

# Phonetic Words And Stories

## Book 5

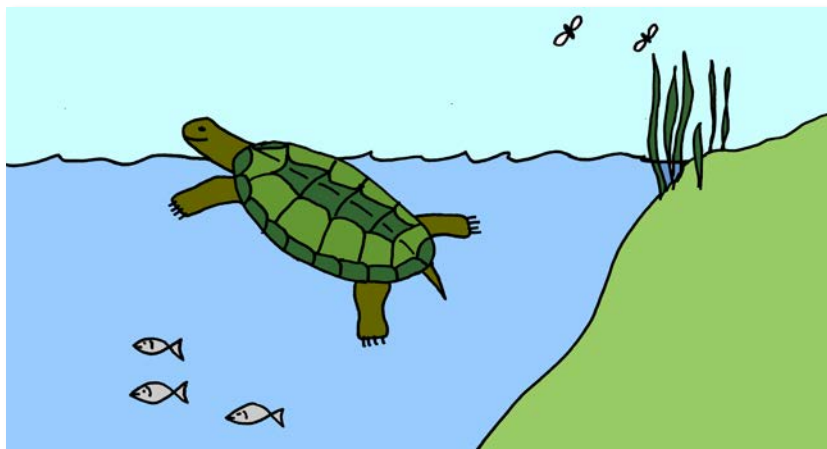
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Soft C And G Sounds, R-Controlled Vowels

ce ci cy ge gi gy

ar ir er ur

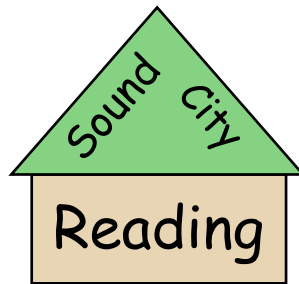
\_ce \_ge \_se \_ze



Sound City Reading



Note: These glasses indicate sight words.



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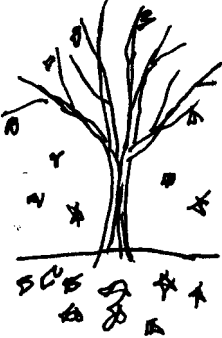
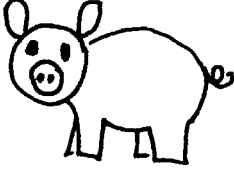
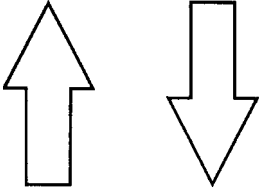
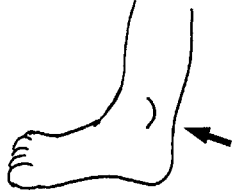

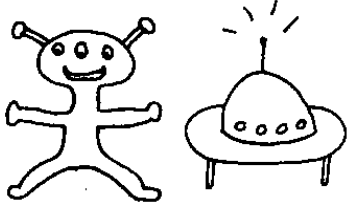
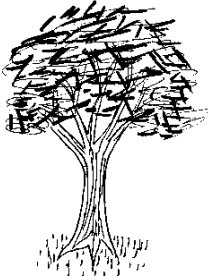

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Color-Coding Chart

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 5-1 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.

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

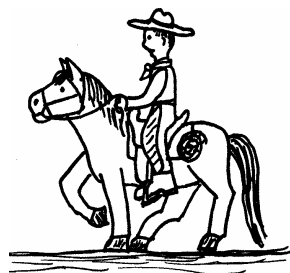
The teacher says each word, one at a time: au-tumn, pig, op-po-site, an-kle, jack-et, un-u-su-al, tree, ceil-ing. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 5-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1.



2.



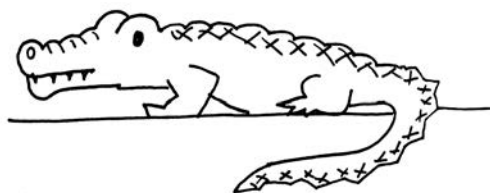
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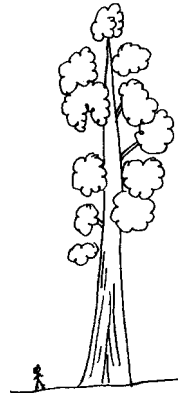
4.



5.



6.



7.



8.



The teacher says each word, one at a time: rain, cow-boy, tooth-paste, dime, al-li-ga-tor, e-nor-mous, tea, ea-gle. 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	Book 5 once	are	answer	very
	bury				








## Sight Words

Review	is	his	as	has	A
	a	I	Book 1 was	of	both
	the	most	post	wolf	two
	rich	much	such	which	what
	who	whom	whose	truth	Book 2 people
	been	where	there	were	said
	says	friend	children	won't	don't
	any	many	busy	only	Book 3 broad
	does	shoe	move	prove	lose
	gone	one	again	against	sure
	sew	Book 4 though	through	know	school
	poor	door	floor	half	calf
	although	Book 5 once	are	answer	very
	bury				






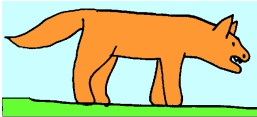
# A Sound Story

## About Audrey and Brad

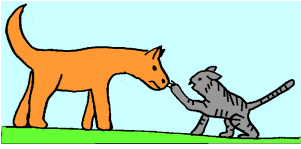
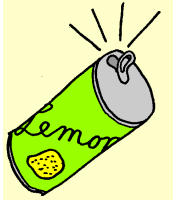

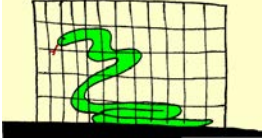

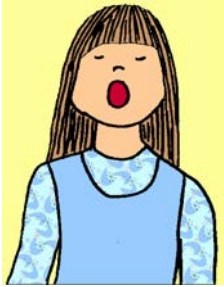
The sound story introduces pictures that represent all of the speech sounds in the English language. The capital and lower case letters beside each picture represent the same sound in words. The pictures are used on the sound charts in this program to help students remember the sound for each letter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


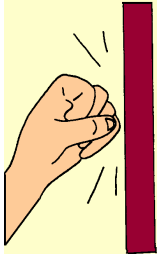
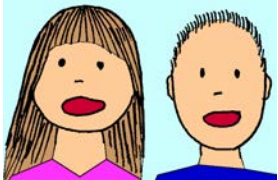


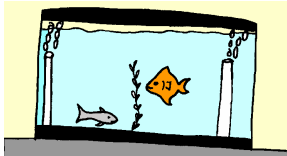
<p><b>Part 1</b> One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.</p>		<p>T t</p>
<p>"Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be back in time for your violin 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)</p>		<p>I i</p>
<p>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."</p>		<p>H h</p>
<p>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)</p>		<p>I i</p>
<p>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."</p>		<p>L l</p>



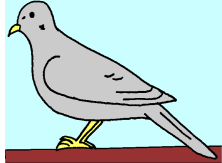


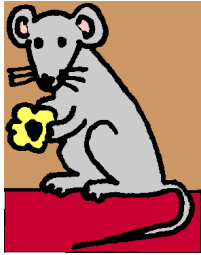
If students are not familiar with the sound story, read it aloud to them over a period of several days.

<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 it's 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. "Mmmmm," 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>





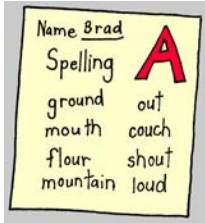

Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

<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 teacher 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. (o/ocean)</p>		<p>ō</p>
<p><b>A Snowy Day</b> The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</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. (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!" (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. (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. (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. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," 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.  

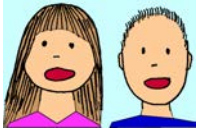
said	been	any	bury	friend
------	------	-----	------	--------
- k) Some ending syllables must be learned as whole units; they cannot be "sounded out."  

sion/mansion	sion/vision	ture/future	cle/circle	ate/pirate
--------------	-------------	-------------	------------	------------
- l) Words can be combined with prefixes, suffixes, or other words.  

Prefix: <u>un</u> happy	Suffix: sleep <u>ing</u>	Compound Word: mailbox	Contraction: doesn't
-------------------------	--------------------------	------------------------	----------------------

Alphabet Sounds

A a



B b



C c



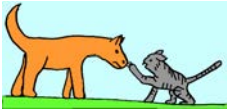
D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



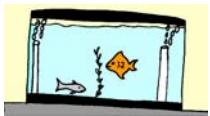
N n



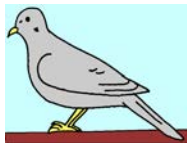
O o



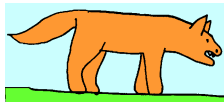
P p



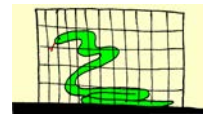
Q q



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

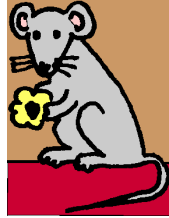
ī



sh



ē



ō



th



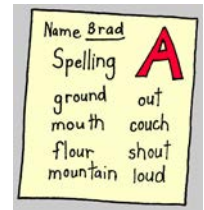
th



ö



ā



ch



ng



ū



oi oy



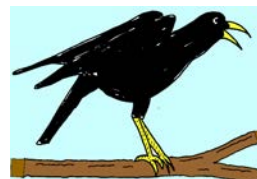
ou ow



ü



ä





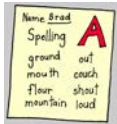








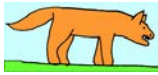








measure, vision,  
azure, garage






















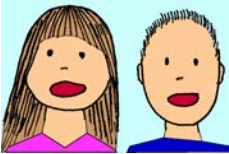
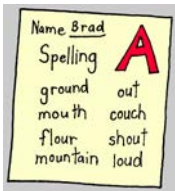


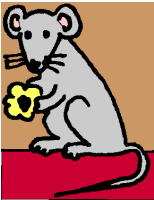








Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

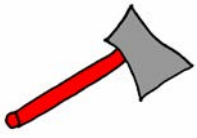

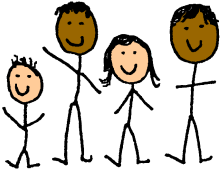
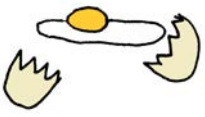



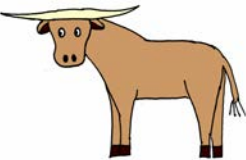
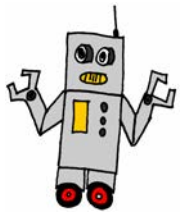





Alphabet		Some letters can represent more than one sound.							
a		b		c		d			
ā				c					
ä									
i		j		k		l			
ī									
qu		r		s		t		u	
				s				ū	
								ü	

Say the sound or sounds for each letter.

Alphabet		Some letters can represent more than one sound.			
e 	f 	g 	h 		
ē 		g 			
m 	n 	o 	p 		
		ō 			
		ö 			
v 	w 	x 	y 	z 	
			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 <small>Closed Syllables</small>	Long Vowels <small>Open Syllables</small>	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



Some of 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.

th



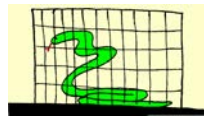
The letter c has an alternate sound. It should be pronounced as /s/ when it is followed by e, i, or y.

The letter g has an alternate sound. It is usually pronounced as /j/ when it is followed by e, i, or y, with a few exceptions.

wh



ce



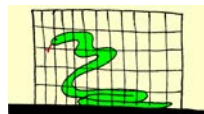
ge



wh



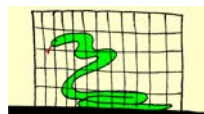
ci



gi



cy



gy



Say the alternate c and g sounds.



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



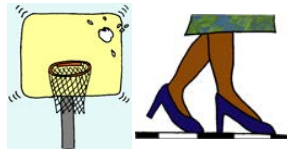
ang

ing

ong

ung

nk



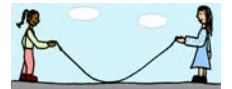
ank

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.

oi



In the middle

oy



At the end

Odd O

Patterns

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.

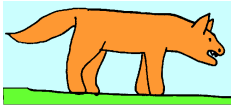
ould



should

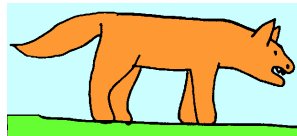
## Bossy R Patterns

ar

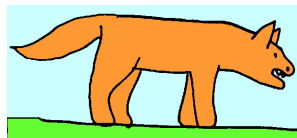


The letter r is very bossy. When it follows a vowel, it often won't let the vowel say its regular sound. Sometimes it won't let the vowel say anything at all.

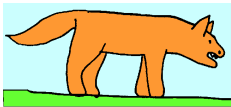
er



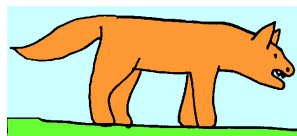
ir



ōr



ur



Students say the sound for each pattern.

## Bossy R Patterns

ar



car

The letter r is very bossy. When it follows a vowel, it often won't let the vowel say its regular sound. Sometimes it won't let the vowel say anything at all.

er



her

ir



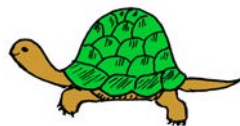
bird

ōr



horse

ur















turtle

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












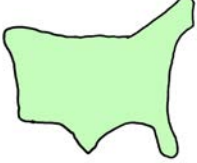
 a 	 a_ 	 _a 
 o 	 o_e 	 ou 

## Shady Short Vowels

ea 		<p>Shady short vowels are very sneaky. They don't say the sound that you would expect.</p> <p>Students say the sound for each pattern.</p>
----------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------

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

## Umbrella Vowels

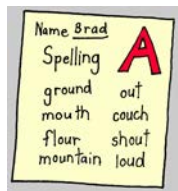
 a  what	 a_  across	 _a  panda
 o  son	 o_e  love	 ou  country

## Shady Short Vowels

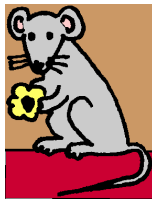
ea  head		<p>Shady short vowels are very sneaky. They don't say the sound that you would expect.</p> <p>Students say the sound and keyword for each pattern.</p>
------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Long Vowel Patterns

ā



ē



ī



ai      rain

ee      feet

ie      pie

ay      play

ei      weird

ey      key

ea      eat

a\_e      safe

e\_e      these

i\_e      pine

igh<sup>x</sup>      night

ind      find

ild      child

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.



## 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

o<sup>x</sup>lk yolk



ew flew



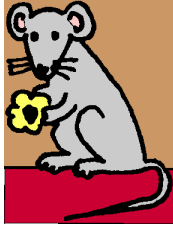
ew few

Sounds For y

y



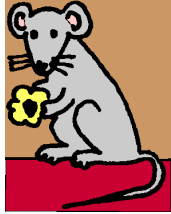
y



y

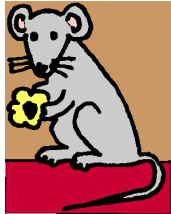


ēi



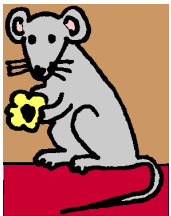
in the middle

ēy



at the end

ēa



ea



Long E Patterns  
With More  
Than One Sound

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.

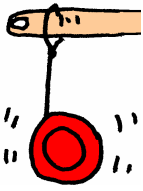


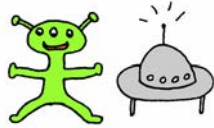

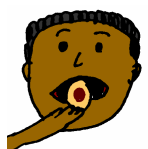
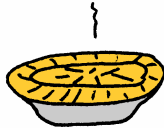
īe



Say the sound as you point to each vowel or vowel pattern. Students repeat.

Continue to practice daily. As soon as possible students should say the sounds on their own.

Long I Pattern With  
More Than One Sound

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sounds For y</p>	<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>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>	

## Dotted Vowel Patterns

ä



au Paul

aw saw

all ball

al salt

alk talk

wa wasp

swa swan

## 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

Students look at the dotted vowels going across the top row and say each sound.

Students read each dotted sound pattern and key word, going down the columns.

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










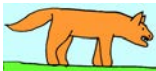









Model and have students repeat until they can say the sounds and key words independently.

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.


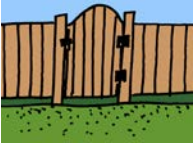




Say the sound for each letter and letter pattern.

Alphabet		Some sounds can be shown in more than one way.			
a 	b 	c 	d 		
i 	j 	k 	l 		
	ge   dge	ck			
	gi   _ge				
	gy				
qu 	r 	s 	t 	u 	
		ce   _se		a    	
		ci   _ce		a    	
		cy		_a    	

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 		
m 	n 	o 	p 		
v 	w 	x 	y 	z 	
_ve	wh			s _se _ze	

Say the sound and key word for each letter pattern.

