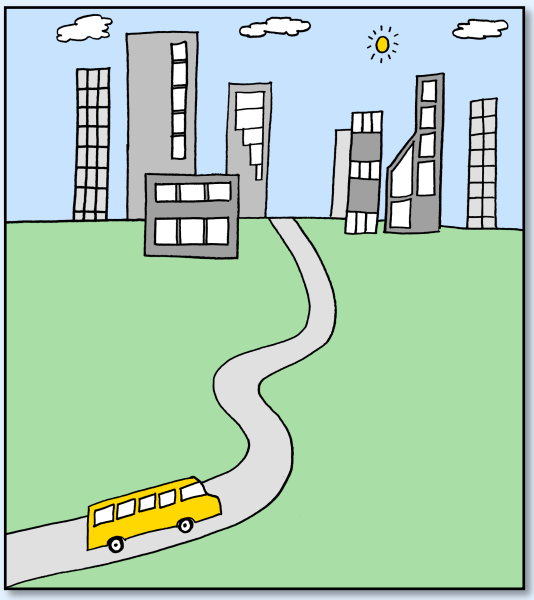
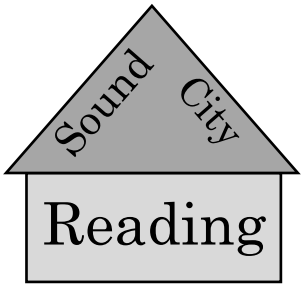
Know The Phonetic Code



Volume 3

Teaches The Skills In:
Phonetic Words And Stories, Books 6, 7, 8



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Say each word. Clap and count the syllables.

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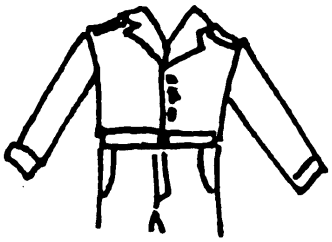

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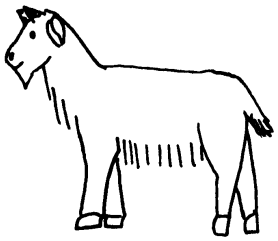

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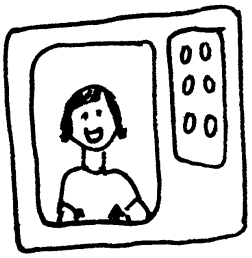

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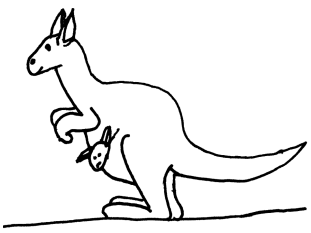

sign, la-dy, u-ni-form, goat, ma-gi-cian, tel-e-vi-sion, muf-fin, kan-ga-roo

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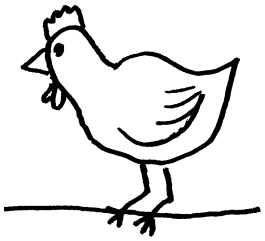
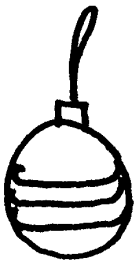
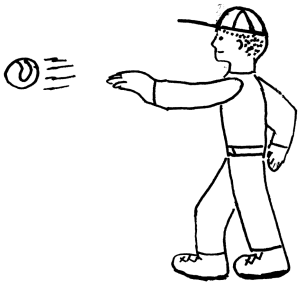
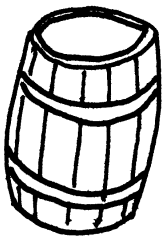
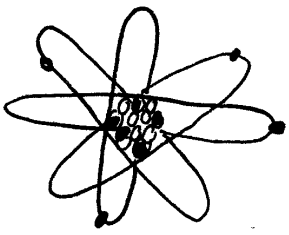
Say each word. Clap and count the syllables.

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

flow-er, chick-en, or-na-ment, pitch, bar-rel, clown, de-tec-tive, u-ra-ni-um

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Say each word. Clap and count the syllables.

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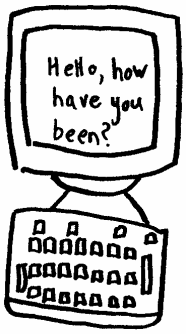

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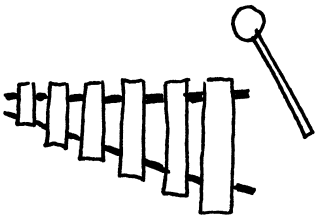

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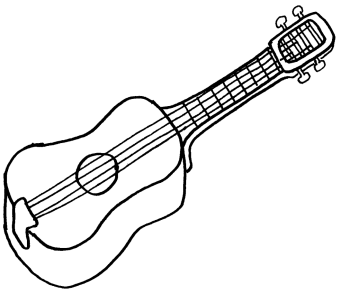

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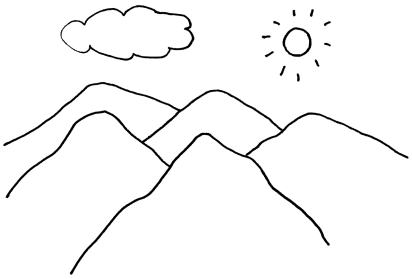

com-pu-tor, pan-da, town, a-corn, ad-di-tion, xy-lo-phone, u-ku-le-le, moun-tains

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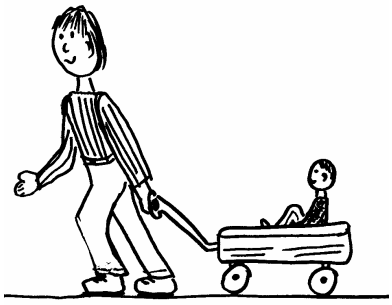
Say each word. Clap and count the syllables.

1.



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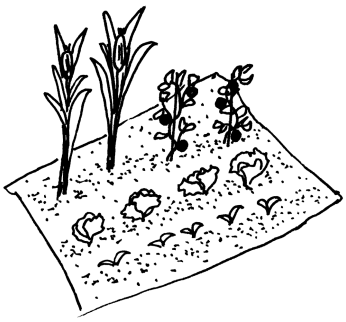

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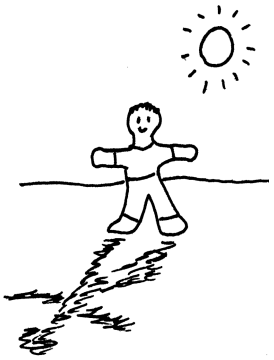

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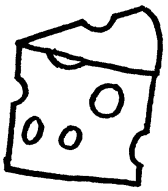

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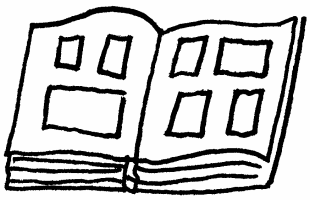

8.

wag-on, bowl, gar-den, shad-ow, fu-ri-ous, cheese, en-cy-clo-pe-di-a, gas-o-line

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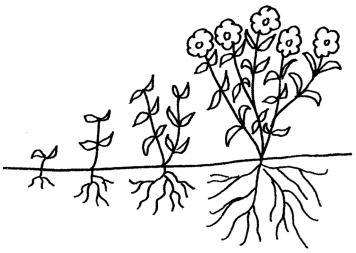
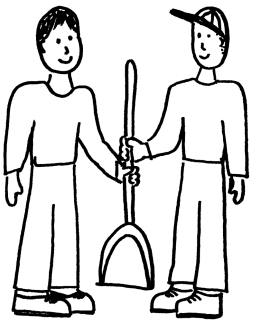
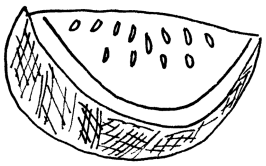
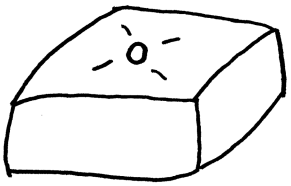
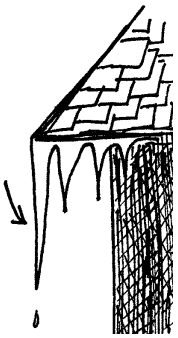
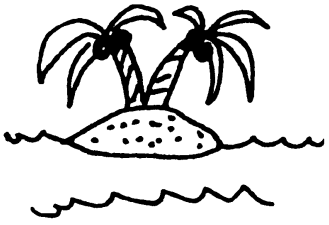
Syllable Awareness 8-1 Say each word. Clap and count the syllables.

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

grow, bor-row, vol-ca-no, wa-ter-mel-on, cush-ion, i-ci-cle, is-land, owl

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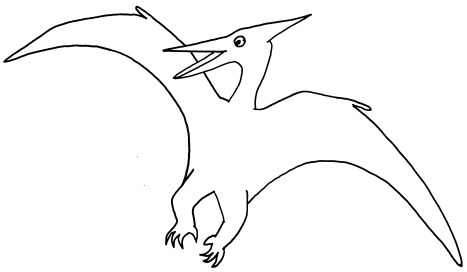
Say each word. Clap and count the syllables.

1.



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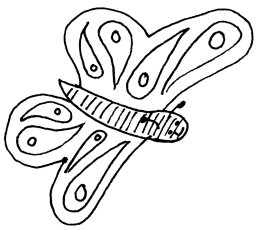

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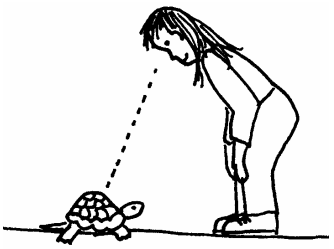

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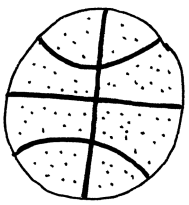

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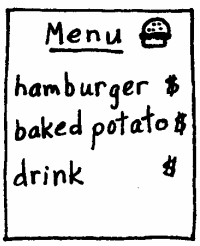

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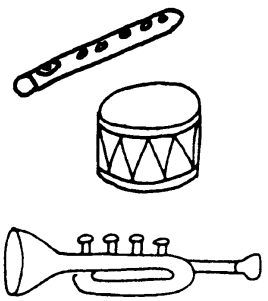

pter-o-dac-tyl, scrap-book, but-ter-fly, see, bas-ket-ball, tool-box, men-u, in-stru-ments

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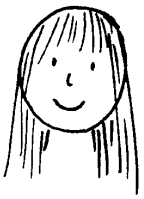
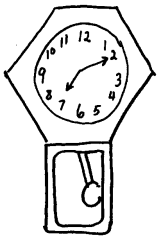
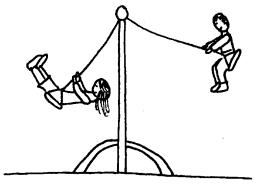
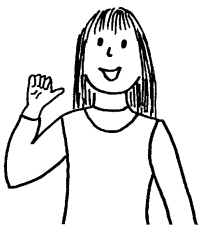
A Sound Story
About Audrey and Brad



Part 1 One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.		T t
Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)		I i
Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."		H h
They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)		ī ī
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."		L l

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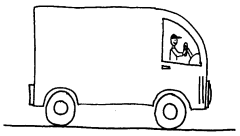
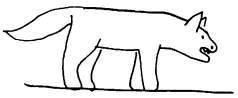
Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.		N n
As they went into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

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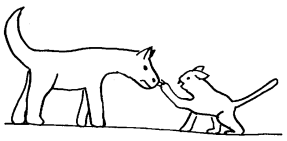
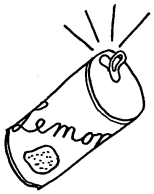
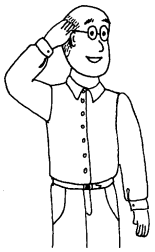
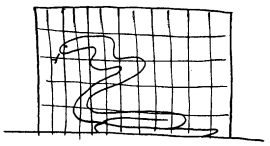
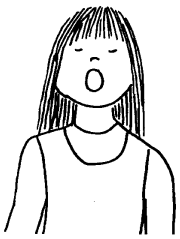
The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.		F f
"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.		X x
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)		E e
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.		S s
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.		J j
After recess Audrey realized that her throat was hurting. It has 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)		O o

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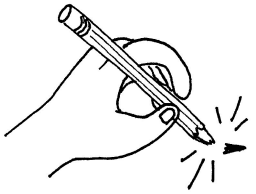
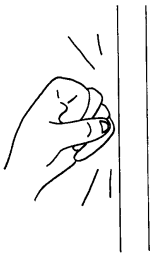
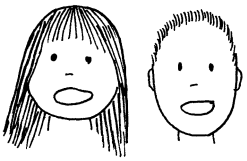
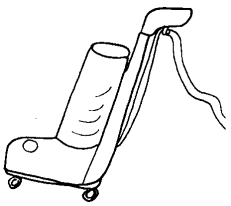
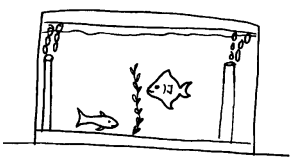
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.		C c
At 2 o'clock, Audrey heard a knock at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

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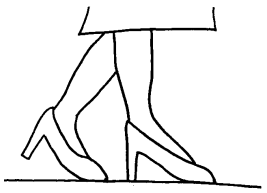
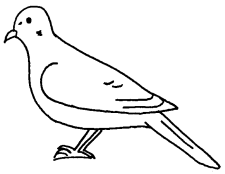
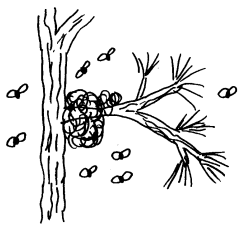
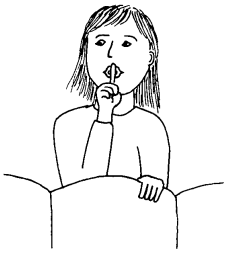
Audrey looked up when she heard the "k, k, k" sound of the receptionists heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter. (k/kick)		K k
When Audrey's exam 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)		Y y
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."		Qu qu
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.		Z z
Part 2 - Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theatre. At the theatre, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)		s h
The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)		ē

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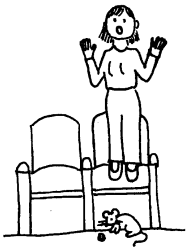
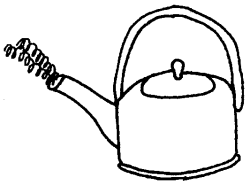
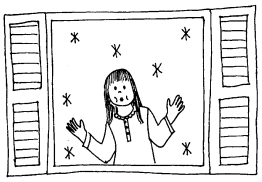
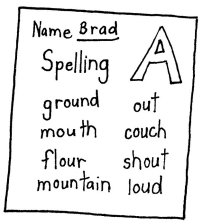
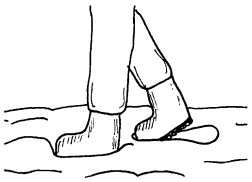
At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)		ō
The next morning Audrey and Brad didn't go to school, because it was Saturday. It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

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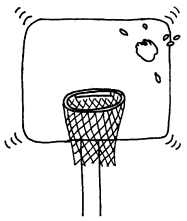
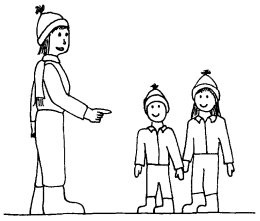
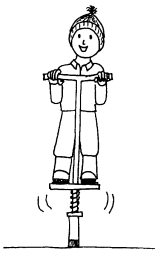
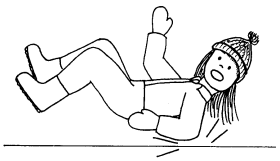
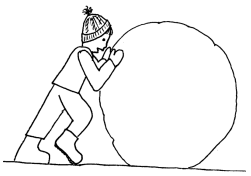
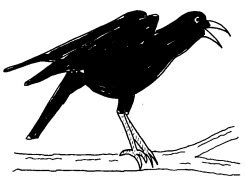
Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)		ng
Dad and 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)		ū
"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)		oi oy
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)		ou ow
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)		ü
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)		ä

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Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)

After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

The End

Notes About the Alphabet

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

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

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

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

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

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by "opening your throat." You don't put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and

open your mouth wider. For some vowel sounds, you change the position of your mouth as you pronounce the sound.

The alphabet has five vowels: a, e, i, o, u. Each vowel can represent three sounds. The first sound for each vowel shown on the alphabet chart is known as the "short" sound, for no particular reason. The second sound for each vowel is known as the "long" sound. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this ā. (Sometimes people use a curved line that looks like a smile, ă, over vowels to show the short sound. I don't do this because it seems to create more confusion for the student.) The third sound for each vowel is a "special" sound. The special vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. Two of the special vowel sounds (ë/ballet and ï/pizza) have sounds that match the long a and long e sounds. Two more special vowel sounds are formed by pairs of vowels: ou/ouch, and oi/oil.

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

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

How to Study the Story and Sound Overview Charts

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

Go over the sound charts at the beginning of each lesson. Look at each letter of the alphabet, each vowel sound, and each consonant pattern. Small pictures from the sound story are shown above each entry to indicate the matching sound. In some cases, there will be more than one letter pattern to represent that sound. In other cases, their 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.

Short Vowels a	A	was	as	has
is	his	I	Book 1 of	both
ninth	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
very	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	bury	Book 6 height	Book 7 color	mirror
sugar	heart	hearth	Book 8 drought	eye

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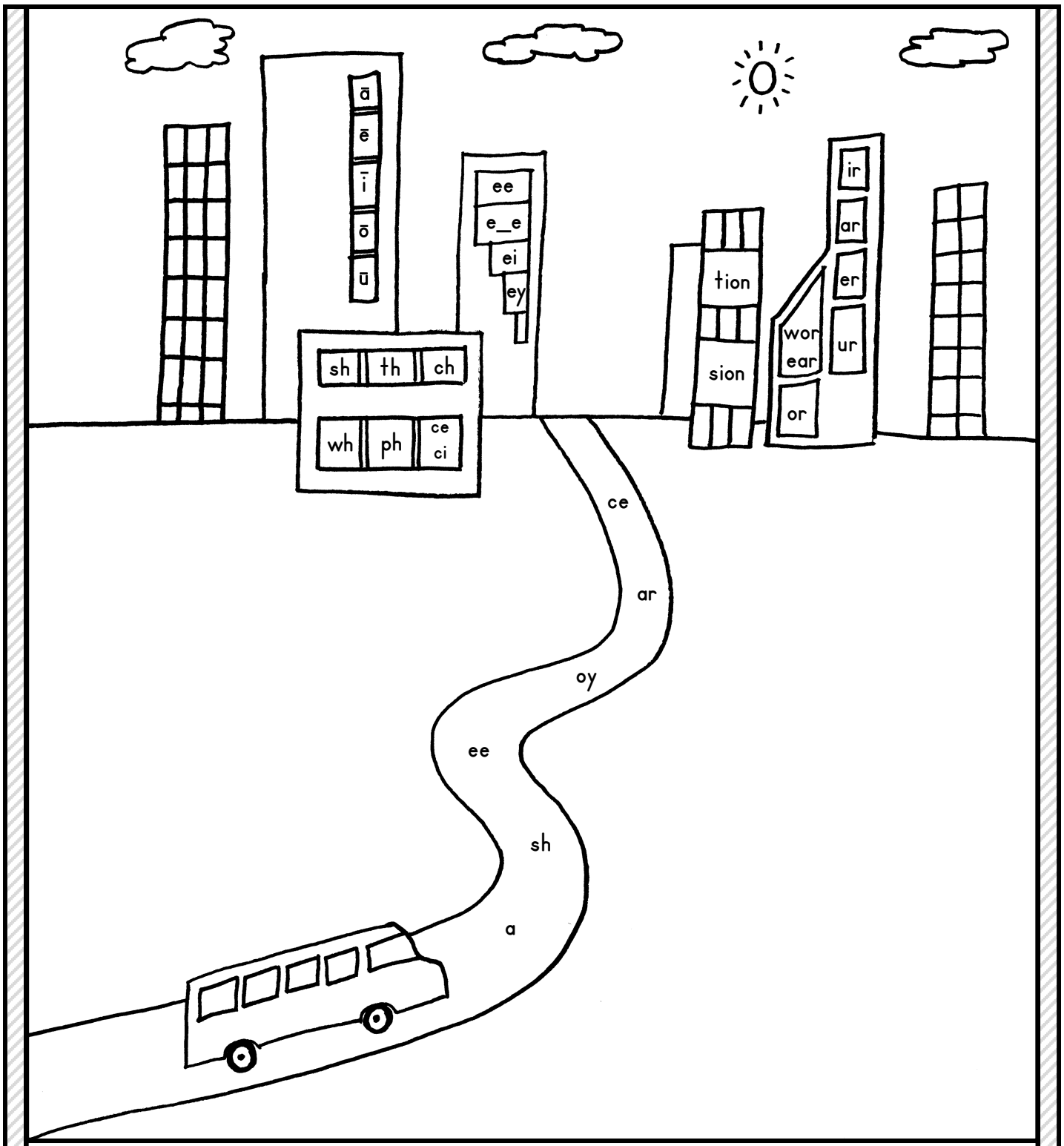

Sound Charts

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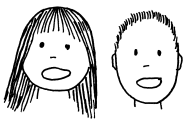
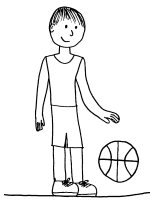
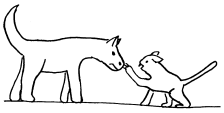
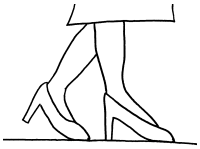
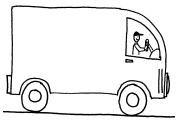
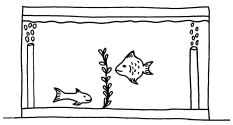
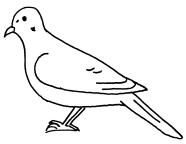
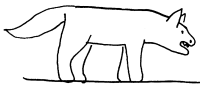
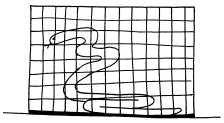
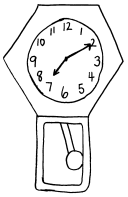
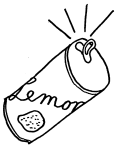
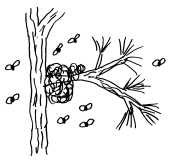
Alphabet Sounds				
A a 	B b 	C c	D d	E e
F f 	G g	H h	I i	J j
K k 	L l	M m	N n 	O o
P p 	Qu qu 	R r 	S s 	T t 
U u	V v	W w	X x 	Y y	Z z 

Say the sound for each letter.

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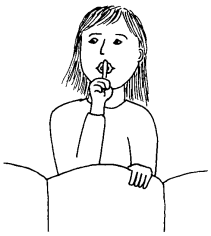
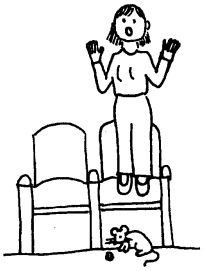
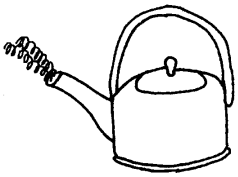
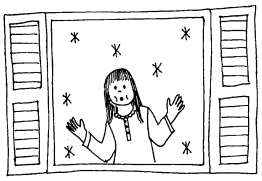
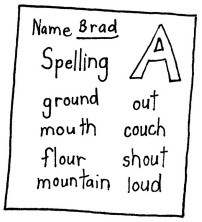
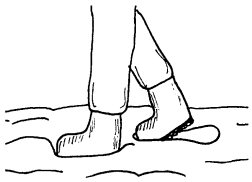
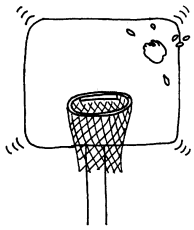
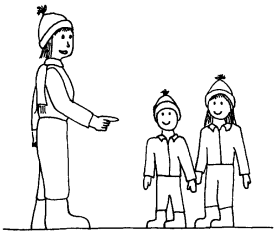
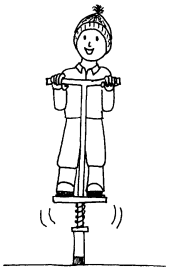
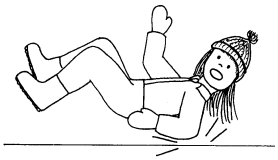
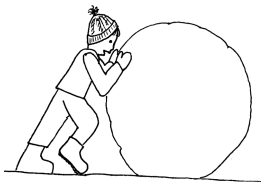
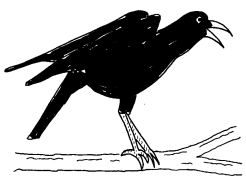
"Beyond The Alphabet" Sounds			
ī	sh 	ē	ō 
th 	th	ö 	ā 
ch 	ng 	ū 	oi oy 
ou ow 	ü 	ä 	measure, vision, azure, garage

Say the sound for each letter or pattern.

