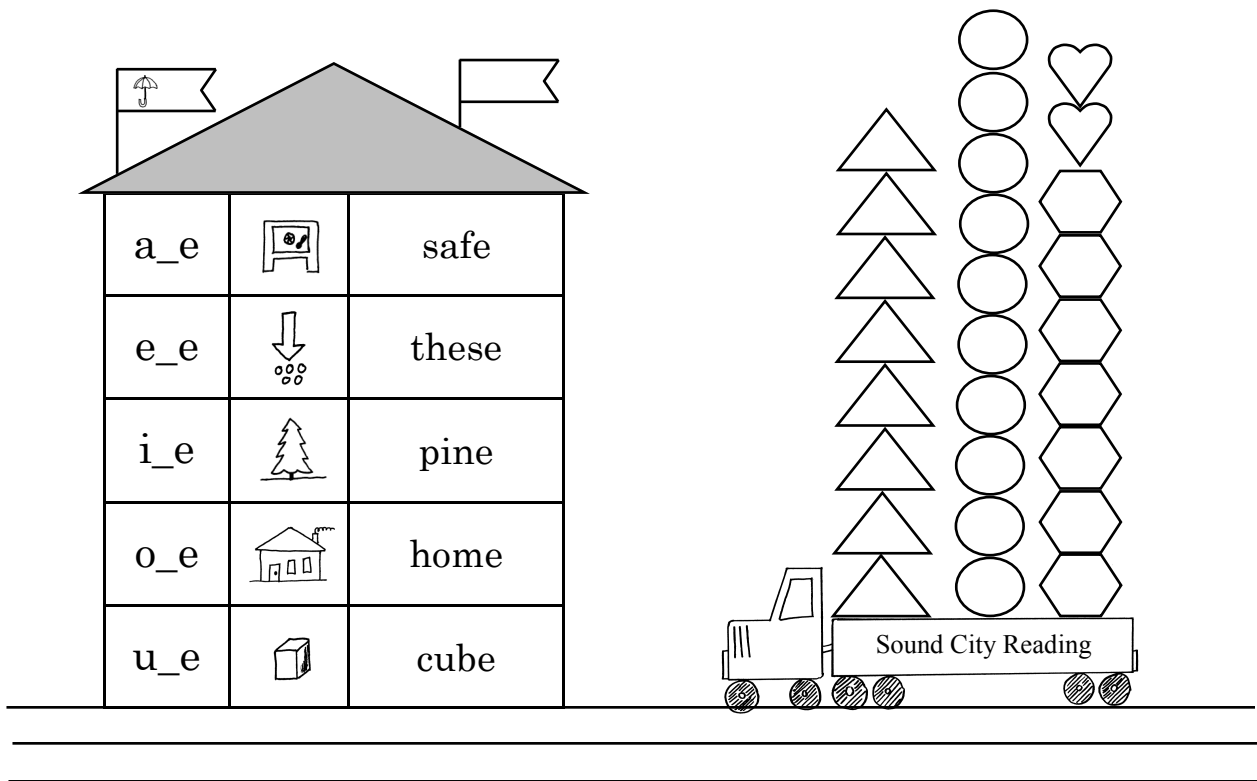
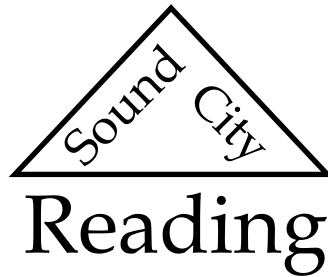


Decoding Practice

Unit 2





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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” words with various vowel and consonant patterns. After reading a list of words, students will immediately apply the new pattern by reading some of the same words in sentences. Sight word pages also provide sight word review in sentences.

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

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 vowel and consonant patterns are introduced matches the first grade sequence in the Reading Street 2008 series by Scott Foresman. This book correlates with the stories in Unit 2.

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 Charts

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 review the “beyond the alphabet” sounds, including the long vowels, “special” vowels, consonant digraphs, and 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.

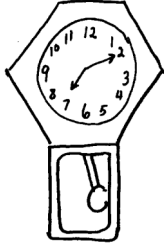
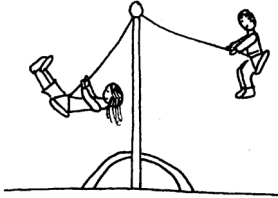



This chart is for the teacher, to show the correct sound for each letter or letter pair.

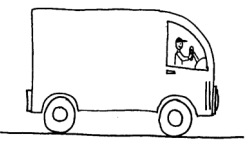



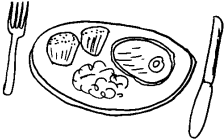

Pronunciation Guide			
Vowel Sounds		Consonant Digraph Sounds	
a	ant	th	thumb
e	egg	th	this
i	in	sh	ship
o	ox	ch	chicken
u	up	ng	ring
ā	baby	No set pattern	measure, garage, vision, azure
ē	me		
ī	tiger		
ō	go		
ö, ū	to, tulip		
ū	music		
ä	ball		
ü	push		
ou, ow	out, cow		
oi, oy	oil, boy		

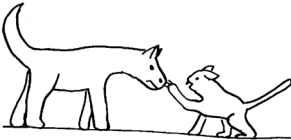
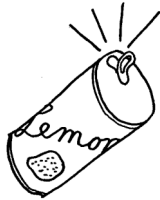

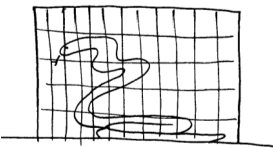
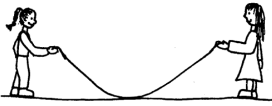
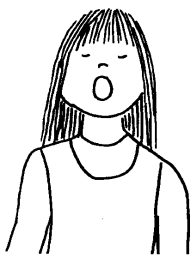
A Sound Story



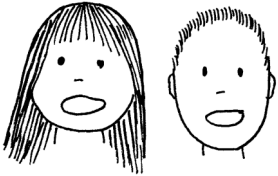
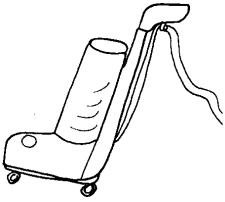

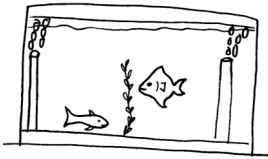
About Audrey and Brad - Part 1

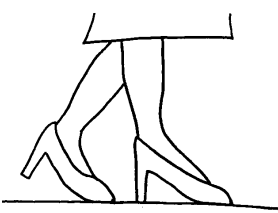

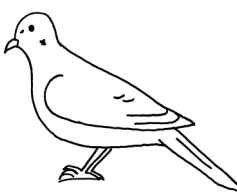
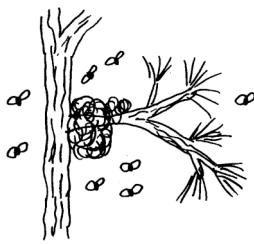


<p>One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.</p>		<p>t</p>	<p>T</p>
<p>“Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “Be sure you are back in time for your violin 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>

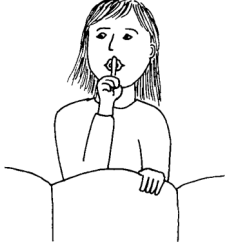


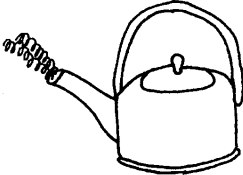


<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		n	N
<p>As they 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

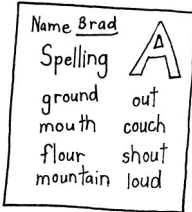
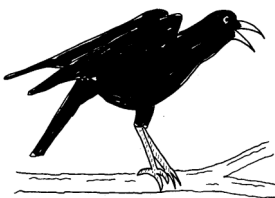
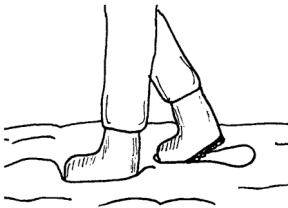
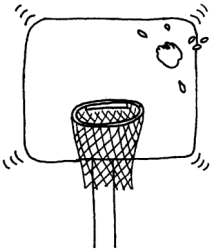

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>f</p>	<p>F</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He 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>

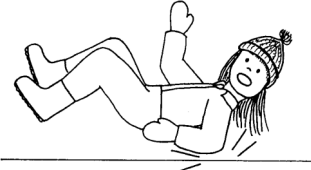
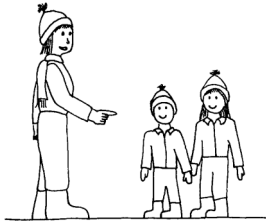
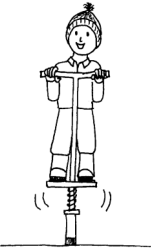

<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		c	C
<p>At 2 o'clock, Audrey heard a 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>		d	D
<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>		a	A
<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>		v	V
<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>		g	G
<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>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, “zzzzzzz.” 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>

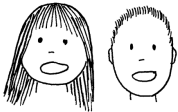


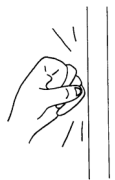

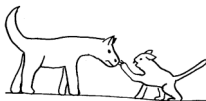










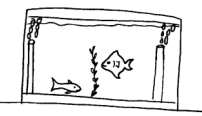
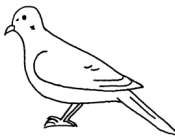
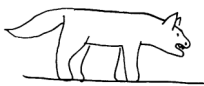
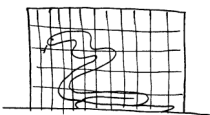







