Use With Any Of These Books

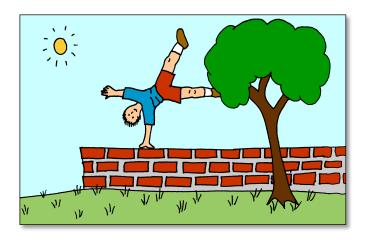
Phonetic Words And Stories, Books 1-4 Basic Phonics Patterns, Books 1-4 Know The Phonetic Code, Volumes 1-2 Know The Phonetic Code, No Stories



# Phonics Patterns Workbook

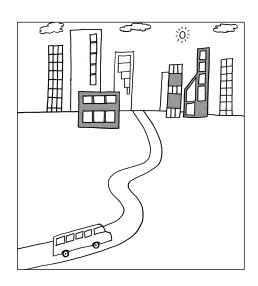


# For Books 1-4



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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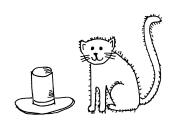
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ax

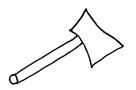
ran



ill



fin



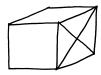
off



box



egg



ten



us



cut

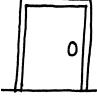
ran ten	ax egg	My T
fin	ill	
box	off	
cut	us	 
10		



ship



shop



shot



shell



shut



fish



dish

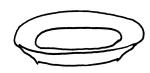
cash





mash

rush





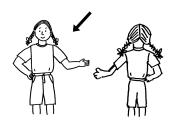
Name
------

fish dish	shop shot	00000	0)11111
mash	shut	•	3
cash	shell		
rush	ship		
	SALE		
	0	1 0 - H 6 00	









ton

won



of



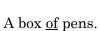
from



front



oven



was



what



The plant was small and then it grew larger.

Name		
raine		

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



we

me









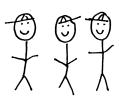
She will be six on her birthday.



be



go











so hot

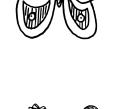
Name	

go no so	we he she	
уо-уо	me be	 
		M A Y    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   28   29   30









path

moth



with

Beth



Seth

thin



thud

thumb

Draw a line from each word to the matching picture.

thin thud thum  thumb  Beth  Seth	path bath math moth with	
		5 + 10

	(3) W

that



then



this



them

Draw a line from each word to the matching picture.

them then

this

that











camp

lamp

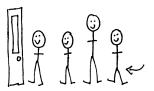


mask

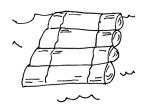
ask



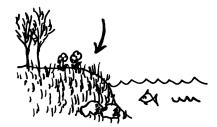
raft



fast



last



hand

land



Name		
raine		

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	 
		11555 15555 15555 15555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 1555 15
	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



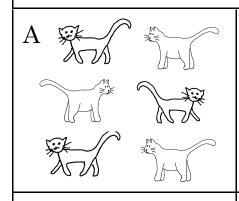
2. Tom shuts the box. \_\_\_\_\_

3. The cat sits. \_\_\_\_\_

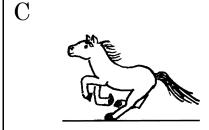
4. Six cats \_\_\_\_

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

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

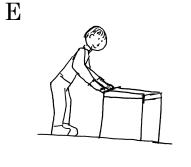






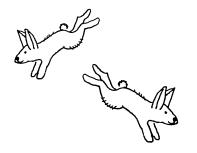
 $\mathbf{L}$ 

D



Г			

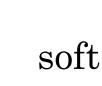
Write the letter for each picture beside the matching sentence.

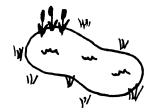


pond



fond





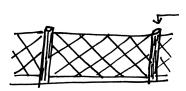
romp



golf



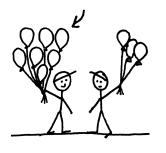
cost



lost



s most



p



gȟōst

pond soft	fond romp	\$500J	
cost	lost		
mōst	$ar{ ext{post}}$		
ghōst	golf		
The state of the s	IN THE PART OF THE		
			A STATE OF THE STA