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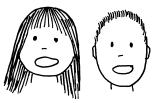
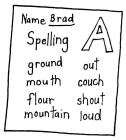
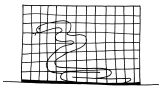
Alphabet	Some letters can represent more than one sound.		
a 	b	c	d
ā 	c 		
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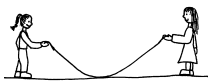
i	j 	k	l
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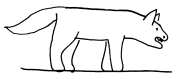
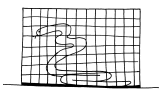
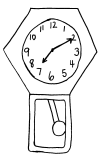
qu	r 	s 	t 	u
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				ü

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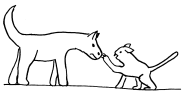
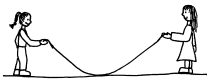
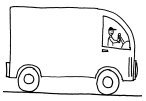
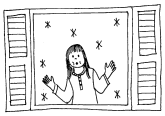
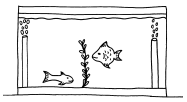
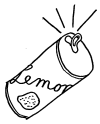
Alphabet	Some letters can represent more than one sound.		
e ē	f 	g g 	h
m	n 	o ō ö 	p 
v	w	x 	y y y	z

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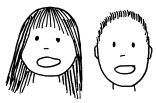
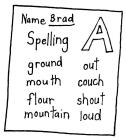
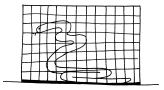
Alphabet	Some letters can represent more than one sound.		
a 	b	c	d
ā 	c 		
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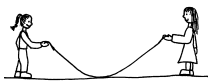
i	j 	k	l
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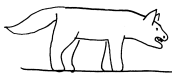
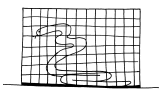
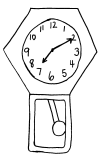
qu	r 	s 	t 	u
		s		ū
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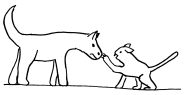
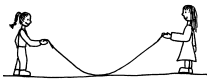
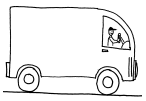
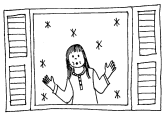
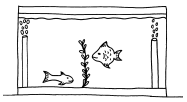
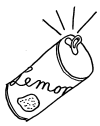
Alphabet	Some letters can represent more than one sound.		
e ē	f 	g g 	h
m	n 	o ō ö 	p 
v	w	x 	y y y y	z

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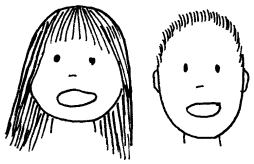
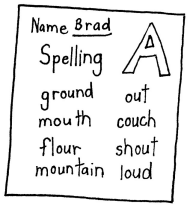
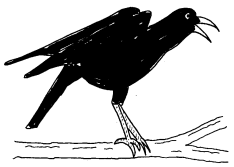
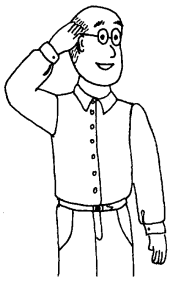
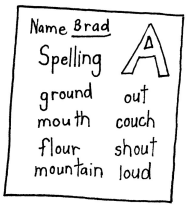
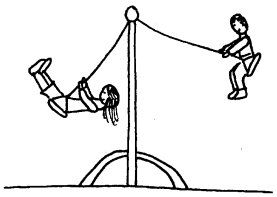
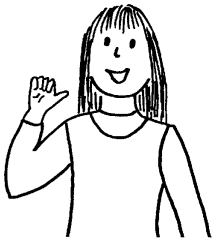
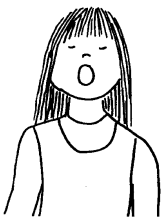
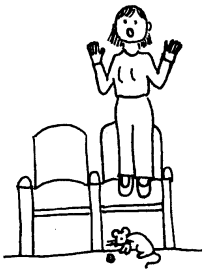
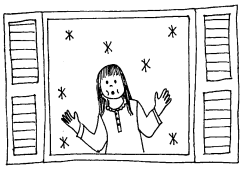
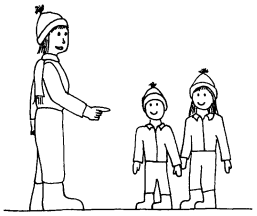
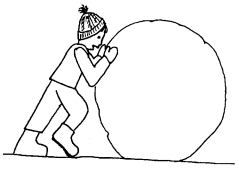
Short Vowels CVC	Long Vowels CV	Dotted Vowels
a 	ā 	ä 
e 	ē	ë 
i 	ī 	ï
o 	ō 	ö 
u	ū 	ü 

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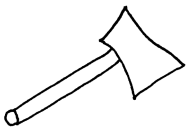
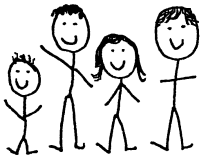
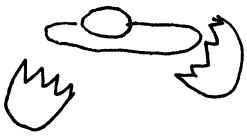
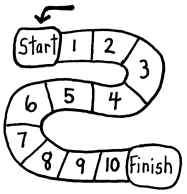
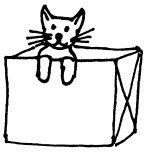
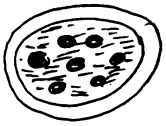
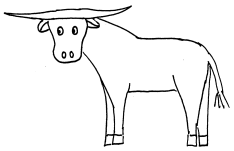
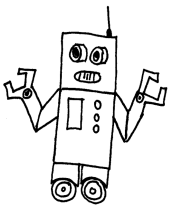
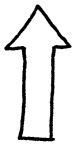
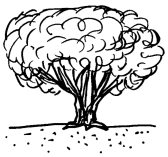
Short Vowels VC	Long Vowels CV	Dotted Vowels
a  ax	ā ra ven	ä  all
e  egg	ē  be gin	ë ballet
i  in	ī li lac	ï  pizza
o  ox	ō  ro bot	ö to
u  up	ū tu lip mu sic	ü  bush

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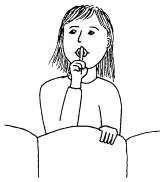
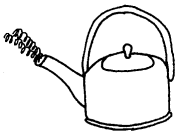
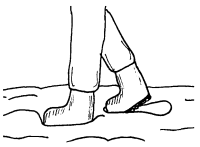
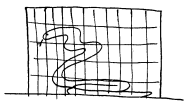
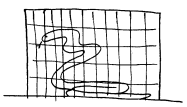
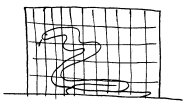
Consonant Patterns		
sh 	th  th	ch 
wh wh	ce  ci  cy 	ge gi gy

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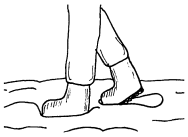
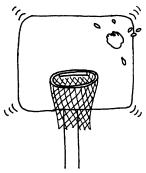
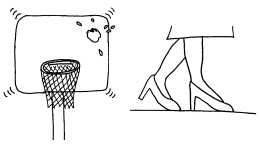
Ending Consonant Patterns		
ck	tch 	nch
ack	atch	anch
eck	etch	ench
ick	itch	inch
ock	otch	onch
uck	utch	unch
ng 	nk 	dge
ang	ank	adge
		edge
ing	ink	idge
ong	onk	odge
ung	unk	udge

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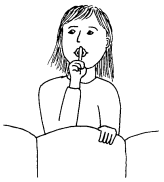
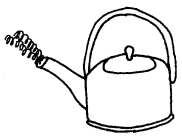
Consonant Patterns

sh 

th 

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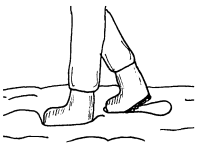
ch 

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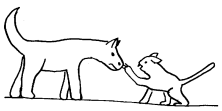
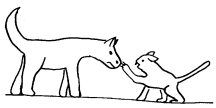
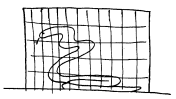
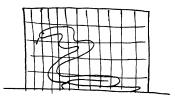
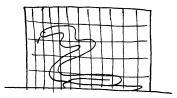
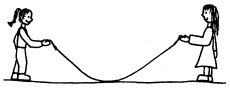
ph 

ugh 

ce 

ci 

cy 

ge 

gi

gy

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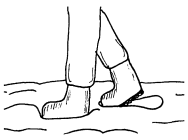
Ending Consonant Patterns		
ck	tch 	nch
ack	atch	anch
eck	etch	ench
ick	itch	inch
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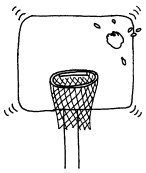
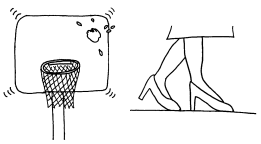
ng 	nk 	dge
ang	ank	adge
		edge
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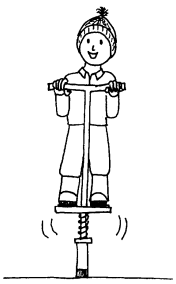
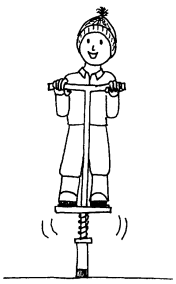
oi



In the middle

oy

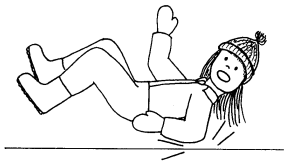


At the end

Odd O

Patterns

ow



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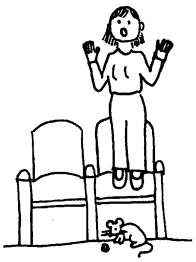

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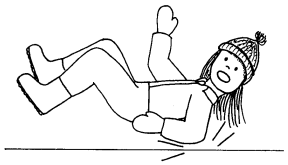

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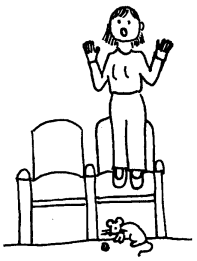

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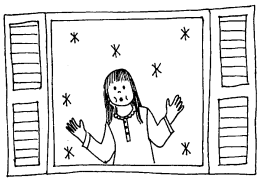
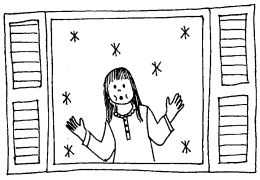


Look at each pattern.
Say the sound.

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

oo



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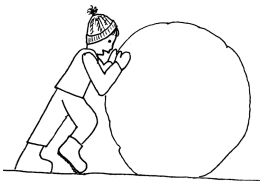

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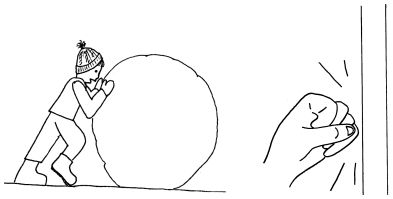

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oi

coins

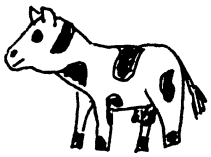
oy

boy

Odd O

Patterns

ow



cow

ow

snow

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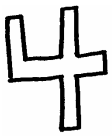
ouch

ou



four

ou

soup

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.

oo

moon

oo

book

ould

should

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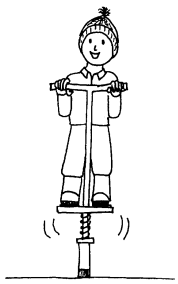
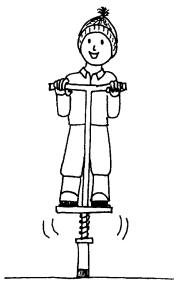
oi



In the middle

oy

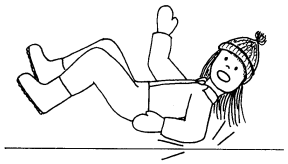


At the end

Odd O

Patterns

ow



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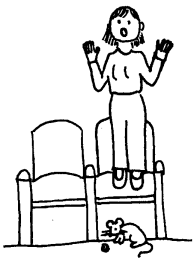

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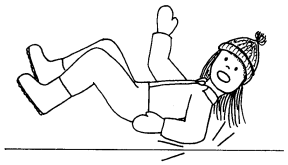

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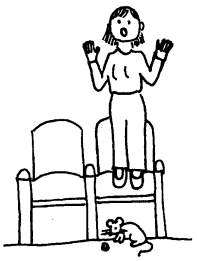

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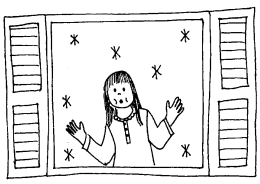
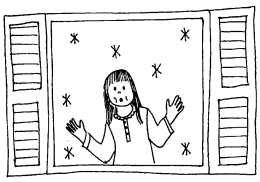


Look at each pattern.
Say the sound.

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

oo



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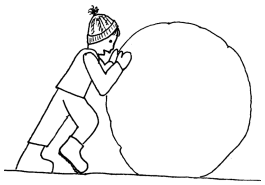
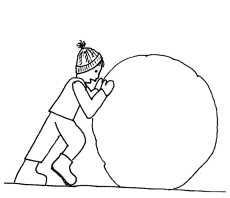


ould



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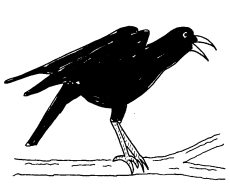

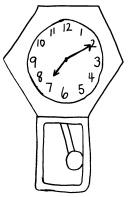

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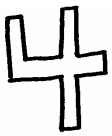
oi coins	oy boy	Odd O Patterns
ow cow	ow snow	
ou ouch	ou  four	ou soup
Look at each pattern. Say the sound and key word. The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.	oo moon	oo book
	ould should	ought bought

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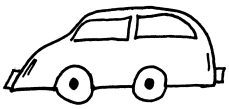
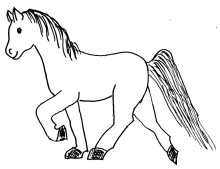
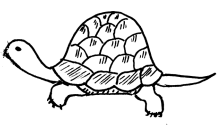
R-Controlled Vowels		
ar  car		
	er her	
	ir bird	
or  horse		
	ur  turtle	

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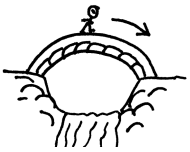
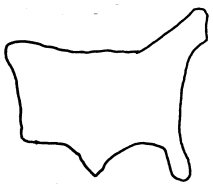
Umbrella Vowels		
a what	a_  across	_a panda
o son	o_e love	ou  country
Shady Short Vowels		
ea head		

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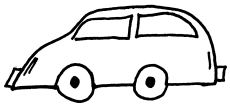
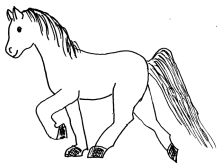
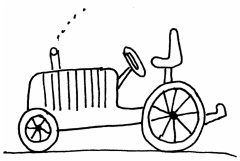
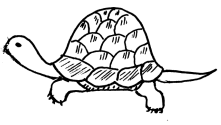
R-Controlled Vowels		
ar  car	ar dollar	ar carrot
	er her	er heron
	ir bird	
or  horse	or  tractor	or sorry
	ur  turtle	

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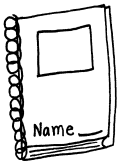
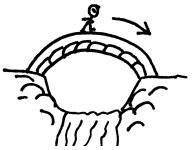
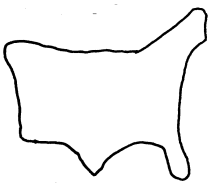
More Bossy R Patterns

wor worm	ear early	our  journal

Umbrella Vowels

a what	a_  across	_a panda
o son	o_e love	ou  country

Shady Short Vowels

ea head		

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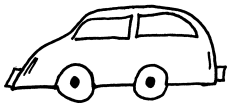
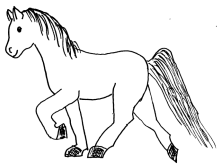
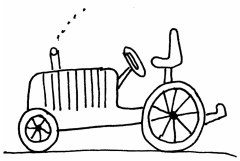
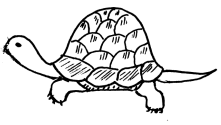
R-Controlled Vowels		
ar  car	ar dollar	ar carrot
	er her	er heron
	ir bird	
or  horse	or  tractor	or sorry
	ur  turtle	

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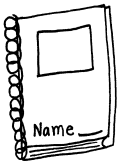
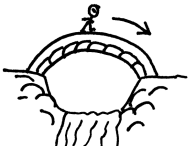
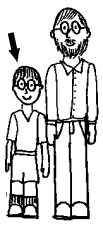
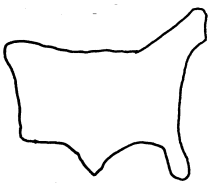
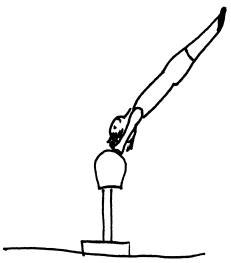
More Bossy R Patterns

wor worm	ear early	our  journal

Umbrella Vowels

a what	a_  across	_a panda
o  son	o_e love	ou  country

Shady Short Vowels

ea head	a father	y  gymnastics

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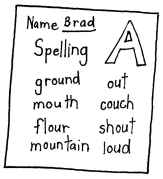
Long Vowel Patterns

ā 	ē	ī
ai rain ay play	ee feet ei weird ey key ea eat	ie pie
a_e safe	e_e these	i_e pine
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 night ind find ild child

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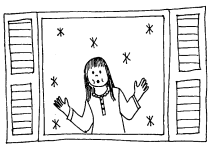
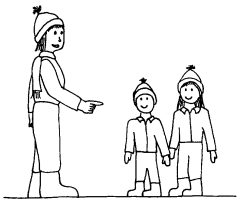
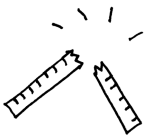
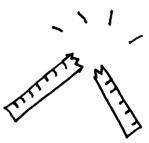
Long Vowel Patterns					
ō			ū 		
oa	boat	ue	glue	ue	cue
oe	toe	ui	fruit		
ou	four				
ow	snow				
o_e	home	u_e	flute	u_e	cube
old	gold				
olt	bolt				
oll	troll	ew	flew	ew	few
o͟lk	yolk	eu	neutron	eu	Europe

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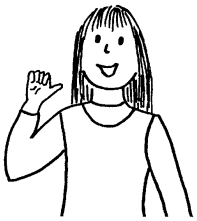
Sounds For Y

y

y

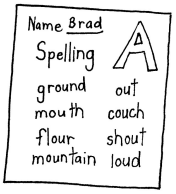
y



ēi

In the middle

ëi

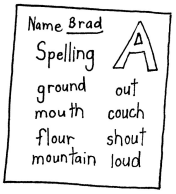


Long E Patterns With More Than One Sound

ēy

At the end

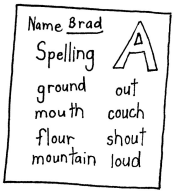
ëy



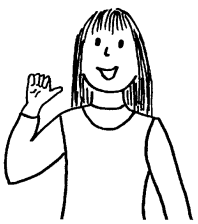
ēa

ea

ëa



īe



ïe

Long I Pattern With More Than One Sound

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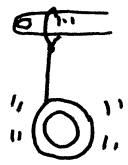
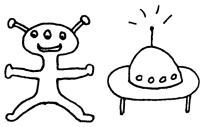
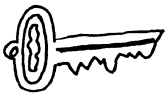
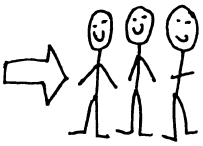
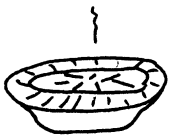
Sounds For Y		
y  yo-yo	y happy	y my
ēi  weird	ëi veil	Long E Patterns With More Than One Sound
ēy  key	ëy  they	
ēa eat	ea head	ëa steak
īe  pie	ïe shield	Long I Pattern With More Than One Sound

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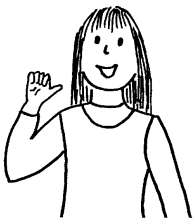
Sounds For Y

y

y

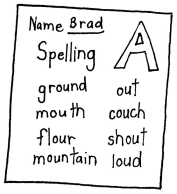
y
ye
y_e



ēi

In the middle

ëi



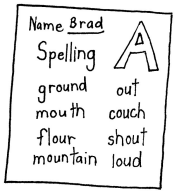
Long E

Patterns With More Than One Sound

ēy

At the end

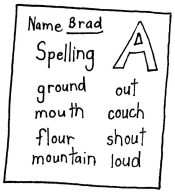
ëy



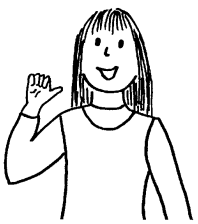
ēa

ea

ëa



īe



ïe

Long I Pattern With More Than One Sound

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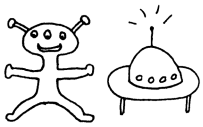
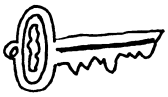
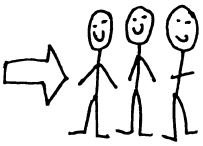
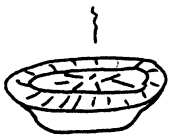
Sounds For Y		
y yo-yo	y happy	y my ye rye y_e type
ēi  weird	ëi veil	Long E Patterns With More Than One Sound
ēy  key	ëy  they	
ēa eat	ea head	ëa steak
ī̈e  pie	ïe shield	Long I Pattern With More Than One Sound

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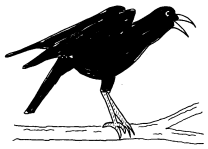
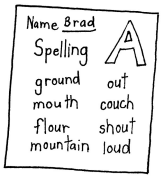
Dotted Vowel Patterns

ä 	ë 	ï
aw saw	ei veil	ie shield
au Paul	ey they	ï pizza
all ball	ea steak	
al salt	eigh sleigh	
alk talk	ë ballet	
wa wasp		
swa swan		

Students say the sound of the dotted 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.

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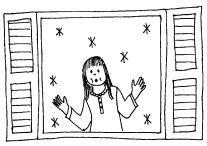
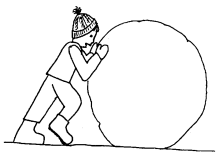
Dotted Vowel Patterns

ö 		ü 		Odd O Patterns	
ö	to	ü	bush	oi	oil
oo	moon	oo	book	oy	boy
ou	soup	ould	should	ow	cow
				ow	snow
				ou	ouch
				ou	four
				ou	soup
				oo	moon
				oo	book

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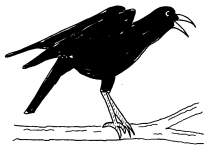
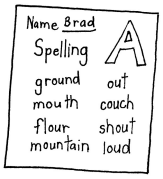
Dotted Vowel Patterns

ä 	ë 	ï
aw saw	ei veil	ie shield
au Paul	ey they	ï pizza
all ball	ea steak	
al salt	eigh sleigh	
alk talk	ë ballet	
wa wasp		
swa swan		
qua quarrel		
squa squash		
ought bought		

Students say the sound of the dotted 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.

