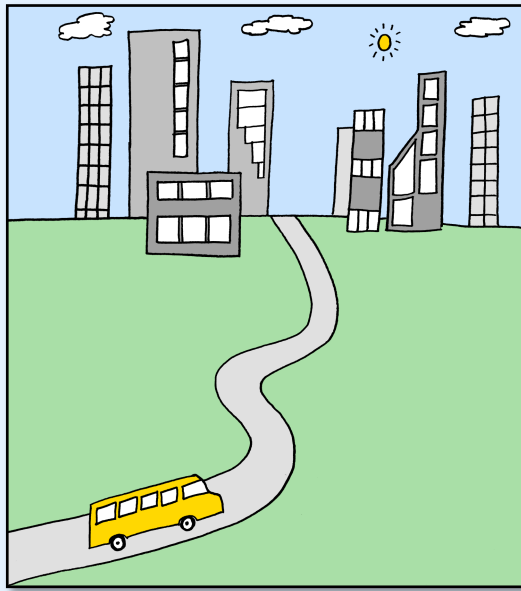


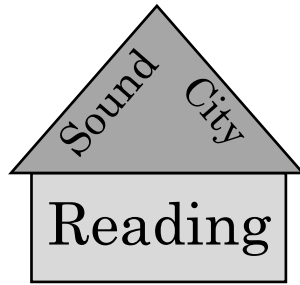
Know The Phonetic Code



Volume 2

Teaches The Skills In:

Phonetic Words And Stories, Books 3, 4, 5



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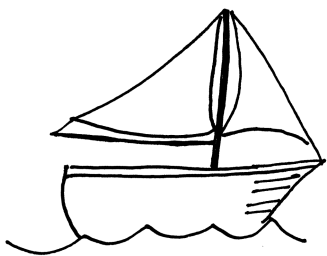
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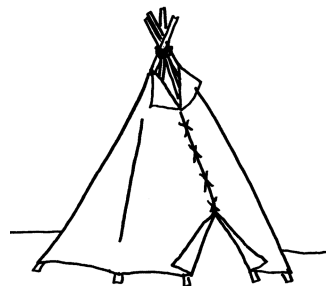
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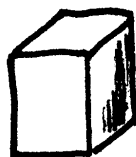
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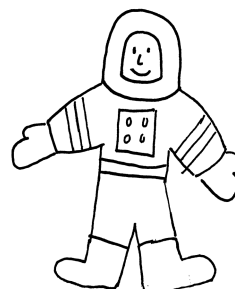
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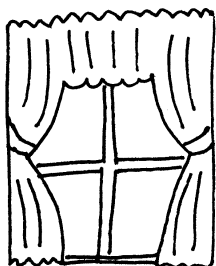
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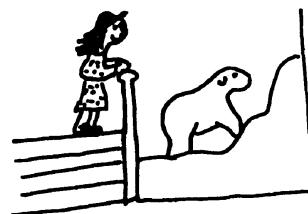
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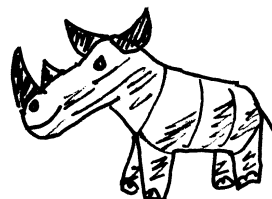
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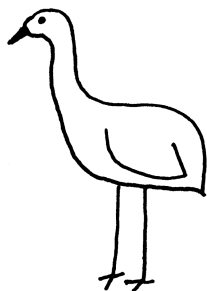


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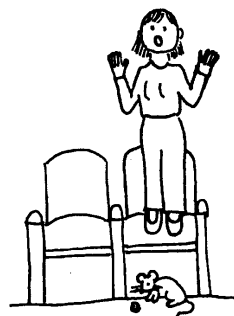


sail-boat, te-pee, cube, as-tro-naut, cur-tains, zoo, en-ve-lope, rhi-noc-er-os

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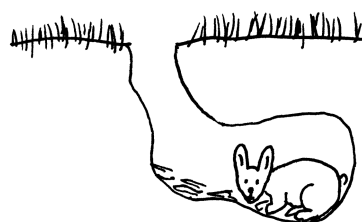
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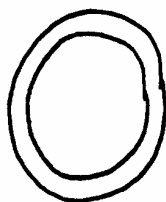
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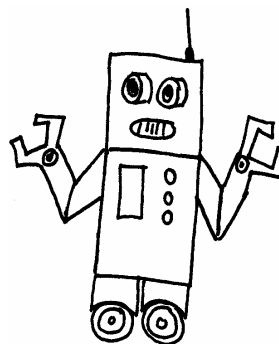
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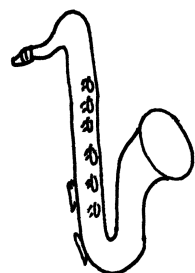
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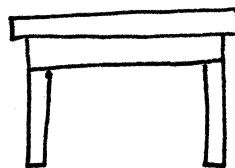


e-mu, ex-cla-ma-tion, fire, un-der-ground, ze-ro, ro-bot, sax-o-phone, car

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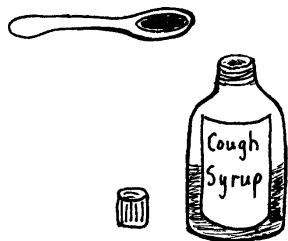
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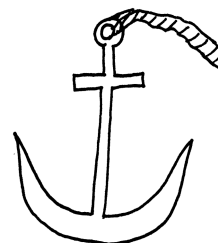
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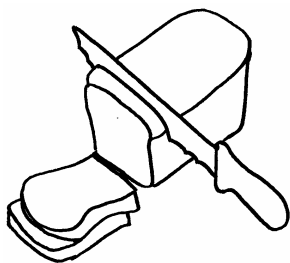


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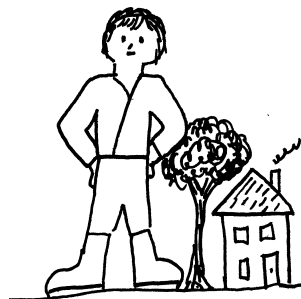


su-per-he-ro, ta-ble, neck-lace, flew, med-i-cine, ap-ple, book, an-chor

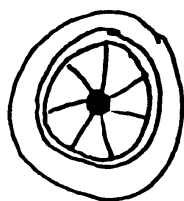
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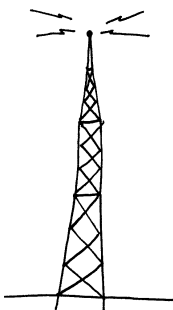
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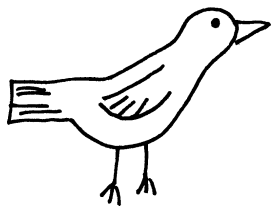
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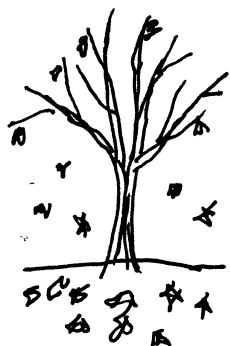


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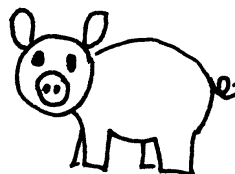


slice, gi-ant, wheel, um-brel-la, tow-er, gym-nas-tics, bird, shield

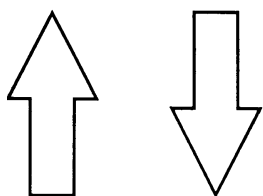
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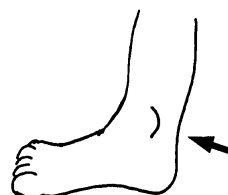
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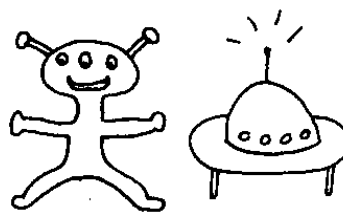
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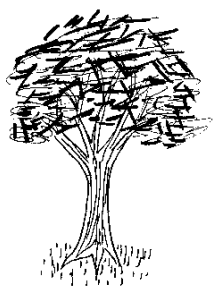
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au-tumn, pig, op-po-site, an-kle, jack-et, un-u-su-al, tree, ceil-ing

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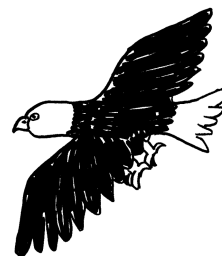
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rain, cow-boy, tooth-paste, dime, al-li-ga-tor, e-nor-mous, tea, ea-gle

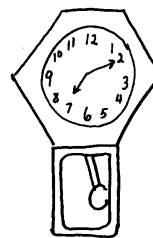
A Sound Story

About Audrey and Brad



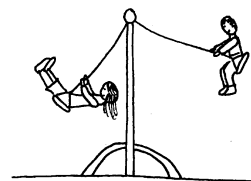
Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



T t

Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.” (i/in)



I i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, “h, h, h, h.”



H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. “Did you practice every day?” she said. “I did,” said Audrey quickly. Brad replied that he had practiced, too. (i/island)

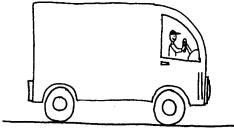




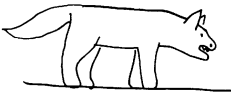


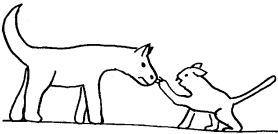
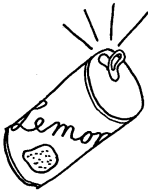
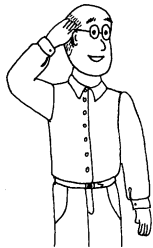
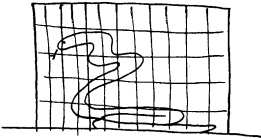

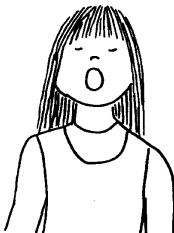
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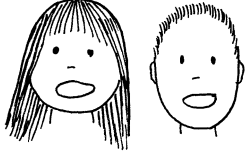
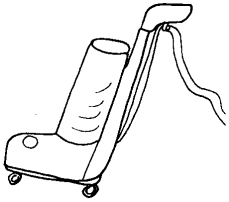

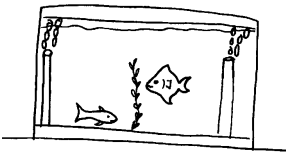
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”



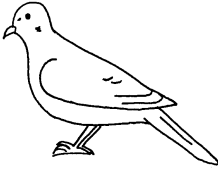
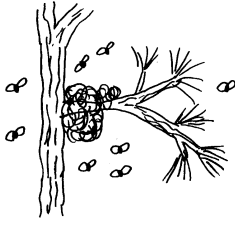
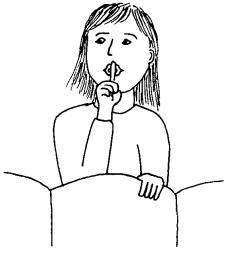



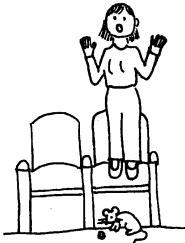
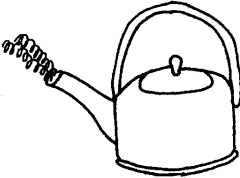


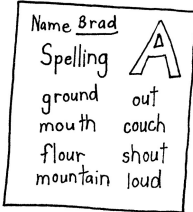

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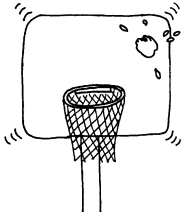
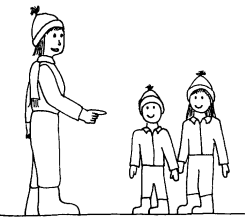
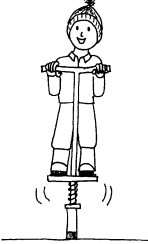
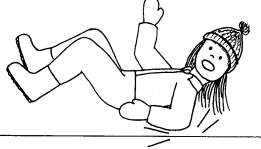
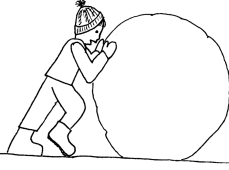
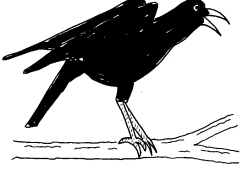
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

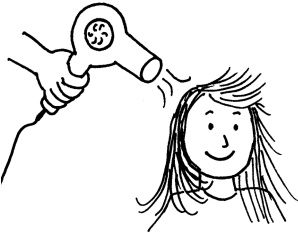
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>X x</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing 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>

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

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey's mother. “Certainly,” said her mother, as she stepped to the office counter. (k/kick)</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p>		<p>Y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>
<p>Part 2 - Beyond The Alphabet Sounds</p> <p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the 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. (e/emu)</p>		<p>e</p>

<p>At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse.</p> <p>(o/ocean)</p>		<p>ō</p>
<p>The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle.</p> <p>(th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Ttthhhh," 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>(o/to)</p>		<p>ö</p>
<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A.</p> <p>(a/apron)</p>		<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful.</p> <p>(ch/chicken)</p>		<p>ch</p>

<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. “Nnnnggg,” 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.” (u/uniform)</p>		<p>ū</p>
<p>“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down. (oi/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.” (u/bush)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw, aw” before he flew away. (a/all)</p>		<p>ä</p>

<p>Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)</p>	
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p> <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-two pictures. One of the things that makes it difficult to learn to read is that there are more sounds in our language than letters of the alphabet. To compensate for this, some letters are used to represent more than one sound. Other sounds are represented by pairs of letters that give up their original sound to form a totally new sound. It sounds complicated, but here is a short summary of the alphabet sounds. It's really not too hard. Think about how you form the sounds with your mouth as you pronounce each sound.</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 Story and Sound Overview Charts

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

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

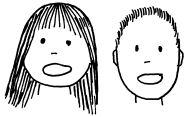
Sight Words

Review	is	his	as	has	A
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	Book 3 broad	
does	shoe	move	prove	lose	
gone	one	again	against	sure	
sew	Book 4 though	through	know	school	
poor	door	floor	half	calf	
although	Book 5 once	are	answer	very	
bury					

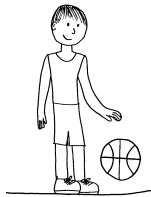
Sound Charts

Alphabet Sounds

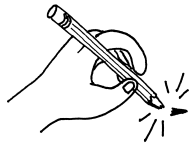
A a



B b



C c



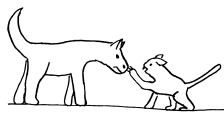
D d



E e



F f



G g



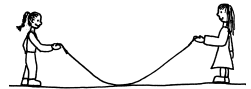
H h



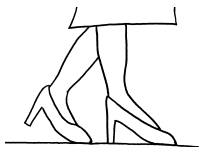
I i



J j



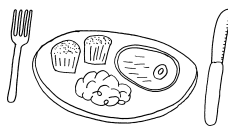
K k



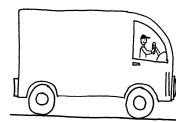
L l



M m



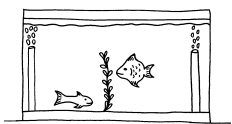
N n



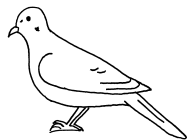
O o



P p



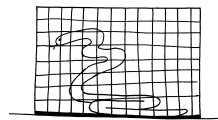
Qu qu



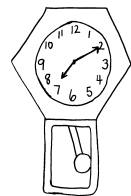
R r



S s



T t



U u



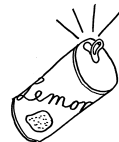
V v



W w



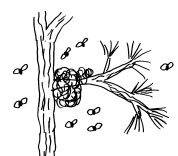
X x



Y y



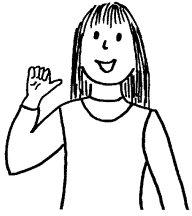
Z z



Say the sound for each letter.

"Beyond The Alphabet" Sounds

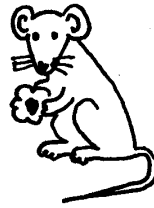
ī



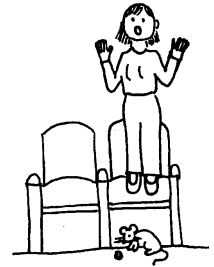
sh



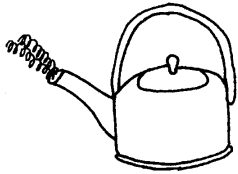
ē



ō



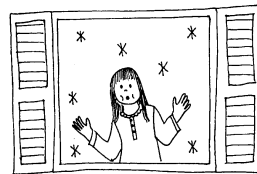
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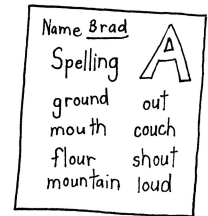
th



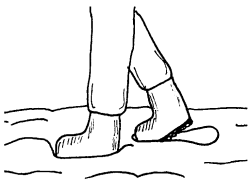
ö



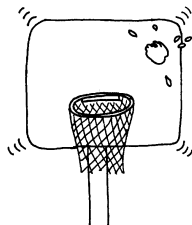
ā



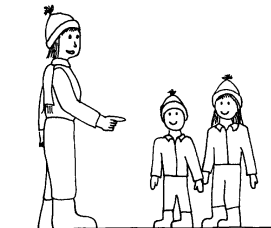
ch



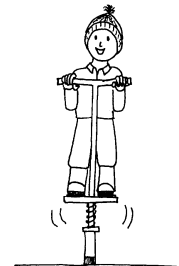
ng



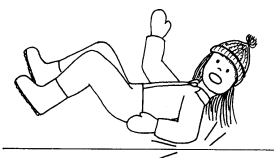
ū



oi oy



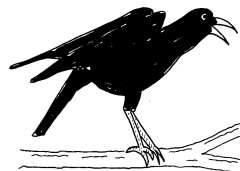
ou ow



ü



ä





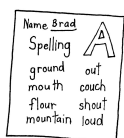
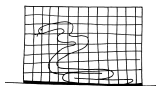








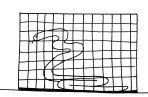
















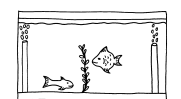









measure, vision,
azure, garage

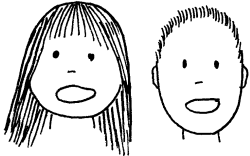
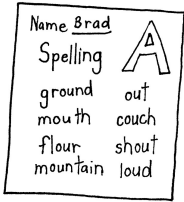
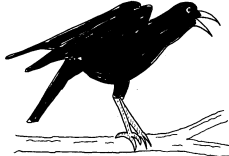
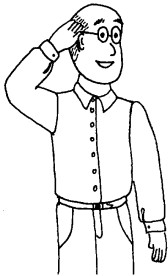
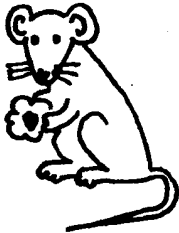
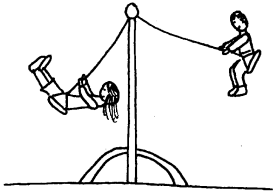
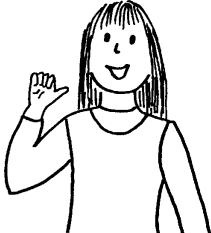
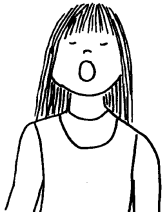
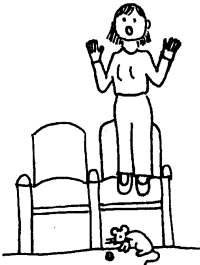


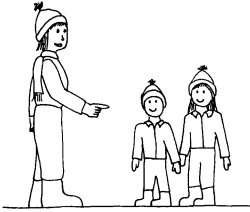
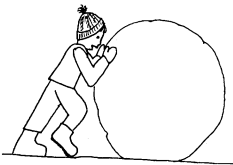


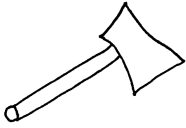

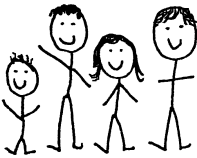
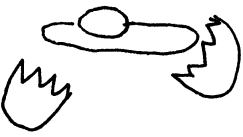
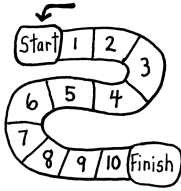


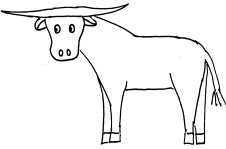
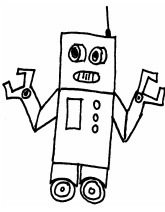

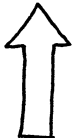


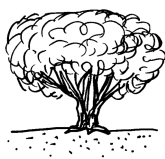
Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

Alphabet		Some letters can represent more than one sound.					
a		b		c		d	
ā				c			
ä							
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										g					
m				n				o				p			
								ō							
								ö							
v				w				x				y			
												y			
												y			
														z	
															

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

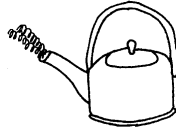
Short Vowels VC	Long Vowels CV	Dotted Vowels
<p>a</p>  <p>ax</p>	<p>ā</p>  <p>ra ven</p>	<p>ä</p>  <p>all</p>
<p>e</p>  <p>egg</p>	<p>ē</p>  <p>be gin</p>	
<p>i</p>  <p>in</p>	<p>ī</p>  <p>li lac</p>	
<p>o</p>  <p>ox</p>	<p>ō</p>  <p>ro bot</p>	<p>ö</p>  <p>to</p>
<p>u</p>  <p>up</p>	<p>ū</p> <p>tu lip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



