

# Phonetic Words And Stories

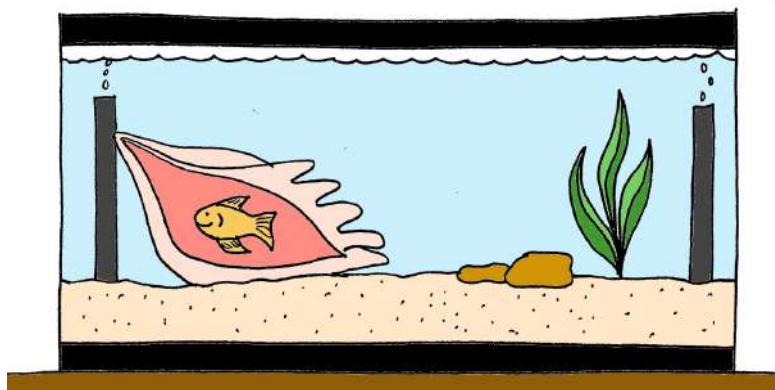
## Book 1

### Basic Vowels

ā ē ī ō ū  
ɔ̄r ö

### Consonant Digraphs

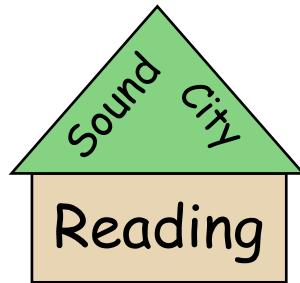
### Consonant Blends



Sound City Reading



Note: These glasses indicate sight words.



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## Table Of Contents

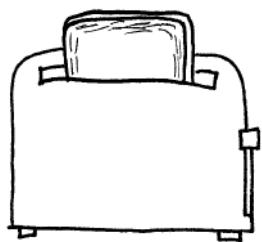
Information For The Teacher .....	154
Syllable Awareness 1-1.....	6
Syllable Awareness 1-2 .....	7
Color-Coding Chart.....	8
Sight Words .....	9
Sound Story, Part 1.....	10
Sound Story, Part 2, "Beyond The Alphabet" Sounds .....	14
Notes About The Alphabet.....	17
Sound Charts .....	18
The Story About The Umbrella Vowels .....	26
Short Vowel Review, Closed-Syllables.....	34
Sight Word Review With Sentences .....	36
sh/ship .....	38
o/son, a/what, "Umbrella" Vowels .....	40
Suffix _s with nouns .....	42
i/hi, Open Syllable I, Long I Sound.....	43
e/me, Open Syllable E, Long E Sound .....	44
o/go, Open Syllable O, Long O Sound.....	46
Questions And Statements.....	48
Story: <i>A Fish</i> .....	50
th/thumb .....	52
th/this.....	54
Sight word: the .....	55
Story: <i>I Wish</i> .....	56
Ending Consonant Blends: ast, amp, ask, and, aft .....	60
Sentences.....	62
Story: <i>Go Fish</i> .....	64

Ending Consonant Blends: ilk, ift, ist, isk, ind.....	66
Sentences.....	68
or/horse.....	70
Suffix study: _s with nouns and verbs .....	71
Sentences with suffix _s with verbs .....	72
Story: <i>This Is For</i> .....	74
 Ending Consonant Blends: ond, oft, omp, olf, ost, öst.....	76
Sentences.....	78
ck/Jack.....	80
Story: <i>Rick And Jack</i> .....	82
 Ending Consonant Blends: ump, unt, ulb, ust, usk.....	84
Sentences.....	86
ö/to .....	88
_ve/give .....	89
Story: <i>A Duck</i> .....	90
Ending Consonant Blends: est, ent, end, elp, elt, elf, eld, esk, ext, ept .....	94
Sentences.....	96
Open Syllable A, Long A Sound .....	99
Story: <i>Jump</i> .....	100
 ch/chicken.....	102
Beginning Consonant Blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw.....	104
Sentences.....	106
tch/match.....	108
nch/lunch.....	110
Story: <i>On A Bench</i> .....	112
 Beginning Consonant Blends: bl, cl, fl, gl, pl, sl, spl.....	114
Sentences.....	116
wh/when.....	118
Sentences with sight word "what" .....	120
wh/who .....	121
Story: <i>Who Is This?</i> .....	122

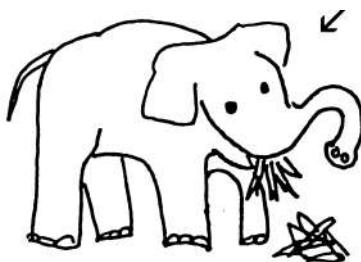
Beginning Consonant Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str .....	124
Sentences .....	126
Story: <i>A Man</i> .....	128
Story: <i>A Chicken</i> .....	130
ng/ring .....	132
Contractions With Is # 1: He's; Two Syllable Words: rob-in, chil-dren .....	134
Sentences With Contractions.....	136
Story: <i>In The Spring</i> .....	138
 nk/wink .....	140
Open Syllable U, Long U Sound .....	142
Story: <i>Get A Drink</i> .....	144
 PREVIEW: oi/coins, oy/boy .....	146
 PREVIEW: ou/ouch, ow/cow.....	148
 PREVIEW: ü/bush.....	150
 PREVIEW: ä/all .....	152
 Sequence Chart .....	154
Who Should Use This Book?; Number Of Patterns Taught .....	156
Lesson Outline .....	157
Extended Lesson Outline - Science, Social Studies, Literature.....	160
Working With Plastic Letters .....	162
Answer Key For The Picture/Word Pages By Page Number .....	164
Handwriting Models.....	172
How I Chose The Colors For The Vowel Sounds .....	176
Lined Paper To Use In Dry-Erase Frames .....	177
Directional Arrows With Stars.....	179
How To Make A Dry-Erase Frame .....	180
 Patterns Taught In Phonetic Words And Stories, Books 1-8 .....	Back Cover

Syllable Awareness 1-1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

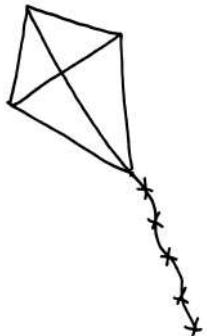
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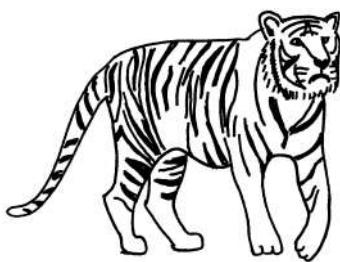
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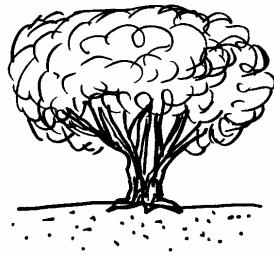
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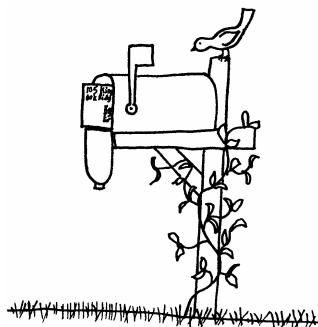
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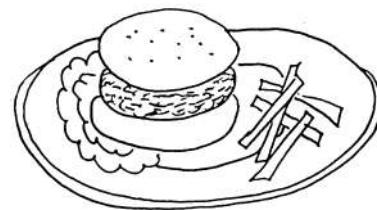
The teacher says each word, one at a time: toast-er, el-e-phant, kite, coat, ti-ger, chain, zuc-chi-ni, bush.  
The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness 1-2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

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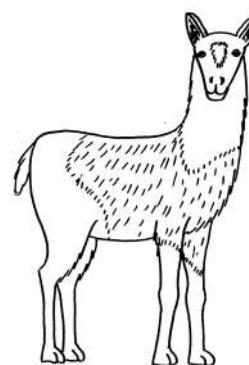
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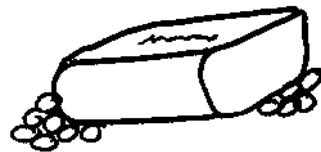
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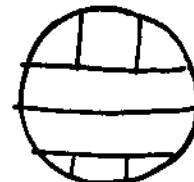
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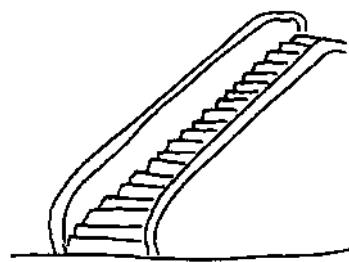
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The teacher says each word, one at a time: mail-box, ham-bur-ger, barn, lla-ma, soap, vol-ley-ball, es-ca-la-tor, a-pron. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Color-Coding Chart

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

### Sight Words

Review	is	his	as	has	A
	a	I	was	of	both
	the	most	post	wolf	two
	rich	much	such	which	what
	who	whom	whose	truth	

### Sight Words

Review	is	his	as	has	A
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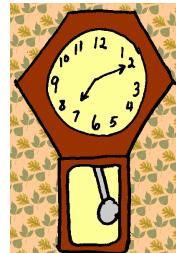
# A Sound Story

## About Audrey and Brad

The sound story introduces pictures that represent all of the speech sounds in the English language. The capital and lower case letters beside each picture represent the same sound in words. The pictures are used on the sound charts in this program to help students remember the sound for each letter pattern.

