


# Phonetic Words And Stories

## Book 4

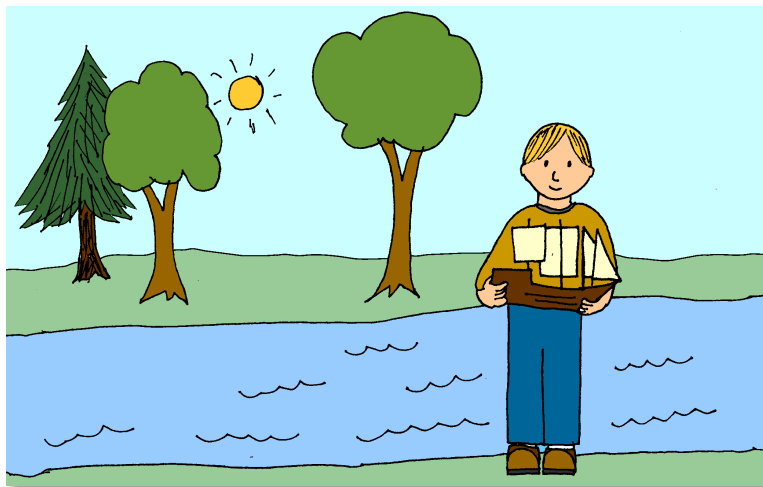
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Odd O Patterns, Dotted Ü and Dotted Ä Patterns

oi oy ou ou ou ow ow

ü oo oo ould  ou

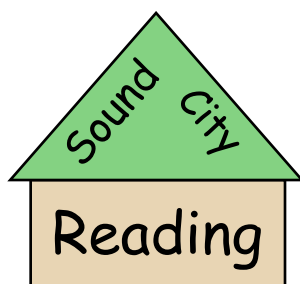
au aw all al alk wa swa



Sound City Reading



Note: These glasses  
indicate sight words.



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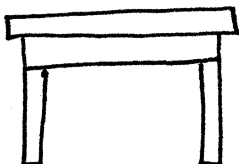
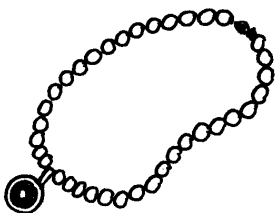

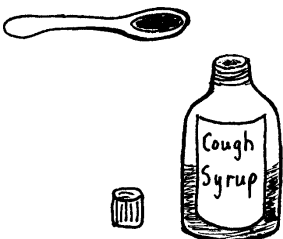

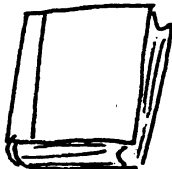
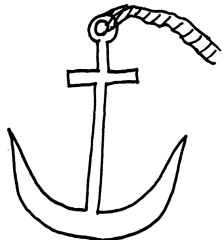
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# Color-Coding Chart

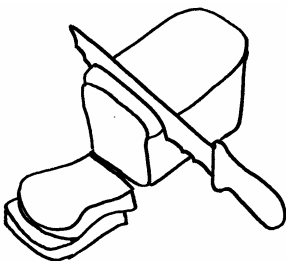

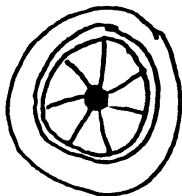

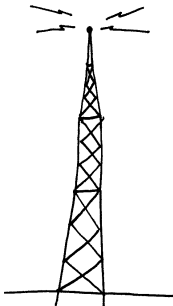

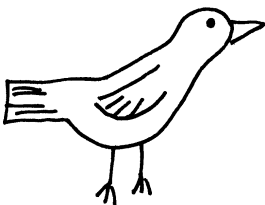
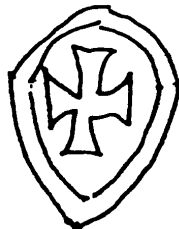
a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, 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
ir	bird, her, purse, dollar, tractor, early, journal	gray
wor	worm	gray

Syllable Awareness 4-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: su-per-he-ro, ta-ble, neck-lace, flew, med-i-cine, ap-ple, book, an-chor. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 4-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

The teacher says each word, one at a time: slice, gi-ant, wheel, um-brel-la, tow-er, gym-nas-tics, bird, shield. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

# Sight Words

Review	is	his	as	has	A
a	I	Book 1 was	of	both	
the	most	post	wolf	two	
rich	much	such	which	what	
who	whom	whose	truth	Book 2 people	
been	where	there	were	said	
says	friend	children	won't	don't	
any	many	busy	only	Book 3 broad	
does	shoe	move	prove	lose	
gone	one	again	against	sure	
sew	Book 4 though	through	know	school	
poor	door	floor	half	calf	
although					

## Sight Words

Review	is	his	as	has	A
a	I	Book 1 was	of	both	
the	most	post	wolf	two	
rich	much	such	which	what	
who	whom	whose	truth	Book 2 people	
been	where	there	were	said	
says	friend	children	won't	don't	
any	many	busy	only	Book 3 broad	
does	shoe	move	prove	lose	
gone	one	again	against	sure	
sew	Book 4 though	through	know	school	
poor	door	floor	half	calf	
although					

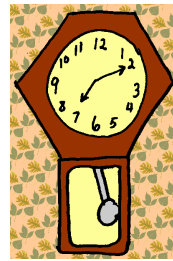
# A Sound Story

## About Audrey and Brad

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

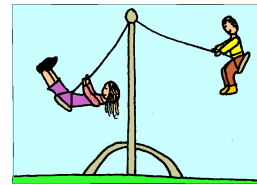
### Part 1

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



T t

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



I i

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



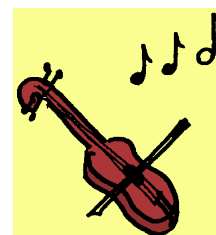
H h

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







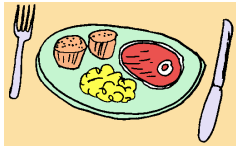
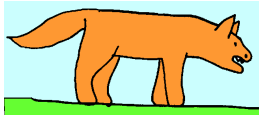
I i

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."

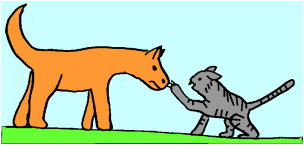
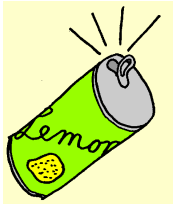
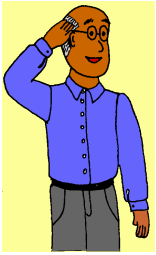
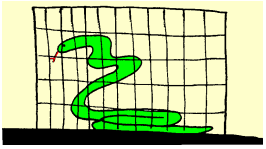
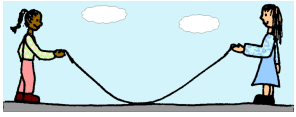
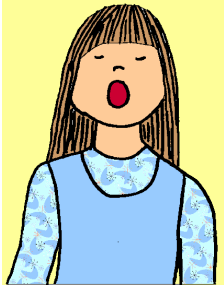


L l


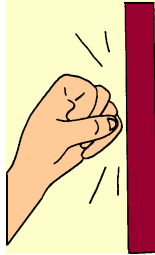
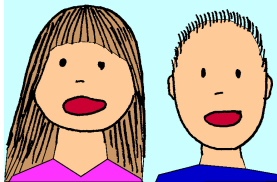
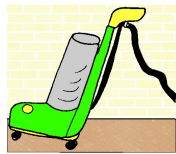

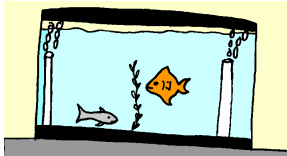
If students are not familiar with the sound story, read it aloud to them over a period of several days.



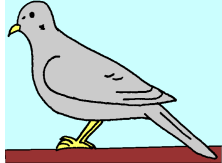
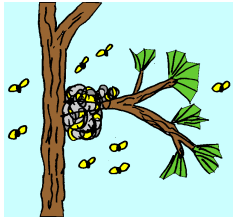
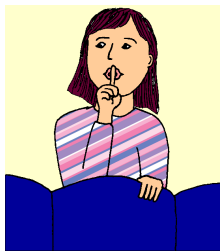
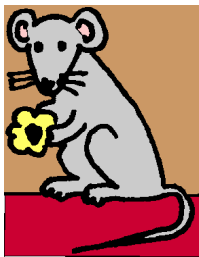
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

Model the sound for each new picture. Point to the picture and each letter; students say the sounds.


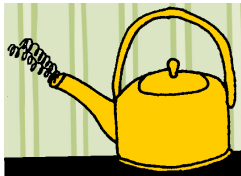

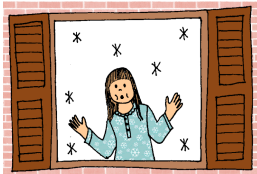
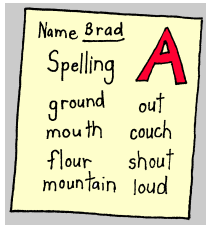

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>X x</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them." (e/egg)</p>		<p>E e</p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.</p>		<p>S s</p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.</p>		<p>J j</p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)</p>		<p>O o</p>



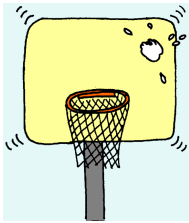
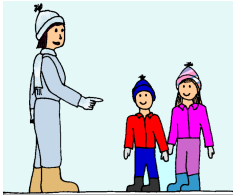

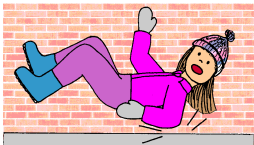

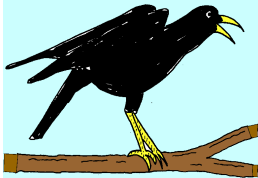
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard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

<p>Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>		<p>y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt)</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>
<p><b>Part 2 Beyond The Alphabet Sounds</b> A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theatre. At the theatre, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)</p>		<p>sh</p>
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)</p>		<p>e</p>

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

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

The sounds include long and dotted vowel sounds, diphthongs oi, oy, ou, and ow, and consonant digraphs.

<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnnggg," went the backboard as Brad's first snowball hit. "Nnnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (u/uniform)</p>		<p>ū</p>
<p>"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p>		<p>oi oy</p>
<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p>		<p>ou ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/push)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw, aw" before he flew away. (a/all)</p>		<p>ä</p>

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



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

### Notes About the Alphabet

We have forty-two sounds in our language, but the alphabet has only twenty-six letters. This means that students cannot just study the alphabet when learning to read. It is also necessary for students to learn the "Beyond the Alphabet" sounds, which include long vowel sounds, dotted vowel sounds, and consonant digraph sounds.

Students must learn the following information about the sounds in our language in order to be able to process words when reading.

- a) Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball

e/egg, ē/emu, ë/ballet

i/in, ī/island, ï/pizza

o/ox, ō/ocean, ö/to

u/up, ū/uniform, ü/push

- b) There are two additional vowel sounds represented by vowel pairs.

Sound # 1 ou/ouch, ow/cow

Sound # 2 oi/oil, oy/boy

- c) There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern.

sh/ship

th/thumb

th/this

ch/chicken

ng/ring

The sound in vision, measure, azure, garage

- d) There can be more than one letter pattern to represent a particular sound.

Vowels: a/apron, ai/rain, ay/play, a\_e/safe

Consonants: f/fan, ph/phone, ugh/laugh

- e) Sometimes single consonants represent more than one sound.

c/cat, c/cent

g/gum, g/giant

x/box, x/xylophone

- f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup

Consonants: ch/chicken, ch/chorus, ch/chef

- g) The letter "r" after a vowel affects its sound.

ar/car, ar/dollar, ar/carrot

er/her, er/heron

ir/bird

or/horse, or/tractor, or/sorry

ur/turtle

wor/worm, ear/early, our/journal

- h) The placement of a vowel within a syllable affects its sound.

rab-bit, ra-ven

sev-en, se-cret

sil-ly, si-lent

rob-in, ro-bot

muf-fin, mu-sic

- i) These vowel patterns sometimes have the short u sound. They are called "umbrella" sounds.

a/what

a/away

a/panda

o/son

o\_e/love

ou/country

- j) Some words cannot be "sounded out." Letters in these words do not represent the expected sounds. These words must be memorized.

said

been

any

bury

friend

- k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

sion/mansion

sion/vision

ture/future

cle/circle

ate/pirate

- l) Words can be combined with prefixes, suffixes, or other words.

Prefix: unhappy

Suffix: sleeping

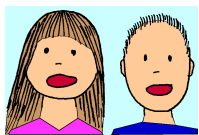
Compound Word: mailbox

Contraction: doesn't



# Alphabet Sounds

A a



B b



C c



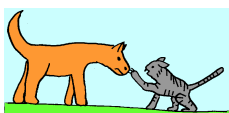
D d



E e



F f



G g



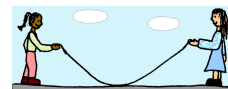
H h



I i



J j



K k



L l



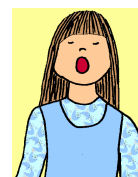
M m



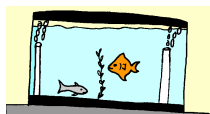
N n



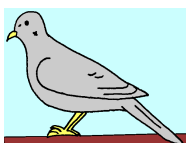
O o



P p



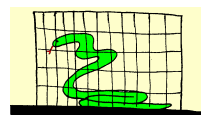
Qu qu



R r



S s



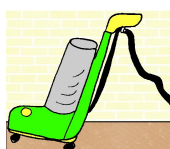
T t



U u



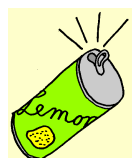
V v



W w



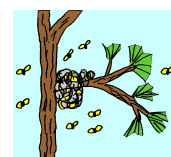
X x



Y y



Z z



Say the sound for each letter.

# "Beyond The Alphabet" Sounds

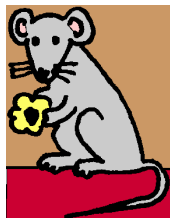
ī



sh



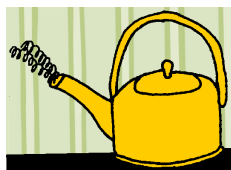
ē



ō



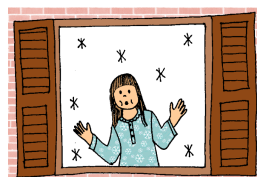
th



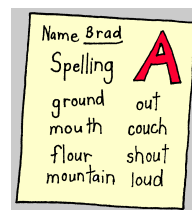
th



ö



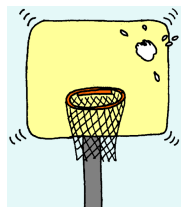
ā



ch



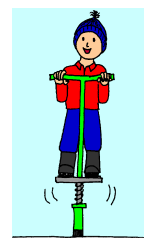
ng



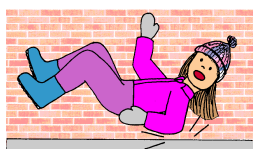
ū



oi oy



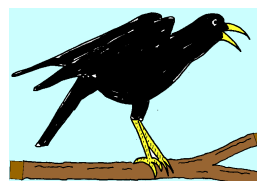
ou ow



ü



ä





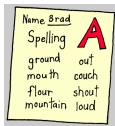


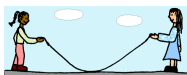




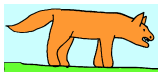
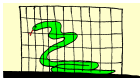







measure, vision,  
azure, garage











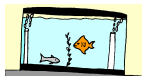








Say the sound for each letter or pattern.

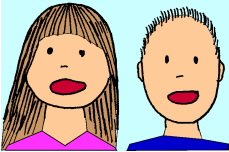
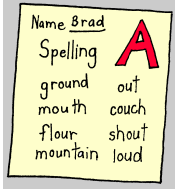
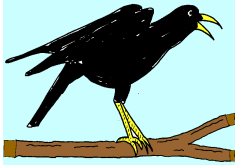
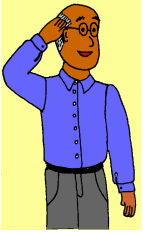
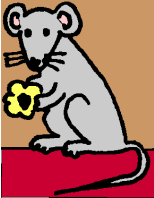




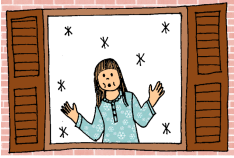
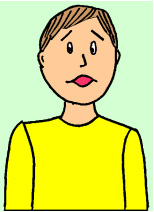



Say the sound or sounds for each letter.

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

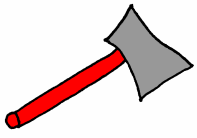

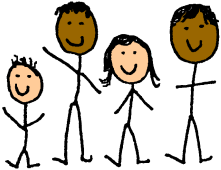



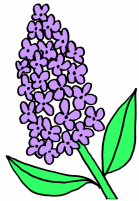
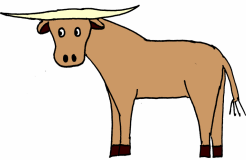
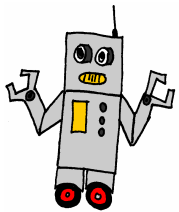




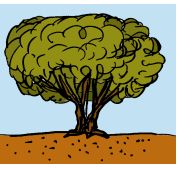


Say the sound or sounds for each letter.

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

Short Vowels Closed Syllables	Long Vowels Open Syllables	Dotted Vowels
<p>a</p> 	<p>ā</p> 	<p>ä</p> 
<p>e</p> 	<p>ē</p> 	
<p>i</p> 	<p>ī</p> 	
<p>o</p> 	<p>ō</p> 	<p>ö</p> 
<p>u</p> 	<p>ū</p>  	<p>ü</p> 

Say each vowel sound going down and across the columns.

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

Say the sound and key word for each vowel.

## Consonant Patterns

sh



th



ch



th



wh



wh



The patterns on this page are consonant digraphs. Two letters work together to represent a single sound.

Say the sound or sounds for each pattern.

# Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

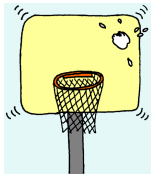
ench

inch

onch

unch

ng



ang

ing

ong

ung

nk



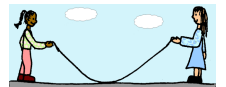
ank

ink

onk

unk

dge



adge

edge

idge

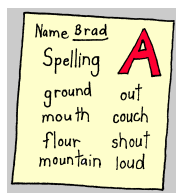
odge

udge

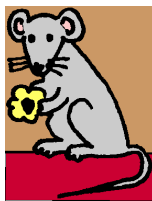
Pronounce the sounds for the letter patterns and letter combinations. These ending patterns are used after short vowels.

# Long Vowel Patterns

ā



ē



ī



ai rain

ee feet

ie pie

ay play

ei weird

ey key

ea eat

a\_e safe

e\_e these

i\_e pine

Point to each long vowel on the top row, going across, while students say the sounds.

Point to each vowel pattern going down the columns. Students say the sounds and key words.

The teacher models as needed until students can say the sounds independently.

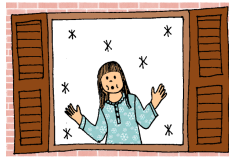
igh<sup>x</sup> night

ind find

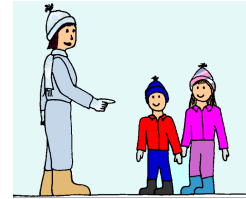
ild child

# Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

ow snow

o\_e home

u\_e flute

u\_e cube

old gold

olt bolt

oll troll

olk<sup>x</sup> yolk



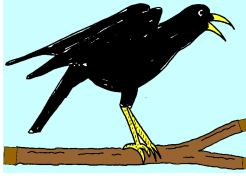
ew flew



ew few

## Dotted Vowel Patterns

ä



au

Paul

aw

saw

all

ball

al

salt

alk

talk

wa

wasp

swa

swan

Point to each dotted vowel on the top row, going across, while students say the sounds.

Point to each vowel pattern going down the columns. Students say the sounds and key words.

The teacher models as needed until students can say the sounds independently.



# Dotted Vowel Patterns

ö



ü



Odd O  
Vowel Pairs

o

to

u

push

oi

coin

oo

moon

oo

book

oy

boy

ou

soup

ould should

ow

cow

ow

snow

ou

ouch

ou

four

ou

soup

oo

moon

oo


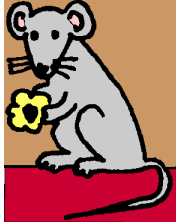
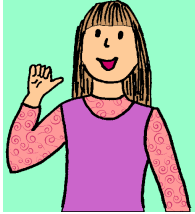
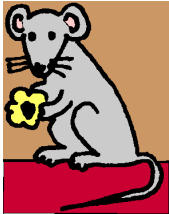
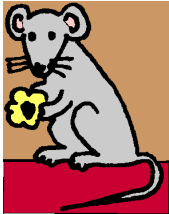
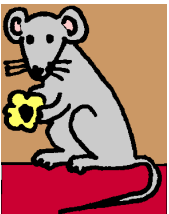
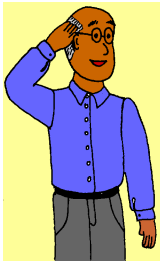

book

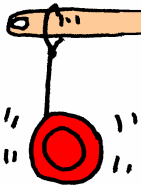


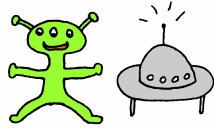

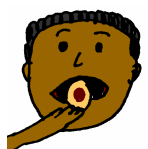

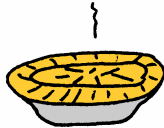
Vowel patterns that are printed in the same color sound the same.

Vowel patterns that are printed in different colors have different sounds.

More patterns will be added to this chart in Books 6 and 8.

Students say each sound and key word in the Odd O Patterns column.

<p>Sounds For y</p>	<p>y</p> 	<p>y</p> 	<p>y</p> 
<p>ēi</p>  <p>in the middle</p>		<p>Long E Patterns With More Than One Sound</p>	
<p>ēy</p>  <p>at the end</p>		<p>Vowel patterns that are printed in the same color sound the same.</p> <p>Vowel patterns that are printed in different colors have different sounds.</p> <p>More patterns will be added to this chart in Books 6 and 8.</p>	
<p>ēa</p> 	<p>ea</p> 	<p>Long I Pattern With More Than One Sound</p>	
<p>īe</p> 	<p>Say the sound as you point to each vowel or vowel pattern. Students repeat.</p> <p>Continue to practice daily. As soon as possible students should say the sounds on their own.</p>		

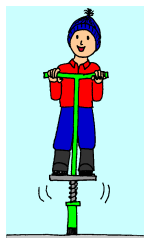
Sounds For y	<p>y </p> <p>yo-yo</p>	<p>y </p> <p>happy</p>	<p>y </p> <p>my</p>
<p>ēi </p> <p>weird</p>		<p>Long E Patterns With More Than One Sound</p>	
<p>ēy </p> <p>key</p>			
<p>ēa </p> <p>eat</p>	<p>ea </p> <p>head</p>	<p>Vowel patterns that are printed in the same color sound the same.</p> <p>Vowel patterns that are printed in different colors have different sounds.</p> <p>More patterns will be added to this chart in Books 6 and 8.</p>	
<p>īe </p> <p>pie</p>	<p>After students have become familiar with the previous chart with the same patterns and sound pictures, study this chart, Say the sound and key word as you point to each vowel or vowel pattern. Students repeat.</p> <p>Continue to practice daily. As soon as possible students should say the sounds and key words on their own.</p>		<p>Long I Pattern With More Than One Sound</p>

oi



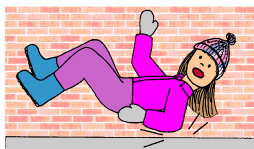
In the middle

oy



At the end

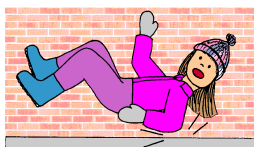
ow



ow



ou



ou



ou



oo



oo



Look at each pattern and say the sound.

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

ould



oi



coin

oy

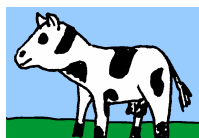


boy

Odd O

Patterns

ow



cow

ow



snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

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

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

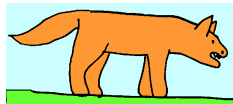
ould



should

## Bossy R Pattern

ōr

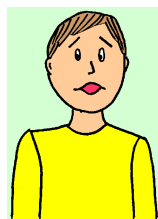


Students say the sound for each pattern.

## Umbrella Vowels



a



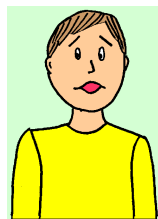
a \_



\_ a



o



o \_ e

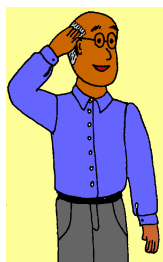


ou



## Shady Short Vowels

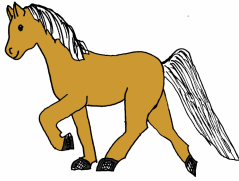
ea



Students say the sound for each pattern.

## Bossy R Pattern

ōr



horse

The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.

Students say the sound and keyword for each pattern.

In some words the vowel pattern doesn't represent its regular sound. It has the short u sound, instead.

## Umbrella Vowels

a



what

a \_



across

\_ a



panda

o



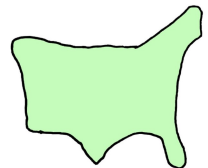
son

o \_ e



love

ou



country

## Shady Short Vowels

ea






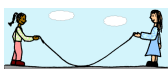



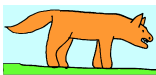
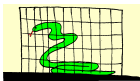










head

Shady short vowels are very sneaky. They don't say the sound that you would expect.







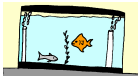


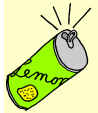


Students say the sound and keyword for each pattern.

Say the sound for each letter and letter pattern.

Alphabet		Some sounds can be shown in more than one way.	
a 	b 	c  ck	d 
i 	j  dge	k  ck	l 
qu 	r 	s 	t  <div><div>u a a a _a</div><div>o o o ou</div></div>



Say the sound for each letter and letter pattern.

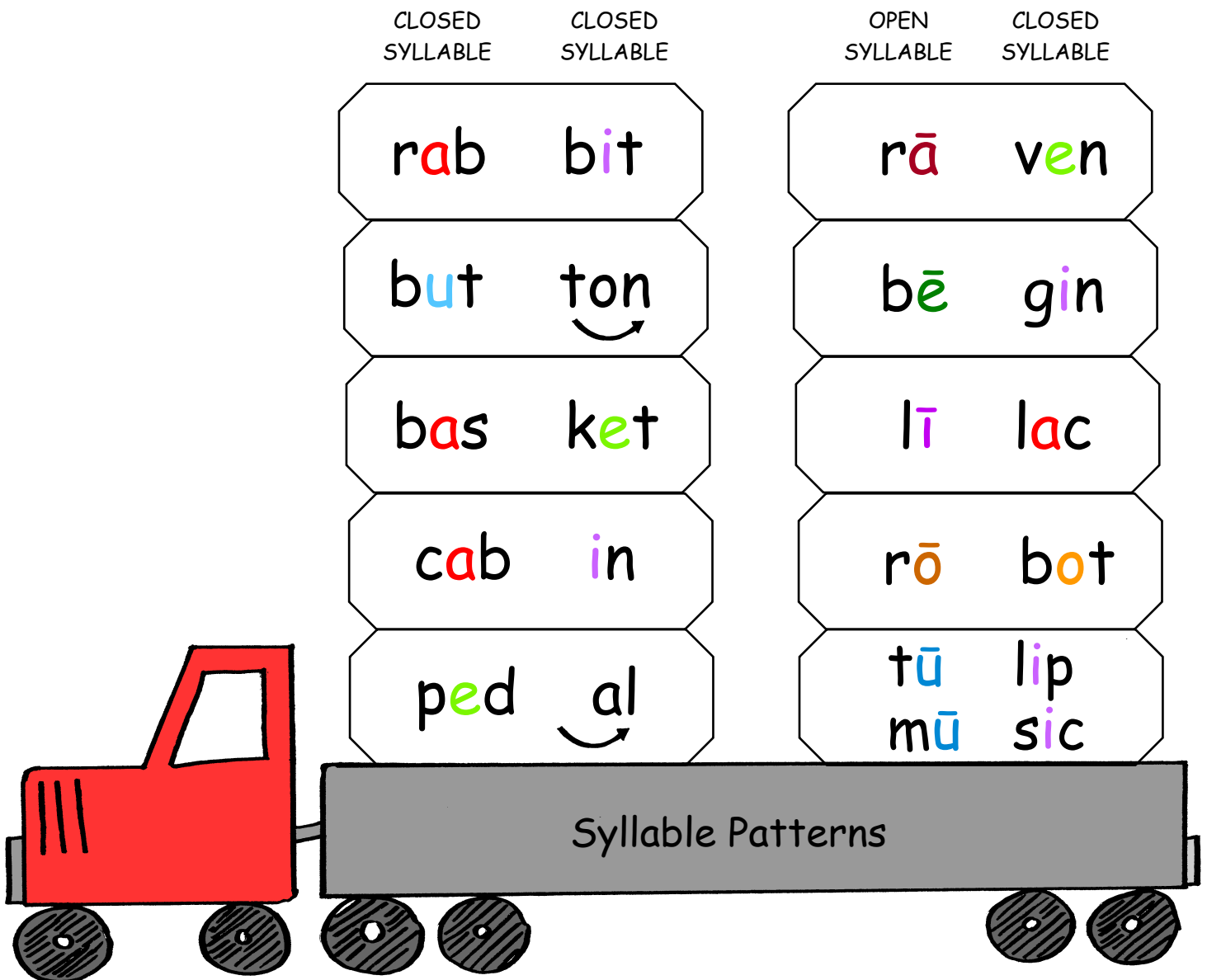
Alphabet		Some sounds can be shown in more than one way.		
e  ea		f  	g  	h  wh  
m  	n  	o  	p  	
v  _ve  	w  wh  	x  	y  	z  s  

# Syllable Patterns

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

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

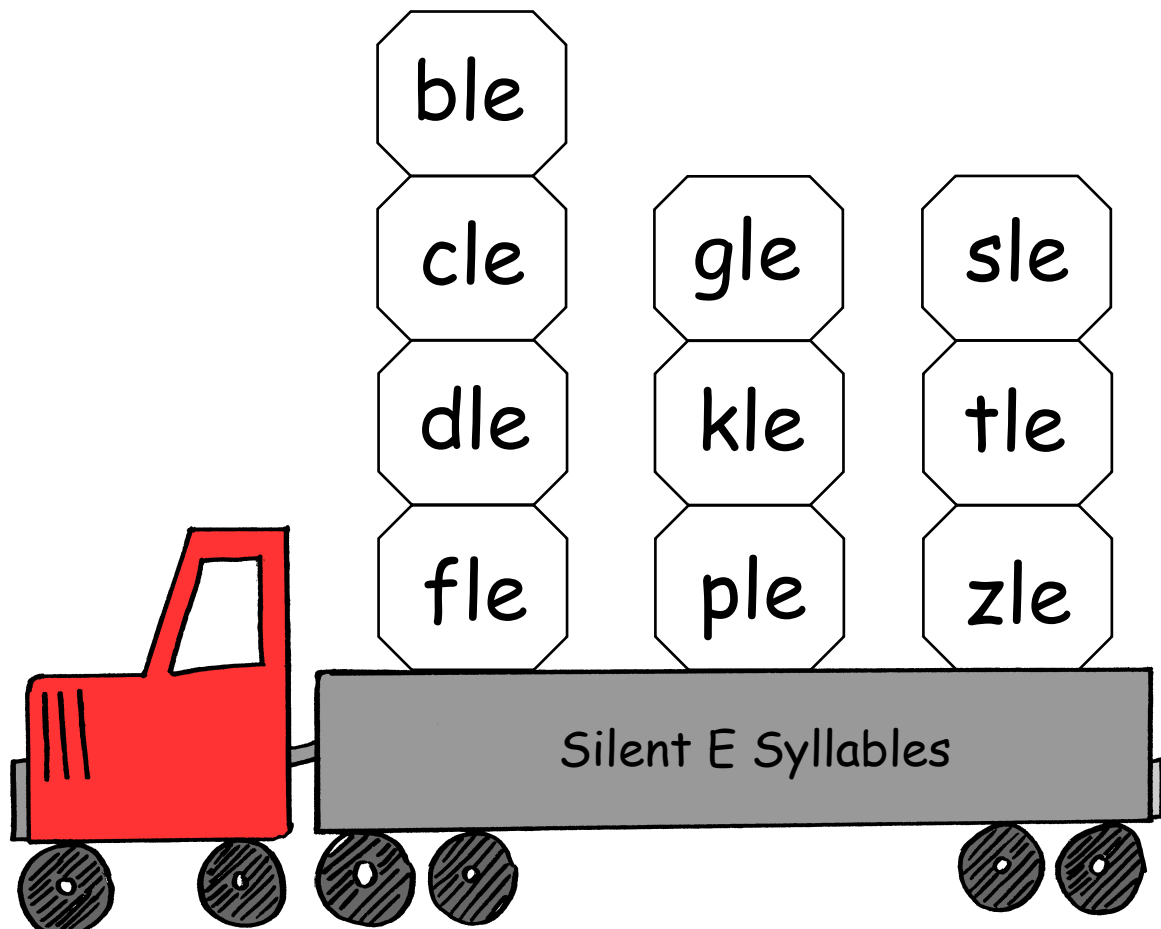
In two syllable words, some syllables are stressed, or emphasized, more than others. In a stressed syllable, the vowel usually has its expected sound. In an unstressed syllable, the vowel may not be pronounced in the usual way. It may hardly be heard at all. This is called the schwa sound. An arrow going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



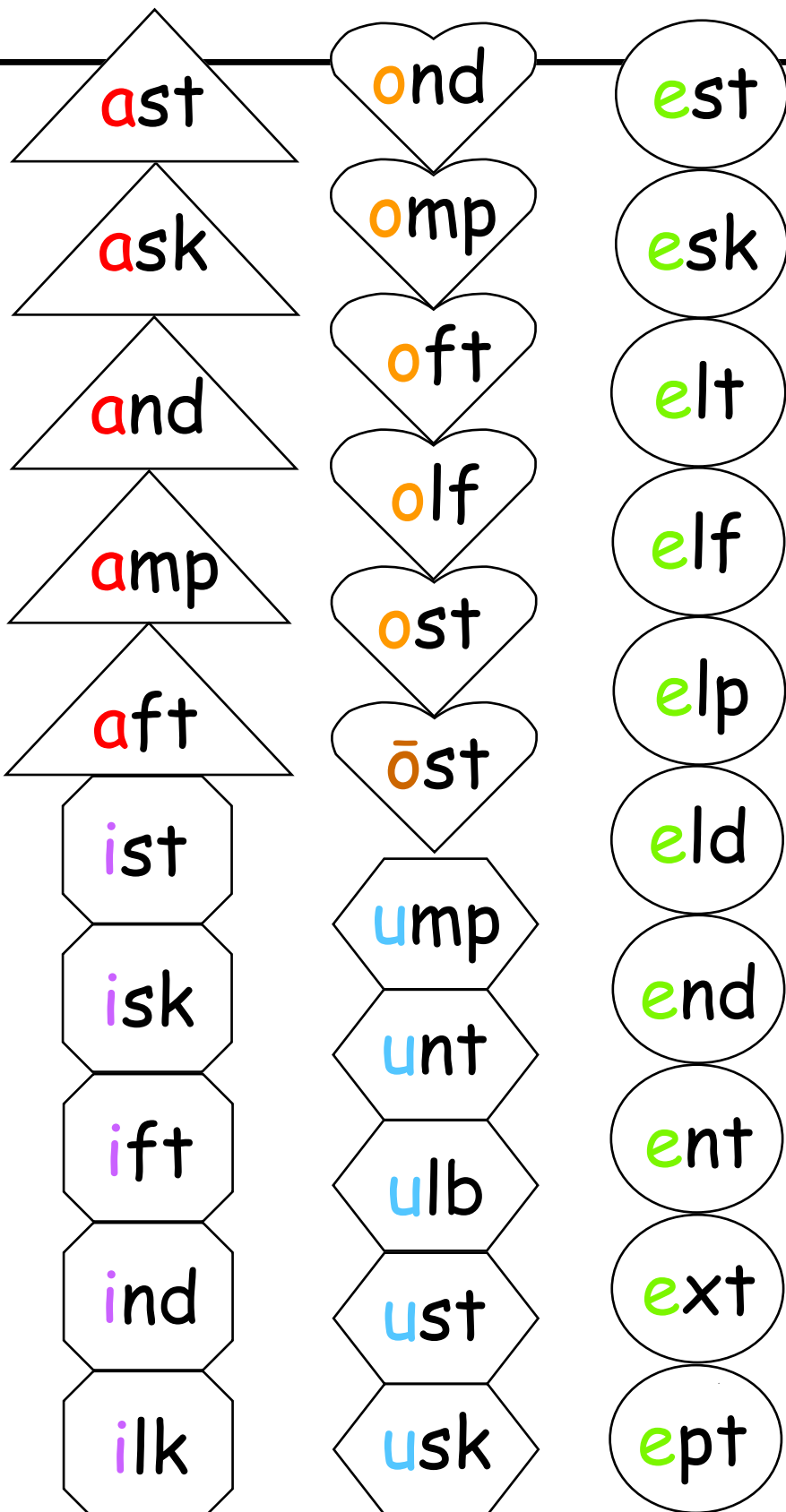
For each word, read the syllables, then read the whole word.

