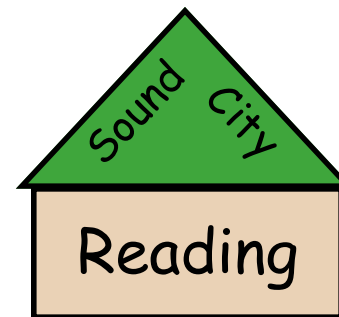
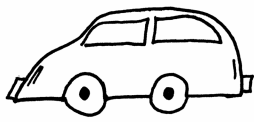
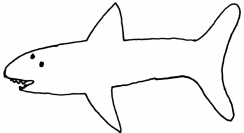
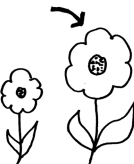
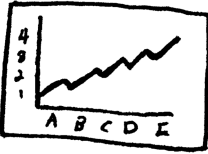


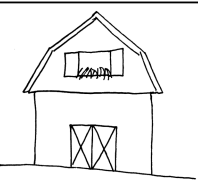





Phonics Patterns Level 4



Large

Picture-Word Pages

A. 	B.  Bk 5 - # 7
C. 	D.  Bk 5 - # 7
E. 	F. 
G. 	H. 
I.  184	J.  64-65

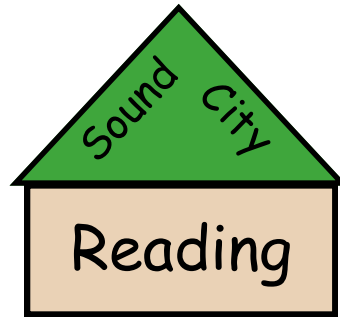
1. arm	2. art Bk 5 - # 7
3. car	4. star
5. farm	6. barn
7. large	8. shark
9. chart	10. gar den 64-65

Use With Any Of These Books:

Phonetic Words And Stories, Books 1-8

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

Know The Phonetic Code, Volumes 1-3



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Phonics Pattern Picture-Word Pages

The Phonics Pattern Picture-Word Pages provide an effective way to introduce new phonetic words to students. Ten new words are introduced each day. In each set of words, all of the words have the same phonetic pattern or syllable pattern. This approach has several benefits.

1. Students learn new patterns quickly, so that they can begin reading real books as soon as possible.
2. Students maintain their interest because they learn something new every day.
3. Students develop confidence and learn readily because the instructional format is the same every day. They know what to expect and can concentrate on the new patterns and words.
4. Every word in each new set has the same pattern. This repetition allows students to focus on one pattern at a time and learn it thoroughly.
5. Each new set is limited to ten words. This allows students to study the words in a reasonable amount of time each day without being overwhelmed.

When using the picture-word pages, new phonetic words are introduced in a non-traditional way. Instead of having students start by looking at the words and "sounding them out," they begin by playing a two-part listening activity, called the "robot game," with the teacher. First, students look at the page with pictures. They listen as the teacher says the individual sounds for each picture, focusing on one picture at a time. The teacher does not go through the pictures in order. This requires students to listen carefully and find the picture that matches the sounds pronounced by the teacher.

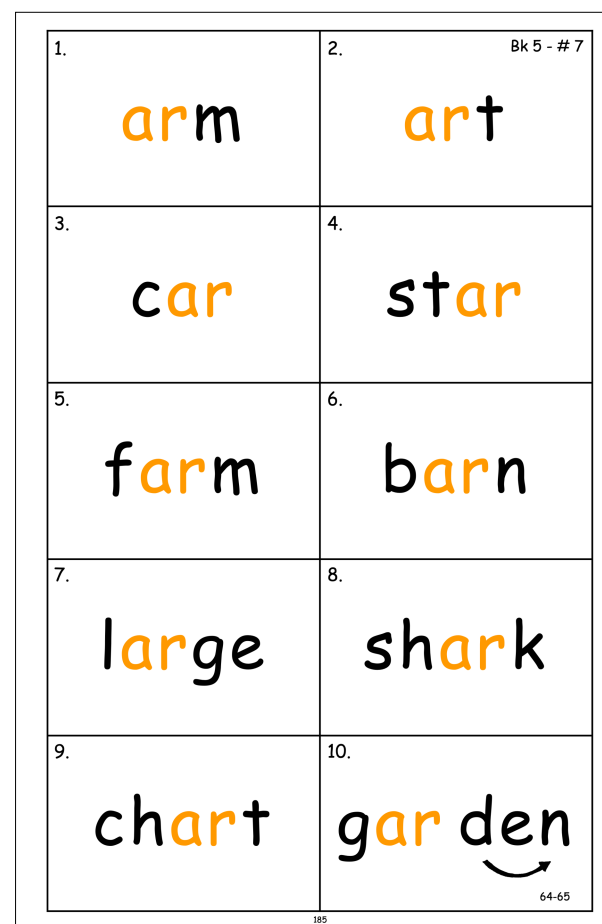
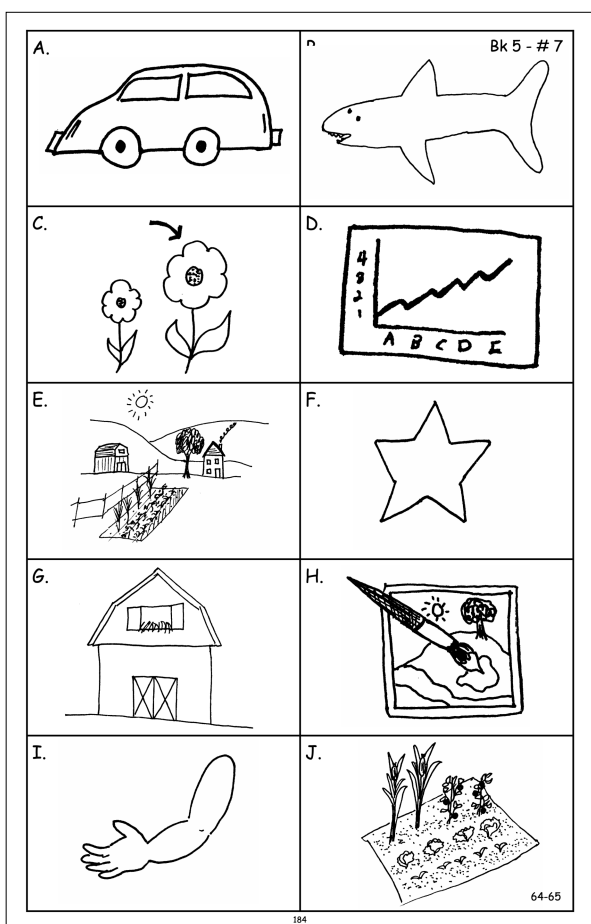
As they listen to the sounds, students put them together mentally to form words. This is called an oral blending exercise. It is one way to develop what is called "phonemic awareness," an understanding that words are made up of small units of sound. During this activity, the teacher takes the time to explain the meanings of any words that are unfamiliar to the students, building the students' speaking vocabulary.

