

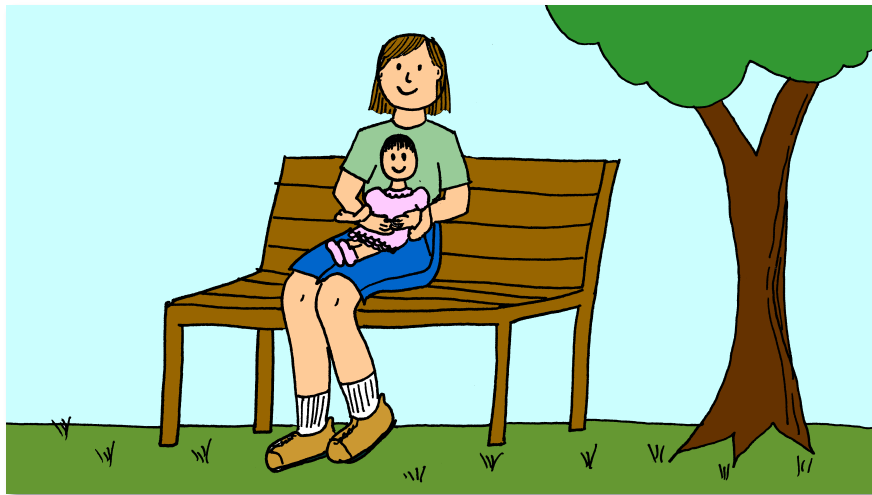
# Phonetic Words And Stories

## Book 6

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Open Syllables, V\_E Syllables

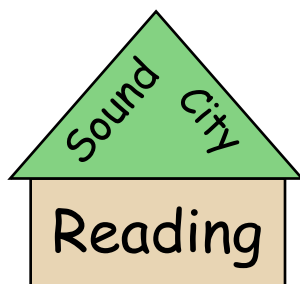
ëi    ëy    ëa    ëigh    ë  
eu    ie    i



Sound City Reading



Note: These glasses  
indicate sight words.



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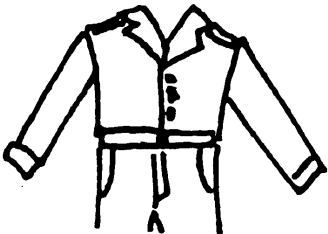
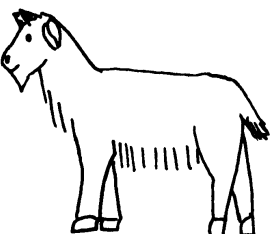

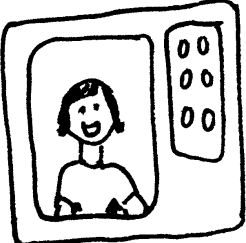

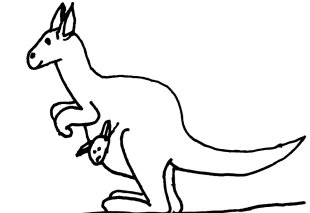
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# Color-Coding Chart

|     |  |              |
|-----|--|--------------|
| a   | ant  | bright red   |
| ā   | rain, play, safe, carrot   | dark red     |
| ä   | Paul, saw, ball, salt, talk, wasp, swan<br>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,<br>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,<br>journal               | gray         |
| wor | worm   | gray         |

Syllable Awareness 6-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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

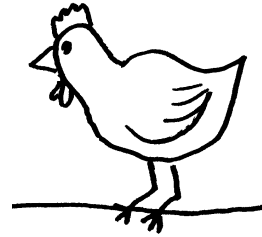
The teacher says each word, one at a time: sign, la-dy, u-ni-form, goat, ma-gi-cian, tel-e-vi-sion, muf-fin, kan-ga-roo. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 6-2 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.

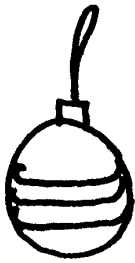
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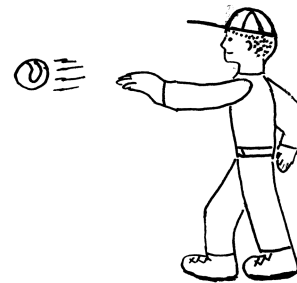
2.



3.



4.



5.



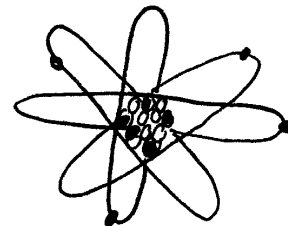
6.



7.



8.



The teacher says each word, one at a time: flow-er, chick-en, or-na-ment, pitch, bar-rel, clown, de-tec-tive, u-ra-ni-um. 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<br>was | of      | both             |   |
| the      | most             | post          | wolf    | two              |   |
| rich     | much             | such          | which   | what             |   |
| who      | whom             | whose         | truth   | Book 2<br>people |   |
| been     | where            | there         | were    | said             |   |
| says     | friend           | children      | won't   | don't            |   |
| any      | many             | busy          | only    | Book 3<br>broad  |   |
| does     | shoe             | move          | prove   | lose             |   |
| gone     | one              | again         | against | sure             |   |
| sew      | Book 4<br>though | through       | know    | school           |   |
| poor     | door             | floor         | half    | calf             |   |
| although | Book 5<br>once   | are           | answer  | very             |   |
| bury     | Book 6<br>height | dinosaur      |         |                  |   |
|          |                  |               |         |                  |   |

## Sight Words

|          |                  |               |         |                  |   |
|----------|------------------|---------------|---------|------------------|---|
| Review   | is               | his           | as      | has              | A |
| a        | I                | Book 1<br>was | of      | both             |   |
| the      | most             | post          | wolf    | two              |   |
| rich     | much             | such          | which   | what             |   |
| who      | whom             | whose         | truth   | Book 2<br>people |   |
| been     | where            | there         | were    | said             |   |
| says     | friend           | children      | won't   | don't            |   |
| any      | many             | busy          | only    | Book 3<br>broad  |   |
| does     | shoe             | move          | prove   | lose             |   |
| gone     | one              | again         | against | sure             |   |
| sew      | Book 4<br>though | through       | know    | school           |   |
| poor     | door             | floor         | half    | calf             |   |
| although | Book 5<br>once   | are           | answer  | very             |   |
| bury     | Book 6<br>height | dinosaur      |         |                  |   |
|          |                  |               |         |                  |   |

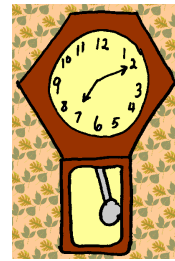
# A Sound Story

## About Audrey and Brad

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

### Part 1

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



T t

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



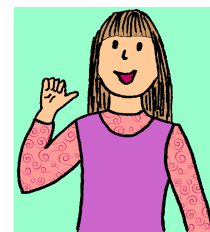
I i

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



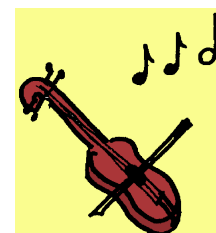
H h

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







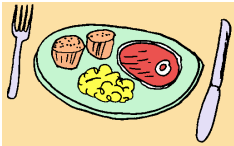
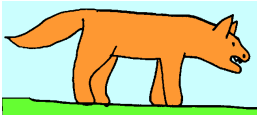
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Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

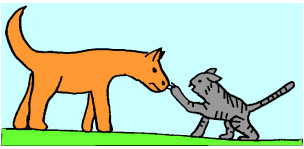
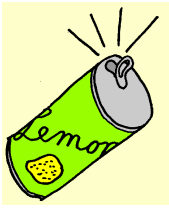

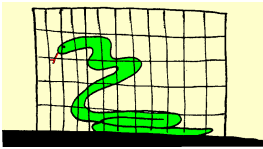
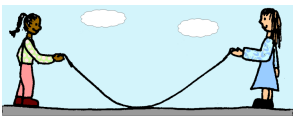





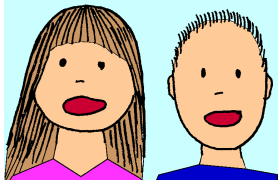
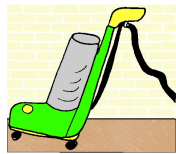

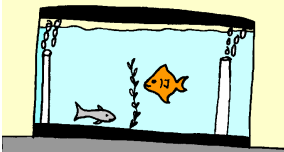
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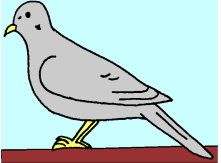
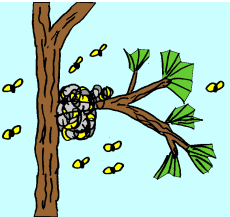
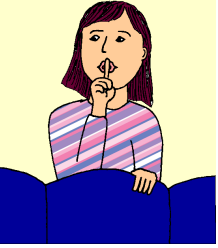
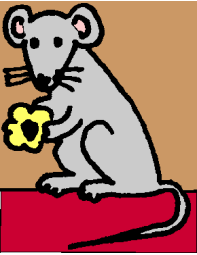
If students are not familiar with the sound story, read it aloud to them over a period of several days.

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


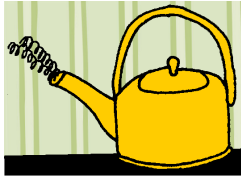


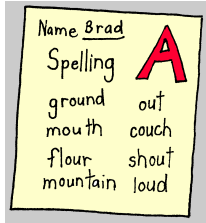

Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

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

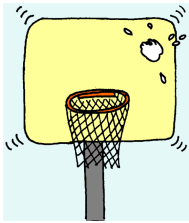
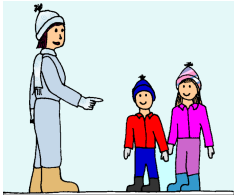

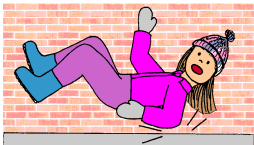

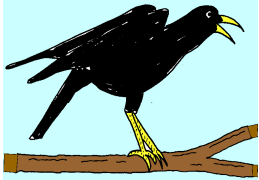
|   |   |            |
|---|---|------------|
| <p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>   |     | <p>C c</p> |
| <p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>  |    | <p>D d</p> |
| <p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up."<br/>(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."<br/>(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><br/>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><br/>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. "Nnnnggg," went the backboard as Brad's first snowball hit. "Nnnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>  |   | <p>ng</p>        |
| <p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (u/uniform)</p>   |    | <p>ū</p>         |
| <p>"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p>  |   | <p>oi<br/>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<br/>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."

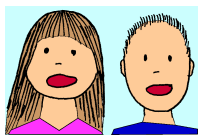
|              |             |             |            |            |
|--------------|-------------|-------------|------------|------------|
| sion/mansion | sion/vision | ture/future | cle/circle | ate/pirate |
|--------------|-------------|-------------|------------|------------|

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



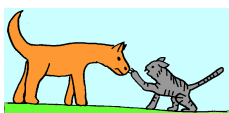
D d



E e



F f



G g



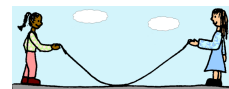
H h



I i



J j



K k



L l



M m



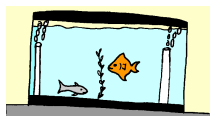
N n



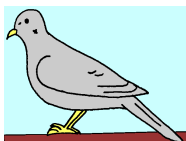
O o



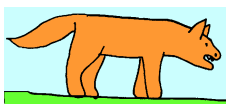
P p



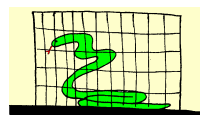
Qu qu



R r



S s



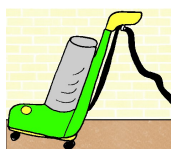
T t



U u



V v



W w



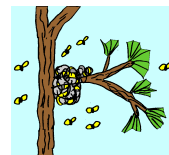
X x



Y y



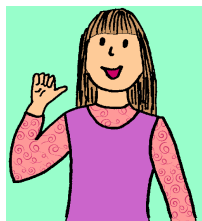
Z z



Say the sound for each letter.

# "Beyond The Alphabet" Sounds

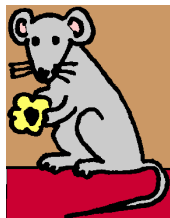
ī



sh



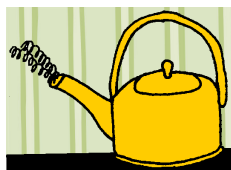
ē



ō



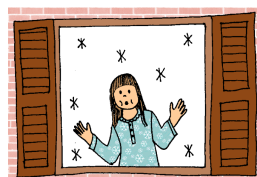
th



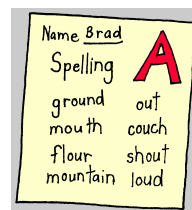
th



ö



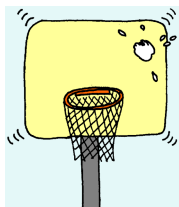
ā



ch



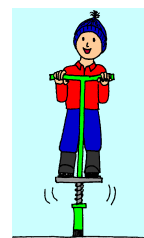
ng



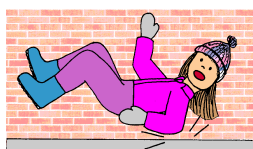
ū



oi oy



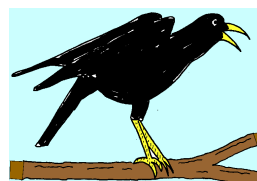
ou ow



ü



ä

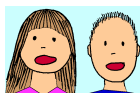



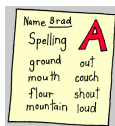
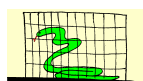









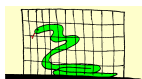







measure, vision,  
azure, garage





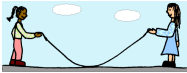
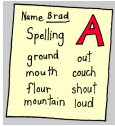














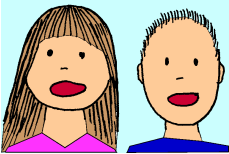
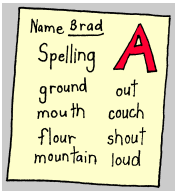
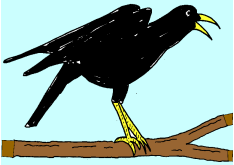
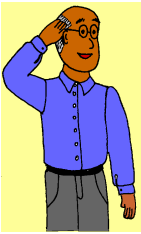
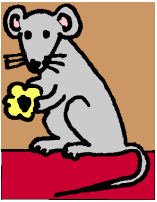
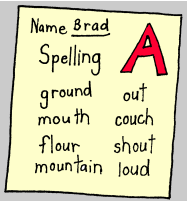


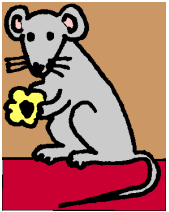







Say the sound for each letter or pattern.

Say the sound or sounds for each letter.

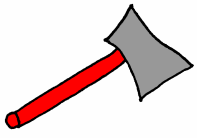

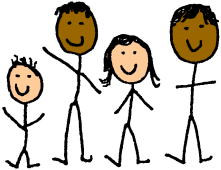




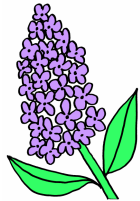
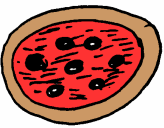
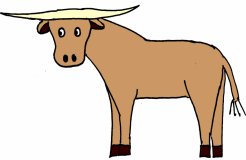
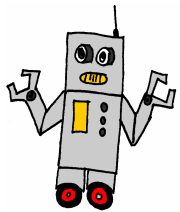




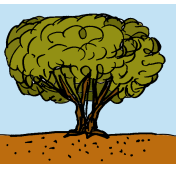
| Alphabet |   | Some letters can represent more than one sound. |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|
| a        |    | b   |    | c |   | d |    |   |   |
| ā        |    |   |   | c |   |   |   |   |   |
| ä        |    |   |   |   |   |   |   |   |   |
| i        |    | j   |    | k |   | l |    |   |   |
| ī        |   |   |   |   |   |   |   |   |   |
| ï        |  |   |   |   |   |   |   |   |   |
| 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 |    |
| ē        |    |   |   | g |     |
| ë        |    |   |   |   |   |
| m        |    | n   |    | o |    |
|          |   |   |   | ō |  |
|          |   |   |   | ö |   |
| v        |  | w   |  | x |    |
|          |   |   |   | y |  |
|          |   |   |   | y |  |
|          |   |   |   | y |  |
|          |   |   |   | z |  |

| 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>ë</p>    |
| <p>i</p>  | <p>ī</p>    | <p>ï</p>   |
| <p>o</p>  | <p>ō</p>   | <p>ö</p>  |
| <p>u</p>  | <p>ū</p>   | <p>ü</p>  |

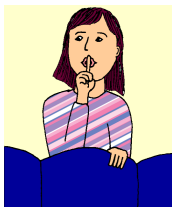
Say each vowel sound going down and across the columns.

| Short Vowels Closed Syllables  | Long Vowels Open Syllables   | Dotted Vowels   |
|--|--|---|
| <p>a</p>  <p>ax</p>   | <p>ā</p>  <p>ra ven</p>   | <p>ä</p>  <p>all</p>     |
| <p>e</p>  <p>egg</p>  | <p>ē</p>  <p>be gin</p>   | <p>ë</p>  <p>ba let</p>  |
| <p>i</p>  <p>in</p>  | <p>ī</p>  <p>li lac</p>  | <p>ï</p>  <p>piz za</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<br/>mu sic</p>  | <p>ü</p>  <p>bush</p>  |

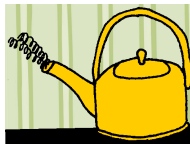
Say the sound and key word for each vowel.

## 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



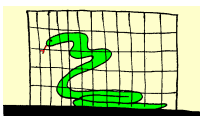
The letter c has an alternate sound. It should be pronounced as /s/ when it is followed by e, i, or y.

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.

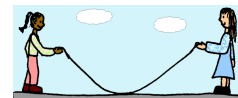
wh



ce



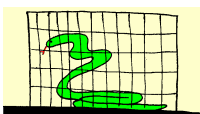
ge



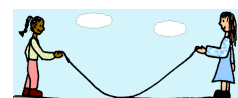
wh



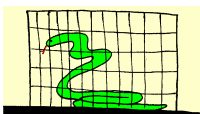
ci



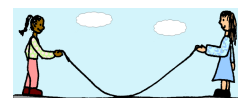
gi



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

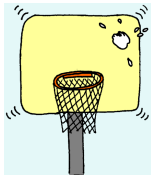
ench

inch

onch

unch

ng



ang

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ong

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nk



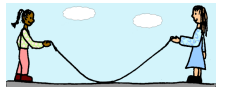
ank

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



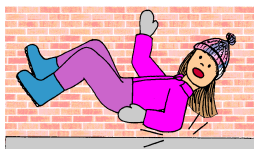
In the middle

oy



At the end

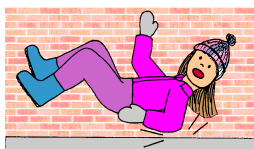
ow



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

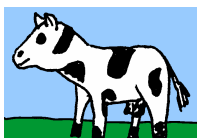


boy

Odd O

Patterns

ow



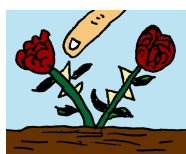
cow

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.

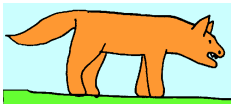
ould



should

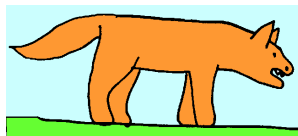
## Bossy R Patterns

ar

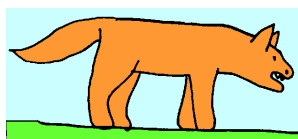


The letter r is very bossy. When it follows a vowel, it often won't let the vowel say its regular sound. Sometimes it won't let the vowel say anything at all.

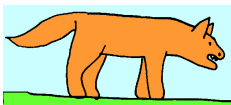
er



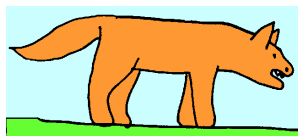
ir



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



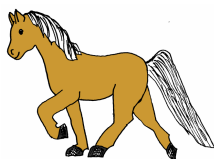
her

ir



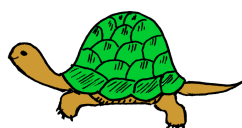
bird

or



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

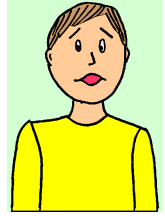
  
a



  
a \_




  
\_ a



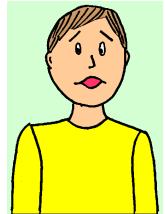
  
o



  
o \_ e



  
ou



## Shady Short Vowels

ea



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

Students say the sound for each pattern.

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

## Umbrella Vowels

  
a



what

  
a \_



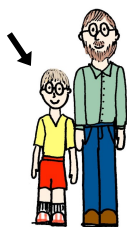
across

  
\_ a




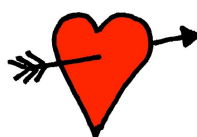
panda

  
o



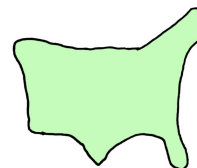
son

  
o \_ e



love

  
ou



country

## Shady Short Vowels

ea



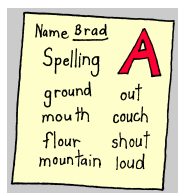
head

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

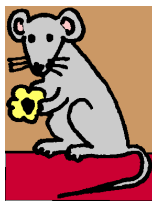
Students say the sound and keyword for each pattern.

# 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

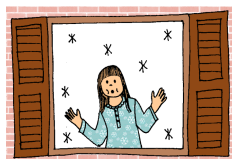
ild child

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




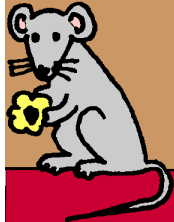
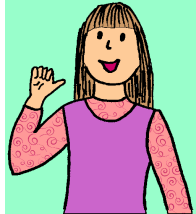
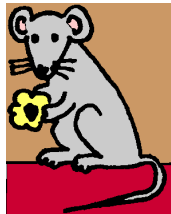
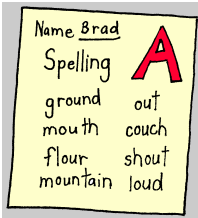
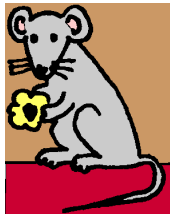
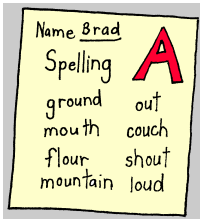
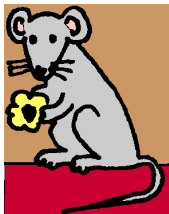
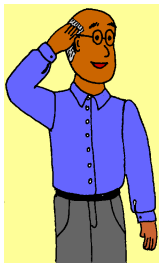
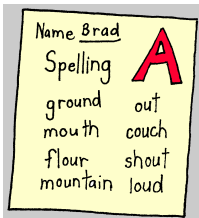

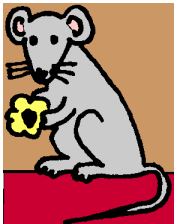
ew flew

eu neutron

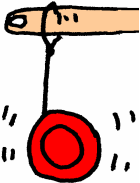


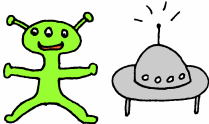


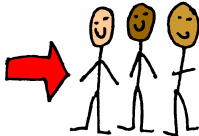







ew few

eu Europe

|   |   |   |  |
|---|---|---|--|
| Sounds For Y  | <p>y</p>                         | <p>y</p>       | <p>y</p>  |
| <p>ēi</p>    | <p>ëi</p>  <p>In The Middle</p> | <p>Long E Patterns<br/>With More<br/>Than One Sound</p>   |  |
| <p>ēy</p>   | <p>ëy</p>  <p>At The End</p>   |   |  |
| <p>ēa</p>  | <p>ea</p>                      | <p>ëa</p>  |  |
| <p>īe</p>  | <p>ïe</p>                      | <p>Long I Pattern With<br/>More Than One Sound</p>  |  |

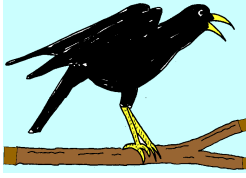
Introduce the dotted ë and dotted ï sounds. Say the sound for each letter and letter pattern, going across.

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

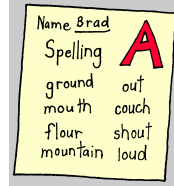
After students have become familiar with the chart with the sound pictures, say the sound and key word for each letter and letter pattern.

# Dotted Vowel Patterns

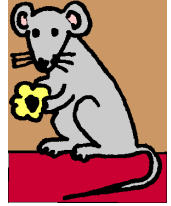
ä



ë



ï



au Paul

ëi veil

ï pizza

aw saw

ëy they

ie shield

all ball

ëa steak

al salt

ëigh<sup>x</sup> sleigh

a<sup>x</sup>lk talk

ë ballet

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

Introduce the dotted *ö* and dotted *ü* sounds at the top of the columns. The sound pictures show the correct sounds.











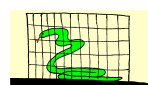


Students look at the dotted vowels going across the top row and say each sound.

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.


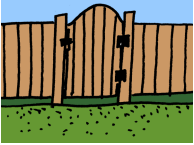



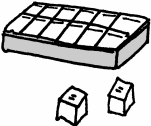
Say the sound for each letter and letter pattern.

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

Say the sound for each letter and letter pattern.

