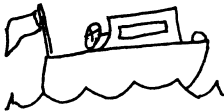

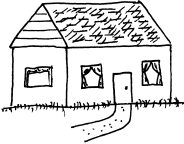



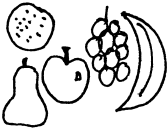
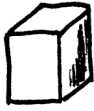
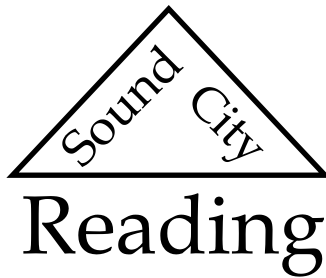


# Decoding Practice

Words, Sentences, And Stories

boat		toe	
home		love	
gold		glue	
fruit		cube	



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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 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 reread 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.


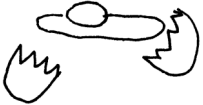

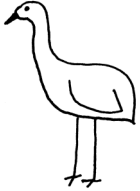



### **More Trouble Shooting**

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). On 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.


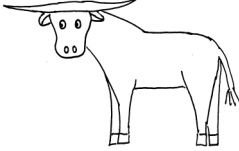
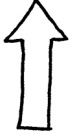












After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

# Alphabet

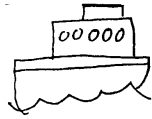
A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

<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>		



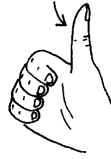
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Umbrella Vowels</p>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

sh



ship

th



thumb

ch



chicken



th



this

ck



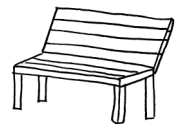
Jack

tch



match

nch



bench

wh



when

↓  
wh



who

ng



ring

nk



wink

Consonant  
Patterns

ck



ack

eck

ick

ock

uck

tch



atch

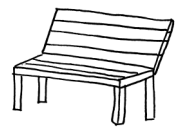
etch

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



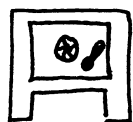
feet

ay



play

a\_e



safe

e\_e



these

Long Vowel Patterns

ī



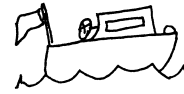
island

ō



ocean

oa



boat

oe



toe

i\_e



pine

o\_e



home

igh<sup>\*</sup>



night

old



gold

ind



find

olt



bolt

ild



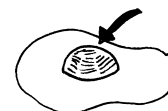
child

oll



troll

olk



yolk

Long Vowel Patterns

ū



tulip

ū



uniform

ue



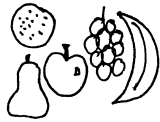
glue

ue



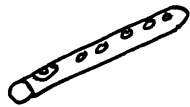
cue

ui



fruit

u\_e



flute

u\_e



cube



ew



flew



ew



few

eu



neutron

eu



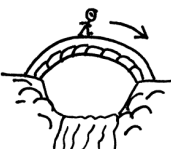
Europe

Umbrella Vowels

  
a

?  
  
what


  
a\_

  
across

  
o

  
son

  
o\_e

  
love



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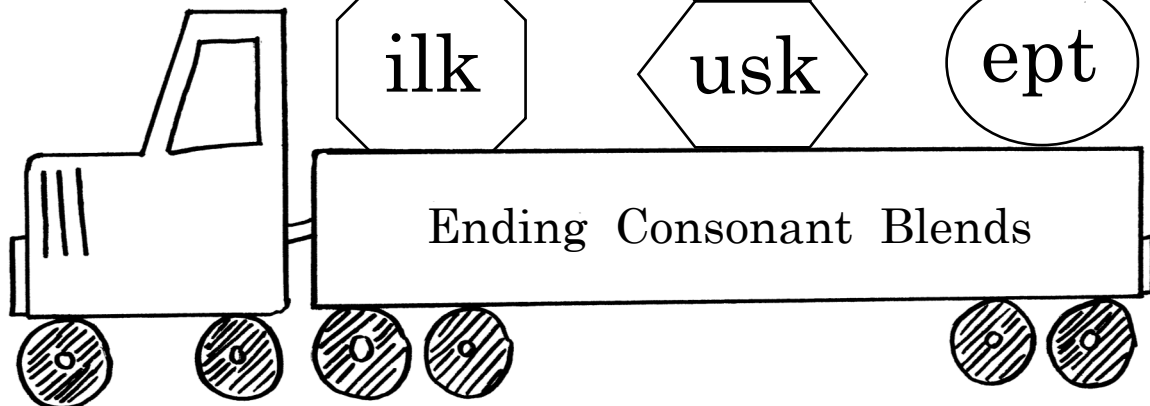
ilk

