# Phonetic Words And Stories

## Book 6

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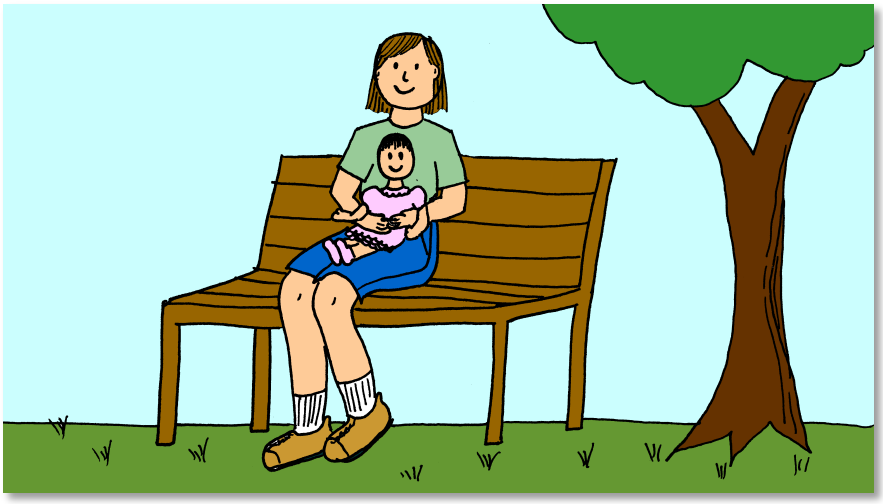
Open Syllables, V_E Syllables

ëi ëy ëa ëigh ë

eu ïe ï



Sound City Reading

Note: These glasses indicate sight words.

Sound City Reading

## Acknowledgements

The elements in the Sound City Reading program are adapted from the following programs and books.

http://www.slingerland.org/
http://totalreading.com (no longer available)
http://www.center.edu/dekodiphukanPage.shtml
http://www.wilsonlanguage.com
https://sites.google.com/site/colorthevowels/
*Teaching Montessori In The Home* by Elizabeth Hainstock

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# Table of Contents


Information For The Teacher ..... 148

Color-Coding Chart ..... 5
Syllable Awareness 6-1 ..... 6
Syllable Awareness 6-2 ..... 7
Sight Words ..... 8
Sound Story, Part 1 ..... 10
Sound Story, Part 2 ..... 14
Notes About The Alphabet ..... 17
Sound Charts ..... 18

Syllable Study: ra-ven ..... 48
Syllable Study: be-gin ..... 50
Syllable Study: li-lac ..... 52
Syllable Study: ro-bot 1 ..... 54
Syllable Study: ro-bot 2 ..... 56
Syllable Study: tu-lip, mu-sic ..... 58
Suffix Study: 1-1-1 Rule, hop, hopped, hopping ..... 60
Story: *Baby Sally* ..... 62

Syllable Study: cup-cake, bon-fire ..... 80
Syllable Study: trap-eze, cos-tume, flag-pole ..... 82
Syllable Study: o/shovel (two-syllable umbrella words) ..... 84
Syllable Study: con-nect (unaccented beginning syllable) ..... 86
ëi/veil ..... 88
ëy/they ..... 90
Story: *The Flagpole* ..... 92

ëa/steak ..... 110
Story: *I Like To Eat* ..... 112

ëigh/sleigh, ë/ballet ..... 122
Story: *A Birthday Treat* ..... 124

eu/neutron, eu/Europe (rule breaker long u pattern) ..... 130
ï/pizza ..... 132
ïe/shield ..... 134
Story: *Two Sleuths* ..... 136


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Unaccented middle syllables: as-tro-naut....146

Sequence Chart .... 148
Lesson Plan.... 150
Who Should Use This Book?; Number Of Patterns Taught .... 153
Getting Ready To Use This Book.... 154
Teaching Notes.... 155
Extended Instructions For The Teacher.... 159
- Using The Sound Charts And Sound Cards.... 159
- Spelling Dictation.... 160
- Working With Consonant Blends .... 171
- Decoding - How To Use The Picture/Word Pages .... 174
- Studying Sight Words .... 177
- Reading Sentences, Words With Suffixes, And Contractions .... 178
- Reading The Practice Stories .... 179
- Reading In Small Groups .... 181
- Playing The Caterpillar Game .... 183

Handwriting Models.... 184
Answer Key For The Picture/Word Pages By Page Number.... 188
How I Chose The Vowel Colors .... 189
Lined Page To Use To Make A Dry-Erase Board .... 190
Directional Arrows With Stars.... 191

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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 | 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, sorry, father | light orange |
| ō | go, boat, toe, home, snow, four, gold, bolt, troll, yolk | dark orange |
| ö | to, moon, soup | dark blue |
| u | up, what, across, panda, son, love, country | light blue |
| ū | fruit, cue, cube, few, Europe | dark blue |
| ü | push, book, should | olive green |
| oi | oil, boy | gold |
| ou | ouch, cow | brown |
| ar | car, sorry | light orange |
| or | horse | dark orange |
| ir | bird, her, purse, dollar, tractor | gray |
| wor | worm, early, journal | gray |

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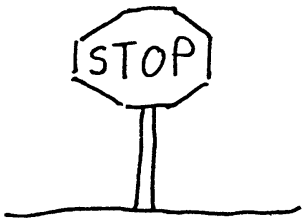
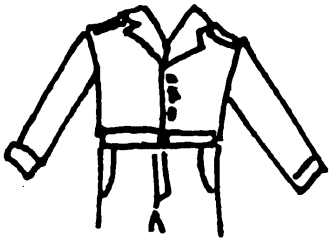
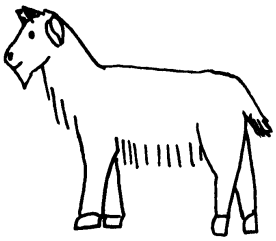
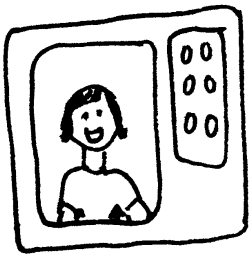
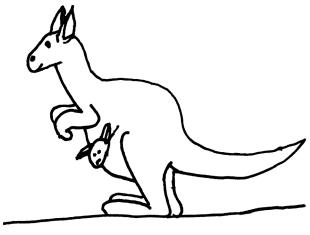
Say each word. Clap and count the syllables.

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

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

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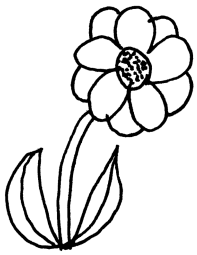
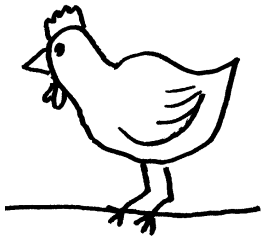
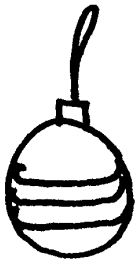
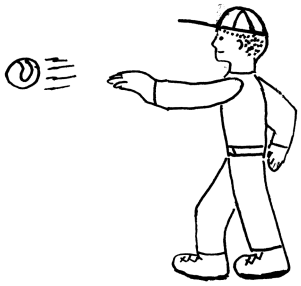
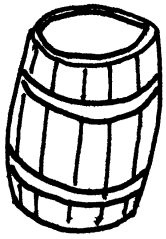
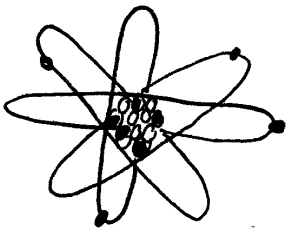
Syllable Awareness 2

Say each word. Clap and count the syllables.

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

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

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| | | | | |
|---|---|---|---|---|
| Short Vowels<br>a | A | was | as | has |
| is | his | I | Book 1<br>of | both |
| ninth | 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 |
| very | 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 | bury | Book 6<br>height | | |
| | | | | |

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| | | | | |
|---|---|---|---|---|
| Short Vowels<br>a | A | was | as | has |
| is | his | I | Book 1<br>of | both |
| ninth | 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 |
| very | 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 | bury | Book 6<br>height | | |
| | | | | |

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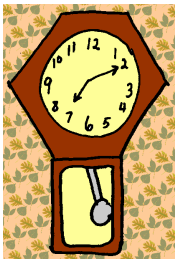
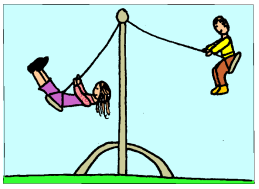
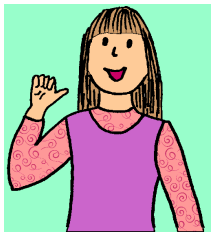
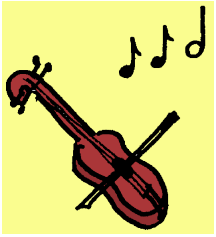
# A Sound Story

## About Audrey and Brad

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

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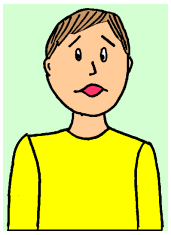
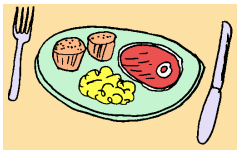
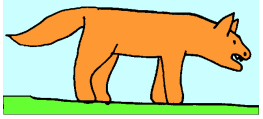
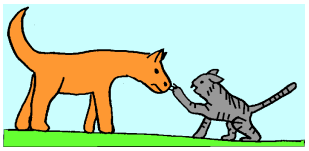
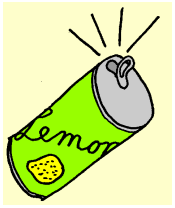
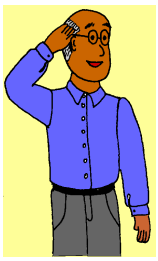
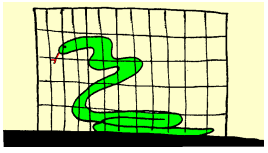
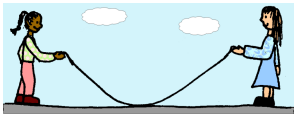
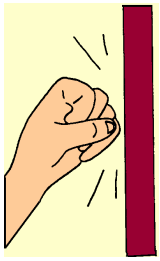
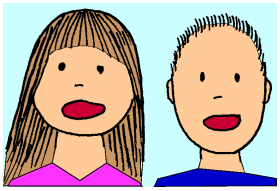
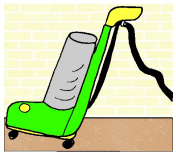
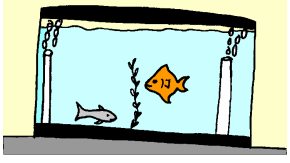
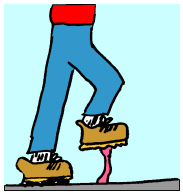
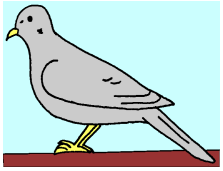
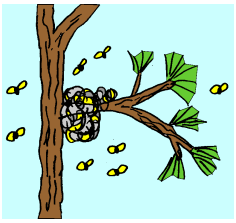
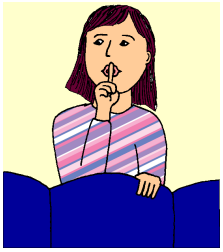
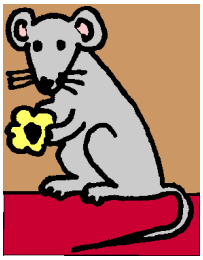
| | | |
|---|---|---|
| Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.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

| | | |
|---|---|---|
| The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away. |  | F f |
| "Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can. |  | X x |
| After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." |  | E e |
| The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound. |  | S s |
| Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete. |  | J j |
| 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. | | C c |

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

| | | |
|---|---|---|
| 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. | | K k |
| When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk. |  | Y y |
| Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt) |  | Qu qu |
| Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did. |  | Z z |
| **Part 2 Beyond The Alphabet Sounds**<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) |  | s h |
| The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu) |  | ē |

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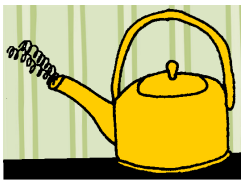
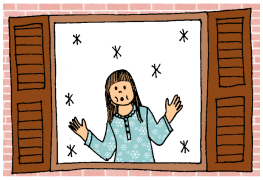
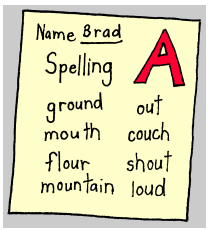
|---|---|---|
| At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean) | | ō |
| **A Snowy Day**<br>The next morning Audrey and Brad didn't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

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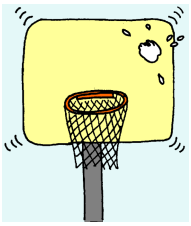
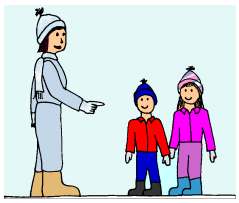
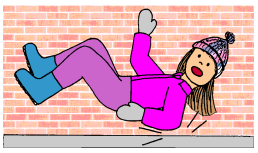
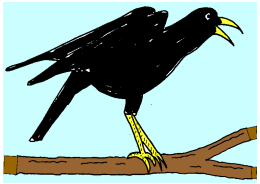
| | | |
|---|---|---|
| Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too.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

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, special 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 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 "umbrella" sounds.
   a/what  a/away  a/panda  o/son  o_e/love  ou/country

j) Some words cannot be "sounded out." Letters in these words do not represent the expected sounds. These words must be memorized.
   said  been  any  bury  friend

k) Some ending syllables must be learned as whole units; they cannot be "sounded out."
   sion/mansion  sion/vision  ture/future  cle/circle  ate/pirate

l) Words can be combined with prefixes, suffixes, or other words.
   Prefix: unhappy  Suffix: sleeping  Compound Word: mailbox  Contraction: doesn't

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# Alphabet Sounds

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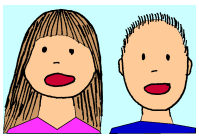
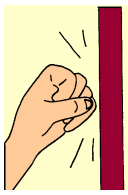
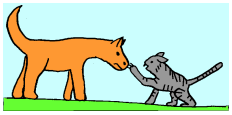
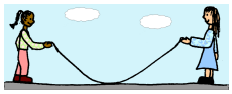
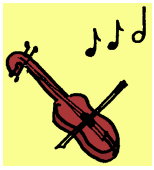
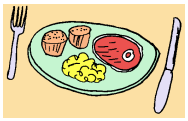
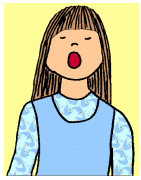
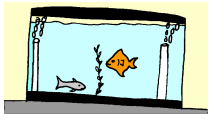
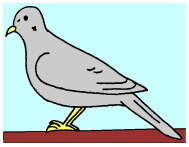
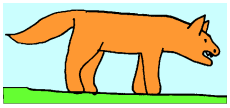
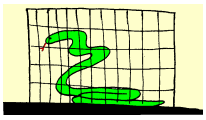
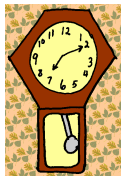
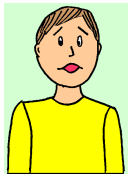
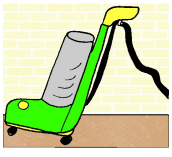
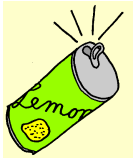
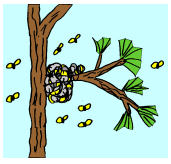
|---|---|---|---|---|
| A a  | B b | C c | D d  | E e |
| F f  | G g | H h | I i | J j  |
| K k | L l  | M m  | N n | O o  |
| P p  | Qu qu  | R r  | S s  | T t  |
| U u  | V v  | W w | X x  | Y y | Z z  |

Say the sound for each letter.

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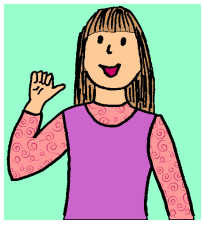
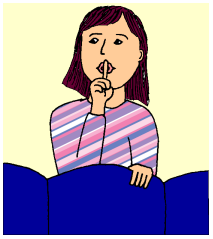
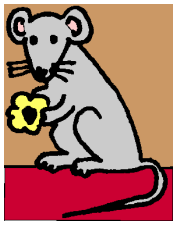
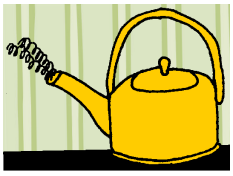
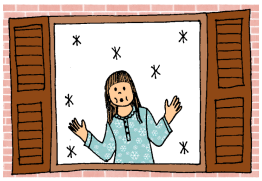
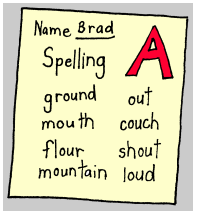
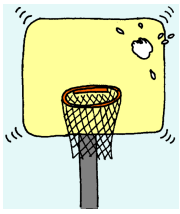
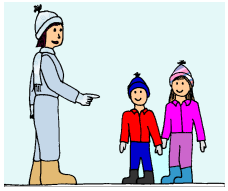
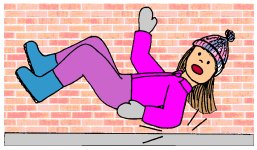
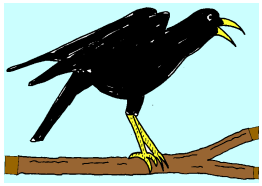
| "Beyond The Alphabet" Sounds | | | |
|---|---|---|---|
| ī  | sh  | ē  | ō |
| th  | th | ö  | ā   |
| ch | ng  | ū  | oi oy |
| ou ow  | ü | ä  | measure, vision, azure, garage |

Say the sound for each letter or pattern.

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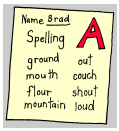
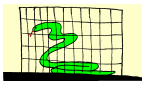
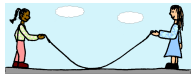
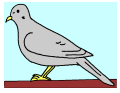
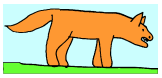
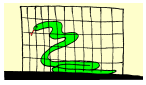
Say the sound or sounds for each letter.

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

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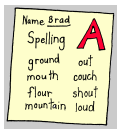
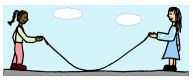
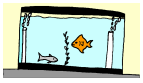
Say the sound or sounds for each letter.

## Alphabet

Some letters can represent more than one sound.

| | | | |
|---|---|---|---|
| e <br>ē <br>ë  | f | g <br>g  | h |
| m | n | o <br>ō <br>ö | p  |
| v | w | x | y <br>y <br>y | z |

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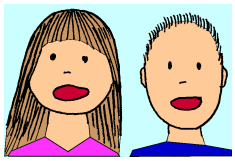
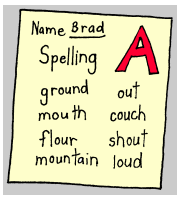
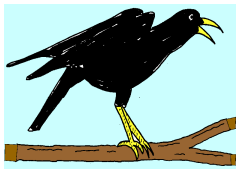
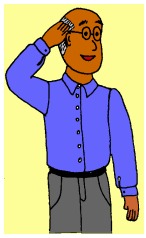
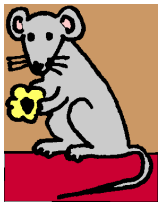
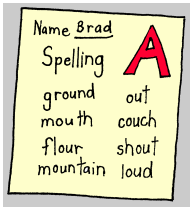
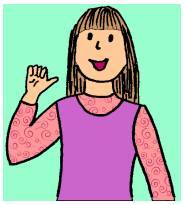
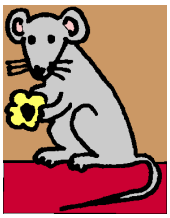
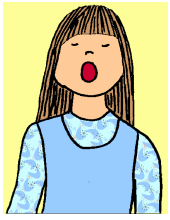
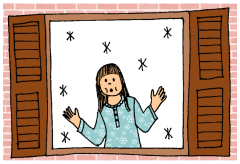
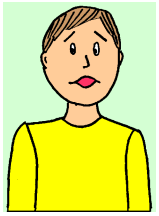
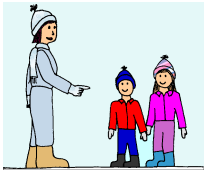
| Short Vowels Closed Syllables | Long Vowels Open Syllables | Dotted Vowels |
| --- | --- | --- |
| a  | ā   | ä  |
| e  | ē  | ë   |
| i | ī  | ï  |
| o  | ō | ö  |
| u  | ū  | ü |

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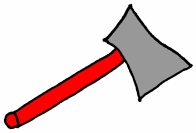
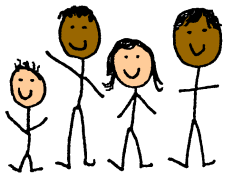
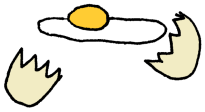
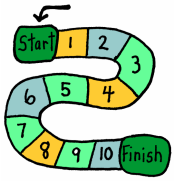
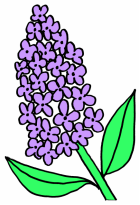
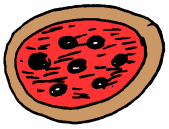
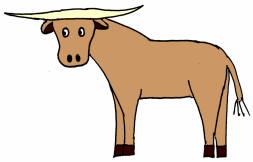
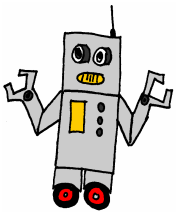
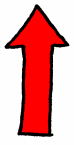
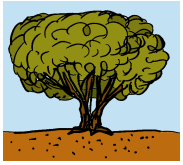
| Short Vowels *Closed Syllables* | Long Vowels *Open Syllables* | Dotted Vowels |
|---|---|---|
| a  ax | ā ra ven | ä  all |
| e  egg | ē   be gin | ë bal let |
| i in | ī  li lac | ï  piz za |
| o  ox | ō  ro bot | ö to |
| u  up | ū tu lip mu sic | ü  bush |

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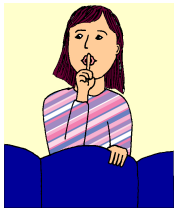
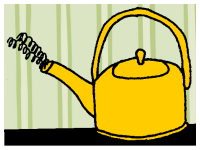
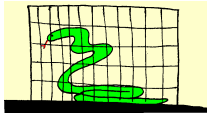
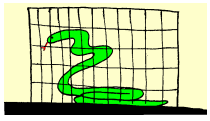
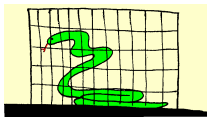
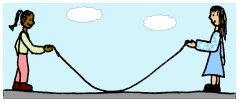
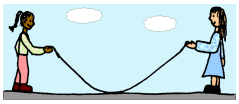
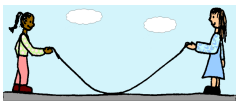
## Consonant Patterns

| | | |
|---|---|---|
| sh  | th  <br>th | ch |
| wh <br>wh | ce  <br>ci  <br>cy  | ge  <br>gi  <br>gy  |

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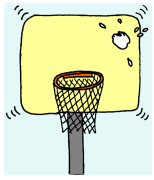
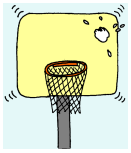
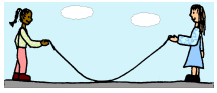
## Ending Consonant Patterns

| ck | tch | nch |
|---|---|---|
| ack | atch | anch |
| eck | etch | ench |
| ick | itch | inch |
| ock | otch | onch |
| uck | utch | unch |

| ng  | nk  | dge  |
|---|---|---|
| ang | ank | adge |
| | | edge |
| ing | ink | idge |
| ong | onk | odge |
| ung | unk | udge |

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oi

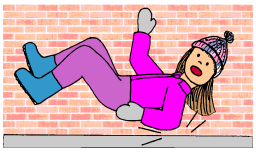
In the middle

oy

At the end

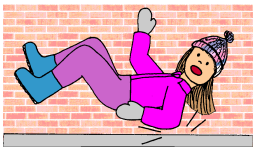
Odd O Patterns

ow



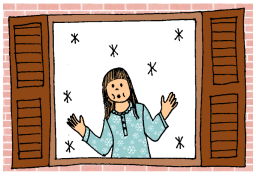
ow

ou



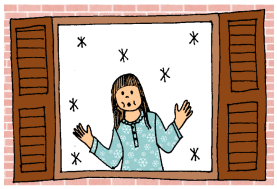
ou

ou



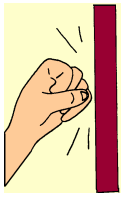
The Odd O Patterns don't say the sound you would expect. You just have to memorize them.

oo



oo

ould



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oi

coins

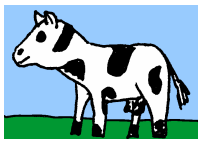
oy

boy

Odd O

Patterns

ow

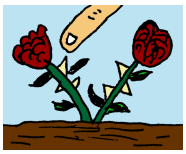


cow

ow

snow

ou



ouch

ou

four

ou

soup

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

oo

moon

oo

book

ould

should

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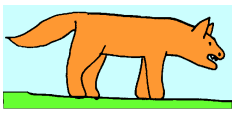
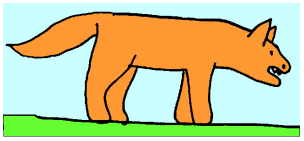
# Bossy R Patterns

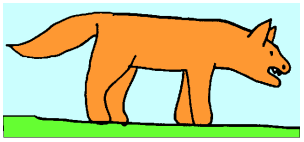
## ar



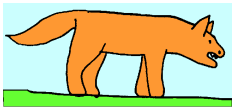
## er



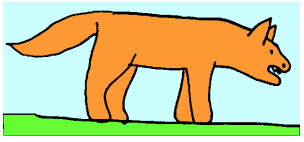
## ir



## ōr



## ur



Students say the sound for each pattern.

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# Bossy R Patterns

ar

car

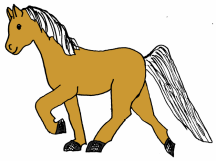
er

her

ir

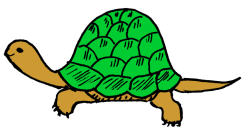
bird

ōr



horse

ur



turtle

Students say the sound and keyword for each pattern.

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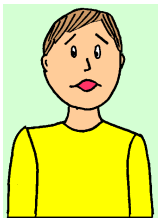
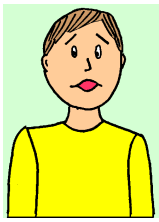
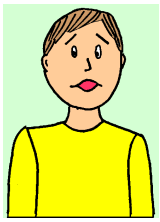
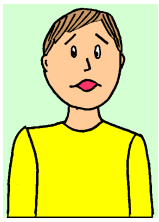
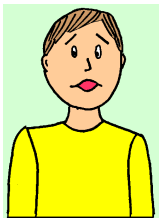
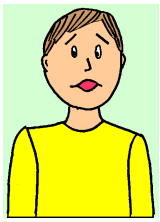
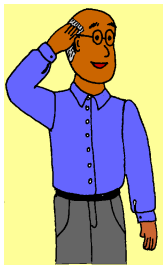
## Umbrella Vowels

| | | |
|---|---|---|
| a  | a_  | _a  |
| o  | o_e  | ou  |

## Shady Short Vowels

| | | |
|---|---|---|
| ea  | | Students say the sound for each pattern. |

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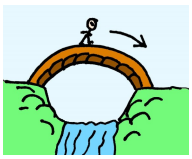
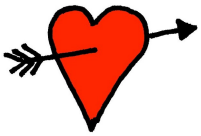
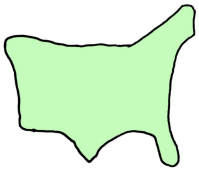
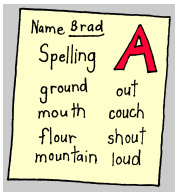
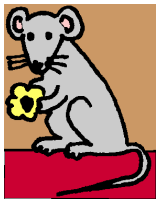
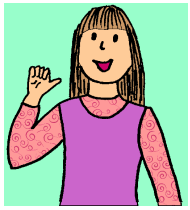
| Umbrella Vowels | | |
|---|---|---|
| a what | a_  across | _a panda |
| o son | o_e  love | ou  country |
| **Shady Short Vowels** | | |
| ea head | | Students say the sound and keyword for each pattern. |

# 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 | 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.

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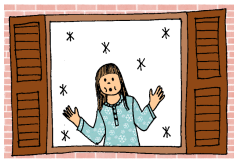
# Long Vowel Patterns

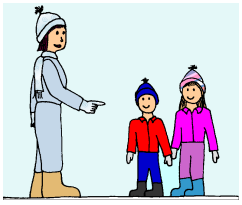
## ō

| | |
|---|---|
| oa | boat |
| oe | toe |
| ow | snow |
| ou | four |
| o_e | home |
| old | gold |
| olt | bolt |
| oll | troll |
| olk | yolk |

## ū



| | |
|---|---|
| ui | fruit |
| ue | glue |
| u_e | flute |
| ew | flew |
| eu | neutron |



| | |
|---|---|
| ue | cue |
| u_e | cube |
| ew | few |
| eu | Europe |

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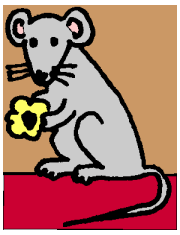
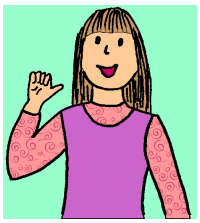
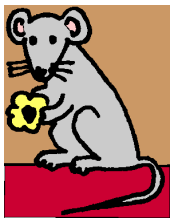
Sounds For Y

y

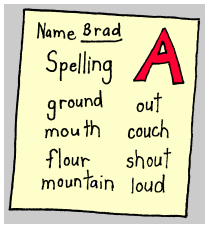
y 

y 

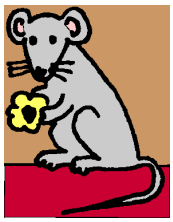
ēi 

ëi

in the middle

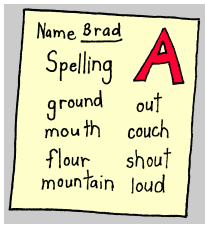


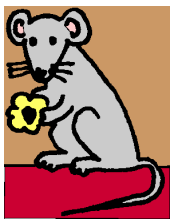

Long E Patterns With More Than One Sound

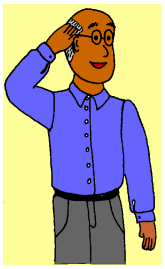
ēy 

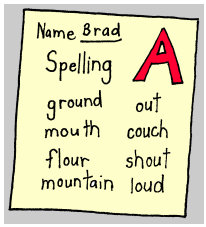
ëy

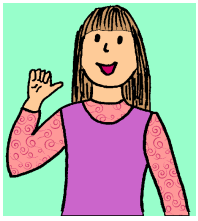
at the end

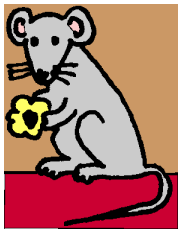



ēa 

ea 

ëa 


ī̈e 

ïe 

Long I Pattern With More Than One Sound

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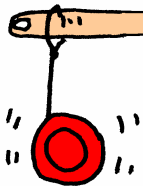
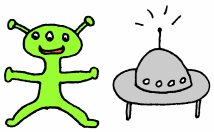
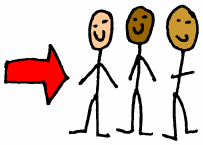
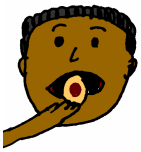
| Sounds For y | | | |
|---|---|---|---|
| y  yo-yo | y happy | y my | |
| ēi  weird | ëi veil | Long E Patterns With More Than One Sound | |
| ēy key | ëy  they | | |
| ēa  eat | ea head | ëa steak | |
| ī̄e pie | ï̈e shield | Long I Pattern With More Than One Sound | |

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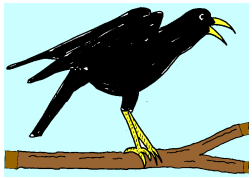
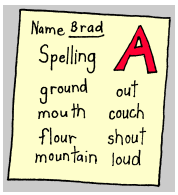
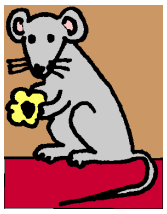
# Dotted Vowel Patterns

| ä |  | ë |  | ï |  |
|---|---|---|---|---|---|
| au | Paul | ëi | veil | ï | pizza |
| aw | saw | ëy | they | ïe | shield |
| all | ball | ëa | steak | | |
| al | salt | ëigh | sleigh | | |
| alk | talk | ë | ballet | | |
| wa | wasp | | | | |
| swa | swan | | | | |

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# Dotted Vowel Patterns

| ö | | ü | | Odd O Vowel Pairs | |
|---|---|---|---|---|---|
| o | to | u | push | oi | oil |
| oo | moon | oo | book | oy | boy |
| ou | soup | ould | should | ow | cow |
| | | | | ow | snow |
| | | | | ou | ouch |
| | | | | ou | four |
| | | | | ou | soup |
| | | | | oo | moon |
| | | | | oo | book |

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.

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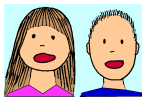
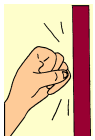
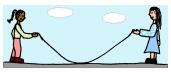
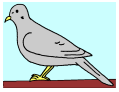
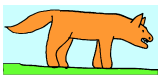
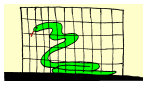
Say the sound for each letter and letter pattern.