After students find all of the pictures by listening to their sounds, the game is repeated. This time students listen to the sounds and find the matching word. They must look at each word and analyze it carefully to choose the correct one. They have to find a word with the correct beginning sound, middle sound, and ending sound.

When they find the correct word, students do not say the separate sounds. They put the sounds together mentally, and pronounce the word normally. Being introduced to new words in this way makes it much easier for students to learn to read the words.

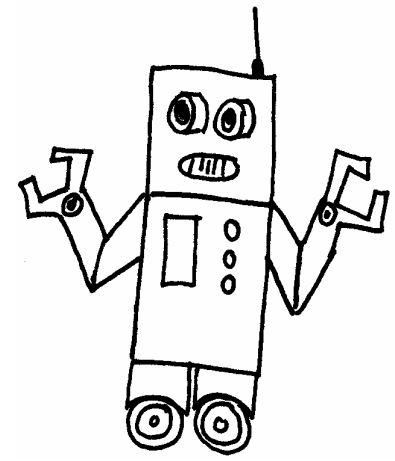
To finish the activity, students take turns reading the new words. Then the class reads the words in unison two times, going from 1 to 10, and going from 10 back to 1.

NOTE: English language learners should start by spelling the words while they look at just the picture page. The teacher introduces the name for each picture. Students pronounce each word and write it, while saying its sounds. After learning the new words and spelling them, students will then be able to play the robot game, which prepares them to read the words.



Using The Picture And Word Pages

For Reading



Playing The "Robot Game"

Students will do this activity after they have spelled the words. Spelling the words first will make it easier for the students to learn to read them. In most cases, students do not need to see the pictures while they are spelling the words. However, English language learners will need to see the picture page (but not the word page) while spelling the words. This allows ELL students to learn the names of the pictures.

Background

This set of 11 inch by 17 inch posters shows all of the pictures and words from the word lists contained in *Phonetic Words And Stories, Books 1-8*. The picture-word pages in these books are used to introduce ten words for each new phonics pattern or syllable pattern. This set of posters can be used for the same purpose, making it possible to work with a group of students use the larger pages.

The posters can also be used with students who are studying *Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8* or *Know The Phonetic Code, Volumes 1-3*. These books teach the same phonics patterns in the same sequence, but they are not in the same format. When using these books, you can use the picture-word pages to introduce ten words for each new pattern. Then have students read words with the same pattern from their books. In most cases, there will be more than ten words per pattern in the *Basic Phonics Patterns* and *Know The Phonetic Code* books.

The picture-word pages are designed so that the teacher and students can do oral blending exercises with both the pictures and the words. The exercises, called the "Robot Game," prepare students to read the words with confidence.

There is a second option for working with larger groups, if the technology is available. Teachers who have access to a laptop computer, projector, and large screen at school can work with students by projecting the picture-word pages from the PDF files for the books on the screen. It is necessary to set up the page display in two-page view so that both pages can be seen at the same time, side by side. The teacher and students use a long pointer while they do the oral blending and reading exercises directly on the screen. Another possibility is to load the PDF files onto an interactive whiteboard. The teacher and students can then work directly from the whiteboard screen.

After students studied several new sets of picture-word pages, they will be able to read an easy practice story that contains words with new and review patterns. This process continues throughout the books. The stories are included in all three sets of books. The practice stories are also available in a separate volume that contains only the stories.

Definition

Oral Blending: Hearing the separate sounds in a word and putting them together mentally so that you recognize the word. The word is then pronounced normally, putting the sounds together smoothly.

Preparatory Activities

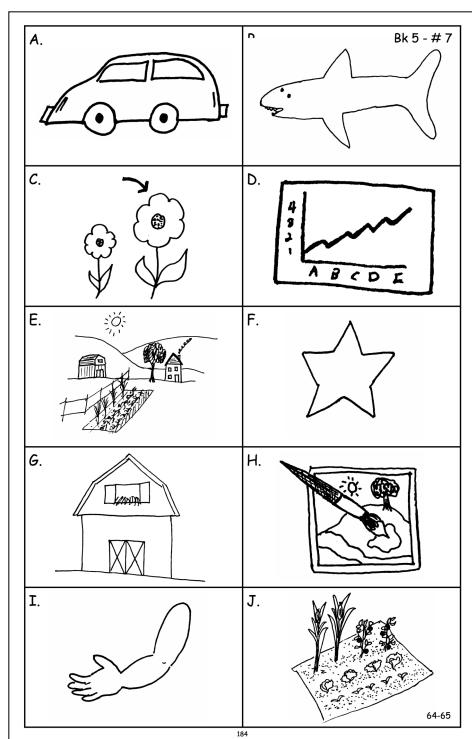
Before doing the robot game activities, first follow the preparatory instructions described in the spelling section. Introduce the new phonetic pattern or syllable pattern and review previously taught patterns from the sound charts and letter flashcards. Dictate new and review letters and

letter patterns for students to write. Then dictate the ten new words for the day's lesson. You may show the picture page during this spelling exercise if you wish, but do not show the word page. After completing the spelling portion of the lesson, you will be ready to begin the robot game.