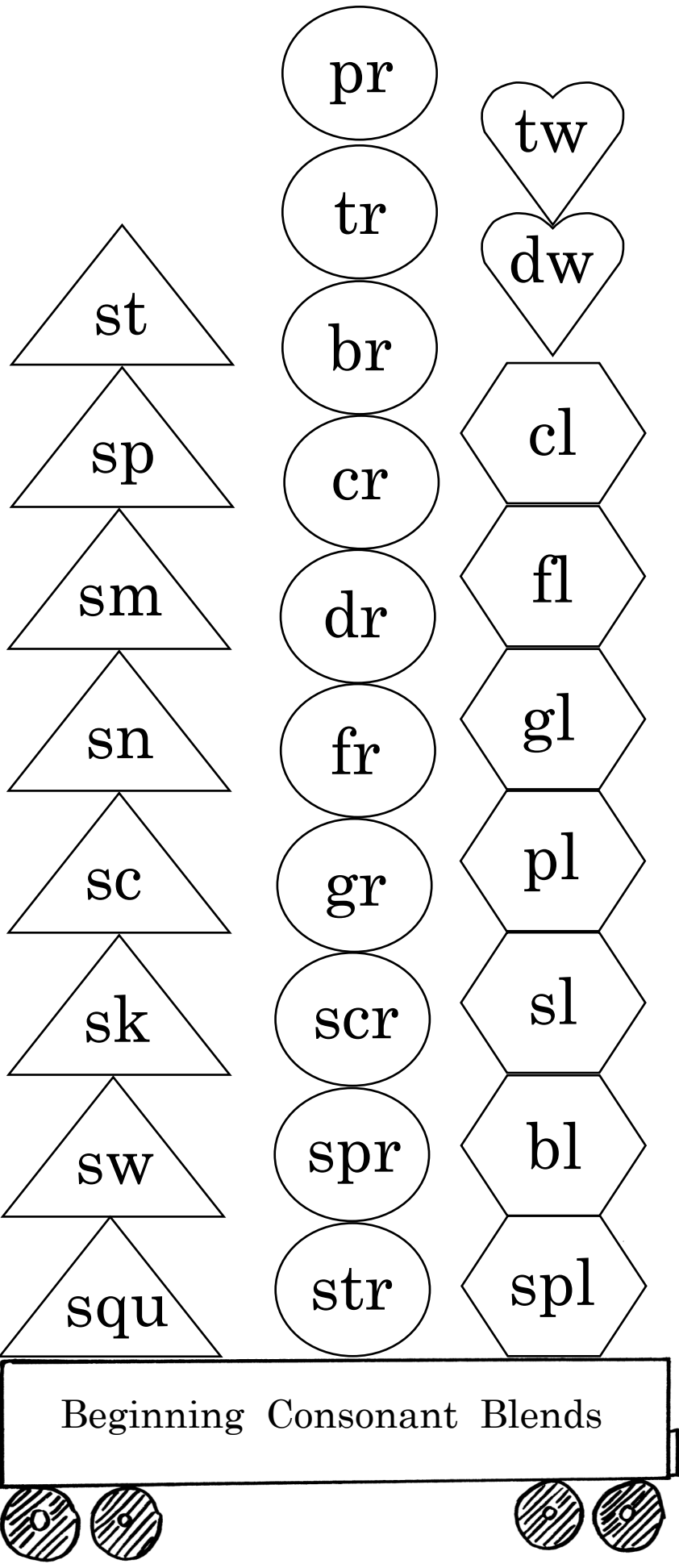
ust

ept

usk

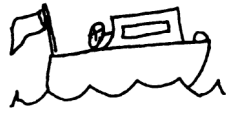
- ❖ Teacher models the sounds, students repeat.
- ❖ When ready, students say the sounds without help.



