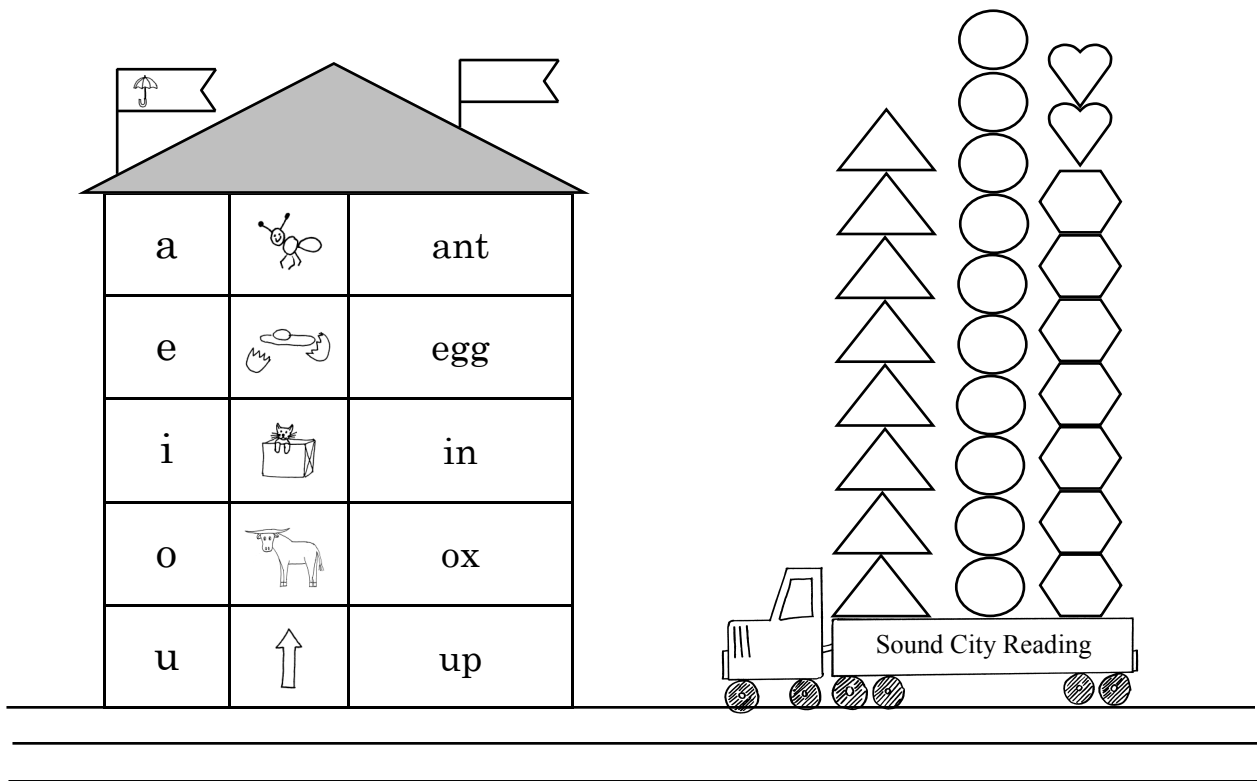
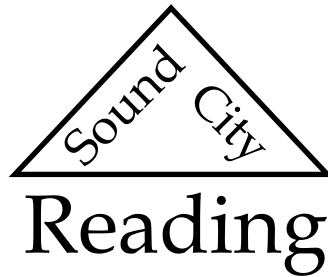


# Decoding Practice

## Unit 1





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## Suggestions for Using This Book

This book can be used to provide decoding practice for beginning readers. Students can practice “sounding out” short vowel words. Each group of short vowel words is divided into three sections. The words in the first section contain continuous consonants only; the consonant sounds can be held indefinitely. Examples of continuous consonants are sssss, mmmmm, and fffff. The second set of words begins with continuous consonants, and ends with stopped consonants. Stopped consonants, such as t, d, and g, cannot be held. Using stopped consonants at the end of words does not present a huge difficulty to beginning readers. The third set of words has stopped consonants at the beginning of the words. These will be the most challenging to read since the student must learn to connect the sound of the beginning consonant to the vowel sound to recognize the word and pronounce it accurately.

Students also practice reading words with \_ck, \_x, suffixes \_s and \_ing, beginning consonant blends, and ending consonant blends.

After reading a list of words, students will immediately apply the new material by reading some of the same words in sentences. Sight word pages are also included to provide a review of readiness words.

In my classroom, I introduce each new phonics pattern at a pocket chart using picture/word cards. These are available at

[www.soundcityreading.com](http://www.soundcityreading.com)

After students have been introduced to words with the new pattern, I have them read the appropriate decoding sheets from this book. They read the pages for me in their small reading groups, taking turns, one column, row, or sentence at a time. Then I send the sheet home to be read aloud to parents.

The sheets could also be used for independent study at school or to study with a partner.

I use a Sound Story, included in this book, to introduce the letter and phonogram sounds at the beginning of the year. I post the alphabet and sound pictures for reference throughout the year. See the notes that follow about the Sound Story.

The order in which the short vowels and consonant patterns are introduced matches the first grade sequence in the Reading Street 2008 series by Scott Foresman. This book correlates with Unit 1.

## Notes For Teachers and Parents About the Alphabet and Sound Story

The alphabet has twenty-six letters, but the sound story has forty-two pictures. One of the things that makes it difficult to learn to read is that there are more sounds in our language than letters of the alphabet. To compensate for this, some letters are used to represent more than one sound. Other sounds are represented by pairs of letters that give up their original sound to form a totally new sound. It sounds complicated, but here is a short summary of the alphabet sounds. It's really not too hard. Think about how you form the sounds with your mouth as you pronounce each sound.

The alphabet has twenty-one consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z. Each consonant represents a sound. When you pronounce a consonant sound, you do something with your tongue, throat, or lips to create the sound. For example, when you say the *n* sound, you press your tongue against the roof of your mouth. When you say the *m* sound, you press your lips together.

Two consonant letters, *c* and *k*, represent the very same sound. In this program, each one has its own sound picture, but the sounds are the same.

There are five extra consonant sounds that are designated by pairs of letters, as follows: ch/chicken, sh/ship, th/thumb, th/this, ng/ring.

One more consonant sound does not have a typical letter pattern to represent it. It is the sound you hear in garage, measure, and vision. The dictionary shows this sound as zh.

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by “opening your throat.” You don’t put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and open your mouth more. For some vowel sounds (ou/ouch and oi/oil) you change the position of your mouth as you pronounce the sound.

The alphabet has five vowels: a, e, i, o, u. Each vowel can represent two sounds. The first sound for each vowel shown on the alphabet chart is known as the “short” sound, for no particular reason. The second sound for each vowel is known as the “long” sound. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this *ā*.

(Sometimes people use a curved line that looks like a smile, *ǎ*, over vowels to show the short sound. I don’t do this because it seems to create more confusion for the student.)

In addition to the five short vowel sounds and five long vowel sounds, there are five more vowel sounds that I call the “special” vowel sounds. These sounds are: ä/all, ö/to, ü/push, ou/ouch, and oi/oil. On the alphabet chart, two dots are used over the a, o, and u, to indicate the “special” sound. This gives the student a visual reference point to remember that this is not the usual sound. The two dots are called an umlaut, and they mean “different from the regular sound.”

Altogether, we have talked about these sounds: 20 consonant sounds shown with 21 alphabet letters, 5 consonant sounds shown with pairs of consonants, 1 consonant sound without a distinct letter pattern, 5 short vowel sounds, 5 long vowel sounds, and 5 special vowel sounds. This gives us 41 different sounds, 26 consonant sounds and 15 vowel sounds.

Note: Everyone does not agree on the exact number of sounds in our language. When you look at different programs, you’ll find that each is a little different.

### **How to Study the Story and Alphabet Chart**

Read some of the story aloud to the student each day until you have read all of the story. For individual students, you can use the story in this book. For groups, the same sound story is available in a larger format. As you finish each section of the story, point to the sound picture, model the sound, and have the student repeat. If necessary, explain how to place the tongue, lips, and position of the mouth so that the student can pronounce the sound correctly.

Use the alphabet chart with pictures to review the letter sounds, and the remaining vowel and consonant charts to introduce the “beyond the alphabet” patterns as needed. Use the truck charts to practice the beginning and ending consonant blends.

**Important:** If you model and explain a sound to the student but the student still doesn’t pronounce the sound correctly, DON’T continue to correct the child. Just nod approval and continue with the lesson. Some sounds are difficult for young children to pronounce. Allow them to use their best approximation. Often, students will automatically correct these sounds over a period of time as they mature. If the problem continues, then a speech teacher should be consulted.

This chart is for the teacher, to show the correct sound for each letter or letter pair.