### 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)



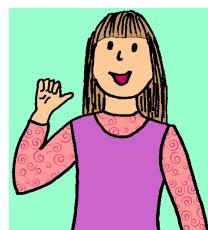
I i

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)



I i

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 l

If students are not familiar with the sound story, read it aloud to them over a period of several days.

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.



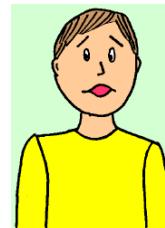
N n

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."



W w

"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)



U u

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.



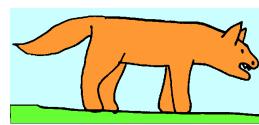
B b

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.



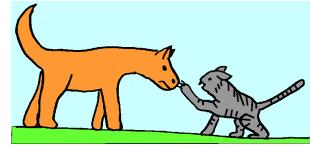
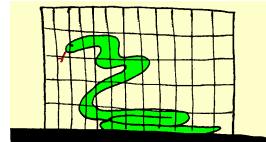
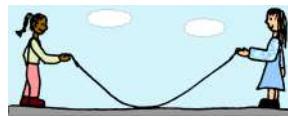
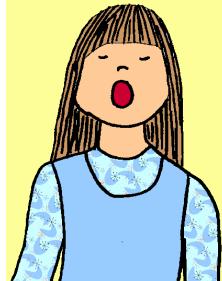
M m

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.



R r

Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

<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>		<b>F f</b>
<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>		<b>X x</b>
<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 aids," said Mom. "He could hear much better with them."</p> <p style="text-align: right;">(e/egg)</p>		<b>E e</b>
<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>		<b>S s</b>
<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>		<b>J j</b>
<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."</p> <p style="text-align: right;">(o/ox)</p>		<b>O o</b>

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.



C c

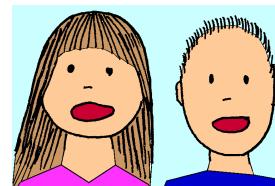
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.



D d

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. "AAAAaaah!" 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)



A a

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



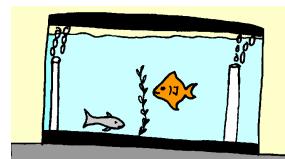
V v

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.

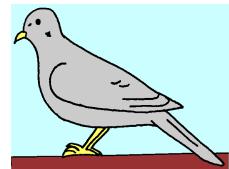
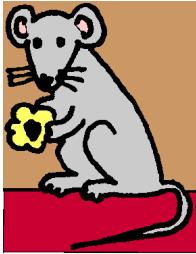


G g

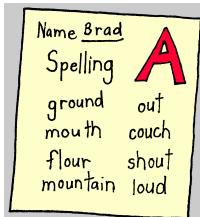
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air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



P p

<p>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>		<b>K k</b>
<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>		<b>y y</b>
<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." (qu/quilt)</p>		<b>Qu qu</b>
<p>Suddenly they heard a loud buzzing sound, "zzzzzz." 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>		<b>Z z</b>
<p><b>Part 2 Beyond The Alphabet Sounds</b> 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>		<b>sh</b>
<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>		<b>ē</b>

Part Two of the sound story teaches the "Beyond The Alphabet" sounds.

<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>(o/ocean)</p>		<b>ö</b>
<p><b>A Snowy Day</b></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.</p> <p>(th/thumb)</p>		<b>th</b>
<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>(th/this)</p>		<b>th</b>
<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!"</p> <p>(o/to)</p>		<b>ö</b>
<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>(a/apron)</p>		<b>ā</b>
<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.</p> <p>(ch/chicken)</p>		<b>ch</b>

The sounds include long and dotted vowel sounds, diphthongs oi, oy, ou, and ow, and consonant digraphs.

<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. "Nnnggg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>		<b>ng</b>
<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>		<b>ū</b>
<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>		<b>oi oy</b>
<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. (ou/ouch, ow/cow)</p>		<b>ou ow</b>
<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." (u/push)</p>		<b>ü</b>
<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. (a/all)</p>		<b>ä</b>

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)



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

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, ē/ballet	i/in, ī/island, ī/pizza
o/ox, ö/ocean, ö/to	u/up, ü/uniform, ü/push	

b) There are two additional 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
---------	----------	---------	------------	---------

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 called "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
------	------	-----	------	--------

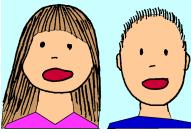
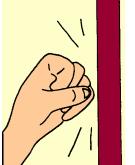
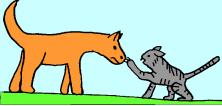
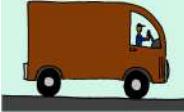
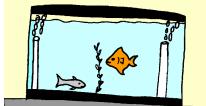
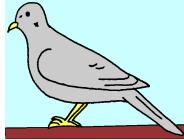
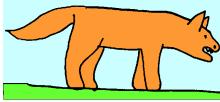
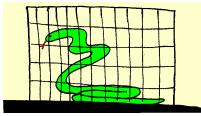
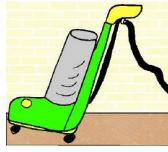
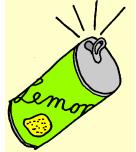
k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

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

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

Prefix: <u>un</u> happy	Suffix: <u>sleeping</u>	Compound Word: mailbox	Contraction: doesn't
-------------------------	-------------------------	------------------------	----------------------

## Alphabet Sounds

<b>A a</b>	<b>B b</b>	<b>C c</b>	<b>D d</b>	<b>E e</b>
				
<b>F f</b>	<b>G g</b>	<b>H h</b>	<b>I i</b>	<b>J j</b>
				
<b>K k</b>	<b>L l</b>	<b>M m</b>	<b>N n</b>	<b>O o</b>
				
<b>P p</b>	<b>Qu qu</b>	<b>R r</b>	<b>S s</b>	<b>T t</b>
				
<b>U u</b>	<b>V v</b>	<b>W w</b>	<b>X x</b>	<b>Y y</b>
				
<b>Z z</b>				

Say the sound for each letter.

## "Beyond The Alphabet" Sounds

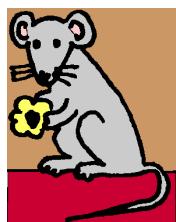
**i**



**sh**



**ē**



**ō**



**th**



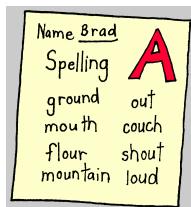
**th**



**ö**



**ā**



**ch**



**ng**



**ü**



**oi oy**



**ou ow**

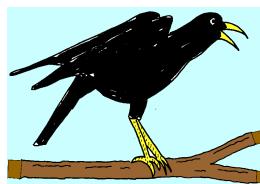


**ü**



**ä**

measure, vision,  
azure, garage



Say the sound for each letter or pattern.

Some letters can represent more than one sound. Say the sound or sounds for each letter.