## Alphabet

Some sounds can be shown in more than one way.

| | | | |
|---|---|---|---|
| a  | b | c <br>ck | d  |
| i | j  <br>ge \| dge<br>gi \| _ge<br>gy | k <br>ck | l |
| qu  | r  | s  <br>ce \| _se<br>ci \| _ce<br>cy | t | u <br> a \| o<br> a_ \| o_e<br> _a \| ou |

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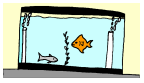
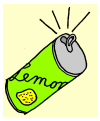
Say the sound for each letter and letter pattern.

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

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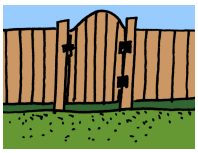
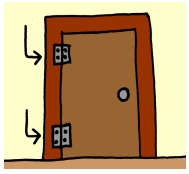
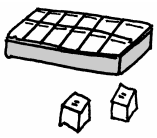
# Consonant Patterns With Silent Letters

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

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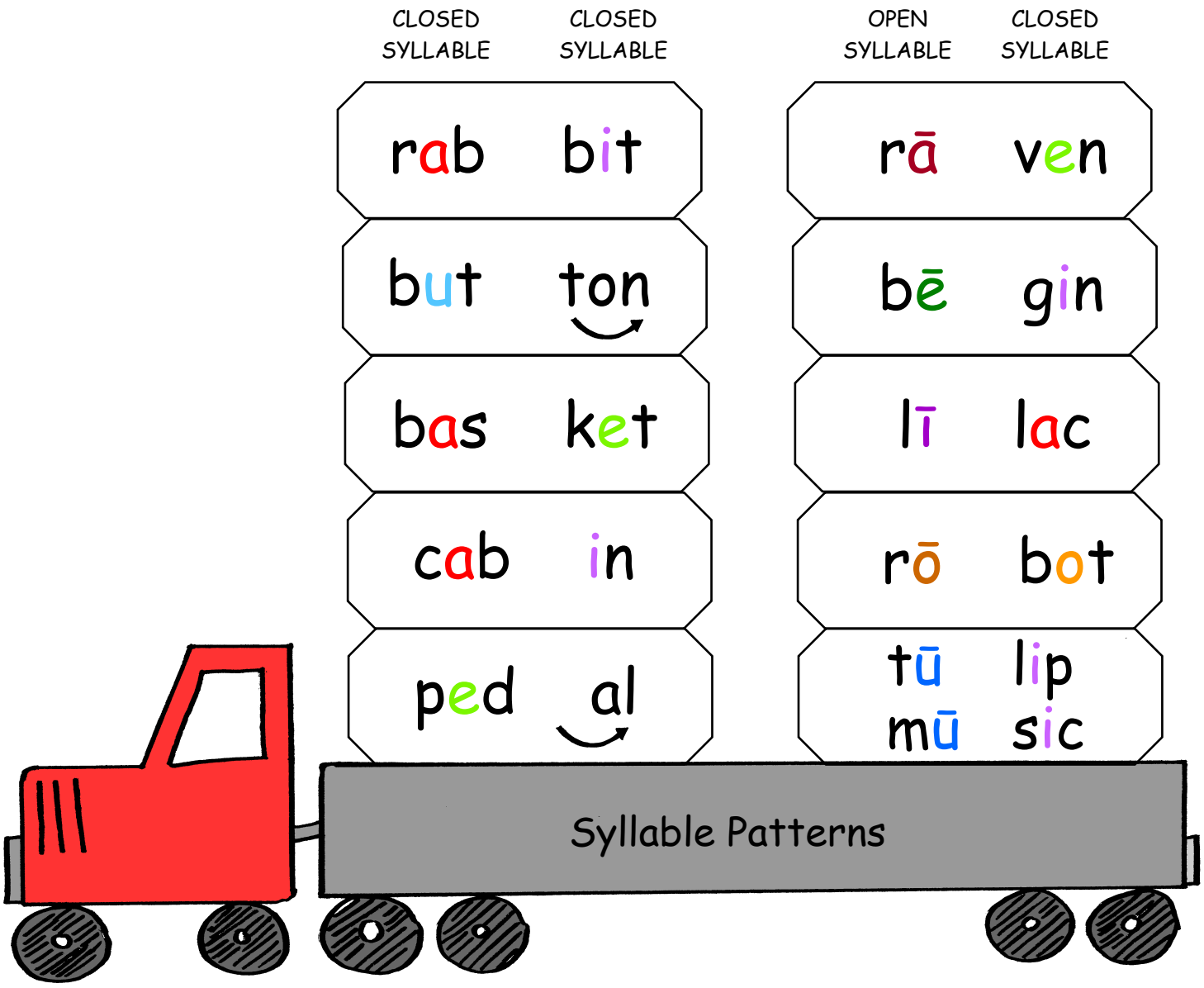
# Syllable Patterns

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.

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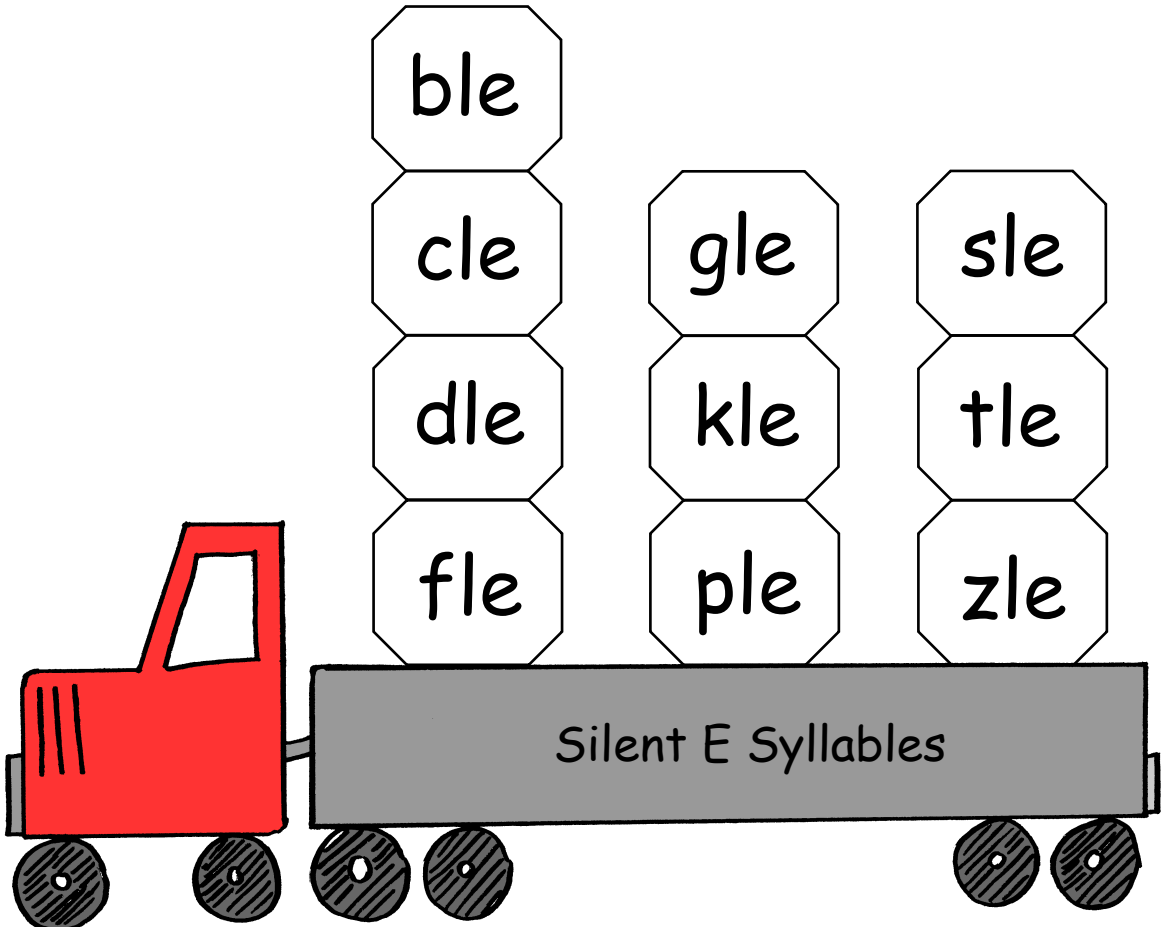
# Silent E Syllables

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

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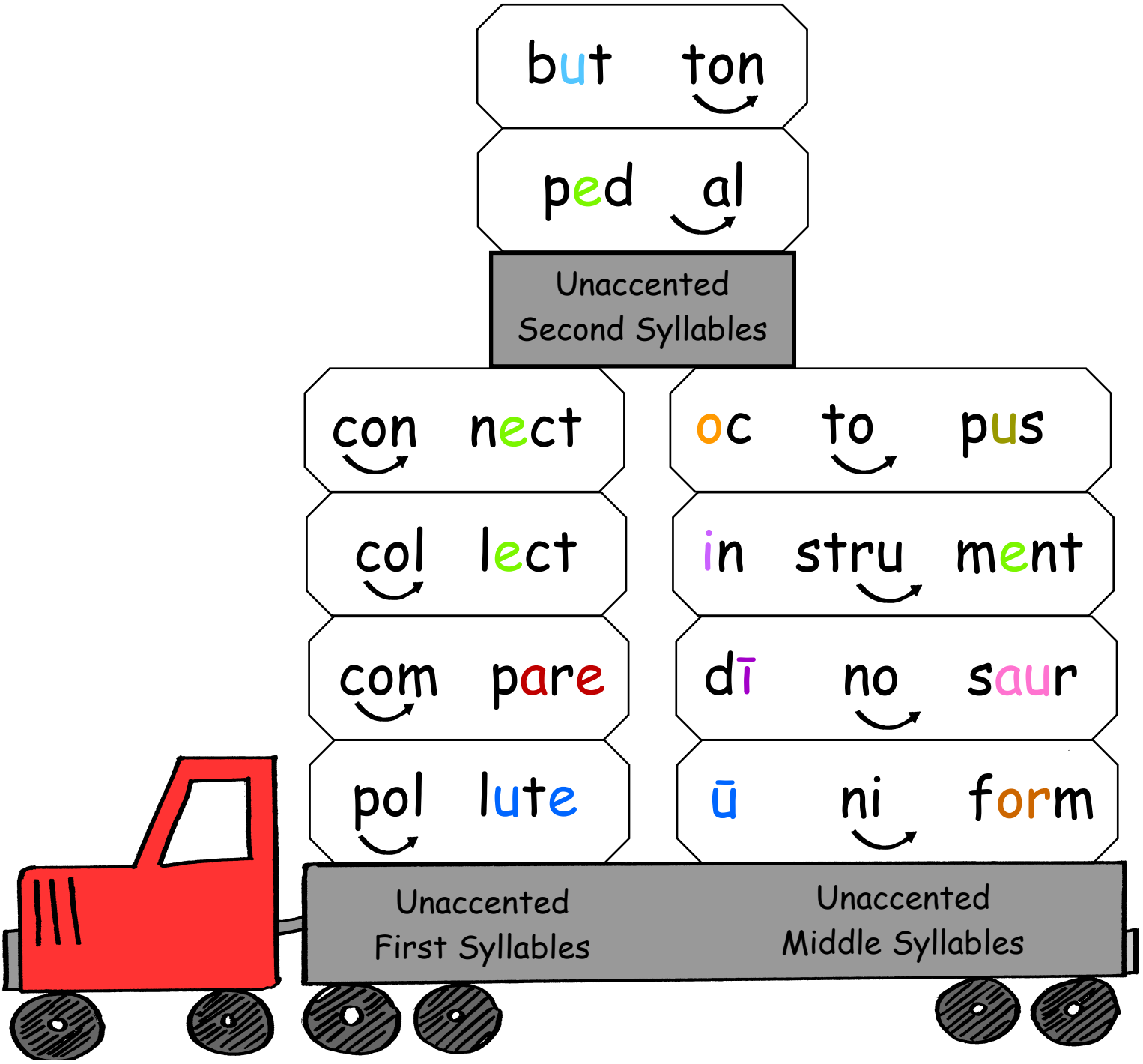
# Unaccented Syllables

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

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- Teacher models the sounds, students repeat.
- When ready, students say the sounds without help.

ast
ask
and
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est
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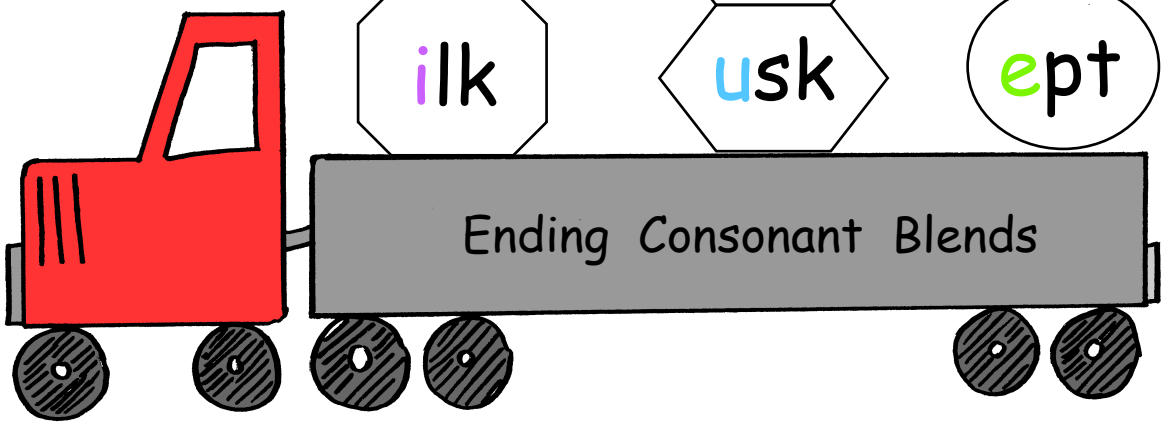


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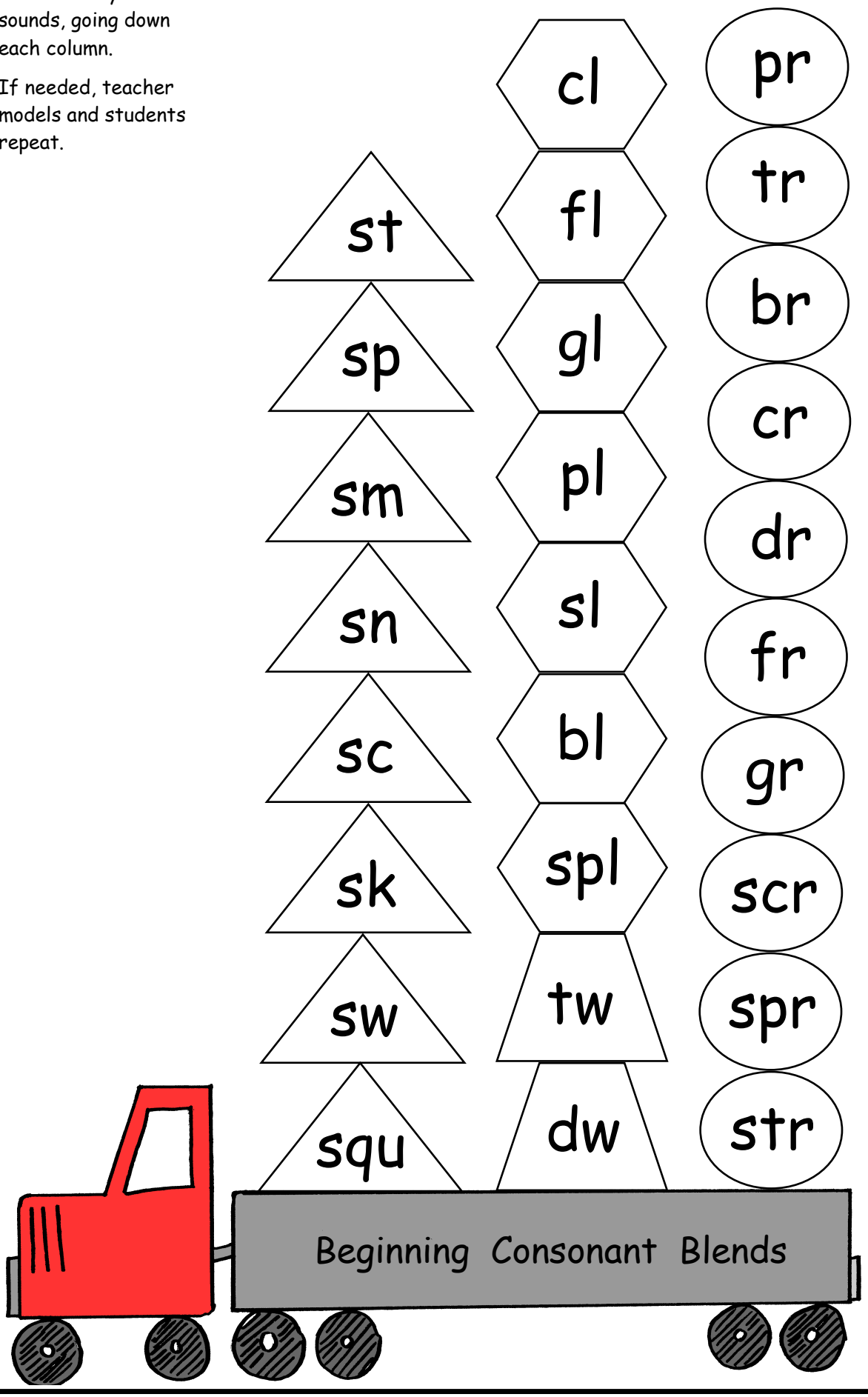
- ✿ Students say the sounds, going down each column.
- ✿ If needed, teacher models and students repeat.

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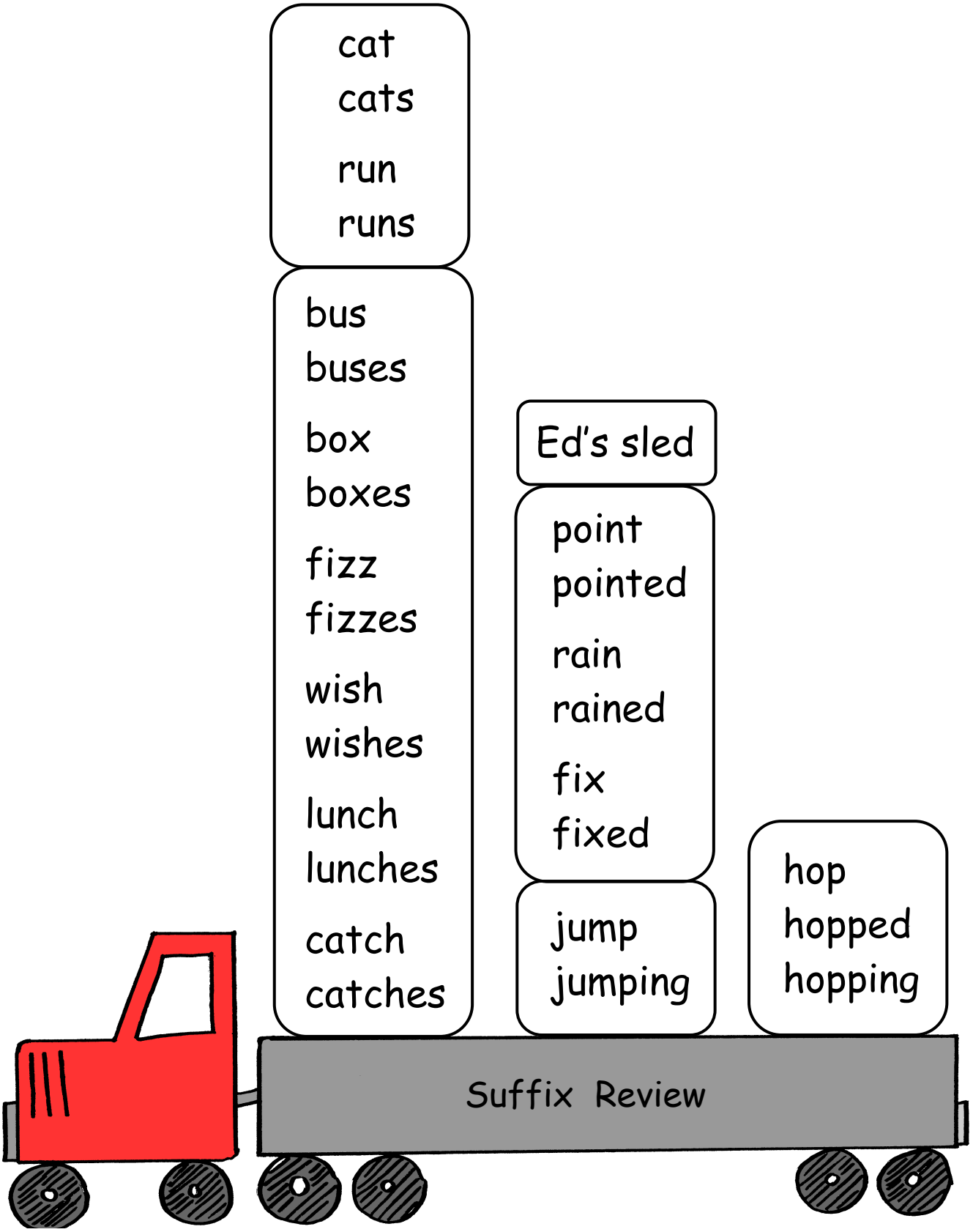
# Suffix Review

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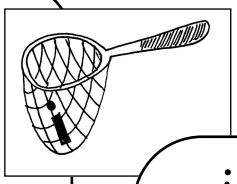
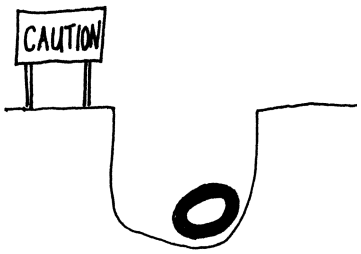
# Contractions






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

could not
couldn't

would not
wouldn't

should not
shouldn't

let us
let's

I am
I'm

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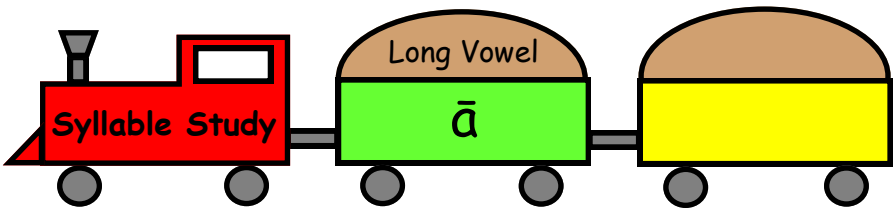


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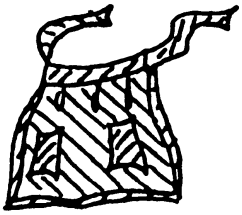
A.

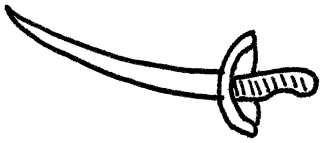


B.

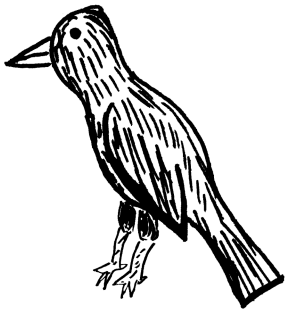
C.

D.

E.



F.



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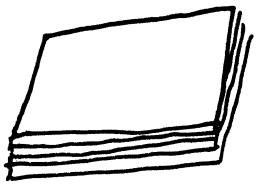
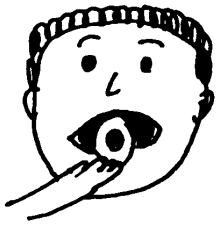


H.



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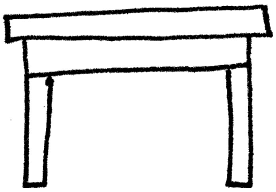
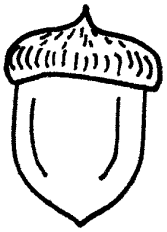


J.



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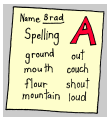
# ā




| | | |
|---|---|---|
| 1. | ra → ven | raven |
| 2. | a → corn | acorn |
| 3. | la → bel | label |
| 4. | a → pron | apron |
| 5. | ta → blĕ | table |
| 6. | la → dy | lady |
| 7. | ba → by | baby |
| 8. | ta → sty | tasty |
| 9. | pa → per | paper |
| 10. | sa → ber | saber |

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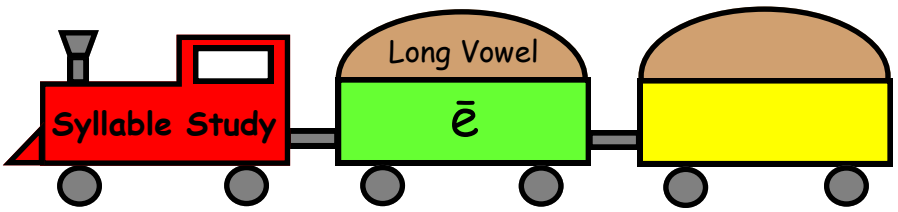
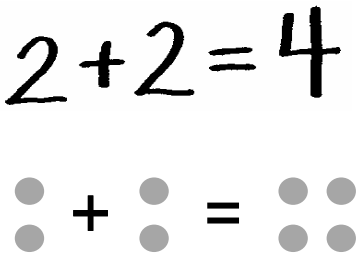
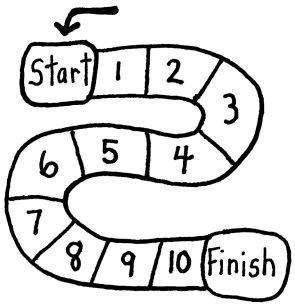



A syllable with a single vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

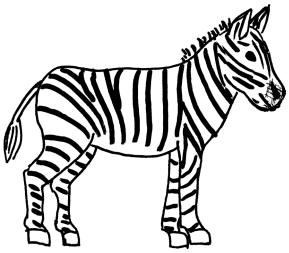
A.




B.

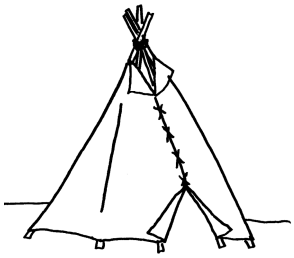



C.



D.

E.



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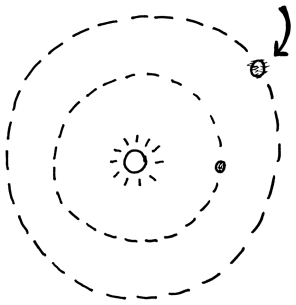
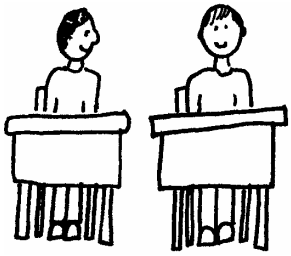
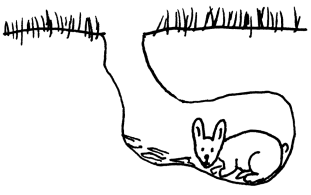


G.

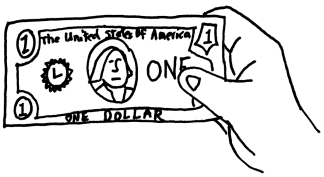


H.

I.



J.

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# 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 |

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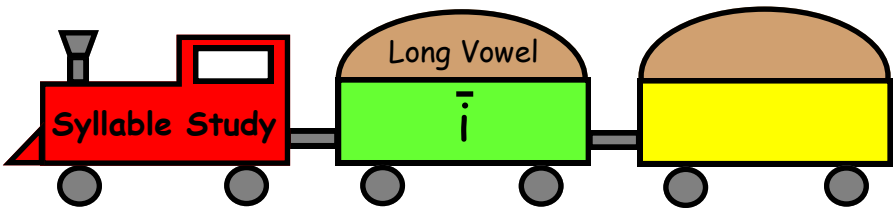
Sight Words: island, iron

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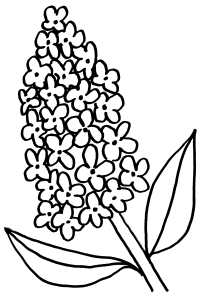
A.



B.

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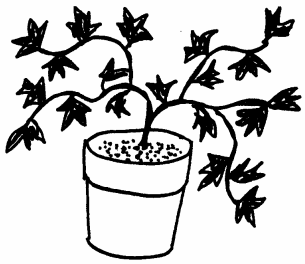
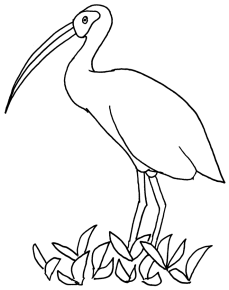


D.

$$\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

E.



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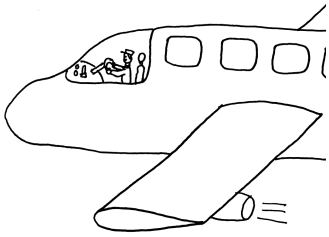
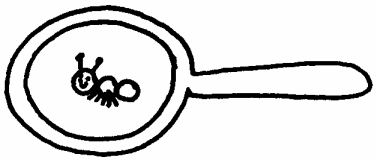


G.



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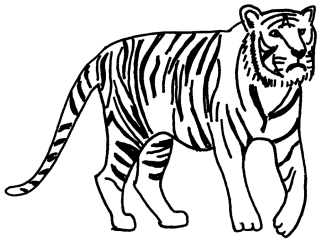
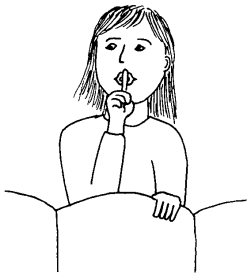
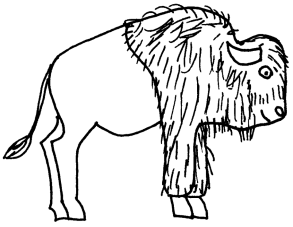


I.



J.



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ī

| | | |
|---|---|---|
| 1. | mi → nus | minus |
| 2. | ti → tlĕ | 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 |

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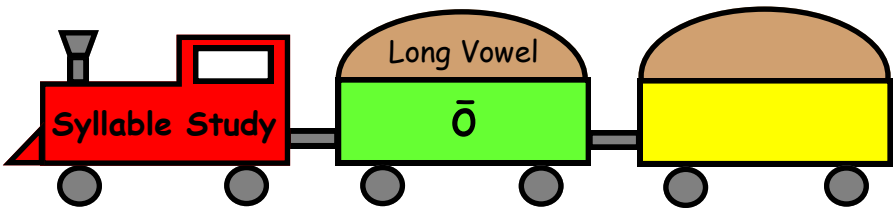


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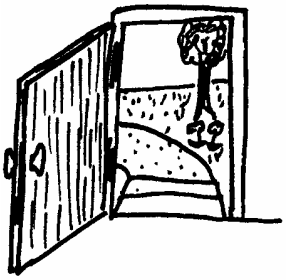
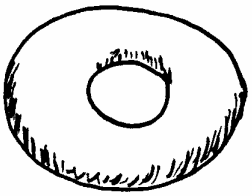
A.

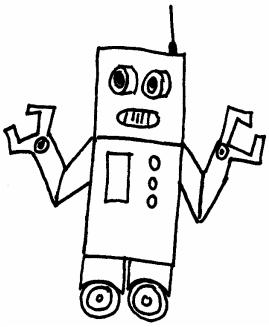
B.



C.



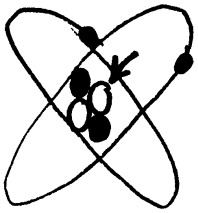
D.



E.

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline 4 \end{array}$$

F.



G.

H.

I.

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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

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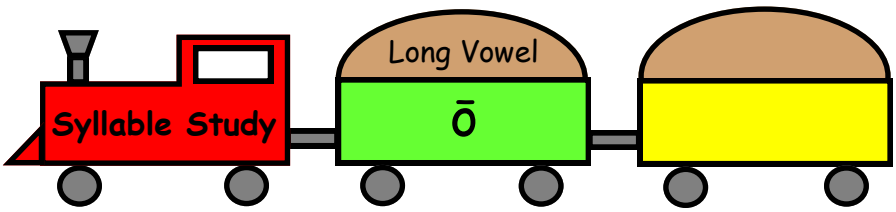


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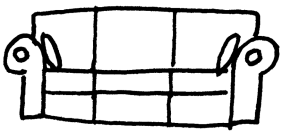
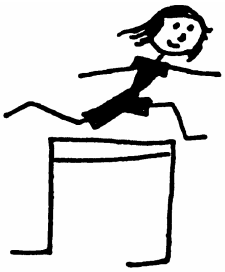
A.

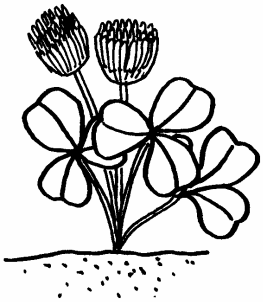


B.



C.

D.



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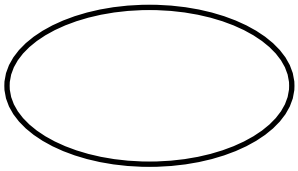
F.