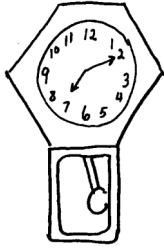
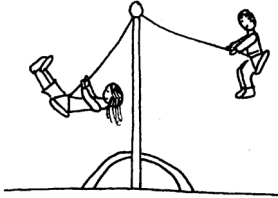



Pronunciation Guide			
Vowel Sounds		Consonant Digraph Sounds	
a	ant	th	thumb
e	egg	th	this
i	in	sh	ship
o	ox	ch	chicken
u	up	ng	ring
ā	baby	No set pattern	measure, garage, vision, azure
ē	me		
ī	tiger		
ō	go		
ö, ū	to, tulip		
ū	music		
ä	ball		
ü	push		
ou, ow	out, cow		
oi, oy	oil, boy		

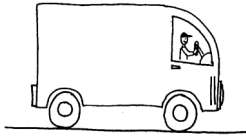



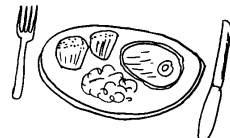
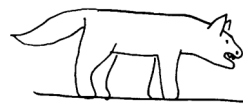


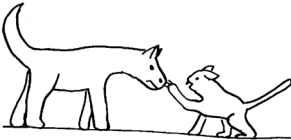
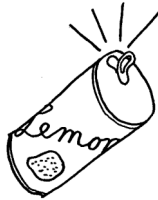

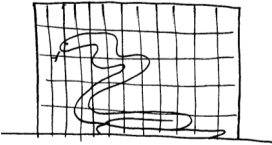
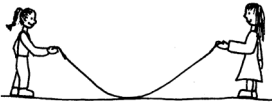
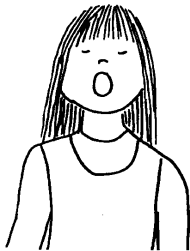
# A Sound Story



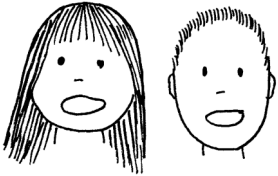
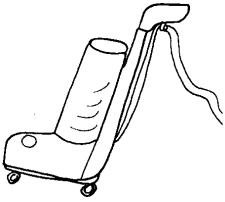

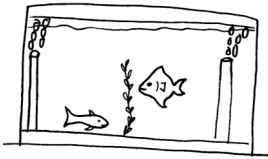
## About Audrey and Brad - Part 1

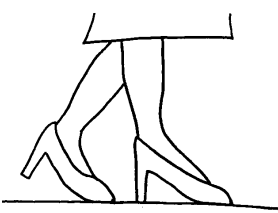

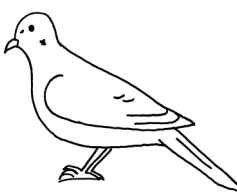
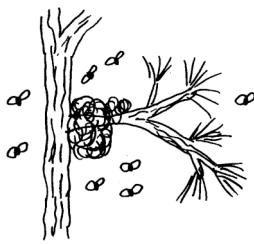


<p>One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.</p>		<p>t</p>	<p>T</p>
<p>“Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “Be sure you are back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”</p>		<p>i</p>	<p>I</p>
<p>Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, “h, h, h, h.”</p>		<p>h</p>	<p>H</p>
<p>They ran home and their Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. “Did you practice every day?” she said. “I did,” said Audrey quickly. Brad replied that he had practiced, too.</p>		<p>i</p>	<p>I</p>
<p>Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”</p>		<p>l</p>	<p>L</p>

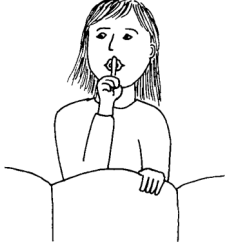


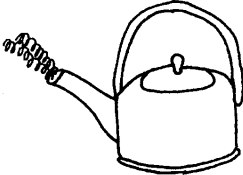


<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		n	N
<p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it’s way into the house around the front door, “wwwww.”</p>		w	W
<p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.</p>		u	U
<p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p>		b	B
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		m	M
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>		r	R

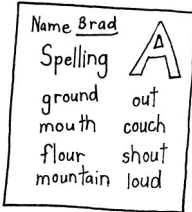
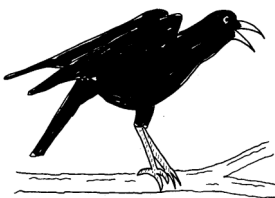
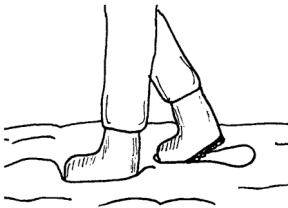
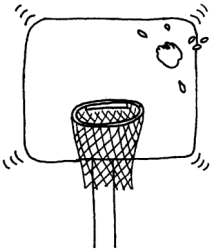

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>f</p>	<p>F</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>x</p>	<p>X</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing aides,” said Mom. “He could hear much better with them.”</p>		<p>e</p>	<p>E</p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “sssss” sound.</p>		<p>s</p>	<p>S</p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.</p>		<p>j</p>	<p>J</p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “ooooo” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.”</p>		<p>o</p>	<p>O</p>

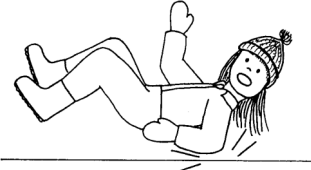
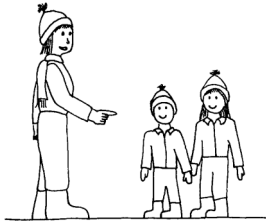
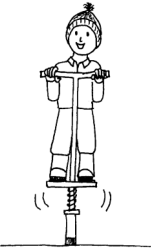

<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>c C</p>	
<p>At 2 o'clock, Audrey heard a knock at the door, “d, d, d.” It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>		<p>d D</p>	
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. “AAAAaa!” screamed Audrey and Brad. All the children were upset. “It's OK,” said the teacher. “We'll call your parents to come pick you up.”</p>		<p>a A</p>	
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, “vvvvv.”</p>		<p>v V</p>	
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. “G, g, g, g,” went the water as it streamed out of the faucet. “G, g, g, g,” went his throat as he guzzled the water.</p>		<p>g G</p>	
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the “p, p, p, p” sound of the air pump pushing air into the water.</p>		<p>p P</p>	

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>k</p>	<p>K</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk.</p>		<p>y</p>	<p>Y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>qu</p>	<p>Qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>z</p>	<p>Z</p>

# Sound Story - Part 2

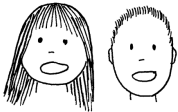


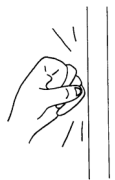

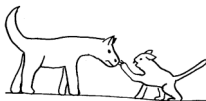


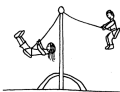







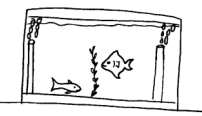
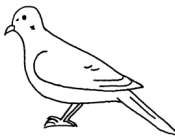
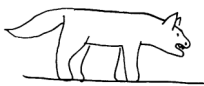
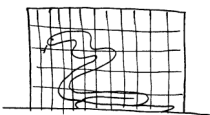







<p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theatre. At the theatre, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat.</p>		<p>Sh</p>	<p>sh</p>
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, “eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn.</p>		<p>E</p>	<p>e</p>
<p>At first, they didn’t see the mouse. Then it ran right by Mom’s foot. “Oh!” she exclaimed, jumping up on the nearest seat. “It’s a mouse!” Audrey and Brad giggled a little. They were not afraid of a mouse.</p>		<p>O</p>	<p>o</p>
<p>The next morning Audrey and Brad didn’t go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft “tthhhh” sound could be heard as the steam escaped from the tea kettle.</p>		<p>Th</p>	<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. “Ttthhh,” was the sound that it made as he trimmed off his whiskers.</p>		<p>Th</p>	<p>th</p>
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. “Ooooo,” she exclaimed. “It snowed last night!”</p>		<p>Ö U</p>	<p>ö ü</p>

<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A.</p>		<p>Ā</p>	<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. A white blanket of snow covered the ground. Everything was quiet. They looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw, aw” before he flew away.</p>		<p>Ä</p>	<p>ä</p>
<p>As Audrey and Brad walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful.</p>		<p>Ch</p>	<p>ch</p>
<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. “Nnnggg,” went the backboard as Brad’s snowballs hit. “Nnngg,” it sang out again as Audrey’s snowballs hit, too.</p>			<p>ng</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Then Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.”</p>		<p>Ü</p>	<p>ü</p>

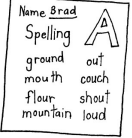








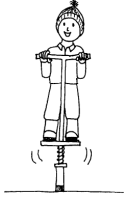
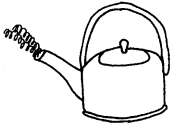



