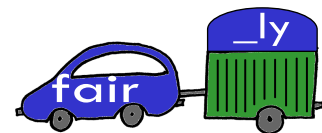
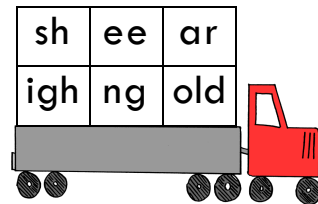
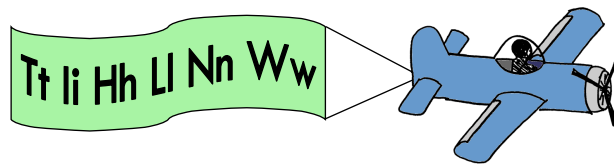


Sound City Reading

Sequence Charts

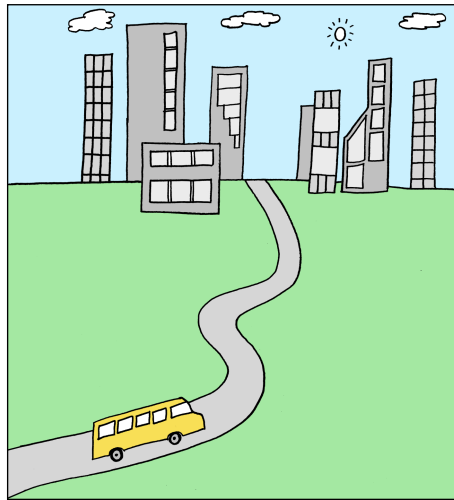


And Lesson Plans

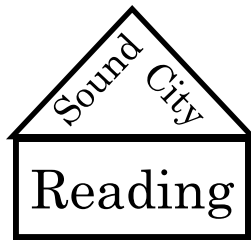
An Overview Of The Skills Taught In The Sound City Reading Program

Sound City Reading

Sequence Charts And Lesson Plans



Kathryn J. Davis



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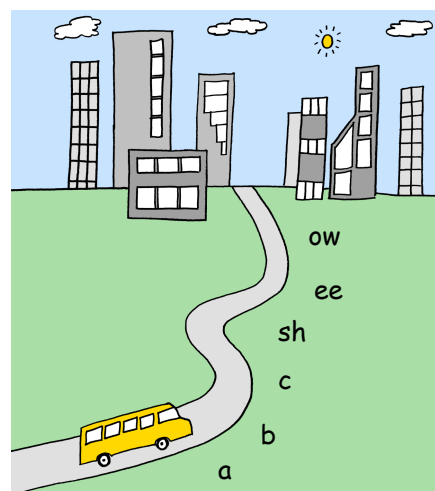
An Overview Of This Program

Letters And Letter Patterns

To be able to read, students must become familiar with the many consonant and vowel patterns in our language. The Sound City Reading program teaches these patterns in a logical, systematic way. Students learn one pattern at a time, and immediately apply it by reading words, sentences, and practice stories.

The sound charts in this program show these patterns in a logical framework, with similar patterns grouped together, so that students can remember them more easily. Students review previously taught patterns daily, using the sound charts and phonogram flashcards. This helps students remember the patterns so that they can apply them when they see new words.

In addition to letters and letter patterns, students also learn the common syllable patterns as well as common suffixes and prefixes.



Basic Readiness Skills

Students start by learning the letters of the alphabet and their related sounds. They also develop essential phonemic awareness skills. They learn to recognize rhyming words, to take words apart by pronouncing each separate sound (segmenting) and to put individual sounds together to form words (oral blending). In addition, students complete handwriting readiness exercises and begin tracing capital and lower case letters.

Working With Words

After learning the letters of the alphabet, students learn to spell words by listening to the word, saying each sound separately, and writing the letters that represent those sounds. Students also learn to read words phonetically by sliding the letter sounds together smoothly, going from left to right, to pronounce the word. This process is called decoding.

Students start by reading and spelling short vowel words. Then students will be ready to study the various phonogram patterns, including vowel patterns (for example oi, ow, ay, ea, and u_e) and consonant patterns (for example sh, th, tch, ng, and nk).

Beginning To Read

At the short vowel level, students learn a few sight words and begin reading sentences with short vowel words. At the phonics pattern level, students begin reading short practice stories. The words in these stories contain only the phonetic patterns that have been taught. This builds confidence in students and allows them to develop their new reading skills without having to guess at words.

Reading Regular Children's Books

After completing the first half of the phonics pattern level, students will be able to begin reading eleven easy children's picture books. Before they read each book, students are taught all of the phonics patterns needed to read all of the words in the book.

At the advanced phonics patterns level, students will be able to read eighty-two children's picture books as they study new phonics patterns, prefixes, and suffixes. The books range from first grade to early fourth grade reading levels.

These trade books must be borrowed from a library or purchased.

Multi-Sensory Instruction

Students must remember many letters and letter patterns as they learn to read and write. Multisensory instruction provides a framework for students to be successful in this endeavor. Students learn new patterns by seeing them, saying the related sound, and writing them. They simultaneously see the letters, feel themselves pronouncing the sound, hear the sound, and feel their muscles guiding the pencil to form the letters. Using several senses at the same time helps students develop the mental pathways needed to remember the information. For this reason, handwriting is an essential part of the learning process.

Sound Charts And Sound Cards

As students learn new patterns, it is important for them to review them regularly so that they can easily remember them. This is accomplished by reviewing the patterns on sound charts and flashcards.

Each book includes sound charts with new and review letters and letter patterns along with the sound pictures to show the related sounds. Larger versions of the sound charts are available to place on the wall in a classroom. To use the sound charts, the teacher points to each pattern as students say the sounds. The sound charts can also be used to introduce new patterns and as a readily available student reference if they forget a pattern.

The teacher also uses alphabet and phonogram flashcards to review the letters and patterns. This time students must remember the sounds without the sound picture cues. The practice helps students remember the sounds automatically, so that they will be able to recognize and pronounce them when reading words.

Notice that with both the sound charts and flashcards, students say only the sound or sounds for each letter or phonogram pattern. Although students do learn the letter names, the focus during instruction is on the sounds, since words are

made up of sounds, not letter names. Having to translate letter names to sounds when reading and spelling is an extra mental step which creates roadblocks for some students.

The Sound Story

The pictures on the sound charts are from *A Sound Story About Audrey And Brad*. A small version of this story is included in this book and in the student's books. A larger version is available to use when reading to a class. Pictures in the story show various sounds heard in the environment, for example, squeaking chains on swing sets, growling dogs, a clock ticking, and so on. Each picture is paired with the letter of the alphabet that represents that sound. For example, the "growling dog" sound is represented by the letter *r*. Read the story read aloud to your students, so they will become familiar with the sound pictures and related letters. Model the sound for each picture and have students repeat. Point to each letter and have students say the same sound for the letters.

Part one of the sound story introduces all of the consonant sounds, the short vowel sounds *a/ant*, *e/egg*, *i/in*, *o/ox*, and *u/up*, and the long *i* sound, *i/lilac*. The long *i* sound is included so that the sight word "I" will make sense to the students.

Part two of the sound story introduces the "beyond the alphabet" sounds, which include all of the remaining speech sounds in the English language. To become good readers, students must become just as familiar with these sounds as they are with the regular alphabet sounds. The long vowel sounds *ā/raven*, *ē/begin*, *ō/robot*, and *ū/music* are marked with a straight line. The dotted vowel sounds *ä/all*, *ö/to*, and *ü/push*, are marked with two dots (the German umlaut), which indicate that the vowel is "not the usual sound." Two vowel sounds are each shown with two different vowel pairs: *ou/ouch* and *ow/cow*, *oi/oil* and *oy/boy*. Consonant patterns represented by more than one letter are also introduced in part two: *sh/ship*, *th/thumb*, *th/this*, *ch/chicken*, and *ng/ring*

Color-Coded Vowels

The vowels in some of the books in this program are color-coded. Each vowel sound is printed in a particular color. The color-coding helps students see the vowel patterns as distinct units in words. Students learn that vowels and vowel patterns with the same color represent the same sound. For example, the vowel patterns in *ai/rain*, *ay/play*, and *a_e/safe* are all the same color. Students also learn that some vowels and vowel patterns can represent more than one sound. When that is the case, the different sounds are printed in different colors. For example the sound of the *ow* pattern in *cow* is not the same as the *ow* pattern in *snow*, so the *ow* pattern is printed in two different colors.

When using books with color-coding, students automatically become familiar with the various colors and their sounds during the daily sound chart review and as they decode groups of words with the same vowel pattern. It is not necessary to "teach" the colors. Teachers can study the color-coding chart and explanation in this book about how the colors were chosen to get an overview of the various colors and the vowel patterns that are printed in each color.

It is possible to use color-coding when using books that have all black print. The teacher can use colored markers to make word cards or large charts showing words with color-coded vowels.

Learning Activities

Two different activities are used to with students who are learning to read. Both of these activities build essential skills that prepare students to begin reading and spelling words.

The first is a sound blending activity. Even after students are able to recognize and say the sounds for all the letters of the alphabet, they are still not ready to begin reading words. First they must learn to “stick the sounds together” as they read. In this program, before attempting to read three-sound short vowel words, students learn to pronounce two-sound letter combinations, such as ba, ca, da, and ab, ac, ad. There are two formats to practice this skill. Students can pronounce the letter combinations as they appear on the “Silly Sounds” pages in the *Exploring Sounds In Words* and *Short Vowel Words And Sentences* books. They can also practice the same combinations with a set of movable “Letter Connections” cards. The teacher moves vowel cards down a column of consonants. Students pronounce the letter combinations that they see.

The second activity is related. Students build two-letter combinations and three-sound short vowel words using small plastic letters, after hearing them pronounced by their teacher. Students must listen carefully to the sound chunks or words, think about the individual sounds in them, select the letters that represent those sounds, and place them in the correct order. This activity provides the foundation for students to understand the structure of words and the phonetic nature of our language.

Learning Games

Playing simple games provides the practice needed for students to recognize and remember the sounds for new letters and letter patterns. The games also build enthusiasm and a desire to master the material. The games can have a significant positive impact on student achievement. The games pieces and instructions for the games listed below can be downloaded as PDF files at www.soundcityreading.net. The should be printed on cardstock. Some assembly is required.

Alphabet Lotto	Match Alphabet Letters And Sound Pictures
Letter Shapes	Use Curves, Circles, And Lines To Build Letters
Apple Alphabet	Recognize Letters And Say Their Sounds
Letter Lotto	Sort Alphabet Letters Printed In Different Fonts
Raspberry Game	Two-Letter Sound Blending
Blueberry Game	Decode Short Vowel Words
Caterpillar Game	Recognize And Pronounce Phonogram Patterns
Truck Chart Games	Recognize And Pronounce Consonant Blends
Long Vowel City	Recognize And Pronounce Long Vowel Patterns
Treasure Chest Game	Recognize And Pronounce Advanced Phonics Patterns

Sound City Reading

LEARNING TO READ ONE STEP AT A TIME

Books are listed for each level. Those that may be used across several teaching levels are listed on the horizontal bars at the bottom. The bars extend to the right to show that they can be used at any of the higher levels as needed.



ADVANCED PHONICS PATTERNS



PHONICS PATTERNS



SHORT VOWEL WORDS



BEGINNING AND ENDING SOUNDS IN WORDS



THE ALPHABET

Level 1

Readiness
Pre-K, K, 1

Learning The
Alphabet,
Books
1 And 2

Level 2

Transition
K, 1

Exploring
Sounds In
Words



Level 3

K, 1, 2, And Up

Rhyming
Short Vowel
Words And
Sentences
— OR —

Mixed Short
Vowel
Words And
Sentences
— OR —

Two-Page
Short Vowel
Words And
Sentences

Basic Short
Vowels

Color-Coded
Short Vowel
Lists

Short Vowel
Booklets

Level 4

K, 1, 2, And Up

Phonetic
Words And
Stories
Books 1-8
— OR —

Basic
Phonics
Patterns
Books 1-8
— OR —

Know The
Phonetic Code
Volumes
1-3

Color-Coded
Phonetic Lists

Level 5

1, 2, 3, And Up

Advanced
Phonics
Patterns From
Children's
Books

Know The
Phonetic Code,
No Stories
(Review)

Cursive
Handwriting
Letter Paper
Legal Paper
Ledger Paper

Manuscript Handwriting On Letter Paper
On Legal Paper
On Ledger Paper

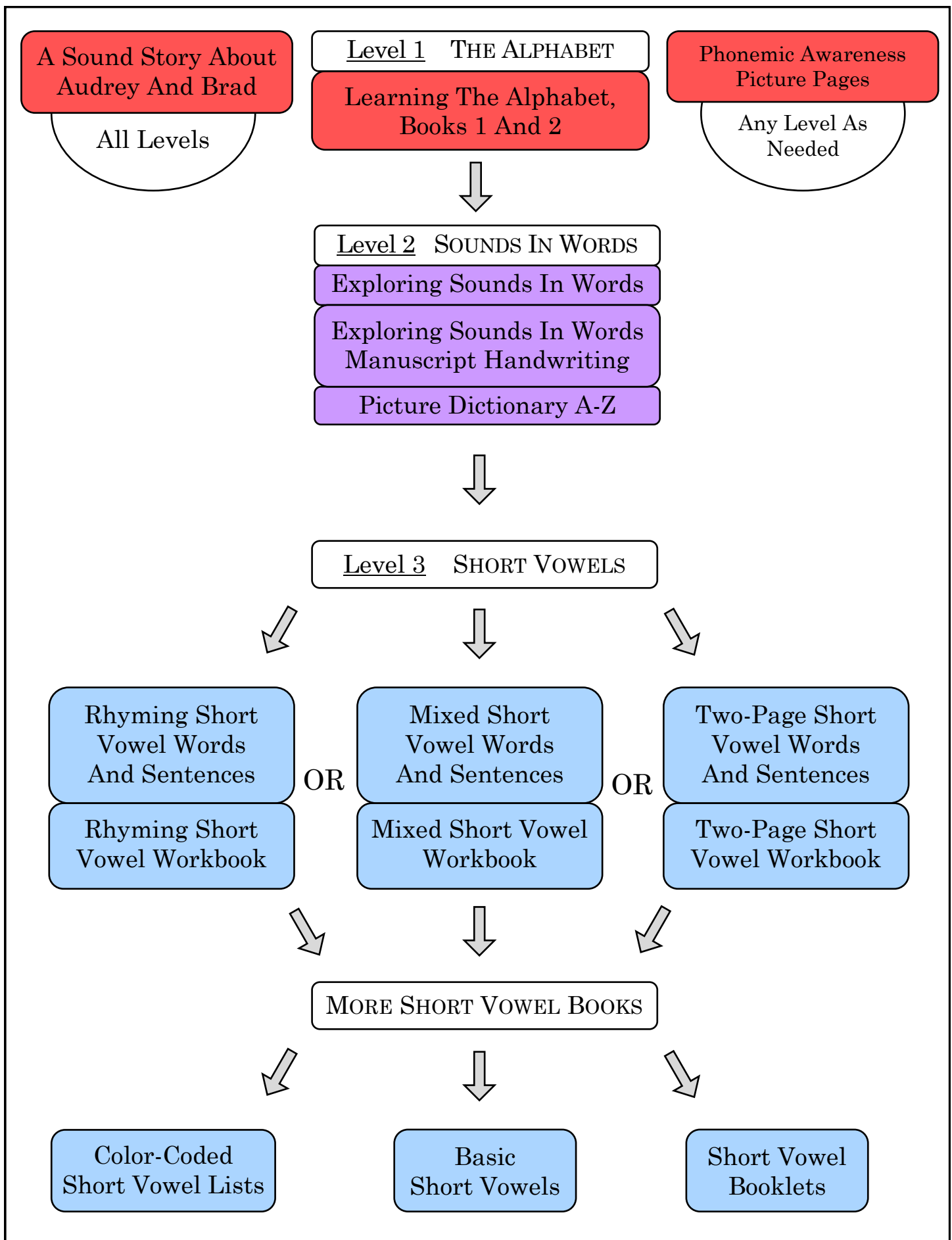
— AND — Exploring Sounds In Words Manuscript Handwriting

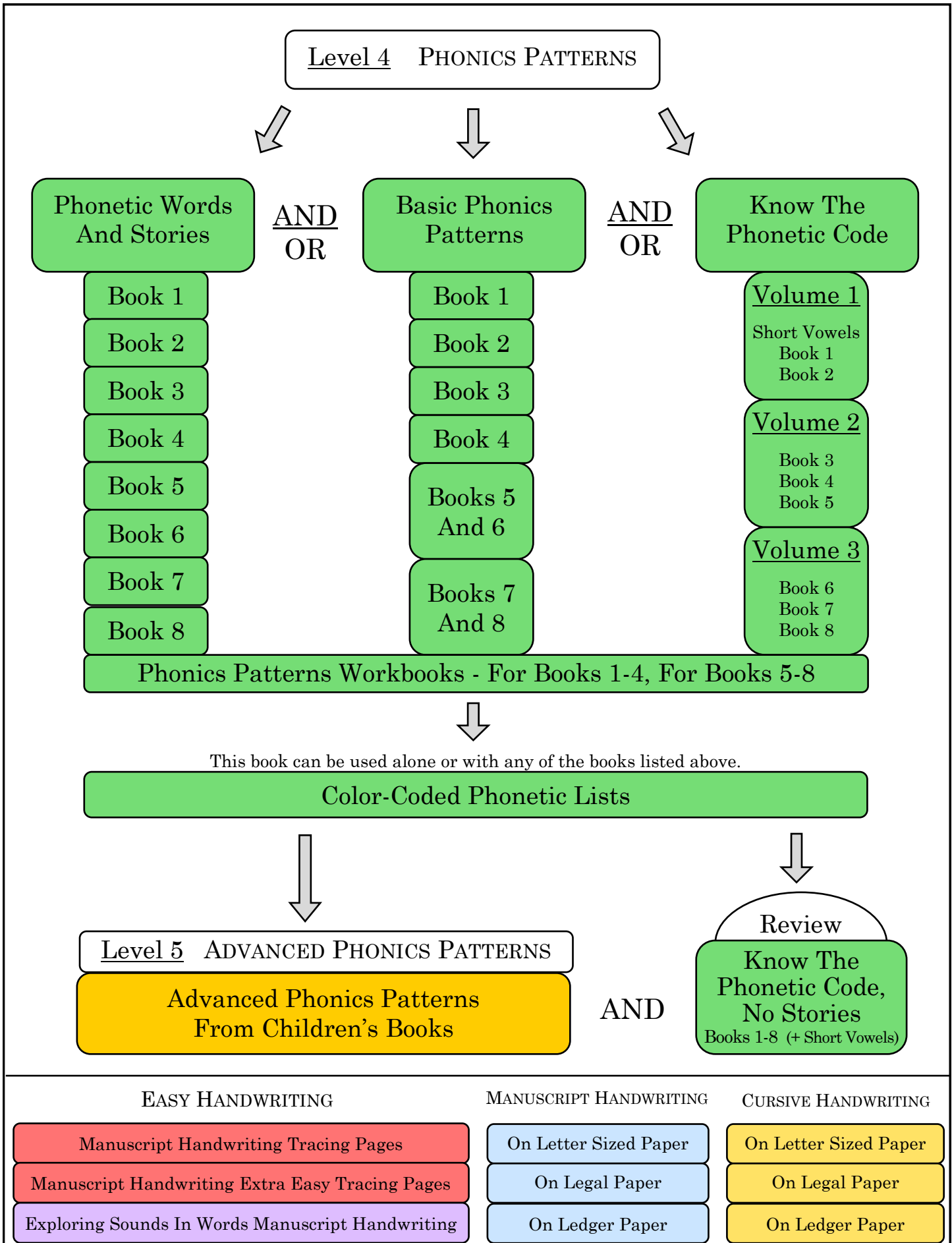
— AND — Picture Dictionary A-Z

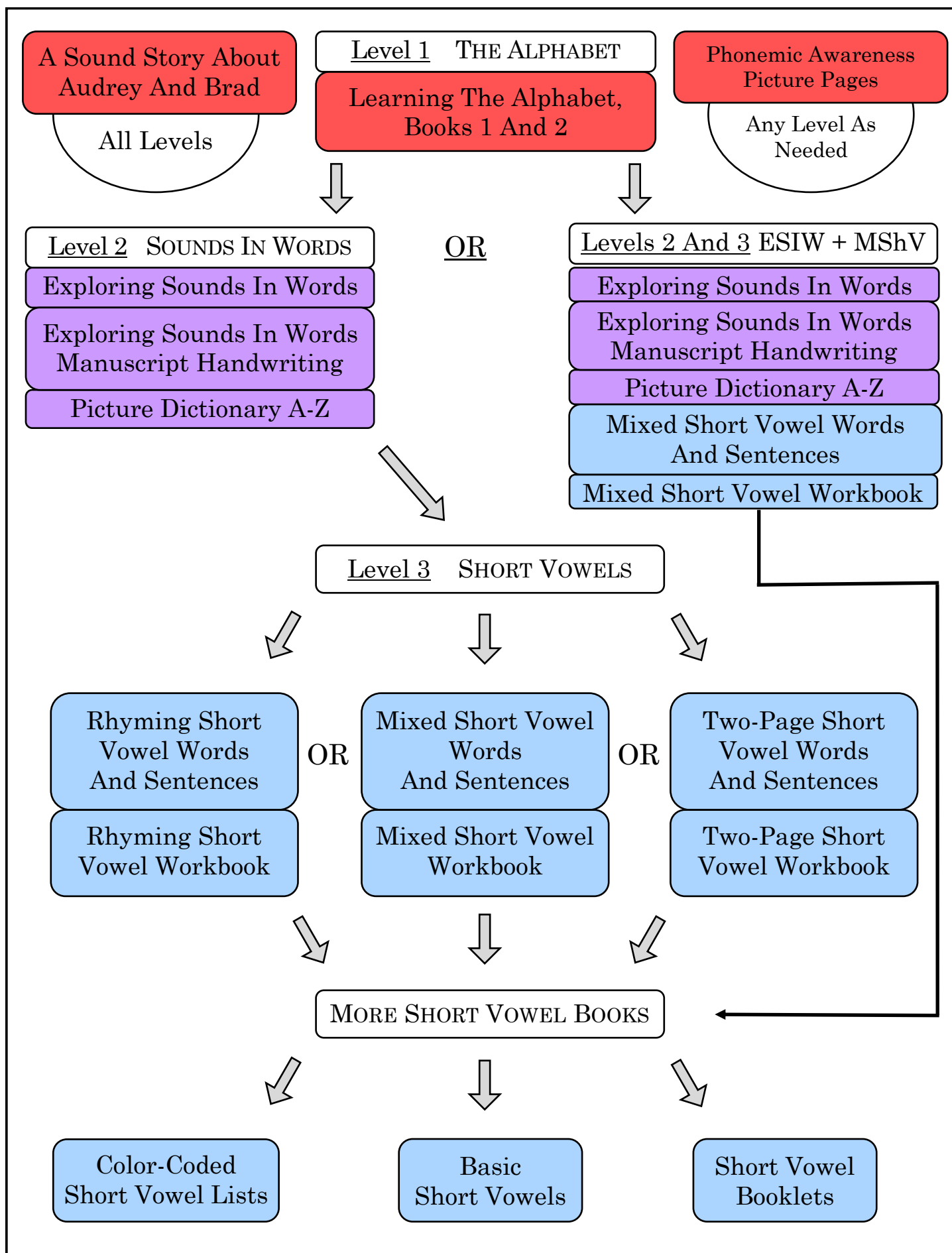
Manuscript Handwriting Tracing Pages (Separate book for those not using LTA)

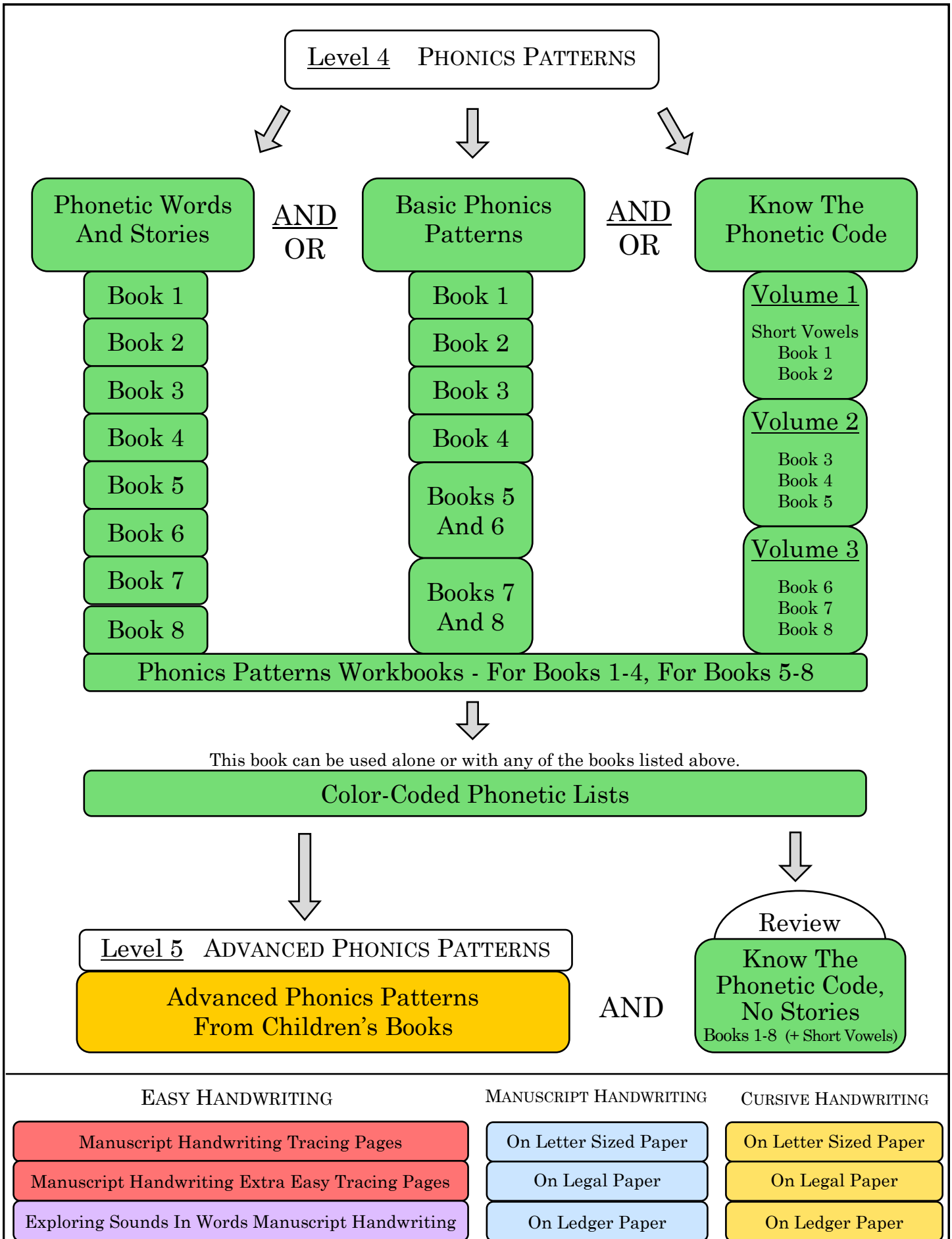
Phonemic Awareness Picture Pages (Separate book for older students not using LTA, ESIW)

A Sound Story About Audrey And Brad (Full page version of the story with color pictures.)









Skills Taught In The Sound City Reading Books - Page 1

Phonemic Awareness

Learning The Alphabet, Books 1 And 2

Students practice oral blending, segmenting, and rhyming skills as they study the letters of the alphabet.

Exploring Sounds In Words

As students study beginning and ending sounds in words, they practice oral blending/segmenting exercises that are tailored to the exact letters that students have studied. They also practice rhyming skills.

Rhyming Short Vowel Words And Sentences

Mixed Short Vowel Words And Sentences

Two-Page Short Vowel Words And Sentences

Phonetic Words And Stories, Books 1-8

In these books, oral blending and segmenting practice is built into the decoding lessons using the picture/word pages. Students further develop segmenting skills during a daily spelling dictation period. Two syllable awareness pages are included in each book..

Phonemic Awareness Picture Pages

This book is can be used with beginning readers who need more practice with phonemic awareness skills or with older students who have not mastered phonemic awareness skills during their previous instruction. It includes basic oral blending/segmenting pages, rhyming pages, and syllable awareness pages. It includes pages to develop beginning, ending, and medial sound awareness. It includes print awareness lessons for younger students and a language overview section for older students.

Alphabet Letters And Sounds

A Sound Story About Audrey And Brad

Introduces sound pictures in a story. Each picture represents a speech sound in our language. Students learn the sound for each picture along with the related letters or letter patterns. These pictures are used at all levels.

Learning The Alphabet, Books 1-2

Students learn to recognize the letters of the alphabet and give their sounds. Includes beginning handwriting tracing pages.

Exploring Sounds In Words

Students learn or review the letters of the alphabet and their sounds, and learn to write capital and lower case letters on lined paper. They identify beginning and ending sounds and begin to spell short vowel words with plastic letters.

Manuscript Handwriting

Manuscript Handwriting Tracing Pages

Students finger trace large letters and trace small letter outlines with a pencil. (Available as a separate book, but also included in *Learning The Alphabet*.)

Exploring Sounds In Words Handwriting

Students trace large capital and lower case letters, then trace and copy small letters.

Manuscript Handwriting On Ledger Paper

Manuscript Handwriting On Legal Paper

Manuscript Handwriting On Letter Sized Paper

Students trace, copy, and write large and small letters, words, and sentences.

Skills Taught In The Sound City Reading Books - Page 2

Decoding And Spelling Short Vowel Words, Reading Short Vowel Sentences

Rhyming Short Vowel Words And Sentences;
Mixed Short Vowel Words And Sentences;
Two-Page Short Vowel Words And Sentences
 Extra large color-coded print. Students complete a listening exercise to match words and pictures, then they read the words. They learn seven sight words and begin to read simple short vowel sentences.

Color-Coded Short Vowel Lists

Students read large color-coded words, from both rhyming and body-coda lists.

Basic Short Vowels

Students read words in all black print from both rhyming and body-coda lists, along with simple short vowel sentences. The words and sentences are illustrated.

Learn Phonics Patterns, Syllables, Contractions, And Suffixes, Decode And Spell Phonetic Words, Read Short Practice Stories And "Easy To Read" Children's Books

Phonetic Words And Stories, Books 1-8

Very large color-coded print. Students complete a listening exercise to match words and pictures, then they read the words. They read illustrated stories in two fonts.

Basic Phonics Patterns, Books 1-8

Students read illustrated words, sentences, and simple phonetic stories in all black print.

Know The Phonetic Code, Volumes 1-3

Students read one and two-syllable words for each phonetic pattern along with simple phonetic stories, in all black print.

Color-Coded Phonetic Lists

Students read color-coded rhyming and body-coda word lists, sorted by phonetic pattern. Use with any of books at the phonics patterns level.

Learn Advanced Phonogram Patterns, Syllables, Prefixes And Suffixes, Read Trade Books

Advanced Phonics Patterns From Children's Books

Smaller, all black print. Students study lists of twelve words, along with practice sentences, that teach new phonetic patterns, prefixes, suffixes, and ending syllables. The words are not illustrated. Students read a sequence of children's picture books (obtained separately) that coordinate with the phonetic patterns being taught.

Know The Phonetic Code, No Stories - This book has the same word lists as *Know The Phonetic Code, Volumes 1-3*, but without the stories. It can be used to review/reteach previous phonics patterns and syllable patterns.

Cursive Handwriting

Cursive Handwriting Introduction On Ledger Paper

Students trace, copy, and write large capital and lower case cursive letters.



Cursive Handwriting Introduction On Legal Paper

Students trace, copy, and write large and small capital and lower case letters and words.

Cursive Handwriting On Letter Sized Paper

Students trace and copy large and small capital and lower case letters and words.

Phonics Overview - Levels 1-5	
1.	Learning The Alphabet - Letters And Sounds
2.	Beginning And Ending Sounds In Words
3.	Short Vowel Words And Sentences, Basic Short Vowels, Color-Coded Short Vowel Lists
4.	<p>Phonics Patterns - The phonics patterns sequence can be taught in any one of three different formats. The formats are listed below, from the easiest to the most challenging. They all teach the same phonetic patterns in the same sequence. Students apply new patterns by reading phonetic words, easy practice stories, and a few easy trade books.</p> <p style="padding-left: 40px;">Format 1) <i>Phonetic Words And Stories - Books 1-8</i> Format 2) <i>Basic Phonics Patterns - Books 1, 2, 3, 4, 5-6, 7-8</i> Format 3) <i>Know The Phonetic Code - Volumes 1-3</i></p> <p>Book 1 - Basic vowel patterns, consonant blends, consonant digraphs, suffix _s</p> <p>Book 2 - Long vowel patterns - ee, e_e, ei, ey, ea, ai, ay, a_e, i_e, ie, igh, ind, ild, y Two-syllable words - closed syllables, silent e syllables Suffix _es, contractions</p> <p>Book 3 - Long vowel patterns - oa, oe, o_e, old, olt, oll, olk, ui, ue, u_e, ew Umbrella patterns - o_e, a_, _a Vowel Discrimination - tap/tape Consonant pattern - dge Suffix __'s</p> <p>Book 4 - Odd O patterns - oi, oy, ou, ow, oo, ould Dotted Ü pattern - ü Dotted Ä patterns - au, aw, all, al, alk, wa, swa Umbrella pattern: ou Suffixes _ed and _ing, contractions</p> <p>Book 5 - Soft C and G - ce, ci, cy, ge, gi, gy Bossy R Patterns - ir, ar, er, ur Ending patterns - _ce, _ge, _se, _ze Suffix review _ed and _ing, contractions</p> <p>Book 6 - Syllable Study - ra-ven, bon-fire, shov-el, con-fess, di-no-saur Dotted ë and ï patterns - ëi, ëy, ëa, ëigh, ë, ïe, ï Long vowel pattern - eu Suffixes _ed and _ing, double the final consonant</p> <p>Book 7 - Advanced Bossy R Patterns - wor, er/er, or/or/or, ar/ar/ar, ear, our Suffixes _ly, _ed and _ing, drop final e, contractions</p> <p>Book 8 - Vowel patterns - a/father, ought, ye, y_e, y/gymnastics, qua, squa Consonant patterns - kn, wr, gh/gh, ph, ugh Syllable study - ban-jo, si-lo</p>
5.	Advanced Phonics Patterns - Students study new consonant patterns, new suffixes and prefixes, and advanced ending syllables. Students apply the patterns by reading word lists, sentences, and eighty-one children's trade books (obtained separately), that range from first grade through fourth grade reading levels.

Syllable Study Overview		
Book	Phonetic Words And Stories, Books 1-8	
2	mit - ten	closed / closed (middle consonants alike)
2	les - <u>son</u>	closed / unaccented closed (middle consonants alike)
2	bas - ket	closed / closed (middle consonants different)
2	rob - in	closed / closed (one middle consonant)
2	pet - <u>al</u>	closed / unaccented closed (one middle consonant)
2	cat - tle	closed / silent e syllable
2	hap - py	closed / y at the end of a second syllable
2	my	y at the end of one syllable
3	man, mane	closed / VCE discrimination
5	let-ter, flow-er	er/her pattern at the end of a two-syllable word
6	ra - ven, ti-tle, po-ny, flu-id	first syllable open
6	flag - pole, cos-tume	closed / VCE
	 shov - el,  moth-er	first syllable umbrella o
6	<u>con</u> - fess, <u>com</u> -pare	unaccented first syllable (schwa sound)
6	oc - <u>to</u> - pus, u- <u>ni</u> -corn	unaccented open middle syllable (schwa sound)
7	er/heron, or/doctor, or/sorry, ar/dollar, ar/carrot	advanced bossy r syllables
8	hel - lo, men-u	closed / open
8	ze - ro, tu-tu	open / open

More Information About Level 4 - Phonics Patterns

1. This level teaches phonetic patterns (phonograms). Students learn to recognize the patterns and remember the sounds they represent in words. They also learn to listen for the sounds and write the appropriate patterns when spelling words.

Students will learn the following.

11	single vowel sounds (5 long vowels, 5 dotted vowels, and a/father)
3	vowel sounds for the letter y
2	alternate consonant sounds, for the letters c and g
6	single or two-letter vowel patterns that represent the u/umbrella sound
+ 72	vowel and consonant patterns (phonograms) made up of two or more letters
Total 94	new sound/symbol units
+ 26	previously learned consonant and short vowel sounds
120	total sound/symbol units

Students will also learn to read words with consonant blends. These are not treated as new phonogram patterns. The letters in consonant blends represent their regular sounds. They must be practiced, however, so that students will learn how to pronounce them confidently.

2. The lessons in the *Phonetic Words And Stories* books include oral blending exercises built into each lesson. If needed, use the *Phonemic Awareness Picture Pages* book with any of the phonics patterns book to provide practice in oral blending, segmenting, rhyming, and syllable awareness.
3. The spelling lessons are multi-sensory. Students learn new patterns by seeing them, hearing them, saying them, and writing them. To spell words, students simultaneously hear the words, pronounce the individual sounds, write the letters and letter patterns that represent those sounds, and see what they have written.
4. Students read new phonetic words by saying the sounds in the words, putting the sounds together smoothly, going from left to right. This is called decoding. When you see the word *cat*, there are two ways to think about it. You can say the letter names, cee-ay-tee, or you can say the letter sounds /c/ /a/ /t/. Saying the letter sounds produces the word. Saying the letter names does not.
5. Handwriting is an essential part of the program. Students practice writing letters and phonogram patterns daily. They learn to write them accurately and automatically. This written work allows them to connect the visual symbols with their sounds. It enables students to learn and remember the many patterns in our language. Students can then apply these patterns when reading and spelling words.
6. The materials focus on meaning. The word lists expand students' vocabulary. The *Phonetic Words And Stories* and *Basic Phonics Patterns* books include a picture for each new word. In all of the books, after several new phonetic patterns have been taught, students read a short selection in which they apply those patterns while reading new words in the context of a story.

7. The program is sequential. The most common patterns are taught first. Related patterns are taught together. Students are not expected to read phonetic words in the lessons or stories until that phonetic pattern has been introduced.
8. Sight words are limited. Phonetic words are generally not taught as sight words. Common “rule breaker” words are taught as sight words. These words are taught after students have learned to read phonetic words with the same pattern. For example, students learn to read these phonetic words: *see, green, feet*. Then students learn the rule breaker *been* as a sight word.
9. Students spell new sight words by saying the letter names as they write the word. Sight words are not spelled using sounds because some of the sound correspondences don’t match.
10. Students listen to a sound story which pairs a set of forty-two sound pictures representing each of the speech sounds in the English language. These sound pictures are used throughout the program as a concrete way to remember the sound or sounds represented by each letter and phonetic pattern.
11. The vowels are color-coded. The colors provide a visual means to help students predict whether various vowel patterns have the same or different sounds. For example, the ai, ay, and a_e vowel patterns are all printed in the same dark red color. This make it intuitively clear to students that they all represent the same sound, even though the letter sequences are different. On the other hand, the *ou* pattern can represent a number of different sounds in words, as in *ou/ouch, ou/four, ou/soup, and ou/country*. In this case, even though the vowel pattern is the same in each word, the color of the pattern is different, showing that the sounds are different. Students automatically become familiar with the colors as they say the sounds when reviewing the letter patterns on the sound charts.
12. Markings are used to clarify letter sounds as needed.

A straight line above a vowel is used to indicate a long vowel sound.

ā - apron, ē - emu, ī - island, ō - ocean, ū - uniform

Two dots above a vowel (the German umlaut), indicate “not the regular sound.”

ä - all, ë - ballet, ï - pizza, ö - to, ü - push

An x above a letter shows that the letter is not pronounced.

˘wren, ˘knife, throu˘gh

An umbrella above a vowel or vowel pattern indicates that it should be pronounced like a short u sound, as heard at the beginning of the word umbrella.

what, away, panda, son, love, country, the

Short vowels are not marked.

14. Syllable patterns are taught in a systematic way throughout the program.

When To Use The Sound City Reading Books

The Sound City Reading books are designed to be used with any students who need instruction for the particular skills being taught, regardless of age. However, this chart will give you an overview of how specific books can be used at various grade levels. Handwriting instruction/review should occur at all levels.

	Pre-K	K	1st	2nd	3rd And Up
<i>Learning The Alphabet, Books 1 and 2</i>	Second Half Of The Year	Beginning Of The School Year	Beginning Of The School Year If Needed		
<i>Exploring Sounds In Words, Books 1 And 2</i>		After Completing <i>Learning The Alphabet</i>	Beginning Of The School Year If Needed		
<i>Phonemic Awareness Picture Pages</i>	Use The Easiest Pages For Extra Practice If Needed	Use The Easier Pages For Extra Practice If Needed	Use 4- And 5- Sound Oral Blending Pages. Other Pages - Reteach/Review As Needed	As Needed	As Needed
<i>Rhyming, Mixed, Or Two-Page Short Vowel Words And Sentences</i>		After Completing <i>Exploring Sounds In Words</i> OR <i>Mixed</i> may be used <u>with</u> ESIW	Beginning Of The School Year	As Needed	As Needed
<i>Basic Short Vowels</i>			Use With <i>Short Vowel Words And Sentences</i> OR Use As Primary Short Vowel Instruction	Beginning Of The School Year, To Reteach/ Review	As Needed
<i>Phonetic Words And Stories, Books 1-8</i>		Books 1, 2, 3, And 4, After Completing Short Vowels, As Time Permits	Books 1-8, After Completing Short Vowels	As Needed, With Students Who Need Help Decoding/Spelling	As Needed, With Students Who Need Help Decoding/Spelling
<i>Basic Phonics Patterns, Books 1-8</i>			Use With <i>Phonetic Words And Stories</i> , OR As Primary Instr.	Teach/Review Patterns, Use Stories As Needed	As Needed
<i>Know The Phonetic Code, Volumes 1-3</i>				Teach/Review Patterns, Use Stories As Needed	As Needed
<i>Know The Phonetic Code, No Stories</i>				Teach/Review Patterns	Review Patterns
<i>Advanced Phonics Patterns</i>			After Completing The Phonics Patterns Books	Teach/Review Advanced Patterns	Review Advanced Patterns

Understanding Different Types Of Syllable Patterns

A syllable is a rhythmic speech unit that consists of one vowel sound and any consonant sounds that are pronounced with it.

When you study syllables, it is important to be able to identify which letters are vowels and which letters are consonants. There are five letters that serve only as vowels (a, e, i, o, u) and one more letter that serves as either a consonant or a vowel (y).

It is also important to know that each vowel can represent three different sounds, as shown. In this program, the two dots over the vowel for the third sound mean “not the regular sound.” The dotted vowel sounds in this program do not necessarily match the dotted sounds shown in the dictionary.

	1. Short Sound	2. Long Sound	3. Dotted Sound
a	a/ant	ā/apron	ä/all
e	e/egg	ē/emu	ë/ballet (Same sound as ā)
i	i/in	ī/island	ï/pizza (Same sound as ē)
o	o/ox	ō/ocean	ö/to
u	u/up	ū/uniform	ü/push

Closed Syllables

A syllable with a single vowel followed by one or more consonants is called a closed syllable. In most closed syllables, the vowel represents its short vowel sound.

am sit must clap egg scratch
pup-pet cab-in in-sect bas-ket up-on fan-tas-tic

Open Syllables

A syllable with a single vowel at the end is called an open syllable. In most open syllables, the vowel represents its long vowel sound. The long vowels in these words are marked with a straight line. The line is called a macron. When placed over a vowel it indicates a long vowel sound.

gō nō mē wē Ī flū
rā-ven rō-bot hip-pō men-ū tō-fū sī-lō

Vowel Team Syllables With A Vowel-Vowel Pattern

Two vowels work together to show the vowel sound. In these patterns, the letters *w* and *y* sometimes stand in as the second vowel.

sail	pay	feed	toe	suit	tie
loud	cow	soil	toy	book	room
sail-boat		cow-boy		moon-beam	

Split Vowel Syllables With The Vowel-Consonant-E Pattern

Two vowels work together to show a long vowel sound, but they are separated by a consonant. The first vowel is long. The second vowel is a silent *e*.

safe	these	pine	home	cube	flute
------	-------	------	------	------	-------

R-Controlled Syllables With A Bossy R Pattern

When the letter *r* follows a vowel, it affects its sound.

car	her	bird	cord	turn
mur-mur		part-ner		cor-ner






Silent E Syllables

Every syllable must contain a vowel. But the vowel is not always pronounced. Some words end with a syllable that has two consonants followed by an *e*. The second consonant is always an *l*. The letter *e* is at the end of the syllable, but it is not pronounced. This type of syllable is called a silent *e* syllable.

bub-ble	un-cle	can-dle	ruf-fle	jun-gle
an-kle	ap-ple	tus-sle	lit-tle	puz-zle

Unaccented Syllables

Some syllables are not spoken as clearly and forcefully as the other syllables in the word. These are called unaccented syllables. In unaccented syllables, the vowel is not pronounced in the usual way. In some words it might be pronounced like a very brief short *i*, short *u*, or dotted *ü* sound. In other words it may be pronounced so quickly that you don't hear it at all. This type of vowel sound is called the schwa sound. The dictionary shows the schwa sounds as an upside down *e*. In this program, an arrow is placed under the vowel when teaching a word with the schwa sound. The arrow tells you to go directly from one consonant sound to the next, skipping the vowel sound. The schwa sound can be found in both closed and open syllables.

but-ton	pet-al	com-pare	el-e-phant	com-pre-hend
			 	



Adjacent Vowels In Separate Syllables

In a few words, two vowels are side by side but they are in separate syllables. In these words, follow the rules for open and closed syllables. Sometimes the second syllable has the schwa sound.

rē-act flū-id nē-on trī-al stō-ic quī-et dū-et

Advanced Ending Syllables

In *Advanced Phonics Patterns From Children's Books*, students learn twenty-five advanced ending syllable patterns and one advanced middle syllable pattern. These patterns are not taught in *Basic Phonics Patterns, Books 1-8*. They are shown here for teacher reference, as a preview of the next step for students.

