

Basic Phonics Patterns

Book 3

Long Vowel Patterns

Umbrella Patterns

Vowel Discrimination

boat



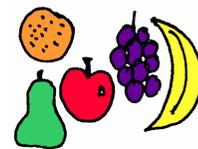
glue



home



fruit



love



cub



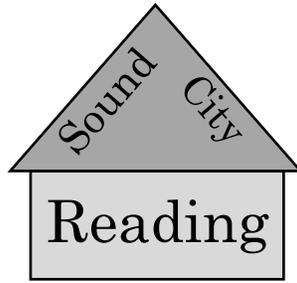
across



cube



Sound City Reading



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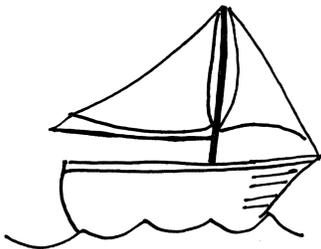
Printed in the United States of America

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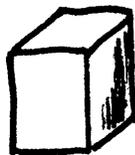
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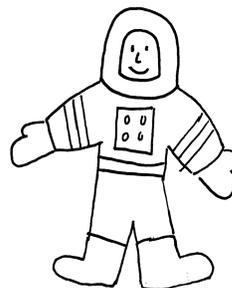
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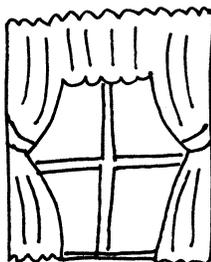
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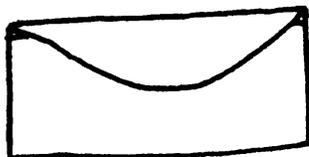
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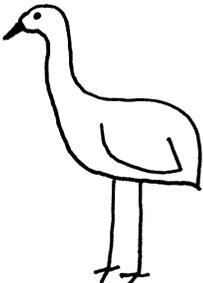
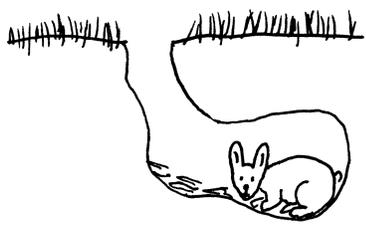
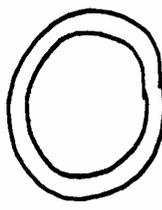
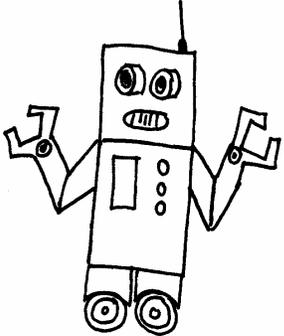
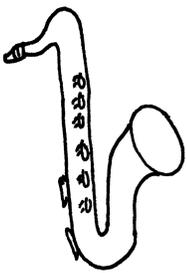
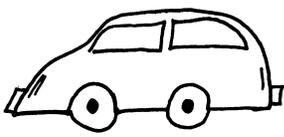
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8.



sail-boat, te-pee, cube, as-tro-naut, cur-tains, zoo, en-ve-lope, rhi-noc-er-os

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

e-mu, ex-cla-ma-tion, fire, un-der-ground, ze-ro, ro-bot, sax-o-phone, car

A Sound Story

About Audrey and Brad



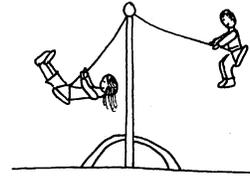
Part 1

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



T t

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



I i

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



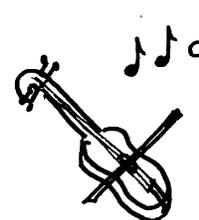
H h

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

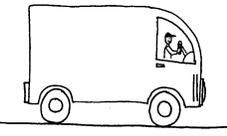
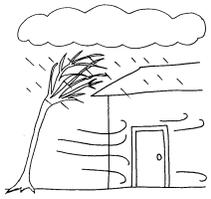
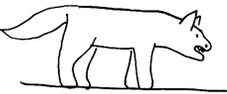


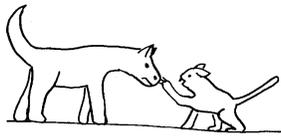
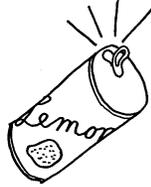
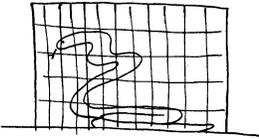
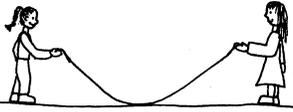
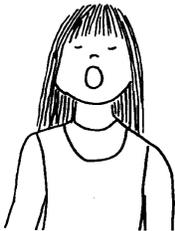
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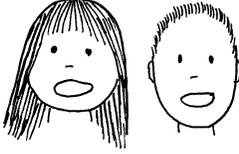
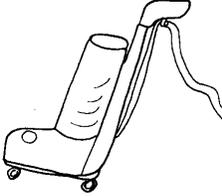
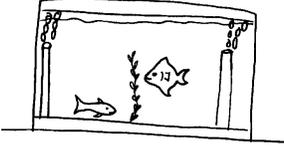
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”

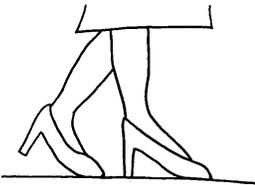
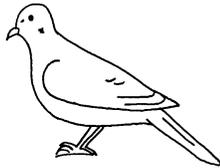
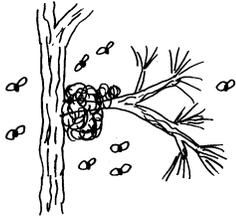
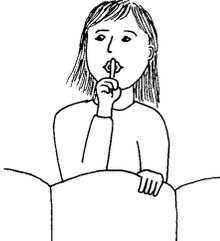


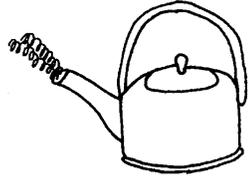
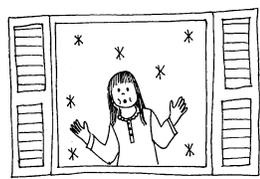
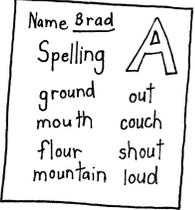
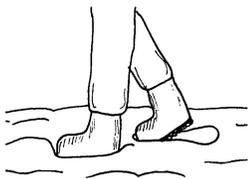
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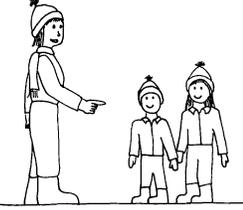
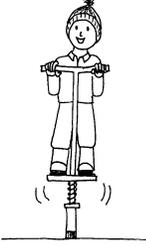
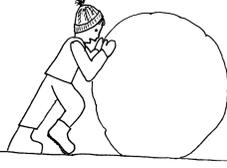
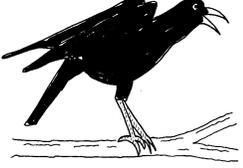
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|--|---|------------|
| <p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased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

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

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

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

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

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

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



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

The End

Notes About the Alphabet

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

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

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

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

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

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

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

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

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

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

How to Study the Sound Story and Sound Overview Charts

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

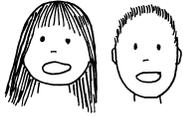
Go over the sound charts at the front of this book at the beginning of each lesson. The student should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps the student create a secure mental map of the letters and sounds. Small pictures from the sound story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

Sight Words

| | | | | |
|-------------------|-----------------|--------|--------------|-------|
| Short Vowels a | A | was | as | has |
| is | his | I | Book 1 of | both |
| ninth | the | most | post | wolf |
| two | rich | much | such | which |
| what | who | whom | whose | truth |
| Book 2 people | been | where | there | were |
| said | says | friend | children | won't |
| don't | any | many | busy | only |
| very | Book 3 broad | does | shoe | move |
| prove | lose | gone | one | again |
| against | sure | sew | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Alphabet Sounds

