

# Decoding Practice

Words, Sentences, And Stories

cent



bird



gem



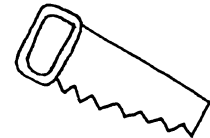
car



her



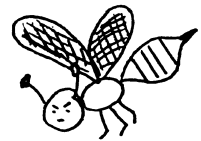
saw

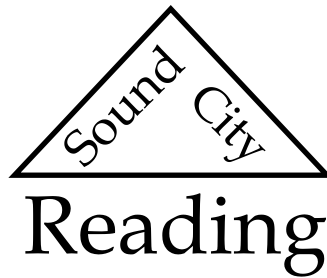


ball



wasp





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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 of 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.




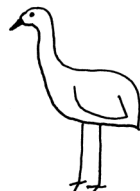





### **More Trouble Shooting**

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.


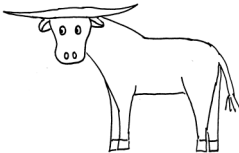













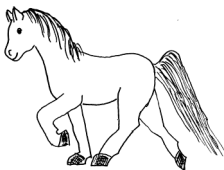
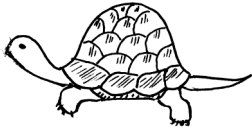
After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

# Alphabet

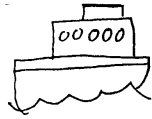
A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Qu qu	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

Short Vowels	a  ant	e  egg
Long Vowels	ā  apron	ē  emu
Special Vowels	ä  all	
Special Vowel Pairs	ou  ouch	ow  cow
Bossy R Vowels	ar  car	er  her



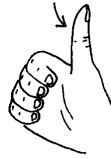
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<div>Umbrella Vowels</div> <div>  <p>a</p> </div> <div>  <p>what</p> </div> <div>  <p>o</p> </div> <div>  <p>son</p> </div>
<p>ir</p>  <p>bird</p>	<p>ōr</p>  <p>horse</p>	<p>ur</p>  <p>turtle</p>

sh



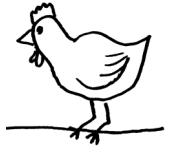
ship

th



thumb

ch



chicken

th



this

ck



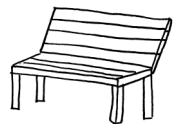
Jack

tch



match

nch



bench

ce

ci

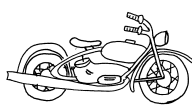
cy



cent



city



cycle

ge



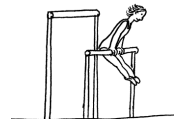
gem

gi







giant

gy



gym

<p>wh</p>  <p>when</p>		
<p>wh</p>  <p>who</p>		
<p>ng</p>  <p>ring</p>	<p>nk</p>  <p>wink</p>	
		<p>Consonant Patterns</p>

ck



ack

eck

ick

ock

uck

tch



atch

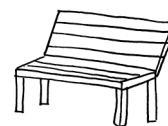
etch

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



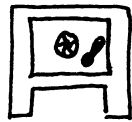
feet

ay



play

a\_e



safe

e\_e



these

# Long Vowel Patterns

ī



island

ō



ocean

ie



pie

oa



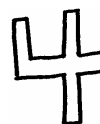
boat

oe



toe

ou



four

ow



snow

i\_e



pine

o\_e



home

igh



night

ind



find

ild



child

old



gold

olt



bolt

oll



troll

olk



yolk

# Long Vowel Patterns

ū



tulip

ū



uniform

ue



glue

ue



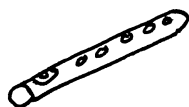
cue

ui



fruit

u\_e



flute

u\_e



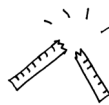
cube



ew



flew



ew



few

eu



neutron

eu



Europe

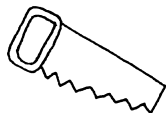
# Special Vowel Patterns

ä



all

aw



saw

au



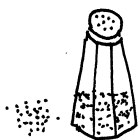
Paul

all



ball

al



salt

alk



talk

wa



wasp



# 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



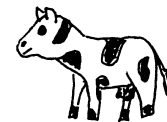
four

ou



soup

ow



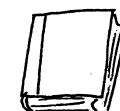
cow

ow



snow

oo



book

oo



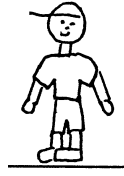
moon

oi



oil

oy



boy

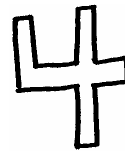
Odd O  
Patterns

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

ould



should

oo



book

oo



moon

ought



bought

Umbrella Vowels - These vowels have the short u sound.

  
a


?


