Use With Any Of These Books

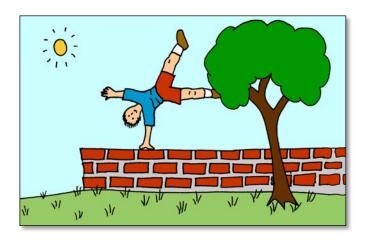
Phonetic Words And Stories, Books 1-4 Basic Phonics Patterns, Books 1-4 Know The Phonetic Code, Volumes 1-2 Know The Phonetic Code, No Stories



# Phonics Patterns Workbook

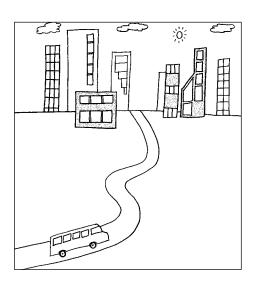


# For Books 1-4



Name				
------	--	--	--	--

# Phonics Patterns Workbook For Books 1-4



Kathryn J. Davis

### Use With Any Of These Books

Phonetic Words And Stories, Books 1-4 Basic Phonics Patterns, Books 1-4 Know The Phonetic Code, Volumes 1-2 Know The Phonetic Code, No Stories

These books teach the same phonetic patterns and syllable patterns in the same order, but in a different format. This workbook may be used with any of the books listed above.



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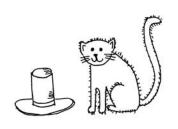
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ax

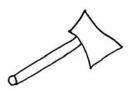
ran



ill



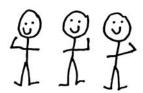
fin



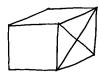
off



box



egg



ten



us



cut

ran ten fin	ax egg ill	My T
box	off	
cut	us	 
10		

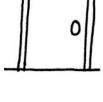


ship



shop





shot













dish

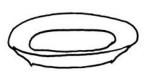
cash



mash

rush





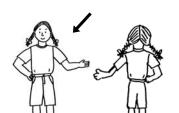
Name

fish dish	shop	00000	0);;;;;;
mash	shut		
cash	shell		
rush	ship		
	SALE		
	0		









ton

won



of





front



oven

A box of pens.



what

was



The plant  $\underline{was}$  small and then it grew larger.

son won	from front	
ton	was	A - A
of	what	
oven		 
		The plant <u>was</u> small and then it grew larger.
A box of pens.		



we

me



he

be

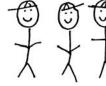




She will be six on her birthday.



she



go



yo - yo

She is <u>so</u> hot.



so hot

no



go no so	we he she	
уо-уо	me be	 
		MAY  1 2 3 4 5  6 7 8 9 10 11 12  13 14 15 16 17 18 19  20 21 22 23 24 25 26  27 23 29 30

5 +5 10





math

path



moth







Seth

thin



thud

thumb









Draw a line from each word to the matching picture.

thin thud thumb  Beth Seth	path bath math moth with	
	V V	55/0

1	i o	9

that



then





this



them

Draw a line from each word to the matching picture.

them then

this

that











camp



lamp

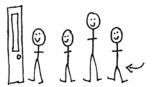


mask





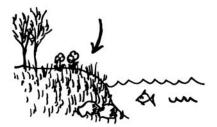
raft



fast



last



hand



sand



land

Name		
IIII		

sand hand	mask ask	
land	fast	
camp	last	
lamp	raft	 
		May we go to the zoo?



fist

list





mist

milk





silk

lift





gift



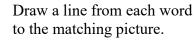
risk







wind

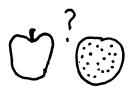


Name	
LICITIO	

lift milk disk	gift silk risk	milk eggs ham plums
fist	list	
mist	wind	 
		15533 15533
	Sound City Reading  CD-R	



or



for



corn



 $hors\overset{\star}{e}$ 





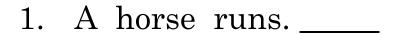
torn



Name	Date	

or	torn
for	corn
horse	horn
	?
	9999

Verbs are action words. Rewrite the word. Add the suffix _s to show one person or thing is doing the action.	Nouns are naming words. Rewrite the word. Add the suffix _s to show that the word is referring to more than one person, place or thing.
run	cat
runs	cats
sit	dog
wag	bug
tell	pin
hop	bed



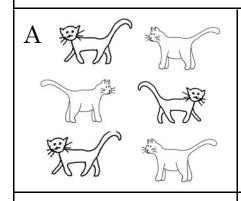
2. Tom shuts the box. \_\_\_\_\_

3. The cat sits.

4. Six cats \_\_\_\_

5. Ten dots \_\_\_\_\_

6. A lot of shells \_\_\_\_\_



В

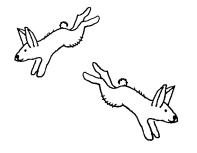


D

F

Write the letter for each picture beside the matching sentence.