# 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.



Pronounce each silent e syllable.



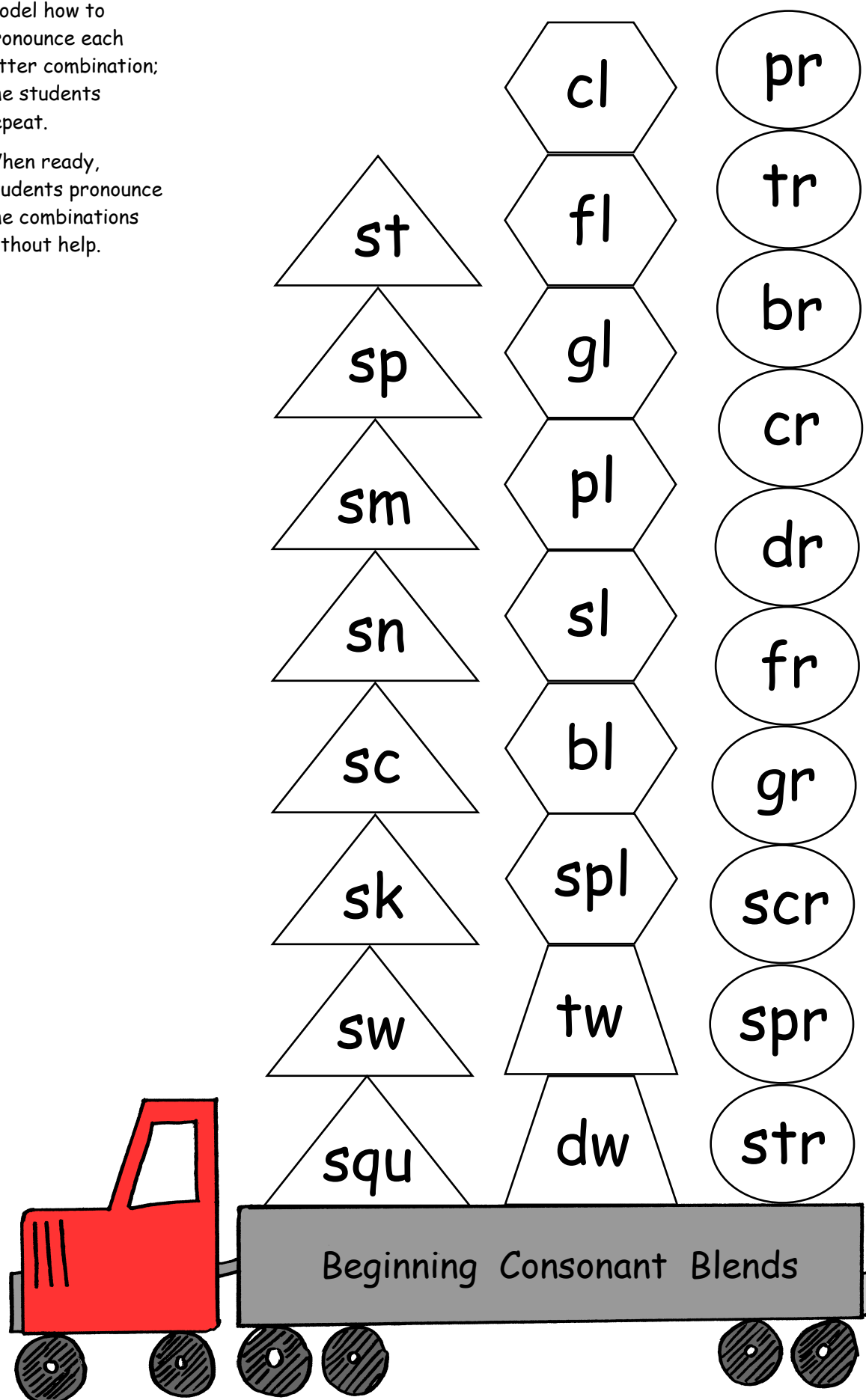
Model how to pronounce each letter combination; the students repeat.

When ready, students pronounce the combinations without help.

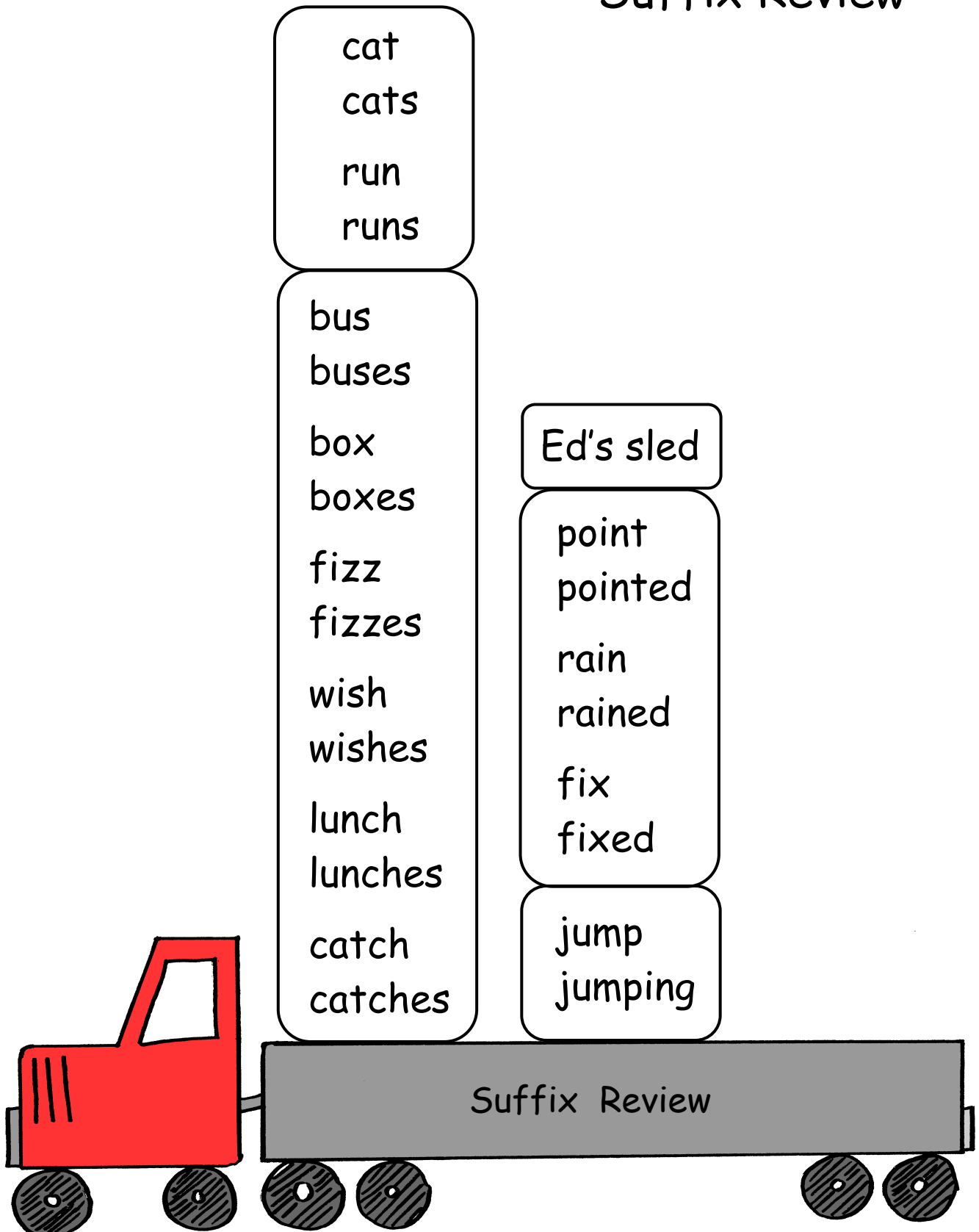
Ending Consonant Blends

Model how to pronounce each letter combination; the students repeat.

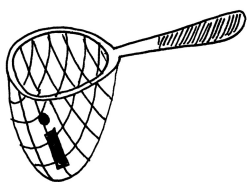
When ready, students pronounce the combinations without help.



# Suffix Review



Read the words.



he is  
he's

she is  
she's

it is  
it's

that is  
that's

what is  
what's

who is  
who's

when is  
when's

is not  
isn't

did not  
didn't

has not  
hasn't

had not  
hadn't

have not  
haven't

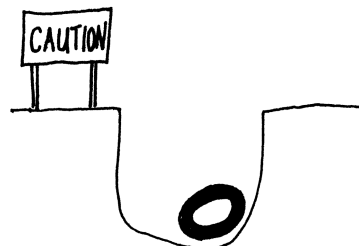
was not  
wasn't

can not  
can't

will not  
won't

do not  
don't

## Contractions



could not  
couldn't

would not  
wouldn't

should not  
shouldn't

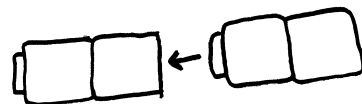
let us  
let's

Read each pair of words. Then read the contraction.

oi



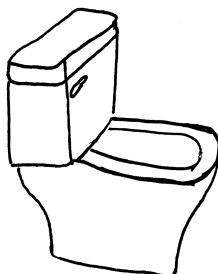
A.



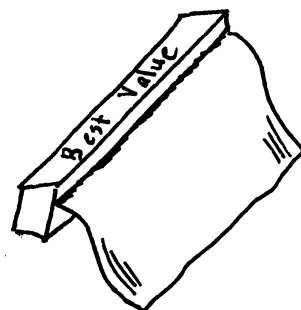
B.



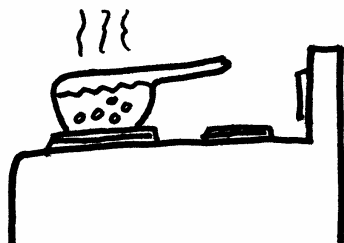
C.



D.



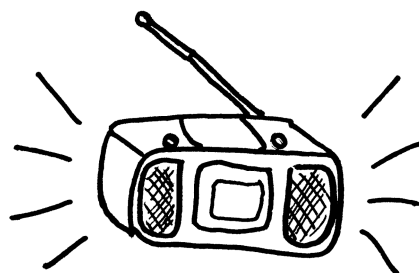
E.



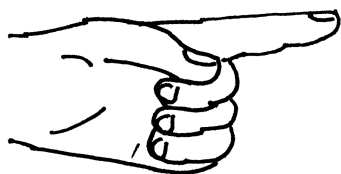
F.



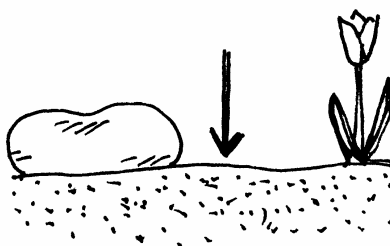
G.



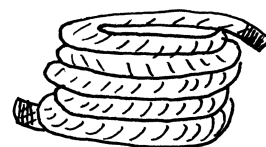
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



oi



1. s → oi → l

soil

2. b → oi → l

boil

3. c → oi → l

coil

4. f → oi → l

foil

5. c → oi → n

coin

6. j → oi → n

join

7. p → oi → n → t

point

8. n → oi → s<sup>z</sup>e<sup>x</sup>

noise

9. toi → let

toilet

10. poi → son

poison

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

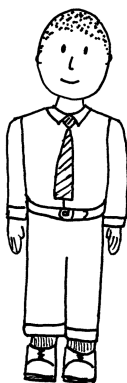
oy



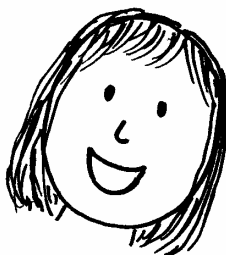
A.



B.



C.



She is filled with joy.

D.

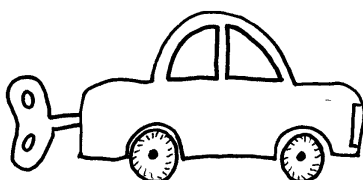


E.



The king wears his royal crown.

F.



G.



She will enjoy her birthday.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

oy



1. b → oy

boy

2. j → oy

joy

3. t → oy

toy

4. s → oy

soy

5. en → joy

enjoy

6.  an → noy

annoy

7. roy → al

royal

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

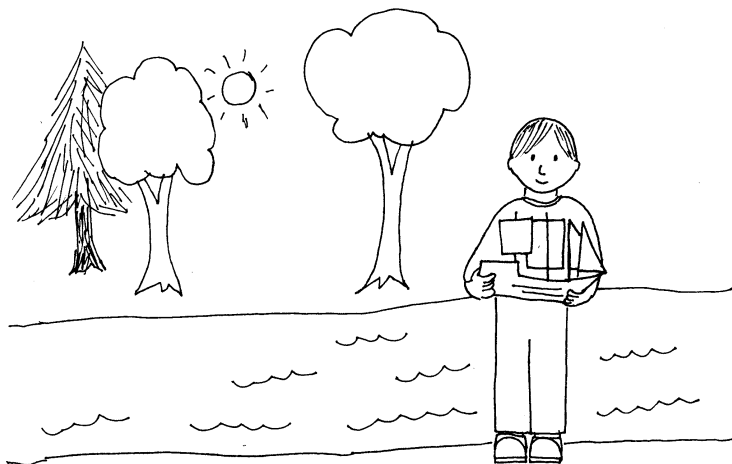
# A Boy Gets A Toy

This boy and his Mom went  
to the toy shop to get a toy.

The boy pointed to a toy ship.

Mom got the toy ship for the  
boy. The boy was filled with joy.

He went to the pond. He had a  
lot of fun with his toy.



Read the story.

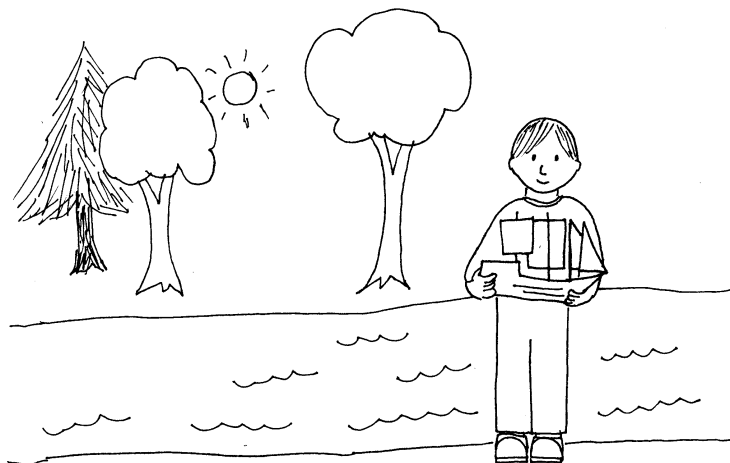
# A Boy Gets A Toy

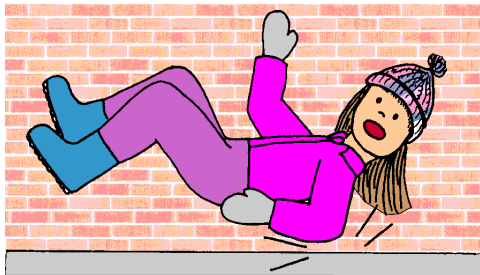

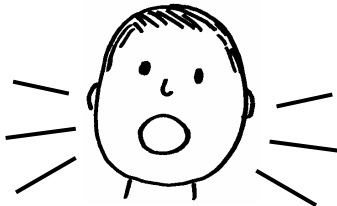
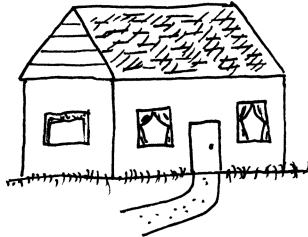
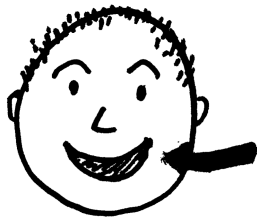
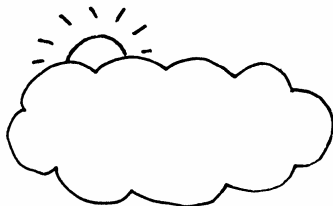
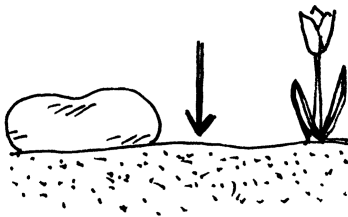
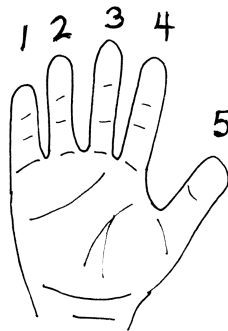
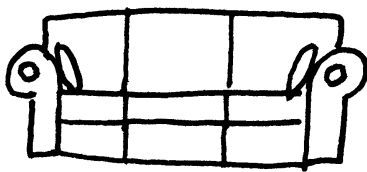
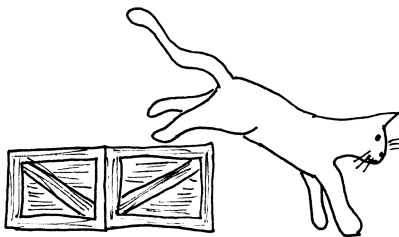

This boy and his Mom went  
to the toy shop to get a toy.

The boy pointed to a toy ship.

Mom got the toy ship for the boy.

The boy was filled with joy. He  
went to the pond. He had a lot  
of fun with his toy.



<p>ou</p> 	<p>A.</p> 	
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 
<p>H.</p> 	<p>I.</p> 	<p>J.</p> 



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

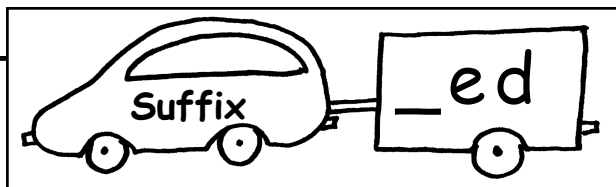
ou



The answer key for all of the picture/  
word pages can be found on page 174.

1.      ou → t                      out
2.      m → ou → sē              mouse
3.      h → ou → sē              house
4.      f → ou → n → d              found
5.      gr → ou → n → d              ground
6.      m → ou → th              mouth
7.      sh → ou → t              shout
8.      c → ou → n → t              count
9.      c → ou → ch              couch
10.    cl → ou → d              cloud

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



The \_ed suffix at the end of an action word (a verb) shows that the action happened in the past.

ed

fold  
folded

rest  
rested

print  
printed

shout  
shouted

point  
pointed

d

spell  
spelled

stay  
stayed

boil  
boiled

join  
joined

roll  
rolled

t

milk  
milked

camp  
camped

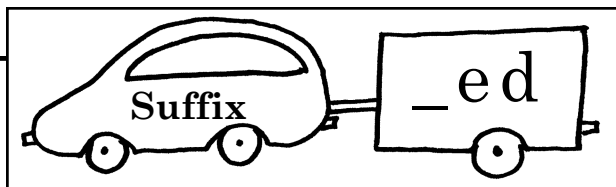
peck  
pecked

wink  
winked

oink  
oinked

The \_ed suffix can be pronounced in three different ways: ed, d, and t. Read each word. Read the word again with the suffix added to the end.





The \_ed suffix at the end of an action word (a verb) shows that the action happened in the past.

ed

fold  
folded

d

spell  
spelled

t

milk  
milked

rest  
rested

stay  
stayed

camp  
camped

print  
printed

boil  
boiled

peck  
pecked

shout  
shouted

join  
joined

wink  
winked

point  
pointed

roll  
rolled

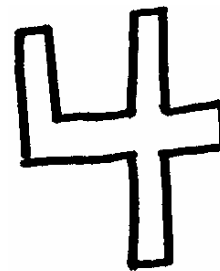
oink  
oinked

The \_ed suffix can be pronounced in three different ways: ed, d, and t. Read each word. Read the word again with the suffix added to the end.

ōu



A.

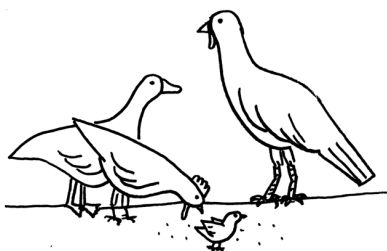


Introduce sight word: though.

B.



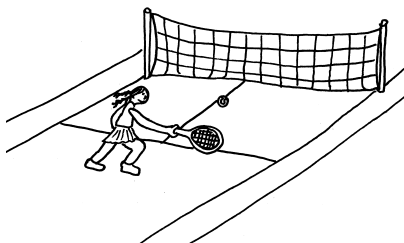
C.



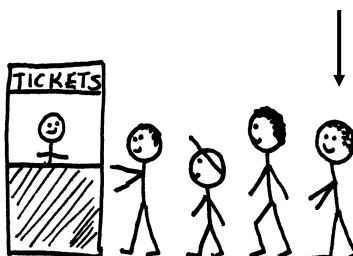
D.



E.



F.

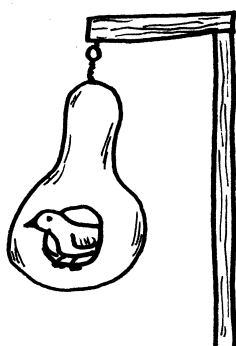


G.

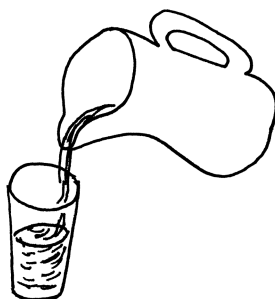


Even though it is raining, they can still play outside.

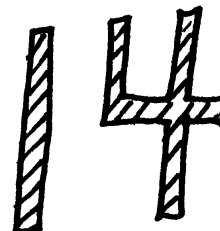
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

For two-syllable words, pronounce separate syllables instead of separate sounds.

ou



1. f → ou → r

four

2. p → ou → r

pour

3. c → ou → r → t

court

4. g → ou → r → d

gourd

5. f → ou → r → th

fourth

6. m → ou → r → n

mourn

7. four → teen

fourteen

8. Court → ney

Courtney

9. poul → try

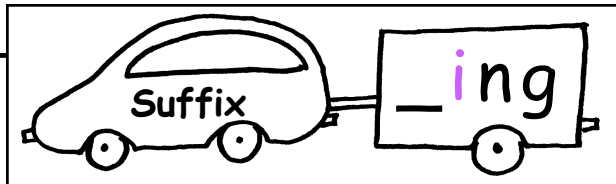
poultry

10. th → ou → g<sup>x</sup>h<sup>x</sup>



though

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



Use \_ing at the end of an action word to show that the action is ongoing.

sleep  
sleeping

fight  
fighting

boil  
boiling

eat  
eating

float  
floating

point  
pointing

read  
reading

roar  
roaring

count  
counting

rain  
raining

hold  
holding

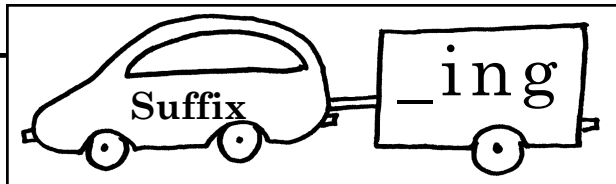
shout  
shouting

play  
playing

roll  
rolling

pour  
pouring

Read each word. Read the word again with the suffix added to the end.



Use \_ing at the end of an action word to show that the action is ongoing.

sleep  
sleeping

fight  
fighting

boil  
boiling

eat  
eating

float  
floating

point  
pointing

read  
reading

roar  
roaring

count  
counting

rain  
raining

hold  
holding

shout  
shouting

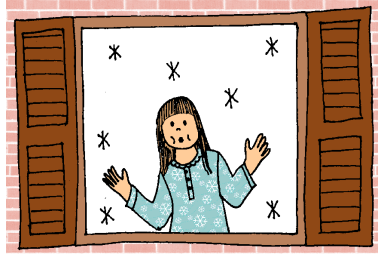
play  
playing

roll  
rolling

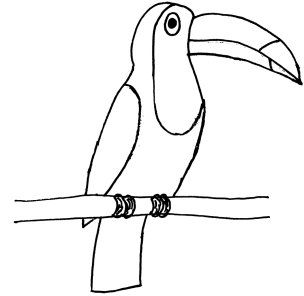
pour  
pouring

Read each word. Read the word again with the suffix added to the end.

ou



A.

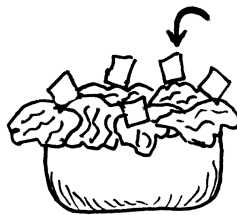


Introduce sight word: through.

B.



C.



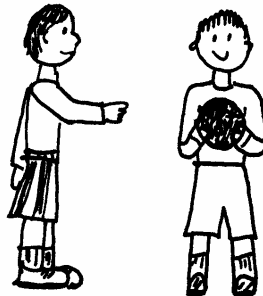
D.



E.



F.



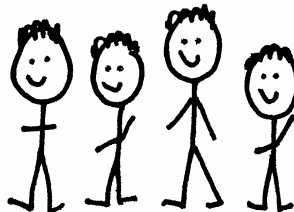
G.



H.



I.



J.



For two-syllable words, pronounce separate syllables instead of separate sounds.

ou



The answer key for all of the picture/word pages can be found on page 174.

1. y → ou

you

2. y → ou → r


your

3. s → ou → p

soup

4. gr → ou → p

group

5.  th → r → ou → ġ<sup>x</sup>h<sup>x</sup>

through

6. w → ou → n → d

wound

7. tou → can

toucan

8. cou → pon

coupon

9. crou → ton

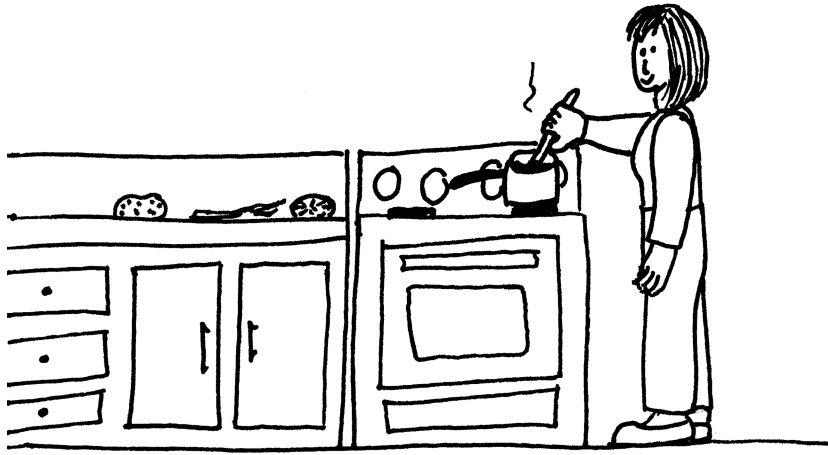
crouton

10. your → self

yourself

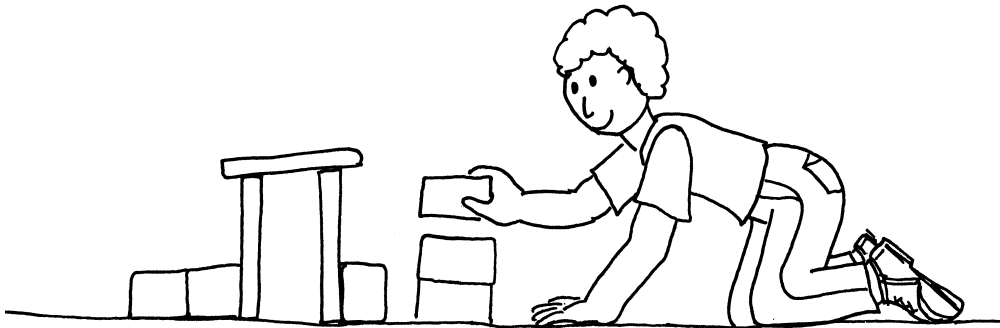
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# A Mouse In The House



Mom was in the kitchen.

She was fixing soup for lunch.

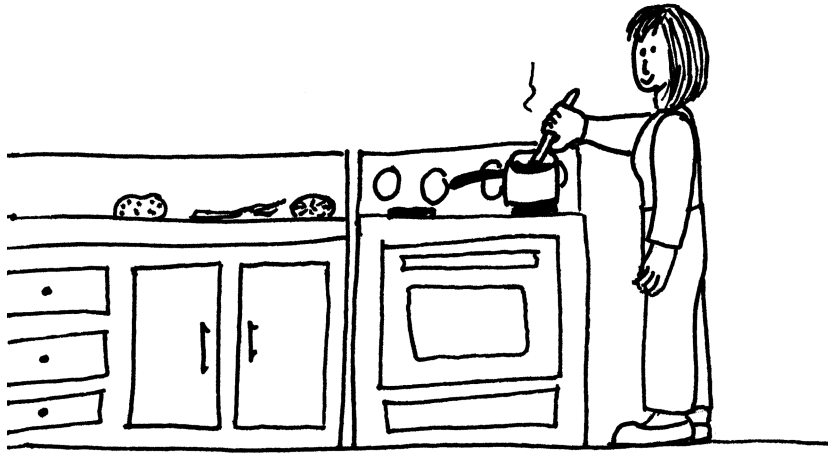


Beth was stacking up

blocks in the den.

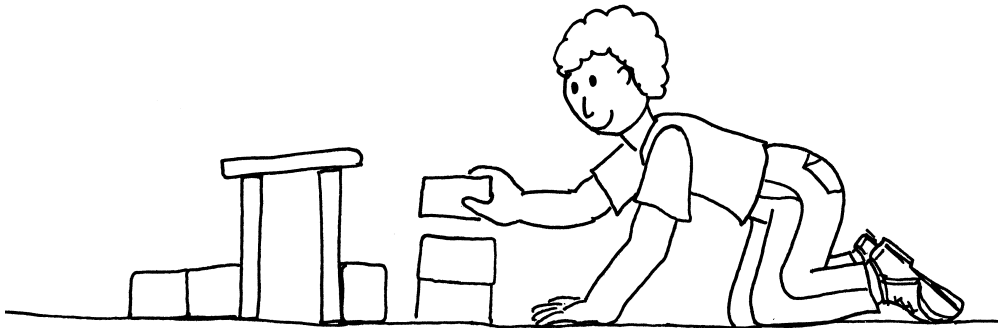


# A Mouse In The House

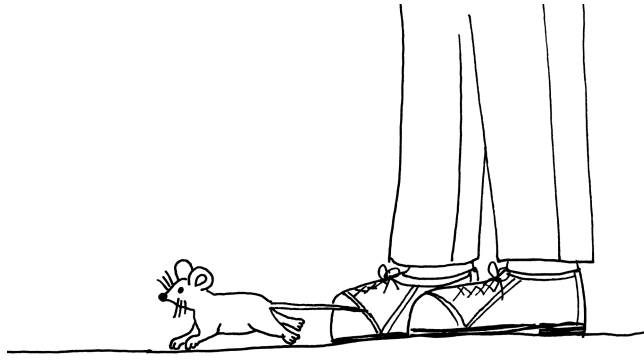


Mom was in the kitchen.

She was fixing soup for lunch.



Beth was stacking up  
blocks in the den.



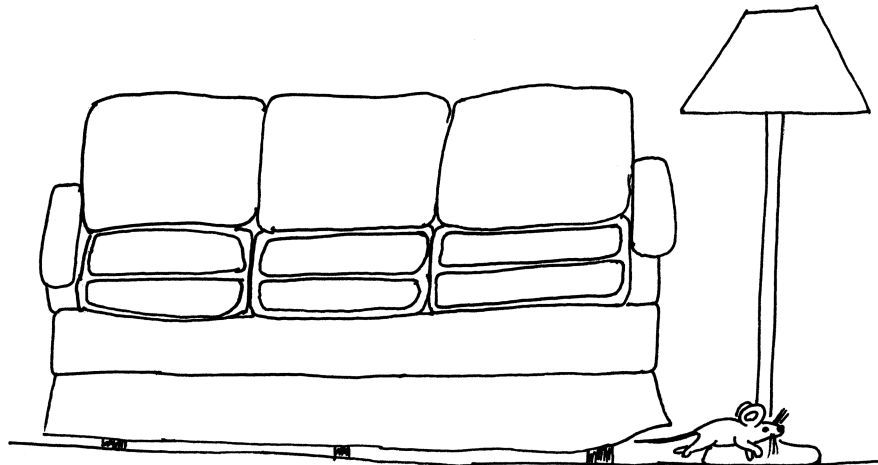
"Mom," Beth yelled.

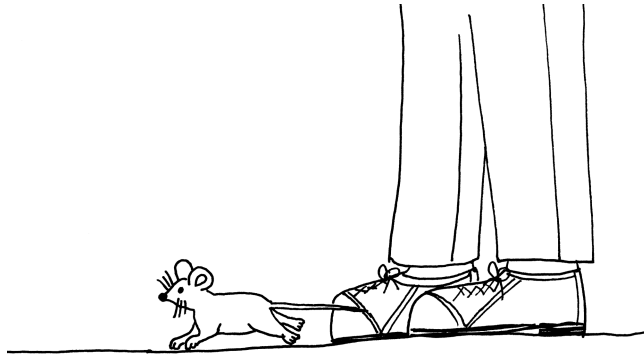
"A mouse is in our house!"

Mom ran to the den.

She ran fast.

The mouse ran past the couch.





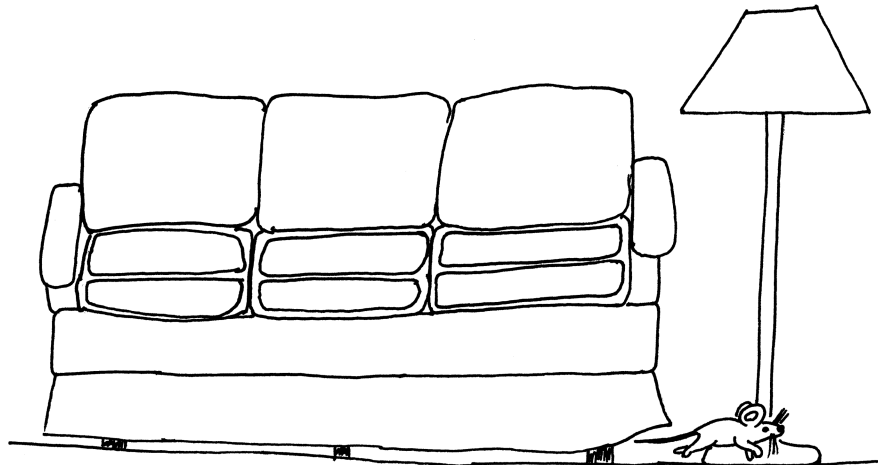
“Mom,” Beth yelled.

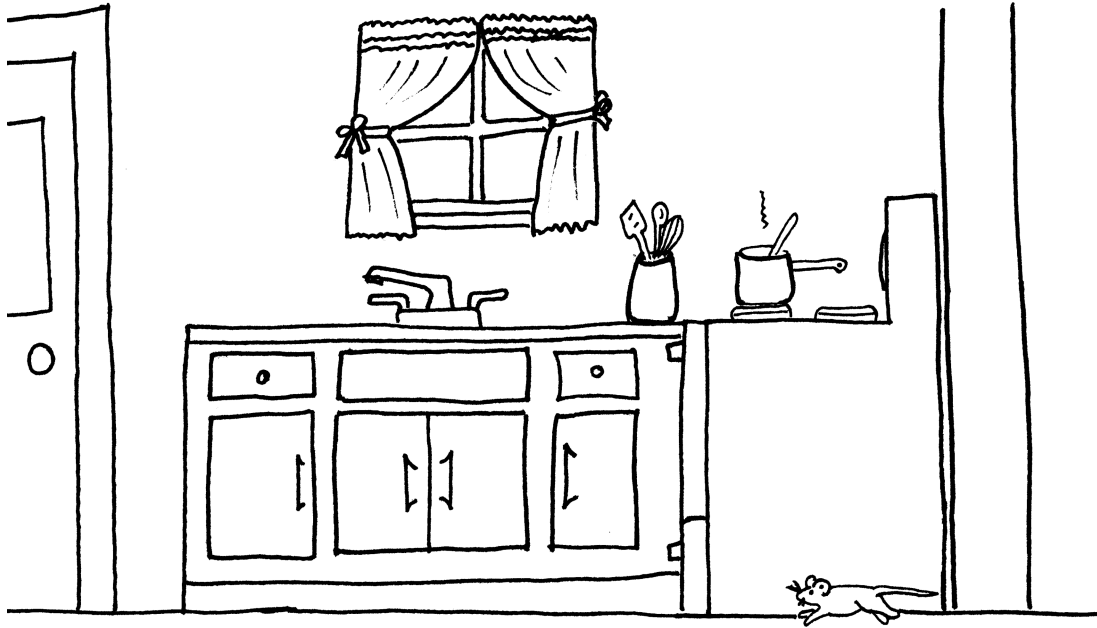
"A mouse is in our house!"

Mom ran to the den.

