

Decoding Practice

Words, Sentences, And Stories

worm



heron



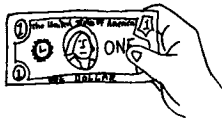
tractor



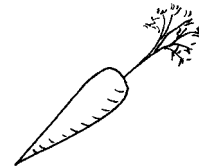
sorry



dollar



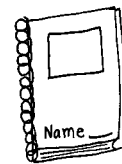
carrot

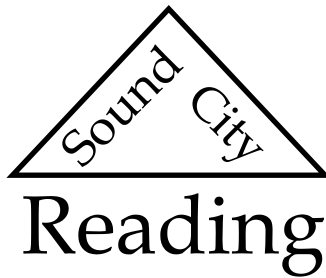


early



journal





Entire contents © 2014 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
(901) 737-4466
All rights reserved.

Permission is hereby granted to teachers, parents, and tutors to use
the material in this book for individual or classroom use.
Permission is granted for school-wide reproduction of materials.
Commercial reproduction is prohibited.

Printed in the United States of America

Table of Contents

Instructions	4
Sound Charts	7
wor/worm.....	26
Story: <i>A Good Book</i>	27
er/heron	31
Story: <i>At The River</i>	11
or/horse.....	37
or/tractor, or/sorry.....	39
Story: <i>A Night Visit</i>	40
ar/dollar	44
ar/carrot.....	45
Story: <i>Luke And The Lizard</i>	46
ear/early	50
our/journal.....	51
Story: <i>Rude June</i>	52
Sight Words.....	56

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.




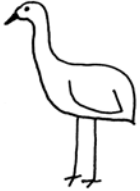






More Trouble Shooting



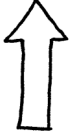



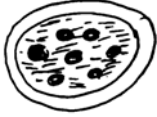










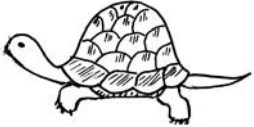
If the above steps don't solve the problem, students will need more help with segmenting (hearing the separate sounds in words) and decoding (seeing the individual patterns in words and translating them into sounds to form a word). On this case, students can study the same letter patterns, words, and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

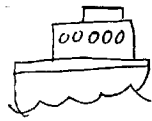
Alphabet

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	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

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

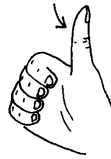
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
<p>ï</p>  <p>pizza</p>	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p>Umbrella Vowels</p>  <p>a</p>  <p>what</p>  <p>o</p>  <p>son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

sh



ship

th



thumb

ch



chicken



t



this

ck



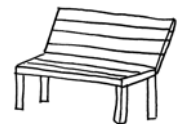
Jack

tch



match

nch



bench

ce



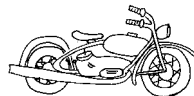
cent

ci



city

cy



cycle

ge



gem

gi



giant

gy



gym

wh



when



wh



who

ng



ring

nk



wink

Consonant
Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



ang

ing

ong

ung

nk



ank

ink

onk

unk

Consonant

Patterns

That Follow

A Short Vowel

Long Vowel Patterns

ā



apron

ē



emu

ai



rain

ee



feet

ay



play

ei



ceiling

ey



key

ea



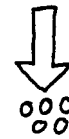
eat

a_e



safe

e_e



these

Long Vowel Patterns

ī



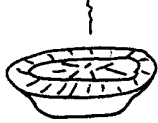
island

ō



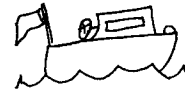
ocean

ie



pie

oa



boat

oe



toe

ou



four

ow



snow

i_e



pine

o_e



home

igh



night

old



gold

ind



find

olt



bolt

ild



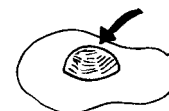
child

oll



troll

olk



yolk

Long Vowel Patterns

ū



tulip

ū



uniform

ue



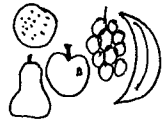
glue

ue



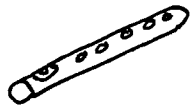
cue

ui



fruit

u_e



flute

u_e



cube



ew



flew



ew



few

eu



neutron

eu



Europe

Special Vowel Patterns

ä



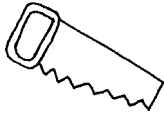
all

ë



ballet

aw



saw

ei



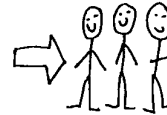
veil

au



Paul

ey



they

all



ball

ea



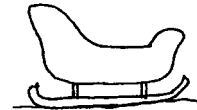
steak

al



salt

eigh



sleigh

alk



talk

wa



wasp

Special Vowel Patterns

i



pizza

o



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



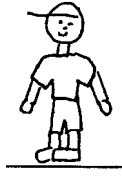
moon

oi



oil

oy



boy

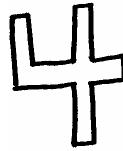
Odd O
Patterns

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

ould



should

oo



book

oo



moon

y



yo-yo

y



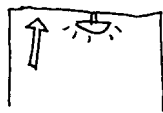
funny

y



my

ei



ceiling

ei



veil

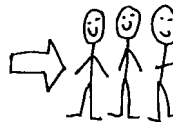
Long E
Patterns
With More
Than One
Sound