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



# Syllable Patterns

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

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

In two syllable words, some syllables are stressed, or emphasized, more than others. In a stressed syllable, the vowel usually has its expected sound. In an unstressed syllable, the vowel 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.

CLOSED SYLLABLE	CLOSED SYLLABLE	OPEN SYLLABLE	CLOSED SYLLABLE
rab	bit	rā	ven
but	ton	bē	gin
bas	ket	lī	lac
cab	in	rō	bot
ped	al	tū	lip
		mū	sic

Syllable Patterns

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

ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ost

eld

isk

ump

end

ift

unt

ent

ind

ulb

ext

ilk

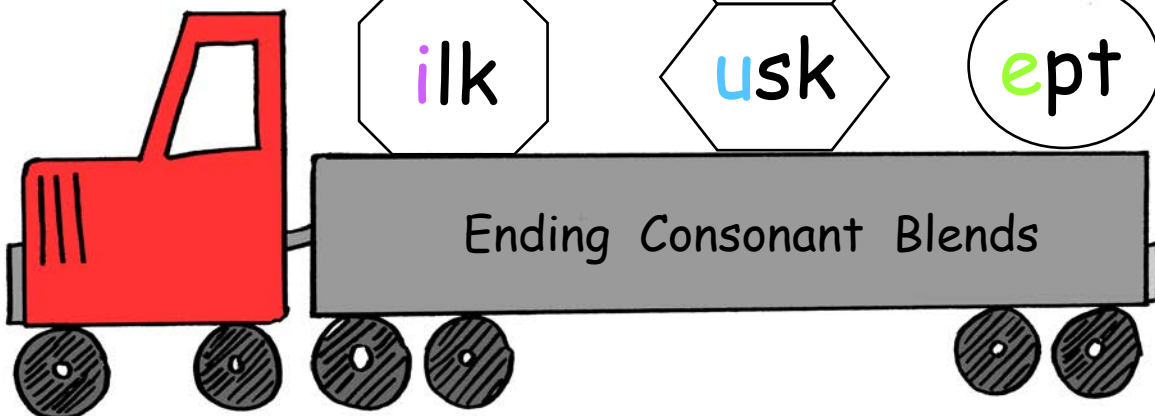
ust

ept

usk

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

When ready, students pronounce the combinations without help.



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

When ready, students pronounce the combinations without help.

st

sp

sm

sn

sc

sk

sw

squ

cl

fl

gl

pl

sl

bl

spl

tw

dw

pr

tr

br

cr

dr

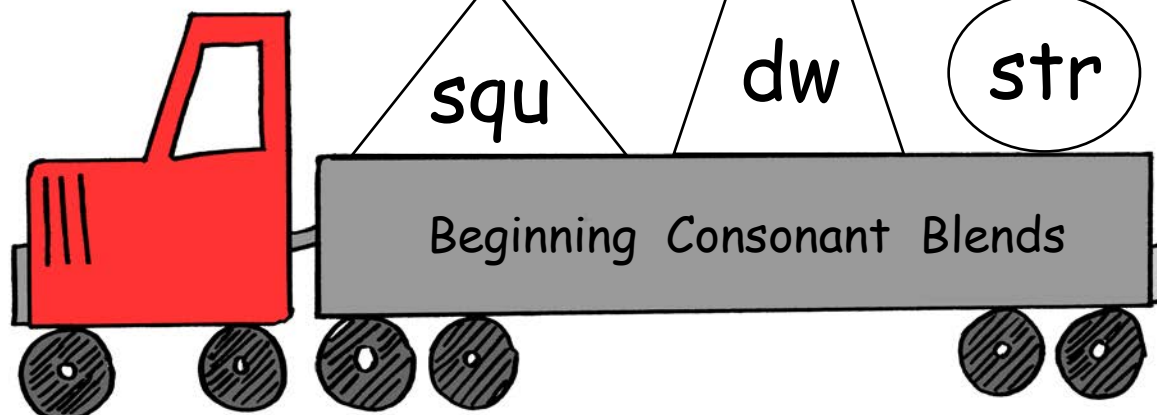
fr

gr

scr

spr

str



# Suffix Review

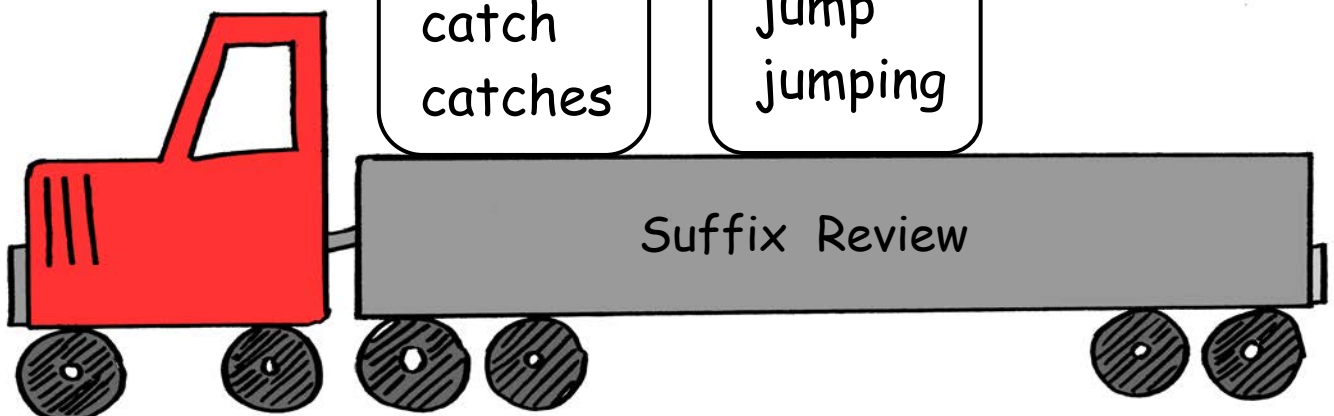
cat  
cats  
run  
runs

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

Ed's sled

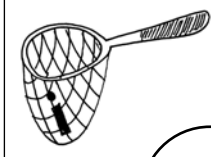
point  
pointed  
rain  
rained  
fix  
fixed

jump  
jumping



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

where is  
where's

there is  
there's

how is  
how's

is not  
isn't

did not  
didn't

has not  
hasn't

had not  
hadn't

have not  
haven't

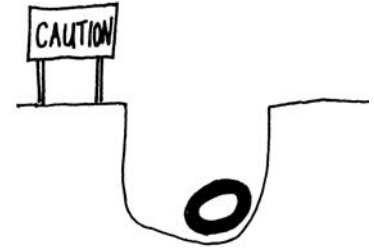
was not  
wasn't

can not  
can't

will not  
won't

do not  
don't

## Contractions



could not  
couldn't

would not  
wouldn't

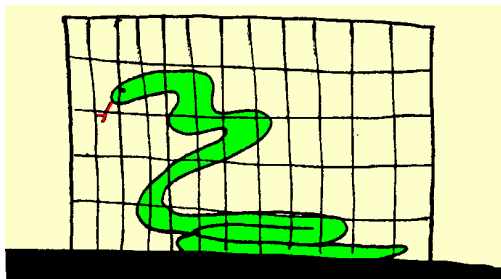
should not  
shouldn't

let us  
let's

I am  
I'm

Read each pair of words. Then read the contraction.

ce  
ci  
cy



The letter c sounds like /s/ when it is followed by e, i, or y.

A.

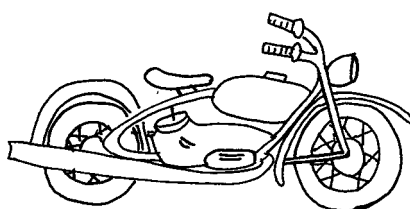
# 1



B.



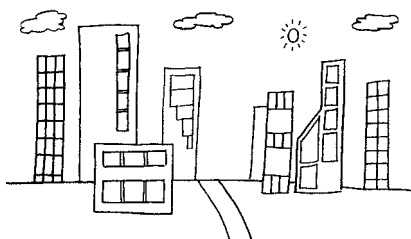
C.



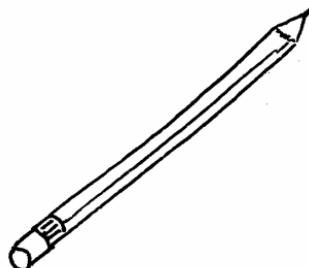
D.



E.



F.



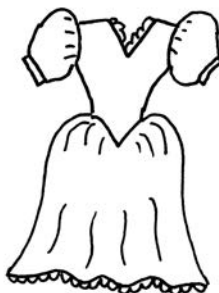
G.



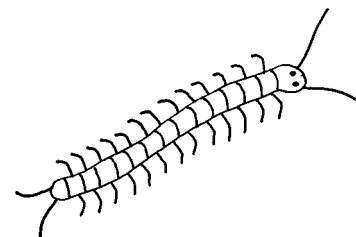
H.



I.

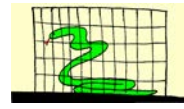


J.



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

ce ci cy



For the first word,  
pronounce the separate  
sounds instead of syllables.

1. c → e → n → t cent

2. cit → y city

3. c<sup>i</sup>y → cle cycle

4. pen → cil pencil

5. prin → cess princess

6. fan → cy fancy

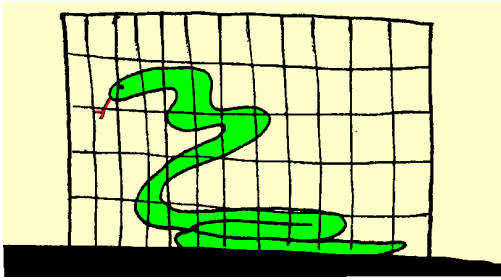
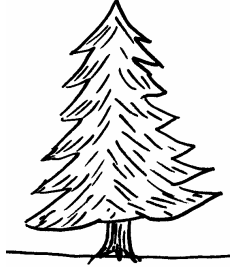
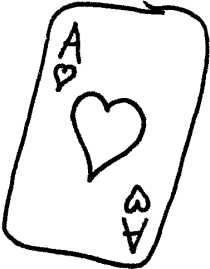
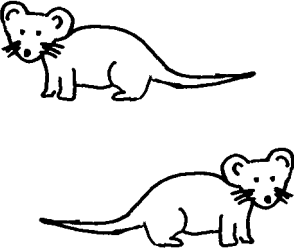

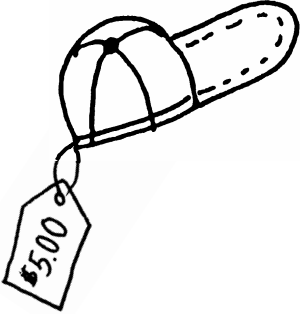
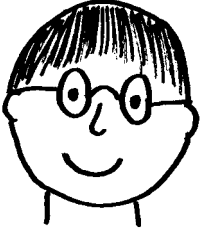
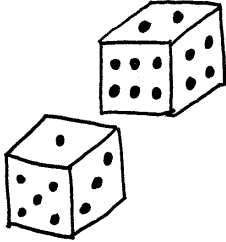
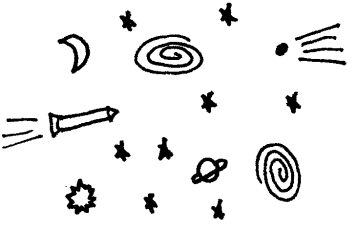
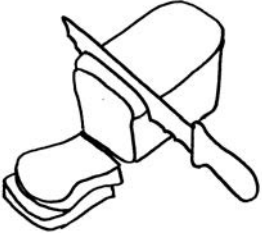

7. ceil → ing ceiling

8. rē → ceive receive

9. dē → ceive deceive

10. cen → ti → pede centipede

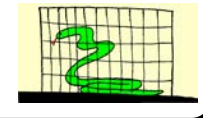
2) The teacher looks at the pictures, from A to J, pronouncing each syllable separately. Students look at the words in the first column, find the correct word, and read it, putting the syllables together smoothly. 3) Students read the words going down and up the second column, referring to the first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

<p>_ace</p> <p>_ice</p> <p>_uce</p>	 <p>The letter c sounds like /s/ when it is followed by e in a V_E word.</p>	<p>A. # 2</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.



\_ace \_ice \_uce



1. r → a → c → e race

2. f → a → c → e face

3. sp → a → c → e space

4. a → c → e ace

5. m → i → c → e mice

6. r → i → c → e rice

7. pr → i → c → e price

8. d → i → c → e dice

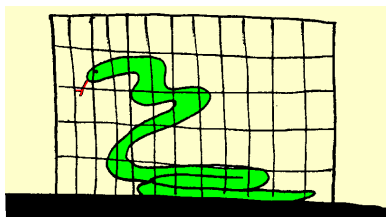
9. sl → i → c → e slice

10. spr → u → c → e spruce

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.

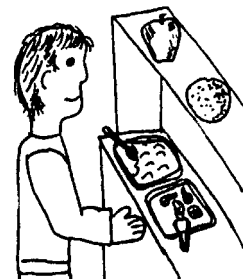
The \_ce pattern can be used to show the /s /sound at the end of a word.

**\_cē**



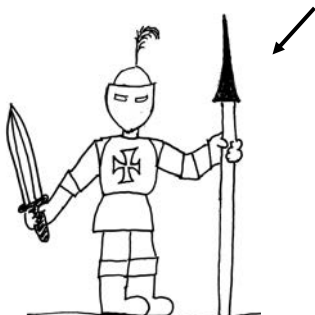
A.

# 3

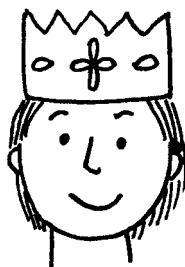


Introduce sight word: once.

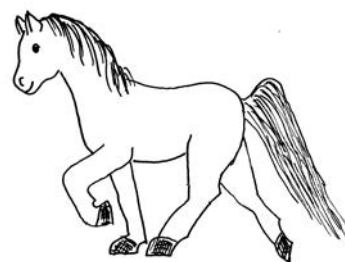
B.



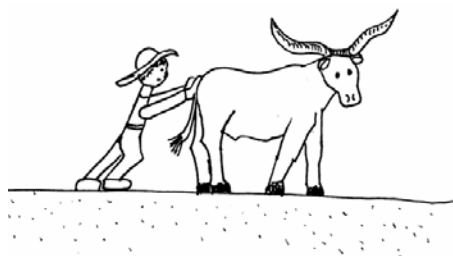
C.



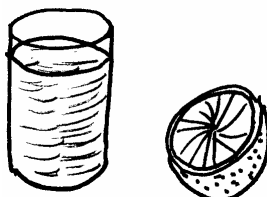
D.



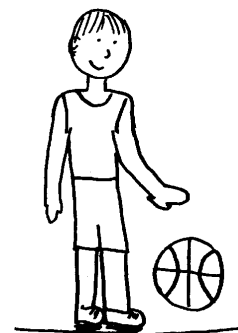
E.



F.



G.



H.



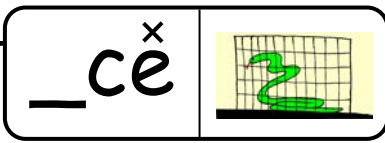
I.



J.

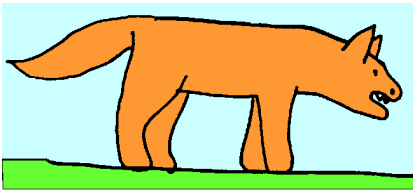




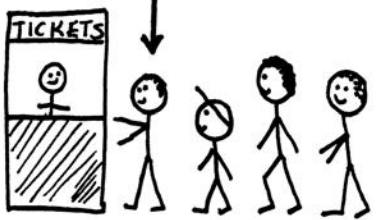

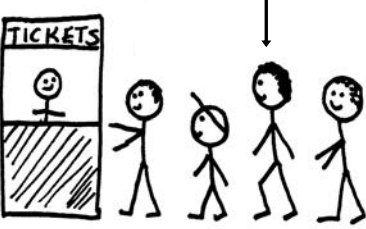
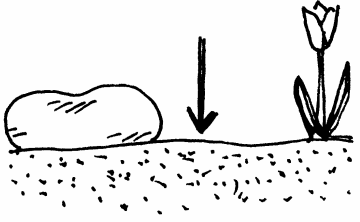
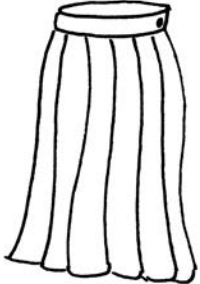


1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



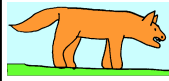
1. f → e → n → ce      fence
2. pr → i → n → ce      prince
3. d → a → n → ce      dance
4. l → a → n → ce      lance
5. pr → a → n → ce      prance
6. f → or → ce      force
7. b → ou → n → ce      bounce
8. v → oi → ce      voice
9. ch → oi → ce      choice
10. j → ui → ce      juice

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>ir</p> 	<p>A. # 4</p> 
<p>In this bossy r pattern, you don't pronounce the <i>i</i>. You just say the /r/ sound.</p>	
<p>B.</p> 	<p>C.</p> 
<p>E.</p> 	<p>D.</p> 
<p>H.</p> 	<p>F.</p> 
<p>G.</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.

ir



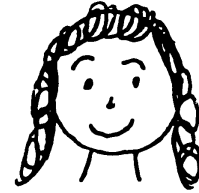
For two-syllable words, pronounce separate syllables instead of separate sounds.