rock

sock



back





duck





neck





kick



sick

back sack	sick kick		
duck	peck		
luck	neck		
rock	sock		
		-	



jump

dump



pump



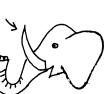
punt



bulb



must



dust



gust



dusk



tusk

Name	

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

tö

dö

2

twö

While the state of the state of

intö

ontö



gi<u>ve</u>

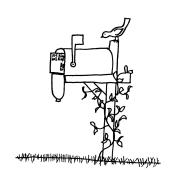


ha<u>ve</u>

li<u>ve</u>



have live give		do to two onto into
2		While I have a series at least a prison on a



nest



held





CIIU

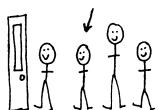
send





\_

melt



self

desk



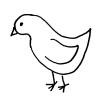
next

wept





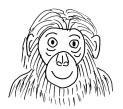
nest	held		/N
tent	send		
help	melt	, 🗸	7
self	desk		
next	wept		
			**************************************



chop

chin

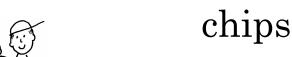




check

chick





chimp



chest

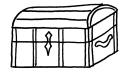
chess



chill

chum





Draw a line from each word to the matching picture.

Name	

chick chin	check	
chips	$\operatorname{chest}$	
chimp	chill	
chop	chum	 



spill

snap

skip



smell

stop



squid



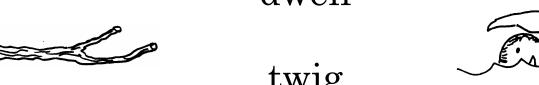
scab

swim



dwell

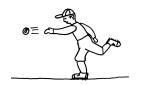




Draw a line from each word to the matching picture.

Name		
raine		

spill scab skip	snap smell swim	STOP	
squid	twig		
stop	dwell		



match



batch



hatch



catch



patch



pitch



ditch



Dutch



notch



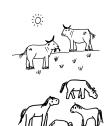
fetch

Draw a line from each word to the matching picture.

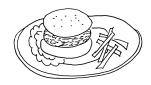
pitch ditch fetch notch Dutch	catch patch match batch hatch		Ø=
Batti	ITAUCII		
	**************************************	0000	



## bench



wrench



bunch



munch



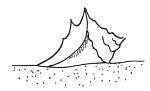
punch



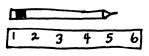
lunch



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



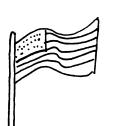




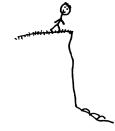


clock





flag



flip





glass



block



plug



split



splash



Draw a line from each word to the matching picture.

flip flag sled	plug block clock	
cliff	$\operatorname{split}$	
glass	splash	 
and the second s		



whip



whisk



which



whiff



whiz

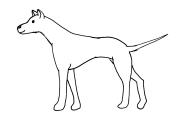


when



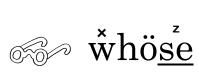
whippet







. whö





Draw a line from each word to the matching picture.

Name		
raine		

whip whisk which whiff	when what whö whöse	7	
whiz	whippet		
~ ? · · · · · · · · · · · · · · · · · ·			Lunch Box

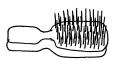


brush

drop



crab



frog



press



truck



grill



scrub



strap



sprig

Draw a line from each word to the matching picture.

Name		
raine		

frog crab	press grill	
truck	strap	
drop	sprig	
scrub	brush	 



rang



sang



long



strong



king





bring

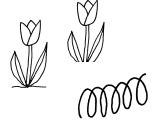




stung







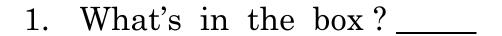
Draw a line from each word to the matching picture.

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.

· · · · · · · · · · · · · · · · · · ·	
He is	Who is
She is	What is
She is	vvnat 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
rodin	



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

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

4. When's lunch?

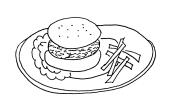
5. Who's on the bus? \_\_\_\_\_

6. He's strong.

A



В



 $\mathbf{C}$ 



D



 $\mathbf{E}$ 



F



Write the letter for each picture beside the matching sentence.