Robot Game Set Up

- The teacher will need the *Answer Key For Sound City Reading Picture-Word Pages* booklet. For each set of words, the answer key shows the words listed in two columns. The word column shows the words as they are listed on the word page. The picture column lists the words in the order in which the pictures appear on the picture page. Both columns show which words and pictures go together, using the word number (1, 2, 3) and the picture letter (A, B, C). One syllable words are shown divided into individual sounds, like this: c-a-t. Two syllable words are shown divided into syllable like this: kit-ten. The hyphens show where to pause when pronouncing the words for the robot game. For example, pronounce c-a-t as c.....a.....t, pronouncing one sound at a time. Pronounce kit-ten as kit.....ten, pronouncing one syllable at a time. For words that begin with a consonant blend, pronounce the blend as a single unit. For example, pronounce gr-i-ll as gr.....i.....ll. For words that end with consonant blends, pronounce each sound separately. For example, pronounce h-a-n-d as h.....a.....n.....d.
- Cardboard panels are included to hold up the pages. Attach the picture page to one of the cardboard panels with a clamp. Fasten the word page to the other cardboard panel with a second clamp. Place the word page directly to the right of the picture page.
- If you wish, you can attach all of the charts for the current book to the cardboard panels. Clip all of the picture pages for the book to one sheet of cardboard, arranged in order. Clip all of the word pages for the same book to the second sheet of cardboard, arranged in order. After completing each days work, move the finished sheets to the back of the stack and re-clip the set of pages so that the two new pages can be seen.
- Prop the panels up on the chalk rail or place them on an easel or propped up on a desk. Students must be able to see both pages, side by side.
- Students should be close enough to see the pictures. If they cannot see the pictures from their desks, they should sit on mats on the floor close to the pages. For this part of the lesson, they will not need anything to write on.
- The pictures and words are in a different order. This allows the students to play the robot game.
- Explain to the students that when robots were first invented years ago, they spoke very slowly in a halting way. Tell them that in this activity you will talk in the same way, "like a robot."
- Now you are ready to play the robot game. Begin with step one on the next page.

Bk 5 - # 7 (64-65)		ar/car	
Words		Pictures	
1. ar-m	I	A. c-ar	3
2. ar-t	H	B. sh-ar-k	8
3. c-ar	A	C. l-ar-ge	7
4. st-ar	F	D. ch-ar-t	9
5. f-ar-m	E	E. f-ar-m	5
6. b-ar-n	G	F. st-ar	4
7. l-ar-ge	C	G. b-ar-n	6
8. sh-ar-k	B	H. ar-t	2
9. ch-ar-t	D	I. ar-m	1
10. gar-den	J	J. gar-den	10



Bk 5 - # 7	
1. arm	2. art
3. car	4. star
5. farm	6. barn
7. large	8. shark
9. chart	10. garden