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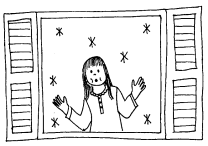
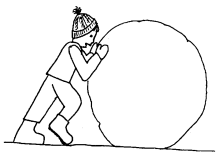
Dotted Vowel Patterns

ö 		ü 		Odd O Patterns	
ö	to	ü	bush	oi	oil
oo	moon	oo	book	oy	boy
ou	soup	ould	should	ow	cow
				ow	snow
				ou	ouch
				ou	four
				ou	soup
				oo	moon
				oo	book

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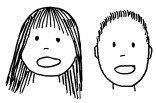
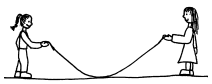
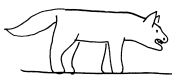
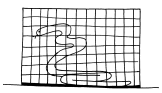
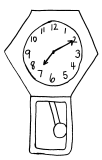
Alphabet	Some sounds can be shown in more than one way.		
a 	b	c **ck** Jack	d
i	j  **dge** fudge **g** gem giant gym **_ge** hinge	k **ck** Jack	l

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

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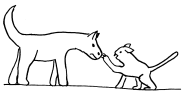
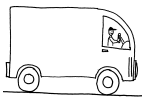
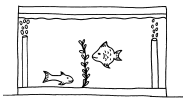
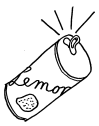
Alphabet			Some sounds can be shown in more than one way.	
e	f 	g	h	
ea head			**wh** who	
m	n 	o	p 	
v	w	x 	y	z
_ve give	**wh** when			**s** his **_se** cheese **_ze** freeze

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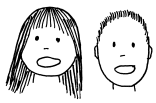
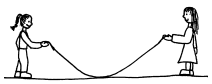
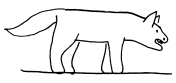
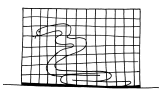
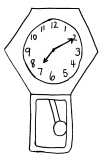
Alphabet	Some sounds can be shown in more than one way.		
a 	b	c **ck** Jack	d
i **y** gymnastics	j  **dge** fudge **g** gem giant gym **_ge** hinge	k **ck** Jack	l

qu	r  **wr** wren	s  **c** cent city cycle **_ce** fence **_se** mouse	t 	u **a** what **a_** across **_a** panda **o** son **o_e** love **ou** country

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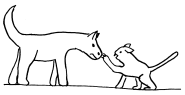
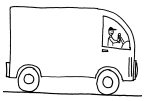
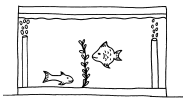
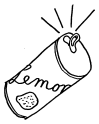
Alphabet	Some sounds can be shown in more than one way.		
e	f 	g	h
ea head	**ph** phone **ugh** laugh	**gh** ghost	**wh** who
m	n 	o	p 
	kn knife	**a** father	

v	w	x 	y	z
_ve give	**wh** when			**s** his **_se** cheese **_ze** freeze

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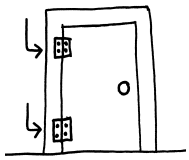
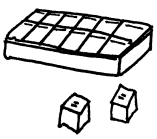
Ending Consonant Patterns With Silent Letters					
	_ve	give			
	_ce	fence			
	_ge	hinge			
	_se	mouse			
	_se	cheese	• The letter v is not used at the end of English words. Use the _ve pattern instead. • The letter s is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. • The _se and _ze patterns may be used at the end of a word to show the /z/ sound . • The *e* is added after the *s* and the *z* to make it clear that there is no suffix _s at the end of the word.		
	_ze	freeze			

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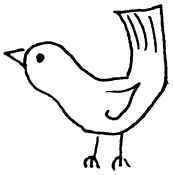
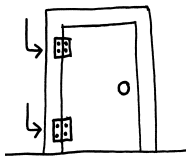
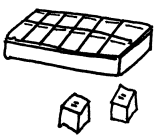
Ending Consonant Patterns			Other Consonant Patterns		
	_v×e	give		×kn	knife
	_c×e	fence		×wr	wren
	_g×e	hinge		g×h	ghost
	_s×e	mouse		×g×h	straight
	_s×e	cheese	**Consonant Patterns With Silent Letters** • The letter v is not used at the end of English words. Use the _ve pattern instead. • The letter s is rarely used by itself at the end of a word. A double _ss is used after a single short vowel. Examples: pass, mess, hiss. The _se pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. • The _se and _ze patterns may be used at the end of a word to show the /z/ sound . • The *e* is added after the *s* and the *z* to make it clear that there is no suffix _s at the end of the word.		
	_z×e	freeze			

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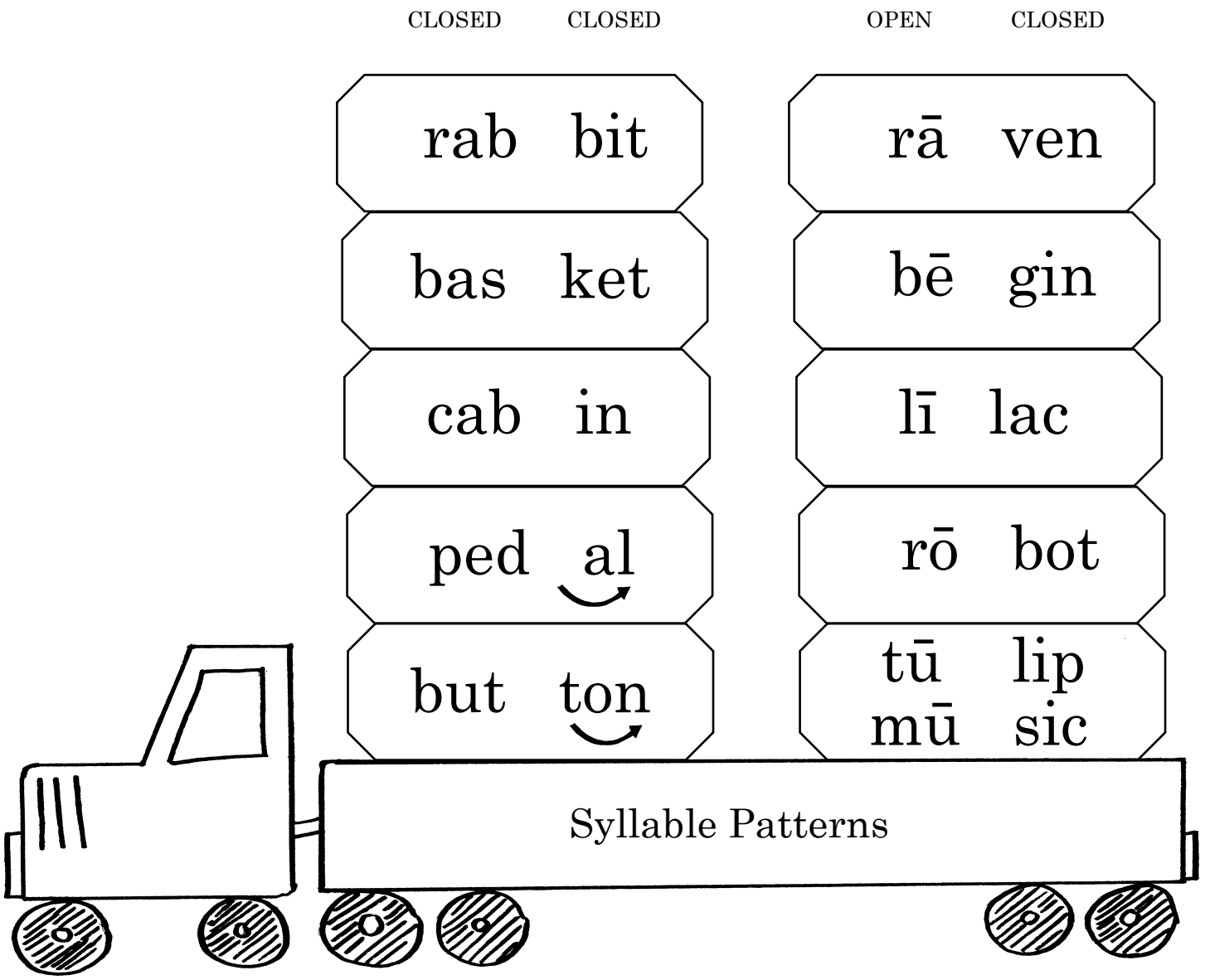
Syllable Patterns

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.



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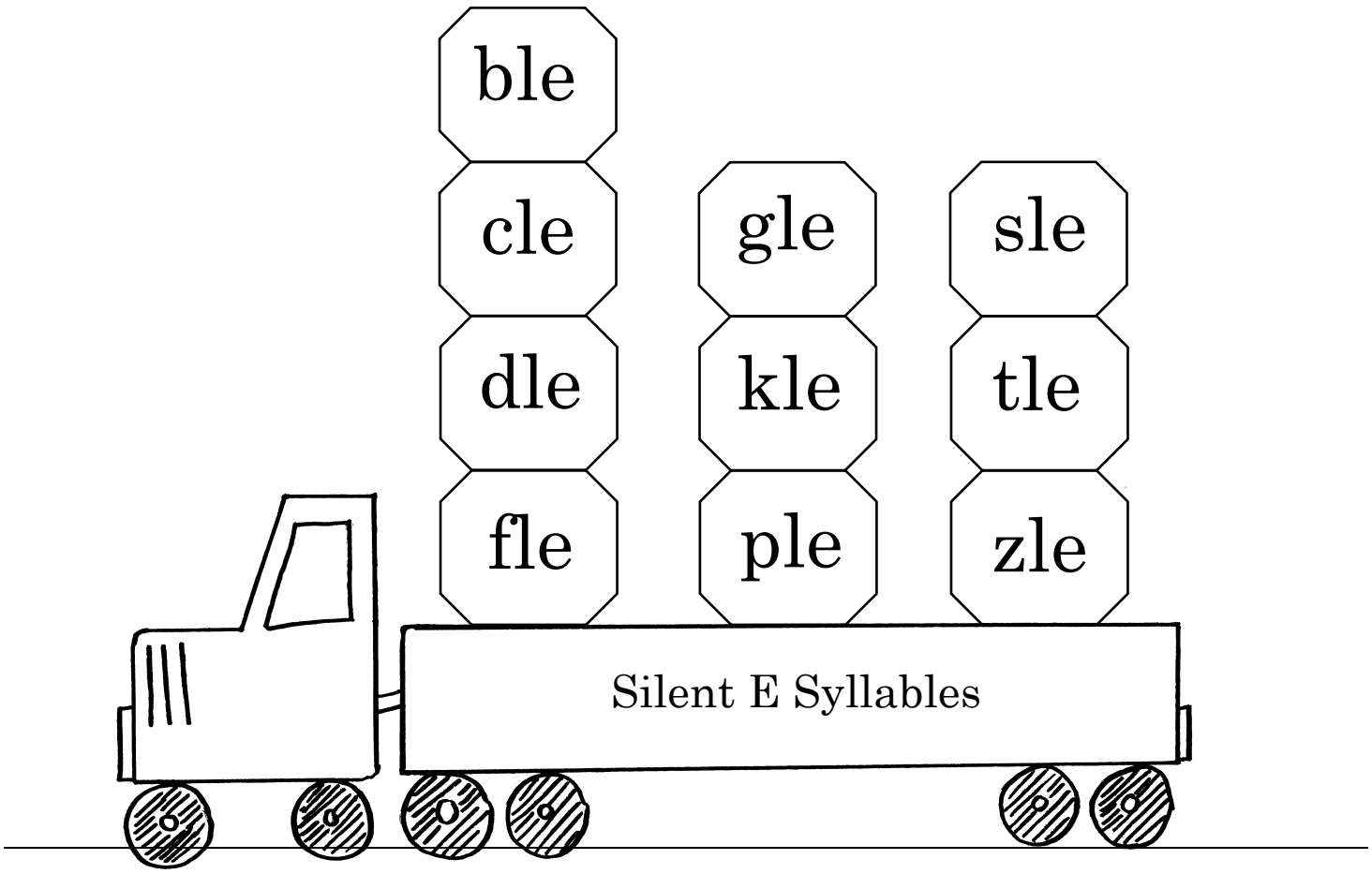
Silent E Syllables

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



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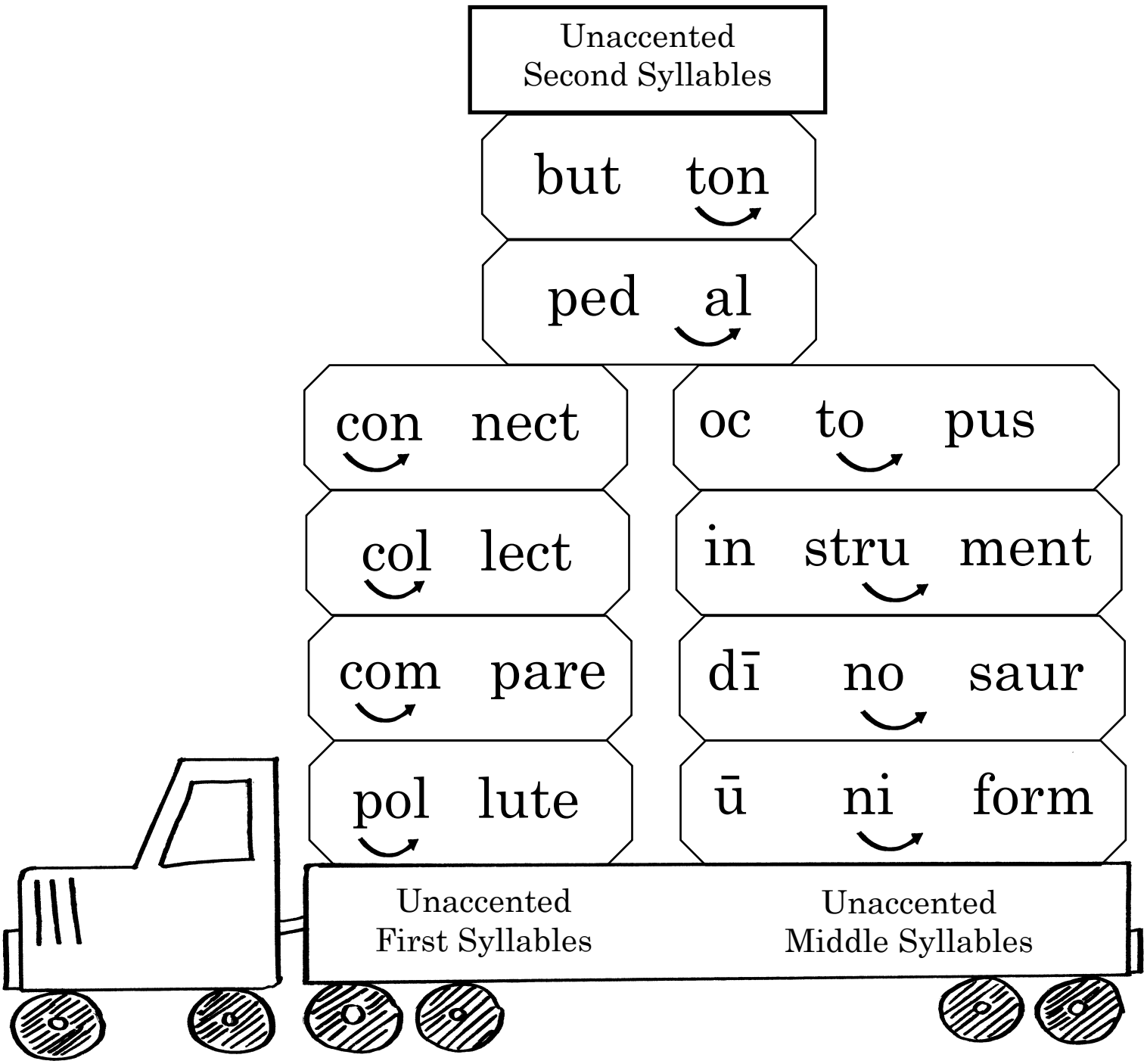
Unaccented Syllables

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



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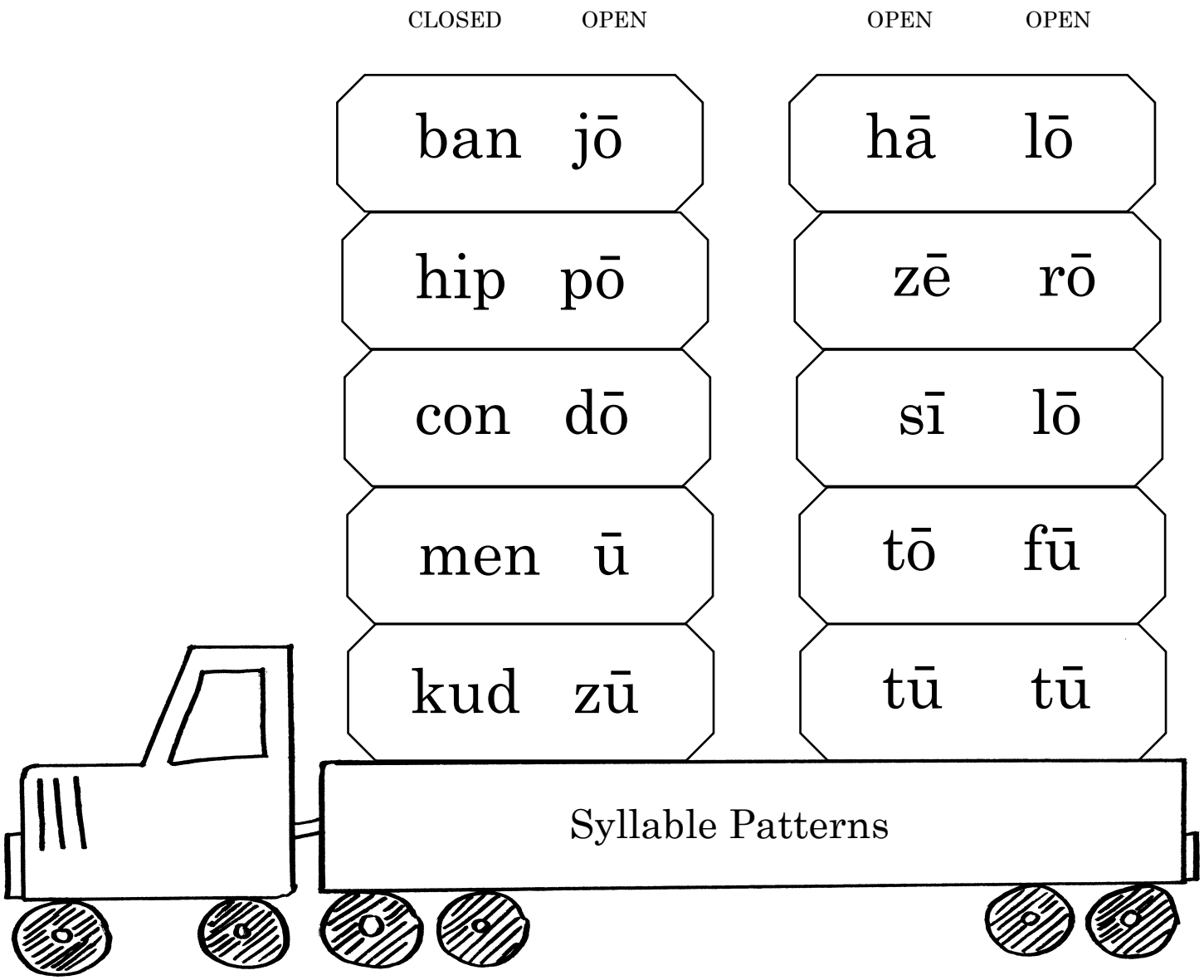
Syllable Patterns

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.



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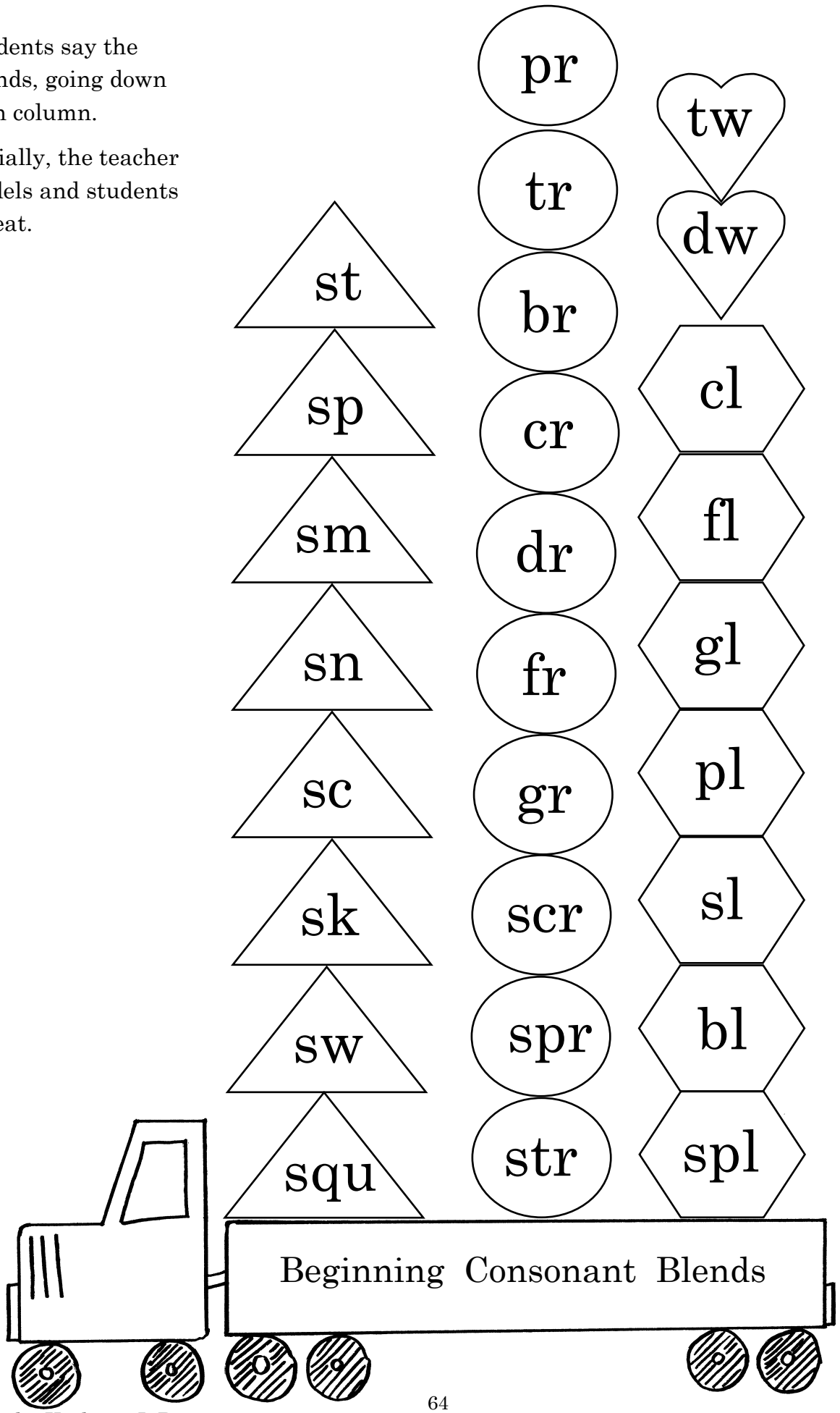
Students say the sounds, going down each column.

Initially, the teacher models and students repeat.



