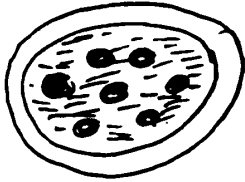
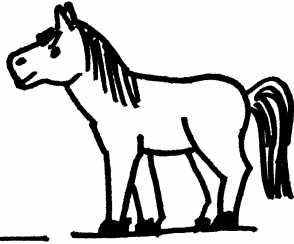

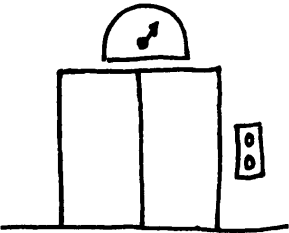
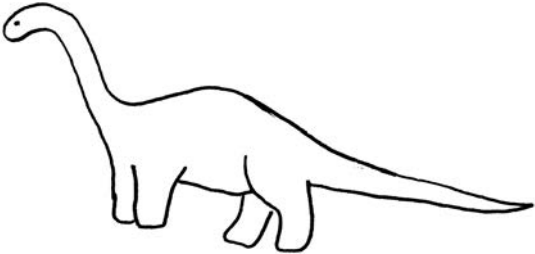


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# Table of Contents

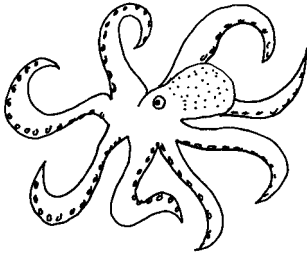
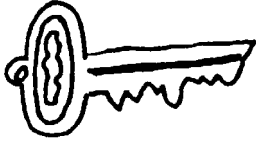
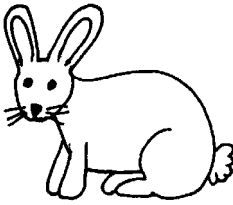

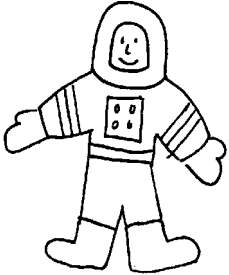

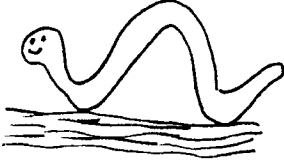
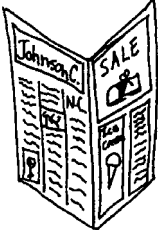
<b>Information For The Teacher</b> .....	100
Sequence Chart.....	100
Comparing The Phonics Patterns Books.....	102
General Teaching Information .....	103
Lesson Plan Outline.....	110
Two Ways To Fill Out The Dictation Outline .....	116
Blank Dictation Outline .....	118
Sample Dictation Outlines .....	120
Handwriting Models .....	124
Instructions And Blank Lined Pages For A Dry Erase Frame.....	126
Color-Coding Chart (Vowel Colors) .....	Inside Back Cover
Syllable Awareness Pages .....	4
Sound Story, Part 1 .....	6
Sound Story, Part 2 .....	10
Notes About The Alphabet .....	13
Sight Words.....	15
Sound Charts .....	16
<b>Book 2</b>	
Syllable Study: mit-ten.....	38
Syllable Study: gal-lon.....	40
Syllable Study: bas-ket.....	42
Syllable Study: cab-in.....	45
Syllable Study: lem-on.....	46
Syllable Study: Silent E Syllables, lit-tle.....	47
ee/feet .....	51
e_e/these.....	55
Story: <i>Eve Gets A Pet</i> .....	57
ei/weird .....	59
ey/key .....	60
ea/eat .....	61
ea/head.....	65
Story: <i>A Trip To The Beach</i> .....	66
ai/rain .....	69
ay/play.....	71
a_e/safe .....	73
Story: <i>Kay</i> .....	77
i_e/pine .....	79
ie/pie .....	81
igh/night.....	82
ind/find.....	83
ild/child.....	84
Suffix Study: _es after s, x, z, sh, ch, tch.....	85
Story: <i>Mike</i> .....	86
y/happy.....	89
Contractions: isn't, haven't, won't, don't .....	91
Story: <i>The Pet Shop</i> .....	92
y/my .....	96
Story: <i>My Puppy</i> .....	98

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

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

The teacher says each word, one at a time: cloud, piz-za, po-ny, ba-nan-a, el-e-va-tor, di-no-saur, clock, at-tic. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

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

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

The teacher says each word, one at a time: oc-to-pus, key, rab-bit, gold, as-tro-naut, Jan-u-ar-y, inch-worm, news-pa-per. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

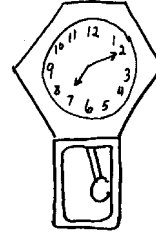
# A Sound Story

## About Audrey and Brad



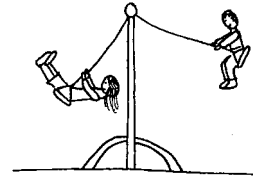
### Part 1

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



T t

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



I i

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



H h

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



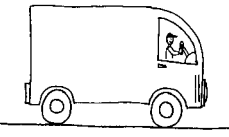
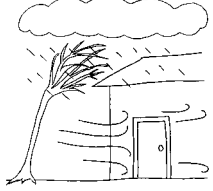



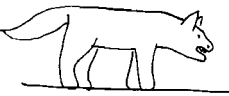
I i

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

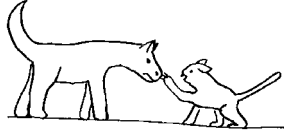
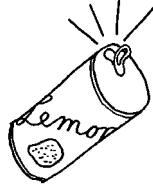
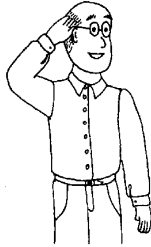
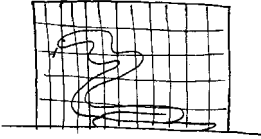
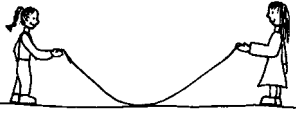
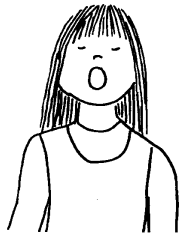


L l

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



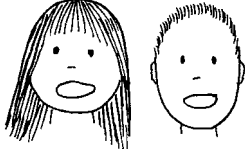
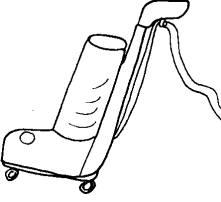

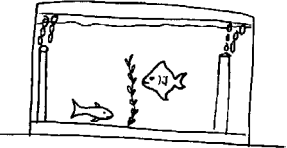
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

Listen to your teacher read each section of the sound story out loud.

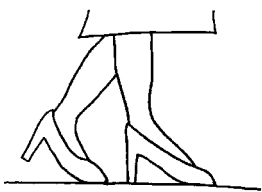

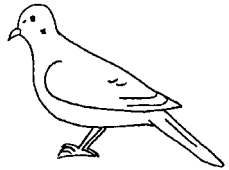
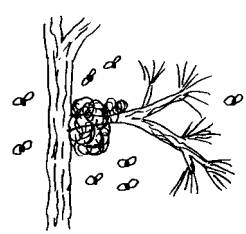


<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached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



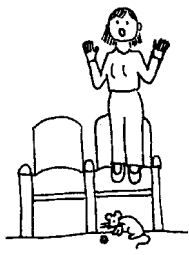
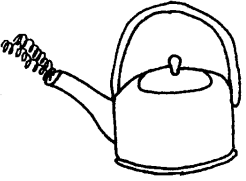


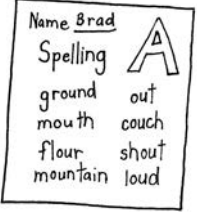
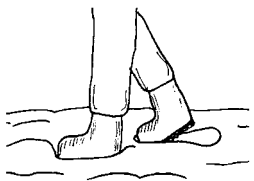
After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.

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

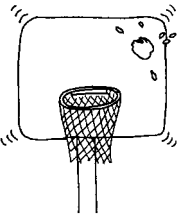
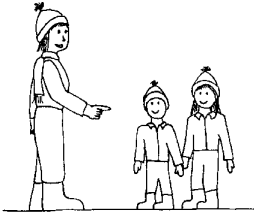
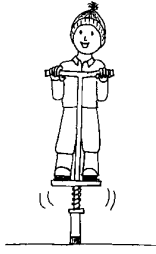
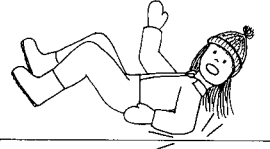

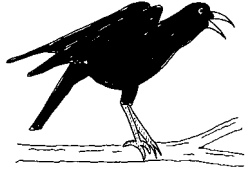
Listen to your teacher read each section of the sound story out loud.

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey's mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p>		<p>Y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>
<p><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. (ē/begin)</p>		<p>ē</p>

After hearing a section, point to the sound picture and the letters or letter patterns, saying the sound each time.

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

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

<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.” (ū/music)</p>		<p>ū</p>
<p>“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down. (oi/coin, oy/boy)</p>		<p>oi oy</p>
<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p>		<p>ou ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.” (ü/bush)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw, aw” before he flew away. (ä/all)</p>		<p>ä</p>

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

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



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

The End

### 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

Review is	his	as	has	A
a	I	Book 1 was	of	both
the	most	post	wolf	two
rich	much	such	which	what
who	whom	whose	truth	Book 2 people
been	where	there	were	said
says	friend	children	won't	don't
any	many	busy	only	

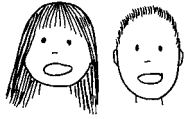
**Studying Sight Words**

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

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

Alphabet Sounds

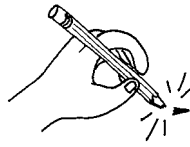
A a



B b



C c



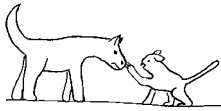
D d



E e



F f



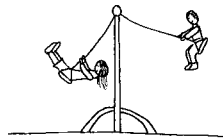
G g



H h



I i



J j



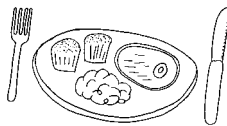
K k



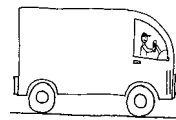
L l



M m



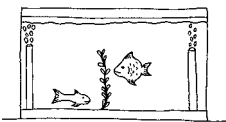
N n



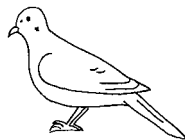
O o



P p



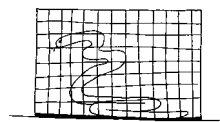
Q u qu



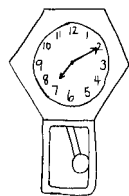
R r



S s



T t



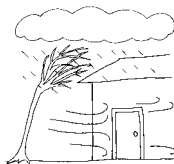
U u



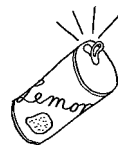
V v



W w



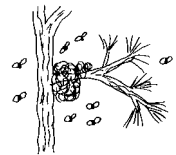
X x



Y y



Z z

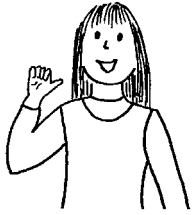


Say the sound for each letter.

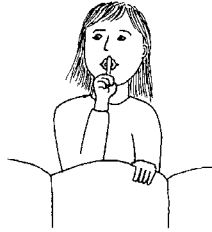


“Beyond The Alphabet” Sounds

ī



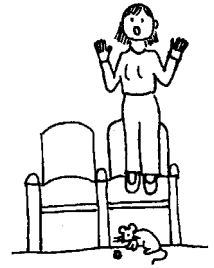
sh



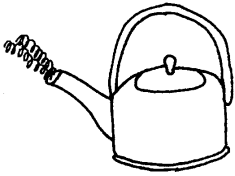
ē



ō



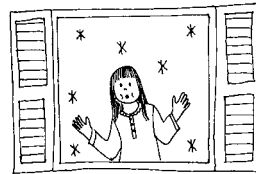
th



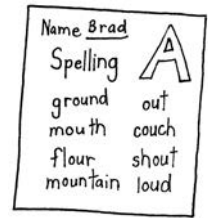
th



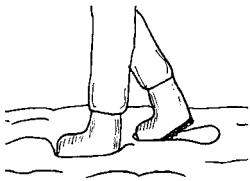
ö



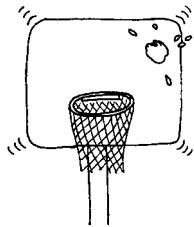
ā



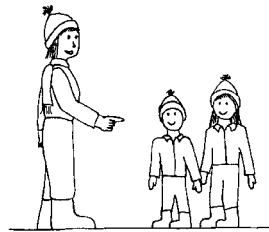
ch



ng



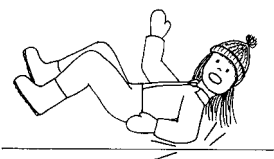
ū



oi oy



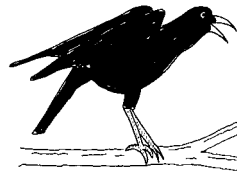
ou ow



ü



ä





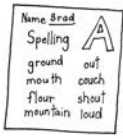
















measure, vision,  
azure, garage



Say the sound for each letter or pattern.

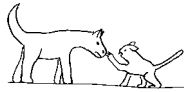
Say the sound or sounds for each letter.

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



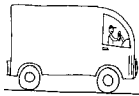
ē



m



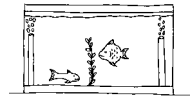
n



o



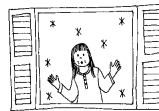
p



ō



ö



v



w



x



y



z



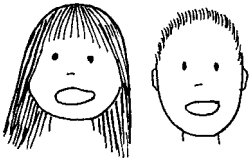
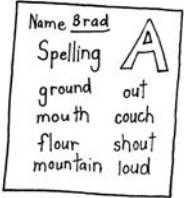
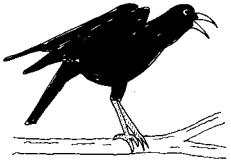
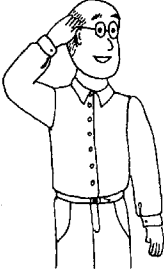
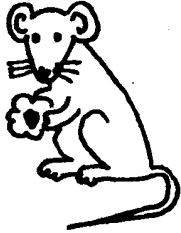
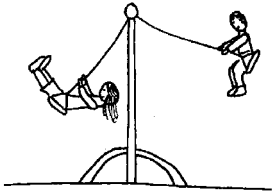
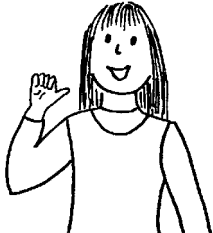
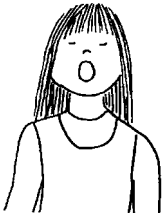
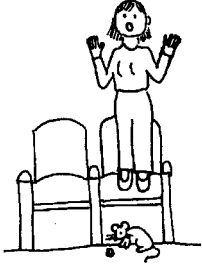



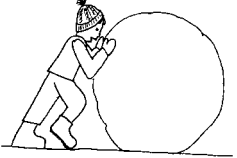
y



y

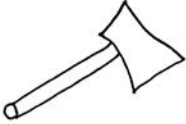


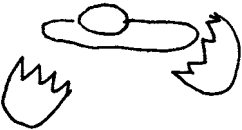
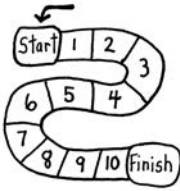


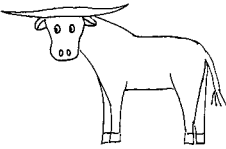
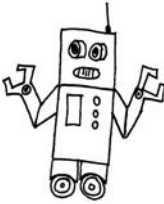




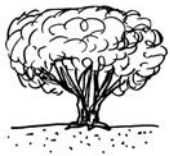


Say each sound going across the rows, then going down the columns. Skip any that have not yet been introduced.