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

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: pass, mess, hiss. The <i>_se</i> pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false.</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 |  |  |  |

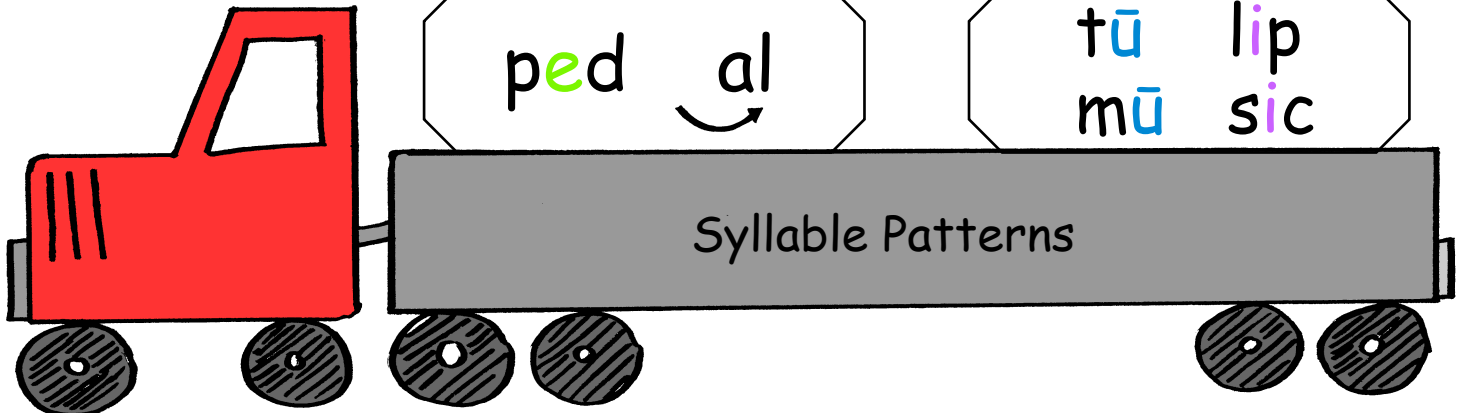
# Syllable Patterns

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             |

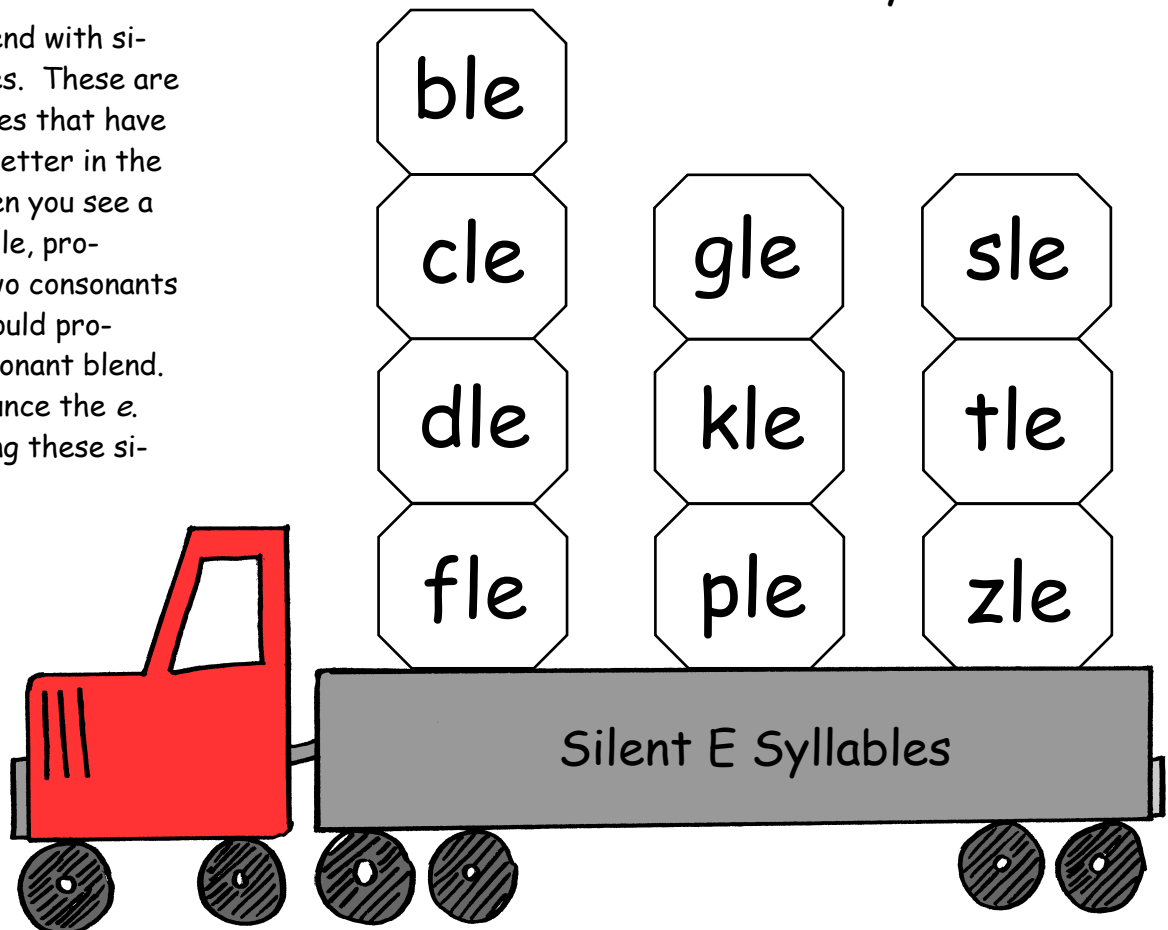


Syllable Patterns

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

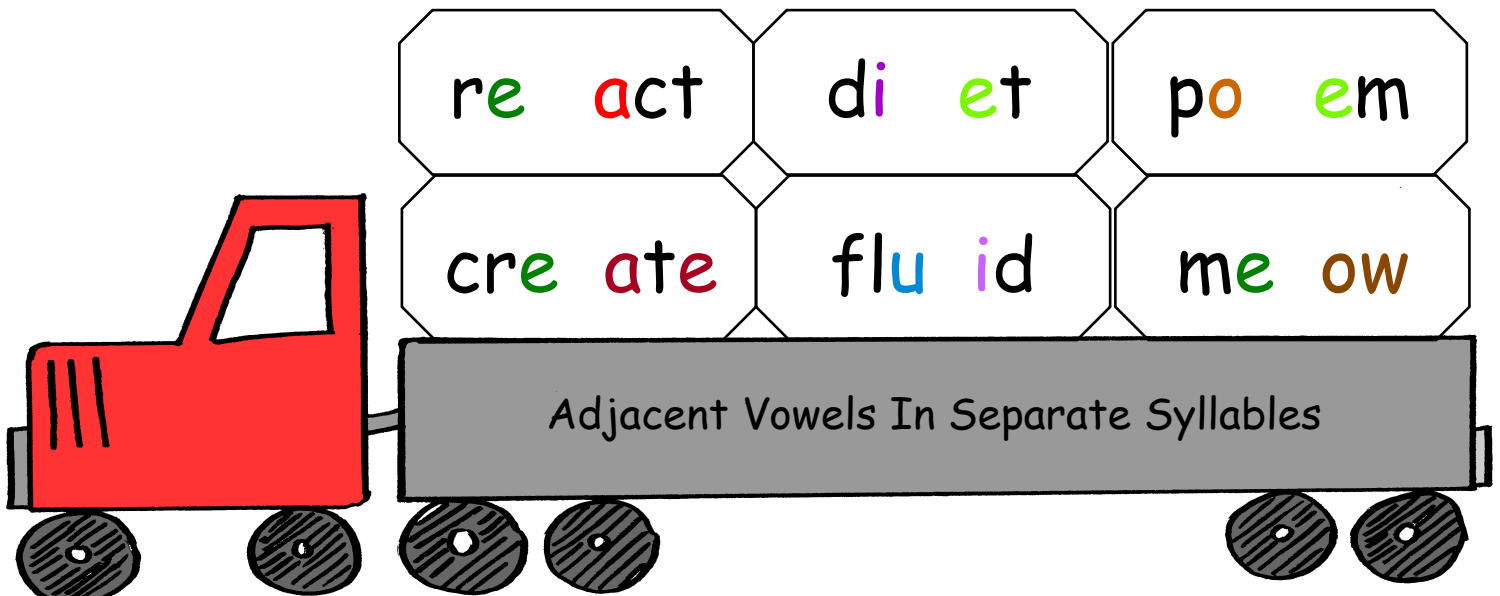
## Silent E Syllables

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



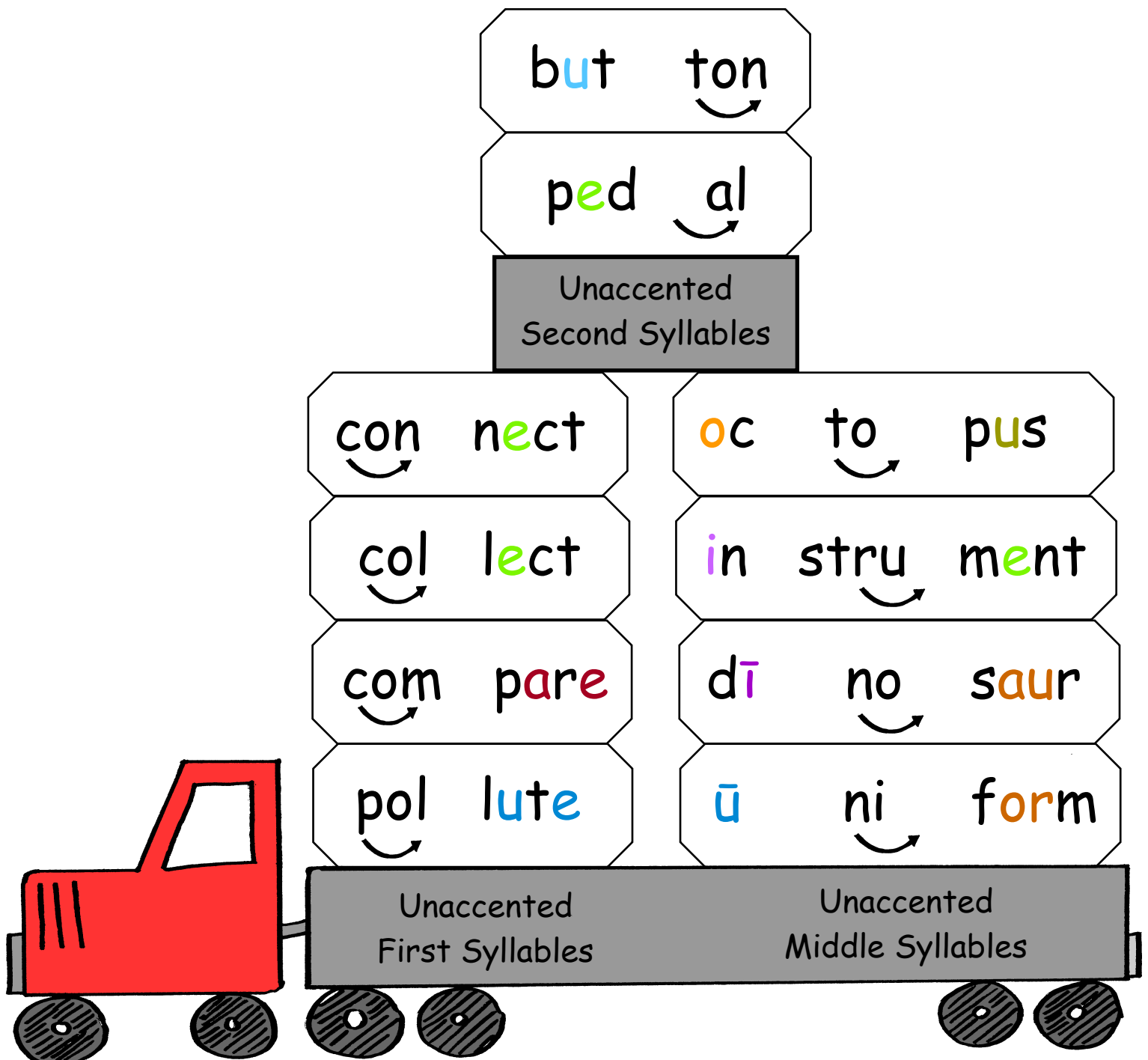
## Adjacent Vowels In Separate Syllables

Sometimes vowels are beside each other but they are in separate syllables. Vowels in separate syllables do not work together. Each vowel represents its own sound.

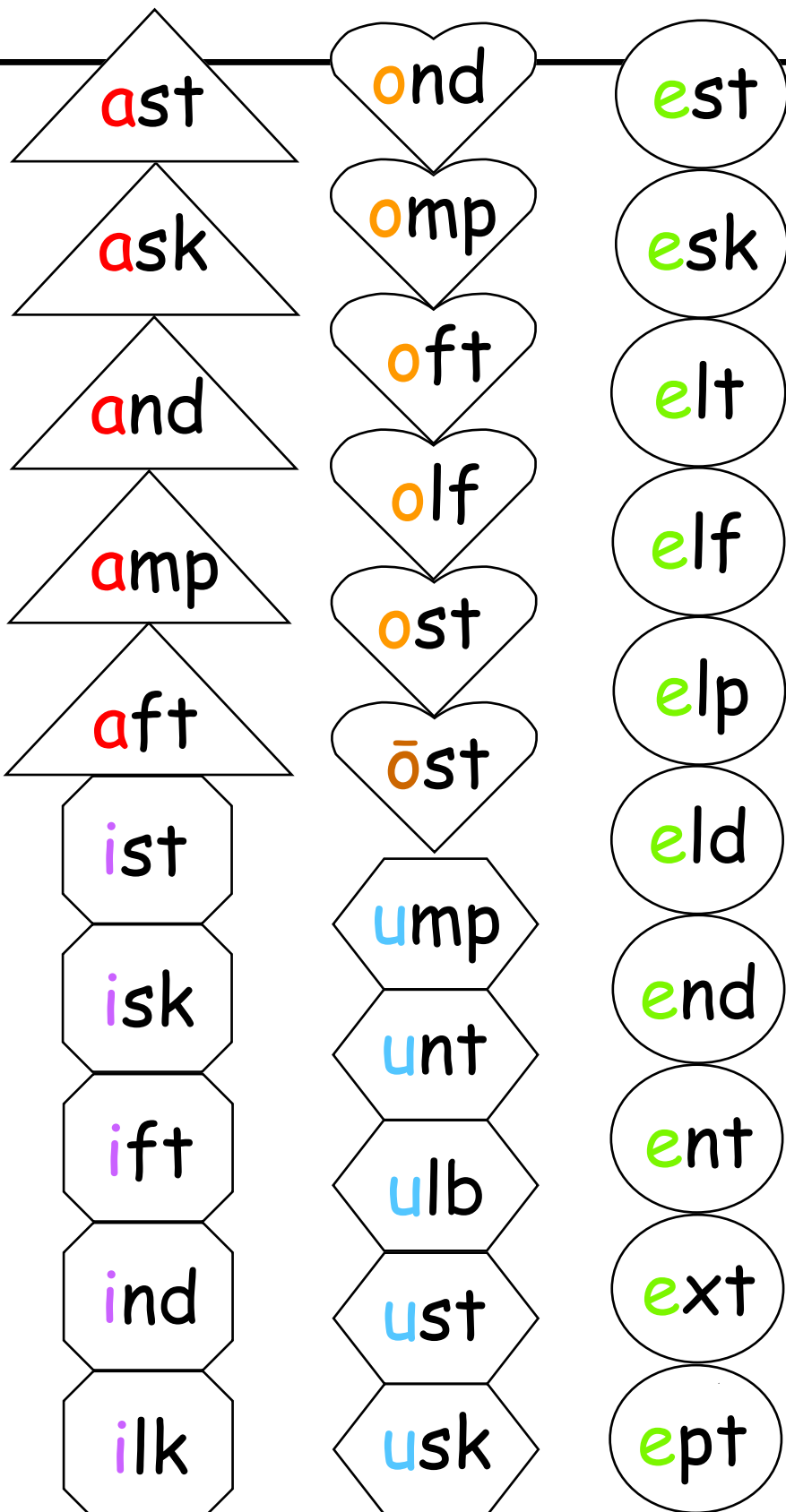


# Unaccented Syllables

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



To read these words, read each syllable separately, then read the whole word.

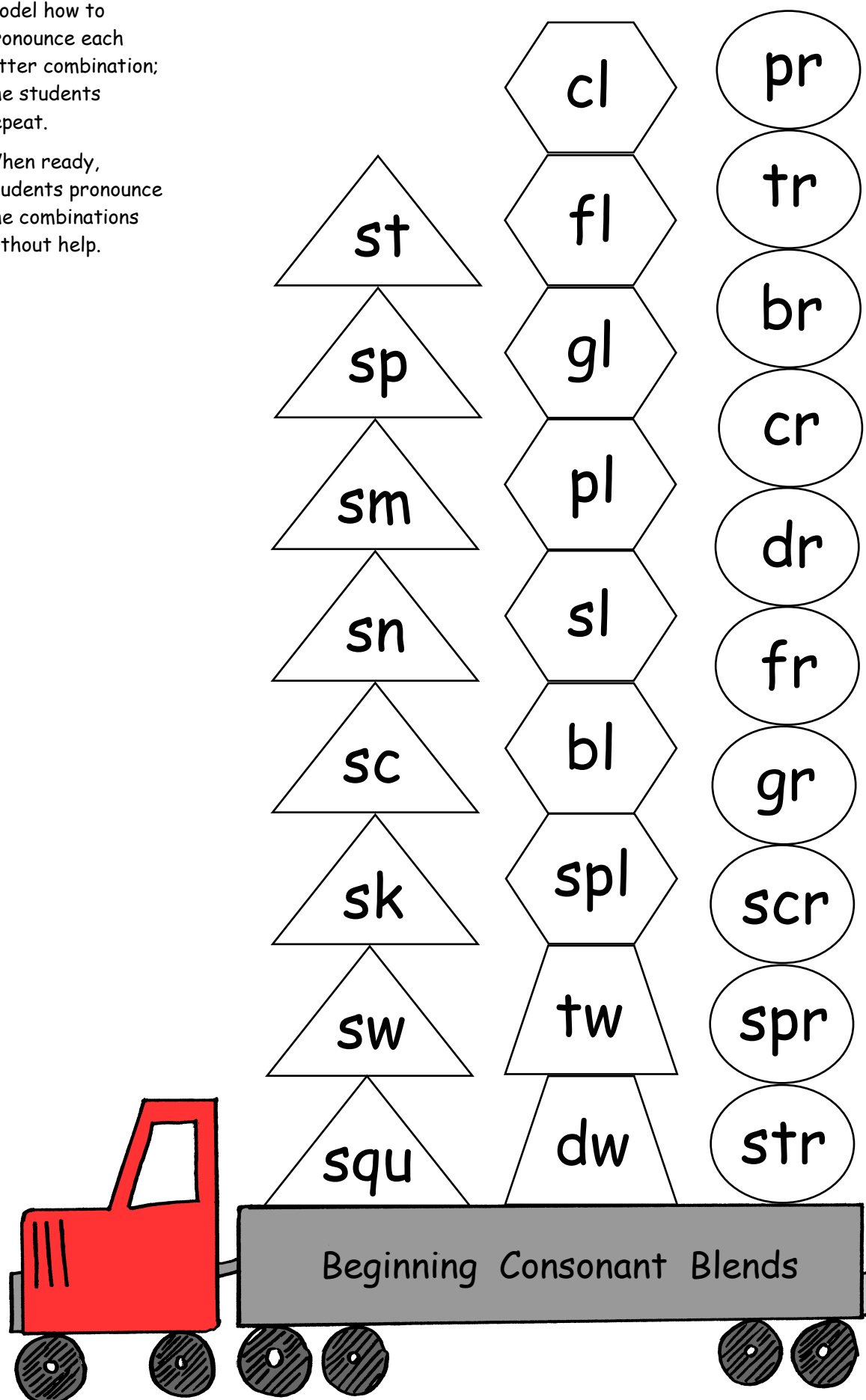


Model how to pronounce each letter combination; the students repeat.

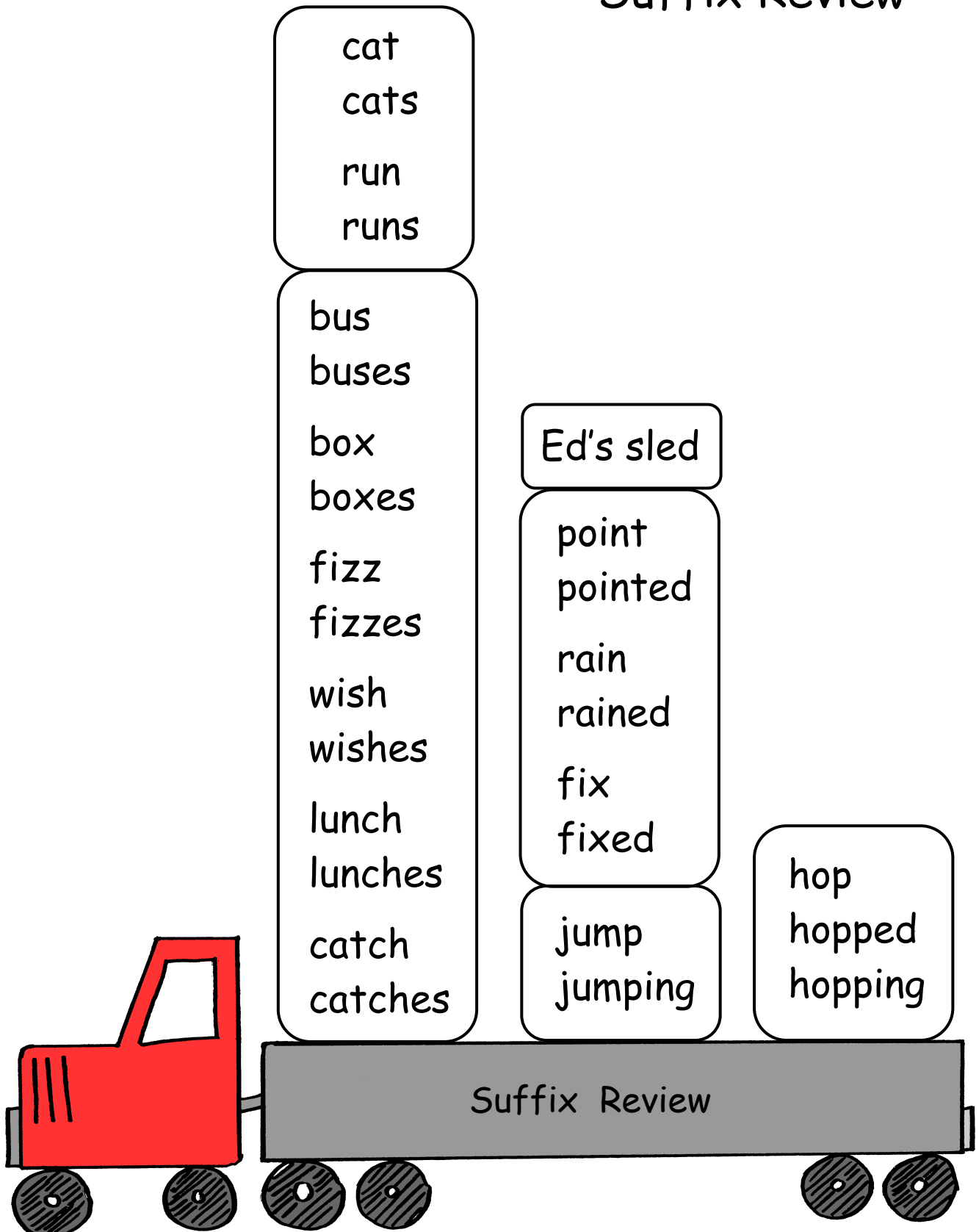
When ready, students pronounce the combinations without help.

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

When ready, students pronounce the combinations without help.

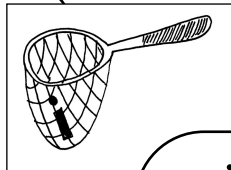


# Suffix Review



Read the words.

he is  
he's



she is  
she's

it is  
it's

that is  
that's

what is  
what's

who is  
who's

when is  
when's

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

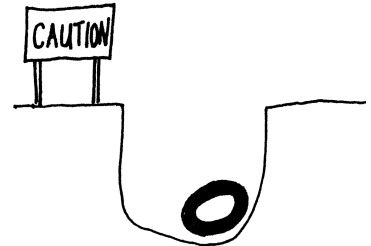
was not  
wasn't

can not  
can't

will not  
won't

do not  
don't

## Contractions



could not  
couldn't

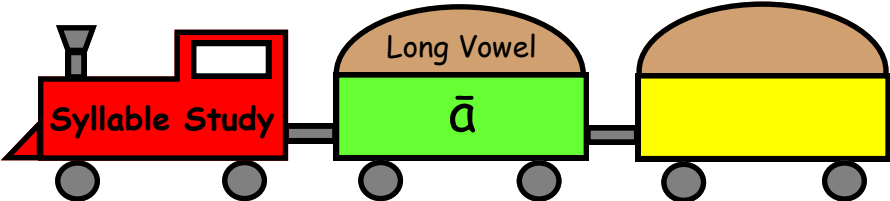




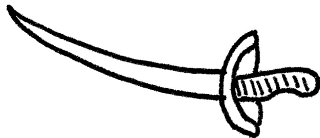
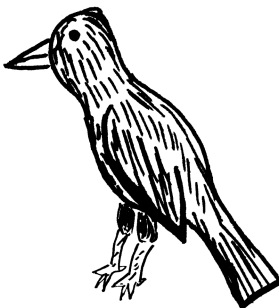

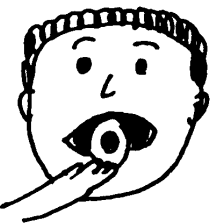

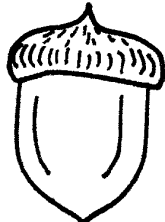
would not  
wouldn't

should not  
shouldn't

let us  
let's

I am  
I'm

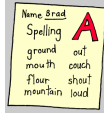
Read each pair of words. Then read the contraction.

|   |   |   |
|---|---|---|
|  <p>A syllable with a single 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.</p> | <p>A. # 1</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 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.

ā



1. ra → ven

raven

2. a → corn

acorn

3. la → bel

label

4. a → pron

apron

5. ta → blē

table

6. la → dy

lady

7. ba → by

baby

8. ta → sty

tasty

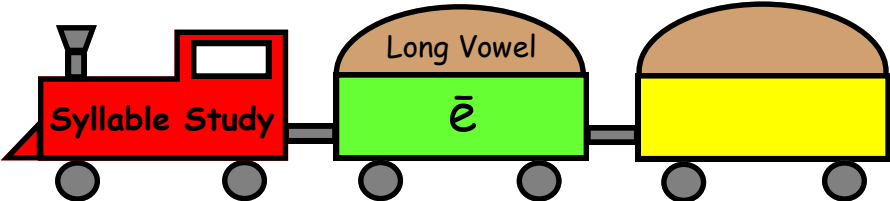
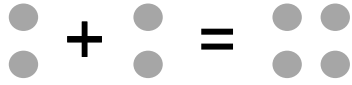
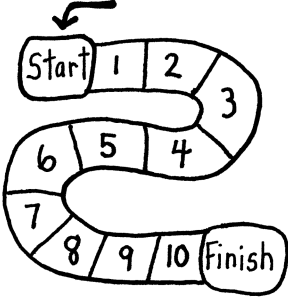
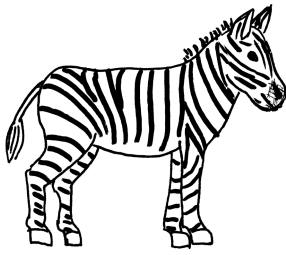


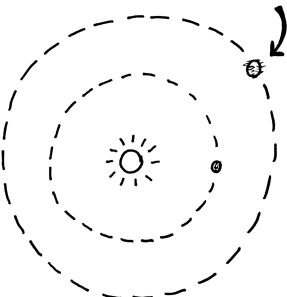
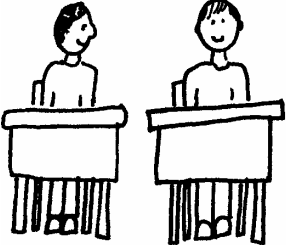

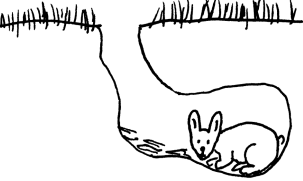

9. pa → per

paper

10. sa → ber

saber

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>A syllable with a single 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.</p> | <p>A. # 2</p> $2 + 2 = 4$  |   |
| <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 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.

