

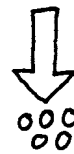
# Decoding Practice

Words, Sentences, And Stories

feet



these



rain



safe



play



pine

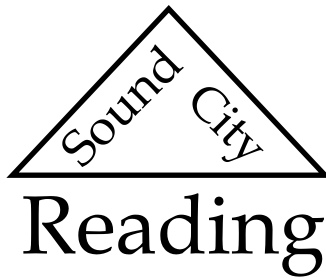


night



find





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# Instructions

## Pacing

Teach one new pattern (sh, th, ck) or one new set of consonant blends (amp, est, st, br) per day. Or, teach two or more patterns per day, if students are able to master the material. Be sure to practice every day so that students can remember the sounds for the patterns.

## Materials Needed

*Decoding Practice* book, phonogram cards, sight word cards, pencils and lined paper. For a whole class, print the enlarged version of the charts (available at [www.soundcityreading.com](http://www.soundcityreading.com)) and post them on the wall.

## Daily Lesson Plan: Eight Easy Steps

1. **Teach A New Pattern:** Show the card, model the sound, and have each student repeat individually. When teaching a new set of consonant blends, instead of using flashcards, model the sounds from the truck chart, and have students repeat.
2. **Sound Chart Review:** Use the charts in this book. Do 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. Say both the sound and key word for each pattern when you begin each book. After a few days, just say the sounds and skip the key words. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you.

Because they are organized visually into logical groupings on the page, with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering all of the phonogram patterns. Students start with just a few patterns; in each succeeding book new patterns are added to the charts. Students master the patterns in one book before going on to the next book.

3. **Sound Card Review:** In this step, students must remember the sound for each letter pattern without the benefit of picture cues. 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.

This step is important because students are learning to recognize the letter patterns without the benefit of the picture charts. They are responding with the sounds only, without using key words. This is exactly what they will need to do to read words.

4. **Apply The New Pattern:** Students read the words and sentences with the new pattern.

5. **New Sight Word Intro:** Introduce any new sight words that are listed on the page, after students have read the phonetic words for that pattern. Show the card, say the word, and have students repeat in unison. Call on several students to make up a sentence using the word.

Sight words are taught as exceptions to the rule. 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.

6. **Spelling Dictation:** Display the card for the new pattern. Dictate several letters and phonogram patterns, including the new pattern. Dictate ten of the new words. Students pronounce the word and then say the individual sounds while they write the related letters on lined paper. Show any new sight word cards, say each word, and have students copy them. These words cannot be sounded out and must be learned visually. For sight words, students may say the letter names (instead of sounds) as they write them. You may also want to dictate a few words with suffix patterns. Finally, dictate a sentence containing words that have been studied during the dictation period.

Students should not be able to see the words during the dictation period. It’s important for them to listen and figure out the sounds in the word for themselves. They then translate the sounds into the word by writing the letters. If they forget the new pattern, they can look at the card on display to help them remember it.

7. **Sight Word Review:** Students read all of the sight words that have been taught, in unison. Don’t read words that have not been introduced. Use sight word flashcards or the sight word list at the end of this book.
8. **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.

### **Troubleshooting**

1. If students have difficulty reading the words, do the spelling dictation (step six) before reading the words (step 4). This may seem counterintuitive, but in practice it works very well. In order to write the word, students must analyze the sounds in the word carefully, and use the letters in the new pattern while writing the word. This is a multi-sensory process; students say the sounds, hear the sounds, write the letters, and see the letters. Using this combination of senses all at the same time lays the groundwork for students to understand the process of phonetic coding (spelling) and decoding (reading), making it easier to read the words.

2. If students have difficulty spelling the words, call on individual students to say the sounds one at a time, while arranging moveable letter cards in a pocket chart to build the word. Then cover the word and have all the students say the sounds again while writing the word on paper. Or, pass out sets of plastic letters, and have students spell each word with plastic letters before writing it.
3. If students have difficulty reading the stories, read them aloud first, discuss them, and then have students read them. If necessary, read one line at a time, and have students echo read each line in unison. Then listen while students re-read the whole story aloud, reading together. Finally, have students take turns reading to each other in pairs. Send the story home to read aloud for homework.


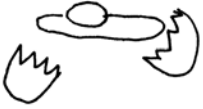

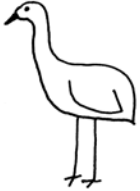



### **More Trouble Shooting**

If the above steps don't solve the problem, students will need more help with segmenting (hearing the separate sounds in words) and decoding (seeing the individual patterns in words and translating them into sounds to form a word). In this case, students can study the same letter patterns, words, and stories in a separate set of books, *Phonics Patterns And Stories*, which are designed to make the learning process easier. 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. 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. Students also relate the sound for each pattern to environmental sound pictures from a sound story, instead of using key words. Although this approach is a little more challenging for adults, it works perfectly for students who are having trouble grasping the relationship between letter patterns and sounds.



