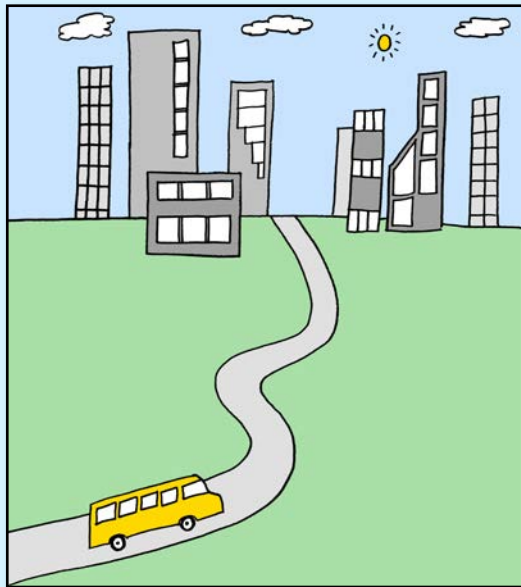


Know The Phonetic Code



No Stories

Teaches Short Vowel Words And
ALL Of The Phonetic Patterns, Suffixes, And Contractions In

Phonetic Words And Stories, Books 1-8

Know The Phonetic Code

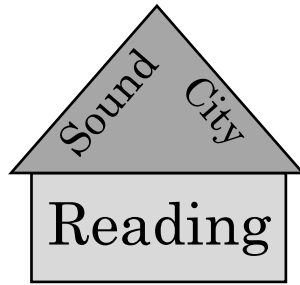


No Stories

Teaches All The Phonetic Patterns, Suffixes, And Contractions In:

Phonetic Words And Stories, Books 1-8

Kathryn J. Davis



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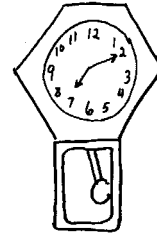
A Sound Story

About Audrey and Brad



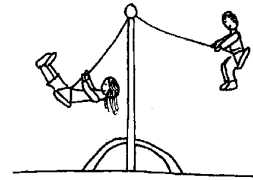
Part 1

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.



T t

Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be 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.” (i/in)



I i

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.”



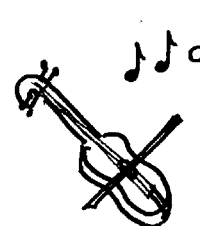
H h

They all walked home and 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. (i/island)

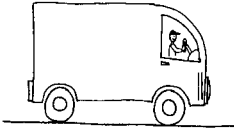
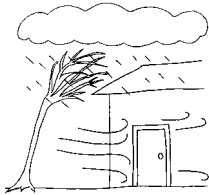



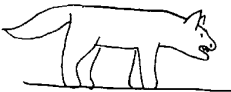


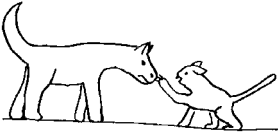
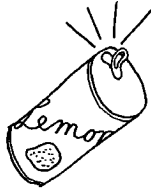
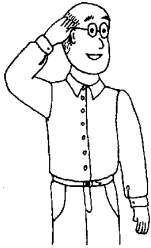
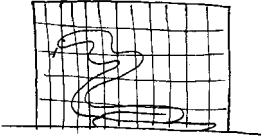
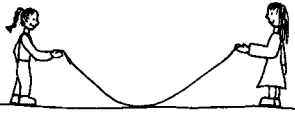
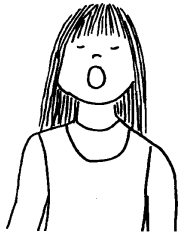
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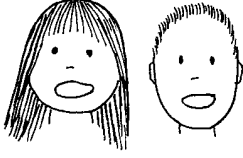


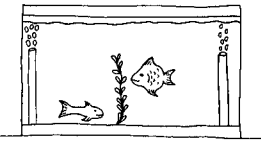
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”



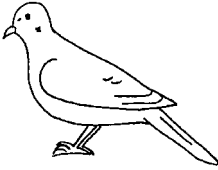
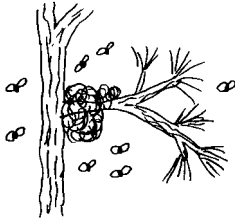
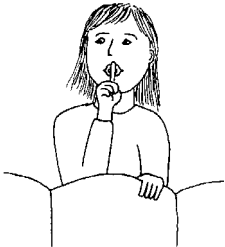



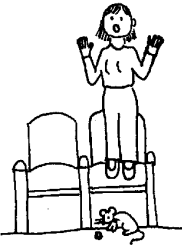
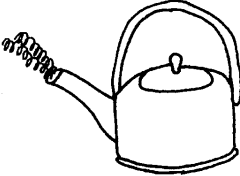

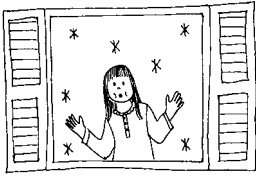
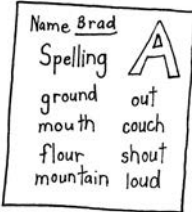

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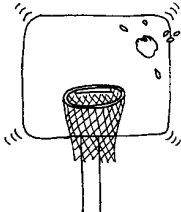
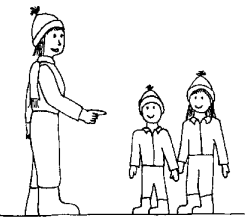
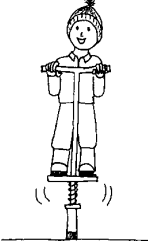
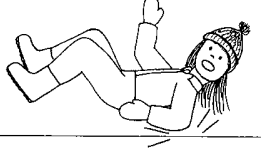

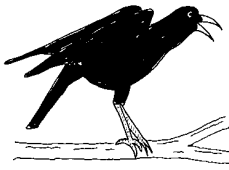
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As 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, “wwwwww.”</p>		<p>W w</p>
<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. (u/up)</p>		<p>U u</p>
<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>		<p>B b</p>
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		<p>M m</p>
<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>		<p>R r</p>

<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 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 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.” (e/egg)</p>		<p>E 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 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 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 “Ahhh” 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.” (o/ox)</p>		<p>O 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 as 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. "AAAAaah!" 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." (a/ant)</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 the large aquarium. They could hear 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. (k/kick)</p>		<p>K 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. (y/yo-yo)</p>		<p>Y 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 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 z</p>
<p>Part 2 - Beyond The Alphabet Sounds</p> <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. (sh/ship)</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. (e/emu)</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. (o/ocean)</p>		<p>ō</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 "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</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. (th/this)</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. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (o/to)</p>		<p>ö</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. (a/apron)</p>		<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they 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. (ch/chicken)</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 first snowball hit. “Nnngg,” it sang out again as Audrey’s snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>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.” (u/uniform)</p>		<p>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. (oi/oil, oy/boy)</p>		<p>oi oy</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. (ou/ouch, ow/cow)</p>		<p>ou ow</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. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.” (u/bush)</p>		<p>ü</p>
<p>As they finished the snowman, 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. (a/all)</p>		<p>ä</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)



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.

The End

Notes About the Alphabet

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 wider. For some vowel sounds, 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 three 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, ă, over vowels to show the short sound. I don’t do this because it seems to create more confusion for the student.) The third sound for each vowel is a "special" sound. The special vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. Two of the special vowel sounds (ë/ballet and ï/pizza) have sounds that match the long a and long e sounds. Two more special vowel sounds are formed by pairs of vowels: ou/ouch, and oi/oil.

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 (of which two repeat long vowel sounds) and two special sounds formed with pairs of vowels. This gives us 41 different sounds, including 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 Sound Overview Charts

Read some of the story aloud to the students each day, until you have read the whole story. For more advanced students who have already been exposed to the sound story, read through the sound story to review the sound for each picture. Being familiar with the sound pictures will help the student learn new phonogram patterns and their sounds..

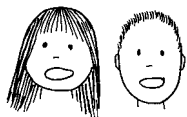
Go over the sound charts at the beginning of each lesson. Look at each letter of the alphabet, each vowel sound, and each consonant pattern. Small pictures from the sound story are shown above each entry to indicate the matching sound. In some cases, there will be more than one letter pattern to represent that sound. In other cases, there will be more than one sound for a single letter pattern. The student should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps the student create a secure mental map of the letters and sounds.

Sight Words

Short Vowels is	his	as	has	A
a	I	was	<small>Book 1</small> of	both
the	most	post	wolf	two
rich	much	such	which	what
who	whom	whose	truth	<small>Book 2</small> people
been	where	there	were	said
says	friend	children	won't	don't
any	many	busy	only	<small>Book 3</small> broad
does	shoe	move	prove	lose
gone	one	again	against	sure
sew	<small>Book 4</small> though	through	know	school
poor	door	floor	half	calf
although	<small>Book 5</small> once	are	answer	very
bury	<small>Book 6</small> height	<small>Book 7</small> color	mirror	sugar
heart	hearth	<small>Book 8</small> drought	eye	

Alphabet Sounds

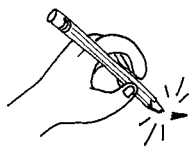
A a



B b



C c



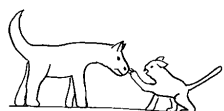
D d



E e



F f



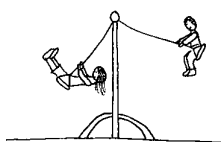
G g



H h



I i



J j



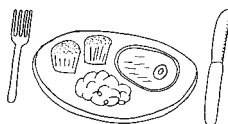
K k



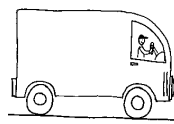
L l



M m



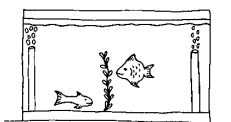
N n



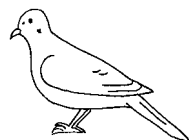
O o



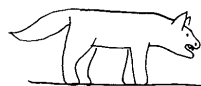
P p



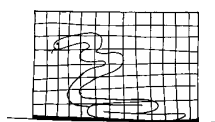
Q q



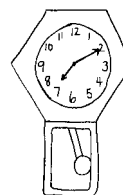
R r



S s



T t



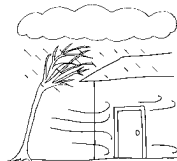
U u



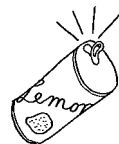
V v



W w



X x



Y y



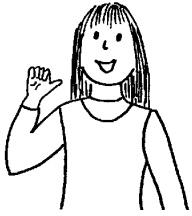
Z z



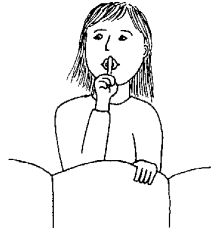
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



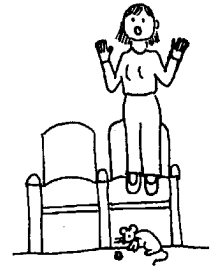
sh



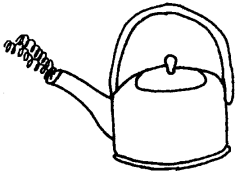
ē



ō



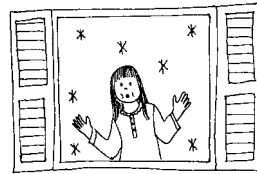
th



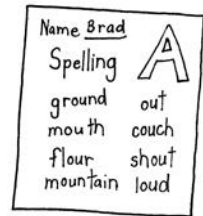
th



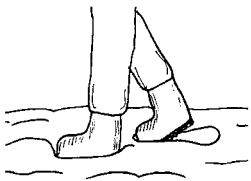
ö



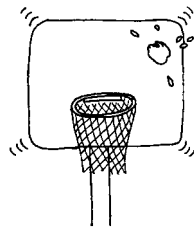
ā



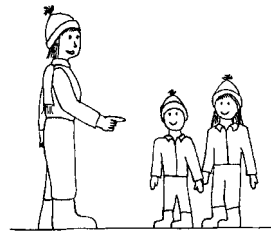
ch



ng



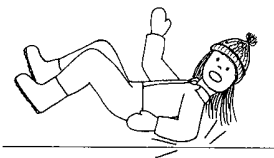
ū



oi oy



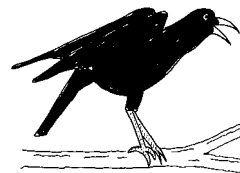
ou ow



ü



ä

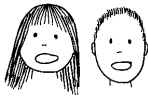

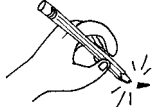
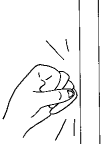
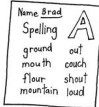




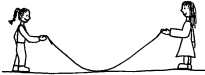





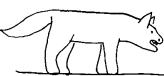
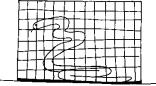







measure, vision,
azure, garage





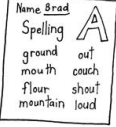
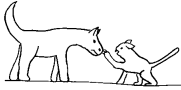

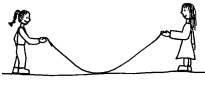






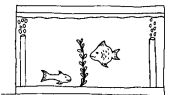


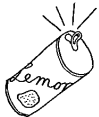



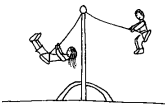

Say the sound for each letter or pattern.

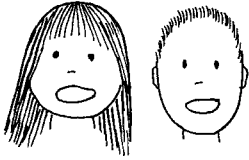
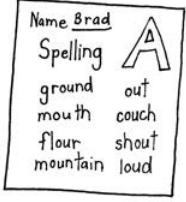
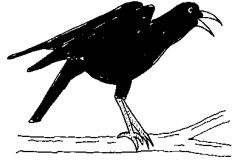
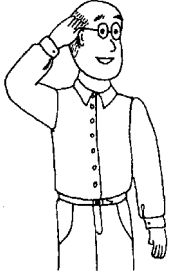

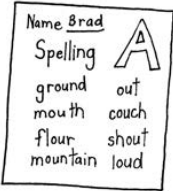
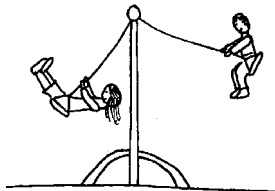
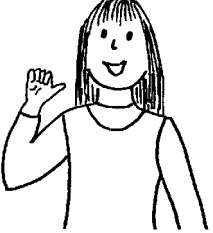



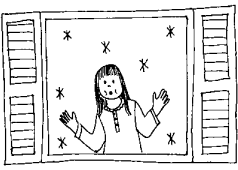



Say the sound or sounds for each letter.

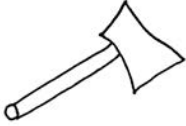


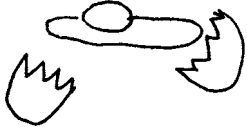
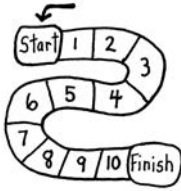



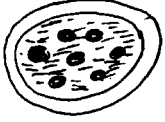
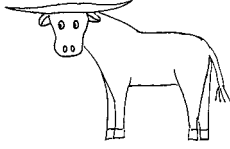
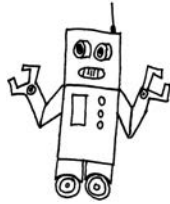




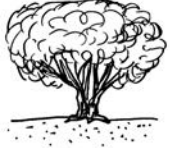
Alphabet		Some letters can represent more than one sound.							
a		b		c		d			
ā				c					
ä									
a									
i		j		k		l			
ī									
ï									
qu		r		s		t		u	
				s				ū	
								ü	

Alphabet

Some letters can represent more than one sound.

<p>e </p> <p>ē </p> <p>ë </p>	<p>f </p>	<p>g </p> <p>gg </p>	<p>h </p>	
<p>m </p>	<p>n </p>	<p>o </p> <p>ō </p> <p>ö </p>	<p>p </p>	
<p>v </p>	<p>w </p>	<p>x </p>	<p>y </p> <p>y </p> <p>y </p> <p>y </p>	<p>z </p>

Short Vowels VC	Long Vowels CV	Dotted Vowels
<p>a</p> 	<p>ā</p> 	<p>ä</p> 
<p>e</p> 	<p>ē</p> 	<p>ë</p> 
<p>i</p> 	<p>ī</p> 	<p>ï</p> 
<p>o</p> 	<p>ō</p> 	<p>ö</p> 
<p>u</p> 	<p>ū</p> 	<p>ü</p> 

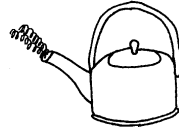
Short Vowels VC	Long Vowels CV	Dotted Vowels
<p>a </p> <p>ax</p>	<p>ā </p> <p>ra ven</p>	<p>ä </p> <p>all</p>
<p>e </p> <p>egg</p>	<p>ē </p> <p>be gin</p>	<p>ë </p> <p>ballet</p>
<p>i </p> <p>in</p>	<p>ī </p> <p>li lac</p>	<p>ï </p> <p>pizza</p>
<p>o </p> <p>ox</p>	<p>ō </p> <p>ro bot</p>	<p>ö </p> <p>to</p>
<p>u </p> <p>up</p>	<p>ū  tu lip  mu sic</p>	<p>ü </p> <p>bush</p>

Consonant Patterns

sh



th



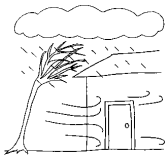
ch



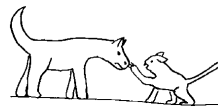
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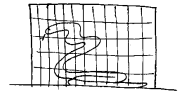
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ph



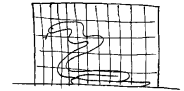
ce



ci



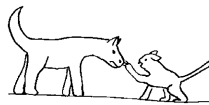
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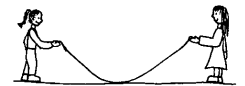
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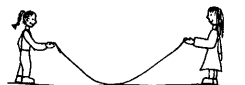
ugh



ge



gi



gy



Ending Consonant Patterns

ck



ack

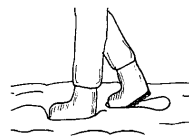
eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

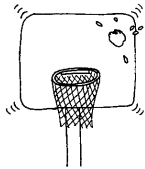
ench

inch

onch

unch

ng



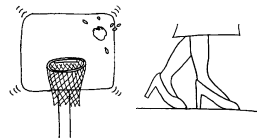
ang

ing

ong

ung

nk



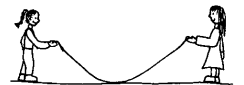
ank

ink

onk

unk

dge



adge

edge

idge

odge

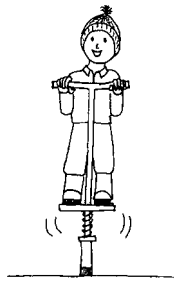
udge

oi



In the middle

oy

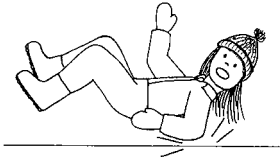


At the end

Odd O

Patterns

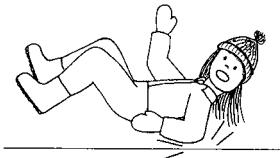
ow



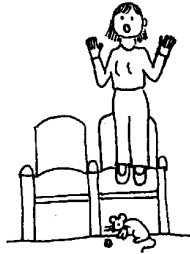
ow



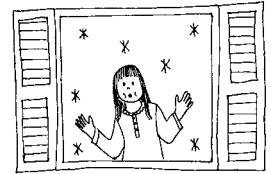
ou



ou



ou



oo



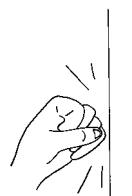
oo



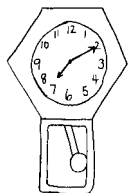
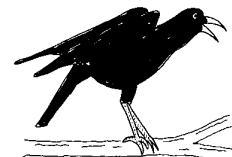
Look at each pattern.
Say the sound.

The Odd O Patterns don't say the
sounds you would expect. You
just have to memorize them.

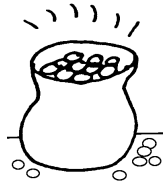
ould



ought



oi



coins

oy



boy

Odd O

Patterns

ow



cow

ow



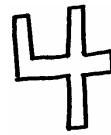
snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

Look at each pattern.
Say the sound and key word.

The Odd O Patterns don't say the
sounds you would expect. You
just have to memorize them.

ould



should

ought



bought

Bossy R Patterns

ar



car

ar



dollar

ar



carrot

er



her

er



heron

ir



bird

or



horse

or



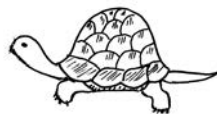
tractor

or



sorry

ur



turtle

More Bossy R Patterns

wor



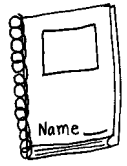
worm

ear



early

our



journal



Umbrella Vowels

 a

?



what

 a _



across

 _ a



panda

 o



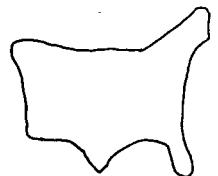
son

 o _ e



love

ou



country

Shady Short Vowels

ea



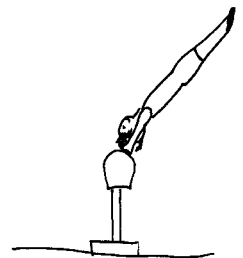
head

a



father

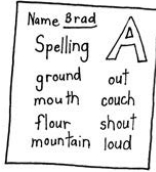
y



gymnastics

Long Vowel Patterns

ā



ē



ī



ai

rain

ee

feet

ie

pie

ay

play

ei

weird

ey

key

ea

eat

a_e

safe

e_e

these

i_e

pine

igh^{*}

night

ind

find

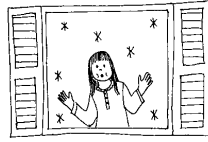
ild

child

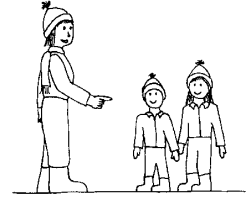
Point to each long vowel on the top row, going across, while students say the sounds.
Point to each vowel pattern going down the columns.
Students say the sounds and key words.

Long Vowel Patterns

ō



ū



oa boat

ui fruit

ue cue

oe toe

ue glue

ou four

ow snow

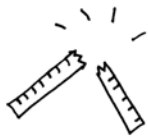
o_e home

u_e flute

u_e cube

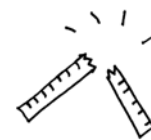
old gold

olt bolt



oll troll

ew flew



ew few

o[˙]lk yolk

eu neutron

eu Europe

y



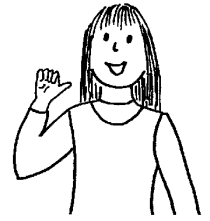
y



y

ye

y_e

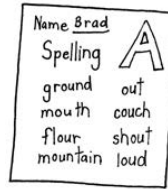


eī



ëi

In the middle



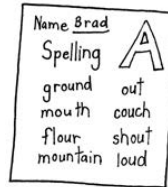
Long E
Patterns With
More Than
One Sound

eȳ



ëȳ

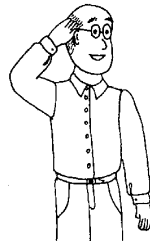
At the end



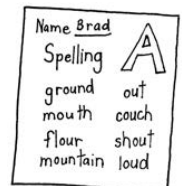
eā



ea



ëā



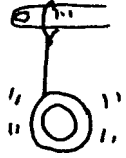




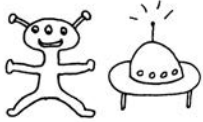

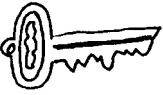
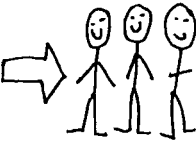



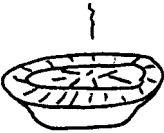

iē



ie

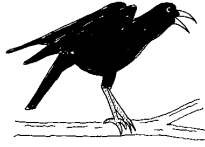


Long I Pattern
With More Than
One Sound

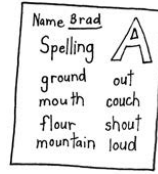
Sounds For Y	y	 yo-yo	y	 happy	y	 my
					ye	 rye
					y_e	 type
ēi		 weird	ëi		 veil	Long E Patterns With More Than One Sound
ēy		 key	ëy		 they	
ēa		 eat	ea		 head	
ēä		 steak				
īe		 pie	ïe		 shield	Long I Pattern With More Than One Sound

Dotted Vowel Patterns

ä



ë



ï



aw saw

ei veil

ï pizza

au Paul

ey they

ie shield

all ball

ea steak

al salt

eigh sleigh

alk talk

ë ballet

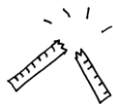
wa wasp

swa swan

qua quarrel

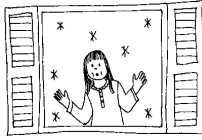
squa squash

ought bought



Dotted Vowel Patterns

ö



ü



Odd O Vowel
Pairs

ö to

ü push

oi oil

oo moon

oo book

oy boy

ou soup

ould should

ow cow

ow snow

ou ouch

ou four



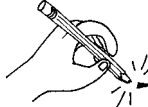

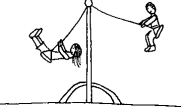
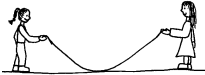



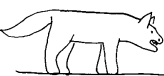
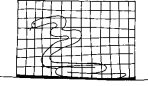



ou soup

oo book

öö moon

Students look at the dotted vowels going across the top row and say each sound. Students read each dotted sound pattern and key word, going down the columns. Students say each sound and key word in the Odd O Patterns column. Model and have students repeat until they can say the sounds and key words independently.

