

Decoding Practice

Words, Sentences, And Stories

funny



my



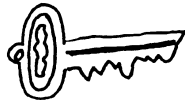
ceiling



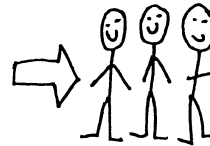
veil



key



they

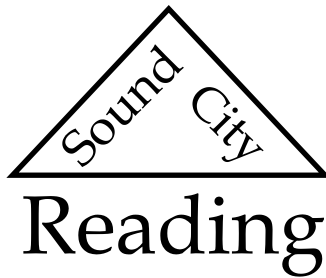


eat



head





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Table of Contents

Instructions	4
Sound Charts	7
Silent e syllables	25
Story: <i>Oil</i>	26
y/funny.....	28
y/my	30
Open syllable a/raven	32
Open syllable e/secret	33
Open syllable i/bison.....	34
Open syllable o/robot	35
Open syllable u/tulip, u/music.....	36
ey/key, ey/they.....	38
Suffix study: hop, hopped, hopping, 1-1-1 rule	40
Story: <i>Baby Sally</i>	41
Syllable study: pan-cake.....	46
Syllable study: shov-el (umbrella sound for o).....	48
Story: <i>The Flagpole</i>	49
ea/eat	54
ea/head, ea/steak	57
Story: <i>I Like To Eat</i>	59
ei/ceiling	62
ei/veil, eigh/sleigh.....	63
Story: <i>A Birthday Treat</i>	65
eu/neutron, eu/Europe	67
ie/pie, ie/shield	68
Story: <i>Two Sleuths</i>	70
Sight Words.....	74
Handwriting Model.....	76

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) 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.




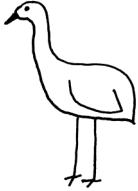
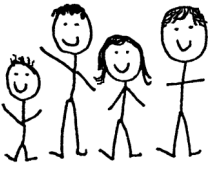





More Trouble Shooting


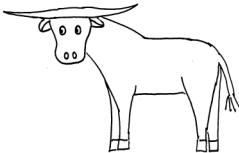




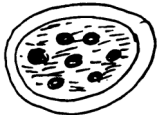



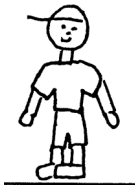





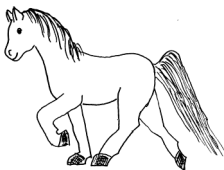
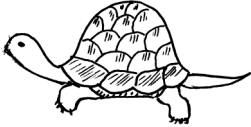
If the above steps don't solve the problem, students will need more help with segmenting (hearing the separate sounds in words) and decoding (seeing the individual patterns in words and translating them into sounds to form a word). On this case, students can study the same letter patterns, words, and 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.

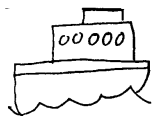
Alphabet

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	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	ë  ballet
Special Vowel Pairs	ou  ouch	ow  cow
Bossy R Vowels	ar  car	er  her

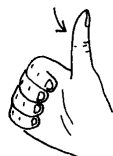
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
<p>ï</p>  <p>pizza</p>	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<div>Umbrella Vowels</div> <div>  <p>a</p> </div> <div>  <p>what</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



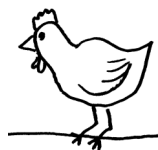
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thumb

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chicken

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this

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Jack

tch



match

nch



bench

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city

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cycle

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gem

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giant

gy



gym

<p>wh</p>  <p>when</p>		
<p>↓</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

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ick

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tch



atch

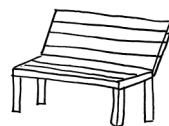
etch

itch

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onk

unk

Consonant

Patterns

That Follow

A Short Vowel

Long Vowel Patterns

ā



apron

ē



emu

ai



rain

ee



feet

ay



play

ei



ceiling

ey



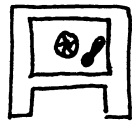
key

ea



eat

a_e



safe

e_e



these

Long Vowel Patterns

ī



island

ō



ocean

ie



pie

oa



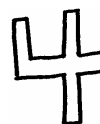
boat

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toe

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four

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snow

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pine

o_e



home

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night

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child

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gold

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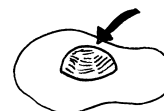
bolt

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troll

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yolk

Long Vowel Patterns

ū



tulip

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uniform

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glue

ue



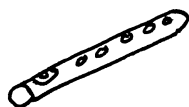
cue

ui



fruit

u_e



flute

u_e



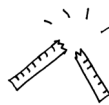
cube



ew



flew



ew



few

eu



neutron

eu



Europe

Special Vowel Patterns

ä



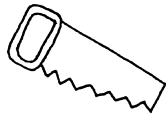
all

ë



ballet

aw



saw

ei



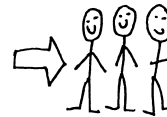
veil

au



Paul

ey



they

all



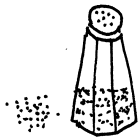
ball

ea



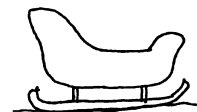
steak

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salt

eigh



sleigh

alk



talk

wa



wasp

Special Vowel Patterns

i



pizza

ö



to

ie



shield

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



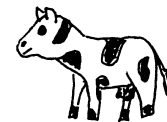
four

ou



soup

ow



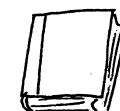
cow

ow



snow

oo



book

oo



moon

oi



oil

oy



boy

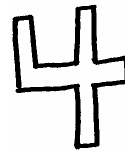
Odd O
Patterns

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

ould



should

oo

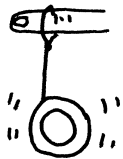





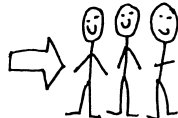



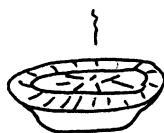



book





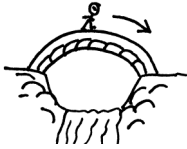

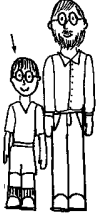


oo



moon

Sounds For Y	y  yo-yo	y  funny	y  my
ēī  ceiling	ëī  veil	Long E Patterns With More Than One Sound	
ēy  key	ëy  they		
ēa  eat	ea  head	ëa  steak	
īē  pie	ïē  shield	Long I Pattern With Two Sounds	