Short Vowels CVC	Long Vowels CV	Dotted Vowels
<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> 

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

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

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

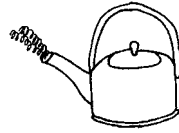
Wait until students are confident saying the vowel sounds on the previous page before introducing this vowel chart.

Consonant Patterns

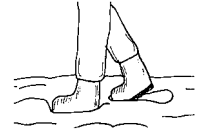
sh



th



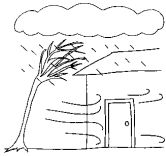
ch



th



wh



wh



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

Ending Consonant Patterns

ck



ack

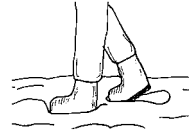
eck

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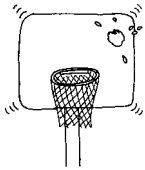
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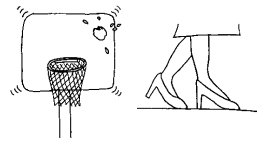
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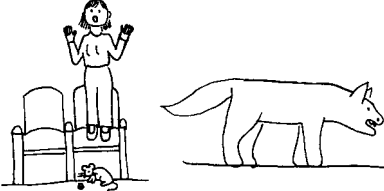
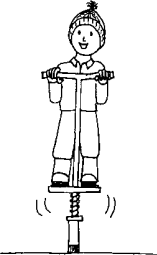
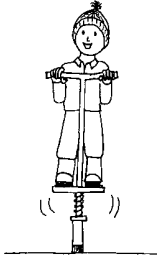
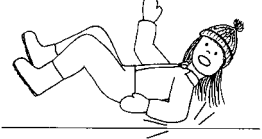
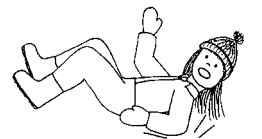
ank

ink






onk





unk

Pronounce each pattern that has been introduced, then pronounce the vowel combinations below it.

<h2 style="text-align: center;">Umbrella Vowels</h2> <p>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead. Read the umbrella story to introduce these patterns.</p>	 <p style="font-size: 2em; text-align: center;">a</p> 	 <p style="font-size: 2em; text-align: center;">o</p> 
<h2 style="text-align: center;">Bossy R Patterns</h2> <p>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</p>	<p style="font-size: 2em; text-align: center;">ōr</p> 	
<p style="font-size: 2em;">oi</p>  <p>In The Middle</p>	<p style="font-size: 2em;">oy</p>  <p>At The End</p>	<h2 style="text-align: center;">Odd O Patterns</h2> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p> <p>Begin this chart after students have heard the related sections of the sound story read aloud.</p>
<p style="font-size: 2em;">ow</p> 		
<p style="font-size: 2em;">ou</p> 		

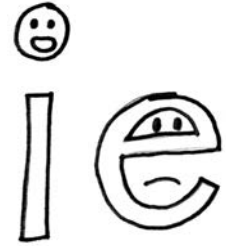
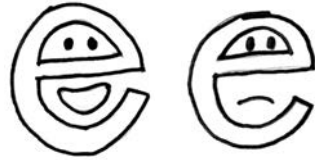


<p><b>Umbrella Vowels</b></p> <p>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead.</p>	<p> a</p> <p> what</p>	<p> o</p> <p> son</p>
<p><b>Bossy R Patterns</b></p> <p>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</p>	<p><b>ōr</b></p> <p> horse</p>	

<p><b>oi</b></p> <p> coin</p>	<p><b>oy</b></p> <p> boy</p>	<p><b>Odd O Patterns</b></p> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p>
<p><b>ow</b></p> <p> cow</p>		
<p><b>ou</b></p> <p> ouch</p>		

## Vowel Pair Introduction

Explain to the students: When two vowels go walking, the first one does the talking. The first vowel gets to say its name. The second vowel has to be quiet. Point to each pair and have students figure out the sound.



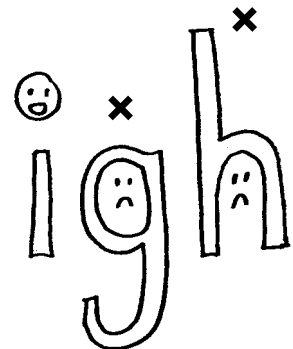
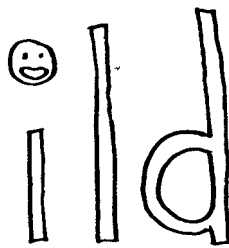
## Split-Vowel Pair Introduction

Explain to the students: Two vowels go walking, but a consonant squeezes between the vowels. It wants to play, too. Still, when two vowels go walking, the first one does the talking. The first vowel says its name, and the second vowel has to be quiet. Point to each pair and have students figure out the sound.











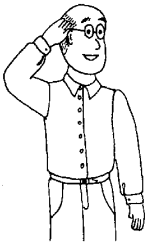
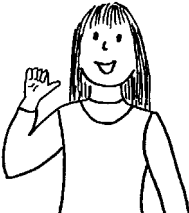
## Follow The Leader Introduction

Explain: These letters are playing “follow the leader.” The vowel is the leader, and gets to say its name. The two consonants that follow say their regular sound. But watch out! Letters with an x above them are silent. Have students give the sound for each pattern.

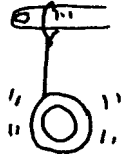


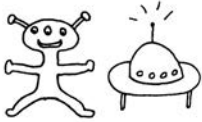



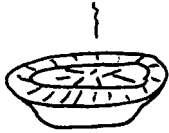


## Long Vowel Patterns

<p style="font-size: 2em; margin: 0;">ā</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p style="font-size: 0.8em; margin: 0;">Name Brad Spelling A ground out mouth couch flour shout mountain loud</p> </div>	<p style="font-size: 2em; margin: 0;">ē</p> 	<p style="font-size: 2em; margin: 0;">ī</p> 
<p style="font-size: 1.5em; margin: 0;">ai      rain</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ay      play</p>	<p style="font-size: 1.5em; margin: 0;">ee      feet</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ei      weird</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ey      key</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ea      eat</p>	<p style="font-size: 1.5em; margin: 0;">ie      pie</p>
<p style="font-size: 1.5em; margin: 0;">a_e      safe</p>	<p style="font-size: 1.5em; margin: 0;">e_e      these</p>	<p style="font-size: 1.5em; margin: 0;">i_e      pine</p>
<p style="font-size: 0.9em; margin: 0;">Explain that the top section of this chart shows vowel pairs (two vowels go walking), the middle part shows split-vowel pairs with a place for a consonant to squeeze in between the vowels (the consonant wants to go for a walk, too), and the bottom part shows “follow the leader” patterns (one vowel gets to be the leader and the consonants have to follow behind).</p>	<p style="font-size: 0.9em; margin: 0;">Show the students where the pattern shown on the left hand page appear on this chart.</p> <p style="font-size: 0.9em; margin: 10px 0 0 0;">Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with all of the columns.</p>	<p style="font-size: 1.5em; margin: 0;">igh<sup>x</sup>      night</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ind      find</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ild      child</p>



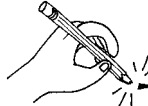










Sounds For Y	y 	y 	y 
	eī  In the middle		Long E Patterns With More Than One Sound
	eȳ  At the end		
eā 	ea 		
iē 		Long I Pattern With More Than One Sound	

Say the sound for each pattern that has been introduced, going across each row.

Sounds For Y	<p>y</p>  <p>yo-yo</p>	<p>y</p>  <p>happy</p>	<p>y</p>  <p>my</p>
<p>eī</p>  <p>weird</p>		<p>Long E Patterns With More Than One Sound</p>	
<p>eȳ</p>  <p>key</p>			
<p>eā</p>  <p>eat</p>	<p>ea</p>  <p>head</p>		
<p>iē</p>  <p>pie</p>		<p>Long I Pattern With More Than One Sound</p>	

Say the sound and key word for each pattern that has been introduced, going across each row.

Say the sound for each letter. Say the sound and key word for any additional patterns that represent the same sound.

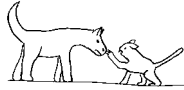
Alphabet		Some sounds can be shown in more than one way.		
a 	b 	c  ck Jack	d 	
i 	j 	k  ck Jack	l 	
qu 	r 	s 	t 	u  a what o son

e



ea head

f



g



h

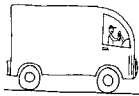


wh who

m



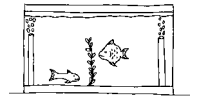
n



o



p



v



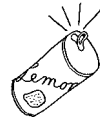
\_ve give

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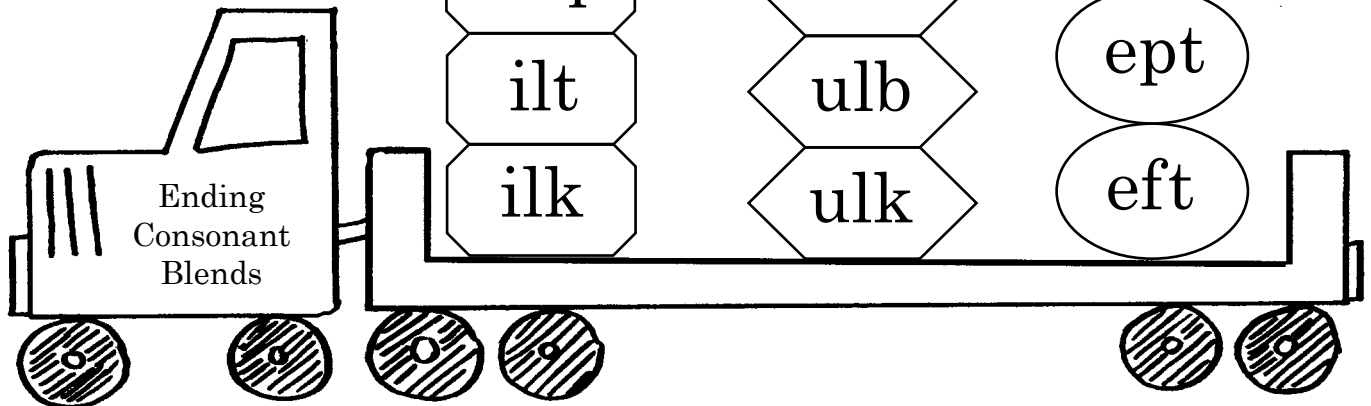
ext

ept

eft

The teacher models the sounds, students repeat.

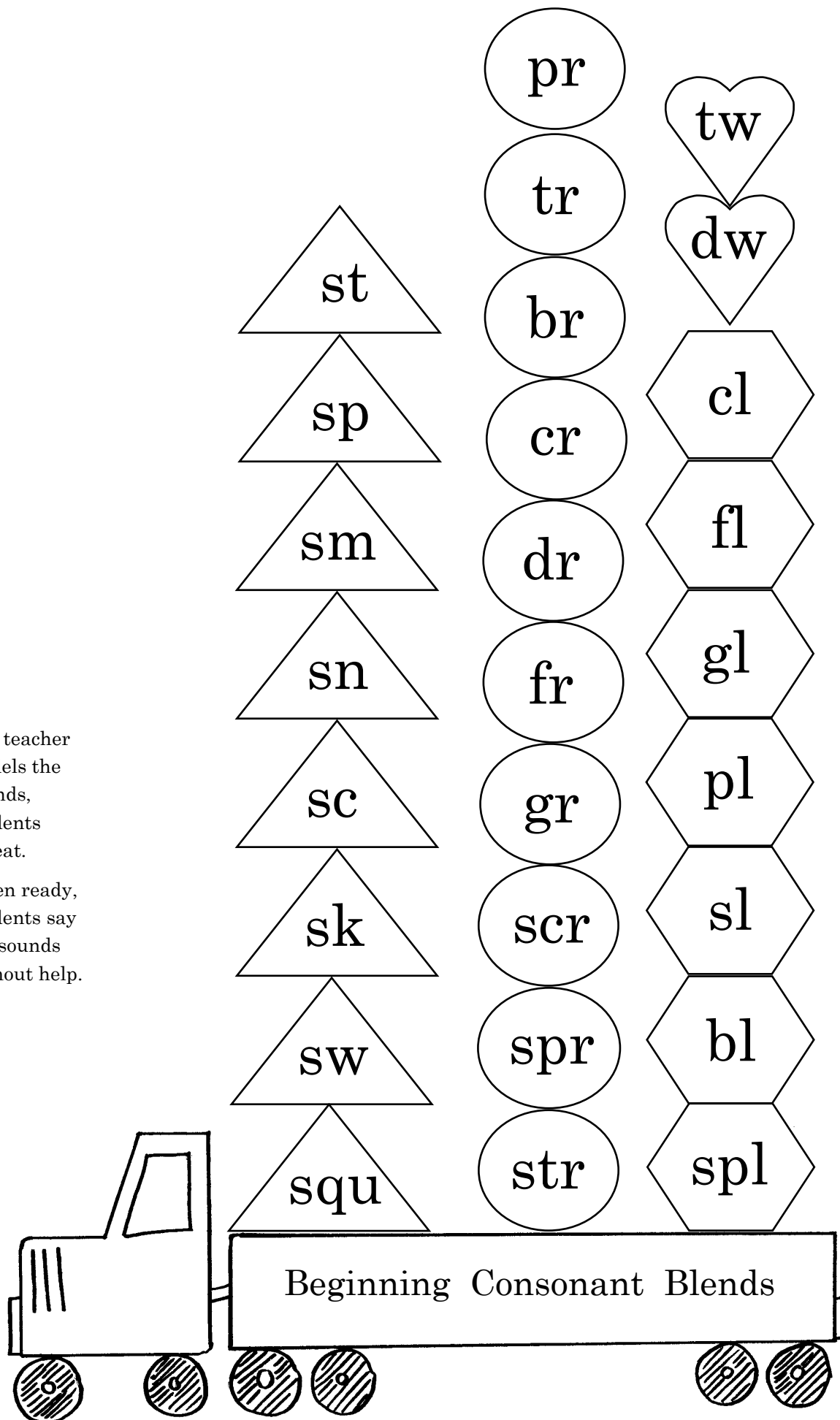
When ready, students say the sounds without help.