Sound Story - Part 2

<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 u</p>

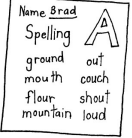



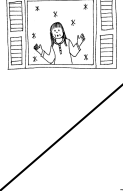





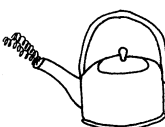



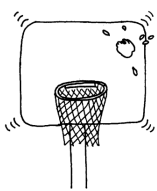

<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A.</p>		<p>Ā</p>	<p>ā</p>
<p>When they were finished 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>			

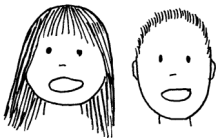
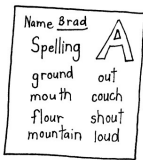



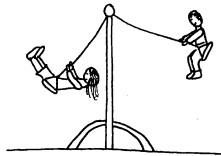





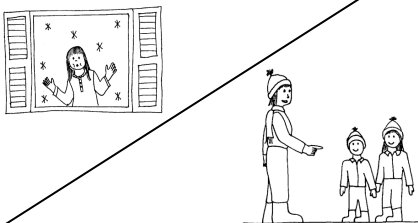

Here are the letters from Part 1 of the Sound Story, in alphabetical order.
Look at the letters and say each sound.

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.

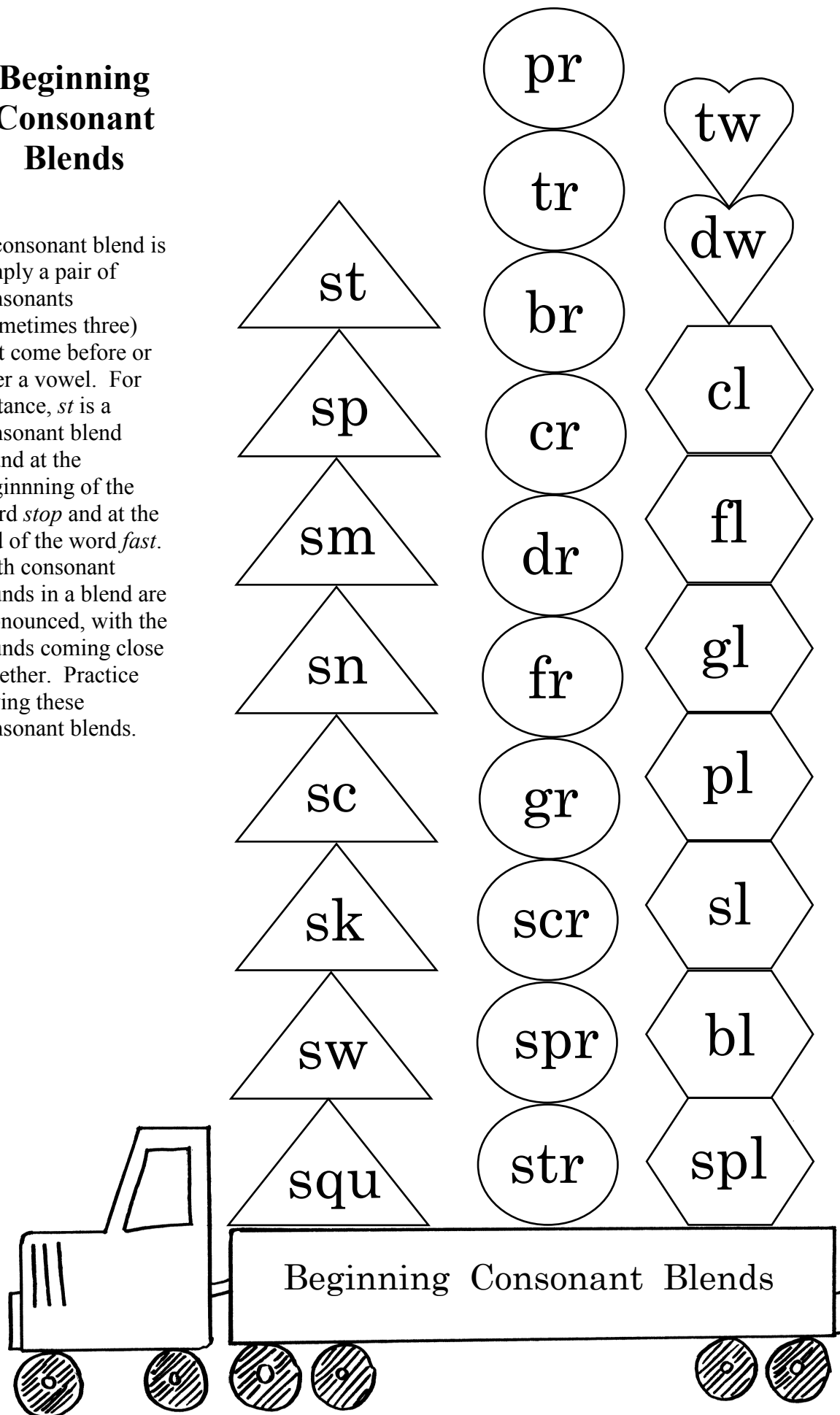
Long Vowels				
ā 	ē 	ī 	ō 	ū 
Special Vowels				
ä 	ö 	ü 	ou 	oi 
Consonant Digraphs				
th 	th 	sh 	ch 	ng 
This last consonant sound is found in various words, but it does not have a set pattern.				
	garage vision measure azure			

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
a 	ā 	ä 
e 	ē 	
i 	ī 	
o 	ō 	ö 
u 	ū 	ü 

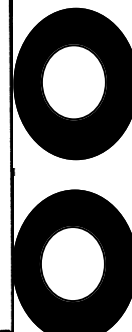
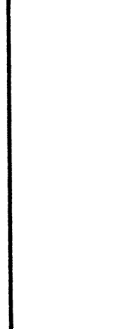
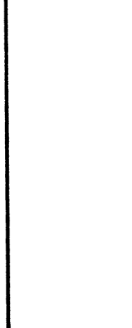
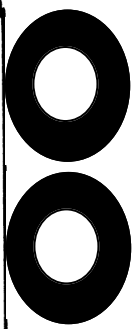
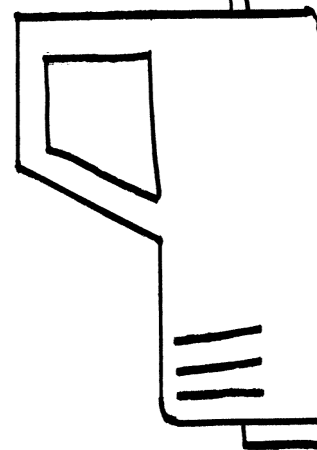
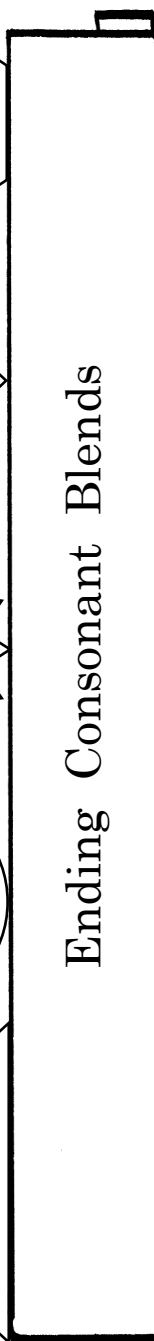
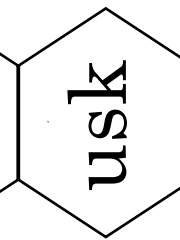
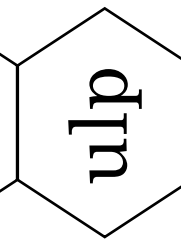
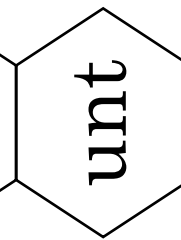
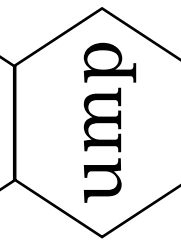
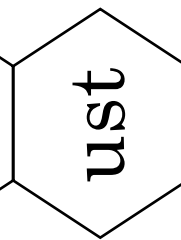
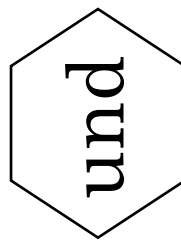
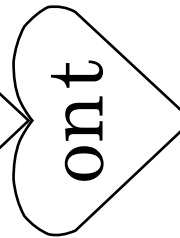
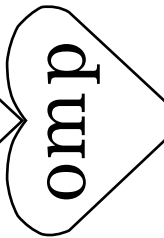
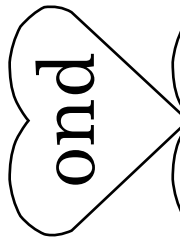
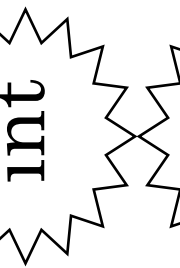
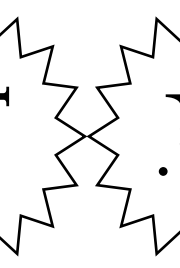
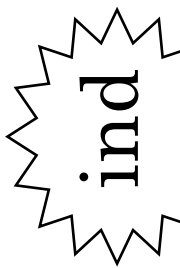
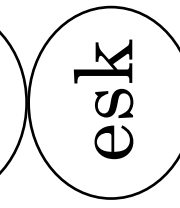
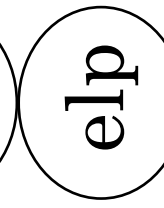
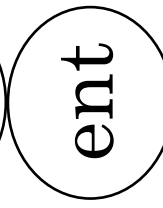
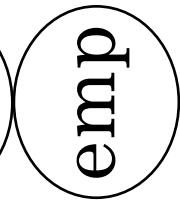
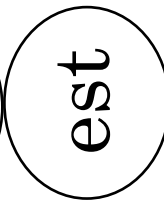
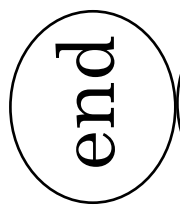
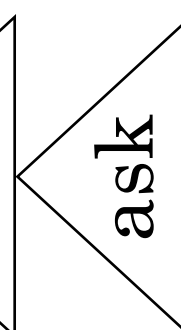
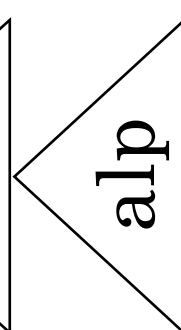
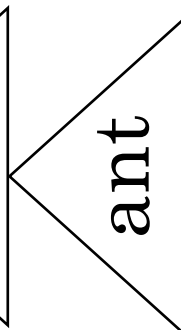
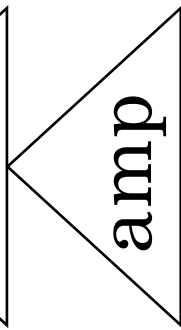
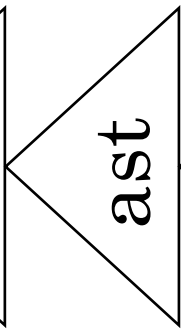
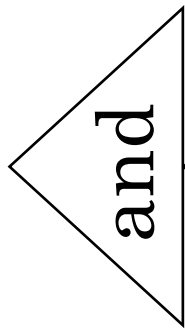
Beginning Consonant Blends