Advanced Ending Syllables			
ti = sh	ci = sh	si = sh	si = zh
tion/addition tial/initials tient/quotient tious/nutritious	cial/special cian/magician cious/delicious	sion/mansion	sion/television
su = sh	su = zh	tu = ch	 ou = u
sure/pressure	sure/measure sual/unusual	ture/nature tu/spatula	ous/enormous ïous/furious
Lazy e i_e	Lazy e a_e	Other	
ive/detective ice/notice ite/opposite ine/medicine	ace/necklace ate/pirate age/luggage	tain/curtain  age/garage ïne/gasoline	

“Lazy e” syllables are unaccented ending syllables with a vowel-consonant-e pattern. These syllables do not have the long vowel sound. We can say that the ending *e* does not do its job. It forgets to tell the first vowel to say its name.

- In a one-syllable word, a vowel-consonant-e pattern shows the long vowel sound: i_e/pine, a_e/safe.
- In a two-syllable word, an accented vowel-consonant-e pattern in the second syllable shows the long vowel sound: com-bine, com-pare.
- In a two-syllable word, an unaccented vowel-consonant-e pattern in the second syllable has the schwa sound. It sounds like a very brief short i sound. The vowel is hardly pronounced at all. In this program, this type of pattern is called a lazy e syllable.

Understanding The Different Types Of Phonics Patterns

This section explains the various types of phonics patterns taught in *Basic Phonics Patterns (BPP)*, Books 1, 2, 3, 4, 5-6, and 7-8. They are listed below, in the order in which they are first introduced. The patterns are made up of one or more letters. Each pattern represents one or more sounds in words. There are many different patterns because English words come from a variety of different languages. Information about each pattern is shown on the following pages. You can listen to the sound for each pattern from sound charts at www.soundcityreading.net. Look under the audio and video menu headings.

1. Single Short Vowels

Short vowels are single vowels that represent the following sounds

a/ant e/egg i/in o/ox u/up

Single vowels in closed syllables usually represent the short vowel sound.

ax brand end bench if slip odd shop us clump
pump-kin up-on blan-ket in-vest rob-in ex-it

One-syllable short vowel words are studied in book one. Two-syllable words with short vowels in both syllables are taught in book two. Three other patterns can also represent short vowels. See section fourteen.

2. Beginning Consonant Digraphs

The word digraph means two letters. There are not enough letter of the alphabet to show all of the consonant sounds in the English language. So some consonant sounds are shown with pairs of letters, called consonant digraphs. In the patterns shown below, both letters work together to show one sound that is completely different from either of the letter sounds. These patterns can be used at the beginning or at the end of words.

sh/ship th/thumb th/this ch/chicken ph/phone
shut, rash thank, with these, bathe chop, much phase, graph

The next consonant digraph is a little different. Instead of showing a completely new sound, it can show either the /w/ sound or the /h/ sound. This pattern is not used at the end of words. Most of the time the pattern is pronounced as the /w/ sound. However, if the wh pattern is followed by an o, it usually represents the /h/ sound.

wh/when wh/who
what, whale, white whom, whose, whole

3. Umbrella Vowels

There are six different patterns that represent the short u sound in some words, instead of the usual sound. The word *the* also has this sound.



o/son



o_e/love



ou/country

ton, from, compass

some, done, dove

young, southern, couple



a/what



a_/across



_a/panda

was, what, a

ago, away, around

comma, sofa, extra

These patterns are called umbrella vowels, because each pattern sounds like the short u sound at the beginning of the word *umbrella*. Read this story aloud to the students when you introduce an umbrella vowel pattern. If you wish, you can bring an umbrella to class, assign students to be the various vowels, and have them act out the story.

The Story About The Umbrella Vowels

One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because “umbrella” starts with his “uh” sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say my ‘uh’ sound in words.” The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. “Please, we want to say our own sounds,” said the vowels, “but we are getting wet.” The letter U said, “If you promise to say my sound in some words, I’ll let you get under the umbrella.” And that is why, to this very day, the letters a, e, i, and o say their own sounds in most words, but in some words they say the /u/ umbrella sound.

The umbrella vowel patterns are not all taught in the same book. The a/what and o/son patterns are taught in *BPP, Book 1*. The o_e/love, a_/across, and _a/panda patterns are taught in *BPP, Book 3*, and the ou/country pattern is taught in *BPP, Book 4*.

4. Single Long Vowels

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. When you say the name of each vowel, you are saying its long vowel sound.

The long u sound can be pronounced in two slightly different ways, as heard in tulip and music. The sound heard in tulip is the same as the ö/to sound. The sound heard in music is the same as the name of the letter u.

rā-ven, bā-by

mē, sē-cret

hī, bī-son

gō, rō-bot, ban-jō

flū, tū-lip, mū-sic

When teaching words with the long vowel sound, a straight line can be placed over the vowel to remind students to use the long sound instead of the short sound.

The terms *long* and *short* do not refer to the size of the vowels and do not refer to the length of time it takes to pronounce them. They are just arbitrary terms used to tell about two different sounds for the same vowel.

While working in *BPP, Book 1*, students will learn the long vowel sounds as they listen to *A Sound Story About Audrey And Brad, Part 2*, read aloud by the teacher. The sequence chart shows when to introduce the section for each long vowel sound. Students are then introduced to the concept that single vowels at the end of a first syllable represent their long sound. Students have not yet begun to read two-syllable words, so a careful strategy is needed to introduce this concept. Students look at a set of pictures, listen to the teacher say each two-syllable word, read only the first syllable, and then repeat the whole word. For example, for the word *pony*, students read just the first syllable, but see the picture and say the whole word. Common one syllable words are taught with the *ē* and *ō* sounds: me, we, be, he, she, go, so, no, yo-yo. Students don't read multi-syllable words that have open syllables until *BPP, Books 6* and *8*, because they are challenging for beginning readers. Students will need to master reading two-syllable words with short vowels first, in *BPP, Book 2*.

5. Ending Consonant Blends

In item number two we talked about consonant digraphs. However, not all consonants that appear together in words are digraphs. In many words, two or three consonants are side by side, with each consonant representing its usual sound. These two and three-letter patterns are called consonant blends. The name is somewhat of a misnomer, because the sounds are not actually *blended* together as you would mix ingredients in a cake batter, for example. Instead, they are pronounced one at a time in the usual way, sliding the sounds together smoothly, without a break.

Students have already learned the sounds for the letters of the alphabet, so consonant blends are not taught as new phonogram patterns. However, for many students, it will take a lot of practice to learn how to connect the consonant sounds smoothly as they are pronounced.

Consonant blends can appear at the beginning or the end of words. Blends that are at the end of words are easier to pronounce, so they are taught first. Ending consonant blends are taught in *BPP, Book 1*, in five different groups. Each group of blends comes after a specific short vowel. This makes them easier to pronounce. Blends that follow short a are taught first, followed by blends that come after short i, short o, short u, and short e. You can see the ending blends taught at the end of these words.

last, mask, sand, camp, raft

fist, risk, wisp, wind, lift, mint, limp, wilt, milk

pond, romp, soft, golf, cost, mōst, font, opt

jump, hunt, rust, tusk, duct, bulb, sulk

nest, desk, belt, self, held, elm, elk, bend, tent, next, kept, left

6. Bossy R Patterns (R-Controlled Patterns)

When the letter *r* follows a vowel, it affects the sound of the vowel. The vowel may not be heard at all, or it may have a different sound than what is expected.

The *or*/horse pattern is taught briefly in *BPP, Book 1*, so that the words *or* and *for* can be used in sentences and stories. The same pattern is repeated in *BPP, Book 5*, with an expanded word list.

The *ar*/car, *ir*/bird, *ur*/purse, and *er*/her patterns are also taught in *BPP, Book 5*. Introducing these patterns greatly increases the number of words that students can read.

BPP, Book 7, teaches the alternate patterns *ar*/dollar and *ar*/carrot, *or*/tractor and *or*/sorry, and *er*/heron. It also teaches the *wor*/worm, *ear*/early, and *our*/journal patterns. These patterns are less common and the words are more challenging to read, so they are taught after students have mastered the basic bossy-*r* patterns in *BPP, Book 5*.

R-Controlled Vowel Patterns		
	In this column you do not hear the vowels. You just hear the /r/ sound.	
ar/car (The a has the short o sound.)	ar/dollar	ar/carry (The a has the long a sound or the short e sound.)
	er/her	er/heron (The e has the short e sound.)
	ir/bird	
or/horse (The o has the long o sound.)	ar/dollar	or/sorry (The o has the short o sound.)
	ur/turtle	
More R-Controlled Vowel Patterns (You do not hear the vowels in these patterns.)		
wor/worm	ear/early	our/journal

7. Ending Consonant Digraphs And Trigraphs

Some consonant digraphs are used only at the end of words. There are also a few consonant trigraphs, three-letter patterns, that are used at the end of words. On the Ending Consonant Patterns chart in their book, students say the ending patterns as separate sound units (ck, tch, nch, etc.), then read the same ending patterns as a series vowel-consonant combinations (ack, eck, ick, ock, uck). This helps to build reading fluency when students see these patterns in words.

Taught in *BPP, Book 1*: ck/Jack, tch/match, nch/bench, ng/ring, nk/wink
 Taught in *BPP, Book 3*: dge/fudge (The letter *j* is not used at the end of words.)

The *ugh* pattern sounds like the letter *f*. It is not as common as the patterns listed above. It appears in the words cough and trough, which have the short o sound, and the words tough, rough, and enough, which have an umbrella o sound.

Taught in *BPP, Book 7*: ugh/laugh

8. Dotted Vowels

In this program, each vowel can represent three different sounds: short, long, and dotted. See a chart with these sounds in the previous section on syllable patterns. The short and long sounds are generally agreed on in phonetic programs. A third group of vowels is used in this program as a way to introduce an additional sound for each vowel. These are marked as dotted vowels. The two dots are called an umlaut, a German mark that means “not the regular sound.” The dots are used as a way to mark vowels that do not fit into the short and long vowel categories. Note that the patterns in this program do not necessarily represent the same sounds as the dotted vowel patterns that are found in the dictionary.

Three of the dotted vowels, ä, ö, and ü have their own unique sounds, which are introduced in the sound story. The other two dotted vowels, ë and ï, don’t have sounds of their own; they take the long ā and the long ē sound, respectively.

The dotted ö pattern is introduced in book one so that the words *to* and *do* can be used in sentences and stories. In book one, students learn the dotted ü and dotted ä sounds as they listen to those sections of the sound story. To help students remember those sounds, an easy “preview” word list for each of those patterns is included at the end of the book. However, the ü and ä patterns are not officially introduced until book four. This is because the instruction for these patterns is more complex than it appears. The dotted ü sound can also be found in the oo/book and ould/should patterns. The oo pattern can also represent the ö sound as in oo/moon. The ä sound can be heard in ten different patterns: au, aw, all, al, alk, wa, swa, qua, squa, and ought.

The ë and ï sounds are less common and the words are more challenging to read. They are introduced in book six.

As you can see from the list below, some of the dotted vowel patterns are single letters, some are made up of two vowels working together, and some are vowel-consonant combinations.

Dotted Vowel Patterns				
ä	ë	ï	ö	ü
au/Paul aw/saw all/ball al/salt alk/talk wa/wasp swa/swan qua/quarrel squa/squash ought/bought	ei/veil ey/they ea/steak eigh/sleigh ë/ballet	ï/pizza ie/shield	ö/to oo/moon ou/soup	ü/push oo/book ould/should

9. Ending Patterns With Silent E

There are a number of very common two-letter patterns that end with an *e*. They appear at the end of words. The *e* is not pronounced. We say that the *e* is “silent.” Students need to know how to spell and read words with these patterns.

Ending Consonant Patterns With A Silent E	
_ve/give	The letter <i>v</i> is not used at the end of English words. Use the _ve pattern, instead, to show the /v/ sound at the end of a word.
_ce/fence	The letter <i>c</i> represents the /s/ sound when it is followed by the letter <i>e</i> . To show the /s/ sound at the end of a word, the _ce pattern is sometimes used. Examples: dance, force, juice, niece, fleece.
_ge/hinge	The letter <i>j</i> is not used at the end of English words. After a short vowel, the dge pattern is used to show the /j/ sound: badge, ledge, judge. After a consonant or any other type of vowel, the letters _ge are used to show the /j/ sound at the end of a word. The letter <i>g</i> represents the /j/ sound when it is followed by the letter <i>e</i> , as seen in these examples: hinge, large, verge, surge, bulge, gouge.
<u>Ending Patterns Used To Distinguish Between Singular And Plural Nouns</u> The suffix _s (which can be pronounced /s/ or /z/) is used at the end of nouns (words that name a person, place, or thing) to show that there are more than one, for example: hat, hats, pan, pans. This makes the use of the letter <i>s</i> at the end of words at other times problematic. How do you distinguish whether or not an <i>s</i> at the end of a word means more than one or if its just the ending sound? This problem is solved by adding a double <i>ss</i> to show a /s/ sound that comes directly after a short vowel (pass, mess, toss, fuss) and by adding _se or _ze to show the /s/ or /z/ sound after any other type of vowel.	
_se/mouse	house, moose, geese, verse, horse, false, else, rinse, crease, nurse (Also used at the end of short vowel words if a consonant other than <i>s</i> follows the vowel: lapse, sense, copse, pulse, rinse.)
_se/cheese	raise, browse, bruise, choose, cause, cruise, noise
_ze/freeze	maize, wheeze, breeze, bronze, snooze, gauze, seize

10. Beginning Consonant Blends

A consonant blend is a group of two or three consonants that appear together in a word. Each of the consonants represents its usual sound. Sometimes consonant blends appear at the end of words and at other times they appear at the beginning. When learning consonant blends, students do not have to learn any new phonetic patterns. But they do have to practice putting the consonant sounds together smoothly, without a break, when reading words.

Consonant blends that come after a vowel are taught first because it is easier to slide the sounds together smoothly. Beginning consonant blends are more difficult to connect to the vowel that follows them, so they are taught second. Both types of consonant blends are taught in book one, so that when students learn all of the various vowel patterns, they will be able to read any words with the pat-

terns, including those with consonant blends.

The beginning consonant blends are taught in three different sets.

Beginning S Blends And W Blends: st, sp, sm, sn, sc, sk, sw, squ, tw, dw

Beginning L Blends: cl, fl, gl, pl, sl, bl, spl

Beginning R Blends: pr, tr, br, cr, dr, fr, gr, scr, spr, str

11. Odd O Patterns

In this program, as far as possible, vowel patterns are taught in groups. The long vowels are taught together, the r-controlled vowels are taught together, and so on. However, there are some vowel patterns that don't fit neatly into any of the regular categories. The "Odd O" patterns are one group that does not fit into the regular vowel classifications. There are a variety of vowel sounds taught in this group, with one similarity. They all begin with the letter o. They are called "odd" because most of the time they do not represent the sounds that you would expect.

For example, regular long o patterns are formed in three different ways. The letter o comes first in each pattern, and it represents its long vowel sound.

Vowel-Vowel oa/goat, oe/toe

Vowel-Consonant-E o_e/home

Vowel-Consonant-Consonant old/gold, olt/bolt, oll/troll, olk/yolk

On the other hand, odd o patterns begin with an o, but they do not necessarily show the long o sound.

Odd o patterns that do have the long o sound: ow/snow, ou/four

Odd o patterns that do not have the long o sound: oi/coin, oy/boy, ou/ouch, ow/cow, ou/soup, oo/moon, oo/book, ould/should, and ought/bought.

The odd o patterns are grouped together on one sound chart so that students will be aware of the variety of different sounds that they can represent. To reduce confusion, long o patterns, which follow predictable rules, are taught first, in book three. The odd o patterns are taught afterward, in book four.

The oi/oil and oy/boy and the ou/ouch and ow/cow patterns show two completely unique sounds that are neither long, short, nor dotted. These sounds are taught in book one when part two of the sound story is read aloud to the students. At the end of book one, a short list of words for each of these patterns is taught as a preview lesson. The oi, oy, ou, and ow patterns are officially introduced in book four along with the other odd o patterns.

12. Measure, Vision, Azure, Garage

The last sound taught in part two of the sound story is the "hair dryer" sound. This sound is heard in the words measure, vision, azure, and garage. There is no specific pattern to represent this sound, and there are not very many words with this sound.

The dictionary uses the letters zh to show the pronunciation for this sound,

but those letters are not used to represent the sound in words. To pronounce the zh sound, hold your tongue in position as if you were going to say the sh sound. Instead of just blowing air out, blow out while you are also making a sound. Sh is an unvoiced sound (you don't use your vocal cords) while zh is a voiced sound (you do use your vocal cords).

Words with the zh sound are not taught until students begin the advanced phonics patterns book.

The letter z can be used to represent the zh sound in just a few words.

z = zh azure, seizure, brazier, glazier

The zh sound can be heard in several of the advanced ending syllable patterns, which are taught in *Advanced Phonics Patterns From Children's Books*.

_sure	measure, treasure, closure, leisure
_sion	vision, fusion, erosion, evasion, version, occasion
_age	garage, barrage, collage, corsage, massage

13. Long Vowel Patterns

In book one, students study single long vowels. They learn that a single vowel at the end of a syllable usually represents its long vowel sound. However, many words have a long vowel sound that does not come at the end of a syllable. In these words, two and three-letter patterns are used to represent the long vowel sound.

These long vowel patterns are taught in *BPP, Book 2* and *Book 3*. They can be divided into three distinct types. Notice that in some of these patterns the letter y or the letter w stands in as a vowel.

Type 1 - Vowel-Vowel Patterns ai, ay, ee, ei, ey, ea, ie, oa, oe, ui, ue

The first type of patterns, shown above, are straightforward to teach. Tell the students, "When two vowels go walking, the first one does the talking, and the second one does the walking." Only the first vowel gets to say its sound. The second vowel has to be quiet. The long vowel sound is easy to remember because its the same sound as the name of the letter.

Type 2 - Vowel-Consonant-E Patterns a_e, e_e, i_e, o_e, u_e

The second type of patterns, shown above, are more challenging. The two vowels are separated by a consonant. Students must look carefully to see this type of pattern. However, the same rule applies. "The first vowel does the talking and the second vowel does the walking."

Type 3 - Vowel-Consonant-Consonant Patterns igh, ind, ild, old, olt, oll, olk

In most words, a single vowel followed by one or more consonants represents its short vowel sound. However, in the patterns shown above, the vowel represents its long vowel sound. Because they are exceptions to the rule, these patterns

must be memorized. You can tell students that these letters are playing “follow the leader.” The first letter, the vowel, gets to say its name.

14. Shady Short Vowels

There are three short vowel patterns that do not show the long vowel sound that you would expect. They are shown in the second set of words below.

Expected Sounds

<u>Book 2</u>	<u>Books 1 and 6</u>	<u>Book 2</u>
ea/eat	a/favor	y/my, y/happy
(long e sound)	(long a sound)	(long i or e sound)
read	raven	try funny
feast	table	sky baby
gear	paper	by easy

Shady Short Vowels - Unexpected Sounds

<u>Book 2</u>	<u>Book 8</u>	<u>Book 8</u>
ea/head	a/father	y/gymnastics
(short e sound)	(short o sound)	(short i sound)
bread	llama	lynx
deaf	taco	symptom
health	pasta	pyramid
meant	drama	cylinder

The vowel sounds in the top sets of words are the long sounds that you would expect when reading words. The vowel sounds in the bottom set of words are short sounds instead of long sounds, for no apparent reason. In this program, these less common vowel pronunciations are called “shady short vowels” because they do not represent the sounds that you would expect. They are “trying to trick us.” Words with these patterns must be memorized.

15. Sounds For Y

The letter y can represent either a consonant sound or a vowel sound. The consonant sound is taught to students who are learning the alphabet and learning to read short vowel words, as heard in the words *yes*, *yet*, and *yell*.

In *BPP*, *Book 2*, the long *i* and long *e* sounds are taught for the letter y. The long vowel sounds for y are straightforward to teach because, for most words, the sounds are very predictable.

- When the letter y appears at the end of a one-syllable word or at the end of a first syllable, it usually represents the long *i* sound: my, fly, cry, python, by-pass.
- When the letter y appears at the end of a second or third syllable, it usually represents the long *e* sound: puppy, messy, plenty, tiny, happily. There are a few words that are exceptions: July, deny, rely, justify, unify.

In a few words, the letter *y* represents the short *i* sound, as in *y*/gymnastics. This sound is taught in *BPP, Book 8*. See *Shady Short Vowels* in section fourteen on the previous page.

There are two vowel patterns that begin with *y*, *ye/rye* and *y_e/type*, that are also taught in *BPP, Book 8*. These patterns have the long *i* sound.

16. Alternate Sounds For Single Consonants

In *BPP, Books 5-6*, students learn a second sound for the consonants *c* and *g*. These second sounds are called the soft *c* and the soft *g* sound.

- When *c* is followed by *e*, *i*, or *y*, it is pronounced /s/ instead of /c/. Examples include *cent*, *city*, *cycle*, *face*, *fence*, and *pencil*.
- In many words, when *g* is followed by *e*, *i*, or *y*, it sounds like /j/ instead of /g/. Examples include *gem*, *giant*, *gym*, *page*, *hinge*, and *angel*. However, in some common words the *g* keeps its regular sound: *get*, *target*, *girl*, *give*, *gift*, *gill*.

Learning words with these new sounds will be challenging because students are not used to pronouncing them. They must begin looking carefully at the vowels that follow *c* and *g* in words. By spelling and reading the word lists in *BPP, Book 5* which have the soft *c* and the soft *g* sounds, students will have many chances to practice this new skill and will soon become familiar with many new words.

There are more single consonants that can represent more than one sound in words. However they are less common. They are taught in *Advanced Phonics Patterns From Children's Books*.

17. Consonant Patterns With Silent Letters

Book eight introduces several patterns with “silent” letters, in which one or both of the consonants in a pattern are not pronounced. They are listed below.

^x
kn/knife knit, knee, know, knew, knock

^x
wr/wren write, wrist, wreath, wrap, wreck

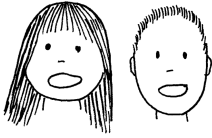
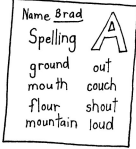


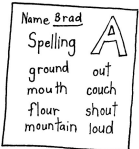
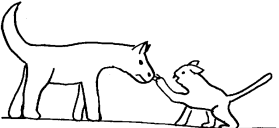


^x
gh/ghost aghast, ghetto, spaghetti

^x^x
gh/straight through, though, although, caught, taught, daughter





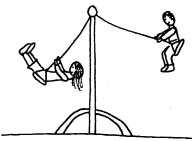


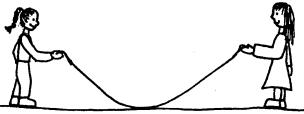
When these patterns are taught, a small *x* is placed above the letters that are not pronounced.

Additional patterns with silent letters are taught in *Advanced Phonics Patterns From Children's Books*.




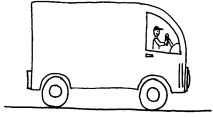
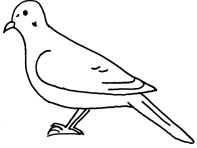
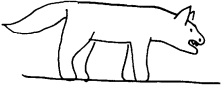
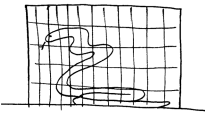
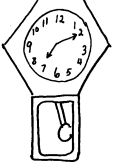
Summary Sound Chart

a	ā	ä	b
			
a ant 	ai rain ay play a_e safe a raven	au Paul aw saw all ball al salt alk talk wa wasp swa swan qua quarrel squa squash ought bought	b bus bu building
ë	f	g	h
			
ei veil ey they ea steak eigh sleigh et ballet é appliqué	f fan ugh laugh ph phone	g gum gh ghost gu guess gh straight	h hat wh who h herb




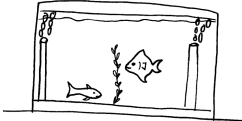





Summary Sound Chart

c	d	e	ē
			
c cat ck Jack ch chorus qu antique	d dog	e egg ea head	ee feet e_e these ei ceiling ey key ea eat e secret
i	ī	ï	j
			
i in y gymnastics	i_e pine ie pie igh night ind find ild child i bison	ie shield i pizza	j jet dge fudge ge gem gi giant gy gym _ge hinge
i onion			


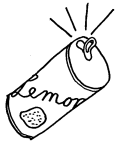



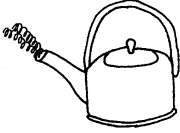


Summary Sound Chart

k	l	m	n
			
k kick	l leg	m mop mb lamb mn autumn	n nut kn knife gn gnat gn sign
qu	r	s	t
			
qu quilt	r run wr wren rh rhino	s sun ce cent ci city cy cycle _se mouse sc scissors	t tag th thyme
qu antique		s visit	t castle


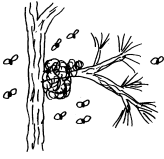
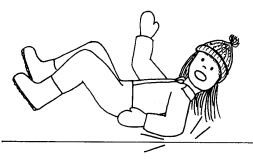

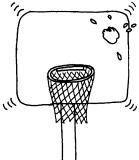
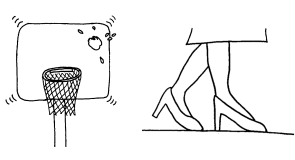

Summary Sound Chart

o	ō	ö	p
			
o ox a father	oa boat oe toe o_e home old gold olt bolt oll troll olk yolk ou four ow snow o robot	o to oo moon ou soup	p pig
			p pterodactyl
u	ū	ü	v
	 		
u up o son o_e love a_ around _a panda ou country	ue glue / cue ui fruit u_e flute / cube ew flew / few u tulip / music eu neutron / Europe	u push oo book ould should	v van _ve give








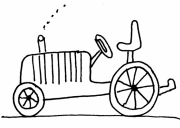

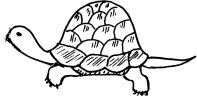
Summary Sound Chart



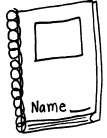
w	x	y	y
			
w wig wh when	x box	y yo-yo i onion	y candy
	x exhaust x xylophone		
sh	th	th	ch
			
sh ship ch chef tion addition tial initials tient quotient tious nutritious cial special cian magician cious delicious sion mansion sia Russia sure pressure	th thimble	th this	ch chair tch match ture nature tu spatula

Summary Sound Chart

y	z	ou, ow	oi, oy
			
y my ye rye y_e type	z zip s visit _se cheese _ze freeze x xylophone	ou ouch ow cow	oi oil oy boy
	z azure		
ng	nk	(zh)	More Ending Syllables
			ate pirate ace necklace age luggage ive detective ite opposite ice notice ine medicine ine gasoline tain curtain ous enormous ious furious ble bubble cle circle dle ladle fle waffle gle bugle kle pickle ple apple sle tussle tle little zle puzzle
ng ring	nk wink	sure measure sual unusual sion television sia freesia g garage z azure	

Summary Chart - Bossy R Patterns

		
ar car	ar dollar	ar carrot
		
	er her	er heron
		
	ir bird	
		
or horse	or tractor	or sorry
		
	ur turtle	

		
wor worm	ear early	our journal

The Story About The Umbrella Vowels



One day the vowels decided to go for a walk together. Even though it was a sunny day, the letter U carried his umbrella, because he liked the way the handle looked like a U.

Soon clouds appeared overhead and it started to rain. The letter U quickly put up his umbrella. It was a very large umbrella. The other vowels did not have their umbrellas, so they asked the letter if they could get under his umbrella.

“Please, Mr. U, may we get under your umbrella? We are getting wet.”

The letter U said, “Yes, you may get under my umbrella, but only if you will promise to say my “uh” sound in words.”

The other vowels liked to say their own sounds in words, so they decided not to get under the umbrella.

Then the rain began to pour down even harder. The vowels A, E, I, and O were getting soaked.

“PLEASE, Mr. U, let us get under your umbrella! We are getting very wet.”

“Well then,” said the letter U, “you may get under my umbrella if you will say my “uh” sound in SOME words, but not every word.”

And that is why, to this very day, the other vowels say their own sound in most words, but in some words they say the “uh” sound.

the a was what across panda son love country

The Story About V And E



All of the little alphabet children went to school. Most of the alphabet letters lined up and walked in line just as they were supposed to. But the letter V was very curious about everything he saw in the school. He always walked at the end of the line. And before he realized it, he was always wandering off in the wrong direction to look at something interesting.

After this happened several times, the teacher was most displeased. But she thought of a plan to get the letter V to stay in line.

Now the letter E was a good little letter. He was very responsible and always did as he was told. So the teacher told the letter E to always walk behind the letter V in line. That way the letter E couldn’t fall behind and wander off.

And that is why, to this very day, you never see the letter V at the end of a word. It is always followed by the letter E.

give live have love move sleeve curve

The Story About The Vowels And The Letter E

The vowels A, E, I, O, and U were good friends. They enjoyed spending time together. They knew that they were important because there must be at least one vowel in every word. Usually they did very well finding their right place in the word and saying the correct sound. But they had one problem. The letter E was very forgetful and could not remember the other vowels' names.

The letter E's place was often at the end of a word. As he looked at the rest of the word, he saw a consonant right beside him, and on the other side of the consonant he saw another vowel. He got so excited to see one of his vowel friends he wanted to say hello to them right away. But he was so forgetful he could never remember the vowel's name. So he always said to the vowel, "What's your name?" And the vowel always said its name so the letter E could remember it.

And that is why, to this very day, if you see a word with a vowel followed by a consonant with an e at the end, the first vowel says its name.



How To Make Sense Of The Many Parts Of This Program

Each Part Of The Program Was Added Separately Over A Period Of Years

1. In 1987 I began working as a teaching assistant in a resource room in Oak Ridge, Tennessee. I was assigned two second graders and a few older students who needed help with reading. I studied a book about the Montessori method, and discovered that it uses vowels printed in color when teaching beginning readers. I took it a step further and assigned a specific color for each vowel sound, using the vowel sound heard in the name of the color whenever possible. For example, the *ow* pattern has the sound heard in the word *brown*, the *ee* pattern has the sound heard in the word *green*, *violet* letters are used to show the long *i* sound, *orange* shows the *o* sound, *blue* shows the long *u* sound, and so on. For each vowel, I assigned a light color for the short vowel sound and a darker shade of the same color for the long vowel sound. I bought colored markers and fine point colored felt tip pens and made vocabulary flashcards and phonetic word lists using color coded vowels. I analyzed each new story the students were expected to read, then wrote short color-coded word lists for each new phonetic pattern in the story. I taught the students the sound for each new pattern, then had them read the new word lists. These color-coded lists worked very well. The students improved rapidly, the students' parents were delighted, and I was hooked on teaching reading. At the same time I began typing phonetic word lists into spreadsheets on our first computer, a Commodore 128. I used these as a reference when making the flashcards and word lists.
2. In 1989 I began teaching at the kindergarten and first grade level in Johnson City, Tennessee, while working on a master's degree in elementary education. I made a set of small booklets containing rhyming short vowel word lists and short vowel sentences, illustrated with simple line drawings. The children loved them, laughed at my pictures, and begged for more. I used these booklets from many years to teach short vowel words.
3. During the summer of 1999 my school sent me to a month long training session for the Slingerland Method. I learned to use alphabet and phonogram flashcards along with key word picture charts as part of my daily teaching routine. I learned how to teach handwriting using very large letter patterns for students to trace. I learned how to look at my basal reading program and create structured decoding and spelling sessions to reinforce that program. During the dictation period, students listened to letter and phonogram sounds that I dictated and repeated the sounds as they wrote the patterns. Then they spelled words with the same patterns, using letter cards on a large pocket chart before writing the words on lined paper. Student achievement in my class that fall soared. I continued using these teaching techniques every year.

4. One year I tutored a student in my class who was having trouble learning to read short vowel words. Finally, I had him spell each word with plastic letters first. He was able to do this readily. Then I showed him flash cards with the same words, with pictures on the back. He could read the words! After he read each word, I turned the card over to show him the picture. The picture served two purposes. It showed him that he had read the word correctly, and it reinforced the meaning of the word. Over a period of several lessons, we went through all the short vowel words that way. It made a big difference for him to spell each set of words with plastic letters before attempting to read them. I incorporated this spelling activity into my small group instruction in my classroom, and continued to use it every year. First we spelled a new set of words, then we read the same words from picture/word cards. I found that this process did an excellent job of teaching students to read short vowel words. Later in the school year, when I introduced new phonics patterns, such as ee/feet or sh/ship, I had students use plastic letters to spell words with those patterns, too, with the same positive results. I used picture/word cards for those patterns, as well.
5. Some time later, while teaching first grade, I saw an advertisement for Total Reading. Intrigued, I ordered the teacher's manual and some of the student books. The program was similar to the Slingerland program, but not entirely the same. The instructions said to use just the letter and phonogram sounds during the flashcard review and daily dictation lesson, instead of the letter name-keyword-sound routine used by Slingerland. I tried this with my class, and suddenly the few students who were still having trouble started doing much better. I realized that although many children can learn either way, some students need to focus on the sounds only to avoid confusion.
6. The Total Reading program also used oral blending exercises to help students build phonemic awareness skills. The routine used small pictures. Students had to listen to the individual syllables or individual sounds in words and find the matching picture. I found that this activity worked well, and went on to create a more extensive set of pictures to do this activity.
7. I continued making word lists for the common phonics patterns that students need to learn in order to begin reading. I put the lists in the sequence needed so that students could read the *Short Vowel Stories* about Bob and Sam published by Evan-Moor. I made more lists and arranged those patterns in the order needed to read *Hop on Pop* by Dr. Seuss. I typed a set of sentences to go with each list of words, and put the pages together to make booklets to provide decoding practice for the students in my class. I made worksheets with sets of ten pictures and words for each of the phonetic patterns. I also made sound charts to put on the wall, to use during the daily phonogram review period. The charts showed the phonics patterns I was teaching, with key words and pictures. I drew and colored these by hand. I added triangu-

lar shapes to the top of the charts so that they looked like houses in a city. I added streets below the houses with pictures of cars and trucks. At this point I started calling my materials *Sound City Reading*.

8. About the same time I made sets of apple alphabet and caterpillar games to reinforce the letter sounds and phonics patterns that students were learning. Students loved playing these games, and their ability to recognize the letters and patterns and remember their sounds was even better than before. For my most reluctant students, the improvement was dramatic. Since then I've used these games as a regular part of my instruction.
9. I moved to Memphis, Tennessee in 1999. I began tutoring two students, a brother and younger sister, using the charts, word lists, sentences, and games. Slowly and steadily, they began reading. However, there are many different phonics patterns in *Hop on Pop*, and often there were no new pages to read in the book because more patterns still needed to be introduced. So I began writing little practice stories to provide more time reading. The students did well with the materials, they did learn to read, and I used those stories with my students every year after that.
10. I offered to volunteer in my cousin's school with some of her first grade students. My short vowel booklets were much too difficult for them, even though they were being taught with a phonetic program in the classroom. So I created a set of beginning and ending sound worksheets with pictures and found that they responded well to those. These pages eventually became the *Exploring Sounds In Words* book. The students knew the alphabet sounds, but they couldn't put the letter sounds together to read a short vowel word. On a hunch, I checked to see if they could put just two letter sounds together. They could not! I decided to teach them to put two sounds together first, and then go on to three-sound short vowel words. This task was so difficult for the students that I consulted with two speech teachers, and they both approved of my plan. It took weeks of practice, but it worked! The students finally learned to put two letter sounds together. I called these two-letter combinations "silly sounds" because they have no meaning. We went on to begin reading short vowel words from flashcards, then the phonetic word lists and practice stories I had previously put together. Success!
11. Later, I tutored my young niece at my home. She at the preschool level and was having trouble learning the alphabet. My alphabet charts were set up to use key words, as they had been for years: a/apple, b/ball, c/cat, and so on. These did not work with her, because she could not hear and identify the beginning sounds in the words. I remembered a program I had used in Johnson City called Dekodiphukan. It used a sound story with pictures to introduce the letter sounds. I wrote a new sound story for my niece, using the same concept.

The pictures represented real sounds heard in the environment, for example truck engines, hissing snakes, and squeaking swing sets. I wrote a new part of the story and drew a new picture before she arrived for each lesson. I changed the alphabet charts on my wall to show the letters with the sound pictures. The sound pictures worked! Slowly but surely, she was able to learn the alphabet letters and their sounds.

12. Now that my niece knew her letters and sounds, I attempted to have her spell short vowel words with plastic letters. At this point she was in kindergarten. She couldn't do it. Not at all. She couldn't hear the separate sounds in the words. She didn't grasp the concept that the letter sounds were arranged sequentially to form the word, to match the way the word was pronounced. One day as we were attempting to do this, I tried giving her a two-sound combination to spell. Instead of "Show me cat" I said "Show me ca." She could do it! "Show me ac." She could do it. It only took a few sessions, and she was able to begin spelling short a words. We repeated the process with each short vowel. She went on to learn to read like a pro, using my materials, with never a hint that she had trouble getting started. She made straight A's after she entered first grade. She is now nearly finished with college.
13. I went back to work full time, teaching first grade in Cordova, Tennessee. I used all the teaching techniques I had learned with my classes, but I had one student who still could not read short vowel words. One day, as I was tutoring him, we stumbled upon a method that helped him "crack the code." We were working with a set of flashcards I had made that included short a word cards and separate cards with the matching pictures. They were the exact words from the very first story in the basal reader, which he was still unable to read. I placed the pictures on the table and we played a game. I said the sounds for each picture "like a robot," with a pause between each letter sound. "C....a.....t." He had to listen carefully and put the sounds together mentally to find the correct picture. He could do it! Then I put the word cards on the table. Again, I said the separate sounds for each word. He could find the correct word card, and then say the word! Next we reviewed a few sight words from the story using color-coded flashcards. I finally handed him the reading book, and let him try reading the story. He could read it! He read it comfortably, without stumbling over the words.
14. I was so amazed with the success of the "robot game" that I took time during my summer break to make sets of pictures and color-coded word cards for every phonics pattern taught in the whole first grade basal program. I made a set for each first grade teacher at our school. When we started back to school in the fall, I followed the same procedure described above, placing the picture and word cards in a pocket chart so I could work with the whole class. This worked amazingly well. We went through the routine the first

thing every morning, introducing a new set of cards every day. Combined with the use of phonogram flashcards, sound charts (which now incorporated my sound story pictures), and daily spelling dictation using the new phonics patterns, the class made excellent progress.

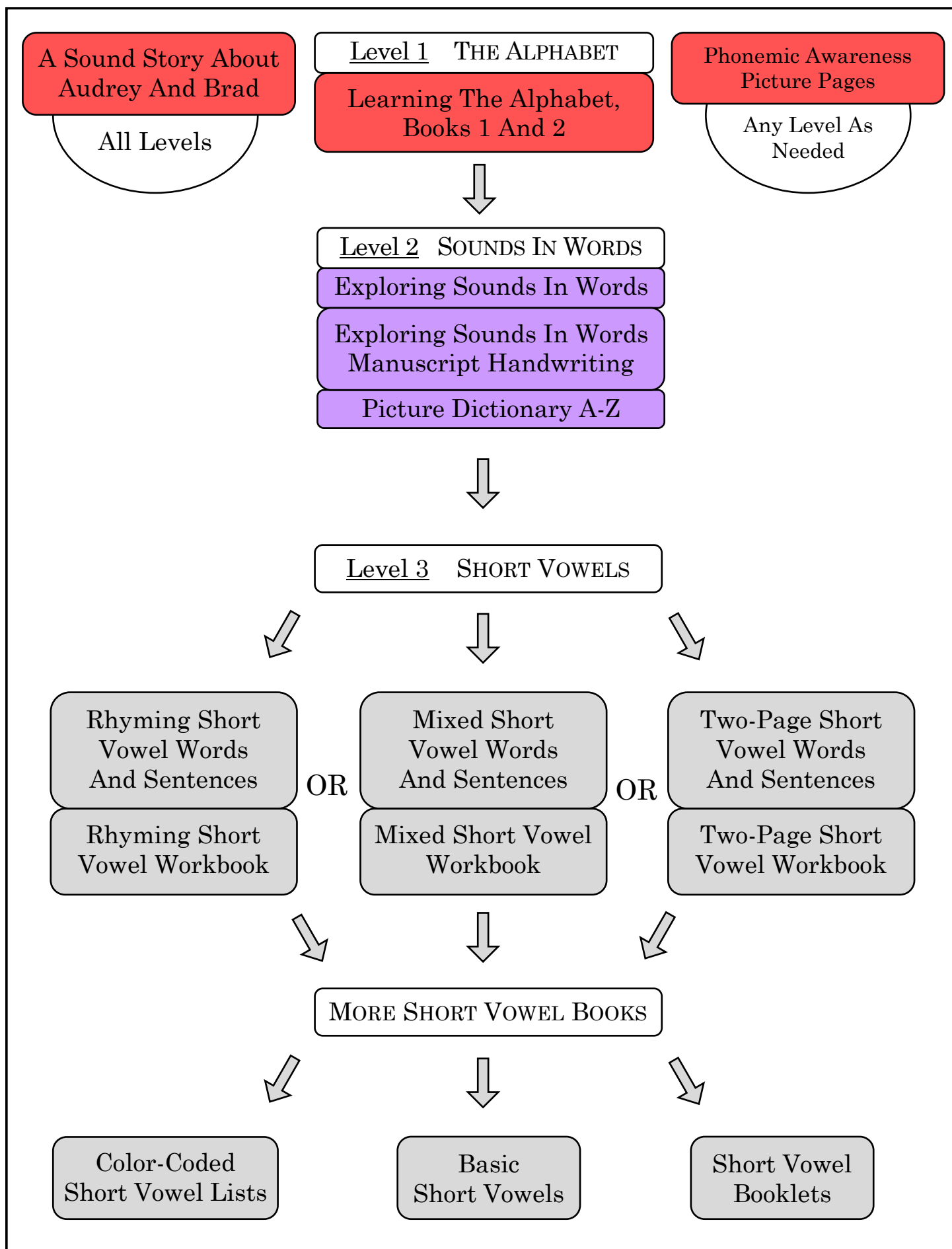
15. One summer I received a call from Chris Bogardus in North Carolina. He had created a web site using color coding to help older students with their reading. He had seen my color-coded materials on my web site, and wanted me to test his materials with my students. My first graders were too young to read most of the poems on his site, so I decided to incorporate some of his ideas into my own materials. I had been using color-coded vowels on my flash cards, wall charts, and a few word lists, but not in the sentences and stories. I rewrote the student books I had made, color-coding all of the words, sentences, and stories, using my original color-coding scheme and the same font Chris used on his web site. As I put these books together on the computer, I realized I could arrange the pictures and words, placing them on opposite pages to recreate the “robot game” without using cards in a pocket chart. We could play the game directly in the book. I projected the book pages on a large screen in the classroom, and the whole class played the game from the screen, using a long pointer to point to the pictures and words. We used this routine in class throughout the year to compliment the basal reading program. During the daily dictation period we spelled words with the new pattern, as usual. I also began a routine in which I read each new practice story aloud to the students. We discussed the story, and then read it together several times, first echo reading, then reading all together, and finally having the class read in unison without my help. The students then reread the new phonetic words and the same story from printed books in small groups. With the permissions of the principle, we worked with just my Sound City Reading program until November. We then continued my program along with the first grade basal reading program. At that point the whole class could read the first stories from the basal readers and do the related workbook pages with confidence, with no stumbling and guessing at words. We finished the *Phonetic Words And Stories* books by about the end of February. Then we started my advanced phonics patterns book while we continued with the stories in the basal readers. Those kids really took off with their reading! This was the best progress overall I had ever seen in a class. Every student finished the year reading at grade level or above.
16. I began working with my young grandson at home to teach him the alphabet and discovered that even my easiest materials were too hard for him. He wasn’t able to remember the alphabet letters and their sounds, even using the sound story. So I developed an alternate approach and the pages I created became the *Learning The Alphabet* books. We used the sound story and played an alphabet lotto game so he could study the letters and sounds over a period of time even though he wasn’t mastering the material. I also

created a handwriting book so that he could trace and copy large and small letters. Slowly but surely he learned the letters and sounds, and he began reading short vowel words. His sister, two years younger, didn't want to be left out, so she worked with us, too, making just as much progress as he did.