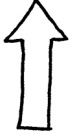












After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

# Alphabet

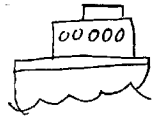
A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

<p>Short Vowels</p>	<p>a</p>  <p>ant</p>	<p>e</p>  <p>egg</p>
<p>Long Vowels</p>	<p>ā</p>  <p>apron</p>	<p>ē</p>  <p>emu</p>
<p>Special Vowels</p>	<p>ä</p>  <p>all</p>	
<p>Special Vowel Pairs</p>	<p>ou</p>  <p>ouch</p>	<p>ow</p>  <p>cow</p>
<p>Bossy R Vowels</p>		



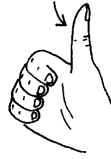
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Umbrella Vowels</p> <p>    a what     o son </p>
	<p>ōr</p>  <p>horse</p>	

sh



ship

th



thumb

ch



chicken



th



this

ck



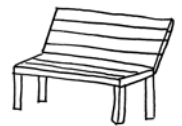
Jack

tch



match

nch



bench

wh



when



wh



who

ng



ring

nk



wink

Consonant  
Patterns

ck



ack

eck

ick

ock

uck

tch



atch

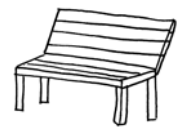
etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



ang

ing

ong

ung

nk



ank

ink

onk

unk

Consonant  
Patterns  
That Follow  
A Short Vowel

## Long Vowel Patterns

ā



apron

ē



emu

ai



rain

ee



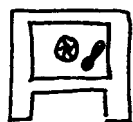
feet

ay



play

a\_e



safe

e\_e



these

Long Vowel Patterns

i



island

i\_e



pine

igh



night

ind



find

ild



child

Umbrella Vowels

  
a

?  
  
what

  
o

  
son

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ask

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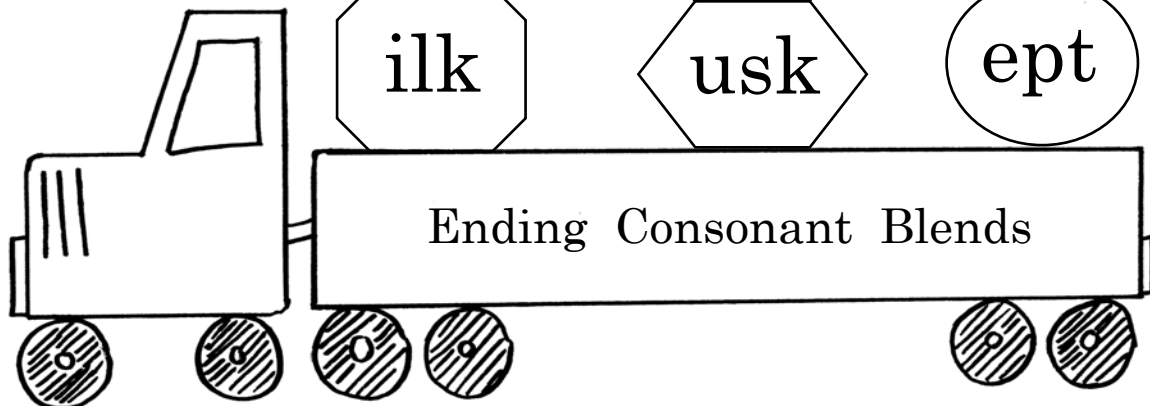
ilk

ust

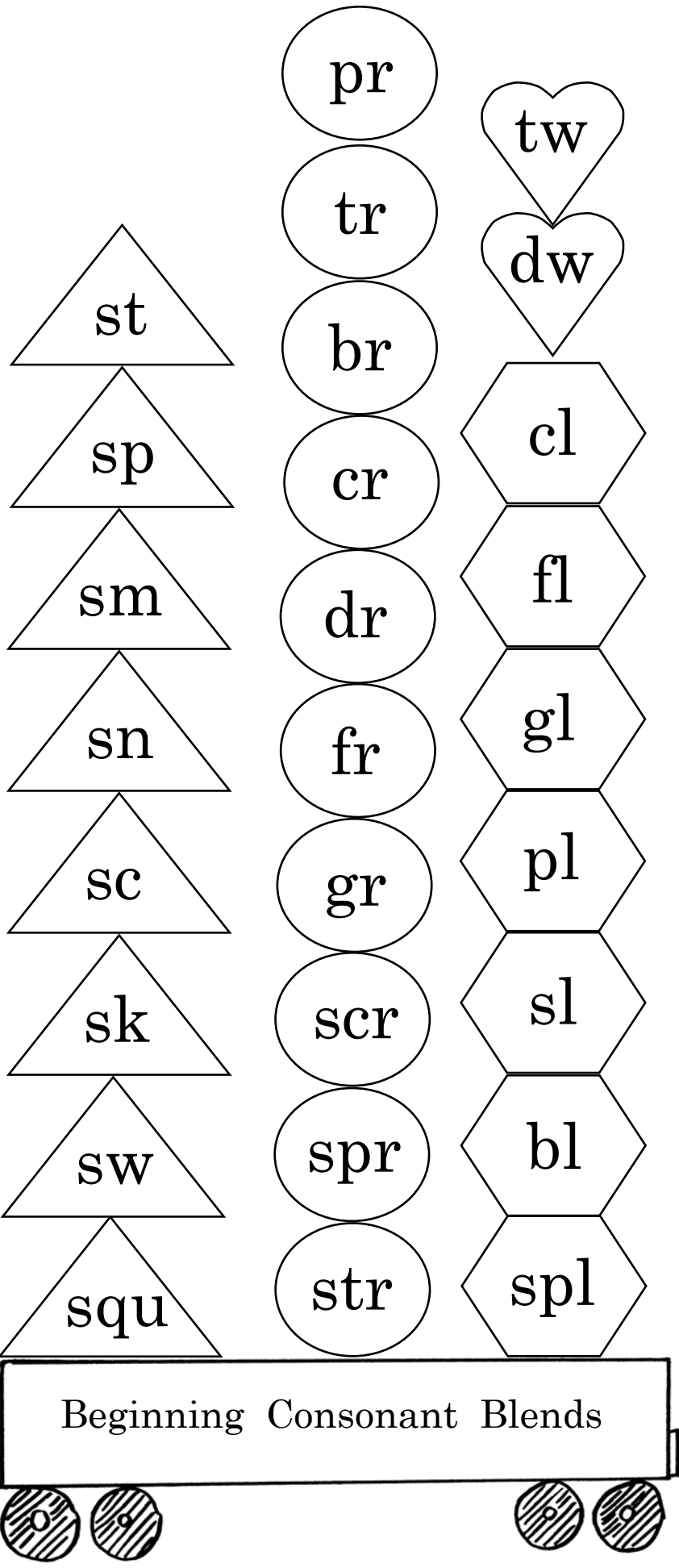
ept

usk

- ❖ Teacher models the sounds, students repeat.
- ❖ When ready, students say the sounds without help.