Say the sound or sounds for each letter.

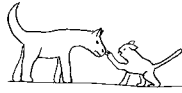
Alphabet		Some sounds can be shown in more than one way.		
a 	b 	c  ck Jack	d 	
i  y gymnastics	j  dge fudge g gem giant gym _ge hinge	k  ck Jack	l 	
qu 	r  wr wren	s  c cent city cycle _ce fence _se mouse	t  u   a what a_ across _a panda o son o_e love ou country	

e



ea head

f



ph phone

ugh laugh

g



gh ghost

h

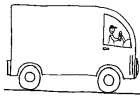


wh who

m



n



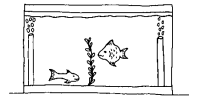
kn knife

o



a father

p

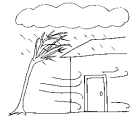


v



_ve give

w



wh when

x



y






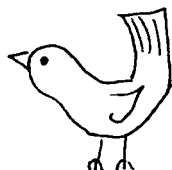
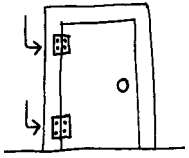


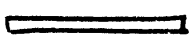

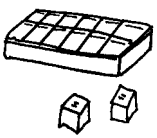
z



s his

_se cheese

_ze freeze

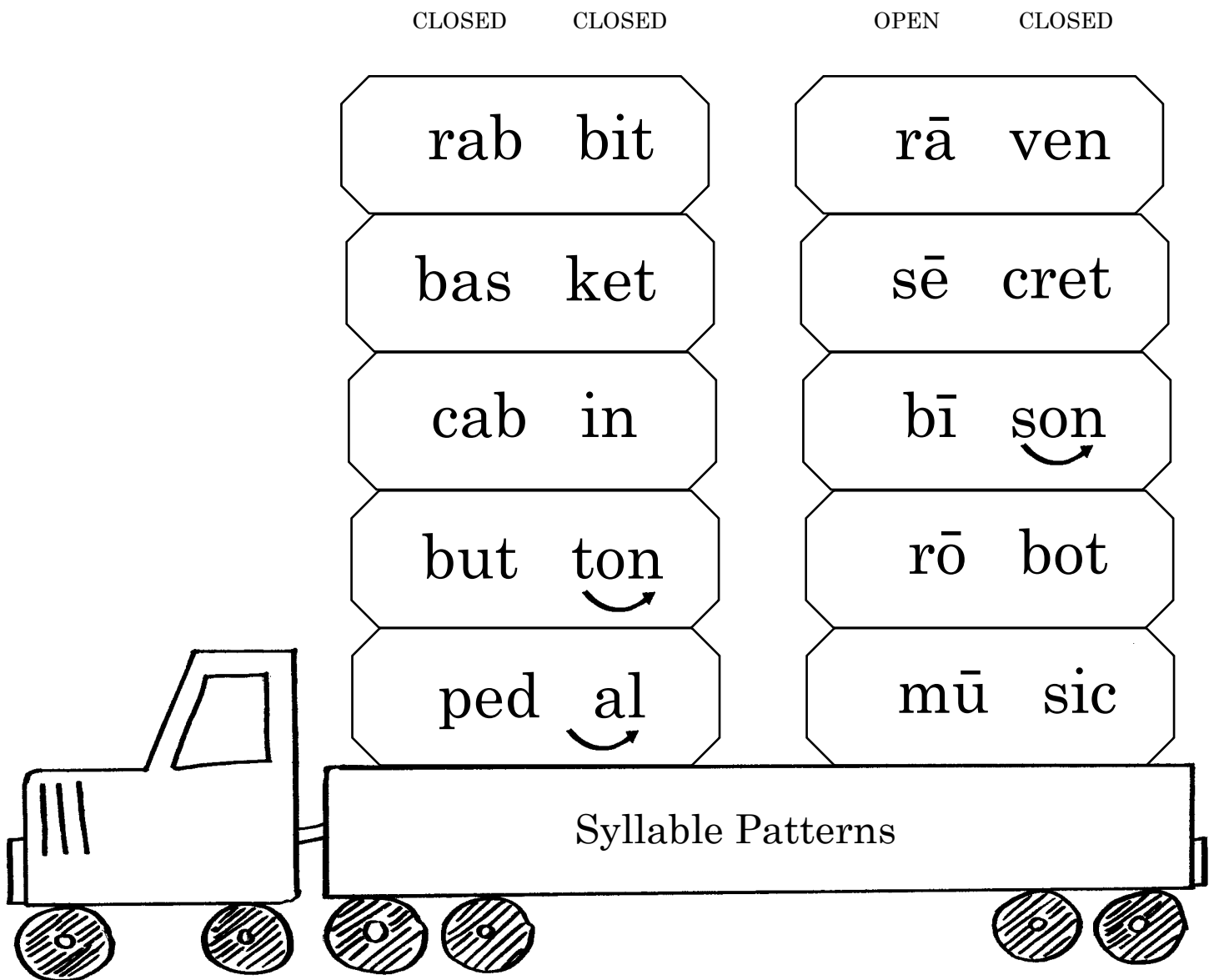
Ending Consonant Patterns			Other Consonant Patterns		
	_ve ^x	give		kn ^x	knife
	_ce ^x	fence		wr ^x	wren
	_ge ^x	hinge		gh ^x	ghost
	_se ^x	mouse		gh ^x	straight
	_se ^x	cheese	<p>Consonant Patterns With Silent Letters</p> <ul style="list-style-type: none"> The letter v is not used at the end of English words. Use the _ve pattern instead. The letter s is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. The _se and _ze patterns may be used at the end of a word to show the /z/ sound . The e is added after the s and the z to make it clear that there is no suffix _s at the end of the word. 		
	_ze ^x	freeze			

Syllable Patterns

A syllable in which a vowel is followed by a consonant is called a closed syllable. In closed syllables, the vowel usually represents its short vowel sound.

A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

In two syllable words, some syllables are stressed, or emphasized, more than others. In a stressed syllable, the vowel usually has its expected sound. In an unstressed syllable, the vowel is often not pronounced in the usual way. It may hardly be heard at all. This is called the schwa sound. An arrow going under a vowel shows that it has the schwa sound. Go from one consonant to the next, skipping the vowel sound.



Unaccented Syllables

The vowels in unaccented syllables may hardly be pronounced at all. This applies to closed syllables and open syllables. This type of vowel has the “schwa” sound. The dictionary shows this sound as an upside down e: ə. In this program, an arrow going under a vowel shows that it has the schwa sound. Go from one consonant to the next, skipping the vowel sound.

Unaccented
Second Syllables

but ton

ped al

con nect

oc to pus

col lect

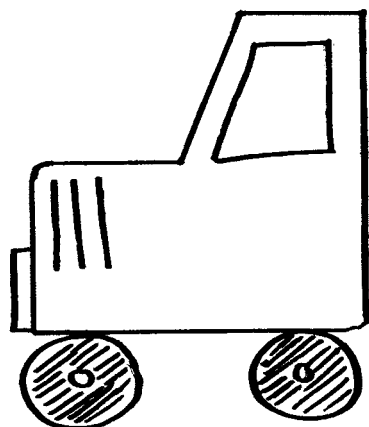
in stru ment

com pare

dī no saur

pol lute

ū ni form



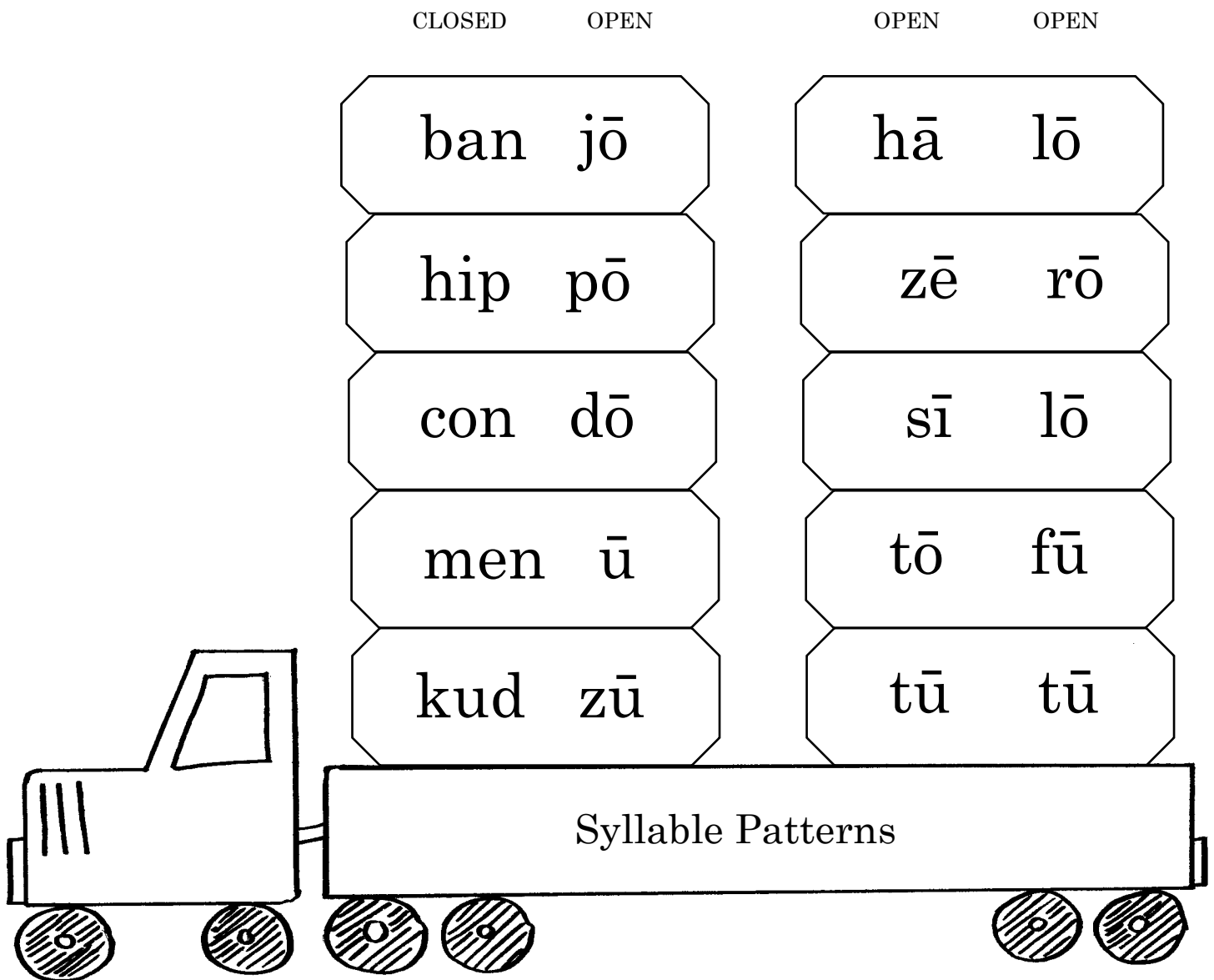
Unaccented
First Syllables

Unaccented
Middle Syllables

Syllable Patterns

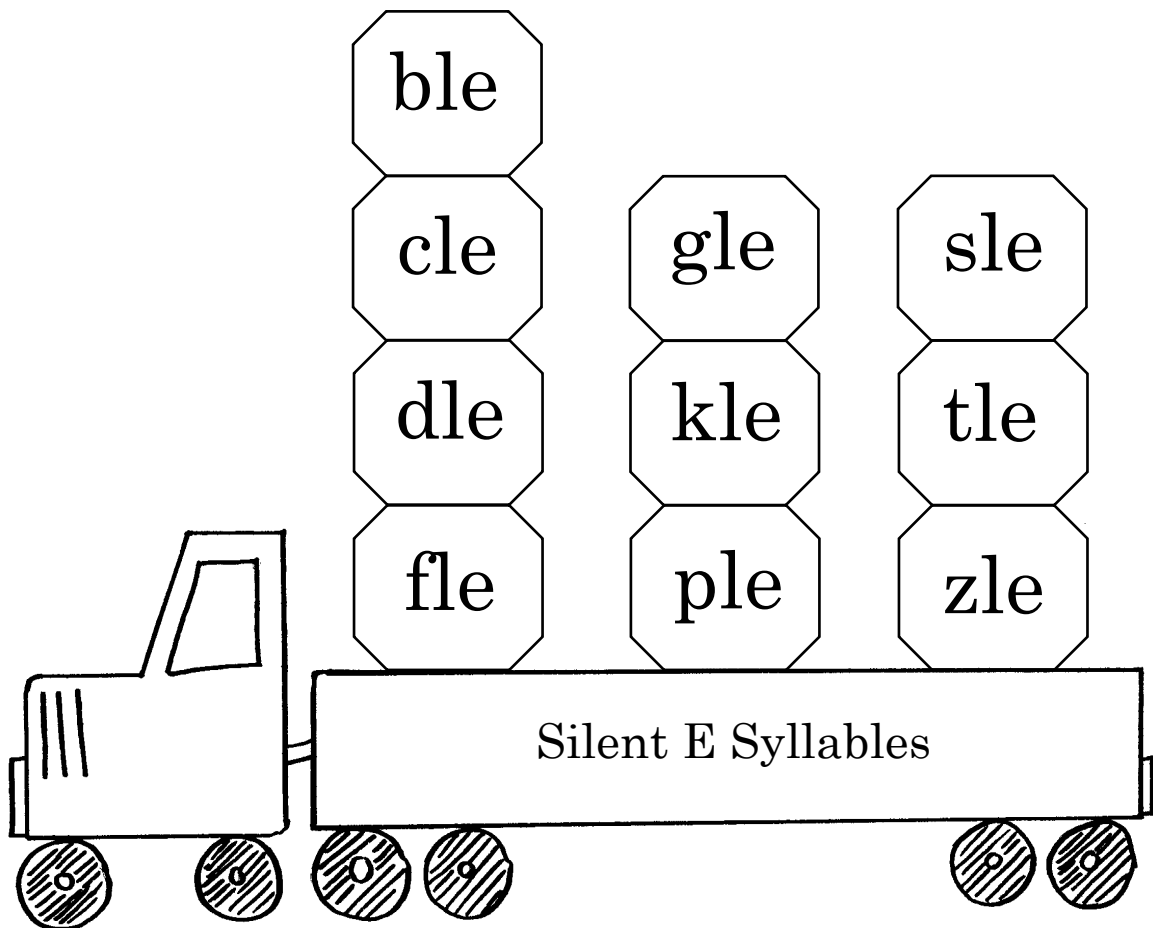
A syllable in which a vowel is followed by a consonant is called a closed syllable. In closed syllables, the vowel usually represents its short vowel sound.

A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.



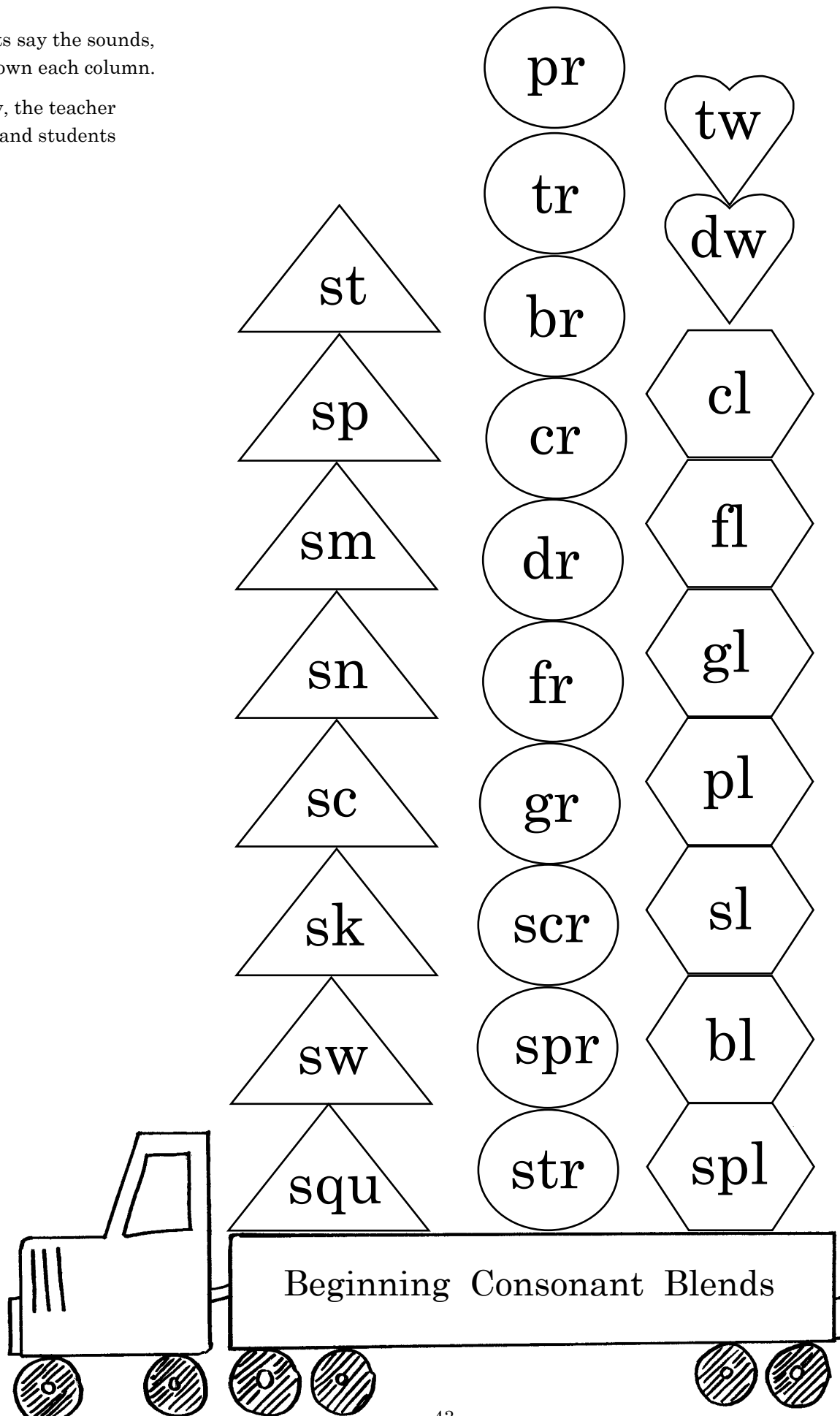
Silent E Syllables

Some words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.



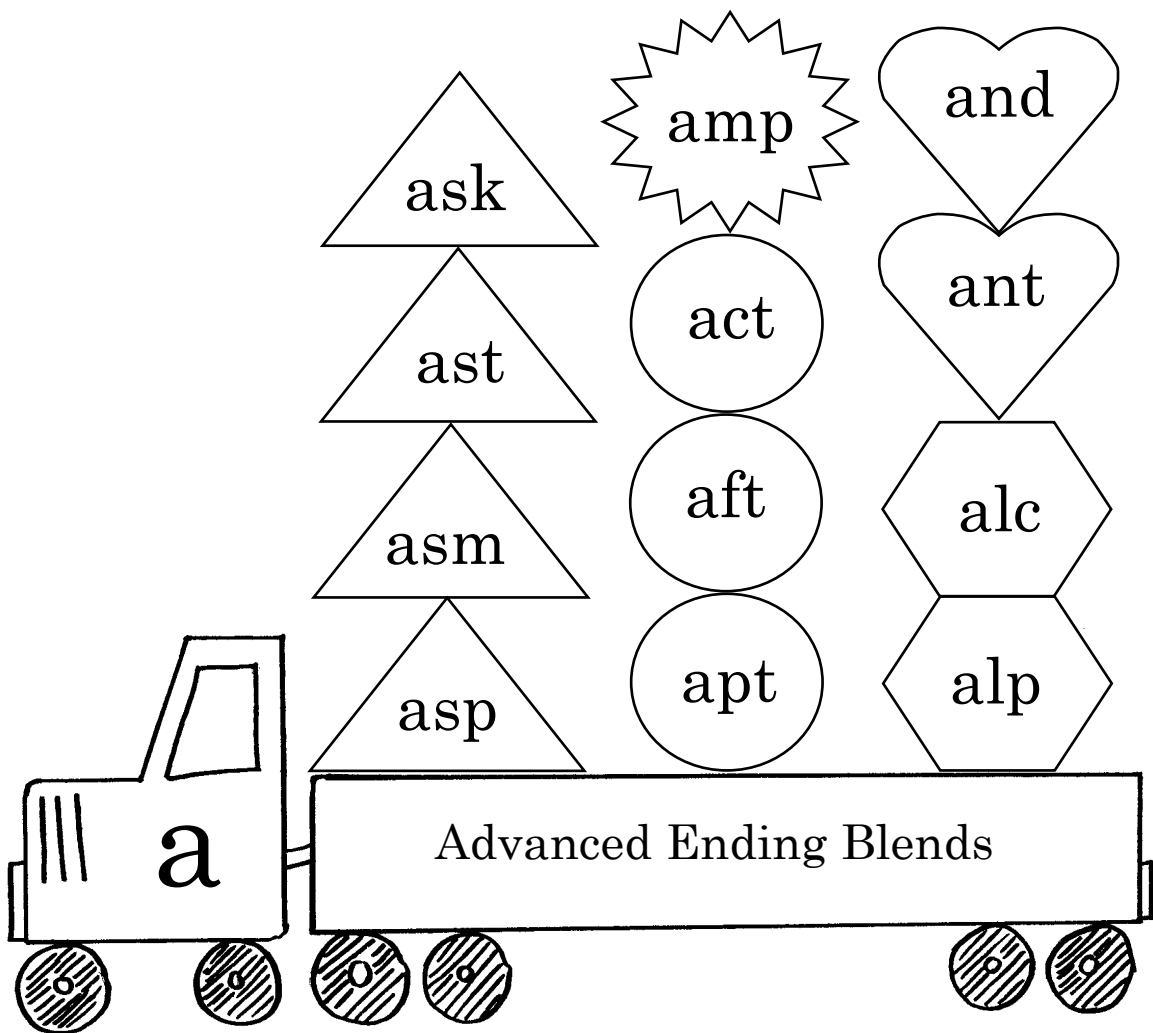
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



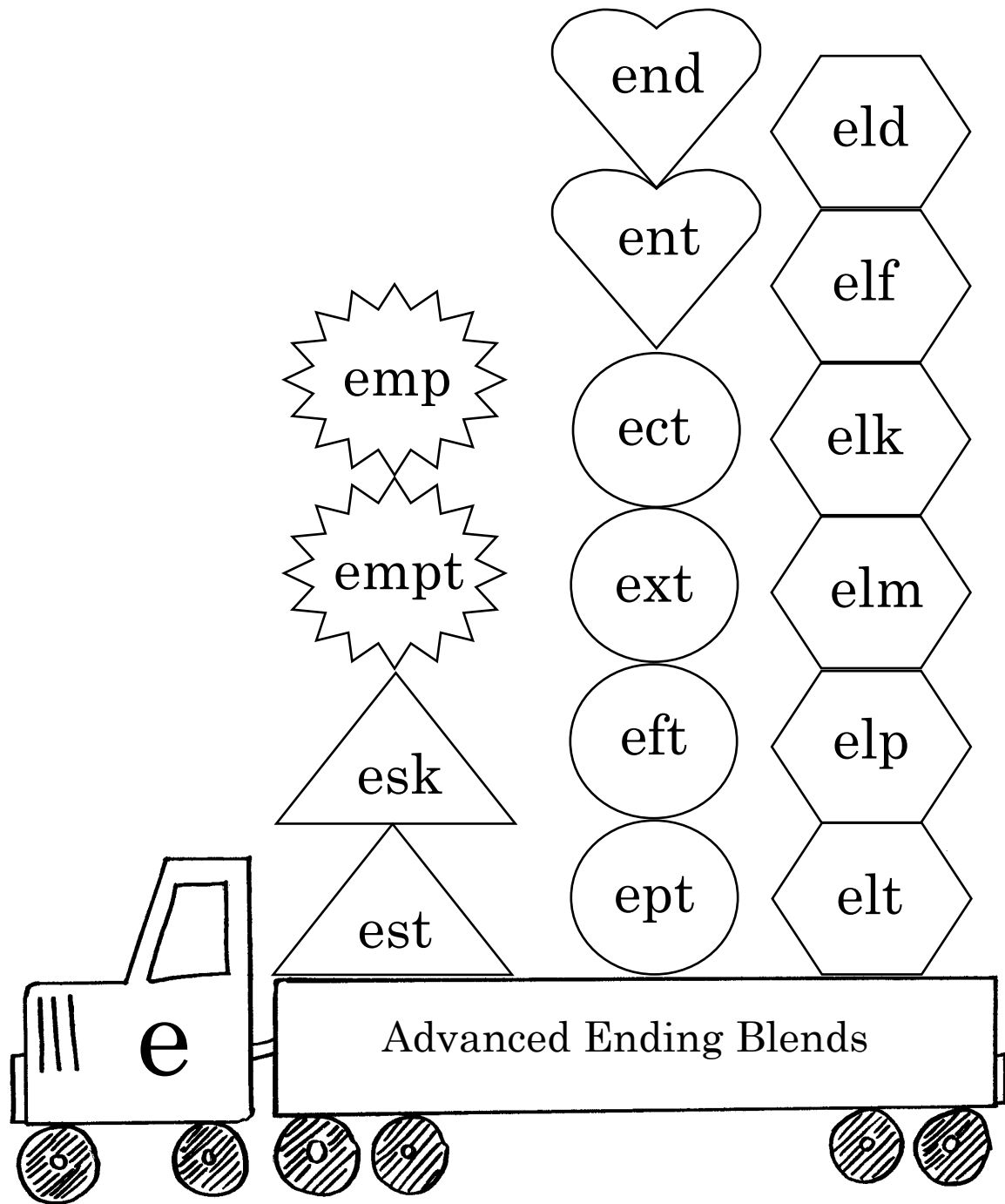
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



