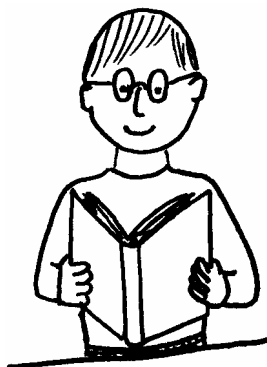


Color-Coded  
y  
Review Lists





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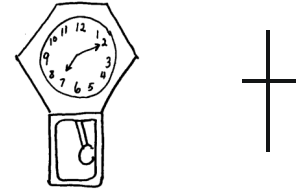
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# A Sound Story

## About Audrey and Brad

### Part 1

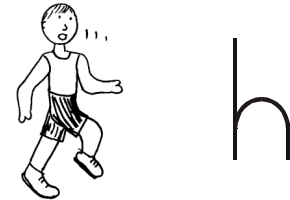
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



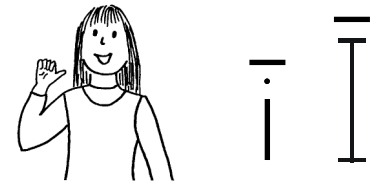
“Hey, Mom,” said Brad. “Can we walk down to the park?”  
“Yes,” said Mom. “Be sure you are back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”



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.”



They ran home and their 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.



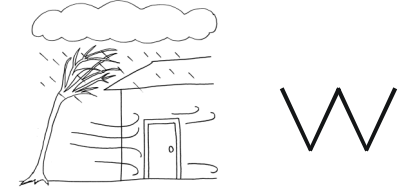
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”



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.



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 its way into the house around the front door, “wwwww.”



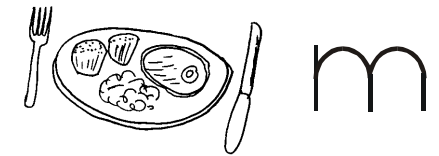
“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.



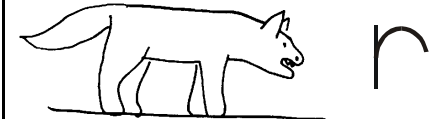
They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.

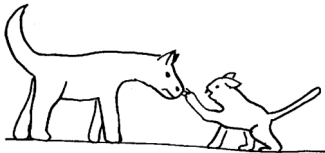
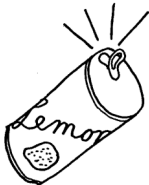

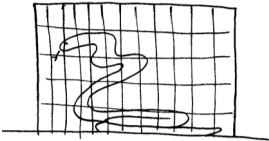




After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



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.

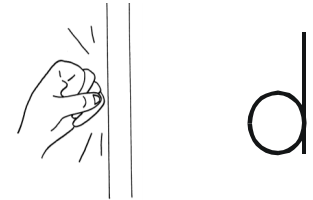


<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>	 <p>f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached 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</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.”</p>	 <p>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. ( s/sun)</p>	 <p>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</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 “ooooo” 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.”</p>	 <p>o</p>

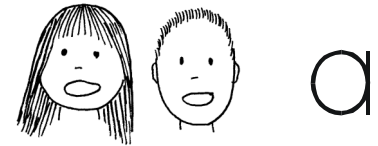
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.



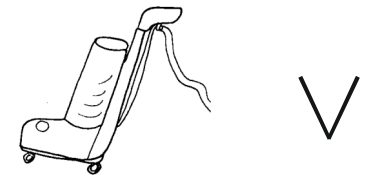
At 2 o'clock, Audrey heard a knock at the door, “d, d, d.” It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.



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.”



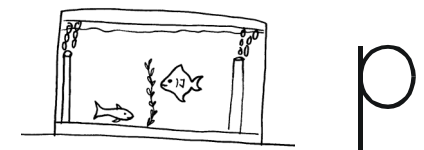
The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, “vvvvv.”




