

# Basic Phonics Patterns

## Book 3

Long Vowel Patterns

Umbrella Patterns

Vowel Discrimination

boat



glue



home



fruit



love



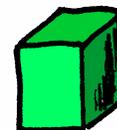
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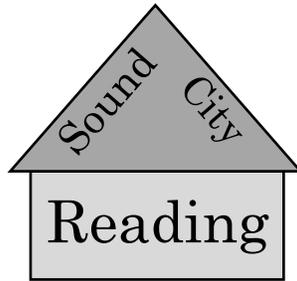
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# Sound City Reading



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## Book 3

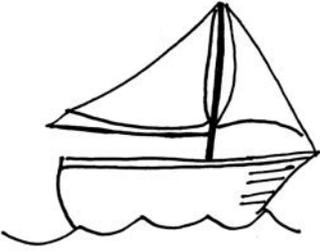
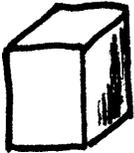
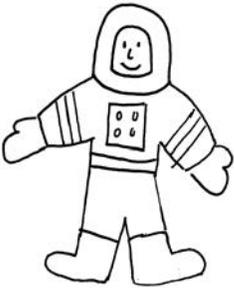
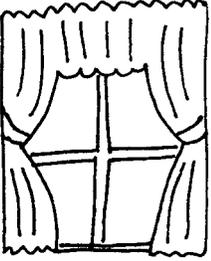
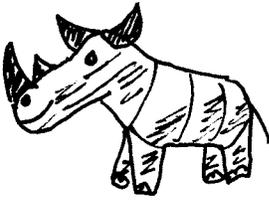
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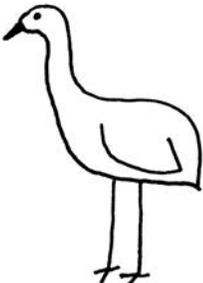
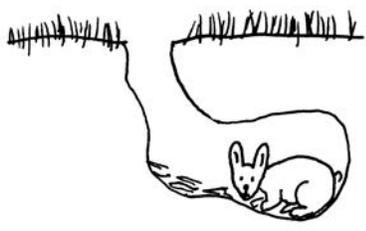
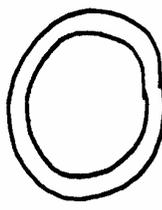
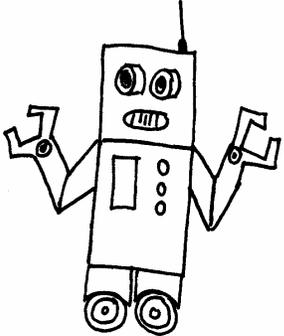
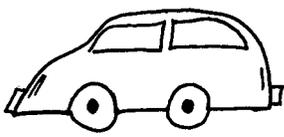
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Syllable Awareness 3-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: sail-boat, te-pee, cube, as-tro-naut, cur-tains, zoo, en-ve-lope, rhi-noc-er-os. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 3-2 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: e-mu, ex-cla-mation, fire, un-der-ground, ze-ro, ro-bot, sax-o-phone, car. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

# A Sound Story

## About Audrey and Brad



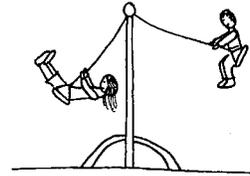
### Part 1

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.”



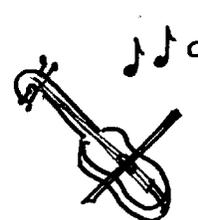
H h

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)



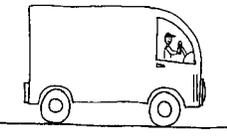
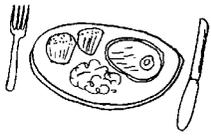
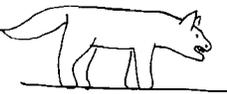
I i

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.”

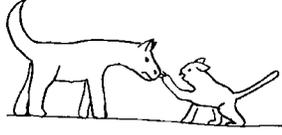
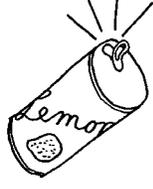
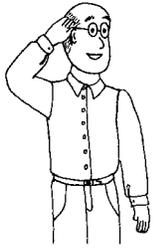
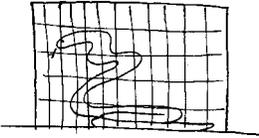


L l

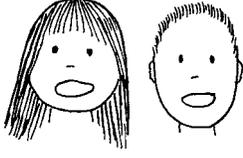
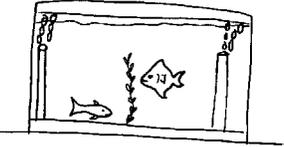
After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.

<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>

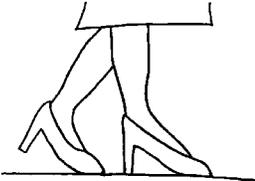
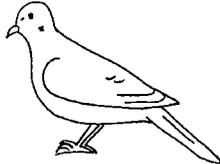
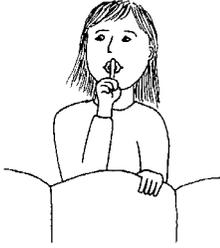
Listen to your teacher read each section of the sound story out loud.

<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>

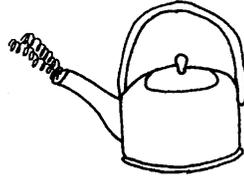
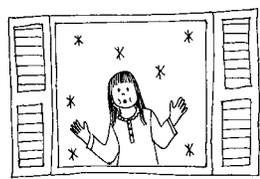
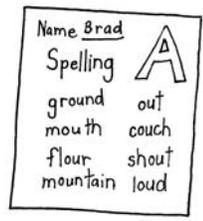
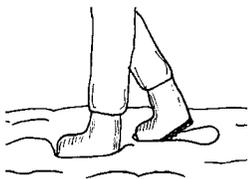
After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.

<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>

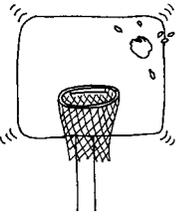
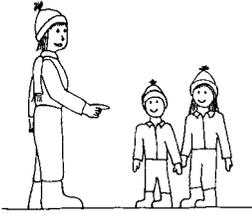
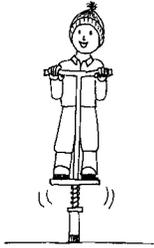
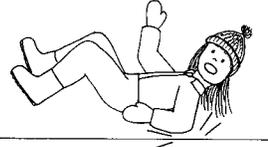
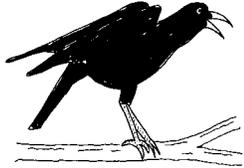
Listen to your teacher read each section of the sound story out loud.

<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.

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

### 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.

### **Studying Sight Words**

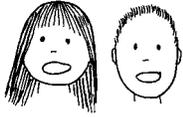
To introduce a new sight word, show it on a flashcard, say the word, and have the students repeat it in unison. Point out which part of the word can be decoded (sounded out phonetically) as usual and which part cannot be pronounced as expected. Have each student read the card individually, then have 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.

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	Book 3 broad
	does	shoe	move	prove	lose
	gone	one	again	against	sure
	sew				

Alphabet Sounds

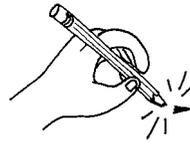
A a



B b



C c



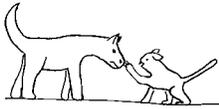
D d



E e



F f



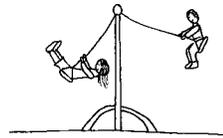
G g



H h



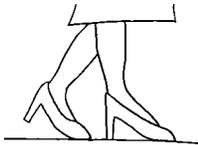
I i



J j



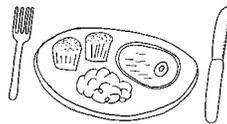
K k



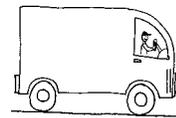
L l



M m



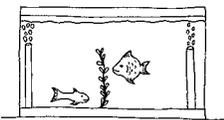
N n



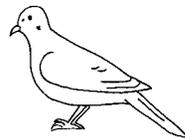
O o



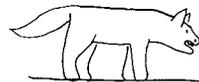
P p



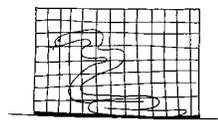
Q u qu



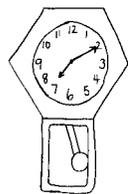
R r



S s



T t



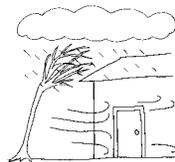
U u



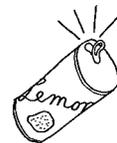
V v



W w



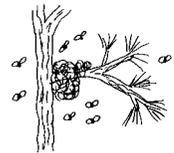
X x



Y y



Z z



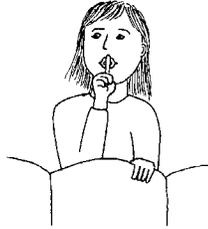
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



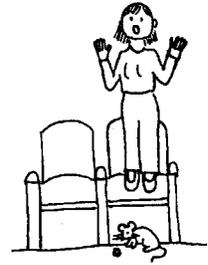
sh



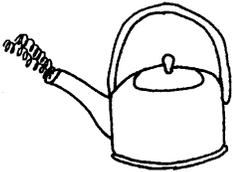
ē



ō



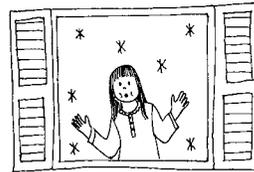
th



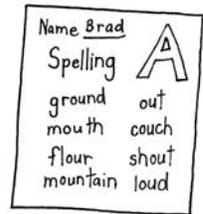
th



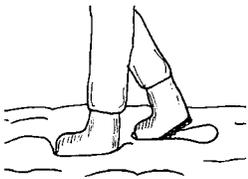
ö



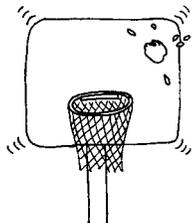
ā



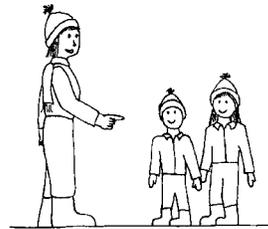
ch



ng



ū



oi oy



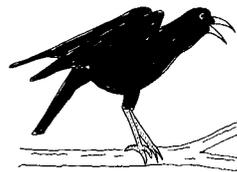
ou ow



ü



ä

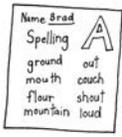
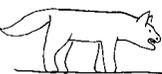


measure, vision,  
azure, garage



Say the sound for each letter or pattern.

