

Basic Phonics Patterns

Books

7 And 8

Advanced Bossy R Patterns

More Vowel Patterns

Patterns With Silent Letters

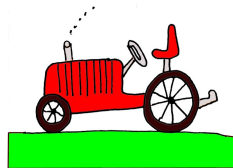
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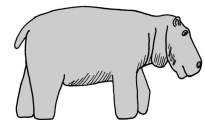
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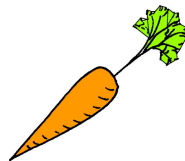
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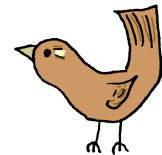
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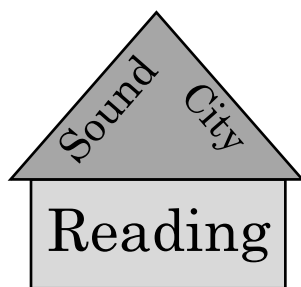
heron



phone



Sound City Reading



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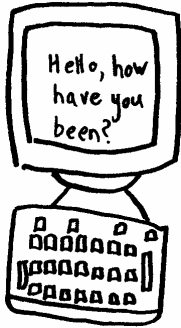



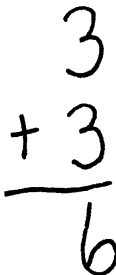
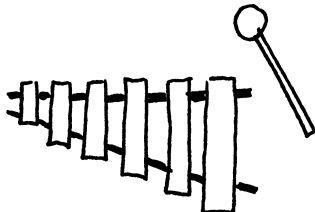
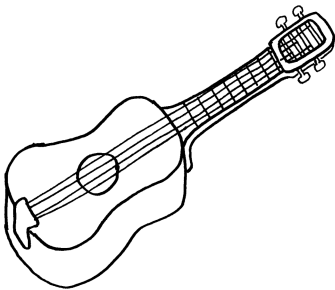

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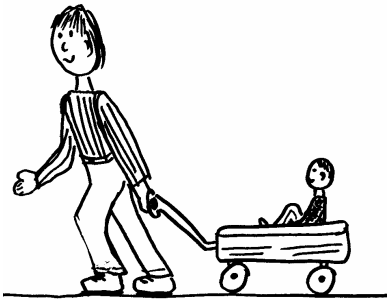

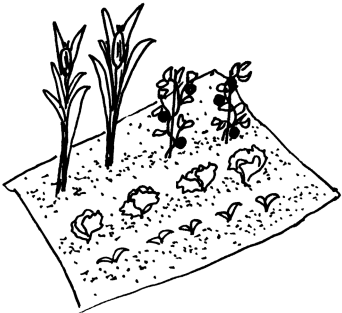


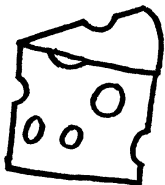
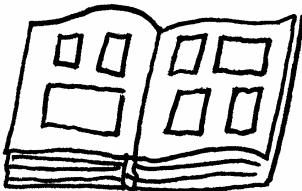
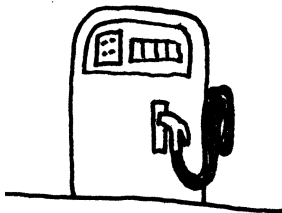
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Syllable Awareness 7-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

The teacher says each word, one at a time: com-pu-ter, pan-da, town, a-corn, ad-di-tion, xy-lo-phone, u-ku-le-le, moun-tains. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

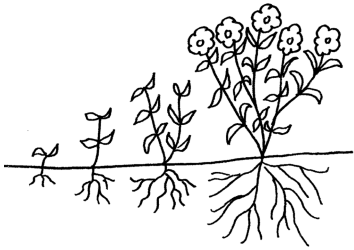
Syllable Awareness 7-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

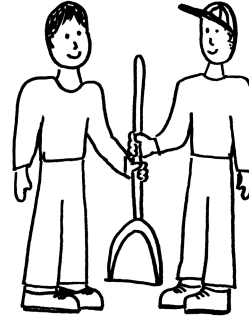
The teacher says each word, one at a time: wag-on, bowl, gar-den, shad-ow, fu-ri-ous, cheese, en-cy-clo-pe-di-a, gas-o-line. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 8-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1.



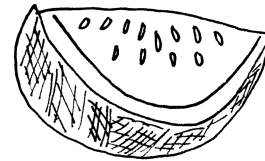
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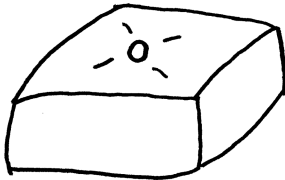
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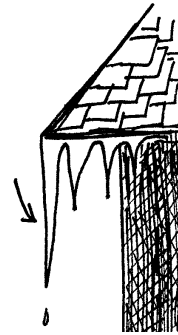
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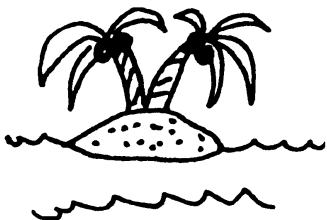
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6.



7.

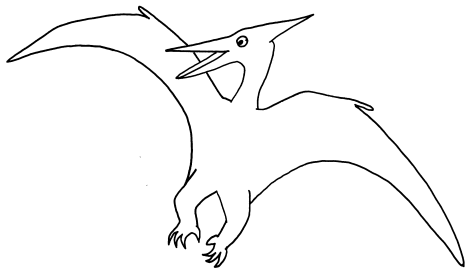
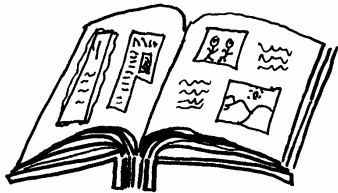
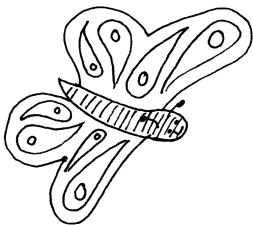
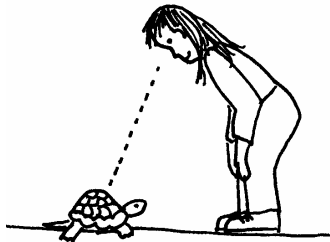
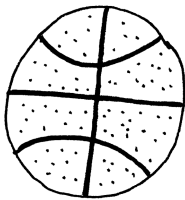

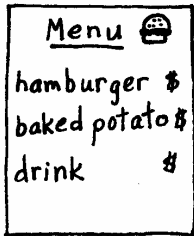
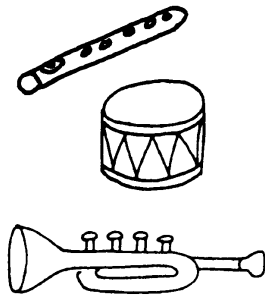


8.



The teacher says each word, one at a time: grow, bor-row, vol-ca-no, wa-ter-mel-on, cush-ion, i-ci-cle, is-land, owl. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 8-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

The teacher says each word, one at a time: pter-o-dac-tyl, scrap-book, but-ter-fly, see, bas-ket-ball, tool-box, men-u, in-stru-ments. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

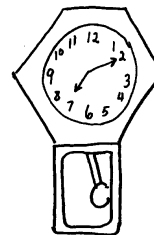
A Sound Story

About Audrey and Brad



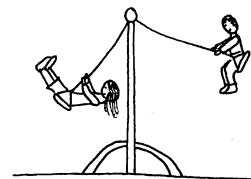
Part 1

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



T t

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



I i

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



H h

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



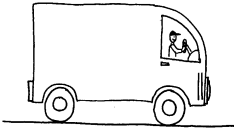




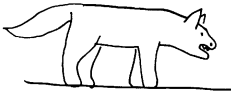
ī ī

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

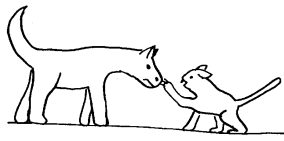
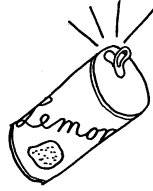

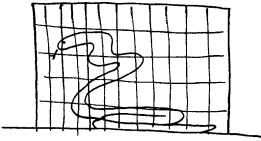

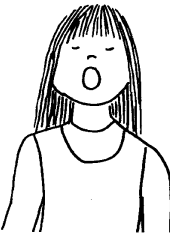


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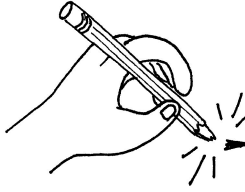

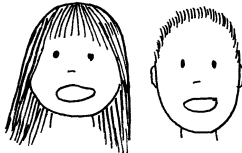
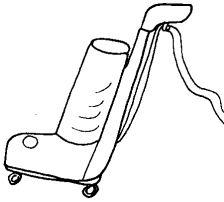

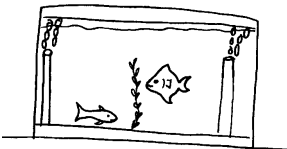
After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.



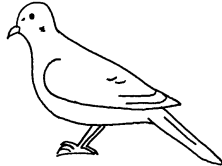
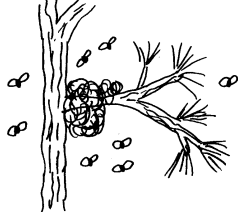
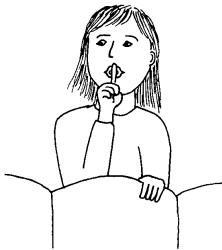

<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

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

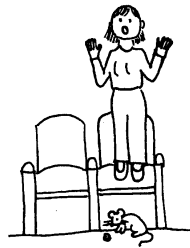
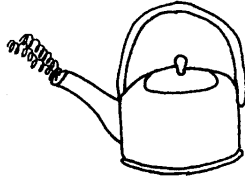


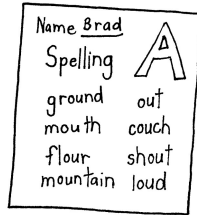
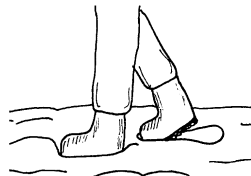
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached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

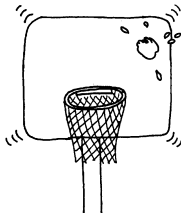
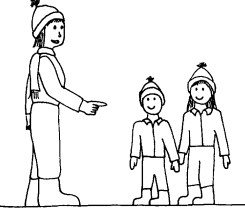
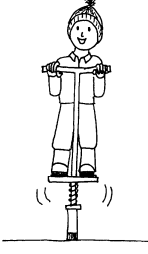
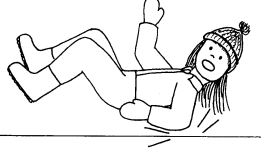
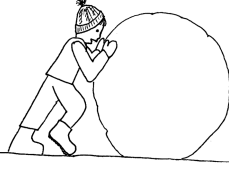

After hearing a section, point to the sound picture and the capital and lower case letter, saying the sound each time.

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

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

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

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

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

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

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



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

The End

Notes About the Alphabet

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

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

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

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

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

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

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

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

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

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

How to Study the Sound Story and Sound Overview Charts

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

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

Studying Sight Words

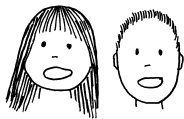
To introduce a new sight word, show it on a flashcard, say the word, and have the students repeat it in unison. Point out which part of the word can be decoded (sounded out phonetically) as usual and which part cannot be pronounced as expected. Have each student read the card individually, then have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

Sight Words

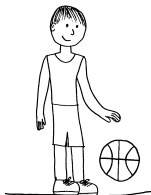
Review is	his	as	has	A
a	I	Book 1 was	of	both
the	most	post	wolf	two
rich	much	such	which	what
who	whom	whose	truth	Book 2 people
been	where	there	were	said
says	friend	children	won't	don't
any	many	busy	only	Book 3 broad
does	shoe	move	prove	lose
gone	one	again	against	sure
sew	Book 4 though	through	know	school
poor	door	floor	half	calf
although	Book 5 once	are	answer	very
bury	Book 6 height	dinosaur	Book 7 color	mirror
sugar	heart	hearth	Book 8 drought	eye

Alphabet Sounds

A a



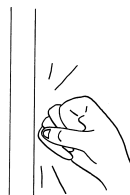
B b



C c



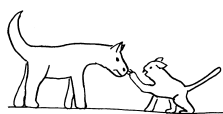
D d



E e



F f



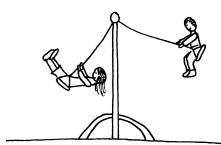
G g



H h



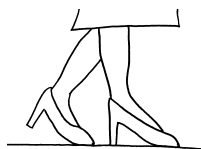
I i



J j



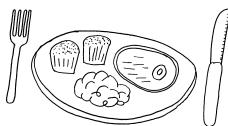
K k



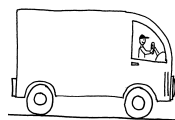
L l



M m



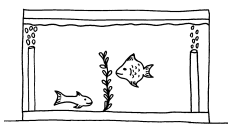
N n



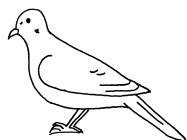
O o



P p



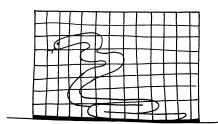
Qu qu



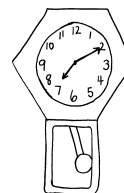
R r



S s



T t



U u



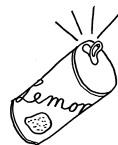
V v



W w



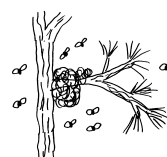
X x



Y y



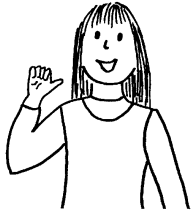
Z z



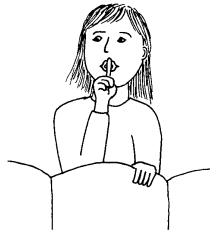
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



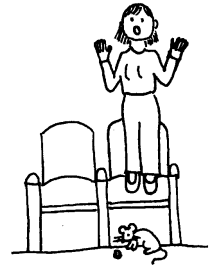
sh



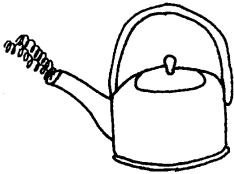
ē



ō



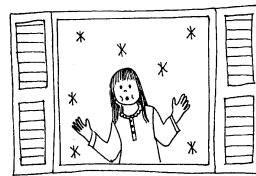
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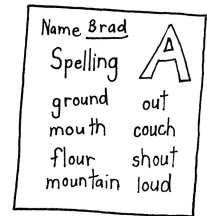
th



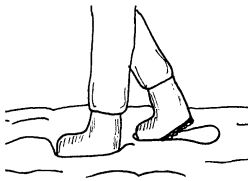
ö



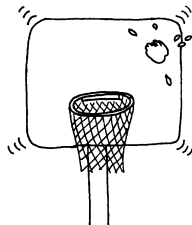
ā



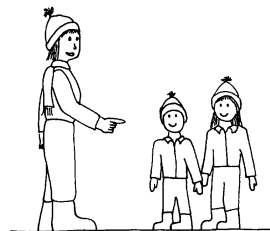
ch



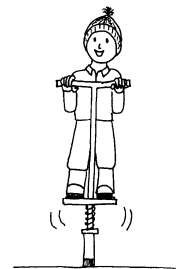
ng



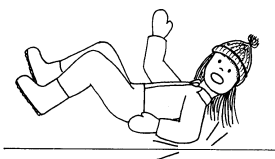
ū



oi oy



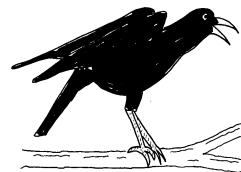
ou ow



ü



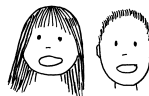



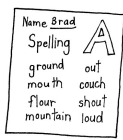
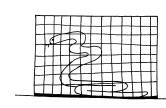















ä







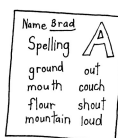



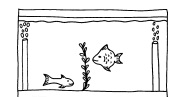











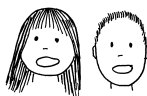







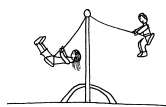













measure, vision,
azure, garage






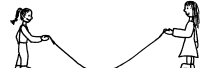
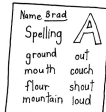



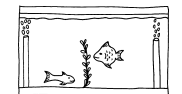












Say the sound for each letter or pattern.