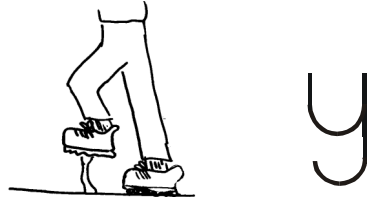
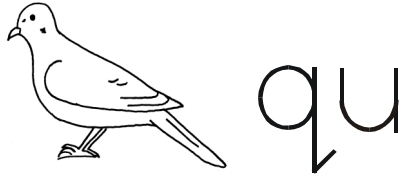



Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. “G, g, g, g,” went the water as it streamed out of the faucet. “G, g, g, g,” went his throat as he guzzled the water.



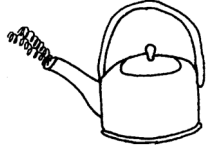
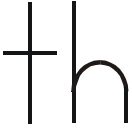

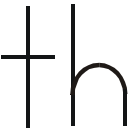
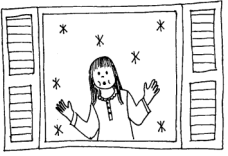

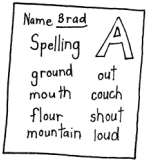






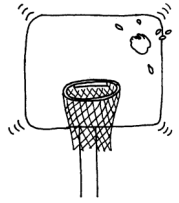
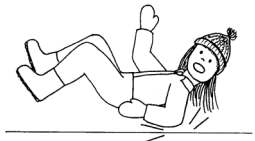

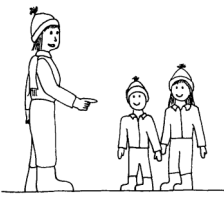

When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the “p, p, p, p” sound of the air pump pushing air into the water.





<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.</p>	
<p>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.</p>	
<p>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.”</p>	
<p>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.</p>	
<p><b>Part 2</b></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 theatre. At the theatre, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat. (sh/ship)</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 theatre. As they walked along the rows, they heard a squeaking sound, “eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)</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.</p> <p style="text-align: right;">(o/ocean)</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 "tthhhh" sound could be heard as the steam escaped from the tea kettle.</p> <p style="text-align: right;">(th/thumb)</p>	 
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Ttthhhh," was the sound that it made as he trimmed off his whiskers.</p> <p style="text-align: right;">(th/this)</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. "Oooooo," she exclaimed. "It snowed last night!"</p> <p style="text-align: right;">(o/to)</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.</p> <p style="text-align: right;">(a/apron)</p>	 
<p>When they were finished eating, Brad and Audrey got dressed and went outside. A white blanket of snow covered the ground. Everything was quiet. 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 style="text-align: right;">(a/all)</p>	 

<p>As Audrey and Brad walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful.</p> <p style="text-align: right;">(ch/chicken)</p>	 <span style="font-size: 2em; vertical-align: middle;">ch</span>
<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. “Nnnggg,” went the backboard as Brad’s first snowball hit. “Nnngg,” it sang out again as Audrey’s snowball hit it, too.</p> <p style="text-align: right;">(ng/ring)</p>	 <span style="font-size: 2em; vertical-align: middle;">ng</span>
<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 style="text-align: right;">(ou/ouch)</p>	 <span style="font-size: 2em; vertical-align: middle;">ou ow</span>
<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. Then Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.”</p> <p style="text-align: right;">(u/push)</p>	 <span style="font-size: 2em; vertical-align: middle;">ü</span>
<p>After Audrey and Brad finished the snowman, 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.”</p> <p style="text-align: right;">(u/uniform)</p>	 <span style="font-size: 2em; vertical-align: middle;">ü</span>
<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. When he got tired, Audrey took a turn jumping, too.</p> <p style="text-align: right;">(oi/oil)</p>	 <span style="font-size: 2em; vertical-align: middle;">oi oy</span>

Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew.  
(The sound in measure, vision, garage, azure)



After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

### Notes About the Alphabet

There are more sounds in our language than letters of the alphabet. The alphabet has twenty-six letters, but there are forty-one or more sounds. To compensate for this, sometimes the same letter is used to represent more than one sound. Or sometimes, two letters are put together to represent a 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. 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. Think about how you form the sounds with your mouth as you pronounce each consonant sound. Talk about this with the students.