1.        g → ir → l                    girl
2.        b → ir → d                    bird
3.        d → ir → t                    dirt
4.        f → ir                            fir
5.        st → ir                            stir
6.        sh → ir → t                    shirt
7.        th → ir → d                    third
8.        f → ir → s → t                first
9.        sk → ir → t                    skirt
10.      squir → rel                    squirrel

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 Bird

This girl has a bird.



It is a white bird.

The bird is not wild.

It is tame.

The bird is a pet.

The girl likes the bird.

The bird likes the girl.

The bird can pick up a pencil.

And it can dance.

# A Bird

This girl has a bird.



It is a white bird.

The bird is not wild.

It is tame.

The bird is a pet.

The girl likes the bird.

The bird likes the girl.

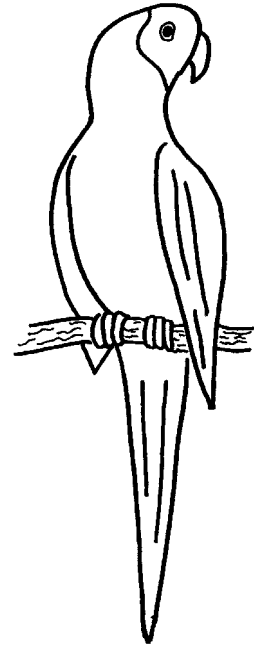
The bird can pick up a pencil.

And it can dance.

The bird likes to sit  
on the girl's shirt sleeve.

The bird chirps at the girl.

The girl gives it seeds.



The girl is glad to have a bird.

The bird and the girl

have a lot of fun.

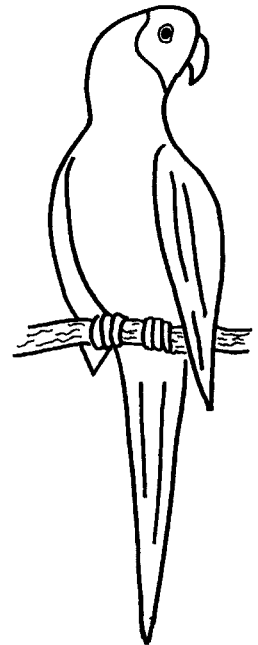
The End



The bird likes to sit  
on the girl's shirt sleeve.

The bird chirps at the girl.

The girl gives it seeds.



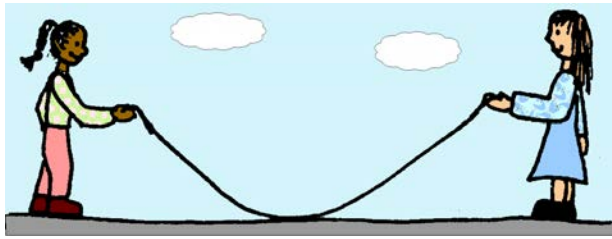
The girl is glad to have a bird.

The bird and the girl

have a lot of fun.

The End

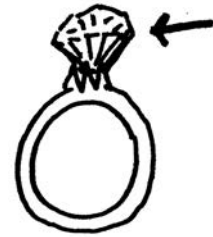
ge  
gi  
gy



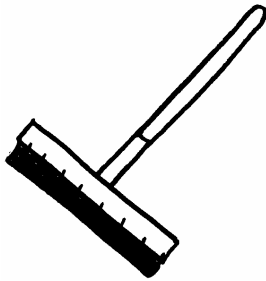
In many words, the letter g sounds like /j/ when it is followed by e, i, or y.

A.

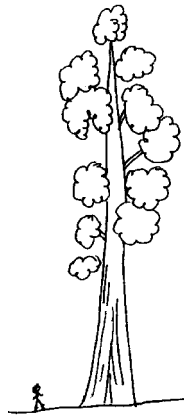
# 5



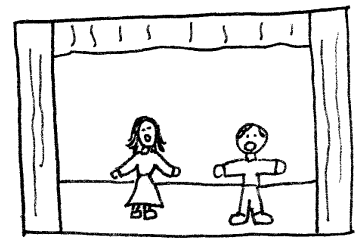
B.



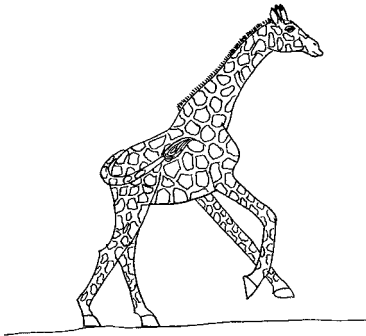
C.



D.



E.



F.



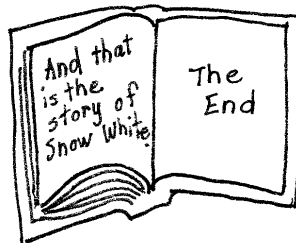
G.



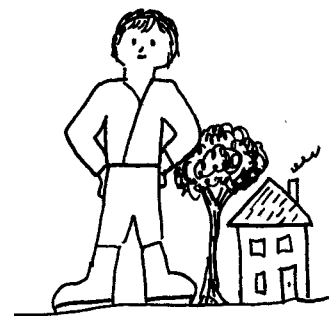
H.



I.

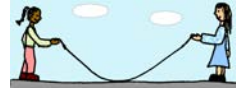


J.



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.

ge gi gy



1. g → e → m gem

2. g → e → l gel

3. gen → tlē gentle

4. gir → affē giraffe

5. gī → ant giant

6. mag → ic magic

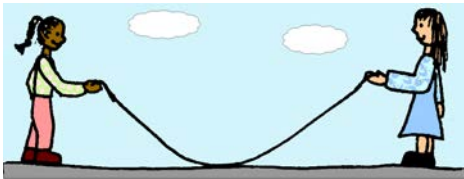
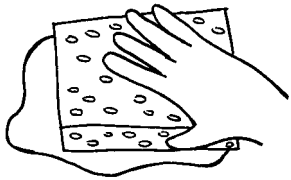
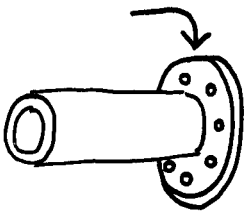
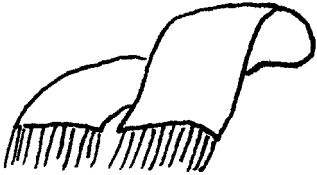
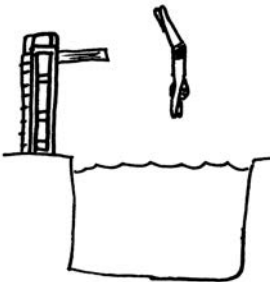
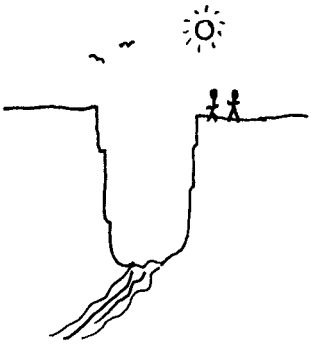
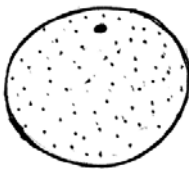
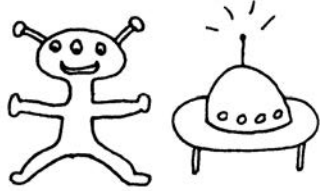


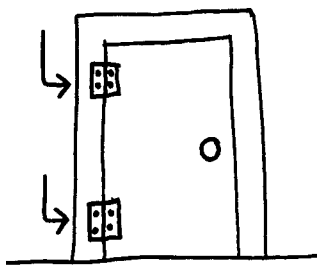
7. squee → gee squeegee

8. h → u → g → e huge

9. p → a → g → e page

10. st → a → g → e stage

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>The <u>ge</u> pattern can be used to show the /j /sound at the end of a word.</p> <p><u>ge</u><sup>x</sup></p> 	<p>A. # 6</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>She will <u>change</u> the color.</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.

\_gē<sup>x</sup>



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

1. h → i → n → ge

hinge

2. fr → i → n → ge


fringe

3. fl → a → n → ge

flange

4. pl → u → n → ge

plunge

5. sp →  o → n → ge

sponge

6. str → ā → n → ge

strange

7. ch → ā → n → ge

change

8. g → or → ge

gorge

9. or → ange

orange

10. rē → venge

revenge

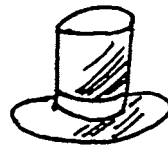
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the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

# Jake's Magic Show

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



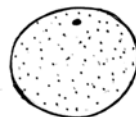
He can get a rabbit out of a hat.



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



And he can change an orange into an apple.



Jake likes to do his magic tricks!

# Jake's Magic Show

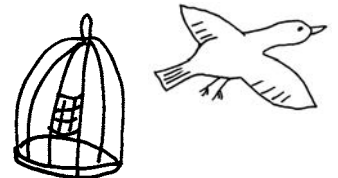
This is Jake. He can do  
magic tricks on a stage.



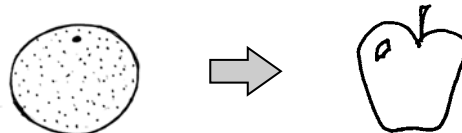
He can get a rabbit  
out of a hat.



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



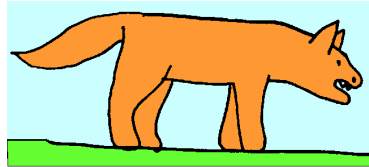
And he can change an orange  
into an apple.



Jake likes to do his magic tricks!

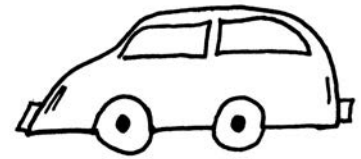
Introduce sight word: are

ar



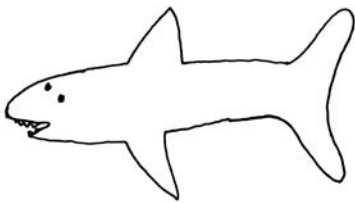
A.

# 7

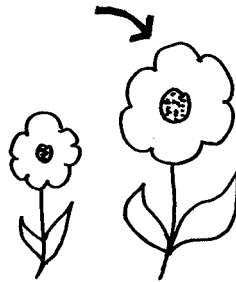


In this bossy r pattern, pronounce the letter *a* like the short *o* sound. Then add the /r/ sound.

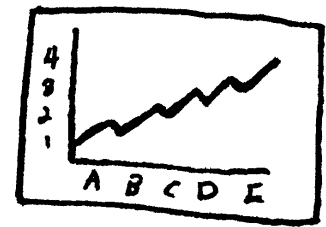
B.



C.



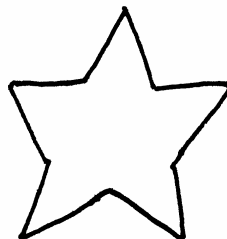
D.



E.



F.



G.



H.



I.



J.

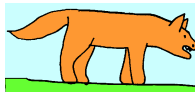


1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



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

ar



1. ar → m arm
2. ar → t art
3. c → ar car
4. st → ar star
5. f → ar → m farm
6. b → ar → n barn
7. l → ar → gē large
8. sh → ar → k shark
9. ch → ar → t chart
10. gar → den garden

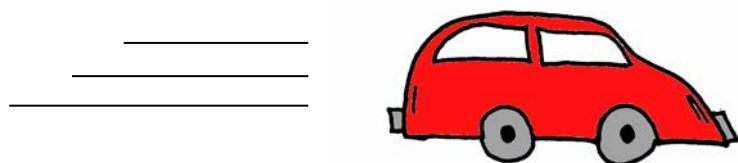
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the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

## Mark's Car

Mark has a car.

It is a large red car.

The car can go fast.



Mark likes to drive his car.

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

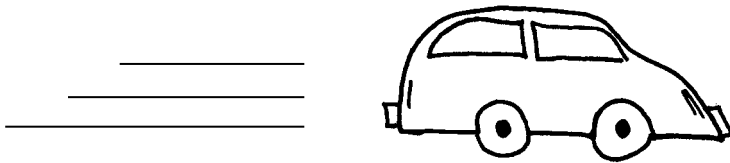
I am safe when I drive."

# Mark's Car

Mark has a car.

It is a large red car.

The car can go fast.



Mark likes to drive his car.

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

I am safe when I drive."

First, he starts the car.

Next, he drives to his job.

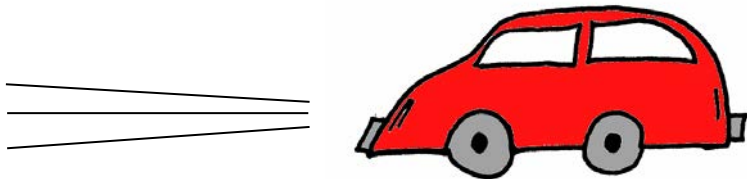
Then, he parks the car.

At the end of the day, it is dark.

It is night time. So Mark drives

home with the lights on.

The End



First, he starts the car.

Next, he drives to his job.

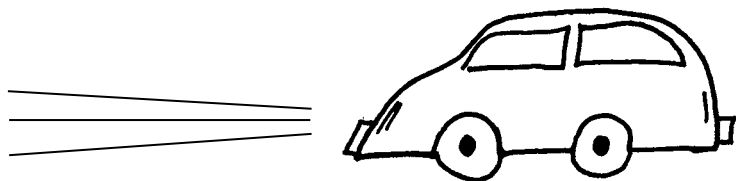
Then, he parks the car.

At the end of the day, it is dark.

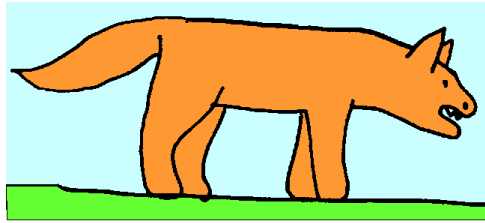
It is night time. So Mark drives

home with the lights on.

The End



er



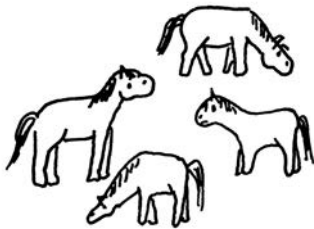
A.

# 8



In this bossy r pattern, you don't pronounce the e. You just say the /r/ sound.

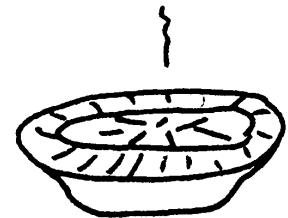
B.



C.



D.



E.

Roses are red  
Violets are blue

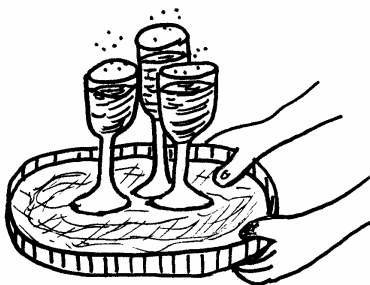
F.



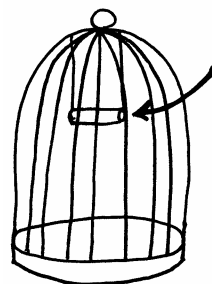
G.

run

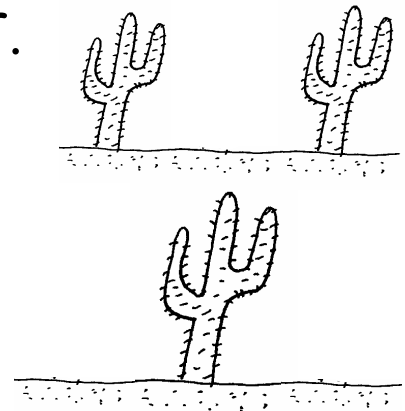
H.



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.

Explain that the accent marks for numbers 9 and 10 show which syllables are emphasized when they are pronounced.

er



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

1. h → er

her

2. h → er → d

herd

3. v → er → b

verb

4. v → er → sĕ

verse

5. s → er → vĕ

serve

6. p → er → ch

perch

7. f → er → n

fern

8. cl → er → k

clerk

9. des<sup>z</sup>' → ert

desert

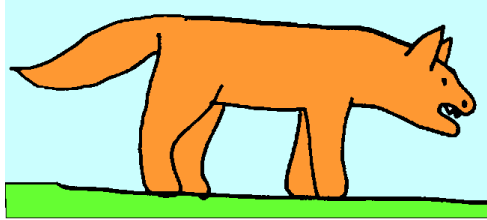
10. des<sup>z</sup> → sert'

dessert

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.