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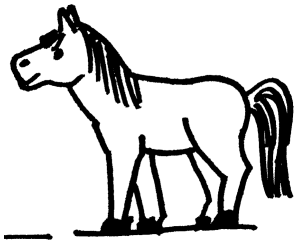
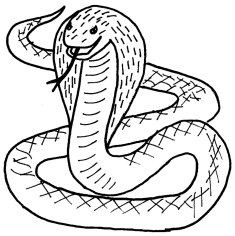


H.



I.

J.

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ō

1. o → val — oval
2. o → ver — over
3. clo → ver — clover
4. po → ny — pony
5. tro → phy (f) — trophy
6. o → boe — oboe
7. so → fa — sofa
8. co → la — cola
9. co → bra — cobra
10. o → kra — okra

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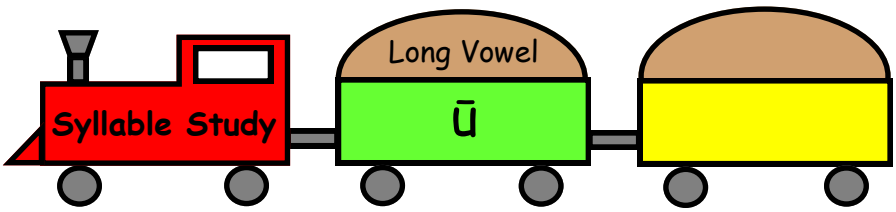
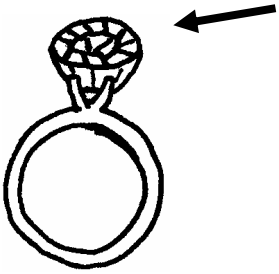



A syllable with a single vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

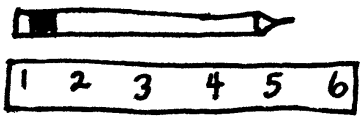
A.

B.



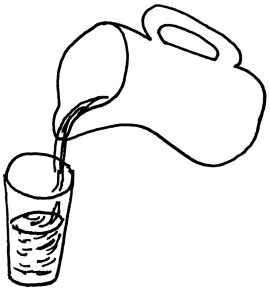
C.

D.




E.

F.



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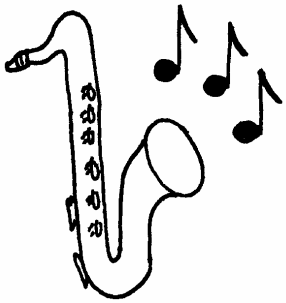

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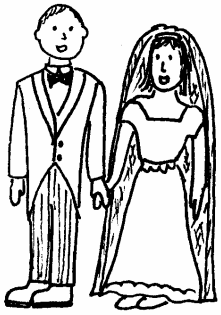

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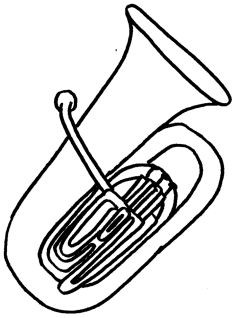
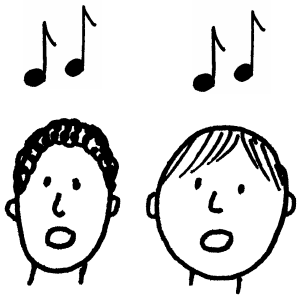


J.



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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 → b | tuba |
| 9. | flu → id | fluid |
| 10. | u → nite | unite |

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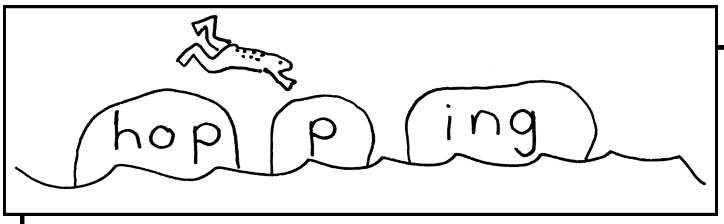



1-1-1 Rule
If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

jog
jogged
jogging

sip
sipped
sipping

beg
begged
begging

clap
clapped
clapping

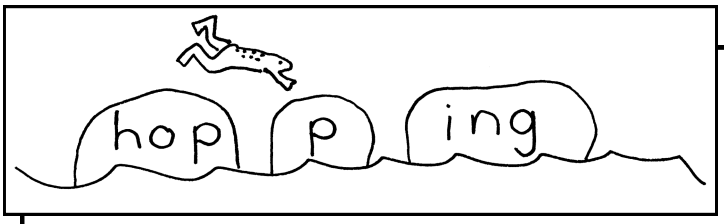
hop
hopped
hopping

hum
hummed
humming

wag
wagged
wagging

mop
mopped
mopping

© 2016 by Kathryn J. Davis




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

hop
hopped
hopping

sip
sipped
sipping

hum
hummed
humming

beg
begged
begging

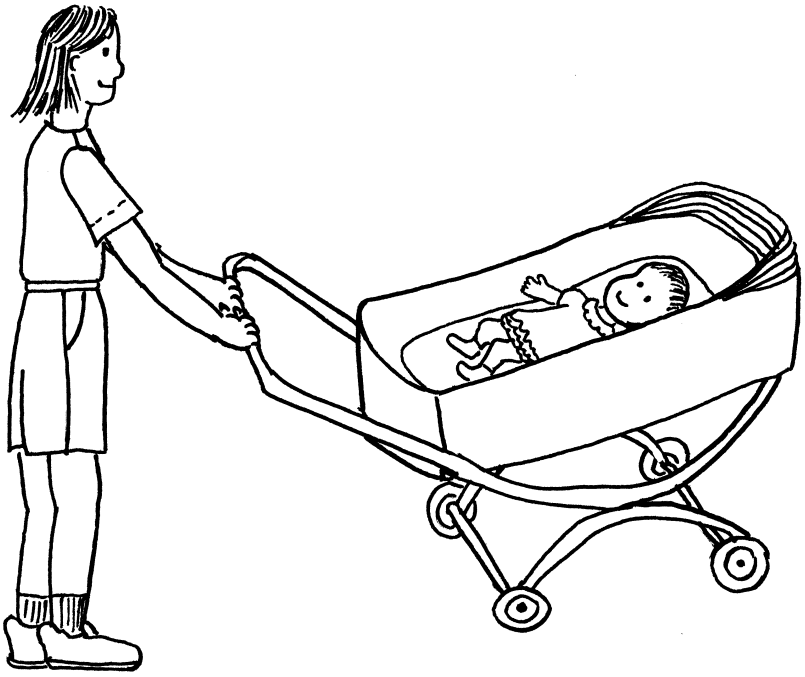
wag
wagged
wagging

clap
clapped
clapping

mop
mopped
mopping

© 2016 by Kathryn J. Davis

# Baby Sally



This lady has a tiny baby.

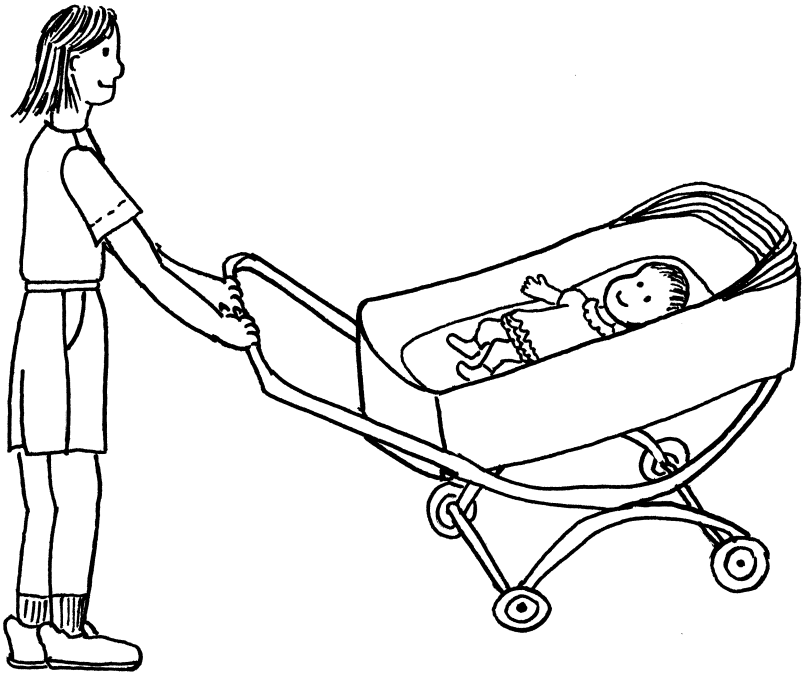
The baby is in the baby buggy.

The baby has on a pink dress.

The baby's name is Sally.

© 2016 by Kathryn J. Davis

# 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.

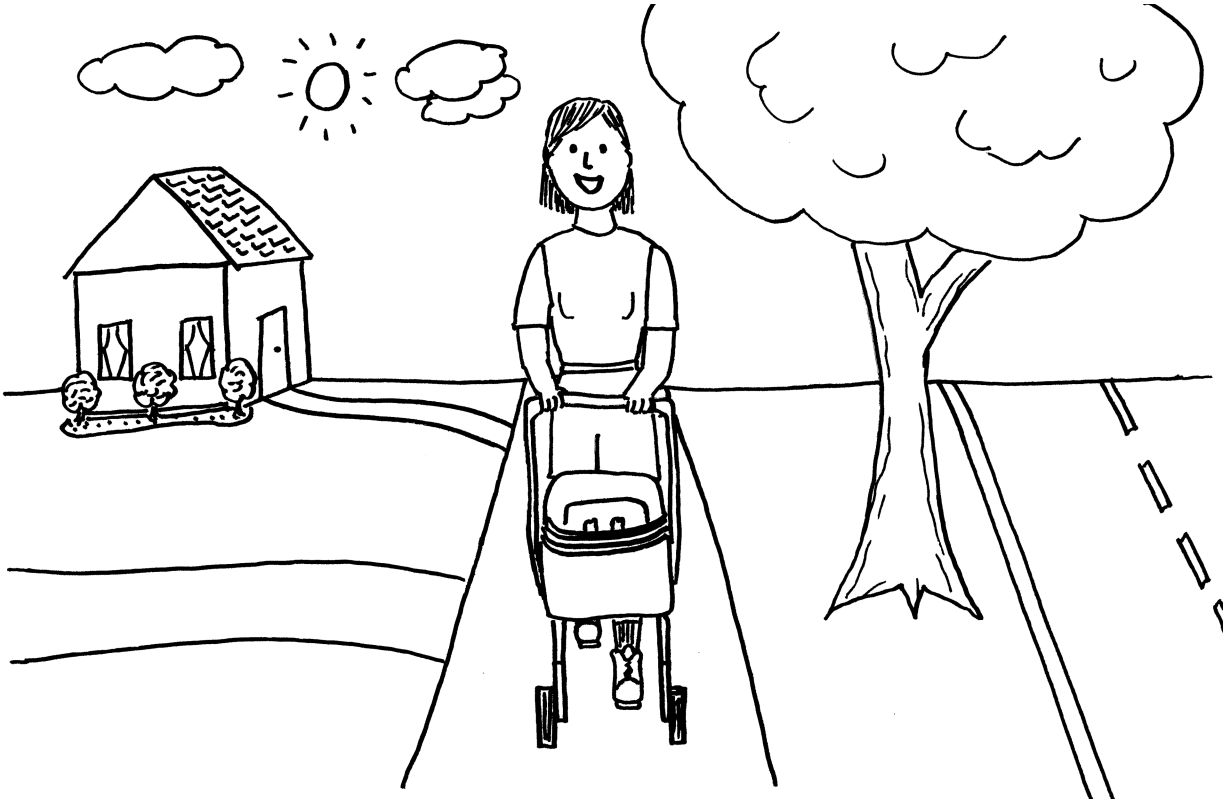
© 2016 by Kathryn J. Davis

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."



© 2016 by Kathryn J. Davis

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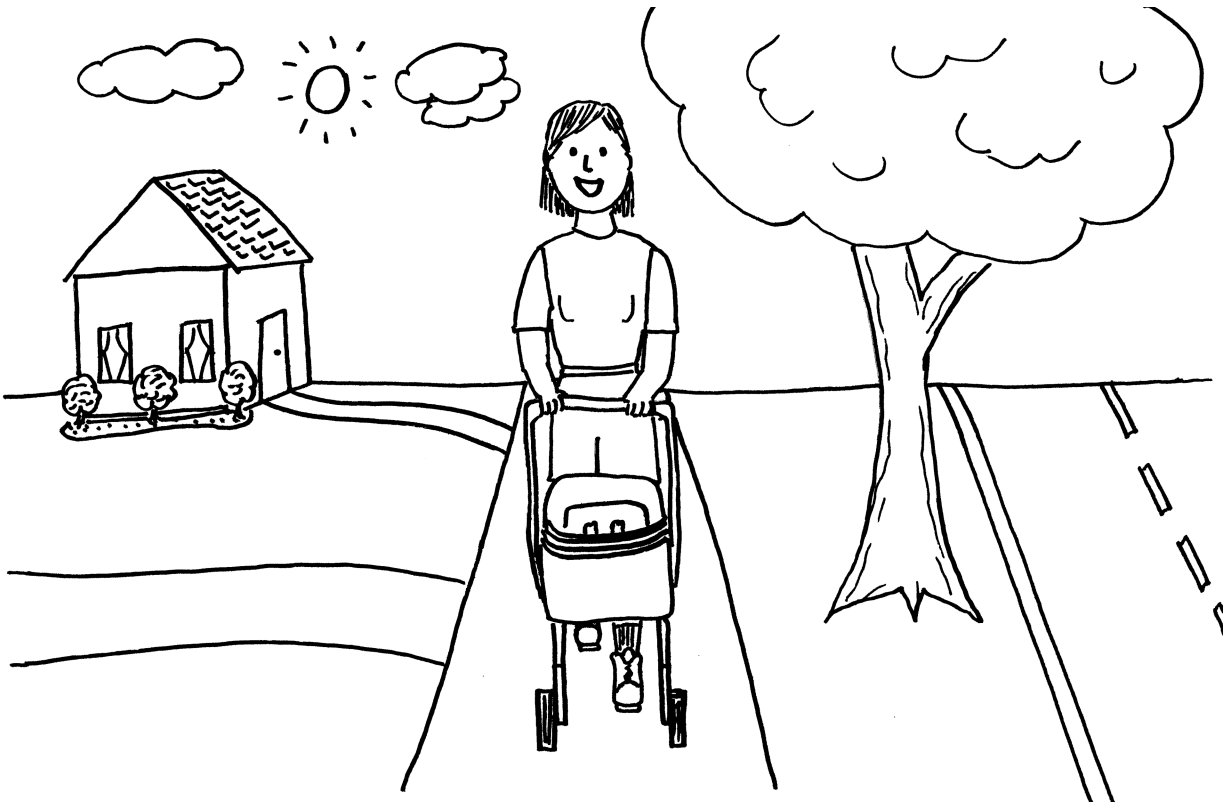

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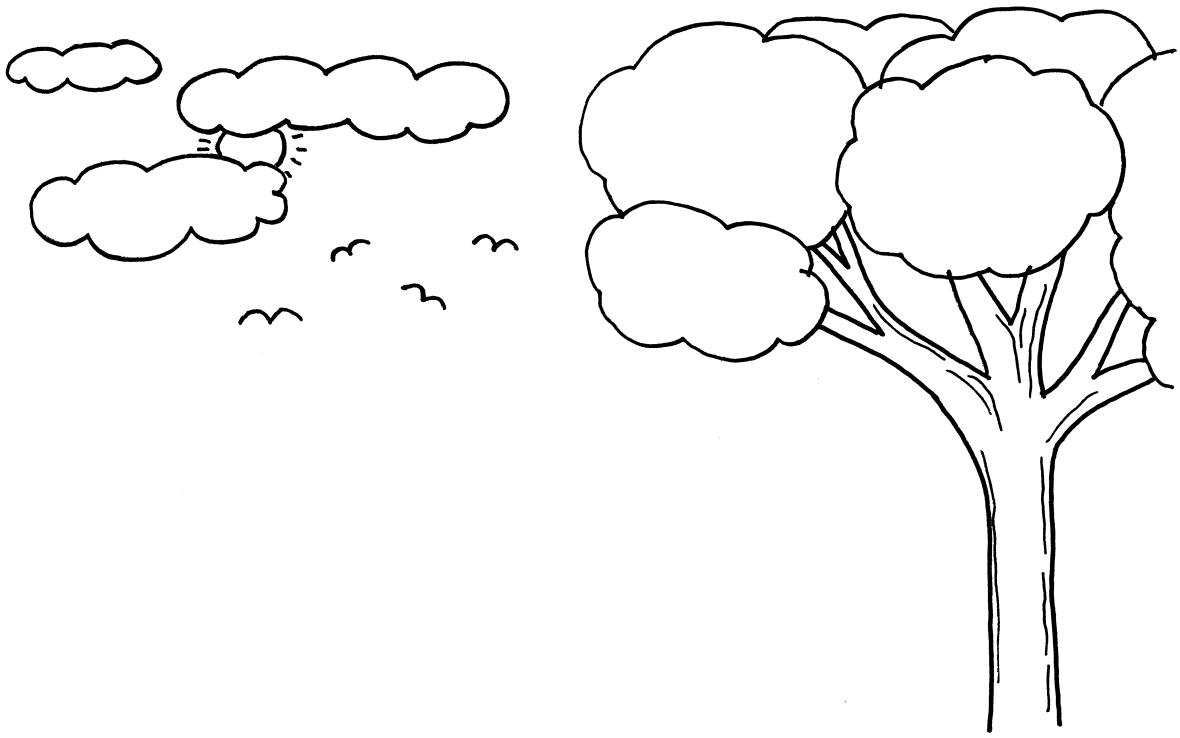


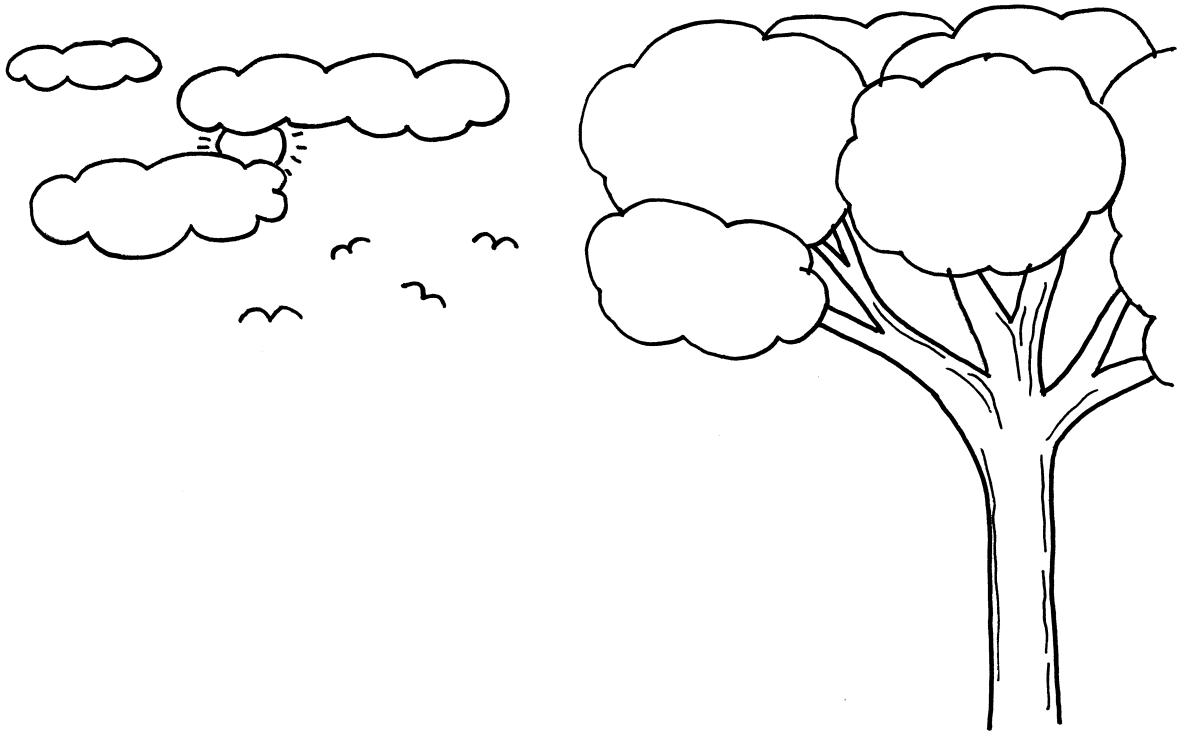
Sally is a happy baby.

She likes to go on a walk.

She can see the trees.

And she can see the sky.

© 2016 by Kathryn J. Davis



Sally is a happy baby.

She likes to go on a walk.

She can see the trees.

And she can see the sky.

© 2016 by Kathryn J. Davis

Sally and the lady go

by the pet shop,

the cloth shop,

and the bank.

© 2016 by Kathryn J. Davis

Sally and the lady go

by the pet shop,

the cloth shop,

and the bank.

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The lady keeps walking

until she gets to a lake.

Then she picks up baby Sally and

sits on a bench beside the lake.

© 2016 by Kathryn J. Davis

The lady keeps walking

until she gets to a lake.

Then she picks up baby Sally and

sits on a bench beside the lake.

© 2016 by Kathryn J. Davis

Sally sees a duck

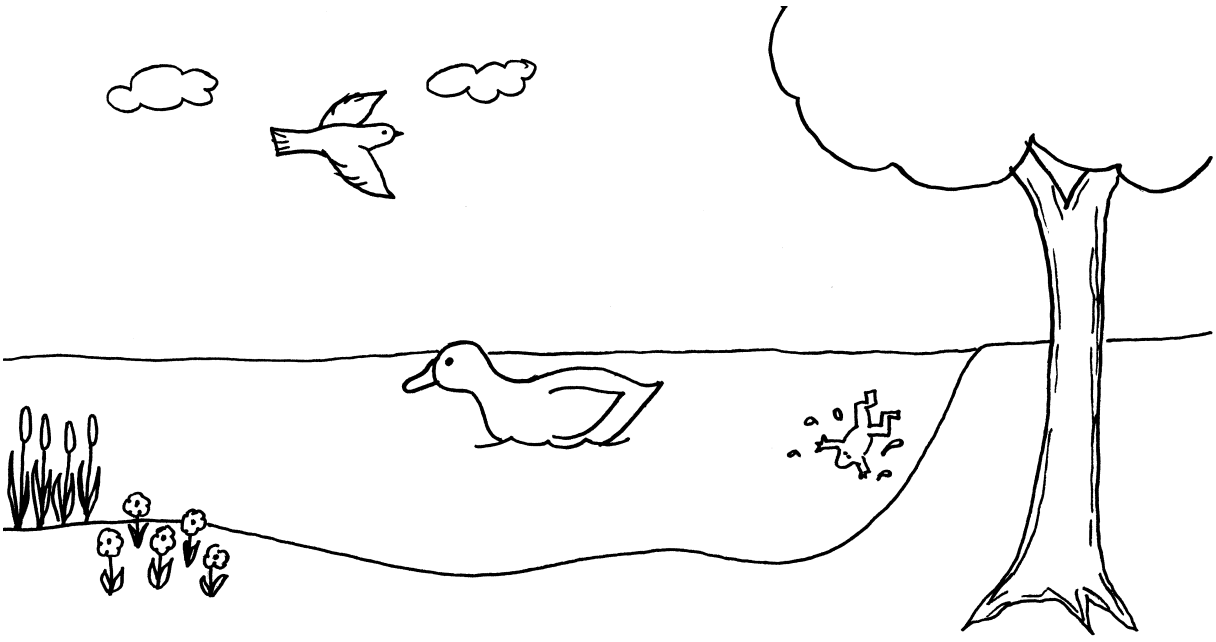
swimming in the lake.

She sees a frog jumping

into the lake with a splash.

She sees a robin flying

up into the sky.



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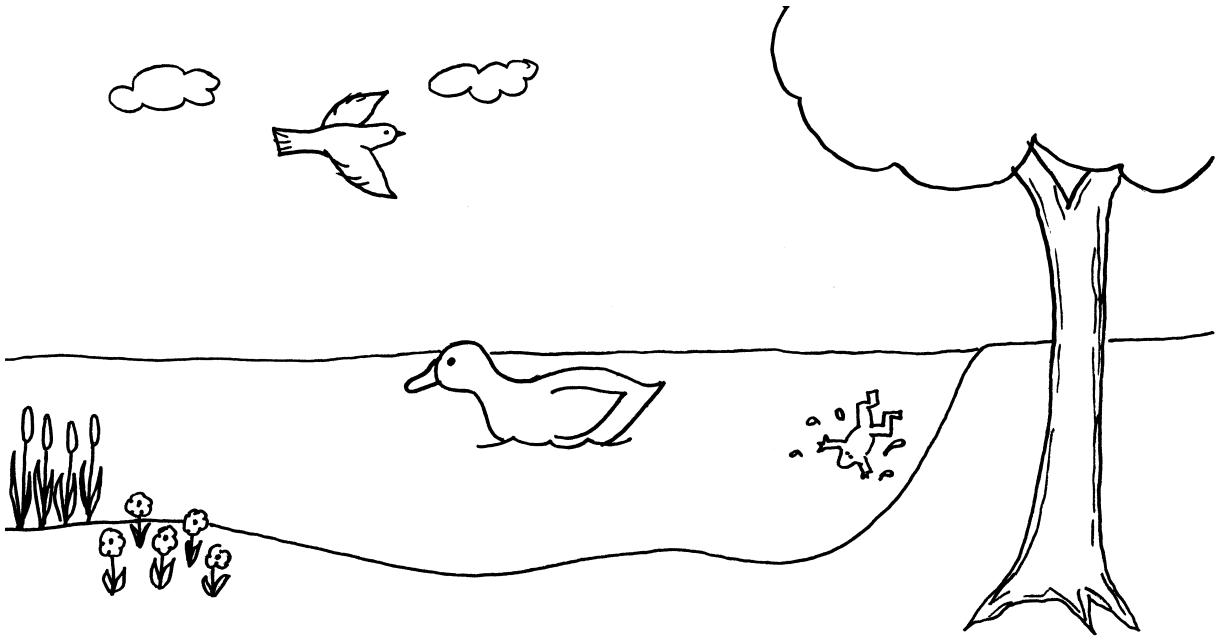

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All of a sudden, Sally begins to cry.

Sally is not a happy baby.

"I think this baby is sleepy.

I think she needs to take a nap,"

says the lady.

© 2016 by Kathryn J. Davis

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.

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So the lady lays Sally

in the baby buggy.

She walks back home with baby Sally.

The lady sings to the baby

as she walks.

Baby Sally stops crying.

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So the lady lays Sally

in the baby buggy.

She walks back home with baby Sally.

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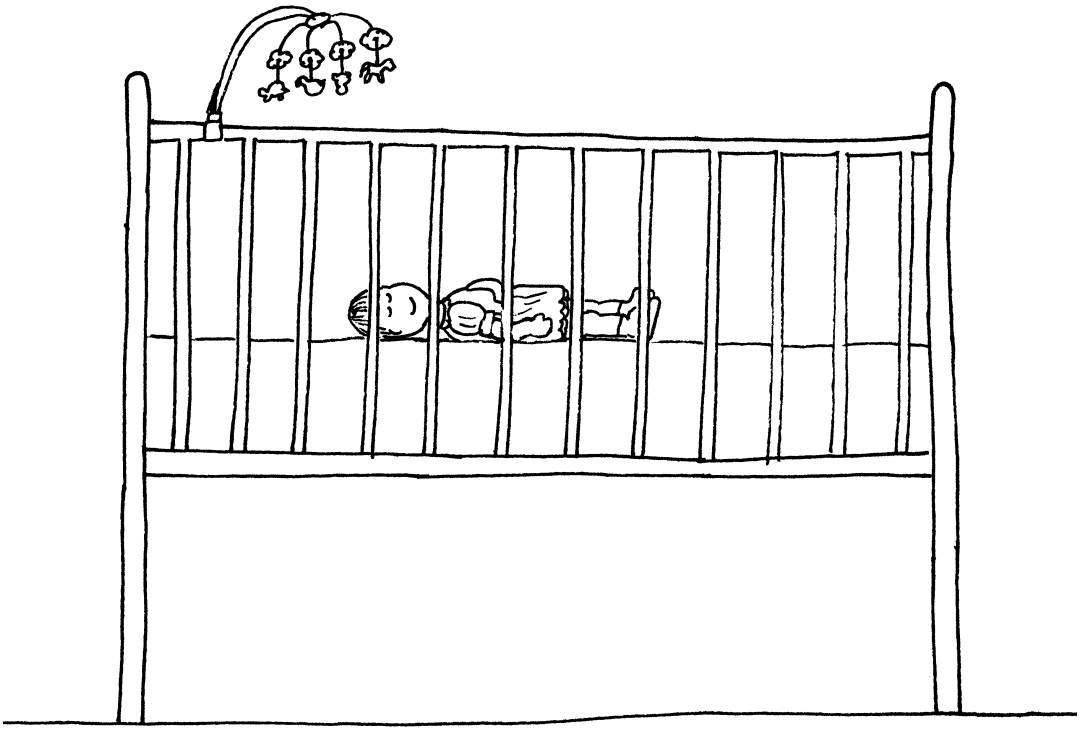
Baby Sally stops crying.

© 2016 by Kathryn J. Davis



Then the lady lays baby

Sally in bed to take a nap.

Baby Sally is sleeping.

Shhhh! Don't wake the baby up!

The End

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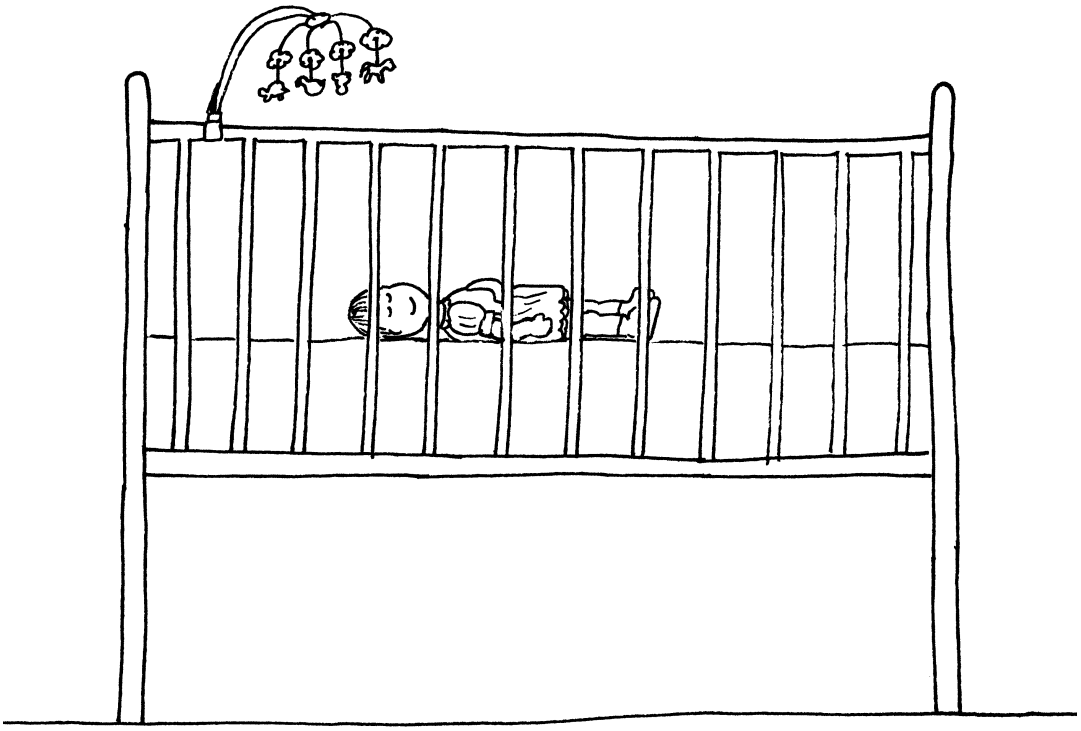

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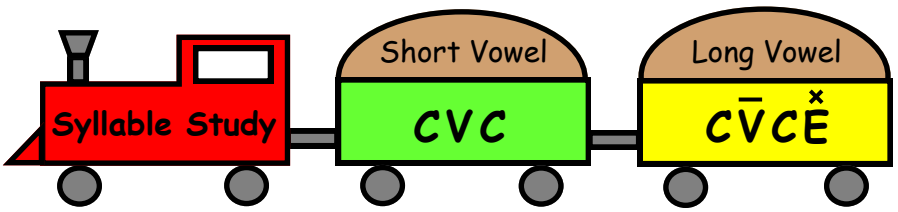
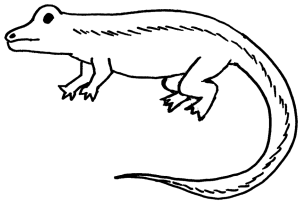



A.

B.

C.

D.

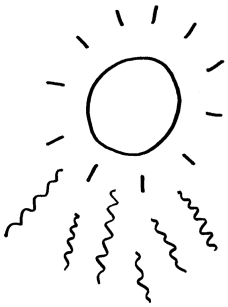


E.