Umbrella Vowels

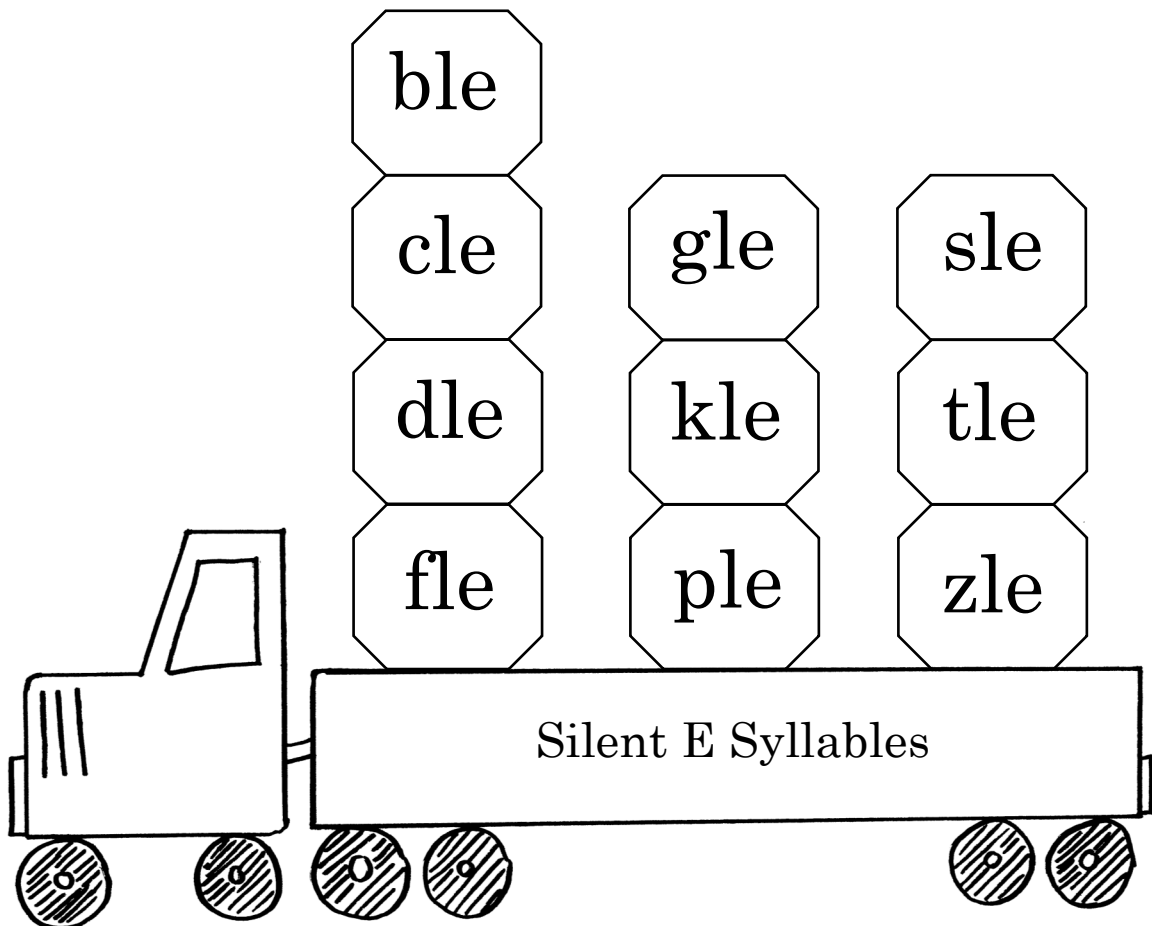
 a   what	 a_  across	
 o  son	 o_e  love	