 $\mathbf{E}$ 



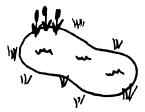
pond



fond



soft



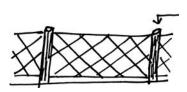
romp



golf



cost



lost



s mōst



pō:



ghōst

pond soft cost	$egin{array}{c}  ext{fond} \  ext{romp} \  ext{lost} \end{array}$	\$500J	
mōst	$ar{ ext{post}}$		
ghōst	golf		
In the state of th	IN THE TANK		
			The state of the s



rock

sock



back





duck





neck





kick



sick

duck peck luck neck rock sock  ———————————————————————————————————	back sack	sick kick	
rock sock	duck	$\operatorname{peck}$	
	luck	neck	
	rock	$\operatorname{sock}$	 



jump

dump



pump



punt









dust





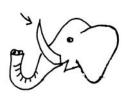


tusk











jump pump must	dump punt dust		
gust	bulb		
tusk	dusk		
		Pickup!	

tö

dö

2

twö



intö

ontö



gi<u>ve</u>



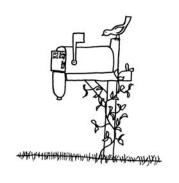
ha<u>ve</u>

li<u>ve</u>



	Name		Date
--	------	--	------

have live give	do to two onto into	
2		While the same of







held

tent



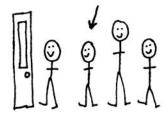
send

help



melt





desk



next











Draw a line from each word to the matching picture.

Name
------

nest tent help	held send melt	
self	desk	
next	wept	 
		TANA-IMHAHIMANA MAKANA MAKAN



chop



chin



check



chick













chill







Draw a line from each word to the matching picture.

chick chin chips chimp chop	check chess chest chill chum	



spill



snap





smell



stop

squid





scab

swim



dwell

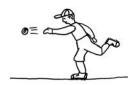


twig

Draw a line from each word to the matching picture.

Name		
rainc		

spill scab skip	snap smell swim	STOP	
squid	twig		
stop	dwell		



match



batch



hatch



catch



patch



pitch



ditch



Dutch



notch



fetch

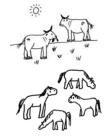
Draw a line from each word to the matching picture.

Name	

pitch ditch fetch notch	catch patch match batch		<b>⊘</b> ≡
Dutch	hatch		
	A CONTRACTOR OF THE PROPERTY O	00000	



bench



wrench



bunch



munch



punch



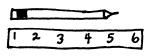
lunch



ranch



conch



inch



finch

Draw a line from each word to the matching picture.

conch lunch bunch munch inch	bench wrench ranch punch finch	1 2 3 4 5 6
		State of the state





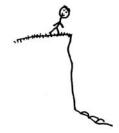




clock



flag



flip











block







split



splash

Draw a line from each word to the matching picture.

flip flag sled	plug block clock	
cliff	$\operatorname{split}$	
glass	splash	 
a de la companya della companya dell		



whip

(†)

whisk



which



whiff



whiz

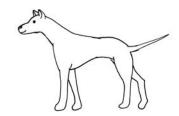


when



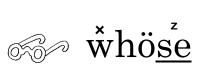
whippet







. whö





Draw a line from each word to the matching picture.

Name		
IIII		

whip whisk which whiff	when what whö whöse	? ( ) ?	
whiz	whippet		
Ů.			Limica Box



brush





crab





frog







grill



scrub





sprig



Draw a line from each word to the matching picture.

Name		
rainc		

frog crab	press grill	
truck	strap	
drop	sprig	
scrub	brush	 



rang



sang



long



strong



king





bring

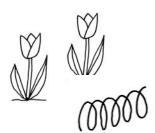




stung



hung



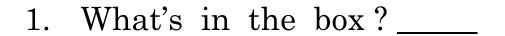
Draw a line from each word to the matching picture.

long sang rang hung stung	strong bring spring wing king		
		Oh, say can you see	

Name	_ Date
_	

In a contraction, two words are put together to form one word. Look at each pair of words. Write the contraction on the line below them. Cross out the letter i. Write the first word. Put an apostrophe after the first word, in the place of the missing i. Write the remaining s at the end.

restriction of the second of t	0
He is	Who is
She is	What is
It is	When is
	That is
Look at the words in the bottom row. Each word is made up of two syllables. Read the syllables in each word. Then write each word, putting the syllables together without a space.	
rob in	chil dren
robin	



2. She's sad. \_\_\_\_

3. That's hot. \_\_\_\_\_

4. When's lunch?

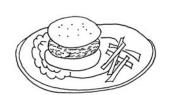
5. Who's on the bus?

6. He's strong.

A



В



 $\mathbf{C}$ 



D



E



F



Write the letter for each picture beside the matching sentence.



junk



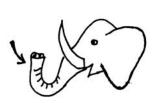
trunk



chunk



skunk



bank



thank



think



wink



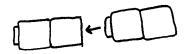
drink



honk



chunk junk trunk	think wink drink	
skunk	bank	
honk	thank	 
19	Thank you.	