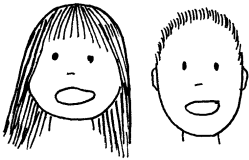
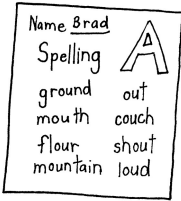
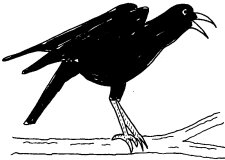
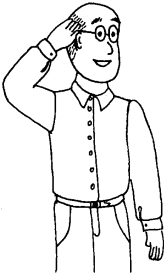

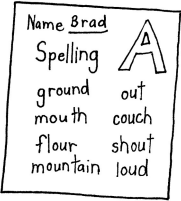
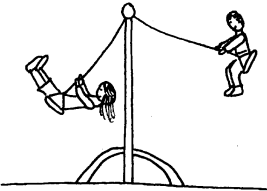
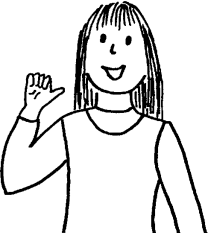

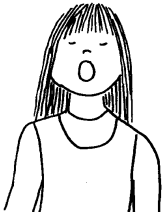
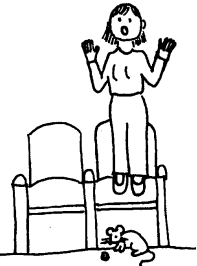



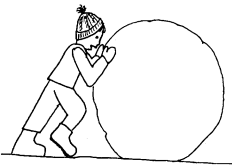
Alphabet		Some letters can represent more than one sound.					
a		b		c		d	
ā				c			
ä							
i		j		k		l	
ī							
ï							
qu		r		s		t	
				s			
						u	
						ū	
						ü	

Alphabet		Some letters can represent more than one sound.							
e		f		g		h			
ē				g					
ë									
m		n		o		p			
				ō					
				ö					
v		w		x		y		z	
						y			
						y			

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

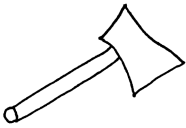


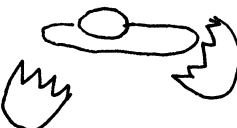
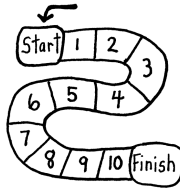



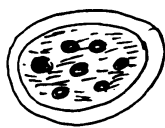
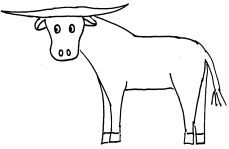
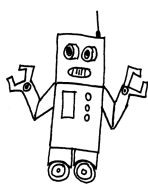




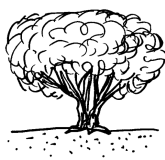
Alphabet		Some letters can represent more than one sound.							
e		f		g		h			
ē				g					
ë									
m		n		o		p			
				ō					
				ö					
v		w		x		y		z	
						y			
						y			
						y			

Say each sound going across the rows, then going down the columns.

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

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

Say each sound and key word going across the rows, then down the columns.

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

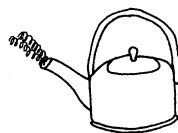
Wait until students are confident saying the vowel sounds on the previous page before introducing this vowel chart.

Consonant Patterns

sh



th



ch



th



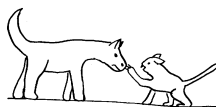
wh



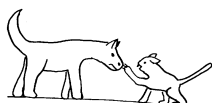
wh



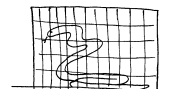
ph



ugh



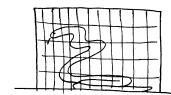
ce



ci



cy



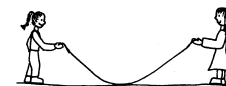
ge



gi



gy



Book 8

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

Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

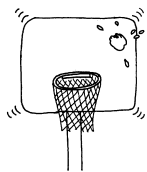
ench

inch

onch

unch

ng



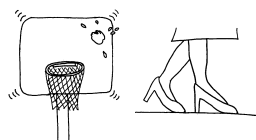
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



adage

edge

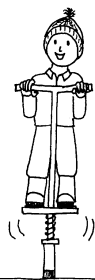
idge

odage

udage

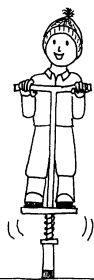
Pronounce each pattern that has been introduced, then pronounce the vowel combinations below it.

oi



In the middle

oy

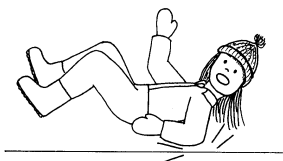


At the end

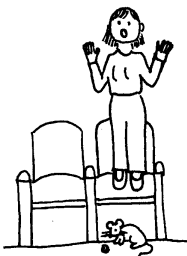
Odd O

Patterns

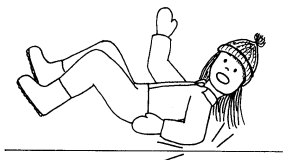
ow



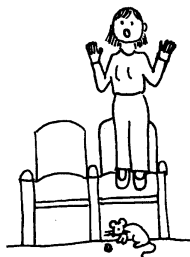
ow



ou



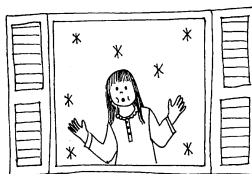
ou



ou



oo



oo



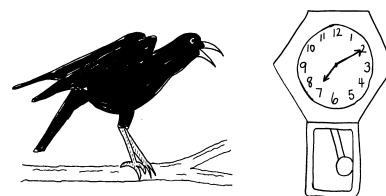
Say the sound for each pattern that has been introduced, going across the rows.

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

ould



ought



oi



coin

oy



boy

Odd O

Patterns

ow



cow

ow



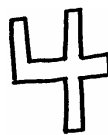
snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

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

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

ould



should

ought



bought

R-Controlled Vowels

ar



car

ar



dollar

ar



carrot

When the letter *r* follows a vowel, it affects the sound of the vowel. This type of pattern is called an “R-Controlled” or “Bossy R” pattern.

In the first column, the *a* in the *ar* pattern has the short *o* sound. The *o* in the *or* pattern has the long *ō* sound.

For all of the patterns in the middle column, you don’t pronounce the vowel at all. You just say the /r/ sound.

er



her

er



heron

ir



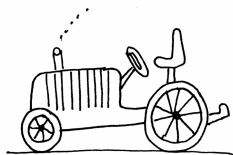
bird

or



horse

or



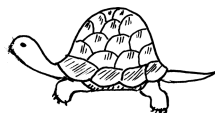
tractor

or



sorry

ur



turtle

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

More R-Controlled Vowels

wor



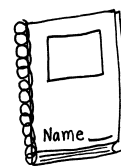
worm

ear



early

our



journal

Umbrella Vowels

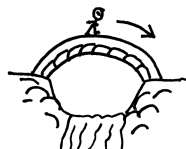
a

?



what

a_



across

_a



panda

o



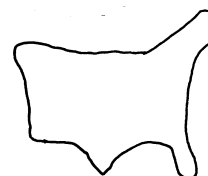
son

o_e



love

ou



country

Shady Short Vowels

ea



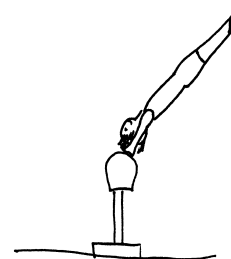
head

a



father

y

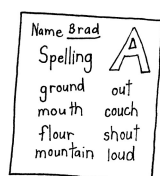


gymnastics

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

Long Vowel Patterns

ā



ē



ī



ai rain

ee feet

ie pie

ay play

ei weird

ey key

ea eat

a_e safe

e_e these

i_e pine

Explain that the top section of this chart shows vowel pairs (two vowels go walking, and the first one does the talking), 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, it says its name and the consonants have to follow behind).

Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each pattern going down the column. Continue in the same way with all of the columns.

igh^{*} night

ind find

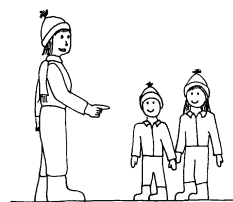
ild child

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

oll troll

olk^{*} yolk



ew flew





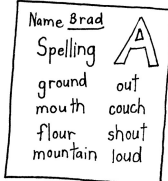

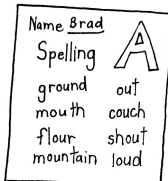

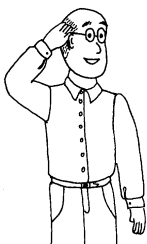
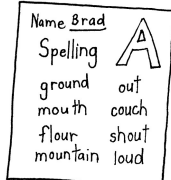


eu neutron



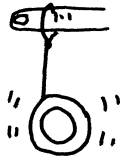




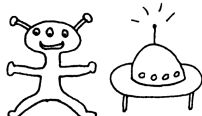


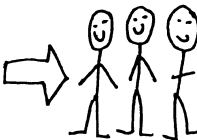




ew few

eu Europe

These patterns are rule breakers because they start with the letter e instead of u.

Sounds For Y	y		y		y ye y_e	
	ēi		ëi	 <p>In the middle</p>	<p>Long E</p> <p>Patterns With More Than One Sound</p>	
	ēy		ëy	 <p>At the end</p>		
	ēa		ea		ëa	
	īe		ïe		<p>Long I Pattern With More Than One Sound</p>	

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

Sounds For Y	y		yo-yo	y		happy	y		my
				ye		rye	y_e		type
ēi				weird	ëi				veil
ēy				key	ëy				they
Long E Patterns With More Than One Sound									
ēa				eat	ea				head
īe				pie	ïe				shield
Long I Pattern With More Than One Sound									

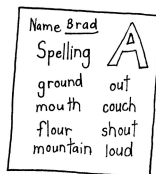
Say the sound and key word for each pattern that has been introduced, going across each row.

Dotted Vowel Patterns

ä



ë



ï



au Paul

ei veil

ï pizza

aw saw

ey they

ie shield

all ball

ea steak

al salt

eigh sleigh

a^xlk talk

ë ballet

wa wasp

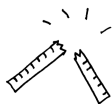
swa swan

Book 8

qua quarrel

squa squash

ought bought



Students say the sound of the dotted vowel at the top of the first column, then say the sound and key word for each pattern that has been taught, going down the column. Continue in the same way with all of the columns with dotted vowels.

Dotted Vowel Patterns

ö



ü



Odd O Patterns

ö

to

ü

bush

oi

coin

oo

moon

oo

book

oy

boy

ou

soup

ould^{*}

should

ow

cow

ow

snow

ou

ouch

ou

four

ou

soup

oo











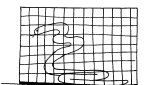


moon








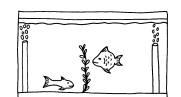





oo

book

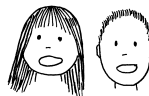









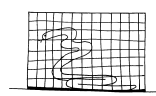
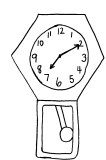


Students say the sound and key word for each Odd O pattern, going down the column.








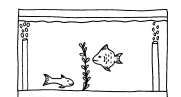





Say the sound for each letter. Say the sound and key word for any additional patterns that represent the same sound.

Alphabet		Some sounds can be shown in more than one way.							
a		b		c	 ck Jack	d			
i		j	 dge fudge g gem giant gym _ge hinge	k	 ck Jack	l			
qu		r		s	 c cent city cycle _ce fence _se mouse	t		u	 a what a_ across _a panda o son o_e love ou country



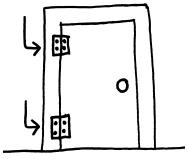


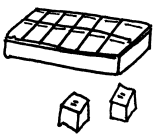
Alphabet		Some sounds can be shown in more than one way.		
e  ea head	f 	g 	h  wh who	
m 	n 	o 	p 	
v  _ve give	w  wh when	x 	y 	z  s his _se cheese _ze freeze




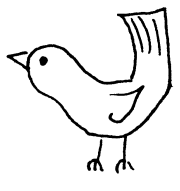
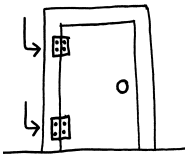




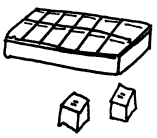
Say the sound for each letter. Say the sound and key word for any additional patterns that represent the same sound.

Alphabet		Some sounds can be shown in more than one way.							
a		b		c	 ck Jack	d			
i	 y gymnastics	j	 dge fudge g gem giant gym _ge hinge	k	 ck Jack	l			
qu		r	 wr wren	s	 c cent city cycle _ce fence _se mouse	t		u	  a what a_ across _a panda o son o_e love ou country

Alphabet		Some sounds can be shown in more than one way.		
<div>e</div> <div></div> <div>ea head</div>	<div>f</div> <div></div> <div>ph phone</div> <div>ugh laugh</div>	<div>g</div> <div></div> <div>gh ghost</div>	<div>h</div> <div></div> <div>wh who</div>	
<div>m</div> <div></div>	<div>n</div> <div></div> <div>kn knife</div>	<div>o</div> <div></div> <div>a father</div>	<div>p</div> <div></div>	
<div>v</div> <div></div> <div>_ve give</div>	<div>w</div> <div></div> <div>wh when</div>	<div>x</div> <div></div>	<div>y</div> <div></div>	<div>z</div> <div></div> <div>s his</div> <div>_se cheese</div> <div>_ze freeze</div>

Ending Consonant Patterns With Silent Letters

	_v ^x e	give			
	_c ^x e	fence			
	_g ^x e	hinge			
	_s ^x e	mouse			
	_s ^x e	cheese	<p>Consonant Patterns With Silent Letters</p> <ul style="list-style-type: none"> The letter <i>v</i> is not used at the end of English words. Use the <i>_ve</i> pattern instead. The letter <i>s</i> is rarely used by itself at the end of a word. A double <i>_ss</i> is used after a single short vowel. Examples: pass, mess, hiss. The <i>_se</i> pattern is used after a vowel-vowel pattern or a vowel-consonant pattern. Examples: geese, moose, horse, false, tense, lapse. The <i>e</i> is added after the <i>s</i> to make it clear that the <i>s</i> is not a suffix. The <i>_se</i> and <i>_ze</i> patterns are sometimes used at the end of a word to show the /z/ sound. The <i>e</i> is added after the <i>s</i> or the <i>z</i> to make it clear that the <i>s</i> is not a suffix. 		
	_z ^x e	freeze			

Ending Consonant Patterns			Other Consonant Patterns		
	_v ^x e	give		k ^x n	knife
	_c ^x e	fence		w ^x r	wren
	_g ^x e	hinge		gh ^x	ghost
	_s ^x e	mouse		gh ^x	straight
	_s ^x e	cheese	<p>Consonant Patterns With Silent Letters</p> <ul style="list-style-type: none"> The letter <i>v</i> is not used at the end of English words. Use the <i>_ve</i> pattern instead. The letter <i>s</i> is rarely used by itself at the end of a word. A double <i>_ss</i> is used after a single short vowel. Examples: pass, mess, hiss. The <i>_se</i> pattern is used after a vowel-vowel pattern or a vowel-consonant pattern. Examples: geese, moose, horse, false, tense, lapse. The <i>e</i> is added after the <i>s</i> to make it clear that the <i>s</i> is not a suffix. The <i>_se</i> and <i>_ze</i> patterns are sometimes used at the end of a word to show the /z/ sound. The <i>e</i> is added after the <i>s</i> or the <i>z</i> to make it clear that the <i>s</i> is not a suffix. 		
	_z ^x e	freeze			

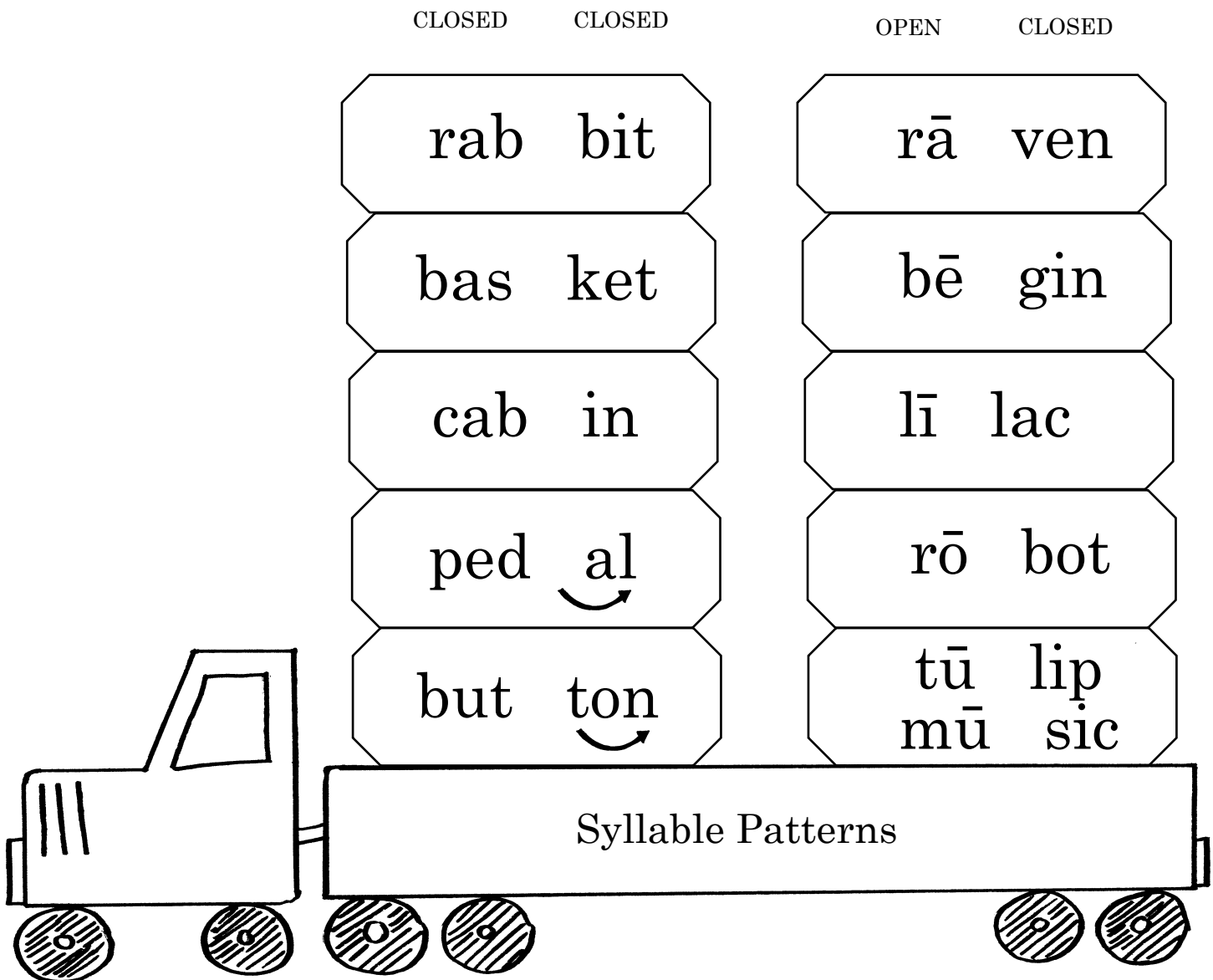
Syllable Patterns

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

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

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

Practice reading these two-syllable words.

