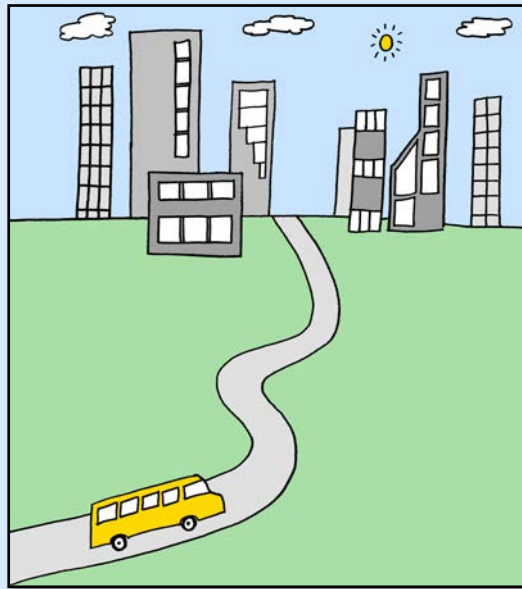


Know The Phonetic Code



Volume 1

Teaches The Skills In:

Rhyming Short Vowel Words And Sentences

Phonetic Words And Stories, Books 1 and 2

Know The Phonetic Code

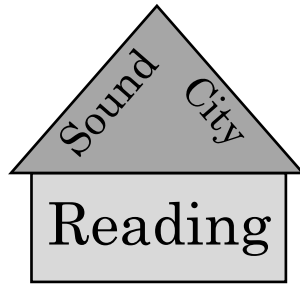
Volume 1



Teaches The Skills In:

Rhyming Short Vowel Words And Sentences
Phonetic Words And Stories, Books 1 and 2

Kathryn J. Davis



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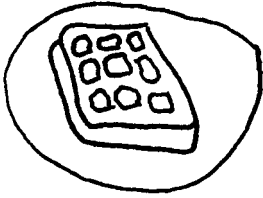


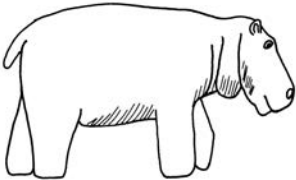
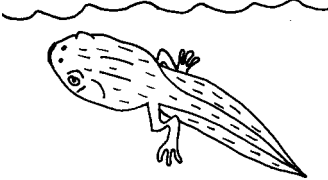
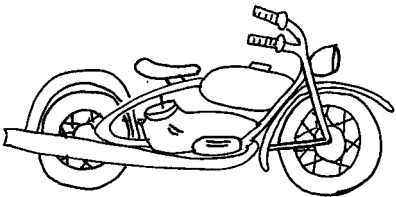
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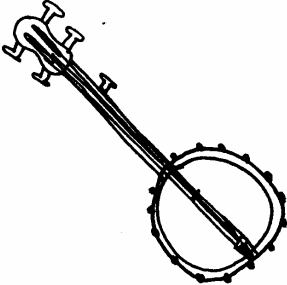

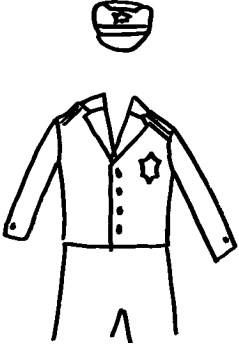



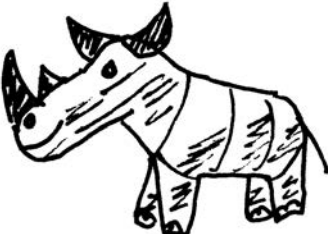
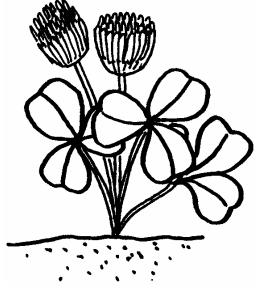
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Syllable Awareness ShV 1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

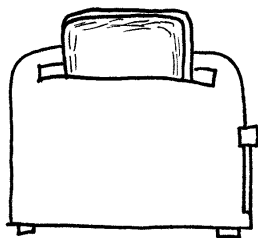
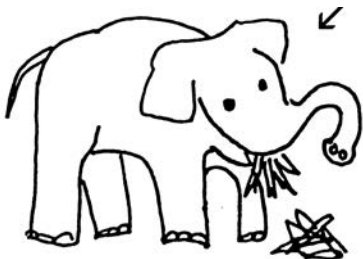
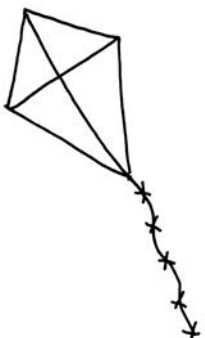

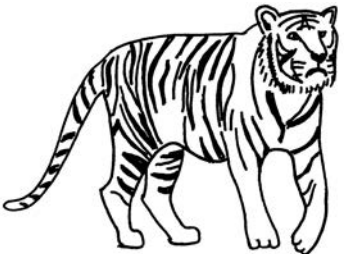


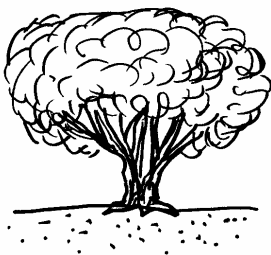
The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : in, ba-by, waf-fle, up, ac-ro-bats, hip-po-pot-a-mus, tad-pole, mo-tor-cy-cle.

Syllable Awareness ShV 2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

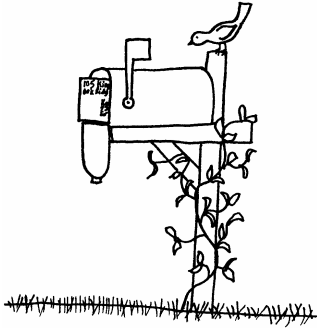
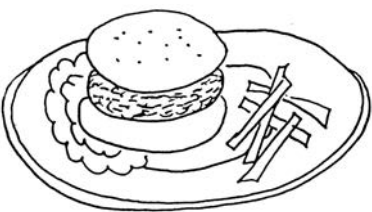

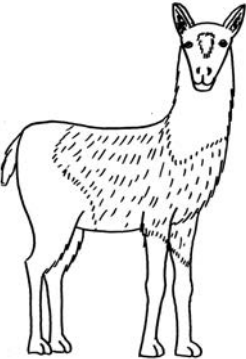
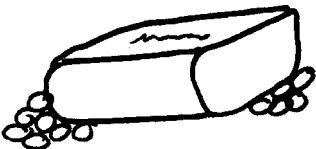
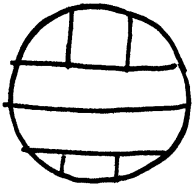
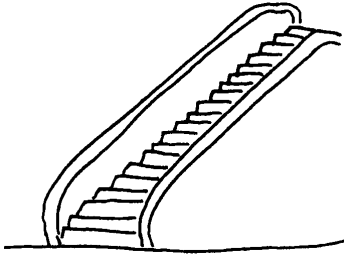
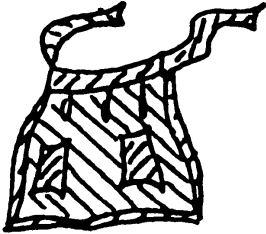
The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : ban-jo, eat, u-ni-form, paw, type-wri-ter, u-ni-ver-si-ty, rhi-noc-er-os, clo-ver.

Syllable Awareness 1-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 


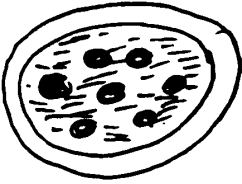
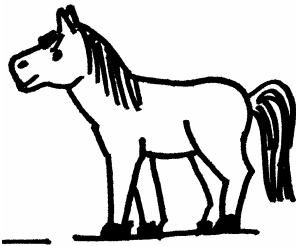

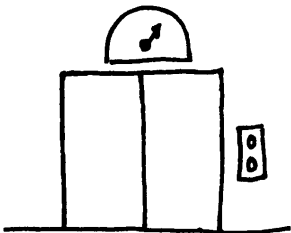
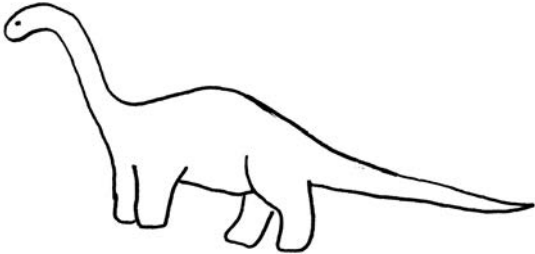


The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : toast-er, el-e-phant, kite, coat, ti-ger, chain, zuc-chi-ni, bush.

Syllable Awareness 1-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

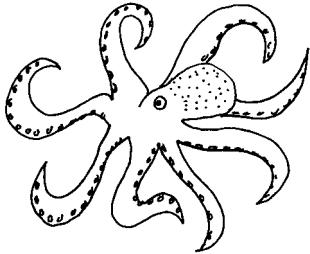
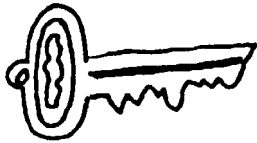
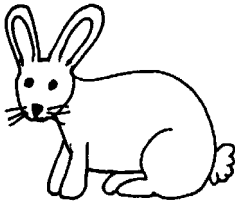

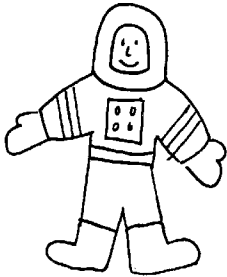
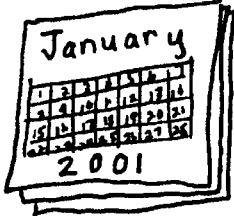
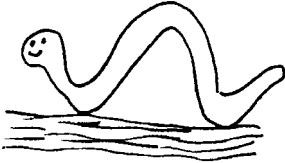

The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : mail-box, ham-burg-er, barn, lla-ma, soap, vol-ley-ball, es-ca-la-tor, a-pron.

Syllable Awareness 2-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 

The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : cloud, piz-za, po-ny, ba-nan-a, el-e-va-tor, di-no-saur, clock, at-tic.

Syllable Awareness 2-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

The teacher says each word, one at a time. Students do not read the words, they just listen and respond orally. The syllable breaks are shown here : oc-to-pus, key, rab-bit, gold, as-tro-naut, Jan-u-ar-y, inch-worm, news-pa-per.



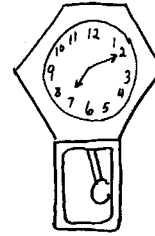
A Sound Story About Audrey and Brad



The sound story introduces pictures that represent all of the speech sounds in the English language. The capital and lower case letters beside each picture represent the same sound in words. The pictures are used on the sound charts in this program to help students remember the sound for each letter pattern.

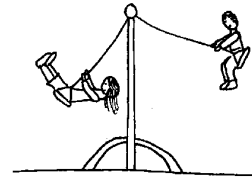
Part 1

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/lilac)



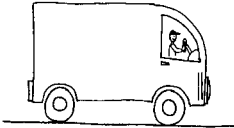
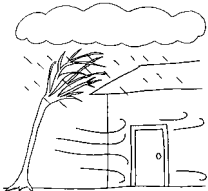




ī ī

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.”

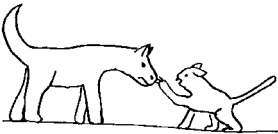
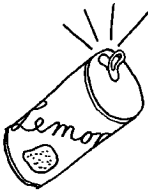
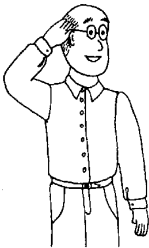
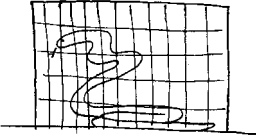
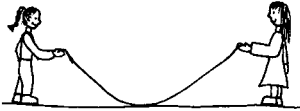
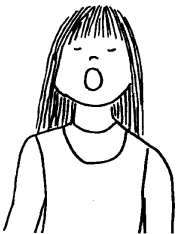


L l



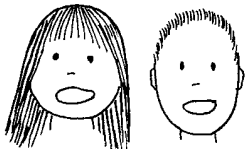
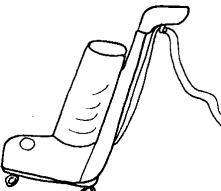

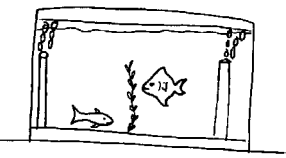
If students are not familiar with the sound story, read it aloud to them over a period of several days.

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.		N n
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.”		W w
“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)		U u
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.		B b
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.		M m
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.		R r



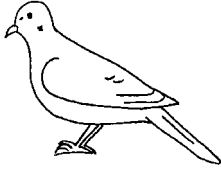
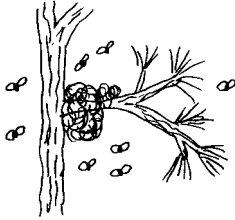
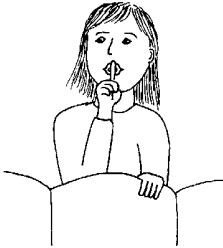

Read each section aloud to the students. Model the sound for each new picture.

<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 aids,” 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>


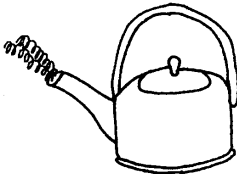


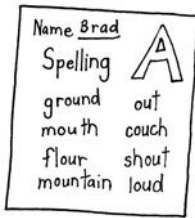

Point to the picture and each letter; students say the sounds.

<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/ax)</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>

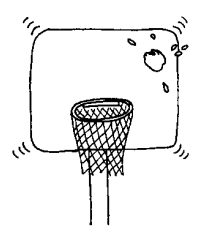
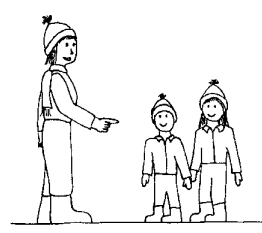
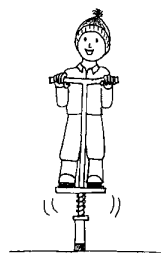
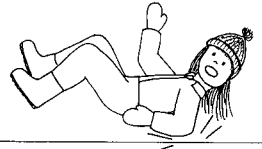

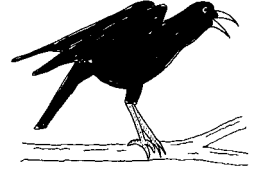
Read each section aloud to the students. Point to the picture and each letter; students say the sounds.

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K 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 theater. At the theater, 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 theater. 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. (ē/begin)</p>		<p>ē</p>


Part Two of the sound story teaches the “Beyond The Alphabet” sounds.

<p>At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse.</p> <p>(ō/robot)</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.</p> <p>(th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Tttthhh," was the sound that it made as he trimmed off his whiskers.</p> <p>(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!"</p> <p>(ö/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.</p> <p>(ā/raven)</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.</p> <p>(ch/chicken)</p>		<p>ch</p>

Read each section aloud to the students. Model the sound for the sound picture.

<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. “Nnnngg,” went the backboard as Brad’s first snowball hit. “Nnnngg,” 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.” (ū/music)</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/coin, 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.” (ü/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. (ä/all)</p>		<p>ä</p>

Point to the sound picture and each letter or letter pattern; students say the sounds.

<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, azure, garage)</p>	
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p> <p style="text-align: center;">The End</p>	
<p style="text-align: center;">Notes About the Alphabet</p> <p>The alphabet has twenty-six letters, but the sound story has forty-one 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.</p> <p>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 <i>n</i> sound, you press your tongue against the roof of your mouth. When you say the <i>m</i> sound, you press your lips together.</p> <p>Two consonant letters, <i>c</i> and <i>k</i>, represent the very same sound. In this program, each one has its own sound picture, but the sounds are the same.</p> <p>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.</p> <p>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.</p> <p>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</p>	

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.

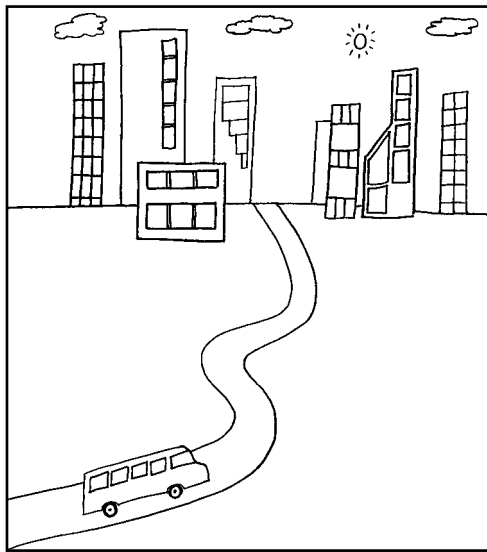
How to Study the Sound Story and Sound Charts

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.

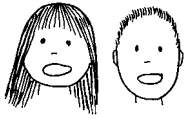
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a	I	Book 1 was	of	both
the	most	post	wolf	two
rich	much	such	which	what
who	whom	whose	truth	Book 2 people
been	where	there	were	said
says	friend	children	won't	don't
any	many	busy	only	

Sound Charts



Alphabet Sounds

A a



B b



C c



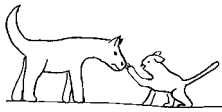
D d



E e



F f



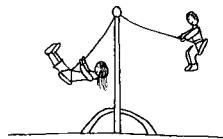
G g



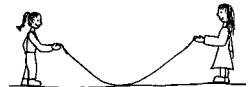
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I i



J j



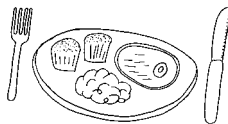
K k



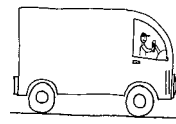
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M m



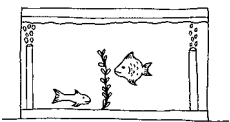
N n



O o



P p



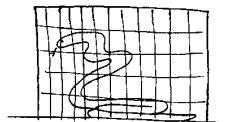
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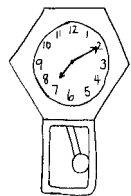
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S s



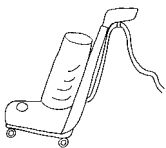
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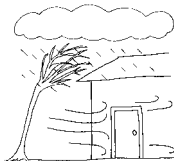
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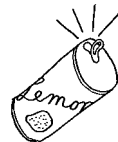
V v



W w



X x



Y y



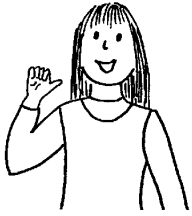
Z z



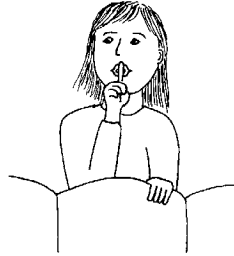
Say the sound for each letter.

"Beyond The Alphabet" Sounds

ī



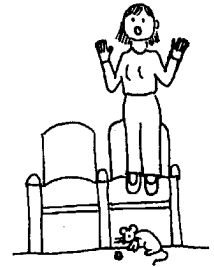
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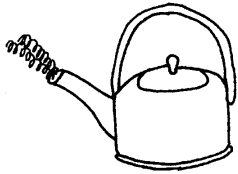
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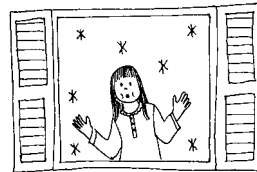
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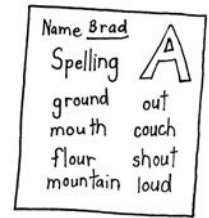
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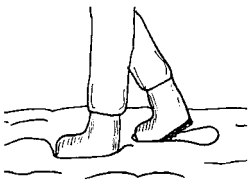
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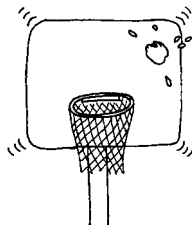
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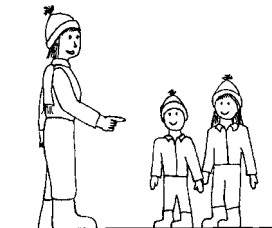
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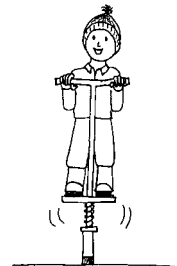
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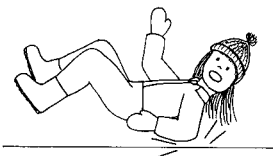
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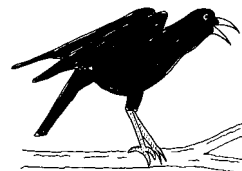
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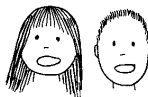



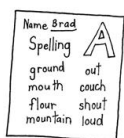

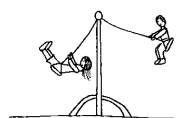
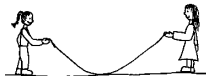





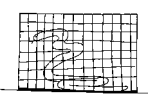















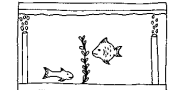









measure, vision,
azure, garage

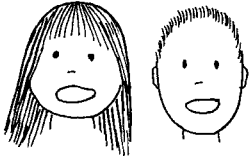
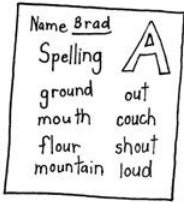
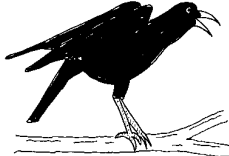
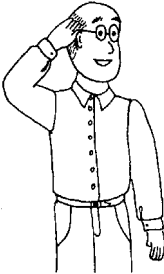

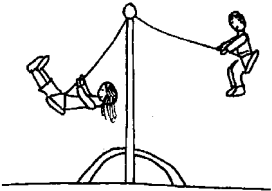
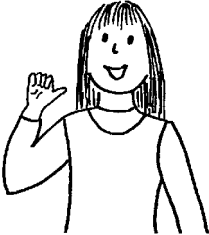

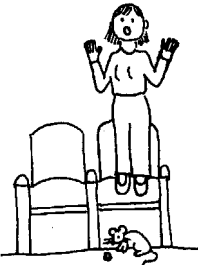


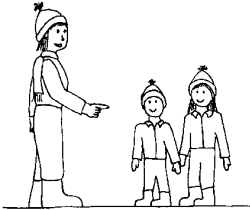
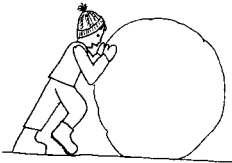