ey



key

ey



they

ea



eat

ea



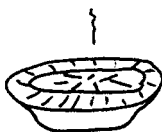
head

ea



steak

ie



pie

ie

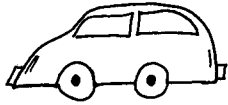


shield

Long I Pattern
With Two
Sounds

Bossy R Patterns

ar



car

ar



dollar

ar



carrot

er



her

er



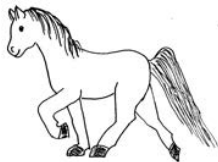
heron

ir



bird

or



horse

or



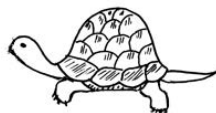
tractor

or



sorry

ur



turtle

More Bossy R Patterns

wor



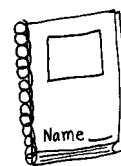
worm

ear



early

our



journal



Umbrella Vowels

 a

?



what

 a _



across

 o



son

 o _ e



love

Shady Short Vowels

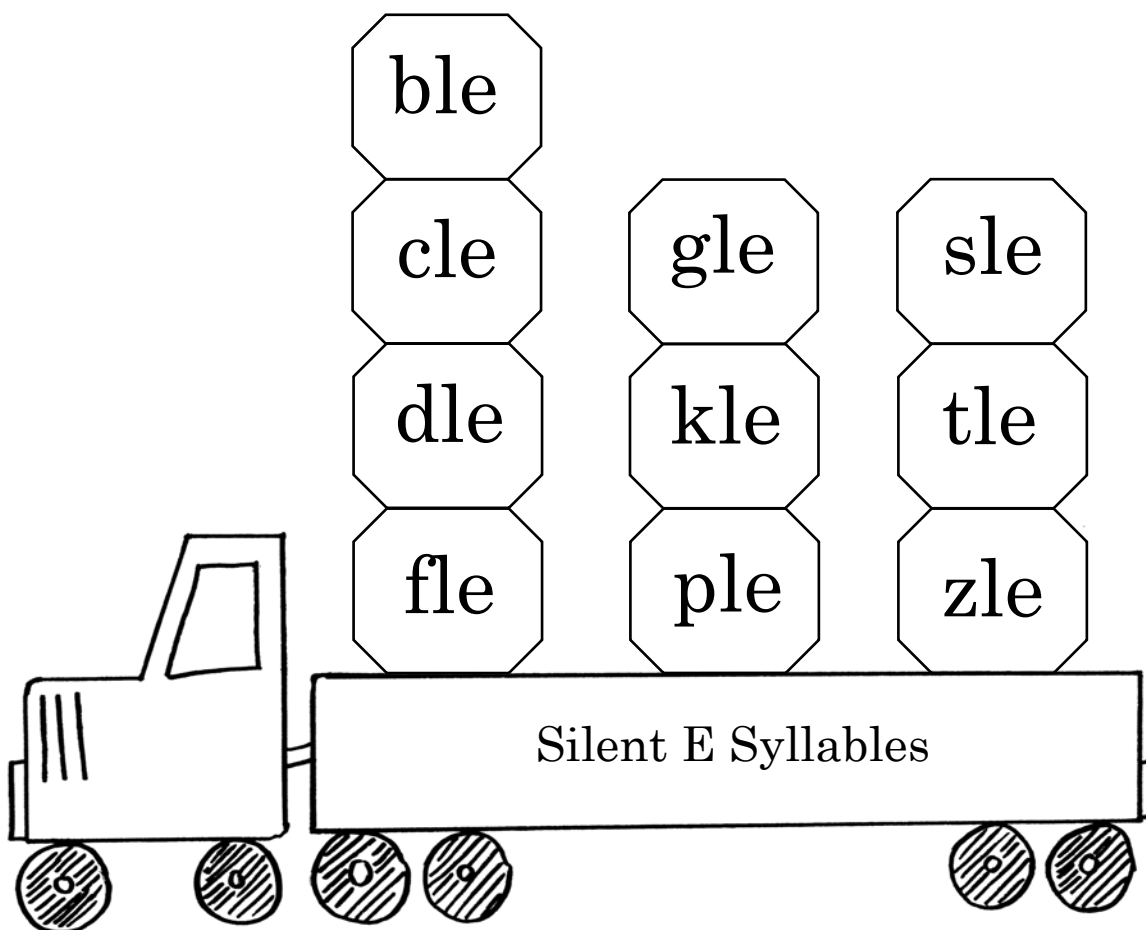
ea



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.



ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ost

eld

isk

ump

end

ift

unt

ent

ind

ulb

ext

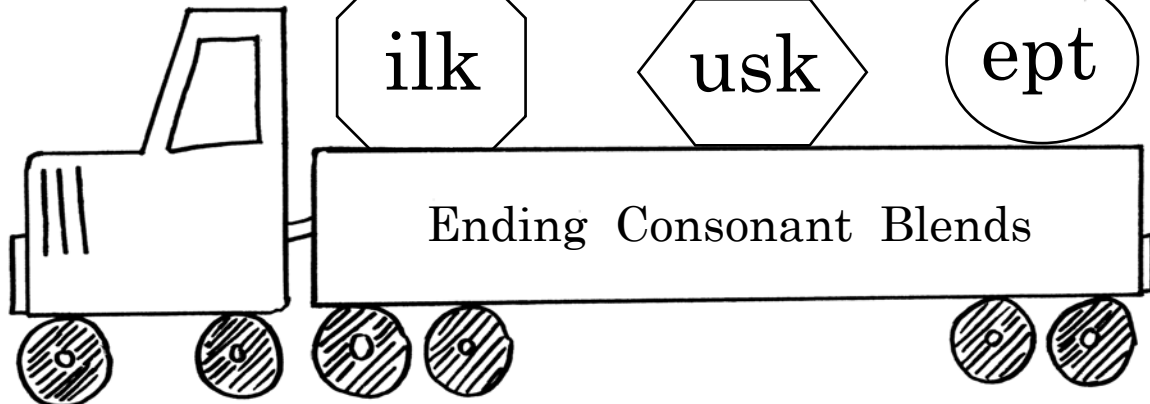
ilk

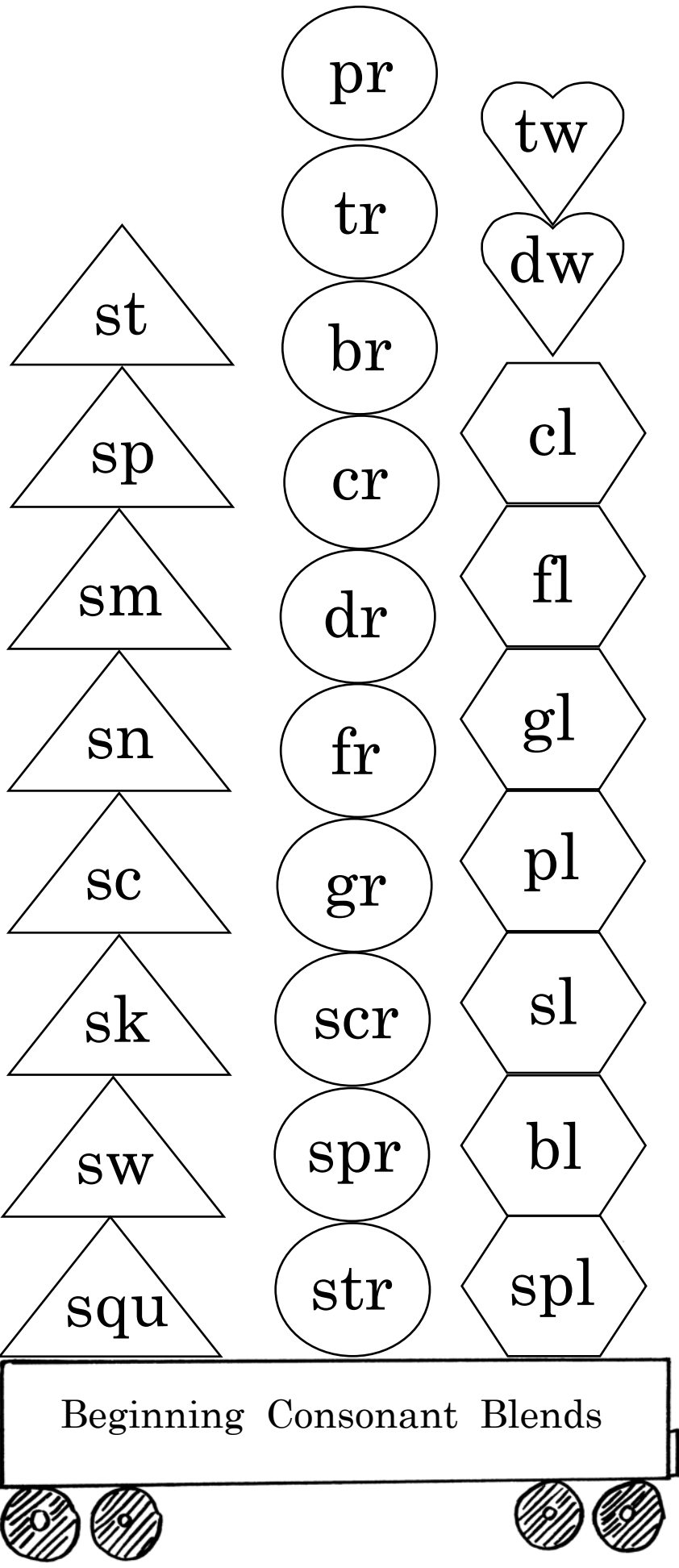
ust

ept

usk

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



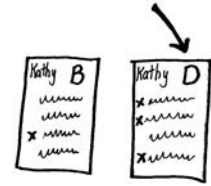


- * Teacher models the sounds, students repeat.
- * When ready, students say the sounds without help.

WOR



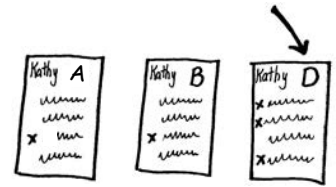
worse



worm



worst



work



world



word



worry



worth



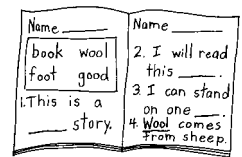
worship



worthy



workbook



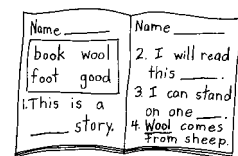
1. A globe is a model of the world.



2. Mark enjoys doing his work.



3. Now we will study our spelling words in our workbook.

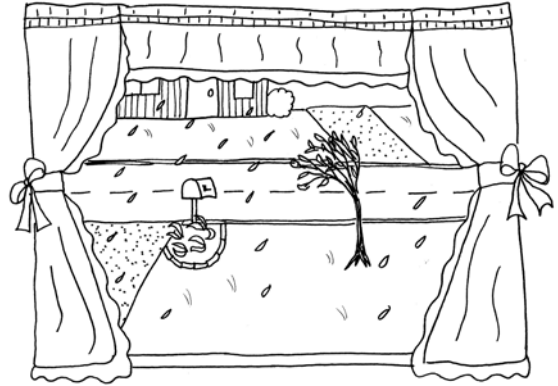


A Good Book

The weather was bad.

It was raining outside.

The wind was blowing.



Mike had to stay in the house. He did not have anything to do.



He went to his room and picked up a book. He took the book to

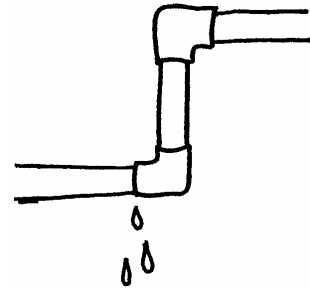
his mom. “Hey, Mom,” said Mike. “This is a good book. Will you read it to me?”

“Not now, Mike,” said Mom. “I have work to do. I have to wash the dishes.”

Mike went to find his dad. “Hey, Dad,”

Mike said. “This is a great book. Will you read it to me?” “No,” said Dad. “I have

work to do. I have to fix a leak in the bathroom.”



Mike felt sad. He sat on his bed and looked at the book.

Then he said, “I can’t wait for Mom and Dad. I will try to read this book myself.”

Mike looked at the
letters in the book.

It was hard to
read the words.

He read them

slowly, one at a time. It was a good book.

His mom and dad had read it to him
many times. Mike liked it so much that he
read all of it. Then he read it again. And
then he read it again. He forgot about the
bad weather. He even forgot to get his
lunch. But how he liked reading that book!



At last, Mom and Dad came into the room. “We have finished our work,” they said. “We can read to you now.” Mike didn’t say a word. He just opened the book and began to read out loud. Now the words seemed easy. Mike read all of the book. Then he looked up at his mom and dad. They smiled and gave him a great big hug. They were very, very proud.