Answer Key For Pages 64-65

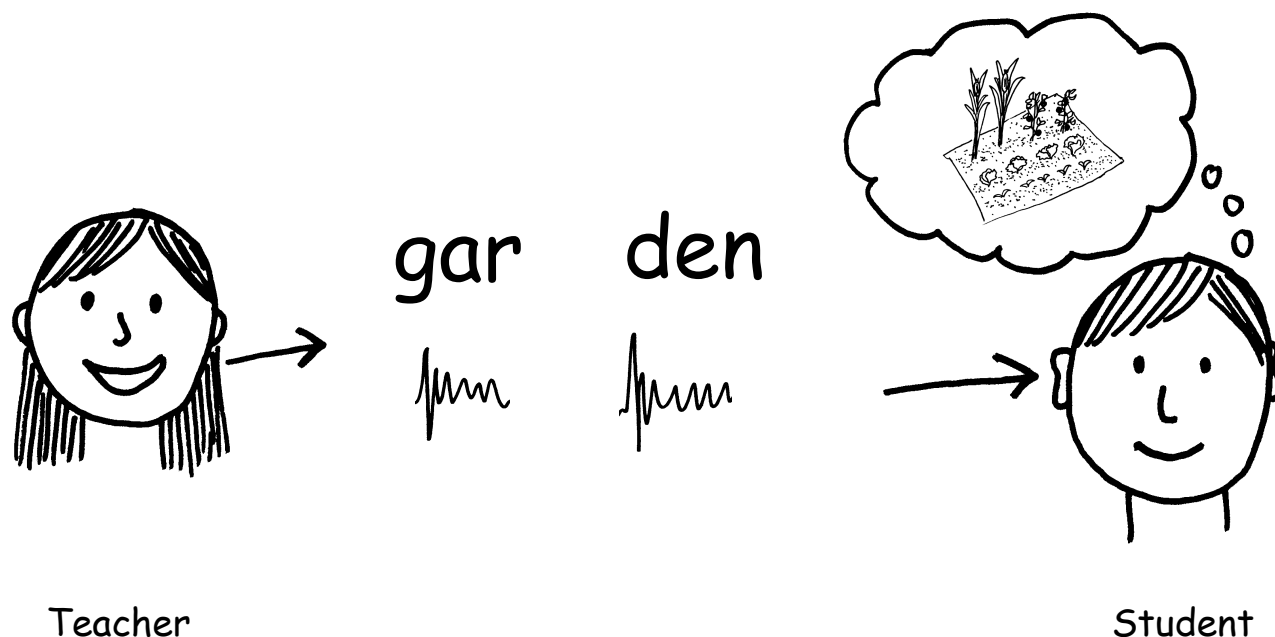
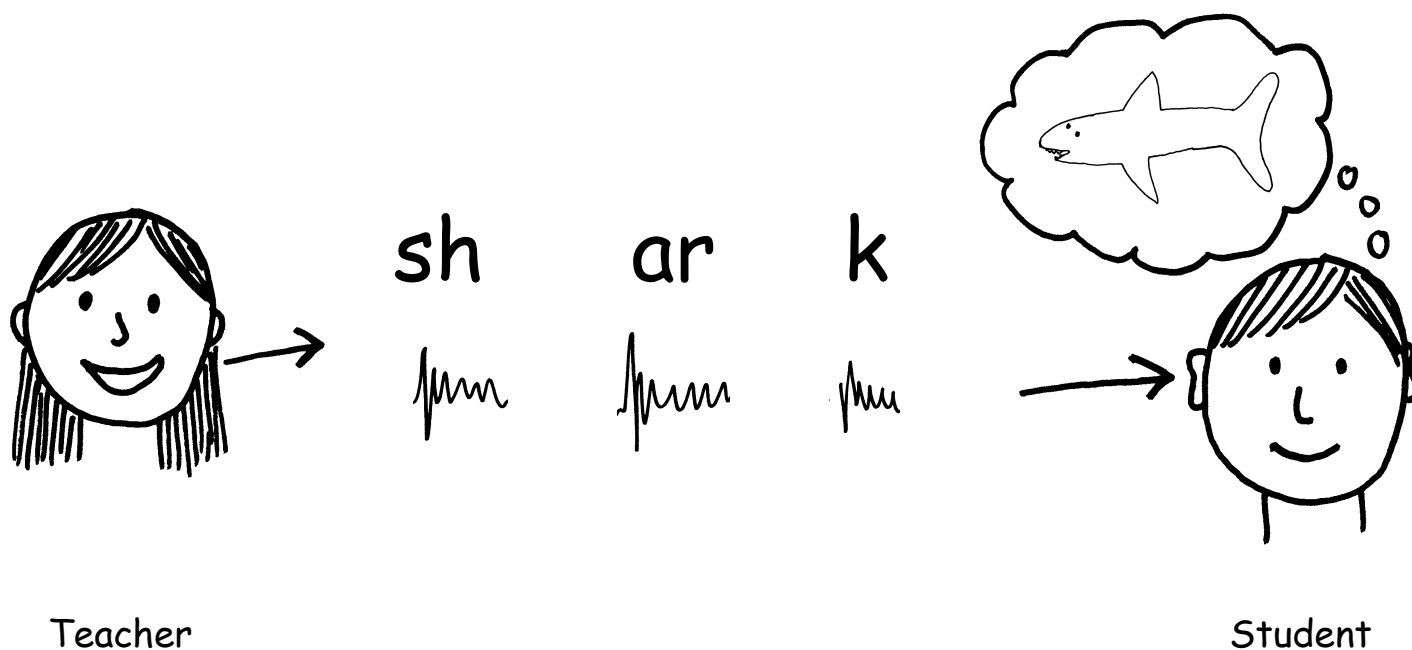
Pictures And Words On Pages 64-65