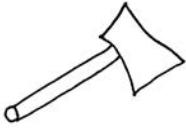


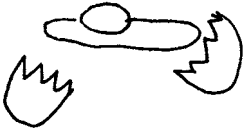
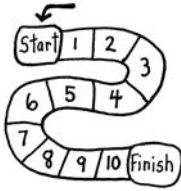


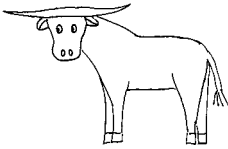
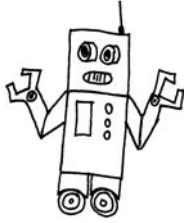



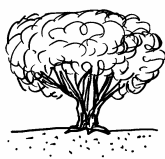
Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

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

Alphabet		Some letters can represent more than one sound.					
e		f		g		h	
ē							
m		n		o		p	
				ō			
				ö			
v		w		x		y	
						y	
						y	
						z	

Short Vowels VC	Long Vowels V	Dotted Vowels
a 	ā 	ä 
e 	ē 	
i 	ī 	
o 	ō 	ö 
u 	ū 	ü 

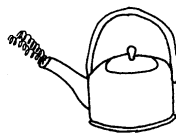
Short Vowels VC	Long Vowels V	Dotted Vowels
<p>a</p>  <p>ax</p>	<p>ā</p>  <p>ra ven</p>	<p>ä</p>  <p>all</p>
<p>e</p>  <p>egg</p>	<p>ē</p>  <p>be gin</p>	
<p>i</p>  <p>in</p>	<p>ī</p>  <p>li lac</p>	
<p>o</p>  <p>ox</p>	<p>ō</p>  <p>ro bot</p>	<p>ö</p>  <p>to</p>
<p>u</p>  <p>up</p>	<p>ū</p> <p>tu lip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

Consonant Patterns

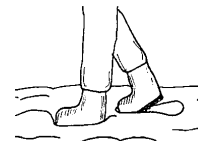
sh



th



ch



th



wh



wh



Ending Consonant Patterns

ck



ack

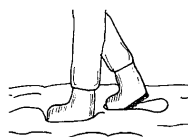
eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

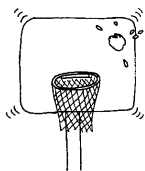
ench

inch

onch

unch

ng



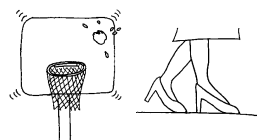
ang

ing

ong

ung

nk





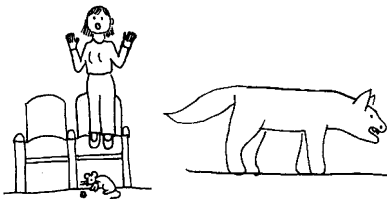
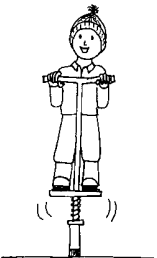
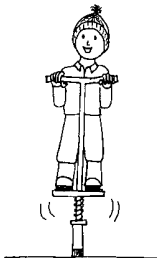

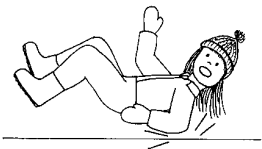
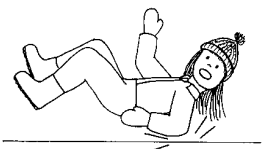











ank

ink

onk

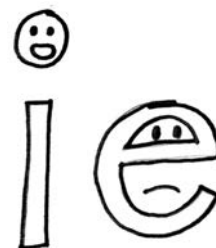
unk

<div>Umbrella Vowels</div> <div>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead. Read the umbrella story to introduce these patterns.</div>	<div> a</div> <div></div>	<div> o</div> <div></div>
<div>Bossy R Patterns</div> <div>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</div>	<div>ōr</div> <div></div>	
<div>oi</div> <div></div> <div>In The Middle</div>	<div>oy</div> <div></div> <div>At The End</div>	<div><div>The Story Of The Umbrella Vowels</div><div></div><div>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because “umbrella” starts with his “uh” sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say my ‘uh’ sound in words.” The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. “Please, we want to say our own sounds,” said the vowels, “but we are getting wet.” The letter U said, “If you promise to say my sound in <u>some</u> words, I’ll let you get under the umbrella.” And that is why, to this very day, the letters a, e, i, and o say their own sound in most words, but in some words they say the /u/ umbrella sound.</div></div>
<div>ow</div> <div></div>	<div><div>Odd O Patterns</div><div>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</div><div>Begin this chart after students have heard the related sections of the sound story read aloud.</div></div>	
<div>ou</div> <div></div>		

<h2>Umbrella Vowels</h2> <p>In some words the vowel doesn't represent its regular sound. It has the short u sound, instead.</p>	 a  what	 o  son
<h2>Bossy R Patterns</h2> <p>The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.</p>	ōr  horse	
oi  coin	oy  boy	<h2>Odd O Patterns</h2> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p>
ow  cow		
ou  ouch		

Vowel Pair Introduction

Explain to the students: When two vowels go walking, the first one does the talking. The first vowel gets to say its name. The second vowel has to be quiet. Point to each pair and have students figure out the sound.



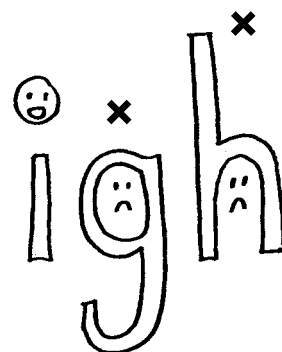
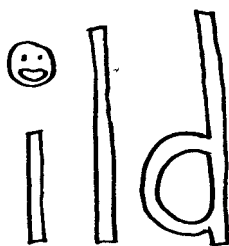
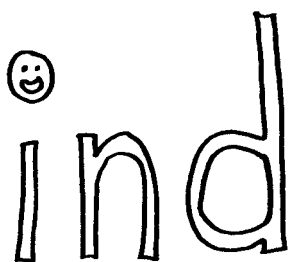
Split-Vowel Pair Introduction

Explain to the students: Two vowels go walking, but a consonant squeezes between the vowels. It wants to play, too. Still, when two vowels go walking, the first one does the talking. The first vowel says its name, and the second vowel has to be quiet. Point to each pair and have students figure out the sound.



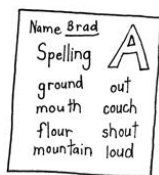
Follow The Leader Introduction

Explain: These letters are playing "follow the leader." The vowel is the leader, and gets to say its name. The two consonants that follow say their regular sound. But watch out! Letters with an x above them are silent. Have students give the sound for each pattern.



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^{*}







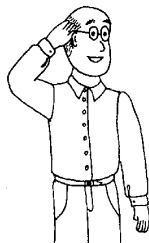

night




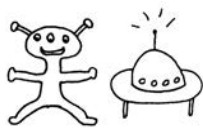



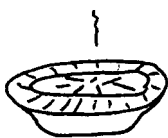
ind

find

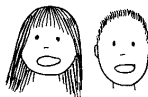



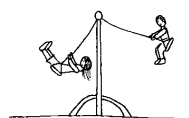
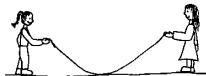




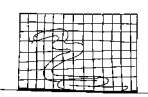




ild

child

Sounds For Y	y 	y 	y 
ēi In the middle			Long E Patterns With More Than One Sound
ēy At the end			
ēa 	ea 		
īe 			Long I Pattern With More Than One Sound

Sounds For Y	y		yo-yo	y		happy	y		my
	ēi		weird				Long E Patterns With More Than One Sound		
	ēy		key						
	ēa		eat	ea		head			
	īe		pie				Long I Pattern With More Than One Sound		

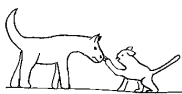
Say the sound or sounds for each letter.

Alphabet		Some sounds can be shown in more than one way.					
a		b		c		d	
				ck			
i		j		k		l	
				ck			
qu		r		s		t	
						u	
						 a	 o

e



f



g



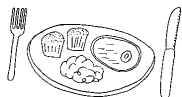
h



ea

wh

m



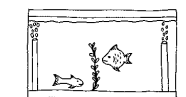
n



o



p



v



w



x



y



z



_ve

wh

s

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.

CLOSED
SYLLABLES

ax

egg

ill

off

us

CLOSED
SYLLABLES

ran

ten

fin

box

cut

OPEN
SYLLABLES

wē


hī

gō

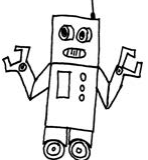
flū


OPEN
SYLLABLES

rā 

bē 

lī 

rō 

tū
mū 

Syllable Patterns

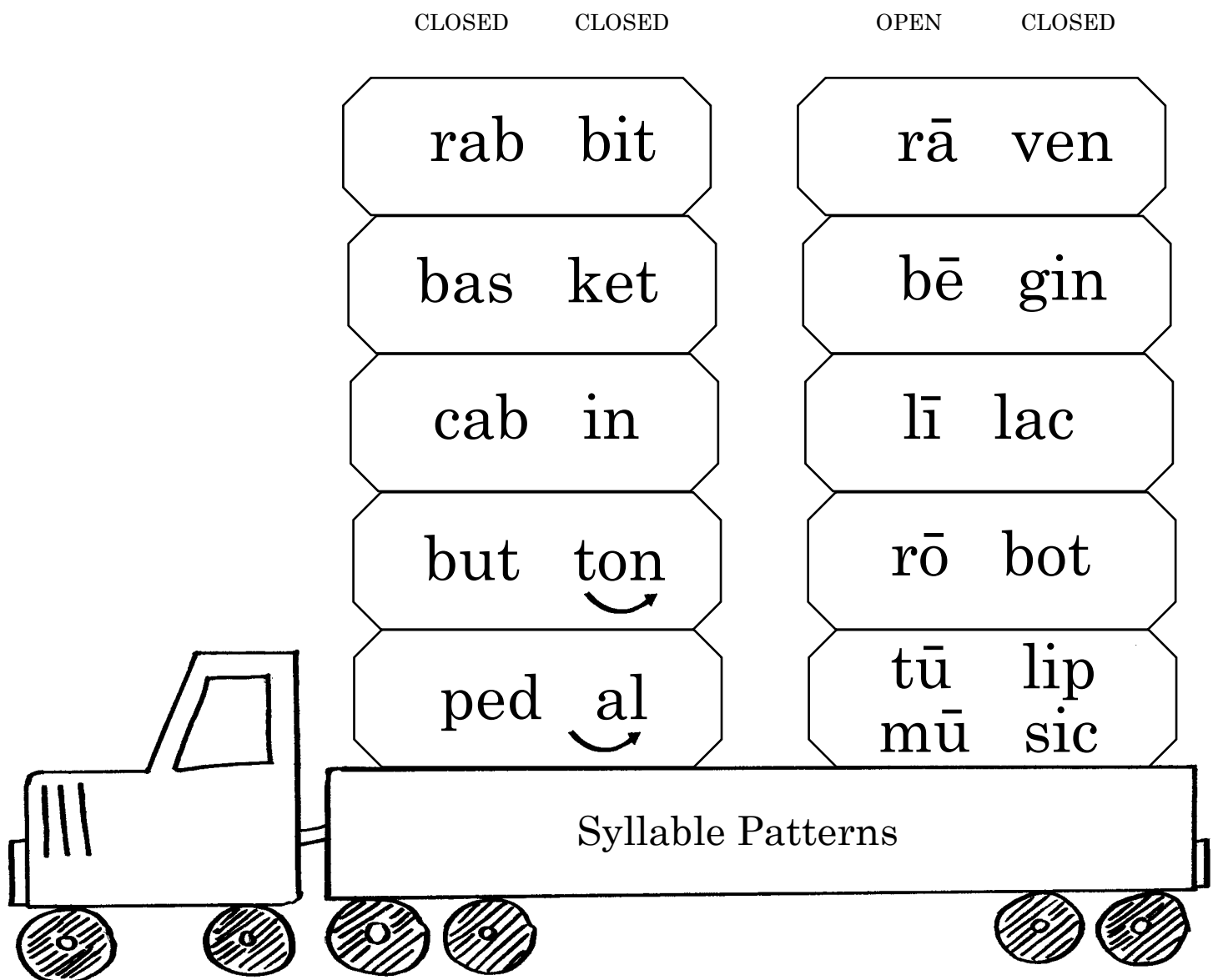
Read each word. Read each beginning syllable. Listen to the teacher say the whole word.

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.

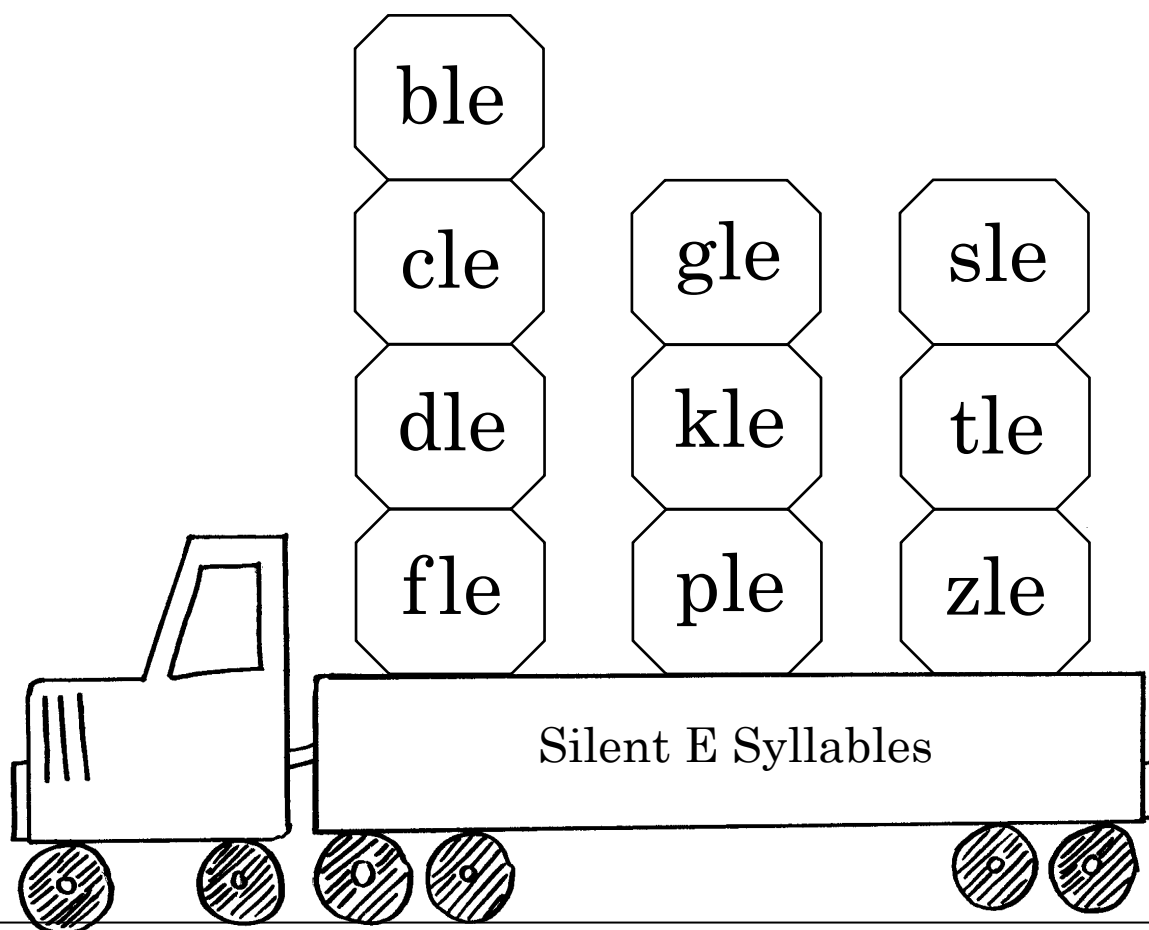
A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

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.



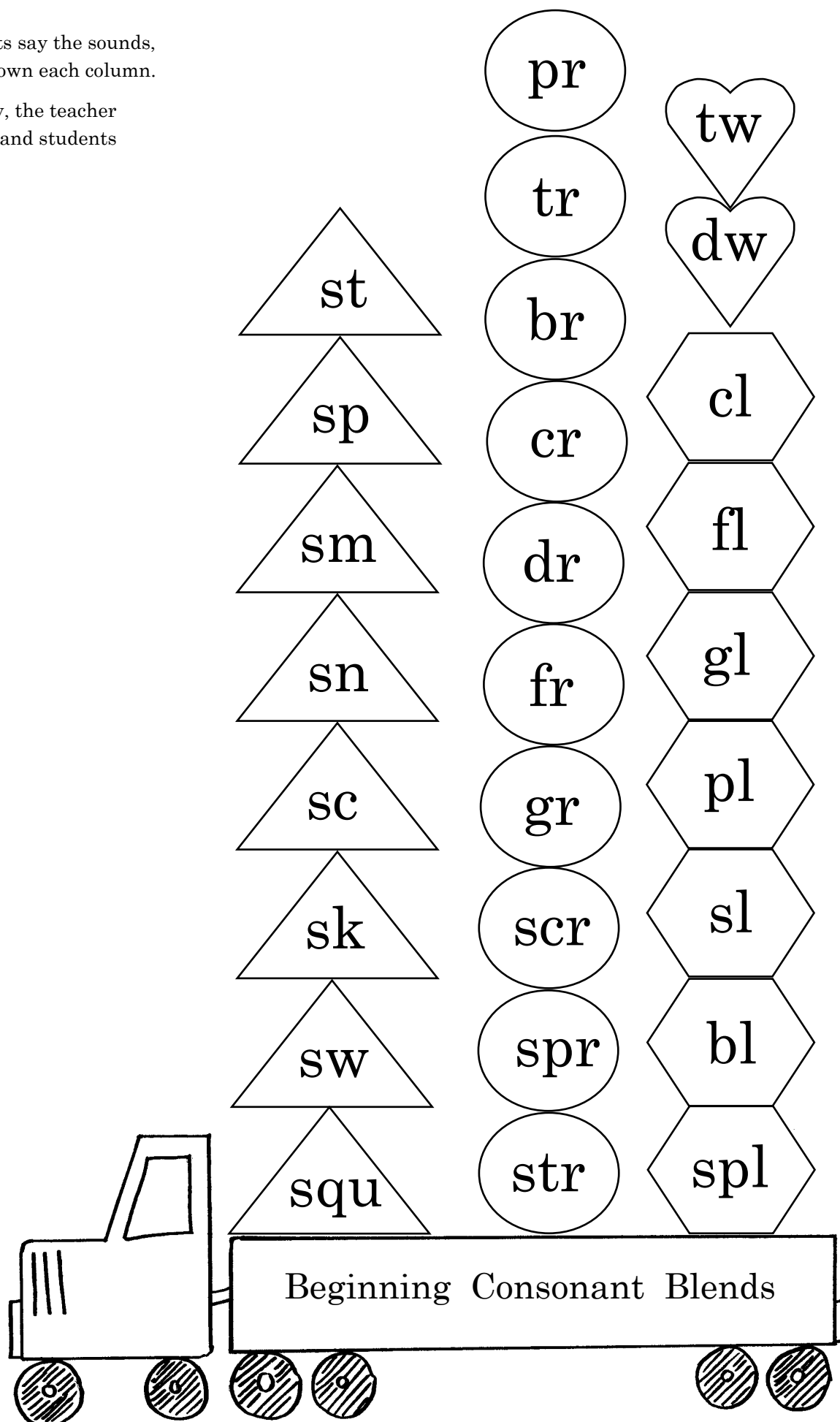
Silent E Syllables

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.