The End

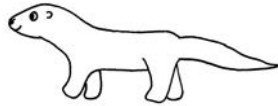
er



heron



ferret



merit



derrick



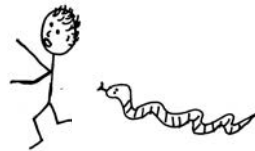
Erin



Eric



peril



cherub



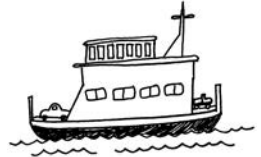
cherry



berry



ferry



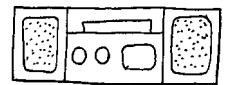
very tall



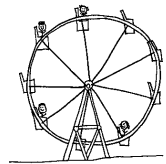
merry



sterēō



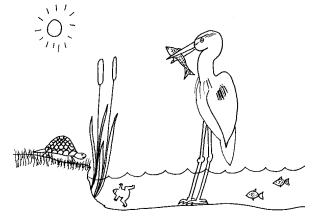
Ferris wheel



er



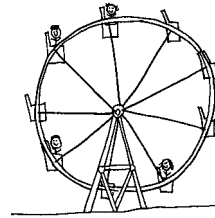
1. The heron is catching fish to eat.



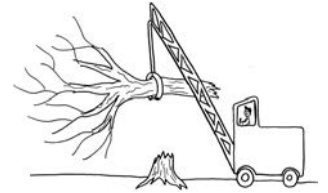
2. A berry fell out of her basket.



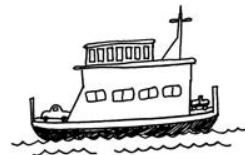
3. We go around and around
on the Ferris wheel.



4. The derrick is picking up a tree.



5. A ferry will take the cars
across the river.



6. The stereo is too loud!
It is hurting my ears.

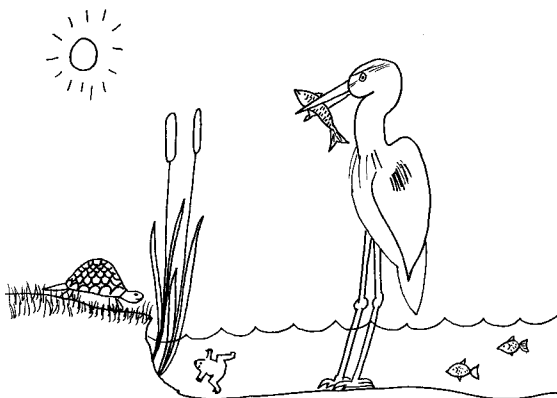


At the River

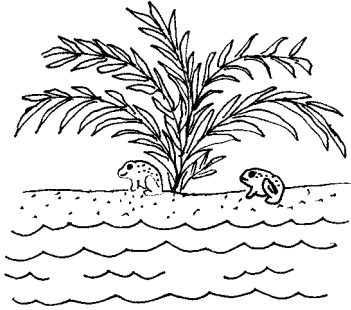
A river is in the valley. It is spring time at the river. The sun shines on the water. Ducks swim on top of the water. Fish swim under the water.



A heron stands in the river. The heron



has long legs. It wants to catch a fish or a frog for its lunch.



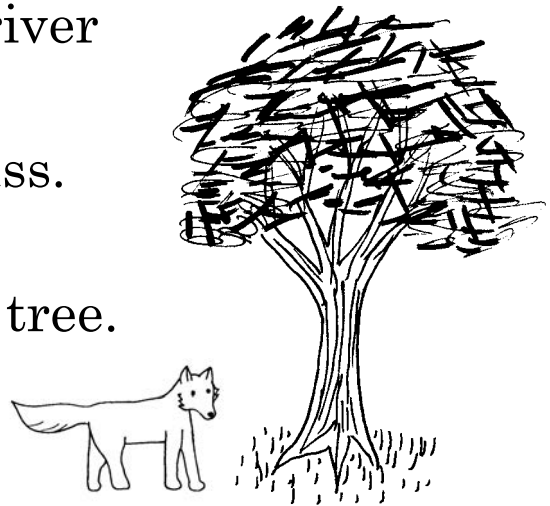
Two fat frogs sit under a
fern on the river bank.

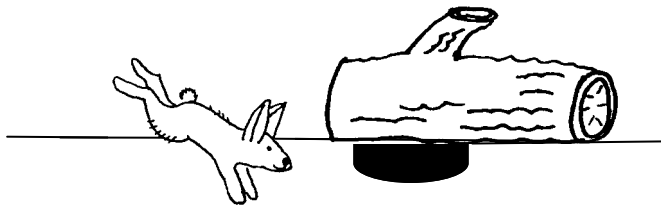
They want to catch a bug
to eat. The frogs see the heron.
They hide under the fern so the
heron will not get them.



A rabbit sits on the river
bank, munching on grass.

A fox hides behind a tree.
It sees the rabbit.