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.



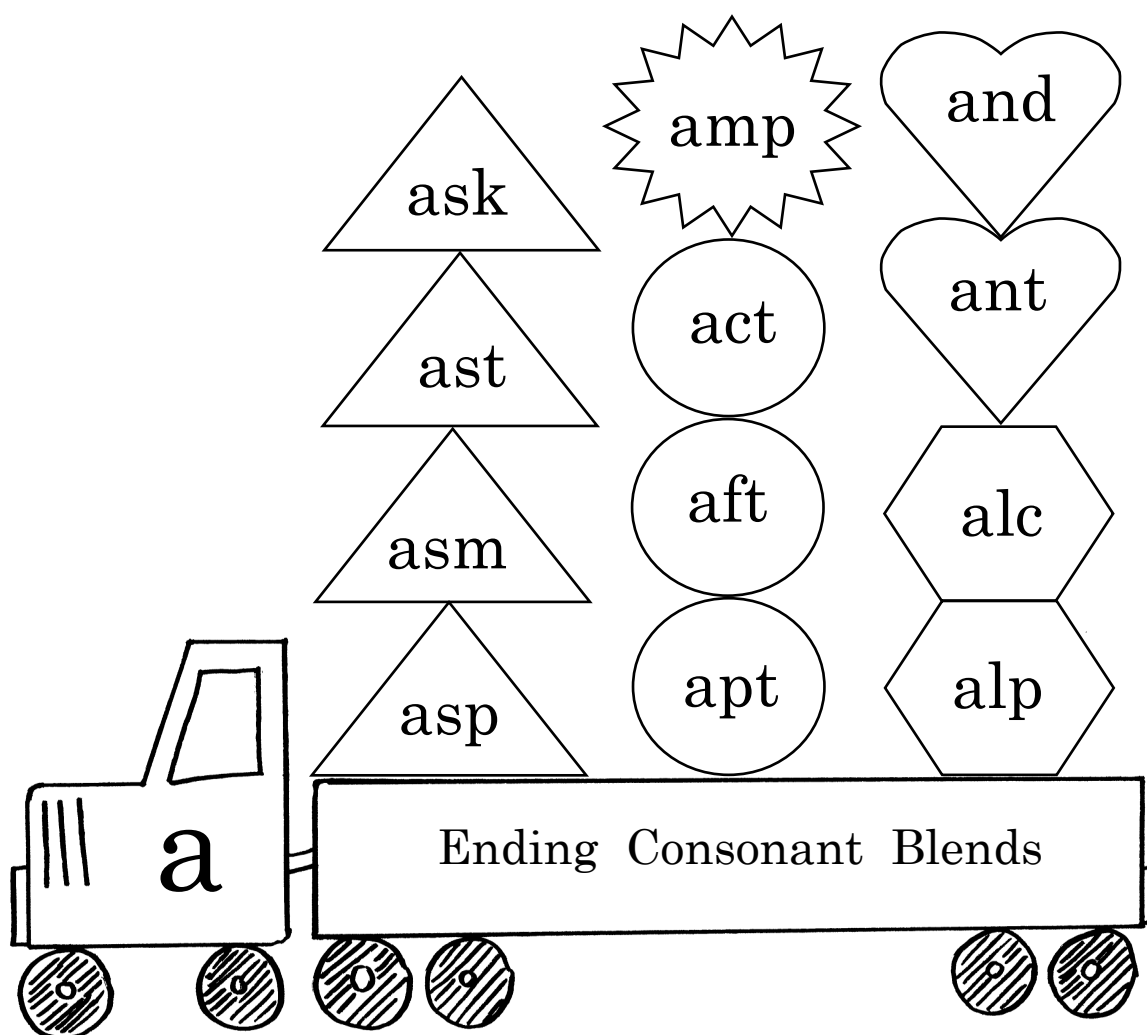
Ending Consonant Blends

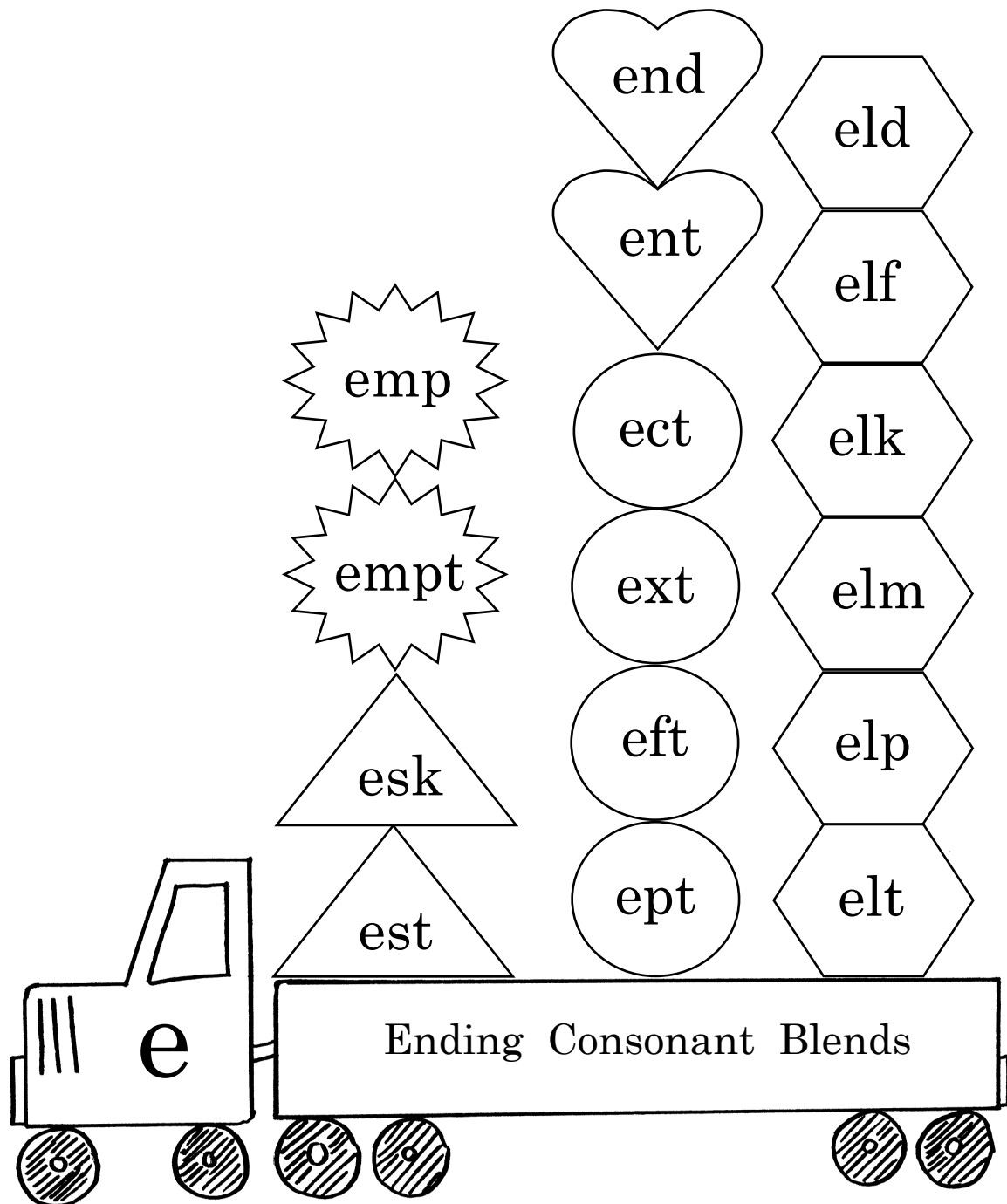
The ending consonant blends are easier to pronounce when they are connected to the preceding vowel sound. On these charts, the vowel sound should be pronounced, along with the ending blend. Practice reading each ending blend on each chart. These are the most common ending blends.