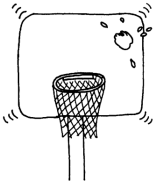

<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were.</p>		<p>Ou Ow</p>	<p>ou ow</p>
<p>After Audrey and Brad finished the snowman, Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. “You two did a great job,” said Mom. “Thanks for your help.”</p>		<p>Ū ū</p>	
<p>“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down. When he got tired, Audrey took a turn jumping, too.</p>		<p>Oi Oy</p>	<p>oi oy</p>
<p>Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey’s mom used the hair dryer to dry her damp hair. “Zzzzhhhh,” was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)</p>			
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p>			



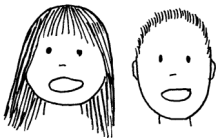
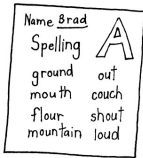



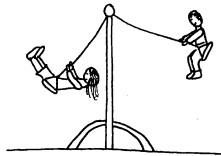





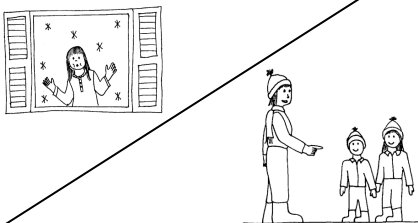

Here are the letters from Part 1 of the Sound Story, in alphabetical order.  
Look at the letters and say each sound.

a A 	b B 	c C 	d D 	e E 	
f F 	g G 	h H 	i I 	ī Ī 	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 

These are the “beyond the alphabet” sounds from Part 2 of the Sound Story. They include the long vowel sounds, special vowel sounds, and consonant digraphs. Look at each letter or letter pair and say the sound. Then say the sounds for all of the vowels on the next page.

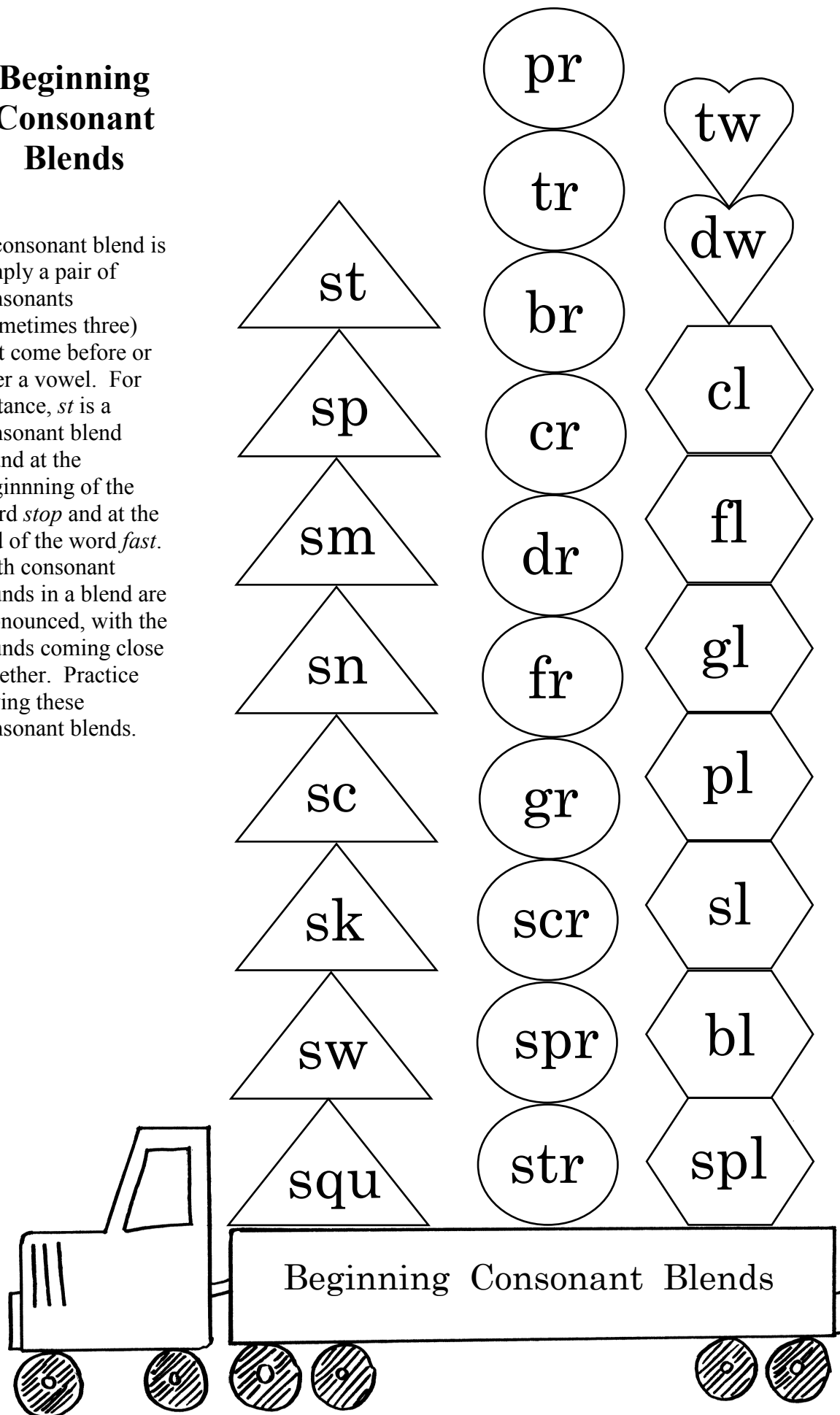
Long Vowels				
<b>ā</b> 	<b>ē</b> 	<b>ī</b> 	<b>ō</b> 	<b>ū</b> 
Special Vowels				
<b>ä</b> 	<b>ö</b> 	<b>ü</b> 	<b>ou</b> 	<b>oi</b> 
Consonant Digraphs				
<b>th</b> 	<b>th</b> 	<b>sh</b> 	<b>ch</b> 	<b>ng</b> 
This last consonant sound is found in various words, but it does not have a set pattern.				
	garage vision measure azure			

**Vowel Code** - This chart shows the sounds for each of the five vowels.  
Practice saying the sounds going across the rows and down the columns.

Short Vowels	Long Vowels	Special Vowels
<b>a</b> 	<b>ā</b> 	<b>ä</b> 
<b>e</b> 	<b>ē</b> 	
<b>i</b> 	<b>ī</b> 	
<b>o</b> 	<b>ō</b> 	<b>ö</b> 
<b>u</b> 	<b>ū</b> 	<b>ü</b> 