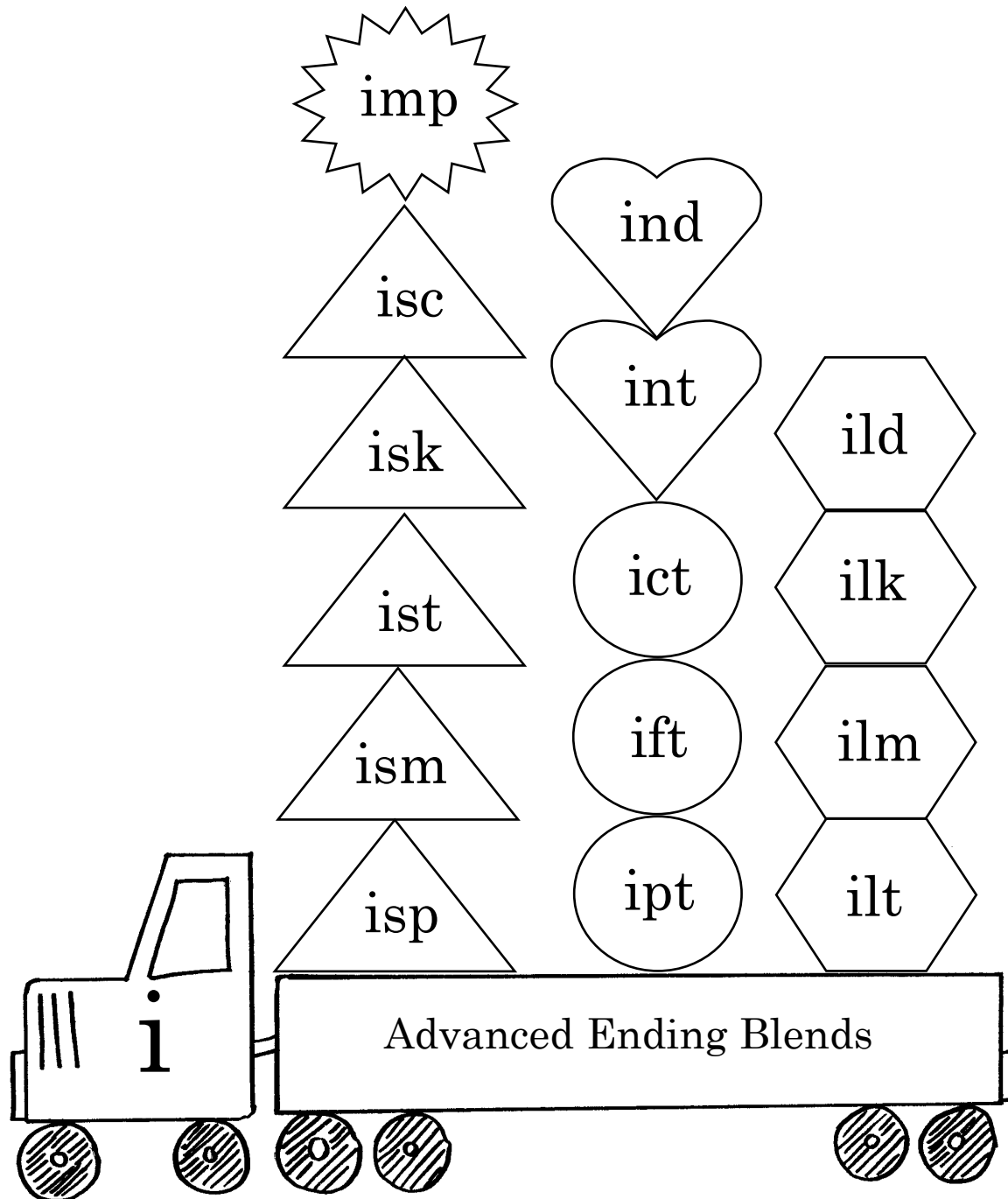
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



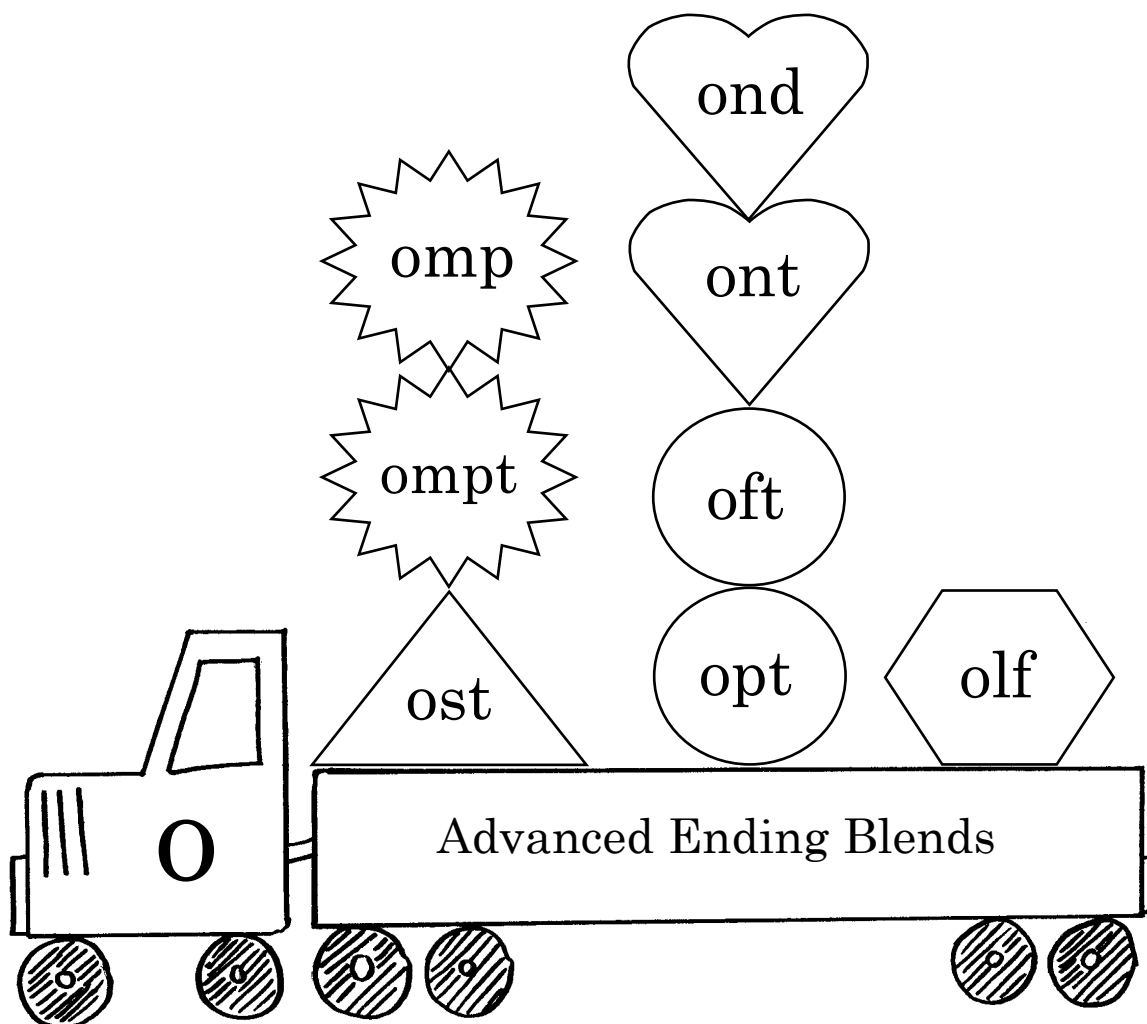
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



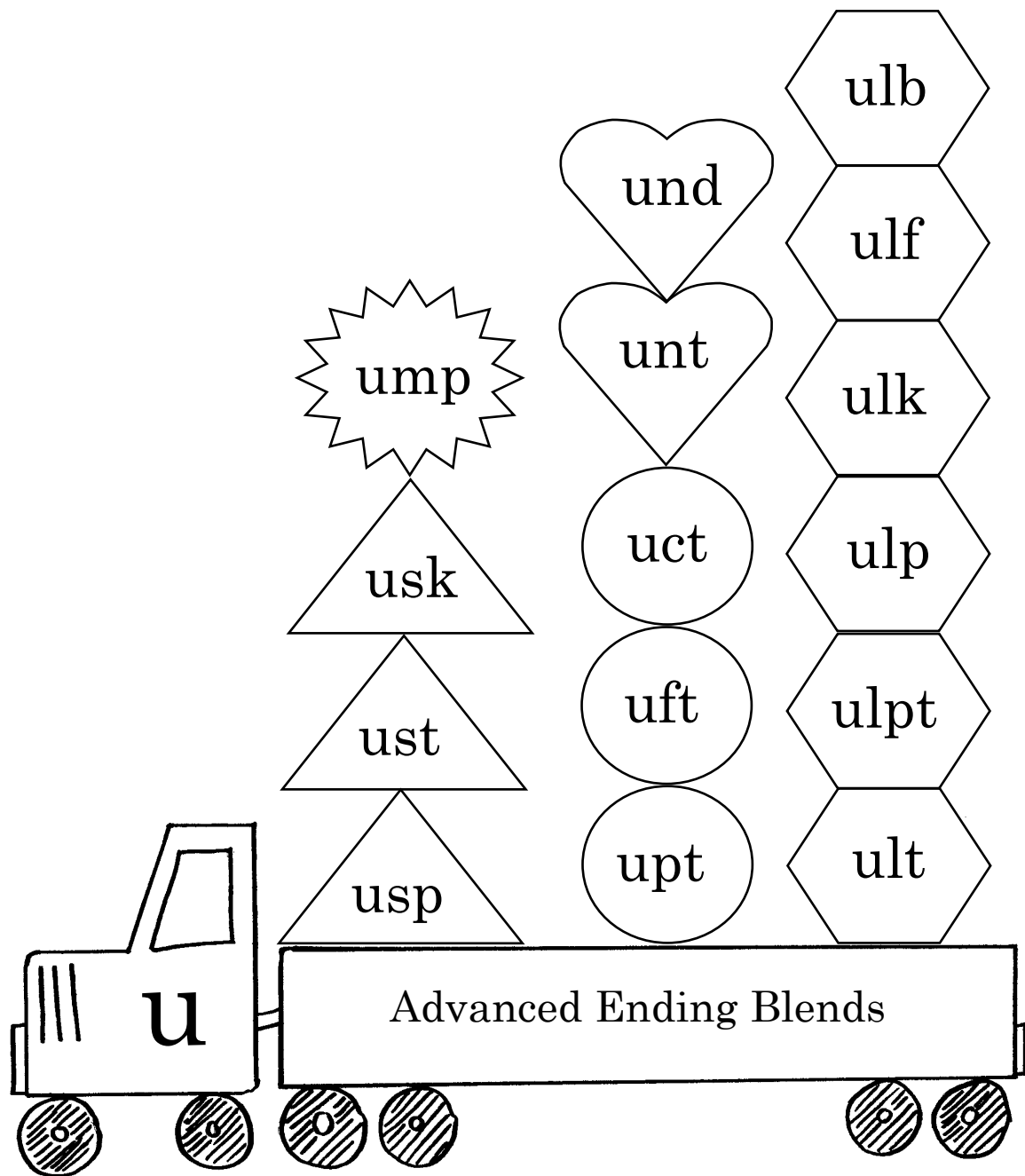
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



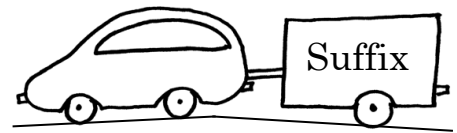
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.





Prefixes And Suffixes

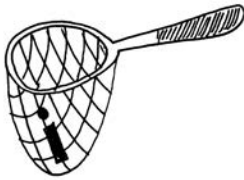


Students read the words on this chart as a review. Ask students to explain why each prefix or suffix is used. New prefixes and suffixes will be added to this chart after they are taught in the *Advanced Phonics Patterns* book.

cat cats run runs	bus buses box boxes fizz fizzes wish wishes lunch lunches catch catches	Ed's sled point pointed rain rained fix fixed jump jumping	hop hopped hopping safe safely smile smiled smiling
----------------------------	--	--	--

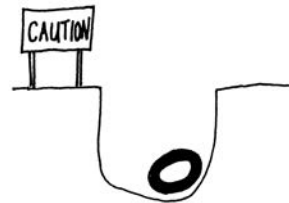
Contractions

Have students read the words and contractions.



he is
he's
she is
she's
it is
it's
that is
that's
when is
when's
what is
what's
who is
who's

is not
isn't
did not
didn't
has not
hasn't
had not
hadn't
have not
haven't
was not
wasn't
can not
can't
will not
won't
do not
don't



could not
couldn't
would not
wouldn't
should not
shouldn't

let us
let's

where is
where's
there's
there's
how is
how's

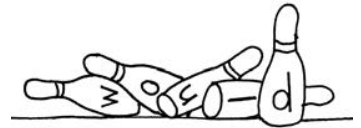
I am
I'm

Contractions

Have students read the words and contractions.



I will
I'll
you will
you'll
he will
he'll
she will
she'll
it will
it'll
we will
we'll
they will
they'll
who will
who'll



I would
I'd
you would
you'd
he would
he'd
she would
she'd
we would
we'd
they would
they'd
who would
who'd
it would
it'd



must not
mustn't
does not
doesn't
are not
aren't
were not
weren't

I had
I'd
he had
he'd
she had
she'd

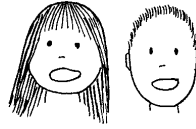
we had
we'd
it had
it'd
you had
you'd
they had
they'd

I have
I've
you have
you've
we have
we've
they have
they've

we are
we're
you are
you're
they are
they're
who are
who're

Rhyming

a

**_ab****_ad****_ag****_am**

cab

bad

bag

cam

dab

cad

gag

dam

gab

dad

hag

ham

jab

fad

lag

jam

lab

had

nag

ram

nab

lad

rag

tam

tab

pad

sag

am

sad

tag

ad

wag

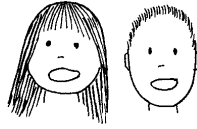
add

A single vowel followed by one or more consonants usually represents its short vowel sound.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

Rhyming

a

**_an****_ap****_at****_ass**

ban

cap

bat

bass

can

gap

cat

lass

fan

lap

fat

mass

man

map

hat

pass

pan

nap

mat

sass

ran

rap

pat

tan

sap

rat

van

tap

sat

an

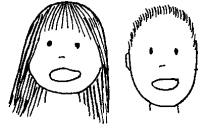
yap

tat

vat

Rhyming

a



_ax

_as

_al

_ak

ax

a^zs

pal

yak

sax

ha^zs

gal

tax

wa^zs

fax

lax

_aff

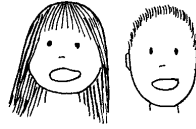
_azz

gaff

jazz

Body-Coda

a



ha_

sa_

ma_

ca_

had

sad

mad

cab

hag

sag

man

cat

Hal

sap

map

cam

ham

sass

mass

can

hat

sat

mat

cap

has^z

sax

Max

Sam

za_

va_

wa_

zap

van

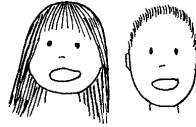
wag

vat



Body-Coda

a



pa_

la_

ta_

fa_

pad

lab

tab

fat

pal

lad

tag

fad

pan

lag

tan

fan

pat

lap

tap

fax

pass

lass

tax

ra_

ya_

ga_

a_

rag

yak

gas

am

ram

yam

gap

at

rat

yap

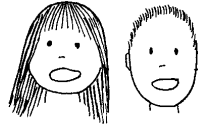
gaff

^z
as

ax

Body-Coda

a



na_

ba_

da_

ja_

nab

bad

dab

jab

nag

bag

dad

jam

nap

bass

dam

jazz

Nan

bat

Dan

Jan

Rhyming

O



_ob

_od

_og

_op

bob

cod

bog

hop

cob

God

cog

lop

fob

nod

dog

mop

job

pod

fog

pop

lob

rod

hog

sop

rob

sod

jog

top

sob

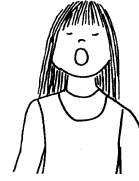
log

A single vowel followed by one or more consonants usually represents its short vowel sound.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

Rhyming

O



_ot

_oss

_ox

_on

cot

boss

box

con

dot

loss

fox

don

got

moss

lox

on

hot

toss

pox

lot

ox

not

pot

tot

_om

_off

_oll

mom

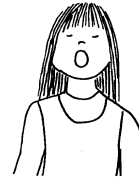
doff

doll

off

Body-Coda

O



do_

lo_

to_

co_

doff

lob

top

cob

dog

log

toss

cod

doll

lop

tot

cog

don

loss

Todd

con

Don

lot

Tom

cot

dot

lox

ho_

fo_

no_

go_

hog

fob

nod

God

hop

fog

not

got

hot

fox

Body-Coda

O



ro_

po_

bo_

o_

rob

pod

bob

ox

rod

pop

Bob

on

rot

pot

bog

off

Ron

pox

bop

odd

Ross

box

mo_

jo_

wo_

mob

job

wok

mom

jog

mop

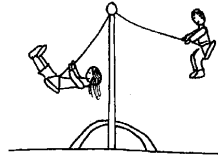
Jon

moss

jot

Rhyming

i



_ib

_id

_ig

_ill

bib

bid

big

bill

fib

did

dig

dill

jib

hid

fig

fill

nib

kid

jig

gill

rib

lid

pig

hill

rid

rig

mill

_ix

wig

pill

fix

_iff

quill

mix

tiff

sill

nix

if

till

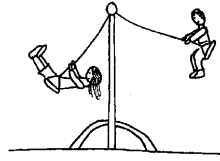
six

A single vowel followed by one or more consonants usually represents its short vowel sound.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

will

Rhyming

i**_im****_in****_ip****_it**

dim

bin

dip

bit

him

din

hip

fit

rim

fin

kip

hit

vim

kin

lip

kit

pin

nip

lit

tin

rip

pit

win

sip

quit

_iss

tip

sit

hiss

_is

zip

wit

kiss

is^z

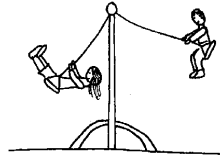
mitt

miss

his^z

Body-Coda

i



fi_

hi_

li_

mi_

fib

hid

lid

mill

fig

hill

lip

miss

fill

him

lit

mitt

fin

hip

Liz

mix

fit

his^z

fix

hit

fizz

qui_

wi_

quill

wig

quip

will

quit

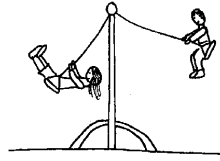
win

quiz

wit

Body-Coda

i



ri_

i_

si_

di_

rib

it

sill

did

rid

is^z

sip

dig

rig

ill

sit

dill

rim

if

six

dim

rip

in

dip

bi_

gi_

vi_

yi_

bib

gill

vim

yip

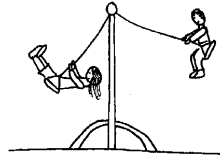
big

bill

bit

Body-Coda

i



ki_

pi_

ji_

ni_

kid

pig

jib

nib

kin

pill

jig

nip

kiss

pin

Jill

nix

kit

pit

Jim

Kim

ti_

zi_

till

zip

tin

tip

Rhyming

u

**_ug****_un****_ull****_ut**

bug

bun

cull

but

dug

dun

dull

cut

hug

fun

gull

gut

jug

nun

hull

hut

lug

pun

mull

jut

mug

run

null

rut

rug

sun

tug

_up**_utt**

A single vowel followed by one or more consonants usually represents its short vowel sound.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

cup

mutt

pup

putt

up

Rhyming

u



_ub

_ud

_uff

_um

cub

bud

buff

gum

hub

cud

cuff

hum

nub

dud

huff

mum

rub

mud

muff

sum

sub

suds

puff

yum

tub

_ux

_uzz

_uss

_us

lux

buzz

fuss

bus

tux

fuzz

muss

us

Body-Coda

u

**bu_****cu_****gu_****hu_**

bud

cub

guff

hub

buff

cud

gull

huff

bug

cuff

gum

hug

bum

cull

gun

hull

bun

cup

gut

hum

bus

cut

Gus

hut

but

buzz**fu_****lu_****tu_**

fun

lug

tub

yu_

fuss

lull

tug

yum

fuzz

lux

tux

Body-Coda

u



mu_

ru_

pu_

du_

mud

rub

puff

dub

muff

ruff

pun

dud

mug

rug

pup

dug

mull

rum

pus

dull

mum

run

putt

mutt

rut

nu_

su_

nub

sub

ju_

u_

null

suds

jug

us

nun

sum

jut

up

nut

sun

Rhyming

e



_et

_ed

_ell

_eg

bet

bed

bell

beg

get

fed

dell

keg

jet

led

fell

leg

let

red

sell

peg

met

wed

tell

net

zed

well

pet

set

vet

wet

yet

A single vowel followed by one or more consonants usually represents its short vowel sound.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

Rhyming

e



_en

_ess

_ex

_ez

den

less

vex

fez

hen

mess

men

pen

ten

yen

_ep

_em

_eb

pep

hem

web

Body-Coda

e



be_

me_

le_

ye_

bed

men

led

yell

beg

mess

leg

yen

bell

met

less

yes

bet

Meg

let

yet

Ben

fe_

de_

je_

ke_

fed

dell

jet

keg

fell

den

Jeff

Ken

fez

Body-Coda

e



pe_

we_

e_

te_

pep

web

egg

tell

pet

wed

ebb

ten

peg

well

err

Ted

pen

wet

Ed

se_

ne_

ve_

he_

sell

net

vet

hem

set

Ned

vex

hen

ge_

re_

que_

ze_

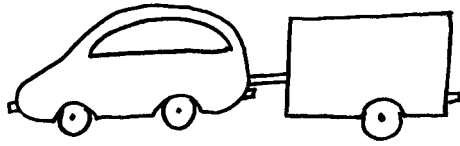
get

red

quell

zed

—S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

bed
beds

sell
sells

cup
cups

dig
digs

pan
pans

run
runs

doll
dolls

hop
hops

kit
kits

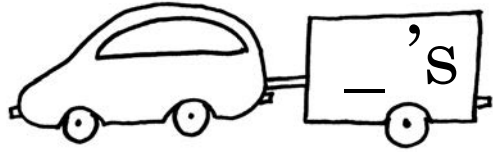
wag
wags

log
logs

sit
sits

Suffix Study

An apostrophe 's is used at the end of a noun to show ownership.



Dan's cat



Bob's box



Meg's dog



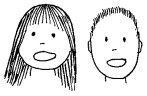
Ed's job



A cat's mat



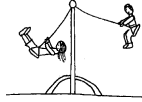
Begin The Skills In *Phonetic Words And Stories, Book 1*



a



e



i



o



u

ax

add

ran

pass

egg

Ed

ten

well

ill

if

fin

fizz

off

ox

box

moss

us

up

nut

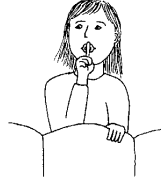
cuff

Each vowel has three possible sounds: short, long, and dotted. This page shows the short vowel sounds.

A single vowel followed by one or more consonants in the same syllable usually represents its short vowel sound, as shown above. Notice that it is not necessary to have a consonant before the vowel. But there must be a consonant after the vowel.

A word or syllable with one vowel followed by one or more consonants is called a closed syllable.

sh



ship

fin

ish

finish

shin

van

ish

vanish

shop

rad

ish

radish

shot

pun

ish

punish

shut

pol

ish

polish

shed

pub

lish

publish

shell

sham

fish

dish

wish

mash

mesh

hush

This pattern is a consonant digraph. Neither the letter s nor the letter h represents its usual sound. The two letters work together to show a single, completely different sound.



son

doz

en
↘

dozen

won

ov

en
↘

oven

ton

shov

el
↘

shovel

 of^v

hov

el
↘

hovel

from

cov

et
↘

covet

front


Sometimes the vowel in a second syllable is hardly heard at all. An arrow under the vowel tells you to skip that vowel sound. Pronounce the consonant before the vowel and slide directly to the consonant after the vowel.