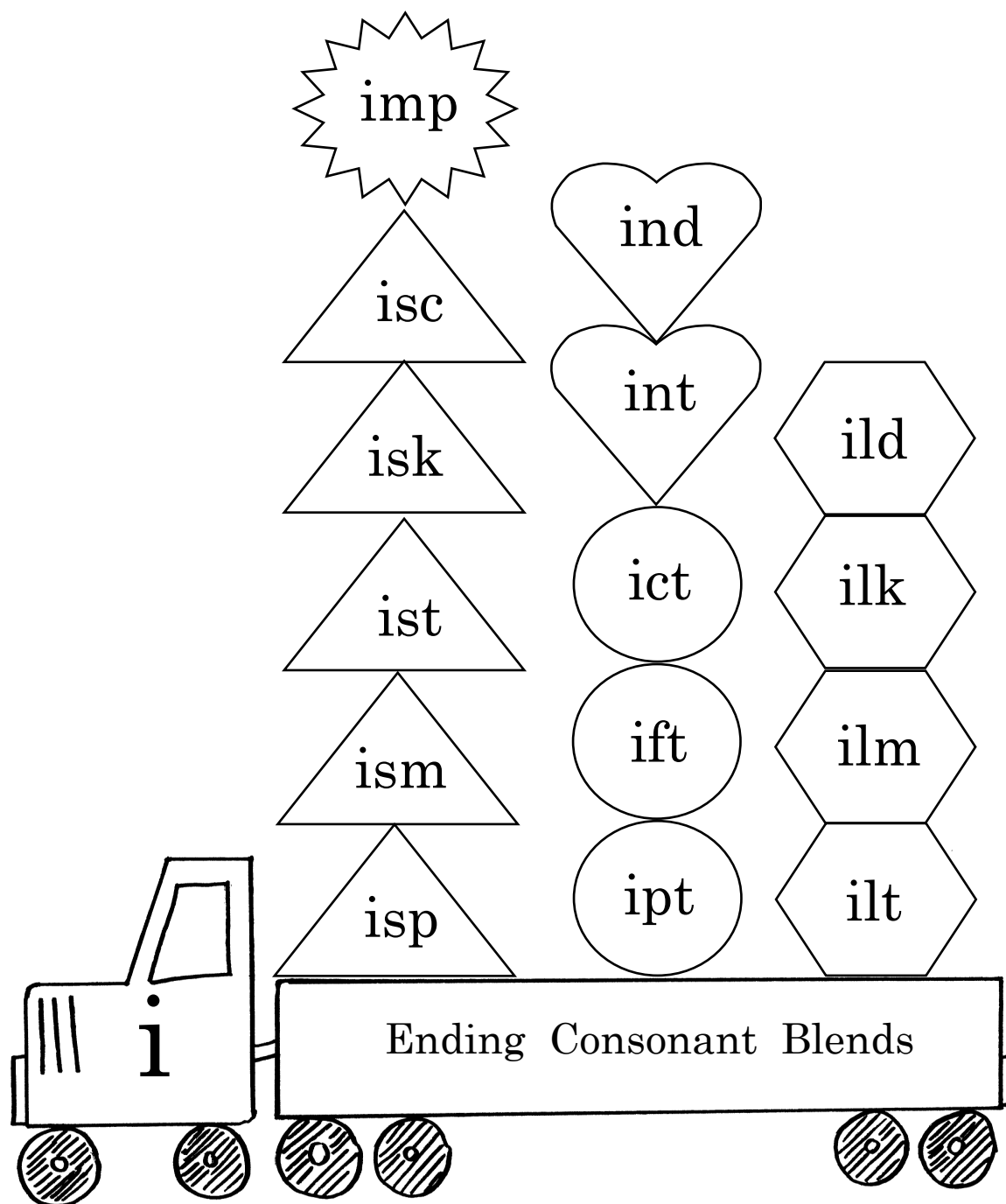


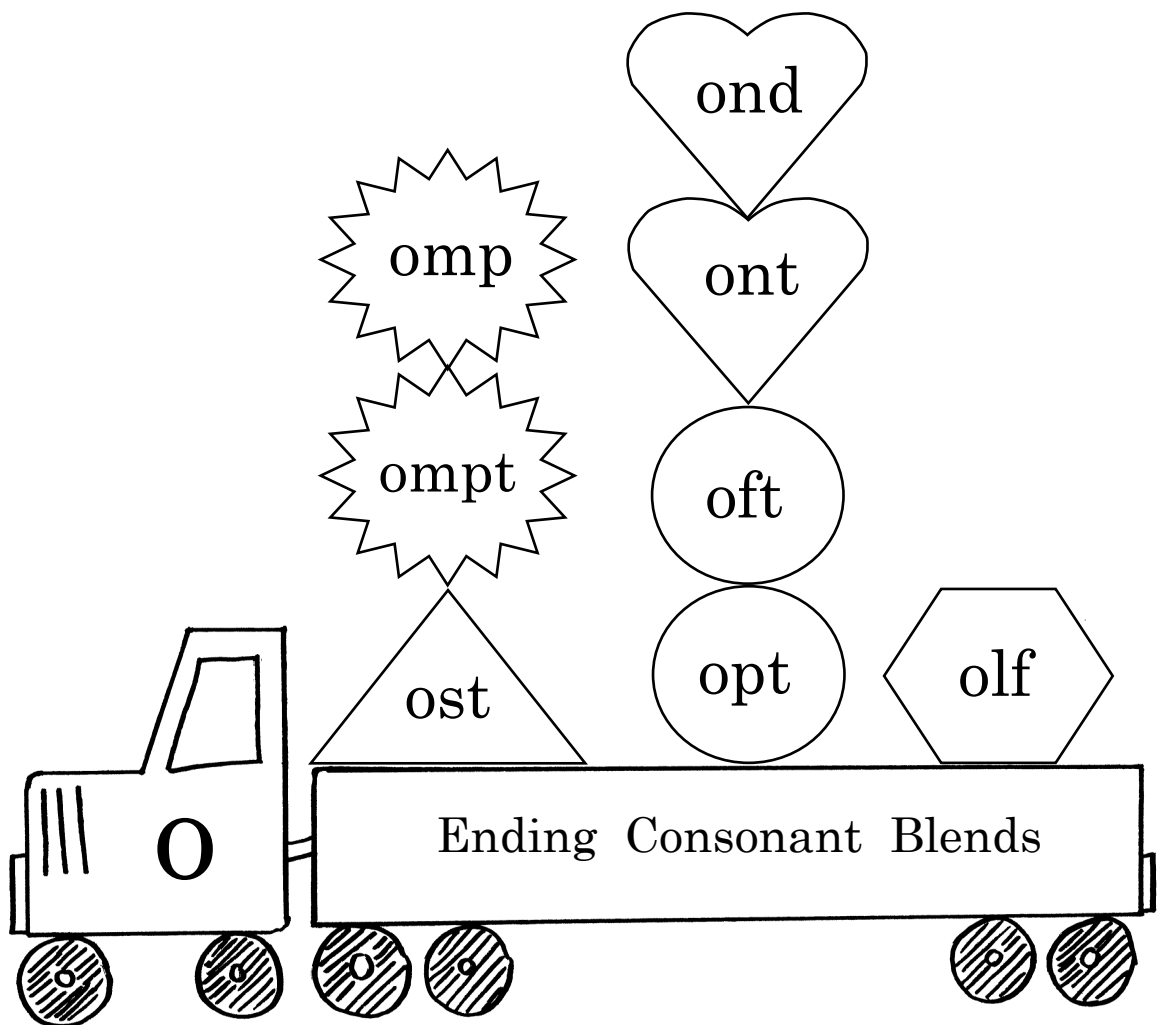
Ending Consonant Blends

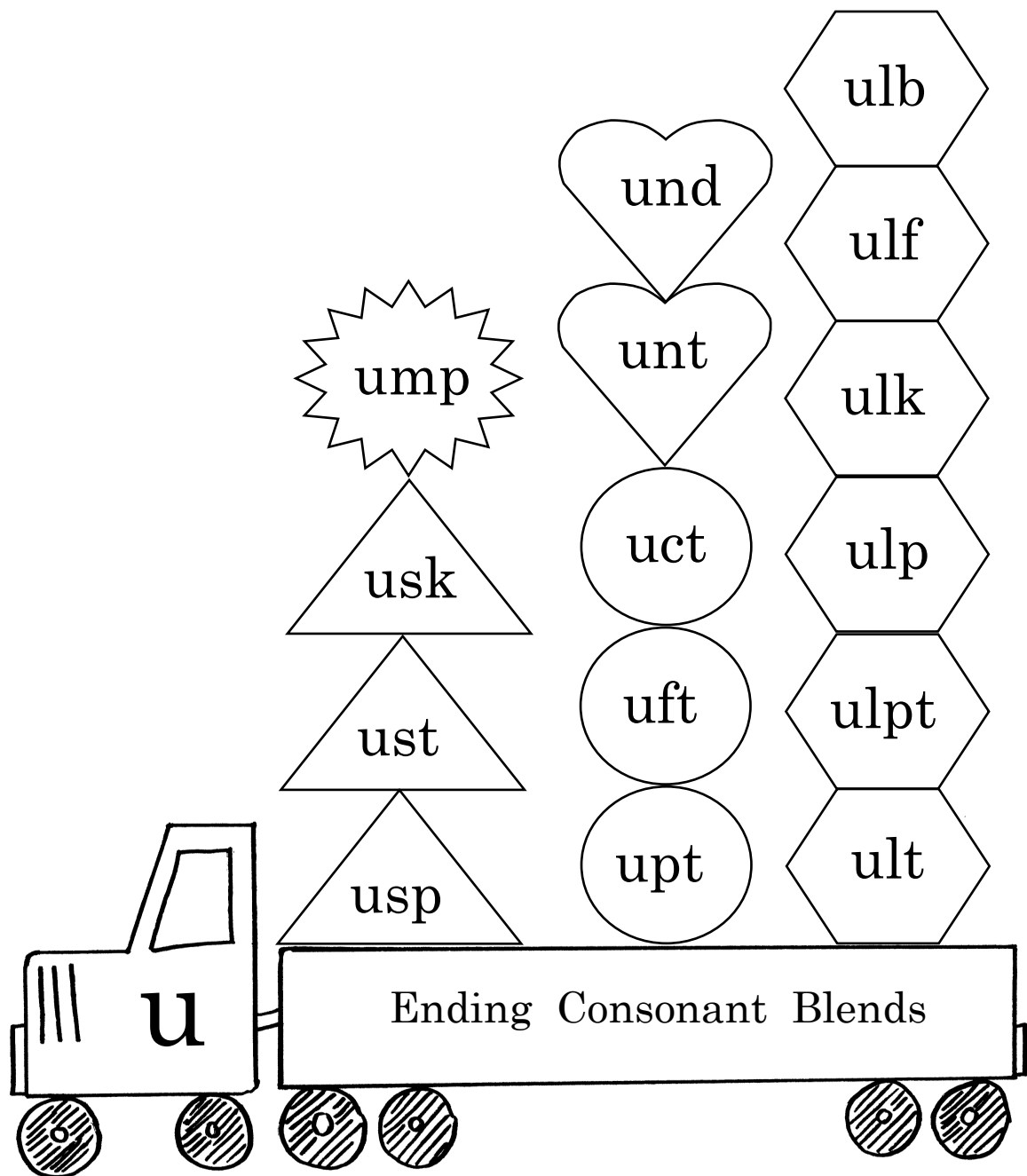
The ending consonant blends are easier to pronounce when they are connected to the preceding vowel sound. On these charts, the vowel sound should be pronounced, along with the ending blend. Practice reading the ending blends on each chart.



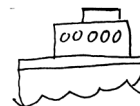








sh



ship

ship

cash

fish

shin

rash

wish

shut

mash

dish

shell

sash

hush

shed

gash

rush

shop

dash

mush

sham

lash

gush

shot

hash

lush

shack

ash

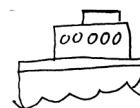
mesh

* shall

shē

Josh

sh



ship

swish

crash

finish

slosh

clash

radish

fresh

stash

polish

flesh

smash

punish

shelf

flash

banish

she

brash

lavish

slush

trash

perish

blush

plush

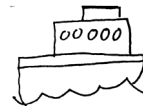
vanish

brush

crush

relish

sh



ship

1. I wish I had a dog.
2. Mom is going to the pet shop.
3. The trash is in the can.
4. Kim has six shells in a box.
5. Kim shuts the box.
6. Kim sets the box on the shelf.
7. Josh is fishing at the pond.
8. The bus will not crash.
9. A pot is in the shed.
10. Jill is in a rush.
11. The hot dogs are on the dish.

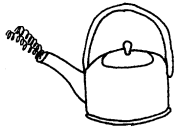
look for



Sight Words

1. Look at the fish in the pond.
2. We will look at the pets in the pet shop.
3. The gifts are for Mom.
4. She is looking for shells in the sand.
5. I have cash for the kids.
6. Look at the big ships!
7. Here is a red cap for Ben.
8. Mom and Dad got two little cats for me.
9. Do not look at me.

Practice reading the words.



thumb

th



this

thumb

bath

this

thin

math

that

thick

path

than

thud

moth

them

thump

broth

then

Beth

cloth

thus

Seth

sloth

the

Rūth

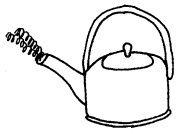
froth

with

trūth

bōth

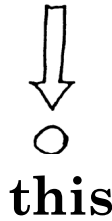
smith



thumb



th



this

1. This is a fat cat.
2. That is a thin dog.
3. That dog will get a bath.
4. Beth went with Mom in the van.
5. That big box fell with a thud.
6. Dad will get them a snack.
7. The frog jumps into the pond with a plop.
8. A moth is on the cloth.
9. I will swim, and then I will rest.
10. Ed will go on the bus with me.

three

they



Sight Words

1. Three cats sit in the sun. They are hot.
2. I see three fish in the pond. They swim fast.
3. Three shells are in the box.
4. Three kids went with Dad. They had fun.
5. Three eggs are in the nest.
6. Jan has three dogs. They are big dogs.
7. The three men like to fish. Will they get a fish here?
8. Brad will get three gifts from his mom and dad.

Practice reading the words.

äll



ball

äl



salt

ä^{*}lk



talk

ball

salt

talk

call

malt

walk

fall

Walt

calk

tall