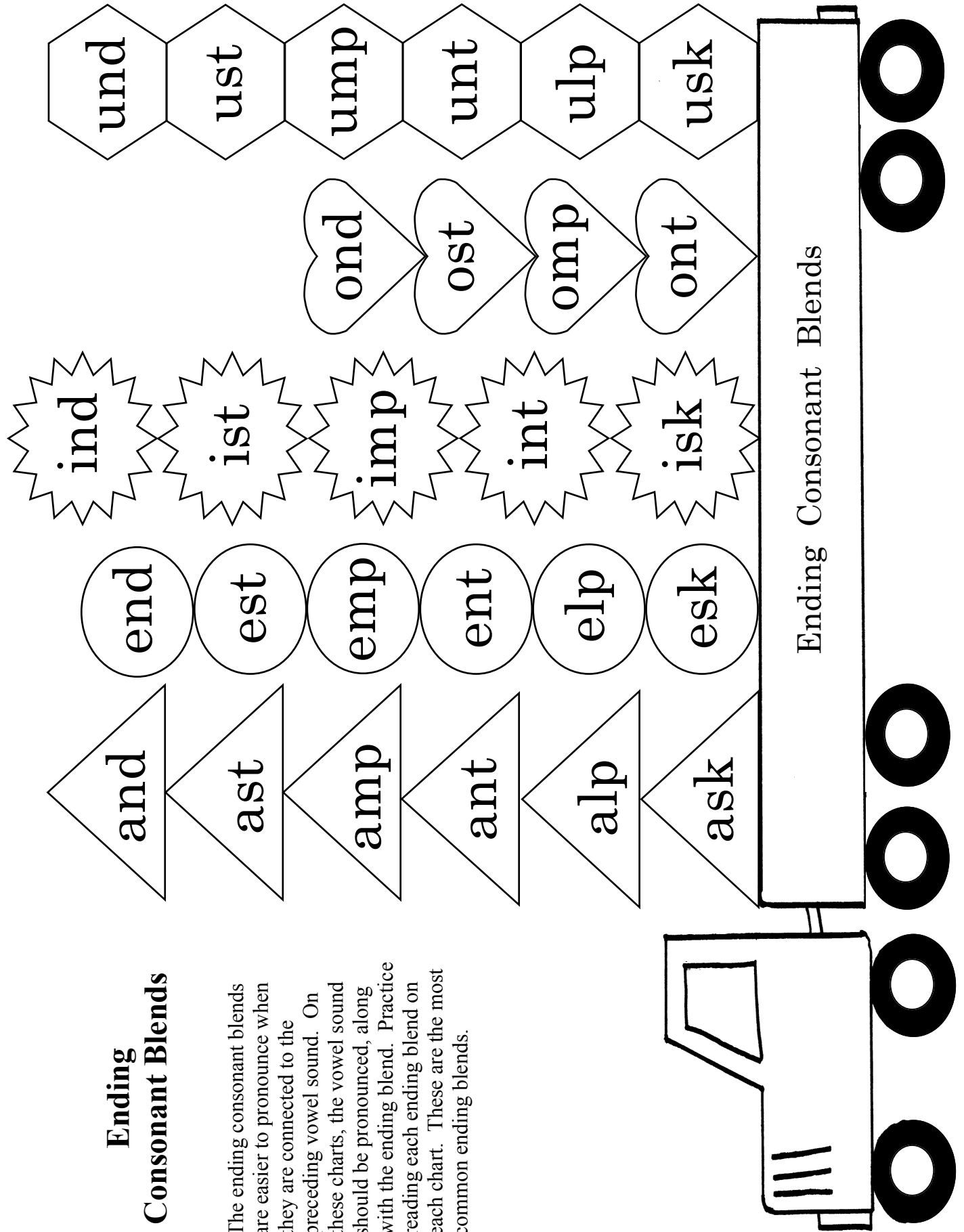
# Beginning Consonant Blends

A consonant blend is simply a pair of consonants (sometimes three) that come before or after a vowel. For instance, *st* is a consonant blend found at the beginning of the word *stop* and at the end of the word *fast*. Both consonant sounds in a blend are pronounced, with the sounds coming close together. Practice saying these consonant blends.



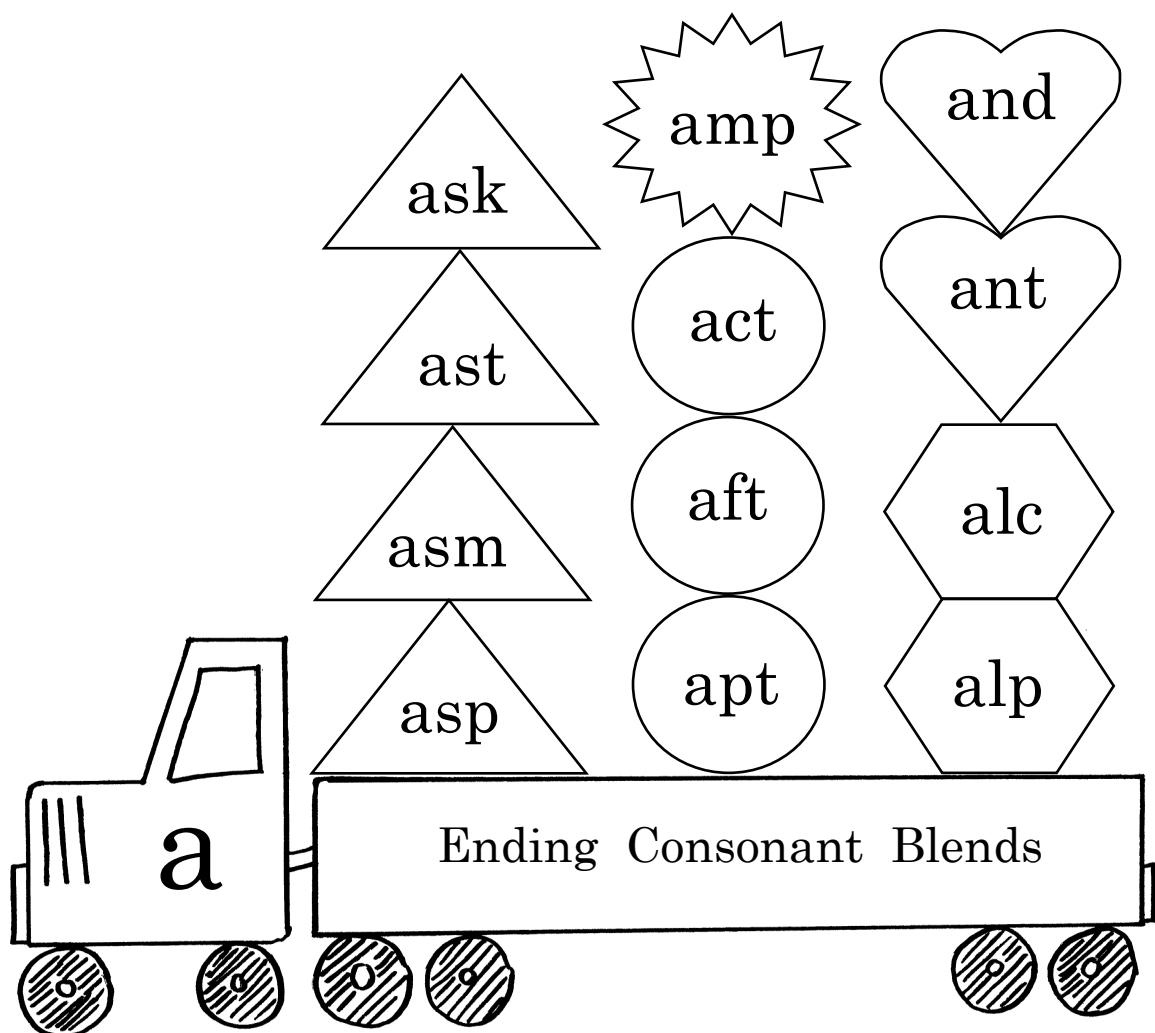
## Ending Consonant Blends

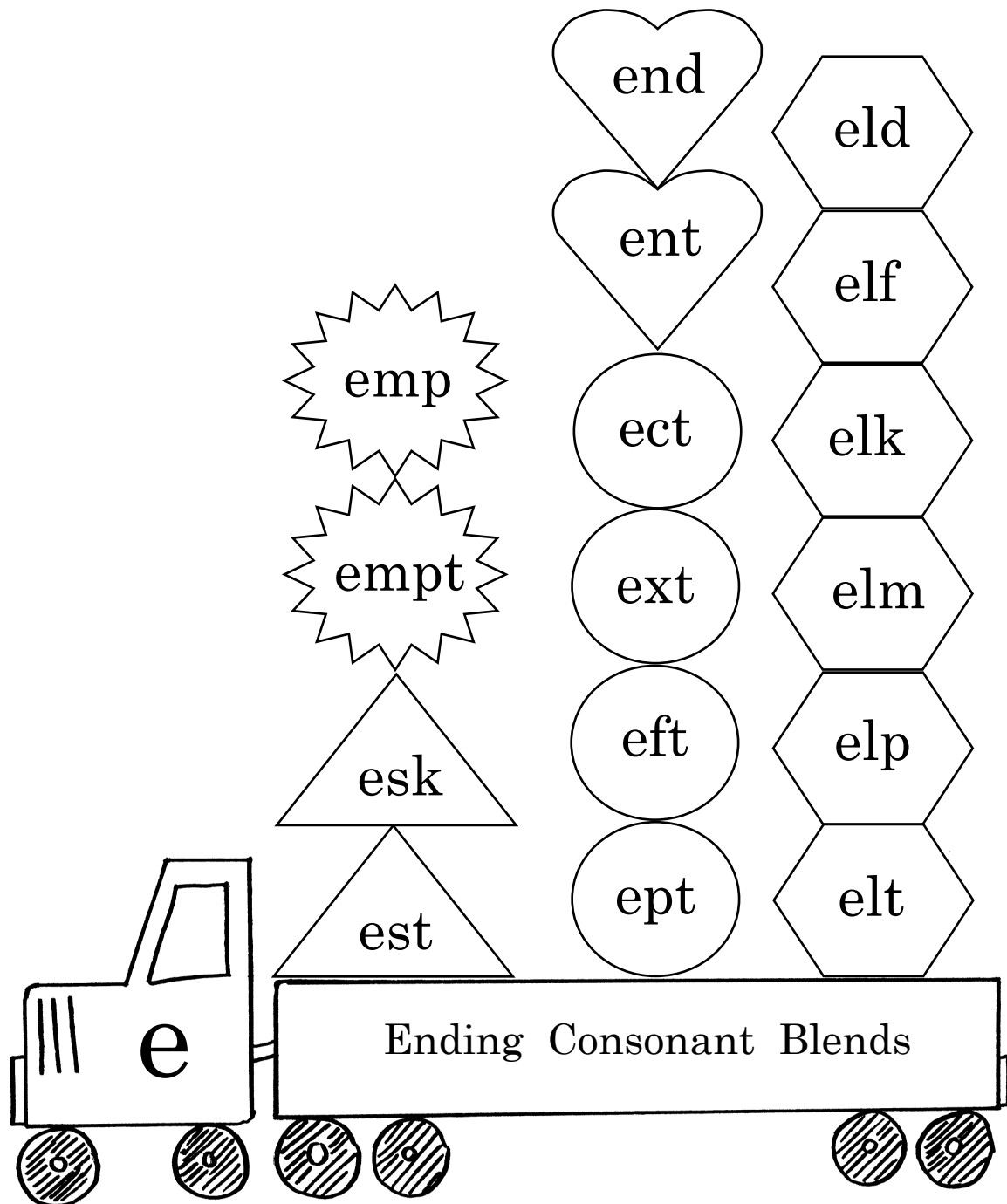
The ending consonant blends are easier to pronounce when they are connected to the preceding vowel sound. On these charts, the vowel sound should be pronounced, along with the ending blend. Practice reading each ending blend on each chart. These are the most common ending blends.