ē



1. Ve → nus

Venus

2. re → fund

refund

3. be → gin

begin

4. se → cret

secret

5. e → qual

equal

6. te → pee

tepee

7. be → low

below

8. be → side

beside

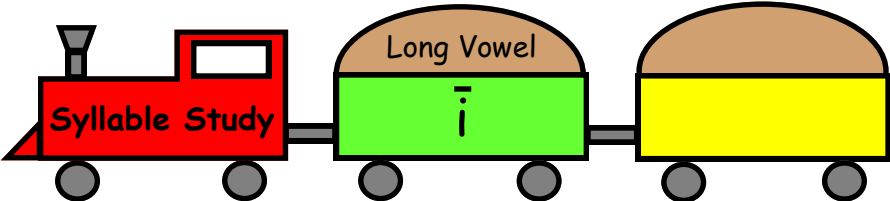
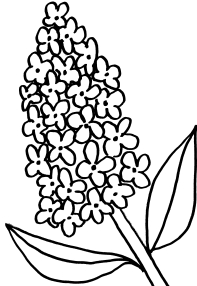

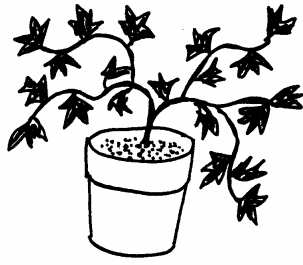
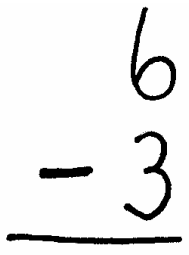
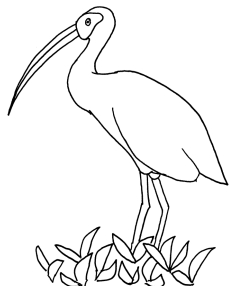
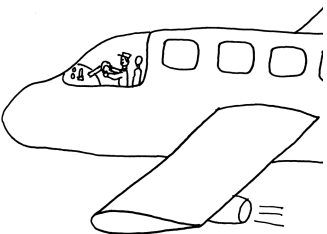
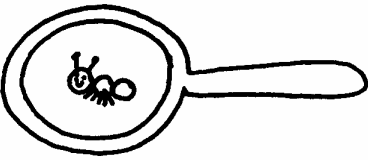
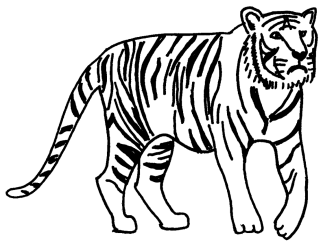
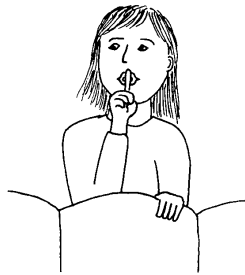
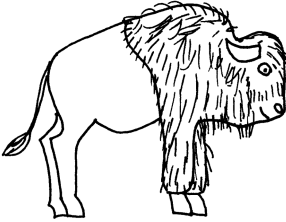
9. fe → ver

fever

10. ze → bra

zebra

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>A syllable with a single 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.</p> | <p>A. # 3</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 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.

i



1. mi → nus

minus

2. ti → tlē

title

3. pi → lot

pilot

4. bi → son

bison

5. qui → et

quiet

6. i → bis

ibis

7. li → lac

lilac

8. i → vy

ivy

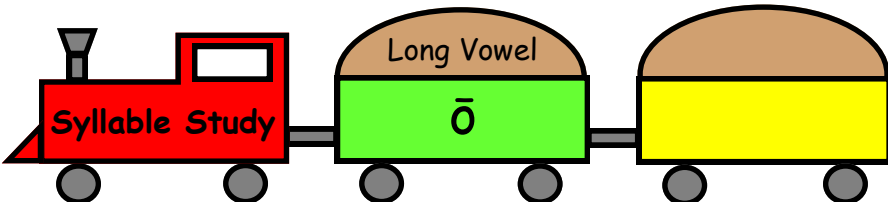

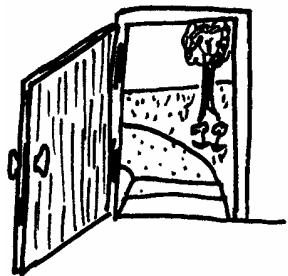
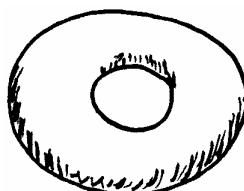
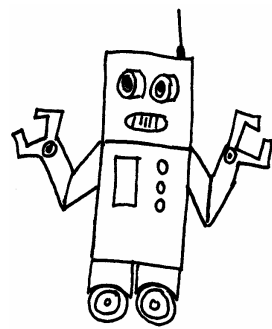
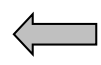
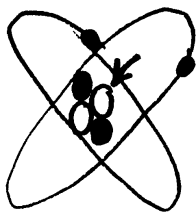

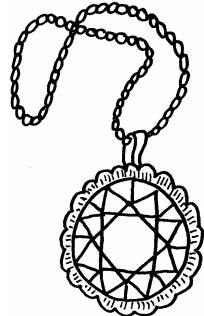

9. ti → ny

tiny

10. ti → ger

tiger

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.

|  |  |  |
|--|--|--|
| <div></div> <div>A syllable with a single 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.</div> |  | <div>A. # 4</div> <div></div> |
| <div>B.</div> <div></div>   | <div>C.</div> <div></div>   | <div>D.</div> <div></div>     |
| <div>E.</div> <div><math display="block">\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}</math></div>   | <div>F.</div> <div></div> | <div>G.</div> <div></div>   |
| <div>H.</div> <div></div>   | <div>I.</div> <div></div> |  |



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.

ō



1. o → pen

open

2. ro → bot

robot

3. do → nut

donut

4. bo → nus

bonus

5. to → tal

total

6. to → paz

topaz

7. bro → ken

broken

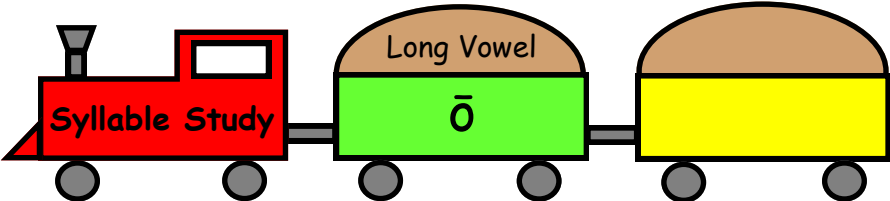
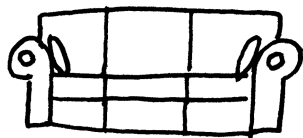
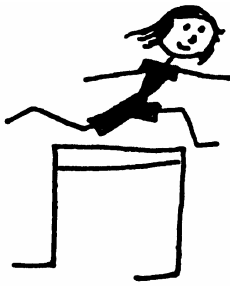

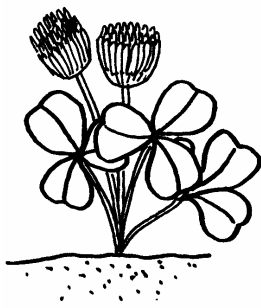

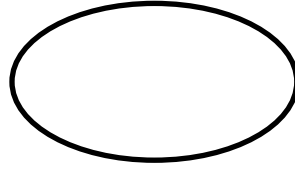
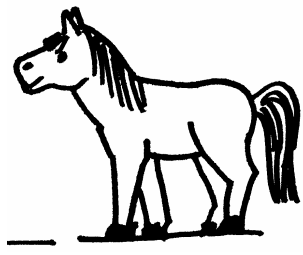
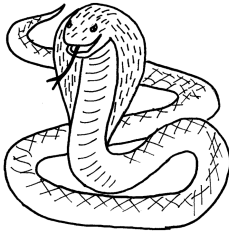


8. pro → ton

proton

9. pro → gram

program

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>A syllable with a single 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.</p> | <p>A. # 5</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 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.

ō



In some words the letters *ph* represent the /f/ sound.

1. o → val

oval

2. o → ver

over

3. clo → ver

clover

4. po → ny

pony

5. tro → <sup>f</sup>phy

trophy

6. o → boe

oboe

7. so → fa 


sofa

8. co → la 

cola

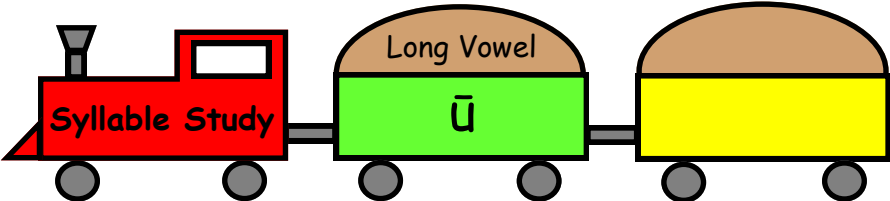

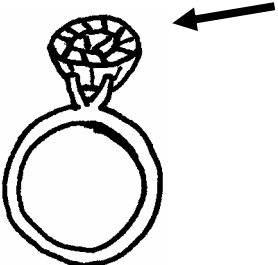

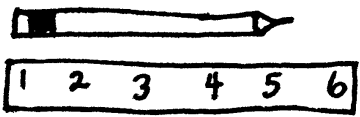
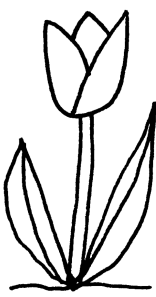
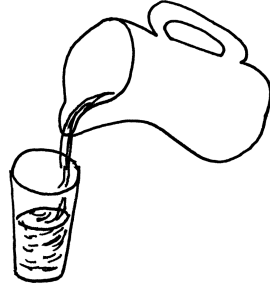


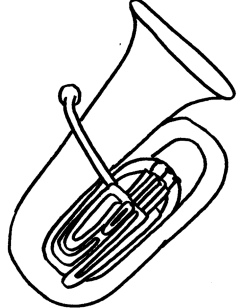
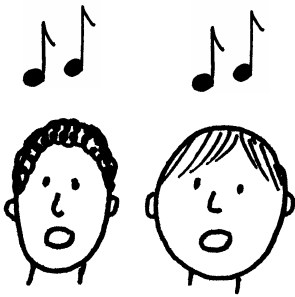
9. co → bra 

cobra

10. o → kra 

okra

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>A syllable with a single 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.</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>J.</p>  |



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.



ū



1. mu → sic

music

2. tu → lip

tulip

3. stu → dent

student

4. Cu → pid

Cupid

5. du → et

duet

6. ru → ler

ruler

7. ru → by

ruby

8. tu → ba

tuba

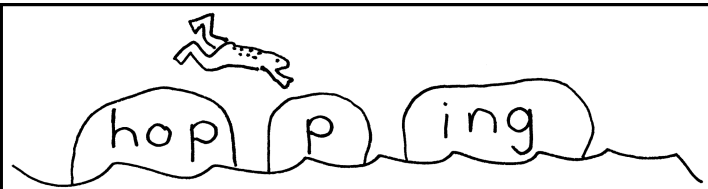
9. flu → id

fluid

10. u → nite

unite

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.



### 1-1-1 Rule

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

jog  
jogged  
jogging

sip  
sipped  
sipping

beg  
begged  
begging

clap  
clapped  
clapping

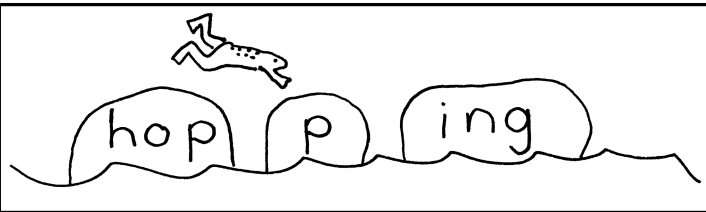
hop  
hopped  
hopping

hum  
hummed  
humming

wag  
wagged  
wagging

mop  
mopped  
mopping

The \_ed suffix can be pronounced in three different ways: ed, /d/, and /t/. Read each word. Read the same word with the \_ed suffix and the \_ing suffix.



### 1-1-1 Rule

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

jog  
jogged  
jogging

sip  
sipped  
sipping

beg  
begged  
begging

clap  
clapped  
clapping

hop  
hopped  
hopping

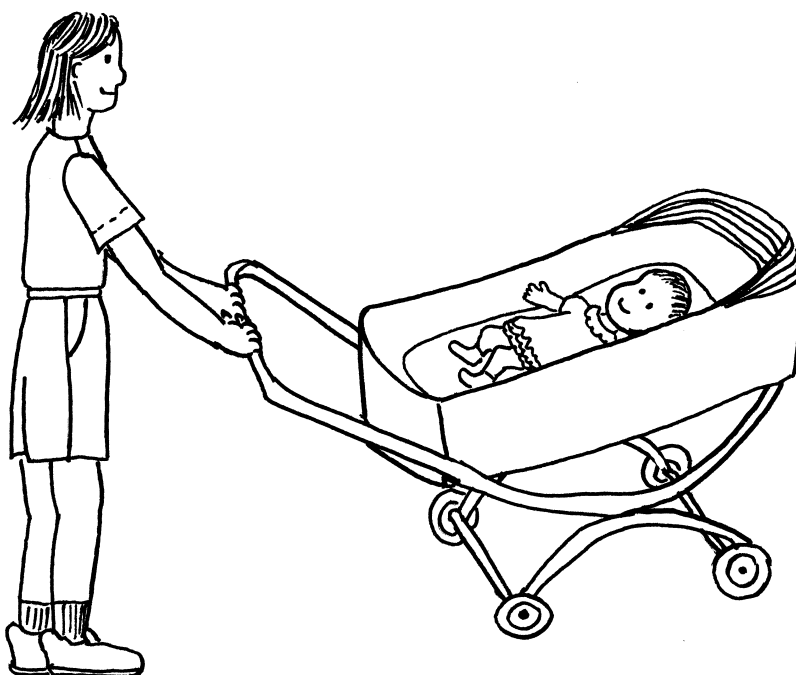
hum  
hummed  
humming

wag  
wagged  
wagging

mop  
mopped  
mopping

The \_ed suffix can be pronounced in three different ways: ed, /d/, and /t/. Read each word. Read the same word with the \_ed suffix and the \_ing suffix.

# Baby Sally



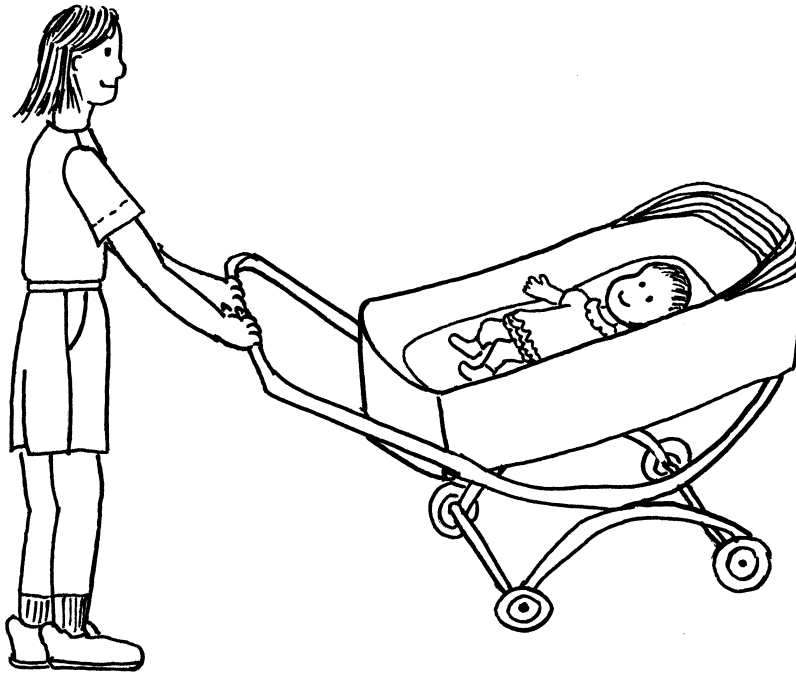
This lady has a tiny baby.

The baby is in the baby buggy.

The baby has on a pink dress.

The baby's name is Sally.

# Baby Sally



This lady has a tiny baby.

The baby is in the baby buggy.

The baby has on a pink dress.

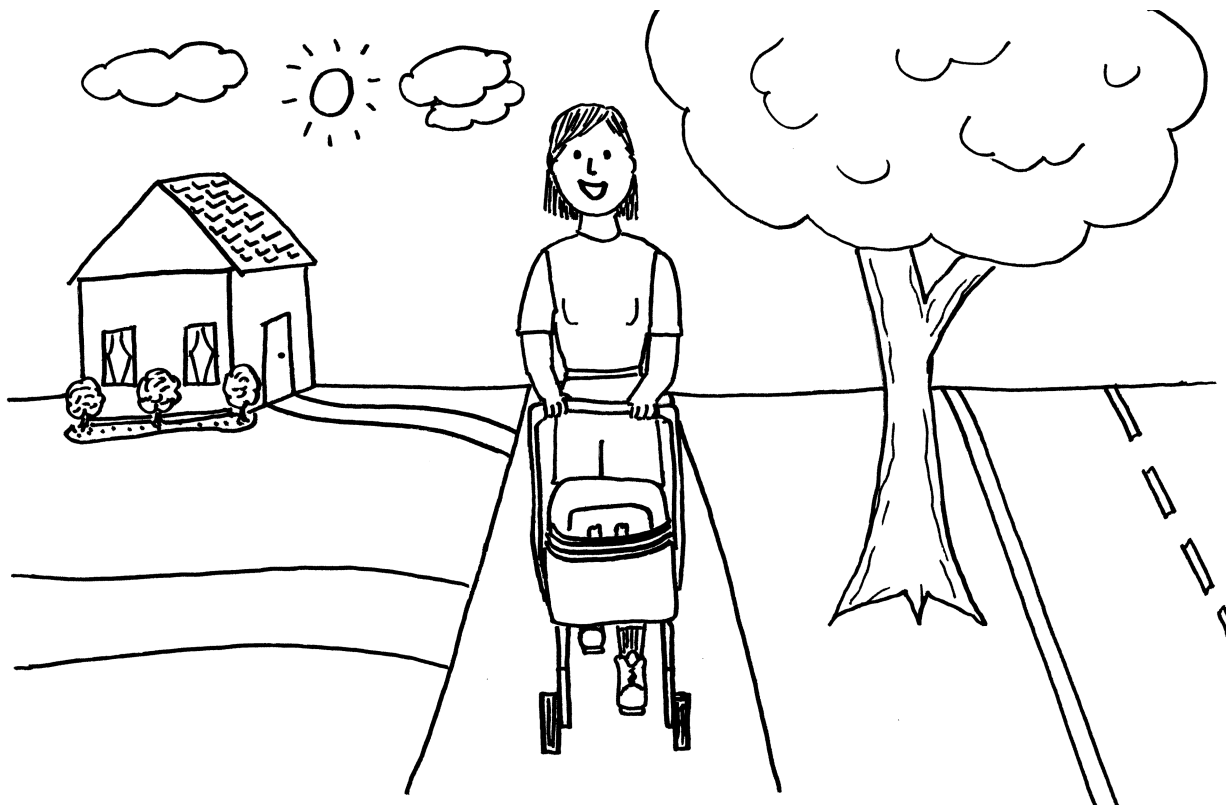
The baby's name is Sally.

The lady takes the baby for a long walk.

As she walks, she talks to the baby.

She says, "My sweet, sweet baby."

And she says, "My pretty, pretty baby."

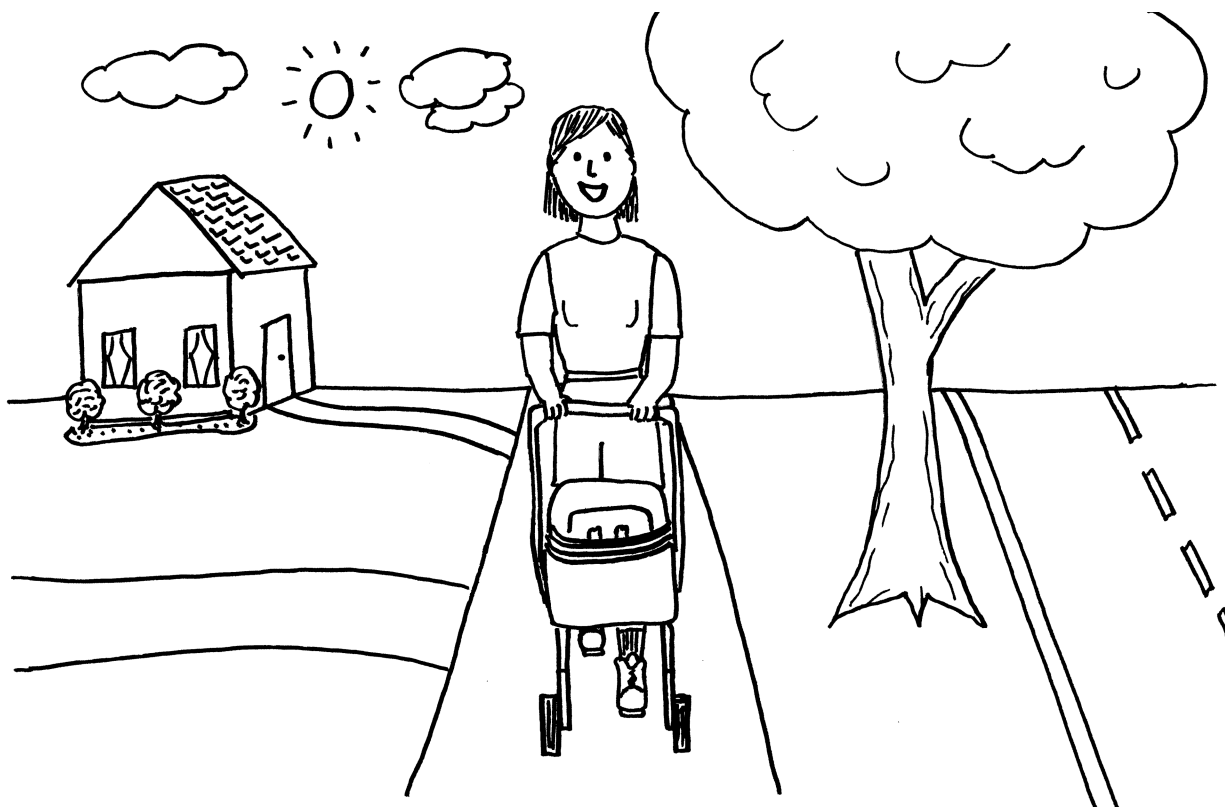


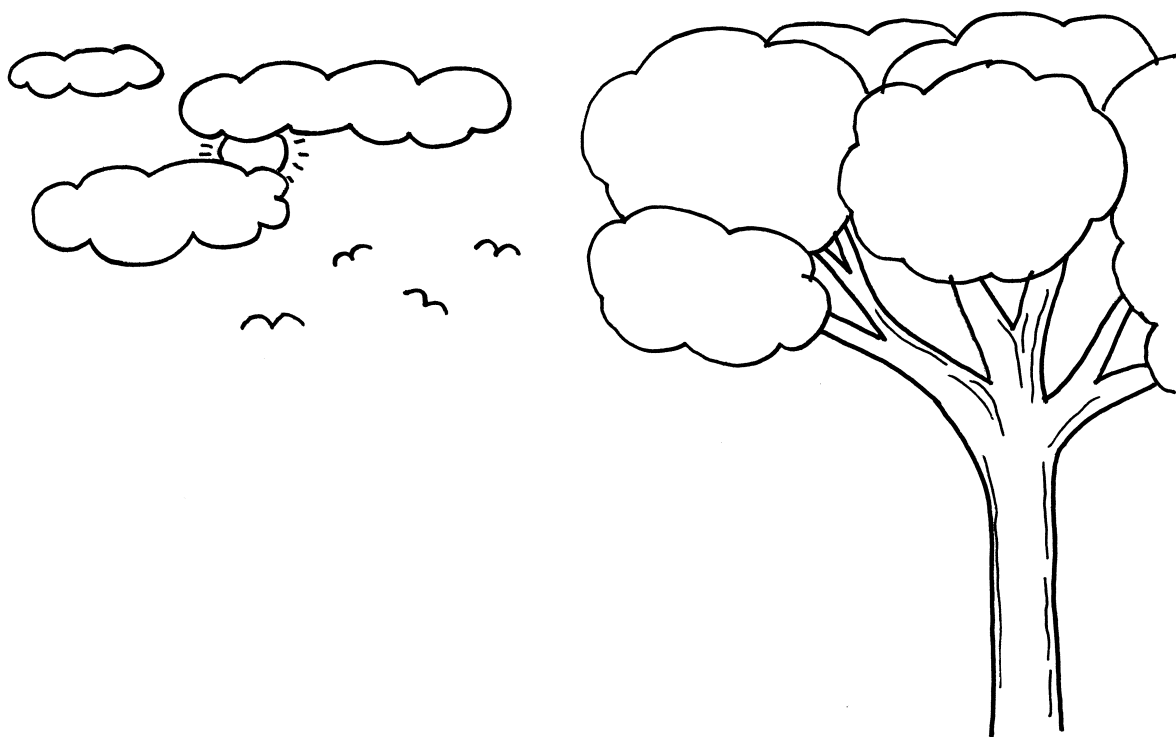
The lady takes the baby for a long walk.

As she walks, she talks to the baby.

She says, “My sweet, sweet baby.”

And she says, “My pretty, pretty baby.”



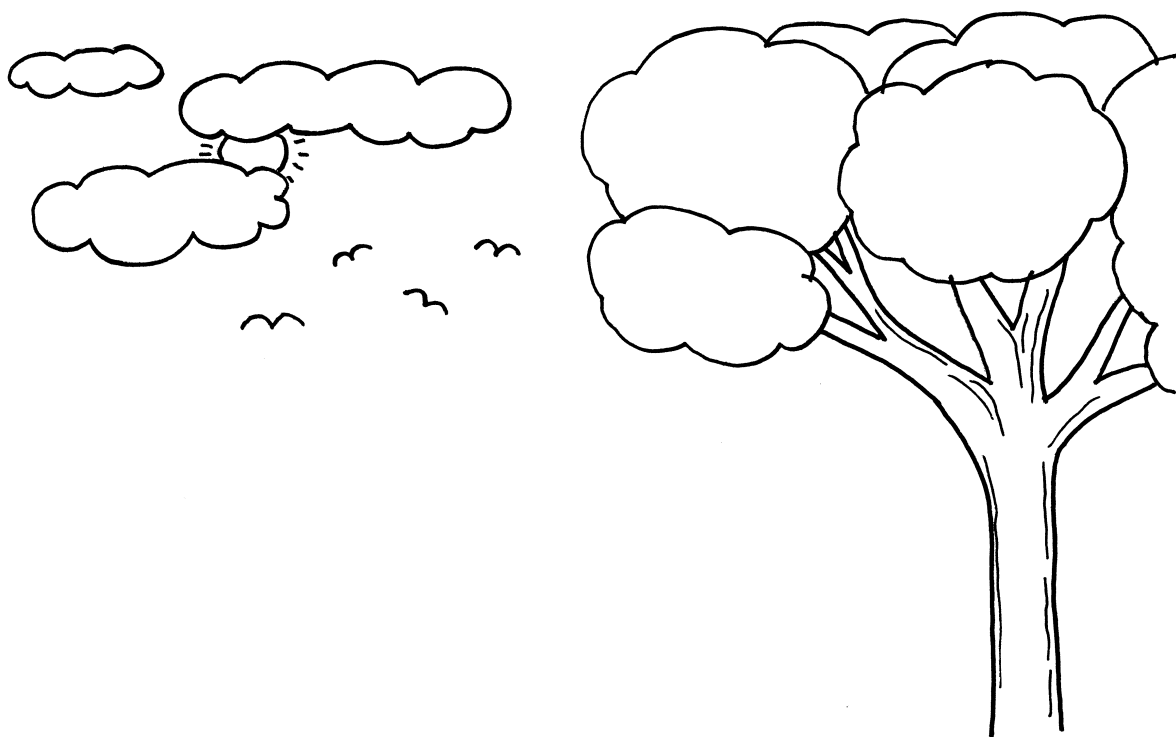


Sally is a happy baby.