halt

balk

hall

bald

stalk

gall

scald

mall

calm

pall

palm

wall

false

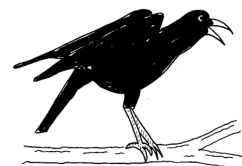
small

alsō

stall

almōst

* shall



ä

äll



ball

äl



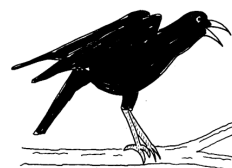
salt

ä^{*}lk



talk

1. Jim will not fall off the wall.
2. I will call Ed and talk to him.
3. Mom will salt the eggs.
4. All of us had fun at the mall.
5. The ball hit the wall.
6. T. Rex was tall.
7. The man in the red cap is bald.
8. Beth and I are walking to the pet shop.
9. Here are three small ants in the grass.



ä

yöu

said



Sight Words

1. You can call me at three o'clock.
2. I will talk to you at the mall.
3. Mom said I can go.
4. Walt said he likes to walk his dog.
5. Do you have a pet?
6. You must not fall off the wall.
7. Dad said we can have a snack.
8. Can you do three tricks?
9. Are you looking for the cat?
10. They said to walk in the hall.
11. You must look at this big fish.

Practice reading the words.

wä_



wasp

wasp

wad

wallet

want

wan

waffle

wand

wash

walnut

waft

watt

waltz

waddle

wä_

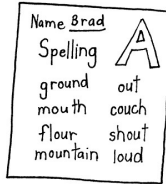


wasp

1. Do you want a pet?
2. Yes, I want to get a pet.
3. Run from that wasp.
4. Who left a wad of gum here on the desk?
5. Is this a hundred watt bulb?
6. Jan will wash the pans.
7. Tom will wash the pots.
8. Mom is fixing waffles for us.
9. Jack said he lost his wallet.

Practice reading the words.

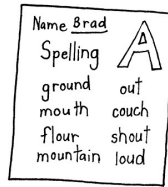
a_e



safe

Jane	male	care	spare
Dane	pale	dare	scare
lane	sale	bare	share
sane	tale	hare	snare
pane	bale	mare	flare
bane	kale	rare	blare
mane	hale	ware	glare
vane	gale	pare	base
plane	scale	fare	case
crane	stale	stare	vase
Shan	shale	* are	safe

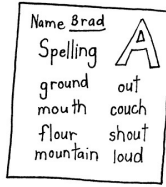
a_e



safe

fade	ate	plate	same
made	date	grate	came
jade	fate	slate	tame
wade	gate	spate	fame
bade	hate	skate	game
spade	late	state	lame
blade	sate	crate	name
glade	mate	Abe	blame
trade	Nate	babe	frame
grade	pate		flame
shade	rate		shame

a_e



safe

bake

flake

grape

cave

rake

brake

shape

save

sake

drake

scrape

rave

take

quake

haze

gave

lake

shake

daze

pave

cake

slake

faze

Dave

fake

ape

gaze

wave

Jake

tape

raze

slave

wake

nape

blaze

brave

snake

gape

graze

shave

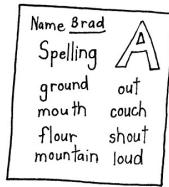
stake

drape

glaze

* have

a_e

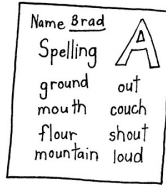


safe

1. You will take the cake to Jane.
2. Dave said he will shut the gate.
3. Jake ate all of the eggs on his plate.
4. Pam will share the dolls.
5. Josh will tape his name to his desk.
6. Here is a snake in the grass.
7. Beth set the grapes on the plate.
8. Bob has a date, but he is late.
9. The fox ran into the cave.
10. Fred went to the lake to fish.
11. That dress is on sale at the mall.