Two consonant letters, *c* and *k*, represent the 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 at least two sounds. The first sound 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, ă, over vowels to show the short sound. I don’t do this because it seems to create more confusion for the student.)

In addition to the five short vowel sounds and five long vowel sounds, there are five more vowel sounds that I call the “special” vowel sounds. These sounds are: ä/all, ö/to, ü/push, ou/ouch, and oi/oil. In this program, I use two dots over the *a*, *o*, and *u*, to indicate the “special” sound. This gives the student a visual reference point to remember that this is not the usual short or long sound.

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. 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 our language. You’ll find variations in different programs.

### How to Use the Sound Story

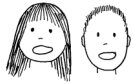
Read some of the story aloud to the student each day. For individual students, you can use the story in this book. For groups, the same sound story is available in a larger format. As you finish each section of the story, point to the sound picture and letter, model the sound, and have the student repeat. If necessary, explain how to place the tongue, lips, and position of the mouth so that the student can pronounce the sound correctly. Go through the sound pictures that you have already taught at each lesson and have the child give you the sounds.

**Important:** If you model and explain a sound to the student but the student still doesn’t pronounce the sound correctly, DON’T continue to correct the child. Just nod approval and continue with the lesson. Some sounds are difficult for young children to pronounce. Allow them to use their best approximation. Often, students will automatically correct these sounds over a period of time as they mature. If the problem continues, a speech teacher should be consulted.

As you have your child or student read through the words in this booklet, use the sound pictures at the top of the page to learn the sound for each new letter pattern. The vowel sounds typically have many different letter patterns to represent a particular sound. If your student can use this book to learn each of these variations, he or she will soon become an accomplished reader.

# Short Vowel Words

a



e



i



o



u



at

get

in

on

us

an

men

it

not

up

am

red

if

dog

sun

had

set

him

top

cut

can

ten

fit

hot

gun

map

yes

big

job

but

ran

let

six

got

fun

sat

bed

win

box

sum

man

yet

fig

God

run

gas

led

sit

lot

cat

did

# Short Vowel Words With Double Letters At The End

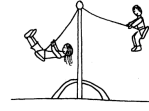
a



e



i



o



u



add

tell

will

off

cuff

pass

less

miss

odd

muff

Ann

well

hill

moss

puff

sell

fill

loss

fuss

egg

bill

dull

fell






mitt

gull

bell



mutt

Sometimes s sounds like z.

<p>a </p>	<p>e </p>	<p>i </p>	<p>o </p>	<p>u </p>
<p>as has</p>		<p>is his</p>		

Sometimes a sounds like u.

Sometimes o sounds like u.

<p> a </p>			<p> o </p>	
<p>a A was</p>			<p>son won of from front</p>	



sh



ship

shut

shop

shall

wish

mash

fish

e



he

we

be

me

she

Use the long e sound  
when e is at the end.

o



go

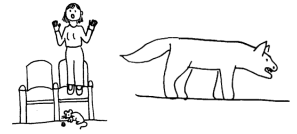
no

so

yo-yo

Use the long o sound  
when o is at the end.

or



or

for

nor

short

corn

born

form

horse

Use the long o sound  
when o is followed  
by r.

s

cat  
cats  
ship  
ships  
dog  
dogs  
shell  
shells

Put an   s at the end of a noun to show more than one. A noun names a person, place, or thing.

  s

run  
runs  
hit  
hits  
wag  
wags  
tell  
tells

Put an   s at the end of a verb to show one person or thing is doing the action. A verb is an action word.

th 


thin  
thumb<sup>x</sup>  
with  
month  
north  
bath  
moth

The x above the b in thumb indicates that you should not pronounce that letter.






th 

this  
that  
then  
them  
than  
thus  
the



 This picture of a broken ruler is used with words that are "rule breakers." Part of the word cannot be sounded out the usual way.

