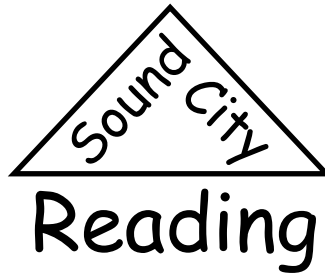


Phonetic Words And Stories Teaching Guide

March 2013



Entire contents © 2013 By Kathryn J. Davis
7223 Cedar Lane Drive, Germantown, TN 38138
All rights reserved.

Printed in the United States of America.

Permission is hereby granted to teachers, parents, and tutors to
reproduce student materials in this book for individual or classroom use.
Permission is granted for school-wide reproduction of materials.
All other use is prohibited.

Table of Contents

Color-Coding Chart	4
Sequence Chart	5
Daily Outline	6
Daily Outline - Extended - Science, Social Studies, Literature	7
Alternate Daily Outline - Ending Consonant Blends	8
Dictation Chart For Ending Consonant Blends	9
Alternate Daily Outline - Beginning Consonant Blends	10
Dictation Chart For Beginning Consonant Blends	11
Teaching Notes	12

Teaching Guide

I. Connecting Sounds And Symbols	16
II. Handwriting	20
Making Individual Dry-Erase Boards For Handwriting And Spelling	23
III. Spelling Dictation Overview	25
III. Spelling Dictation: Using Plastic Letters	28
III. Spelling Dictation: Using Dry-Erase Boards	31
III. Spelling Dictation: Using A Pocket Chart	32
III. Spelling Dictation: Writing On Paper	35
IV. Decoding: Picture/Word Pages, Playing The Robot Game	37
V. Reading - Whole Group, A. Sight Words	39
V. Reading - Whole Group, B. Sentences, Suffixes, And Contractions	40
V. Reading - Whole Group, C. Practices Stories	41
VI. Small Groups, A. The Caterpillar Game	43
VI. Small Groups, D. Practice Stories And Children's Books	44
Working With Consonant Blends	46
Playing The Train Game	53
Playing The Truck Game	55
Long Vowel City	56

Other Materials

Handwriting pages to remove and use with a separate dry-erase board	57
Handwriting Poster - Labels for lines	Back Cover

Color-Coding Chart

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, happy	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet
ï	shield, pizza	dark green
o	ox, car, sorry, father	light orange
ō	go, horse, boat, toe, home, snow, four, gold, bolt, troll, yolk	dark orange
ö	to, moon, soup	dark blue
u	up, what, across, panda, son, love, country	light blue
ū	fruit, cue, cube, few, Europe	dark blue
ü	bush, book, should	olive green
oi	coin, boy	gold
ou	ouch, cow	brown
ir	bird, her, turtle, dollar, tractor, early,	gray

journal

wor worm

To help students "see" the differences in the vowel sounds, the vowels are color-coded. For example, if the letter *a* has the short sound in a word, as in *cat*, the *a* will be bright red. If the letter *a* has the long sound, as in *apron*, it will be dark red. If it has the dotted sound, as in *ball*, it will be pink.

gray

Sequence Chart - Phonics Patterns And Stories - Book 1

Extra Reading: *Simple Short Vowel Stories in Phonics Fundamentals Vol. 2* (Evan-Moor Corp., 1987)
(Out of print; available at <http://www.amazon.com/gp/product/1557993076>.)

Day	New Letter Patterns	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read	New Sight Words
1	sh/ship			(Review: A, a, was, is, his, as, has, I)
2	o/son (umbrella words)	_s with nouns		of, son, won, ton, from, front
3	e/me	Questions and Statements	<i>A Fish</i>	
4	th/thumb			both, month
5	th/this	Phrases with "the"	<i>I Wish</i>	the
6	ast, amp, ask, and, aft	Sentences	<i>E-M Sam</i>	
7	o/go		<i>Go Fish</i>	
8	ilk, ift, ist, isk, ind	Sentences		
9	or/horse	_s with verbs and nouns	<i>This Is For...</i>	
10	ond, oft, omp, olf, ost, ōst	Sentences		most, post, ghost
11	ck/Jack			
12	ump, unt, ulb, ust, usk	Sentences		two, give, live, have
13	ō/to _ve/give		<i>A Duck</i> <i>E-M The Van</i>	
14	est, ent, end, elp, elt, elf, esk, ext, ept	Sentences Sentences	<i>Jump</i> <i>E-M Bob</i> <i>E-M Bob and Sam</i>	
15	ch/chicken			rich, such, much
16	st, sc, sk, sp, sm, sn, squ, sw, tw, dw	Sentences		
17	tch/match			
18	nch/bench		<i>On A Bench</i>	
19	fl, cl, sl, bl, pl, gl, spl	Sentences	<i>E-M Bob Helps</i>	
20	wh/when			which, what
21	wh/who	Sentences with "what"	<i>Who Is This?</i>	who, whom, whose
22	pr, br, dr, spr, str, fr, tr, gr, cr, scr	Sentences	<i>A Man</i> <i>A Chicken</i>	
23	ng/ring		<i>In The Spring</i>	nothing
24	nk/wink		<i>Get A Drink</i>	

After Day 22 students may read these stories: *E-M At The Pond*, *E-M The Bath*, *E-M Camp*, *E-M Pam's Pet*, *E-M Sam's Trick*, *E-M Sam and Gus*. Introduce the word "see" as a temporary sight word.

Daily Outline - Phonogram Patterns, Handwriting, Spelling, Decoding, Reading			
I.	Connecting Sounds And Symbols - Whole Group		
	<p>A. Introduce the new phonogram pattern.</p> <p>B. Sound Charts: Point to the patterns as students say the sounds in unison.</p> <p>C. Sound Cards: Show the cards. Students say the sounds in unison.</p>		
II.	Handwriting - Whole Group - Two Options - Choose One		
	Use lined individual dry-erase boards or chalkboards.	Use regular lined paper.	
	<p>A. Review a few alphabet letters by dictating letter sounds one at a time. Demonstrate letter formation on the board. Students say the sound as they copy the letter.</p> <p>B. Write the new phonogram pattern as a model. Say the sound (or sounds). Students repeat as they copy the pattern.</p> <p>C. Dictate several vowel sounds, phonogram patterns, and/or consonant blends that have already been taught. Students repeat the sounds while they write the patterns.</p>		
III.	Spelling Dictation - Whole Group - Four Options - Choose One		
	Use Plastic Letters To Spell On Work Mats	Write On Individual Dry-Erase Boards Or Chalkboards	Spell On A Pocket Chart First And Then On Paper
	Students Spell On Paper, Teacher Copies On A Large Chalkboard		
	<p>A. Teacher dictates words with the new phonogram pattern. Students do not see the words.</p> <p>B. Students segment each word orally, by saying the separate sounds, using hand motions.</p> <p>C. Students spell the word by writing one letter at a time, while repeating the sounds.</p> <p>D. For any irregular words, the teacher writes the word for the students to copy.</p>		
IV.	Decoding - Picture/Word Pages - Whole Group		
	<p>A. Play the Robot Game with the pictures. (See instructions.)</p> <p>B. Play the Robot Game with the words in the first column.</p> <p>C. Students read the words in the last column, referring to the second column as needed.</p>		
V.	Reading - Whole Group		
	<p>A. Introduce new sight words and review previous sight words using flashcards.</p> <p>B. Students read any sentence, suffix, or contraction pages with teacher guidance.</p> <p>C. Practice Stories: Reread the same story every day until students reach a new story.</p> <ol style="list-style-type: none"> 1) Teacher reads the story aloud first. Discuss. 2) Teacher and students echo read the story. 3) Teacher and students read the story in unison. 4) Students read the story in unison. 		
VI.	Reading - Small Groups		
	<p>A. Students play a game to reinforce new phonogram sounds.</p> <p>B. Students take turns reading sight word cards.</p> <p>C. Students reread new words and words from one or two previous lessons, from the book.</p> <p>D. Students take turns reading a practice story or a children's book. The stories and books to read are listed on the sequence chart.</p>		

Daily Outline - Extended - Science, Social Studies, And Literature

I.	Teacher Reads Aloud - Literature, Science, Social Studies, Seasonal Topics
	<ul style="list-style-type: none">A. Teacher reads aloud thirty minutes daily.B. Choose from a variety of materials: fiction, non-fiction, poetry, etc.C. Discuss any words or concepts which may be unfamiliar to the students.D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.E. Ask students to share their own experiences related to the topic.F. Put the books read aloud and related books on the same topic in a designated area for students to look at independently or with a partner.
II.	Creative Writing - Choose from the following options
	<ul style="list-style-type: none">A. Select a topic related to a book that was read aloud, a practice story that the students read, a science or social studies topic, or a seasonal topic. Or, choose a topic related to the new phonetic pattern. For example, after studying the sh pattern, plan to discuss and write about <u>ships</u>, <u>fish</u>, or things we might <u>wish</u> for.B. Brainstorm of list of things related to the topic. The teacher writes each item on the board. This could be a word bank or a group of sentences. Then have students write a few sentences on the topic, using the information on the board.C. Create a bubble map on the board related to the topic. The students give the teacher the information. The teacher records it. Then have students copy the bubble map.D. Ask students to help you compose a short essay about the topic, or have them retell a story in their own words. Write their oral responses on the board. Then have students copy the essay or story (or just their favorite sentence) and draw a related picture.E. Create a set of slotted sentences related to the topic.<ul style="list-style-type: none">Fish live _____ .Fish eat _____ .Fish _____ . (How do they move?)Students copy the sentences and fill in the blanks. Use a word bank for the answers.F. Create a booklet about the topic. Use blank pages. The teacher writes one sentence on each page, leaving room for a picture. Pass out the pages. Students draw a picture on each page. Then staple the pages together.<ul style="list-style-type: none">Fish can swim in the ocean.Fish can swim in a pond.Fish eat plants or other fish.Fish can be big or small.G. When students are able, let them compose their own essay or story, using a word bank, after an initial discussion. As they mature, teach them to revise, edit, and make a final copy of their work, with your help.H. Have students share their work with the class.

Alternate Daily Outline - Ending Consonant Blends

I.	Spelling Dictation - Whole Group Or Small Groups
	<p>A. Ending consonant blend patterns are taught as vowel-consonant combinations.</p> <ol style="list-style-type: none"> 1) Day 6: ast, amp, ask, and, aft 2) Day 8: ilk, ift, ist, isk, ind 3) Day 10: ond, oft, omp, olf, ost, ošt 4) Day 12: ump, unt, ulb, ust, usk 5) Day 14: est, ent, end, elp, elt, elf, eld, esk, ext, ept <p>B. Using plastic letters, small letter cards, or letter tiles, students build each ending blend pattern, as dictated by the teacher. Student do not see the blends. They must listen to the sounds and place the letters accordingly.</p> <p>C. After the new ending blends have been made, the teacher dictates words with the new ending blends. The ending blend dictation chart shows words to dictate.</p>
II.	Connecting Sounds And Symbols - Whole Group
	<p>A. The teacher points to the new ending blends on the truck chart, going down the column. The teacher pronounces each blend, students echo the teacher. Then the students pronounce the new blends in unison, while the teacher points.</p> <p>B. The teacher points to any previously taught ending blends, and then to all of the phonogram patterns that have been taught. Students pronounce each blend and phonogram pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Picture/Word Pages For Words With Ending Blends</p> <ol style="list-style-type: none"> 1) Play the Robot Game with the pictures. 2) Play the Robot Game with the words in the first column. 3) Students take turns reading the words in the last column, referring to the second column if needed. Then the whole group reads the last column in unison. <p>B. Sight Words: Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages: Students read the pages with teacher guidance.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<ol style="list-style-type: none"> A. Students play the truck game to reinforce ending blends. B. Students take turns reading new and review words with ending blends. C. Students take turns reading sentences with the new ending blends.

