

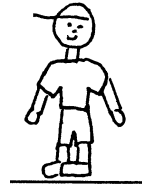
# Decoding Practice

Words, Sentences, And Stories

oil



boy



ouch



soup



cow



snow

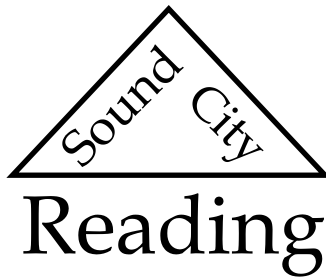


book



moon





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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 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.


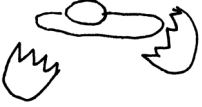

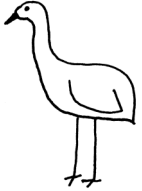



### **More Trouble Shooting**

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.


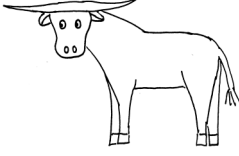
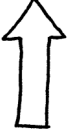
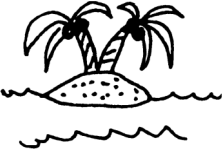










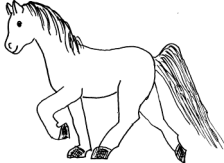
After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

# Alphabet

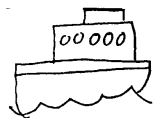
A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

<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>		



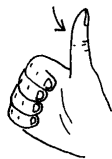
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Umbrella Vowels</p>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

sh



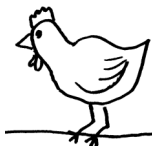
ship

th



thumb

ch



chicken

th



this

ck



Jack

tch



match

nch



bench

wh



when



w



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



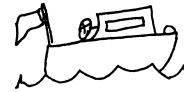
island

ō



ocean

oa



boat

oe



toe

ou



four

ow



snow

i\_e



pine

o\_e



home

igh



night

old



gold

ind



find

olt



bolt

ild



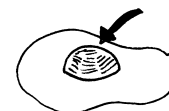
child

oll



troll

olk



yolk

Long Vowel Patterns

ū



tulip

ū



uniform

ue



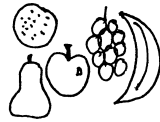
glue

ue



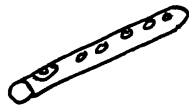
cue

ui



fruit

u\_e



flute

u\_e



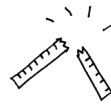
cube



ew



flew



ew



few

eu



neutron

eu



Europe

# Special Vowel Patterns

ö



to

o



to

ou



soup

oo



moon



Special Vowel Patterns

ü



push

Special Vowel Pairs

u



push

oi



oil

ould



should

oy



boy

oo



book

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

oo



book

oo



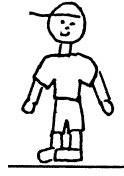
moon

oi



oil

oy



boy

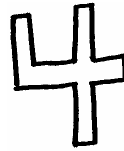
Odd O  
Patterns

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

ould



should

oo



book

oo



moon

Umbrella Vowels - These vowels have the short u sound.



