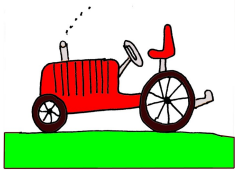
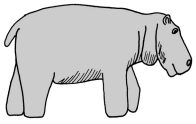
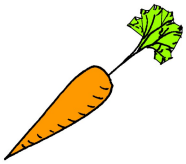
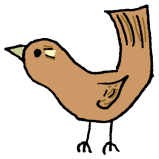
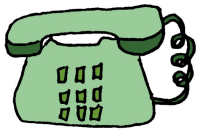
Basic Phonics Patterns Books 7 And 8

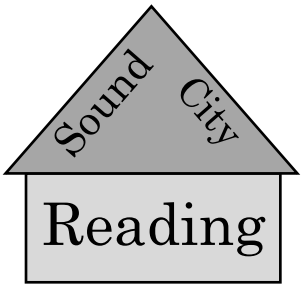
Advanced Bossy R Patterns

More Vowel Patterns

Patterns With Silent Letters

sorry		father	
tractor		hippo	
carrot		wren	
heron		phone	

Sound City Reading



Entire contents © 2016 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
(901) 737-4466
All rights reserved.

Permission is hereby granted to teachers, parents, and tutors to print and use the material in this book for individual or classroom use. Permission is granted for school-wide reproduction of materials.
All other use is prohibited.

Printed in the United States of America

The handwriting fonts used in this book are available from
Educational Fontware, Inc, 1-800-806-2155
http://www.educationalfontware.com

Table of Contents Book 7

Information For The Teacher 147

Lesson Plan 155

Sequence Chart 156

Handwriting Models, Lined Paper 160

Syllable Awareness Pages 6

Sound Story, Part 1 10

Sound Story, Part 2 14

Notes About The Alphabet 17

Sight Words 19

Sound Charts 20

wor/worm 63

Suffix Study: _ly/quickly 64

Suffix Study: wave, waved, waving, drop the e and add _ed, _ing 66

Contractions with not # 3: aren't, weren't, doesn't, mustn't 68

Contractions with have, had, am, us: You've, He'd, I'm, Let's 69

Story: *A Good Book* 70

er/heron 74

Story: *At The River* 76

or/horse 80

or/tractor 82

or/sorry 83

Contractions with are and will: we're, I'll 84

Story: *A Night Visit* 85

ar/dollar 89

ar/carrot 90

Contractions with would: she'd, we'd 92

Story: *Luke And The Lizard* 93

ear/early 97

our/journal 98

Story: *Rude June* 99

Table of Contents Book 8

Information For The Teacher 147

Lesson Plan 155

Sequence Chart 158

Handwriting Models, Lined Paper 160

Syllable Awareness Pages 8

Sound Story, Part 1 10

Sound Story, Part 2 14

Notes About The Alphabet 17

Sight Words 19

Sound Charts 20

a/father 102

Syllable study: hip-po 103

Syllable study: ze-ro 104

Syllable study: men-u, tutu 105

Story: *My Family* 107

kn/knife 114

wr/wren 115

gh/ghost, gh/straight 116

Story: *On The Lawn* 117

ought/bought 124

ph/phone 125

ugh/laugh 126

Story: *A Day At The Park...* 127

ye/rye, y_e/type 131

y/gymnastics 132

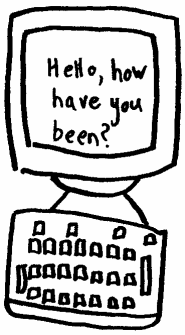
qua/quarrel, squa/squash 133

Story: *Dolphins* 134

Story: *Which One?* 138

Say each word. Clap and count the syllables.

1.



2.

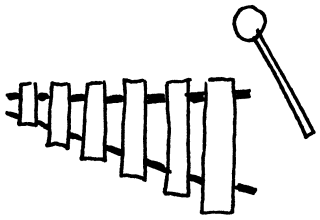
3.

4.

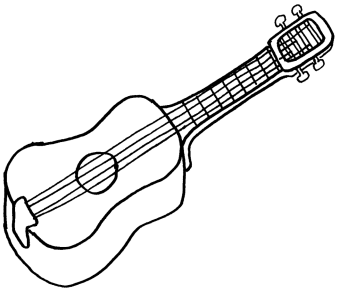
5.

$$\begin{array}{r} 3 \\ +\,3 \\ \hline 6 \end{array}$$

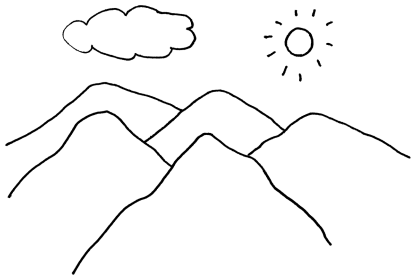
6.



7.



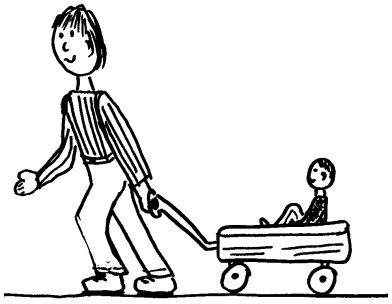
8.



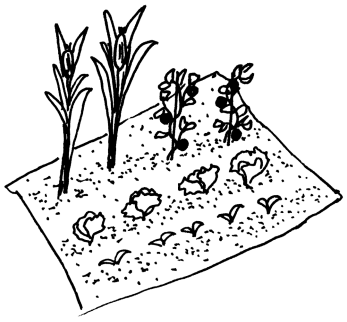
com-pu-tor, pan-da, town, a-corn, ad-di-tion, xy-lo-phone, u-ku-le-le, moun-tains

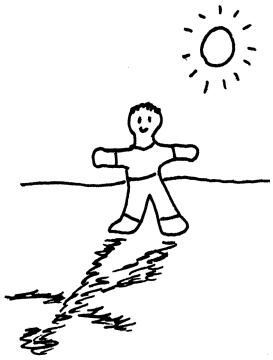
© 2016 by Kathryn J. Davis

Syllable Awareness 7-2 Say each word. Clap and count the syllables.

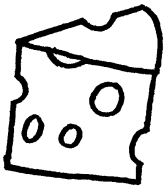
1. 

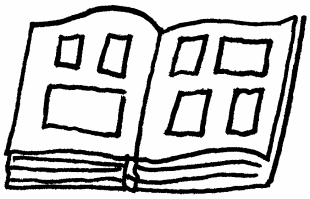
2.

3. 

4. 

5.

6. 

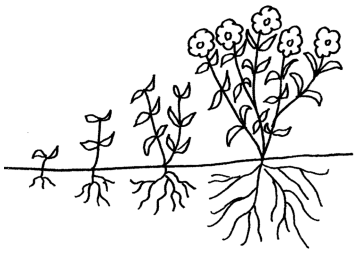
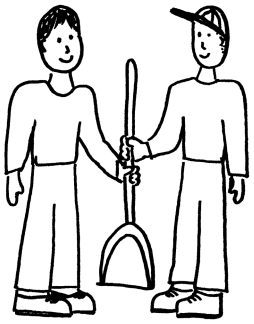
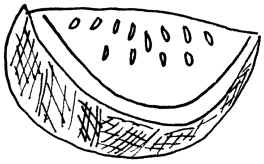
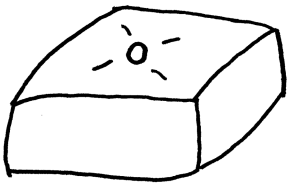
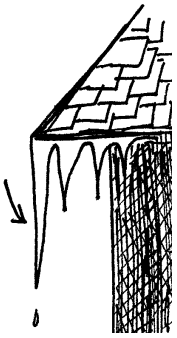
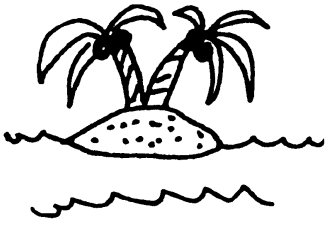
7. 

8.

wag-on, bowl, gar-den, shad-ow, fu-ri-ous, cheese, en-cy-clo-pe-di-a, gas-o-line

© 2016 by Kathryn J. Davis

Say each word. Clap and count the syllables.

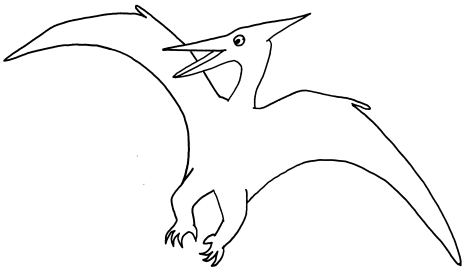
1. 	2. 
3.	4. 
5. 	6. 
7. 	8.

grow, bor-row, vol-ca-no, wa-ter-mel-on, cush-ion, i-ci-cle, is-land, owl

© 2016 by Kathryn J. Davis

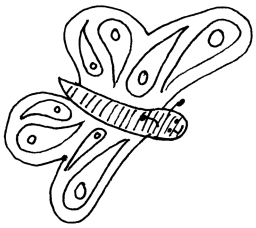
Say each word. Clap and count the syllables.

1.

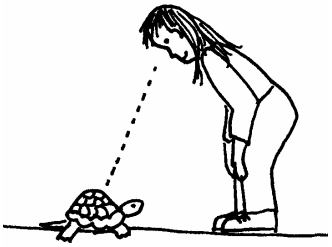


2.

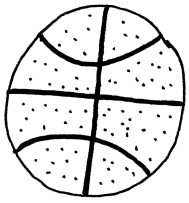
3.



4.

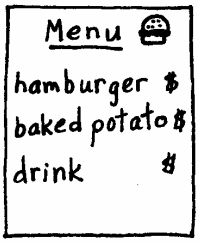


5.

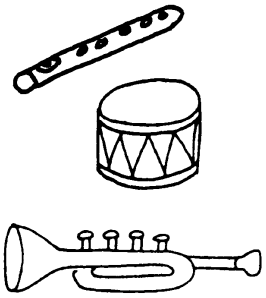


6.

7.



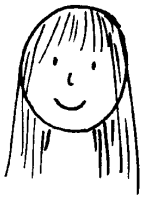
8.



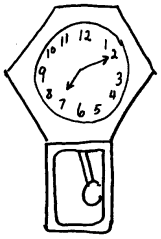
pter-o-dac-tyl, scrap-book, but-ter-fly, see, bas-ket-ball, tool-box, men-u, in-stru-ments

© 2016 by Kathryn J. Davis

A Sound Story
About Audrey and Brad

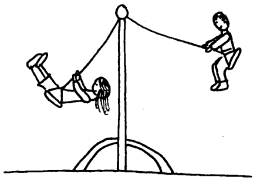


Part 1
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



T t

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

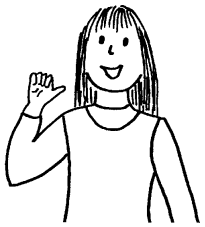


I i

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

H h

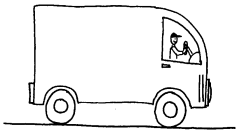
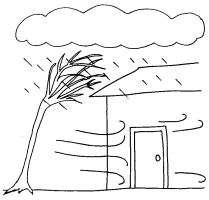
They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)

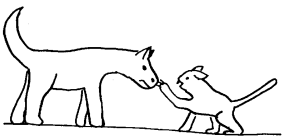
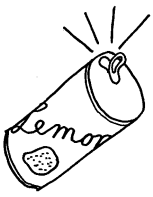
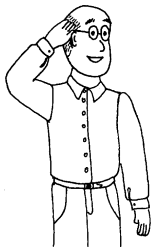
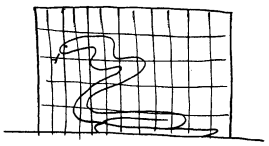
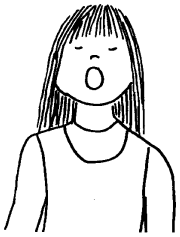


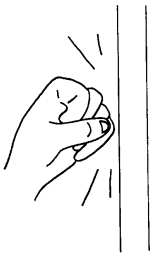
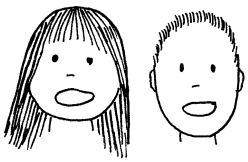
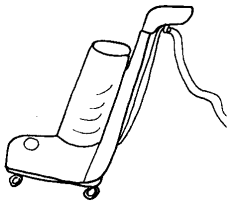
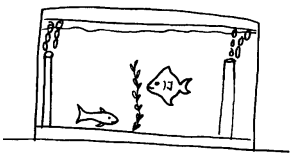
$\bar{I}$ $\bar{i}$

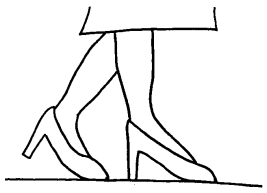
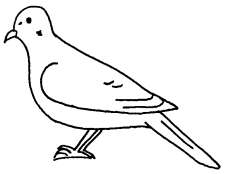
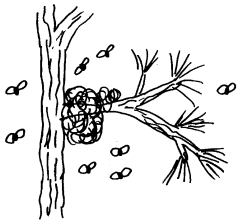
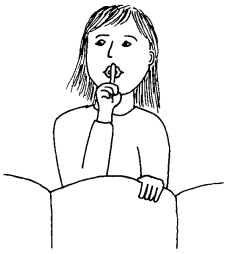
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

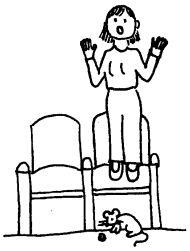
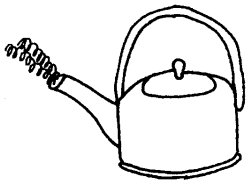
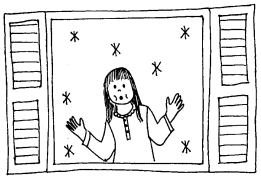
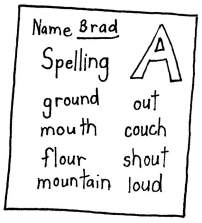
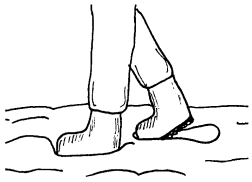
L l

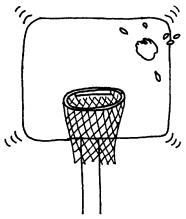
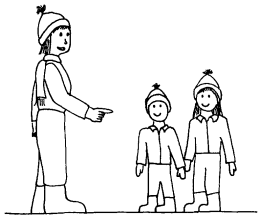
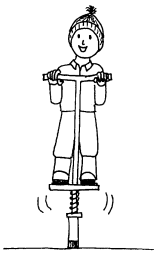
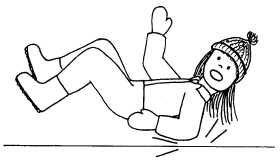
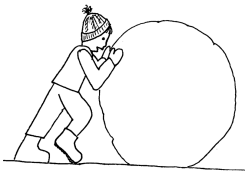
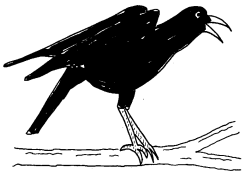
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.		N n
As they went into 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."		W w
"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. (u/up)		U u
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.		B b
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.		M m
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.		R r

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.		F f
"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.		X x
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)		E e
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.		S s
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.		J j
After recess Audrey realized that her throat was hurting. It has been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)		O o

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.		C c
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.		D d
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAaaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)		A a
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."		V v
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.		G g
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

Audrey looked up when she heard the "k, k, k" sound of the receptionists heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter. (k/kick)		K k
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)		Y y
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."		Qu qu
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.		Z z
Part 2 - Beyond The Alphabet Sounds 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)		s h
The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)		ē

At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)		ō
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)		th
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)		th
Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (o/to)		ö
By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red *A*. (a/apron)		ā
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)		ch

Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)		ng
Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "*You* two did a great job," said Mom. "Thanks for your help." (u/uniform)		ū
"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)		oi oy
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)		ou ow
Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/bush)		ü
As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw, aw" before he flew away. (a/all)		ä

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

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

The End

Notes About the Alphabet

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

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

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

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

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

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

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

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

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

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

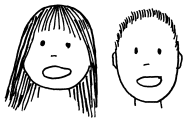
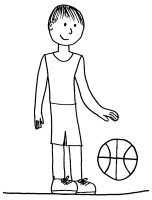
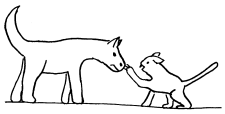
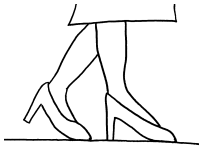
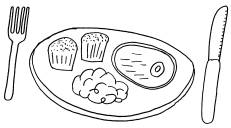
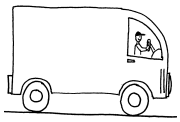
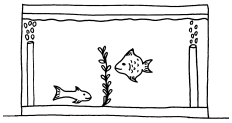
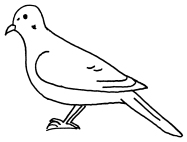
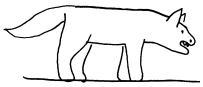
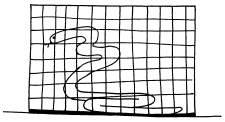
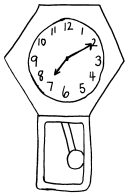
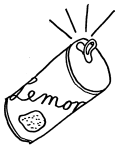
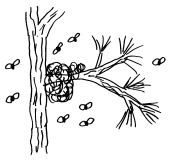
How to Study the Sound Story and Sound Overview Charts

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

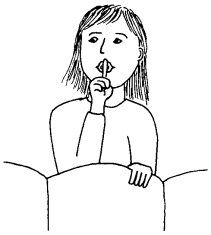
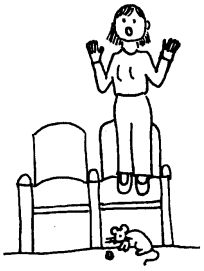
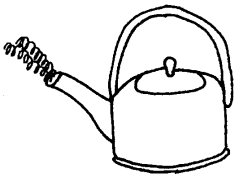
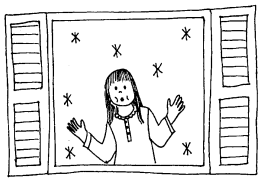
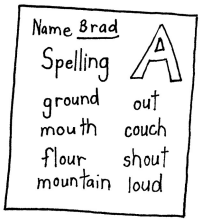
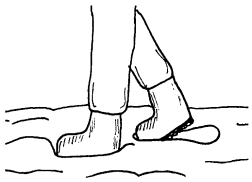
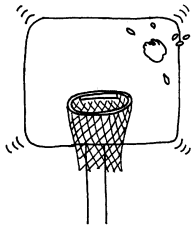
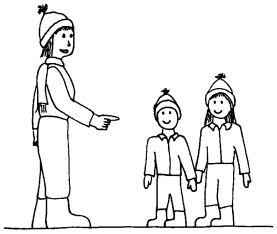
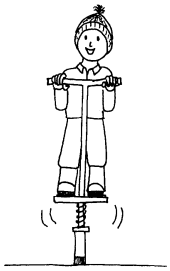
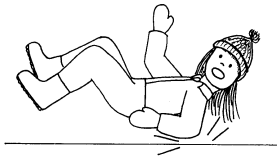
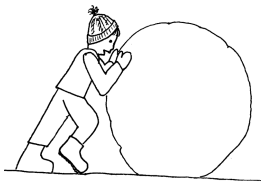
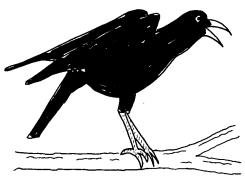
Go over the sound charts at the front of this book at the beginning of each lesson. The student should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps the student create a secure mental map of the letters and sounds. Small pictures from the sound story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

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

© 2016 by Kathryn J. Davis

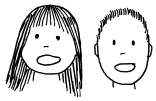
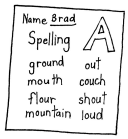
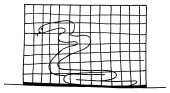
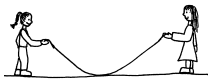
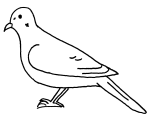
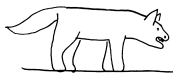
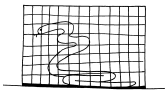
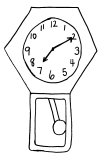
Alphabet Sounds				
A a 	B b 	C c	D d	E e
F f 	G g	H h	I i	J j
K k 	L l	M m 	N n 	O o
P p 	Qu qu 	R r 	S s 	T t 
U u	V v	W w	X x 	Y y	Z z 

Say the sound for each letter.