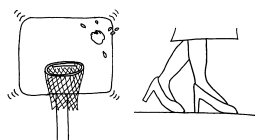
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



adage

edge

idge

odge

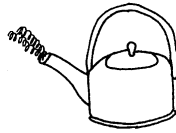
udage

Consonant Patterns

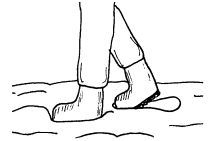
sh



th



ch



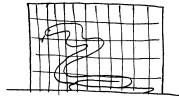
th



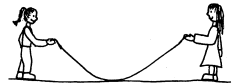
wh



ce



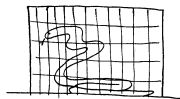
ge



wh



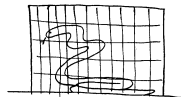
ci



gi



cy



gy



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



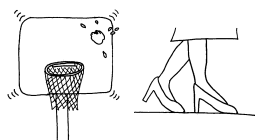
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



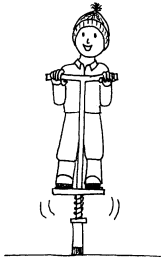
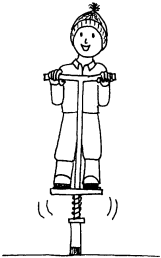
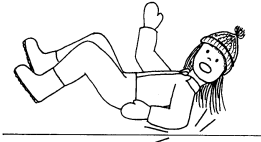
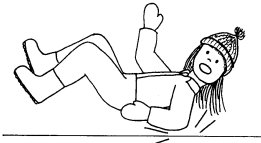
adage





edge

idge

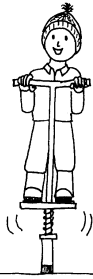
odge

udage

<p>oi</p>  <p>In the middle</p>	<p>oy</p>  <p>At the end</p>	<p>Odd O Patterns</p>
<p>ow</p> 		
<p>ou</p> 		
<p>Look at each pattern. Say the sound.</p> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p>		

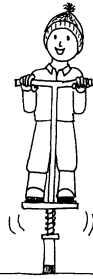
<p>oi</p>  <p>coin</p>	<p>oy</p>  <p>boy</p>	<p>Odd O Patterns</p>
<p>ow</p>  <p>cow</p>		
<p>ou</p>  <p>ouch</p>		
<p>Look at each pattern. Say the sound and key word.</p> <p>The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.</p>		

oi



In the middle

oy

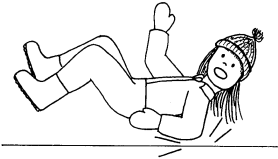


At the end

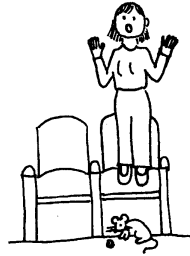
Odd O

Patterns

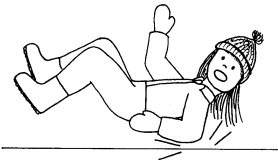
ow



ow



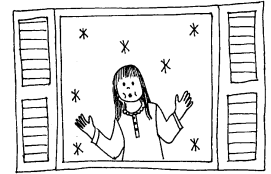
ou



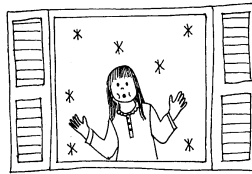
ou



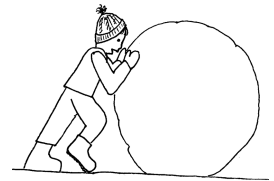
ou



oo



oo



Look at each pattern.
Say the sound.

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

ould



oi



coin

oy



boy

Odd O

Patterns

ow



cow

ow



snow

ou



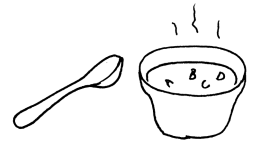
ouch

ou



four

ou



soup

oo



moon

oo



book

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

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

ould



should

Bossy R Pattern

ōr



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.

Say the sound for each pattern.

Umbrella Vowels



a



a _



_ a



o

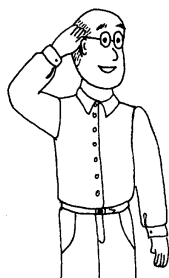


o _ e



Shady Short Vowels

ea

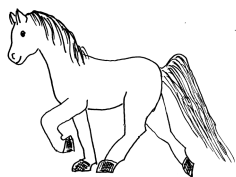


Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound for each pattern.

Bossy R Pattern

ōr



horse

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.

Say the sound and

Umbrella Vowels



a

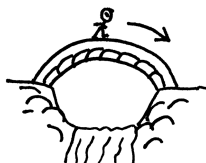
?



what



a _



across



_ a



panda



o



son



o _ e



love

Shady Short Vowels

ea



head

Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound and
keyword for each pattern.

Bossy R Pattern

ōr



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.

Say the sound for each pattern.

Umbrella Vowels



a



a _



_ a



o



o _ e

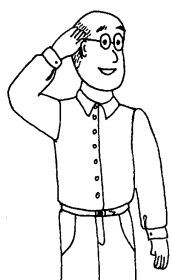


ou



Shady Short Vowels

ea

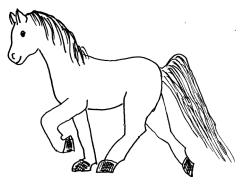


Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound for each pattern.

Bossy R Pattern

ōr



horse

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.

Say the sound and

Umbrella Vowels



a

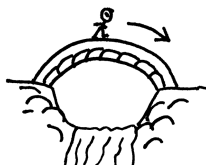
?



what



a _



across



_ a



panda



o



son



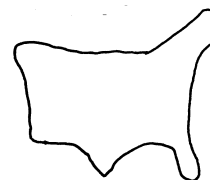
o _ e



love



ou



country

Shady Short Vowels

ea



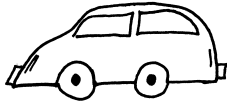
head

Shady short vowels will try to trick you. They don't have the sound you might expect.

Say the sound and
keyword for each pattern.

R-Controlled Vowels

ar



car

er



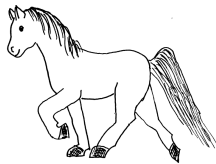
her

ir



bird

or



horse

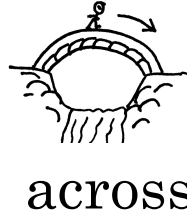
ur

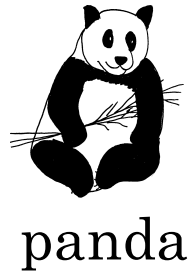


turtle


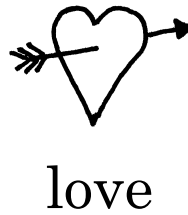
Umbrella Vowels

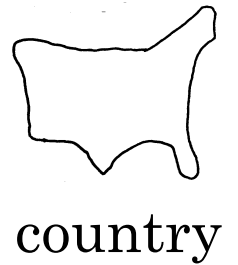

 a


 a _


 _ a


 o


 o _ e


 ou


Shady Short Vowels

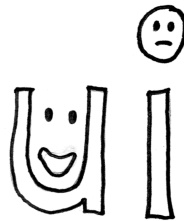
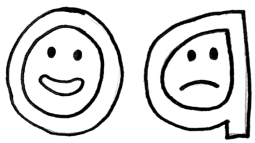
ea



head

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.



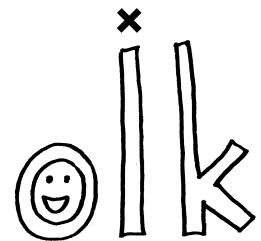
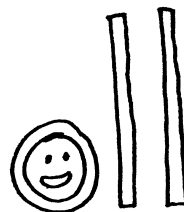
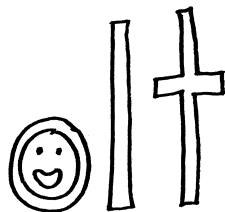
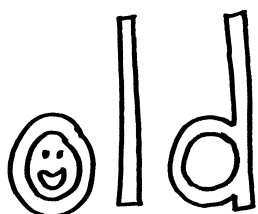
Split-Vowel Pair Introduction

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.



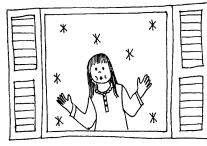
Follow The Leader Introduction

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.

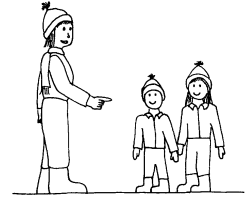


Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

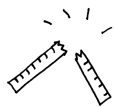
ow snow

o_e home

u_e flute

u_e cube

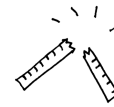
old gold



olt bolt

ew flew

oll troll

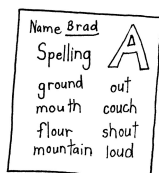
olk^{*} yolk

ew few

This pattern is a rule breaker because it starts with the letter e instead of u.

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

Explain that the top section of this chart shows vowel pairs (two vowels go walking), the middle part shows split-vowel pairs with a place for a consonant to squeeze in between the vowels (the consonant wants to go for a walk, too), and the bottom part shows “follow the leader” patterns (one vowel gets to be the leader and the consonants have to follow behind).

Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with all of the columns.

igh^x

night

ind

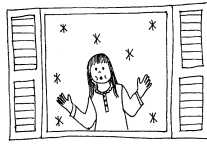
find

ild

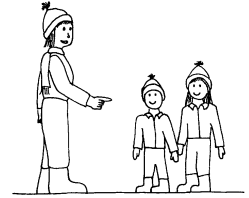
child

Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

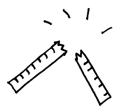
ow snow

o_e home

u_e flute

u_e cube

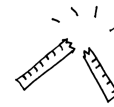
old gold



olt bolt







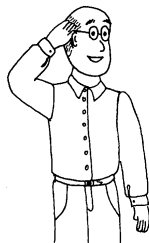

ew flew

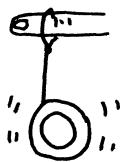


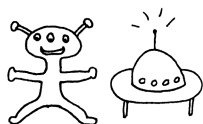




oll troll

olk^{*} yolk

ew few

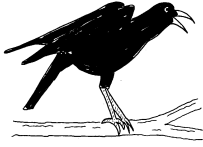
This pattern is a rule breaker because it starts with the letter e instead of u.

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		

Dotted Vowel Patterns

ä



aw saw

au Paul

all ball

al salt

alk talk

wa wasp

swa swan

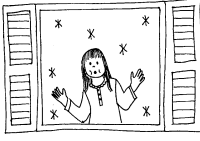
Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with the other columns.

The dotted ë pattern is taught in Book 6.

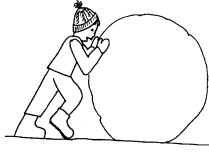
The dotted ï pattern is taught in Book 6.

Dotted Vowel Patterns

ö



ü



Odd O Patterns

ö

to

ü

bush

oi

coin

oo

moon

oo

book

oy

boy

ou

soup

ould

should

ow

cow

ow

snow

ou

ouch

ou

four

ou











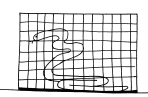



soup

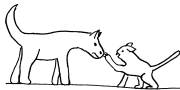




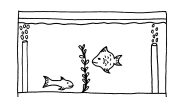


oo











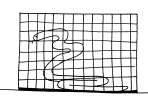



book


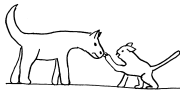





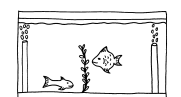





öö

moon


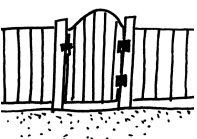
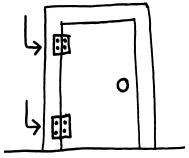


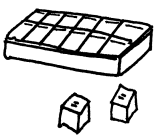
Alphabet		Some sounds can be shown in more than one way.							
a		b		c	 ck Jack	d			
i		j	 dge fudge	k	 ck Jack	l			
qu		r		s		t		u	  a what a_ across _a panda o son o_e love ou country

Alphabet		Some sounds can be shown in more than one way.		
e ea head	f 	g 	h wh who	
m 	n 	o 	p 	
v _ve give	w wh when	x 	y 	z s his

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

Alphabet		Some sounds can be shown in more than one way.		
<p>e</p>  <p>ea head</p>	<p>f</p> 	<p>g</p> 	<p>h</p>  <p>wh who</p>	
<p>m</p> 	<p>n</p> 	<p>o</p> 	<p>p</p> 	
<p>v</p>  <p>_ve give</p>	<p>w</p>  <p>wh when</p>	<p>x</p> 	<p>y</p> 	<p>z</p>  <p>s his</p> <p>_se cheese</p> <p>_ze freeze</p>

Ending Consonant Patterns With Silent Letters

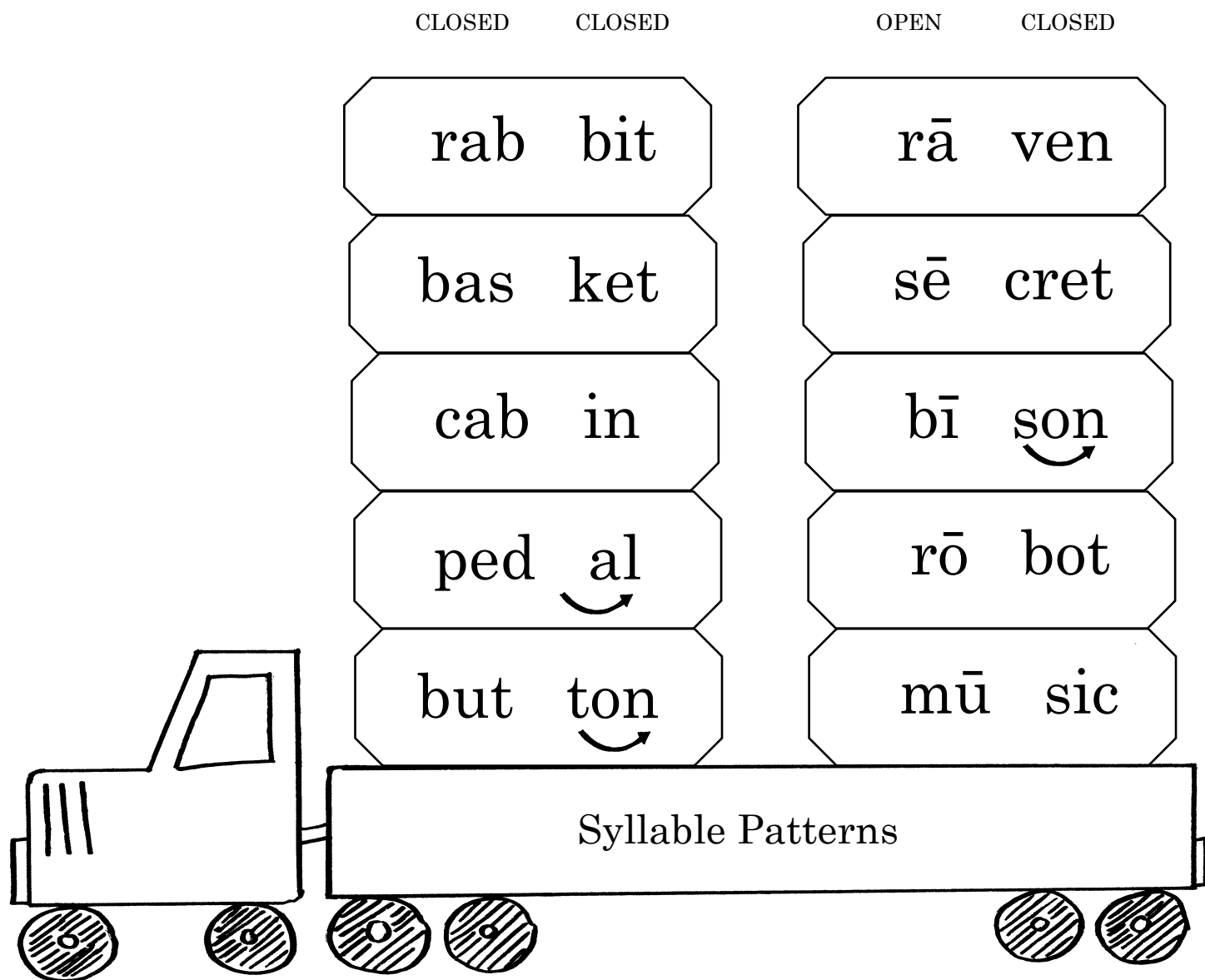
	_vĕ ^x	give			
	_cĕ ^x	fence			
	_gĕ ^x	hinge			
	_sĕ ^x	mouse			
	_sĕ ^x	cheese	<ul style="list-style-type: none"> The letter <i>v</i> is not used at the end of English words. Use the _ve pattern instead. The letter <i>s</i> is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. The _se and _ze patterns may be used at the end of a word to show the /z/ sound . The <i>e</i> is added after the <i>s</i> and the <i>z</i> to make it clear that there is no suffix _s at the end of the word. 		
	_zĕ ^x	freeze			

Syllable Patterns

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

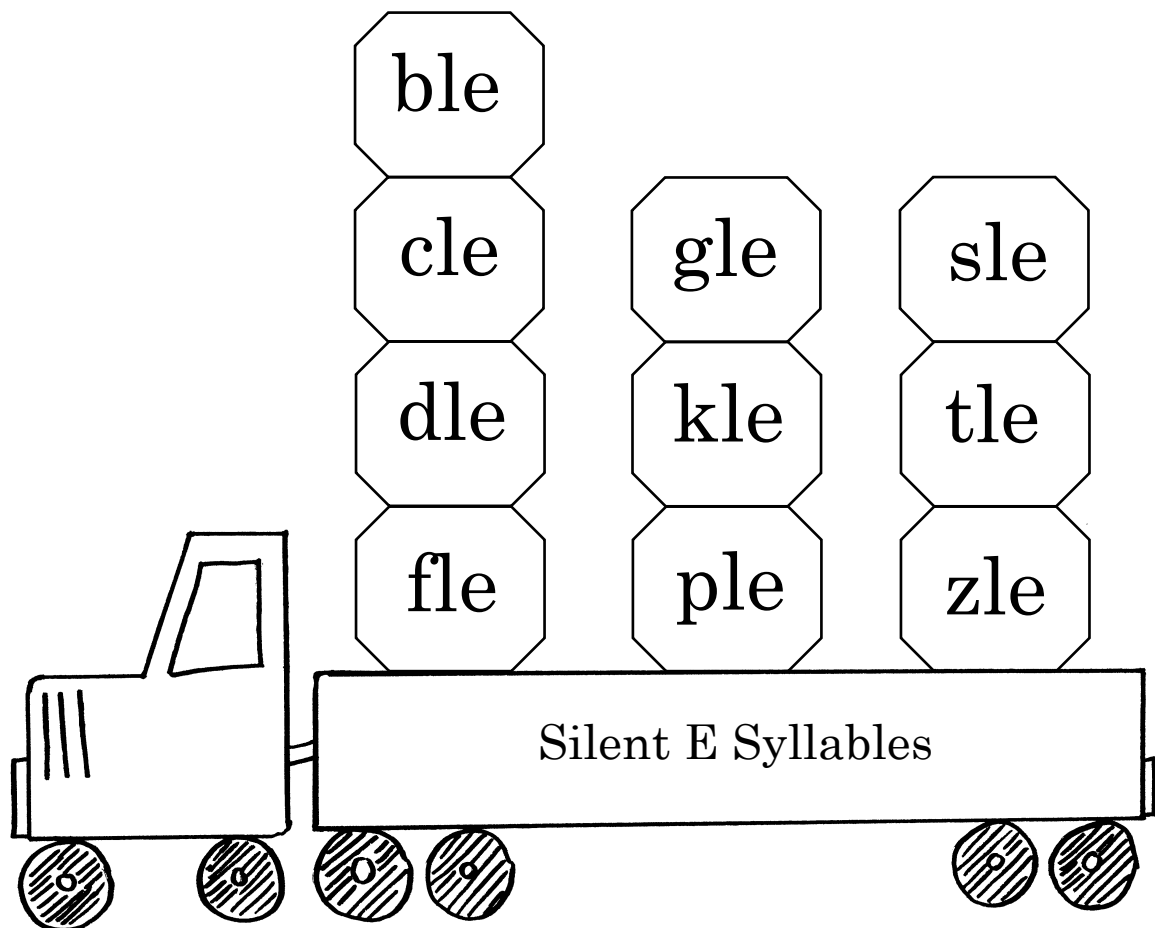
A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

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



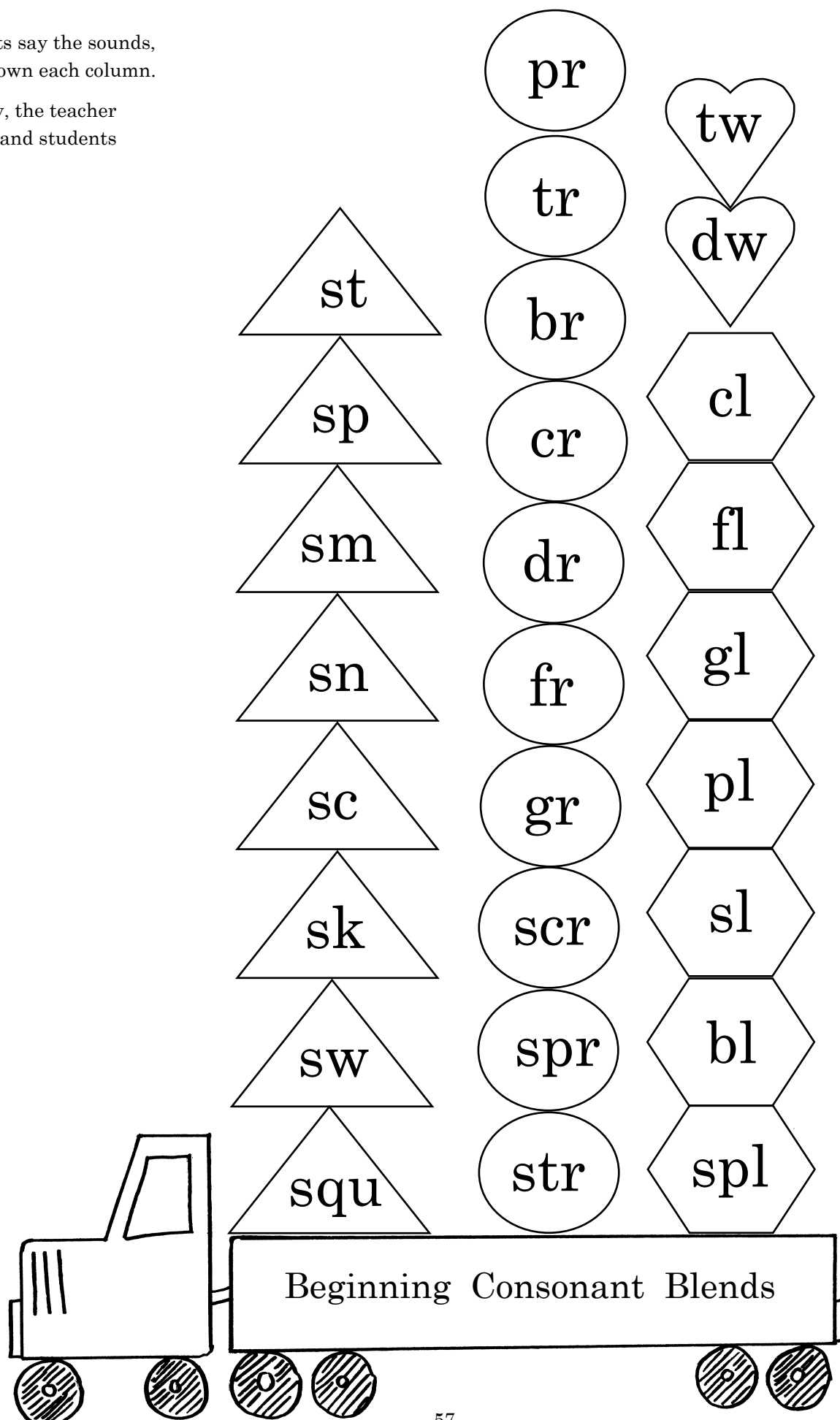
Silent E Syllables

Every syllable must contain at least one vowel, even if you can't hear it. Many words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.