oil





boil

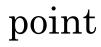


coin

soil



join





boy



joy







Name		
IIII		

toy soy boy joy	coin point boil soil	Soy	
join	oil		



out



П

loud



shout

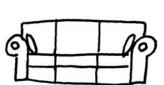


couch





cow



bow

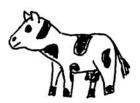


down



town

owl



cow bow owl	loud shout mouth	
town	couch	
down	out	 



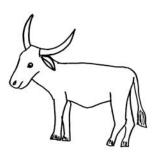
put



push



bush



pull



full

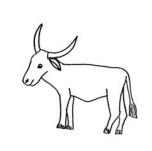


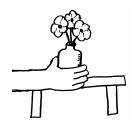
bull

Name	Date
pull	full
push	bull
put	bush











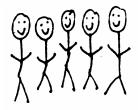


all

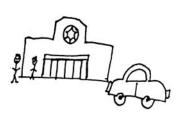
call



ball



tall



wall



fall



hall



mall

Name	Date
ranic	Date

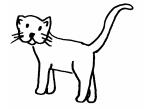
Wa	ball call wall fall hall mall		.11
all		tall	
	ממת המר לתרוח לו לייני ל		



mitten



kitten



hidden



muffin



puppet



rabbit



basset



tennis



bonnet

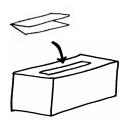


bobbin

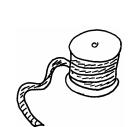
Draw a line from each word to the matching picture.

Name Date
-----------

tennis muffin puppet bobbin bonnet	kitten mitten hidden rabbit basset	
		<b>O</b>
	Tiperanian	









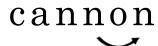


Draw a line from each word to the matching picture.





ballot



button

summon

cotton

bottom

ribbon

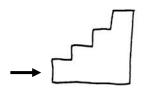
lesson











Name Date
-----------

button summon bottom cotton ribbon	gallon gallop ballot cannon lesson		
Schedule 500 mm 10:00 mm		<b>→</b> 2	Come
	THE STATE OF THE S		



basket

hotdog



helmet



picnic

hundred

pumpkin

children

cobweb











Draw a line from each word to the matching picture.





Name Date
-----------

cactus basket napkin hotdog cobweb	picnic children pumpkin hundred helmet		
	[00	11 July Harry Mary Mary Mary Mary Mary Mary Mary	



cabin







robin





closet

exit



present



wagon



lemon



petal

salad



In these words, the vowel in the first syllable is followed by a consonant, so you should say the short vowel sound. Draw a line from each word to the matching picture.

Name	Date
1 valifie	$\mathbf{D}uvc$

wagon lemon cabin	petal salad seven	
robin	exit	
$\operatorname{closet}$	present	
	EXIT	



giggle



little



twinkle





puzzle





ruffle





candle



000

pēople



Name Date
-----------

candle uncle twinkle little people	apple bubble giggle ruffle puzzle	
armit de la constant	P	



see

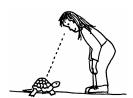


seed



feet





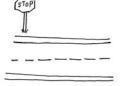
tree



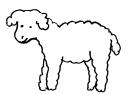




sheep



green



sleep



street



feet sleep deer green sheep tree seed street see three				
sheep tree seed street	feet	G.3	sleep	
seed street	deer	The state of the s	green	
_	sheep	w	tree	
see three —	seed		street	
	see		three	
3	3	\$TOP!		



Pete



Eve



these



here





where



Name Date
-----------

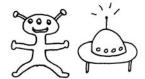
Eve	these		
Pete	grebe		
here	where		

weird





seize



key

valley





trolley







honey





money



monkey

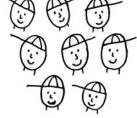
Name	Date	

valley trolley chimney	seize weird honey		
donkey	money		
key	monkey		
	O ONE	Honey	



read

team



beach



beak



leaf





meat



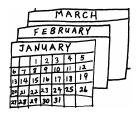


year

ear

eat





Name Date
-----------

eat ear	leaf least		
team	beak	*	
meat	beach		
year	read		
	MARCH FEBRUARY  JANUARY  1 2 3 4 5 6 7 3 9 10 11 12 13 14 15 16 17 13 19 13 12 13 12 13 12 13 13 13 13 13 13 13 13 13 13 13 13 13 13 1		



head



health





deaf





wealth





spread



lead

bread



Draw a line from each word to the matching picture.

Name Date
-----------

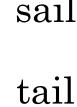
deaf dead	bread spread	
wealth	thread	
health	lead	
head	sweat	 
		WITH HILLS



mail



sail

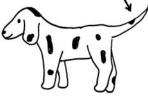


hair



chair

wait



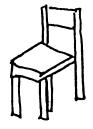




train







snail

hair chair rain	sail tail mail	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	
paint	snail		
train	wait		
		Soup Salad	
THE THE PARTY OF T			

-----

hay

play



like you.

day

lay





say

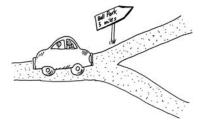
pay





way







tray

gray



spray

Name	Date	

day pay hay say lay	way play gray spray tray	like you.	
Office United SECON BARRICON (I) ONE OFFE DOLLAR			



tape



cave



save



gate



game



bake



lake



skate



plane



grape

Name Date	Name Date
-----------	-----------

cave	lake bake	W W W W	
gate	grape		
game	plane		
tape	skate		



five



nine



fire



line



bike





dime



time



slide





smile

Name	Date	

time dime line	fire ride bike		To be 1 200
nine	slide		
five	smile		
	9	5	
			1. 11 M 1/1 101 11 1



pie



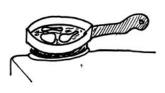
lie



tie



die



cries



fries



flies

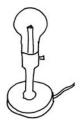


friend



Name Date
-----------

tie pie lie die		flies fries cries friend	
		I didn't do it.	