17. After retiring, I began keeping my grandchildren every day while their parents went to work. We spent an hour a day working on reading, using the materials I had made. My grandson was repeating kindergarten at the time. For a long time my grandson pronounced the sounds in each word one at a time instead of putting the sounds together smoothly. I started covering the last letter in each word to let him slide the first two letter sounds together, then I uncovered the last letter to let him complete the word. This worked for him, and he slowly overcame the habit of saying the sounds separately. To counteract this tendency, I tried using short vowel word lists that began with the same two letters, instead of the rhyming lists that I previously used. A check of reading research online showed that some researchers were using the same idea, and I rewrote the short vowel materials to group words by beginning sounds instead of rhyming patterns. This is called body-coda decoding. (Note: I have now incorporated both rhyming and body-coda word lists into my teaching materials. I realized that some students do better one way, and other students catch on more quickly the other way. Having students study both types of lists seems to promote the most progress.)
18. With daily lessons, my grandchildren were able to go on to complete the rest of my reading program with no problems, including the advanced materials and all of the books on the trade book list, before my grandson started first grade. His sister entered kindergarten the same year. They were both reading at an early second grade reading level.
19. During the 2014-2015 school year, I tutored a kindergarten student who was having difficulty remembering all of her alphabet letters and their sounds. We went through my usual routine, and began working on two-sound oral blending skills to prepare her for reading short vowel words. She could spell short vowel words with plastic letters, and she could pronounce two-letter combinations such as ba, ca, da and ab, ac, ad, but she was still not able to read three-letter short vowel words very well. She was reading them in a laborious, halting way. I thought carefully about the exact sub-skills she needed to read the words, and realized that she needed to read rhyming word lists first, and then read the same words arranged in a second list. The words in the second list began with the same letters. This type of list is called a body-coda list. By doing this, she would learn to substitute beginning consonant sounds (when reading the rhyming lists) and substitute ending consonant sounds (when reading the body-coda lists). I created a short vowel book with this structure, using color-coding for the vowels. We had previously tried the picture-word "robot game" without success. So I made this with just the words - no pictures.

I had my student read the lists, working with one short vowel per lesson. She read both types of word lists, rhyming and body-coda, one after the other. She immediately began reading short vowel words and sentences with confidence, and rapidly became more fluent. Soon she began spelling and reading words and stories in the first phonogram pattern book with no trouble at all. The book I made for her is called *Color-Coded Short Vowel Lists*. I also set up a *Color-Coded Phonetic Lists* book and a *Basic Short Vowels* book that incorporated both rhyming and body-coda lists.

20. After seeing her success, I changed my short vowel book that used picture-word pages to play the robot game, from body-coda lists to rhyming lists, creating the *Rhyming Short Vowel Words And Sentences* book.
21. In the long run, my teaching has always improved the most when I worked with students who did not respond to my current teaching technique. Many of the approaches I use were developed by trial and error, working directly with individual students. As those students taught me what would work, I kept adding to my “bag of tricks” to help children learn. I hope that sharing them with you will be of benefit to you and your students.



Levels 1 And 2 - Comparison	
<i>Learning The Alphabet, Books 1 And 2</i>	<i>Exploring Sounds In Words</i>
Printed in all black print, in landscape mode.	Printed in all black print, in portrait mode.
Small and large sound story introduction pages are included in the book. The teacher may use the color pages in <i>A Sound Story About Audrey And Brad</i> to introduce new letters, if desired.	Small sound story pages are included for reference. Use the large pages from <i>A Sound Story About Audrey And Brad</i> , with color pictures, to introduce each alphabet letter.
Students complete handwriting readiness picture pages to develop pencil skills before learning to write each new letter.	In a separate handwriting book, pages with lines and shapes may be traced as a handwriting warm-up to develop pencil skills.
Students trace large and small letter <u>outlines</u> to learn how to write the letters. These pages are included in the book.	In a separate handwriting book, <i>Exploring Sounds In Words Manuscript Handwriting</i> , students trace large letters, and then trace and copy small letters.
Students do not need to write the alphabet letters to complete the other pages in the <i>Learning The Alphabet</i> books.	Students must be able to write the alphabet letters to complete the pages in the <i>Exploring Sounds In Words</i> book.
If desired, the teacher can dictate the letter sounds that have been taught and have students write the letters on plain lined paper. This activity is optional at this level.	The teacher dictates the letter sounds that have been taught. Students listen to each sound and repeat it while writing the related letter on lined paper.
Students are introduced to the concept of beginning sounds in words, using illustrated word lists included in the <i>Learning The Alphabet</i> books. On each list, all the words begin with the same sound. Students listen to the teacher read each word, say the beginning sound, and circle the first letter, which represents that sound. Students are not expected to read the words.	Students learn to identify beginning, ending, and middle sounds in words. Students use a separate book, <i>Picture Dictionary A-Z</i> , which contains illustrated word lists, as an introduction to beginning and ending sounds. All the words in each list either begin or end with the same sound. Students are not expected to read the words. Students write letters to show beginning, middle, and ending sounds in the <i>Exploring Sounds In Words</i> book.
Students complete oral blending and segmenting exercises using picture pages. The first exercises are very easy. They gradually become more challenging.	Students complete more challenging oral blending and segmenting exercises using picture pages. The exercises are directly related to the letters they have learned.
Students do a letter discrimination page for each new letter. This helps students remember and recognize the letters. However, even if students cannot remember every letter, they will be able to continue working through the book.	Students must be able to remember the letters and letter sounds that have been introduced in order to continue doing the lessons in the book.
If desired, students may build short vowel words with plastic letters on a work mat, saying each sound as they place the letters. This activity is optional.	Students build short vowel words with plastic letters on a work mat, saying each sound as they place the letters.
Students work with single letters and letter sounds only.	Students learn to pronounce two-letter vowel-consonant combinations (ab, ac, ad, af) by doing sound blending exercises.

Sequence Chart - *Learning The Alphabet, Books 1 And 2*

Each section introduces a new alphabet letter, using these pages: 1) oral blending pictures, 2) handwriting readiness picture(s), 3) sound story, 4) large letters to trace, 5) small letters to trace, 6) visual letter discrimination, 7) beginning sound awareness, 8) rhyming pictures, 9) review letters to trace. Each book also includes four print awareness lessons to be read aloud by the teacher.

Book 1			Book 2		
	<i>New Letter</i>	<i>Handwriting Readiness Picture Pages</i>		<i>New Letter</i>	<i>Handwriting Readiness Picture Pages</i>
1	T t	Raindrops, Target Practice	14	S s	Figure Eight Race Track 2
2	I i	Apple Drop	15	J j	Ant Hill
3	H h	Jumping Jacks 1, Rainbow 1	16	O o	Bubble Blow
4	L l	Leaf Drop, Down The Steps	17	C c	Willy Worm
5	N n	Frog Hop 1	18	D d	Round Race Track, Jumping Jacks 2
6	W w	Mountain Tops			
Review Tt Ii Hh Ll Nn Ww: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.			Review Ee Ss Jj Oo Cc Dd: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
7	U u	Waves, Dinosaur	19	A a	Mouse And Cheese
8	B b	Jogger	20	V v	Bat Cave
9	M m	Frog Hop 2	21	G g	Mouse Walk
10	R r	Bus Stop	22	P p	Dog Run
11	F f	Figure Eight Race Track 1, Rainbow 2	23	K k	Waterslide
12	X x	Two Mazes	24	Y y	Two Mazes Reversed
Review Uu Bb Mm Rr Ff Xx: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.			Review Aa Vv Gg Pp Kk Yy: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
13	E e	Boy Going Home, Bee And Flower	25	Qu qu	Bird Nest
			26	Z z	Double Pyramid
<p><u>IMPORTANT</u> - The lesson plans on the following pages are meant to be general guidelines. Many options are included; it is up to the teacher to decide which options are appropriate for the age and maturity level of the students. Adjust them as needed.</p>			Review Gg Pp Kk Yy Qq Zz: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
			Handwriting Review: Trace all capital and lower case letters in alphabetical order.		
			Bonus	ā, ē, ī, ō, ū	Words and pictures that begin with long vowel sounds



Lesson Plan - Day 1 - *Learning The Alphabet, Books 1 And 2*

PDF files for books, workbooks, wall charts, sound picture cards, alphabet cards, and alphabet games may be downloaded without charge from www.soundcityreading.net. Some assembly is required. Plastic alphabet letters are available at a very reasonable price from www.alphabetletter.com.

A. Complete the oral blending page.

B. Complete the handwriting readiness page. Sometimes there are two pages.

C. Read the new sound story page aloud to the students. Then point to the sound picture, say its sound, and have the students repeat. Point to each letter on the page and have students say the same sound for each of the letters.

D. Handwriting Introduction - Demonstrate how to write the new capital and lower case letters on the chalkboard. You will not draw lines for this first introduction. Discuss where each letter starts, which direction to go, and where to stop. Then trace the letters that you just wrote one time each, saying the name and sound for the capital letter and just the sound for the lower case letter as you trace.

E. Handwriting Practice On The Board - Write the new capital and lower case letter many times going across the chalkboard, low enough for the students to reach. Do not use lines. The letters should be very large. Call students to the board in rotating groups. One student stands by each pair of letters. Have students trace the capital letter repeatedly, saying the name ("Capital T") and sound (/t/) each time they trace. Watch and provide assistance as needed. Now ask the students to trace the lower case letter repeatedly, saying just the sound. Help as needed. Allow students to trace each letter at least six to eight times, or more. Instead of counting the number of times traced, it's easier to allot forty to sixty seconds of tracing time for each letter. After the first group has finished, call up the remaining groups, continuing in the same way.

F. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.

G. Sound Cards

- Show the new sound picture card and the new capital and lower case alphabet cards. Have students say the sounds.
- Go through all of the sound picture cards that have been taught, one at a time. Students say the sounds in unison. Model the sound for any picture cards that have been forgotten, then have students repeat the sound.
- Go through all of the letter cards that have been taught. Call on a volunteer to give the sound, then the whole group repeats. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly.

H. Plastic Letter Match - In small groups, have students match plastic alphabet letters to a letter board, using only the letters that have been taught. Students should say the sound each time they place a letter.

Lesson Plan - Day 2 - *Learning The Alphabet, Books 1 And 2*

- A. Draw a large set of lines on the chalkboard. Mark the lines as they appear in this book, with a cloud on the middle line and a house on the bottom line. Use blue chalk to draw a line just above and touching the top line. Explain that the top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. Model how to write the new capital letter on the lines, explaining where to begin, which direction to go, which lines to touch or bump, and where to stop.
- B. Discuss and model how to hold a pencil correctly. Have students hold their pencils in the air showing the correct pencil grip.
- C. Students finger trace the large capital letter in the book six to eight times, saying the letter name and sound each time they trace. Then they trace the capital letter with a pencil six to eight times, verbalizing in the same way. Instead of counting the number of times traced, it's easier to allot about forty to sixty seconds to trace each letter. Watch the students carefully and assist by guiding the student's hand as needed.
- D. Model how to write the lower case letter on the lines on the board. Students finger trace the large lower case letter in the book six to eight times, saying just the sound each time they trace. Then they trace the lower case letter with a pencil six to eight times, verbalizing in the same way. Watch the students carefully and assist by guiding the student's hand as needed.
- E. Have the students trace the small letters with a pencil, verbalizing capital and lower case letters as before. Watch closely and provide assistance as needed. You may want to model the correct letter formation on the board once again.
- F. Guide students step by step as they complete the letter discrimination page, working together.
- G. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- H. Sound Cards - Show the sound pictures and letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
- I. Spread out the sound pictures that have been taught in a pocket chart. Pass out the letter cards that have been taught to individual students. Students take turns placing the letter cards on top of the matching sound picture card, saying the sound.
- J. Alphabet Lotto - In small groups, play the game with the students, using only the letter cards that have been taught. Students should say the letter sound as they place each card. Assist as needed.

These *Learning The Alphabet* lesson plans are set up to cover all the activities for one new alphabet letter during a three day period. Adjust the plans as needed if you want to teach each letter over a longer period. For example, you might want to complete one new letter per week.

Lesson Plan - Day 3 - *Learning The Alphabet, Books 1 And 2*

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Sound Cards - Show the sound pictures and letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before.
- C. Guide students step by step as they complete the beginning sounds page, working together.
- D. Guide students step by step as they complete the rhyming page, working together.
- E. Handwriting Review - Model once again how to write each letter that has been taught on the board, one at a time, on medium lines, reviewing the letter formation for recent letters and any letters that are still causing problems. Go in the same order in which the letters appear on the student's handwriting review page. After you model each letter, students trace the same letter on their page, verbalizing as usual. Watch and assist as needed.
- F. Apple Alphabet - In small groups, do the activity with the students, using only the letter pieces that have been taught.

LIST OF AVAILABLE SMALL GROUP ACTIVITIES - Use any of these activities during the small group rotations.

- A. Plastic Letter Match - Students select plastic alphabet letters and place them on the matching letter shapes.
- B. Alphabet Lotto - Students select cards with letters and sound pictures and place them on the matching letters on an alphabet chart.
- C. Apple Alphabet - Students take turns selecting apple cards. If they can give the sound of the letter on the card, they can place it in their basket.
- D. Apple Concentration - Students takes turns turning over two apple cards at a time. If the letters on the apples match, they can keep the letters and take another turn, IF they can say the letter sound correctly.
- E. Letter Shapes Activity - Students place lines, curves, and circles on lines to build alphabet letters.
- F. Beginning Sounds Folder Game - Students select small pictures and place them in rows beside the letters that show the correct beginning sound.
- G. Chalkboard Warm-Up Exercises - Write sets of several large lines, curves, circles, figure eights, waves, or zigzags on the board. Send small groups to the board to trace the patterns repeatedly. Continue until all the groups have had a turn.
- H. Have students spell two-letter combinations and selected short vowel words with plastic letters. (Optional at this level.)

Be sure to read aloud to the students from a variety of fiction and non-fiction books every day. Also, read the print awareness lessons aloud to the students at regular intervals.

Tt

Ii

Hh

Ll

Nn

Ww

Working With Plastic Letters - Optional at the Learning The Alphabet level.

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: www.alphabetletter.com. Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Building Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
- 4) **Building Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
- 6) **Segmenting And Oral Blending** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
- 7) **Changing Just The Beginning Or Ending Sounds** - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
- 8) **Complete The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

Working With Plastic Letters - The illustrations below go with the numbered steps on the left.

2) Students listen to the sounds and place the letters on their mats.

u b n n t h l l

3a) For two-sound blending, students leave the vowel in the bottom section.

b n n t h l l

u

3b) Students listen to the teacher say “ut” and add the correct letter after the vowel.

b n n h l l

u t

3c) Students listen to the teacher say “bu” and add the correct letter before the vowel.

n n t h l l

b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say “bun” and place letters from left to right to spell the word.

n t h l l

b u n

6a) Students listen to the teacher say “bun” and spell the word.

n t h l l

b u n

6b) Students separate the letters and say the individual sounds, b.....u.....n.

n t h l l

b u n

6c) Students push the letters together again and say the word fast, “bun.”

n t h l l

b u n

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

b n h l l

n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n l l

h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t l l

h u b

Words To Spell With Plastic Letters - Optional at the *Learning The Alphabet* level.

After learning enough letters, students may be ready to work with plastic letters with the teacher in small groups. Practice several times per week. Choose the section that goes with the most recently introduced letter.

	New Letters	1. <u>Select The Letters</u> Say the sound of each letter; students find the letter and place it on the top half of their work mats.	2. <u>Build Letter Combinations</u> Start each lesson with these two-sound combinations. If they are too difficult, just have students find the letters and place them on their work mats.	3. <u>Spell Words</u> After students are confident building two-sound combinations, try spelling words. If students can't spell the words yet, continue with just the letter combinations.
1	T t		If a word ends with a double letter (ll, ff, ss, zz) just tell the students to use two letters for that sound.	
2	I i		It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with short i.	
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	t, h, l, l, n, n, u, b	ut, ul, un, ub, tu, hu, lu, nu, bu	bun, but, nut, hut, hub, hull, null, tub, nub, nun
9	M m			
10	R r			
11	F f			
12	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
13	E e		It is difficult for beginners to hear the short e sound in words. Wait until later to spell words with short e.	
14	S s			
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux
16	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss

Words To Spell With Plastic Letters - Optional at the *Learning The Alphabet* level.

	New Letters	Select The Letters	Build Letter Combinations	Spell Words
19	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass,
20	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
21	G g			
22	P p	t, g, l, n, w, b, r, s, s, p, m, c, d, d, a	at, ag, al, an, ab, as, ap, am, ac, ad, ta, ga, la, na, wa, ba, ra, sa, pa, ma, ca, da	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add
23	K k	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill
24	Y y	f, m, x, s, s, h, k, d, d, l, r, w, g, b, j, p, t, h, y, i	if, im, ix, is, ik, id, il, ig, ib, ij, ip, it, fi, mi, si, hi, ki, di, li, ri, wi, gi, bi, ji, pi, ti, hi, yi	if, mix, fix, six, hiss, miss, kiss, hid, lid, rid, did, kid, wig, big, rig, fig, jig, dig, pig, tip, hip, lip, rip, sip, dip, kip, yip Review: pin, pill, pit, pig, gill
25	Qu qu	h, p, p, l, l, s, s, t, d, d, x, b, g, f, f, j, w, k, n, m, m, c, o	op, ol, os, ot, od, ox, ob, og, of, oj, ok, on, om, oc, ho, po, lo, so, to, do, bo, go, fo, jo, wo, ko, no, mo, co	hop, lop, mop, pop, sop, top, pod, pot, pox, bog, dog, fog, hog, jog, log, got, wok Review: on, off, not, hot, lot, box, fox, ox, moss, loss, job, cot, cod, odd, mom, doll
26	Z z	m, d, t, g, h, b, r, j, p, p, c, z, z, f, f, y, l, l, s, u	um, ud, ut, ug, ub, uj, up, uc, uz, uf, ul, us, mu, du, tu, gu, hu, bu, ru, ju, pu, cu, zu, fu, yu, lu, su	mud, tug, hug, bug, mug, rug, jug, dug, up, cup, pup, buzz, fuzz, yum, jut, cut, cub, cuff, dull, gull, gum, puff, pus
		t, l, l, b, y, f, s, m, n, p, g, v, w, j, r, d, e	et, el, eb, ef, es, em, en, ep, eg, ev, ej, ed, te, le, be, ye, fe, se, me, ne, pe, ge, ve, we, je, re, de	tell, bell, yell, fell, sell, well, met, set, let, net, yet, bet, met, pet, get, vet, wet, jet, red, fed, led, bed, wed
		l, l, g, g, b, k, t, n, m, h, d, p, p, s, s, y, w, f, z, v, r, e	el, eg, eb, ek, et, en, em, ed, ep, es, ef, ez, ev, le, ge, be, ke, te, ne, me, he, de, pe, se, ye, we, fe, ze, ve, re	leg, beg, keg, egg, ten, men, hen, den, pen, mess, less, yes, hem, web, pep, fez Review: well, tell, yell, set, let, net, pet, get, vet, wet, jet, vet, red, bed, led

- 1) Before doing the pages in the *Exploring Sounds In Words* book for each new letter, introduce the letter by reading the related section aloud in *A Sound Story About Audrey And Brad*.
- 2) Next, teach a handwriting lesson for the new letter, starting on the chalkboard and then using the *Exploring Sounds In Words Manuscript Handwriting* book. If you prefer, you can use the more rigorous letter, legal, or ledger sized manuscript handwriting books or the easier *Manuscript Handwriting Tracing Pages* book.
- 3) Then work with students to complete the oral blending/segmenting page, beginning and ending sound pages, and rhyming page for the new letter (shown on the chart below) in the *Exploring Sounds In Words* book.
- 4) Next work with students to study the beginning and ending sound illustrated word lists for the new letter in the *Picture Dictionary A-Z* book.
- 5) Students work with the teacher in small groups building short vowel words with plastic letters, practicing two-letter sound blending with the letter connections chart, and playing the Raspberry Game to reinforce two-letter sound blending.
- 6) Work with students to do the *Put It Together* and *Silly Sound* pages in *Exploring Sounds In Words* when you reach them.
- 7) After completing all of the pages in *Exploring Sounds In Words*, finish the level by studying the long ā, ē, ī, ō, and ū sounds in *Picture Dictionary A-Z*.

	Letter Intro	Exploring Sounds In Words Pages For Each New Letter							Put It Together Pages			
		Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds	Sound Blending, Silly Sounds
1	T t	t			t		t					
2	I i	i	i, t									
3	H h	h	h, i	t, i, h								
4	L l	l	l, h	t, i, h, l	l	l, t	l					
5	N n	n	n, l	t, i, h, l, n	n	n, l	n					
6	W w	w	w, n	t, i, h, l, n, w				n, l, t			Short I	
7	U u	u	u, w	t, i, h, l, n, w, u								
8	B b	b	b, u	t, i, h, l, n, w, u, b	b	b, n	b					
9	M m	m	m, b	t, i, h, l, n, w, u, b, m	m	m, b	m					
10	R r	r	r, m	t, i, h, l, n, w, u, b, m, r	r	r, m	r					

	Letter Intro	Exploring Sounds In Words Pages For Each New Letter							Put It Together Pages			
	Sound Story Book, Handwriting Book, Picture Dictionary A-Z	Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds	Sound Blending, Silly Sounds
11	F f	f	f, r	i, h, l, n, w, u, b, m, r, f	f	f, r	f					
12	X x				x	x, f		t, l, n, b, m, r, f, x			Short U	
13	E e	e	e, f	h, l, n, w, u, b, m, r, f, e								
14	S s	s	s, e	l, n, w, u, b, m, r, f, e, s	s	s, x	s					
15	J j	j	j, s	n, w, u, b, m, r, f, e, s, j							Short E	
16	O o	o	o, j	w, u, b, r, m, f, e, s, j, o								
17	C c	c	c, o	u, b, r, m, f, e, s, j, o, c								
18	D d	d	d, c	b, m, r, f, e, s, j, o, c, d	d	d, s	d	t, l, n, b, m, r, f, x, s, d			Short O	
19	A a	a	a, d	m, r, f, e, s, j, o, c, d, a								
20	V v	v	v, a	r, f, e, s, j, o, c, d, a, v	v	v, d	v					
21	G g	g	g, v	f, e, s, j, o, c, d, a, v, g	g	g, v	g					
22	P p	p	p, g	e, s, j, o, c, d, a, v, g, p	p	p, g	p				Short A	
23	K k	k	k, p	s, j, o, c, d, a, v, g, p, k	k	k, p	k					
24	Y y	y	y, k	j, o, c, d, a, v, g, p, k, y				m, r, f, x, s, d, v, g, p, k				
25	Q q	qu	qu, y	o, c, d, a, v, g, p, k, y, qu								
26	Z z	z	z, qu	c, d, a, v, g, p, k, y, qu, z	z	z, k	z	r, f, x, s, d, v, g, p, k, z			Short A, E, I, O, U	

See detailed instructions in the *Exploring Sounds In Words Teaching Guide*. Some letters have more practice pages than others. Adjust the amount of material covered each day to take into account the age and prior experience of the students.

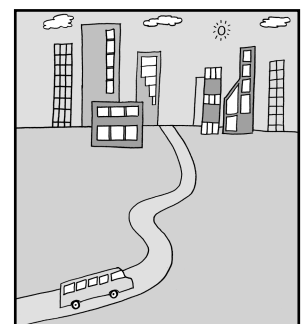
Procedure		Books/Materials To Use
1.	Introduce (or review) a new alphabet letter by reading aloud from <i>A Sound Story About Audrey And Brad</i> .	<i>A Sound Story About Audrey And Brad</i> , or read from the small version of the story in this book.
2.	Point to the new letter on the alphabet chart and have students say the sound in unison. Point to all of the letters that have been taught and have students say the sounds in unison.	<i>Exploring Sounds In Words</i> , alphabet chart on pages 13 - 14, or use the Alphabet Wall Chart
3.	Show the new alphabet card for the letter and have each student say the sound individually. Show all of the alphabet cards that have been taught and have students say the sounds in unison.	Alphabet Flashcards
4.	Introduce the correct letter formation for the new letter on the chalkboard. Draw large lines and talk about where to start the letter, which direction to go, when to change directions or bump a line, and so on. Call on a student to come up and trace the letter, explaining in the same way. Draw multiple large capital and lower case letters on widely spaced lines going across the board. Call on one group of students at a time to come to the board and trace the letters six to ten times, saying the name and sound for capital letters and just the sound for lower case letters. Assist as needed.	
5.	Do the handwriting pages for the new letter.	<i>Exploring Sounds In Words Manuscript Handwriting</i>
6.	Do the oral blending page. Continue with the segmenting activity if working with one to six students. When working with a full class, you may want to save the segmenting activity to do later in rotating small groups.	<i>Exploring Sounds In Words</i>
7.	Do the beginning and ending sound pages for the new letter.	<i>Exploring Sounds In Words</i>
8.	Do the rhyming page.	<i>Exploring Sounds In Words</i>
9.	Study the beginning and ending sound illustrated word lists for the new letter.	<i>Picture Dictionary A-Z</i>
10.	Do the three <i>Put It Together</i> pages when you get to them.	<i>Exploring Sounds In Words</i>
11.	Do the <i>Silly Sounds</i> pages when you get to them. Continue to practice the current page each day until you get to the next one.	<i>Exploring Sounds In Words</i>

Working In Small Groups - Choose from the following activities. Be sure to include word building with plastic letters on a regular basis. If you have not yet done the segmenting activity, do it with each small group, before starting the regular activity.

Procedure		Books/Materials To Use
A.	<i>Build Words With Plastic Letters</i> - Rotate small groups to a teaching table. Students build 2-letter combinations and 3-sound short vowel words dictated by the teacher with plastic letters. Follow the instructions starting on page 219. The word lists begin on page 222. Do this activity several times a week.	Plastic alphabet letters: One box with two sets of alphabet letters for each student in the group. Work Mats: Sheets of construction paper placed in landscape mode, with a straight line drawn across the middle of the page from left to right.
B.	Do the <i>Letter Connections</i> sound blending activity. Students practice pronouncing two-letter vowel-consonant combinations smoothly. This reinforces the sound blending pages in the book.	Letter Connections Activity: Use the large set for the whole class or small groups, or use the small set for a single student.
C.	Rotate small groups to a teaching table. Students play the <i>Raspberry Game</i> . They “pick” raspberries by saying the two-letter vowel-consonant combinations on the berries correctly.	Raspberry Game
D.	Rotate groups to the board and do the <i>Chalkboard Warm-up Exercises</i> described in the teaching guide. Or, do the <i>Handwriting Warm-Up Exercises</i> in the handwriting book. Students trace horizontal, vertical, and slanted lines, circles, and figure eights.	Chalkboard and chalk OR <i>Exploring Sounds In Words Manuscript Handwriting</i>
E.	Do the <i>Apple Alphabet</i> or <i>Apple Concentration</i> game, rotating small groups to a teaching table.	Apple Alphabet Apple Concentration
Oral And Written Language		
A.	The teacher reads aloud from a variety of fiction and non-fiction books, poems, etc. Include rhythmic, rhyming books with repetitive text, allowing students to chime in whenever possible.	
B.	Each day, students state a sentence or two about what the class has done or will do during the day. The teacher writes the sentences on the board or on large, lined chart.	

Sound City Reading

Books and games are available as PDF files at www.soundcityreading.net.
Plastic letters are available at www.alphabetletter.com.



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

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: www.alphabetletter.com. Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart on page two hundred twenty-two, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Building Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
- 4) **Building Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
- 6) **Segmenting Words** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
- 7) **Changing Just The Beginning Or Ending Sounds** - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
- 8) **Complete The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

Working With Plastic Letters - The numbers below refer to the instructions on the previous page.

2) Students listen to the sounds and place the letters on their mats.

u b n n t h l l

3a) For two-sound blending, students leave the vowel in the bottom section.

b n n t h l l

u

3b) Students listen to the teacher say "ut" and add the correct letter after the vowel.

b n n h l l

u t

3c) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l

b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say "bun" and place letters from left to right to spell the word.

n t h l l

b u n

6a) Students listen to the teacher say "bun" and spell the word.

n t h l l

b u n

6b) Students separate the letters and say the individual sounds, b.....u.....n.

n t h l l

b u n

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

n t h l l

b u n

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

b n h l l

n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n l l

h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t l l

h u b

Words To Spell With Plastic Letters - *Exploring Sounds In Words*

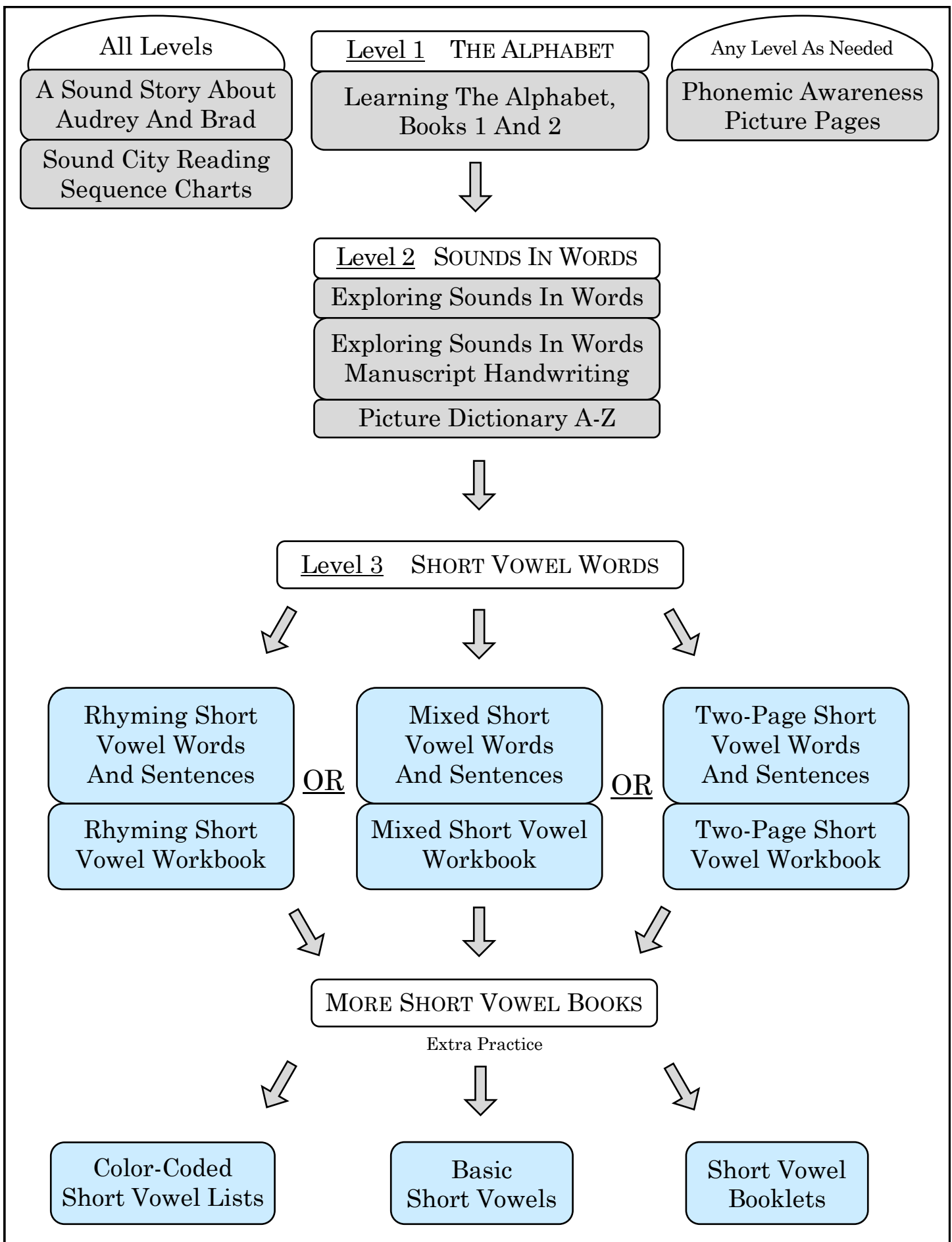
Have students use plastic letters to make the letter combinations and words shown on this chart. Work with one section per lesson. Choose the section that goes with the most recently introduced handwriting letter. If students are able to write the letters independently, you can also begin dictating one or two words for students to spell on lined paper during the letter dictation period. (Writing the words is optional at this level).

	New Letters	1. <u>Select The Letters</u> Say the sound of each letter; students find the letter and place it on a work mat.	2. <u>Build Letter Combinations</u> <u>After</u> students become confident spelling the words you can skip this step, if you wish.	3. <u>Spell Words</u> If students can't spell the words, do just the letter combinations until they are ready for words.
1	T t			
2	I i	It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with i.		
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	u, t, b, h, l, l, n, n	ut, ub, ul, un, tu, bu, hu, lu, nu	tub, hut, hull, hub, nut, null, nun, nub, but, bun
9	M m			
10	R r			
11	F f			
12	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
13	E e	It is difficult for beginners to hear the short e sound in words. Wait until later to spell words with e.		
14	S s			
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux
16	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss

Words To Spell With Plastic Letters - *Exploring Sounds In Words*

	New Letters	Select The Letters Say the sound of each letter; students find the letter and place it on a work mat.	Build Letter Combinations <u>After</u> students become confident spelling the words you can skip this step, if you wish.	Spell Words If students can't spell the words, do just the letter combinations until they are ready for words.
19	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass
20	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
21	Gg			
22	Pp	t, g, l, n, w, b, r, s, s, p, m, c, d, d, a	at, ag, al, an, ab, as, ap, am, ac, ad, ta, ga, la, na, wa, ba, ra, sa, pa, ma, ca, da	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add
23	Kk	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill
24	Yy	f, m, x, s, s, h, k, d, d, l, l, r, w, g, b, j, p, t, h, y, i	if, im, ix, is, ik, id, il, ig, ib, ij, ip, it, fi, mi, si, hi, ki, di, li, ri, wi, gi, bi, ji, pi, ti, hi, yi	if, mix, fix, six, hiss, miss, kiss, hid, lid, rid, did, kid, wig, big, rig, fig, jig, dig, pig, tip, hip, lip, rip, sip, dip, kip, yip Review: pin, pill, pit, pig, gill
25	Qq	h, p, p, l, l, s, s, t, d, d, x, b, g, f, f, j, w, k, n, m, m, c, o	op, ol, os, ot, od, ox, ob, og, of, oj, ok, on, om, oc, ho, po, lo, so, to, do, bo, go, fo, jo, wo, ko, no, mo, co	hop, lop, mop, pop, sop, top, pod, pot, pox, bog, dog, fog, hog, jog, log, got, wok Review: on, off, not, hot, lot, box, fox, ox, moss, loss, job, cot, cod, odd, mom, doll
26	Zz	m, d, t, g, h, b, r, j, p, p, c, z, z, f, f, y, l, l, s, u	um, ud, ut, ug, ub, uj, up, uc, uz, uf, ul, us, mu, du, tu, gu, hu, bu, ru, ju, pu, cu, zu, fu, yu, lu, su	mud, tug, hug, bug, mug, rug, jug, dug, up, cup, pup, buzz, fuzz, yum, jut, cut, cub, cuff, dull, gull, gum, puff, pus
		t, l, l, b, y, f, s, m, n, p, g, v, w, j, r, d, e	et, el, eb, ef, es, em, en, ep, eg, ev, ej, ed, te, le, be, ye, fe, se, me, ne, pe, ge, ve, we, je, re, de	tell, bell, yell, fell, sell, well, met, set, let, net, yet, bet, met, pet, get, vet, wet, jet, red, fed, led, bed, wed
		l, l, g, g, b, k, t, n, m, h, d, p, p, s, s, y, w, f, z, v, r, e	el, eg, eb, ek, et, en, em, ed, ep, es, ef, ez, ev, le, ge, be, ke, te, ne, me, he, de, pe, se, ye, we, fe, ze, ve, re	leg, beg, keg, egg, ten, men, hen, den, pen, mess, less, yes, hem, web, pep, fez Review: well, tell, yell, set, let, net, pet, get, vet, wet, jet, vet, red, bed, led

At this point, review any sets of words as needed. Then select any two short vowels and have students spell words with both short vowels in the same lesson. Repeat with various short vowel combinations.



Reading Skills Taught At The Short Vowel Level	
1.	<p>Oral Blending</p> <ul style="list-style-type: none"> a) Be aware that words are made up of individual sounds. b) Hear single sounds pronounced separately and put them together to say a meaningful word.
2.	<p>Learn The Written Symbols For Speech Sounds</p> <ul style="list-style-type: none"> a) Recognize the letters of the alphabet from Part 1 of the sound story and give their sounds. b) Recognize the letters and patterns from Part 2 of the sounds story and give their sounds. (Optional at this level)
3.	<p>Decoding</p> <ul style="list-style-type: none"> a) Look at the sound symbols in a word, b) going from left to right. c) Say the sounds in order, d) connecting the sounds smoothly to pronounce the word. e) Recognize the word and understand its meaning.
4.	<p>Reading</p> <ul style="list-style-type: none"> a) Learn these sight words: A, a, as, has, was, I, is, his. b) Read and understand sentences with phonetic short vowel words and the listed sight words.
5.	<p>Syllable Awareness</p> <ul style="list-style-type: none"> a) Hear a word and clap to show the syllables. b) Count the number of syllables and tell how many there are.
Writing Skills Taught At The Short Vowel Level	
1.	Segmenting - Listen to a word and break it apart into its individual sounds. Say each sound separately, pausing slightly between the sounds.
2.	Write each letter of the alphabet from dictation, saying the letter sound, with correct letter formation.
3.	Spell short vowel words by segmenting the words and writing the letters that represent the sounds in order, from left to right, using correct letter formation.
4.	Spell these sight words from memory: a, was, as, has, is, his, I.
5.	Write short vowel sentences with a combination of short vowel words and the listed sight words from dictation. Begin each sentence with a capital letter. End each sentence with the appropriate end mark.
6.	Be aware that some consonants are commonly doubled at the end of short vowel words: ll, ss, ff, and zz. A few other words have double ending consonants but the consonants are not usually doubled: egg, off, inn, add.

Overview - Level 3 - Short Vowels

After students have learned to recognize the letters of the alphabet, give their sounds, and write them, they will be ready to begin spelling and reading short vowel words. This is a very important part of learning to read. To spell short vowel words, students learn to listen to the sounds in the words, say the separate sounds, and write the letters that represent those sounds. To read short vowel words, students learn to look at the letters in the word going from left to right while saying the sound for each letter, putting the sounds together smoothly. After much practice to master these basic spelling and decoding skills, students will be well prepared to begin Level 4 - Phonics Patterns.

Four Different Formats For Short Vowel Books

The short vowel books are printed in three different formats.

1. *Short Vowel Words And Sentences* - There are three different books with this format. See the explanation in the chart below. The words are printed in very large print. The vowel are color-coded. Each short vowel is printed in a different color. Sets of ten words and ten matching pictures are placed on opposite pages. The teacher plays a “robot game” with the students to help them analyze the sounds in the words before they read them. First, students listen to the separate sounds in each word and find the matching picture. Then students listen to the separate sounds for each picture and find the matching word. Finally, students read the words. Students also read sentences and find the matching pictures. This format is ideal for students who are just learning to read and also for older students who need to develop their ability to read phonetically.
2. *Basic Short Vowels* - The words are printed in smaller, all black print. Each word is illustrated with a picture. Words are arranged in both rhyming lists and body-coda (same beginning sound) lists. Students also read illustrated sentences.
3. *Color-Code Short Vowel Lists* - The words are printed in smaller, color-coded print. The words are not illustrated. Words are arranged in both rhyming and body-coda lists. This books does not include sentences. Reading the words in this book helps students learn to put the letter sounds together smoothly when reading short vowel words.
4. *Short Vowel Booklets* - This is a set of ten small booklets. They are one fourth the size of a regular page. They are printed in all black print. Students read illustrated short vowel words and sentences.

Integrating Level 2 And Level 3

Students who are at the short vowel level, but are finding it difficult, will benefit from doing the *Exploring Sounds In Words* book at the same time. While students are reviewing how to write the alphabet letters at the beginning of the school year, they should complete the related pages in the *Exploring Sounds In Words* book. During this time, students will study one of the following short vowel books.

1. *Rhyming Short Vowel Words And Sentences* - This book introduces several introductory short u word lists while students are learning to write the letters of the alphabet. The words on these lists contain only the letters that have been taught. After the letter p has been introduced, students begin studying short a words.
2. *Mixed Short Vowel Words And Sentences* - Instead of studying all of each type of short vowel word at the same time, students study whichever short vowel words can be spelled with the letters that have been introduced. By the time students get to the letter z in handwriting, they will have studied almost all of the short vowel words.

Three Different Short Vowel Books With The Same Format		
Rhyming Short Vowels	Mixed Short Vowels	Two-Page Short Vowels
Easiest To Learn	More Challenging	Most Challenging
Best for students who are learning to read short vowel words for the first time. Works well with students in kindergarten.	Good for students who need short vowel instruction but are ready to move ahead quickly. Works well with students at the beginning of first grade.	Best when used as a review for students who have already studied short vowel words. Works well as a short vowel review when starting second grade.
Students are given time to develop decoding skills with each short vowel before moving on to the next.	Students receive streamlined but thorough instruction. Includes more word lists than Two-Page Short Vowels but fewer lists than Rhyming Short Vowels.	Students study short vowel words quickly and move on to other skills.
Many word lists are presented for each short vowel.	A number of word lists are presented for each short vowel.	Only two word lists are presented for each short vowel.
Words are arranged in rhyming lists.	Words are arranged in rhyming lists as far as possible.	Words are not arranged in rhyming lists.
All of the words for one short vowel are taught before going on to the next short vowel. The regular word lists are taught in this order: short a words, short o words, short i words, short u words, and short e words.	The word lists are integrated with handwriting instruction. Because of this, the lists for each short vowel are spread throughout the book, interspersed with the word lists for other short vowels.	All of the words for one short vowel are taught before going on to the next short vowel.
<u>Number Of Word Lists</u> Short U Intro - 5 (Optional) Short A Lists - 8 Short O Lists - 5 Short I Lists - 7 Short U Lists - 6 Short E Lists - 4 Total - 30 (Or 35 with Intro pages)	<u>Number Of Word Lists</u> Short U Lists - 4 Short E Lists - 4 Short O Lists - 4 Short A Lists - 6 Short I Lists - 5 Mixed Vowels - 1 Total - 24	<u>Number Of Word Lists</u> Short A Lists - 2 Short O Lists - 2 Short I Lists - 2 Short U Lists - 2 Short E Lists - 2 Total - 10
Sentence Pages - 18	Sentence Pages - 10	Sentence Pages - 12
For the regular lists, students must master letter/sound associations and letter formation for all letters of the alphabet <u>before</u> starting this book. If desired, use the five introductory lists (optional) <u>while</u> introducing letter/sound associations and letter formation for the alphabet letters.	If desired, students may begin this book <u>while</u> they learn or review letter/sound associations and letter formation for the letters of the alphabet.	Students must master letter/sound associations and letter formation for all letters of the alphabet <u>before</u> starting this book.
Part 2 of the sound story is not included in the student book.	There is an option to introduce Part 2 of the sound story, if desired.	There is an option to introduce Part 2 of the sound story, if desired.

This book teaches short vowel words after students have learned to write the alphabet letters, with the option to teach short u words with five introductory lessons while the letters are being introduced.

	Teach/Review These Letters	Sound Blending	Words And Sentences	Sight Words
Optional Introductory Sequence - Short U Words				
Intro 1	t i h l n w u b m r	ut, ull, un, ub, um	nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum	
Intro 2	f x e s	ut, ull, un, ub, um, uff, ux, uss	sun, fun, run, bun, nun, us, bus, fuss, tux, lux	
Intro 3	j o c d	ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud	cuff, muff, bud, mud, suds, hull, dull, cut, jut	
Intro 4	a v g p	ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud, uv, ug, up	rug, mug, hug, bug, jug, dug, tug, sum, gum	
Intro 5			up, cup, pup, huff, puff, cub, sub, gull, null, putt	
Short A Words				
1	k y	at, al, an, ab, am, aff, ax, ass, aj, ac, ad, av, ag, ap, ak	mat, rat, sat, fat, hat, vat, pat, cat, bat, Matt	
2			rag, sag, lag, nag, wag, bag, tag	
			A hat, A mat, A rag, a tag, a bag, a fat rat, a fat cat. A rat sat. A cat sat.	A, a
3	qu z	ab, ac, ad, aff, ag, aj, ak, al, am, an, ap, ass, at, av, ax, azz	map, sap, nap, zap, lap, tap, cap, gap, yap	
4			pad, sad, lad, mad, fad, dad, had, bad, ad, add	
			A map, A cap, A pad, a lad, a mad cat. Dad had a cat. Matt had a nap. Pat had a bat. A bag had a tag. A cat had a mat.	
5			ram, ham, yam, tam, cam, jam, dam, Pam, Sam	
6			fan, man, ran, van, can, pan, tan, ban, Jan	
			A fan, a sad man. A ram ran. Jan had a cat. Pam had a pan. A man had a van. A man had a hat. Sam ran a lap. Dan had a cap. A man had a map.	

	Sound Blending	Words And Sentences	Sight Words
7		lab, nab, cab, tab, dab, wax, sax, tax, fax, ax	
8		mass, pass, bass, lass, gas, has, jazz, pal, yak	has
		Nan has a fan. A man has a hat. A man has an ax. Sam has a sax. Pat has a bass. Max can wag. Dan has a gap. Matt can dab. Zak has a pal.	as, has
		A man was mad. Dan was sad. Nan was at a lab. A cat was bad. Pam was at a dam. Pat was at bat. A cat has a hat.	was
Short O Words			
1	ob, oc, od, off, og, oj, ok, oll, om, on, op, oss, ot, ov, ox, oz	lot, hot, not, rot, cot, dot, got, jot, tot, pot	
2		mop, sop, hop, top, pop, sod, rod, nod, cod, pod	
		A pot was hot. Jan can mop. Pam was hot. Matt was not hot. Sam has a rod. A pot has a dot. Nan can nod. Dan has a cot.	
3		fog, hog, log, jog, dog, bog, fox, pox, box, ox	
4		cob, job, Bob, sob, moss, loss, boss, toss, doll	
		Bob has a box. Rob has a job. A dog was hot. A hog was fat. A dog ran. Ross can hop. Jan has pox. A man has an ox. Pam has a doll. A man can jog.	
5		odd, off, on, con, wok, mom, pompom	
		A dog was on a log. A cat was on a box. A bat was on a mat. Moss was on a log. A fox got on a box. A cat got on a van. Mom was mad. A hat was on a cat. Zak sat on top.	