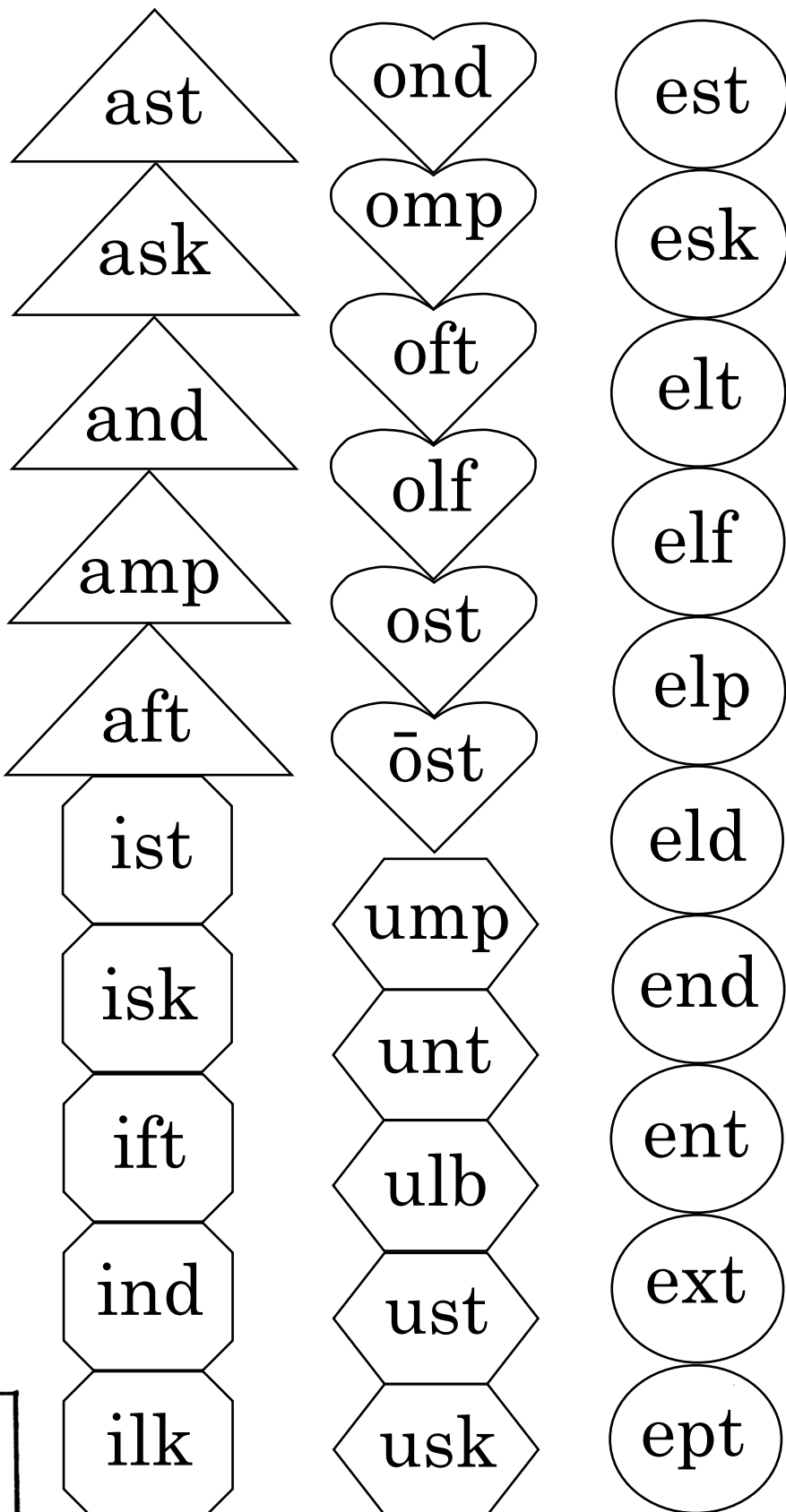
Shady Short Vowels

ea  head		
---	--	--

Silent E Syllables

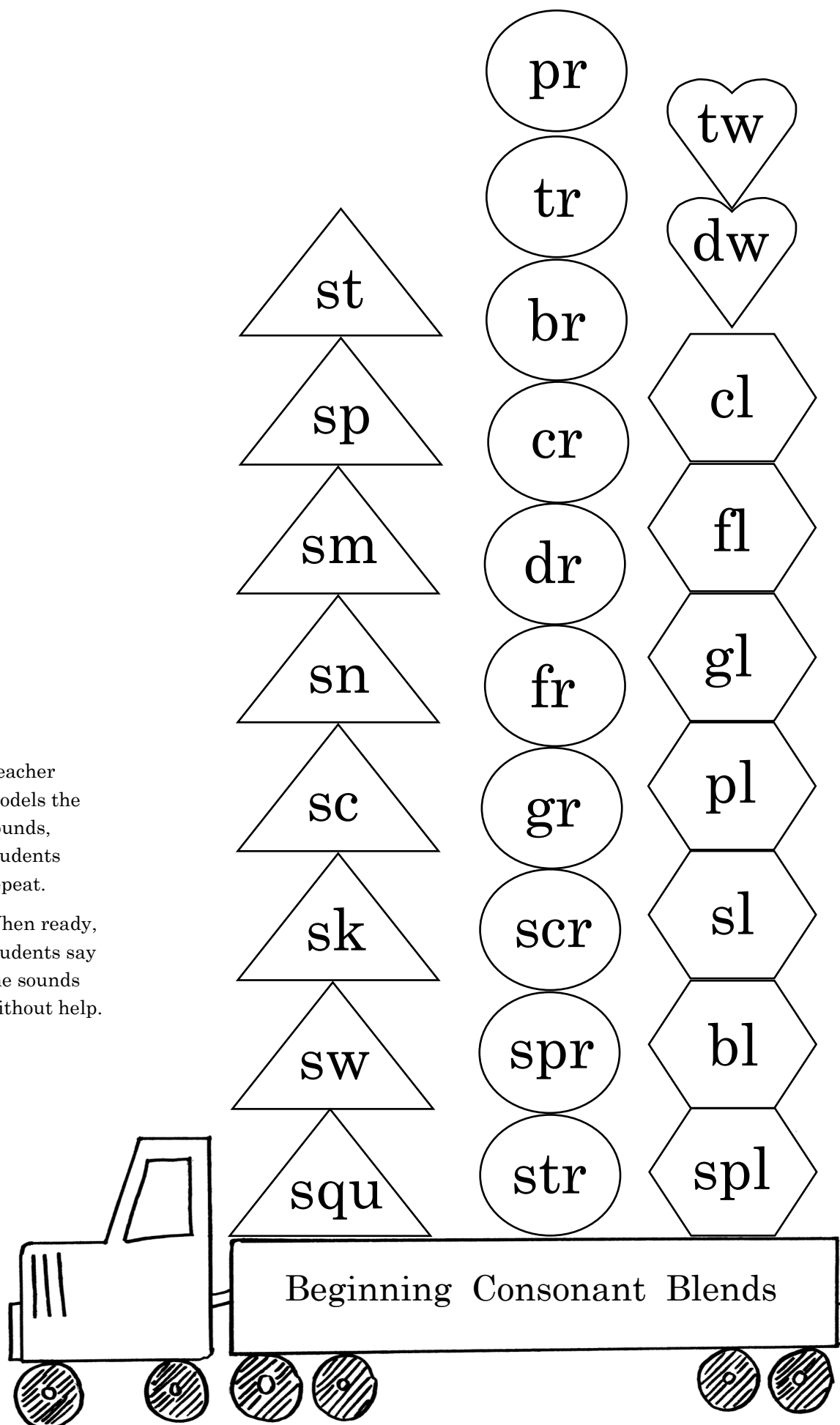
Every syllable must contain at least one vowel, even if you can't hear it. Many words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.





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

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



ble



bubble

ble



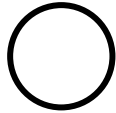
scramble

ble



thimble

cle



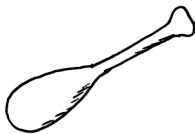
circle

cle



uncle

dle



paddle

dle



candle

dle



fiddle

fle



waffle

gle



giggle

kle



pickle

ple



apple

ple



pēople

ple



purple

sle



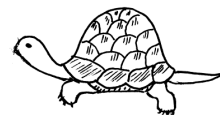
tassle

tle



little

tle



turtle

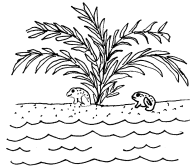
zle



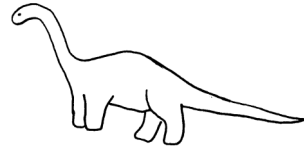
puzzle

Oil

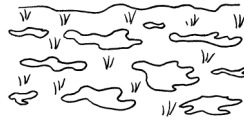
Oil comes from



plants



and animals



that were covered with mud long ago.

Today, people dig deep holes in the soil

to pump up the oil. These are called



oil wells.

Gas can be made from the oil to run



cars and trucks.

Plastic can also be made from oil.



Toys,

bottles,

and other things that we enjoy are
made from plastic.

The End

y



candy



funny



penny



jelly



puppy



holly



happy



foggy



bunny



kitty



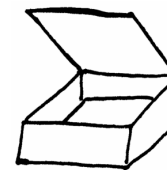
daddy



rusty



empty



twenty

20

thirty

30

forty

40

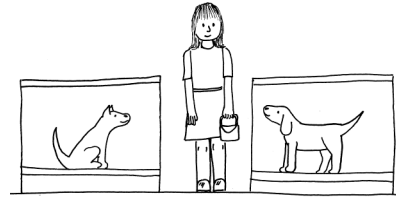
party



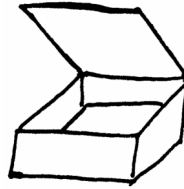
y



1. Will she get a puppy?



2. The box is empty.



3. Beth is being silly. She is funny.



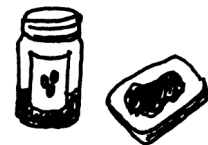
4. It is a windy day.