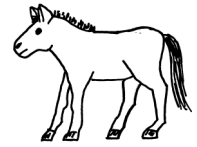


- \* Teacher models the sounds, students repeat.
- \* When ready, students say the sounds without help.

oa



foal



boat



goal



goat



toast



float



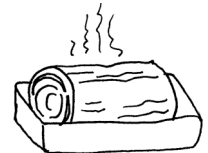
coast



coat



roast



throat



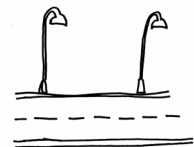
toad



soar



road



oar



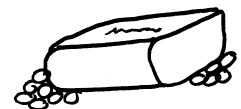
loaf



roar



soap



oa



1. A toad sits on a rock.



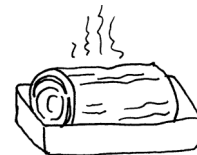
2. We went on a trip to the coast.



3. Mike floats in the lake.



4. We ate roast beef for lunch.



5. It is fun to ride on a boat.



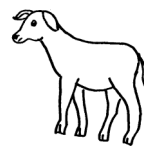
6. It can soar high in the air.



oe



doe



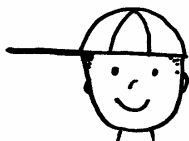
toe



woe



Joe



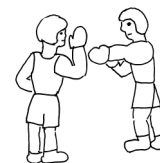
roe



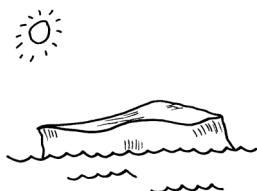
hoe



foe



floe



goes



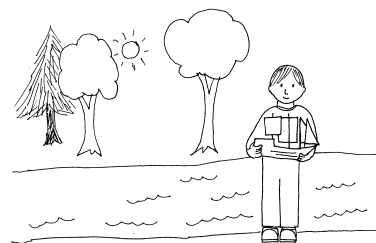
ōboe



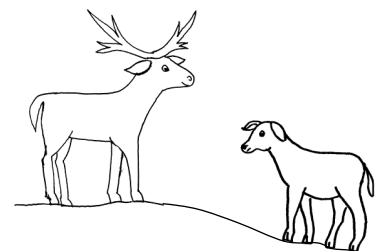
shōe



1. Joe will float his boat in the pond.



2. A doe is a female deer.



o\_e



nose



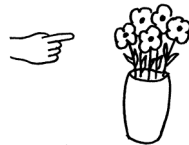
hose



rose



those



core



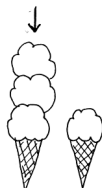
score



store



more



cone



stone



bone



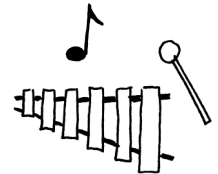
zone



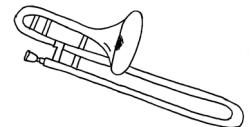
lone



tone



trombone



robe



globe



o\_e



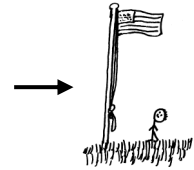
note



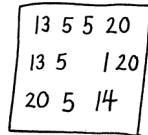
rode



pole



code



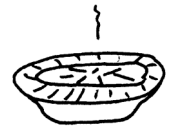
hole



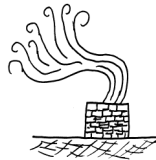
joke



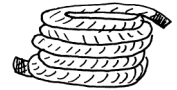
whole



smoke



rope



broke



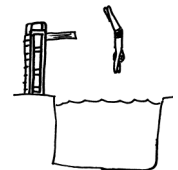
hope



home



dove



1. We jump from stone to stone.



o\_e



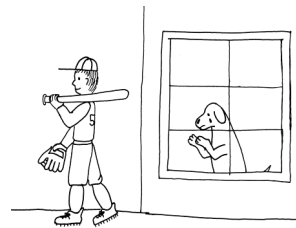
1. The vase fell. It broke.



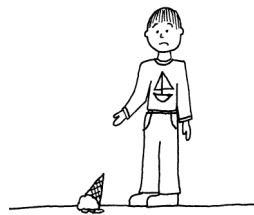
2. I hope we win the game.