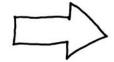


night



light





fight

tight





right

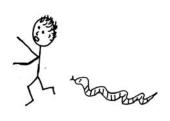




bright







frighten

Name	Date
	Bate

light night right right tight	flight bright fright high		* * *
		2 +2 +	10000 E



wild



child



find



blind



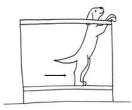
grind



remind



behind



hind

Name Date
-----------

gri bli	nd ind nd nind		
		TITEL	
	Pick up Brad at airport 8:30 a.m.		

Use _es after sh	n, ch, x, s, or z.
Verbs are action words. Rewrite the word. Add the suffix _es to show one person or thing is doing the action.	Nouns are naming words. Rewrite the word. Add the suffix _es to show that the word is referring to more than one person, place or thing.
fix fixes	box boxes
rush	dish
catch	crutch
fizz	bus
miss	class

1. Pam misses it.

2. Bob fixes it. \_\_\_\_\_

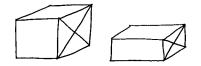
3. The drink fizzes.

4. I have two boxes.

5. Bob has glasses so he can see. \_\_\_\_

6. The children get on the buses.

A



В



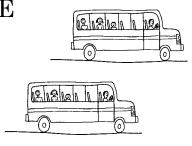
C



D



 $\mathbf{E}$ 



 $\mathbf{F}$ 



Write the letter for each picture beside the matching sentence.

In a contraction, two words are put together to form one word. Look at each pair of words. Cross out the letter o. Write the first word. When you write the second word, leave out the letter o and put an apostrophe in its place.

or production and production	
is nøt isn't	has nøt hasn't
was not	had not
did not	have not
can not	will not won't
	do nøt don't



2. He didn't pick up his mess.

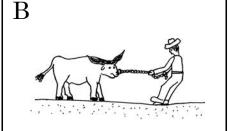
3. The ox won't go.

4. She hasn't finished yet. \_\_\_\_\_

5. Kay isn't well.

6. I don't like snakes.







 $\mathbf{C}$ 

D





Write the letter for each picture beside the matching sentence.



bunny

puppy



happy

daddy





penny

jelly







holly

silly





candy

windy



Name	Date	

puppy bunny happy jelly silly	windy candy daddy holly penny	LIMBON W. T.	3



my



cry



by



sky



fly



why





fry

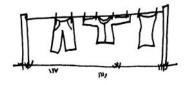


dry



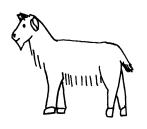
python





Name Date
-----------

my dry fry fly	cry by sky why	
reply	python	 
I A TO		



coat

boat







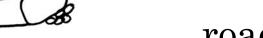
goat



float











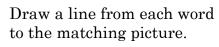


soap



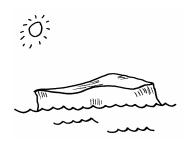


toast



Name	Date	

goat boat coat	soap goal roar	
road	float	
toad	toast	 



toe

doe





hoe

Joe

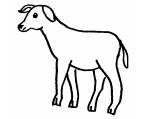




woe

roe

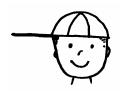




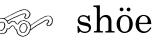
floe

goes





ōboe





Name	Date
2 (001110	2000

		T	
hoe	roe		900
floe	woe		TATA!
Joe	goes	7-1	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
toe	doe		
oboe	shöe		
		C. S. S. Lings Co. S.	



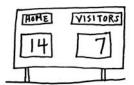
home



more



score



nose



those



cone



stone



whole



smoke



globe



Name	Date	<b>;</b>
	_ ****	

cone stone nose	more score globe	THE THE THE	
those	home		
smoke	whole		
ייאו (מואוחואו) אייו וייייייייייייייייייייייייייייי			
HOME VISITORS 14 7			



glove

love



dove



above





some

come



none



done





one



gone gone



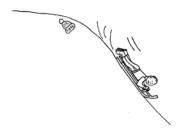
Name	Date
------	------

one none	dove love	***	
done	glove		
gone	above		
come	some		
At Come			1

Beth's blocks



Jeff's pig



Joe's truck



Ed's sled

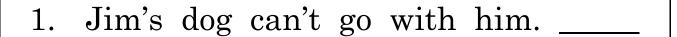


Ned's shell



Mike's bike





2. Jeff's pig can stand up. \_\_\_\_\_

3. Ed's van won't go.

4. Tom's sock is lost.

5. The cat's mat is soft.

5. Joan's throat is sore.

A



В



 $\mathbf{C}$ 



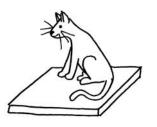
D



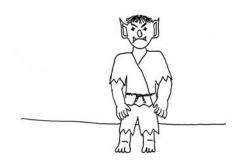
 $\mathbf{E}$ 



F



Write the letter for each picture beside the matching sentence.