5. The nails are rusty.



6. Do you like jelly on your toast?



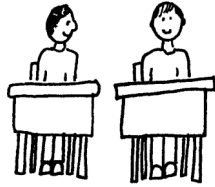
y



my



by



buy



why



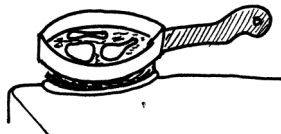
shy



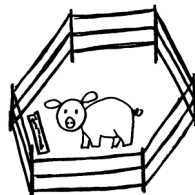
cry



fry



sty



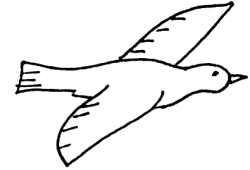
spy



sky



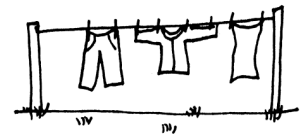
fly



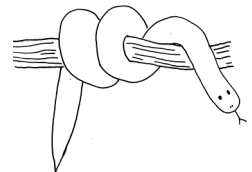
try



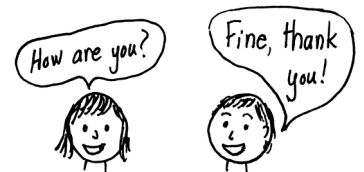
dry



python



reply



July



good-by



y



1. This is my dog.



2. The boy waves good-by.



3. She went by the drugstore.



4. We sat by the tree to have our lunch.



5. Birds can fly high in the sky.



6. She is trying to get the doll.



ā



acorn



apron



label



lady



ladybug



ladle



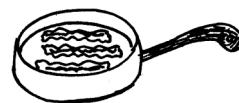
bagel



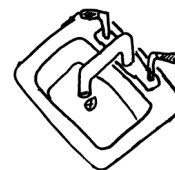
baby



bacon



basin



David



raven



table



maple



paper



saber



staple



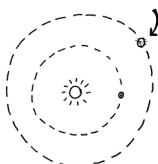
ē



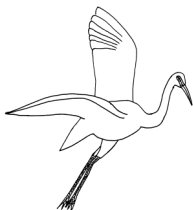
secret



Venus



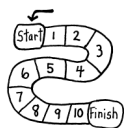
egret



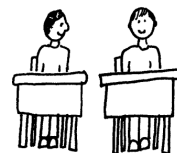
refund



begin



beside



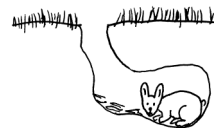
e-mail



equal

$$2+2=4$$

below



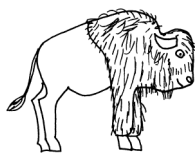
tepee



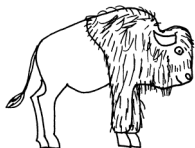
fever



i



bison



silent



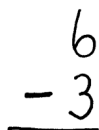
ibis



iris



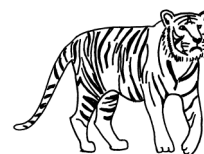
minus



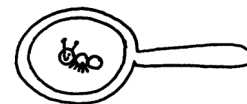
icing



tiger



tiny



ivy



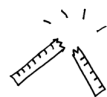
visor



title



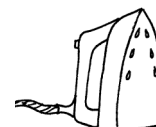
pilot



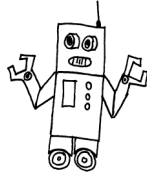
island



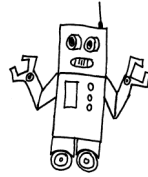
iron



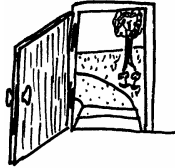
ō



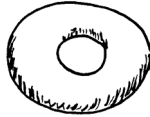
robot



open



donut



topaz



pony



over



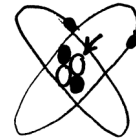
clover



program



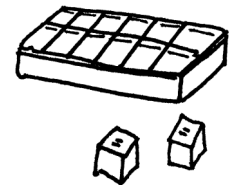
proton



broken



frozen





ū



tulip



music



pupil



student



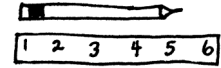
ruby



bugle



ruler



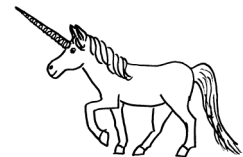
unite



uniform



unicorn



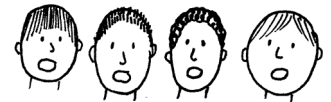
universe



utensils

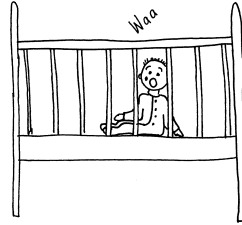


unison



Open Syllables

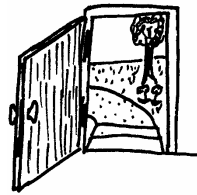
1. The baby is crying.



2. A ladybug crawls
under the tulips.



3. The door is open.



4. He puts the book on the table.



5. Look what the cat did!
The vase is broken.



6. A tiny elf hides under the ivy.



ēy



key



donkey



chimney



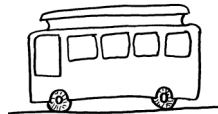
hockey



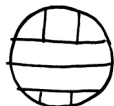
valley



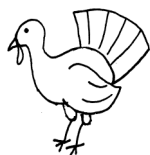
trolley



volleyball



turkey



Audrey



honey



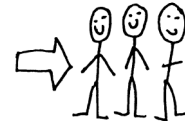
money



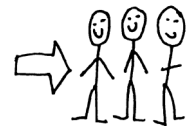
monkey



ëy



they



prey



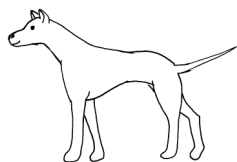
hey



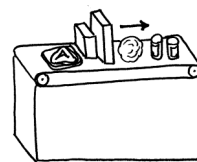
obey



greyhound



conveyer
belt



1. Smoke comes out of the chimney.



2. He must obey his mother.



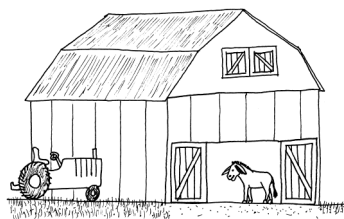
3. Will the cat catch its prey?



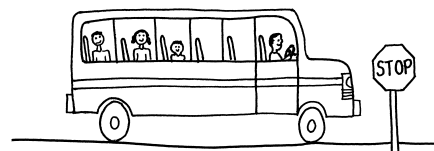
4. Hey! Get that pig out of the way!

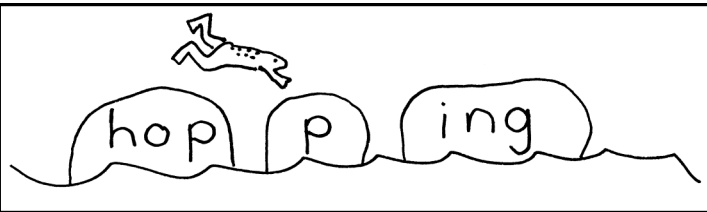


5. A donkey is in the barn.



6. They ride home on the bus.





1-1-1 Rule

If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

jog

jogged

jogging

sip

sipped

sipping

beg

begged

begging

clap

clapped

clapping

hop

hopped

hopping

hum

hummed

humming

wag

wagged

wagging

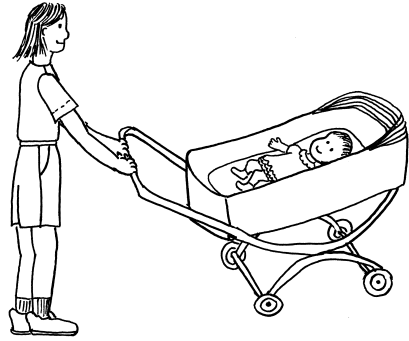
mop

mopped

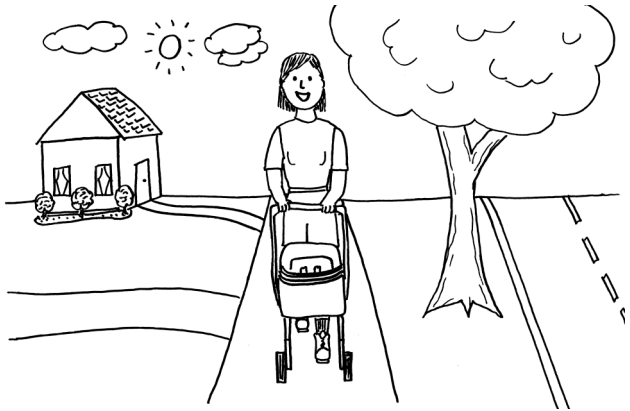
mopping

Baby Sally

This lady has a tiny
baby. The baby is in
the baby buggy. The
baby has on a pink
dress. The baby's name is Sally.