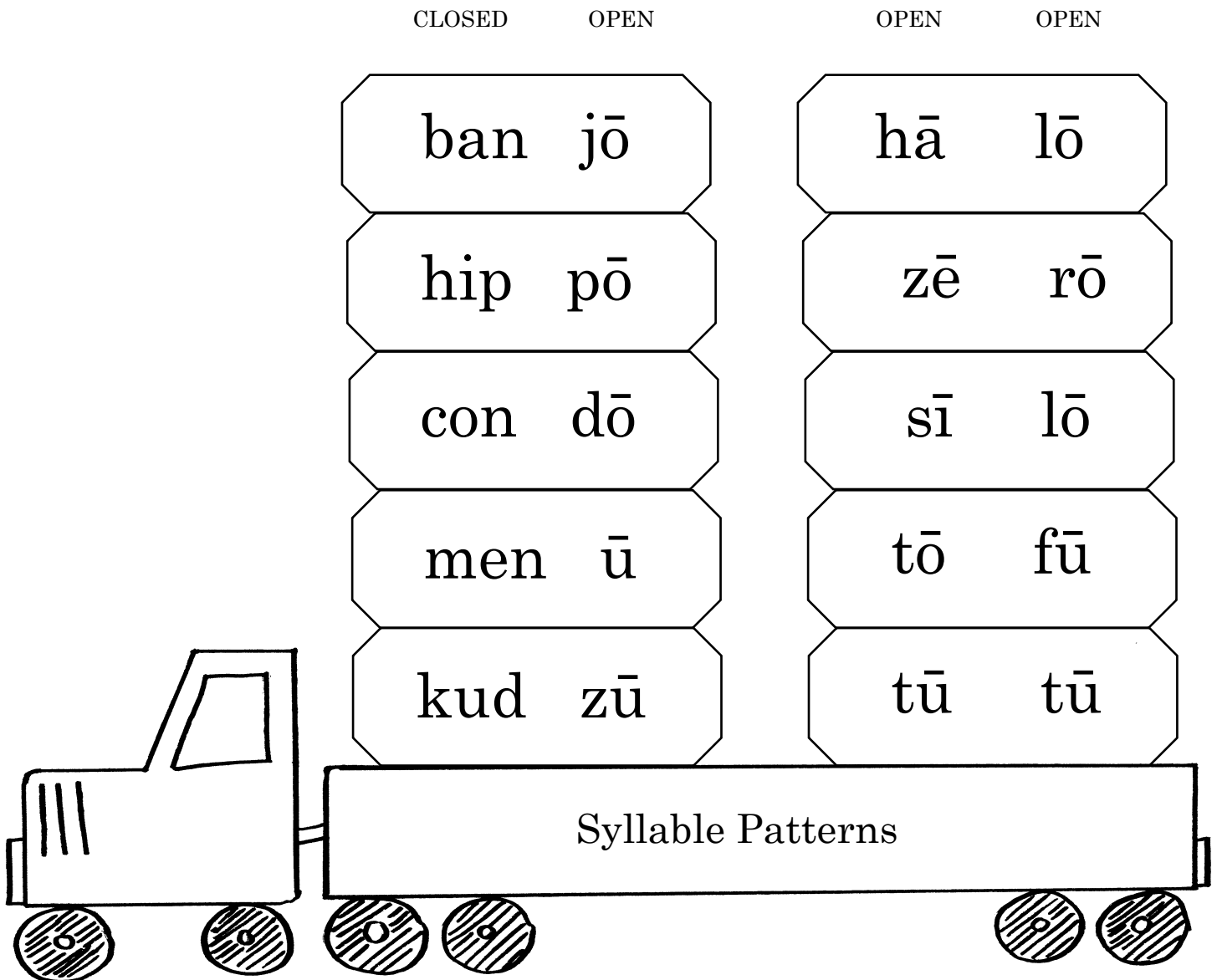


Syllable Patterns

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

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

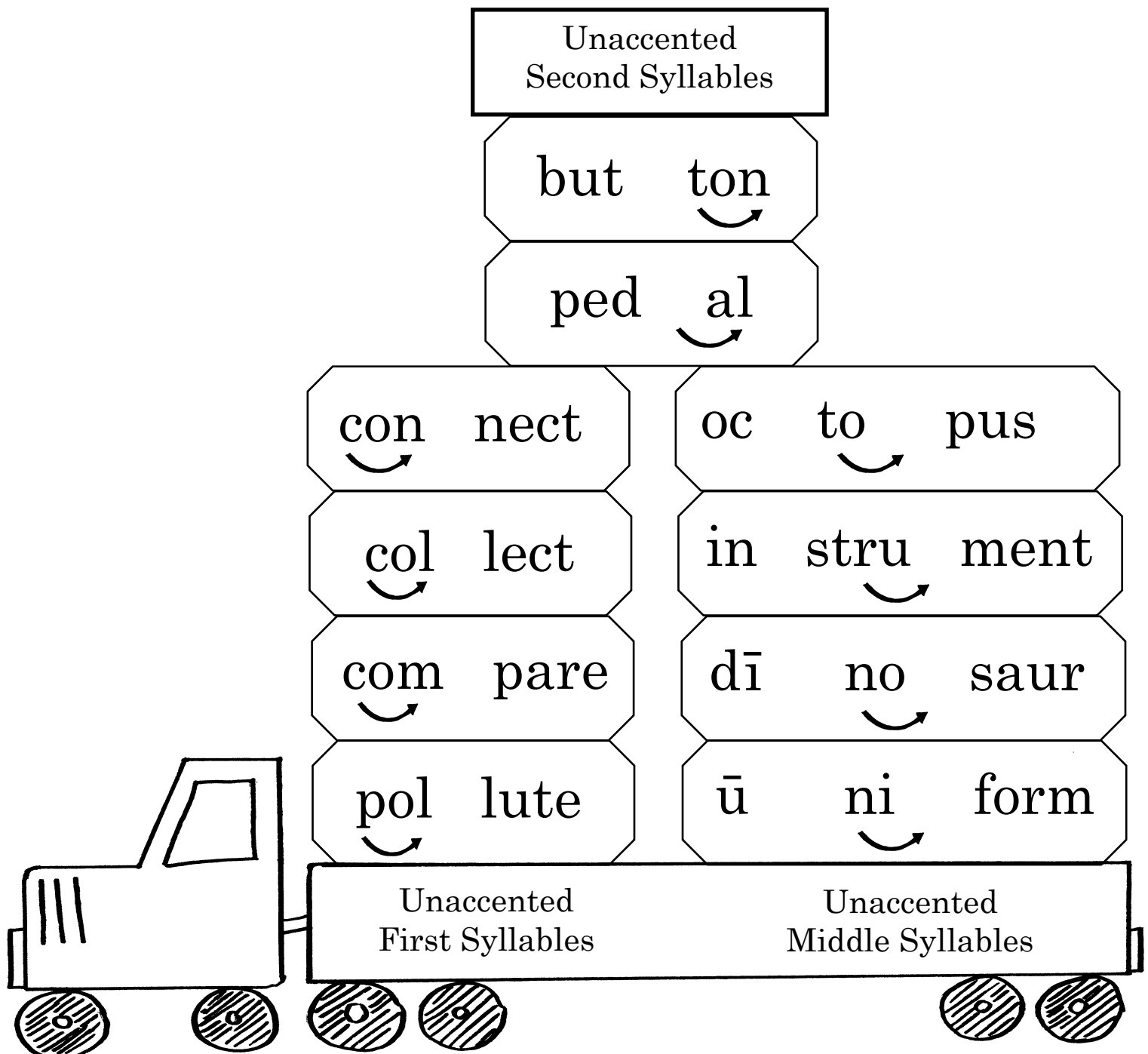
Practice reading these two-syllable words.



Unaccented Syllables

The vowels in unaccented syllables are hardly pronounced at all. This applies to closed syllables and open syllables. This type of vowel has the “schwa” sound. The dictionary shows this sound as an upside down e: ə. In this program, an arrow going under a vowel shows that it has the schwa sound. Go from one consonant to the next, skipping the vowel sound.

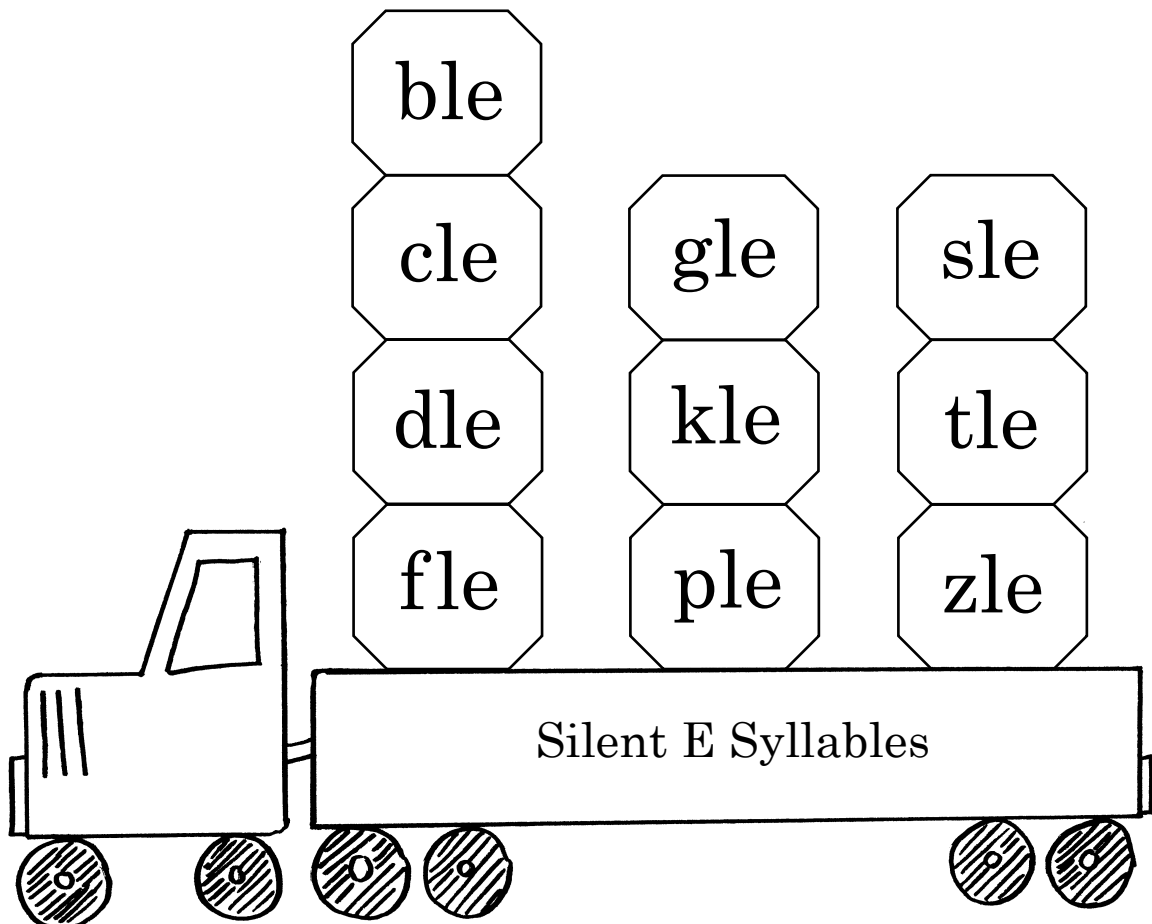
Practice reading these words with unaccented syllables.



Silent E Syllables

Every syllable must contain at least one vowel, even if you can't hear it. Many words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e.

Practice saying these silent e syllables.



ast

ask

and

amp

aft

ist

isk

isp

ind

ift

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imp

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ilk

ond

omp

oft

olf

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elp

eld

elm

elk

end

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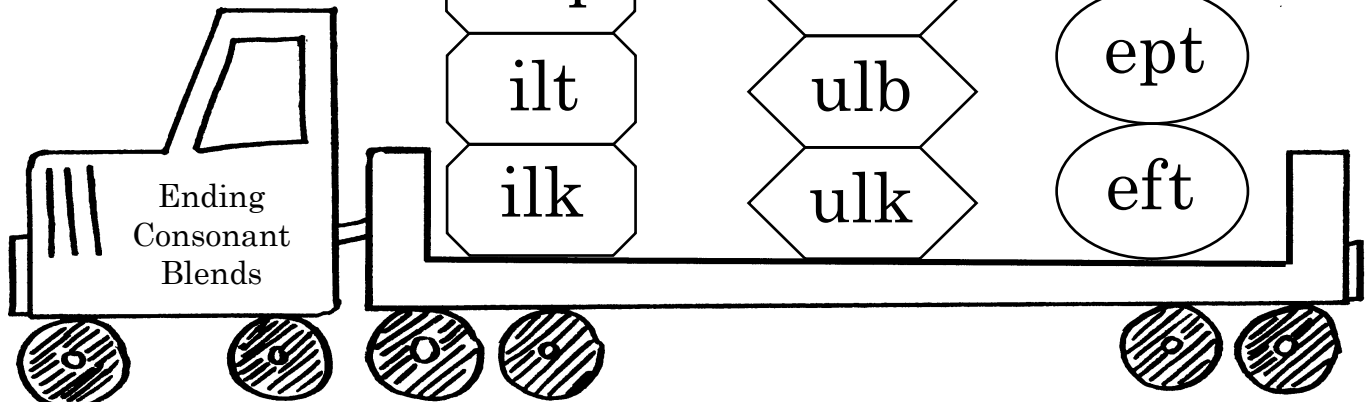
ext

ept

eft

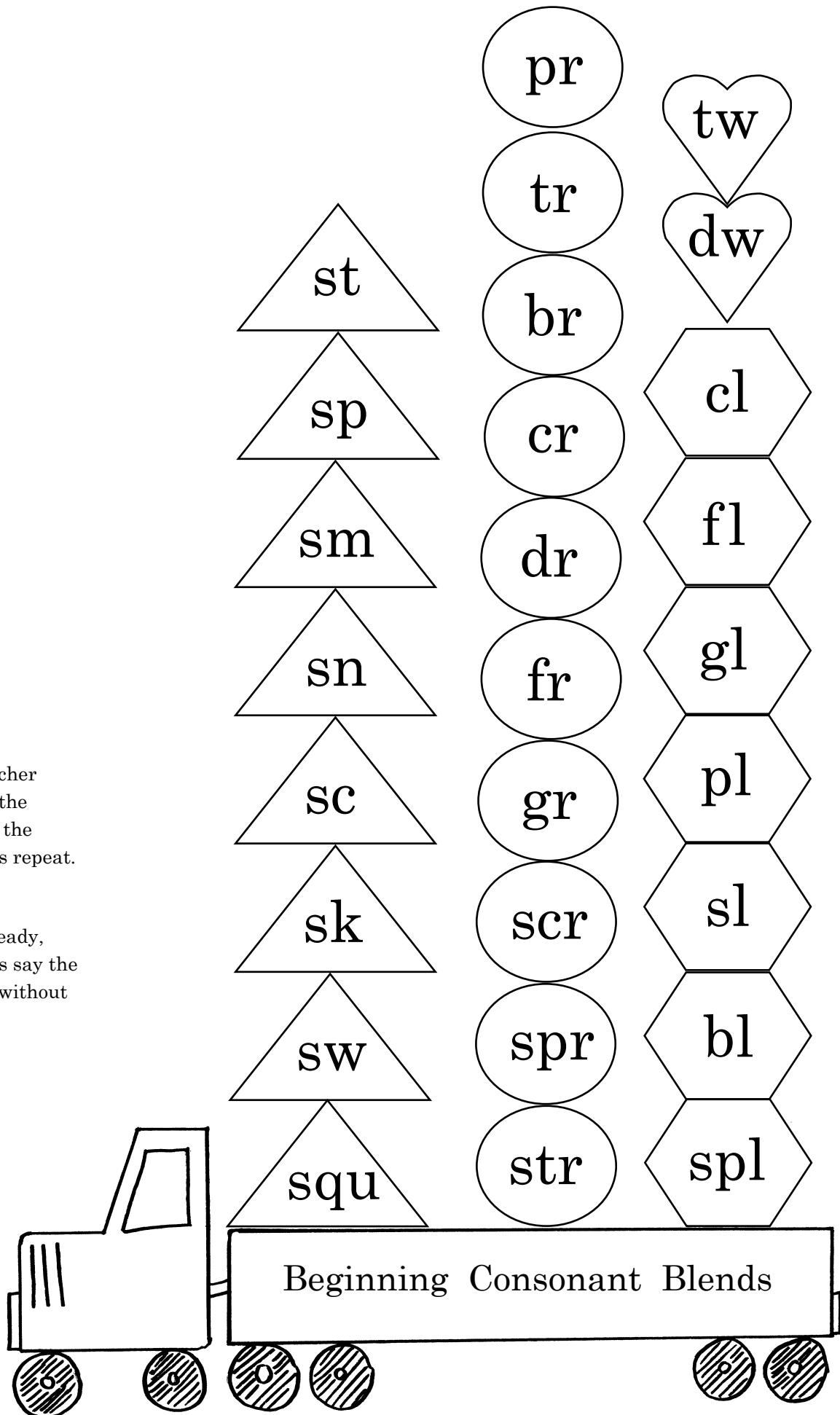
The teacher models the sounds; the students repeat.