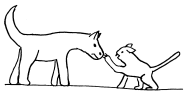
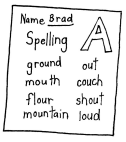
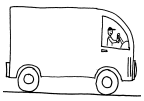
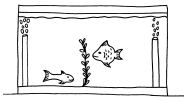
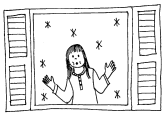
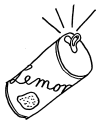
"Beyond The Alphabet" Sounds			
ī	sh 	ē	ō 
th 	th	ö 	ā 
ch 	ng 	ū 	oi oy 
ou ow 	ü 	ä 	measure, vision, azure, garage

Say the sound for each letter or pattern.

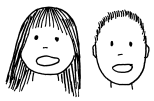
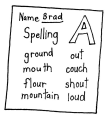
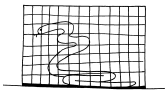
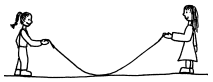
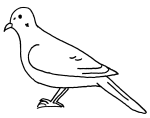
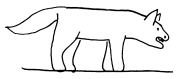
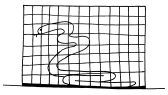
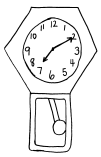
© 2016 by Kathryn J. Davis

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 	u
		s		ū
				ü

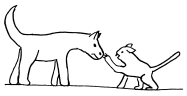
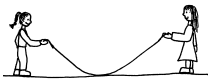
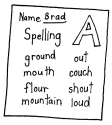
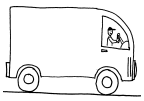
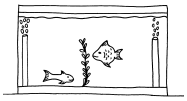
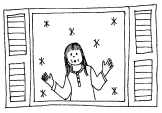
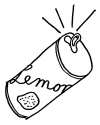
© 2016 by Kathryn J. Davis

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	

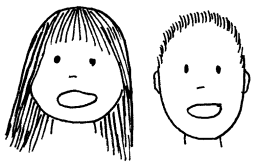
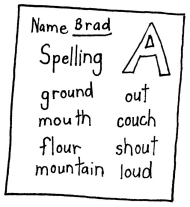
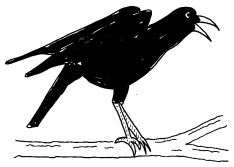
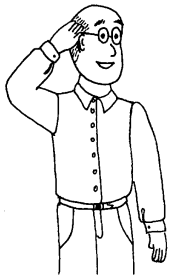
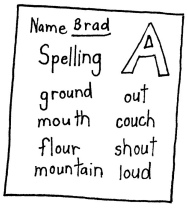
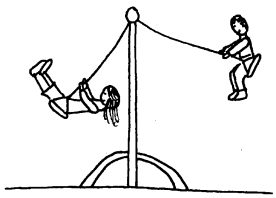
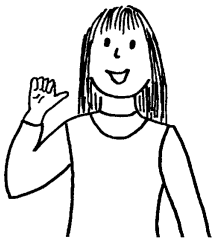
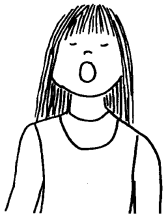
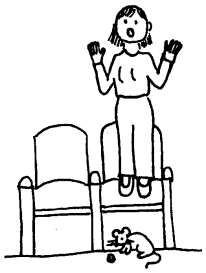
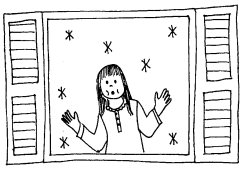
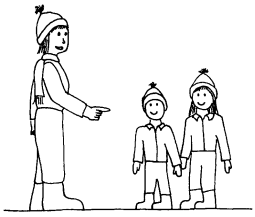
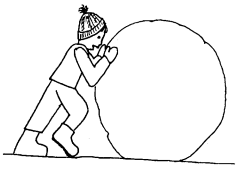
© 2016 by Kathryn J. Davis

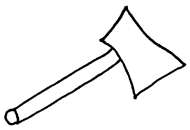
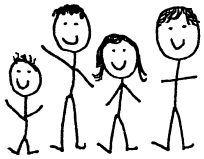
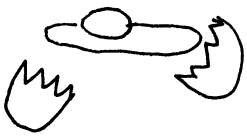
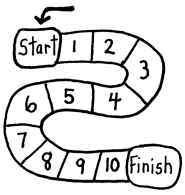
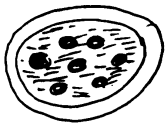
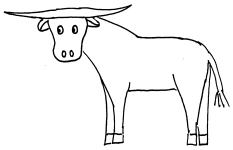
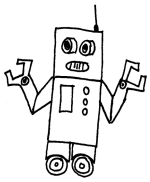
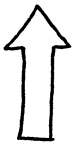
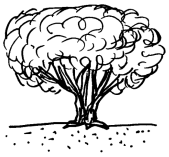
Alphabet	Some letters can represent more than one sound.		
a  ā  ä a	b	c c 	d
i ī ï	j 	k	l
qu 	r 	s  s	t 	u ū ü

© 2016 by Kathryn J. Davis

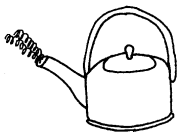
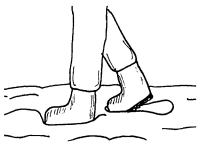
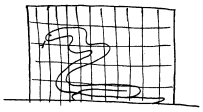
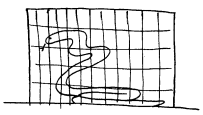
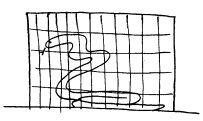
Alphabet			Some letters can represent more than one sound.
e	f 	g	h
ē	g 		
ë 			
m	n 	o	p 
		ō	
		ö 	
v	w	x 	y	z
			y	
			y	
			y	

© 2016 by Kathryn J. Davis

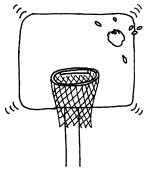
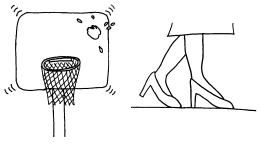
Short Vowels CVC	Long Vowels CV	Dotted Vowels
a 	ā 	ä 
e 	ē	ë 
i 	ī 	ï
o 	ō 	ö 
u	ū 	ü 

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

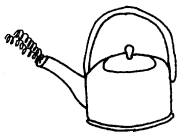
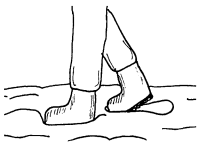
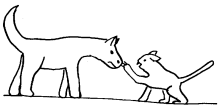
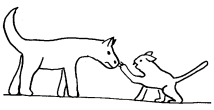
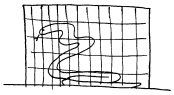
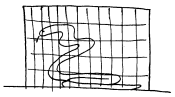
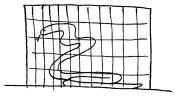
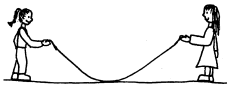
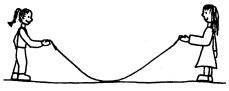
© 2016 by Kathryn J. Davis

Consonant Patterns		
sh	th  th	ch 
wh wh	ce  ci  cy 	ge gi gy

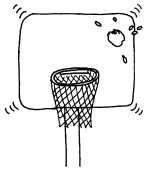
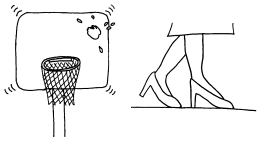
© 2016 by Kathryn J. Davis

Ending Consonant Patterns		
ck	tch	nch
ack	atch	anch
eck	etch	ench
ick	itch	inch
ock	otch	onch
uck	utch	unch
ng 	nk 	dge
ang	ank	adge
		edge
ing	ink	idge
ong	onk	odge
ung	unk	udge

© 2016 by Kathryn J. Davis

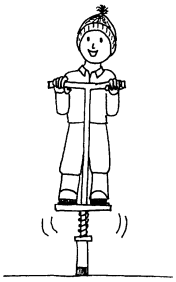
Consonant Patterns		
sh	th  th	ch 
wh wh	ph  ugh 	ce  ci  cy  ge  gi gy 

© 2016 by Kathryn J. Davis

Ending Consonant Patterns		
ck	tch	nch
ack	atch	anch
eck	etch	ench
ick	itch	inch
ock	otch	onch
uck	utch	unch
ng 	nk 	dge
ang	ank	adge
		edge
ing	ink	idge
ong	onk	odge
ung	unk	udge

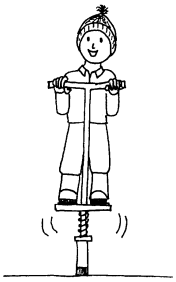
© 2016 by Kathryn J. Davis

oi



In the middle

oy

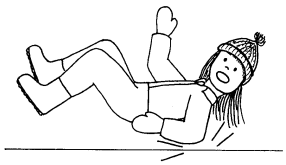


At the end

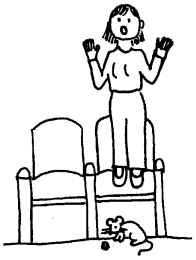
Odd O

Patterns

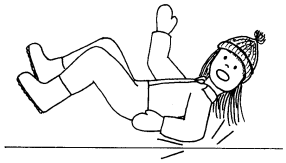
ow



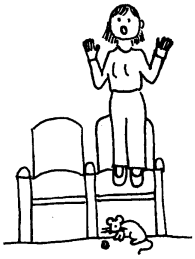
ow



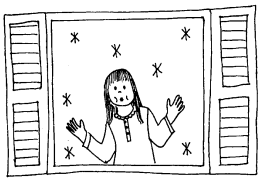
ou



ou



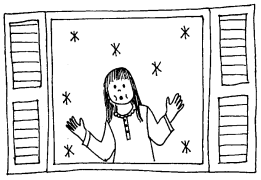
ou



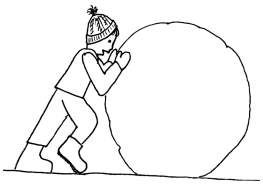
Look at each pattern.
Say the sound.

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

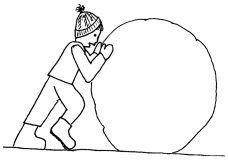
oo

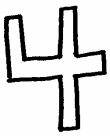


oo

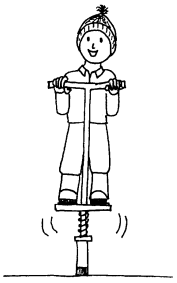


ould



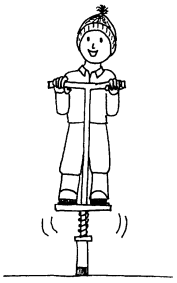
oi coins	oy boy	Odd O Patterns
ow cow	ow snow	
ou ouch	ou  four	ou soup
Look at each pattern. Say the sound and key word. The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.	oo moon	oo book
	ould should	

oi



In the middle

oy

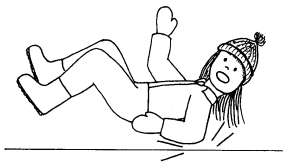


At the end

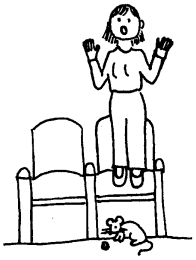
Odd O

Patterns

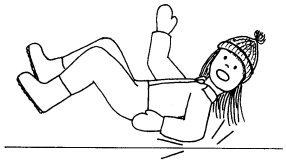
ow



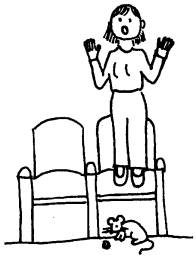
ow



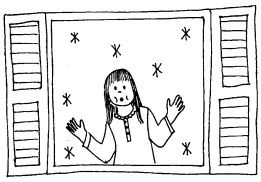
ou



ou



ou

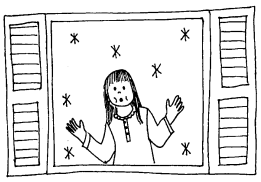


Look at each pattern.

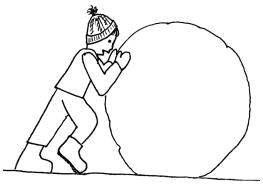
Say the sound.

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

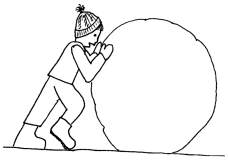
oo



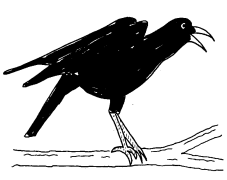
oo

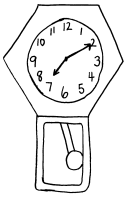


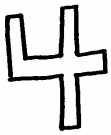
ould



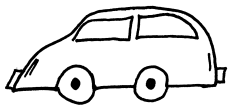
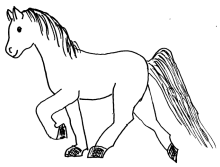
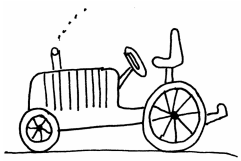
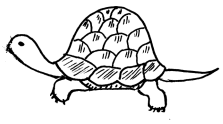
ought





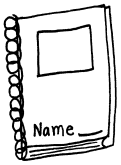
oi coins	oy boy	Odd O Patterns
ow cow	ow snow	
ou ouch	ou  four	ou soup
Look at each pattern. Say the sound and key word. The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.	oo moon	oo book
	ould should	ought bought

© 2016 by Kathryn J. Davis

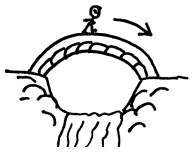
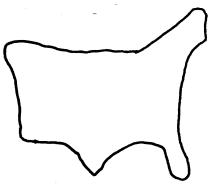
R-Controlled Vowels		
ar  car	ar dollar	ar carrot
	er her	er heron
	ir bird	
or  horse	or  tractor	or sorry
	ur  turtle	

© 2016 by Kathryn J. Davis

More Bossy R Patterns

wor worm	ear early	our  journal

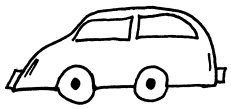
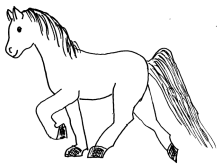
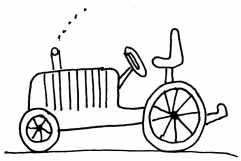
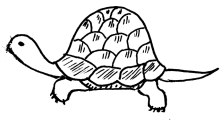
Umbrella Vowels

ă what	ă_  across	_ă panda
ŏ son	ŏ_e love	ŏu  country

Shady Short Vowels

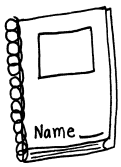
ea head		

© 2016 by Kathryn J. Davis

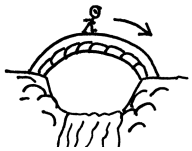
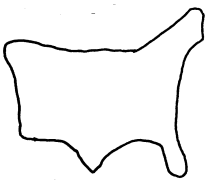
Bossy R Patterns		
ar  car	ar dollar	ar carrot
	er her	er heron
	ir bird	
or  horse	or  tractor	or sorry
	ur  turtle	

© 2016 by Kathryn J. Davis

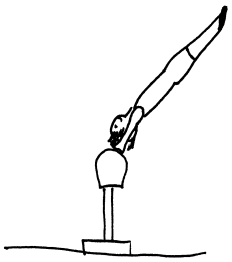
More Bossy R Patterns

wor worm	ear early	our  journal

Umbrella Vowels

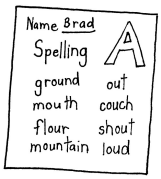
a what	a_  across	_a panda
o son	o_e love	ou  country

Shady Short Vowels

ea head	a father	y  gymnastics

© 2016 by Kathryn J. Davis

Long Vowel Patterns

ā 	ē	ī
ai rain ay play	ee feet ei weird ey key ea eat	ie pie
a_e safe	e_e these	i_e pine
Explain that the top section of this chart shows vowel pairs (two vowels go walking), the middle part shows split-vowel pairs with a place for a consonant to squeeze in between the vowels (the consonant wants to go for a walk, too), and the bottom part shows "follow the leader" patterns (one vowel gets to be the leader and the consonants have to follow behind).	Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with all of the columns.	igh night ind find ild child