The teacher models the sounds, students repeat.

When ready, students say the sounds without help.



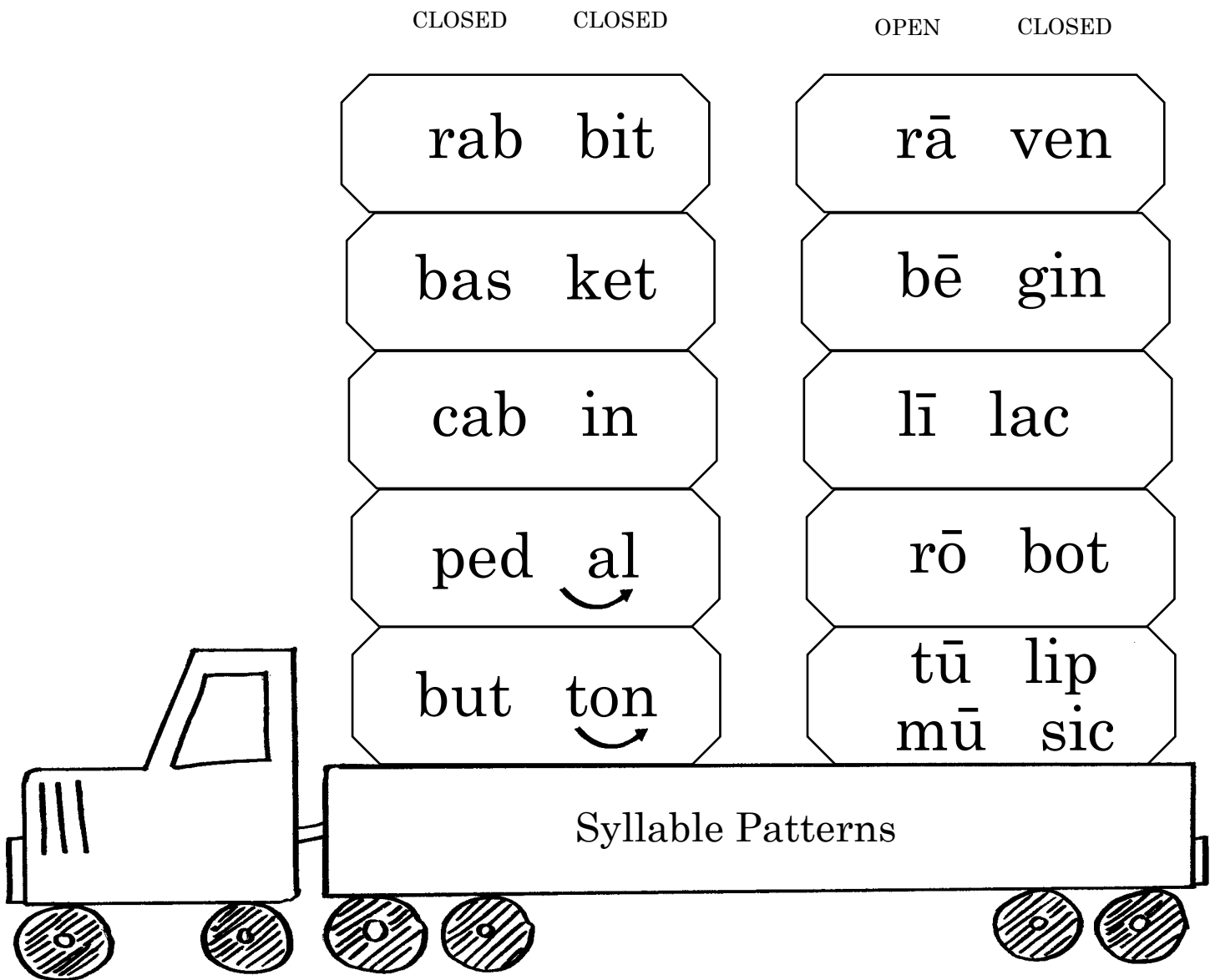
# Syllable Patterns

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

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

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

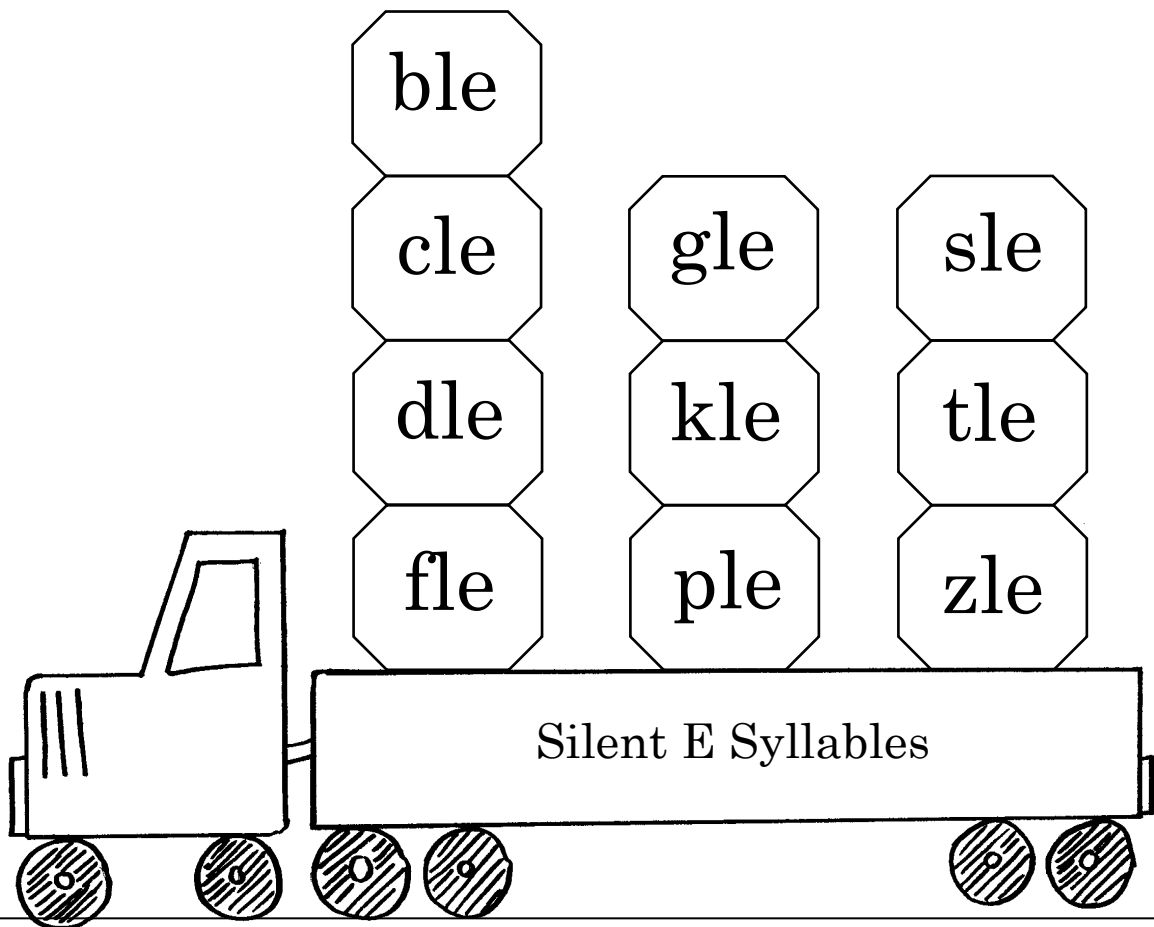
Practice reading these two-syllable words.



# Silent E Syllables

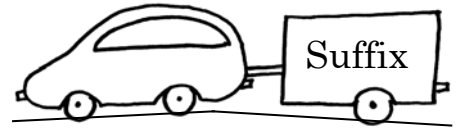
Some words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.

Practice saying these silent e syllables.



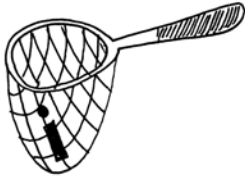
Students read the words on this chart as a review. Ask students to explain why each suffix would be used.

# Suffixes



cat  
cats  
run  
runs

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



he is  
he's

she is  
she's

it is  
it's

that is  
that's

when is  
when's

what is  
what's

who is  
who's

is not  
isn't

did not  
didn't

has not  
hasn't

had not  
hadn't

have not  
haven't

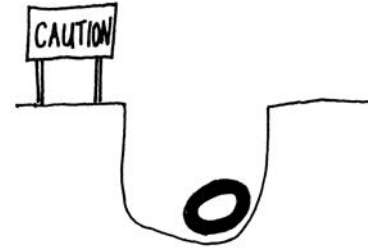
was not  
wasn't

can not  
can't

will not  
won't

do not  
don't

## Contractions



Students read the words and contractions on this chart as a review. Ask students to explain how they know where the apostrophe should be placed .

# Syllable Study

These are two-syllable words. Each syllable has one vowel followed by a consonant. This is called a closed syllable. In a closed syllable, the vowel usually represents the short vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

mit

ten

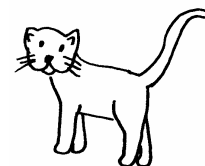
mitten



kit

ten

kitten



hid

den

hidden



rab

bit

rabbit



bas

set

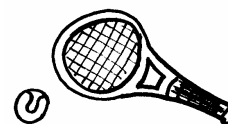
basset



ten

nis

tennis



muf

fin

muffin



pup

pet

puppet



# Syllable Study

These are two-syllable words. Each syllable has one vowel followed by a consonant. This is called a closed syllable. In a closed syllable, the vowel usually represents the short vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

bon

net

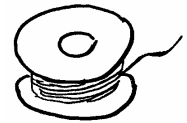
bonnet



bob

bin

bobbin

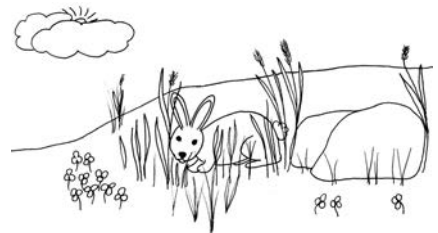


Read the sentences.

1. Brad lost his mittens.



2. A rabbit is hidden in the grass.



3. We will have muffins for lunch.



## Syllable Study

These are two-syllable words. In each word, the first vowel represents its short vowel sound, because it is in a closed syllable. The second syllable in each word is not pronounced as forcefully as the first syllable. This is called an unaccented syllable. Often, we do not pronounce the vowel in an unaccented syllable in the usual way. The arrow below the vowel tells you to slide past it without saying its sound. A vowel in an unaccented syllable that is hardly heard is called the schwa sound. In the dictionary it is shown by this symbol: ə.

gal

lon



gallon

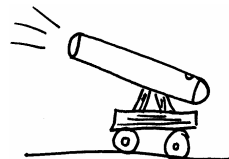


can

non



cannon



gal

lop



gallop



but

ton



button



sum

mon



summon



fun

nel



funnel

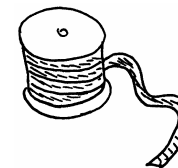


rib

bon



ribbon

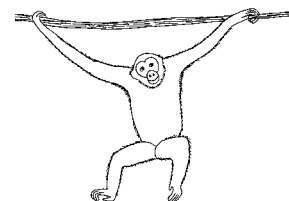


gib

bon



gibbon





For each word, read the first syllable, read the second syllable, then read the whole word.

## Syllable Study

These are two-syllable words. In each word, the first vowel represents its short vowel sound, because it is in a closed syllable. The second syllable in each word is not pronounced as forcefully as the first syllable. This is called an unaccented syllable. Often, we do not pronounce the vowel in an unaccented syllable in the usual way. The arrow below the vowel tells you to slide past it without saying its sound. When you hardly hear the vowel sound in an unaccented syllable, it is called the schwa sound, shown by this symbol: ə.

les

son  
↘

lesson



cot

ton  
↘

cotton



bot

tom  
↘

bottom



fos

sil  
↘

fossil



1. This sock puppet has two buttons and a ribbon.



Read the sentences.

2. Dad will bring a gallon of milk.



3. A horse can gallop fast.



# Syllable Study

These are two-syllable words. In each syllable, the vowel represents its short vowel sound, because it is followed by a consonant. This is called a closed syllable. To read a two-syllable word, you can't look at the whole word at once. Read the first syllable, and then the second syllable.

bas

ket

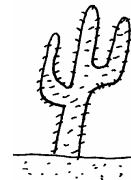
basket



cac

tus

cactus



nap

kin

napkin



fab

ric

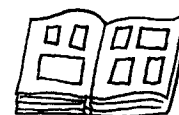
fabric



al

bum

album



hot

dog

hotdog



hel

met

helmet



up

set

upset



# Syllable Study

These are two-syllable words. In each syllable, the vowel represents its short vowel sound, because it is followed by a consonant. This is called a closed syllable. To read a two-syllable word, you can't look at the whole word at once. Read the first syllable, and then the second syllable.

hun

dred

hundred



pump

kin

pumpkin



lunch

box

lunchbox



pic

nic

picnic



zig

zag

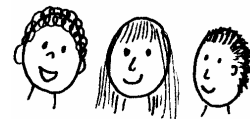
zigzag



chil

dren

children



back

pack

backpack



sand

wich

sandwich

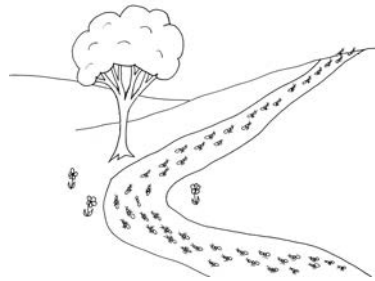


# Syllable Study

1. A sandwich is in the lunchbox.



2. A hundred ants go  
up the path.



3. A hotdog is on the dish.



4. The children sing a song.



5. Jeff zips his backpack.



6. The muffins fit in the basket.



# Syllable Study

These are two-syllable words. Each syllable has one vowel followed by a consonant. This is called a closed syllable. In a closed syllable, the vowel usually represents the short vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

cab

in

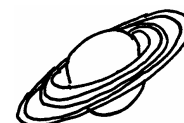
cabin



plan

et

planet



sev

en

seven



ex

it

exit



rob

in

robin



com

et

comet



vis<sup>z</sup>

it

visit



clos<sup>z</sup>

et

closet



For each word, read the first syllable, read the second syllable, then read the whole word.