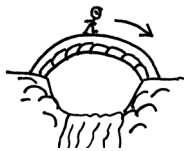
a



what



a\_



across



o



son



o\_e



love

ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ost

eld

isk

ump

end

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ilk

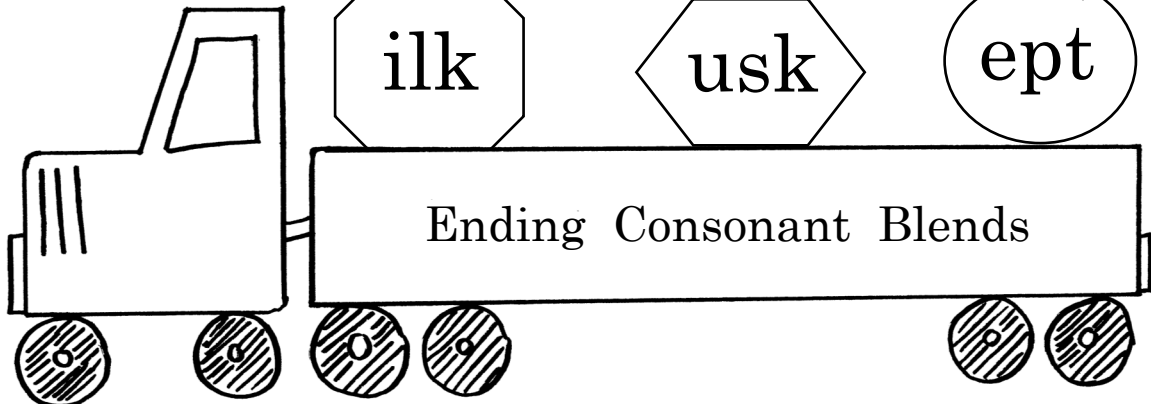
ust

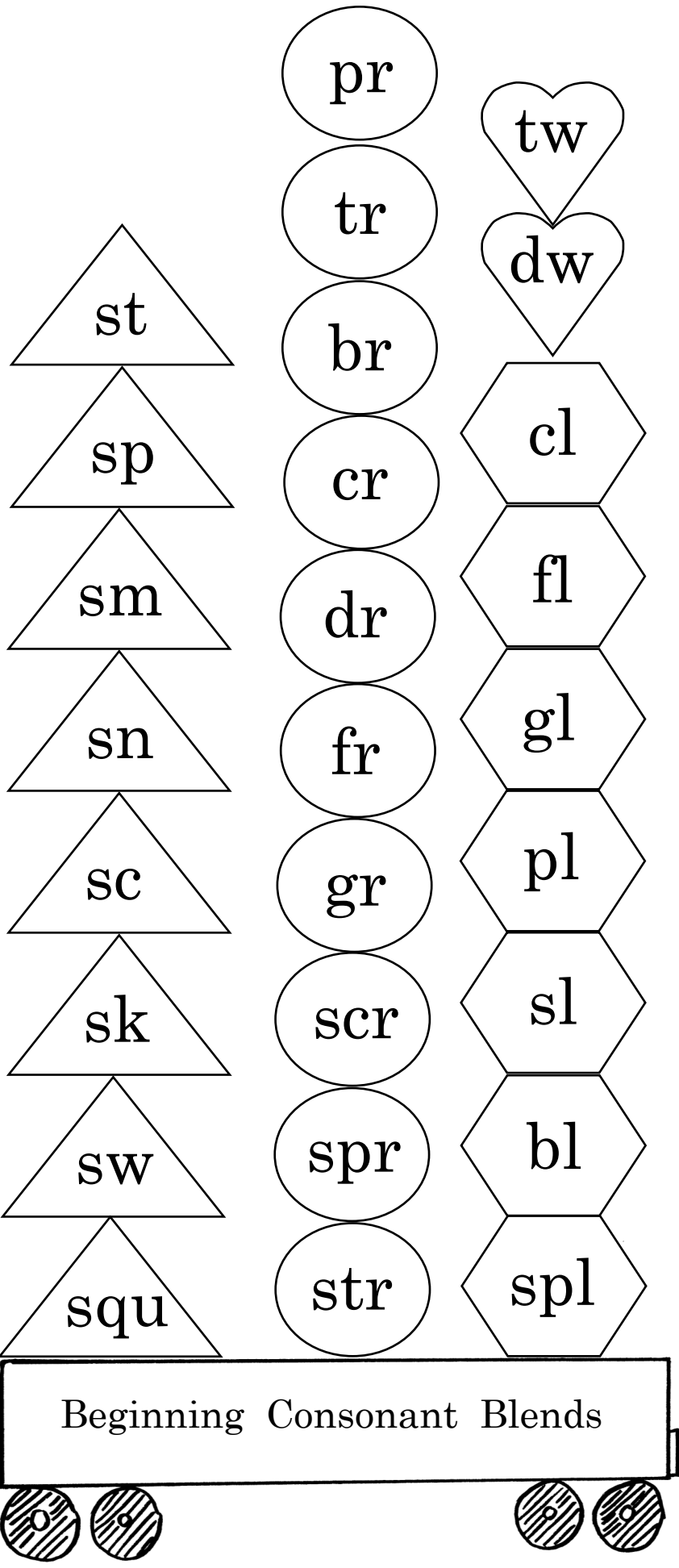
ept

usk

Ending Consonant Blends

- ❁ 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.

oi



oy



oil



boy



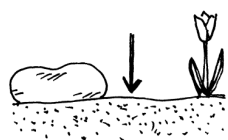
boil



toy



soil



joy



foil



soy



coil



voyage



coin



annoy



point



poison



noise<sup>x</sup>



toilet



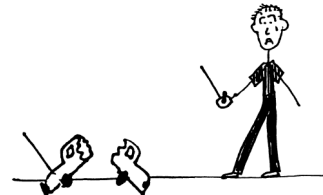
oi



oy



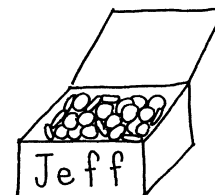
1. Can the boy fix his toy?



2. Roy plants a seed in the soil.



3. Jeff keeps his coins in a box.



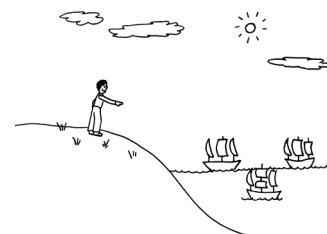
4. Jan will enjoy the cake.

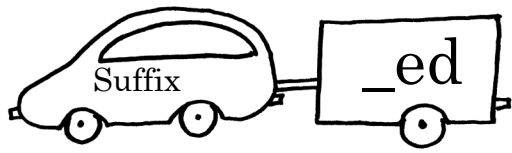


5. A dog can make a lot of noise.



6. The boy points to the ships.





The ed suffix at the end of an action word (a verb) shows that the action happened in the past.

/ed /

point  
pointed

float  
floated

paint  
painted

lift  
lifted

need  
needed

fold  
folded

/d/

fill  
filled

sail  
sailed

roll  
rolled

boil  
boiled

play  
played

rain  
rained

/t/

wink  
winked

rush  
rushed

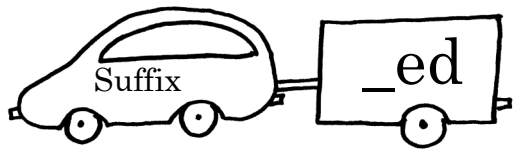
pack  
packed

fix  
fixed

munch  
munched

miss  
missed





The \_ed suffix at the end of an action word (a verb) shows that the action happened in the past.