Introduce sight words: answer, very

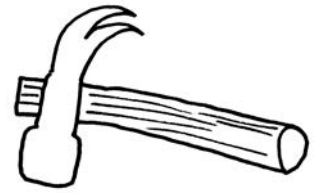
er



In this bossy r pattern, you don't pronounce the e. You just say the /r/ sound.

A.

# 9



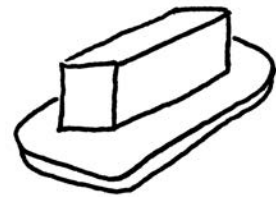
B.

35

C.



D.



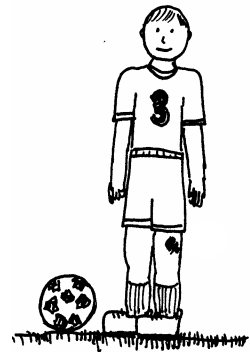
E.



F.



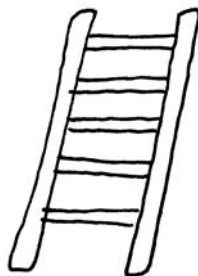
G.



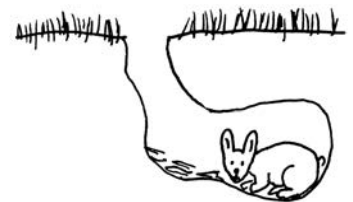
H.



I.



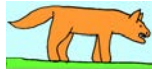
J.



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



er



1. zip → per

zipper

2. lad → der

ladder

3. soc → cer

soccer

4. let → ter

letter

5. but → ter

butter

6. ham → mer

hammer

7. win → ter

winter

8. num → ber

number

9. un → der

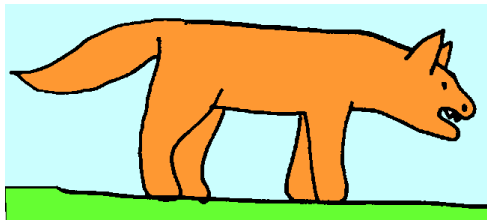
under

10. riv → er

river

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

er



A.

# 10



In this bossy r pattern, you don't pronounce the e. You just say the /r/ sound.

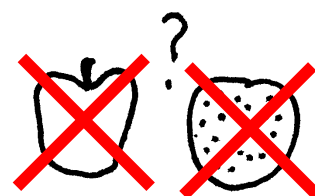
B.



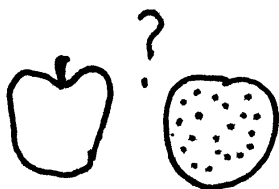
C.



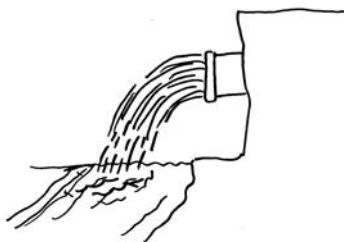
D.



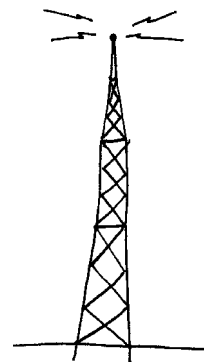
E.



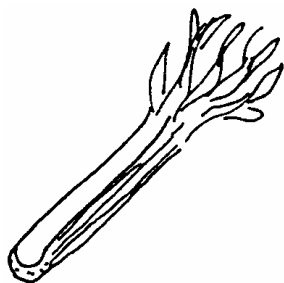
F.



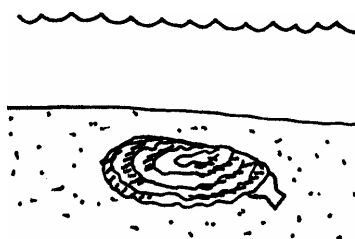
G.



H.



I.

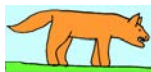


J.



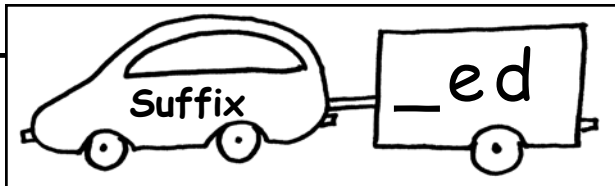
1) The teacher looks at the words in the first column, one at a time, pronouncing each syllable separately, pausing at the arrows. Students look at the pictures (not the words). They put the syllables together mentally, find the matching picture, and say the word normally.

er



1. feath → er feather
2. weath → er weather
3. sweat → er sweater
4. cel → er → y celery
5. wa → ter water
6. oys → ter oyster
7. tow → er tower
8. flow → er flower
9. ei → ther either
10. nei → ther neither

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



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

ed

paint  
painted

start  
started

salt  
salted

wait  
waited

count  
counted

d

rain  
rained

call  
called

play  
played

boil  
boiled

saw  
sawed

t

park  
parked

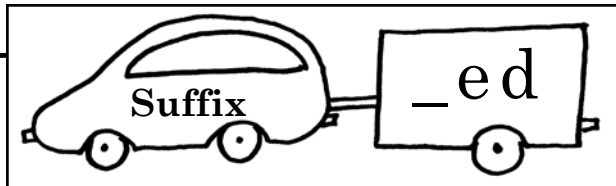
walk  
walked

talk  
talked

push  
pushed

look  
looked

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.



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

ed

paint  
painted

d

rain  
rained

t

park  
parked

start  
started

call  
called

walk  
walked

salt  
salted

play  
played

talk  
talked

wait  
waited

boil  
boiled

push  
pushed

count  
counted

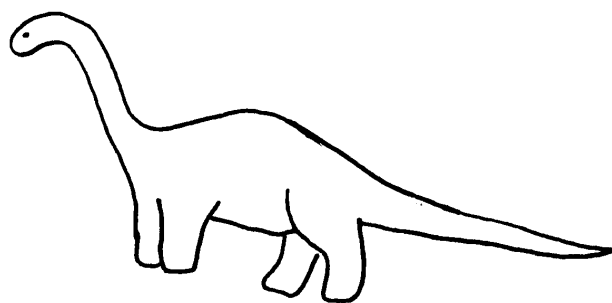
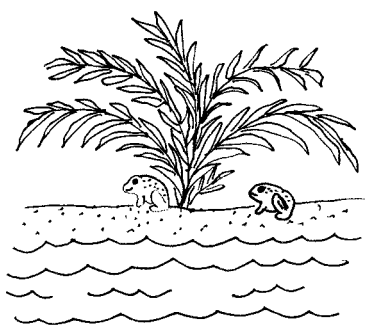
saw  
sawed

look  
looked

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.

# Oil

Oil comes from plants and animals that were covered with mud long ago.



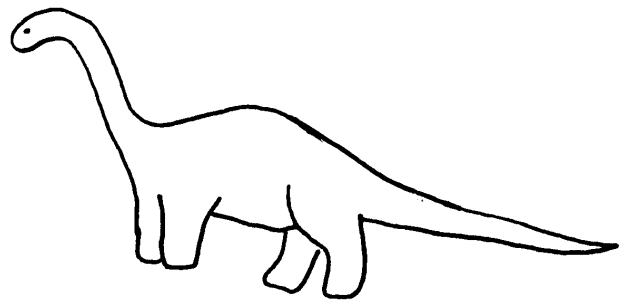
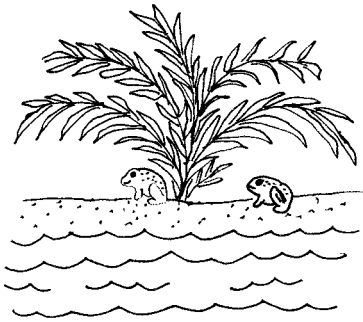
Today, people dig deep holes in the soil to pump up the oil.

These are called oil wells.



# Oil

Oil comes from plants and animals that were covered with mud long ago.



Today, people dig deep holes in the soil to pump up the oil.

These are called oil wells.

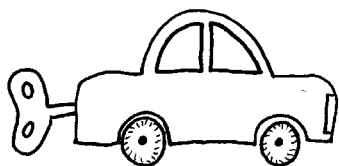


Gas can be made from oil  
to run cars and trucks.



Plastic can also be made from oil.

Toys, bottles, and other  
things that we enjoy are  
made from plastic.



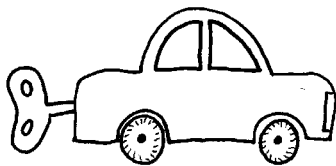


Gas can be made from oil  
to run cars and trucks.



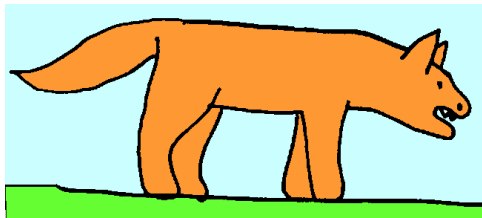
Plastic can also be made from oil.

Toys, bottles, and other  
things that we enjoy are  
made from plastic.



Introduce sight word: bury

ur



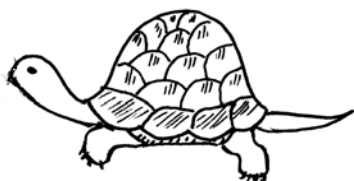
A.

# 11



In this bossy r pattern, you don't pronounce the *u*. You just say the /r/ sound.

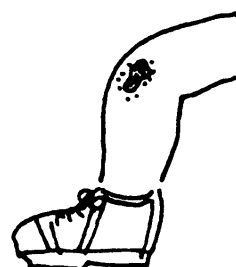
B.



C.



D.



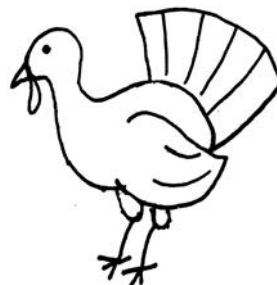
E.



F.



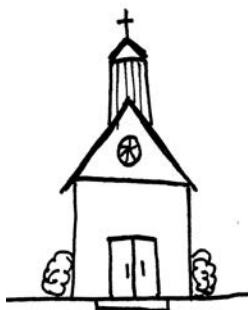
G.



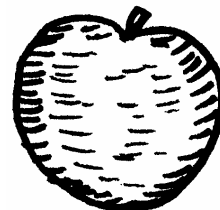
H.



I.



J.

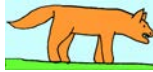


This plum is purple.



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.

ur



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

1. h → ur → t hurt

2. c → ur → vĕ curve

3. tur → nip  
turnip

4. pur → plĕ purple

5. b → ur → n burn

6. s → ur → f surf

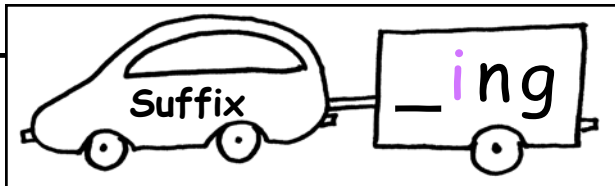
7. ch → ur → n churn

8. ch → ur → ch church

9. tur → tlĕ turtle

10. tur → key turkey

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.



Review: Use \_ing at the end of an action word to show that the action is on-going.

find  
finding

sail  
sailing

stay  
staying

fall  
falling

walk  
walking

saw  
sawing

haul  
hauling

wash  
washing

pour  
pouring

snow  
snowing

pull  
pulling

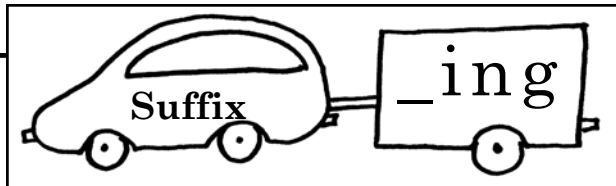
shout  
shouting

start  
starting

burn  
burning

cook  
cooking

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



Review: Use \_ing at the end of an action word to show that the action is on-going.

find  
finding

sail  
sailing

stay  
staying

fall  
falling

walk  
walking

saw  
sawing

haul  
hauling

wash  
washing

pour  
pouring

snow  
snowing

pull  
pulling

shout  
shouting

wink  
winking

hang  
hanging

cook  
cooking

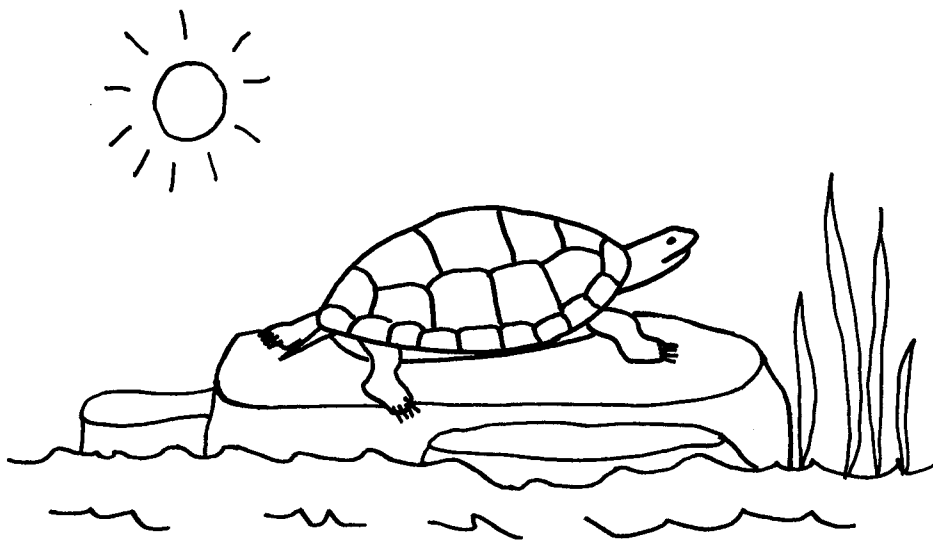
Read each word. Read the word again with the suffix added to the end.

# The Life Of A Turtle

This is a turtle.

She has a hard shell.

The shell keeps her safe.



Sometimes she sits

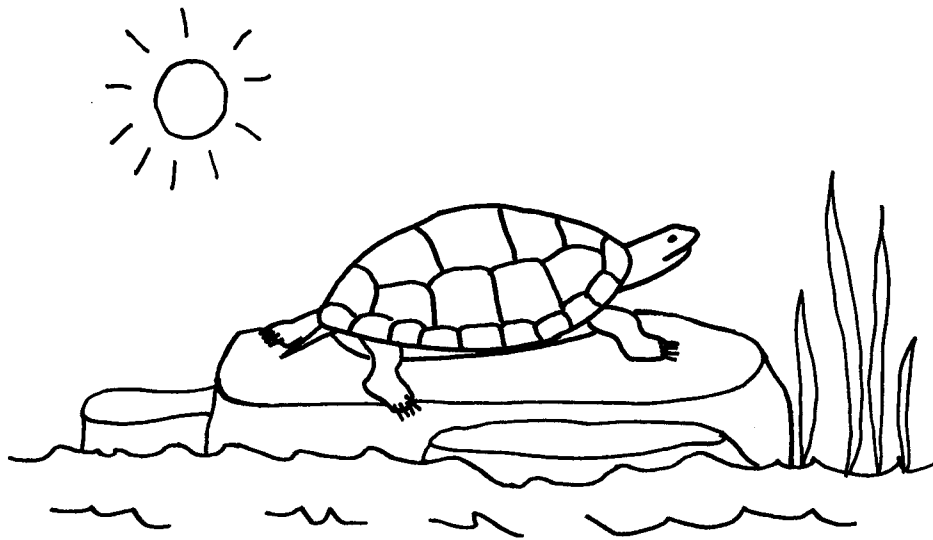
on a rock in the warm sun.

# The Life Of A Turtle

This is a turtle.

She has a hard shell.

The shell keeps her safe.