  
what


  
a\_

  
across

  
o

  
son

  
o\_e

  
love

ast

ask

and

amp

aft

ist

isk

ift

ind

ilk

ond

omp

oft

olf

ost

ōst

ump

unt

ulb

ust

usk

est

esk

elt

elf

elp

eld

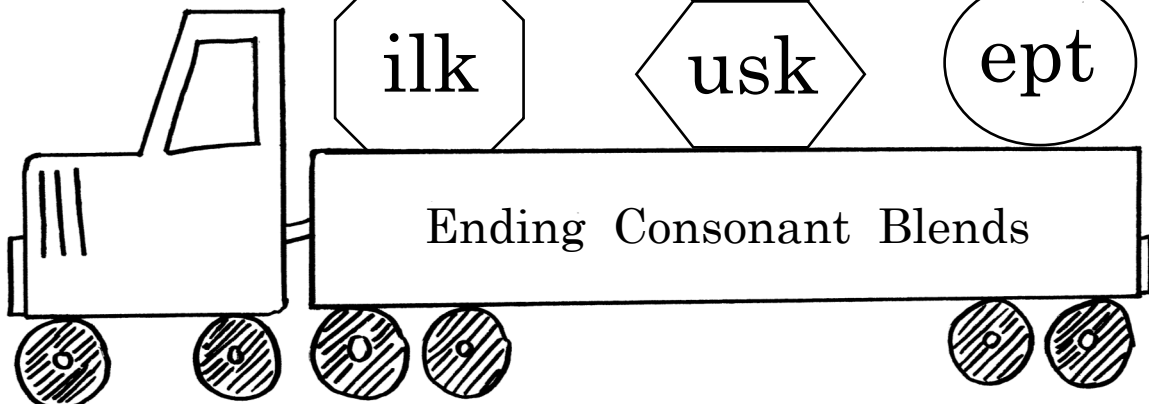
end

ent

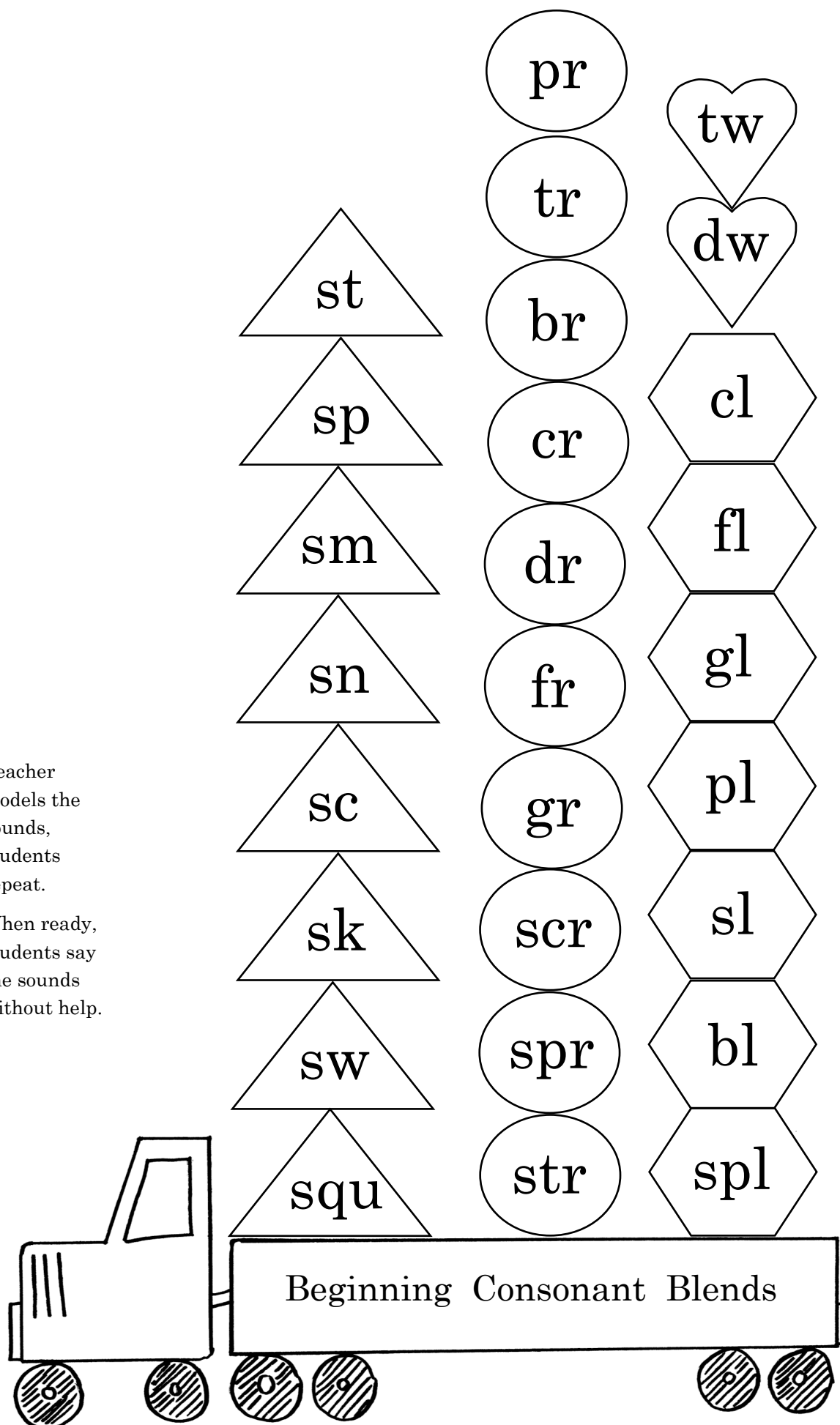
ext

ept

- ❖ 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.



ce



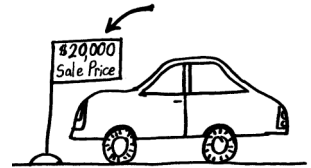
rice



cent



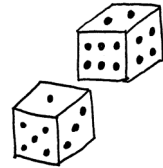
price



fence



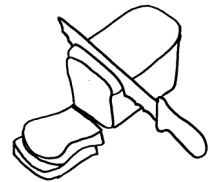
dice



prince



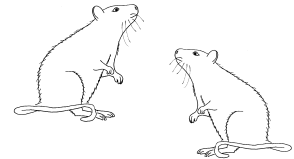
slice



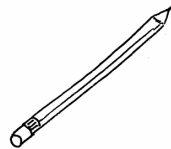
dance



mice



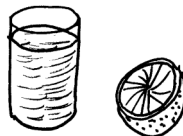
pencil



lace



juice



face



spruce



race



ice



ace



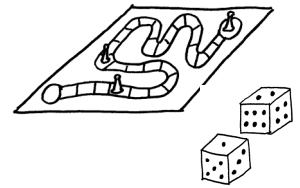
ce



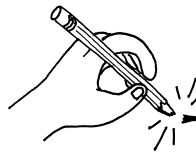
1. The prince has a crown.



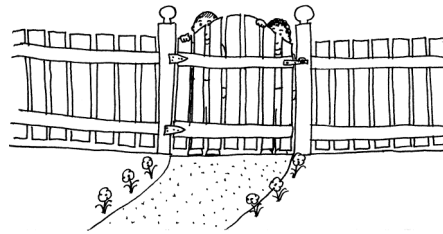
2. Roll the dice to play this game.



3. The pencil broke.



4. The boys stood  
behind the fence.



5. Ice melts when it gets hot.



6. A spruce tree stays green  
when it gets cold.

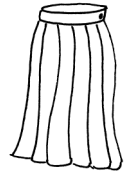




ir



skirt



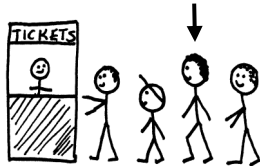
bird



shirt



third



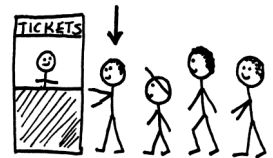
girl



fir



first



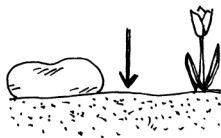
stir



squirrel



dirt



thirteen

13

circus



birthday

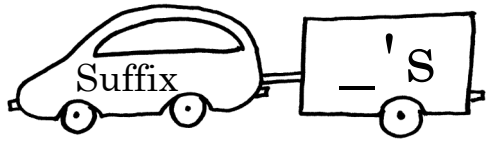


1. This black bird is a crow.



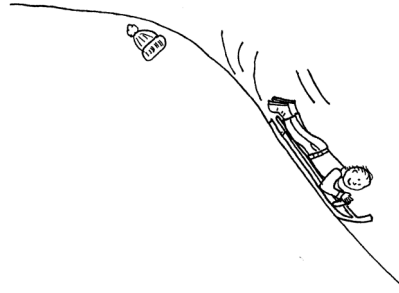
2. Josh stirs the soup.