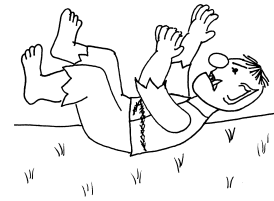
1. The boy painted the chair.



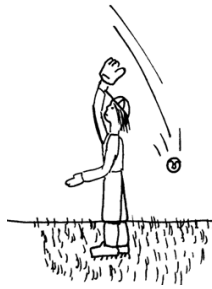
2. Mom filled the glass.



3. The troll rolled in the grass.



4. Jill missed it.



5. Jon packed his suitcase.

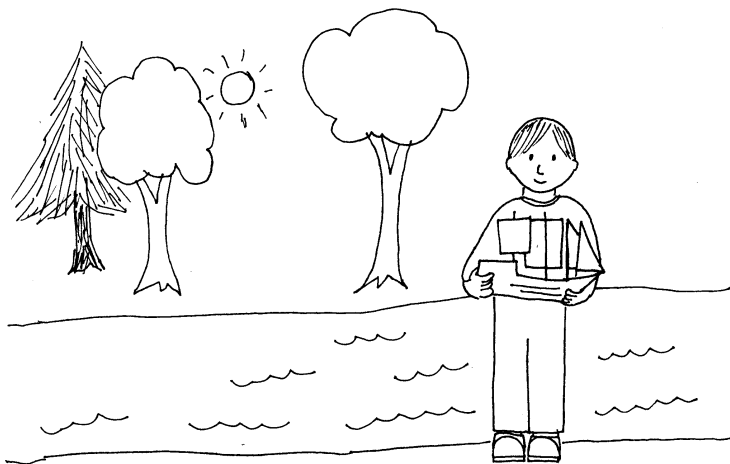


6. Mike floated in the lake.



# A Boy Gets A Toy

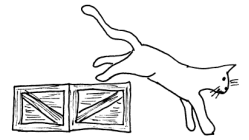
This boy and his Mom went to get a toy. The boy pointed to a toy ship. Mom got the toy ship for the boy. The boy was filled with joy. He went to the pond. He had a lot of fun with his toy.



ou



out



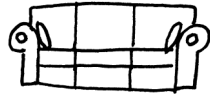
ouch



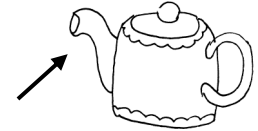
shout



couch



spout



grouch



sprout



pouch



snout



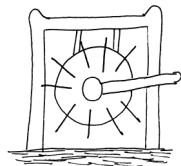
cloud



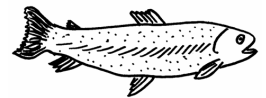
pout



loud



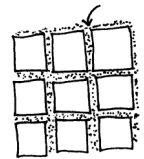
trout



proud



grout



ou



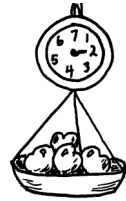
found



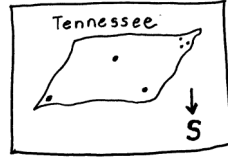
mouth



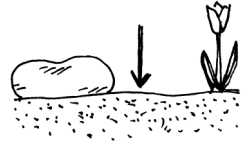
pound



south



ground



mouse



hound



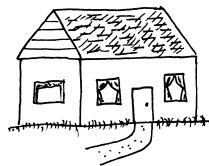
blouse



round



house



around



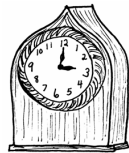
our house



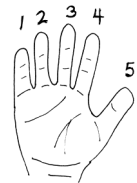
sound



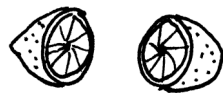
×  
hour



count



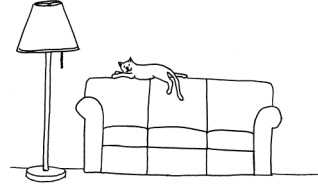
sour



# ou



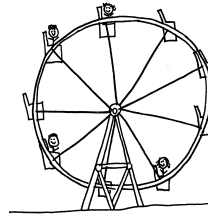
1. The cat is on the couch.



2. The sun is behind the cloud.



3. It is fun to go around  
and around.



4. We like our house.

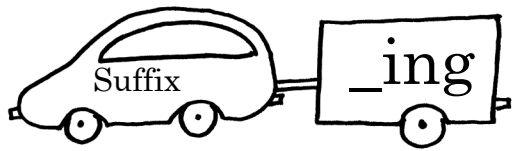


5. A lemon is sour.



6. The cat jumps out of the box.





Use ing at the end of an action word (a verb) to show that the action is ongoing.

think

thinking

go

going

play

playing

do

doing

ring

ringing

scratch

scratching

fight

fighting

rain

raining

hold

holding

boil

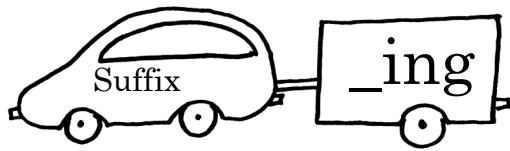
boiling

count

counting

shout

shouting



Use ing at the end of an action word (a verb) to show that the action is ongoing.