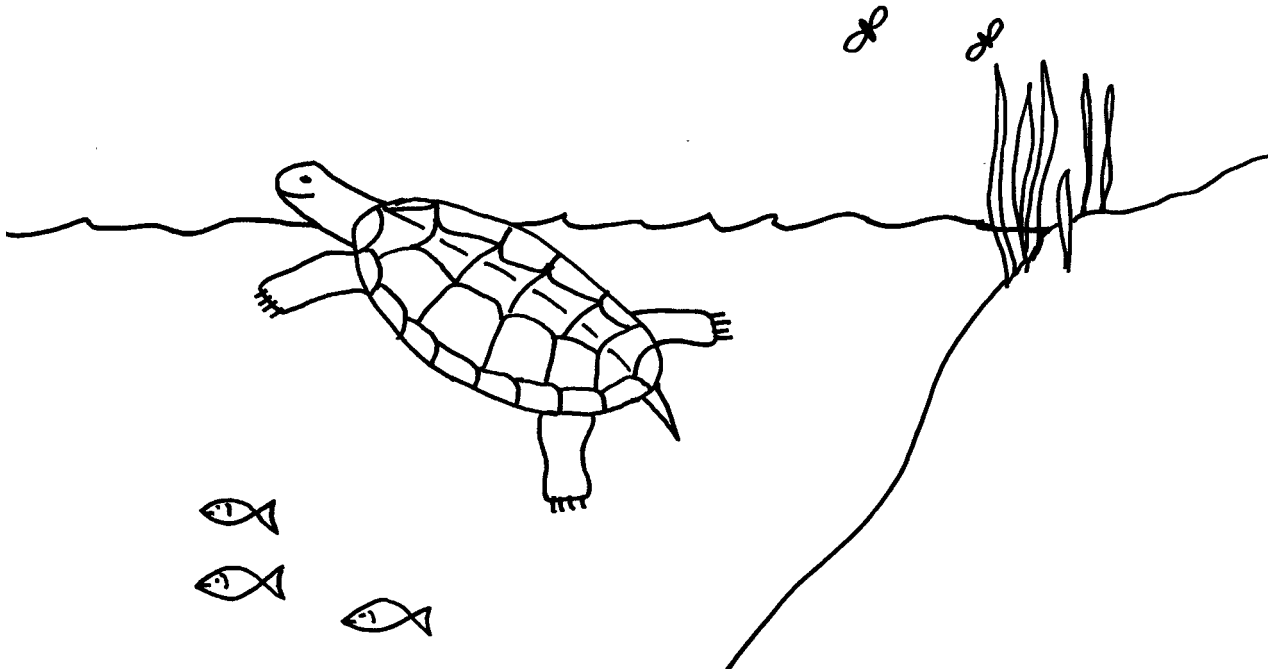


Some times she sits  
on a rock in the warm sun.

The turtle lives at a lake.

She can not go fast on the land.

But she can swim well.



In the summer, the turtle

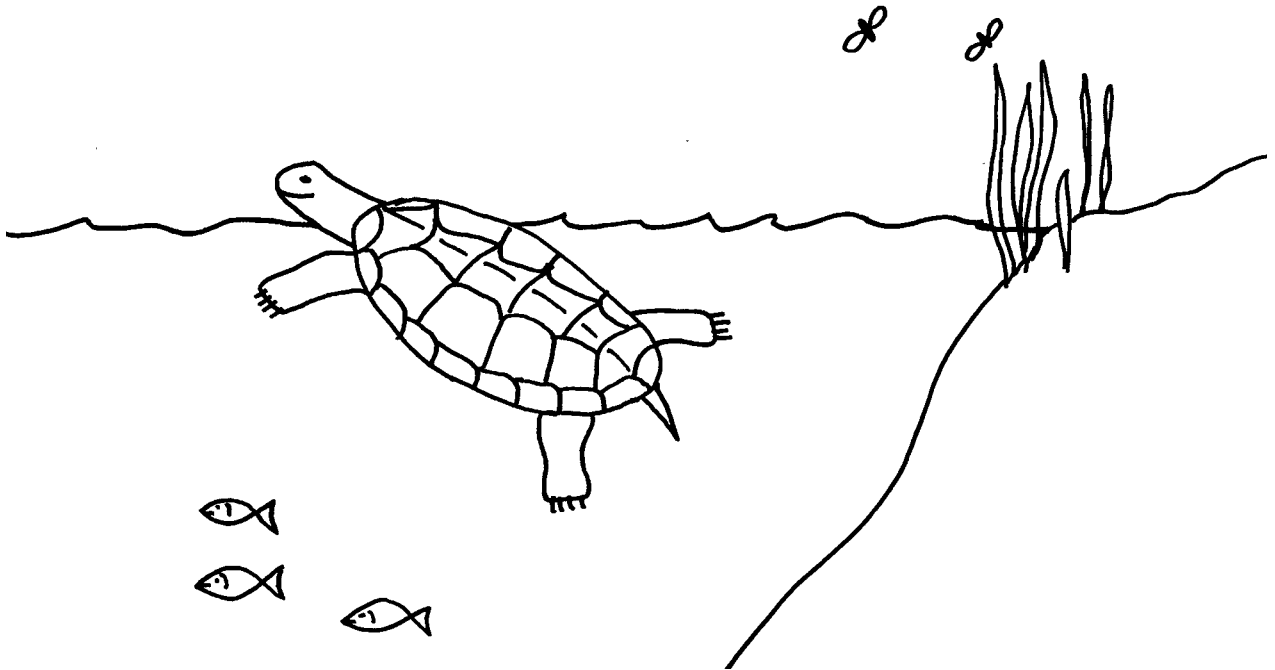
catches bugs and fish in the lake.



The turtle lives at a lake.

She can not go fast on the land.

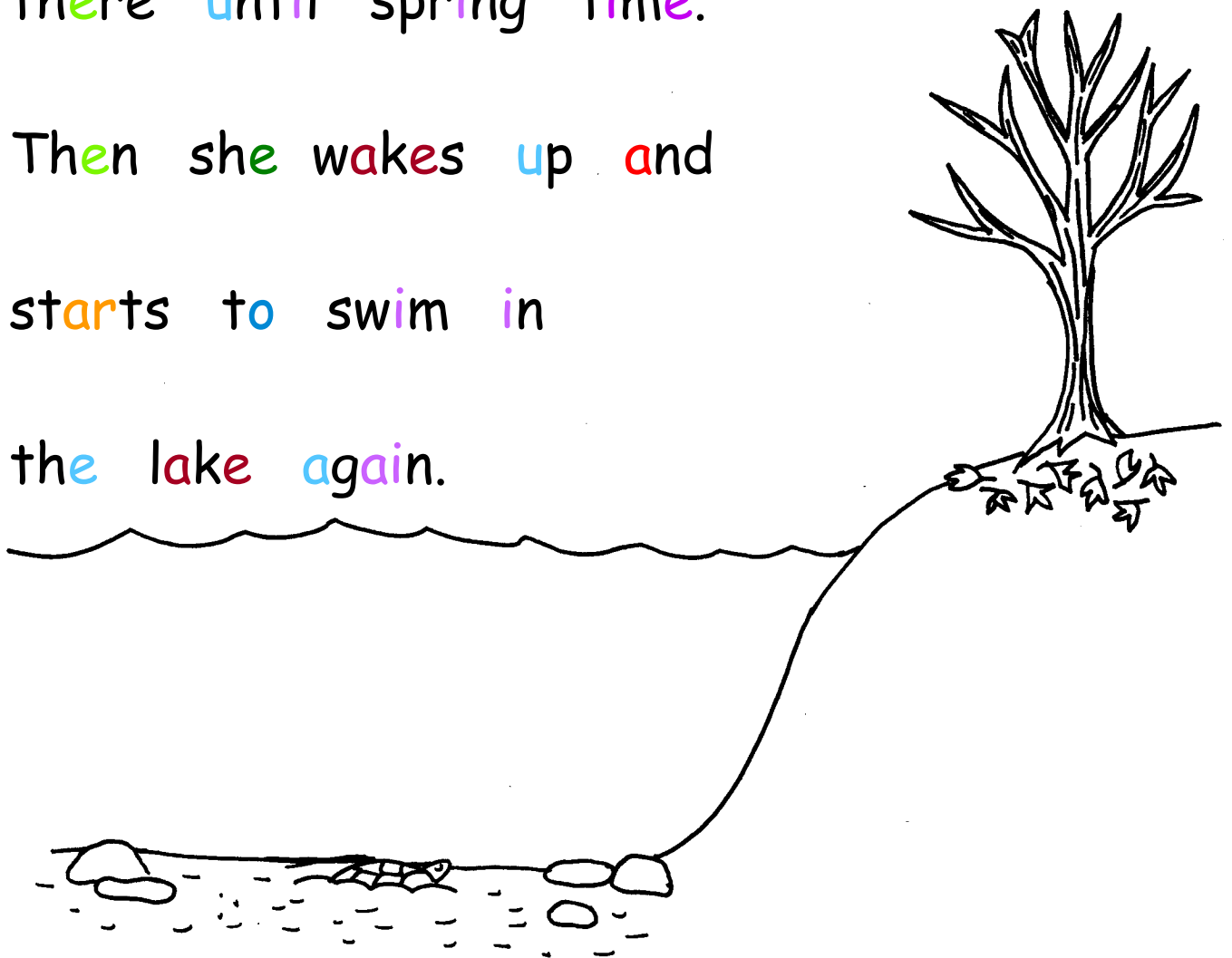
But she can swim well.



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

In the winter, when it is cold, the  
turtle goes to the bottom of the lake.  
She digs down into the mud. She does  
not move. She just sleeps. She stays  
there until spring time.

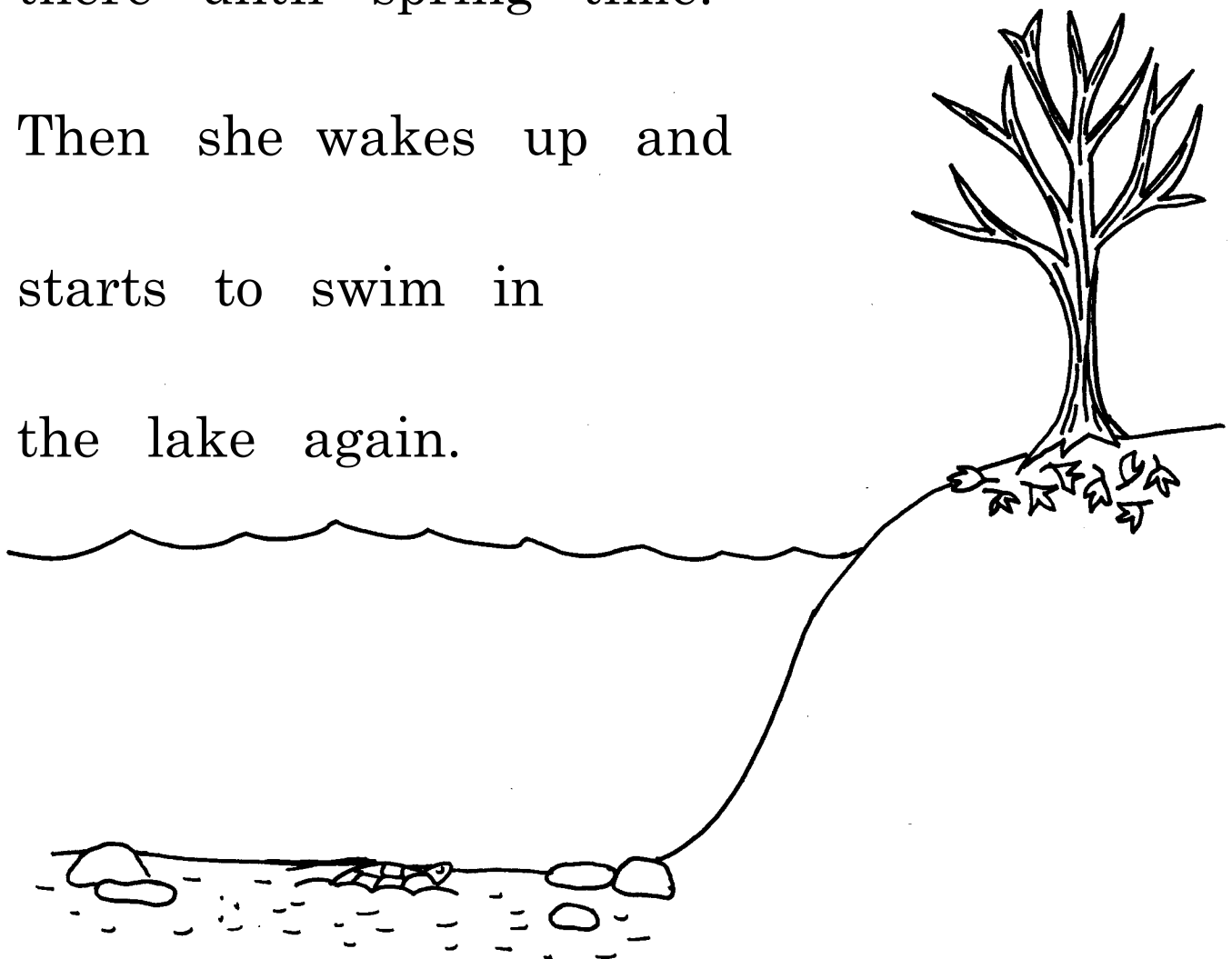
Then she wakes up and  
starts to swim in  
the lake again.

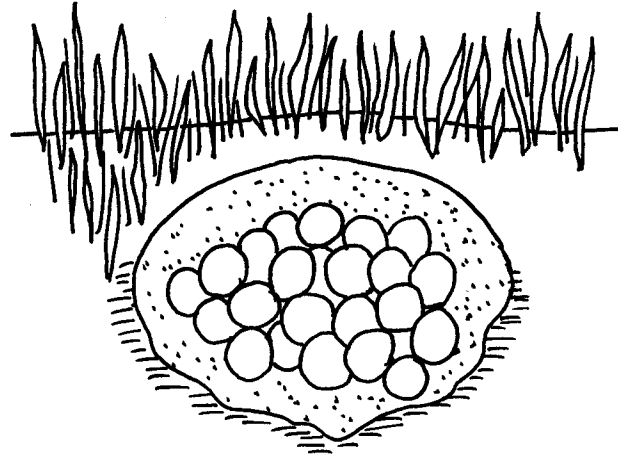


In the winter, when it is cold, the  
turtle goes to the bottom of the lake.

She digs down into the mud. She does  
not move. She just sleeps. She stays  
there until spring time.

Then she wakes up and  
starts to swim in  
the lake again.





When it gets warm, the  
turtle goes up on the land.

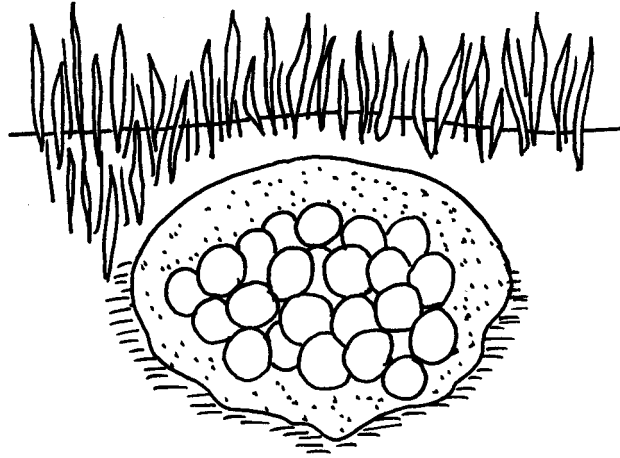
She digs a hole.

She lays her eggs in the hole.

Then she covers them up.

Some day, little turtles  
will hatch from the eggs.

The End



When it gets warm, the  
turtle goes up on the land.

She digs a hole.

She lays her eggs in the hole.

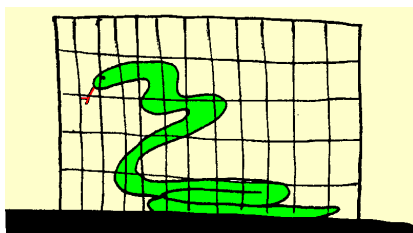
Then she covers them up.

Some day, little turtles  
will hatch from the eggs.

The End

The \_se pattern can be used to show the /s /sound at the end of words.

       <sup>x</sup>  
**se**



The letter e is used after the s to avoid confusion with the suffix \_s.

A.

# 12



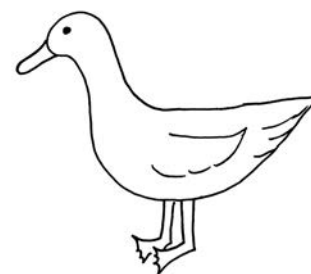
B.



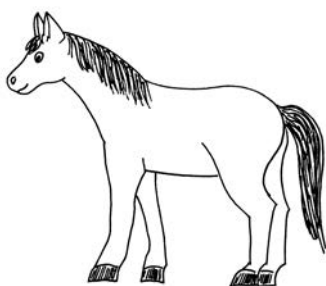
C.



D.



E.



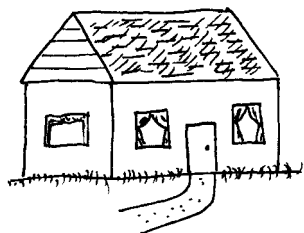
F.

The sun  
is cold.

G.