When ready, students say the sounds without help.



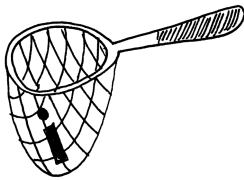
The teacher
models the
sounds; the
students repeat.

When ready,
students say the
sounds without
help.



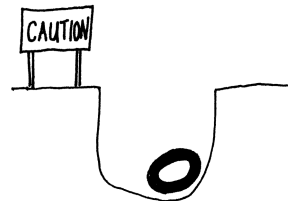
Contractions

Students read the words and contractions.



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



could not
couldn't
would not
wouldn't
should not
shouldn't

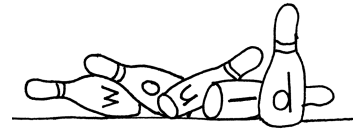
let us
let's

where is
where's
there is
there's
how is
how's

I am
I'm

Contractions

Students read the words and contractions.



must not
mustn't
does not
doesn't
are not
aren't
were not
weren't

I have
I've
you have
you've
we have
we've
they have
they've

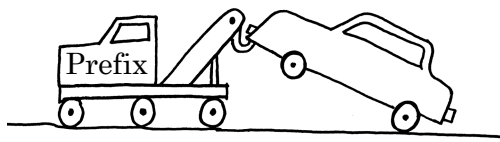
I had
I'd
he had
he'd
she had
she'd

we had
we'd
it had
it'd
you had
you'd
they had
they'd

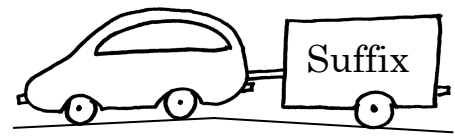
I will
I'll
you will
you'll
he will
he'll
she will
she'll
it will
it'll
we will
we'll
they will
they'll
who will
who'll

we are
we're
you are
you're
they are
they're
who are
who're

I would
I'd
you would
you'd
he would
he'd
she would
she'd
we would
we'd
they would
they'd
who would
who'd
it would
it'd



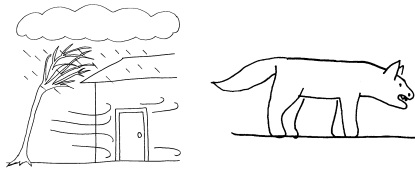
Prefixes And Suffixes



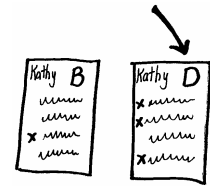
Students read the words on this chart as a review. Ask students to explain why each prefix or suffix is used. New prefixes and suffixes will be added to this chart when they are taught in the *Advanced Phonics Patterns* book.

cat cats run runs	bus buses box boxes fizz fizzes wish wishes lunch lunches catch catches	Ed's sled point pointed rain rained fix fixed jump jumping	hop hopped hopping safe safely smile smiled smiling
----------------------------	--	--	--

wor



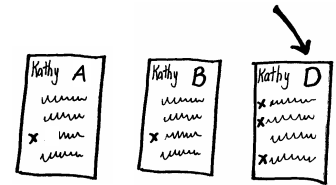
worse



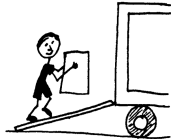
worm



worst



work



world



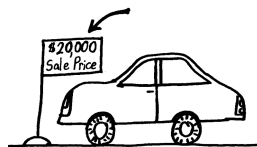
word



worry



worth



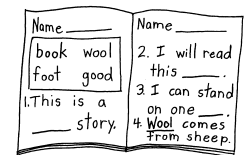
worship



worthy



workbook



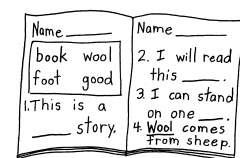
1. A globe is a model of the world.

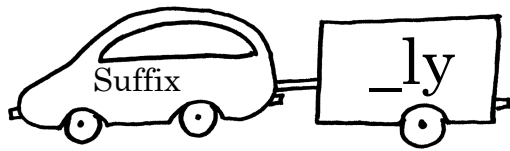


2. Mark enjoys doing his work.



3. Now we will study our spelling words in our workbook.





Use _ly at the end of word to create an adverb. An adverb describes how an action is done.

quick

soft

quickly

softly

slow

firm

slowly

firmly

loud

quiet

loudly

quietly

safe

part

safely

partly

sweet

calm

sweetly

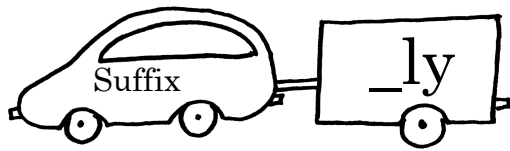
calmly

fair

poor

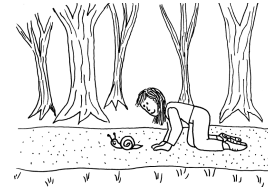
fairly

poorly



Use _ly at the end of word to create an adverb. An adverb describes how an action is done.

1. A snail moves very slowly.



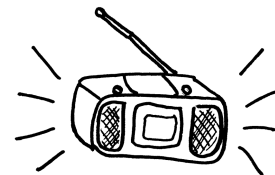
2. Dad drives the car safely.



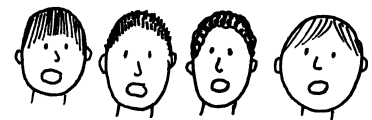
3. Kay does her work quietly.



4. The music is playing loudly.



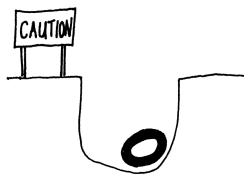
5. The children sing sweetly.



6. We will play the game fairly.



Contractions



Put the words together to make one word. Drop the letter o and put an apostrophe in its place.

1. is ~~not~~
isn't

are ~~not~~
aren't

could ~~not~~
couldn't

2. did ~~not~~
didn't

were ~~not~~
weren't

would ~~not~~
wouldn't

3. have ~~not~~
haven't

does ~~not~~
doesn't

should ~~not~~
shouldn't

4. has ~~not~~
hasn't

was ~~not~~
wasn't

do ~~not~~
don't



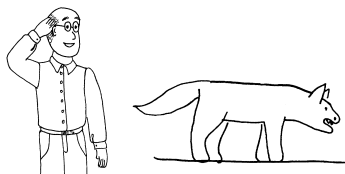
5. must ~~not~~
mustn't

can ~~not~~
can't

~~will~~ ~~not~~
won't



er



cherub



heron



cherry



ferret



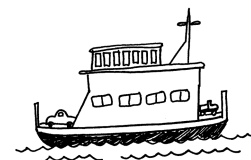
berry



merit



ferry



derrick



very tall



Erin



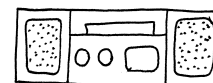
merry



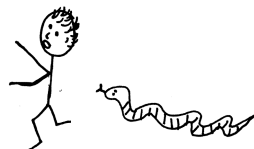
Eric



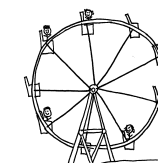
sterēō



peril

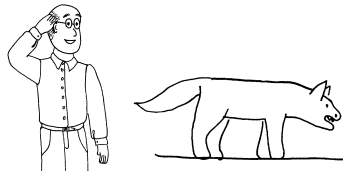


Ferris
wheel



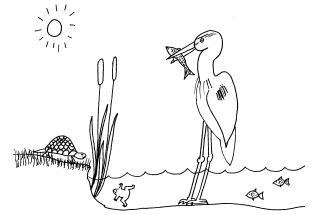
In some words with the er pattern, the letter *e* has the short *e* sound.

er



In some words with the er pattern,
the letter *e* has the short *e* sound.

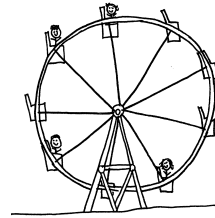
1. The heron is catching fish to eat.



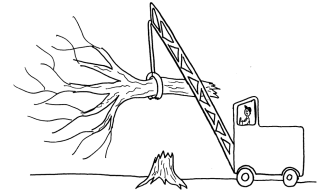
2. A berry fell out of her basket.



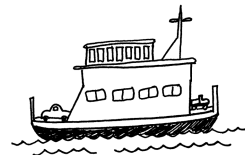
3. We go around and around
on the Ferris wheel.



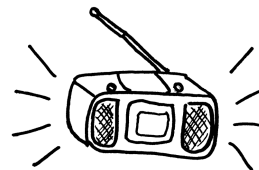
4. The derrick is picking up a tree.

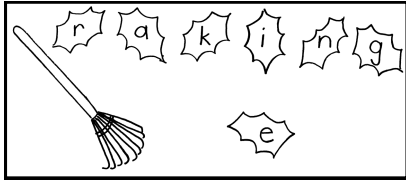


5. The ferry will take the cars
across the river.



6. The stereo is too loud!
It is hurting my ears.





If a word ends with silent e, drop the e before adding _ed or _ing.

wave~~e~~

wavede

waveing

dance~~e~~

dancede

danceing

rins~~e~~

rinsede

rinseing

hop~~e~~

hoped

hopeing

bounc~~e~~

bounced

bounceing

rais~~e~~

raised

raiseing

cure~~e~~

cured

cureeing

chang~~e~~

changed

changeing

snooz~~e~~

snoozed

snoozeing

smile~~e~~

smiled

smileing

live~~e~~

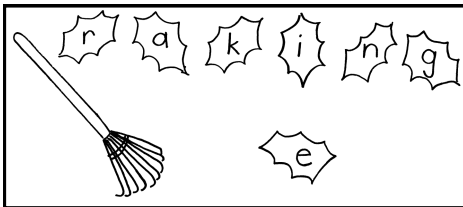
lived

liveing

serv~~e~~

served

serveing



The _ed suffix shows that an action was done in the past. The _ing suffix shows that an action is or was ongoing for a period of time. In words that end with E, drop the E before you add _ed or _ing.

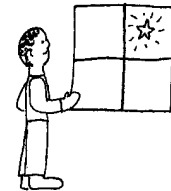
1. The boy is waving good-bye.



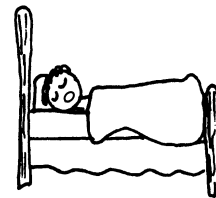
2. They lived in a home near many tall hills.



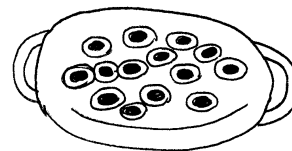
3. He was hoping his wish would come true.



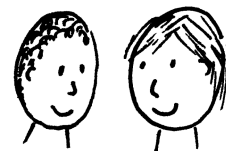
4. Josh snored loudly after he fell asleep.



5. Mom is serving cookies at the party.



6. Paul smiled at his friend.





Contractions

Put the words together to make one word. Drop the letters *ha* and put an apostrophe in their place.

1. I ~~h~~~~a~~ve
I've

2. You ~~h~~~~a~~ve
You've

3. We ~~h~~~~a~~ve
We've

4. They ~~h~~~~a~~ve
They've

5. I ~~a~~m
I'm

Let ~~u~~s
Let's

Read each pair of words. Notice which letters are crossed out. Then read the contraction.

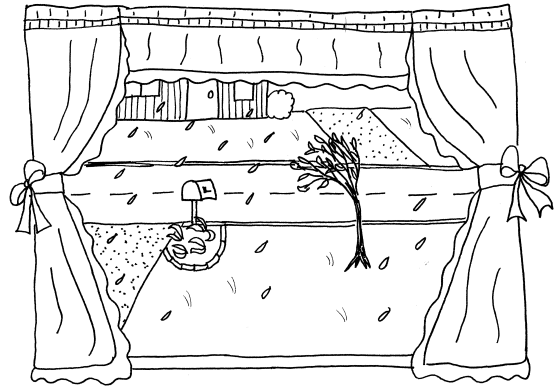
Book 7

A Good Book

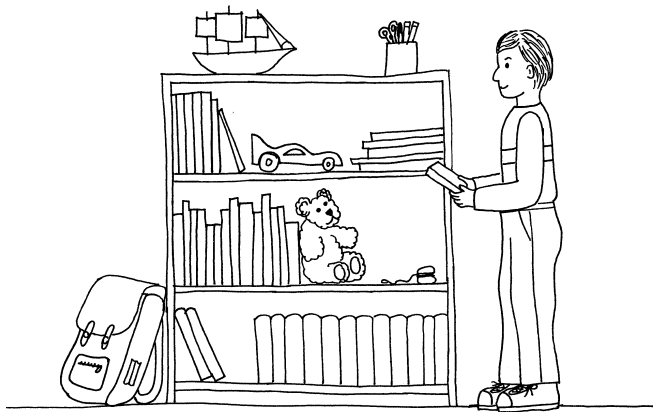
The weather was bad.

It was raining outside.

The wind was blowing.



Mike had to stay in the house. He didn't have anything to do.



He went to his room and picked up a book. He took the book to

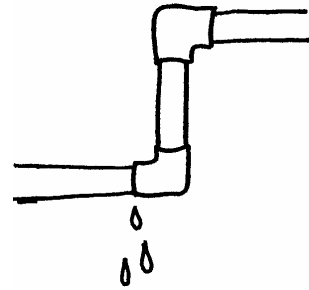
his mom. “Hey, Mom,” said Mike. “This is a good book. Will you read it to me?”

“Not now, Mike,” said Mom. “I have work to do. I have to wash the dishes.”

Mike went to find his dad. “Hey, Dad,”

Mike said. “This is a great book. Will you read it to me?” “No,” said Dad. “I have

work to do. I have to fix a leak in the bathroom.”



Mike felt sad. He sat on his bed and looked at the book.

Then he said, “I can’t wait for Mom and Dad. I will try to read this book myself.”

Mike looked at the
letters in the book.

It was hard to
read the words.

He read them

slowly, one at a time. It was a good book.

His mom and dad had read it to him

many times. Mike liked it so much that he

read all of it. Then he read it again. And

then he read it again. He forgot about the

bad weather. He even forgot to get his

lunch. But how he liked reading that book!



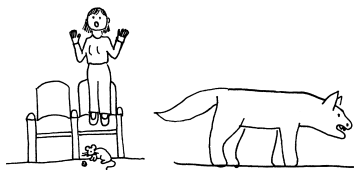
At last, Mom and Dad came into the room. “We’ve finished our work,” they said. “Let’s read your book.”

Mike didn’t say a word. He just opened the book and began to read out loud.

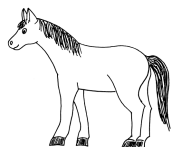
Now the words seemed easy. Mike read all of the book. Then he looked up at his mom and dad. They smiled and gave him a great big hug. They were very, very proud.