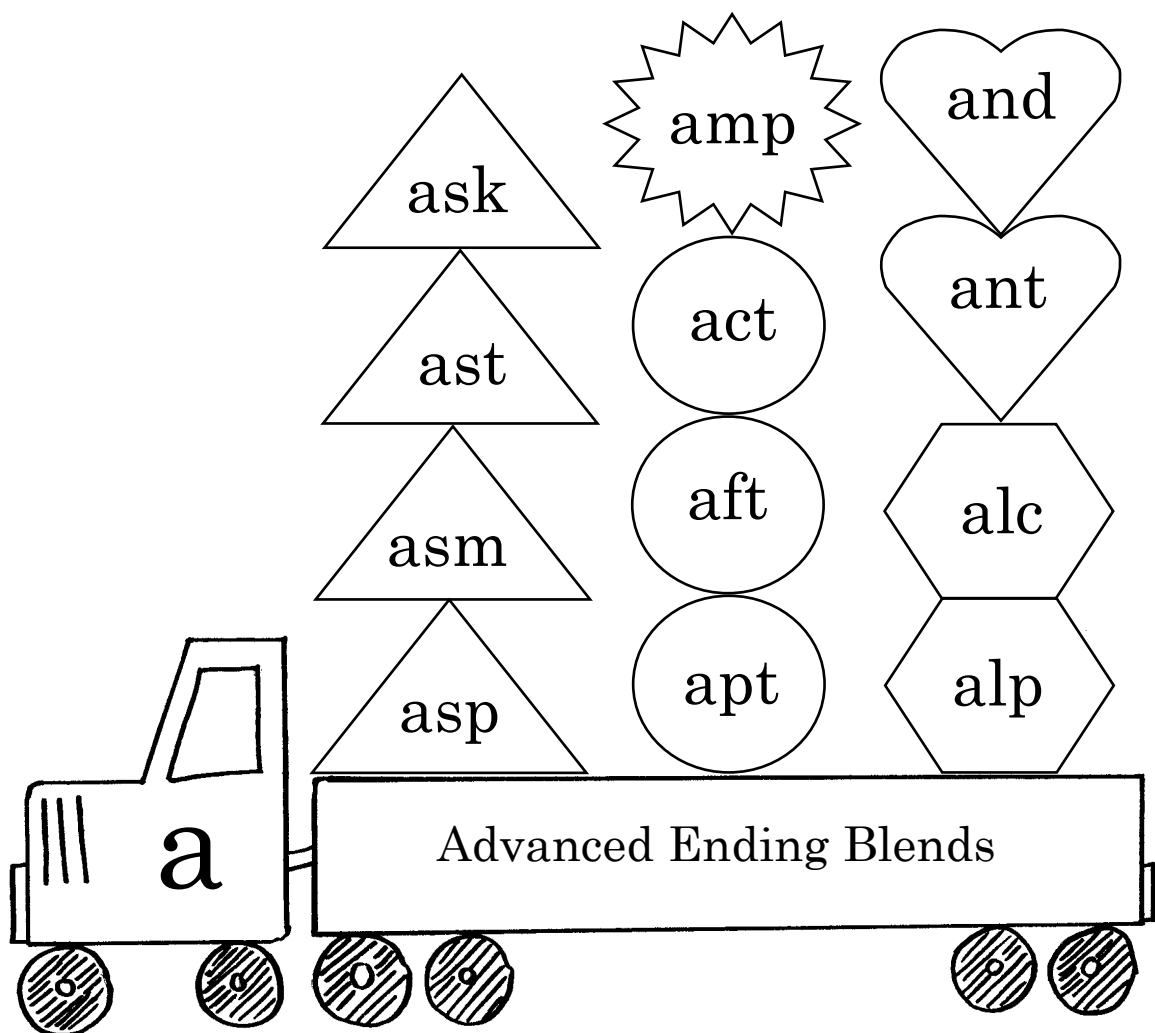
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



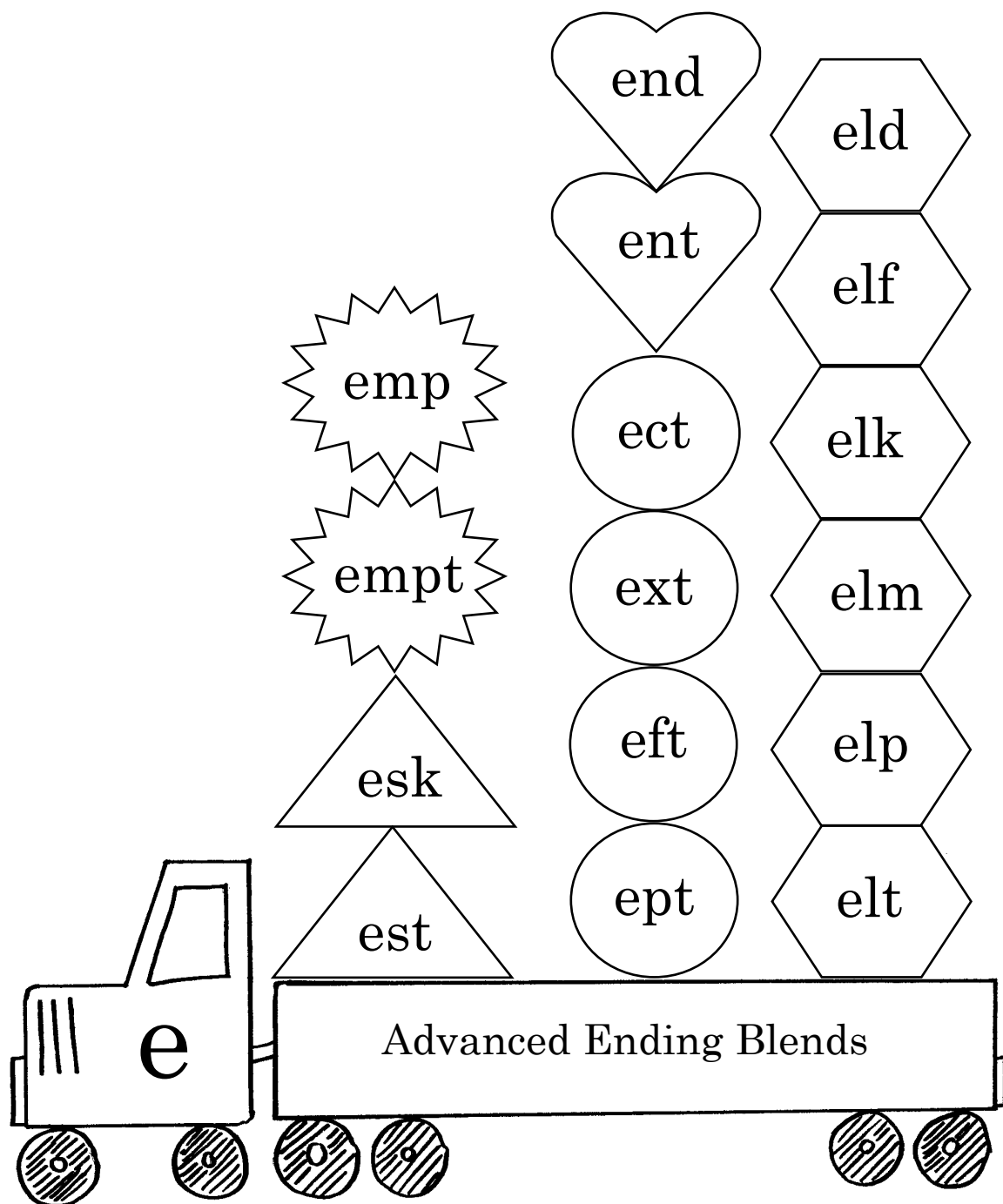
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



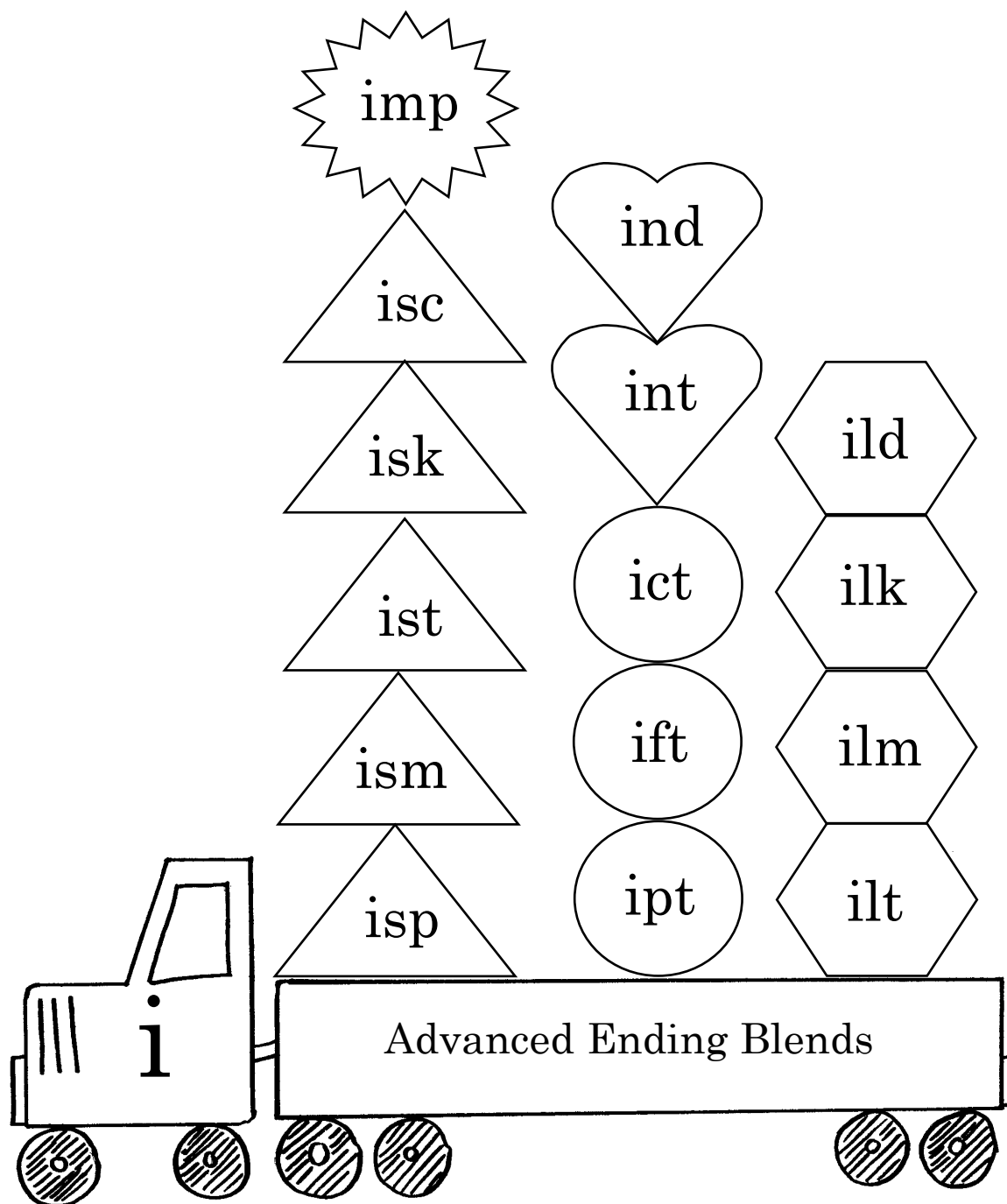
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



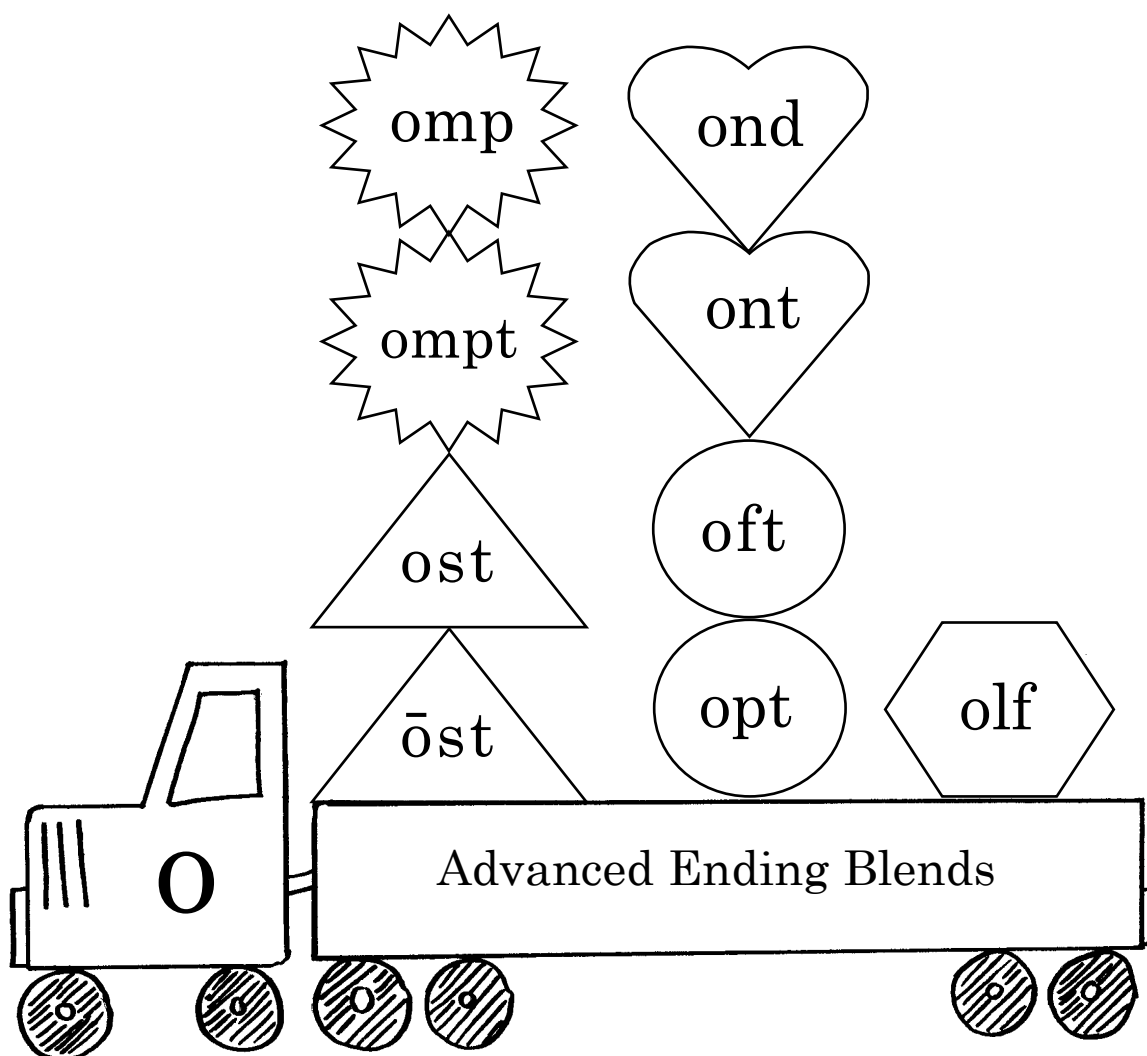
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



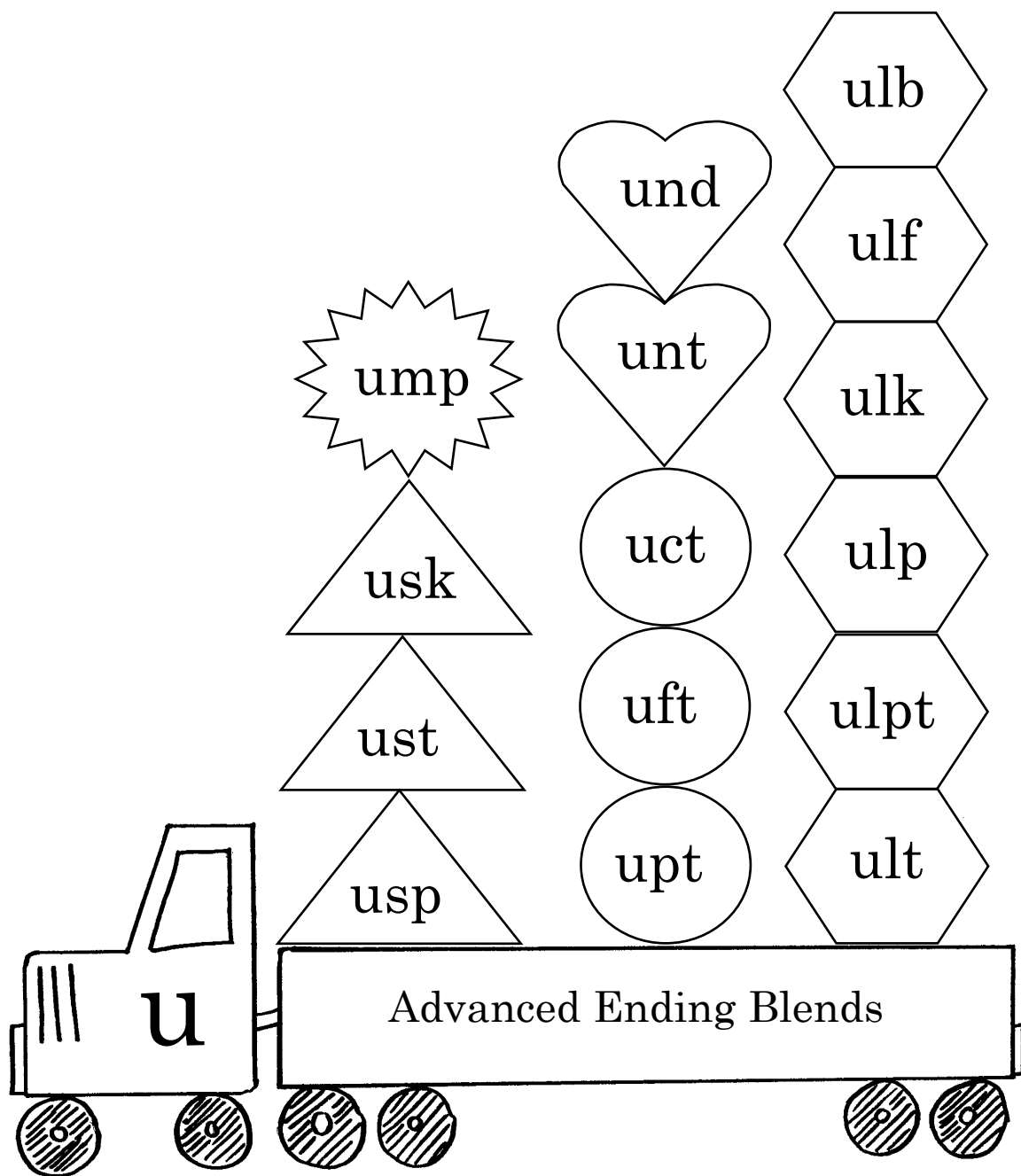
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



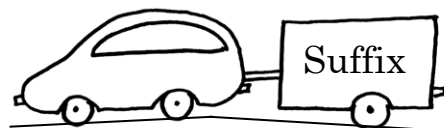
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



Students read the words on this chart as a review. Ask students to explain why each suffix would be used.

Suffixes



cat
cats
run
runs

bus
buses
box
boxes
fizz
fizzes
wish
wishes
lunch
lunches
catch
catches



he is
he's

she is
she's

it is
it's

that is
that's

what is
what's

who is
who's

when is
when's

is not
isn't

did not
didn't

has not
hasn't

had not
hadn't

have not
haven't

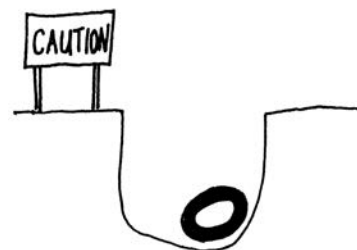
was not
wasn't

can not
can't

will not
won't

do not
don't

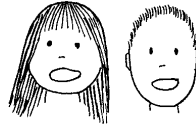
Contractions



Students read the words and contractions on this chart as a review. Ask students to explain how they know where the apostrophe should be placed .

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

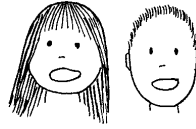
add

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

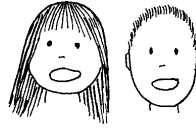
yap

tat

vat

Rhyming

a



_ax

_as

_al

_ak

ax

as^z

pal

yak

sax

has^z

gal

tax

was^z

fax

lax

_aff

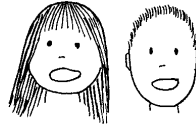
_azz

gaff

jazz

Same Beginning Sounds

a



h_

s_

m_

c_

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

z_

v_

w_

zap

van

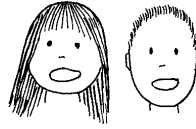
wag

vat

 was^z

Same Beginning Sounds

a



p_

l_

t_

f_

pad

lab

tab

fat

pal

lad

tag

fad

pan

lag

tan

fan

pat

lap

tap

fax

pass

lass

tax

r_

y_

g_

a_

rag

yak

gas

am

ram

yam

gap

at

rat

yap

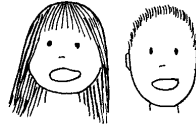
gaff

^z
as

ax

Same Beginning Sounds

a



n_

b_

d_

j_

nab

bad

dab

jab

nag

bag

dad

jam

nap

bass

dam

jazz

Nan

bat

Dan

Jan



A



a

as

has



Sight Words

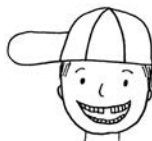
1. Nan has a fan.



2. A man has a van.



3. Sam has a gap.



4. A man ran a lap.



5. A man has an ax.



6. Pam has a pan.





A



a



was^z



Sight Words

1. Max can wag.



2. A rat was fat.



3. Sam has a bass.



4. A man has a map.



5. Nan was at a lab.



6. Jan had a nap.





A



a

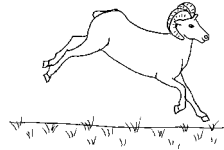


was

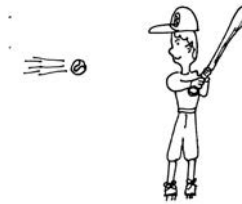


Sight Words

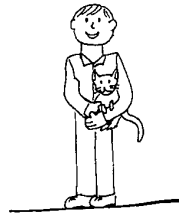
1. A ram ran.



2. Pat was at bat.



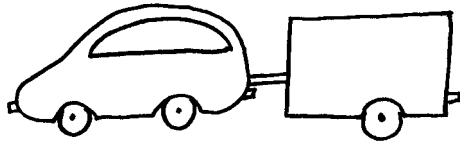
3. Dan has a cat.



4. A bag has a tag.



_S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

cat
cats

tap
taps

hat
hats

wag
wags

cap
caps

add
adds

bag
bags

bat
bats

pal
pals

dab
dabs

map
maps

nag
nags

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

Same Beginning Sounds

O



d_

l_

t_

c_

doff

lob

top

cob

dog

log

toss

cod

doll

lop

tot

cog

don

loss

Todd

con

Don

lot

Tom

cot

dot

lox

h_

f_

n_

g_

hog

fob

nod

God

hop

fog

not

got

hot

fox

Same Beginning Sounds

O



r_

p_

b_

o_

rob

pod

bob

ox

rod

pop

Bob

on

rot

pot

bog

off

Ron

pox

bop

odd

Ross

box

m_

j_

w_

mob

job

wok

mom

jog

mop

Jon

moss

jot

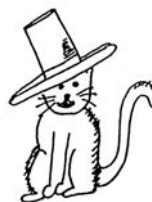
O



1. A cat sat on a mat.



2. A hat was on a cat.



3. Nan can hop on a box.



4. Mom has a box.



5. Tom has a pot.



6. Mom can mop.



O



1. A pot was hot.



2. Matt sat on top.



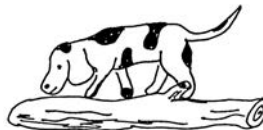
3. Bob has a box.



4. A dot was on a pot.



5. A dog got on a log.



6. A fox got on a box.



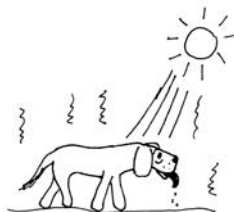
O



1. A log can rot.



2. A dog was hot.



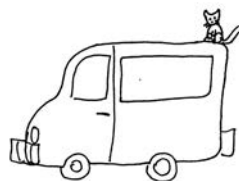
3. A mad cat sat on a rat.



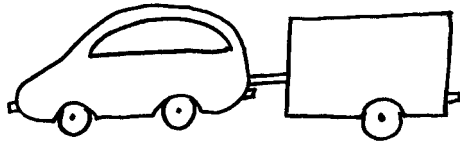
4. Tom can jog.