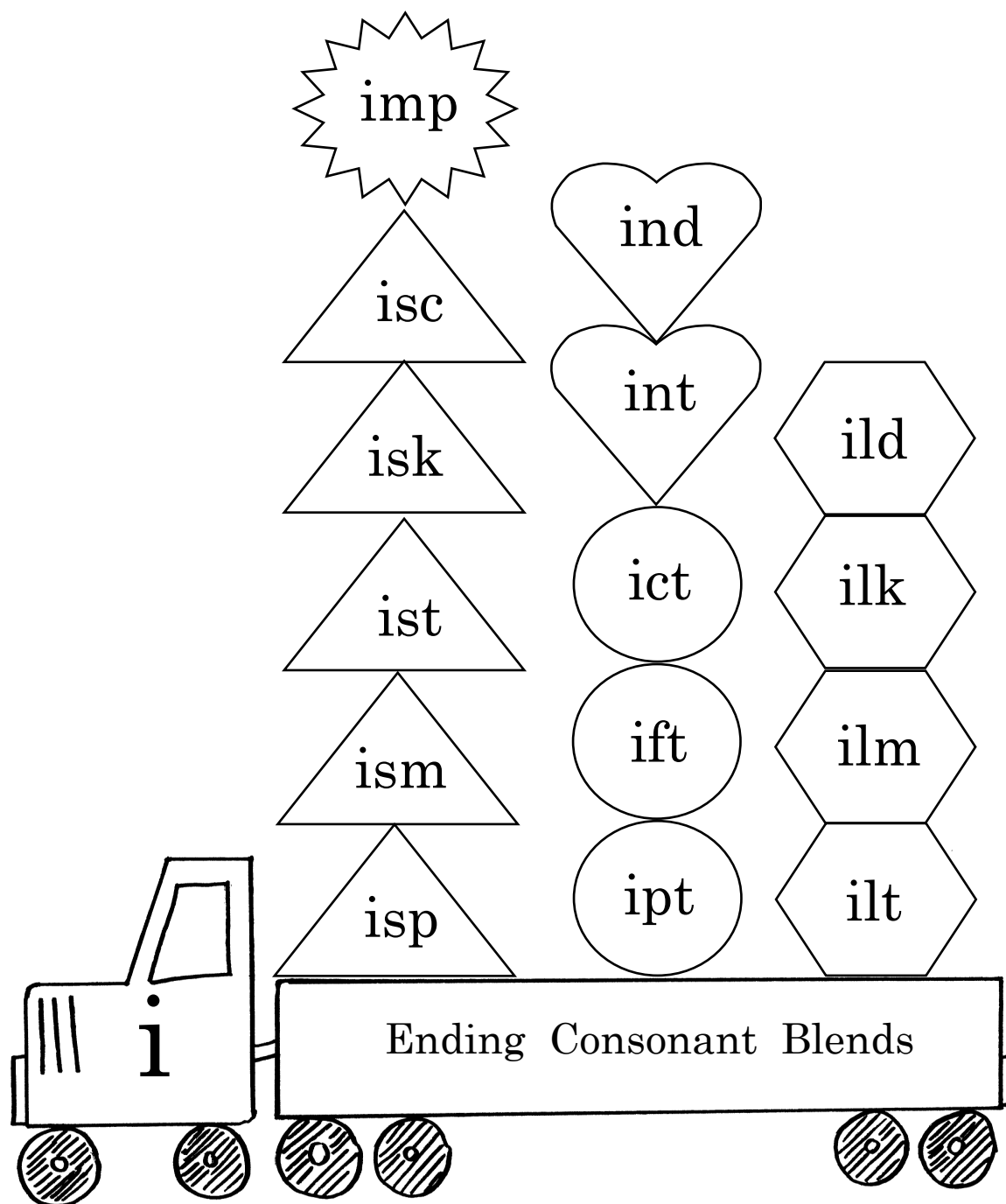


# Ending Consonant Blends

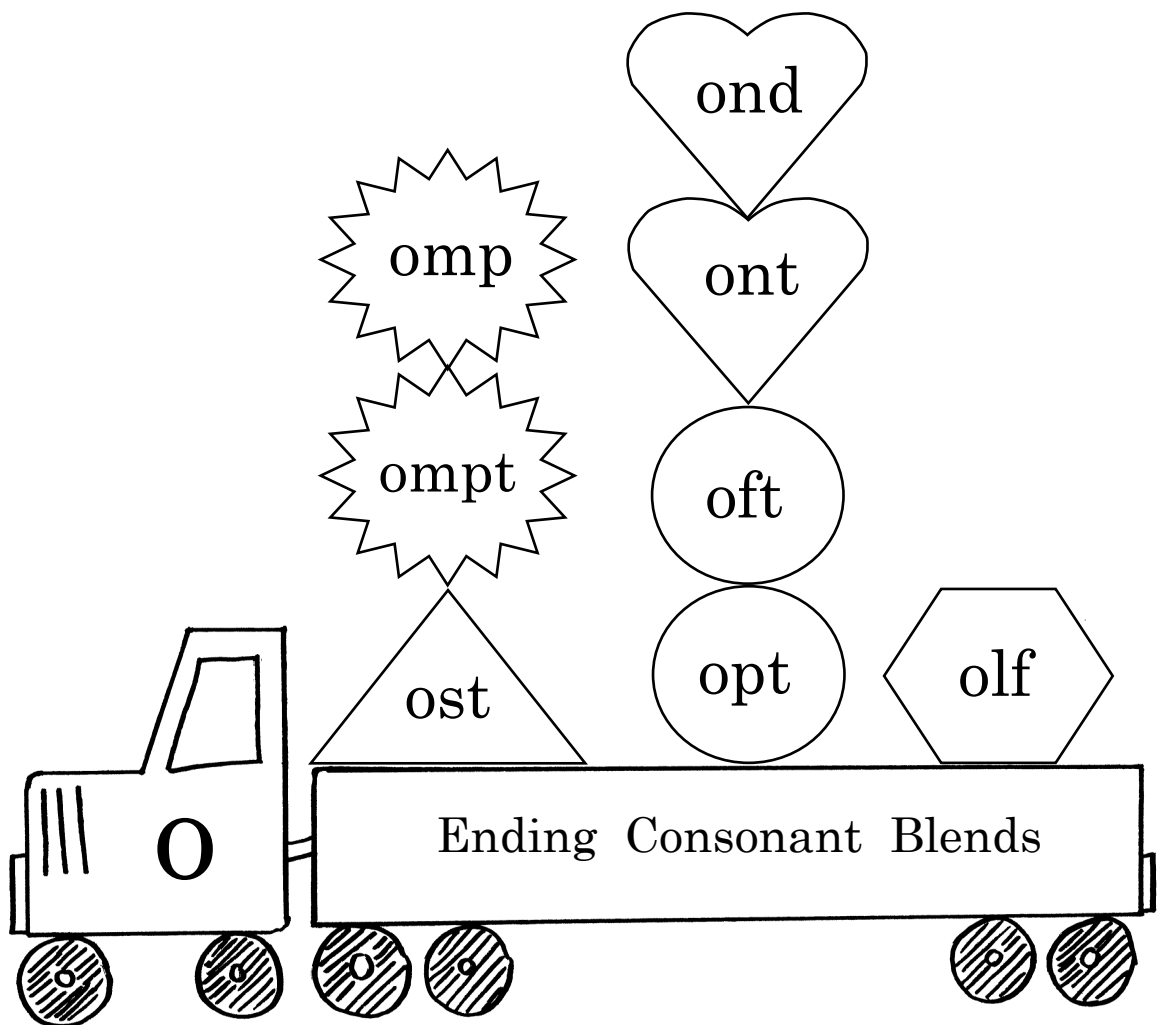
The ending consonant blends are easier to pronounce when they are connected to the preceding vowel sound. On these charts, the vowel sound should be pronounced, along with the ending blend. Practice reading the ending blends on each chart.