## Syllable Study

These are two-syllable words. In each word, the first vowel represents its short vowel sound, because it is in a closed syllable. The second syllable in each word is not pronounced as forcefully as the first syllable. This is called an unaccented syllable. Often, we do not pronounce the vowel in an unaccented syllable in the usual way. The arrow below the vowel tells you to slide past it without saying its sound. A vowel in an unaccented syllable that is hardly heard is called the schwa sound. In the dictionary it is shown by this symbol: ə.

lem      on  
            ↪

lemon



pet      al  
            ↪

petal



ped      al  
            ↪

pedal



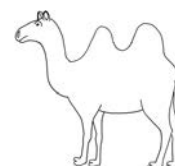
sal      ad  
            ↪

salad



cam      el  
            ↪

camel



wag      on  
            ↪

wagon



drag      on  
            ↪

dragon



1. Brad and his dog sit in the wagon.



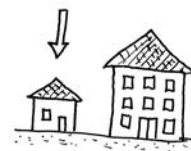
# Silent E Syllables

Here are some two-syllable words. The second syllable in every word has a consonant followed by \_le. This kind of syllable is called a silent e syllable. Do not pronounce the e in a silent e syllable. It is silent.

lit

tle

little



whit

tle

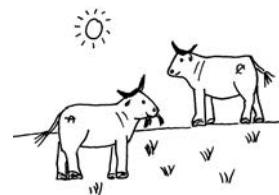
whittle



cat

tle

cattle



rat

tle

rattle



shut

tle

shuttle



ket

tle

kettle



bot

tle

bottle



ap

ple

apple



# Silent E Syllables

Here are some two-syllable words. The second syllable in every word has a consonant followed by \_le. This kind of syllable is called a silent e syllable. Do not pronounce the e in a silent e syllable. It is silent.

Introduce sight word: people

rip ple

ripple



top ple

topple



dim ple

dimple



pēō<sup>x</sup> ple

 people



bub ble

bubble



scram ble

scramble



scrib ble

scribble



thim ble

thimble





## Silent E Syllables

Here are some two-syllable words. The second syllable in every word has a consonant followed by \_le. This kind of syllable is called a silent e syllable. Do not pronounce the e in a silent e syllable. It is silent.

fid

dle

fiddle



can

dle

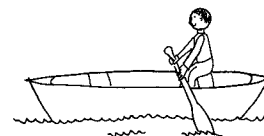
candle



pad

dle

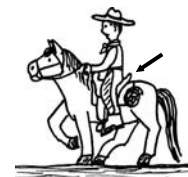
paddle



sad

dle

saddle



twin

kle

twinkle



an

kle

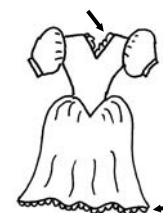
ankle



ruf

fle

ruffle



gig

gle

giggle



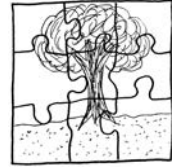
## Silent E Syllables

Here are some two-syllable words. The second syllable in every word has a consonant followed by \_le. This kind of syllable is called a silent e syllable. Do not pronounce the e in a silent e syllable. It is silent.

puz

zle

puzzle



tus

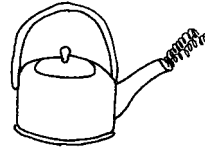
sle

tussle

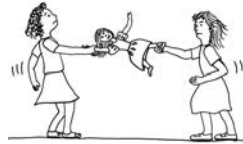


Read the sentences.

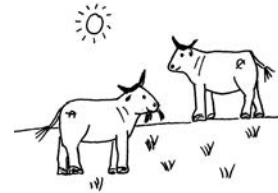
1. The kettle is hot.



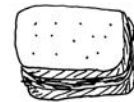
2. Jill and Pam got  
into a tussle.



3. Cattle munch on grass  
at the ranch.



4. I will have a sandwich  
and an apple for lunch.



When two vowels go walking, the first one does the talking, and it says its name. The second vowel is silent.

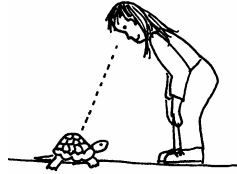
ee



meet



see



sweet



bee



beet



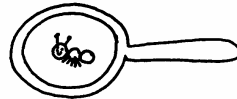
fee



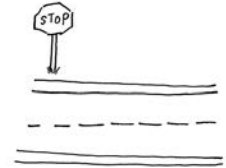
feet



wee



street



tee



week



tree



cheek



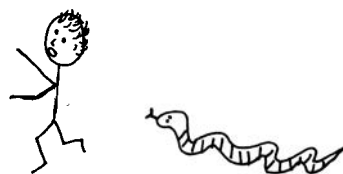
three

3

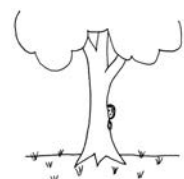
creek



flee



peek



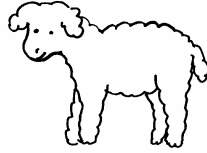
ee



queen



sheep



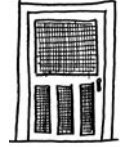
green



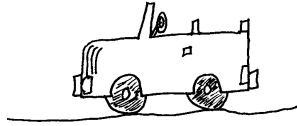
deep



screen



jeep



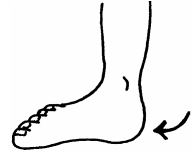
sixteen

16

sleep



heel



keep



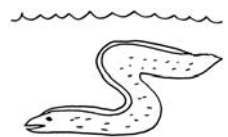
peel



weep



eel



sweep



deer



sleeve



cheer



ee



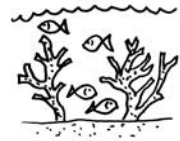
beef



feed



reef



weed



beetle



seed

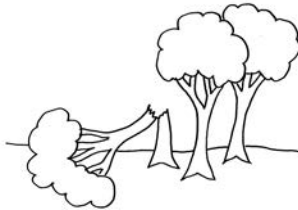


needle

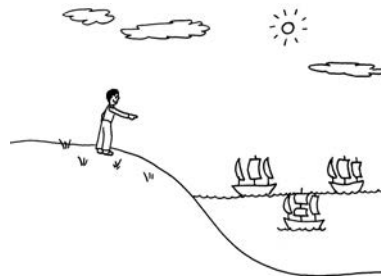


Read the sentences.

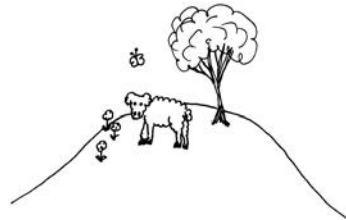
1. A tree fell.



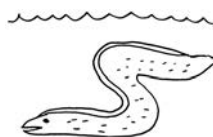
2. He sees three ships.



3. A sheep is on the hill.



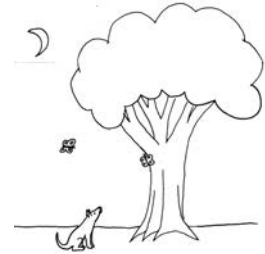
4. An eel is a fish.



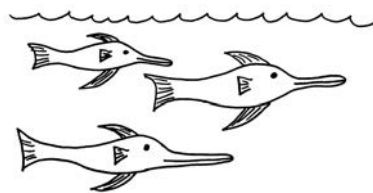
ee



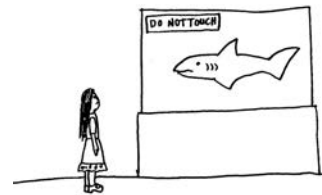
1. The dog sees a moth on the tree.



2. Three fish swim.



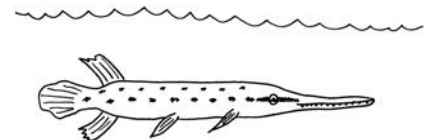
3. She can see a big fish in the tank.



4. We ran from the bees in the tree.



5. This fish has a lot of teeth.



6. Ed feeds his dog.



e\_e



Pete



these



Steve



here



grebe



Eve



there



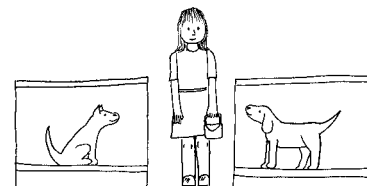
where



Introduce sight words: were, there, where

Read the sentences.

1. Will Eve get a pet?



2. A grebe can swim well.



3. Where is his sock?



For each word, read the first syllable, read the second syllable, then read the whole word.

# Syllable Study

These are two-syllable words. The first syllable has a single vowel followed by one or more consonants. These are closed syllables with a short vowel sound or an umbrella sound. The second syllable has an e\_e pattern. The e\_e pattern represents the long e sound. Read the first syllable, read the second syllable, then read the whole word.

Closed Syllable

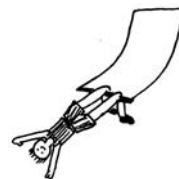
e\_e Syllable 

Whole Word

trap

eze

trapeze



stam

pede

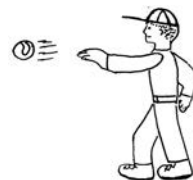
stampede



ath

lete

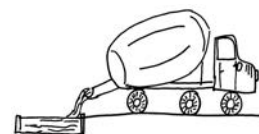
athlete



con

crete

concrete



 com

pete

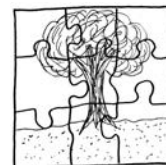
 compete



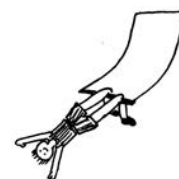
 com

plete

 complete



1. She can swing on the trapeze.





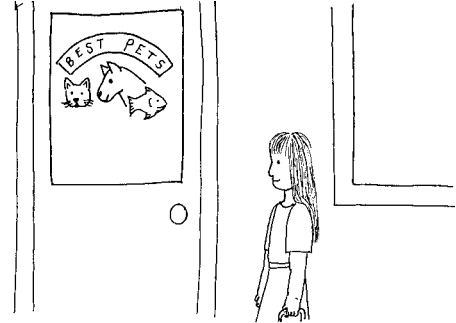
Read the story.

## Eve Gets A Pet

This is Eve.

Eve is at the pet shop.

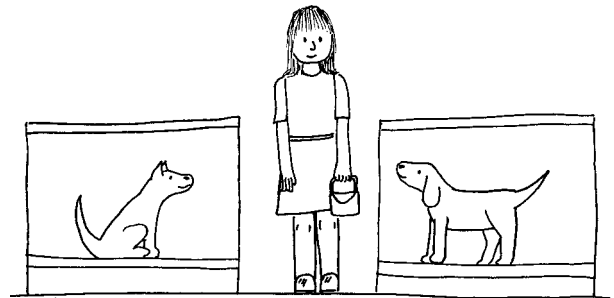
She will get a pet.



Eve sees the dogs.

Will Eve get a dog?

No, she will not get  
a dog.



Eve sees the cats.

Will Eve get a cat?

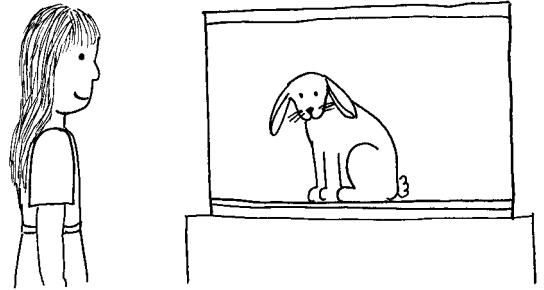
No, she will not get  
a cat.



Eve sees the rabbits.

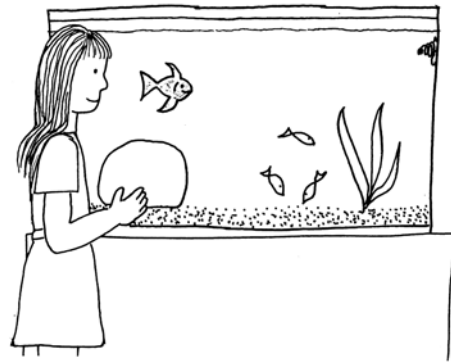
Will Eve get a rabbit?

No, she will not get  
a rabbit.



Eve sees the fish.

A big fish swims up  
to Eve. It swims and  
swims. Will Eve get a  
fish?

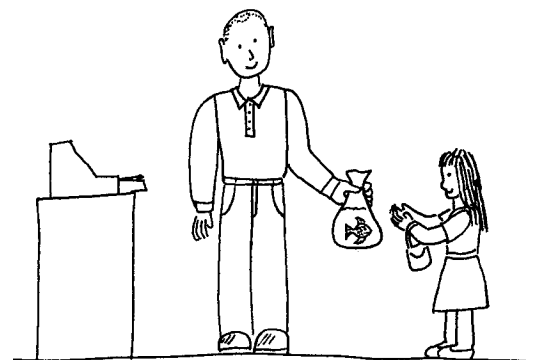


Yes, Eve will get a fish.

She will get the big fish  
and a ten gallon tank.

Steve gets the fish for Eve.

It will be fun to have a fish for a pet.



The End

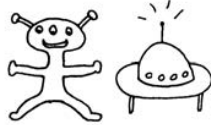
ei



sheik



weird



caffeine



seize



prōtein

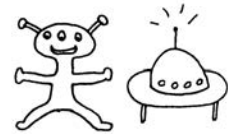


Read the sentences.

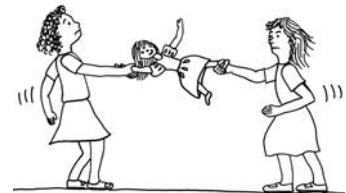
1. Coffee has caffeine in it.



2. That is a weird thing to see!



3. She will seize the doll.



4. Eggs have a lot of protein.



When two vowels go walking, the first one does the talking, and it says its name. The second vowel is silent.

ey



Bradley



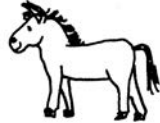
key



honey



donkey



money



chimney



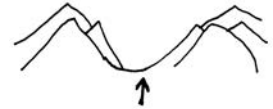
monkey



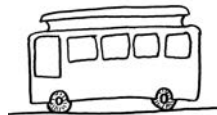
hockey



valley



trolley

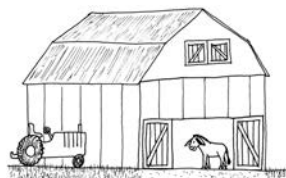


Read the sentences.