The Story Of The Umbrella Vowels

a

A

 was

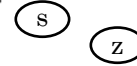
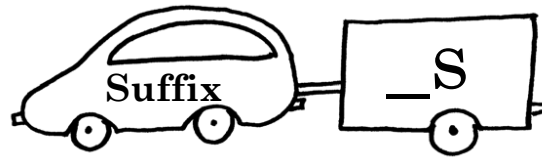
 what^x

One day all of the vowels, a, e, i, o, and u, went for a walk. As they walked, it started to rain. The letter u always carried his umbrella, because the word umbrella begins with the letter u's short vowel sound. He put up his umbrella, which was very large, to keep himself dry. The other vowels did not bring their umbrellas. As the rain fell on them, they asked the letter u if they could get under his umbrella, too. The letter u said that they could, IF they would promise to say his "short u" sound (u as in umbrella) instead of their own sounds whenever they appeared in words. The other vowels were very sad, because they each had their own sound and didn't want to give them up. Soon the rain poured down even harder. "PLEASE let us get under your umbrella," they said. "We want to keep our own sounds, but we promise that in some words we will always say your sound." The letter u agreed and they all crowded under the umbrella as they walked home. And that's why the other vowels say the "uh" sound in some words to this very day.



Add an _s to a noun to show more than one.

Add an _s to a verb to show that only one person or thing is doing the action.



cat

cats

run

runs

hen

hens

sit

sits

pig

pigs

beg

begs

pot

pots

hop

hops

pan

pans

tap

taps

ship

ships

win

wins

shed

sheds

tell

tells

shell

shells

jog

jogs

shop

shops

wag

wags

shot

shots

hug

hugs

son

sons

shut

shuts

ton

tons

shop

shops

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

i



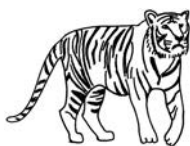
I



hi



ti



bi



li



vi



qui



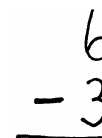
pi



si



mi



i



i



Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

ti-ger, li-lac, qui-et, si-lo, i-vy

bi-son, vi-sor, pi-lot, mi-nus, i-cing

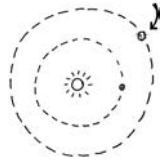
When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

e



Ve



fe



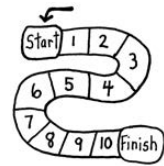
re



te



be



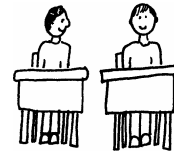
ze



se



be



e

$$2 + 2 = 4$$

e



Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

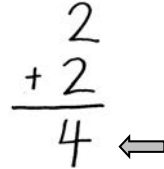
ō



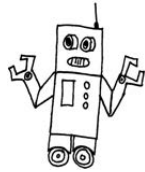
o



to



ro



o



do



po



bo



o



to



so



Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

o-pen, ro-bot, do-nut, bo-nus, to-paz

to-tal, o-boe, po-ny, o-ver, so-fa

e



o



or



we

he

me

be

she

When a vowel is at the end of a syllable, it usually represents its long vowel sound.

go

no

so

yo-yo

When a vowel is at the end of a syllable, it usually represents its long vowel sound.

or

for

fork

corn

horse

short

nor

born

for get

forget

for got

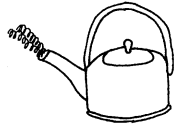
forgot

When the letter *o* is followed by an *r*, the *o* usually represents its long vowel sound. This is one of the “bossy r” patterns.

To pronounce these sounds, place the tip of your tongue against the bottom of your top front teeth and exhale.

This sound is "unvoiced." You don't use your vocal cords.

th



This sound is "voiced." You use your vocal cords.

th



the



Sight Words: both, ninth, the

thin

this

the dog

thud

that

the pan

path

then

the horse

math

them

the ship

bath

thus

the path

moth


month

the shop

with


the moth

Beth

 bōth

the fish

north

 nīnth

the corn

with

in

within

Goth

ic

Gothic

meth

od
↪

method

fath

om
↪

fathom

an

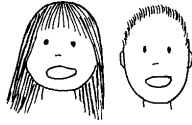
them
↪

anthem

The th pattern is a consonant digraph. Neither the letter t nor the letter h represents its usual sound.

The letters work together to show two possible sounds.

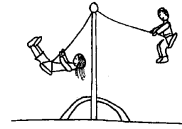
The term “consonant blend” refers to two consonants appearing beside each other in a word. In consonant blends, each consonant represents its usual sound.



Ending Consonant Blends

cast	ramp	mask	hand
last	damp	task	band
past	lamp	bask	land
fast	camp	cask	sand
vast	tamp	ask	
mast			
ant	fact	asp	raft
rant	tact	rasp	daft
pant	pact	gasp	
	act		
talc	Alps	apt	spasm
		rapt	

Ending Consonant Blends



tilt	milk	gift	mint
jilt	silk	sift	tint
silt	bilk	lift	hint
kilt	ilk	rift	lint
gilt			
wilt			
lilt			
quilt			
fist	disk	wisp	film
list	risk	lisp	
mist			
wind	disc	gild	limp

Ending Consonant Blends



cost

pond

romp

soft

lost

fond

pomp

loft



bond

mōst

pōst

opt

font

prompt

golf



wolf

The term “consonant blend” refers to two consonants appearing beside each other in a word. In consonant blends, each consonant represents its usual sound.

ck



back

jack

et

jacket

sack

rack

et

racket

lack

pick

et

picket

pick

thick

et

thicket

kick

lock

et

locket

thick

buck

et

bucket

sick

sock

et

socket

sock

The two dots mean
"not the usual sound."

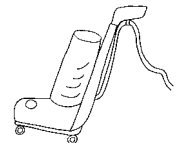
The letter v never occurs at the end
of an English word. It is always
followed by an e.

shock

ö



_ve



lock

duck

to



give

luck

do

two

live

neck

into

have

peck

onto

möve

Ending Consonant Blends



dump	tusk	rust	punt
------	------	------	------

jump	dusk	dust	bunt
------	------	------	------

bump	husk	just	hunt
------	------	------	------

lump	musk	must	runt
------	------	------	------

pump		bust	
------	--	------	--

cusp	gulp	bulb	tuft
------	------	------	------

	pulp		
--	------	--	--

sulk	duct	cult	fund
------	------	------	------

bulk			
------	--	--	--

hulk	ērupt	sculpt	
------	-------	--------	--

The term “consonant blend” refers to two consonants appearing beside each other in a word. In consonant blends, each consonant represents its usual sound.

Ending Consonant Blends



nest	tent	bend	belt
best	bent	mend	felt
test	lent	send	melt
west	dent	lend	pelt
rest	sent	tend	welt
vest	vent	fend	
jest	went	pend	
lest	pent	rend	
pest	Kent		
quest			

The term “consonant blend” refers to two consonants appearing beside each other in a word. In consonant blends, each consonant represents its usual sound.

Ending Consonant Blends



help

held

left

next

yelp

weld

deft

text

kelp

meld

weft

self

elm

kept

hemp

elf

helm

tempt

desk

elk

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

ā

Name Brad
 Spelling A
 ground out
 mouth couch
 flour shout
 mountain loud

ra



Da



la



a



a



la



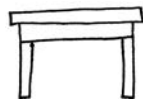
ba



sa



ta



pa

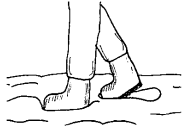


Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

ra-ven, la-bel, a-pron, ba-by, ta-ble

Da-vid, a-corn, la-dy, sa-ber, pa-per

ch



This pattern is a consonant digraph. Neither the letter c nor the letter h represents its usual sound. The two letters work together to show a single, completely different sound.

chick

chick

en

chicken

chin

chop

sticks

chopsticks

chill

chip

munk

chipmunk

chimp

chim

pan

chimpanzee

chips

sand

wich

sandwich

chess

en

chant

enchant

check

os

trich

ostrich

chest

spin

ach

spinach



When you see this arrow skip the vowel sound and go directly to the consonants that come after the vowel.

chop

chum

chug

champ

chant

porch

st	sp	sc sk	sn
staff	span	scan	snap
stack	spot	scab	snag
stash	spit	scoff	snack
stun	spill	scud	sniff
stuff	spun	scuff	snip
stuck	spud		snub
step	sped	skull	snug
stem	spell	skin	snuck
still	speck	skid	snob
stiff		skill	
stick		skip	
stop			
stock			

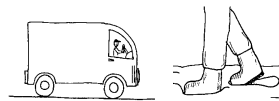
The term "consonant blend" refers to two consonants appearing beside each other in a word. In consonant blends, each consonant represents its usual sound. On this page, the consonant blends are the beginning of the words.

sm	sw	squ	tw
smog smock smell smug smack smash smith	swam swag swim swum swell	squid squish	twin twig twill
			dw
			dwell

tch



nch



match

kitch en

kitchen

lunch

hatch

ketch up

ketchup

bunch

latch

ratch et

ratchet

punch

snatch

hatch et

hatchet

munch

hitch

satch el

satchel

hunch

ditch

When you see this arrow skip the vowel sound and go directly to the consonants that come after the vowel.

bench

pitch

stench

switch

This is a three-letter pattern called a consonant trigraph. You do not pronounce the t, c, or h sound. The three letters work together to show a single, completely different sound. This pattern is only used after a single short vowel.

inch

twitch

pinch

hutch

winch

Dutch



conch

notch

much

These words are sight words because they are not spelled in the expected way. Usually the letters tch are used to represent this sound after a single short vowel.

ranch

fetch

such

This pattern is similar to an ending consonant blend. Pronounce the n sound followed by the ch sound.

sketch

rich

fl	sl	bl	cl
flag	slap	blab	clam
flap	slat	black	class
flash	slab	bliss	clash
flip	slot	bluff	cliff
flit	sloth	blush	clip
flick	slit	bless	click
flex	slid	bled	club
fled	slip	blob	clutch
flesh	slim	block	cluck
fluff	slick	blotch	clog
flush	slum		clop
flop	slug		clock
floss	slush		cloth
flock	sled		clef

Here are more beginning consonant blends. Pronounce each consonant in the usual way, sliding the sounds together smoothly.

gl

pl

spl

glass

plan

splat

glad

plod

splash

gloss

plot

split

glib

plop

splotch

glitch

plus

glum

plum

glut

plug

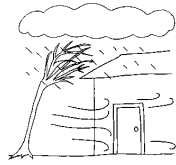
glen

pluck

plush

pled

wh



wh



when

whet

whelp

whip

whiz

whiff

whisk

whop

whip pet

whippet

When you see this arrow skip the vowel sound and go directly to the consonant



what

which



whö

whöm

whöse

This pattern is a consonant digraph. The two letters work together to represent two possible sounds.

In most words, pronounce the wh pattern like the letter w.

In a few words, pronounce the wh pattern like the letter h. This sound is sometimes used when the wh pattern is followed by the letter o.

br

cr

dr

fr

brass

crab

drab

Fran

brad

crack

drop

frog

brash

crash

drill

frock

Brett

crib

drip

froth

brim

crick

drum

fret

brick

crop

drug

Fred

broth

cross

dress

fresh

crotch


frizz

crush

frill

crutch

Here are more beginning consonant blends. Pronounce each consonant in the usual way, sliding the sounds together smoothly.

gr	pr	tr	str
grass	trap	pram	strap
grab	track	prop	strop
grip	trash	prom	strut
grim	trip	prod	strum
grill	trick	press	struck
grid	tress	prim	stress
grit	trek	prick	strep
grub	trot		stretch
gruff	trim		strip
Greg	truck		
		scr	spr
	trūth	scrap	sprig
		scratch	
		scrub	

Beginning And Ending Blends

stand

stamp

grant

tromp

grand

clamp

plant

stomp

brand

scamp

scant

clomp

gland

tramp

slant

bland

cramp

blond

strand

frond

craft

clasp

blanch

frost

draft

grasp

branch

graft

prompt

tract

spasm

bract

plasm

flask

blast

scalp

Beginning And Ending Blends

crimp

print

twist

stump

primp

flint

plump

scrimp

glint

crisp

trump

blimp

splint

clump

skimp

squint

prism

slump

sprint

frump

grump

frisk

spilt

grist

brisk

stilts

stunt

blunt

drift

clinch

script

brunt

swift

flinch

grunt

blitz

strict

Beginning And Ending Blends

crunch

brunch

scrunch

crust

trust

skulk

sculpt

slept

crept

swept

drench

clench

trench

French

smelt

dwelt

spend

blend

trend

crest

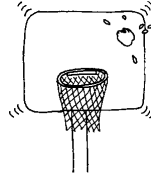
blest

cleft

spent

stent

ng



sang	ring	long
bang	sing	song
hang	king	gong
rang	wing	strong
fang	thing	throng
pang	bring	
gang	fling	sung
clang	sling	stung
slang	cling	slung
sprang	swing	clung
	spring	flung
	string	strung
length		sprung
strength		

Contractions



Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.

- | | | | |
|----|------|----|--------|
| 1. | he | is | he's |
| 2. | she | is | she's |
| 3. | it | is | it's |
| 4. | that | is | that's |
| 5. | what | is | what's |
| 6. | who | is | who's |
| 7. | when | is | when's |

Syllable
Study

rob → in



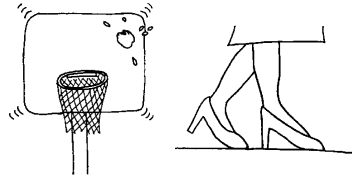
robin

chil → dren



children

nk

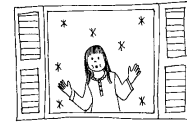


tank	pink	bunk
bank	ink	junk
sank	wink	sunk
rank	kink	dunk
crank	rink	hunk
shank	sink	chunk
blank	link	skunk
plank	think	stunk
drank	stink	clunk
frank	blink	shrunk
stank	shrink	
shrank		honk
		conk
		bonk

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

ū



flu



truth



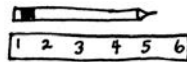
tu



tu



ru



stu



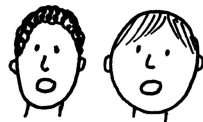
ru



tu



du



The long ū sound can be pronounced in two different ways. Sometimes it sounds like the dotted ō sound, as in tulip. Sometimes it sounds like the name of the letter ū, as in music. If you are unsure of which sound to use, try both sounds. See which one sounds like a familiar word.

The word *truth* is a sight word. The letter *u* is followed by two consonants, so it should have the short *u* sound. But it has the long ū sound, even though the *u* is not at the end of a syllable.

Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

tu-lip, ru-ler, ru-by, du-et

tu-ba, stu-dent, tu-tu

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It “says its name.” This kind of syllable is called an open syllable.

Open Syllables

ū



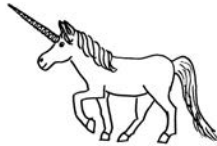
mu



pu



u



u



Cu



u



u



u

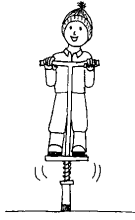


Read the first syllable. Use the long vowel sound, because the vowel is at the end of the syllable. Listen to the teacher say the whole word. Repeat the word.

mu-sic, u-ni-corn, Cu-pid, u-ni-form

pu-pil, u-nique, u-ni-verse, u-ten-sils

oi



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

oil	tab	loid	tabloid
foil	oint	ment	ointment
soil	oil	can	oilcan
spoil			
coin			
join			
joint			
point			
poise			
noise			
void			
hoist			
moist			

This pattern is called a diphthong because you change the position of your mouth while you're pronouncing it.

oy



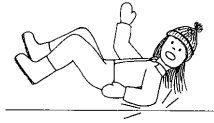
Odd O Patterns - In some words, a vowel pattern that begins with the letter o does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

boy
joy
soy
toy
coy
cloy
Lloyd

en	joy	enjoy
em	ploy	employ

This pattern is called a diphthong because you change the position of your mouth while you pronounce it.

ou

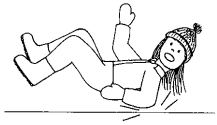


Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

out	camp	ground	campground
our	with	out	without
round	ground	hog	groundhog
found			
ground			
mouth			
south			
count			
couch			
cloud			
loud			
proud			
sour			
shout			

This pattern is called a diphthong because you change the position of your mouth while you pronounce it.

OW



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called "Odd O" patterns. The sounds for these patterns must be memorized.

cow

down

town

downtown

now

cow

boy

cowboy

how

mē

ow

meow

bow

chow

town

clown

brown

frown

down

crowd

growl

howl

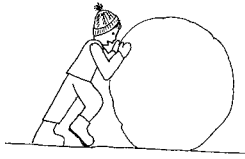
owl

This pattern is called a diphthong because you change the position of your mouth while you pronounce it.

PREVIEW

This pattern is officially taught in Book 4.

ü



This is the dotted sound for the letter u. The sound is ü/bush.

put

bul

let

bullet

push

pud

ding

pudding

bush

bull

frog

bullfrog

pull

in

put

input

full

out

put

output

bull

am

bush

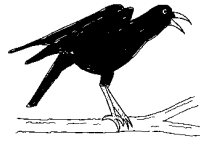
ambush

The two dots mean “not the regular sound.” This pattern is neither long nor short.

PREVIEW

This pattern is officially taught in Book 4.

ä



This is the dotted sound for the letter a. The sound is ä/all.

ball

in

stall

install

call

rē

call

recall

wall

bē

fall

befall

all

down

fall

downfall

fall

tall

hall

gall

pall

stall

small

squall



shall

The two dots mean “not the regular sound.” This pattern is neither long nor short.

Syllable Study

A syllable is a part of a word. Every syllable must have at least one vowel. In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound.

CLOSED

mit

kit

hid

rab

bas

hap

can

at

ten

muf

pup

sud

bon

CLOSED

ten

ten

den

bit

set

pen

not

tic

nis

fin

pet

den

net

mitten

kitten

hidden

rabbit

basset

happen

cannot

attic

tennis

muffin

puppet

sudden

bonnet

To divide these words into syllables, draw a line between the two middle consonants.

Syllable Study

In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound. But in some closed syllables, the vowel is hardly heard at all.

CLOSED

les

rib

but

fun

tun

cot

pol

fos

bot

gal

can

CLOSED

^ə
son
↪

 bon
↪

 ton
↪

 nel
↪

 nel
↪

 ton
↪

 len
↪

 sil
↪

 tom
↪

 lon
↪

 non
↪

lesson

ribbon

button

funnel

tunnel

cotton

pollen

fossil

bottom

gallon

cannon

When you pronounce these words, the emphasis is on the first syllable. The first syllable is accented. The second syllable is not pronounced as strongly. It is unaccented. Notice the arrow going under the vowel in the second syllable of each word. This tells us to slide past the vowel without saying its sound. You hardly pronounce the vowel sound at all. This type of vowel sound in an unaccented syllable is called the schwa sound. In the dictionary, the schwa sound is shown with an upside down ə.

Syllable Study

A syllable is a part of a word. Every syllable must have at least one vowel. In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound.

~~usually represents its short sound.~~

CLOSED

CLOSED

bas

ket

basket

cac

tus

cactus

nap

kin

napkin

vel

vet

velvet

hel

met

helmet

cob

web

cobweb

pic

nic

picnic

con

test

contest

him

self

himself

hun

dred

hundred

pump

kin

pumpkin

in

sect

insect

ab

sent

absent

Syllable Study

A syllable is a part of a word. Every syllable must have at least one vowel. In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound.

CLOSED

rob

com

sol

up

ex

vis

lim

hab

cab

clos

plan

CLOSED

in

et

id

on

it

it

it

it

in

et

et

robin

comet

solid

upon

exit

visit

limit

habit

cabin

closet

planet

Syllable Study

In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound. But in some closed syllables, the vowel is hardly heard at all.

CLOSED

lem

met

mel

ped

pet

med

sev

cam

wag

sal

drag

CLOSED

lemon

metal

melon

pedal

petal

medal

seven

camel

wagon

salad

dragon

When you pronounce these words, the emphasis is on the first syllable. The first syllable is accented. The second syllable is not pronounced as strongly. It is unaccented. Notice the arrow going under the vowel in the second syllable of each word. This tells us to slide past the vowel without saying its sound. You hardly pronounce the vowel sound at all. This type of vowel sound in an unaccented syllable is called the schwa sound. In the dictionary, the schwa sound is shown with an upside down ə.

_tle _ble _cle _dle _fle _gle _kle _ple _sle _zle

These are called a “silent e syllables.” The letter e is at the end because every syllable must have a vowel. However, the e is not pronounced.

CLOSED
SYLLABLE

SILENT E
SYLLABLE

lit	tle	little
ket	tle	kettle
shut	tle	shuttle
rat	tle	rattle
throt	tle	throttle
bub	ble	bubble
peb	ble	pebble
drib	ble	dribble
dab	ble	dabble
un	cle	uncle
can	dle	candle
bun	dle	bundle
cod	dle	coddle

_tle _ble _cle _dle _fle _gle _kle _ple _sle _zle

These are called a “silent e syllables.” The letter e is at the end because every syllable must have a vowel. However, the e is not pronounced.

CLOSED
SYLLABLE

SILENT E
SYLLABLE

kin

dle

kindle

med

dle

meddle

pud

dle

puddle

mid

dle

middle

sad

dle

saddle

ruf

fle

ruffle

snif

fle

sniffle

gig

gle

giggle

jun

gle

jungle

tan

gle

tangle

twin

kle

twinkle

an

kle

ankle

pic

kle

pickle

_tle _ble _cle _dle _fle _gle _kle _ple _sle _zle

These are called a “silent e syllables.” The letter e is at the end because every syllable must have a vowel. However, the e is not pronounced.


CLOSED
SYLLABLE

SILENT E
SYLLABLE

buc	kle		buckle
ap	ple		apple
sim	ple		simple
top	ple		topple
crum	ple		crumple
sam	ple		sample
pēo	ple		people
tus	sle		tussle
has	sle		hassle
puz	zle		puzzle
fiz	zle		fizzle
daz	zle		dazzle
noz	zle		nozzle

ee



see	cof	fee	coffee
seed	tee	pee	teepee
feet	es	teem	esteem
deer	rē	deem	redeem
tree	dē	gree	degree
three	bē	tween	between
sheep	bee	tle	beetle
green	stee	ple	steeple
sleep			
street			
teeth	<u>bee</u> n		
cheer			
sweet			
sleeve ^x			

In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

e_e



these

ath

lete

athlete

here

trap

eze

trapeze

Pete

stam

pede

stampede

Steve

con

crete

concrete

Eve

com
↪

pete

compete

Zeke

com
↪

plete

complete

grebe

ex

treme

extreme

mere

eve



where

there



were

In this vowel pair, the vowels are separated by a consonant. We call this a “Split Vowel” pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. “The first vowel does the talking and the second vowel does the walking.”

ei



in the middle

weird

caf

feine

caffeine

seize

prō

tein

protein

sheik

lei

 sure^x

leisure

weir

In many vowel pairs, the first vowel represents the long vowel sound and the second vowel is silent. “The first one does the talking and the second one does the walking.”

ey



at the end

key

chim

ney

chimney

kid

ney

kidney

val

ley

valley

al

ley

alley

trol

ley

trolley

hoc

key

hockey

joc

key

jockey

Brad

ley

Bradley

don

key

donkey

mon

key

monkey

mon

ey

money

med

ley

medley

vol

ley

volley

In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking." In this pattern, the letter y is acting as a vowel.

ea




eat	tea	cup	teacup
read	treat	ment	treatment
leaf	eat	en	eaten
mean	bea	con ↪	beacon
near	sea	^z son ↪	season
sea	rea	^z son ↪	reason
wheat	rē	peat	repeat
reach	dē	feat	defeat
wreath	bea	ū ty	beauty
knead	bea	ū ti ful ↪ ↪	beautiful
stream	bea	gle	beagle
beard	ea	gle	eagle
leave			
please ^x			

In many vowel pairs, the first vowel represents the long vowel sound and the second vowel is silent. "The first one does the talking and the second one does the walking." This pattern frequently represents the long e sound.

ea

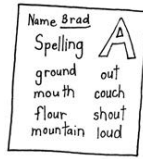


head	break	fast	breakfast
health	heav	en	heaven
wealth	in	stead	instead
bread	 a	head	ahead
breath			
thread			
spread			
meant			
sweat			
lead			
dead			
deaf			
dread			
stealth			

Usually the ea pattern represent the long e sound, but sometimes it represents the short e sound. We call this a “Shady Short Vowel” because the letters do not represent the sound that we expect.

ai

in the middle



In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

rain

air

mail

airmail

wait

maid

en

maiden



pair

air

port

airport

quail

ex

plain

explain

paint

ex

claim

exclaim

faith

im

pair

impair

chair

con

tain

contain



waist

com

plain

complain



stairs

ob

tain

obtain



braid

rē

main

remain

snail

rē

pair

repair

aim

dē

tail

detail



paiz^z

ley

paisley

said

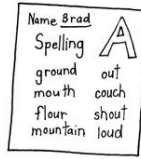
rain

drop

raindrop

ay

at the end



In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking." In this pattern, the letter y is acting as a vowel.

say

cray

on

crayon

pay

may

bē

maybe

way

cray

fish

crayfish

day

pay

ment

payment

play

Mon 

day

Monday

pray

Sun

day

Sunday

gray

Frī

day

Friday

stay

run

way

runway

spray

path

way

pathway

sway

stair

way

stairway

jay

tō

day

today

x-ray

sub

way

subway



^e
says

dis

may

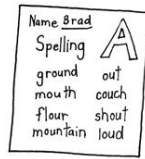
dismay

bē

tray

betray

a_e



In this vowel pair, the vowels are separated by a consonant. We call this a “Split Vowel” pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. “The first vowel does the talking and the second vowel does the walking.”

safe

base

ball

baseball

tape

base

ment

basement

date

mis

take

mistake

gave

pan

cake

pancake

chase

es

cape

escape

whale

wel

fare

welfare

shake

con

cave

concave

care

com
↪

pare

compare

blame

bē

came

became

plane

bē

have

behave

bathe

bē

ware

beware

paste

crē

ate

create

_ve

dō

nate

donate

have

rō

tate

rotate

i_e



In this vowel pair, the vowels are separated by a consonant. We call this a "Split Vowel" pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. "The first vowel does the talking and the second vowel does the walking."

pine

fire

men

firemen

life

side

ways

sideways

nine

in

side

inside

mile

out

side

outside

size

in

vite

invite

wire

um

pire

umpire

drive

en

tire

entire

white

ig

nite

ignite

while

ad

mire

admire

shine

bē

side

beside

smile

dē

sire

desire

_ve

rē

tire

retire

live

side

walk

sidewalk

give

fire

house

firehouse

ie



In a few words, this vowel pair represents the long i sound. "The first one does the talking and the second one does the walking."

pie

neck

tie

necktie

tie

fire

flies

fireflies

lie

mag

pie

magpie

die

friend

ship

friendship

tries

cries

dries

fries

flies

spies



e
friend

igh^x



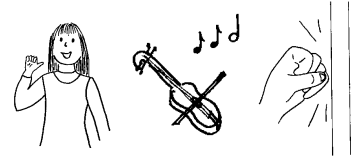
night	mid	night	midnight
right	sun	light	sunlight
fight	day	light	daylight
light	tö	night	tonight
might	night	time	nighttime
sight	night	light	nightlight
bright	light	ning	lightning
flight	fright	en	frighten
tight		↪	
fright			
blight			
slight			
high			
sigh			

We call this VCC pattern a "Follow The Leader" pattern. The vowel represents its long vowel sound. In this pattern, the letters gh are not pronounced.

ind



ild



find

bind

mild

child

hind

kind

wild

mind

grind

rind

blind

wind

hind

sight

hindsight

bē

hind

behind

rē

mind

remind

un

wind

unwind

wild

cat

wildcat

grand

child

grandchild

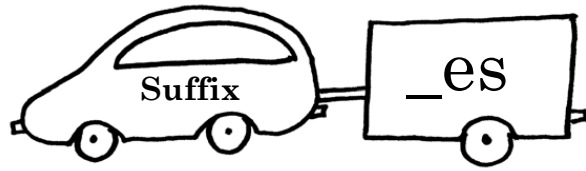
chil

dren



children

These patterns are called "Follow The Leader" patterns. The vowel represents its long vowel sound. The consonants are pronounced in the regular way.