Dictation Chart For Ending Consonant Blends - Words To Spell With Plastic Letters					
	Ending Blends With Short A	Ending Blends With Short I	Ending Blends With Short O	Ending Blends With Short U	Ending Blends With Short E
Get out these letters	a, p, s, t, l, c, f, m, r, d, k, b, n, h	i, s, t, l, m, f, g, k, d, r, w, n	o, n, d, p, f, b, s, t, l, r, m, p, p, g, c, h	u, m, p, p, j, b, b, l, d, n, t, r, s, g, k, l	e, s, t, t, n, b, r, v, w, d, m, h, l, p, y, k, f, x
Build these blends	ast, ask, amp, and, aft	ist, isk, ift, ilk, ind	ond, oft, omp, olf, ost, ōst	ump, unt, ust, usk, ulb	est, esk, ent, end, elp, elt, elf, eld, ext, ept
Say "Show me... now show me..."	as.....ast as.....ask am.....amp an.....and af.....aft	is.....ist is.....isk if.....ift il.....ilk in.....ind	on.....ond of.....oft om.....omp ol.....ost ōs.....ōst	um.....ump un.....unt us.....ust us.....usk ul.....ulb	es.....est es.....esk en.....ent en.....end el.....elp el.....elt el.....elf el.....eld ex.....ext ep.....ept
Spell these words	past last cast fast lamp camp ramp damp ask mask task bask and sand hand land band raft	list mist fist lift gift sift silk milk disk risk wind	pond fond bond soft loft romp pomp golf lost cost most post host	jump bump lump dump pump punt bunt runt must just rust gust tusk bulb	nest best rest desk tent went sent bent bend send help melt felt belt elf self held next text kept wept

Alternate Daily Outline - Beginning Consonant Blends

I.	Spelling Dictation - Whole Group Or Small Groups
	<p>A. Beginning consonant blend patterns are taught in three groups.</p> <ol style="list-style-type: none">1) Day 16, S Blends And W Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw2) Day 19, L Blends: bl, cl, fl, gl, pl, sl, spl3) Day 22, R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str <p>B. Using plastic letters, small letter cards, or letter tiles, students build each beginning blend, as dictated by the teacher. Student do not see the blends. They must listen to the sounds and place the letters accordingly.</p> <p>C. After the new beginning blends have been made, the teacher dictates words with the same beginning blends. The beginning blend dictation chart shows words to dictate.</p>
II.	Connecting Sounds And Symbols - Whole Group
	<p>A. The teacher points to the new beginning ending blends on the truck chart, going down the column. The teacher pronounces each blend, students echo the teacher. Then the students pronounce each blend in unison while the teacher points.</p> <p>B. The teacher points to any previously taught beginning blends, and then to all of the phonogram patterns that have been taught. Students pronounce each blend and phonogram pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Picture/Word Pages</p> <ol style="list-style-type: none">1) Play the Robot Game with the pictures.2) Play the Robot Game with the words in the first column.3) Students read the words in the last column, referring to the second column if needed. <p>B. Sight Words: Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages: Students read the pages with teacher guidance.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<p>A. Students play the truck game to reinforce beginning blends.</p> <p>B. Students take turns reading new and review words with beginning blends.</p> <p>C. Students take turns reading sentences with the new beginning blends.</p>

Dictation Chart For Beginning Blends - Words To Spell With Plastic Letters

	Beginning S Blends		Beginning L Blends		Beginning R Blends	
Use these letters	a, e, i, o, u, s, c, b, m, k, p, n, l, l, g, t, q, d, f, f, w		a, e, i, o, u, c, l, p, p, s, s, f, f, k, b, m, d, t, t, g, x, n		a, e, i, o, u, b, r, g, s, s, c, c, k, m, p, p, d, l, l, f, f, t, t, z, z, n,	
Build these blends	sc, sk, sm, sn, sp, squ, st, sw, tw, dw		bl, cl, fl, gl, pl, sl, spl		br, cr, dr, fr, gr, pr, tr, scr, spr, str	
Spell these words	scab scum skip skin skull smog smell snack snap snip snug	spot spit spell squid step stem stop stick stuff swim swam swell twin dwell	clap class cliff click club black bless block slap slim slip sled slot slug flag	flap flex flip flop flock floss glass glad gloss glum plan plot plop plug plum split	brag brass brick brim crab crack crib crop cross drag dress drip drill drug drum fret frizz frog grass	grab grill grin grub gruff press prop trap track trim trip trick trot scrap scrub sprig strap strum

Teaching Notes

1. There are eight *Phonics Patterns And Stories* books. Students should complete them in order. Each book builds on the skills taught in the previous book.
2. Color coding is used to help students be aware of the vowel patterns and remember their sounds. Each vowel sound is assigned a color. For example, a dark red color indicates the long *a* sound in the words *play*, *rain*, *safe*, *they*, *veil*, and *sleigh*. Students can see that even though each of those words has a different vowel pattern, the patterns all represent the same sound. Sometimes a single pattern can represent more than one sound. Notice the different colors for the *ou* pattern in these words: *ouch*, *shoulder*, *soup*. Students can see that even though the vowel patterns in these words are the same, they each represent a different sound. Color-coding is used in the sound story, sound charts, word lists, sight word cards, and practice stories. The colors used for each vowel and vowel pattern can be seen on the color-coding chart in this book.
3. Several marks are also used to indicate specific letter sounds. They are found in the teaching materials, and can be used by students to mark letters as they practice spelling words. A straight line is placed over long vowels to indicate the long vowel sound (*ā/apron*, *ē/emu*, *ī/island*, *ō/ocean*, *ū/uniform*). Two dots are placed over special vowel sounds (*ä/ball*, *ë/ballet*, *ï/pizza*, *ö/to*, *ü/push*). The two dots (called an umlaut) mean "not the regular sound." An X above a letter indicates that the letter is not to be pronounced when reading a word (*lamb*, *knot*). An umbrella over a vowel is a signal to use the short u sound for that vowel. The letters *a* and *o* have the short u sound in many words (*was*, *across*, *son*, *wonder*). In this program, these are called "umbrella" vowels.
4. A Sound Story is used to introduce all of the alphabet letters and their sounds. It also introduces the "beyond the alphabet" sounds, such as *sh/ship*, *ch/chicken*, *ou/ouch*, and *oi/oil*. Each sound in our language is paired with a picture from the story and the letters that most commonly represent that sound. The pictures show environmental sounds, such as a dog growling, and voice sounds, such as an exclamation of surprise (*oh!*). Review the story by reading it aloud to the students. Discuss the sound for each picture and the related letter or letter pattern. Students should look at each picture and letter pattern and say the related sound. The sound pictures are used throughout these books to show the sound for each phonics pattern taught.
5. Phonograms are letters or groups of letters that represent a particular sound in words. Sound Charts at the beginning of this book are used for a daily review of the

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

6. Make a set of phonogram flashcards, or print them from the website at www.soundcityreading.com. Keep them in order, to match the sequence in which they are taught. When teaching a new letter pattern, show the card for that pattern, and point it out on the sound charts. Model the sound and have every student repeat individually while watching the card. Then go through all the cards that have been taught and have students give the sounds in unison. Students should always say the sounds, not the letter names. If a pattern can represent more than one sound, say each sound, one at a time, with a slight pause in between. Move your hand in a series of arcs (like a frog jumping) to indicate each sound. Students should watch and copy your hand movements while saying the sounds.
7. Go through the pages of this book in order. The sequence chart in this book shows the order in which the skills are taught. Each day you will study one new phonogram pattern. New patterns are taught using facing pages with pictures on the left and words on the right. On the same day, you might also study sight words, sentences, suffixes, or contractions. Explain and model as needed.
8. For a full class of students, a pdf file of this book can be downloaded from www.soundcityreading.com. The pages can be displayed on a screen using a projector. Follow the regular directions for doing the pages. This will allow you to do the program even if you don't have a book for every student.
9. Sight words are not taught until the related phonics pattern has been introduced. Sight words are taught as exceptions to the pattern. For example, after learning to read words with the oo/book and oo/moon patterns, students will practice reading the sight words *door*, *poor*, and *floor*. Show a flash card for each new word, show students how to pronounce the word, and have them repeat the word. If desired, have each student repeat the word individually and give an oral sentence with the word, or use a variety of games to reinforce sight words.
10. After learning the necessary phonogram patterns, students will apply those patterns by reading a story. The words in the stories contain phonics patterns that the students have already learned. Any words that cannot be pronounced phoneti-

cally are sight words that have already been taught. The first stories are very short; later stories are longer. There are various ways of reading the story. Choose one or more options from the "How To Read The Stories" chart, based on student readiness and your personal preference. Your choice may change depending on student progress, available time, and personal preference. Find a combination that works well for you and the students. After the initial reading, stories should be reread for the following two or three days until they are mastered. You may want to vary the method from one day to the next, as students gain fluency.

11. The daily lesson plan shows the elements needed in a daily routine to build a strong foundation in reading and writing. Keep in mind that this plan what would include several class periods, including phonics and vocabulary instructions, spelling, and reading comprehension. It could be expanded to include creative writing, games, or topics in science and social studies that relate to a story or one of the new words learned. For example, when reading words with fr blends, the class could study the life cycle of a frog. After reading words with the sh pattern, students could study ships. Students could learn about their importance in modern day transportation, or they could study famous explorers and colonists from the past who traveled on sailing ships.
12. Spelling is integrated with the reading instruction. Each day the teacher dictates words with a new phonetic pattern. Students spell new words before they learn to read them. Students then read words with the same pattern on the picture-word pages. Spelling a word teaches students to identify each sound in the word and connect it mentally to a particular letter or letter pattern. It also reinforces the left to right progression of sound symbols in words. This makes it easier to learn to read the words.
13. For students who need extra help, spelling the words with plastic letters is beneficial. Being able to touch the letters and move them around seems to help students understand the phonetic structure of words.
14. Daily direct instruction by a teacher, tutor, or parent is important for the success of this program. The lessons are not meant to be done independently by the student. In the formal part of each lesson, students will be constantly engaged with the teacher. They must give many rapid responses, both oral and written. The instructor must provide frequent feedback, letting the students know when their responses are correct, while providing as many hints and cues as necessary when students need help. A successful student response is the goal of every interaction. Students need to know that they can count on the teacher to support their learning at all times. They also need to know that they are accountable for giving thoughtful answers and working hard to master the material.