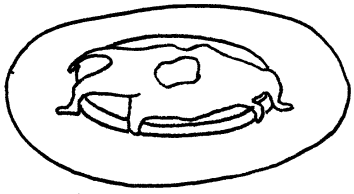
$$\begin{array}{r} 5 \\ +5 \\ \hline 9 \end{array}$$ ✗

F.

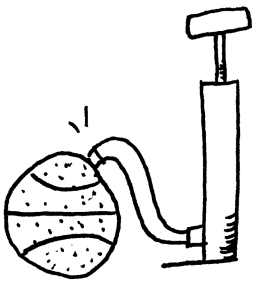
G.



H.



I.



J.

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C = Consonant

| cvc | cv̄c×e |
|---|---|

V = Vowel

| | | |
|---|---|---|
| 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 |

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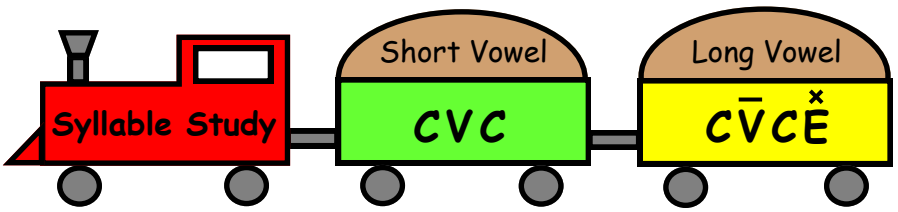
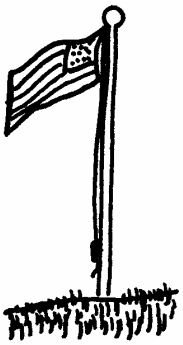
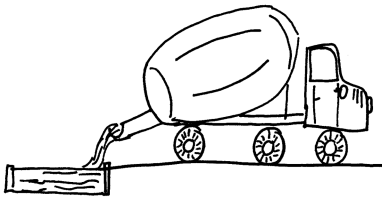


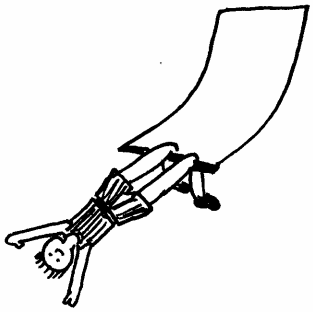

A.



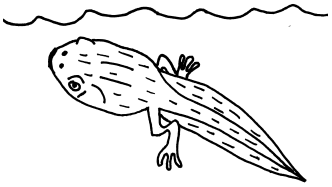
B.



C.



D.



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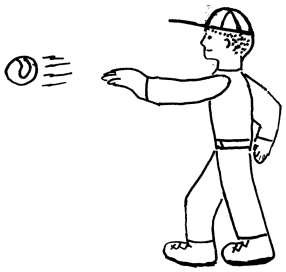
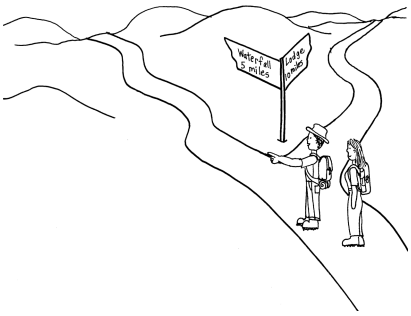
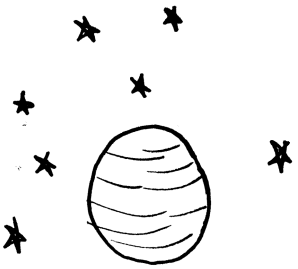


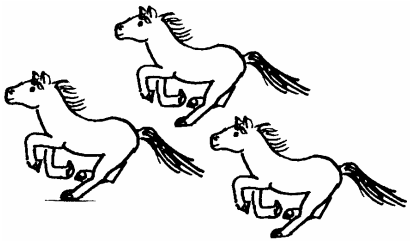
F.



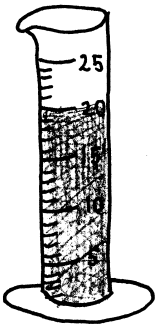

G.



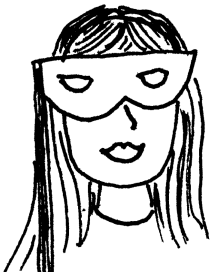
H.



I.




J.



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C = Consonant | CVC | $C\bar{V}C\overset{\times}{E}$ | V = Vowel

| | | |
|---|---|---|
| 1. | stamp → pede | stampede |
| 2. | trap → eze | trapeze |
| 3. | ath → lete | athlete |
| 4. | con → crete | concrete |
| 5. | cos → tume | costume |
| 6. | vol → ume | volume |
| 7. | Nep → tune | Neptune |
| 8. | ex → plore | explore |
| 9. | tad → pole | tadpole |
| 10. | flag → pole | flagpole |

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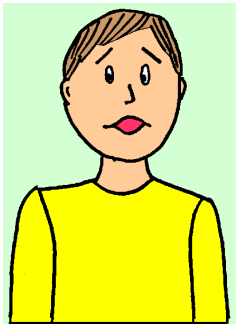
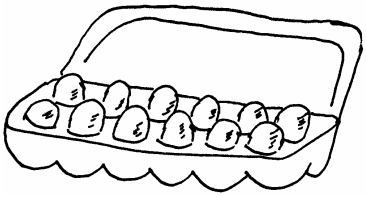
O



Sight Words: oven, shovel, dozen, compete, compare, nothing.

A.



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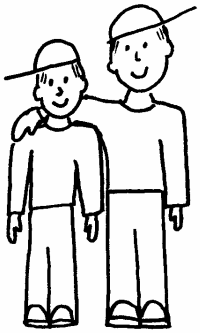

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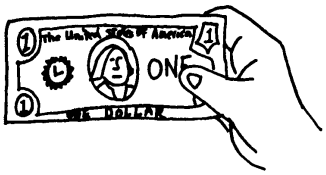


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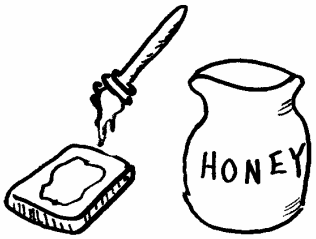


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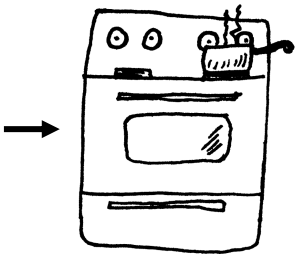

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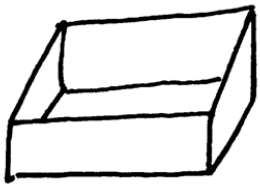
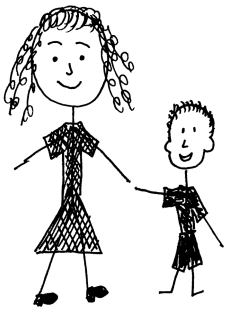


_____ is in the box.

G.



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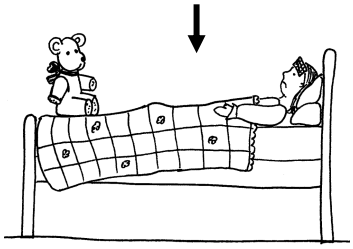
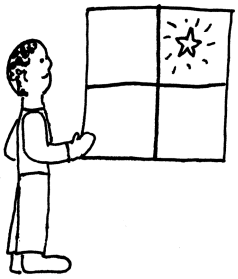
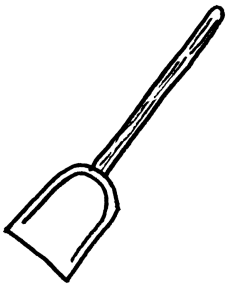


I.



J.



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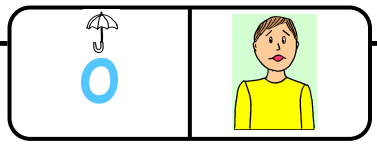


| | | |
|---|---|---|
| 1. | moth → er | mother |
| 2. | broth → er | brother |
| 3. | noth → ing | nothing |
| 4. | o → ven | oven |
| 5. | shov → el | shovel |
| 6. | doz → en | dozen |
| 7. | won → der | wonder |
| 8. | cov → ers | covers |
| 9. | mon → ey | money |
| 10. | hon → ey | honey |

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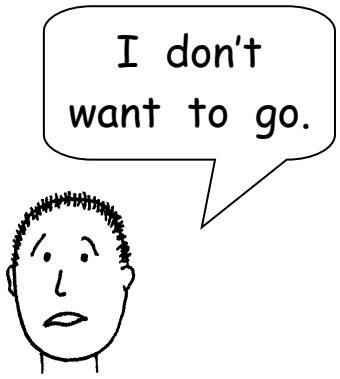
A.

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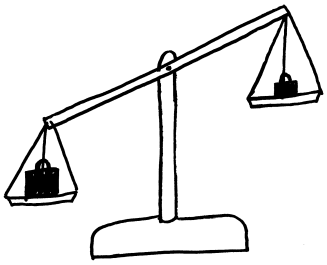

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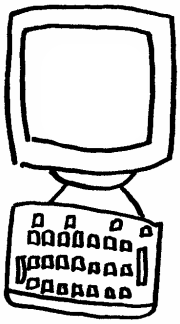

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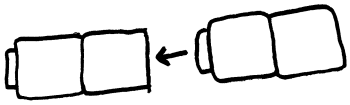

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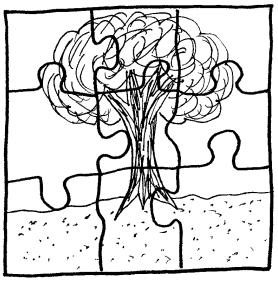
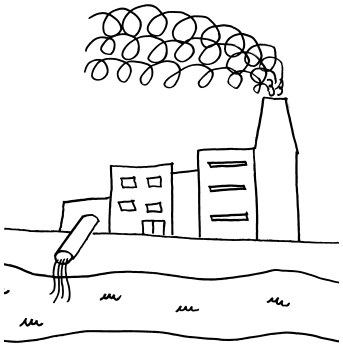


H.

I.



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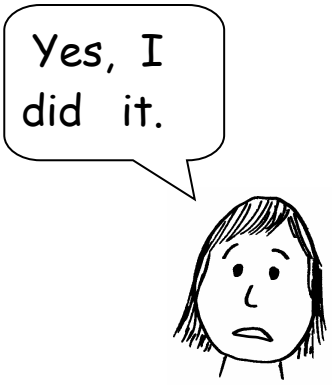


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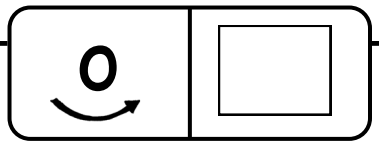


1. con → fess — confess
2. col → lect — collect
3. con → nect — connect
4. con → fuse — confuse
5. com → pute — compute
6. pol → lute — pollute
7. com → plain — complain
8. com → pare — compare
9. com → pete — compete
10. com → plete — complete

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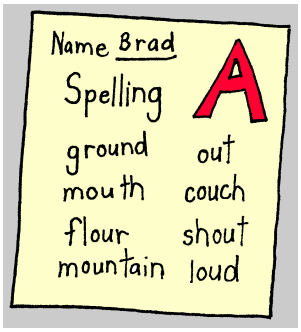
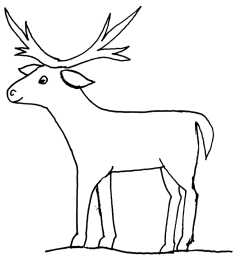
ëi

in the middle




A.

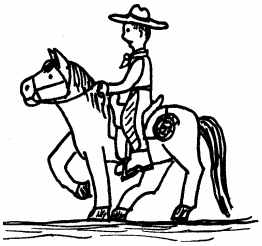
B.



C.

It is _____ house.

D.



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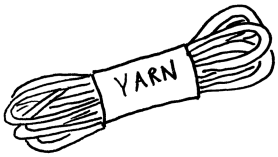


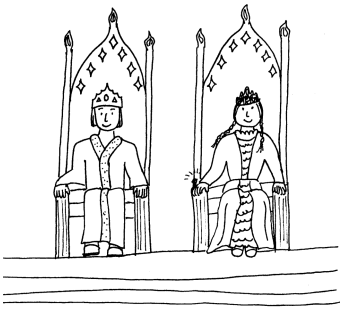

F.

heir : traditionally the oldest son

G.

inveigle: to talk someone into doing something

H.



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# ëi

1. th → ei → r — their
2. h̆ → ei → r — heir
3. v → ei → l — veil
4. r → ei → n → s — reins
5. sk → ei → n — skein
6. r → ei → ğn — reign
7. r → ei → n → deer — reindeer
8. in → vei → glĕ — inveigle

inveigle: to talk someone into doing something

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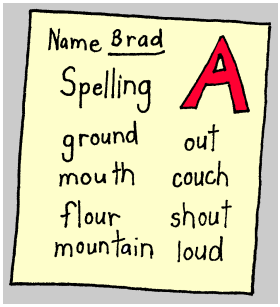
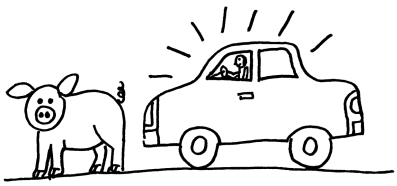
ëy

at the end



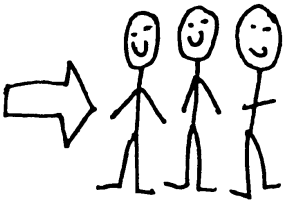

A.

B.



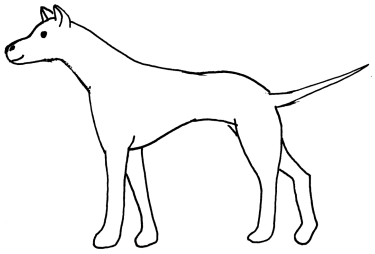
___! Get out of the way.

C.

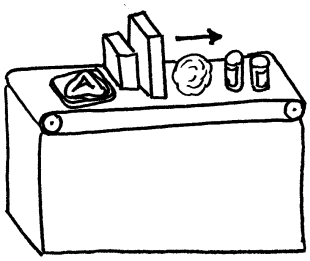


D.

E.



F.



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# ëy

1. th → ey — they
2. h → ey — hey
3. pr → ey — prey
4. ō → bey — obey
5. c on → vey → er — conveyer belt
6. grey → hound — greyhound

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# The Flagpole

This is

Jack.

This is

Jack's wife,

Rose.

Jack and Rose live on Hope Street.

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Jack.

This is

Jack's wife,

Rose.

Jack and Rose live on Hope Street.

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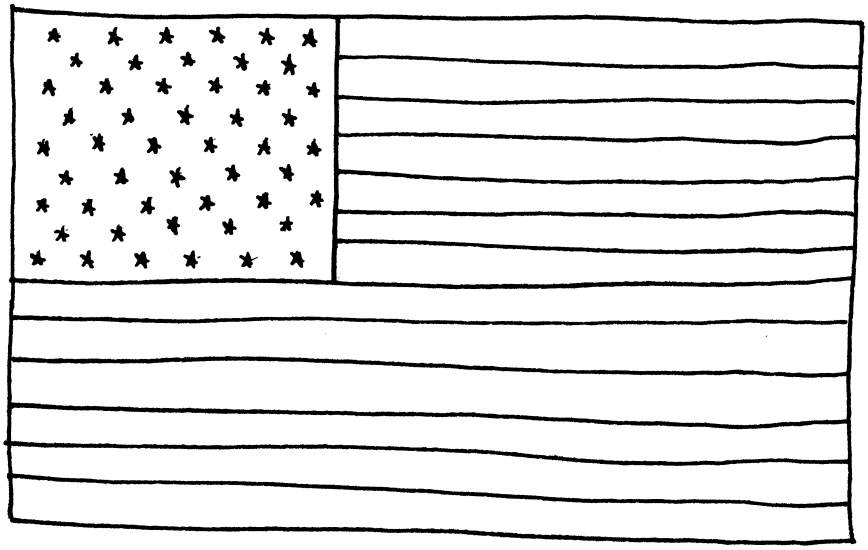


Jack and Rose have a flag.

They would like to put up their flag.

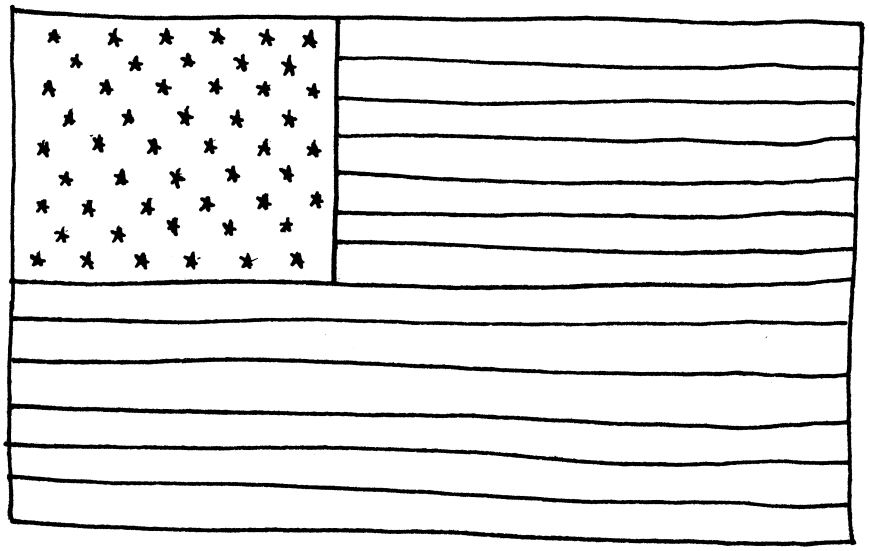
But they do not have a flagpole.

So Jack and Rose save some money.

They save a lot of money

for a flagpole.

© 2016 by Kathryn J. Davis



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But they do not have a flagpole.

So Jack and Rose save some money.

They save a lot of money

for a flagpole.

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Then Jack and Rose go to

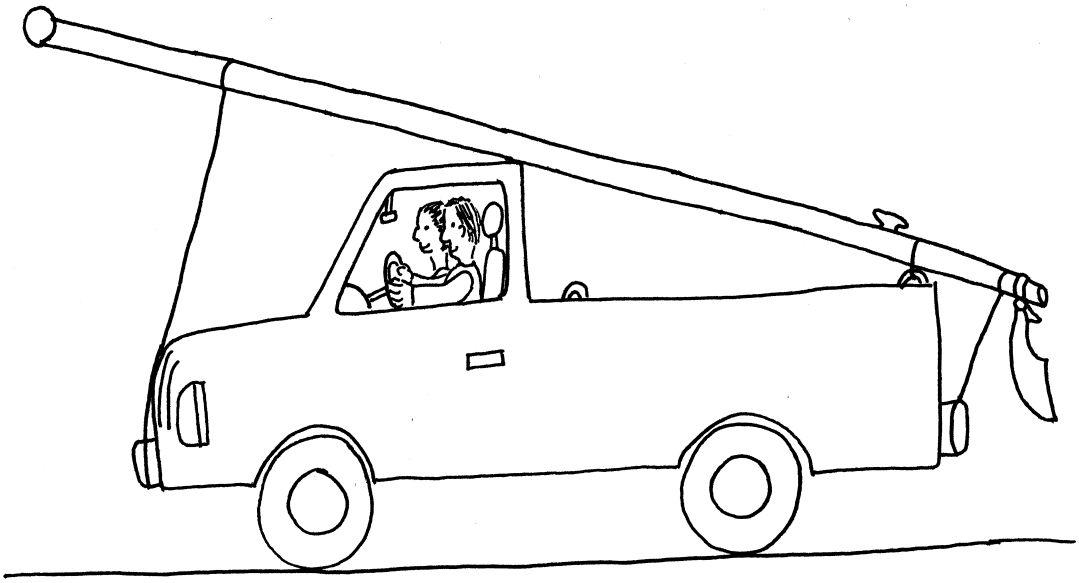
the store to get a flagpole.

At the store, they find just

the kind of flagpole they need.

They pay for the flagpole

and take it home.



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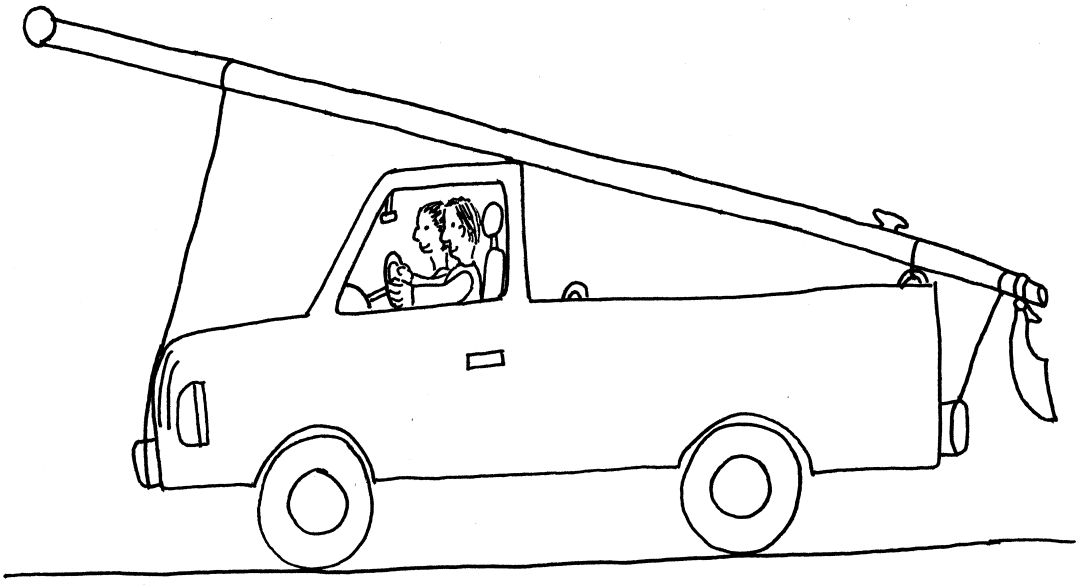


© 2016 by Kathryn J. Davis

The flagpole comes with a rope.

Jack puts the rope on the pole.

Rose puts the flag on the rope.

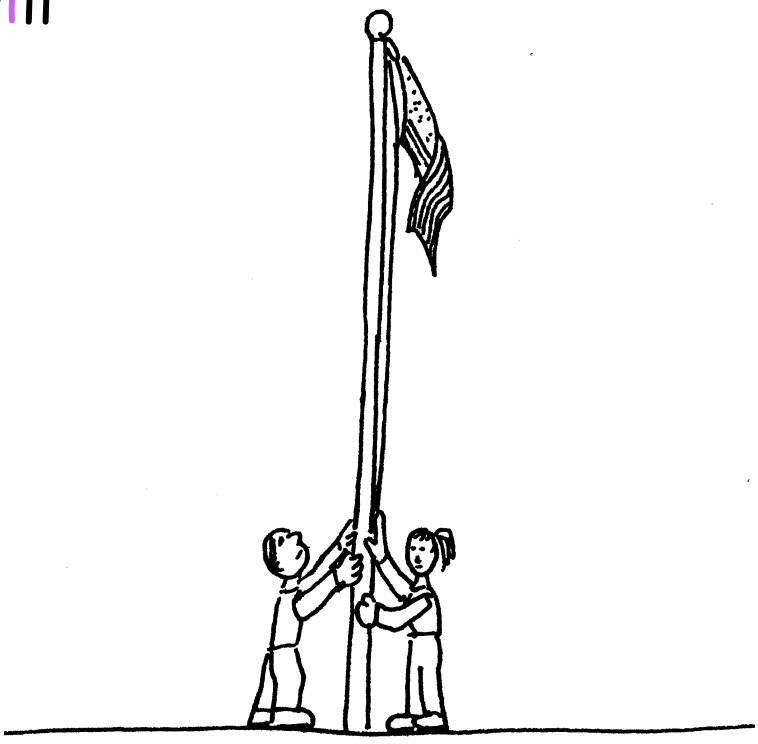
Then Jack and Rose

lift up the pole.

They push and they pull.

But the pole will

not stay up.



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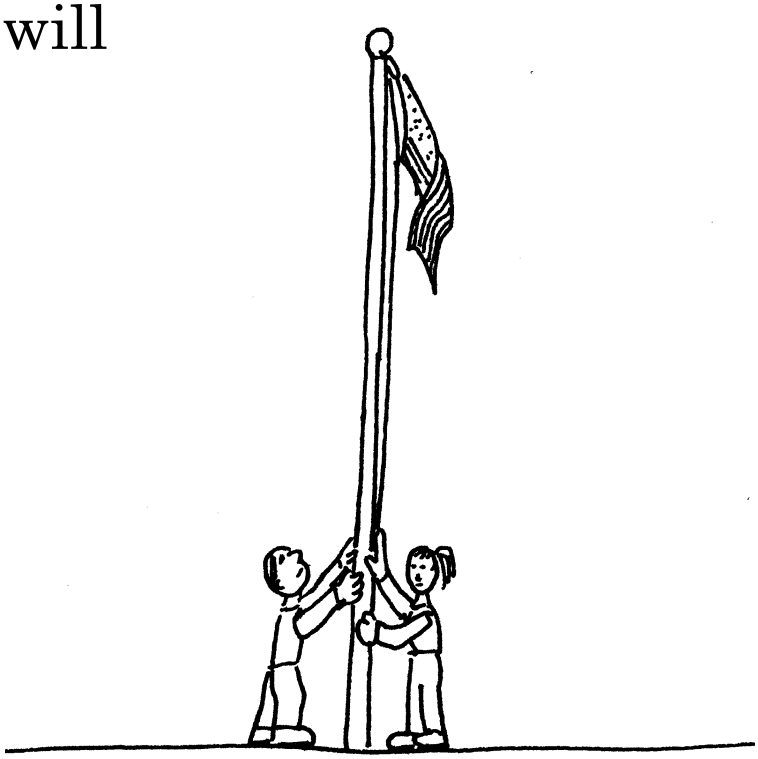
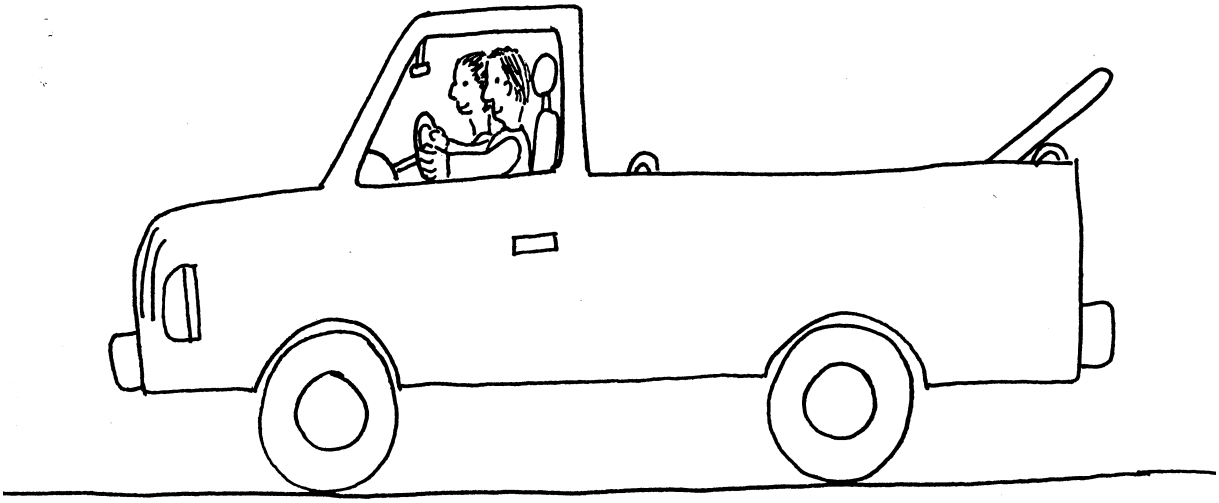


© 2016 by Kathryn J. Davis



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.

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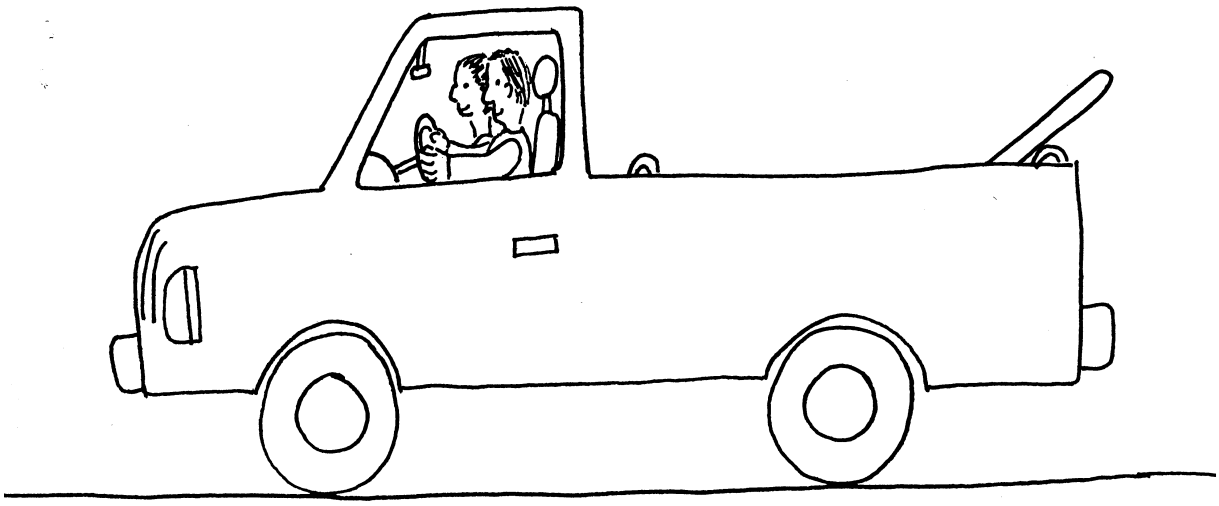

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They pay for the shovel

and take it home.

© 2016 by Kathryn J. Davis

At home, Jack and Rose

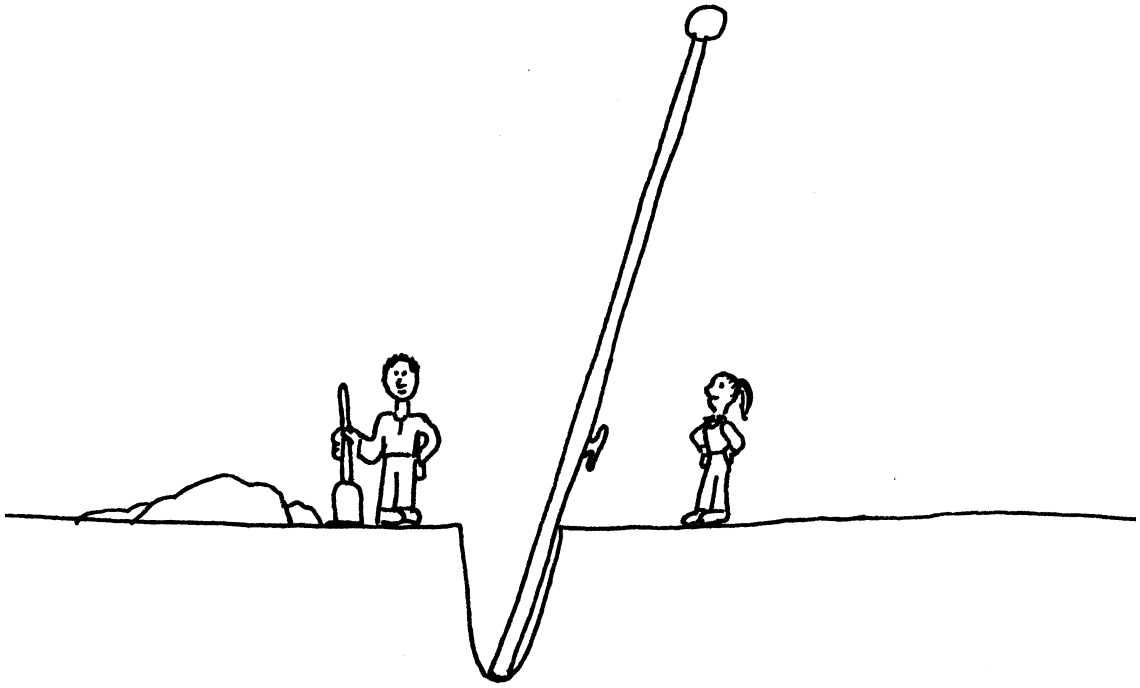
dig a deep hole.

They put their flagpole in the hole.

They push and they pull.

The flagpole will stay up,

but it is not quite right.