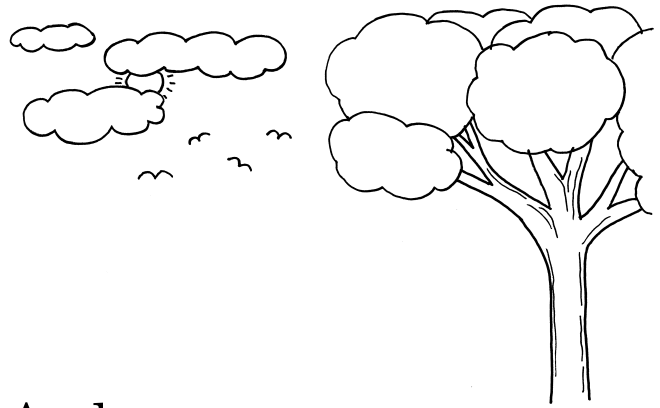


The lady takes the
baby for a long
walk. As she
walks, she talks to



the baby. She says, "My sweet, sweet baby."
And she says, "My pretty, pretty baby."

Sally is a happy
baby. She likes to
go on a walk. She
can see the trees. And
she can see the sky.



Sally and the lady go by the pet shop.
They go by the cloth shop. They go
by the
bank.

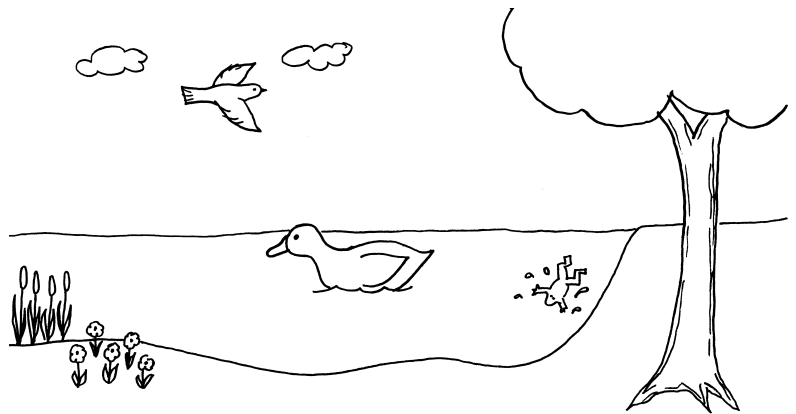


The lady
keeps walking
until she gets
to a lake.



Then she picks up baby Sally and sits
on a bench beside the lake.

Sally sees a
duck swimming
in the lake.



She sees a
frog jumping into the lake with a splash.
She sees a robin flying up into the sky.

All of a sudden,

Sally begins to cry.

Sally is not a

happy baby. “I think

this baby is sleepy. I think she needs to
take a nap,” says the lady.



So the lady lays Sally in the baby

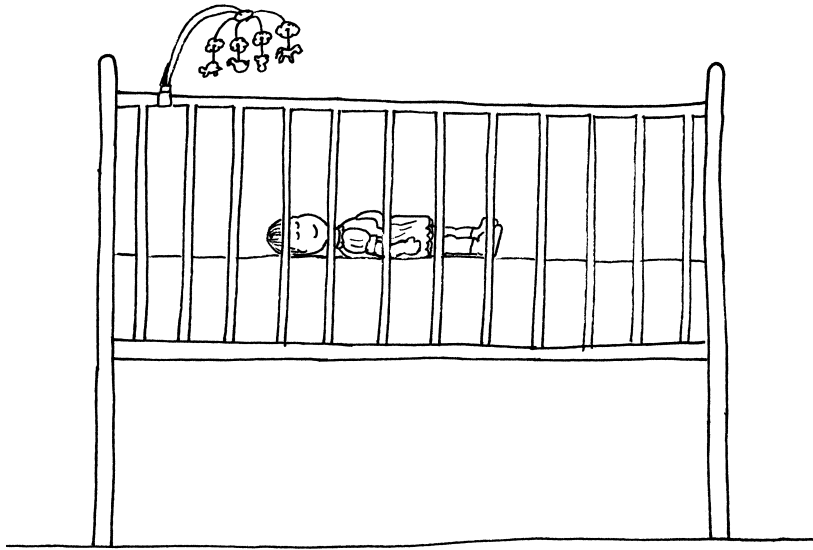
buggy. She walks back home with baby

Sally. The lady sings to the baby as

she walks. Baby

Sally stops crying.





Then the lady lays baby Sally in bed
to take a nap. Baby Sally is sleeping.
Shhhh! Don't wake the baby up!

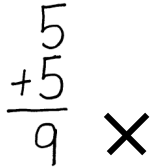
The End

Syllable Study

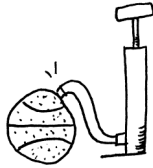
pancake



mistake



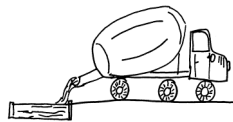
inflate



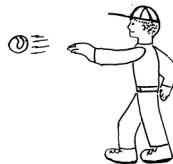
cupcake



concrete



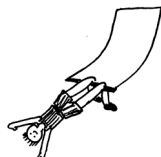
athlete



stampede



trapeze



bonfire



reptile



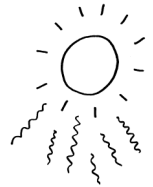
umpire



inquire



sunshine



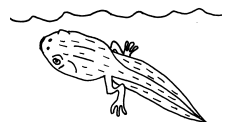
inside



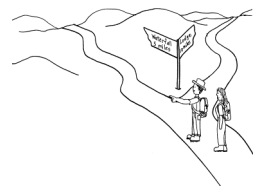
flagpole



tadpole

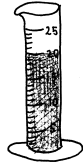


explore



Syllable Study

volume



Neptune



costume



1. We made a bonfire to stay warm.



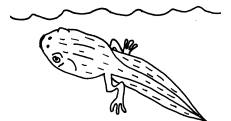
2. Billy has to play inside today.



3. Neptune is a large planet made of gas.



4. This tadpole will change into a frog.



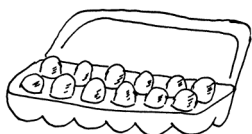
5. Why did the herd stampede?



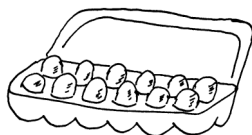
6. These cupcakes are for the party.



0



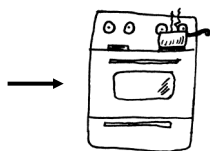
dozen



shovel



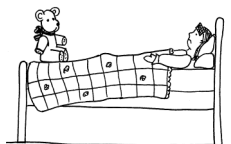
oven



nothing



covers



honey



money



monkey



mother



brother



other



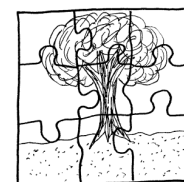
wonder



compete



complete

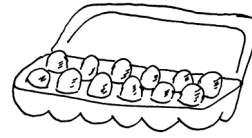


compare

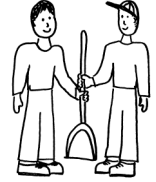


computer





1. Mr. Smith will lend him the shovel.



2. This is my little brother.



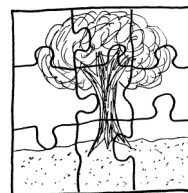
3. Jake takes the cake out of the oven.



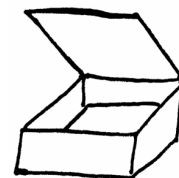
4. I wonder if I will get my wish?