Part	Sound Blending	Words And Sentences	Sight Words
Short I Words			
1	ib, ic, id, iff, ig, ij, ik, ill, im, in, ip, iss, it, iv, ix, izz	hit, lit, sit, fit, bit, kit, pit, it, mitt, quit	
2		hill, fill, sill, will, mill, dill, bill, pill, gill, quill	
		Jill will fill a box. It will fit. I lit it. Pam can hit it. It can hop. I am ill. Bill sat on a hill top. I am at a mill. Sam has a mitt. It has a bill.	I
3		sip, lip, hip, rip, yip, dip, tip, zip, kip	
4		fin, win, bin, tin, pin, kin, in, mix, fix, six	
		Dan will zip it. Bob can fix it. It has a fin. I will mix it. I am six. Jill did a kip. Will I win? I will win. It has a rip in it. Jan will sip it. A cat got in a box.	
5		wig, fig, rig, big, jig, dig, pig, zigzag	
6		fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz	his
		Bill can dig. Sam is in his van. I will miss him. A man will fix his van. It will hiss. Ann will miss it. It is his bib. It is his kit. A cat can dig. A big pig has a wig.	is his
7		lid, hid, rid, did, kid, dim, him, rim, vim, Kim	
		Tim hid. Six kids hid. Jim did his job. It bit him. Kim will kiss him. It is dim. A lid is on a pot. Jill did a kip. Ron hit him. Did Tom dig it?	
Short U Words			
1	ub, uc, ud, uff, ug, uj, uk, ull, um, un, up, uss, ut, uv, ux, uzz	hut, nut, rut, jut, cut, putt, mutt	
2		rug, mug, hug, bug, jug, dug, tug	
		Jim will tug on it. Nan can cut it. A man is in a hut. A mug is hot. A bug is on a rug. A bug has dots on it. Sam dug it. I can putt it.	
3		sub, rub, tub, hub, cub, hum, mum, sum, yum, gum	
4		fun, run, sun, nun, bun, dull, gull, hull, null	
		Ross will run. I will hum. Ann has fun. It is dull. A ram can run. A dog can run. Jan is in a tub.	

Part	Sound Blending	Words And Sentences	Sight Words
5		cuff, muff, puff, huff, fuss, bus, pus, us	
6		bud, mud, suds, cup, pup, up, fuzz, buzz, tux, lux	
		Bill has a tux. A man dug up a jug. It can buzz. Nan has a muff. It has fuzz on it. Mud is on a hog. Mom will fuss at us. I run up a hill. A pup is up. A dog was on a bus.	
Short E Words			
1	eb, ec, ed, eff, eg, ej, ek, ell, em, en, ep, ess, et, ev, ex, ez	net, let, set, wet, vet, met, get, jet, bet, pet	
2		men, hen, den, ten, pen, leg, beg, keg, peg, egg	
		A dog got wet. Ken met Ann. Ben will not get wet. Nan is a vet. Meg will get a pet. Jon was on a jet. I will get it. A dog can beg. Bill has ten pens.	
3		red, led, fed, bed, fell, sell, yell, well, bell, tell	
4		mess, less, yes, pep, hem, web, fez	
		A web is on a bell. Ken is in bed. It is red. Ross has less. A bag fell. Meg will sell a fan. Yes, Tom did win. Ed fed his dog. A man has a fez. It is a mess.	
Suffix Study			
	Suffix _s With Verbs	run, runs, sit, sits, tap, taps, jog, jogs, get, gets, fill, fills	
		A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.	
	Suffix _s With Nouns	cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids	
		Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet.	
	Suffix _'s	Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog	
		Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big.	

Symbol-Sound Relationships

A.	Sound Charts	Point to the letters on the alphabet and vowel charts. Students say the sound for each letter in unison.
B.	Alphabet Cards	Show the alphabet letter cards one at a time. Students say each letter sound in unison.
C.	Handwriting If you are doing the introductory short u lists, use one of the handwriting books to introduce one new letter per day. Do the related pages in the <i>Exploring Sounds In Words</i> book. Follow the rest of this lesson outline whenever you get to a new set of words.	<ol style="list-style-type: none"> 1) Letter Formation Review: Model how to write several lower case or capital alphabet letters on lines on the board, as a review. Students copy each letter on their papers, while saying the letter sound. 2) Letter Dictation: Dictate the sound for each of the alphabet letters, going in the order in which they are shown on the alphabet cards. Students repeat the sound (not the letter name) as they write the lower case letter on lined paper. After students write each letter, show the letter card, or write the letter on lines on the board. Students should correct their papers if they wrote the wrong letter. Watch to make sure students are forming the letters correctly. If needed, write the letter with a red pencil on the student's paper. Have the student trace it several times and then write the letter again.

Spelling Dictation - Spelling New Words First Helps Students Learn To Read Them

A.	Phonetic Spelling Dictation Other Options: <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. 	<p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> 1) The teacher and students segment the word in unison. (Say each sound separately, pausing between the sounds.) 2) Students segment the word again on their own as they write the letter for each sound to spell the word. 3) Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work. 4) Students look at the word on the board, read it aloud, and correct their word if needed.
B.	Sight Words	<ol style="list-style-type: none"> 1) Introduce new sight words as needed from flashcards. The sequence chart shows when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers. 2) Go through the cards for any previously introduced sight words and have students read them in unison. Select a few words for students to write. Be sure to include any sight words that will be used in the dictated sentence.
C.	Sentence Dictation	<p>After students have reached the first set of sentences, you will be able to add a sentence to the dictation period each day. Select one sentence per day.</p> <ol style="list-style-type: none"> 1) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word. 2) Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed until everyone has written it. 3) Students say each sound separately as they write each short vowel word. 4) If there is a sight word in the sentence, display the card for students to copy. As soon as possible, have students write sight words from memory. 5) Remind students to use correct capitalization and punctuation. 6) Write the sentence on lines on the board. Students look at the sentence and correct their papers as needed.

Working In The Book

A.	Practice Sound Blending	Do the “Silly Sound” pages when you get to them. If you don’t get to a new page, review one or more previous pages. Students pronounce two-letter combinations, putting the sounds together smoothly. If you are going to read short a words, practice the short a silly sounds, and so on. This prepares students to read the related short vowel words. Model each sound combination and have students repeat, until they gain confidence. After that students can say the sounds on their own. Regular practice is the key to developing this skill.
B.	Do The Picture-Word Pages <ul style="list-style-type: none"> Play the Robot Game With The Pictures Play The Robot Game With The Words Students Read The Words 	<ol style="list-style-type: none"> Look at the words in the first column. Start with number one. Pronounce each sound separately, pausing at the arrows. This is a listening activity for the students; you don’t need to point to the letters. Students listen to the sounds, put them together mentally, and find the matching picture. Call on a student to point to the correct picture and say the word. Provide hints as needed. Continue in the same way until all the pictures have been found. Look at the pictures. Start with picture A. Say the sounds in the word, pronouncing each sound separately, pausing briefly between the sounds. Students look at the first column and find the correct word. Call on a student to point to the word and read it aloud. Then have students repeat the word in unison. Students read the words aloud going down and up the second column. If needed, start with the first column, saying each sound going from left to right, putting the sounds together smoothly. Optional last step: The teacher gives a definition or clue about each word, students take turns finding and reading the correct word.
C.	Picture-Sentence Pages	<ol style="list-style-type: none"> Students read new and previously taught sight words from flashcards. Students take turns reading the sentences and finding the matching picture. Students reread the sentences in unison to develop fluency.

Small Groups - Working With The Teacher

A.	Sound/Symbol Relationships	Apple Alphabet Game, Apple Concentration Game
B.	Spelling	Students build two letter combinations and short vowel words with plastic letters.
C.	Letter Connections	<ul style="list-style-type: none"> Play the Raspberry Game. Do the letter connections activity to reinforce two-letter sound blending.
D.	Decoding Skills	<ul style="list-style-type: none"> Play The Blueberry Game. Students Match Words And Pictures Using The Picture/Word Folders.
E.	Sentence Comprehension	Do any of the pocket chart sentence activities described in the teaching guide.
F.	Reading Fluency	<ul style="list-style-type: none"> Have students reread new and review words from flashcards. Have students reread words and sentences from the book.

Listening Comprehension

The teacher reads aloud from a variety of materials, 30 minutes every day.

Free Choice “Center Time” - 30 Minutes

This is a reward period later in the day after students have completed their lessons and their work. Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, math manipulatives, and small figures (animals, dinosaurs, vehicles, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

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

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: www.alphabetletter.com. Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart on page two hundred twenty-two, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Building Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
- 4) **Building Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
- 6) **Segmenting Words** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
- 7) **Changing Just The Beginning Or Ending Sounds** - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
- 8) **Complete The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

Working With Plastic Letters - The numbers below refer to the instructions on the previous page.

2) Students listen to the sounds and place the letters on their mats.

u b n n t h l l

3a) For two-sound blending, students leave the vowel in the bottom section.

b n n t h l l

u

3b) Students listen to the teacher say "ut" and add the correct letter after the vowel.

b n n h l l

u t

3c) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l

b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say "bun" and place letters from left to right to spell the word.

n t h l l

b u n

6a) Students listen to the teacher say "bun" and spell the word.

n t h l l

b u n

6b) Students separate the letters and say the individual sounds, b.....u.....n.

n t h l l

b u n

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

n t h l l

b u n

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

b n h l l

n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n l l

h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t l l

h u b

Words To Spell With Plastic Letters - *Rhyming Short Vowel Words And Sentences*

	<u>New Letters</u>	<u>1. Select The Letters</u> Dictate the sound of each letter. Students find the letter and place it at the top of their work mat, saying its sound.	<u>2. Build Letter Combinations</u> Say the two-sound combinations, using the short vowel sound. Do not separate the letter sounds. Students repeat each combination orally and build it with plastic letters.	<u>3. Spell Words</u> If students can't spell words with plastic letters yet, have them build the letter combinations until they are ready to spell words. Once students are very comfortable spelling the words, you can skip the letter combinations.
Optional Introductory Sequence - Short U Words				
1	t i h l n w u b m r	u, n, n, t, t, m, m, b, h, r, h, l, l, f	un, ut, um, ub, ul, uf, nu, tu, mu, bu, hu, ru, hu, lu, fu	nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum, null, hull, nun, fun, run, bun
2	f x e s	u, s, s, n, n, b, f, t, t, x, h, l, l, r, m, m	us, un, ub, uf, ut, ux, ul, um, su, nu, bu, fu, tu, lu, hu, ru, mu	sun, fun, run, bun, nun, us, bus, fuss, tux, lux, nut, hut, rut, mutt, tub, nub, hub, rub, sub, mum, hum, null, hull
3	j o c d	u, c, f, f, m, t, j, b, d, s, s, l, l, n, x, r, h	uc, uf, um, ut, ub, ud, us, ul, un, ux, cu, fu, mu, tu, ju, bu, du, su, lu, nu, ru, hu	cuff, muff, bud, mud, suds, hull, dull, cut, jut, fun, fuss, sun, us, bus, tux, lux, run, nut, tub, rub, bun, hub, sub
4	a v g	u, r, g, m, h, b, j, d, t, s, s, c, l, l, n, f, f, x	ug, um, ub, uj, ud, ut, us, uc, ul, un, uf, ux, ru, gu, mu, hu, bu, ju, du, tu, su, cu, lu, nu, fu	rug, mug, hug, bug, jug, dug, tug, sum, gum, cut, jut, mud, dull, bud, suds, sun, us, bus, fuss, fun, cuff, tux, lux
5	p	u, p, p, c, h, f, f, b, s, g, l, l, n, t, t, m, r, d, j, x	up, uc, uf, ub, us, ug, ul, un, ut, um, ud, uj, ux	up, cup, pup, huff, puff, cub, sub, gull, null, putt, pus, gum, rug, mug, hub, bug, dug, tug, jug, jut, tux
Short A Words				
1	k	a, m, t, r, s, s, f, h, v, p, c, b	am, at, as, af, av, ap, ac, ab, ma, ta, ra, sa, fa, ha, va, pa, ca, ba	mat, rat, sat, fat, hat, vat, pat, cat, bat, pass, mass, bass, ham, tam, cam, map, rap, sap, tap, tab, cab, am
2	y	a, r, s, s, g, l, n, w, b, t	as, ag, al, an, ab, at, ra, sa, ga, la, na, wa, ba, ta	rag, sag, lag, nag, wag, bag, tag, gab, nab, tab, lab, gal, gas, lass, bass, at, rat, sat, bat, an, ran, tan
3	qu	a, p, d, d, s, s, l, m, f, h, b,	ap, ad, as, al, am, af, ab, pa, da, sa, la, ma, fa, ha, ba	pad, sad, lad, mad, fad, dad, had, bad, ad, add, lap, sap, map, pass, lass, mass, bass, pal, ham, dam, am, lab
4	z	a, m, p, s, s, n, z, l, t, c, g, y	am, ap, as, an, az, al, at, ac, ag, ma, pa, sa, na, za, la, ta, ca, ga, ya	map, sap, nap, zap, lap, tap, cap, gap, yap, am, tam, cam, yam, mass, pass, lass, gas, an, man, pan, tan, can, pal, mat, pat, sat, cat, sag, nag, lag, tag

Words To Spell With Plastic Letters - <i>Rhyming Short Vowel Words And Sentences</i>			
	Select The Letters	Build Letter Combinations	Spell Words
5	a, r, m, h, y, t, c, j, d, d	am, at, ac, aj, ad, ra, ma, ha, ya, ta, ca, ja, da	ram, ham, yam, tam, cam, jam, dam, am, at, rat, mat, hat, cat, ad, add, mad, had
6	a, f, n, m, r, v, c, p, t, b	af, an, am, av, ac, ap, at, ab, fa, na, ma, ra, va, ca, pa, ta, ba, af, an, am, av, ac, ap, at, ab	fan, man, ran, van, can, pan, tan, ban, an, am, ram, cam, tam, map, rap, cap, tap, nap, fat, mat, rat, cat, pat, bat, at, nab, cab, tab
7	a, l, b, n, c, t, d, d, w, x, s, s, f	al, ab, an, ac, at, ad, ax, as, af, la, ba, na, ca, ta, da, wa, sa, fa	lab, nab, cab, tab, dab, wax, sax, tax, fax, ax, an, ban, can, tan, fan, bat, cat, sat, fat, at, ad, lad, sad, fad, dad, add, bass, lass
8	a, m, s, s, p, b, l, g, h, j, y, k	am, as, ap, ab, al, ag, aj, ak, ma, sa, pa, ba, la, ga, ha, ja, ya, ka	mass, pass, bass, lass, gas, has, jazz, pal, yak, ham, yam, jam, am, map, sap, lap, yap, lab, jab, gab, sag, bag, lag
Short O Words			
1	o, l, l, t, t, h, n, r, c, d, g, j, p	ol, ot, on, oc, od, og, oj, op, lo, to, ho, no, ro, co, do, go, jo, po	lot, hot, not, rot, cot, dot, got, jot, tot, pot, doll, on, con, nod, rod, cod, pod, log, hog, dog, jog, lop, top, pop
2	o, m, p, p, s, s, h, t, d, r, n, c, b	om, op, os, ot, od, on, oc, mo, po, so, ho, to, do, ro, no, co	mop, sop, hop, top, pop, sod, rod, nod, cod, pod, moss, toss, pot, hot, dot, rot, not, cot, on, con
3	o, f, f, g, h, l, j, d, d, b, b, x, p, p, t	of, og, ol, oj, od, ob, ox, op, ot, fo, go, ho, lo, jo, do, bo, po, to	fog, hog, log, jog, dog, bog, fox, pox, box, ox, lox, doll, pod, odd, lob, bob, fob, pop, hop, lop, top, pot, got, hot, dot
4	o, c, b, b, j, s, s, m, m, l, l, t, d, d, g, n, r	oc, ob, oj, os, om, ol, ot, od, og, on, co, bo, jo, so, mo, lo, to, do, go, no	cob, job, bob, sob, moss, loss, boss, toss, doll, lob, mom, cod, sod, nod, odd, dot, got, not, lot, bog, job, log, dog, on, rob, rot, rod
5	o, d, d, f, f, n, c, w, k, m, m, p, p, x, b, g, t	od, of, on, oc, ok, om, op, ox, ob, og, ot, do, fo, no, co, ko, mo, po, bo, go, to	odd, off, on, con, wok, mom, pompom, pod, cod, pop, mop, top, box, fox, ox, dog, fog, bog, got, dot, not, cot, pot

Plan for students to spell words with plastic letters in rotating small groups several times a week. They should have at least two sessions for each short vowel. This will build an understanding of the phonetic nature of words that will help students learn to spell and read words phonetically. Developing this skill at the short vowel level lays the foundation for learning to read words with phonics patterns at the next level.

Words To Spell With Plastic Letters - *Rhyming Short Vowel Words And Sentences*

	Select The Letters	Build Letter Combinations	Spell Words
Short I Words			
1	i, h, t, t, l, l, s, s, f, b, b, k, p, m, q, u	it, il, is, if, ib, ik, ip, im, hi, ti, li, si, fi, bi, ki, pi, mi, qui	hit, lit, sit, fit, bit, kit, pit, it, mitt, quit, hill, sill, fill, bill, pill, mill, quill, hiss, kiss, miss, if, fib, bib, hip, tip, lip, sip, kip, him
2	i, h, l, l, f, s, s, w, m, d, d, b, p, g, qu	il, if, is, im, id, ib, ip, ig, hi, li, fi, si, wi, mi, di, bi, pi, gi, qui	hill, fill, sill, will, mill, dill, bill, pill, gill, quill, ill, if, sip, dip, hip, hiss, miss, wig, pig, big, fig, dig, did, lid, hid, bid, him
3	i, s, s, p, l, l, h, r, y, d, t, z, k, f, n	is, ip, il, id, it, iz, ik, if, in, si, pi, li, hi, ri, yi, di, ti, zi, ki, fi, ni	sip, lip, hip, rip, yip, dip, tip, zip, kip, hiss, kiss, sill, hill, dill, till, fill, ill, lid, hid, rid, kid, sit, pit, lit, hit, kit, fit, if, in, pin, tin
4	i, f, n, w, b, b, t, p, k, m, x, s, s, r	if, in, ib, it, ip, ik, im, ix, is, fi, ni, wi, bi, ti, pi, ki, mi, si, ri	fin, win, bin, tin, pin, kin, in, mix, fix, six, if, bib, fib, rib, fit, wit, bit, pit, kit, mitt, six, kiss, miss, nip, tip, kip, sip, rip
5	i, w, g, g, f, r, b, j, d, d, p, z, z, a, n, t	ig, if, ib, ij, id, ip, iz, in, it, wi, gi, fi, ri, bi, ji, di, pi, zi, ni, ti	wig, fig, rig, big, jig, dig, pig, zigzag, if, fib, jib, rid, did, dip, rip, zip, in, win, fin, bin, pin, nib, nip, wit, bit, pit, tip, tin
6	i, f, b, b, r, j, k, s, s, h, m, q, u, z, z, l, l, n, g	if, ib, ij, ik, is, im, iz, il, in, ig, fi, bi, ri, ji, ki, si, hi, mi, qui, zi, li, ni, gi	fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz, if, him, fill, bill, sill, hill, mill, gill, quill, in, fin, bin, kin, fig, big, rig, jig
7	i, l, l, d, d, r, k, m, h, v, p, t, x, s, f	il, id, ik, im, iv, ip, ti, ix, is, if, li, di, ri, ki, mi, hi, vi, pi, ti, si, fi	lid, hid, rid, did, kid, dim, him, rim, vim, (Kim) dill, mill, hill, pill, till, sill, lip, dip, rip, kip, hip, tip, lit, kit, hit, pit, sit, fit, mitt, mix, six, fix
Short U Words			
1	u, h, t, t, n, n, r, j, c, p, p, m, m, s, s, b, f, f, d	ut, un, uj, uc, up, um, us, ub, uf, ud, hu, tu, nu, ru, ju, cu, pu, mu, su, bu, fu, du	hut, nut, rut, jut, cut, putt, mutt, but, nun, pun, fun, bun, sun, sum, hum, mum, muff, huff, cup, pup, us, bus, fuss, mud, bud, sub, nub, tub, rub, cub
2	u, r, g, m, h, b, j, d, t, t, s, s, z, z, f, n, n	ug, um, ub, uj, ud, ut, us, uz, uf, un, ru, gu, mu, hu, bu, ju, du, tu, su, zu, fu, nu	rug, mug, hug, bug, jug, dug, tug, hum, sum, rub, tub, sub, mud, bud, rut, mutt, but, jut, fuzz, buzz, fuss, us, bus, fun, bun, run, sun, nun

Words To Spell With Plastic Letters - <i>Rhyming Short Vowel Words And Sentences</i>			
	Select The Letters	Build Letter Combinations	Spell Words
3	u, s, b, r, t, t, h, c, m, m, y, g, p	us, ub, ut, uc, um, ug, up, su, bu, ru, tu, hu, cu, mu, yu, gu, pu	sub, rub, tub, hub, cub, hum, mum, sum, yum, gum, us, bus, pus, but, hut, cut, gut, mutt, putt, bug, rug, tug, hug, mug, up, cup
4	u, f, f, n, n, r, s, s, b, d, l, l, g, h, m, p	uf, un, us, ub, ud, ul, ug, um, up, fu, nu, ru, su, bu, du, lu, gu, hu, mu, pu	fun, run, sun, nun, bun, dull, gull, hull, null, huff, muff, puff, us, bus, pus, pun, tub, nub, rub, sub, bud, mud, bug, rug, hum, gum, sum
5	u, c, f, f, m, p, p, h, s, s, b, r, t, t	uc, uf, um, up, us, ub, ut, cu, fu, mu, pu, hu, su, bu, ru, tu	cuff, muff, puff, huff, fuss, bus, pus, us, hum, sum, up, cup, pup, cub, hub, sub, rub, tub, cut, mutt, putt, hut, but, rut
6	u, b, d, m, s, s, c, p, p, f, f, z, z, t, t, x, l, l, h	ub, ud, um, us, uc, up, uf, uz, ut, ux, ul, hu, bu, du, mu, su, cu, pu, fu, zu, tu, lu, hu	bud, mud, suds, cup, pup, up, fuzz, buzz, tux, lux, tub, cub, sum, fuss, bus, us, muff, huff, but, cut, hut, mutt, putt, dull, hull
Short E Words			
1	e, n, t, l, l, s, s, w, v, m, g, g, j, b, p	en, et, el, es, ev, em, eg, ej, eb, ep, ne, te, le, se, we, ve, me, ge, je, be, pe	net, let, set, wet, vet, met, get, jet, bet, pet, mess, less, tell, sell, well, bell, hem, leg, beg, peg, egg, web, ten, men, pen
2	e, m, n, h, d, t, p, p, l, l, g, g, b, k, r, w	em, en, ed, et, ep, el, eg, eb, ek, me, ne, he, de, te, pe, le, ge, be, ke, re, we	men, hen, den, ten, pen, leg, beg, keg, peg, egg, met, net, pet, let, get, bet, wet, led, bed, red, wed, pep, web, well, tell, bell
3	e, r, d, l, l, f, b, s, y, w, t, m, g, g, p	ed, el, ef, eb, es, et, em, eg, ep, re, de, le, fe, be, se, ye, we, te, me, ge, pe	red, led, fed, bed, fell, sell, yell, well, bell, tell, web, mess, less, let, bet, set, wet, met, pet, hem, leg, beg, peg, egg
4	e, m, s, s, l, l, y, p, p, h, w, b, f, z, j, t, n	em, es, el, ep, eb, ef, ez, ej, et, en, me, se, le, ye, pe, he, we, be, fe, ze, je, te, ne	mess, less, yes, pep, hem, web, fez, hem, sell, bell, fell, well, yell, yet, met, set, let, pet, wet, bet, jet, men, pen, hen, ten, (Ben, Bess)

Plan for students to spell words with plastic letters in rotating small groups several times a week. They should have at least two sessions for each short vowel. This will build an understanding of the phonetic nature of words that will help students learn to spell and read words phonetically. Developing this skill at the short vowel level lays the foundation for learning to read words with phonics patterns at the next level.

In this book, you can teach short vowel words while students are learning to write the alphabet letters.

Day	Letters	Words And Sentences	Sight Words
1	t		
2	i		
3	h		
4	l		
5	n		
6	w		
7	u		
8	b	nut, hut, tub, nub, hub, bun, nun, hull, null	
9	m		
10	r		
11	f		
12	x	fun, run, muff, huff, rut, mutt, hum, mum, tux, lux	
13	e	net, bet, wet, met, tell, fell, well, bell, hem, web	
14	s	sell, set, less, mess, Bess, us, bus, sun, sub, sum	
15	j	jet, Jeff, Ben, ten, hen, men, jut, fuss	
16	o	not, rot, jot, lot, hot, toss, boss, moss, on, off	
17	c	cot, cob, job, mom, fox, box, ox, cut, cub, cuff	
18	d	rod, nod, cod, odd, dot, doll, dull, bud, mud, suds	
19	a	mat, rat, hat, cat, bat, man, ran, can, jam, ram	
		A bus, A box, A net, A can, A fat cat, A rat sat. A man ran. A ram can run. A man fell. A cat sat on a mat.	A, a
20	v	sad, mad, dad, had, van, vat, sax, ax, dab, nab	
		Mom has a box. Sam has a sax. Dan has a bass. Dad has an ax. Jan had fun. Bess can hum. Jeff can dab. A cat sat on a van. Jan can not nab Max. A mad cat sat on a rat.	as, has
21	g	big, dig, mix, fix, six, in, win, hill, fill, gill	
		I am sad. I will win. I am six. I can add. Jill will fill a box. Tom has a big rig. Bill can dig. Jan will sell a fan. A cat can dig. A cat sat in a box.	I

Day	Letters	Words And Sentences	Sight Words
22	p	sip, rip, tip, pig, him, it, bit, sit, miss, hiss	
		I will mix it. I can fix it. I will miss him. A web is on a bell. It can run. It can not run. It can hiss. Will it fit? It will fit. Jeff is on his bus. Tim is in his tub. A big pig has a wig.	I, is, his
23	k	kiss, kid, hid, did, rid, log, dog, got, hop, pot	
		A kid hid. It can hop. Mom will mop. Moss is on a log. Kim will kiss him. Jim did his job. A lid is on a pot. A dog can run. A dog is on a log. Bill is on a hill top.	I, is, his
24	y	red, bed, yes, yell, keg, get, vet, pet, pen, den	
		A cub is in his den. Ed fed him. I will get it. Ben is a vet. A dog bit his leg. A cat is on a keg. Jeff is on his jet. Jill is in bed. Jill is ill. A dog can beg. Ed fell. Ed will yell.	I, is, his
25	qu	rag, sag, lag, nag, wag, bag, tag, gas, pass, pan	
		Max can wag. A man has a hat. Did it sag? A van has gas. A bag fell. Nan has a pan. A cat got on a box. Rob is sad. Pam has a cat. I hit it.	as, has
26	z	map, nap, zap, tap, cap, gap, yap, pat, pal, pad	
		A man was mad. A hog was fat. A dog was hot. A man has a map. A tag was on a bag. Jim has a cap. Jim has a gap. It was a big mess. Matt has a pal. A hat was on a cat.	as, has, was
	Suf. _s	runs, sits, taps, jogs, gets, fills	
		A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.	
27		dug, bug, rug, jug, gull, up, cup, pup, putt, puff	
		Nan was at a lab. A bug was on a rug. I can run up a hill. Gus will tug on it. I will huff and puff. I can putt it. Pam was hot. Jeff was not hot. A pup is up. A man dug up a jug.	as, has, was
	Suf. _s	cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids	
		Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet.	
28		jazz, buzz, fuzz, fez, zip, fizz, quiz, quit, quill, quilt	
		It has fuzz on it. Ben has a nap. Meg has a pet. A man has a fez. It is a quiz. I can buzz. Bill will zip it. Pat was at bat. A man was in a hut. It was not on. It was off.	as, has, was
	Suf. _'s	Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog	
		Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big.	

Lesson Plan - Mixed Short Vowel Words And Sentences		Page 1
Symbol-Sound Relationships		
A.	Sound Charts	Point to the letters on the alphabet and vowel charts. Students say the sound for each letter in unison.
B.	Alphabet Cards	Show the alphabet letter cards one at a time. Students say each letter sound in unison.
C.	Handwriting IF students are learning to write the letters of the alphabet, they will only go on to the next section after they have learned enough letters. The sequence chart shows when to introduce each new set of words.	<ol style="list-style-type: none"> 1) IF students <u>have learned</u> how to write all of the alphabet letters - Review how to write a few lower case and/or capital alphabet letters on lines on the board. Students copy each letter on their papers, while saying the letter sound. IF students <u>have not learned</u> how to write all of the alphabet letters - Use one of the handwriting books to introduce one new letter per day. (If you wish, also do the related pages in the <i>Exploring Sounds In Words</i> book.) 2) Letter Dictation - Dictate the sounds for all of the alphabet letters that have been taught, going in this order: t i h l n w u b m r f x e s j o c d a v g p k y qu z. Students repeat the sound (not the letter name) as they write the lower case letters on lined paper. After students write each letter, show the letter card, or write the letter on lines on the board. Students correct their papers if they have written the wrong letter. If letter formation for a letter is poor, write the letter with a red pencil on the student's paper. Have the student trace it several times and then copy it.
Spelling Dictation - Spelling New Words First Helps Students Learn To Read Them		
A.	Phonetic Spelling Dictation Other Options: <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. 	<p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> 1) The teacher and students segment the word in unison. (Say each sound separately, pausing between the sounds.) 2) Students segment the word again on their own as they write the letter for each sound to spell the word. 3) Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work. 4) Students look at the word on the board, read it aloud, and correct their word if needed.
B.	Sight Words	<ol style="list-style-type: none"> 1) Introduce new sight words as needed from flashcards. The sequence chart shows when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers. 2) Go through the cards for any previously introduced sight words and have students read them in unison. Students read each word and copy it onto their papers. Be sure to include any sight words that will be used in the dictated sentence.
C.	Sentence Dictation	<p>After students have reached the first set of sentences, you will be able to add a sentence to the dictation period each day. Select one sentence per day.</p> <ol style="list-style-type: none"> 1) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word. 2) Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed until everyone has written it. 3) Students say each sound separately as they write each short vowel word. 4) If there is a sight word in the sentence, display the card for students to copy. 5) Remind students to use correct capitalization and punctuation. 6) Write the sentence on lines on the board. Students look at the sentence and correct their papers as needed.

Working In The Book

A.	Practice Sound Blending	Do the “Silly Sound” pages when you get to them. If you don’t get to a new page, review one or more previous pages. Students pronounce two-letter combinations, putting the sounds together smoothly. If you are going to read short a words, practice the short a silly sounds, and so on. This prepares students to read the related short vowel words. Model each sound combination and have students repeat, until they gain confidence. After that students can say the sounds on their own. Regular practice is the key to developing this skill.
B.	Do The Picture-Word Pages <ul style="list-style-type: none"> Play the Robot Game With The Pictures Play The Robot Game With The Words Students Read The Words 	<ol style="list-style-type: none"> Look at the words in the first column. Start with number one. Pronounce each sound separately, pausing at the arrows. This is a listening activity for the students; you don’t need to point to the letters. Students listen to the sounds, put them together mentally, and find the matching picture. Call on a student to point to the correct picture and say the word. Provide hints as needed. Continue in the same way until all the pictures have been found. Look at the pictures. Start with picture A. Say the sounds in the word, pronouncing each sound separately, pausing briefly between the sounds. Students look at the first column and find the correct word. Call on a student to point to the word and read it aloud. Then have students repeat the word in unison. Students read the words aloud going down and up the second column, referring to the first column as needed. Optional last step: The teacher gives a definition or clue about each word, students take turns finding and reading the correct word.
C.	Picture-Sentence Pages	<ol style="list-style-type: none"> Students read new and previously taught sight words from flashcards. Students take turns reading the sentences and finding the matching picture. Students reread the sentences in unison to develop fluency.

Small Groups - Working With The Teacher

A.	Sound/Symbol Relationships	Apple Alphabet Game, Apple Concentration Game
B.	Spelling	Students build two letter combinations and short vowel words with plastic letters.
C.	Letter Connections	<ul style="list-style-type: none"> Play the Raspberry Game. Do the letter connections activity to reinforce two-letter sound blending.
D.	Decoding Skills	<ul style="list-style-type: none"> Play The Blueberry Game. Students Match Words And Pictures Using The Picture/Word Folders.
E.	Sentence Comprehension	Do any of the pocket chart sentence activities described in the teaching guide.
F.	Reading Fluency	<ul style="list-style-type: none"> Have students reread new and review words from flashcards. Have students reread words and sentences from the book.

Listening Comprehension

The teacher reads aloud from a variety of materials, 30 minutes every day.

Free Choice “Center Time” - 30 Minutes

This is a reward period later in the day after students have completed their lessons and their work. Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, math manipulatives, and small figures (animals, dinosaurs, vehicles, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

Words To Spell With Plastic Letters - *Mixed Short Vowel Words And Sentences*

Have students use plastic letters to make the letter combinations and words shown on this chart. Work with one section per lesson. Choose the section that goes with the most recently introduced handwriting letter. If students are able to write the letters independently, you can also begin dictating some of the words for students to spell on lined paper.

	New Letters	1. <u>Select The Letters</u> Say the sound of each letter; students find the letter and place it on a work mat.	2. <u>Build Letter Combinations</u> After students become confident spelling the words you can skip this step, if you wish.	3. <u>Spell Words</u> If students can't spell the words, do just the letter combinations until they are ready for words.
1	T t			
2	I i	It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with i.		
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	u, t, b, h, l, l, n, n	ut, ub, ul, un, tu, bu, hu, lu, nu	tub, hut, hull, hub, nut, null, nun, nub, but, bun
9	M m			
10	R r			
11	F f			
12	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
13	E e	t, h, l, l, n, w, b, m, f, e	et, el, en, eb, em, ef, te, he, le, ne, we, be, me, fe	net, bet, wet, met, let, tell, fell, well, bell, hem, web, ten, hen, men
14	S s	t, h, l, l, n, w, b, m, f, e, s, s	et, el, en, eb, em, ef, es, te, he, le, ne, we, be, me, fe, se	sell, set, less, mess Review Words: net, bet, wet, met, let, tell, fell, well, bell, hem, web, ten, hen, men
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux
16	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss

Words To Spell With Plastic Letters - *Mixed Short Vowel Words And Sentences*

	New Letters	Select The Letters Say the sound of each letter; students find the letter and place it on a work mat.	Build Letter Combinations <u>After</u> students become confident spelling the words you can skip this step, if you wish.	Spell Words If students can't spell the words, do just the letter combinations until they are ready for words.
19	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass
20	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
21	Gg	i, t, t, h, l, l, w, b, b, f, s, m, d, g, n, r, j	it, il, ib, if, is, im, id, ig, in, ij, ti, hi, li, wi, bi, fi, si, mi, di, gi, ni, ri, ji	it, hit, lit, wit, bit, fit, sit, mitt, ill, till, hill, will, bill, mill, fill, sill, dill, gill, in, tin, win, bin, fin, nib, bib, rib, fib, wig, big, rig, fig, jig, dig
22	Pp	i, h, m, r, d, d, v, f, x, s, s, l, l, b, b, t, p, n, w, g, j	im, id, iv, if, ix, is, il, ib, it, ip, in, ig, ij, hi, mi, ri, di, vi, fi, xi, li, bi, ti, pi, ni, wi, gi, ji	him, rim, dim, vim, if, mix, fix, six, hiss, miss, hid, lid, bid, rid, did, tip, hip, lip, rip, sip, dip Review Words: it, fit, sit, hill, fill, in, win, bib, wig, big, rig, fig, jig, dig
23	Kk	i, o, k, t, n, s, s, d, d, p, p, h, g, l, l, b, f, j, m, w, r	ik, it, in, is, id, ip, ig, il, ib, if, ij, im, ki, ti, ni, si, di, pi, hi, gi, li, bi, fi, ji, mi, wi, ri, ok, ot, on, os, od, op, og, ol, ob, of, oj, om, ko, to, no, so, do, po, ho, go, lo, bo, fo, jo, mo, ro	kit, kin, kiss, kid, kip, hog, log, bog, fog, jog, dog, got, top, hop, lop, mop, sop, pop, pod, wok Review Words: pin, pill, pit, pig, lip, tip, hip, rip, sip, did, dig, fig, jig, pig, rig, wig, gill
24	Yy	e, j, t, v, g, p, p, y, d, n, l, l, b, r, f, k, s, m, h, w	ej, et, ev, eg, ep, ed, en, el, eb, ef, ek, es, em, je, te, ve, ge, pe, ye, de, ne, le, be, re, fe, ke, se, me, he, we	jet, vet, get, pet, yet, den, dell, led, bed, red, fed, leg, beg, peg, pen, pep, keg, yes, yell Review Words: jet, ten, men, hen, net, wet, met, tell, fell, well, bell, hem, web
25	Qq	a, t, l, n, g, w, b, s, s, p, d, d, m, c, y, k, v, x, h, r, j	at, al, an, ag, ab, as, ap, ad, am, ak, av, ax, aj, ta, la, na, ga, wa, ba, sa, pa, da, ma, ca, ya, ka, va, ha, ra, ja	tag, lag, nag, wag, bag, sag, gab, gas, gap, pat, pal, pan, pass, pad, tap, lap, nap, map, sap, cap, yap, yak, yam Review Words: van, vat, ax, tax, wax, sad, dad, had, cat, rat, man, ran, jam, ram, jab
26	Zz	u, t, t, g, h, b, m, r, j, d, l, l, p, p, f, f, s, c, n, x	ut, ug, ub, um, uj, ud, ul, up, uf, us, uc, un, ux, tu, gu, hu, bu, mu, ru, ju, du, lu, pu, fu, su, cu, nu	tug, hug, bug, mug, rug, jug, dug, gull, gum, putt, puff, pus, up, cup, pup Review Words: hut, nut, hub, tub, hum, mud, bud, bun, but, tux, bus, us, sun, dull, hull, cut, cub, cuff
		a, e, i, u, j, z, z, b, f, p, q, t, l, l, m, n, r, d, g, s, s	aj, az, ab, af, ap, at, al, am, an, ad, ag, as, ej, ez, eb, ef, ep, et, el, em, en, ed, eg, es, ij, iz, ib, if, ip, it, il, im, in, id, ig, is, uj, uz, ub, uf, up, ut, ul, um, un, ud, ug, us	jazz, buzz, fuzz, fez, zip, fizz, quiz, quit, quill, quilt Review Words: jam, jab, bun, fun, run, ran, fell, fed, fin, fan, fun, fig, bit, bat, bill, bell, bus, us, up, fuss, miss, hiss, if

At this point, review any sets of words as needed. Then select any two short vowels and have students spell words with both short vowels in the same lesson. Repeat with various short vowel combinations.

Mixed Short Vowel Words And Sentences - Word Lists For Written Dictation

Day	HWr Intro	Words To Spell
1.	T t	
2.	I i	
3.	H h	
4.	L l	
5.	N n	
6.	W w	
7.	U u	nut, hut, hull, lull, null
8.	B b	but, bun, tub, hub, nub
9.	M m	mutt, mull, mum, hum
10.	R r	run, rub
11.	F f	fun, huff, buff, muff
12.	X x	tux, lux, fix, mix, hit, fit, bit, lit, it, mitt, him, win, will, hill fill, bill, mill, I
13.	E e	let, net, wet, bet, met, tell, well, bell, fell, ten, hen, men, Ben, web, hem
14.	S s	set, sell, less, Bess, mess, is, his, hiss, miss, us, bus, fuss, sun, sub, sum
15.	J j	jet, Jeff, jut, jib, Jill, Jim
16.	O o	hot, lot, not, rot, jot, on, off, log, jog, rob, sob, toss, loss, moss, boss, Ross, ox, box, fox
17.	C c	cot, con, cob, cut, cub, cuff
18.	D d	dot, doll, Don, nod, rod, sod, cod, dull, bud, mud, suds, did, hid, lid, rid, bid, led, bed, Ted, Ed, red, wed, fed, den
19.	A a	at, hat, bat, mat, rat, fat, fad, an, tan, man, ran, fan, Jan, Dan, can, tab, cab, lab, jab, dab, am, ram, Sam, jam, ax, tax, wax, sax, fax, bass, lass, mass, had, lad, bad, mad, fad, sad, dad, a, was
20.	V v	van, vat, vet, vim
21.	G g	gas, tag, lag, bag, rag, sag, get, leg, gum, rug, bug, dig, wig, log, dog, hog, jog, got
22.	P p	pat, pan, Pam, pass, pad, tap, lap, nap, sap, gap, pot, top, hop, pop, pet, pen, puff, putt, cup, up, lip, sip, tip, pill, pin, pit
23.	K k	kit, Kim, kiss, kid, keg, Ken, wok
24.	Y y	yam, yak, yes, yell, yet, yum
25.	Q q	quit, quill
26.	Z z	zip, fizz, zap, jazz, buzz, fuzz
27.	_s	runs, gets, pops, cuts, pats, jogs, sits, zips
28.	_s, _'s	cats, dogs, pets, pigs, beds, mops, nets, logs, rags, jugs

Mixed Short Vowel Words And Sentences - Optional Word Lists For Written Dictation		
Day	Part 2 Intro	Words To Spell
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.	sh	shell, mesh, rush, hush, shut, wish, fish, shin
16.	ē	we, be, he, she, me
17.	ō	no, so
18.	th, th	thin, this, then, them, Beth, Seth, moth, thud
19.	ö	to, do, into, onto, mash, sash, sham, that, than, bath, math
20.	ā	
21.	ch	chat, Chad, chum, chug, chin, chill
22.	ng	ring, sing, wing, thing, rang, sang, hang, long, song, gong, hung, sung, rung
23.	ū	
24.	oi oy	oil, boil, soil, coin, join, toy, boy, joy
25.	ou ow	out, our, sour, loud, shout, ouch, couch, mouth, cow, now, how, down, town, owl
26.	ü	put, push, bush, pull, full, bull
27.	ä	all, call, fall, hall, ball, tall, wall
28.	(zh)	(zh=hair dryer sound)

Mixed Short Vowels - Introducing Part 2 Of The Sound Story (Optional At This Level)

Teach students how to write t, i, h, l, n, w, u, b, m, r, f, x, e, and s, introducing one letter per day, following the regular sequence chart. Beginning with the letter j, teach students how to write the letter, introduce new short vowel words from the sequence chart to spell and read, and also introduce a new pattern from part two of the sound story as shown below. Students can practice spelling a few of the listed words on this chart in addition to the new short vowel words.

Handwriting Introduction	Introduce From The Sound Story, Part 2	Words That Can Be Spelled
J j	sh, review ī	shut, rush, shell, mesh
O o	ē	he, we, be, me, she
C c	ō	no, so
D d	th, th	then, them, Beth, Seth, thus
A a	ö	to, do (that, than, math, bath)
V v	ā	(No new part two words at this time)
G g	ch	chum, much, such, chess, chin, chill, rich
P p	ng	sing, wing, ring, song, long, rang, hang, hung
K k	ū	(No new part two words at this time)
Y y	oi, oy	oil, soil, coil, coin, join, boy, toy, joy
Q q	ou, ow	out, shout, our, loud, couch, cow, now, how, down, owl
Z z	ü	bush, push, pull, full, bull, put
Suffix _s	ä	all, fall, hall, tall, call, wall, ball
Suffix _'s	(zh)	(No new part two words at this time)

Part 2: Beyond The Alphabet Sounds
A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/shp)

The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the main, they heard a squeaking sound, "see, see, see." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (sh/mouse)

At first, they didn't see the mouse. Then it ran right by Mom's feet. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (sh/mouse)

A Snowy Day
The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "tthhhhh" sound could be heard as the steam escaped from the tea kettle. (th/thunk)

Dad was up early, too. After his shower, he shaved with an electric razor. "Tthhhhh," was the sound that it made as he trimmed off his whiskers. (th/thus)

Before long, it was light enough to see outside. The sky was overcast, as the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (sh/snow)

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sh

ē

ō

th

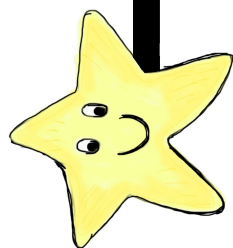
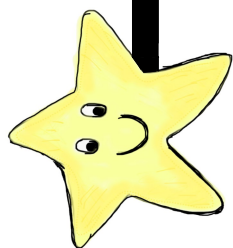
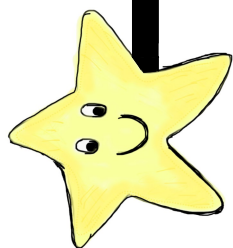
th

"Beyond The Alphabet" Sounds

ī	sh	ē	ō
th	th	ö	ā
ch	ng	ū	oi oy
ou ow	ü	ä	measure, vision, azure, garage

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Copy the arrows on the next page onto white cardstock. Cut into separate arrows strips. Students place a card above their work mat when spelling with plastic letters, to remind them to spell words going from left to right. The strips can also be placed above books when reading and above students' papers when writing.