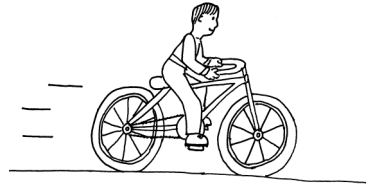


Put an apostrophe 's at the end of a person's name to show that something belongs to that person.

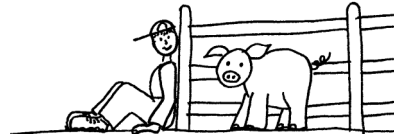
Ed's sled



Mike's bike



Jeff's pig

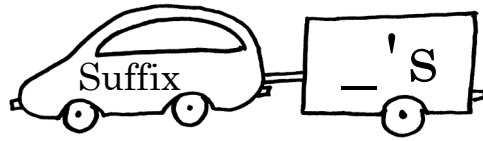


Beth's blocks

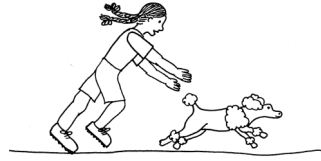


Ned's shell





1. Jill's dog runs fast.



2. Mom's bag fell.



3. Jack's gift is in the box.



4. Tom's sock is lost.



5. Pam's lunch box  
has a cat on it.



6. Ned's shells were in the box.



7. Ed's sled is red.



# A Bird

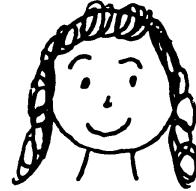
This girl has a bird.

It is a white bird.

The bird is not wild.

It is tame.

The bird is a pet.



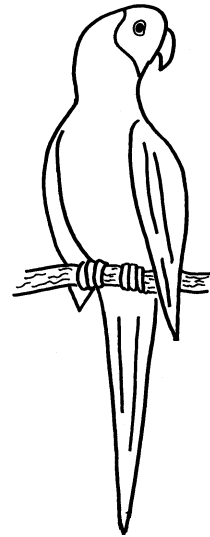
The girl likes the bird.

The bird likes the girl.

The bird can pick up a pencil.

And it can dance.

The bird likes to sit  
on the girl's shirt sleeve.  
The bird chirps at the girl.  
The girl gives it seeds.



The girl is glad to have a bird.  
The bird and the girl  
have a lot of fun.

The End

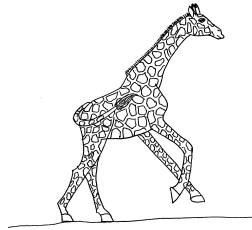
ge



gem



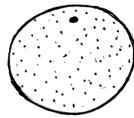
giraffe



giant



orange



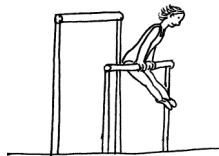
fringe



magic



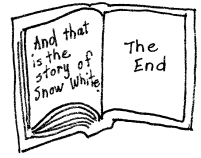
gym



āngel



page



cage



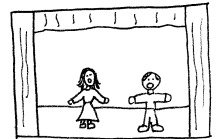
age



rage



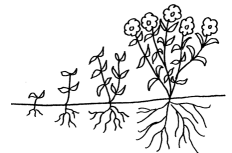
stage



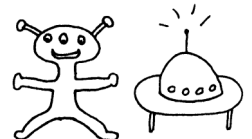
range



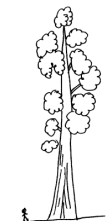
change



strange



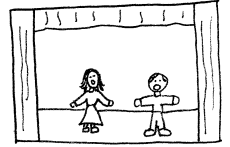
huge



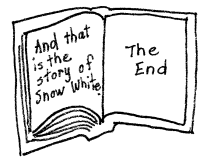
ge



1. The girl and boy sing on the stage.



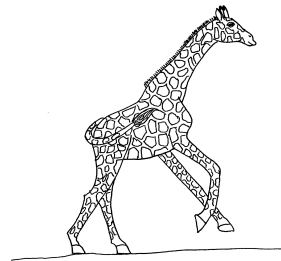
2. This is the last page in the book.



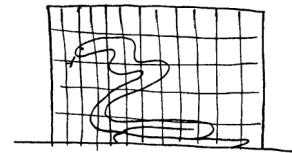
3. Sue is drinking orange juice.



4. The giraffe runs away.



5. A snake is in the cage.



6. A redwood tree is huge.



# Jake's Magic Show

This is Jake. He can do  
magic tricks on a stage.



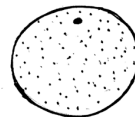
He can pull a rabbit  
out of a hat.



He can get a bird out of  
a cage while the cage is  
still shut.



And he can change an  
orange into an apple.



Jake likes to do his magic tricks!



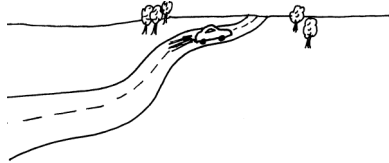
ar



car



far



jar



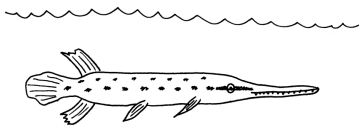
star



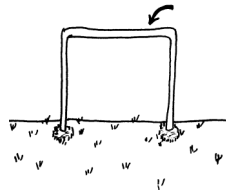
scar



gar



bar



sharp



bark



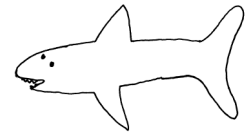
park



dark



shark



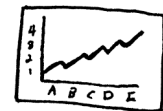
art



smart



chart



scarf



snarl



ar



farm



arm



swarm



barn



yarn



yard



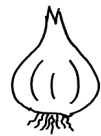
card



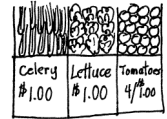
dwarf



garlic



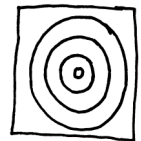
market



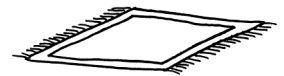
garden



target



carpet



carton



check mark



ar



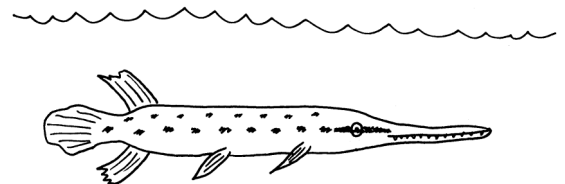
1. A bug is in the jar.