If a noun ends with the letters shown, use _es to indicate more than one. If a verb ends with the letters shown, use _es to show that a single person or thing is doing the action.

_s

_ss

_zz

_x

_sh

_ch

_tch

bus

buses

glass

glasses

box

boxes

dish

dishes

lunch

lunches

match

matches

fizz

fizzes

kiss

kisses

mix

mixes

brush

brushes

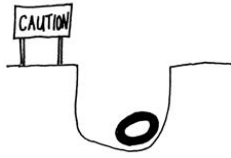
pinch

pinches

catch

catches

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

did

nøt

didn't

is

nøt

isn't

has

nøt

hasn't

have

nøt

haven't

had

nøt

hadn't

was

nøt

wasn't

can

nøt

can't

^o
 w~~i~~ll

nøt

won't



do

nøt

don't



_y



In these words, the letter y functions as a vowel. At the end of a multi-syllable word, the letter y usually represents the long e sound.

hap	py	happy
pen	ny	penny
sil	ly	silly
fun	ny	funny
hol	ly	holly
mes	sy	messy
can	dy	candy
six	ty	sixty
win	dy	windy
twen	ty	twenty
fif	ty	fifty
emp	ty	empty
cop	y	copy
stud	y	study

_y



In these words, the letter y functions as a vowel. At the end of a multi-syllable word, the letter y usually represents the long e sound.

greed

y

greedy

eas

y

easy

treat

y

treaty

heav

y

heavy

heal

thy

healthy

read

y

ready

real

ly

really

fair

y

fairy

dair

y

dairy

e
an

y



any

e
mān

y



many

i z
bus

y



busy

ōn

ly



only

ver

y



very

— y



In these words, the letter y functions as a vowel. At the end of a one-syllable word or the first syllable in a word, the letter y represents the long i sound. It also represents the long i sound at the end of a few two-syllable words.

my

ny

lon

nylon

by

py

thon

python

sky

ty

rant

tyrant

try

s
cy

cle

cycle

cry

hy

brid

hybrid

shy

my

self

myself

spy



fly

sup

ply

supply

sly

com

ply

comply

why

Jū

ly

July

fry

rē

ply

reply

dry

dē

ny

deny

pry

spry

oa

in the middle



In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

boat

road

way

roadway

soap

road

side

roadside

toad

boat

load

boatload

coach

soap

suds

soapsuds

toast

coat

tail

coattail

board

coach

men

coachmen

throat

oat

meal

oatmeal

roar

peg

board

pegboard

coal

top

coat

topcoat

goat

tug

boat

tugboat

hoax

un

load

unload



o
broad

x
cupboard

oe

at the end



toe

tip

toe

tiptoe

Joe

al

oe

aloe

doe

ō

boe

oboe

woe

back

hoe

backhoe

hoe

toe

nail

toenail

roe

floe

sloe

goes

throes



does

shöe

canöe

In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

o_e



home

bath

robe

bathrobe

nose

man

hole

manhole

more

flag

pole

flagpole

rope

tad

pole

tadpole

zone

ex

plore

explore

vote

ex

plode

explode

stove

ig

nore

ignore

whole

sup

pose

suppose

those

bē

fore

before

shore

grind

stone

grindstone

smoke



score

möve

gone

woke

pröve

froze

löse

In this vowel pair, the vowels are separated by a consonant. We call this a "Split Vowel" pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. "The first vowel does the talking and the second vowel does the walking."



o_e



love

in

come

income

dove

hand

some

handsome

glove

some

one

someone

some

some

where

somewhere

come

some

thing

something

none

some

time

sometime

done

bē

come

become



w



one

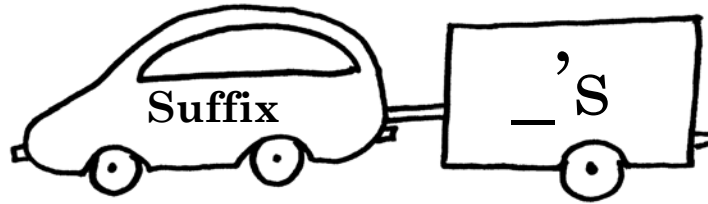
out

come

outcome

In this program, vowels (other than u) which represent the short u sound are called "Umbrella Vowels." Words with umbrella vowels are rule breakers and are taught as sight words.

Add an 's after a noun to show ownership.



Pat has a dog.

Pat's dog

Sam has a cat.

Sam's cat

Ed has a truck.

Ed's truck

Pam has a flag.

Pam's flag

Bob has a frog.

Bob's frog

Jan has a dress.

Jan's dress

Mom has a van



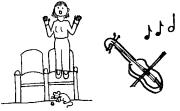


Mom's van

Ben has a rock.

Ben's rock

This mark ' is called an apostrophe.

Use an 's at the end of a word to show that something belongs to someone.

<p>old</p> 	<p>olt</p> 	<p>oll</p> 	<p>olk^x</p> 
<p>gold</p> <p>bold</p> <p>cold</p> <p>fold</p> <p>hold</p> <p>sold</p> <p>told</p> <p>scold</p>	<p>bolt</p> <p>colt</p> <p>jolt</p> <p>molt</p> <p>volt</p> <p>dolt</p>	<p>roll</p> <p>boll</p> <p>poll</p> <p>toll</p> <p>troll</p> <p>scroll</p> <p>stroll</p> <p>doll </p>	<p>yolk</p> <p>folk</p> <p>folks</p>
<p>gold</p> <p>bed</p> <p>rē</p> <p>kin</p> <p>roll</p> <p>toll</p>	<p>fish</p> <p>roll</p> <p>volt</p> <p>folk</p> <p>back</p> <p>gate</p>	<p>goldfish</p> <p>bedroll</p> <p>revolt</p> <p>kinfolk</p> <p>rollback</p> <p>tollgate</p>	<p>These patterns are called "Follow The Leader" patterns. The vowel represents its long vowel sound. The consonants in the first three patterns are pronounced in the regular way. In the olk pattern, the letter l is not pronounced.</p>



 a_


In an unaccented first syllable,
the letter *a* usually represents
the short *u* sound.

“first syllable uh”



a

cross

across

a

long

along

as

sist

assist

ad

dress

address

a

sleep

asleep

a

lone

lone

a

way

away

a

fraid

afraid

a

live

alive

a


 mong

among

a

gō

ago

a

 gain


 again

a

 gainst


against



a

“last syllable uh”



In an unaccented ending syllable, the letter *a* usually represents the short *u* sound.

pan



da

panda

ex

tra

extra

com

ma

comma

tun

dra

tundra

vil

la

villa

yuc

ca

yucca

Chī

na

China

zē

bra

zebra

tū

na

tuna

tū

ba

tuba

sō

fa

sofa

tō

ga

toga

ī

dē

a

idea

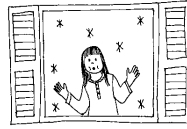
ār


ē

a

area

ui

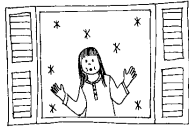


suit	swim	suit	swimsuit
fruit	suit	case	suitcase
cruise	nui	sance ^s ↪	nuisance
bruise	rē	cruit	recruit
juice ^s			
sluice ^s	rū	in	 ruin

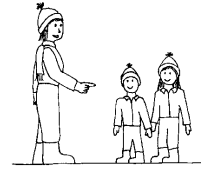
In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, “The first vowel does the talking and the second vowel does the walking.”

The long u sound can be pronounced in two ways. It can be pronounced like the u in tulip (which sounds like the dotted ö sound) and it can be pronounced like the u in uniform (which is the long u sound from the vowel code chart). For most long u words, you should try both sounds if needed to see which one sounds right.

Unlike the other long u patterns, the ui pattern is always pronounced like the u in tulip.



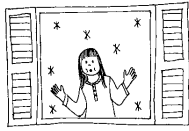
ue



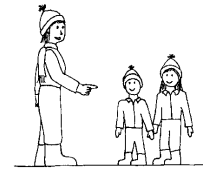
glue	Tues	day	Tuesday
blue	blue	jay	blue jay
due	val	ue	value
true	res	cue	rescue
sue	fon	due	fondue
Sue	^{ch} stat	ue	statue
rue	^{sh} tis	sue	tissue
clue	^{sh} is	sue	issue
hue	av	^{en} ue	avenue
cue	rev	^{en} ue	revenue
	^{umbrella} con	^{tin} ue	continue

In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

The long u sound can be pronounced in two ways. It can be pronounced like the u in tulip (which sounds like the dotted ö sound) and it can be pronounced like the u in uniform (which is the long u sound from the vowel code chart). For most long u words, you should try both sounds if needed to see which one sounds right.



u_e



cube

vol

ume

volume

cute

Nep

tune

Neptune

pure

cos

tume

costume

cure

cap

sule

capsule

mule

in

clude

include

use

in

sure

insure

fuse

en

dure

endure

huge

en

^{sh}sure

ensure

rule

se

cure

secure

flute

re

buke

rebuke

dune

mī

nute

minute

plume

min

ute



minute



fig

^yure



figure

sh

sure

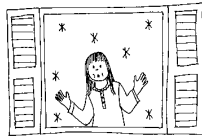
in

jure



injure

This split vowel pattern can represent the u tulip or the u uniform sound.



ew



few

cash

ew

cashew

hew

mil

dew

mildew

mew

jew

el
↪

jewel

pew

Lew

is

Lewis

skew

An

drew

Andrew

new

dew

flew

drew

grew

blew

threw

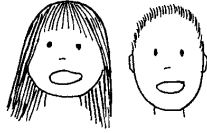


ō
sew

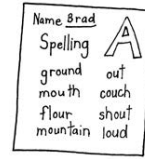
In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, "The first vowel does the talking and the second vowel does the walking."

The long u sound can be pronounced in two ways. It can be pronounced like the u in tulip (which sounds like the dotted ö sound) and it can be pronounced like the u in uniform (which is the long u sound from the vowel code chart). For most long u words, you should try both sounds if needed to see which one sounds right.

a



a_e



tap	tape
can	cane
mad	made
gap	gape
Sam	same
man	mane
hat	hate
van	vane
nap	nape
pan	pane
fat	fate
fad	fade

at	ate
tam	tame
Dan	Dane
cam	came
cap	cape
rat	rate



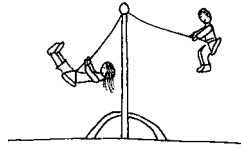
The Story Of The Vowels And The Letter E

The vowels A, E, I, O, and U were good friends. They enjoyed spending time together. They knew that they were important because there must be at least one vowel in every word. Usually they did very well finding their right place in the word and saying the correct sound. But they had one problem. The letter E was very forgetful and could not remember the other vowels' names.

The letter E's place was often at the end of a word. As he looked at the rest of the word, he

often saw a consonant right beside him, and on the other side of the consonant he saw another vowel. He got so excited to see one of his vowel friends he wanted to say hello to them right away. But he was so forgetful he could never remember the vowel's name. So he always said to the vowel, "What's your name?" And the vowel always said its name so the letter E could remember it. And that is why, to this very day, if you see a word with a vowel followed by a consonant, with an e at the end, the first vowel says its name.

i



i_e



pin

pine

hid

hide

bit

bite

rim

rime

Tim

time

pip

pipe

rid

ride

rip

ripe

kit

kite

grip

gripe

din

dine

spit

spite

bid

bide

quit

quite

tin

tine

spin

spine

dim

dime

twin

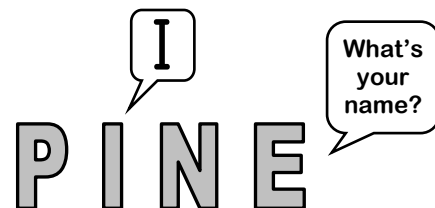
twine

win

wine

strip

stripe



o



o_e



hop

hope

mop

mope

not

note

cod

code

rob

robe

pop

Pope

mod

mode

rot

rote

dot

dote

Ross

rose

cop

cope

lop

lope

rod

rode

cod

code

lob

lobe



u



u_e



cub

cube

tub

tube

cut

cute

dud

dude

mutt

mute

dun

dune

fuss

fuse

plum

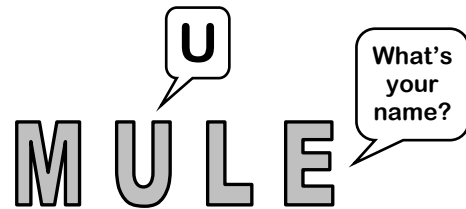
plume

hug

huge

jut

jute



e



e_e

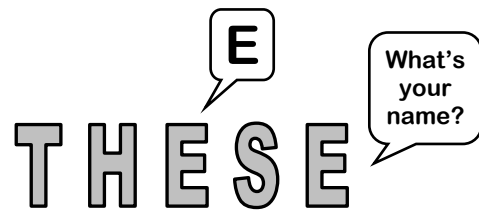


pet

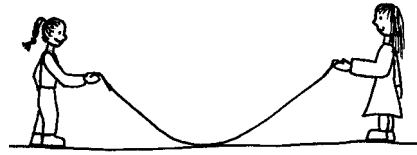
Pete

them

theme



dge

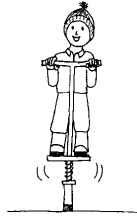


badge	gad	get	gadget
ridge	bud	get	budget
bridge	wid	get	widget
lodge	cud	gel	cudgel
dodge	fid	get	fidget
fudge	mid	get	midget
nudge	smid	gen	smidgen
grudge	bē	grudge	begrudge
smudge			
judge			
wedge			
ledge			
pledge			
hedge			







This pattern is used after a short vowel.

Begin The Skills In *Phonetic Words And Stories, Book 4*

oi



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.


oil	tab	loid	tabloid
foil	oint	ment	ointment
soil	in	voice	invoic ^s
spoil	 a	void	avoid
coin	 ap	point	appoint
join	rē	joice	rejoic ^s
joint	oil	can	oilcan
point			
poise			
noise			
voic ^s			choir
void	tor	toise	tortoise
hoist	por	 poise	porpoise
moist			

This odd o vowel pair is called a diphthong because you change the position of your mouth while you're pronouncing it.

oy



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

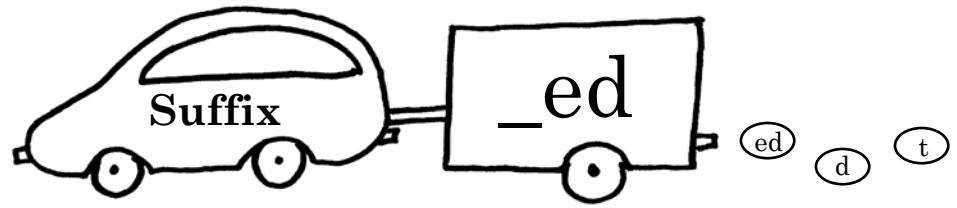
boy	en	joy	enjoy
joy	em	ploy	employ
soy	 an	noy	annoy
toy	de ↪	stroy	destroy
coy	roy	al ↪	royal
cloy	loy	al ↪	loyal
Lloyd	voy	^j age ↪	voyage
	oy	ster ↪	oyster

Sometimes the vowel in a second syllable is hardly heard at all. An arrow under the vowel tells you to skip that vowel sound. Pronounce the consonant before the vowel and slide directly to the consonant after the vowel.

This special vowel pair is called a diphthong because you change the position of your mouth while you pronounce it.

Add _ed to a verb to show that the action is in the past.

The _ed suffix can be pronounced in three different ways, ed, d, or t.



ed

d

t

melt

fill

help

melted

filled

helped

lift

spell

honk

lifted

spelled

honked

land

chill

match

landed

chilled

matched

dust

boil

peck

dusted

boiled

pecked

point

join

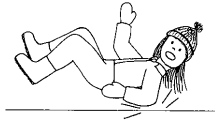
wish

pointed





joined

wished

ou



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

out	dog	house	doghouse
our	out	house	outhouse
round	ground	hog	groundhog
found	mouse	trap	mousetrap
ground	camp	ground	campground
mouse	with	out	without
mouth	doll	house	dollhouse
south	 a	round	around
count	 a	bout	about
couch	 a	loud	aloud
cloud	 a	mount	amount
loud	house	boat	houseboat
sour			
shout			

ou



“The first vowel does the talking” and represents the long o sound. The letter u is not pronounced.

This pattern can also represent the “odd o” sound ou/ouch.

four

four

teen

fourteen

pour

court

ship

courtship

court

con

course

concourse

gourd

äl

though

although

fourth

down

pour

downpour

mourn

course

soul

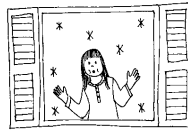


though^x

dough^x

In many words, the *gh* pattern is silent.

öu



In some words the ou pattern represents the dotted ö sound as in ou/soup.

you

tour

ist

tourist

your

crou

ton

crouton

yours

cou

pon

coupon

soup

tou

can

toucan

group

your

self

yourself

croup

con

tour

contour

troupe

un

couth

uncouth

wound

de

tour

detour

youth

thank

you

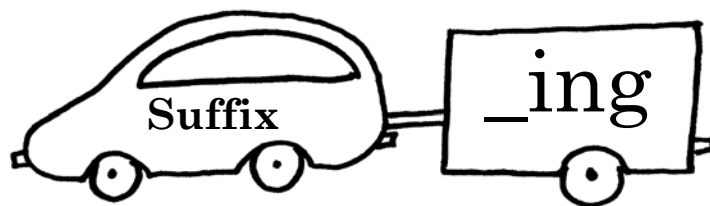
thank-you



through^x

In many words, the *gh* pattern is silent.

Add _ing to the end of a verb to show that the action is or was continuing to occur over a period of time.



send

sing

think

sending

singing

thinking

ask

point

romp

asking

pointing

romping

help

count

do

helping

counting

doing

shout

catch

go

shouting

catching

going

mash

kick

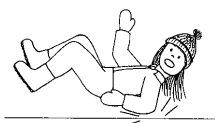
plant

mashing

kicking

planting

OW



Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called "Odd O" patterns. The sounds for these patterns must be memorized.

cow

tow

el

towel

now

vow

el

vowel

how

trow

el

trowel

bow

mē

ow

meow

down

down

town

downtown

town

cow

boy

cowboy

clown

brown

frown

growl

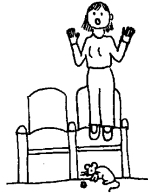
crowd

chow

yowl


browse

ōw

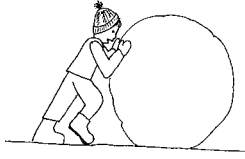


The letter w acts as a vowel in this pattern. “The first vowel does the talking” and represents the long o sound. The letter w is not pronounced.

This pattern can also represent the “odd o” sound ow/cow.

row	win	dow	window
low	fol	low	follow
snow	yel	low	yellow
blow	shad	ow	shadow
grow	el	bow	elbow
slow	hol	low	hollow
throw	min	now	minnow
bowl	fel	low	fellow
growth	bē	low	below
grown	wäl	low	wallow
flown	swäl	low	swallow
thrown	mead	ow	meadow
	row	boat	rowboat
^x know	snow	man	snowman

ü



This is the dotted sound for the letter u. The sound is ü/push.

put

am

bush

ambush

push

in

put

input

bush

out

put

output

pull

bul

let

bullet

full

pud

ding

pudding

bull

help

ful

helpful

bull

frog

bullfrog

cush

ion

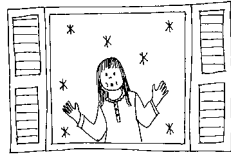
cushion

bull

e tin

bulletin

oo



Odd O Patterns - In this pattern the letters oo represent the ö sound.

moon

bath

room

bathroom

food

bed

room

bedroom

tool

bam

boo

bamboo

roof

sham

poo

shampoo

zoo

ig

loo

igloo

pool

tooth

brush

toothbrush

spoon

school

house

schoolhouse

broom

poo

dle

poodle

goose

noo

dle

noodle

boost

smooth

tooth

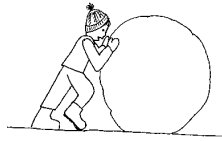


choose



^c
school

shoot

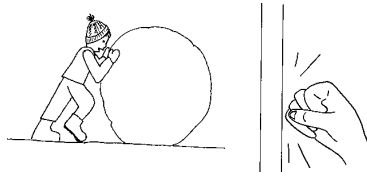
oo



Odd O Patterns - In this pattern the letters oo represent the ü sound.

book	book	shelf	bookshelf
cook	check	book	checkbook
foot	out	look	outlook
hood	match	book	matchbook
good	dog	wood	dogwood
hoof	good	ness	goodness
look			
shook			
stood			
wood			
wool	floor		blood
soot	door		flood
brook	poor		
woof			

ould



This is an Odd O pattern.

could

would

should

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

could n~~o~~t

would n~~o~~t

should n~~o~~t

couldn't

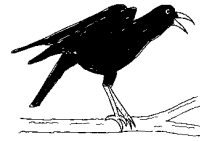
wouldn't

shouldn't

Let ~~u~~s

Let's

äu



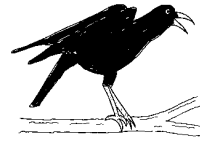
in the middle

Paul	fau	cet	faucet
haul	aut	um ^x n̄	autumn
fault	Au	gust	August
vault	sau	cer	saucer
haunt	^{gz} ex	haust	exhaust
launch	bē	cause	because
fraud	daugh ^x	ter	daughter
cause			
sauce			
flaunt			
jaunt			
aunt			
caugh ^x t			
taugh ^x t	ō mauve		

The au pattern has the dotted ä sound. The two dots mean “not the regular sound.” This sound is neither long nor short.

The gh pattern is often silent.

äw



at the end

saw

m^ä
a

caw

macaw

law

jig

saw

jigsaw

straw

guf

faw

guffaw

draw

out

law

outlaw

fawn

dawn

hawk

squawk

crawl

shawl

sprawl

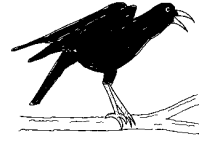
thaw

pawn

yawn

The aw pattern has the dotted ä sound. The two dots mean “not the regular sound.” This pattern is neither long nor short.

äll



at the end

ball

in

stall

install

call

rē

call

recall

wall

bē

fall

befall

all

ap

pall

appall

fall

foot

ball

football

tall

hall

way

hallway

hall

hall

mark

hallmark

gall

pall

stall

small

squall

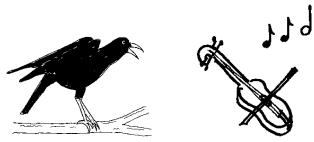


shall

The all pattern has the dotted ä sound. The two dots mean “not the regular sound.” This pattern is neither long nor short.

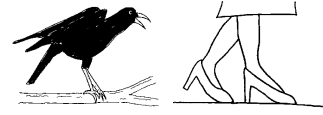
The gh pattern is often silent.