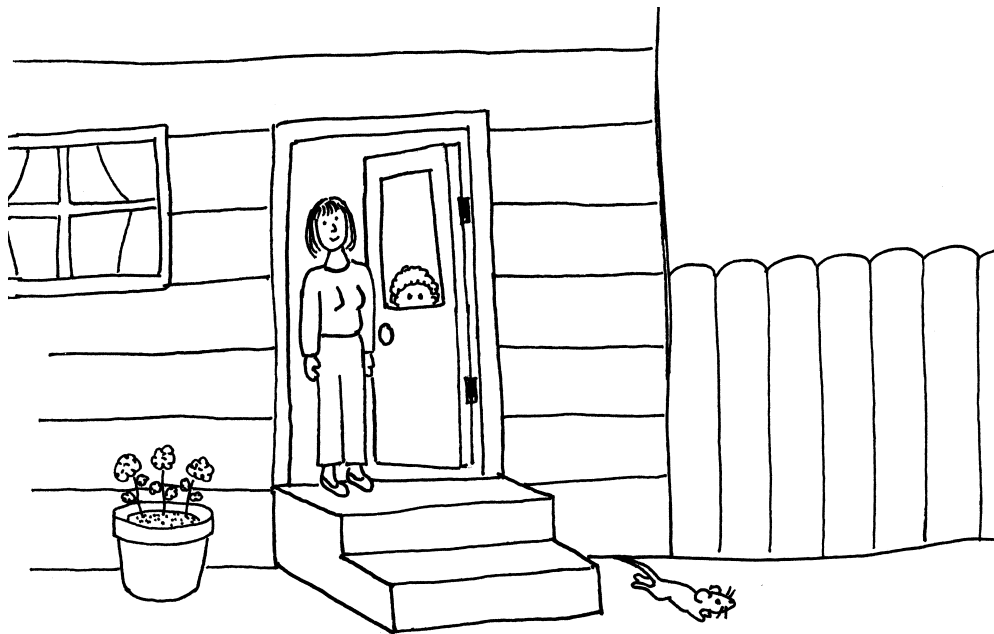
She ran fast.

The mouse ran past the couch.

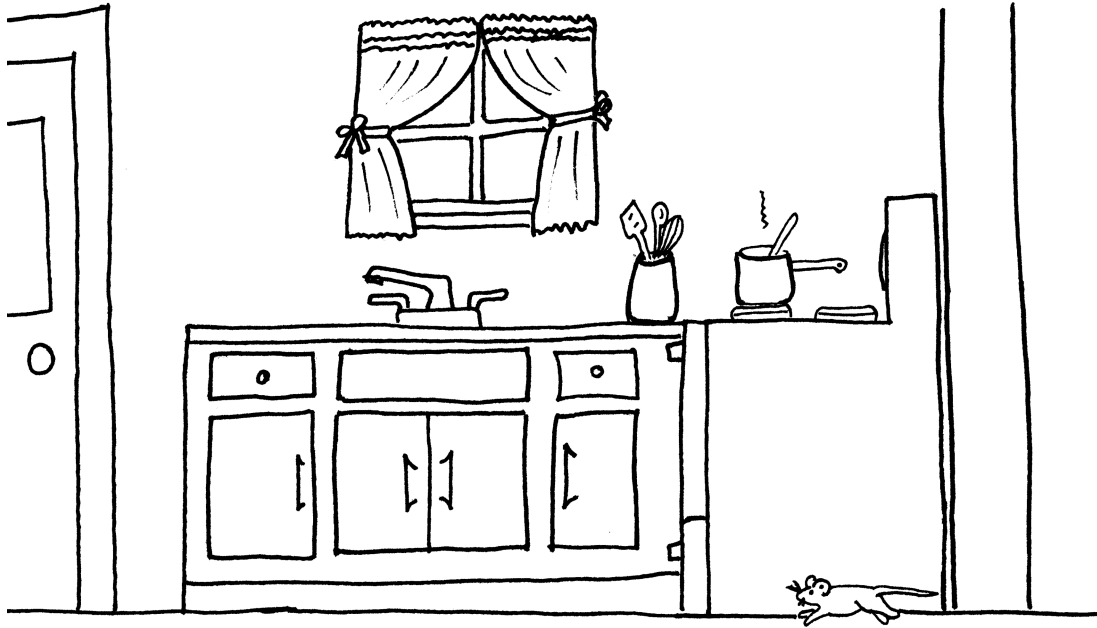




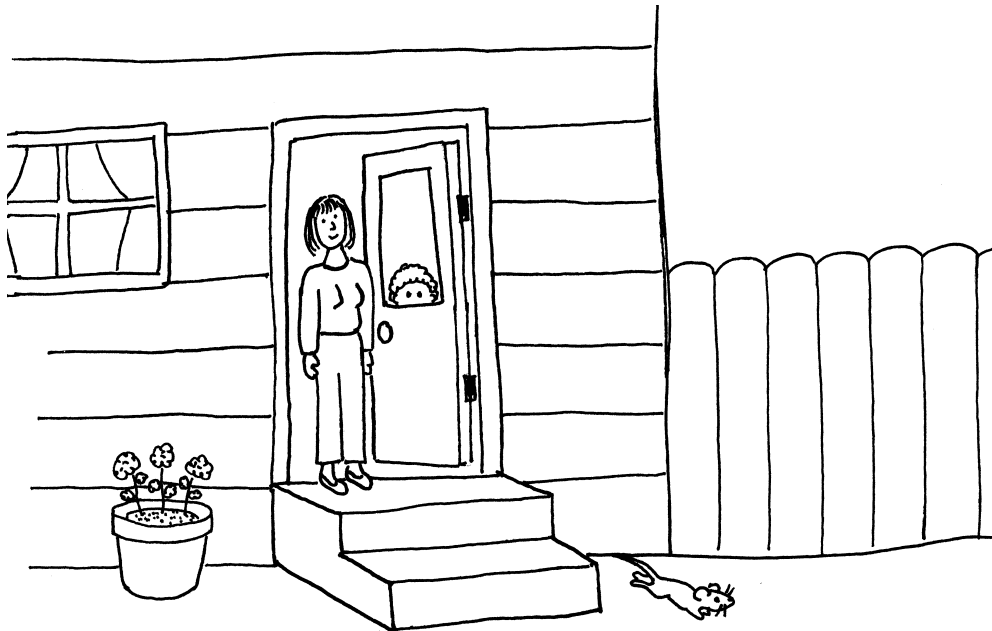
The mouse ran into the kitchen.



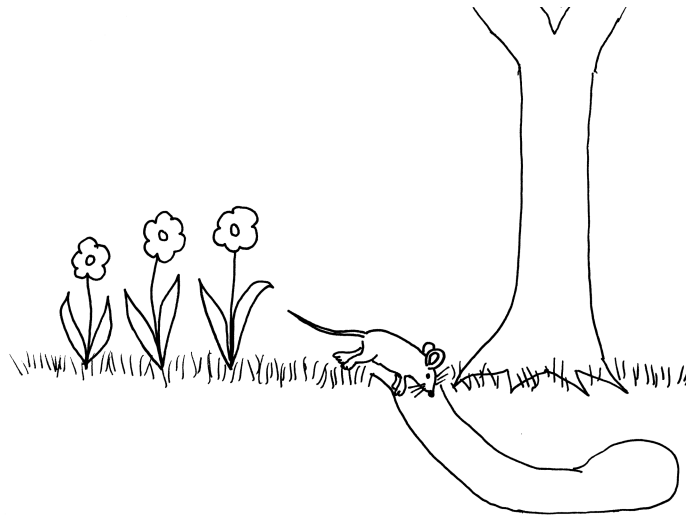
Then the mouse ran out of the house.



The mouse ran into the kitchen.



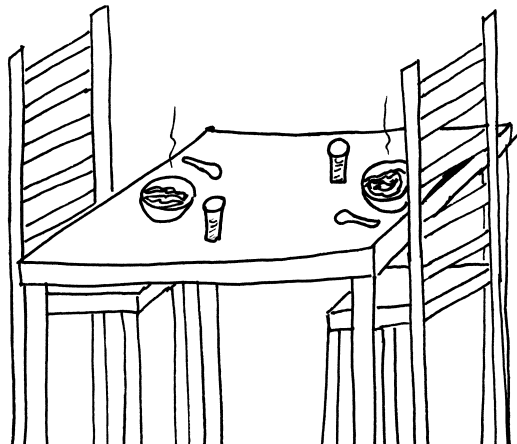
Then the mouse ran out of the house.

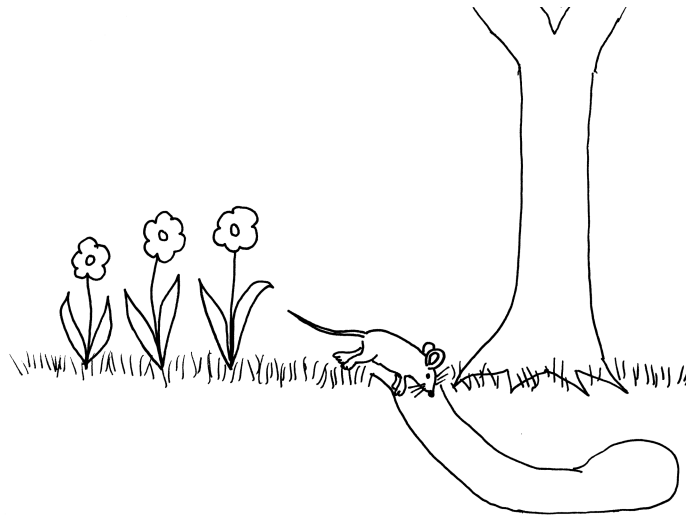


"Well," Beth yelled.

"The mouse is out of the house.

Let's have our soup."





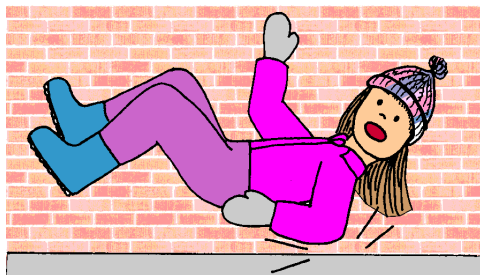
"Well," Beth yelled.

"The mouse is out of the house.

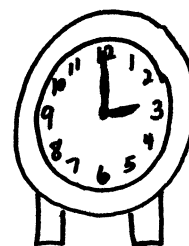
Let's have our soup."



OW

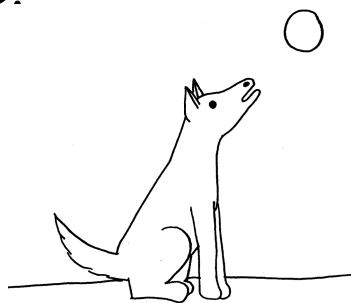


A.

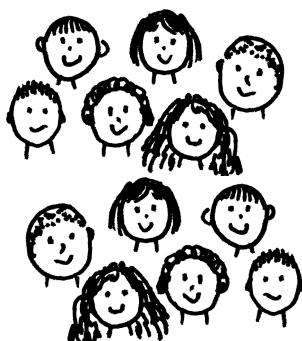


Now it is 3:00 o'clock.

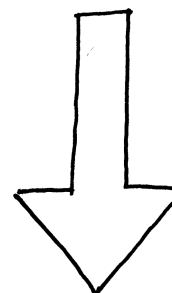
B.



C.



D.



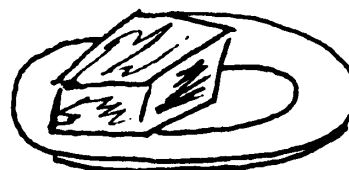
E.



F.

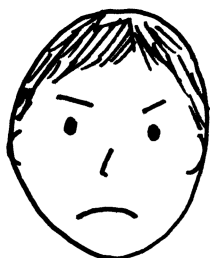


G.



(Brownie or fudge)

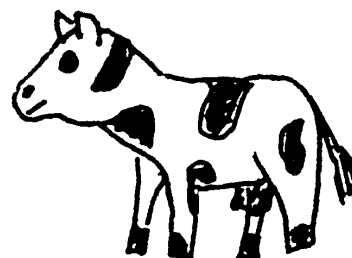
H.



I.



J.





ow



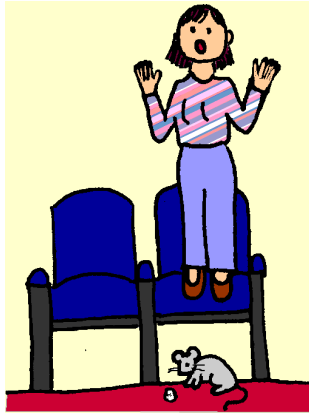
The answer key for all of the picture/  
word pages can be found on page 174.

1.      c → ow      cow
2.      n → ow      now
3.      d → ow → n      down
4.      t → ow → n      town
5.      cl → ow → n      clown
6.      br → ow → n      brown
7.      fr → ow → n      frown
8.      cr → ow → d      crowd
9.      h → ow → l      howl
10.      ow → l      owl

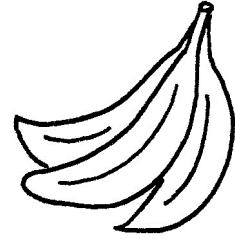
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

ōw

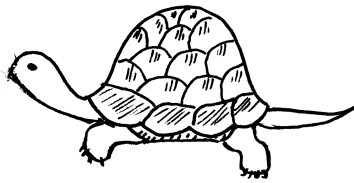
Introduce sight word: know.



A.



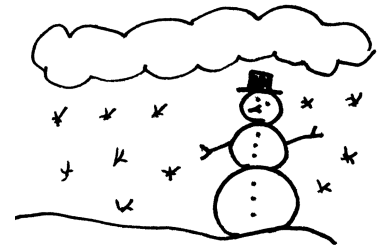
B.



C.



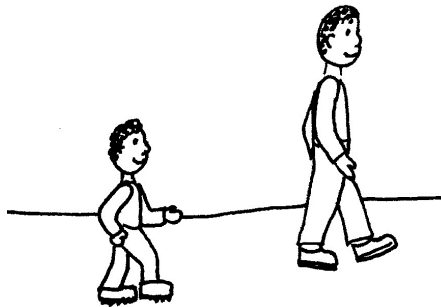
D.



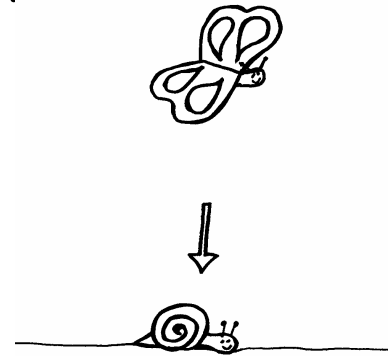
E.



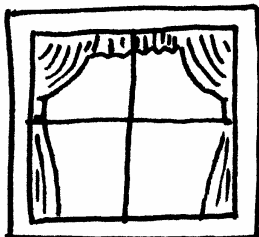
F.



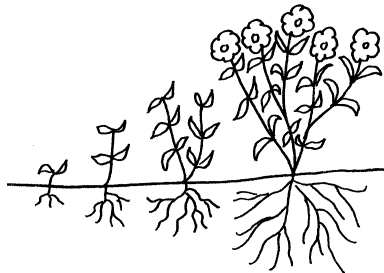
G.



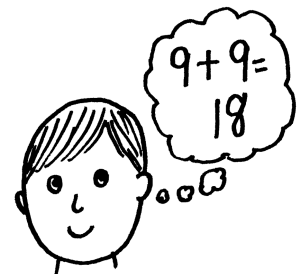
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

For two-syllable words, pronounce separate syllables instead of separate sounds.

ōw



The answer key for all of the picture/word pages can be found on page 174.

1. r → ow

row

2. l → ow

low

3. <sup>x</sup>kn → ow



know

4. sn → ow

snow

5. bl → ow

blow

6. gr → ow

grow

7. sl → ow

slow

8. win → dow

window

9. yel → low

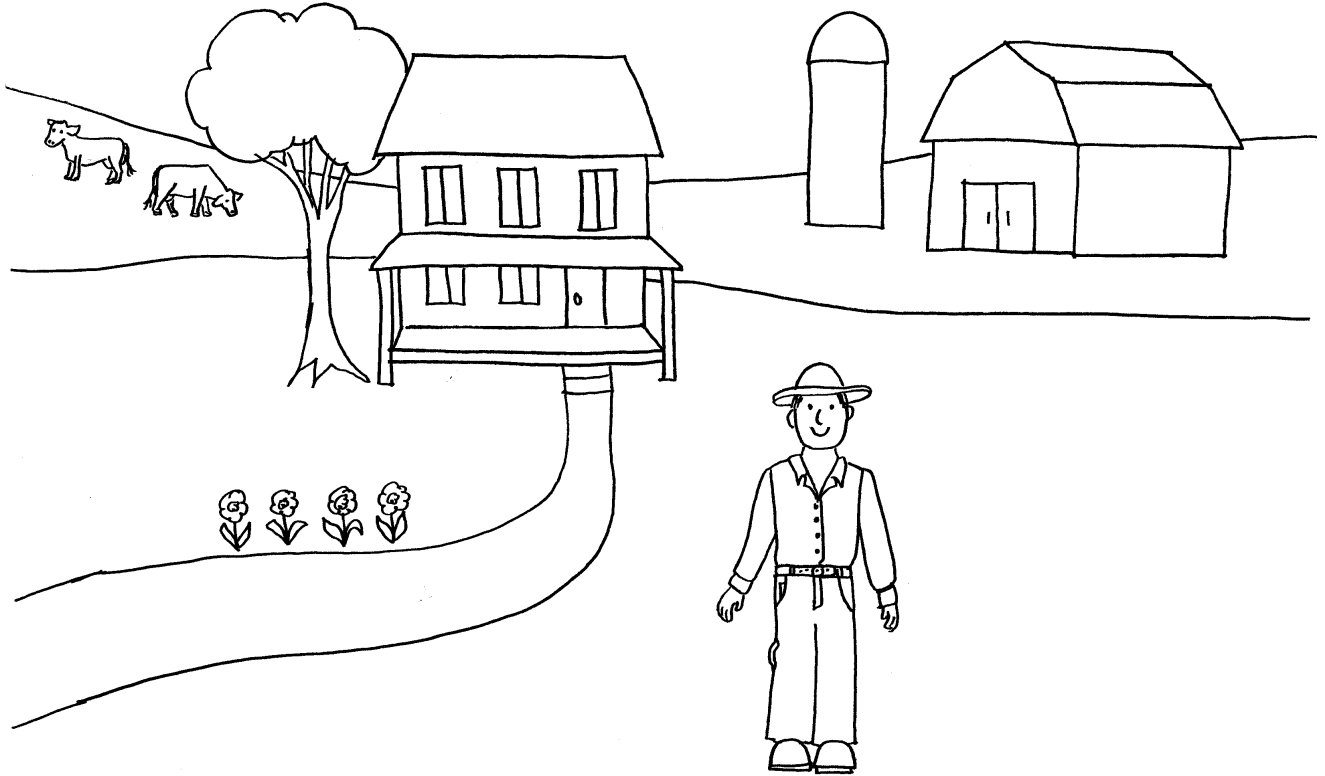
yellow

10. fol → low

follow

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# The Cow Got Out



This is Jeff.

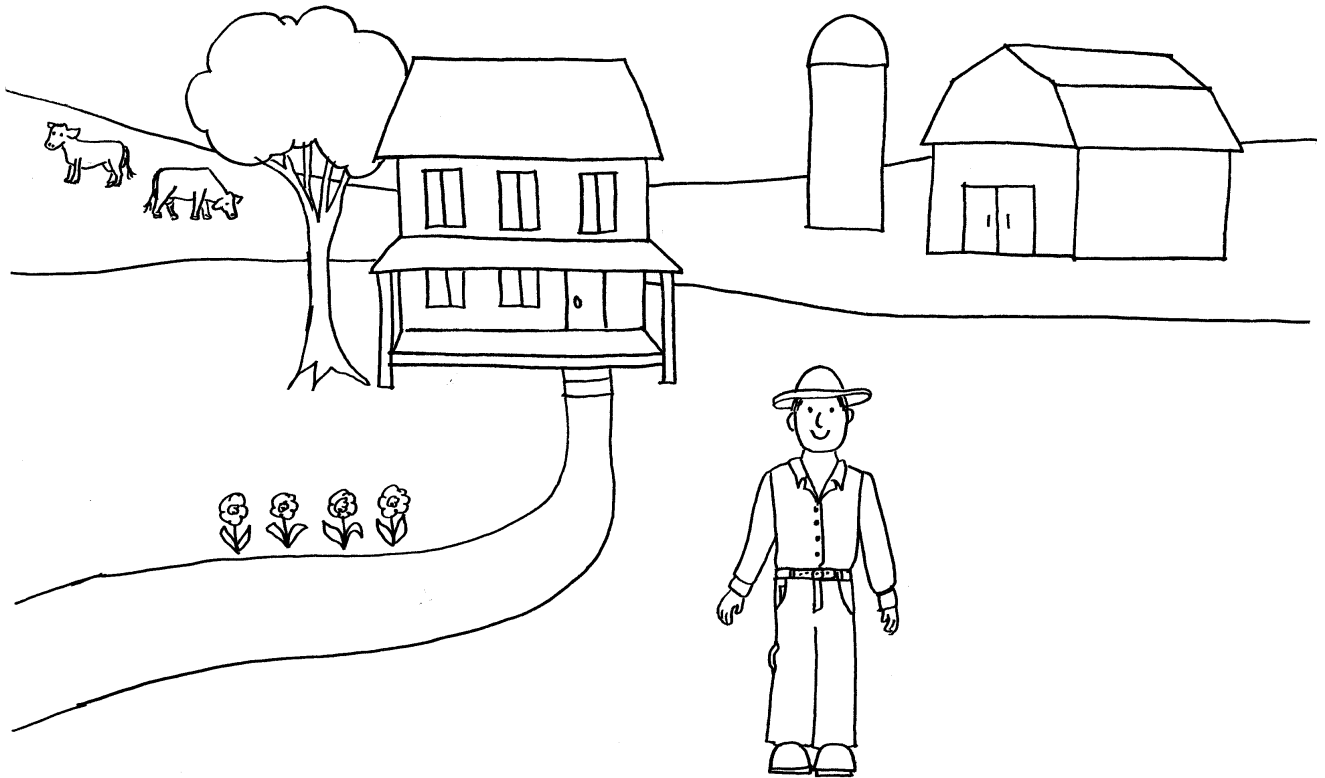
Jeff has a big house.

He has a lot of land.

And he has a lot of cows.

Jeff milks the cows.

# The Cow Got Out



This is Jeff.

Jeff has a big house.

He has a lot of land.

And he has a lot of cows.

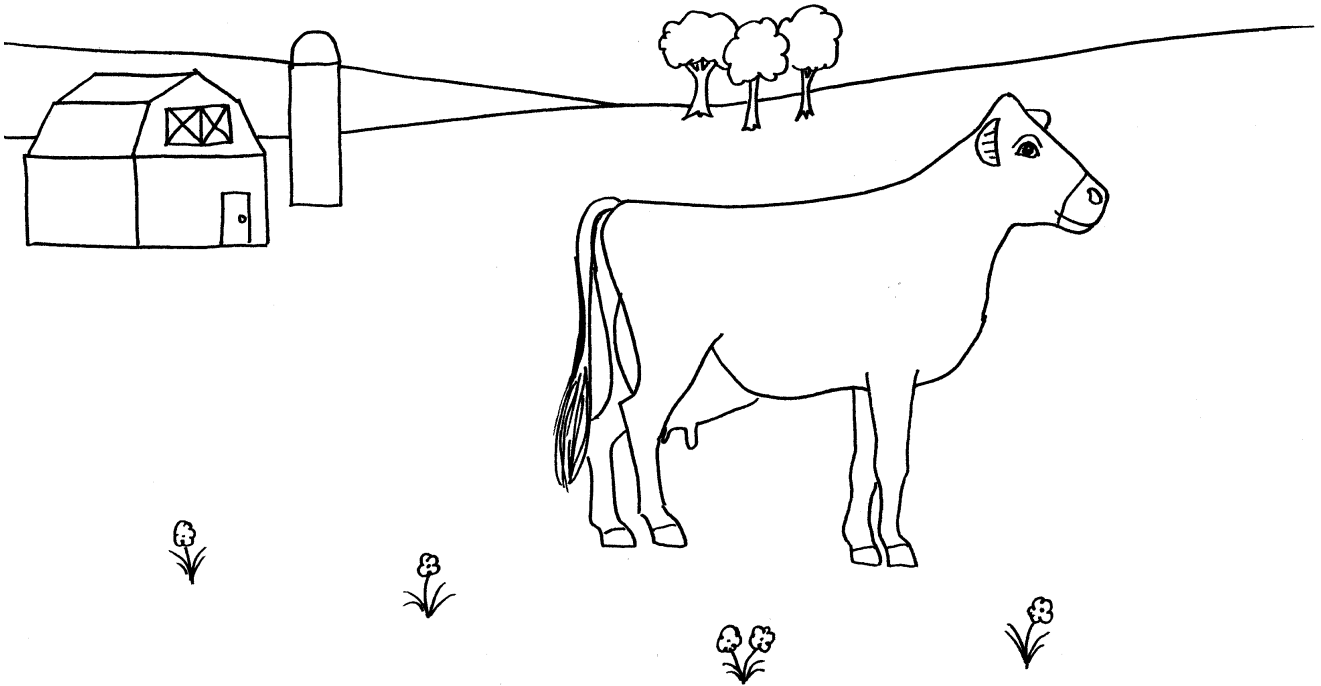
Jeff milks the cows.

This is Bess.

Bess is Jeff's best cow.

She is a brown cow.

She gives a lot of milk.

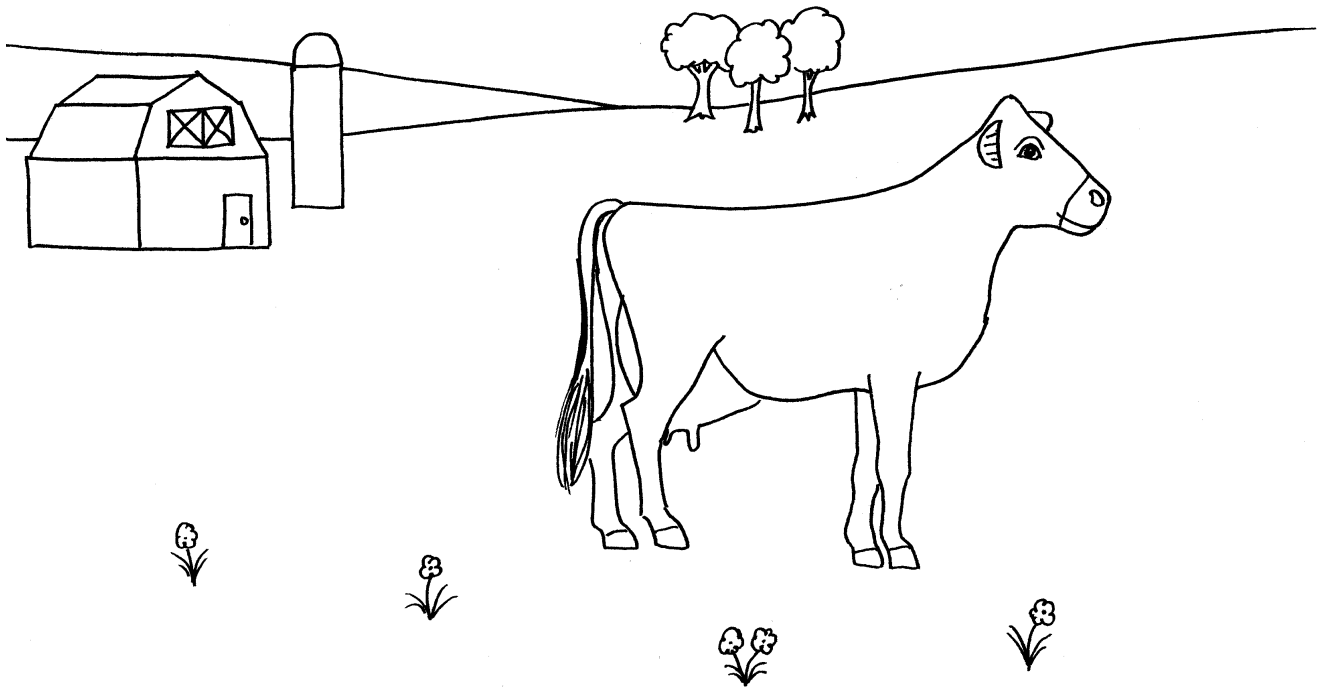


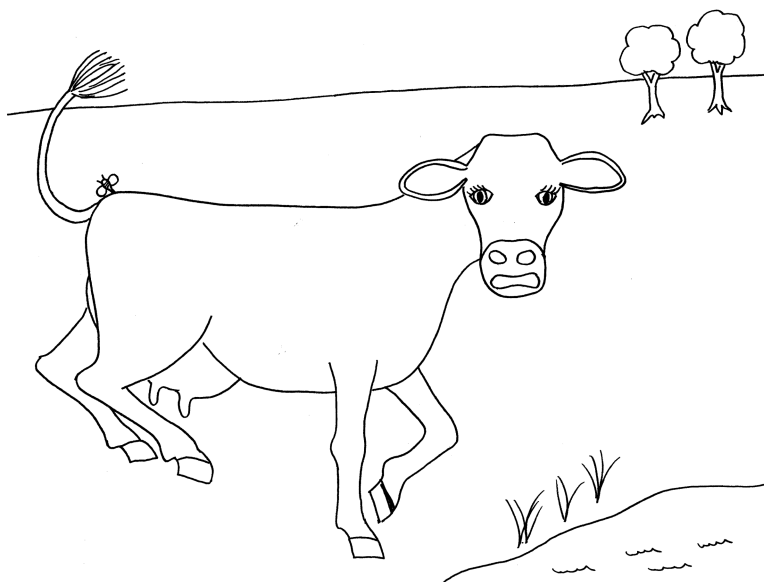
This is Bess.

Bess is Jeff's best cow.

She is a brown cow.

She gives a lot of milk.



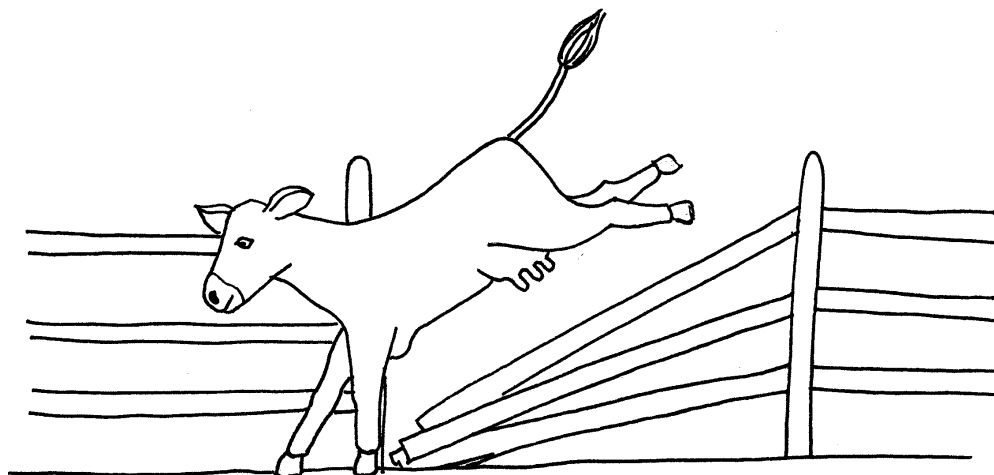


Last month, Bess was at the pond.

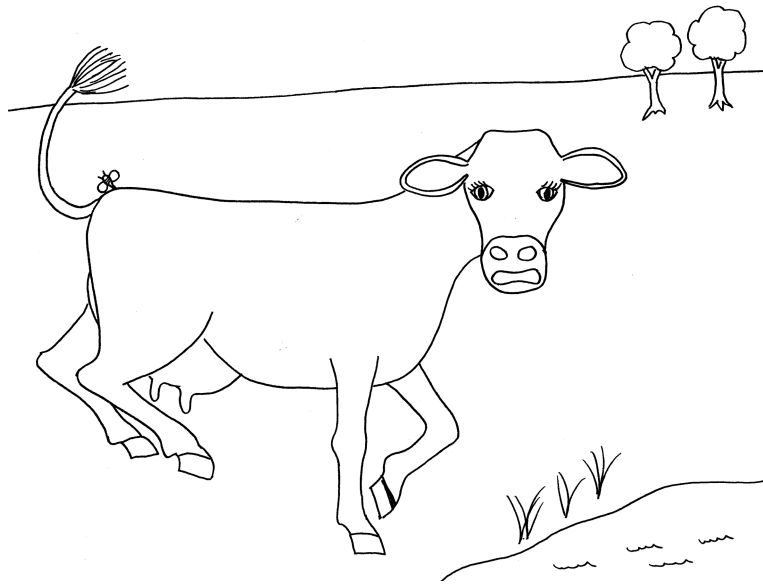
She was munching on grass.

A  bee stung Bess on the back.

Ouch! She ran fast. She jumped out.







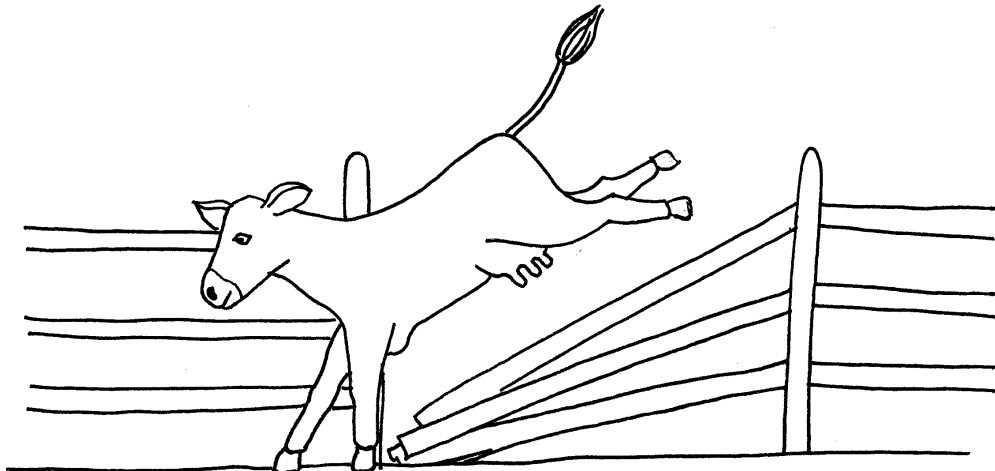
Last month, Bess was at the pond.

She was munching on grass.



A bee stung Bess on the back.

Ouch! She ran fast. She jumped out.

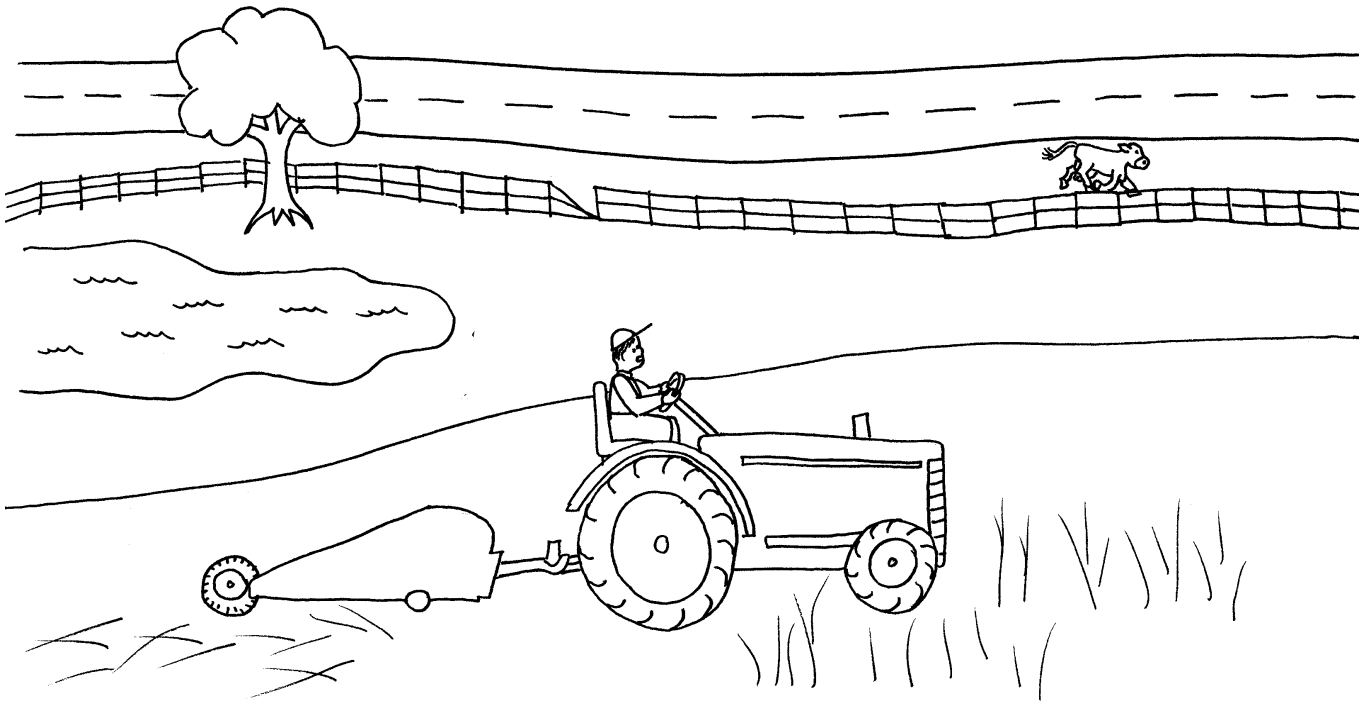


Jeff was mowing the grass.