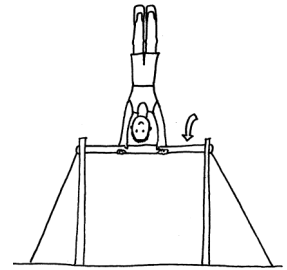
2. We went for a ride in the car.



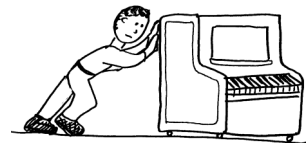
3. A gar has sharp teeth.



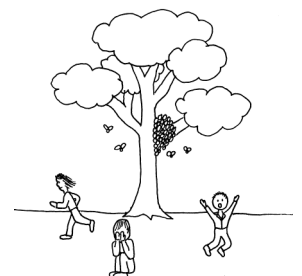
4. Chad can do tricks on the bar.



5. This is hard to push.



6. We run from the swarm of bees.

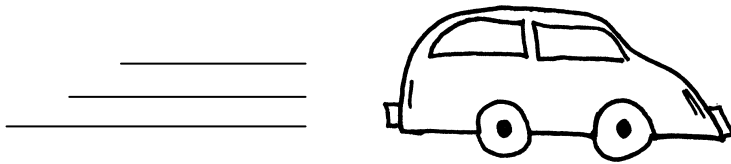


# Mark's Car

Mark has a car.

It is a large red car.

The car can go fast.



Mark likes to drive his car.

Mark says, "It is hard to  
drive a car, but I am smart.

I am safe when I drive."

First, he starts the car.

Next, he drives to his job.

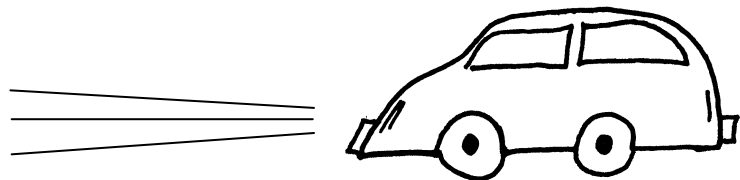
Then, he parks the car.

At the end of the day, it is dark.

It is night time. So Mark drives

home with the lights on.

The End



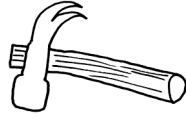
er



hamper



hammer



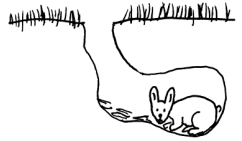
scamper



otter



under



letter



winter



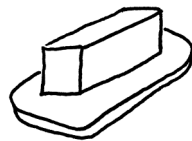
zipper



number

35

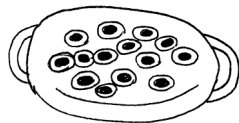
butter



lumber



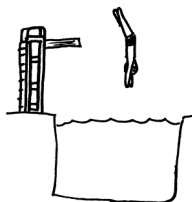
platter



sister



summer



finger



copper



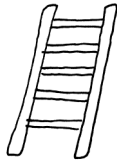
plunger



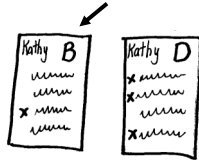
er



ladder



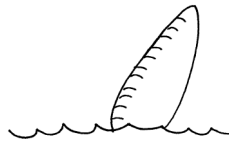
better



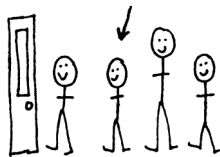
soccer



flipper



after



river



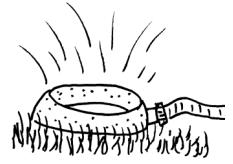
splinter



flower



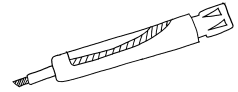
sprinkler



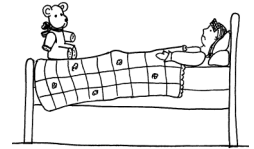
tweezers



marker



covers



wonder



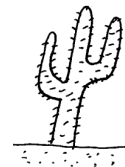
mother



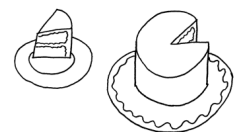
brother



desert



dessert



er



perch



her



verb

run

herd



verse

Roses are red  
Violets are blue

fern



clerk



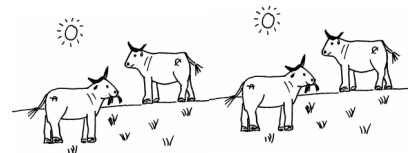
serve



1. The crow is perched on a branch.



2. This herd lives on a ranch.



3. I will give the flower to her.





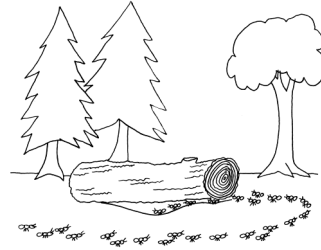
# er



1. Flowers grow in the spring.



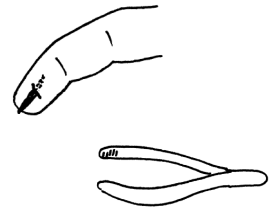
2. Ants live under the log.



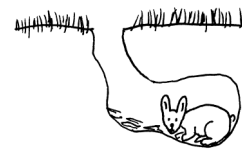
3. This man is standing on a ladder to paint the house.



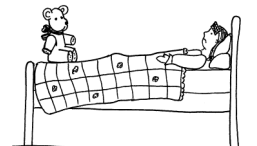
4. Use the tweezers to get the splinter out of your finger.



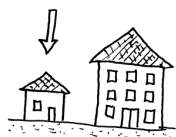
5. This rabbit lives in a hole under the ground.



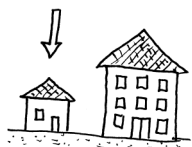
6. Sue stays warm under the covers.



\_tle



little



whittle



kettle



mantle



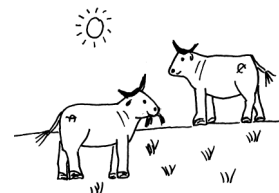
bottle



rattle



cattle



shuttle



startle



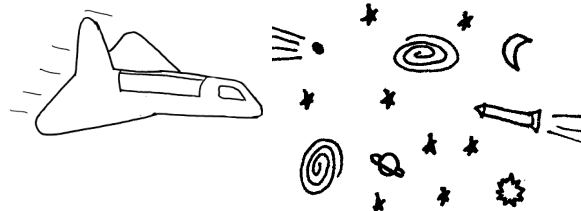
beetle



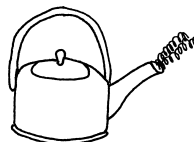
title



1. The space shuttle goes  
into outer space.



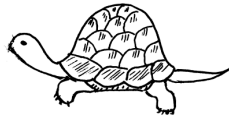
2. This kettle is hot.