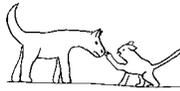
Say the sound or sounds for each letter.

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



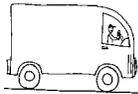
ē



m



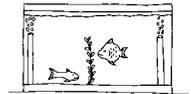
n



o



p



ō



ö



v



w



x



y



z



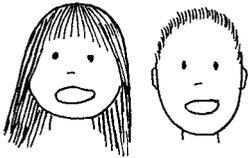
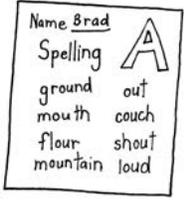
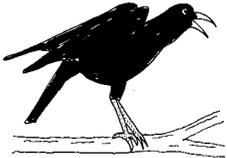
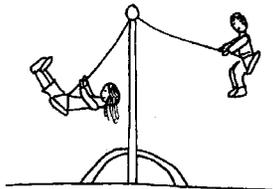
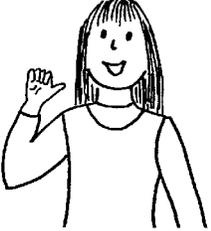
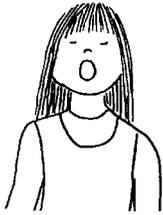
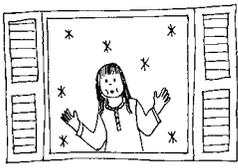
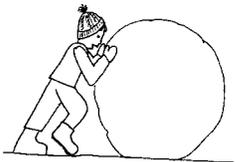
y



y

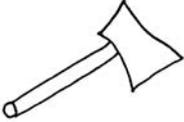
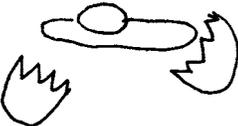
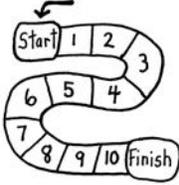
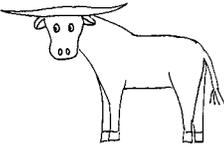
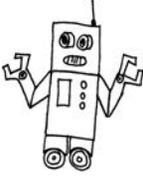
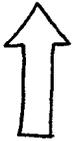


Say each sound going across the rows, then going down the columns. Skip any that have not yet been introduced.

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  tu lip  mu sic</p>	<p>ü </p> <p>bush</p>

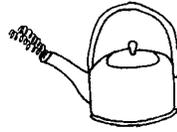
Wait until students are confident saying the vowel sounds on the previous page before introducing this vowel chart.

Consonant Patterns

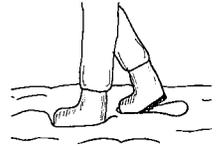
sh



th



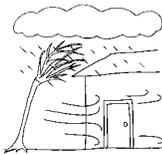
ch



th



wh

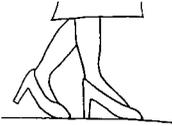


wh



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



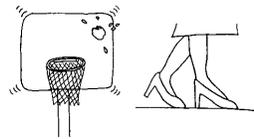
ang

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unk

dge



adge

edge

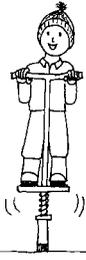
idge

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udge

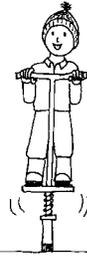
Pronounce each pattern that has been introduced, then pronounce the vowel combinations below it.

oi



In the middle

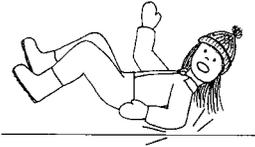
oy



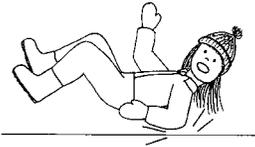
At the end

Odd O  
Patterns

ow



ou



Look at each pattern.  
Say the sound.

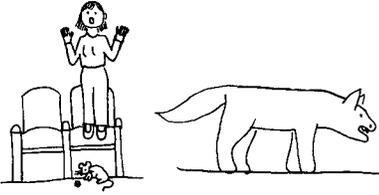
The Odd O Patterns don't say the  
sounds you would expect. You  
just have to memorize them.

More patterns will be added to  
this chart in Book 4.

<p>oi</p>  <p>coin</p>	<p>oy</p>  <p>boy</p>	<p>Odd O Patterns</p>
<p>ow</p>  <p>cow</p>		
<p>ou</p>  <p>ouch</p>		
<p>Look at each pattern. Say the sound and key word.</p> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p> <p>More patterns will be added to this chart in Book 4.</p>		

## Bossy R Pattern

ōr



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.

Say the sound for each pattern.

## Umbrella Vowels - Umbrella vowels have the short u sound. Say the sound for each pattern.



a



a\_



\_a



o

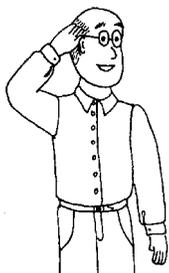


o\_e



## Shady Short Vowels

ea

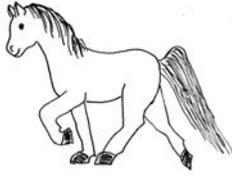


Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound for each pattern.

## Bossy R Pattern

ōr



horse

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.

Say the sound and keyword for each pattern.

## Umbrella Vowels - Umbrella vowels have the short u sound. Say the sound and key word for each pattern.



a

?



what



a\_



across



\_a



panda



o



son



o\_e



love

## Shady Short Vowels

ea



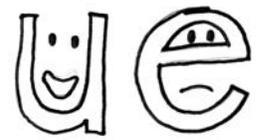
head

Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound and keyword for each pattern.

## 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.



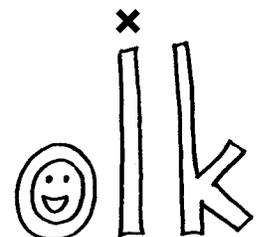
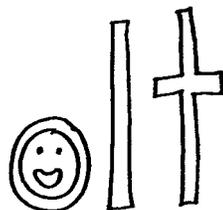
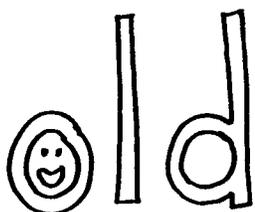
## Split-Vowel Pair Introduction

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

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

ow snow

o\_e home

u\_e flute

u\_e cube

old gold



olt bolt

ew flew

ew few

oll troll

This pattern is a rule breaker because it starts with the letter e instead of u.

olk yolk

Show the students where the pattern shown on the left hand page appear on this chart.

## Long Vowel Patterns

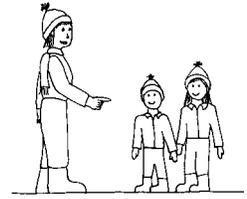
<p style="font-size: 2em; margin: 0;">ā</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="font-size: 0.8em; margin: 0;">Name Brad Spelling A</p> <table style="font-size: 0.7em; border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">ground</td> <td style="padding: 2px;">out</td> </tr> <tr> <td style="padding: 2px;">mouth</td> <td style="padding: 2px;">couch</td> </tr> <tr> <td style="padding: 2px;">flour</td> <td style="padding: 2px;">shout</td> </tr> <tr> <td style="padding: 2px;">mountain</td> <td style="padding: 2px;">loud</td> </tr> </table> </div>	ground	out	mouth	couch	flour	shout	mountain	loud	<p style="font-size: 2em; margin: 0;">ē</p> 	<p style="font-size: 2em; margin: 0;">ī</p> 
ground	out									
mouth	couch									
flour	shout									
mountain	loud									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px;">ai      rain</td> <td style="width: 50%; padding: 10px;">ee      feet</td> </tr> <tr> <td style="padding: 10px;">ay      play</td> <td style="padding: 10px;">ei      weird</td> </tr> <tr> <td style="padding: 10px;"></td> <td style="padding: 10px;">ey      key</td> </tr> <tr> <td style="padding: 10px;"></td> <td style="padding: 10px;">ea      eat</td> </tr> </table>	ai      rain	ee      feet	ay      play	ei      weird		ey      key		ea      eat	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px;">ie      pie</td> </tr> </table>	ie      pie
ai      rain	ee      feet									
ay      play	ei      weird									
	ey      key									
	ea      eat									
ie      pie										
<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>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>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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px;">igh<sup>x</sup></td> <td style="width: 50%; padding: 10px;">night</td> </tr> <tr> <td style="padding: 10px;">ind</td> <td style="padding: 10px;">find</td> </tr> <tr> <td style="padding: 10px;">ild</td> <td style="padding: 10px;">child</td> </tr> </table>	igh <sup>x</sup>	night	ind	find	ild	child		
igh <sup>x</sup>	night									
ind	find									
ild	child									

## Long Vowel Patterns

ō



ū



oa      boat

ui      fruit

oe      toe

ue      glue

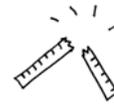
ue      cue

o\_e      home

u\_e      flute

u\_e      cube

old      gold



olt      bolt

ew      flew

ew      few

oll      troll

olk      yolk

This pattern is a rule breaker because it starts with the letter e instead of u.

y



y



y



eī



in the middle

eīy



at the end

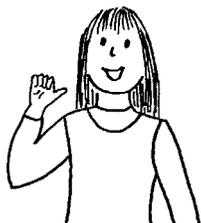
eā



ea

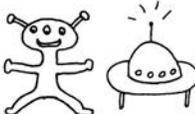
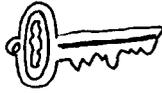


iē



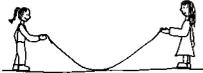
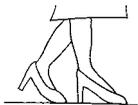
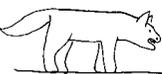
Long E  
Patterns With  
More Than  
One Sound

Long I Pattern  
With More Than  
One Sound

Sounds For Y	<p>y</p>  <p>yo-yo</p>	<p>y</p>  <p>happy</p>	<p>y</p>  <p>my</p>
<p>ēi</p>  <p>weird</p>		<p>Long E Patterns With More Than One Sound</p>	
<p>ēy</p>  <p>key</p>			
<p>ēa</p>  <p>eat</p>	<p>ea</p>  <p>head</p>		
<p>īe</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.