She likes to go on a walk.

She can see the trees.

And she can see the sky.



Sally is a happy baby.

She likes to go on a walk.

She can see the trees.

And she can see the sky.

Sally and the lady go

by the pet shop,

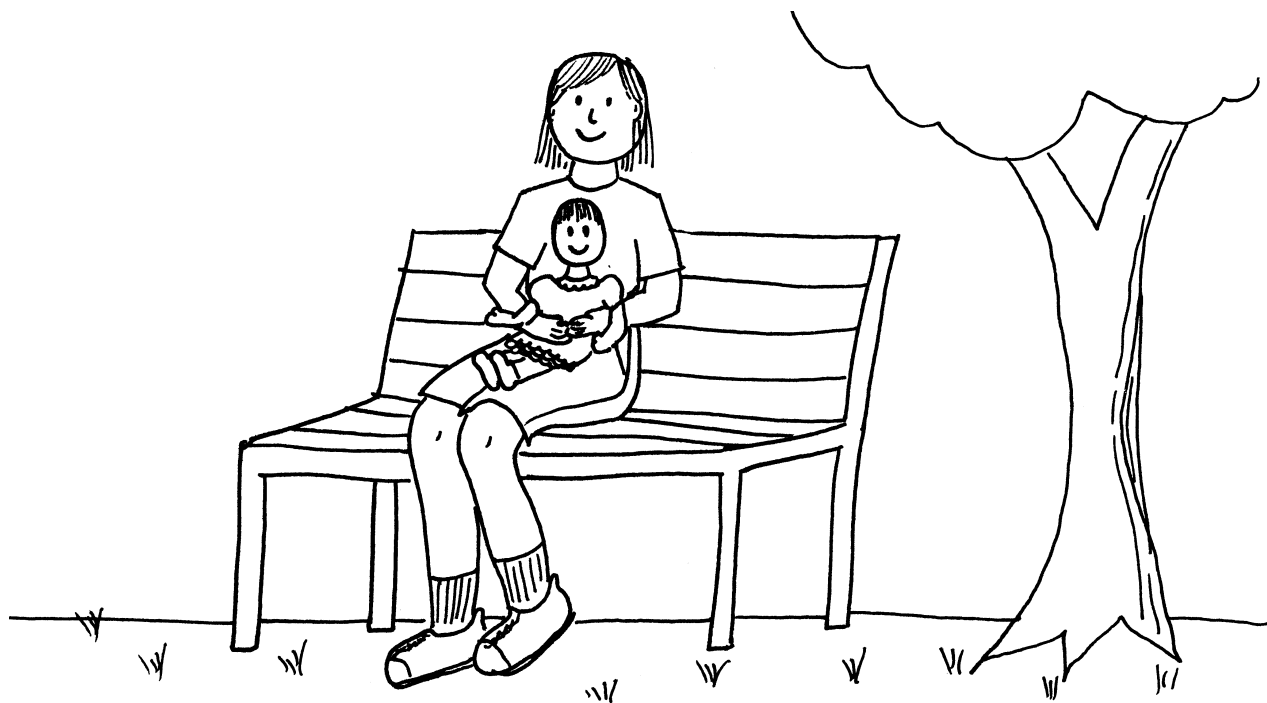
the cloth shop,

and the bank.



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



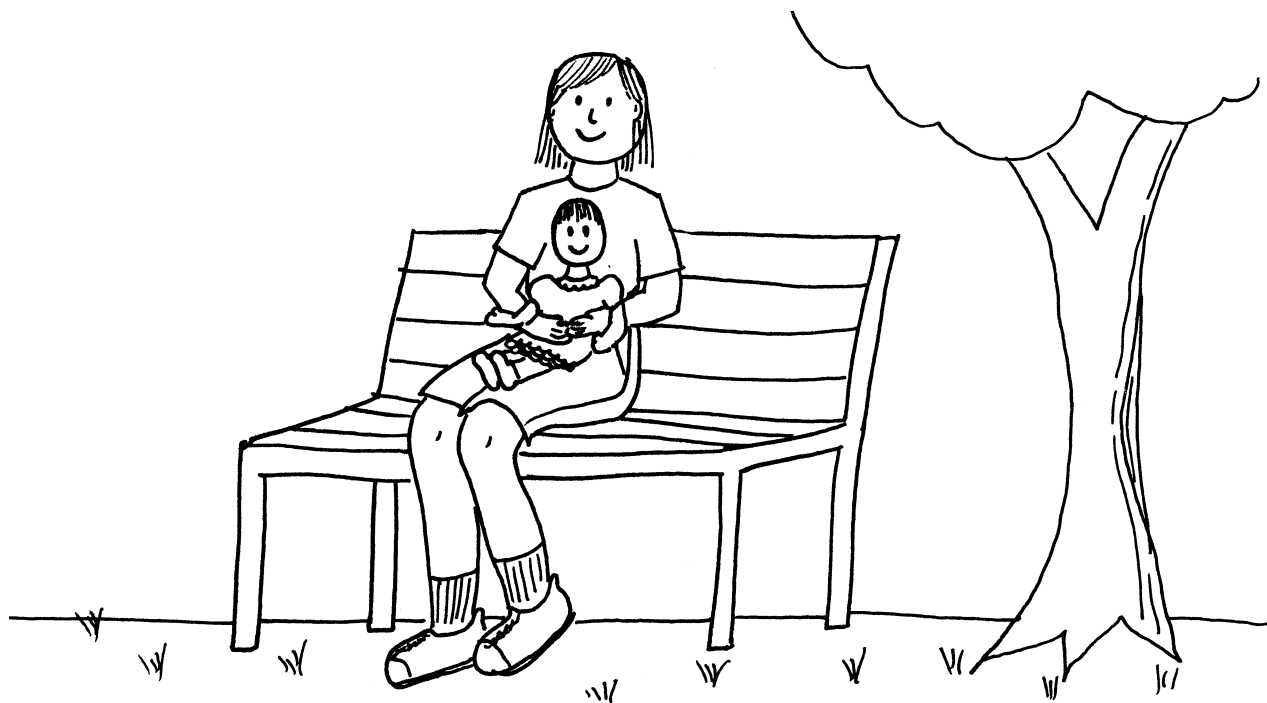


The lady keeps walking

until she gets to a lake.

Then she picks up baby Sally and

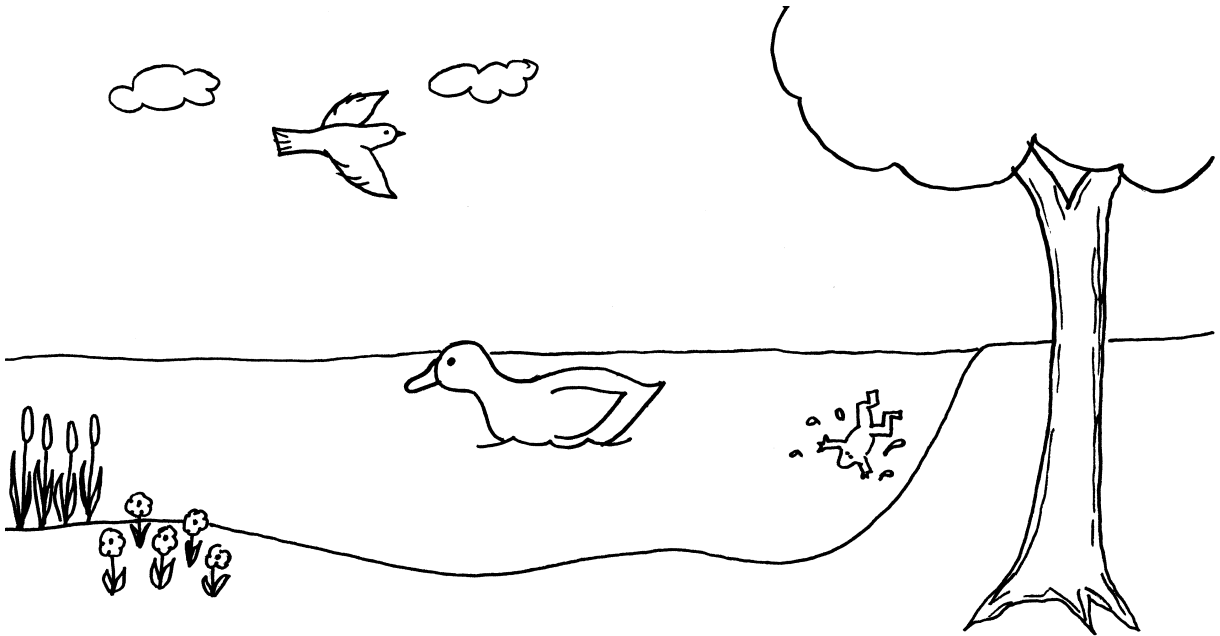
sits on a bench beside the lake.



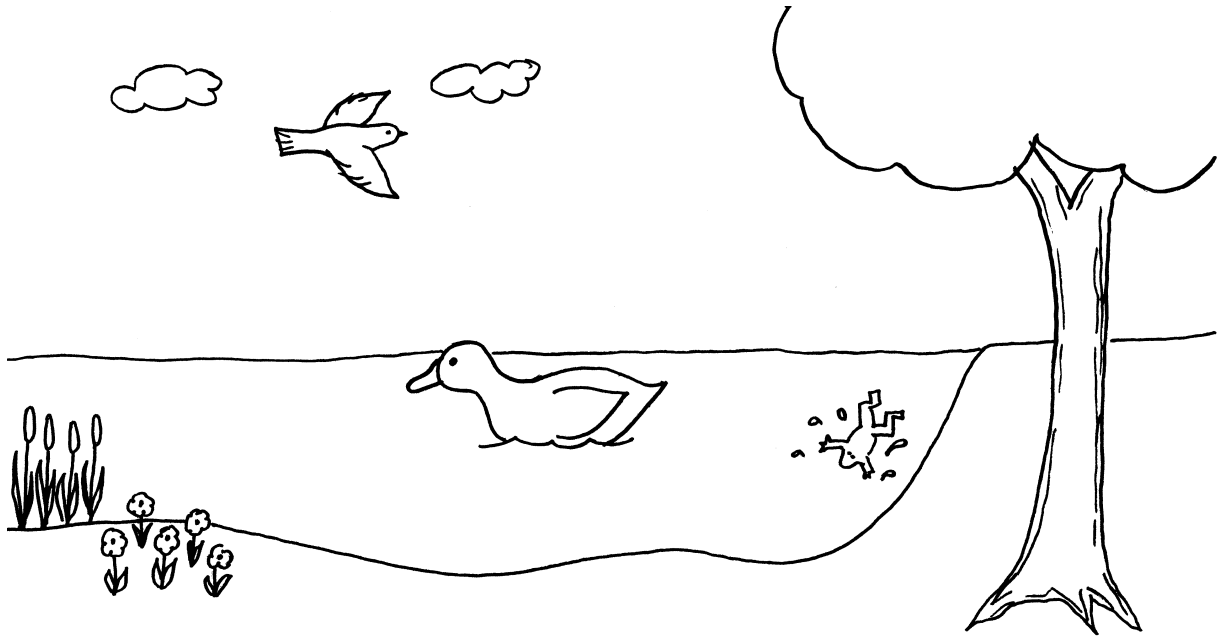
The lady keeps walking  
until she gets to a lake.

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

Sally sees a duck  
swimming in the lake.  
She sees a frog jumping  
into the lake with a splash.  
She sees a robin flying  
up into the sky.



Sally sees a duck  
swimming in the lake.  
She sees a frog jumping  
into the lake with a splash.  
She sees a robin flying  
up into the sky.





All of a sudden, Sally begins to cry.

Sally is not a happy baby.

"I think this baby is sleepy.

I think she needs to take a nap,"

says the lady.



All of a sudden, Sally begins to cry.

Sally is not a happy baby.

“I think this baby is sleepy.

I think she needs to take a nap,”

says the lady.

So the lady lays Sally

in the baby buggy.

She walks back home with baby Sally.

The lady sings to the baby

as she walks.

Baby Sally stops crying.



So the lady lays Sally

in the baby buggy.

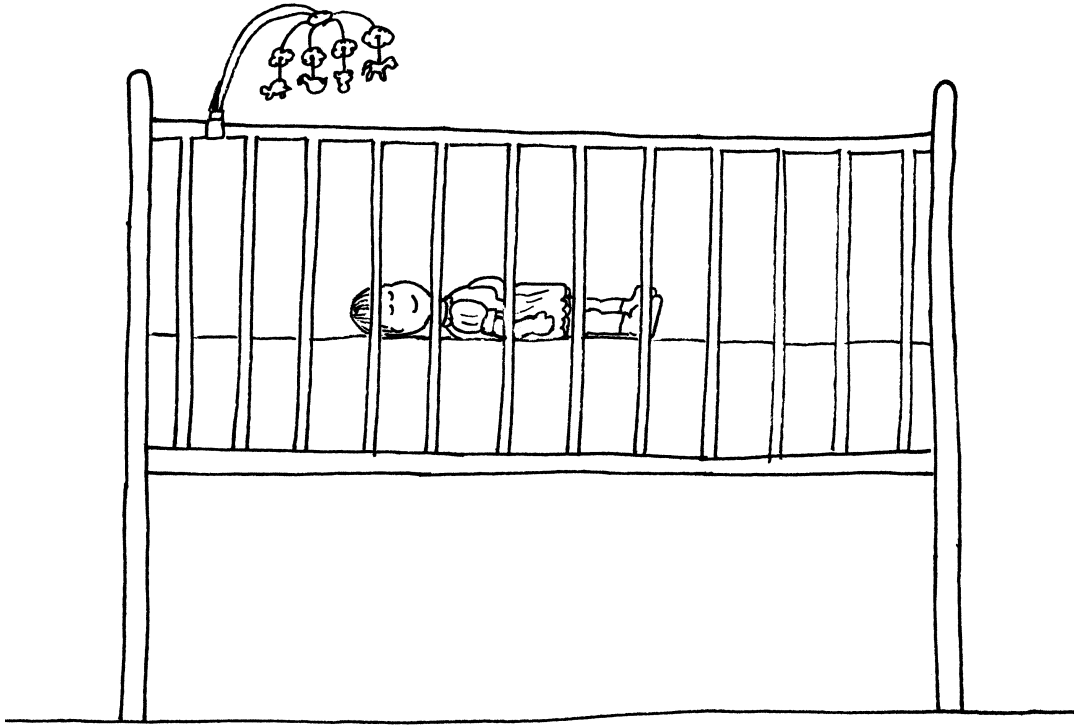
She walks back home with baby Sally.

The lady sings to the baby

as she walks.

Baby Sally stops crying.





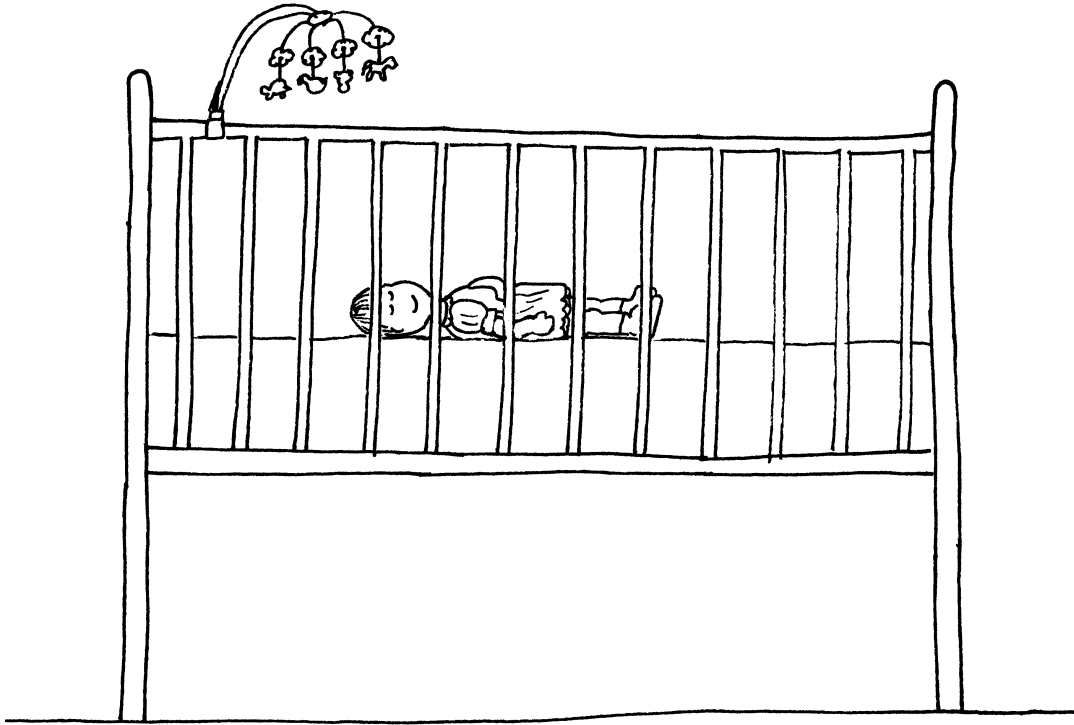
Then the lady lays baby

Sally in bed to take a nap.

Baby Sally is sleeping.

Shhhh! Don't wake the baby up!

The End



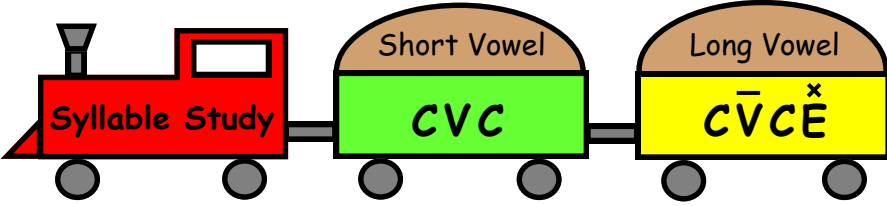



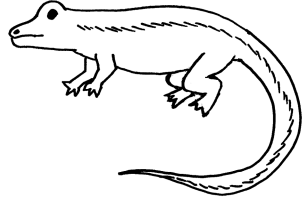

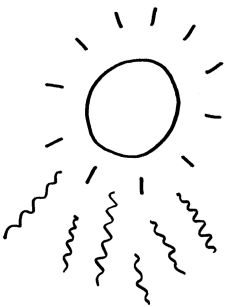
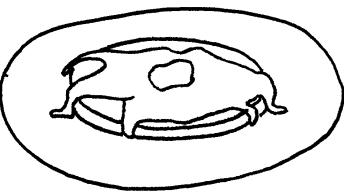
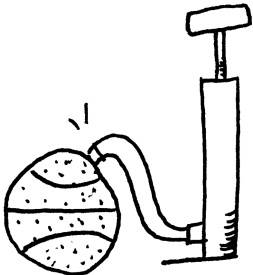

Then the lady lays baby

Sally in bed to take a nap.

Baby Sally is sleeping.

Shhhh! Don't wake the baby up!

The End

|   |   |   |
|---|---|---|
|  <p>In these words, the first syllable is a closed syllable with a short vowel sound. The second syllable is a vowel-consonant-e syllable with a long vowel sound. Read the first syllable; read the second syllable; then put the syllables together and pronounce the whole word.</p> | <p>A. # 7</p>  |   |
| <p>B.</p>    | <p>C.</p>        | <p>D.</p>    |
| <p>E.</p> $\begin{array}{r} 5 \\ +5 \\ \hline 9 \end{array} \times$   | <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 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.

C = **C**onsonant

cvc

c $\bar{v}$ c $\check{e}$

V = **V**owel

1.      cup → cake      cupcake

2.      in → flate      inflate

3.      mis → take      mistake

4.      pan → cake      pancake

5.      bon → fire      bonfire

6.      um → pire      umpire

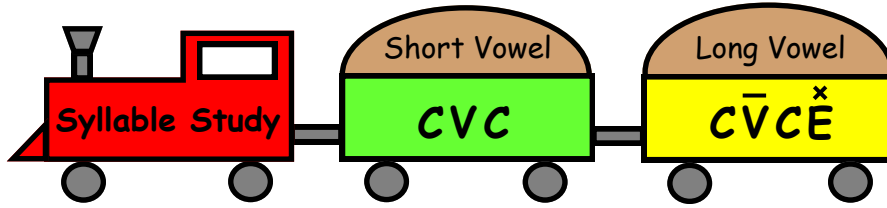
7.      in → side      inside

8.      sun → shine      sunshine

9.      rep → tile      reptile

10.      in → quire      inquire

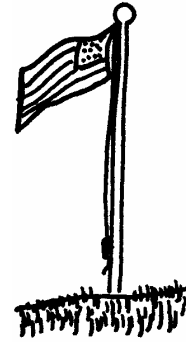
2) The teacher looks at the pictures, from A to J, pronouncing each syllable separately. Students look at the words in the first column, find the correct word, and read it, putting the syllables together smoothly. 3) Students read the words going down and up the second column, referring to the first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



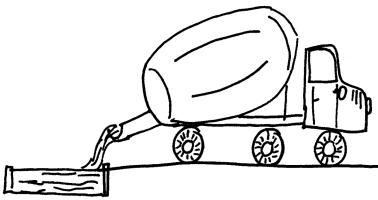
In these words, the first syllable is a closed syllable with a short vowel sound. The second syllable is a vowel-consonant-e syllable with a long vowel sound. Read the first syllable; read the second syllable; then put the syllables together and pronounce the whole word.

A.

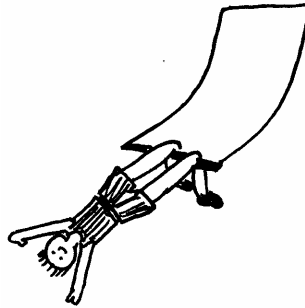
# 8



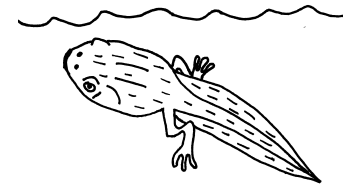
B.



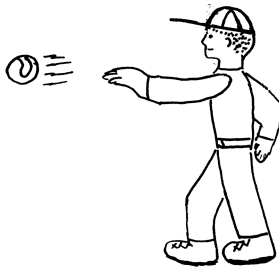
C.



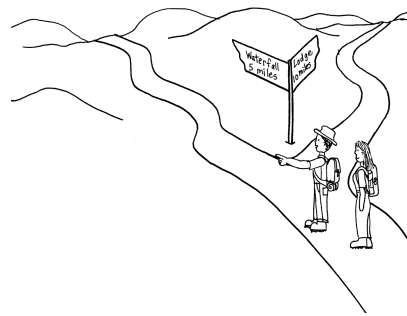
D.



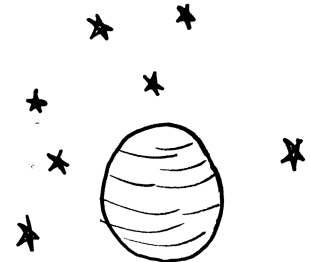
E.



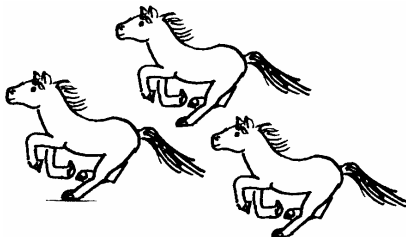
F.



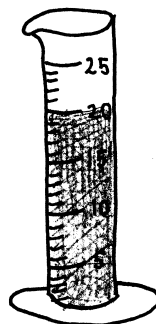
G.



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.

C = Consonant

CVC

C $\bar{V}$ C $\check{E}$

V = Vowel

1.      st**a**m → ped**e**      st**a**mp**e**d**e**

2.      tr**a**p → e**z**e      tr**a**p**e**z**e**

3.      **a**th → l**e**te      **a**thl**e**te

4.      c**o**n → cr**e**te      c**o**ncr**e**te

5.      c**o**s → t**u**me      c**o**st**u**me

6.      v**o**l → **u**me      v**o**l**u**me

7.      N**e**p → t**u**ne      N**e**pt**u**ne

8.      **e**x → pl**o**re      **e**xpl**o**re

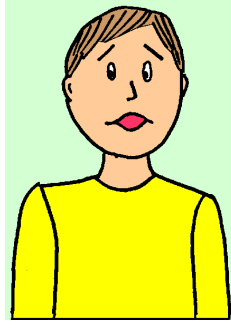
9.      t**a**d → p**o**le      t**a**d**p**l**e**

10.    fl**a**g → p**o**le      fl**a**gp**o**l**e**

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.

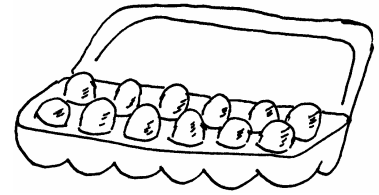


O



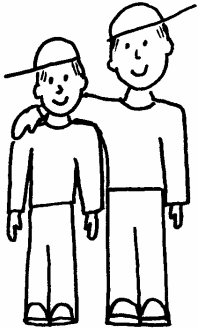
A.

# 9



In these words the *o* in the first syllable has the umbrella sound. It is pronounced like a short *u* sound.

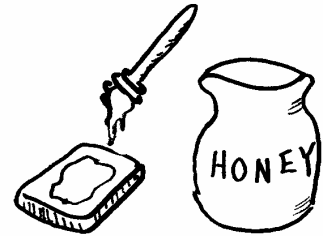
B.



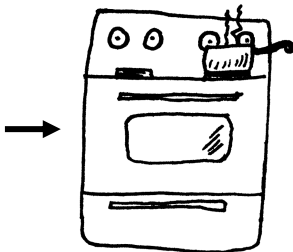
C.



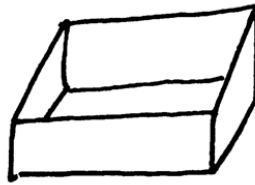
D.



E.



F.

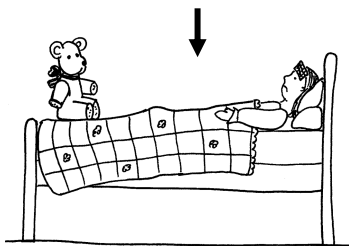


Nothing is in the box.

G.



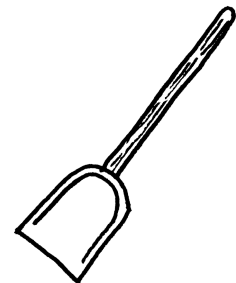
H.



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.



1. moth → er

mother

2. broth → er

brother

3. noth → ing

nothing

4. ov → en

oven

5. shov → el

shovel

6. doz → en

dozen

7. won → der

wonder

8. cov → ers

covers

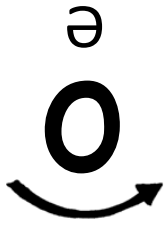
9. mon → ey

money

10. hon → ey

honey

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.



In these words, the second syllable is accented. That means it is pronounced more clearly and more forcefully. The slanted line after the syllable is called an accent mark. The first syllable is not accented. It is pronounced quickly. The letter *o* in the first syllable is hardly pronounced at all. The arrow tells you to slide from one consonant to the next, skipping the vowel sound. Notice that the sound picture is blank, to show that the letter *o* has no sound or a very slight sound in these words. This type of vowel sound is called the schwa sound.

A.

# 10

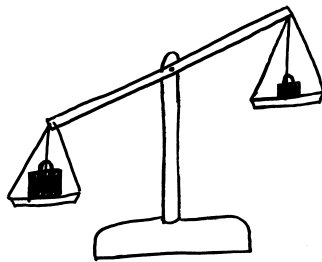
I don't want to go.