15. Spelling workbooks are available for extra practice, but are not required. They should not take the place of the direct instruction described in the lesson plan. After students learn a new set of words, they can complete the related workbook pages for extra practice, either at school or for homework.
16. Rereading stories alone or with a partner, doing creative writing and drawing activities, and doing the workbook pages are parts of the lesson that allow students to work independently, while the teacher circulates or works with small groups.
17. Download the *Caterpillar Games* from www.soundcityreading.com, print them on green cardstock, cut the pieces apart, and store each game in an envelope. Students take turns picking caterpillar pieces. To keep a piece, they must say the correct sound for the letter or phonogram on the piece. They can then add the piece to the caterpillar they are building. The student with the longest caterpillar at the end wins.
18. Expanded instructions for each part of the lesson are available in the *Phonics Patterns And Stories Teaching Guide*.
19. When I began teaching years ago, there was much discussion of "whole language" teaching techniques versus the use of "phonics." Both approaches contain teaching elements that are very beneficial to students who are learning to read. This program is an attempt to integrate both methods, to provide students of all types with the best learning experience possible. I found that it worked well in my first grade classrooms over a period of many years.
20. Go to <http://www.soundcityreading.com> to download free pdf files for all Sound City Reading materials.
21. Many of the teaching techniques in this program are adapted from the Slingerland Method, from Total Reading, from Dekodiphukan, and from Color The Vowels. By studying and using these methods, I learned a great deal about how to do a better job teaching reading. Some segmenting techniques are adapted from The Wilson Reading System. I hope that the Sound City Reading materials will make some of the ideas in these programs more available to teachers who may not have had a chance to become familiar with them.

<http://www.slingerland.org/>

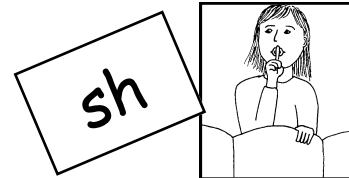
<http://totalreading.com>

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

<http://www.wilsonlanguage.com>

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

I. Connecting Sounds And Symbols



Sound Story - Learning The Sound Pictures

A Sound Story is included in this book for tutoring individual students. A larger version is available at www.soundcityreading.com to use with a whole class. If students are not familiar with the story, read it aloud at the beginning of the first few lessons. Point to each sound picture and have the student repeat the sound. Explain that the story shows all of the sounds that can be represented by letters in words. Part 1 teaches the sounds for the letters of the alphabet. Part 2 teaches the "beyond the alphabet" sounds, including consonant digraphs (two consonants representing one sound), long vowel sounds, and special vowel sounds.

It's a good idea to reread the story occasionally to reinforce the letter patterns, sounds, and pictures. Be sure to reread and discuss the story whenever new students enter your class. A CD is available for use at listening stations.

A. Introducing A New Phonogram Pattern

Each day a new sound pattern will be taught. A chart showing the sequence of letter patterns can be found at the beginning of this book. Point out the new pattern and sound picture on the sound charts. Model the sound (or sounds) for the pattern. Have the students repeat. Then hold up the sound card with the new pattern. Each student should say the sound or sounds, one at a time, until the whole class has responded.

B. The Sound Charts - Saying The Sounds

Sound charts are included at the beginning of this book. These can be used when tutoring individual students. Large wall charts are available at www.soundcityreading.com to use when teaching a whole class. On the charts, each letter or letter pattern is paired with a sound picture that shows the related sound. The letter patterns are grouped logically. For example, the vowel sounds are together, the consonant digraph patterns are together, and so on. The idea is to provide a structured mental framework that students will be able to rely on as they begin to read and write.

Go over the sound charts at the beginning of every lesson, right after you introduce the new pattern. Point to all of the chart headings (short vowels, long vowels, etc.) and letter patterns the students have learned, one at a time. Skip any patterns that haven't been introduced. Students should say the heading, then look at each pattern and say its sound. For a few patterns, the student will say the sound and also a key word. Keep up a

steady pace so that students move quickly through the charts. While this takes a few minutes, it saves time in the long run, because students will be able to remember the patterns and apply them when spelling and reading. If students are unsure of a sound, the teacher should model and have the students repeat. Daily practice will build confidence as time goes on.

More Information About The Sound Charts

You may want to have students stand on some days as you go over the sound charts. If you wish, you can assign various movements as students say the sounds. For example, on one day students hop for each sound, on another day they bend at the waist from side to side, on a different day they go up and down on their tiptoes, and so on.

The vowels are color-coded as an additional cue when pronouncing the sounds. For example, "short a" is printed in bright red, while "long a" is printed in dark red. See the color-coding chart in this book showing examples of all the colors and related sounds.

There are eight books of phonics patterns and stories. The charts in each book include all previously taught patterns and the new ones which will be taught in the current book. The first time you go over the charts in a new book you will skip the patterns that haven't been taught. Small numbers on the charts in this book show on which days you should introduce the new patterns.

This program introduces new phonics patterns quickly, one new pattern a day. This allows students to begin reading real stories and books as soon as possible.

C. Using The Sound Cards

After saying the sounds on the sound charts, students say the sounds for the same patterns from alphabet and phonogram cards. (A phonogram is a written symbol, made up of one or more letters, that represents a sound.) There are no pictures or colors on the cards to cue the students about the letter sounds, so this is more challenging than saying the sounds from the charts. This is an important next step so that students can remember and apply the letter patterns in words automatically.

The teacher should study the phonics patterns ahead of time and be able to model them confidently for the students. The color-coding chart in this book shows each pattern with a key word to assist the teacher in learning the sounds. A listening CD is available so that teachers can be sure of the sounds.

There are five sets of cards: alphabet cards, vowel code cards, phonogram cards, ending consonant blends, and beginning consonant blends. Practice the phonogram cards every day. Rotate the other sets of cards.

Alphabet Cards

As they progress through the eight phonics patterns books, students will learn alternate sounds for some of the alphabet letters. As soon as a new sound is learned for a letter, students will begin using both sounds when they see the alphabet card, as follows. (The back slashes indicate that you should say the sound of the letter enclosed.) These changes stir the students' interest. They like to have the extra challenge.

- The letter s: /s/, /z/.
- The letter c: /c/, /s/.
- The letter g: /g/, /j/.
- The letter y: /y/, /ē/, /ī/.

Vowel Code Cards



Practice the vowel code cards daily until you begin consonant blends. Then rotate the vowel code cards with the consonant blend cards and the alphabet cards.

The vowel code cards show all of the possible sounds for the single vowels: a, ā, ä, a, e, ē, ë, i, ī, ï, o, ō, ö, o, u, ū, ü. There are also two "umbrella" cards that represent the short u sound for the letters a (as in across) and o (as in son). Explain that sometimes the vowels *a* and *o* represent the short u sound (u/up) in words, instead of the regular sound. An umbrella placed over these vowels remind us to use the short u sound.

Until students have learned all of the vowel sounds, omit any cards that have not yet been taught.

Phonogram Cards

The phonogram cards are numbered to show when they will be introduced. The teacher goes through all of the cards that have been taught, in order, finishing with the newest card. Students say the sound (or sounds) for each card in unison.

If a pattern has more than one sound, students say every sound, with a slight pause in between. Model as needed until students can remember the sounds without help. For example, for the *th* card, students will say both sounds "/th/, /th/." For the *ou* card, students will say "/ou/, /ōu/, /öu/." Do not let the students run the sounds together. The teacher and students should move one hand in a series of arcs to show two or more sounds as they are pronounced. "ou  ōu  öu"

Using The Consonant Blend Charts

You will introduce consonant blends in a different way. Each letter sound in a blend can be heard, so they are not taught as new phonogram patterns. The consonant blends are taught in groups of similar blends. For each group, students start by listening to the teacher pronounce each blend and forming the blends themselves, using plastic letters. Then students spell words with the same consonant blends, dictated by the teacher.

After spelling the words, students say the sounds for each new blend from a truck chart. The teacher points to each blend, going down the chart. On the first few days, the teacher will pronounce each sound first, and the students repeat in unison. When ready, students say each without help from the teacher.

There are two truck charts, one for ending blends and one for beginning blends. During the daily sound chart review, include all of the consonant blends on the charts that have been taught. You won't do the whole truck chart until all the blends have been introduced.

Rotating The Card Packs

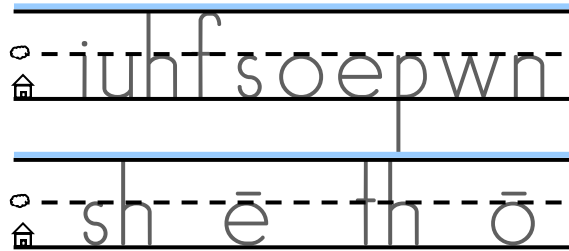
Eventually, you will have introduced many phonogram patterns and vowel sounds. At this point, rotate the alphabet cards and vowel code cards, doing each set every other day. Continue to use the phonogram cards daily.

Be sure to go through the cards quickly. Students should be able to say the sounds as fast as you can switch the cards.

Bottom Line

If you follow this routine, practicing the sound charts and sound cards every day, you will be rewarded with a noticeable increase in students' performance in reading and writing.

II. Handwriting



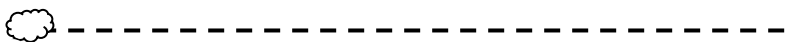
Labeling The Lines

To help students learn how to place the letters on lined paper, this program uses terms describing a landscape to label the lines. The top line is called the sky line. The middle line is called the cloud line. The bottom line is called the ground line. There is a page near the end of this book showing a large set of lines, with these labels. Remove the page from the book and post it on or near the board. At the beginning of each handwriting lesson, point to each line on the chart and have students tell you its name (the sky, the clouds, or the ground).

Sky Line



Cloud Line



Ground Line



Basement

Learning To Write The Letters

Use the book *Manuscript Handwriting* from Sound City Reading to teach students to write the alphabet letters, if they have not already learned to do so. Detailed instructions are included in the book. Students will trace and write large letters first, then trace and write regular sized letters. This process helps students learn to write the letters automatically, which allows them to put more thought into spelling and composition. They will also be able to copy more quickly and accurately.

If students have already learned to write the letters, you may still want to use some of the pages for extra practice and review, especially for difficult or confusing letters such as b, d, and p. You can make copies of just the pages needed without the need to buy the whole book for every student.

A. Handwriting Practice

Decide which letters you want students to practice. Plan to review any letters that students are writing incorrectly in their daily work. Also plan to practice the letters that are needed to spell words in the dictation period. Make a list ahead of

time so it will be easy to remember which letters to review. Draw three rows of lines on the board to match the lines on the students' papers. Make the lines large enough so that the letters will be clearly visible as you write them. Write your name on the top line (and date if desired). Students write their names on their papers.

1) Model writing the first letter on the board.

Give the sound for the first letter and write it on the lines, explaining where to start the letter, where to change direction, and where to stop. For example, for a lower case *t* say, "This is /t/. Start at the sky. Go straight down to the ground. Pick up your pencil and go to the clouds, then go straight across." For the letter *b* you would say, "To write /b/, start at the sky, go straight down to the ground. Leave your pencil on the paper. Retrace back up, then circle to the right. Bump the clouds, circle around and bump the ground, and go back to the line." After students become familiar with the process, you can sometimes call on a student to demonstrate how to write a letter by writing it in the air and explaining where to start, which direction to go, and where to stop.

2) Teacher and students write the letter in the air.

Have students point to you with two fingers and move their whole arms while writing the letter in the air. Watch to make sure they are forming the letter correctly. Model with your arm at the same time. Remember that your letter must be a mirror image of the letter so it will look right to the students. If a student is having trouble with a letter, have them write it in the air several times, while you model it.

3) Students write the letter on lined paper.

Students write the letter on their papers one time. Students always say the sound when writing a letter. Walk around and check to see that they have written the letter correctly. If a student makes a mistake, rewrite the letter with a red pencil and have the student to trace it several times. Do this in a cheerful, helpful way, giving feedback about what needs to be corrected. Students quickly learn that being sloppy won't be allowed, and they will work more carefully.

4) Continue the same routine for each letter.

Continue in the same way until all the letters have been done. The letters should fit on the line just under the student's name.