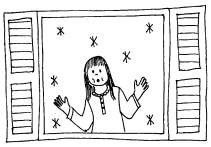
© 2016 by Kathryn J. Davis

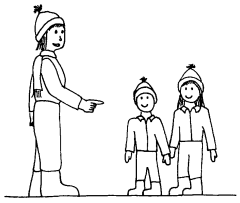
Long Vowel Patterns

ō

oa	boat
oe	toe
ou	four
ow	snow
o_e	home
old	gold
olt	bolt
oll	troll
olk	yolk

ū



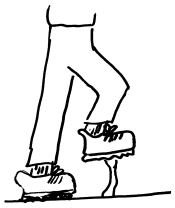


ui	fruit		
ue	glue	ue	cue
u_e	flute	u_e	cube
ew	flew	ew	few
eu	neutron	eu	Europe

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

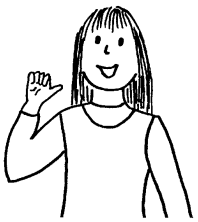
Sounds For Y

y



y

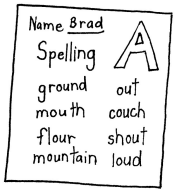
y
ye
y_e



ēi

In the middle

ëi

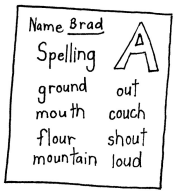


Long E Patterns With More Than One Sound

ēy

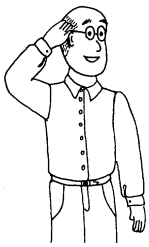
At the end

ëy

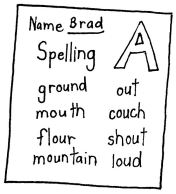


ēa

ea



ëa

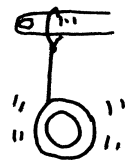
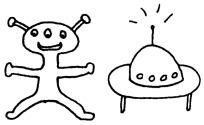
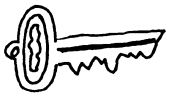
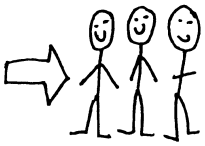
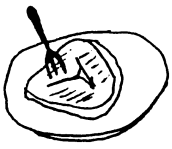
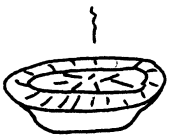


īe

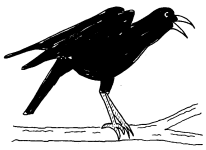
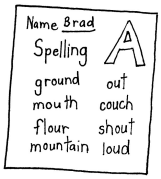
ïe

Long I Pattern With More Than One Sound

© 2016 by Kathryn J. Davis

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

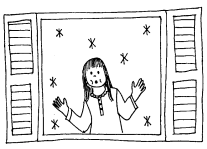
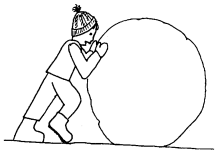
Dotted Vowel Patterns

ä 	ë 	ï
au Paul	ei veil	ï pizza
aw saw	ey they	ie shield
all ball	ea steak	
al salt	eigh sleigh	
alk talk	ë ballet	
wa wasp		
swa swan		

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

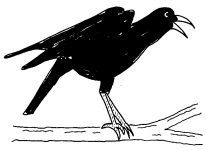
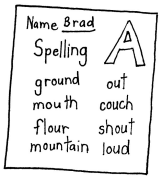
© 2016 by Kathryn J. Davis

Dotted Vowel Patterns

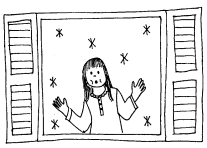
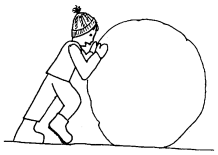
ö 		ü 		Odd O Patterns	
o	to	u	push	oi	oil
oo	moon	oo	book	oy	boy
ou	soup	ould	should	ow	cow
				ow	snow
				ou	ouch
				ou	four
				ou	soup
				oo	moon
				oo	book

© 2016 by Kathryn J. Davis

Dotted Vowel Patterns

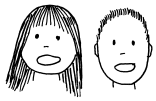
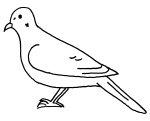
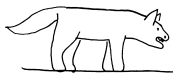
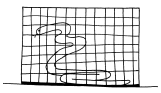
ä 	ë 	ï
au Paul	ei veil	ï pizza
aw saw	ey they	ie shield
all ball	ea steak	
al salt	eigh sleigh	
a̲l̲k talk	ë ballet	
wa wasp		
swa swan		
qua quarrel		
squa squash		Students say the sound of the dotted vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with all of the columns.
ought bought		

Dotted Vowel Patterns

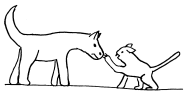
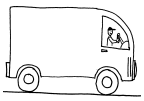
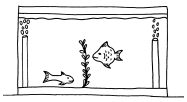
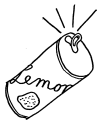
ö 		ü 		Odd O Patterns	
ö	to	ü	bush	oi	oil
oo	moon	oo	book	oy	boy
ou	soup	ould	should	ow	cow
				ow	snow
				ou	ouch
				ou	four
				ou	soup
				oo	moon
				oo	book

© 2016 by Kathryn J. Davis

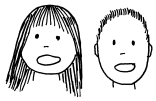
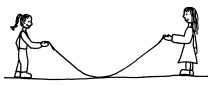
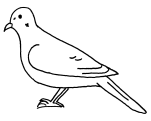
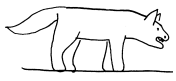
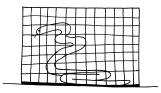
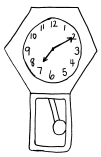
Alphabet — Some sounds can be shown in more than one way.

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

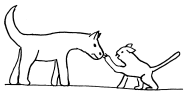
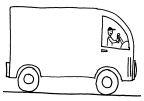
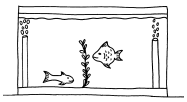
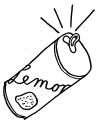
© 2016 by Kathryn J. Davis

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

© 2016 by Kathryn J. Davis

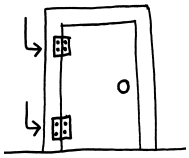
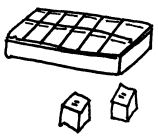
Alphabet	Some sounds can be shown in more than one way.		
a 	b	c **ck** Jack	d
i **y** gymnastics	j  **dge** fudge **g** gem giant gym **_ge** hinge	k **ck** Jack	l
qu 	r  **wr** wren	s  **c** cent city cycle **_ce** fence **_se** mouse	t 	u **a** what **a_** across **_a** panda **o** son **o_e** love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

© 2016 by Kathryn J. Davis

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

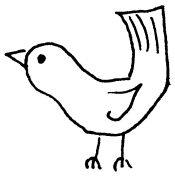
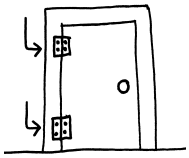
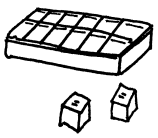
© 2016 by Kathryn J. Davis

Ending Consonant Patterns With Silent Letters

	_ve×	give			
	_ce×	fence			
	_ge×	hinge			
	_se×	mouse			
	_se×	cheese			
	_ze×	freeze			

- The letter v is not used at the end of English words. Use the _ve pattern instead.
- The letter s is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false.
- The _se and _ze patterns may be used at the end of a word to show the /z/ sound .
- The *e* is added after the *s* and the *z* to make it clear that there is no suffix _s at the end of the word.

© 2016 by Kathryn J. Davis

Ending Consonant Patterns			Other Consonant Patterns		
	_ve	give		kn	knife
	_ce	fence		wr	wren
	_ge	hinge		gh	ghost
	_se	mouse		gh	straight
	_se	cheese	**Consonant Patterns With Silent Letters** • The letter v is not used at the end of English words. Use the _ve pattern instead. • The letter s is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. • The _se and _ze patterns may be used at the end of a word to show the /z/ sound . • The *e* is added after the *s* and the *z* to make it clear that there is no suffix _s at the end of the word.		
	_ze	freeze			

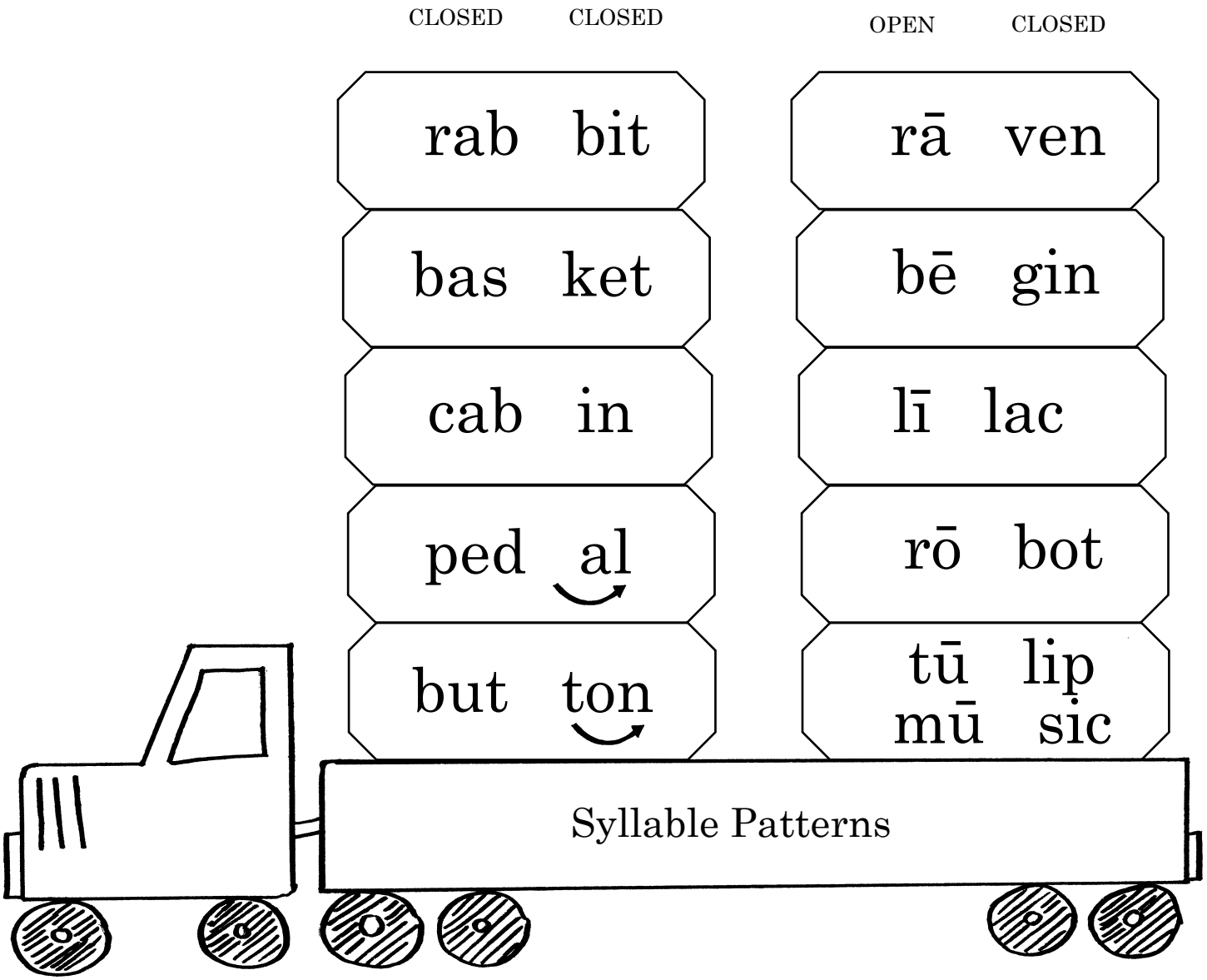
© 2016 by Kathryn J. Davis

Syllable Patterns

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

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

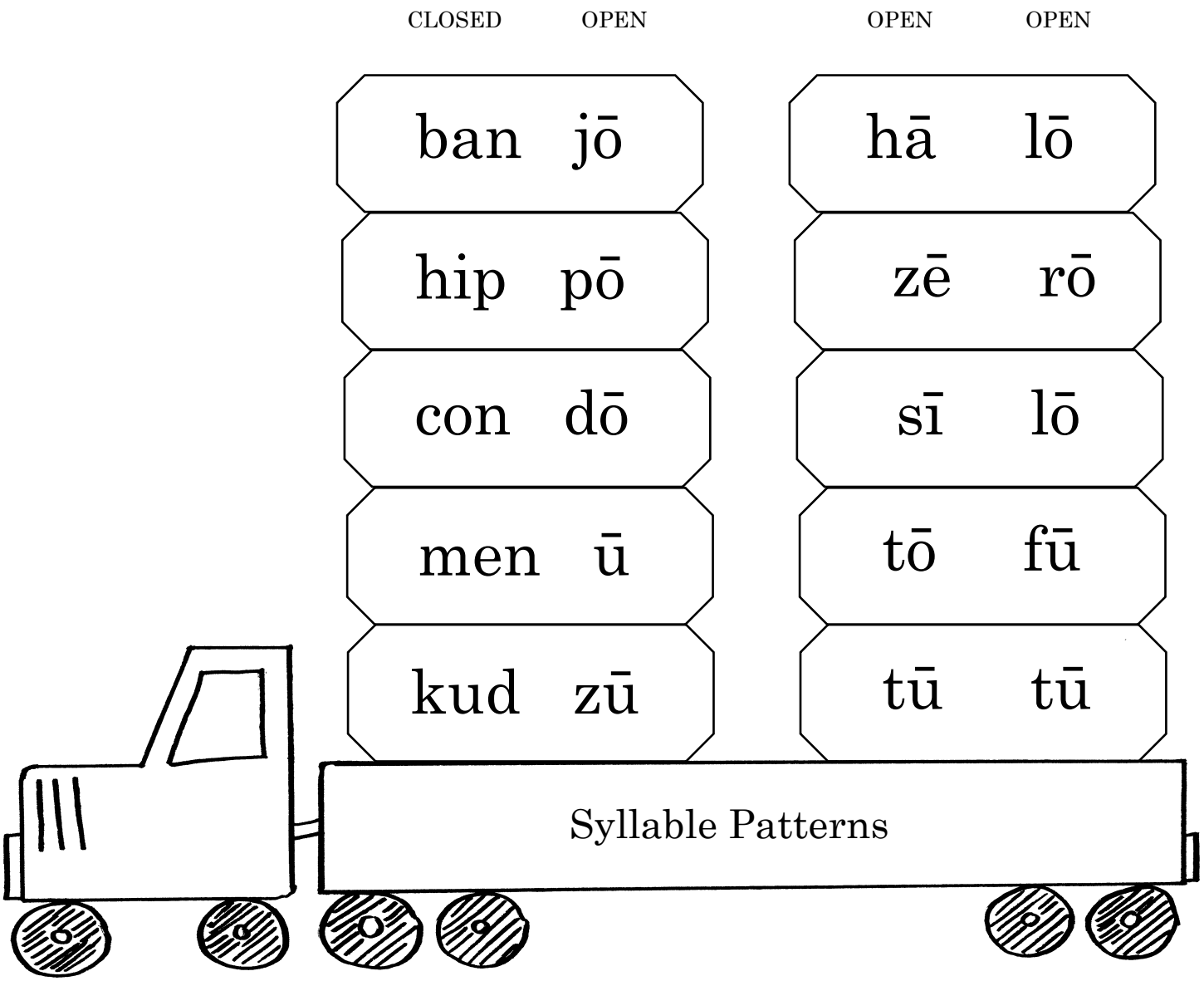
In two syllable words, some syllables are stressed, or emphasized, more than others. In a stressed syllable, the vowel usually has its expected sound. In an unstressed syllable, the vowel is often not pronounced in the usual way. It may hardly be heard at all. This is called the schwa sound. An arrow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



Syllable Patterns

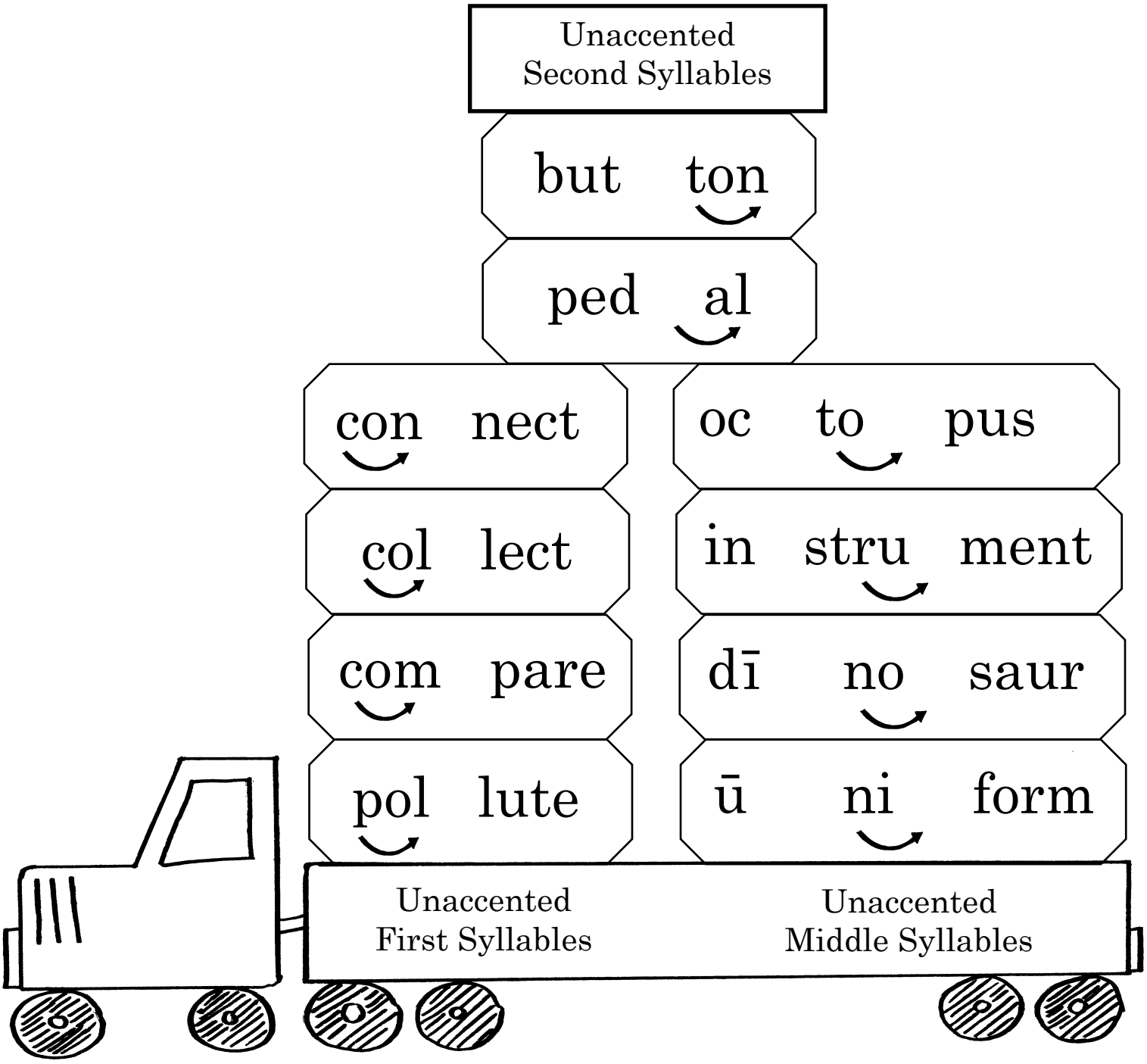
A syllable in which a vowel is followed by a consonant is called a closed syllable. In closed syllables, the vowel usually represents its short vowel sound.