Sequence Chart - <i>Two-Page Short Vowel Words And Sentences</i>		Page 1
Silly Sounds - Two-Letter Sound Blending		
ab, ac, ad, af, ag, aj, ak, al, am, an, ap, as, at, av, ax, az ob, oc, od, of, og, oj, ok, ol, om, on, op, os, ot, ov, ox, oz ib, ic, id, if, ig, ij, ik, il, im, in, ip, is, it, iv, ix, iz ub, uc, ud, uf, ug, uj, uk, ul, um, un, up, us, ut, uv, ux, uz eb, ec, ed, ef, eg, ej, ek, el, em, en, ep, es, et, ev, ex, ez		
Words And Sentences		Sight Words
Short A Words		
fan, hat, lap, man, nap, ran, sad, van, wag, yak		
bag, cat, dad, gas, jam, pan, tag, zap, ax, add		
A rat sat. A ram ran. A man had a hat. Sam ran a lap. Max had a nap. A cat sat. A man can wax a van.		A, a
Nan has a fan. A man has a hat. Pam has a pan. Dad has a cat. A man has an ax. Sam has a sax. Pat has a bat. A man has a van. Max has a bass. Dan has a gap.		as, has
Max was mad. Dan was sad. Nan was at a lab. A cat was fat. A cat was bad. A rat was fat. Pam was at a dam.		was
Short O Words		
fox, hot, hop, log, mop, mom, not, rod, sob, wok		
pot, box, jog, cot, dog, doll, got, top, on, off		
Mom can mop. Moss was on a log. A hog was fat. Pam was hot. Rob was not hot. A bat was on a mat. A hat was on a cat. A tag was on a bag. Mom was mad.		
A dot was on a pot. A dog was on a log. Bob has a box. A dog was hot. A fox got on a box. A cat got on a box. Tom can jog.		
Short I Words		
fill, him, lid, mix, rib, rim, six, sit, quit, quiz		
big, zip, dig, gill, jig, kiss, win, tip, pill, in		
I win. I miss him. I hid. I will sip it. I lit it. I will hit it. I can mix it. I can zip it. I am a kid. I am a pig.		I
Jan is ill. Dan is six. Pam is at a dam. A man is in a cab. Jill is at a lab. It is his bib. Jim has his cat. It can hop. It is his kit. Sam will wax his van.		is, his
Bill will fix it. Kim will kiss him. A big pig has a wig. It bit him. Rob did his job. Did Pat dig it? Pam will miss it. It can hiss. Bill is on a hill top. A lid is on a pot.		

Sequence Chart - <i>Two-Page Short Vowel Words And Sentences</i>		Page 2
Words And Sentences		Sight Words
Short U Words		
run, rug, sum, sun, hug, hut, mud, mug, fun, nut		
bug, bus, cup, dug, gum, jug, pup, tub, up, us		
I can run. Mom will fuss. Pam can hum. Jan has a muff. Jill has fun on a box. It has fuzz on it. Mud is on a pig. A mug is hot. Gus is on a bus. Mom cut it.		
A pup is up. A bug is on a rug. Jan ran up a hill. Bill has a tux. A man dug up a jug. It can buzz. It can run. A man is in a hut. Jim will tug on it. Nan can cut it.		
Short E Words		
fell, hen, leg, men, net, red, set, web, yell, vet		
bed, bell, den, get, jet, keg, pen, pet, ten, egg		
A web is on a bell. Ken is in bed. Ted fed Ned. I will get a pet. Ben will not get wet. Jeff is on a jet. Ned met Bess. Ed fed his dog. Meg will sell a fan. Tom fell. Tom will yell.		
A dog got wet. I will get it. Yes, Tom did win. A bag fell. It is a big mess. Don has less. A dog bit his leg. Jan is a vet. It is red.		
Suffix Study		
Suffix _s with verbs: run, runs, sit, sits, tap, taps, jog, jogs, get, gets, fill, fills		
A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.		
Suffix _s with nouns: cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids		
Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet.		
Apostrophe _'s: Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog		
Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big.		

Symbol-Sound Relationships

A.	Sound Charts	Point to the letters on the alphabet and vowel charts. Students say the sound for each letter in unison.
B.	Alphabet Cards	Show the alphabet letter cards one at a time. Students say each letter sound in unison.
C.	Handwriting If needed, start by reading the sound story aloud to the students over a period of several days. Use the <i>Manuscript Handwriting On Letter Sized Paper</i> book to review how to write the alphabet letters.	<ol style="list-style-type: none"> 1) Review how to write a few lower case and/or capital alphabet letters on lines on the board. Students copy each letter on their papers, while saying the letter sound. 2) Letter Dictation - Dictate the sounds for all of the alphabet letters, going in this order: t i h l n w u b m r f x e s j o c d a v g p k y qu z. Students repeat the sound (not the letter name) as they write the lower case letters on lined paper. Move around the room to be sure students are writing the letters correctly. If the formation for a letter is not correct, write the letter with a red pencil on the student's paper. Have the student trace it several times and then copy it.

Spelling Dictation

A.	Phonetic Spelling Dictation Other Options: <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. 	<p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> 1) The teacher and students segment the word in unison. (Say each sound separately, pausing between the sounds.) 2) Students segment the word again on their own as they write the letter for each sound to spell the word. 3) Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work. 4) Students look at the word on the board, read it aloud, and correct their word if needed.
B.	Sight Words	<ol style="list-style-type: none"> 1) Introduce new sight words as needed from flashcards. The sentence pages show when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers. 2) Go through the cards for any previously introduced sight words and have students read them in unison. Select a few words for students to write. Be sure to include any sight words that will be used in the dictated sentence.
C.	Sentence Dictation	<p>After students have reached the first set of sentences, you will be able to add a sentence to the dictation period each day. Select one sentence per day.</p> <ol style="list-style-type: none"> 1) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word. 2) Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed until everyone has written it. 3) Students say each sound separately as they write each short vowel word. 4) If there is a sight word in the sentence, display the card for students to copy. As soon as possible, have students write sight words from memory. 5) Remind students to use correct capitalization and punctuation. 6) Write the sentence on lines on the board. Students look at the sentence and correct their papers as needed.

Reading From The Book

A.	Practice Sound Blending	Pages for practicing two-letter vowel-consonant sound blending are included after the alphabet charts. These letter combinations are called silly sounds, because they have no meaning. Students pronounce each two-letter combination, putting the sounds together smoothly. Practice the silly sounds for one short vowel each day. If you are going to read short a words, practice the short a silly sounds, and so on. Model each sound combination and have students repeat, until they gain confidence. After that, students can say the sounds on their own. Regular practice is the key to developing this skill.
B.	Do The Picture-Word Pages <ul style="list-style-type: none"> Play the Robot Game With The Pictures Play The Robot Game With The Words Students Read The Words 	<ol style="list-style-type: none"> 1) Look at the words in the first column. Start with number one. Pronounce each sound separately, pausing at the arrows. This is a listening activity for the students; you don't need to point to the letters. Students listen to the sounds, put them together mentally, and find the matching picture. Call on a student to point to the correct picture and say the word. Provide hints as needed. Continue in the same way until all the pictures have been found. 2) Look at the pictures. Start with picture A. Say the sounds in the word, pronouncing each sound separately, pausing briefly between the sounds. Students look at the first column of words and find the correct word. Call on a student to point to the word and read it aloud. Then have students repeat the word in unison. 3) Students read the words aloud going down and then back up the second column. If needed, start with the first column, saying each sound going from left to right, putting the sounds together smoothly. 4) Optional last step: The teacher gives a definition or clue about each word. Students take turns finding and reading the correct word.
C.	Picture-Sentence Pages	<ol style="list-style-type: none"> 1) Students read new and previously taught sight words from flashcards. 2) Students take turns reading the sentences and finding the matching picture. 3) Students reread the sentences in unison to develop fluency.

Small Groups - Working With The Teacher

A.	Sound/Symbol Relationships	Apple Alphabet Game, Apple Concentration Game
B.	Spelling	Students build two letter combinations and short vowel words with plastic letters. See the list of words to build.
C.	Letter Connections	<ul style="list-style-type: none"> Play the Raspberry Game. Do the letter connections activity to reinforce two-letter sound blending.
D.	Decoding Skills	<ul style="list-style-type: none"> Play The Blueberry Game. Students Match Words And Pictures Using The Picture/Word Folders.
E.	Sentence Comprehension	Do any of the pocket chart sentence activities described in the teaching guide.
F.	Reading Fluency	<ul style="list-style-type: none"> Have students reread new and review words from flashcards. Have students reread words and sentences from the book.

Listening Comprehension

The teacher reads aloud from a variety of materials, 30 minutes every day.







Free Choice "Center Time" - 30 Minutes

This is a reward period later in the day after students have completed their lessons and their work. Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, math manipulatives, and small figures (animals, dinosaurs, vehicles, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

Introducing Part 2 Of The Sound Story - *Two-Page Short Vowels* (Optional)


If students are confident spelling and reading the first sets of short vowel words, you can begin introducing new patterns from part two of the sound story as shown below. Introduce a maximum of one new pattern per day. Students can practice spelling some of the listed words on this chart in addition to the new short vowel words. If students are not yet confident with short vowel words, wait to introduce these patterns until students begin the phonics patterns level.

Introduce From The Sound Story, Part 2	Words That Can Be Spelled
sh, review ī	shut, rush, shell, mesh
ē	he, we, be, me, she
ō	no, so
th, th	then, them, Beth, Seth, thus
ö	to, do (that, than, math, bath)
ā	(No new part two words at this time)
ch	chum, much, such, chess, chin, chill, rich
ng	sing, wing, ring, song, long, rang, hang, hung
ū	(No new part two words at this time)
oi, oy	oil, soil, coil, coin, join, boy, toy, joy
ou, ow	out, shout, our, loud, couch, cow, now, how, down, owl
ü	bush, push, pull, full, bull, put
ä	all, fall, hall, tall, call, wall, ball
(zh)	(No new part two words at this time)


<p>Part 2 Beyond The Alphabet Sounds</p> <p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat.</p> <p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, "see, see, see." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (s/see)</p> <p>At first, they didn't see the mouse. Then it ran right by Mom's feet. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (s/see)</p>		sh
<p>A Snowy Day</p> <p>The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "tmbbbl" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p> <p>Dad was up early, too. After his shower, he shaved with an electric razor. "Trrrhh," was the sound that it made as he trimmed off his whiskers. (th/thud)</p>		ē
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (o/ha)</p>		ō
		th
		th
		ö

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151 Mixed Short Vowel Words And Sentences




sh




ē

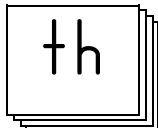


ō



th





ī	sh	ē	ō
th	th	ö	ā
ch	ng	ū	oi oy
ou ow	ü	ä	measure, vision, azure, garage

Say the sound for each letter or pattern.

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Mixed Short Vowel Words And Sentences

Words To Build With Plastic Letters - Two-Page Short Vowel Words And Sentences

Lesson	Letters To Select	<u>First Build These Chunks</u> (If previously mastered, omit)	<u>Next Build These Words</u> These are the words on the picture/word pages.
1	a, f, n, h, t, l, p, m, r, s, d, v, w, g, y, k	fa, na, ha, ta, la, pa, ma, ra, sa, da, va, wa, ga, ya, ka, af, an, at, al, ap, am, as, ad, av, ag, ak	fan, hat, lap, man, nap, ran, sad, van, wag, yak <u>Extra Words</u> : fat, fad, ham, lad, lag, mat, map, mad, nag, rat, ram, rag, sat, sag, sap, vat, yam, yap
2	a, b, g, c, t, d, d, s, j, m, p, n, z, x	ab, ag, ac, at, ad, as, aj, am, ap, an, az, ax, ba, ga, ca, ta, da, sa, ja, ma, pa, na, za	bag, cat, dad, gas, jam, pan, tag, zap, ax, add <u>Extra Words</u> : bat, bag, bad, cap, can, gap, jab, pat, pad, tan, tap, tax, tab
3	i, f, l, l, h, m, d, x, r, b, s, t, q, u, z	fi, li, hi, mi, di, ri, bi, si, ti, zi, qui, if, il, im, id, ix, ib, is, it, iz	fill, him, lid, mix, rib, rim, six, sit, quit, quiz <u>Extra Words</u> : fit, fix, fib, hit, hid, lit, if, it, ill
4	i, b, g, z, p, d, l, l, j, k, s, s, w, n, t	ib, ig, iz, ip, id, il, ij, ik, is, in, it, bi, gi, zi, pi, di, li, ji, ki, si, wi, ni, ti	big, zip, dig, gill, jig, kiss, win, tip, pill, in <u>Extra Words</u> : bit, bid, bill, bin, dill, dip, kit, kin, will, wig, tip, till, tin, pig, pin, pit, it, ill
5	o, f, x, h, t, l, g, m, m, p, n, r, d, s, b, w, k	fo, ho, to, lo, go, mo, po, no, ro, do, so, bo, of, ox, ot, ol, og, om, op, on, od, os, ob, ok	fox, hot, hop, log, mop, mom, not, rod, sob, wok <u>Extra Words</u> : fog, ox, hog, lot, mob, nod, rot, sop, sod
6	o, p, t, b, x, j, g, c, d, l, l, n, f, f	op, ot, ob, ox, oj, og, oc, od, ol, on, of, po, to, bo, jo, go, co, do, lo, no, fo	pot, box, jog, cot, dog, doll, got, top, on, off <u>Extra Words</u> : pox, pop, bog, jot, job, cod, cob, dot, tot, ox, fox
7	u, b, g, s, c, p, p, d, m, j, t	bu, gu, su, cu, pu, du, mu, ju, tu, ub, ug, us, uc, up, ud, um, uj, ut	run, rug, sum, sun, hug, hut, mud, mug, fun, nut <u>Extra Words</u> : tug, gum, dug, gun, us
8	u, r, n, g, s, m, n, h, t, d, f	un, ug, us, um, un, ut, ud, uf, ru, nu, gu, su, mu, nu, hu, tu, du, fu	bug, bus, cup, dug, gum, jug, pup, tub, up, us <u>Extra Words</u> : cut, jut, pus, pun, sub, sum, mug, but
9	e, f, l, l, h, n, g, m, t, r, d, s, w, b, y, v	fe, le, he, ne, ge, me, te, re, de, se, we, be, ye, ve, ef, el, en, eg, em, et, ed, es, eb, ev	fell, hen, leg, men, net, red, set, web, yell, vet <u>Extra Words</u> : fed, let, led, met, sell, wet, well, wed, yes, yet
10	e, b, d, l, l, n, g, g, t, j, k, p	eb, ed, el, en, eg, et, ej, ek, ep, be, de, le, ne, ge, te, je, ke, pe	bed, bell, den, get, jet, keg, pen, pet, ten, egg <u>Extra Words</u> : beg, bet, peg, tell, led, let, leg, net

Section 1- For students who already know all of the alphabet letters and their sounds.

	Short Vowel	Rhyming Words	Words That Start With The Same Letters
1	a	bat, cat, fat, hat, mat, pat, rat, sat, tat, vat cap, gap, lap, map, nap, rap, sap, tap, zap bag, gag, hag, lag, nag, rag, sag, tag, wag	
2	a	bam, cam, dam, ham, jam, lam, ram, tam, yam bad, cad, dad, fad, had, lad, mad, pad, sad can, fan, man, pan, ran, tan, van, yak	
3	a	cab, dab, jab, lab, nab, tab, gaff bass, lass, mass, pass, gas, * as, * has, * was, jazz fax, lax, max, sax, tax, wax, pal, gal	A star * is used to indicate sight words.
4	a		bad, bag, bam, ban, bat, bass cab, cad, cam, can, cap, cat sad, sag, sap, sat, sax, sass
5	a		tab, tad, tag, tam, tan, tap, tat, tax rag, ram, ran, rap, rat, razz, at, am, *as mad, man, map, mat, max, mass, ax, ad, add
6	a		lab, lad, lag, lam, lap, lax, van, vat gab, gag, gal, gap, gas, wag, wax, * was had, hag, ham, hat, * has, zap
7	a		pad, pal, pan, pat, pass, yak, yam, yap fad, fan, fat, fax, nab, nag, nap jab, jam, jazz, dab, dad, dam
8	o	cot, dot, got, hot, jot, lot, not, pot, rot, tot bob, cob, fob, job, lob, rob, sob bog, cog, dog, fog, hog, jog, log	
9	o	cod, God, nod, pod, rod, sod, odd hop, lop, mop, pop, sop, top box, fox, lox, pox, ox	
10	o	boss, loss, moss, toss, wok doff, off, doll on, con, mom	
11	o		lob, log, lop, lot, lox, loss cob, cod, cog, con, cot dog, don, dot, doll, wok
12	o		mob, mom, mop, moss, fob, fog, fox pod, pop, pot, pox, job, jog, jot on, ox, off, odd, rob, rod, rot
13	o		bob, bog, box, boss, sob, sod, sop gob, God, got, top, tot hog, hop, hot, nod, not

Sequence Chart - <i>Color-Coded Short Vowel Lists</i>				Page 2
Section 1 - For students who already know all of the alphabet letters and their sounds.				
	Short Vowel	Rhyming Words	Words That Start With The Same Letters	
14	i	bit, fit, hit, kit, lit, nit, pit, sit, it, mitt bill, dill, fill, gill, hill, mill, pill, sill, till, will bin, din, fin, kin, pin, sin, tin, win, in		
15	i	big, dig, fig, jig, pig, rig, wig dip, hip, kip, lip, nip, sip, tip, zip bid, did, hid, kid, lid, rid, * I		
16	i	bib, fib, jib, nib, rib, fizz dim, him, rim, vim, fix, mix, six miff, tiff, * is, * his, hiss, kiss, miss	A star * is used to indicate sight words.	
17	i		bib, bid, big, bill, bin, bit did, dig, dill, dim, din, dip fib, fig, fill, fin, fit, fix, fizz, * I	
18	i		kid, kill, kin, kip, kiss, kit, in, it rib, rid, rig, rim, rip, rill, ill, inn hid, him, hip, hit, his, hill, if, * is	
19	i		mix, miff, mill, miss, mitt, yip sill, sin, sip, sit, six, zip nil, nip, nit, nix, vim	
20	i		pig, pill, pin, pit, gig, gill till, tin, tip, tiff, jib, jig wig, will, win, wit, lid, lip, lit	
21	u	but, cut, gut, hut, jut, nut, rut, putt, mutt bug, dug, hug, jug, lug, mug, pug, rug, tug bun, dun, fun, gun, nun, pun, run, sun		
22	u	cub, dub, hub, nub, rub, sub, tub cull, dull, gull, ull, lull, mull, null buff, cuff, duff, guff, huff, muff, puff		
23	u	bud, cud, dud, mud, suds, cup, pup, up fuss, muss, pus, us, lux, tux gum, hum, mum, sum, buzz, fuzz		
24	u		mud, muff, mug, mull, mum, muss, mutt bud, buff, bug, bus, but, buzz cub, cud, cuff, cull, cup, cut	
25	u		dub, dud, duff, dug, dull, dun, nut, null guff, gull, gum, gun, gut, jug, jut hub, huff, hug, hull, hut, up, us	
26	u		rub, ruff, rug, run, rut, tub, tug, tux puff, pun, pup, pus, fun, fuss, fuzz sub, suds, sum, sun, lug, lull, lux	

Sequence Chart - Color-Coded Short Vowel Lists**Page 3****Section 1 - For students who already know all of the alphabet letters and their sounds.**

	Short Vowel	Rhyming Words	Words That Start With The Same Letters
27	e	bet, jet, let, met, net, pet, set, wet den, fen, hen, men, pen, ten, yen bell, dell, fell, sell, tell, well	
28	e	bed, fed, led, red, wed, vex, pep beg, keg, leg, peg, fez, hem less, mess, web, ebb, err	
29	e		bed, beg, bell, bet, men, mess, met led, leg, less, let, keg fed, fell, fen, fez, net
30	e		peg, pen, pep, pet, dell, den web, wed, well, wet, hem, hen yell, yen, yes, yet, vet, vex
31	e		sell, set, zed tell, ten, jet red, rev, get

Sequence Chart - Color-Coded Short Vowel Lists**Section 2 - For Students Who Are Learning/Reviewing The Alphabet**

	New Letters	Rhyming Words	Words That Start With The Same Letters
1	t i h l n w This row <u>not</u> for beginning readers.	Top row: hit, lit, wit, it, hill, will, till, ill, tin, win, in	Bottom row: tin, till, , *I, hit, hill, win, will, wit
2	t i h l n w u b	nut, hut, but, hull, null, lull tub, hub, nub, bun, nun	A star * is used to indicate sight words.
3			bun, but, tub, hut, hub, hull, nut, nub, nun, null
4	m r f x e s j	nut, hut, but, rut, jut, mutt tub, hub, nub, rub, sub bun, nun, run, fun, sun	
5		hull, null, lull, mull, tux, lux hum, mum, sum, fuss huff, buff, muff, bus, us	
6			bun, but, bus, buff, tub, tux hut, hub, hull, hum, huff, mutt, mull, mum, muff nut, nub, nun, null, run, rut, rub, ruff
7			fun, fuss, lux sun, sub, sum jut

Section 2 - For Students Who Are Learning/Reviewing The Alphabet

	New Letters	Rhyming Words	Words That Start With The Same Letters
8	o c d	cot, dot, jot, lot, not, rot, tot bob, cob, fob, job, lob, rob, sob cod, nod, rod, sod, odd	
9		boss, loss, moss, toss, on, con doff, off, doll, box, fox, lox, ox, mom	
10			lob, lot, lox, loss, sob, sod cob, cod, con, cot, hop, hot dot, don, doll, nod, not
11			mob, mom, moss, fob, fox, tot bob, box, boss, job, jot on, ox, off, odd, rob, rod, rot
12	a v g p	bat, cat, fat, hat, mat, pat, rat, sat, tat, vat cap, gap, lap, map, nap, rap, sap, tap bag, gag, hag, lag, nag, rag, sag, tag, wag	
13		bam, cam, dam, ham, jam, lam, ram, tam bad, cad, dad, fad, had, lad, mad, pad, sad can, fan, man, pan, ran, tan, van	
14		cab, dab, jab, lab, nab, tab, gaff bass, lass, mass, pass, gas, pal, gal fax, lax, max, sax, tax, wax	
15			bad, bag, bam, ban, bat, bass cab, cad, cam, can, cap, cat sad, sag, sap, sat, sax, sass
16			tab, tad, tag, tam, tan, tap, tat, tax rag, ram, ran, rap, rat, at, am mad, man, map, mat, max, mass, ax, add
17			lab, lad, lag, lam, lap, lax, van, vat gab, gag, gal, gap, gas, wag, wax had, hag, ham, hat
18			pad, pal, pan, pat, pass, dab, dad, dam fad, fan, fat, fax, jab, jam, nab, nag, nap
19	k y qu z	zap, yap, gap, tap, lap, map, nap, cap, sap yak, yam, ram, tam, dam, ham, jam jazz, razz, *as, *has	A star * is used to indicate sight words.
20			yam, yak, yap, razz, rat, ran zap, *as, am, at jazz, jam, *has, hat, had

Students have now been introduced to all the letters. Continue with short o, i, u, and e words in Section 1.

Section 3 - Extra Practice For Students Who Are Already Reading

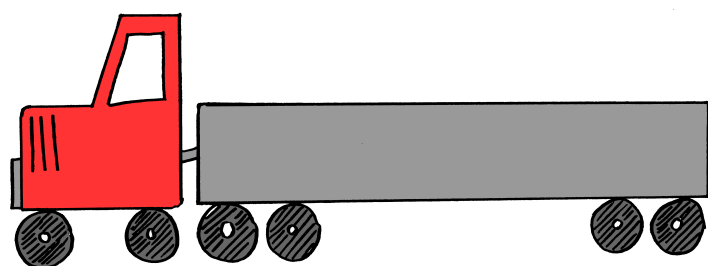
- Use the basic short vowel words in the first three columns with all students.
- Read the words with ending and beginning consonant blends with older students who are already reading.
- Beginning readers will study words with ending and beginning consonant blends in *Phonetic Words And Stories, Book 1*.

	Short Vowel	A star * is used to indicate sight words.
1	a	fan, hat, lap, mad, nap, ram, sag, van, wax, yak, zap, bag, cat, dad, gas, jam, pal, tax, * as, has, was, a, A
	a	mass, pass, lass, gaff, jazz, Ann, add
	a	ramp, cast, hand, mask, ant, fact, raft, gasp, talc
2	a	stag, span, snag, scan, swam, grass, crab, brass, Fran, drab, plan, class, slam, flag, glass, splat, pram, scram, strap Jan has a mask.
	a	blast, stand, grand, brand, gland, bland, strand, stamp, clamp, tract, bract, grant, plant, scant, slant, craft, draft, flask, clasp, grasp, scalp, spasm
3	i	fix, him, lit, mix, nip, quit, rid, six, vim, wig, * I, big, dip, gig, jig, zip, pin, tip, kit, yip, * is, his
	i	miss, hiss, fill, will, hill, tiff, fizz, inn
	i	limp, wisp, risk, mint, lift, silk, film, silt, gild
4	i	stiff, spit, skid, snip, squid, swim, grip, crib, frill, cliff, slim, flip, glib, split, twig, drip, trim, sprig, strip Jim will split it.
	i	glint, print, squint, flint, splint, sprint, blimp, skimp, primp, scrimp, drift, swift, script, brisk, frisk, twist, grist, prism, strict, stilt, spilt
5	o	fox, hot, log, mop, nod, rot, sob, wok, on, box, con, dog, got, job, pod, top, ox, not
	o	boss, loss, toss, doll, off, doff, odd
	o	romp, pond, fond, font, soft, loft, opt, golf, cost
6	o	stop, spot, smog, snob, scoff, crop, frog, slot, gloss, plot, drop, trot, prop A frog can hop. Mom will mop. Did Jan drop it? A fox is on a log.
	o	frost, blond, frond, tromp, stomp, clomp, prompt

Section 3 - Extra Practice For Students Who Are Already Reading

- Use the basic short vowel words in the first three columns with all students.
- Read the words with ending and beginning consonant blends with older students who are already reading.
- Beginning readers will study words with ending and beginning consonant blends in *Phonetic Words And Stories, Book 1*.

	Short Vowel	
7	u	fun, hum, lug, mud, nut, run, sub, yum, up, bun, cup, dug, gum, jut, pus, tub, bus, us
	u	fuss, muss, gull, hull, dull, cuff, puff, fuzz, buzz
	u	tusk, cusp, punt, duct, tuft, bulb, gulf, sulk, gulp
8	u	stuff, spud, skull, smug, snug, scuff, swum gruff, club, bluff, slug, fluff, glum, plug, drug, strum, scrub I trust him. Bob will scrub it.
	u	stunt, blunt, brunt, grunt, crust, trust, stump, plump, trump, clump, slump, skulk, sculpt
9	e	fed, hen, leg, men, net, red, set, vex, web, yes, bed, den, get, jet, keg, pet, ten, fez, zed
	e	less, mess, well, fell, yell, Jeff, egg, ebb, err
	e	mend, vent, hemp, tempt, desk, rest, next, wept, yelp, held, self, elk, left, quest, helm, felt
10	e	step, spell, smell, swell, Greg, Brett, Fred, dress, press, stress, bled, sled, flex, glen, dwell, trek Brett sat at his desk. Fred can spell it. Ed swept his steps.
	e	crest, spend, blend, trend, spent, smelt, dwelt, slept, crept, cleft



Sequence Chart - <i>Basic Short Vowels</i>		Page 1
Short A Rhyming Words	Short A Words With Same Beginning Letters	
cat, fat, hat, bat, vat, pat, mat, rat, sat	cat, cab, can, cam, cap bat, bass, ban, bad, bag	
bag, lag, nag, rag, sag, tag, wag cap, gap, lap, map, nap, sap, tap, zap	tan, tax, tab, tam, tag, tap pan, pat, pass, pad, pal	
bad, dad, had, lad, mad, pad, sad, ad cam, dam, ham, jam, ram, tam, yam	sad, sat, sax, sag, sap man, mat, mad, mass, map	
ban, can, fan, man, pan, ran, tan, van fax, sax, tax, wax, ax / jazz	lag, lab, lass, lad, lap dad, dam, dab / ax, ad, add	
cab, dab, jab, lab, nab, tab / pal / bass, lass, mass, pass, gas, * has / yak	gas, gap, gab, gal / yap, yam, yak ram, rat, ran, rag / zap	
	jam, jab, jazz / van, vat / nab, nag, nap wag, wax	
	hat, * has, had, ham, / fan, fat, fad, fax	
Short A Sentences		New sight words: A, a, as, has, was
A rat sat. A ram ran. A man had a hat. Sam ran a lap. Max had a nap. Nan has a fan.		
A man has a hat. A man has an ax. Sam has a sax. A man has a van. A man has a map. A cat sat.		
Pat has a bat. Pam has a pan. A cat has a mat. Dad has a cat. A bag has a tag. Sam has a bass.		
Max can wag. Sam can dab. Dan has a cap. Max was mad. A cat was fat.		
A rat was fat. A cat was bad. Nan was at a lab. Pam was at a dam. Pat was at bat. Dan was sad.		
Short O Rhyming Words	Short O Words With Same Beginning Letters	
cot, dot, got, hot, jot, tot, lot, not, pot, rot	lob, log, lop, loss, lot, lox pod, pompom, pop, pot, pox	
hop, lop, mop, pop, sop, top cod, nod, pod, rod, sod, odd	hog, hop, hot / nod, not job, job, jot / mom, mop, moss	
bog, dog, fog, hog, jog, log box, fox, lox, pox, ox	cob, cod, con, cot / got dog, doll, dot / wok	
cob, fob, job, lob, sob boss, loss, moss, toss / doll	top, toss, tot / sob, sod, sop bog, boss, box / fob, fog, fox	
off / mom, pompom / on, con / wok	on, off, ox, odd / rod, rod	

Short O Sentences

Mom can mop. Moss was on a log. Nan was hot. Rob was not hot. Jon was on a cot.
A hog was fat.

A bat was on a mat. A hat was on a cat. A tag was on a bag. A dog was on a log.
A fox got on a box. Rob has a job.

Bob has a box. A dog was hot. Tom was on top. A cat was on a box.

Short I Rhyming Words

Short I Words With Same Beginning Letters

bit, fit, kit, lit, pit, quit, sit, wit, hit, it, mitt

fib, fig, fill, fin, fit, fix, fizz
hid, hill, him, hip, hit, hiss, his

bill, dill, fill, gill, hill, mill, will, till, ill, pill,
sill, quill

kid, kin, kip, kiss, kit
did, dig, dill, dim, dip

zip, rip, sip, tip, yip, dip, hip, kip, lip, nip

bill, bib, big, bit, bin
sill, six, sit, sip / gill

bin, fin, kin, pin, tin, win, in /
big, dig, fig, jig, pig, rig, wig, zig zag

pin, pill, pig, pit
rib, rig, rid, rim, rip

bib, fib, jib, nib, rib /
hiss, kiss, miss, his / fizz, quiz

mitt, mix, mill, miss / vim
will, win, wig, wit / yip

did, hid, lid, rid, kid /
dim, him, rim, vim / fix, mix, six

lid, lip, lit / nib, nip
tin, tip, till / jib, jig

in, it, ill / zip, zig zag / quiz, quill, quit

Short I Sentences

New sight words: I, is, his

I will fix it. I will fill it. I will mix it. I will win. It will fit. Liz will miss it.

I lit it. I hit it. I will zip it. It is his mitt. I miss him. It can hiss.

I am six. I am sad. Sam hid. A rat is fat. A man is mad. A man is in his van.

It is his kit. Ron is on a hill. It is his bib. Did Bill dig it? Kim will kiss him.
A big pig has a wig.

Short U Rhyming Words

Short U Words With Same Beginning Letters

cut, hut, jut, nut, rut, mutt, putt
bug, dug, hug, jug, mug, tug, rug

mud, muff, mug, mum, mutt
bun, bud, bug, buzz, bus

cub, hub, rub, sub, tub
gum, hum, mum, sum, yum

hub, huff, hug, hull, hum, hut
us, up / yum

bun, fun, nun, sun, run
dull, gull, hull

sub, suds, sum, sun / gull, gum
rub, rug, run, rut / dug, dull

cuff, huff, muff, puff
bus, us, pus, fuss

cub, cuff, cup, cut / lux
puff, pup, pus, putt

bud, mud, suds / buzz, fuzz
cup, pup, up / tux, lux

fun, fuss, fuzz / jug, jut
tub, tug, tux / nun, nut

Short U Sentences

Ross will run. Nan has a muff. Mud is on a hog. A man is in a hut. I run up a hill.
Mom will fuss at us.

Ann has fun. It has fuzz on it. A mug is hot. I will hum. I will huff and puff.

A pup is up. It can buzz. Jim will tug on it. Nan can cut it. A bug is on a rug.
A man dug up a jug.

Short E Rhyming Words

Words That Begin With The Same Letters

bet, jet, let, met, pet, net, set, vet, wet, get

bed, beg, bell, bet / fed, fell, fez
led, leg, less, let / egg

den, hen, men, pen, ten
beg, keg, leg, peg, egg

peg, pen, pep, pet
web, wed, well, wet

bed, fed, led, red, wed
bell, fell, sell, tell, well, yell

sell, set / net
men, mess, met / vet

less, mess, yes / hem / web / pep / fez

yell, yes / get / keg / jet

tell, ten / red / hem, hen / den

Short E Sentences

Nan will sell a fan. It is a mess. Ed fed him. Sam fell. Sam will yell. Ron has less.
Ned met Jill.

Yes, Ed did win. A bag fell. A dog is wet. An egg fell. Ed fed his pet.

A web is on a bell. Jeff was on a jet. I will get a pet. A dog can beg. Ken was in bed.

Suffix Study

cat, cats, dog, dogs, hill, hills, fin, fins, egg, eggs

kid, kids, pin, pins, pill, pills, bib, bibs, cup, cups

Ben has six cats. Ten kids hid. Gus fed his pets. Bess has ten pens. Six pigs got wet.
Ed will pet his dogs.

run, runs, sit, sits, wag, wags, yell, yells, hop, hops

A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.

Dan's cat, Bob's box, Meg's dog, Ed's job, A cat's mat

Ed's ax will cut a log. Jill's pan is hot. I will pet Bill's cat. Mom's bag fell.
Ann will get Meg's fan. Jim's dog is wet.

Sequence Chart - <i>Basic Short Vowels</i>		Page 4
Section 2 - Start here for students who are learning or reviewing the letters of the alphabet		
Teach/Review: t i h l n w u b		
Rhyming Words		Words That Begin With The Same Letters
nut, hut / hull, null tub, hub, nub / bun, nun		nut, nub, nun, null / bun hut, hub, hull / tub
Teach/Review: m r f x e s j		
Rhyming Words		Words That Begin With The Same Letters
nut, hut, rut, jut, mutt / tux, lux tub, hub, nub, rub, sub / huff, muff		nut, nub, nun, null / sun, sub, sum hut, hub, hull, hum, huff / tub, tux
bun, nun, run, fun, sun / hull, null hum, mum, sum / fuss, bus, us		mum, muff, mutt / bun, bus / lux run, rut, rub / fun, fuss / jut
Teach/Review: o c d		
Rhyming Words		Words That Begin With The Same Letters
cot, dot, hot, jot, lot, not, rot, tot cob, fob, job, lob, sob		lob, lot, lox, loss / dot, doll cob, cod, con, cot / mom, moss
cod, nod, rod, sod, odd boss, loss, moss, toss / doll		ox, on, off, odd / job, jot nod, not / hot / rod, rot
on, con / mom off / box, fox, lox, ox		tot, toss / sob, sod box, boss / fob, fox
Teach/Review: a v g p		
Rhyming Words		Words That Begin With The Same Letters
cat, fat,, hat, bat, vat, pat, mat, rat, sat		cat, cab, can, cam, cap bat, bass, ban, bad, bag
bag, lag, nag, rag, sag, tag, wag cap, gap, lap, map, nap, sap, tap		tan, tax, tab, tam, tag, tap pan, pat, pass, pad, pal
bad, dad, had, lad, mad, pad, sad, ad cam, dam, ham, jam, ram, tam		sad, sat, sax, sag, sap man, mat, mad, mass, map
ban, can, fan, man, pan, ran, tan, van fax, sax, tax, wax, ax		lag, lab, lass, lad, lap dad, dam, dab / ax, ad, add
cab, dab, jab, lab, nab, tab / pal bass, lass, mass, pass, gas		gas, gap, gab, gal ram, rat, ran, rag
		jam, jab / van, vat nab, nag, nap / wag, wax
		hat, had, ham fan, fat, fad, fax
Teach/Review: k y qu z		
Rhyming Words		Words That Begin With The Same Letters
zap, yap, gap, cap, map / jazz yam, jam, ram / yak / as, has		yap, yam, yak / jazz, jam hat, has, had / zap
At this point, go to the short a sight word page in section one. Study the page and read the short a sentences that follow. Continue with the remaining short vowels.		

Three Different Formats To Teach Level 4 - Phonics Patterns

Sound City Reading has three sets of books that teach the same phonetic patterns, syllable patterns, suffixes, and contractions in the same order. Each set is divided into eight books, which teach phonics patterns in the sequence shown below. The sets all include the same set of phonetic practice stories, which coordinate with the patterns being taught. In some cases, more than one book are bound together, as shown on the chart below. Each set of books has a different format, so that instructors can choose the set of books which will work the best with their budget and their students.

- Book 1** Consonant blends and digraphs, *ō/go*, *ē/me*, *or/horse*, *ö/to*, umbrella vowels *a/what* and *o/son*, first syllables with a long vowel sound, and PREVIEW lists for *oi/coin*, *oy/boy*, *ou/ouch*, *ow/cow*, *û/bush*, and *ä/all*
- Book 2** Two-syllable words with short vowels, vowel-vowel and vowel-consonant-consonant long *ē*, long *ā*, and long *ī* patterns, and vowel sounds for *y*
- Book 3** Vowel-vowel and vowel-consonant-consonant long *ō* and *ū* patterns, short/long vowel discrimination (tap/tape), umbrella vowels *o_e/love*, *a_/across*, and *_a/panda*, and *dge/fudge*
- Book 4** “Odd O” patterns *oi*, *oy*, *ow*, *ow*, *oo*, and *ould*, dotted *ü* and dotted *ä* patterns, umbrella vowel *ou/country*
- Book 5** “Soft” sounds for *c* and *g*, r-controlled vowel patterns, ending consonant patterns that end with a silent *e*
- Book 6** Two-syllable words with the first syllable open, two-syllable words with a *v-c-e* pattern in the second syllable, dotted *ë* and *ï* patterns
- Book 7** Advanced r-controlled vowel patterns
- Book 8** Two-letter consonant patterns, *a/father*, more dotted *ä* patterns, more patterns with *y* as a vowel.

Phonetic Words And Stories Books 1-8	Basic Phonics Patterns Books 1, 2, 3, 4, 5-6, 7-8	Know The Phonetic Code Volumes 1-3 Vol. 1 = Short Vowels, Books 1 And 2 Vol. 2 = Books 3, 4, And 5 Vol. 3 = Books 6, 7, And 8
1) Ten Words Per Pattern 2) Comic Sans font 3) Very Large Color-Coded Print 4) Students Decode Words And Find The Matching Pictures 5) Students read illustrated practice stories in both color-coded and all black print. 6) Choose from three available color-coded books to teach short vowel words. 7) Most expensive 8) Skill-building activities are built into the lessons, making this format the easiest.	1) More Words Per Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Illustrated Words And Sentences 5) Students read the same illustrated practice stories in all black print. 6) Short vowels are taught in a separate book, <i>Basic Short Vowels</i> . 7) Less expensive 8) Skill-building activities can be added to the lessons to make them easier.	1) Both One And Two-Syllable Words For Each Pattern 2) Century Schoolbook font 3) Smaller All Black Print 4) Students Read Words That Are Not Illustrated 5) Students read the same illustrated practice stories in all black print. 6) Volume 1 includes short vowel words. 7) Least expensive 8) Skill-building activities can be added to the lessons to make them easier.

The Main Idea When Teaching Phonics Patterns

The English language is phonetic. It uses letters and letter patterns, called phonograms, as written symbols to represent the sounds in words. The *Basic Phonics Patterns* books teach ninety-nine basic phonogram patterns and all of the common syllable patterns that are needed to begin reading and writing.

- I. Students learn new phonics patterns and syllable patterns, one at a time.
 - A. Students see new and review patterns and say the sounds.
 1. From sound charts that show sound pictures with phonics patterns
 2. From phonics pattern flashcards
 - B. Students hear the sounds for letters and phonics patterns and write them from memory, while repeating the sounds.
- II. Students immediately apply each new phonics pattern or syllable pattern to spell and read words and sentences.
 - A. Students spell words with the new pattern from dictation, using a multi-sensory approach. As they spell they say the individual sounds in the words while writing the related letters or letter patterns.
 - B. Students write a sentence from dictation.
 - C. Students read words with the new phonics pattern. The words are illustrated to build interest and reinforce comprehension.
 - D. Students read a few sentences that have words with the new phonics pattern.
- III. After several new phonics patterns or syllable patterns have been introduced, students read a short practice story containing words with both new and review patterns. The practice stories include only the phonetic patterns that have been taught. Students who are already reading may continue to read materials at their current reading level.
 - A. Students learn new suffixes as needed before reading a new story.
 - B. Students learn new contractions as needed before reading a new story.
 - C. Students learn common sight words as needed before reading new sentences and stories. Sight words are introduced after a new phonetic pattern has been taught. For example, first students learn to read words with the long ē sound, shown with the ee pattern: feet, seed, heel, and sheep. Then they are introduced to the sight word *been*, which does not have the long ē sound.