B. Writing The New Phonogram

Say the sound (or sounds) for the new phonogram. Write it on the line below

the alphabet letters. Students say the sound(s) while writing the phonogram on their papers.

C. Writing Review Phonograms, Vowel Sounds, And Consonant Blends

Dictate a few of the most recently taught vowel sounds, phonogram patterns, and consonant blends. Give the sound (or sounds) for each pattern and have students write the pattern on the same line as the new phonogram. They will often look at the sound charts on the wall as a reference before they write. Prompt the students to add a straight line over long vowel sounds and two dots over special vowel sounds. As soon as they are able, ask them to tell you how to mark each vowel. If any student appears to be confused about a pattern, point it out on the wall charts, point to the sound picture and letters, and have the student say the sound while writing the pattern.

After each phonogram is written, students repeat the sound, while the teacher writes the pattern on the board. This reinforces the pattern for students who know it and provides a way to self check and correct for any students who made a mistake on their paper. It also helps students verify the correct placement of the patterns on the page. Students should put the letters in a phonogram pattern close together. They should leave a space between the phonograms.

Continue in the same way until all of the desired review patterns have been written. These should all fit in the same row, going across the paper. Remind students to leave a space between the phonograms. The goal is for students to be able to write each pattern instantly, from memory, without help from the teacher.

In the next part of the lesson, students will spell words with the new phonogram pattern. If they are going to spell with plastic letters or write on individual dry-erase boards, they can put their handwriting papers away. If they are going to spell the words on paper, they can continue working on the same paper.

Using Individual Dry-Erase Boards For Handwriting And Spelling

Why Use Dry-Erase Boards?

An alternate way to practice handwriting and spelling is to have students write letters and phonograms with dry-erase markers on lined boards. This is easier than writing on paper for several reasons. First, working with the markers is a high interest activity for the students. In addition, students can work with wider spaced lines, can easily erase and rewrite if a mistake is made, and can hold up the boards for the teacher to see to check the work. All of this makes using dry-erase boards the logical next step after students have mastered spelling with plastic letters. It allows students to perfect their handwriting skills in an unthreatening way while practicing handwriting and spelling new words.

After students have become confident forming every letter and are spelling words comfortably, too, they can switch over to writing on paper. You may want to continue using the dry-erase board occasionally, however, for a change of pace.

How To Make The Boards

Purchase a package of clear cover sheets at an office supply store. These are often sold in the section of the store that has the comb binding equipment. You will need one cover sheet for each student and also one file folder for each student.

Using masking tape, tape the top edge of a clear cover sheet to the folded edge of a file folder. The masking tape will act as a hinge, so that the cover can be lifted up to place lined paper underneath it. Once the cover is lowered, students can write on it without making marks on the paper.

The lined sheets to use are in the back of this book. There are several pages to provide a variety of different line sizes. You can stack several pages together under the cover sheet. Then students can easily switch sheets to select the line size that is needed.

Make enough dry-erase boards for each student to have one and make one more for you to use. Buy chamois cleaning sheets at a dollar store and cut them into pieces about three or four inches square. Students can use these to erase the wipe-off boards.

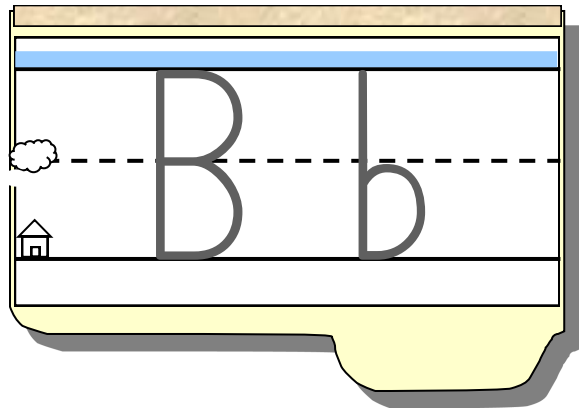
Using The Boards

To use the dry-erase boards, follow the handwriting and phonogram review instructions given previously. Students write on the wipe-off boards instead of on paper. They will be able to erase and correct their work easily using the dry-erase

markers. Have students hold up the boards frequently so you can check their work. When they fill up the lines have them erase and start back at the top of the page.

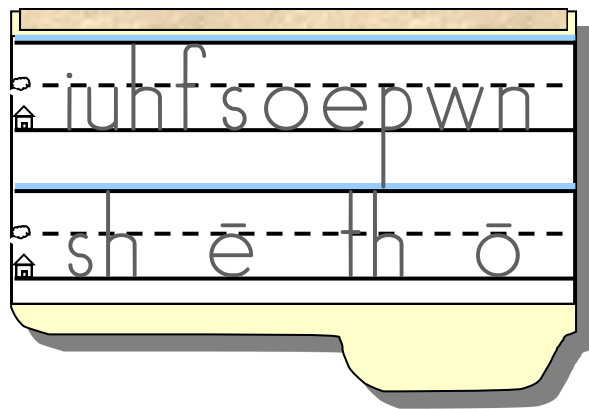
You may want to use the largest lines when students practice writing individual alphabet letters, then switch to medium lines for writing phonograms and words, and smaller lines for writing sentences.

Masking tape folded over the top edge →

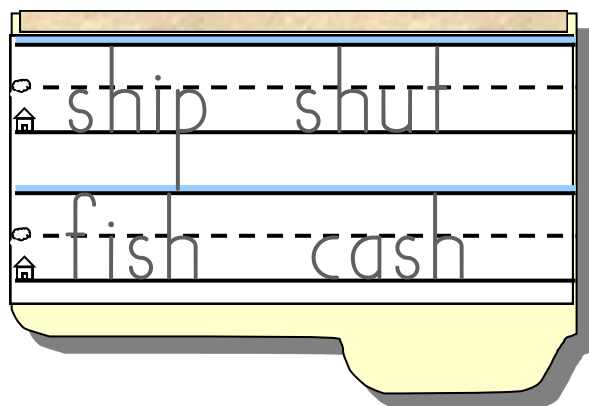


Large lines for learning and practicing
alphabet letters →

Smaller lines for reviewing letters →
and phonogram patterns



And for spelling words →



III. Spelling Dictation Overview

Analyzing Sounds In Words

In the next part of the lesson, students spell words with the new phonogram pattern. This activity helps students to remember the pattern and the sound it represents, and apply the pattern when spelling words. In addition, it prepares students to read words with that pattern.

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

Once they have done this, they will find it much easier to do the reverse process, going from letter symbols to sounds to pronounce the word.

Segmenting

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

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

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

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

Dictating The Words

The teacher will dictate words with the new phonogram pattern, using the words from the picture/word pages. Don't let the students see the words during the spelling period. Most of the words can be easily written by listening to the sounds in the word and using the new phonogram pattern. Write the new pattern on the board. Point to it and have the students give you the sound. Remind the students to use this pattern when spelling the words. As students work, if you see that anyone is forgetting to use the new pattern, point it out again, and have students repeat its sound. Because the pattern is new, you may have to remind students to use it frequently throughout the lesson. As they continue to spell more words, students will become more confident.

A few of the words on the picture/word pages have parts that are tricky or irregular. For example, student can hear all the letter sounds in the word *most*, but wouldn't know to use *gh* for the /g/ sound in the word *ghost*. For these words, just say the word, write it on the board, and have the students copy it. Point out the part of the word that makes it tricky.

Four Ways To Spell The Words

Using Plastic Letters: When you begin the spelling routine with students, it is much easier for them to build words with moveable letters instead of writing them. Writing words requires good fine motor skills and eye-hand coordination. Many young children are still weak in these areas. Handwriting skills can be taught, but it takes time. So it works well to have students spell with plastic letters for a while, before asking them to write the words.

Using plastic letters also helps students develop segmenting skills. As they say the sounds in the word, from beginning to end, they can look for the letter to represent each sound and place the letters in order from left to right. It's easier to find the right letter from a small group of letters than it is to think of it mentally and write it. And if the letters are placed incorrectly, it is easy to move the letters or exchange a letter for the correct one.

Using Dry-Erase Boards: After students have worked with the plastic letters for a period of time, they will get better and better at spelling words. Watch the students, and you will eventually see that they can spell the words quickly and accurately. They will start to be less interested, because the work is less of a challenge. At that point, you will know to switch over to spelling words in individual dry-erase boards. See the instructions in the handwriting section for making the boards. You'll need one board for each student, and one for yourself.

Writing on dry-erase boards is a perfect next step after spelling with plastic letters. There is a greater challenge since students must write the letters. But

because not every student will have well developed handwriting skills at this point, the dry-erase boards provide an easy way for students to practice handwriting as they spell. Students will be writing on large lines. They will be able to erase very easily and rewrite as needed. And using the dry-erase markers is fun for the students.

Spelling Words With Letter Cards On A Pocket Chart Before Writing Them

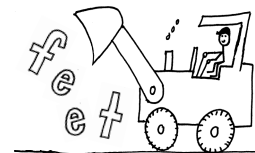
On Paper: As time goes by, you will see that all of the students become more confident with their letter formation and spelling skills. Then you will be able to switch over to writing on paper. Start by having individual students spell each word on a pocket chart with letter cards. Then cover the word and have students spell it on paper. They should "say the sounds" as they write the word. Then uncover the word and have students check their word and correct as needed.

Writing Words On Paper: Finally, students will be ready to "say the sounds" and write the words on paper without using a pocket chart first. You should rewrite each word on the board so that students can check their work.

See the following pages for detailed instructions about each spelling method.

III. Spelling Dictation

Using Plastic Letters To Spell Words



Overview

Before playing the Robot Game and reading a new set of words, have students spell the words using plastic letters (or small letter cards or tiles). Students do not use their books during the dictation period.

Why This Activity Is Important

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

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

Materials And Set-Up

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

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

and also in remembering letter sounds. Tell the students the top part of their work mat will be their "letter bank."

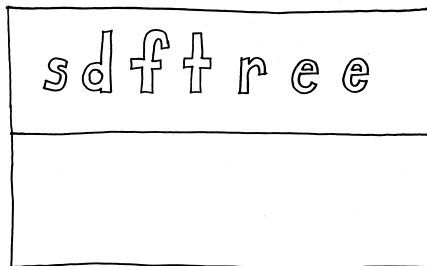
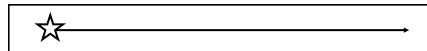
Make a directional arrow card on a strip cut from a blank piece of paper or cardstock (as shown on the next page). Place it above the work mat to show the correct direction to build the word. Remind the students to "start at the star" and follow the arrow when building a word. Although it is not necessary,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

The teacher should write the new phonogram pattern on the board for students to look at while they work.

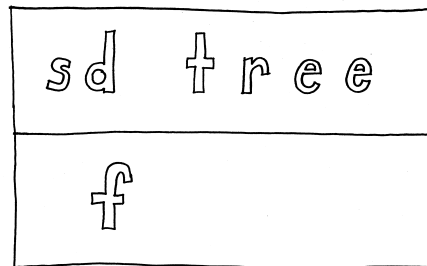
Building The Words

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

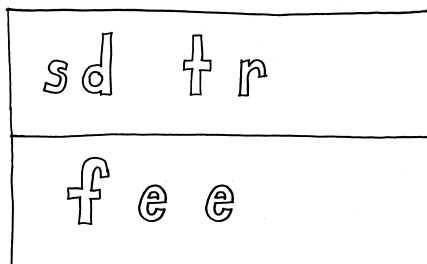
When dictating a word, the teacher should say each word clearly and distinctly. Coach the students to repeat the word, listen for each sound, say each sound in order, and place the letters accordingly from left to right. Students follow the sequence below after you dictate the word. (Letters between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



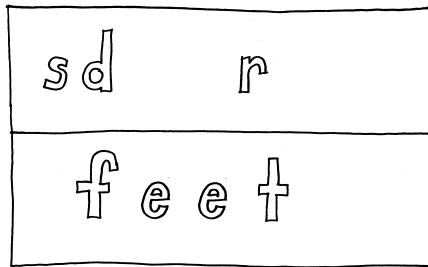
Students say the word, "feet," listening carefully to the sounds.