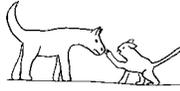
Alphabet		Some sounds can be shown in more than one way.		
a 	b 	c 	d 	
		ck Jack		
i 	j 	k 	l 	
	dge fudge	ck Jack		
qu 	r 	s 	t 	u 
				 a what a_ across _a panda o son o_e love

e



ea head

f



g



h

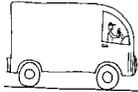


wh who

m



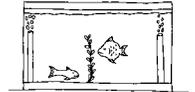
n



o



p



v



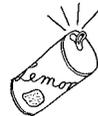
\_ve give

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wh when

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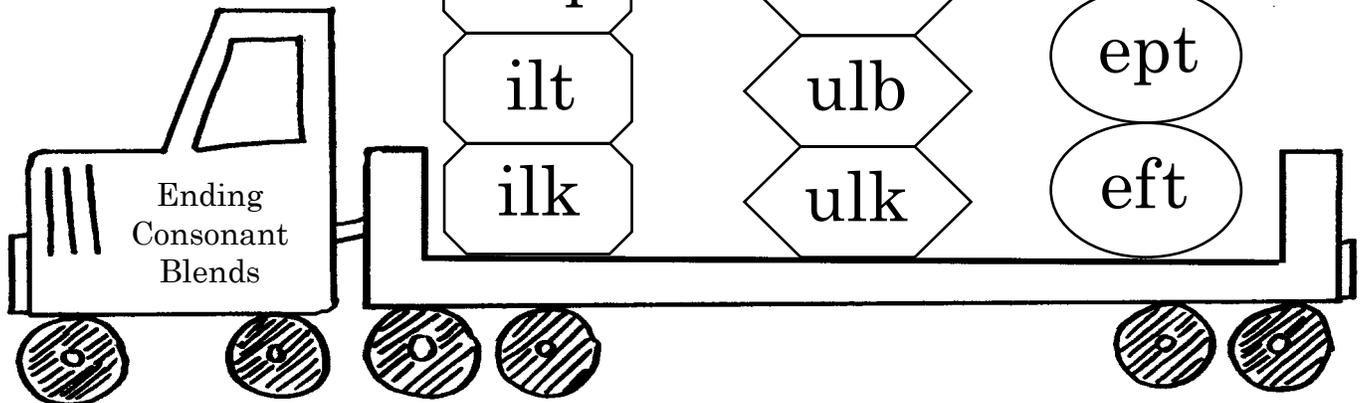
ext

ept

eft

The teacher models the sounds, students repeat.

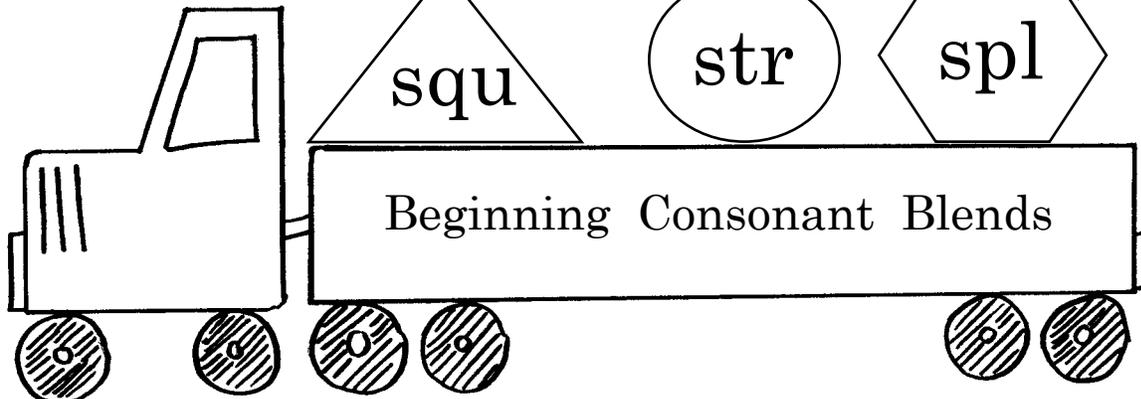
When ready, students say the sounds without help.



		pr	tw
		tr	dw
	st	br	
	sp	cr	cl
	sm	dr	fl
	sn	fr	gl
	sc	gr	pl
	sk	scr	sl
	sw	spr	bl
	squ	str	spl

Teacher models the sounds, students repeat.

When ready, students say the sounds without help.



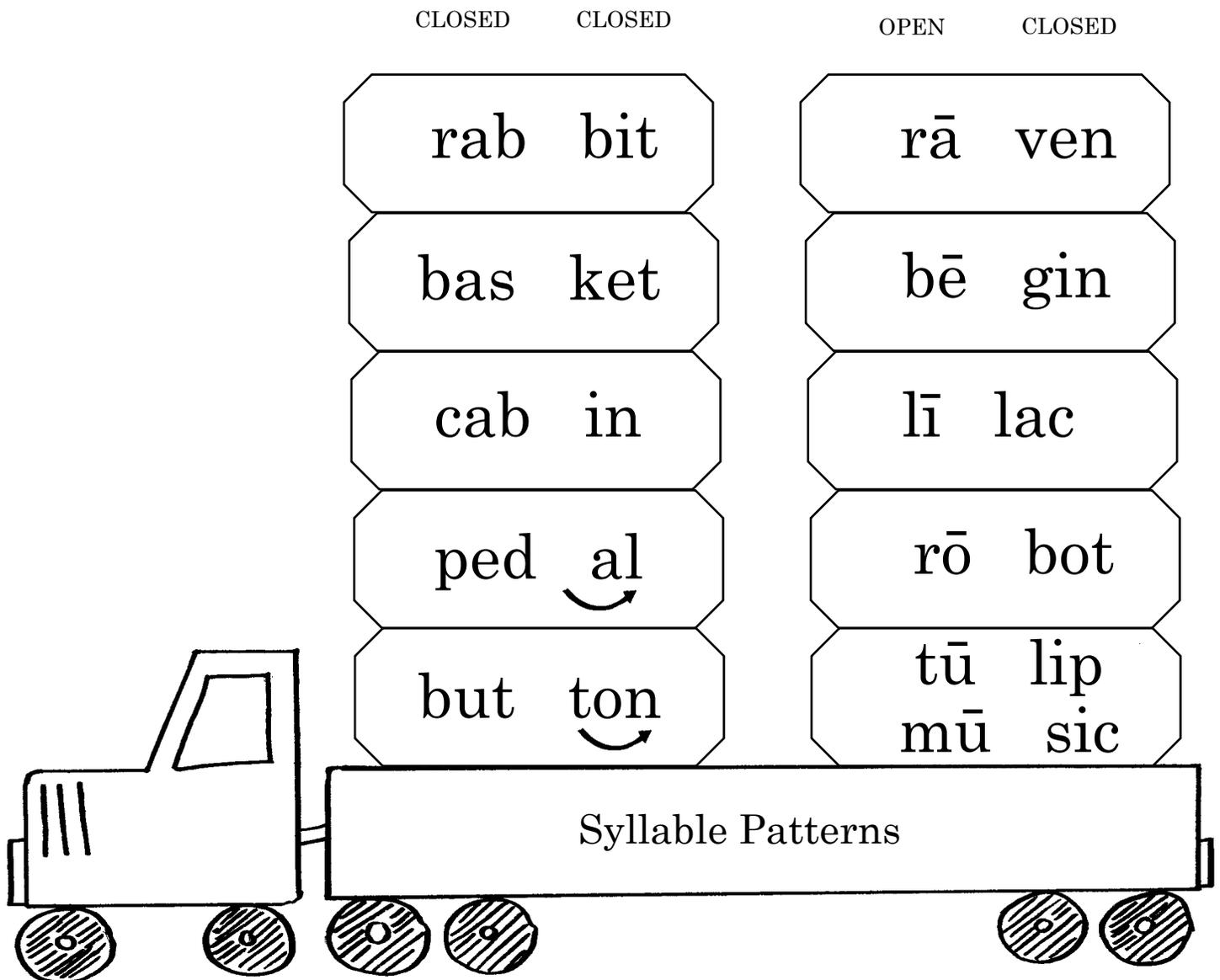
# Syllable Patterns

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.