## Alphabet

Some letters can represent more than one sound.

a



ā



ä



i



ī



b



c



d



j



k



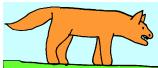
l



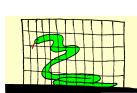
qu



r



s



s



t



u



ū



ü



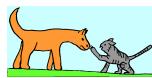
## Alphabet

Some letters can represent more than one sound.

e



f



g



h



ē



m



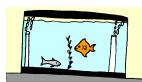
n



ō



p



ō



ö



v



w



x

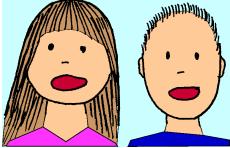
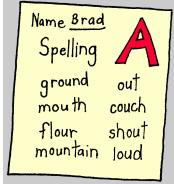
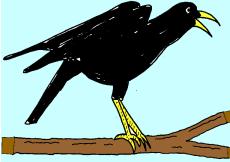
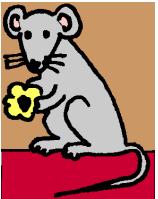
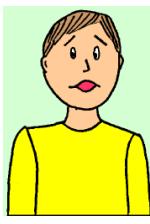
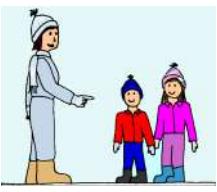


y

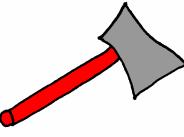
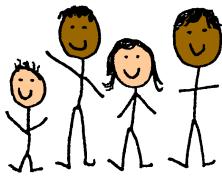
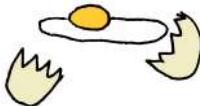
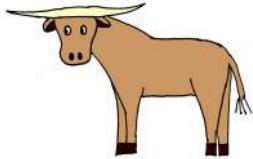
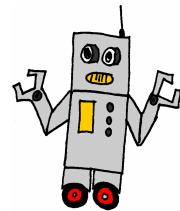
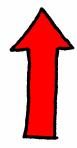
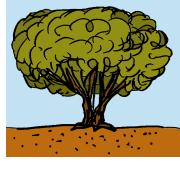


z



Short Vowels Closed Syllables	Long Vowels Open Syllables	Dotted Vowels
a 	ā   	ä 
e 	ē 	
i 	ī 	
o 	ō 	ö 
u 	ū   	ü 

Say each vowel sound going down and across the columns.

Short Vowels Closed Syllables	Long Vowels Open Syllables	Dotted Vowels
a  ax	ā  ra ven	ä  all
e  egg	ē  be gin	
i  in	ī  li lac	
o  ox	ō  ro bot	ö  to
u  up	ū  tu lip  mu sic	ü  bush

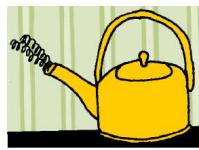
Say the sound and key word for each vowel.

## Consonant Patterns

sh



th



ch



th



wh



wh



In words where the wh pattern is followed by the letter o, it often represents the /h/sound: who, whom, whose, whole.

The patterns on this page are consonant digraphs. Two letters work together to represent a single sound.

Say the sound or sounds for each pattern.

Students say the sound for each pattern.

## Ending Consonant Patterns

**ck**



**tch**



**nch**



**ack**

**atch**

**anch**

**eck**

**etch**

**ench**

**ick**

**itch**

**inch**

**ock**

**otch**

**onch**

**uck**

**utch**

**unch**

**ng**



**nk**



**ang**

**ank**

**ing**

**ink**

**ong**

**onk**

**ung**

**unk**

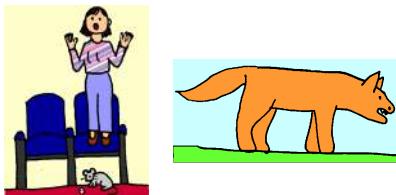
Say the sounds and letter combinations.

These ending patterns are used after a short vowel.

## Bossy R Patterns

The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.

## ōr



The teacher reads the umbrella story aloud.

## Umbrella Vowels

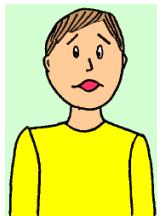
In some words the vowel doesn't represent its regular sound. It has the short u sound, instead.



## a



## o



## oi



In the middle

## oy



At the end

## ow



## Odd O Patterns

## ou



The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.

## The Story About The Umbrella Vowels

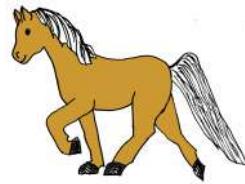


One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because "umbrella" starts with his "uh" sound. The other letters, A, E, I, and O, asked if they could get under the umbrella, too. "Yes," said U, "if you promise to say 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 sound in most words, but in some words they say the "uh" umbrella sound.

## Bossy R Patterns

The letter R is very bossy. When it follows a vowel, it tells the vowel what to say. Watch out! It may not be the sound you expect.

ōr



horse

Students say the sound and key word for each letter or letter pattern on this page.

## Umbrella Vowels

In some words the vowel doesn't represent its regular sound. It has the short u sound, instead.

a



what

o



son

oi



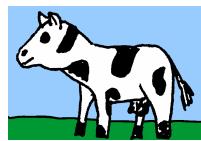
coin

oy



boy

ow



cow

## Odd O Patterns

ou

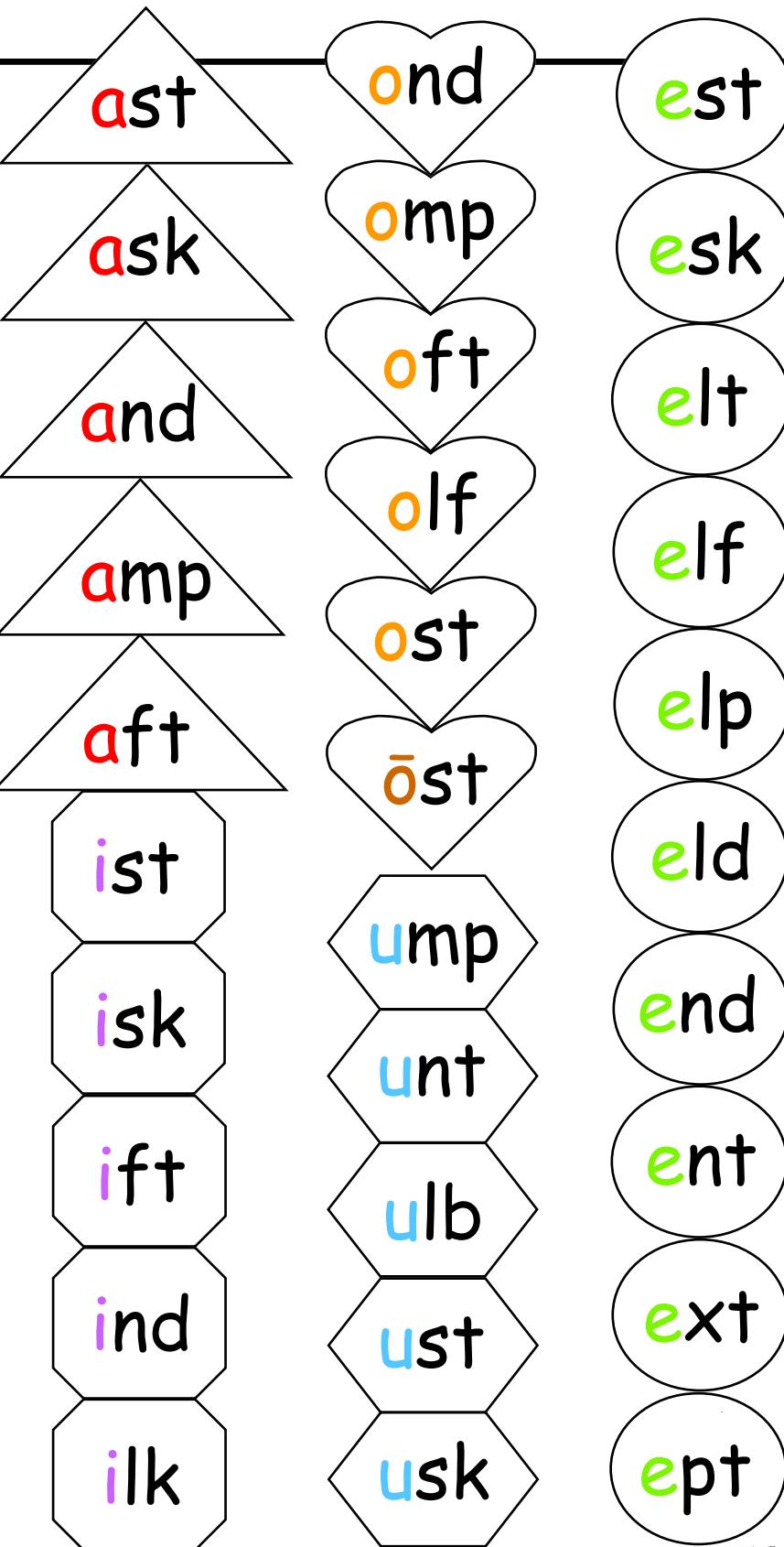
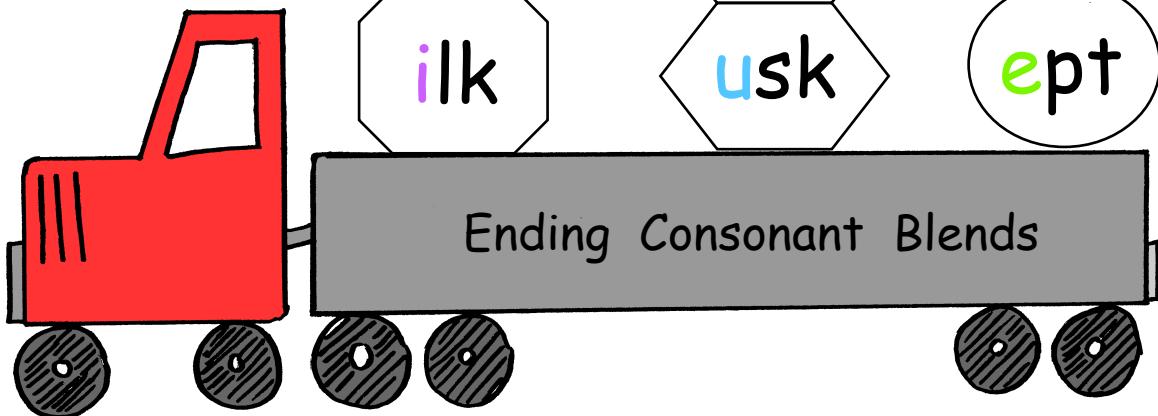