## Ending Consonant Blends

<span style="color: red; font-size: 2em;">a</span> 	<span style="color: green; font-size: 2em;">e</span> 	<span style="color: purple; font-size: 2em;">i</span> 	<span style="color: orange; font-size: 2em;">o</span> 	<span style="color: blue; font-size: 2em;">u</span> 
<p style="text-align: center;"> <span style="color: red;">and</span>  <span style="color: red;">ask</span>  <span style="color: red;">act</span>  <span style="color: red;">sand</span>  <span style="color: red;">last</span>  <span style="color: red;">fact</span>  <span style="color: red;">hand</span>  <span style="color: red;">fast</span>  <span style="color: red;">land</span>  <span style="color: red;">past</span>  <span style="color: red;">lamp</span> </p>	<p style="text-align: center;"> <span style="color: green;">end</span>  <span style="color: green;">help</span>  <span style="color: green;">test</span>  <span style="color: green;">left</span>  <span style="color: green;">next</span>  <span style="color: green;">best</span>  <span style="color: green;">kept</span>  <span style="color: green;">rest</span>  <span style="color: green;">felt</span>  <span style="color: green;">west</span>  <span style="color: green;">sent</span> </p>	<p style="text-align: center;"> <span style="color: purple;">list</span>  <span style="color: purple;">wind</span>  <span style="color: purple;">milk</span>  <span style="color: purple;">lift</span>  <span style="color: purple;">disk</span>    <span style="color: green;">held</span>  <span style="color: green;">went</span>  <span style="color: green;">send</span> </p>	<p style="text-align: center;"> <span style="color: orange;">soft</span>  <span style="color: orange;">cost</span>  <span style="color: orange;">pond</span>  <span style="color: orange;">lost</span> </p>	<p style="text-align: center;"> <span style="color: blue;">must</span>  <span style="color: blue;">jump</span>  <span style="color: blue;">hunt</span>  <span style="color: blue;">just</span> </p>

ck



Use ck at the end of a word after a short vowel.

back

neck

pick

rock

luck

sack

deck

kick

dock

buck

Jack

peck

lick

lock

duck

pack

quick

sock

puck

tack

Rick

tock

tuck

lack











sick

quack

tick

rack

wick

 	 	 	 	 
<p>tö dö intö whö twö</p>	<p>live give have</p> <p>The letter v may not be used at the end of a word. The letters _ve are used instead.</p>	<p>check chop chin chat chum chicken rich such much</p>	<p>inch lunch bench conch ranch pinch</p>	<p>match catch ditch notch fetch Dutch</p> <p>Use tch to show the ch sound after a short vowel.</p>

Beginning Consonant Blends

stand

squid

plant

split

grass

frog

spell

scab

plan

flat

dress

truck

step

snap

class

black

trip

brick

smell

stick

glass

slip

press

stress

still

sky

bless

clam

drop

sprig

skin

spot

flag

slot

crab

scrub

swim

stop

clap

glad

cross

scratch

Most of the time, say the w sound when you see wh. In a few words, you should say the h sound.

wh<sup>x</sup>



w<sup>x</sup>h



when

whip

which

whiff

whö

whöm

whisk

whizz

whim

wh<sup>u</sup>at

**i\_e**



**i<sup>x</sup>gh<sup>x</sup>**



**i<sup>nd</sup>**



**i<sup>ld</sup>**



time

five

like

fire

line

mile

life

size

wide

white

night

light

right

might

fight

sight

tight

high

bright

find

kind

mind

blind

grind

bēhind

rēmind

wild

mild

child

ce

ci

cy



rice

nice

dice

mice

twice

slice

price

spice

dance

fence

since

once

cent

cell

cyst

pencil

Use the s sound for c when  
c is followed by e, i, or y.

ir



bird

sir

girl

firm

dirt

first

stir

twirl

skirt

swirl

chirp

third

shirt

birch

birth

whirl

An r after a vowel affects  
the sound of the vowel.

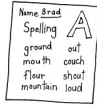


\_\_\_\_\_ 's

Sam	Sam's	Sam's cat
Jill	Jill's	Jill's dog
Mom	Mom's	Mom's skirt
Dad	Dad's	Dad's pencil
Mike	Mike's	Mike's slide
girl	girl's	the girl's bird
child	child's	the child's lunch

Use \_\_\_\_\_'s to show that something belongs to someone.