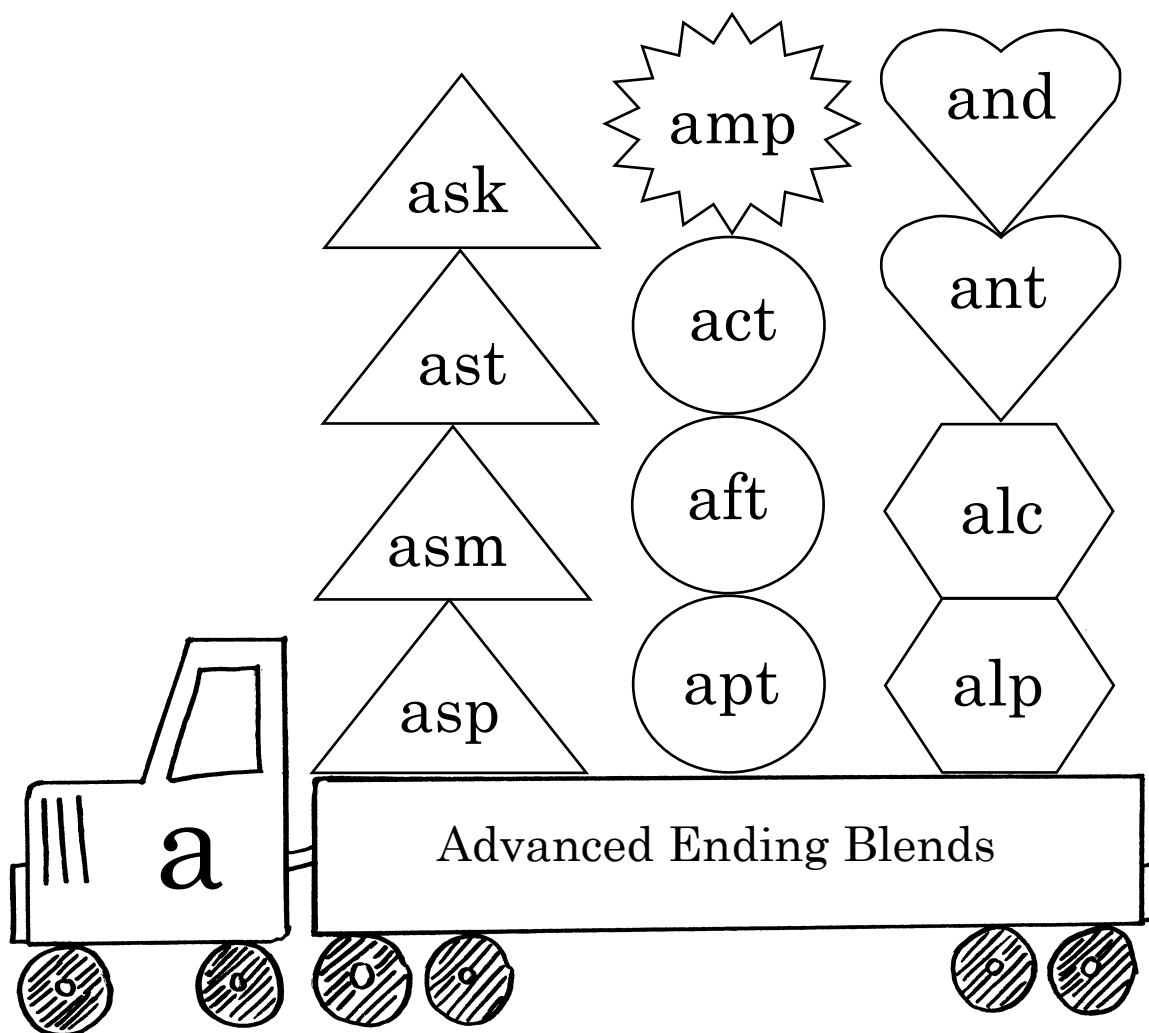
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



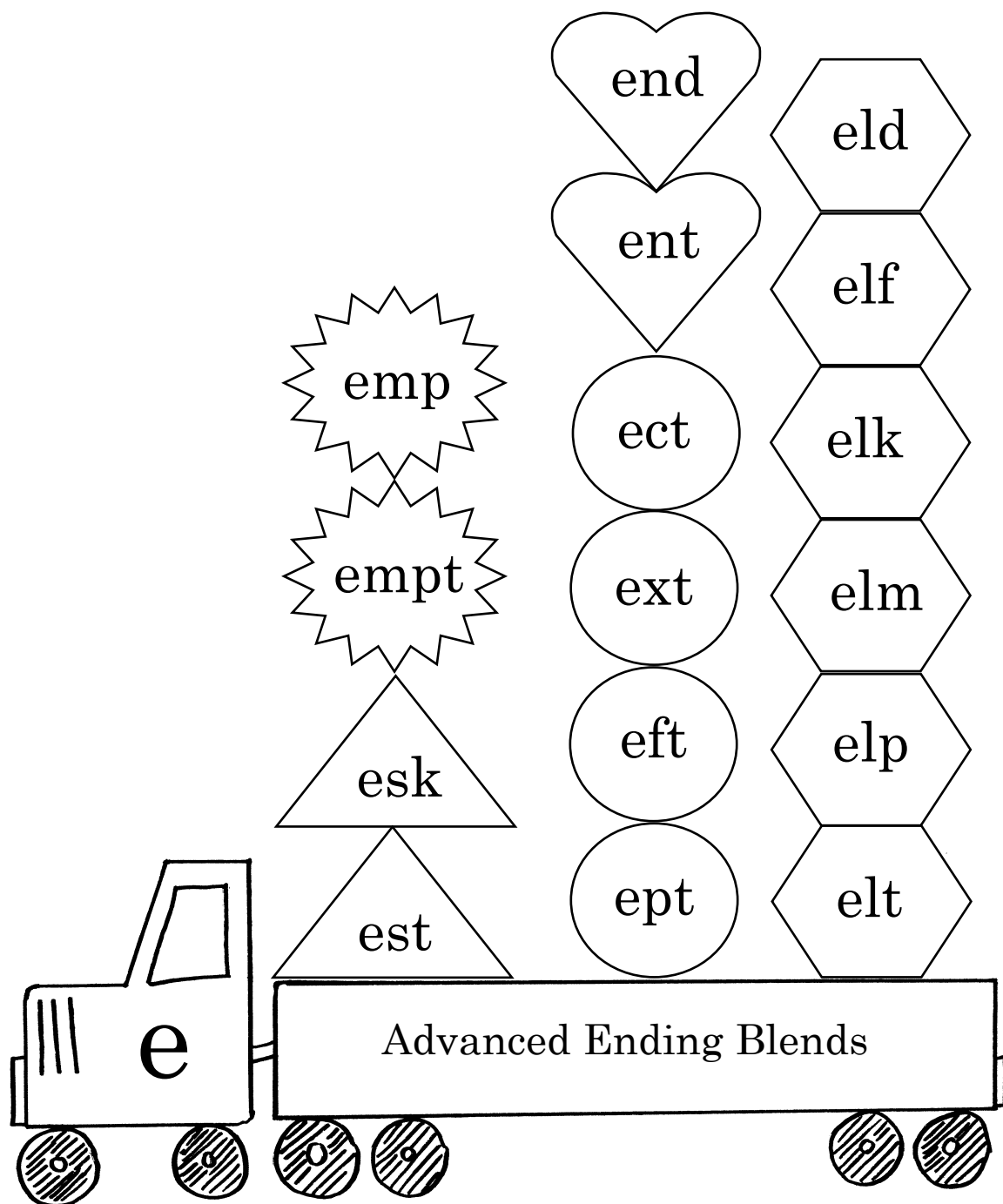
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



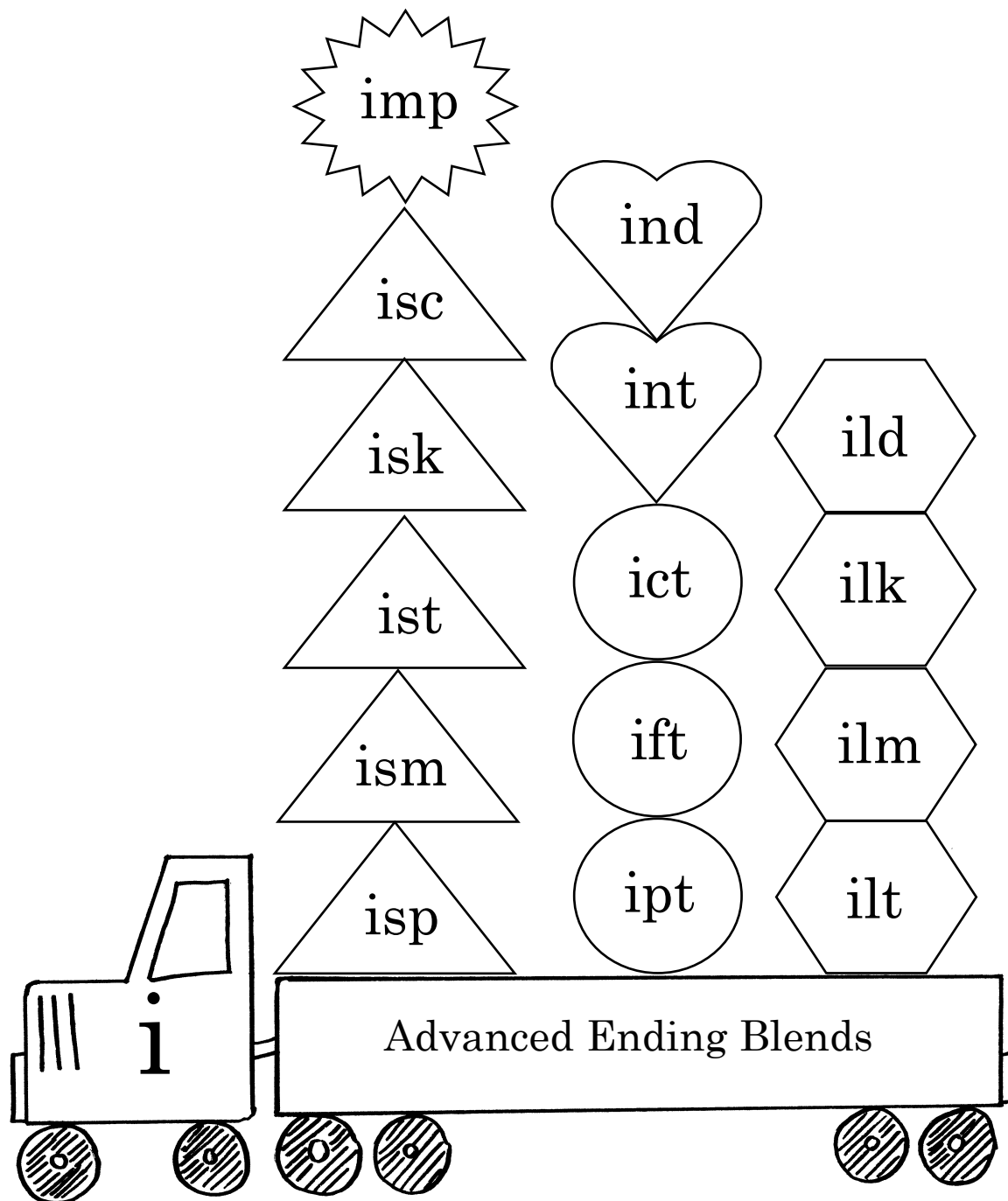
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



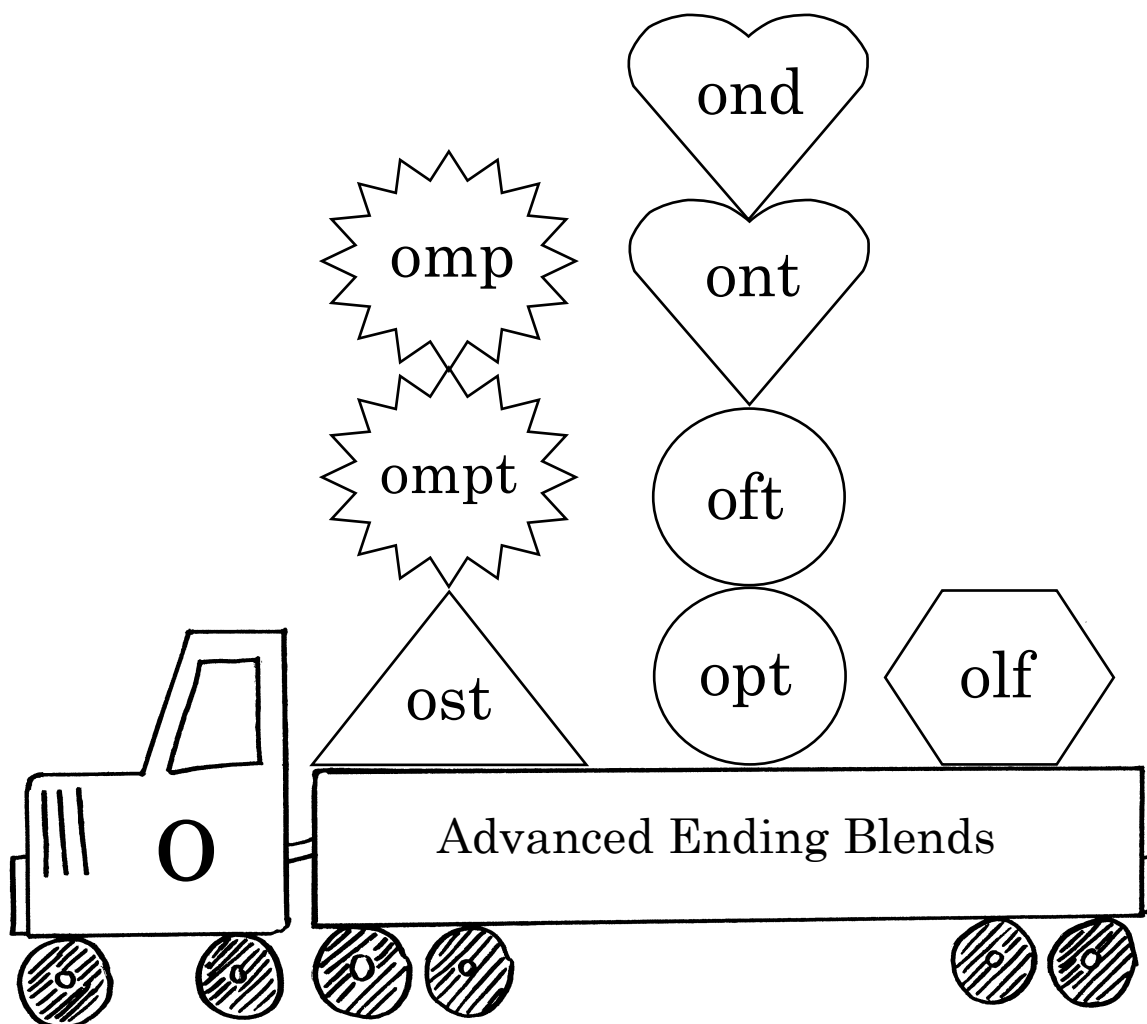
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



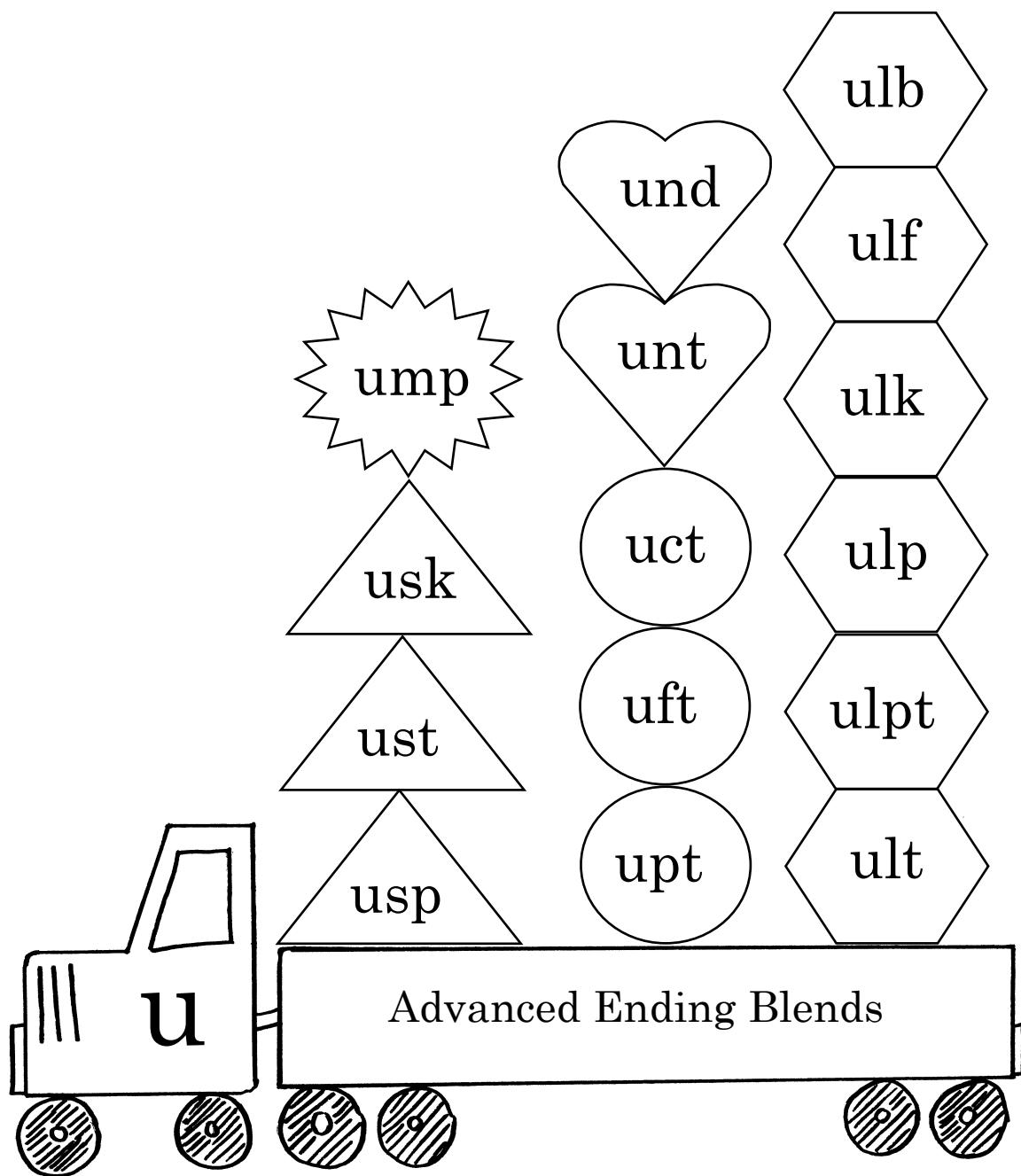
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.