5. A cat sat on a van.



—S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

pot
pots

jog
jogs

cob
cobs

hop
hops

mop
mops

nod
nods

doll
dolls

pop
pops

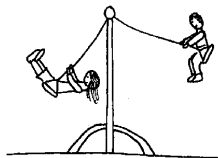
log
logs

sob
sobs

dot
dots

rot
rots

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

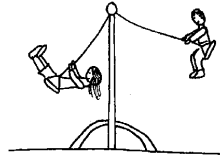
six

will

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

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

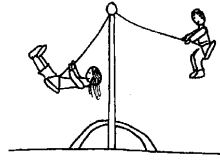
mitt

miss

his^z

Same Beginning Sounds

i



f_

h_

l_

m_

fib

hid

lid

mill

fig

hill

lip

miss

fill

him

lit

mitt

fin

hip

Liz

mix

fit

his^z

fix

hit

fizz

qu_

w_

quill

wig

quip

will

quit

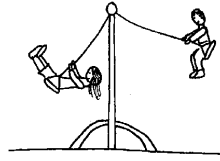
win

quiz

wit

Same Beginning Sounds

i



r_

i_

s_

d_

rib

it

sill

did

rid

i^zs

sip

dig

rig

ill

sit

dill

rim

if

six

dim

rip

in

dip

b_

g_

v_

y_

bib

gill

vim

yip

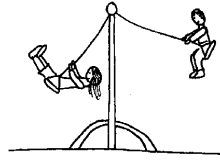
big

bill

bit

Same Beginning Sounds

i



k_

p_

j_

n_

kid

pig

jib

nib

kin

pill

jig

nip

kiss

pin

Jill

nix

kit

pit

Jim

Kim

t_

z_

till

zip

tin

tip

is

his

I



Sight Words

1. Will I win?



2. A cat is in a box.



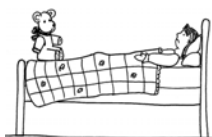
3. I will mix it.



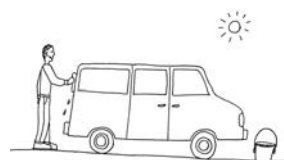
4. Liz will miss him.



5. Nan is ill.



6. Max will wax his van.



is

his

I



Sight Words

1. Jim will zip it.



2. I am six.



3. Jill will miss it.



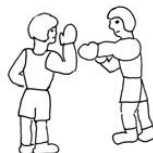
4. It is his bib.



5. Kim hid.



6. Ron hit him.



is

his

I



Sight Words

1. A dog bit him.



2. It is his cat.



3. A lid is on a pan.



4. Bill did his job.



is

his

I



Sight Words

1. It is his pig.



2. Bob will fix it.



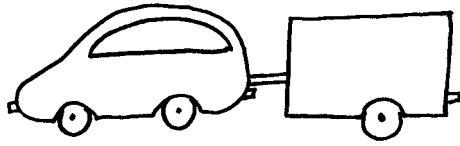
3. Did Tim dig it?



4. I will fill it.



—S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

kid
kids

sit
sits

hill
hills

win
wins

pig
pigs

fill
fills

pin
pins

zip
zips

kit
kits

hit
hits

pill
pills

dig
digs

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

Same Beginning Sounds

u



b_

c_

g_

h_

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

f_

l_

t_

fun

lug

tub

y_

fuss

lull

tug

yum

fuzz

lux

tux

Same Beginning Sounds

u



m_

r_

p_

d_

mud

rub

puff

dub

muff

ruff

pun

dud

mug

rug

pup

dug

mull

rum

pus

dull

mum

run

putt

mutt

rut

n_

s_

nub

sub

j_

u_

null

suds

jug

us

nun

sum

jut

up

nut

sun

u



1. I will run.



2. I will huff and I will puff!



3. Mom will fuss at us.



4. Jon is in a hut.



5. It has fuzz.



6. Nan has a muff.



u



1. A bug is on a rug.



2. It is dull.



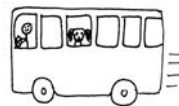
3. Kim can cut.



4. Bill has a tux.



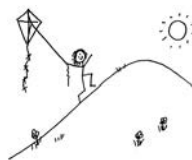
5. Gus is on a bus.



u



1. Jill runs up a hill.



2. Mud is on a pig.



3. A mug is hot.



4. A pup is up.



5. A man dug up a jug.



u



1. Sam got a pup. It is a mutt.



2. Jim is in his tub.



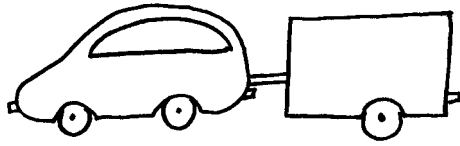
3. It can run.



4. Mom cut it.



—S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

rug
rugs

run
runs

nut
nuts

cut
cuts

cup
cups

hum
hums

tub
tubs

rub
rubs

bug
bugs

hug
hugs

cuff
cuffs

tug
tugs

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

Same Beginning Sounds

e



b_

m_

l_

y_

bed

men

led

yell

beg

mess

leg

yen

bell

met

less

yes

bet

Meg

let

yet

Ben

f_

d_

j_

k_

fed

dell

jet

keg

fell

den

Jeff

Ken

fez

Same Beginning Sounds

e



p_

pep

pet

peg

pen

w_

web

wed

well

wet

e_

egg

ebb

err

Ed

t_

tell

ten

Ted

s_

sell

set

n_

net

Ned

v_

vet

vex

h_

hem

hen

g_

get

r_

red

qu_

quell

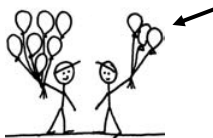
z_

zed

e



1. Tom has less.



2. Jan is a vet.



3. A web is on a bell.



4. Ed fed Ned.



5. Pam got wet.



6. A cat is on a keg.



e



1. Ned fed his dog.



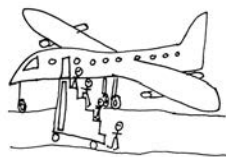
2. Meg will sell a fan.



3. A dog gets wet.



4. Jeff gets on a jet.



5. I will pet his cat.



6. Ted has a net.



e



1. It is a big mess.



2. Rob is in bed.



3. I will get it.



4. Sam gets a fish.



e

1. Ed fell. Ed will yell.



2. Ben will not get wet.



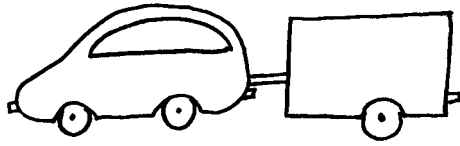
3. A bag fell.



4. Meg will tell Bess.



—S



Suffix Study

Nouns -
Persons,
Places,
Things

Verbs -
Action
Words

bed
beds

sell
sells

pen
pens

pet
pets

net
nets

yell
yells

web
webs

beg
begs

egg
eggs

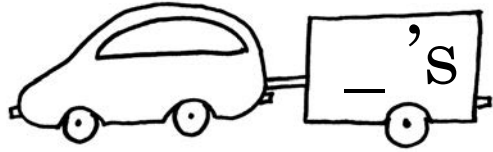
tell
tells

bell
bells

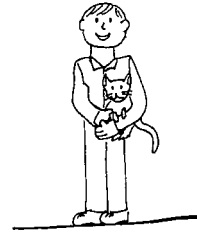
get
gets

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



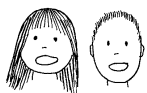
Ed’s job



A cat’s mat



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



a



e



i

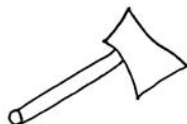


o



u

ax



ran



egg



ten

10

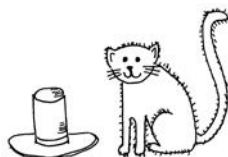
ill



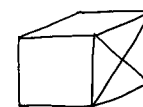
fin



off



box



us



cut



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 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

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

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.



a

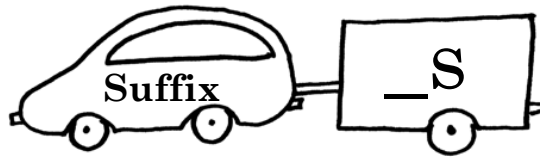


was


^x
what

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.



s

z



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



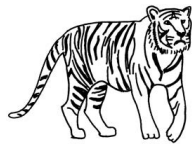
I



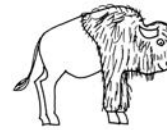
hi



ti



bi



li



vi



qui



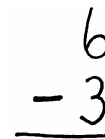
pi



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

ē



Ve



fe



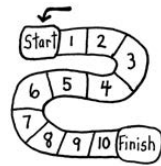
re



te



be



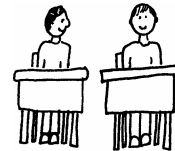
ze



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.

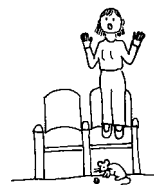
Ve-nus, re-fund, be-gin, se-cret, e-qual

fe-ver, te-pee, ze-ro, be-side, e-gret

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

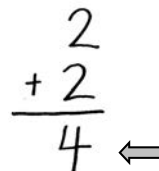
ō



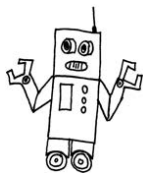
o



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

ē



ō



ōr



we

go

or

he

no

for

me

so

fork

be

yo-yo

corn

she

horn

horse^x

short

born

for get

forget

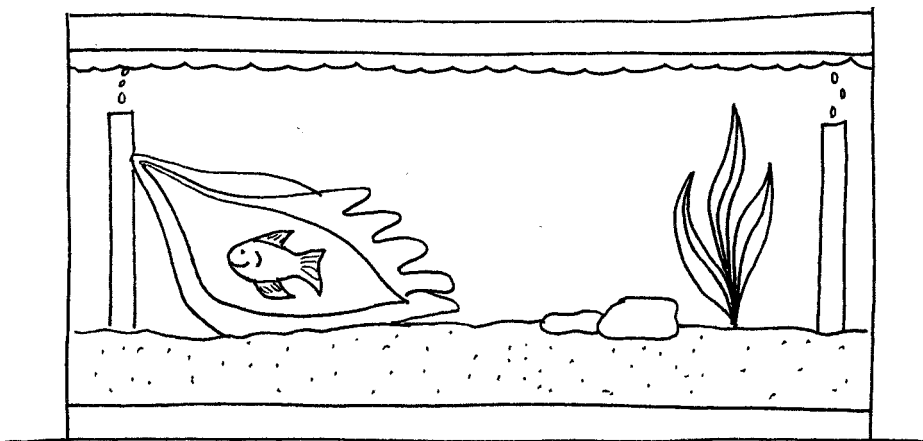
When a vowel is at the end of a syllable, it usually represents its long vowel sound.

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.

for got

forgot

A Fish



Jan has a fish.

She got it at a pet shop.

It is in front of a big shell.

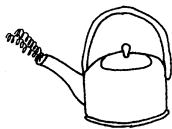
It has fins. It can swim.

Jan is glad she has a fish.

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



Sight Word: both

This sound is “voiced.” You use your vocal cords.

th



Sight Word: the



the



thin

thud

path

math

bath

moth

with

Beth

north

this

that

then

them

thus

 month



bōth

the dog

the pan

the horse

the ship

the path

the shop

the moth

the fish

the corn

with

in

within

Goth

ic

Gothic

meth

od
↪

method

fath

om
↪

fathom

an

them
↪

anthem

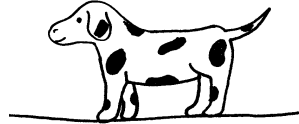
The th pattern is a consonant digraph. Neither the letter t nor the letter h represents its usual sound. The letters work together to show two possible sounds, th/thumb and th/this.

I Wish

This is a cat.



That is a dog.



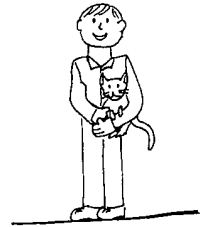
This is a pig.



That is a frog.



I wish I had a cat.



I wish I had a dog.



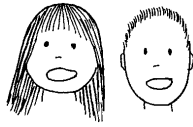
I wish I had a pig.



I wish I had a frog.



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	shaft
	act		
talc	Alps	apt	^c <u>ch</u> asm

rapt

Sentences

1. A shell is in the sand.



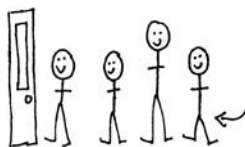
2. His hand is in a cast.



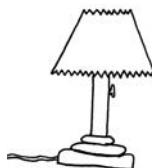
3. The dog is damp.



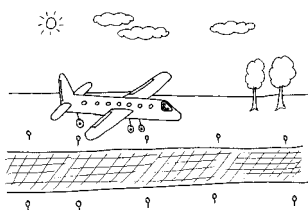
4. He is last.



5. The lamp is off.

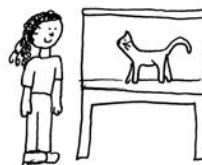


6. The jet lands.



Sentences

1. Can Beth get a pet?
She will ask.



2. He is on the ramp.



3. Jan has a mask.



4. Dad has a hat and a cap.



5. The ship has a mast.



Go Fish

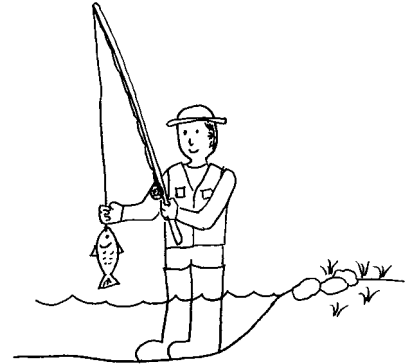
I will go with dad.



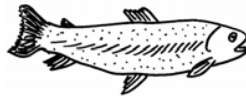
We will go in the van.



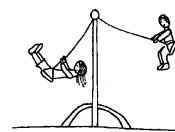
We will fish.



We will get a lot of fish.



Ending Consonant Blends



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

Sentences

1. Mom will get this gift.



2. The cup has milk in it.



3. She is in the mist.



4. Get rid of this bad disk.

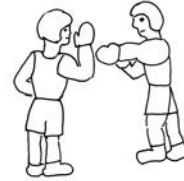


5. Sam can lift it.



Sentences

1. He hit him with his fist.



2. Milk is on the list.



3. Is this man at risk ?



4. Dan can lift the box.

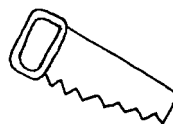


5. She is in the wind.



This Is For ...

This is for Dad.



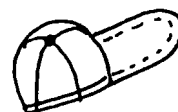
This is for Mom.



This is for Beth.



This is for Tom.



This is for the cat.



This is for the dog.



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.

Sentences

1. It is soft.



2. Ben is up in the loft.



3. Will it cost a lot?



4. Is she lost?



Sentences

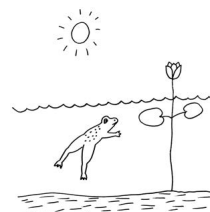
1. Jan is fond of Rob.



2. He runs from the ghost.



3. A frog is in the pond.



4. That man has the most.



ck



The ck pattern is only used after a single short vowel. The letters c and k work together to represent one sound, which is the same as the k sound.

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

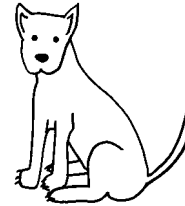
möve

Rick And Jack

This is Rick.



And this is his dog Jack.



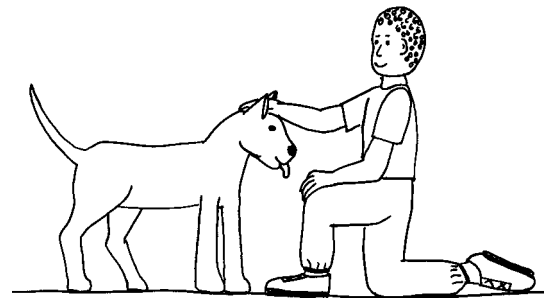
Jack is a gift from Mom and Dad.

Rick is fond of Jack.

He pets Jack. Jack is soft.

Jack is fond of Rick.

He licks his hand.



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

dump	tusk	rust	punt
jump	dusk	dust	bunt
bump	husk	just	hunt
lump	musk	must	runt
pump		bust	shunt
thump			
	gulp	bulb	gulf
cusps	pulp		
			tuft
sulk			
bulk	duct	cult	fund
hulk			
	erupt	sculpt	

Sentences

1. The van must stop.



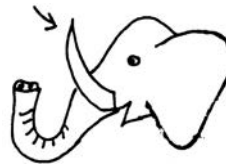
2. Nan can jump.



3. Ned has a bump on his leg.



4. It has a tusk.



Sentences

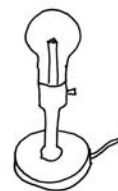
1. It has rust on it.



2. The man dumps the sand.



3. The bulb is not on.

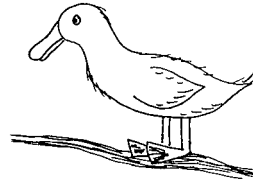


4. Get up the dust.

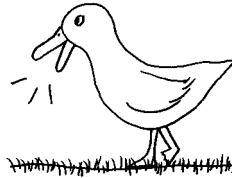


A Duck

I am a duck.

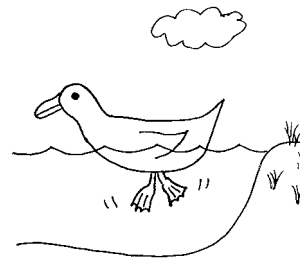


I have a bill.



I can quack.

I go to a pond.

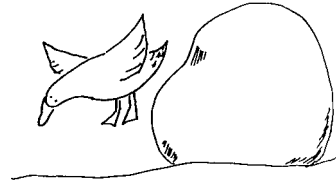


I swim in the pond.

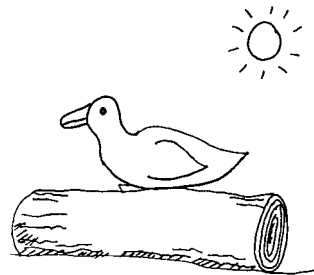
I dig in the mud.



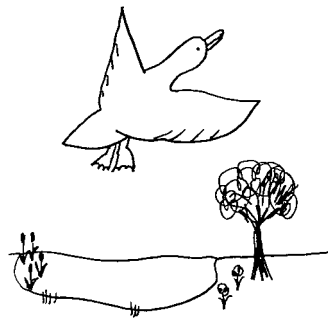
I jump off a rock.



I sit on a log
in the sun.



I can go
up, up, up.



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

theft

self

elm

kept

hemp

elf

helm

wept

shelf

tempt

desk

elk

sect

Sentences

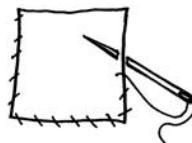
1. He went up the ramp.



2. We will camp in a tent.



3. Mom will mend it.



4. The bus went up the hill.



5. It will melt in the sun.

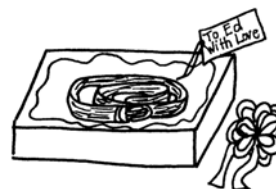


Sentences

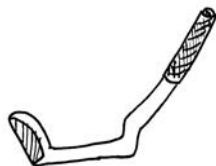
1. It has a dent.



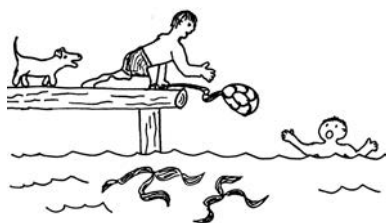
2. This belt is for Ed.



3. It is bent.



4. Tom will help him.



5. The lamp is on the shelf.



Sentences

1. Pam was so sad she wept.



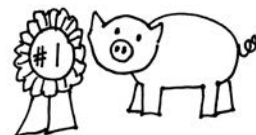
2. She will dust the shelf.



3. The list is on the desk.



4. This is the best pig.



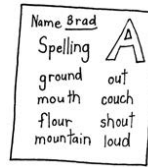
5. Ed will lend it to him.



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



ra



Da



la



a



a



la



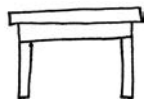
ba



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

Jump

This is a frog.



It can rest in the soft mud.

The frog can jump.

It can get a bug.

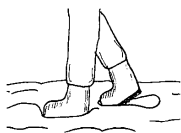


The frog can
swim in the pond.



The End

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 zee

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	<p>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.</p>		

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

Sentences

1. The bus must stop.



2. This smells bad.



3. We will get a snack.



4. Twist the cap to get it off.



Sentences

1. Scott has a scab on his leg.



2. Do not spill the milk.



3. A squid can swim.



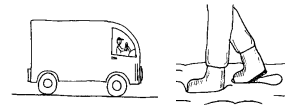
4. He dwells in the hills.



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

bench

pitch

stench

switch

inch

twitch

pinch

hutch

winch

Dutch

conch

notch

ranch

fetch

sketch



much

such

rich

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

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.

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.

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

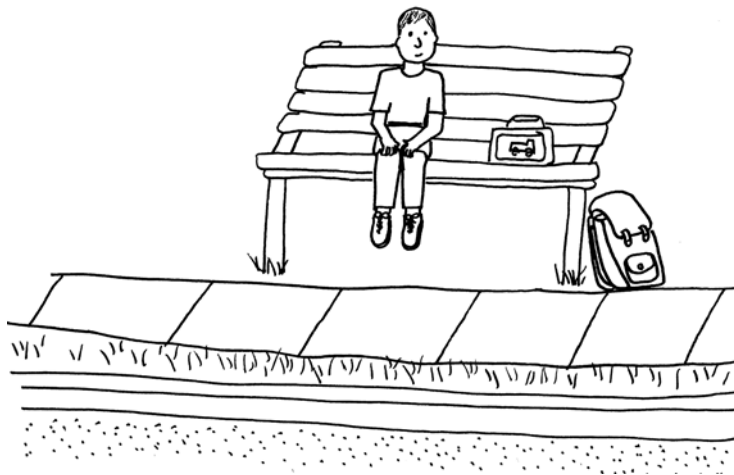
On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.



Chad will catch the bus.

He will sit next to Beth on the bus.

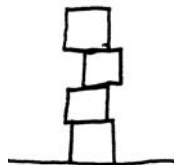
He and Beth will have a lot of fun.

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	<p>Here are more beginning consonant blends. Pronounce each consonant in the usual way, sliding the sounds together smoothly.</p>	clop
flop	slug		clock
floss	slush		cloth
flock	sled		clef

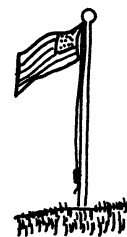
gl	pl	spl
glass	plan	splat
glad	plod	splash
gloss	plot	split
glib	plop	splotch
glitch	plus	
glum	plum	
glut	plug	
glen	pluck	
	plush	
	pled	

Sentences

1. Stack up the blocks.



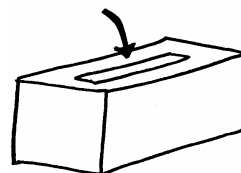
2. The flag flaps in the wind.



3. A moth is on the cloth.



4. A slot is in the box.



Sentences

1. Plug in the fan.



2. I will fill the glass.



3. Jack can do a flip.



4. Dad will split the log.



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
that comes after the vowel.


 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.

Who Is This?

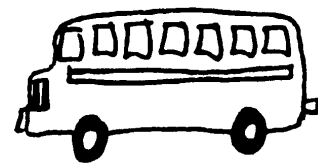
Who is this?



This is Gus.