äl



in the middle

älk



salt

calm

talk

halt

palm

walk

malt

bald

balk



scald

calk

half

false

chalk

calf

stalk

al

mond

almond

al

sō

also

al

mōst

almost

salt

box

saltbox

cat

walk

catwalk

chalk

board

chalkboard

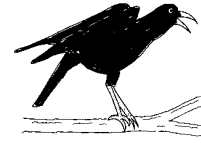


al

though

although

wä_



wasp

wal

rus

walrus

want

wal

nut

walnut

wand

wal

let

wallet

watt

wrist

watch

wristwatch

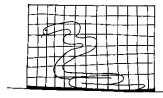
wash

watch

Walt

waltz

swä_



wan

swan

swamp

waft

swat

swatch



swap



swam

wag

swab



swag

wagon
↪

swad

dle

swaddle

swal

low

swallow



ou



young

cous

in

cousin

touch

coun

try

country

cou

ple

couple

dou

ble

double

trou

ble

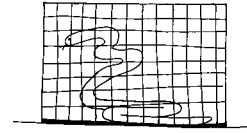
trouble

Sometimes *ou* represents the short u sound.
This is an umbrella pattern.

ce

ci

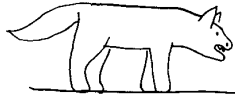
cy



cell	pen	cil ↘	pencil
cent	prin	cess	princess
cyst i	suc	cess	success
place	ex	cept	except
face	rē	cess	recess
race	rē	ceive	receive
trace	dē	ceive	deceive
price	rē	duce	reduce
nice	dē	cide	decide
twice	fan	cy	fancy
mice	cy	cle	cycle
rice	cy	press	cypress
truce	ceil	ing	ceiling
spruce	cen	ti ↘	pede
			centipede

The letter *c* represents the /s/ sound when it is followed by *e*, *i*, or *y*.

ir



When the letter r follows a vowel, it affects its sound.

bird

stir

rup

stirrup

girl

thir

teen

thirteen

sir

squir

rel

squirrel

stir

birth

day

birthday

dirt

cir

cus

circus

birth

cir

cle

circle

first

thir

sty

thirsty

third

dir

ty

dirty

shirt

dir

ect

direct

birch

sir

loin

sirloin

squirm

skirt



chirp

spir

it

spirit

whirl

mir



a

cle

miracle

ge

gi

gy



gel

or

ange

orange

gem

gī

ant

giant

gym

gen

tle

gentle

gist

leg

end

legend

genes

mag

ic

magic

age

en

gine

engine

cage

gib

let

giblet

rage

frig

id

frigid

stage

trag

ic

tragic

page

in

gest

ingest

wage

stin

gy

stingy

huge

del

uge

deluge

change

ref

uge

refuge

strange

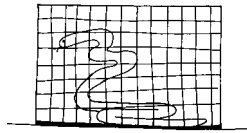
gir

aff^xe

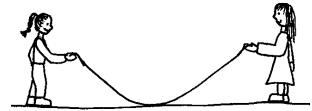
giraffe

The letter *g* often represents the *j* sound when it is followed by *e*, *i*, or *y*.

_ce



_ge



fence

ounce

hinge

gouge

whence

bounce

fringe

lounge

dance

pounce

lunge

scrounge

chance

voice

plunge

forge

lance

choice

flange

gorge

France

Greece

tinge

prance

fleece

binge

glance

juice

singe

mince

force

cringe

prince

twinge

since

bilge

wince

bulge



once



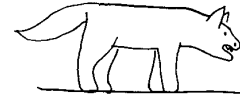
sponge



George

These patterns are used at the end of a word.

ar



car

gar

den

garden

barn

tar

get

target

farm

car

go

cargo

park

car

pet

carpet

arm

mar

ket

market

art

gar

lic

garlic

start

car

ton

carton

scarf

car

go

cargo

sharp

hard

ware

hardware

snarl

star

light

starlight

large

arm

chair

armchair

march

court

yard

courtyard

wharf

pars

ley

parsley

dwarf

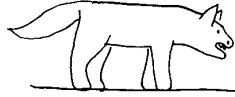
ball

park

ballpark

When the letter r follows a vowel, it affects its sound.

er



When the letter r follows a vowel, it affects its sound.

her

lad

der

ladder

herd

bet

ter

better

verb

of

fer

offer

fern

din

ner

dinner

germ

sum

mer

summer

jerk

num

ber

number

serve

af

ter

after

serf

ev

er

ever

clerk

nev

er

never

verse

riv

er

river

swerve

gen

der

gender

merge

sil

ver

silver



were

cen

ter

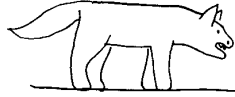
center

both

er

bother

er



When the letter r follows a vowel, it affects its sound.

eith

er

either

neith

er

neither

lead

er

leader

feath

er

feather

weath

er

weather

leath

er

leather

sweat

er

sweater

al to geth er

altogether



cov

er

cover



won

der

wonder



oth

er

other



broth

er

brother



moth

er

mother



an

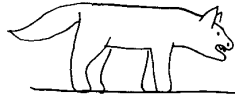


oth

er

another

er



When the letter r follows a vowel, it affects its sound.

wa	ter	water
----	-----	-------

wan	der	wander
-----	-----	--------

Wal	ter	Walter
-----	-----	--------

hal	ter	halter
-----	-----	--------

swat	ter	swatter
------	-----	---------

law	yer	lawyer
-----	-----	--------

per	mit	permit
-----	-----	--------

per	haps	perhaps
-----	------	---------

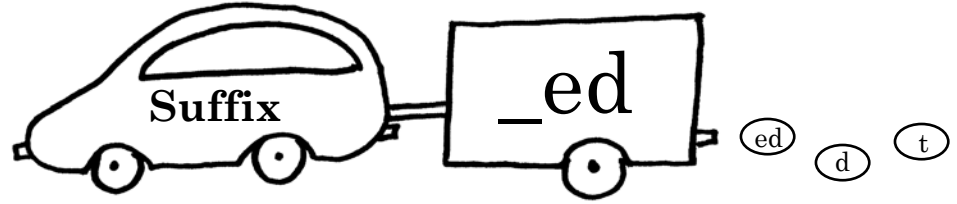
per	ceive	perceive
-----	-------	----------

sou	thern	southern
-----	-------	----------

young	ster	youngster
-------	------	-----------

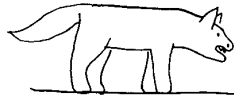
Add _ed to a verb to show that the action is in the past. The _ed suffix can be pronounced in three different

Review



ed	d	t
need	roar	wash
needed	roared	washed
want	sigh	toss
wanted	sighed	tossed
start	roll	perch
started	rolled	perched
paint	hammer	touch
painted	hammered	touched
shout	twirl	launch
shouted	twirled	launched

ur



When the letter r follows a vowel, it affects its sound.

turn

tur

nip

turnip

fur

tur

tle

turtle

surf

pur

ple

purple

curb

bur

den

burden

curl

bur

lap

burlap

curve

hur

ray

hurray

hurt

sur

prise

surprise

nurse

dis

turb

disturb

purse

Sat

urn

Saturn

church

tur

key

turkey

burst

Thurs

day

Thursday

purr

Sat

ur

day

Saturday

slurp

ham

bur

ger

hamburger

burn

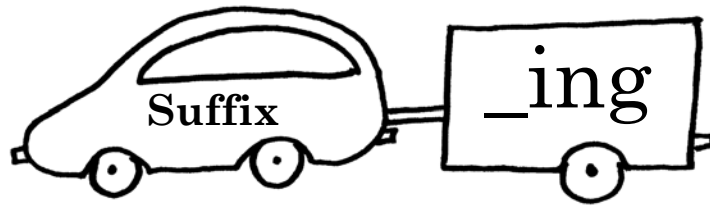
bur^e

y

bury

Add _ing to the end of a verb to show that the action is or was continuing to occur over a period of

Review



feed

call

start

feeding

calling

starting

push

play

snow

pushing

playing

snowing

eat

walk

perch

eating

walking

perching

look

fight

hold

looking

fighting

holding

rain

float

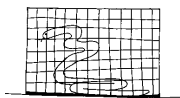
roll

raining

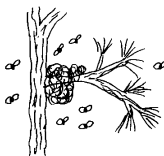
floating

rolling

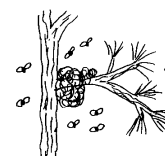
_se



_se



_ze



mouse

cheese

freeze

house

raise

wheeze

blouse

praise

breeze

geese

cause

sneeze

moose

pause

squeeze

purse

noise

ooze

nurse

poise

snooze

verse

cruise

gauze

horse

bruise

maize

tense

browse

bronze

rinse

choose

Examples

Suffix

No Suffix

purrs

purse

tens

tense

moos

moose

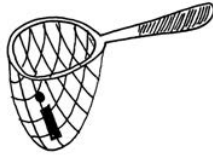
false

else

pulse

These words end with _se or _ze to show that the /s/ or /z/ sound at the end does not indicate the suffix _s. The letter e in this pattern is silent.

Contractions

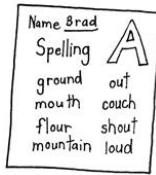


In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

he	is	he's
she	is	she's
it	is	it's
that	is	that's
who	is	who's
there	is	there's
here	is	here's
what	is	what's
I	am	I'm
Let	us	Let's

Begin The Skills In *Phonetic Words And Stories, Book 6*

ā



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound. The vowels in the second syllables are followed by a consonant. These vowels usually represent their short vowel sounds. But in some closed syllables, the vowel is hardly heard at all.

OPEN

CLOSED

ra

ven

raven

Da

vid

David

ba

sic

basic

la

tex

latex

ba

con
⤵

bacon

la

bel
⤵

label

ha

zel
⤵

hazel

fa

tal
⤵

fatal

ba

gel
⤵

bagel

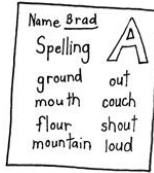
na

val
⤵

naval

When you pronounce these words, the emphasis is on the first syllable. The first syllable is accented. The second syllable is not pronounced as strongly. It is unaccented. Notice the arrow going under the vowel in the second syllable of some of these words. This tells us to slide past the vowel without saying its sound. You hardly pronounce the vowel sound at all. This type of vowel sound in an unaccented syllable is called the schwa sound. In the dictionary, the schwa sound is shown with an upside down ə.

ā



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

OPEN

a	corn	acorn
ta	ble	table
ca	ble	cable
ma	ple	maple
sta	ple	staple
la	dle	ladle
pa	per	paper
sa	ber	saber
la	ter	later
la	dy	lady
ba	by	baby
ta	sty	tasty
gra	vy	gravy

ē



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound. The vowels in the second syllables are followed by a consonant. These vowels usually represent their short vowel sounds. But in some closed syllables, the vowel is hardly heard at all.

OPENCLOSED

be

gin

begin

be

gan

began

re

lax

relax

e

mit

emit

e

ven

even

le

gal

legal

e

qual

equal

Ve

nus

Venus

se

cret

secret

e

gret

egret

re

fund

refund

ē

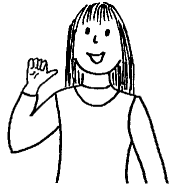


The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

OPEN

te	pee	tepee
be	side	beside
de	cide	decide
be	low	below
fe	ver	fever
me	ter	meter
ze	bra	zebra
re	form	reform
re	cord	record
de	part	depart

i



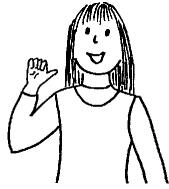
The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound. The vowels in the second syllables are followed by a consonant. These vowels usually represent their short vowel sounds. But in some closed syllables, the vowel is hardly heard at all.

OPENCLOSED

li	lac	lilac
qui	et	quiet
i	ris	iris
i	tem	item
fi	nal	final
bi	son	bison
si	ren	siren
pi	lot	pilot
ri	val	rival
si	lent	silent
cri	sis	crisis

When you pronounce these words, the emphasis is on the first syllable. The first syllable is accented. The second syllable is not pronounced as strongly. It is unaccented. Notice the arrow going under the vowel in the second syllable of some of these words. This tells us to slide past the vowel without saying its sound. You hardly pronounce the vowel sound at all. This type of vowel sound in an unaccented syllable is called the schwa sound. In the dictionary, the schwa sound is shown with an upside down ə.

ī
i

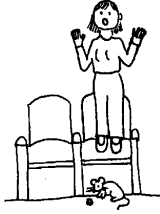


The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

OPEN

ti	ger	tiger
fi	ber	fiber
ci	der	cider
i	vy	ivy
ti	ny	tiny
ri	fle	rifle
tri	fle	trifle
ti	tle	title
bri	dle	bridle

ō



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

The vowels in the second syllables are followed by a consonant. These vowels usually represent their short vowel sounds. But in some closed syllables, the vowel is hardly heard at all.

OPEN

CLOSED

ro

bot

robot

no

mad

nomad

do

nut

donut

ho

tel

hotel

bo

nus

bonus

o

pen

open

to

tal

total

lo

cal

local

vo

cal

vocal

yo

del

yodel

bro

ken

broken

pro

gram

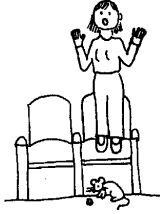
program

mo

ment

moment

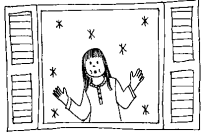
ō



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

OPEN

no	ble	noble
po	ny	pony
ho	ly	holy
o	ver	over
clo	ver	clover
o	boe	oboe
so	fa	sofa
co	la	cola
co	bra	cobra
o	kra	okra



ū



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound. The long u sound can be pronounced in two slightly different ways, as shown by the sound pictures.

OPENCLOSED

mu

sic

music

tu

nic

tunic

u

nit

unit

hu

mid

humid

pu

pil

pupil

tu

lip

tulip

hu

man

human

fu

el

fuel

Su

san

Susan

mu

cus

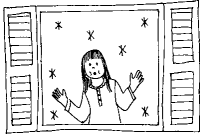
mucus

stu

dent

student

When you pronounce these words, the emphasis is on the first syllable. The first syllable is accented. The second syllable is not pronounced as strongly. It is unaccented. Notice the arrow going under the vowel in the second syllable of some of these words. This tells us to slide past the vowel without saying its sound. You hardly pronounce the vowel sound at all. This type of vowel sound in an unaccented syllable is called the schwa sound. In the dictionary, the schwa sound is shown with an upside down ə.



ū



The vowels in the first syllables are at the end of the syllable. This is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound. The long u sound can be pronounced in two slightly different ways, as shown by the sound pictures.

OPEN

ru	ler	ruler
su	per	super
bu	gle	bugle
du	ty	duty
ru	by	ruby
fu	ry	fury
ju	ry	jury
pu	ny	puny
tu	ba	tuba
tu	na	tuna
u	nite	unite

In these words, there is only one consonant between the vowels. Does the consonant stay with the first syllable, making it a closed syllable with a short vowel sound? Or does it go with the second syllable, which would make the first syllable an open syllable, with a long vowel sound? You have to consider both possibilities. If you don't recognize the word, try pronouncing the first vowel as a short sound. Then try pronouncing the first vowel as a long sound. Which pronunciation sounds like a real word?

cabin	relax	visit
raven	lemon	limit
basic	begin	pilot
camel	metal	timid
wagon	melon	rival
bacon	decal	linen
latex	emit	siren
label	venom	pixel
rapid	legal	lilac
hazel	level	final
salad	equal	pivot
haven	even	vivid
bagel	exam	bison
panel	pedal	item

Open and closed syllables: Look at each word. Draw a line to divide between the syllables. Read the word.

In these words, there is only one consonant between the vowels. Does the consonant stay with the first syllable, making it a closed syllable with a short vowel sound? Or does it go with the second syllable, which would make the first syllable an open syllable, with a long vowel sound? You have to consider both possibilities. If you don't recognize the word, try pronouncing the first vowel as a short sound. Then try pronouncing the first vowel as a long sound. Which pronunciation sounds like a real word?

robin

tulip

robot

music

hotel

pupil

solid

sunup

modem

human

comet

Susan

yodel

mucus

token

upon

novel

tunic

comic

unit

motel

humid

topic

cutup

colon

buses

model

mural

Open and closed syllables: Look at each word. Draw a line to divide between the syllables. Read the word.

Adjacent Vowels In Two Separate Syllables

Most of the time, two vowels side by side in a word work together to represent a specific sound: ui/fruit, ue/glue, ea/eat, ie/pie, oi/oil. However, these words have adjacent vowels in two separate syllables. The first vowel is at the end of the first syllable; it represents its long vowel sound. The second vowel is at the beginning of the second syllable, which is a closed syllable. It represents its short vowel sound.

OPEN

CLOSED

ru

in

ruin

flu

id

fluid

cru

et

cruet

flu

ent

fluent

du

et

duet

re

act

react

ne

on

neon

e

on

eon

di

et

diet

qui

et

quiet

cli

ent

client

sto

ic

stoic

po

em

poem

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



scrub

scrubbed

scrubbing

zip

zipped

zipping

clap

clapped

clapping

hop

hopped

hopping

knit

knitted

knitting

beg

begged

begging

hum

hummed

humming

pin

pinned

pinning

drop

dropped

dropping

chat

chatted

chatting

Syllable Study

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the first vowel represents its long vowel sound and the second vowel, e, is silent.

CLOSED

VCE

pan

cake

pancake

cup

cake

cupcake

mis

take

mistake

in

vade

invade

in

flate

inflate

in

hale

inhale

ex

hale

exhale

es

cape

escape

Syllable Study

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the first vowel represents its long vowel sound and the second vowel, e, is silent.

CLOSED

VCE

bon

fire

bonfire

um

pire

umpire

sun

shine

sunshine

rep

tile

reptile

em

pire

empire

ad

mire

admire

in

side

inside

ig

nite

ignite

in

quire

inquire

Syllable Study

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the first vowel represents its long vowel sound and the second vowel, e, is silent.

CLOSED

VCE

stam

pede

stampede

trap

eze

trapeze

ath

lete

athlete

cash

mere

cashmere

con

crete

concrete

sup

reme

supreme

ex

treme

extreme

ben

zene

benzene

Syllable Study

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the first vowel represents its long vowel sound and the second vowel, e, is silent.

CLOSED

VCE

cos

tume

costume

vol

ume

volume

Nep

tune

Neptune

ex

cuse

excuse

sec

ure

secure

ex

clude

exclude

in

clude

include

trip

ute

tribute

cap

sule

capsule

Syllable Study

The first syllable in each word is closed, with a short vowel sound. The second syllable has a vowel-consonant-e pattern. In this type of pattern, the first vowel represents its long vowel sound and the second vowel, e, is silent.

CLOSED

VCE

flag

pole

flagpole

tad

pole

tadpole

sup

pose

suppose

ex

pose

expose

ex

plode

explode

ex

plore

explore

ig

nore

ignore



Syllable Study

CLOSED

 doz

 ov

 cov

 shov

 hov

 com

CLOSED


en


en


et


el


el


pass


dozen

oven

covet

shovel

hovel

compass

In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound. But in some closed syllables, the letter o sounds like the short u sound. These are "umbrella" vowels.

When you see an umbrella over a vowel, pronounce that vowel like the short u sound, heard at the beginning of u/umbrella.



O

Syllable Study



moth

er

mother

broth

er

brother

oth

er

other

won

der

wonder

cov

er

cover

noth

ing

nothing

mon

ey

money

hon

ey

honey

com

pa
↪

ny

company

The first syllable in each word has the u/umbrella sound. The letter *o* also has this sound in the one-syllable words *son*, *won*, *ton*, *from*, *front*, and *of*. Notice that the first syllable in each word is stressed; it is pronounced more forcefully than the second syllable.

Syllable Study

In these syllables, each vowel is followed by a consonant. This kind of syllable is called a closed syllable. In closed syllables, the vowel usually represents its short sound. But in some closed syllables, the vowel is hardly heard at all. This is called the "schwa" sound. The first syllable in each word below has the schwa sound. The dictionary shows this sound as an upside down e: ə.

CLOSED

con
↪

con
↪

com
↪

com
↪

col
↪

con
↪

con
↪

CLOSED

fess

sent

mit

pel

lect

nect

tent

confess

consent

commit

compel

collect

connect

content

Notice that when you say each word, the emphasis, or accent, is on the second syllable. The first syllable is not accented. The vowel in the first syllable has the "schwa" sound. It is hardly pronounced at all. To say these syllables, pronounce the first consonant, then go to the next consonant, skipping the vowel sound.

o


Syllable Study

con


firm

confirm

con


tain

contain

com


ply^ī

comply

con


fide

confide

con


fine

confine

com


pete

compete

com


plete

complete

com


pare

compare

com


pute

compute

con


fuse

confuse

com


plain

complain

pol


ite

polite

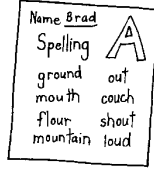
sal


ute

salute

In these words, you hardly pronounce the vowel sound in the first syllable. It has the schwa sound. Notice that the emphasis, or accent, is on the second syllable in all of these words.

ëi



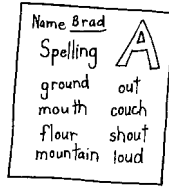
In some words, the ei pattern represents the dotted ë sound, which is the same as the long ā sound.

veil	rein	deer	reindeer	
vein	in	vei	gle	inveigle
rein	sur	veil	lance	surveillance
their	ō	bei	sant	obesant
theirs	ō	bei	sance	obeisance
skein	×	heir	loom	heirloom
heir				
feint				
beige				
seine				
reign				
deign				
feign				

Remember this rule:

“I before E except after C, and when sounded as Ā as in neighbor and weigh.”

ëy



The special sound for ë is the same as the long a sound. It is neither the short e nor the long e sound. In one-syllable words, the ey pattern can represent the dotted ë sound. This also occurs in a few two-syllable words.

hey

grey

hound

greyhound

they

o

bey

obey

prey

con
⤵

vey

convey

con vey
⤵

er

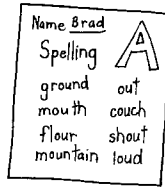
conveyer belt

Mon ter

ey

Monterey

ëä



Usually the ea pattern represent the long e sound, and sometimes it represents the short e sound. In a few words, the ea pattern represents the long a sound.

steak

steak

house

steakhouse

break

swim

wear

swimwear

great

break

down

breakdown

pear

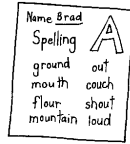
bear

tear

wear

swear

ëigh^x



In a few words, the eigh pattern represents the dotted ë sound, which is the same as the long ā sound. In this pattern the gh is not pronounced; the letters are silent.

sleigh

eigh

ty

eighty

weigh

eigh

teen

eighteen

neigh

neigh

bor
⤵

neighbor

eight

in

veigh

inveigh

weight

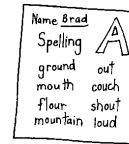
freight



height

sleight

ët^x



bal

let^x

ballet

fil

let^x

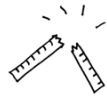
fillet

buf

fet^x

buffet

In these words the dotted ë represents the long ā sound.



eu



This is a rule breaker pattern. It represents the long ū sound, as in u/tulip or u/uniform.

feud

neu

tral

neutral

sleuth

neu

tron

neutron

Zeus

neu

ron

neuron

deuce

streu

sel

streusel

Eu

gene

Eugene

Eu

rope

Europe

ma

neu

ver

maneuver

r^xheu

mat

ic

rheumatic

l^xieu

ten

ant

lieutenant

eu

rē

ka

eureka

••
i



In some words, the letter i represents the dotted ï sound, as in i/pizza. The two dots show us it is not the regular sound. It is neither the long i nor the short i sound. The dotted ï sound is the same as the long ē sound.

ski

piz

za

pizza

pi

ta

pita

Li

sa

Lisa

tax

i

taxi

pol
↪

ice

police

ma
↪

rine

marine

ra
↪

vine

ravine

ma
↪sh
chine

machine

röu

tine

routine

pe
↪

tite

petite

mes

quite

mesquite

e
↪

lite

elite

pat i

o

patio

ra di

o

radio

ie



In most words, this vowel pair represents the dotted *i* sound, as in *i/pizza*. The two dots show us it is not the regular sound. It is neither the long *i* nor the short *i* sound. The dotted *i* sound is the same as the long *e* sound.

shield

be

lieve

believe

yield

be

lief

belief

field

re

lief

relief

wield



a

chieve

achieve

piece

hy

giene

hygiene

niece

cook

ie

cookie

brief

mö

vie

movie

grief

me die

val

medieval

pier

pierce

chief

thief

priest

shriek



i
sieve

Unaccented Open Syllables: The first syllable or middle syllable in each word is an open syllable, but the accent, or emphasis, is on a different syllable. In an unaccented open syllable, the vowel often represents the schwa sound instead of the expected long sound. It is hardly heard at all.

UNACCENTED
OPEN SYLLABLE

ba
↪

ton

baton

sa
↪

lon

salon

ca
↪

ress

caress

se
↪

dan

sedan

re
↪

pel

repel

UNACCENTED
OPEN SYLLABLE

com

pli
↪

ment

compliment

op

ti
↪

mum

optimum

im

ple
↪

ment

implement

ap

pre
↪

hend

apprehend

el

o
↪

quent

eloquent

rel

e
↪

vant

relevant

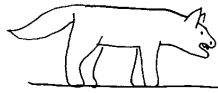
Unaccented Open Syllables: The first middle syllable in each word is an open syllable, but the accent, or emphasis, is on a different syllable. In an unaccented open syllable, the vowel often represents the schwa sound instead of the expected long sound. It is hardly heard at all.