junk



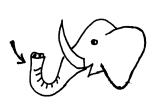
trunk



chunk



skunk



bank



thank



think



wink



drink

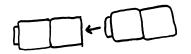


honk

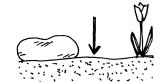


Name
------

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



oil





boil



coin

soil





join



point



boy



joy





Soy

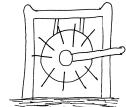
soy

Name	

toy soy boy	coin point boil	Soy	
joy	soil		
join	oil		
	~~~ ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
		N COURT	



out



loud



shout



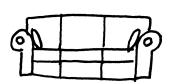
couch



mouth



cow



bow



down



town





Name		
raine		

cow bow owl	loud shout mouth	
town	couch	
down	out	 



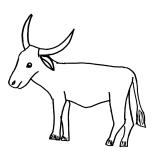
put



push



bush



pull



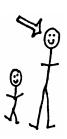
full



bull

Name	Date	

pull	full
push	bull
put	bush



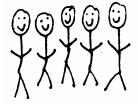
all



call



ball



tall



wall



fall



hall



mall

Name	Date	
Tidille	Date	

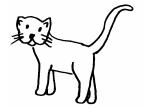
		all all	ca	
	ha	all	ma	all
	a	11	ta	.11
		יעאנו פורד נערחומן (ורוקים ונוני	Q 2	
		>+@ >+@ >+@ >+@ >+@		
_				



mitten



kitten



hidden



muffin



puppet



rabbit



basset



tennis



bonnet

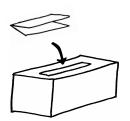


bobbin

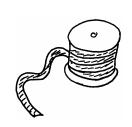
Draw a line from each word to the matching picture.

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

tennis muffin puppet bobbin bonnet	kitten mitten hidden rabbit basset	
	TIPET	









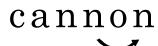


Draw a line from each word to the matching picture.





ballot



button

summon

cotton

bottom

ribbon

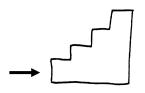
lesson











Name	Date

button summon bottom cotton ribbon	gallon gallop ballot cannon lesson		
Schedule \$00 mm 9:00 mm 10:00 mm		<b>→</b> [	Come



basket

hotdog

napkin

helmet

cactus

picnic

hundred

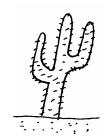
pumpkin

children

cobweb





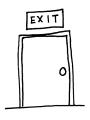






Name Date
-----------

cactus basket napkin hotdog cobweb	picnic children pumpkin hundred helmet		
	[00	- A STATE OF THE S	



cabin







robin



exit





present



wagon



lemon



petal





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

wagon lemon cabin robin	petal salad seven exit	
closet	present	
	EXIT	



giggle

**P** 

little



twinkle

bubble



puzzle

uncle



ruffle

apple



candle



pēople



candle uncle twinkle little people	apple bubble giggle ruffle puzzle	
	P	



see

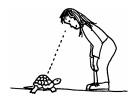


seed



feet





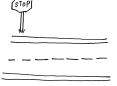
tree



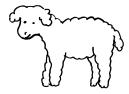




sheep



green



sleep



street



feet deer	sleep green	J. Jan. C. B.	
sheep	tree		
seed	street		111411
see	three		
3		(\$TOP)	



Pete



Eve



these



here





grebe



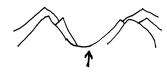
where



Name	Date	

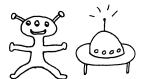
Eve		these	
Pete		grebe	
here		where	

weird





seize



key

valley





trolley









honey

money



monkey

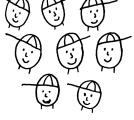
Name	Date	

valley trolley chimney donkey	seize weird honey money		
key	monkey		
	O O ONG	Honey	1



read

team



beach



beak



leaf

least



meat



year

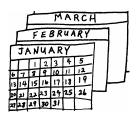


ear

eat







Name	Date

eat ear	leaf least		
team	beak	/	
meat	beach		
year	read		
	FEBRUARY  JANUARY  1 2 3 4 5 6 7 7 9 0 11 12 13 14 15 10 17 13 19 19 34 22 23 24 725 24 21 22 12 12 12 12		



head

health



dead

deaf



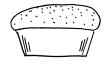
sweat

wealth



thread

spread

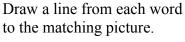