1. Honey is sweet.



2. I see a donkey.



ea



eat



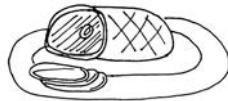
heat



seat



meat



treat



mean



jeans



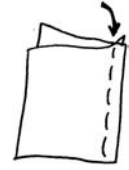
leash



ream



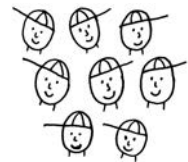
seam



beam



team



scream



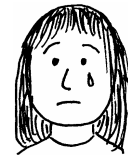
dream



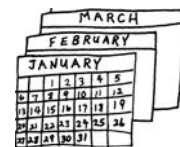
ear



tear



year



ea



beach



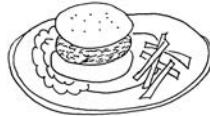
seal



peach



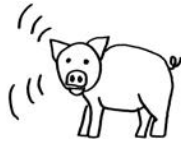
meal



reach



squeal



teach



leak



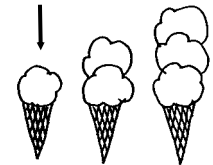
feast



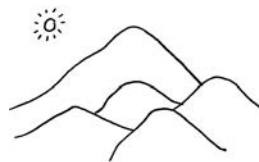
beak



least



peak



beast



squeak



leap



leaf



heap



When two vowels go walking, the first one does the talking, and it says its name. Read the words.

ea



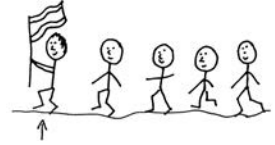
read



sea



lead



tea



beads



peas



eagle



Read the sentences.

1. Dan eats a treat.



2. She cannot reach the doll.



3. It can squeak.



4. The dog is on a leash.



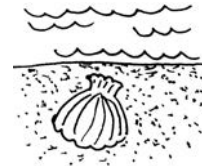
5. Eat it fast, or it will melt.



ea



1. We see a shell on the beach.



2. Dad reads to  
the children.



3. Fish live in the sea.



4. She can do tricks on the beam.



5. A peach is sweet.





ea



read



head



sweat



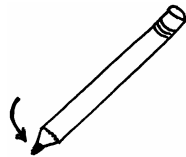
bread



spread



lead



thread



dead



health



Read the sentences.

1. Jan sweats in the hot sun.



2. Mom spread jam on the bread.



3. He is sad. His fish is dead.



4. Mom will patch the pants  
with a needle and thread.



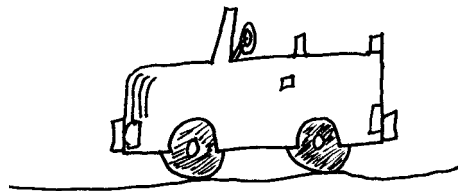
Read the story.

# A Trip To The Beach



Get the key.

Unlock the jeep.



We will go  
to the beach.

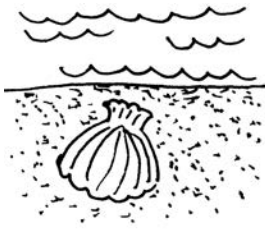
When we get to the beach,  
we run and kick.





We dig in the sand.

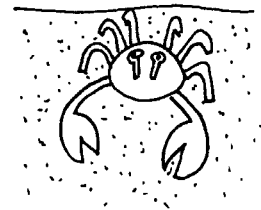
We splash and swim in the sea.



We pick up shells.

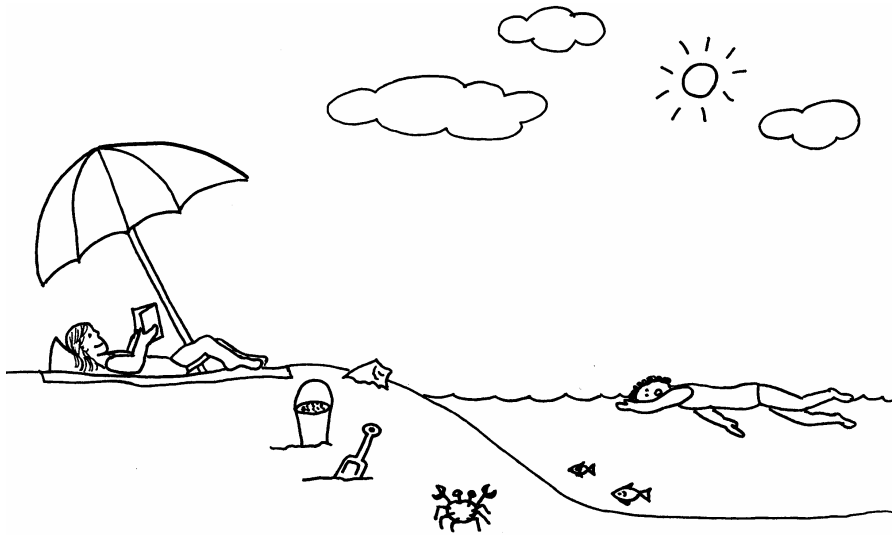
We see a weird crab.

It will pinch!



We sit on a blanket and rest.

We eat bread with  
honey for a snack.

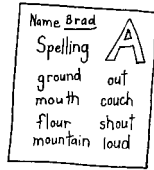


We have a lot of fun at the beach.

The End

ai

In the middle



rain



pain



chain



stain



train



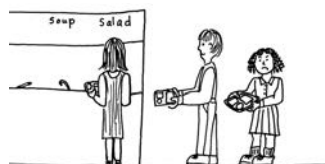
paint



raise



wait



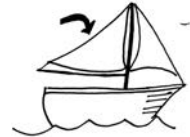
pail



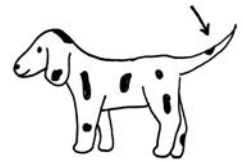
nail



sail



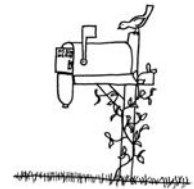
tail



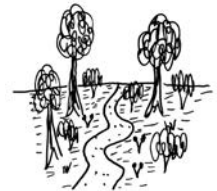
snail



mail



trail



hair

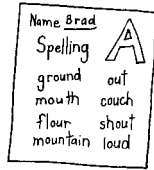


chair



ai

In the middle



laid



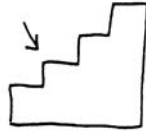
pair



maid



stairs



braid



paid



<sup>e</sup>said

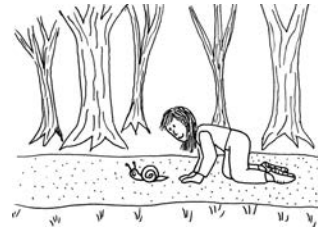


Read the sentences.

1. Sand is in the pail.



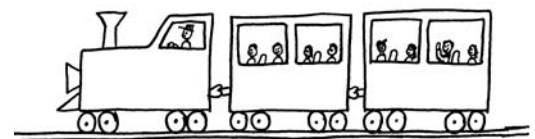
2. A snail is on the trail.



3. The dog wags his tail.



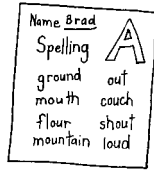
4. A train is on the track.



When two vowels go walking, the first one does the talking, and it says its name. Read the words.

# ay

At the end



## play



## hay



## pay



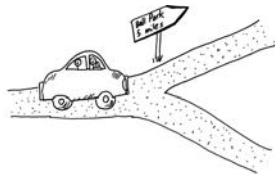
## May



## may



## way



## day



## ray

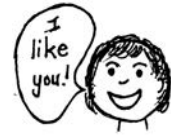


Introduce sight word: says

## lay



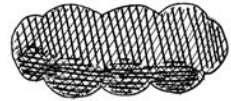
## say



## jay



## gray



## spray



## splay



## fray



## clay

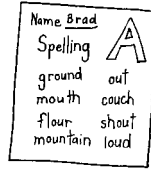


## tray



# ay

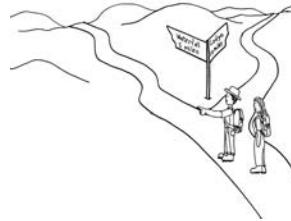
At the end



1. Eve and Pete play in the rain.



2. We will go this way.



3. It is fun to play in the hay.



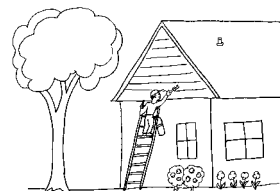
4. He will pay for the things  
in his bag.



5. She thinks it will rain today.

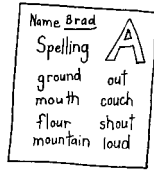


6. Dad paints it gray.

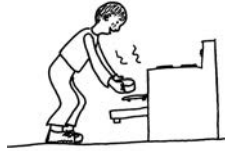




a\_e



bake



cake



rake



take



shake



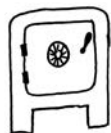
snake



lake



safe



shave



cave



gave



wave



save



brave



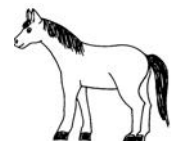
bare



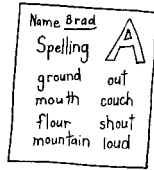
share



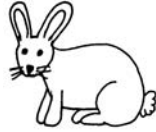
mare



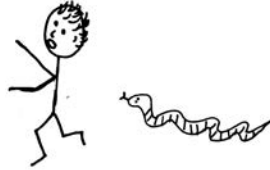
a\_e



hare



scare



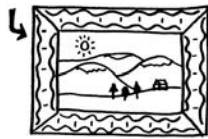
game



same



frame



Jane



mane



vane



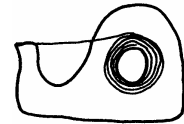
plane



cane



tape



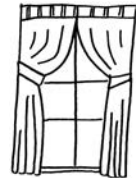
ape



grape



drapes



gate



plate

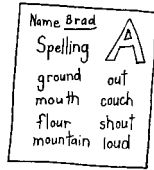


skate



In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. Read the words.

a\_e



sale



ate



scale



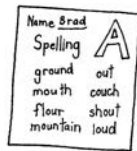
spade



maze



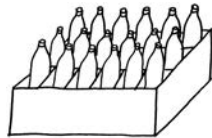
grade



haze



case



vase



Read the sentences.

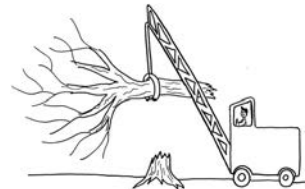
1. Jake will bake a cake.



2. The tree is bare.



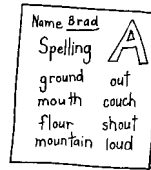
3. The crane picks up a tree.



4. Jack will save him.



a\_e



1. Dave made it for his dad.



2. Fay came to see us today.



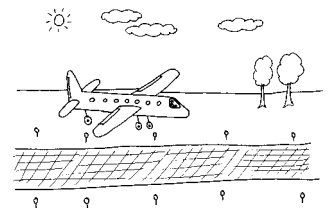
3. It is fun to play this game.



4. The fox runs into the cave.



5. The plane lands on the runway.



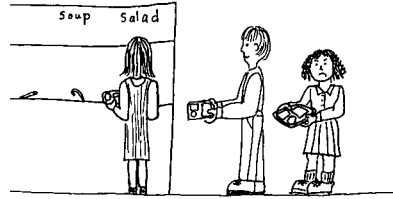
6. A frog jumps into the lake.



Read the story.

# Kay

Kay hates to wait.



Kay hates to be late.



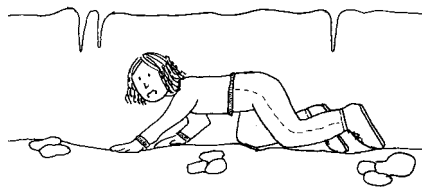
Kay hates to rake.



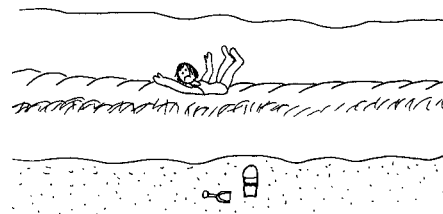
Kay hates to see a snake.



Kay hates caves.



Kay hates big waves.



Kay hates to take a bath.



Kay hates to do math.



Kay hates braids.



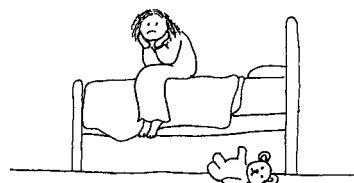
Kay hates bad grades.



Kay hates to pay.



Kay hates a bad day.



i\_e



bike



pine



hike



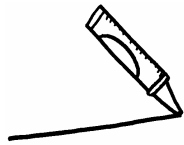
nine



strike



line



like



vine



Mike



twine



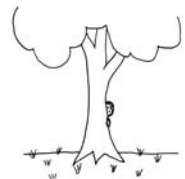
ride



dime



hide



lime



slide



time



bride



i\_e



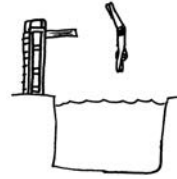
five



bite



dive



kite



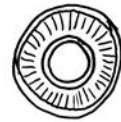
fire



write



tire



smile



prize



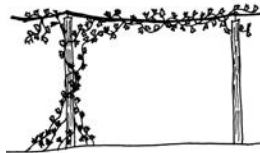
pile



stripes



1. A vine is on the line.





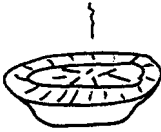


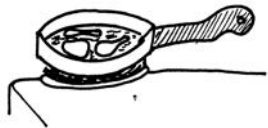

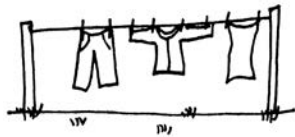



2. The man rides his horse.



3. The children play hide and seek.

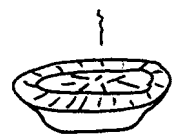




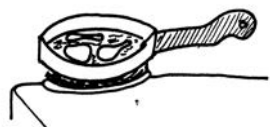
<p>ie </p>	<p>Introduce sight word: friend</p> <p>cries </p>
<p>pie </p>	<p>flies </p>
<p>tie </p>	<p>fried </p>
<p>lie </p>	<p>dried </p>
<p>die </p>	<p> friend </p>

Read the sentences.