5. This puzzle is complete.



6. There is nothing in the box.



The Flagpole

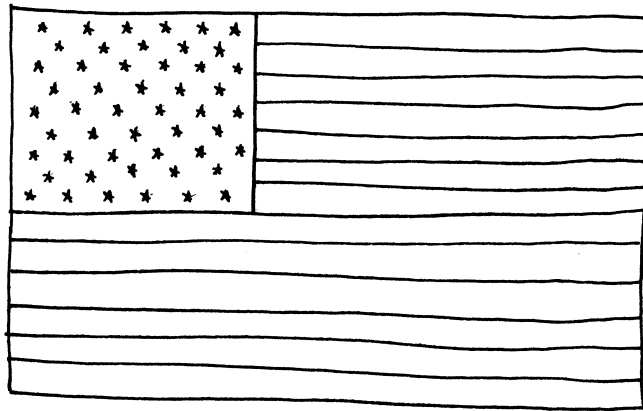


This is
Jack.



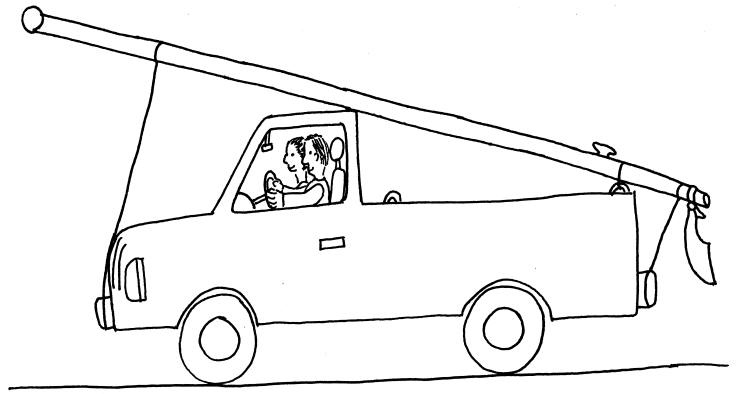
This is
Jack's wife,
Rose.

Jack and Rose live on Hope Street.



Jack and Rose have a flag. They would like to put the flag up. But they do not have a flagpole. So Jack and Rose save some money. They save a lot of money for a flagpole.

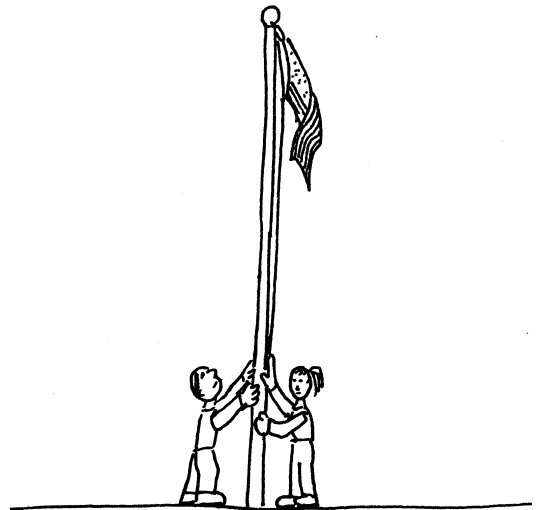
Then Jack and
Rose go to the
store to get a
flagpole. At the



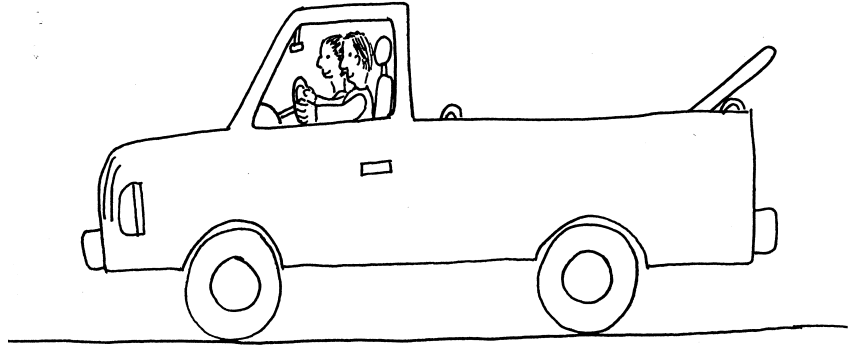
store, they find just the kind of flagpole
they need. They pay for the flagpole and
take it home.

The flagpole comes with a rope. Jack
puts the rope on the pole. Rose puts
the flag on the rope.

Then Jack and Rose lift
up the pole. They push
and they pull. But the
pole will not stay up.

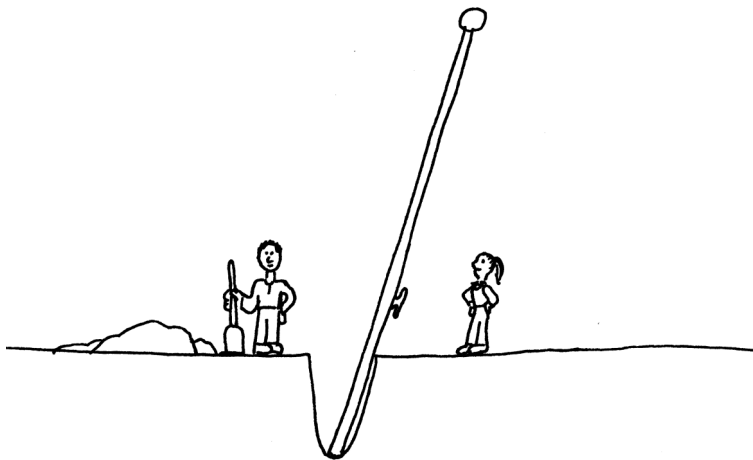


Jack takes
the flag off
the rope.



Then Jack
and Rose go back to the store. This
time they get a shovel. They pay for
the shovel and take it home.

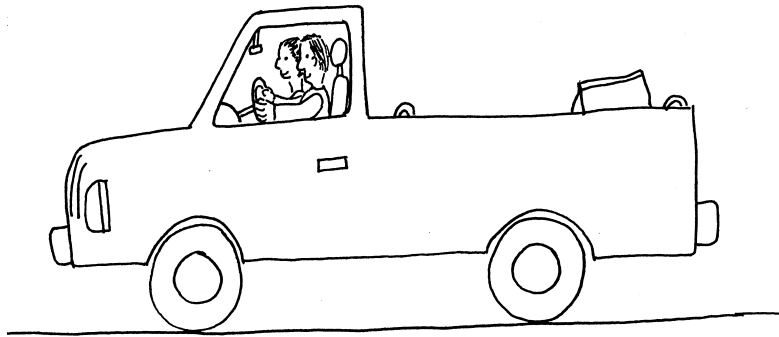
At home, Jack and Rose dig a deep
hole. They put the flagpole in the hole.
They push and they pull. The flagpole



will stay up,
but it is not
quite right.

Jack and Rose go back to the store.

They find a big bag of concrete. They
pay for the concrete and take it home.



Jack and Rose mix up the concrete.