B.



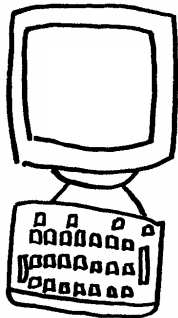
C.



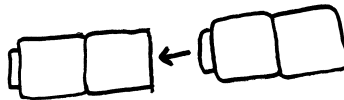
D.



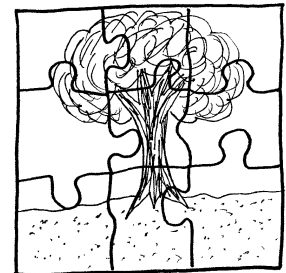
E.



F.



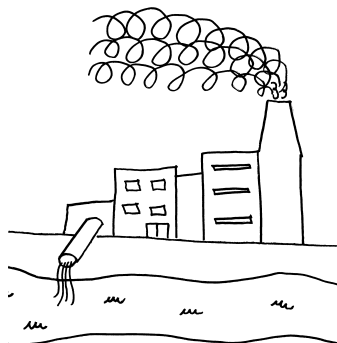
G.



H.



I.



J.

Yes, I did it.



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.

The arrow going under the vowel in the first syllable of these words tells us to skip the vowel when we pronounce the syllable.



The slanted line after the second syllable shows us that the second syllable is pronounced more forcefully. It is an accented syllable, so we hear the vowel sound clearly.

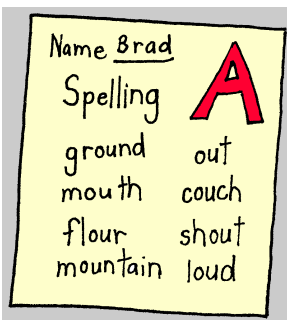
- |     |              |          |
|-----|--------------|----------|
| 1.  | con → fess'  | confess  |
| 2.  | col → lect'  | collect  |
| 3.  | con → nect'  | connect  |
| 4.  | con → fuse'  | confuse  |
| 5.  | com → pute'  | compute  |
| 6.  | pol → lute'  | pollute  |
| 7.  | com → plain' | complain |
| 8.  | com → pare'  | compare  |
| 9.  | com → pete'  | compete  |
| 10. | com → plete' | complete |

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.

ëi

In The Middle

This is the third sound for e. The two dots mean "not the regular sound." In these words, the letter e represents the same sound as long a, as shown in the sound picture. Remember, "the first vowel does the talking," even if its a dotted sound.

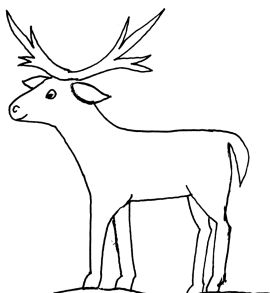


A.

# 11



B.

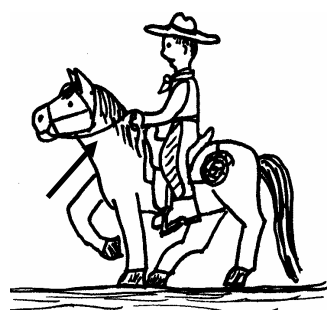


C.



It is their house.

D.



E.



F.



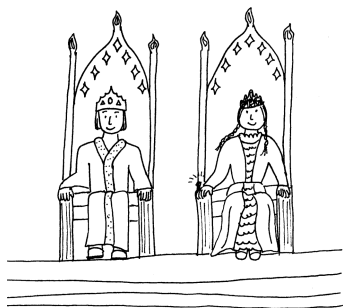
Heir : Traditionally  
the oldest son

G.



Inveigle: To talk some-  
one into doing something

H.

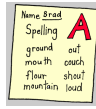


Reign: To rule over a kingdom



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.

ëi



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

1. th → ei → r

their

2. h<sup>x</sup> → ei → r

heir

3. v → ei → l

veil

4. r → ei → n → s

reins

5. sk → ei → n

skein

6. r → ei → ġ<sup>x</sup>n

reign

7. rein → deer

reindeer

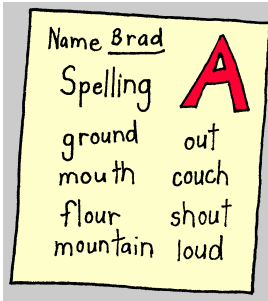
8. in → vei → glĕ<sup>x</sup>

inveigle

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.

ëy

At The End



This is the third sound for e. The two dots mean "not the regular sound." In these words, the letter e represents the same sound as long a, as shown in the sound picture. Remember, "the first vowel does the talking," even if its a dotted sound.

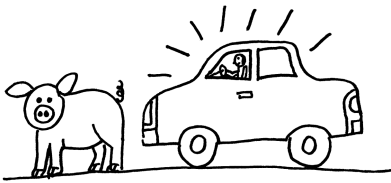
A.

# 12



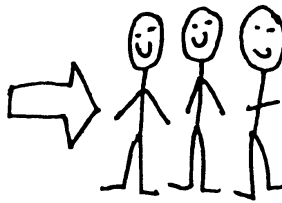
He will obey his mom.

B.



Hey! Get out of the way.

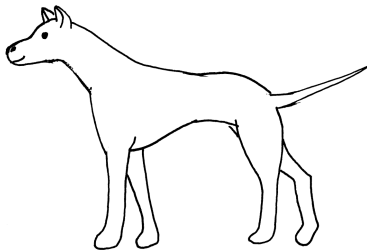
C.



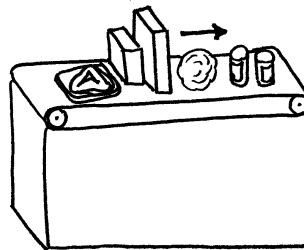
D.



E.

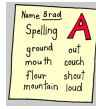


F.



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.

ëy



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

1. th → ey

they

2. h → ey


hey

3. pr → ey

prey

4. ō → bey

obey

5.  con → vey → er

conveyor  
belt

6. grey → hound

greyhound

# The Flagpole



This is  
Jack.

This is  
Jack's wife,  
Rose.



Jack and Rose live on Hope Street.

# The Flagpole

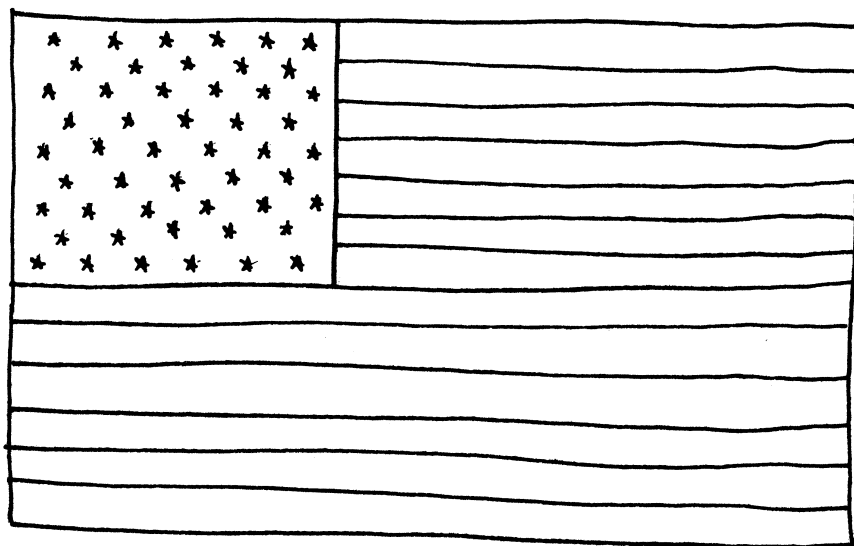


This is  
Jack.

This is  
Jack's wife,  
Rose.



Jack and Rose live on Hope Street.



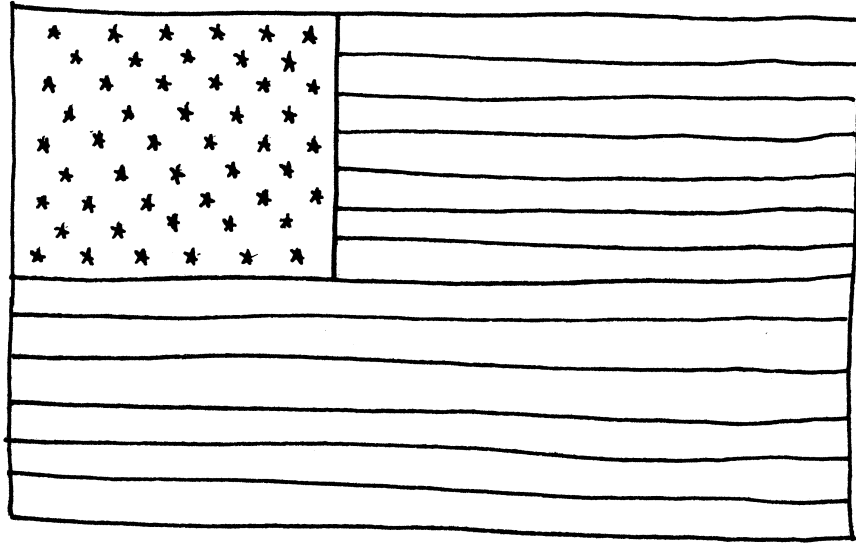
Jack and Rose have a flag.

They would like to put up their flag.

But they do not have a flagpole.

So Jack and Rose save some money.

They save a lot of money  
for a flagpole.



Jack and Rose have a flag.

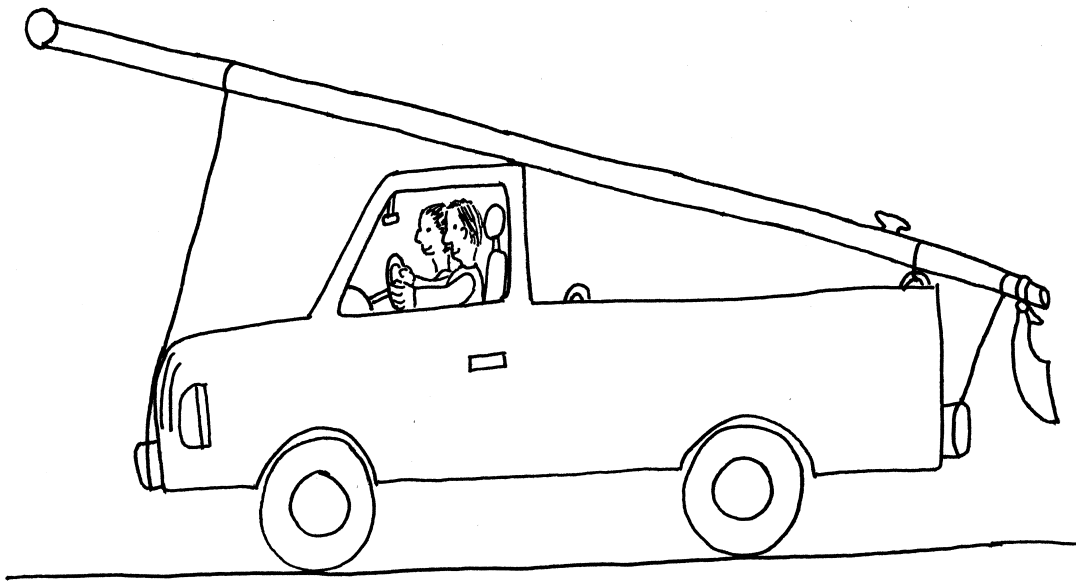
They would like to put up their flag.

But they do not have a flagpole.

So Jack and Rose save some money.

They save a lot of money  
for a flagpole.

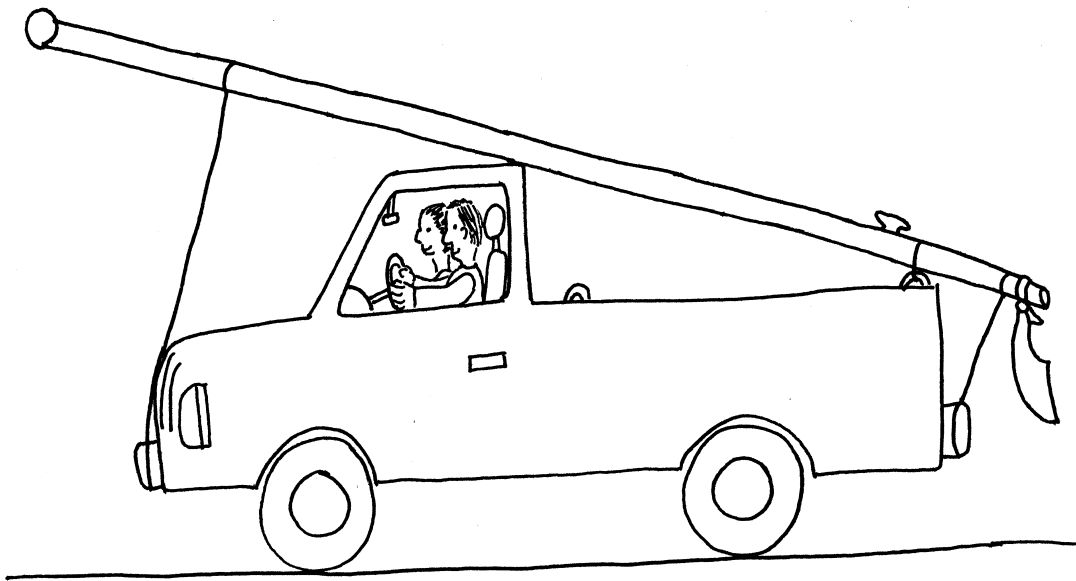
Then Jack and Rose go to  
the store to get a flagpole.  
At the store, they find just  
the kind of flagpole they need.  
They pay for the flagpole  
and take it home.



Then Jack and Rose go to  
the store to get a flagpole.

At the store, they find just  
the kind of flagpole they need.

They pay for the flagpole  
and take it home.



The flagpole comes with a rope.

Jack puts the rope on the pole.

Rose puts the flag on the rope.

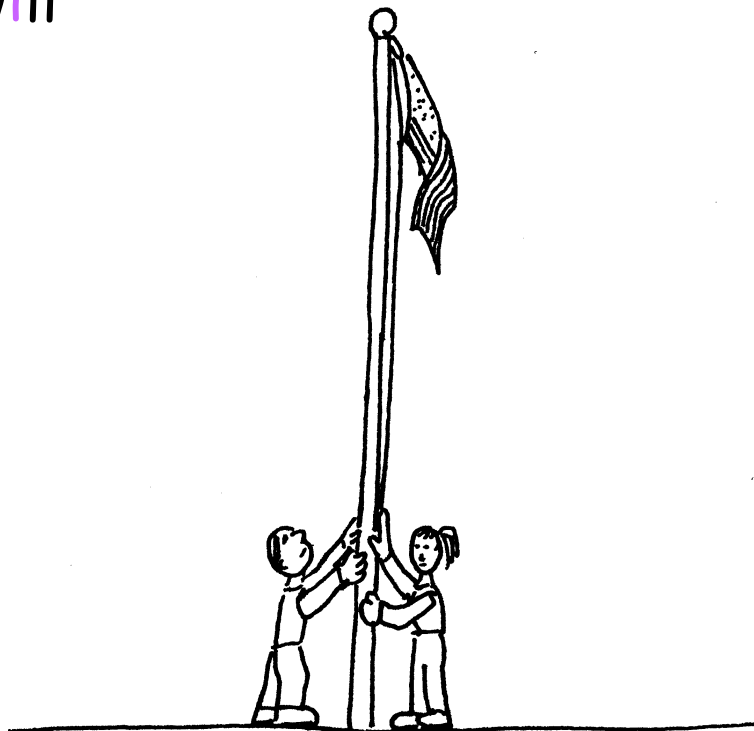
Then Jack and Rose

lift up the pole.

They push and they pull.

But the pole will

not stay up.



The flagpole comes with a rope.

Jack puts the rope on the pole.

Rose puts the flag on the rope.

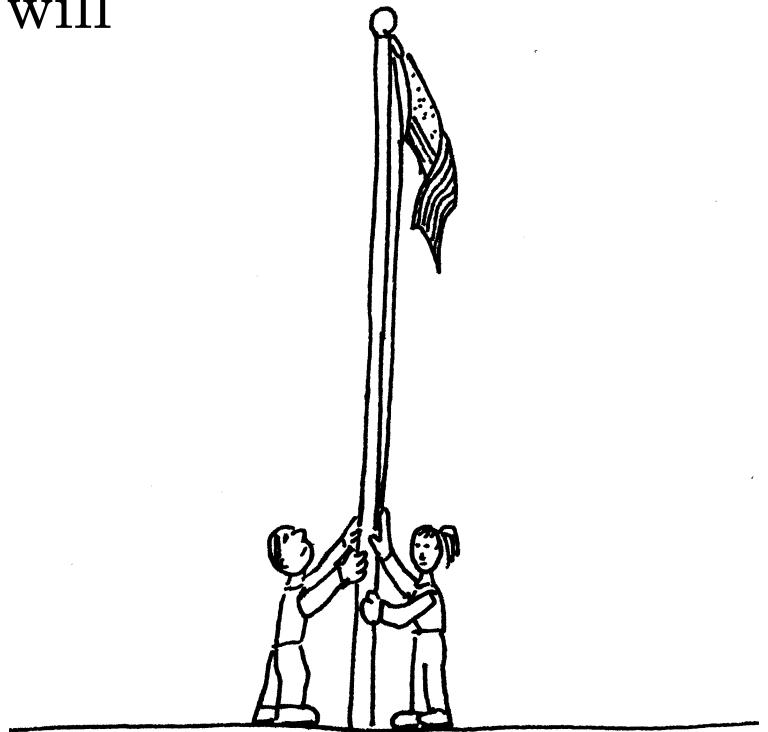
Then Jack and Rose

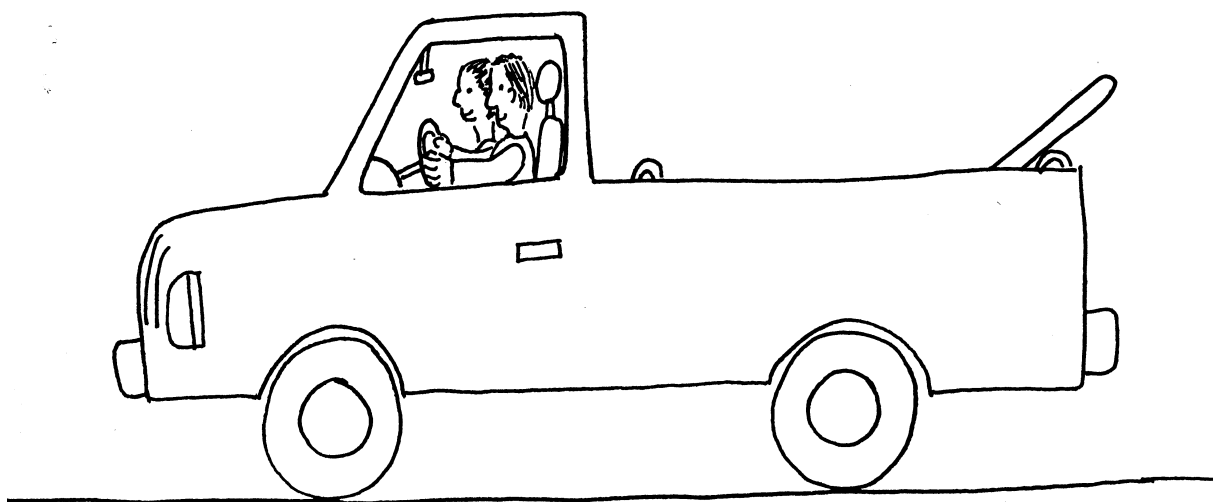
lift up the pole.

They push and they pull.

But the pole will

not stay up.





Jack takes the flag off the rope.

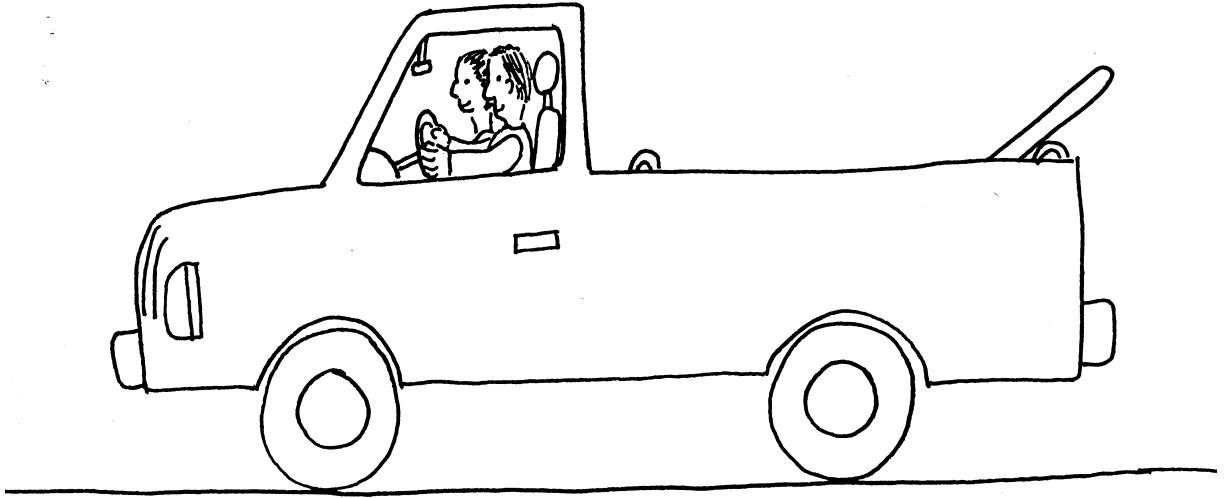
Then Jack and Rose go

back to the store.

This time they get a shovel.

They pay for the shovel

and take it home.



Jack takes the flag off the rope.

Then Jack and Rose go  
back to the store.

This time they get a shovel.

They pay for the shovel  
and take it home.

At home, Jack and Rose

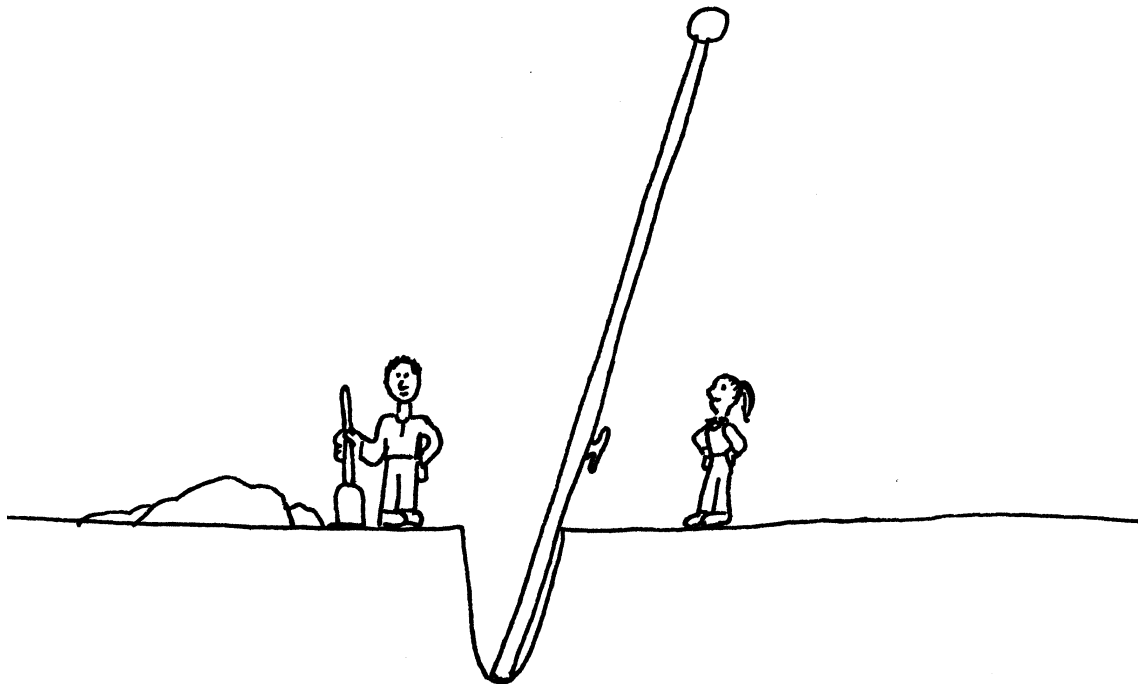
dig a deep hole.

They put their flagpole in the hole.

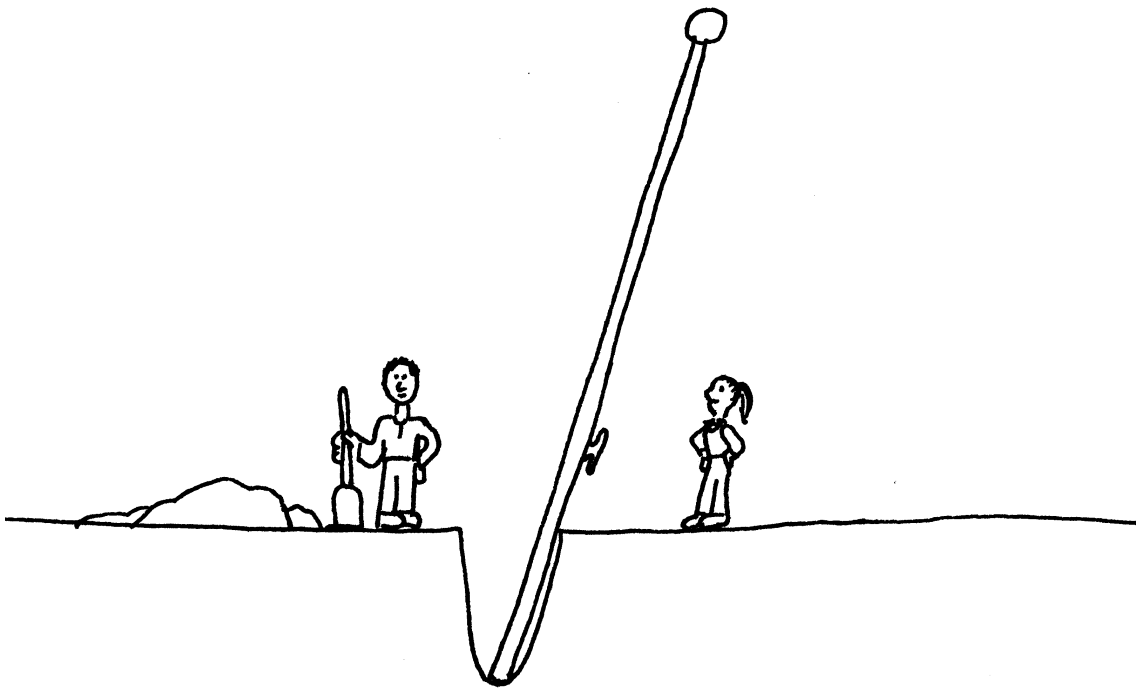
They push and they pull.