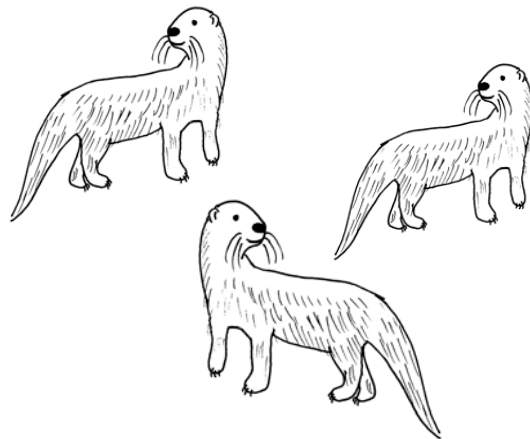




The fox runs after the rabbit. The rabbit dives into a hole under a log.

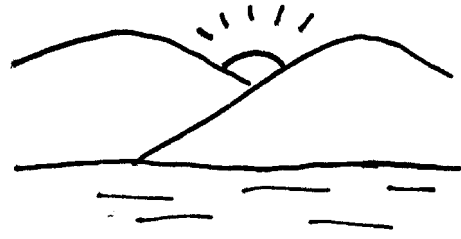
The rabbit is safe there. The fox cannot get him.

Three otters live at the river. They can swim well. They like

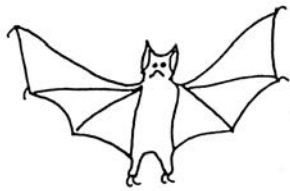


to slide in the mud. They like to splash and play in the water.

The sun sets over the
valley at the end of the



day. Now it is night, and the stars are
bright.



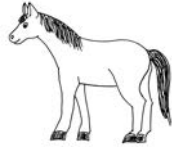
A bat is high in the air. Tree frogs are
singing. The rest of the animals have gone
to sleep.

The End

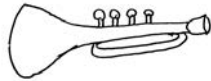
or



horse



horn



fork



for



corn



cord



short



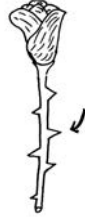
or



torn



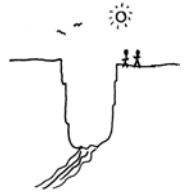
thorn



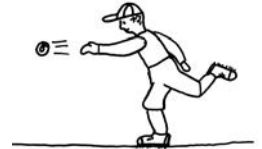
sword



gorge



sport



storm



forgot



forest



formal



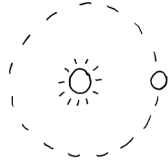
or



morning



orbit



story



hornet



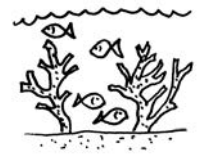
ācorn



porch



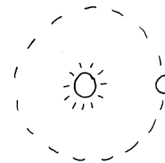
coral reef



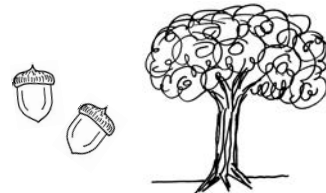
1. The flower is for his mother.



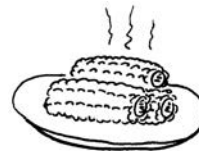
2. Planets move in an orbit around the sun.



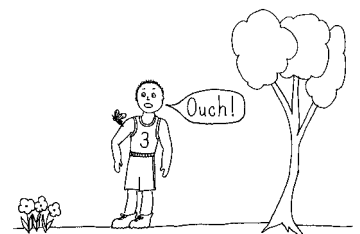
3. Acorns grow on oak trees.



4. Mom will cook corn on the cob for us.



5. A hornet stung Joe on his arm.



or



or



tractor



sorry



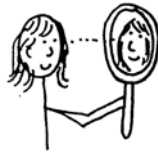
doctor



sorrow



mirror



borrow



record



tomorrow



color



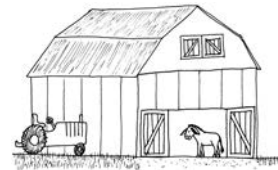
horror



1. Jon will borrow the shovel.



2. A tractor is beside the barn.



3. I see myself in the mirror.



A Night Visit

It was night time. It was dark out. The wind was blowing. Sam was in his bed. But he was not asleep. He was looking out the window at the moon.



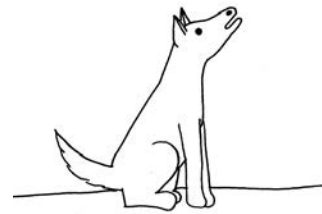
Sam wanted to see his horse, Thunderstorm. So he got out of bed. He opened his window and went out. Sam hung onto a big tree. Hand over hand, he went down the tree.