3. Max must stay at home.



4. His cone fell.



5. Mike dug a deep hole.



6. The dog has a bone.





o\_e



come



love



some



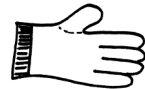
dove



done



glove



none



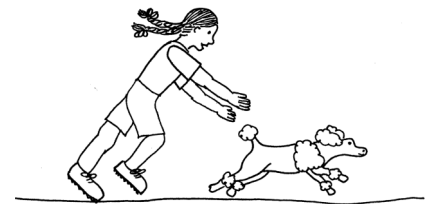
above



one



1. The dog will not come back.



2. Some one lost a lunch box.



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

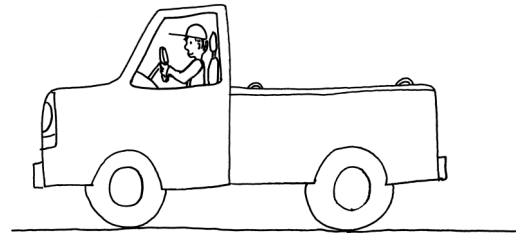


# Joe's Truck

This is Joe.

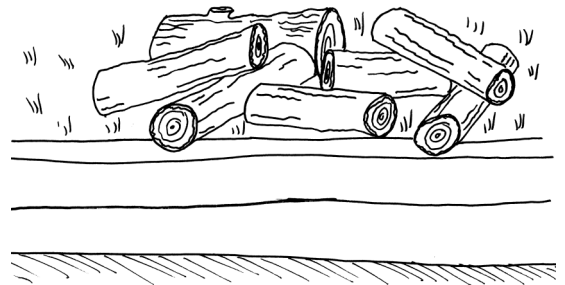
Joe has a big black truck.

Joe likes to drive his truck.



Joe sees some logs  
at the side of the road.

Will Joe get the logs?



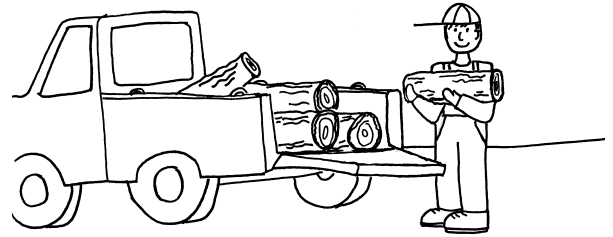
Joe stops to ask.

Can he have the logs?

Yes, he can have the logs.



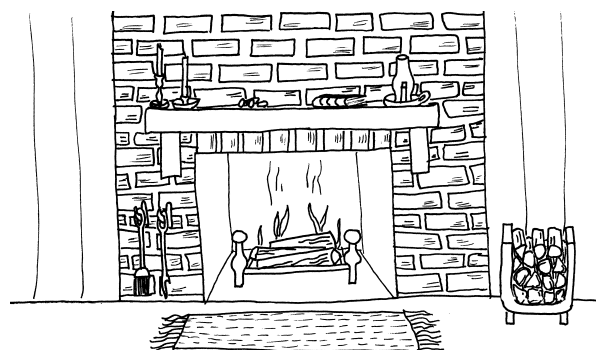
Joe loads the logs  
onto his truck. He  
takes the logs home.



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



The logs will make  
a fine, hot fire.



old 

olt 

oll 

olk 

gold



colt



hold



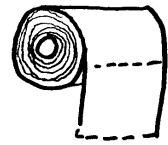
bolt



cold



roll



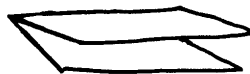
old



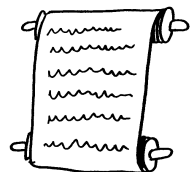
troll



fold



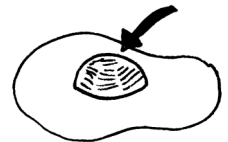
scroll



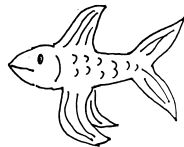
scold



yolk



goldfish



folks



1. This troll needs some gold.



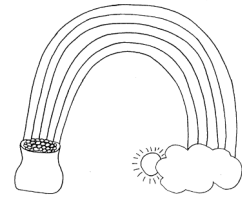
old 

olt 

oll 

olk 

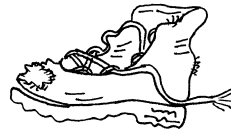
1. We might find a pot of gold.



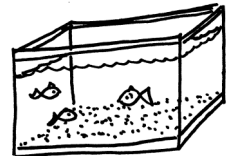
2. These folks ride on the bus.



3. This is an old shoe.



4. Three goldfish swim in the tank.



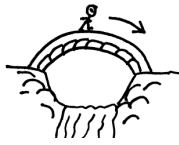
5. Joe is so cold.