1. Mom made an apple pie for us.



2. Dad fried chicken for lunch.



3. He told a lie.



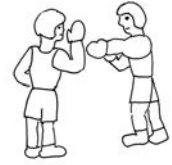
4. An eagle flies to a tree.



igh



fight



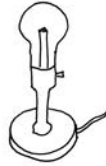
night



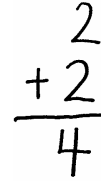
flight



light



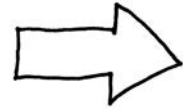
right



bright



right



tight



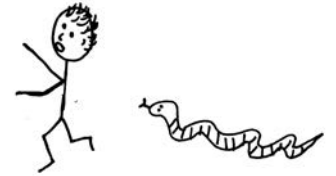
high



flash light

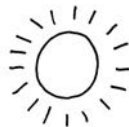


fright en

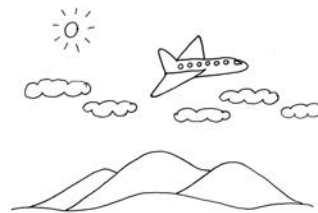


Read the sentences.

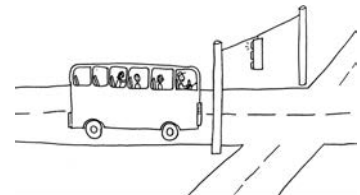
1. The sun is bright.



2. A jet can go up high.



3. The bus stops at a red light.



ind



mind



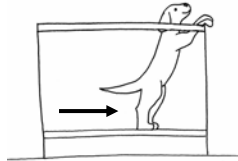
find



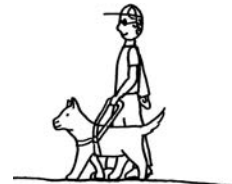
grind



hind



blind



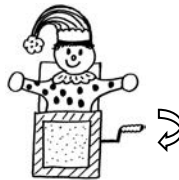
kind



rē mind



wind

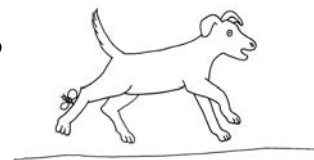


bē hind



Read the sentences.

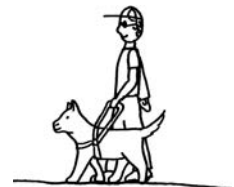
1. A bee stings the dog on its hind leg.



2. Jake hid behind the tree.



3. This man cannot see. He is blind.



4. Wind it up to make it go.



ild



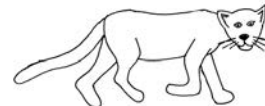
wild



child



wild cat



mild

72°



children



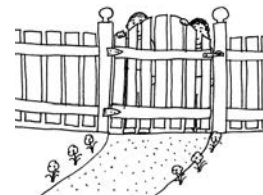
Introduce sight word: children

Read the sentences.

1. The child cried.



2. The children hid behind the gate.



3. A wildcat hides in the tree.

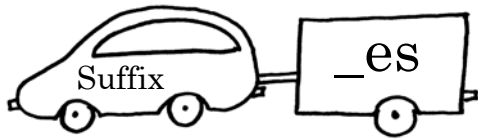


4. It will be a mild day.



5. He runs from the wild beast.

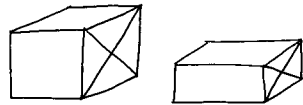




Use \_es at the end of a word after  
s, x, z, sh, ch, or tch.

Use \_es after a noun (naming  
word) to show more than one.

box



boxes

wish

wishes

patch

patches

glass

glasses

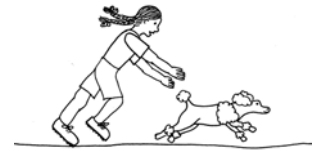
speech

speeches

Use \_es after a verb (action  
word) to show that one person  
or thing is doing the action.

catch

catches



brush

brushes

mix

mixes

fizz

fizzes

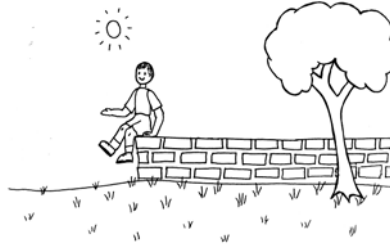
munch

munches

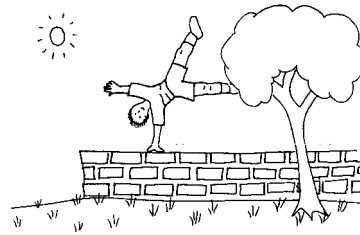
Read the story.

# Mike

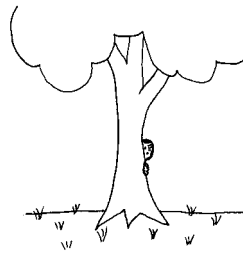
Mike is a child.



Mike likes to be wild.



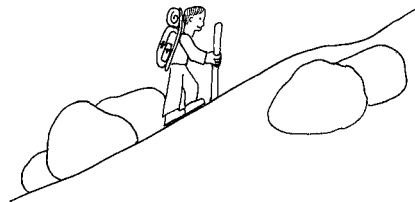
Mike likes to hide.



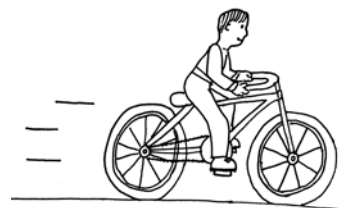
Mike likes to slide.



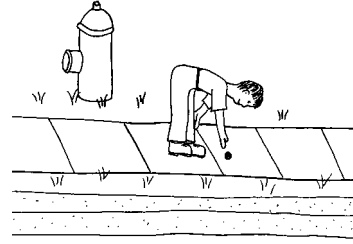
Mike likes to hike.



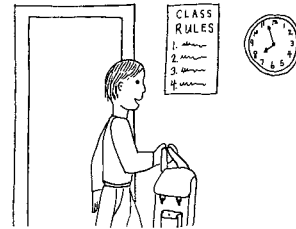
Mike likes to ride his bike.



Mike likes to find a dime.



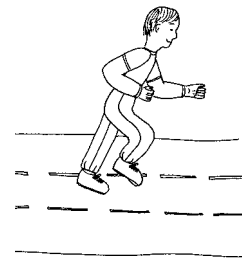
Mike likes to be on time.



Mike likes to smile.



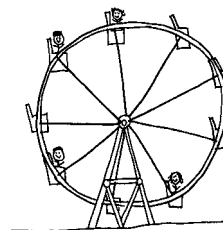
Mike likes to run a mile.



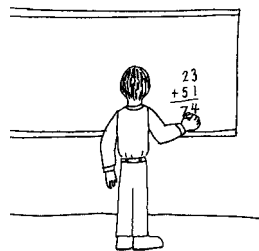
Mike likes to eat pie.



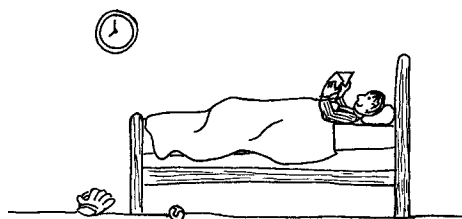
Mike likes to go up high.



Mike likes to be right.



Mike likes to go  
to bed at night.





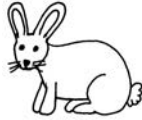
y



daddy



bunny



happy



funny



silly



puppy



kitty



jelly



windy



penny



candy



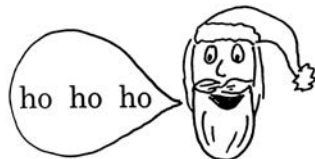
holly



rusty



jolly



twenty



foggy



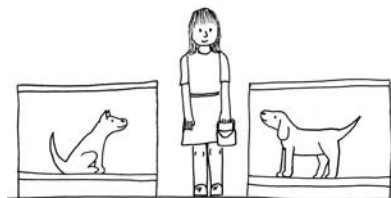
empty



y



1. Will she get a puppy?



2. The box is empty.



3. Beth is silly. She is funny.



4. It is a windy day.



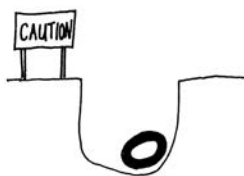
5. These nails got rusty.



6. Mom spread grape jelly  
on the bread.



# 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.

Introduce sight words: won't, don't

1. is ~~n~~ot

isn't

2. did ~~n~~ot

didn't

3. have ~~n~~ot

haven't

4. has ~~n~~ot

hasn't

5. can ~~n~~ot

can't

6. was ~~n~~ot

wasn't

7. will ~~n~~ot

wōn't



8. do ~~n~~ot

dōn't



Read the story.

# The Pet Shop

This is Pete.

And this is Steve.

Pete and Steve

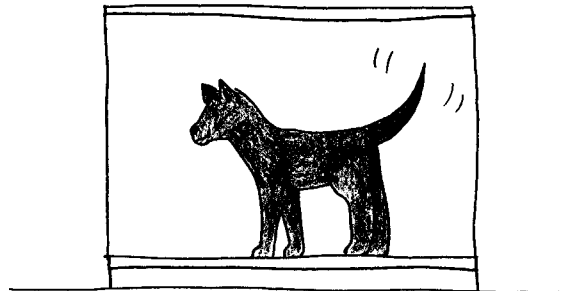
have a pet shop.



Here is a black dog.

The black dog wags

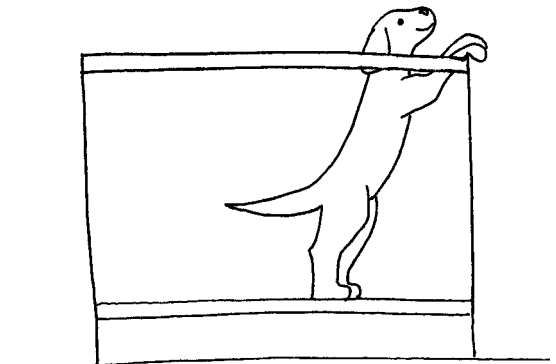
his tail.



Here is a white puppy.

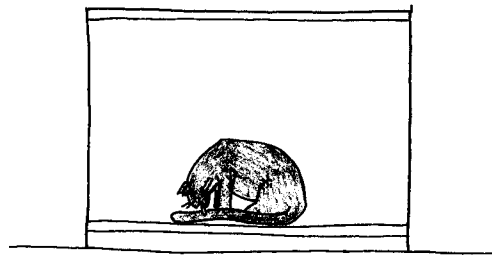
The white puppy stands

up on its hind legs.



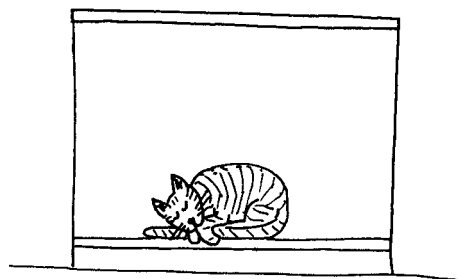
Here is a black cat.

The black cat licks its tail.



Here is a cat with stripes.

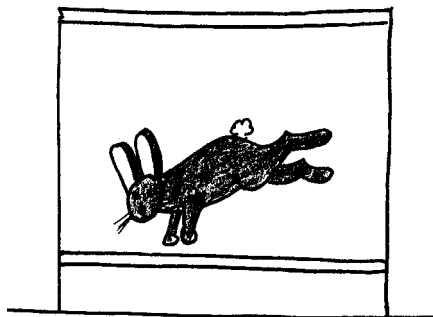
The cat with stripes  
takes a nap.



Here is a black rabbit.

The black rabbit is silly.

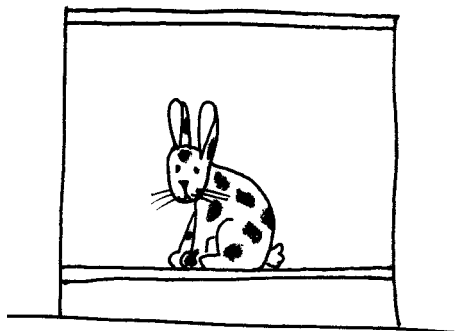
It likes to play.



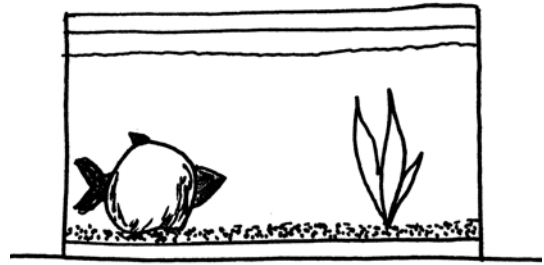
Here is a rabbit with spots.

The rabbit with spots

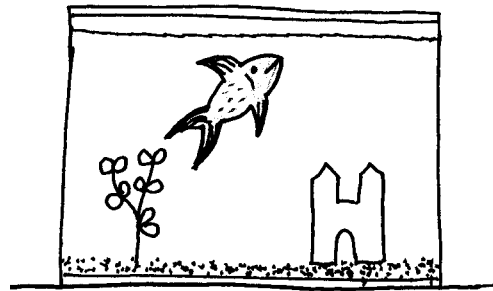
likes to rest.



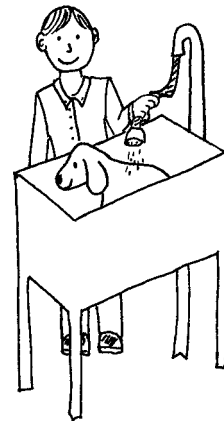
Here is a black fish.  
The black fish hides  
behind a rock.



Here is a gray fish.  
The gray fish swims  
up to the top.



Pete feeds the dogs.  
Then he gives  
them a bath.



Steve feeds the cats.  
Then he brushes them.



Pete feeds the rabbits.

Then he picks them

up to pet them.



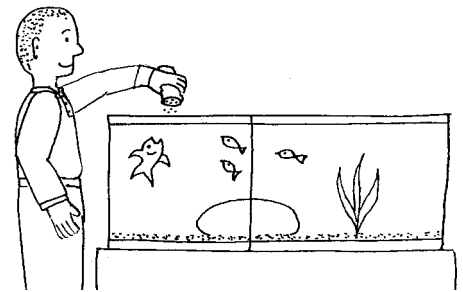
Steve feeds the fish.

He won't give the fish a

bath. He won't brush them.

He won't pick them up to pet them.

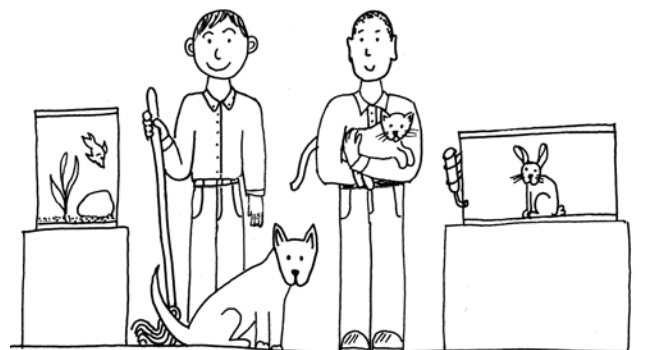
Fish just like to swim.