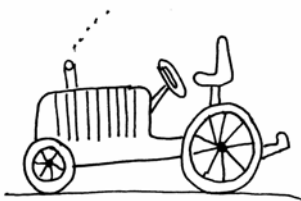
Sam crept across the yard
to the barn. An owl hooted
in the dark.

A dog howled far away.

But Sam was not afraid.



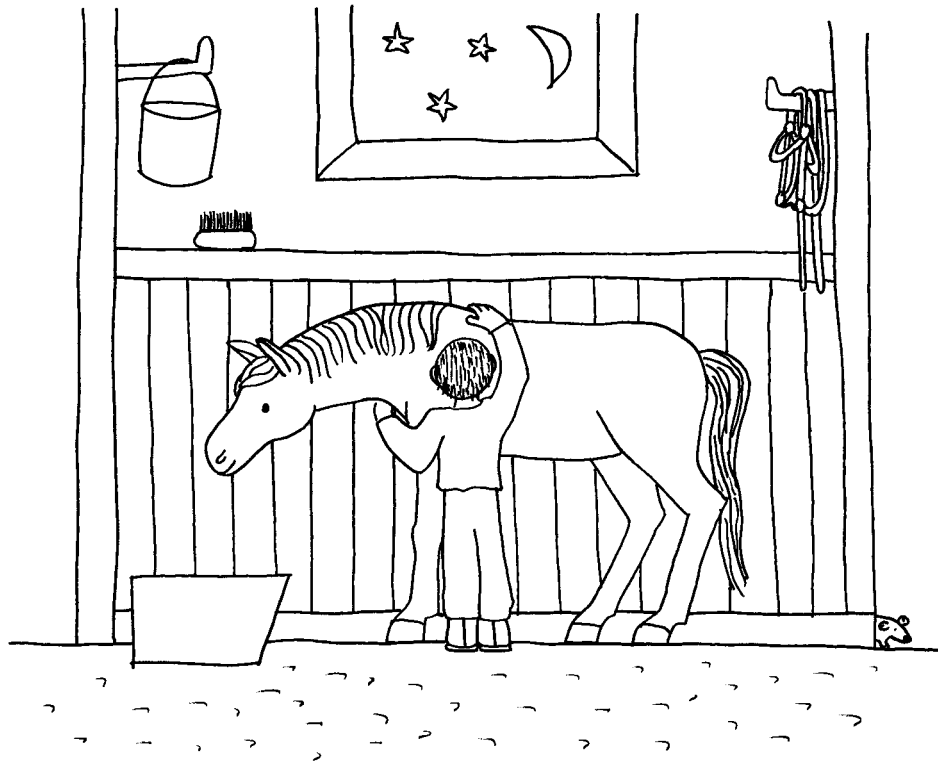
He opened the door and went into the
barn. It was dark inside. A tiny mouse



ran across the floor. It hid
behind the tractor.

Sam went into a stall. He laid his arm across the back of his big, white horse.

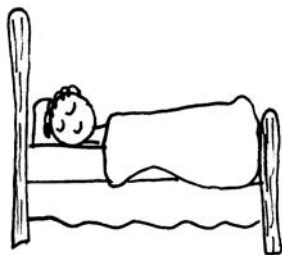
“You’re a good horse, Thunderstorm,” Sam said. “I’m sorry I can’t stay with you tonight. I’ll see you tomorrow.” Sam gave the horse a hug.



Then Sam went out of the barn, into the night air. He looked at the moon, high over the barn. He crept across the yard. Hand over hand he went back up the tree.



He went in his window and got back



into bed. Sam stayed in bed for the rest of the night.