Short a, long a_e. Practice reading the words.

a_e



safe

mad

cam

plan

van

made

came

plane

vane

rat

tap

sham

pal

rate

tape

shame

pale

Sam

man

Jan

tam

same

mane

Jane

tame

fad

sat

glad

Dan

fade

sate

glade

Dane

hat

can

pan

bath

hate

cane

pane

bathe

nap

fat

gap

bass

nape

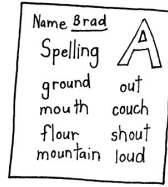
fate

gape

base

Short a, long a_e. Practice reading the words.

a_e



safe

back

sack

lack

snack

bake

sake

lake

snake

tack

rack

Jack

stack

take

rake

Jake

stack

flack

quack

shack

slack

flake

quake

shake

slake

scrap

scrape

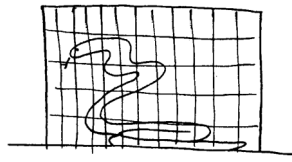
blūe yellōw grēen



Sight Words

1. The grass is green.
2. The sun is yellow.
3. Jane has a blue dress.
4. They have a yellow ball.
5. Look at that green snake.
6. You can have the blue plate.
7. Mom said she will get the blue van.
8. Grace is looking for a yellow rock.
9. Nate likes green grapes.

ce ci cy



cent

cent

dance

race

pencil

trance

face

rēcess

glance

lace

except

France

mace

princess

mince

pace

cell

wince

ace

civet

quince

trace

civic

prince

grace

civil

fence

brace

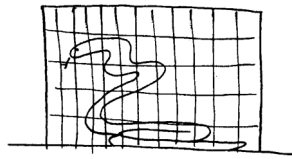
Cēcil

place

space

bracelet

ce ci cy



cent

1. We will trace this shape with a pencil.
2. The princess had a blue dress with lace.
3. Grace has ten cents.
4. Jane likes to dance.
5. Cecil is fixing the fence.
6. The prince will win the race.
7. The rocket went up in space.
8. The kids like rēcess the best.

ge gi gy



giant

giant

hinge

age

gem

fringe

page

magic

singe

sage

suggest

cringe

rage

āngel

binge

wage

digest

rānge

stage

digit

orange

cage

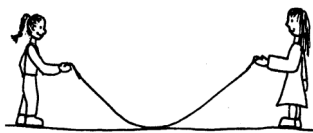
legend

gym

* get

* give

ge gi gy



giant

1. The rats are in a cage.
2. A giant is on this page.
3. The tall man did a magic trick.
4. The kids went up on the stage.
5. That man is a legend.
6. They have fun at gym class.
7. This bracelet has a red gem.
8. I suggest that we finish the project.

Practice reading the words.

i_e



pine

pine

like

pipe

time

line

bike

ripe

dime

fine

Mike

wipe

lime

mine

hike

swipe

rime

nine

pike

gripe

mime

vine

spike

stripe

slime

spine

strike

dive

crime

twine

tribe

hive

grime

swine

bribe

five

prime

shine

scribe

drive

size

whine

life

wife

prize

i_e



pine

hide

mile

bite

fire

wide

pile

kite

hire

bide

Nile

site

dire

ride

file

mite

mire

side

tile

spite

sire

tide

vile

smite

tire

slide

rile

trite

wire

glide

stile

quite

ire

bride

smile

white

spire

pride

while

sprite

shire

stride

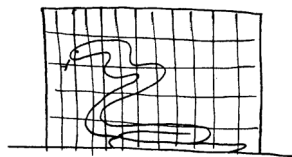
life

strife

squire

Practice reading the words.

ce ci cy



cent

rice

nice

dice

mice

lice

vice

ice

twice

slice

price

spice

entice

i_e



pine

1. It is time to pick up the games.
2. Mike likes to slide.
3. Will Jake win a prize?
4. Rick likes to drive his van.
5. Jan ran up the hill with the kite.
6. We will hike five miles.
7. Mom will slice the buns.
8. Grace fell on the slick ice.
9. Two mice hid in the box.
10. The princess has a nice smile.
11. Jake rides his bike up the hill.

Practice reading the words.

a_e



safe

i_e



pine

bēcame

firemen

inquire

basement

firehouse

sideways

inhale

inside

sidewalk

exhale

outside

admire

crēate

upside

beside

interstate

invite

divide

milkshake

desire

divine

mistake

entire

empire

compare

expire

polite

prēpare

ignite

retire

bēware

umpire

revise

software

i_e



pine

pin

bit

lick

spin

pine

bite

like

spine

fin

kit

pick

twin

fine

kite

pike

twine

tin

sit

mill

shin

tine

site

mile

shine

Tim

hid

pill

grip

time

hide

pile

gripe

rip

rid

spit

slim

ripe

ride

spite

slime

fill

till

slid

grim

file

tile

slide

grime

Practice reading the sentences. The letter *e* never comes at the end of an English word. If *v* is the ending sound, it is always followed by an *e*.

live

give



Sight Words

1. Fish live in a pond.
2. I will give mom a blue dress.
3. Do you live here?
4. They all live on Lake Drive.
5. Who lives in a nest?
6. Did you give Dad a nice gift?
7. Will you give me a slice of that yellow cake?
8. They will give Mike a prize.

my

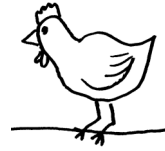
by



Sight Words

1. This is my desk.
2. I will sit by you.
3. Do you have my backpack?
4. They all like to sit by the pond.
5. Jane lives by Mike.
6. My mom and dad like to ride bikes.
7. My mice live in a cage.
8. We will drive by the pet shop.

ch



chicken

chop

chomp

children

chin

champ

chicken

chips

chimp

ostrich

chill

chalk

sandwich

chick

chives

enchant

check

chime

chopsticks

chest

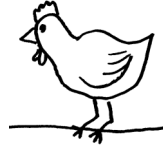
chase

chānge

chum

chant

ch



chicken

rich

lunch

bench

which

bunch

French

much

munch

stench

such

crunch

drench

ranch

brunch

quench

branch

inch

wrench

blanch

pinch

trench

winch

conch

finch

flinch

ch



chicken

1. That man is quite rich.
2. Dad will chop logs for the fire.
3. Is it time for lunch yet?
4. I want a ham sandwich for lunch.
5. We will sit on this bench by the pond.
6. Do not pinch me.
7. The bells chime at ten o'clock.
8. Jeff likes to chase Jane at recess.
9. The children had chips and dip for a snack.
10. Three chickens ate bugs by the gate.
11. The chalk is on my desk.

tch



match

match

itch

hutch

etch

batch

pitch

Dutch

fetch

catch

ditch

clutch

sketch

hatch

witch

crutch

stretch

latch

hitch

notch

hatchet

patch

Mitch

botch

ketchup

snatch

glitch

crotch

ratchet

scratch

stitch

Scotch

satchel

thatch

twitch

blotch

kitchen

* wäitch

* swäitch

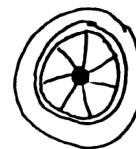
tch



match

1. Can you catch the ball?
2. Mom will patch my blue pants.
3. A crutch can help you walk.
4. He will stretch his legs. Then he will jog.
5. My dog can fetch a stick.
6. I like ketchup on my hotdog.
7. Mom is fixing lunch in the kitchen.
8. Little chicks will hatch from the eggs.
9. We will watch the fish swim in the pond.
10. Mike shut the latch on the gate.
11. You can make a fire with a match.

wh



wheel

when

whippet

whip

whale

whiz

white

whiff

whine

whisk

while

which

whizz

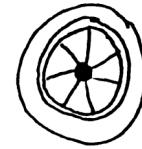
whet

whittle

whim

* what

wh



wheel

1. When will Mom take us to the mall?
2. Jane will mix the eggs with a whisk.
3. He will crack the whip at the big cats.
4. A whippet is a thin dog that can run fast.
5. A whale is not a fish.
6. We will sit here for a while.
7. What time is it?
8. Which dress will Pam pick?
9. Pam will pick the white dress.

wh



who

whö

whōle

whöm

whöse

1. Who will help me finish this project?
2. Whose lunch box is on my desk?
3. Dan ate the whole cake. He will get sick.
4. Who went on the hike with you?
5. To whom did you send that gift?
6. I will tell you who I like the best.