Overview - Phonetic Patterns Taught In The Phonics Patterns Books, 1-8			
# Of Letters Or Patterns	# Of Pronunciations	Type Of Pattern	List Of Patterns (If a pattern can represent more than one sound, the total # of sounds is shown.)
26	32	Consonant Patterns	sh, th 2, ck, ch 3, tch, nch, wh 2, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh 2, _ve, _ce, _ge, _se 2, _ze
5	16	Single Vowels	a 4, e 3, i 3, o 3, u 3
13	18	Vowel-Vowel Patterns	ai, ay, ee, ei 2, ey 2, ea 3, ie 2, oa, oe, ui, ue, ew, eu
5	5	Vowel-Consonant-E Patterns	a_e, e_e, i_e, o_e, u_e (The two slightly different pronunciations for long u are counted as one sound.)
7	7	Vowel-Consonant-Consonant Patterns	igh, ind, ild, old, olt, oll, olk
7	11	Odd O Patterns	oi, oy, ou 3, ow 2, oo 2, ould, ought
8	13	Bossy R Patterns (R-Controlled)	ar 3, er 2, ir, or 3, ur, wor, ear, our
9	9	Dotted Ä Patterns	au, aw, all, al, alk, wa, swa, qua, squa
1	1	Dotted Ë Only Pattern	eigh
3	6	Sounds For Y	y 4, ye, y_e
6	6	Umbrella Vowels	a, a_, _a, o, o_e, ou = Short U Sound (These patterns are counted separately from the patterns shown above.)
90	124	Total	

Overview - Syllable Patterns Taught In The Phonics Patterns Books, 1-8

		Book	
1.	man, mass	1	closed
2.	mit - ten	2	closed - closed (middle consonants alike)
3.	les - son	2	closed - unaccented closed (middle consonants alike)
4.	bas - ket	2	closed - closed (middle consonants different)
5.	rob - in	2	closed - closed (one middle consonant)
6.	lem - on	2	closed - unaccented closed (one middle consonant)
7.	lit - tle	2	closed - silent e syllable
8.	hap - py	2	closed - y at the end of a second syllable
9.	my	2	y at the end of one syllable
10.	man, māne	3	closed versus VCE discrimination
11.	lad-der	5	closed - er in the second syllable
12.	rā - ven	6	open - closed
13.	cab - in, rā - ven	6	closed-closed / open-closed discrimination
14.	rū - in	6	adjacent vowels in separate syllables, open-closed
15.	flag - pole	6	closed - VCE
16.	doz - en	6	umbrella sound closed - closed
17.	moth - er, mon - ey	6	umbrella sound closed - various second syllables
18.	con - fess	6	unaccented closed - closed
19.	con - firm	6	unaccented closed - various second syllables
20.	oc - to - pus	6	unaccented middle syllables in three-syllable words
21.	trac-tor	7	closed - or in the second syllable
22.	dol-lar	7	closed - ar in the second syllable
23.	hel - lō, men - ū	8	closed - open
24.	zē - rō, zē - bū	8	open - open

Sequence Chart - <i>Phonetic Words And Stories, Book 1</i>					
	Intro Sound Story Part 2	Phonogram Patterns	Consonant Blends, Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1	(Review Sd Story Part 1)	Short a, e, i, o, u	Closed Syllables		
2	sh	sh/ship			
3		o/son a/what		Suffix _s with nouns	
4	ē, ō	e/me o/go	Open syllables ī, ē, and ō	Questions / Statements	<i>A Fish</i>
5	th, th	th/thumb th/this		Phrases with "the"	<i>I Wish</i>
6			ast, amp, ask, and, aft		<i>Go Fish</i>
7			ilk, ift, ist, isk, ind		
8		or/horse		Suffix _s with verbs	<i>This Is For...</i>
9			ond, oft, omp, olf, ost, ōst		
10		ck/Jack			<i>Rick and Jack</i>
11			ump, unt, ulb, ust, usk		
12	ö	ö/to _ve/give			<i>A Duck</i>
13	ā		est, ent, end, elp, elt, elf, esk, ext, ept Open syllable ā		<i>Jump</i>
14	ch	ch/chicken			
15			st, sc, sk, sp, sm, sn, squ, sw, tw, dw		
16		tch/match			
17		nch/bench			<i>On A Bench</i>
18			fl, cl, sl, bl, pl, gl, spl		
19		wh/when wh/who		Sentences with <i>what</i>	<i>Who Is This?</i>
20			pr, br, dr, spr, str, fr, tr, gr, cr, scr		<i>A Man</i> <i>A Chicken</i>
21	ng	ng/ring	rob-in, chil-dren	Contractions with <i>is</i> #1	<i>In The Spring</i>
22	ū	nk/wink	Open syllable ū		<i>Get A Drink</i>
23	oi, oy	PREVIEW oi/oil oy/boy			
24	ou, ow	PREVIEW ou/ouch ow/cow		These books all teach the same phonetic patterns in the same sequence. <i>Phonetic Words And Stories, Books 1-8</i> <i>Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8</i> <i>Know The Phonetic Code, Volume 1</i> (Books 1-2), <i>Volume 2</i> (Books 3-5), <i>Volume 3</i> (Books 6-8) <i>Color-Coded Phonetic Lists</i> (Books 1-8)	
25	ü	PREVIEW u/push			
26	ä, vision	PREVIEW a/all			

Basic Vowel Patterns, Consonant Digraphs, Consonant Blends			
	New Sight Words	New phonetic words in <i>Phonetic Words And Stories</i> books are shown. (<i>Basic Phonics Patterns</i> and <i>Know The Phonetic Code</i> books have expanded word lists.)	Compound Words, Antonyms, Synonyms, Homonyms
1	Review: A, a, is, his, as, has, I	ax, ill, off, egg, us, fin, ran, cut, ten, box	off-on, ill-well
2		ship, shop, shot, shell, shut, fish, dish, cash, mash, rush	sunfish
3	was, of	son, won, ton, of, from, front, oven, was, what	sun/son
4		I, hi, he, she, we, me, be, go, no, so, yo-yo	yes-no
5	both, the	thin, thud, thumb, Beth, Seth, bath, math, path, moth, with this, that, them, then	bathtub
6		fast, last, raft, hand, sand, land, lamp, camp, mask, ask	
7		fist, list, mist, milk, silk, gift, lift, risk, disk, wind	
8		or, for, corn, horse (torn, horn)	forget, forgot, popcorn
9	most, post, wolf	pond, fond, soft, romp, golf, cost, lost, most, post, ghost	
10		rock, sock, back, sack, duck, luck, neck, peck, kick, sick backpack, front-back, horseback	
11		jump, dump, pump, punt, bulb, must, dust, gust, dusk, tusk	
12	two	to, do, two, into, onto give, live, have, move	into, onto, to-from
13		nest, held, tent, send, help, melt, self, desk, next, wept	
14		chick, chin, chill, chimp, chips, chess, check, chest, chop, chum	
15		spill, snap, skip, smell, stop, squid, scab, swim, dwell, twig	stop-go, chopsticks
16	rich, much, such	match, hatch, patch, catch, batch, pitch, ditch, Dutch, fetch, notch	matchbox
17		lunch, bunch, munch, punch, bench, wrench, ranch, inch, finch, pinch	lunchbox
18		flag, flip, plug, clock, cliff, block, sled, glass, split, splash	
19	which, what who, whom, whose	when, what, whip, which, whisk, whiz, whiff, whippet who, whom, whose	
20		press, frog, brush, crab, grill, truck, drop, sprig, strap, scrub	grandson
21		sang, rang, wing, king, bring, spring, strong, long, stung, hung	
22	truth	bank, thank, wink, think, drink, honk, junk, skunk, trunk, chunk	
23		oil, boil, soil, coin, join, point boy, toy, joy, soy	
24		out, loud, shout, couch, mouth cow, bow, down, town, owl	cowboy, downtown
25		put, push, bush, pull, full, bull	input, output
26		all, call, ball, tall, wall, fall, hall, mall	

Sequence Chart - *Phonetic Words And Stories, Book 2*

	Phonogram Patterns	Syllable Study	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1		mit-ten		
2		rib-bon		
3		bas-ket		
4		cab-in, wag-on		
5		lit-tle	Sentences	
6	ee/feet			
7	e_e/these			<i>Eve Gets A Pet</i>
8	ei/weird ey/key			
9	ea/eat			
10	ea/head			<i>A Trip To The Beach</i>
11	ai/rain			
12	ay/play			
13	a_e/safe			<i>Kay</i>
14	i_e pine			
15	ie/pie			
16	igh/night			
17	ind/find ild/child			<i>Mike</i>
			_es after s, z, x, sh, ch, tch	
			Contractions with not, #1, isn't, won't, don't	<i>The Pet Shop</i>
18	y/puppy			
19	y/my			<i>My Puppy</i>

Long Vowels			
	New Sight Words	New Phonetic Words	Compound Words, Antonyms, Synonyms, Homonyms
1		mitten, kitten, muffin, puppet, rabbit, basset, bonnet, bobbin, hidden, tennis	
2		basket, picnic, cactus, hotdog, zigzag, napkin, helmet, upset, fabric, album	
3		cabin, seven, robin, exit, closet, present, wagon, lemon, petal, salad	
4		button, cotton, gallon, cannon, ribbon, lesson, gallop, ballot, summon, bottom	
5	people	little, twinkle, bubble, puzzle, apple, candle, uncle, ruffle, giggle, people	
6	been	see, seed, feet, deer, tree, three, sheep, green, sleep, street	
7	where, there, were	here, Pete, these, Eve, grebe, Steve, scene, where, there	we/wee
8		weird, seize, key, valley, trolley, donkey, chimney, honey, money, monkey	
9		eat, meat, ear, year, read, beak, beach, leaf, least, team	teacup, beech/beach, seem/seam, teem/team, reed/read, meet/meat, see/sea, here/hear, most-least
10		head, lead, dead, bread, spread, thread, sweat, wealth, health, deaf	read/red, lead/led
11	said	sail, tail, nail, snail, hair, chair, wait, rain, train, paint	mailbox
12	says	pay, hay, day, say, lay, way, play, gray, tray, spray	runway, stairway, today, maybe
13		lake, bake, save, cave, game, tape, vase, gate, skate, plane	pancake, became, daycare, milkshake, playmate, wake-sleep, give-take, plane/plain, pale/pail, pain/pane, sale/sail, male/mail
14		nine, line, five, fire, dime, time, bike, ride, slide, smile	sideways, daytime, fireman, sunshine, inside, beside
15	friend	tie, pie, lie, die, cries, flies, fries, necktie, friend	friendship, necktie, pie/pi
16		night, fight, light, right, tight, bright, flight, frighten, high, knight	sunlight, nightlight, tonight, nighttime, night-day, left-right, night/knight, high/hi, headlight
17	children	find, blind, grind, hind, kind, behind, remind, child, wild, mild	hindsight, behind, grandchild
	won't, don't	isn't, didn't, haven't, hasn't hadn't, can't, wasn't, won't, don't	
18	any, many, busy, only	bunny, puppy, happy, daddy, penny, jelly, holly, silly, candy, windy	anytime, anywhere, anybody, happy-sad
19		my, by, fry, cry, fly, sky, dry, why, shy, python, reply	myself, wet-dry

Sequence Chart - *Phonetic Words And Stories, Book 3*

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	oa/boat			
2	oe/toe			
3	o_e/home			
4	o_e/love		Possessive __'s # 1	<i>Joe's Truck</i>
5	old/gold, olt/bolt oll/troll, olk/yolk			
6	a_/across			
7	_a/panda			<i>The Troll and the Gold</i>
8	ui/fruit			
9	ue/glue ue/cue			
10	u_e/flute u_e/cube			
11	ew/flew ew/few			<i>Pink Or Blue?</i>
12		tap/tape cap/cape		
13		pin/pine pill/pile		
14		hop, hope		
15		cub, cube		
16	dge/fudge			<i>The Mule</i>

More Long Vowels			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1	broad	boat, coat, goat, float, road, toad, soap, goal, roar, toast	float-sink, road/rode, horse/hoarse, soar/sore, oar/orm oatmeal
2	does, shoe	toe, doe, hoe, roe, oboe, Joe, goes, floe, woe	tiptoe, woe/whoa
3	move, prove, lose, gone	home, nose, those, cone, stone, more, score, globe, smoke, whole	bathrobe, flagpole, manhole, grindstone, more-less, hole/whole
4	one	love, come, dove, none, some, done, glove, above, one, once	something, someone, sometime, somewhere, income, handsome, become, anyone, somebody, come-go, love-hate, one/won
5		roll, troll, colt, bolt, gold, cold, sold, fold, hold, yolk	goldfish, hot-cold, yolk/yoke, roll/role
6	again, against	across, alas, asleep, alike, alive, alone, afraid, away, above, ago	dead-alive
7		panda, villa, comma, yucca, Santa, Anna, extra, banana, vanilla, delta	
8		suit, fruit, juice, cruise, bruise, swimsuit, suitcase	swimsuit, suitcase, fruitcake
9		glue, clue, true, Sue, blue, rescue, statue, tissue, avenue, Tuesday	blue jay
10	sure	tube, rule, cure, use, cube, June, sure, flute, Neptune	
11	sew	flew, blew, stew, drew, few, pew, threw, screw, cashew, jewel	flew/flue, blew/blue, so/sew, threw/through
12		tap, tape, can, cane, back, bake, pan, pane, mad, made / cap, cape, man, mane, van, vane, rack, rake, snack, snake	
13		pin, pine, rid, ride, kit, kite, tin, tine, rip, ripe / pill, pile, dim, dime, twin, twine, Tim, time, lick, like	
14		smock, smoke, hop, hope, not, note, rod, rode, con, cone	
15		cut, cute, hug, huge, fuss, fuse, tub, tube, cub, cube	
16		fudge, badge, hedge, bridge, edge, wedge, grudge, smudge, judge, porridge	

Sequence Chart - *Phonetic Words And Stories, Book 4*

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	oi/coin			
2	oy/boy		_ed #1	<i>A Boy Gets A Toy</i>
3	ou/ouch			
4	ou/four			
5	ou/soup		_ing #1	<i>A Mouse In The House</i>
6	ow/cow			
7	ow/snow			<i>The Cow Got Out</i>
8	ü/push			
9	oo/moon			
10	oo/book			
11	ould/should		Contractions with not #2 Contraction with us	<i>In The Woods</i>
12	au/Paul			
13	aw/saw		Possessive 's #2	<i>Home</i>
14	all/ball			
15	al/salt alk/talk			
16	wa/wasp swa/swan			<i>Small Mouse</i>
17	ou/country			<i>The Dragon And The Ring</i>

These books all teach the same phonetic patterns in the same sequence.

Phonetic Words And Stories, Books 1-8

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

Know The Phonetic Code, Volume 1 (Books 1-2), *Volume 2* (Books 3-5), *Volume 3* (Books 6-8)

Color-Coded Phonetic Lists (Books 1-8)

Odd O Patterns, Dotted Ü And Ä Patterns

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		soil, boil, coin, point, noise	oilcan
2		boy, joy, toy, soy, annoy	
3		out, found, ground, mouse, mouth, count, cloud, house, shout, couch	outhouse, doghouse, groundhog, campground, mousetrap, dollhouse, with-out, in-out
4	though	four, pour, court, gourd, fourth, mourn	for/four, pour/pore, fourth/forth
5	through	you, your, soup, group, through, wound	yourself, throughout
6		cow, now, down, town, clown, brown, frown, crowd, howl, owl	downtown, cowboy, up-down
7	know	row, low, know, snow, blow, grow, slow, window, yellow, follow	snowman, windowsill, below, rowboat, fast-slow, high-low, above-below, no/know, low/lo, so/sow, roe/row
8		put, pull, full, bull, bush, push, pudding, bushel, pulley	bullfrog, input, fullback, push-pull
9	school	moon, food, tool, roof, zoo, pool, spoon, broom, goose, school	toothbrush, bedroom, bathroom, school-house, to/two/too
10	poor, door, floor	book, cook, foot, hood, good, hoof, look, shook, stood, wood	bookshelf, checkbook, matchbook, dog-wood, outdoor, rich-poor, good-bad, would/wood
11		should, would, could, wouldn't, couldn't, shouldn't / Let's	
12		Paul, haul, gauze, haunt, launch, faucet, auto, August, autumn, exhaust	
13		saw, paw, claw, draw, straw, lawn, dawn, yawn, hawk, crawl / The kid's pool, Andrew's shoes, The mouse's hole, The boy's ship, Paul's home	dawn-dusk
14		all, ball, call, tall, wall, fall, hall, mall, small, stall	football, hall/haul, pall/Paul
15	half, calf, although	salt, bald, malt, false, palm, talk, walk, balk, stalk, chalk	saltbox, calm-upset
16		wasp, want, wash, watch, wand, water, swan, swamp, swallow, swat	watchdog, watchman, watchmen
17		young, touch, couple, trouble, double, cousins, country	

Sequence Chart - *Phonetic Words And Stories, Book 5*

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	ce/cent ci/city cy/cycle			
2	_ace/face _ice/mice _uce/spruce			
3	_ce/fence			
4	ir/bird			<i>A Bird</i>
5	ge/gem gi/giant gy/gym			<i>Jake's Magic Show</i>
6	_ge/hinge			
7	ar/car			<i>Mark's Car</i>
8	er/her (one-syllable words)			
9	er/her (two-syllable words)			<i>The Foot Book</i> by Dr. Seuss (Random House, 1968)
10	er/her (more two-syllable words)		_ed #2	<i>Oil</i>
11	ur/turtle		_ing #2	<i>The Life Of A Turtle</i>
12	_se/mouse			
13	_se/cheese _ze/freeze			
14			Contractions with <i>is</i> # 2 Contraction with <i>am</i>	<i>A Trip To The Farm</i>

Soft C And G Sounds, Bossy R Patterns			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		cent, city, cycle, pencil, princess, fancy, spruce, ceiling, mice, race	spaceship, anyplace, cent/sent/ scent, nice-mean, give-receive
2		face, race, ace, space, rice, mice, dice, slice, price, spruce	
3	once	fence, prince, dance, lance, prance, force, bounce, voice, choice, juice	fencepost
4		girl, bird, dirt, fir, stir, shirt, third, first, skirt, squirrel	bluebird, birdhouse, girl-boy, nightshirt, sweatshirt, first-last
5		gem, gel, giraffe, gymnastics, magic, squeegee, page, stage, cage, huge	birdcage, backstage
6		hinge, fringe, flange, plunge, sponge, strange, change, gorge, orange, revenge	
7	are	arm, art, car, star, farm, barn, large, shark, chart, garden	junkyard, hardware, armchair, barnyard, starlight, courtyard, warm-cold, start-stop, near-far
8		her, herd, verb, verse, serve, perch, fern, clerk, desert, dessert	
9	answer, very	zipper, ladder, soccer, letter, but- ter, hammer, winter, number, under, river	sunflower, however, afternoon, grandmother, whoever, whomev- er, whenever, whatever, grass- hopper, understand, everybody, everywhere, everything, everyone
10		feather, weather, sweater, celery, water, oyster, tower, flow- er, either, neither	weather/whether
11	bury	hurt, curve, surf, burn, church, churn, turnip, turtle, purple, tur- key	turncoat
12		house, mouse, goose, geese, horse, purse, nurse, false, rinse, tense	houseboat, horseback, true-false
13		cheese, raise, pause, choose, cruise, noise, freeze, maize, gauze, snooze	cheesecake, raise-lower, freeze- thaw
14		he's, she's, it's, that's, what's, who's, where's, when's, how's I'm	

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

Dotted Ė And Ĩ Patterns, Syllable Study

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

Sequence Chart - *Phonetic Words And Stories, Book 7*

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	wor/worm		Suffix _ly, smiled, smiling	
			Contractions with not #3	
			Contractions with have, am, us Contractions with had	<i>A Good Book</i>
2	er/heron			<i>At the River</i>
3	or/horse (expanded)			
4	or/tractor or/sorry			
			Contractions with will Contractions with are	<i>A Night Visit</i>
5	ar/dollar			
6	ar/carrot			
			Contractions with would	<i>Luke And The Lizard</i>
7	ear/early			
8	our/journal			<i>Rude June</i>

These books all teach the same phonetic patterns in the same sequence.

Phonetic Words And Stories, Books 1-8

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

Know The Phonetic Code, Volume 1 (Books 1-2), *Volume 2* (Books 3-5), *Volume 3* (Books 6-8)

Color-Coded Phonetic Lists (Books 1-8)

Advanced Bossy R Patterns			
	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		work, worm, word, worth, world, worse, worst, worry, workbook, worship	bookworm, work-book, password, work-rest, better-worse, best-worst
		isn't, didn't, haven't, hasn't, hadn't, can't, wasn't, aren't, weren't, doesn't, won't, don't	
		I've, you've, we've, they've I'm, Let's I'd, you'd, we'd, they'd, he'd, she'd	
2		ferret, merit, peril, derrick, Erin, very, heron, Ferris wheel, cherub, stereo	strawberry, blueberry, blackberry, bury/berry, vary/very
3		horse, fork, thorn, storm, sport, porch, orbit, story, forest, morning	short-tall
4	color mirror	doctor, actor, mirror, record, tractor, color sorry, borrow, horror, tomorrow	lend-borrow
		I'll, he'll, she'll, we'll, you'll, who'll, they'll, it'll we're, they're, you're, who're	
5	sugar	dollar, lizard, cougar, pillar, polar, wizard, collar, solar, cellar, blizzard	
6		carry, carrot, carol, parent, parrot, marry, barrel, sparrow, carriage, barricade	hairy/Harry, marry/merry, carrot/carat
		I'd, you'd, he'd, she'd, we'd, they'd, who'd, it'd	
7	heart hearth	learn, pearl, heard, search, earth, earn, early, rehearse	earthquake, early-late, heard/herd, pearl/purl, earn/urn
8		journal, journey, courage, courtesy, flourish, tournament, nourish, nourishing	courage-fear

Sequence Chart - *Phonetic Words And Stories, Book 8*

	Phonogram Patterns	Syllable Study	Suffix Study, Contractions, Punctuation	Stories to Read
1	a/father			
2		hel-lo, ze-ro		<i>Go, Dog. Go!</i> by P. D. Eastman (Random House, 1961)
3		men-u, tu-tu		<i>My Family</i> <i>Hop on Pop</i> by Dr. Seuss (Random House, 1963)
4	kn/knife			<i>Are You My Mother?</i> by P. D. Eastman (Random House, 1960) <i>The Cat In The Hat</i> by Dr. Seuss (Random House, 1957)
5	wr/wren			
6	gh/ghost gh/straight			<i>On The Lawn</i>
7	ought/bought			
8	ph/phone			
9	ugh/laugh			<i>A Day at the Park</i> <i>The Wind Blew</i> by Pat Hutchins (Scholastic, 1974)
10	ye/rye y_e/type			<i>In The Small, Small Pond</i> by Denise Fleming (Scholastic Inc., 1993)
11	y/gymnastics			
12	qua/quarrel squa/squash			<i>Dolphins</i>
				<i>Which One?</i>

These books all teach the same phonetic patterns in the same sequence.

Phonetic Words And Stories, Books 1-8

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

Know The Phonetic Code, Volume 1 (Books 1-2), *Volume 2* (Books 3-5), *Volume 3* (Books 6-8)

Color-Coded Phonetic Lists (Books 1-8)

Open Syllables, Silent Letters, More Vowels

	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1		father, lava, llama, mama, drama, taco, nachos, pecan, pajamas, pasta	grandpa, grandma, grandfather, father-son
2		hippo, banjo, hello, bingo, condo, yo-yo, zero, hero, silo, rhino	
3		flu, menu, kudzu, emu, zebu, tutu, tofu	
4		knot, knob, knit, knock, knee, kneel, knife, knight, know, knickers	knockout, knickknack, know-forget, kneel-stand, knot/not, knit/nit, knee/nee, know/no, knight/night, new/knew
5		wren, wrench, wreck, wrist, wrong, wrap, wrath, write, wreath, wrinkle	wristwatch, wrong-right, write/right
6		ghost, aghast, ghetto, spaghetti, Allegheny, straight, through, caught, daughter, taught	throughout, straightaway, straight-crooked, through/threw
7	drought	fought, thought, ought, bought, brought, sought, wrought, drought	bought-sold
8		graph, Ralph, sphinx, phone, sphere, dolphin, Memphis, phantom, alphabet, elephant	
9		laugh, cough, trough, rough, tough, slough, enough	rough/ruff
10	eye	rye, good-bye, dye, eye, type, Kyle, rhyme, thyme, style, megabyte	bye/by, eye/I, die/dye, lie/lye, thyme/time, rhyme/rime
11		hymn, lynx, rhythm, system, symptom, mystery, pyramid, cylinder, bicycle, gymnastics	gem/gym/Jim
12		quarrel, quaff, qualms, quality, quantity, squash, squat, squall, squad, squabble	

Phonetic Words And Stories - Lesson Plan - Introduce one new letter or letter pattern per day, in the order in which they appear on the sequence chart and in the book.

I.	Sound Charts	
	<p>A. Introduce the new letter or letter pattern. Point to it on the sound chart and show the sound card. Model the sound or sounds. Students repeat.</p> <p>B. Sound Chart Review - Point to new and review patterns on the charts as students say the sounds in unison.</p>	
II.	Sound Cards	
	Show new and review cards. Keep the cards in order. Students say the sounds in unison. If students get stuck, point to the pattern on the sound charts.	
III.	Handwriting	
	Review a few alphabet letters by demonstrating the correct letter formation on the board. Students watch and then say the sounds as they write the letters on lined paper. (For initial letter introduction, use one of the SCR handwriting books to teach letter formation.)	
IV.	Sound Dictation	
	<p>A. <u>New Pattern</u> - Show the sound card for the new letter or letter pattern. Say the sound or sounds. Students repeat as they copy the pattern. Post the card on the board for the rest of the lesson.</p> <p>B. <u>Review Patterns</u> - Dictate the sound or sounds for several of the letters and letter patterns that have been taught. Students repeat the sounds as they write the letters. Include short, long, and dotted vowels, consonants, consonant blends, and multi-letter patterns. After students write each pattern, show the card or write the pattern on the board so they can self check and correct if needed.</p>	
V.	Spelling Dictation - Choose one of the options below. (Plan the words and sentence ahead of time.)	
	<p><u>Option One:</u> Students spell with letter cards on a pocket chart first and then cover the word and spell it on paper.</p>	<p><u>Option Two:</u> Students spell on paper. Then the teacher writes the word on the board while students say the sounds. Students check and correct as needed.</p>
	<p>A. Dictate words with the new phonogram pattern. Students have not yet seen the words. Students hear the word and segment it with the teacher, in unison, saying the separate sounds, using bouncing hand motions to emphasize each sound. Students segment the word again by themselves, saying the <u>sounds</u> as they write one letter or letter pattern at a time to spell the word. For any irregular words, the teacher writes the word for the students to copy. (Students do not say the letter names.)</p> <p>B. Dictate any phonetic review words that will be needed in the sentence.</p> <p>C. Introduce new sight words as needed. Show the card, say the word, and have students repeat. Students copy the word while saying the name of each letter, then cover the word and write it again from memory. Dictate previous sight words for review as needed.</p> <p>D. Dictate a simple sentence. All of the words needed in the sentence should be practiced ahead of time in steps A, B, and C above.</p> <p>E. When you get to pages with contractions and suffixes, include these concepts in the spelling dictation period. Model several examples on the board and have students copy them.</p>	

Phonetic Words And Stories - Lesson Plan - Continued

VI.	Read Words With The New Letter Pattern - Use the picture/word pages in this book.
	<p>A. Go through the words in the first column one at a time. The teacher or the students point to each sound unit (letter or letter pattern) and say the sound, pausing briefly at the arrows between the sounds. Students put the sounds together mentally, find the matching picture, and say the word normally. (Beginning consonant blends are technically more than one sound but in this case should be pronounced as a single unit.)</p> <p>B. The teacher looks at each picture, going from A to J, and pronounces the sounds separately, with a slight pause between each sound. Students look at the first column of words, find the word, and read it smoothly by saying the sounds going from left to right.</p> <p>C. Students read the words in the last column, going down and then back up the column. If students have difficulty, they may go back to the first column, read the word one sound at a time, then reread the word smoothly in the second column.</p>
VII.	Read Suffixes, Contractions, And Sight Words - Use the pages in the book.
	<p>A. Provide direct explanation and guidance to students as they read new pages with suffixes and contractions.</p> <p>B. Review sight words that have been taught, using flashcards, a word wall, or the chart in this book.</p>
VIII.	Read The Practice Stories - Reread the same story every day until students reach a new story. Choose any or all of the following options, depending on the level of your students. In a classroom, using all of the options works well. Individual students who are being tutored may be able to read the story without advanced preparation, with support from the teacher.
	<p>A. The teacher reads the story aloud first, discussing it with the class.</p> <p>B. The teacher and students echo read the story. The teacher reads each phrase or sentence while the students track the words with their fingers, then the students reread the line in unison.</p> <p>C. The teacher and students, or just the students, reread the story in unison. You may want to divide the class into two groups and let them read alternate pages.</p> <p>D. Students take turns reading the story with guidance from the teacher during a small group reading rotation period. (Students can later reread the story with a partner.)</p>
IX.	Work In Small Groups - Choose from the following.
	<p>A. Students play the caterpillar game to reinforce the sounds of new phonics patterns.</p> <p>B. Students spell new and review words with plastic letters. This is especially helpful for students who need extra help with spelling and word recognition.</p> <p>C. Use plastic letters when you introduce each set of consonant blends, the day before they are introduced in the dictation period. Say the sounds (st, sm, sp) and have students build just the blends first. Then dictate words with consonant blends for students to spell with the plastic letters.</p> <p>D. Students take turns reading sight word cards.</p> <p>E. Students reread new words and review words from the picture/word pages.</p> <p>F. Students take turns reading the current practice story or an easy to read trade book.</p>

Phonetic Words And Stories - Extended Lesson Plan - Science, Social Studies, And Literature	
I.	The Teacher Reads Aloud - Literature, Science, Social Studies, Seasonal Topics
	<p>A. The teacher reads aloud thirty minutes daily.</p> <p>B. Choose from a variety of materials: fiction, non-fiction, poetry, et cetera.</p> <p>C. Discuss any words or concepts which may be unfamiliar to the students.</p> <p>D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.</p> <p>E. Ask students to share their own experiences related to the topic.</p> <p>F. Put the books read aloud and related books on the same topic in a designated area for students to look at independently or with a partner.</p>
II.	Creative Writing - Choose from the following options
	<p>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.</p> <p>B. Brainstorm a list of things related to the topic. The teacher writes each item on the board. This could be a word bank or a group of sentences. Then have students write a few sentences on the topic, using the information on the board.</p> <p>C. Create a bubble map on the board related to the topic. The teacher elicits the information from the students. The teacher records it. Then the students copy the bubble map from the board.</p> <p>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.</p> <p>E. Create a set of slotted sentences related to the topic.</p> <p style="padding-left: 40px;">Fish live _____ .</p> <p style="padding-left: 40px;">Fish eat _____ .</p> <p style="padding-left: 40px;">Fish _____ . (How do they move?)</p> <p>Students copy the sentences and fill in the blanks. Use a word bank for the answers.</p> <p>F. Create a booklet about the topic. Use blank pages. The teacher writes a different sentence on each page, leaving room for a picture. Pass out one page per student. Students draw a picture on their page. Then staple all of the pages together.</p> <p style="padding-left: 40px;">Fish can swim in the ocean.</p> <p style="padding-left: 40px;">Fish can swim in a pond.</p> <p style="padding-left: 40px;">Fish eat plants or other fish.</p> <p style="padding-left: 40px;">Fish can be big or small.</p> <p>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.</p> <p>H. Have students share their work with the class.</p>

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

1. First Graders after they have reviewed short vowel words
2. Kindergarten students during the second half of the year, after they have learned to read and spell short vowel words
3. Older students who need to improve word recognition and spelling skills

How Many Phonetic Patterns Are Taught?

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

Alphabet Letters Previously Taught At The Short Vowel Level

21	Consonants	b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z
6	Vowels	Short a, e, i, o, u, and long ī
27	Total Review Letters	

New Phonetic Patterns Taught In *Phonetic Words And Stories, Books 1 - 8*

26	Consonant Patterns	sh, th, ck, ch, tch, nch, wh, ng, nk, dge, ce, ci, cy, ge, gi, gy, ph, ugh, kn, wr, gh, _ve, _ce, _ge, _se, _ze
10	Single Letter Vowels	4 Long Vowels: ā, ē, ō, ū 5 Dotted Vowels: ä, ë, ï, ö, ü 1 Short o sound for the letter a
25	Long Vowel Patterns	13 Vowel-Vowel Pairs: ai, ay, ee, ei, ey, ea, ie, oa, oe, ui, ue, ew, eu 5 Vowel-Consonant-E: a_e, e_e, i_e, o_e, u_e 7 Vowel-Consonant-Consonant: igh, ind, ild, old, olt, oll, olk
7	Odd O Patterns	oi, oy, ou, ow, oo, ould, ought
8	Bossy R Patterns (R-Controlled)	ar, er, ir, or, ur, wor, ear, our
10	Dotted Vowel Patterns	9 Dotted Ä Patterns: au, aw, all, al, alk, wa, swa, qua, squa 1 Dotted Ë Pattern: eigh
6	Umbrella Vowels	a, a_, _a, o, o_e, ou
5	Y As A Vowel	y = ē, y = ī, y = i, ye, y_e
97	Total New Letter Patterns	
124	Total New And Review Letters And Letter Patterns	

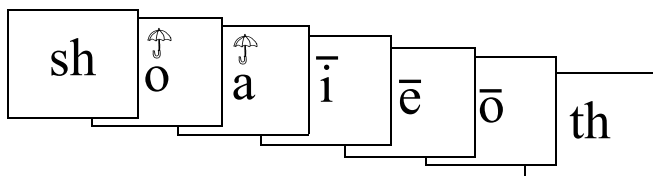
A. Sound/Symbol Relationships

Sound Story, Part 2 - When you begin *Basic Phonics Patterns, Book 1*, look at the sequence chart to see when to read each section of part two of the sound story aloud. As you work through Book 1, you'll introduce all of the new sound pictures and related patterns. After introducing a new sound picture and letter pattern, review all of the part two sound pictures and letter patterns that have been taught, using the Sound Story Pictures Part 2 flashcards and the Beyond The Alphabet Sound Cards. Note: If students have not been introduced to Part 1 of the sound story, introduce it first.

Handwriting - At the beginning of the year, use one of the Sound City Reading handwriting books to teach or review how to write the letters of the alphabet. For students in first grade, introduce one new capital and lower case letter per day. In second grade and up, review several letters a day until all of them have been mastered. For older students, introduce cursive writing using one of the Sound City Reading cursive handwriting books. Teach one new capital and lower case letter per day. For both manuscript and cursive handwriting instruction, students trace large letter patterns on the chalkboard and in the handwriting books before writing the letters on regular lined paper.

1. Introduce a new phonetic pattern each day using the phonogram card and the sound chart that it is on, or introduce a new syllable pattern by showing a few sample words on the board while explaining the pattern.
2. Sound Chart Review
Students say new and review alphabet and phonogram sounds in unison.
3. Sound Card Review
Students say new and review alphabet and phonogram sounds in unison.
4. Handwriting (Use this section to teach or review manuscript or cursive handwriting. until students can write confidently using correct letter formation.)
 - a. Introduce new letters as needed.
 - b. Practice previous letters as needed.
 - c. When teaching cursive handwriting, teach students how to make letter connections.
5. Sound Dictation - Dictate selected letter sounds and phonogram sounds. Students repeat each sound as they write the letter or letter pattern.
 - a. Alphabet letters
 - b. Letter patterns
6. Learning Games - Later in the day, during small group rotations, students may play one of the following games to reinforce new and review patterns: Caterpillar Games, Truck Chart Games, Long Vowel City.

It works well to take regular mini-breaks with the students as you work through the lesson. Stand up, stretch, exercise, sing a silly song, etc.



B.	Spelling Dictation (See <i>Planning The Lesson - How To Fill In The Dictation Outline</i>)
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The goal is for students to learn to spell words with confidence. When needed, prepare students to be successful by using any of the instructional strategies listed.

1.	<p>Spell Phonetic Words</p> <ol style="list-style-type: none"> a. Dictate up to ten phonetic words with the new phonetic pattern or new syllable pattern. It's very important for students to say each sound in the word separately as they write the letters and letter patterns that represent those sounds. They do not say the names of the letters as they write. Model this procedure and assist as needed to help students become confident with this routine. b. Dictate previously taught phonetic words as a review, if desired. These should be spelled in the same way. c. In the same way, dictate any phonetic words that will appear in the sentence, as needed. <p>Instructional Strategies</p> <ol style="list-style-type: none"> a. At the beginning of the year, teaching spelling for the first few patterns by having students spell the words with plastic letters in small groups. This reinforces that each sound is shown with a related letter or letter pattern, and that they must be placed in order from left to right to match the pronunciation of the word. b. Have students spell words from dictation on dry erase boards. They can pay careful attention to letter formation and can easily erase and correct as needed. c. When students are ready to begin spelling on regular lined paper, call on students to spell each word with moveable letter cards on a pocket chart first. Then cover the word and have students spell the word on their papers.
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2.	<p>Spell Sight Words And Review Sight Word Cards</p> <ol style="list-style-type: none"> a. Introduce any new sight words. These are listed on the sequence chart and on the page with the new phonetic words. Explain that these words are spelled with the new phonetic pattern but are not pronounced as expected. Students take turns reading the word or words. Have a few students use the words in oral sentences. If there are more than one sight word, you may want to introduce only one new word per day. b. Students copy the word, cover it, and write it from memory. Show the sight word card so that students can check their work and correct it as needed. c. Show all of the sight word cards that have been taught. Students read the words in unison. Dictate a few of the review sight words, if desired. Students write the words and check them as you show each card. Be sure to have students spell any sight words that will appear in the sentence, as needed. d. You may want to post sight words on a word wall for easy reference.
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3.	<p>Spelling Changes</p> <ol style="list-style-type: none"> a. Model how to spell words with suffixes, as needed. Have students copy the words. b. Model how to spell contractions, as needed. Have students copy the words.
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4.	<p>Dictate A Sentence - Dictate a sentence that contains phonetic words and sight words from this lesson.</p>
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C. Prepare For Small Group Rotations - Assign Seatwork

Take a few minutes to show students what they will do independently during the small group rotations. Possible options are shown below.

1.	Put words or sentences on the board related to the current phonics patterns or phonetic stories. Draw pictures on the board to illustrate them. Have students copy the text and pictures. When students have developed confidence reading and writing, you can include fill in the blank exercises or questions that require students to write their answers in complete sentences. When ready, students can put new words into alphabetical order or sort them into designated categories.
2.	List a group of words on the board that all have the same phonetic pattern. Students draw a scene that contains pictures of as many of those words as possible. They should copy the words to label each part of the picture.
3.	Have students copy a list of phonetic words and then rewrite them with a given suffix. Choose suffixes that have already been taught.
4.	Have students copy a pair of words and then rewrite them as a contraction. Choose contractions that have already been taught. Students may use their books as a reference so that they can remember how to form the contractions correctly.
5.	List a group of words that all have the same phonetic pattern. Students should write an original story that uses as many of those words as possible.
6.	Choose a topic and call on students to tell you what they know about it. Write about six to eight sentences on the board to record students' responses. Students will copy the sentences and add pictures to illustrate the topic.
7.	Take a few minutes to read a children's book aloud to the group. Solicit comments from the students about the book. Use the comments to create a graphic organizer such as a time line, story map, Venn diagram, or bubble map on the board for students to copy. This approach could cover a selected story from children's literature or a topic in science or social studies.
8.	Have students complete the workbook pages that go with the new phonetic pattern. In this case, have a group of stronger readers do seatwork first. This gives the other groups a chance to study the new material under your guidance in a small group before being expected to do the worksheet.
9.	Students should know that when they have completed the assigned seatwork, they have the option to read, write, or draw independently.

Basic Phonics Patterns - Lesson Plan		Page 4
D.	Decoding/Reading	
The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.		
1.	<p>Read Words</p> <ul style="list-style-type: none">a. Students read the word list with the new pattern from this book, taking turns. Have them cover the pictures with an index card. They should slide the card down after reading each word so that they can see the picture. Discuss the meanings of any unfamiliar words.b. Show the word cards for any new sight words that are listed on the page. Students read the words. Point out that these words are rule breakers and are not pronounced as expected. (These words were introduced during the dictation period.) <p>Instructional Strategies</p> <ul style="list-style-type: none">a. Color-Coded Word Cards - Using markers, write new phonetic words on white, unlined 4 x 6 inch index cards. Show each card one at a time and have students take turns reading the words. Students get to hold any cards that they read correctly. Note: Use a black marker to write the words in all black print or, if desired, write the vowels in the word using colored markers. This will make the vowel pattern stand out in the word and make it easier for students to read. See the color-coding chart at the end of this book.b. Picture/Word Cards - Print a set of picture/word cards for the new pattern from the website at www.soundcityreading.net on letter sized cardstock. Each PDF file will make four identical sets of cards. Print the words on one side of the sheets, then turn the stack over and feed them through the printer again to print the pictures on the back. Cut the stack into four sets of cards. To use the cards, show one word at a time. Students take turns reading the words. After a word is read, turn the card over so that students can see the picture.c. Play The Robot Game - This activity works well with the whole class. It develops phonemic awareness skills which prepare students to read a new set of phonetic words. All students, especially those who are having difficulty decoding, benefit from this sequence. Combine the color-coded word cards and the picture cards for the new pattern in a pocket chart. Put the word cards in a group and the picture cards in a separate group, so that all of the cards can be seen. Explain that you will play a game in which you say the sounds for each word separately, like a robot. To begin, say the individual sounds for one of the words, pausing briefly between each sound. Call on a student to find the picture that matches the sounds and say the name of the picture normally, without the pauses. Repeat the separate sounds for the same picture again, like a robot, and call on a student to find the word card that matches the picture. Have the student read the word normally, without pausing, and place the picture and word card together on the chart. Continue in the same way until all the pictures and words have been found and placed together.d. Purchase a package of white letter sized (or legal sized) card stock. Use colored markers to write a list of about six or seven of the new phonetic words on each sheet, using large print. Color-code the vowels using the color-coding chart at the end of this book.e. To develop fluency, have students read all of the words with the new phonetic pattern from the <i>Color-Coded Phonetic Lists</i> book. It includes both rhyming and body-coda (same beginning sounds) lists for each pattern. The vowels are color-coded.	

D. Decoding/Reading - Continued

The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.

2. Read Sentences - Students read the sentences that follow the words, taking turns. Ask students to point out the word in each sentence that contains the new pattern. After all the sentences have been read, students should read them again, in unison.

Instructional Strategy - Sentence Study In A Pocket Chart

Write several sentences on lined pocket chart strips. Write each sentence on two strips. Leave the one strip intact. Cut the other strip apart to make separate word cards. These activities work well with the whole class or with small groups.

Activity One - Place the complete sentence strips in every other row in the pocket chart. Pass out the separate word cards to the students. Point to the first sentence and have students read it aloud as a group. Point to the first word, read it, and ask the students to look at their word cards to see if they have that word. The student should place it just below the word in the complete sentence. Continue until all the words have been filled in below the original sentence. Follow the same process with the remaining sentences.

Activity Two - Remove the complete sentence strips from the chart. Leave the sentences made of separate word cards in place. Ask students to cover their eyes. Turn over one word card in each sentence so that students can only see the back of the card. Have students read the first sentence, saying “hmm” for the blank card. Ask students to predict what the missing word will be. Turn the card over to see if they are correct. Continue in the same way with the rest of the sentences.

Activity Three - Leave all of the sentence word cards in place, facing forward so they can be seen. Have students cover their eyes. Rearrange the cards in each sentence so that they are mixed up and don't make sense. Call on a student to come forward and rearrange the cards in the first sentence so that it makes sense again. When it is correct, have the class read the sentence in unison. Continue with the rest of the sentences in the same way.

3. Read Suffixes And Contractions

- When you get to a page that teaches suffixes or contractions, use a small white board to explain the material briefly, showing several examples.
- Have students read the page, taking turns.
- Incorporate new and review suffixes and contractions in the dictation period.

4. Read Stories

- Students take turns reading a new or review practice story.
- Starting with Book 5, students read the trade books that are listed on the sequence charts. It may take several days to complete each book.
- Students who are already reading may read from any appropriate children's books at their reading level.

Basic Phonics Patterns - Lesson Plan		Page 6
D.	Decoding/Reading - Continued	
The goal is for students to read the material on the pages in this book with ease. When needed, prepare students to be successful by using any of the instructional strategies listed.		
	Read Stories- Continued Instructional Strategies a. Read the new story aloud to the whole class before beginning small groups rotations. Discuss the story as you read, asking questions for the students to answer orally. b. Have the whole group open their books to the story. Read the first sentence. Students track the words with their fingers as they listen, then they track the words again as they reread the sentence in unison. Continue in the same way for the rest of the story. c. Divide the class into two groups. Have the first group read the first page of the story aloud, in unison. Have the second group read the second page aloud, in unison. Continue in the same way to the end of the story.	
5.	After students have finished reading the words, sentences, and story, have them play a learning game, as time permits. These include the Caterpillar Game, Truck Chart Game, Long Vowel City, and Sight Word Game.	
E.	Listening Comprehension, Vocabulary Development, Integration With Literature, Science, Social Studies, Creative Writing, And Art, Assessment	
1.	Read Aloud - The teacher reads aloud to the class thirty minutes per day, reading from a variety of fiction and non-fiction books at a level appropriate for the age of the class. Include classic children’s literature, rhythmic and rhyming books for beginning readers, books on science and social studies topics, and poetry.	
2.	Extension And Enrichment a. Have students do art projects related to the current phonetic pattern or current story. b. Have students study science or social studies topics related to a current phonetic word or practice story. c. Have students do creative writing activities related to one of the current phonetic words or the current story. d. Have students reread new words, sentences, and stories with a partner. e. Have students take home copies of the current pages in the book to read for their parents. f. Have students complete the pages in the phonics patterns workbooks. g. Have students complete the decoding tests and story comprehension tests, available at www.soundcityreading.net .	

Know The Phonetic Code - Lesson Plan

Overview

- A. A new letter pattern or syllable pattern is introduced daily.
- B. Students write any new and review letter patterns and selected words with those patterns during the dictation period.
- C. Students read the word list with the new letter pattern in this book.
- D. Students read phonetic practice stories in this book or other stories at their reading level.

1.	Introduce a new phonogram pattern or syllable pattern.
2.	Sound Charts - Students say new and review phonogram sounds in unison.
3.	Sound Cards - Students say new and review phonogram sounds in unison.
4.	<p>Handwriting (Use this section when teaching or reviewing manuscript or cursive handwriting.)</p> <ul style="list-style-type: none"> a. Introduce new letters b. Practice previous letters c. When teaching cursive handwriting, teach students how to make letter connections.
5.	<p>Dictation</p> <ul style="list-style-type: none"> a. Letter dictation (Students write the letter and say the sounds) b. Phonogram dictation (Students write the pattern and say the sounds) c. Dictate new phonetic words (Students segment the sounds as they write.) d. Model words with suffixes or model contractions, as needed for students to write. e. Introduce new sight words as needed. Students say the word, copy it, and write it from memory. Dictate review sight words, as needed. Students read all of the sight words that have been taught from flashcards, in unison. f. Dictate one or more sentences using phonetic words and sight words from this lesson. Students listen and write.
6.	<p>Decoding</p> <ul style="list-style-type: none"> a. Students read a word list from this book, applying the new pattern to decode the words. b. Students mark and read mixed word lists from a white board or chalk board.
7.	<p>Reading And Responding To Stories</p> <ul style="list-style-type: none"> a. Students read the phonetic stories whenever they reach them in this book. b. Students who are able should read and respond to stories at their reading level under the guidance of the teacher. c. All students should hear the teacher read higher level selections aloud each day.

Information About Ending Consonant Blends

Ending consonant blends are two consonants that come after a vowel. Each consonant is pronounced in the normal way. To make it easier for students to learn to slide the sounds together smoothly, ending blends are taught as vowel-consonant-consonant combinations. Each lesson teaches ending blends with a single short vowel. Ending consonant blends are introduced in Book 1 of each of the sets of books shown below. A few extra ending blends are taught in the *Basic Phonics Patterns* books. Additional blends are added in the *Know The Phonetic Code* books and in *Advanced Phonics Patterns From Children's Books*. The lists below show the ending consonant blends taught in each set of books. New blends that are being introduced for the first time are printed in bold text.