Bess ran past Jeff.

"Bess is out!" he shouted.

"Now how did that cow get out?"

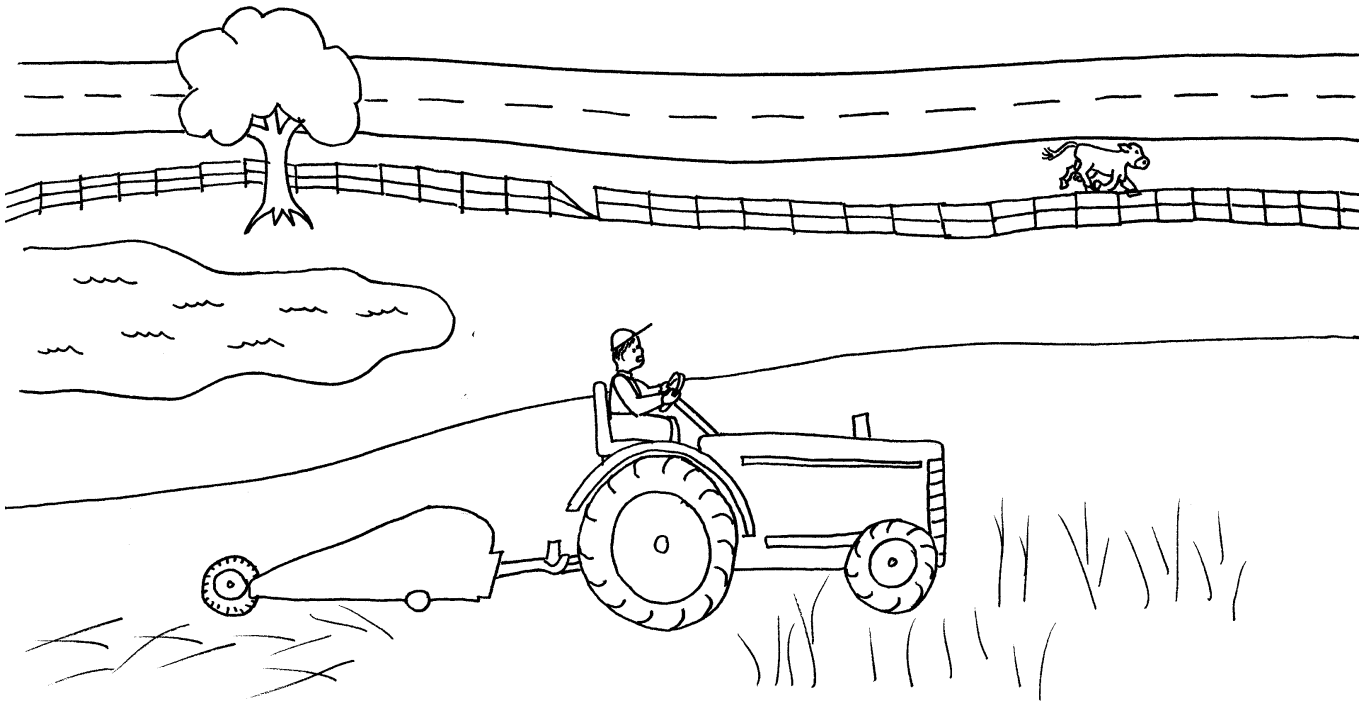


Jeff was mowing the grass.

Bess ran past Jeff.

“Bess is out!” he shouted.

“Now how did that cow get out?”

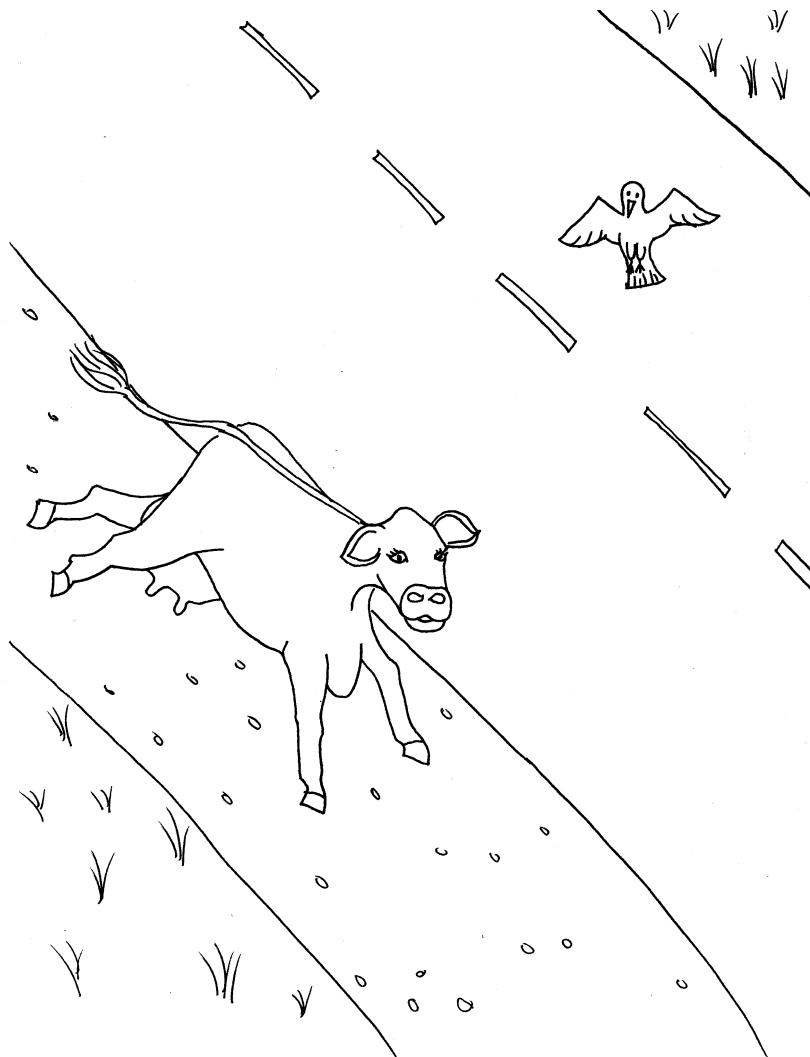


Bess ran and ran.

She ran south.

She ran up and down a hill.

She did not stop.

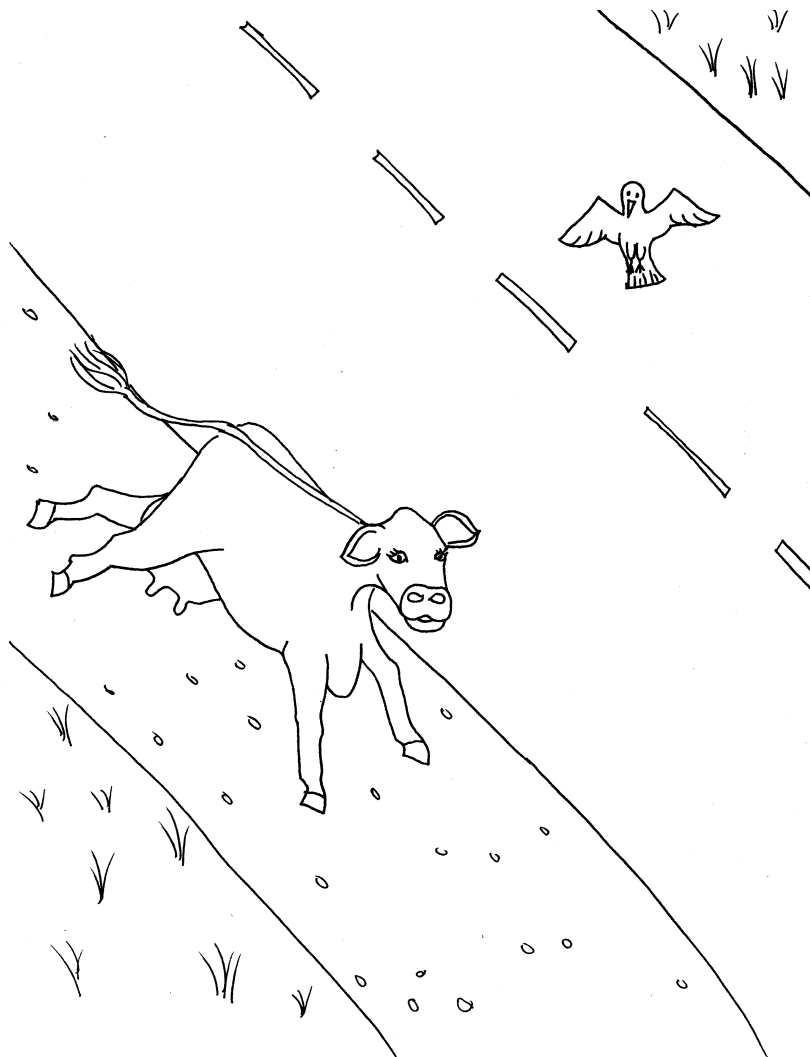


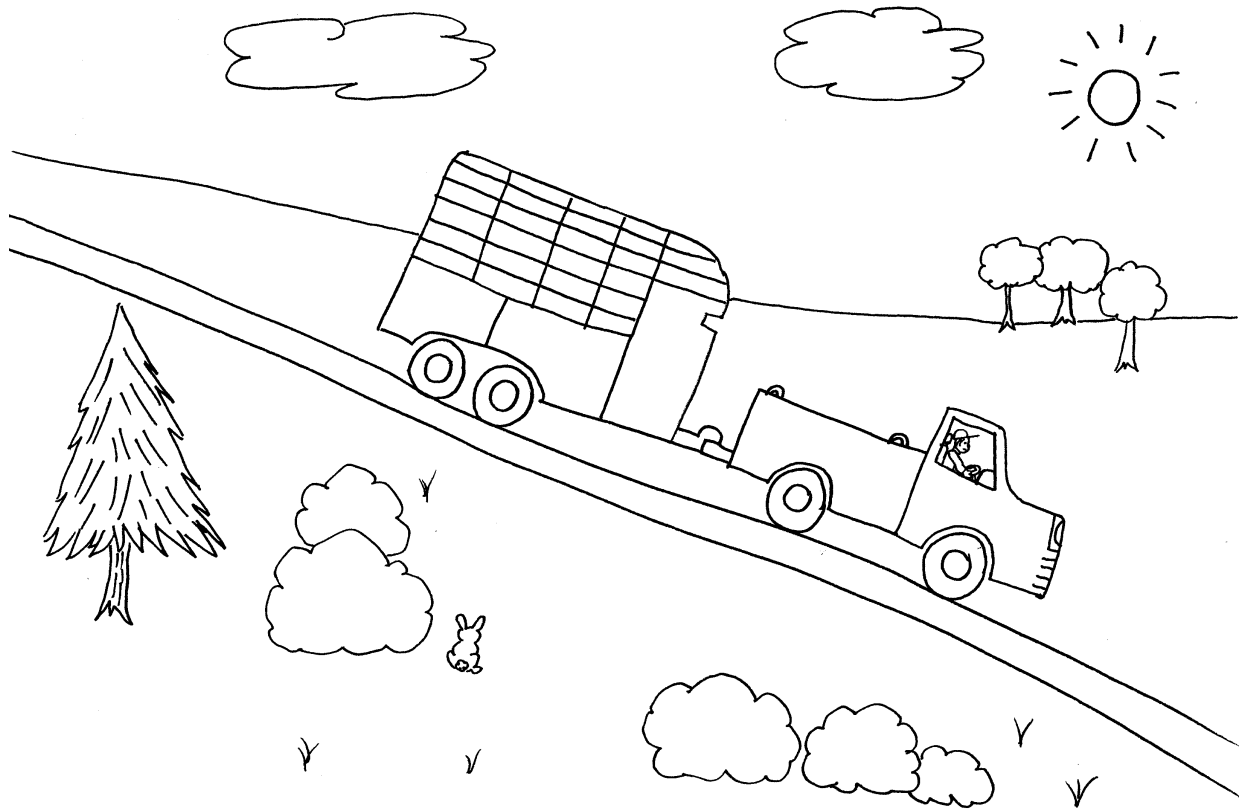
Bess ran and ran.

She ran south.

She ran up and down a hill.

She did not stop.



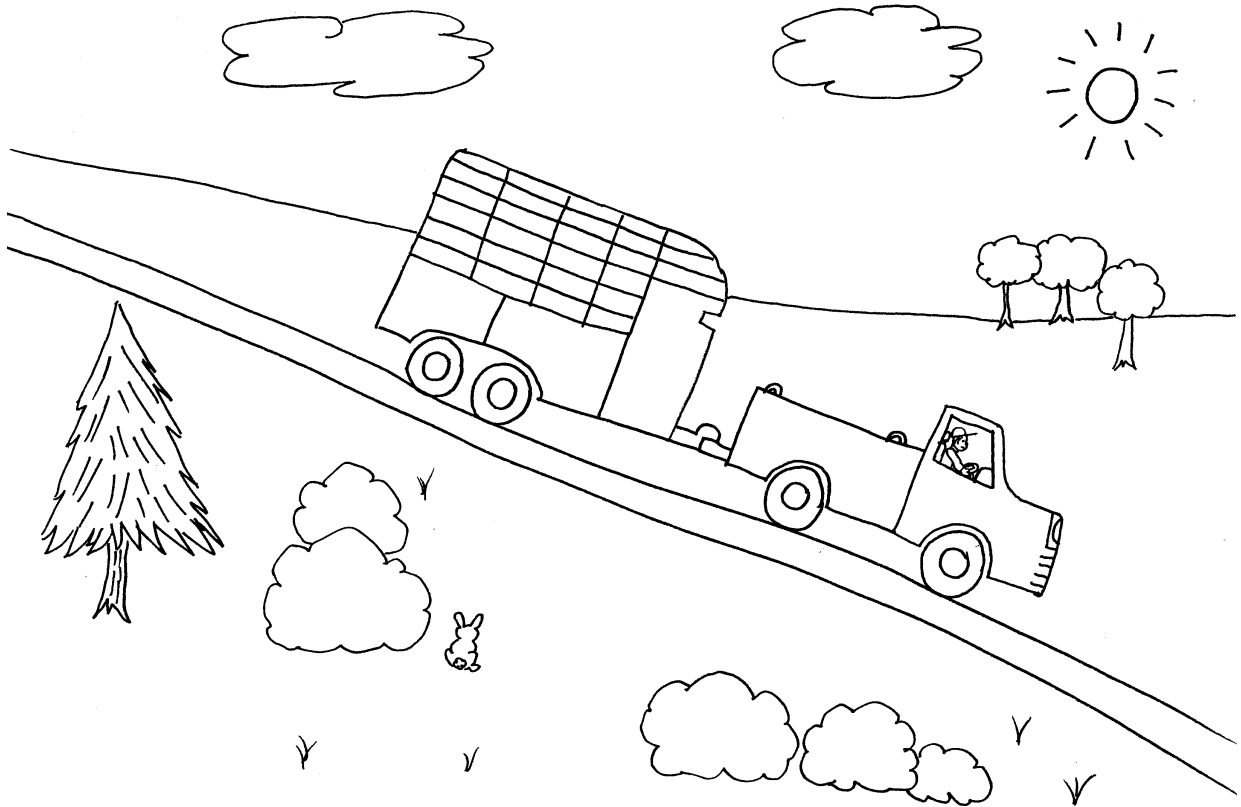


Jeff got his truck.

He followed the cow. He went south.

He went up a hill and down a hill.

Jeff went fast.



Jeff got his truck.

He followed the cow. He went south.

He went up a hill and down a hill.

Jeff went fast.



Bess went into a town.

Now she did not go fast.

She was lost.

She was sad.





Bess went into a town.

Now she did not go fast.

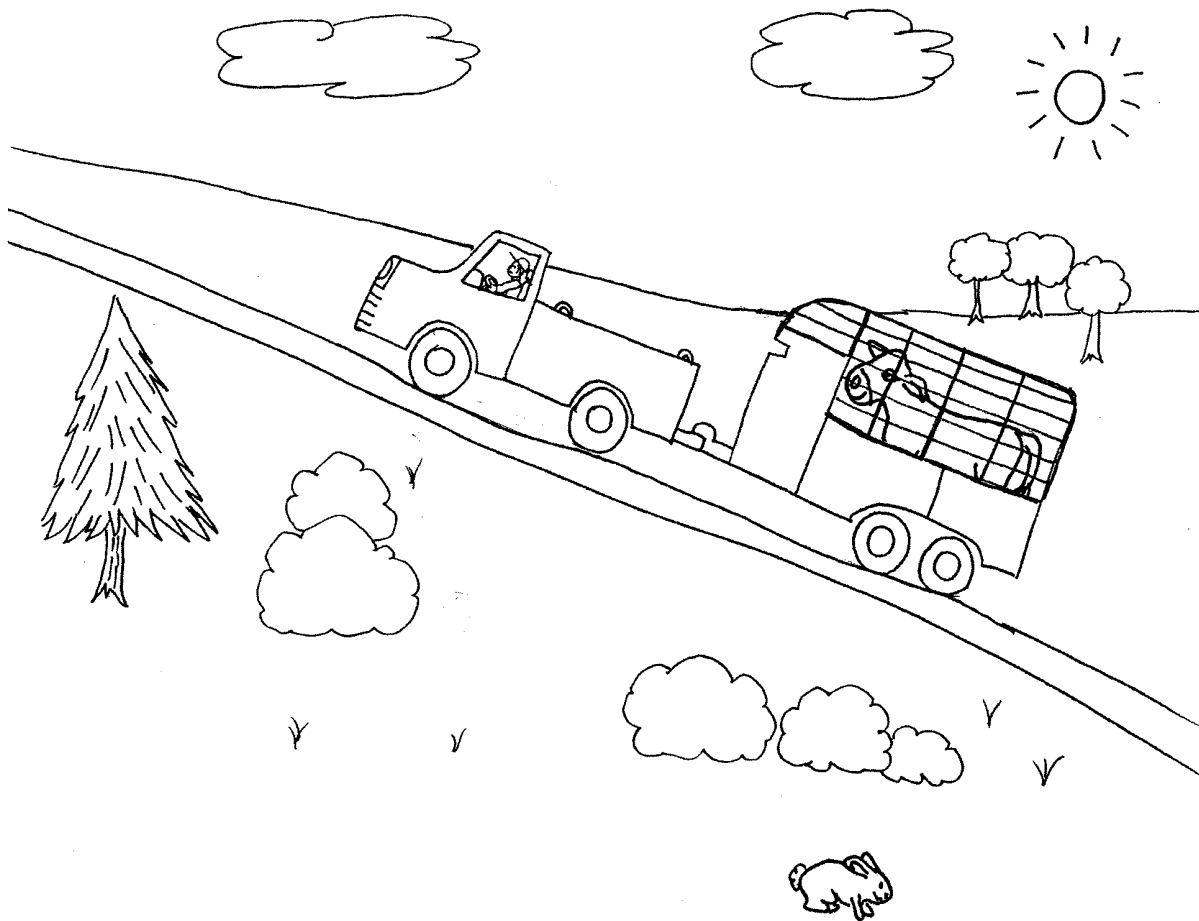
She was lost.

She was sad.

Jeff found Bess in town.

He was glad.

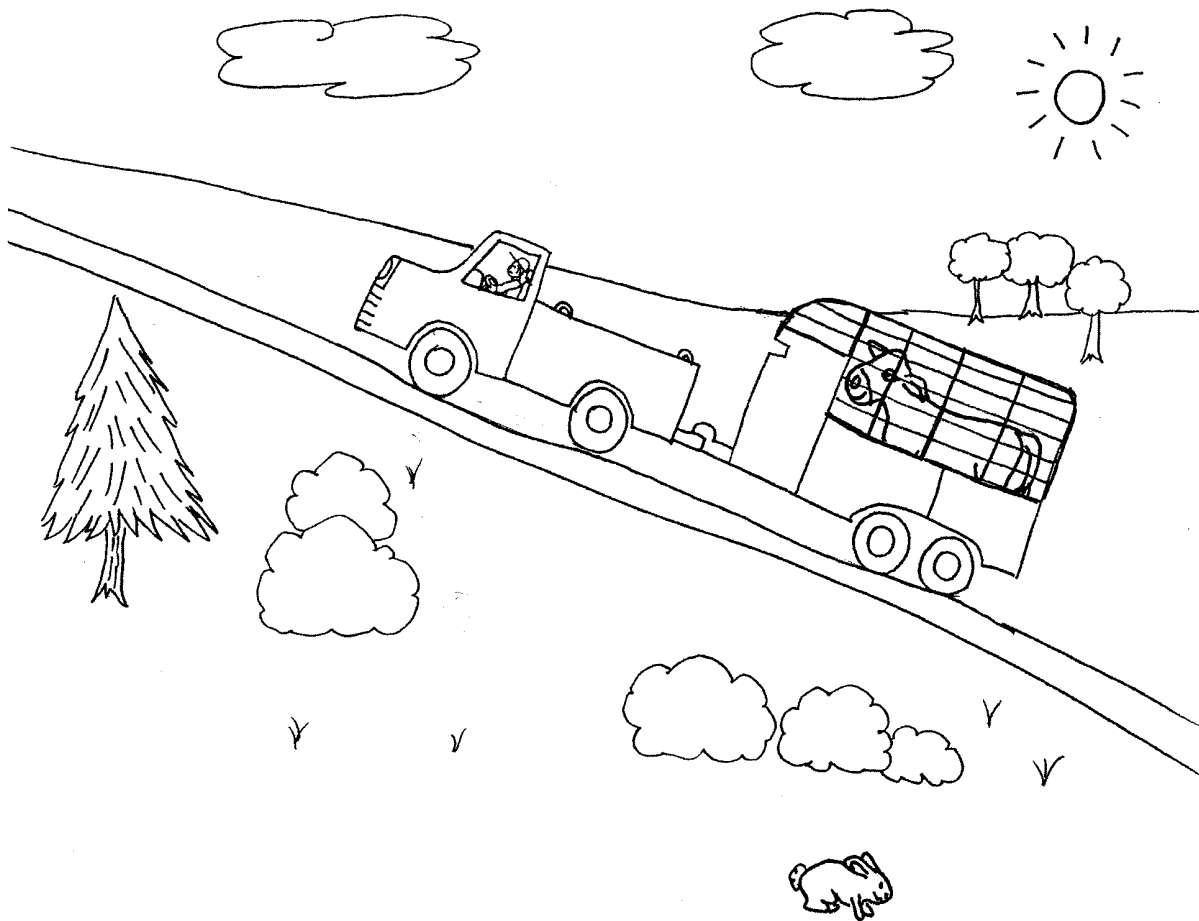
Jeff towed Bess back home again.

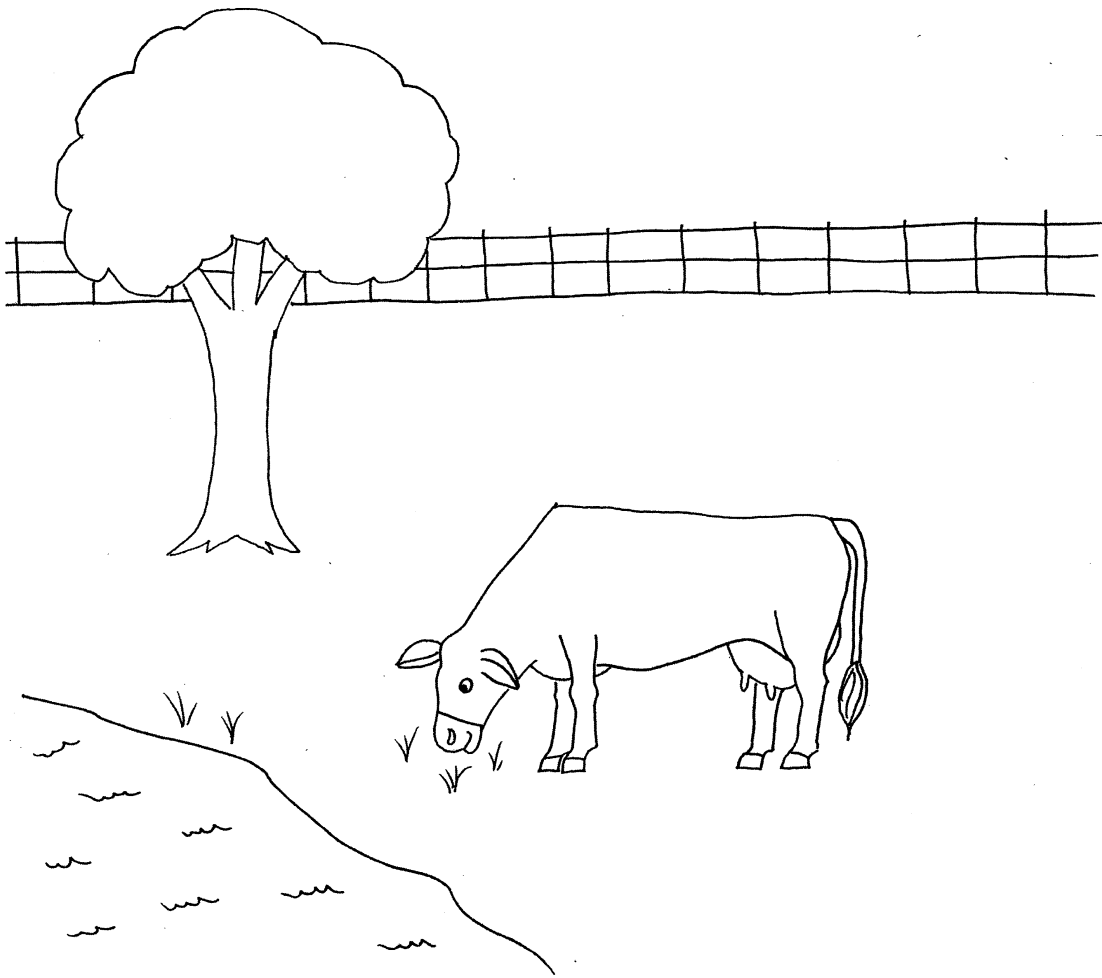


Jeff found Bess in town.

He was glad.

Jeff towed Bess back home again.

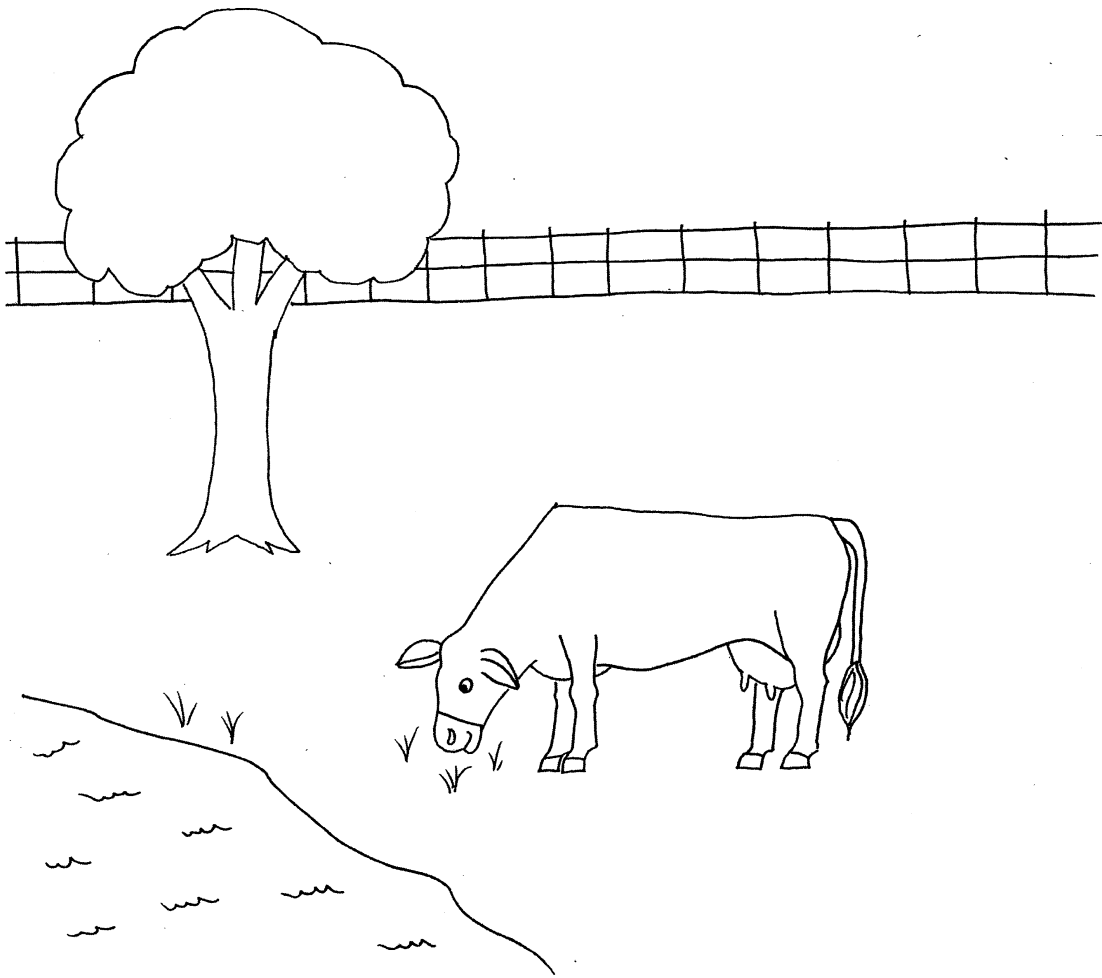




Now Bess the cow is back  
at the pond munching on grass.

And she is not a bit sad.

The End



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

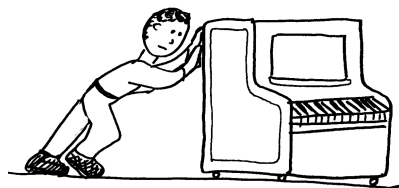
And she is not a bit sad.

The End

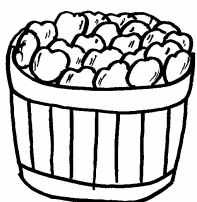
ü



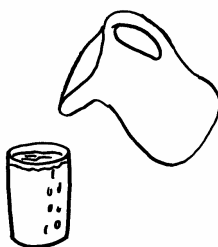
A.



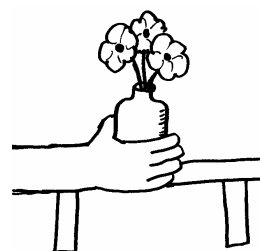
B.



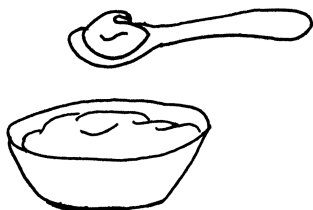
C.



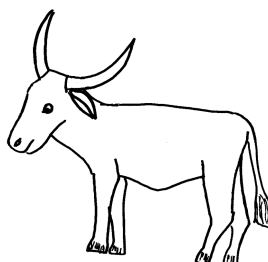
D.



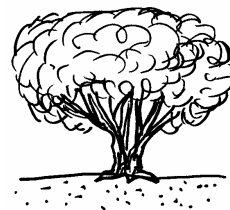
E.



F.



G.



H.



I.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

For two-syllable words, pronounce separate syllables instead of separate sounds.

ü



1. b → ü → ll

büll

2. f → ü → ll

füll

3. p → ü → ll

püll

4. p → ü → t

püt

5. p → ü → sh

püsh

6. b → ü → sh

büsh

7. püd → ding

püdding

8. büsh → el

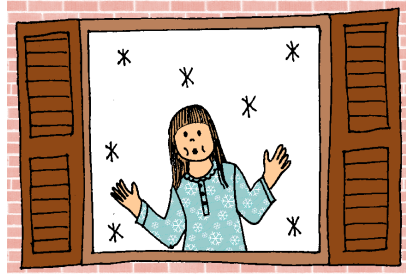
büshel

9. püll → ey

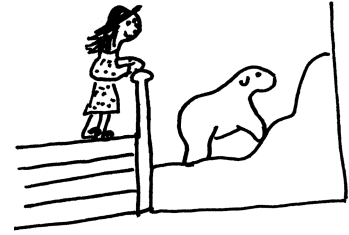
pülley

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

oo



A.

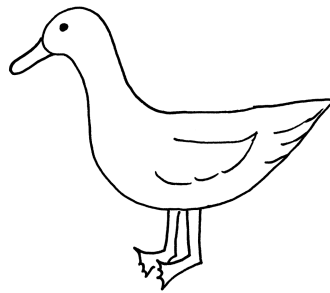


Introduce sight word: school.

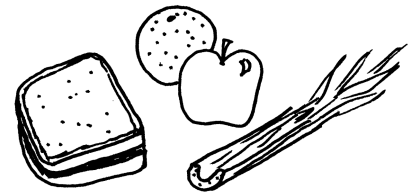
B.



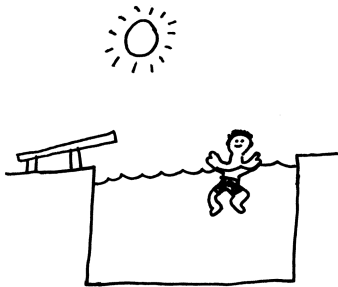
C.



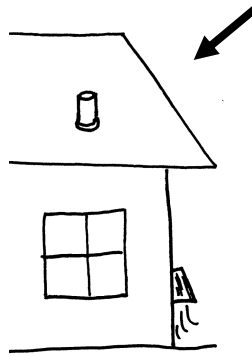
D.



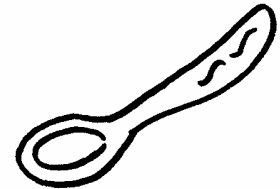
E.



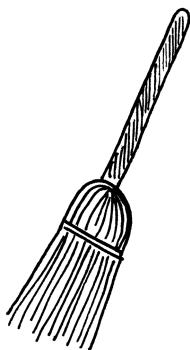
F.



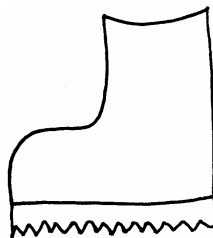
G.



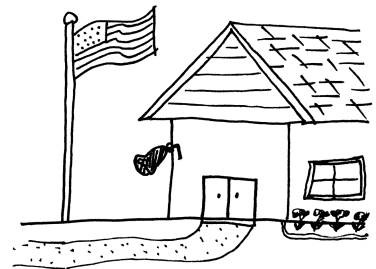
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



oo



The answer key for all of the picture/  
word pages can be found on page 174.

1. m → oo → n moon

2. f → oo → d food

3. b → oo → t boot

4. r → oo → f roof


5. z → oo zoo

6. p → oo → l pool

7. sp → oo → n spoon

8. br → oo → m broom

9. g → oo → s<sup>x</sup>e goose

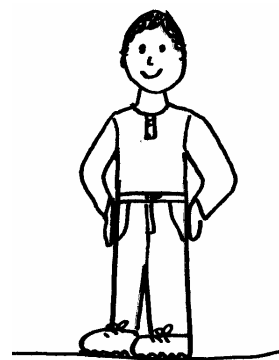
10.  s → <sup>c</sup>ch → oo → l school

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

oo

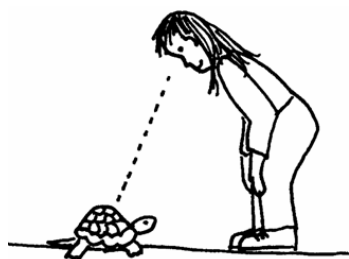


A.



Introduce sight words: poor, door, floor.

B.



C.



D.



E.



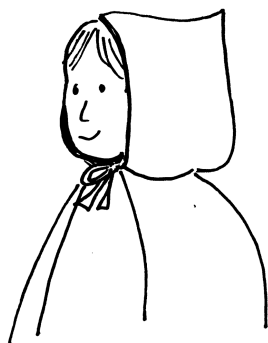
F.



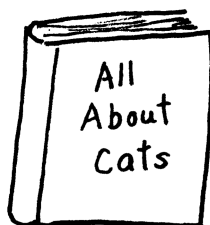
G.



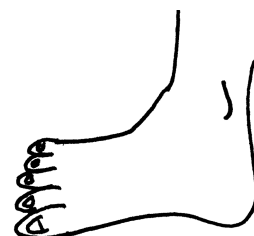
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

oo



The answer key for all of the picture/  
word pages can be found on page 174.

1. b → oo → k book

2. c → oo → k cook

3. f → oo → t foot

4. h → oo → d hood

5. g → oo → d good

6. h → oo → f hoof

7. l → oo → k look

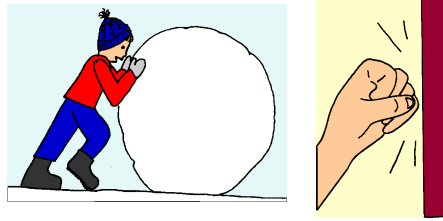
8. sh → oo → k shook

9. st → oo → d stood

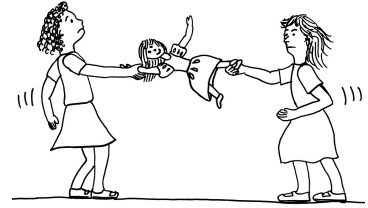
10. w → oo → d wood

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

ould

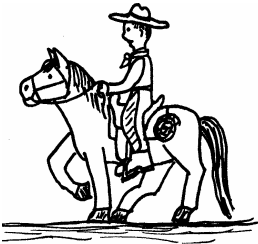


A.



She shouldn't pull it.