āi



rain

wait

sail

hair

tail

main

fair

train

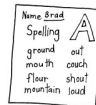
chair

paint



said

āy



play

say

way

may

day

lay

pay

stay

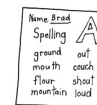
gray

today



says

ā\_e



safe

came

make

gave

take

name

cake

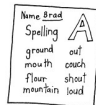
game

ate

shape

state

eigh



sleigh

neigh

weigh

eight

weight

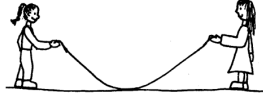
freight

neighbor<sup>x</sup>



height

ge gi gy



cage

gel

age

gem

rage

<sup>i</sup>gym

page

fringe

wage

sponge

stage

magic

Use the j sound for g when  
g is followed by e, i, or y.

An r after the letter a affects  
the sound of the vowel. →

ar



star

part

car

hard

far

dark

bar

start

jar

spark

par

smart

gar

sharp

arm

march

art

charm

yard

large

farm

gar den

wä\_



want  
wash  
watch  
wasp  
wand

äl



salt  
halt  
bald  
false<sup>x</sup>  
alsō  
almōst

äll



all  
call  
ball  
small  
fall  
wall  
tall  
stall

äk<sup>x</sup>



talk  
walk  
chalk  
stalk  
calk  
balk

aw



au



# Syllable Study

saw

law

jaw

paw

claw

slaw

draw

straw

dawn

hawk

shawl

Paul

haul

fault

haunt

launch

gauzē<sup>x</sup>

August

autumñ<sup>x</sup>

faucet

bēcau<sup>z</sup>ē<sup>x</sup>

bas ket

pic nic

hel met

nap kin

hot dog

cac tus

un til

vel vet

cob web

up set

zig zag

ex pect

hun dred

in sect

pump kin

ab sent

in vent

fan tas tic

Use the ed suffix to show that an action happened in the past.

ed



landed  
salted  
wanted  
painted  
rested  
started  
hunted

ed



played  
rained  
called  
hauled  
sighed  
stayed  
filled

ed



jumped  
helped  
hatched  
mixed  
walked  
wished  
asked

ēē



ē\_e



# Syllable Study

see

tree

three

feet

seed

keep

week

street

sleep

green



been

Pete

here

Steve

these

theme

athlete

trap eze



complete

stamp ede



where



there

kit ten

pup pet

rab bit

ten nis

bon net

hap pen

mit ten

fos sil

sud den

El len

muf fin

but ton

rib bon

bot tom

les son

cot ton

can non

lem on

wag on

mel on

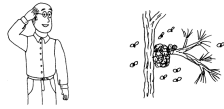
her on

drag on

Sometimes you slide past the vowel in the second syllable.

Use the es suffix after x, s, z, sh, ch, and tch.

es with nouns



es with verbs



boxes

foxes

buses

glasses

dishes

riches

lunches

ranches

matches

fixes

kisses

buzzes

fizzes

rushes

mashes

brushes

marches

catches

A noun is a word that names  
a person, place, or thing.

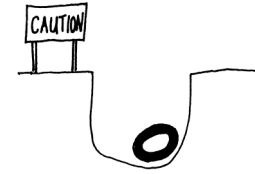
A verb is an action word.



## Contractions With Not

Put two words together. Make a contraction.

Take away the o and put an apostrophe in its place.