roll



troll



bolt



colt



hold





cold



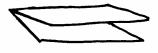
fold



sold



yolk



Name	Date
------	------

yolk cold sold	gold roll troll	
hold fold	$\operatorname{colt}$ bolt	 











away



asleep



alone







alike

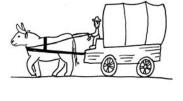
afraid

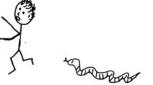


ago









alas

Name	Date
2 (001110	2000

away around across	ago alas alone		
alike afraid	above asleep		
		III TO THE TOTAL PARTY OF THE P	





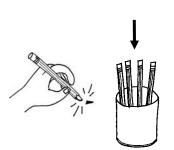






Santa





extra





yucca



eggs, plums, hotdogs, milk, jelly, cake

delta





vanilla



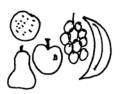
Name Date
-----------

villa	panda Santa	THIN .	
extra yucca	Anna banana		
delta	vanilla		
			eggs, plums, hotdogs, milk, jelly, cake

## fruit



suit



suitcase



swimsuit



juice

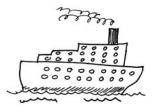




cruise



brui<u>se</u>



Name	Date
	Bate

fruit suitcase suit swimsuit bruise juice cruise

TRIVE TO

glue

0

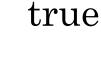
blue

The sun is hot.

Sue

clue







rescue

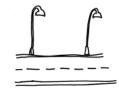


avenue





statue



Tuesday

	Name	Date
--	------	------

clue glue true	tissue statue Tuesday		TABLE TO
Sue	rescue		
blue	avenue		
	The sun is hot.	Glue	JUNE 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 17 18 20 20 20 20 20 20 20 27 28 20 20 27
			Ar cox



mule



cube



cure



sh sure

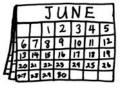


use

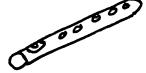




rule



June



Be kind

Neptune

tube



Draw a line from each word to the matching picture.

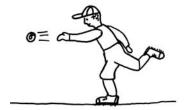
to others.

Name Date

cure sure tube	June Neptune rule	JUNE 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 17 19 20 21 22 23 24 25 26 27 13 24 50	
cube	mule		
flute	use		
		TOOTH PASTE	Be kind to others.
	Q 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	It will drop.	* * * * * * * * * * * * * * * * * * * *



flew



few



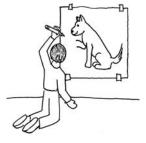
screw







blew



jewel

pew



stew









Name Date
-----------

stew blew drew	few pew cashew	
flew	jewel	
screw	threw	 
	<b>0</b> =	



tap



tape



back



bake



can







mad





pan

pane



Name	Date

can cane back	pan pane tap		
bake	tape		
mad	made		
		= =====================================	



cap



cape



man



mane



van



vane



rack



rake



snack



snake

	Name	Date
--	------	------

cap van	cape vane	W S JA
man rack	mane rake	
snack	snake	 



pin



pine



rid



ride



kit



kite



tin



tine



rip



ripe

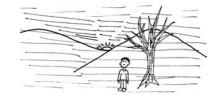


Name	Date
2 (001110	2000

pin rid rip	pine ride ripe	No.
kit	kite	
tin	tine	 



pill



pile





twin



twine



dim



dime



Tim



time



lick



like

Name Date
-----------

lick pill Tim	like pile time	
dim	dime	
twin	twine	 
		THE PART OF THE PA



rod



rode



hop



hope









note



smock





Ross



rose



Name	Date	

$egin{array}{c} \operatorname{rod} \\ \operatorname{Ross} \\ \operatorname{not} \end{array}$	rode rose note	Ala Ala	
hop	hope		
smock	smoke		



cub



cube



cut



cute



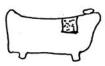
tub



tube



fuss



fuse



plum



plume

Name Date
-----------

cube tube fuse		TOOTH PASTE
plume		
cute		
	tube fuse plume cute	tube fuse plume cute



badge



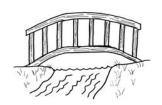
lodge



judge



fudge



grudge



smudge



edge



wedge



bridge



porridge

Name	Date
ranie	Date

edge wedge badge grudge smudge	bridge porridge lodge judge fudge		Phile Departments 799
Silluage	ruuge		
Today is  Monday,  July	Set of the second	The second of th	



soil



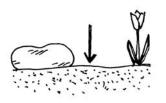
boil



coil



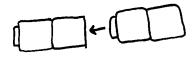




coin







point









poison

	Name	Date
--	------	------

join coil foil	soil boil coin	
poison toilet	$\begin{array}{c} \text{point} \\ \text{noise} \end{array}$	 

boy



joy



toy



soy



enjoy



annoy



royal

Name_	Date	

jo to so bo	oy oy oy		yal joy noy
	Soy		
		M 6, 6 M	

Use _ed to show an action happened in the past.		
Verbs are action words. Rewrite the verb. Add the suffix _ed to show the action happened in the past.	Verbs are action words. Rewrite the verb. Add the suffix _ed to show the action happened in the past.	
jump	spill spilled	
blink	point	
float	rain	
reach	lift	
rest	dust	

1. The plane landed on the runway. \_\_\_\_

2. The frog jumped into the pond.

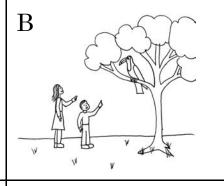
3. The children pointed at the tree. \_\_\_\_

4. It rained on the dog. \_\_\_\_\_

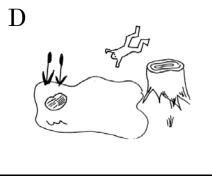
5. She dusted the shelf.