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.



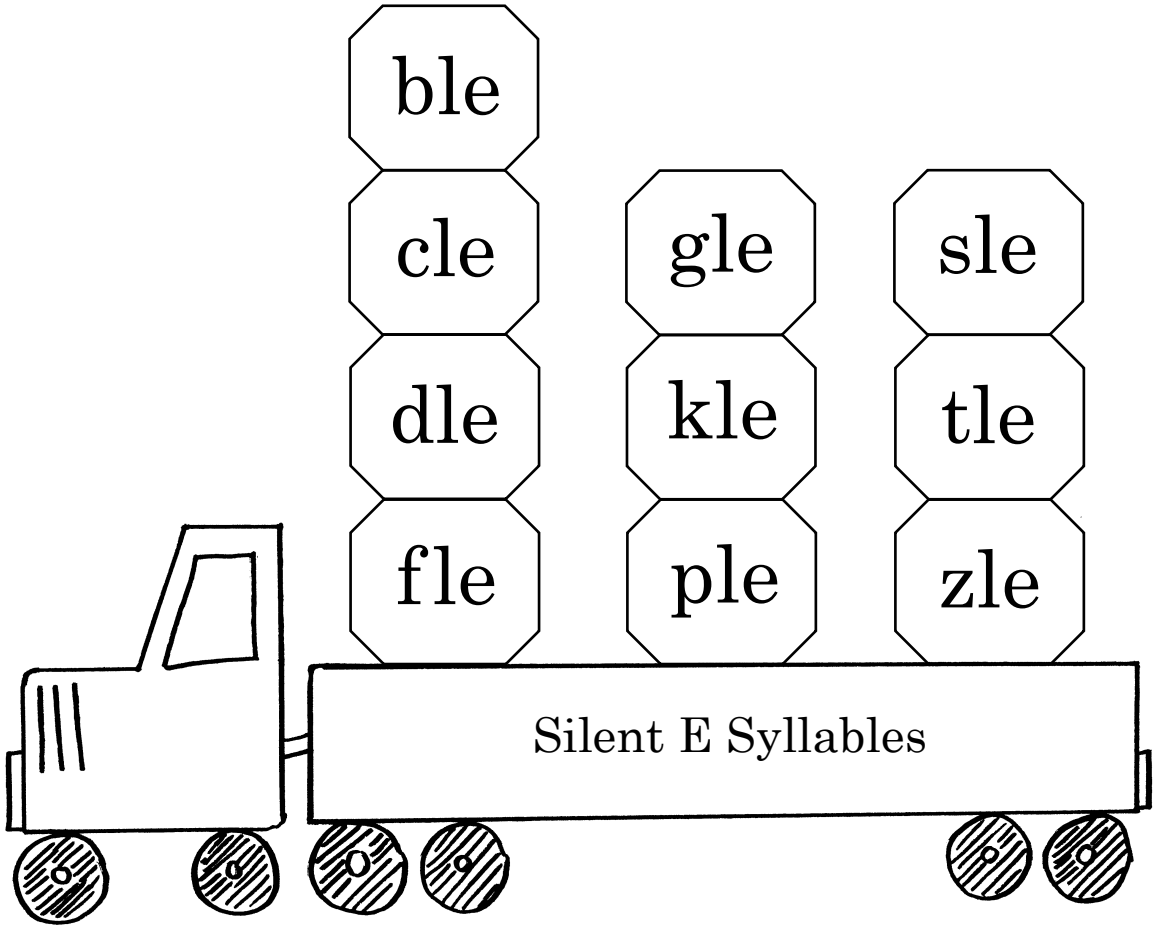
Unaccented Syllables

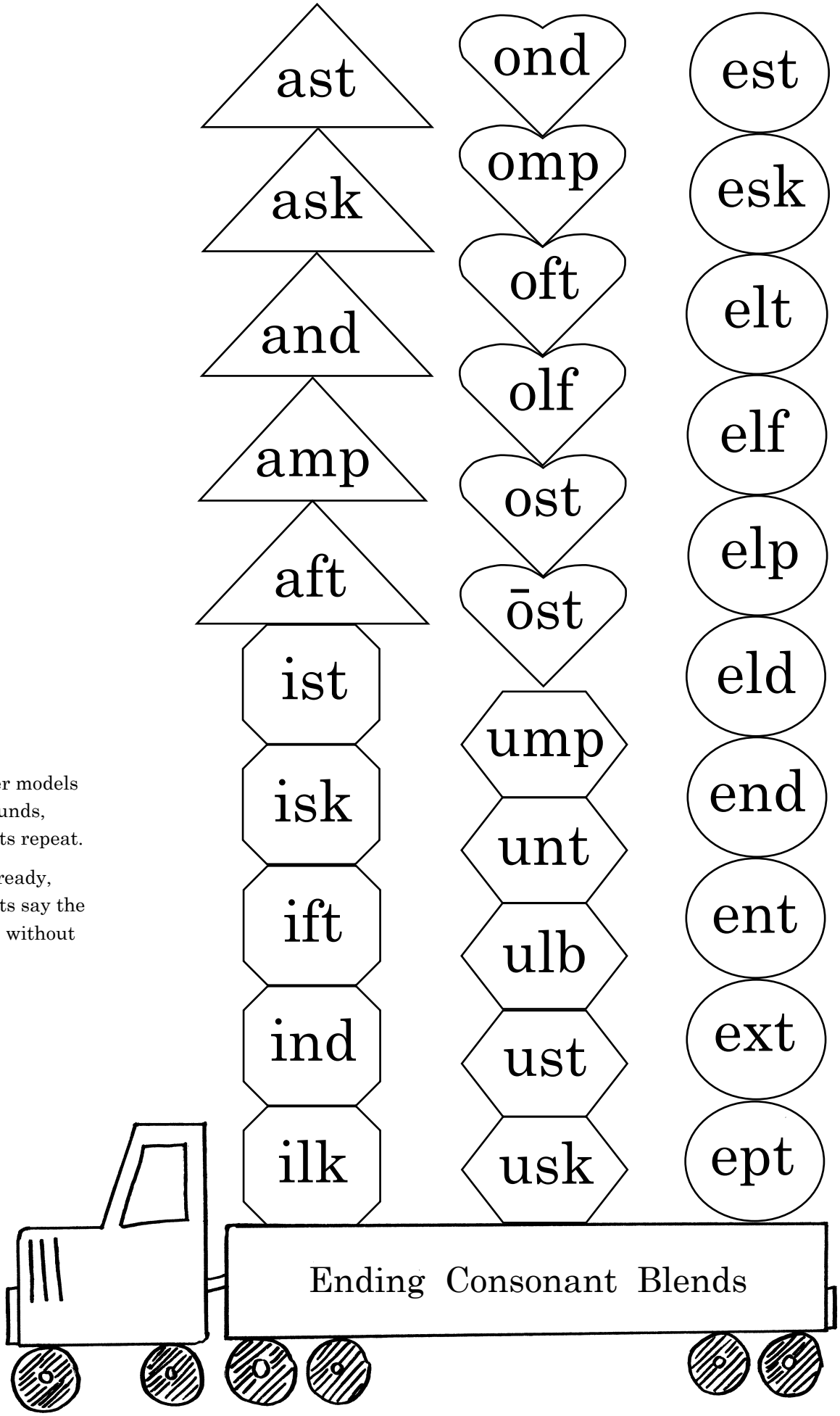
The vowels in unaccented syllables may hardly be pronounced at all. This applies to closed syllables and open syllables. This type of vowel has the "schwa" sound. The dictionary shows this sound as an upside down e: ə. In this program, an arrow going under a vowel shows that it has the schwa sound. Go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



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.





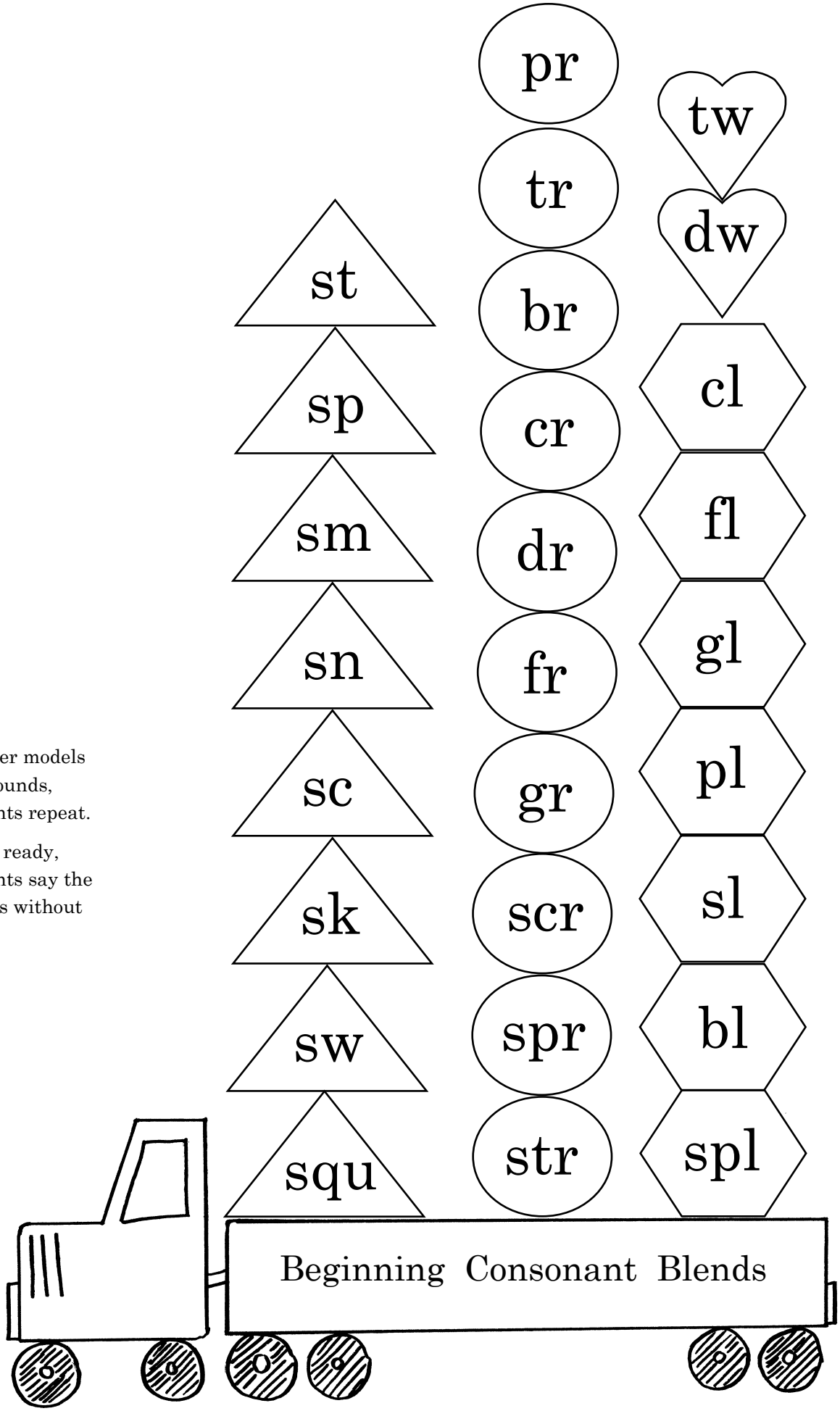
Teacher models the sounds, students repeat.

When ready, students say the sounds without help.

© 2016 by Kathryn J. Davis

Teacher models the sounds, students repeat.

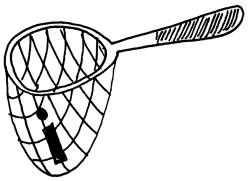
When ready, students say the sounds without help.



© 2016 by Kathryn J. Davis

Contractions

Have 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

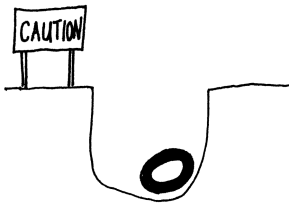
have not
haven't

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

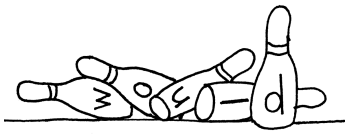
how is
how's

I am
I'm

© 2016 by Kathryn J. Davis

Contractions

Have 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 re
you're

they are
they're

who are
who're

I would
I'd

you would
you'd

he would
he'd

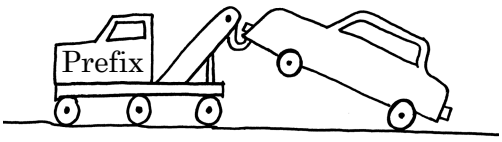
she would
she'd

we would
we'd

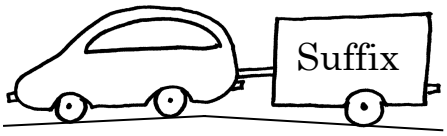
they would
they'd

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 as they are taught in the remaining Sound City Reading books.

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

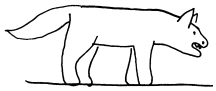
hop
hopped
hopping

safe
safely

smile
smiled
smiling

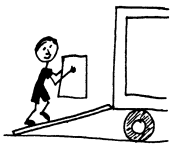
© 2016 by Kathryn J. Davis

wor



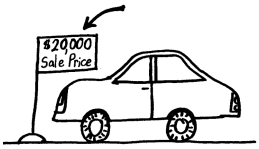
worm

work



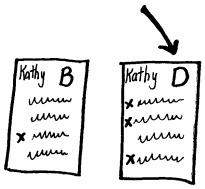
word

worth

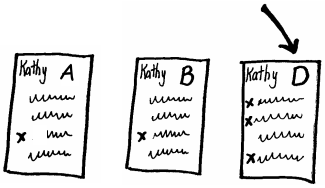


worthy

worse



worst

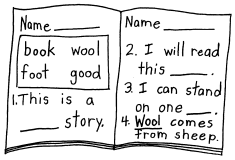


world

worry

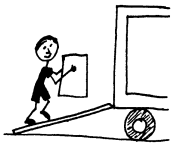
worship

workbook

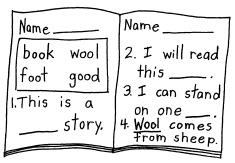


1. A globe is a model of the world.

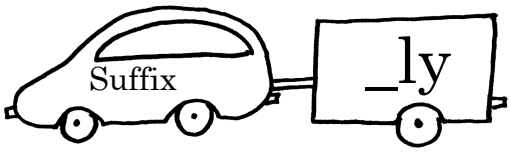
2. Mark enjoys doing his work.



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



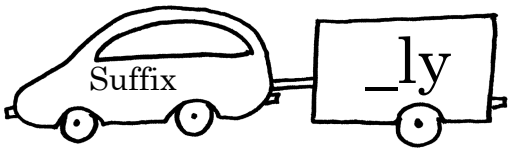
© 2016 by Kathryn J. Davis



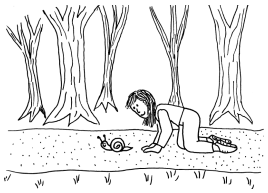
Use _ly at the end of word to create an adverb. An adverb describes how an action is done.

quick	soft
quickly	softly
slow	firm
slowly	firmly
loud	quiet
loudly	quietly
safe	part
safely	partly
sweet	calm
sweetly	calmly
fair	poor
fairly	poorly

© 2016 by Kathryn J. Davis

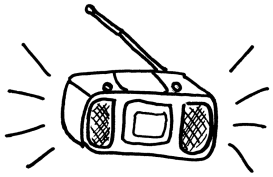


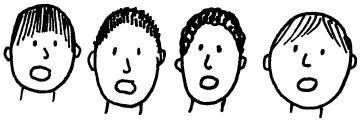
Use _ly at the end of word to create an adverb. An adverb describes how an action is done.

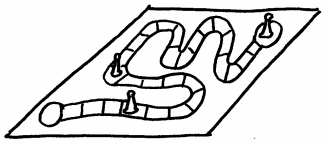
1. A snail moves very slowly. 

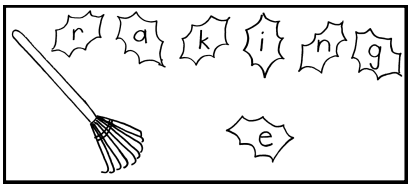
2. Dad drives the car safely.

3. Kay does her work quietly.

4. The music is playing loldly. 

5. The children sing sweetly. 

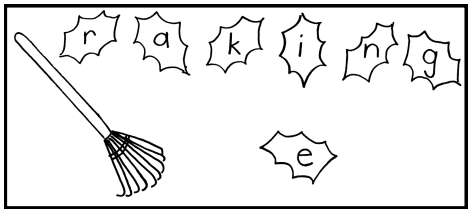
6. We will play the game fairly. 