1. Dad is painting the house.



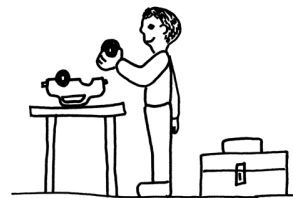
2. Kay is rushing to catch the bus.



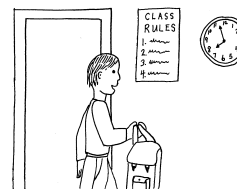
3. It is raining today.



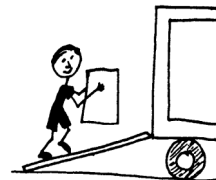
4. Bob is fixing the toy.

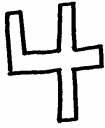

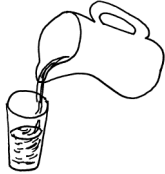
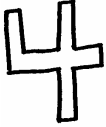
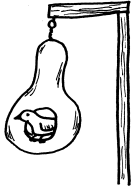
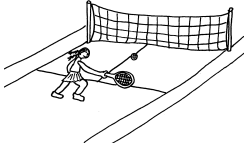









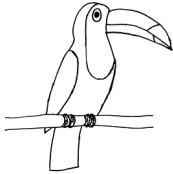




5. Mike is going to class.



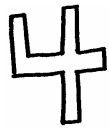
6. James is doing his job.



<p>ou</p>  <p>Introduce sight word: though.</p>	<p>ou</p>  <p>Introduce sight word: through.</p>
<p>pour</p>  <p>four</p>  <p>gourd</p>  <p>court</p>  <p>mourn</p>  <p>fourth</p>  <p>fourteen</p> 	<p>soup</p>  <p>group</p>  <p>you</p>  <p>your</p>  <p>yourself</p>  <p>wound</p>  <p>toucan</p> 
<p>through</p> 	<p>coupon</p> 



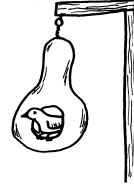
ōu



öu



1. A nest is in the gourd.



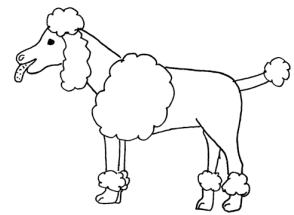
2. Mom will pour the milk for us.



3. The snake went through the pipe.



4. This dog will lick your hand.



5. Do you see the toucan in the tree?



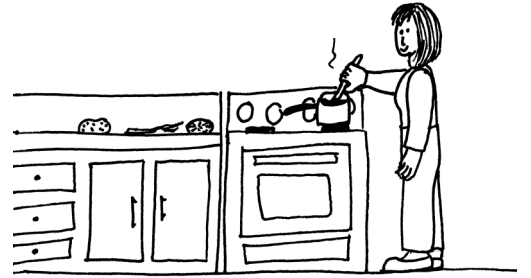
6. Will you help me pick up this mess?



# A Mouse In The House

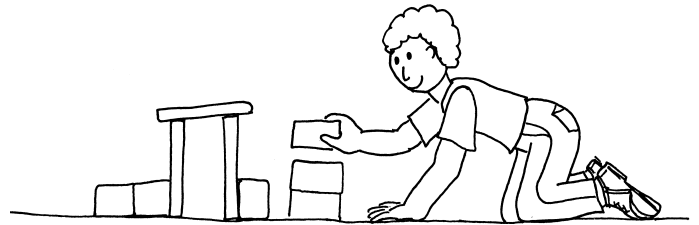
Mom was in the kitchen.

She was fixing soup for lunch.



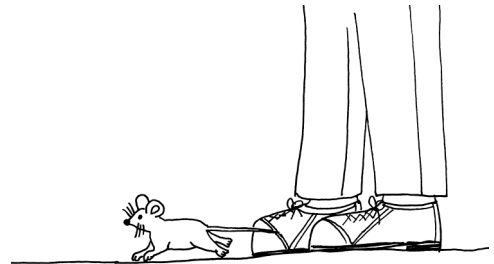
Beth was stacking up

blocks in the den.



"Mom," Beth yelled.

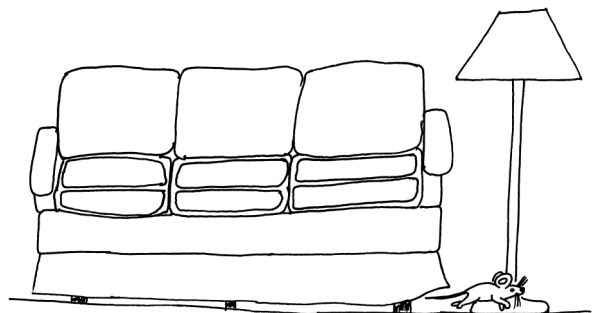
"A mouse is in our house!"



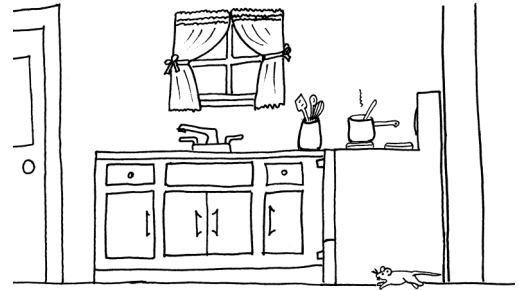
Mom ran to the den.