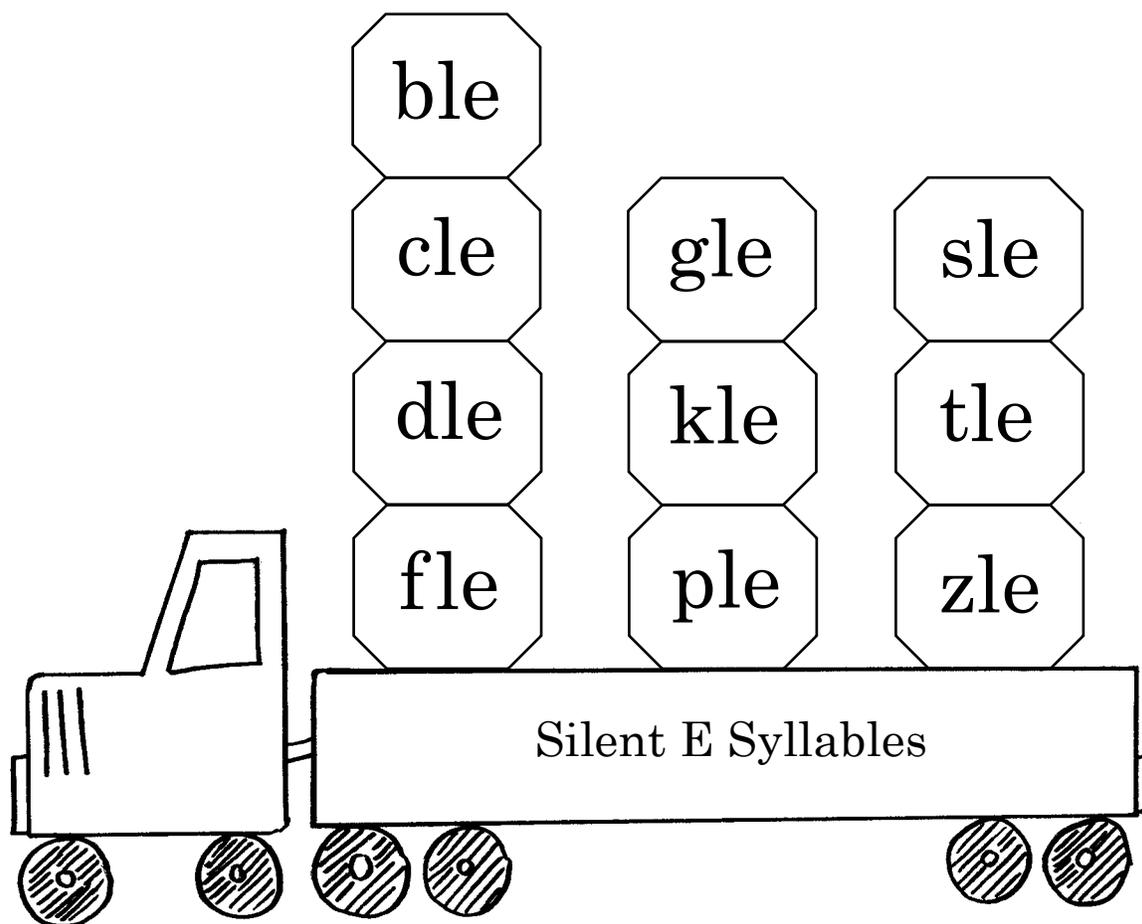
Practice reading these two-syllable words.



# Silent E Syllables

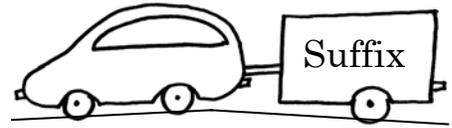
Some words end with silent e syllables. These are ending syllables that have a consonant followed by *\_le*. The letter e is the only vowel in the syllable, and it is at the end. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the *e*. It is silent. 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.

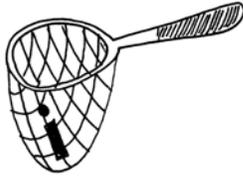
# Suffixes



cat  
cats  
run  
runs

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

Ed's sled



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

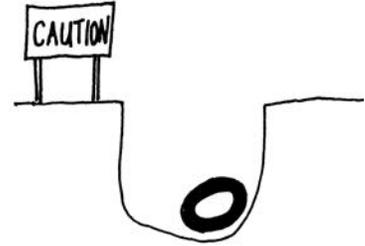
was not  
wasn't

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 .

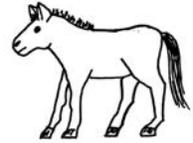
When two vowels go walking, the first one does the talking, and it says its name. The second vowel is silent.

oa

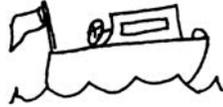


Introduce sight word: broad

foal



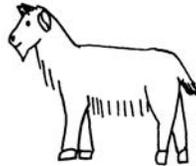
boat



goal



goat



toast



float



coast



coat



roast



throat



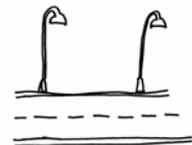
toad



soar



road



oar



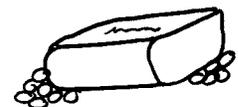
loaf



roar



soap



oa



1. A toad sits on a rock.



2. We went on a trip  
to the coast.



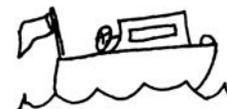
3. Mike floats in the lake.



4. We ate roast beef for lunch.



5. It is fun to ride on a boat.



6. An eagle soars high in the air.

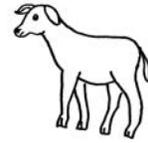


Introduce sight words: does, shoe

oe



doe



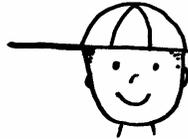
toe



woe



Joe



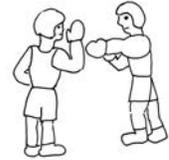
roe



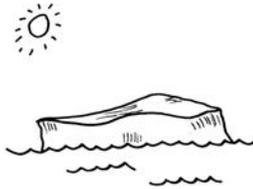
hoe



foe



floe



goes



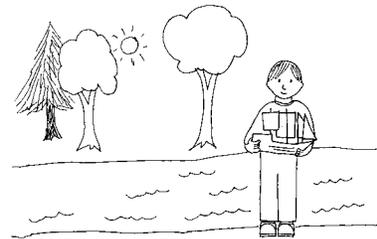
ōboe



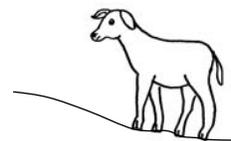
shōe



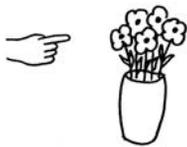
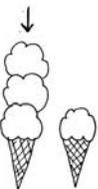
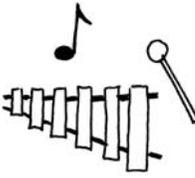
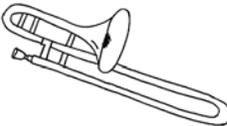
1. Joe will float his boat in the lake.



2. A doe is a female deer.



In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. The e at the end is silent.

o_e		Introduce sight words: move, prove, lose, gone	
nose <sup>z</sup>		hose <sup>z</sup>	
rose <sup>z</sup>		those <sup>z</sup>	
core		score	
store		more	
			cone
			stone
			bone
			zone
			
			
			
			
			lone
			tone
			trom bone
			
			
			
			robe
			
			globe
			

In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. The *e* at the end is silent.

o\_e



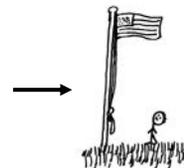
note



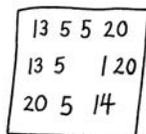
rode



pole



code



hole



joke



\*whole



smoke



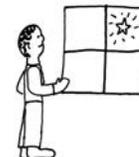
rope



broke



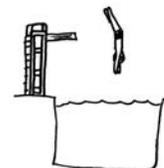
hope



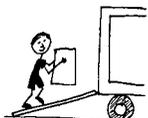
home



dove



möve



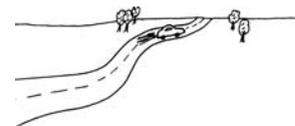
löse<sup>z</sup>



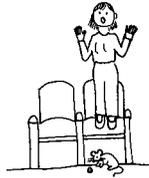
pröve



gone



o\_e



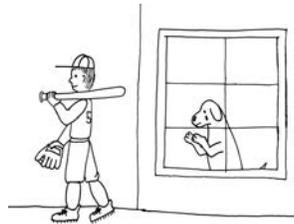
1. The vase fell. It broke.



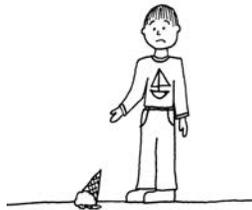
2. I hope we win the game.



3. Max must stay at home.



4. His cone fell.



5. Mike dug a deep hole.



6. The dog has a bone.



This is an "umbrella" pattern. The *o* represents the short *u* sound, as heard at the beginning of *umbrella*. The *e* is silent.

  
o\_e



Introduce sight word: one

come



love



some



dove



done



glove



none



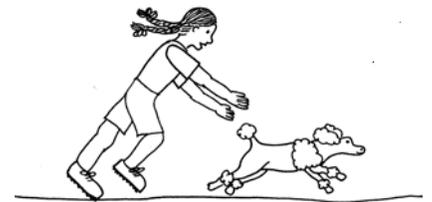
  
above



 <sup>w</sup> one



1. The dog will not come back.

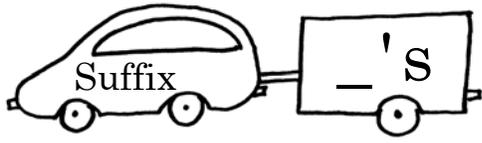


2. Some one lost a lunch box.



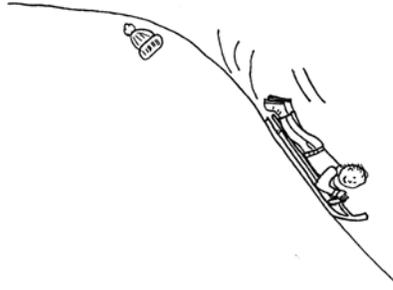
3. Come up in the tree and play with me.