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



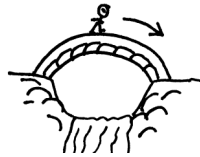
a\_



alive



across



alone



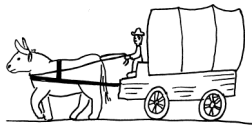
alike



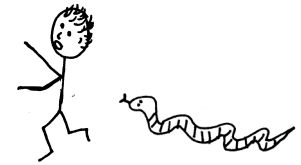
above



ago



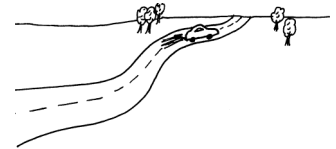
afraid



asleep



away



alas



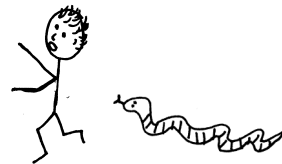
abode



1. The horse runs away.



2. I am afraid of snakes.



3. Joe is asleep.



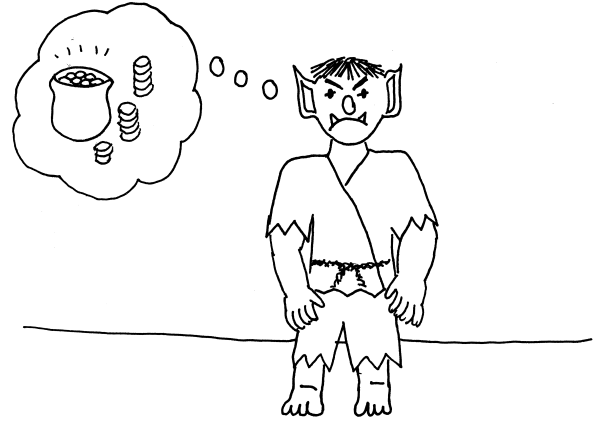
# The Troll And The Gold

This is a troll.

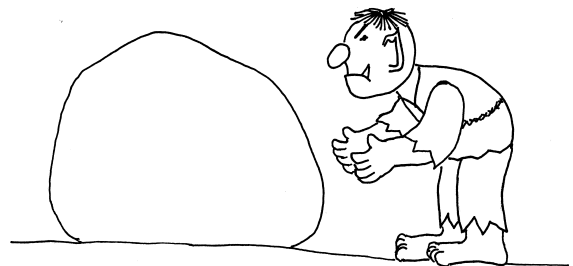
He is a bad troll.

He likes gold.

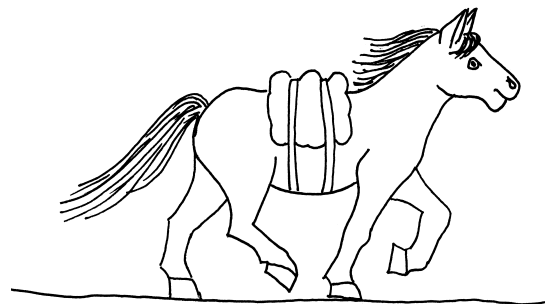
Will he get some gold?



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



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



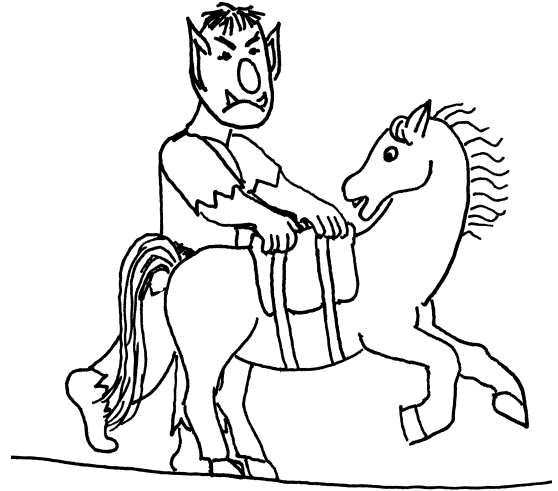
The troll sees the bag of gold.

Will the troll get the gold?

The bad troll jumps at the colt.

The troll grabs the bag of gold.