How To Play The Robot Game

Step One - Students Find The Pictures

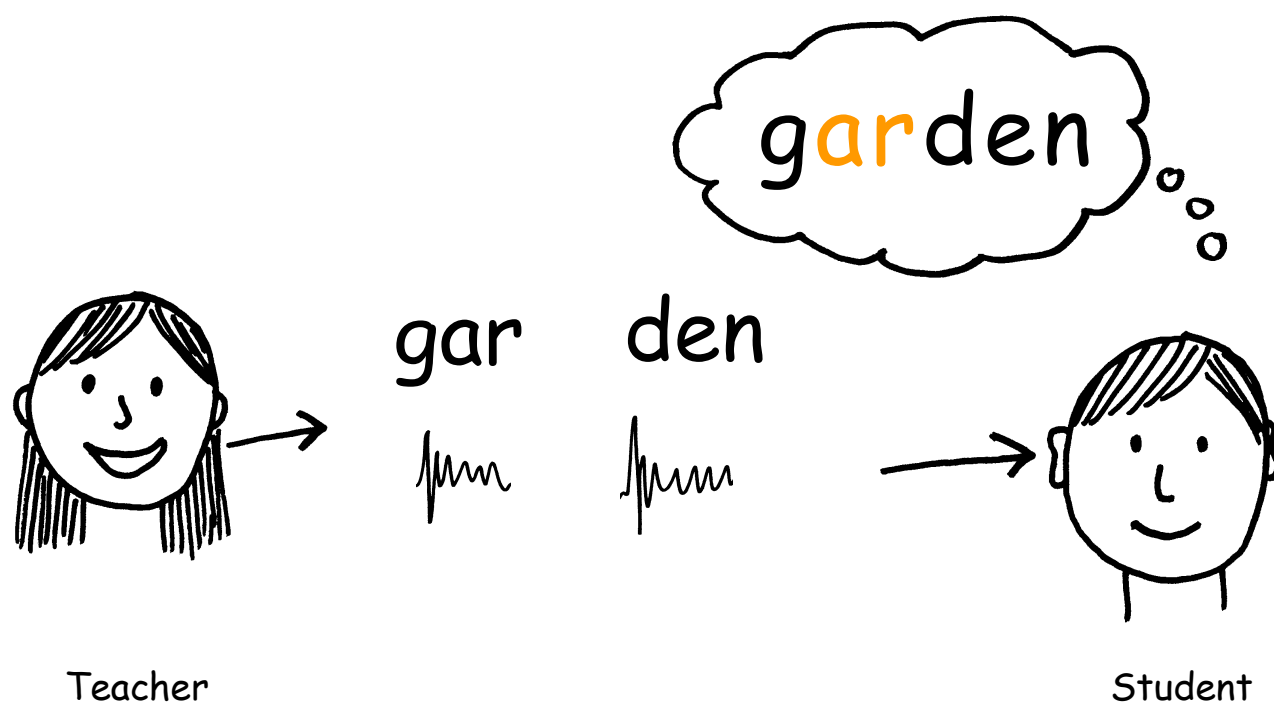
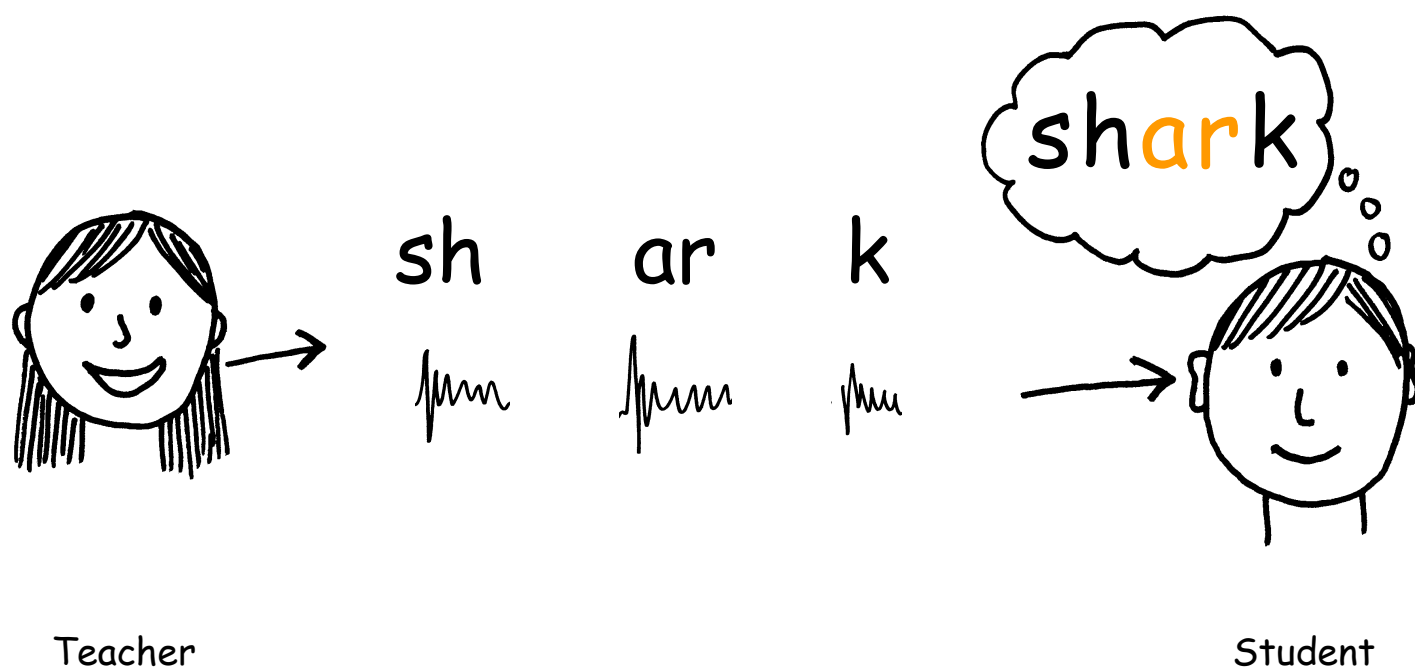
1. The teacher looks at the first word and says the individual sounds for one syllable words or the individual syllables for two-syllable words. Do not point to the words or ask the students to look at them. For this step, students just look at the pictures. The answer key shows which picture goes with each word. It also shows how to divide the words into individual sounds or syllables when you pronounce them. Pause slightly between each sound or between each syllable.
2. Call on a student to come forward and find the first picture. The student listens to the sounds, puts the sounds together mentally, points to the matching picture, and says the word. The student should say the word normally, without a break. Always provide hints and explanations as needed to help the student find the correct picture. Continue prompting until the student knows which picture to choose. If necessary, show the student the correct picture and say the word for him or her to repeat.
3. Follow the same procedure for each of the words, going in order on the word page from 1-10. Students take turns listening to the sounds, finding the related picture, and saying the word normally.
4. Students enjoy the puzzle nature of this activity, which helps them to focus and learn. Listening to the sounds and putting them together mentally prepares them to read the words later in the lesson. It also helps them learn to segment the words when spelling.

NOTE: Students who are studying English should learn the name for each picture first, during the spelling dictation period, before playing the robot game.



Step Two - Students Find The Words

1. The teacher looks at the first picture and says the individual sounds (or syllables) for that word. The students do not look at the pictures. They look at the words.
2. The teacher calls on a student to come forward and find the word that matches the sounds. The student listens to the sounds, puts the sounds together mentally, finds the matching word, points to it, and says the word. He or she should say the word quickly, without pausing between the letter sounds. At this point, you are not asking the student to "sound out" the word. He or she should look for the word that matches the sounds heard, and then say it normally.
3. The teacher follows the same procedure for each of the remaining pictures, going in order from A to J. Call on students individually to listen to the sounds, find the word, and say it normally. Always assist as needed. If a student chooses the wrong word, ask "Does this word have the correct beginning sound?" Or, "Does this word have the correct ending sound?" Use any other questions that may be helpful to the student.