She ran fast.

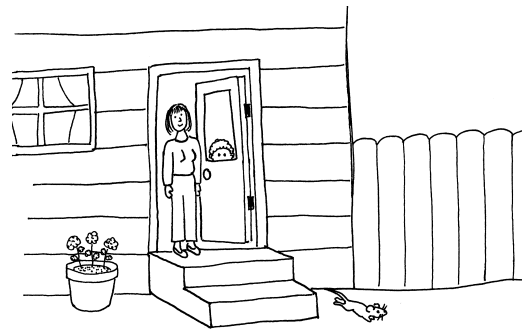
The mouse ran past  
the couch.



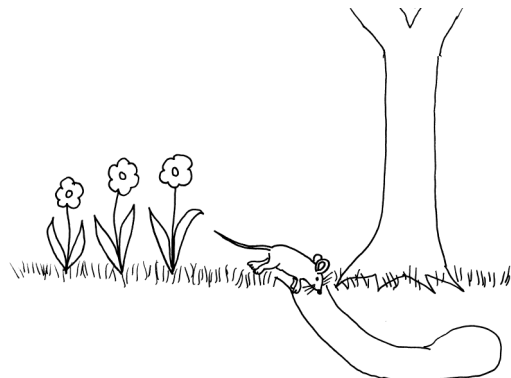
The mouse ran  
into the kitchen.



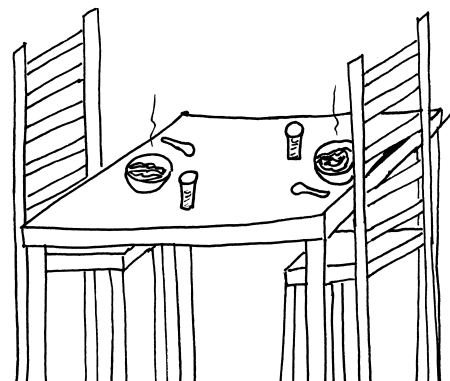
Then the mouse ran  
out of the house.



"Well," Beth yelled.  
"The mouse is out  
of the house."



"Let's have our soup."



ow



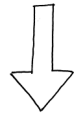
clown



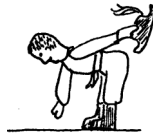
cow



down



bow



frown



chow



gown



sow



town



vow



crown



owl



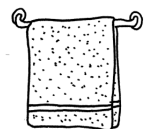
brown



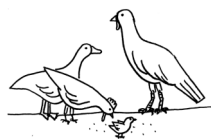
howl



towel



fowl



vowels

a e i o u

# OW



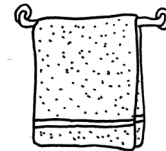
1. Cows give us milk.



2. The bus will go down town.



3. Hang the towel on the rack.



4. Do not pet that dog if  
it growls at you.



5. The king has a crown.

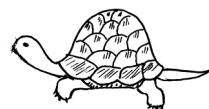


6. Can you name the five vowels?    a e i o u

ow



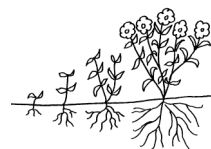
slow



snow



grow



bow



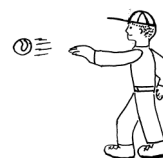
show



mow



throw



row



pillow



tow



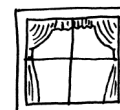
yellow



blow



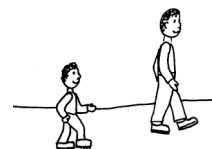
window



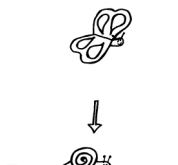
crow



follow



low



shadow



ōw



bowl



elbow



sorrow



willow



borrow



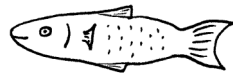
hollow



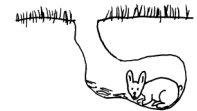
tōmorrow



minnow



bēlow



1. The rabbit is below the ground.



2. I see three yellow bows on this gown.



3. The man is rowing the boat.



4. A rabbit hides in a hollow log.



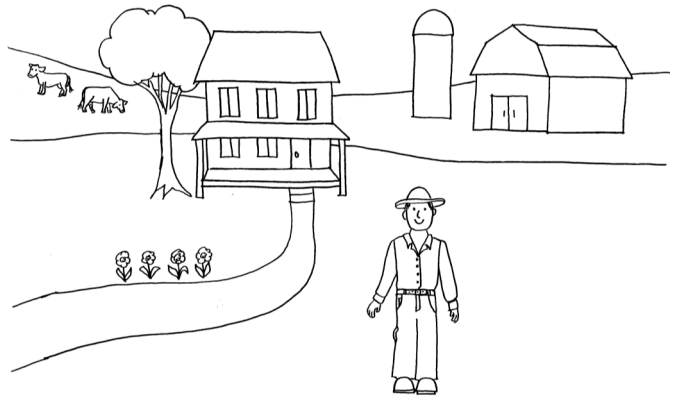
# The Cow Got Out

This is Jeff.

Jeff has a big house.

He has a lot of land.

And he has a lot of cows. Jeff milks the cows.