Pete and Steve like to

take care of the pets

in the pet shop.



The letter y can act as a vowel. At the end of a single syllable or a first syllable, it represents the long i sound.

y



spy



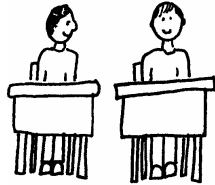
my



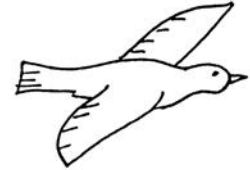
sky



by



fly



būy



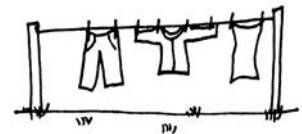
try



why



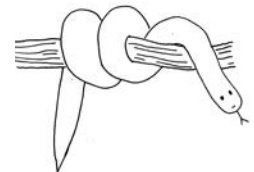
dry



shy



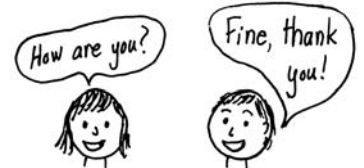
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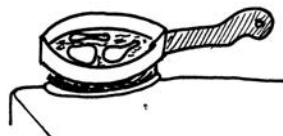
cry



rēply



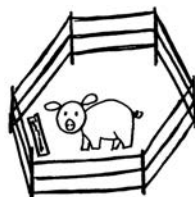
fry



dēny



sty



Jūly



The long i sound is heard at the end of a few two-syllable words.



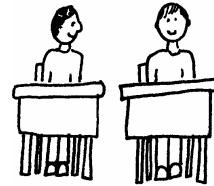
y



1. This is my dog.



2. Jeff likes to sit by Sam.



3. She went by the cloth shop.



4. We sat by the tree to eat a picnic lunch.



5. An eagle can fly high in the sky.



6. She will try to reach the doll.



Read the story.

## My Puppy

My name is Henry. This is my puppy.

His name is Patches.



Patches is a pretty puppy.

He is black and white.

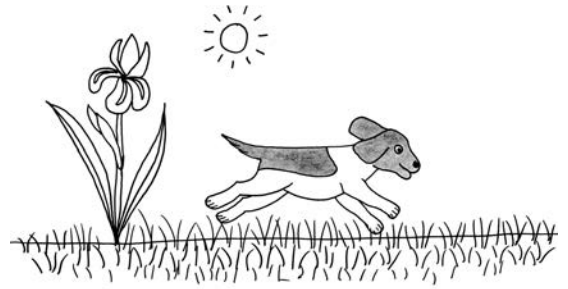
He is not a big dog.

When he is happy he wags his tail.

Patches is a funny dog, too.

He likes to chase his tail until he gets dizzy.

On a sunny day,  
Patches runs as fast as  
he can in the grass.

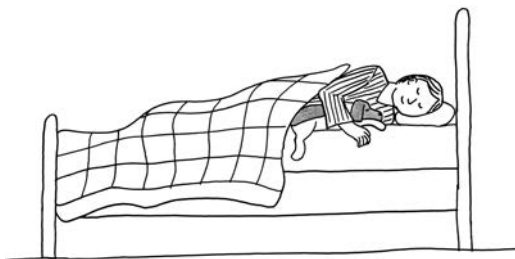


I take care of my puppy.  
I feed him and brush him.  
I play with him and keep him safe.

When it rains,  
Patches gets muddy.  
Then I have to  
give him a bath.



At night I let Patches sleep with me on  
my bed. I like my puppy and he likes me.



The End

## Sequence Chart - Book 2

	Phonogram Patterns	Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1		mit-ten		
2		rib-bon		
3		bas-ket		
4		cab-in, wag-on		
5		lit-tle	Sentences	
6	ee/feet			
7	e_e/these			<i>Eve Gets A Pet</i>
8	ei/weird ey/key			
9	ea/eat			
10	ea/head			<i>A Trip To The Beach</i>
11	ai/rain			
12	ay/play			
13	a_e/safe			<i>Kay</i>
14	i_e pine			
15	ie/pie			
16	igh/night			
17	ind/find ild/child		_es after s, z, x, sh, ch, tch	<i>Mike</i>
18	y/puppy			
			Contractions with not, #1, isn't, won't, don't	<i>The Pet Shop</i>
19	y/my			<i>My Puppy</i>

## Syllable Study, Long Vowels

	New Sight Words	New Phonetic Words	Compound Words, Antonyms, Synonyms, Homonyms
1		mitten, kitten, muffin, puppet, rabbit, basset, bonnet, bobbin, hidden, tennis	
2		basket, picnic, cactus, hotdog, zigzag, napkin, helmet, upset, fabric, album	
3		cabin, seven, robin, exit, closet, present, wagon, lemon, petal, salad	
4		button, cotton, gallon, cannon, ribbon, lesson, gallop, ballot, summon, bottom	
5	people	little, twinkle, bubble, puzzle, apple, candle, uncle, ruffle, giggle, people	
6	been	see, seed, feet, deer, tree, three, sheep, green, sleep, street	
7	where, there, were	here, Pete, these, Eve, grebe, Steve, scene, where, there	we/wee
8		weird, seize, key, valley, trolley, donkey, chimney, honey, money, monkey	
9		eat, meat, ear, year, read, beak, beach, leaf, least, team	teacup, beech/beach, seem/seam, teem/team, reed/read, meet/meat, see/sea, here/hear, most-least
10		head, lead, dead, bread, spread, thread, sweat, wealth, health, deaf	read/red, lead/led
11	said	sail, tail, nail, snail, hair, chair, wait, rain, train, paint	mailbox
12	says	pay, hay, day, say, lay, way, play, gray, tray, spray	runway, stairway, today, maybe
13		lake, bake, save, cave, game, tape, vase, gate, skate, plane	pancake, became, daycare, milkshake, playmate, wake-sleep, give-take, plane/plain, pale/pail, pain/pane, sale/sail, male/mail
14		nine, line, five, fire, dime, time, bike, ride, slide, smile	sideways, daytime, fireman, sunshine, inside, beside
15	friend	tie, pie, lie, die, cries, flies, fries, friend	friendship, necktie, pie/pi
16		night, fight, light, right, tight, bright, flight, frighten, high, knight	sunlight, nightlight, tonight, nighttime, night-day, left-right, night/knight, high/hi, headlight
17	children	find, blind, grind, hind, kind, behind, remind, child, wild, mild	hindsight, behind, grandchild
18	any, many, busy, only	bunny, puppy, happy, daddy, penny, jelly, holly, silly, candy, windy	anytime, anywhere, anybody, happy-sad
	won't, don't	isn't, didn't, haven't, hasn't hadn't, can't, wasn't, won't, don't	
19		my, by, fry, cry, fly, sky, spy, dry, why, shy	myself, wet-dry

## THREE DIFFERENT FORMATS TO TEACH THE SAME MATERIAL

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

**Book 1** Consonant blends and digraphs, *ō/go, ē/me, or/horse, ö/to*, umbrella vowels *a/what* and *o/son*, first syllables with a long vowel sound, and PREVIEW lists for *oi/coin, oy/boy, ou/ouch, ow/cow, ü/bush, and ä/all*

**Book 2** Two-syllable words with short vowels, vowel-vowel and vowel-consonant-consonant long *ē*, long *ā*, and long *ī* patterns, and vowel sounds for *y*

**Book 3** Vowel-vowel and vowel-consonant-consonant long *ō* and *ū* patterns, short/long vowel discrimination (*tap/tape*), umbrella vowels *o\_e/love, a\_/across*, and *\_a/panda*, and *dge/fudge*

**Book 4** “Odd O” patterns *oi, oy, ow, ow, oo*, and *ould*, dotted *ü* and dotted *ä* patterns, umbrella vowel *ou/country*

**Book 5** “Soft” sounds for *c* and *g*, r-controlled vowel patterns, ending consonant patterns that end with a silent *e*

**Book 6** Two-syllable words with the first syllable open, two-syllable words with a *v-c-e* pattern in the second syllable, dotted *ë* and *ï* patterns

**Book 7** Advanced r-controlled vowel patterns

**Book 8** Two-letter consonant patterns, *a/father*, more dotted *ä* patterns, more patterns with *y* as a vowel.

Phonetic Words And Stories Books 1-8	Basic Phonics Patterns Books 1, 2, 3, 4, 5-6, 7-8	Know The Phonetic Code Volumes 1-3  Vol. 1 = Short Vowels, Books 1 And 2  Vol. 2 = Books 3, 4, And 5  Vol. 3 = Books 6, 7, And 8
<ol style="list-style-type: none"> <li>1) Ten Words Per Pattern</li> <li>2) Comic Sans font</li> <li>3) Very Large Color-Coded Print</li> <li>4) Students Decode Words And Find The Matching Pictures</li> <li>5) Students read illustrated practice stories in both color-coded and all black print.</li> <li>6) Choose from three available color-coded books to teach short vowel words.</li> <li>7) Most expensive</li> <li>8) Skill-building activities are built into the lessons, making this format the easiest.</li> </ol>	<ol style="list-style-type: none"> <li>1) More Words Per Pattern</li> <li>2) Century Schoolbook font</li> <li>3) Smaller All Black Print</li> <li>4) Students Read Illustrated Words And Sentences</li> <li>5) Students read the same illustrated practice stories in all black print.</li> <li>6) Short vowels are taught in a separate book, <i>Basic Short Vowels</i>.</li> <li>7) Less expensive</li> <li>8) Skill-building activities can be added to the lessons to make them easier.</li> </ol>	<ol style="list-style-type: none"> <li>1) Both One And Two-Syllable Words For Each Pattern</li> <li>2) Century Schoolbook font</li> <li>3) Smaller All Black Print</li> <li>4) Students Read Words That Are Not Illustrated</li> <li>5) Students read the same illustrated practice stories in all black print.</li> <li>6) Volume 1 includes short vowel words.</li> <li>7) Least expensive</li> <li>8) Skill-building activities can be added to the lessons to make them easier.</li> </ol>

# The Main Idea

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

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

# Materials To Use With The Basic Phonics Patterns Books

PDF files for the materials listed below can be downloaded without charge at [www.soundcityreading.net](http://www.soundcityreading.net).

*Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8*  
Alphabet Flashcards, Lower Case  
Beyond The Alphabet Sound Cards  
Phonics Patterns Flashcards (Phonogram Cards)  
Sound Story Picture Cards, Parts 1 And 2  
Sight Word Flashcards

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

Optional: Letter Connections Activity (Small version)  
*Phonemic Awareness Picture Pages*

For A Classroom: Phonics Patterns Wall Charts  
*A Sound Story About Audrey And Brad* (full sized book)

## Other Materials Needed

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

## What Students Need To Know

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

- I. Students should recognize the letters of the alphabet, and be able to give their sounds.
- II. Students should be able to write the letters confidently, using the correct letter formation. If there are students in the class who cannot yet write the alphabet letters automatically and accurately, choose one of the Sound City Reading



handwriting books and teach/reteach letter formation to the whole class as they begin *Basic Phonics Patterns, Book 1*. Introduce one or more new letters per day.

- III. The ability to hear and manipulate the individual sounds (called phonemes) in spoken words is called phonemic awareness. There are several phonemic awareness skills that students should be able to perform confidently before starting the series of *Basic Phonics Patterns* books. These are listening skills that do not involve written words. Students who have completed *Learning The Alphabet, Books 1-2, Exploring Sounds In Words*, and any one of the *Short Vowel Words And Sentences* books have been exposed to many phonemic awareness lessons, and may not need additional instruction in this area. If there are students who have not received phonemic awareness instruction or students who need extra practice and review, the *Phonemic Awareness Picture Pages* book can be used to practice the needed skills, listed below.
- A. Students should be able to hear and identify beginning and ending sounds in spoken words.
  - B. Students should be able to listen to a set of spoken words and choose the words that rhyme.
  - C. Students should be able to: 1) hear the teacher say the individual sounds in a word, pronounced separately, 2) put the sounds together mentally, and 3) pronounce the word normally. This is called oral blending. It prepares students to read words phonetically.
  - D. Students should be able to: 1) hear a word spoken aloud normally by the teacher, and 2) break it apart into its individual sounds, pronouncing them separately, with a slight pause between the sounds. This is called segmenting. It prepares students to spell words phonetically.
- IV. Students should be able to read and spell short vowel words. Three different color-coded books are available from Sound City Reading which teach short vowel words: *Rhyming Short Vowel Words And Sentences, Mixed Short Vowel Words And Sentences*, or *Two-Page Short Vowel Words And Sentences*. Another book, *Basic Short Vowels*, introduces short vowel words in the same format as the *Basic Phonics Patterns* books. Short vowel instruction is included in *Know The Phonetic Code, Volume 1*.
- V. Students should be able to read and spell these sight words: is, his, I, as, has, was, a. The words are taught at the short vowel level and they are reviewed at the beginning of *Basic Phonics Patterns, Book 1*.
- VI. A sound story is included at the beginning of each book. The story can be used with individual students when tutoring. A larger version of the story can be used with a group. Students will already be familiar with *A Sound Story About Audrey And Brad, Part 1*, if they have used the Sound City Reading materials at the previous levels. Reread part one of the story aloud to review it and use the sound picture cards to make sure students know the sound for each picture. You will read *A Sound Story About Audrey And Brad, Part 2* aloud to the students, one new pattern at a time, as they work through *Basic Phonics Patterns, Book 1*, as shown on the sequence chart.

# Understanding The Teaching Process In This Program

## Use These Materials As Part Of A Balanced Reading Program

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

The lessons are meant to be only a part of the reading curriculum. It's important for students to be exposed to real books from the very beginning, even before students are reading. Each day's work should include working directly with high quality children's books. Teachers should select a wide variety of appropriate books and read them aloud, discussing them with the class. Students can respond orally and by drawing pictures.

Once students begin reading, they should read from real books each day starting as soon as possible, with guidance from the teacher.

## Using A Phonetic Program

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

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

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

## Understanding Oral Blending And Segmenting

In this program, students practice decoding new words by looking at each letter or letter pattern in the word, going from left to right. Each letter or pattern represents a sound. If a student knows these sounds, he or she can put them together mentally to identify and pronounce the word. For example, students look at

the word *sheep* and see the symbols for three sounds: sh....ee.....p. Students then slide the three sounds together smoothly to pronounce the word: *sheep*. This skill is called oral blending.