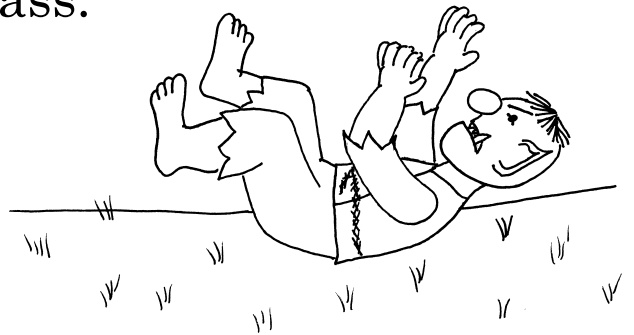
The colt does not like  
the troll. He steps on  
his toe. He bites the  
troll with his teeth. He  
kicks the troll with his feet.



The troll rolls in the grass.

He is mad.

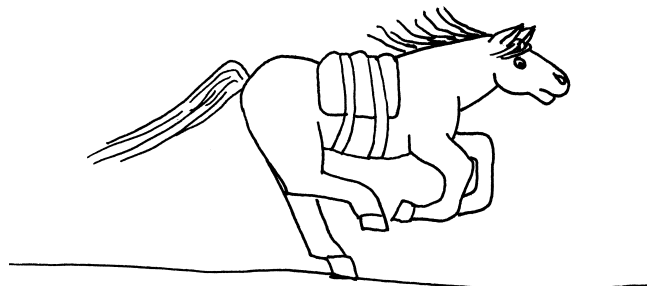
He cannot get the gold.



The colt runs away fast.

He does not come back.

The colt goes home.

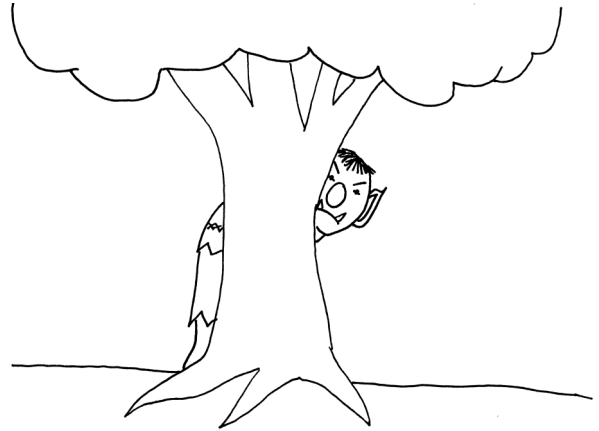




The bad troll does  
not go home.

He waits at the  
side of the road.

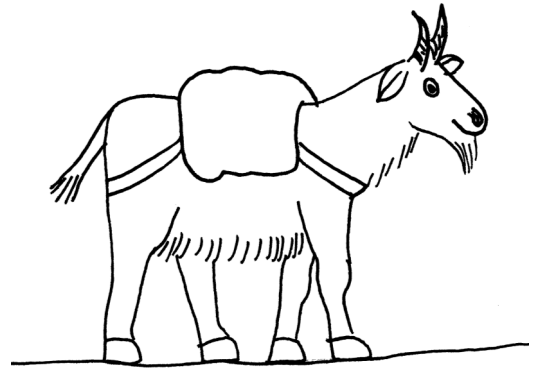
He hides behind a big tree.



The troll sees a goat on the road.

The goat has some gold.

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



Will the troll get the gold?

The bad troll jumps at the goat.

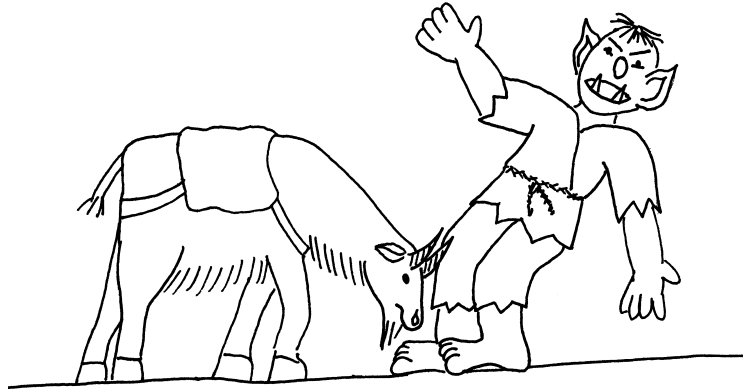
The troll grabs the bag of gold.

The goat does not like the troll.

He steps on his toe.

He bites the troll  
with his teeth.

He kicks the troll  
with his feet.



Then he butts the troll with his horns.

The troll rolls in the grass.