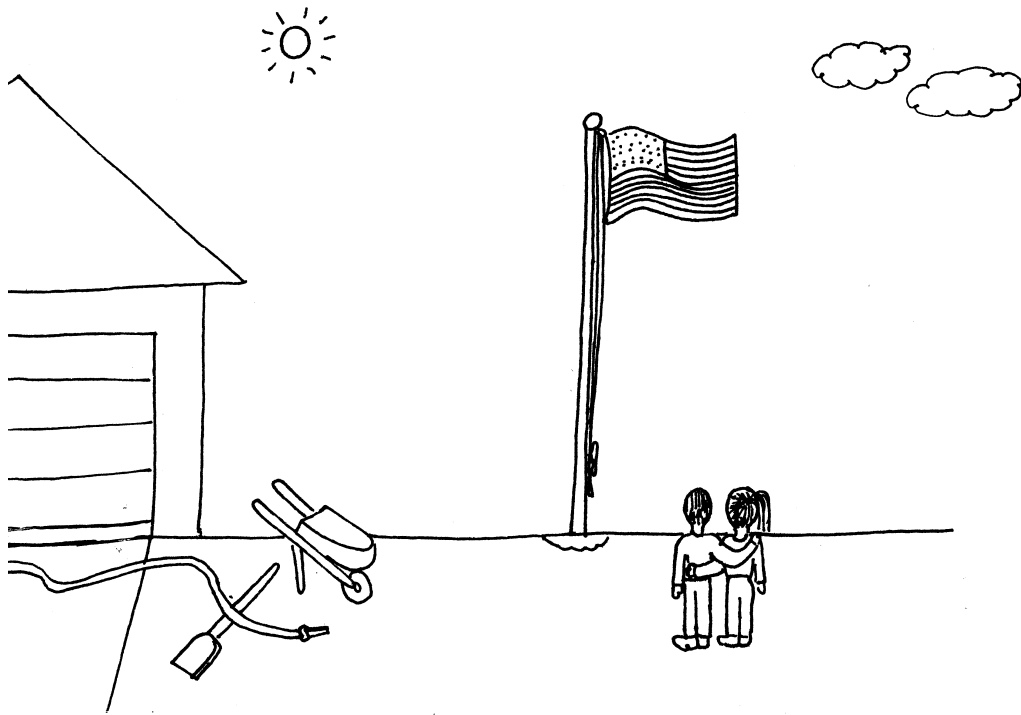
They put the concrete in the hole with
the flagpole. They push and they pull.

The flagpole

stands up

just right.





Jack puts the flag back on the rope.

Rose pulls on the rope. The flag goes up the pole. It goes up high in the air. The flag waves in the wind. Jack is glad. And Rose is glad.

The End

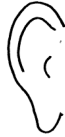
ēa



eat



ear



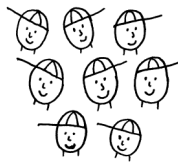
tea



tear



team



teach



reach



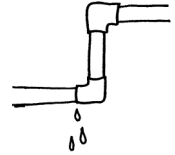
read



ream



leak



leaf



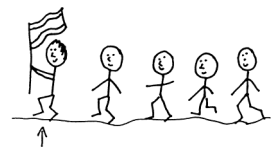
leap



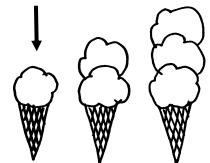
leash



lead



least



heat



heap



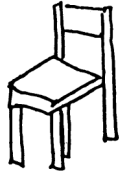
ēa



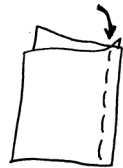
seal



seat



seam



sea



beak



beam



beast



feast



peak



peach



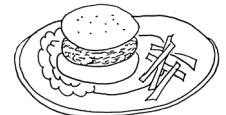
peas



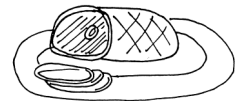
peanut



meal



meat



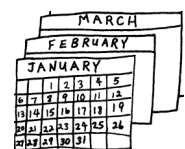
mean



jeans



year



ēa



scream



beads



squeak



beach



squeal



treat



dream



1. Danny is eating a donut.



2. She is trying to reach the doll.



3. A feast is on the table.



4. We have fun at the beach.



5. Audrey does tricks on the beam.



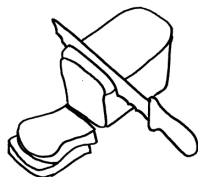
ea



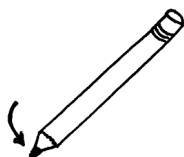
head



bread



lead



dead



read



sweat



spread



thread



sweater



feather



weather



ëa



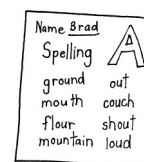
steak



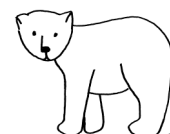
break



great



bear



tear



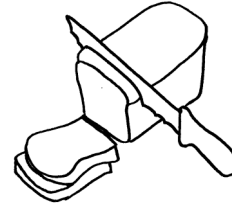
pear



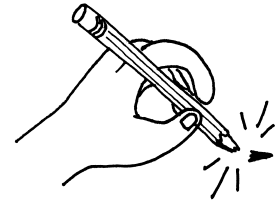
wear



1. Mom will slice the bread.



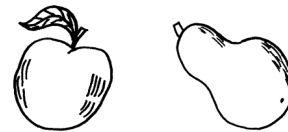
2. The lead on the pencil broke.



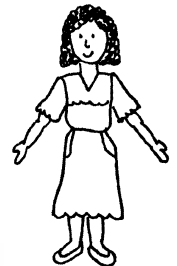
3. The weather is very hot today.



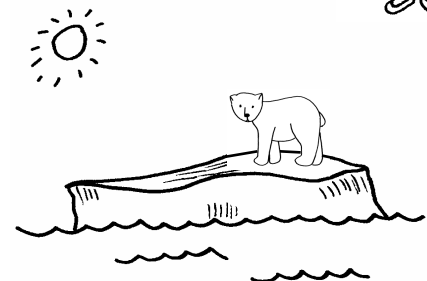
4. Do you want a peach or
a pear with your lunch?



5. Mrs. Davis is wearing her blue dress.

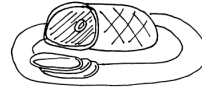


6. This bear lives on the ice.



I Like To Eat

I like to eat meat.



But I never eat a sheet.



I like to eat steak.



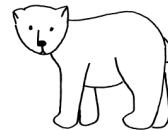
But I never eat a rake.



I like to eat a pear.



But I never eat a bear.



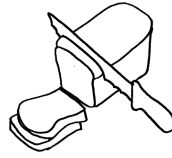
I like to eat beans.



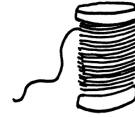
But I never eat jeans.



I like to eat bread.



But I never eat thread.



I like ice cream.



But I never eat a dream.



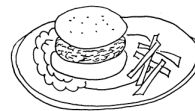
I like to eat a peach.



But I never eat a beach.



I like to eat a meal.



But I never eat a seal.



I like to eat a feast.



But I never eat a beast.



I like to eat peas.



But it's time to stop, please!



The End

ēi



receive



ceiling



deceive



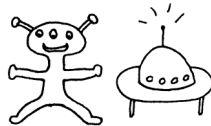
seize



perceive



weird



protein



sheik



either



caffeine



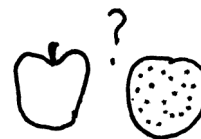
neither



1. Caffeine will keep you awake.



2. You may have either an apple or an orange.



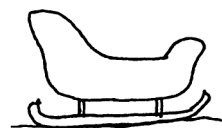
3. He is trying to deceive me.