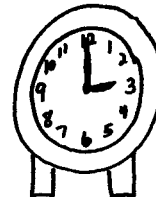
What will he do?

He will go on the bus.



When will he go?

He will go at ten.



With whom will he go?

He will go with Ben.



b r	c r	d r	f r
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		
			<p>Here are more beginning consonant blends. Pronounce each consonant in the usual way, sliding the sounds together smoothly.</p>

gr	tr	pr	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
		scrap	sprig
		scratch	
		scrub	

Sentences

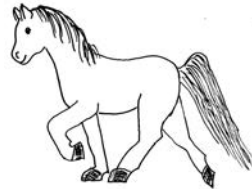
1. A crack is in the cup.



2. The broth is hot.



3. A horse can trot.



4. Dad will cut the grass.



Sentences

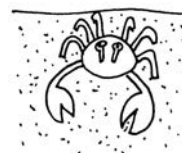
1. A frog is on the rock.



2. Did she drop the bag?



3. A crab is in the sand.



4. A crab is in his net.



5. Mom will scrub the deck.



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

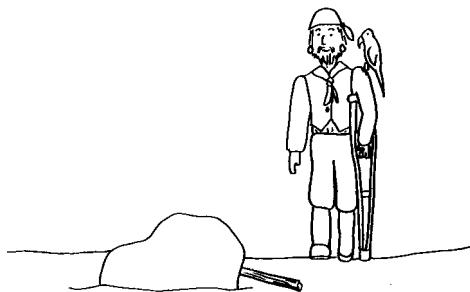
cleft

spent

stent

A Man

A man has a crutch.



A man has a stick.



A man gets a chest.



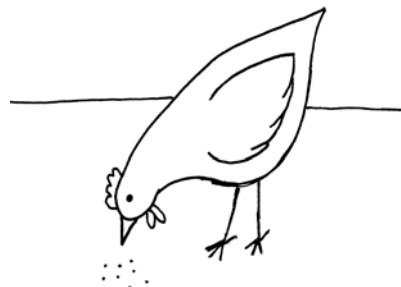
A man is rich.

The End

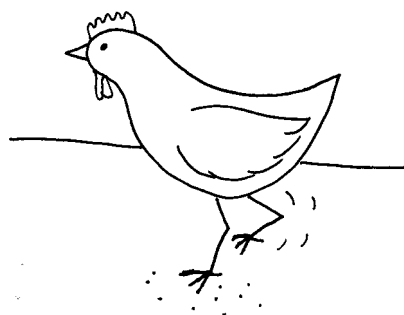


A Chicken

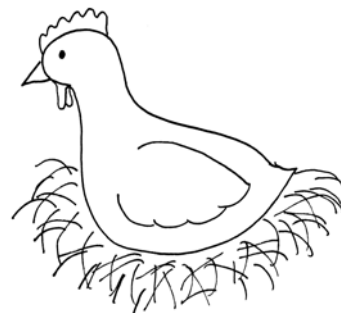
A chicken can peck.



A chicken can scratch.

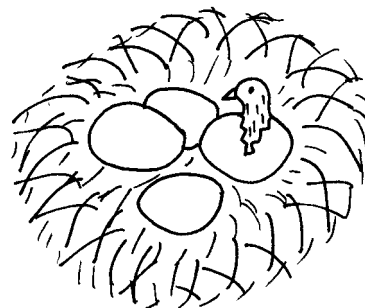


A chicken can sit.

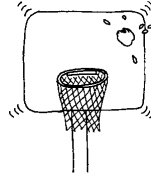


A chicken can hatch.

The End

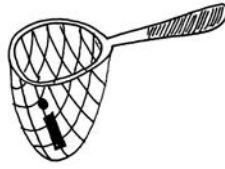


ng



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



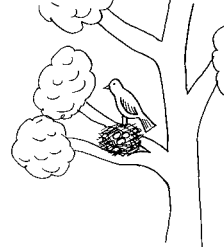
children

In The Spring

In the spring,

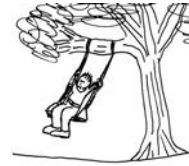


robins sing,



eggs hatch,

and children swing.



Wings flap,



bugs sting.



Sing a song.

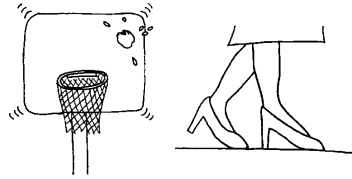


It's spring,

it's spring.



nk

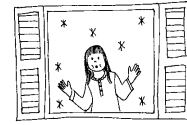


tank	pink	bunk
bank	ink	junk
sank	wink	sunk
rank	kink	dunk
crank	rink	hunk
shank	sink	chunk
blank	link	skunk
plank	think	stunk
drank	stink	clunk
frank	blink	shrunk
stank	shrink	
shrank		honk
		conk
		bonk

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

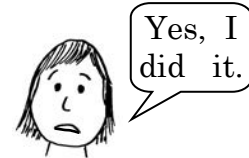
ū



flu



truth



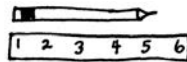
tu



tu



ru



stu



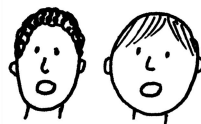
ru



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



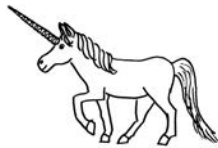
mu



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

Get A Drink

When it's hot,



and the sun is up,

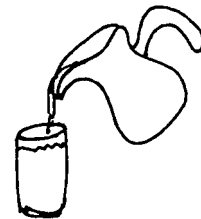


stop and think,

and get a cup.



Or get a glass,



and fill it up.

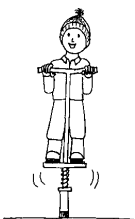


Stop and think,

and get a drink.



oi

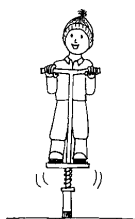


Odd O Patterns - In some words, a vowel pattern that begins with the letter *o* does not represent the expected sound. These are called “Odd O” patterns. The sounds for these patterns must be memorized.

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

en

joy

enjoy

joy

em

ploy

employ

soy

toy

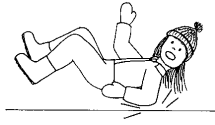
coy

cloy

Lloyd

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

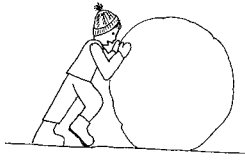
owl

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

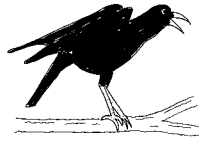
am

bush

ambush

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

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

CLOSED

mit

ten

mitten

kit

ten

kitten

hid

den

hidden

rab

bit

rabbit

bas

set

basset

hap

pen

happen

can

not

cannot

at

tic

attic

ten

nis

tennis

muf

fin

muffin

pup

pet

puppet

sud

den

sudden

bon

net

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.

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

CLOSED

rob

in

robin

com

et

comet

sol

id

solid

up

on

upon

ex

it

exit

vis

it

visit

lim

it

limit

hab

it

habit

cab

in

cabin

clos

et

closet

plan

et

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

CLOSED

lem

lemon

met

metal

mel

melon

ped

pedal

pet

petal

med

medal

sev

seven

cam

camel

wag

wagon

sal

salad

drag

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
pē ^x ō	ple	 people
tus	sle	tussle
has	sle	hassle
puz	zle	puzzle
fiz	zle	fizzle
daz	zle	dazzle
noz	zle	nozzle

Sentences

1. The pond has ripples
when the duck paddles.



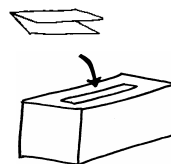
2. This sock puppet has two
buttons and a ribbon.



3. He had a picnic lunch
with his mom.



4. The ballot will go into
the box.

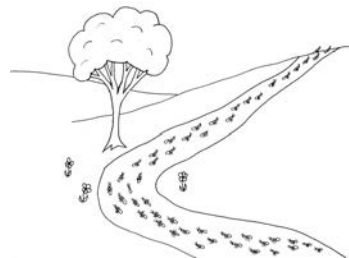


5. This dress has ruffles.



Sentences

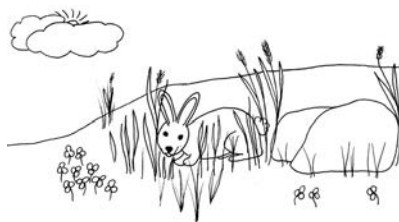
1. A hundred ants go up
the path.



2. A fossil is in the rock.



3. A rabbit is hidden in
the grass.



4. Brad and his dog sit
in the wagon.



5. Mom set the muffins
in the basket.



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			
cheer			
sweet			
sleeve ^x			



ⁱ
been

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

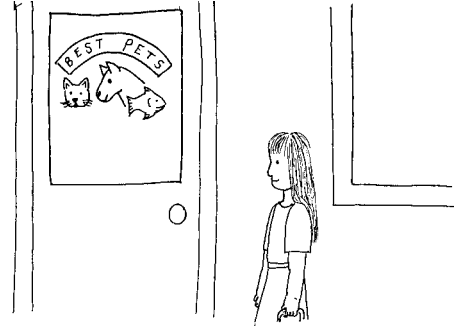
In this vowel pair, the vowels are separated by a consonant. We call this a "Split Vowel" pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. "The first vowel does the talking and the second vowel does the walking."

Eve Gets A Pet

This is Eve.

Eve is at the pet shop.

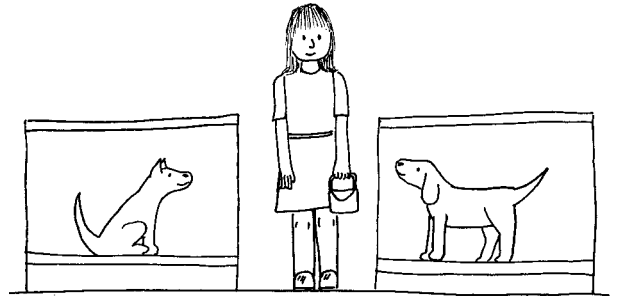
She will get a pet.



Eve sees the dogs.

Will Eve get a dog?

No, she will not get
a dog.



Eve sees the cats.

Will Eve get a cat?

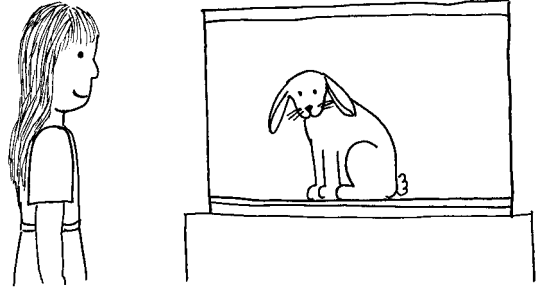
No, she will not get
a cat.



Eve sees the rabbits.

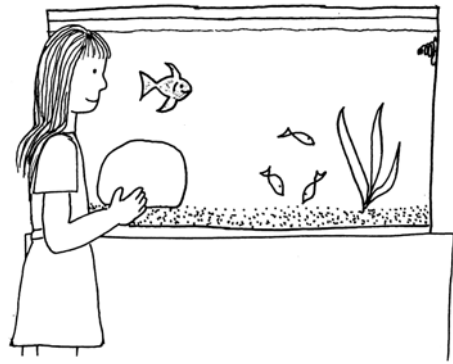
Will Eve get a rabbit?

No, she will not get
a rabbit.



Eve sees the fish.

A big fish swims up
to Eve. It swims and
swims. Will Eve get a
fish?

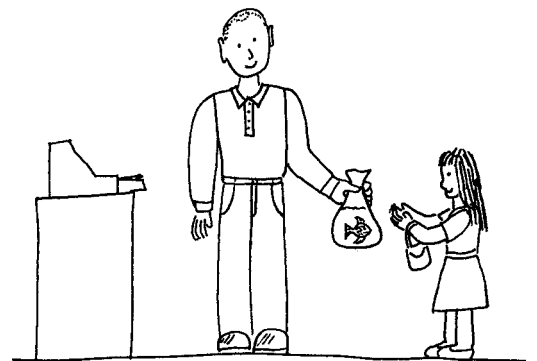


Yes, Eve will get a fish.

She will get the big fish
and a ten gallon tank.

Steve gets the fish for Eve.

It will be fun to have a fish for a pet.



ei

in the middle



weird

caf

feine

caffeine

seize

prō

tein

protein

sheik

lei


 sure^x
 ↪

leisure

weir

nei

ther
↪

neither

ei

ther
↪

either

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
clear	rea	^z son	reason
wheat	rē	peat	repeat
reach	dē	feat	defeat
sea	bea ū	ty	beauty
tea	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



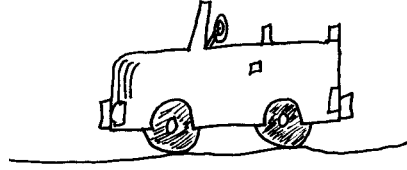
head	break	fast ↪	breakfast
health	heav	en ↪	heaven
wealth	in	stead	instead
bread	 a	head	ahead
breath			
thread			
spread			
meant			
sweat			
lead			
dead			
deaf			
dread			
stealth	<p>Usually the ea pattern represent the long e sound, but sometimes it represents the short e sound. We call this a “Shady Short Vowel” because the letters do not represent the sound that we expect.</p>		

A Trip To The Beach



Get the key.

Unlock the jeep.



We will go

to the beach.



When we get to the beach,

we run and kick.

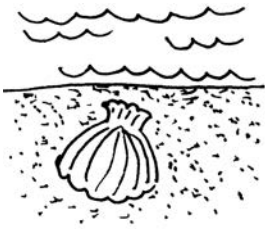


We dig in the sand.

We splash and swim
in the sea.

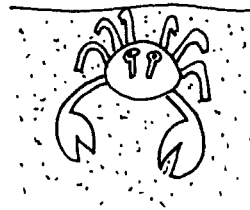


We pick up shells.



We see a weird crab.

It will pinch !



We sit on a blanket and rest. We eat
bread with honey for a snack.

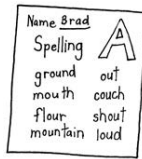
We have a lot of
fun at the beach.



The End

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

rain

drop

raindrop

paint

ex

plain

explain

faith

ex

claim

exclaim

chair

im

pair

impair

waist

con

tain

contain

stairs

com

plain

complain

braid

ob

tain

obtain

snail

rē

main

remain

aim

rē

pair

repair

e
said

dē

tail

detail

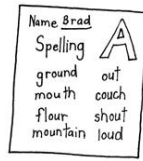
paiz

ley


paisley

ay

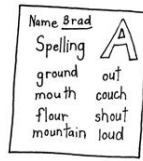
at the end



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
	dis	may	dismay
^e s <u>a</u> ys	bē	tray	betray

a_e

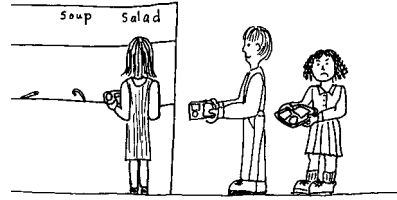


In this vowel pair, the vowels are separated by a consonant. We call this a "Split Vowel" pattern. However, the first vowel still represents its long vowel sound and the second vowel is not pronounced. "The first vowel does the talking and the second vowel does the walking."

safe	base	ment	basement
tape	care	free	carefree
date	mis	take	mistake
gave	pan	cake	pancake
made	es	cape	escape
sale	wel	fare	welfare
care	con	cave	concave
whale	com	pare	compare
shake	bē	came	became
chase	bē	have	behave
bathe	bē	ware	beware
paste	crē	ate	create
_ve	dō	nate	donate
have	rō	tate	rotate

Kay

Kay hates to wait.



Kay hates to be late.



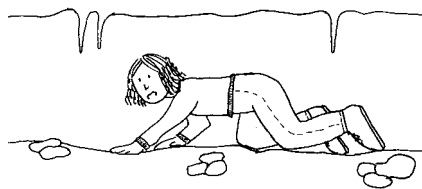
Kay hates to rake.



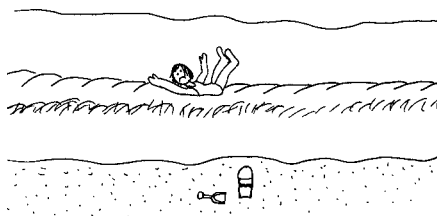
Kay hates to see a snake.



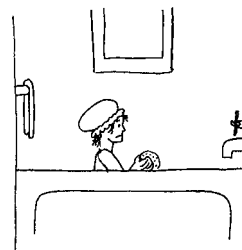
Kay hates caves.



Kay hates big waves.



Kay hates to take a bath.



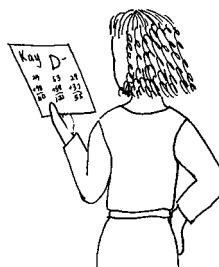
Kay hates to do math.



Kay hates braids.



Kay hates bad grades.



Kay hates to pay.



Kay hates a bad day.



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

life

time

lifetime

mile

nine

teen

nineteen

size

pipe

line

pipeline

wire

in

side

inside

drive

in

vite

invite

white

um

pire

umpire

while

en

tire

entire

shine

ig

nite

ignite

smile

ad

mire

admire

_ve

The words below
do not have the
long *i* sound.

live

dē

sire

desire

give

rē

tire

retire

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

to

night

tonight

might

night

time

nighttime

sight

night

light

nightlight

bright

light

ning

lightning

flight

fright

en

frighten

tight

fright

blight

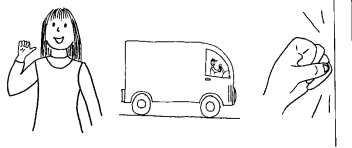
slight

high

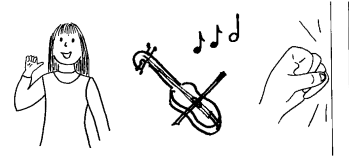
sigh

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

ind



ild



find

bind

hind

kind

mind

grind

rind

blind

wind

mild

child

wild

hind

sight

hindsight

bē

hind

behind

rē

mind

remind

un

wind

unwind

wild

cat

wildcat

grand

child

grandchild

chil

dren



children

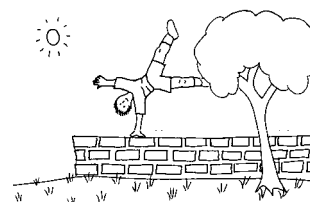
These patterns are called "Follow The Leader" patterns. The vowel represents its long vowel sound. The consonants are pronounced in the regular way.

Mike

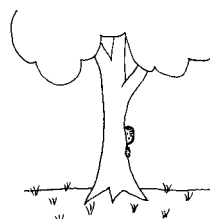
Mike is a child.



Mike likes to be wild.



Mike likes to hide.



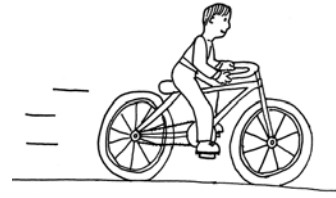
Mike likes to slide.



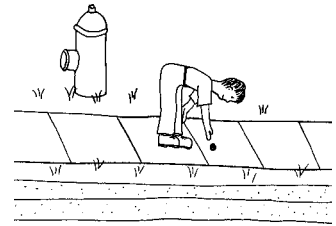
Mike likes to hike.



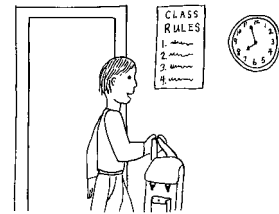
Mike likes to ride his bike.



Mike likes to find a dime.



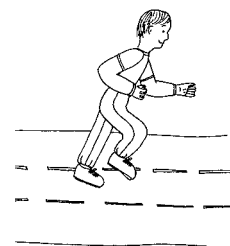
Mike likes to be on time.



Mike likes to smile.



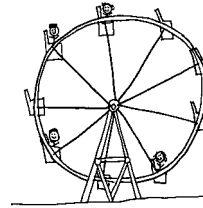
Mike likes to run a mile.



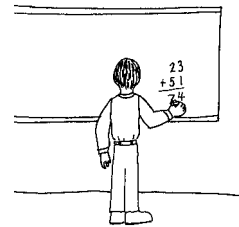
Mike likes to eat pie.



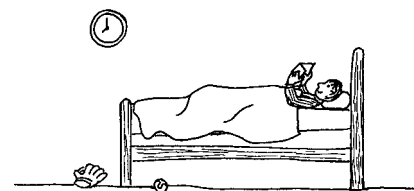
Mike likes to go up high.

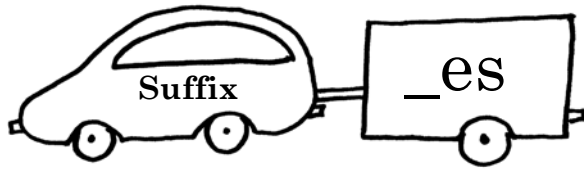


Mike likes to be right.



Mike likes to go to bed
at night.





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

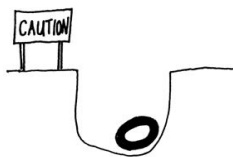
pinch

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

wōn't



do

nøt

dōn't

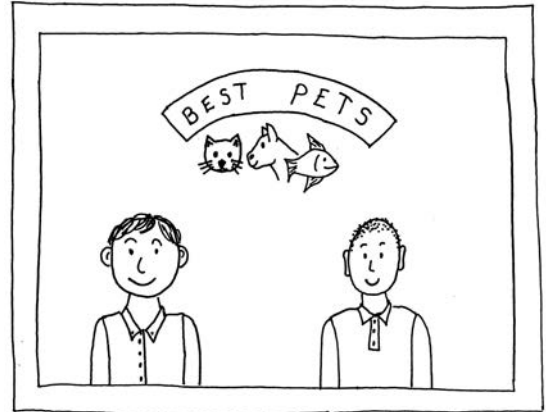


The Pet Shop

This is Pete.

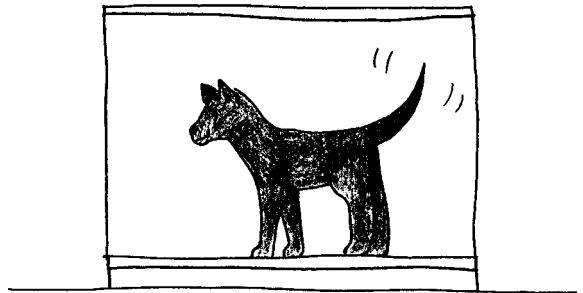
And this is Steve.

Pete and Steve
have a pet shop.