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

## **Using Two-Sound Blending To Help Students Decode Smoothly**

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

Students can practice this type of sound blending using the smaller version of the *Letter Connections Activity*, which will fit in a table top pocket chart. This set include columns of consonants in alphabetical order and separate cards that show the various vowel patterns. The cards are moved down each column of consonants while students pronounce the sound combinations. The sets are available at [www.soundcityreading.net](http://www.soundcityreading.net).

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

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

## **Planning The Lessons**

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

Don't be misled and think that it will be all right to skip the sound charts, sound cards, and sound dictation. Students may still be able to read and spell new words using the new patterns. But they may quickly forget the patterns unless

they review them daily as described above. Practicing every day is the key for building mastery.

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

For students above the first grade level, you may be able to study two or more patterns per day, if students are able to master the material. This will depend on the experience and maturity level of the students.

Studying the new pages in the book will be one of the last things you do during each day's lesson. All of the previous parts of the lesson plan prepare students to read the new pages confidently and successfully.

Before reading words from the book, students will spell them. Students are taught to analyze the sounds in the words carefully, so that they can write the letters and letter patterns needed to spell the words.

In the lesson plan outline, you will see a number of supplemental activities that can also be done to prepare students to read a new set of words.

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

## **Making A Dictation Outline**

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

There are two versions of the outline. *Version 1* is the easiest to plan. Each day, it lists a set of letters, phonics patterns, and beginning consonant blends for students to write from dictation as a review. The patterns are chosen on a rotating basis.

*Version 2* is the easiest for the students. It lists the exact letters, phonics patterns, and beginning consonant blends for students to practice, based on the words and sentence used in the lesson. You will start with the sentence and work backwards, so that all of the letters, letter patterns, and words in the sentence are dictated individually during the lesson before the students are asked to write the sentence.

You can plan the lesson using either version as you prefer. Follow the steps on the *How To Create The Dictation Outline* charts, *Version 1* or *Version 2*.

## Working With The Letter And Phonogram Sounds

Listen to the sounds of the phonetic patterns at [www.soundcityreading.net](http://www.soundcityreading.net) so that you will be confident when teaching them to the students. Both audio and video files are included to demonstrate the sounds on the sound charts for various books.

As students learn new patterns, you will include them in the daily sound review on the alphabet charts and phonogram cards. Students will gradually cover more of the charts as they learn more patterns.

Each single vowel can represent three types of sounds, as described below.

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

As students work through the program, in some cases extra sounds will be taught for a letter or pattern that has already been learned. For example, when beginning this book, students will only say the short *a* sound for the letter *a*. After learning the long sound and dotted sound for the letter *a*, students will respond to the sound charts and the *a* card with all three sounds, *a*, *ā*, *ä*, pausing briefly between each sound.

In another example, after learning the first two *ea* patterns in *Book 2*, students will say the *ēa* and *ea* sounds when they see the sound chart and *ea* card. In *Book 6*, students learn a third sound for *ea*, the dotted *ë* sound, as heard in *ëa*/steak. At that point they will begin saying all three sounds, *ēa*, *ea*, *ëa*, for this pattern.

The teacher will say the sounds for the letters and phonics patterns in the same way during the dictation period. During this part of the lesson, the students don't see the patterns. They must listen to the sounds, remember the pattern, and write it.

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



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



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



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



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

## Lesson Plan Outline

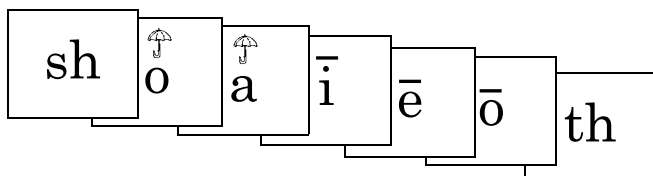
### A. Sound/Symbol Relationships

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

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

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

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



## Lesson Plan Outline

### B. Spelling Dictation (See *Planning The Lesson - How To Fill In The Dictation Outline*)

The goal is for students to learn to spell words with confidence. When needed, prepare students to be successful by using any of the instructional strategies listed.

#### 1. Spell Phonetic Words

- a. Dictate up to ten phonetic words with the new phonetic pattern or new syllable pattern. It's very important for students to say each sound in the word separately as they write the letters and letter patterns that represent those sounds. They do not say the names of the letters as they write. Model this procedure and assist as needed to help students become confident with this routine.
- b. Dictate previously taught phonetic words as a review, if desired. These should be spelled in the same way.
- c. In the same way, dictate any phonetic words that will appear in the sentence, as needed.

#### Instructional Strategies

- a. At the beginning of the year, teaching spelling for the first few patterns by having students spell the words with plastic letters in small groups. This reinforces that each sound is shown with a related letter or letter pattern, and that they must be placed in order from left to right to match the pronunciation of the word.
- b. Have students spell words from dictation on dry erase boards. They can pay careful attention to letter formation and can easily erase and correct as needed.
- c. When students are ready to begin spelling on regular lined paper, call on students to spell each word with moveable letter cards on a pocket chart first. Then cover the word and have students spell the word on their papers.

#### 2. Spell And Review Sight Words

- a. Introduce any new sight words. These are listed on the sequence chart and on the page with the new phonetic words. Explain that these words are spelled with the new phonetic pattern but are not pronounced as expected. Students take turns reading the word or words. Have a few students use the words in oral sentences. If there are more than one sight word, you may want to introduce only one new word per day.
- b. Students copy the word, cover it, and write it from memory. Show the sight word card so that students can check their work and correct it as needed.
- c. Show all of the sight word cards that have been taught. Students read the words in unison. Dictate a few of the review sight words, if desired. Students write the words and check them as you show each card. Be sure to have students spell any sight words that will appear in the sentence, as needed.
- d. You may want to post sight words on a word wall for easy reference.

#### 3. Spelling Changes

- a. Model how to spell words with suffixes, as needed. Have students copy the words.
- b. Model how to spell contractions, as needed. Have students copy the words.

#### 4. Dictate A Sentence - Dictate a sentence that contains phonetic words and sight words from this lesson.

## Lesson Plan Outline

### C. Prepare For Small Group Rotations - Assign Seatwork

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

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



## Lesson Plan Outline

### D. Decoding/Reading

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

#### 1. Read Words

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

#### Instructional Strategies

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

## Lesson Plan Outline

### D. Decoding/Reading - Continued

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

2. Read Sentences - Students read the sentences that follow the words, taking turns. Ask students to point out the word in each sentence that contains the new pattern. After all the sentences have been read, students should read them again, in unison.

#### Instructional Strategy - Sentence Study In A Pocket Chart

Write several sentences on lined pocket chart strips. Write each sentence on two strips. Leave the one strip intact. Cut the other strip apart to make separate word cards. These activities work well with the whole class or with small groups.

*Activity One* - Place the complete sentence strips in every other row in the pocket chart. Pass out the separate word cards to the students. Point to the first sentence and have students read it aloud as a group. Point to the first word, read it, and ask the students to look at their word cards to see if they have that word. The student should place it just below the word in the complete sentence. Continue until all the words have been filled in below the original sentence. Follow the same process with the remaining sentences.

*Activity Two* - Remove the complete sentence strips from the chart. Leave the sentences made of separate word cards in place. Ask students to cover their eyes. Turn over one word card in each sentence so that students can only see the back of the card. Have students read the first sentence, saying “hmm” for the blank card. Ask students to predict what the missing word will be. Turn the card over to see if they are correct. Continue in the same way with the rest of the sentences.

*Activity Three* - Leave all of the sentence word cards in place, facing forward so they can be seen. Have students cover their eyes. Rearrange the cards in each sentence so that they are mixed up and don't make sense. Call on a student to come forward and rearrange the cards in the first sentence so that it makes sense again. When it is correct, have the class read the sentence in unison. Continue with the rest of the sentences in the same way.

3. Read Suffixes And Contractions

- a. When you get to a page that teaches suffixes or contractions, use a small white board to explain the material briefly, showing several examples.
- b. Have students read the page, taking turns.
- c. Incorporate new and review suffixes and contractions in the dictation period.

4. Read Stories

- a. Students take turns reading a new or review practice story.
- b. Starting with Book 5, students read the trade books that are listed on the sequence charts. It may take several days to complete each book.
- c. Students who are already reading may read from any appropriate children's books at their reading level.



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

## Lesson Plan Outline

### D. Decoding/Reading - Continued

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

#### Read Stories- Continued

##### Instructional Strategies

- a. Read the new story aloud to the whole class before beginning small groups rotations. Discuss the story as you read, asking questions for the students to answer orally.
- b. Have the whole group open their books to the story. Read the first sentence. Students track the words with their fingers as they listen, then they track the words again as they reread the sentence in unison. Continue in the same way for the rest of the story.
- c. Divide the class into two groups. Have the first group read the first page of the story aloud, in unison. Have the second group read the second page aloud, in unison. Continue in the same way to the end of the story.

5. After students have finished reading the words, sentences, and story, have them play a learning game, as time permits. These include the Caterpillar Game, Truck Chart Game, Long Vowel City, and Sight Word Game.

### E. Listening Comprehension, Vocabulary Development, Integration With Literature, Science, Social Studies, Creative Writing, And Art, Assessment

1. Read Aloud - The teacher reads aloud to the class thirty minutes per day, reading from a variety of fiction and non-fiction books at a level appropriate for the age of the class. Include classic children's literature, rhythmic and rhyming books for beginning readers, books on science and social studies topics, and poetry.

#### 2. Extension And Enrichment

- a. Have students do art projects related to the current phonetic pattern or current story.
- b. Have students study science or social studies topics related to a current phonetic word or practice story.
- c. Have students do creative writing activities related to one of the current phonetic words or the current story.
- d. Have students reread new words, sentences, and stories with a partner.
- e. Have students take home copies of the current pages in the book to read for their parents.
- f. Have students complete the pages in the phonics patterns workbooks.
- g. Have students complete the decoding tests and story comprehension tests, available at [www.soundcityreading.net](http://www.soundcityreading.net).

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

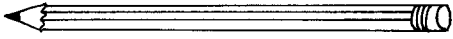
Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning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

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

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

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

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



New Phonetic Pattern Or Syllable Pattern \_\_\_\_\_

Letters \_\_\_\_\_

Phonogram Patterns \_\_\_\_\_

Beginning Consonant Blends \_\_\_\_\_

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

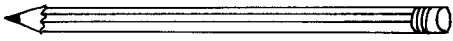
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Phonetic Words To Dictate

_____	_____
_____	_____
_____	_____
_____	_____

# Dictation Outline Page 2

Date \_\_\_\_\_



## Sight Words

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## Suffixes

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## Contractions

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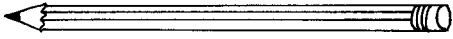
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## Sentence

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New Phonetic Pattern Or Syllable Pattern ee

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

Phonogram Patterns ee, ē, sh, th, ch

Beginning Consonant Blends gr, tr, thr, sl

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

see

tree

week

three

feet

cheek

deer

sleep

green

queen

Other Phonetic Words To Dictate

he

\_\_\_\_\_

He

\_\_\_\_\_

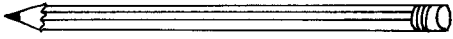
ship

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Sight Words

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Suffixes

sees

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ships

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Contractions

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Sentence

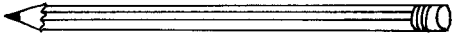
He sees three ships.

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# Dictation Outline

Date \_\_\_\_\_



New Phonetic Pattern Or Syllable Pattern Silent E Syllables

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

Phonogram Patterns ö, th

Beginning Consonant Blends tw, scr

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

puz zle

can dle

sad dle

twi nkle

lit tle

thi mble

ap ple

scram ble

tus sle

dim ple

Other Phonetic Words To Dictate

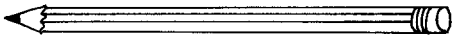
Jill

into

Pam

got

and



Sight Words

a

people

Suffixes

Contractions

Sentence

Jill and Pam got into a tussle.

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

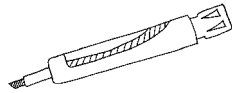
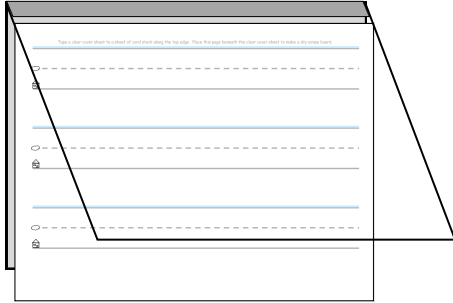
Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

## How To Make A Dry-Erase Frame

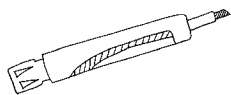
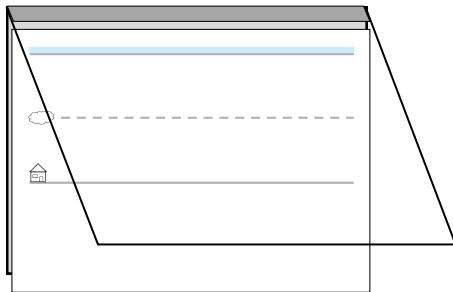


Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened.

Remove the page of blank lined paper from this book and place it under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

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

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



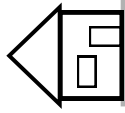
The other set of lines works well when writing letters and letter patterns or words from dictation.

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

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

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

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



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





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

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

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

Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o  
 Consonant Patterns: sh, th, ck, \_ve, ch, tch, nch, wh, ng, nk  
 Ending Consonant Blends, Beginning Consonant Blends  
 PREVIEW: oi, oy, ou, ow, ü, ä

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

Two-Syllable Words: Closed syllables, silent-e syllables  
 Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie  
 Vowel-Consonant-E Patterns: e\_e, a\_e, i\_e  
 Follow The Leader Patterns: igh, ind, ild  
 Two Vowel Sounds For Y: y = ē, y = ī

**3 More Long Vowel Patterns, More Umbrella Patterns**

Long Vowel Pairs: oa, oe, ui, ue, ew  
 Vowel-Consonant-E Patterns: o\_e, u\_e; VCV/VCVE discrimination for all vowels  
 Follow The Leader Patterns: old, olt, oll, olk  
 Three New Umbrella Patterns: o\_e, a\_, \_a  
 New Consonant Pattern: dge

**4 Odd O Patterns, Dotted Ä And Ü Patterns**

Odd O Patterns: oi, oy, ou, ow, oo, ould  
 Dotted Vowel Patterns: ü, äu, äw, äll, ä, älk, wä, swä  
 New Umbrella Pattern: ou

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

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

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

Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic  
 Words That End With VCE Syllables: cup-cake  
 Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey  
 Words That Begin With Unaccented Closed Syllables: con-nect, com-pare  
 Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form  
 Words With Adjacent Vowels In Separate Syllables  
 Dotted Vowel Patterns: ei, ey, ea, eigh, ë, ï, 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