Put an apostrophe 's at the end of a person's name to show that something belongs to that person.

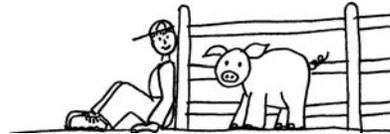
Ed's sled



Mike's bike



Jeff's pig

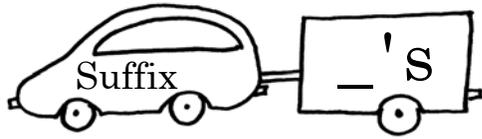


Beth's blocks



Ned's shell





Put an apostrophe 's at the end of a person's name to show that something belongs to that person.

1. Jill's dog runs fast.



2. Mom's bag fell.



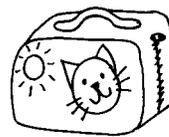
3. Jack's gift is in the box.



4. Tom's sock is lost.



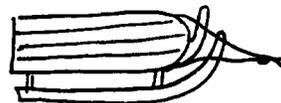
5. Pam's lunch box has a cat on it.



6. Ned's shells fill up the box.



7. Ed's sled is red.



Read the story.

## Joe's Truck

This is Joe.

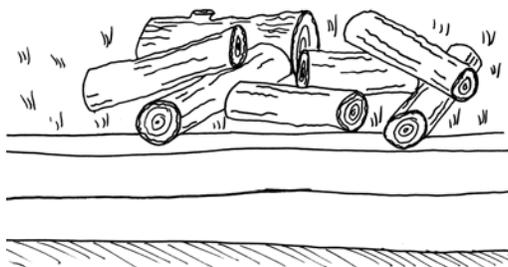
Joe has a big black truck.

Joe likes to drive his truck.



Joe sees some logs  
at the side of the road.

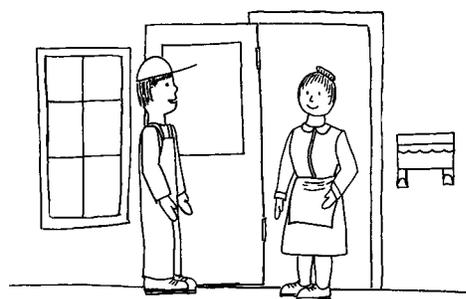
Will Joe get the logs?



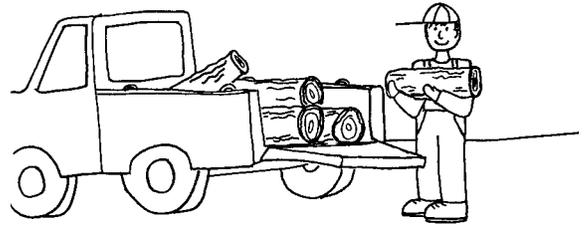
Joe stops to ask.

Can he have the logs?

Yes, he can have the logs.



Joe loads the logs  
onto his truck. He  
takes the logs home.

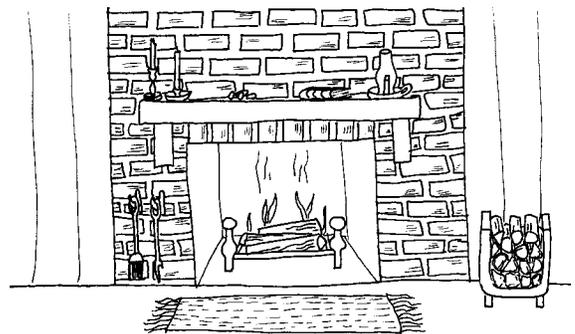


Joe splits the logs  
and piles them up.  
Some day he will  
make a fire with  
the logs.

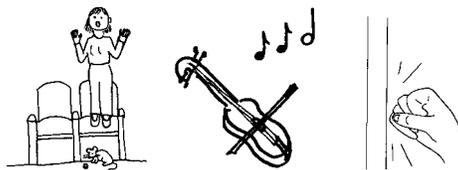


The logs will make  
a fine, hot fire.

The End



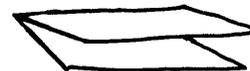
# old



gold



fold



hold



sold



cold



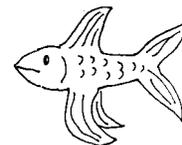
scold



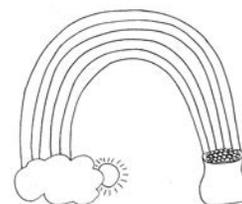
old



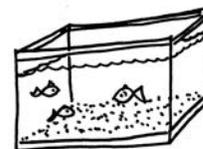
goldfish



1. We might find a pot of gold  
at the end of the rainbow.



2. Three goldfish swim in the tank.



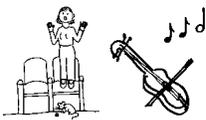
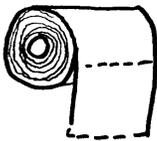
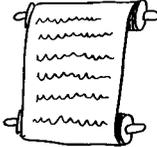
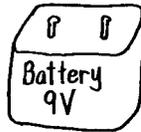
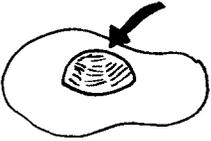
3. This is an old shoe.



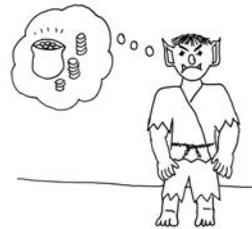
4. Joe is so cold.



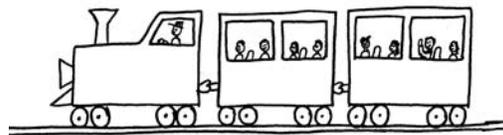
In these vowel-consonant-consonant patterns the vowel is long. These are “follow the leader” patterns.

<p>olt</p> 	<p>oll</p> 	<p>olk</p> 
<p>roll</p>  <p>troll</p>  <p>scroll</p> 	<p>colt</p>  <p>bolt</p>  <p>volt</p> 	
<p>yolk</p> 	<p>folks</p> 	

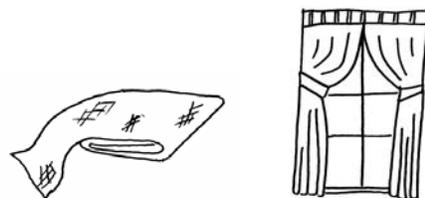
1. That troll likes gold.

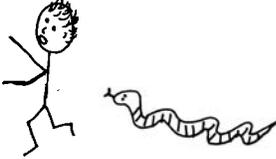
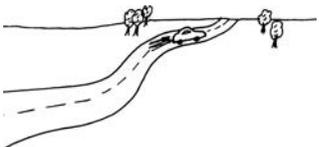
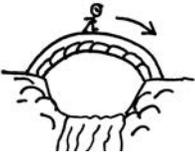


2. These folks like to ride on the train.



3. Mom got a bolt of cloth to make some drapes.



<p>a_ </p>	<p>Introduce sight words: again, against</p> <p>alive </p> <p>alone </p> <p>above </p> <p>afraid </p> <p>away </p> <p>abode </p>
<p>across </p>	
<p>alike </p>	
<p>ago </p>	
<p>asleep </p>	
<p>alas </p>	

1. The horse runs away.



2. He is afraid of snakes.



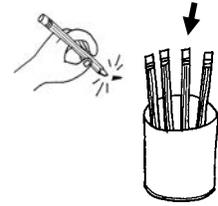
3. Joe is asleep on his cot.



  
\_a



  
extra



  
panda



delta



Anna



comma



eggs, plums,  
hotdogs, milk,  
jelly, cake

Santa



  
banana



villa



  
vanilla



yucca



umbrella



1. Did he slip on the banana peel?



2. A yucca plant thrives on dry land.



3. The umbrella will keep him dry.



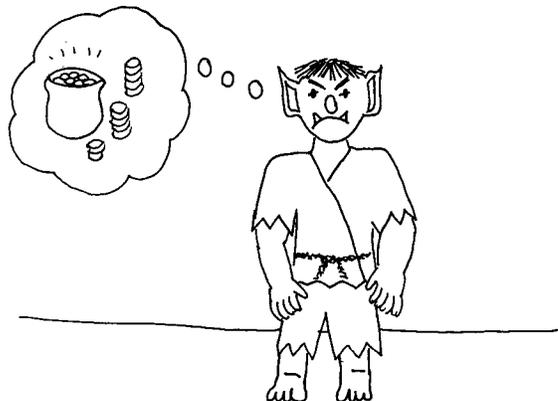
# The Troll And The Gold

This is a troll.

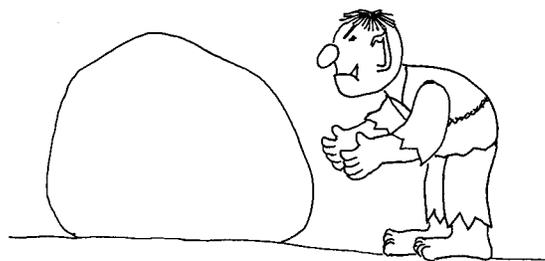
He is a bad troll.

He likes gold.

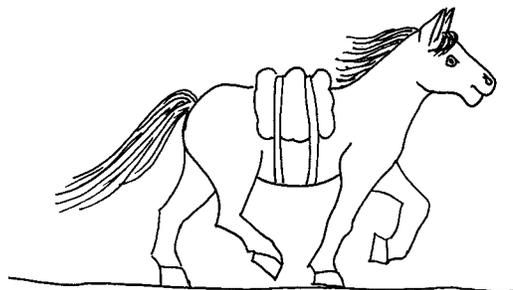
Will he get some gold?



The troll hides behind  
a big stone at the side  
of the road. He sees a  
colt on the road. The  
colt has some gold.



The gold is in a bag  
on the colt's back.