Practice reading the words.

o_e



home

bone

rope

hole

joke

cone

hope

pole

poke

tone

cope

sole

woke

lone

mope

mole

yoke

zone

Pope

role

spoke

stone

lope

dole

smoke

clone

slope

stole

stoke

shone

scope

* whole

broke

doze

grobe

froze

o_e



home

rode

tote

nose

code

quote

rose

mode

smote

hose

node

cove

pose

bode

wove

dose

lode

stove

close

vote

clove

prose

note

drove

those

rote

grove

dome

dote

home

Rome

o_e



home

core

store

clothes

bore

score

bēfore

fore

spore

ignore

more

snore

devote

sore

shore

tadpole

pore

Lenore

explore

tore

lobe

explode

wore

robe

suppose

yore

globe

ore

probe

lore

o_e



home

1. It is time to go home.
2. Get my yellow robe for me.
3. Mom drove to the store.
4. Dogs like bones.
5. Rose woke up at six o'clock.
6. Cole rode a black horse.
7. The flag is at the top of the pole.
8. I hope we win the ball game.
9. We will pick up the red stones.
10. You can have the whole cake.
11. Pat dug a hole.

o_e



home

hop

rob

not

rod

hope

robe

note

rode

doll

Ross

lob

nod

dole

rose

lobe

node

con

pop

mop

lop

cone

pope

mope

lope

dot

rot

tot

slop

dote

rote

tote

slope

smock

stock

chock

cod

smoke

stoke

choke

code

jock

dot

glob

cloth

joke

dote

globe

clothe



o_e



love

love

come

done

dove

bēcome

none

glove

some

* one

somewhere

* once

1. Will Luke come with me?
2. Steve loves his dog.
3. None of you will help me.
4. Pete lost one of his gloves.
5. Some of the kids did not get on the bus.
6. A dove sat on the fence.
7. June has done a nice job.

one

once



Sight Words

1. One small box is on the shelf.
2. Once I went to see a baseball game.
3. Once upon a time, three little pigs went
on a walk.
4. Rose has one dime.
5. Jake ate one sandwich for lunch.
6. Once I rode my bike to the pet shop.
7. One rocket ship went into space.
8. We will go on this ride one time.

four

eight



Sight Words

1. Eight kids went on the bus.
2. Four kids went in the van.
3. Cole is four.
4. Grace is eight.
5. Pat ran eight miles.
6. Four mice are in the cage.
7. Eight shells are in the box.
8. Rick will tell four jokes to the class.
9. One, two, three, four, five, six, seven,
eight, nine, ten !



Contractions



I

will

I'll

he

will

he'll

she

will

she'll

we

will

we'll

you

will

you'll

it

will

it'll

they

will

they'll

who

will

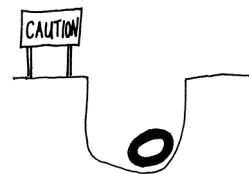
who'll

I

am

I'm

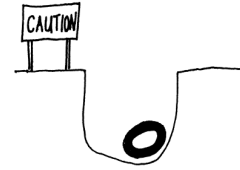
Contractions



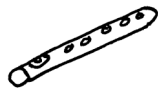
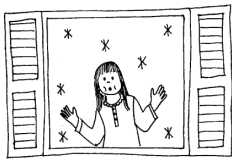
did	not	didn't
is	not	isn't
should	not	shouldn't
could	not	couldn't
would	not	wouldn't
are	not	aren't
has	not	hasn't
have	not	haven't
had	not	hadn't
does	not	doesn't
must	not	mustn't
was	not	wasn't
were	not	weren't
do	not	dōn't
will	not	wōn't



Contractions

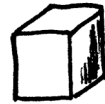


1. We didn't want to go home.
2. Max won't go to bed.
3. I'm going to ride my bike.
4. He'll pick up the shells.
5. She'll bake a cake.
6. Jan can't catch the ball.
7. The cat wasn't on the mat.
8. I hope they'll win the game.
9. You'll have fun with all of the kids.
10. We aren't going on the bus.
11. Don't poke the dog.



flute

u_e



cube

tune

duke

puce

cute

June

Luke

truce

mute

dune

fluke

spruce

jute

prune

dupe

cure

lute

mule

huge

lure

flute

rule

fume

pure

brute

Yule

flume

sure

costume

rude

plume

use

volume

dude

Neptune

fuse

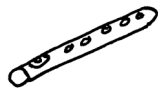
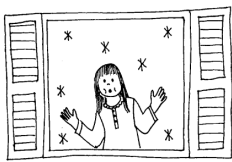
excuse

nude

rēfuse

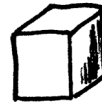
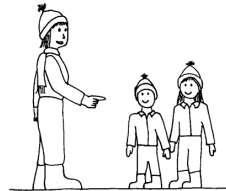
muse

molecule



flute

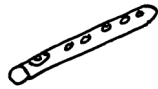
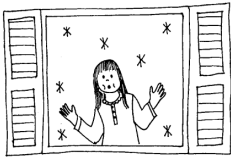
u_e



cube

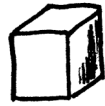
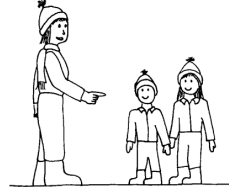
1. Luke has a cute little cat.
2. The duke has a red plume on his hat.
3. June will bake a cake.
4. Don't be rude to me.
5. Kate has a huge dog.
6. The vet will cure the sick mule.
7. Be sure to finish this job.
8. Jake made a black costume.
9. We'll stack up the cubes.
10. You can use a pencil to trace the shapes.
11. The mule won't go up the hill.

Short u, long u. Practice reading the words.



flute

u_e



cube

cut

mutt

duck

cute

mute

duke

luck

dun

mull

Luke

dune

mule

dud

hug

plum

dude

huge

plume

us

truck

fuss

use

truce

fuse

jut

jute

e_e



these

Pete

eke

mete

Zeke

here

Swede

mere

trapeze

eve

stampede

Eve

athlete

Steve

Chinese

these

extreme

theme

concrete

e_e



↓
o o o
these

1. Here is a black cat.
2. Here is a yellow cat.
3. These cats are little.
4. Here is a white dog.
5. Here is a red dog.
6. These dogs are big.
7. The men will mix the concrete.
8. Steve is a fine athlete.
9. Pete will be here at ten o'clock.
10. Eve and Zeke will help me.
11. We will watch the man on the trapeze.

were



Sight Words

1. We were going on the bus.
2. They were going in a van.
3. The cats were by the gate.
4. The pigs were in the mud.
5. The fish were in the pond.
6. Were you at the mall?
7. No, we were at the pet shop.
8. Jake and Cole were helping.
9. Steve and Pete were pitching the ball.

there

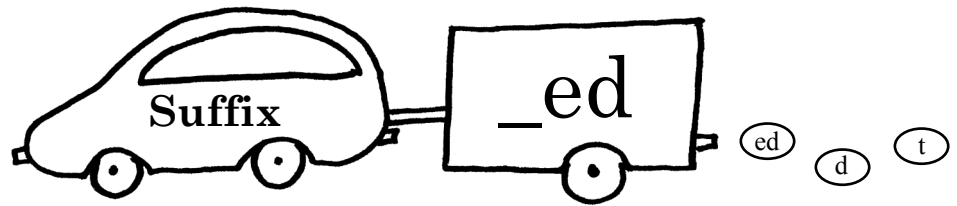
where



Sight Words

1. Where is the mule?
2. The mule is in the fence.
3. Where are the mice?
4. The mice are in the cage.
5. Where are the kids?
6. The kids are on the bus.
7. There are a lot of fish in this pond.
8. There are a lot of stones in the ditch.
9. Where are the cats?
10. There they are. They are by the stove.

Practice reading the words.



ed

d

t

melt
melted

grill
grilled

help
helped

want
wanted

smell
smelled

jump
jumped

land
landed

spill
spilled

match
matched

twist
twisted

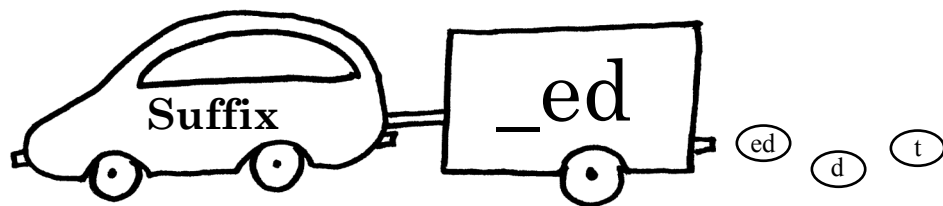
call
called

ask
asked

add
added

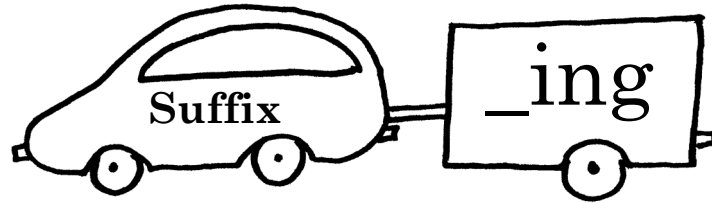
yell
yelled

wish
wished



1. The frog jumped into the pond.
2. Dad helped us pick up the mess.
3. The kids added three plus two.
4. The ice melted in the glass.
5. The dog smelled bad.
6. The men yelled for help.
7. Mom asked us to look for the dog.
8. The jet landed on a patch of grass.
9. The milk spilled on my desk.
10. Dad grilled hot dogs for lunch.
11. Ed called and asked me to go with him.