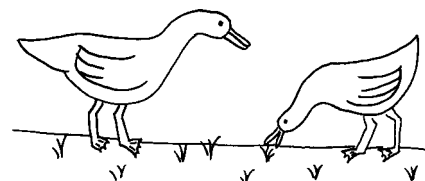
H.



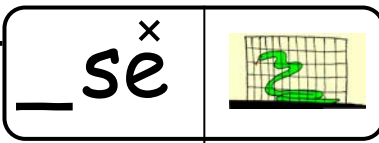
I.



J.

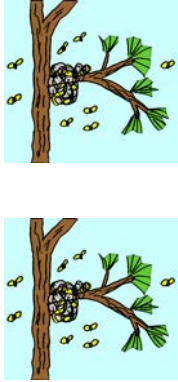
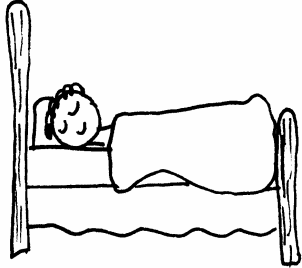
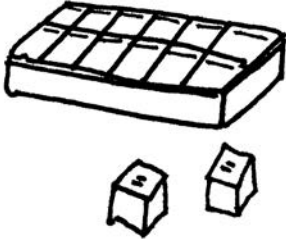
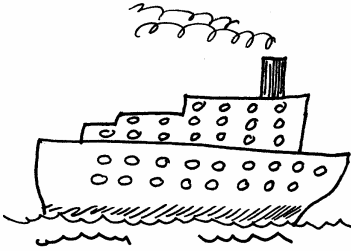

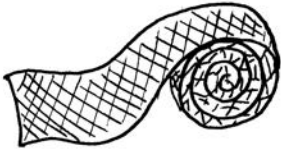

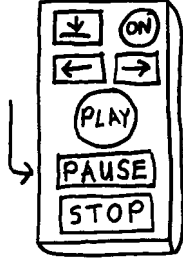

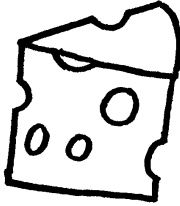



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1. h → ou → se      house
2. m → ou → se      mouse
3. g → oo → se      goose
4. g → ee → se      geese
5. h → or → se      horse
6. p → ur → se      purse
7. n → ur → se      nurse
8. f → al → se      false
9. r → i → n → se      rinse
10. t → e → n → se      tense

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> <sup>x</sup>                  _ se    <sup>x</sup>                  _ ze             </p>		<p>A. # 13</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.



The \_se and \_ze patterns can be used to show the /z/ sound at the end of words.

\_sē<sup>x</sup>



\_zē<sup>x</sup>

The letter e is used after s and z to avoid confusion with the suffix \_s.

1. ch → ee → se

cheese

2. r → ai → se

raise

3. p → au → se

pause

4. ch → oo → se

choose

5. cr → ui → se

cruise

6. n → oi → se

noise

7. fr → ee → ze

freeze

8. m → ai → ze

maize

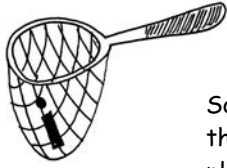
9. g → au → ze

gauze

10. sn → oo → ze

snooze

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.



# Contractions



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

1. he /s

he's

2. she /s

she's

3. it /s

it's

4. that /s

that's

5. what /s

what's

6. who /s

who's

7. where /s

where's

8. there /s

there's

9. how /s

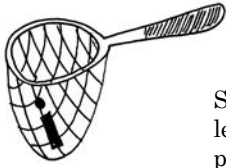
how's

10. I a m

I'm

Read the separate words. Read the contractions formed by dropping the letter *i* or the letter *a*.

# Contractions



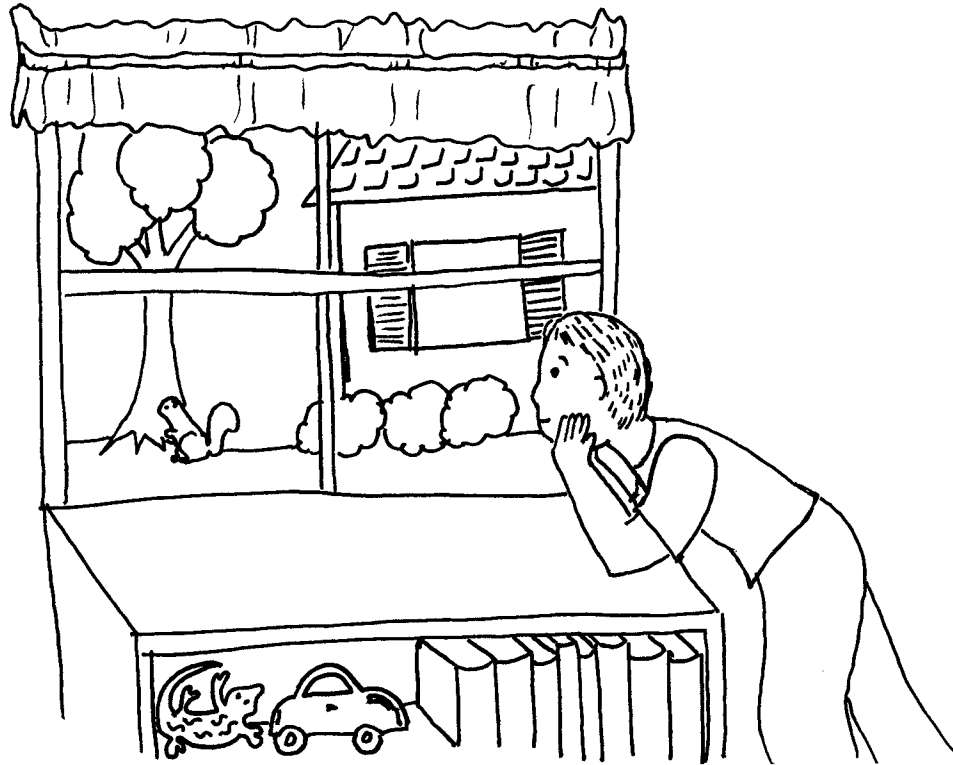
Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.



1. he ~~i~~s                      he's
2. she ~~i~~s                        she's
3. it ~~i~~s                            it's
4. that ~~i~~s                        that's
5. what ~~i~~s                        what's
6. who ~~i~~s                         who's
7. where ~~i~~s                      where's
8. there ~~i~~s                       there's
9. how ~~i~~s                        how's
10. I ~~a~~m                         I'm

Read the separate words. Read the contractions formed by dropping the letter *i* or the letter *a*.

# A Trip To The Farm

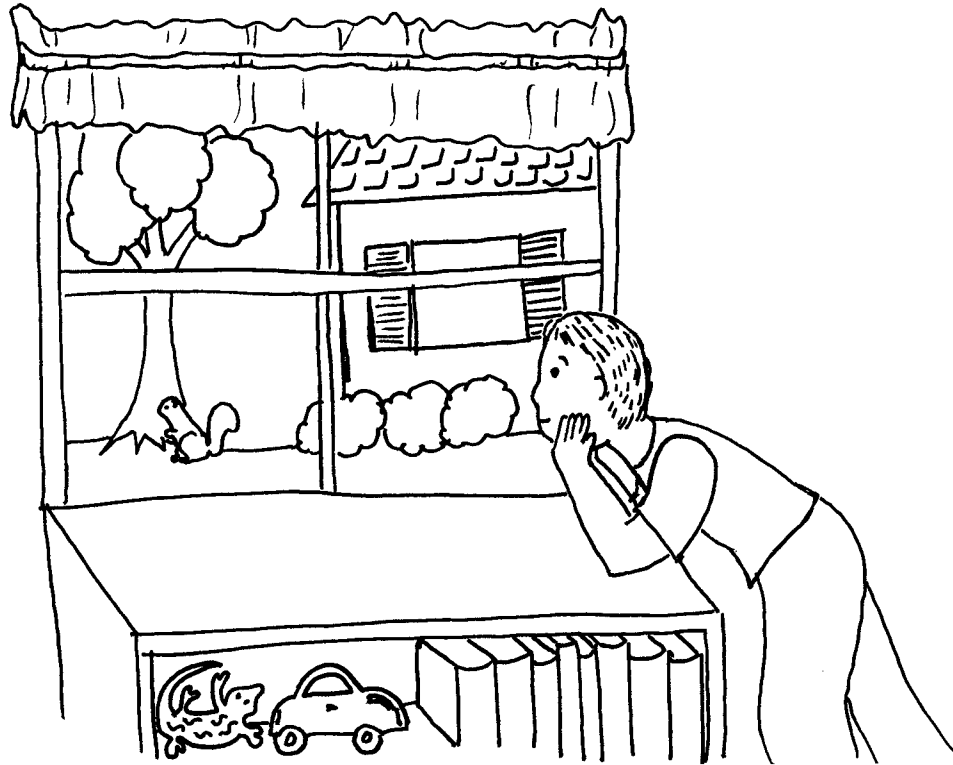


It was hot. Walter didn't  
have anything to do.

"Walter," called Mom,

"do you want to go to a farm?"

# A Trip To The Farm

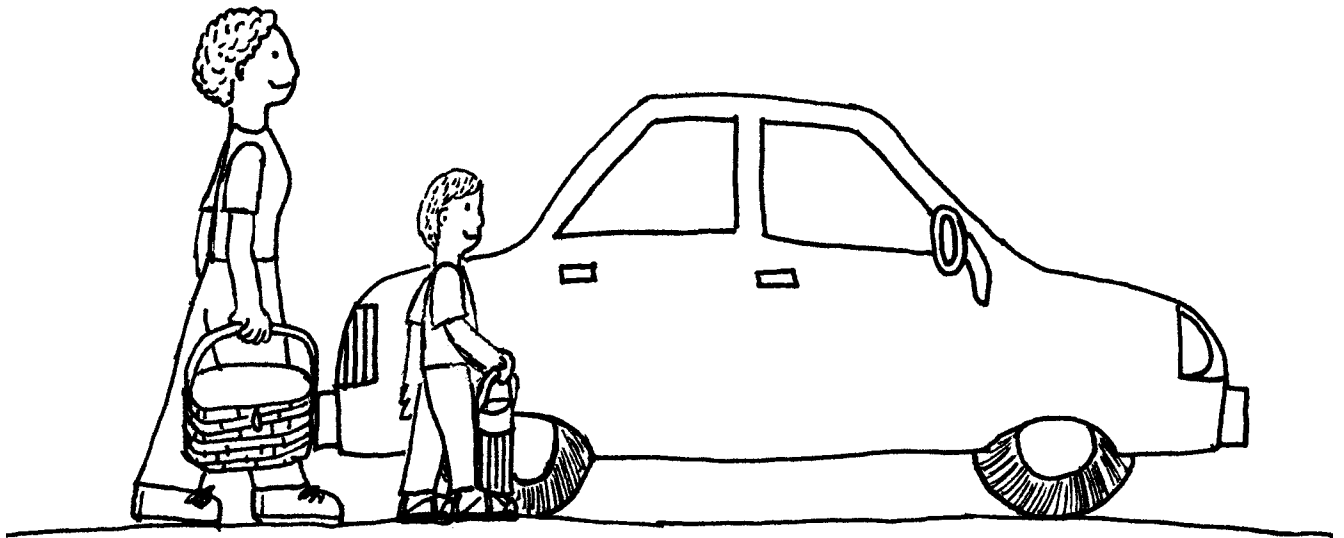


It was hot. Walter didn't  
have anything to do.

“Walter,” called Mom,  
“do you want to go to a farm?”

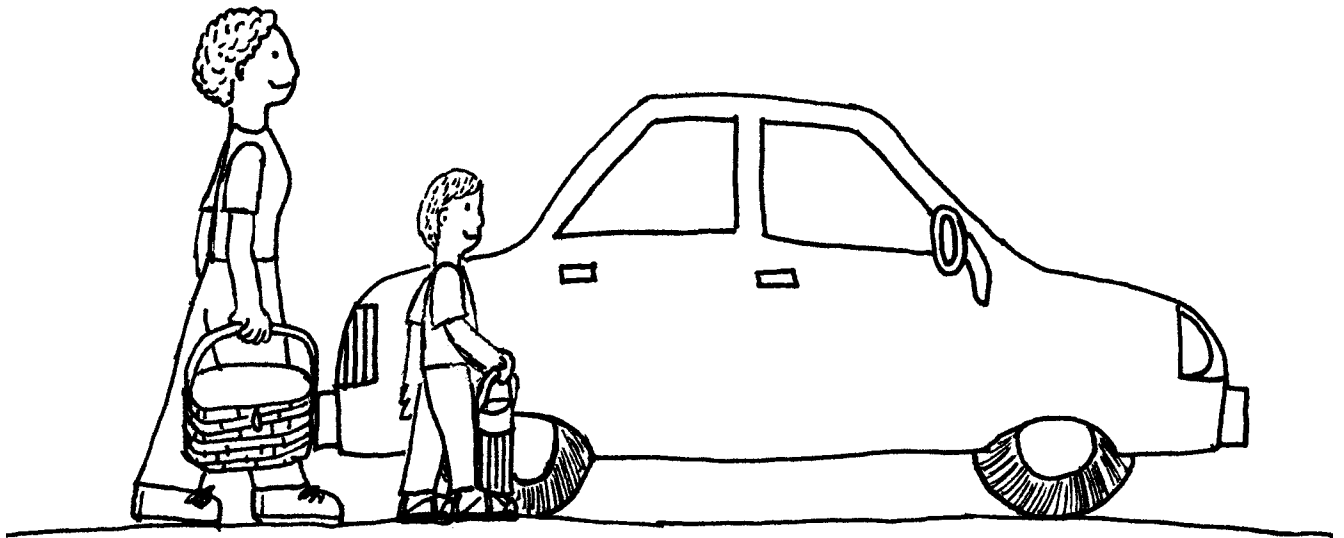
Walter's Mom packed lunch  
in a basket.

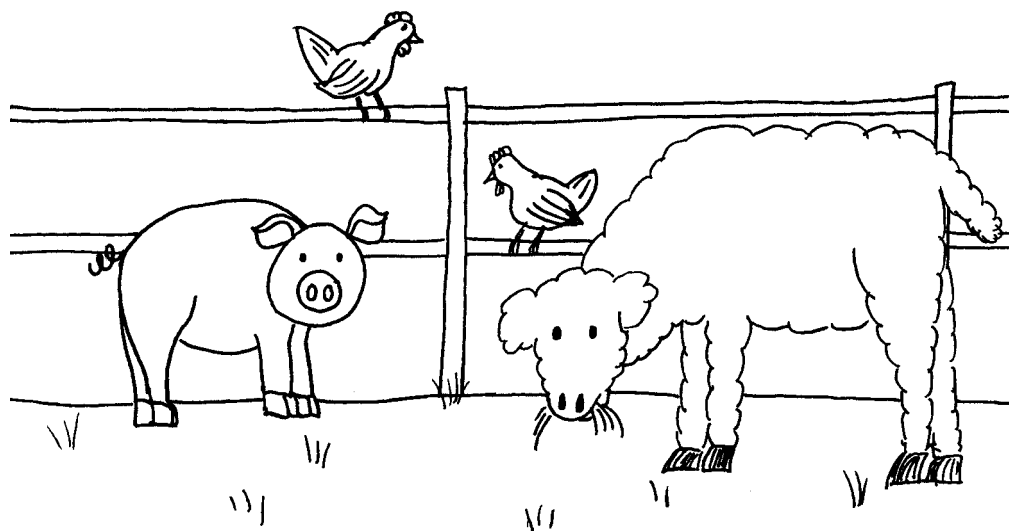
Then Walter and his mom  
got in the car and  
drove to a farm.