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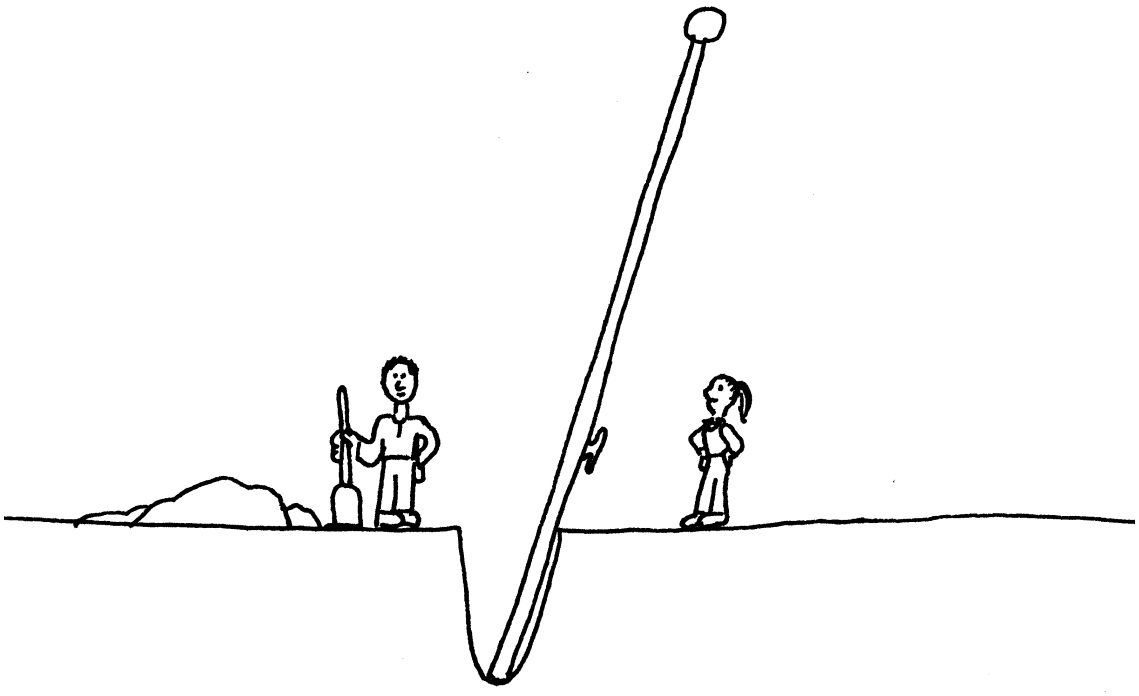

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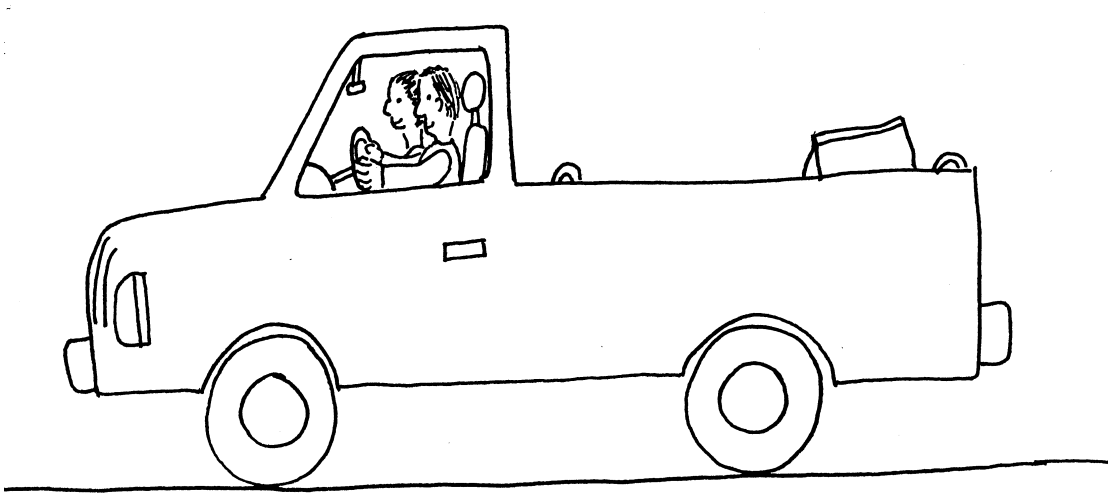

Jack and Rose go

back to the store.

They find a big bag of concrete.

They pay for the concrete

and take it home.

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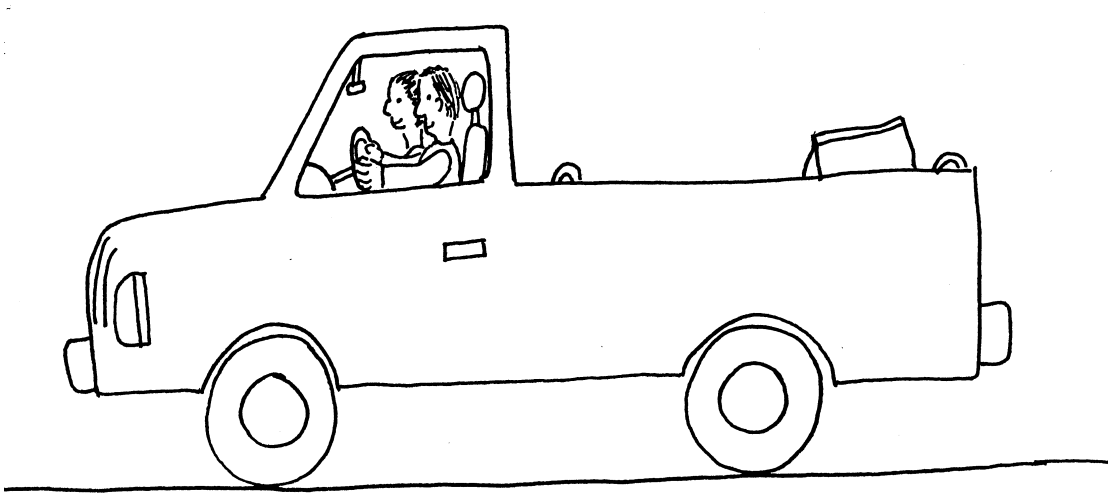

Jack and Rose go

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They find a big bag of concrete.

They pay for the concrete

and take it home.

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Jack and Rose mix up the concrete.

They put the concrete in

the hole with the flagpole.

They push and they pull.

The flagpole stands up just right.

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Jack and Rose mix up the concrete.

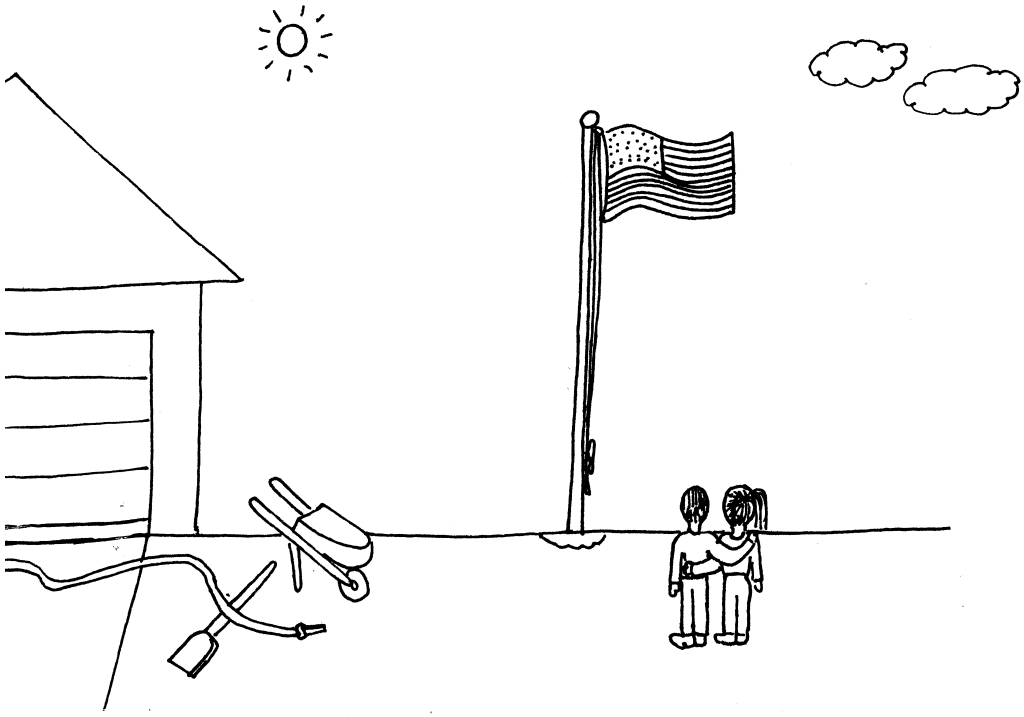
They put the concrete in

the hole with the flagpole.

They push and they pull.

The flagpole stands up just right.

© 2016 by Kathryn J. Davis



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

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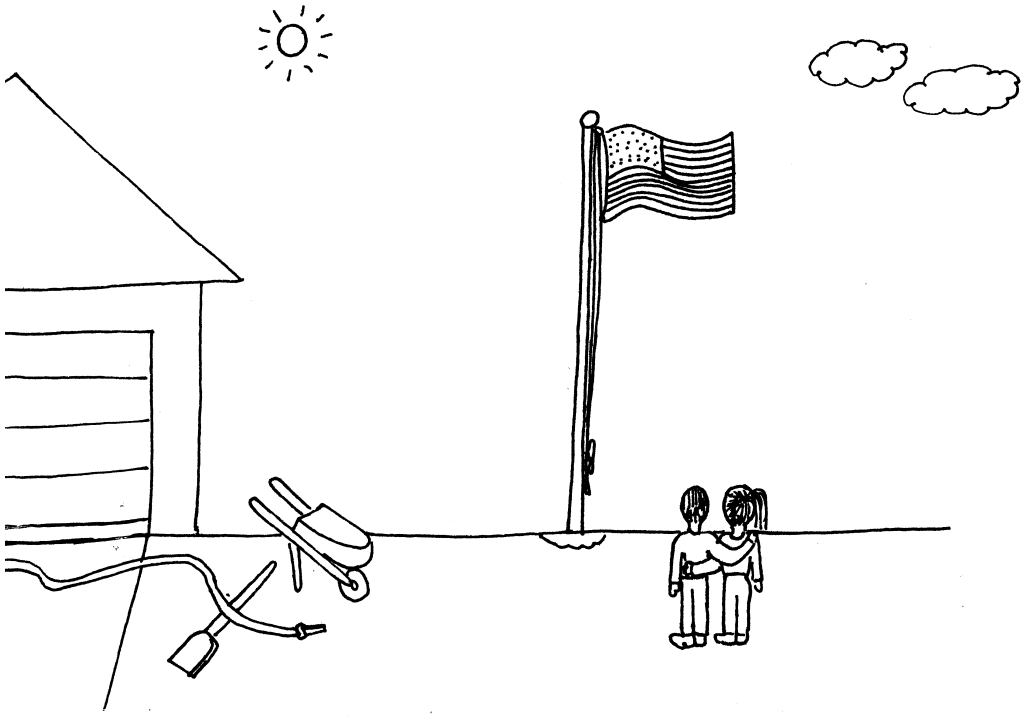

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The End

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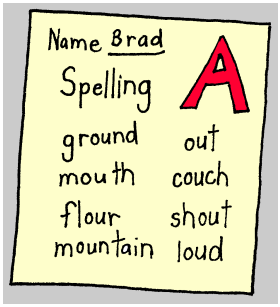
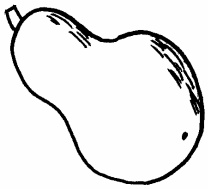
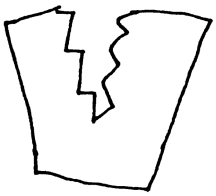
Sight Word: breakfast




A.



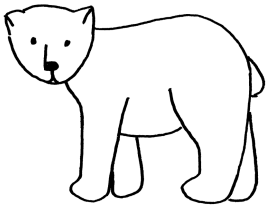
B.



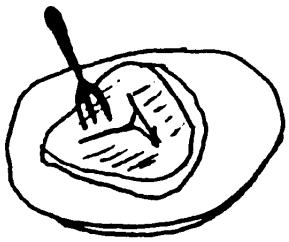
C.

D.

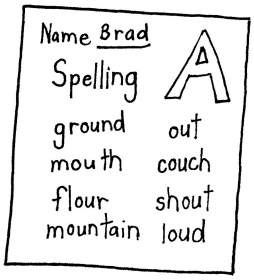
E.



F.



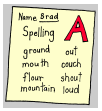
G.




He did a _____ job.

© 2016 by Kathryn J. Davis

# ëa




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

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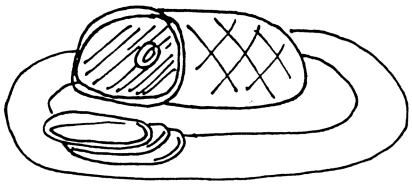
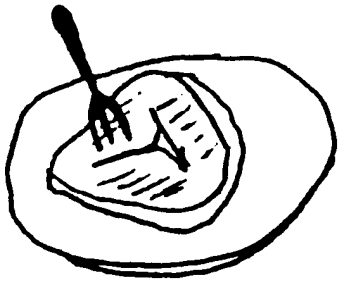
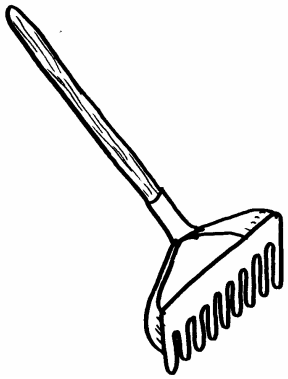
# I Like To Eat



I like to eat meat.

But I never eat a sheet.



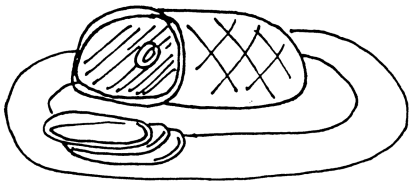


I like to eat steak.

But I never eat a rake.

© 2016 by Kathryn J. Davis

# I Like To Eat



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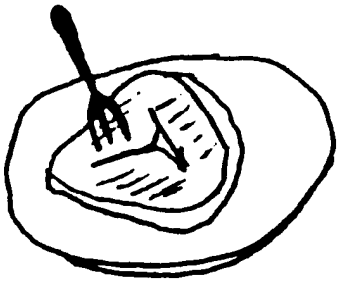

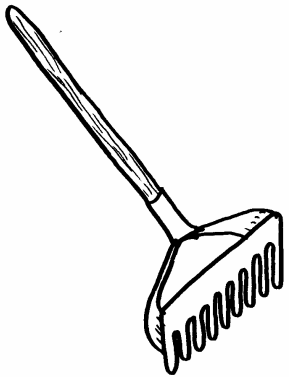

I like to eat steak.

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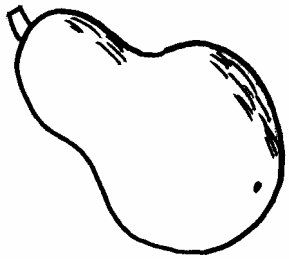
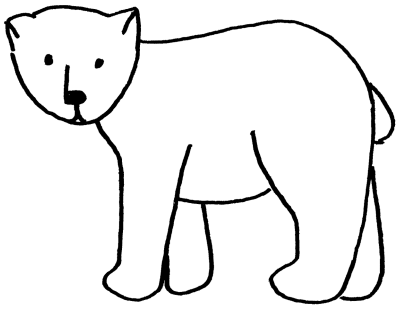
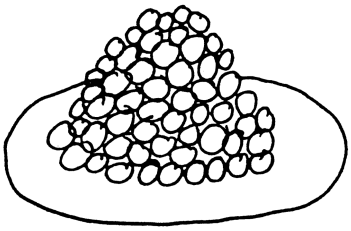
© 2016 by Kathryn J. Davis

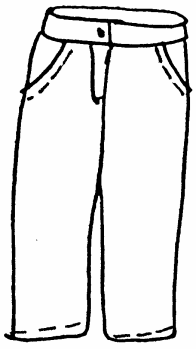




I like to eat a pear.

But I never eat a bear.

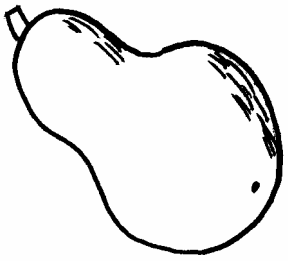


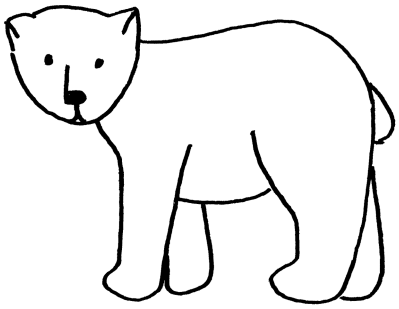


I like to eat beans.

But I never eat jeans.

© 2016 by Kathryn J. Davis





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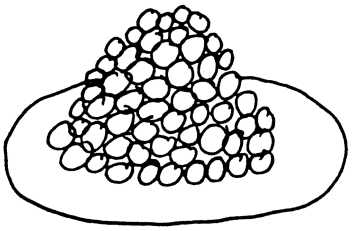

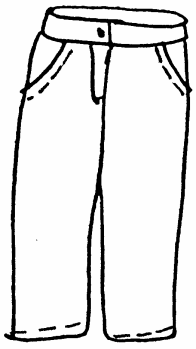

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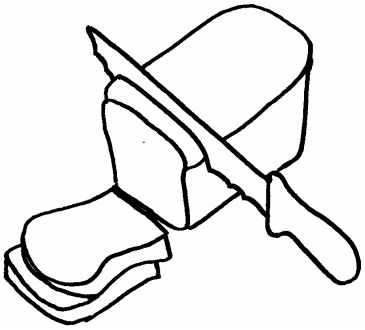
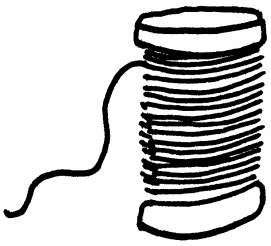
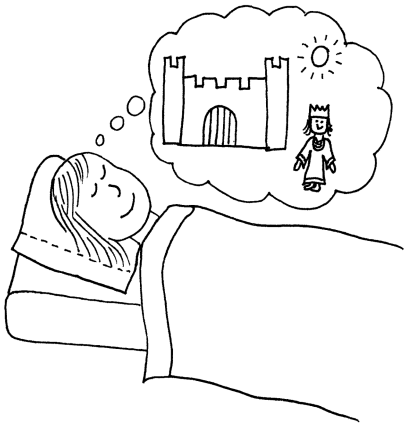




I like to eat bread.

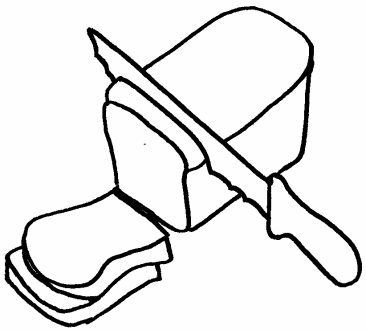
But I never eat thread.

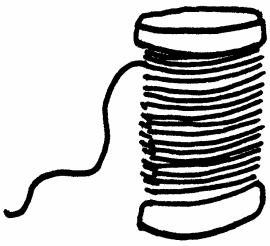


I like to eat ice cream.

But I never eat a dream.

© 2016 by Kathryn J. Davis





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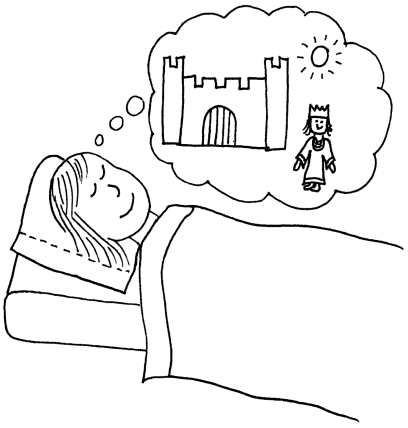
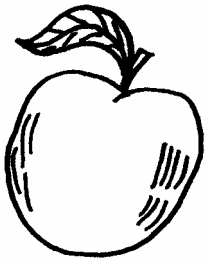
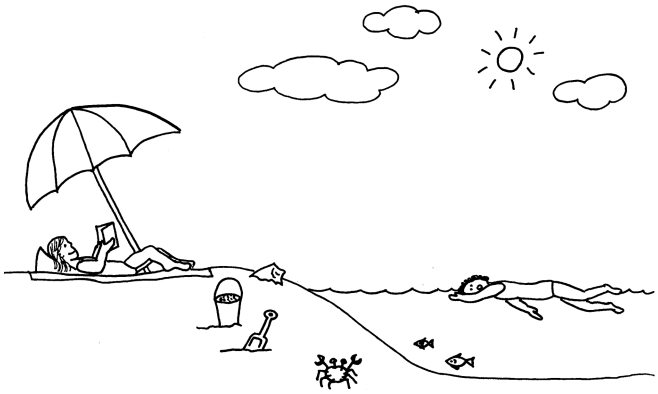


I like to eat ice cream.

But I never eat a dream.

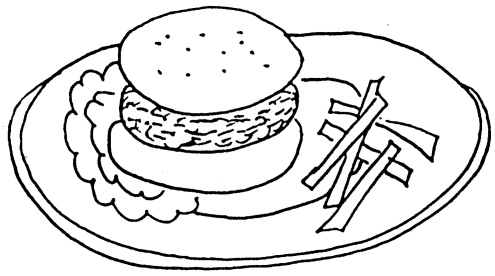
© 2016 by Kathryn J. Davis

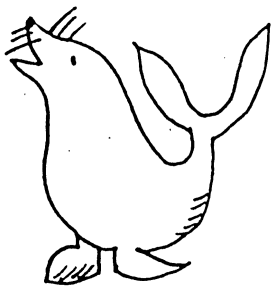




I like to eat a peach.

But I never eat a beach.

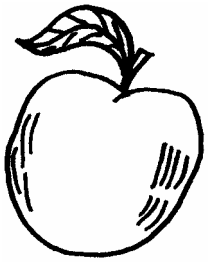


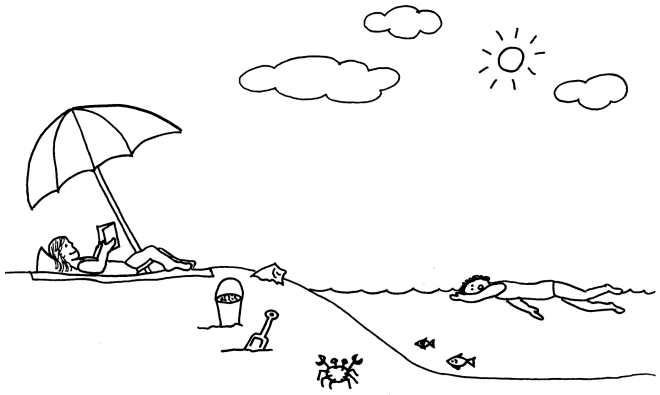


I like to eat a meal.

But I never eat a seal.

© 2016 by Kathryn J. Davis





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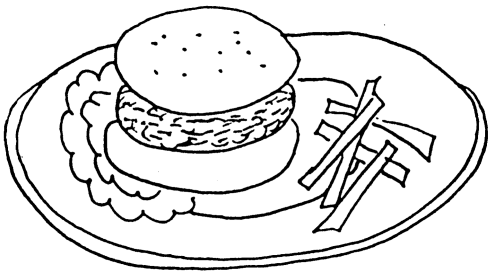

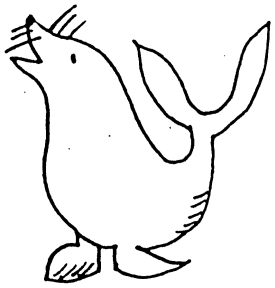

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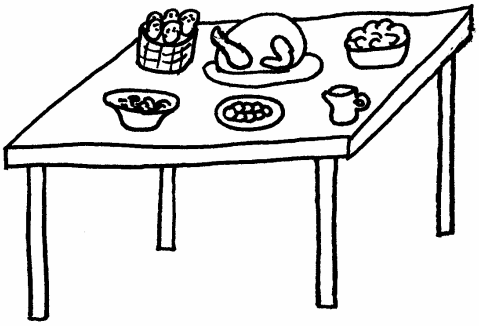
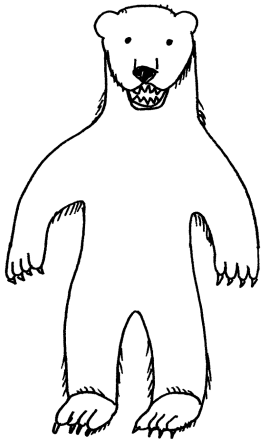
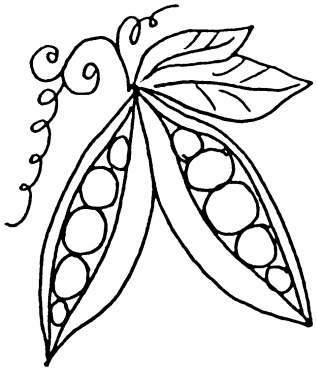
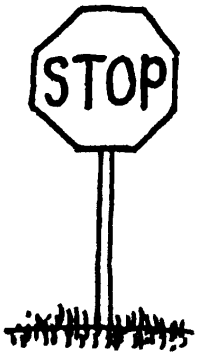




I like to eat a feast.

But I never eat a beast.






I like to eat peas.

But it's time to stop, please!

The End

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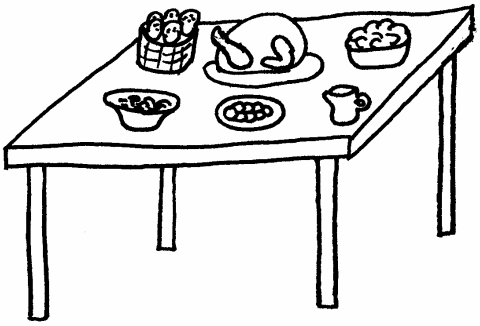

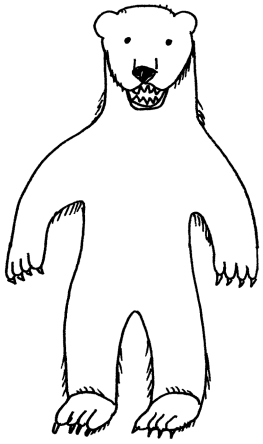

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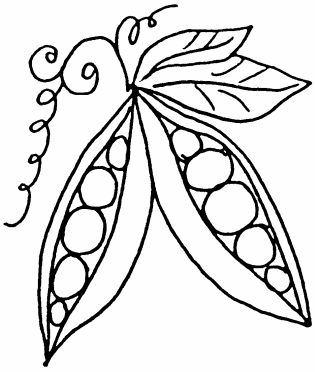
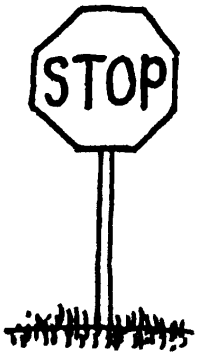




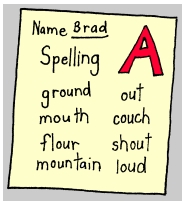

I like to eat peas.

But it's time to stop, please!

The End

© 2016 by Kathryn J. Davis

# ëigh

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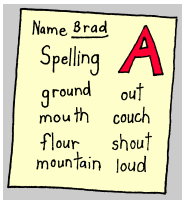
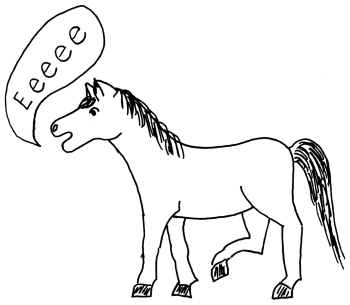



Sight Word: height

A.




B.

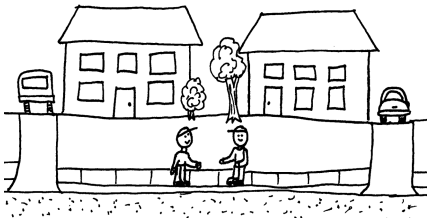
C.

This is a _____ train.

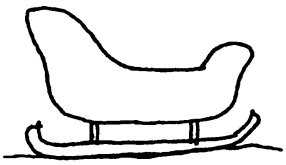
D.

80

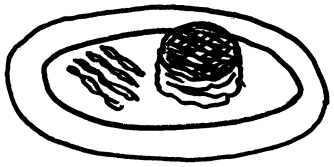
E.



F.



G.

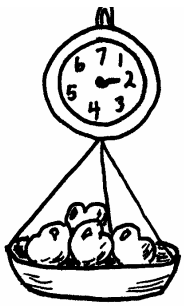


H.

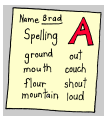
8

I.

J.




© 2016 by Kathryn J. Davis

# eigh  ë



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 → lët — ballet
9. buf → fët — buffet
10. fil → lët — fillet

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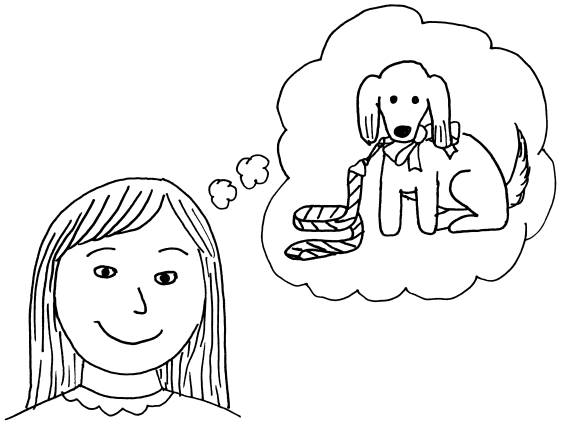
# A Birthday Treat



Jean has a dream.

Jean wants to get

a real puppy for a pet.

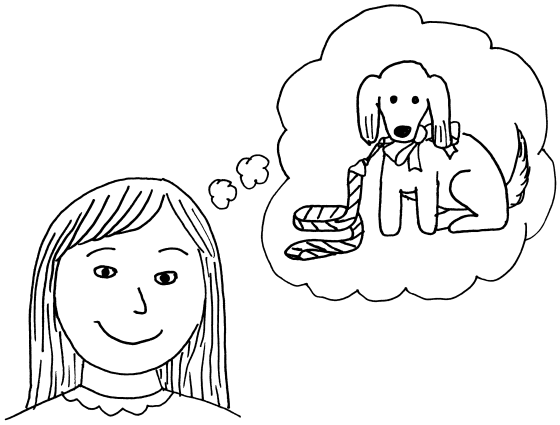
She wants a puppy

with a leather leash

and a red ribbon on its neck.

© 2016 by Kathryn J. Davis

# 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.

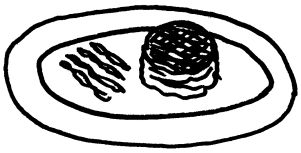
© 2016 by Kathryn J. Davis

Today is Jean's birthday.

She is eight years old.

She will have a birthday meal.

Dad is grilling steak fillets.



Mom is heating French bread.

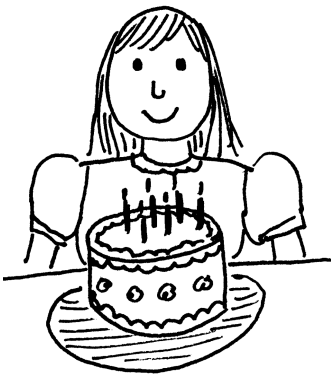
Jean is fixing green beans.

Their meal will be fantastic.

A birthday cake with

eight candles is ready

for their dessert.



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Today is Jean's birthday.

She is eight years old.

She will have a birthday meal.

Dad is grilling steak fillets.

Mom is heating French bread.

Jean is fixing green beans.

Their meal will be fantastic.

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

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Jean hears a bark.

She sees Dad walk in with a puppy.

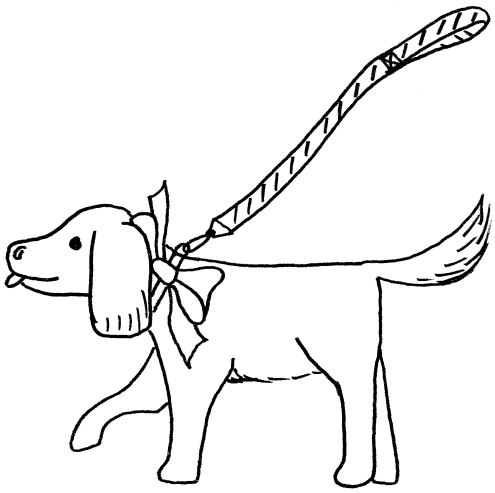
The puppy is on a leather leash.

It has a red ribbon on its neck.

Jean hugs the puppy. The puppy

licks her face and wags its tail.

Jean thinks this is a great birthday!



© 2016 by Kathryn J. Davis

Then she hears a bark.

She sees Dad walk in with a puppy.