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

wave	dance	rinse
waved	danced	rinsed
waving	dancing	rinsing
hope	bounce	raise
hoped	bounced	raised
hoping	bouncing	raising
cure	change	snooze
cured	changed	snoozed
curing	changing	snoozing
smile	live	serve
smiled	lived	served
smiling	living	serving

© 2016 by Kathryn J. Davis

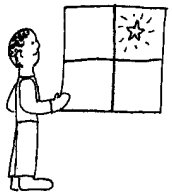


The _ed suffix shows that an action was done in the past. The _ing suffix shows that an action is or was ongoing for a period of time. In words that end with E, drop the E before you add _ed or _ing.

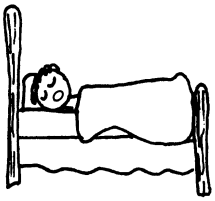
1. The boy is waving good-by.

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

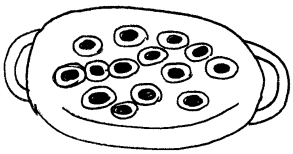
3. He was hoping his wish would come true.



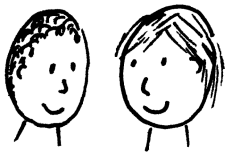
4. Josh snored loudly after he fell asleep.



5. Mom is serving cookies at the party.

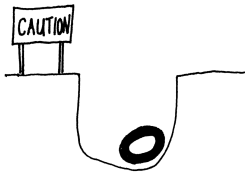


6. Paul smiled at his friend.



© 2016 by Kathryn J. Davis

Contractions



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

1.	is nøt isn't	are nøt aren't	could nøt couldn't
2.	did nøt didn't	were nøt weren't	would nøt wouldn't
3.	have nøt haven't	does nøt doesn't	should nøt shouldn't
4.	has nøt hasn't	was nøt wasn't	do nøt don't
5.	must nøt mustn't	can nøt can't	will nøt won't

© 2016 by Kathryn J. Davis

Contractions

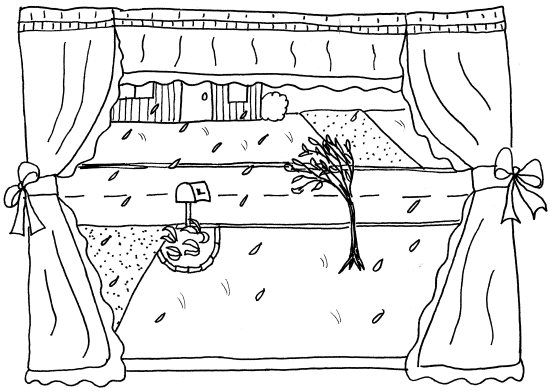
Put the words together to make one word. Drop the letters *ha* and put an apostrophe in their place.

1.	I ~~ha~~ve I've	I ~~ha~~d I'd	It ~~ha~~d It'd
2.	You ~~ha~~ve You've	You ~~ha~~d you'd	We ~~ha~~d We'd
3.	We ~~ha~~ve We've	He ~~ha~~d He'd	They ~~ha~~d They'd
4.	They ~~ha~~ve They've	She ~~ha~~d She'd	
5.		I ~~a~~m I'm	Let ~~u~~s Let's

© 2016 by Kathryn J. Davis

A Good Book

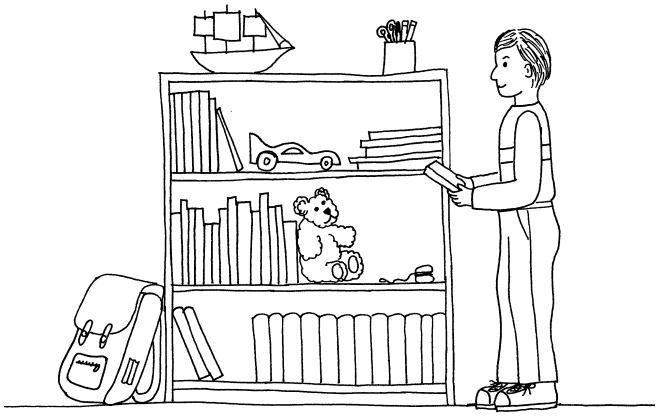
The weather was bad.



It was raining outside.

The wind was blowing.

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

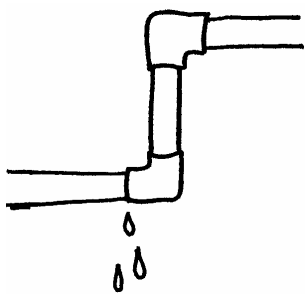


He went to his room and picked up a book. He took the book to his mom. "Hey, Mom," said Mike. "This is a good book. Will you read it to me?"

© 2016 by Kathryn J. Davis

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

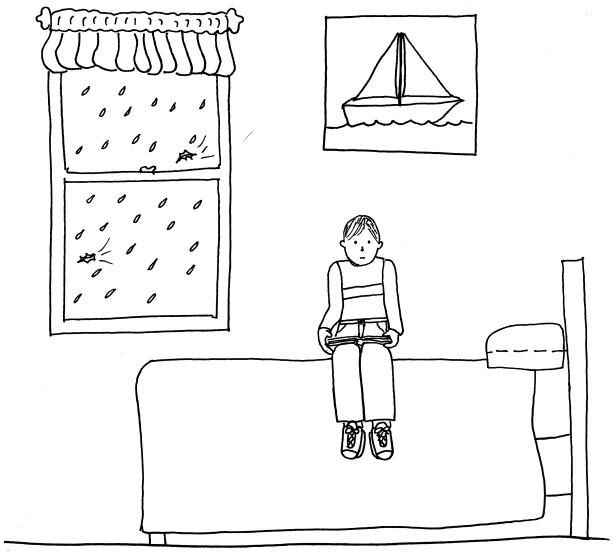
Mike went to find his dad. "Hey, Dad," Mike said. "This is a great book. Will you read it to me?" "No," said Dad. "I have work to do. I have to fix a leak in the bathroom."



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

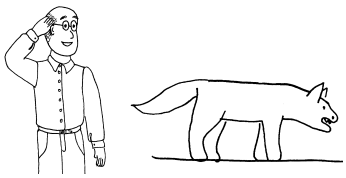
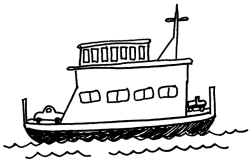
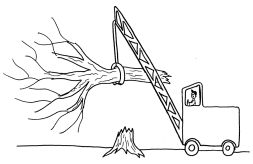
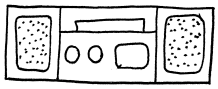
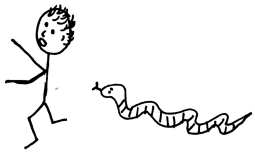
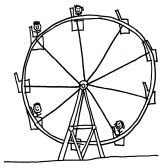


slowly, one at a time. It was a good book. His mom and dad had read it to him many times. Mike liked it so much that he read all of it. Then he read it again. And then he read it again. He forgot about the bad weather. He even forgot to get his lunch. But how he liked reading that book!

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

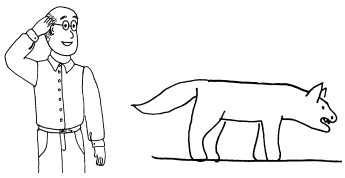
Mike didn’t say a word. He just opened the book and began to read out loud. Now the words seemed easy. Mike read all of the book. Then he looked up at his mom and dad. They smiled and gave him a great big hug. They were very, very proud.

The End

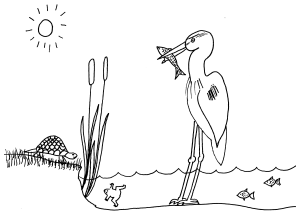
er 	cherub
heron	cherry
ferret	berry
merit	ferry 
derrick 	very tall
Erin	merry
Eric	sterēōō 
peril 	Ferris wheel 

© 2016 by Kathryn J. Davis

er

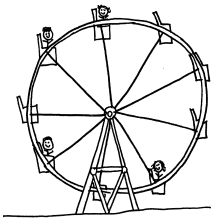


1. The heron is catching fish to eat.

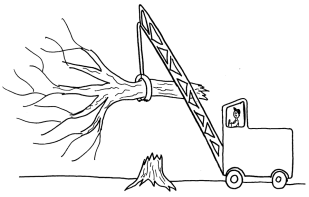


2. A berry fell out of her basket.

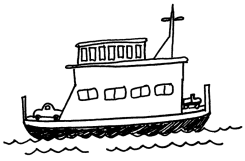
3. We go around and around on the Ferris wheel.



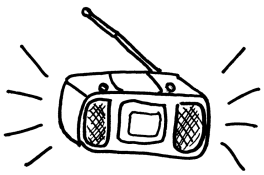
4. The derrick is picking up a tree.



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



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

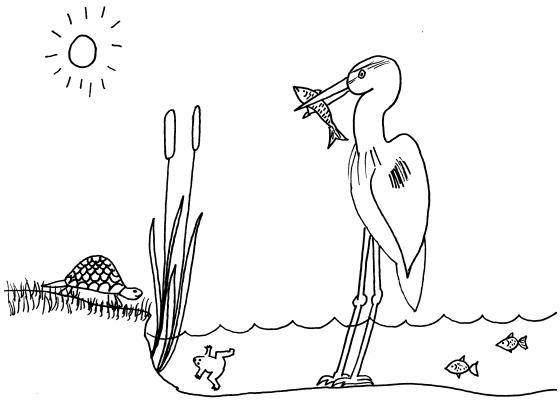


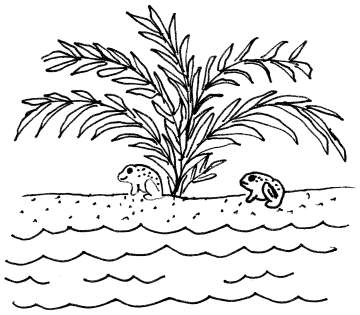
© 2016 by Kathryn J. Davis

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.

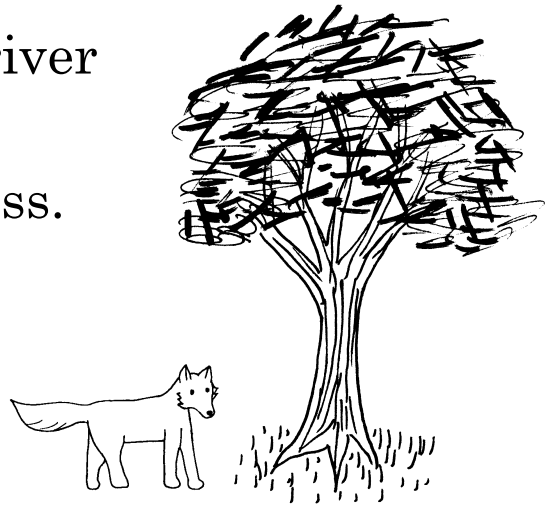


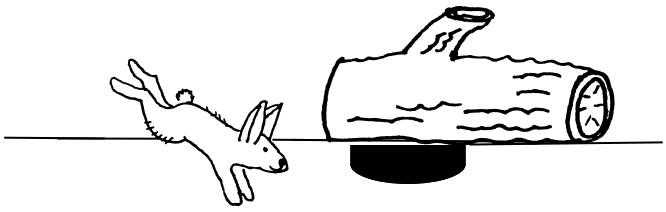


Two fat frogs sit under a fern on the river bank. They want to catch a bug to eat. The frogs see the heron.

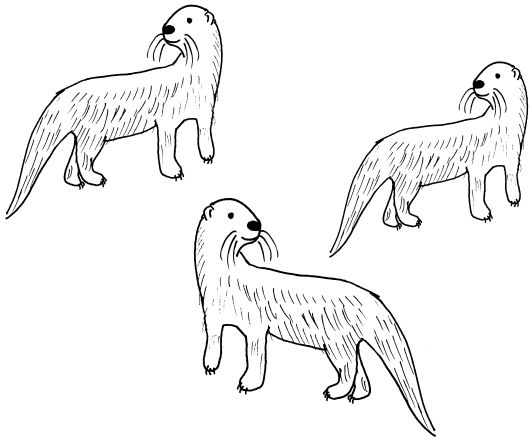
They hide under the fern so the heron will not get them.

A rabbit sits on the river bank, munching on grass. A fox hides behind a tree. It sees the rabbit.



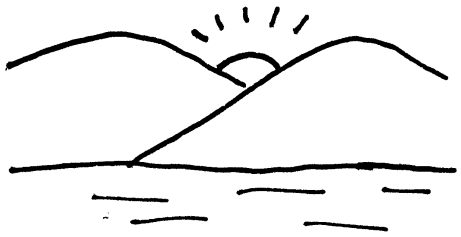


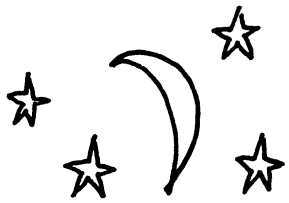
The fox runs after the rabbit. The rabbit dives into a hole under a log. The rabbit is safe there. The fox cannot get him.

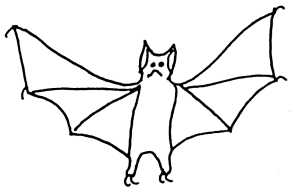


Three otters live at the river. They can swim well. They like to slide in the mud. They like to splash and play in the water.

The sun sets over the valley at the end of the day. Now it is night, and the stars are bright.

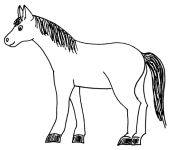
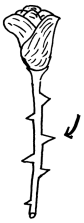
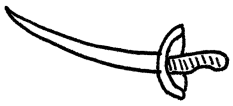
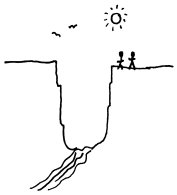
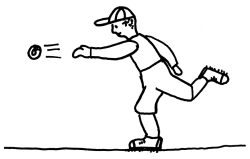
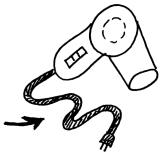
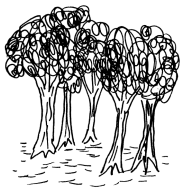
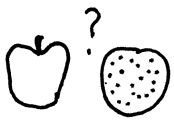




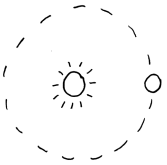
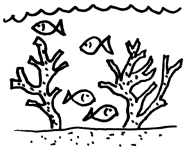


A bat is high in the air. Tree frogs are singing. The rest of the animals have gone to sleep.

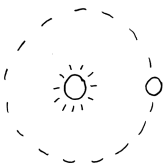
The End

or	torn
horse 	thorn 
horn	sword 
fork	gorge 
for	sport 
corn	storm
cord 	forgot
short	forest 
or 	formal

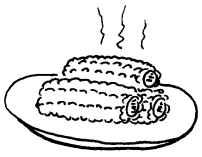
© 2016 by Kathryn J. Davis

or	morning
orbit 	story
hornet	ācorn
porch	coral reef 

1. The flower is for his mother.

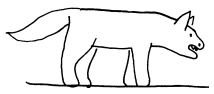
2. Planets move in an orbit around the sun. 

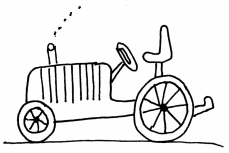
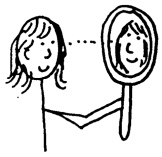
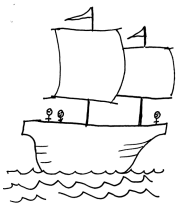
3. Acorns grow on oak trees.

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

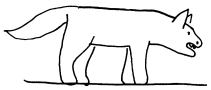
5. A hornet stung Joe on his arm.

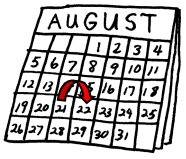
© 2016 by Kathryn J. Davis

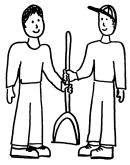
Syllable Study	When the *or* pattern is in an ending syllable, it usually sounds like or in tractor.	or 

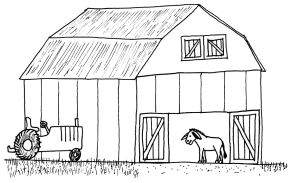
trac	tor		tractor	
doc	tor		doctor	
mir	ror		mirror	
rec	ord		record	
col	or		color	
sail	or		sailor	
au	thor		author	
me te	or		meteor	

© 2016 by Kathryn J. Davis

Syllable Study	Sometimes the *or* pattern sounds like or in sorry.	or 

sor	ry	sorry	
sor	row	sorrow	
bor	row	borrow	
hor	ror	horror	
tö mor	row	tomorrow	

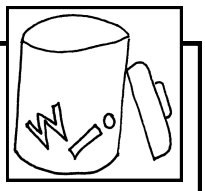
1. Jon will borrow the shovel. 

2. A tractor is beside the barn. 

3. I see myself in the mirror.

© 2016 by Kathryn J. Davis

Contractions: Put the words together to make one word.
Drop the *a* or the *wi* and fill the 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

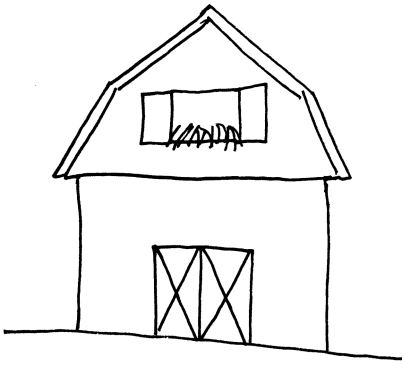
© 2016 by Kathryn J. Davis

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.

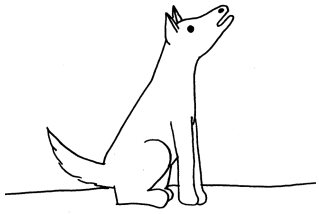
Sam wanted to see his horse, Thunder-storm. So he got out of bed. He opened his window and went out. Sam hung onto a big tree. Hand over hand, he went down the tree.

© 2016 by Kathryn J. Davis



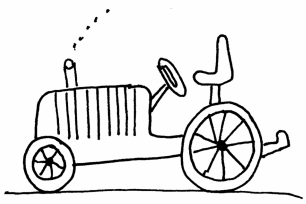
Sam crept across the yard to the barn. An owl hooted in the dark.