Step Three - Students Read The Words

1. Point to each word, one at a time. Students take turns reading the words going from 1-10.
2. If a student gets stuck on a word, point to each letter and letter pattern, going from left to right. Have the student say the sounds, one at a time. Then ask the student to "say it fast."
3. Students reread the words in unison, going from 1-10 and then going from 10 back to 1.

Step Four - Play A Guessing Game (Optional)

1. The students look at the words.
2. The teacher gives a clue about one of the pictures. Call on a student to come forward and find the correct word. He or she should point to the word and read it aloud. "What word shows an animal that lives in the water?" "Shark." "What word shows a place where food is grown." "Garden." Provide help as needed.
3. Continue in the same way, one at a time, going in random order, until students have found and read all of the words.

Note: Understanding The Marking System


An x placed above a letter shows that it is not to be pronounced.

lamb^x

A letter or letter pattern that is pronounced in an unexpected way is marked to show the correct sound.

said^e

Words that have a part that cannot be read phonetically are marked as sight words with a pair of glasses.

wolf 

In some words, the vowel or vowel pattern shows the short *u* sound instead of the expected sound. These vowels are marked with an umbrella. Students should think of the first sound in umbrella to help them remember which sound to pronounce. They can also look at the *u* in the handle of the umbrella.


country

Using The Picture Pages

For Spelling



- If You Wish, You Can Use The Picture Page During The Spelling Dictation Period, Before Doing The Robot Game Exercises
- Always Use The Picture Page When Spelling With English Language Learners, So That Students Can Learn The New Words.

Background

The picture pages can be used by themselves, without the word pages, when spelling new words.

1. The pictures are a focal point so that students can become familiar with each word that students spell.
2. Before seeing the new words, students spell the word for each picture by listening to the sounds in the word and writing the letters and letter patterns that represent those sounds. Students are translating sounds to written symbols, going from left to right.
3. Students see each word for the first time from their own handwriting. Because they have actively paired the sounds in the word with the written symbols, the arrangement of the letters in each word will make sense to the students. This will make it easier for students to read the words later in the lesson.

Definition

Segmenting: Saying the individual sounds in a word, one at a time, with a slight pause between each sound.

Preparatory Activities, What To Do Before Spelling The Words

These activities prepare students to spell each new set of words.

1. The teacher introduces a new phonics pattern or syllable pattern.
2. The teacher points to the all of the patterns that have been introduced on the sound charts. Students say the sounds.
3. The teacher shows the alphabet and phonics patterns cards one at a time, going in order. Students say the sound or sounds for each card. (Students do not say the letter names.)
4. The teacher says the sounds for the new pattern and selected review letters (t, h, l, i, g, p, w) and letter patterns (sh, ē, ō, th, ö, ou). Students repeat each sound while writing the related letter or pattern. After students have started learning to read words with beginning consonant blends (stop, flap, swim, truck), dictate some of the beginning blends that have been taught, as well: st, sm, sn, fl, cl, gr, tr.

Spelling Set Up

1. Students will need a sheet of lined paper and a pencil.
2. The teacher will need the answer key booklet.
3. Fasten the picture page to one of the cardboard panels with a small clamp. Prop the panel up on the chalk rail or place it on an easel. Do not show the page with the words at this time.
4. Students should be close enough to see the pictures. They will need a sheet of lined paper and a pencil. If they cannot see the pictures from their desks, they should sit on mats on the floor close to the picture page. They will need a clipboard or book to place under their papers so that they will be able to write comfortably.
5. Post the sound card showing the new phonetic pattern so that students can see it throughout the lesson.

How To Use The Answer Key

The answer key sections are labeled with a book number and picture-word page number. The book numbers refer to *Phonetic Words And Stories, Books 1-8*. They tell which book each set of picture-word pages is in.

Within the books, each set of picture-word pages is assigned a number, shown like this, # 7.

The page numbers showing where the picture-word pages can be found in each book are shown in parentheses.

The words for the picture-word pages are shown in two columns. The first column shows the words in the order in which they appear on the word page, going from 1 to 10. The second column shows the same words, but this

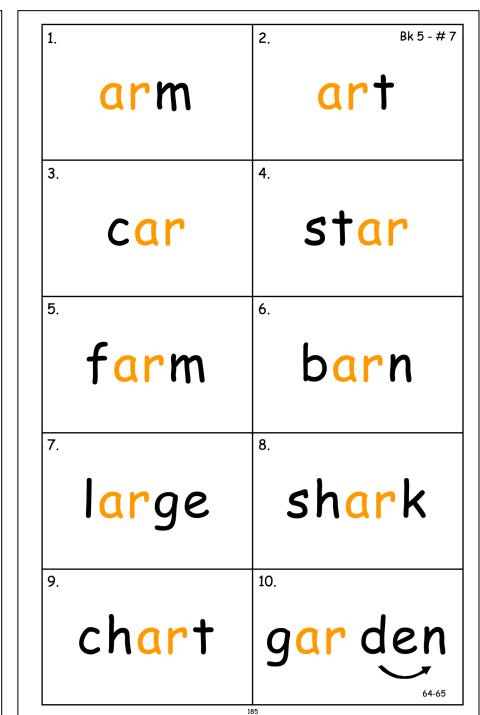
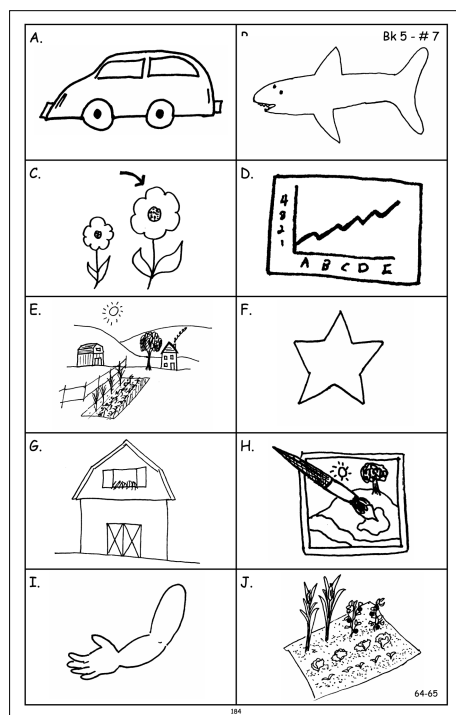
time they are in the order in which the pictures appear on the picture page, going from A to J. This two-column arrangement makes it easy for teachers to work with the picture-word pages. See the sample answer key and picture-word pages for the ar/car pattern.