A a



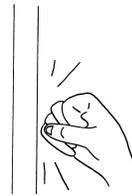
B b



C c



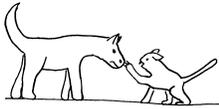
D d



E e



F f



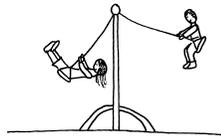
G g



H h



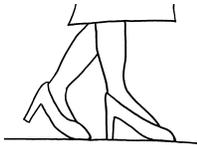
I i



J j



K k



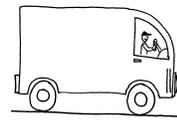
L l



M m



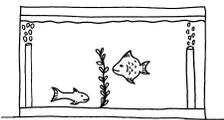
N n



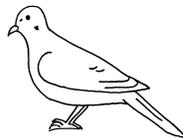
O o



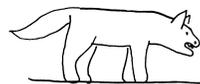
P p



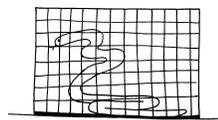
Q u qu



R r



S s



T t



U u



V v



W w



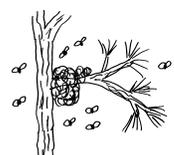
X x



Y y



Z z



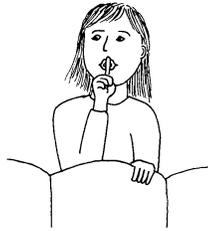
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



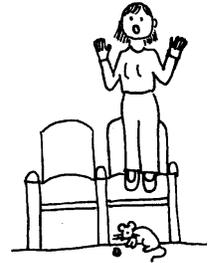
sh



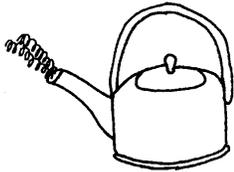
ē



ō



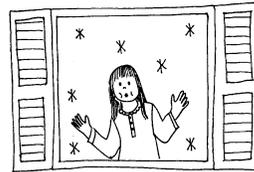
th



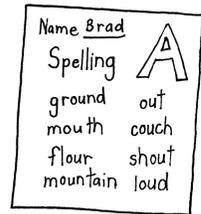
th



ö



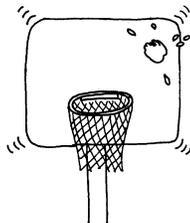
ā



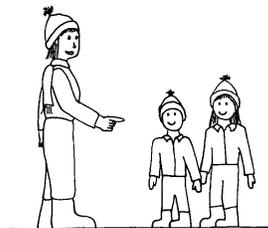
ch



ng



ū



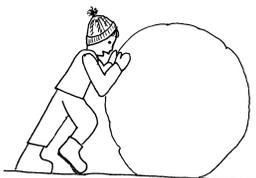
oi oy



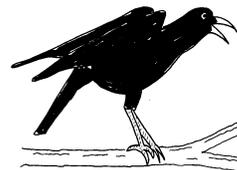
ou ow



ü



ä

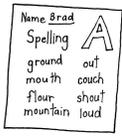
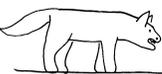
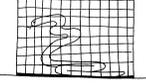


measure, vision,
azure, garage



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



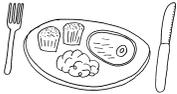
h



ē



m



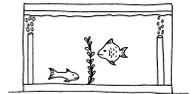
n



o



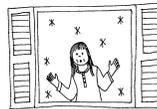
p



ō



ö



v



w



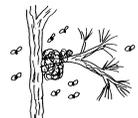
x



y



z

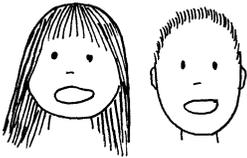
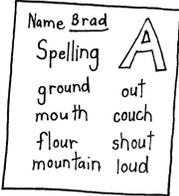
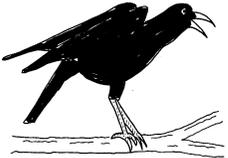
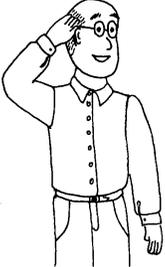
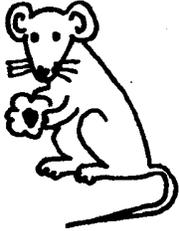
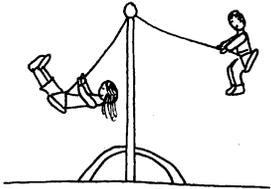
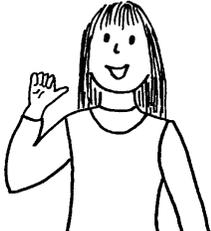
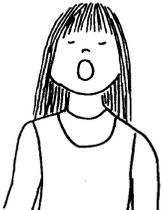
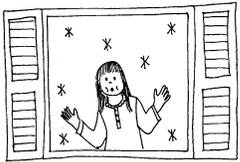
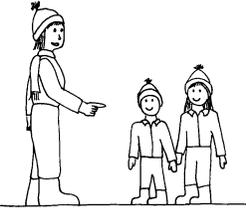
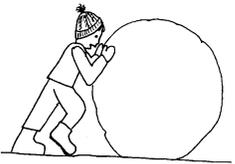


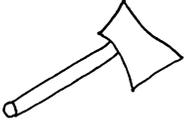
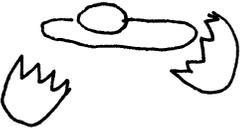
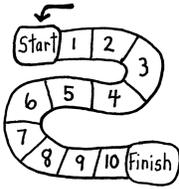
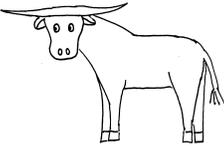
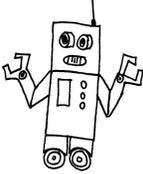
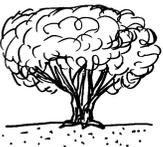
y



y



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

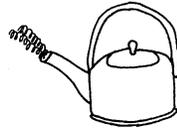
| Short Vowels VC | Long Vowels CV | Dotted Vowels |
|--|--|--|
| <p>a </p> <p>ax</p> | <p>ā </p> <p>ra ven</p> | <p>ä </p> <p>all</p> |
| <p>e </p> <p>egg</p> | <p>ē </p> <p>be gin</p> | |
| <p>i </p> <p>in</p> | <p>ī </p> <p>li lac</p> | |
| <p>o </p> <p>ox</p> | <p>ō </p> <p>ro bot</p> | <p>ö </p>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

Consonant Patterns

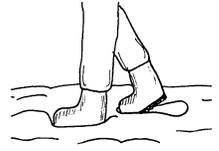
sh



th



ch



th



wh



wh



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



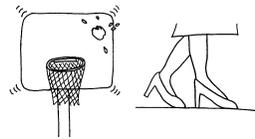
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



adge

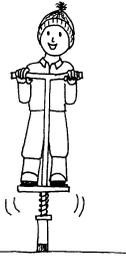
edge

idge

odge

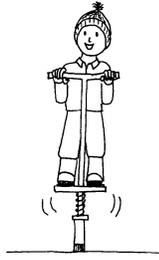
udge

oi



In the middle

oy



At the end

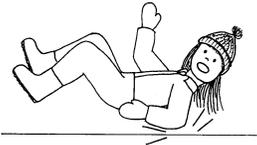
Odd O

Patterns

ow



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.

oi



coins

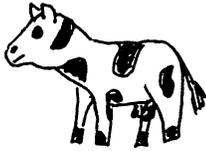
oy



boy

Odd O
Patterns

ow



cow

ou



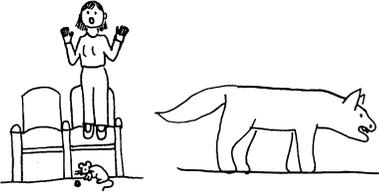
ouch

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

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

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



a



a_



_a



o

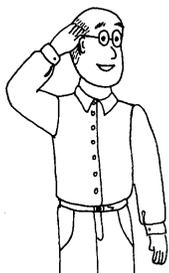


o_e



Shady Short Vowels

ea

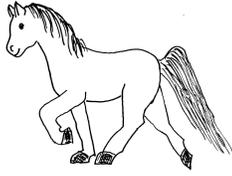


Shady short vowels will try to trick you. They don't have the sound you might expect.

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



a



what



a_



across



_a



panda



o



son



o_e



love

Shady Short Vowels

ea



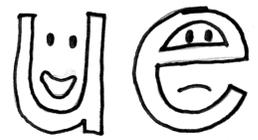
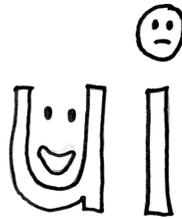
head

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.