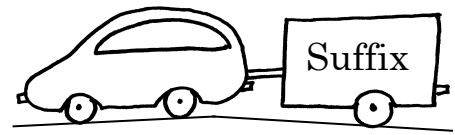
Students say the sounds,
going down each column.

Initially, the teacher
models and students
repeat.





Prefixes And



Students read the words on this chart as a review. Ask students to explain why each prefix or suffix is used. New prefixes and suffixes will be added to this chart as they are taught in the remaining Sound City Reading books.

cat
cats

run
runs

bus
buses

box
boxes

fizz
fizzes

wish
wishes

lunch
lunches

catch
catches

Ed's sled

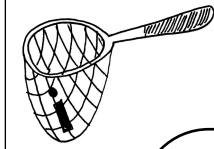
point
pointed

rain
rained

fix
fixed

jump
jumping

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

where is
where's

there is
there's

how is
how's

is not
isn't

did not
didn't

has not
hasn't

had not
hadn't

have not
haven't

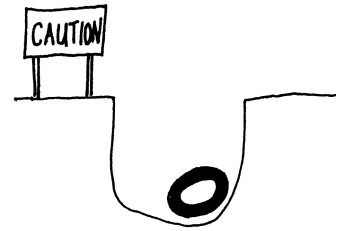
was not
wasn't

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 .

could not
couldn't

would not
wouldn't

should not
shouldn't

let us
let's

I am
I'm

Begin The Skills In *Phonetic Words And Stories, Book 3*

Sight Word: broad

oa

in the middle



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

boat

road

way

roadway

soap

road

side

roadside

toad

boat

load

boatload

coach

soap

suds

soapsuds

toast

coat

tail

coattail

board

coach

men

coachmen

throat

oat

meal

oatmeal

roar

peg

board

pegboard

coal

top

coat

topcoat

goat

tug

boat

tugboat

hoax

un

load

unload



°
broad

×
cupboard

pay

load

payload

oe

at the end



toe

tip

toe

tiptoe

Joe

al

oe

aloe

doe

ō

boe

oboe

woe

back

hoe

backhoe

hoe

toe

nail

toenail

roe

floe

sloe


goes

throes



 does

shöe


 canoe

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

o_e



home

bath

robe

bathrobe

nose

man

hole

manhole

more

flag

pole

flagpole

rope

tad

pole

tadpole

zone

ex

plore

explore

vote

ex

plode

explode

stove

ig

nore

ignore

whole

sup

pose

suppose

those

bē

fore

before

shore

grind

stone

grindstone

smoke



score

möve

gone

woke

pröve

froze

löse

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



o_e



love

in

come

income

dove

hand

some

handsome

glove

some

one

someone

some

some

where

somewhere

come

some

thing

something

none

some

time

sometime

done

bē

come

become



w



one

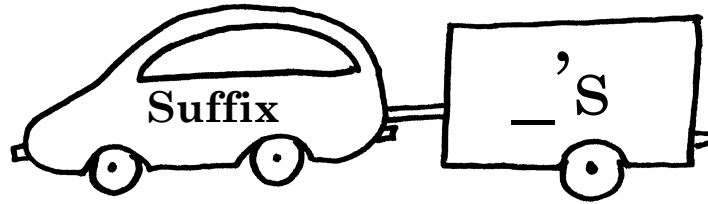
out

come

outcome

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

Add an _'s after a noun to show ownership.



Pat has a dog.

Pat's dog

Sam has a cat.

Sam's cat

Ed has a truck.

Ed's truck

Pam has a flag.

Pam's flag

Bob has a frog.

Bob's frog

Jan has a dress.

Jan's dress

Mom has a van

Mom's van

Ben has a rock.

Ben's rock

This mark ' is called an apostrophe.

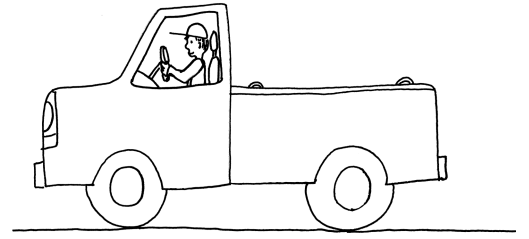
Use an 's at the end of a word to show that something belongs to someone.

Joe's Truck

This is Joe.

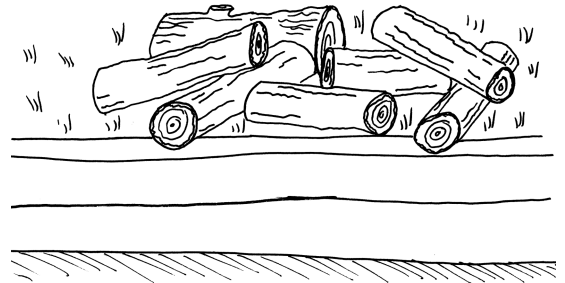
Joe has a big black truck.

Joe likes to drive his truck.



Joe sees some logs
at the side of the road.

Will Joe get the logs?



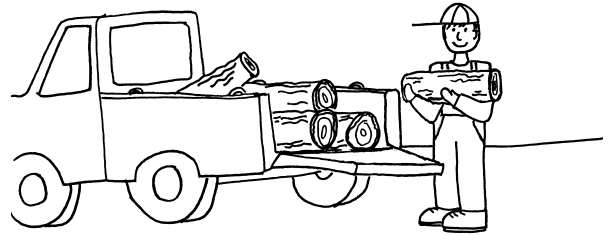
Joe stops to ask.

Can he have the logs?

Yes, he can have the logs.



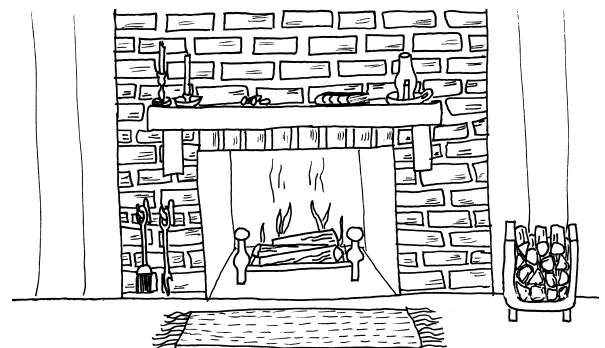
Joe loads the logs
onto his truck. He
takes the logs home.



Joe splits the logs
and piles them up.
Some day he will
make a fire with
the logs.



The logs will make
a fine, hot fire.



old



olt



oll

olk^x

gold

bolt

roll

yolk

bold

colt

boll

folk

cold

jolt

poll

folks

fold

molt

toll

hold

volt

troll

sold

dolt

scroll

told

stroll

scold

doll



gold

fish

goldfish

bed

roll

bedroll

rē

volt

revolt

kin

folk

kinfolk

roll

back

rollback

toll

gate

tollgate

These patterns are called "Follow The Leader" patterns. The vowel represents its long vowel sound. The consonants in the first three patterns are pronounced in the regular way. In the olk pattern, the letter l is not pronounced.



a _

“first syllable uh”



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



a

cross

across

a

long

along

as

sist

assist

ad

dress

address

a

sleep

asleep

a

lone

lone

a

way

away

a

fraid

afraid

a

live

alive

a

mong

among

a

gō

ago

a

gain



again

a

gainst


against



“last syllable uh”



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

pan

da 

panda

ex

tra

extra

com

ma

comma

tun

dra

tundra

vil

la

villa

yuc

ca

yucca

Chī

na

China

zē

bra

zebra

tū

na

tuna

tū

ba

tuba

sō

fa

sofa

tō

ga

toga

ī

dē

a

idea

ār

ē

a

area

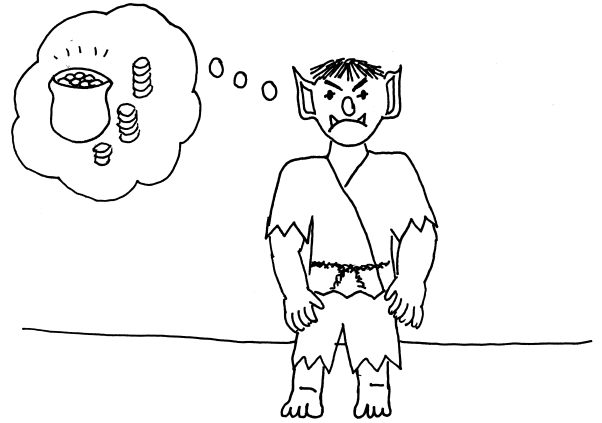
The Troll And The Gold

This is a troll.

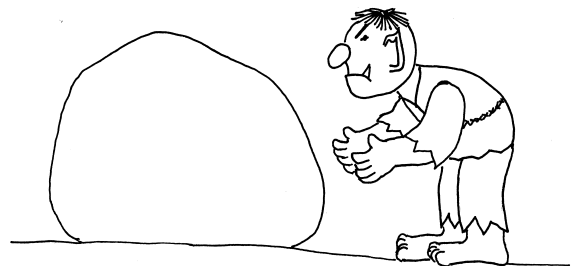
He is a bad troll.

He likes gold.

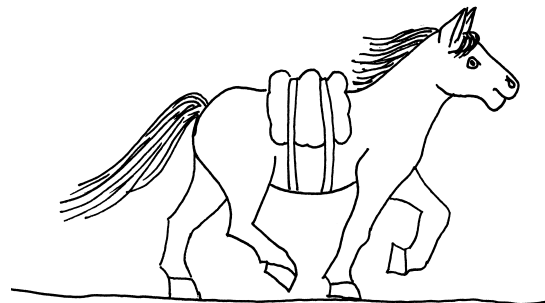
Will he get some gold?



The troll hides behind
a big stone at the side
of the road. He sees a
colt on the road. The
colt has some gold.



The gold is in a bag
on the colt's back.



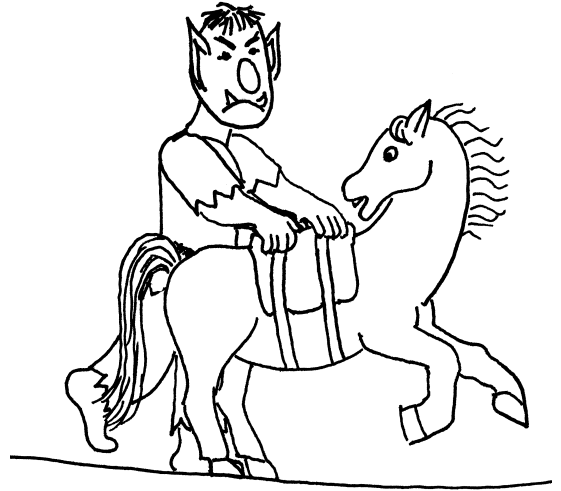
The troll sees the bag of gold.

Will the troll get the gold?

The bad troll jumps at the colt.

The troll grabs the bag of gold.

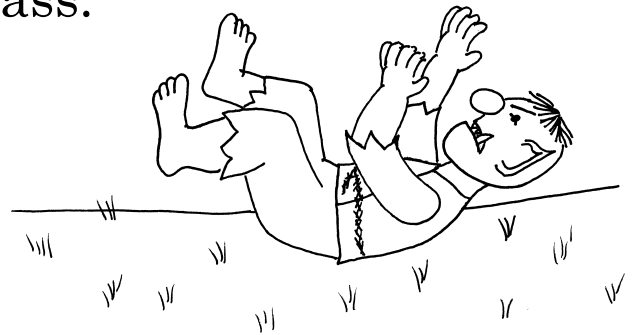
The colt does not like
the troll. He steps on
his toe. He bites the
troll with his teeth. He
kicks the troll with his feet.



The troll rolls in the grass.

He is mad.

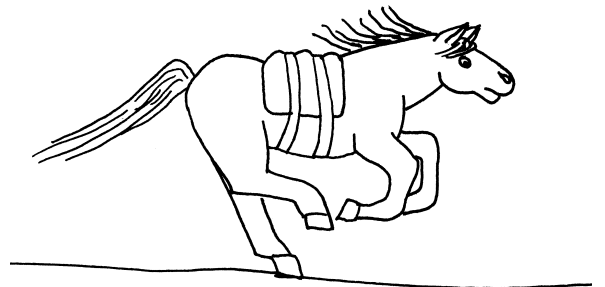
He cannot get the gold.



The colt runs away fast.

He does not come back.

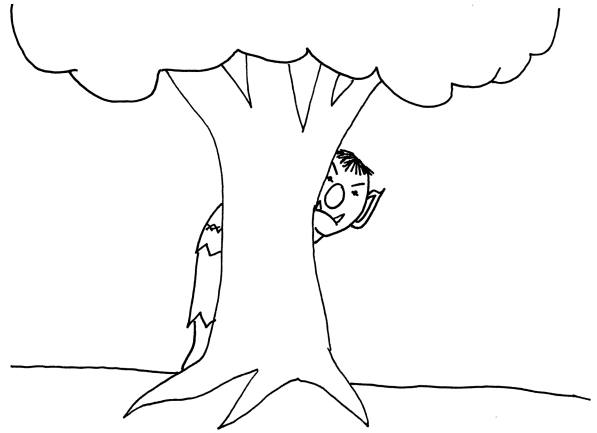
He goes home.



The bad troll does
not go home.

He waits at the
side of the road.

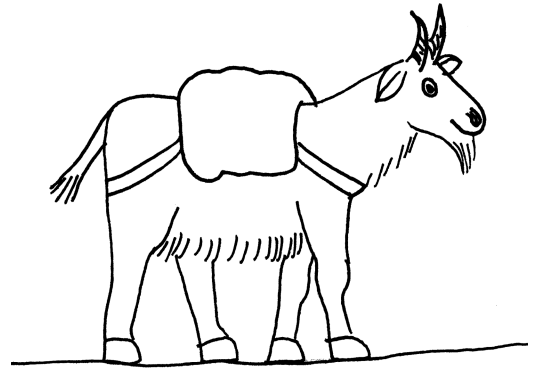
He hides behind a big tree.



The troll sees a goat on the road.

The goat has some gold.

The gold is in a bag
on the goat's back.



Will the troll get the gold?

The bad troll jumps at the goat.

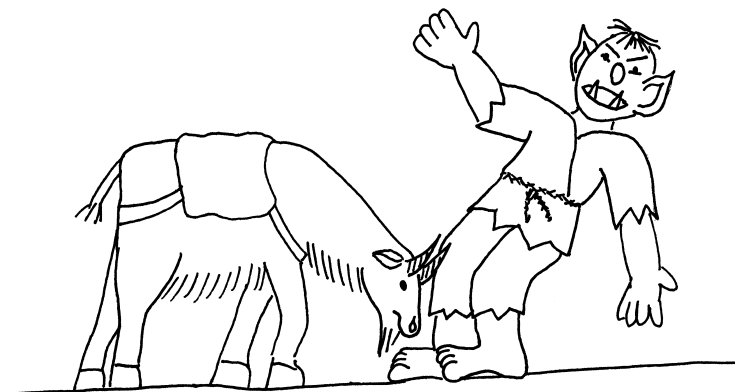
The troll grabs the bag of gold.

The goat does not like the troll.

He steps on his toe.

He bites the troll
with his teeth.

He kicks the troll
with his feet.



Then he butts the troll with his horns.

The troll rolls in the grass.

He is mad. He cannot get
the gold. The troll is afraid
of the goat. He runs away



fast. The troll does not come back.


The goat stops to rest
and have a bite of grass.
Then the goat goes home.



The End

ui



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

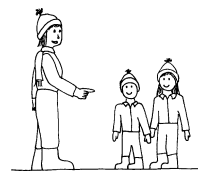
In many vowel pairs, the first vowel represents its long vowel sound and the second vowel is not pronounced. We say, “The first vowel does the talking and the second vowel does the walking.”


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

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



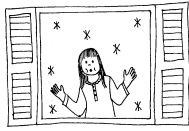
ue



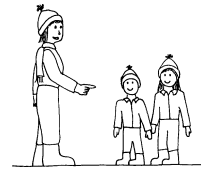
glue	Tues	day	Tuesday
blue	blue	jay	blue jay
due	val	ue	value
true	res	cue	rescue
sue	fon	due	fondue
Sue	^{ch} stat	ue	statue
rue	^{sh} tis	sue	tissue
clue	^{sh} is	sue	issue
hue	av	^{en} ue	avenue
cue	rev	^{en} ue	revenue
	 con	^{tin} ue	continue

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

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



u_e



cube

vol

ume

volume

cute

Nep

tune

Neptune

pure

cos

tume

costume

cure

cap

sule

capsule

mule

in

clude

include

use

in

sure

insure

fuse

en

dure

endure

huge

en

^{sh}
sure

ensure

rule

se

cure

secure

flute

re

buke

rebuke

dune

mī

nute

minute

plume

min

ute



minute



fig

^y
ure

figure

sh

sure

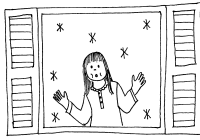
in

jure

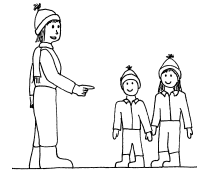


injure

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



ew



few	cash	ew	cashew
hew	mil	dew	mildew
mew	jew	el ↪	jewel
pew	Lew	is	Lewis
skew	An	drew	Andrew
new			
dew			
flew			
drew			
grew			
blew			
threw			



ō
sew

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

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

Pink Or Blue?

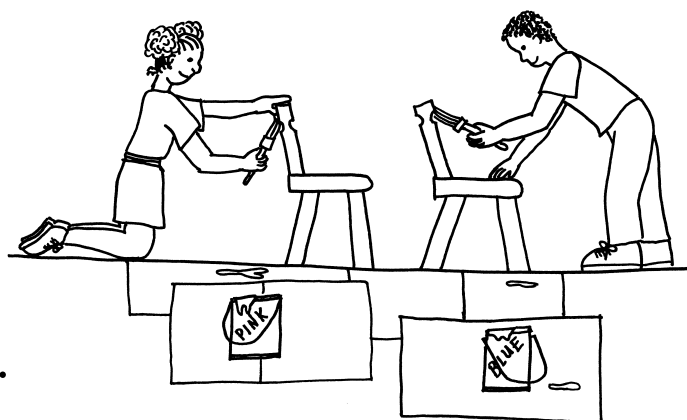
Sue has a chair.

She paints it pink.

Andrew has a chair.

He does not like pink.

He paints his chair blue.



Andrew has some new shoes.

He has blue shoes.

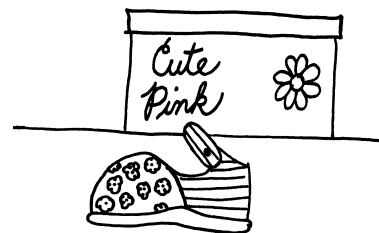
He can run fast in his new shoes.



Sue has some new shoes.

She did not get blue shoes.

Sue likes pink. She got
some cute pink shoes.



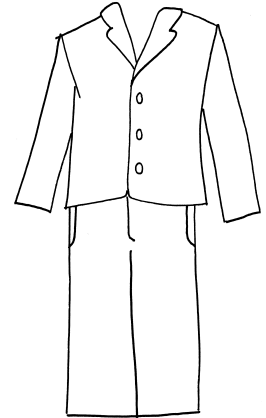
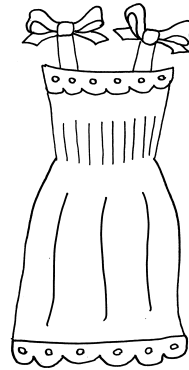
Sue has a new dress.

The new dress is pink.

Andrew has a new suit.

Andrew likes blue.

His new suit is blue.



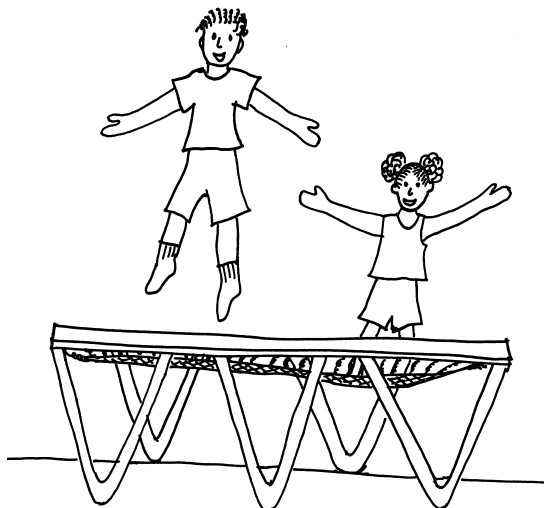
Sue likes pink and Andrew likes blue.

But Sue still likes Andrew.

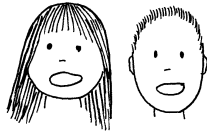
And Andrew still likes Sue.

Andrew and Sue can still have a lot of fun.