ëi



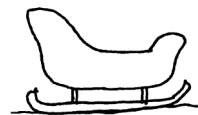
ëigh



veil



sleigh



their



neigh



*heir



eight

8

reins



eighteen

18

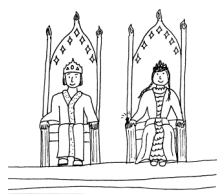
skein



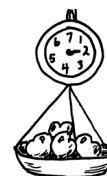
eighty

80

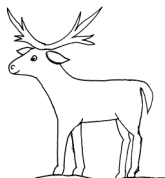
reign



weigh



reindeer



freight



inveigle



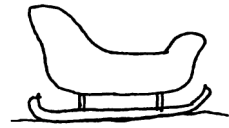
neighbor



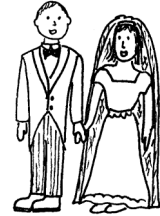
ëi



ëigh



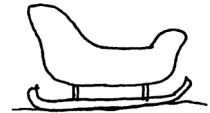
1. The bride is wearing a long veil.



2. Jean is eight years old today.



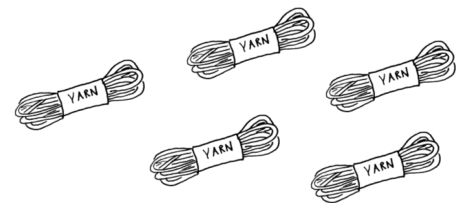
3. A sleigh can travel in the snow.



4. A freight train can haul coal, lumber, or cars.



5. Betty has five skeins of yarn to make a sweater.

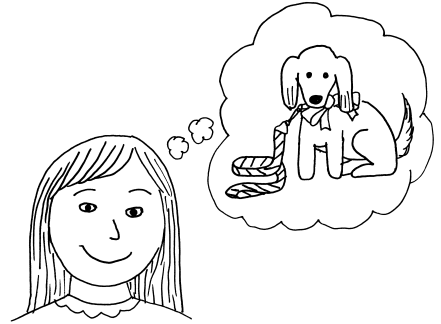


6. They are standing in front of their house.



A Birthday Treat

Jean has a dream. Jean
wants to get a real puppy



for a pet. She wants a puppy with a leather
leash and a red ribbon on its neck.

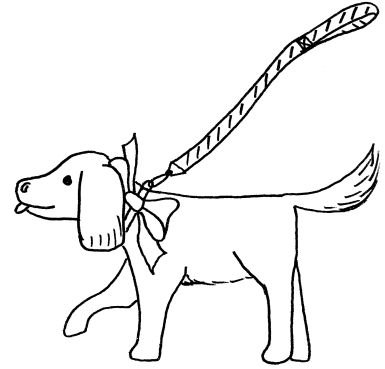
Today is Jean's birthday. She is eight years
old. She will have a birthday meal. Dad is
grilling steak. Mom is heating French bread.

Jean is fixing green beans. Their meal will



be fantastic. A birthday cake
with eight candles is ready to
eat for their dessert.

Jean is wondering what she
will receive for her birthday
present. Then she hears a



bark. She sees dad walk in with a puppy.
The puppy is on a leather leash. It has a
red ribbon on its neck. Jean hugs the
puppy. The puppy licks her face and wags
its tail. Jean thinks this is a great day!

The End

eu



sleuth



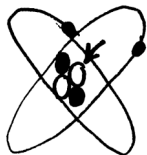
Europe



deuce



neutron



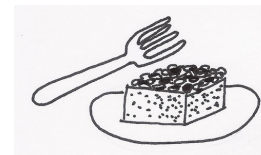
Eugene



feud



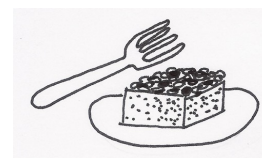
streusel



1. Europe is one of seven continents.



2. Eugene loves to eat streusel.



3. A neutron is part of an atom.



4. This sleuth is looking for clues.



ie



ie



pie



shield



tie



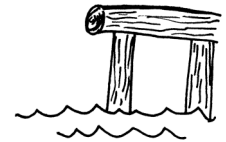
chief



lie



pier



die



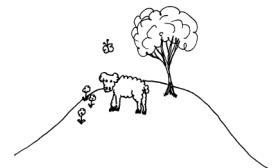
movie



cries



field



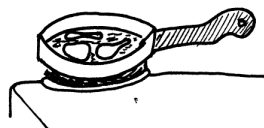
flies



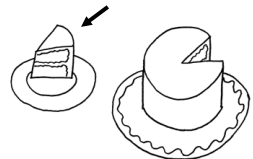
yield



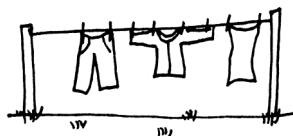
fries



piece



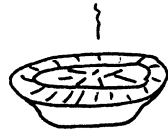
dries



niece



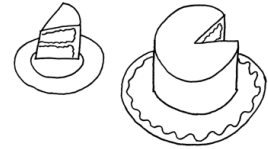
ie



ie



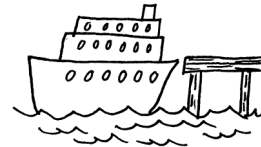
1. Do you want a piece of cake?



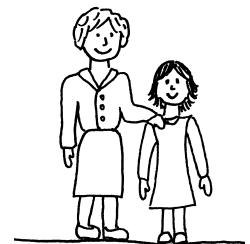
2. He cried because his fish died.



3. The ship is at the pier.



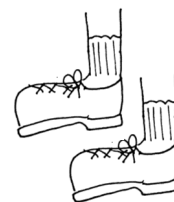
4. Mrs. Spencer will take her niece to see a movie.



5. Mom will bake a batch of cookies.

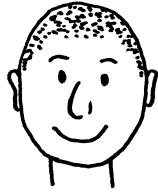


6. Don't forget to tie your shoes.



Two Sleuths

Spencer



and Eugene



are sleuths. They are eight years old.

They are best friends.

Spencer and Eugene like to lie in an empty field in their neighborhood. They

look for clues in the grass. Spencer sees

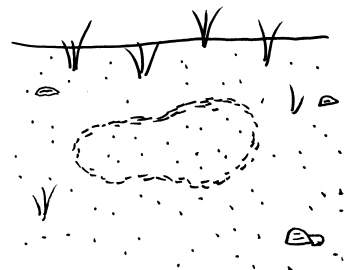


bent twigs. Eugene sees

footprints in the dirt.

Was a person here?

Maybe it was a thief!



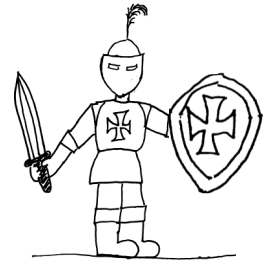
Sometimes Spencer and Eugene get into a feud. They argue over the clues. They don't agree about the footprints.

Eugene believes they are not from a thief. He thinks they are from a fierce



bear. Spencer believes they could be from a knight

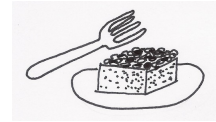
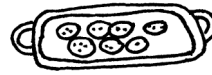
with a sword and a shield.



After their feud, Spencer and Eugene have to make up and become friends again.

Later on, Spencer's mom calls the boys.

"Spencer and Eugene, do you want a piece of pie? I also have cookies and apple streusel for you."



Then Spencer and Eugene forget all about the clues in the field. They are so hungry they forget that they are sleuths. Spencer and Eugene race inside. They like to be sleuths, but they like to eat, too. They run home to have a piece of apple pie.

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	young	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	Book 6
				people
any	many	very	busy	bury
only	reply	supply	July	island
iron	honey	money	monkey	Mr.
Mrs.	Dr.	oven	shovel	dozen
compete	complete	compare	nothing	breakfast
height	movie	friend		