- \* Teacher models the sounds, students repeat.
- \* When ready, students say the sounds without help.

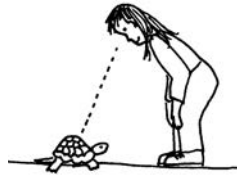
ee



meet



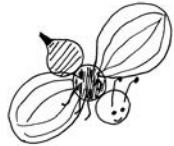
see



sweet



bee



beet



fee



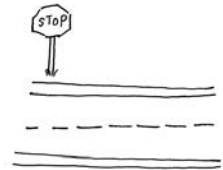
feet



wee



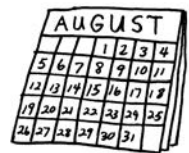
street



tee



week



tree



cheek



three



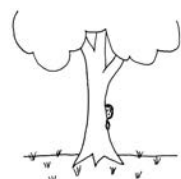
creek



j  
squeegee



peek



ee



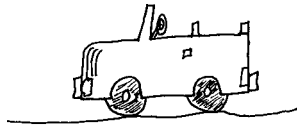
sheep



deep



jeep



sleep



keep



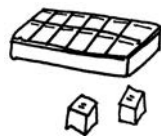
weep



sweep



freeze



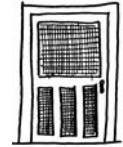
queen



green



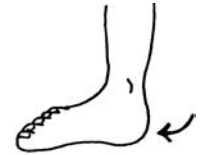
screen



sixteen

16

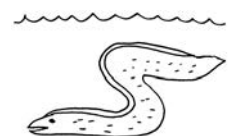
heel



peel



eel



deer



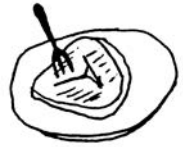
cheer



ee



beef



feed



reef



weed



teeth



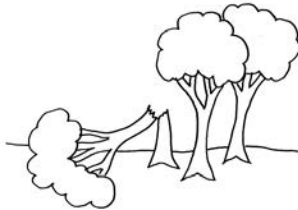
seed



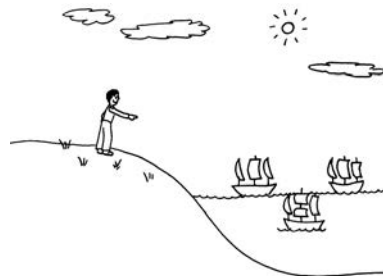
sleeve



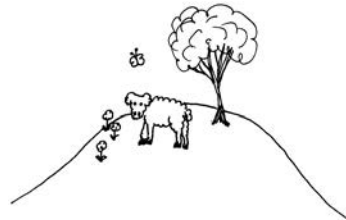
1. A tree fell.



2. He sees three ships.



3. A sheep is on the hill.



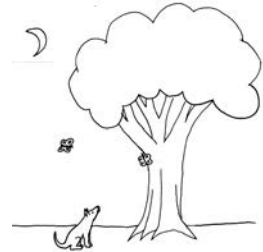
4. Ed will feed his dog.



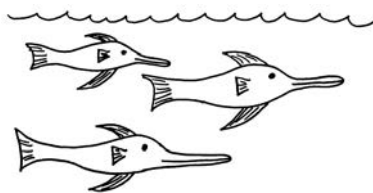
ee



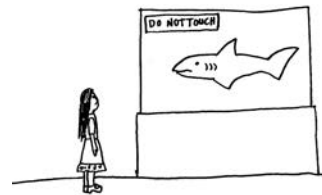
1. The dog sees a moth on the tree.



2. Three fish swim.



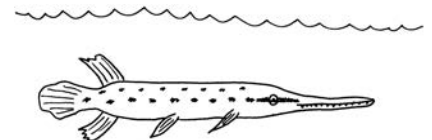
3. She can see a big fish in the tank.



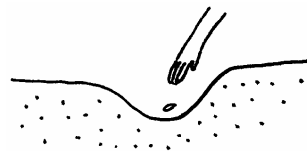
4. We ran from the bees in the tree.