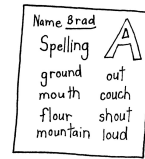
The End



a



a_e



tap

tape

can

cane

mad

made

gap

gape

Sam

same

man

mane

hat

hate

van

vane

nap

nape

pan

pane

fat

fate

fad

fade

at

ate

tam

tame

Dan

Dane

cam

came

cap

cape

rat

rate



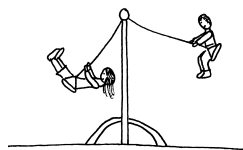
The Story Of The Vowels And The Letter E

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

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

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

i



i_e



pin

pine

bit

bite

Tim

time

rid

ride

kit

kite

din

dine

bid

bide

tin

tine

dim

dime

win

wine

hid

hide

rim

rime

pip

pipe

rip

ripe

grip

gripe

spit

spite

quit

quite

spin

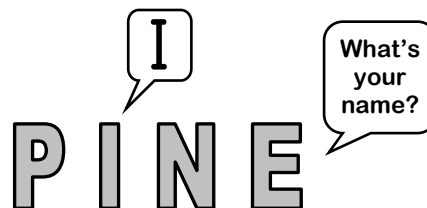
spine

twin

twine

strip

stripe



o



o_e



hop

hope

mop

mope

not

note

cod

code

rob

robe

pop

Pope

mod

mode

rot

rote

dot

dote

Ross

rose

cop

cope

lop

lope

rod

rode

cod

code

lob

lobe



u



u_e



cub

cube

cut

cute

mutt

mute

fuss

fuse

hug

^j
huge

tub

tube

dud

dude

dun

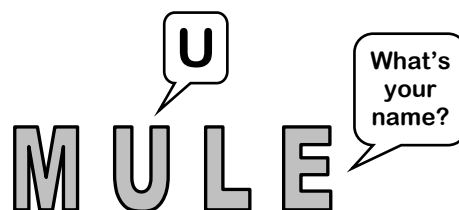
dune

plum

plume

jut

jute



e



e_e



pet

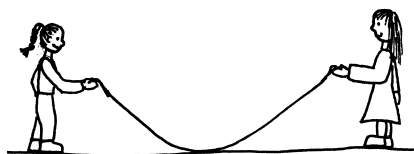
Pete

them

theme



dge

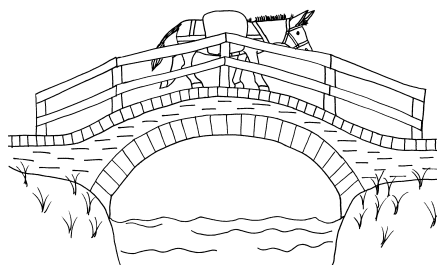


badge	gad	get	gadget
ridge	bud	get	budget
bridge	wid	get	widget
lodge	cud	gel	cudgel
dodge	fid	get	fidget
fudge	mid	get	midget
nudge	smid	gen	smidgen
grudge	bē	grudge	begrudge
smudge			
judge			
wedge			
ledge			
pledge			
hedge			

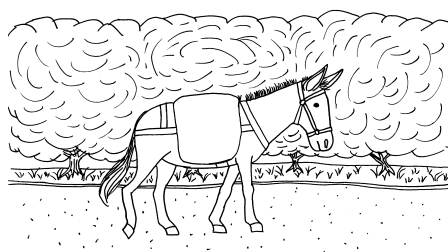
This pattern is used after a short vowel.

The Mule

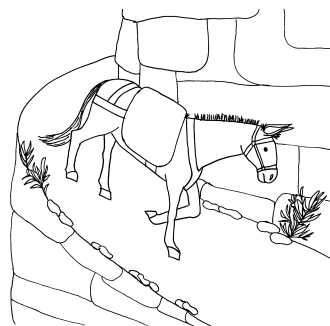
This old mule went
across the bridge,



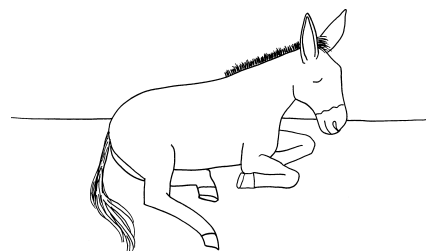
beside the hedge,
and along the ridge.



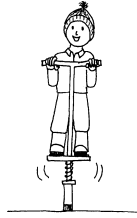
Along the ledge
it had to trudge.









When the mule got home
it did not budge.



oi









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

oil	tab	loid	tabloid
foil	oint	ment	ointment
soil	in	voice	invoice ^s
spoil	 a	void	avoid
coin	 ap	point	appoint
join	rē	joice	rejoice ^s
joint	oil	can	oilcan
point	<p>This odd o vowel pair is called a diphthong because you change the position of your mouth while you're pronouncing it.</p>		
poise			
noise			
voice ^s			
void	tor	 toise	 choir
hoist	por	 poise	tortoise
moist			porpoise

oy



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

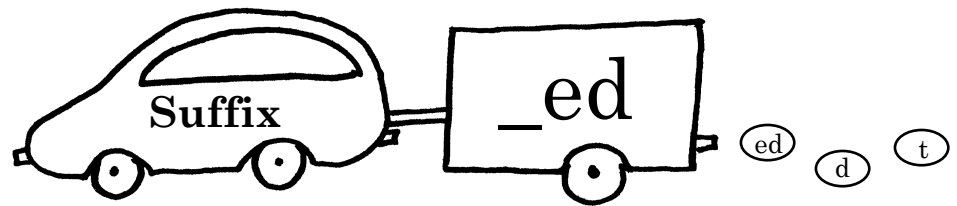
boy	en	joy	enjoy
joy	em	ploy	employ
soy	 an	noy	annoy
toy	de 	stroy	destroy
coy	roy	al 	royal
cloy	loy	al 	loyal
Lloyd	voy	^j age 	voyage
	oy	ster 	oyster

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

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

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

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



ed

d

t

melt

fill

help

melted

filled

helped

lift

spell

honk

lifted

spelled

honked

land

chill

match

landed

chilled

matched

dust

boil

peck

dusted

boiled

pecked

point

join

wish

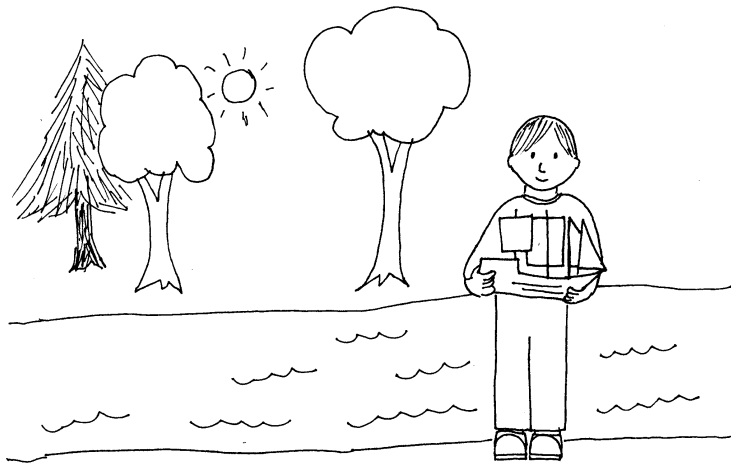
pointed

joined

wished

A Boy Gets A Toy





This boy and his Mom went to get a toy. The boy pointed to a toy ship. Mom got the toy ship for the boy. The boy was filled with joy. He went to the pond. He had a lot of fun with his toy.



ou



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

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

ou



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

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

four

four

teen

fourteen

pour

court

ship

courtship

court

con

course

concourse

gourd

äl

though

although

fourth

down

pour

downpour

mourn

course

soul



though^x

dough^x

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

ou

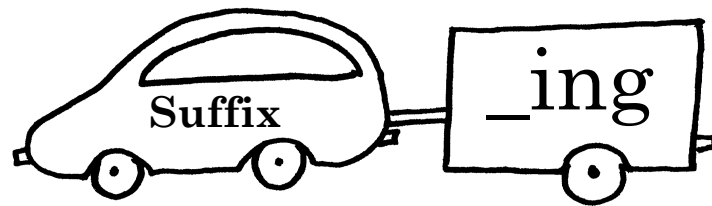


In some words the ou pattern represents the dotted ö sound as in ou/soup.

you	tour	ist	tourist
your	crou	ton	crouton
yours	cou	pon	coupon
soup	tou	can	toucan
group	your	self	yourself
croup	con	tour	contour
troupe	un	couth	uncouth
wound	de	tour	detour
youth	thank	you	thank-you
through ^x			

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

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



send

sing

think

sending

singing

thinking

ask

point

romp

asking

pointing

romping

help

count

do

helping

counting

doing

shout

catch

go

shouting

catching

going

mash

kick

plant

mashing

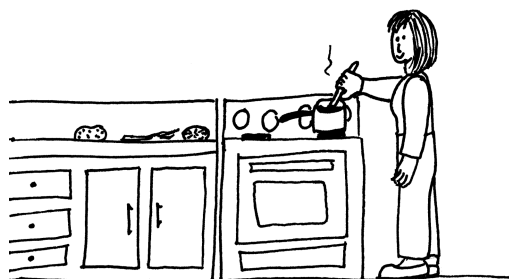
kicking

planting

A Mouse In The House

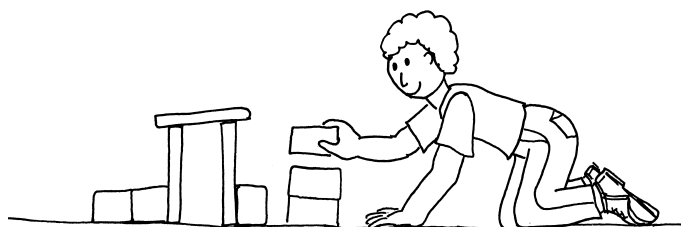
Mom was in the kitchen.

She was fixing lunch.



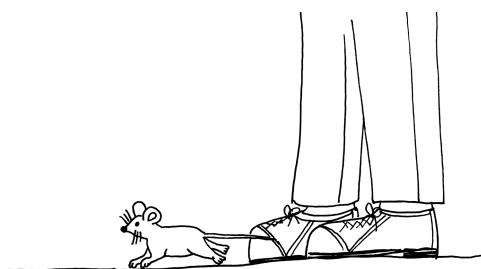
Beth was stacking up

blocks in the den.



“Mom,” Beth yelled.

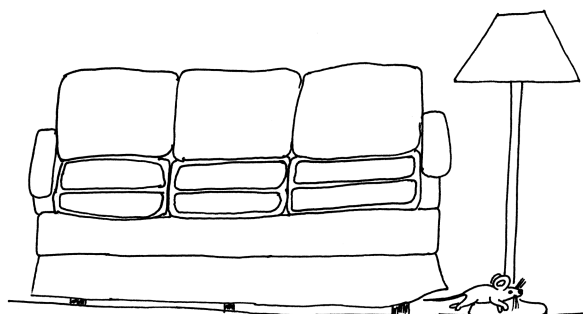
"A mouse is in our house!"



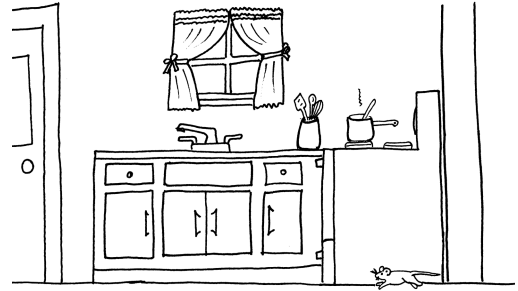
Mom ran to the den.

She ran fast.

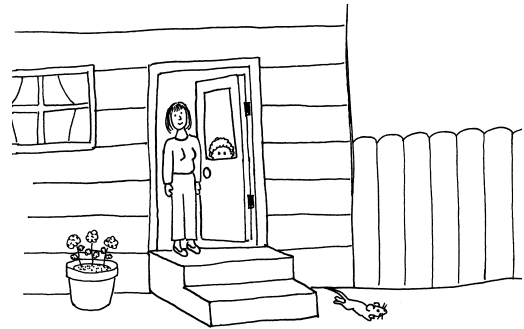
The mouse ran past
the couch.



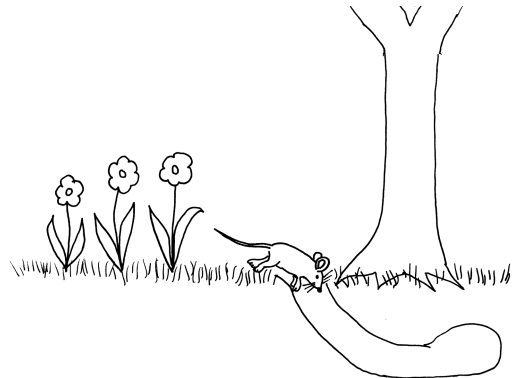
The mouse ran
into the kitchen.



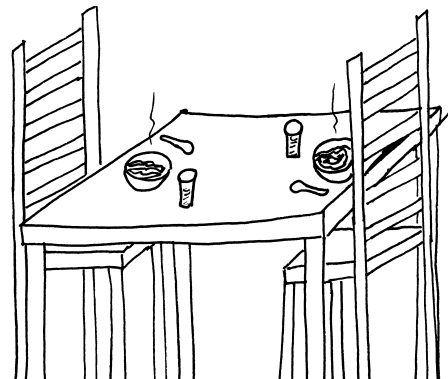
Then the mouse ran
out of the house.



"Well," said Beth.
"The mouse is out
of the house!"



"Let's have our lunch!"



OW



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

cow

tow

el

towel

now

vow

el

vowel

how

trow

el

trowel

bow

mē

ow

meow

down

down

town

downtown

town

cow

boy

cowboy

clown

brown

frown

growl

crowd

chow

yowl


browse

ōw



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

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

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

The Cow Got Out

This is Jeff.

Jeff has a big house.

He has a lot of land.

And he has a lot of cows. Jeff milks the cows.

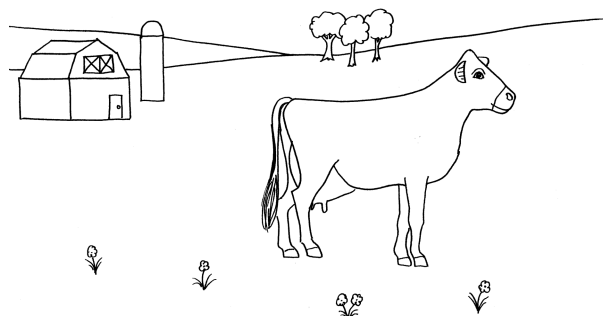



This is Bess.

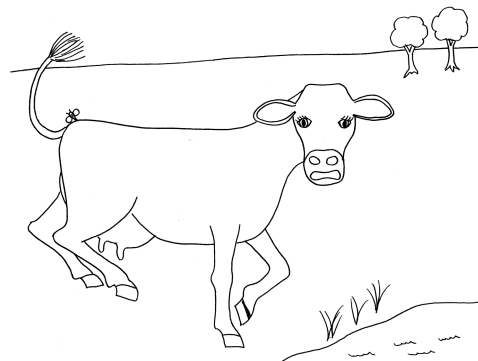
Bess is Jeff's best cow.

She is a brown cow.

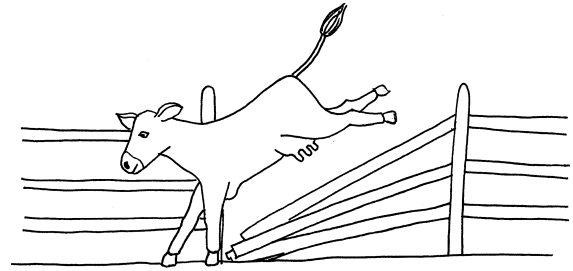
She gives a lot of milk.



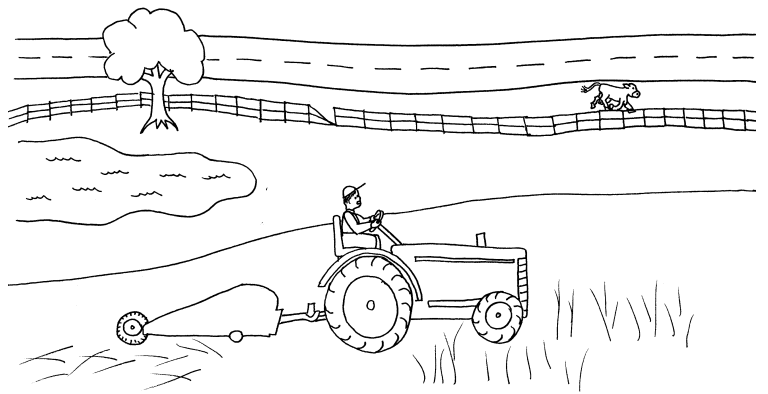
Last month, Bess was at the pond. She was munching on grass. A  bee stung Bess on the back.



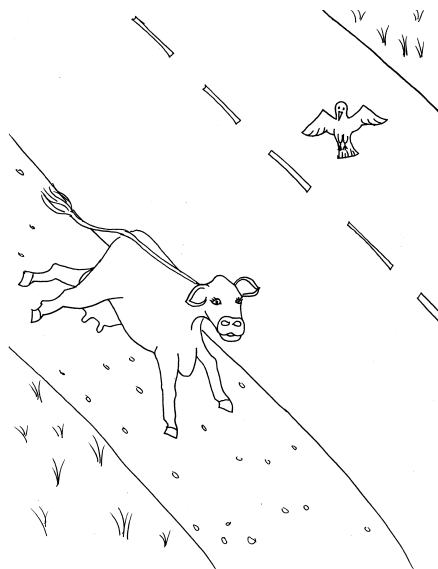
Ouch! She ran fast.
She jumped out.



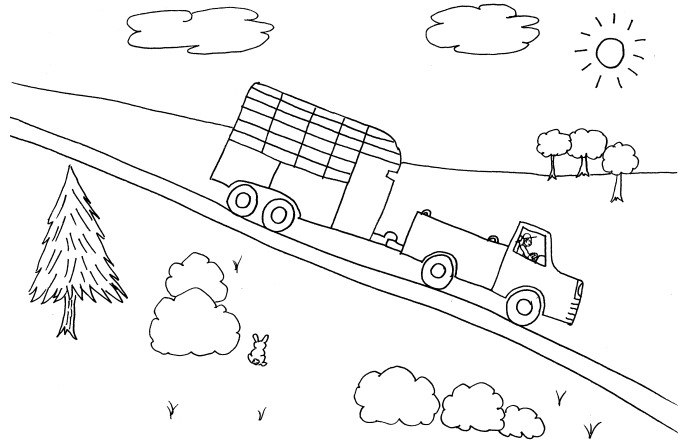
Bess ran past Jeff.
“Bess is out!” he
shouted. “Now how
did that cow get
out?”



Bess ran and ran.
She ran south.
She ran up and
down a hill.
She did not stop.



Jeff got his truck.
He followed Bess.
He went south.
He went up a hill
and down a hill.
Jeff went fast.



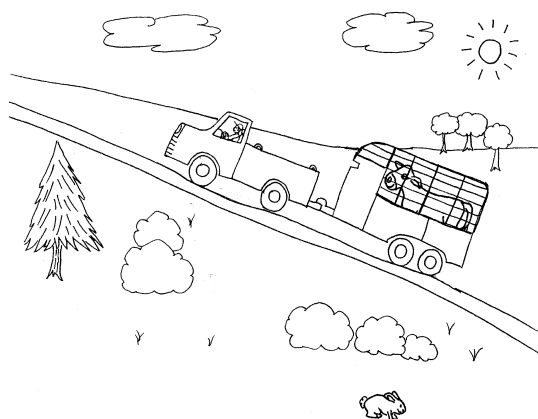
Bess went into a
town. Now she did
not go fast. She was
lost. She was sad.



Jeff found Bess in town.

He was glad.

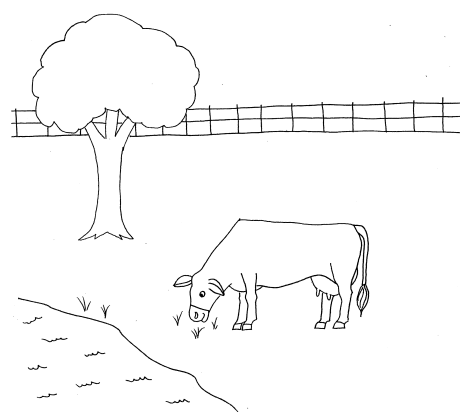
Jeff and Bess went home.



Now Bess the cow is back
at the pond munching grass.

And she is not a bit sad.

The End



ü



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

put

am

bush

ambush

push

in

put

input

bush

out

put

output

pull

bul

let

bullet

full

pud

ding

pudding

bull

help

ful

helpful

bull

frog

bullfrog

cush

ion

cushion



oo



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

moon

bath

room

bathroom

food

bed

room

bedroom

tool

bam

boo

bamboo

roof

sham

poo

shampoo

zoo

ig

loo

igloo

pool

tooth

brush

toothbrush

spoon

school

house

schoolhouse

broom

poo

dle

poodle

goose

noo

dle

noodle

boost

smooth

tooth



choose



^c
school

shoot

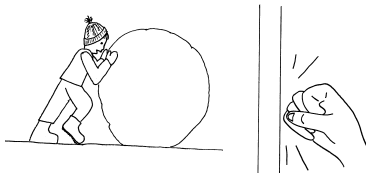
oo



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

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

ould



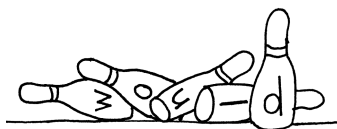
This is an Odd O pattern.

could

would

should

Contractions



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

could n~~o~~twould n~~o~~tshould n~~o~~t

couldn't

wouldn't

shouldn't

Let ~~y~~s

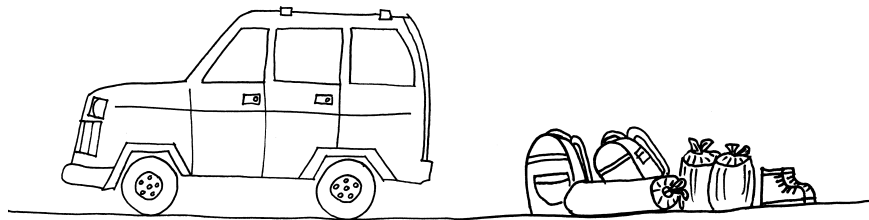
Let's



In The Woods

Get your boots. Get your backpacks.

Get the tent. Put them in the van.



Let's go camping!

We go into the woods. We follow a path.

We look at the rocks and the trees.