ouch

The Odd O Patterns don't say the sounds you would expect. You just have to memorize them.

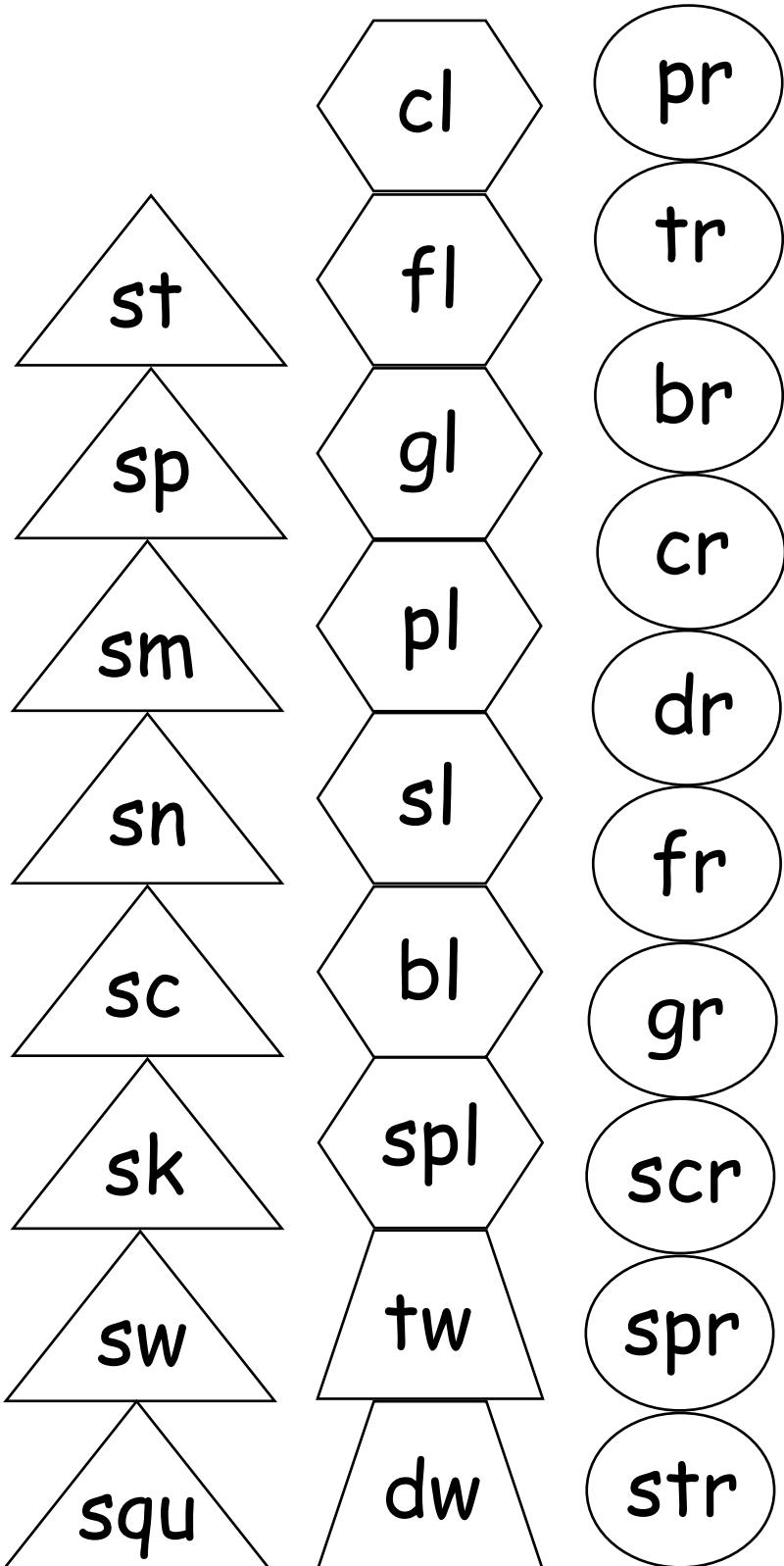
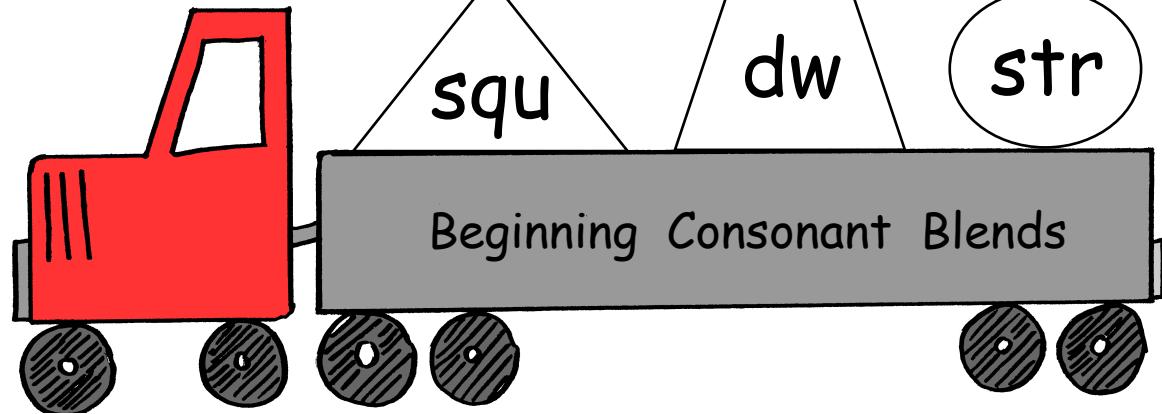
The teacher models  
the sounds, students  
repeat.

When ready,  
students say the  
sounds without help.



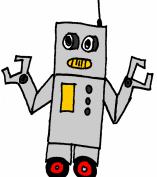
The teacher models the sounds, students repeat.

When ready, students say the sounds without help.