5. This fish has a lot of teeth.



6. I will plant this seed.

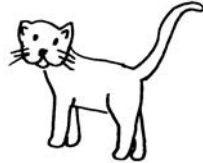


**Syllable Study** - These are two-syllable words. Draw a vertical line between the two consonants that are alike in the middle of the word. Each syllable ends with a consonant, so each vowel represents the short vowel sound.

mitten



kitten



hidden



rabbit



basset



muffin



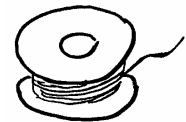
puppet



bonnet



bobbin



fossil



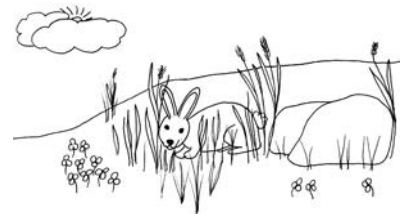
tennis



1. Brad lost his mittens.



2. A rabbit is hidden in the grass.



3. We will have muffins for lunch.



e\_e



Pete



these



Steve



here



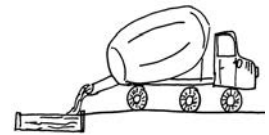
grebe



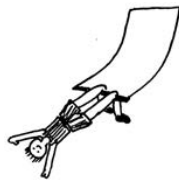
Eve



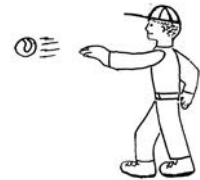
concrete



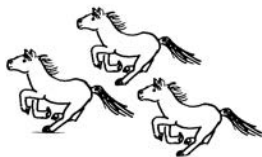
trapeze



athlete



stampede



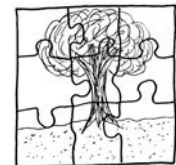
competete



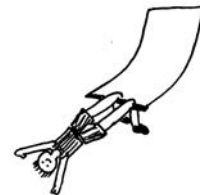
there



complete



1. Eve can swing on the trapeze.



2. A grebe can swim well.



**Syllable Study** - These are two-syllable words. Draw a vertical line between the two consonants that are alike in the middle of the word. The first vowel represents its short vowel sound. The arrow below the vowel in the second syllables tells you to slide past the vowel without saying its sound.

gallon



cannon



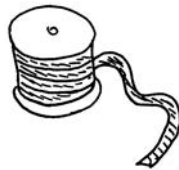
cotton



button



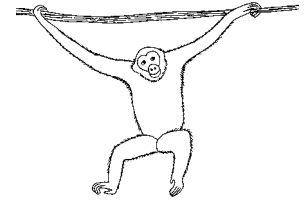
ribbon



lesson



gibbon



summon



bottom



funnel



gallop



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



2. Dad will bring a gallon of milk.



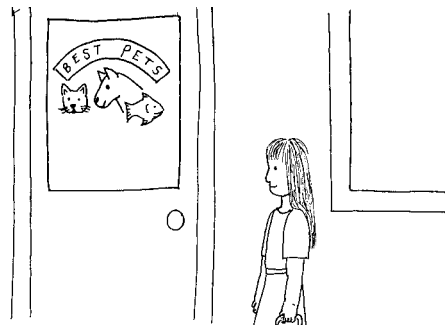


# Eve Gets A Pet

This is Eve.

Eve is at the pet shop.

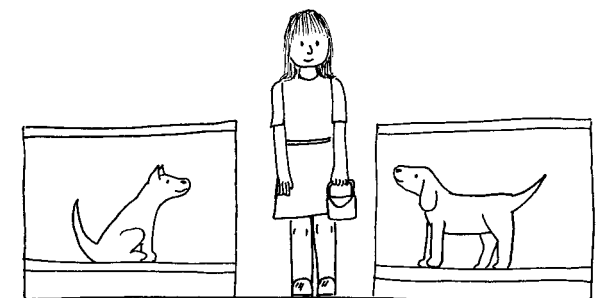
She will get a pet.



Eve sees the dogs.

Will Eve get a dog?

No, she will not get  
a dog.



Eve sees the cats.

Will Eve get a cat?

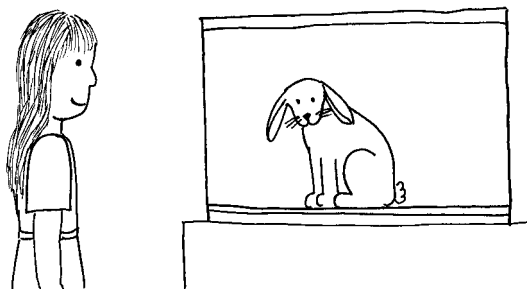
No, she will not get  
a cat.



Eve sees the rabbits.

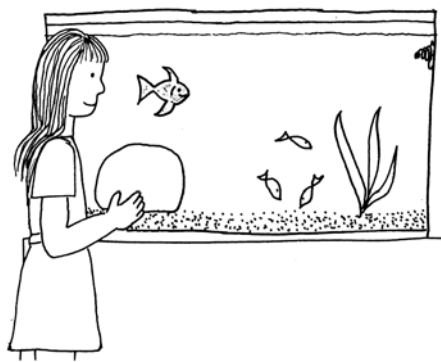
Will Eve get a rabbit?

No, she will not get  
a rabbit.



Eve sees the fish.

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

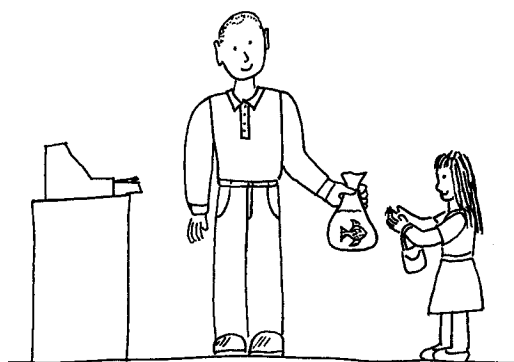


Yes, Eve will get a fish.

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

Steve gets the fish for Eve.