We did not	It is not	We are not
We didn't	It isn't	We aren't
She has not	He had not	She will not
She hasn't	He hadn't	She wōn't
I was not	I have not	I do not
I wasn't	I haven't	I dōn't

er 	er  	ng 	nk  
<p>her</p> <p>letter</p> <p>ladder</p> <p>butter</p> <p>after</p> <p>under</p> <p>sister</p>	<p>merit</p> <p>heron </p> <p>peril</p> <p>Erin</p> <p>Eric</p> <p>ferret</p> <p>derrick</p>	<p>ring</p> <p>long</p> <p>thing</p> <p>song</p> <p>king</p> <p>wing</p> <p>sing</p>	<p>bank</p> <p>think</p> <p>honk</p> <p>junk</p> <p>think</p> <p>tank</p> <p>bunk</p>
<p>never</p> <p>wäter</p> <p>tögether</p> <p> were</p>	<p>An r after an e affects the sound of the vowel.</p> <p> other</p> <p> mother</p> <p> brother</p>	<p>sang</p> <p>hung</p> <p>herring</p> <p>length</p>	<p>thank</p> <p>skunk</p> <p>crank</p> <p>stink</p>

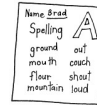
\_ing



ey



ey



helping

calling

key

they

jumping

talking

valley

hey

resting

playing

donkey

prey

fixing

raining

trolley

obey

sending

going

volleyball

 convey

wishing

doing

hockey

asking

barking

chimney

pitching

keeping

 honey

whizzing

watching

 money

singing

honking

 monkey

Use the \_ing suffix with verbs to show that an action is ongoing.

y



y



If a word has one syllable, one vowel, and one final consonant, double the last consonant before adding \_ed or \_ing.

happy

pretty

body

copy

family

every

 any

 many

very

hungry

party

my

by

try

fly

dry

sky

shy

by

Jūly

supply

myself



hopped

begged

hummed

pinned

chatted

clapped

scrubbed

zipped

rubbed

hopping

begging

humming

pinning

chatting

clapping

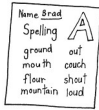
scrubbing

zipping

rubbing

When a vowel comes at the end of the first syllable, use the long vowel sound.

**a**



**e**



**i**



**o**



**u**



ra ven

be gin

li lac

ro bot

tu lip

la dy

be gan

si lent

o pen

mu sic

ba by

e ven

ti ny

to paz

u nit

ta sty

re lax

shi ny

mo ment

ru by

sa ber

se cret

ti dy

pro gram

du ty

la ter

fe ver

ti ger

po ny

tru ly

pa per

Pe ter

fi ber

o ver

su per

ēa



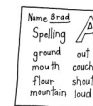
eat  
read  
year  
heat  
mean  
sea  
reach  
clean  
speak  
please  
teacher

ea




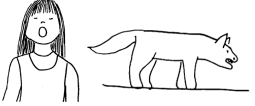








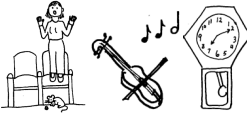





head  
bread  
sweat  
dead  
lead  
spread  
thread  
sweater  
feather  
weather  
really

eā



steak  
break  
great  
bear  
wear  
tear  
pear

			
<p>home</p> <p>those</p> <p>stone</p> <p>whole</p> <p>store</p> <p>close</p> <p>score</p> <p> alone</p> <p>before</p> <p>clothes</p> <p>suppose</p>	<p>love</p> <p>dove</p> <p> above</p> <p>none</p> <p>done</p> <p>come</p> <p>bēcome</p> <p>someone</p> <p>something</p> <p>sometimes</p> <p>somewhere</p>	<p>toe</p> <p>Joe</p> <p>hoe</p> <p>roe</p> <p>doe</p> <p>woe</p> <p>floe</p> <p>goes</p> <p>oboe</p> <p> shöe</p> <p>  canöe</p>	<p>boat</p> <p>coat</p> <p>goat</p> <p>float</p> <p>road</p> <p>foam</p> <p>loan</p> <p>roar</p> <p>throat</p> <p>coast</p> <p>board</p>