# Syllable Patterns

- Words are made up of one or more syllables. Each syllable contains a vowel and any consonants that are pronounced with it. Syllables are rhythmic units in words.
- A syllable in which a vowel is followed by a consonant is called a closed syllable. In closed syllables, the vowel usually represents its short vowel sound.
- A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

CLOSED SYLLABLE (Words)	CLOSED SYLLABLE (Words)	OPEN SYLLABLE (Words)	OPEN SYLLABLE (First Syllables Only)
ax	ran	wē	rā 
egg	ten	hi	bē 
ill	fin	gō	li 
off	box	flū	rō 
us	cut	tū	mū 

**Syllable Patterns**

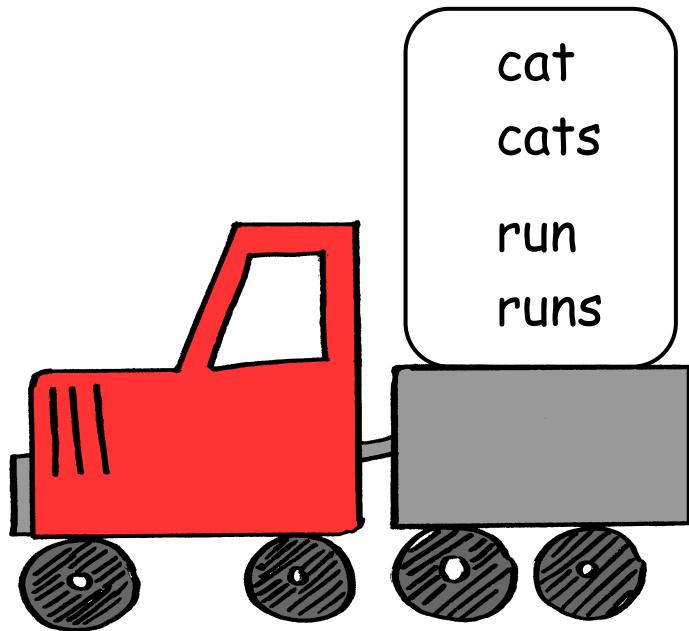


Students read each word in the first three columns. Model as needed.



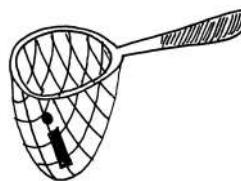
4th Column: Students listen as the teacher says each word: ra-ven, be-gin, li-lac, ro-bot, tu-lip, mu-sic.  
Students read the first syllable and then say the whole word.

# Suffix Review



cat  
cats  
run  
runs

# Contractions



he is  
he's

she is  
she's

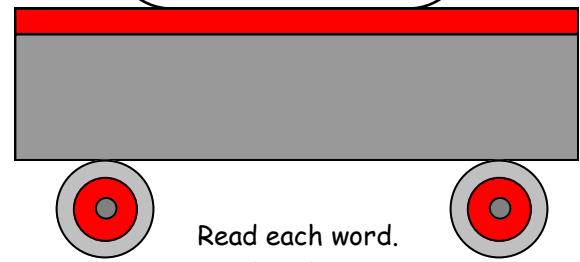
it is  
it's

that is  
that's

what is  
what's

who is  
who's

when is  
when's



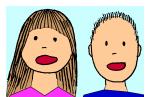
Read each word.  
Read each contraction.

Say the sound for each letter and letter pattern.

## Alphabet

Some sounds can be shown in more than one way.

a



b



c



d

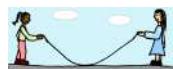


ck

i



j



k



l



ck

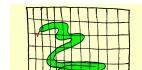
qu



r



s



t



u



u

a

o

Say the sound for each letter and letter pattern.

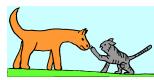
## Alphabet

Some sounds can be shown in more than one way.

e



f



g



h



wh

m



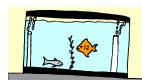
n



o



p



v



\_ve

w



wh

x



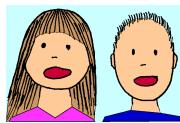
y



z



s



a

e

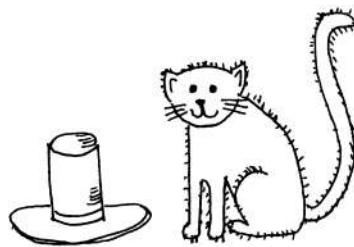
i

o

u

Review sight words: A, a, as, has, is, his, I

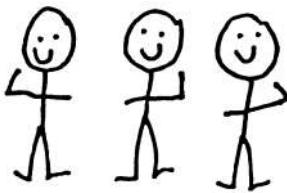
A.



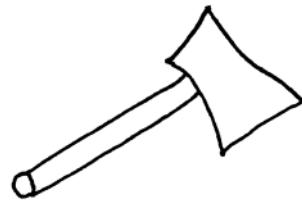
B.



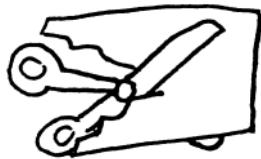
C.



D.



E.



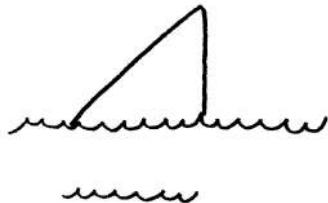
F.



G.



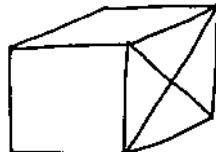
H.



I.

10

J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**Syllable Study, Closed Syllables:** One vowel followed by one or more consonants usually represents its short vowel sound.

This kind of syllable is called a closed syllable. Notice that either a vowel or a consonant can come at the beginning of a closed syllable.

1.

a → x

ax

2.

i → ll

ill

3.

o → ff

off

4.

e → gg

egg

5.

u → s

us

6.

f → i → n

fin

7.

r → a → n

ran

8.

c → u → t

cut

9.

t → e → n

ten

10.

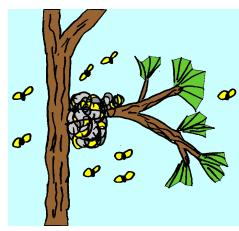
b → o → x

box

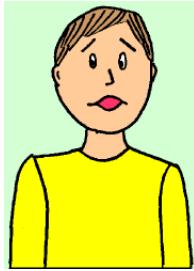
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

 These glasses are used to show sight words. Sight words are words that can't be "sounded out" in the usual way.

**S**



**A** **a**



**Sight  
Word  
Review**

In some words the letter *s* sounds like *z*.

In this word the letter *a* has the short u sound, as heard in *u/umbrella*.



**i****s**



**h****i****s**



**a****s**



**h****a****s**



**A**



**a**

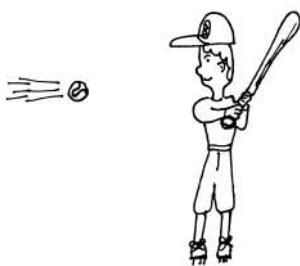


**I**

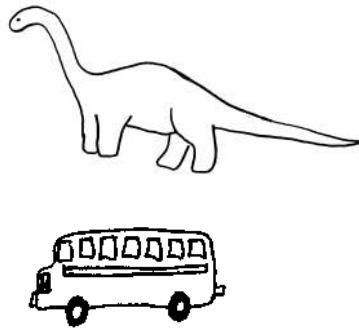


In this word the letter *i* has its long i sound. It is always a capital letter.

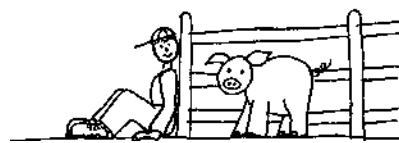
**A.**



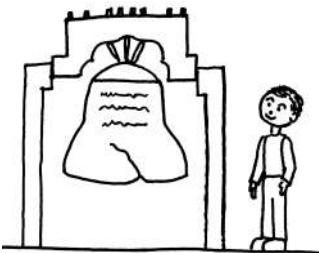
**B.**



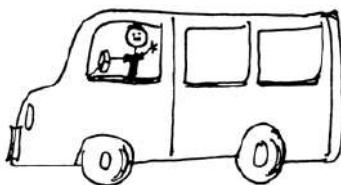
**C.**



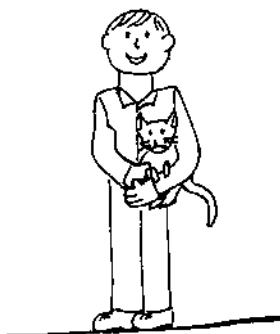
**D.**



**E.**



**F.**



Say the sound for each letter pattern shown above. Read the sight words.

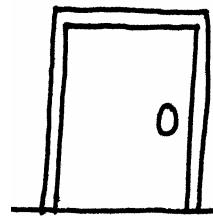
1. Jeff has a pig.
2. It is a big bell.
3. I will hit it.
4. Gus is in his van.
5. Dan has a cat.
6. It is as big as a bus.

Read each sentence and find the matching picture.

# sh

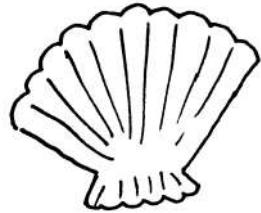


A.



This pattern is a consonant digraph. Neither the letter s nor the letter h represents its usual sound. The two letters work together to show one, completely different sound.