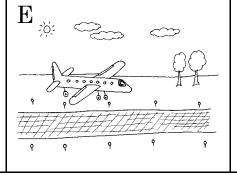
6. The boy rested on his cot.

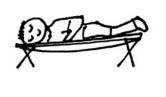






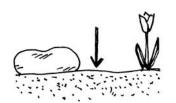






F

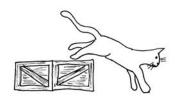
Write the letter for each picture beside the matching sentence.



out



mouse



house



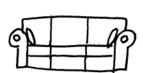
found



ground



mouth



shout



count



couch



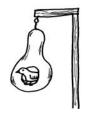
cloud

Name	Date

mouse house found ground cloud	count couch shout out mouth		
		1234	



court



gourd



four



fourth



pour



mourn

Name Date
-----------

mourn	four
$\operatorname{court}$	fourth
gourd	pour
	PICHETS OF STATE OF S

you



your

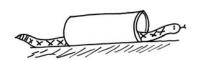


soup



group

wound



through



Name	Date	
------	------	--

soup		you
group		your
through		wound
	- BCD	THE STATE OF THE S

Use _ing to show an action that is ongoing.		
Verbs are action words. Rewrite the verb. Add the suffix _ing to show the action is ongoing.	Verbs are action words. Rewrite the verb. Add the suffix _ing to show the action is ongoing.	
honk	sing	
honking	singing	
shout	go	
boil	count	
eat	help	
do	pitch	

1. Ross is camping by the lake. \_\_\_\_

2. The chicken is hatching.

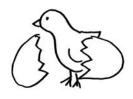
3. The man is helping the boy. \_\_\_\_

4. The bus is going up the hill. \_\_\_\_

5. The cat is jumping out of the box. \_\_\_

6. He is singing a song.

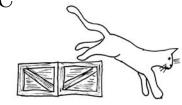
A



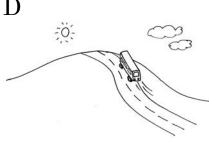
В



 $\mathbf{C}$ 



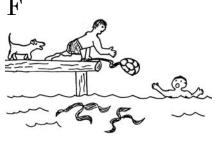
D



 $\mathbf{E}$ 



 $\mathbf{F}$ 



Write the letter for each picture beside the matching sentence.



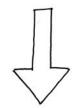
cow



now



owl



howl



town



down



brown



clown



frown



crowd

Name	Date
2 (001110	2000

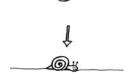
town down frown	now cow owl	
brown	howl	
clown	crowd	 



row



low





slow



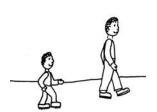
blow



snow



grow



show



window



yellow





follow

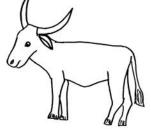
Name	Date	<b>;</b>
	_ ****	

low	yellow follow	00000
snow	window	
grow	show	
blow	row	 



put

pull



full



bull



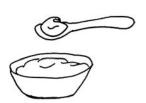
bush



push



pulley



pudding



bushel



Name Date
-----------

put pull bull	push bush bushel	
full	pulley	
	pudding	 



pool



food



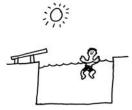
boot



moon



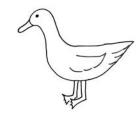
roof



ZOO



broom



spoon



school





Name	Date
2 (001110	2000

roof moon pool	goose food broom	
boot	spoon	
ZOO	school	 



foot



wood





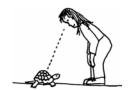
hood





hoof





shook



look



Draw a line from each word

to the matching picture.

Name	Date

wood stood hood	book cook look	All About Cats	
hoof shook	$egin{array}{c}  ext{foot} \  ext{good} \end{array}$		



Paul

haul





haunt

launch





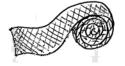
autumň

autō





faucet exhaust





August

gauzė



Name	Date	

launch haunt faucet		
exhaust		
AUGUST  1 2 3 4  5 6 7 8 9 10 11  12 (2) 4/ 5/ 6 17 2 3 2 3 3 3 3 2 3 3 3 3 3 3 3 3 3 3 3	505 3 4 1	
	haunt faucet exhaust	haunt faucet exhaust  August  Selection for the selection of the selection