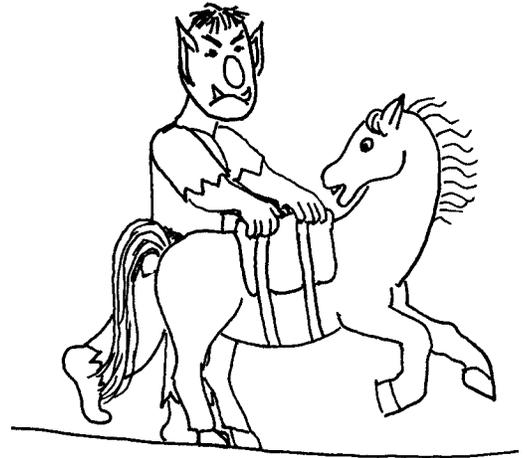
The troll sees the bag of gold.

Will the troll get the gold?

The bad troll jumps at the colt.

The troll grabs the bag of gold.

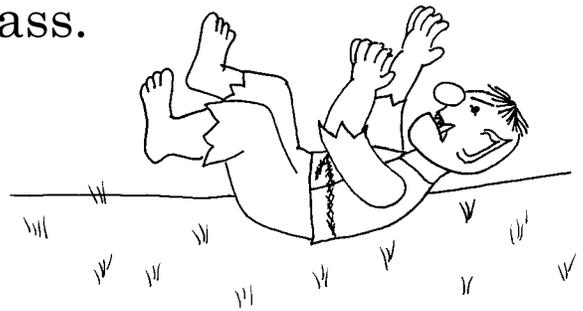
The colt does not like  
the troll. He steps on  
his toe. He bites the  
troll with his teeth. He  
kicks the troll with his feet.



The troll rolls in the grass.

He is mad.

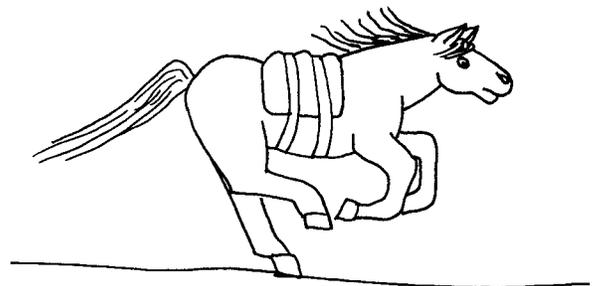
He cannot get the gold.



The colt runs away fast.

He does not come back.

He goes home.



The bad troll does  
not go home.

He waits at the  
side of the road.

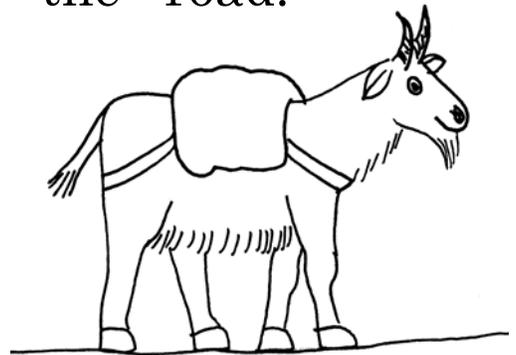


He hides behind a big tree.

The troll sees a goat on the road.

The goat has some gold.

The gold is in a bag  
on the goat's back.



Will the troll get the gold?

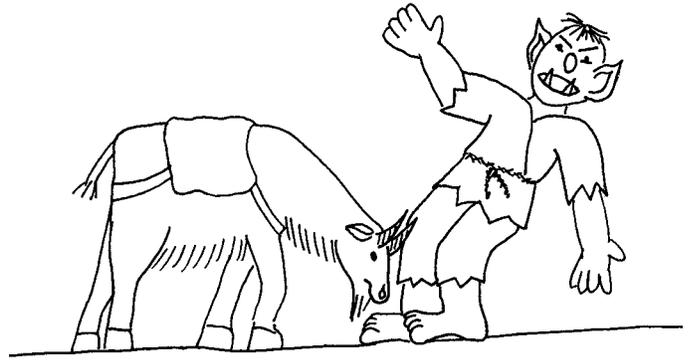
The bad troll jumps at the goat.

The troll grabs the bag of gold.

The goat does not like the troll.

He steps on his toe.

He bites the troll  
with his teeth.



He kicks the troll with his feet.

Then he butts the troll with his horns.

The troll rolls in the grass.

He is mad. He cannot get  
the gold. The troll is afraid  
of the goat. He runs away



fast. The troll does not come back.

The goat stops to rest  
and have a bite of grass.

Then the goat goes home.



The End

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

ui

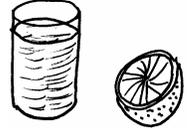


Most long u patterns can represent two sounds: u/tulip and u/uniform. The ui pattern only represents the u/ tulip sound, which sounds just like the ö/to sound.

suit



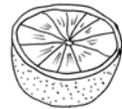
juice<sup>s</sup>



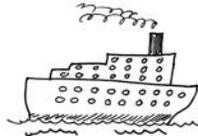
fruit



grapefruit



cruise<sup>z</sup>



swimsuit



bruise<sup>z</sup>



suitcase



1. Which kind of fruit tastes the best?



2. He wore a gray suit at his wedding.



3. Joe has a bruise on his leg.



ue



ue



glue



cue



Sue



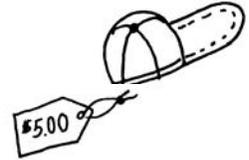
rescue



clue



value



blue



1. Jake will  
rescue the  
man in the lake.



true



<sup>ch</sup>  
statue



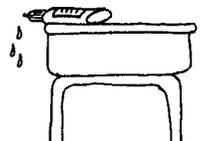
2. Sue likes the  
blue dress.



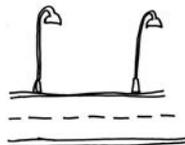
<sup>sh</sup>  
tissue



3. Do not spill  
the glue.



avenue



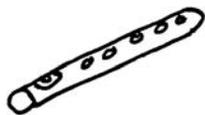
u\_e



u\_e



flute



cube



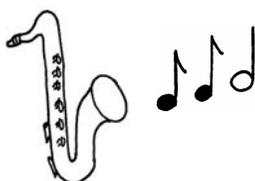
June



use



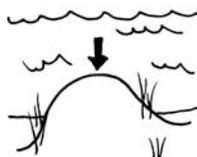
tune



fuse



dune



cure



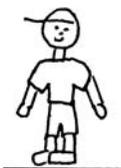
prune



mule



Luke



cute



plume



<sup>j</sup>  
huge



tube



sh  
sure

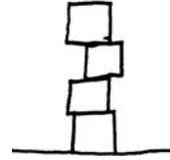




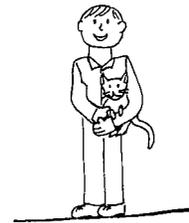
u\_e



1. I can stack up the cubes.



2. Pete holds a cute kitten.



3. This tree is huge.



4. Luke sees a clue. It is  
a hand print on the glass.



5. Sam can play a tune on his sax.



6. Will the vet cure the sick dog?



This pattern can represent both of the long u sounds. But it does NOT start with the letter u. It is a rule-breaker pattern.



ew



ew



Introduce sight word: sew

flew



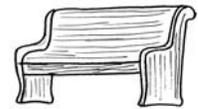
few



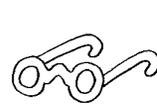
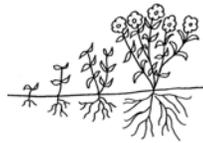
drew



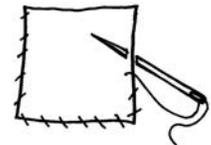
pew



grew



sew



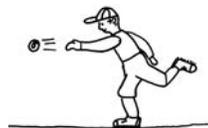
stew



screw



threw



blew



jewel

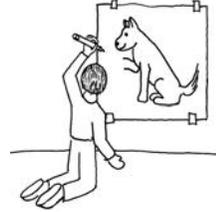




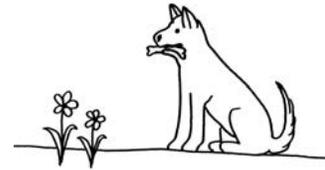
ew



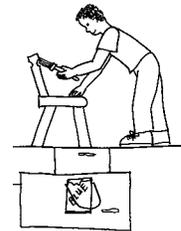
1. Mike drew a white dog.



2. Dogs like to chew on bones.



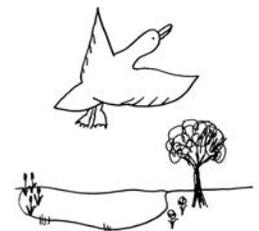
3. Andrew will paint the chair blue.



4. We had beef stew for lunch.



5. The duck flew up high in the air.



6. The wind blew Sue's hat off.



Read the story.

## Pink Or Blue?

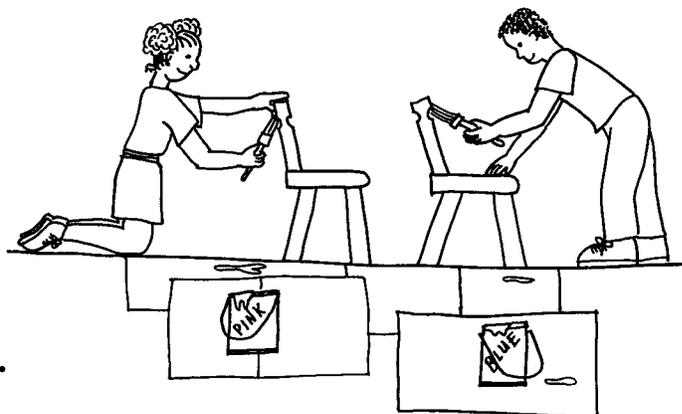
Sue has a chair.

She paints it pink.

Andrew has a chair.

He does not like pink.