lead

bread



----



© 2019 by Kathryn J. Davis

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

deaf dead	bread spread	
wealth	thread	
health	lead	
head	sweat	 
		131111111111111111111111111111111111111



mail



sail

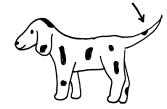


tail



hair





wait

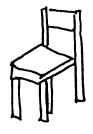






train





snail

Name	Date	

hair chair rain	sail tail mail		
paint	snail		
train	wait		
		Soup Salad	
**************************************			

-----

hay

play



like you!

day

lay





say

pay





way



gray



tray

spray

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

day pay hay say lay	way play gray spray tray	like you.	
The United State of American 17 ON THE TOTAL AR			
PR STATE OF THE ST			

tape

cave



save



gate



game



bake



lake



skate



plane



grape

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

cave	lake bake	WHILE WAY	
gate	grape		
game	plane		
tape	skate		
	D		



five



nine



fire



line



bike





dime



time



slide



smile



Name	Date

time dime line	fire ride bike		The Same Same
nine five	slide smile		
live	Simile		
	<u></u>	5	
			1., 11

Date \_\_\_\_\_



pie



lie



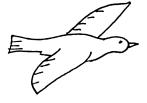
tie



die



cries



fries



flies



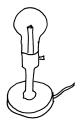
friend



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

p: li	ie .e ie	flies fries cries friend	
		I didn't do it.	

Date \_\_\_\_\_



night



light





fight



right

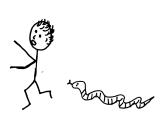




bright







frighten

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

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



wild



child



find



blind



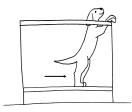
grind



remind



behind



hind

Name	Date	
I (CIIIC	2000	

gri bli	nd ind ind ind	ch	ld ild ind nd
		TURNAMAN	
	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. \_\_\_\_\_

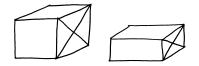
3. The drink fizzes.

4. I have two boxes.

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

6. The children get on the buses.

A



В



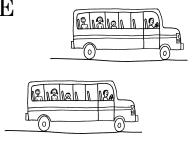
C



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 of the productio	
is not 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.

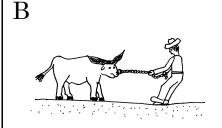
3. The ox won't go.

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

5. Kay isn't well. \_\_\_\_

6. I don't like snakes.







D

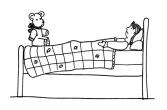


 $\mathbf{E}$ 



F

 $\mathbf{C}$ 



Write the letter for each picture beside the matching sentence.



bunny

puppy



happy

daddy





penny

jelly







holly

silly





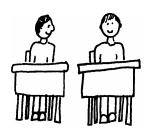
candy

windy



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

puppy bunny happy jelly	windy candy daddy holly	LIEBENT TORKY	
silly	penny		
			- 00°
M G G G			



my



cry



by



sky



fly



why

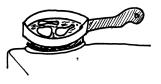




fry

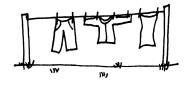


dry



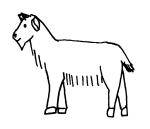
python





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

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



coat





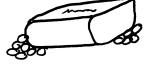
goat



float



toad



road



roar



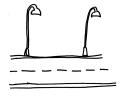
soap



goal

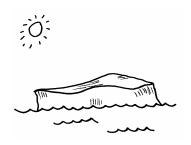


toast



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

goat boat coat	soap goal roar	
road	float	
toad	toast	 
30000		
	·	 ·



toe

doe



hoe

Joe

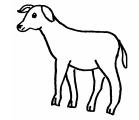




woe

roe

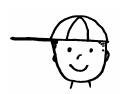




floe

goes





ōboe

shöe