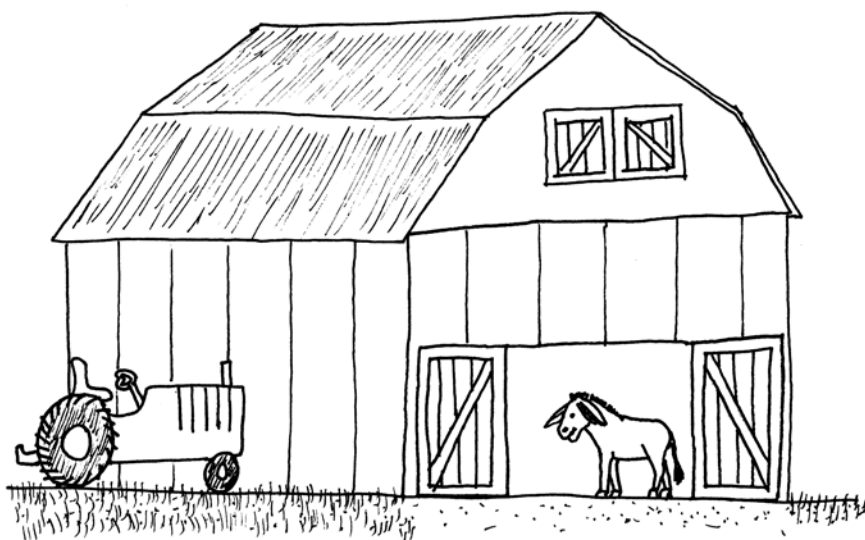
Walter's Mom packed lunch  
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Then Walter and his mom  
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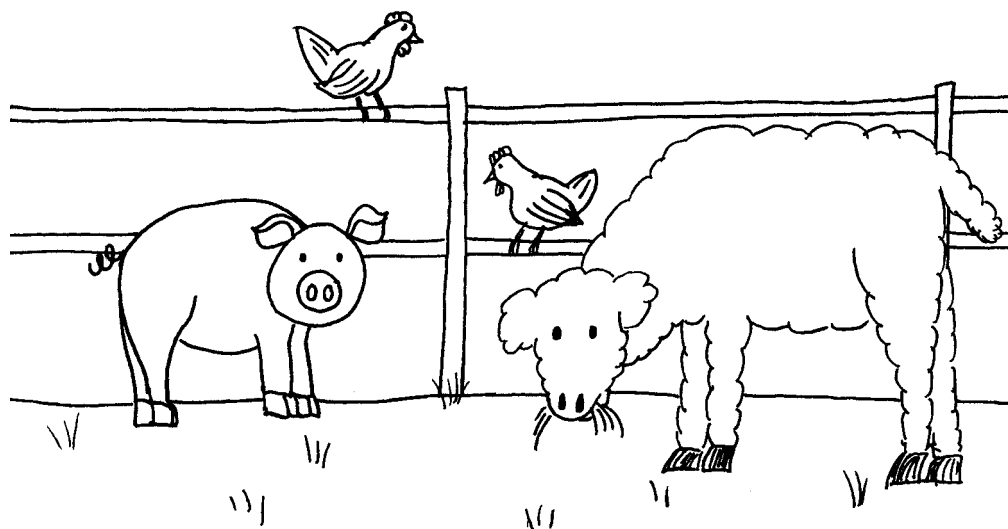


At the farm, Walter saw  
pigs, chickens, and sheep.

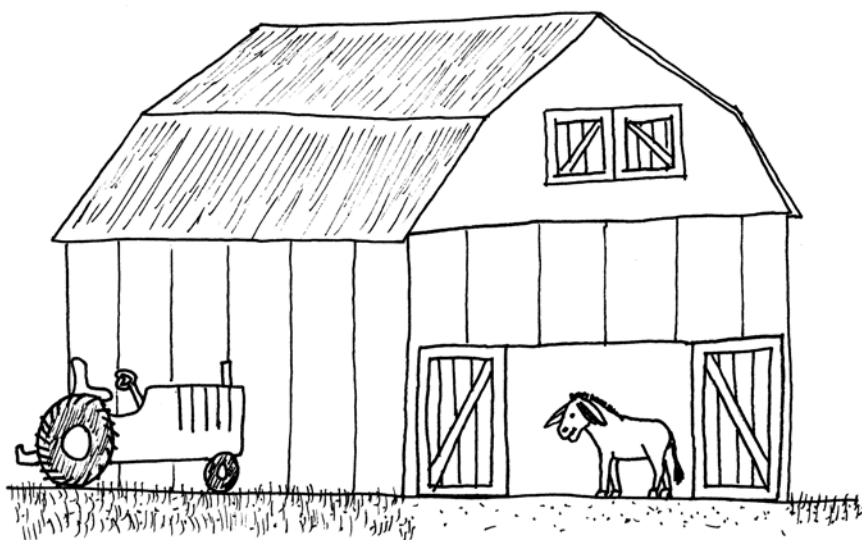


He saw a donkey in a big, red barn.





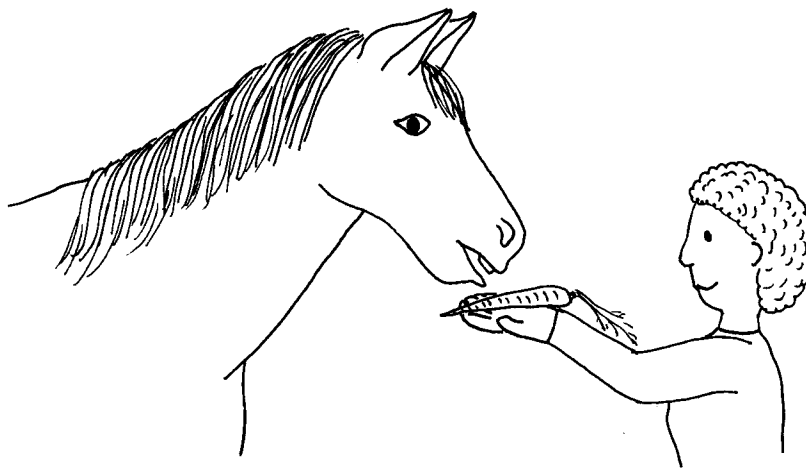
At the farm, Walter saw  
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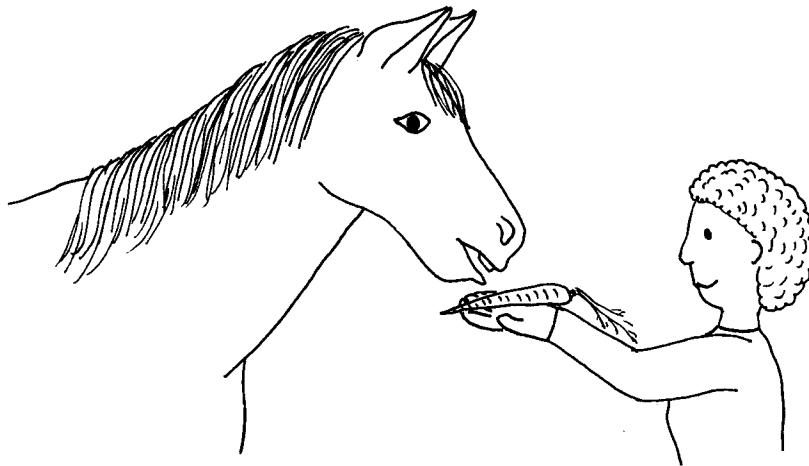
He saw pumpkins and tall stalks  
of corn growing in a garden.



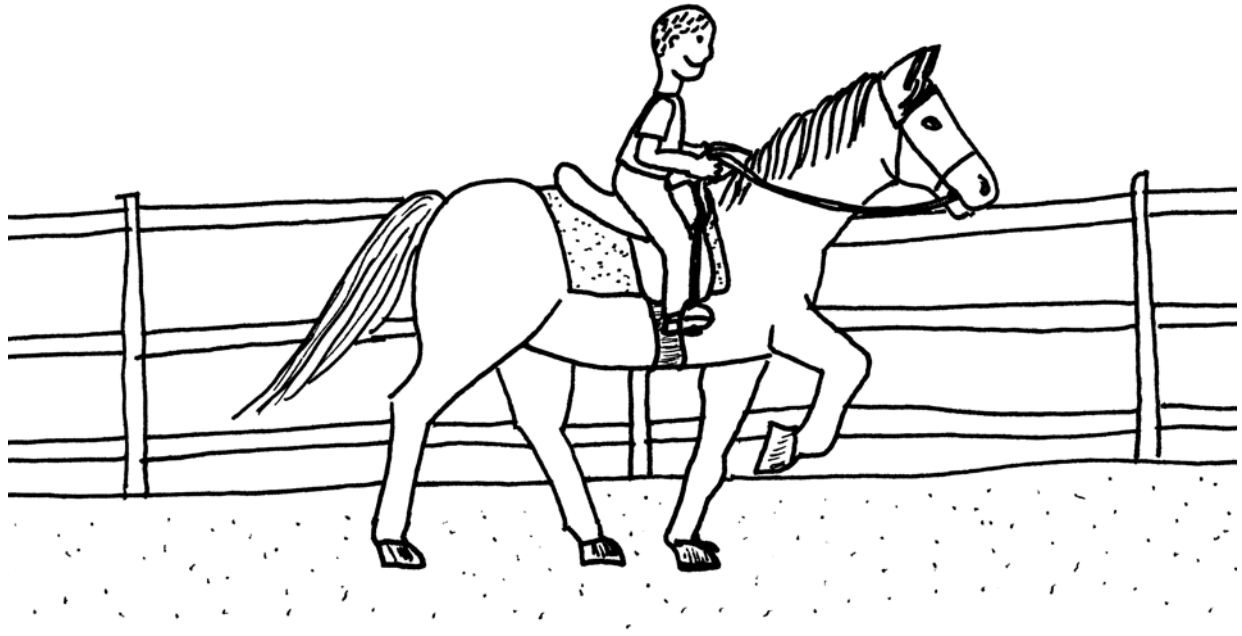
Walter's Mom fed  
a large, white horse.



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



Walter's Mom fed  
a large, white horse.



Walter got to ride on the horse.

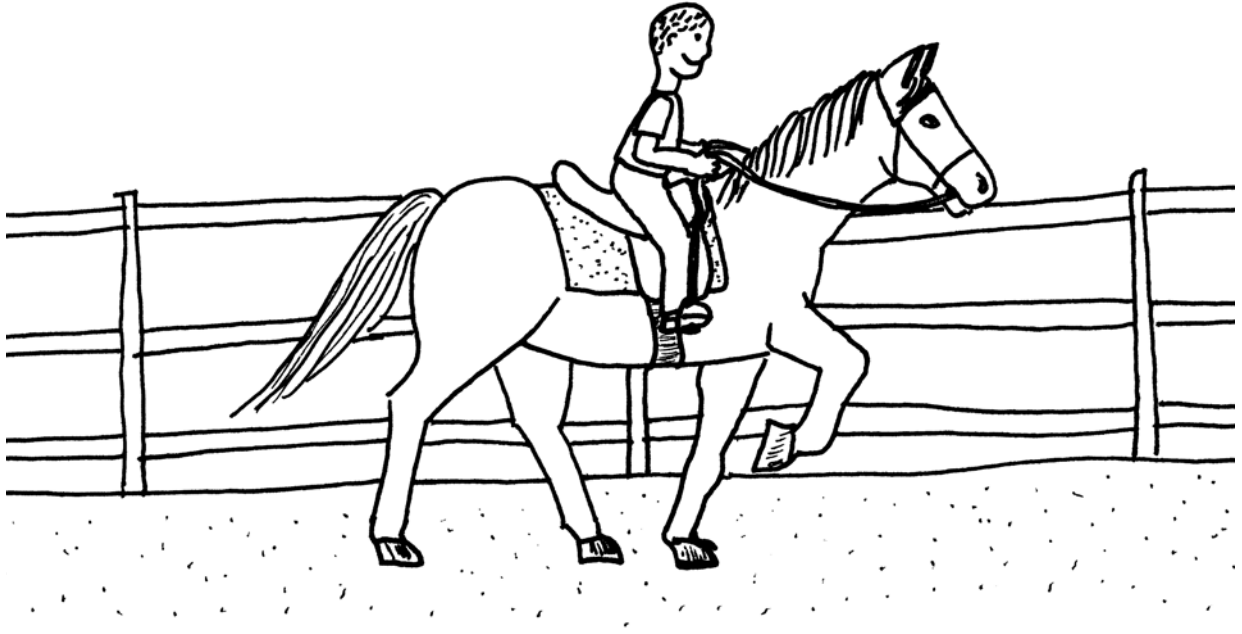
The horse walked and walked.

The horse didn't want to stop.

Walter didn't want to stop.

But then his mom called,

"Let's wash our hands for lunch."



Walter got to ride on the horse.

The horse walked and walked.

The horse didn't want to stop.

Walter didn't want to stop.

But then his mom called,

“Let's wash our hands for lunch.”

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



"It's time to go home," said Mom.

Walter and his mom had  
a lot of fun at the farm.



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



“It’s time to go home,” said Mom.

Walter and his mom had  
a lot of fun at the farm.



**Sequence Chart - Phonetic Words And Stories, Book 5 - Soft C And G Sounds, R-Controlled Vowels**

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



**Sequence Chart - Phonetic Words And Stories, Book 5 - Soft C And G Sounds, R-Controlled Vowels**

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

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

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. **Students Read Words With The New Letter Pattern** - 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.

THE FIRST TWO STEPS ARE CALLED THE ROBOT GAME.

A. The teacher looks at the words, pronouncing each sound separately. Students look at the pictures (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.)

B. The teacher looks at the pictures, 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 words. Call on individual students to find the correct word, point to it, and read it aloud, pronouncing the word normally.

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.

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."

**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 Patter, followed by sections VIII, IX, and X.

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.

e e s d f t t r h p g n l

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

d f t t r h p g n l
see

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

s d f t t h p l
green

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

s d f r p g n l
teeth

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

e e s d f t t r h p g n l

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

s d f t t r h p g n l
ee

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

d f t t r h g n
sleep

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

d f t t r h g n
s l e e p

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

d f t t r h g n
sleep

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

d f t t r g n l
sheep

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

d f t t r h g n
sleep

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

d f t r h p g n
sleet

Phonetic Words And Stories, Book 5 - Answer Key, By Page Number

Bk 5 - # 1 (46-47)		ce, ci, cy		Bk 5 - # 2 (48-49)		_ace, _ice, _uce *	
Words		Pictures		Words		Pictures	
1. c-e-n-t	H	A. re-ceive	8	1. r-a-c-e	J	A. spr-u-c-e	10
2. cit-y	E	B. prin-cess	5	2. f-a-c-e	F	B. a-c-e	4
3. cy-cle	C	C. cy-cle	3	3. sp-a-c-e	H	C. m-i-c-e	5
4. pen-cil	F	D. de-ceive	9	4. a-c-e	B	D. r-i-c-e	6
5. prin-cess	B	E. cit-y	2	5. m-i-c-e	C	E. pr-i-c-e	7
6. fan-cy	I	F. pen-cil	4	6. r-i-c-e	D	F. f-a-c-e	2
7. ceil-ing	G	G. ceil-ing	7	7. pr-i-c-e	E	G. d-i-c-e	8
8. re-ceive	A	H. c-e-n-t	1	8. d-i-c-e	G	H. sp-a-c-e	3
9. de-ceive	D	I. fan-cy	6	9. sl-i-c-e	I	I. sl-i-c-e	9
10. cen-ti-pede	J	J. cen-ti-pede	10	10. spr-u-c-e	A	J. r-a-c-e	1

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

^ Sight Word - Not pronounced as expected

Bk 5 - # 3 (50-51)		_ce		Bk 5 - # 4 (52-53)		ir/bird	
Words		Pictures		Words		Pictures	
1. f-e-n-ce	I	A. ch-oi-ce	9	1. g-ir-l	E	A. st-ir	5
2. pr-i-n-ce	C	B. l-a-n-ce	4	2. b-ir-d	C	B. f-ir	4
3. d-a-n-ce	H	C. pr-i-n-ce	2	3. d-ir-t	G	C. b-ir-d	2
4. l-a-n-ce	B	D. pr-a-n-ce	5	4. f-ir	B	D. f-ir-s-t	8
5. pr-a-n-ce	D	E. f-or-ce	6	5. st-ir	A	E. g-ir-l	1
6. f-or-ce	E	F. j-ui-ce	10	6. sh-ir-t	I	F. th-ir-d	7
7. b-ou-n-ce	G	G. b-ou-n-ce	7	7. th-ir-d	F	G. d-ir-t	3
8. v-oi-ce	J	H. d-a-n-ce	3	8. f-ir-s-t	D	H. squir-rel	10
9. ch-oi-ce	A	I. f-e-n-ce	1	9. sk-ir-t	J	I. sh-ir-t	6
10. j-ui-ce	F	J. v-oi-ce	8	10. squir-rel	H	J. sk-ir-t	9

Phonetic Words And Stories, Book 5 - Answer Key, By Page Number

Bk 5 - # 5 (58-59)		ge, gi, gy		Bk 5 - # 6 (60-61)		_ge/hinge	
Words		Pictures		Words		Pictures	
1. g-e-m	A	A. g-e-m	1	1. h-i-n-ge	J	A. sp-o-n-ge	5
2. g-e-l	G	B. squee-gee	7	2. fr-i-n-ge	C	B. fl-a-n-ge	3
3. gen-tle	F	C. h-u-g-e *	8	3. fl-a-n-ge	B	C. fr-i-n-ge	2
4. gir-affe	E	D. st-a-g-e *	10	4. pl-u-n-ge	D	D. pl-u-n-ge	4
5. gi-ant	J	E. gir-affe	4	5. sp-o-n-ge	A	E. g-or-ge	8
6. mag-ic	H	F. gen-tle	3	6. str-a-n-ge	G	F. or-ange	9
7. squee-gee	B	G. g-e-l	2	7. ch-a-n-ge	I	G. str-a-n-ge	6
8. h-u-g-e *	C	H. mag-ic	5	8. g-or-ge	E	H. re-venge	10
9. p-a-g-e *	I	I. p-a-g-e *	9	9. or-ange	F	I. ch-a-n-ge	7
10. st-a-g-e *	D	J. gi-ant	5	10. re-venge	H	J. h-i-n-ge	1