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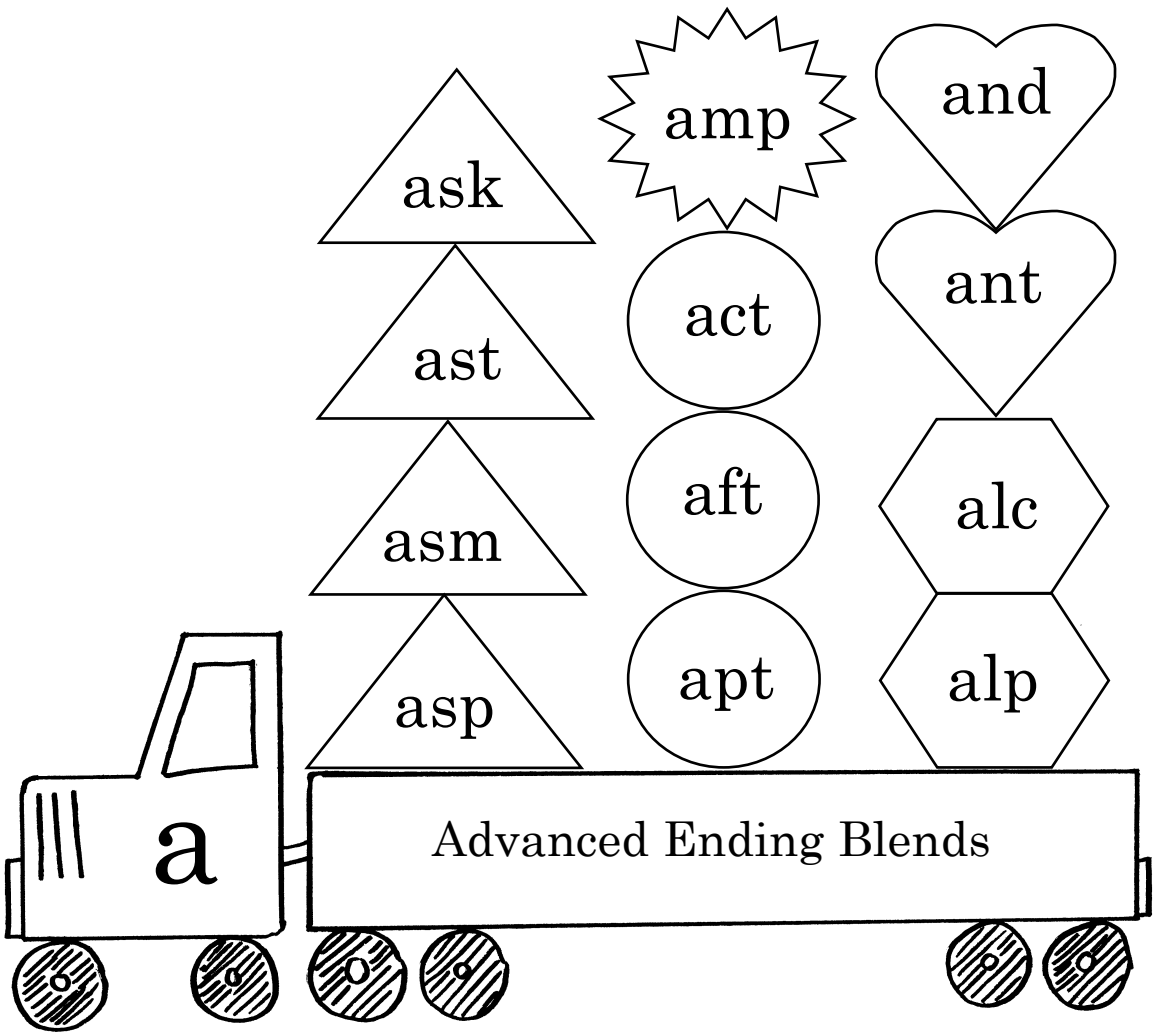
Students say the sounds, going down each column.

Initially, the teacher models and students repeat.



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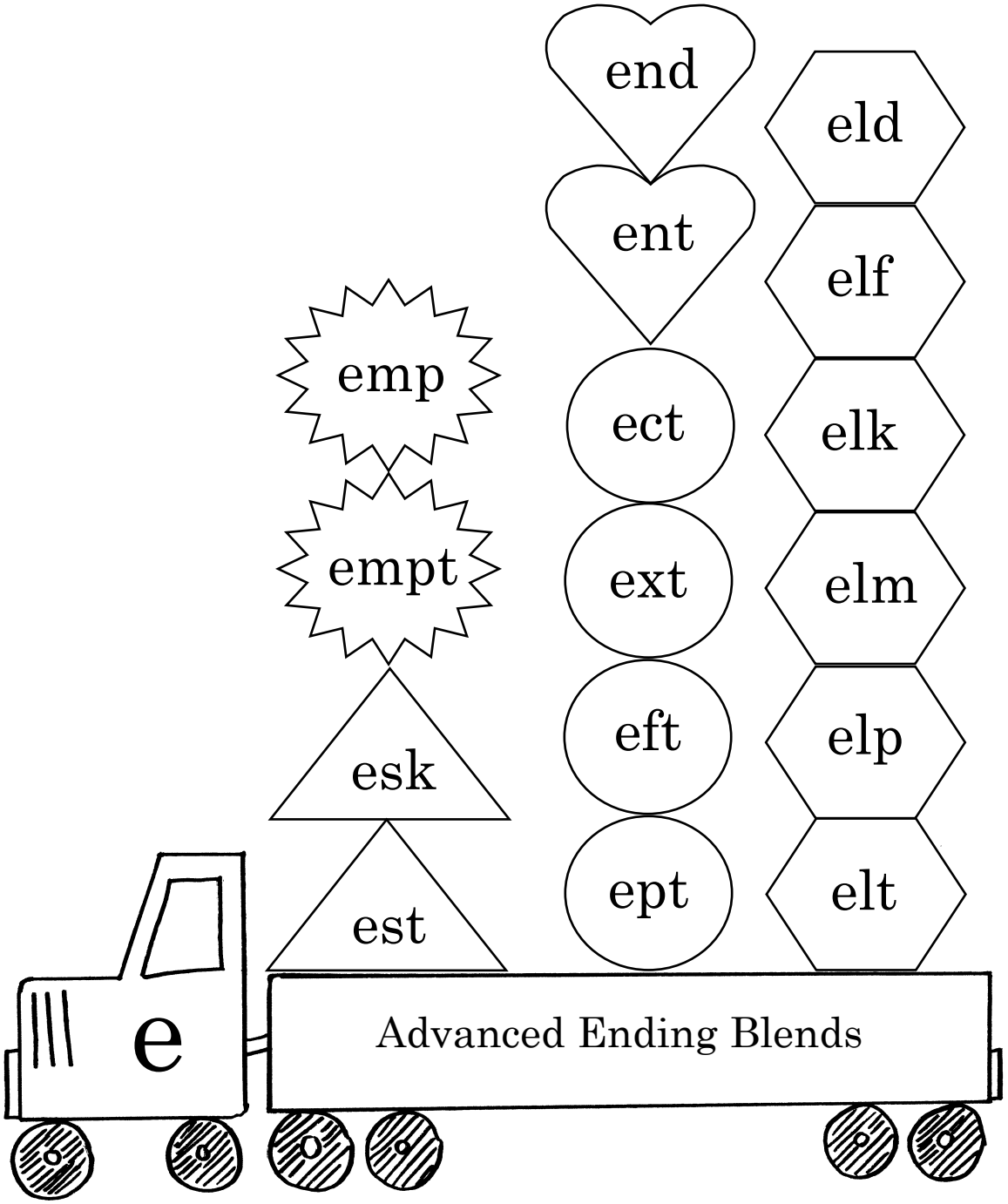
Students say the sounds, going down each column.

Initially, the teacher models and students repeat.



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Students say the sounds, going down each column.

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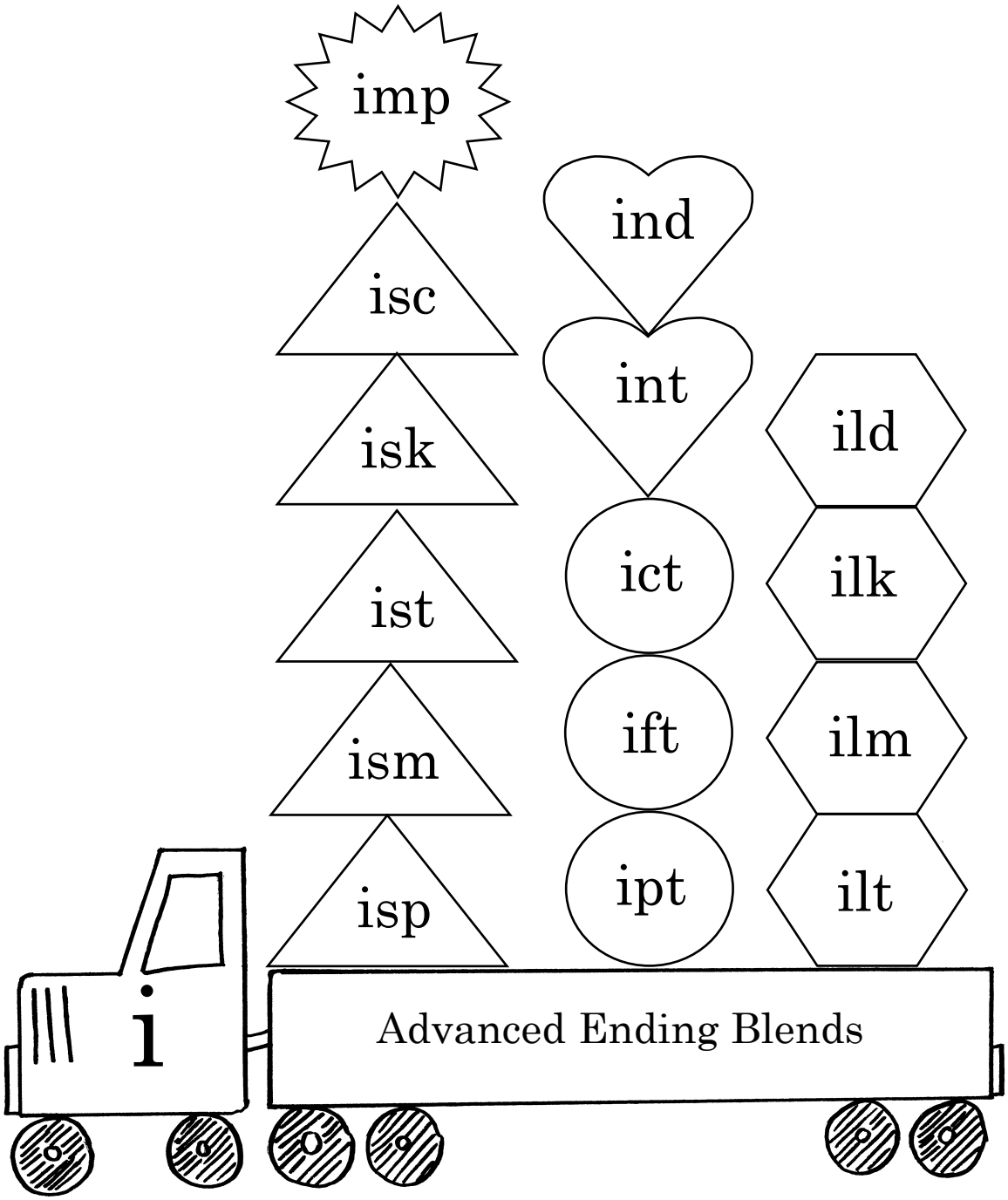

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Students say the sounds, going down each column.

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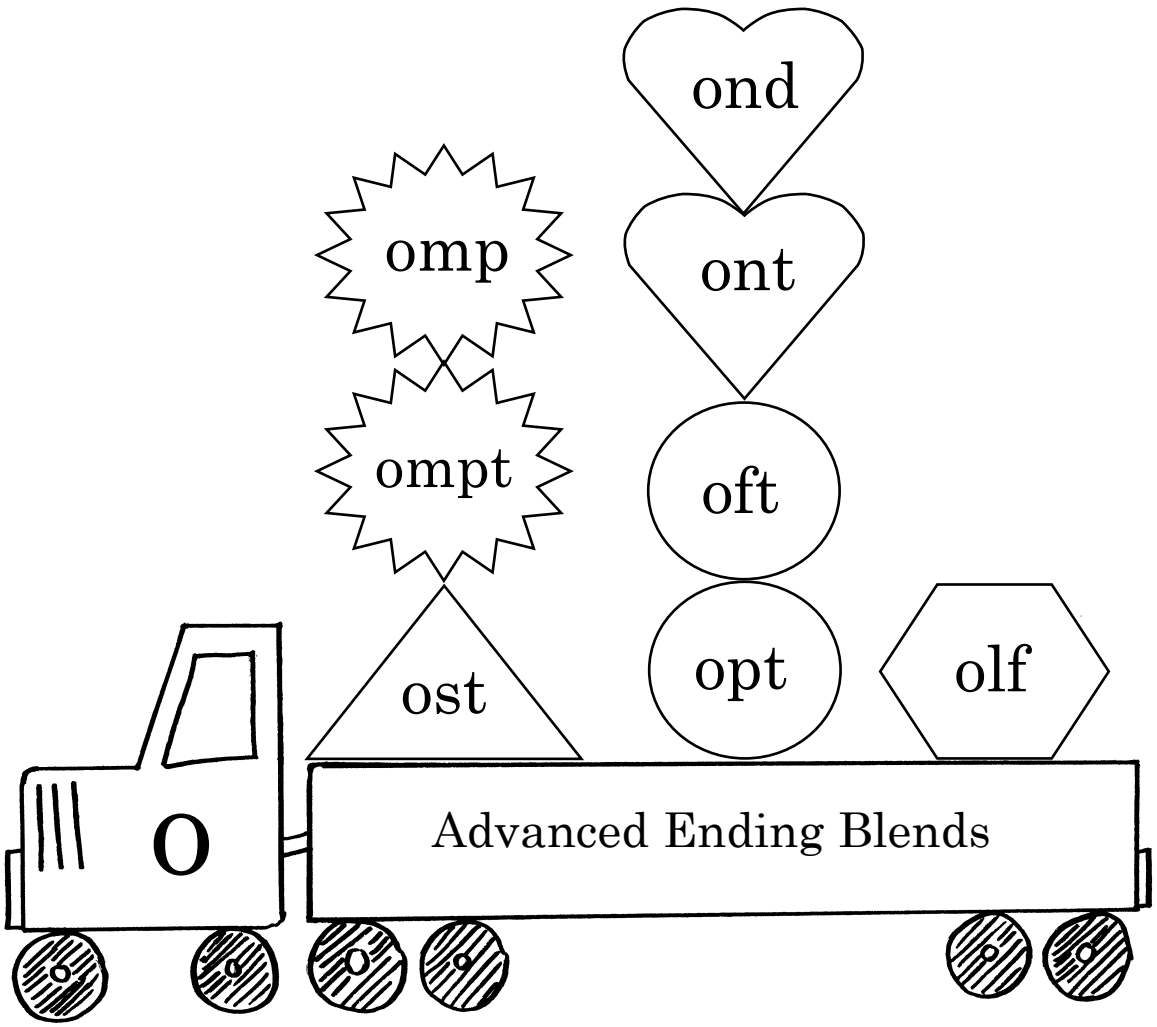

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Students say the sounds, going down each column.

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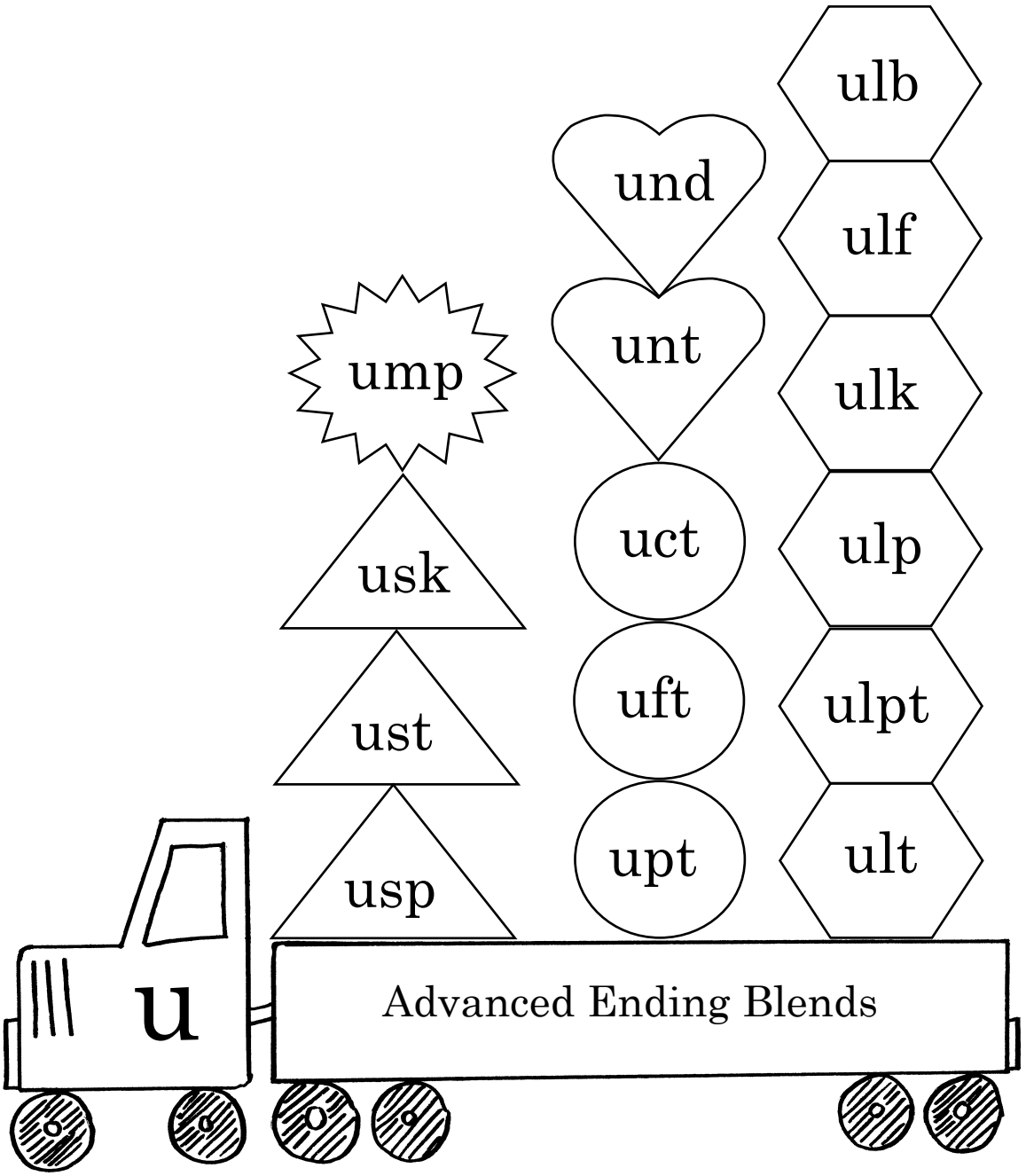

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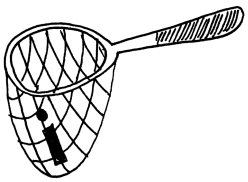
Contractions

Have students read the words and contractions.



he is
he's

she is
she's

it is
it's

that is
that's

when is
when's

what is
what's

who is
who's

is not
isn't

did not
didn't

has not
hasn't

had not
hadn't

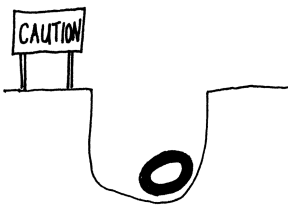
have not
haven't

was not
wasn't

can not
can't

will not
won't

do not
don't



could not
couldn't

would not
wouldn't

should not
shouldn't

let us
let's

where is
where's

there is
there's

how is
how's

I am
I'm

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Contractions

Have students read the words and contractions.

must not
mustn't

does not
doesn't

are not
aren't

were not
weren't

I have
I've

you have
you've

we have
we've

they have
they've

I had
I'd

he had
he'd

she had
she'd

we had
we'd

it had
it'd

you had
you'd

they had
they'd

I will
I'll

you will
you'll

he will
he'll

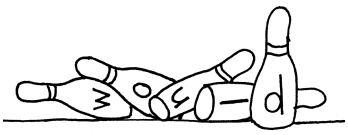
she will
she'll

it will
it'll

we will
we'll

they will
they'll

who will
who'll



we are
we're

you re
you're

they are
they're

who are
who're

I would
I'd

you would
you'd

he would
he'd

she would
she'd

we would
we'd

they would
they'd

who would
who'd

it would
it'd

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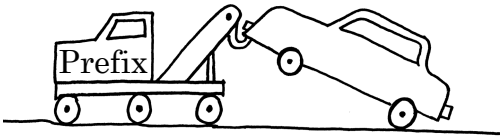
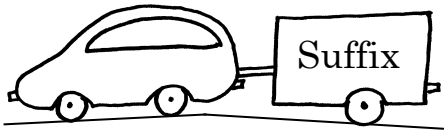


Prefixes And Suffixes



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

cat
cats

run
runs

bus
buses

box
boxes

fizz
fizzes

wish
wishes

lunch
lunches

catch
catches

Ed's sled

point
pointed

rain
rained

fix
fixed

jump
jumping

hop
hopped
hopping

safe
safely

smile
smiled
smiling

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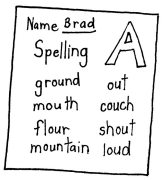
ā



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

OPEN	CLOSED	
ra	ven	raven
Da	vid	David
ba	sic	basic
la	tex	latex
ba	con	bacon
la	bel	label
ha	zel	hazel
fa	tal	fatal
ba	gel	bagel
na	val	naval

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

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ē

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

OPEN	CLOSED	
be	gin	begin
be	gan	began
re	lax	relax
e	mit	emit
e	ven	even
le	gal	legal
e	qual	equal
Ve	nus	Venus
se	cret	secret
e	gret	egret
re	fund	refund

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i

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

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

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

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

OPEN	CLOSED	
ro	bot	robot
no	mad	nomad
do	nut	donut
ho	tel	hotel
bo	nus	bonus
o	pen	open
to	tal	total
lo	cal	local
vo	cal	vocal
yo	del	yodel
bro	ken	broken
pro	gram	program
mo	ment	moment

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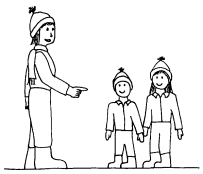
ū



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

OPEN	CLOSED	
mu	sic	music
tu	nic	tunic
u	nit	unit
hu	mid	humid
pu	pil	pupil
tu	lip	tulip
hu	man	human
fu	el	fuel
Su	san	Susan
mu	cus	mucus
stu	dent	student

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

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

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

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

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robin	tulip
robot	music
hotel	pupil
solid	sunup
modem	human
comet	Susan
yodel	mucus
token	upon
novel	tunic
comic	unit
motel	humid
topic	cutup
colon	buses
model	mural

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

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_tle _ble _cle _dle _fle _gle _kle _ple _sle _zle

These are called a "silent e syllables." The letter e is tat the end because every syllable must have a vowel. However, the *e* is not pronounced.

OPEN	SILENT E SYLLABLE	
la	dle	ladle
ta	ble	table
sta	ple	staple
ca	ble	cable
fa	ble	fable
ma	ple	maple
ri	fle	rifle
tri	fle	trifle
bri	dle	bridle
ti	tle	title
bu	gle	bugle
no	ble	noble
pēo	ple	people

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Syllable Study

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

OPEN

ba	by	baby
la	dy	lady
gra	vy	gravy
ti	ny	tiny
i	vy	ivy
po	ny	pony
ho	ly	holy
ru	by	ruby
du	ty	duty

At the end of a second syllable, the letter y usually represents the long e sound.