For spelling, only the picture page and the second column of the answer key will be used. Both columns and both pages are used when playing the robot game.

The words are divided to make it easy for the teacher to pronounce the individual sounds or syllables in the words.

- One-syllable words are divided into individual sounds, like this: c-u-t.
- Ending consonant blends are pronounced separately, like this: s-a-n-d.
- Words that have beginning consonant blends are divided like this: st-o-p. Even though beginning consonant blends are made up of two (or three) different consonant sounds, it's easier for the students to pronounce them as a single unit when spelling words.
- Consonant digraphs and trigraphs are pronounced as single units: sh-i-p, m-a-th, wh-e-n, d-i-tch, l-o-ng, j-u-dge.
- Some vowel sounds are represented by two letters: f-ee-t, r-ai-n, t-ow-n, b-oy.
- Some of the patterns taught are vowel-consonant combinations. These are studied and pronounced as a single unit: b-all, c-ar, w-ild, f-ind, g-old, b-olt, wa-s-p, b-ought.
- Multi-syllable words are divided into syllables instead of individual sounds: rab-bit, can-dle, mu-sic, hip-po, di-no-saur, cre-ate.

Bk 5 - # 7 (64-65)		ar/car	
Words		Pictures	
1. ar-m	I	A. c-ar	3
2. ar-t	H	B. sh-ar-k	8
3. c-ar	A	C. l-ar-ge	7
4. st-ar	F	D. ch-ar-t	9
5. f-ar-m	E	E. f-ar-m	5
6. b-ar-n	G	F. st-ar	4
7. l-ar-ge	C	G. b-ar-n	6
8. sh-ar-k	B	H. ar-t	2
9. ch-ar-t	D	I. ar-m	1
10. gar-den	J	J. gar-den	10



How To Conduct The Spelling Lesson

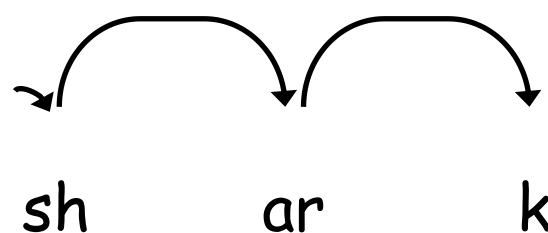
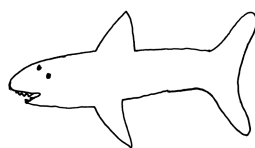
1. The teacher points to the first picture and pronounces the word clearly. Students listen carefully and repeat the word. (With English language learners, each student should say the word, one at a time, and then the whole class repeats the word in unison.) The teacher explains the meaning of each word as needed.

2. The teacher and students segment and spell the word.

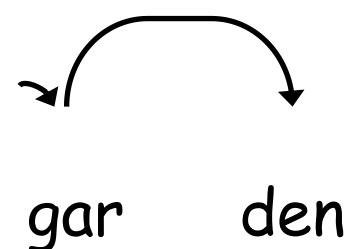
To get started during the period of time when students are first learning to segment, the teacher should say the first word slowly, stretching out the sounds, and then ask students to give the first sound, next sound, next sound, and so on, until all the sounds have been given. After completing several lessons, if students have become familiar with this process and confident giving you the sounds, you can skip this step and go directly to the steps below. If students have trouble with this process, segmenting skills are taught in *Learning The Alphabet, Book 1 And 2*, and *Exploring Sounds In Words, Book 1 And 2*. The *Phonemic Awareness Picture Pages* book includes the same segmenting lessons. It will also be helpful to have students spell words with plastic letters, beginning with short vowel words, working with the teacher in small groups. To work with plastic letters, see the instructions in the student books.

- a) The teacher segments the word by saying each individual sound separately, with a slight pause between the sounds, using hand motions. The pictures column in the answer key shows where to pause when segmenting each word.
- b) The teacher segments the word again. This time the students say the sounds with the teacher, in unison. While saying the sounds, the teacher and students should make downward hand motions, moving from left to right, when saying each sound. If the teacher is facing the students, the hand motion should be adjusted so that it goes left to right from the students' point of view. Note: When working with two-syllable words, say the separate syllables instead of the separate sounds.