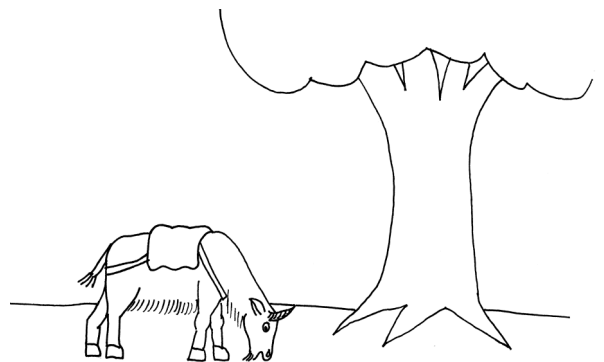
He is mad. He cannot get  
the gold. The troll is afraid  
of the goat. He runs away



fast. The troll does not come back.

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

Then the goat goes home.



ue



ue



glue



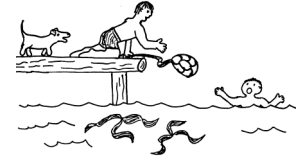
cue



Sue



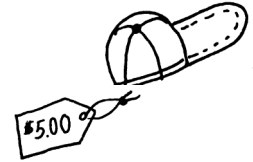
rescue



clue



value



blue



tongue



true



1. Jake will rescue the man in the lake.



statue



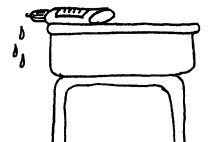
2. Sue likes blue dresses.



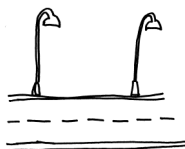
tissue



3. Do not spill the glue.



avenue



ui



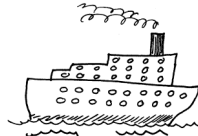
suit



fruit



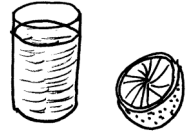
cruise



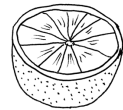
bruise



juice<sup>s</sup>



grapefruit



swimsuit



suitcase



1. Which kind of fruit tastes the best?



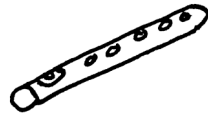
2. He wore a light gray suit at his wedding.



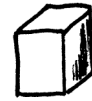
3. Joe has a bruise on his leg.



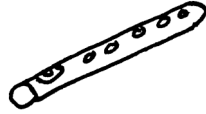
u\_e



u\_e



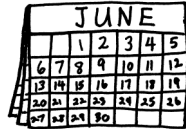
flute



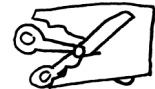
cube



June



use



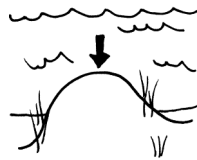
tune



fuse



dune



cure



prune



sh  
sure



Luke



mule



plume



j  
huge

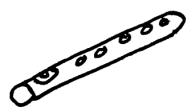


tube



cute

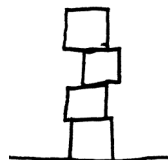




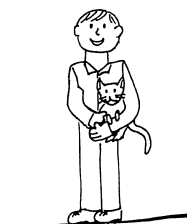
u\_e



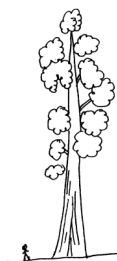
1. I can stack up the cubes.



2. Pete holds a cute kitten.



3. This tree is huge.



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



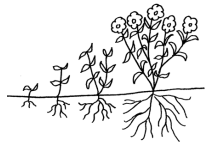
5. Sam can play a tune on his sax.



6. Will the vet cure the sick dog?



ew



ew



flew



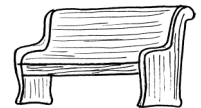
few



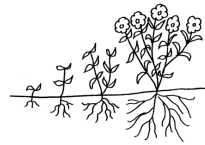
drew



pew



grew



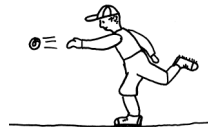
stew



screw



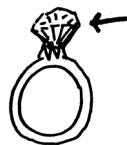
threw



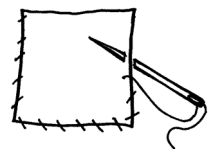
blew



jewel



sew

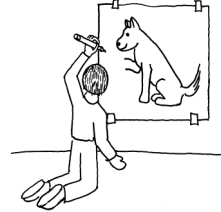




ew



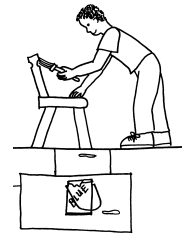
1. Mike drew a white dog.