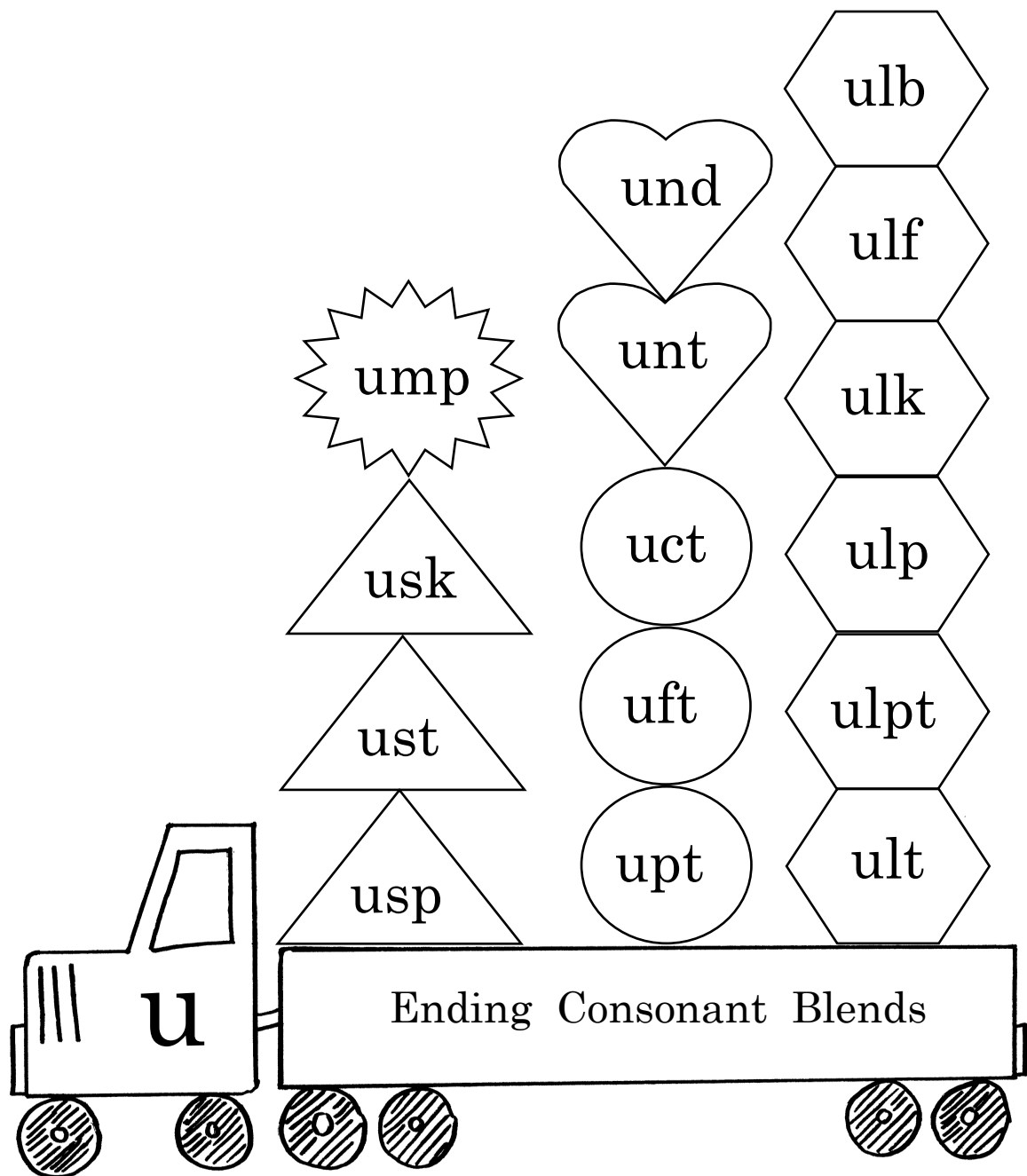




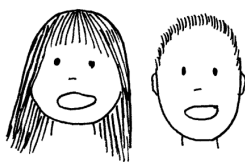








a



ant

an

am

ax

fan

ham

sax

man

ram

fax

ran

Sam

wax

Nan

yam

Max

van

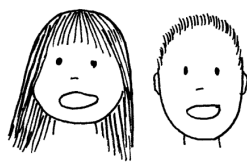
mass

lass

  
A  
a  
was  
*Sight Words*

1. Nan has a fan.
2. A man has a van.
3. Sam has a sax.
4. A man ran.
5. A man has an ax.

a



ant

hat

lad

map

sat

had

lap

rat

fad

sap

mat

sad

nap

vat

mad

zap

fat

add

yap

rag

sag

nag

lab

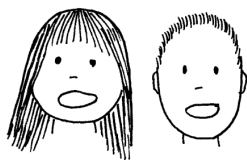
wag

yak

  
A  
a  
was  
*Sight Words*

1. A man had a hat.
2. Nan had a nap.
3. A man ran a lap.
4. A rat was fat.
5. Was it bad?
6. A man was mad.
7. A man was sad.
8. Nan was at a lab.

a



ant

can

bag

pan

cat

bat

pat

cap

bass

pad

cab

bad

Pam

cam

gap

pass

gas

tan

tag

Jan

tap

tam

jam

tab

dad

jazz

tax

Dan



A



a



was



what



*Sight Words*

1. Pam has a pan.
2. Dan has a cat.
3. Dad had a hat.
4. Pat has a bat.
5. Max was sad.
6. Sam has a cap.
7. Sam has a gap.
8. What can wag?
9. What can pass a cab?



\_ck



Jack

sack

tack

back

lack

quack

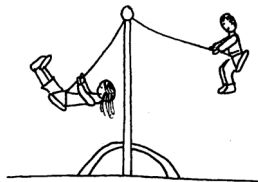
Jack

pack

rack

Mack

1. Mack can pack a sack.
2. Jack has a fat cat.
3. What can quack?

**i****in**

if

ill

Liz

in

fill

quiz

fin

hill

fizz

win

will

miss

fix

quill

hiss

mix

mill

rim

six

sill

him

vim

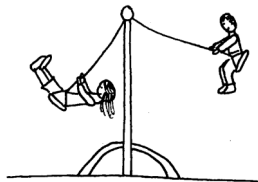
I have



*Sight Words*

1. Will I win?
2. I will win
3. I will mix it.
4. Liz will miss him.
5. Nan is ill.
6. Max will wax his van.
7. Sam will hit it.
8. I have a cat.
9. I have a van.
10. I have a sack.

Review: a, A, was, what, I, have

**i****in**

it

sip

fig

Rick

sit

rip

wig

sick

lit

hip

rig

Nick

hit

lip

hid

lick

fit

yip

rid

quit

zip

lid

mitt

quip

rib

sic

fib

nib

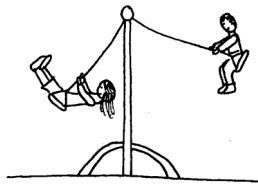
I have little



*Sight Words*

1. Max will zip it.
2. Sam is six.
3. Liz will miss it.
4. It is his mitt.
5. Nan hid.
6. A man hit him.
7. I lit it.
8. It is a little cat.
9. Pam has a little bag.
10. I will have a little sip.

Review: a, A, was, what, I, have, little

**i****in**

kit

dig

big

pit

kiss

did

bin

pig

Kim

dip

bit

gill

kin

dim

bill

tin

kip

dill

Bill

tip

kill

Jill

bib

till

kid

Jim

pin

Tim

jig

jib

pill

tic

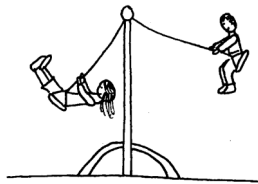
pick

tick

kick

quick

i



in

1. A big pig has a wig.
2. It bit him.
3. Kim will kiss him.
4. His bib is little.
5. Bill will fix it.
6. Did Pat dig it?
7. I have a little pig.
8. A cat is fat.
9. A man is in a cab.
10. Did Jim miss?
11. A man is in a van.