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



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



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

Students read the word aloud, "feet."

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

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

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

Streamlining The Process

After the students become comfortable with this process, go through the words on the list as quickly as the students can spell them. Coach the students to segment the word after you say it the first time. For example, the teachers says "spot" and the students say in unison "s.....p.....o....t," with a short pause between each sound. Show students how to move their hand in a series of short arcs in the air, moving from left to right, as they pronounce the sounds. They should move their hand down as each sound is pronounced. Model and have the students move their hands with the same rhythm, watching you, as everyone pronounces the sounds together. If you are facing the students, you'll need to move your hand in the opposite direction, so it will look right to them as they face you. s ↷ p ↷ o ↷ t

Eventually, students will be able to segment the word using the hand motions as a matter of habit every time you dictate a word. They will need less guidance from you. After you dictate each word, everyone segments the word with you as you model. Then students immediately segment the word again, while you watch. This may sound like a lot of trouble, but once students become familiar with the process, it will take only a few seconds to segment each word.

III. Spelling Dictation

Writing Words On Individual Dry-Erase Boards



Overview

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

Why This Activity Is Important

After students have become accustomed to spelling words with a new pattern using plastic letters, they need to practice writing words with the pattern. Writing on large lines makes it easier for students to learn and practice correct letter formation. Being able to erase easily saves frustration on the part of the student. Students enjoy using the markers and bring a positive attitude to the activity.

Spelling The Words

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

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

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

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

III. Spelling Dictation

Spelling Words On A Pocket Chart And On Paper

Overview

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

Materials And Set-Up

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

Spelling A Word On The Pocket Chart

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

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

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

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

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

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

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

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

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

Teacher: "Read the word."

Student: "Milk."

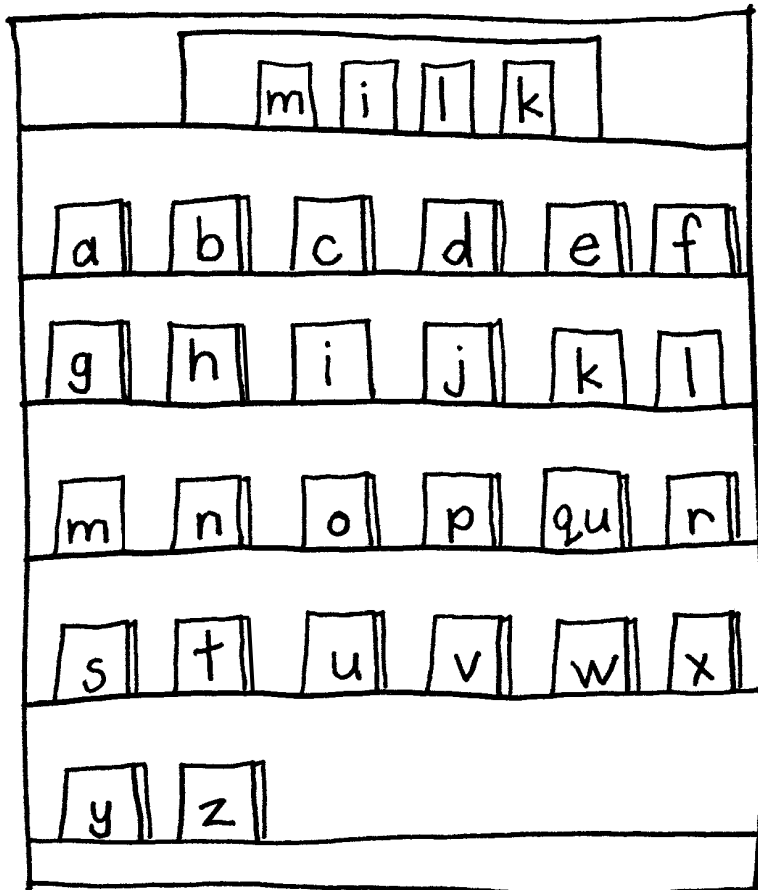
As you teach this skill, be ready to assist as needed. Later, after the student is sure of the procedure, give the student more independence when listening and choosing the letters. If the letters are chosen and placed out of order, allow him to say the sounds. He will hear that the word didn't turn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

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

Spelling The Word On Paper

After each word is spelled on the pocket chart, cover it with a half sheet of construction paper. Say the word again. Have students say the word, listen for the sounds, and say each sound as they write it. Help as necessary. Insist on careful handwriting. After students write the word, remove the construction paper and have students segment the word (say the sounds) as you point to the letters on the chart. This provides extra reinforcement and serves as a way for students to self-check their work. Finally, have students read the word smoothly. It's important for students to understand that we segment a word to spell it, but not to read it. When reading, we always connect the sounds and pronounce the word normally.

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



turns at the pocket chart.

Be sure to help with any words that have tricky parts that may confuse the student.

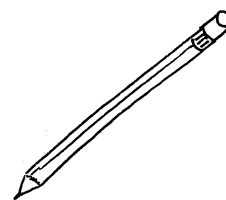
Regular practice will bring a great improvement in the student's ability to master this task. Students will need less modeling and assistance from the teacher as time goes on. You will just say the word, then have a student say each sound and spell it at the pocket chart.

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

III. Spelling Dictation

Students Write Words On Paper

Teacher Writes Words On The Board



Overview

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

Handwriting and Phonogram Review

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

Spelling The Words

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

- a) Repeating the word.
- b) Saying the first sound while writing it.
- c) Saying the next sound while writing it.
- d) Saying each additional sound and writing it until the word is complete.

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

Sorting Words Into Columns

This activity is great for reviewing similar or contrasting phonogram patterns. You may want to choose four patterns that represent the same sound. For example, use o/go, oa/boat, o_e/home, and oe/toe. Or you could put ai/rain, ay/play, and a_e/safe in the first three columns and put irregular sight words in the last column. Or use a/ant, a_e/safe, i/in, and i_e/pine to contrast short and long vowels. Another possibility is to spell base words and then write them with a selected suffix: jump, jumping.

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

Draw lines on the board to match the lines on the papers. Draw vertical lines to


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

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

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

Adding A Sentence

After students have done this kind of spelling practice enough to be familiar with it, you can plan for them to write a sentence on the bottom line after writing the words in columns. To plan, make a list of words you will dictate in the first three columns. Then think of a simple sentence with one or more of those words. Plan to dictate any sight words or other words needed in the last column. After writing all the words, dictate the sentence. Have students write it, then write it on the board. Remind students to begin with a capital letter.

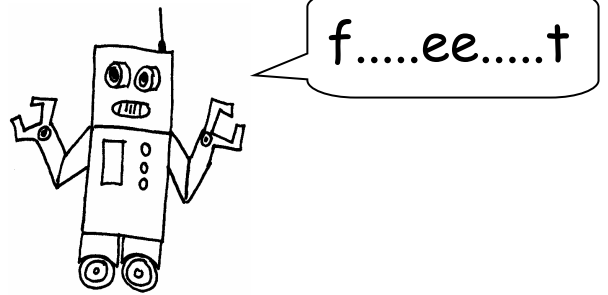
āi	āy	ā_e	
rain	play	game	wē
wait	way	cave	in
hair	day	take	the 
We	play	in	the rain.

IV. Decoding

Picture/Word Pages

Playing The Robot Game

Reading New Words



After spelling words with a new phonogram pattern, students will learn to read words with that pattern using picture/word pages in this book. The pictures and words match, but they are not in the same order, so that the student can play a guessing game while learning the words. During the game, the teacher will say the word for each picture "like a robot," by pronouncing each sound separately.

This activity helps students learn to decode (sound out) new words. It works well for all students, including beginners and any students who are having difficulty decoding words. It can be done with one student or small groups using individual copies of this book. It can also be done with a whole class, using a projector. Download the pdf file for this book to a computer (www.soundcityreading.com), and set the file to show two pages at a time. Follow the instructions below, using a pointer.

A. Finding the Pictures

1. The students look at the pictures. The teacher looks at the words.
2. The teacher says the sounds in the first word, going from left to right, with a pause between each sound. For example, if the word is feet, the teacher would say "f.....ee.....t." Don't point to the letters or words, just say the sounds. Be sure each sound is completely separate. For example, don't say "fee.....t" or "f.....eet." Also, be careful not to add the "uh" sound to the consonants, "fuh.....ee.....tuh." (The teacher is segmenting the word.)
3. Call on a student to look at all of the pictures, find the picture of the feet, point to it, and say the word in the normal way (not with separated sounds). If the student separates the sounds, the teacher should tell the student to "say it fast."
4. If a student is unsure of which picture to choose, explain the meaning of the word. If the student is still not sure, give clues about the picture until the student is able to find it.
4. The teacher says the sounds for the next word, and then the remaining words, one at a time, until all have been completed.
5. Students respond in the same way, taking turns, finding the picture, pointing to it, and saying the word.

B. Finding the Words

1. This time, students look at the words in the first column, and the teacher looks at the pictures.
2. The teacher says the word that names the first picture "like a robot," just as before, pronouncing each sound separately, with a slight pause in between.
3. The student looks at all of the words in the first column, listens to the sounds, and finds the word. He must look carefully to find the word with the correct beginning, middle, and ending sound. Then the student points to the word and says the word normally (not with separated sounds).
4. The teacher continues saying the sounds for the pictures, going in order from A to J. Students take turns finding and reading the matching word.

C. Reading the Words

1. Fold back the book so the pictures are no longer visible, or cover the pictures with a sheet of paper.
2. Students look at the words in the last column (the words without the arrows). The teacher points to each word, going down the column. Students take turns reading each word aloud. They should pronounce the words smoothly, without separating the sounds. If a student gets stuck on a word, he can go back to the same word in the first column and slide the sounds together smoothly, while pointing to the letters going from left to right. Then the student points to the same word in the right column, and pronounces the word. Students should practice until they can pronounce each word normally, without separating the sounds.
3. If a student pronounces a word one sound at a time, explain that he should "say it fast" like he would normally say the word. Have the student try again.
4. If a student still has problems putting the sounds together smoothly, coach him to slide the first two sounds together, then add the last sound.
5. The teacher points to the words as the whole class reads the words in unison.

Working With Students Who Already Know How To Decode

After a period of time, students may be able to do the picture/word pages in a more direct way.

1. Students read the words from the first column one at a time, and find the matching picture for each word.
2. The teacher explains any words that are unfamiliar and helps the student find the correct picture as needed.
3. Students read the words in the last column. These words should be pronounced smoothly, without a break between sounds. If the student gets stuck on a word, he should go to the first column, read the word with the arrows, and then reread the word without the arrows.