We stop at a brook. Fish swim in the cool

brook. We jump from stone

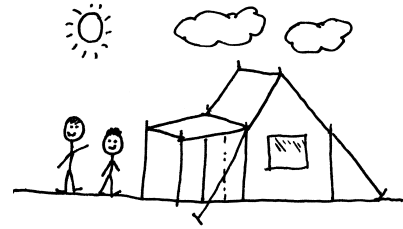
to stone to cross the brook.



We hike up a hill. We go up to the top.

We look at the clouds.

Then we put up the tent.



We get a lot of wood to make a fire.

We cook our food. It tastes good.

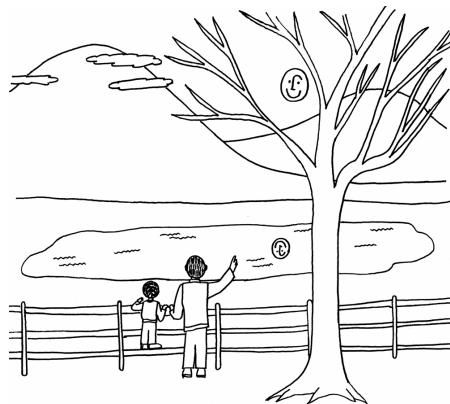


It is cool now. We sit on a log

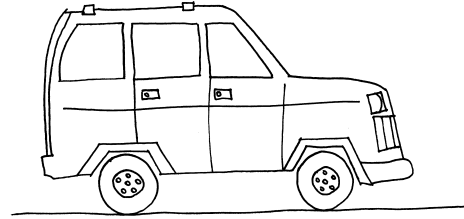
and sing songs. We look at the moon.

The moon is full. Then we go to sleep

in our tent.

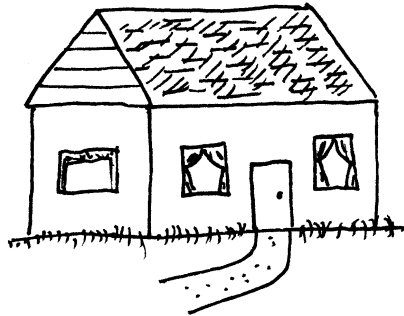


When we wake up, we pack up the tent
and hike back to our van. We put the
tent and our backpacks
into the van.

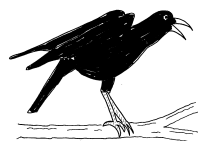


We had a good time on our camping trip.
Now we will go back home.

The End



äu



in the middle

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

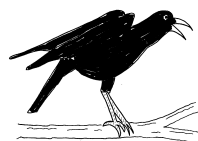
The au pattern has the dotted ä sound. The two dots mean “not the regular sound.” This sound is neither long nor short.



ō
mauve

The gh pattern is often silent.

äw



at the end

saw

 ma

caw

macaw

law

jig

saw

jigsaw

straw

guf

faw

guffaw

draw

out

law

outlaw

fawn

dawn

hawk

squawk

crawl

shawl

sprawl

thaw

pawn

yawn

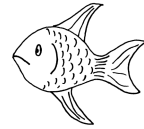
The aw pattern has the dotted ä sound. The two dots mean “not the regular sound.” This pattern is neither long nor short.

Home

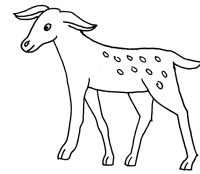
A hawk has a home on a cliff.



A fish has a home in a pond.



A fawn has a home in the trees.



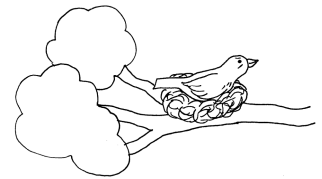
An ant has a home on the lawn.



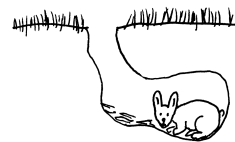
A snail has a home on a stone.



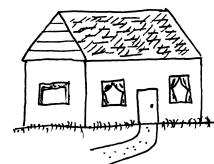
A robin has a home in a nest.



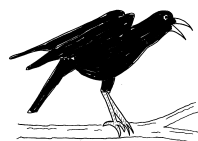
A rabbit has a home in a hole.



But Paul's home is the best.



äll



at the end

ball

in

stall

install

call

rē

call

recall

wall

bē

fall

befall

all


 ap

pall

appall

fall

foot

ball

football

tall

hall

way

hallway

hall

hall

mark

hallmark

gall

pall

stall

small

squall



shall

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

The gh pattern is often silent.

äl



in the middle

ä^xlk

salt

calm

talk

halt

palm

walk

malt

bald

balk



scald

calk

half

false^x

chalk

calf

stalk

al

mond
↪

almond

al

sō

also

al

mōst

almost

salt

box

saltbox

cat

walk

catwalk

chalk

board

chalkboard



al

thoug^xh

although

wä_



wasp

wal

rus

walrus

want

wal

nut

walnut

wand

wal

let

wallet

watt

wad

dle

waddle

wash

wat

tle

wattle

watch

Walt

waltz

swä_



wan

swan

swamp

waft

swat

swatch



wag

swap



swam

swab



swag

wagon
↪

swad

dle

swaddle

swal

low

swallow

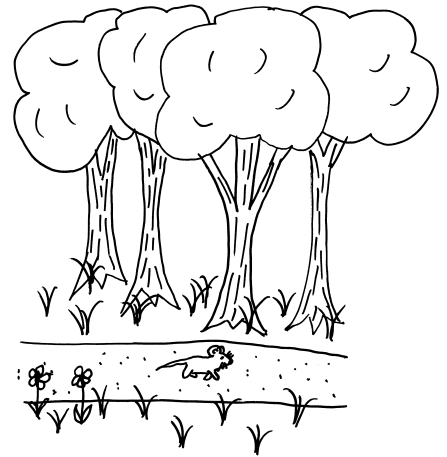
Small Mouse

Small Mouse went for a walk in the woods.

He was looking for food.

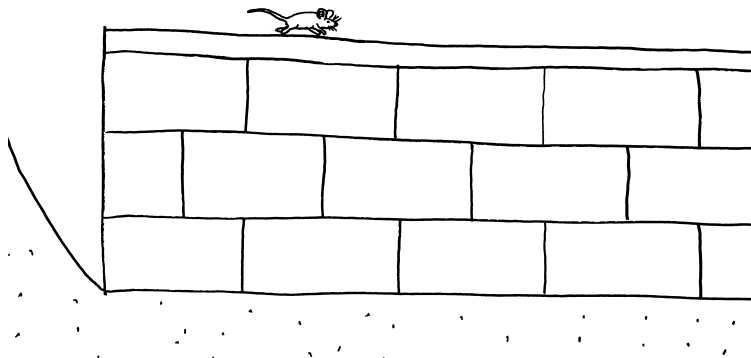
Small Mouse saw a path.

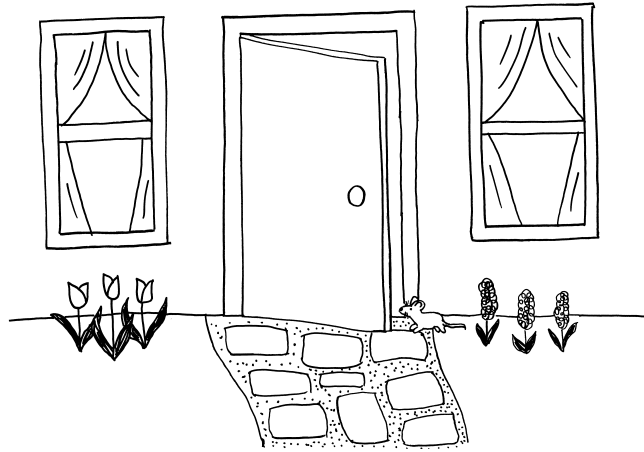
So he walked on the path.



Small Mouse saw a wall.

So he walked on the wall.





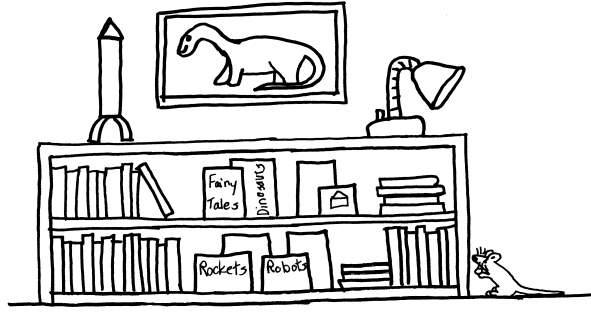
Small Mouse saw a house.

The door was open just a crack.

So he walked into the house.

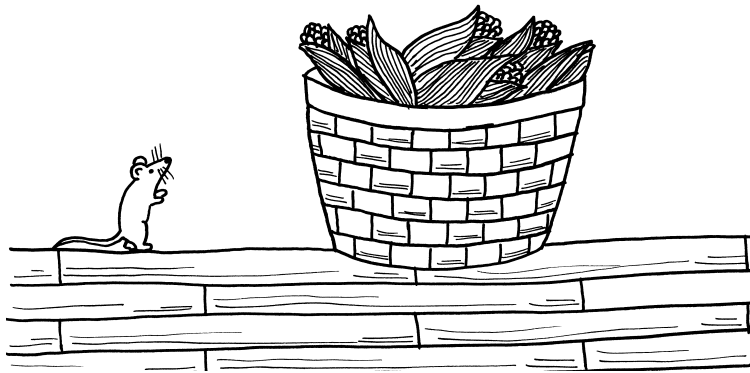


Small Mouse saw a lot of toys. But he
did not want the toys.



Small Mouse saw a lot of books.

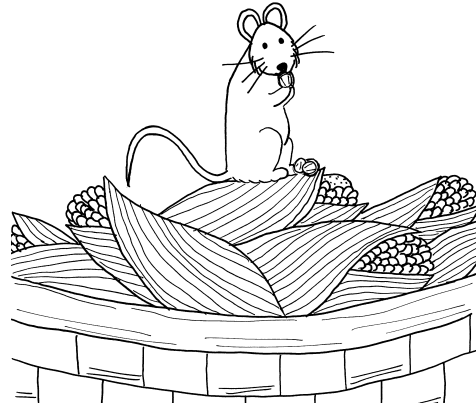
But he did not want the books.



Small Mouse walked into the kitchen.

Small Mouse saw a lot of corn. It was
in a basket. He DID want the corn.

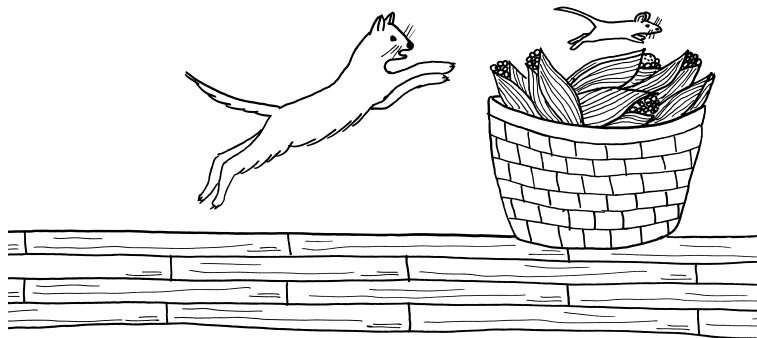
Small Mouse crawled
into the basket to get
the corn. He wanted
ALL of the corn. He



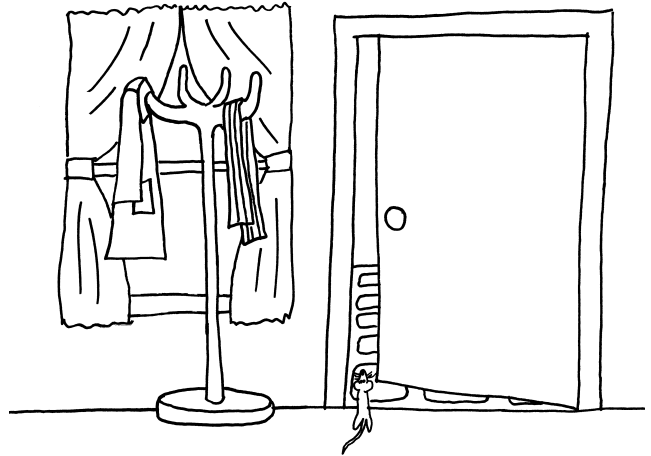
stuffed corn into his mouth as fast as he
could.

All of a sudden, Small Mouse saw . . .

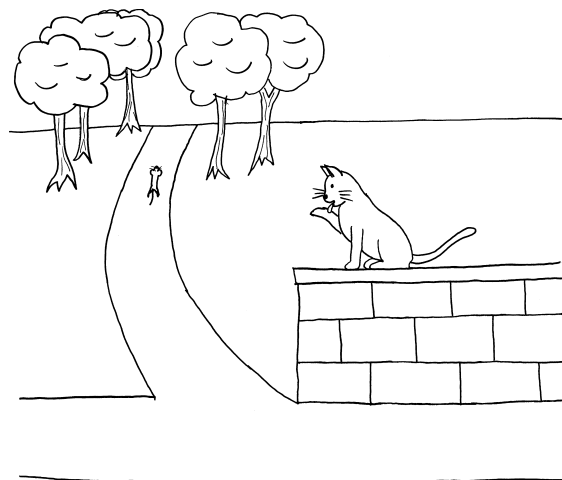
a CAT! The cat crept up and sprang
at Small Mouse.



Small Mouse jumped
down and ran as
fast as he could. He
ran down the hall.
He ran out of the
house.



Small Mouse ran down the path, back into
the woods. The cat jumped up onto the
wall and watched
Small Mouse go.
Then the cat
licked his paws.



The End



ou



young

cous

in

cousin

touch

coun

try

country

cou

ple

couple

dou

ble

double

trou

ble

trouble

sou

thern

southern

young

ster

youngster

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

The Dragon And The Ring

This is the queen.

And this is the king.

The king has a crown.

The queen has a ring.

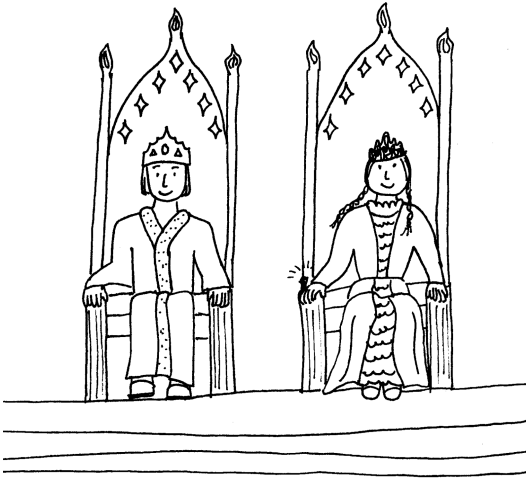


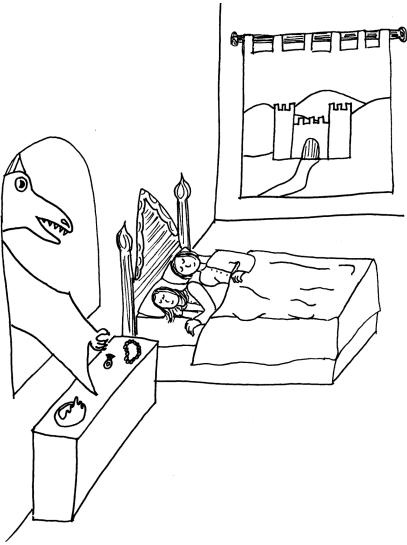
The king is fair.

He sits on a throne.

The queen's gold ring

has a red stone.





The king and the
queen go to sleep.

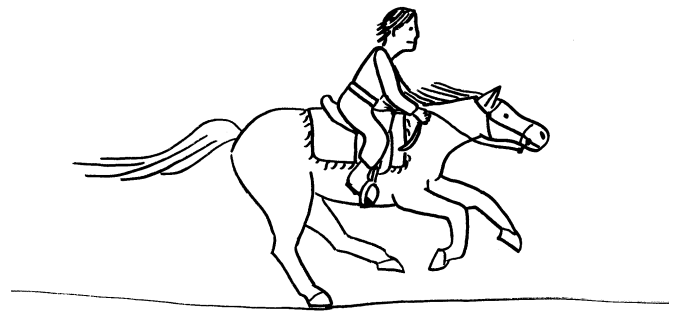
A dragon takes the ring.

The queen begins to weep.

The king jumps up
onto his steed.

He follows the dragon.

He goes at top speed.



The king must find the dragon.

He must catch him on the double,

to make the country safe

from all kinds of trouble.

The dragon has scales,

a long tail, and wings.

The dragon has fangs,

and he does bad things.

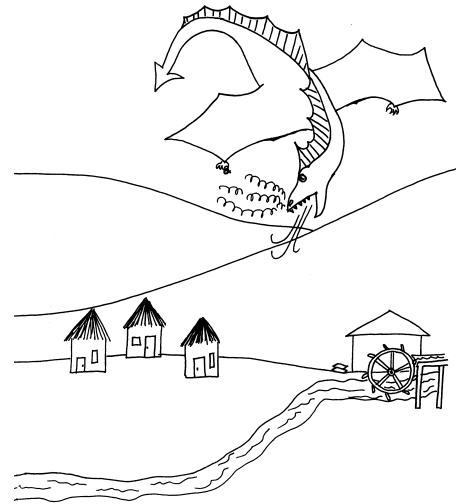


He soars above the town.

He goes past the mill.

He blows smoke and blows fire,

as he sails up the hill.

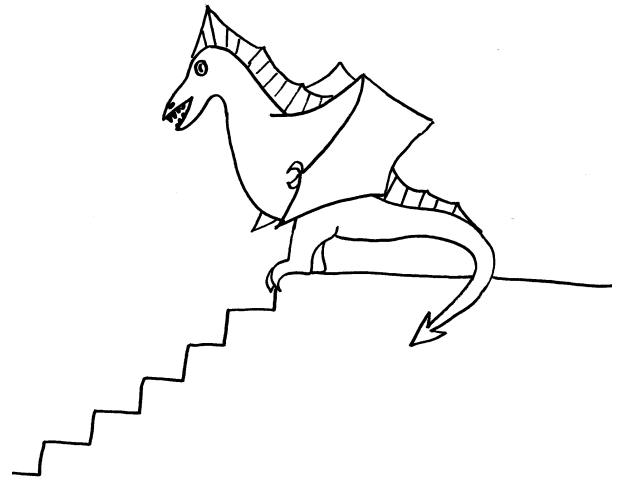


The dragon is back

at his hilltop lair.

He sits and he waits

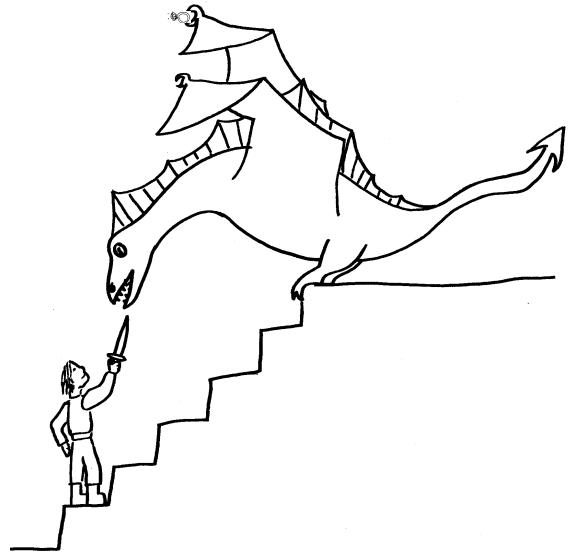
at the top of the stairs.



The dragon is strong.

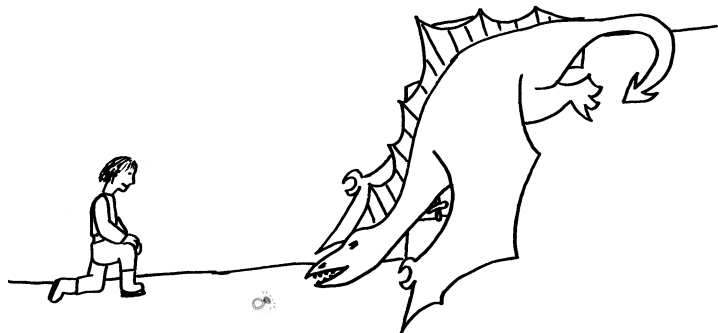
The dragon is tall.

Next to the dragon,
the king is so small.



The king throws his sword at the
dragon's chest. The dragon falls.

Now the king
can rest.





The king brings the ring
back to the queen. The
queen is glad and so is
the king.

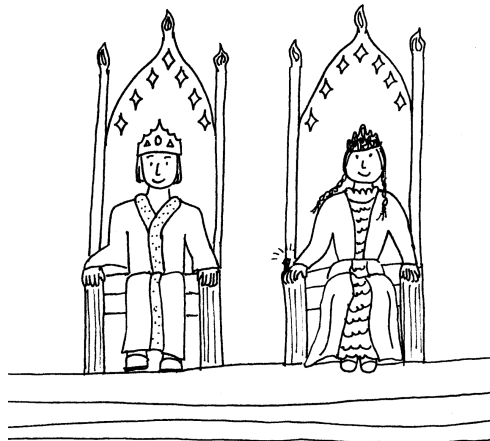
Now you know how this fair tale ends.

That's all there is.



No more.