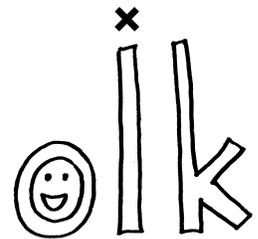
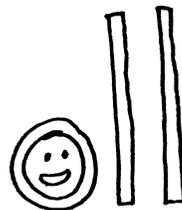
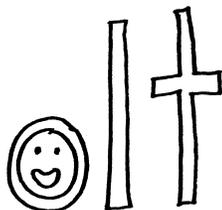
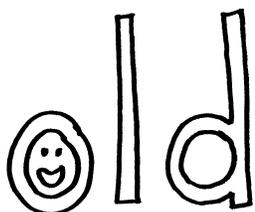
Split-Vowel Pair Introduction

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.

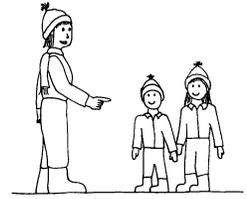


Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

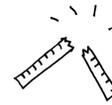
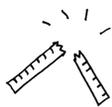
ow snow

o_e home

u_e flute

u_e cube

old gold



olt bolt

ew flew

ew few

oll troll

olk yolk

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

Long Vowel Patterns

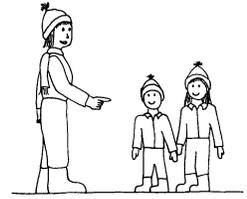
| | | |
|---|---|---|
| <p style="font-size: 2em; margin: 0;">ā</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p style="font-size: 0.8em; margin: 0;">Name Brad Spelling A ground out mouth couch flour shout mountain loud</p> </div> | <p style="font-size: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

Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

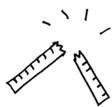
ue cue

o_e home

u_e flute

u_e cube

old gold



olt bolt

ew flew

ew few

oll troll

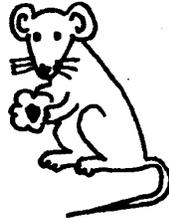
olk yolk

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

y



y



y



ei



in the middle

ey



at the end

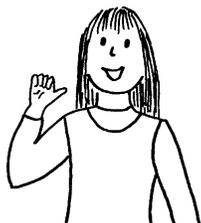
ea



ea



ie



Long E
Patterns With
More Than
One Sound

Long I Pattern
With More Than
One Sound

y



yo-yo

y



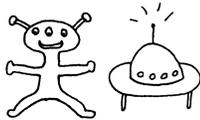
happy

y



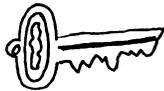
my

ēi



weird

ēy



key

ēa



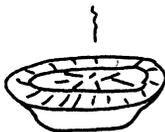
eat

ea



head

īe

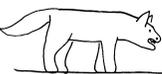
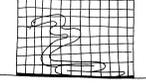


pie

Long E
Patterns With
More Than
One Sound

Long I Pattern
With More Than
One Sound

Say the sound or sounds for each letter.

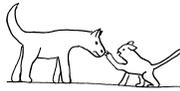
| Alphabet | | Some sounds can be shown in more than one way. | | |
|---|--|---|--|--|
| a  | b  | c  ck Jack | d  | |
| i  | j  dge fudge | k  ck Jack | l  | |
| qu  | r  | s  | t  | u   a what a_ across _a panda o son o_e love |

e



ea head

f



g

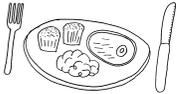


h



wh who

m



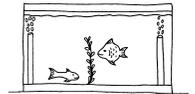
n



o



p



v



_ve give

w



wh when

x



y



z



s his

ast

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est

ask

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oft

elt

amp

olf

elf

aft

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elp

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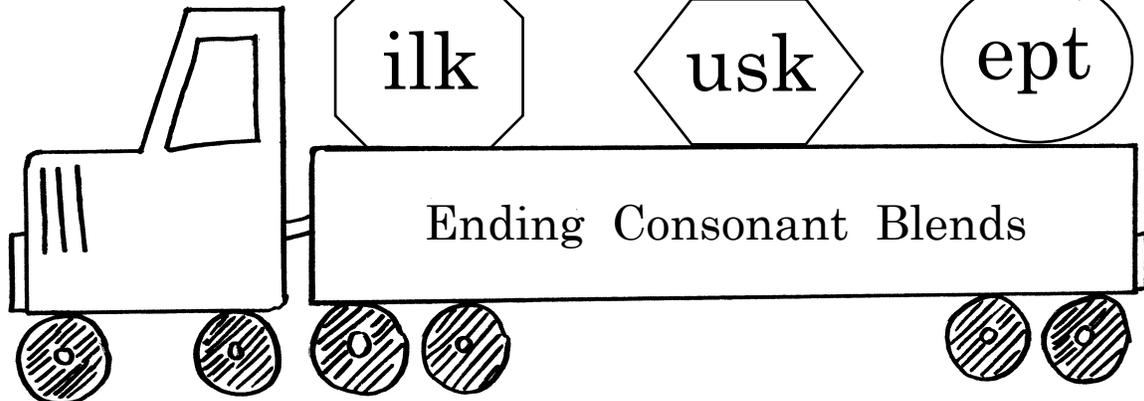
ust

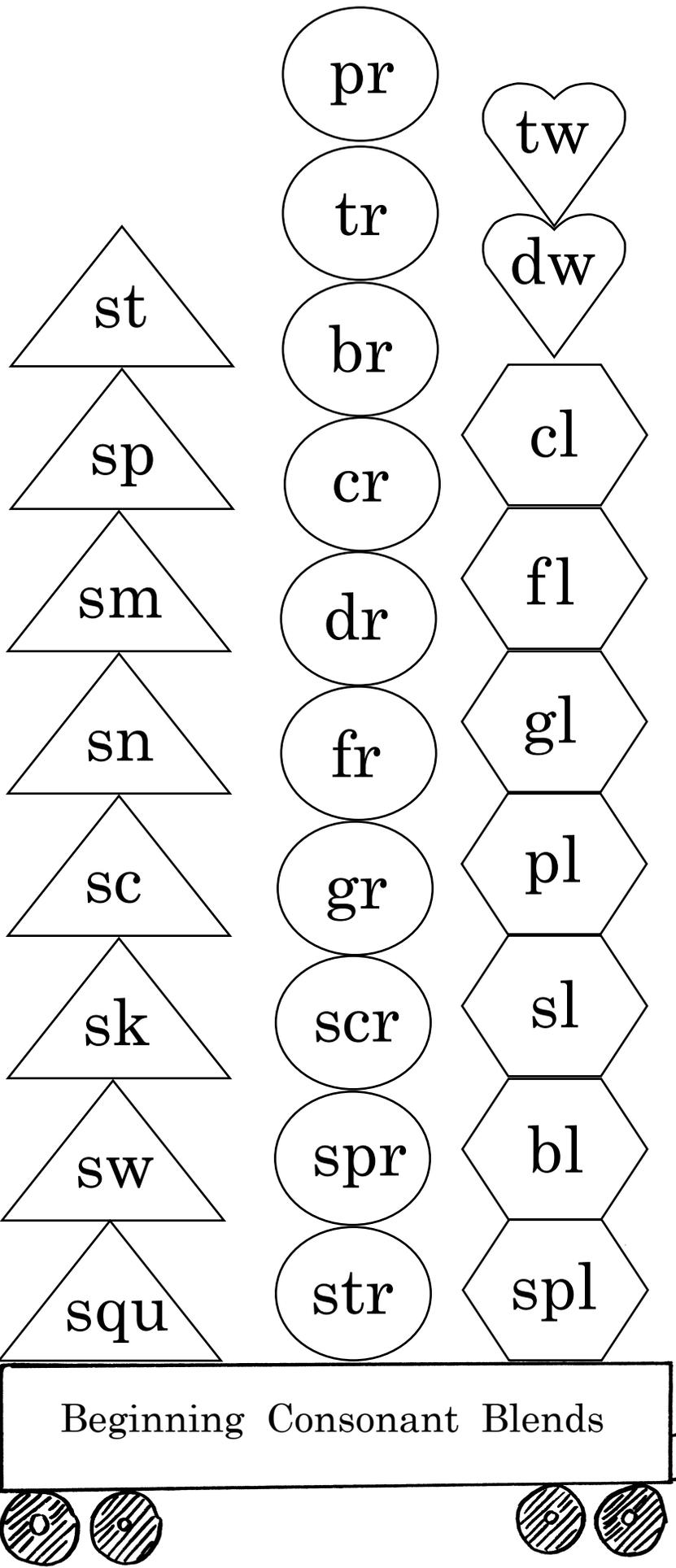
ept

usk

Teacher models the sounds, students repeat.

When ready, students say the sounds without help.