3. A beetle has six legs.



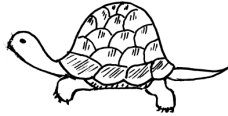
ur



nurse



turtle



purse



burn



churn



burst



church



hurt



curve



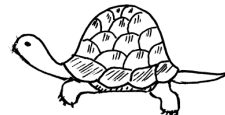
surf



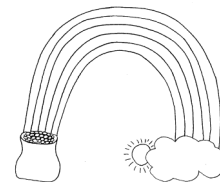
turnip



1. A turtle cannot go fast.



2. A rainbow is a large curve.



3. The woman will churn  
the milk to make butter.



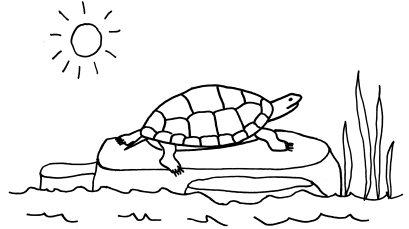
# The Life Of A Turtle

This is a turtle. She has a hard shell.

The shell keeps her safe.

Some times she sits on

a rock in the warm sun.



The turtle lives at a lake.

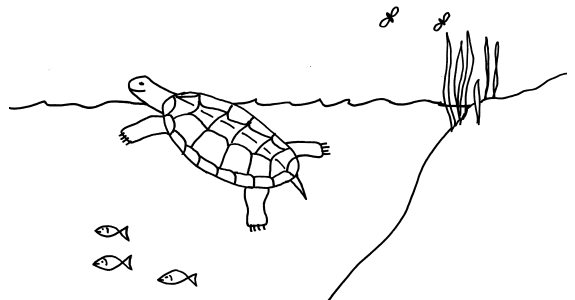
She can not go fast on the land.

But she can swim well.

In the summer, the

turtle catches bugs

and fish in the lake.

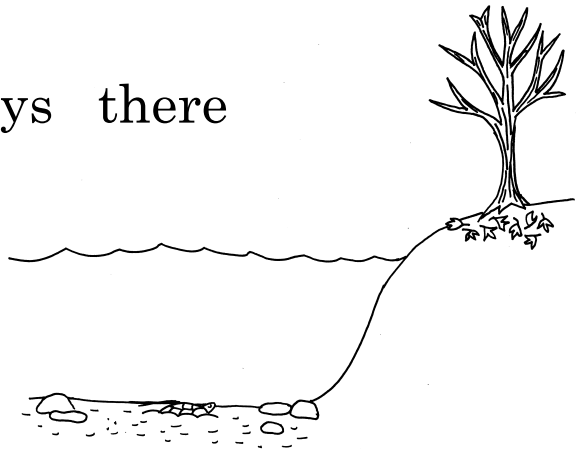


In the winter, when it is cold, the turtle goes to the bottom of the lake. She digs down into the mud. She does not move.

She just sleeps. She stays there until spring time. Then

she wakes up and

starts to swim in the lake again.

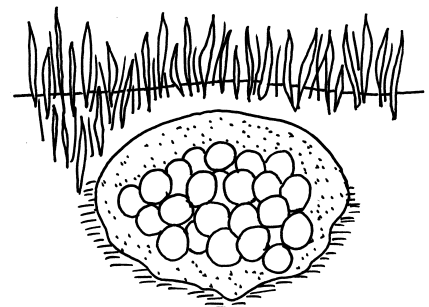


When it gets warm, the turtle goes up on the land. She digs a hole. She lays her eggs in

the hole. Then she covers

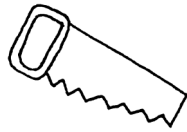
them up. Some day, little

turtles will hatch from the eggs.

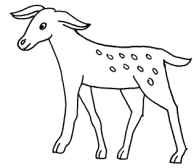


The End

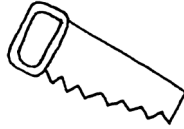
aw



fawn



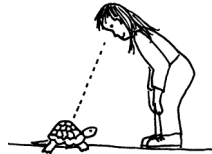
saw



yawn



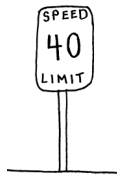
saw



dawn



law



lawn



claw



shawl



straw



crawl



paw



hawk



draw



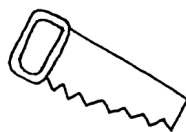
jaw



1. Some birds have sharp claws.



# aw



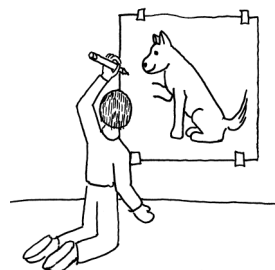
1. The shawl will keep her warm.



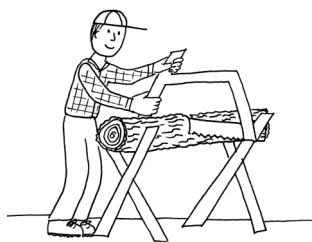
2. The sun comes up at dawn.



3. Mark is drawing the dog's paw.



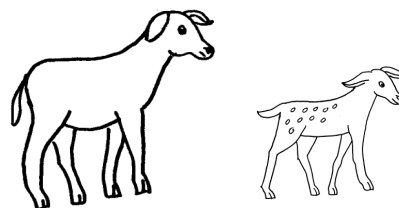
4. Ed is sawing the log.



5. Grace is drinking juice through a straw.



6. A fawn is a little deer.



au



August



Paul



autumn



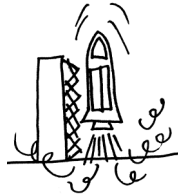
haul



auto



launch



faucet



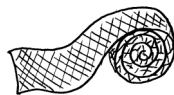
haunt



exhaust



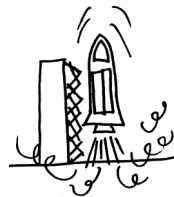
gauze



1. Smoke that comes out of a car is called exhaust.



2. The space shuttle will launch at noon.



3. Our van can haul a trailer.



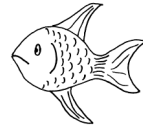


# Home

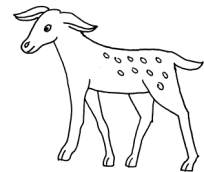
A hawk has a home on a cliff.



A fish has a home in a pond.



A fawn has a home in the trees.