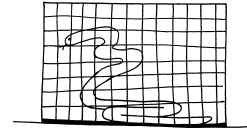
The End.



ce

ci

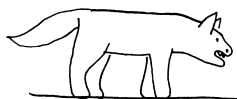
cy



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

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

ir



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

bird

stir

rup

stirrup

girl

thir

teen

thirteen

sir

squir

rel

squirrel

stir

birth

day

birthday

dirt

cir

cus

circus

birth

cir

cle

circle

first

thir

sty

thirsty

third

dir

ty

dirty

shirt

dir

ect

direct

birch

sir

loin

sirloin

squirm

skirt



chirp

spir

it

spirit

whirl

mir



a

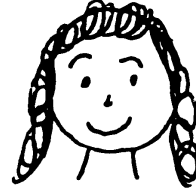
cle

miracle

A Bird

This girl has a bird.

It is a white bird.



The bird is not wild.

It is tame.

The bird is a pet.

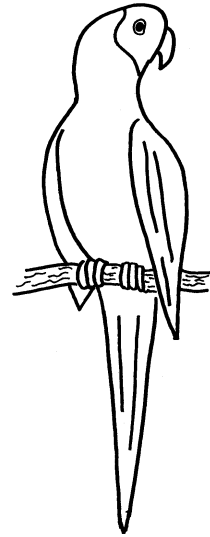
The girl likes the bird.

The bird likes the girl.

The bird can pick up a pencil.

And it can dance.

The bird likes to sit
on the girl's shirt sleeve.
The bird chirps at the girl.
The girl gives it seeds.



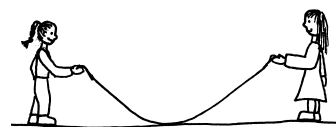
The girl is glad to have a bird.
The bird and the girl
have a lot of fun.

The End

ge

gi

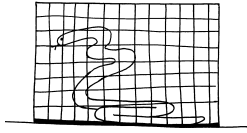
gy



gel	or	ange	orange
gem	gi	ant	giant
gym	gen	tle	gentle
gist	leg	end	legend
genes	mag	ic	magic
age	en	gine	engine
cage	gib	let	giblet
rage	frig	id	frigid
stage	trag	ic	tragic
page	in	gest	ingest
wage	stin	gy	stingy
huge	del	uge	deluge
change	ref	uge	refuge
strange	gir	aff ^x e	giraffe

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

_ce



_ge



fence

ounce

hinge

gouge

whence

bounce

fringe

lounge

dance

pounce

lunge

scrounge

chance

voice

plunge

forge

lance

choice

flange

gorge

France

Greece

tinge

prance

fleece

binge

glance

juice

singe

mince

force

cringe

prince

twinge

since

bilge

wince

bulge



once



sponge

Ge^xorge

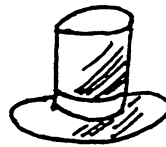
These patterns are used at the end of a word.

Jake's Magic Show

This is Jake. He can do
magic tricks on a stage.



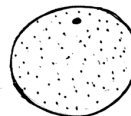
He can pull a rabbit
out of a hat.



He can get a bird out of
a cage while the cage is
still shut.

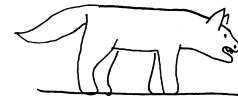


And he can change an
orange into an apple.



Jake likes to do his magic tricks!

ar



car	gar	den	garden
barn	tar	get	target
farm	car	go	cargo
park	car	pet	carpet
arm	mar	ket	market
art	gar	lic	garlic
start	car	ton ↪	carton
scarf	car	go	cargo
sharp	hard	ware	hardware
snarl	star	light	starlight
large	arm	chair	armchair
march	court	yard	courtyard
wharf	pars	ley	parsley
dwarf	ball	park	ballpark

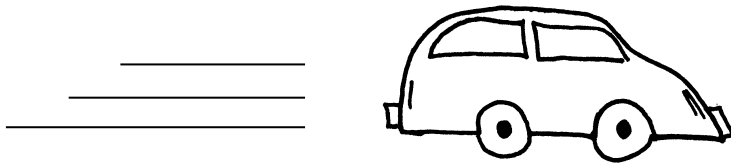
When the letter r follows a vowel, it affects its sound.

Mark's Car

Mark has a car.

It is a large red car.

The car can go fast.



Mark likes to drive his car.

Mark says, "It is hard to
drive a car, but I am smart.

I am safe when I drive."

First, he starts the car.

Next, he drives to his job.

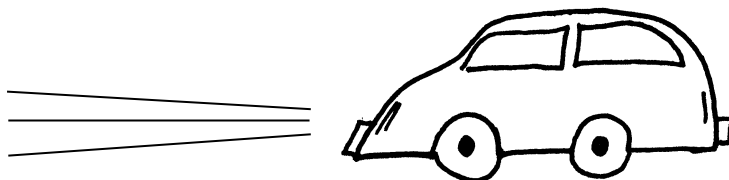
Then, he parks the car.

At the end of the day, it is dark.

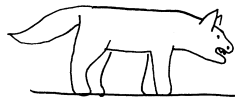
It is night time. So Mark drives

home with the lights on.


The End



er



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

her	lad	der	ladder
herd	bet	ter	better
verb	of	fer	offer
fern	din	ner	dinner
germ	sum	mer	summer
jerk	num	ber	number
serve	af	ter	after
serf	ev	er	ever
clerk	nev	er	never
verse	riv	er	river
swerve	gen	der	gender
merge	sil	ver	silver
	cen	ter	center
were	both	er	bother

er



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

eith

er

either

neith

er

neither

lead

er

leader

feath

er

feather

weath

er

weather

leath

er

leather

sweat

er

sweater

al tö

geth er

altogether



cov

er

cover



won

der

wonder



oth

er

other



broth

er

brother



moth

er

mother



an



oth

er

another

er

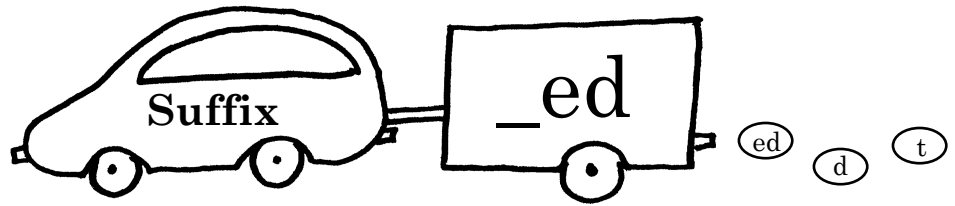


When the letter r follows a vowel, it affects its sound.

wa	ter	water
wan	der	wander
Wal	ter	Walter
hal	ter	halter
swat	ter	swatter
law	yer	lawyer
per	mit	permit
per	haps	perhaps
per	ceive	perceive
sou	thern	southern
young	ster	youngster

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

Review



ed

d

t

need

roar

wash

needed

roared

washed

want

sigh

toss

wanted

sighed

tossed

start

roll

perch

started

rolled

perched

paint

hammer

touch

painted

hammered

touched

shout

twirl

launch

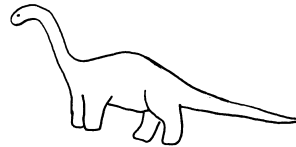
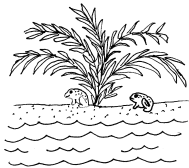
shouted

twirled

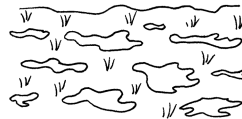
launched

Oil

Oil comes from



plants and animals



that were covered with mud long ago.

Today, people dig deep holes in the soil

to pump up the oil. These are called



oil wells.

Gas can be made from the oil to run



cars and trucks.

Plastic can also be made from oil.



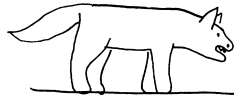
Toys,

bottles,

and other things that we enjoy are
made from plastic.

The End

ur

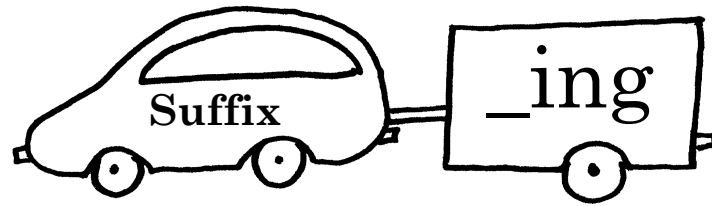


When the letter r follows a vowel, it affects its sound.

turn	tur	nip	turnip
fur	tur	tle	turtle
surf	pur	ple	purple
curb	bur	den	burden
curl	bur	lap	burlap
curve	hur	ray	hurray
hurt	sur	prise	surprise
nurse	sur	pass	surpass
purse	dis	turb	disturb
church	Sat	urn	Saturn
burst	tur	key	turkey
purr	Thurs	day	Thursday
slurp	Sat	ur	Saturday
burn	ham	bur	hamburger

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

Review



feed

call

start

feeding

calling

starting

push

play

snow

pushing

playing

snowing

eat

walk

perch

eating

walking

perching

look

fight

hold

looking

fighting

holding

rain

float

roll

raining

floating

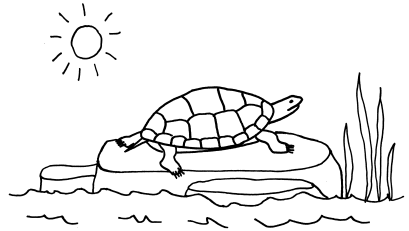
rolling

The Life Of A Turtle

This is a turtle. She has a hard shell.

The shell keeps her safe.

Some times she sits on
a rock in the warm sun.

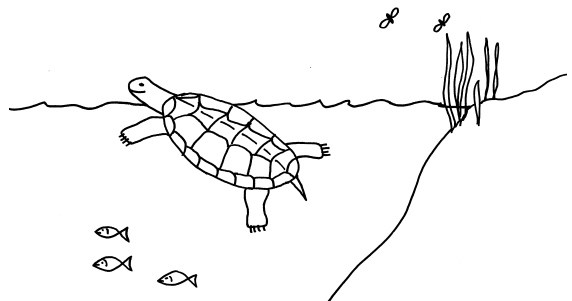


The turtle lives at a lake.

She can not go fast on the land.

But she can swim well.

In the summer, the
turtle catches bugs
and fish in the lake.

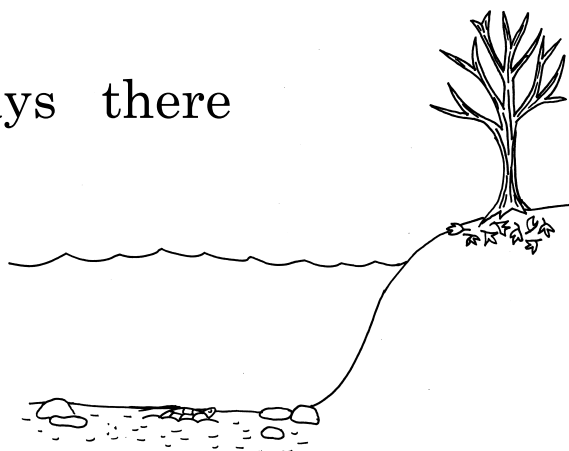


In the winter, when it is cold, the turtle goes to the bottom of the lake. She digs down into the mud. She does not move.

She just sleeps. She stays there until spring time. Then

she wakes up and

starts to swim in the lake again.

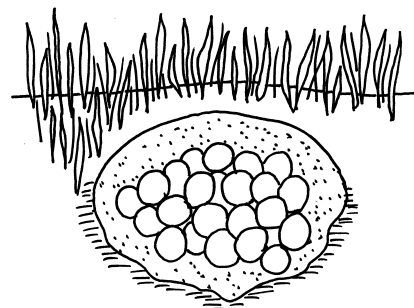


When it gets warm, the turtle goes up on the land. She digs a hole. She lays her eggs in

the hole. Then she covers

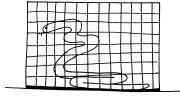
them up. Some day, little

turtles will hatch from the eggs.

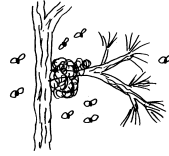


The End

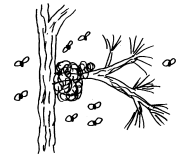
_se



_se



_ze



mouse

cheese

freeze

house

raise

wheeze

blouse

praise

breeze

geese

cause

sneeze

moose

pause

squeeze

purse

noise

ooze

nurse

poise

snooze

verse

cruise

gauze

horse

bruise

maize

tense

browse

bronze

rinse

choose

false

else

pulse

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

Examples

Suffix
No Suffix

purrs

purse

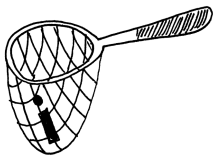
tens

tense

moos

moose

Contractions



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

he	i s	he's
she	i s	she's
it	i s	it's
that	i s	that's
who	i s	who's
there	i s	there's
here	i s	here's
what	i s	what's
I	a m	I'm
Let	u s	Let's

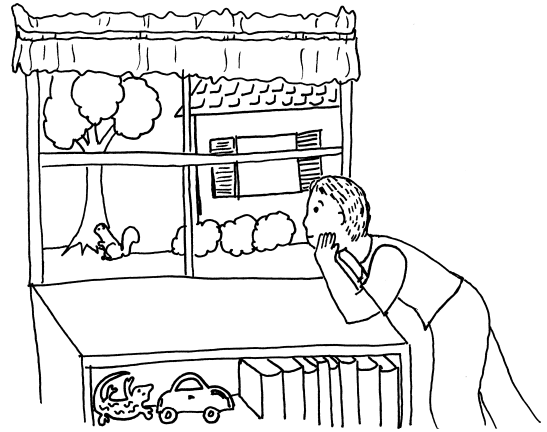
A Trip To The Farm

It was hot.

“Walter,” called Mom,

“do you want to go

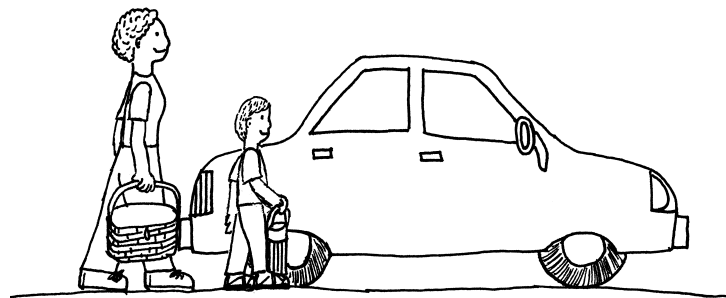
to a farm?”



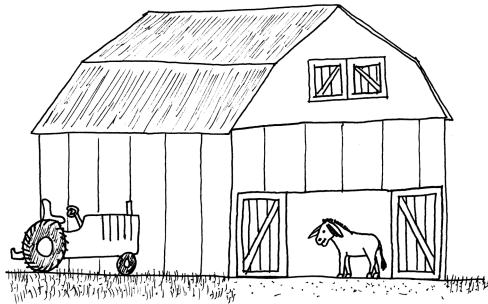
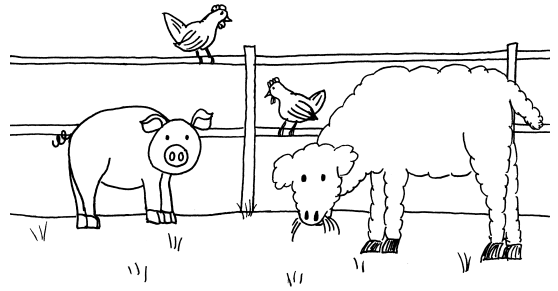
Walter’s Mom packed lunch in a basket.

Then Walter and his mom got in the car

and drove to a farm.

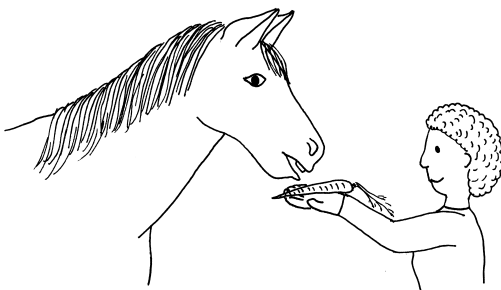


At the farm, Walter saw
pigs, chickens, and sheep.



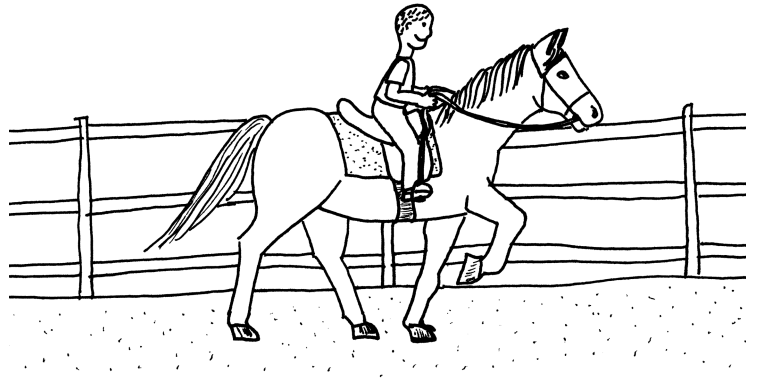
He saw a donkey
in a big, red barn.

He saw pumpkins and tall
stalks of corn growing in
a garden.



Walter's Mom fed
a large, white horse.

Walter got to ride
on the horse. The
horse walked and



walked. The horse did not want to stop.

Walter did not want to stop. But then his
mom called, “Let’s wash our hands for lunch.”



Walter and his mom sat
under a tree and had a
picnic lunch.

Then it was time to go
home. Walter and his
mom had a lot of fun
at the farm.



Notes For The Teacher

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

OVERVIEW

The *Know The Phonetic Code* books cover the same phonics patterns taught in the *Short Vowel Words And Sentences* books and *Phonetic Words And Stories, Books 1-8*, but at a higher level. The patterns are also taught in the *Basic Phonics Patterns* books. The phonogram sequence and story sequence are the same in each set of books. See the chart below to see how the sets are related.

The *Know The Phonetic Code* books are different from the other books in the following ways.

1. The print is smaller and not color-coded.
2. The words are not illustrated, with up to twenty-four words per pattern.
3. The stories are illustrated, but they are in a smaller format.
4. From the beginning, students read both one and two-syllable words for each pattern.
The format for the two-syllable words shows the first syllable, the second syllable, and the whole word.
5. The consonant blend pages and truck charts include additional ending blends.

THREE DIFFERENT FORMATS TO TEACH THE SAME MATERIAL

Phonetic Words And Stories	Basic Phonics Patterns	Know The Phonetic Code
Easiest To Learn Ten Words Per Pattern Very Large Color-Coded Print Students Decode Words And Find The Matching Pictures Illustrated Practice Stories Are Printed In Two Different Fonts	More Challenging Large All Black Print More Words Per Pattern Illustrated Words And Sentences Illustrated Practice Stories	Most Challenging Smaller Black Print Both One And Two-Syllable Words For Each Pattern Words Are Not Illustrated Illustrated Practice Stories
<i>Rhyming Short Vowel Words And Sentences</i> <u>or</u> <i>Mixed Short Vowel Words And Sentences</i> <i>Phonetic Words And Stories, Bk 1</i> <i>Phonetic Words And Stories, Bk 2</i>	<i>Basic Short Vowels</i> <i>Basic Phonics Patterns, Book 1</i> <i>Basic Phonics Patterns, Book 2</i>	<i>Know The Phonetic Code, Volume 1</i>
<i>Phonetic Words And Stories, Bk 3</i> <i>Phonetic Words And Stories, Bk 4</i> <i>Phonetic Words And Stories, Bk 5</i>	<i>Basic Phonics Patterns, Book 3</i> <i>Basic Phonics Patterns, Book 4</i> <i>Basic Phonics Patterns, Books 5 and 6 (Teach Book 5)</i>	<i>Know The Phonetic Code, Volume 2</i>
<i>Phonetic Words And Stories, Bk 6</i> <i>Phonetic Words And Stories, Bk 7</i> <i>Phonetic Words And Stories, Bk 8</i>	<i>Basic Phonics Patterns, Books 5 And 6 (Teach Book 6)</i> <i>Basic Phonics Patterns, Books 7 And 8</i>	<i>Know The Phonetic Code, Volume 3</i>

The *Know The Phonetic Code* books can be used in several ways.

1. Beginning readers can read the phonogram pattern pages as a challenge level supplement to *Phonetic Words And Stories, Books 1-8* or *Basic Phonics Patterns, Books 1-8*. Older readers can study the pages as a structured review, or an introduction, if needed.
2. Students who are studying *Color-Coded Short Vowel Lists* and *Color-Coded Phonetic Lists* 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 introduced to the practice stories.
3. Students working in *Advanced Phonics Patterns From Children's Books* can use this book to review the basic patterns.
4. The pages may be copied and sent home for reading practice with parents.
5. Students who are learning to read may use the practice stories to develop reading fluency and comprehension. The practice stories may be used as written dictation exercises for students who are already reading.

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.

What Are Phonograms And Why Are They Important?

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

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

After students have learned the phonogram patterns, they will recognize them in words when they are reading. This will make it easier to identify the words quickly and confidently. It will also make it easier to learn new words and even to read words which they have never seen before.

In addition, knowing the phonogram patterns gives students a powerful tool when spelling. When spelling a word, students learn to say each sound 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 sound with a unique symbol. For example, the a/ant sound is shown with the letter a, but the a/apron sound is shown with the same letter. This same discrepancy occurs for all five of the vowels, which can represent “short” sounds (a/ant, e/egg, i/in, o/ox, u/up) and “long” sounds (a/apron, e/emu, i/island, o/ocean, u/uniform).

It would be quite a challenge to have to guess whether to use the short or long sounds for various vowels when reading. However, if students learn to recognize the basic syllables within words by studying a few simple patterns, they will rarely have to guess. The position of a single vowel within a word and the position of any consonants around it usually indicates whether the vowel represents the short or long sound. Understanding these relationships allows students to identify many new words.