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Syllable Study

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

OPEN

pa	per	paper
ba	ker	baker
ca	ter	cater
la	ter	later
fe	ver	fever
me	ter	meter
ti	ger	tiger
ci	der	cider
fi	ber	fiber
o	ver	over
vo	ter	voter
su	per	super
ru	ler	ruler

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Adjacent Vowels In Two Separate Syllables

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

OPEN	CLOSED	
ru	in	ruin
flu	id	fluid
cru	et	cruet
flu	ent	fluent
du	et	duet
re	act	react
ne	on	neon
e	on	eon
di	et	diet
qui	et	quiet
cli	ent	client
sto	ic	stoic

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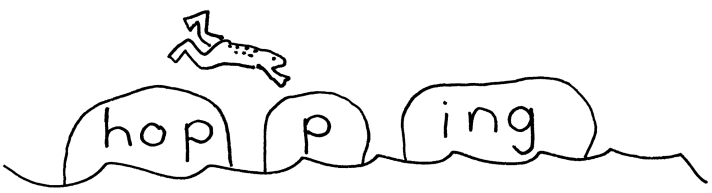
If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.



scrub	scrubbed	scrubbing
zip	zipped	zipping
clap	clapped	clapping
hop	hopped	hopping
knit	knitted	knitting
beg	begged	begging
hum	hummed	humming
pin	pinned	pinning
drop	dropped	dropping
chat	chatted	chatting

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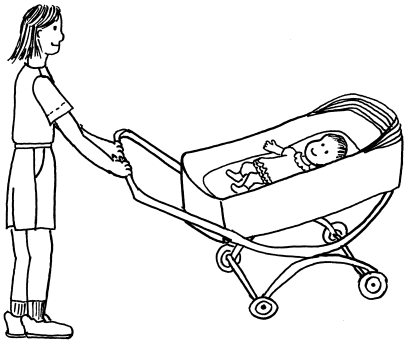
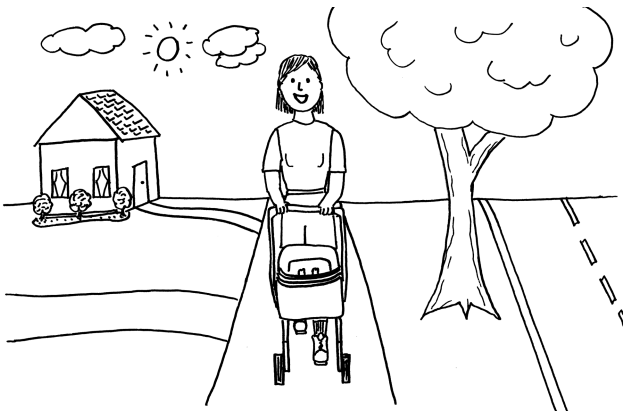
Baby Sally



This lady has a tiny baby. The baby is in the baby buggy. The baby has on a pink dress. The baby's name is Sally.



The lady takes the baby for a long walk. As she walks, she talks to the baby. She says, "My sweet, sweet baby." And she says, "My pretty, pretty baby."

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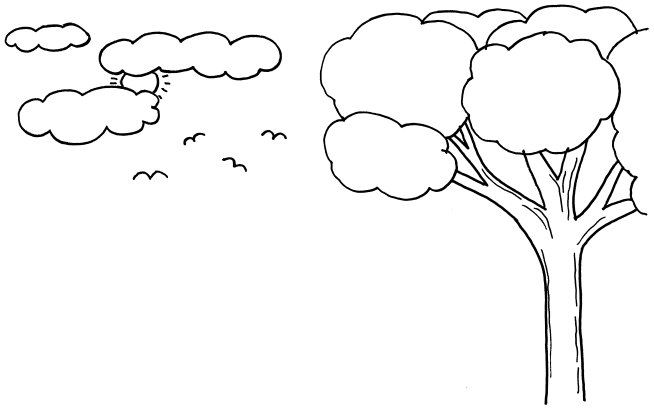
Sally is a happy baby. She likes to go on a walk. She can see the trees. And she can see the sky.



Sally and the lady go by the pet shop. They go by the cloth shop. They go by the bank.

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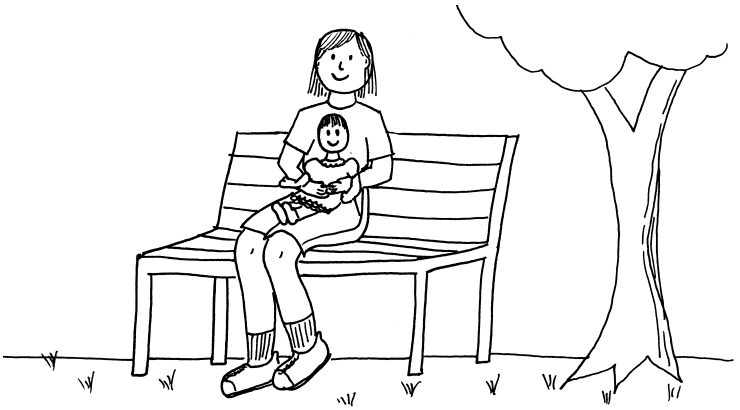
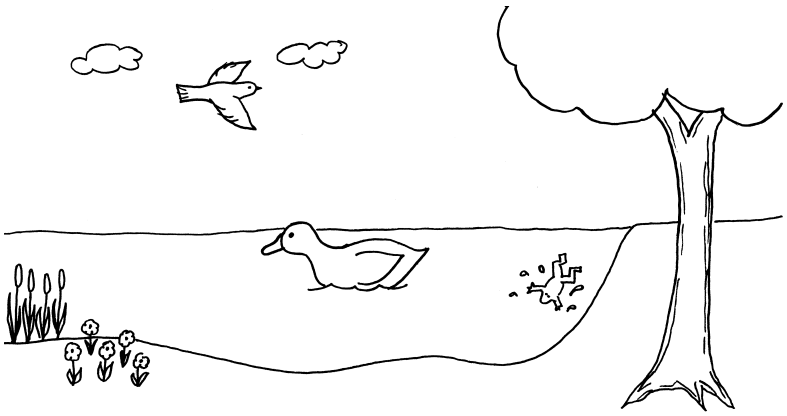
The lady keeps walking until she gets to a lake.



Then she picks up baby Sally and sits on a bench beside the lake.

Sally sees a duck swimming in the lake.



She sees a frog jumping into the lake with a splash.

She sees a robin flying up into the sky.

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All of a sudden,

Sally begins to cry. Sally is not a happy baby. “I think this baby is sleepy. I think she needs to take a nap,” says the lady.

So the lady lays Sally in the baby buggy. She walks back home with baby Sally. The lady sings to the baby as she walks. Baby Sally stops crying.

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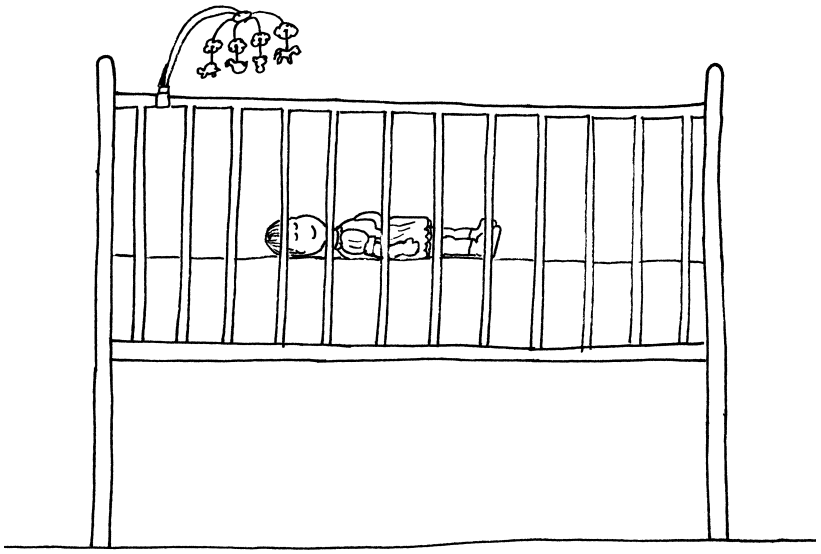

Then the lady lays baby Sally in bed to take a nap. Baby Sally is sleeping. Shhhh! Don't wake the baby up!

The End

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Syllable Study

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

CLOSED	VCE	
pan	cake	pancake
cup	cake	cupcake
mis	take	mistake
in	vade	invade
in	flate	inflate
in	hale	inhale
ex	hale	exhale
es	cape	escape

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Syllable Study

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

CLOSED	VCE	
bon	fire	bonfire
um	pire	umpire
sun	shine	sunshine
rep	tile	reptile
em	pire	empire
ad	mire	admire
in	side	inside
ig	nite	ignite
in	quire	inquire

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Syllable Study

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

CLOSED	VCE	
stam	pede	stampede
trap	eze	trapeze
ath	lete	athlete
cash	mere	cashmere
con	crete	concrete
sup	reme	supreme
ex	treme	extreme
ben	zene	benzene

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CLOSED	VCE	
cos	tume	costume
vol	ume	volume
Nep	tune	Neptune
ex	cuse	excuse
sec	ure	secure
ex	clude	exclude
in	clude	include
trip	ute	tribute
cap	sule	capsule

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Syllable Study

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

CLOSED	VCE	
flag	pole	flagpole
tad	pole	tadpole
sup	pose	suppose
ex	pose	expose
ex	plode	explode
ex	plore	explore
ig	nore	ignore

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o Syllable Study

CLOSED	CLOSED	
doz	en	dozen
ov	en	oven
cov	et	covet
shov	el	shovel
hov	el	hovel

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

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

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O Syllable Study

moth	er		mother
broth	er		brother
oth	er		other
won	der		wonder
cov	er		cover
noth	ing		nothing
mon	ey		money
com	pa	ny	company

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

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Syllable Study

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

CLOSED	CLOSED	
cə̆n	fess	confess
con	sent	consent
com	mit	commit
com	pel	compel
col	lect	collect
con	nect	connect

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

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o Syllable Study

con	firm	confirm
con	tain	contain
com	plȳ	comply
con	fide	confide
con	fine	confine
com	pete	compete
com	plete	complete
com	pare	compare
com	pute	compute
con	fuse	confuse
com	plain	complain
pol	ite	polite
sal	ute	salute

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

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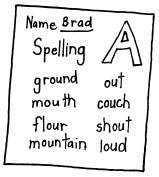
ëi



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

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

Remember this rule:

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

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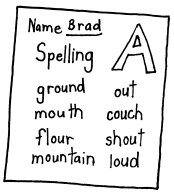
ëy



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

hey	grey	hound	greyhound
they	o	bey	obey
prey	con	vey	convey
	con vey	er	conveyer belt
	Mon ter	ey	Monterey
	sur	vey	survey
	pur	vey	purvey
	a bey	ance	abeyance

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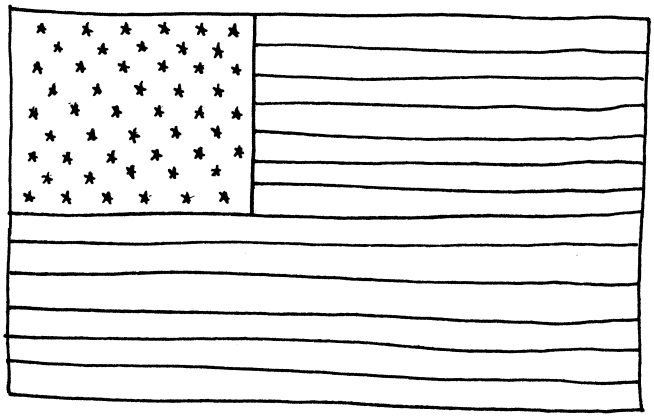
The Flagpole

This is Jack.

This is Jack's wife, Rose.

Jack and Rose live on Hope Street.



Jack and Rose have a flag. They would like to put the flag up. But they do not have a flagpole. So Jack and Rose save some money. They save a lot of money for a flagpole.

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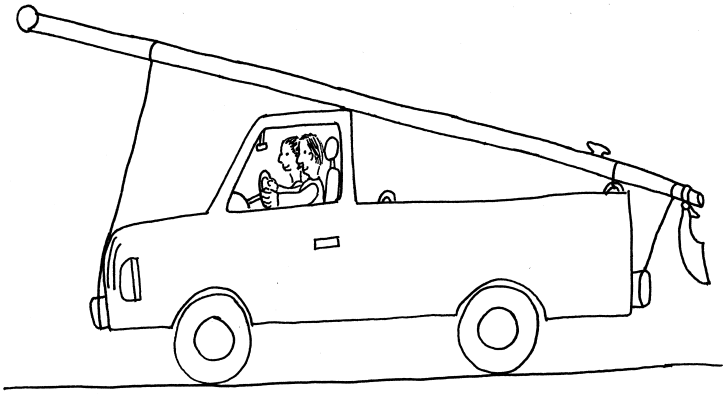
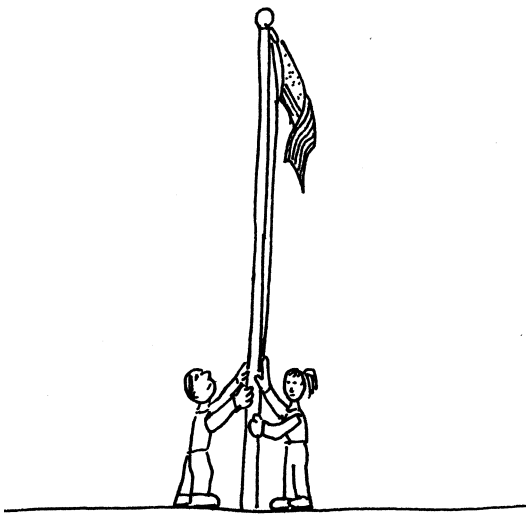
Then Jack and Rose go to the store to get a flagpole. At the store, they find just the kind of flagpole they need. They pay for the flagpole and take it home.



The flagpole comes with a rope. Jack puts the rope on the pole. Rose puts the flag on the rope.

Then Jack and Rose lift up the pole. They push and they pull. But the pole will not stay up.



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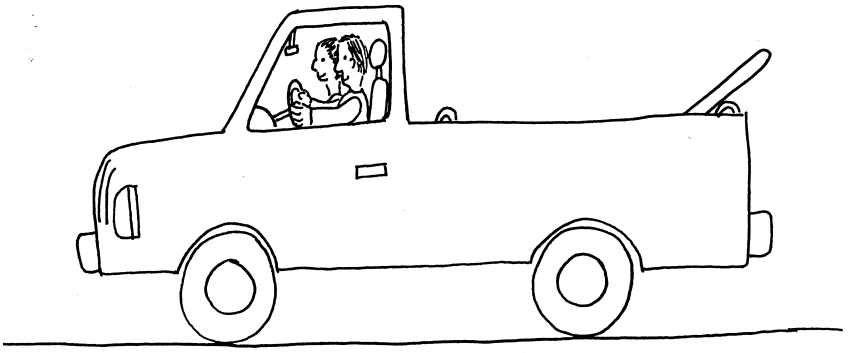
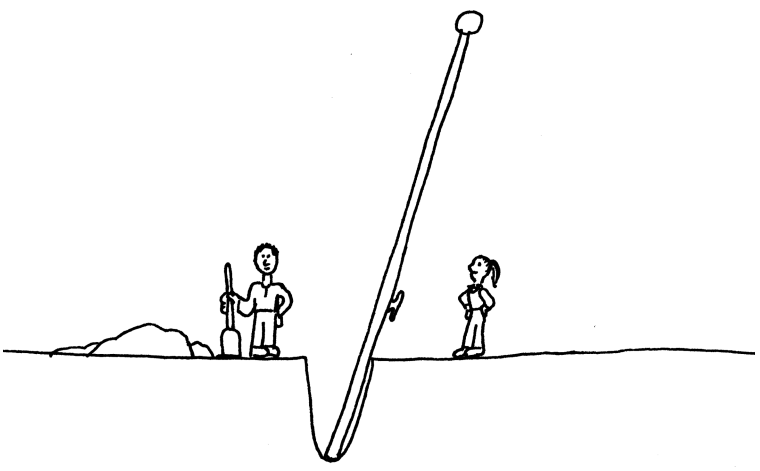
Jack takes the flag off the rope.



Then Jack and Rose go back to the store. This time they get a shovel. They pay for the shovel and take it home.

At home, Jack and Rose dig a deep hole. They put the flagpole in the hole. They push and they pull. The flagpole will stay up, but it is not quite right.



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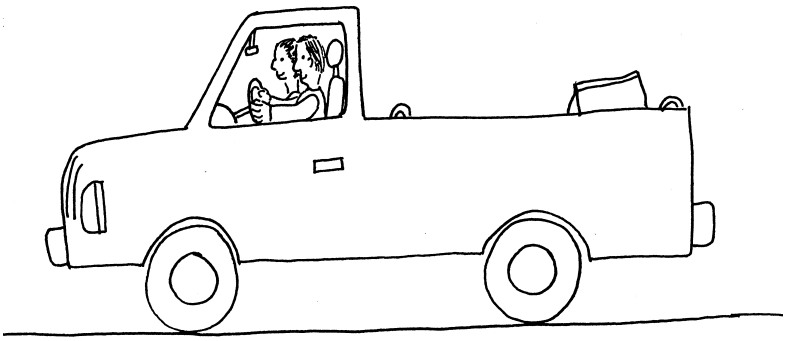
Jack and Rose go back to the store.

They find a big bag of concrete. They pay for the concrete and take it home.



Jack and Rose mix up the concrete.

They put the concrete in the hole with the flagpole. They push and they pull.

The flagpole stands up just right.

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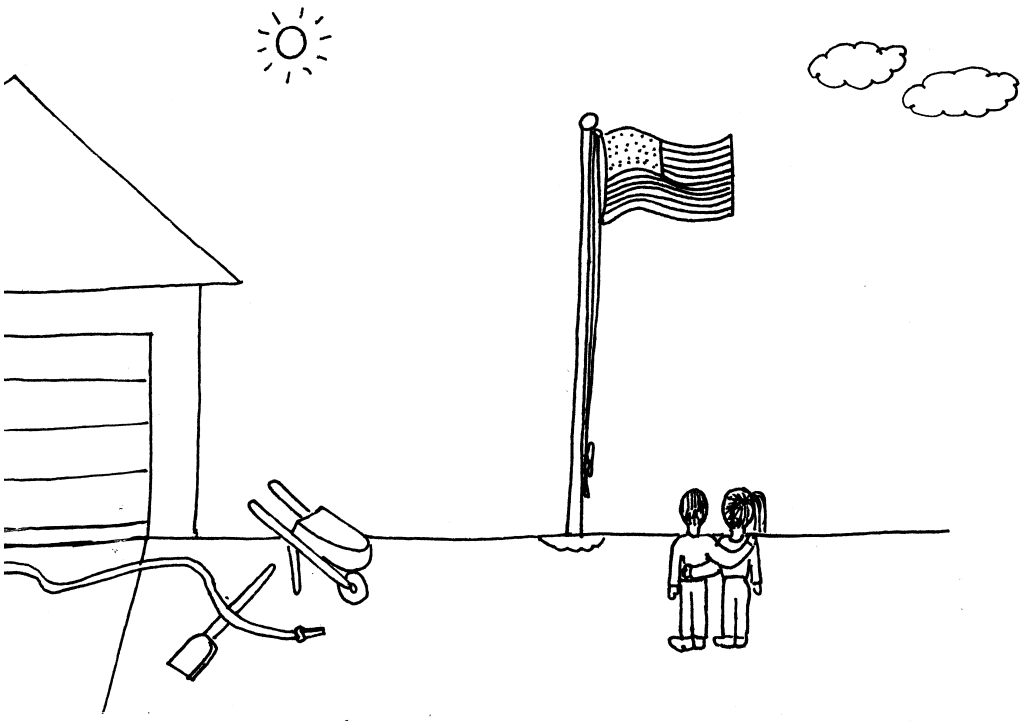

Jack puts the flag back on the rope.

Rose pulls on the rope. The flag goes up the pole. It goes up high in the air. The flag waves in the wind. Jack is glad. And Rose is glad.

The End

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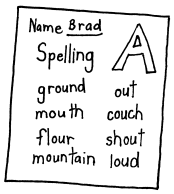
ëa



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

steak	steak	house	steakhouse
break	swim	wear	swimwear
great	break	down	breakdown
pear			
bear			
tear			
wear			
swear			

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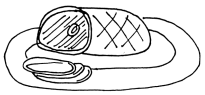
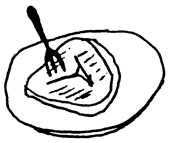
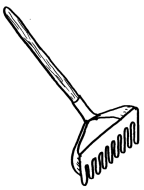
I Like To Eat

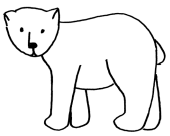
I like to eat meat. 

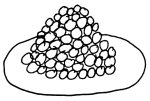
But I never eat a sheet.

I like to eat steak. 

But I never eat a rake. 

I like to eat a pear.

But I never eat a bear. 

I like to eat beans. 

But I never eat jeans.

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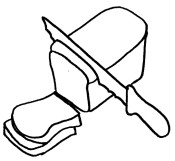
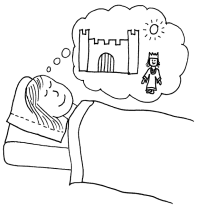
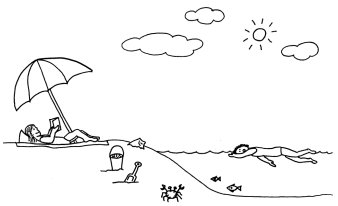
I like to eat bread. 

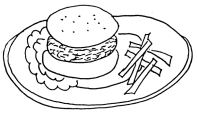
But I never eat thread.

I like ice cream.

But I never eat a dream. 

I like to eat a peach.

But I never eat a beach. 

I like to eat a meal. 

But I never eat a seal.

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I like to eat a feast.

But I never eat a beast.

I like to eat peas.

But it's time to stop, please!

The End

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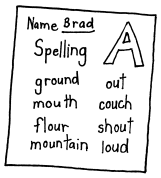
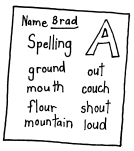
ëi×g̊h×



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

sleigh	eigh	ty	eighty
weigh	eigh	teen	eighteen
neigh	neigh	bor‿	neighbor
eight	in	veigh	inveigh
weight			
freight			
height			
sleight			

ë×t



bal	let×	ballet
fil	let×	fillet
buf	fet×	buffet
gōur	met×	gourmet
cab		ret	cabaret

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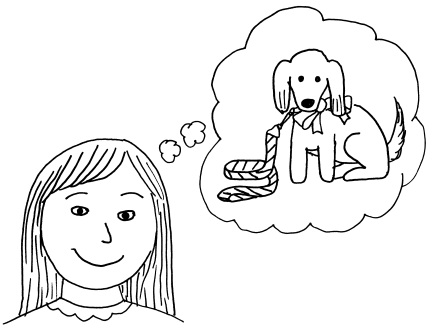
A Birthday Treat



Jean has a dream. Jean wants to get a real puppy for a pet. She wants a puppy with a leather leash and a red ribbon on its neck.

Today is Jean's birthday. She is eight years old. She will have a birthday meal. Dad is grilling steak fillets. Mom is heating French bread. Jean is fixing green beans. Their meal will be fantastic. A birthday cake with eight candles is ready for their dessert.

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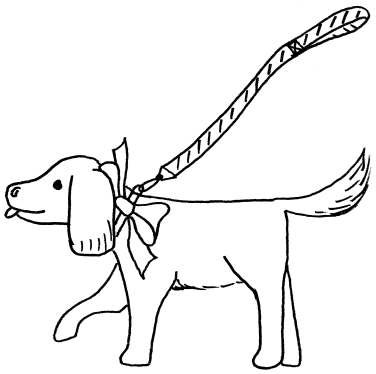
Jean hears a bark. She sees dad walk in with a puppy. The puppy is on a leather leash. It has a red ribbon on its neck.



Jean hugs the puppy. The puppy licks her face and wags its tail. Jean thinks this is a great day!

The End

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eu

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

feud	neu	tral	neutral
sleuth	neu	tron	neutron
Zeus	neu	ron	neuron
deuce	streu	sel	streusel
	Eu	gene	Eugene
	Eu	rope	Europe
	ma neu	ver	maneuver
	rheu mat	ic	rheumatic
	lieu ten	ant	lieutenant
	eu rē	ka	eureka

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ï

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

ski	piz	za	pizza
	pi	ta	pita
	Li	sa	Lisa
	tax	i	taxi
	pol	ice	police
	ma	rine	marine
	ra	vine	ravine
	ma	chine	machine
	röu	tine	routine
	pe	tite	petite
	mes	quite	mesquite
	e	lite	elite
	pat i	o	patio
	ra di	o	radio

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ïe

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

shield	be	lieve	believe
yield	be	lief	belief
field	re	lief	relief
wield	a	chieve	achieve
piece	hy	giene	hygiene
niece	cook	ie	cookie
brief	mö	vie	movie
grief	me die	val	medieval
pier			
pierce			
chief			
thief			
priest			
shriek			sieve

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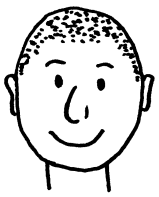
Two Sleuths

Spencer  and Eugene

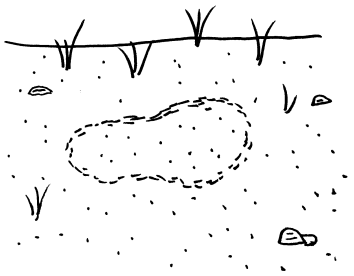
are sleuths. They are eight years old.