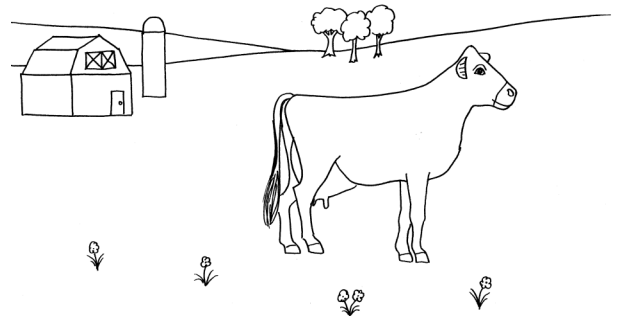


This is Bess.

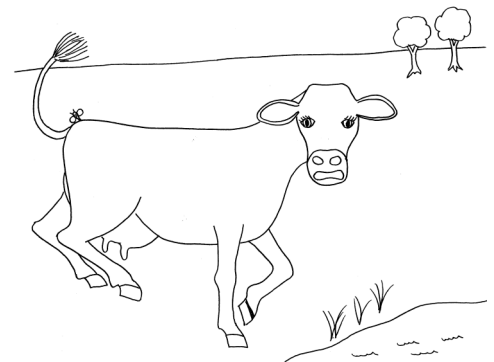
Bess is Jeff's best cow.

She is a brown cow.

She gives a lot of milk.

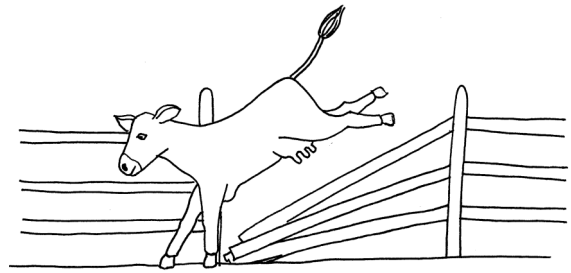


Last month, Bess was at the pond. She was munching on grass. A bee stung Bess on the back.

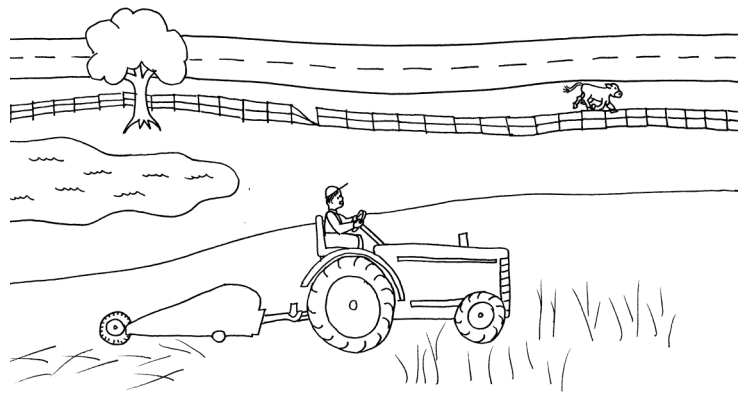




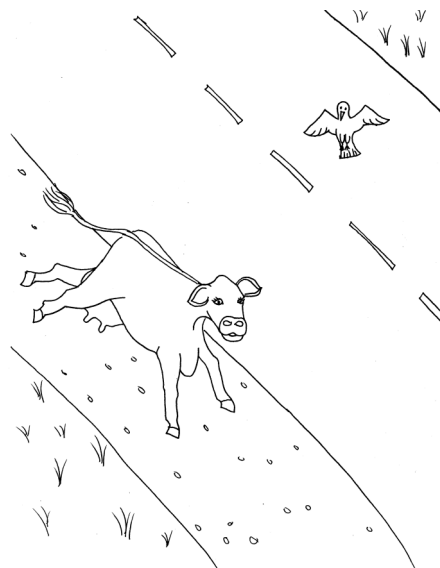
Ouch! She ran fast.  
She jumped out.



Jeff was mowing  
the grass. “Bess  
is out!” he shouted.  
“Now how did that  
cow get out?”



Bess ran and ran.  
She ran south.  
She ran up and  
down a hill.  
She did not stop.

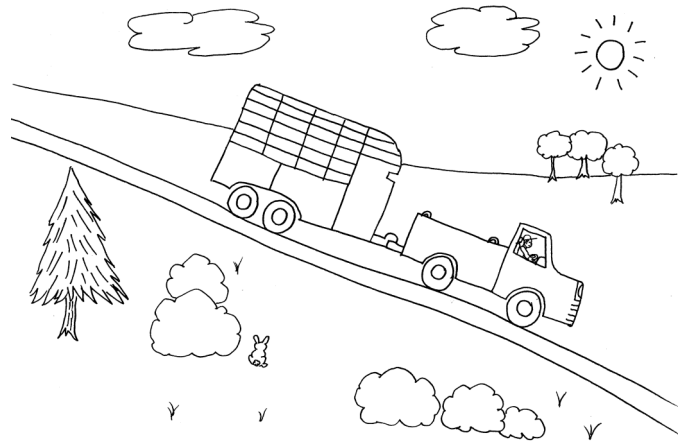


Jeff followed the cow.

He went south.

He went up a hill  
and down a hill.

Jeff went fast.



Bess went into a  
town. Now she did  
not go fast. She was  
lost. She was sad.