2. Dogs like to chew on bones.



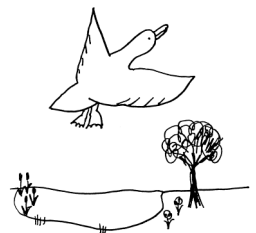
3. Andrew will paint the chair blue.



4. We had beef stew for lunch.



5. The duck flew up high in the air.



6. The wind blew Sue's hat off.





# Pink Or Blue?

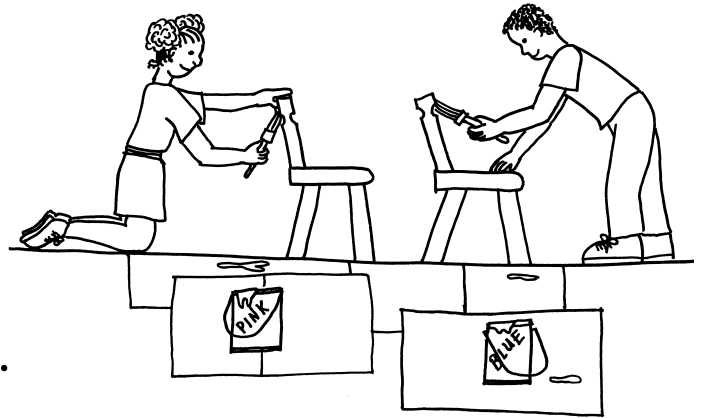
Sue has a chair.

She paints it pink.

Andrew has a chair.

He does not like pink.

He paints his chair blue.



Andrew has some new shoes.

He has blue shoes.

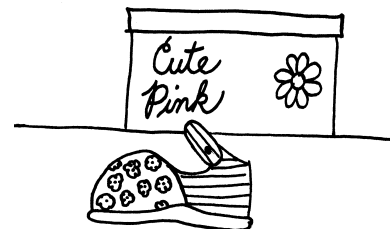
He can run fast in his new shoes.



Sue has some new shoes.

She did not get blue shoes.

Sue likes pink. She got  
some cute pink shoes.



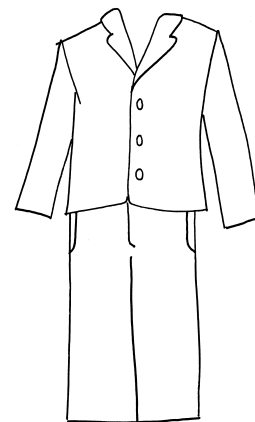
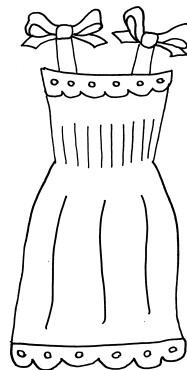
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



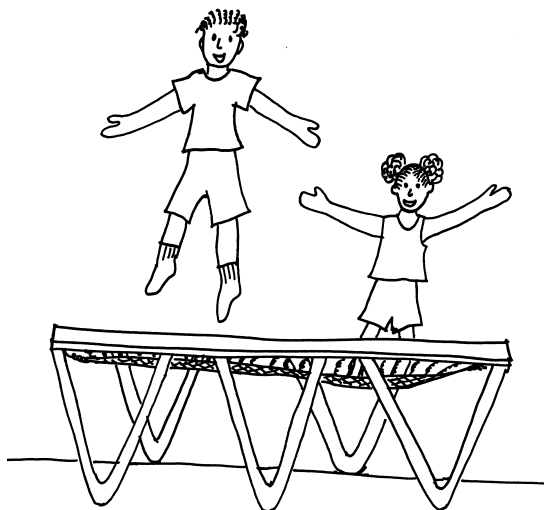
Sue likes pink and Andrew likes blue.

But Sue still likes Andrew.

And Andrew still likes Sue.

Andrew and Sue can still have a lot of fun.

The End



## Sight Words

Short Vowels A	a	was	as	has
is	his	I	Book 1 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	Book 2 been	were
there	where	else	eye	said
plaid	says	wind	woman	women
won't	don't	Book 3 broad	cupboard	does
shoe	canoe	one	gone	move
prove	lose	again	against	among
above	tongue	sure	minute	sew