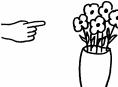


Name	Date
2 (001110	2000

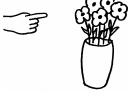
1			
hoe	roe		
floe	woe		JATA
Joe	goes	<b>H</b>	\{\frac{1}{2}\}\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
toe	doe		
oboe	shöe		
		The Control of the Co	



home



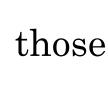




score



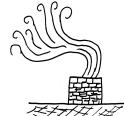
nose





cone

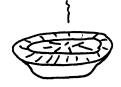




whole



smoke



ייאו (פונאו או אלאוואא) איי איי איי איי

globe

Name	Date	

cone stone nose	more score globe	
those	home	
smoke	whole	 
יראו (מואחוואו) איזו ויייאיויי		
HOME VISITORS		



glove

love



dove



above





some





none

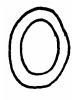


done





one



sone



Name	Date
1 Millo	Date

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

Beth's blocks



Jeff's pig



Joe's truck



Ed's sled

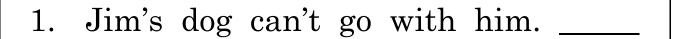


Ned's shell



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



C



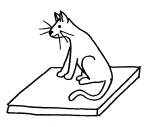
D



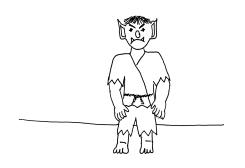
 $\mathbf{E}$ 



 $\mathbf{F}$ 



Write the letter for each picture beside the matching sentence.



roll

troll





bolt

colt





hold

gold





cold

fold



sold





yolk

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

yolk cold sold	gold roll troll	
hold fold	$rac{ ext{colt}}{ ext{bolt}}$	 











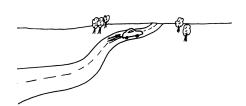
away



asleep

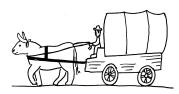


alone



above





afraid



ago







alas

Name	Date	

away around across alike	ago alas alone above		
afraid	asleep		
		THE STATE OF THE S	













Santa

comma



eggs, plums, hotdogs, milk,

jelly, cake

extra

villa



yucca





delta







vanilla

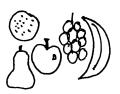
Name Date
-----------

panda Santa	THIN .	
vanilla		
		eggs, plums, hotdogs, milk, jelly, cake
	Santa Anna banana	Santa Anna banana

## fruit



suit



suitcase



swimsuit



 $jui\underline{\overset{\,\,{}_\circ}{ce}}$ 

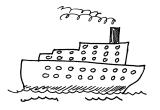




cruise



brui<u>se</u>



Name	Date
	Bate

fruit suitcase suit swimsuit bruise juice cruise

TRUE TO

glue

blue



Sue



clue



true



rescue

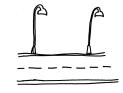


avenue



tissue





Tuesday

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

clue glue true Sue blue	tissue statue Tuesday rescue avenue		TO TO THE TO
	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 24 22 23 24 25 26 97 23 24 30
			SKI, O. SKX



mule



cube



cure



sh sure

use



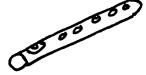
flute



rule



June



Be kind to others. tube

Neptune

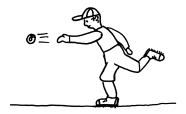


Name Date
-----------

cure sure tube	June Neptune rule	JUNE 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 19 19 20 21 22 23 24 25 26 27 28 24 50	
cube	mule		
flute	use		
		TOOTH PASTE	Be kind to others.
	(18) 00 00 00 00 00 00 00 00 00 00 00 00 00	It will drop.	* * * * * * * * * * * * * * * * * * * *



flew



few



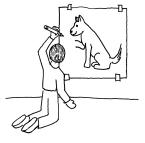
screw





cashew

blew



jewel

pew



stew



threw



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

stew blew drew	few pew cashew	
flew	jewel	
screw	threw	 
	0 = A	



tap



tape



back



bake



can



cane



mad



made



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	A STATE OF THE STA
man	mane	
rack snack	rake snake	 



pin



pine



rid





kit



kite



tin





rip



ripe



Name	Date
2 (001110	2000

pin rid rip kit	pine ride ripe kite	
tin	tine	 



pill



pile





twin







dim

dime





Tim

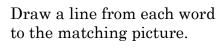


time





like