He paints his chair blue.



Andrew has some new shoes.

He has blue shoes.

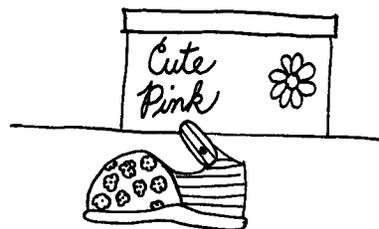
He can run fast in his new shoes.

Sue has some new shoes.

She did not get blue shoes.

Sue likes pink. She got

some cute pink shoes.



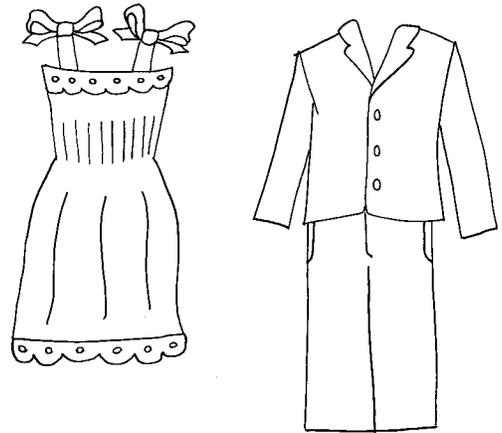
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



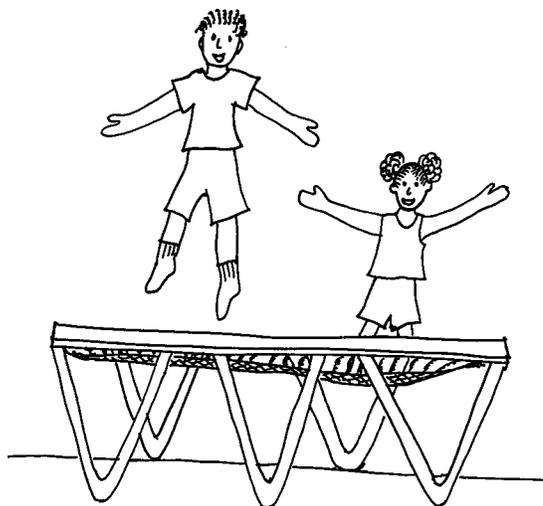
Sue likes pink and Andrew likes blue.

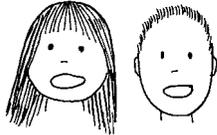
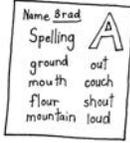
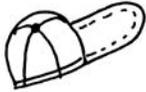
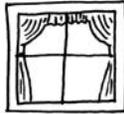
But Sue still likes Andrew.

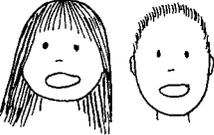
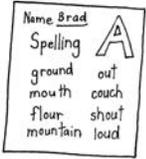
And Andrew still likes Sue.

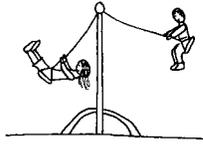
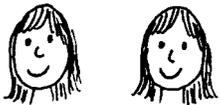
Andrew and Sue can still have a lot of fun.

The End

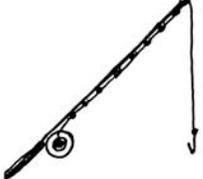
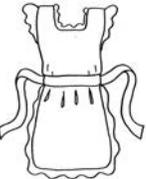


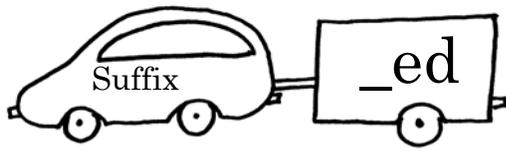
<p>a</p> 	<p>ā_ē</p> 
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>tap</p> 	<p>tape</p> 
<p>cap</p> 	<p>cape</p> 
<p>van</p> 	<p>vane</p> 
<p>pan</p> 	<p>pane</p> 
<p>man</p> 	<p>mane</p> 
<p>can</p> 	<p>cane</p> 
<p>mad</p> 	<p>made</p> 

<p>a</p> 	<p><math>\bar{a}_e</math></p> 
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>rack</p> 	<p>rake</p> 
<p>back</p> 	<p>bake</p> 
<p>snack</p> 	<p>snake</p> 
<p>tack</p> 	<p>take</p> 

<p>i </p>	<p><math>\bar{i}_e</math> </p>
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>pin </p>	<p>pine </p>
<p>tin </p>	<p>tine </p>
<p>twin </p>	<p>twine </p>
<p>kit </p>	<p>kite </p>
<p>dim </p>	<p>dime </p>
<p>Tim </p>	<p>time </p>

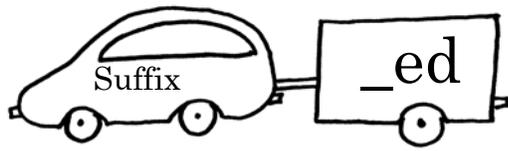
<p>i</p> 	<p>i_e</p> 
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>rid</p> 	<p>ride</p> 
<p>rip</p> 	<p>ripe</p> 
<p>pill</p> 	<p>pile</p> 
<p>lick</p> 	<p>like</p> 

<p style="text-align: center;">o</p> 	<p style="text-align: center;">ō_ē</p> 
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>hop</p> 	<p>hope</p> 
<p>con</p> 	<p>cone</p> 
<p>rod</p> 	<p>rode</p> 
<p>not</p> 	<p>note</p> 
<p>smock</p> 	<p>smoke</p> 
<p>Ross</p> 	<p>rose</p> 



The \_ed suffix at the end of an action word (a verb) shows that the action happened in the past.

/ed /	/d/	/t/
jolt	fill	wink
jolted	filled	winked
dust	yell	rush
dusted	yelled	rushed
land	rain	pack
landed	rained	packed
lift	soar	fix
lifted	soared	fixed
fold	spill	munch
folded	spilled	munched
melt	chill	help
melted	chilled	helped



The \_ed suffix at the end of an action word (a verb) shows that the action happened in the past.

1. She jumped.



2. Mom filled the glass.



3. She dusted the shelf.



4. Jill missed it.

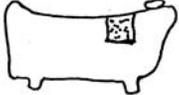


5. Jon packed his bag.

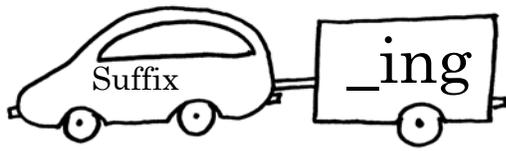


6. Bill lifted the box.



<p>u </p>	<p> <u>ū</u> <u>ē</u> </p>
<p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p>	<p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end is silent; it is not pronounced. A consonant goes between the vowels.</p>
<p>cub </p> <p>tub </p> <p>cut </p> <p>fuss </p> <p>plum </p>	<p>cube </p> <p>tube </p> <p>cute </p> <p>fuse </p> <p>plume </p>

Read each word. Then read the same word with the \_ing suffix.



Use \_ing at the end of an action word (a verb) to show that the action is ongoing.

think

go

thinking

going

rush

do

rushing

doing

ring

scratch

ringing

scratching

melt

bring

melting

bringing

rain

fly

raining

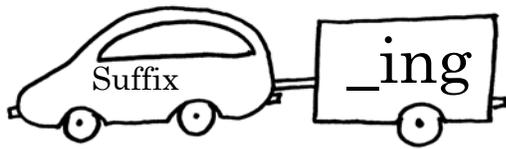
flying

eat

hold

eating

holding



Use \_ing at the end of an action word (a verb) to show that the action is ongoing.

1. It is melting.



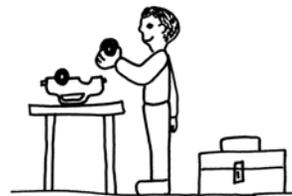
2. She is rushing to catch the bus.



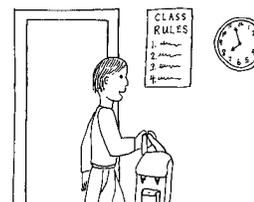
3. Ross is camping.



4. Bob is fixing the toy.



5. Fred is going to class.



6. He is honking at the pig.



dge



wedge



fudge



edge



judge



badge



grudge



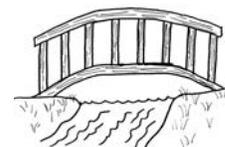
lodge



smudge



bridge



trudge



porridge



1. A wedge can split a log.



2. The horse will run across the bridge.



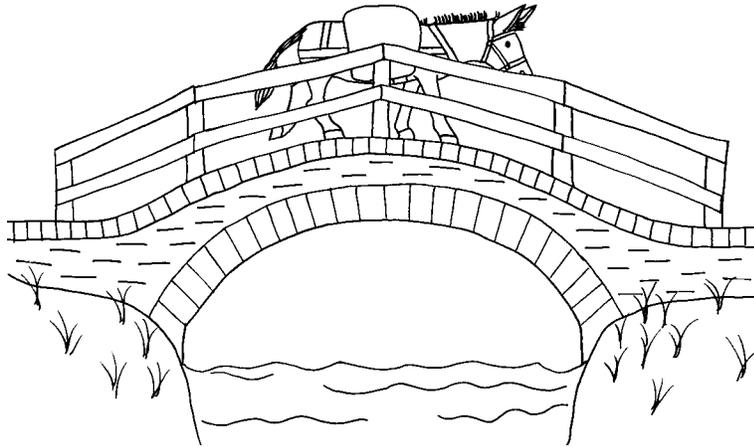
3. A judge must be wise and fair.