B.



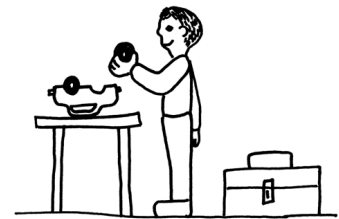
The horse would go.

C.



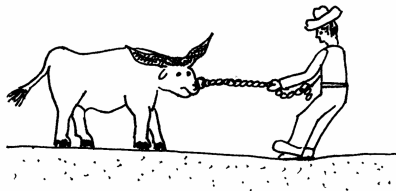
He should pick up.

D.



Bill could fix it.

E.



The bull wouldn't go.

F.



She couldn't get it.



ould



The answer key for all of the picture/  
word pages can be found on page 174.

1. sh → ould should

2. w → ould would

3. c → ould could

4. should not shouldn't

5. would not wouldn't

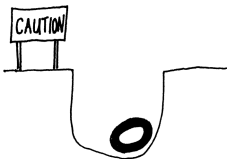
6. could not couldn't

Read the separate words. Read the contractions formed by dropping the letter o.

Let us

Let's

Read the separate words. Read the contraction formed by dropping the letter u.



#### Contractions

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



2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

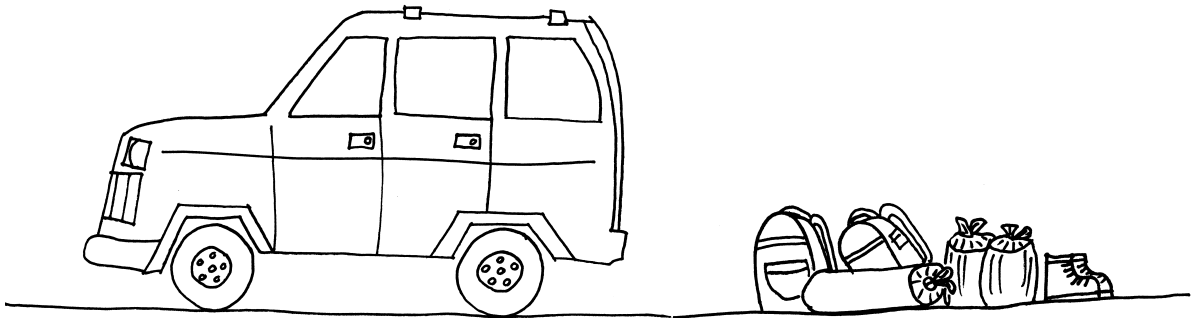
# In The Woods

Get your boots.

Get your backpacks.

Get the tent.

Put them in the van.



Let's go camping!

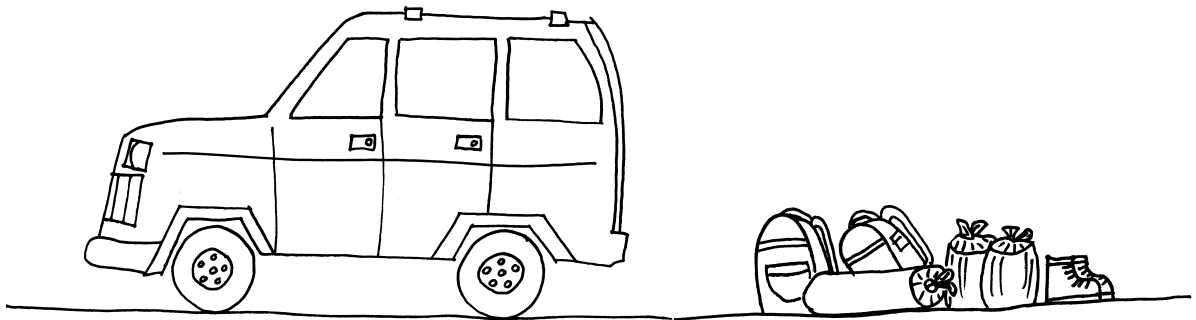
# In The Woods

Get your boots.

Get your backpacks.

Get the tent.

Put them in the van.



Let's go camping!

We go into the woods.

We follow a path.

We look at the rocks and trees.

We stop at a brook.

Fish swim in the cool brook.

We jump from stone to stone  
to cross the brook.





We go into the woods.

We follow a path.

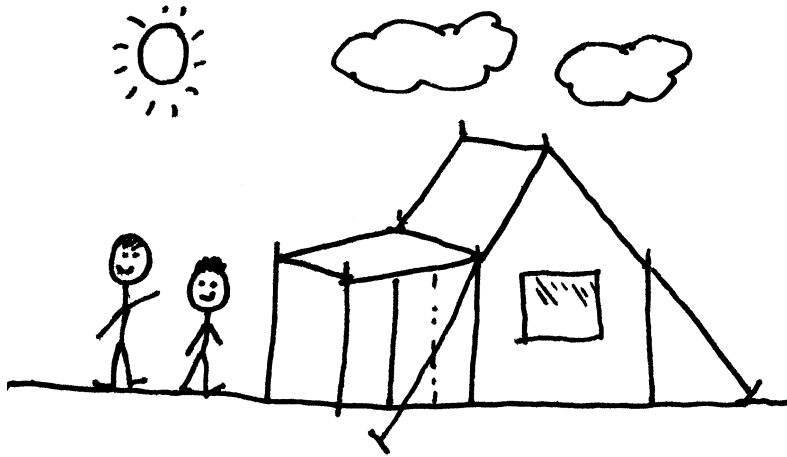
We look at the rocks and trees.

We stop at a brook.

Fish swim in the cool brook.

We jump from stone to stone  
to cross the brook.



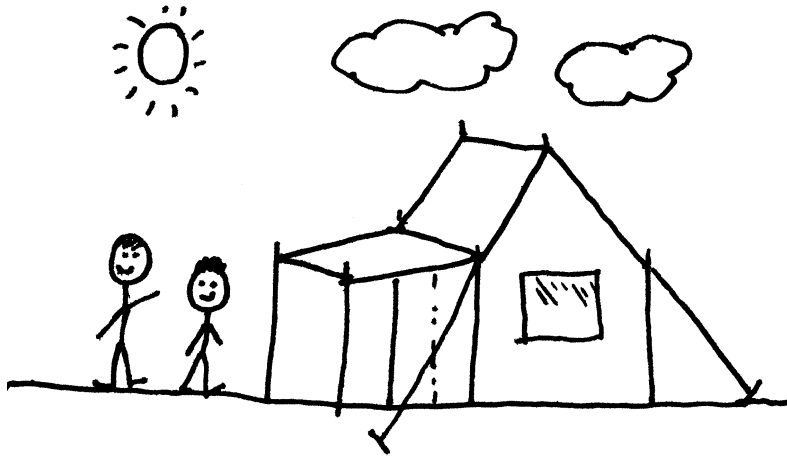


We go up a hill.

We go up to the top.

We look at the clouds.

Then we put up the tent.



We go up a hill.

We go up to the top.

We look at the clouds.

Then we put up the tent.

We get a lot

of wood to make a fire.



We cook our food. It tastes good.

It is cool now.

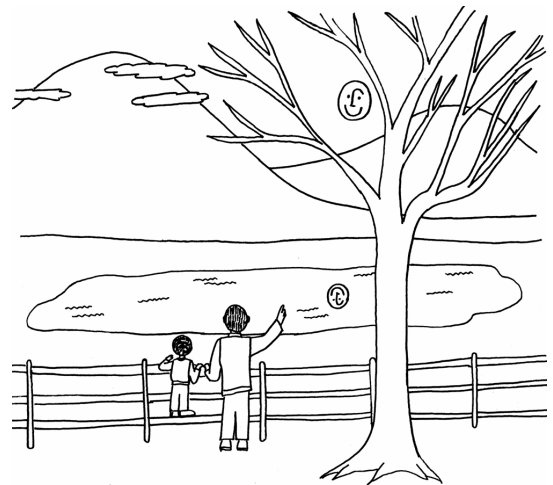
We sit on a log and sing songs.

We look at the moon.

The moon is full.

Then we go to

sleep in our tent.



We get a lot  
of wood to make a fire.



We cook our food. It tastes good.

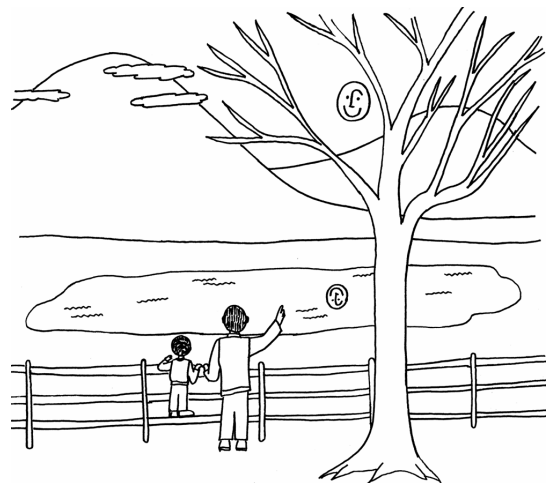
It is cool now.

We sit on a log and sing songs.

We look at the moon.

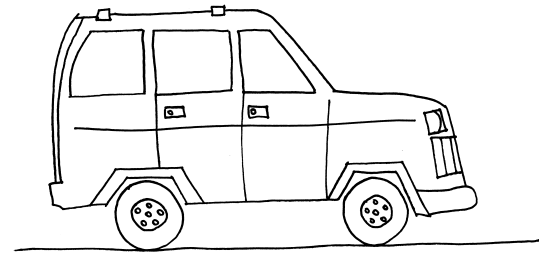
The moon is full.

Then we go to  
sleep in our tent.



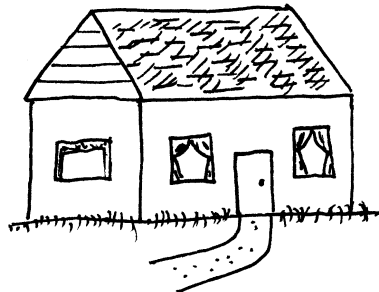
When we wake up, we pack up the  
tent and hike back to our van.

We put the tent and our  
backpacks into the van.



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

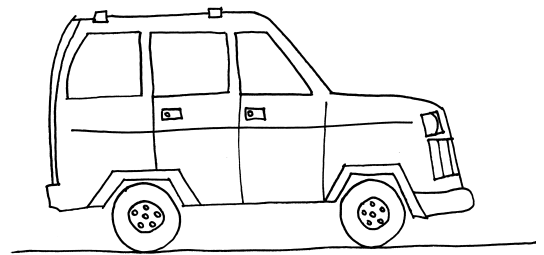
The End



When we wake up, we pack up the tent and hike back to our van.

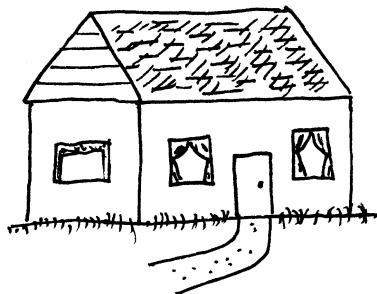
We put the tent and our

backpacks into the van.

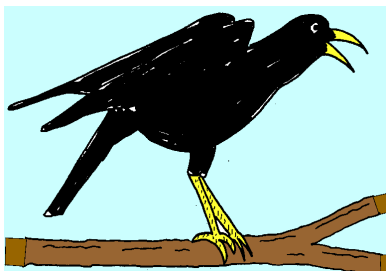


We had a good time on our camping trip. Now we will go home.

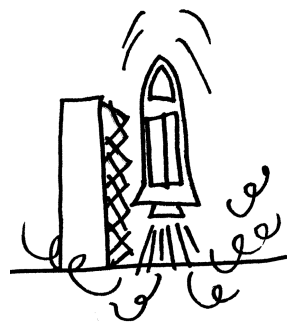
The End



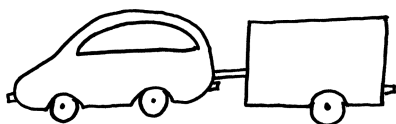
äu



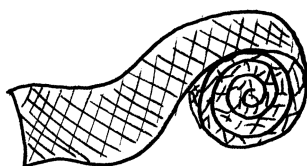
A.



B.



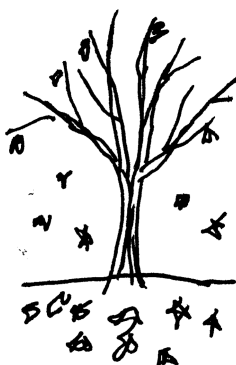
C.



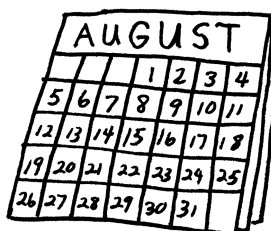
D.



E.



F.



G.



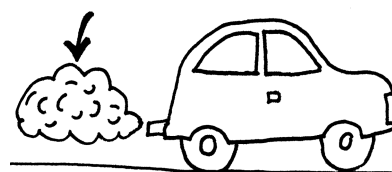
H.



I.



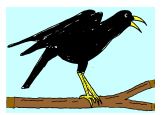
J.





For two-syllable words, pronounce separate syllables instead of separate sounds.

äu



In the word *faucet*, pronounce the c as /s/.  
In the word *exhaust*, pronounce the x as /gz/.  
An x above a letter tells you not to pronounce it.

1. P → au → l

Paul

2. h → au → l

haul

3. g → au → zē<sup>x</sup>

gauze

4. h → au → n → t

haunt

5. l → au → n → ch

launch

6. fau → c<sup>s</sup>et

faucet

7. au → tō

auto

8. Au → gust

August

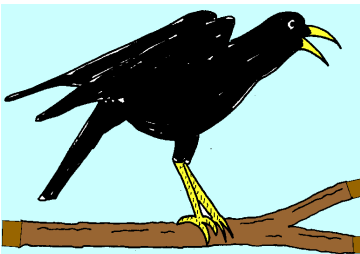
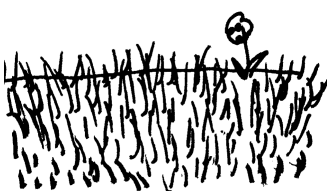

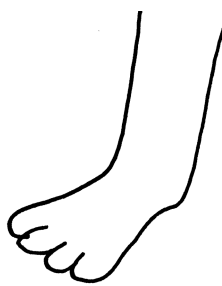
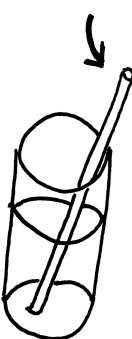
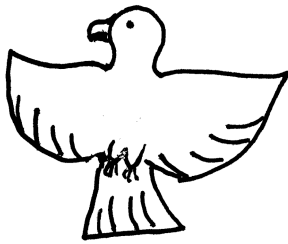

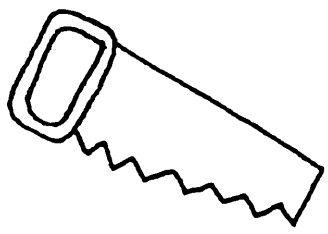
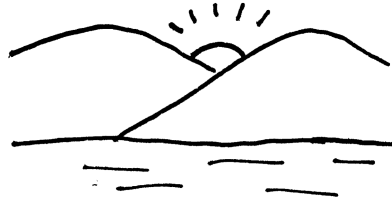
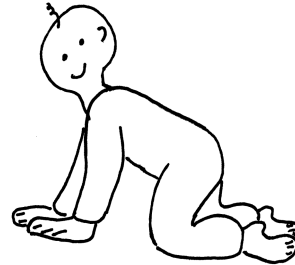

9. au → tum<sup>x</sup>n

autumn

10. e<sup>gz</sup>x → h<sup>x</sup>aut

exhaust

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

<p>äw</p> 	<p>A.</p> 	
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 
<p>H.</p> 	<p>I.</p> 	<p>J.</p> 

1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

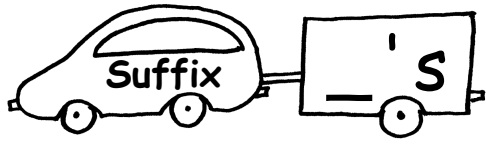
äw



The answer key for all of the picture/  
word pages can be found on page 174.

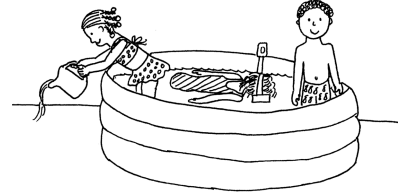
- |     |             |       |
|-----|-------------|-------|
| 1.  | s → aw      | saw   |
| 2.  | p → aw      | paw   |
| 3.  | cl → aw     | claw  |
| 4.  | dr → aw     | draw  |
| 5.  | str → aw    | straw |
| 6.  | l → aw → n  | lawn  |
| 7.  | d → aw → n  | dawn  |
| 8.  | y → aw → n  | yawn  |
| 9.  | h → aw → k  | hawk  |
| 10. | cr → aw → l | crawl |

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



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

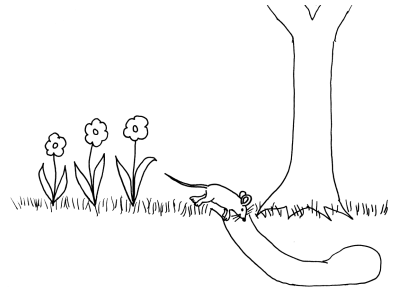
The kid's pool



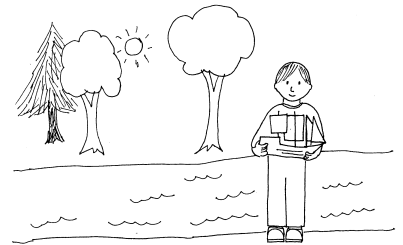
Andrew's shoes



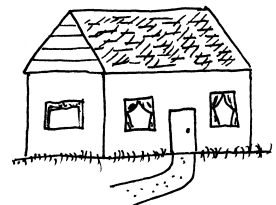
The mouse's hole



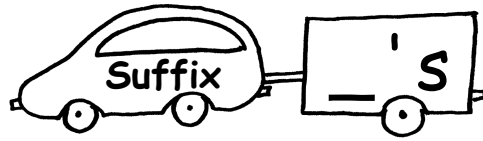
The boy's ship



Paul's home



Read each phrase.



1. The **e** kid's **pool** **i**s **full**.
2. **A**ndrew's shoes **fit** his **feet**.
3. The **mouse's** **hole** **is** by the **tree**.
4. The **boy's** ship **can** float **in** the **lake**.
5. **Paul's** home **is** near the **school**.

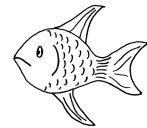
Read each sentence.

# Home

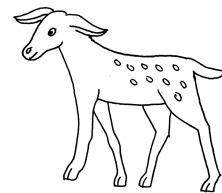
A hawk has a  
home on a cliff.



A fish has a home  
in a pond.



A fawn has a home  
in the forest.



An ant has a home  
on the lawn.

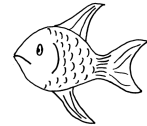


# Home

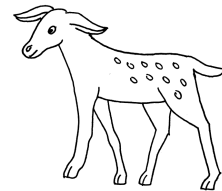
A hawk has a  
home on a cliff.



A fish has a home  
in a pond.



A fawn has a home  
in the forest.



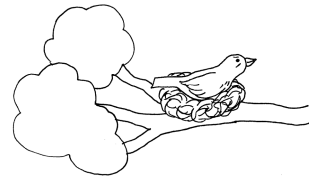
An ant has a home  
on the lawn.



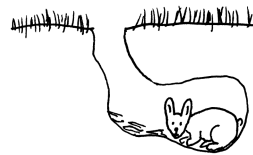
A snail has a  
home on a stone.



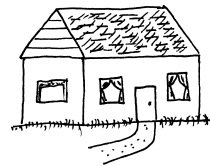
A robin has a  
home in a nest.



A rabbit has a  
home in a hole.



But Paul's home is  
the best.

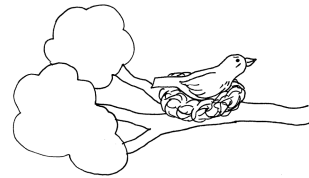




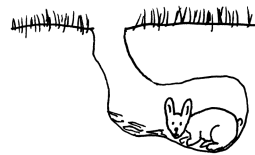
A snail has a  
home on a stone.



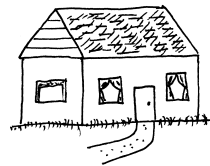
A bird has a  
home in a nest.



A rabbit has a  
home in a hole.

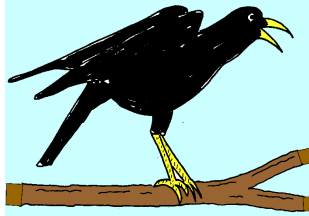


But Paul's home  
is the best.

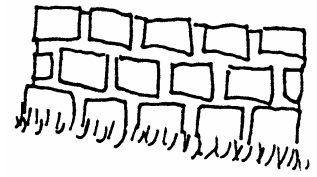


This pattern is made up of more than one sound. However, it should be pronounced as a single unit.

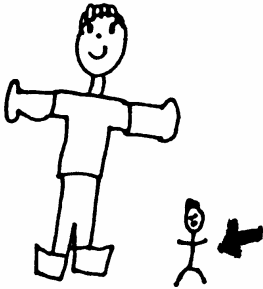
äll



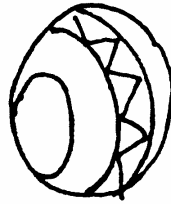
A.



B.



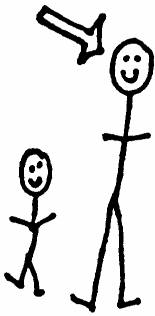
C.



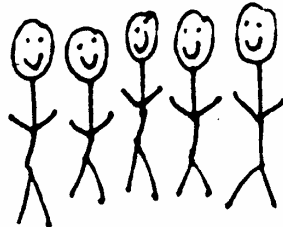
D.



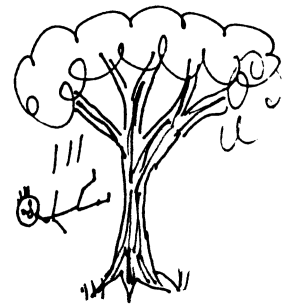
E.



F.



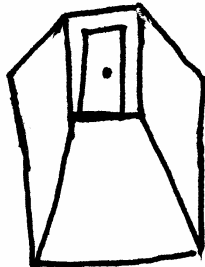
G.



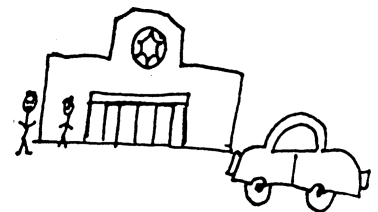
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

äll



The answer key for all of the picture/  
word pages can be found on page 174.

1. → all

all

2. b → all

ball

3. c → all

call

4. t → all

tall

5. w → all

wall

6. f → all

fall

7. h → all

hall

8. m → all

mall

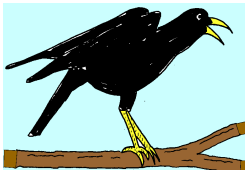

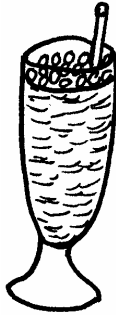

9. sm → all

small

10. st → all

stall

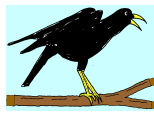
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

<p>äl äl<sup>x</sup>k</p>    		<p>A. Introduce sight words: although, half, calf</p> 
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p>  <p>Malt - A flavoring sometimes used in milkshakes</p>	<p>G.</p> 
<p>H.</p> 	<p>I.</p> <p>The sun is cold.</p>	<p>J.</p> 

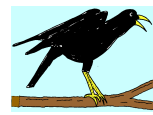


1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

äl



ä<sup>x</sup>lk



1. s → al → t

salt

2. b → al → d

bald

3. m → al → t

malt

4. f → al → sē

false

5. p → al → m

palm

6. t → alk

talk

7. w → alk

walk

8. b → alk

balk


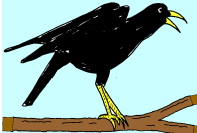


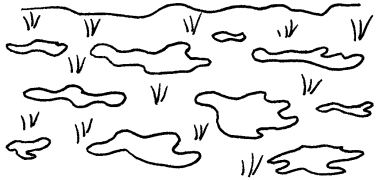

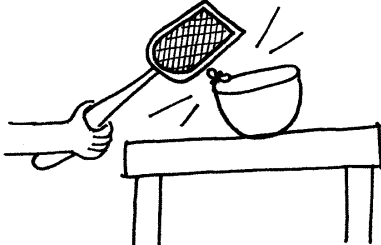

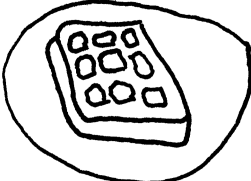


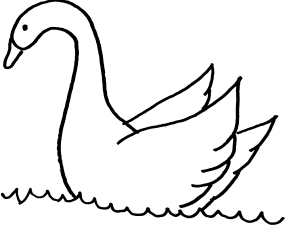
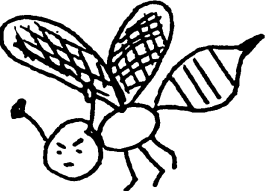

9. st → alk

stalk

10. ch → alk

chalk

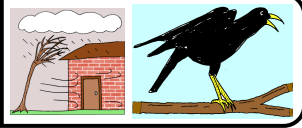
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

<p>wä</p> <p>swä</p>	   	<p>A.</p> 
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 
<p>H.</p> 	<p>I.</p> 	<p>J.</p> 



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

wä



swä



For two-syllable words, pronounce separate syllables instead of separate sounds.

1. wa → s → p

wasp

2. wa → n → t

want

3. wa → sh

wash

4. wa → tch

watch

5. wa → n → d

wand

6. wa → d

wad

7. waf → flē<sup>x</sup>

waffle

8. swa → n

swan

9. swa → m → p

swamp

10. swa → t

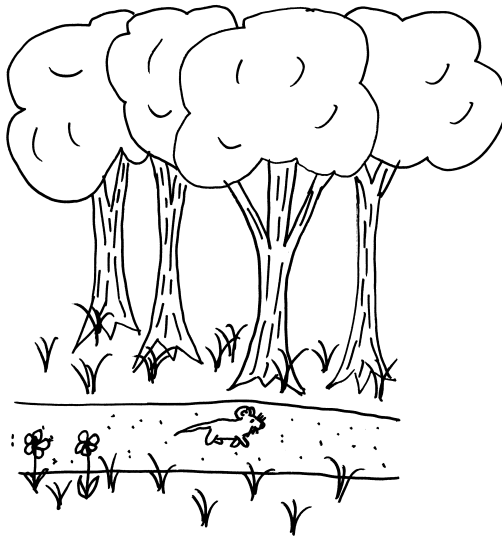
swat

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Small Mouse

Small Mouse went for  
a walk in the woods.

He was looking for food.



Small Mouse saw a path.

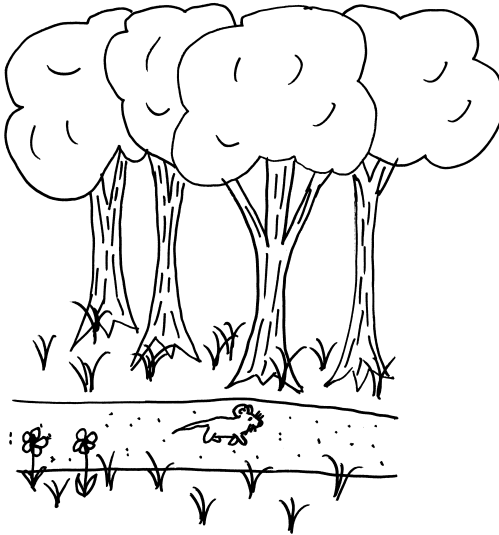
So he walked along the path.



# Small Mouse

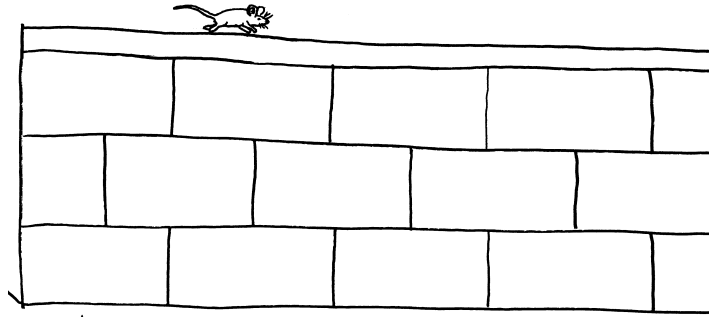
Small Mouse went for  
a walk in the woods.

He was looking for food.



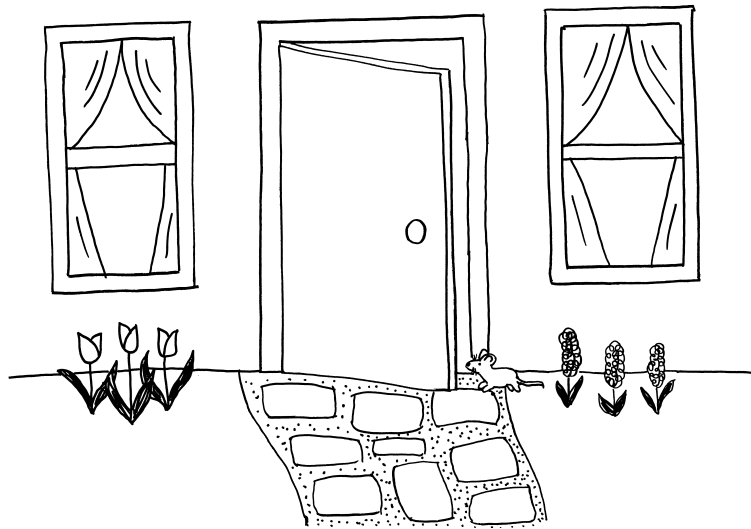
Small Mouse saw a path.

So he walked along the path.



Small Mouse saw a wall.

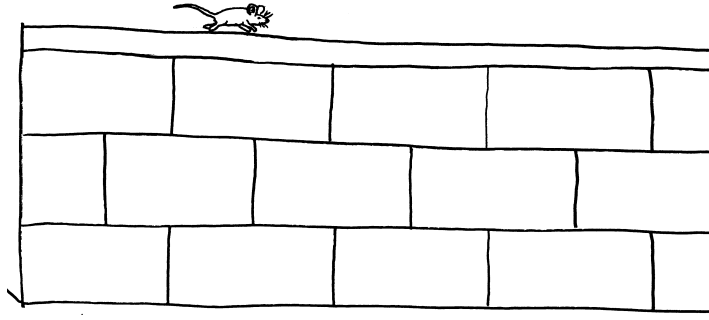
So he walked along the wall.



Small Mouse saw a house.

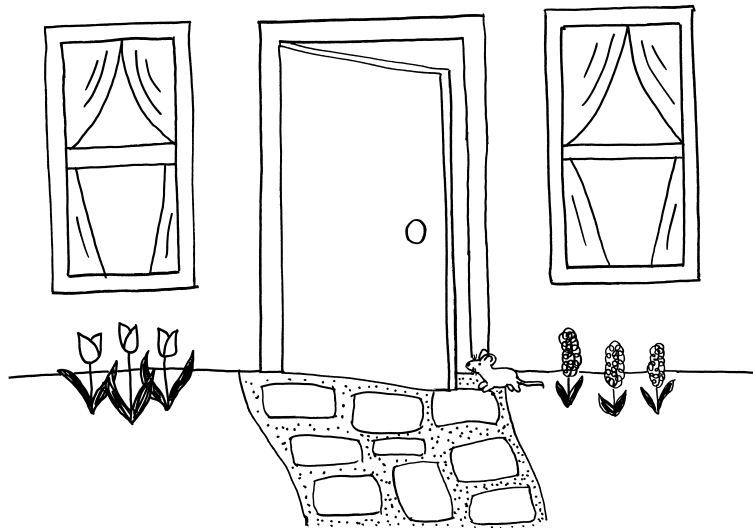
The door was open just a crack.

So he walked into the house.



Small Mouse saw a wall.

So he walked along the wall.



Small Mouse saw a house.

The door was open just a crack.

So he walked into the house.

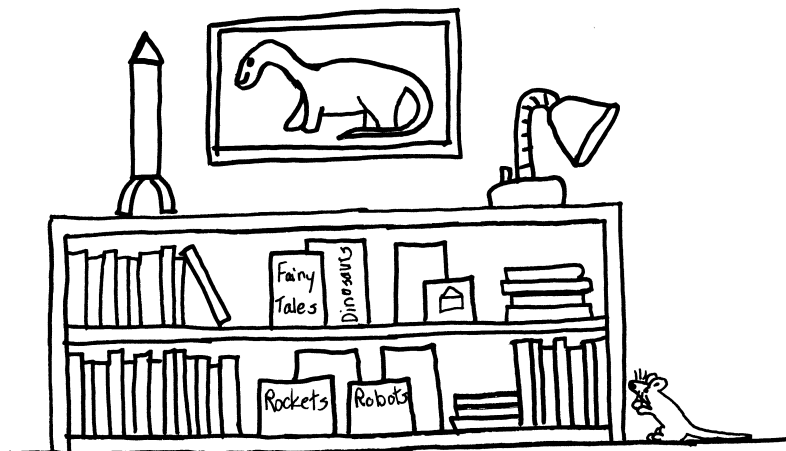
Small Mouse saw a lot of toys.

But he did not want the toys.



Small Mouse saw a lot of books.

But he did not want the books.



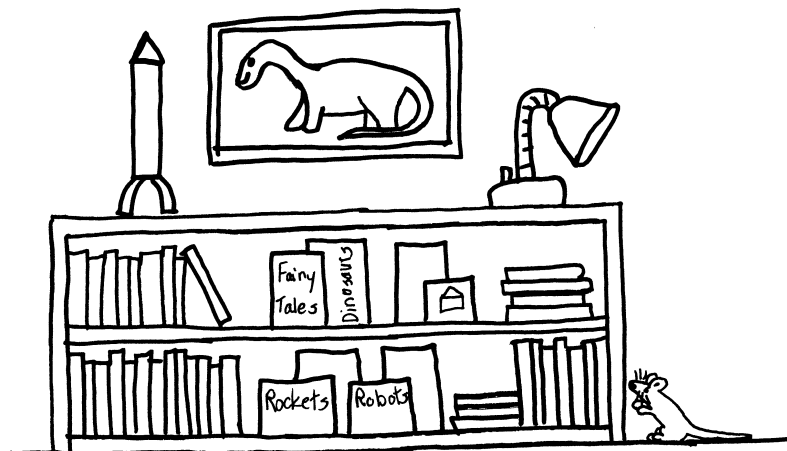
Small Mouse saw a lot of toys.

But he did not want the toys.



Small Mouse saw a lot of books.

But he did not want the books.

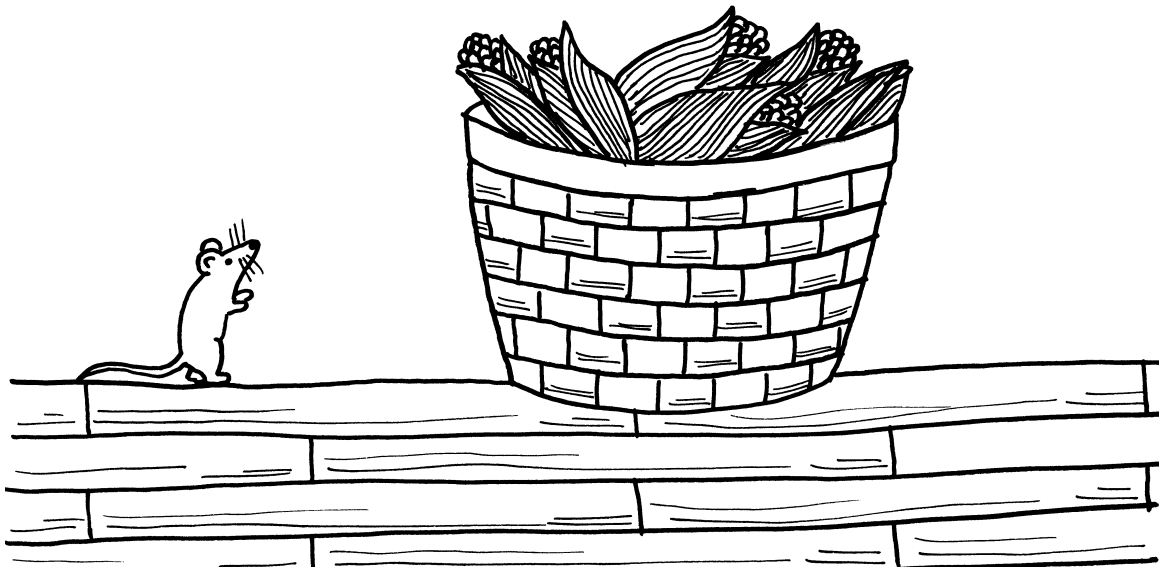


Small Mouse walked  
into the kitchen.

He saw a lot of corn.

It was in a basket.

He DID want the corn.