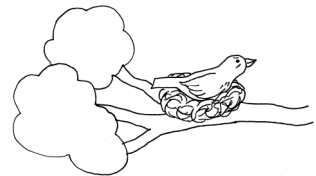
An ant has a home on the lawn.



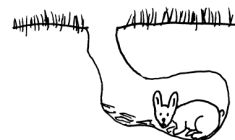
A snail has a home on a stone.



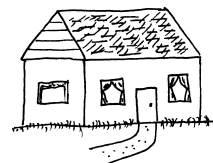
A bird has a home in a nest.



A rabbit has a home in a hole.



But Paul's home is the best.



all



mall



ball



small



call



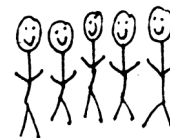
stall



tall



all



fall



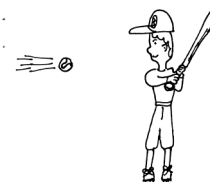
football



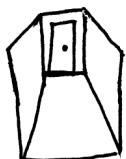
wall



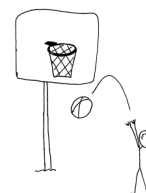
baseball



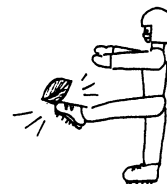
hall



basketball



1. The football player punts the ball.



2. The horse is in its stall.



# all



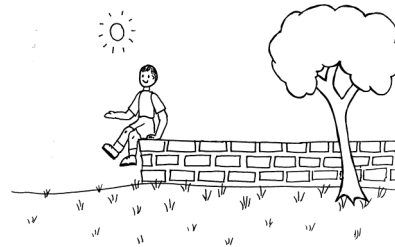
1. Will she catch the ball ?



2. Wow! This tree is so tall!



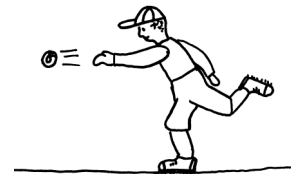
3. Mike sits on the wall.



4. All of us will go on the bus.



5. The pitcher throws the ball.



6. Will he fall off the horse ?



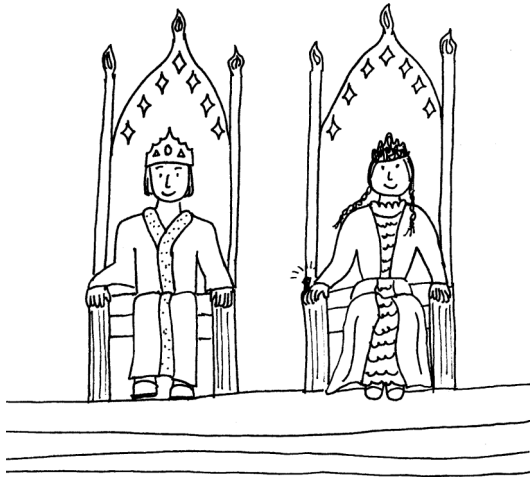
# The Dragon And The Ring

This is the queen.

And this is the king.

The king has a crown.

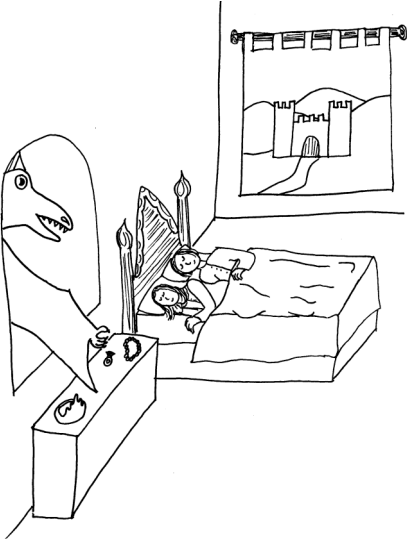
The queen has a ring.



The king is fair.

He sits on a throne.

The queen's gold ring  
has a red stone.



The king and the  
queen go to sleep.

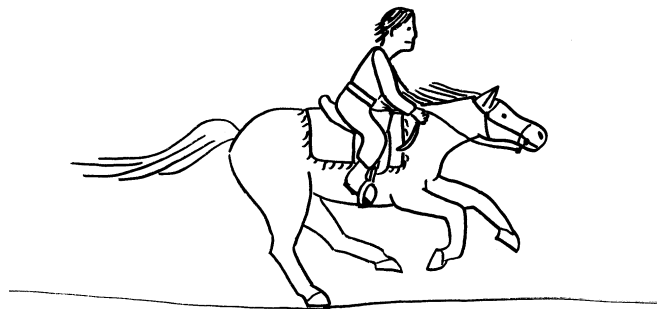
A dragon takes the ring.

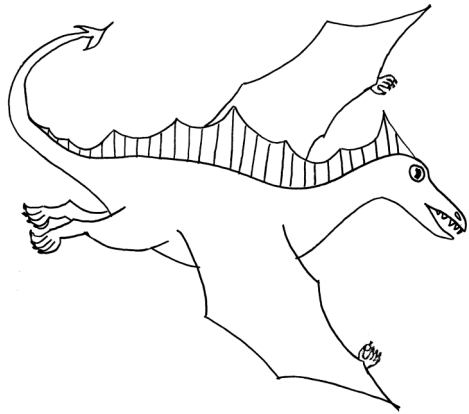
The queen begins to weep.

The king jumps up  
onto his steed.

He follows the dragon.

He goes at top speed.





The dragon has scales,  
a long tail, and wings.

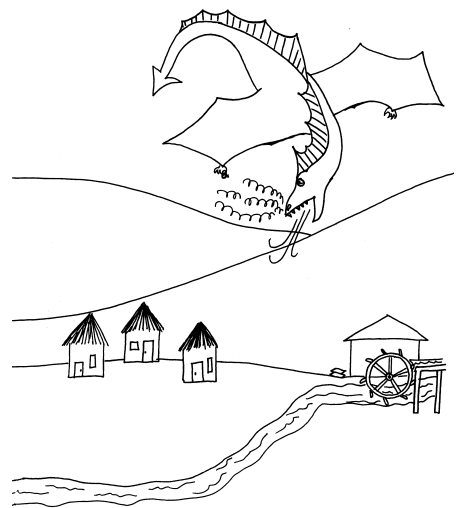
The dragon has fangs,  
and he does bad things.

He soars above the town.

He goes past the mill.

He blows smoke and blows fire,

as he sails up the hill.