Bk 5 - # 7 (64-65)		ar/car		Bk 5 - # 8 (70-71)		er/fern	
Words		Pictures		Words		Pictures	
1. ar-m	I	A. c-ar	3	1. h-er	F	A. f-er-n	7
2. ar-t	H	B. sh-ar-k	8	2. h-er-d	B	B. h-er-d	2
3. c-ar	A	C. l-ar-ge	7	3. v-er-b	G	C. cl-er-k	8
4. st-ar	F	D. ch-ar-t	9	4. v-er-se	E	D. des-sert	10
5. f-ar-m	E	E. f-ar-m	5	5. s-er-ve	H	E. v-er-se	4
6. b-ar-n	G	F. st-ar	4	6. p-er-ch	I	F. h-er	1
7. l-ar-ge	C	G. b-ar-n	6	7. f-er-n	A	G. v-er-b	3
8. sh-ar-k	B	H. ar-t	2	8. cl-er-k	C	H. s-er-ve	5
9. ch-ar-t	D	I. ar-m	1	9. des-ert	J	I. p-er-ch	6
10. gar-den	J	J. gar-den	10	10. des-sert	D	J. des-ert	9

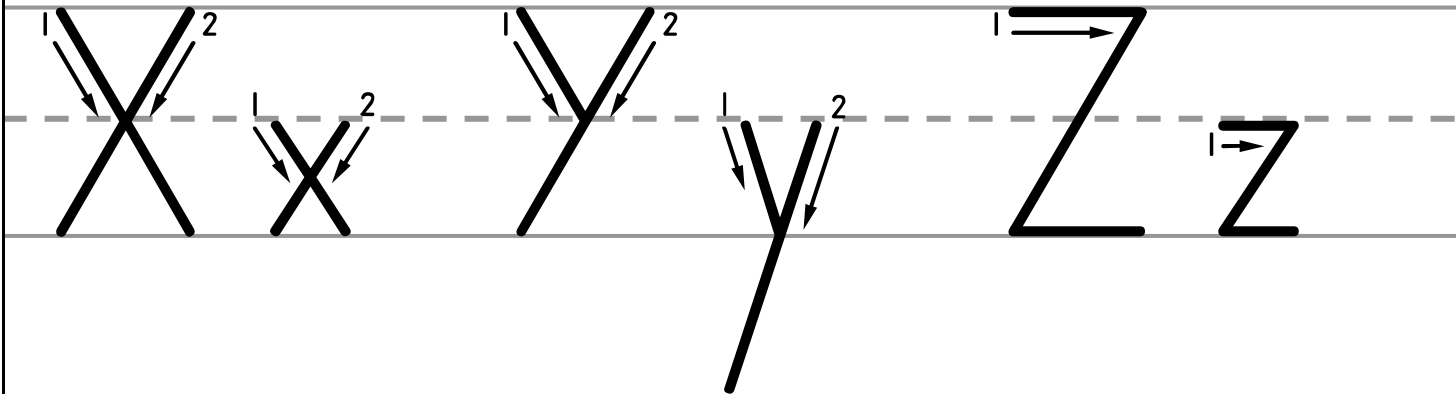
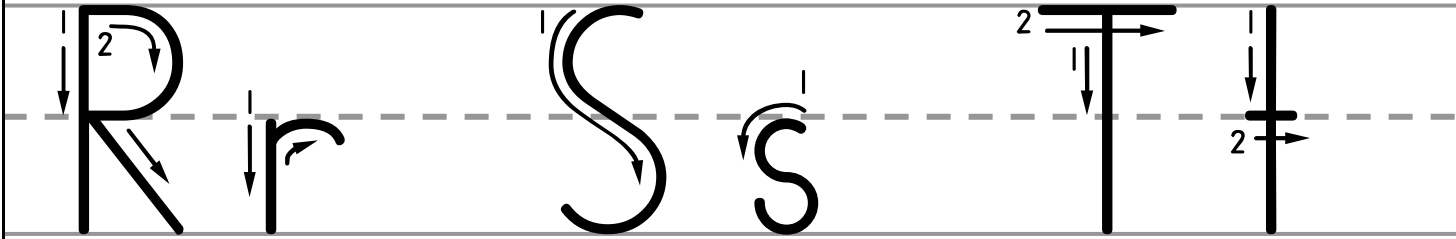
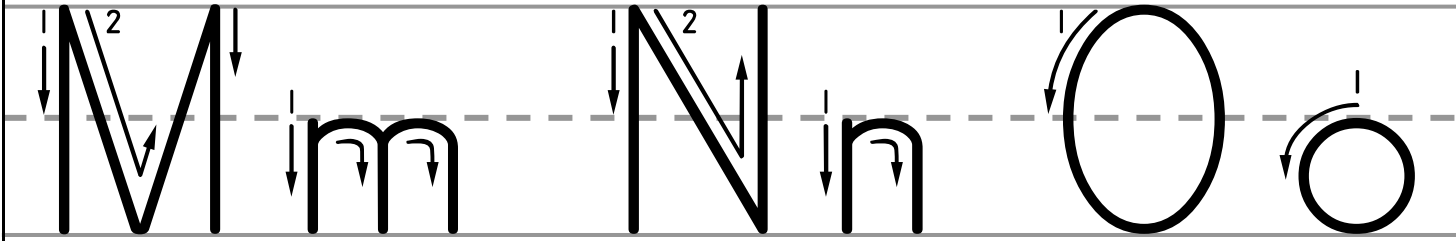
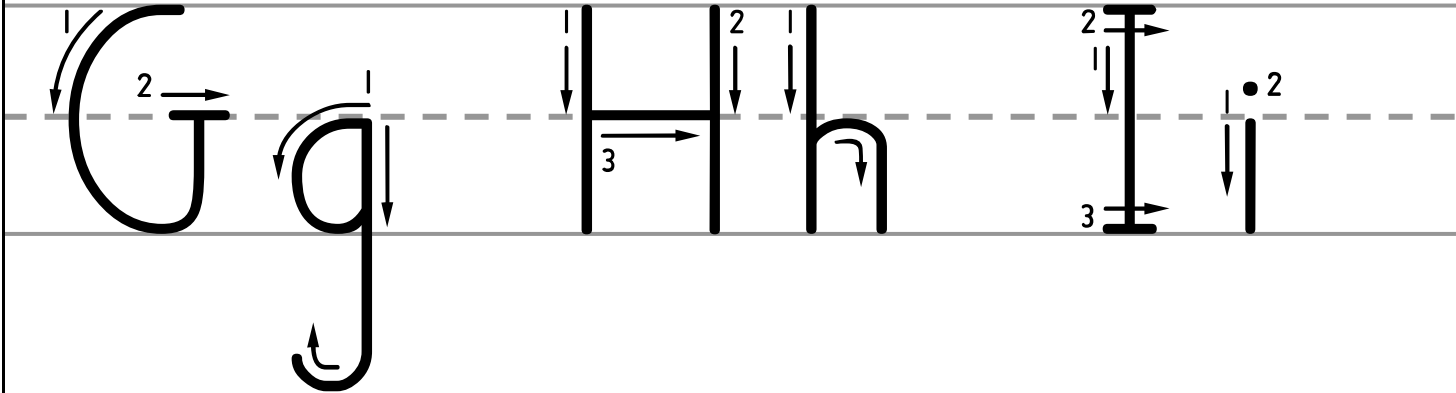
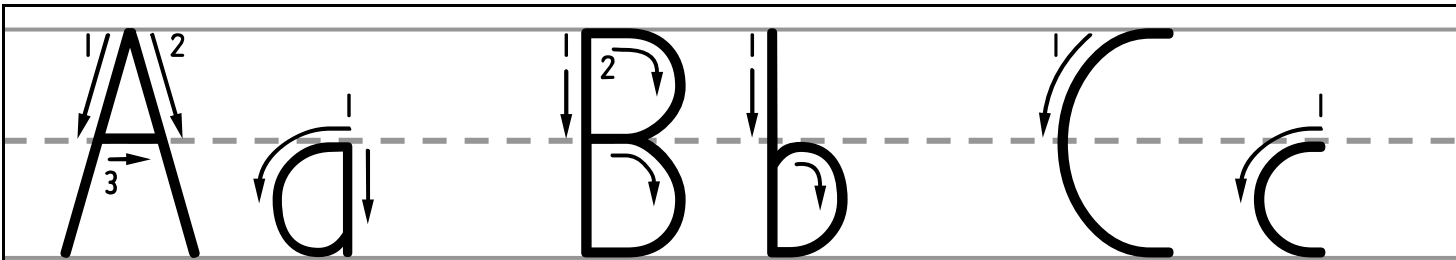
Phonetic Words And Stories, Book 5 - Answer Key, By Page Number

Bk 5 - # 9 (72-73)		er/zipper		Bk 5 - # 10 (74-75)		er/feather	
Words		Pictures		Words		Pictures	
1. zip-per	H	A. ham-mer	6	1. feath-er	B	A. weath-er	2
2. lad-der	I	B. num-ber	8	2. weath-er	A	B. feath-er	1
3. soc-cer	G	C. riv-er	10	3. sweat-er	J	C. flow-er	8
4. let-ter	E	D. but-ter	5	4. cel-er-y	H	D. nei-ther	10
5. but-ter	D	E. let-ter	4	5. wa-ter	F	E. ei-ther	9
6. ham-mer	A	F. win-ter	7	6. oys-ter	I	F. wa-ter	5
7. win-ter	F	G. soc-cer	3	7. tow-er	G	G. tow-er	7
8. num-ber	B	H. zip-per	1	8. flow-er	C	H. cel-er-y	4
9. un-der	J	I. lad-der	2	9. ei-ther	E	I. oys-ter	6
10. riv-er	C	J. un-der	9	10. nei-ther	D	J. sweat-er	3

Bk 5 - # 11 (82-83)		ur/purse		Bk 5 - # 12 (94-95)		_se/house	
Words		Pictures		Words		Pictures	
1. h-ur-t	D	A. ch-ur-n	7	1. h-ou-se	H	A. n-ur-se	7
2. c-ur-ve	H	B. tur-tle	9	2. m-ou-se	B	B. m-ou-se	2
3. tur-nip	C	C. tur-nip	3	3. g-oo-se	D	C. p-ur-se	6
4. pur-ple	J	D. h-ur-t	1	4. g-ee-se	J	D. g-oo-se	3
5. b-ur-n	E	E. b-ur-n	5	5. h-or-se	E	E. h-or-se	5
6. s-ur-f	F	F. s-ur-f	6	6. p-ur-se	C	F. f-al-se	8
7. ch-ur-n	A	G. tur-key	10	7. n-ur-se	A	G. r-i-n-se	9
8. ch-ur-ch	I	H. c-ur-ve	2	8. f-al-se	F	H. h-ou-se	1
9. tur-tle	B	I. ch-ur-ch	8	9. r-i-n-se	G	I. t-e-n-se	10
10. tur-key	G	J. pur-ple	4	10. t-e-n-se	I	J. g-ee-se	4

Phonetic Words And Stories, Book 5 - Answer Key, By Page Number

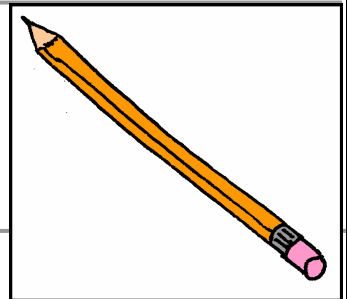
Bk 5 - # 13 (96-97)		_se, _ze	
Words		Pictures	
1. ch-ee-se	I	A. sn-oo-ze	10
2. r-ai-se	J	B. fr-ee-ze	7
3. p-au-se	G	C. cr-ui-se	5
4. ch-oo-se	F	D. m-ai-ze	8
5. cr-ui-se	C	E. g-au-ze	9
6. n-oi-se	H	F. ch-oo-se	4
7. fr-ee-ze	B	G. p-au-se	3
8. m-ai-ze	D	H. n-oi-se	6
9. g-au-ze	E	I. ch-ee-se	1
10. sn-oo-ze	A	J. r-ai-se	2



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



Aa Bb Cc

Gg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz



Dd Ee Ff

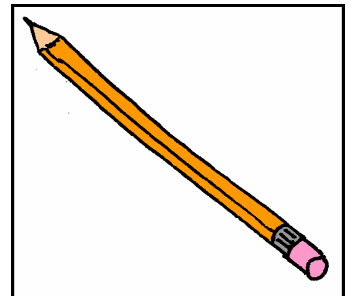
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Pp Qq Rr

Uu Vv Ww


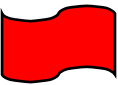
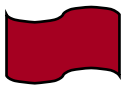
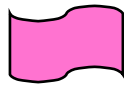
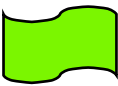
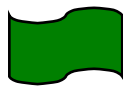
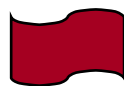
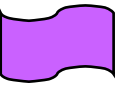
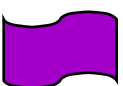
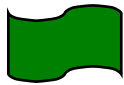

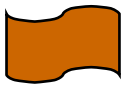





Using this page as a guide, practice writing cursive letters on lined paper.



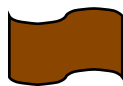

Also, use this page when spelling words. If you forget how to write a letter, this page will show you how to do it.



## How 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
<p><b>a</b></p>  <p>apple</p> 	<p><b>ā</b></p> <p>darker red</p> 	<p><b>ä</b></p> <p>a color variant of red</p> 
<p><b>e</b></p> <p>lighter green</p> 	<p><b>ē</b></p> <p>green</p> 	<p><b>ë</b></p> 
<p><b>i</b></p> <p>lighter violet</p> 	<p><b>ī</b></p> <p>violet</p> 	<p><b>ï</b></p> 
<p><b>o</b></p> <p>lighter orange</p> 	<p><b>ō</b></p> <p>orange</p> 	<p><b>ö</b></p> 
<p><b>u</b></p> <p>lighter blue</p> 	<p><b>ū</b></p> <p>blue</p> 	<p><b>ü</b></p>  <p>bush</p> 

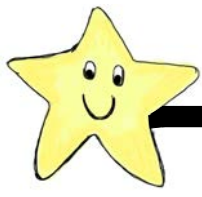
<p><b>oi oy</b></p>  <p>gold coin</p> 	<p><b>ou ow</b></p> <p>brown</p> 	<p><b>er ir ur</b></p> <p>Gray = "no color" The vowels in these patterns are not pronounced.</p> 
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Use this page with a dry-erase frame





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.

## How To Make A Dry-Erase Frame

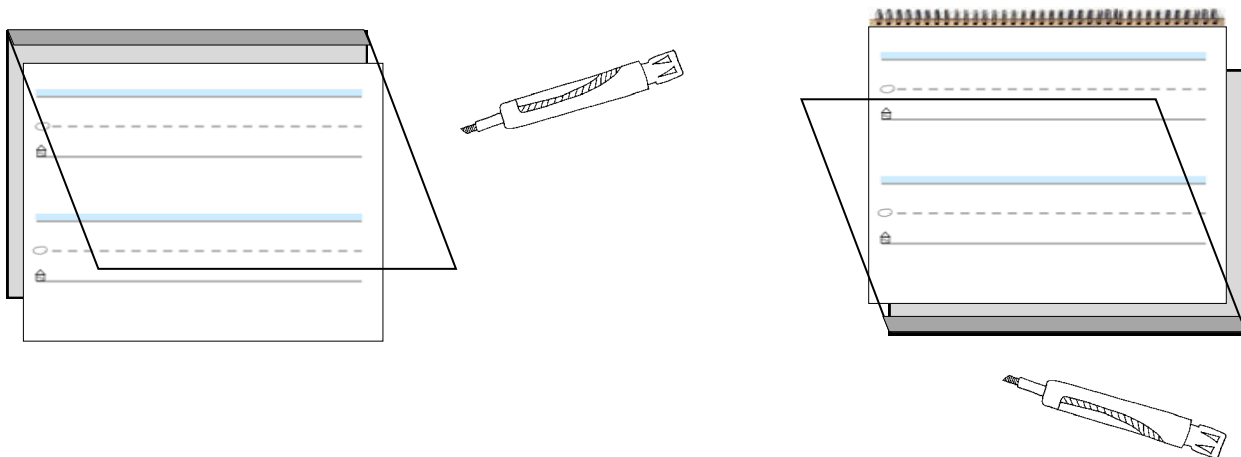
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

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.





**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, äI, 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 Ę 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, ĩ, 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