Practice reading the words.



send
sending

catch
catching

call
calling

ask
asking

rush
rushing

fish
fishing

help
helping

walk
walking

jump
jumping

look
looking

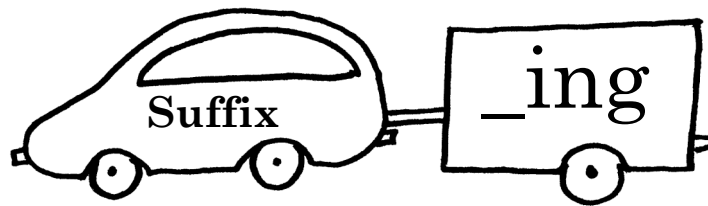
pack
packing

go
going

fill
filling

rest
resting

plant
planting



1. A frog is jumping in the grass.
2. His class is going to lunch.
3. The cat is resting on the bed.
4. Brad is walking his dog.
5. Jeff is helping his Mom wash the plates.
6. Eve is filling up the box.
7. Dad is packing the van.
8. We'll be camping at the top of the hill.
9. We'll go fishing at the pond.

ee



feet

week

eel

seen

feet

meek

peel

teen

beet

leek

heel

keen

meet

seek

reel

peen

sleet

peek

keel

green

fleet

reek

feel

preen

greet

creek

steel

queen

skeet

sleek

freeze

beef

sweet

Greek

breeze

reef

tweet

geese

sneeze

teeth

cheese

ee



feet

see

need

deep

deer

bee

feed

jeep

jeer

tee

seed

keep

peer

fee

deed

beep

steer

wee

heed

weep

sneer

Lee

reed

peep

cheer

tree

weed

seep

seem

free

speed

steep

teem

flee

steed

sleep

deem

glee

bleed

sweep

sheep

three

greed

creep

coffee

ee



feet

1. I see a dog with big teeth.
2. She sees a deer in the grass.
3. Josh will feed the dogs.
4. Mom will go to the store in the jeep.
5. I will meet Jan at the mall.
6. Next week we'll go camping.
7. We'll sleep in a tent.
8. Ron feels bad. He is sick.
9. I can see three sheep by the tree.
10. That dog has big feet.
11. I'll have a ham and cheese sandwich.

Short e, long e. Practice reading the words.

ee



feet

met

Ned

pep

meet

need

peep

fed

well

fell

feed

wheel

feel

wed

red

bet

weed

reed

beet

Bess

peck

Fred

bees

peek

freed

check

chess

step

cheek

cheese

steep

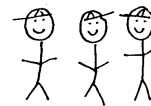
been



Sight Words

1. Have you been to the mall?
2. I have been at home.
3. Ed has been feeding the cats all week.
4. Brad has been walking the dog.
5. They have been watching the bees in that tree.
6. The mule has been standing by the gate.
7. The kids have been stacking up the blocks.
8. What have you been doing?
9. I have been sweeping the deck.
10. It has been hot all week.

e



we

bē

shē

bēgin

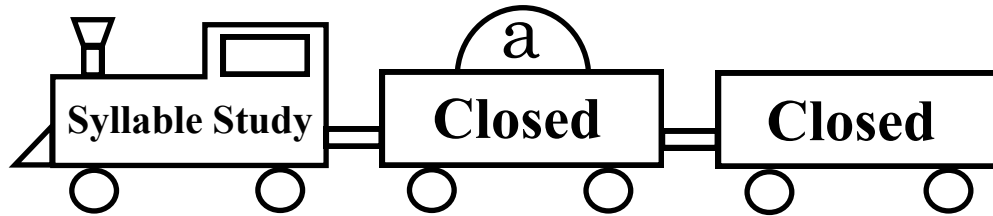
wē

mē

bēgan

1. Mom will let me get a pet.
2. She will get me a dog.
3. We will take it home with us.
4. It will be a lot of fun to take care of it.
5. It is time to begin the race.
6. Luke is fast. Will he win?
7. He will be sad if he can not win.
8. Help me do this job.
9. We began the hike at nine o'clock.

Practice reading the words.



hap pen

happen

rab bit

rabbit

at tic

attic

can not

cannot

cab in

cabin

cam el

camel

plan et

planet

bas ket

basket

nap kin

napkin

cac tus

cactus

ab sent

absent

tal ent

talent

mat tress

mattress

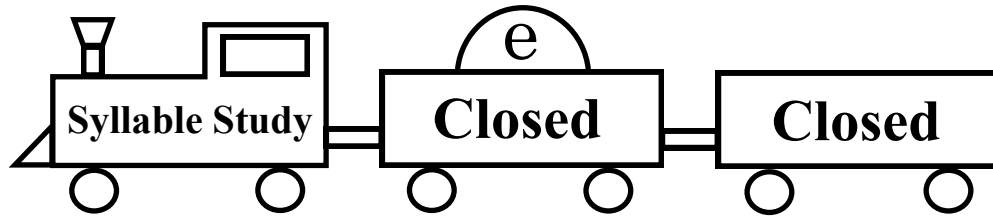
fan tas tic

fantastic

cab in et

cabinet

Practice reading the words.



ten nis

tennis

El len

Ellen

sev en

seven

ex it

exit

pres ent

present

ex press

express

vel vet

velvet

hel met

helmet

ex pect

expect

el ev en

eleven

el ec tric

electric

pres id ent

president

Practice reading the words.



mit ten

mitten

kit ten

kitten

hid den

hidden

pic nic

picnic

in vent

invent

it self

itself

in sect

insect

in spect

inspect

skil let

skillet

liq uid

liquid

vis it

visit

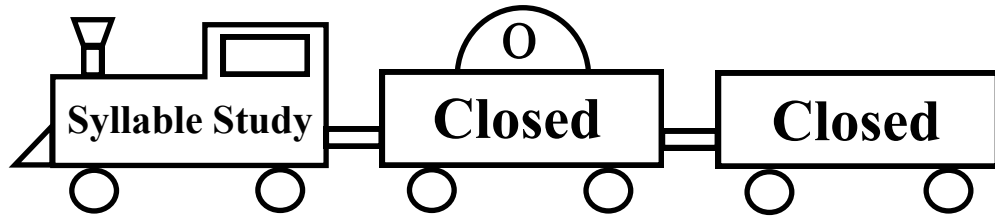
zig zag

zigzag

him self

himself

Practice reading the words.



bon net

bonnet

bob bin

bobbin

fos sil

fossil

hot dog

hotdog

com et

comet

rob in

robin

con test

contest

clos et

closet

con tent

content

cob web

cobweb

con text

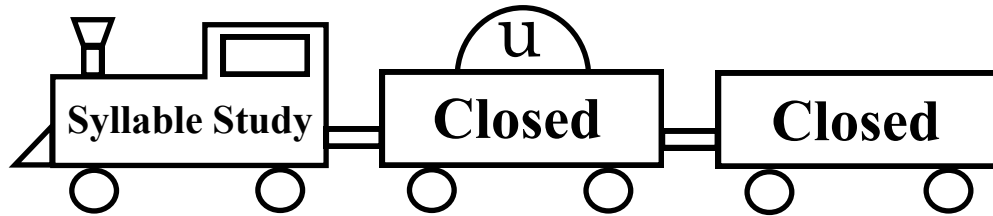
context

poc ket

pocket

roc ket

rocket



pup pet

puppet

tun nel

tunnel

sud den

sudden

muf fin

muffin

un til

until

hun dred

hundred

pump kin

pumpkin

un less

unless

Jus tin

Justin

rus tic

rustic

up on

upon

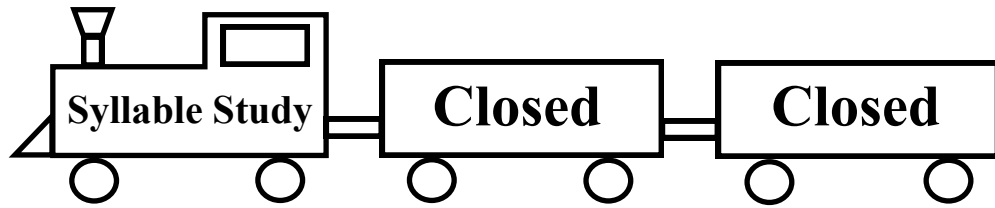
up set

upset

sul len

sullen

Sometimes you don't pronounce the vowel in the second syllable. When you sound out the word, follow the arrow. Skip the vowel and go straight to the next consonant.



sec ond

second
↘

lem on

lemon
↘

les son

lesson
↘

rib bon

ribbon
↘

bot tom

bottom
↘

cot ton

cotton
↘

wag on

wagon
↘

drag on

dragon
↘

can non

cannon
↘

but ton

button
↘

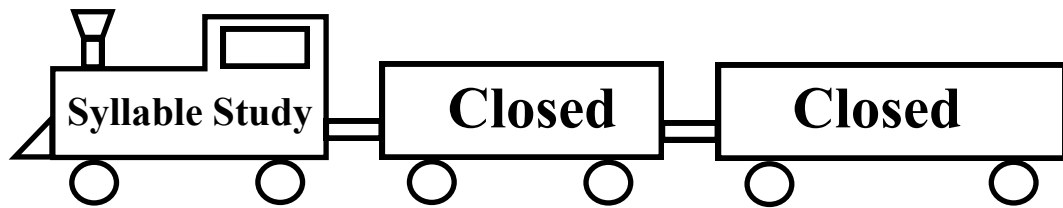
her on

heron
↘

mel on

melon
↘

Sometimes you don't pronounce the vowel in the second syllable. When you sound out the word, follow the arrow. Skip the vowel and go straight to the next consonant.



ped al

pedal

pet al

petal

med al

medal

met al

metal

sal ad

salad

at las

atlas

Tex as

Texas

an im al

animal

can vas

canvas

sig nal

signal

mam mal

mammal

ras cal

rascal

san dal

sandal

Notes

Sight Word Review



Sight Words

a	A	was	what
I	have	little	like
five	of	from	go
to	do	who	two
are	he	we	me
The	the	see	here
you	for	look	three
they	said	blue	yellow
green	live	give	my
by	one	once	four
eight	were	there	where
been			