They are best friends.

Spencer and Eugene like to explore an empty field in their neighborhood. They look for clues in the grass. Spencer sees

bent twigs. Eugene sees footprints in the dirt.

Was a person here?



Maybe it was a thief!

Or maybe it was an Indian chief!

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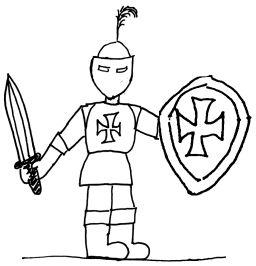
Sometimes Spencer and Eugene get into a feud. They argue over the clues. They don't agree about the footprints.

Eugene believes they are from a fierce bear.

Spencer believes they are from a knight with a sword and a shield.



After their feud, Spencer and Eugene have to make up and become friends again. Then they look for more clues.

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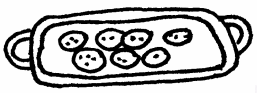
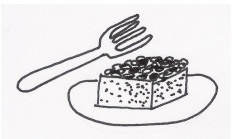
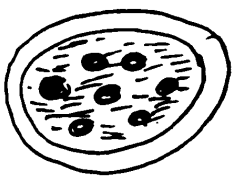
Later on, Spencer's mom calls the boys. "Spencer and Eugene, do you want a piece of pizza? I also have cookies and apple streusel for you."





Then Spencer and Eugene forget all about the clues in the field. They are so hungry they even forget that they are sleuths. Spencer and Eugene race inside. They like to be sleuths, but they like to eat, too. They will enjoy a piece of pizza with cookies and apple streusel for dessert.



The End

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

Unaccented Open Syllable		
bə‿a	ton	baton
sa‿	lon	salon
ca‿	ress	caress
se‿	dan	sedan
re‿	pel	repel

	Unaccented Open Syllable		
com	pli‿ə	ment	compliment
op	ti‿	mum	optimum
im	ple‿	ment	implement
ap	pre‿	hend	apprehend
el	o‿	quent	eloquent
rel	e‿	vant	relevant

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

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

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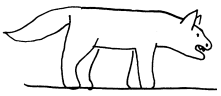
wor



This bossy r pattern sounds like wor as in worm.

worm	wor	ry	worry
work	worth	y	worthy
word	work	er	worker
world	work	ing	working
worth	wor	ship	worship
worse	work	book	workbook
worst	book	worm	bookworm
	pass	word	password
	art	work	artwork

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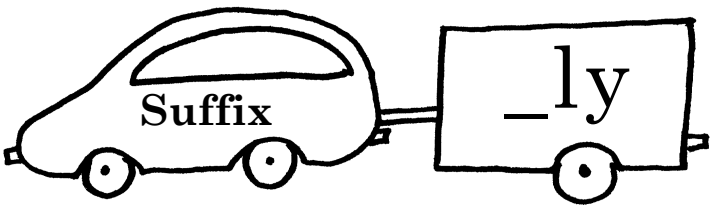

soft	neat	kind
softly	neatly	kindly
fair	hard	poor
fairly	hardly	poorly
quick	quiet	most
quickly	quietly	mostly
sad	proud	bold
sadly	proudly	boldly
safe	time	calm
safely	timely	calmly
slow	timid	cost
slowly	timidly	costly

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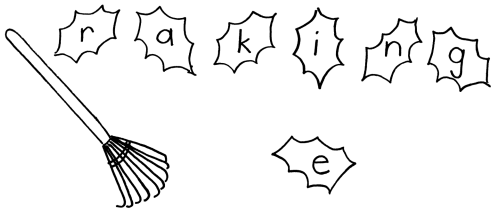
Drop the e and
add _ed or _ing.



suffix study

wave	waved	waving
smile	smiled	smiling
hope	hoped	hoping
share	shared	sharing
snore	snored	snoring
rake	raked	raking
time	timed	timing
rinse	rinsed	rinsing
cause	caused	causing
serve	served	serving
live	lived	living
love	loved	loving

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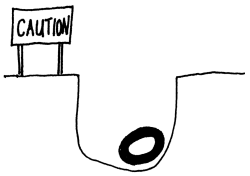
Contractions



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

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

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Contractions

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

I	ha⁄ve	I've
you	ha⁄ve	you've
we	ha⁄ve	we've
they	ha⁄ve	they've
I	a⁄m	I’m
Let	u⁄s	Let’s

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Contractions

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

I	ha⁄d	I'd
you	ha⁄d	you'd
he	ha⁄d	he'd
she	ha⁄d	she'd
it	ha⁄d	it’d
we	ha⁄d	we’d
they	ha⁄d	they’d

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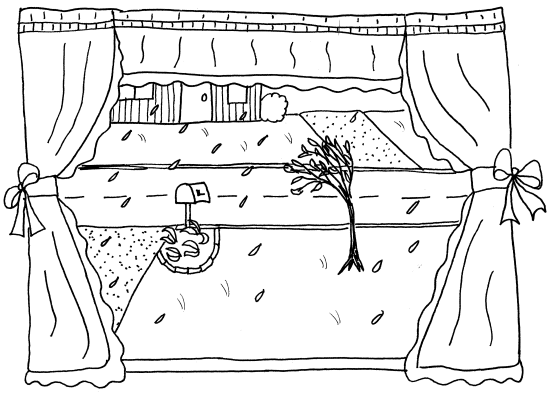
A Good Book

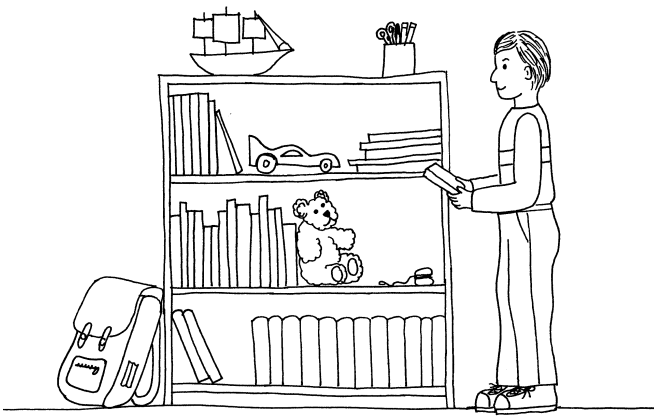
The weather was bad.



It was raining outside.

The wind was blowing.

Mike had to stay in the house. He did not have anything to do.



He went to his room and picked up a book. He took the book to his mom. “Hey, Mom,” said Mike. “This is a good book. Will you read it to me?”

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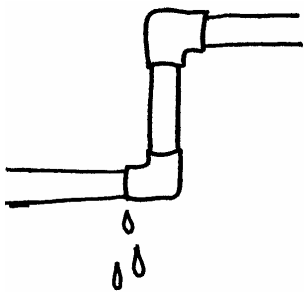
“Not now, Mike,” said Mom. “I have work to do. I have to wash the dishes.”

Mike went to find his dad. “Hey, Dad,” Mike said. “This is a great book. Will you read it to me?” “No,” said Dad. “I have work to do. I have to fix a leak in the bathroom.”



Mike felt sad. He sat on his bed and looked at the book.

Then he said, “I can’t wait for Mom and Dad. I will try to read this book myself.”

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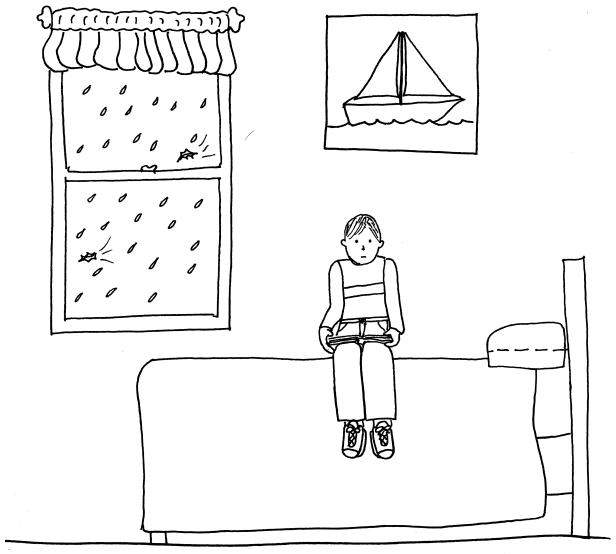
Mike looked at the letters in the book. It was hard to read the words. He read them slowly, one at a time. It was a good book. His mom and dad had read it to him many times. Mike liked it so much that he read all of it. Then he read it again. And then he read it again. He forgot about the bad weather. He even forgot to get his lunch. But how he liked reading that book!



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At last, Mom and Dad came into the room. “We have finished our work,” they said. “We can read to you now.” Mike didn’t say a word. He just opened the book and began to read out loud. Now the words seemed easy. Mike read all of the book. Then he looked up at his mom and dad. They smiled and gave him a great big hug. They were very, very proud.

The End

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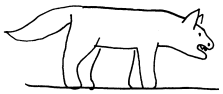
er



Sometimes the er pattern sounds like er in heron.

err	her	on	heron
	her	ring	herring
	mer	it	merit
	per	il	peril
	sher	iff	sheriff
	der	rick	derrick
	ber	ry	berry
	cher	ry	cherry
	ver	y	very
	per	ish	perish
	cher	ish	cherish
	per is	scope	periscope
	ster ē	ō	stereo
	ter ri	ble	terrible

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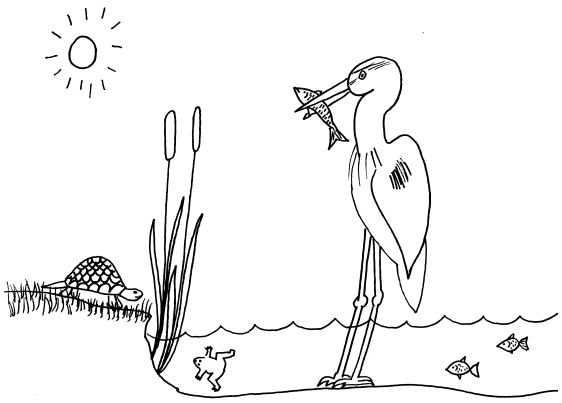
At the River

A river is in the valley. It is spring time at the river. The sun shines on the water. Ducks swim on top of the water. Fish swim under the water.

A heron stands in the river. The heron has long legs. It wants to catch a fish or a frog for its lunch.



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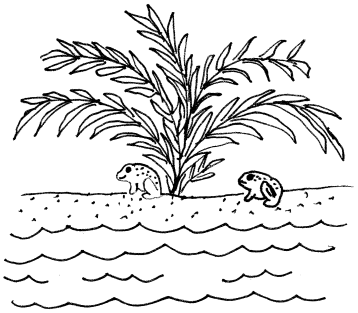
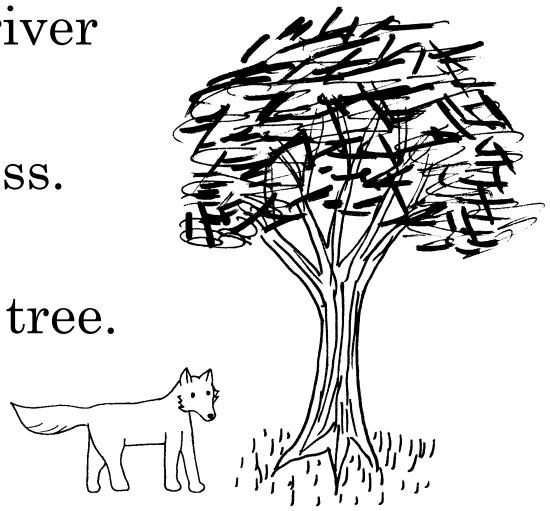


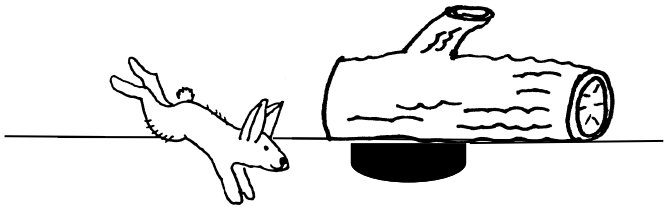
Two fat frogs sit under a fern on the river bank. They want to catch a bug to eat. The frogs see the heron.

They hide under the fern so the heron will not get them.

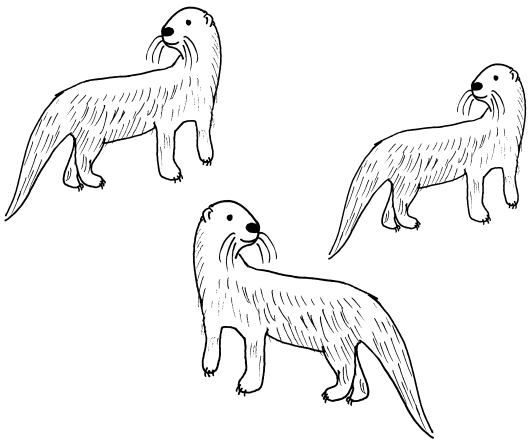
A rabbit sits on the river bank, munching on grass.



A fox hides behind a tree. It sees the rabbit.



The fox runs after the rabbit. The rabbit dives into a hole under a log. The rabbit is safe there. The fox cannot get him.



Three otters live at the river. They can swim well. They like to slide in the mud. They like to splash and play in the water.

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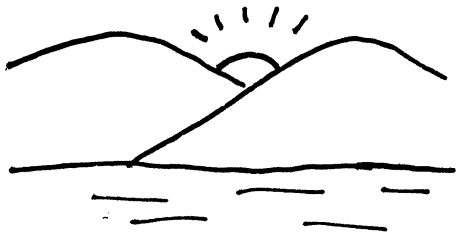
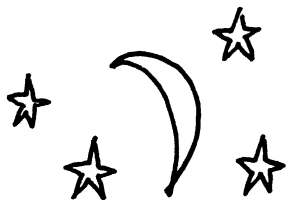
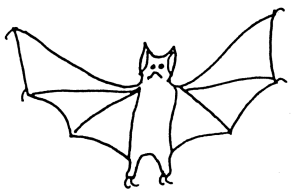
The sun sets over the valley at the end of the day. Now it is night, and the stars are bright.







A bat is high in the air. Tree frogs are singing. The rest of the animals have gone to sleep.

The End

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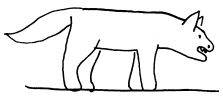
or



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

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

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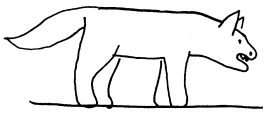
or



When the or pattern is in the last syllable in a word, it usually represents the or/tractor sound.

trac		tor		tractor
doc		tor		doctor
rec		ord		record
col		or		color
stub		born		stubborn
mir		ror		mirror
fā		vor		favor
hū		mor		humor
mō		tor		motor
mā		jor		major
mī		nor		minor
jan	i	tor		janitor
ed	i	tor		editor
mē	tē	or		meteor

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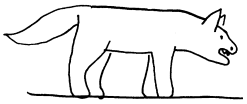
or



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

sor		ry	sorry
sor		row	sorrow
bor		row	borrow
hor		rid	horrid
hor		ror	horror
hor	ri	ble	horrible
tö	mor	row	tomorrow

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Contractions

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

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

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Contractions

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

you	a/re	you're
we	a/re	we're
they	a/re	they're
who	a/re	who're
I	a/m	I'm
let	u/s	let's

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A Night Visit

It was night time. It was dark out. The wind was blowing. Sam was in his bed. But he was not asleep. He was looking out the window at the moon.

Sam wanted to see his horse, Thunder-storm. So he got out of bed. He opened his window and went out. Sam hung onto a big tree. Hand over hand, he went down the tree.

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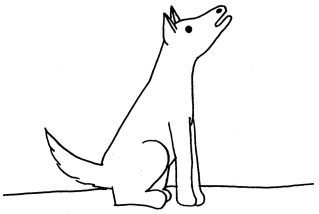
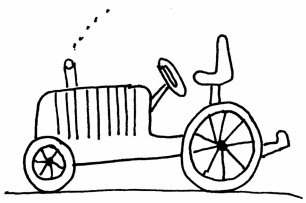
Sam crept across the yard to the barn. An owl hooted in the dark.

A dog howled far away.



But Sam was not afraid.

He opened the door and went into the barn. It was dark inside. A tiny mouse



ran across the floor. It hid behind the tractor.

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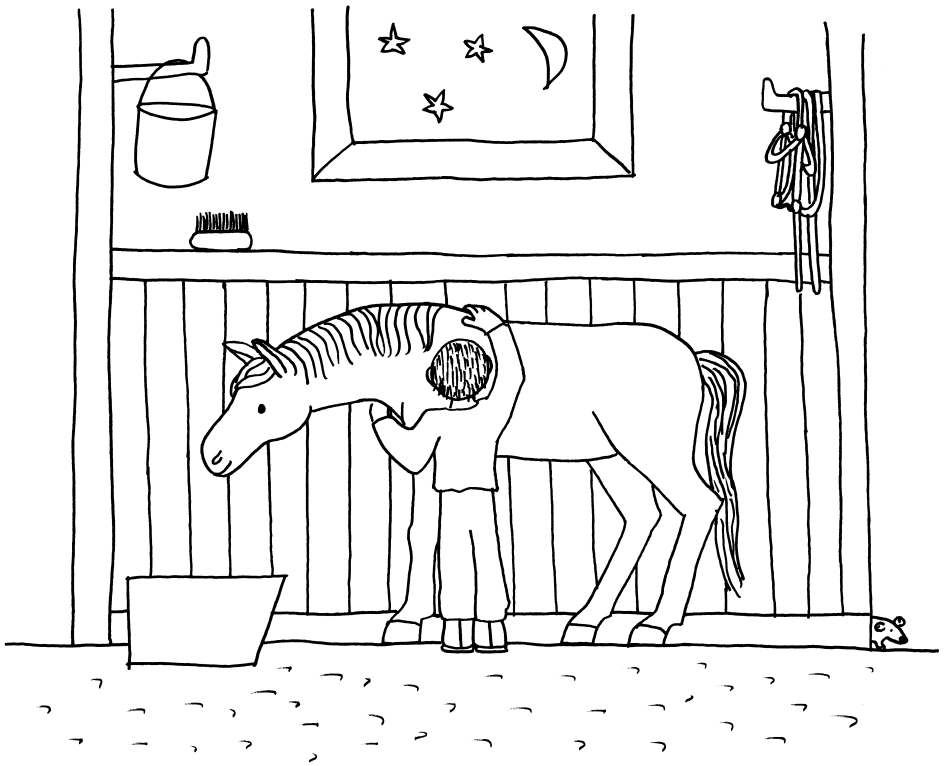
Sam went into a stall. He laid his arm across the back of his big, white horse. "You're a good horse, Thunderstorm," Sam said. "I'm sorry I can't stay with you tonight. I'll see you tomorrow." Sam gave the horse a hug.



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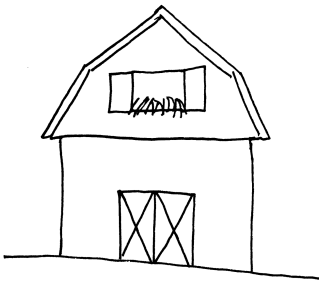
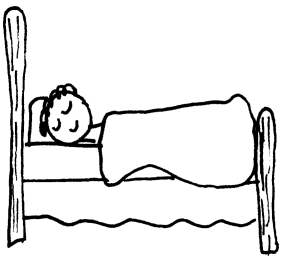
Then Sam went out of the barn, into the night air. He looked at the moon, high over the barn. He crept across the yard. Hand over hand he went back up the tree.



He went in his window and got back into bed. Sam stayed in bed for the rest of the night.



The End

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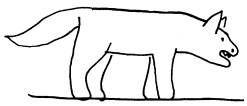
ar



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

	dol	lar	dollar
	col	lar	collar
	beg	gar	beggar
	ched	dar	cheddar
	gram	mar	grammar
	pil	lar	pillar
	pō	lar	polar
	cow	ard	coward
	tōw	ard	toward
	haz	ard	hazard
	liz	ard	lizard
	wiz	ard	wizard
	mus	tard	mustard
	sim i	lar	similar

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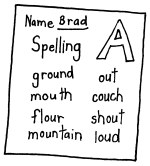
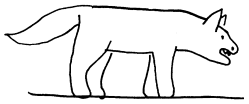
ar





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

	car	rot	carrot
	par	rot	parrot
	bar	rel	barrel
	car	ry	carry
	mar	ry	marry
	nar	row	narrow
	spar	row	sparrow
	par	ish	parish
	par	ent	parent
	car	ol	carol
	tar	iff	tariff
	car	riage	carriage
bar	ri	cade	barricade

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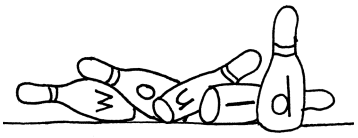
Contractions



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

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Luke And The Lizard

Luke went out into the yard. He had his new baseball bat and glove. He sat on a wall to wait for Sue.

It was a sunny day in June. Bees buzzed around the fruit trees. Tulips grew in the garden. A blue jay flew up into a pine tree. Small sparrows hopped in the grass.

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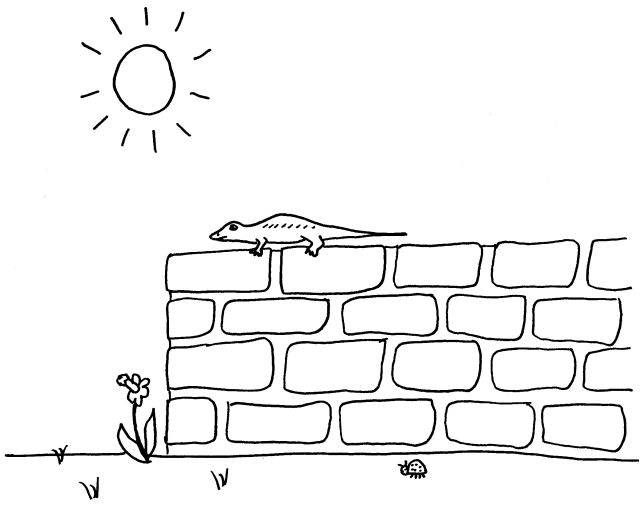
A lizard sat in the warm sun on the top of the wall. It was gray, with a long thin tail. The lizard's tail was bright blue.



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Luke wanted to catch the lizard and keep it for a pet. But the lizard saw Luke. It ran and hid in a crack in the wall. Just then, Luke saw Sue. “Sue, did you see that lizard?” Luke said. “Yes,” said Sue. “Let’s try to catch it.”

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But Luke and Sue could not get the lizard out of the crack. “It is hard to catch a lizard,” said Luke. “Let’s go and play ball.”

The End

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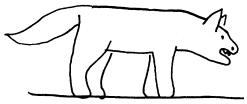
ear



The ear pattern can represent the ear/early sound.

earn	re	search	research
learn	re	hearse	rehearse
yearn	ear	ly	early
earl	earn	est	earnest
pearl	earth	quake	earthquake
heard	search	light	searchlight
hearse			
earth			
dearth			
search			

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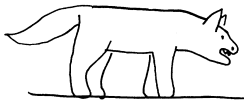
our



The our pattern can represent the our/journal sound.

scourge	jour	nal	journal
	jour	ney	journey
	nour	ish	nourish
	flour	ish	flourish
	cour	age	courage
	ad	journ	adjourn
	tour	na ment	tournament
	en cour	age	encourage
	cour	te sy	courtesy

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Rude June

June is a girl who is in the third grade.

She often is rude, but she's never afraid.

June is as stubborn as a mule. She

thinks that she can break the rules.