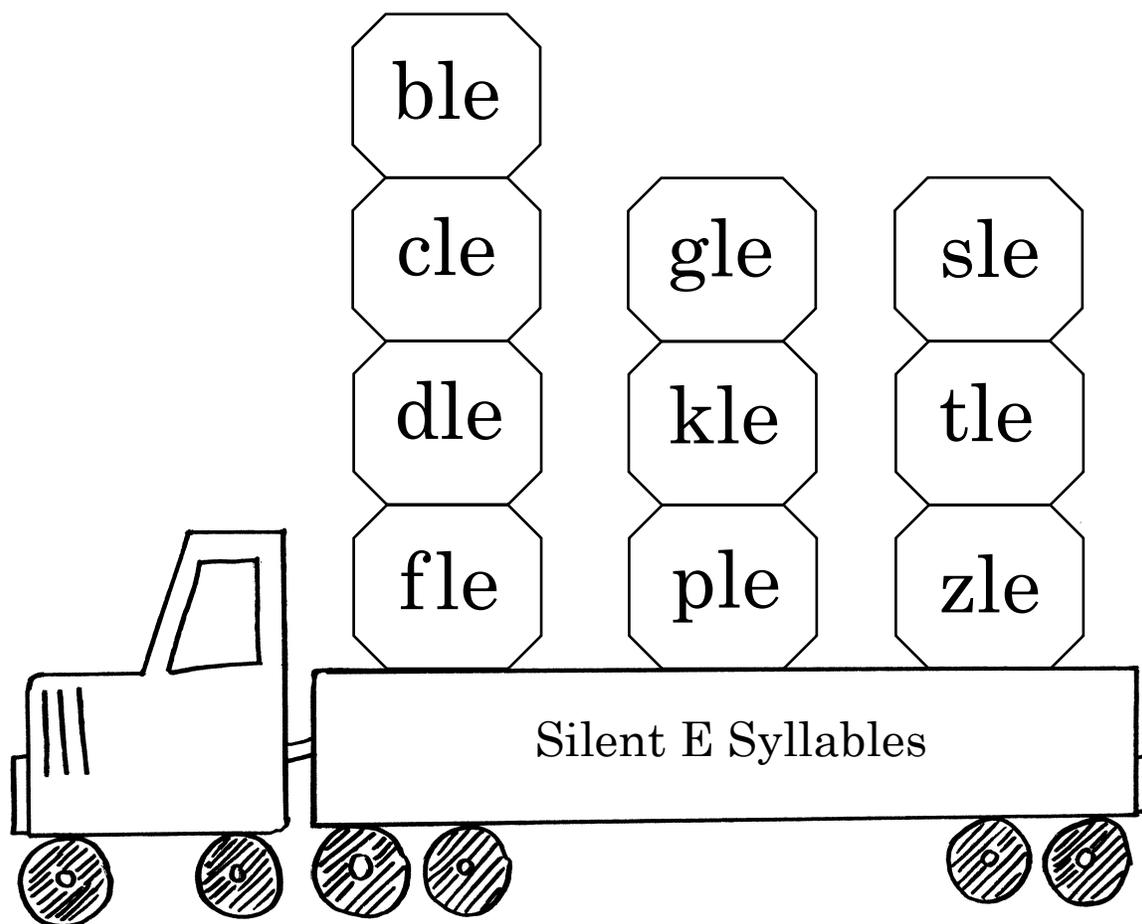


Teacher models
the sounds,
students repeat.

When ready,
students say the
sounds without
help.

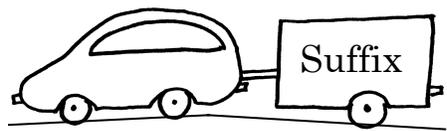
Silent E Syllables

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.



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

Suffixes

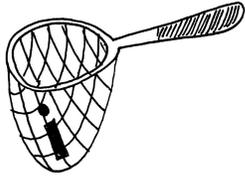


cat
cats
run
runs

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

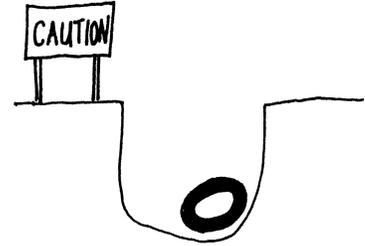
was not
wasn't

can not
can't

will not
won't

do not
don't

Contractions



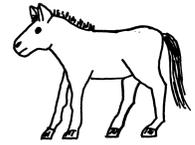
Students read the words and contractions on this chart as a review. Ask students to explain how they know where the apostrophe should be placed .

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

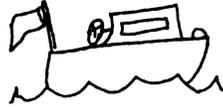
oa



foal



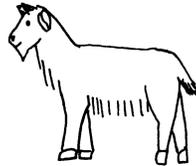
boat



goal



goat



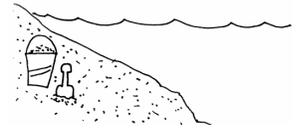
toast



float



coast



coat



roast



throat



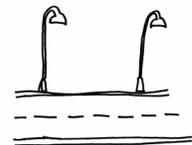
toad



soar



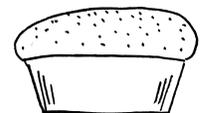
road



oar



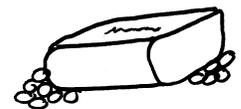
loaf



roar



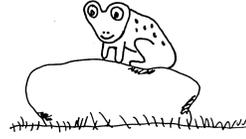
soap



oa



1. A toad sits on a rock.



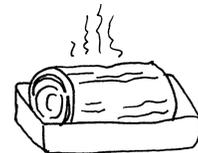
2. We went on a trip
to the coast.



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.

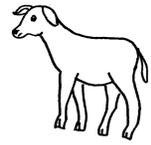


When two vowels go walking, the first one does the talking, and it says its name. The second vowel is silent.

oe



doe



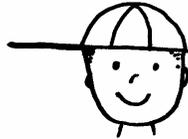
toe



woe



Joe



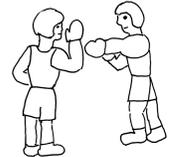
roe



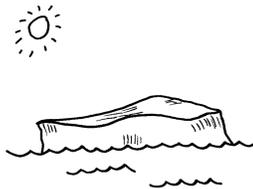
hoe



foe



floe



goes



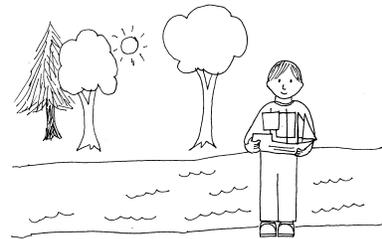
ōboe



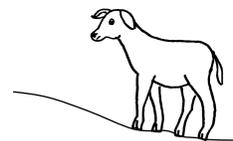
shōe



1. Joe will float his boat in the lake.



2. A doe is a female deer.



Introduce sight words: does, shoe

o_e



cone



^z
nose



stone



^z
hose



bone



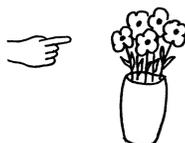
^z
rose



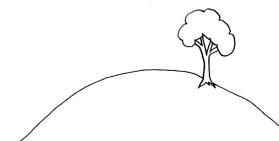
zone



^z
those



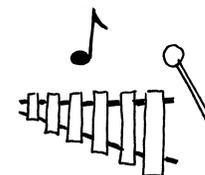
lone



core



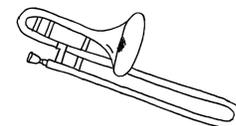
tone



score



trom bone



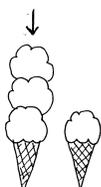
store



robe



more



globe



o_e



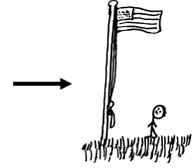
note



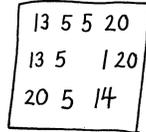
rode



pole



code



hole



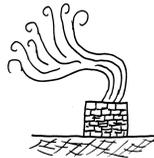
joke



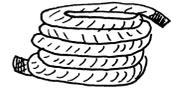
*whole



smoke



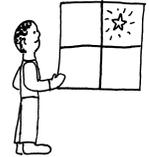
rope



broke



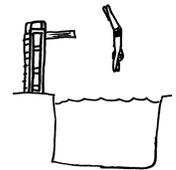
hope



home



dove



möve



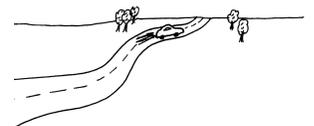
löse



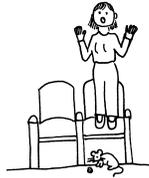
pröve



gone



o_e



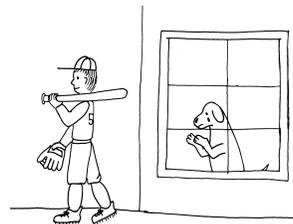
1. The vase fell. It broke.