The End

ōr



horse^x



horn



fork



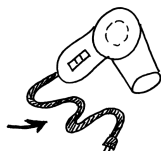
for



corn



cord



short



or



torn



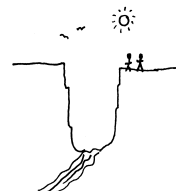
thorn



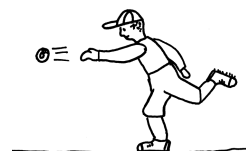
sword^x



gorge^x



sport



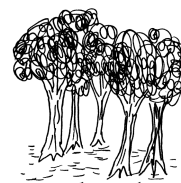
storm



forgot



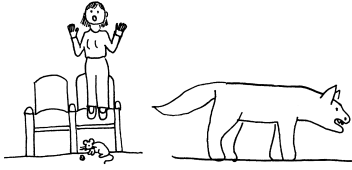
forest



formal^u



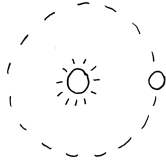
or



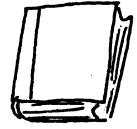
morning



orbit



story



hornet



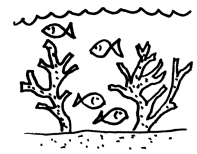
ācorn



porch



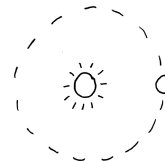
coral reef



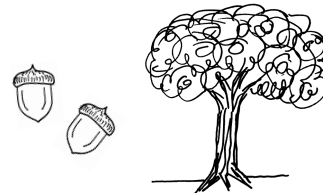
1. The flower is for his mother.



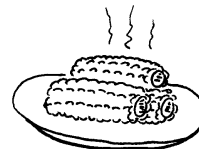
2. Planets move in an orbit around the sun.



3. Acorns grow on oak trees.



4. Mom will cook corn on the cob for us.



5. A hornet stung Joe on his arm.





Contractions

Put the words together to make one word. Drop the letters *ha* and put an apostrophe in their place.

1. I ~~had~~
I'd

We ~~had~~
We'd

2. You ~~had~~
You'd

They ~~had~~
They'd

3. He ~~had~~
He'd

It ~~had~~
It'd

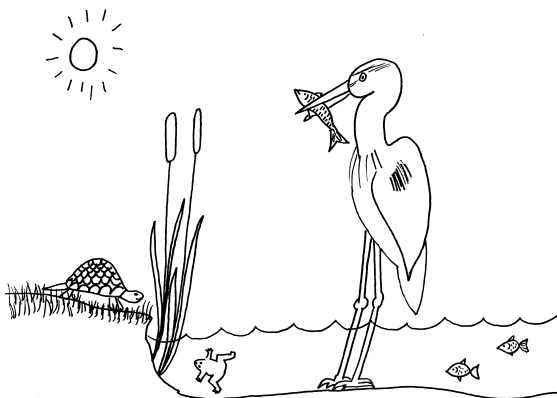
4. She ~~had~~
She'd

At the River

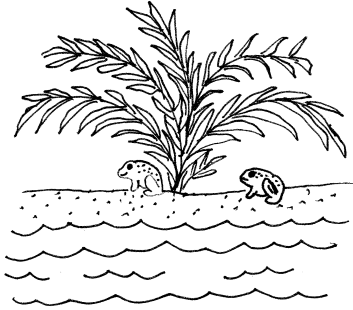
A river is in the valley. It is spring time
at the river. The sun shines on the water.
Ducks swim on top of the water. Fish
swim under the water.



A heron stands in the river. The heron

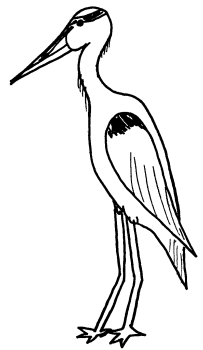


has long legs. It wants
to catch a fish or a
frog for its lunch.



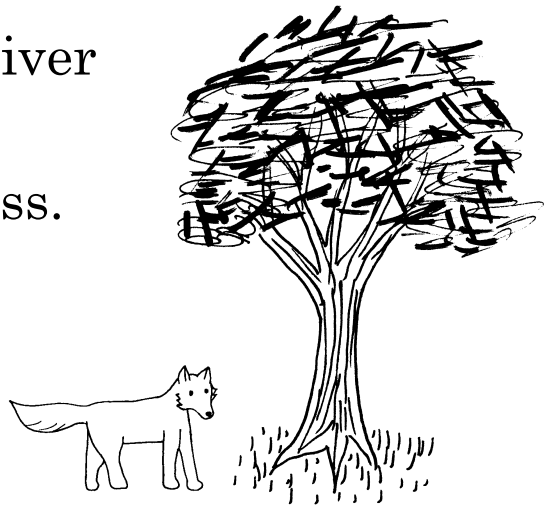
Two fat frogs sit under a
fern on the river bank.

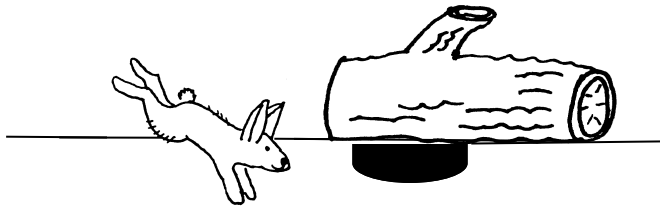
They want to catch a bug
to eat. The frogs see the heron.
They hide under the fern so the
heron will not get them.



A rabbit sits on the river
bank, munching on grass.

A fox hides behind a
tree. It sees the
rabbit.

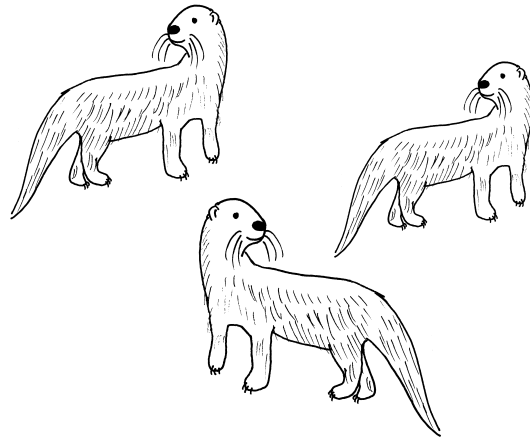




The fox runs after the rabbit. The rabbit dives into a hole under a log.

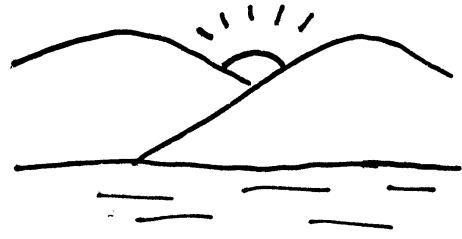
The rabbit is safe there. The fox cannot get him.

Three otters live at the river. They can swim well. They like

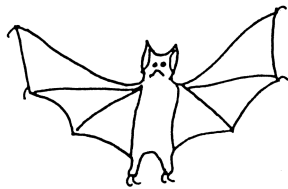


to slide in the mud. They like to splash and play in the water.

The sun sets over the
valley at the end of the



day. Now it is night, and the stars are
bright.



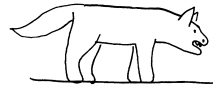
A bat is high in the air. Tree frogs are
singing. The rest of the animals have gone
to sleep.

The End

Syllable Study

When the *or* pattern is at the end of a second syllable, it usually sounds like *or* in tractor. You don't pronounce the *o*. Just say /r/.

or

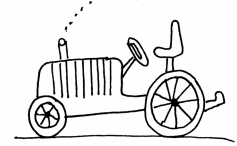


Introduce sight words: color, mirror

trac

tor

tractor



doc

tor

doctor

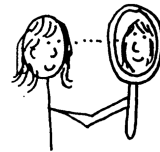


mir

ror



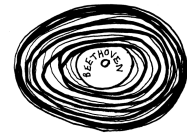
mirror



rec

ord

record



col

or



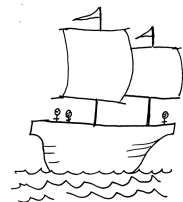
color



sail

or

sailor



au

thor

author



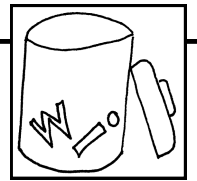
me te or

meteor





Contractions: Put the two words together to make one word. Drop the *a* or the *wi* and fill in the empty space with an apostrophe.



1. you ~~a~~re
you're

they ~~wi~~ll
they'll

2. they ~~a~~re
they're

you ~~wi~~ll
you'll

3. we ~~a~~re
we're

he ~~wi~~ll
he'll

4. I ~~wi~~ll
I'll

she ~~wi~~ll
she'll

5. it ~~wi~~ll
it'll

we ~~wi~~ll
we'll

Syllable Study

Sometimes the *or* pattern sounds like *or* in sorry. The letter *o* has the short *o* sound.

or



sor

ry

sorry



sor

row

sorrow



bor

row

borrow



hor

ror

horror



tö mor row

tomorrow

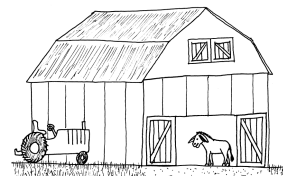


1. Jon will borrow the shovel.



Read the sentences.

2. A tractor is beside the barn.



3. I see myself in the mirror.



A Night Visit

It was night time. It was dark out. The wind was blowing. Sam was in his bed. But he was not asleep. He was looking out the window at the moon.



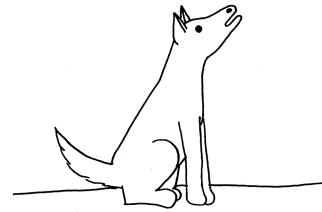
Sam wanted to see his horse, Thunderstorm. So he got out of bed. He opened his window and went out. Sam hung onto a big tree. Hand over hand, he went down the tree.



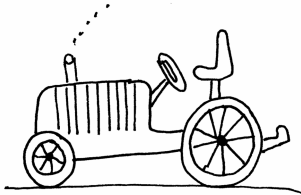
Sam crept across the yard
to the barn. An owl hooted
in the dark.

A dog howled far away.

But Sam was not afraid.



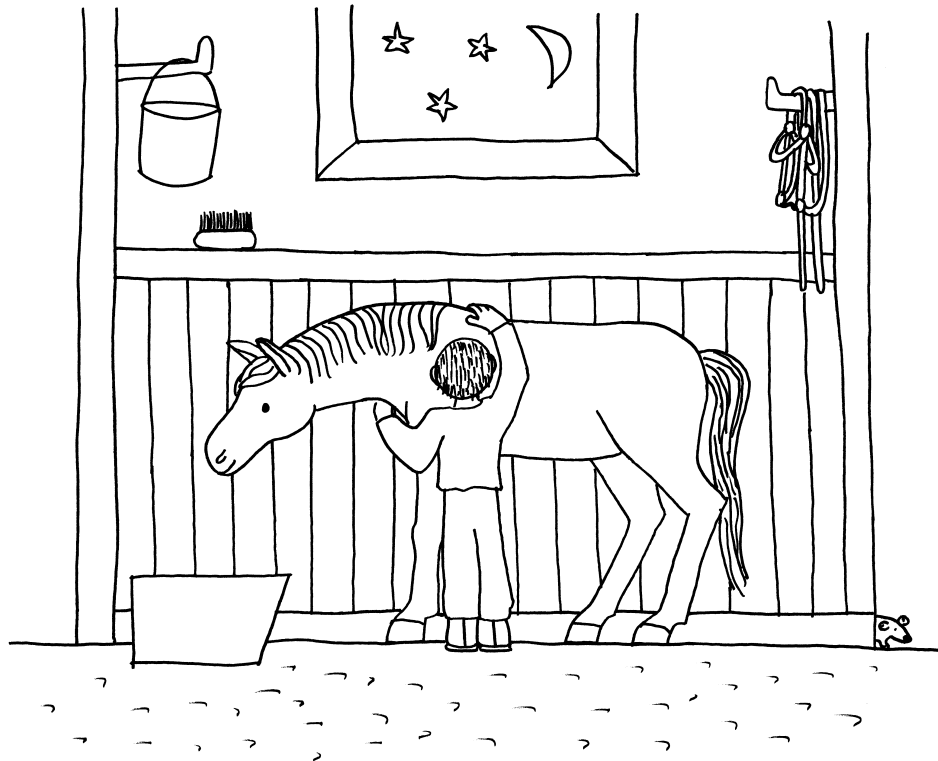
He opened the door and went into the
barn. It was dark inside. A tiny mouse



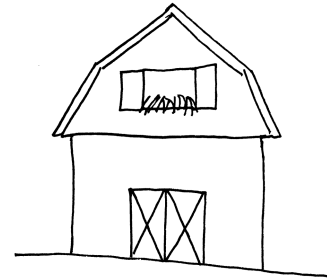
ran across the floor. It hid
behind the tractor.

Sam went into a stall. He laid his arm across the back of his big, white horse.

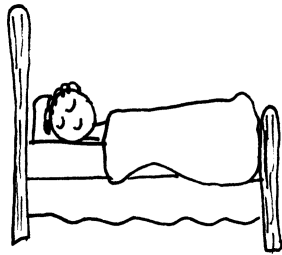
“You’re a good horse, Thunderstorm,” Sam said. “I’m sorry I can’t stay with you tonight. I’ll see you tomorrow.” Sam gave the horse a hug.



Then Sam went out of the
barn, into the night air. He
looked at the moon, high
over the barn. He crept
across the yard. Hand over hand he
went back up the tree.



He went in his window and got back



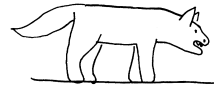
into bed. Sam stayed in bed
for the rest of the night.

The End

Syllable Study

When the *ar* pattern is in an ending syllable, it often sounds like *ar* in dollar.
Don't pronounce the *a*. Just say /r/.

ar



Introduce sight word: sugar

dol

lar

dollar



col

lar

collar



pil

lar

pillar



wiz

ard

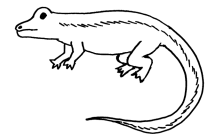
wizard



liz

ard

lizard



bliz

zard

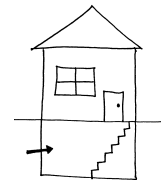
blizzard



cel

lar

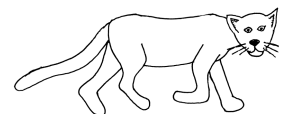
cellar

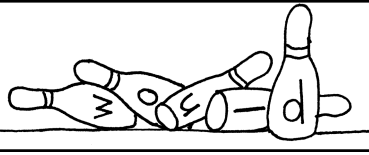


cöu

gar

cougar





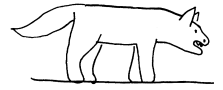
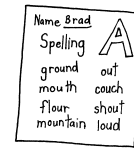
Contractions: Put the words together to make one word. Drop the letters *woul* and put an apostrophe in the empty space.

1. I ~~woul~~d I'd
2. you ~~woul~~d you'd
3. he ~~woul~~d he'd
4. she ~~woul~~d she'd
5. we ~~woul~~d we'd
6. they ~~woul~~d they'd
7. who ~~woul~~d who'd
8. it ~~woul~~d it'd

Syllable Study

In some words, the *ar* pattern sounds like *ar* in carrot. Use the long *a* sound for the *a*.

āar



car

rot



carrot



par

rot



parrot



par

ent

parent



bar

rel



barrel



car

ol



carol



mar

ry

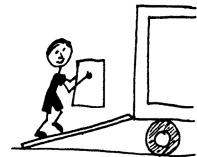
marry



car

ry

carry



spar

row

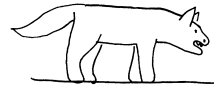
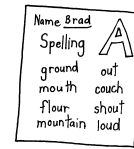
sparrow



Syllable Study

In some words, the *ar* pattern sounds like *ar* in carrot. Use the long *a* sound for the *a*.

ar



car

riage^{*}

carriage

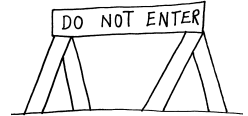


bar

ri

cade

barricade



Read the sentences.

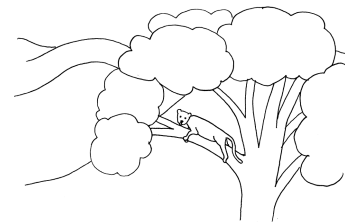
1. He fills the barrel with water.



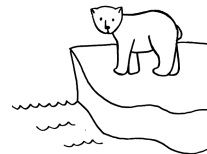
2. She feeds the horse a carrot.



3. A cougar is up in the tree.



4. A polar bear is on the ice.



5. Solar energy comes from the sun.

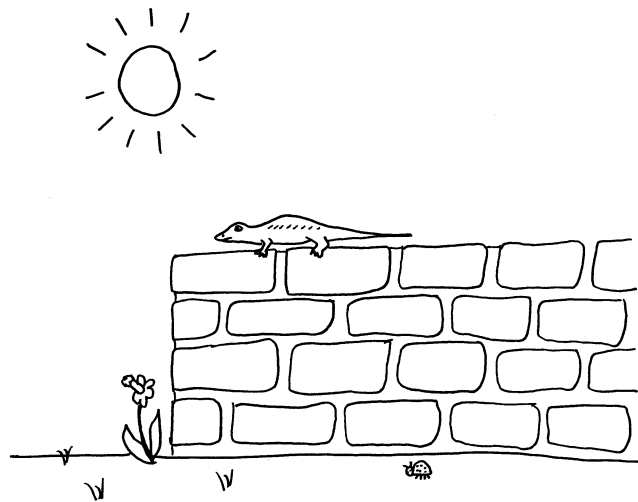


Luke And The Lizard

Luke went out into the yard. He
had his new baseball bat and glove.
He sat on a wall to wait for Sue.