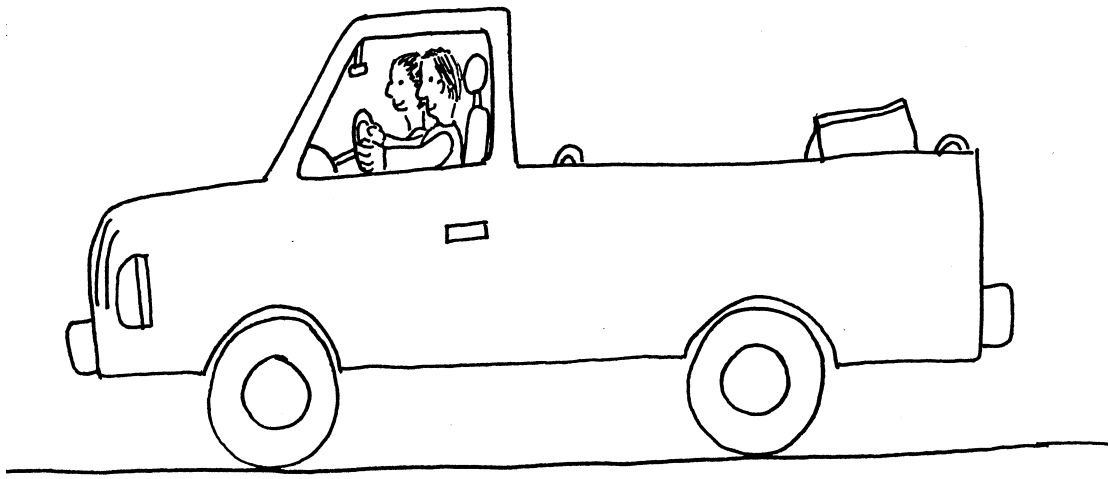
The flagpole will stay up,

but it is not quite right.



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





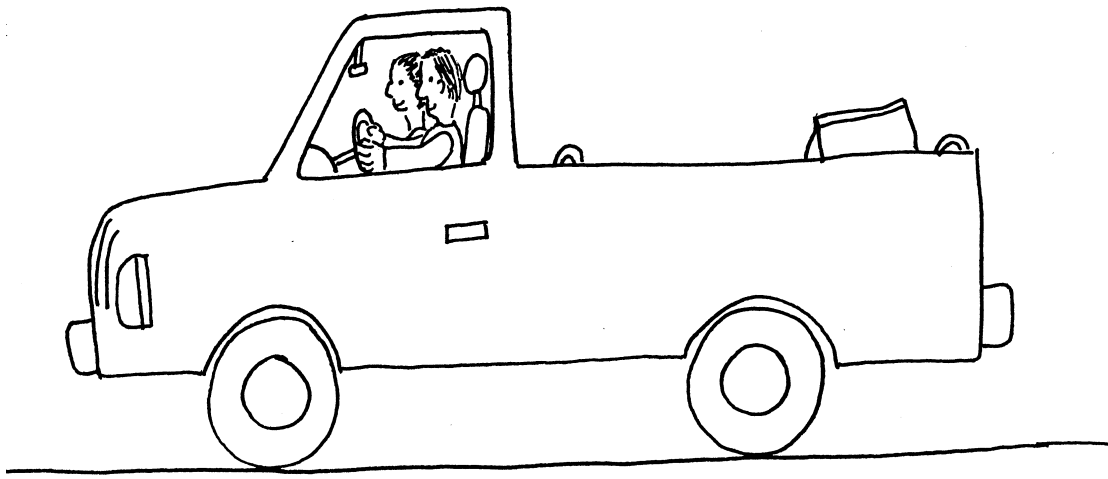
Jack and Rose go

back to the store.

They find a big bag of concrete.

They pay for the concrete

and take it home.



Jack and Rose go

back to the store.

They find a big bag of concrete.

They pay for the concrete

and take it home.

Jack and Rose mix up the concrete.

They put the concrete in  
the hole with the flagpole.

They push and they pull.

The flagpole stands up just right.



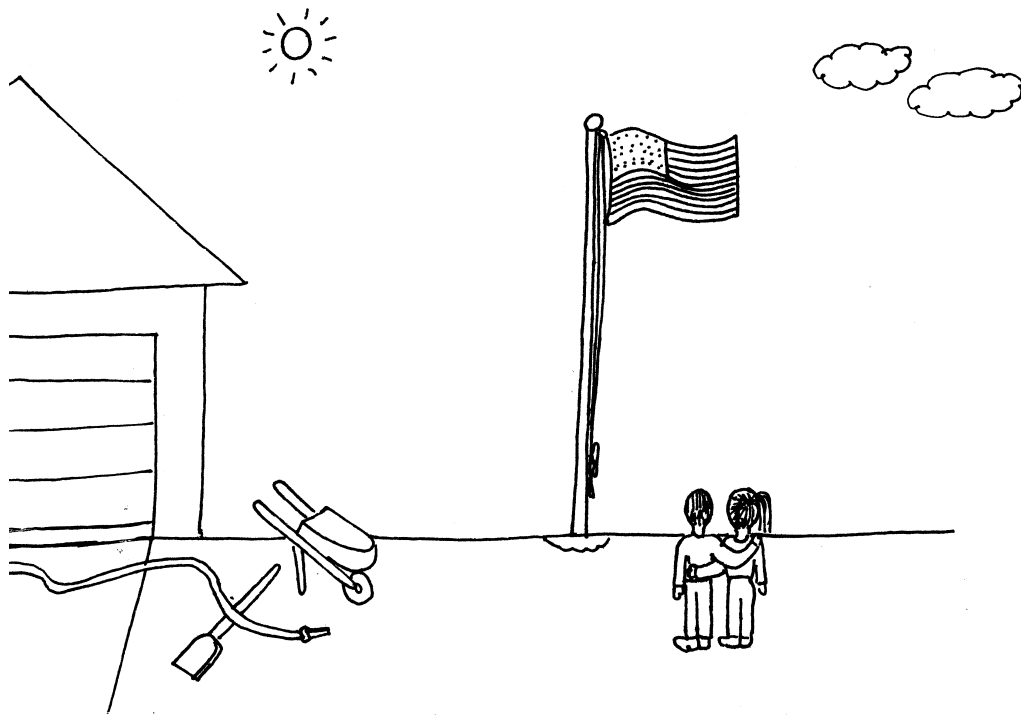
Jack and Rose mix up the concrete.

They put the concrete in  
the hole with the flagpole.

They push and they pull.

The flagpole stands up just right.





Jack puts the flag back on the rope.

Rose pulls on the rope.

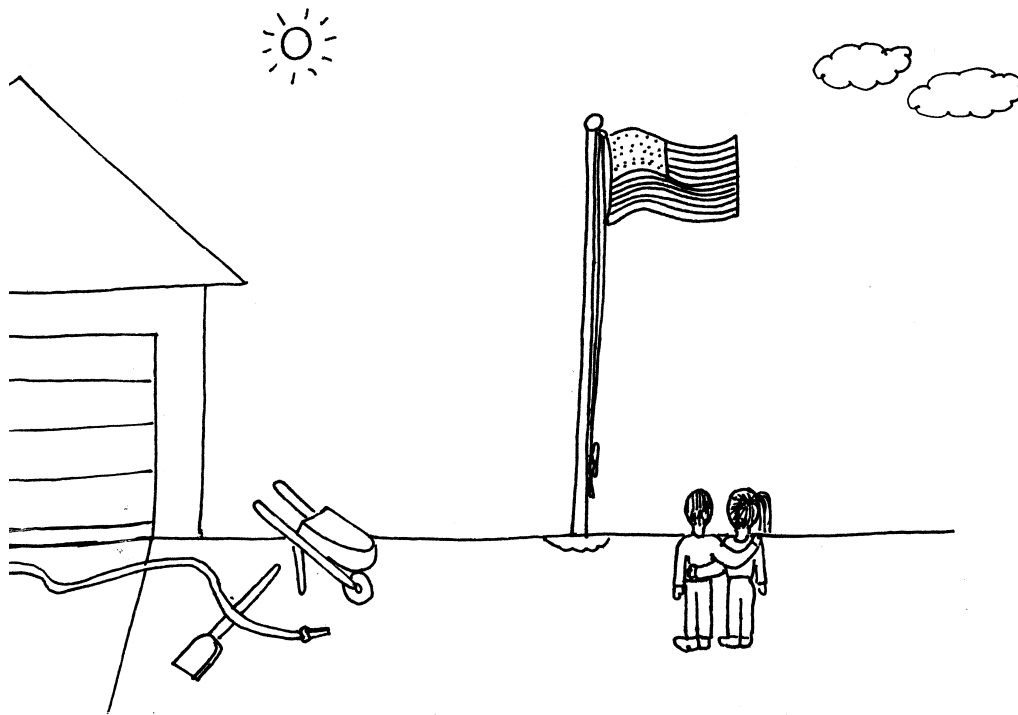
Their flag goes up the pole.

It goes up high in the air.

The flag waves in the wind.

Jack is glad. And Rose is glad.

The End



Jack puts the flag back on the rope.

Rose pulls on the rope.

Their flag goes up the pole.

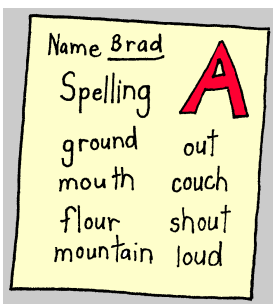
It goes up high in the air.

The flag waves in the wind.

Jack is glad. And Rose is glad.

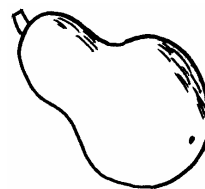
The End

ëa



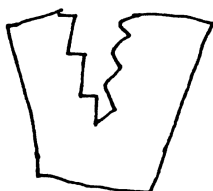
A.

# 13



This is the third sound for e. The two dots mean "not the regular sound." In these words, the letter e represents the same sound as long a, as shown in the sound picture. Remember, "the first vowel does the talking," even if its a dotted sound.

B.



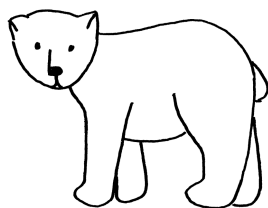
C.



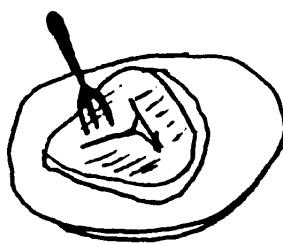
D.



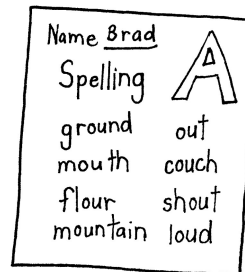
E.



F.



G.

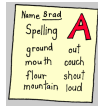


He did a great job.



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.

ëa



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

1. st → ea → k

steak

2. br → ea → k

break

3. gr → ea → t

great

4. b → ea → r

bear

5. t → ea → r

tear

6. w → ea → r

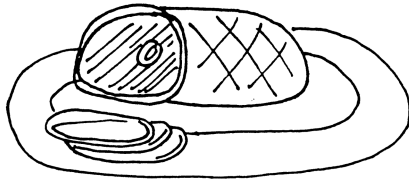
wear

7. p → ea → r

pear

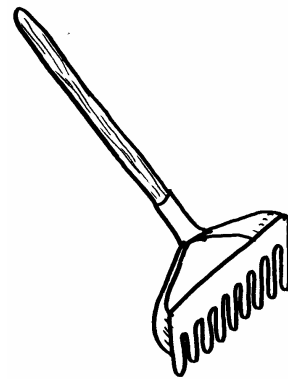
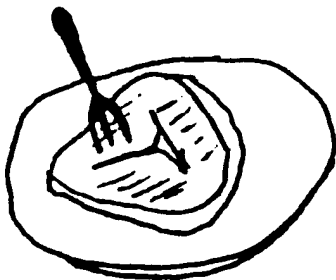
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the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

# I Like To Eat



I like to eat meat.

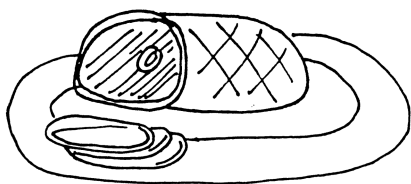
But I never eat a sheet.



I like to eat steak.

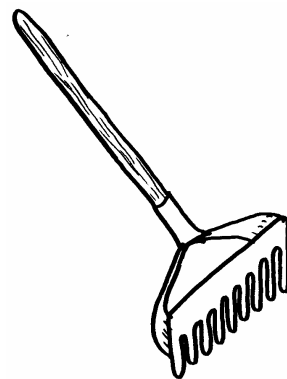
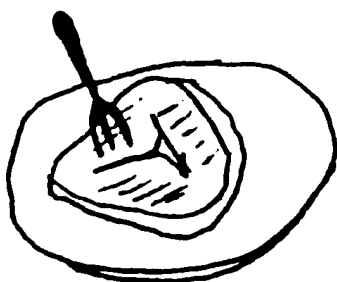
But I never eat a rake.

# I Like To Eat



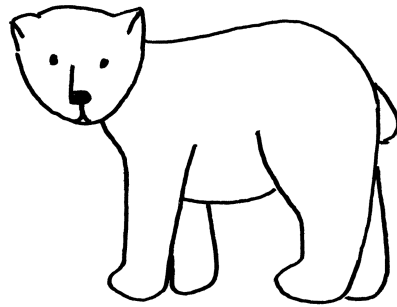
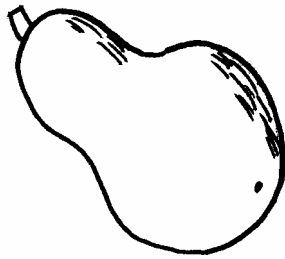
I like to eat meat.

But I never eat a sheet.



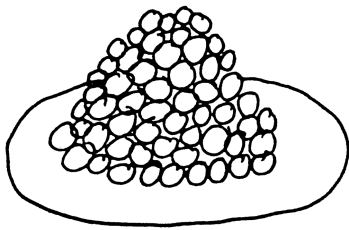
I like to eat steak.

But I never eat a rake.



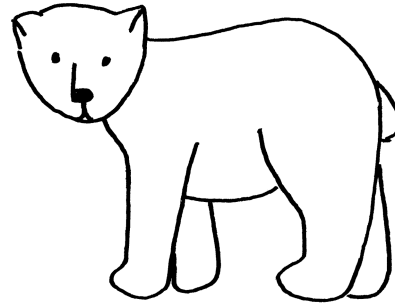
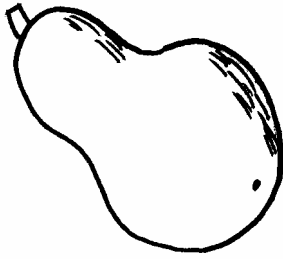
I like to eat a pear.

But I never eat a bear.



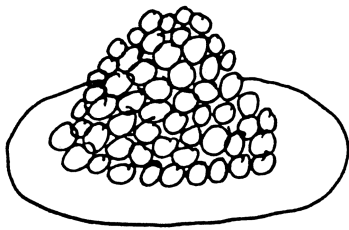
I like to eat beans.

But I never eat jeans.



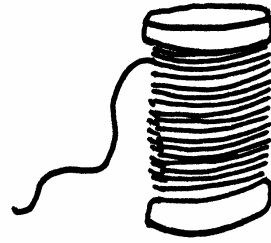
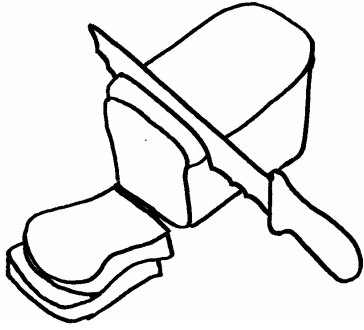
I like to eat a pear.

But I never eat a bear.



I like to eat beans.

But I never eat jeans.



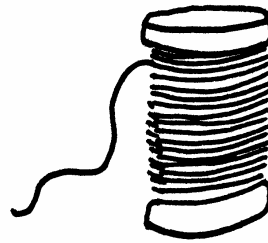
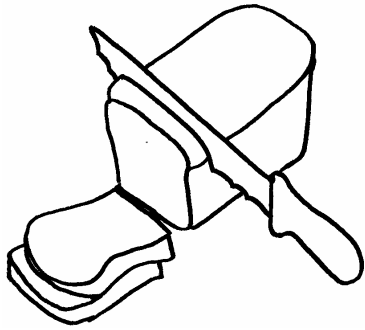
I like to eat bread.

But I never eat thread.



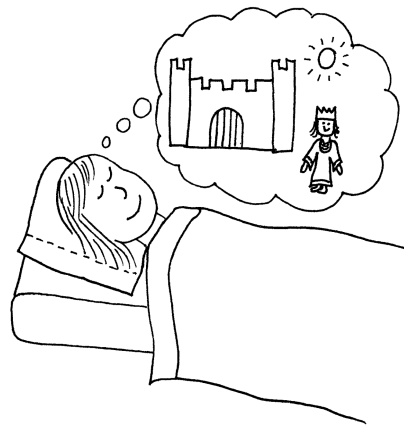
I like to eat ice cream.

But I never eat a dream.



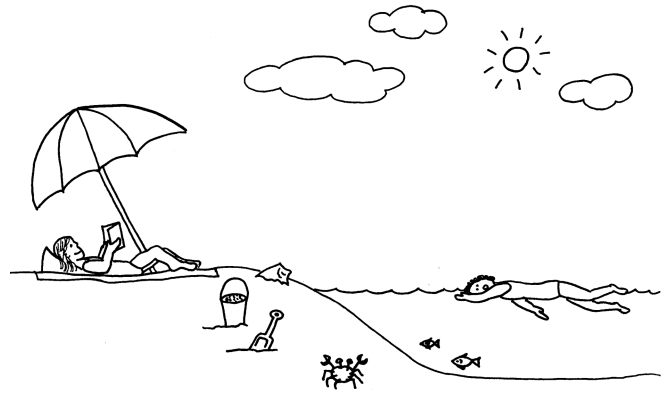
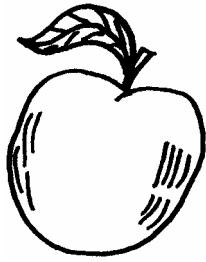
I like to eat bread.

But I never eat thread.



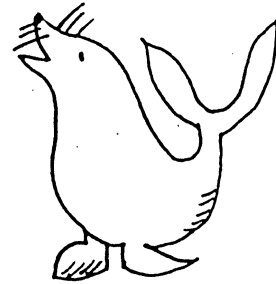
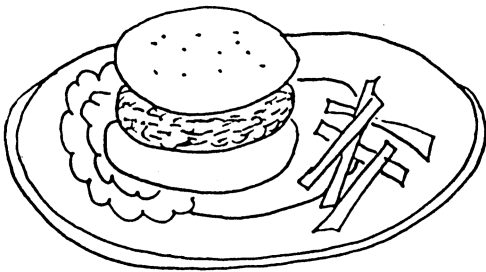
I like to eat ice cream.

But I never eat a dream.



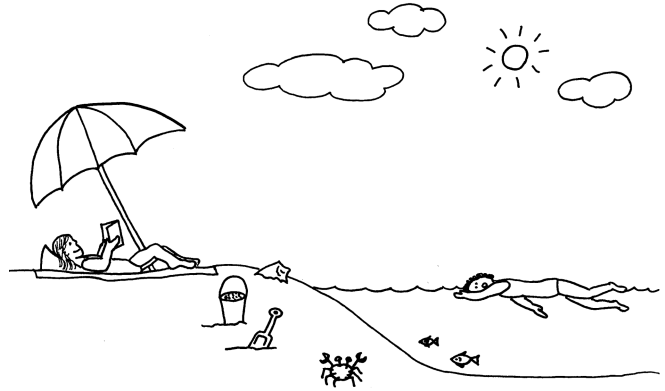
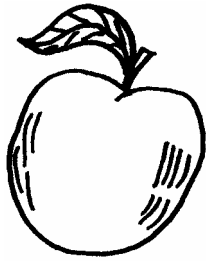
I like to eat a peach.

But I never eat a beach.



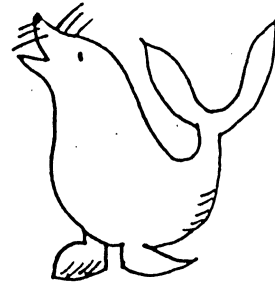
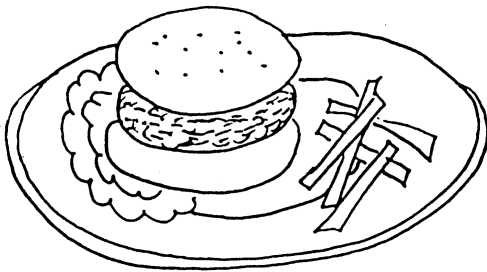
I like to eat a meal.

But I never eat a seal.



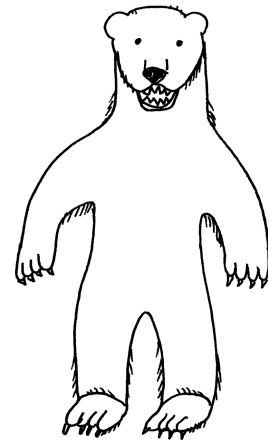
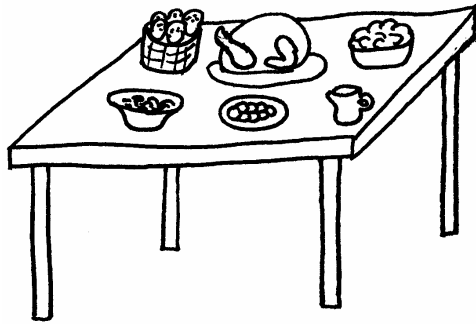
I like to eat a peach.

But I never eat a beach.



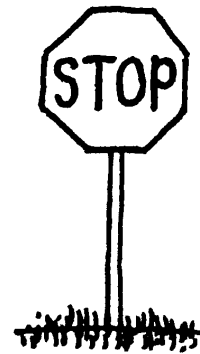
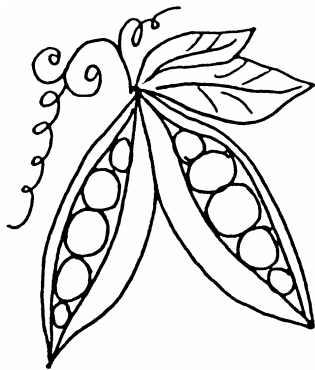
I like to eat a meal.

But I never eat a seal.



I like to eat a feast.

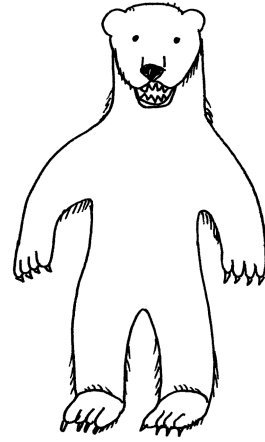
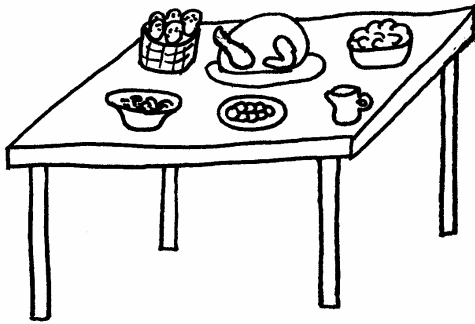
But I never eat a beast.



I like to eat peas.

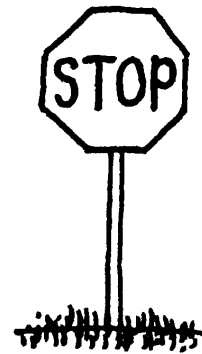
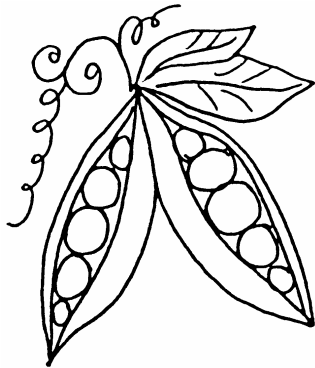
But it's time to stop, please!

The End



I like to eat a feast.

But I never eat a beast.

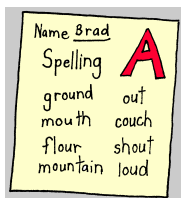


I like to eat peas.

But it's time to stop, please!

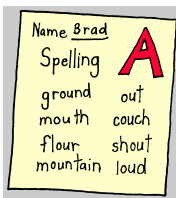
The End

ëigh



This pattern is like the dotted "ëi in the middle" pattern, and it represents the same sound, but it has gh added to the end. We don't pronounce the gh.

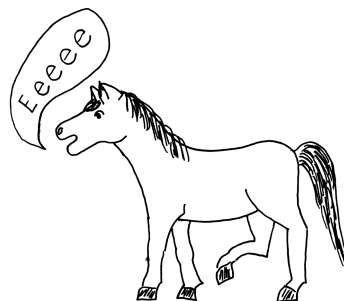
ë



In a few words the letter e has its dotted sound when it is a single vowel.

A.

# 14



B.



C.

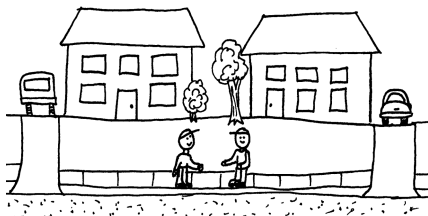


This is a freight train. It carries things like coal, wood, or liquids, instead of people.

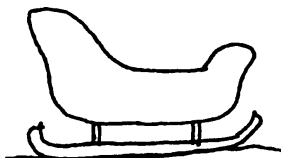
D.

80

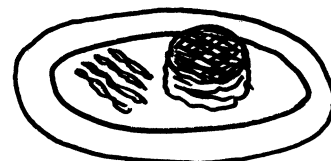
E.



F.



G.

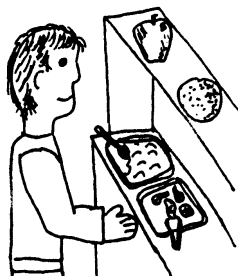


This is a steak fillet. A fillet is a slice of meat or fish.

H.

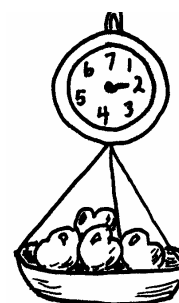
8

I.

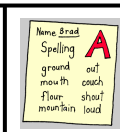


Buffet

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.

eigh<sup>x</sup>

ë

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

1. sl → eigh

sleigh

2. n → eigh

neigh

3. w → eigh

weigh

4. eigh → t

eight

5. fr → eigh → t

freight

6. neigh → bor

neighbor

7. eigh → ty

eighty

8. bal → lë<sup>x</sup>t

ballet

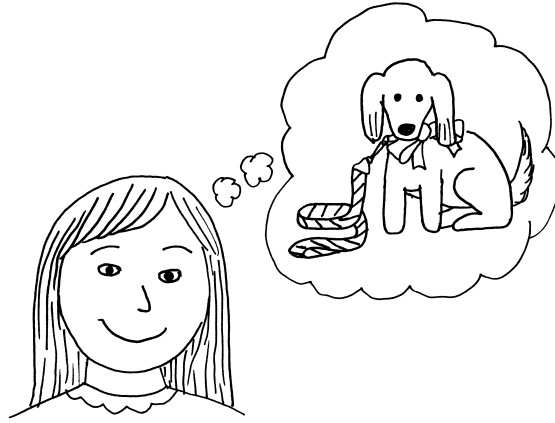
9. buf → fë<sup>x</sup>t

buffet

10. fil → lë<sup>x</sup>t

fillet

# A Birthday Treat

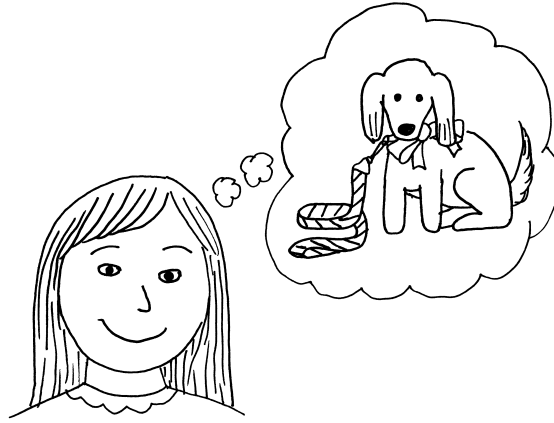


Jean has a dream.