UNACCENTED
OPEN
SYLLABLE

en	ve ↪	lope	envelope
oc	to ↪	pus	octopus
as	tro ↪	naut	astronaut
in	stru ↪	ments	instruments
kan	ga ↪	roo	kangaroo
di	no ↪	saur	dinosaur
i	ci ↪	cle	icicle
u	ni ↪	corn	unicorn
u	ni ↪	form	uniform
u	ni ↪	verse	universe
a	pri ↪	cot	apricot
el	e ↪	vate	elevate

Begin The Skills In *Phonetic Words And Stories, Book 7*

wor



This bossy r pattern sounds like wor as in worm.

worm

wor

ry

worry

work

worth

y

worthy

word

work

er

worker

world

work

ing

working

worth

wor

ship

worship

worse

work

book

workbook

worst

book

worm

bookworm

pass

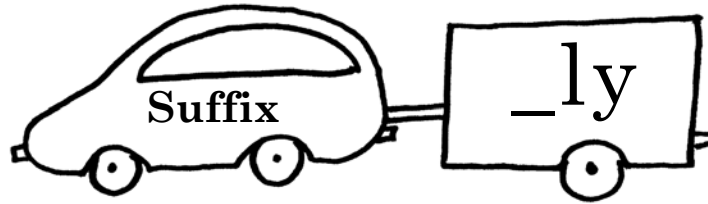
word

password

art

work

artwork



soft

neat

kind

softly

neatly

kindly

fair

hard

poor

fairly

hardly

poorly

quick

quiet

most

quickly

quietly

mostly

sad

proud

bold

sadly

proudly

boldly

safe

time

calm

safely

timely

calmly

slow

timid

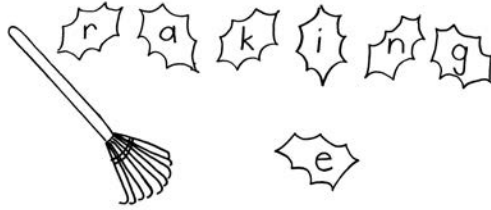
cost

slowly

timidly

costly

Drop the e and
add _ed or _ing.



suffix study

wave

waved

waving

smile

smiled

smiling

hope

hoped

hoping

share

shared

sharing

snore

snored

snoring

rake

raked

raking

time

timed

timing

rinse

rinsed

rinsing

cause

caused

causing

serve

served

serving

live

lived

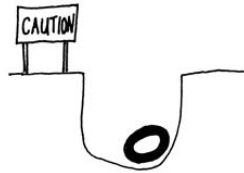
living

love

loved

loving

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

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

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

I	h ave	I've
you	h ave	you've
we	h ave	we've
they	h ave	they've

I	a m	I'm
---	----------------	-----

Let	u s	Let's
-----	----------------	-------

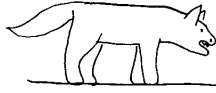
Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

I	həd	I'd
you	həd	you'd
he	həd	he'd
she	həd	she'd
it	həd	it'd
we	həd	we'd
they	həd	they'd

er



Sometimes the er pattern
sounds like er in heron.

err

her

on

heron

her

ring

herring

mer

it

merit

per

il

peril

sher

iff

sheriff

der

rick

derrick

ber

ry

berry

cher

ry

cherry

ver

y

very

per

ish

perish

cher

ish

cherish

per is

scope

periscope

ster ē

ō

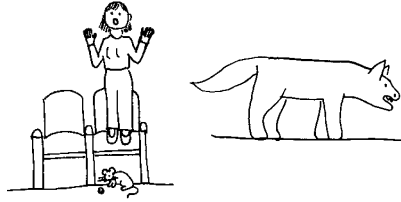
stereo

ter ri

ble

terrible

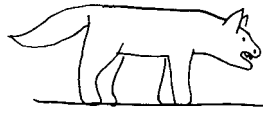
or



This is an expanded review of
the or/horse bossy r pattern.

horse	or	bit	orbit
horn	for	get	forget
corn	mor	ning	morning
cord	mor	bid	morbid
form	car	port	carport
fork	air	port	airport
sort	per	form	perform
short	con ⤵	form	conform
north	dis	tort	distort
porch	for	lorn	forlorn
thorn	re	cord	record
storm	im	port	import
scorn	ex	port	export
× sword	im por	tan ⤵	important

or



When the or pattern is in an unaccented ending syllable, it represents the or/ tractor sound.

trac	tor	tractor
------	-----	---------

doc	tor	doctor
-----	-----	--------

rec	ord	record
-----	-----	--------

 col	or	color
---	----	-------

stub	born	stubborn
------	------	----------

mir	ror	 mirror
-----	-----	--

fā	vor	favor
----	-----	-------

hū	mor	humor
----	-----	-------

mō	tor	motor
----	-----	-------

mā	jor	major
----	-----	-------

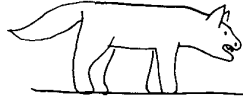
mī	nor	minor
----	-----	-------

jan	 tor	janitor
-----	---	---------

ed	 tor	editor
----	---	--------

mē	tē	or	meteor
----	----	----	--------

or



In a few words, the *or* pattern sounds like or in sorry.

sor

ry

sorry

sor

row

sorrow

bor

row

borrow

hor

rid

horrid

hor

ror

horror

hor

ri

ble

horrible

to

mor

row

tomorrow

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

I	w ill	I'll
he	h ill	he'll
she	s ill	she'll
we	w ill	we'll
you	y ill	you'll
it	i ill	it'll
they	t ill	they'll
who	w ill	who'll

Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

you

are

you're

we

are

we're

they

are

they're

who

are

who're

I

am

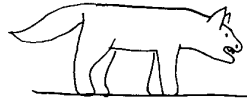
I'm

let

us

let's

ar



In these words, the *ar* pattern sounds like ar in dollar.

dol	lar	dollar
-----	-----	--------

col	lar	collar
-----	-----	--------

beg	gar	beggar
-----	-----	--------

ched	dar	cheddar
------	-----	---------

gram	mar	grammar
------	-----	---------

pil	lar	pillar
-----	-----	--------

pō	lar	polar
----	-----	-------

cow	ard	coward
-----	-----	--------

tōw	ard	toward
-----	-----	--------

haz	ard	hazard
-----	-----	--------

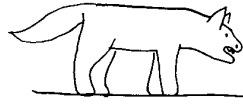
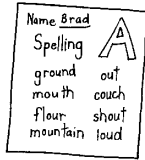
liz	ard	lizard
-----	-----	--------

wiz	ard	wizard
-----	-----	--------

mus	tard	mustard
-----	------	---------

sim	i	lar	similar
-----	---	-----	---------

ar



In a few words, the *ar* pattern sounds like ar in carrot.

car rot carrot

par rot parrot

bar rel barrel

car ry carry

mar ry marry

nar row narrow

spar row sparrow

par ish parish

par ent parent

car ol carol

tar iff tariff

car riage carriage

bar ri cade barricade

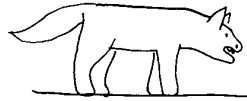
Contractions



In contractions, two words are put together to form one word. The first word does not change. The second word loses one or more letters. An apostrophe ' is placed in the second word to show where the letter or letters have been removed.

I	w ould	I'd
he	h ould	he'd
she	s ould	she'd
we	w ould	we'd
you	y ould	you'd
they	t ould	they'd
who	w ould	who'd
it	i ould	it'd

ear



The ear pattern can represent the ear/early sound.

earn

re

search

research

learn

re

hearse

rehearse

yearn

ear

ly

early

earl

earn

est

earnest

pearl

earth

quake

earthquake

heard

search

light

searchlight

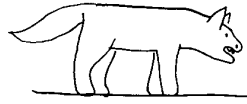
hearse

earth

dearth

search

our



The our pattern can represent the
our/journal sound.

scourge

jour

nal
↪

journal

jour

ney

journey

nour

ish

nourish

flour

ish

flourish

cour

age
↪

courage


ad
jour
↪

adjourn

tour na
↪

ment

tournament

en cour age
↪

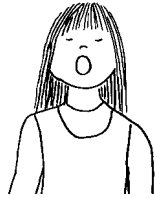
encourage

cour te
↪

sy

courtesy

a



In a few words, the letter *a* sounds like the short *o* sound, as in a/ father.

spa

fa

ther

father

ha

lla

ma 

llama

blah^x

la

va 

lava

dra

ma 

drama

ma

ma 

mama

pa

pa 

papa

 pa ja

 mas

pajamas

pe 

can

pecan

grand

pa

grandpa

grand

ma

grandma

ta

cō

taco

na

chō

nacho

Syllable Study

Sometimes an open syllable with a long vowel sound is at the end of a word. In these words, the first syllable is a closed syllable, with a short vowel sound, and the second syllable is an open syllable, with a long vowel sound.

CLOSED

Open

hel

lo

hello

hip

po

hippo

bin

go

bingo

las

so

lasso

ban

jo

banjo

gum

bo

gumbo

jum

bo

jumbo

tem

po

tempo

cel

lo

cello

con

do

condo

men

u

menu

Hin

du

Hindu

kud

zu

kudzu

Syllable Study

In these words, both syllables end with a vowel. They are both open syllables. In open syllables, the vowels usually represents the long vowel sound.

OPEN

OPEN

ze

ro

zero

he

ro

hero

yo

yo

yo-yo

so

lo

solo

si

lo

silo

ha

lo

halo

to

fu

tofu

tu

tu

tutu

e

mu

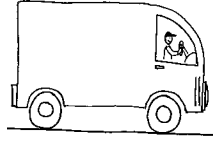
emu

ze

bu

zebu

^x
kn



In this consonant pattern, the *k* is silent. Just pronounce the *n*.

knife

Knox

ville

Knoxville

knave

knap

sack

knapsack

knee

knock

out

knockout

kneel

knick

knack

knickknack

knight

knuc

kle

knuckle

knot

knick

ers

knickers

knob

knit

knack

knock

know

knew

×
WR



In this consonant pattern, the *w* is silent. Just pronounce the *r*.

wren	wrap	per	wrapper
wrap	writ	ten	written
wreck	wrin	kle	wrinkle
wrong	wres	× tle	wrestle
wrist	wrist	watch	wristwatch
wrench			
write			
wrote			
wring			

gh^x



The *gh* pattern can represent the gh/ghost sound or it can be silent, as in gh/straight. The words on this page have the gh/ghost sound.

ghost

ghet

to

ghetto

ghöul

☂
a

ghast

aghast

ghast

ly

ghastly

ghōst

ly

ghostly

gher

kin

gherkin

☂
spa ghet

ti

spaghetti

Al le ghë ny
↪

Allegheny

gh



The *gh* pattern can represent the gh/ghost sound or it can be silent, as in gh/straight. In these words the *gh* pattern is silent. It is not pronounced.

straight

daugh

ter

daughter

through

naugh

ty

naughty

caught

al

thōugh

although

taught

thor

ōugh

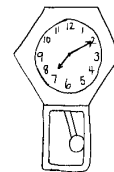
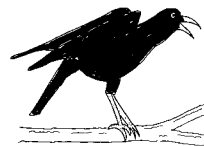
thorough

naught

dōugh

thōugh

ought



bought



thought

drought

fought

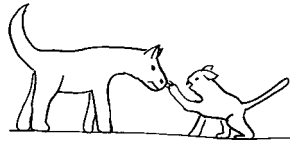
brought

sought

ought

The ought pattern has the dotted ä sound, but it does not contain the letter a. You cannot “sound it out.” You just have to remember it.

ph



The ph and ugh patterns are pronounced like the letter f.

graph

dol

phin

dolphin

Ralph

Mem

phis

Memphis

phlox

proph

et

prophet

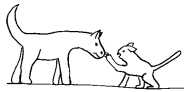
phone

phon

ics

phonics

ugh



Phil

ip

Philip

or

phan

orphan

laugh

phō

bic

phobic

draught

phō

ton

photon

cough

Jō

seph

Joseph

trough

trī

umph

triumph

 rough

em phat

ic

emphatic

 tough

al pha

bet

alphabet

 slough

el e

phant

elephant

 enough

pho to

graph

photograph

y_e



The y_e pattern is a split-vowel pattern. A consonant comes between the y and the e. The y_e pattern is pronounced like the long i sound, as in y_e/type.

style

en

zyme

enzyme

Lyle

meg



byte

megabyte

Kyle

kil



byte

kilobyte

lyre

ep



phyte

epiphyte

byre

el

ec

tro_lyte

electrolyte

pyre

ac



lyte

acolyte

type

ne



phyte

neophyte

Clyde

ge

no_lyte

type

genotype

r^xhyme

ster

ē



o_type

stereotype

t^thyme

an



a

lyze

analyze

par



a

lyze

paralyze

cat

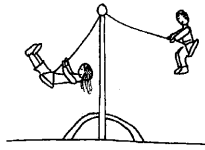


a

lyze

catalyze

y



In some words the letter y is pronounced like the short i sound, as in y/gymnastics.

lynx

sym

bol
⤵

symbol

Lynn

cym

bal
⤵

cymbal

myth

gyp

sy

gypsy

gym

E

gypt

Egypt

^r
rhythm

cyl

in

der

cylinder

hymⁿ

sym

phon y
⤵

symphony

pyr ^u
a mid

pyramid

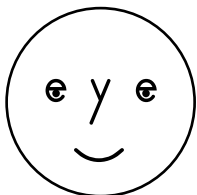
gym nas tics

gymnastics

ye



The ye pattern represents the long i sound.



rye

lye

bye

stye

dye

good-bye

 ^xeye

 ^xaye

quä



squä



quaff

squash

quad

squat

qualms

squad

squall



quack

These patterns have the dotted ä sound. The two dots mean “not the regular sound.” This sound is, neither long nor short.

quar rel

quarrel

qual i ty

quality

quan ti ty

quantity

quad ran gle

quadrangle

squab ble

squabble

squal id

squalid

squan der

squander

Notes For The Teacher

*This is not just a set of word lists.
It is the way that you teach this program that will make a difference.*

OVERVIEW

Lesson Sequence

This book covers short vowel words and all of the patterns taught in *Phonetic Words And Stories, Books 1-8*. It may be used in several different ways.

1. Beginning readers can read the short vowel lists in this book, to help them generalize to regular print. Older readers can study the short vowel lists as a review.
2. Beginning readers can read the basic phonogram pattern pages as a challenge level supplement to *Phonetic Words And Stories, Books 1-8*. The patterns are presented in the same order in this book. Each pattern includes both one and two-syllable words, where applicable. Older readers can study the same pages as a structured review, or introduction, if needed.
3. Students working in *Advanced Phonics Patterns* can use this book to review the basic patterns.
4. After students have studied a new pattern, the page can be copied and sent home for extra practice.

It is expected that his book will be used in conjunction with a good literature program. Students should read and respond to high quality stories or expository material each day.

What Are Phonograms And Why Are They Important?

A phonogram is a written symbol for a speech sound. The alphabet letters are phonograms, and there are many multi-letter phonogram patterns (sh, ai, tch, eigh) as well.

Because the English language has absorbed words from many other languages, English words contain many different phonogram patterns. Each language has donated words to English with its own specific phonogram patterns. While this makes it necessary to learn many patterns, it also makes the English language a broad and rich language with many descriptive words.

After students have learned new phonogram patterns, they will begin to recognize them in words when they are reading. This will make it easier to identify words quickly and confidently. It will be easier to introduce new vocabulary words with those patterns. Students may even be able to read words which they have never seen before independently.

In addition, knowing the phonogram patterns gives students a powerful tool when spelling. Students learn to spell words by saying the sounds in the word in order and writing the phonograms that represents those sounds. This provides a logical and effective method for spelling most words that eliminates the need for rote memory.

There are many phonogram patterns to learn and this is a time consuming endeavor. However, there are far fewer phonogram patterns than there are words. This makes the learning process very efficient in the long run. If students are able to recognize and apply the phonogram patterns when reading, they will be able to read thousands of words.

It Is Important To Teach Syllable Patterns

The English language does not have enough different letters to show every sound with a unique symbol. For example, the a/ant sound is shown with the letter a, but the a/apron sound is shown with the same letter. This same discrepancy occurs for all five of the vowels, which can represent “short” sounds (a/ant, e/egg, i/in, o/ox, u/up) and “long” sounds (a/apron, e/emu, i/island, o/ocean, u/uniform).

It would be quite a challenge to have to guess whether to use the short or long sound for each vowel when reading. However, if students study the various syllable patterns and learn to recognize them in words, they will be able to predict most of the vowel sounds. For example, the position of a single vowel within a word and the position of any consonants around it indicates whether or not the vowel represents the short or long sound. Understanding these relationships allows students to identify many new words.

Note: The terms “short vowels” and “long vowels” do not indicate the size of the written letter nor do they indicate the duration of the spoken sound. They simply provide commonly agreed upon names for categorizing the sounds.

Objectives

1. Students will look at each letter and phonogram pattern and give the related sound or sounds from memory.
2. Students will listen to the letter and phonogram sounds and write the related pattern from memory.
3. Students will spell phonetic words by segmenting the word (saying each sound, in order) and writing the related letters and phonogram patterns.
4. Students will read (decode) phonetic words by saying the sound for each letter and phonogram, going from left to right, putting the sounds together smoothly, allowing them to recognize the meaning of the word.
5. Students will learn to spell and read non-phonetic words as sight words, after they have learned to spell and read phonetic words with the same pattern.
6. Students will learn to recognize the most common syllable patterns. They will analyze the syllables in new words so they can pronounce each vowel sound correctly. When students see unknown words with

ambiguous vowel sounds, they will be aware of the possible sounds to use and consider the meaning of the word to help them select the correct sound.

7. The Ultimate Goal: Students will apply all of these skills automatically when reading and writing.

GETTING STARTED

Using The Sound Story

A “sound story” is included in this book. The pictures in the story serve as a teaching tool when students are learning a new phonetic pattern. Read part of the story aloud to students each day, until all of the sections have been introduced. Point out each sound picture and the related letters. Model the sound and have students repeat. You can use the pictures in this book, sound picture flash cards, or the larger version of the sound story from www.soundcityreading.net.

This step is important, because the sound pictures will serve as a reference for the sounds of all of the beginning and advanced phonics patterns. For example, the “long a” picture, showing the letter A on a graded paper, is used to show the sound for the ai/rain, ay/play, and a_e/safe patterns. This makes it obvious that all of these patterns represent the same sound.

On the other hand, the *ow* pattern can represent two different sounds. One sound picture shows the ow/cow sound, while a different sound picture shows the ow/snow sound. This makes it intuitively clear that the same letter pattern can represent two different sounds.

The sound pictures are included on the sound charts in this book. These charts show all of the basic vowel and consonant patterns that students need to know, providing a reference that students can use to remind themselves of the correct sound for any pattern. Students should say the sounds from one or more of the sound charts daily. Over time students develop a solid association between the letter patterns, sound pictures, and related sounds.

After the daily sound chart review, students will say the sounds for the same letter patterns from flashcards (without the sound pictures). This two step process, sound charts followed by phonogram cards, helps students learn and remember the patterns with confidence. This may sound complicated at first, but it works very well in practice to make our phonetic system clear to the students. Having a visual reference (pictures) to represent the sounds provides a sense of security for the students as they learn.

The schedule below works well for introducing the sound pictures from the sound story. Just read the story aloud, introducing between five

and eight new pictures per day. You will finish the story in a reasonable amount of time but won't introduce so many pictures per day that the students get confused.

Day 1 t i h l n w

Day 2 u b m r f x

Day 3 e s j o c d

Day 4 a v g p k y q u z

Day 5 sh ē ō th th

Day 6 ö ā ä ch ng

Day 7 ou/ow ü ū oi/oy zh

Phonemic Awareness

In order to benefit from this program, students must be aware that words are constructed of individual sounds arranged in a specific order.

First, students must be able to hear a word (without seeing it) and then pronounce it slowly, pausing between each sound. This is called segmenting. Students use this skill when spelling words.

Second, students must be able to see a written word (without hearing it) and scan it from left to right, saying the sounds for the individual letters and patterns in order, sliding the sounds together smoothly. This is called oral blending. Students use this skill when reading words.

If students are able to demonstrate these skills comfortably, you may not need to take extra time to teach them. If students have not developed these skills, use the *Phonemic Awareness* book to teach them before starting this book. In older students, this learning process is usually accomplished quickly. Some students pick up these skills more naturally than others. Nevertheless, with careful practice over a period of time, most students will develop the skills needed.

DAILY ROUTINE

1. SOUND CHARTS

During each lesson, start with the sound charts. The phonics patterns are arranged in logical groups to help students recognize and remember them. Each letter or letter pattern is paired with a sound picture which represents the correct sound. Begin with just the alphabet chart. Then add the vowel charts and consonant charts gradually, over a period of time, so that students don't become overwhelmed at the beginning.

Point to the patterns while students give the sounds. You may want to print the matching large wall charts from the web site

www.soundcityreading.net to use in a classroom. Students who are being tutored can use the charts in this book.

Add more charts to the daily routine as the students learn new patterns. At some point, there will be too many charts to cover in one day. Rotate as needed so that all are covered as frequently as possible.

2. SOUND CARDS

After reviewing the sound charts, show the letters and phonogram patterns on flashcards and have the students say the sounds in unison. Use only the patterns that have been taught. Add new cards as you teach new patterns. Add new patterns in the order in which they appear in this book.

If a pattern represents more than one sound, students should say the first sound, followed by a slight pause, then the second sound. Some patterns have three sounds; do these in the same way.

This process should go quickly, as fast as you can change the cards. The goal is for students to be able to say the sound or sounds from each pattern instantly, without stopping to think. If students get stuck on a pattern, point it out on the sound chart, and have students look at the sound picture or pictures and say the sounds.

There are many patterns to learn. When students have learned a large number of patterns, you will need to select a reasonable number of cards to review each day.

Files can be downloaded from the web site to print the flashcards on cardstock, or you can write the patterns on unlined index cards, copying from the sequence chart in this book. At first, keep the cards in the order in which they were introduced. After students are very confident in giving the sounds, you can present the cards in random order.

3. HANDWRITING

Practice writing the alphabet letters during a brief handwriting session each day, paying special attention to any manuscript letters that are being formed incorrectly. Demonstrate correct letter formation and have students copy. Watch to make sure students are forming the letters correctly. (Manuscript and cursive handwriting models can be found at the end of this book.) The teacher and students should always say the letter sound (or sounds) as it is written.

For students who are ready, introduce cursive letter formation, one or two letters at a time. In each lesson, after showing students how to write single letters, show them how to write various combinations of two connected letters. Pay special attention to letters that have to “swing out” rather than going back to the baseline. Then demonstrate

how to write short words with those letters. Students watch first and then copy.

If a student has difficulty writing a letter correctly, write the letter on the student's paper to be traced repeatedly before trying to write the letter again.

As soon as students are able to form the letters correctly, dictate the letter sounds and have students write them on lined paper, repeating each sound as they write. Continue to practice single letters daily.

If you prefer, download one of the handwriting workbooks from the Sound City Reading web site and use it for handwriting practice. Some of the handwriting books have large patterns to trace and then copy, making it easier for students to master letter formation. Books are available for either manuscript or cursive instruction.

4. PHONOGRAM DICTATION

Dictate any of the phonogram patterns that have been taught. At first, you will dictate all of them. When there are too many to cover in one day, choose the patterns that have been most recently taught and any other patterns that continue to cause difficulty. Rotate in a few review patterns as well.

Say the sound or sounds for each pattern. Students repeat the sound as they write the pattern.

5. SPELLING DICTATION

Each day, the spelling dictation period will be based on the new phonogram pattern that you will teach. Teach the patterns in the order in which they appear in this book. Look at the list of words ahead of time, and decide which words you want students to spell. Think of a sentence with one of those words. Add any sight words or phonetic words to the spelling list that will be needed for the sentence. If any words have phonetic patterns that have not yet been taught, plan to just write them on the board for students to copy. Then think about which letters and phonogram patterns students should review before spelling the new words and the words in the sentence. Make a list and plan to dictate the patterns before dictating the words. Include syllable study, suffix study, and contractions in the plan as needed.

Start the lesson by dictating several letter sounds. Students say the sound as they write each letter. Then dictate several phonogram sounds. Students say the sound (or sounds) as they write each pattern. Dictate new phonograms, recent phonograms, and any phonograms that will be included in the words you will spell. If students forget a phonogram pattern, point it out on its sound chart.

Dictate new phonetic words one at a time. Post the sound card for the pattern so that students can refer to it throughout the lesson. Remind students frequently to use the pattern on the card when they spell each word. Say each word slowly and carefully, so that students can hear each sound in the word. Have students practice stretching the word out, saying it slowly, so that they can hear each sound. Guide and explain as needed. Segment each word with the students before they write it, saying the sounds aloud, in unison. Then students write the word, repeating each sound to themselves as they write the related letters and phonogram patterns.

After students write each word on their papers, have them segment the word again in unison while you write the word on the board. This provides visual and auditory reinforcement and a means for students to check and correct their words as needed.

Be sure to dictate all of the words that will be needed in the sentence.

Some words on the word lists are especially tricky. If there is any doubt about how to spell a word, show students how to spell it on the board before they attempt to write it, and have them copy it, while saying the sounds. This process is called “mapping.”