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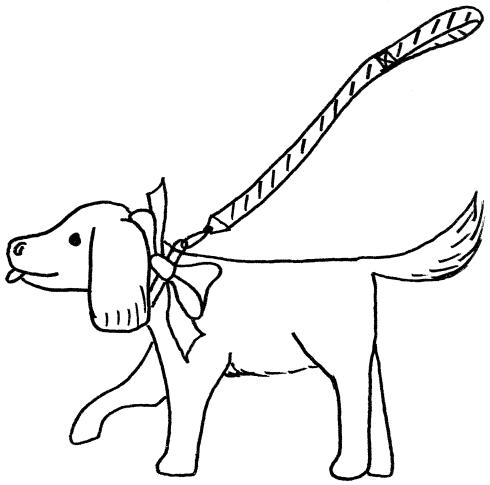

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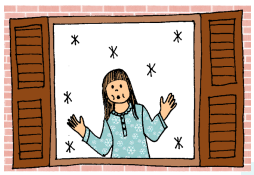
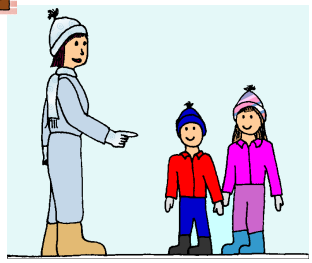
eū





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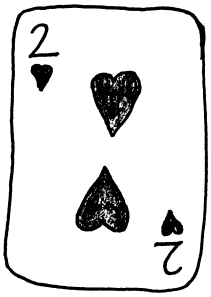
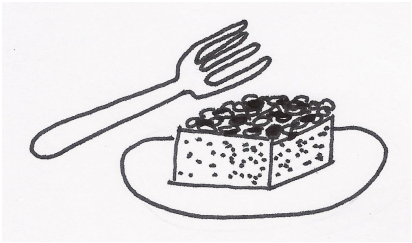



B.

C.

D.



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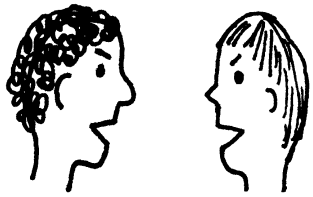

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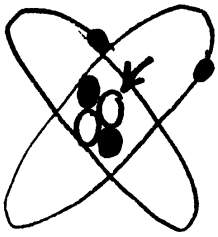

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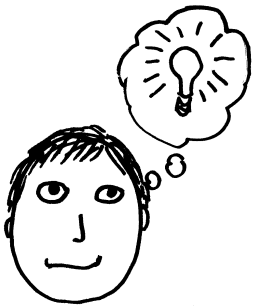

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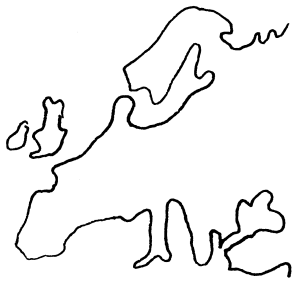

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# eū

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 — eureka

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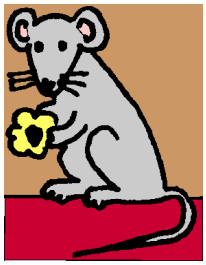
i



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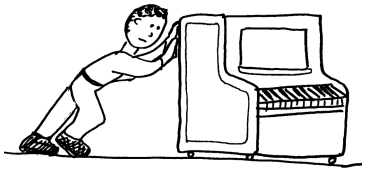

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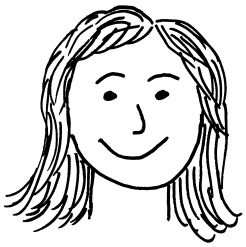

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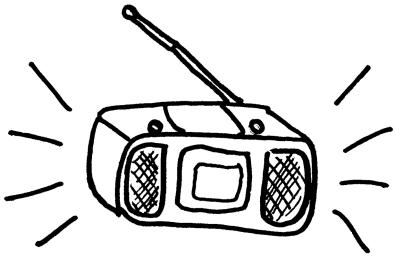
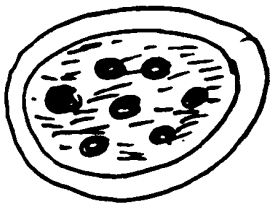


D.

E.



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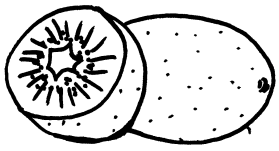
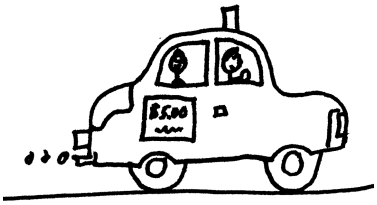


G.

H.

I.



J.

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| ï | |
|---|---|

1. sk → ï — ski
2. tax → ï — taxi
3. kï → wï — kiwi
4. pïz → za — pizza
5. Rï → ta — Rita
6. lï → ter — liter
7. pï → a → nō — piano
8. In → dï → an — Indian
9. rā → dï → ō — radio
10. zin → nï → a — zinnia

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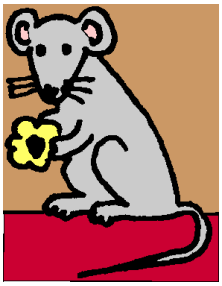
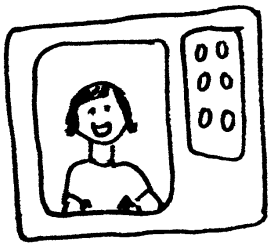
ïe



A. Sight Words: movie, friend



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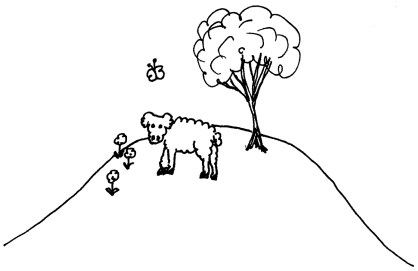
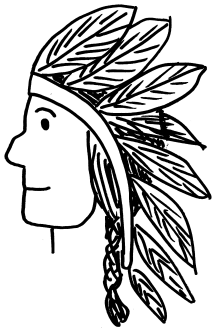


C.

D.

E.



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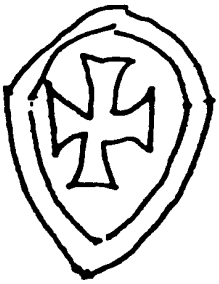

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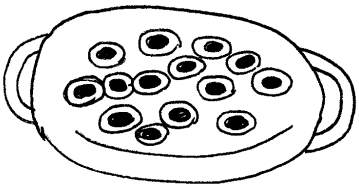

H.

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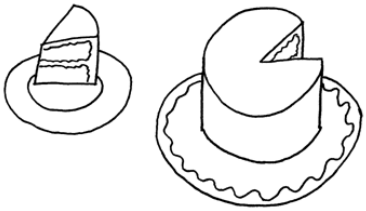

J.

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# ïe

1. f → ïe → l → d — field
2. sh → ïe → l → d — shield
3. ch → ïe → f — chief
4. gr → ïe → f — grief
5. n → ïe → ce — niece
6. p → ïe → ce — piece
7. f → ïe → r → ce — fierce
8. mö → vïe — movie
9. cook → ïe — cookie
10. bē → lïeve — believe

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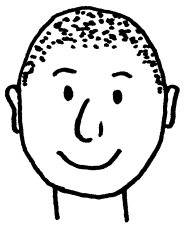
# Two Sleuths



Spencer and Eugene are sleuths.

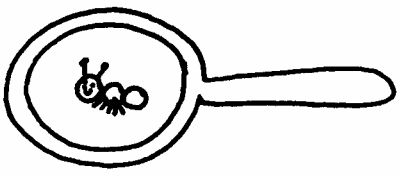
They are eight years old.

They are best friends.

Spencer and Eugene like to explore

an empty field in their neighborhood.

They look for clues in the field.



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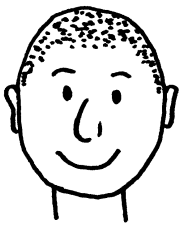
# Two Sleuths



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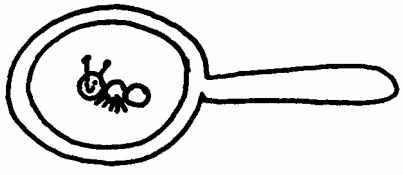

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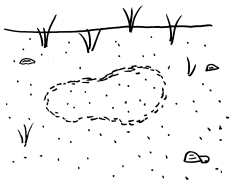
Spencer sees bent twigs

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!

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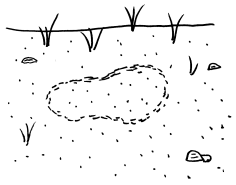
Eugene sees footprints



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Was a person here?

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Sometimes Spencer and Eugene

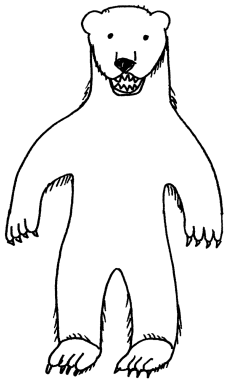
get into a feud.

They argue over the clues.

They don't agree about the footprints.

Eugene believes they are

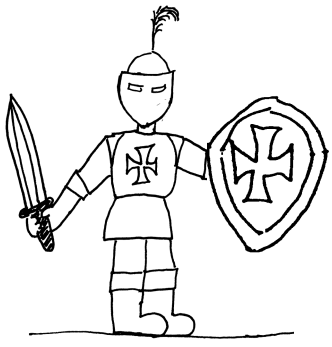
from a fierce bear.



Spencer believes they are

from a knight with

a sword and a shield.



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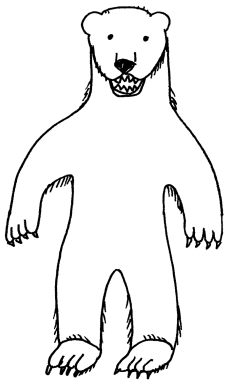

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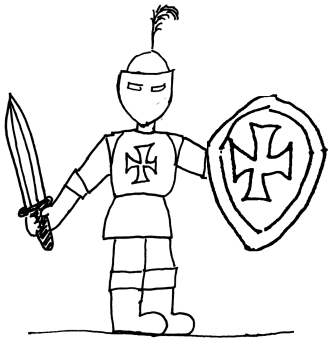

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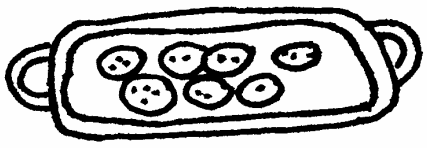
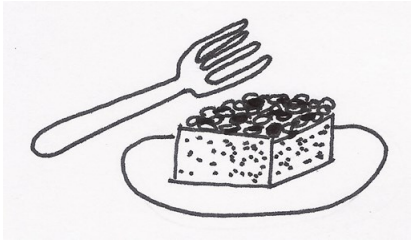
After their feud, Spencer and Eugene have to make up and become friends again. Then they look for more clues.

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."





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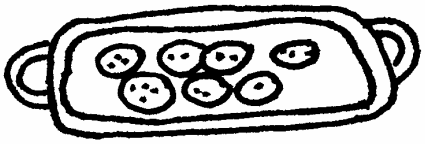
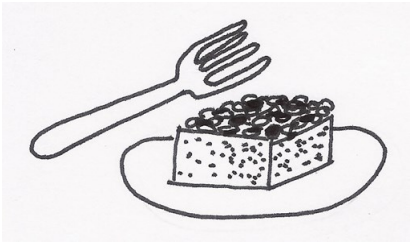




© 2016 by Kathryn J. Davis

Then Spencer and Eugene forget

about the clues in the field.

They are so hungry they even

forget that they are sleuths.

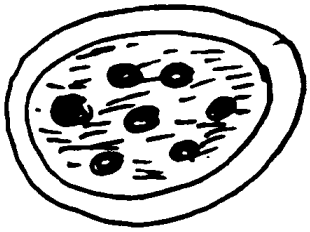
Spencer and Eugene race inside.

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

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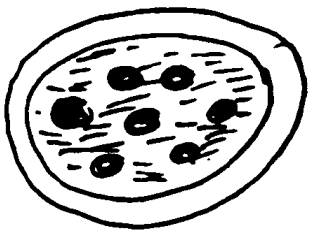

apple streusel

for dessert. The End

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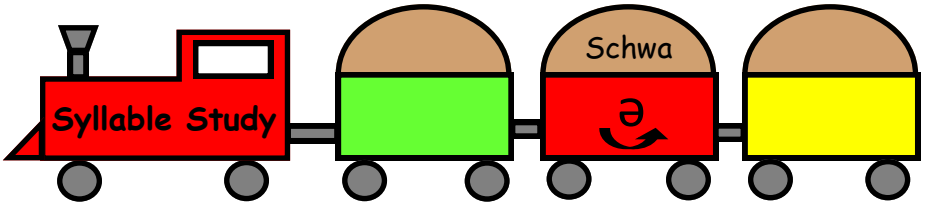
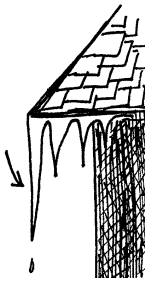
# Unaccented Middle Syllables



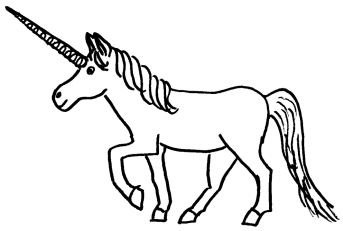

Watch out for open middle syllables that are not accented. The vowel at the end of the syllable often has the schwa sound instead of the long sound. It is hardly pronounced at all. The arrow tells you to skip that vowel sound.

A.

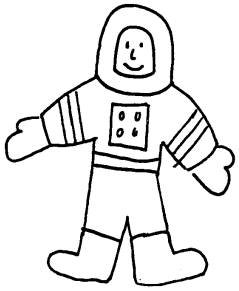


Sight Words: island, iron

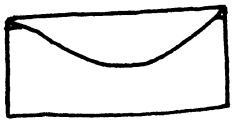
B.



C.



D.



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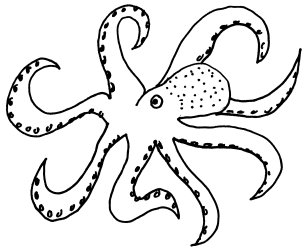

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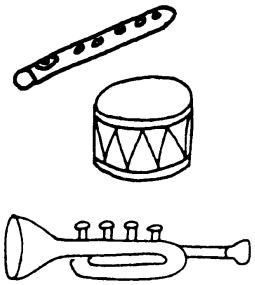

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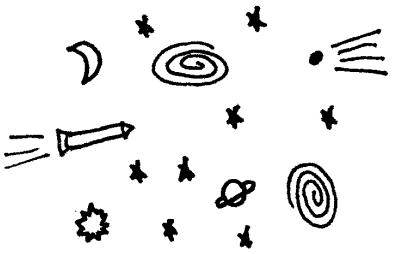

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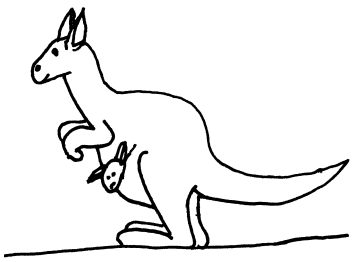

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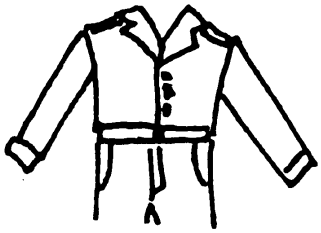

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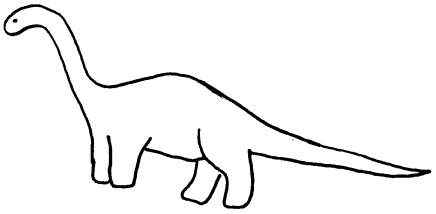

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# Unaccented Middle Syllables

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

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

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

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<table>
<tr><td colspan="3">Lesson Plan - Introduce one new letter or letter pattern per day, in the order in which they appear on the sequence chart and in the book.</td></tr>
<tr><td>I.</td><td colspan="2">Sound Charts</td></tr>
<tr><td></td><td colspan="2">A. Introduce the new letter or letter pattern. Point to it on the sound chart and show the sound card. Model the sound or sounds. Students repeat.<br>B. Sound Chart Review - Point to new and review patterns on the charts as students say the sounds in unison.</td></tr>
<tr><td>II.</td><td colspan="2">Sound Cards - Show new and review cards. Keep the cards in order. Students say the sounds in unison. If students get stuck, point to the pattern on the sound charts.</td></tr>
<tr><td>III.</td><td colspan="2">Handwriting - Review a few alphabet letters by demonstrating the correct letter formation on the board. Students watch and then say the sounds as they write the letters on lined paper.</td></tr>
<tr><td>IV.</td><td colspan="2">Sound Dictation</td></tr>
<tr><td></td><td colspan="2">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.<br>B. <u>Review Patterns</u> - Dictate the sound or sounds for several of the letters and letter patterns that have been taught. Students repeat the sounds as they write the letters. Include short, long, and dotted vowels, consonants, consonant blends, and multi-letter patterns. After students write each pattern, show the card or write the pattern on the board so they can self check and correct if needed.</td></tr>
<tr><td>V.</td><td colspan="2">Spelling Dictation - Choose one of the options below.</td></tr>
<tr><td></td><td>Students spell with letter cards on a pocket chart first and then cover the word and spell it on paper.</td><td>Students spell on paper. Then the teacher writes the word on the board while students say the sounds. Students check and correct as needed.</td></tr>
<tr><td></td><td colspan="2">A. Dictate words with the new phonogram pattern. Students do not see the words. Students hear the word and segment it with the teacher, in unison, saying the separate sounds, using hand motions. Students segment the word again by themselves, saying the sounds as they write one letter or letter pattern at a time to spell the word. For any irregular words, the teacher writes the word for the students to copy.<br>B. Dictate any phonetic review words that will be needed in the sentence.<br>C. Introduce new sight words as needed. Show the card, say the word, and have students repeat. Students copy the word while saying the name of each letter, then cover the word and write it again from memory. Dictate previous sight words for review as needed.<br>D. Dictate a sentence. All of the words needed in the sentence will be practiced ahead of time in steps A, B, and C above.<br>E. When you get to pages with contractions and suffixes, include these concepts in the spelling dictation period. Model several examples on the board and have students copy them.</td></tr>
</table>

| **Lesson Plan** - Continued | |
|---|---|
| VI. | **Read Words With The New Letter Pattern** - Use the picture/word pages in this book. |
| | A. Go through the words in the first column one at a time. The teacher and students say the sounds together. Point to each sound unit (letter or letter pattern) and say each sound, pausing briefly at the arrows between the sounds. Students then put the sounds together mentally to form a word and find the matching picture. (Beginning consonant blends are technically more than one sound but are pronounced as a single unit.)<br>B. Point to each picture and say the word normally. Students look at the first column of words, find the word, and read it smoothly (without pausing), going from left to right.<br>C. Students read the words in the last column, going down and then back up the column. If students have difficulty, they may go back to the first column, read the word one sound at a time, then reread the word smoothly in the second column. |
| VII. | **Read Suffixes, Contractions, And Sight Words** - Use the pages in this book. |
| | A. Provide direct explanation and guidance to students as they read new pages with suffixes and contractions.<br>B. Review sight words that have been taught, using flashcards, a word wall, or the chart in this book. |
| VIII. | **Read The Practice Stories** - Reread the same story every day until students reach a new story. Choose any or all of the following options, depending on the level of your students. For a mixed class 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. |
| | A. The teacher reads the story aloud first. Discuss it with the class.<br>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 the line in unison.<br>C. 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.<br>D. Students take turns reading the story with guidance from the teacher during a small group reading rotation period. Students may also read independently with a partner. |
| IX. | **Work In Small Groups** - Choose from the following. |
| | A. Students play the caterpillar game to reinforce new phonogram sounds.<br>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.<br>C. It is best to use plastic letters when you introduce each set of consonant blends, the day before they are introduced in the dictation period. Say the sounds and have students build just the blends first. Then dictate words with consonant blends for students to spell with plastic letters.<br>D. Students take turns reading sight word cards.<br>E. Students reread new words and review words from the picture/word pages.<br>F. Students take turns reading the current practice story or an easy to read trade book. |

| **Extended Lesson Plan** - Science, Social Studies, And Literature | |
|---|---|
| I. | **Teacher Reads Aloud** - Literature, Science, Social Studies, Seasonal Topics |
| | A. Teacher reads aloud thirty minutes daily.<br>B. Choose from a variety of materials: fiction, non-fiction, poetry, etc.<br>C. Discuss any words or concepts which may be unfamiliar to the students.<br>D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.<br>E. Ask students to share their own experiences related to the topic.<br>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. |
| 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 <u>sh</u>ips, fi<u>sh</u>, or things we might wi<u>sh</u> for.<br>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.<br>C. Create a bubble map on the board related to the topic. The students give the teacher the information. The teacher records it. Then have students copy the bubble map.<br>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.<br>E. Create a set of slotted sentences related to the topic.<br>Fish live _____ .<br>Fish eat _____ .<br>Fish _____ . (How do they move?)<br>Students copy the sentences and fill in the blanks. Use a word bank for the answers.<br>F. Create a booklet about the topic. Use blank pages. The teacher writes one sentence on each page, leaving room for a picture. Pass out the pages. Students draw a picture on each page. Then staple the pages together.<br>Fish can swim in the ocean.<br>Fish can swim in a pond.<br>Fish eat plants or other fish.<br>Fish can be big or small.<br>G. When students are able, let them compose their own essay or story, 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.<br>H. Have students share their work with the class. |

**Who Should Use *Phonetic Words And Stories, Books 1-8* ?**

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 need to improve word recognition and spelling skills

**How Many Phonetic Patterns Are Taught?**

The chart below shows the alphabet letters taught at the short vowel level and the letter patterns (phonograms) taught in the *Phonetic Words And Stories* books. Students must be familiar with the alphabet letters and must be able to read short vowel words before beginning the *Phonetic Words And Stories* books. In addition to these patterns students will also learn to read words with consonant blends. The letters in consonant blends (st, fl, pr) represent their regular sounds. They must be practiced, however, so that students will learn to pronounce them confidently.

| **Alphabet Letters Previously Taught** | | |
|---|---|---|
| 21 | Consonants | b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z |
| 5 | Short Vowels | a, e, i, o, u |
| 26 | Total Review Letters | |
| **New Phonetic Patterns Taught In *Phonetic Words And Stories, Books 1 - 8*** | | |
| 26 | Consonant Patterns | sh, th, ck, ch, tch, nch, wh, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh, _ve, _ce, _ge, _se, _ze |
| 11 | Single Vowels | 5 Long Vowels: ā, ē, ī, ō, ū<br>5 Dotted Vowels: ä, ë, ï, ö, ü<br>1 A = Short o sound |
| 25 | Long Vowel Patterns | 13 Vowel-Vowel Pairs: ai, ay, ee, ei, ey, ea, ie, oa, oe, ui, ue, ew, eu<br>5 Vowel-Consonant-E: a_e, e_e, i_e, o_e, u_e<br>7 Vowel-Consonant-Consonant: igh, ind, ild, old, olt, oll, olk |
| 7 | Odd O Patterns | oi, oy, ou, ow, oo, ould, ought |
| 8 | Bossy R Patterns (R-Controlled) | ar, er, ir, or, ur, wor, ear, our |
| 13 | Dotted Vowel Patterns | 9 Dotted Ä Patterns: au, aw, all, al, alk, wa, swa, qua, squa<br>1 Dotted Ë Pattern: eigh |
| 6 | Umbrella Vowels | a, a_, _a, o, o_e, ou |
| 3 | Y As A Vowel | y, ye, y_e |
| 99 | Total New Patterns | |
| 125 | Total New And Review Letters And Patterns | |

# Getting Ready To Use This Book

## Read The Sound Story Aloud

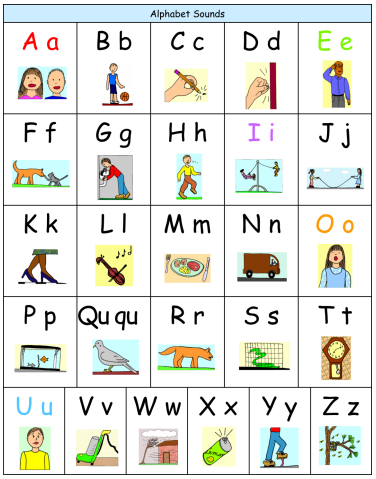
**Part 1** - A sound story is used in this program to introduce the sounds in our language and the letters and letter patterns, called phonograms, that represent those sounds. If students have heard the sound story previously, review the alphabet sounds in part one on the first day of school. If students have not been exposed to the story, read part one of the story aloud over a period of four days. As you read each section, point to the sound picture and related letters. Model the sound and have students repeat as you point to the picture and each letter. In this case, do not begin the lessons in this book until you have finished part one of the sound story.

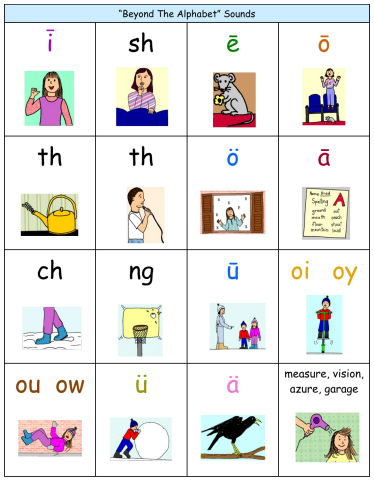
1) Teach: Tt Ii Hh Īī Ll Nn Ww
2) Teach: Uu Bb Mm Rr Ff Xx
3) Teach: Ee Ss Jj Oo Cc Dd
4) Teach: Aa Vv Gg Pp Kk Yy Qu qu Zz

**Part 2** - The rest of the sounds in our language are taught in part two of the sound story. They are the "Beyond The Alphabet" sounds. After students have learned/reviewed the alphabet pictures and letters in part one of the sound story, teach the pictures and letter patterns in part two.

a) Teach: sh, ē, ō
b) Teach: th, th, ö, ā
c) Teach: ch, ng, ū, oi-oy
d) Teach: ou-ow, ü, ä, and the "hair dryer" sound in vision

**Match picture cards and letter cards:** After you have introduced or reviewed each set of sound pictures, show the picture cards for those sounds, have students say the sounds, and place them in a pocket chart. Pass out the related alphabet cards or "beyond the alphabet cards" from part two and have students say the sound as they place each card with the matching picture.




**Review the picture cards and letter cards:** Go through the sound picture cards that have been taught. Students say the sounds. Go through the letter cards that have been taught. Students say the sounds.

**Sound charts:** Point to the alphabet letters and beyond the alphabet letters and patterns on the sound charts. Students say the sounds.

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# Teaching Notes

1. There are eight *Phonics Patterns And Stories* books. Students should complete them in order. Each book builds on the skills taught in the previous book.

2. Color coding is used to help students be aware of the vowel patterns and remember their sounds. Each vowel sound is assigned a color. For example, a dark red color indicates the long *a* sound in the words play, rain, safe, they, veil, and sleigh. Students can see that even though each of those words has a different vowel pattern, the patterns all represent the same sound. Sometimes a single pattern can represent more than one sound. Notice the different colors for the *ou* pattern in these words: ouch, shoulder, soup. Students can see that even though the vowel patterns in these words are the same, they each represent a different sound. Color-coding is used in the sound story, sound charts, word lists, sight word cards, and practice stories. The colors used for each vowel and vowel pattern can be seen on the color-coding chart in this book.

3. Several marks are also used to indicate specific letter sounds. They are found in the teaching materials, and can be used by students to mark letters as they practice spelling words. A straight line is placed over long vowels to indicate the long vowel sound (ā/apron, ē/emu, ī/island, ō/ocean, ū/uniform). Two dots are placed over special vowel sounds (ä/ball, ë/ballet, ï/pizza, ö/to, ü/push). The two dots (called an umlaut) mean "not the regular sound." An X above a letter indicates that the letter is not to be pronounced when reading a word (lamb, knot). An umbrella over a vowel is a signal to use the short u sound for that vowel. The letters a and o have the short u sound in many words (was, across, son, wonder). In this program, these are called "umbrella" vowels.

4. A Sound Story is used to introduce all of the alphabet letters and their sounds. It also introduces the "beyond the alphabet" sounds, such as sh/ship, ch/chicken, ou/ouch, and oi/oil. Each sound in our language is paired with a picture from the story and the letters that most commonly represent that sound. The pictures show environmental sounds, such as a dog growling, and voice sounds, such as an exclamation of surprise (oh!). Review the story by reading it aloud to the students. Discuss the sound for each picture and the related letter or letter pattern. Students should look at each picture and letter pattern and say the related sound. The sound pictures are used throughout these books to show the sound for each phonics pattern taught.

5. <u>The Story About The Umbrella Vowels</u>: One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his umbrella, which he always car-

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ried, because "umbrella" starts with his "uh" sound. The other letters, A, E, I, and O, asked if they could get under the umbrella, too. "Yes," said U, "if you promise to say my 'uh' sound in words." The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. "Please, we want to say our own sounds," said the vowels, "but we are getting wet." The letter U said, "If you promise to say my 'uh' sound in some words, I'll let you get under the umbrella." And that is why, to this very day, the letters A, E, I, and O say their own sound in most words, but in some words they say the "uh" umbrella sound.

6. Phonograms are letters or groups of letters that represent a particular sound in words. Sound Charts at the beginning of this book are used for a daily review of the phonogram sounds. There are separate charts for vowel sounds and for consonant sounds. The patterns are grouped logically to help students develop a mental framework for our phonetic system. In the first book, there are only a few charts. New charts are added as students work through the books. Students should say the sounds on the sound charts at the beginning of each lesson. You can skip any patterns that have not been taught yet, or you may want to include them so students become familiar with them ahead of time. You can print large charts from www.soundcityreading.com to display on the wall, to use with a whole class.

7. Make a set of phonogram flashcards, or print them from the website at www.soundcityreading.com. Keep them in order, to match the sequence in which they are taught. When teaching a new letter pattern, show the card for that pattern, and point it out on the sound charts. Model the sound and have every student repeat individually while watching the card. Then go through all the cards that have been taught and have students give the sounds in unison. Students should always say the sounds, not the letter names. If a pattern can represent more than one sound, say each sound, one at a time, with a slight pause in between. Move your hand in a series of arcs (like a frog jumping) to indicate each sound. Students should watch and copy your hand movements while saying the sounds.

8. Go through the pages of this book in order. The sequence chart in this book shows the order in which the skills are taught. Each day you will study one new phonogram pattern. New patterns are taught using facing pages with pictures on the left and words on the right. To use these pages, see the instructions for how to play the Robot Game. On the same day, you might also study sight words, sentences, suffixes, or contractions. Explain and model as needed.

9. For a full class of students, a pdf file of this book can be downloaded from www.soundcityreading.com. The pages can be displayed on a screen using a projector. Follow the regular directions for doing the pages. This will allow you to do the program even if you don't have a book for every student.

10. Sight words are not taught until the related phonics pattern has been introduced. Sight words are taught as exceptions to the pattern. For example, after learning to read words with the oo/book and oo/moon patterns, students will practice reading the sight words *door*, *poor*, and *floor*. Show a flash card for each new word, show students how to pronounce the word, and have them repeat the word. If desired, have each student repeat the word individually and give an oral sentence with the word, or use a variety of games to reinforce sight words.

11. After learning the necessary phonogram patterns, students will apply those patterns by reading a story. The words in the stories contain phonics patterns that the students have already learned. Any words that cannot be pronounced phonetically are sight words that have already been taught. The first stories are very short; later stories are longer. There are various ways of reading the story. Choose one or more options from the "How To Read The Stories" chart. Your choice may change depending on student progress, available time, and personal preference. Find a combination that works well for you and the students. After the initial reading, stories should be reread for the following two or three days until they are mastered. You may want to vary the method from one day to the next, as students gain fluency with each story.

12. The daily lesson plan shows the elements needed in a daily routine to build a strong foundation in reading and writing. Keep in mind that this plan would include several class periods, including phonics and vocabulary instructions, spelling, and reading comprehension. It could be expanded to include creative writing, games, or topics in science and social studies that relate to a story or one of the new words learned. For example, when reading words with fr blends, the class could study the life cycle of a frog. After reading words with the sh pattern, students could study ships. Students could learn about their importance in modern day transportation, or they could study famous explorers and colonists from the past who traveled on sailing ships.

13. Spelling is integrated with reading instruction. Students spell new words before they learn to read them. Spelling a word teaches students to identify each sound in the word and connect it mentally to a particular letter or letter pattern. It also reinforces the left to right progression of sound symbols in words. This prepares students to read the same words. Each day the teacher dictates words with a new phonetic pattern. Students then read words with the same pattern on the picture-word pages.

14. For students who need extra help, spelling the words with plastic letters is beneficial. Being able to touch the letters and move them around seems to help students understand the phonetic structure of words.

15. Daily direct instruction by a teacher, tutor, or parent is important for the success of this program. The lessons are not meant to be done independently by the student. In the formal part of each lesson, students will be constantly engaged with the teacher. They must give many rapid responses, both oral and written. The instructor must provide frequent feedback, letting the students know when their responses are correct, while providing as many hints and cues as necessary when students need help. A successful student response is the goal of every interaction. Students need to know that they can count on the teacher to support their learning at all times. They also need to know that they are accountable for giving thoughtful answers and working hard to master the material.

16. Spelling workbooks are available for extra practice, but are not required. They should not take the place of the direct instruction described in the lesson plan. After students learn a new set of words, they can complete the related workbook pages for extra practice, either at school or for homework.

17. Rereading stories alone or with a partner, doing creative writing and drawing activities, and doing the workbook pages are parts of the lesson that allow students to work independently, while the teacher circulates or works with small groups.

18. Download the Caterpillar Games from www.soundcityreading.net or .com, print them on green cardstock, cut the pieces apart, and store each game in an envelope. Students take turns picking body segments to add to their caterpillar head. To keep a piece, they must say the correct sound for the letter or phonogram on the piece. The student with the longest caterpillar at the end wins.