A dog howled far away.



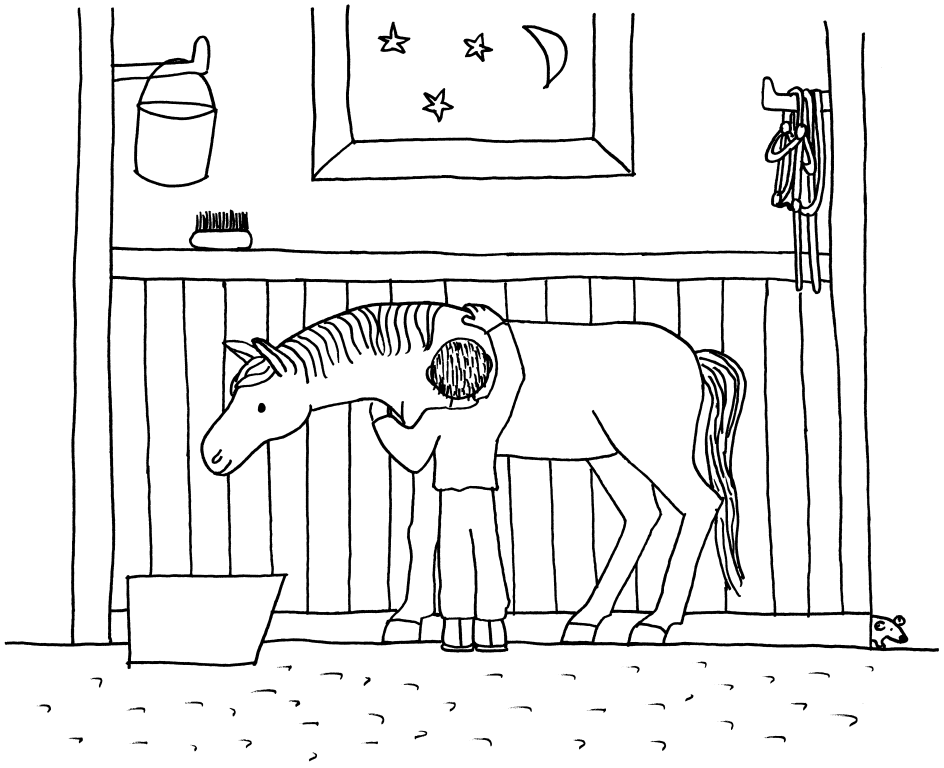
But Sam was not afraid.

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

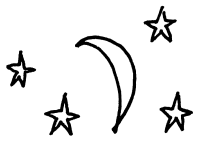


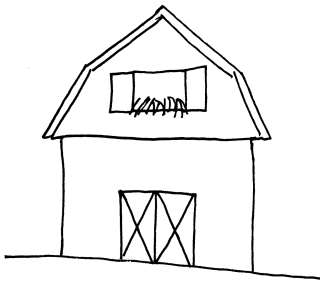
ran across the floor. It hid behind the tractor.

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.

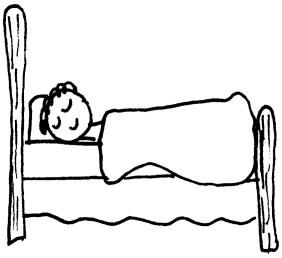


Then Sam went out of the barn, into the night air. He looked at the moon, high over the barn. He crept across the yard. Hand over hand he went back up the tree.

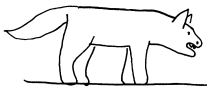


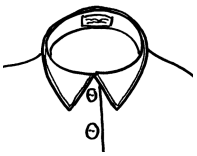
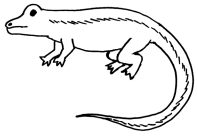
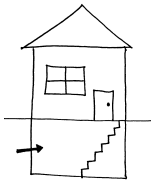
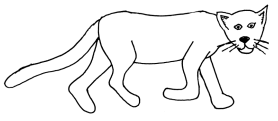


He went in his window and got back into bed. Sam stayed in bed for the rest of the night.

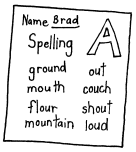
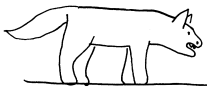


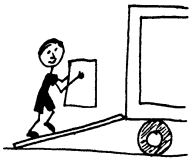
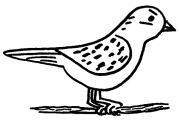
The End

Syllable Study	When the *ar* pattern is in an ending syllable, it often sounds like ar in dollar.	ar 

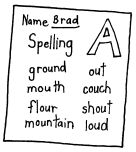
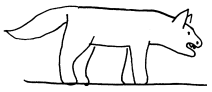
dol	lar	dollar	
col	lar	collar	
pil	lar	pillar	
wiz	ard	wizard	
liz	ard	lizard	
bliz	zard	blizzard	
cel	lar	cellar	
cöu	gar	cougar	

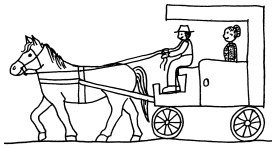
© 2016 by Kathryn J. Davis

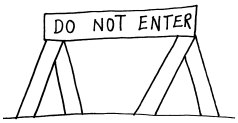
Syllable Study	In some words, the *ar* pattern sounds like ar in carrot.	ar  

car	rot	carrot	
par	rot	parrot	
par	ent	parent	
bar	rel	barrel	
car	ol	carol	
mar	ry	marry	
car	ry	carry	
spar	row	sparrow	

© 2016 by Kathryn J. Davis

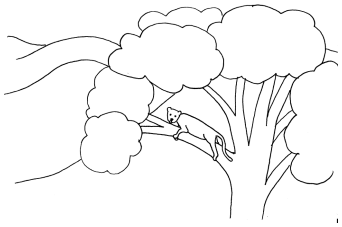
Syllable Study	In some words, the *ar* pattern sounds like ar/carrot.	ar  

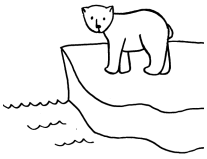
car riage carriage 

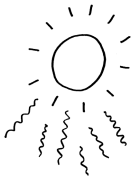
bar ri cade barricade 

1. He fills the barrel with water.

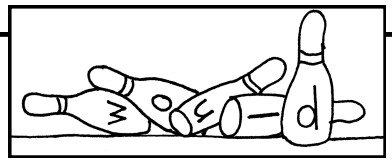
2. She feeds the horse a carrot.

3. A cougar is up in the tree. 

4. A polar bear is on the ice. 

5. Solar energy comes from the sun. 

© 2016 by Kathryn J. Davis



Contractions: Put the words together to make one word. Drop the woul and fill the space with an apostrophe.

1. I ẅøúl̸d I'd

2. you ẅøúl̸d you'd

3. he ẅøúl̸d he'd

4. she ẅøúl̸d she'd

5. we ẅøúl̸d we'd

6. they ẅøúl̸d they'd

7. who ẅøúl̸d who'd

8. it ẅøúl̸d it'd

© 2016 by Kathryn J. Davis

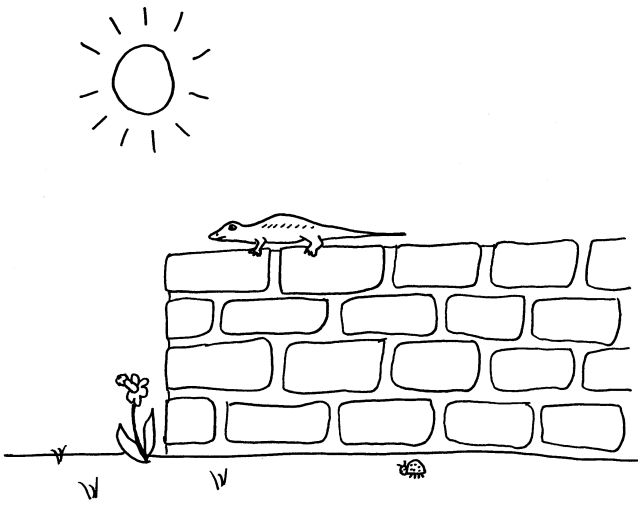
Luke And The Lizard

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.

© 2016 by Kathryn J. Davis

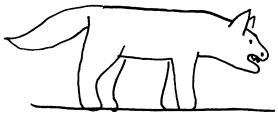
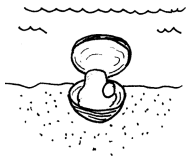
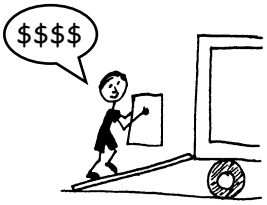
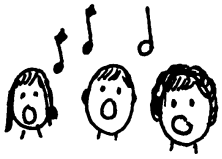
A lizard sat in the warm sun on the top of the wall. It was gray, with a long thin tail. The lizard's tail was bright blue.



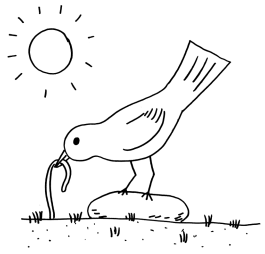
Luke wanted to catch the lizard and keep it for a pet. But the lizard saw Luke. It ran and hid in a crack in the wall. Just then, Luke saw Sue. “Sue, did you see that lizard?” Luke said. “Yes,” said Sue. “Let’s try to catch it.”

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.”

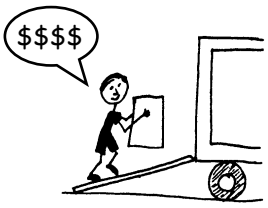
The End

ear 	earth
early	heard
pearl 	earn 
learn	rehearse 
search	heart

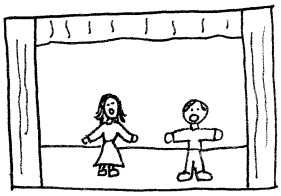
1. The early bird catches the worm.



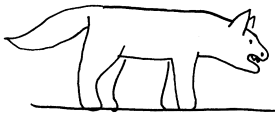
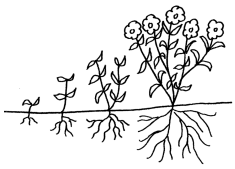
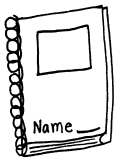
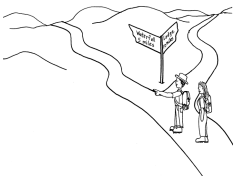
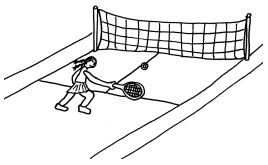
2. Joe earns money for doing his job.



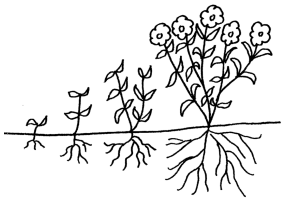
3. They rehearse for the play on Thursday.



© 2016 by Kathryn J. Davis

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.

© 2016 by Kathryn J. Davis

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.

© 2016 by Kathryn J. Davis

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.

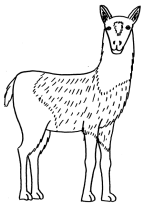
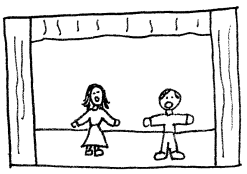
When she goes to music, she won't sing the song. But when carrying things, she's very strong.

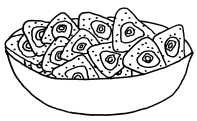
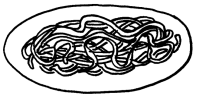
If June could learn to be polite,

I think that she would be all right.

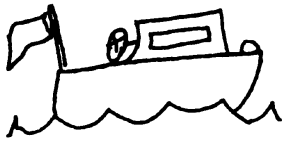
The End

o
a

father	
llama	
lava	
mama	
drama	

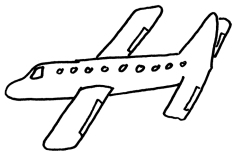
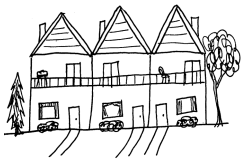
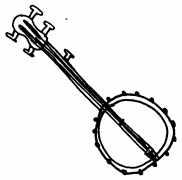
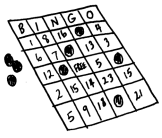
pecan	
tacō	
nachō	
pajamas	
pasta	
hurrah	

1. Lava is hot melted rock.

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

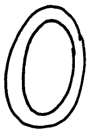
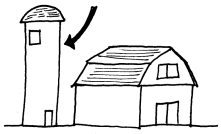
© 2016 by Kathryn J. Davis

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 vowel sound.	ō

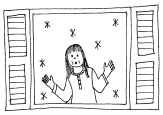
hip	po	hippo	
jum	bo	jumbo jet	
hel	lo	hello	
con	do	condo	
ban	jo	banjo	
man	go	mango	
bin	go	bingo	

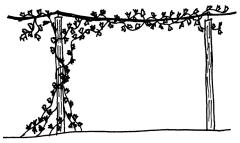
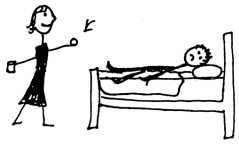
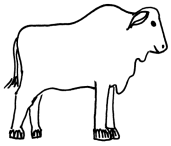
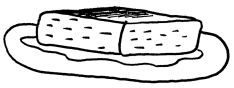
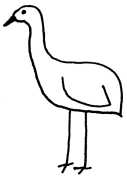
© 2016 by Kathryn J. Davis

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 vowel sound.	ō

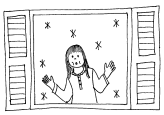
yo	yo	yo-yo	
he	ro	hero	
ze	ro	zero	
rhi	no	rhino	
si	lo	silo	

© 2016 by Kathryn J. Davis

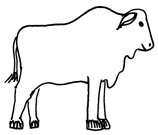
Syllable Study	An open syllable can be a first syllable, second syllable, or last syllable. An open syllable usually has the long vowel sound.	 ū

men	u	menu	
kud	zu	kudzu	
	flu	flu	
tu	tu	tutu	
ze	bu	zebu	
to	fu	tofu	
e	mu	emu	
com pu	ter	computer	

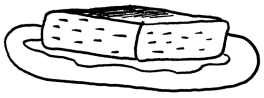
© 2016 by Kathryn J. Davis

Open Syllables	ō	 ū

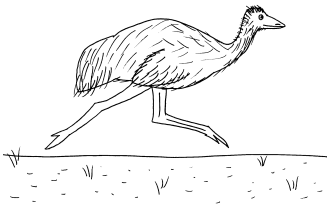
1. Zebu are a kind of cattle that live in Africa.



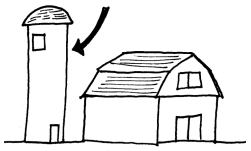
2. Tofu is made from soybeans.



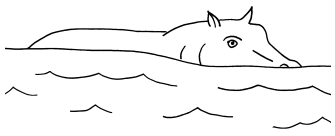
3. An emu cannot fly but it can run fast.



4. A silo stores grain on the farm.



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

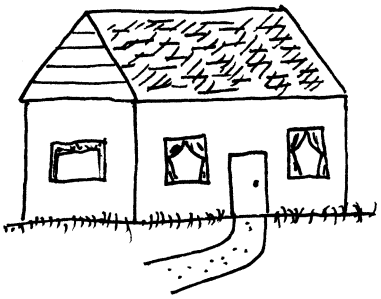


© 2016 by Kathryn J. Davis

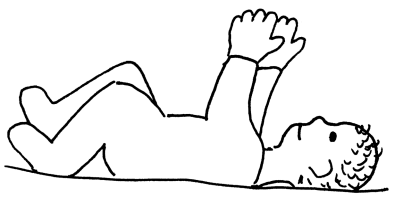
My Family

Hello! My name is Kathy.

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

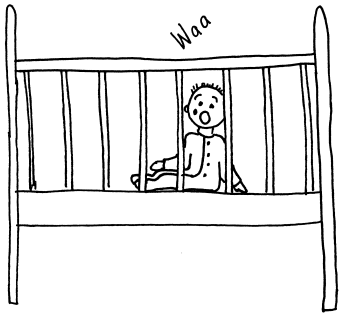


This is my baby sister. She is so cute! Her name is Jane Ellen. She sleeps a lot. I try to whisper when she is asleep.

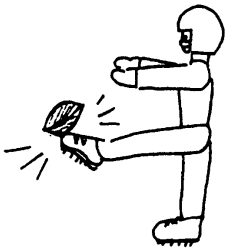


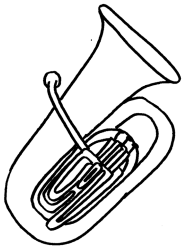
© 2016 by Kathryn J. Davis

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!

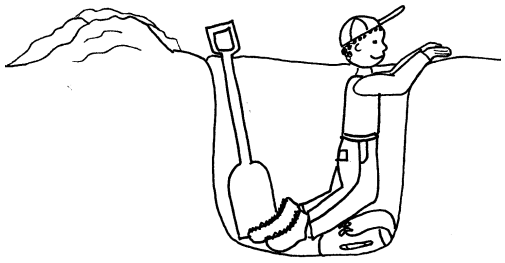




This is another brother.

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.

© 2016 by Kathryn J. Davis

This is my smallest brother.

His name is Pat. He is six.

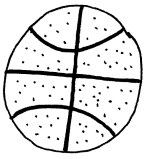
He likes to swing and slide.

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.

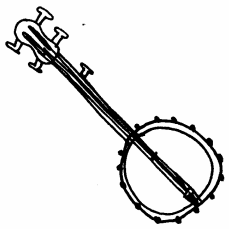
This is my father.

He works at a lumber mill.

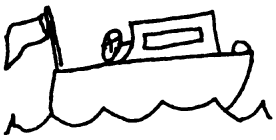
He can play the banjo.

Every weekend in June,

he takes us for a ride



on the river.



But he is busy today.

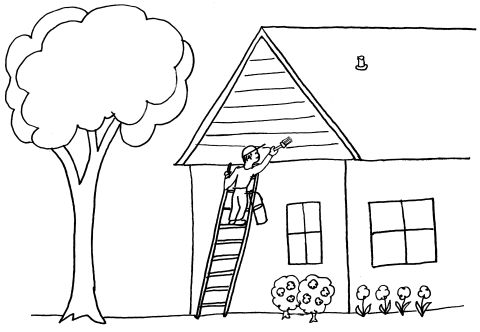
He says, “I have a big job to do.