V. Reading - Whole Group



A. Sight Words

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

Words With Regular Sounds

feet, see, keep
rain, paid, wait
play, way, say
new, flew, grew

Sight Words

been
said
says
sew

Learning New Sight Words

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

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

Reviewing Sight Words

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

Reading The Sentences

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

More Practice - Small Group

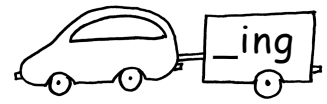
Have students take turns reading sight word cards when working with you in small reading groups. Each student gets to hold the cards that he or she reads correctly. The student with the most cards at the end of the activity wins.

Writing Sight Words

During the spelling dictation period, have students practice writing a few sight words along with the phonetic words. Write each sight word and have the students copy it. Explain that students must memorize how to spell these words.

V. Reading - Whole Group

B. Sentences, Suffixes, And Contractions



Sentences

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

Teaching Suffixes And Contractions

Whenever a new suffix or contraction first appears in a story, pages come before the story to teach it. For example if a story contains the word "jumping", the student might study the words jumping, helping, going, doing, and so on. Or if a story contains the word "didn't", the student would study the words didn't, wasn't, and isn't.

Reading Pages With Suffixes

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



Reading Pages With Contractions

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



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

V. Reading - Whole Group

C. Practice Stories



About The Stories

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

Color-Coding

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

Reading More Than Once

Practice reading a story every day, even when you don't get to a new one. Continue to read the same story until you come to a new story. At the beginning of the program, the stories are short. You will have time for students to reread several of the previous stories.

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

Suggested Routine For Reading The Practice Stories

This lesson sequence is structured to build success. It provides students with the support needed to read each story confidently.

1. The teacher reads the story aloud first. Ask questions orally as you proceed, to see how well students understand the story. This is a good place to encourage critical thinking on the part of the students. Explain any parts of the story that cause confusion.
2. Next, the teacher will echo read the story with the students. The teacher reads one line at a time while the students follow along in the book. The students immediately reread the same line. Continue until the story is finished.
3. The teacher and students read the story together, in unison. (Choral reading)
4. Students read the story aloud without the teacher, in unison. The teacher listens, helping only as needed. Sometimes, you may want to subgroups to take turns reading. For example, assign boys to one page, and girls to the next page.

Go through all four steps one after the other the first time the students read the story. When students reread the story on a different day, they probably won't need to do all four steps.

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

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

More Practice

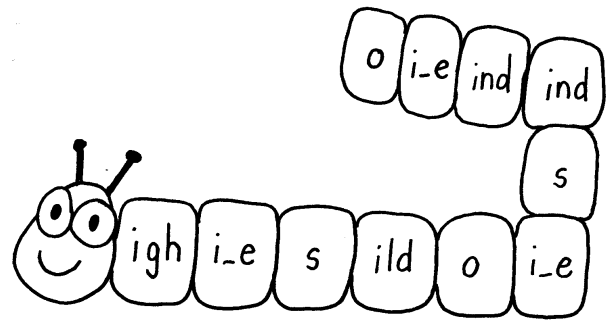
After students have completed the above routine, they will read the story in small groups with the teacher. In addition, you can also have them practice the story in a variety of ways.

- 1) They can take turns reading the story aloud in pairs. Divide the whole class into pairs, let students spread out and find a place to sit anywhere in the room as long as they are not too close together, and set a timer.
- 2) They can reread the story at a listening center.
- 3) They can take a copy of the story home and read it to a family member.
- 4) They can illustrate their favorite part of the story and copy one sentence from the story on the paper.
- 5) They can do art projects related to the story.
- 6) They can look for certain categories of words in the story and list them.
- 7) They can write or copy a brief summary of the story.

VI. Small Groups

A. The Caterpillar Game

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



To Prepare The Activity

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

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

Setting Up The Game - Use With A Small Group

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

To Play The Game

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

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

VI. Small Groups

D. Reading Practice Stories And Children's Books



After working with the whole group reading the practice stories, the teacher will listen to individual students take turns reading the story aloud, in small groups. Other students in the group read silently while they wait for their turn, following the print with their eyes. Give assistance as needed.

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

Color-Coding

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

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

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

Using Children's Books

As the students continue to learn new patterns, they will reach a point that they

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

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

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

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

Preparing Students To Read The Children's Books

I recommend that you read the books aloud to the class more than once beginning early in the school year, before it is time for students to read them. Then, when you reach a book in the teaching sequence, students will already be familiar with it. This will make it easier for students to read the book.

Reading The Books In Small Groups

When students are ready to read a book, have them take turns reading the pages aloud to you, working in small groups. Insist that all of the students watch the words and read silently while one student is reading aloud. Provide guidance and feedback about phrasing, decoding, punctuation, and sight words. Discuss the pictures, plot, and characters as students read, asking questions about the story.

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

Working With Consonant Blends

What Is A Consonant Blend?

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

In this book, students study ending blends first, since these are easier. Later in the book, students study beginning blends.

Teaching Consonant Blends

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

- 1) Day 6: ast, amp, ask, and
- 2) Day 8: ilk, ift, ist, isk, ind
- 3) Day 10: ond, oft, omp, olf, ost, o^ost
- 4) Day 12: ump, unt, ulb, ust, usk
- 5) Day 14: est, ent, end, elp, elt, elf, esk, ext, ept

Beginning consonant blend patterns are taught in three groups.

- 1) Day 16, S Blends And W Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw
- 2) Day 19, L Blends: bl, cl, fl, gl, pl, sl, spl
- 3) Day 22, R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str

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

On the days when you teach new consonant blends, you will use an alternate daily outline. There are two, one for ending consonant blends, and another for beginning consonant blends. Using these outlines, first students will make the blends with plastic letters and spell words with the blends. Use the dictation chart for ending blends

or for beginning blends. The charts show which letters to get out, which blends to build, and a list of words to spell.

Next, the teacher will pronounce the same blends on the truck charts, and have the students repeat. After that, students will play the robot game and read new words from the picture/word pages. Finally, instead of reading a practice story, students will take turns reading sentences.

In small groups, instead of the caterpillar game, students will play a truck game to practice pronouncing the blends.

Following this sequence, along with time, patience, modeling, and practice, students will be able to master words with consonant blends.

Setting Up The Materials

Use plastic letters, or letters written on cubes, tiles, or cards for this activity. Make a work mat by drawing a line lengthwise across a blank sheet of card stock or construction paper, dividing the space evenly. Or cut the paper in half lengthwise, and place one piece above the other.

Use small sandwich sized plastic boxes to store the letters. Put two sets of alphabet letters in each box. Prepare a box for each student. These can be stacked and stored on a shelf. When it is time to work with the letters, pass out the boxes and work mats.

Put charts on the wall showing the ending consonant blends and beginning consonant blends. These are available from www.soundcityreading.com. The charts show a truck pulling a trailer. The blends are shown on various shapes piled on the trailer. If you can't get the large truck charts, write the blends in large print on poster board or chart paper in the same order. When tutoring individual students you can use the charts in the book.

Building Ending Blends With Plastic Letters

Introduce each set of ending blends by having students build the blends first, using plastic letters. Using moveable letters instead of writing the words helps students focus on the sounds and position of the letters rather than on letter formation. Monitor the students' work, and assist as needed. If a student makes a mistake and places a letter incorrectly, it is easy to rearrange the letters to correct the word, without having to erase.

To start, dictate just the first two letters of the pattern - the vowel and the first consonant. Then dictate the entire three-letter pattern. For example, first tell the student to show you "am" and then ask them to show you "amp." Student leave the *am* in place and just add the *p* to the end. Do the other patterns in the

same way. Then have students spell words with the same blends. As they spell, students must listen carefully to the words, listen for the individual sounds, associate each sound with a letter, and place the letters in order to form the word.

For ease in planning, the dictation chart for ending blends shows the letters students should get out, the blends to build, and the words to spell.

Building Beginning Blends With Plastic Letters

Use the dictation chart for beginning blends. To dictate the blends, start by dictating just one letter sound - the letter that is the same in each blend. For example, for the *s* blend, say, "Show me /s/. Now show me /sc/. Now show me /sk/ using a tall letter for the /k/ sound. Now show me /st/." The student leaves the letter *s* in place on the mat, and moves the other letters into position after the *s* as needed. For the / blends, the letter / will stay in place. "Show me /l/. Show me /sl/, show me /fl/, show me /pl/." For the *r* blends the letter *r* will stay in place. "Show me /r/. Show me /br/, show me /tr/, show me /fr/." This process will require an extra step for the beginning blends that have three letters. "Show me /s/. Show me /sp/. Show me /spl/."

After student build a new set of beginning blends, dictate words with the same blends. A list of words to dictate is shown on the dictation chart. Move around the room and watch as the students spell the words. Coach and assist the students as needed. If a student makes a mistake, have him say the word slowly while pointing to each letter. He will see that the letter and sound sequence don't match, and will rearrange the letters to show the correct sequence.

Beginning S Blends

Give the sounds for these letters one at a time: c, k, m, n, p, qu, t, w. Students find each letter, put it on the top area of the work mat, and say its sound. Tell students to put the letter /s/ in the bottom space on the work mat. Ask students to say the *s* sound, /s/. Then guide the students as follows.

Show me /st/. (Don't tell the students which letter is needed. They have to listen and identify it for themselves.)

(Students place t to the right of s.)

Say it.

(Students say /st/.)

Put /t/ back in your letter bank.

(Students move t to the top space and leave s in the work space below.)

Show me /sp/.

(Students place p to the right of s.)

k	t	c	w	m	n	qu
s p						

Say it.

(Students say /sp/.)

Put /p/ back in your letter bank.

(Students move p to the top space and leave s in the work space below.)

Continue in the same way until the student has built all of the s blends. For /sc/ and /sk/, you'll have to tell students which letters to use. since they can't hear the difference.

Beginning L Blends

Give the sounds for these letters one at a time: b, c, f, g, p, s. Students find each letter, put it on the top area of the work mat, and say its sound.

Tell students to put the letter /l/ in the bottom space on the work mat. Ask students to say the /sound, /l/. Then guide the students as follows.

Show me /sl/. (Don't tell the students which letter is needed. They have to listen and identify it for themselves.)

(Students place s to the left of l.)

Say it.

(Students say /sl/.)

Put /s/ back in your letter bank.

(Students move s to the top space and leave l in the work space below.)

Show me /fl/. (Don't tell the students which letter is needed. They have to listen and identify it for themselves.)

(Students place f to the left of l.)

Say it.

(Students say /fl/.)

b c g p s
f l

Put /f/ back in your letter bank.

(Students move f to the top space and leave s in the work space below.)

Continue in the same way until all the l blends have been done.

Beginning R Blends

Give the sounds for these letters one at a time: b, c, d, f, g, p, t. Students find each letter, put it on the top area of the work mat, and say its sound.

Tell students to put the letter r in the bottom space on the work mat. Ask students to say the r sound, /r/. Then guide the students as follows.

Show me /tr/. (Don't tell the students which letter is needed. They have to listen and identify it for themselves.)

(Students place t to the left of r.)

Say it.

(Students say /tr/.)

b c d f g p s
t r

Put /t/ back in your letter bank.

(Students move t to the top space and leave s in the work space below.)

Show me /br/. (Don't tell the students which letter is needed.)

(Students place b to the left of r.)

They have to listen and identify it for themselves.)

Say it.

(Students say /br/.)

Put /b/ back in your letter bank.

(Students move b to the top space and leave s in the work space below.)

Continue in the same way until all the r blends have been done.

Using The Truck Charts

After working with the plastic letters, students will learn to pronounce the same set of blends on the truck chart. Point to and pronounce each new blend, going down the column, and have the students repeat. Then let the students read the blends in unison without help. If this is too hard, model and have students repeat.