19. Go to http://www.soundcityreading.net or .com to download free pdf files for Sound City Reading materials. You can also see various tutoring videos and hear the sounds from the sound charts.

20. Many of the teaching techniques in this program are adapted from the Slingerland Method, from Total Reading, from Dekodiphukan, and from Color The Vowels. By studying and using these methods, I learned a great deal about how to do a better job teaching reading. Some segmenting techniques are adapted from The Wilson Reading System. I hope that the Sound City Reading materials will make some of the ideas in these programs more available to teachers who may not have had a chance to become familiar with them.

    http://www.slingerland.org/

    http://totalreading.com

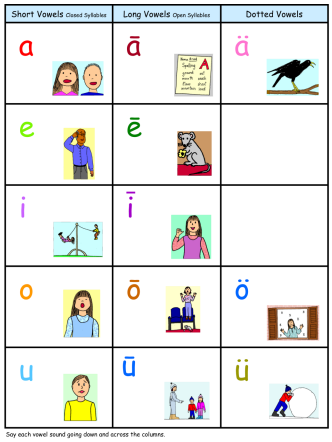
    http://www.center.edu/dekodiphukanPage.shtml

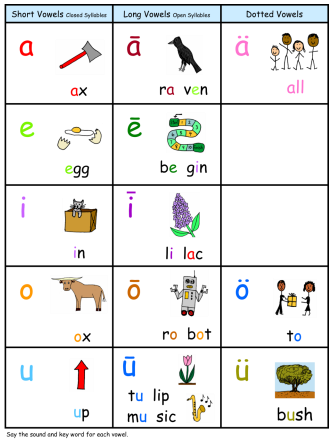
    http://www.wilsonlanguage.com

    https://sites.google.com/site/colorthevowels/

# Using The Sound Charts And Sound Cards

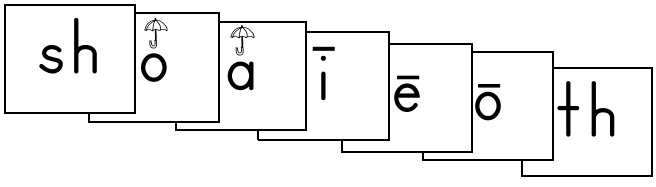
To start each day's lesson you will introduce a new phonogram pattern from the sound card. You will know which pattern to introduce by following the sequence chart for that book. Model the sound, point it out on the sound chart, and have students repeat the sound.




Then have students say the sounds from the sound charts for all of the letters and patterns that have been taught. Using a pointer, move it from one pattern to the next as students say the sounds. Pictures from the sound story are included on the charts to help students remember the correct sounds. Most of the charts have a second version with key words and pictures instead of sound pictures. Save these until students have mastered the charts with the sound pictures thoroughly, then introduce them one at a time. At first you will do all the charts with letters and patterns that have been taught. Later on there will be more charts to cover as more patterns are introduced. At a certain point you will begin to rotate the charts from one day to the next so that they can be done in a reasonable time frame. Going over the sound charts each day helps students remember the phonograms and their sounds. An important additional benefit is that, because similar patterns are grouped together, students become aware of the various types of patterns in the English language and how they are related.

After going over the sound charts go through all of the phonogram cards that have been taught. Keep the cards in the order in which they are taught. Students say the sound for each letter or letter pattern. If a pattern can represent more than one sound, have students say all of the possible sounds, pausing briefly between each one. Saying the sounds from cards is an important element of the lesson. Now students must recognize each pattern without the benefit of a sound picture. This is exactly what they must do when they are reading and see the patterns in words. *Note:* Continue to review the alphabet cards. Say all of the sounds for each vowel card. For example, say a, ā, ä for the a card. Do the same for any consonants with more than one sound. For example, say c, s for the c card after students learn the ce, ci, cy sound for c.

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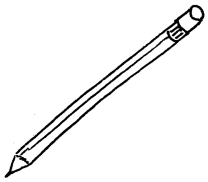
# Spelling Dictation



**Start With A Written Review Of Letters And Phonogram Patterns**

The next part of the lesson is the dictation period. Begin by dictating a number of letters by saying their sounds. This serves as both a handwriting review and a letter sound review. Choose some letters that will be in the words that will be spelled during the dictation period and any other letters that need extra practice. You may want to review the letter formation of a few tricky letters, like b and d, by writing the letters on lines on the board, discussing where to start and stop. Be sure to dictate a variety of vowel sounds, short, long, and dotted. During the first few weeks, have students write all of the vowels from the vowel chart in order, saying their sounds, as soon as they have all been introduced: a, ā, ä, e, ē, i, ī, o, ō, ö, u, ū, ü. You won't add dotted ë and ï until you reach Book 6. Students should mark long vowels with a straight line above the vowel. They should place two dots above the dotted vowels. Do not mark short vowels.

You will continue by showing the newly introduced phonogram card and saying its sound. Students repeat the sound as they write the new pattern on lined paper. Now dictate the most recently taught phonogram patterns (such as ng, nk, ū, ee, and e_e) and include a few previous patterns for review.

This part of the lesson is important because it prepares students to write letters and letter patterns as sound symbols when they spell words.

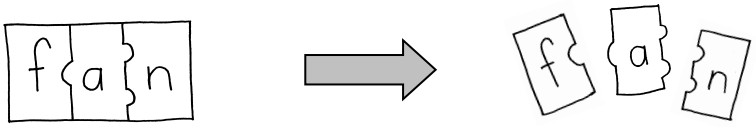
**Analyzing Sounds In Words**

During the next part of the dictation lesson, students spell words with the new phonogram pattern. This activity helps students to remember the pattern and the sound it represents so that they are able to apply the pattern when spelling words. It also prepares students to read words with that pattern.

During spelling dictation, students won't see the words. They hear the teacher pronounce a word, and then must decide which letters to use by listening carefully to the sounds in the word. They have to think about which sound comes first, which sound is next, and so on. Students must translate the sounds they hear to the letter symbols that represent those sounds. By writing those letters in order, they create the word.

Once they have done this, it will be easier for them to do the reverse process, going from letter symbols to sounds to pronounce (or decode) the word.

**Segmenting**




To be able to spell words accurately, students must be able to hear a word and separate it into its individual sounds. This is called segmenting. It is exactly the opposite of decoding. In decoding, students see the symbols (letters and letter patterns) and say the sound for each symbol, putting the sounds together smoothly. This is commonly called "sounding out" the word.

Many times teachers work with students on spelling words by having them say the letter <u>names</u> to spell the word. While this works well for sight words that are not phonetically regular, it is not the best method for words that are spelled phonetically. The names of the letters do not match a word's pronunciation, but the <u>sounds</u> of the letters do match. So the teacher should always have students segment words (saying the separate sounds, not the letter names) as they practice spelling them.

Students who are not used to segmenting may find this difficult at first. However, if students practice segmenting words every day, it will become automatic for them. They will be more confident and more successful in both spelling and reading as they develop this skill.

Students will be exposed to segmenting in the decoding part of the lesson, too. They will hear the teacher segment new words, and then they will find the matching pictures.

**Four Ways To Spell The Words**

Here are four suggested ways to have students spell new words. They are listed in order from the easiest to the most difficult.

1. Spell words with plastic letters.
2. Spell words on a dry erase board.
3. Spell words with moveable letter cards on a pocket chart, then spell the same words on paper.
4. Spell words by writing them directly on paper.

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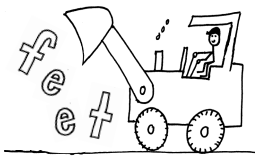
# Using Plastic Letters To Spell Words




**Why This Activity Is Important**

It is helpful to use a system of moveable letters for the students' first attempts to spell words with a new letter pattern. Students internalize new phonetic patterns as they manipulate letters to build new words. The activity can proceed quickly, since students aren't slowed down by the need to write the word. Many students find writing tedious and difficult at this stage

Building words with plastic letters helps students understand the structure of words. As the students are moving and rearranging letters, using the new pattern in words becomes automatic. If students make a mistake they can easily rearrange the letters as needed. By the end of the lesson, students will be ready to read words with the same pattern in their books.

**Materials And Set-Up**

You can do this activity with a whole class or in small groups. Use plastic letters on a work mat. Use inexpensive plastic sandwich sized boxes from the grocery to store the letters. Every student should have a box. The letters can be purchased from Abecedarian at www.alphabetletter.com at a very reasonable price. Put two sets of letters into each box, because some words, like *tight* , *roar*, *feet*, and *book*, will need two of the same letter. I also buy two sets of colored vowels to go in each box.

In order to make it easier for students to find the letters needed to spell a word, those letters will be taken out of the box and placed on a work mat. The work mat could be a piece of blank paper with straight line drawn horizontally across the center. Or you can fold the paper lengthwise and cut it into two strips, laying one above the other. The teacher should look at the words ahead of time and make a list of the letters needed. To get out the letters, the teacher will give the sound for each letter, one at a time. The students repeat the sound, find each letter, and place it on the top portion of their mat, until all of the needed letters have been lined up. This exercise by itself provides good practice in visual discrimination of the letters and also in remembering letter sounds. Tell the students the top part of their work mat will be their "letter bank."

Make a directional arrow card on a strip cut from a blank piece of paper or cardstock (as shown on the next page). Place it above the work mat to show the correct direction to build the word. Remind the students to "start at the star" and follow the arrow when building a word. Although it is not necessary, you can make the strips a little wider on the bottom, and fold them so that they stand up.

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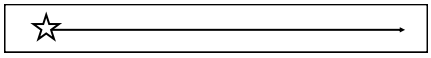
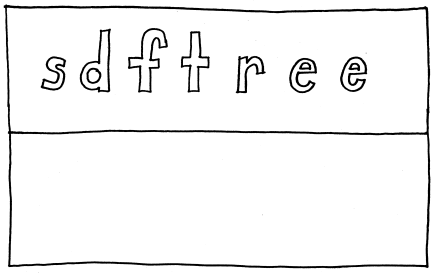
The teacher should place the new phonogram card so that it is clearly visible to students while they work.

**Building The Words**

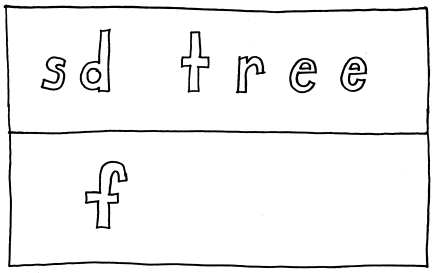
When the students spell a word, they will move each letter needed to the bottom part of the work mat. After each word has been completed and checked, letters are moved back to the top.

When dictating a word, the teacher should say each word clearly and distinctly. Coach the students to repeat the word, listen for each sound, say each sound in order, and place the letters accordingly from left to right. Students follow the sequence below after you dictate the word. (Letters between slashes indicate the sound of the letter.)

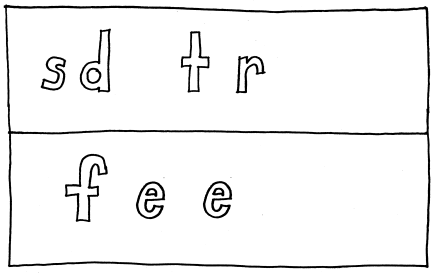




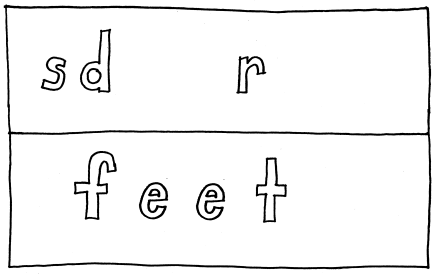

Students say the word, "feet," listening carefully to the sounds.




Students say the first sound, /f/.
Select the correct letter and move it down.




Students say the next sound, /ē/.
Select the correct letters and move them down.




Students say the next sound, /t/.
Select the correct letter and move it down.

Students read the word aloud, "feet."

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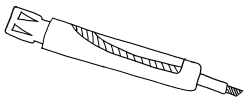
If students have trouble hearing the sounds, stretch out the word until students can hear the first, middle, and last sounds clearly. For example, fffffeeeeeeet. Help the students hear each sound and find the correct letter or letter pattern as needed. Ask the students, "What is the first sound?" "What is the next sound?" Continue until all the sounds have been done. Remind students frequently to look at the new phonogram on the board and use that pattern when they hear that sound in the word. "What says /ē/ in this word? That's right, ee."

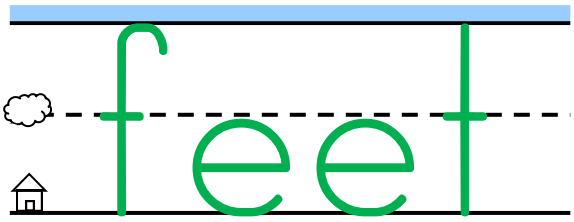
If any word has double letters at the end (stuff, spill, press) tell the students to put two letters for that sound. If a word ends with ck, remind the students that we use ck after a short vowel.

Move around the room to check each student's work and have them listen again and correct as needed. Any mistakes provide a powerful learning opportunity. Pronounce the incorrect word as it is spelled (for example "fet" instead of "feet"), and the student will hear that it is wrong. Then pronounce the word again correctly, and have the students rearrange or add more letters as needed.

After the students become comfortable with this process, go through the words on the list as quickly as the students can spell them.

## Spelling Words On Individual Dry-Erase Boards






In this activity, students spell words with the new phonetic pattern, writing the words on lined, individual dry-erase boards or chalkboards. The teacher dictates words from the picture/word pages in this book. Students do not see the words.

### Why This Activity Is Important

After students have become accustomed to spelling words with a new pattern using plastic letters, they need to practice writing words with the pattern. Writing on large lines makes it easier for students to learn and practice correct letter formation. Being able to erase easily saves frustration on the part of the student. Students enjoy using the markers and bring a positive attitude to the activity. With the larger line sizes, the letters and words will be large enough for you to see when students hold their boards up.

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**Spelling The Words**

Be sure the new pattern is visible to the students. Dictate one word at a time, pronouncing the word clearly. Students will:

a) Repeat the word.
b) Segment the word in unison, moving a hand in short arcs, dropping it for each sound.
c) Say the first sound while writing it.
d) Say the next sound while writing it.
e) Say each additional sound while writing it until the word is complete.

After students have completed each word, have them hold up their dry-erase boards for you to see them. Scan their boards and have students correct their work if needed.

When using dry-erase boards, it is easy to help students who write a letter incorrectly. If a student makes an error forming a letter, the teacher should model writing it on an extra board, explaining the placement on the lines and direction of the strokes. Have students practice writing a few letters on an empty area of the wipe-off board, then carefully erase and rewrite the letter in the word. If this doesn't correct the problem, the student will need extra practice during a separate handwriting period.

**How To Make Individual Dry Erase Boards**

You will need a package of clear plastic covers and a package of heavy cardstock from an office supply store. Lay a plastic cover over a piece of cardstock in the landscape position and tape along the full length of the top edge. This will keep the pieces together while allowing the cover to be lifted up as needed. You could also tape the clear cover onto a file folder along the folded edge.

Go to www.soundcityreading.net and print the handwriting pages that are designed for making dry-erase boards. The file includes a number of pages with different spacing between the lines. Choose the line spacing that you prefer and print enough pages for each dry erase board that you want to make. Place the pages between the cover sheet and cardstock backing so that the lines show. You can print more than one sheet for each board, choosing several different line sizes. Then stack the sheets for each student and place them under the clear cover. Students can lift the cover and rearrange the lined sheets to put the one you want them to use on top.

Students can write on the clear cover sheets with a dry erase marker and easily erase with a tissue or small square of flannel.

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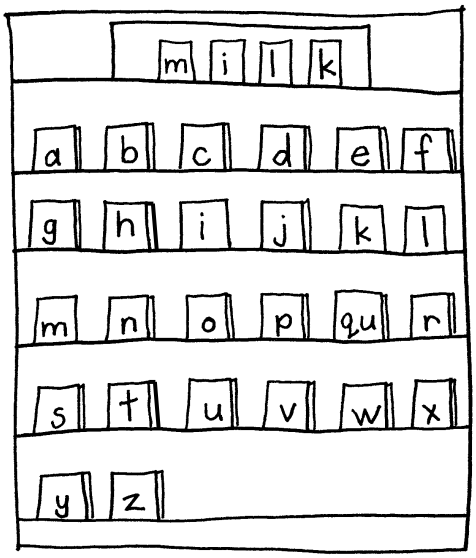
## Spelling Words On A Pocket Chart




When students have become confident forming letters correctly and they can spell words comfortably on dry-erase boards, they will be ready to spell words on a pocket chart and on paper. First a student will spell a word on a pocket chart, using letter cards. The student will segment the word as he or she places the letters. Then the word is covered and students segment the word again while writing it on paper. Continue until all the words have been done.

**Materials And Set-Up**

Fold a piece of colored construction paper lengthwise and cut it into two pieces. Place the pieces (one on top of the other) on the top row of a pocket chart. This will be the spelling area. Arrange letter cards in alphabetical order in rows beneath the letter bank. These can be made by the writing lower case letters with black marker on unlined 3 by 5 index cards, trimmed to the correct size. Make two cards for each letter, and place one behind the other.

**Spelling A Word On The Pocket Chart**

In this example, the teacher is dictating from a picture/word page that teaches words with ending consonant blends.

**Teacher:** Says the first word slowly and clearly, "Milk." Ask, "What is the first sound you hear?"

**Student:** Says the word, says the first sound, /m/, and finds the letter. Takes it from the pocket chart and places it on the left side of the spelling area.

**Teacher:** Says the word again, stretching it out, emphasizing the middle sound, miiiilk, and asks, "What is the next sound?"

**Student:** Says the sound /i/, finds the letter, and places it to the right of the first letter. Help and model as necessary.

**Teacher:** Asks, "What does that much say? That's right, /mi/. Is that a word yet? No, it isn't. Listen, 'Milllk.' What is the next sound?"

**Student:** Says the sound /l/, finds the letter, and places it to the right of the other letters.

**Teacher:** "Listen, 'Milk.' What is the next sound?"

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**Student:** Says the sound /k/, finds the letter, and places it to the right of the other letters.
**Teacher:** "Read the word."
**Student:** "Milk."

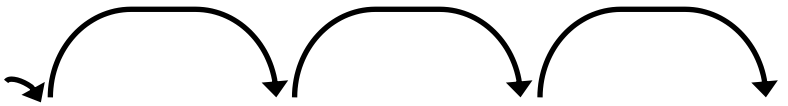
As you teach this skill, be ready to assist as needed. Later, after the student is sure of the procedure, give the student more independence when listening and choosing the letters. If the letters are chosen and placed out of order, allow him to say the sounds. He will hear that the word didn't turn out right, and will often instinctively rearrange the letters to correct the mistake. Let the student work it out whenever possible, helping only as necessary.

Once the letters have been positioned correctly, have first the student and then everyone in unison, put the sounds together smoothly to say the word, "Milk." If they try to say the individual sounds, remind them to "Say it fast."

**Spelling The Word On Paper After Spelling It On The Pocket Chart**

After a word has been spelled on the pocket chart, cover it with a half sheet of construction paper. Say the word again. You and the students will start by segmenting the word in unison. "M.....i.....l.....k." Leave a short pause between each sound. As you say the sounds, you and the students will move your hands from left to right in a hopping motion, dropping the hand as you say each letter sound. If you are facing the students, make sure your hand moves so that it appears to move from left to right from the students' point of view.

Hand Motions



Say The Sounds

m i l k

Now students repeat the sounds to themselves, one sound at a time, as they write the related letters on paper. This is where the daily letter dictation pays off; students will be used to writing the letters from the sounds. Help as necessary. Insist on careful handwriting. After students write the word, remove the construction paper and have students segment the word (say the individual sounds) as you point to the letters on the chart. This provides extra reinforcement and serves as a way for students to self-check their work. Finally, have students read the word smoothly. It's important for students to understand that we segment a word to spell it, but not to read it. When reading, we connect the sounds and pronounce the word normally.

Continue in the same way, spelling each word on the chart, covering it, spelling it on paper, and then checking it, until all the words have been done. Students should take turns at the pocket chart.

Be sure to help with any words that have tricky parts that may confuse the student. If there are any words that are especially confusing write them on the board for students to segment and copy.

Regular practice will bring a great improvement in the student's ability to master this task. Students will need less modeling and assistance from the teacher as time goes on. You will just say the word, then have a student say each sound and spell it at the pocket chart.

As students segment words with new patterns and spell them, they are building a basic understanding of word structure that will help them read those words and other words with the same vowel sound whenever they see them.

## Dictating Words Directly To The Student's Paper Teacher Writes The Words On The Board To Check

In this activity, the teacher dictates words from the picture/word pages, and students write the words on lined paper. The teacher then rewrites the word on the board while students say its sounds. Students check their work and correct as needed.

**Handwriting and Phonogram Review**

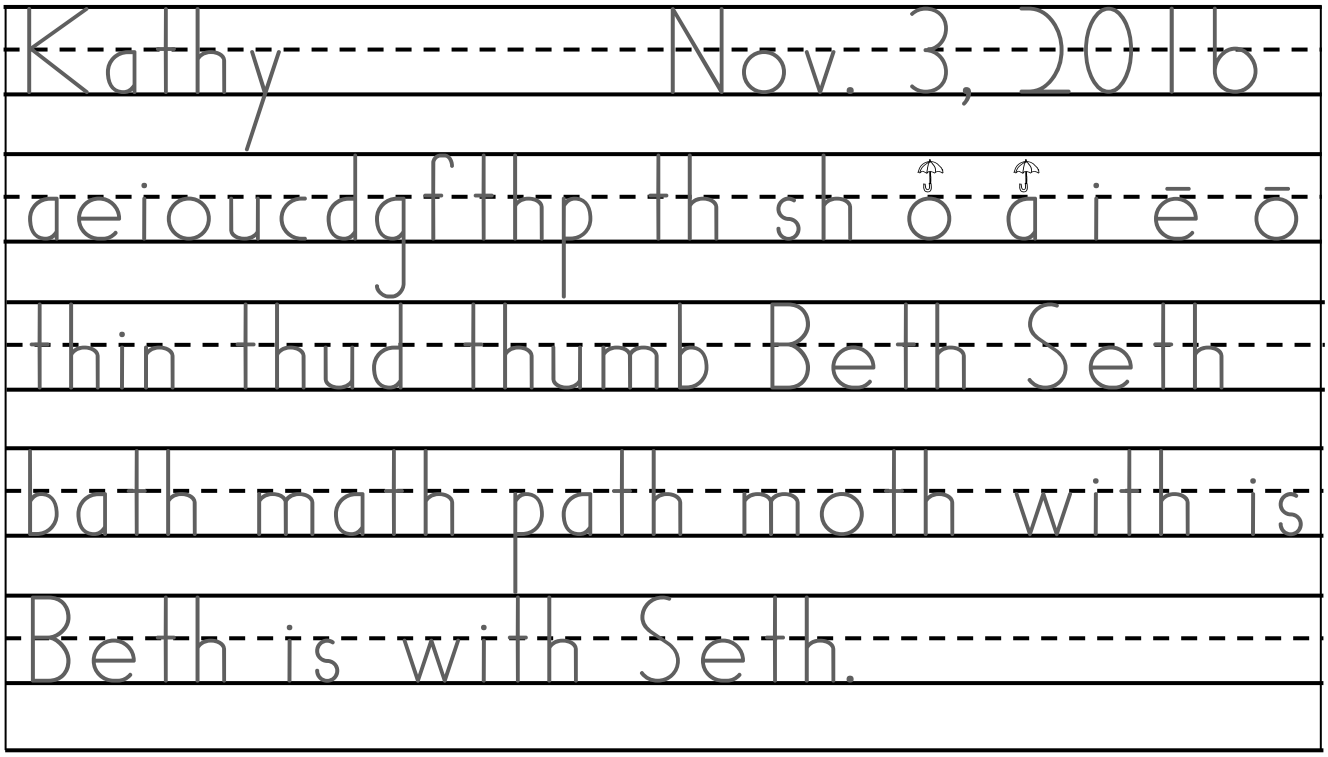
Dictate selected alphabet letters and phonogram patterns as part of the handwriting and phonogram review period. Students write the letters on the line below their name. They write the phonogram patterns on the next line down.

**Spelling The Words**

Be sure the new phonogram pattern is visible to the students. Dictate one word at a time, pronouncing the word clearly. Students...

a) Repeat the word.
b) Segment the word in unison, moving their hands in a hopping motion, dropping their hands as they pronounce each sound.
c) Segment the word again individually and...
d) Say the first sound while writing it...
e) Say the next sound while writing it...
f) Say each additional sound while writing it, until the word is complete.

After students write each word, they repeat the sounds in unison again, using hand motions, as the teacher writes the word on the board. Then students read the word, pronouncing it normally. This provides extra reinforcement and serves as a way for students to self-check the word on their papers. Continue until all the words have been done. Show students how to spell any tricky words that can't be sounded out in the usual way




Plan to have students spell a sentence with one or more of the new phonetic words. Dictate any extra phonetic words and sight words that are needed to write the sentence. Introduce new sight words by showing a flashcard with the word. Say the word, use it in a sentence, and then have each student say the word. Have students copy the word to their papers, cover it with their hand, and then write it from memory. Post the sight word card to a word wall for future reference. Then dictate the sentence several times and have the students repeat it, moving their hands in a hopping motion for each word. Say each word in the sentence again, several times, pausing between words to give students time to write them. When all the students have finished, write the word on the board for students to self check their work.

**Sorting Words Into Columns**

This activity is great for studying similar or contrasting phonogram patterns. You might choose one pattern that can represent more than one sound to put in the first three columns. For example, you could use ou/ouch, ou/four, and ou/soup words. Or you could choose three different patterns that represent the same sound, for example ai/rain, ay/play, and a_e/safe. Another possibility is to spell base words in the first column and then write them with a selected suffix in the second and third columns: jump, jumped, jumping. Students will put any

other words in the fourth column, including other phonetic words and irregular sight words.

Before passing out the writing paper, fold it into four columns. Have students complete the handwriting and phonogram review as usual. Then have students turn their papers over.

Draw lines on the board to match the lines on the papers. Draw vertical lines to show the four columns. On the board, write a phonogram pattern at the top of each column. Students copy the phonogram patterns on their papers. Put a straight line over long vowels and two dots over special vowels.

Now dictate a series of words. Students should listen to the first word and decide in which column they should write it. Call on a student to guess the correct column. If the answer is incorrect, tell the students the right answer. Then have students say the sounds in the word and write it in the correct column. Immediately have them say the sounds again while you write the word on the board in the correct column. Finally, they should read the word, pronouncing it normally. Continue with the other words in the same way.

If you plan to dictate any sight words or other words that don't match the patterns in the first three columns, have students place those words in the last column.

**Adding A Sentence**

Plan for students to write a sentence on the bottom line after writing the words in columns. To plan, make a list of words you will dictate in the first three columns. Then think of a simple sentence with one or more of those words. Plan to dictate any sight words or other words needed in the last column. After writing all the words, dictate the sentence. Have students write it, then write it on the board for students to check their papers. Remind students to begin with a capital letter and end with the appropriate punctuation.

| ā_i | ā_y | ā_e | |
|---|---|---|---|
| rain | play | game | wē |
| wait | way | cave | in |
| hair | day | take | the |
| We play in the rain. | | | |

# Working With Consonant Blends

**What Is A Consonant Blend?**

A consonant blend is a pair of consonants (sometimes three) that appear side by side in a word. For instance, *st* is a consonant blend found at the beginnning of the word *stop* and at the end of the word *fast*. Both consonant sounds in a consonant blend are heard, with the sounds coming close together. Each letter in the blend represents its normal sound, so they are not new phonogram patterns.

Students are introduced to consonant blends in *Phonetic Words And Stories, Book 1*. Ending blends are taught first, since these are easier. Later in the book, students study beginning blends.

**Teaching Consonant Blends**

Ending consonant blend patterns are taught as vowel-consonant combinations. The consonants are paired with a short vowel sound. This makes them easier to pronounce. The ending blends are taught in five different days. Each group introduces ending blends along with a different short vowel.

1) ast, amp, ask, and, aft
2) ilk, ift, ist, isk, ind
3) ond, oft, omp, olf, ost, ōst
4) ump, unt, ulb, ust, usk
5) est, ent, end, elp, elt, elf, esk, ext, ept

Beginning consonant blend patterns are taught in three groups.

1) S Blends And W Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw
2) L Blends: bl, cl, fl, gl, pl, sl, spl
3) R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str

Consciously putting two or three consonant sounds together takes practice. Many students find it challenging at first. For this reason, students are asked to build consonant blends with plastic letters before attempting to read them. This makes it easier for students to internalize the concept of consonant blends.

**Begin By Working With Plastic Letters In Small Groups**

It will take some extra planning to teach consonant blends. On the day <u>before</u> you teach a new set of words with consonant blends from the book, introduce that set

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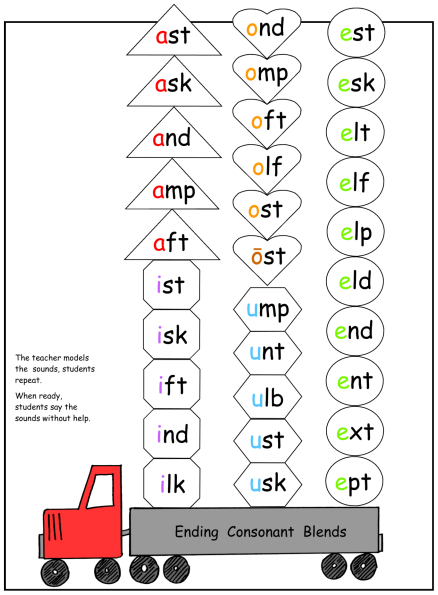
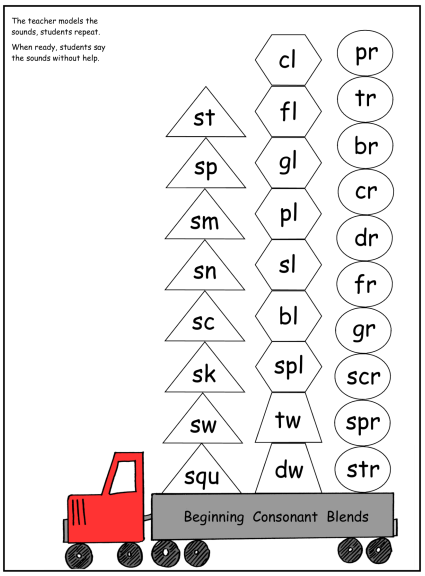
of blends to three small groups that you rotate to your teaching table. During this time students will build each of the new blends with plastic letters and then spell words with the blends. Use the sequence chart to see which words to spell.

On the next day, add the truck chart with the new consonant blends to the sound chart sequence. Model how to pronounce the blends and have the students repeat. Add the truck charts to your regular sound chart routine.

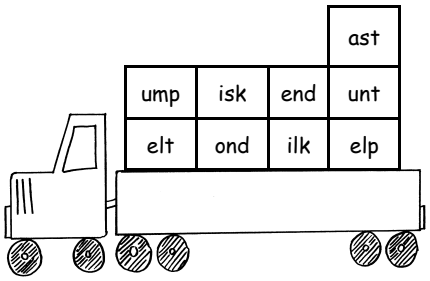


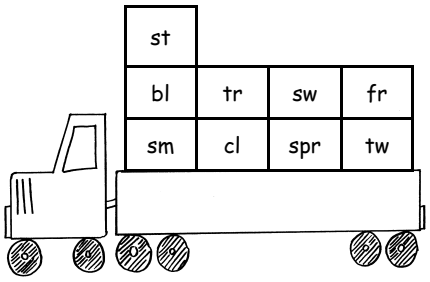

During the dictation period, have students write the new consonant blends from dictation. Then have students spell the words, using a pocket chart first, and then writing the words on paper.

After the dictation period, students will play the robot game and read new words from the picture/word pages. Instead of reading a practice story, students will take turns reading sentences with the new consonant blends.

In small groups, instead of playing the caterpillar game, have student play one of the truck games to practice pronouncing the new blends.




Ending Blends Truck Chart Game




Beginning Blends Truck Chart Game

Following this sequence for each new set of blends, along with time, patience, modeling, and practice, will provide students with the instruction needed to be able to master words with consonant blends.

**Reinforcing Awareness Of Consonant Blends With Books**

Read some of the books listed below to the class before the students begin learning consonant blends. Many other books would also be appropriate. After reading a book, write several words from the book which contain consonant blends on a chalkboard or on paper. Pronounce each word distinctly, and have the student repeat after you. Say the word slowly enough for the student to hear each letter sound. Explain that two consonants coming together are called a consonant blend. Each letter says its own sound. The words provide a model and focal point for the students, so that they begin to become familiar with the concept of consonant blends.