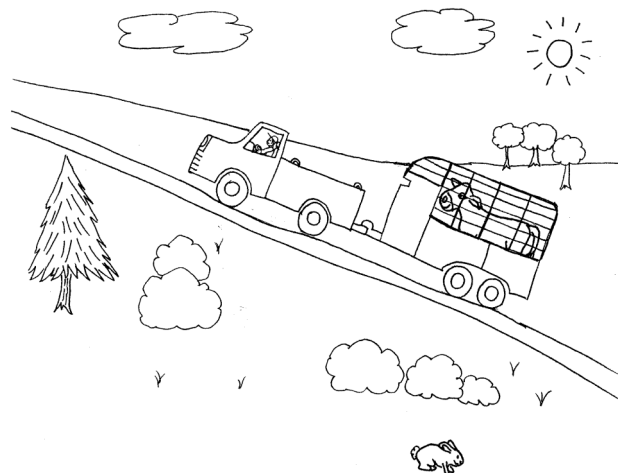


Jeff found Bess in town.

He was glad.

He towed Bess

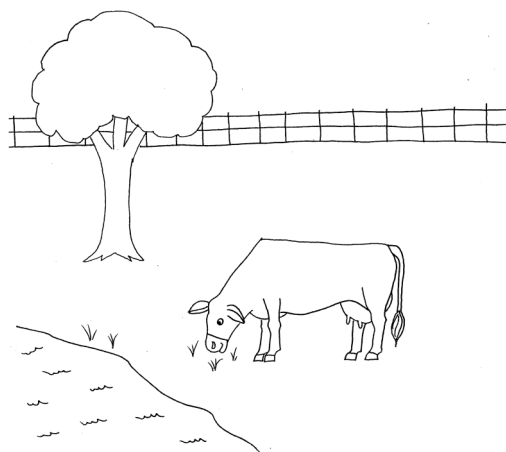
back to his house.



Now Bess the cow is back  
at the pond munching grass.

And she is not a bit sad.

The End



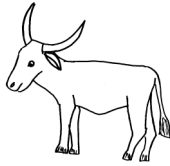
ü



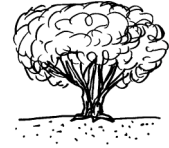
push



bull



bush



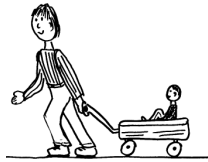
full



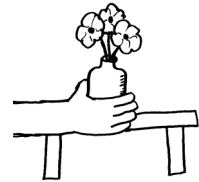
bushel



pull



put



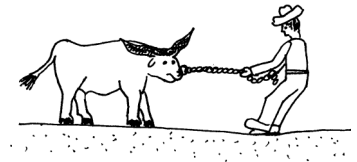
cushion



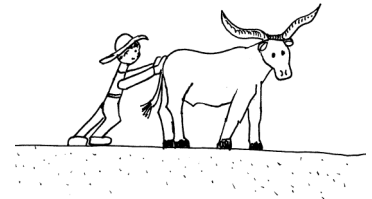
pudding



1. This man is pulling the bull.



2. This man is pushing the bull.



3. Ed pulled Brad in the wagon.



4. Sue put on the blue dress.



ould



Introduce sight words: should, could, would.

should

shouldn't

could

couldn't

would

wouldn't

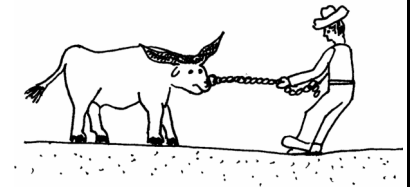
1. She couldn't reach the doll.



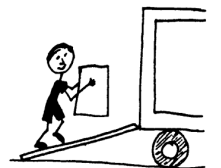
2. You should pick up this mess.

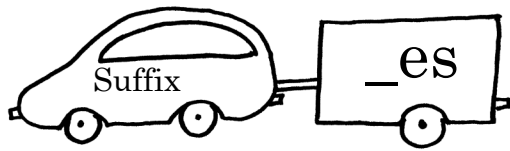


3. The bull wouldn't go with him.



4. Would you help me load the truck?

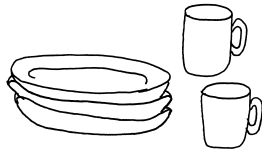




Use \_es at the end of a word after s, x, z, sh ch, or tch.

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

dish  
dishes



fox  
foxes

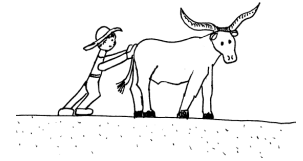
ditch  
ditches

lunch  
lunches

bus  
buses

Use \_es after a verb (action word) to show that one person or thing is doing the action.

push  
pushes



scratch  
scratches

fix  
fixes

miss  
misses

buzz  
buzzes

oo



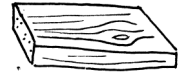
hoof



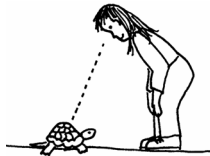
book



wood



look



good



cook



hood



took



stood



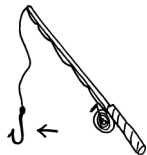
shook



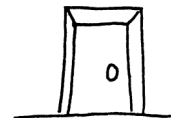
dog wood



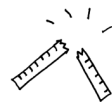
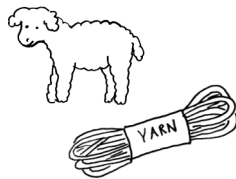
hook