Jean wants to get  
a real puppy for a pet.

She wants a puppy  
with a leather leash  
and a red ribbon on its neck.

# A Birthday Treat



Jean has a dream.

Jean wants to get  
a real puppy for a pet.

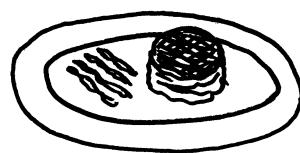
She wants a puppy  
with a leather leash  
and a red ribbon on its neck.

Today is Jean's birthday.

She is eight years old.

She will have a birthday meal.

Dad is grilling steak fillets.



Mom is heating French bread.

Jean is fixing green beans.

Their meal will be fantastic.

A birthday cake with  
eight candles is ready  
for their dessert.

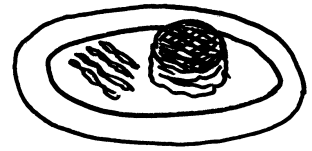


Today is Jean's birthday.

She is eight years old.

She will have a birthday meal.

Dad is grilling steak fillets.

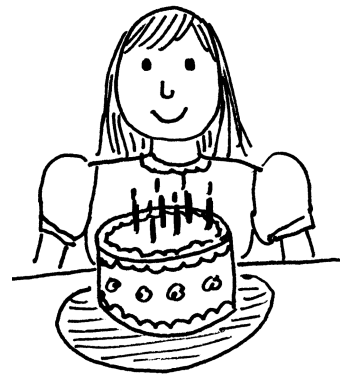


Mom is heating French bread.

Jean is fixing green beans.

Their meal will be fantastic.

A birthday cake with  
eight candles is ready  
for their dessert.



Jean hears a bark.

She sees Dad walk in with a puppy.

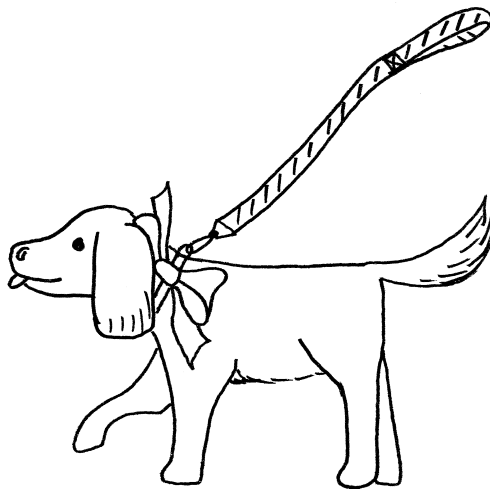
The puppy is on a leather leash.

It has a red ribbon on its neck.

Jean hugs the puppy. The puppy

licks her face and wags its tail.

Jean thinks this is a great birthday!



Then she hears a bark.

She sees Dad walk in with a puppy.

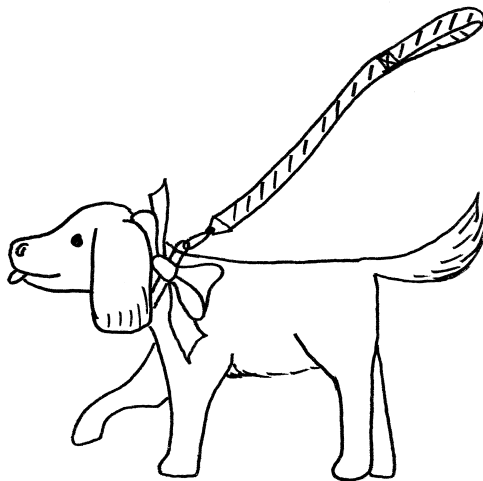
The puppy is on a leather leash.

It has a red ribbon on its neck.

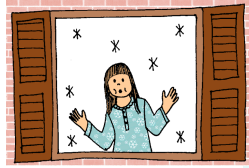
Jean hugs the puppy. The puppy

licks her face and wags its tail.

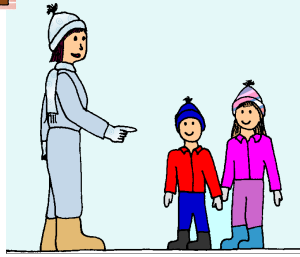
Jean thinks this is a great birthday!



This pattern is a rule breaker.  
It represents the long u sound,  
but the first vowel is not the  
letter u.

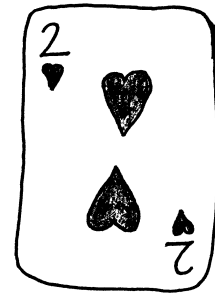


eū



A.

# 15



deuce = the number 2 card

B.

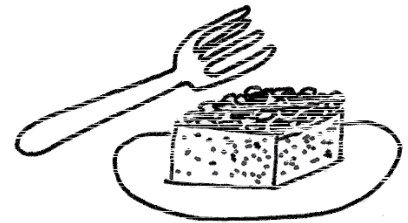


C.



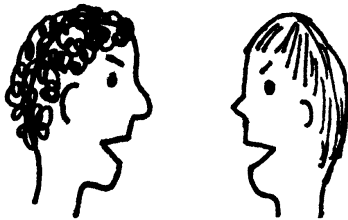
Eugene

D.

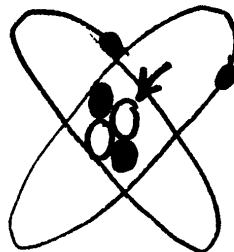


streusel = a kind of cake  
with a crumb topping

E.



F.

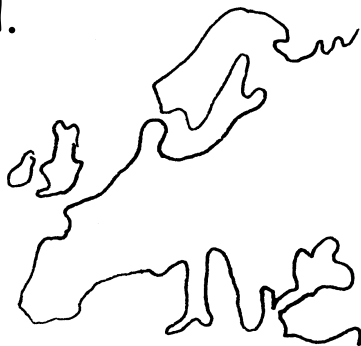


G.



eureka = what you say when you  
have solved a difficult problem

H.



eū



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

1. f → eu → d feud

2. sl → eu → th sleuth

3. neu → tron neutron

4. streu → sel streusel

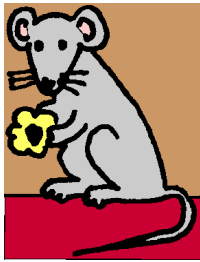
5. Eu → gene Eugene

6. Eu → rope Europe

7. d → eu → ce deuce

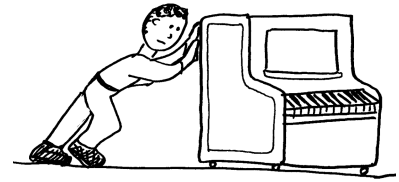
8. eu → rē → ka<sup>☂</sup> eureka

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.



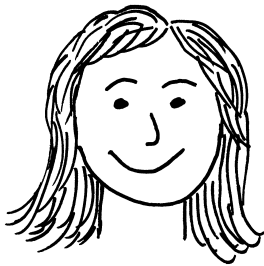
A.

# 16

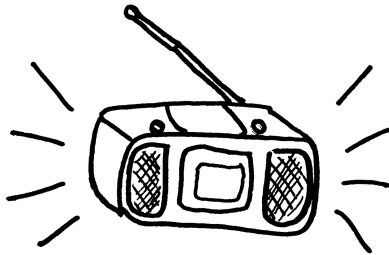


This is the third sound for i. The two dots mean "not the regular sound." In these words, the letter i represents the same sound as long e, as shown in the sound picture.

B.



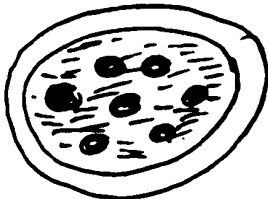
C.



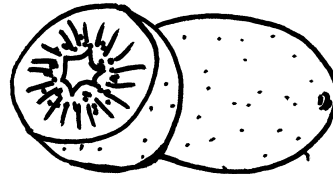
D.



E.



F.



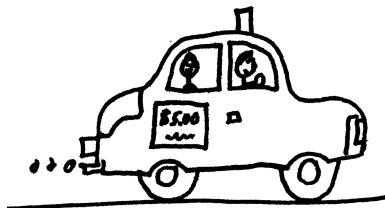
G.



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.

ï



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

1. sk → ï

ski

2. t<sup>a</sup>x → ï

taxi

3. kï → wï

kiwi

4. p<sup>t</sup>ïz → z<sup>s</sup>a 

pizza

5. Rï → t<sup>u</sup>a 

Rita

6. lï → ter

liter

7. pï → a<sup>n</sup> → o<sup>̄</sup>


piano

8. I<sup>n</sup> → dï → a<sup>n</sup> 

Indian

9. r<sup>a</sup> → dï → o<sup>̄</sup>

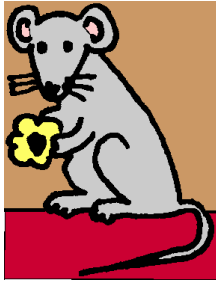
radio

10. z<sup>i</sup>n → nï → a 

zinnia

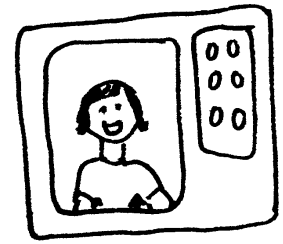
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the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

ie



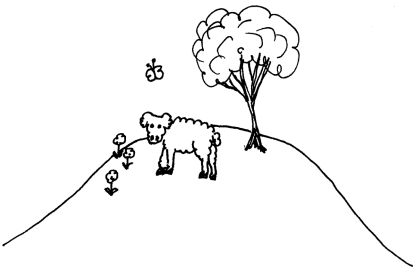
A.

# 17



This two-letter vowel pattern can represent the dotted i sound (long e sound). in some words. If you remember, in other words it can also represent the long i sound.

B.



C.



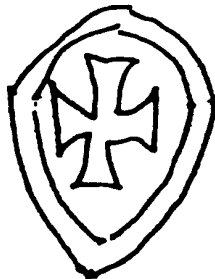
D.



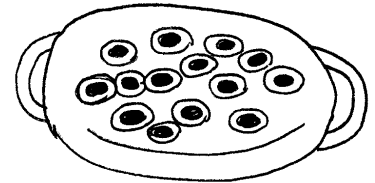
E.



F.



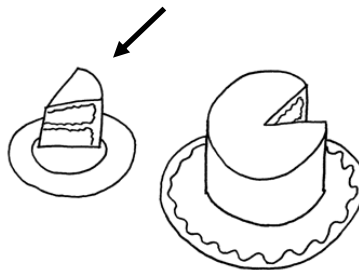
G.



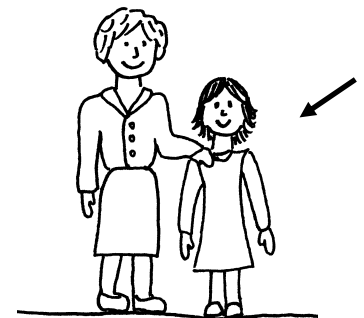
H.



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.

ie



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

1. f → ie → l → d field

2. sh → ie → l → d shield

3. ch → ie → f chief

4. gr → ie → f grief

5. n → ie → ce niece

6. p → ie → ce piece

7. f → ie → r → ce fierce

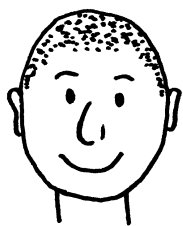
8. mö → vie movie

9. cook → ies cookies

10. bē → lieve believe

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.

# Two Sleuths



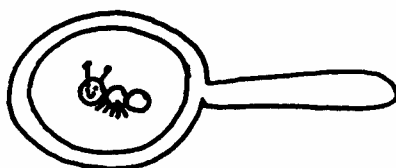
Spencer and Eugene are sleuths.

They are eight years old.

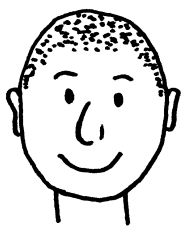
They are best friends.

Spencer and Eugene like to explore  
an empty field in their neighborhood.

They look for clues in the field.



# Two Sleuths



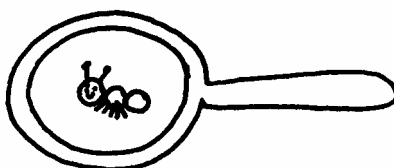
Spencer and Eugene are sleuths.

They are eight years old.

They are best friends.

Spencer and Eugene like to explore  
an empty field in their neighborhood.

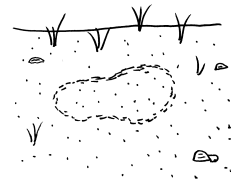
They look for clues in the field.



Spencer sees bent twigs  
in the grass.



Eugene sees footprints  
in the dirt.



Was a person here?

Maybe it was a thief!

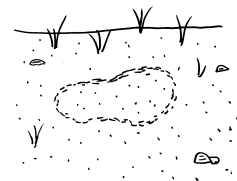


Or maybe it was an Indian chief!

Spencer sees bent twigs  
in the grass.



Eugene sees footprints  
in the dirt.



Was a person here?  
Maybe it was a thief!



Or maybe it was an Indian chief!

Sometimes Spencer and Eugene  
get into a feud.

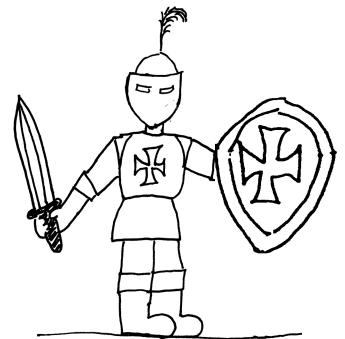
They argue over the clues.

They don't agree about the footprints.

Eugene believes they are  
from a fierce bear.



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

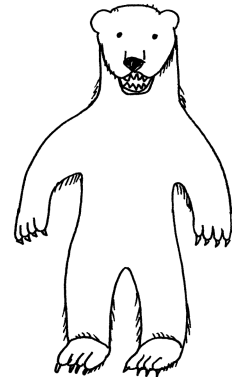


Sometimes Spencer and Eugene  
get into a feud.

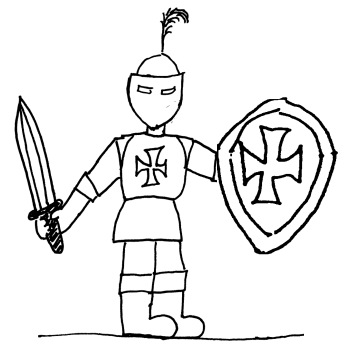
They argue over the clues.

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from a fierce bear.



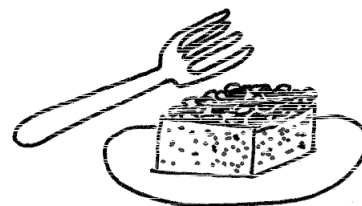
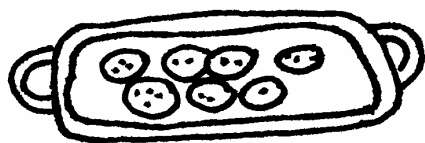
Spencer believes they are  
from a knight with  
a sword and a shield.



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

Later on, Spencer's mom calls the boys.

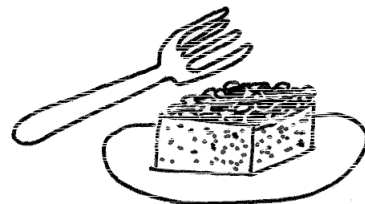
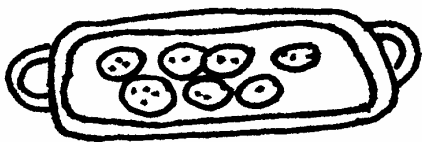
"Spencer and Eugene, do you want a piece of pizza? I also have cookies and apple streusel for you."



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

Later on, Spencer's mom calls the boys.

“Spencer and Eugene, do you want a piece of pizza? I also have cookies and apple streusel for you.”



Then Spencer and Eugene forget  
about the clues in the field.

They are so hungry they even  
forget that they are sleuths.

Spencer and Eugene race inside.

They like to be sleuths,

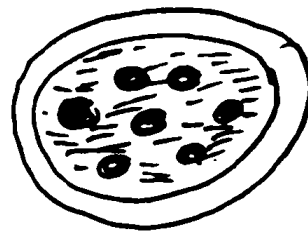
but they like to eat, too.

They will enjoy a piece of pizza

with cookies and

apple streusel

for dessert.



The End

Then Spencer and Eugene forget  
about the clues in the field.

They are so hungry they even  
forget that they are sleuths.

Spencer and Eugene race inside.

They like to be sleuths,

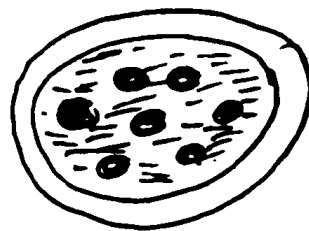
but they like to eat, too.

They will enjoy a piece of pizza

with cookies and

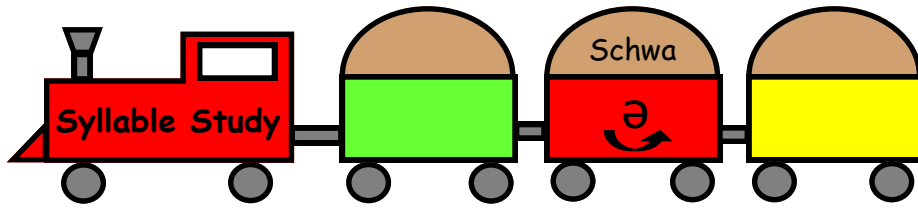
apple streusel

for dessert.



The End

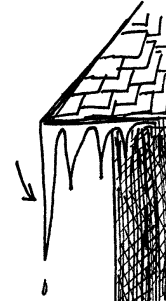
## Unaccented Middle Syllables



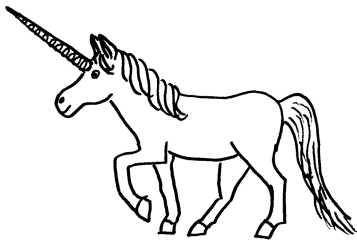
Watch out for open middle syllables that are not accented. The vowel at the end of the syllable often has the schwa sound instead of the long sound. It is hardly pronounced at all. The arrow tells you to skip that vowel sound.

A.

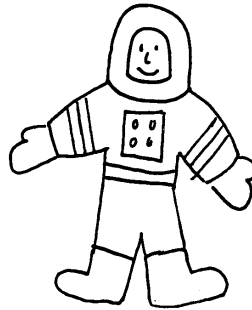
# 18



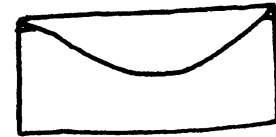
B.



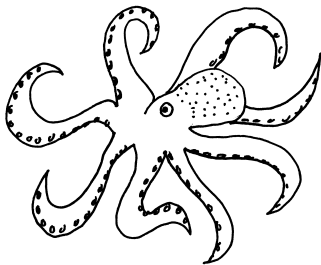
C.



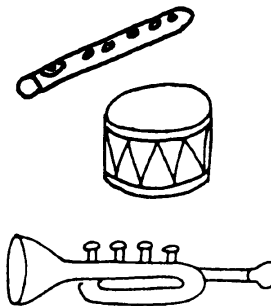
D.



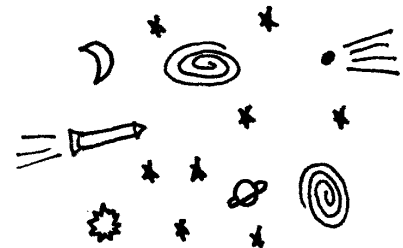
E.



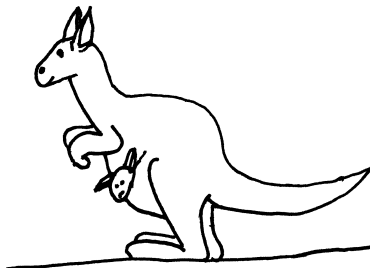
F.



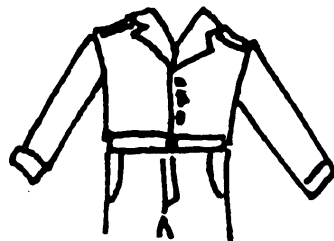
G.



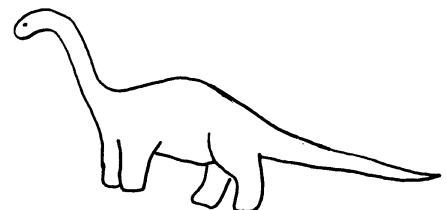
H.




I.



J.

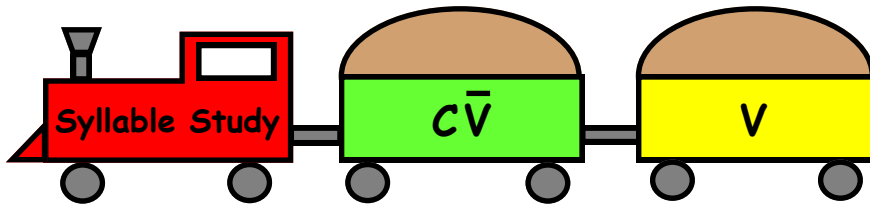


1) The teacher looks at the words in the first column, one at a time, pronouncing each syllable separately, pausing at the arrows. Students look at the pictures (not the words). They put the syllables together mentally, find the matching picture, and say the word normally.

1. en → ve → lope envelope
2. oc → to → pus octopus
3. kan → ga → roo kangaroo
4. as → tro → naut astronaut
5. in → stru → ments instruments
6. di → no → saur  dinosaur
7. i → ci → cle icicle
8. u → ni → corn unicorn
9. u → ni → form uniform
10. u → ni → verse universe

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.

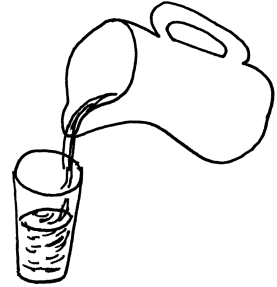
## Adjacent Vowels In Separate Syllables



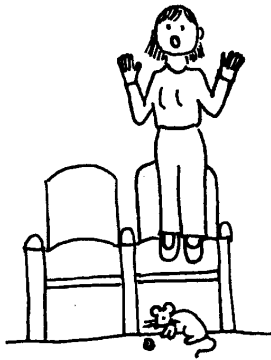
Sometimes vowels are side by side in a word but they don't work together because they are in separate syllables. You have to pronounce each vowel or vowel pattern separately. In these words, the first vowel is at the end of a syllable, so it represents its long vowel sound.

A.

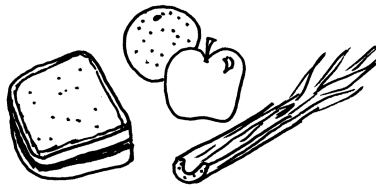
# 19



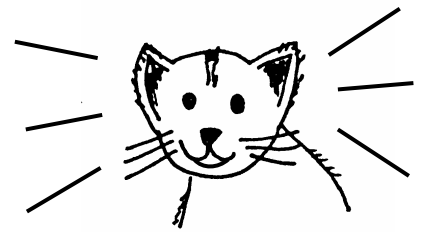
B.



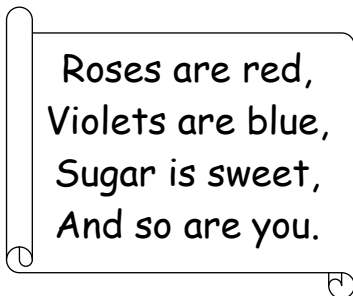
C.



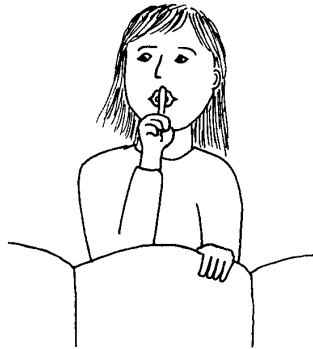
D.



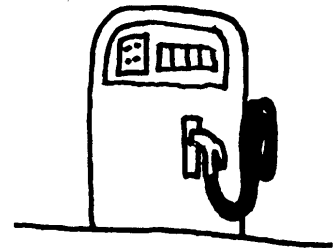
E.



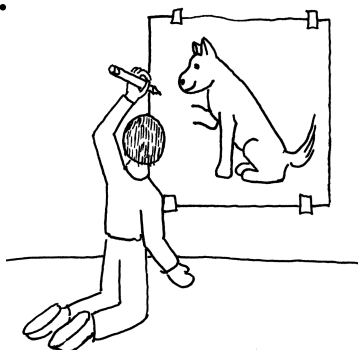
F.



G.



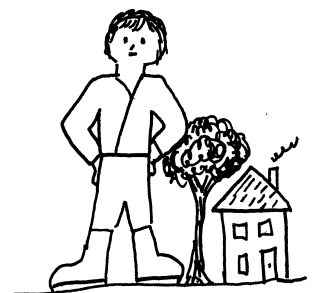
H.



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.