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



ai



rain



pain



chain



stain



train



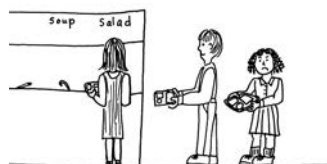
paint



raise



wait



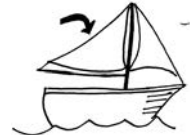
pail



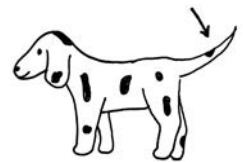
nail



sail



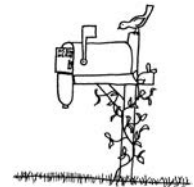
tail



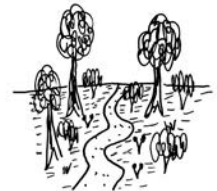
snail



mail



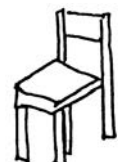
trail



hair



chair



ai



paid



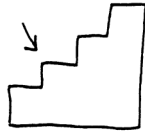
pair



laid



stairs



maid



 plaid



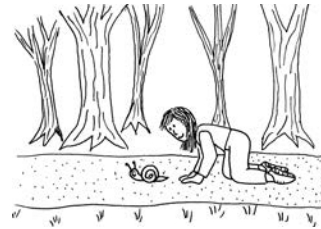
braid



1. Sand is in the pail.



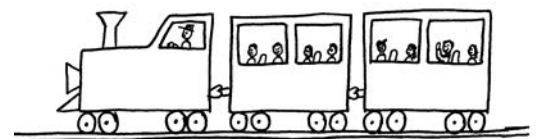
2. A snail is on the trail.



3. The dog wags his tail.



4. A train is on the track.



ay



lay



play



say



hay



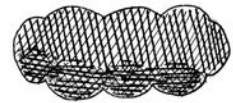
jay



pay



gray



May



spray



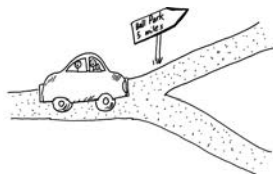
may



splay



way



fray



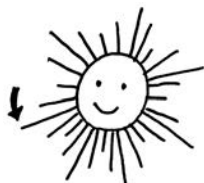
day



clay



ray



tray



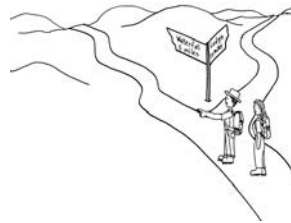
ay



1. Eve and Pete play in the rain.



2. We will go this way.



3. It is fun to play in the hay.



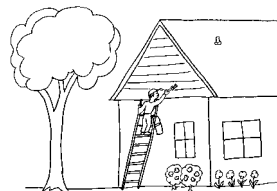
4. He will pay for the things  
in his bag.



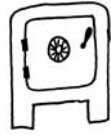
5. I think it will rain today.



6. Dad will paint it gray.



a\_e



bake



cake



rake



take



shake



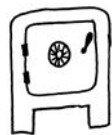
snake



lake



safe



shave



cave



gave



wave



save



brave



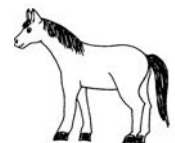
bare



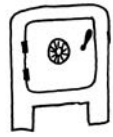
share



mare



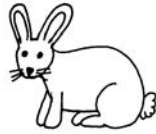
a\_e



plane



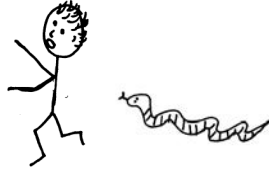
hare



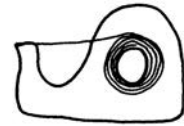
cane



scare



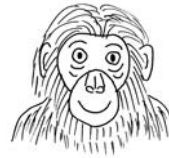
tape



game



ape



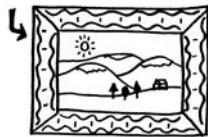
same



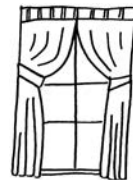
grape



frame



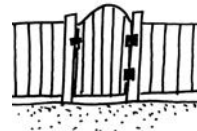
drapes



Jane



gate



mane



plate



vane

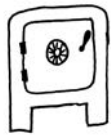


skate





a\_e



sale



ate



scale



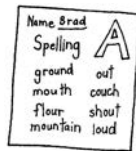
spade



maze



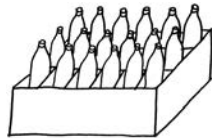
grade



haze



case



vase



1. Jake will bake a cake.



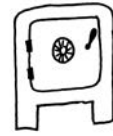
2. The tree is bare.



3. The crane picks up a tree.



a\_e



1. Dave made it for his dad.



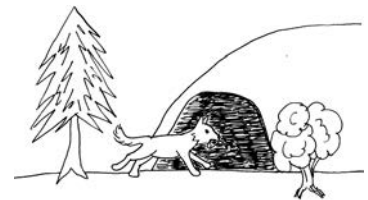
2. Fay came to see us today.



3. It is fun to play this game.



4. The fox runs into the cave.



5. This man is brave.

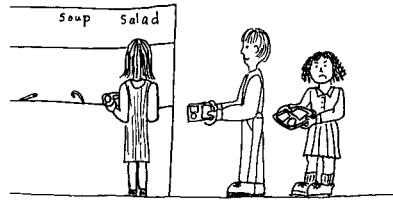


6. A frog jumps into the lake.



# Kay

Kay hates to wait.



Kay hates to be late.



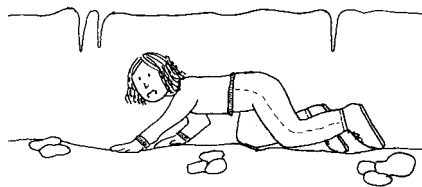
Kay hates to rake.