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

Objectives

1. Students will look at each letter and phonogram pattern and give the related sound or sounds from memory.
2. Students will listen to the letter and phonogram sounds and write the related pattern from memory.
3. Students will spell phonetic words by segmenting the word (saying each sound 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 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 words for each pattern and read sentences with some of the same words. Additional word lists are included in separate sections so that students can practice reading words with various syllable patterns, less common consonant patterns, and beginning and ending consonant blends.

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

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

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

The sound pictures appear on the sound charts at the beginning of this book. The charts show all of the vowel and consonant patterns that have been taught, providing a visual reference that students can use to remind themselves of the correct sound for any pattern. Have students say the sounds from one or more of the sound charts daily, so that they will 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 flashcards (without the sound pictures). This two step process, sound charts followed by phonogram cards, helps students learn and remember the patterns with confidence. This may sound complicated at first, but it works very well in practice to make our phonetic system clear to the students. Having a visual reference (sound pictures) to represent the sounds provides a sense of security for the students as they learn.

The schedule below works well for introducing the sound pictures from the sound story. Read the story aloud, introducing between five and eight new pictures per day. You will finish the story in a reasonable amount of time but won't introduce so many pictures per day that the students get confused.

Day 1	t i h l n w	Day 5	sh ē ō th th
Day 2	u b m r f x	Day 6	ö ā ch ng ū
Day 3	e s j o c d	Day 7	oi/oy ou/ow ü ä <u>measure</u>
Day 4	a v g p k y qu z		

Developing Spelling And Decoding Skills

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

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

The next step beyond segmenting is 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 say each sound separately as they write it.

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. Students use oral blending when reading words.

The next step beyond oral blending is decoding. 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 helps students learn new words more easily and helps them quickly remember 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 catch on more quickly.

If students are already able to demonstrate these skills comfortably, you will not need to teach them. If students are already reading but have not developed these skills, use the *Phonemic Awareness* book to teach them as you begin this book. For younger students, use the following books, which have these skills built into the lessons: *Learning The Alphabet, Books 1 And 2*, *Exploring Sounds In Words, Books 1 And 2*, *Rhyming Short Vowel Words And Sentences* or *Mixed Short Vowel Words And Sentences*, and *Phonetic Words And Stories, Books 1-8*.

DAILY ROUTINE

1. SOUND CHARTS

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

As a daily review point to the patterns on the charts that have been taught, while students give the sounds. You may want to print the matching large wall charts from the web site www.soundcityreading.net to use in a classroom. Use a pointer to go through the letters and patterns on the charts as the class pronounces each sound in unison. Single students who are being tutored can use the charts in this book.

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 as needed so that all of the charts are covered as frequently as possible.

2. SOUND CARDS

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

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.

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

3. HANDWRITING

Practice writing the alphabet letters, paying special attention to any manuscript (or cursive) letters that are being formed incorrectly. Demonstrate cor-

rect letter formation (and for cursive, letter connections, paying special attention to the letters b, o, v, and w that “swing out”) and have students copy. Watch the students and assist as needed. If a student has difficulty writing a letter correctly, write the letter on the student’s paper to be traced repeatedly. The student then writes the letter again.

Students should always say the sound or sounds of each letter or pattern as they write it. Manuscript and cursive handwriting models can be found at the end of this book.

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. Some of the handwriting books have large patterns to trace and then copy, making it easier for students to master letter formation.

As soon as students are able to form the letters correctly, dictate selected letter sounds daily and have students write them on lined paper, repeating each sound as they write. Practice some of the letters that will be needed when spelling and any other letters that need extra practice.

4. PHONOGRAM DICTATION

Dictate any of the phonogram patterns that have been taught. At first, you will dictate all of them. When there are too many to cover in one day, choose the patterns that have been most recently taught and any other patterns that continue to cause difficulty. Rotate in a few review patterns as well. Say the sound or sounds for each pattern as you dictate. Students repeat the sounds as they write the patterns.

5. SPELLING DICTATION

Planning

Before each lesson, plan the words you want to spell. Plan to dictate several words from each new phonogram or syllable study list 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.

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, recent phonograms, and any phonograms that will be included in the words you will spell. If students forget a phonogram pattern, point it out on its sound chart.

Dictate new phonetic words one at a time. Say each word slowly and carefully, so that students can hear each sound in the word. Guide and explain as needed. As students write the word, they should say each sound separately (segmenting the word) and write the related letter or phonogram to match each sound. Then write the word on a chalkboard, white board, or overhead projector, while students segment the word again in unison. 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.”

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, pūsh, skī, 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, lamb^x, listen^x) and above silent e's that are part of a silent e syllable (littl^xe, bubb^xl^xe).
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^ˈtas^ˈtic
10. (Advanced) Draw an asterisk * above a vowel in an open, accented syllable if it represents the short vowel sound (special, vision, casual). This sometimes occurs in words with certain ending syllables.

Sorting Words While Writing

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, ěa. Set up an extra column for new and review sight words or other words. Write the same column headings on the chalkboard or a white board. As you dictate the words, ask for a volunteer to tell you where to place each word. If they are not sure, tell them. After students say the sounds and write the word in the correct column, have them say the sounds again, in unison, while you write it in the correct column on the board.

Another configuration that works is to have students write each phonogram at the beginning of a new line. They will then spell words with that phonogram going across that row.

Writing Words With Prefixes and Suffixes

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

Teaching New Sight Words

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

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

6. DECODING PHONETIC WORDS

The phonetic word lists are presented such 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. Other two-syllable words, including words with unaccented syllables with the schwa sound and silent e syllables.
8. Words with soft c and g sounds, as in cent, city, cycle, gem, giant, and gym.
9. Words with “bossy r” patterns ar, er, ir, or, ur, wor, ear, and our.
10. Words with single dotted vowels or vowel patterns that include dotted vowel sounds (säw, bäll, tö, püsh, skī, fillët). The two dots mean “not the regular sound.”
11. Words with vowel patterns that represent more than one sound (eat/head/steak, home/love).
12. Consonant patterns with silent letters (knob, wren, straight, lamb).
13. “Umbrella” vowels that can commonly represent the short u sound (ou/country, o/son, a/across, a/panda).

It is helpful to use a copy of the *Sound City Reading Sequence Charts* when planning lessons. It contains an overview of the entire program, explaining the books and workbooks used at each level. The charts in the book show each letter or phonetic pattern taught, in the order in which they are introduced, for all teaching levels. Each chart also lists sample phonetic words, sight words, and any pertinent synonyms, antonyms, and homonyms.

You will need to decide how many new syllable or phonogram patterns to teach per day. Younger students and older students who are not yet reading will need to study only one new pattern per day. Older students and students who are already reading may be able to cover two or three new patterns per day.

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.

Some groups of students may have difficulty with decoding in general. Sometimes, even with a strong group, a particular set of words may be more difficult to read, especially words with complex syllable structures or words with less common patterns. In these cases looking closely at the word structure while also thinking about the meanings of the words is helpful. Use any of the following ideas to enhance student learning.

1. Students use a colored pencil to highlight the vowel or consonant pattern in each word, saying the sound each time they mark. Go through 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 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. 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. On the board, use a sample word to show students how to label consonants by writing a C above them and vowels by writing a V above them. This does not have to be done with every word, but as an introduction it will make the syllable pattern more clear to the students. Study the explanations on each syllable page and model various words until the students understand the types of syllables and can ex-

plain 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.

Other Patterns To Be Aware Of

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.

7. SIGHT WORD REVIEW

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

After reading new phonetic words, review any new sight words and some or all of the sight words that have been taught previously. Go through a set of sight word cards or use the sight word chart in the students' books. Have students read the words aloud, taking turns and in unison. You may want to post the words on a "word wall" so that students can refer to them as needed when doing creative writing assignments. If you do, you can review the words directly from the wall.

8. 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.

More advanced students should read alternate material at their current reading level. You may want to use the practice stories with advanced students as dictation exercises.

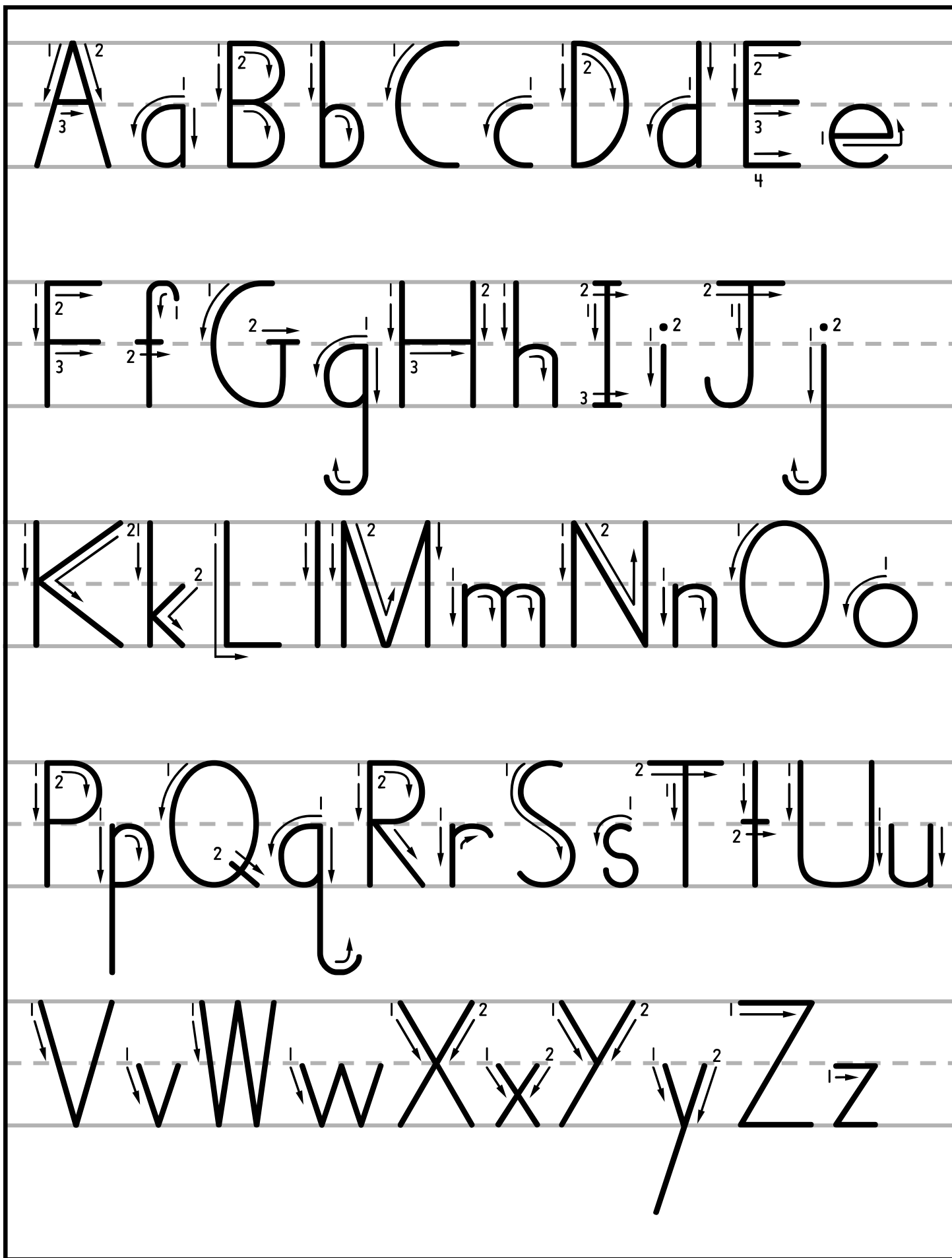
9. READING LITERATURE

After the phonics lesson is completed, students who are reading should spend a significant amount of time reading, discussing, and responding to high quality literature under the guidance of the teacher. Students who are not yet reading should listen to and discuss higher level stories read aloud by the teacher.

10. 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.



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

Phonetic Words And Stories - Book 3 - More Long Vowels

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	oa/boat			
2	oe/toe			
3	o_e/home			<i>Home</i>
4	o_e/love		Possessive __'s # 1	<i>Joe's Truck</i>
5	old/gold, olt/bolt oll/roll, olk/yolk			
6	a_/across			
7	_a/panda			<i>The Troll and the Gold</i>
8	ui/fruit			
9	ue/glue			
10	u_e/cube			
11	ew/few			<i>Pink Or Blue?</i>
12		tap/tape cap/cape		
13		pin/pine pill/pile		
14		hop, hope		
15		cub, cube		
16	dge/fudge			<i>The Mule</i>

Phonetic Words And Stories - Book 3 - More Long Vowels

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1	broad	boat, coat, goat, float, road, toad, soap, goal, roar, toast	float-sink, road/rode, horse/hoarse, soar/sore, oar/orm oatmeal
2	does, shoe	toe, doe, hoe, roe, oboe, Joe, goes, floe, woe	tiptoe, woe/whoa
3	move, prove, lose, gone	home, nose, those, cone, stone, more, score, globe, smoke, whole	bathrobe, flagpole, manhole, grind-stone, more-less, hole/whole
4	one	love, come, dove, none, some, done, glove, above, one, once	something, someone, sometime, somewhere, income, handsome, become, anyone, somebody, come-go, love-hate, one/won
5		roll, troll, colt, bolt, gold, cold, sold, fold, hold, yolk	goldfish, hot-cold, yolk/yoke, roll/role
6	again, against	across, alas, asleep, alike, alive, alone, afraid, away, above, ago	dead-alive
7		panda, villa, comma, yucca, Santa, Anna, extra, banana, vanilla, delta	
8		suit, fruit, juice, cruise, bruise, swimsuit, suitcase	swimsuit, suitcase, fruitcake
9		glue, clue, true, Sue, blue, rescue, statue, tissue, avenue, Tuesday	blue jay
10	sure	tube, rule, cure, use, cube, June, sure, flute, Neptune	
11	sew	flew, blew, stew, drew, few, pew, threw, screw, cashew, jewel	flew/flue, blew/blue, so/sew, threw/through
12		tap, tape, can, cane, back, bake, pan, pane, mad, made / cap, cape, man, mane, van, vane, rack, rake, snack, snake	
13		pin, pine, rid, ride, kit, kite, tin, tine, rip, ripe / pill, pile, dim, dime, twin, twine, Tim, time, lick, like	
14		smock, smoke, hop, hope, not, note, rod, rode, con, cone	
15		cut, cute, hug, huge, fuss, fuse, tub, tube, cub, cube	
16		fudge, badge, hedge, bridge, edge, wedge, grudge, smudge, judge, porridge	

Phonetic Words And Stories - Book 4 - Odd O Patterns, Dotted Ü And Ä Patterns

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	oi/coin			
2	oy/boy		_ed #1	<i>A Boy Gets A Toy</i>
3	ou/ouch			
4	ou/four			
5	ou/soup		_ing #1	<i>A Mouse In The House</i>
6	ow/cow			
7	ow/snow			<i>The Cow Got Out</i>
8	ü/push			
9	oo/moon			
10	oo/book			
11	ould/should		Contractions with not #2 Contraction with us	<i>In The Woods</i>
12	au/Paul			
13	aw/saw		Possessive 's #2	<i>Home</i>
14	all/ball			
15	al/salt alk/talk			
16	wa/wasp swa/swan			<i>Small Mouse</i>
17	ou/country			<i>The Dragon And The Ring</i>

Phonetic Words And Stories - Book 4 - Odd O Patterns, Dotted Ü And Ä Patterns

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		soil, boil, coin, point, noise	oilcan
2		boy, joy, toy, soy, annoy	
3		out, found, ground, mouse, mouth, count, cloud, house, shout, couch	outhouse, doghouse, groundhog, campground, mousetrap, dollhouse, without, in-out
4	though	four, pour, court, gourd, fourth, mourn	for/four, pour/pore, fourth/forth
5	through	you, your, soup, group, through, wound	yourself, throughout
6		cow, now, down, town, clown, brown, frown, crowd, howl, owl	downtown, cowboy, up-down
7	know	row, low, know, snow, blow, grow, slow, window, yellow, follow	snowman, windowsill, below, rowboat, fast-slow, high-low, above-below, no/know, low/lo, so/sow, roe/row
8		put, pull, full, bull, bush, push, pudding	bullfrog, input, fullback, push-pull
9	school	moon, food, tool, roof, zoo, pool, spoon, broom, goose, school	toothbrush, bedroom, bathroom, schoolhouse, to/two/too
10	poor, door, floor	book, cook, foot, hood, good, hoof, look, shook, stood, wood	bookshelf, checkbook, matchbook, dogwood, outdoor, rich-poor, good-bad, would/wood
11		should, would, could, wouldn't, couldn't, shouldn't / Let's	
12		Paul, haul, gauze, haunt, launch, faucet, auto, August, autumn, exhaust	
13		saw, paw, claw, draw, straw, lawn, dawn, yawn, hawk, crawl / The kid's pool, Andrew's shoes, The mouse's hole, The boy's ship, Paul's home	dawn-dusk
14		all, ball, call, tall, wall, fall, hall, mall, small, stall	football, hall/haul, pall/Paul
15	half, calf, although	salt, bald, malt, false, palm, talk, walk, balk, stalk, chalk	saltbox, calm-upset
16		wasp, want, wash, watch, wand, water, swan, swamp, swallow, swat	watchdog, watchman, watchmen
17		young, touch, couple, trouble, double, cousins, country	

<i>Phonetic Words And Stories - Book 5 - Soft C And G Sounds, Bossy R Patterns</i>				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	ce/cent ci/city cy/cycle			
2	_ace/face _ice/mice _uce/spruce			
3	_ce/fence			
4	ir/bird			<i>A Bird</i>
5	ge/gem gi/giant gy/gym			<i>Jake's Magic Show</i>
6	_ge/hinge			
7	ar/car			<i>Mark's Car</i>
8	er/her (one-syllable words)			
9	er/her (two-syllable words)			<i>The Foot Book</i> by Dr. Seuss (Random House, 1968)
10	er/her (more two-syllable words)		_ed #2	<i>Oil</i>
11	ur/turtle		_ing #2	<i>The Life Of A Turtle</i>
12	_se/mouse			
13	_se/cheese _ze/freeze			
14			Contractions with <i>is</i> # 2 Contraction with <i>am</i>	<i>A Trip To The Farm</i>

Phonetic Words And Stories - Book 5 - Soft C And G Sounds, Bossy R Patterns			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		cent, city, cycle, pencil, princess, fancy, spruce, ceiling, mice, race	spaceship, anyplace, cent/sent/ scent, nice-mean, give-receive
2		face, race, ace, space, rice, mice, dice, slice, price, spruce	
3	once	fence, prince, dance, lance, prance, force, bounce, voice, choice, juice	fencepost
4		girl, bird, dirt, fir, stir, shirt, third, first, skirt, squirrel	bluebird, birdhouse, girl-boy, nightshirt, sweatshirt, first-last
5		gem, gel, giraffe, gymnastics, magic, squeegee, page, stage, cage, huge	birdcage, backstage
6		hinge, fringe, flange, plunge, sponge, strange, change, gorge, orange, revenge	
7	are	arm, art, car, star, farm, barn, large, shark, chart, garden	junkyard, hardware, armchair, barnyard, starlight, courtyard, warm-cold, start-stop, near-far
8		her, herd, verb, verse, serve, perch, fern, clerk, desert, dessert	
9	answer	zipper, ladder, soccer, letter, but- ter, hammer, winter, number, under, river	sunflower, however, afternoon, grandmother, whoever, whomev- er, whenever, whatever, grass- hopper, understand, everybody, everywhere, everything, everyone
10		feather, weather, sweater, celery, water, oyster, tower, flow- er, either, neither	weather/whether
11	bury	hurt, curve, surf, burn, church, churn, turnip, turtle, purple, tur- key	turncoat
12		house, mouse, goose, geese, horse, purse, nurse, false, rinse, tense	houseboat, horseback, true-false
13		cheese, raise, pause, choose, cruise, noise, freeze, maize, gauze, snooze	cheesecake, raise-lower, freeze- thaw
14		he's, she's, it's, that's, what's, who's, where's, when's, how's I'm	

Lesson Plan

Overview

- A. New letter patterns are introduced with the sound charts and sound cards.
- B. Students write any new letter patterns and selected words with those patterns during the dictation period.
- C. Students read the word lists with the new letter patterns in this book.
- D. Phonetic stories are included to be used with early readers.

1.	Sound Charts - Students say new and review phonogram sounds in unison
2.	Sound Cards - Students say new and review phonogram sounds in unison
3.	<p>Handwriting (Use this section to teach or review 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.
4.	<p>Dictation</p> <ul style="list-style-type: none"> a. Letter dictation (Say the sounds) b. Phonogram dictation (Say the sounds) c. Dictate new phonetic words (Students segment the sounds as they write) d. Model and dictate words with suffixes, contractions, etc., as needed e. Model and spell new and review sight words, as needed f. Dictate one or more sentences using phonetic words and sight words from this lesson.
7.	<p>Decoding</p> <ul style="list-style-type: none"> a. Read word lists from this book. b. Mark and read mixed word lists from a white board or chalk board.
8.	Sight Word Review - Read new and review words from flashcards, the sight word chart in this book, or a word wall.
9.	<p>Reading And Responding To Stories</p> <ul style="list-style-type: none"> a. Less advanced students read the phonetic stories whenever you reach them in this book. b. Students who are able should read and respond to high quality literature under the guidance of the teacher. c. All students should hear the teacher read higher level selections aloud.

Overview of Sound City Reading Materials

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

Learning The Alphabet (Books 1 and 2)

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

Exploring Sounds In Words (Books 1 and 2)

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

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

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

Basic Short Vowels

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

Phonetic Words And Stories (Books 1 - 8)

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

Basic Phonics Patterns (Books 1 - 8)

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

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

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

Advanced Phonics Patterns From Children's Books

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

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

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