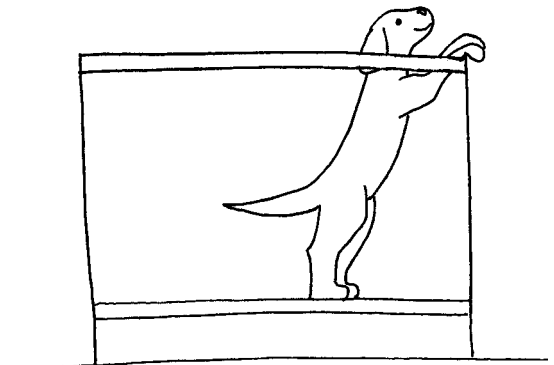
Here is a black dog.

The black dog wags
his tail.



Here is a white dog.

The white dog stands
up on its hind legs.



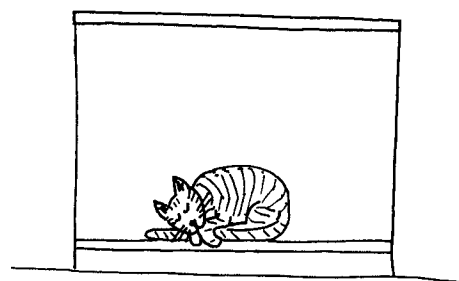
Here is a black cat.

The black cat licks its tail.



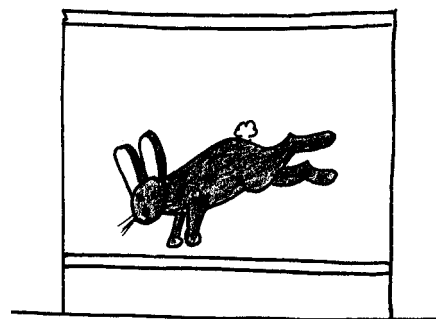
Here is a cat with stripes.

The cat with stripes
takes a nap.



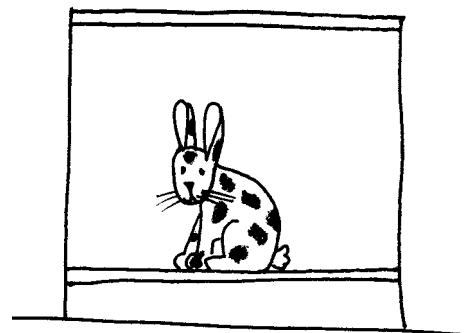
Here is a black rabbit.

The black rabbit
likes to play.

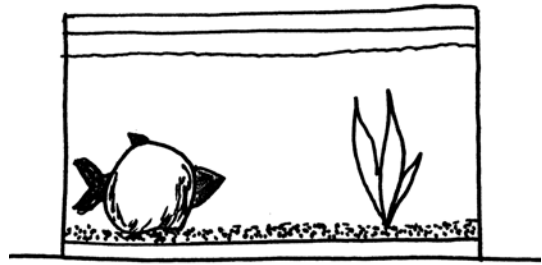


Here is a rabbit with spots.

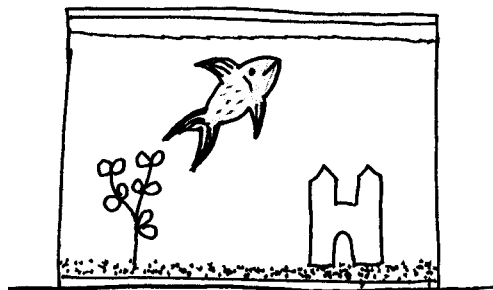
The rabbit with spots
likes to rest.



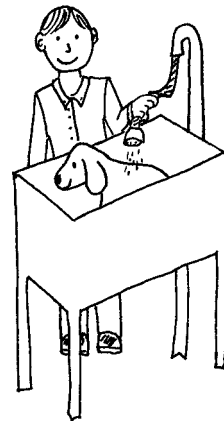
Here is a black fish.
The black fish hides
behind a rock.



Here is a gray fish.
The gray fish swims
up to the top.



Pete feeds the dogs.
Then he gives
them a bath.



Steve feeds the cats.
Then he brushes them.



Pete feeds the rabbits.

Then he picks them

up to pet them.



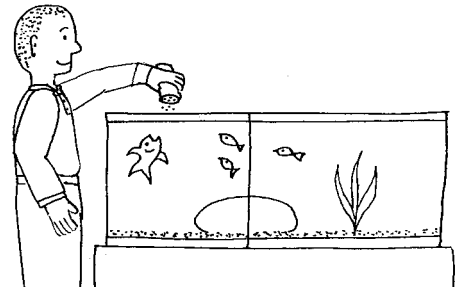
Steve feeds the fish.

He won't give the fish a

bath. He won't brush them.

He won't pick them up to pet them.

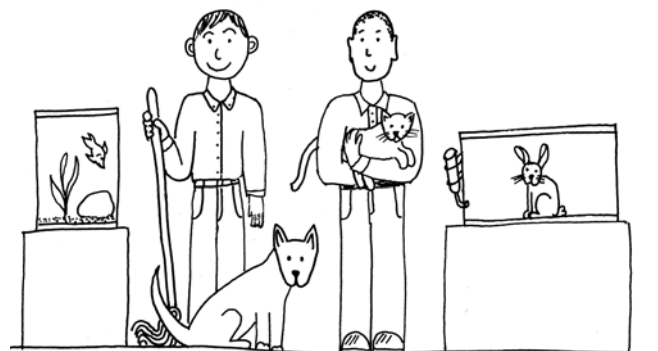
Fish just like to swim.



Pete and Steve like to

take care of the pets

in the pet shop.



_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
man

y



many

^{i z}
bus

y



busy

ōn

ly



only

— 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			

My Puppy

My name is Henry.

This is my puppy.

His name is Patches.



Patches is a pretty puppy.

He is black and white.

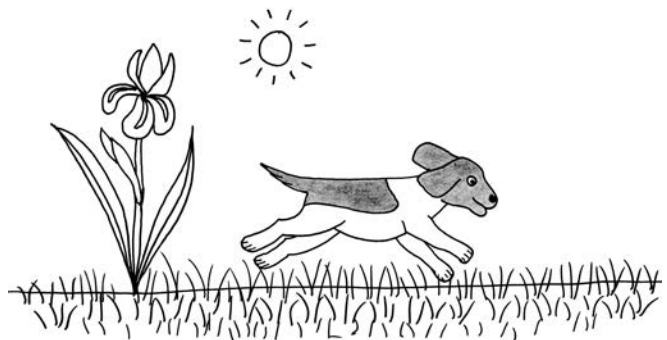
He is not a big dog.

When he is happy he wags his tail.

Patches is a funny dog, too.

He likes to chase his tail
until he gets dizzy.

On a sunny day,
Patches runs as
fast as he can
in the grass.



I take care of my puppy.

I feed him and brush him.

I play with him and keep him safe.

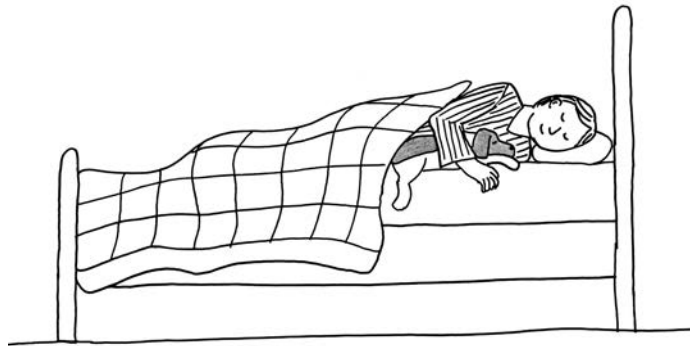
When it rains,

Patches gets muddy.

Then I have to
give him a bath.



At night I let Patches sleep with me on
my bed. I like my puppy and he likes me.



The End

THREE DIFFERENT FORMATS TO TEACH THE SAME MATERIAL

Sound City Reading has three sets of books that teach the same phonetic patterns, syllable patterns, suffixes, and contractions in the same order. Each set is divided into eight books, which teach phonics patterns in the sequence shown below. The sets all include the same set of phonetic practice stories, which coordinate with the patterns being taught. In some cases, more than one book are bound together, as shown on the chart below. Each set of books has a different format, so that instructors can choose the set of books which will work the best with their budget and their students.

Book 1 Consonant blends and digraphs, ō/go, ē/me, or/horse, ö/to, umbrella vowels a/what and o/son, first syllables with a long vowel sound, and PREVIEW lists for oi/coin, oy/boy, ou/ouch, ow/cow, ü/bush, and ä/all

Book 2 Two-syllable words with short vowels, vowel-vowel and vowel-consonant-consonant long ē, long ā, and long ī patterns, and vowel sounds for y

Book 3 Vowel-vowel and vowel-consonant-consonant long ō and ū patterns, short/long vowel discrimination (tap/tape), umbrella vowels o_e/love, a_/across, and _a/panda, and dge/fudge

Book 4 “Odd O” patterns oi, oy, ow, ow, oo, and ould, dotted ü and dotted ä patterns, umbrella vowel ou/country

Book 5 “Soft” sounds for c and g, r-controlled vowel patterns, ending consonant patterns that end with a silent e

Book 6 Two-syllable words with the first syllable open, two-syllable words with a v-c-e pattern in the second syllable, dotted ë and ï patterns

Book 7 Advanced r-controlled vowel patterns

Book 8 Two-letter consonant patterns, a/father, more dotted ä patterns, more patterns with y as a vowel.

Phonetic Words And Stories Books 1-8	Basic Phonics Patterns Books 1, 2, 3, 4, 5-6, 7-8	Know The Phonetic Code Volumes 1-3 Vol. 1 = Short Vowels, Books 1 And 2 Vol. 2 = Books 3, 4, And 5 Vol. 3 = Books 6, 7, And 8
1) Ten Words Per Pattern 2) Comic Sans font 3) Very Large Color-Coded Print 4) Students Decode Words And Find The Matching Pictures 5) Students read illustrated practice stories in both color-coded and all black print. 6) Choose from three available color-coded books to teach short vowel words. 7) Most expensive 8) Skill-building activities are built into the lessons, making this format the easiest.	1) More Words Per Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Illustrated Words And Sentences 5) Students read the same illustrated practice stories in all black print. 6) Short vowels are taught in a separate book, <i>Basic Short Vowels</i> . 7) Less expensive 8) Skill-building activities can be added to the lessons to make them easier.	1) Both One And Two-Syllable Words For Each Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Words That Are Not Illustrated 5) Students read the same illustrated practice stories in all black print. 6) Volume 1 includes short vowel words. 7) Least expensive 8) Skill-building activities can be added to the lessons to make them easier.

Teaching Notes

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

How To Use The *Know The Phonetic Code* Books

1. Beginning readers can read the one and two-syllable word lists as a challenge level supplement to *Phonetic Words And Stories, Books 1-8* or *Basic Phonics Patterns, Books 1-8*.
2. Beginning readers can use just the *Know The Phonetic Code* books, without using the other sets of books, if the teacher uses the additional instructional strategies included in the lesson plan to help students develop spelling and decoding skills. Students could read just the one-syllable words to get started, then add the two-syllable words as they become more experienced readers. This option is the least expensive way to teach the phonics patterns.
3. Students who are studying the *Color-Coded Short Vowel Lists* or *Color-Coded Phonetic Lists* books can read the pages in this book to help them generalize to regular print and expand their decoding skills to two-syllable words. They will also be able to apply their decoding skills by reading the practice stories.
4. Older readers can study the pages as a structured phonics review, or an introduction, if needed.
5. Students working in *Advanced Phonics Patterns From Children's Books* can use the *Know The Phonetic Code, No Stories* book to review the basic phonics patterns.
6. The pages in this book may be printed or copied and sent home for extra practice.

It is expected that this book will be used in conjunction with a good literature program. Students who are reading should read and respond to high quality stories and expository material each day. Non-readers should hear stories read aloud by the teacher.

Materials Needed

Know The Phonetic Code, Volumes 1-3
OR
Know The Phonetic Code, No Stories

Alphabet Flashcards, Lower Case
Phonics Patterns Flashcards
Sound Picture Flashcards
Sight Word Cards

A chalkboard or whiteboard
Lined paper and pencils

Other Materials To Consider

Phonemic Awareness Picture Pages
A Sound Story About Audrey And Brad
Manuscript Handwriting On Legal Pages
Phonics Patterns Wall Charts

Phonics Patterns Workbook For Books 1-4
Phonics Patterns Workbook For Books 5-8

Use *Know The Phonetic Code, Volumes 1-3*, with students who are learning to read or with students who are working to improve reading fluency and comprehension.

Use *Know The Phonetic Code, No Stories*, to teach or review phonetic patterns with students who are already reading comfortably. All of the patterns from *Volumes 1-3* are included.

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, igh) 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 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 the phonogram patterns thoroughly, they will recognize them in words when they are reading. This will make it easier to identify words quickly and confidently.

In addition, knowing the phonogram patterns gives students a powerful tool when spelling. When spelling a word, students say each sound separately and write the phonograms that represent those sounds. This provides a logical and effective method for spelling most words.

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.

Why Are Syllable Patterns Important?

The English language does not have enough different letters to show every vowel sound with a unique symbol. For example, the a/ax sound is shown with the letter a, but the ā/apron sound is shown with the same letter. This same discrepancy occurs for all five of the vowels, which can represent either *short* sounds (a/ax, e/egg, i/in, o/ox, u/up) or *long* sounds (ā/raven, ē/begin, ī/lilac, ō/robot, ū/tulip, ū/music). A straight line can be placed over a long vowel when teaching to help students associate the vowel with the long vowel sound. But the vowels in standard text are not marked, which makes reading words more difficult.

It would be a frustrating challenge to have to guess whether to use the short or long sounds for vowels when reading. However, there is a straightforward solution. Students can be taught to recognize the basic syllable patterns in words. This allows them to predict the vowel sounds in words logically.

The position of a single vowel within a word and the position of the consonants around it will often indicate whether the vowel represents the short or long sound. For example, notice the differences in the vowel sounds in these pairs of words: wet, wē, not, nō, rab-bit, rā-ven, and sil-ly, sī-lent. Understanding these relationships allows students to read many new words.

Note: The terms *short* and *long* 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.

Phonetic Patterns Taught In The Phonics Patterns Books, 1-8

# Of Letters Or Patterns	# Of Pronunciations	Type Of Pattern	List Of Patterns (If a pattern can represent more than one sound, the total # of sounds is shown.)
26	32	Consonant Patterns	sh, th 2, ck, ch 3, tch, nch, wh 2, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh 2, _ve, _ce, _ge, _se 2, _ze
5	16	Single Vowels	a 4, e 3, i 3, o 3, u 3
13	18	Vowel-Vowel Patterns	ai, ay, ee, ei 2, ey 2, ea 3, ie 2, oa, oe, ui, ue, ew, eu
5	5	Vowel-Consonant-E Patterns	a_e, e_e, i_e, o_e, u_e (The two slightly different pronunciations for long u are counted as one sound.)
7	7	Vowel-Consonant-Consonant Patterns	igh, ind, ild, old, olt, oll, olk
7	11	Odd O Patterns	oi, oy, ou 3, ow 2, oo 2, ould, ought
8	13	Bossy R Patterns (R-Controlled)	ar 3, er 2, ir, or 3, ur, wor, ear, our
9	9	Dotted Ä Patterns	au, aw, all, al, alk, wa, swa, qua, squa
1	1	Dotted Ë Only Pattern	eigh
3	6	Sounds For Y	y 4, ye, y_e
6	6	Umbrella Vowels	a, a_, _a, o, o_e, ou = Short U Sound (These patterns are counted separately from the patterns shown above.)
90	124	Total	

Syllable Patterns Taught In The Phonics Patterns Books, 1-8			
		Book	
1.	man, mass	1	closed
2.	mit - ten	2	closed - closed (middle consonants alike)
3.	les - son	2	closed - unaccented closed (middle consonants alike)
4.	bas - ket	2	closed - closed (middle consonants different)
5.	rob - in	2	closed - closed (one middle consonant)
6.	lem - on	2	closed - unaccented closed (one middle consonant)
7.	lit - tle	2	closed - silent e syllable
8.	hap - py	2	closed - y at the end of a second syllable
9.	my	2	y at the end of one syllable
10.	man, māne	3	closed versus VCE discrimination
11.	lad-der	5	closed - er in the second syllable
12.	rā - ven	6	open - closed
13.	cab - in, rā - ven	6	closed-closed / open-closed discrimination
14.	rū - in	6	adjacent vowels in separate syllables, open-closed
15.	flag - pole	6	closed - VCE
16.	doz - en	6	umbrella sound closed - closed
17.	moth - er, mon - ey	6	umbrella sound closed - various second syllables
18.	con - fess	6	unaccented closed - closed
19.	con - firm	6	unaccented closed - various second syllables
20.	oc - to - pus	6	unaccented middle syllables in three-syllable words
21.	trac-tor	7	closed - or in the second syllable
22.	dol-lar	7	closed - ar in the second syllable
23.	hel - lō, men - ū	8	closed - open
24.	zē - rō, zē - bū	8	open - open
<p>These two charts show the phonics patterns and syllable patterns taught at the phonics patterns level. The syllable patterns are listed in the order in which they are introduced.</p>			

Objectives At The Phonics Patterns Level

1. Students will learn ninety new letter or phonogram patterns (ā, ee, sh, o_e, y = ē) 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 separately, 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 read and spell non-phonetic words as sight words, after they have studied phonetic words with the same pattern.
6. Students will learn to recognize the common syllable patterns, allowing them to pronounce each vowel correctly when reading. 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.

The Next Step

After finishing the three volumes of *Know The Phonetic Code*, students will be ready to begin *Advanced Phonics Patterns From Children's Books*. Less common consonant patterns such as ch/chorus, gu/guess, and x/xylophone are taught along with common ending syllables that must be read as a unit, such as age/luggage, tion/addition, and ture/nature. A few of the patterns from the previous books, including ph/phone and y/gymnastics, are reviewed. Students study twelve new words for each pattern and read sentences with some of the same words. Additional word lists are included in separate sections for extra practice and review.

As students work through the patterns they will be able to read eighty-one popular illustrated children's books (obtained separately), from first to fourth grade reading levels, specially selected so that students will know the phonetic patterns in every word in each book.

GETTING STARTED

Using The Sound Story

A small version of *A Sound Story About Audrey And Brad* is included in this book. The pictures in the story serve as a teaching tool when students are learning new phonetic patterns. Part one of the story teaches the alphabet sounds, including the short vowel sounds. Part two teaches additional vowel sounds and consonant sounds. Read part of the story aloud to the 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. Explain that the letters shown are used to show the same sound as the sound picture in words.

You can use the story in this book with the students or use a larger version with color pictures, available from the web site at www.soundcityreading.net. Sound picture cards are also available to use as a review.

The sound pictures appear on the sound charts at the beginning of each book. They provide a visual reference so that students can remember the correct sound for any pattern. The letter patterns are arranged on the charts in logical groupings. For example, all of the long vowel patterns are shown together.

The sound picture are particularly helpful in two different ways. First, several different patterns can be paired with the same sound picture. For example, the long *ā* 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.

Second, different sound pictures can be paired with a single pattern. For example, the *ow* pattern can represent two different sounds. The sound chart shows two sound pictures with the *ow* pattern. One picture shows the *ow/cow* sound and a second picture shows the *ow/snow* sound. This makes it intuitively clear that this letter pattern can represent two different sounds.

You can listen to the sound story on the web site and also listen to the sounds of the patterns on the various sound charts. This will help you learn the sounds before you begin teaching them to the students.

Each day, have students say the sounds from the sound charts that have been introduced. This will help them develop a solid association between the letter patterns, sound pictures, and sounds.

After the sound chart review, have students say sounds for the same letter patterns from the phonics pattern flashcards. These do not have sound pictures. This two step process, sound charts followed by phonogram cards, helps students learn and remember the patterns with confidence.

This system 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 (sound pictures) to represent the sounds provides a sense of security for students as they learn.

The schedule below works well for introducing the sound pictures from the sound story. 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.

If you are working with young students who are just starting to learn the alphabet, introduce just one new sound picture per day.

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 qu z

Day 5 sh ē ō th th

Day 6 ö ā ch ng ū

Day 7 oi/oy ou/ow ü ä measure

Developing Phonemic Awareness

In order to benefit from this program, students must be aware that words are constructed of separate sounds arranged in a specific order. This is called phonemic awareness. There are two important skills that must be developed related to this concept.

First, students must be able to hear a word (without seeing it) and then pronounce it slowly, separating the word into its individual sounds, pausing between the sounds. This is called segmenting.

Being able to segment prepares students for spelling. To spell students must know the letters and letter patterns, which are visual symbols for speech sounds. They must be able to write the letters and patterns quickly and accurately. To spell a word, students hear (or think of) a word, then segment the words as they write it. This is a multisensory process.

Second, students must be able to hear the separate sounds in a word and put them together mentally to form a word. This is called oral blending. To practice this skill, students listen to the teacher say individual sounds, pausing between them. The students must put the sounds together so that they recognize the word and are able to pronounce it normally.

Doing oral blending exercise prepares students for decoding, which means reading words phonetically. To decode, students must be able to recognize individual letters and letter patterns and associate each one with a specific sound. When decoding a word, students must scan the word from left to right and say the sounds for each letter or letter pattern, putting the sounds together smoothly. This approximates the pronunciation of the word, allowing the student to recognize it. The decoding process allows students to read unfamiliar words. It also helps them quickly recognize words they have seen before. With sufficient practice, the skill eventually becomes automatic.

Students vary in the speed with which they can learn and apply these skills. Some students need lots of practice over a long period of time. Others master the skills more quickly.

If students are already able to demonstrate these skills comfortably, you will not need to teach them. Whether or not students are already reading, if they have not yet developed these skills, use the *Phonemic Awareness Picture Pages* book to teach them as you begin this book. The book includes exercises to develop oral blending, segmenting, and rhyming skills, syllable awareness, and an awareness of beginning and ending sounds in words.

The following books have phonemic awareness exercises built into the lessons.

Level 1 - The Alphabet	<i>Learning The Alphabet, Books 1 And 2</i>
Level 2 - Sounds In Words	<i>Exploring Sounds In Words</i>
Level 3 - Short Vowels	<i>Rhyming Short Vowel Words And Sentences</i> <i>Mixed Short Vowel Words And Sentences</i> <i>Two-Page Short Vowel Words And Sentences</i>
Level 4 - Phonics Patterns	<i>Phonetic Words And Stories, Books 1-8</i>

DAILY ROUTINE

Introduce A New Phonogram Pattern Or Syllable Pattern

Follow the sequence chart to see when to introduce each phonogram pattern or syllable pattern. In general, introduce one new pattern each day. With older students who have studied the patterns in previous years, you can try covering two or three patterns per day.