			 
<p>roll</p> <p>poll</p> <p>toll</p> <p>droll</p> <p>troll</p> <p>stroll</p> <p>scroll</p> <p>enroll</p>	<p>bolt</p> <p>jolt</p> <p>volt</p> <p>colt</p> <p>molt</p> <p>rēvolt</p>	<p>old</p> <p>cold</p> <p>hold</p> <p>told</p> <p>gold</p> <p>sold</p> <p>fold</p> <p>bold</p> <p>mold</p> <p>folder</p>	<p>across</p> <p>arrive</p> <p>afraid</p> <p>away</p> <p>alone</p> <p>above</p> <p>agō</p>
		<p>bold</p>	
	<p>yolk</p> <p>folks</p> <p>Polka dots</p>	<p>bold</p> <p>mold</p> <p>folder</p> <p>soldier</p>	<p>again</p> <p>asleep</p> <p>agree</p>



oi



oil  
coin  
soil  
join  
boil  
joint  
noise  
point  
voice  
toilet  
poison

oy



boy  
toy  
soy  
coy  
joy  
enjoy  
cowboy  
royal  
voyage<sup>j</sup><sub>x</sub>  
oyster

\_tle



little  
cattle  
settle  
shuttle  
rattle  
bottle  
kettle  
battle  
startle  
beetle  
title

\_ple



apple  
ripple  
sample  
crumple  
simple  
temple  
dimple  
steeple  
pē<sup>x</sup>ō<sup>x</sup>ple  
mā<sup>x</sup>ple  
stā<sup>x</sup>ple

ou 	ōu 	öu 	ow 	ōw 
<p>out</p> <p>our</p> <p>shout</p> <p>cloud</p> <p>house</p> <p>count</p> <p>round</p> <p>mouth</p> <p>found</p> <p>south</p> <p>ground</p>	<p>shoulder</p> <p>though<sup>x</sup></p> <p>soul</p> <p>four</p> <p>pour</p> <p>court</p> <p>gourd</p> <p>mourn</p> <p>fourth</p> <p>fourteen</p> <p>poultry</p>	<p>you</p> <p>your</p> <p>soup</p> <p>route</p> <p>group</p> <p>through<sup>x</sup></p> <p>toucan</p> <p>yourself</p> <p>crouton</p>	<p>now</p> <p>how</p> <p>cow</p> <p>down</p> <p>crowd</p> <p>brown</p> <p>town</p> <p>owl</p>	<p>snow</p> <p>low</p> <p>row</p> <p>blow</p> <p>show</p> <p>slow</p> <p>grow</p> <p>yellow</p> <p>window</p> <p>own</p> <p>shown</p>

oo



look

good

book

wood

foot

wool

cook

soot

took

stood

good-by

oo



too

zoo

moon

room

stool

spoon

tooth

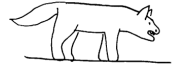
spool

broom

choose

school

wor



worm

work

word

worth

worry

worse

worst

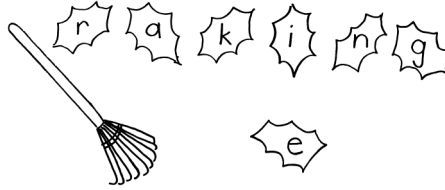
world

worthy

worship

k

Drop the \_e and  
add \_ed or \_ing.



smile

smiled

smiling

tune

tuned

tuning

live

lived

living

save

saved

saving

snore

snored

snoring

love

loved

loving

hope

hoped

hoping

share

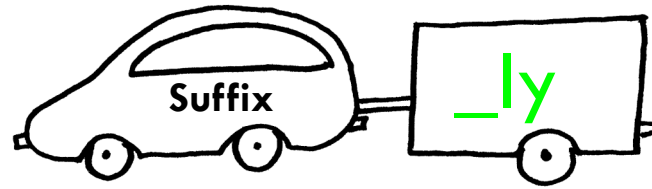
shared

sharing

serve

served

serving



soft

softly

quick

quickly

sad

sadly

slow

slowly

safe

safely

fair

fairly

neat

neatly

sure

surely

short

shortly

poor

poorly

nice

nicely

year

yearly

oor



door

poor

floor

or



or

for

corn

horse

short

north

form

story

forest

important

morning

or



doctor

tractor

color

record

history

factory

correct

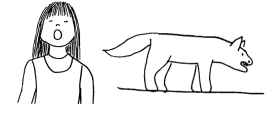
visitor

mirror

flavor

sailor

or



sorry

sorrow

borrow

tomorrow








a\_ 

across  
arrive  
afraid  
away  
alone  
above   
agō  
 again <sup>i</sup>  
asleep  
agree