I have to paint the house.

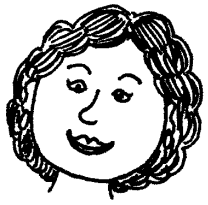
It is not safe to play by the ladder.

Go to the other side

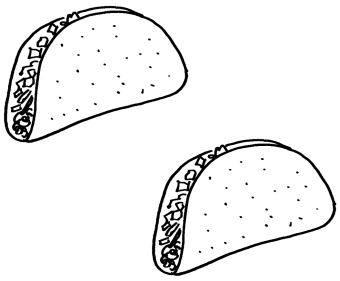
of the yard to play.”

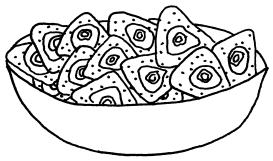


This is my mother. She is very pretty. She takes care of me and my brothers and sisters. I help her a lot.

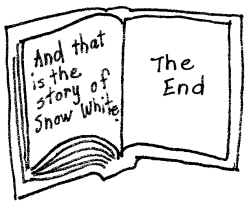


When we are hungry, my mother makes something for us to eat. She fixes bacon and eggs when we wake up. She makes tuna sandwiches for lunch. And she makes tacos and nachos for supper.





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?

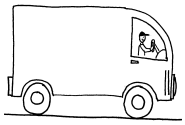
I'm glad you came to see them.

Will you visit again another day?

Good-by!

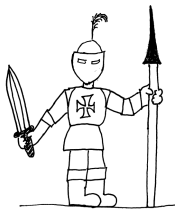
© 2016 by Kathryn J. Davis

kn

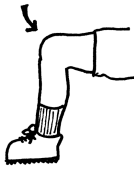


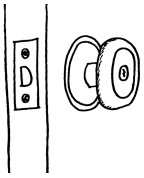
knife

knock

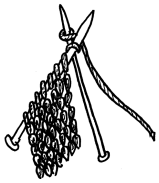
knight 

knot

knee 

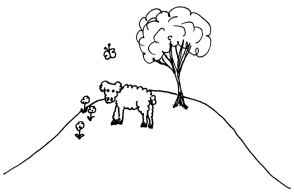
knob 

kneel

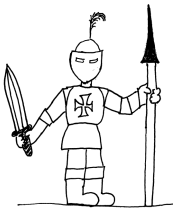
knit 

know

knickers

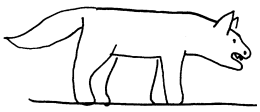
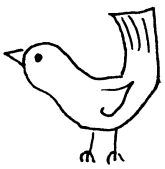
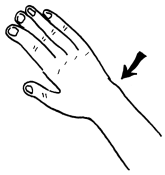
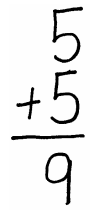
knoll 

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.

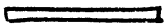
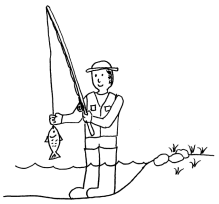
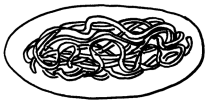
© 2016 by Kathryn J. Davis

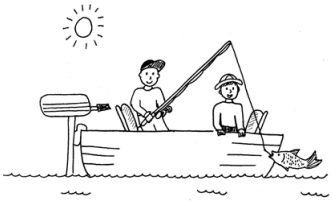
wr 	wreath
wren 	write
wrap	wrinkle
wrist 	wrong 
wrath	wrench
wreck	wristwatch

1. The doctor put a cast on his wrist.

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

© 2016 by Kathryn J. Davis

gh		gh	
ghost		straight	
ghetto		through	
aghast		caught	
spaghetti		taught	
Alleghëny Mountains		daughter	

1. The boy caught a fish. 

2. We will follow the path through the forest.

© 2016 by Kathryn J. Davis

On The Lawn

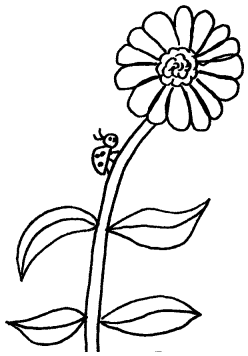
Joy liked to play in her yard.

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.

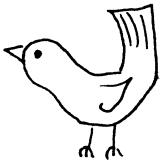
She was careful not to hurt it.

© 2016 by Kathryn J. Davis

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

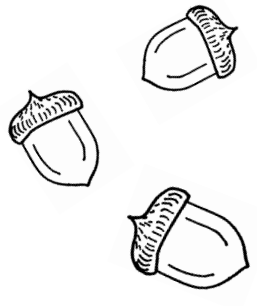
Another time she saw a fat toad in the shade behind the trash can.

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.

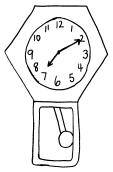
Then she ran inside as fast as she could.

She was hungry for lunch.

And she was glad to get away

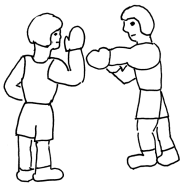
from the wasps!

The End

ought 

bought

thought

fought 

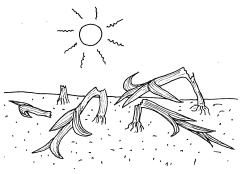
brought

sought

ought

wrought iron

overwrought

drought 

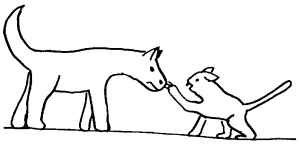
1. I bought this gift for my mother.

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

3. You ought to clean up your room.

© 2016 by Kathryn J. Davis

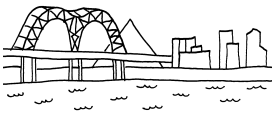
ph



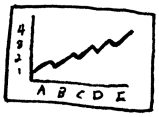
dolphin

phone

Memphis



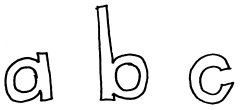
graph



phantom

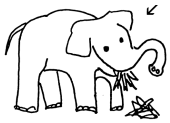
sphere

alphabet



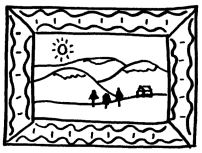
Ralph

elephant



sphinx

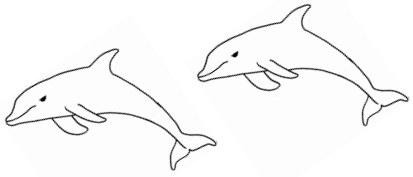
photograph



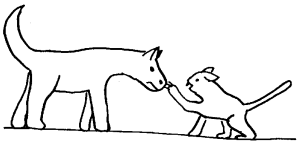
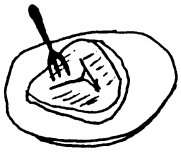
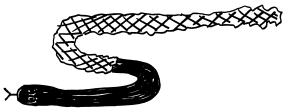
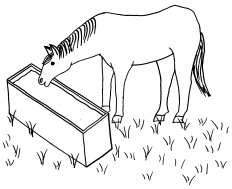
1. A photograph is on the shelf.

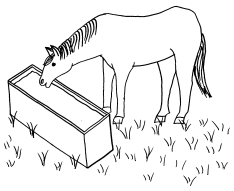
2. The earth is a huge sphere.

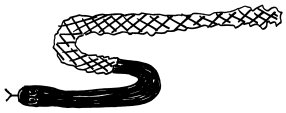
3. Dolphins live in the water, but they are not fish.



© 2016 by Kathryn J. Davis

ugh 	rough
laugh	tough 
cough	slough 
trough 	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.

© 2016 by Kathryn J. Davis

A Day At The Park

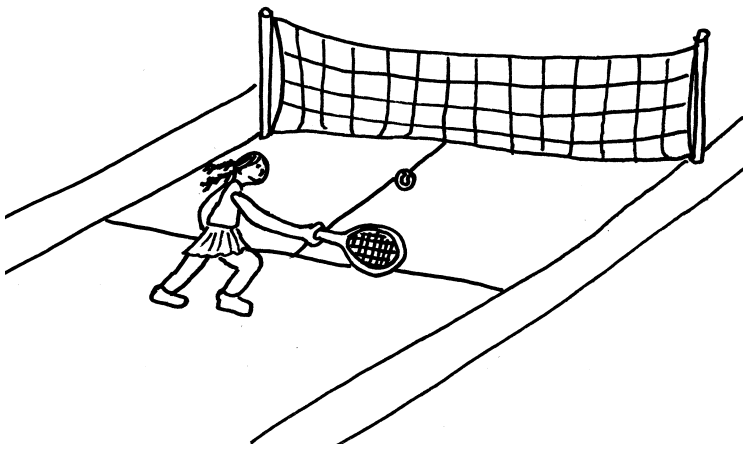
It was a warm spring day. Andrew and Anna wanted to play tennis. So they called Ralph and Courtney on the phone.

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

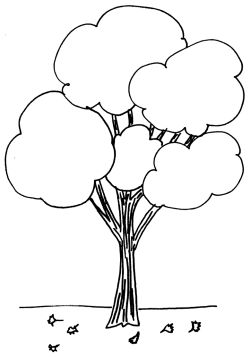
© 2016 by Kathryn J. Davis

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.

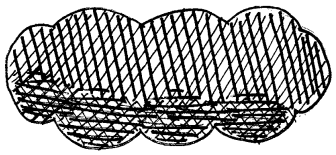


So the children all sat in the shade under a maple tree to rest and have a snack. They poured cups of cool water. They munched on

apples, crackers, and cheese. They had fun talking and laughing.

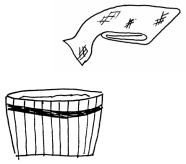
After that, the children played on the playground beside the tennis courts. They went down the slide. They went back and forth on the swings. They went up and down on the seesaw.

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.

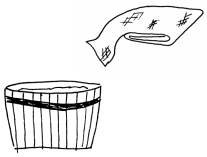


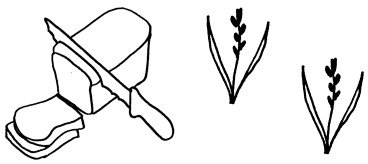
The children were too busy having fun to see the cloud. All of a sudden, rain started to pour down on the children. That was enough for Andrew, Anna, Courtney, and Ralph. They did not like to get wet. So they all ran home as fast as they could.

The End

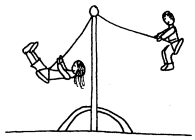
ye	y_e
rye	type
good-bye	style
dye 	Kyle
eye	×rhyme I see a pig. It has a wig.
	×thyme

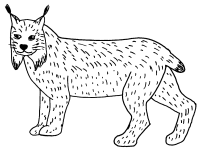
1. Kyle waves good-bye.

2. We will dye the cloth red. 

3. Mom baked rye bread. 

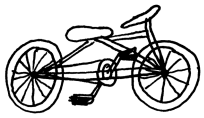
© 2016 by Kathryn J. Davis

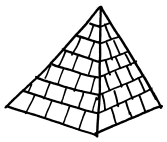
y 

lynx 

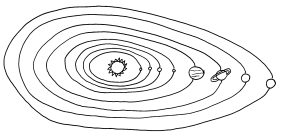
hymn

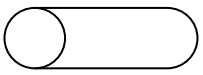
rhythm

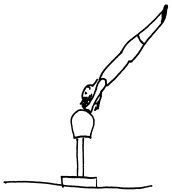
bicycle 

pyramid 

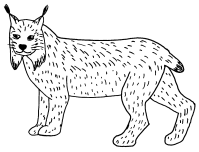
symptom

solar system 

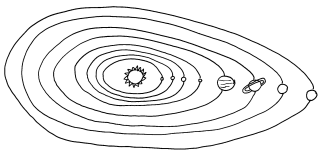
cylinder 

gymnastics 

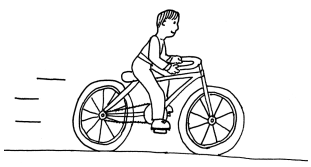
1. A lynx is a large wild cat with a short tail.



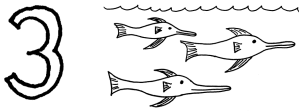
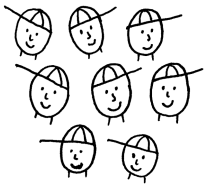
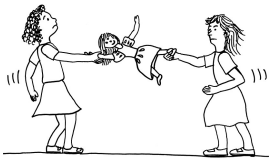
2. In our solar system, eight planets travel around the sun.



3. Mike is riding his bicycle to the park.



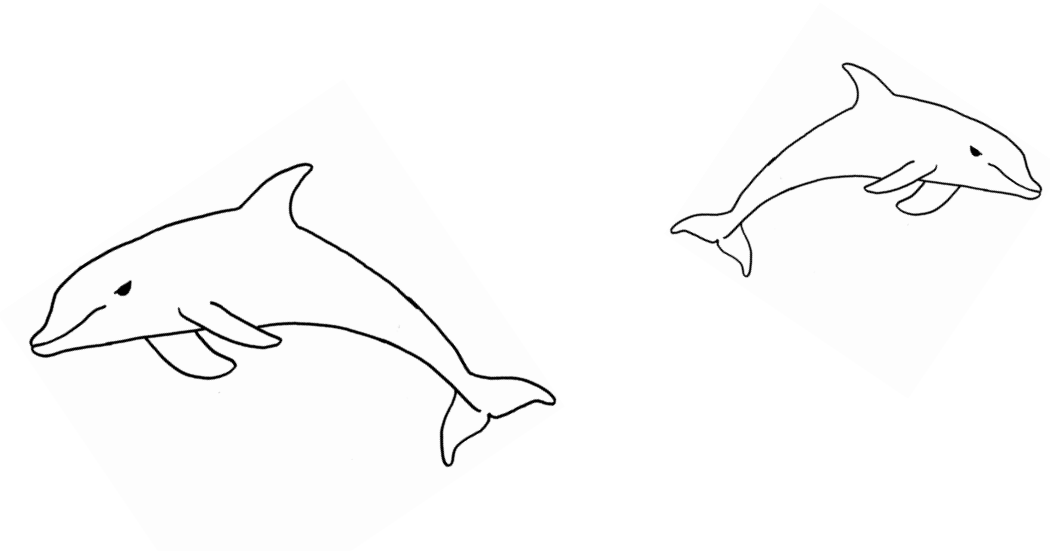
© 2016 by Kathryn J. Davis

qua	squa
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.

© 2016 by Kathryn J. Davis

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.

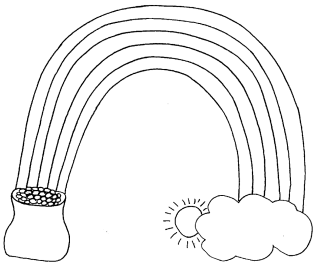
The End

Which One?

80 8

Which one is more ?

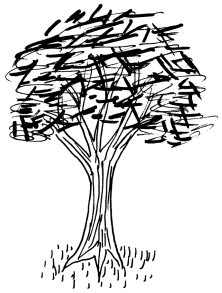
Eighty or eight ?

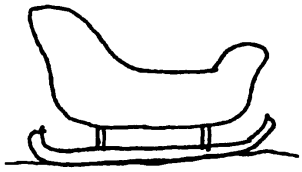


What goes on a train ?

A rainbow or freight ?

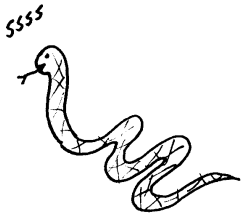
© 2016 by Kathryn J. Davis

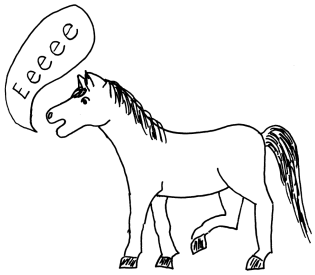




What glides in the snow ?

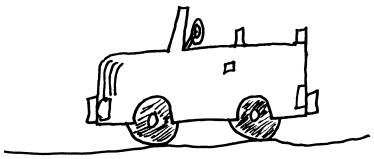
A tree or a sleigh ?





A horse makes which sound ?

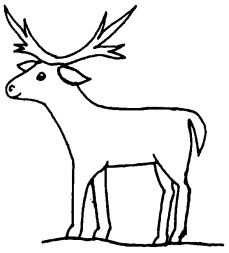
A hiss or a neigh ?

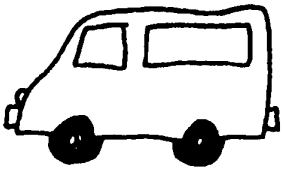


Which one is a neighbor ?

A jeep or a man ?

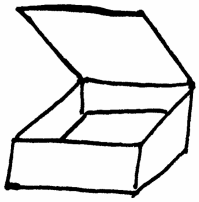
© 2016 by Kathryn J. Davis





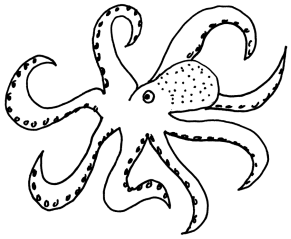
Which needs a key ?

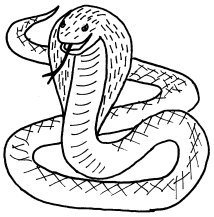
A deer or a van ?



Which can you weigh ?

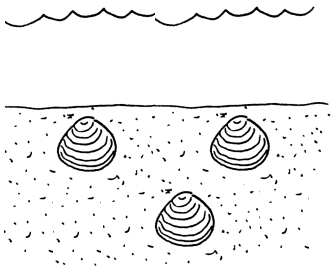
A box or a lake ?





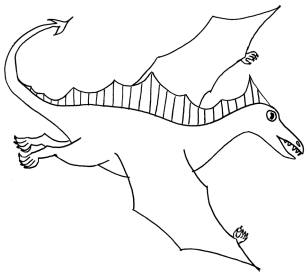
Which has eight legs ?

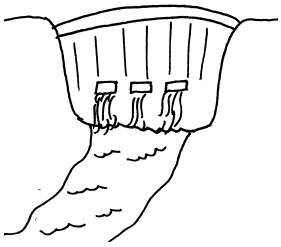
An octopus or a snake ?



Which ones are people ?

A class or some clams ?