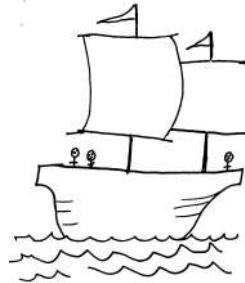
B.



C.



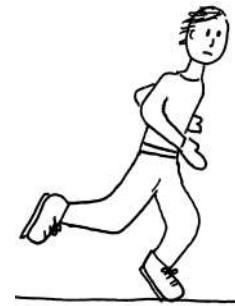
D.



E.



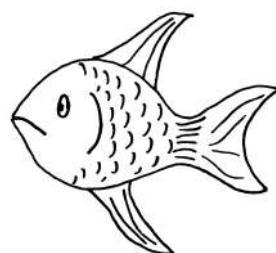
F.



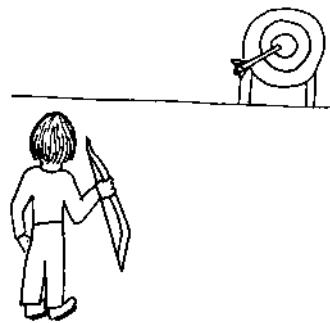
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

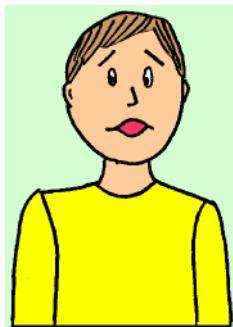
**sh**

1. sh → i → p      ship
2. sh → o → p      shop
3. sh → o → t      shot
4. sh → e → ll      shell
5. sh → u → t      shut
6. f → i → sh      fish
7. d → i → sh      dish
8. c → a → sh      cash
9. m → a → sh      mash
10. r → u → sh      rush

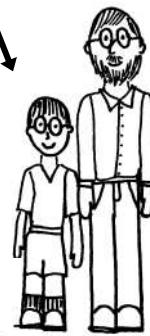
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



O



A.



In some words, a vowel other than u has the short u sound. In the words on this page, the letters o and a represent the short u sound. These are called "umbrella" vowels.

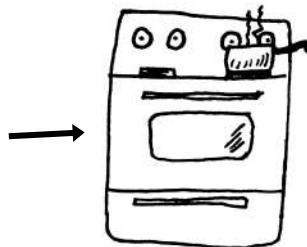
B.



C.



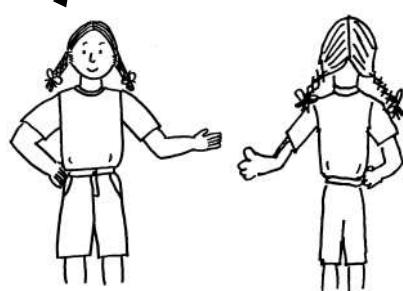
D.



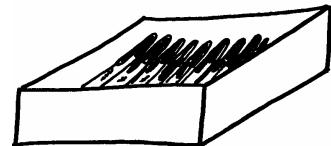
E.



F.



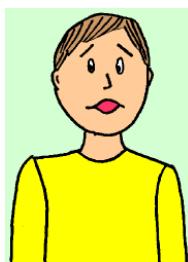
G.



A box of pens.



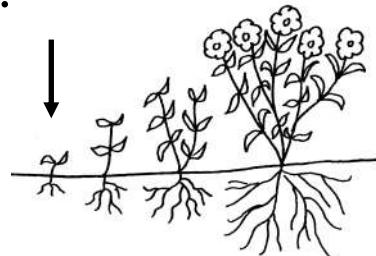
a



A.



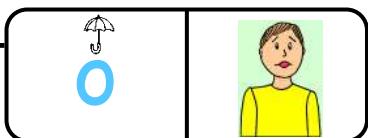
B.



The plant was small  
and then it grew larger.

Review sight words: A, a, was

1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



Sight words: of, was

1.  $s \rightarrow o \rightarrow n$  son

2.  $w \rightarrow o \rightarrow n$  won

3.  $t \rightarrow o \rightarrow n$  ton

4.  $\overset{v}{o} \rightarrow f$  of

5.  $f \rightarrow r \rightarrow o \rightarrow m$  from

6.  $f \rightarrow r \rightarrow o \rightarrow n \rightarrow t$  front

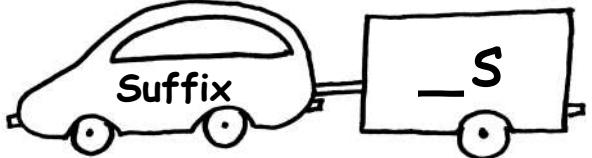
7.  $o \rightarrow v \rightarrow e \rightarrow n$  oven



1.  $w \rightarrow \overset{z}{a} \rightarrow s$  was

2.  $\overset{x}{wh} \rightarrow a \rightarrow t$  what

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



Words that tell about people, places, or things are called nouns. Add an \_s to a noun to show that you are talking about more than one.

1.

son



2.

son → s

sons



3.

shell



4.

shell → s

shells



5.

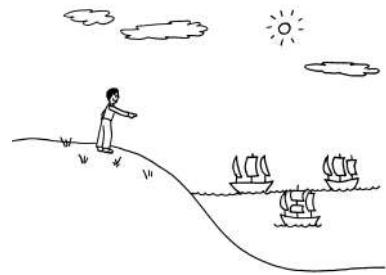
ship



6.

ship → s

ships



Read each word.

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

i



This kind of syllable is called an open syllable.

I

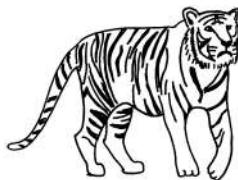


hi

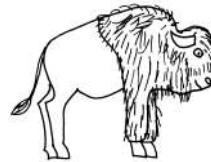


Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

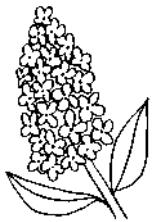
ti



bi



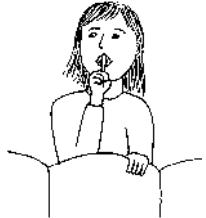
li



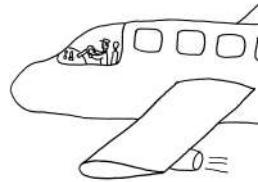
vi



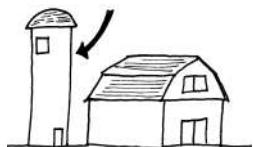
qui



pi



si



mi

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

i



i



tiger, lilac, quiet, silo, ivy

bison, visor, pilot, minus, icing

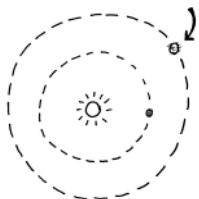
When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ē



This kind of syllable is called an open syllable.

Ve



fe



re



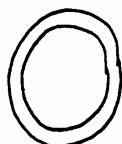
te



be



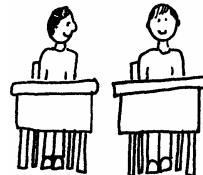
ze



se



be



e

$$2+2=4$$

e



Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

Venus, refund, begin, secret, equal

fever, tepee, zero, beside, egret

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ē



1.

h → e

he

2.

sh → e

she

3.

w → e

we

4.

m → e

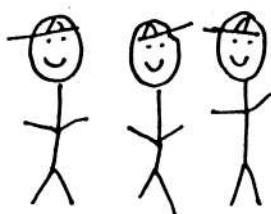
me

5.

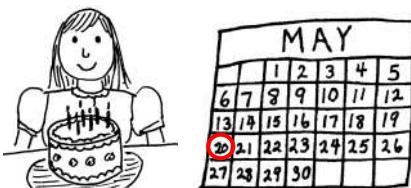
b → e

be

A.



B.



C.



She will be six on her birthday.

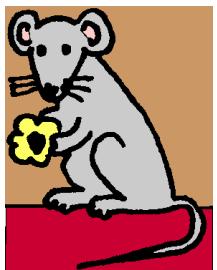
D.



E.



ē



The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ō

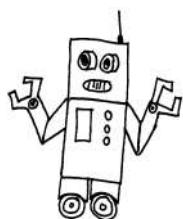


This kind of syllable is called an open syllable.

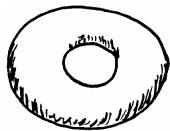
o



ro



do



bo



to



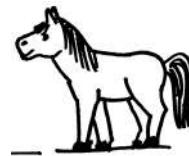
to

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array} \leftarrow$$

o



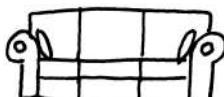
po



o



so



Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

open, robot, donut, bonus, topaz

total, oboe, pony, over, sofa

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ō



1.

g → ō

go

2.

n → ō

no

3.

s → ō

so

4.