\_a 

panda  
comma  
Santa  
yucca  
villa  
tūna  
sōfa  
cōbra  
zēbra  
cōla  
 America

a 

father  
lava   
tacō  
nachō  
mama   
papa   
pajamas    
drama   
llama   
pecan  
spa

When a vowel is in the middle of a syllable, use a short vowel sound.  
When a vowel is at the end of a syllable, use the long vowel sound.

hel lō

men ū

zē rō

tō fū

hip pō

kud zū

hē rō

tū tū

las sō

Hin dū

yō-yō

ē mū

ban jō

sō lō

zē bū

gum bō

sī lō

jum bō

hā lō

tem pō



When comparing two persons or things, use **\_er** at the end of the word.  
When comparing more than two persons or things, use **\_est** at the end of the word.

cold  
colder  
coldest

tall  
taller  
tallest

high  
higher  
highest

small  
smaller  
smallest

mean  
meaner  
meanest

great  
greater  
greatest

deep  
deeper  
deepest

long  
longer  
longest

thick  
thicker  
thickest



ū\_e



flute

cube

use<sup>z</sup>

mule

tube

rule

sure<sup>sh</sup>

huge<sup>j</sup>

include

produce<sup>s</sup>

molecule



ūe



glue

cue

blue

Sue

true

due

hue

value

continue

avenue

Tuesday



ew



flew

few

new

grew

stew

drew

blew

dew

pew

chew



sew<sup>ō</sup>



ūi

fruit

suit

juice<sup>s</sup>

cruise<sup>z</sup>

bruise<sup>z</sup>

suitcase

swimsuit

ar



star

jar

mark

start

chart

march

sharp

army

party

farmer

garden

ar



dollar

collar

pillar

cougar

lizard

wizard

solar

polar

ar



carrot

parrot

carry

marry

Mary

barrel

parent

sparrow

carol



eū



feud

sleuth

Zeus

Eugene

Europe

neutral

neuron

neutron

eurēka 

iē



field

shield

priest

piece

niece

brief

chief

grief

thief

believe



friend

īe



pie

tie

lie

die

vie

cry

cried

spy

spied

dry

dried

ü



püsh

püt

püll

füll

büll

büsh

pülley

büllet

bütcher

püdding

carefü

oüld<sup>x</sup>



should

would

could

shouldn't

wouldn't

couldn't

oo



look

good

book

wood

foot

wool

cook

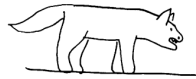
soot

took

stood

good-by

ur



purse

nurse

hurt

burn

turn

burst

return

church

during

current

surprise

ear



early

earn

heard

search

pearl

learn

yearn

earth

earnest

rēhearse



heart



our



journal

journey

nourish

courtesy

tournament

courage

encourage



adjourn




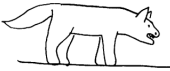





four



pour



court

<sup>x</sup> kn 	<sup>x</sup> wr 	 <sup>x</sup> gh 	<sup>x</sup> gh 
<p>knife</p> <p>knit</p> <p>know</p> <p>knew</p> <p>known</p> <p>knee</p> <p>knock</p> <p>knob</p> <p>knack</p> <p>kneel</p> <p>knight</p>	<p>wren</p> <p>write</p> <p>wrote</p> <p>written</p> <p>wrong</p> <p>wrist</p> <p>wrench</p> <p>wreck</p> <p>wrap</p> <p>wreath</p> <p>wrinkle</p>	<p>ghōst</p> <p>ghetto</p> <p>ghoul</p> <p> aghast</p> <p> spaghetti<sup>ē</sup></p> <p>Allegheny<sup>ā</sup></p>	<p>straight</p> <p>taught</p> <p>caught</p> <p>daughter</p> <p>through<sup>ö</sup></p> <p>though<sup>ö</sup></p> <p>alth<u>o</u>ugh<sup>ö</sup></p>