Review: a, A, was, what, I, have, little

likē

fivē



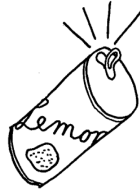
*Sight Words*

1. Jack is five. Tom is six.
2. I like his little cat.
3. I am five.
4. I like Jan.

Review: a, A, was, what, I, have, little,  
like, five



**\_X**



**box**

Max

wax

fix

fax

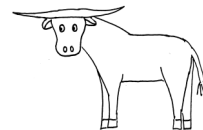
six

tax

mix

1. Max will mix it.
2. Sam will fix it.
3. Rick will wax his van.
4. Jim is six.

O



**ox**

off

mom

**ox**

on

moss

fox

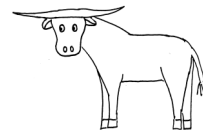
Ron

Ross

lox

loss

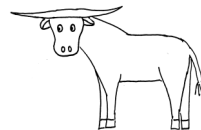
O



OX

1. A cat is on a mat.
2. A mad cat sat on a rat.
3. A hat is on a cat.
4. Ron has a hat.
5. Mom has a pan.
6. Ross can fix it.
7. An ox is on a hill.
8. A fox hid.
9. Mom was mad.
10. Dad was sad.

O

**ox**

log

mop

not

fog

hop

hot

hog

lop

lot

sob

wok

rot

Rob

sod

odd

fob

nod

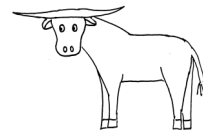
lock

rock

rod

sock

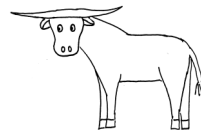
O



OX

1. Mom will mop.
2. Moss is on a log.
3. What can hop?
4. A hog is a big pig. It is not little.
5. Rob will mix it.
6. A wok is a pan.
7. A log will rot.
8. Ross is not hot.
9. Bill will lock it.
10. A fox is on a rock.

O

**ox**

box

top

pod

boss

tot

pot

Bob

toss

pop

bog

Tom

pox

jot

cot

doll

jog

cod

dog

job

con

dot

John

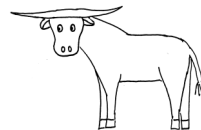
cob

don

got

dock

O

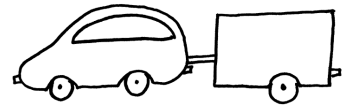


OX

1. A pot is hot.
2. Bill will sit on a hill top.
3. A cat sat on a box.
4. Rob did his job.
5. Bob can jog.
6. Tom will toss it.
7. A dot is on a pot.
8. A dog is on a log.
9. A fox got on a box.
10. A lid is on a pot.
11. A dog is on a dock.

---

\_s



## Suffix Study

cat

kid

mop

cats

kids

mops

pan

hill

pot

pans

hills

pots

hat

pig

lock

hats

pigs

locks

map

pin

job

maps

pins

jobs

- 
1. Six cats sat on a box.
  2. Mom has six pots.
  3. Six kids will jog.
  4. Ron has six hats.





of



from



*Sight Words*

1. Mom has a lot of pans.
2. Bill has a lot of cats.
3. Jack has a bag of rocks.
4. Pam has a box of fans.
5. His hat is from his dad.
6. I ran from a big dog.
7. Tom is from Little Rock.
8. Jim has a lot of dogs.
9. A cat ran from a dog.

Review: a, A, was, what, I, have, little,  
like, five, of, from

gō



*Sight Words*

1. I will go.
2. Mom will go.
3. Dad will go.
4. Will Sam go?
5. Sam will go in a cab.
6. Will Rick go?
7. Rick will not go.
8. A lot of kids will go in a van.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go

tö

dö

whö

twö



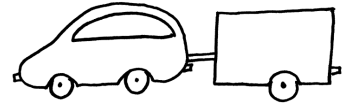
*Sight Words*

1. Dad will go to his job.
2. Two dogs ran to Tim.
3. A fox ran to a rock.
4. Tom will do his job.
5. Will Jan mop? Jan will do it.
6. Who is six? Max is six.
7. Who can do it?
8. Rick can do it.
9. Who has a dog?
10. I do not have a dog.
11. Rick has two cats.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two

---

**\_s**



## Suffix Study

nap

sit

hop

naps

sits

hops

wag

fill

nod

wags

fills

nods

pack

win

pop

packs

wins

pops

tap

rip

lock

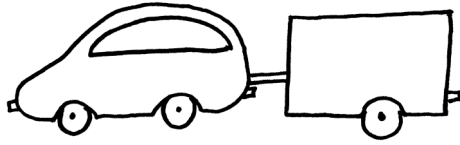
taps

rips

locks

- 
1. Tom locks his van.
  2. A dog wags.
  3. Pam fills a box.
  4. Jack packs his caps.

**\_S**



## Suffix Study

**Nouns -**  
Persons,  
Places,  
Things

cat  
cats

hat  
hats

cap  
caps

bag  
bags

pal  
pals

map  
maps

**Verbs -**  
Action  
Words

tap  
taps

wag  
wags

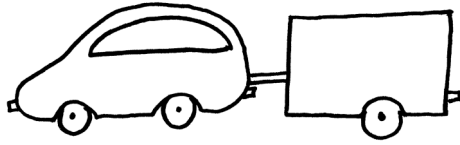
add  
adds

bat  
bats

dab  
dabs

nag  
nags

**\_S**



## Suffix Study

**Nouns -**  
Persons,  
Places,  
Things

kid  
kids

hill  
hills

pig  
pigs

pin  
pins

kit  
kits

pill  
pills

**Verbs -**  
Action  
Words

sit  
sits

win  
wins

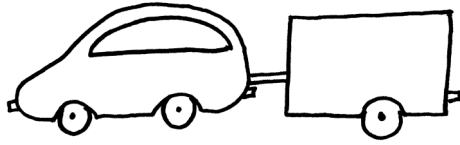
fill  
fills

zip  
zips

hit  
hits

dig  
digs

—S



## Suffix Study

**Nouns -**  
Persons,  
Places,  
Things

pot  
pots

cob  
cobs

mop  
mops

doll  
dolls

log  
logs

dot  
dots

**Verbs -**  
Action  
Words

jog  
jogs

hop  
hops

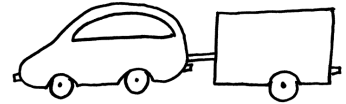
nod  
nods

pop  
pops

sob  
sobs

rot  
rots

# \_ing



## Suffix Study

pack

pick

rock

packing

picking

rocking

pass

lick

toss

passing

licking

tossing

wax

fizz

lock

waxing

fizzing

locking

quack

mix

dock

quacking

mixing

docking

1. Rick is waxing his van.
2. Jack is packing his bag.
3. A dog was licking a can.
4. Ross is tossing a rock.



are<sup>x</sup>



*Sight Words*

1. Two dogs are licking him.
2. His kids are going to miss him.
3. His caps are in a box.
4. Five little cats are on a rock.
5. His bats are in a bag.
6. Two kids are doing a jig.
7. Six pigs are on a hill.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two, are

e



egg

fell

men

mess

well

hen

less

sell

hem

yes

yell

fez

e



egg

1. Pam will sell a fan.
2. Yes, Tom will win.
3. A hen fell in a well.
4. Mom will hem it.
5. Six men jog.
6. A fez is a hat.
7. Sam is yelling at a dog.

e



egg

net

leg

red

met

Meg

wed

set

egg

fed

let

web

led

vet

neck

Ned

yet

Ed

wet

e



egg

1. Ned fed his little dog.
2. Meg sells a lot of eggs.
3. Who has a red cap?
4. Ed will not go yet.
5. A web was on a dock.
6. Mom will let Sam go.
7. Jan met a lot of kids.
8. A dog bit his leg.
9. I have not met him.
10. What is in his net?

e



egg

pen

beg

ten

pet

bet

tell

pet

Bess

Ted

pep

Ben

keg

jet

bell

Ken

Jeff

bed

den

get

deck

peck

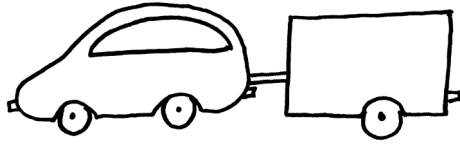
e



egg

1. Jeff will go to bed.
2. Ned will go in a jet.
3. Jack ran to get his pet.
4. I will tell him what to do.
5. A fox was in a den.
6. Bess will sell six bells.
7. Ben will not get wet.
8. I have a box of pens.

—S



## Suffix Study

**Nouns -**  
Persons,  
Places,  
Things

**Verbs -**  
Action  
Words

bed  
beds

sell  
sells

pen  
pens

pet  
pets

net  
nets

yell  
yells

web  
webs

beg  
begs

egg  
eggs

tell  
tells

bell  
bells

get  
gets



hē

wē

mē



*Sight Words*

1. We will get a pet.
2. He ran to get his sack.
3. Tell me what to do.
4. He will miss me.
5. We get on a jet.
6. He is fixing his van.
7. Mom will let me go.
8. What did he win?
9. We can not go.
10. We have a job to do.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me

# The                  the



## *Sight Words*

1. He will get the logs.
2. We ran to the top of the hill.
3. The fox is in its den.
4. Dad gets in the van.
5. The egg fell.
6. Mom is mad at the dog.
7. The cat is licking me.
8. Sam is fixing the box.
9. Did he get on the jet?
10. The man will get a map.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me, the

sēe

hē<sup>×</sup>rē<sup>×</sup>



*Sight Words*

1. Who can see the red fox?
2. Here is a little box.
3. The dog is not here.
4. I like to see the pigs.
5. The kids will be here at ten.
6. We see the bags in the van.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me, the, see, here

  
com<sup>x</sup>ē



*Sight Words*

1. Sam will come to see me.
2. His dog will come back.
3. We have come to get a pet.
4. The kids come up the hill.
5. Did he come on the bus?
6. No, he did not come on the bus.