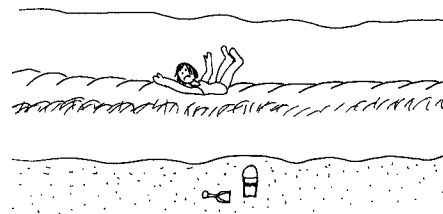
Kay hates to see a snake.



Kay hates caves.



Kay hates big waves.



Kay hates to take a bath.



Kay hates to do math.



Kay hates braids.



Kay hates bad grades.



Kay hates to pay.



Kay hates a bad day.



i\_e



pine



nine



line



vine



twine



dime



lime



time



bike



hike



strike



like



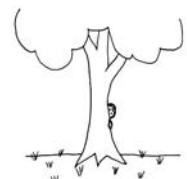
Mike



ride



hide



slide



bride



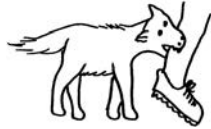
i\_e



five



bite



dive



kite



fire



write



tire



smile



prize



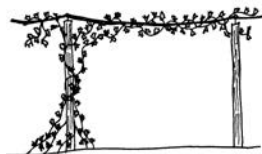
pile



stripes



1. A vine is on the line.



2. He likes to ride his horse.



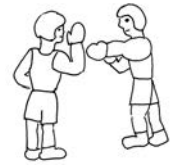
3. The kids play hide and seek.



igh



fight



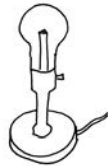
night



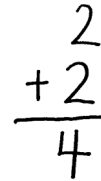
flight



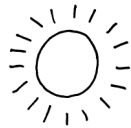
light



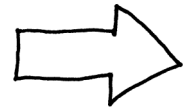
right



bright



right



tight



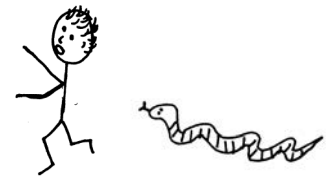
high



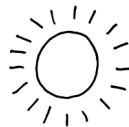
flash light



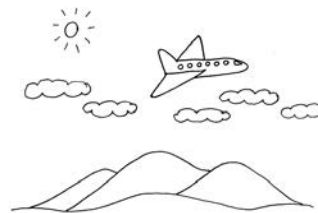
fright en



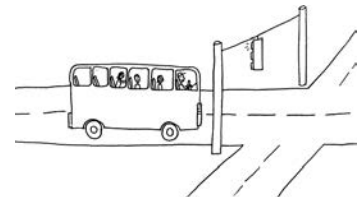
1. The sun is bright.



2. A jet can go up high.



3. The bus stops at a red light.



ind



ild



child



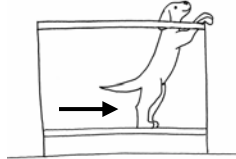
find



wild



hind



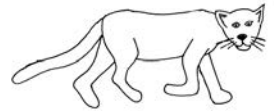
mild

72°

kind



wild cat



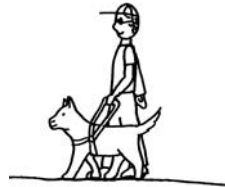
grind



rē mind



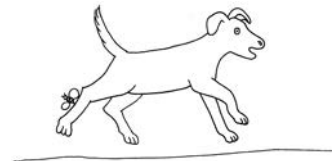
blind



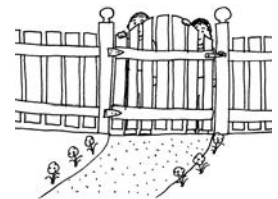
bē hind



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



2. The kids hide behind the gate.



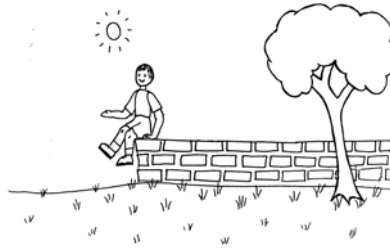
3. A wildcat is in the tree.



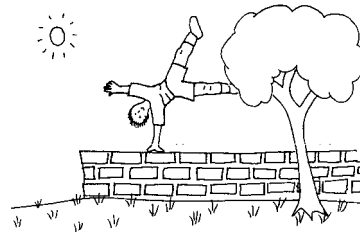


# Mike

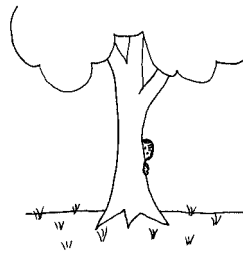
Mike is a child.



Mike likes to be wild.



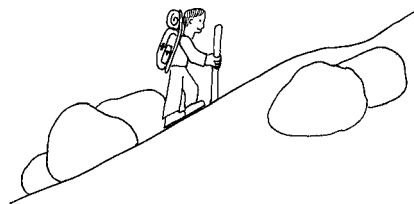
Mike likes to hide.



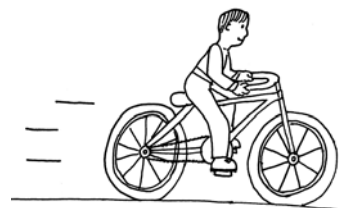
Mike likes to slide.



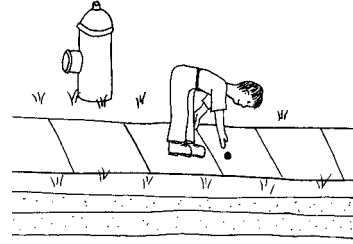
Mike likes to hike.