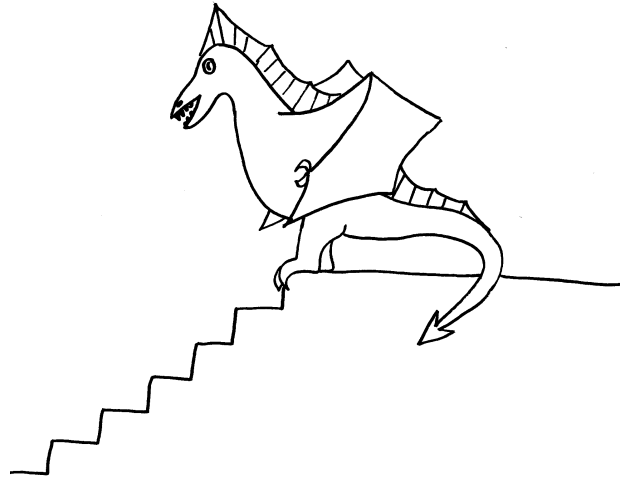


The dragon is back

at his hilltop lair.

He sits and he waits

at the top of the stairs.

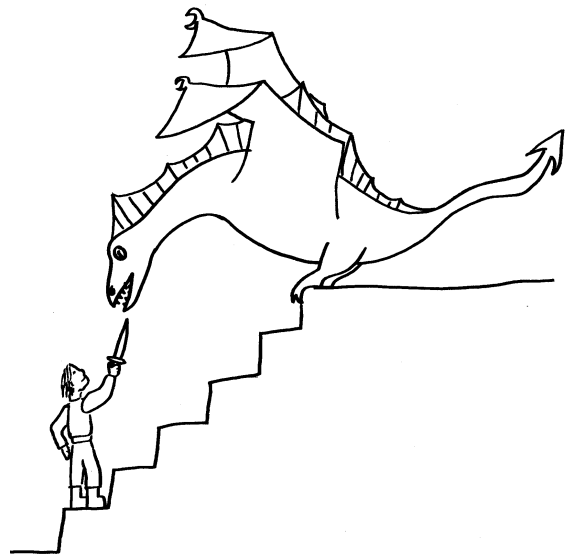


The dragon is strong.

The dragon is tall.

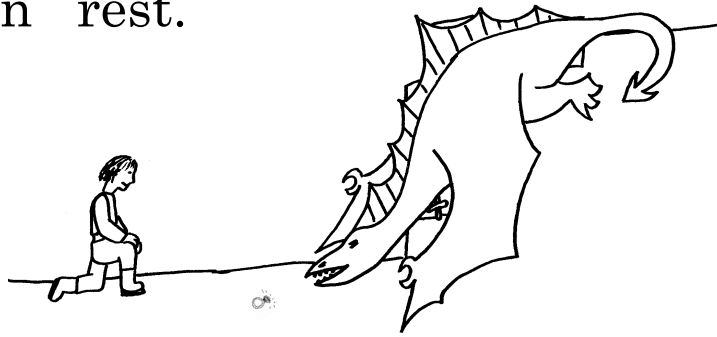
Next to the dragon,

the king is so small.



The king throws his sword at the  
dragon's chest. The dragon falls.

Now the king can rest.



The king brings the ring  
back to the queen. The  
queen is glad and so is  
the king.



Now this is how this fair tale ends.

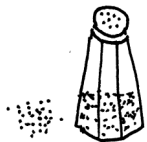
That's all there is. No more.



The End.



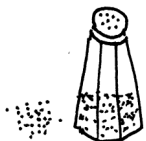
al



alk



salt



talk



malt



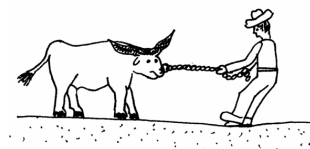
walk



bald



balk



palm



chalk



palm



stalk



false

The sun  
is cold.

walnut



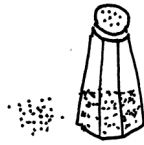
wallet



halter



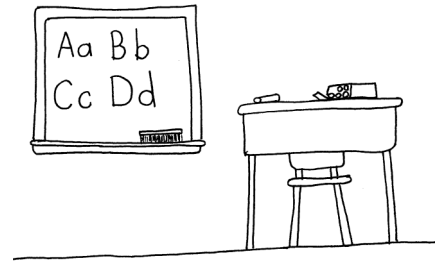
al



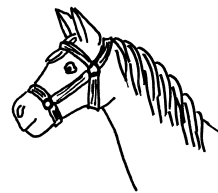
alk



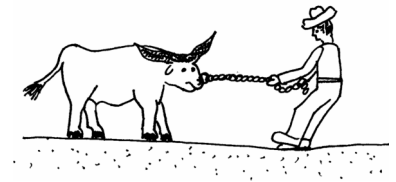
1. The chalk is on the desk.



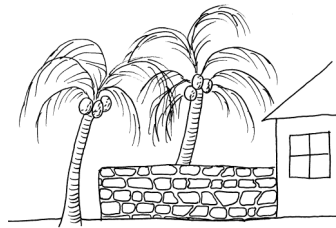
2. A halter is on the horse.



3. The bull balks when the man pulls him. He will not go.



4. Two palm trees grow beside the wall.

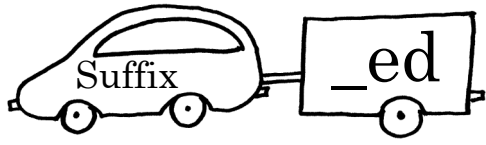


5. He held a ball in the palm of his hand.



6. A bug crawls up the stalk.





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

ed

d

t

paint  
painted

rain  
rained

park  
parked

start  
started

call  
called

walk  
walked

salt  
salted

play  
played

talk  
talked

wait  
waited

boil  
boiled

push  
pushed

count  
counted

saw  
sawed

look  
looked

wa



wash



wasp



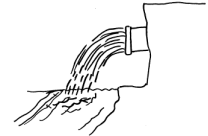
wand



want



water



wad



walnut



watch



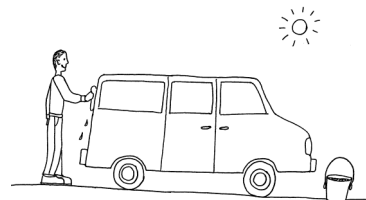
wallet



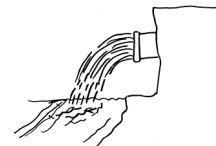
1. Jake does tricks with his magic wand.