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

lick pill	like pile	
Tim	$\operatorname{time}$	
dim	$\operatorname{dime}$	
twin	twine	 
		September 18 Experience of the control of the contr



rod



rode



hop



hope









smock





Ross



rose

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

rod Ross not	rode rose note	Ala Mi	
hop	hope		
$\operatorname{smock}$	smoke		



cub



cube



cut



cute



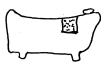
tub



tube



fuss



fuse



plum



plume

Name Date

cub tub fuss	cube tube fuse	TOOTH PASTE
plum	plume	
cut	cute	 
		Sir III



badge



lodge



judge



fudge



grudge



smudge



edge



wedge



bridge



porridge

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

edge wedge badge grudge smudge	bridge porridge lodge judge fudge		Pales Department
Today is  Monday,  July	Secretary V	The state of the s	



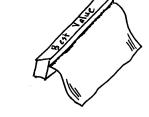
soil



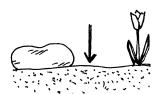
boil



coil



foil



coin





point

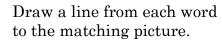






toilet





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

join coil foil poison	soil boil coin point	O O O O O O O O O O O O O O O O O O O	
toilet	noise		
	~ ? ? ? · · · · · · · · · · · · · · · ·		

boy





toy

joy





enjoy





annoy





Draw a line from each word to the matching picture.

Name	Date	

joy toy soy boy		yal joy noy
	Soy	

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.

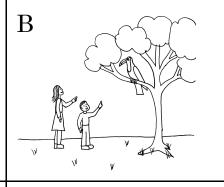
3. The children pointed at the tree. \_\_\_\_

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

5. She dusted the shelf.

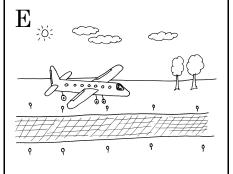
6. The boy rested on his cot.

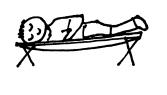






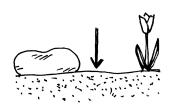
D





F

Write the letter for each picture beside the matching sentence.



out



mouse



house



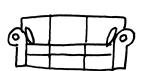
found



ground



mouth



shout



count



couch



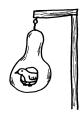
Draw a line from each word to the matching picture.

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

mouse house found ground cloud	count couch shout out mouth		
		1234	



court



gourd



four



fourth



pour



mourn

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

mourn	four
court	fourth
gourd	pour
	TICKETS

## 

you



your



soup



group

wound



through



Draw a line from each word to the matching picture.

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	

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.

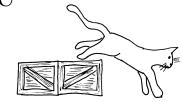
A

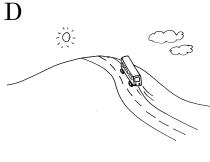


В



 $\mathbf{C}$ 

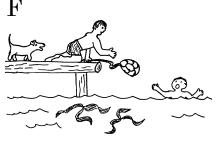




 $\mathbf{E}$ 



 $\mathbf{F}$ 



Write the letter for each picture beside the matching sentence.



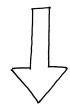
cow



now



owl



howl



town



down



brown



clown



frown



crowd

Draw a line from each word to the matching picture.

Name	Date	

town down frown	now cow owl	
brown	howl	
clown	crowd	 

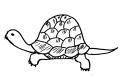


row



low





slow



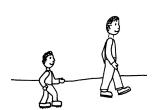
blow



snow



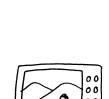
grow



show



window



yellow



follow

Draw a line from each word to the matching picture.

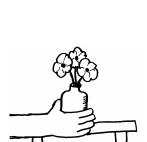
Name	Date	<b>;</b>
	_ ****	

low slow snow	yellow follow window		000000000000000000000000000000000000000
grow	show		
blow	row		
+			
		\$\bullet\$ \bullet\$ \b	



put

pull



full

bull



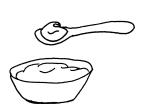
bush



push



pulley



pudding



bushel



Draw a line from each word to the matching picture.