It was a sunny day in June. Bees
buzzed around the fruit trees. Tulips
grew in the garden. A blue jay flew
up into a pine tree. Small sparrows
hopped in the grass.

A lizard sat in the warm sun on the
top of the wall. It was gray, with a
long thin tail. The lizard's tail was
bright blue.

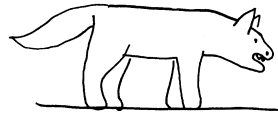


Luke wanted to catch the lizard and keep it for a pet. But the lizard saw Luke. It ran and hid in a crack in the wall. Just then, Luke saw Sue. “Sue, did you see that lizard?” Luke said. “Yes,” said Sue. “Let’s try to catch it.”

But Luke and Sue could not get
the lizard out of the crack. “It is
hard to catch a lizard,” said Luke.
“Let’s go and play ball.”

The End

ear



earth



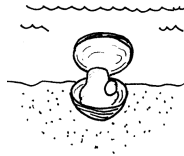
early



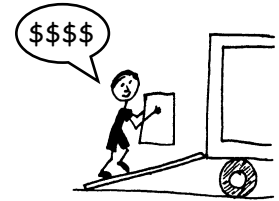
heard



pearl



earn



learn



rehearse



search

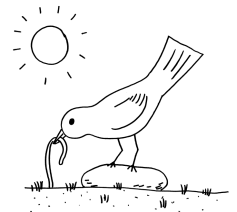


heart

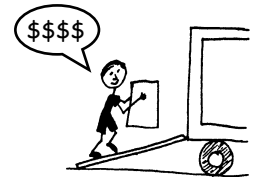


Introduce sight words: heart, hearth

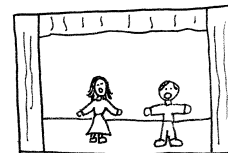
1. The early bird catches the worm.



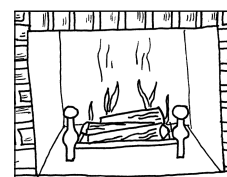
2. Joe earns money for doing his job.



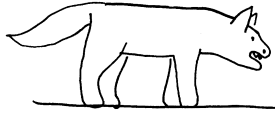
3. They rehearse for the play.



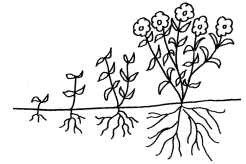
4. It is warm by the hearth.



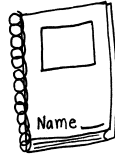
our



flourish



journal



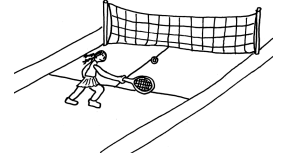
courage



journey



tournament



nourish



courtesy



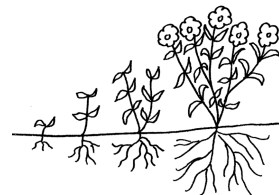
nourishing



1. Her journal is in her purse.



2. Plants flourish and grow
in good soil.



3. Nourishing food keeps us healthy.



Rude June

June is a girl who is in the third grade.

She often is rude, but she's never afraid.

June is as stubborn as a mule. She
thinks that she can break the rules.

When she goes to the board, she breaks
the chalk. When it's quiet time, she likes
to talk. She fusses at all of the girls and
boys. She likes to make a lot of noise.

She leaves her journal under her desk.

She won't clean up when she makes
a mess. She doesn't like to walk in
line. She wants to be first all of the
time.



When she eats, she likes to burp.

When she drinks, she likes to slurp.

When she goes to music, she won't
sing the song. But when carrying
things, she's very strong.

If June could learn to be polite,

I think that she would be all right.

The End

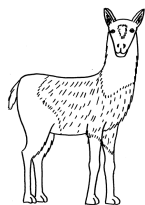
o
a



father



llama



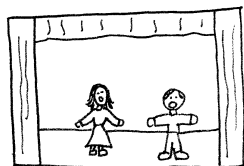
lava



mama



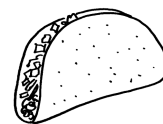
drama



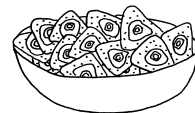
pecan



tacō



nachō



pajamas



pasta



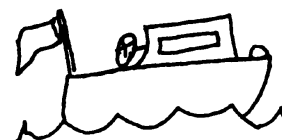
hurrah^x



1. Lava is hot melted rock.



2. My father takes us on boat
rides on the river.



Syllable Study

Sometimes an open syllable is at the end of a word. The second syllable in each word below is an open syllable, with a long o sound.

ō



hip

po

hippo



jum

bo

jumbo
jet



hel

lo

hello



con

do

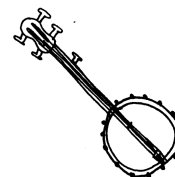
condo



ban

jo

banjo



man

go

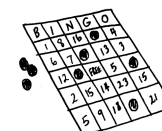
mango



bin

go

bingo



bur

ro

burro



Syllable Study

Sometimes an open syllable is at the end of a word. The first and second syllables in each word below are open syllables, with a long vowel sound.

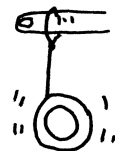
ō



yo

yo

yo-yo



he

ro

hero



ze

ro

zero



r^{*}hi

no

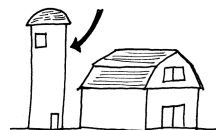
rhino



si

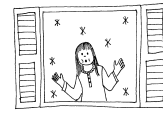
lo

silo



Syllable Study

An open syllable can be a first syllable, middle syllable, or last syllable. An open syllable usually has the long vowel sound.



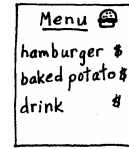
ū



men

u

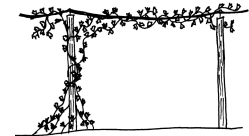
menu



kud

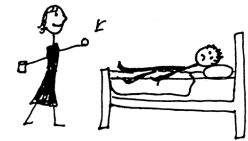
zu

kudzu



flu

flu



tu

tu

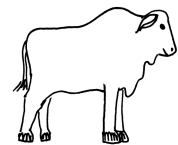
tutu



ze

bu

zebu



to

fu

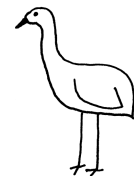
tofu



e

mu

emu



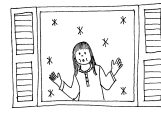
com pu ter

computer



Open Syllables

ō



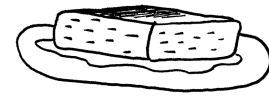
ū



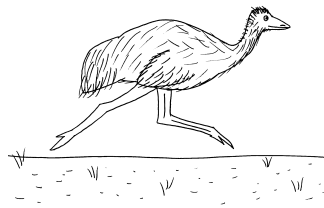
1. Zebu are a kind of cattle that live in Africa.



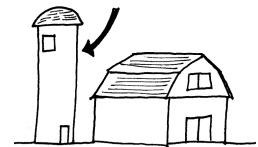
2. Tofu is made from soybeans.



3. An emu cannot fly but it can run fast.



4. A silo stores grain on the farm.



5. A hippo spends a lot of time in the river.

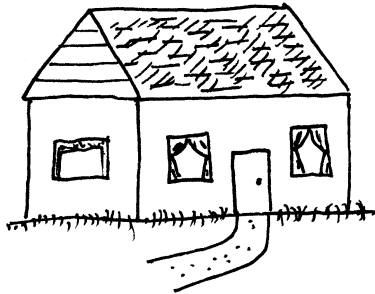


My Family

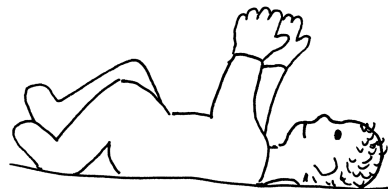
Hello! My name is Kathy.



This is my home. Do you
want to meet my family?

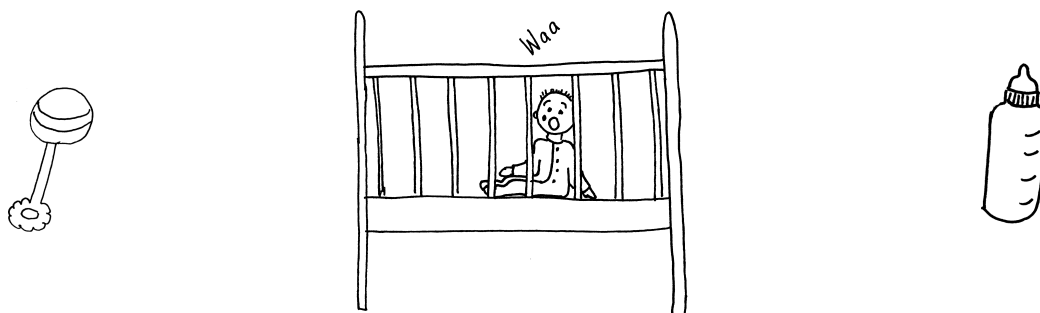


This is my baby sister. She is so
cute! Her name is Jane Ellen. She
sleeps a lot. I try to whisper when
she is asleep.



If something wakes her up, she will cry.

Then I give her a rattle. She plays with the rattle until it is time for her bottle.



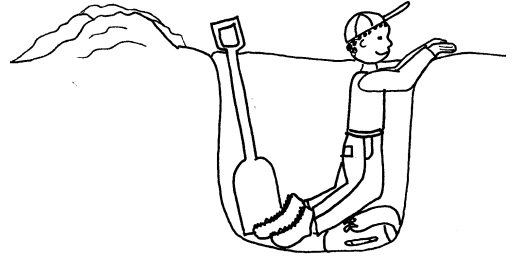
This is one of my brothers. His name is Bobby. He is twelve. He likes to play football. And he can play the tuba. A tuba is huge!



This is another brother.

His name is Mike. He is ten.

He uses a shovel to dig
deep holes in the yard.



And he likes to play the drums.

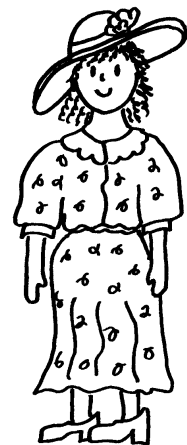
This is my sister Sally.

She is eight. She likes to be funny.

We play games together.

We pretend that we are acrobats.

Sometimes, we dress up
in funny costumes.

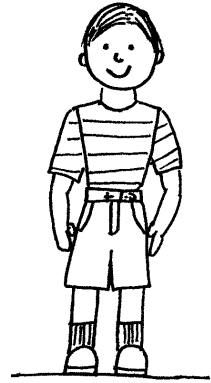


This is my smallest brother.

His name is Pat. He is six.

He likes to swing and slide.

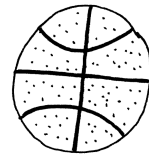
And he likes to make things.



I have a lot of fun

with my brothers and sisters.

We like to play outside.



We have races on our bikes.

We play basketball on the driveway.

And we play hide and go seek.

This is my father.



He works at a lumber mill.

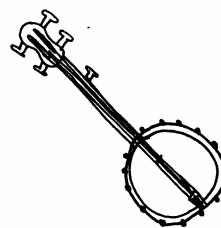
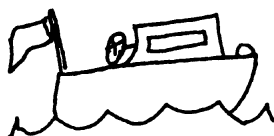
He can play the banjo.



Every weekend in June,

he takes us for a ride

on the river.



But he is busy today.

He says, "I have a big job to do.

I have to paint the house.

It is not safe to play by the ladder.

Go to the other side

of the yard to play."

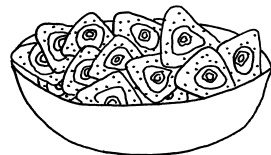
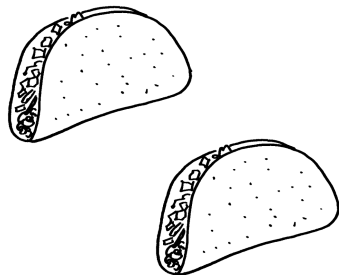


This is my mother. She is very
pretty. She takes care of me
and my brothers and sisters.



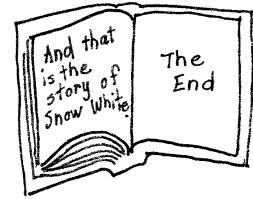
I help her a lot.

When we are hungry, my mother makes
something for us to eat. She fixes bacon
and eggs when we wake up. She makes
tuna sandwiches for lunch. And she makes
tacos and nachos for supper.



At night, we all sit on the sofa in
our pajamas. Mom reads us a story.

Dad plays a tune on his banjo
and sings a song. Then
we all go to bed.



Did you like to meet my family?

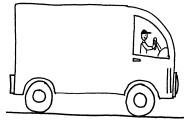
I'm glad you came to see them.

Will you visit again another day?

Good-by!



^x
kn



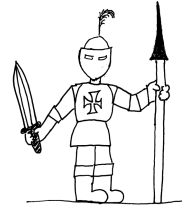
knife



knock



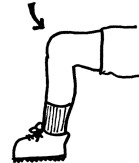
knight



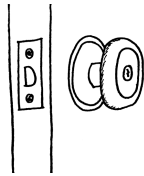
knot



knee



knob



kneel



knit



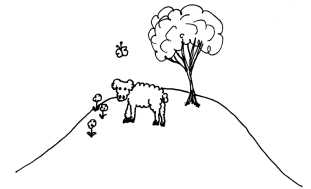
know



knickers



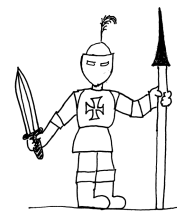
knoll



1. He kneels to pick up
the conch shell.



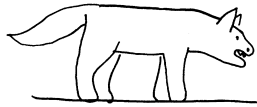
2. Knights wore armor long ago.



3. At one time, boys wore knee length
pants called knickers.



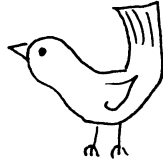
^x
wr



wreath



wren



write



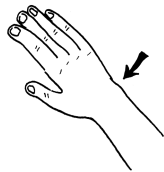
wrap



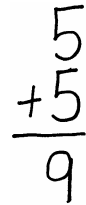
wrinkle



wrist



wrong



wrath



wrench



wreck



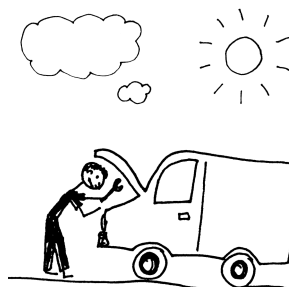
wristwatch



1. The doctor put a cast on his wrist.



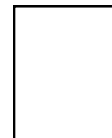
2. He will use a wrench
to fix the van.



gh^{*}



gh^{*}



(No sound)

ghost



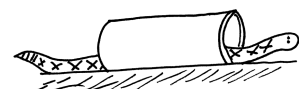
straight



ghetto



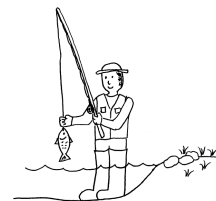
through



aghast



caught



spaghetti



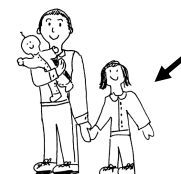
taught



Allegheny
Mountains



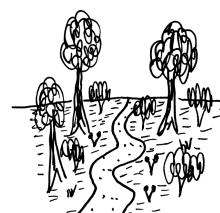
daughter



1. The boy caught a fish.



2. We will follow the path
through the forest.



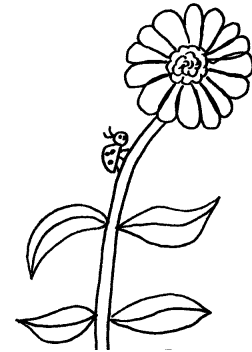
On The Lawn

Joy liked to play in her yard.

She loved to sit on the sidewalk
in the warm sunshine.

She saw ants walking in a straight line
through the grass.

She saw ladybugs crawling
up a flower stalk.



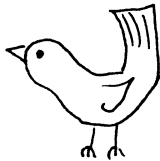
Sometimes she held a ladybug
in the palm of her hand.

She was careful not to hurt it.

One time Joy saw a wren on its
nest in a hanging basket.

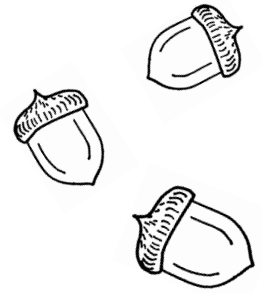
Another time she saw a fat toad in
the shade behind the trash can.

And she often saw a squirrel
sitting on top of the gate.



One day Joy went outside
early in the morning.

First, she searched for acorns
under an oak tree.



Then she searched for small
pebbles on the driveway.

She crawled under the bushes on
her hands and knees to find
small twigs and sticks.

She used the twigs and sticks to
make a small house in the dirt.



She worked on the house for a long time.

Then she used the pebbles and acorns to
make a wall around the house.

Finally she was finished.

Then she heard her mother call.