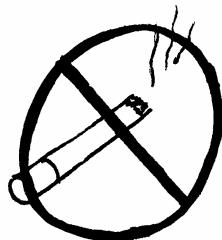
y → ō      y → ō

yō-yō

A.



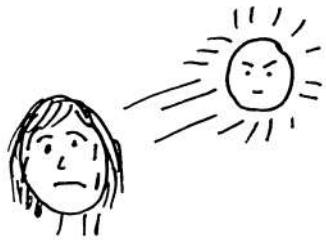
B.



C.



D.



She is so hot.

ō

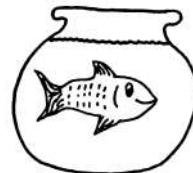


The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.

# Questions and Statements

1. Is it a fish?

Yes, it is a fish.



2. Is it a big ship?

No, it is not a big ship.



3. Is it a pet shop?

Yes, it is a pet shop.



4. Did he win?

Yes, he won.

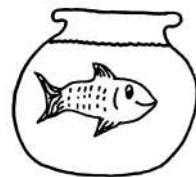


Read the sentences.

# Questions and Statements

1. Is it a fish?

Yes, it is a fish.



2. Is it a big ship?

No, it is not a big ship.



3. Is it a pet shop?

Yes, it is a pet shop.



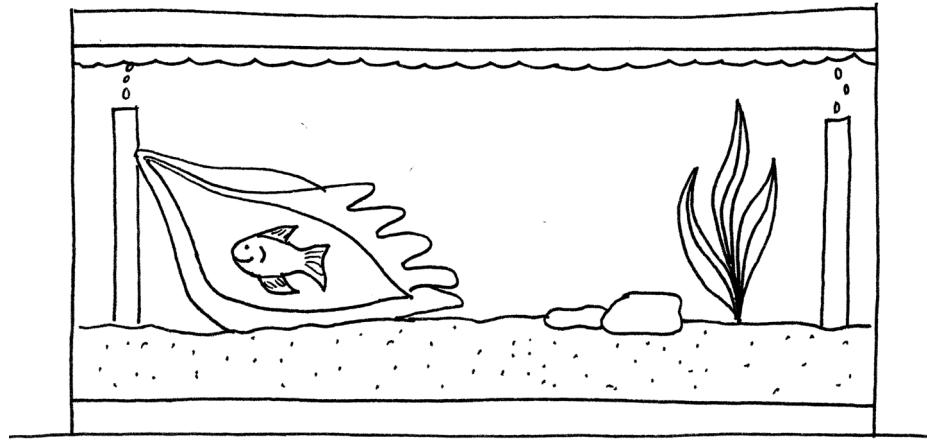
4. Did he win?

Yes, he won.



Read the sentences.

# A Fish



Jan has a fish.

She got it at a pet shop.

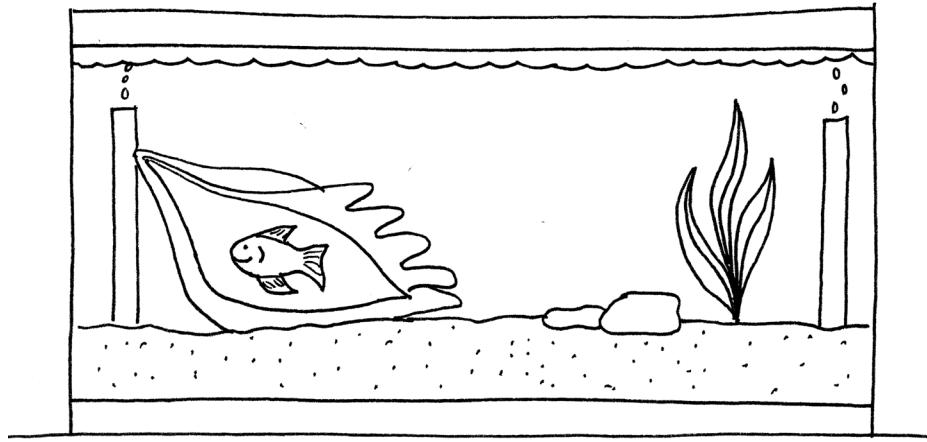
It is in front of a big shell.

It has fins. It can swim.

Jan is glad she has a fish.

Read the story.

# A Fish



Jan has a fish.

She got it at a pet shop.

It is in front of a big shell.

It has fins. It can swim.

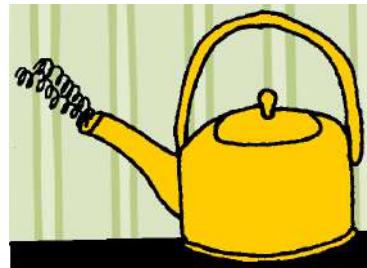
Jan is glad she has a fish.

Read the story.

There are two possible sounds for th. This is the first sound.

Sight word: both

th



A.

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

This pattern is a consonant digraph. Neither the letter t nor the letter h represents its usual sound. The two letters work together to show a completely different sound. To pronounce this sound, place the tip of your tongue against the bottom of your top front teeth and exhale. This sound is "unvoiced." You don't use your vocal cords.

B.



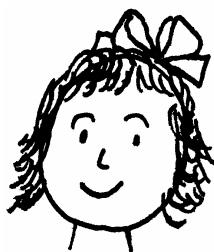
C.



D.



E.



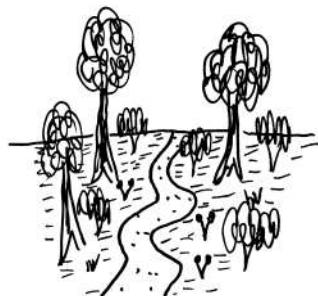
F.



G.



H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

th



1. th → i → n thin
2. th → u → d thud
3. th → u → mb<sup>x</sup> thumb
4. B → e → th Beth
5. S → e → th Seth
6. b → a → th bath
7. m → a → th math
8. p → a → th path
9. m → o → th moth
10. w → i → th with

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

There are two possible sounds for th.

th



This is the second sound.

1.

th → i → s

this

2.

th → a → t

that

3.

th → e → m

them

4.

th → e → n

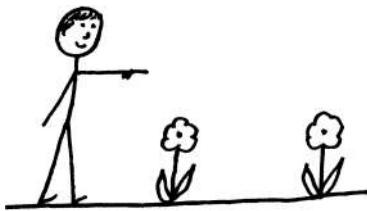
then

A.



I see them.

B.



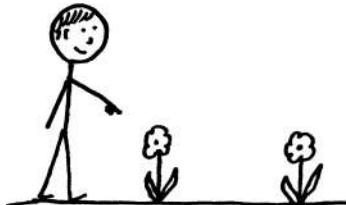
That flower is pretty.

C.



Then we will go to P.E.

D.



This flower is pretty, too.

th



This pattern is a consonant digraph. Neither the letter t nor the letter h represents its usual sound. The two letters work together to show a completely different sound. To pronounce this sound, place the tip of your tongue against the bottom of your top front teeth and exhale. This sound is "voiced." You use your vocal cords.



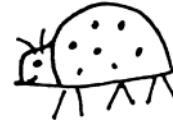
The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.

Sight word: the

the  
↑  
e

Sight Word  
key

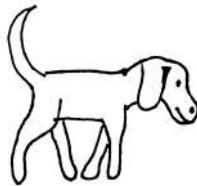
1. the bug



2. the cat



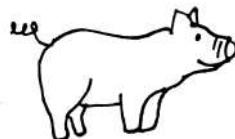
3. the dog



4. the bell



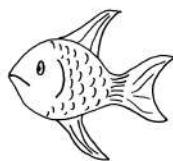
5. the pig



6. the moth



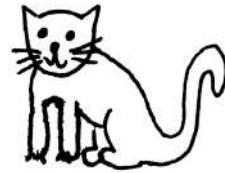
7. the fish



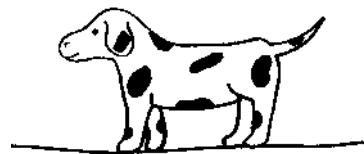
Read the phrases.

# I Wish

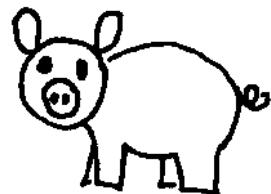
This is a cat.