2. Rick washed his van.

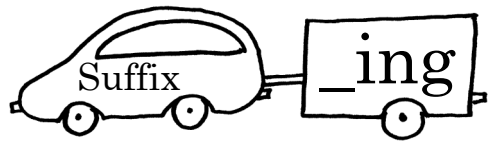


3. Water poured out of the pipe.



4. She wants to get her doll.





Use \_ing at the end of an action word to show that the action is ongoing.

find

finding

sail

sailing

start

starting

fall

falling

walk

walking

saw

sawing

haul

hauling

wash

washing

pour

pouring

snow

snowing

pull

pulling

turn

turning

shout

shouting

hang

hanging

cook

cooking

**Syllable Study** - These are two-syllable words.

Draw a vertical line between the two consonants that are different in the middle of the word. If there are three consonants in the middle, divide so that you keep consonant blends together. Each syllable is closed, with a consonant at the end, so all of the vowels represent the short vowel sound.

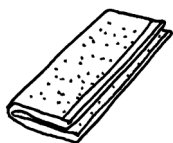
basket



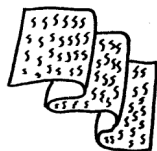
cactus



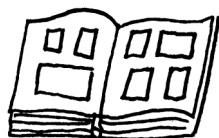
napkin



fabric



album



hotdog



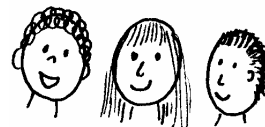
picnic



zigzag



children



helmet



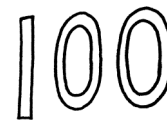
upset



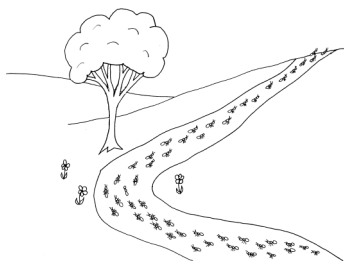
pumpkin



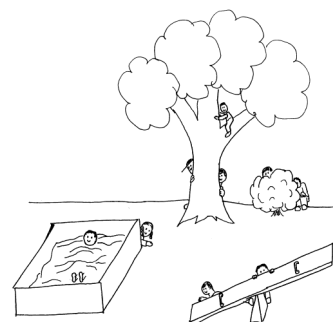
hundred

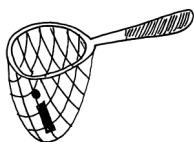


1. A hundred ants  
walk on the path.



2. Nine children hide.





# 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.



he is

he's

she is

she's

it is

it's

that is

that's

what is

what's

I am

I'm

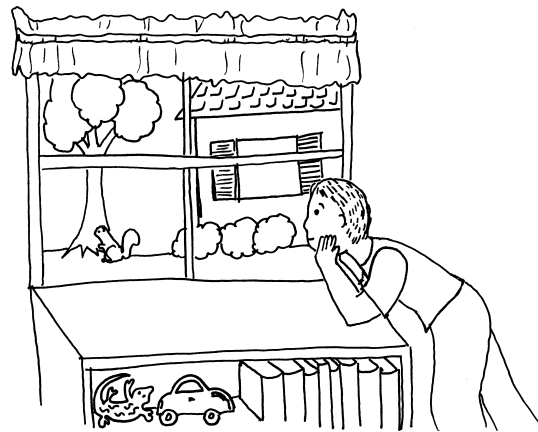
Let us

Let's

# A Trip To The Farm

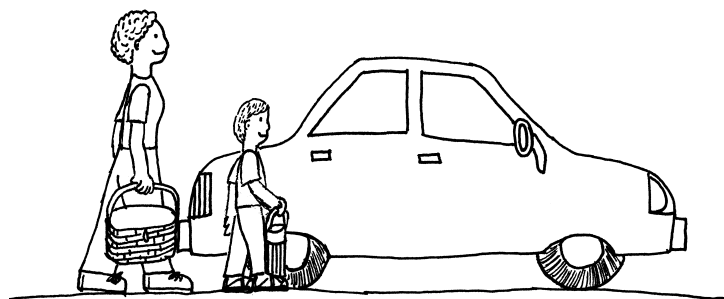
It was hot.

“Walter,” called Mom,  
“do you want to go  
to a farm?”



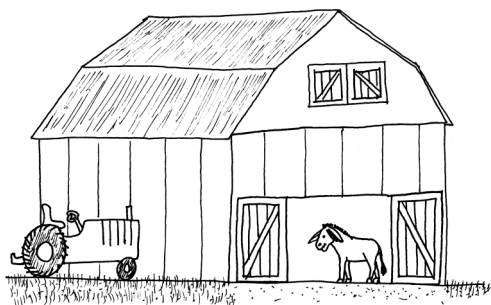
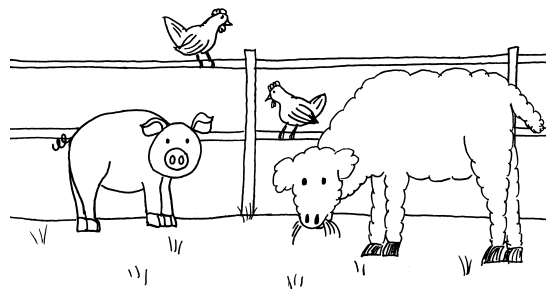
Walter’s Mom packed lunch in a basket.

Then Walter and his mom got in the car  
and drove to a farm.





At the farm, Walter saw  
pigs, chickens, and sheep.



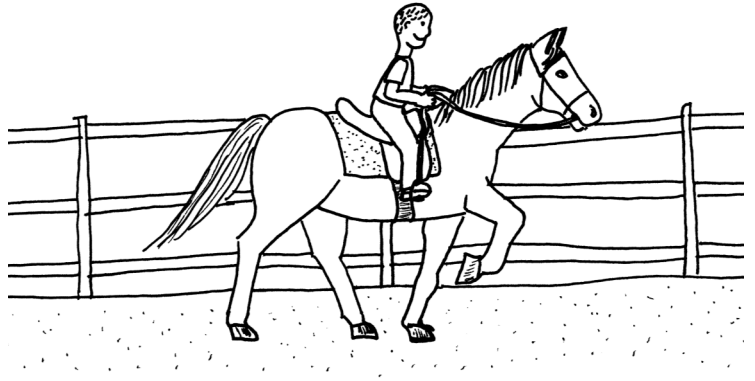
He saw a big, red barn.

He saw pumpkins and tall  
stalks of corn in a garden.



Walter's Mom fed  
a large, white horse.

Walter got to ride  
on the horse. The  
horse walked and



walked. The horse did not want to stop.

Walter did not want to stop. But then his  
mom called, “Let’s wash our hands for lunch.”



Walter and his mom sat  
under a tree and had a  
picnic lunch.

Then it was time to go  
home. Walter had a lot  
of fun at the farm.





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	Book 5 once	sponge	are	cover
wonder	answer	other	mother	brother
almost	although	half	calf	