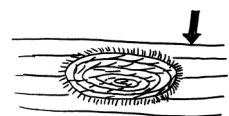
door



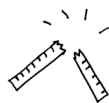
wool



floor



foot



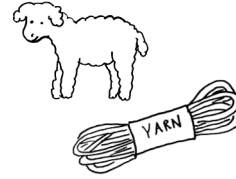
poor



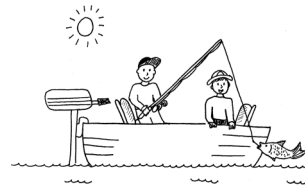
oo



1. Wool comes from sheep.



2. A fish is on his hook.



3. Look at the toucan in that tree.



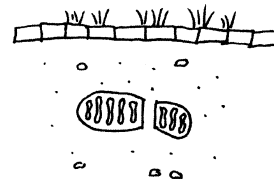
4. This is a good book.



5. Dad is cooking hot dogs on the grill.



6. This foot print is a clue.





oo



moon



loon



spoon



 balloon



noon



bloom



broom



zoom



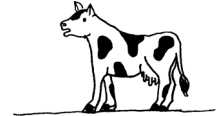
boo



zoo



moo



shampoo



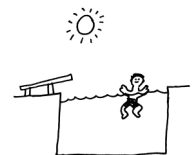
spool



tool



pool



<sup>c</sup> school



stool



oo



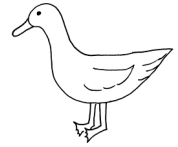
tooth



food



goose



boot



snooze



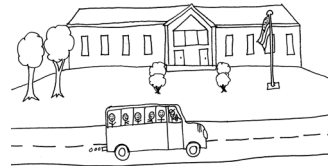
roof



boo hoo

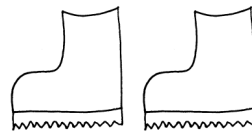


1. The bus will go to school.

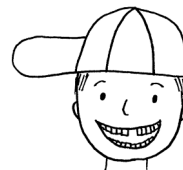


2. Put on your boots.

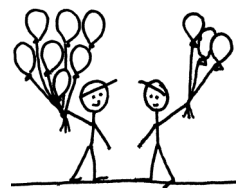
It is cold outside.



3. This boy lost his tooth.



4. These men have a lot of balloons.



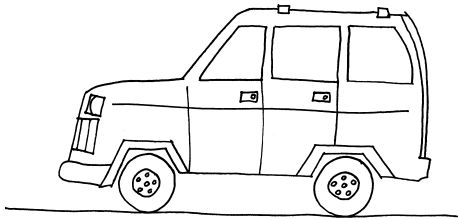
5. Three kids play in the pool.





# In The Woods

Put on your boots. Get your  
backpack. Pack up the tent.



The van is full.

Let's go camping.

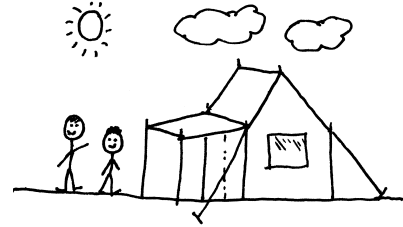
We go for a hike in the woods. We follow a  
path. We look at the rocks and the trees.

We stop at a brook. Minnows swim in the  
cool brook. We jump  
from stone to stone.



We go up a hill. We go up to the top.

We look at the clouds.



Then we put up the tent.

We get out the matches. We get

a lot of wood to make a fire.

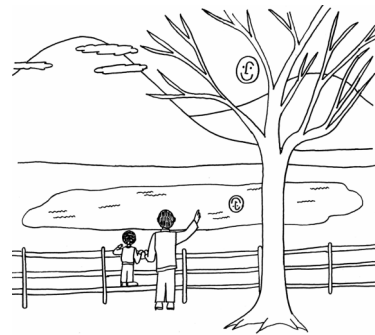


Then we cook our food. It tastes good.

It is cool now. Soon it will be night.

We sit on a log and sing songs.

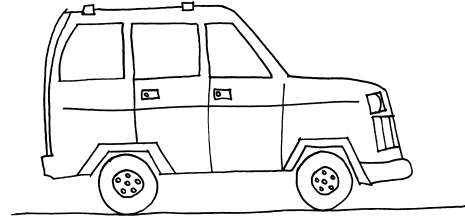
We look at the moon.



The moon is full.

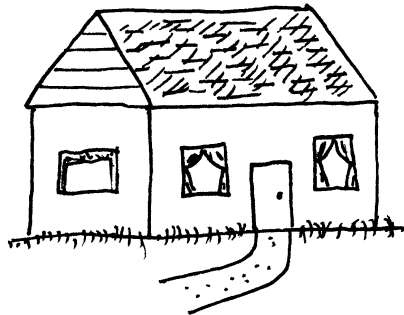
Then we go to sleep in our tent.

When we wake up, we pack up the tent and hike back to our van. We put our tent and our backpacks into the van.



We had a good time on our camping trip. Now it is time to go home. We get in the van and drive back to our house.

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

# Sight Words

Book 4

young

though

through

know

could

would

should

door

poor

floor

school