For a phonogram pattern, show the card, model the sound or sounds, and have each student repeat individually. Point to the pattern on its sound chart, and model the sound again.

For a syllable pattern, write a few sample words on the board, explaining what kind of syllables are in the word, how they can be recognized, and how they should be pronounced.

Sound Chart Review

Continue the lesson by studying the sound charts, found at the beginning of the students' books. Begin with just the alphabet chart. Then add the vowel charts and consonant charts gradually, over a period of time, as you introduce new patterns. In this way, students won't be overwhelmed at the beginning.

Point to the patterns on the charts that have been taught, while the students give the sounds in unison. Skip any patterns that have not yet been taught. Single students who are being tutored can use the charts in this book. You may want to print the large wall charts that match the charts in the book from the www.soundcityreading.net web site to use on a wall in the classroom. Using a long pointer, it is easy to focus the students' attention on the patterns as they say them. If you wish, you can have the students stand up and hop, march, bend, and so forth, each time they say a sound.

The charts provide an easy reference point if students forget a sound during the lesson. You will find that students will also refer to the charts throughout the day as they read and write independently.

Continue to 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 a reasonable amount of time in one day. Rotate them into the lessons as needed so that all of the charts are covered as frequently as possible.

Sound Card Review

After reviewing the sound charts, show the alphabet 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.

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.

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 should go quickly, as fast as you can change the cards. The goal is for students to say the sound or sounds for each pattern instantly, without stopping to think.

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.

PDF 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.

Handwriting

At the beginning of the school year, practice writing the alphabet letters with the students, paying special attention to any manuscript (or cursive) letters that are being formed incorrectly. Demonstrate correct letter formation (and for cursive, letter connections, paying special attention to the letters b, o, v, and w that “swing out”) and have the students copy each letter. Manuscript and cursive handwriting models can be found at the end of this book.

Watch the students and assist as needed. If a student has difficulty writing a letter correctly, write the letter on the student’s paper with a red pencil to be traced repeatedly. The student then writes the letter again.

Students should always say the sound or sounds for each letter or pattern as they write it. They should not say the letter name.

If you prefer, download one of the handwriting books from the Sound City Reading web site, www.soundcityreading.net and use it for handwriting practice. The handwriting books have both large and small patterns to trace and copy. Tracing large letter patterns first makes it far easier for students to master letter formation. The time you spend working through the handwriting book will save you much time during the rest of the year. Students will be able to complete written assignments with confidence, in a timely manner.

After students have learned to write all of the letters correctly without hesitation, you won't need to spend so much time on handwriting. You can include a quick review of several letters at the beginning of the phonogram dictation session.

The reason that handwriting is taught with great care is that writing letters, phonogram patterns, and words is a fundamental part of the multisensory instruction used in this program. Students feel their hand muscles writing the letters, see the letters as they are formed, feel their vocal cords and mouth saying the sound as they write, and hear the sound, all at the same time. This combination of movements and sense impressions occurring simultaneously allows students to store the letters and phonograms and their sounds in memory so that they can apply them easily when reading and writing.

Phonogram Dictation

Select any of the alphabet letters and phonogram patterns that have been taught to dictate during this part of the lesson. As you begin teaching the phonograms, at first you will dictate all of them. When there are too many to cover in a reasonable amount of time, choose the new pattern, patterns that have been most recently taught, and any other patterns that continue to cause difficulty. Rotate in a few review patterns as well. Be sure to include any patterns that will appear in the words and sentences that students will write during the spelling dictation that follows.

Say the sound or sounds for each pattern as you dictate. Students repeat the sounds as they write the patterns. This routine should go quickly as soon as the routine has been established.

Spelling Dictation

Before each lesson, plan the words you want to spell. Plan to dictate ten words with the new phonogram or syllable pattern that you study. Then decide which letters and phonogram patterns you need to dictate earlier in the lesson to prepare students to spell the words. Decide on a sentence that uses one or more of these words. Add any extra words to your dictation list that are needed for the sentence. Include two-syllable words, contractions, words with suffixes, and sight words as needed.

A blank dictation outline is included in this book for planning purposes. Instructions for filling in the outline and a few sample outlines are also included.

Dictating The Lesson

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, re-

cent 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. It works well to dictate about ten words with the new pattern. This gives students a chance to apply the new phonogram or syllable pattern ten times. If they are unsure of the new pattern, by the time they have applied it repeatedly they will begin to master it.

Say each word slowly and carefully, so that students can hear each sound in the word. Guide and explain as needed. It works well to segment the word as a whole group, both the teacher and students, in unison, before students start to spell the word on paper. Show the students how to move one arm in a bouncing motion from left to right as you say the sounds. This should become a regular part of the routine.

Put the new sound card on the board so students can see it. If any students forget which pattern to use to represent that sound, ask them specifically, “What pattern shows that sound in today’s words?” Point to the card, if necessary. As students write the word, they should say each sound separately (segmenting the word) while they write the related letter or phonogram to match each sound.

As soon as students have written the word, write the word on a chalkboard, white board, or overhead projector, while students segment the word again in unison. Write each letter or pattern exactly when the students are saying that sound.

Ask students to tell you how to mark each word or call on individual students to mark the words on the board. Marking will be explained in the next section of these instructions. This provides reinforcement and a means for students to analyze, check, and correct words as needed.

A few words 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.”

Teach students how to write new or review suffixes or contractions as part of the lesson whenever needed.

After completing the desired number of words, dictate a sentence using some of the words practiced during this lesson. Students write the sentence, then the teacher writes it on the board so that 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 use one of the sentences for the whole 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.

How To Mark The Words During The Dictation Period

After students segment and write a word and you have written it on the board, call on students to tell you what needs to be marked. Model, or have a student model, how to mark the words on the board while students mark the word on their papers.

1. Mark single long vowels with a straight line (gō, wē, rāven).
2. Mark dotted vowels (tö, püşh, skï, ballët) with two dots. The dots are a German umlaut, which means “not the regular sound.”
3. Do not mark short vowels.
4. Underline vowel-vowel patterns and vowel-consonant combinations that have more than one letter (keep, find, porch, call, soil, bought).
5. For vowel-consonant-e patterns, draw a bracket from the first vowel to the silent e, going under the consonant (made, time).
6. Put a small x above any silent consonant letters (^xwren, ^xknob, ^xghost, ^xtaught) and above silent e’s that are part of a silent e syllable (littl^x, bubb^xl^x).
7. Draw a small umbrella above any vowel or vowel pattern (other than u) that represents the short u sound (was, of, some, wonder, young).
8. Draw a curved arrow from left to right under vowels in unaccented closed or open syllables that are hardly heard. This type of vowel has the “schwa” sound. The arrow reminds students to slide from one consonant to the next, hardly pronouncing the vowel sound.

lesson

petal

confess

compliment

9. For multi-syllable words, divide between the syllables, like this. fan^ˌtas^ˈtic

Sorting Words During The Dictation Period

If you are studying several 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, äa. 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.

If you are teaching just one phonogram with one sound, you can follow the same plan, putting words with the new pattern in the first column, and putting words with the two previously taught patterns in the second and third columns.

Supplementary Instructional Strategies To Support Spelling

If students are not yet able to spell words successfully during the dictation period, the activities listed below will be helpful. Work with students for a period of time using each approach, starting with number one, then continuing with numbers two and three.

1. Begin by having students spell words with plastic letters, working with the teacher in small groups. Students learn that each sound in a word is shown with a related letter or letter pattern, and that they must be placed in order from left to right to match the pronunciation of the word. Start with short vowel words. Each student needs a small box that contains two sets of alphabet letters. Give each student a sheet of construction paper, placed in landscape position on the table, with a line dividing the paper horizontally. This will be a work mat. Say the letter sounds that students will need to spell the selected words. Have students place the letters needed on the top half of the work mat. The box of remaining letters is set aside. Students will work only with the letters on the mat. Dictate short vowel words, one at a time. Students listen for the beginning sound, middle sound, and ending sound, and place the letters needed to show those sounds, in order from left to right, in the bottom area of the work mat. If they spell a word incorrectly, have them say the sound of each letter from left to right to see if the sounds match up to the word. They can rearrange the letters as needed. If students are not successful spelling short vowel words, start by dictating two-letter vowel-consonant and consonant vowel combinations. For example, you might have students spell ab, at, am, ag, al, af, and ad. Then have them spell ba, ta, ma, ga, la, and fa. Use the short vowel sound in each combination. After students have practiced these combinations it will be easier for them to begin spelling three-letter short vowel words. They can then begin spelling words with the phonogram patterns.
2. Have students spell words from dictation on dry erase frames. Students start writing letters to show the sounds instead of moving plastic letters. This activity can be done with the whole class or with small groups. Instructions are found at the end of this book. Students can spell just one word at a time, saying the sound for each letter as they write it. They can easily erase and correct as needed.
3. After spelling words on dry erase frames, students will be ready to begin spelling on regular lined paper, using a large pocket chart with alphabet cards to spell the word first. Place two cards for each letter, one on top of the other, in alphabetical order on the chart. Start with short vowel words. Call on a student to spell each word with letter cards on the pocket chart first. They

should say the letter sounds as they place the letters on the top row to spell the word. Then cover the word with a strip of construction paper and have all of the students spell the word on their papers, saying the sounds as usual. Uncover the word on the pocket chart so that students can check and correct their work as needed. After mastering short vowel words, students will be ready to begin spelling words with phonogram patterns on the pocket chart.

Working With Suffixes And Contractions

Suffixes and contractions are introduced as needed to prepare students to read them in an upcoming story. The sequence chart shows when suffixes should be introduced. You will see contraction and suffix pages in the student books, as well. You can introduce them during the dictation period or during the reading period. If you introduce them during the reading period, be sure to include them in the dictation period the following day.

Explain the purpose of new suffixes and demonstrate any spelling rules related to the suffix. Have students write regular words first, and then rewrite them with the suffix.

Show how contractions are made up of two words. Cross out the letters that are dropped when the words are put together. Have students write both words that make up the contraction, then write the contraction. It is not necessary to have students write every new contraction on the same day. You can spread them out over several dictation periods, and then continue to review them occasionally.

Spell And Review Sight Words

When you teach a new phonogram pattern, you will find that some words have the pattern but 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 are introduced during the dictation period, after students have spelled the new phonetic words. Don't introduce more than one or two sight words per day.

You will know when to introduce new sight words because they'll be listed on the student pages that introduce new phonetic words. They are also listed on the sequence chart.

Write the sight words in large print on blank index cards and use the cards to introduce and review sight words. If you prefer, PDF files for large or small sight word cards are available at www.soundcityreading.net.

To introduce a new sight word, show the word card during the dictation period, say the word, and have the students repeat it. Point out the part of the word that does not sound as expected. Explain that these words cannot be spelled or read in the normal way. They must be memorized. Have students write the word on their dictation paper. Then they should cover the word as they spell it again.

After they have done so, show the card again so that students can check their work and correct as needed. Ask several students to use the new word in an oral sentence.

Review the previously taught sight words, using the flashcards. Show each card and have the students read it in unison. After going through the cards, dictate a few of the review words, without showing the cards. After students write each word, show the card so that they can check and correct it if needed. Be sure to have students write any sight words that will be needed in the sentence.

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 wall.

Decoding Phonetic Words

The phonetic word lists are arranged so that patterns of the same type are taught close together. Focusing on a series of patterns that are similar, one after another, helps students see the connections among phonogram patterns and allows them 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 skills to several different levels in the same classroom or even with the same student. Teach the patterns in the order that they appear in this book. These are the types of words that are taught.

1. Short vowel words, including words with beginning and ending consonant blends. When a single vowel appears in a closed syllable (the vowel is followed by one or more consonants) it usually represents its short vowel sound.
2. Words with consonant digraphs, including sh, th, wh, ch, ng, and nk.
3. Words with vowel pairs that represent long vowel sounds (ai, ee, oa, ue, ie, o_e, e_e).
4. A few vowel-consonant-consonant patterns that represent the long vowel sound (find, right, troll, yolk).
5. Words with “odd o” patterns: oi, oy, ou, ow, oo, ould, and ought. These patterns must be memorized.
6. Words with open syllables. A syllable with a single vowel at the end is called an open syllable. Vowels at the end of open syllables usually represent their long vowel sounds: he, go, I, o-pen, ra-ven, ze-ro.
7. Two-syllable words with unaccented syllables that have the schwa sound
8. Words with silent e syllables: lit-tle, ap-ple.
9. Words with soft c and g sounds, as in cent, city, cycle, gem, giant, and gym.
10. Words with “bossy r” patterns ar, er, ir, or, ur, wor, ear, and our.
11. Words with single dotted vowels or vowel patterns that include dotted vowel sounds (säw, bäll, tö, püsh, skä, fillët). The two dots mean “not the regular sound.”
12. Words with vowel patterns that represent more than one sound (eat/head/steak, home/love).

13. Consonant patterns with silent letters (knob, wren, straight).
14. “Umbrella” vowels that represent the short u sound (a/what, a/across, a/panda, o/son, o_e/love, ou/country).

You will have students read words with the same pattern they learned during the spelling dictation period. If students spelled words with more than one new pattern, they should read words with all of the same patterns.

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.

Other Phonetic 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 or _ze may be used to represent that sound. Sample words include lease, house, pause, moose, noise, horse, verse, and freeze. These patterns make 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, as in who, whom, and whole.

Decoding Mixed Lists Of Words From The Board

After students read the list of words for the new phonetic pattern or syllable pattern, have students read a list of twelve to sixteen words from a chalkboard, whiteboard, or chart. Write the words on the board ahead of time. For this exercise, choose word with various phonetic patterns that have been taught, including the new pattern. Have students take turns coming to the board to read the words. Students should mark the words as described in the section *How To Mark The Words During The Dictation Period* on page 224, say the vowel sound, and then read the word. After all the words have been read, have the class re-read them in unison.

Supplementary Instructional Strategies To Support Decoding

Depending on the age and previous amount of instruction, some students will need preparatory instruction before they read the words from the book. Some students may be older but still have difficulty with decoding in general. The exercises, described below, can be done before students read the words in the book. This will help to ensure success.

1. **Color-Coded Word Cards** - This works well in small groups. Using markers, write new phonetic words on white, unlined 4 x 6 inch index cards. Show each card one at a time and have students take turns reading the words. Students get to hold any cards that they read correctly. Note: Use a black marker to write the words in all black print or, if desired, write the vowels using colored markers. This will make the vowel pattern stand out in the word and make it easier for students to read. See the color-coding chart at the end of this book.
2. **Picture/Word Cards** - This works well in small groups. You will need to print a set of picture/word cards for the new pattern from the website at www.soundcityreading.net on letter sized cardstock. Each PDF file will make four identical sets of cards, which can be used in four different classrooms. Print the words on one side of the sheets, then turn the stack over and feed them through the printer again to print the pictures on the back. Cut the stack into four sets of cards. To use the cards, show one word at a time. Students take turns reading the words. After a word is read, turn the card over so that students can see the picture. Students get to hold the words they read correctly.
3. **Play The Robot Game** - This activity works well with the whole class, sitting together on the floor in front of a pocket chart. It develops phonemic awareness skills which prepare students to read a new set of phonetic words. All students, especially those who are having difficulty decoding, benefit from this sequence. Combine the color-coded word cards and the picture cards for the new pattern in a pocket chart. Put the word cards in a group and the picture cards in a separate group, so that all of the cards can be seen. Explain that you will play a game in which you say the sounds for each word separately, like a robot. To begin, say the individual sounds for one of the words, pausing briefly between each sound. Call on a student to find the picture that matches the sounds and say the name of the picture normally, without the pauses. Repeat the separate sounds for the same picture again, like a robot, and call on a student to find the word card that matches the picture. Have the student read the word normally, without pausing, and place the picture and word card together on the chart. Continue in the same way until all the pictures and words have been found and placed together.
4. **Purchase a package of white letter sized (or legal sized) card stock.** Use markers to write a list of about six or seven of the new phonetic words

in a column on a sheet of card stock, using large print. Color-code the vowels using the color-coding chart at the end of this book. This will make it easier for students to see and recognize the vowel pattern.

5. To develop fluency, have students read all of the words with the new phonetic pattern from the *Color-Coded Phonetic Lists* book. It includes both rhyming and body-coda (same beginning sounds) lists for each pattern. The vowels are color-coded. Students who are studying short vowel can read from the *Color-Coded Short Vowel Lists* book. Reading both rhyming and body-coda lists helps students begin to put the sounds together in words more easily.
6. Do the Letter Connections activity with the whole group or small groups. Students practice sliding together just two sounds, instead of trying to decode whole words. The teacher moves a vowel card down a column of consonants. Students say each letter combination aloud. For example, students might read ab, ac, ad, af, ag, and so on. Or they might read bee, dee, fee, gee, hee, and so on. Since this exercise does not create real words, the sound combinations are called silly sounds. Students who are having a lot of trouble sticking several sounds together to read a whole word often have trouble putting together just two sounds. However, daily practice over a period of time will allow students to master this skill and go on to regular words.

Ideas To Help Student Decode The Words In This Book

The strategies listed below could be used on a regular basis with all of the word lists, a used with occasionally with sets of words that are more difficult to read, especially words with complex syllable structures or words with less common patterns. Looking closely at word structure while also thinking about the meanings of words helps students read new words. Use any of the following ideas to enhance student learning.

1. Students use a colored pencil to highlight the vowel or a specific consonant pattern in each word, saying the sound each time they mark. They should mark all the words with the new pattern. Students do not read the words in this step; they just find the pattern, highlight it, and say the sound. When everyone is finished go back and take turns reading the words.
2. The teacher reads each word first 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 have students say the word while clapping the syllables. Call on a student to explain the syllable patterns and where to divide between the syllables. Students draw a line between the syllables in their books and mark any part of the word as needed.
4. After students take turns reading the words, have the group reread the words in unison.
5. After reading a set of words, play a guessing game. Students look at the list of

words in either the first or the second column. The teacher gives a clue about the meaning of a particular word. A student has to find the correct word, point to it, and read it aloud. For example, for the wr word list, the teacher might ask students to find a word that names a part of your body (wrist), a tool (wrench), a small bird (wren), or extreme anger (wrath), and so on.

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. 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.

It will be helpful to do the syllable awareness exercises at the beginning of this book. After students have learned to segment words by saying their individual sounds, they may have difficulty understanding that syllables are rhythmic speech units, usually clusters of sounds, instead of individual sounds. The syllable exercises help them to understand the difference.

Sight Word Review

After reading a new set of phonetic words, show any new sight word cards related to the pattern. These were introduced in the dictation period. Remind students that these words are not pronounced as expected. Have students read the new words aloud.

Reading The Phonetic Stories

After teaching several sets of words you will come to a phonetic story. The words in these stories contain only the phonetic patterns and sight words that have been taught. The first stories are very short and they become longer as new patterns are learned. When students read the stories they are applying the new phonetic patterns in a meaningful context.

After students read short vowel words and words which introduce beginning and ending consonant blends, they will read a few illustrated sentences instead of a story.

Beginning readers and students who need to build word recognition skills and fluency should read all of the practice stories. Repeated reading is helpful. You may want to use these strategies to prepare students to read a new story.

1. Read the story aloud to the students. Ask the students questions about the story.
2. Read the story again, but this time read one sentence or paragraph at a time and have students echo read each part of the story back to you, in unison. They

will need to have their books, and should track the words as they listen and read.

3. Divide the class in half. Assign the first half to read a page, and then have the second half read the next page, reading aloud, in unison. Continue in the same way throughout the story.

More advanced students should read alternate material at their current reading level with the teacher. You may want to use the practice stories with advanced students as dictation exercises. Or you could have them use *Know The Phonetic Code, No Stories*. It contains all of the same pages for studying phonetic words, but does not contain the practice stories.

Listening To Literature

The teacher should read aloud to the students every day, using high quality children's literature, non-fiction books related to science and social studies topics, and poetry. Students cannot be expected to make good progress in reading and writing unless they are listening to the teacher read aloud daily. Students will develop vital comprehension skills, a large vocabulary, an understanding of sentence structure, and a concept of story structure.

Independent Work

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

1. Reread the words with a partner.
2. Write selected words in alphabetical order.
3. 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.).
4. Copy and illustrate one or more of the words.
5. 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.)
6. Write sentences with one or more of the words.
7. Write definitions for some of the words.
8. 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 a page 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 book, they should copy it into their journal. They can also continue to fill in extra words for patterns on the previous pages.

Extra Practice And Assessment

Two workbooks are available that provide practice reading new phonetic words. On the first page for each pattern, students read a list of words and draw a line to the matching picture. On the second page, students read the same words and copy them under the correct picture. For extra challenge, students can cover the words on the second page with an index card and spell the words on their own.

Short comprehension tests are available for many of the practice stories. Students select multiple choice answers related to the story. Student also answer simple questions by writing short answers in complete sentences.

Decoding tests are available for most of the phonics patterns. Students look at a number of pictures on a page. There is a list of words beside each picture. Students fill in bubbles to show the correct word for each picture.

Know The Phonetic Code - Lesson Outline

Overview

- A. A new letter pattern or syllable pattern is introduced daily.
- B. Students write any new and review letter patterns and selected words with those patterns during the dictation period.
- C. Students read the word list with the new letter pattern in this book.
- D. Students read phonetic practice stories in this book or other stories at their reading level.

1.	Introduce a new phonogram pattern or syllable pattern.
2.	Sound Charts - Students say new and review phonogram sounds in unison.
3.	Sound Cards - Students say new and review phonogram sounds in unison.
4.	<p>Handwriting (Use this section when teaching or reviewing manuscript or cursive handwriting.)</p> <ul style="list-style-type: none"> a. Introduce new letters b. Practice previous letters c. When teaching cursive handwriting, teach students how to make letter connections.
5.	<p>Dictation</p> <ul style="list-style-type: none"> a. Letter dictation (Students write the letter and say the sounds) b. Phonogram dictation (Students write the pattern and say the sounds) c. Dictate new phonetic words (Students segment the sounds as they write.) d. Model words with suffixes or model contractions, as needed for students to write. e. Introduce new sight words as needed. Students say the word, copy it, and write it from memory. Dictate review sight words, as needed. Students read all of the sight words that have been taught from flashcards, in unison. f. Dictate one or more sentences using phonetic words and sight words from this lesson. Students listen and write.
6.	<p>Decoding</p> <ul style="list-style-type: none"> a. Students read a word list from this book, applying the new pattern to decode the words. b. Students mark and read mixed word lists from a white board or chalk board.
7.	<p>Reading And Responding To Stories</p> <ul style="list-style-type: none"> a. Students read the phonetic stories whenever they reach them in this book. b. Students who are able should read and respond to stories at their reading level under the guidance of the teacher. c. All students should hear the teacher read higher level selections aloud each day.