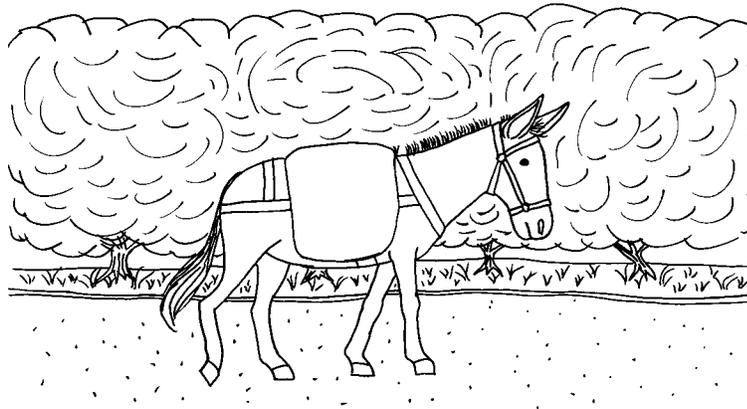
Read the story.

# The Mule

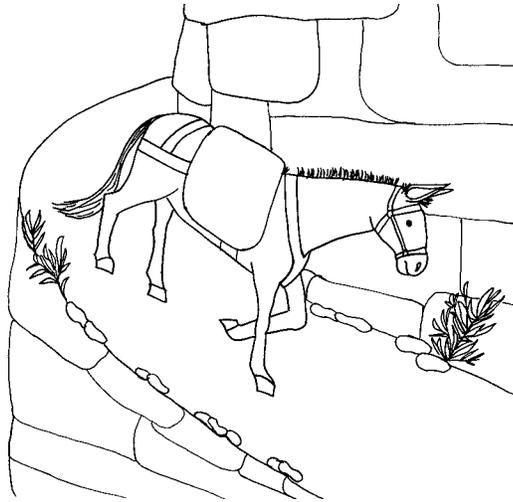
This old mule went across the bridge,



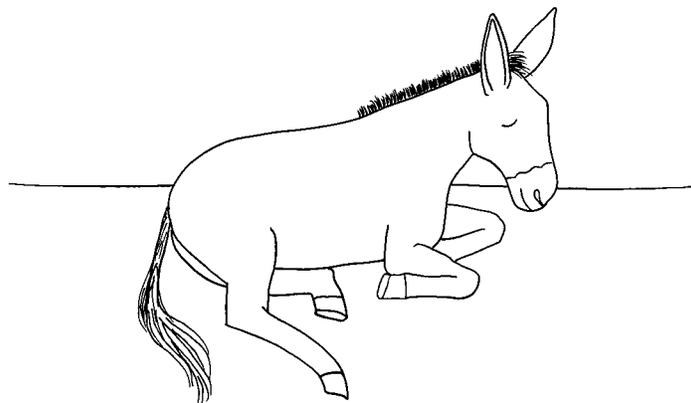
beside the hedge, and along the ridge.



Along the ledge it had to trudge.



When the mule got home it did not budge.



The End

**Phonetic Words And Stories - Book 3 - More Long Vowels**

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	oa/boat			
2	oe/toe			
3	o_e/home			
4	o_e/love		Possessive __'s # 1 Phrases And Sentences	<i>Joe's Truck</i>
5	old/gold, olt/bolt oll/roll, olk/yolk			
6	a_/across			
7	_a/panda			<i>The Troll and the Gold</i>
8	ui/fruit			
9	ue/glue ue/cue			
10	u_e/flute u_e/cube			
11	ew/flew ew/few			<i>Pink Or Blue?</i>
12		tap/tape		
13		cap/cape		
14		pin/pine		
15		pill/pile		
16		hop, hope	Suffix _ed # 1 Words And Sentences	
17		cub, cube	Suffix _ing # 1 Words And Sentences	
18	dge/fudge			<i>The Mule</i>

**Phonetic Words And Stories - Book 3 - More Long Vowels**

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1	broad	boat, coat, goat, float, road, toad, soap, goal, roar, toast	float-sink, road/rode, horse/hoarse, soar/sore, oar/orm oatmeal
2	does, shoe	toe, doe, hoe, roe, oboe, Joe, goes, floe, woe	tiptoe, woe/whoa
3	move, prove, lose, gone	home, nose, those, cone, stone, more, score, globe, smoke, whole	bathrobe, flagpole, manhole, grindstone, more-less, hole/whole
4	one	love, come, dove, none, some, done, glove, above, one, once	something, someone, sometime, somewhere, income, handsome, become, anyone, somebody, come-go, love-hate, one/won
5		roll, troll, colt, bolt, gold, cold, sold, fold, hold, yolk	goldfish, hot-cold, yolk/yoke, roll/role
6	again, against	across, alas, asleep, alike, alive, alone, afraid, away, above, ago	dead-alive
7		panda, villa, comma, yucca, Santa, Anna, extra, banana, vanilla, delta	
8		suit, fruit, juice, cruise, bruise, swimsuit, suitcase	swimsuit, suitcase, fruitcake
9		glue, clue, true, Sue, blue, rescue, statue, tissue, avenue, Tuesday	blue jay
10	sure	tube, rule, cure, use, cube, June, sure, flute, Neptune	
11	sew	flew, blew, stew, drew, few, pew, threw, screw, cashew, jewel	flew/flue, blew/blue, so/sew, threw/through
12		tap, tape, can, cane, back, bake, pan, pane, mad, made /	
13		cap, cape, man, mane, van, vane, rack, rake, snack, snake	
14		pin, pine, rid, ride, kit, kite, tin, tine, rip, ripe /	
15		pill, pile, dim, dime, twin, twine, Tim, time, lick, like	
16		smock, smoke, hop, hope, not, note, rod, rode, con, cone	
17		cut, cute, hug, huge, fuss, fuse, tub, tube, cub, cube	
18		fudge, badge, hedge, bridge, edge, wedge, grudge, smudge, judge, porridge	

## 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.

<b>Phonetic Words And Stories Books 1-8</b>	<b>Basic Phonics Patterns Books 1, 2, 3, 4, 5-6, 7-8</b>	<b>Know The Phonetic Code Volumes 1-3</b> <b>Vol. 1 = Short Vowels, Books 1 And 2</b> <b>Vol. 2 = Books 3, 4, And 5</b> <b>Vol. 3 = Books 6, 7, And 8</b>
<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

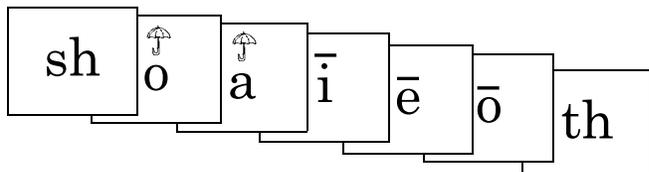
### A. Sound/Symbol Relationships

**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. 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)

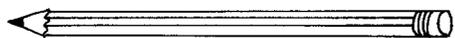
Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning 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</u> to dictate. Choose 13 alphabet letters one day, and choose the remaining 13 letters the following day. Rotate between the two lists from day to day.
9.	Fill in the <u>phonogram patterns</u> section. Choose the new pattern and the five most recent patterns taught. Add any older patterns that you want to review.
10.	Fill in the <u>beginning consonant blends</u> section. List the blends on a rotating basis, as shown. Monday: st, sp, sm, sn, sc, sk, sw, squ. Tuesday: pr, tr, br, cr, dr. Wednesday: fr, gr, scr, spr, str. Thursday: cl, fl, gl, pl, sl, bl, spl. Friday: sw, tw, dw, (shr, thr, phr, phl). Dictate the patterns in parentheses <u>after</u> the consonant digraph patterns have been taught.

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

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

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



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

Letters \_\_\_\_\_

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

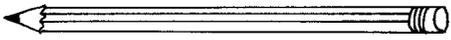
Beginning Consonant Blends \_\_\_\_\_

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Phonetic Words To Dictate

_____	_____
_____	_____
_____	_____
_____	_____



Sight Words

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Suffixes

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Contractions

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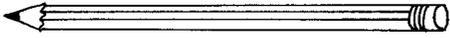
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Sentence

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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

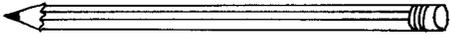
\_\_\_\_\_

ship

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sight Words

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Suffixes

sees

---

ships

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Contractions

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Sentence

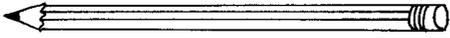
He sees three ships.

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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

thim ble

ap ple

scram ble

tus sle

dim ple

Other Phonetic Words To Dictate

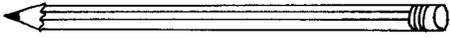
Jill

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

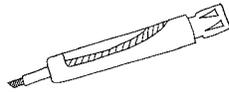
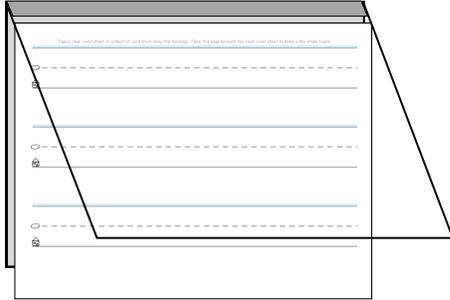
Mm Nn Oo

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.

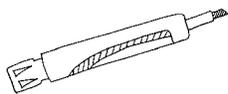
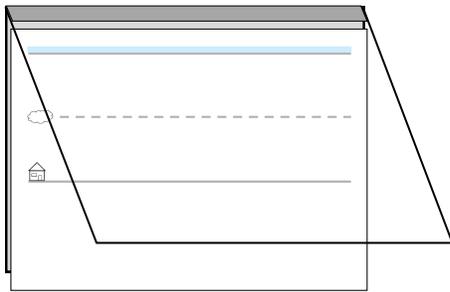
The largest lines work well when introducing or practicing new handwriting letters.

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

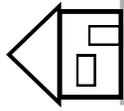
Dictate the sounds for the alphabet letters and the phonogram patterns that have been taught. Students repeat the sounds while writing the letters with a dry-erase marker.

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