Phonetic Words And Stories, Books 1-8

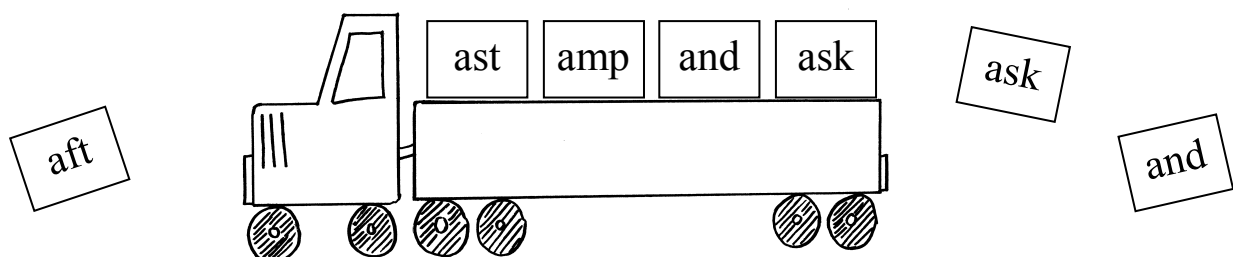
- 1) ast, amp, ask, and, aft
- 2) ist, isk, ift, ind, ilk
- 3) ond, omp, oft, olf, ost, ōst
- 4) ump, unt, ust, usk, ulb
- 5) est, esk, elt, elf, elp, eld, end, ent, ext, ept

Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8

- 1) ast, amp, ask, and, aft
- 2) ist, isk, **isp**, ind, ift, **int**, **imp**, **ilt**, ilk
- 3) ond, omp, oft, olf, ost, ōst, **ont**, **opt**
- 4) ump, unt, ust, usk, **uct**, ulb, **ulk**
- 5) est, esk, elt, elf, elp, eld, **elm**, **elk**, end, ent, ext, ept, **eft**

Know The Phonetic Code and Advanced Phonics Patterns From Children's Books

- 1) ast, amp, ask, and, aft, **ant**, **act**, **asp**, **aft**, **alc**, **alp**, **apt**, **asm**
- 2) ist, isk, **isc**, isp, ind, ift, int, imp, ilt, ilk, **ild**, **ilm**, **ipt**, **ism**, **ict**
- 3) ond, omp, oft, olf, ost, ōst, ont, opt, **ompt**
- 4) ump, unt, **und**, ust, usk, **usp**, uct, **uft**, **upt**, ulb, ulk, **ulp**, **ulpt**, **ulf**, **ult**
- 5) est, esk, elt, elf, elp, eld, elm, elk, end, ent, **emp**, **empt**, ext, ept, eft, **ect**



Daily Outline When Teaching Ending Consonant Blends

I.	Spelling Dictation - Whole Group Or Small Groups - Convert sounds to symbols
	<p>A. Students will work with only one set of ending blends per lesson, either short a, short i, short o, short u, or short e blends. This will prepare them to read words with the same ending blends. The teacher will use the dictation chart for ending blends as a guide when dictating the letter sounds, ending blends, and words.</p> <p>B. Each student is given a small box with two sets of plastic alphabet letters and a work mat made of sheet of construction paper, placed in landscape mode, with a line drawn horizontally to divide the sheet into upper and lower sections.</p> <p>C. The teacher dictates the sound for each letter that will be needed during the lesson. Students find the letters in their boxes and place it on the upper part of their work mats (their “letter bank”) saying the sound as they place each letter.</p> <p>D. The teacher pronounces each pattern, including the short vowel sound, using the two-step process shown on the dictation chart. “Show me <i>am</i>. Now show me <i>amp</i>.” Using plastic letters, students build the pattern on the lower section of their work mats. Students listen carefully and form the two-letter combination first, then add a letter at the end to create the three-letter combination. They should say the sound for each letter as they place it, then say the entire pattern. After the teacher checks their work, students return their letters to their letter banks and listen for the next blend.</p> <p>E. After students have built all the ending blends for that short vowel, the teacher dictates words with the same ending blends. Students spell the words in the same way.</p>
II.	Sound Charts - Whole Group - See the symbols and say the sounds
	<p>A. The teacher points to the new ending blends on the truck chart, going down the column. The teacher pronounces each blend clearly; students repeat. Then the students pronounce the blends in unison, while the teacher points to each one.</p> <p>B. The teacher points to any previously taught ending blends, modeling if needed. Students pronounce the blends.</p> <p>C. On the rest of the charts, the teacher points to the phonogram patterns that have been taught. Students say the sound for each pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Ending Blend Pages In The Book - Students read the words. The teachers assists as needed. Discuss any unfamiliar words.</p> <p>B. Sight Words - Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages - Students read the sentences with teacher guidance as needed.</p> <p>D. Read new or review stories following the usual routine.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<p>A. Students play the ending blend truck game to reinforce ending blends.</p> <p>B. Students take turns reading new or review words, sentences, and/or stories.</p>

Dictation Chart For Ending Consonant Blends - Words To Spell With Plastic Letters					
	Short A	Short I	Short O	Short U	Short E
Have students get out these letters.	a, p, s, t, l, c, f, m, r, d, k, b, n, h	i, s, t, t, l, m, f, g, k, d, r, w, n, p, h	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, c, h	e, s, t, t, n, b, r, v, w, d, m, h, l, p, y, k, f, x
Students will build these blends.	ast, ask, amp, and, aft	ist, isk, isp, ind, ift, int, imp, ilt, ilk	ond, omp, oft, olf, ost, ōst, ont, opt	ump, unt, ust, usk, uct, ulb, ulk	est, esk, elt, elf, elp, eld, elm, elk, end, ent, ext, ept, eft
For each blend, students build the two-letter combination first, then add one more letter to the end to form the second combination. Say to the students: "Show me... am. Now show me...amp."	as.....ast as.....ask am.....amp an.....and af.....aft	is.....ist is.....isk is.....isp in.....ind if.....ift in.....int im.....imp il.....ilt il.....ilk	on.....ond om.....omp of.....oft ol.....olf os.....ost ōs.....ōst on.....ont op.....opt	um.....ump un.....unt us.....ust us.....usk uc.....uct ul.....ulb ul.....ulk	es.....est es.....esk el.....elt el.....elf el.....elp el.....eld el.....elm el.....elk en.....end en.....ent ex.....ext ep.....ept ef.....eft
Say each word clearly for students to spell.	past last cast fast ask mask task bask lamp camp ramp damp and sand hand land band raft	list mist fist disk risk wisp lisp wind lift gift sift mint hint lint tint limp hilt kilt tilt wilt silk milk	pond fond bond romp pomp soft loft golf lost cost mōst pōst hōst font opt	jump bump lump dump pump punt bunt runt must just rust gust tusk dusk duct bulb bulk hulk sulk	nest best rest desk melt felt belt elf self shelf help yelp kelp held weld elm helm elk bend send mend tent went sent bent next text kept wept left

Daily Outline When Teaching Beginning Consonant Blends

I.	Spelling Dictation Using Plastic Letters - Whole Group Or Small Groups
	<p>A. Beginning consonant blend patterns are taught in three different sets. Students will work with only one set per lesson. This spelling activity will prepare students to read words with the same ending blends. The teacher will dictate letter sounds, beginning blends, and words, using the beginning blend dictation chart as a guide.</p> <p>1) S Blends And W Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw</p> <p>2) L Blends: bl, cl, fl, gl, pl, sl, spl</p> <p>3) R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str</p> <p>B. Each student is given a small box with two sets of plastic alphabet letters and a work mat made of sheet of construction paper, placed in landscape mode, with a line drawn horizontally to divide the sheet into upper and lower sections.</p> <p>C. The teacher dictates the sound for each letter that will be needed during the lesson. Students find the letters in their boxes and place it on the upper part of their work mats (their “letter bank”) saying the sound as they place each letter.</p> <p>D. The teacher pronounces each pattern. “Show me <i>st</i>. Now show me <i>sp</i>.” Using plastic letters, students build the pattern on the lower section of their work mats. Students listen carefully and place the letters that show the correct sounds, going from left to right. They should say the sound for each letter as they place it, then say the entire pattern. After the teacher checks their work, students return their letters to their letter banks and listen for the next blend.</p> <p>E. After students have built all the beginning blends for the set being studied, the teacher dictates words with the same beginning blends. Students spell the words in the same way.</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 clearly; students repeat. Then the students pronounce each blend in unison while the teacher points to each one.</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 say the sound for each blend and each pattern. The teacher models as needed.</p>
III.	Decoding/Reading - Whole Group
	<p>A. Beginning Blend Pages In The Book - Students read the words. The teacher assists as needed. Discuss any unfamiliar words.</p> <p>B. Sight Words - Introduce new sight words when listed. Review previous sight words from flashcards.</p> <p>C. Sentence pages - Students read the sentences with teacher guidance as needed.</p> <p>D. Read new or review stories following the usual routine.</p>
IV.	Small Groups - Working With The Teacher - Choose from the following.
	<p>A. Students play the beginning blend truck game to reinforce beginning blends.</p> <p>B. Students take turns reading new or review words, sentences, and/or stories.</p>

Dictation Chart For Beginning Consonant 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	<div>scab</div> <div>scum</div> <div>skip</div> <div>skin</div> <div>skull</div> <div>smog</div> <div>smell</div> <div>snack</div> <div>snap</div> <div>snip</div> <div>snug</div> <div>spot</div> <div>spit</div> <div>spell</div> <div>squid</div> <div>step</div> <div>stem</div> <div>stop</div> <div>stick</div> <div>stuff</div> <div>swim</div> <div>swam</div> <div>swell</div> <div>twin</div> <div>dwel</div>	<div>clap</div> <div>class</div> <div>cliff</div> <div>click</div> <div>club</div> <div>black</div> <div>bless</div> <div>block</div> <div>slap</div> <div>slim</div> <div>slip</div> <div>sled</div> <div>slot</div> <div>slug</div> <div>flag</div> <div>flap</div> <div>flex</div> <div>flip</div> <div>flop</div> <div>flock</div> <div>floss</div> <div>glass</div> <div>glad</div> <div>gloss</div> <div>glum</div> <div>plan</div> <div>plot</div> <div>plop</div> <div>plug</div> <div>plum</div> <div>split</div>	<div>brag</div> <div>brass</div> <div>brick</div> <div>brim</div> <div>crab</div> <div>crack</div> <div>crib</div> <div>crop</div> <div>cross</div> <div>drag</div> <div>dress</div> <div>drip</div> <div>drill</div> <div>drug</div> <div>drum</div> <div>fret</div> <div>frizz</div> <div>frog</div> <div>grass</div> <div>grab</div> <div>grill</div> <div>grin</div> <div>grub</div> <div>gruff</div> <div>press</div> <div>prop</div> <div>trap</div> <div>track</div> <div>trim</div> <div>trip</div> <div>trick</div> <div>trot</div> <div>scrap</div> <div>scrub</div> <div>sprig</div> <div>strap</div> <div>strum</div>

How To Fill In The Dictation Outline - VERSION 1 (EASIEST To Plan)

Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning purposes, you will fill in the outline in a different order, as shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters</u> to dictate. Choose 13 alphabet letters one day, and choose the remaining 13 letters the following day. Rotate between the two lists from day to day.
9.	Fill in the <u>phonogram patterns</u> section. Choose the new pattern and the five most recent patterns taught. Add any older patterns that you want to review.
10.	Fill in the <u>beginning consonant blends</u> section. List the blends on a rotating basis, as shown. Monday: st, sp, sm, sn, sc, sk, sw, squ. Tuesday: pr, tr, br, cr, dr. Wednesday: fr, gr, scr, spr, str. Thursday: cl, fl, gl, pl, sl, bl, spl. Friday: sw, tw, dw, (shr, thr, phr, phl). Dictate the patterns in parentheses <u>after</u> the consonant digraph patterns have been taught.

How To Fill In The Dictation Outline - VERSION 2 (EASIEST For The Students)

Follow these steps to prepare the dictation lesson ahead of time. Make copies of the Dictation Outline pages, and fill in the information in the order shown below. The order in which the sections appear on the outline is the order in which the items are dictated during the lesson. However, for planning purposes, you will fill in the outline in a different order, as shown below. To get started, look at the upcoming lesson in the Basic Phonics Patterns book and select the sentence and words that you want to use during the dictation period. If you prefer, create your own sentence, using only the phonetic patterns, syllable patterns, and sight words that have been taught. You will then fill in the rest of the outline based on the words and the sentence you have chosen. See the sample outlines for the sh pattern, the ee pattern, and silent e syllables to see how a typical outline will look when completed.

1.	Fill in the <u>new phonetic pattern</u> or <u>syllable pattern</u> .
2.	Fill in the <u>sentence</u> .
3.	Fill in ten <u>words to spell with the new pattern</u> . Be sure to include any words from the sentence with the new pattern.
4.	Fill in the <u>other phonetic words</u> section with words from the sentence that are phonetic but don't have the new pattern. Add any additional phonetic words with patterns that have already been introduced, if desired, for extra practice and review.
5.	Fill in the <u>sight word</u> section with any sight words from the sentence and any new sight words. You may add any other sight words that have been previously taught, as desired, for extra practice and review.
6.	Fill in the <u>suffixes</u> section. Include any words with suffixes from the sentence. You can add suffixes to any of the phonetic words or sight words in this lesson, as desired. Use only the suffixes that have been taught.
7.	Fill in the <u>contractions</u> section. Include any contractions from the sentence. Add any other contractions that have been taught, as desired.
8.	Fill in the <u>letters</u> section. To do this you will need to look at all of the words that will be written during the lesson. List the letters needed to spell these words.
9.	Fill in the <u>phonogram patterns</u> section. Look at all of the words that will be written during the lesson. List any multi-letter vowel patterns (ai, ow, ey, ur, ould) and consonant patterns (sh, th, nk, ng, wr, tch). Also list any single vowels that are not short vowels (ā, ē, ī, ō, ū, ä, ë, ï, ö, ü).
10.	Fill in the <u>consonant blends</u> section. List any beginning blends used in any of the words. Include digraph blends if needed (thr, shr, phr, phl).

Date _____



Letters _____

Phonogram Patterns

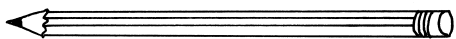
Beginning Consonant Blends

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

Other Phonetic Words To Dictate

Dictation Outline Page 2

Date _____

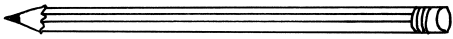


Sight Words

Suffixes

Contractions

Sentence



New Phonetic Pattern Or Syllable Pattern sh

Letters s h i p e l a m o u t c f w r n A

Phonogram Patterns sh

Beginning Consonant Blends _____

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

ship

cash

shed

fish

sham

wish

shop

mesh

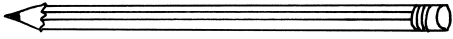
shut

rush

Other Phonetic Words To Dictate

pot

in



Sight Words

A

a

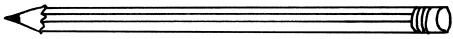
is

Suffixes

Contractions

Sentence

A pot is in a shed.



New Phonetic Pattern Or Syllable Pattern ee

Letters s e w k f t d r g h H c l p q u n i

Phonogram Patterns ee, ē, sh, th, ch

Beginning Consonant Blends gr, tr, thr, sl

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

see

tree

week

three

feet

cheek

deer

sleep

green

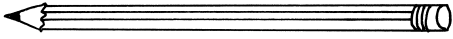
queen

Other Phonetic Words To Dictate

he

He

ship



Sight Words

Suffixes

sees

ships

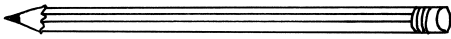
Contractions

Sentence

He sees three ships.

Dictation Outline

Date _____



New Phonetic Pattern Or Syllable Pattern Silent E Syllables

Letters p u z l e s a d i t c n w k h m b r o g J P

Phonogram Patterns ö, th

Beginning Consonant Blends tw, scr

Words With The New Phonetic Pattern Or Syllable Pattern To Dictate

puz zle

sad dle

lit tle

ap ple

tus sle

can dle

twi nle

thim ble

scram ble

dim ple

Other Phonetic Words To Dictate

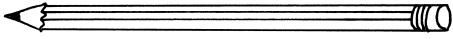
Jill

Pam

got

and

into



Sight Words

a

people

Suffixes

Contractions

Sentence

Jill and Pam got into a tussle.

Overview - Advanced Phonics Patterns From Children's Books				
Review Vowel Patterns	Review Consonant Patterns	New Consonant Patterns	New Ending Syllables	New Suffixes And Prefixes
ī/pizza	ugh/laugh	mb/lamb	tion/addition	y - bumpy, sunny
ye/rye	ph/phone	gu/guess	tain/curtain	s, es after o - hippos, goes
ought/bought	ze/freeze	ch/chorus	ous/enormous	dry, dries, dried
ou/country	dge/fudge	ch/chef	ace/necklace	guppy, guppies
qua/quarrel		bu/building	ture/nature	baby, babies
squa/squash		b/debt	ive/detective	hurry, hurries, hurried
swa/swan		t/castle	cial/special	er, est - smaller, smallest
y_e/type		i/onion	sure/pressure	tie, tied, tying
y/gymnastics		sc/scissors	sure/measure	glue, gluing
ë/ballet		rh/rhino	sual/unusual	er - farmer
New Pattern		gn/gnat, sign	cian/magician	rose, roses
é/appliqué		mn/autumn	ate/pirate	wood, wooden
		x/exhaust	ice/notice	hid, hidden
		qu/antique	tu/spatula	froze, frozen
		h/herb	tial/initials	birds' nest
		th/thyme	tient/quotient	ful - helpful
		x/xylophone	ine/medicine	ness - goodness
		z/azure	ine/gasoline	un - unzip
		p/pterodactyl	sion/mansion	happy, happier, happiest
			sia/Russia	tumble, tumbled, tumbling
			sion/television	able - enjoyable
			sia/freesia	less - helpless
			ious/furious	sub - subway
			cious/delicious	dis - disappear
			tious/nutritious	mis - misbehave
			ite/opposite	ment - enjoyment
			age/luggage	let - piglet
			age/garage	

Day	New Phonogram Or Syllable Pattern	Suffix Study, Punctuation, Contractions	Multi-Syllable Words	Book to Read	Sight Words
1	mb/lamb			<i>One Fish Two Fish Red Fish Blue Fish</i>	comb
2		sun, sunny	giant	<i>The Spooky Old Tree</i>	
3	ugh/laugh			<i>No, David!</i>	
4	gu/guess			<i>More, More, More Said The Baby</i>	
5		goes, does		<i>Hamster Chase</i>	
6		dry, dries, dried		<i>The Boy Who Cried Wolf</i>	
7		baby, babies			
8		hurries, hurried		<i>The Cat In The Hat Comes Back</i>	
9	ph/phone				
10	i/pizza		Otto, began, radio, cellar, policeman	<i>A Fish Out Of Water</i>	
11	ze/freeze				
12	ye/rye				
13	ch/chorus				
14		smaller, smallest			
15		tie, tied, tying	tennis, hundred, only, nobody, behind	<i>I Wish That I Had Duck Feet</i>	friend, movie, eyes, else
16	ch/chef			<i>Knuffle Bunny</i>	machine
17	tion/addition				
18		glued, gluing		<i>Pig Pig Grows Up</i>	
19		farm, farmer			
20		rose, roses	wagon, Chicago, doctor, movie, police	<i>Robert The Rose Horse</i>	woman, people, friends, once, ah
21		wood, wooden			
22		hid, hidden			
23		froze, frozen	beautiful, table	<i>Charlie Needs A Cloak</i>	during, sew

Day	New Phonogram Or Syllable Pattern	Suffix Study, Punctuation, Contractions	Multi-Syllable Words	Book to Read	Sight Words
24	tain/curtain		bargain	<i>The Runaway Bunny</i>	
25	bu/building, b/debt			<i>Hildilid's Night</i>	
26	ought/bought				
27		the birds' nest	grocery, post of- fice, already, bar- rel	<i>The Best Nest</i>	move, else, busy
28	ou/country		upset, until, final- ly, ordinary, dis- turb, money, mon- key	<i>Caps For Sale</i>	sure
29	ous/enormous				
30		help, helpful	wagon, dragon, wonderful	<i>Wings On Things</i>	shoes, many
31	t/castle			<i>Frog And Toad Are Friends</i>	
				<i>Goggles</i>	
32		good, goodness	princess, helmet, tunnel, beautiful, China, surprise, carrots	<i>Little Bear</i>	eyes
			meow, hello, be- cause, barrel	<i>The Fire Cat</i>	answered, noth- ing, friend, against
33	ace/necklace				
34		zip, unzip	palace, idea, lions, elephants	<i>The Kind, The Mice, And The Cheese</i>	answer, only, sure, gone, ques- tion
35	dge/fudge			<i>There's A Monster Under My Bed</i>	
36		hungrier, hungriest	terrible, carry, idea, tomorrow	<i>Days With Frog And Toad</i>	cover, second, blah, cupboard, sure, island
37		jingled, jingling	cheerio, Albany	<i>The Little Red Light- house And The Great Gray Bridge</i>	canoe, iron, hur- rah
				<i>Happy Birthday Moon</i>	

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Books to Read	Sight Words
				<i>The Story About Ping</i>	
38	i/onion				
39	ture/nature			<i>Little Bear's Visit</i>	
40	ive/detective				
41		enjoy, enjoyable	diamonds, Rosa- mond, secret, Harry	<i>Nate The Great</i>	bury, color
				<i>A Chair For My Mother</i>	
42	sc/scissors			<i>Only The Stars</i>	
43	cial/special			<i>Lola At The Library</i>	
				<i>Unlovable</i>	
44	sure/pressure sure/measure				
45	sual/unusual		ribbon, open	<i>Amelia Bedelia</i>	minute, lem- on-meringue, enough, oven
			cabin, quiet, Tennessee, mocca- sins, different, beautiful	<i>Daniel's Duck</i>	answer, else, sewed
				<i>Something From Nothing</i>	
46	qua/quarrel			<i>Millions of Cats</i>	
47	squa/squash				
48	cian/magician		meter, human, ter- rific, beauty	<i>All Of Our Noses Are Here</i>	mirror, gone, halfway, whole
49	swa/swan			<i>Mouse Soup</i>	
50	y_e/type				
51	y/gymnastics			<i>Curious George Rides A Bike</i>	
52	rh/rhino		whiskers, certain, kangaroo, Rhonda, mama, llama	<i>Is Your Mama A Lla- ma?</i>	

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Book to Read	Sight Words
				<i>The Grouchy Ladybug</i>	
				<i>Ben's Trumpet</i>	
53	gn/gnat gn/sign			<i>Danny And The Dinosaur</i>	
				<i>The Hungry Thing Returns</i>	
54	mn/autumn			<i>Madeline</i>	
				<i>A Color of His Own</i>	
55	ate/pirate		private	<i>Where The Wild Things Are</i>	
56	ice/notice		refrigerator, mustache	<i>If You Give A Mouse A Cookie</i>	
				<i>Bread And Jam For Frances</i>	
57	tu/spatula			<i>All In One Piece</i>	
58	x/exhaust		office	<i>Alexander And The Terrible, Horrible, No Good Very Bad Day</i>	tongue
59	qu/antique		insect, collect, protect	<i>Arthur's Camp-Out</i>	
			mosquitoes, bicycle, rolling, secret, ruler	<i>There Is A Carrot in My Ear</i>	
60	h/herb			<i>My Best Friend</i>	
61		help, helpless	lesson, zebra, empty, giraffe, bananas, coconuts, rhinoceros, Anansi, wicked	<i>Anansi And The Moss-Covered Rock</i>	
				<i>All The Colors Of The Earth</i>	
62	tial/initials				
63	tient/quotient			<i>Katy And The Big Snow</i>	
64	ine/medicine				
65	ine/gasoline			<i>Mike Mulligan And His Steam Shovel</i>	

Day	New Phonogram Or Syllable Pattern	Suffix Study, Contractions, Punctuation	Multi-Syllable Words	Book to Read	Sight Words
66	sion/mansion sia/Russia			<i>Ming Lo Moves The Mountain</i>	
67	sion/television sia/freesia			<i>Leo The Late Bloomer</i>	
68		way, subway			
69		appear, disappear	controls, ordinary, quiet, collect	<i>Alistair Underwater</i>	Alistair, algae, above
70		misbehave		<i>Miss Nelson Is Missing</i>	
				<i>Thank you, Mr. Falker</i>	
71	ious/furious			<i>Sylvester And The Magic Pebble</i>	
				<i>Peppe The Lamplighter</i>	anxious
72	cious/delicious			<i>Harold And The Purple Crayon</i>	
73	tious/ nutritious			<i>Big Chickens</i>	
74		enjoy, enjoyment	delicious, necklace, carol, garnet, reflection, lingonberries, Christmas	<i>A New Coat For Anna</i>	porce- lain
				<i>Watch Out For The Chicken Feet In Your Soup</i>	
75	e/ballet , é, appliqué			<i>Angelina On Stage</i>	
				<i>A Pocket For Corduroy</i>	
76	ite/opposite				
77	age/luggage			<i>The Hickory Chair</i>	
				<i>Flossie And The Fox</i>	
				<i>Tikki Tikki Tembo</i>	
				<i>The Bicycle Man</i>	
78	age/garage			<i>The Little House</i>	
79	th/thyme		mosquito, creature, owlet, mischief, iguana, con- science, usually, guilty, hon- est, satisfied	<i>Why Mosquitoes Buzz In People's Ears</i>	answer
80		owl, owlet			
81	x/xylophone			<i>Mufaro's Beautiful Daughters</i>	
82	z/azure		stifle	<i>The Fool Of The World And The Flying Ship</i>	
83	p/pterodactyl p/receipt				

To get started, read part one and two of the sound story aloud to the students. Model the sound for each sound picture and letter or letter pattern. Have the students repeat. Review until students can remember the sounds for all of the sound pictures, letters, and patterns.

At level three, short vowels, and level four, phonics patterns, students spell new words before they read them. At the advanced phonics patterns level, students hear the teacher pronounce new words before they read and spell them. That is because the words at the advanced level are sometimes less predictable in their pronunciation and spelling. In addition, some of the words may be unfamiliar to students. Students work with the teacher to analyze new words when they read and copy them for the first time. Afterward, students practice spelling the words.

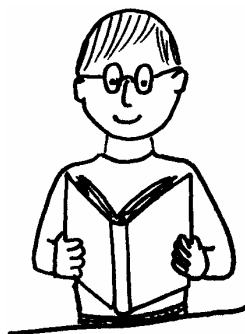
1.	Introduce a new phonogram pattern, ending syllable pattern, prefix, or suffix. Show the new sound card or syllable card, pronounce it, and have the students repeat, one at a time. Point out the pattern on the sound chart, and have students say the sound and keyword. For new prefix and suffix, show how to add it to several sample words on the board. Explain how it modifies the meaning of the words.
2.	Sound Charts - Point to the letters and letter patterns that have been introduced on the sound charts. Students pronounce the sounds in unison.
3.	Sound Cards - Show the advanced phonics pattern cards and ending syllable cards that have been taught. Students say the sounds in unison.
4.	Handwriting - Use this section when teaching or reviewing manuscript or cursive handwriting. Use one of the Sound City Reading handwriting books as needed. <ol style="list-style-type: none"> Introduce new letters Practice previous letters When teaching cursive handwriting, teach students how to make letter connections.
5.	Sound Dictation - The teacher pronounces the sounds for the advanced phonetic patterns and ending syllables that have been taught. Use key words as needed so that students can identify the correct pattern. Students repeat the sounds as they write the related letters, letter patterns, and ending syllables. In some cases, ask the students to write all the ways to show a particular sound. For example, "Show all the ways to show /f/." Students write f, ph, and ugh, saying the /f/ sound for each pattern. In other cases, ask the students to show you all the sounds for a particular letter or pattern. "Tell me all the sounds for the ch pattern." Students write ch and say /ch/, /c/, /sh/. After many new patterns have been taught, dictate the most recent patterns while continuing to review a few older patterns during each lesson.

6. Study New Words - Prepare ahead of time by writing the new words on the board. Students will need a copy of the page or they can write directly in the book, using a pencil.
- 1) The teacher points to the first word and pronounces it clearly. Students look at the word and pronounce it in unison.
 - 2) Students say the syllables for the word in unison, clapping for each syllable. The teacher calls on a student to explain to the class where to divide between the syllables. Sometimes the teacher asks the student to explain his or her reasoning. Provide help as needed.
 - 3) The students put lines on their papers to divide between the syllables. One good way to divide is shown in the words below. This method clearly separates the syllables and cannot be mistaken for the letter l. Then the teacher divides the word correctly on the board. Students check their work and correct it if they have divided in the wrong place.

guiltyguarantee

- 4) The teacher points to one syllable at a time. Students pronounce each syllable in unison as they copy it onto lined paper.
- 5) The teacher says, "Do we need to mark anything in this word?" Give support as needed to help students arrive at the correct answer. The teacher marks the word on the board as the students explain what to mark. Students watch and mark the word in the same way on their papers. Put a straight line over single long vowels, put two dots over vowels as needed. (Examples: rō/tate, tō/night, ä/ways) Underline vowel patterns with two or more letters. (Examples: rain, card, should.)
- 6) Students look at the marked word and pronounce it slowly, one syllable at a time, in unison. Then they repeat the word at regular speed.
- 7) The teacher says, "Does anyone know the meaning of this word?" Call on students to answer. Look it up in a dictionary if necessary.
- 8) For sight words, modify the above sequence as needed. Point out the part of the words that is not spelled as expected.
- 9) After analyzing all of the words in the same way, the teacher asks students to find each word, given its meaning. For example, say to the students, "Find the word that means a baby sheep. (lamb) Find the word that is a part of your hand. (thumb). What do you do to your hair to make it neat? (comb) Who installs and repairs the water pipes in buildings? (plumber) Call on a student to point out the word on the board and pronounce it. The whole class points to the word in their book and repeats it.
- 10) On some days, instead of doing step eight, do this instead. The teacher chooses a word at random and segments the word out loud into its separate sounds or syllables. For example, for the word *lamb*, the teacher would say l.....a.....mb. For the word *information*, the teacher would say in.....for.....ma.....tion. A student must scan the words on the board and find the word that matches the sounds. The student points to the word and pronounces it clearly. The rest of the students point to the word on their papers or in their books and repeat the word in unison.

7.	Sentences - Have students take turns reading the sentences. The reader should repeat the word with the new pattern and point it out in the sentence. Students should find the word and underline it. After the sentences have been completed, have the class reread them in unison.
8.	<p>Reading And Responding To Stories - Students read new trade books when they are listed on the page with a set of words. Books are also listed on the sequence chart.</p> <ol style="list-style-type: none"> First, read the story aloud to the students. Ask questions as you go to assess how well students understand the story. Discuss the meanings of any unfamiliar words. Follow up with a discussion culminating in the construction of a timeline, story map, bubble map, or written summary related to the story. Solicit the needed information from the students and record it on the board. Divide the class into three groups and rotate one group at a time to a teaching table. Students take turns reading the story aloud under your guidance. If you don't have multiple copies of the book, students can pass one book around the table as they take turns reading. Help students decode unfamiliar words and recognize sight words as needed. <p>For seatwork, students have two assignments.</p> <ol style="list-style-type: none"> Copy the information about the story from the board on a blank sheet of paper, adding illustrations as needed. Fold a sheet of lined paper in half to form two columns. Leave the paper folded so that only one column at a time can be seen. Look at the new list of words in the book. Read the first word. Cover the words with a large index card or folded sheet of paper. Write the first word in the first column from memory. Look at the word list and check the spelling of the word. Correct if needed. Repeat in the same way by turning the folded paper over and writing the word from memory again in the second column. Check and correct if needed. Continue in the same way for the remaining words.
9.	Later in the day, have students work with a partner. They will take turns reading the pages of the book to each other. If you don't have multiple copies of the book, you can have different pairs of students read the book at different times or on different days.



How To Mark The Words - *Advanced Phonic Patterns From Children's Books*

- 1) Draw lines to divide each word into syllables.

pup/pet cab/in in/struc/tion clear/ly

- 2) Mark single long vowels with a straight line.

sē/cret rō/bot mū/sic hip/pō zē / bū

- 3) Draw an umbrella over the letters *a* or *o* in words if they have the short u sound.

won/der a/way pan/da com/pass

- 4) Mark dotted vowels with two dots.

tö/day äl/ways sur/vëy kī/wī pūd/ding

- 5) Put a small x above any silent letters.

lis^x/ten plumb^x/er hon^x/est tum/ble^x

- 6) For any letters that do not represent their usual sound, write a small letter above them, to show the correct sound.

f^oa/ther c^sel/er/y g^jen/tle x^zan/thin sh^{sh}ure

- 7) Draw a curved line below vowels in unaccented syllables, to show that the vowels are hardly pronounced. The line starts at the consonant just before the vowel, and ends at the consonant just after the vowel. This type of vowel sound is called the schwa sound.

com/bine ran/som ped/al con/nect

- 8) In some multi-syllable words, unstressed syllables end with a vowel. Instead of a long vowel sound, these vowels have the “schwa” sound. They are hardly heard at all. Mark the schwa sound with a curved arrow.

com/pli/ment del/e/gate el/o/quent ca/nal

- 9) The vowels in some accented open syllables represent the short vowel sound. Mark these vowels with an asterisk.

sp^{*}e / cial of / fī^{*} / cial mū^{*} / sī^{*} / cian ma / gī^{*} / cian

- 10) Underline multi-letter vowel patterns. Mark vowel-consonant-e patterns as shown.

rain night form small should state

- 11) Underline advanced ending syllables with a wavy line.

action measure future pirate practice

Children's Books

Children's Books

The phonics instruction in Sound City Reading is designed to prepare students to read the books on the following list to practice their newly learned reading skills. Books are listed in the order in which they can be read. Parents or teachers may want to read the stories aloud to the student first. Becoming familiar with the vocabulary and sentence structure ahead of time makes it easier for students to use their word analysis skills to read the story. Of course, the overall goal is for students to receive the preparation needed to read any appropriate book at the elementary level.

Accelerated Reader levels are given for most of the books to give a general idea of the reading level. The levels range from 0.9 to 4.7, in other words, from the ninth month of kindergarten through the seventh month of fourth grade. The Accelerated Reader Program, often purchased by schools, provides short on-line comprehension tests in the classroom for many children's books. You'll notice that the order in which the books are read is not directly related to the AR reading level. If you are using the Sound City Reading program, students will have studied all of the phonics patterns found in each book before they read it. The general progression of the books, however, is from easier to more advanced.

Printable Booklets To Use With Phonics Patterns For Beginning Readers 1 - 4.

The following *Simple Short Vowel Stories* are in *Phonics Fundamentals Volume 2* by Joy Evans (Evan-Moor Corporations, 1994). The book is out of print, but is available in limited quantities at <http://www.amazon.com/gp/product/1557993076>. Permission is granted by the publisher to reproduce the stories for non-commercial individual or classroom use. These simple short vowel stories about Bob and his dog Sam are perfect for students who are just starting to read. They have a small amount of text and an illustration on each page. These books can be used as students study *Phonics Patterns For Beginning Readers, Books 1 - 4*.

Sam (4 pages)

Bob (4 pages)

Bob and Sam (4 pages)

The Van (4 pages)

Bob Helps (4 pages)

Camp (4 pages)

At the Pond (4 pages)

The Bath (8 pages)

Pam's Pet (8 pages)

Sam's Trick (8 pages)

Sam and Gus (8 pages)

A Bone for Sam (8 pages)

Books To Read With *Phonics Patterns For Beginning Readers*, Books 5-8

The following easy books for beginners are available in book stores and libraries. These books use the most common words in our language, put together to form high interest stories. Many of the books are rhythmic and rhyming, with a repetitive sentence structure and big print, perfect for beginning readers. The sequence chart at the beginning of each Phonics Patterns book will tell you exactly when to introduce the book. The GLE and AR numbers give you a general idea of the reading level. The number before the decimal point tells the grade level. The number after the decimal point tells the number of months that have gone by in the school year in that grade. Online AR tests are available for these books at some schools. They are not available for use at home.

AR = Accelerated Reader Level GLE = Grade Level Equivalent

1. *The Foot Book* by Dr. Seuss (Random House, 1968) GLE 1.1, AR Level 0.6
2. *Green Eggs and Ham* by Dr. Seuss (Random House, 1960) GLE 2.2, AR Level 1.5
3. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967) GLE 1.5, AR Level 2.1
4. *Ten Apples Up On Top!* by Theo. LeSieg, illustrated by Roy McKie (Random House, 1961) AR Level 1.0
5. *Put Me In The Zoo* by Robert Lopshire (Random House, 1960) GLE 1.4, AR Level 1.4
6. *Go, Dog. Go!* by P. D. Eastman (Random House, 1961) GLE 1.4, AR Level 1.2
7. *Hop on Pop* by Dr. Seuss (Random House, 1963) GLE 1.1, AR Level 1.5
8. *Are You My Mother?* by P. D. Eastman (Random House, 1960) GLE 1.6, AR Level 1.6
9. *The Cat In The Hat* by Dr. Seuss (Random House, 1957) GLE 1.2, AR Level 2.1
10. *The Wind Blew* by Pat Hutchins (Scholastic, 1974) GLE 3.3, AR Level 2.9
11. *In The Small, Small Pond* by Denise Fleming (Scholastic Inc., 1993) GLE 2.5, AR Level 2.0

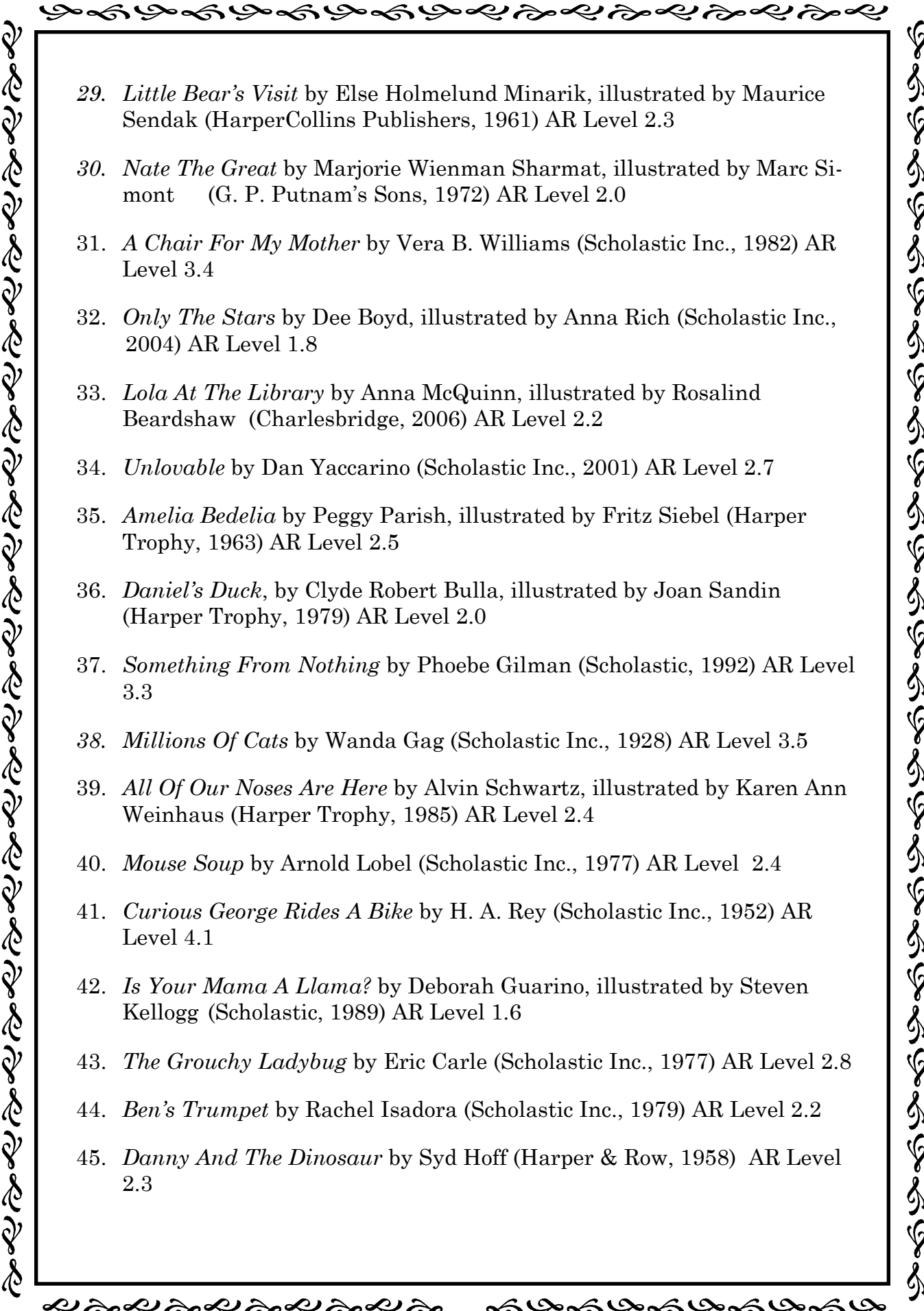
Books To Read With *Advanced Phonics Patterns From Children's Books*

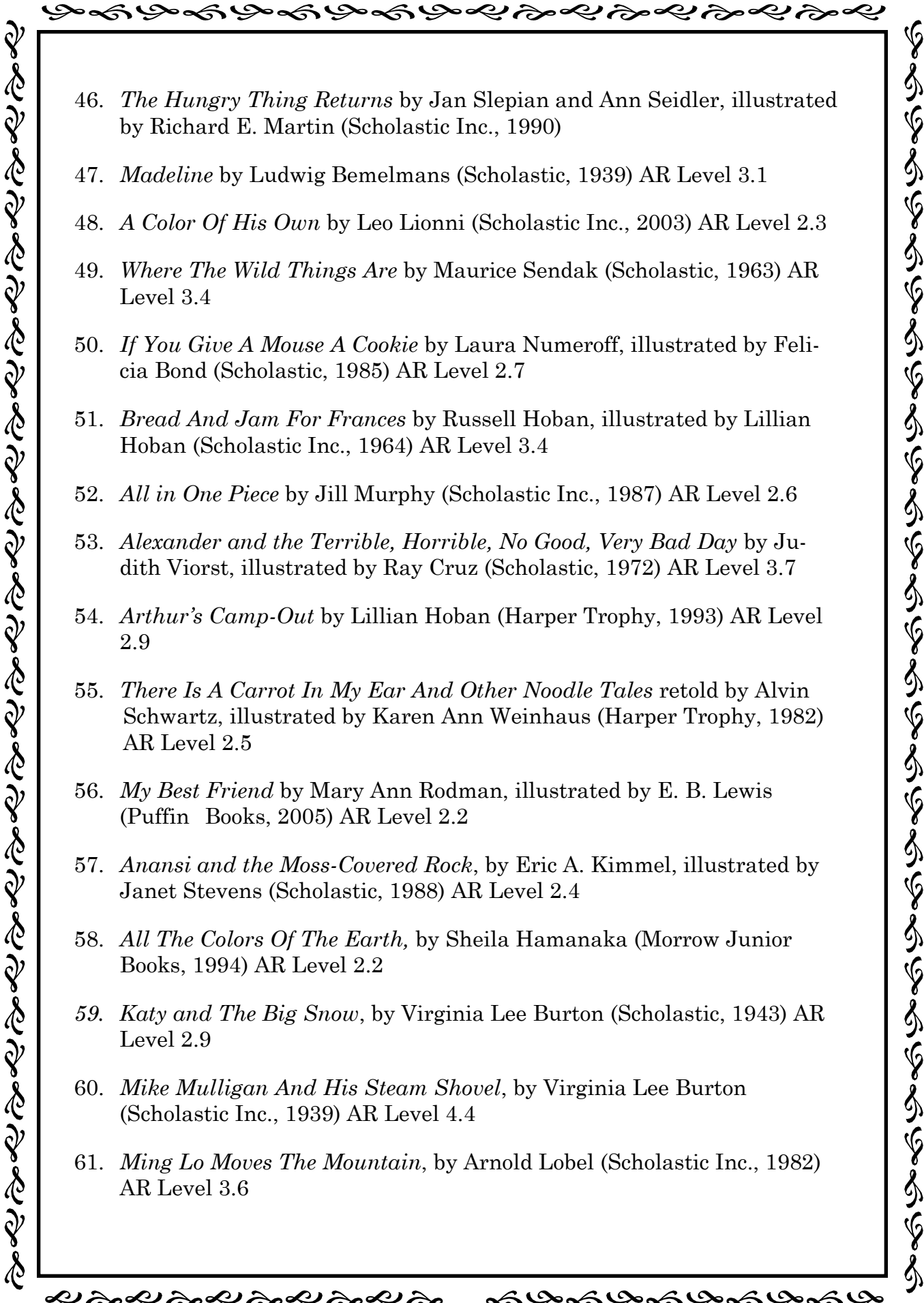
All of these books will be appropriate for younger readers who have finished *Phonics Patterns For Beginning Readers 1-8*. Read the books in order. As students work through *Advanced Phonics Patterns From Children's Books*, new books will be listed at the top of the page when students are ready to read them. A book is listed after students have studied all the phonics and syllable patterns in that book. For older students who are already reading, you will need to use your best judgement about which of these books are at the student's age and interest level. Skip any books that would not appeal to them.