Then point to the previously taught blends on the chart and have students pronounce them in unison. If students are not able to pronounce them confidently, model and have students repeat. The goal is for students to say the blends without help. This will take time.

Phonogram Charts

After pronouncing the blends, point to all of the previously taught phonograms on the phonogram charts. Students say the sound or sounds for each phonogram.

Doing The Picture/Word Pages And Sentence Pages

After doing the sound charts, students will practice words with the new blends on the related picture/word page in this book. Play the robot game with the pictures, and then with the words in the first column. Then have students take turns reading the words in the last column. After the words have been read, students should reread the last column in unison. Then have students take turns reading the sentences on the sentence pages. After the pages are done, have the whole class reread the sentences in unison.

Working With Blends In A Small Group

Work with small groups of students. Play the truck game to give students practice saying the new blends. Review previously taught sight words from flash-

cards. Then have students take turns reading the new words and sentences from the book.

Reinforcing Awareness Of Consonant Blends With Books

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

Books With Beginning and Ending Blends

Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault

Each Peach Pear Plum by Janet and Allan Ahlberg

Happy Birthday Moon by Frank Asch

"I can't" said the ant by Polly Cameron

In the Small, Small Pond by Denise Fleming

It Looked Like Spilt Milk by Charles G. Shaw

Jump, Frog, Jump! by Robert Kalan

Nuts to You! by Lois Ehlert

Old Black Fly by Jim Aylesworth

One Sun by Bruce McMillan

Pigs Aplenty, Pigs Galore! by David McPhail

Raccoons and Ripe Corn by Jim Arnosky

Ten Sly Piranhas by William Wise

Toad on the Road by Susan Schade and Jon Buller

Wheel Away! by Dayle Ann Dodds

The Wind Blew by Pat Hutchins

Books With Beginning Blends

Big Red Barn by Margaret Wise Brown

Deer at the Brook by Jim Arnosky

Dogs Don't Wear Sneakers by Laura Numeroff

Freight Train by Donald Crews

Good Morning, Chick by Mirra Ginsburg

Here Comes the Snow by Angela Shelf Medearis

The Jacket I Wear In The Snow by Shirley Neitzel

What Will The Weather Be Like Today? by Paul Rogers

A Winter Day by Douglas Florian

The Train Game: Learning "Beyond The Alphabet" Sounds

Part 1 of the Sound Story teaches the consonant sounds, the short vowel sounds, and the long i sound. Using these letters, students can begin reading and writing short vowel words and sentences. While students are working through the short vowel materials, read Part 2 of the Sound Story to introduce the "Beyond The Alphabet Sounds." They will need to know those sounds to begin reading more advanced words at the next level. The Train Game helps students remember those sounds. There are three different versions of the game. The first practices the long vowel sounds (\bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{u}), the second practices the special vowel sounds (\ddot{a} , \ddot{o} , \ddot{u} , ou , ow , oi , oy), and the third practices the consonant digraphs (sh , th , ch , ng). The materials for each game can be used in two ways, to play the Train Game or to play the Concentration Game.

Note: Students will not read words with these sounds at this level. They are simply learning to associate the sound pictures with the written symbols, in the same way that they originally learned the letters of the alphabet.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the engine and train car pieces. Some train cars show a letter or letter pattern to be practiced. The rest of the cars show the matching sound pictures for the patterns. Place each version of the game in a separate envelope or plastic bag.

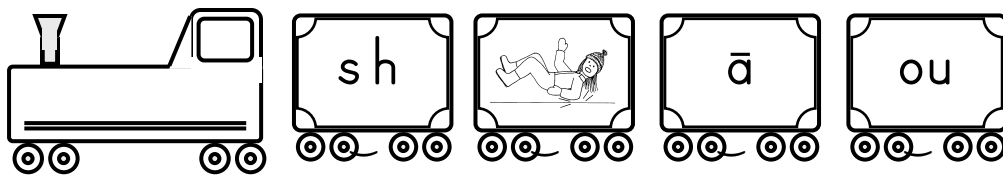
Using The Sound Charts: Open to the sound charts at the beginning of this book for the students to use for reference while they are playing the game. The charts show each letter or letter pattern and the related sound picture.

Introducing The Sounds: Introduce new patterns from Part 2 of the Sound Story one at a time. Do not introduce more than one pattern on the same day. Read the new section of the Sound Story, show the new sound picture, model the sound, and have the students repeat. Point out the letter or letters that represent the sound, model the sound again, and have the students repeat. Finally, point out the pattern on the sound charts in this book, and have the students say the sound again.

Reviewing Sounds: Look at the sound charts at the front of this book. Point to all of the patterns that have been taught. Say the sound for each pattern, and have the student repeat. With daily practice, students will learn to say the sounds without help.

Set up for the Train Game: Choose only the letters and letter patterns that have been already been introduced as described above. When you have only introduced a few sounds, you will need to make extra copies of the game pieces so you will have enough to play the game. Place the pieces face down. Each student takes one engine.

To play the Train Game: Students take turns picking a train car and giving the sound for the letter pattern or picture shown on the car. If correct, the student places the section just to the right of his engine. If incorrect, the piece must be put back on the table face down. As the student accumulates more pieces, they are placed in a row, going to the right, to make the train longer and longer. If students run out of room, they can make the train turn as needed and continue to place the pieces. If the student picks a piece with a flower symbol instead of letters, he can place that piece at the end of his train and immediately take an extra turn. When all of the pieces have been collected, or time is up, students count the number of cars on their train. The student with the most pieces wins.

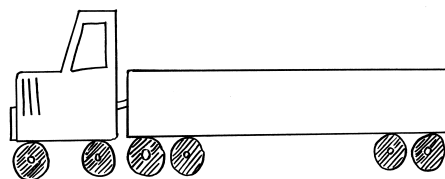


Extension Activity: After finishing the above game, students keep their train cars in place. They look to see if they have cars with letter patterns and sound pictures that match. For example, in the picture above, the ou pattern and ou picture match. Students pick up these matches and set them aside. The student with the most matches wins this part of the game. An even more elaborate activity would allow students to make trades with other students to get more matches.

Set up for the Concentration Game: Use the train cards for all the letter patterns that have been taught and the matching sound picture cards. Place the cards in rows face down. (Engines will not be used.)

To play the Concentration Game: Students turn over two cards at a time, trying to find matching letter patterns and pictures. If they find a match, they take the cards and immediately take another turn. When all the cards are taken, the student with the most cards wins.

Playing The Truck Game



Object Of The Game

This game is designed for a group of four to seven students. Students take turns picking up a game piece, pronouncing the consonant blend, and placing the piece on their truck. If a student cannot pronounce a blend correctly it goes back on the table. The student with the most pieces when time is up wins the game.

Preparing The Game

Print the needed materials on cardstock. You can find the files at www.soundcityreading.com. Laminate the truck pages and cut the trucks out. Laminate the pages with the blend cards and cut them apart. There is a different game for each set of consonant blends. Store each set of materials in a large envelope or plastic bag. Label the envelopes or bags.

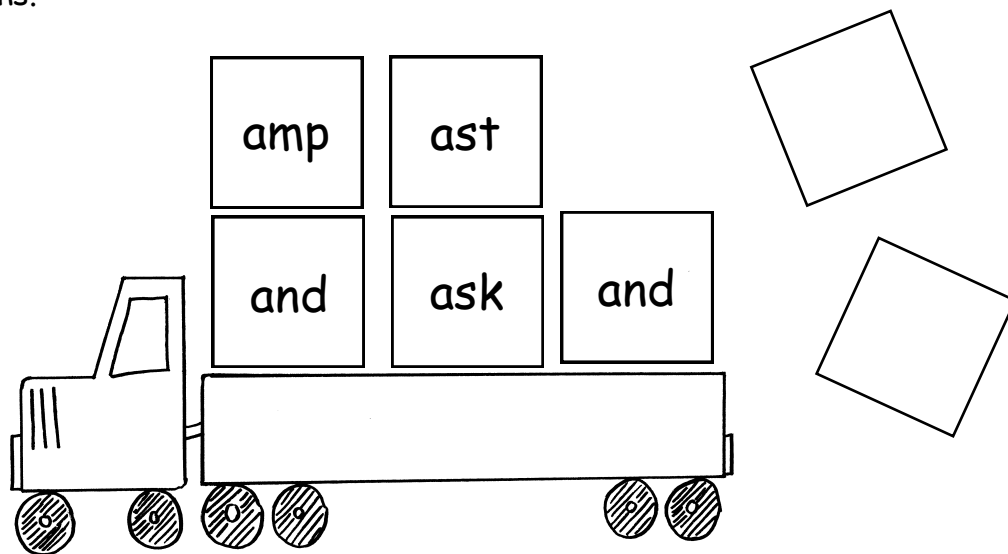
Give each student one truck. Place the consonant blend pieces face down on the table.

How To Play

Students take turns drawing a piece, pronouncing the consonant blend, and placing the piece on their truck. If they cannot pronounce the blend correctly, they have to put the piece back on the table. Provide encouragement and assistance as needed.

There are several pieces for each pattern, to provide the needed practice.

When the allotted time is up, students count their pieces. The student with the most pieces wins.



Long Vowel City - May 2016

In this activity, students sort vowel cards onto buildings in a "Vowel City." They must decide which category of vowel they have selected, so that they can place it on the correct building. Students must be able to say the correct sound for the pattern before placing it on the building. This activity can be done by one student or a small group of students working together, under the supervision of the teacher.

Use this game with *Phonics Patterns And Stories, Books 2 and 3*.

VV Vowel-Vowel Patterns: ee, ei, ey, ea, ai, ay, oa, oe, ue, ui

V_E Vowel-Consonant-E Patterns: a_e, e_e, i_e, o_e, u_e

VCC Vowel-Consonant-Consonant Patterns: ind, ild, igh, old, olt, oll, olk

Rule breaker pattern: ew

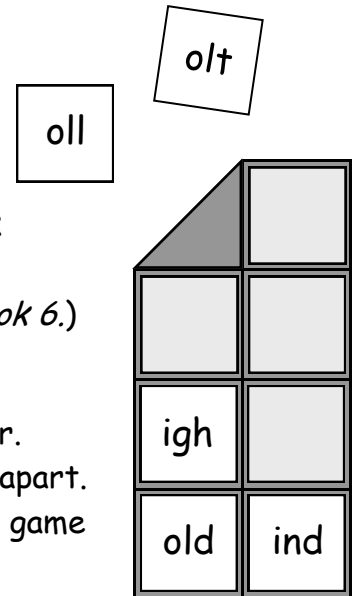
Rule Breaker pattern: eu (Use this pattern after it is introduced in *Book 6*.)

To prepare the activity: Print the game pages on white card stock.

Laminate the city pages and letter piece page if desired for extra wear.

Tape the two halves of the city pages together. Cut the letter pieces apart.

Place the pieces in a manila envelope or small clear plastic bag. Put the game card into the bag or tape it to the front of the envelope.



Setting up the game: Place the "Vowel City" on a table. Place the pieces face down on the table. As students work through Books 2 and 3, choose only the letter pieces that have been taught. Continue to play the game over a period of time, adding new pieces after students have been introduced to them.

To do the activity: Students take turns selecting a piece, saying the sound, and placing it on the correct building. Students must think carefully to decide where each piece goes. Does the card show a vowel-vowel pattern, vowel-consonant-e pattern, or vowel-consonant-consonant pattern? If it is a rule breaker pattern (ew or eu) the piece should be placed on the sun or the cloud. Model the sounds and assist students as needed.