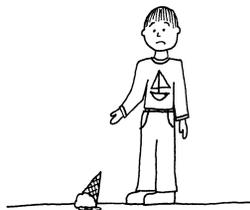
2. I hope we win the game.



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



come



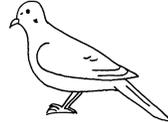
love



some



dove



done



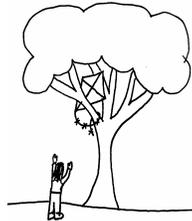
glove



none




above

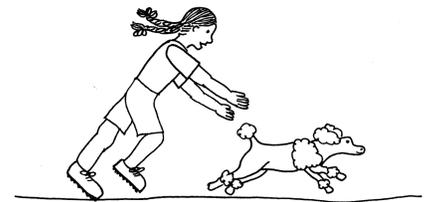


 ^w one



Introduce sight word: one

1. The dog will not come back.

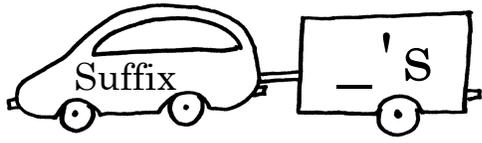


2. Some one lost a lunch box.



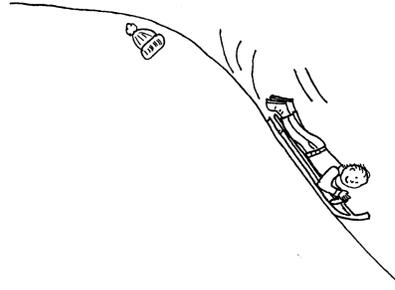
3. Come up in the tree and play with me.



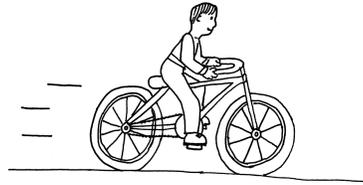


Put an apostrophe 's at the end of a person's name to show that something belongs to that person.

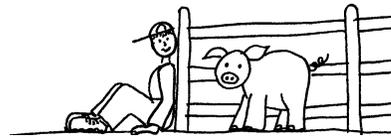
Ed's sled



Mike's bike



Jeff's pig

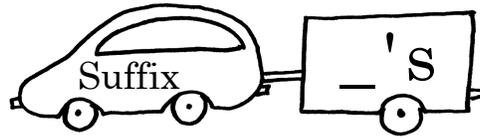


Beth's blocks

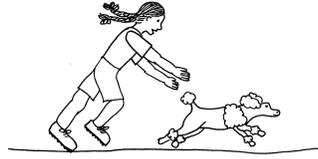


Ned's shell





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.



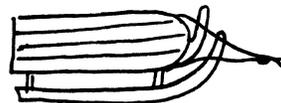
5. Pam's lunch box
has a cat on it.



6. Ned's shells fill up the box.



7. Ed's sled is red.

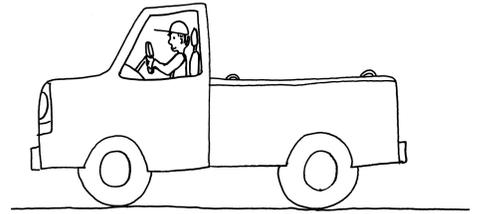


Joe's Truck

This is Joe.

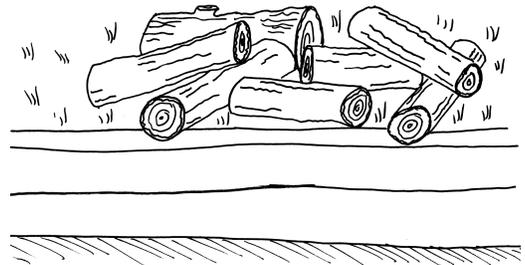
Joe has a big black truck.

Joe likes to drive his truck.



Joe sees some logs
at the side of the road.

Will Joe get the logs?



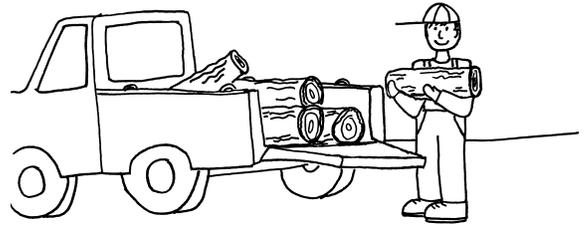
Joe stops to ask.

Can he have the logs?

Yes, he can have the logs.



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

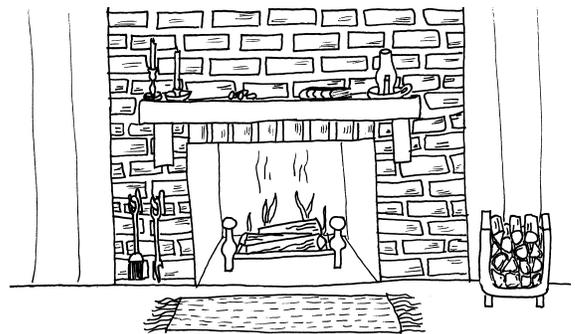


Joe splits the logs
and piles them up.
Some day he will
make a fire with
the logs.

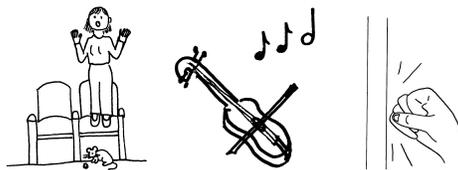


The logs will make
a fine, hot fire.

The End



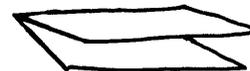
old



gold



fold



hold



sold



cold



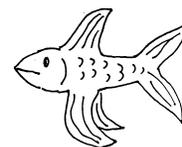
scold



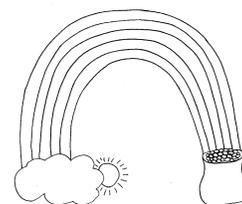
old



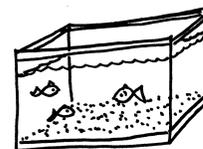
goldfish



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



2. Three goldfish swim in the tank.



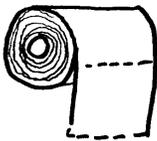
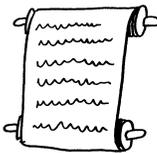
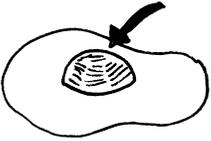
3. This is an old shoe.



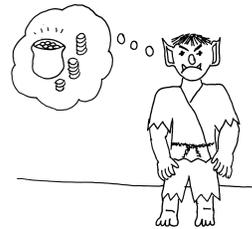
4. Joe is very cold.



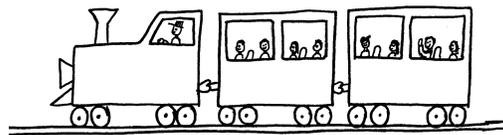
In these vowel-consonant-consonant patterns the vowel is long. These are "follow the leader" patterns.

| | | |
|--|---|--|
| <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>  | |

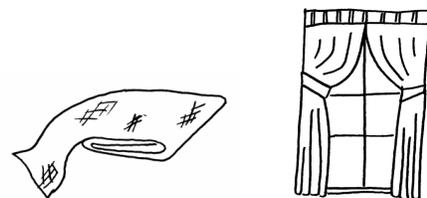
1. That troll likes gold.



2. These folks like to ride on the train.



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



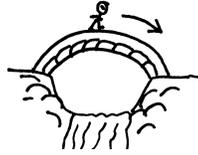

a _



alive



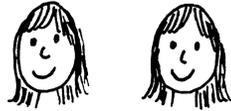
across



alone



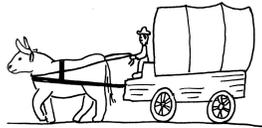
alike



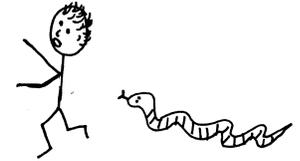
above



ago



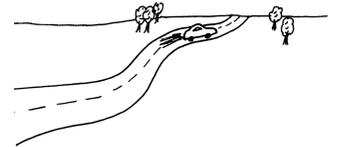
afraid



asleep



away



alas



abode



1. The horse runs away.



2. He is afraid of snakes.



3. Joe is asleep on his cot.



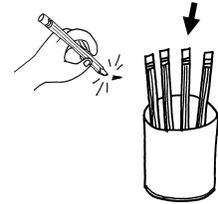
Introduce sight words: again, against

This is "last syllable a." It is an umbrella vowel. The *a* represents the short *u* sound, as heard at the beginning of *umbrella*.