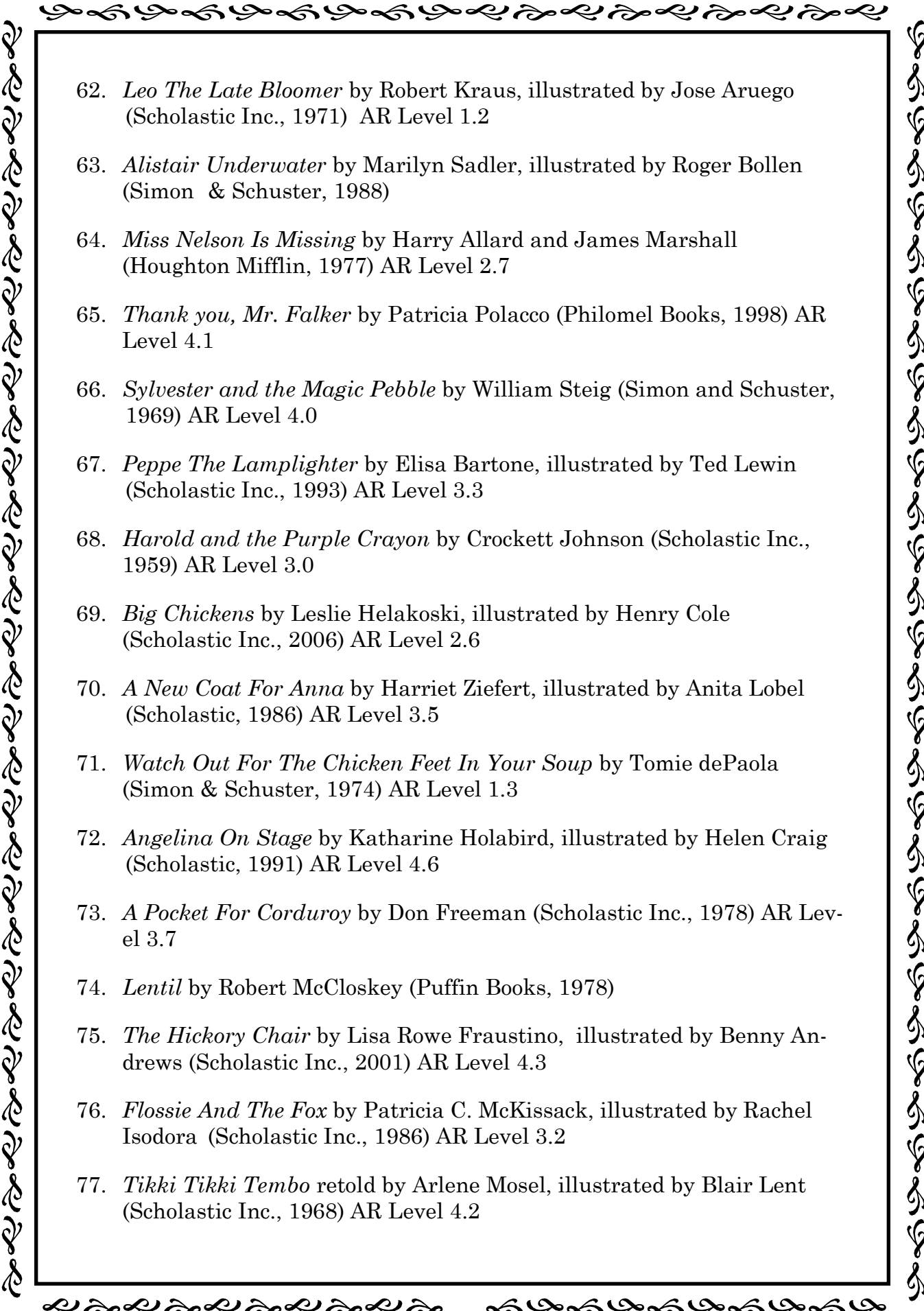
AR = Accelerated Reader Level GLE = Grade Level Equivalent

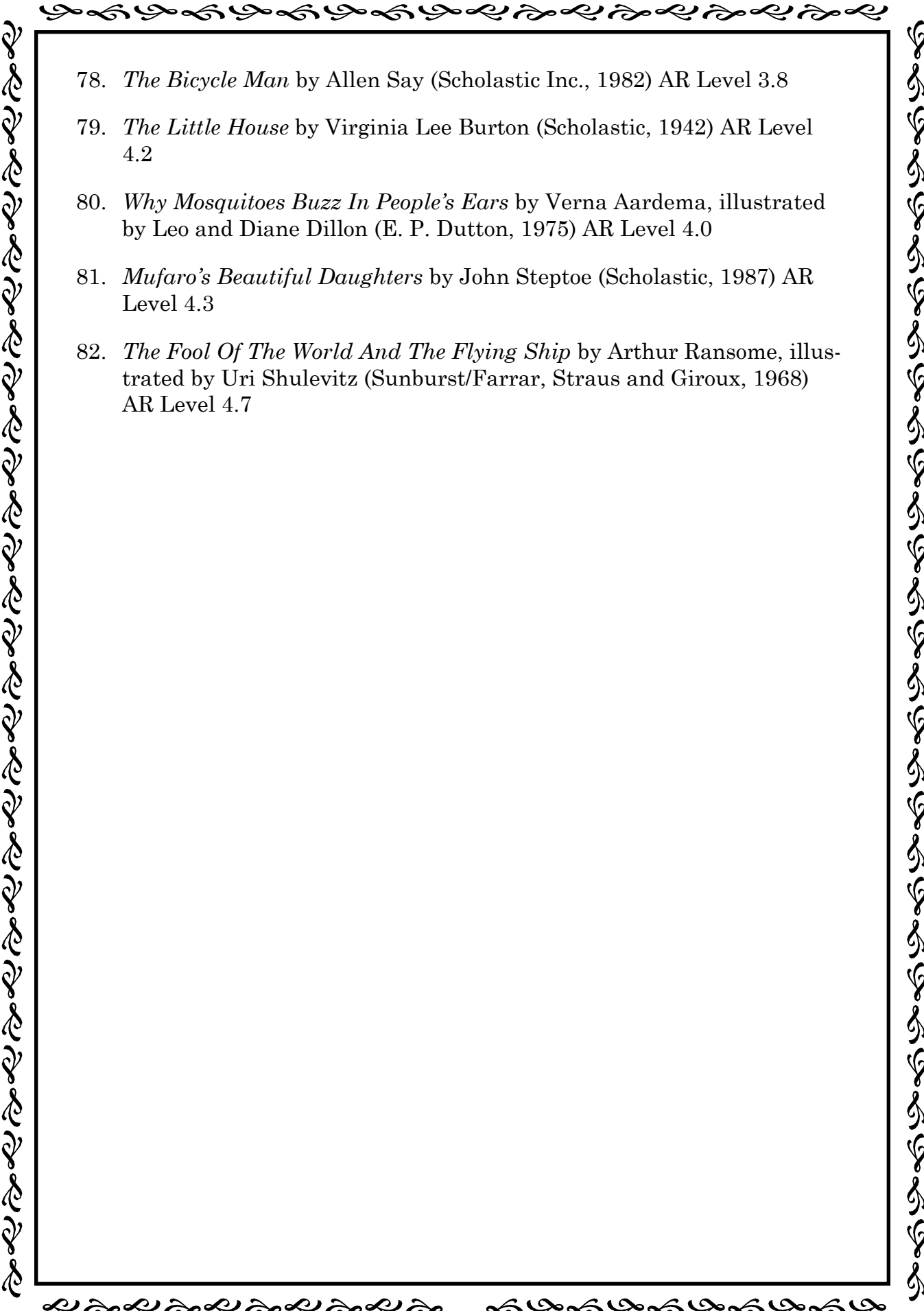
1. *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss (Random House, 1960) GLE 1.1, AR Level 1.7
2. *The Spooky Old Tree* by Stan and Jan Berenstain (Random House, 1978) AR Level 1.1
3. *No, David!* by David Shannon (Scholastic Inc., 1998) AR Level 0.9
4. *"More More More," Said The Baby* by Vera B. Williams (Scholastic Inc., 1990) AR Level 2.5
5. *Hamster Chase* by Anastasia Suen, illustrated by Allan Eitzen (Scholastic Inc., 2002) AR Level 2.0
6. *The Boy Who Cried Wolf* retold by Freya Littleddale, illustrated by James Marshall (Scholastic Inc., 1975)
7. *The Cat In The Hat Comes Back* by Dr. Seuss (Random House, 1958) AR Level 2.1
8. *A Fish Out Of Water* by Helen Palmer, illustrated by P. D. Eastman (Random House, 1961) AR Level 1.7
9. *I Wish That I Had Duck Feet* by Theo. LeSieg, illustrated by B. Tobey (Random House, 1965) AR Level 2.2
10. *Knuffle Bunny* by Mo Willems (Hyperion Books For Children, 2004) AR Level 1.6
11. *Pig Pig Grows Up* by David McPhail (E. P. Dutton, 1980) AR Level 3.0

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12. *Robert The Rose Horse* by Joan Heilbroner, illustrated by P. D. Eastman (Random House, 1962) AR Level 1.8
 13. *Charlie Needs A Cloak* by Tomie dePaola (Scholastic Inc., 1973) AR Level 2.3
 14. *The Runaway Bunny* by Margaret Wise Brown, illustrated by Clement Hurd (Harper & Row, 1942) AR Level 2.7
 15. *Hildilid's Night* by Cheli Durán Ryan, illustrated by Arnold Lobel (Macmillan Publishing Company, 1971) AR Level 3.6
 16. *The Best Nest* by P. D. Eastman (Random House, 1968) AR Level 2.1
 17. *Caps For Sale* by Esphyr Slobodkina (HarperCollins, 1940) AR Level 3.1
 18. *Wings On Things* by Marc Brown (Random House, 1982)
 19. *Frog And Toad Are Friends* by Arnold Lobel (HarperCollins Publishers, 1970) AR Level 2.9
 20. *Goggles* by Ezra Jack Keats (Aladdin Books, 1969) AR Level 1.8
 21. *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (Harper Trophy, 1957) AR Level 2.4
 22. *The Fire Cat* by Esther Averill (Harper Trophy, 1960) AR Level 2.9
 23. *The King, The Mice, and The Cheese* by Nancy and Eric Gurney (Random House, 1965) AR Level 3.2
 24. *There's A Monster Under My Bed* by James Howe, illustrated by Davis Rose (Aladdin Books, 1986) AR Level 1.8
 25. *Days With Frog And Toad* by Arnold Lobel (Harper Trophy, 1979) AR Level 2.5
 26. *The Little Red Lighthouse And The Great Gray Bridge* by Hildegard H. Swift and Lynd Ward (Harcourt Brace Jovanovich, 1942) AR Level 2.9
 27. *Happy Birthday, Moon* by Frank Asch (Scholastic Inc., 1982) AR Level 1.8
 28. *The Story About Ping* by Marjorie Flack and Kurt Wiese (Puffin Books, 1977) AR Level 4.3

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29. *Little Bear's Visit* by Else Holmelund Minarik, illustrated by Maurice Sendak (HarperCollins Publishers, 1961) AR Level 2.3
 30. *Nate The Great* by Marjorie Wienman Sharmat, illustrated by Marc Simont (G. P. Putnam's Sons, 1972) AR Level 2.0
 31. *A Chair For My Mother* by Vera B. Williams (Scholastic Inc., 1982) AR Level 3.4
 32. *Only The Stars* by Dee Boyd, illustrated by Anna Rich (Scholastic Inc., 2004) AR Level 1.8
 33. *Lola At The Library* by Anna McQuinn, illustrated by Rosalind Beardshaw (Charlesbridge, 2006) AR Level 2.2
 34. *Unlovable* by Dan Yaccarino (Scholastic Inc., 2001) AR Level 2.7
 35. *Amelia Bedelia* by Peggy Parish, illustrated by Fritz Siebel (Harper Trophy, 1963) AR Level 2.5
 36. *Daniel's Duck*, by Clyde Robert Bulla, illustrated by Joan Sandin (Harper Trophy, 1979) AR Level 2.0
 37. *Something From Nothing* by Phoebe Gilman (Scholastic, 1992) AR Level 3.3
 38. *Millions Of Cats* by Wanda Gag (Scholastic Inc., 1928) AR Level 3.5
 39. *All Of Our Noses Are Here* by Alvin Schwartz, illustrated by Karen Ann Weinhaus (Harper Trophy, 1985) AR Level 2.4
 40. *Mouse Soup* by Arnold Lobel (Scholastic Inc., 1977) AR Level 2.4
 41. *Curious George Rides A Bike* by H. A. Rey (Scholastic Inc., 1952) AR Level 4.1
 42. *Is Your Mama A Llama?* by Deborah Guarino, illustrated by Steven Kellogg (Scholastic, 1989) AR Level 1.6
 43. *The Grouchy Ladybug* by Eric Carle (Scholastic Inc., 1977) AR Level 2.8
 44. *Ben's Trumpet* by Rachel Isadora (Scholastic Inc., 1979) AR Level 2.2
 45. *Danny And The Dinosaur* by Syd Hoff (Harper & Row, 1958) AR Level 2.3

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46. *The Hungry Thing Returns* by Jan Slepian and Ann Seidler, illustrated by Richard E. Martin (Scholastic Inc., 1990)
 47. *Madeline* by Ludwig Bemelmans (Scholastic, 1939) AR Level 3.1
 48. *A Color Of His Own* by Leo Lionni (Scholastic Inc., 2003) AR Level 2.3
 49. *Where The Wild Things Are* by Maurice Sendak (Scholastic, 1963) AR Level 3.4
 50. *If You Give A Mouse A Cookie* by Laura Numeroff, illustrated by Felicia Bond (Scholastic, 1985) AR Level 2.7
 51. *Bread And Jam For Frances* by Russell Hoban, illustrated by Lillian Hoban (Scholastic Inc., 1964) AR Level 3.4
 52. *All in One Piece* by Jill Murphy (Scholastic Inc., 1987) AR Level 2.6
 53. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, illustrated by Ray Cruz (Scholastic, 1972) AR Level 3.7
 54. *Arthur's Camp-Out* by Lillian Hoban (Harper Trophy, 1993) AR Level 2.9
 55. *There Is A Carrot In My Ear And Other Noodle Tales* retold by Alvin Schwartz, illustrated by Karen Ann Weinhaus (Harper Trophy, 1982) AR Level 2.5
 56. *My Best Friend* by Mary Ann Rodman, illustrated by E. B. Lewis (Puffin Books, 2005) AR Level 2.2
 57. *Anansi and the Moss-Covered Rock*, by Eric A. Kimmel, illustrated by Janet Stevens (Scholastic, 1988) AR Level 2.4
 58. *All The Colors Of The Earth*, by Sheila Hamanaka (Morrow Junior Books, 1994) AR Level 2.2
 59. *Katy and The Big Snow*, by Virginia Lee Burton (Scholastic, 1943) AR Level 2.9
 60. *Mike Mulligan And His Steam Shovel*, by Virginia Lee Burton (Scholastic Inc., 1939) AR Level 4.4
 61. *Ming Lo Moves The Mountain*, by Arnold Lobel (Scholastic Inc., 1982) AR Level 3.6

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62. *Leo The Late Bloomer* by Robert Kraus, illustrated by Jose Aruego (Scholastic Inc., 1971) AR Level 1.2
 63. *Alistair Underwater* by Marilyn Sadler, illustrated by Roger Bollen (Simon & Schuster, 1988)
 64. *Miss Nelson Is Missing* by Harry Allard and James Marshall (Houghton Mifflin, 1977) AR Level 2.7
 65. *Thank you, Mr. Falker* by Patricia Polacco (Philomel Books, 1998) AR Level 4.1
 66. *Sylvester and the Magic Pebble* by William Steig (Simon and Schuster, 1969) AR Level 4.0
 67. *Peppe The Lamplighter* by Elisa Bartone, illustrated by Ted Lewin (Scholastic Inc., 1993) AR Level 3.3
 68. *Harold and the Purple Crayon* by Crockett Johnson (Scholastic Inc., 1959) AR Level 3.0
 69. *Big Chickens* by Leslie Helakoski, illustrated by Henry Cole (Scholastic Inc., 2006) AR Level 2.6
 70. *A New Coat For Anna* by Harriet Ziefert, illustrated by Anita Lobel (Scholastic, 1986) AR Level 3.5
 71. *Watch Out For The Chicken Feet In Your Soup* by Tomie dePaola (Simon & Schuster, 1974) AR Level 1.3
 72. *Angelina On Stage* by Katharine Holabird, illustrated by Helen Craig (Scholastic, 1991) AR Level 4.6
 73. *A Pocket For Corduroy* by Don Freeman (Scholastic Inc., 1978) AR Level 3.7
 74. *Lentil* by Robert McCloskey (Puffin Books, 1978)
 75. *The Hickory Chair* by Lisa Rowe Fraustino, illustrated by Benny Andrews (Scholastic Inc., 2001) AR Level 4.3
 76. *Flossie And The Fox* by Patricia C. McKissack, illustrated by Rachel Isodora (Scholastic Inc., 1986) AR Level 3.2
 77. *Tikki Tikki Tembo* retold by Arlene Mosel, illustrated by Blair Lent (Scholastic Inc., 1968) AR Level 4.2

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78. *The Bicycle Man* by Allen Say (Scholastic Inc., 1982) AR Level 3.8
 79. *The Little House* by Virginia Lee Burton (Scholastic, 1942) AR Level 4.2
 80. *Why Mosquitoes Buzz In People's Ears* by Verna Aardema, illustrated by Leo and Diane Dillon (E. P. Dutton, 1975) AR Level 4.0
 81. *Mufaro's Beautiful Daughters* by John Steptoe (Scholastic, 1987) AR Level 4.3
 82. *The Fool Of The World And The Flying Ship* by Arthur Ransome, illustrated by Uri Shulevitz (Sunburst/Farrar, Straus and Giroux, 1968) AR Level 4.7

A Sound Story

About Audrey and Brad

Part 1

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



T t

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



I i

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



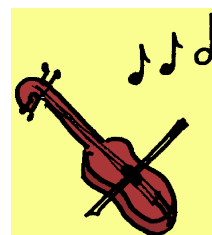
H h

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





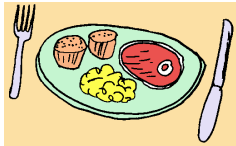
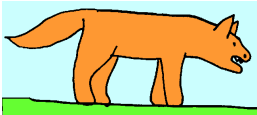


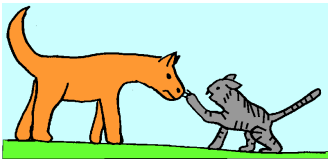
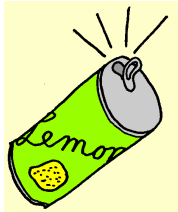

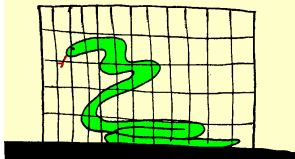
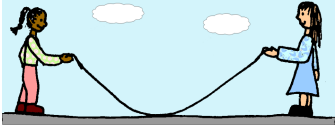
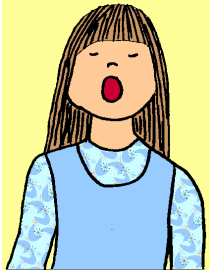
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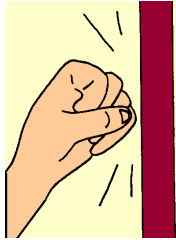
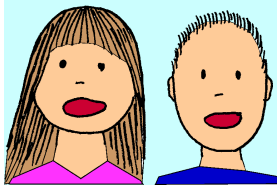
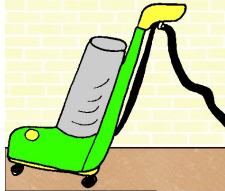

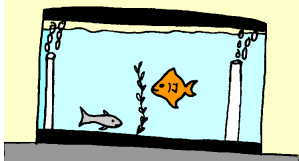
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”



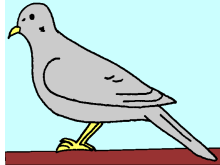
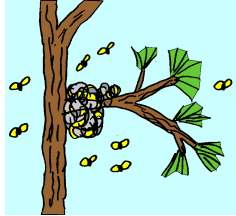






L l

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

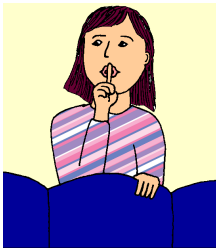
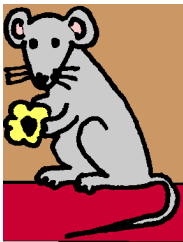

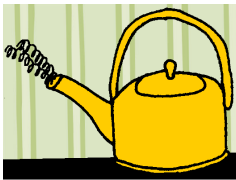


<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>X x</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing aides,” said Mom. “He could hear much better with them.” (e/egg)</p>		<p>E e</p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “sssss” sound.</p>		<p>S s</p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.</p>		<p>J j</p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)</p>		<p>O o</p>

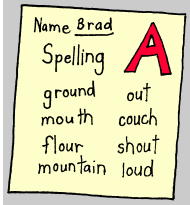

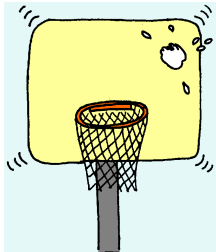
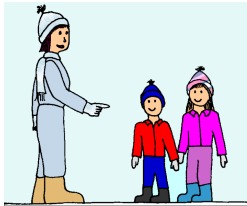

<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard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

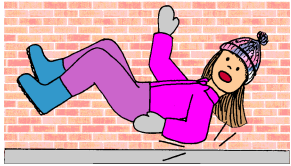

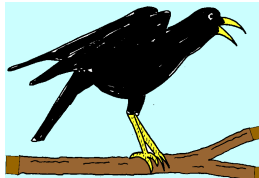

Audrey looked up when she heard the “K, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.		K k
When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk.		Y y
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.” (qu/quilt)		Qu qu
Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.		Z z

Sight Words 			
 a	^z is	^z as	I
 A	^z his	^z has	
 ^z was			

An umbrella over a vowel indicates the short u sound.

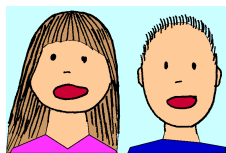
<p>Part 2 Beyond The Alphabet Sounds</p> <p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat. (sh/ship)</p>		<p>sh</p>
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, “eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)</p>		<p>e</p>
<p>At first, they didn’t see the mouse. Then it ran right by Mom’s foot. “Oh!” she exclaimed, jumping up on the nearest seat. “It’s a mouse!” Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)</p>		<p>o</p>
<p>A Snowy Day</p> <p>The next morning Audrey and Brad didn’t go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft “ttthhhh” sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. “Tttthhh,” was the sound that it made as he trimmed off his whiskers. (th/this)</p>		<p>th</p>
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. “Ooooo,” she exclaimed. “It snowed last night!” (o/to)</p>		<p>o</p>

<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A. (a/apron)</p>		<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)</p>		<p>ch</p>
<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnngg," went the backboard as Brad's first snowball hit. "Nnnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (u/uniform)</p>		<p>ū</p>
<p>"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p>		<p>oi oy</p>

<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were.</p> <p>(ou/ouch, ow/cow)</p>		<p>ou</p> <p>ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.”</p> <p>(u/push)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw, aw” before he flew away.</p> <p>(a/all)</p>		<p>ä</p>
<p>By this time both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey’s mom used the hair dryer to dry her damp hair. “Zzzzhhhh,” was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)</p>		<p>measure</p> <p>vision</p> <p>azure</p> <p>garage</p>
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p>		

Alphabet Sounds

A a



B b



C c



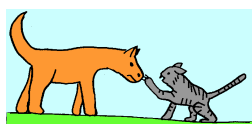
D d



E e



F f



G g



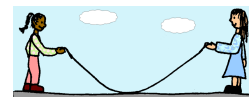
H h



I i



J j



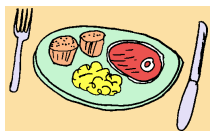
K k



L l



M m



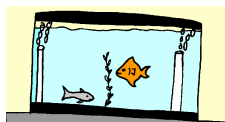
N n



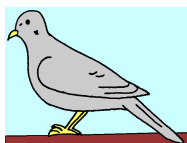
O o



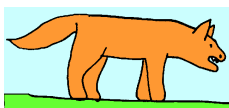
P p



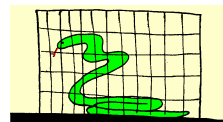
Qu qu



R r



S s



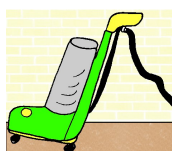
T t



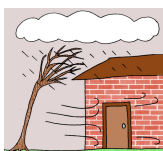
U u



V v



W w



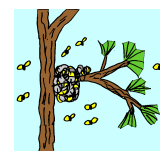
X x



Y y



Z z



Say the sound for each letter.

"Beyond The Alphabet" Sounds

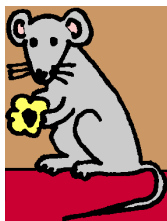
ī



sh



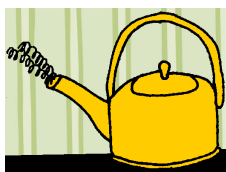
ē



ō



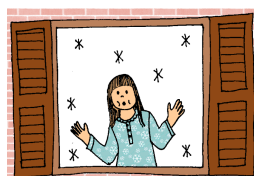
th



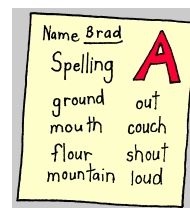
th



ö



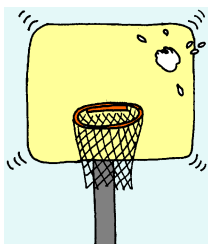
ā



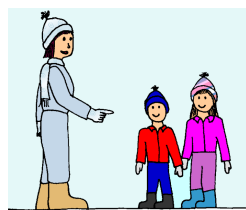
ch



ng



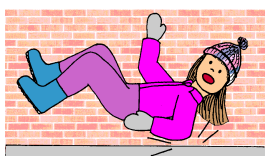
ū



oi oy



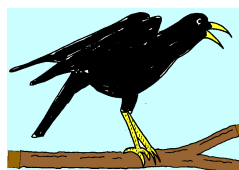
ou ow



ü



ä



measure, vision,
azure, garage



Say the sound for each letter or pattern.

Notes About the Alphabet

The alphabet has twenty-six letters, but the sound story has forty-one pictures. One of the things that makes it difficult to learn to read is that there are more sounds in our language than letters of the alphabet. To compensate for this, some letters are used to represent more than one sound. Other sounds are represented by pairs of letters that give up their original sound to form a totally new sound. It sounds complicated, but here is a short summary of the alphabet sounds. It's really not too hard. Think about how you form the sounds with your mouth as you pronounce each sound.

The alphabet has twenty-one consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z. Each consonant represents a sound. When you pronounce a consonant sound, you do something with your tongue, throat, or lips to create the sound. For example, when you say the *n* sound, you press your tongue against the roof of your mouth. When you say the *m* sound, you press your lips together. Two consonant letters, *c* and *k*, represent the very same sound. In this program, each one has its own sound picture, but the sounds are the same. There are five extra consonant sounds that are designated by pairs of letters, as follows: ch/chicken, sh/ship, th/thumb, th/this, ng/ring. One more consonant sound does not have a typical letter pattern to represent it. It is the sound you hear in garage, measure, and vision. The dictionary shows this sound as zh.

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by "opening your throat." You don't put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and open your mouth wider. For some vowel sounds, you change the position of your mouth as you pronounce the sound. The alphabet has five vowels: a, e, i, o, u. Each vowel can represent three sounds. The first sound for each vowel shown on the alphabet chart is known as the "short" sound, for no particular reason. The second sound for each vowel is known as the "long" sound. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this *ā*. (Sometimes people use a curved line that looks like a smile, *ǎ*, over vowels to show the short sound. I don't do this because it seems to create more confusion for the student.) The third sound for each vowel is a "special" sound. The special vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. Two of the special vowel sounds (*ë*/ballet and *ï*/pizza) have sounds that match the long a and long e sounds. Two more special vowel sounds are formed by pairs of vowels: *ou*/ouch, and *oi*/oil.

Altogether, we have talked about these sounds: 20 consonant sounds shown with 21 alphabet letters, 5 consonant sounds shown with pairs of consonants, 1 consonant sound without a distinct letter pattern, 5 short vowel sounds, 5 long vowel sounds, and 5 special vowel sounds (of which two repeat long vowel sounds) and two special sounds formed with pairs of vowels. This gives us 41 different sounds, including 26 consonant sounds and 15 vowel sounds.

Note: Everyone does not agree on the exact number of sounds in the English language. When you look at different programs, you'll find that each is a little different.

Letters And Sounds

We have forty-one sounds in our language, but the alphabet has only twenty-six letters. This means that students cannot just study the alphabet when learning to read. It is also necessary for students to learn the “Beyond the Alphabet” sounds, which include long vowel sounds, dotted vowel sounds, and consonant digraph sounds.

Students must learn the following information about the sounds in our language in order to be able to process words when reading.

- a) Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball e/egg, ē/emu, ë/ballet i/in, ī/island, ÿ/pizza
o/ox, ō/ocean, ö/to u/up, ū/uniform, ü/push

- b) There are two vowel sounds represented by vowel pairs.

Sound # 1 ou/ouch, ow/cow Sound # 2 oi/oil, oy/boy

- c) There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern.

sh/ship th/thumb th/this ch/chicken ng/ring

And the sound in vision, measure, azure, garage

- d) There can be more than one letter pattern to represent a particular sound.

Vowels: a/apron, ai/rain, ay/play, a_e/safe

Consonants: f/fan, ph/phone, ugh/laugh

- e) Sometimes single consonants represent more than one sound.

c/cat, c/cent g/gum, g/giant x/box, x/xylophone

- f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup Consonants: ch/chicken, ch/chorus, ch/chef

- g) The letter “r” after a vowel affects its sound.

ar/car, ar/dollar, ar/carrot er/her, er/heron ir/bird
or/horse, or/tractor, or/sorry ur/turtle
wor/worm ear/early our/journal

- h) The placement of a vowel within a syllable affects its sound.

rab-bit, ra-ven sev-en, se-cret sil-ly, si-lent
rob-in, ro-bot muf-fin, mu-sic

- i) These vowel patterns sometimes have the short u sound. They are “umbrella” sounds.

a/what a/away a/panda o/son o_e/love ou/country

- j) Some words cannot be “sounded out.” Letters in these words do not represent the expected sounds. These words must be memorized.

said been any bury friend

- k) Some ending syllables must be learned as whole units; they cannot be “sounded out.”

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

- l) Words can be combined with prefixes, suffixes, or other words.

Prefix: unhappy Suffix: sleeping

Compound Word: mailbox Contraction: doesn't

Color-Coding Chart

a ant

ā rain, play, safe, carrot

ä Paul, saw, ball, salt, talk, wasp, swan
quarrel, squash, bought

e egg, head, heron

ē he, feet, weird, key, eat, these, happy

ë veil, they, steak, eight, ballet

i in, gymnastics

ī pie, pine, night, find, wild, my

î shield, pizza

o ox, car, sorry, father

ō go, horse, boat, toe, home, snow, four,
gold, bolt, troll, yolk

ö to, moon, soup

u up, what, across, panda, son, love, country

ū fruit, cue, cube, few, Europe

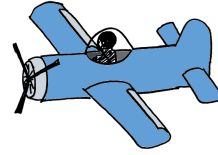
ü bush, book, should

oi coin, boy

ou ouch, cow

ir bird, her, turtle, dollar, tractor, early,
journal

wor worm



bright red

dark red

pink

light green

dark green

dark red

light violet

dark violet

dark green

light orange

dark orange

dark blue

light blue

dark blue

olive green


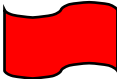
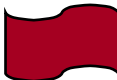
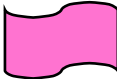



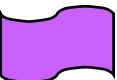
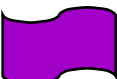


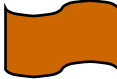









gold

brown

gray

gray

How I Chose The Colors For The Vowels I picked the vowel colors so that I could remember them easily, long before I wrote the sound story. I started with the long vowel colors. This was easy; I just matched each long vowel sound with the color that had the same sound in its name. For example, the long ē sound would be represented by the color green. Then I added the same colors, but lighter, for the short vowel sounds. Except I didn't want *a* to be gray, so I set up the short *a* sound with bright red for *a*/apple, and chose a darker red color for the long *a* sound.

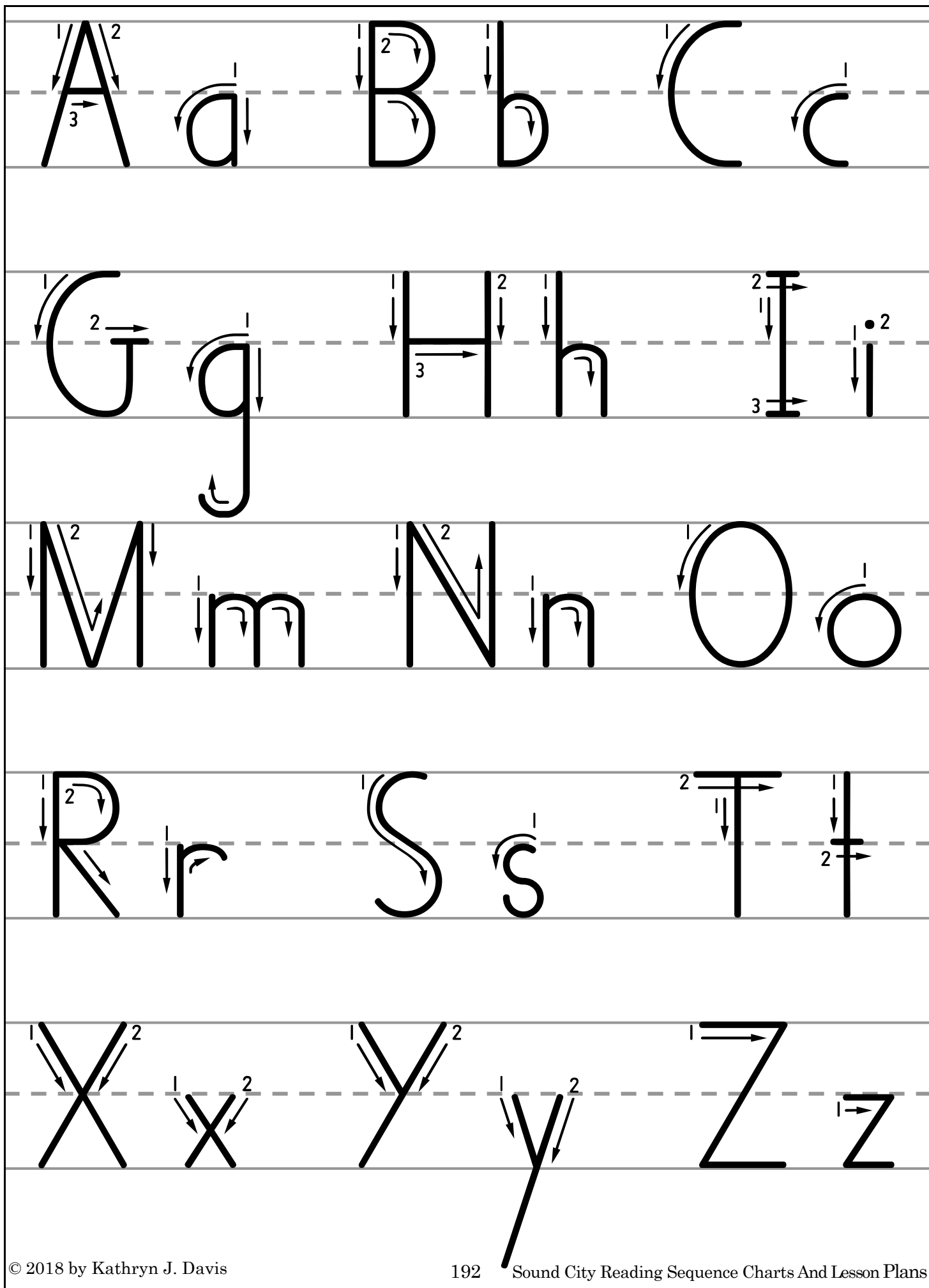
Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
<p>a</p>  <p>red apple</p> 	<p>ā</p> <p>dark red</p> 	<p>ä</p> <p>The dotted ä color is a variant of the color red.</p> 
<p>e</p> <p>light green</p> 	<p>ē</p> <p>dark green</p> 	<p>ë</p> <p>Dotted ë has the same sound as long ā so it has the same color.</p> 
<p>i</p> <p>light violet</p> 	<p>ī</p> <p>dark violet</p> 	<p>ï</p> <p>Dotted ï has the same sound as long ē so it has the same color.</p> 
<p>o</p> <p>light orange</p> 	<p>ō</p> <p>dark orange</p> 	<p>ö</p> <p>Dotted ö sounds like one of the long ū sounds (u/flute) so it has the same color.</p> 
<p>u</p> <p>light blue</p> 	<p>ū</p> <p>u/flute u/cube</p> <p>dark blue</p> 	<p>ü</p>  <p>olive green bush</p> 
<p>oi oy</p>  <p>gold coin</p> 	<p>ou ow</p> <p>brown</p> 	<p>er ir ur</p> <p>Gray = No Color = No Sound</p> <p>The vowels in these r-controlled patterns are not pronounced.</p> 

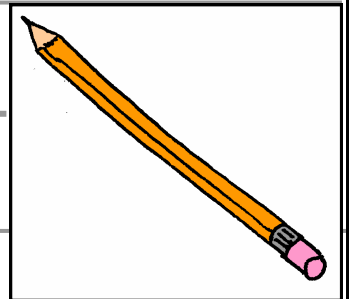
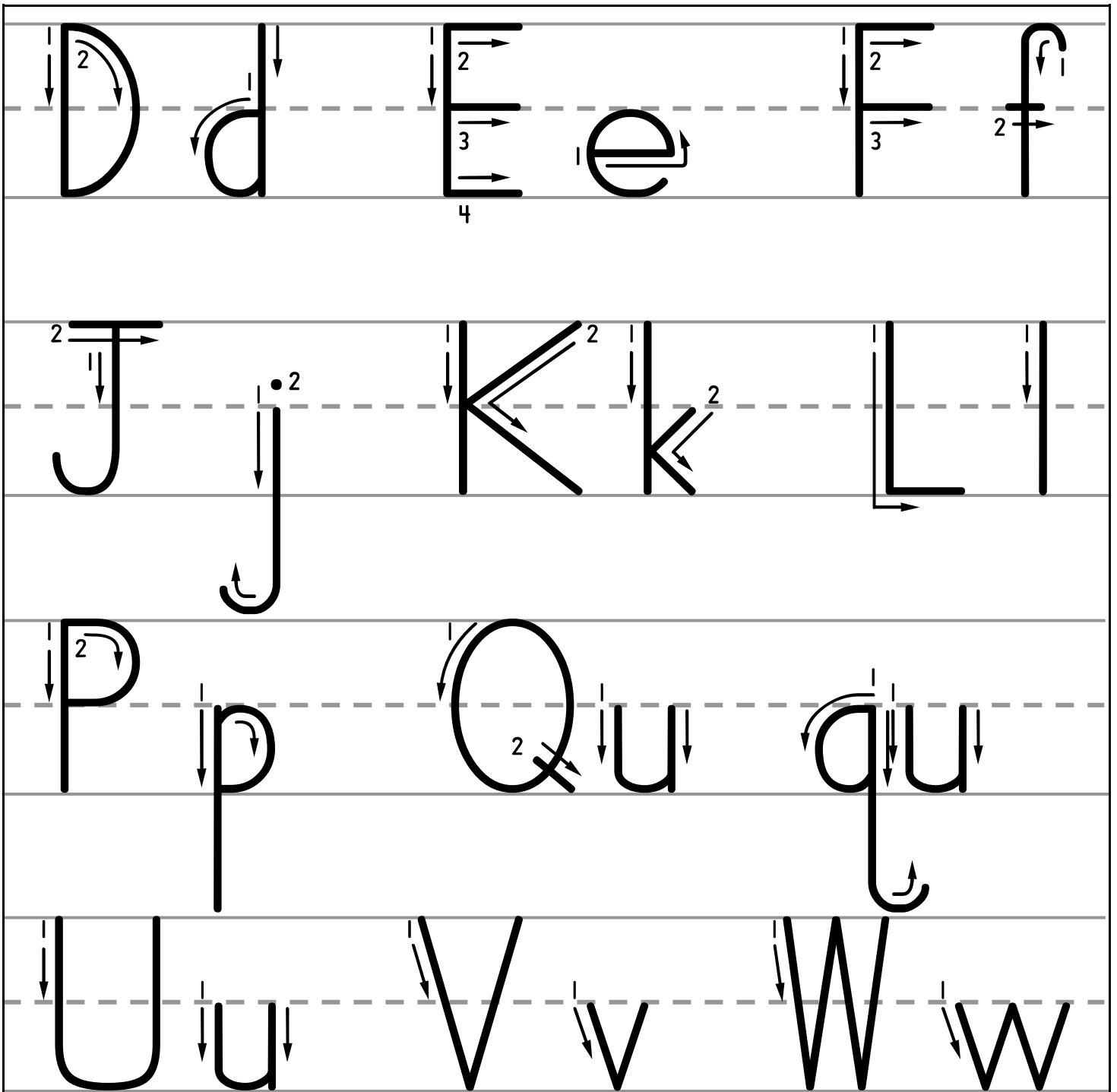
Sight Words

Review	is	his	as	has	A
a	I	Book 1 was	of	both	
the	most	post	wolf	two	
rich	much	such	which	what	
who	whom	whose	truth	Book 2 people	
been	where	there	were	said	
says	friend	children	won't	don't	
any	many	busy	only	Book 3 broad	
does	shoe	move	prove	lose	
gone	one	again	against	sure	
sew	Book 4 though	through	know	school	
poor	door	floor	half	calf	
although	Book 5 once	are	answer	very	
bury	Book 6 height	Book 7 color	mirror	sugar	
heart	hearth	Book 8 drought	eye		

Sight Words

Review	is	his	as	has	A
a	I	Book 1 was	of	both	
the	most	post	wolf	two	
rich	much	such	which	what	
who	whom	whose	truth	Book 2 people	
been	where	there	were	said	
says	friend	children	won't	don't	
any	many	busy	only	Book 3 broad	
does	shoe	move	prove	lose	
gone	one	again	against	sure	
sew	Book 4 though	through	know	school	
poor	door	floor	half	calf	
although	Book 5 once	are	answer	very	
bury	Book 6 height	Book 7 color	mirror	sugar	
heart	hearth	Book 8 drought	eye		





Aa Bb Cc

Eg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz

Dd Ee Ff

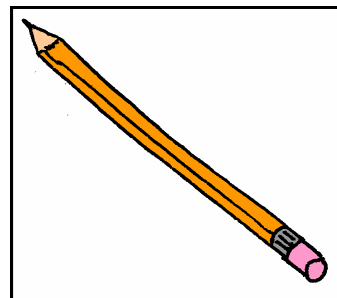
Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

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

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



A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

Directional Arrows

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

How To Make A Dry-Erase Frame

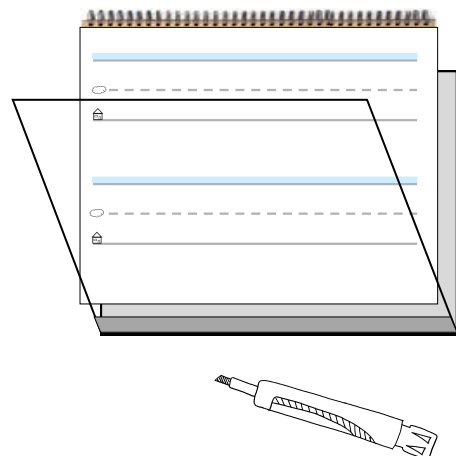
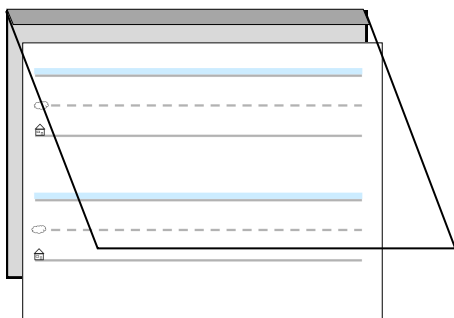
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

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

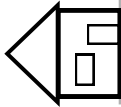
Dictate words to spell. Post the new phonogram pattern for student reference. Students say each sound in the word as they write the related letters.

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

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



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Remove this page from the book and place it in a dry erase frame, which can be used for handwriting and spelling practice.



Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom.



A Sound Story About Audrey And Brad

This book uses a story to introduce sound pictures that represent speech sounds in words. Students learn the sound for each picture and then learn the related letter or letter pattern.

Learning The Alphabet, Books 1 and 2

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words

Students develop skills in segmenting and oral blending, learn to identify beginning and ending consonant sounds, and begin to spell simple short vowel words using plastic letters.

Rhyming Short Vowel Words And Sentences, Mixed Short Vowel Words And Sentences, OR Two-Page Short Vowel Words And Sentences

Students study short vowel words in sets of ten. Color-coded words are on the right page, with pictures on the facing page. Students read each word and find the matching picture. Phonemic awareness exercises are built into the daily lessons. Students learn seven sight words and begin reading simple sentences.

Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

Students read rhyming lists for each short vowel or phonics pattern, followed by lists that begin with the same two letters. These books do not have pictures. The decoding practice helps students build fluency when reading phonetic words.

Basic Short Vowels

This book has smaller, all black print. Students read illustrated short vowel words and sentences.

Phonetic Words And Stories (Books 1 - 8)

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. They spell and read words with those patterns, then read easy stories containing the same patterns. Vowel patterns are color-coded. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

Basic Phonics Patterns (Books 1, 2, 3, 4, 5-6, 7-8))

These books and the *Phonics Patterns For Beginning Readers* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. All words and sentences are illustrated. The same set of practice stories is included.

Know The Phonetic Code, Volumes 1, 2, and 3

Students study all of the phonics, syllable, and suffix patterns taught in *Phonetic Words And Stories, Books 1-8* in an all black smaller print format. The same illustrated practice stories are included. Each pattern includes one and two-syllable words. The word lists are not illustrated.

Advanced Phonics Patterns From Children's Books

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.