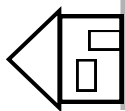
Notes:

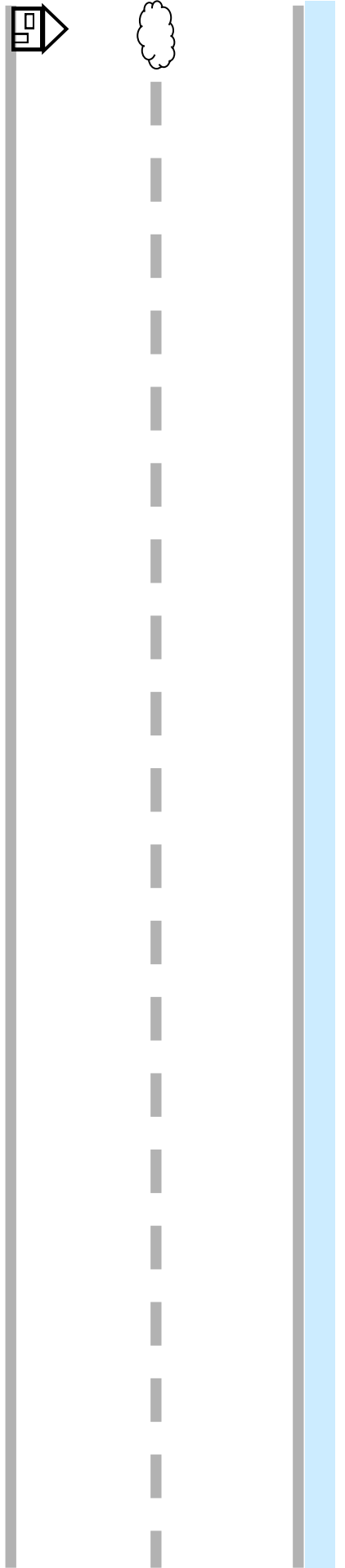
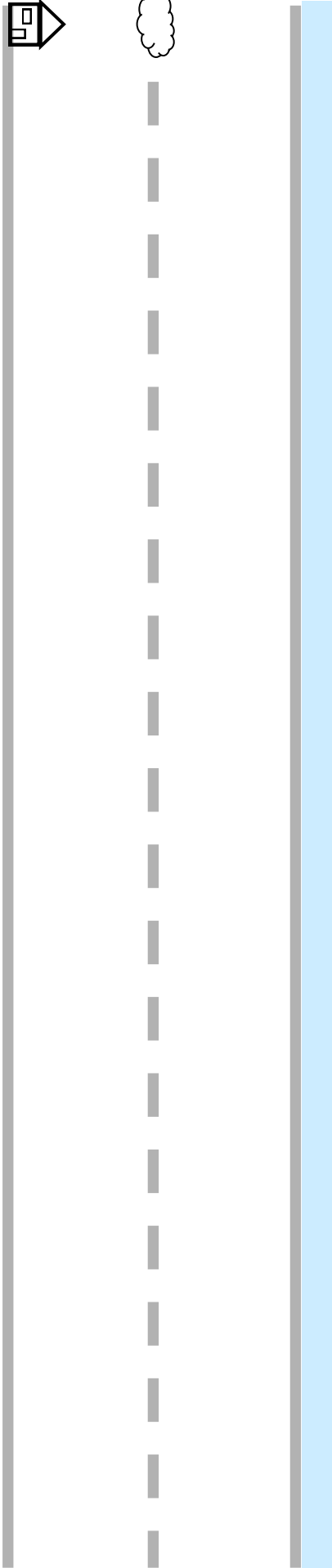
In these patterns, the letters y and w are acting as vowels.

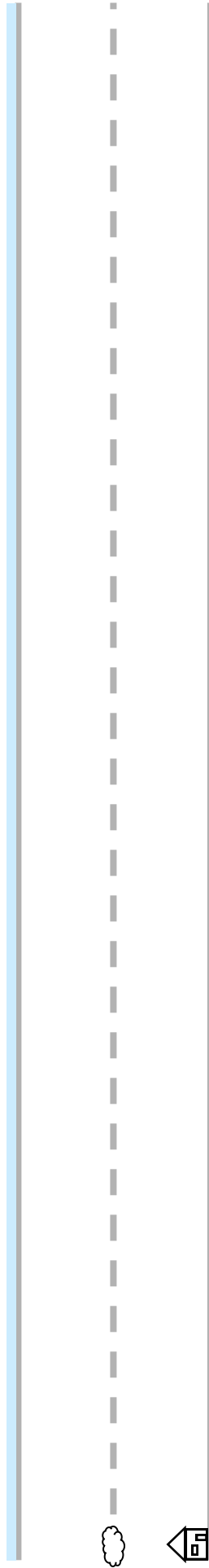
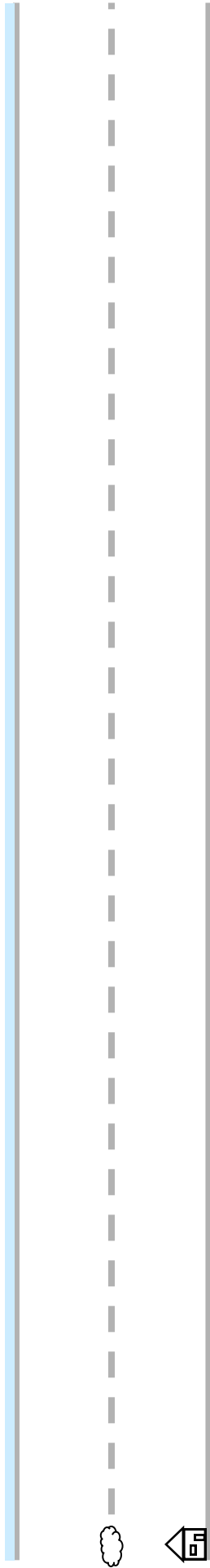
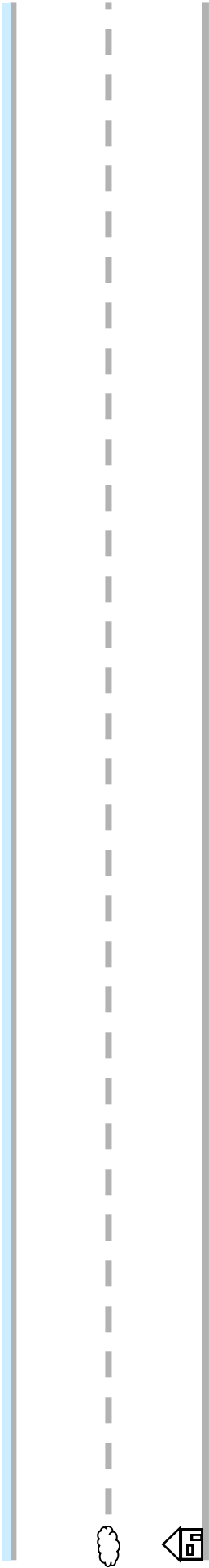
Being able to classify the vowel sounds is very helpful for students. Thinking about how to sort the patterns will help students recognize them when they see them in words.

You can remind students "If two vowels go walking, the first one does the talking, and it says its name. The second vowel has to be quiet." This applies to the vowel-vowel and the vowel-consonant-e split vowel patterns (even if one consonant is between the vowels).

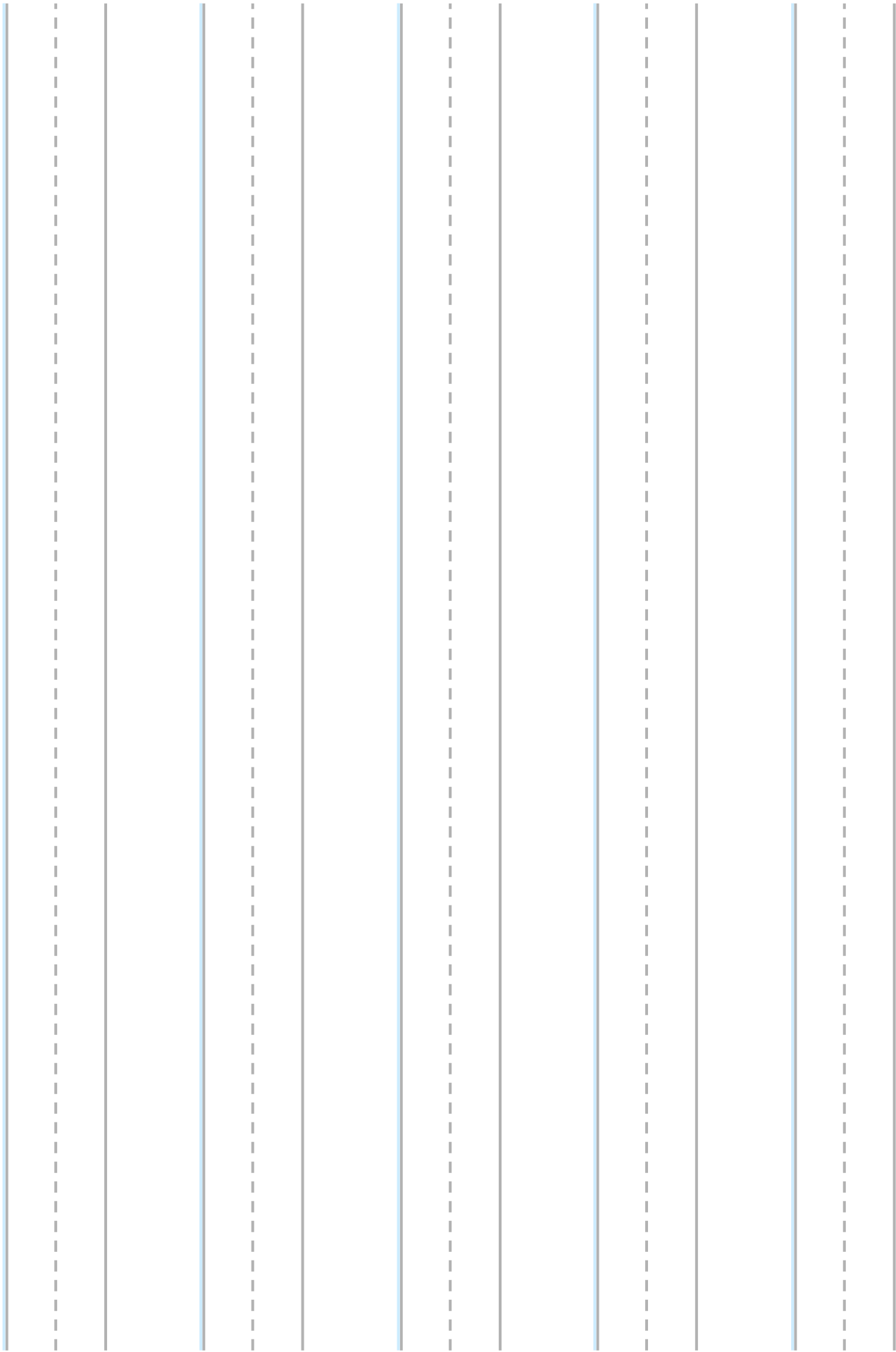
For the vowel-consonant-consonant patterns, you can explain that most patterns like this have the short vowel sound, but these particular patterns are playing "follow the leader," so the vowel gets to say its name (long vowel sound).











Sky Line



Cloud Line



Ground Line



Basement