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

put pull bull	push bush bushel	
full	pulley	
	pudding	 



pool

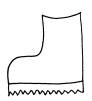
food



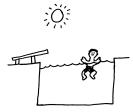
boot



moon



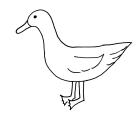
roof



ZOO



broom



spoon



school



goosě

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

roof moon pool	goose food broom	
boot	spoon	
ZOO	school	 



foot



wood

good



hood





hoof





shook





cook

look



Draw a line from each word to the matching picture.

Name	Date
2 (001110	2000

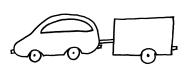
wood stood hood hoof	book cook look foot	All About Cats	
shook	good		



Paul

haul





haunt

launch





autumň

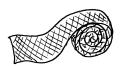
autō





faucet

exȟaust





August

gauzė



Draw a line from each word to the matching picture.

Name	Date	

auto autumn August haul	gauze launch haunt faucet		
Paul	exhaust		
	AUGUST  567890000  22395617890000  223950232323	505 5 4 A	



saw



paw



claw



draw



straw









hawk





yawn

Draw a line from each word to the matching picture.

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

paw saw claw draw	lawn dawn yawn hawk	ann	Will with the same of the same
straw	crawl		

Paul's home



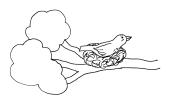
The boy's ship



Andrew's shoes



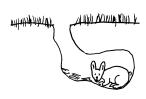
The kid's pool



The rabbit's hole



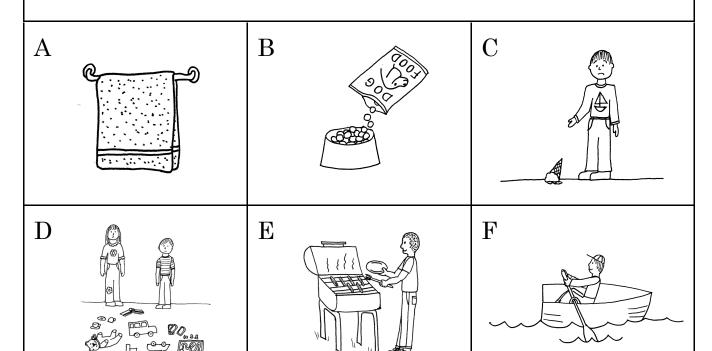
The robin's nest



Draw a line from each phrase to the matching picture.



- 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.



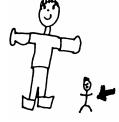
Write the letter for each picture beside the matching sentence.



call



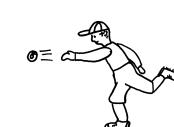
wall



fall



mall



small



stall



hallway



baseball



football





basketball

Draw a line from each word to the matching picture.

call mall	wall hallway			
fall	football	J TOTALOWINA,		
small	baseball			
stall	basketball			
		<b>©</b> =		











bald



palm













balk

talk



chalk

stalk



The sun is cold.

Draw a line from each word to the matching picture.

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



want



wash



wasp



watch



wad



waffle



swamp



swan



swat

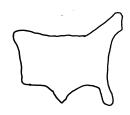
Draw a line from each word to the matching picture.

wand want watch wasp wash	waffle wad swan swat swamp	
		Manual Ma
	(COC) (COC) (COC)	















country











Draw a line from each word to the matching picture.

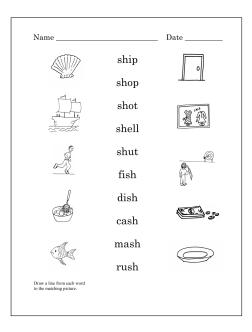
Name _	Date

cou	ntry sins aple	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.

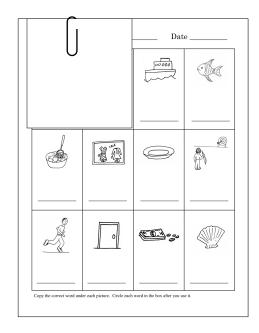
5. Have students read the words again on their own, drawing a line from each word to the matching picture. Assist as needed.

## 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

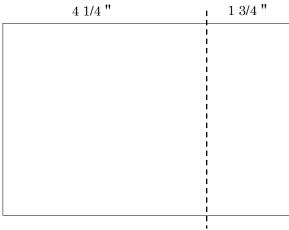
to spell. By using the new pattern repeatedly to spell the words, students become thoroughly familiar with it. With enough practice, using the pattern becomes automatic. Because they are analyzing each word carefully as they spell it, students will also find it easier read the words.

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.

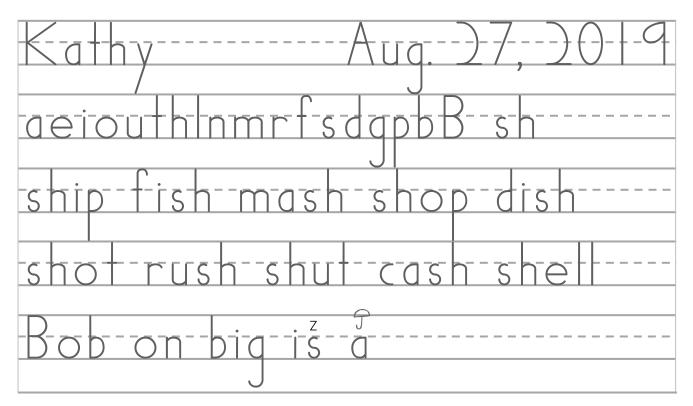
The second way is to segment the words as usual by saying the sounds. Students write any sounds that are phonetic. When they come to a non-phonetic part of the word, they say the sound, then write the non-phonetic letters that appear in the word. Provide guidance when students first learn the word and 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