saw



paw



claw



draw



straw





dawn

hawk



crawl





yawn

Name Date
-----------

paw saw claw	lawn dawn yawn	ann	
draw	hawk		
straw	crawl		
		Eu	

Date \_\_\_\_\_

Paul's home



The boy's ship



Andrew's shoes



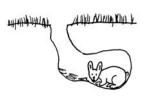
The kid's pool



The rabbit's hole

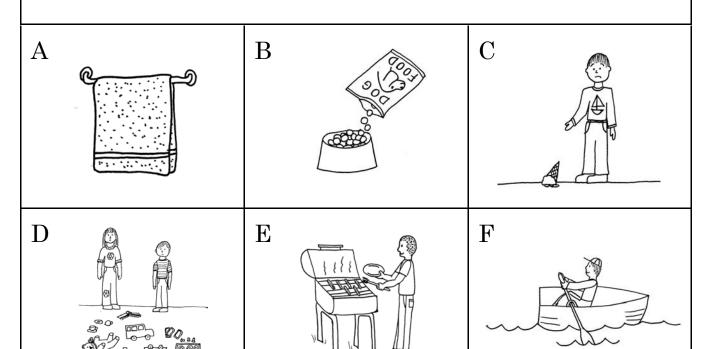


The robin's nest





- 2. Paul's room is a big mess.
- 3. Dad's grill is very hot.
- 4. The man's boat is little. \_\_\_\_\_
- 5. The dog's food is crunchy.
- 6. Pam's towel is on the rack.

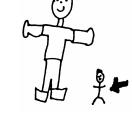


Write the letter for each picture beside the matching sentence.



call

wall



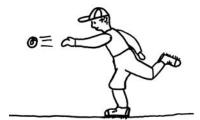
fall



mall



small



stall



hallway



baseball



football





basketball

Name	Date

call mall	wall hallway			
fall	football	אין עונגלוטטארוטטאון אין אין אין אין אין אין אין אין אין אי		
small	baseball			
stall	basketball			
		Ø=		



salt



malt

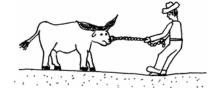


bald



palm











talk



chalk



The sun is cold.

stalk

bald salt	balk chalk	
false	stalk	
palm	walk	
malt	talk	 
		The sun is cold.
	Hi!	



want

(650) (000)

wash

wasp



wand







waffle





swan

swat



 $\mathbf{SW}$ 

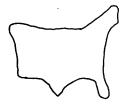


wand want watch wasp wash	want wad watch swan wasp swat		
			Manual Ma















country











double

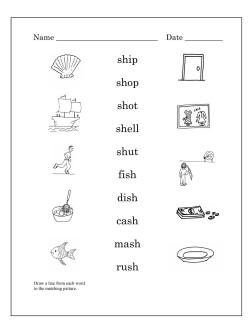
Name _	Date

cou	ntry sins iple	double trouble young touch	

## How To Play The "Robot Game" With The First Workbook Page

In *Phonetic Words And Stories*, *Books 1-8*, the pictures and words are set up to do a phonemic awareness exercise called the "Robot Game." This game is beneficial for beginning students and older students who are learning or reviewing the phonics patterns. It helps students develop both decoding and spelling skills.

The *Basic Phonics Patterns* books and the *Know The Phonetic Code* books follow the same phonetic sequence but they do not have the same type of pictureword pages. However, if you are using those books, you can still play the Robot Game with the students using the pages in this workbook. Use the page with a column of words down the center with pictures on each side. To start, have students cover the column of words with a strip of card stock or construction paper so that they can only see the pictures. Follow the steps listed below.



- 1. STUDENTS FIND THE PICTURES The students look at the pictures. The teacher looks at the words. The teacher starts with the first word, pronouncing each sound in the word separately, with a slight pause in between each sound. For example: f....i....sh. Make sure the sounds are completely separate. Don't say fi.....sh. Don't say f.....ish. In the examples that are wrong, some of the sounds are still stuck together. The students listen to the sounds and look for a picture that has the same sounds. They put the sounds together mentally to form the word, point to the picture, and say the word aloud. They should say the word normally, without separating the sounds. This is an oral blending exercise. A better name for it would be "sticking the sounds together to make a word." The teacher and students continue in the same way until all of the words have been done. Discuss the meanings of any unfamiliar words.
- 2. STUDENTS FIND THE WORDS Students remove the paper strip so that they can see the words. This time the teacher looks at the pictures, starting with the picture on the top left, going down the left side, then going to the top picture on the right and going down that column. For each picture, the teacher will say the individual sounds in the word, separated by a slight pause, in the same way as in step one. This time students listen to the sounds and look for the word that has the same sounds. They point to the word, put the sounds together mentally, and say the word normally, without a break between the sounds. Continue in the same way until all of the words have been done.
- 3. Have students read the words in unison, going down and back up the column.
- 4. Optional: The teacher gives a hint or clue about the meaning of each word, one at a time. Students listen carefully, find the word with the same meaning, point to it, and read the word. Examples: Find a word that means the opposite of open. Shut. Find a word that means the same thing as money. Cash. Find a living creature that

swims in the water. Fish.

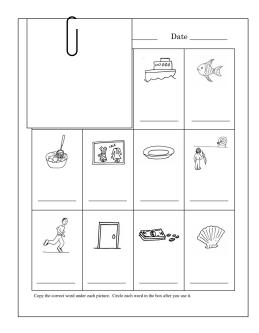
5. Have students read the words again on their own, drawing a line from each word to the matching picture. Assist as needed.