_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.



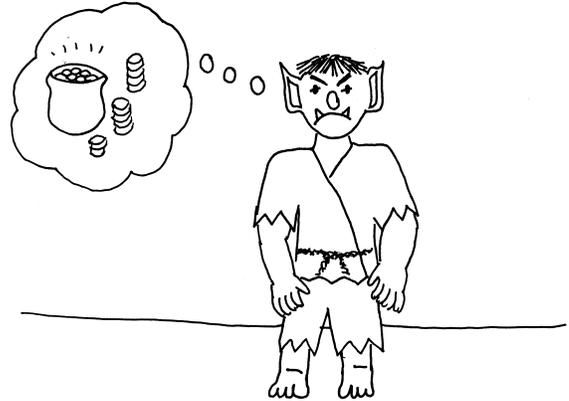
The Troll And The Gold

This is a troll.

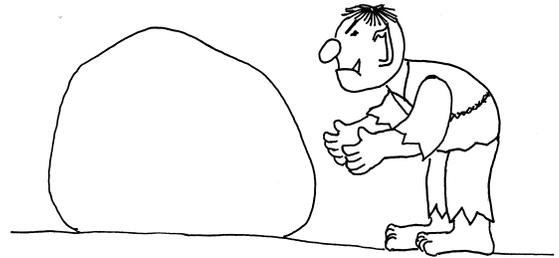
He is a bad troll.

He likes gold.

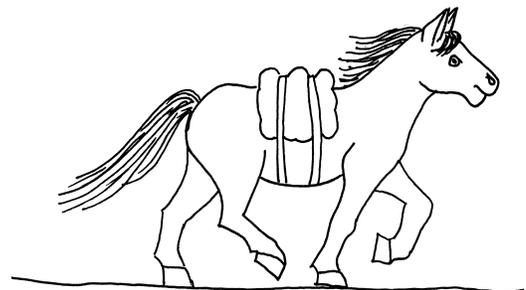
Will he get some gold?



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.



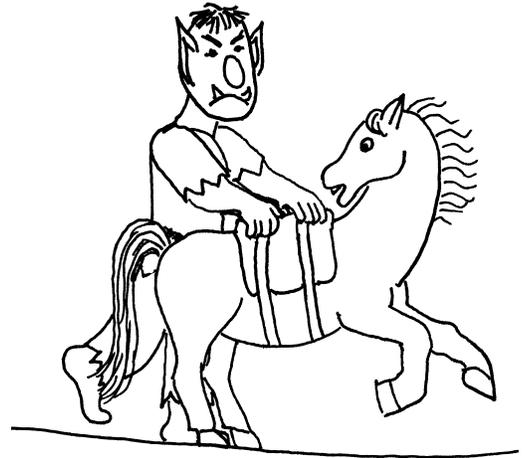
The troll sees the bag of gold.

Will the troll get the gold?

The bad troll jumps at the colt.

The troll grabs the bag of gold.

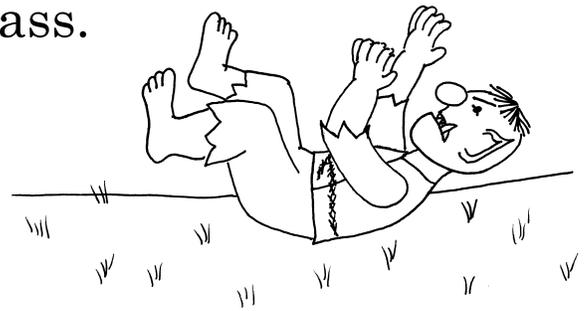
The colt does not like
the troll. He steps on
his toe. He bites the
troll with his teeth. He
kicks the troll with his feet.



The troll rolls in the grass.

He is mad.

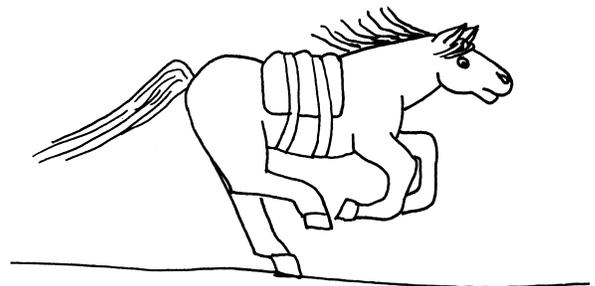
He cannot get the gold.



The colt runs away fast.

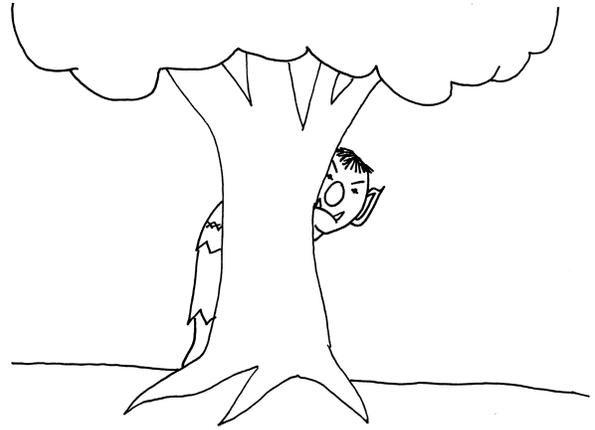
He does not come back.

He goes home.



The bad troll does
not go home.

He waits at the
side of the road.

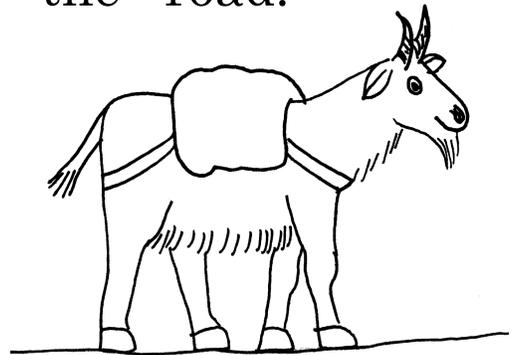


He hides behind a big tree.

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?

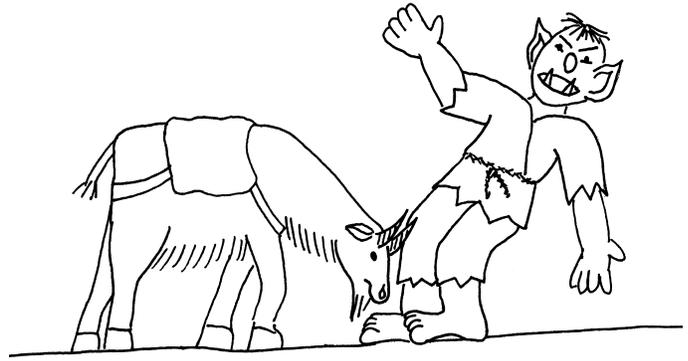
The bad troll jumps at the goat.

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.

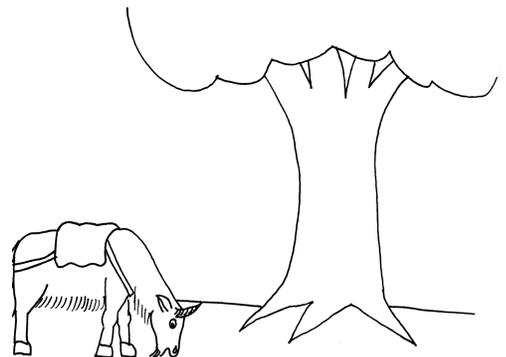
He is mad. He cannot get
the gold. The troll is afraid
of the goat. He runs away



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

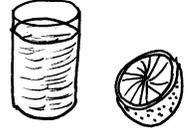


Most long u patterns can represent two sounds: u/tulip and u/uniform. The ui pattern only represents the u/ tulip sound, which sounds just like the ö/to sound.

suit



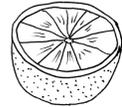
juice^s



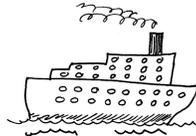
fruit



grapefruit



cruise^z



swimsuit



bruise^z



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



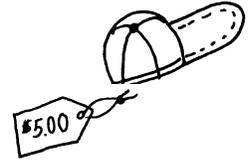
rescue



clue



value



blue



1. Jake will
rescue the
man in the lake.



true



^{ch}
statue



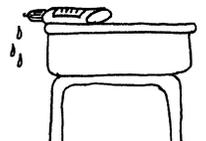
2. Sue likes the
blue dress.