When she goes to the board, she breaks

the chalk. When it's quiet time, she likes

to talk. She fusses at all of the girls and

boys. She likes to make a lot of noise.

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She leaves her journal under her desk. She won't clean up when she makes a mess. She doesn't like to walk in line. She wants to be first all of the time.

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When she eats, she likes to burp.

When she drinks, she likes to slurp.

When she goes to music, she won't sing the song. But when carrying things, she's very strong.

If June could learn to be polite,

I think that she would be all right.

The End

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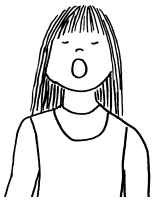
a



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

spa	fa	ther	father
ha	lla	ma	llama
blah	la	va	lava
	dra	ma	drama
	ma	ma	mama
	pa	pa	papa
	pa ja	mas	pajamas
	pe	can	pecan
	grand	pa	grandpa
	grand	ma	grandma
	ta	cō	taco
	na	chō	nacho

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Syllable Study

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

CLOSED	Open	
hel	lo	hello
hip	po	hippo
bin	go	bingo
las	so	lasso
ban	jo	banjo
gum	bo	gumbo
jum	bo	jumbo
tem	po	tempo
cel	lo	cello
con	do	condo
men	u	menu
Hin	du	Hindu
kud	zu	kudzu

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Syllable Study

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

OPEN	OPEN	
ze	ro	zero
he	ro	hero
yo	yo	yo-yo
so	lo	solo
si	lo	silo
ha	lo	halo
to	fu	tofu
tu	tu	tutu
e	mu	emu
ze	bu	zebu

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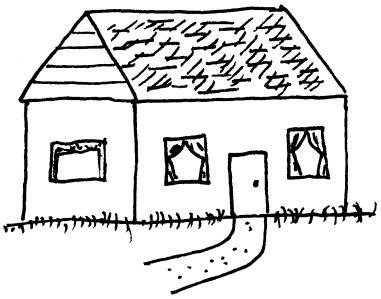
My Family

Hello! My name is Kathy.

This is my home. Do you want to meet my family?



This is my baby sister. She is so cute! Her name is Jane Ellen. She sleeps a lot. I try to whisper when she is asleep.

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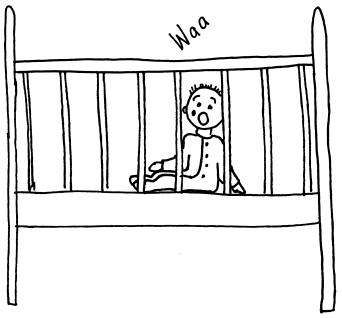
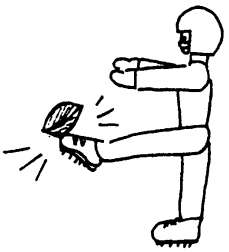
If something wakes her up, she will cry. Then I give her a rattle. She plays with the rattle until it is time for her bottle.



This is one of my brothers. His name is Bobby. He is twelve. He likes to play football. And he can play the tuba. A tuba is huge!



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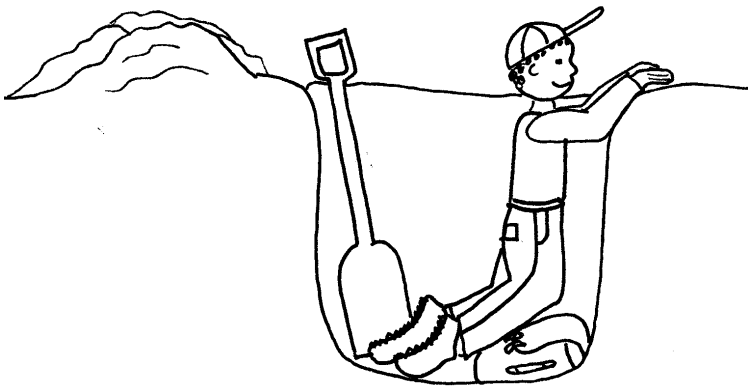
This is another brother.

His name is Mike. He is ten.

He uses a shovel to dig

deep holes in the yard.

And he likes to play the drums.



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This is my sister Sally.

She is eight. She likes to be funny.

We play games together. We pretend that we are acrobats. Sometimes, we dress up in funny costumes.

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This is my smallest brother.

His name is Pat. He is six.

He likes to swing and slide.

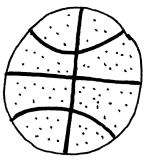
And he likes to make things.

I have a lot of fun

with my brothers and sisters.

We like to play outside.

We have races on our bikes.



We play basketball on the driveway.

And we play hide and go seek.

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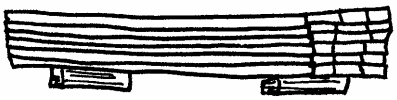
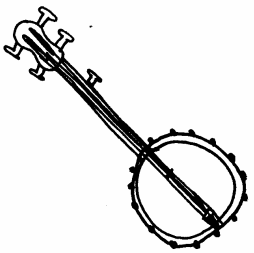
This is my father.

He works at a lumber mill.



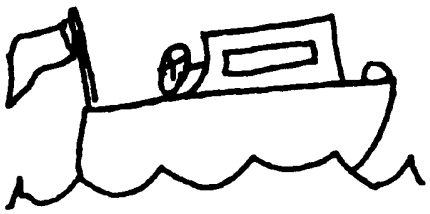
He can play the banjo.



Every weekend in June,

he takes us for a ride

on the river.



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But he is busy today.

He says, “I have a big job to do.

I have to paint the house.

It is not safe to play by the ladder.

Go to the other side

of the yard to play.”

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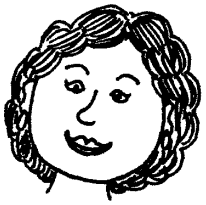
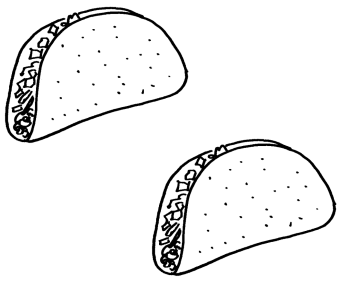
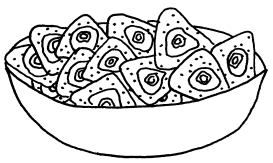
This is my mother. She is very pretty. She takes care of me and my brothers and sisters. I help her a lot.



When we are hungry, my mother makes something for us to eat. She fixes bacon and eggs when we wake up. She makes tuna sandwiches for lunch. And she makes tacos and nachos for supper.





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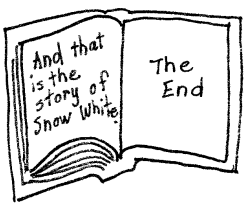
At night, we all sit on the sofa in our pajamas. Mom reads us a story. Dad plays a tune on his banjo and sings a song. Then we all go to bed.



Did you like to meet my family?

I'm glad you came to see them.

Will you visit again another day?

Good-by!

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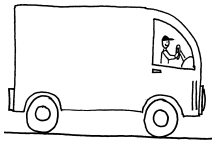
k̆n



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

knife	Knox	ville	Knoxville
knave	knap	sack	knapsack
knee	knock	out	knockout
kneel	knick	knack	knickknack
knight	knuc	kle	knuckle
knot	knick	ers	knickers
knob			
knit			
knack			
knock			
know			
knew			

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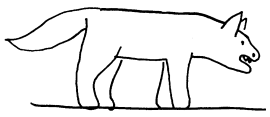
wr



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

wren	wrap	per	wrapper
wrap	writ	ten	written
wreck	wrin	kle	wrinkle
wrong	wres	tle	wrestle
wrist	wrist	watch	wristwatch
wrench	wran	gle	wrangle
write	wrong	do ing	wrongdoing
wrote			
wring			
wrath			

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gh

In this consonant pattern, the *gh* can represent the gh/ghost sound or it can be silent, as in gh/straight.

ghost	ghet	to	ghetto
ghöul	a	ghast	aghast
	ghast	ly	ghastly
	ghōst	ly	ghostly
	gher	kin	gherkin
	spa ghet	tï	spaghetti
	Al le	ghë ny	Allegheny

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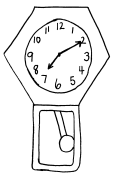
g̊h̊

In this consonant pattern, the *gh* can represent the gh/ghost sound or it can be silent, as in gh/straight.

straight
thröugh
caught
taught
naught
dōugh
thōugh

daugh	ter	daughter
naugh	ty	naughty
al	thōugh	although
thor	ōugh	thorough

ought



bought	brought
thought	sought
fought	wrought
ought	drought

The ought pattern sounds like the dotted ä sound, but it does not contain the letter a. You cannot "sound it out." You just have to remember it.

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On The Lawn

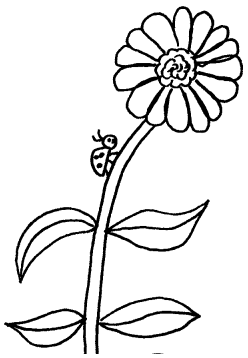
Joy liked to play in her yard.

She loved to sit on the sidewalk

in the warm sunshine.

She saw ants walking in a straight line

through the grass.



She saw ladybugs crawling

up a flower stalk.

Sometimes she held a ladybug

in the palm of her hand.

She was careful not to hurt it.

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One time Joy saw a wren on its nest in a hanging basket.

Another time she saw a fat toad in the shade behind the trash can.

And she often saw a squirrel sitting on top of the gate.

One day Joy went outside early in the morning.

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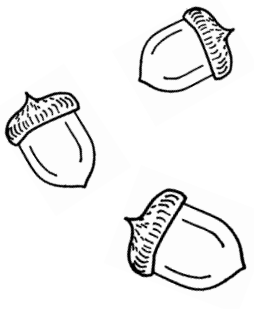
First, she searched for acorns under an oak tree.



Then she searched for small pebbles on the driveway.

She crawled under the bushes on her hands and knees to find small twigs and sticks.

She used the twigs and sticks to make a small house in the dirt.

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She worked on the house for a long time. Then she used the pebbles and acorns to make a wall around the house. Finally she was finished.

Then she heard her mother call.

“Time for lunch, Joy.”

Joy knew she should

go inside right away.

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She knew it was wrong

to ignore her mother.

But she did not want to go inside.

She was having too much fun.

She wanted to stay outside and

play with her house.

Just then a big wasp landed

right on the tiny house.

Another wasp landed and sat

right beside the first wasp.

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The wasps scared Joy.

She stood up quickly to go inside.

She did not want to be

stung by a wasp.

Just then a third wasp

landed right on Joy's wrist.

Joy stood aghast while the wasp

walked up and down her arm.

She wanted to run away.

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She wanted to scream.

She almost started to cry.

But Joy knew she had to be calm.

Joy stood very still. She did not move.

She did not make a sound.

She did not want to upset the wasp.

She did not want it to sting her.

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Joy waited for the wasp

to fly away. She had to wait a long time.

At last, the wasp did fly away.

"Where are you, Joy?" her mother called.

"I'm coming, Mom," Joy yelled.

Then she ran inside as fast as she could.

She was hungry for lunch.

And she was glad to get away

from the wasps!

The End

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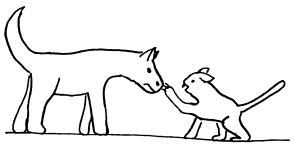
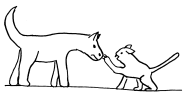
ph



graph	dol	phin	dolphin
Ralph	Mem	phis	Memphis
phlox	proph	et	prophet
	phon	ics	phonics
ugh 	Phil	ip	Philip
	or	phan	orphan
laugh	phō	bic	phobic
draught	phō	ton	photon
cough	Jō	seph	Joseph
trough	trī	umph	triumph
rough	em phat	ic	emphatic
tough	al pha	bet	alphabet
slough	el e	phant	elephant
ēnough	pho to	graph	photograph

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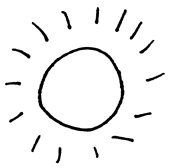
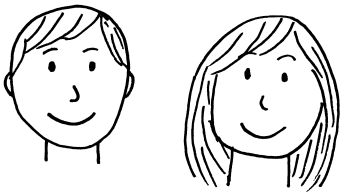
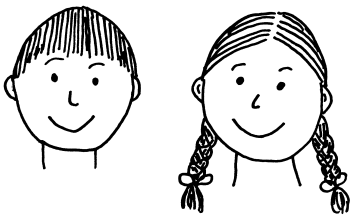
A Day At The Park



It was a warm spring day. Connor and Anna wanted to play tennis. So they called Ralph and Mary on the phone.





The children lived in Memphis. They were neighbors. The four children met at the tennis court at the park.

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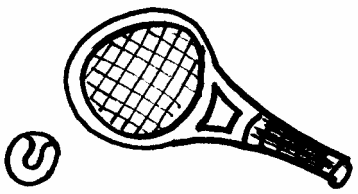
They all brought tennis rackets. Anna brought a lot of tennis balls. Connor brought a jug of water and some cups. Mary brought a bag of snacks.

The children played tennis for a long time.



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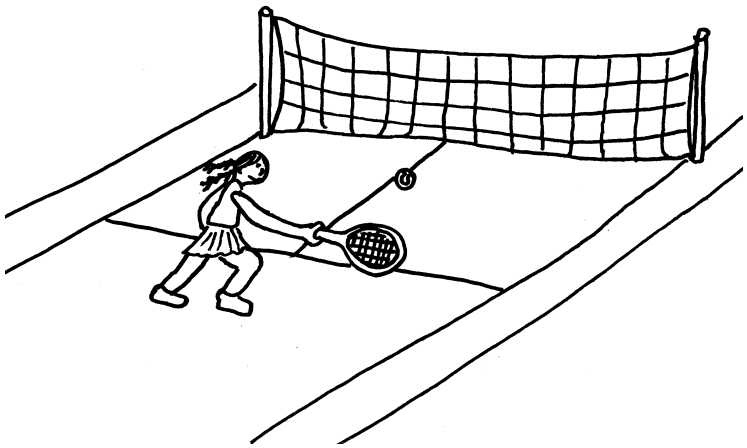

They had a lot of fun. Connor and Anna won the match.

Then a bee stung Ralph on his finger. It hurt so bad, he was about to cry.

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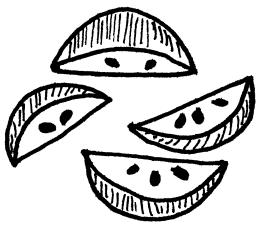
So the children all sat in the shade under a maple tree to rest and have a snack. They poured cups of cool water. They munched on apples, crackers, and cheese. They had fun talking and laughing.



After that, the children played on the playground beside the tennis courts.

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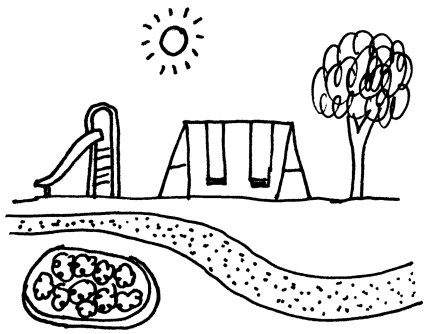
They went down the slide. They went back and forth on the swings. They went up and down on the seesaw. Then Anna and Mary went up



to the top of the monkey bars. Connor and Ralph ran all over the playground playing chase. While they were playing, a big storm cloud appeared in the sky.

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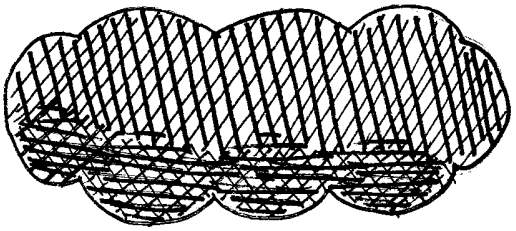

The children were too busy having fun to see the cloud. All of a sudden, rain started to pour down on the children.

That was enough for Connor, Anna, Mary, and Ralph. They did not like to get wet. So they all ran home as fast as they could.

The End

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y_e

style	en		zyme	enzyme
Lyle	meg	a	byte	megabyte
Kyle	kil	o	byte	kilobyte
lyre	ep	i	phyte	epiphyte
byre	el ec		tro lyte	electrolyte
pyre	ac	o	lyte	acolyte
type	ne	o	phyte	neophyte
Clyde	ge	no	type	genotype
rhyme	ster	ē	o type	stereotype
thyme	an	a	lyze	analyze
	par	a	lyze	paralyze
	cat	a	lyze	catalyze

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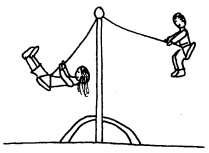
y



lynx	sym	bol	symbol
Lynn	cym	bal	cymbal
myth	gyp	sy	gypsy
gym	E	gypt	Egypt
rhythm	cyl	in der	cylinder
hymn	sym	phon y	symphony
	pyr	a mid	pyramid

ye

rye	lye
bye	stye
dye	good-bye
eye	aye

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quä

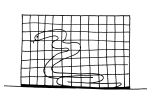
quaff

quad

qualms

quack

squä



squash

squat

squad

squall

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

quar rel — quarrel

qual i ty — quality

quan ti ty — quantity

quad ran gle — quadrangle

squab ble — squabble

squal id — squalid

squan der — squander

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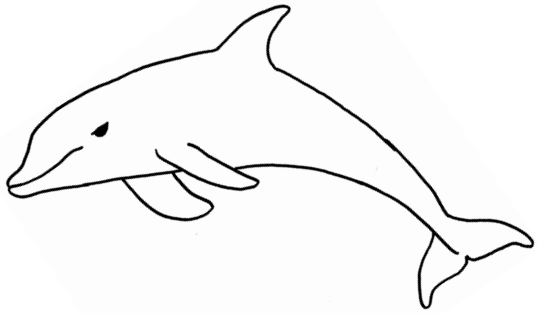
Dolphins



This is a dolphin. A dolphin has a big fin on top and a flat tail. It has two fins on the bottom called flippers.

A dolphin lives in the sea. It can swim fast and jump high above the water. But it is not a type of fish. It is a mammal.

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A dolphin catches fish for food. It makes loud clicking sounds to help it find the fish in cloudy water. But a dolphin has very good eyes. It can see well above and below the water.

A dolphin can make many sounds. This is how it lets the rest of the dolphins know where it is and what it is doing. Sometimes a dolphin looks and sounds like it is laughing.

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Dolphins swim in a group. The mother dolphins take care of the little ones. A young dolphin follows the sounds its mother makes. That way it won't get lost.

Sometimes dolphins blow bubbles. We don't know why. It is a mystery. Maybe it's just to play and have fun.

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Sometimes dolphins get into a squabble. They quarrel with other dolphins. They clap their jaws to make a loud sound. They may even bite another dolphin's tail.

People have always liked dolphins. Long ago Greek people made drawings of them. We can still read Greek myths about dolphins from that time. The myths tell about dolphins who rescue people who are lost at sea. In modern times we hear about dolphins who help people, too.

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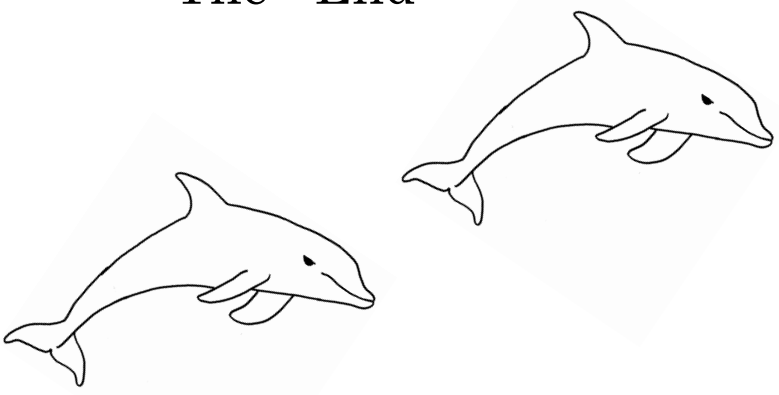
In some places, dolphins are trained to do tricks for people who come to watch them. In other places, dolphins come close to the shore to swim near people. They even let people touch them.

Do you like dolphins? Do you think it would be fun to swim with them? Maybe you will find out some day.

The End



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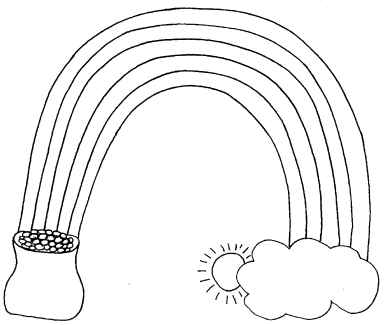
Which One?

80 8

Which one is more ?

Eighty or eight ?



What goes on a train ?

A rainbow or freight ?

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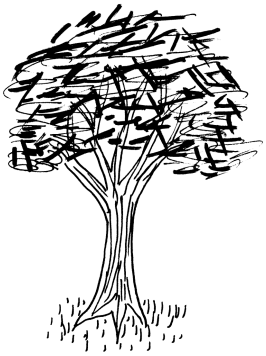
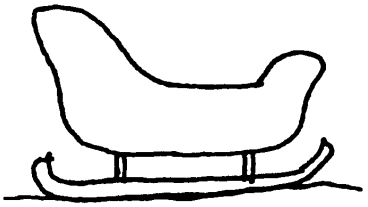
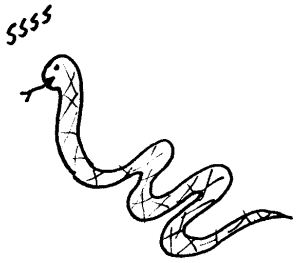
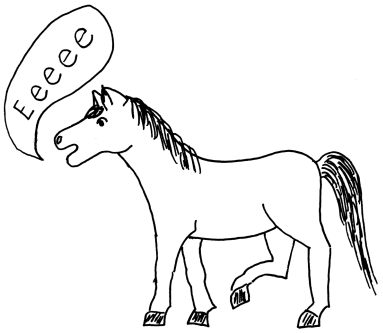




What glides in the snow ?

A tree or a sleigh ?





A horse makes which sound ?

A hiss or a neigh ?

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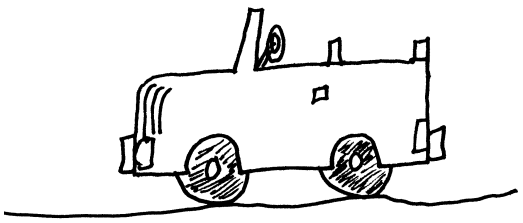
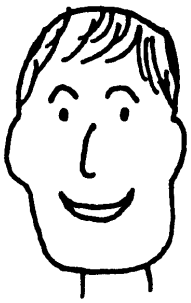
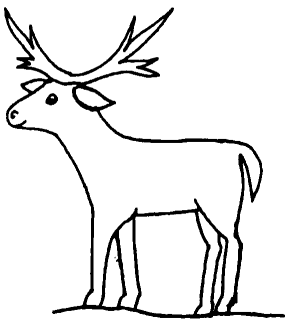
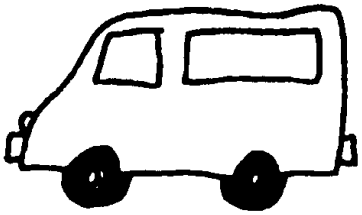




Which one is a neighbor ?

A jeep or a man ?





Which needs a key ?

A deer or a van ?

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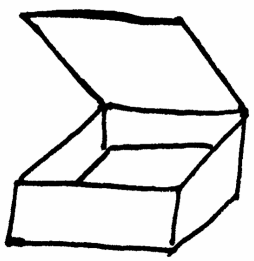
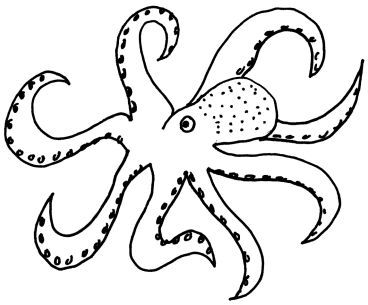
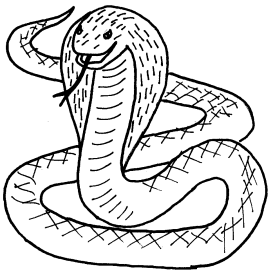


Which can you weigh ?