“Time for lunch, Joy.”

Joy knew she should go inside right away.

She knew it was wrong

to ignore her mother.

But she did not want to go inside.

She was having too much fun.

She wanted to stay outside

and play with her house.

Just then a big wasp landed
right on the tiny house.

Another wasp landed and sat
right beside the first wasp.

The wasps scared Joy.

She stood up quickly to go inside.

She did not want to be
stung by a wasp.

Just then a third wasp
landed right on Joy's wrist.

Joy stood aghast while the wasp
walked up and down her arm.

She wanted to run away.

She wanted to scream.

She almost started to cry.

But Joy knew she had to be calm.

Joy stood very still. She did not move.

She did not make a sound.

She did not want to upset the wasp.

She did not want it to sting her.

Joy waited for the wasp
to fly away. She had to wait a long time.
At last, the wasp did fly away.

“Where are you, Joy?” her mother called.
“I’m coming, Mom,” Joy yelled.

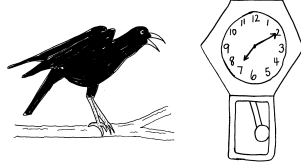
Then she ran inside as fast as she could.



She was hungry for lunch.
And she was glad to get away
from the wasps!

The End

ought



sought



bought



ought



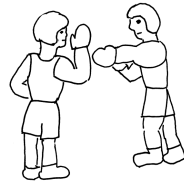
thought



wrought iron



fought



overwrought



brought



drought



Introduce sight word: drought

1. I bought this gift for my mother.



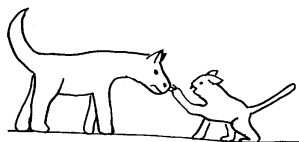
2. He brought the tray to his child, who was sick in bed.



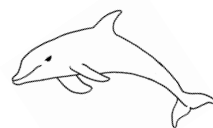
3. You ought to clean up your room.



ph



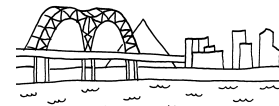
dolphin



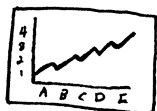
phone



Memphis



graph



phantom



sphere



alphabet



a b c

Ralph



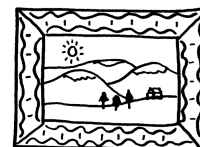
elephant



sphinx



photograph



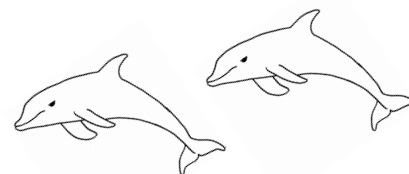
1. A photograph is on the shelf.



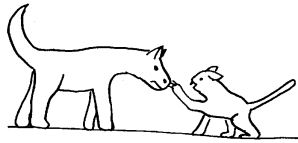
2. The earth is a huge sphere.



3. Dolphins live in the water,
but they are not fish.



ugh



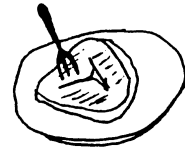
^{umbrella}
rough



laugh



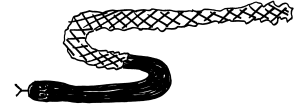
^{umbrella}
tough



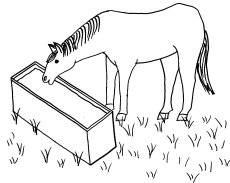
cough



^{umbrella}
slough



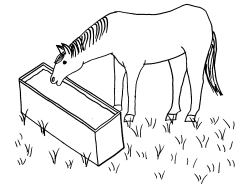
trough



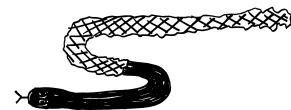
^{umbrella}
enough



1. The horse is drinking from the trough.



2. The snake is sloughing off its old skin.



3. George is sick. He has a cough.

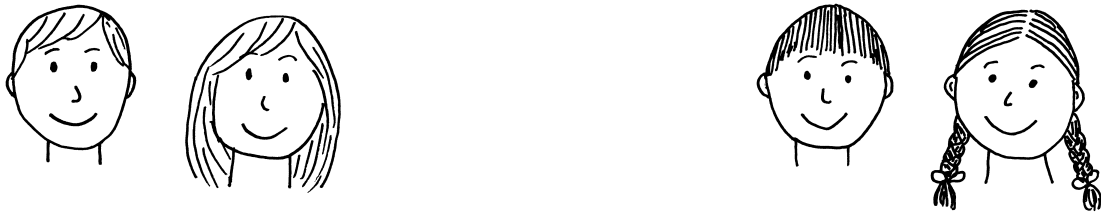


4. He brought enough money to pay for a soft drink.



A Day At The Park

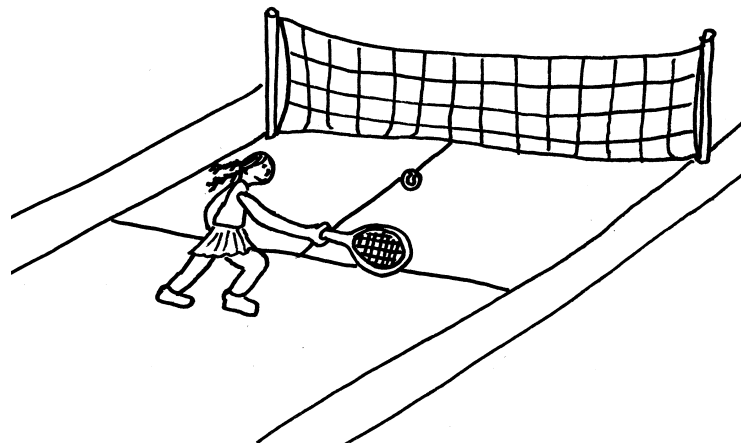
It was a warm spring day. Andrew and Anna wanted to play tennis. So they called Ralph and Courtney on the phone.



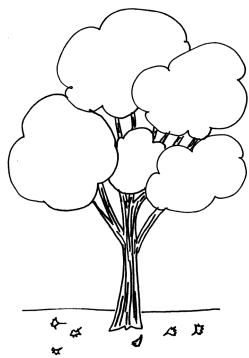
The children lived in Memphis. They were neighbors. The four children met at the tennis court at the park.

They all brought tennis rackets. Courtney brought a lot of tennis balls. Andrew brought a jug of water and some cups. Anna brought a bag of snacks.

The children played tennis for a long time. They had a lot of fun. Andrew and Anna won the match.



Then a bee stung Ralph on his finger. It hurt so bad, he was about to cry.

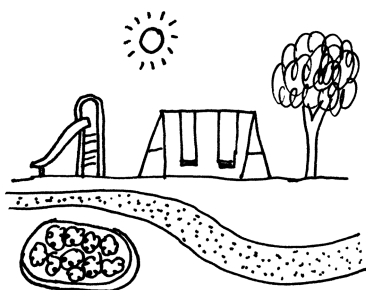


So the children all sat in
the shade under a maple
tree to rest and

have a snack. They poured cups of
cool water. They munched on
apples, crackers, and cheese.



They had fun talking and laughing.

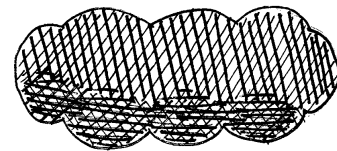


After that, the children
played on the playground
beside the tennis courts.

They went down the slide. They went
back and forth on the swings. They
went up and down on the seesaw.

Then Anna and Courtney went up to the top of the monkey bars. Ralph and Andrew ran all over the playground playing chase.

While they were playing, a big storm cloud appeared in the sky.



The children were too busy having fun to see the cloud. All of a sudden, rain started to pour down on the children.

That was enough for Andrew, Anna, Courtney, and Ralph. They did not like to get wet. So they all ran home as fast as they could.

The End

ye



y_e



rye



type



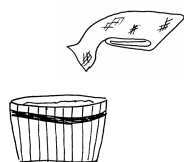
good-bye



style



dye



Kyle



^xeye



^xrhyme

I see a pig.
It has a wig.



^xthyme



Introduce sight word: eye

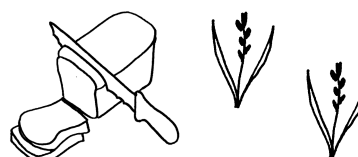
1. Kyle waves good-bye.



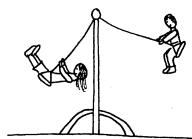
2. We will dye the cloth red.



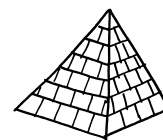
3. Mom baked rye bread.



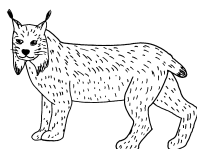
y



pyramid



lynx



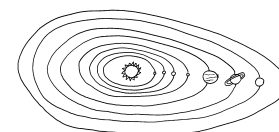
symptom



hymn



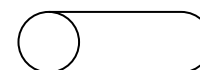
solar
system



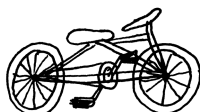
rhythm



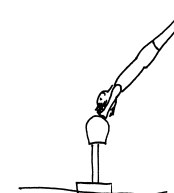
cylinder



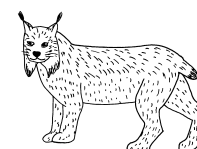
bicycle



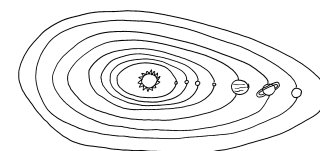
gymnastics



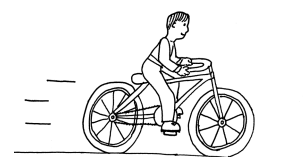
1. A lynx is a large wild cat with a short tail.



2. In our solar system, eight planets travel around the sun.



3. Mike is riding his bicycle to the park.



quä



squä



quarrel



squash



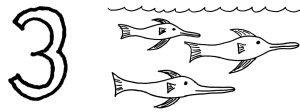
quality



squat



quantity



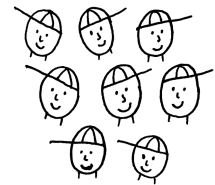
squall



quaff



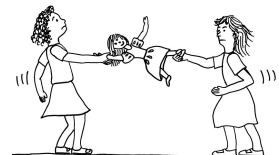
squad



qualms



squabble



quadrangle



squalor



2. The poor people in this city
live in squalor.



3. It does no good to get into
a quarrel.



Dolphins



This is a dolphin. A dolphin has a big fin on top and a flat tail. It has two fins on the bottom called flippers.

A dolphin lives in the sea. It can swim fast and jump high above the water.

But it is not a type of fish. It is a mammal.

A dolphin catches fish for food. It makes loud clicking sounds to help it find the fish in cloudy water. But a dolphin has very good eyes. It can see well above and below the water.

A dolphin can make many sounds. This is how it lets the rest of the dolphins know where it is and what it is doing. Sometimes a dolphin looks and sounds like it is laughing.

Dolphins swim in a group. The mother dolphins take care of the little ones. A young dolphin follows the sounds its mother makes. That way it won't get lost.

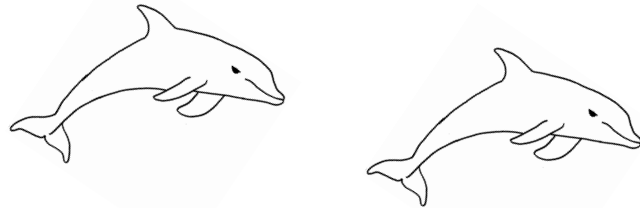
Sometimes dolphins blow bubbles. We don't know why. It is a mystery. Maybe it's just to play and have fun.

Sometimes dolphins get into a squabble.

They quarrel with other dolphins. They clap their jaws to make a loud sound.

They may even bite another dolphin's tail.

People have always liked dolphins. Long ago Greek people made drawings of them. We can still read Greek myths about dolphins from that time. The myths tell about dolphins who rescue people who are lost at sea. In modern times we hear about dolphins who help people, too.



Do you like dolphins? Have you ever seen one? If you are by the sea, look out at the waves. Maybe you will see a dolphin.

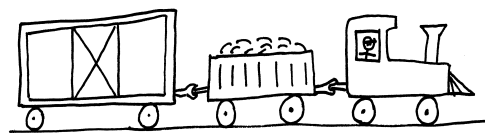
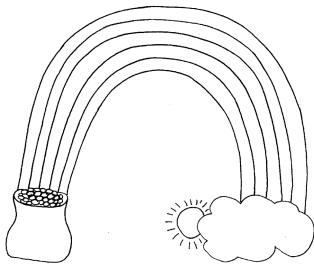
The End

Which One?

80 8

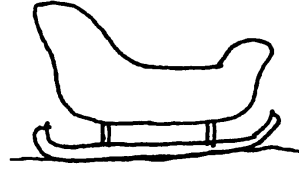
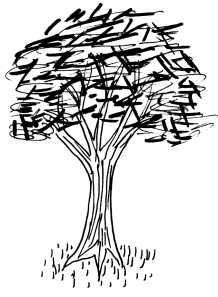
Which one is more ?

Eighty or eight ?



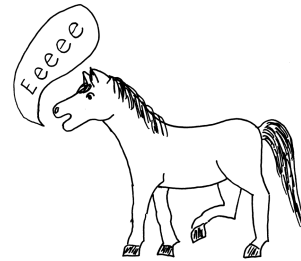
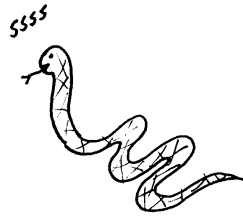
What goes on a train ?

A rainbow or freight ?



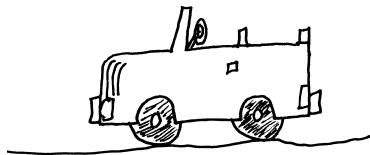
What glides in the snow ?

A tree or a sleigh ?



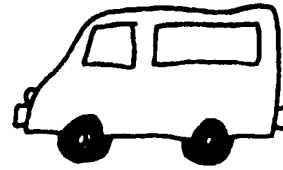
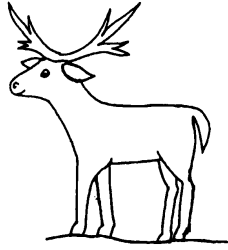
A horse makes which sound ?

A hiss or a neigh ?



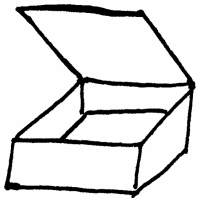
Which one is a neighbor ?

A jeep or a man ?



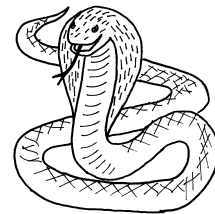
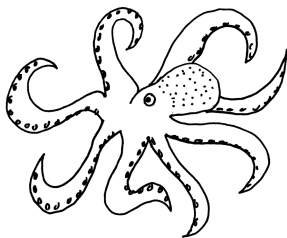
Which needs a key ?

A deer or a van ?



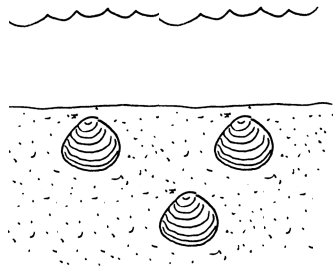
Which can you weigh ?

A box or a lake ?



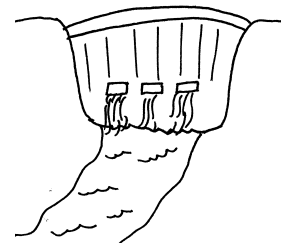
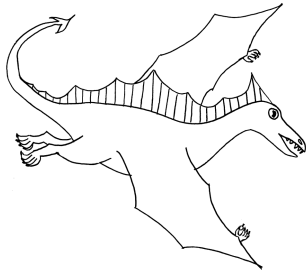
Which has eight legs ?

An octopus or a snake ?



Which ones are people ?

A class or some clams ?



What holds back the water ?

A dragon or a dam ?



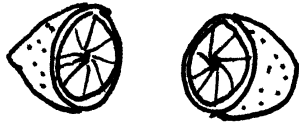
Which one is purple ?

A peach or a plum ?



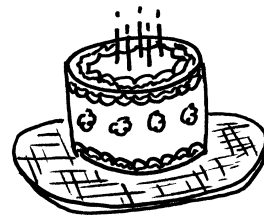
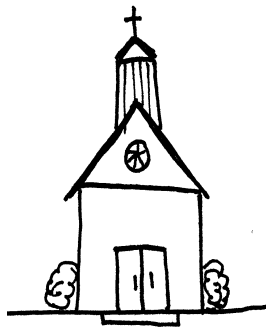
What can you chew ?

Water or gum ?



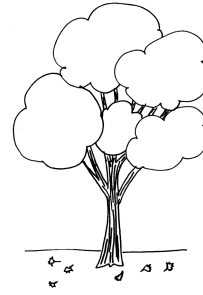
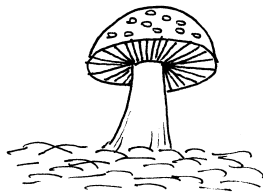
Which has a ripple ?

A lemon or a lake ?