Adjacent Vowels In  
Separate Syllables

1. re → act

react

2. cre → ate

create

3. me → ow

meow

4. po → em

poem

5. di → et

diet

6. qui → et

quiet

7. li → on

lion

8. gi → ant

giant

9. flu → id

fluid

10. fu → el

fuel

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.

| Sequence Chart - Phonetic Words And Stories, Book 6 - Syllable Study, Dotted Ē And Ī Patterns |                         |                                       |   |  |
|---|-------------------------|---------------------------------------|---|--|
|   | Phonogram Patterns      | Syllable Patterns                     | Suffix Study, Contractions, Punctuation | Stories to Read  |
| 1   |                         | a/raven                               |   |  |
| 2   |                         | e/begin                               |   |  |
| 3   |                         | i/lilac                               |   |  |
| 4   |                         | o/robot                               |   |  |
| 5   |                         | o/oval                                |   |  |
| 6   |                         | u/tulip<br>u/music                    | jogged, jogging<br>Words                | <i>Baby Sally</i>  |
| 7   |                         | cup-cake, bon-fire                    |   |  |
| 8   |                         | trap-eze, cos-tume,<br>flagpole       |   |  |
| 9   |                         | shov-el, moth-er                      |   |  |
| 10  |                         | con-fess, com-pare                    |   |  |
| 11  | ei/veil                 |                                       |   |  |
| 12  | ey/they                 |                                       |   | <i>The Flagpole</i><br><i>Green Eggs and Ham</i> by Dr. Seuss (Random House, 1960)   |
| 13  | ea/steak                |                                       |   | <i>I Like To Eat</i><br><i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967) |
| 14  | eigh/sleigh<br>ë/ballet |                                       |   | <i>A Birthday Treat</i><br><i>Ten Apples Up On Top!</i> by Theo. LeSieg, illustrated by Roy McKie (Random House, 1961)                               |
| 15  | eu/neutron<br>eu/Europe |                                       |   |  |
| 16  | i/pizza                 |                                       |   |  |
| 17  | ie/shield               |                                       |   | <i>Two Sleuths</i>   |
| 18  |                         | Unaccented middle syllables           |   | <i>Put Me In The Zoo</i> by Robert Lopshire (Random House, 1960) (violet)  |
| 19  |                         | Adjacent vowels in separate syllables |   |  |

**Sequence Chart - Phonetic Words And Stories, Book 6 - Syllable Study, Dotted Ē And Ī Patterns**

|    | New Sight Words | New Phonetic Words  | Compound Words<br>Antonyms, Synonyms,<br>Homonyms                        |
|----|-----------------|---|--|
| 1  |                 | raven, acorn, label, apron, table, lady, baby, tasty, paper, saber                                | ladybug, baby-adult,   |
| 2  |                 | Venus, refund, begin, secret, equal, tepee, below, beside, fever, zebra                           |  |
| 3  |                 | minus, title, pilot, bison, quiet, ibis, lilac, ivy, tiny, tiger                                  |  |
| 4  |                 | open, robot, donut, bonus, total, topaz, broken, proton, program                                  | overcoat, turnover, pushover, open-shut, over-under                      |
| 5  |                 | oval, over, clover, pony, trophy, oboe, sofa, cola, cobra, okra                                   |  |
| 6  |                 | music, tulip, student, Cupid, duet, ruler, ruby, tuba, fluid, unite                               | tiny-huge, plus-minus, hi/high   |
| 7  |                 | cupcake, inflate, mistake, pancake, bonfire, umpire, inside, sunshine, reptile, inquire           |  |
| 8  |                 | stampede, trapeze, athlete, concrete, costume, volume, Neptune, explore, tadpole, flagpole        |  |
| 9  |                 | mother, brother, nothing, oven, shovel, dozen, wonder, covers, money, honey                       |  |
| 10 |                 | confess, collect, connect, confuse, compute, pollute, complain, compare, compete, complete        |  |
| 11 |                 | their, heir, veil, reins, skein, reign, reindeer, inveigle  | rain/rein/reign, air/heir, vale/veil, our-their                          |
| 12 |                 | they, hey, prey, obey, conveyer belt, greyhound   | obey-defy, hay/hey, pray/prey  |
| 13 |                 | steak, break, great, bear, tear, wear, pear   | swimwear, fix-break, bear/bare, break/brake, steak/stake, pear/pare/pair |
| 14 | height          | sleigh, neigh, weigh, eight, freight, neighbor, eighty, fillet, ballet, buffet                    | sleigh/slay, eight/ate, weigh/way, neigh/nay, wait/weight                |
| 15 |                 | feud, sleuth, neutron, streusel, Eugene, Europe, deuce, eureka                                    |  |
| 16 |                 | ski, taxi, kiwi, pizza, Rita, liter, piano, Indian, radio, zinnia                                 | windshield   |
| 17 |                 | field, shield, chief, grief, niece, piece, pier, fierce, movie, cookie                            |  |
| 18 | dinosaur        | envelope, octopus, dinosaur, astronaut, instruments, kangaroo, unicorn, uniform, universe, icicle |  |
| 19 |                 | react, create, meow, poem, diet, quiet, lion, giant, fluid, fuel                                  |  |

## 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.

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

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

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

VI. Spelling Dictation - Continued

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

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

To do the spelling dictation exercise, follow these steps.

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

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

### Instructions For Students Who Are Learning English

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fish can swim in the ocean.

Fish can swim in a pond.

Fish eat plants or other fish.

Fish can be big or small.

Fish have gills so that they can breath underwater.

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

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

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

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

## Working With Plastic Letters

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

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

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

|  |
|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s e e</div>   |

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

|   |
|---|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span></span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span></span><span>l</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">g r e e n</div>  |

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

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| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span>s</span><span>d</span><span>f</span><span></span><span></span><span>r</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">t e e t h</div>   |

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

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

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

|  |
|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span>s</span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span><span>l</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">e e</div>   |

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

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|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s l e e p</div>   |

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

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| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div> |
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.5em;"> <span>s</span><span>l</span><span></span><span></span><span>e</span><span>e</span><span></span><span>p</span> </div>   |

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

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| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s l e e p</div>   |

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

|  |
|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span><span>l</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s h e e p</div>   |

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

|  |
|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span>t</span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>g</span><span>n</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s l e e p</div>   |

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

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|--|
| <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span></span><span></span><span></span><span>d</span><span>f</span><span></span><span></span><span>t</span><span>r</span><span>h</span> </div> <div style="display: flex; justify-content: space-around; font-family: monospace; font-size: 1.2em;"> <span>p</span><span>g</span><span>n</span> </div> |
| <div style="font-family: monospace; font-size: 1.5em;">s l e e t</div>   |

Phonetic Words And Stories, Book 6 - Answer Key, By Page Number

| Bk 6 - # 1 (48-49) |   | ra-ven    |    | Bk 6 - # 2 (50-51) |   | se-cret    |    |
|--------------------|---|-----------|----|--------------------|---|------------|----|
| Words              |   | Pictures  |    | Words              |   | Pictures   |    |
| 1. ra-ven          | F | A. a-pron | 4  | 1. Ve-nus          | F | A. e-qual  | 5  |
| 2. a-corn          | J | B. la-bel | 3  | 2. re-fund         | J | B. be-gin  | 3  |
| 3. la-bel          | B | C. ba-by  | 7  | 3. be-gin          | B | C. ze-bra  | 10 |
| 4. a-pron          | A | D. la-dy  | 6  | 4. se-cret         | H | D. fe-ver  | 9  |
| 5. ta-ble          | I | E. sa-ber | 10 | 5. e-qual          | A | E. te-pee  | 6  |
| 6. la-dy           | D | F. ra-ven | 1  | 6. te-pee          | E | F. Ve-nus  | 1  |
| 7. ba-by           | C | G. pa-per | 9  | 7. be-low          | I | G. be-side | 8  |
| 8. ta-sty          | H | H. ta-sty | 8  | 8. be-side         | G | H. se-cret | 4  |
| 9. pa-per          | G | I. ta-ble | 5  | 9. fe-ver          | D | I. be-low  | 7  |
| 10. sa-ber         | E | J. a-corn | 2  | 10. ze-bra         | C | J. re-fund | 2  |

| Bk 6 - # 3 (52-53) |   | li-lac    |    | Bk 6 - # 4 (54-55) |   | ro-bot      |   |
|--------------------|---|-----------|----|--------------------|---|-------------|---|
| Words              |   | Pictures  |    | Words              |   | Pictures    |   |
| 1. mi-nus          | D | A. li-lac | 7  | 1. o-pen           | B | A. pro-gram | 9 |
| 2. ti-tle          | B | B. ti-tle | 2  | 2. ro-bot          | D | B. o-pen    | 1 |
| 3. pi-lot          | F | C. i-vy   | 8  | 3. do-nut          | C | C. do-nut   | 3 |
| 4. bi-son          | J | D. mi-nus | 1  | 4. bo-nus          | I | D. ro-bot   | 2 |
| 5. qui-et          | I | E. i-bis  | 6  | 5. to-tal          | E | E. to-tal   | 5 |
| 6. i-bis           | E | F. pi-lot | 3  | 6. to-paz          | H | F. pro-ton  | 8 |
| 7. li-lac          | A | G. ti-ny  | 9  | 7. bro-ken         | G | G. bro-ken  | 7 |
| 8. i-vy            | C | H. ti-ger | 10 | 8. pro-ton         | F | H. to-paz   | 6 |
| 9. ti-ny           | G | I. qui-et | 5  | 9. pro-gram        | A | I. bo-nus   | 4 |
| 10. ti-ger         | H | J. bi-son | 4  |                    |   |             |   |

Phonetic Words And Stories, Book 6 - Answer Key, By Page Number

| Bk 6 - # 5 (56-57) |   | po-ny        |    | Bk 6 - # 6 (58-59) |   | mu-sic      |    |
|--------------------|---|--------------|----|--------------------|---|-------------|----|
| Words              |   | Pictures     |    | Words              |   | Pictures    |    |
| 1. o-val           | F | A. so-fa     | 7  | 1. mu-sic          | G | A. Cu-pid   | 4  |
| 2. o-ver           | B | B. o-ver     | 2  | 2. tu-lip          | E | B. ru-by    | 7  |
| 3. clo-ver         | D | C. co-la     | 8  | 3. stu-dent        | C | C. stu-dent | 3  |
| 4. po-ny           | G | D. clo-ver   | 3  | 4. Cu-pid          | A | D. ru-ler   | 6  |
| 5. tro-phy ^       | I | E. o-kra     | 10 | 5. du-et           | J | E. tu-lip   | 2  |
| 6. o-boe           | J | F. o-val     | 1  | 6. ru-ler          | D | F. flu-id   | 9  |
| 7. so-fa           | A | G. po-ny     | 4  | 7. ru-by           | B | G. mu-sic   | 1  |
| 8. co-la           | C | H. co-bra    | 9  | 8. tu-ba           | I | H. u-nite   | 10 |
| 9. co-bra          | H | I. tro-phy ^ | 5  | 9. flu-id          | F | I. tu-ba    | 8  |
| 10. o-kra          | E | J. o-boe     | 6  | 10. u-nite         | H | J. du-et    | 5  |

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

^ Sight Word - Not pronounced as expected

| Bk 6 - # 7 (80-81) |   | cup-cake *   |    | Bk 6 - # 8 (82-83) |   | cos-tume *   |    |
|--------------------|---|--------------|----|--------------------|---|--------------|----|
| Words              |   | Pictures     |    | Words              |   | Pictures     |    |
| 1. cup-cake        | A | A. cup-cake  | 1  | 1. stam-pede       | H | A. flag-pole | 10 |
| 2. in-flate        | I | B. in-side   | 7  | 2. trap-eze        | C | B. con-crete | 4  |
| 3. mis-take        | E | C. bon-fire  | 5  | 3. ath-lete        | E | C. trap-eze  | 2  |
| 4. pan-cake        | H | D. rep-tile  | 9  | 4. con-crete       | B | D. tad-pole  | 9  |
| 5. bon-fire        | C | E. mis-take  | 3  | 5. cos-tume        | J | E. ath-lete  | 3  |
| 6. um-pire         | J | F. in-quire  | 10 | 6. vol-ume         | I | F. ex-plore  | 8  |
| 7. in-side         | B | G. sun-shine | 8  | 7. Nep-tune        | G | G. Nep-tune  | 7  |
| 8. sun-shine       | G | H. pan-cake  | 4  | 8. ex-plore        | F | H. stam-pede | 1  |
| 9. rep-tile        | D | I. in-flate  | 2  | 9. tad-pole        | D | I. vol-ume   | 6  |
| 10. in-quire       | F | J. um-pire   | 6  | 10. flag-pole      | A | J. cos-tume  | 5  |

Phonetic Words And Stories, Book 6 - Answer Key, By Page Number

| Bk 6 - # 9 (84-85) |   | shov-el     |    | Bk 6 - # 10 (86-87) |   | con-nect     |    |
|--------------------|---|-------------|----|---------------------|---|--------------|----|
| Words              |   | Pictures    |    | Words               |   | Pictures     |    |
| 1. moth-er         | G | A. doz-en   | 6  | 1. con-fess         | J | A. com-plain | 7  |
| 2. broth-er        | B | B. broth-er | 2  | 2. col-lect         | B | B. col-lect  | 2  |
| 3. noth-ing        | F | C. mon-ey   | 9  | 3. con-nect         | F | C. com-pare  | 8  |
| 4. ov-en           | E | D. hon-ey   | 10 | 4. con-fuse         | H | D. com-pete  | 9  |
| 5. shov-el         | J | E. ov-en    | 4  | 5. com-pute         | E | E. com-pute  | 5  |
| 6. doz-en          | A | F. noth-ing | 3  | 6. pol-lute         | I | F. con-nect  | 8  |
| 7. won-der         | I | G. moth-er  | 1  | 7. com-plain        | A | G. com-plete | 10 |
| 8. cov-ers         | H | H. cov-ers  | 8  | 8. com-pare         | C | H. con-fuse  | 4  |
| 9. mon-ey          | C | I. won-der  | 7  | 9. com-pete         | D | I. pol-lute  | 6  |
| 10. hon-ey         | D | J. shov-el  | 5  | 10. com-plete       | G | J. con-fess  | 1  |

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

^ Sight Word - Not pronounced as expected

| Bk 6 - # 11 (88-89) |   | ei/veil       |   | Bk 6 - # 12 (90-91) |   | ey/they       |   |
|---------------------|---|---------------|---|---------------------|---|---------------|---|
| Words               |   | Pictures      |   | Words               |   | Pictures      |   |
| 1. th-ei-r          | C | A. v-ei-l     | 3 | 1. th-ey            | C | A. o-bey      | 4 |
| 2. h-ei-r ^         | F | B. rein-deer  | 7 | 2. h-ey             | B | B. h-ey       | 2 |
| 3. v-ei-l           | A | C. th-ei-r    | 1 | 3. pr-ey            | D | C. th-ey      | 1 |
| 4. r-ei-n-s         | D | D. r-ei-n-s   | 4 | 4. o-bey            | A | D. pr-ey      | 3 |
| 5. sk-ei-n          | E | E. sk-ei-n    | 5 | 5. con-vey-er       | F | E. grey-hound | 6 |
| 6. reign ^          | H | F. h-ei-r ^   | 2 | 6. grey-hound       | E | F. con-vey-er | 5 |
| 7. rein-deer        | B | G. in-vei-ple | 8 |                     |   |               |   |
| 8. in-vei-ple       | G | H. reign ^    | 6 |                     |   |               |   |

Phonetic Words And Stories, Book 6 - Answer Key, By Page Number

| Bk 6 - # 13 (110-111) ea/steak |              | Bk 6 - # 14 (122-123) eigh/sleigh |                 |
|--------------------------------|--------------|-----------------------------------|-----------------|
| Words                          | Pictures     | Words                             | Pictures        |
| 1. st-ea-k F                   | A. p-ea-r 7  | 1. sl-eigh F                      | A. n-eigh 2     |
| 2. br-ea-k D                   | B. t-ea-r 5  | 2. n-eigh A                       | B. bal-let ^ 8  |
| 3. gr-ea-t G                   | C. w-ea-r 6  | 3. w-eigh J                       | C. fr-eigh-t 5  |
| 4. b-ea-r E                    | D. br-ea-k 2 | 4. eigh-t H                       | D. eigh-ty 7    |
| 5. t-ea-r B                    | E. b-ea-r 4  | 5. fr-eigh-t C                    | E. neigh-bor 6  |
| 6. w-ea-r C                    | F. st-ea-k 1 | 6. neigh-bor E                    | F. sl-eigh 1    |
| 7. p-ea-r A                    | G. gr-ea-t 3 | 7. eigh-ty D                      | G. fil-let ^ 10 |
|                                |              | 8. bal-let ^ B                    | H. eigh-t 4     |
|                                |              | 9. buf-fet ^ I                    | I. buf-fet ^ 9  |
|                                |              | 10. fil-let ^ G                   | J. w-eigh 3     |

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

^ Sight Word - Not pronounced as expected

| Bk 6 - # 15 (130-131) eu/Europe |                | Bk 6 - # 16 (132-133) i/pizza |                |
|---------------------------------|----------------|-------------------------------|----------------|
| Words                           | Pictures       | Words                         | Pictures       |
| 1. f-eu-d E                     | A. d-eu-ce 7   | 1. ski D                      | A. pi-an-o 7   |
| 2. sl-eu-th B                   | B. sl-eu-th 2  | 2. tax-i I                    | B. Ri-ta 5     |
| 3. neu-tron F                   | C. Eu-gene 5   | 3. ki-wi F                    | C. ra-di-o 9   |
| 4. streu-sel D                  | D. streu-sel 4 | 4. piz-za E                   | D. ski 1       |
| 5. Eu-gene C                    | E. f-eu-d 1    | 5. Ri-ta B                    | E. piz-za 4    |
| 6. Eu-rope H                    | F. neu-tron 3  | 6. li-ter J                   | F. ki-wi 3     |
| 7. d-eu-ce A                    | G. eu-re-ka 8  | 7. pi-an-o A                  | G. zin-ni-a 10 |
| 8. eu-re-ka G                   | H. Eu-rope 6   | 8. In-di-an H                 | H. In-di-an 8  |
|                                 |                | 9. ra-di-o C                  | I. tax-i 2     |
|                                 |                | 10. zin-ni-a G                | J. li-ter 6    |

Phonetic Words And Stories, Book 6 - Answer Key, By Page Number

| Bk 6 - # 17 (134-135) ie/shield |   |             |    | Bk 6 - # 18 (146-147) en-ve-lope |   |                  |    |
|---------------------------------|---|-------------|----|----------------------------------|---|------------------|----|
| Words                           |   | Pictures    |    | Words                            |   | Pictures         |    |
| 1. f-ie-l-d                     | B | A. mo-vie   | 8  | 1. en-ve-lope                    | D | A. i-ci-cle      | 7  |
| 2. sh-ie-ld                     | F | B. f-ie-l-d | 1  | 2. oc-to-pus                     | E | B. u-ni-corn     | 8  |
| 3. ch-ie-f                      | E | C. be-lieve | 10 | 3. kan-ga-roo                    | H | C. as-tro-naut   | 4  |
| 4. gr-ie-f                      | H | D. f-ier-ce | 7  | 4. as-tro-naut                   | C | D. en-ve-lope    | 1  |
| 5. n-ie-ce                      | J | E. ch-ie-f  | 3  | 5. ins-tru-ments                 | F | E. oc-to-pus     | 2  |
| 6. p-ie-ce                      | I | F. sh-ie-ld | 2  | 6. di-no-saur ^                  | J | F. ins-tru-ments | 5  |
| 7. f-ier-ce                     | D | G. cook-ies | 9  | 7. i-ci-cle                      | A | G. u-ni-verse    | 10 |
| 8. mo-vie                       | A | H. gr-ie-f  | 4  | 8. u-ni-corn                     | B | H. kan-ga-roo    | 3  |
| 9. cook-ies                     | G | I. p-ie-ce  | 6  | 9. u-ni-form                     | I | I. u-ni-form     | 9  |
| 10. be-lieve                    | C | J. n-ie-ce  | 5  | 10. u-ni-verse                   | G | J. di-no-saur ^  | 6  |


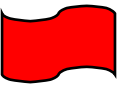
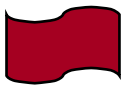
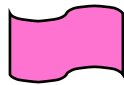
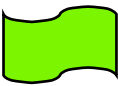
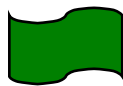
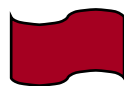
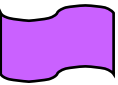
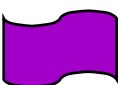
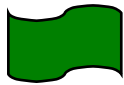

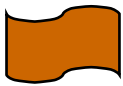







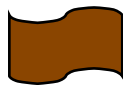

\* The ending e is not pronounced in these words.

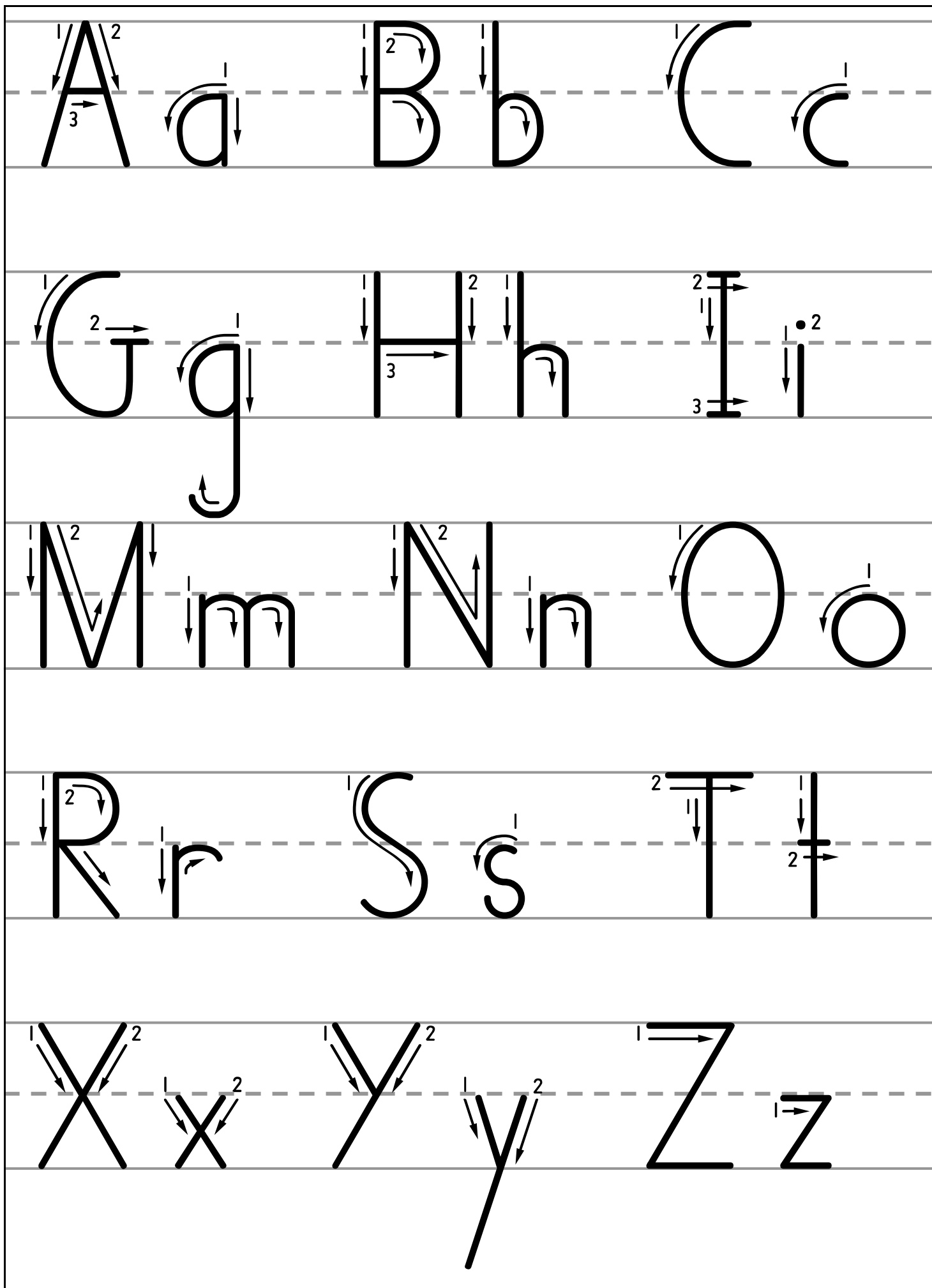
^ Sight Word - Not pronounced as expected

| Bk 6 - # 19 (148-149) re-act |   |            |    |  |  |  |  |
|------------------------------|---|------------|----|--|--|--|--|
| Words                        |   | Pictures   |    |  |  |  |  |
| 1. re-act                    | B | A. flu-id  | 9  |  |  |  |  |
| 2. cre-ate                   | H | B. re-act  | 1  |  |  |  |  |
| 3. me-ow                     | D | C. di-et   | 5  |  |  |  |  |
| 4. po-em                     | E | D. me-ow   | 3  |  |  |  |  |
| 5. di-et                     | C | E. po-em   | 4  |  |  |  |  |
| 6. qui-et                    | F | F. qui-et  | 6  |  |  |  |  |
| 7. li-on                     | I | G. fu-el   | 10 |  |  |  |  |
| 8. gi-ant                    | J | H. cre-ate | 2  |  |  |  |  |
| 9. flu-id                    | A | I. li-on   | 7  |  |  |  |  |
| 10. fu-el                    | G | J. gi-ant  | 8  |  |  |  |  |

## 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.

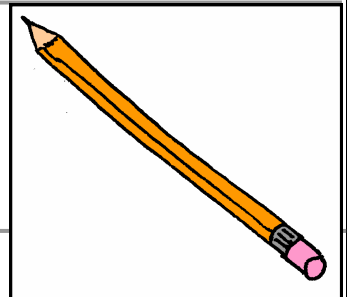
| Short Vowels<br>Lighter Colors   | Long Vowels<br>Darker Colors   | Dotted Vowels   |
|--|--|---|
| <b>a</b><br><br><br><b>apple</b>             | <b>ā</b><br>darker red<br>         | <b>ä</b><br>a color variant of red<br>   |
| <b>e</b><br>lighter green<br>   | <b>ē</b><br>green<br>              |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





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

Eg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz

Dd Ee Ff

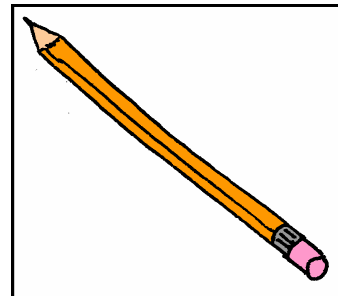
Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

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

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



## How To Make A Dry-Erase Frame

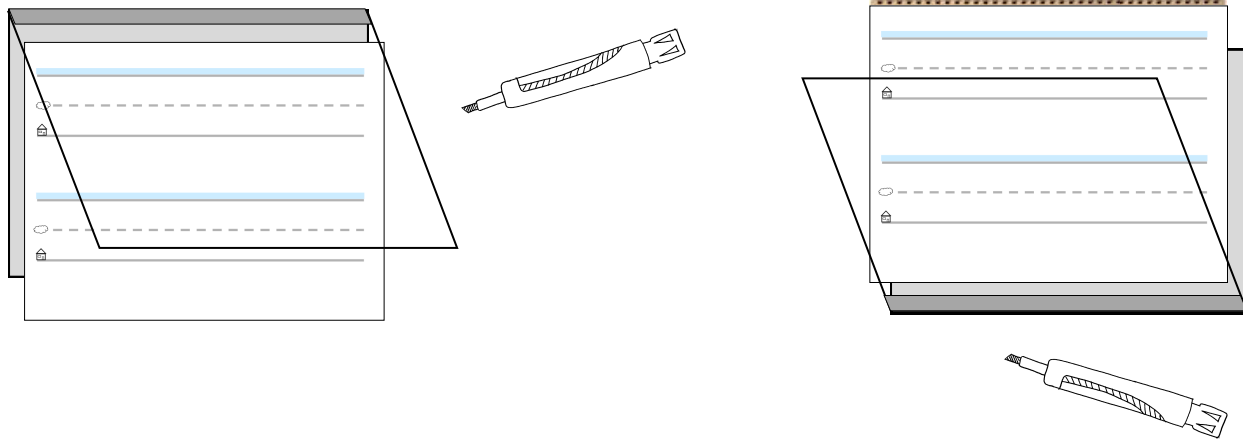
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

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

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

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

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



Use this page with a dry-erase frame



Use this page to make a dry-erase board.





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



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

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

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

Ending Consonant Blends, Beginning Consonant Blends

PREVIEW: oi, oy, ou, ow, ü, ä

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

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

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

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

Follow The Leader Patterns: igh, ind, ild

Two Vowel Sounds For Y: y = ē, y = ī

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

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

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

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

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

New Consonant Pattern: dge

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

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

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

New Umbrella Pattern: ou

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

Soft C Sounds: ce, ci, cy

Soft G Sounds: ge, gi, gy

Bossy R Patterns: ir, ar, er, ur

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

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

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

Words That End With VCE Syllables: cup-cake

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

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

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

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

Long U Pattern: eu

**7 Advanced R-Controlled Patterns**

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

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

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

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

Two-Syllable Words With Ending Open Syllables