He was on a jet.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me, the, see, here, come

st sc sk sm sn sp sw

stick

scab

spin

stop

skin

spot

stem

skill

spill

stack

smell

sped

step

smack

swim

still

snob

swell

stiff

snip

tw

dw

snack

twin

dwell

twig

bl cl fl gl pl sl

black

clef

glob

bless

class

glen

block

flop

plop

clip

flat

plan

clog

flock

sled

clam

flap

slip

click

flip

slot

clap

flag

slam

clock

glass

slap

br cr dr fr gr pr tr

brick

frog

prom

brag

Fran

trim

brim

grab

track

crab

grill

trip

crook

grin

trim

drip

grass

trick

drop

grip

drag

press

dress

prick

u



up

fun

muff

hum

sun

huff

sum

run

hull

mum

us

fuss

fuzz



u



1. I will run.
2. We have fun!
3. Mom will fuss at us.
4. Pam can hum.
5. What has fuzz?
6. Jan has a muff.

u



up

up

rug

sub

nut

hug

rub

hut

mug

luck

mutt

mud

suds

u



up

1. Jill runs up the hill.
2. The pig was in the mud.
3. I'll huff and I'll puff.
4. The mug was hot.
5. The eggs fell on the rug. It was a mess.
6. His dog is a mutt.
7. I will hug him.

u



up

puff

bun

cut

pup

buzz

cup

putt

bus

cub

pus

bug

cuff

jug

bud

dug

gum

but

dull

gull

tub

tux

Gus

tux

duck

u



up

1. A bug is on a rug.
2. It was dull.
3. Nan cuts a lot.
4. Bill has a tux.
5. Gus is on a bus.
6. A man dug up six jugs.
7. Jan got a little pup.
8. The duck is quacking.
9. The gull is going up.

u



up

stuck

snug

drum

cluck

stuff

gruff

truck

plug

bluff

club

plum

glub

stun

scum

plus

grub

smug

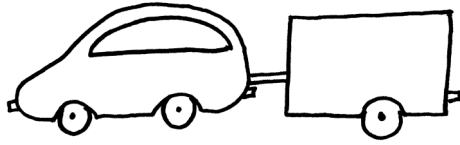
spun

stub

slum

swum

—S



## Suffix Study

**Nouns -**  
Persons,  
Places,  
Things

rug  
rugs

nut  
nuts

cup  
cups

tub  
tubs

bug  
bugs

cuff  
cuffs

**Verbs -**  
Action  
Words

run  
runs

cut  
cuts

hum  
hums

rub  
rubs

hug  
hugs

tug  
tugs

# Mixed Review Of Short Vowel Words

red

will

box

am

ten

gets

if

up

cuff

bus

cat

big

in

on

mix

off

six

eggs

sun

had

cup

miss

tub

it

but

yes

not

jazz

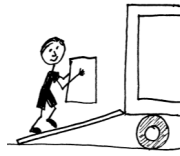
us

maps



## Review Sentences

1. His dog is on his bed.
2. It is a big red dog.
3. Dan has six cats.
4. A cat can get up on a van.
5. A lid is on a pot.
6. Mom will mix it.
7. Tim is on a bus.
8. Tom has fun.
9. I am not sad.
10. A fox runs.



cast

hand

ramp

ant

last

band

damp

rant

past

land

lamp

pant

fast

sand

camp

plant

vast

stand

tamp

slant

mast

grand

stamp

scant

blast

brand

clamp

grant

gland

cramp

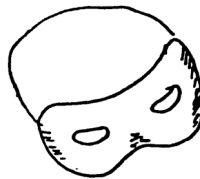
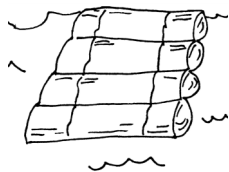
bland

tramp

strand

scamp

$$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$$



fact

raft

mask

asp

tact

daft

task

rasp

pact

craft

bask

gasp

act

draft

cask

clasp

tract

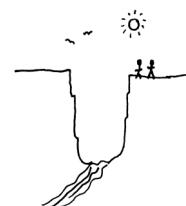
graft

ask

grasp

bract

flask



talc

Alps

adapt

ch<sup>x</sup>asm

scalp

apt

spasm

rapt

plasm



nest

bend

tent

belt

best

mend

bent

felt

test

send

lent

melt

west

lend

dent

pelt

rest

tend

sent

welt

vest

fend

vent

smelt

jest

pend

went

dwelt

lest

rend

pent

pest

spend

Kent

quest

blend

spent

crest

trend

Brent



swept

left

held

help

kept

deft

weld

yelp

slept

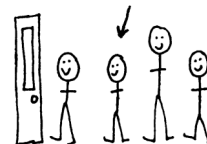
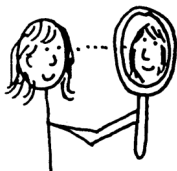
weft

meld

kelp

crept

cleft



elk

self

elm

next

elf

helm

text



insect

hemp

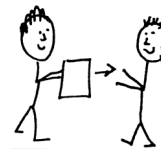
tempt

desk

object

attempt

eskimo



mint

quilt

blimp

gift

tint

silt

limp

sift

hint

tilt

skimp

lift

lint

jilt

primp

rift

glint

kilt

crimp

drift

print

gilt

scrimp

swift

squint

lilt

flint

stilt

splint

wilt

sprint

spilt



script

gild



disk

risk

brisk

frisk



fist

list

mist

twist

grist

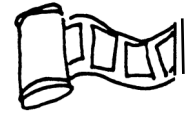


milk

silk

bilk

ilk



film



wind

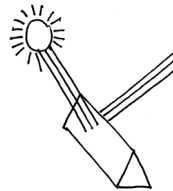


wisp

lisp



disc



prism



strict



cost

lost

frost



pond

fond

bond

blond

frond



stomp

romp

tromp

pomp

clomp



soft

loft



font



golf

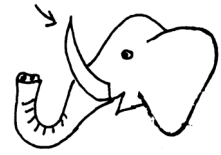
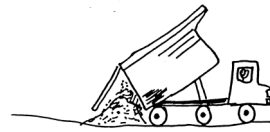
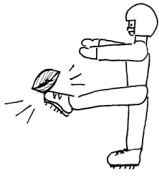


prompt



opt





punt

rust

dump

tusk

bunt

dust

jump

dusk

hunt

just

hump

husk

runt

must

bump

musk

stunt

bust

lump

blunt

crust

pump

brunt

trust

stump

grunt

plump

trump

clump

slump



bulb



tuft



gulf  
engulf



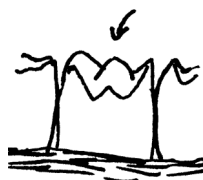
gulp  
pulp



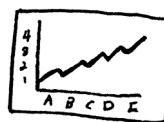
sulk  
bulk  
hulk  
skulk



sculpt



cusp



result



refund



duct  
deduct



erupt  
abrupt

cult  
insult  
adult  
exult

fund

## Sentences

1. A frog jumps in the pond.
2. We must pick up the mess.
3. The gift is from Mom and Dad.
4. We see an egg in the nest.
5. I see five ants in the grass.
6. The kids jump on the bed.
7. Tom went to see Bob.
8. I will ask Mom to help me.
9. We will rest in the tent.

yöu



*Sight Words*

1. Will you help me?
2. I like you.
3. Did you see the fox?
4. You must come to see me.
5. You will go on the bus.
6. Did you get lost?
7. You and I will have fun.
8. Do you have a pet?

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me, the, see, here, come, you

for



*Sight Words*

1. The box is for you.
2. The pen is for dad.
3. The pans are for mom.
4. The pup is for the kids.
5. I have a gift for you.
6. The belt is a gift for dad.
7. The tent is for camping.
8. We like to run for fun.

Review: a, A, was, what, I, have, little,  
like, five, of, from, go, to, do, who, two,  
are, he, we, me, the, see, here, come, you,  
for

## Sight Word Review

a, A, was, what,

I, have, little,

like, five,

of, from,

go,

to, do, who, two,

are,

he, we, me,

the,

see, here,

come,

you,

for