A box or a lake ?





Which has eight legs ?

An octopus or a snake ?

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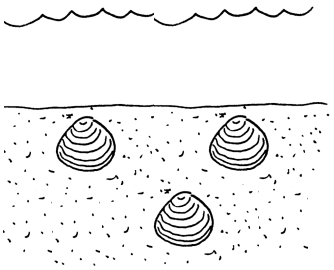
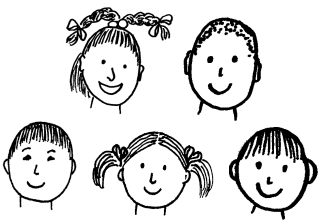
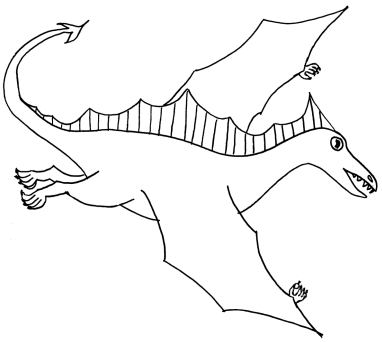
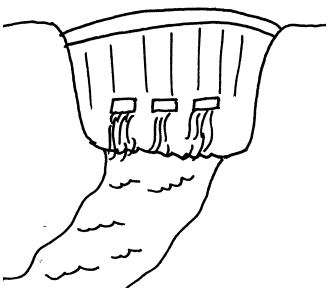




Which ones are people ?

A class or some clams ?





What holds back the water ?

A dragon or a dam ?

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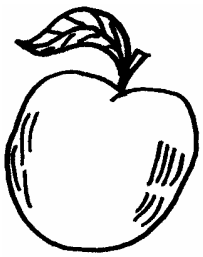
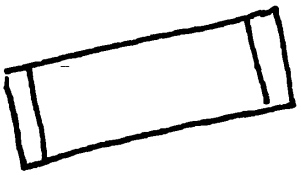


Which one is purple ?

A peach or a plum ?



What can you chew ?

Water or gum ?

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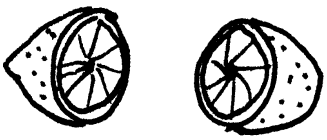
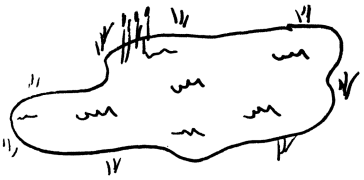
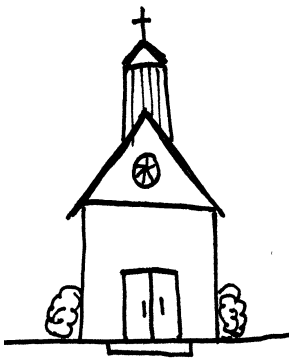




Which has a ripple ?

A lemon or a lake ?



What has a steeple ?

A church or a cake ?

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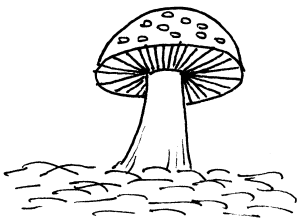
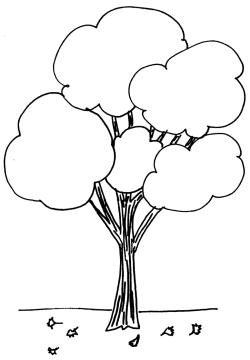
Which one's a tree ?

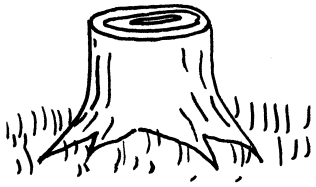
A mushroom or a maple ?

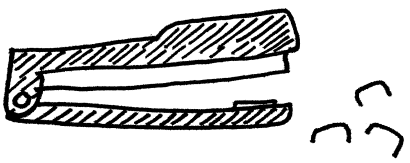




What fastens paper ?

A stump or a staple ?





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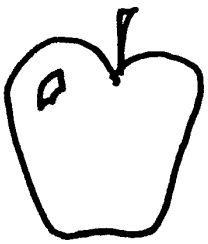
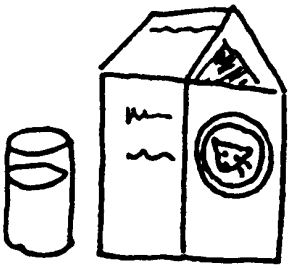
What can you pour ?

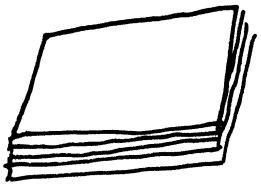
An apple or milk ?

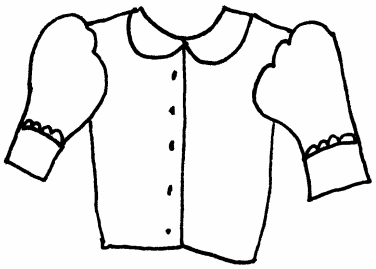


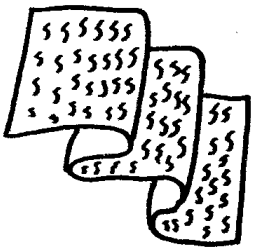


What makes a blouse ?

Paper or silk ?







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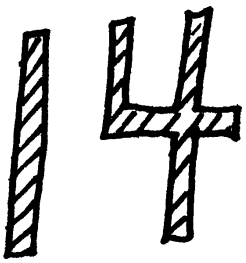
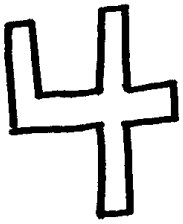
Which is the most ?

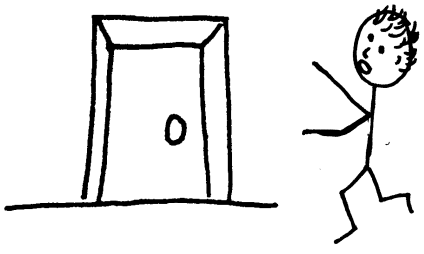
Fourteen or four ?





What should you do if you see a ghost ?

Stop and talk, or run for the door ?



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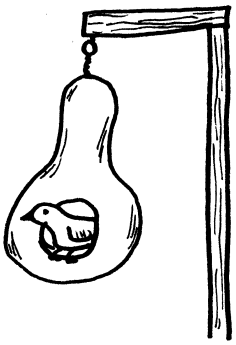
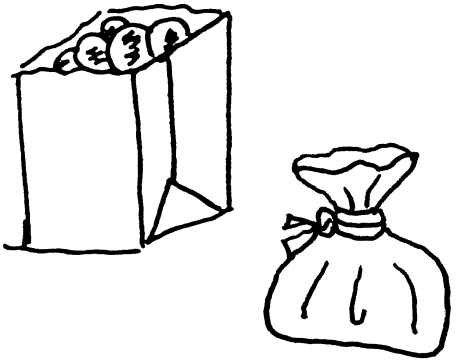
Where can a finch live ?

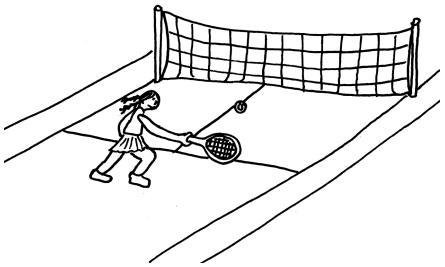
In a gourd or a bag ?





What is played on a court ?

Tennis or tag ?



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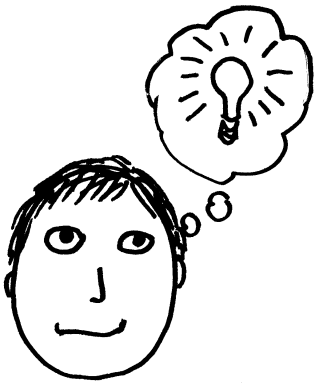
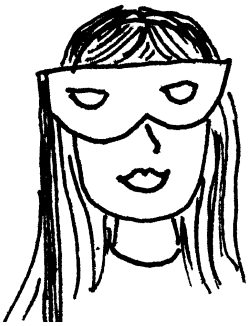
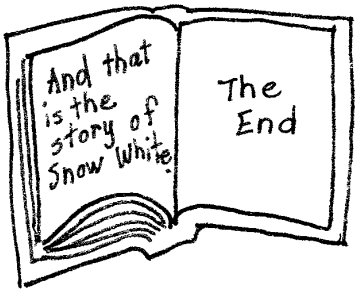
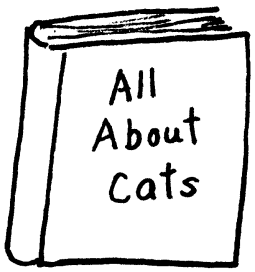




Do you wonder about

all kinds of things ?





If you can read books,

your mind will have wings !

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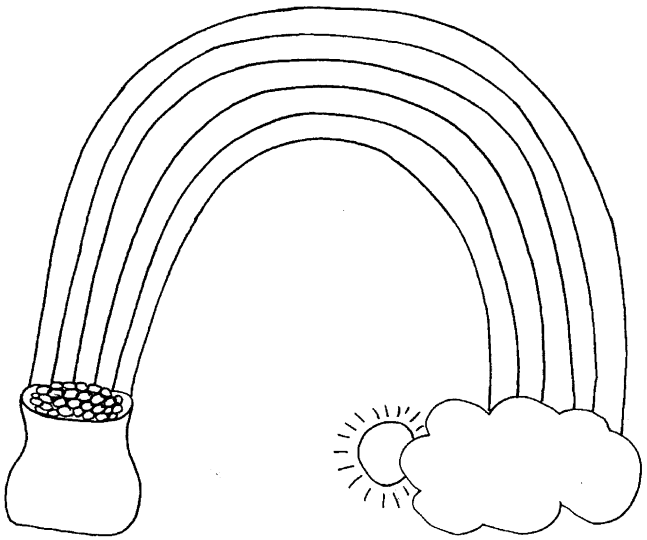

Now go read some books!

Find the kind that you like.

Read a lot of good books,

And have a good life.

The End

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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
Rhyming Short Vowel Words And Sentences or *Mixed Short Vowel Words And Sentences* *Phonetic Words And Stories, Bk 1* *Phonetic Words And Stories, Bk 2*	*Basic Short Vowels* *Basic Phonics Patterns, Book 1* *Basic Phonics Patterns, Book 2*	*Know The Phonetic Code, Volume 1*
Phonetic Words And Stories, Bk 3 *Phonetic Words And Stories, Bk 4* *Phonetic Words And Stories, Bk 5*	*Basic Phonics Patterns, Book 3* *Basic Phonics Patterns, Book 4* *Basic Phonics Patterns, Books 5 and 6 (Teach Book 5)*	*Know The Phonetic Code, Volume 2*
Phonetic Words And Stories, Bk 6 *Phonetic Words And Stories, Bk 7* *Phonetic Words And Stories, Bk 8*	*Basic Phonics Patterns, Books 5 And 6 (Teach Book 6)* *Basic Phonics Patterns, Books 7 And 8*	*Know The Phonetic Code, Volume 3*

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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 his 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.

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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

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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 measure
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*.

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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.

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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, püsh, skï, ballët) with two dots. The dots are a German umlaut, which means "not the regular sound."
3. Do not mark short vowels.
4. Underline vowel-vowel patterns and vowel-consonant combinations that have more than one letter (k<u>ee</u>p, f<u>ind</u>, p<u>or</u>ch, c<u>all</u>, s<u>oi</u>l, b<u>ought</u>).
5. For vowel-consonant-e patterns, draw a bracket from the first vowel to the silent e, going under the consonant (ma<u>de</u>, ti<u>me</u>).
6. Put a small x above any silent consonant letters (wren, knob, lamb, listen) and above silent e's that are part of a silent e syllable (little, bubble).
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⌋tas⌋tic
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.

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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, ëa. 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, skï, 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 takes 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

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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 l<u>ea</u>se, h<u>ou</u>se, p<u>au</u>se, m<u>oo</u>se, n<u>oi</u>se, h<u>or</u>se, v<u>er</u>se, 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.

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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 fi<u>sh</u>, a <u>sh</u>ip, <u>sh</u>ells, and a <u>sh</u>ark.)
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.

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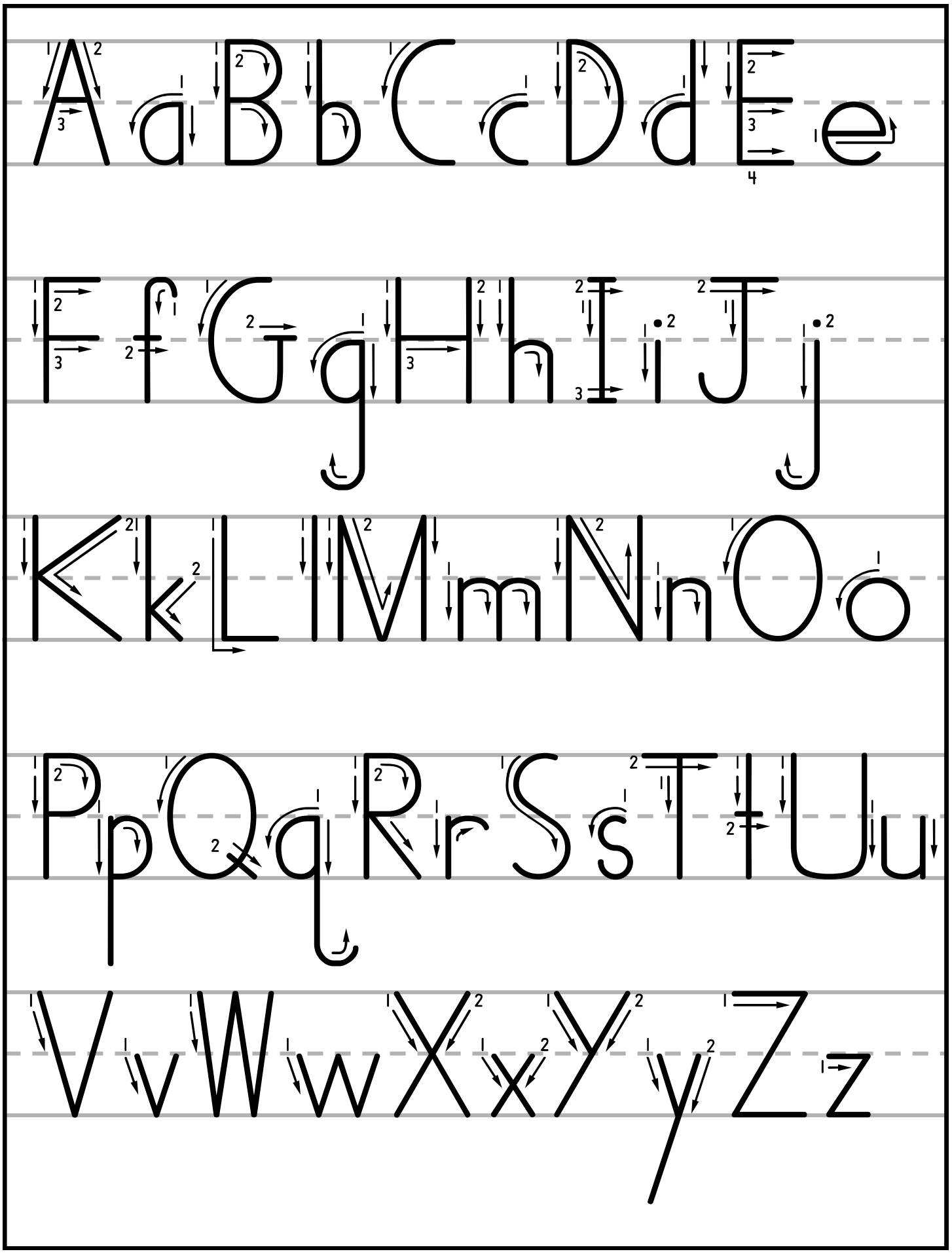

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***Phonetic Words And Stories - Book 6* - Dotted Ë And Ï Patterns, Syllable Study**				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1		a/raven		
2		e/begin		
3		i/lilac		
4		o/robot 1		
5		o/robot 2		
6		u/tulip u/music	jogged, jogging	*Baby Sally*
7		cup-cake, bon-fire		
8		trap-eze, cos-tume, flag-pole		
9		shov-el, moth-er		
10		con-fess, com-pare		
11	ei/veil			
12	ey/they			*The Flagpole* *Green Eggs and Ham* by Dr. Seuss (Random House, 1960)
13	ea/steak			*I Like To Eat* *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967)
14	eigh/sleigh ë/ballet			*A Birthday Treat* *Ten Apples Up On Top!* by Theo. LeSieg, illustrated by Roy Mckie (Random House, 1961)
15	eu/neutron eu/Europe			
16	ï/pizza			
17	ïe/shield			*Two Sleuths*
18		Unaccented middle syllables, as-tro-naut, di-no-saur		*Put Me In The Zoo* by Robert Lopshire (Random House, 1960) (violet)

Phonetic Words And Stories - Book 6 - **Dotted Ë And Ï Patterns, Syllable Study**			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		raven, acorn, label, apron, table, lady, baby, tasty, paper, saber	ladybug, baby-adult,
2		Venus, refund, begin, secret, equal, tepee, below, beside, fever, zebra	
3		minus, title, pilot, bison, quiet, ibis, lilac, ivy, tiny, tiger	
4		open, robot, donut, bonus, total, topaz, broken, proton, program	overcoat, turnover, pushover, open-shut, over-under
5		oval, over, clover, pony, trophy, oboe, sofa, cola, cobra, okra	
6		music, tulip, student, Cupid, duet, ruler, ruby, tuba, fluid, unite	tiny-huge, plus-minus, hi/high
7		cupcake, inflate, mistake, pancake, bonfire, umpire, inside, sunshine, reptile, inquire	
8		stampede, trapeze, athlete, concrete, costume, volume, Neptune, explore, tadpole, flagpole	
9		mother, brother, nothing, oven, shovel, dozen, wonder, covers, money, honey	
10		confess, collect, connect, confuse, compute, pollute, complain, compare. compete, complete	
11		their, heir, veil, reins, skein, reign, reindeer, inveigle	rain/rein/reign, air/heir, vale/veil, our-their
12		they, hey, prey, obey, conveyer belt, greyhound	obey-defy, hay/hey, pray/prey
13		steak, break, great, bear, tear, wear, pear	swimwear, fix-break, bear/bare, break/brake, steak/stake, pear/pare/pair
14	height	sleigh, neigh, weigh, eight, freight, neighbor, eighty, fillet, ballet, buffet	sleigh/slay, eight/ate, weigh/way, neigh/nay, wait/weight
15		feud, sleuth, neutron, streusel, Eugene, Europe, deuce, eureka	
16		ski, taxi, kiwi, pizza, Rita, liter, piano, Indian, radio, zinnia	windshield
17		field, shield, chief, grief, niece, piece, pier, fierce, movie, cookie	
18		envelope, octopus, dinosaur, astronaut, instruments, kangaroo, unicorn, uniform, universe, icicle	

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***Phonetic Words And Stories - Book 7* - Advanced Bossy R Patterns**				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	wor/worm		Suffix _ly, smiled, smiling	
			Contractions with not #3	
			Contractions with have, am, us Contractions with had	*A Good Book*
2	er/heron			*At the River*
3	or/horse (expanded, new words)			
4	or/doctor or/sorry			
			Contractions with will Contractions with are	*A Night Visit*
5	ar/dollar			
6	ar/carrot			
			Contractions with would	*Luke And The Lizard*
7	ear/early			
8	our/journal			*Rude June*

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Phonetic Words And Stories - Book 7 - **Advanced Bossy R Patterns**			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		work, worm, word, worth, world, worse, worst, worry, workbook, worship	bookworm, workbook, password, work-rest, better-worse, best-worst
		isn't, didn't, haven't, hasn't, hadn't, can't, wasn't, aren't, weren't, doesn't, won't, don't	
		I've, you've, we've, they've I'm, Let's I'd, you'd, he'd, she'd, it'd, we'd, they'd	
2		ferret, merit, peril, derrick, Erin, very, heron, Ferris wheel, cherub, stereo	strawberry, blueberry, blackberry, bury/berry, vary/very
3		cord, fork, storm, orbit, thorn, forest, story, morning, sport, porch	short-tall
4	color mirror	doctor, actor, mirror, record, tractor, color sorry, borrow, horror, tomorrow	lend-borrow
		I'll, he'll, she'll, we'll, you'll, who'll, they'll, it'll we're, they're, you're, who're	
5	sugar	dollar, lizard, cougar, pillar, polar, wizard, collar, solar, cellar, blizzard	
6		carry, carrot, carol, parent, parrot, marry, barrel, sparrow, carriage, barricade	hairy/Harry, cary/carry, marry/merry, carrot/carat
		I'd, you'd, he'd, she'd, we'd, they'd, who'd, it'd	
7	heart hearth	learn, pearl, heard, search, earth, earn, early, rehearse	earthquake, early-late, heard/herd, pearl/purl, earn/urn
8		journal, journey, courage, courtesy, flourish, tournament, nourish, nourishing	courage-fear

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***Phonetic Words And Stories - Book 8* - Open Syllables, Silent Letters, More Vowels**				
	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	a/father			
2		hel-lo, ze-ro		*Go, Dog. Go!* by P. D. Eastman (Random House, 1961)
3		men-u, tu-tu		*My Family* *Hop on Pop* by Dr. Seuss (Random House, 1963)
4	kn/knife			*Are You My Mother?* by P. D. Eastman (Random House, 1960) *The Cat In The Hat* by Dr. Seuss (Random House, 1957)
5	wr/wren			
6	gh/ghost gh/straight			*On The Lawn*
7	ought/bought			
8	ph/phone			
9	ugh/laugh			*A Day at the Park* *The Wind Blew* by Pat Hutchins (Scholastic, 1974)
10	ye/rye y_e/type			*In The Small, Small Pond* by Denise Fleming (Scholastic Inc., 1993)
11	y/gymnastics			
12	qua/quarrel squa/squash			*Dolphins*
				Which One?

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Phonetic Words And Stories - Book 8 - **Open Syllables, Silent Letters, More Vowels**			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		father, lava, llama, mama, drama, taco, nachos, pecan, pajamas, pasta	grandpa, grandma, grandfather, father-son
2		hippo, banjo, hello, bingo, condo, yo-yo, zero, hero, silo, rhino	
3		flu, menu, kudzu, emu, zebu, tutu, tofu	
4		knot, knob, knit, knock, knee, kneel, knife, knight, know, knickers	knockout, knickknack, know-forget, kneel-stand, knot/not, knit/nit, knee/nee, know/no, knight/night, new/knew
5		wren, wrench, wreck, wrist, wrong, wrap, wrath, write, wreath, wrinkle	wristwatch, wrong-right, write/right
6		ghost, aghast, ghetto, spaghetti, Allegheny, straight, through, caught, daughter, taught	throughout, straightaway, straight-crooked, through/threw
7	drought	fought, thought, ought, bought, brought, sought, wrought, drought	bought-sold
8		graph, Ralph, sphinx, phone, sphere, dolphin, Memphis, phantom, alphabet, elephant	
9		laugh, cough, trough, rough, tough, slough, enough	rough/ruff
10	eye	rye, bye, dye, eye, type, Kyle, rhyme, thyme, style, megabyte	bye/by, eye/I, die/dye, lie/lye, thyme/time, rhyme/rime
11		hymn, lynx, rhythm, system, symptom, mystery, pyramid, cylinder, bicycle, gymnastics	gem/gym/Jim
12		quarrel, quaff, qualms, quality, quantity, squash, squat, squall, squad, squabble	

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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.	Handwriting (Use this section to teach or review manuscript or cursive handwriting.) a. Introduce new letters b. Practice previous letters c. When teaching cursive handwriting, teach students how to make letter connections.
4.	Dictation 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.	Decoding 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.	Reading And Responding To Stories 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.

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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

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.