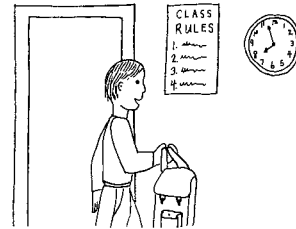
Mike likes to ride his bike.



Mike likes to find a dime.



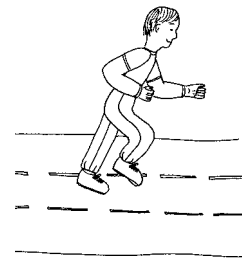
Mike likes to be on time.



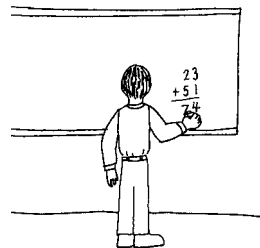
Mike likes to smile.



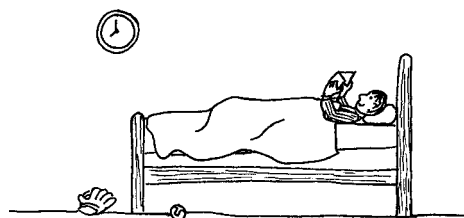
Mike likes to run a mile.



Mike likes to be right.



Mike likes to go  
to bed at night.



**Syllable Study** - These are two-syllable words. Draw a vertical line after the single consonant in the middle of the word. The first vowel represents its short vowel sound. An arrow below the vowel in the second syllables tells you to slide past the vowel without saying its sound.

Introduce sight words: woman, women

cabin



robin



exit



seven



planet



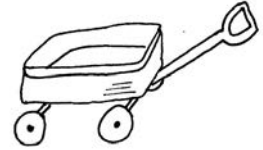
comet



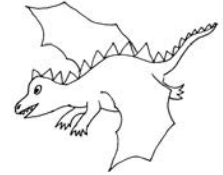
lemon



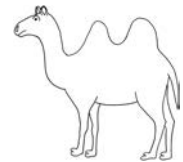
wagon



dragon



camel



salad



petal



pedal

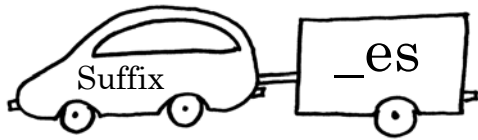


1. Mike and his dog sit in his wagon.



2. A dragon stands at the top of the steps.



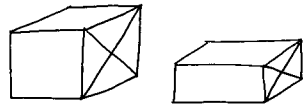


Use \_es at the end of a word after  
s, x, z, sh, ch, or tch.

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

box

boxes



wish

wishes

patch

patches

glass

glasses

speech

speeches

catch

catches



brush

brushes

mix

mixes

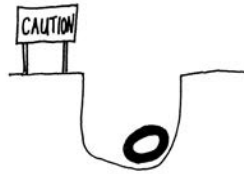
fizz

fizzes

munch

munches

# Contractions



Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.

1. is ~~n~~ot

isn't

2. did ~~n~~ot

didn't

3. have ~~n~~ot

haven't

4. has ~~n~~ot

hasn't

5. can ~~n~~ot

can't

6. was ~~n~~ot

wasn't

7. will ~~n~~ot

wōn't



8. do ~~n~~ot

dōn't



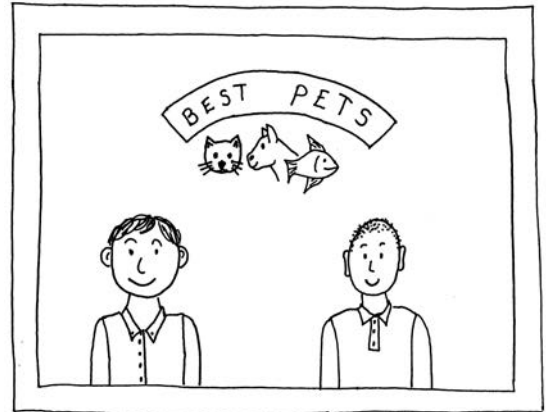
# The Pet Shop

This is Pete.

And this is Steve.

Pete and Steve

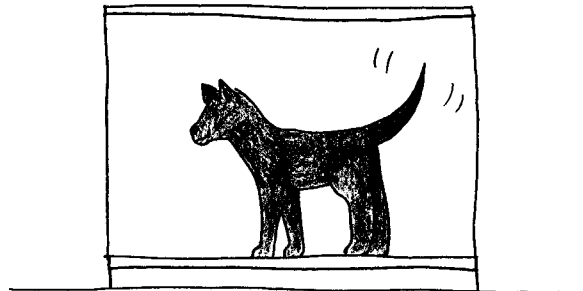
have a pet shop.



Here is a black dog.

The black dog wags

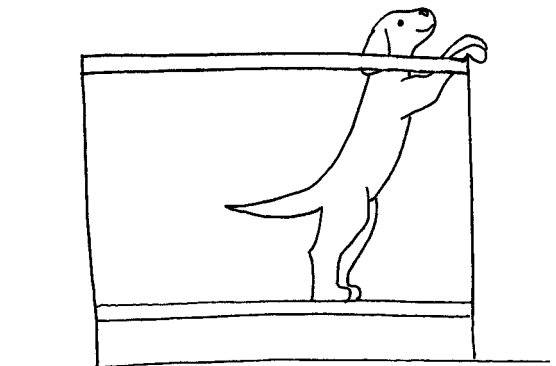
his tail.



Here is a white dog.