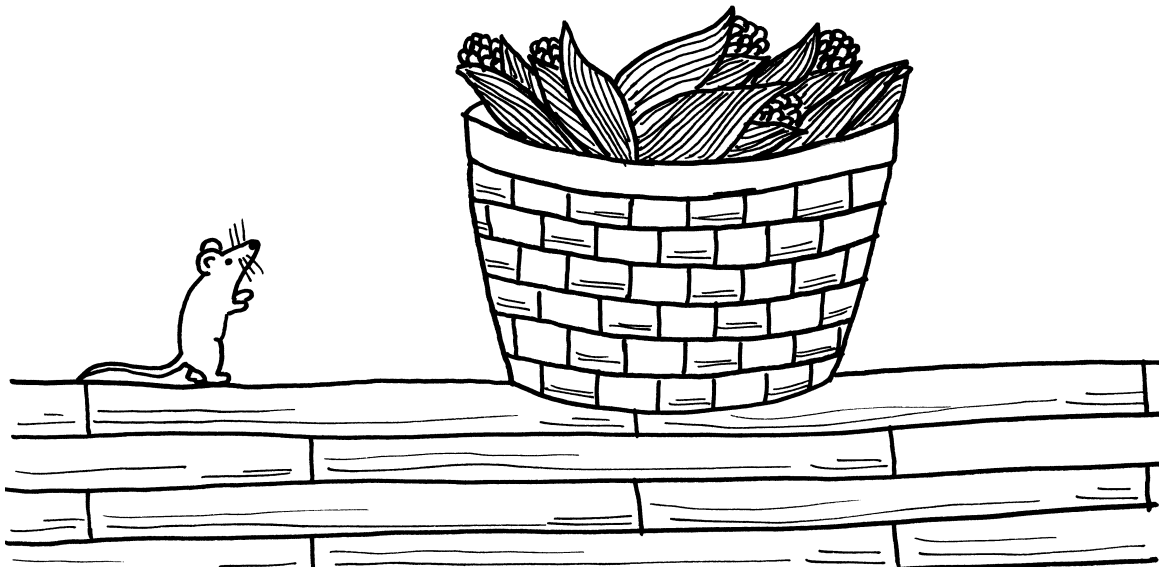


Small Mouse walked  
into the kitchen.

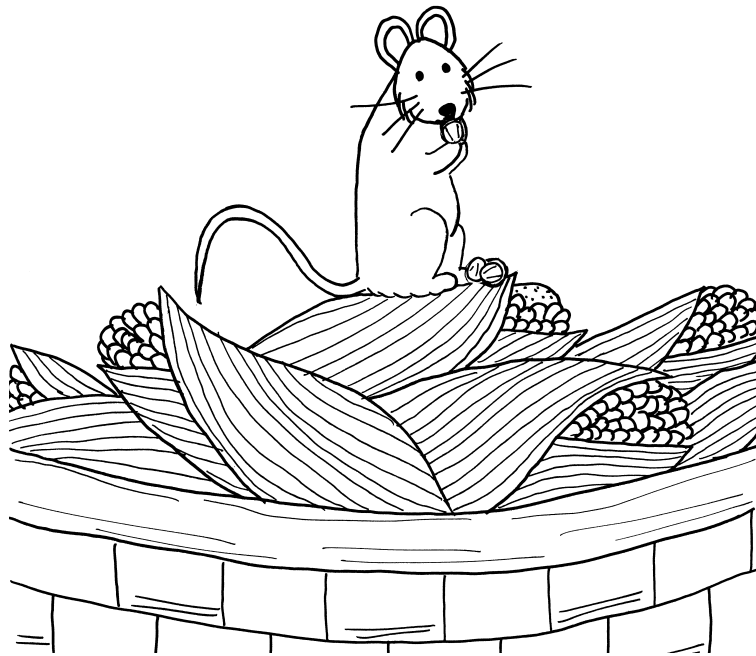
Small Mouse saw a lot of corn.

It was in a basket.

He DID want the corn.



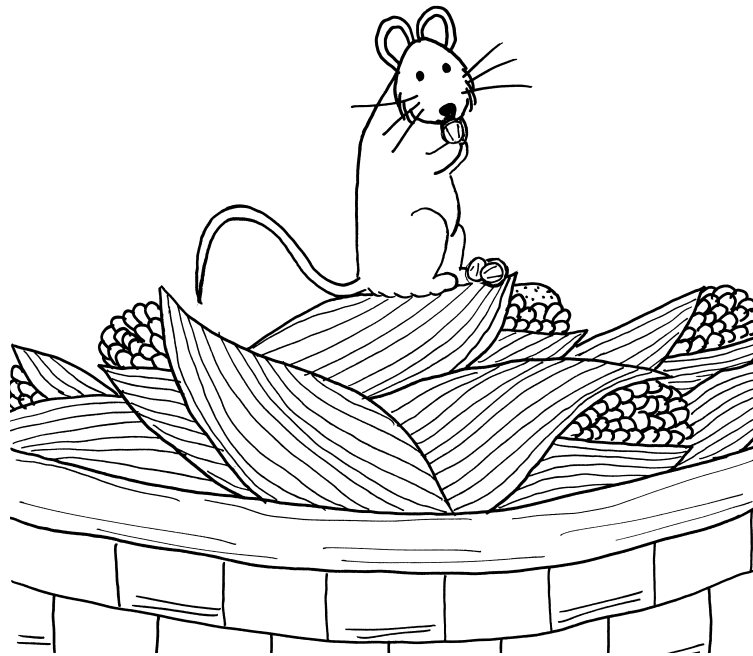
Small Mouse crawled into  
the basket to get the corn.  
He wanted ALL of the corn.



He stuffed corn into his mouth  
as fast as he could.

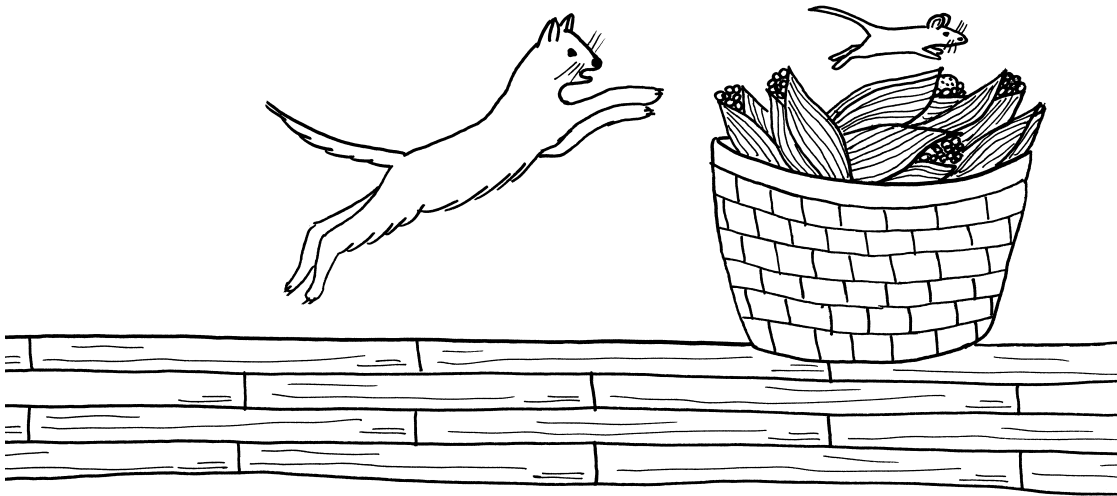


Small Mouse crawled into  
the basket to get the corn.  
He wanted ALL of the corn.



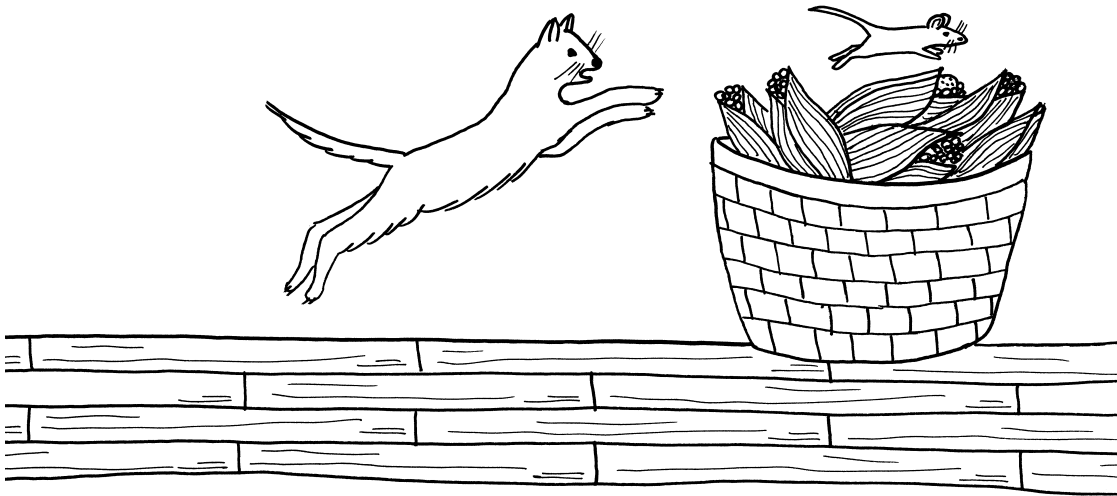
He stuffed corn into his mouth  
as fast as he could.

All of a sudden,  
Small Mouse saw ... a CAT!



The cat crept up and  
sprang at Small Mouse.

All of a sudden,  
Small Mouse saw . . . a CAT !



The cat crept up and  
sprang at Small Mouse.

Small Mouse jumped down  
and ran as fast as he could.



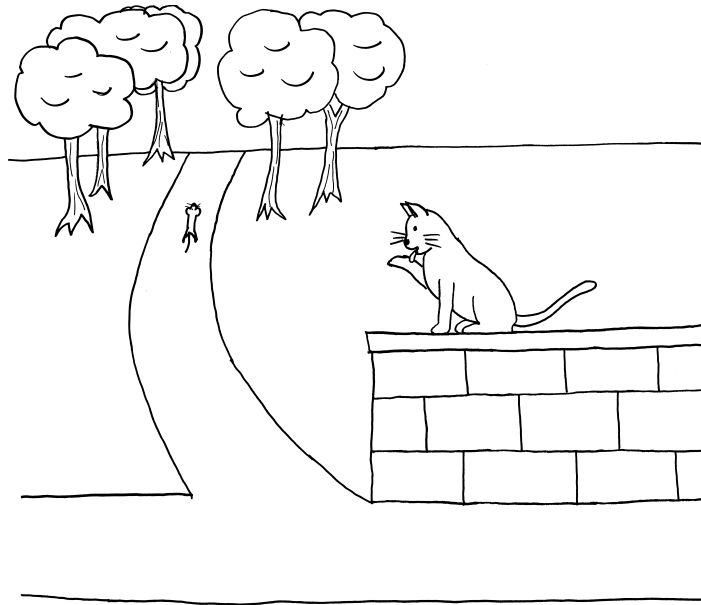
He ran down the hall.  
He ran out of the house.

Small Mouse jumped down  
and ran as fast as he could.



He ran down the hall.  
He ran out of the house.

Small Mouse ran down the path,  
back into the woods.

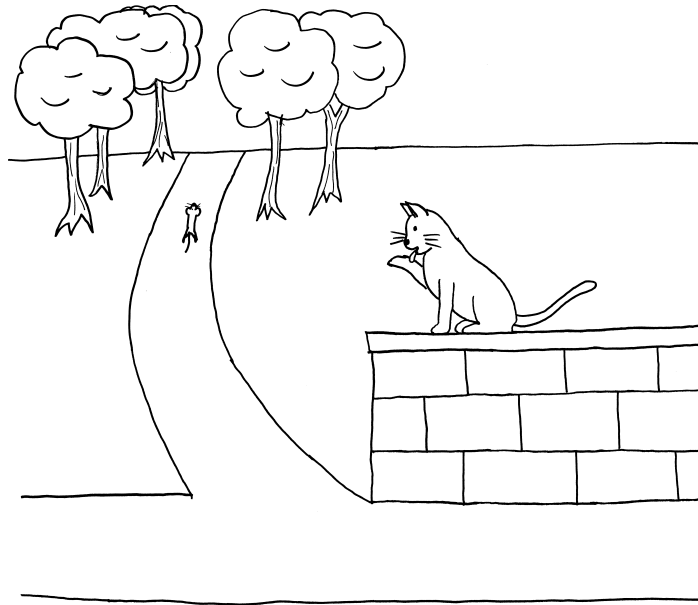


The cat jumped up onto the wall  
and watched Small Mouse go.

Then the cat licked his paws.

The End

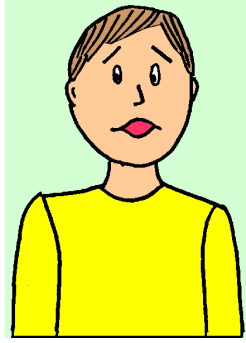
Small Mouse ran down the path,  
back into the woods.



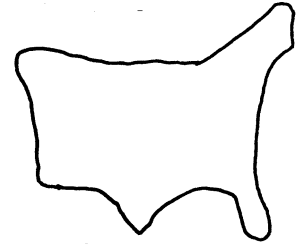
The cat jumped up onto the wall  
and watched Small Mouse go.  
Then the cat licked his paws.  
The End

Beginning consonant blends (st, fl, str) are made up of more than one consonant sound. However, in these exercises, they are pronounced as a single unit.

In a few words, the ou pattern represents the short u sound. It is an umbrella pattern.



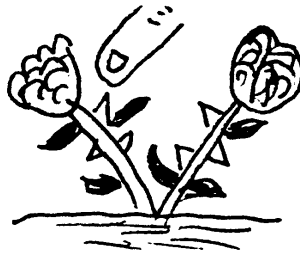
A.



B.



C.



D.



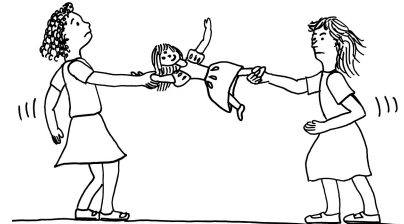
E.



F.



G.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.




For two-syllable words, pronounce separate syllables instead of separate sounds.

ou



The answer key for all of the picture/word pages can be found on page 174.

1. y → <sup></sup> ou → ng

young

2. t → ou → ch

touch

3. cou → ple

couple

4. dou → ble

double

5. trou → ble

trouble

6. cou → ins

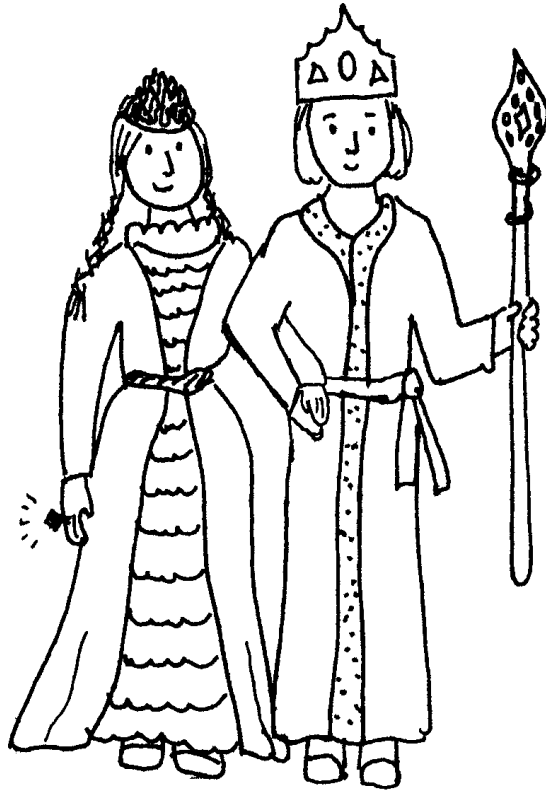
cousins

7. coun → try

country

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# The Dragon And The Ring



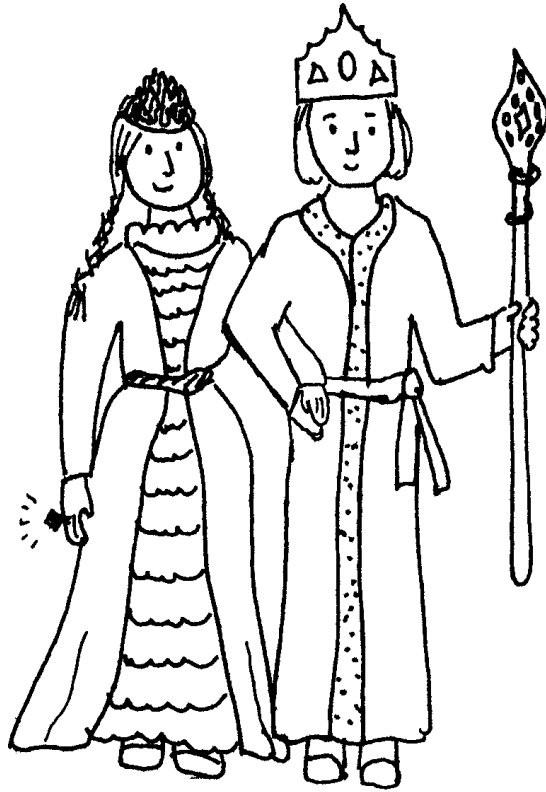
This is the queen.

And this is the king.

The king has a crown.

The queen has a ring.

# The Dragon And The Ring



This is the queen.

And this is the king.

The king has a crown.

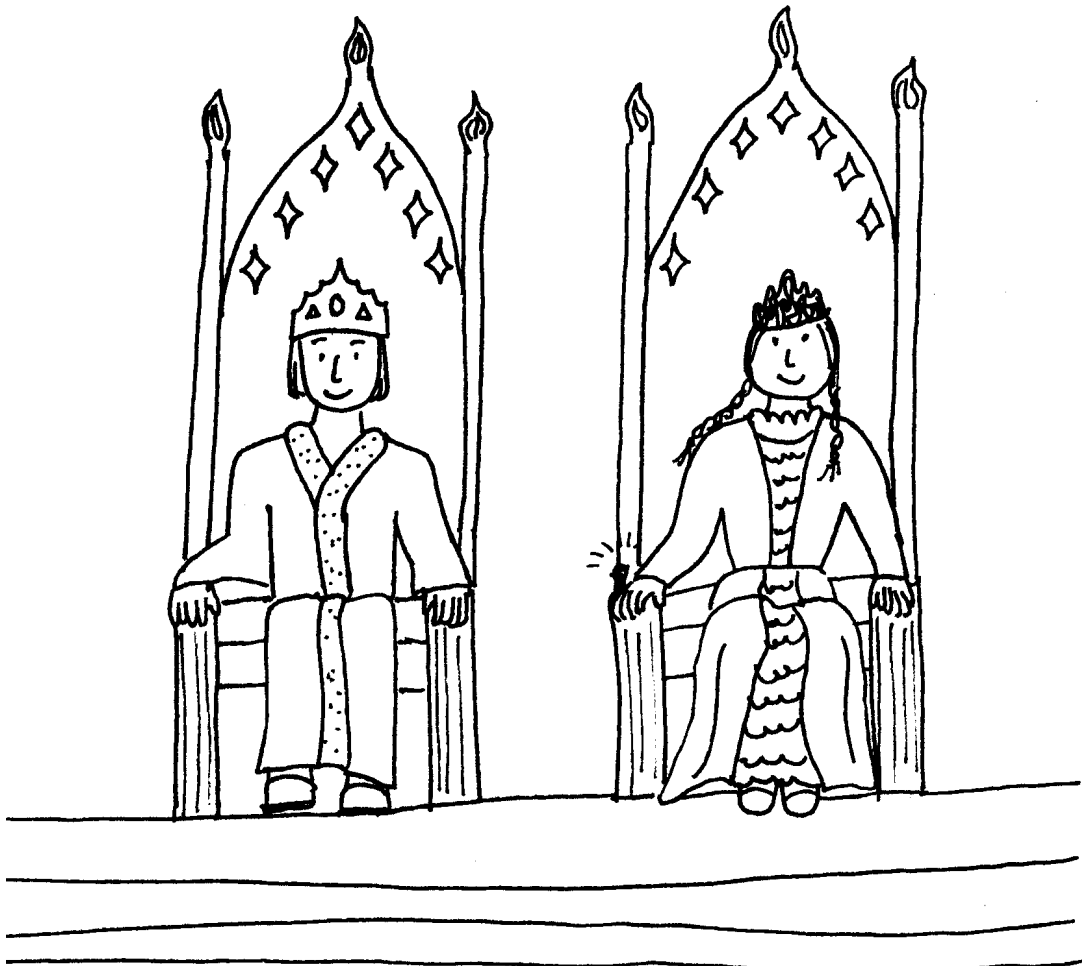
The queen has a ring.

The king is fair.

He sits on a throne.

The queen's gold ring

has a red stone.

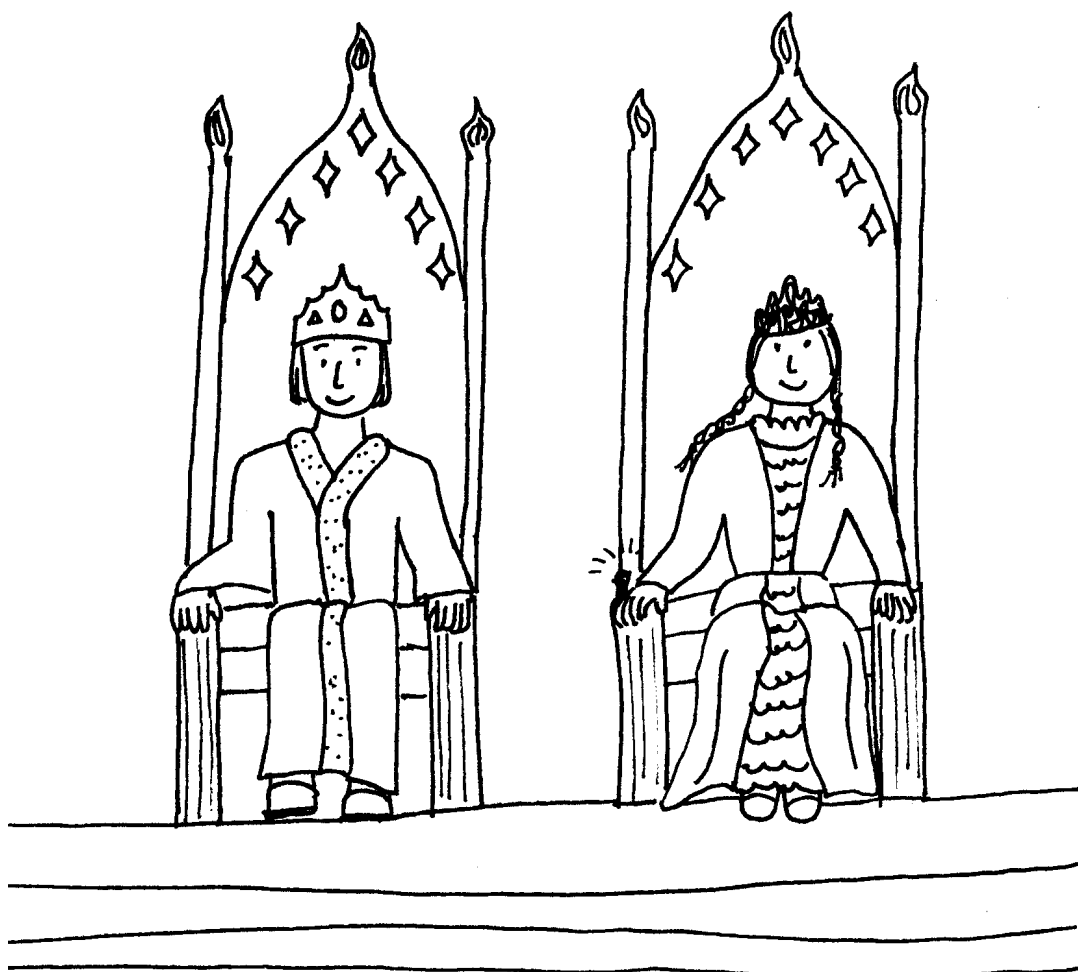


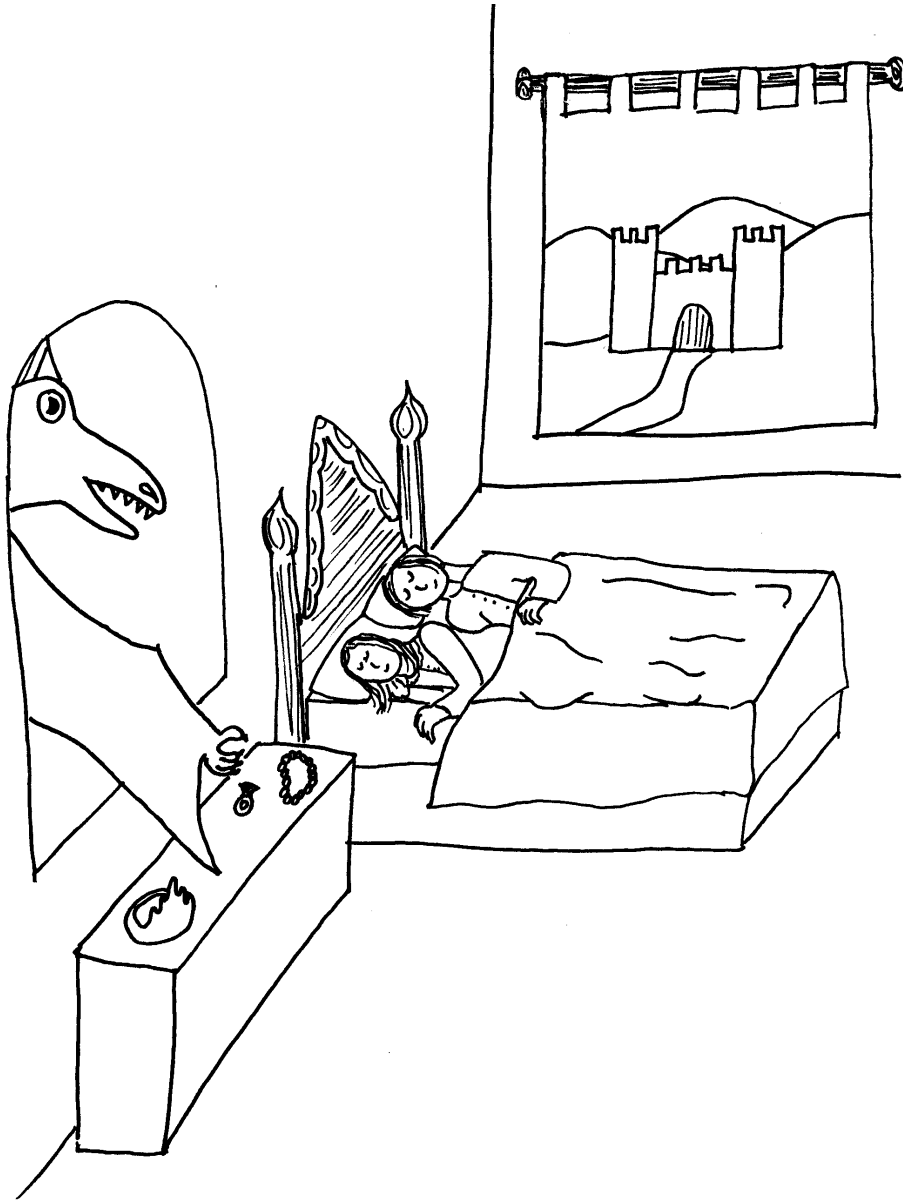
The king is fair.

He sits on a throne.

The queen's gold ring

has a red stone.

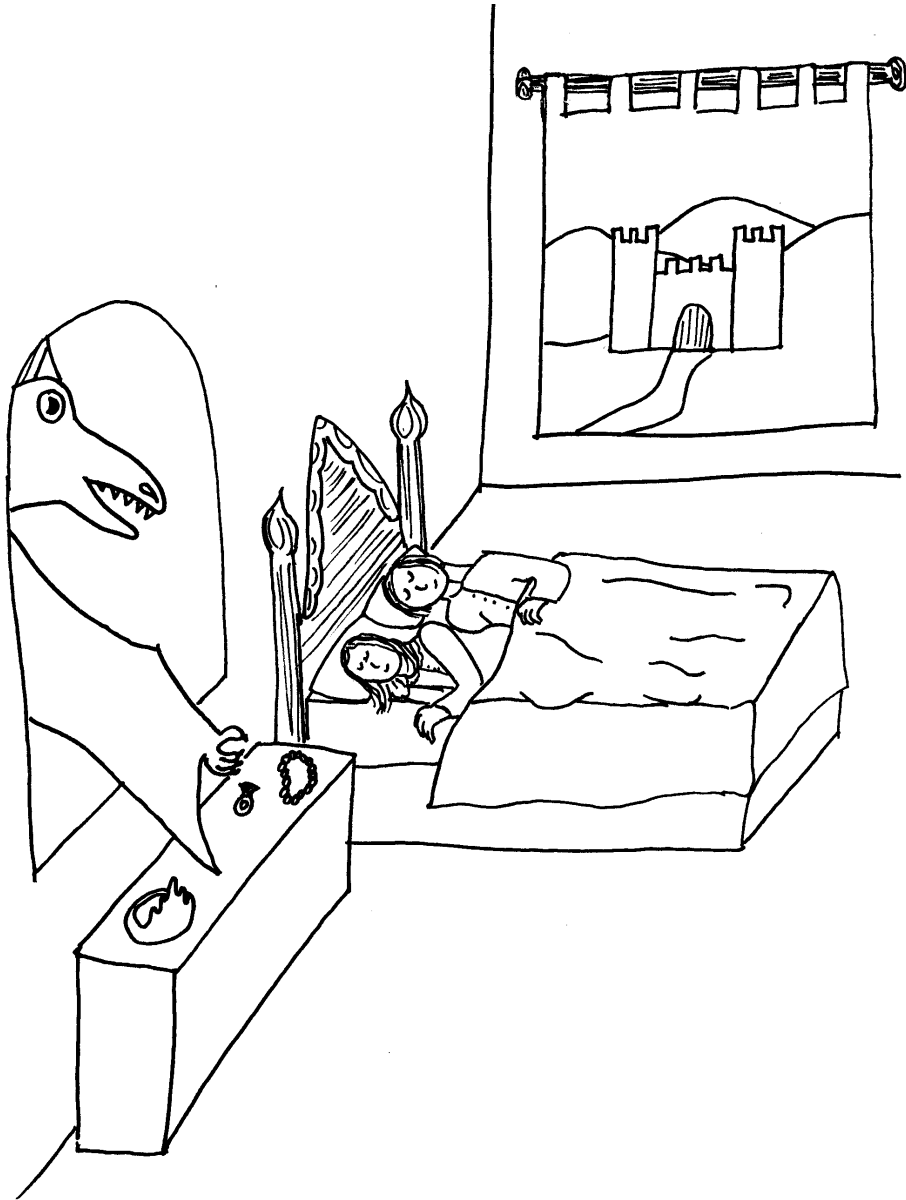




The king and the queen go to sleep.

A dragon takes the ring.

The queen begins to weep.



The king and the queen go to sleep.

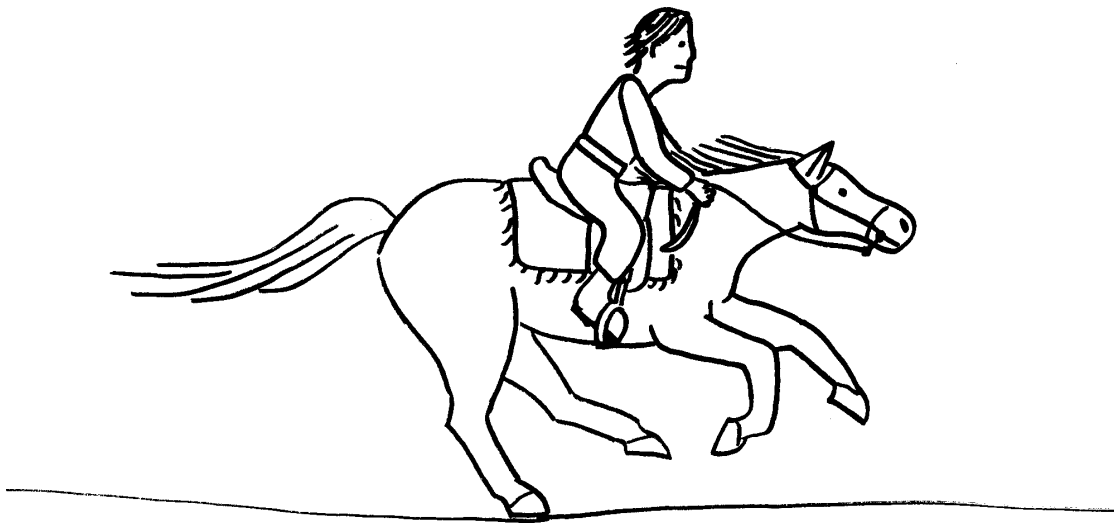
A dragon takes the ring.

The queen begins to weep.

The king jumps up onto his steed.

He follows the dragon.

He goes at top speed.



The king must find the dragon.

He must catch him on the double,

to make his country safe

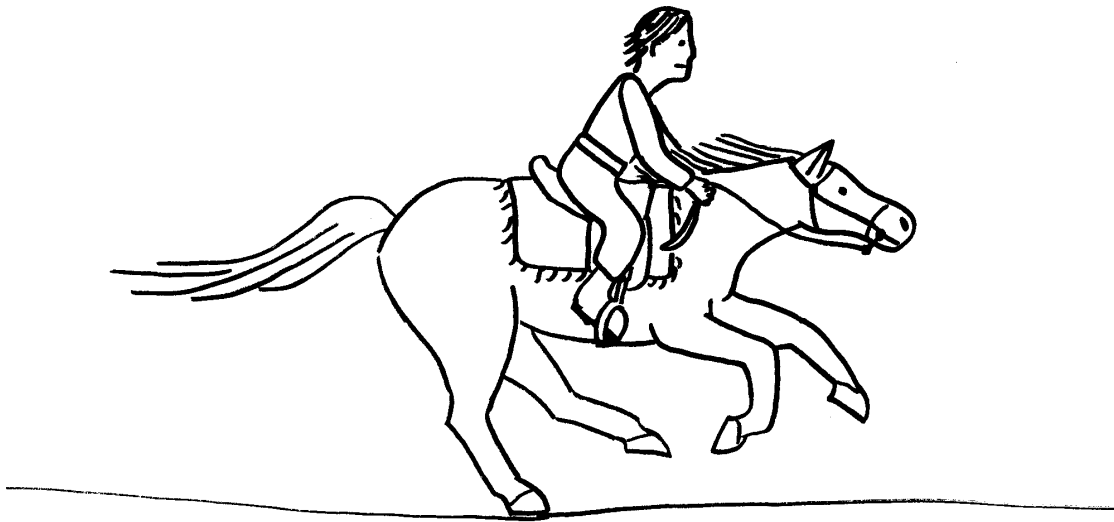
from all kinds of trouble.



The king jumps up onto his steed.

He follows the dragon.

He goes at top speed.

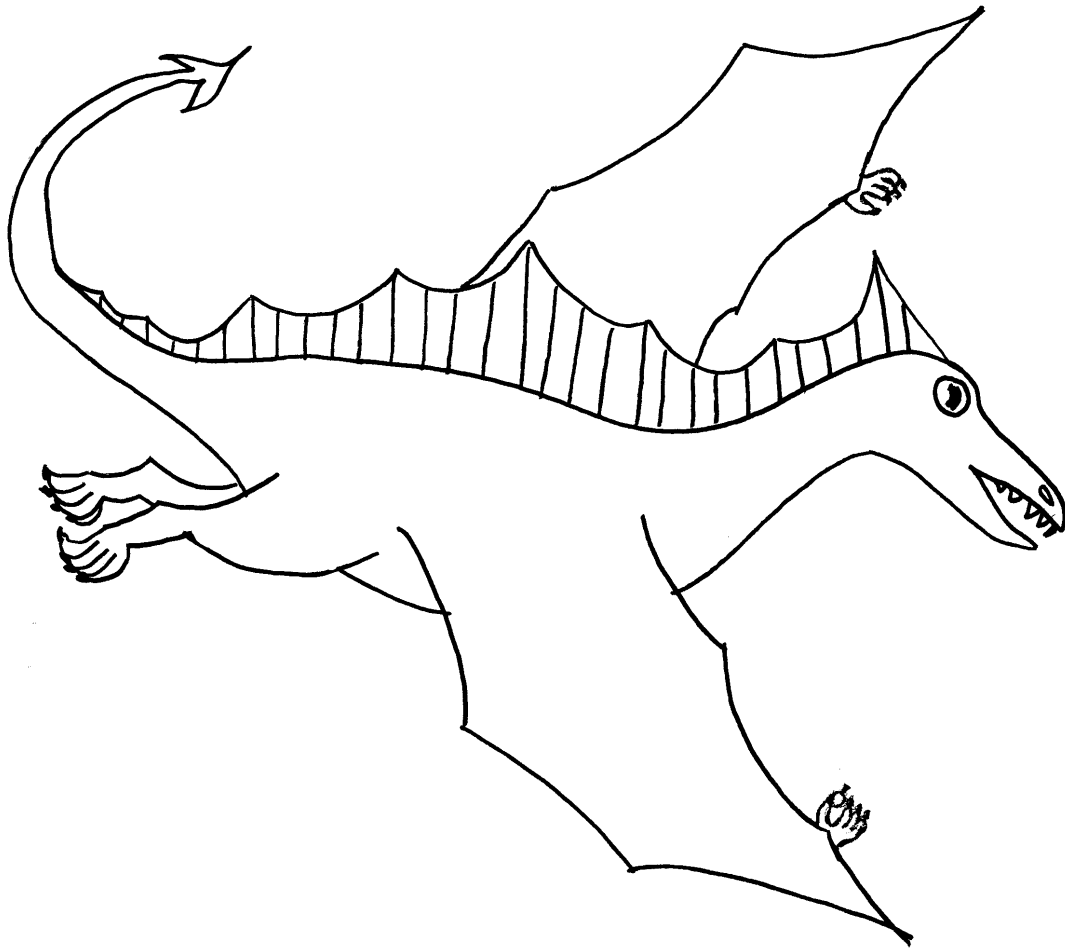


The king must find the dragon.