**Books With Beginning and Ending Blends**

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
*Each Peach Pear Plum* by Janet and Allan Ahlberg
*Happy Birthday Moon* by Frank Asch
*"I can't" said the ant* by Polly Cameron
*In the Small, Small Pond* by Denise Fleming
*It Looked Like Spilt Milk* by Charles G. Shaw
*Jump, Frog, Jump!* by Robert Kalan
*Nuts to You!* by Lois Ehlert
*Old Black Fly* by Jim Aylesworth
*One Sun* by Bruce McMillan
*Pigs Aplenty, Pigs Galore!* by David McPhail
*Raccoons and Ripe Corn* by Jim Arnosky
*Ten Sly Piranhas* by William Wise
*Toad on the Road* by Susan Schade and Jon Buller
*Wheel Away!* by Dayle Ann Dodds
*The Wind Blew* by Pat Hutchins

**Books With Beginning Blends**

*Big Red Barn* by Margaret Wise Brown
*Deer at the Brook* by Jim Arnosky
*Dogs Don't Wear Sneakers* by Laura Numeroff
*Freight Train* by Donald Crews
*Good Morning, Chick* by Mirra Ginsburg
*Here Comes the Snow* by Angela Shelf Medearis
*The Jacket I Wear In The Snow* by Shirley Neitzel
*What Will The Weather Be Like Today?* by Paul Rogers
*A Winter Day* by Douglas Florian

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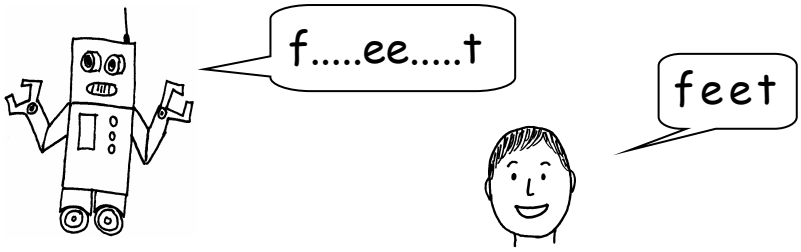
## Decoding




**Learn To Read Words Phonetically Using The Picture/Word Pages**

After spelling words with a new phonogram pattern, students will learn to read words with that pattern using the picture/word pages in this book. The pictures and words match, but they are not in the same order, so that the students can play a game to develop an awareness of the individual sounds in words (called phonemic awareness) while learning the words. This game is called the "robot game." At this time robots have reached a point of development such that they speak normally, like humans do. But in the past robots spoke with distinct pauses between the words. In the robot game, the teacher and students pronounce individual words "like a robot," pausing between each sound in the word.

This activity helps students understand the structure of words so that they can decode (sound out /read) new words. Students learn that a written word is a series of symbols (letters and letter patterns) that represent specific speech sounds. Saying each sound in order, going from left to right, produces the spoken word.

The entire robot game sequence includes three different exercises, with an optional additional exercise, as described on the following pages. It is important to complete the first three exercises in order, one after the other. This sequence works well for beginning readers and students of any age who want to improve reading fluency and decoding skills. You can follow this sequence with one student or a whole class using individual copies of this book. If you don't have a copy of the book, a single student can do the activity directly from a computer screen. Or, for a group, you can display the picture/word pages on a large screen, using a projector. Download the free pdf file for this book to a computer (www.soundcityreading.net), and set the file to show two pages at a time. You may need to change the display setting so that the cover page is displayed as a single page so the picture/word pages line up correctly.

The picture/word pages can also be used when students are spelling the words from dictation. Fold back the book so that only the pictures are displayed. Point out the new sound pattern and sound picture. Have students say the sound. Point to the first picture and say the word. Then segment the word aloud, pausing between each sound, along with the entire class. Students then segment the word again on their own, writing the related letter or letter pattern as they say each sound.

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**Exercise One - Say The Separate Sounds In The Word, Find the Picture**

This part of the lesson can be done in three different ways, as described below. Any of these can be effective.

Provide a lot of support to students during this exercise. There will be some words with which students are not familiar. Be ready to give the word, explain its meaning, and give hints so that the students can find the correct picture. Knowing that they can count on your support, students won't be afraid to try new words. They will be able to learn many new words in this way.

When studying two-syllable words, instead of saying each sound separately, say each syllable as one unit, pausing between the syllables.

1. Using this method students do not look at the words for the first exercise. It is strictly a listening activity. The teacher looks at the words, but does not point to them. The students look at the pictures. Starting with the first word, the teacher says each sound separately, with a short pause between each sound. This is called "segmenting" the word. The process is easier if you think about pausing at each arrow. Call on a student to find the related picture, point to it, and say the word normally. Continue with the rest of the words in the same way.

Or....

2. Both the teacher and the students look at the words. Begin with the first word. The teacher points to each letter or letter pattern in the word, going from left to right, saying the individual sounds, pausing at each arrow to separate the sounds. The students watch carefully and say the sounds with the teacher, pausing in the same way. Call on a student to find the related picture, point to it, and say the word normally.

Or....

3. This is just like number two above, except individual students are called on to point to the letters and letter patterns and say the sounds in the word, pausing as before. The teacher just listens and only helps when needed. The other students watch and listen. Then the student points to the letters again while the whole class repeats the sounds. Call on a second student to find the matching picture. This method can also be used with a single student who is being tutored or in a small group, with students taking turns.

**There is an answer key near the end of this book showing which picture goes with each word.** After finding all of the matching pictures, go on to exercise two.

**Exercise Two - Look At The Picture, Listen To The Word, Find The Word In The First Column, And Read It**

1. The teacher points to the first picture and names it.
2. Students listen to the word and look at all of the words in the first column. They must look carefully to find the word with the correct beginning, middle, and ending sound. Call on a student to point to the word and read it by saying the sounds, going from left to right, sliding the sounds together smoothly. If a student says the sounds separately, ask him or her to repeat the word and "say it fast." This process is called "decoding." The teacher continues naming each picture, going in order from A to J. Students take turns finding and reading the matching word. This takes practice. It's OK if a student has to say a word one sound at a time. But always have the student finish his or her turn by saying the word normally. Continue the lesson with exercise three.

**Exercise Three - Read the Words Going Down And Up The Second Column**

1. Fold back the book so the pictures are no longer visible, or cover the pictures with a sheet of paper.
2. Students look at the words in the last column (the words without the arrows). The teacher points to each word, going down the column. Students take turns reading each word aloud. They should pronounce the words smoothly, without separating the sounds. If a student gets stuck on a word, he can go back to the same word in the first column, say the individual sounds while pointing to the letters going from left to right, and then repeat the sounds a little faster, so they slide together smoothly. The student then returns to the same word in the right column and reads the word. Students should practice reading the words until they can pronounce each word normally, without separating the sounds.
3. If a student pronounces a word in the last column one sound at a time, explain that it's OK to "sound it out" when figuring out the word, but that you should always finish by "saying it fast," like the word is normally pronounced. Have the student try again.
4. If a student still has problems putting the sounds together smoothly, coach him to say the vowel sound first, then slide the sounds together.
5. After individual students have read all the words, the teacher points to the words again as the whole class reads the words in unison, going down the last column and back up again.

**An Optional Additional Exercise To Reinforce Word Meaning**

As an optional last step, play a guessing game with the words in the last column. Give a hint or clue about each word and have students find it. "Find the word that is a part of your body." "Feet." "Find the word that tells what you do with your eyes." "See."

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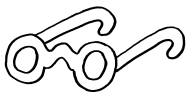
## Studying Sight Words

As students learn new phonics patterns, they will find that the patterns in some words do not have the expected sound. See the examples.

| Words With Regular Sounds | Sight Words |
|---|---|
| feet, see, keep | been |
| rain, paid, wait | said |
| play, way, say | says |
| new, flew, grew | sew |



**Learning New Sight Words**

Write each sight word in large print on a white index card (or print sight word cards from www.soundcityreading.net or .com). Using markers, write consonants in black. For the vowels, use markers that match the colors on the color-coding chart in this book.

You will know when to introduce a sight word when you see it listed on the picture/word page. New sight words are also listed on the sequence chart. Show the word card, pronounce it, and use it in a sentence. Have students repeat the word. Explain which letters don't make the regular sound. Then have students think of sentences with the new word and take turns sharing them with the class orally.

**Reviewing Sight Words**

Post the sight word cards that have been taught on the wall. Have students read the words in unison. They can refer to the words when writing.

**Reading The Sentences**

There are sets of sentences for a few of the sight words. Have students take turns reading the sentences aloud. Then have students reread the sentences in unison.

**More Practice - Small Group**

Have students take turns reading sight word cards when working in small groups. Each student gets to hold the cards that he or she reads correctly. The student with the most cards at the end of the activity wins.

**Writing Sight Words**

During the spelling dictation period, have students practice writing a few sight words along with the phonetic words. Show the sight word card and have the students copy it, cover it with their hands, and write it again from memory. Explain that students must memorize how to spell these words.

# Reading Sentences, Words With Suffixes, And Contractions

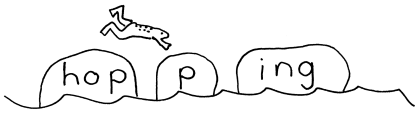
**Sentences**

After studying new consonant blends, students will read a set of sentences with words that have those blends. Have students take turns reading the sentences aloud. Then have the group read each sentence in unison. A few other lessons also have sentences. Do these sentences in the same way.

**Teaching Suffixes And Contractions**

Suffixes and contractions are taught as needed when they are going to appear in a story. For example if a story contains the word "jumping", the student might study the words jumping, helping, going, doing, and so on. Or if a story contains the word "didn't", the student would study the words didn't, wasn't, hadn't, and isn't.

**Reading Pages With Suffixes**




The teacher should model how the suffix is pronounced, and explain that it comes at the end of a word to help us understand more about the word. The teacher should read the first few pairs of words, with and without the suffix, and point out the suffix at the end of the second word. Explain how the suffix affects the meaning of the word. Also explain any spelling changes if they occur. Then call on students to take turns reading the words. Help with decoding as needed. After a suffix has been taught, incorporate words with the suffix into the spelling dictation period.

**Reading Pages With Contractions**

On the contraction pages, small pictures show which letters are removed from the second word when forming the contraction. Point this out to the students. On the board, write the two words that will be changed to a contraction, then cross out the letters that will be dropped. Underneath the word, write the contraction. Point out that an apostrophe goes into the place where the letters were left out. Read the first few sets of words to the students. Then have students take turns reading the words and contractions on the page. Help with sounding out the words as needed.

If you have a pocket chart, introduce new contractions by showing the two separate words first on the pocket chart. Then remove the letters that should be dropped, add a card with an apostrophe in their place, and move the words together to form the contraction. In my classroom, I had a small toy trash can with a lid. I made a big show of dropping the letters into the trash can and putting on the lid. The kids loved it.

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# Reading The Practice Stories

**About The Stories**

Students are ready to read a new story after studying all the pages that come before it. The curriculum is designed so that students will be able to decode all of the phonetically regular words, and they will already know any sight words in the story. In other words, all of the needed skills and sight words are taught ahead of time, so that the student doesn't become frustrated trying to read material that is too difficult. This is important. Students feel empowered. They develop confidence in their ability to read, and they don't resort to guessing at words. They enjoy their success and want to read more.

**Color-Coding**

Each story page is printed twice, first with color-coded vowels, and then with regular black print. When you are working with the whole group, students should read the color-coded version of the story. Note: I have had students who come into first grade reading well. Sometimes these students preferred the version of the story with all black print. I allowed them to read those pages.

**Reading More Than Once**

Practice reading the same story every day until you come to a new story. At the beginning of the program, the stories are short. You will have time for students to reread several of the previous stories each day.

Rereading the stories is important so that students can learn to read the story at a comfortable pace, without struggling. If students don't practice a story long enough to read it confidently, with good phrasing, they will become discouraged and perceive reading as a difficult chore. If they read the story several times and see that they improve with practice, they will develop confidence and a willingness to keep trying.

**Suggested Routine For Reading The Practice Stories**

This lesson sequence is structured to build success. It provides students with the support needed to read each story confidently. Go through the first four steps one after the other with the whole group the first time students are exposed to a new story.

1. The teacher reads the story aloud first. Ask questions orally as you proceed, to see how well students understand the story. This is a good place to encourage critical thinking on the part of the students. Explain any parts of the story that might cause confusion.
2. Next, the teacher will echo read the story with the students. The teacher reads one line at a time line while the students follow along in the book. The students immediately reread the same line. Continue until the story is finished.
3. The teacher and students read the story together, in unison. (Choral reading)
4. Students read the story aloud without the teacher, in unison. The teacher listens, helping only as needed. Sometimes, you may want to assign subgroups to take turns reading. For example, assign boys to one page, and girls to the next page.
5. Later in the day, rotate three small groups to a teaching table for skill building activities. Have students take turns reading the story aloud. This gives you a chance to assess each student's progress individually and provided support as needed.
6. Whenever possible, provide a short period near the end of the day for students to reread the story with a partner, taking turns. Divide the whole class into pairs, let students spread out and find a place to sit anywhere in the room as long as they are not too close together, and set a timer.

At the beginning of the year, you'll do the first four steps for every story. This sequence fosters outstanding results for the whole class. You may want to modify the sequence as the year progresses. The students will become stronger readers, and the stories will get longer. At this point, choose the combination of steps that seem to work well for you and your class.

When you are tutoring individual students, use only the steps that are needed, based on the student's reading level and degree of fluency.

## More Practice

1. Students can reread the story at a listening center.
2. Students can take a copy of the story home and read it to a family member.
3. Students can illustrate their favorite part of the story and copy one sentence from the story on the paper.
4. Students can do art projects related to the story.
5. Students can look for certain categories of words in the story and list them.
6. Students can write or copy a brief summary of the story.

## Reading In Small Groups

After working with the whole group reading the practice stories, the teacher will listen to individual students take turns reading the story aloud in small groups. Other students in the group read silently while they wait for their turn, following the print with their eyes. Give assistance as needed. Provide guidance and feedback about phrasing, decoding, punctuation, and sight words. Discuss the pictures, plot, and characters as students read, asking questions about the story.

Students should continue to read the same story every day until they come to a new story. At the beginning of the program, the stories are short. On days when students don't get to a new story, have students reread as many of the previous stories as time allows.

Students should practice the color-coded version on the first day they read the story. They will be able to read it more easily. On another day, after they can read the color-coded version well, they can read the version with all black print. This way they will become familiar with the type of print typically seen in books.

**Helping Students Who Get Stuck On A Word They Don't Know**

If a student is unsure of a word, or pronounces it wrong, try giving him a number of hints so he can figure it out for himself. First, ask the student to give the vowel sound. If the student can't do that, point to the vowel or vowel pattern and give the sound. Then ask the student to try again. If the student mispronounces another part of the word, for example a consonant blend or digraph, point to that part of the word. Ask the student to look at that part carefully, give the sound, and try again. If the student reads the word backwards, tell the student what he did, and remind him of the correct direction to go. Place a card with an arrow pointing to the right near the student, to remind the student which way to go. The goal is to provide enough cues for the student to figure out the words for herself. Always have the student reread the whole sentence after figuring out a difficult word.

**Using Children's Books**

As the students continue to learn new patterns, they will reach a point that they can read regular children's books designed for beginning readers. The phonogram sequence taught in this program is designed so that students can begin reading regular books as soon as possible. Originally, I went through the book *Hop On Pop* by Dr. Seuss and taught the phonogram patterns in the exact order that they appeared in the book.

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Later, I modified the sequence so that similar patterns would be taught together. Then I went through a number of easy children's books and made a list of the phonogram patterns needed in order to read each book. I put the books in order, so that they fit into the overall phonogram sequence.

These books are listed on the sequence charts starting with Book 5. When you get to a new book, have the students read it to you during the small group instruction period. When students read one of these books, they will be able to decode all of the phonetically regular words, and they will be familiar with all of the sight words in the book. This will create a lot of excitement for the students along with a high level of success.

Read the books with the students in the same way that you read the practice stories. You won't have time to read practice stories and a children's book on the same day. Plan to read one or the other. For the longer children's books, it will take two or more days to finish the book.

You may want to plan a follow-up art activity or creative writing activity related to the book.

| Children's Books To Read With *Phonetic Words And Stories, Books 5, 6, and 8* | |
|---|---|
| Book 5 | *The Foot Book* by Dr. Seuss |
| Book 6 | *Green Eggs and Ham* by Dr. Seuss<br>*Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle<br>*Ten Apples Up On Top!* by Theo. LeSieg, illustrated by Roy Mckie<br>*Put Me In The Zoo* by Robert Lopshire |
| Book 8 | *Go, Dog. Go!* by P. D. Eastman<br>*Hop on Pop* by Dr. Seuss<br>*Are You My Mother?* by P. D. Eastman<br>*The Cat In The Hat* by Dr. Seuss<br>*The Wind Blew* by Pat Hutchins<br>*In The Small, Small Pond* by Denise Fleming |

**Preparing Students To Read The Children's Books**

Read the children's books aloud to the class several times earlier in the school year, before it is time for the students to read them. Then, when you reach a book in the teaching sequence, students will already be familiar with it. Hearing the story ahead of time will make it easier for students to read the book.

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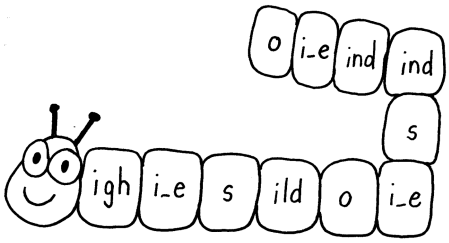
## Playing The Caterpillar Game




This game helps students remember the phonogram patterns and their sounds. Students build a caterpillar by saying the correct phonogram sound for each caterpillar piece. Students love to play this game, and it really works to help students remember the phonogram sounds when reading words.

**To Prepare The Activity**

The games are available at www.soundcityreading.net or .com. Print them on light green cardstock. Laminate pages if desired for extra wear. Cut out the caterpillar heads and body pieces. Each body section shows a letter or letter pattern. There are six game pieces for each letter or pattern. This provides the repetition needed for students to remember each sound.

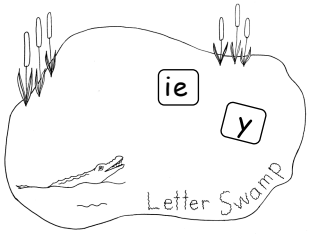
There is a separate game for each new set of patterns learned. Store the pieces for each game in a separate envelope or plastic bag. Label the envelopes and include a list of the letter patterns contained in the envelope. Store all of the envelopes in a box in order.

**Setting Up The Game To Use With A Small Group**

Choose the envelope with the newest patterns. Spread out all of the body pieces face down on a table. Each student takes one caterpillar head. Students sit in a circle around the caterpillar pieces.

**To Play The Game**

Students take turns picking a body section and giving the sound for the letter pattern. If the pattern has more than one sound, the student must give each sound that has been taught, for example ou….ōu….öu. If correct, the student places the section just to the right of his caterpillar head. If incorrect, the piece must be put back on the table face down. As the student accumulates more pieces, they are placed in a row, going to the right, to make the caterpillar body longer. If students run out of room, they can make the caterpillar body turn as needed and continue to place the pieces. If the student picks a flower piece, he can place that piece on his caterpillar and immediately take an extra turn. If a student picks a frowning face piece, he sets the piece aside and loses his turn. When all of the pieces have been collected, or time is up, students count the number of body sections on their caterpillar. The student with the most pieces wins.




Optional: Missed pieces may be placed in the "alligator swamp." Download the picture from the web site.

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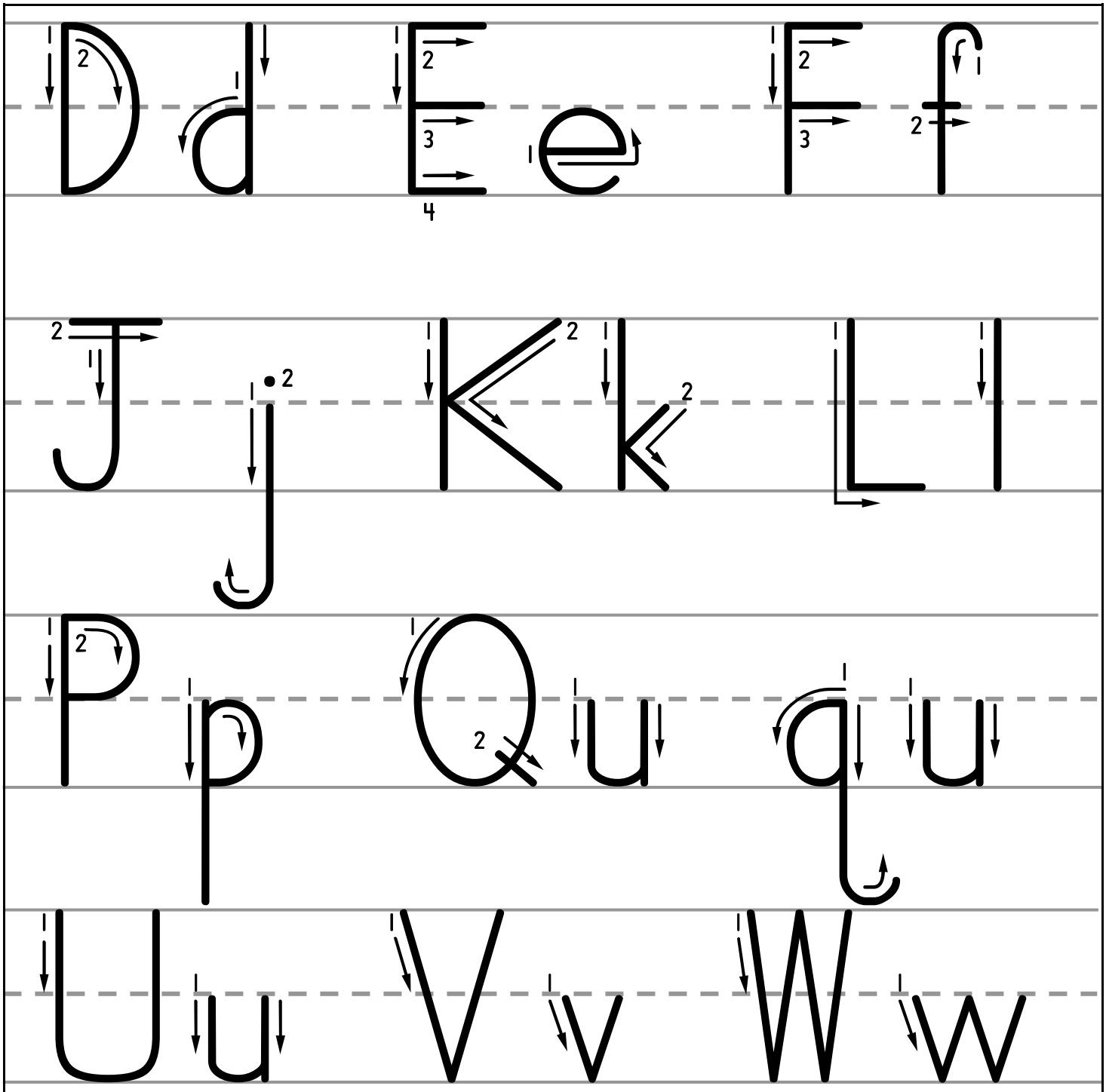
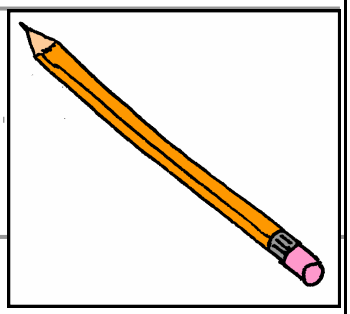
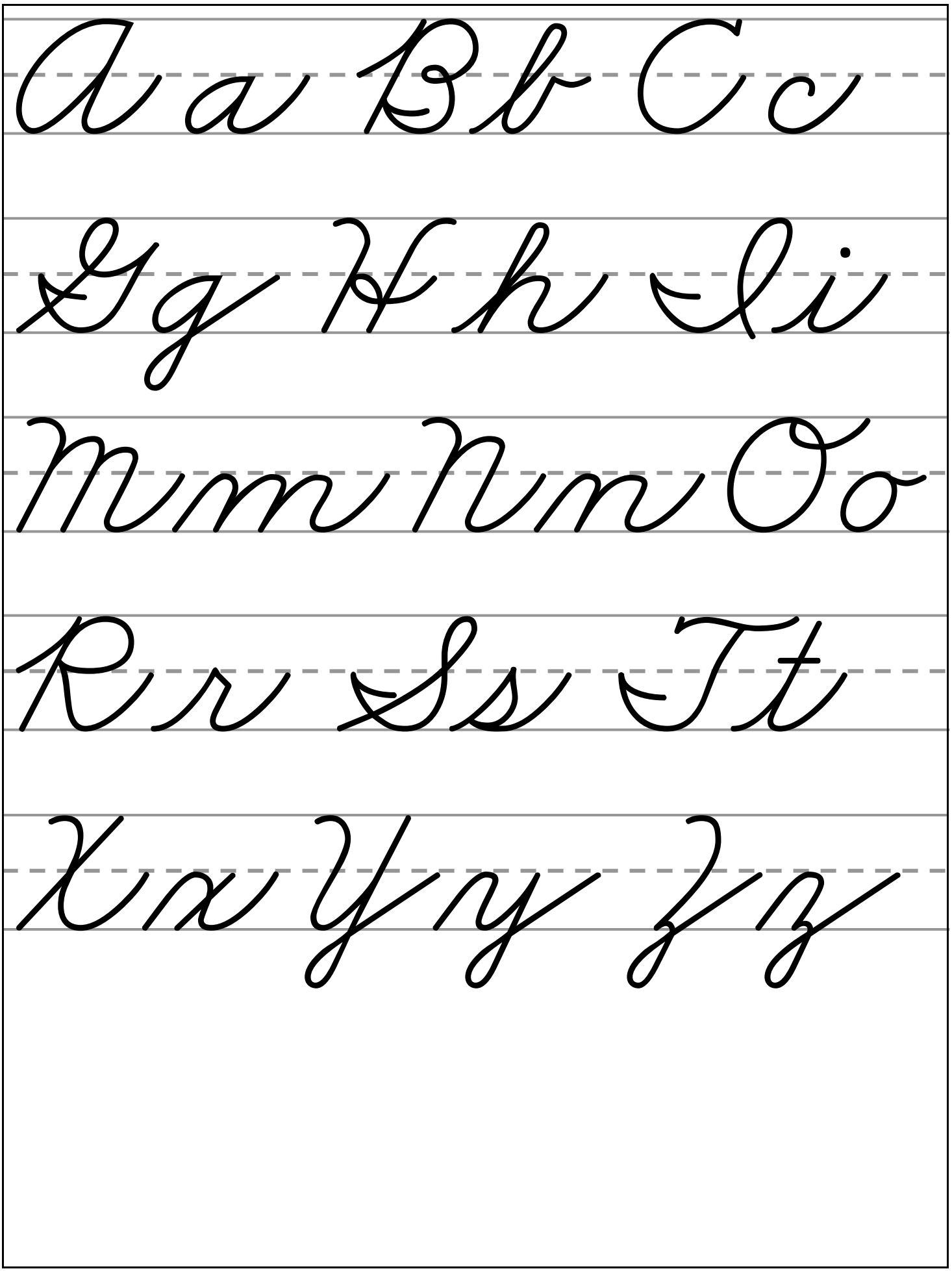
A a B b C c
G g H h I i
M m N n O o
R r S s T t
X x Y y Z z




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.



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Dd Ee Ff

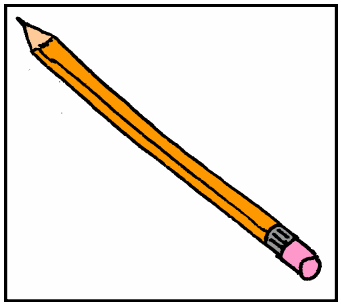
Jj Kk Ll

Pp Qu qu

Uu Vv Ww

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

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



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| Phonetic Words And Stories, Book 6- Answer Key For Each Set Of Picture/Word Pages, By Page Number | | | | | | |
|---|---|---|---|---|---|---|
| 48-49 | 50-51 | 52-53 | 54-55 | 56-57 | 58-59 | 80-81 |
| ra-ven | se-cret | li-lac | ro-bot | po-ny | mu-sic | cup-cake |
| 1 - F | 1 - F | 1 - D | 1 - B | 1 - F | 1 - G | 1 - A |
| 2 - J | 2 - J | 2 - B | 2 - D | 2 - B | 2 - E | 2 - I |
| 3 - B | 3 - B | 3 - F | 3 - C | 3 - D | 3 - C | 3 - E |
| 4 - A | 4 - H | 4 - J | 4 - I | 4 - G | 4 - A | 4 - H |
| 5 - I | 5 - A | 5 - I | 5 - E | 5 - I | 5 - J | 5 - C |
| 6 - D | 6 - E | 6 - E | 6 - H | 6 - J | 6 - D | 6 - J |
| 7 - C | 7 - I | 7 - A | 7 - G | 7 - A | 7 - B | 7 - B |
| 8 - H | 8 - G | 8 - C | 8 - F | 8 - C | 8 - I | 8 - G |
| 9 - G | 9 - D | 9 - G | 9 - A | 9 - H | 9 - F | 9 - D |
| 10 - E | 10 - C | 10 - H | | 10 - E | 10 - H | 10 - F |

| 82-83 | 84-85 | 86-87 | 88-89 | 90-91 | 110-111 | 122-123 |
|---|---|---|---|---|---|---|
| cos-tume | shov-el | con-nect | ei/veil | ey/they | ea/steak | eigh/sleigh |
| 1 - H | 1 - G | 1 - J | 1 - C | 1 - C | 1 - F | 1 - F |
| 2 - C | 2 - B | 2 - B | 2 - F | 2 - B | 2 - D | 2 - A |
| 3 - E | 3 - F | 3 - F | 3 - A | 3 - D | 3 - G | 3 - J |
| 4 - B | 4 - E | 4 - H | 4 - D | 4 - A | 4 - E | 4 - H |
| 5 - J | 5 - J | 5 - E | 5 - E | 5 - F | 5 - B | 5 - C |
| 6 - I | 6 - A | 6 - I | 6 - H | 6 - E | 6 - C | 6 - E |
| 7 - G | 7 - I | 7 - A | 7 - B | | 7 - A | 7 - D |
| 8 - F | 8 - H | 8 - C | 8 - G | | | 8 - B |
| 9 - D | 9 - C | 9 - D | | | | 9 - I |
| 10 - A | 10 - D | 10 - G | | | | 10 - G |

| 130-131 | 132-133 | 134-135 | 146-147 | | | |
|---|---|---|---|---|---|---|
| eu/Europe | i/pizza | ie/shield | en-ve-lope | | | |
| 1 - E | 1 - D | 1 - B | 1 - D | | | |
| 2 - B | 2 - I | 2 - F | 2 - E | | | |
| 3 - F | 3 - F | 3 - E | 3 - H | | | |
| 4 - D | 4 - E | 4 - H | 4 - C | | | |
| 5 - C | 5 - B | 5 - J | 5 - F | | | |
| 6 - H | 6 - J | 6 - I | 6 - J | | | |
| 7 - A | 7 - A | 7 - D | 7 - A | | | |
| 8 - G | 8 - H | 8 - A | 8 - B | | | |
| | 9 - C | 9 - G | 9 - I | | | |
| | 10 - G | 10 - C | 10 - G | | | |

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

| | | |
|---|---|---|
| oi oy<br>gold coins<br> | ou ow<br>brown | er ir ur<br>Gray = "no color"<br>The vowels in these patterns are not pronounced. |

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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.

| Book | *Basic Phonics Patterns* - Overview |
|---|---|
| 1 | **Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns**<br>Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o<br>Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk<br>Ending Consonant Blends<br>Beginning Consonant Blends |
| 2 | **Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y**<br>Two-Syllable Words: Closed syllables, silent-e syllables<br>Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie<br>Vowel-Consonant-E Patterns: e_e, a_e, i_e<br>Follow The Leader Patterns: igh, ind, ild<br>Two Vowel Sounds For Y: y = ē, y = ī |
| 3 | **More Long Vowel Patterns, More Umbrella Patterns**<br>Long Vowel Pairs: oa, oe, ui, ue, ew<br>Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels<br>Follow The Leader Patterns: old, olt, oll, olk<br>Three New Umbrella Patterns: o_e, a_, _a<br>New Consonant Pattern: dge |
| 4 | **Odd O Patterns, Dotted Ä And Ü Patterns**<br>Odd O Patterns: oi, oy, ou, ow, oo, ould<br>Dotted Vowel Patterns: ü, au, aw, all, al, alk, wa, swa<br>New Umbrella Pattern: ou |
| 5 | **Soft C and G Sounds, R-Controlled Vowel Patterns**<br>Soft C Sounds: ce, ci, cy<br>Soft G Sounds: ge, gi, gy<br>Bossy R Patterns: ir, ar, er, ur<br>Ending Patterns: _ce, _ge, _se, _ze |
| 6 | **More Two-Syllable Words, Dotted Ë And Dotted Ï Patterns**<br>Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic<br>Words That End With VCE Syllables: cup-cake<br>Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey<br>Words That Begin With Unaccented Closed Syllables: con-nect, com-pare<br>Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form<br>Dotted Vowel Patterns: ei, ey, ea, eigh, ë, ï, ie<br>Long U Pattern: eu |
| 7 | **Advanced R-Controlled Patterns**<br>More Bossy-R Patterns: wor, er, or, ar, ear, our |
| 8 | **More Vowel, Syllable, And Consonant Patterns**<br>Vowel Patterns: a = o, ought, ye, y_e, y = i, qua, squa<br>Consonant Patterns: kn, wr, gh, ph, ugh<br>Two-Syllable Words With Ending Open Syllables |