## How To Do Spelling Dictation With The Second Workbook Page

During each day's lesson, the students learn a new phonetic pattern or syllable pattern, and the teacher dictates a group of phonetic words with the same pattern for students

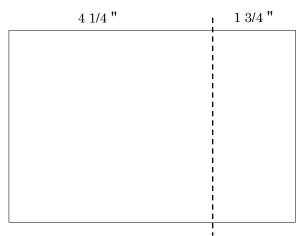
to spell. By using the new pattern repeatedly to spell the words, students become thoroughly familiar with it. With enough practice, using the pattern becomes automatic. Because they are analyzing each word carefully as they spell it, students will also find it easier read the words.

The spelling dictation lesson can be done without pictures. If you do want to use pictures during the dictation period, you can use the second workbook page. Students will not write on the workbook page during the lesson. They will need a separate sheet of lined paper to write on. Ahead of time, prepare 4 " by 6 " blank index cards to cover the words on the page. Cut 1 3/4 " off of one side of the cards, so that they will be the right size to fit over the words. Make a card for each student. These will be kept and used for each lesson. When you begin the lesson, pass out the cards and paperclips and show



students how to attach the cards to their pages with the clip. Then follow the steps below.

- 1. The teacher dictates the sounds for selected letters and phonics patterns. Students listen to each sound and repeat it while writing the letter or letter pattern that represents that sound. Students should write single alphabet letters close together. For multi
  - letter patterns, they should write the letters close together but leave a space between each pattern. The teacher will choose the letters and patterns ahead of time that will be needed to spell the words and write a sentence. New and review patterns should be included.
- 2. The students look at the first picture. The teacher says the word clearly. The teacher and the students segment the word in unison by pronouncing its individual sounds, with a slight pause between each sound. Example: sh....i....p. Everyone moves their hands in a hopping motion from left to right as they say the sounds, going down as each sound is pronounced. Students then segment the word again individually. They will write the relat-



To make a cover for the words, cut 1 3/4 " off of the side of a 4 " by 6 " index card. Throw away the smaller piece and keep the larger piece.

- ed letter or letter pattern as they pronounce each sound. (The letter names are not used when spelling phonetic words.)
- 3. After writing the word, students segment the word again in unison. The teacher spells the word on lines on the board as they pronounce each sound. Students check their work and correct as needed.
- 4. Continue in the same way with the rest of the words, following the order in which the pictures appear on the page.
- 5. After all of the words are completed, the teacher dictates any words needed to write the sentence that will be dictated last. This will include words with previously taught phonetic patterns and irregular sight words that are not entirely phonetic. In this part of the lesson teach and review sight words as needed. You can also introduce or review a few words with suffixes or a few contractions after you get to them in the book. (You won't try to do everything listed in this section on the same day.)
- 6. The teacher dictates a sentence that contains at least one of the new phonetic words, along with other phonetic words and sight words. The sentence should be composed ahead of time and written into the lesson plan. All of the words in the sentence should be practiced earlier in the lesson. Students repeat the sentence several times, in unison, moving their hands in a hopping motion for each word, going from left to right. Then they write each word, one at a time, segmenting the phonetic words aloud. Students should write sight words that they have already learned on their own. If students have not yet memorized how to spell one or more sight of the sight words, the teacher should write them on the board for students to copy.
- 7. Students complete the workbook page for extra practice independently at a later time.

Note: Sight words can be spelled in two ways.

The first way is to spell the words by saying the letter names.

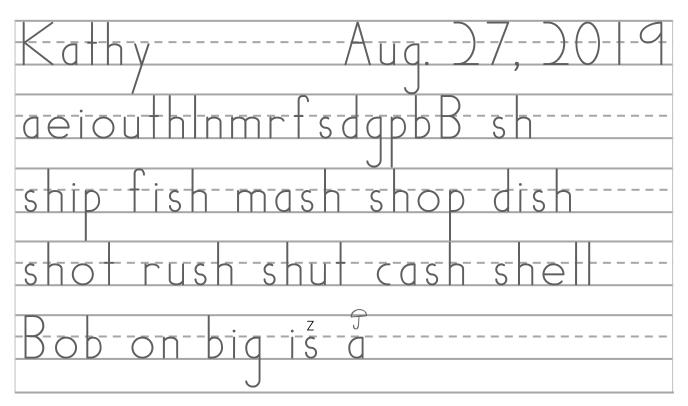
The second way is to segment the words as usual by saying the sounds. Students write any sounds that are phonetic. When they come to a non-phonetic part of the word, they say the sound, then write the non-phonetic letters that appear in the word. Provide guidance when students first learn the word and frequently afterwards. Adapt this approach as needed depending on the word. This approach is easier for the students because it matches their familiar spelling routine, reduces dependence on rote memory, and helps them analyze the words. See the examples below.

Teacher says the word: is

Students say the sounds: i....z. They write i when they say the i sound. When they write the z sound, they write a small z above it.

The teacher says the word: a (pronounced "uh")

Students say the sound: u, while writing the letter a. Then they draw a simple umbrella above the letter a. (See the umbrella story in the student books.)



- This dictation plan is for the second lesson in Book 1, when students learn the sh pattern. As they learn more two and three-letter patterns, dictate a number of those patterns in addition to the alphabet letters.
- Have students turn to the back of the page when they run out of room.

Bob	<u> </u>	on-	a-bi	g - s h	ip	

AaBb(cb)dLe Ht-Gathlid KkLIMmNnOo PpQqRrSsTtUu VvWwXxXyZz