He must catch him on the double,

to make the country safe

from all kinds of trouble.

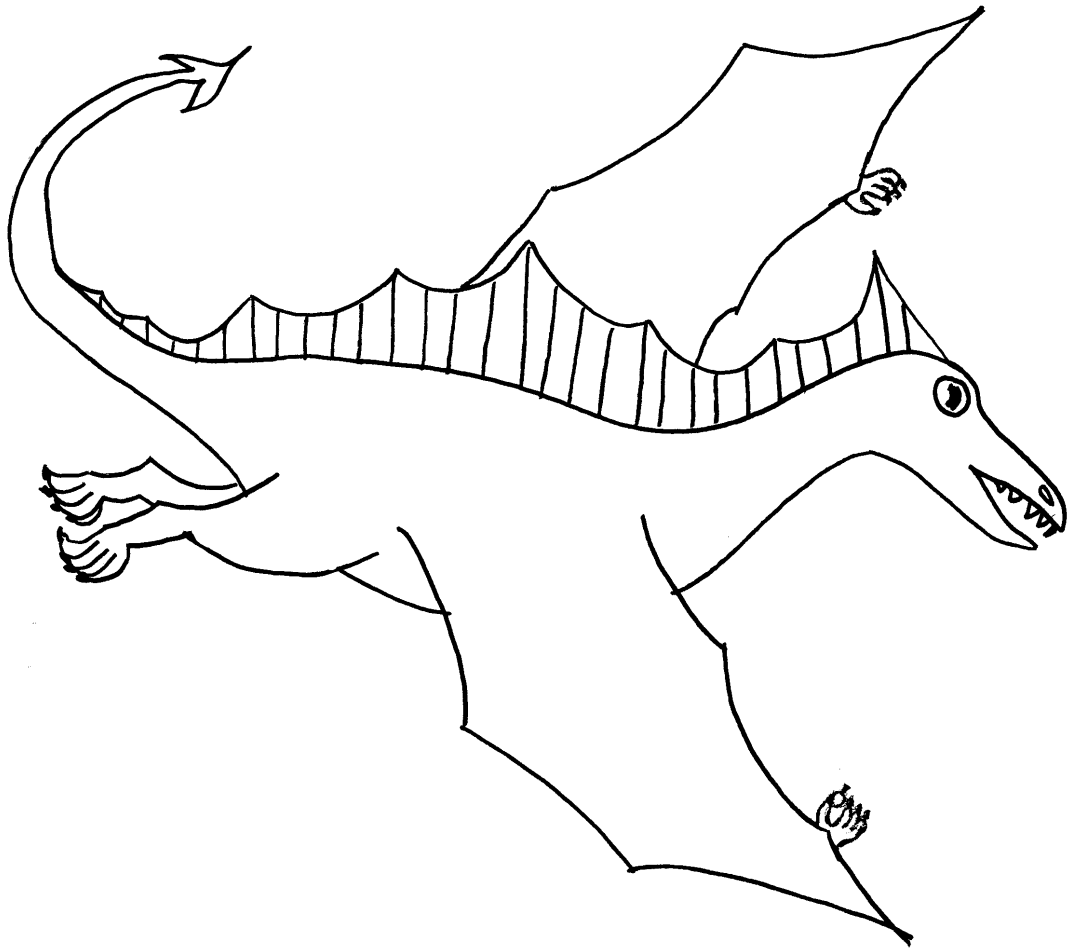


The dragon has scales,

a long tail, and wings.

The dragon has fangs,

and he does bad things.



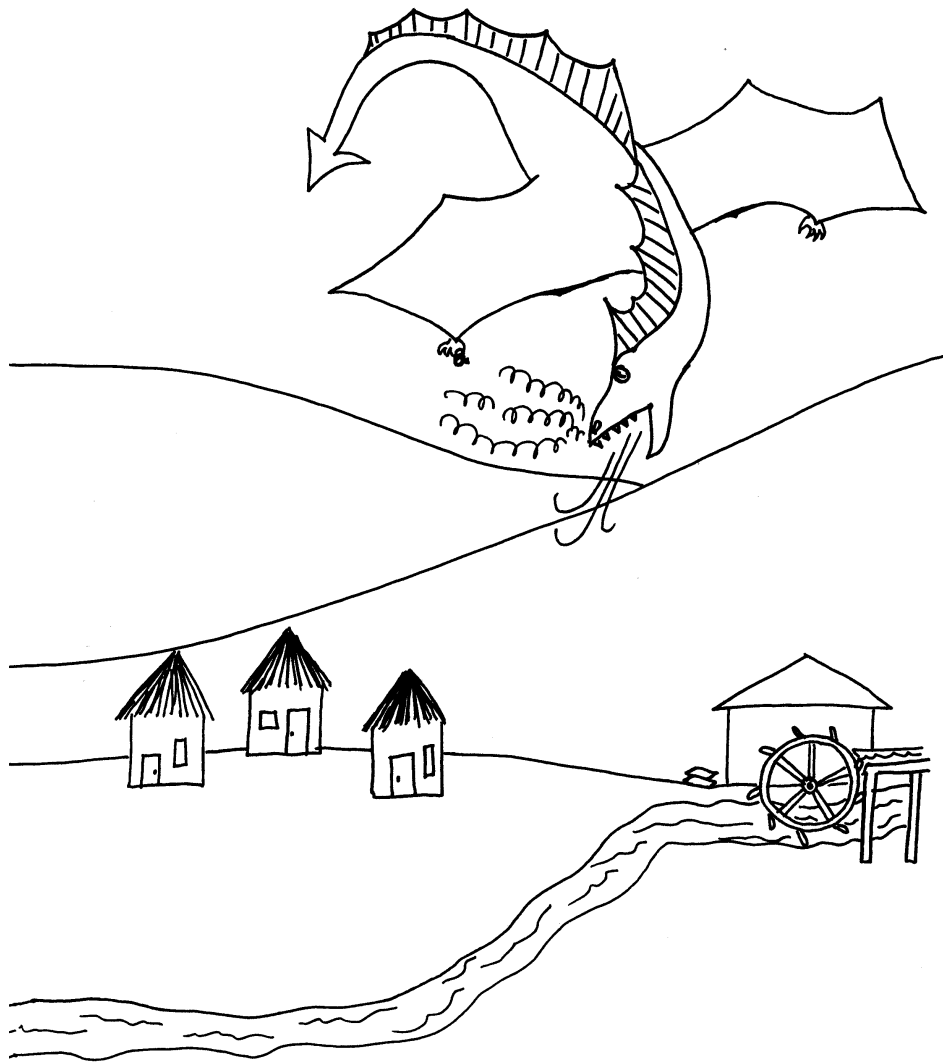
The dragon has scales,  
a long tail, and wings.  
The dragon has fangs,  
and he does bad things.

He soars above the town.

He goes past the mill.

He blows smoke and blows fire,

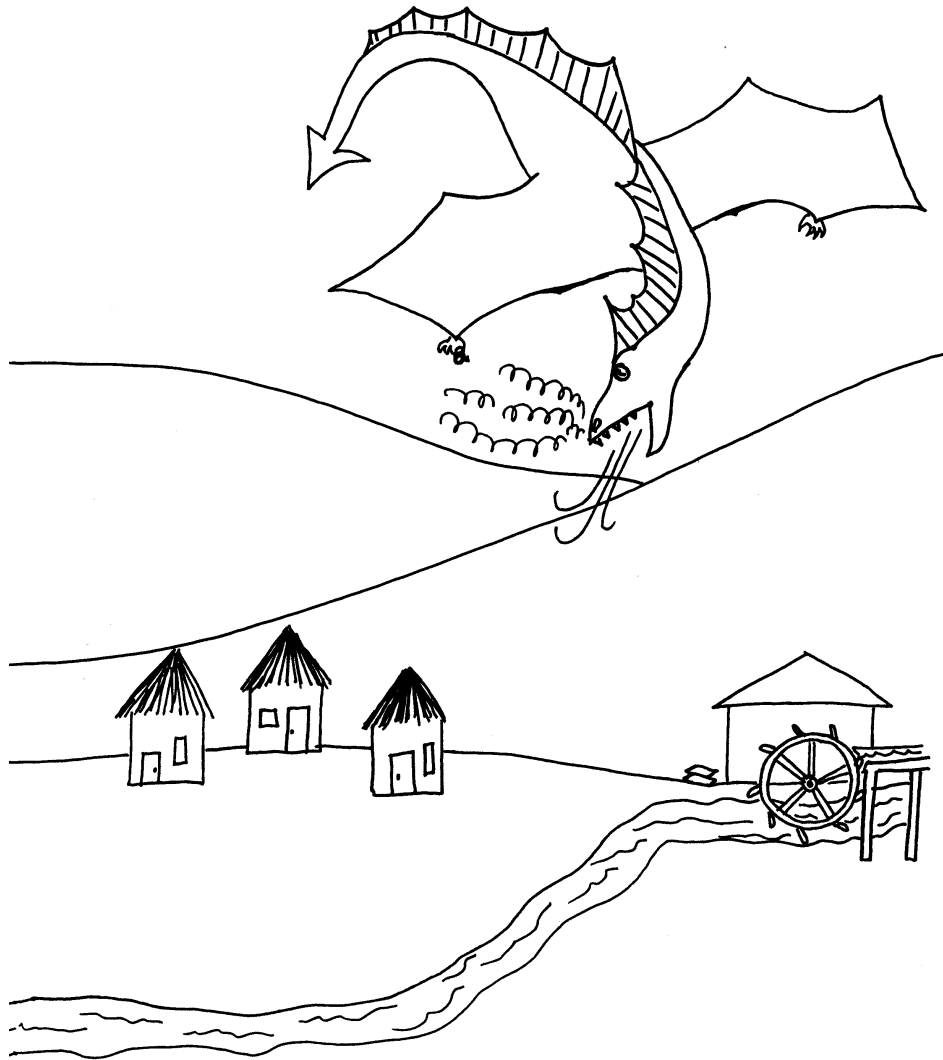
as he sails up the hill.

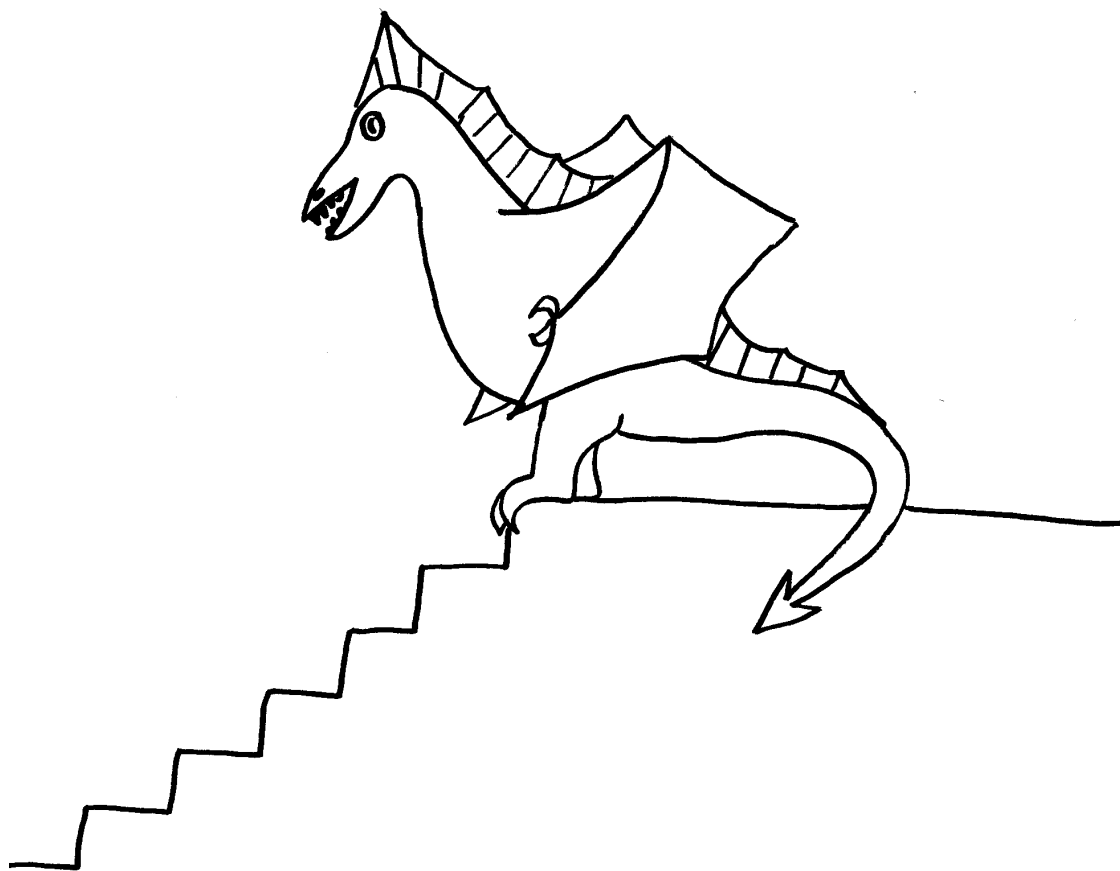


He soars above the town.

He goes past the mill.

He blows smoke and blows fire,  
as he sails up the hill.



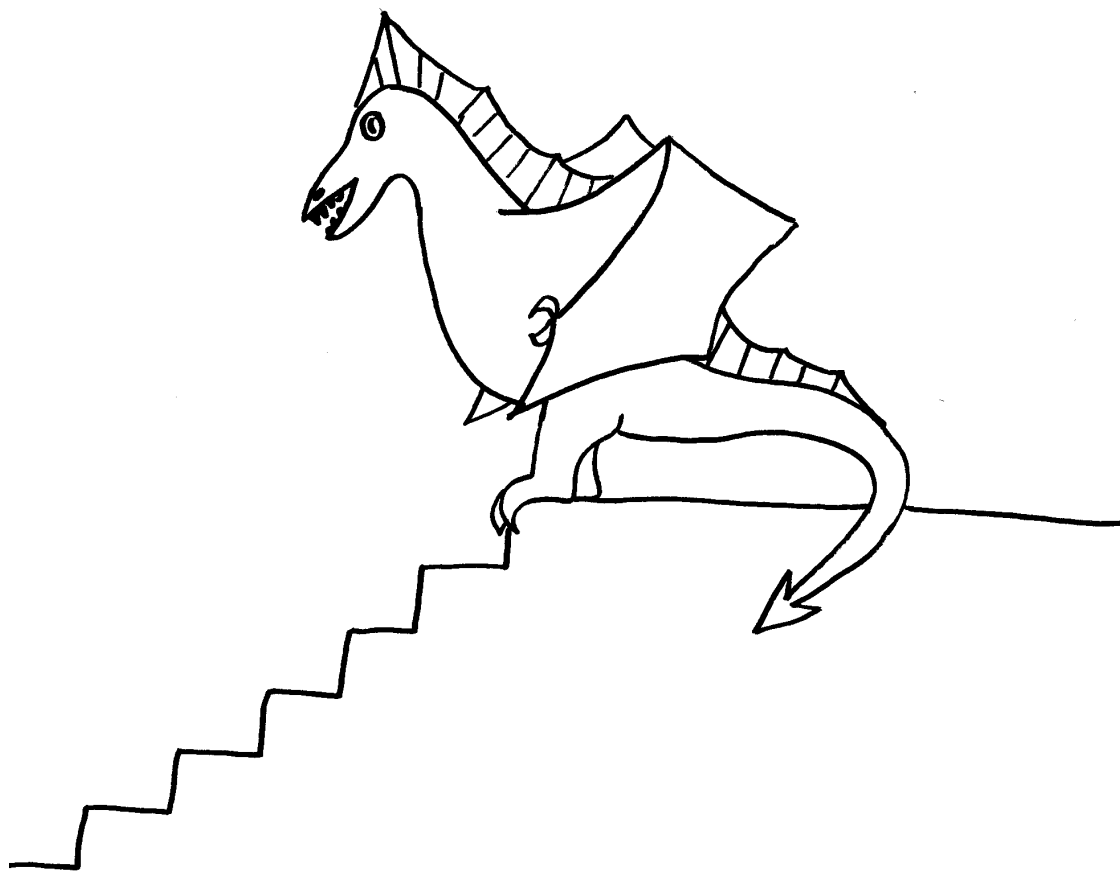


The dragon is back

at his hilltop lair.

He sits and he waits

at the top of the stairs.



The dragon is back  
at his hilltop lair.

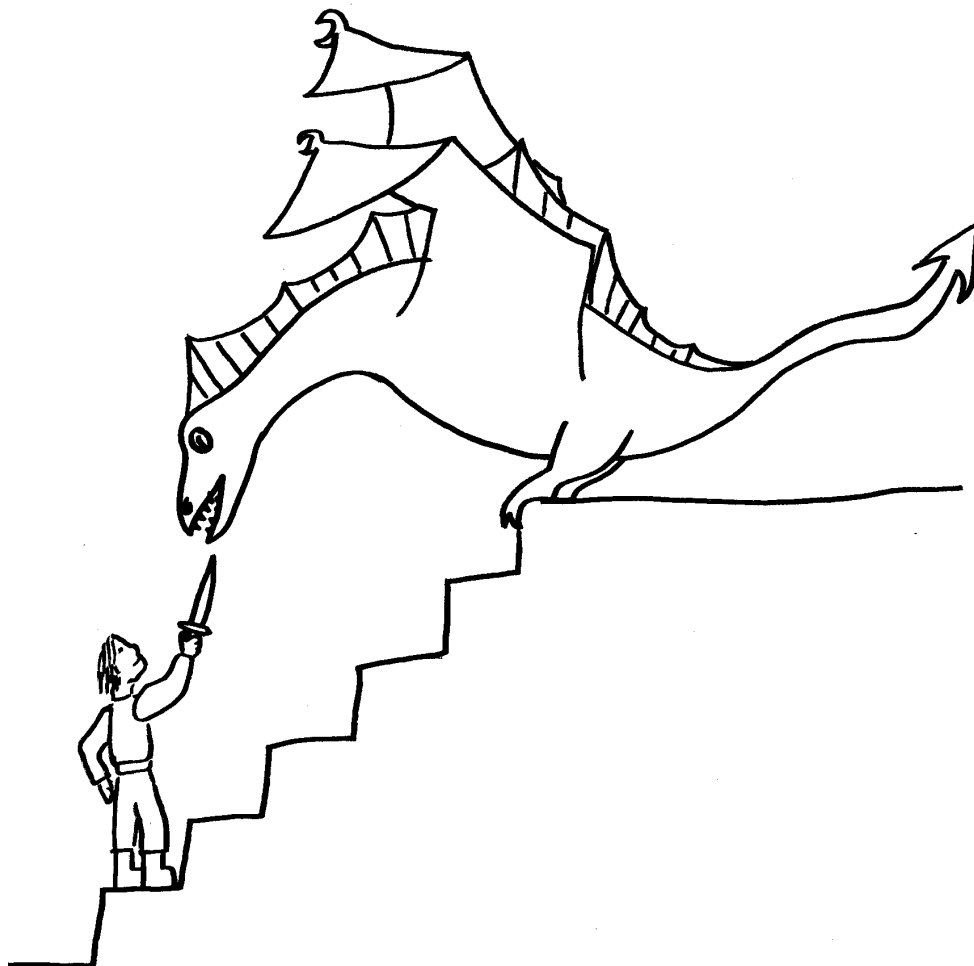
He sits and he waits  
at the top of the stairs.

The dragon is strong.

The dragon is tall.

Next to the dragon,

the king is so small.

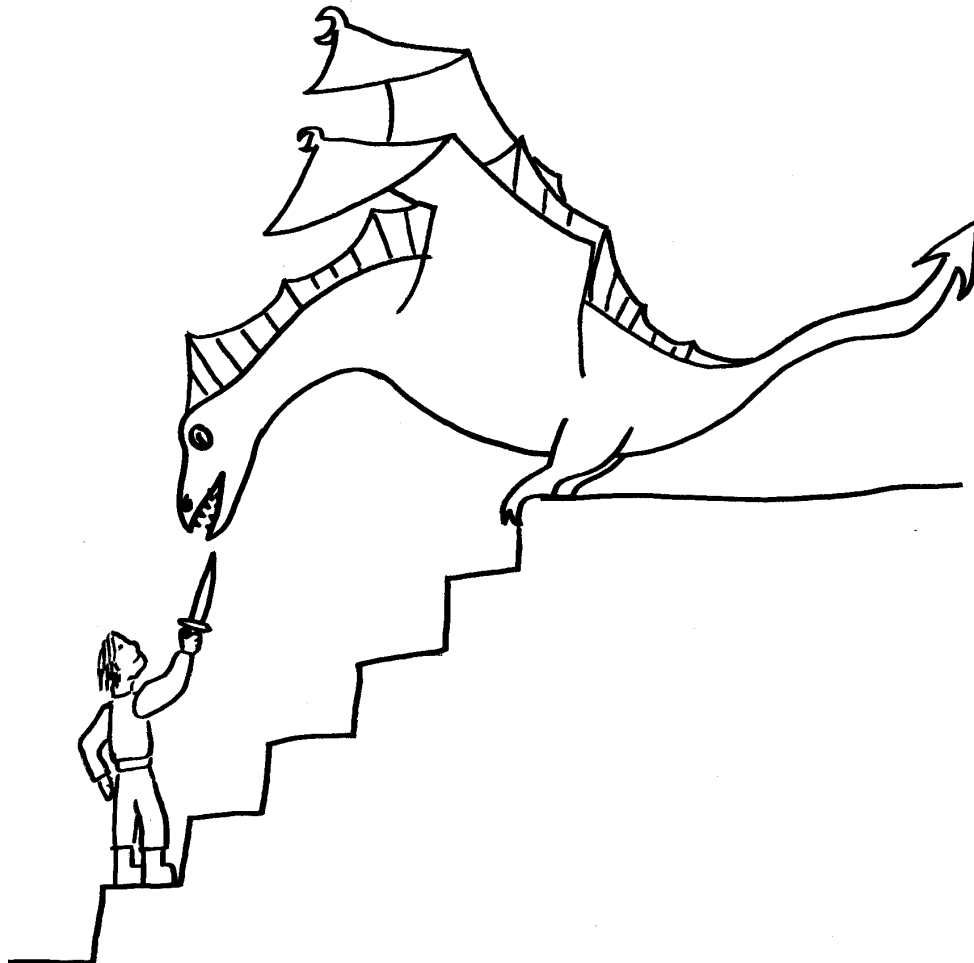


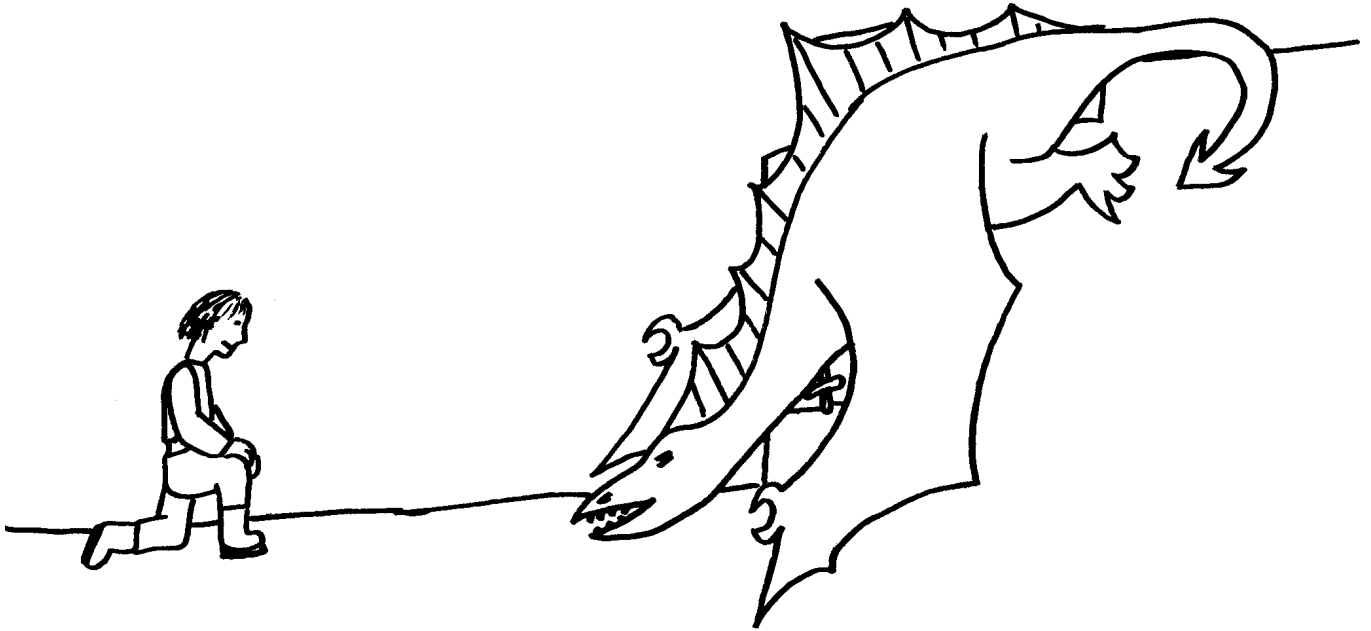


The dragon is strong.

The dragon is tall.

Next to the dragon,  
the king is so small.

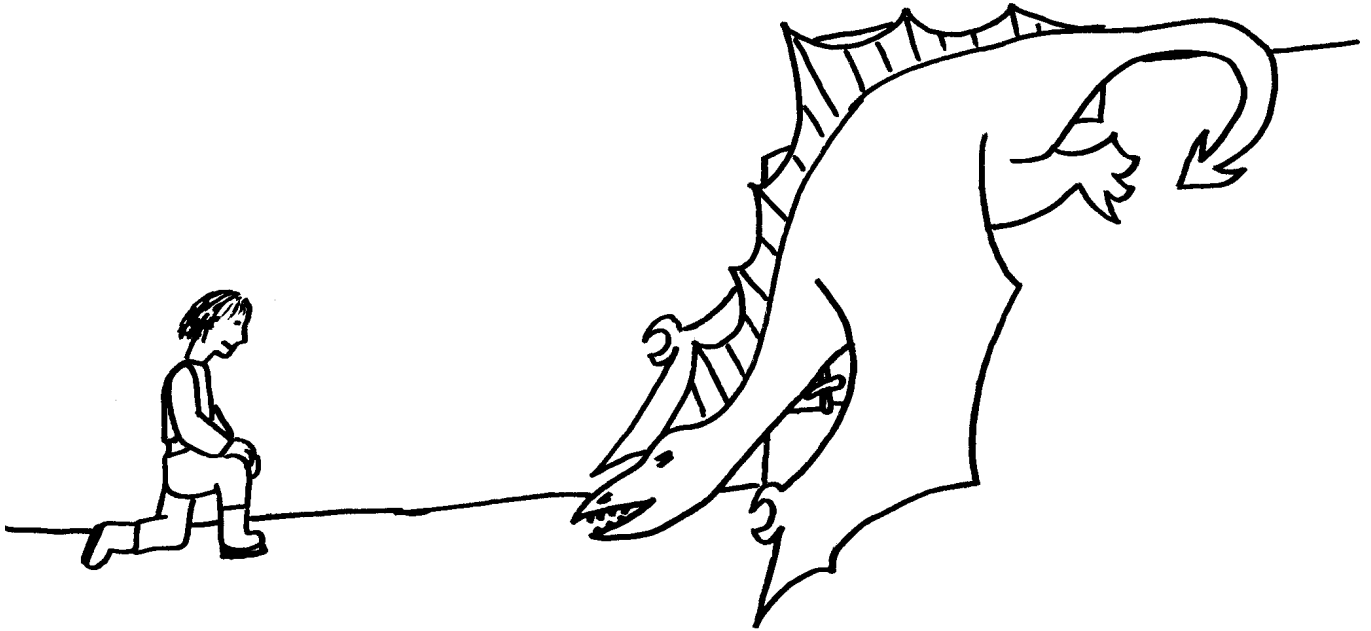




The king throws his sword  
at the dragon's chest.

The dragon falls.

Now the king can rest.



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

The dragon falls.

Now the king can rest.



The king brings the ring  
back to the queen.

The queen is glad  
and so is the king.



The king brings the ring  
back to the queen.

The queen is glad  
and so is the king.

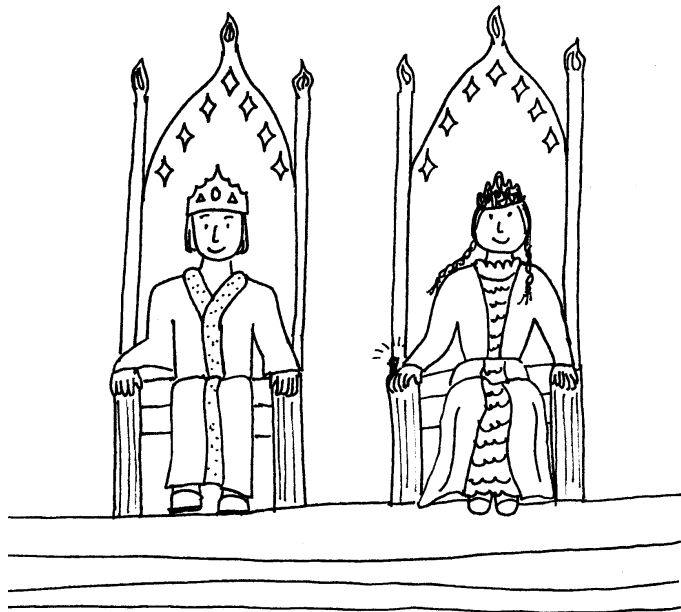
Now you know how

this fair tale ends.

That's all there is.

No more.

The End.

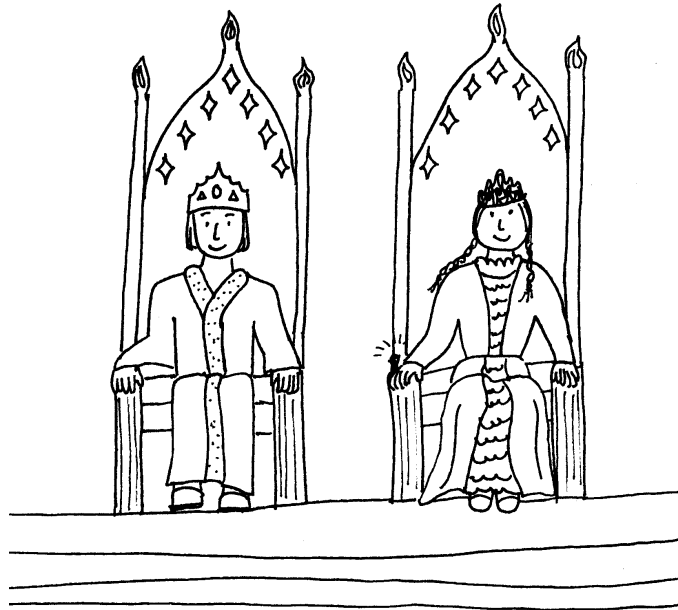


Now you know how  
this fair tale ends.

That's all there is.

No more.

The End.



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

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



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

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		soil, boil, coil, foil, coin, join, point, noise, toilet, poison	oilcan
2		boy, joy, toy, soy, enjoy, annoy, royal	boyfriend
3		out, found, ground, mouse, mouth, count, cloud, house, shout, couch	outhouse, doghouse, groundhog, campground, mousetrap, dollhouse, with-out, in-out
4	though	four, pour, court, gourd, fourth, mourn	for/four, pour/pore, fourth/forth
5	through	you, your, soup, group, through, wound	yourself, throughout
6		cow, now, down, town, clown, brown, frown, crowd, howl, owl	downtown, cowboy, up-down
7	know	row, low, know, snow, blow, grow, slow, window, yellow, follow	snowman, windowsill, below, rowboat, fast-slow, high-low, above-below, no/know, low/lo, so/sow, roe/row
8		put, pull, full, bull, bush, push, pudding, pulley, bushel	bullfrog, input, fullback, push-pull
9	school	moon, food, tool, roof, zoo, pool, spoon, broom, goose, school	toothbrush, bedroom, bathroom, school-house, to/two/too
10	poor, door, floor	book, cook, foot, hood, good, hoof, look, shook, stood, wood	bookshelf, checkbook, matchbook, dog-wood, outdoor, rich-poor, good-bad, would/wood
11		should, would, could, wouldn't, couldn't, shouldn't / Let's	
12		Paul, haul, gauze, haunt, launch, faucet, auto, August, autumn, exhaust	
13		saw, paw, claw, draw, straw, lawn, dawn, yawn, hawk, crawl / The kid's pool, Andrew's shoes, The mouse's hole, The boy's ship, Paul's home	dawn-dusk
14		all, ball, call, tall, wall, fall, hall, mall, small, stall	football, hall/haul, pall/Paul
15	half, calf, although	salt, bald, malt, false, palm, talk, walk, balk, stalk, chalk	saltbox, calm-upset
16		wasp, want, wash, watch, wand, water, swan, swamp, swallow, swat	watchdog
17		young, touch, couple, trouble, double, cousins, country	

## Who Should Use The Books At Level 4 - Phonics Patterns ?

1. First Graders after they have reviewed short vowel words
2. Kindergarten students during the second half of the year, after they have learned to read and spell short vowel words
3. Older students who have not yet mastered all of the phonics patterns

Students must be familiar with the alphabet letters, know all of the consonant and short vowel sounds, and be able to read short vowel words before beginning Level 4.

#	Phonetic Patterns Taught At Level 4	
	Some patterns represent more than one sound; alternate sounds are listed. Each pattern is counted only one time, even if it has multiple sounds.	
26	Consonant Patterns (The letter s can represent two sounds: s/sun, s/his.)	15 - Consonant Digraphs And Trigraphs: sh, th/th, ck, ch, tch, nch, wh/wh, ng, nk, dge, ph, ugh, kn, wr, gh/gh 6 - Additional consonant sounds: ce, ci, cy, ge, gi, gy 5 - Single Ending Consonants Followed By An E: _ve, _ce, _ge, _se/_se, _ze
14	Short Vowel Patterns	5 - Single short vowels: a, e, i, o, u (Review) 6 - Umbrella vowels: a, a_, _a, o, o_e, ou (All have the short u sound) 3 - Shady short vowels: ea = short e, a = short o, y = short i
33	Long Vowel Patterns (Alternate dotted vowel sounds and one shady short vowel sound are also shown. Odd o patterns ou and ow can also represent the long o sound.)	5 - Single vowels: ā, ē, ī, ō, ū 13 - Vowel Pairs: āi, āy, ēe, ēi/ēi, ēy/ēy, ēa/ea/ēa, īe/ie, ōa, ōe, ūi, ūe, ew, eu 5 - Split Vowel Pairs: ā_e, ē_e, ī_e, ō_e, ū_e 7 - Vowel-Consonant-Consonant Patterns: īgh, īnd, īld, ōld, ōlt, ōll, ōlk 3 - Y Patterns: y = ē/ī, ye = ī, y_e = ī
15	Dotted Vowel Patterns (Two dots mean "not the usual sound." Additional dotted patterns are shown as alternate sounds on other lists.)	10 - äu, äw, äll, äi, älk, wä, swä, quä, squä 2 - ë, ëigh, 1 - ï 1 - ö 1 - ü
7	Odd O Vowel Patterns	oi, oy, ou/ōu/ōu, ow/ōw, ōo/oo, oüld, ought
8	Bossy R Vowel Patterns (R-Controlled)	ar/ar/ar, er/er, ir, or/or/or, ur, wor, ear, our
103	Total Patterns	26 Consonant Patterns + 77 Vowel Patterns = 103 Total Phonetic Patterns

- The letter y can serve as a consonant or a vowel: yes, happyy, my.
- The letters y and w can serve as part of a vowel pair: say, they, low, saw.
- Students also learn to read words with ending consonant blends (past, help, lift, pond, jump) and beginning consonant blends (stop, flat, drum). Consonant blends are not counted on this chart as new patterns because the letters in consonant blends represent their regular sounds. However, they must be practiced, so that students can learn to put the sounds together smoothly when they pronounce them.