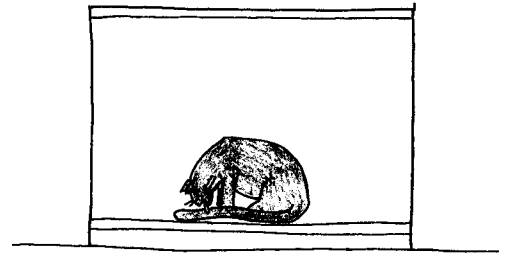
The white dog stands

up on its hind legs.



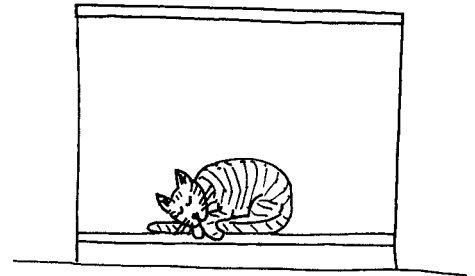
Here is a black cat.

The black cat licks its tail.



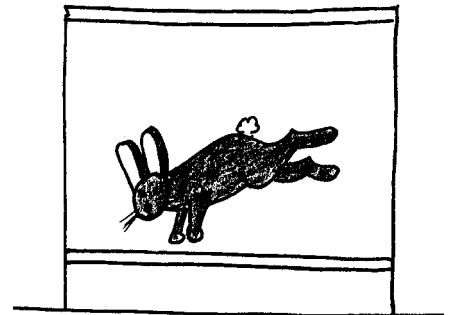
Here is a cat with stripes.

The cat with stripes  
takes a nap.



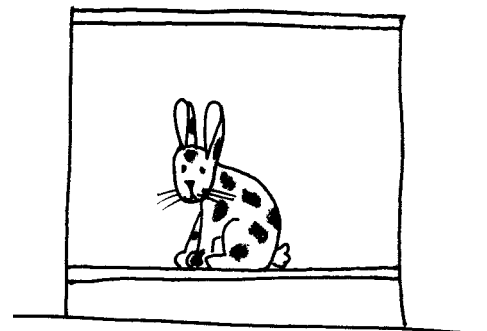
Here is a black rabbit.

The black rabbit  
likes to play.

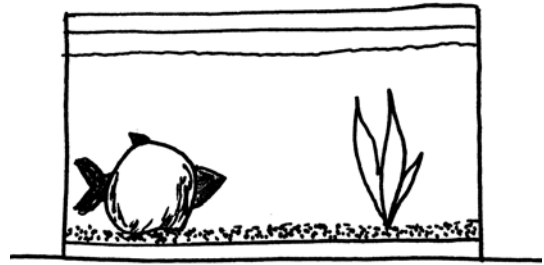


Here is a rabbit with spots.

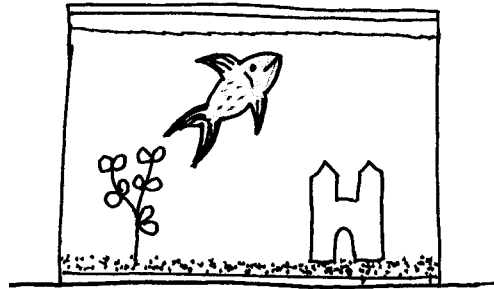
The rabbit with spots  
likes to rest.



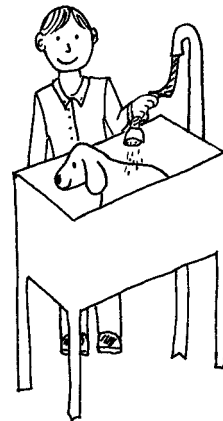
Here is a black fish.  
The black fish hides  
behind a rock.



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



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



Steve feeds the cats.  
Then he brushes them.





Pete feeds the rabbits.

Then he picks them

up to pet them.



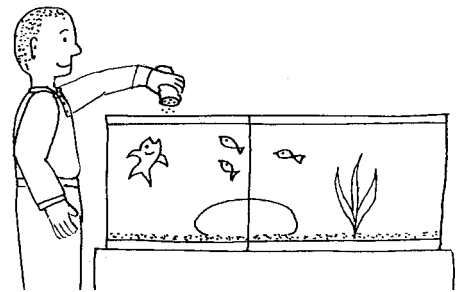
Steve feeds the fish.

He won't give the fish a

bath. He won't brush them.

He won't pick them up to pet them.

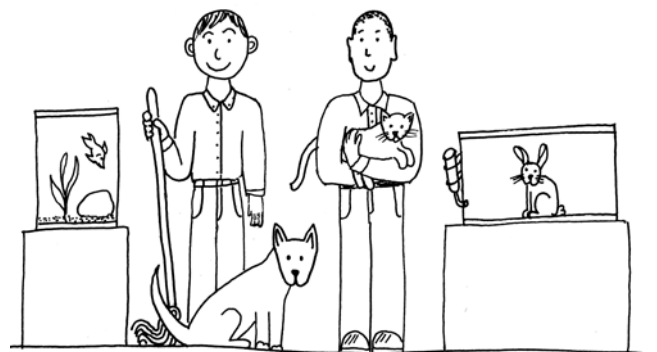
Fish just like to swim.



Pete and Steve like to

take care of the pets

in the pet shop.



## Sight Words

Short Vowels				
A	a	was	as	has
is	his	I	<small>Book 1</small> son	won
ton	from	front	of	month
both	the	most	post	ghost
wolf	two	give	live	have
rich	much	such	which	what
who	whom	whose	<small>Book 2</small> been	were
there	where	else	eye	said
plaid	says	wind	woman	women
won't	don't			