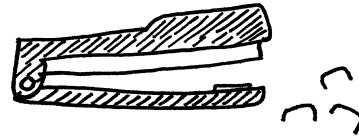
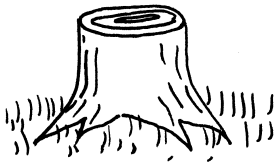
What has a steeple ?

A church or a cake ?



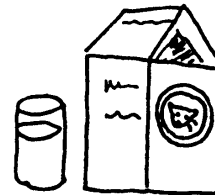
Which one's a tree ?

A mushroom or a maple ?



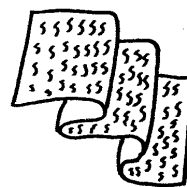
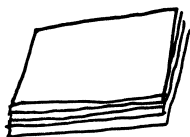
What fastens paper ?

A stump or a staple ?



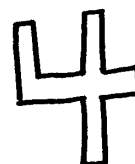
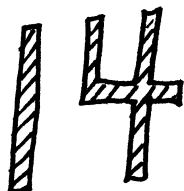
What can you pour ?

An apple or milk ?



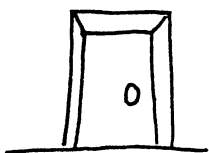
What makes a blouse ?

Paper or silk ?



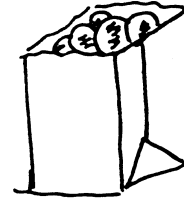
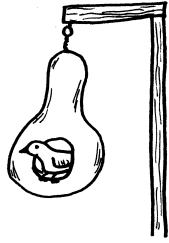
Which is the most ?

Fourteen or four ?



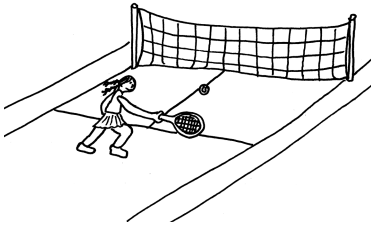
What should you do if you see a ghost ?

Stop and talk, or run for the door ?



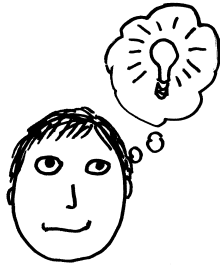
Where can a finch live ?

In a gourd or a bag ?

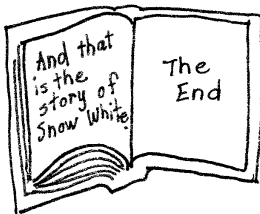


What is played on a court ?

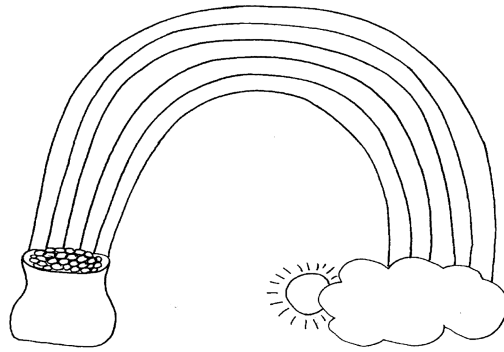
Tennis or tag ?



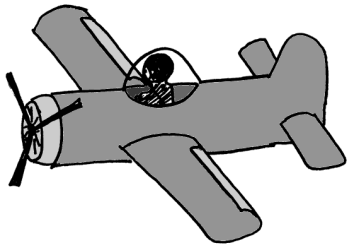
Do you wonder about
all kinds of things ?



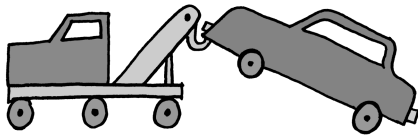
If you can read books,
your mind will have wings !



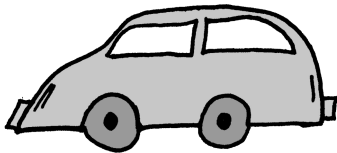
Now go read some books!
Find the kind that you like.
Read a lot of good books,
And have a good life.
The End



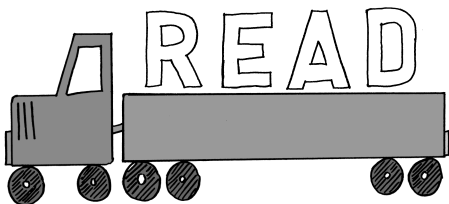
You can do it !



Don't give up !



Keep Going !



You're Getting It !

Sequence Chart - Book 7

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	wor/worm		Suffix _ly,	
			Contractions with not # 3	
2	er/heron		smiled, smiling	
			Contractions with have, am, us	<i>A Good Book</i>
3	or/horse (expanded)			
			Contractions with had	<i>At the River</i>
4	or/doctor			
			Contractions with will Contractions with are	
5	or/sorry			<i>A Night Visit</i>
6	ar/dollar			
			Contractions with would	
7	ar/carrot			<i>Luke And The Lizard</i>
8	ear/early			
9	our/journal			<i>Rude June</i>

Advanced Bossy R Patterns			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		work, worm, word, worth, world, worse, worst, worry, workbook, worship	bookworm, work-book, password, work-rest, better-worse, best-worst
		isn't, didn't, haven't, hasn't, hadn't, can't, wasn't, aren't, weren't, doesn't, won't, don't	
2		ferret, merit, peril, derrick, Erin, very, heron, Ferris wheel, cherub, stereo	strawberry, blueberry, blackberry, bury/berry, vary/very
		I've, you've, we've, they've I'm, Let's	
3		cord, fork, storm, orbit, thorn, forest, story, morning, sport, porch	
		I'd, you'd, we'd, they'd, he'd, she'd	short-tall
4	color mirror	doctor, actor, tractor, visitor, record, visor, vapor, armor, color, mirror	
		I'll, he'll, she'll, we'll, you'll, who'll, they'll, it'll we're, they're, you're, who're	
5		sorry, lorry, horror, torrent, borrow, sorrow, tomorrow	lend-borrow, joy-sorrow
6	sugar	dollar, lizard, cougar, pillar, polar, wizard, collar, solar, cellar, blizzard	
		I'd, you'd, he'd, she'd, we'd, they'd, who'd, it'd	
7		carry, carrot, carol, parent, parrot, marry, barrel, sparrow, carriage, barricade	hairy/Harry, marry/merry, carrot/carat
8	heart hearth	learn, pearl, heard, search, earth, earn, early, rehearse	earthquake, early-late, heard/herd, pearl/purl, earn/urn
9		journal, journey, courage, courtesy, flourish, tournament, nourish, nourishing	courage-fear

Sequence Chart - Book 8				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	a/father			
2		hel-lo, ze-ro		<i>Go, Dog. Go!</i> by P. D. Eastman (Random House, 1961)
3		men-u, tu-tu		<i>My Family</i> <i>Hop on Pop</i> by Dr. Seuss (Random House, 1963)
4	kn/knife			<i>Are You My Mother?</i> by P. D. Eastman (Random House, 1960) <i>The Cat In The Hat</i> by Dr. Seuss (Random House, 1957)
5	wr/wren			
6	gh/ghost gh/straight			<i>On The Lawn</i>
7	ought/bought			
8	ph/phone			
9	ugh/laugh			<i>A Day at the Park</i> <i>The Wind Blew</i> by Pat Hutchins (Scholastic, 1974)
10	ye/rye y_e/type			<i>In The Small, Small Pond</i> by Denise Fleming (Scholastic Inc., 1993)
11	y/gymnastics			
12	qua/quarrel squa/squash			<i>Dolphins</i>
				<i>Which One?</i>

Open Syllables, Silent Letters, More Vowels			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		father, lava, llama, mama, drama, taco, nachos, pecan, pajamas, pasta	grandpa, grandma, grandfather, father-son
2		hippo, banjo, hello, bingo, condo, yo-yo, zero, hero, silo, rhino	
3		flu, menu, kudzu, emu, zebu, tutu, tofu	
4		knot, knob, knit, knock, knee, kneel, knife, knight, know, knickers	knockout, knickknack, know-forget, kneel-stand, knot/not, knit/nit, knee/nee, know/no, knight/night, new/knew
5		wren, wrench, wreck, wrist, wrong, wrap, wrath, write, wreath, wrinkle	wristwatch, wrong-right, write/right
6		ghost, aghast, ghetto, spaghetti, Allegheny, straight, through, caught, daughter, taught	throughout, straightaway, straight-crooked, through/threw
7	drought	fought, thought, ought, bought, brought, sought, wrought, drought	bought-sold
8		graph, Ralph, sphinx, phone, sphere, dolphin, Memphis, phantom, alphabet, elephant	
9		laugh, cough, trough, rough, tough, slough, enough	rough/ruff
10	eye	rye, bye, dye, eye, type, Kyle, rhyme, thyme, style, megabyte	bye/by, eye/I, die/dye, lie/lye, thyme/time, rhyme/rime
11		hymn, lynx, rhythm, system, symptom, mystery, pyramid, cylinder, bicycle, gymnastics	gem/gym/Jim
12		quarrel, quaff, qualms, quality, quantity, squash, squat, squall, squad, squabble	

THREE DIFFERENT FORMATS TO TEACH THE SAME MATERIAL

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

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

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

The Main Idea

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

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

Materials To Use With The Basic Phonics Patterns Books

PDF files for the materials listed below can be downloaded without charge at www.soundcityreading.net.

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

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

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

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

Other Materials Needed

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

What Students Need To Know

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

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

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

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

Understanding The Teaching Process In This Program

Use These Materials As Part Of A Balanced Reading Program

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

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

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

Using A Phonetic Program

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

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

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

Understanding Oral Blending And Segmenting

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

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

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

Using Two-Sound Blending To Help Students Decode Smoothly

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

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

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

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

Planning The Lessons

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

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

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

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

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

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

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

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

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

Making A Dictation Outline

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

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

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

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

Working With The Letter And Phonogram Sounds

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

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

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

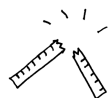
- The short vowel sounds are a/ax, e/egg, i/in, o/ox, and u/up. Short vowels are not marked.
- The long vowel sounds are ā/raven, ē/begin, ī/lilac, ō/robot, and ū/tulip or ū/music. The long vowels are marked with a straight line, as shown.
- The dotted vowel sounds are ä/all, ë/ballet, ï/pizza, ö/to,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

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

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

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

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



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



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



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



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

Lesson Plan Outline

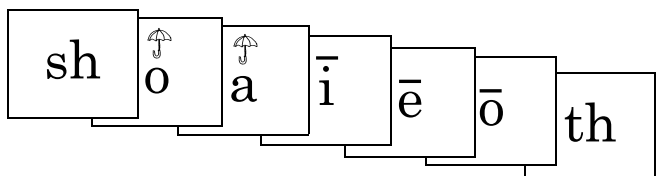
A. Sound/Symbol Relationships

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

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

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

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



Lesson Plan Outline

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

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

1. Spell Phonetic Words

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

Instructional Strategies

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

2. Spell And Review Sight Words

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

3. Spelling Changes

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

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

Lesson Plan Outline

C. Prepare For Small Group Rotations - Assign Seatwork

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

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

Lesson Plan Outline

D. Decoding/Reading

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

1. Read Words

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

Instructional Strategies

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

Lesson Plan Outline

D. Decoding/Reading - Continued

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

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



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

Lesson Plan Outline	
D.	Decoding/Reading - Continued
The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.	
	<p>Read Stories- Continued</p> <p>Instructional Strategies</p> <ol style="list-style-type: none"> Read the new story aloud to the whole class before beginning small groups rotations. Discuss the story as you read, asking questions for the students to answer orally. Have the whole group open their books to the story. Read the first sentence. Students track the words with their fingers as they listen, then they track the words again as they reread the sentence in unison. Continue in the same way for the rest of the story. Divide the class into two groups. Have the first group read the first page of the story aloud, in unison. Have the second group read the second page aloud, in unison. Continue in the same way to the end of the story.
5.	After students have finished reading the words, sentences, and story, have them play a learning game, as time permits. These include the Caterpillar Game, Truck Chart Game, Long Vowel City, and Sight Word Game.
E.	Listening Comprehension, Vocabulary Development, Integration With Literature, Science, Social Studies, Creative Writing, And Art, Assessment
1.	Read Aloud - The teacher reads aloud to the class thirty minutes per day, reading from a variety of fiction and non-fiction books at a level appropriate for the age of the class. Include classic children's literature, rhythmic and rhyming books for beginning readers, books on science and social studies topics, and poetry.
2.	<p>Extension And Enrichment</p> <ol style="list-style-type: none"> Have students do art projects related to the current phonetic pattern or current story. Have students study science or social studies topics related to a current phonetic word or practice story. Have students do creative writing activities related to one of the current phonetic words or the current story. Have students reread new words, sentences, and stories with a partner. Have students take home copies of the current pages in the book to read for their parents. Have students complete the pages in the phonics patterns workbooks. Have students complete the decoding tests and story comprehension tests, available at www.soundcityreading.net.

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

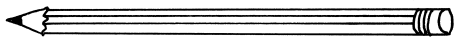
Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning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

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

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

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

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



New Phonetic Pattern Or Syllable Pattern _____

Letters _____

Phonogram Patterns _____

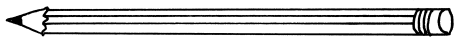
Beginning Consonant Blends _____

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Phonetic Words To Dictate

_____	_____
_____	_____
_____	_____
_____	_____

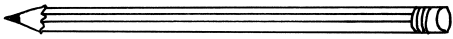


Sight Words

Suffixes

Contractions

Sentence



New Phonetic Pattern Or Syllable Pattern ee

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

Phonogram Patterns ee, ē, sh, th, ch

Beginning Consonant Blends gr, tr, thr, sl

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

see

tree

week

three

feet

cheek

deer

sleep

green

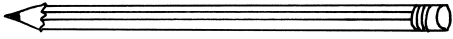
queen

Other Phonetic Words To Dictate

he

He

ship



Sight Words

Suffixes

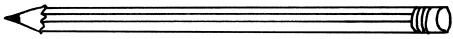
sees

ships

Contractions

Sentence

He sees three ships.



New Phonetic Pattern Or Syllable Pattern Silent E Syllables

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

Phonogram Patterns ö, th

Beginning Consonant Blends tw, scr

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

puz zle

sad dle

lit tle

ap ple

tus sle

can dle

twi nle

thim ble

scram ble

dim ple

Other Phonetic Words To Dictate

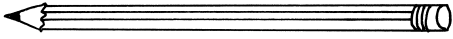
Jill

Pam

got

and

into



Sight Words

a

people

Suffixes

Contractions

Sentence

Jill and Pam got into a tussle.

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

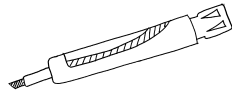
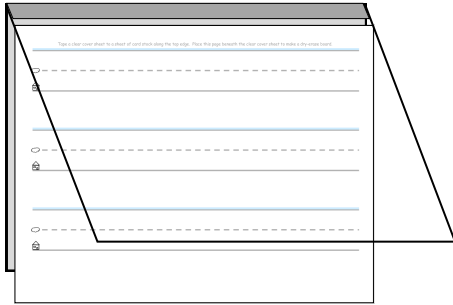
Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

How To Make A Dry-Erase Frame



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

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

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

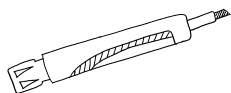
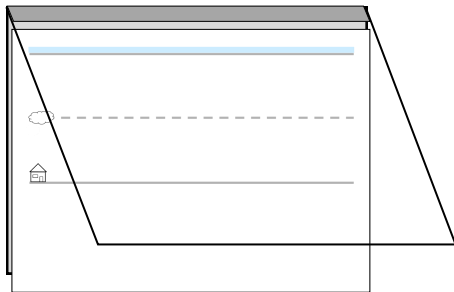
The largest lines work well when introducing or practicing new handwriting letters.

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

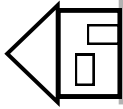
Dictate the sounds for the alphabet letters and the phonogram patterns that have been taught. Students repeat the sounds while writing the letters with a dry-erase marker.

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

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



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



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



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

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

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

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

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

Ending Consonant Blends, Beginning Consonant Blends

PREVIEW: oi, oy, ou, ow, ü, ä

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

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

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

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

Follow The Leader Patterns: igh, ind, ild

Two Vowel Sounds For Y: y = ē, y = ī

3 More Long Vowel Patterns, More Umbrella Patterns

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

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

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

Three New Umbrella Patterns: o_e, a_, _a

New Consonant Pattern: dge

4 Odd O Patterns, Dotted Ä And Ü Patterns

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

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

New Umbrella Pattern: ou

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

Soft C Sounds: ce, ci, cy

Soft G Sounds: ge, gi, gy

Bossy R Patterns: ir, ar, er, ur

Ending Patterns: _ce, _ge, _se, _ze

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

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

Words That End With VCE Syllables: cup-cake

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

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

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

Words With Adjacent Vowels In Separate Syllables

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

Long U Pattern: eu

7 Advanced R-Controlled Patterns

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

8 More Vowel, Syllable, And Consonant Patterns

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

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

Two-Syllable Words With Ending Open Syllables