Level 4 - Phonics Patterns - Lesson Outline		Page 1
I.	<b>Introduce The New Pattern</b> - Introduce the patterns in the order in which they appear in the book.	
	<p>Introduce the new letter, letter pattern, or syllable pattern.</p> <ul style="list-style-type: none"> <li>For syllable patterns, model the new pattern by writing a few words on the board, explaining as needed. Then point out and read the words on the new syllable chart. Students repeat in unison.</li> <li>For new letters or letter patterns, point to the pattern on the sound chart, explaining and modeling as needed. Students repeat in unison. Show the new sound card. Model the sound or sounds again. Students repeat individually, then in unison.</li> </ul>	
II.	<b>Sound Chart Review</b> - Point to new and review patterns on selected charts as students say the sounds in unison.	
III.	<b>Sound Card Review</b> - Show new and review sound cards. Keep the cards in order. Students say the sounds in unison. If students get stuck, point to the pattern on the sound charts.	
IV.	<b>Handwriting Review</b> - Review a few alphabet letters by demonstrating the correct letter formation on lines on the board. Students watch and then say the sounds as they write the letters on lined paper. (If needed, use one of the Sound City Reading handwriting books to teach letter formation.)	
V.	<b>Sound Dictation</b>	
	<p>A. <u>New Pattern</u> - Show the sound card for the new letter or letter pattern. Say the sound or sounds. Students repeat as they copy the pattern. Post the card on the board for the rest of the lesson. (Omit this step if teaching a new syllable pattern.)</p> <p>B. <u>Review Patterns</u> - Dictate the sound or sounds for about ten letters and ten letter patterns that have been previously taught. Also include consonant blends. Students repeat the sounds as they write the letters and patterns. After students write each letter or pattern, show the card or write it on lines on the board. Students self check and correct, if needed, by putting brackets around wrong answers and rewriting them correctly.</p>	
VI.	<b>Spelling Dictation</b>	
	<ul style="list-style-type: none"> <li>Students will spell ten words taken from the new picture-word page, with the teacher's guidance. Students will be able to read the new words more easily after spelling them. They will spell each word by listening to the word, pronouncing each sound in the word separately, and writing the letters and letter patterns that represent those sounds.</li> <li>It works well to show the students the picture page (but not the word page) while spelling. The pictures help students understand any words that are unfamiliar. The pictures are essential for English language learners, so that they can learn the meaning of each word.</li> <li>There are several additional elements that can be included in the spelling dictation period: phonetic words spelled with patterns that have already been taught, sight words, contractions, and suffixes. It is not necessary to include all of these elements every day. Be sure to include the new phonetic words and any other words needed to write the sentence.</li> </ul>	

VI. Spelling Dictation - Continued

Here are some options to help students get started with spelling. Remember that students say the sounds when spelling, not the letter names.

- 1) Do segmenting activities with the students, using the *Phonemic Awareness Picture Pages* book. Students learn to say the individual sounds in words orally, without using letters.
- 2) Have students spell the words in small groups using plastic letters. Instructions are included in this book.
- 3) Call on individual students to spell the words on a pocket chart with moveable letter cards. Ask the student to tell you the first sound, next sound, and so on, as they place the letters from left to right to spell the word. Then cover the word and have students repeat the sounds as they write the word on their papers.
- 4) Have students spell the words with dry-erase markers on lined dry-erase frames. Large lines can be used. The frames can be held up after each word is written to be checked by the teacher. Mistakes can be erased and corrected easily.

To do the spelling dictation exercise, follow these steps.

- A. Dictate the ten words with the new phonogram pattern, one at a time. Be sure to explain the meaning of any unfamiliar words. If you are using the large picture page, point to the picture when you dictate the word. During the first few lessons, students should repeat the word aloud, saying it slowly, stretching it out.
- B. The teacher says the separate sounds in the word, pausing briefly between each sound, using hopping hand motions with each sound. The answer key shows the teacher where to pause between the sounds.
- C. The teacher segments the word again. This time the students say the sounds with the teacher, in unison, saying each sound separately. The teacher and students will use bouncing hand motions to emphasize each sound, like a rabbit hopping.
- D. Students individually segment the word again, without the teacher, saying the sounds as they write one letter or letter pattern at a time to spell the word. (Students do not say the letter names.) For any irregular words, write the word on the board for students to copy.
- E. Dictate any additional phonetic words (with patterns that have been taught previously) that will be needed to write the sentence. Students segment the words as they write them. Assist as needed.
- F. When you get to pages with new contractions in this book, introduce them during this period. Show a few examples on the board and have students copy them.
- G. When you get to a new suffix page in this book, introduce the suffix by showing how it can be added to several sample words that students know how to spell. Students copy the words. If you are not introducing a new suffix, dictate one or two of the new words with a review suffix for students to spell. Monitor and assist as needed.
- H. Introduce new sight words and review previous sight words. For a new sight word, show the card, say the word, and have students repeat it, one at a time. Students copy the word, then cover it and write it again from memory. For review words, say each word and have students write it from memory. Then show the card so that students can check and correct if needed.
- I. Dictate a simple sentence. All of the words in the sentence should be spelled earlier in the lesson so that students can write them in the sentence with confidence.

VII.	<p><b>Students Read Words With The New Letter Pattern</b> - Now students will practice reading the words they just spelled. To prepare them to read the words, the teacher does two oral blending exercises with the students, first with the pictures, and then with the words. Display the large picture page on the left and the large word page on the right so that students can see them easily. Or, after downloading the PDF file for this book, use a laptop computer connected to a projector to show the picture and word pages in two-page view on a large screen. If you are using a projector, you will need a long pointer for students to use as they point to the pictures and words. Always help the students find the correct word or picture, as needed.</p>
THE FIRST TWO STEPS ARE CALLED THE ROBOT GAME.	<p>A. The teacher looks at the <u>words</u>, pronouncing each sound separately. Students look at the <u>pictures</u> (not the words). Call on individual students to put the sounds together mentally, find the matching picture, point to it, and say the word normally. (Beginning consonant blends are technically more than one sound but during this activity the teacher should pronounce them as a single unit, like this, st....e....p.)</p> <p>B. The teacher looks at the <u>pictures</u>, one at a time, going from A to J, pronouncing the sounds separately, with a short pause between each of the sounds. Students look at the <u>words</u>. Call on individual students to find the correct word, point to it, and read it aloud, pronouncing the word normally.</p> <p>C. Students take turns reading the words. If a student has difficulty with a word, he or she should say each sound separately, going from left to right, putting the sounds together smoothly. Then the student rereads the word, saying the word normally. After all of the words have been read, the whole class rereads the words aloud, in unison.</p> <p>D. An Optional Additional Activity - Students look at the words in the second column. The teacher gives hints, clues, or definitions for the words, one at a time, going in random order. Students volunteer to find the correct word and read it. "Find the word that means a large boat." "Ship." "Find an animal that swims in the water." "Fish."</p>

### Instructions For Students Who Are Learning English

For sections I through III follow the lesson outline to introduce the new pattern and to review previous patterns from the sound charts and sound cards.

For section IV do the handwriting review and for section V do the sound dictation.

For section VI, Spelling Dictation, display the large picture page so that all of the students can see it. This will allow students to see and understand the words that they will be spelling. (Do not display the word page until after students have spelled all of the words.)

- 1) The teacher points to the first picture and says its name, explaining as needed so that students understand the meaning of the picture. Have each student say the name of the picture. Then have students say the name one more time, in unison.
- 2) The teacher points to the same picture again and segments the word, saying each sound separately, pausing briefly between each sound. The teacher can use the answer key to see where to pause when segmenting each word. Students then segment the word with the teacher, in unison, saying each sound separately, moving their hands from left to right in a bouncing motion, moving their hand downward for each sound.
- 3) Students segment the word again by themselves. As they say each sound, they write the letter or letter pattern that represents that sound on their paper, going from left to right. This procedure is how students spell phonetic words. The teacher watches the students and assists as needed.
- 4) After students have written the word, the teacher asks the students to segment the same word one more time. As they say the individual sounds in unison, the teacher writes the matching letters and letter patterns on the board. The teacher says the word normally and the students repeat it. Students then check their written work and correct their word if needed. Continue in the same way, following steps 1 through 4, for all of the pictures.

After students have been introduced to all of the pictures and spelled all of the words, follow the directions in section VII, Students Read Words With The New Letter Pattern, followed by sections VIII, IX, and X.



Level 4 - Phonics Patterns - Lesson Outline		Page 4
VIII.	<b>Read Suffixes, Contractions, And Sight Words</b> - Use the pages in this book.	
	<p>A. Provide direct explanation and guidance to students as they read new pages with suffixes and contractions. Demonstrate on the board as needed.</p> <p>B. Review sight words that have been taught, using flashcards, a word wall, or the chart in this book.</p>	
IX.	<b>Read The Practice Stories</b> - Read a new story when you get to it in the book. Reread the same story every day until students reach a new story. Choose any or all of the following options. In a classroom, using all of the options works well. Individual students who are being tutored may be able to read the story without advanced preparation, with support from the teacher.	
	<p>A. The teacher reads the story aloud first, asking questions and discussing it with the class.</p> <p>B. The teacher and students echo read the story. The teacher reads each phrase or sentence while the students track the words with their fingers, then the students reread in unison.</p> <p>C. The teacher and students, or just the students, reread the story in unison. You may want to divide the class into two groups and let them read alternate pages.</p> <p>D. Students take turns reading the story with guidance from the teacher during a small group reading rotation period.</p> <p>E. Later in the day, students can reread the story with a partner.</p> <p>F. Students can take the story home to read aloud to a family member.</p>	
X.	<b>Students Work In Small Groups With The Teacher</b> - Choose from the following.	
	<p>A. Students play the caterpillar game to reinforce the sounds of new phonics patterns.</p> <p>B. Students spell new and review words with plastic letters. This is especially helpful for students who need extra help with spelling and word recognition.</p> <p>C. Use plastic letters when you introduce each set of consonant blends, the day before they are introduced in the dictation period. Say the sounds (st, sm, sp) and have students build just the blends first. Then dictate words with consonant blends for students to spell with the plastic letters.</p> <p>D. Students take turns reading sight word cards.</p> <p>E. Students reread new words and review words from the picture/word pages.</p> <p>F. Students take turns reading the current practice story or an easy to read trade book.</p>	
Extended Lesson Outline - Science, Social Studies, And Literature		
I.	<b>The Teacher Reads Aloud</b> - Literature, Science, Social Studies, Seasonal Topics	
	<p>A. The teacher reads aloud thirty minutes daily.</p> <p>B. Choose from a variety of materials: fiction, non-fiction, poetry, et cetera.</p> <p>C. Discuss any words or concepts which may be unfamiliar to the students.</p> <p>D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.</p> <p>E. Ask students to share their own experiences related to the topic.</p> <p>F. Put the books read aloud and related books on the same topic in a designated area for students to look at independently or with a partner.</p>	

II. **Creative Writing** - Choose from the following options.

- A. Select a topic related to a book that was read aloud, a practice story that the students read, a science or social studies topic, or a seasonal topic. Or, choose a topic related to the new phonetic pattern. For example, after studying the sh pattern, plan to discuss and write about ships, fish, or things we might wish for.
- B. Brainstorm a list of things related to the topic. The teacher writes each item on the board. This could be a word bank or a group of sentences. Then have students write a few sentences on the topic, using the information on the board.
- C. Another option is to create a bubble map on the board related to the topic. The teacher elicits the information from the students. The teacher records it. Then the students copy the bubble map from the board.
- D. Ask students to help you compose a short essay about the topic, or have them retell a story in their own words. Write their oral responses on the board. Then have students copy the essay or story (or just their favorite sentence) and draw a related picture.
- E. Create a set of slotted sentences related to the topic.

Fish live \_\_\_\_\_. (In the water, in a pond, in a river, in the ocean)

Fish eat \_\_\_\_\_. (Insects, smaller fish, algae)

Fish can \_\_\_\_\_. (Swim, wiggle, jump)

Fish have \_\_\_\_\_. (Gills, scales, fins, eyes, mouths)

Students will copy the sentences and fill in the blanks as a seatwork activity. To prepare, ask students to tell you how they would fill in the blanks. Write each answer on the board near the slotted sentences. This list will serve as a word bank to help students compose their answers. Students may copy the material exactly as written or write answers that they compose on their own.

- F. Create a booklet about the topic. Use blank paper. Ask students to tell you about the topic. Write one answer at the bottom of each page, leaving room for a picture. After recording a sentence on each pages, give one page to each student.

Fish can swim in the ocean.

Fish can swim in a pond.

Fish eat plants or other fish.

Fish can be big or small.

Fish have gills so that they can breath underwater.

Students draw a picture to match the sentence on their page. When students are finished, staple all of the pages together and place it in a location where students can read it.

- G. When students are able, let them compose their own essay or story related to the topic, using a word bank, after an initial discussion. As they mature, teach them to revise, edit, and make a final copy of their work, with your help.
- H. Have students share their work with the class.

## Working With Plastic Letters - The numbered illustrations on the right match the numbers below.

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: [www.alphabetletter.com](http://www.alphabetletter.com). Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy the arrow cards at the end of this book and make one for each student. Place one card above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - On a table, lay out a box of letters, an arrow card, and a work mat for each student in the group. Display the sound card with the new letter pattern where it can be easily seen by the students. Call the first set of students. Explain that the top section of their work mat is a letter bank, where they will keep the letters they need to spell the words. The lower area of their mat will be the spelling area. Using the list of words in the answer key, say the sound for each letter or letter pattern that will be needed in the lesson. Depending on the words spelled, sometimes students will need to get two of the same letter out of the box. When students hear each sound, they search for the letter or letter pattern in their box, place it in the top section of their work mat, and repeat the sound. Continue until all of the needed letters have been placed in the letter bank. Have the students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats. This process only needs to be done with the first group. The letters will be left on the mats to be used by the groups of students that follow the first group.
- 3) **Building Words** - Find the current word list in the answer key, included at the end of this book. Dictate the words, one at a time. Pronounce each word normally. Do not separate the sounds. Students should not see the words. They should listen carefully and place the letters and letter patterns that represent the sounds in the word in the lower area of their work mat, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter or letter pattern for the first sound, then place the letter or letter pattern for the next sound, and so on, saying each sound as they place the letter or pattern. Model and assist as needed. After you have checked the students' words, tell the students to move the letters back up to their letter banks, so that they will be ready to spell the next word.
- 4) **Continue The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next. If you wish, you can have students spell additional words with the same pattern, as long as the students have the letters needed for those words. For example, with ee words, students could spell these extra words: deep, greet, heel, reef, sheet, and teeth.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter or letter pattern, going from left to right, while saying the sound. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
- 6) **Segmenting And Oral Blending** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letter and letter patterns so that they are widely spaced going across the spelling area. Consonant digraphs and trigraphs (sh, th, ch, tch, wh, ng) represent a single sound and should be kept together. Beginning consonant blends (sl, sp, gr, str, etc.) and the nk pattern should be kept together, even though the letters represent two (or three) different sounds. Have students point to each letter or pattern and say the sounds, going from left to right. Each unit should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break. Model and assist as needed.
- 7) **Changing Just One Of The Sounds** - For some words, follow this routine. Instead of placing the their word back into the letter bank, students leave the word in the spelling area. Tell students to listen carefully to the next word so that they can hear which sound is different. Only that sound should be changed; the letters for the rest of the word should stay in place. You will have to choose words to dictate that are the same except for one sound (or possibly two sounds, if working with consonant blends). A typical sequence might be like this: shop/shot, fish/dish, shot/shut, cash/mash. If you wish, you can add extra words that use the letters that are available, like this: hut/shut, hot/shot, ship/hip, shop/hop. Model and assist as needed.



## Working With Plastic Letters

2) Students listen to the sounds and place the associated letters in the "letter bank" on their mats.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>e</span><span>e</span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div>

3) To spell a word, students say each sound as they place the letters from left to right in the spelling area.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div>
see

4a) Students spell the rest of the words in the same way.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span></span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span></span><span>l</span> </div>
green

4b) The teacher can add extra words with the same pattern, if students have the needed letters.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span>s</span><span>d</span><span>f</span><span></span><span></span><span>r</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div>
teeth

The letters are put back into the top section after spelling each word.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>e</span><span>e</span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div>

Or the vowel pattern can remain in the bottom section, ready for the next word.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div>
ee

6a) Students listen to a word and build it, saying the sounds as they place the letters from left to right.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div>
sleep

6b) Then they separate the sound units and say each unit separately, pausing in between them.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div>
sl    ee    p

6c) Students push the letters together again and say the word fast, "sleep."

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div>
sleep

7a) Students listen to a word and spell it.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span><span>l</span> </div>
sheep

7b) Students listen to the next word and replace one part of it, leaving the other letters in place.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div>
sleep

7c) Students listen to the next word and replace one part of it, leaving the other letters in place.

<div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span></span><span></span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span> </div>
sleet

Phonetic Words And Stories, Book 4 - Answer Key, By Page Number

Bk 4 - # 1 (44-45)		oi/oil		Bk 4 - # 2 (46-47)		oy/boy	
Words		Pictures		Words		Pictures	
1. s-oi-l	I	A. j-oi-n	6	1. b-oy	B	A. an-noy	6
2. b-oi-l	E	B. c-oi--n	5	2. j -oy	C	B. b-oy	1
3. c-oi-l	J	C. toi-let	9	3. t-oy	F	C. j -oy	2
4. f-oi-l	D	D. f-oi-l	4	4. s -oy	D	D. s -oy	4
5. c-oi--n	B	E. b-oi-l	2	5. en -joy	G	E. roy-al	7
6. j-oi-n	A	F. poi-son	10	6. an-noy	A	F. t-oy	3
7. p-oi-n-t	H	G. n-oi-se	8	7. roy-al	E	G. en -joy	5
8. n-oi-se	G	H. p-oi-n-t	7				
9. toi-let	C	I. s-oi-l	1				
10. poi-son	F	J. c-oi-l	3				

\* The ending e is not pronounced in these words. ^ Sight Word - Not pronounced as expected

Bk 4 - # 3 (50-51)		ou/ouch		Bk 4 - # 4 (54-55)		ou/four	
Words		Pictures		Words		Pictures	
1. ou-t	I	A. m-ou-se	2	1. f-ou-r	A	A. f-ou-r	1
2. m-ou-se	A	B. sh-ou-t	7	2. p-ou-r	I	B. Court-ney	8
3. h-ou-se	C	C. h-ou-se	3	3. c-ou-r-t	E	C. poul-try	9
4. f-ou-n-d	J	D. m-ou-th	6	4. g-ou-r-d	H	D. m-ou-r-n	6
5. gr-ou-n-d	F	E. cl-ou-d	10	5. f-ou-r-th	F	E. c-ou-r-t	3
6. m-ou-th	D	F. gr-ou-n-d	5	6. m-ou-r-n	D	F. f-ou-r-th	5
7. sh-ou-t	B	G. c-ou-n-t	8	7. four-teen	J	G. th-ou-gh ^	10
8. c-ou-n-t	G	H. c-ou-ch	9	8. Court-ney	B	H. g-ou-r-d	4
9. c-ou-ch	H	I. ou-t	1	9. poul-try	C	I. p-ou-r	2
10. cl-ou-d	E	J. f-ou-n-d	4	10. th-ou-gh ^	G	J. four-teen	7

Phonetic Words And Stories, Book 4 - Answer Key, By Page Number

Bk 4 - # 5 (58-59)		ou/soup		Bk 4 - # 6 (68-69)		ow/cow	
Words		Pictures		Words		Pictures	
1. y-ou	H	A. tou-can	7	1. c-ow	J	A. n-ow	2
2. y-ou-r	F	B. your-self	10	2. n-ow	A	B. h-ow-l	9
3. s-ou-p	E	C. crou-ton	9	3. d-ow-n	D	C. cr-ow-d	8
4. gr-ou-p	I	D. w-ou-n-d	6	4. t-ow-n	E	D. d-ow-n	3
5. th-r-ou-gh ^	G	E. s-ou-p	3	5. cl-ow-n	I	E. t-ow-n	4
6. w-ou-n-d	D	F. y-ou-r	2	6. br-ow-n	G	F. ow-l	10
7. tou-can	A	G. th-r-ou-gh ^	5	7. fr-ow-n	H	G. br-ow-n	6
8. cou-pon	J	H. y-ou	1	8. cr-ow-d	C	H. fr-ow-n	7
9. crou-ton	C	I. gr-ou-p	4	9. h-ow-l	B	I. cl-ow-n	5
10. your-self	B	J. cou-pon	8	10. ow-l	F	J. c-ow	1

\* The ending e is not pronounced in these words.

^ Sight Word - Not pronounced as expected

Bk 4 - # 7 (70-71)		ow/snow		Bk 4 - # 8 (90-91)		u/push	
Words		Pictures		Words		Pictures	
1. r-ow	C	A. yel-low	9	1. b-u-ll	F	A. p-u-sh	5
2. l-ow	G	B. sl-ow	7	2. f-u-ll	C	B. bush-el	8
3. kn-ow ^	J	C. r-ow	1	3. p-u-ll	H	C. f-u-ll	2
4. sn-ow	D	D. sn-ow	4	4. p-u-t	D	D. p-u-t	4
5. bl-ow	E	E. bl-ow	5	5. p-u-sh	A	E. pud-ding	7
6. gr-ow	I	F. fol-low	10	6. b-u-sh	G	F. b-u-ll	1
7. sl-ow	B	G. l-ow	2	7. pud-ding	E	G. b-u-sh	6
8. win-dow	H	H. win-dow	8	8. bush-el	B	H. p-u-ll	3
9. yel-low	A	I. gr-ow	6	9. pul-ley	I	I. pul-ley	9
10. fol-low	F	J. kn-ow ^	3				

Phonetic Words And Stories, Book 4 - Answer Key, By Page Number

Bk 4 - # 9 (92-93)		oo/moon		Bk 4 - # 10 (94-95)		oo/book	
Words		Pictures		Words		Pictures	
1. m-oo-n	B	A. z-oo	5	1. b-oo-k	I	A. st-oo-d	9
2. f-oo-d	D	B. m-oo-n	1	2. c-oo-k	G	B. l-oo-k	7
3. b-oo-t	I	C. g-oo-se	9	3. f-oo-t	J	C. sh-oo-k	8
4. r-oo-f	F	D. f-oo-d	2	4. h-oo-d	H	D. h-oo-f	6
5. z-oo	A	E. p-oo-l	6	5. g-oo-d	E	E. g-oo-d	5
6. p-oo-l	E	F. r-oo-f	4	6. h-oo-f	D	F. w-oo-d	10
7. sp-oo-n	G	G. sp-oo-n	7	7. l-oo-k	B	G. c-oo-k	2
8. br-oo-m	H	H. br-oo-m	8	8. sh-oo-k	C	H. h-oo-d	4
9. g-oo-se	C	I. b-oo-t	3	9. st-oo-d	A	I. b-oo-k	1
10. s-ch-oo-l ^	J	J. s-ch-oo-l ^	10	10. w-oo-d	F	J. f-oo-t	3

\* The ending e is not pronounced in these words.

^ Sight Word - Not pronounced as expected

Bk 4 - # 11 (96-97)		ould/should		Bk 4 - # 12 (108-109)		au/Paul	
Words		Pictures		Words		Pictures	
1. sh-ould	C	A. shouldn't	4	1. P-au-l	H	A. l-au-n-ch	5
2. w-ould	B	B. w-ould	2	2. h-au-l	B	B. h-au-l	2
3. c-ould	D	C. sh-ould	1	3. g-au-ze	C	C. g-au-ze	3
4. shouldn't	A	D. c-ould	3	4. h-au-n-t	G	D. au-tō	7
5. wouldn't	E	E. wouldn't	5	5. l-au-n-ch	A	E. au-tumn ^	9
6. couldn't	F	F. couldn't	6	6. fau-cet ^	I	F. Au-gust	8
				7. au-tō	D	G. h-au-n-t	4
				8. Au-gust	F	H. P-au-l	1
				9. au-tumn ^	E	I. fau-cet ^	6
				10. ex-haust ^	J	J. ex-haust ^	10

Phonetic Words And Stories, Book 4 - Answer Key, By Page Number

Bk 4 - # 13 (110-111)    aw/saw				Bk 4 - # 14 (118-119)    all/ball			
Words		Pictures		Words		Pictures	
1. s-aw	G	A. l-aw-n	6	1. all	F	A. w-all	5
2. p-aw	C	B. dr-aw	4	2. b-all	C	B. sm-all	9
3. cl-aw	F	C. p-aw	2	3. c-all	H	C. b-all	2
4. dr-aw	B	D. str-aw	5	4. t-all	E	D. st-all	10
5. str-aw	D	E. h-aw-k	9	5. w-all	A	E. t-all	4
6. l-aw-n	A	F. cl-aw	3	6. f-all	G	F. all	1
7. d-aw-n	H	G. s-aw	1	7. h-all	I	G. f-all	6
8. y-aw-n	J	H. d-aw-n	7	8. m-all	J	H. c-all	3
9. h-aw-k	E	I. cr-aw-l	10	9. sm-all	B	I. h-all	7
10. cr-aw-l	I	J. y-aw-n	8	10. st-all	D	J. m-all	8

\* The ending e is not pronounced in these words.

^ Sight Word - Not pronounced as expected


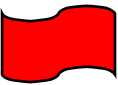
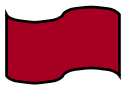
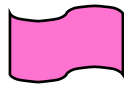
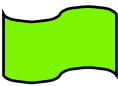
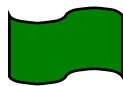
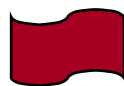
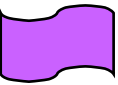
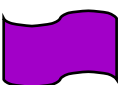
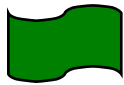

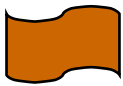







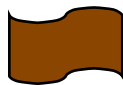

Bk 4 - # 15 (120-121)    al, alk				Bk 4 - # 16 (122-123)    wa, swa			
Words		Pictures		Words		Pictures	
1. s-al-t	C	A. ch-alk	10	1. wa-s-p	I	A. swa-m-p	9
2. b-al-d	E	B. st-alk	9	2. wa-n-t	B	B. wa-n-t	2
3. m-al-t	F	C. s-al-t	1	3. wa-sh	J	C. swa-t	10
4. f-al-se	I	D. t-alk	6	4. wa-tch	G	D. wa-n-d	5
5. p-al-m	G	E. b-al-d	2	5. wa-n-d	D	E. waf-fle	7
6. t-alk	D	F. m-al-t	3	6. wa-d	F	F. wa-d	6
7. w-alk	H	G. p-al-m	5	7. waf-fle	E	G. wa-tch	4
8. b-alk	J	H. w-alk	7	8. swa-n	H	H. swa-n	8
9. st-alk	B	I. f-al-se	4	9. swa-m-p	A	I. wa-s-p	1
10. ch-alk	A	J. b-alk	8	10. swa-t	C	J. wa-sh	3

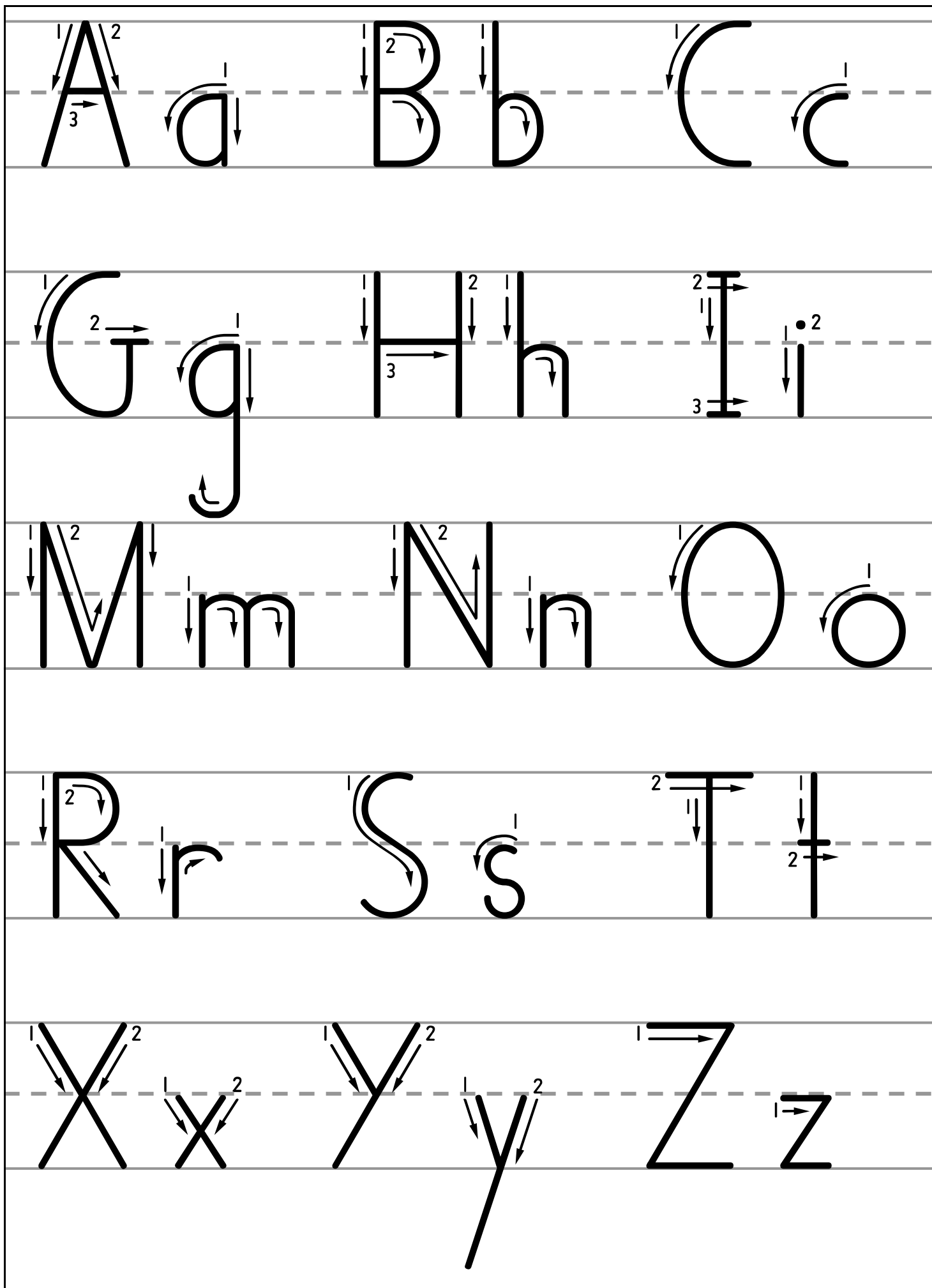
Phonetic Words And Stories, Book 4 - Answer Key, By Page Number

Bk 4 - # 17 (140-141) ou/country			
Words		Pictures	
1. y-ou-ng	F	A. coun-try	7
2. t-ou-ch	C	B. cou-ple	3
3. cou-ple	B	C. t-ou-ch	2
4. dou-ble	E	D. cous-ins	6
5. trou-ble	G	E. dou-ble	4
6. cous-ins	D	F. y-ou-ng	1
7. coun-try	A	G. trou-ble	5

## How I Chose The Colors

I picked the vowel colors so that I could remember them easily, long before I wrote the sound story. I started with the long vowel colors. This was easy; I just matched each long vowel sound with a color name. Then I added the same colors, but lighter, for the short vowel sounds. Except I didn't want *a* to be gray, so I set up the short *a* sound with bright red for *a*/apple, and chose a darker red color for the long *a* sound.

Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
<b>a</b>   <b>apple</b>	<b>ā</b> darker red 	<b>ä</b> a color variant of red 
<b>e</b> lighter green 	<b>ē</b> green 	<b>ë</b> 
<b>i</b> lighter violet 	<b>ī</b> violet 	<b>ï</b> 
<b>o</b> lighter orange 	<b>ō</b> orange 	<b>ö</b> 
<b>u</b> lighter blue 	<b>ū</b> blue 	<b>ü</b>  <b>bush</b> 
<b>oi oy</b>  <b>gold coin</b> 	<b>ou ow</b> <b>brown</b> 	<b>er ir ur</b> Gray = "no color" The vowels in these patterns are not pronounced. 

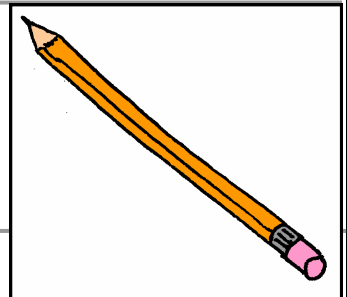






The arrows show how to write each letter. Using this page as a guide, practice writing letters on lined paper.

Also, you can use this page when spelling words. If you forget how to write a letter, this page will show you how to do it.



Aa Bb Cc

Gg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz

Dd Ee Ff

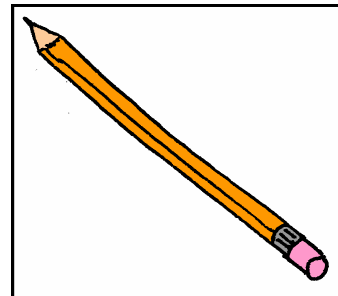
Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

Using this page as a guide, practice writing cursive letters on lined paper.

Also, use this page when spelling words. If you forget how to write a letter, this page will show you how to do it.



## How To Make A Dry-Erase Frame

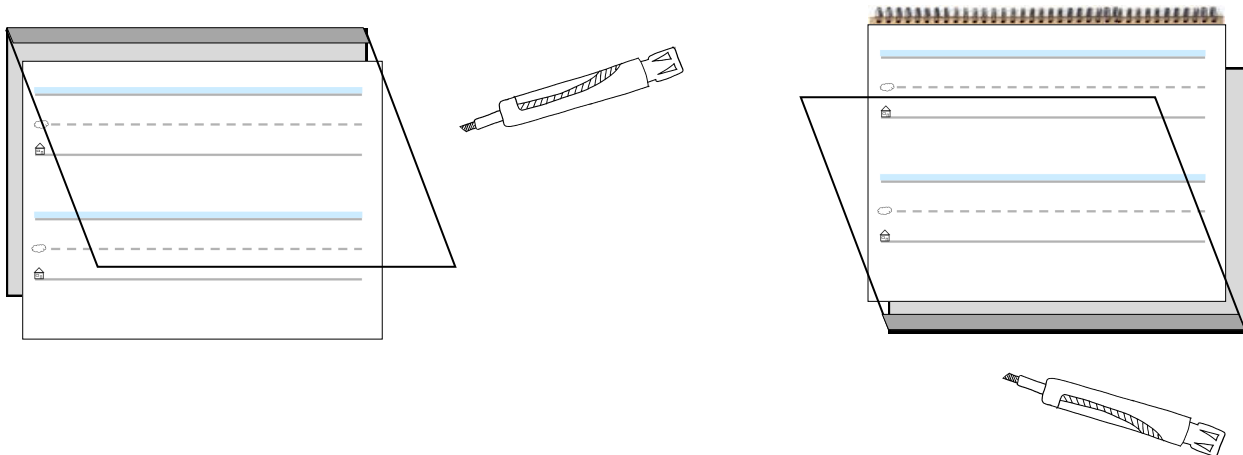
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Dictate the sounds for the letters and phonograms that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker.

Dictate words to spell. Post the new phonogram pattern for student reference. Students say each sound in the word as they write the related letters.

Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

If desired, the lined pages can stay in the book. Students can open the frame and place the clear cover sheet on top of the page, with the cardstock sheet behind it.



Use this page with a dry-erase frame



Use this page to make a dry-erase board.





Copy the stars and arrows on the front of this page onto cardstock and cut into strips. Or remove this page and glue it to a sheet of cardstock before cutting the strips apart. Students may use the strips as a bookmark. They can lay the bookmark above their books and papers to remind them which direction to go when reading and writing. Remind students to "Start at the star" and move to the right when decoding and spelling.





**1 Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns**

Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o

Consonant Patterns: sh, th, ck, \_ve, ch, tch, nch, wh, ng, nk

Ending Consonant Blends, Beginning Consonant Blends

PREVIEW: oi, oy, ou, ow, ü, ä

**2 Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y**

Two-Syllable Words: Closed syllables, silent-e syllables

Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie

Vowel-Consonant-E Patterns: e\_e, a\_e, i\_e

Follow The Leader Patterns: igh, ind, ild

Two Vowel Sounds For Y: y = ē, y = ī

**3 More Long Vowel Patterns, More Umbrella Patterns**

Long Vowel Pairs: oa, oe, ui, ue, ew

Vowel-Consonant-E Patterns: o\_e, u\_e; VCV/VCVE discrimination for all vowels

Follow The Leader Patterns: old, olt, oll, olk

Three New Umbrella Patterns: o\_e, a\_, \_a

New Consonant Pattern: dge

**4 Odd O Patterns, Dotted Ä And Ü Patterns**

Odd O Patterns: oi, oy, ou, ow, oo, ould

Dotted Vowel Patterns: ü, äü, äw, äll, äl, älk, wä, swä

New Umbrella Pattern: ou

**5 Soft C and G Sounds, R-Controlled Vowel Patterns**

Soft C Sounds: ce, ci, cy

Soft G Sounds: ge, gi, gy

Bossy R Patterns: ir, ar, er, ur

Ending Patterns: \_ce, \_ge, \_se, \_ze

**6 More Two-Syllable Words, Dotted Ē And Dotted Ī Patterns**

Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic

Words That End With VCE Syllables: cup-cake

Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey

Words That Begin With Unaccented Closed Syllables: con-nect, com-pare

Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form

Dotted Vowel Patterns: ei, ey, ea, eigh, ě, ĭ, ie

Long U Pattern: eu

**7 Advanced R-Controlled Patterns**

More Bossy-R Patterns: wor, er, or, ar, ear, our

**8 More Vowel, Syllable, And Consonant Patterns**

Vowel Patterns: a = o, ought, ye, y\_e, y = i, qua, squa

Consonant Patterns: kn, wr, gh, ph, ugh

Two-Syllable Words With Ending Open Syllables