After completing the desired number of words, dictate the sentence that you planned. Say the words slowly, repeating as needed. Remind students about the correct use of capital letters and punctuation. Students repeat the words as they write the sentence. If a student gets stuck on a word, point it out on his paper so he can copy it. After students have completed the sentence, write it on the board so students can check their work.

If you prefer, you can ask students to come up with various sentences using the words on their papers. You can dictate one of the student’s sentences for the class to write, or allow each student to create and write their own sentence. If this is the case, help students edit and correct their sentences as needed.

Sorting Words While Writing

If you are teaching several new phonogram patterns on the same day, you may want the students to sort the words into columns or rows on their papers as you dictate the words.

For example, you may be teaching words with the ea/eat, ea/head, and ea/steak sounds. Show students how to set up these column headings on their papers: ēa, ea, ēa. Set up an extra column for new and review sight words or other words. Write the same column headings on the chalkboard or a white board. As you dictate the words, ask for a volunteer to tell you where to place each word. If they are not sure, tell them. After students say the sounds and write the word in

the correct column, have them say the sounds again, in unison, while you write it in the correct column on the board.

Another combination that works well is to set up columns with three different patterns that all represent the same sound. For example, you could dictate words with the ai/rain, ay/play, and a_e/safe patterns.

Writing Words With Prefixes and Suffixes

Plan to include a few words with suffixes during the dictation period. Explain the purpose of the suffix and demonstrate any spelling rules regarding the suffix.

Teaching New Sight Words

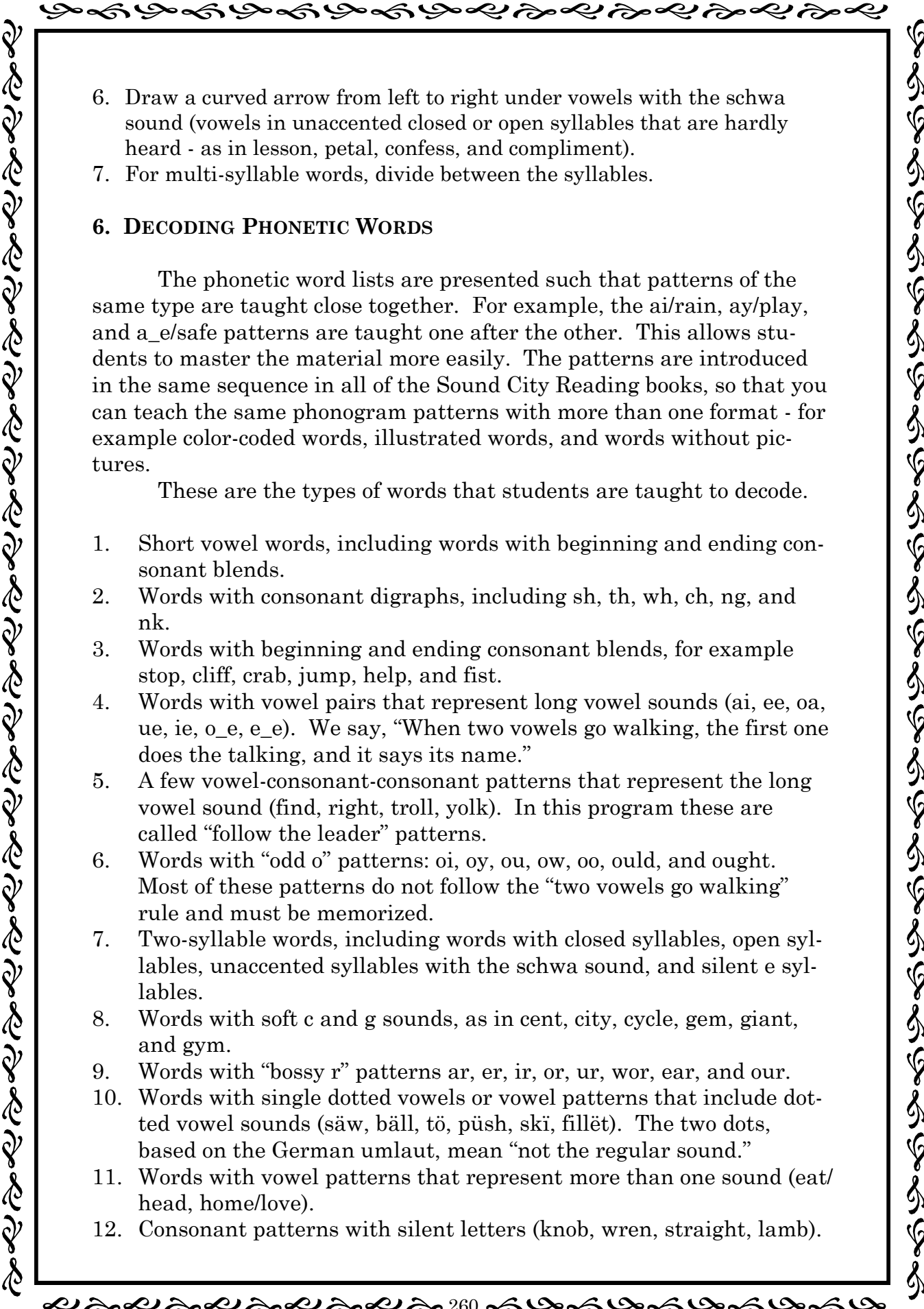
When you study each new phonogram pattern, you will find that some words that have the pattern are not pronounced in the expected way. Examples include *been*, *says*, and *said*. In this program, these words are taught as sight words. The words should be introduced during the dictation period. Don't try to introduce too many sight words on the same day. Review previously taught words on a rotating basis.

Write new words in large print on blank index cards and use the cards to introduce the words. Show the word, say it, and have students repeat the word. Point out the part of the word that does not sound as expected. Have students write the word on their dictation paper as they say the letter names to spell the word. Explain that these words cannot be spelled or read in the normal way. They must be memorized. Ask several students to use the new word in an oral sentence.

How To Mark The Words During The Dictation Period

After students segment and write a word and you have written it on the board, you may want to have students mark their words. This helps students analyze each word and develop an awareness of the vowel sounds and syllable patterns. Call on students to tell you what needs to be marked. Model how to mark the words on the board while students mark the word on their papers.

1. Mark long vowels with a straight line (gō, wē, rāven).
2. Mark dotted vowels (tō, pūsh, skī, ballēt) with two dots. The dots are a German umlaut, which means "not the regular sound."
3. Do not mark short vowels.
4. Put a small x above any silent consonant letters (wren, knob, lamb, listen) and above silent e's that are part of a silent e syllable (little, bubble).
5. Draw a small umbrella above any vowel or vowel pattern (other than u) that represents the short u sound (was, of, some, wonder, young).

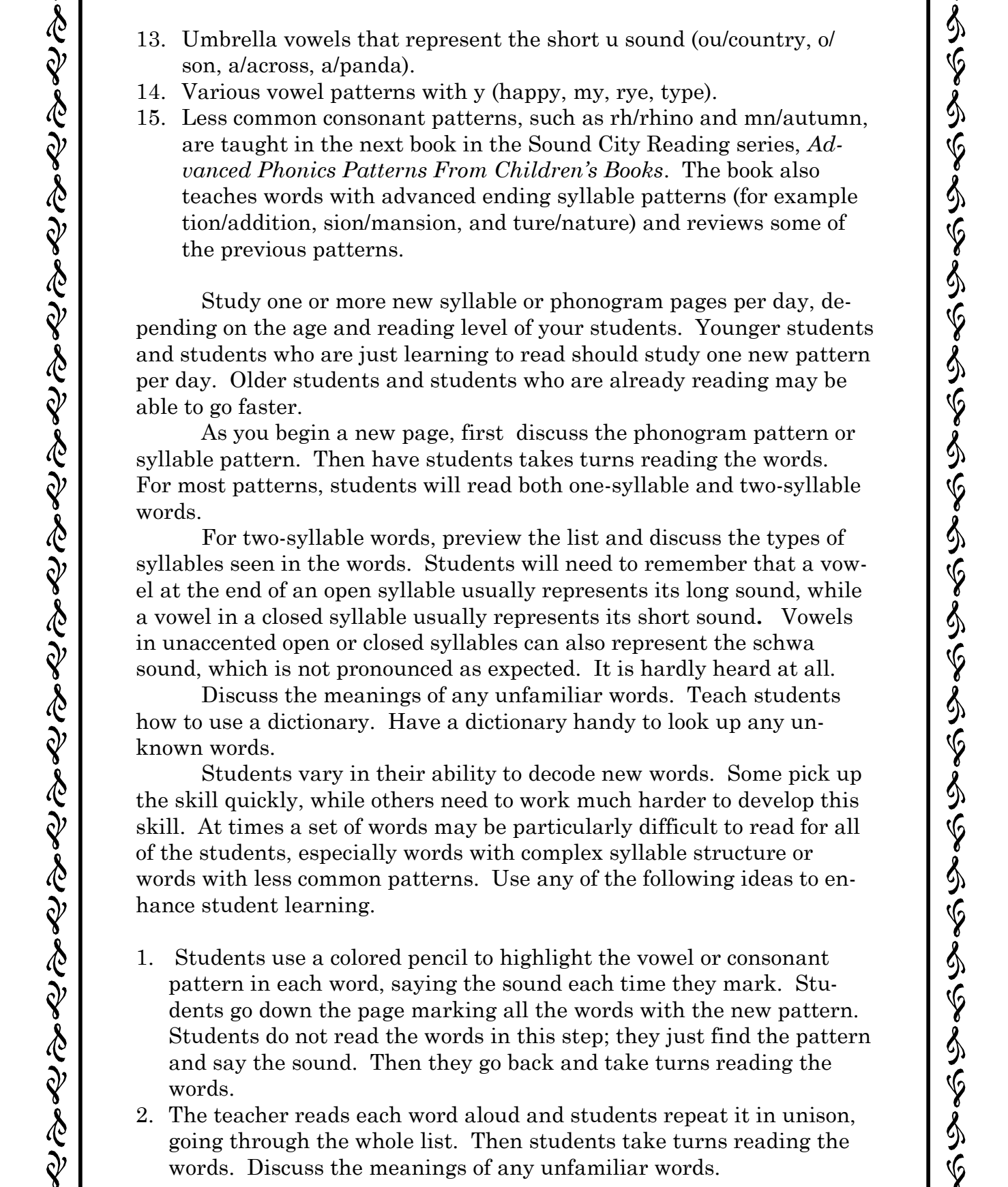
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6. Draw a curved arrow from left to right under vowels with the schwa sound (vowels in unaccented closed or open syllables that are hardly heard - as in lesson, petal, confess, and compliment).
 7. For multi-syllable words, divide between the syllables.

6. DECODING PHONETIC WORDS

The phonetic word lists are presented such that patterns of the same type are taught close together. For example, the ai/rain, ay/play, and a_e/safe patterns are taught one after the other. This allows students to master the material more easily. The patterns are introduced in the same sequence in all of the Sound City Reading books, so that you can teach the same phonogram patterns with more than one format - for example color-coded words, illustrated words, and words without pictures.

These are the types of words that students are taught to decode.

1. Short vowel words, including words with beginning and ending consonant blends.
2. Words with consonant digraphs, including sh, th, wh, ch, ng, and nk.
3. Words with beginning and ending consonant blends, for example stop, cliff, crab, jump, help, and fist.
4. Words with vowel pairs that represent long vowel sounds (ai, ee, oa, ue, ie, o_e, e_e). We say, "When two vowels go walking, the first one does the talking, and it says its name."
5. A few vowel-consonant-consonant patterns that represent the long vowel sound (find, right, troll, yolk). In this program these are called "follow the leader" patterns.
6. Words with "odd o" patterns: oi, oy, ou, ow, oo, ould, and ought. Most of these patterns do not follow the "two vowels go walking" rule and must be memorized.
7. Two-syllable words, including words with closed syllables, open syllables, unaccented syllables with the schwa sound, and silent e syllables.
8. Words with soft c and g sounds, as in cent, city, cycle, gem, giant, and gym.
9. Words with "bossy r" patterns ar, er, ir, or, ur, wor, ear, and our.
10. Words with single dotted vowels or vowel patterns that include dotted vowel sounds (sāw, bäll, tō, pūsh, skī, fillēt). The two dots, based on the German umlaut, mean "not the regular sound."
11. Words with vowel patterns that represent more than one sound (eat/head, home/love).
12. Consonant patterns with silent letters (knob, wren, straight, lamb).

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13. Umbrella vowels that represent the short u sound (ou/country, o/son, a/across, a/panda).
 14. Various vowel patterns with y (happy, my, rye, type).
 15. Less common consonant patterns, such as rh/rhino and mn/autumn, are taught in the next book in the Sound City Reading series, *Advanced Phonics Patterns From Children's Books*. The book also teaches words with advanced ending syllable patterns (for example tion/addition, sion/mansion, and ture/nature) and reviews some of the previous patterns.

Study one or more new syllable or phonogram pages per day, depending on the age and reading level of your students. Younger students and students who are just learning to read should study one new pattern per day. Older students and students who are already reading may be able to go faster.

As you begin a new page, first discuss the phonogram pattern or syllable pattern. Then have students take turns reading the words. For most patterns, students will read both one-syllable and two-syllable words.

For two-syllable words, preview the list and discuss the types of syllables seen in the words. Students will need to remember that a vowel at the end of an open syllable usually represents its long sound, while a vowel in a closed syllable usually represents its short sound. Vowels in unaccented open or closed syllables can also represent the schwa sound, which is not pronounced as expected. It is hardly heard at all.

Discuss the meanings of any unfamiliar words. Teach students how to use a dictionary. Have a dictionary handy to look up any unknown words.

Students vary in their ability to decode new words. Some pick up the skill quickly, while others need to work much harder to develop this skill. At times a set of words may be particularly difficult to read for all of the students, especially words with complex syllable structure or words with less common patterns. Use any of the following ideas to enhance student learning.

1. Students use a colored pencil to highlight the vowel or consonant pattern in each word, saying the sound each time they mark. Students go down the page marking all the words with the new pattern. Students do not read the words in this step; they just find the pattern and say the sound. Then they go back and take turns reading the words.
2. The teacher reads each word aloud and students repeat it in unison, going through the whole list. Then students take turns reading the words. Discuss the meanings of any unfamiliar words.

3. When reading two-syllable words, students explain the syllable patterns, divide between the syllables, and mark any long vowel or dotted vowels.
3. After students take turns reading the words, have the group reread the words in unison.
4. After reading a set of words, you might want to play a guessing game. Students look at the list of words. The teacher gives a clue about the meaning of a particular word, and students have to find the correct word, point to it, and read it aloud. For example, for the ow/snow word list, the teacher might ask students to find a word that names a small fish (minnow), a word that describes what you do when you eat (swallow), something you might build in the winter (snowman), a color (yellow) and so on.

Looking closely at word structure and considering the meanings of words is helpful for all students when studying new words.

Studying Syllable Patterns

When you study syllable patterns, emphasize which letters are vowels and which are consonants. It's important for students to learn to automatically notice the placement of the vowels and consonants. On the board, use a sample word to show students how to label consonants by writing a C above them and vowels by writing a V above them. This does not have to be done with every word, but as an introduction it will make the syllable pattern more clear to the students. Study the explanations on each syllable page and model various words until the students understand the types of syllables and can explain them back to you. This will be an ongoing process as you continue through the book and read multi-syllable words for the various phonogram patterns.

Other Miscellaneous Patterns

1. The letter v is not used at the end of English words. The _ve pattern is used instead.
2. When a word with a two-letter vowel pattern ends with the /s/ or /z/ sound, the letters _se are used to represent that sound. For example, house, pause, moose, noise, horse, verse. This makes it clear that the word is not in the plural form.
3. The same thing occurs with short vowel words that have both a consonant and an /s/ sound after the vowel: rinse, sense, pulse, lapse.
4. The wh pattern often represents the /h/ sound when it is followed by the letter o.

7. SIGHT WORD REVIEW

When you study each new phonics pattern, you may find that some words with that pattern are not pronounced in the expected way. These are taught in this program as sight words. A picture of a pair of glasses is used to indicate sight words in this book. Examples include *been*, *says*, and *said*. They are first introduced in the dictation period, as described above.

Later in the lesson use sight word cards, a wall chart, or the sight word chart in this book to review all of the sight words that have been taught. Have student take turns reading the words, then have the whole class repeat the words in unison. You may want to post the words on a “word wall” so that students can refer to them as needed when doing creative writing assignments. If you do, you can review the words directly from the word wall.

Literature

After the phonics lesson is completed, students should spend a significant amount of time reading, discussing, and responding to high quality literature under the guidance of the teacher.

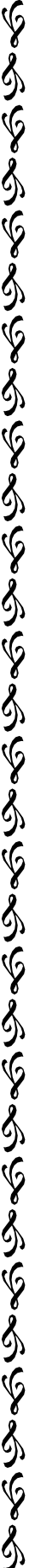
Independent Work

The teacher may want to have the students do some type of independent activity with the new phonetic words. Some ideas are listed below.

1. Write selected words in alphabetical order.
2. Classify or sort a set of words in some way (rhyming, parts of speech, number of syllables, or other types of groups, such as things that provide transportation, things we use to play sports, places, people, animals, etc.).
3. Copy and illustrate one or more of the words.
4. Draw one large scene that contains pictures of several of the words. Label the items. (Example: An ocean scene with fish, a ship, shells, and a shark.)
5. Write sentences with one or more of the words.
6. Write definitions for some of the words.
7. Write an essay, story, poem, advertisement, news article, or song using as many of the words as possible.
9. Choose one word from a word list as a topic or theme, and write an essay or story related to that topic.
10. Give students a journal. Each day they will label the top of several



new pages with the new letter patterns or syllable patterns. During a silent reading or paired reading period, any time students find a word with the new pattern in their books, they should copy it into their journal. They can also continue to fill in extra words for patterns on the previous pages.



Syllable Study Overview

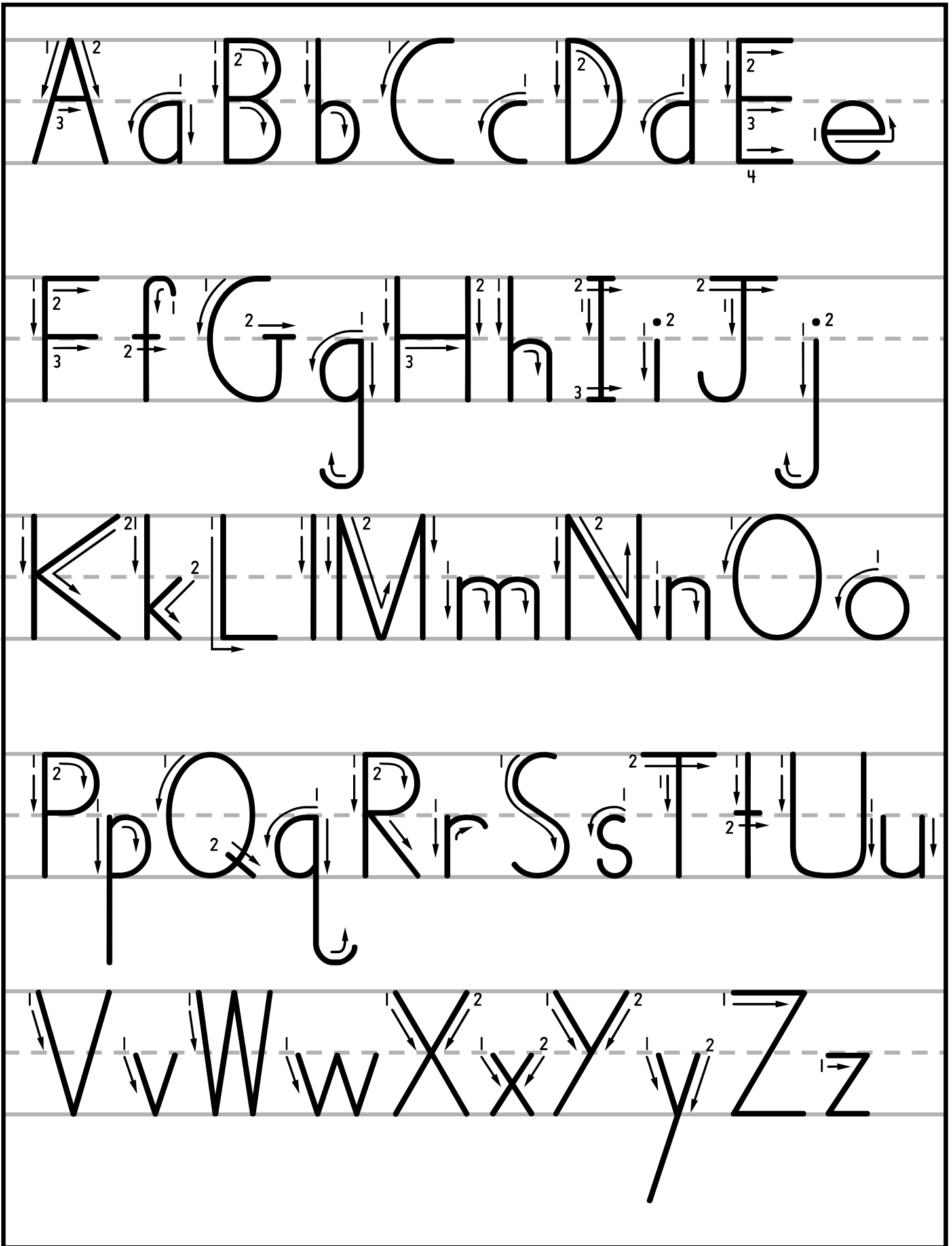
1	man, mass	closed
2	mit - ten	closed / closed (middle consonants alike)
3	les - <u>son</u>	closed / unaccented closed (middle consonants alike)
4	bas - ket	closed / closed (middle consonants different)
5	rob - in	closed / closed (one middle consonant)
6	lem - <u>on</u>	closed / unaccented closed (one middle consonant)
7	lit - tle	closed / silent e syllable
8	hap - py	closed / y at the end of a second syllable
9	my	y at the end of one syllable
10	man, māne	closed / VCE discrimination
11	rā - ven	open / closed
12	cab - in, rā - ven	closed-closed / open-closed discrimination
13	rū - in	adjacent vowels in separate syllables, open-closed
14	flag - pole	closed / VCE
15	doz - en	umbrella closed / closed
16	[☂] moth - er, [☂] mon - ey	umbrella closed / ?
17	<u>con</u> - fess	unaccented closed / closed
18	<u>con</u> - firm	unaccented closed / ?
19	oc - <u>to</u> - pus	open or closed / unaccented open / closed or ?
20	hel - lō, men - ū	closed / open
21	zē - rō, zē - bū	open / open

Lesson Plan

Overview

- A. New letter patterns are introduced with the sound charts and sound cards.
- B. Students write any new letter patterns and selected words with those patterns during the dictation period.
- C. Students read the word lists with the new letter patterns in this book.

1.	Sound Charts - Students say new and review phonogram sounds in unison
2.	Sound Cards - Students say new and review phonogram sounds in unison
3.	Handwriting (Use this section to teach or review manuscript or cursive handwriting.) <ul style="list-style-type: none">a. Introduce new lettersb. Practice previous lettersc. When teaching cursive handwriting, teach students how to make letter connections.
4.	Dictation <ul style="list-style-type: none">a. Letter dictation (Say the sounds)b. Phonogram dictation (Say the sounds)c. Dictate new phonetic words (Students segment the sounds as they write)d. Model and dictate words with suffixes, contractions, etc., as needede. Model and spell new and review sight words, as neededf. Dictate one or more sentences using phonetic words and sight words from this lesson.
7.	Decoding <ul style="list-style-type: none">a. Read word lists from this book.b. Mark and read mixed word lists from a white board or chalk board.
8.	Sight Word Review Read new and review words from flashcards, the sight word chart in this book, or a word wall
9.	Students read and respond to high quality literature under the guidance of the teacher.



A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o

P p Q q R r S s

T t U u V v W w

X x Y y Z z

Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom. Free PDF downloads are available at www.soundcityreading.net.

Learning The Alphabet (Books 1 and 2)

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words (Books 1 and 2)

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending consonant sounds, and begin to spell simple short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences - K Mixed Short Vowel Words And Sentences - 1st

Students spell and read color-coded short vowel words. Phonemic awareness exercises prepare students to read each set of words. Students say the sounds for each word and find the matching picture. Then they decode the word smoothly. Students learn seven sight words and begin to read simple short vowel sentences.

Basic Short Vowels

Students read illustrated short vowel words and sentences. This book has all black print.

Phonetic Words And Stories (Books 1 - 8)

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. Phonemic awareness activities are built in to the lessons. Students spell and read words with new patterns, then read easy stories containing the same patterns. Vowel patterns are color-coded. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

Basic Phonics Patterns (Books 1 - 8)

These books and the *Phonics Patterns And Stories* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. They include the same set of practice stories, with smaller print and smaller pictures.

Know The Phonetic Code (Volumes 1, 2, 3)

Students study all of the phonics patterns, syllable patterns, and suffix patterns taught in the short vowel books and in Books 1-8 listed above. Students study one new pattern per page, including one-syllable and two-syllable words, where applicable. The same practice stories described above are included.

Advanced Phonics Patterns From Children's Books

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.

Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read color-coded rhyming lists followed by lists that begin with the same two letters (body-coda lists). The words are not illustrated. Practicing the word lists helps students build fluency when decoding words.