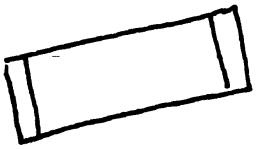


What holds back the water ?

A dragon or a dam ?

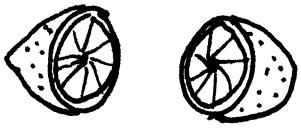
Which one is purple ?

A peach or a plum ?



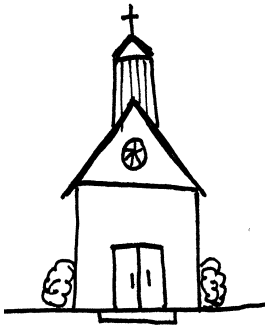
What can you chew ?

Water or gum ?



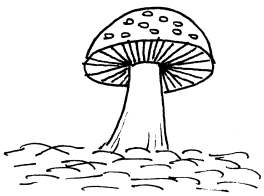
Which has a ripple ?

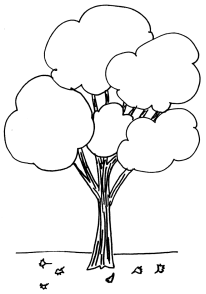
A lemon or a lake ?



What has a steeple ?

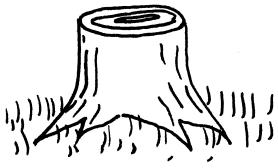
A church or a cake ?

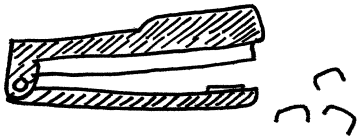




Which one's a tree ?

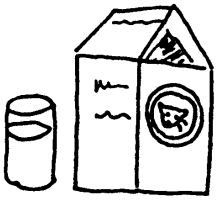
A mushroom or a maple ?





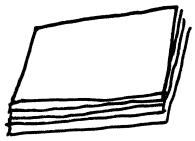
What fastens paper ?

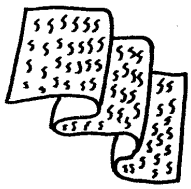
A stump or a staple ?



What can you pour ?

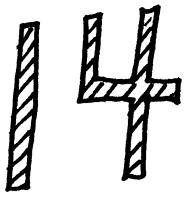
An apple or milk ?

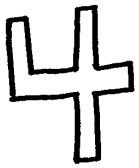




What makes a blouse ?

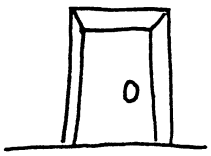
Paper or silk ?





Which is the most ?

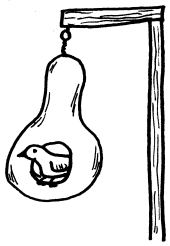
Fourteen or four ?

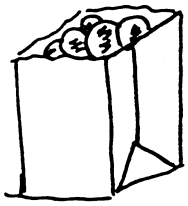


What should you do if you see a ghost ?

Stop and talk, or run for the door ?

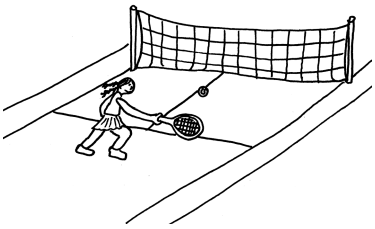
© 2016 by Kathryn J. Davis





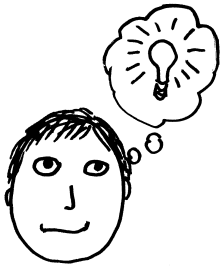
Where can a finch live ?

In a gourd or a bag ?



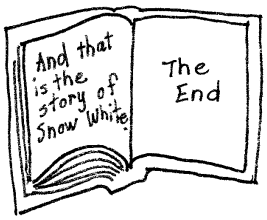
What is played on a court ?

Tennis or tag ?



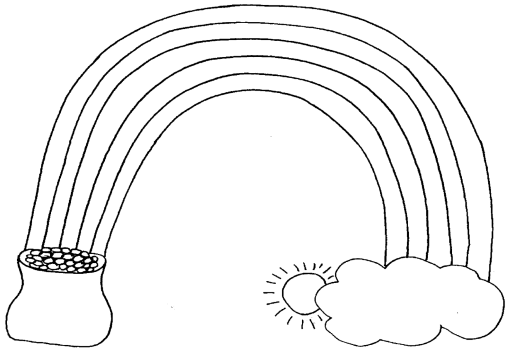
Do you wonder about

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

Information For The Teacher

Overview

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

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

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

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

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

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

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

Oral Blending And Segmenting

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

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

Sight Words

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

Extending The Teaching - Using Books

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

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

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

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

Using Two-Sound Blending To Introduce Short Vowels - "Silly Sounds"

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

Pacing

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

Materials Needed

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

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

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

Read The Sound Story First

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

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

Understanding The Markings

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

Daily Lesson Plan:

1. **Sound Chart Review:** Use the charts in this book, or put up wall charts, available at www.soundcityreading.com. Go through the letters or letter patterns on each chart in order. Go from left to right, starting with the top row. Point to each letter or letter pattern and model the sound. Students repeat. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you. This should go quickly.

    a. Because they are organized visually into logical groupings, with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering the phonogram patterns.
    b. In the first books, there are just a few patterns; in each succeeding book new patterns are added. Students master the patterns in one book before going on to the next book.
    c. Eventually students will have covered many charts. At this point, choose which ones to review in each lesson, rather than try to cover them all at once. Rotate among the newest and most challenging charts, saving the others for occasional review.

2. **Sound Card Review:** In this step, students must remember the sound for each letter and letter pattern without the benefit of picture cues. This is exactly what they will need to do to read words. Go through all of the cards that have been taught, in order, ending with the newest card. Students say the sound or sounds (if there are more than one) for each pattern. Do not use key words or sound pictures with the sound cards. However, if students get stuck on a card and can't remember the sound, point it out on the sound chart. Model the sound and have the class repeat in unison.

3. **Handwriting:** Study either manuscript or cursive letters. Choose a few letters to practice each day. Model how to write each letter, discussing where the letter starts, in which direction to move the pencil, and where it ends. Explain that for capital letters, if you need to return to the top line, you "hop." For lower case letters, you retrace along the same line instead of hopping. Students write each letter on lined paper while saying the associated sound. The teacher monitors and writes the letter in red pencil beside any letters that are formed incorrectly. The student traces the red letter several times, then tries writing the letter again. A variety of handwriting books with further instructions are available from Sound City Reading. In these books students trace and copy large letter patterns first, then trace and copy regular sized letters.

4. **Spelling Dictation:** During this part of the lesson, the teacher dictates individual letter and phonogram sounds, phonetic words, sight words, and a sentence. Words with suffixes and contractions are also taught and practiced.

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

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

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

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

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

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

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

a. If students are still learning to write the alphabet letters, let them spell the words using plastic letters for a while.
b. Use a pocket chart with moveable alphabet letter cards. After you dictate a word, have a student use the cards to spell the word at the top of the chart, segmenting the word. Then cover the word and have the students segment the word again while writing it on their papers. Uncover the word and let students check their work.
c. Students who are already able to read and write may be able to practice two or three new patterns per day. In this case, have students fold their papers into columns. Show them how to head each column with the patterns to be studied, for example ai, ay, and a_e. As you dictate the words, call on students to tell you in which column the word should be written. Tell the students if they don't know.

4. **Reading Words With The New Pattern:** Students read the words and sentences with the new pattern from the pages in this book. On some days this will be a new phonogram pattern. On other days students will study a new syllable pattern, a new suffix pattern, or a group of contractions.

   a. This can be done with a whole group using individual books or images from a single book on a projector. Students take turns reading the words aloud. Then students reread some or all of the words in unison. If desired, teachers can have students reread the words at a later time in small groups.
   b. Younger students should study one new pattern per day. Older students may be able to work through two or three patterns.
   c. Study the same patterns that were introduced during the spelling dictation period.
   d. Have students take turns reading a mixed list of review words from the board. Students should underline the vowel or vowel pattern and say the sound before reading the word.
   e. Sight words are taught as exceptions to the rule. In sight words the new pattern

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

5. **Sight Word Review:** Students read all of the sight words that have been taught, including new words, from flashcards, in unison. Flashcards can be made by hand or downloaded from www.soundcityreading.com. You may want to post them on a word wall.

6. **Read The Story:** If there is a new story, have students read it. If not, have them reread the previous story. If the stories are short, reread several review stories. Work towards mastery. Keep practicing until students can read each page confidently, without hesitation. Ask questions frequently to make sure students understand and relate to the story. Some students may be able to read new stories without help. Others may need a structured preparation period before reading a new story. Include any or all of the following suggestions, as needed. These variations are especially helpful when you have a class with mixed reading skills.

    a. The teacher reads the story aloud first. Discuss the story.
    b. Echo Reading: The teacher reads one sentence at a time. Students track the print in their books while they listen and while they repeat the sentence.
    c. The teacher reads one page at a time. Students track the print while the teacher reads and then reread the page in unison.
    d. Students reread the story with the teacher, taking turns so that they can receive individual guidance, in small groups.

7. **Read And Respond To Appropriate Age Level Books:** The teacher should use a variety of books at the interest level of the students. This can include narrative fiction and non-fiction and expository books related to the science and social studies curriculum.

    a. For younger students, the teacher reads aloud while discussing the story. Students can draw a picture of their favorite part of the story afterwards.
    b. For students who are reading, the teacher can follow any of the steps in section six above. Students who are reading confidently can read for the teacher without any of the preparatory steps.
    c. Introduce any unfamiliar words and discuss their meanings.
    d. The teacher and students work together to create a semantic map, graphic organizer, or summary of the story. This can include time lines, bubble maps, character and setting pictures, Venn diagrams, etc. The teacher should elicit ideas from the students and record them on the board while modeling how to set up the information in the graphic organizer. Students can copy and illus-

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

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

Extension And Enrichment

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

Working With Plastic Letters

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

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

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

Trouble Shooting

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

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

Lesson Plan	
Overview A. New letter patterns are introduced with the sound charts and sound cards. B. Students write new and review letter patterns and selected words with those patterns during the dictation period. C. Students read the word lists and sentences with the new letter patterns in this book. D. Students read the practice stories in this book.	
1.	Sound Charts Students say new and review alphabet and phonogram sounds in unison.
2.	Sound Cards Students say new and review alphabet and phonogram sounds in unison.
3.	Handwriting (Use this section to teach or review manuscript or cursive handwriting.) a. Introduce new letters b. Practice previous letters c. When teaching cursive handwriting, teach students how to make letter connections.
4.	Dictation a. Letter dictation (Teacher says the sounds, students repeat and write.) b. Phonogram dictation (Teacher says the sounds, students repeat and write.) c. Dictate new phonetic words (Students say the sounds as they write.) d. Model and dictate words with suffixes, contractions, etc., as needed. e. Model and spell new and review sight words, as needed. f. Dictate one or more sentences using phonetic words and sight words from this lesson.
5.	Decoding a. Read word lists from this book. b. Mark and read mixed word lists from a white board or chalk board.
6.	Sight Word Review Read new and review words from flashcards, the sight word chart in this book, or a word wall.
7.	Reading Stories Students read the practice stories in this book. Additional "easy reader" books that may be read are listed on the sequence charts starting with Book 5.

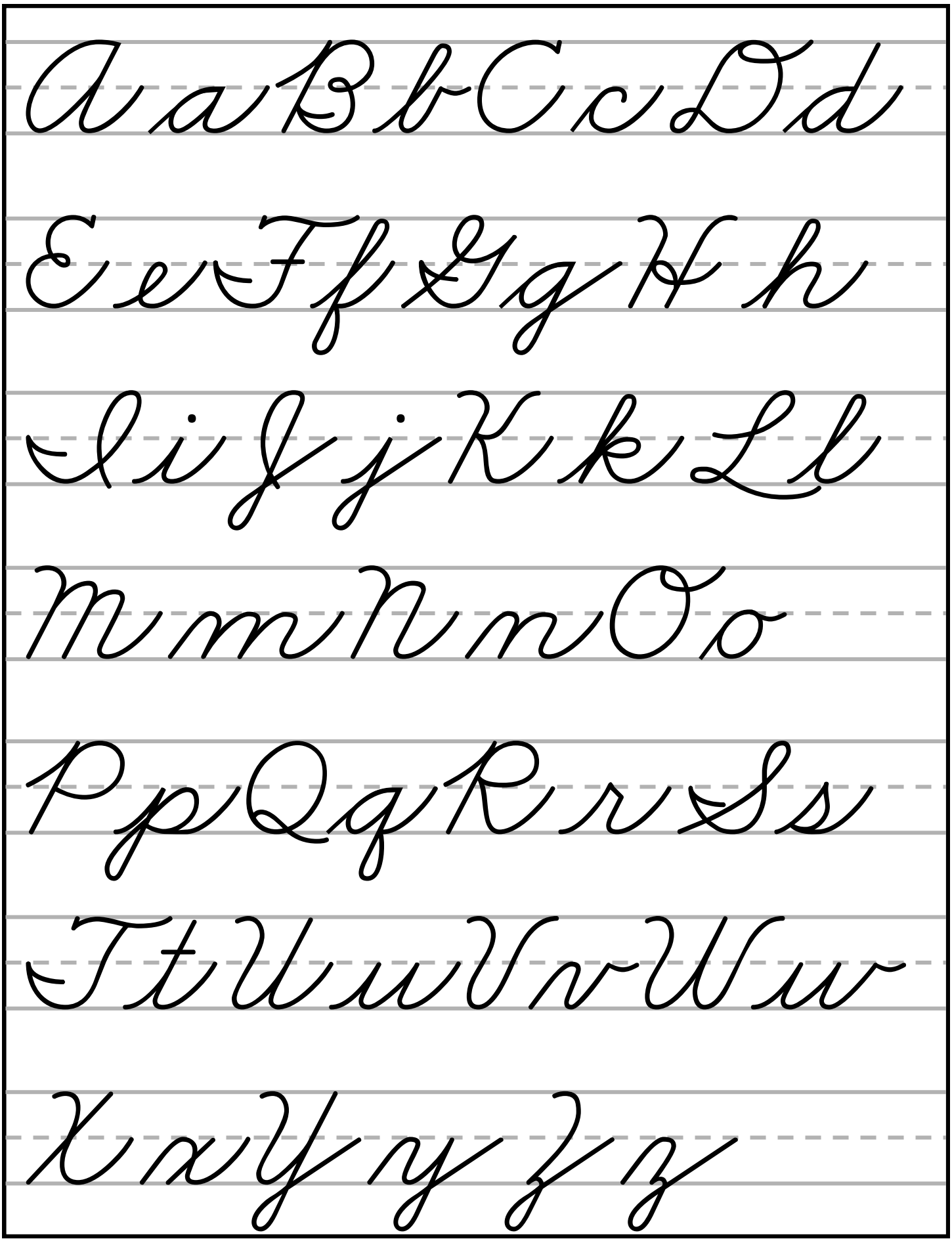
***Phonetic Words And Stories - Book 7* - Advanced Bossy R Patterns**				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	wor/worm		Suffix _ly, smiled, smiling	
			Contractions with not #3	
			Contractions with have, am, us Contractions with had	*A Good Book*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

Phonetic Words And Stories - Book 7 - **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, workbook, 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	
		I've, you've, we've, they've I'm, Let's I'd, you'd, he'd, she'd, it'd, we'd, they'd	
2		ferret, merit, peril, derrick, Erin, very, heron, Ferris wheel, cherub, stereo	strawberry, blueberry, blackberry, bury/berry, vary/very
3		cord, fork, storm, orbit, thorn, forest, story, morning, sport, porch	short-tall
4	color mirror	doctor, actor, mirror, record, tractor, color sorry, borrow, horror, tomorrow	lend-borrow
		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	sugar	dollar, lizard, cougar, pillar, polar, wizard, collar, solar, cellar, blizzard	
6		carry, carrot, carol, parent, parrot, marry, barrel, sparrow, carriage, barricade	hairy/Harry, cary/carry, marry/merry, carrot/carat
		I'd, you'd, he'd, she'd, we'd, they'd, who'd, it'd	
7	heart hearth	learn, pearl, heard, search, earth, earn, early, rehearse	earthquake, early-late, heard/herd, pearl/purl, earn/urn
8		journal, journey, courage, courtesy, flourish, tournament, nourish, nourishing	courage-fear

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

Phonetic Words And Stories - Book 8 - **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	

© 2016 by Kathryn J. Davis



© 2016 by Kathryn J. Davis

Book	*Basic Phonics Patterns* - Overview
1	**Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns** Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk Ending Consonant Blends Beginning Consonant Blends
2	**Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y** Two-Syllable Words: Closed syllables, silent-e syllables Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie Vowel-Consonant-E Patterns: e_e, a_e, i_e Follow The Leader Patterns: igh, ind, ild Two Vowel Sounds For Y: y = ē, y = ī
3	**More Long Vowel Patterns, More Umbrella Patterns** Long Vowel Pairs: oa, oe, ui, ue, ew Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels Follow The Leader Patterns: old, olt, oll, olk Three New Umbrella Patterns: o_e, a_, _a New Consonant Pattern: dge
4	**Odd O Patterns, Dotted Ä And Ü Patterns** Odd O Patterns: oi, oy, ou, ow, oo, ould Dotted Vowel Patterns: ü, au, aw, all, al, alk, wa, swa New Umbrella Pattern: ou
5	**Soft C and G Sounds, R-Controlled Vowel Patterns** Soft C Sounds: ce, ci, cy Soft G Sounds: ge, gi, gy Bossy R Patterns: ir, ar, er, ur Ending Patterns: _ce, _ge, _se, _ze
6	**More Two-Syllable Words, Dotted Ë And Dotted Ï Patterns** Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic Words That End With VCE Syllables: cup-cake Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey Words That Begin With Unaccented Closed Syllables: con-nect, com-pare Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form Dotted Vowel Patterns: ei, ey, ea, eigh, ë, ï, ie Long U Pattern: eu
7	**Advanced R-Controlled Patterns** More Bossy-R Patterns: wor, er, or, ar, ear, our
8	**More Vowel, Syllable, And Consonant Patterns** Vowel Patterns: a = o, ought, ye, y_e, y = i, qua, squa Consonant Patterns: kn, wr, gh, ph, ugh Two-Syllable Words With Ending Open Syllables