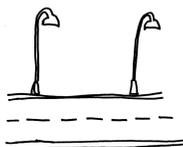
^{sh}
tissue



3. Do not spill
the glue.



avenue



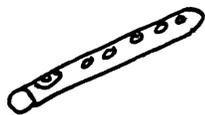
u_e



u_e



flute



cube



June



use



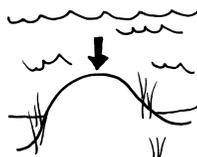
tune



fuse



dune



cure



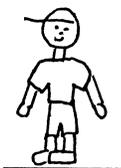
prune



mule



Luke



cute



plume



^j huge



tube



sh
sure



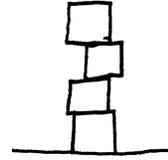
Introduce sight word: sure



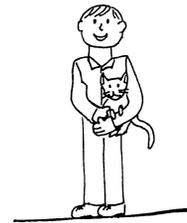
u_e



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



flew



few



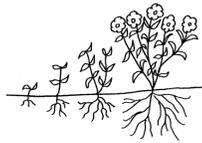
drew



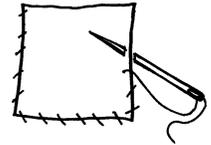
pew



grew



sew



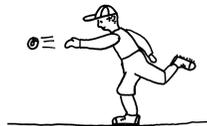
stew



screw



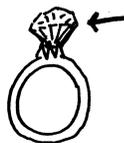
threw



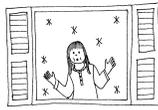
blew



jewel



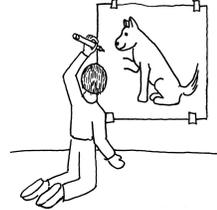
Introduce sight word: sew



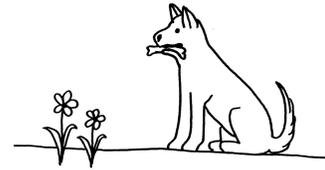
ew



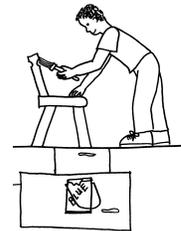
1. Mike drew a white dog.



2. Dogs like to chew on bones.



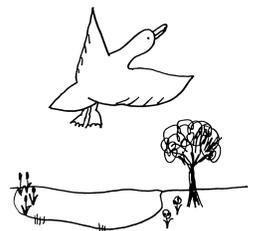
3. Andrew will paint the chair blue.



4. We had beef stew for lunch.



5. The duck flew up high in the air.



6. The wind blew Sue's hat off.



Pink Or Blue?

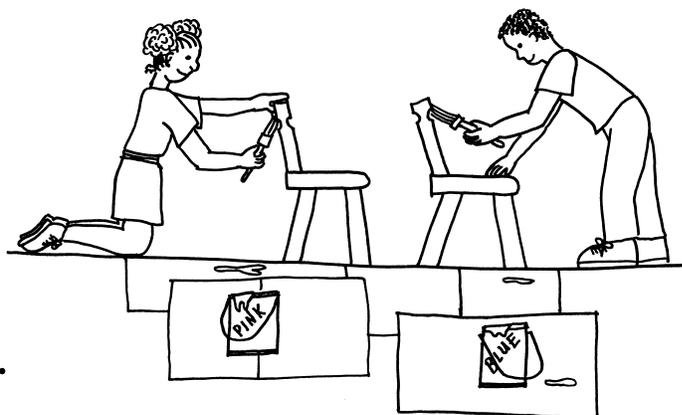
Sue has a chair.

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.



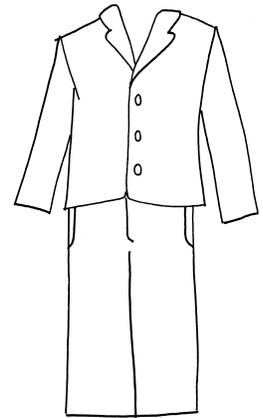
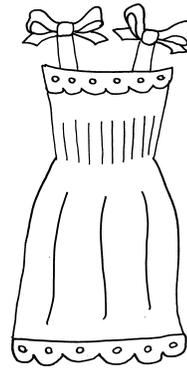
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



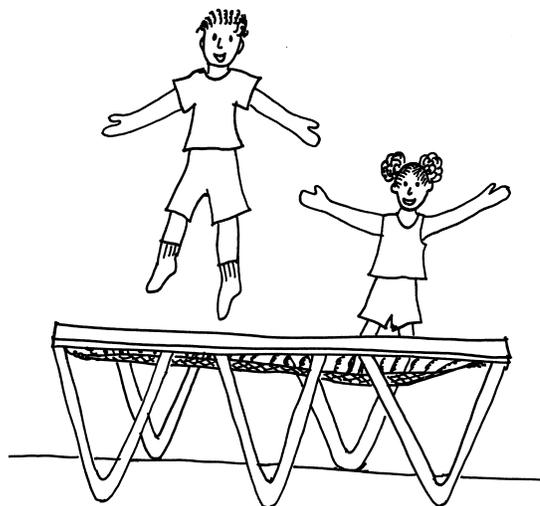
Sue likes pink and Andrew likes blue.

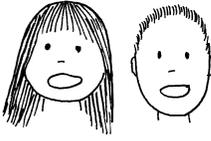
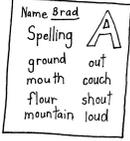
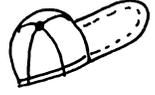
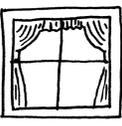
But Sue still likes Andrew.

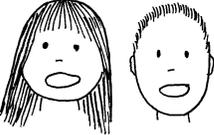
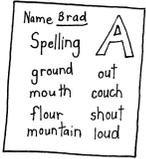
And Andrew still likes Sue.

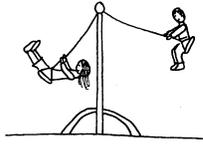
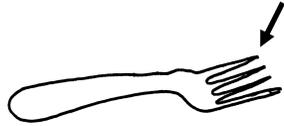
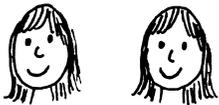
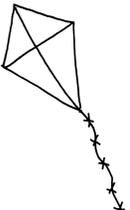
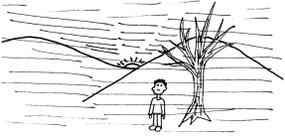
Andrew and Sue can still have a lot of fun.

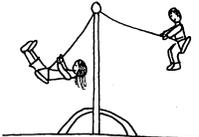
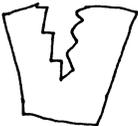
The End

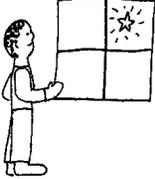
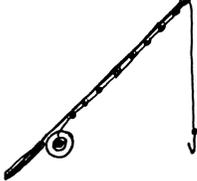
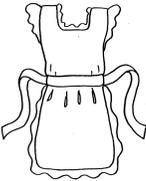
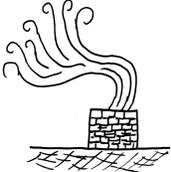