Example of hand motions and sounds for one-syllable words



Example of hand motions and syllables for two-syllable words



- c) The students segment the word again, individually. As they say each sound, they write the letter or letter pattern that represents the sound on lined paper. This process spells the word. Provide guidance as needed.
- d) Students sometimes forget to use the new pattern in the word. If you see signs of hesitation, immediately point to the letter card with the new pattern, say the sound, and remind students to use the pattern when they write this sound. You may have to do this several times before students are able to remember to use the pattern. If any previous patterns needed to spell a word have been forgotten, such as the *sh* pattern in the word *shark*, write the pattern on the board or point to the pattern on the wall charts and say its sound.

- e) The teacher asks the students to segment the word in unison one more time, without the teacher's help. As students move their hands and say each sound, the teacher writes the related letter or letter pattern on lines on the chalkboard. This reinforces the spelling process and allows students to check their work. If any students have spelled the word incorrectly, they should put brackets around their word and copy it correctly from the board, saying the sounds as they write. Monitor and assist as needed.
3. Continue in the same way for each word, until all of the words have been spelled. After students become familiar with this routine, the lesson will go quickly.
 4. Study new and review sight words as needed. To introduce a new sight word, show the card, pronounce the word, and give its meaning. Use it in a sentence. Have each student read the word aloud individually. Students copy the word on their papers, cover it, and write it again from memory. They should check their work and correct as needed.
 5. On some days, dictate a few words with suffixes: cars, barns, sharks, farmed, farming. Or teach students how to form a few contractions and have students copy them. Suffixes and contractions are taught at intervals in the student books. For planning purposes, lessons for suffixes and contractions are listed on the sequence charts.
 6. Dictate a sentence for students to write on their papers. Use one or more words from the current word list. Use any other phonetic words or sight words that have already been taught, as needed. If you need to include any words that have patterns that have not been taught, write them on the board for students to copy. Say the whole sentence and have the students repeat it. Then say one word at a time, giving students time to write each word before moving ahead. Finally, write the whole sentence on the board so that students can check and correct their work as needed.
 6. During a later seatwork period, students can draw a picture on their dictation paper to illustrate the sentence, and then color the picture.

Plan one sentence per day. Possible sentences for the *ar* pattern are shown below.

Sharks can swim fast.

A shark is a large fish.

A shark has sharp teeth.

Sentences are included with each new set of words in the *Basic Short Vowels* and *Basic Phonics Patterns* books. You may select a sentence from these books to dictate during the appropriate lesson, if desired. The sentences are constructed so that only words with patterns that have been taught are included.

Using Color-Coded Vowels

In the Sound City Reading program, some of the books are printed in all black print and others are printed using a variety of colors for the vowels. Why are the colors used?

In the English language, there are only five letters that are classified as vowels: a, e, i, o, and u. The letter y can be used as either a consonant (y as in yellow) or a vowel (y as in happy, y as in my). However, in English, there are fifteen different vowel sounds. How can we show so many sounds with just a few vowels? There are several ways that this problem has been solved.

1. Single vowels can represent three possible sounds, short, long, and dotted: a/ax, ā/raven, ä/all.
2. Some vowel sounds are represented by vowel pairs working together: ee/feet, ai/rain, au/Paul.
3. Some vowel pairs work together but they are separated by a consonant: a_e/safe, i_e/pine.
4. Some vowel patterns can represent more than one sound: ēa/eat, ea/head, ëa/steak.
5. Both the letter y and the letter w can be part of a vowel pair: oy/boy, ay/way, aw/saw, ew/few.
6. Some vowel sounds are shown within specific vowel-consonant combinations: igh/night, ind/find, ild/wild, old/gold, olt/bolt, oll/troll, all/ball, al/salt, alk/talk, ought/bought.
7. Vowels that are followed by the letter r follow their own rules. The letter r affects the vowel sound: ar/car, or/horse. These are called r-controlled or "bossy r" patterns.
8. Some r-controlled patterns can represent more than one sound: ar/car, ār/carrot, ar/dollar.
9. The vowels in some r-controlled patterns are not heard at all: er/her, ir/bird, ur/purse, ar/dollar, or/tractor, ear/early, our/journal, wor/worm.
10. There are six vowel patterns that represent the short u sound in some words: a/what, a_/across, _a/panda, o/son, o_e/love, ou/country.

Using color-coded vowels helps students learn all of these different variations. Each vowel sound is assigned a specific color. There are fifteen different colors used. In addition, vowel patterns in which the vowel is not pronounced at all are printed in gray (no color = no sound). Using colored vowels, students will intuitively be able to understand the following concepts.

Sometimes one vowel sound can be shown with more than one pattern. Students will be able to see that the sounds are the same because the colors are the same.

ai/rain ay/play a_e/safe

Sometimes one vowel pattern can show more than one sound. Students will be able to see that the sounds are different because the colors are different.

ou/ouch ou/four ou/soup

Some words are not phonetic. They must be taught as sight words because the vowel patterns do not show the expected sound. When students see that the color-coding is different, they know to be careful when pronouncing the word. The vowel pattern won't have its usual sound.

ee/feet, see, deer been 

The vowel colors are meant to be a help so that students notice and understand the vowel patterns. They can see which patterns have the same colors, and know that they will have the same sounds. When students are working with color-coded materials, they will automatically learn these concepts. Generally speaking, it is not necessary to focus on the vowel colors unless a student is having trouble pronouncing a word correctly.

You can use black and colored markers to make flashcards using this color-coded system. Choose markers that match the colors on the chart. Use a black marker to write the consonants.

Each vowel sound is represented by a specific color. This helps the vowels and vowel patterns stand out in words, so that students will recognize them and be able to distinguish between consonants and vowels. For multi-letter vowels, students will be able to see which letters work together to show the vowel sound. Students will quickly be able to see which patterns sound the same, because the colors will be the same. They will also be able to see when vowel patterns have different sounds, because they will be printed in different colors.

Color-Coded Vowel Chart

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