Short Vowels Rhyming Lists, Same Beginning Sound Lists, Sentences		
	Short A Words	Sight Words
Rhyming Lists	_ab, _ad, _ag, _am	
	_an, _ap, _at, _ass	
	_ax, _as, _al, _ak, _aff, _azz	
Same Beginning Sound Lists	h_, s_, m_, c_, z_, v_, w_	
	p_, l_, t_, f_, r_, y_, g_, a_	
	n_, b_, d_, j_	
Sentences	Nan has a fan. A man has a van. Sam has a gap. A man ran a lap. A man has an ax. Pam has a pan.	A, a, as, has
	Max can wag. A rat was fat. Sam has a bass. A man has a map. Nan was at a lab. Jan had a nap.	A, a, was
	A ram ran. Pat was at bat. Dan has a cat. A bag has a tag.	A, a, was
Suffix _s With Nouns	cats, hats, caps, bags, pals, maps	
Suffix _s With Verbs	taps, wags, adds, bats, dabs, nags	
	Short O Words	Sight Words
Rhyming Lists	_ob, _od, _og, _op	
	_ot, _oss, _ox, _on, _om, _off, _oll	
Same Beginning Sound Lists	d_, l_, t_, c_, h_, f_, n_, g_	
	r_, p_, b_, o_, m_, j_, w_	
Sentences	A cat sat on a mat. A hat was on a cat. Nan can hop on a box. Mom has a box. Tom has a pot. Mom can mop.	
	A pot was hot. Matt sat on top. Bob has a box. A dot was on a pot. A dog got on a log. A fox got on a box.	
	A log can rot. A dog was hot. A mad cat sat on a rat. Tom can jog. A cat sat on a van.	
Suffix _s With Nouns	pots, cobs, mops, dolls, logs, dots	
Suffix _s With Verbs	jogs, hops, nods, pops, sob, rots	
	Short I Words	Sight Words
Rhyming Lists	_ib, _id, _ig, _ill, _ix, _iff	
	_im, _in, _ip, _it, _iss, _is	
Same Beginning Sound Lists	f_, h_, l_, m_, qu_, w_	
	r_, i_, s_, d_, b_, g_, v_, y_	
	k_, p_, j_, n_, t_, z_	
Sentences	Will I win? A cat is in a box. I will mix it. Liz will miss him. Nan is ill. Max will wax his van.	is, his, I
	Jim will zip it. I am six. Jill will miss it. It is his bib. Kim hid. Ron hit him.	is, his, I

Short Vowels Rhyming Lists, Same Beginning Sound Lists		
	Short I Words - Continued	Sight Words
Sentences	A dog bit him. It is his cat. A lid is on a pan. Bill did his job.	is, his, I
	It is his pig. Bob will fix it. Did Tim dig it? I will fill it.	is, his, I
Suffix _s With Nouns	kids, hills, pigs, pins, kits, pills	
Suffix _s With Verbs	sits, wins, fills, zips, hits, digs	
	Short U Words	
Rhyming Lists	_ug, _un, _ull, _ut, _up, _utt	
	_ub, _ud, _uff, _um, _ux, _uzz, _uss, _us	
Same Beginning Sound Lists	b_, c_, g_, h_, y_, f_, l_, t_	
	m_, r_, p_, d_, j_, u_, n_, s_	
Sentences	I will run. I will huff and puff! Mom will fuss at us. Jon is in a hut. It has fuzz. Nan has a muff.	
	A bug is on a rug. It is dull. Kim can cut. Bill has a tux. Gus is on a bus.	
	Jill runs up a hill. Mud is on a pig. A mug is hot. A pup is up. A man dug up a jug.	
	Sam got a pup. It is a mutt. Jim is in his tub. It can run. Mom cut it.	
Suffix _s With Nouns	rugs, nuts, cups, tubs, bugs, cuffs	
Suffix _s With Verbs	runs, cuts, hums, rubs, hugs, tugs	
	Short E Words	
Rhyming Lists	_et, _ed, _ell, _eg	
	_en, _ess, _ex, _ez, _ep, _em, _eb	
Same Beginning Sound Lists	b_, m_, l_, y_, f_, d_, j_, k_	
	p_, w_, e_, t_, s_, n_, v_, h_, g_, r_, qu_, z_	
Sentences	Tom has less. Jan is a vet. A web is on a bell. Ed fed Ned. Pam got wet. A cat is on a keg.	
	Ned fed his dog. Meg will sell a fan. A dog gets wet. Jeff gets on a jet. I will pet his cat. Ted has a net.	
	It is a big mess. Rob is in bed. I will get it. Sam gets a fish.	
	Ed fell. Ed will yell. Ben will not get wet. A beg fell. Meg will tell Bess.	
Suffix _s With Nouns	beds, pens, nets, webs, eggs, bells	
Suffix _s With Verbs	sells, pets, yells, begs, tells, gets	
	Suffix Study	
Suffix _'s	Dan's cat, Bob's box, Meg's dog, Ed's job, A cat's mat	

Phonetic Words And Stories - Book 1 Basic Vowel Patterns, Consonant Digraphs, Consonant Blends					
	Intro Sound Story Part 2	Phonogram Patterns	Consonant Blends, Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1	(Review Sd Story Part 1)	Short a, e, i, o, u	Closed Syllables		
2	sh	sh/ship			
3		o/son a/what		Suffix _s with nouns	
4	ē, ō	e/me o/go	Open syllables ī, ē, and ō	Questions / Statements	<i>A Fish</i>
5	th, th	th/thumb th/this		Phrases with "the"	<i>I Wish</i>
6			ast, amp, ask, and, aft		<i>Go Fish</i>
7			ilk, ift, ist, isk, ind		
8		or/horse		Suffix _s with verbs	<i>This Is For...</i>
9			ond, oft, omp, olf, ost, ōst		
10		ck/Jack			<i>Rick and Jack</i>
11			ump, unt, ulb, ust, usk		
12	ö	ö/to _ve/give			<i>A Duck</i>
13	ā		est, ent, end, elp, elt, elf, esk, ext, ept Open syllable ā		<i>Jump</i>
14	ch	ch/chicken			
15			st, sc, sk, sp, sm, sn, squ, sw, tw, dw		
16		tch/match			
17		nch/bench			<i>On A Bench</i>
18			fl, cl, sl, bl, pl, gl, spl		
19		wh/when wh/who		Sentences with <i>what</i>	<i>Who Is This?</i>
20			pr, br, dr, spr, str, fr, tr, gr, cr, scr		<i>A Man</i> <i>A Chicken</i>
21	ng	ng/ring	rob-in, chil-dren	Contractions with <i>is</i> #1	<i>In The Spring</i>
22	ū	nk/wink	Open syllable ū		<i>Get A Drink</i>
23	oi, oy	PREVIEW oi/oil oy/boy			
24	ou, ow	PREVIEW ou/ouch ow/cow			
25	ü	PREVIEW u/push			
26	ä, vision	PREVIEW a/all			

Phonetic Words And Stories - Book 1

Basic Vowel Patterns, Consonant Digraphs, Consonant Blends

	New Sight Words	New phonetic words in <i>Phonetic Words And Stories</i> books are shown. (<i>Basic Phonics Patterns</i> and <i>Know The Phonetic Code</i> books have expanded word lists.)	Compound Words, Antonyms, Synonyms, Homonyms
1	Review: A, a, is, his, as, has, I	ax, ill, off, egg, us, fin, ran, cut, ten, box	off-on, ill-well
2		ship, shop, shot, shell, shut, fish, dish, cash, mash, rush	sunfish
3	was, of	son, won, ton, of, from, front, oven, was, what	sun/son
4		I, hi, he, she, we, me, be, go, no, so, yo-yo	yes-no
5	both, the	thin, thud, thumb, Beth, Seth, bath, math, path, moth, with this, that, them, then	bathtub
6		fast, last, raft, hand, sand, land, lamp, camp, mask, ask	
7		fist, list, mist, milk, silk, gift, lift, risk, disk, wind	
8		or, for, corn, horse (torn, horn)	forget, forgot, popcorn
9	most, post, wolf	pond, fond, soft, romp, golf, cost, lost, most, post, ghost	
10		rock, sock, back, sack, duck, luck, neck, peck, kick, sick backpack, front-back, horseback	
11		jump, dump, pump, punt, bulb, must, dust, gust, dusk, tusk	
12	two	to, do, two, into, onto give, live, have, move	into, onto, to-from
13		nest, held, tent, send, help, melt, self, desk, next, wept	
14		chick, chin, chill, chimp, chips, chess, check, chest, chop, chum	
15		spill, snap, skip, smell, stop, squid, scab, swim, dwell, twig	stop-go, chopsticks
16	rich, much, such	match, hatch, patch, catch, batch, pitch, ditch, Dutch, fetch, notch	matchbox
17		lunch, bunch, munch, punch, bench, wrench, ranch, inch, finch, pinch	lunchbox
18		flag, flip, plug, clock, cliff, block, sled, glass, split, splash	
19	which, what who, whom, whose	when, what, whip, which, whisk, whiz, whiff, whippet who, whom, whose	
20		press, frog, brush, crab, grill, truck, drop, sprig, strap, scrub	grandson
21		sang, rang, wing, king, bring, spring, strong, long, stung, hung	
22	truth	bank, thank, wink, think, drink, honk, junk, skunk, trunk, chunk	
23		oil, boil, soil, coin, join, point boy, toy, joy, soy	
24		out, loud, shout, couch, mouth cow, bow, down, town, owl	cowboy, downtown
25		put, push, bush, pull, full, bull	input, output
26		all, call, ball, tall, wall, fall, hall, mall	

Phonetic Words And Stories - Book 2 - Long Vowels				
	Phonogram Patterns	Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1		mit-ten		
2		rib-bon		
3		bas-ket		
4		cab-in, wag-on		
5		lit-tle	Sentences	
6	ee/feet			
7	e_e/these			<i>Eve Gets A Pet</i>
8	ei/weird ey/key			
9	ea/eat			
10	ea/head			<i>A Trip To The Beach</i>
11	ai/rain			
12	ay/play			
13	a_e/safe			<i>Kay</i>
14	i_e pine			
15	ie/pie			
16	igh/night			
17	ind/find ild/child			<i>Mike</i>
			_es after s, z, x, sh, ch, tch	
			Contractions with not, #1, isn't, won't, don't	<i>The Pet Shop</i>
18	y/puppy			
19	y/my			<i>My Puppy</i>

Phonetic Words And Stories - Book 2 - Long Vowels

	New Sight Words	New Phonetic Words	Compound Words, Antonyms, Synonyms, Homonyms
1		mitten, kitten, muffin, puppet, rabbit, basset, bonnet, bobbin, hidden, tennis	
2		basket, picnic, cactus, hotdog, zigzag, napkin, helmet, upset, fabric, album	
3		cabin, seven, robin, exit, closet, present, wagon, lemon, petal, salad	
4		button, cotton, gallon, cannon, ribbon, lesson, gallop, ballot, summon, bottom	
5	people	little, twinkle, bubble, puzzle, apple, candle, uncle, ruffle, giggle, people	
6	been	see, seed, feet, deer, tree, three, sheep, green, sleep, street	
7	where, there, were	here, Pete, these, Eve, grebe, Steve, scene, where, there	we/wee
8		weird, seize, key, valley, trolley, donkey, chimney, honey, money, monkey	
9		eat, meat, ear, year, read, beak, beach, leaf, least, team	teacup, beech/beach, seem/seam, teem/team, reed/read, meet/meat, see/sea, here/hear, most-least
10		head, lead, dead, bread, spread, thread, sweat, wealth, health, deaf	read/red, lead/led
11	said	sail, tail, nail, snail, hair, chair, wait, rain, train, paint	mailbox
12	says	pay, hay, day, say, lay, way, play, gray, tray, spray	runway, stairway, today, maybe
13		lake, bake, save, cave, game, tape, vase, gate, skate, plane	pancake, became, daycare, milkshake, playmate, wake-sleep, give-take, plane/plain, pale/pail, pain/pane, sale/sail, male/mail
14		nine, line, five, fire, dime, time, bike, ride, slide, smile	sideways, daytime, fireman, sunshine, inside, beside
15	friend	tie, pie, lie, die, cries, flies, fries, friend	friendship, necktie, pie/pi
16		night, fight, light, right, tight, bright, flight, frighten, high, knight	sunlight, nightlight, tonight, nighttime, night-day, left-right, night/knight, high/hi, headlight
17	children	find, blind, grind, hind, kind, behind, remind, child, wild, mild	hindsight, behind, grandchild
	won't, don't	isn't, didn't, haven't, hasn't hadn't, can't, wasn't, won't, don't	
18	any, many, busy, only	bunny, puppy, happy, daddy, penny, jelly, holly, silly, candy, windy	anytime, anywhere, anybody, happy-sad
19		my, by, fry, cry, fly, sky, spy, dry, why, shy	myself, wet-dry

How To Fill In The Dictation Outline - VERSION 1 (EASIEST To Plan)

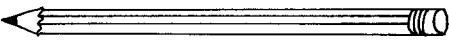
Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters to dictate</u> . Choose 13 alphabet letters one day, and choose the remaining 13 letters the following day. Rotate between the two lists from day to day.
9.	Fill in the <u>phonogram patterns</u> section. Choose the new pattern and the five most recent patterns taught. Add any older patterns that you want to review.
10.	Fill in the <u>beginning consonant blends</u> section. List the blends on a rotating basis, as shown. Monday: st, sp, sm, sn, sc, sk, sw, squ. Tuesday: pr, tr, br, cr, dr. Wednesday: fr, gr, scr, spr, str. Thursday: cl, fl, gl, pl, sl, bl, spl. Friday: sw, tw, dw, (shr, thr, phr, phl). Dictate the patterns in parentheses <u>after</u> the consonant digraph patterns have been taught.

How To Fill In The Dictation Outline - VERSION 2 (EASIEST For The Students)

Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen. See the sample outlines for the the ee pattern and silent e syllables to see how a typical outline will look when completed.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters</u> section. To do this you will need to look at all of the words that will be written during the lesson. List the letters needed to spell these words.
9.	Fill in the <u>phonogram patterns</u> section. Look at all of the words that will be written during the lesson. List any multi-letter vowel patterns (ai, ow, ey, ur, ould) and consonant patterns (sh, th, nk, ng, wr, tch). Also list any single vowels that are not short vowels (ā, ē, ī, ō, ū, ä, ë, ï, ö, ü).
10.	Fill in the <u>consonant blends</u> section. List any beginning blends used in any of the words. Include digraph blends if needed (thr, shr, phr, phl).



New Phonetic Pattern Or Syllable Pattern _____

Letters _____

Phonogram Patterns _____

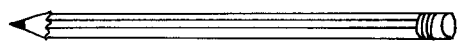
Beginning Consonant Blends _____

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Other Phonetic Words To Dictate

_____	_____
_____	_____
_____	_____
_____	_____

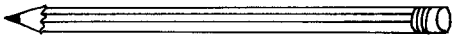


Sight Words

Suffixes

Contractions

Sentence



New Phonetic Pattern Or Syllable Pattern ee

Letters s e w k f t d r g h H c l p q u n i

Phonogram Patterns ee, ē, sh, th, ch

Beginning Consonant Blends gr, tr, thr, sl

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

see

tree

week

three

feet

cheek

deer

sleep

green

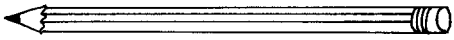
queen

Other Phonetic Words To Dictate

he

He

ship



Sight Words

Suffixes

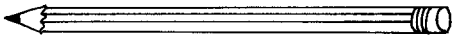
sees

ships

Contractions

Sentence

He sees three ships.



New Phonetic Pattern Or Syllable Pattern Silent E Syllables

Letters p u z l e s a d i t c n w k h m b r o g J P

Phonogram Patterns ö, th

Beginning Consonant Blends tw, scr

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

puz zle

sad dle

lit tle

ap ple

tus sle

can dle

twi nle

thim ble

scram ble

dim ple

Other Phonetic Words To Dictate

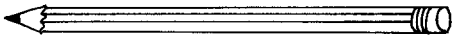
Jill

Pam

got

and

into



Sight Words

a

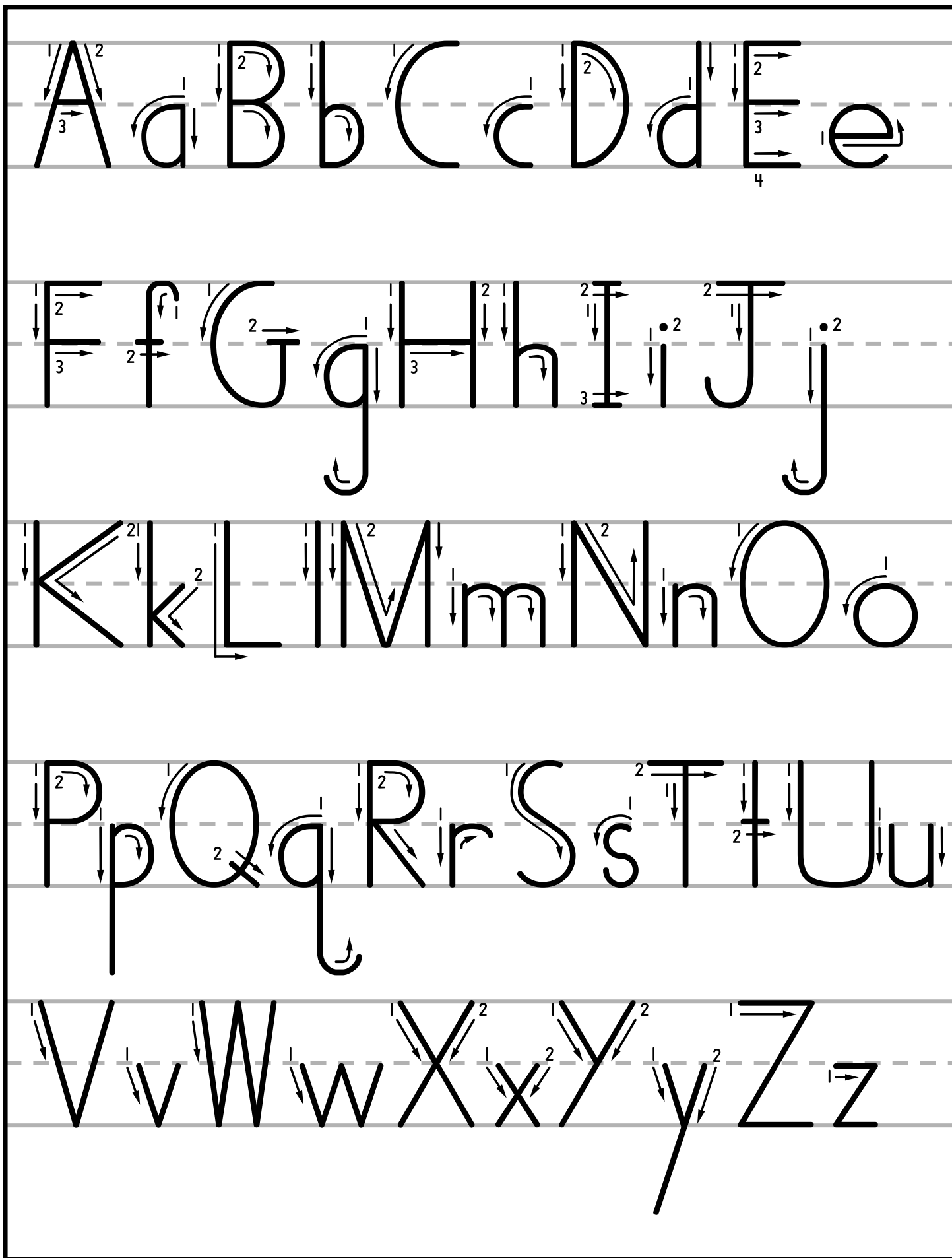
people

Suffixes

Contractions

Sentence

Jill and Pam got into a tussle.



Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

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

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

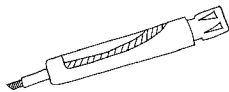
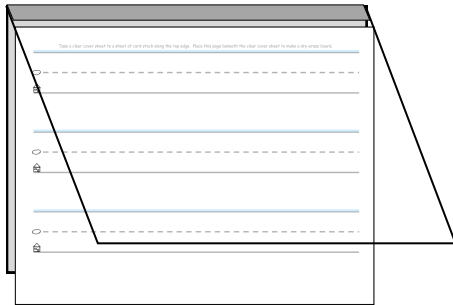
Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

How To Make A Dry-Erase Frame



Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened.

Remove the page of blank lined paper from this book and place it under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

Students will be able to write on the clear cover sheet, using the lines as guides. They will be able to erase easily using a tissue or small piece of felt.

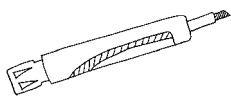
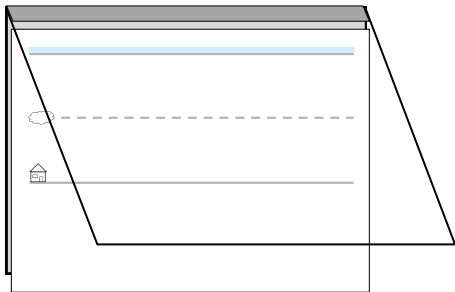
The largest lines work well when introducing or practicing new handwriting letters.

The other set of lines works well when writing letters and letter patterns or words from dictation.

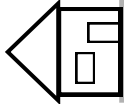
Dictate the sounds for the alphabet letters and the phonogram patterns that have been taught. Students repeat the sounds while writing the letters with a dry-erase marker.

Dictate new and review phonetic words and sight words. Students will be able to erase easily and try again if they make a mistake.

Students can hold up their frames so that you can check their work.



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Color-Coding Chart

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, happy	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet
ï	shield, pizza	dark green
o	ox, car, sorry, father	light orange
ō	go, horse, boat, toe, home, snow, four, gold, bolt, troll, yolk	dark orange
ö	to, moon, soup	dark blue
u	up, what, across, panda, son, love, country	light blue
ū	fruit, cue, cube, few, Europe	dark blue
ü	bush, book, should	olive green
oi	coin, boy	gold
ou	ouch, cow	brown
ir	bird, her, turtle, dollar, tractor, early, journal	gray
wor	worm	gray

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

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, OR Mixed Short Vowel Words And Sentences - 1st, OR Two-Page Short Vowel Words And Sentences

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 into 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 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, ending 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. Reading the word lists helps students build fluency when decoding words.