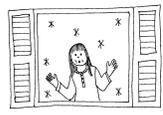
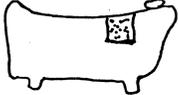
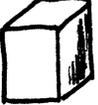
| | |
|--|--|
| <p>a</p>  | <p><u>a</u> <u>e</u></p>  |
| <p>A single vowel followed by one or more consonants usually represents its short vowel sound.</p> | <p>In a vowel-consonant-e pattern, the first vowel does the talking and it says its name. It represents its long vowel sound. The e at the end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

| | |
|--|--|
| <p>i </p> | <p><u>i</u> <u>e</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>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>  |

| | |
|--|---|
| <p>u</p>  |  <p>ū_e^x</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>  |

dge



wedge



fudge



edge



judge



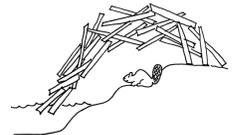
badge



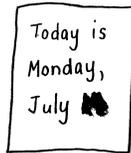
grudge



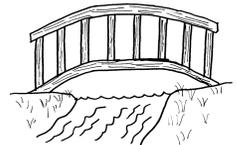
lodge



smudge



bridge



trudge



porridge



1. A wedge can split a log.



2. The horse will run across the bridge.

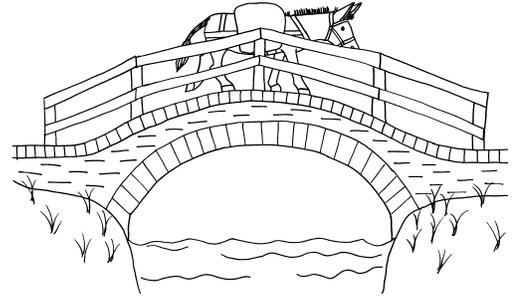


3. A judge must be wise and fair.

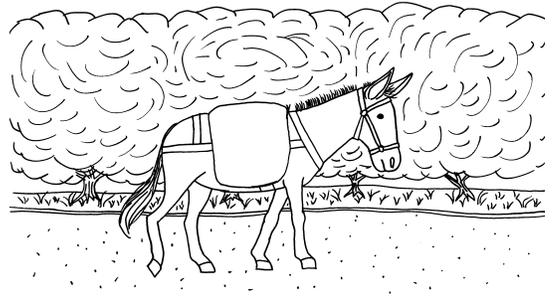


The Mule

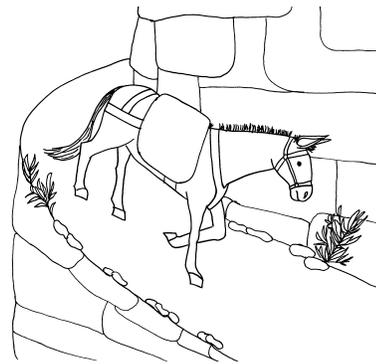
This old mule went
across the bridge,



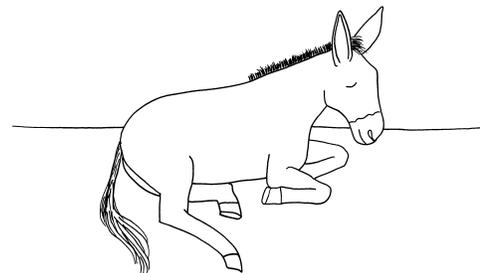
beside the hedge,
and along the ridge.



Along the ledge
it had to trudge.



When the mule got
home it did not budge.



The End

Information For The Teacher

Overview

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

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

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

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

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

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

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

Oral Blending And Segmenting

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

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

Sight Words

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

Extending The Teaching - Using Books

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

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

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

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

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

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

Pacing

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

Materials Needed

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

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

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

Read The Sound Story First

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

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

Understanding The Markings

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

Daily Lesson Plan:

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

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

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

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

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

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

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

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

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

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

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

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

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

Extension And Enrichment

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

Working With Plastic Letters

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

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

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

Trouble Shooting

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

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

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

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 | | | <i>Home</i> |
| 4 | o_e/love | | Possessive __'s # 1 | <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 | | | |
| 10 | u_e/cube | | | |
| 11 | ew/few | | | <i>Pink Or Blue?</i> |
| 12 | | tap/tape cap/cape | | |
| 13 | | pin/pine pill/pile | | |
| 14 | | hop, hope | | |
| 15 | | cub, cube | | |
| 16 | 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 / cap, cape, man, mane, van, vane, rack, rake, snack, snake | |
| 13 | | pin, pine, rid, ride, kit, kite, tin, tine, rip, ripe / pill, pile, dim, dime, twin, twine, Tim, time, lick, like | |
| 14 | | smock, smoke, hop, hope, not, note, rod, rode, con, cone | |
| 15 | | cut, cute, hug, huge, fuss, fuse, tub, tube, cub, cube | |
| 16 | | fudge, badge, hedge, bridge, edge, wedge, grudge, smudge, judge, porridge | |

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t U u

V v W w X x Y y Z z

A a B b C c D d

E e F f G g H h

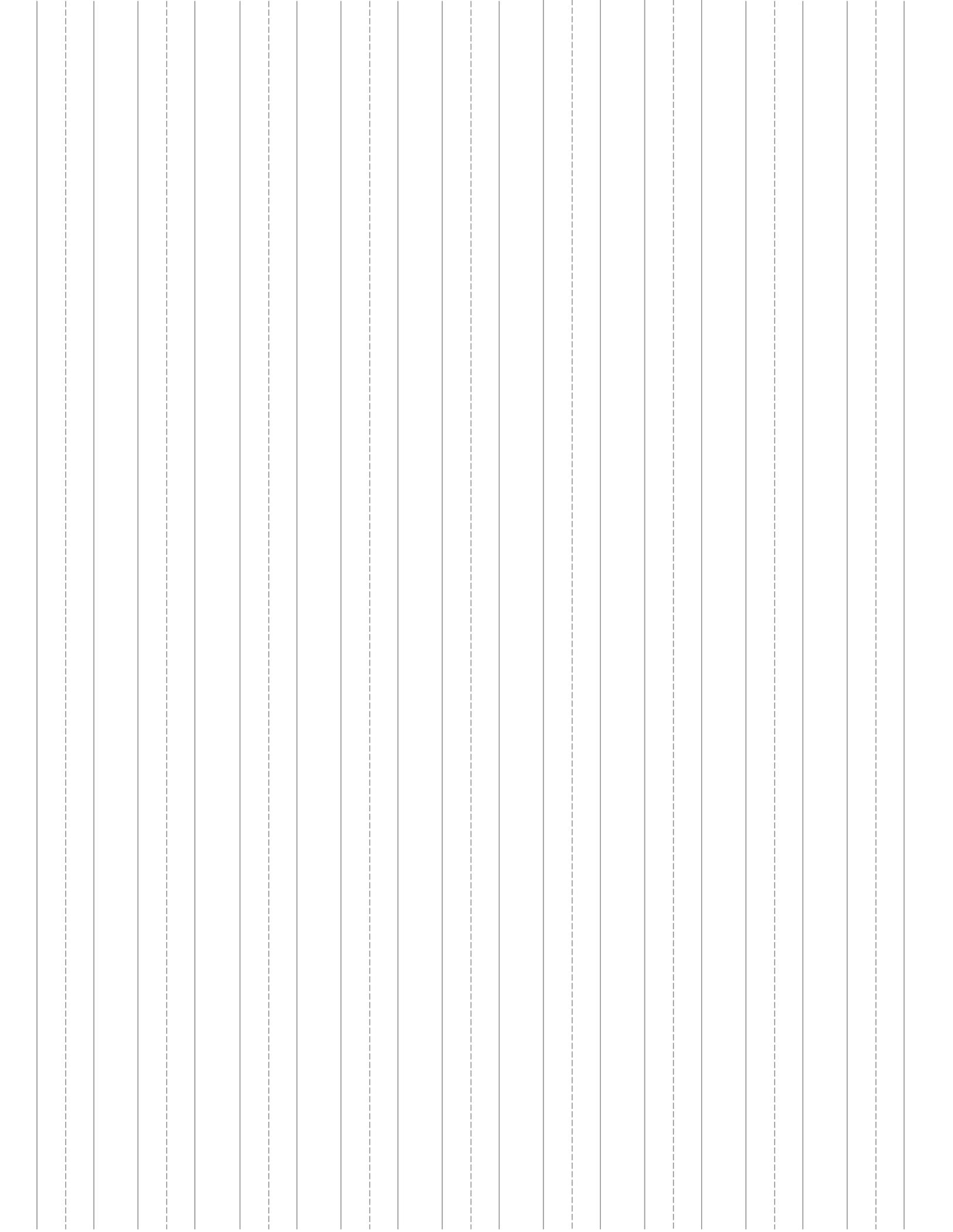
I i J j K k L l

M m N n O o

P p Q q R r S s

T t U u V v W w

X x Y y Z z



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

Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o
 Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk
 Ending Consonant Blends
 Beginning Consonant Blends

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

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

3 More Long Vowel Patterns, More Umbrella Patterns

Long Vowel Pairs: oa, oe, ui, ue, ew
 Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels
 Follow The Leader Patterns: old, olt, oll, olk
 Three New Umbrella Patterns: o_e, a_, _a
 New Consonant Pattern: dge

4 Odd O Patterns, Dotted Ä And Ü Patterns

Odd O Patterns: oi, oy, ou, ow, oo, ould
 Dotted Vowel Patterns: ü, au, aw, all, al, alk, wa, swa
 New Umbrella Pattern: ou

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

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

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

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

7 Advanced R-Controlled Patterns

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

8 More Vowel, Syllable, And Consonant Patterns

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