The End

ar



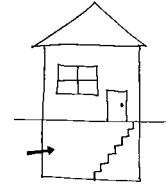
blizzard



dollar



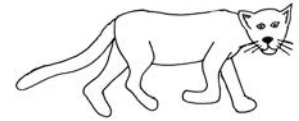
cellar



collar



cougar



pillar



solar



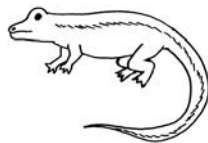
wizard



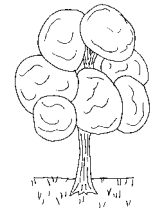
polar bear



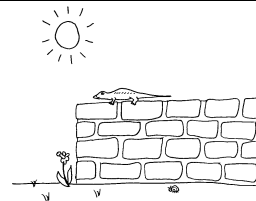
lizard



poplar tree



1. A lizard basks in the sun.



2. A cougar is up in the tree.



3. Solar energy comes from the sun.



ar



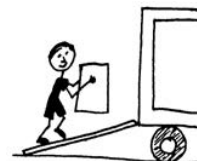
marry



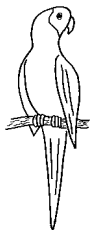
carrot



carry



parrot



sparrow



parent



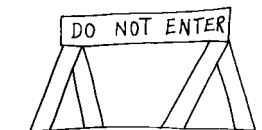
carriage



barrel



barricade



carol



1. He fills the barrel with water.



2. She feeds the horse a carrot.

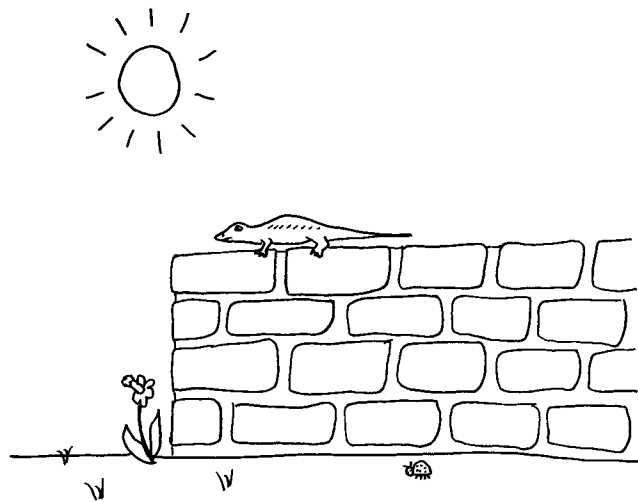


Luke And The Lizard

Luke went out into the yard. He had his new baseball bat and glove. He sat on a wall to wait for Sue.

It was a sunny day in June. Bees buzzed around the fruit trees. Tulips grew in the garden. A blue jay flew up into a pine tree. Small sparrows hopped in the grass.

A lizard sat in the warm sun on the top of the wall. It was gray, with a long thin tail. The lizard's tail was bright blue.



Luke wanted to catch the lizard and keep it for a pet. But the lizard saw Luke. It ran and hid in a crack in the wall. Just then, Luke saw Sue. “Sue, did you see that lizard?” Luke said. “Yes,” said Sue. “Let’s try to catch it.”

But Luke and Sue could not get
the lizard out of the crack. “It is
hard to catch a lizard,” said Luke.
“Let’s go and play ball.”

The End

ear



earth



early



heard



pearl



earn



learn



rehearse



search



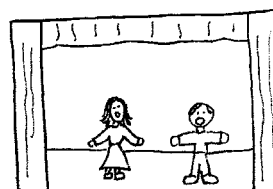
1. The early bird catches the worm.



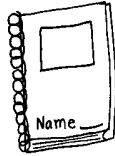
2. Joe earns money for doing his job.



3. They rehearse for the play on Thursday.



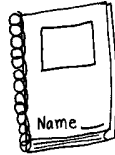
our



flourish



journal



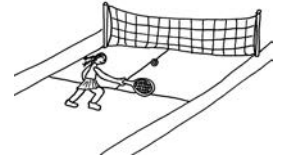
courage



journey



tournament



nourish



courtesy



nourishing



1. Her journal is in her purse.



2. Plants flourish and grow
in good soil.



3. Nourishing food keeps us healthy.



Rude June

June is a girl who is in the third grade.

She often is rude, but she's never afraid.

June is as stubborn as a mule. She
thinks that she can break the rules.

When she goes to the board, she breaks
the chalk. When it's quiet time, she likes
to talk. She fusses at all of the girls and
boys. She likes to make a lot of noise.

She leaves her journal under her desk.

She won't clean up when she makes

a mess. She doesn't like to walk in

line. She wants to be first all of the

time.



When she eats, she likes to burp.

When she drinks, she likes to slurp.

When she goes to music, she won't
sing the song. But when carrying
things, she's very strong.

If June could learn to be polite,

I think that she would be all right.

The End

Sight Words

Short Vowels

A	a	was	as	has
is	his	I	<small>Book 1</small> son	won
ton	from	front	of	month
both	the	most	post	ghost
wolf	two	give	live	have
rich	much	such	which	what
who	whom	whose	<small>Book 2</small> been	were
there	where	else	eye	said
plaid	says	wind	woman	women
won't	don't	<small>Book 3</small> broad	cupboard	does
shoe	canoe	one	gone	move
prove	lose	again	against	among
above	tongue	sure	minute	sew

Sight Words

<small>Book 4</small> young	though	through	know	could
would	should	door	poor	floor
school	<small>Book 5</small> once	sponge	are	cover
wonder	answer	other	mother	brother
almost	although	half	calf	<small>Book 6</small> 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	<small>Book 7</small> color	mirror
sugar	heart	hearth		