That is a dog.



This is a pig.



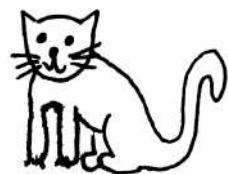
That is a frog.



Read the story.

# I Wish

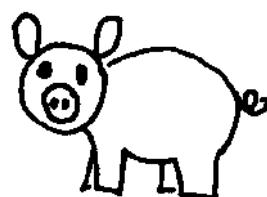
This is a cat.



That is a dog.



This is a pig.

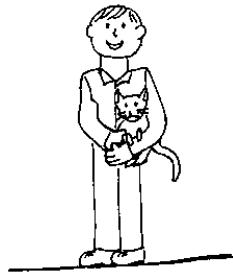


That is a frog.



Read the story.

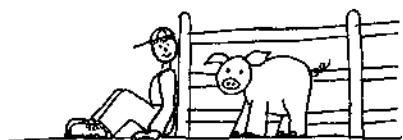
I wish I had a cat.



I wish I had a dog.



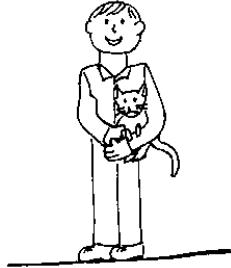
I wish I had a pig.



I wish I had a frog.



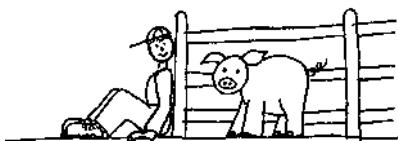
I wish I had a cat.



I wish I had a dog.



I wish I had a pig.



I wish I had a frog.

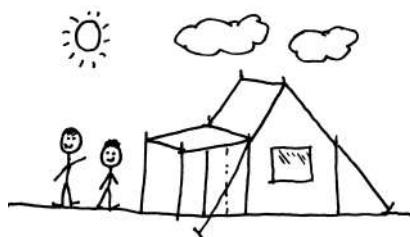


ast aft amp

ask and

Two consonants side-by-side follow the short vowel. These are called ending consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

B.



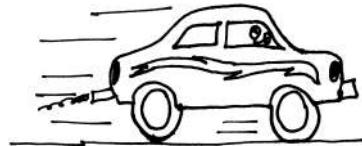
C.



A.



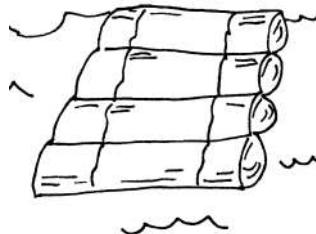
D.



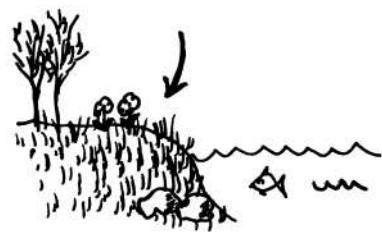
E.



F.



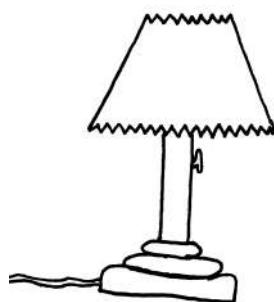
G.



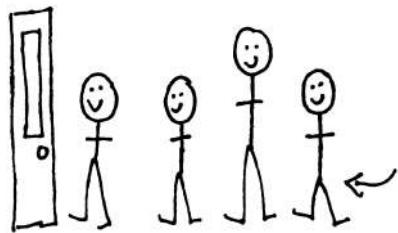
H.



I.



J.



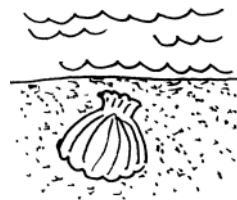
1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1.	$f \rightarrow \textcolor{red}{a} \rightarrow s \rightarrow t$	fast
2.	$l \rightarrow \textcolor{red}{a} \rightarrow s \rightarrow t$	last
3.	$r \rightarrow \textcolor{red}{a} \rightarrow f \rightarrow t$	raft
4.	$h \rightarrow \textcolor{red}{a} \rightarrow n \rightarrow d$	hand
5.	$s \rightarrow \textcolor{red}{a} \rightarrow n \rightarrow d$	sand
6.	$l \rightarrow \textcolor{red}{a} \rightarrow n \rightarrow d$	land
7.	$l \rightarrow \textcolor{red}{a} \rightarrow m \rightarrow p$	lamp
8.	$c \rightarrow \textcolor{red}{a} \rightarrow m \rightarrow p$	camp
9.	$m \rightarrow \textcolor{red}{a} \rightarrow s \rightarrow k$	mask
10.	$\textcolor{red}{a} \rightarrow s \rightarrow k$	ask

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. A shell is in the sand.



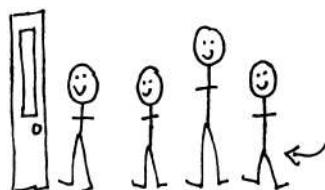
2. His hand is in a cast.



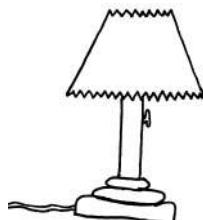
3. The dog is damp.



4. He is last.



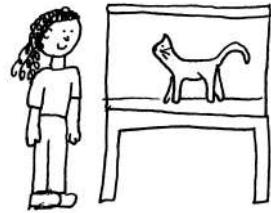
5. The lamp is off.



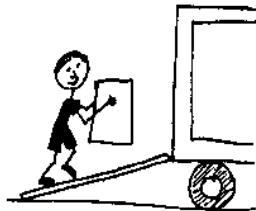
Read the sentences.

# Sentences

6. Can Beth get a pet?  
She will ask.



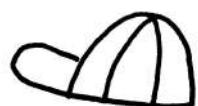
7. He is on the ramp.



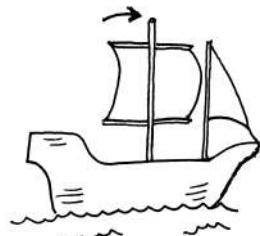
8. Jan has a mask.



9. Dad has a hat and a cap.



10. The ship has a mast.



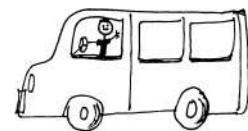
Read the sentences.

# Go Fish

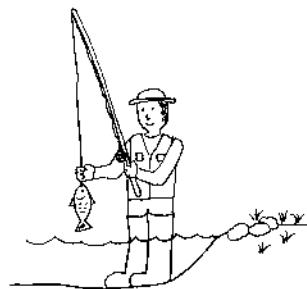
I will go with dad.



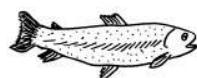
We will go in the van.



We will fish.



We will get a lot of fish.



Read the story.

# Go Fish

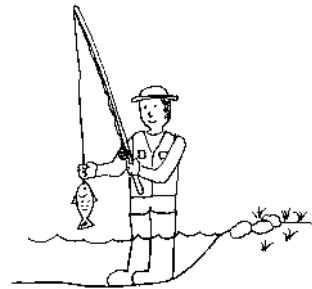
I will go with dad.



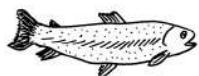
We will go in the van.



We will fish.



We will get a lot of fish.



Read the story.

**ilk**

**ift**

**ist**

**isk**

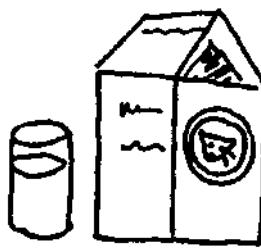
**ind**

Two consonants side-by-side follow the short vowel. These are called ending consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

**B.**



**C.**



**D.**



**E.**



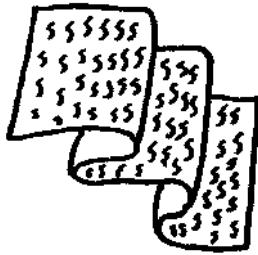
**F.**



**G.**



**H.**



**I.**



**J.**



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1.	$f \rightarrow i \rightarrow s \rightarrow t$	fist
2.	$l \rightarrow i \rightarrow s \rightarrow t$	list
3.	$m \rightarrow i \rightarrow s \rightarrow t$	mist
4.	$m \rightarrow i \rightarrow l \rightarrow k$	milk
5.	$s \rightarrow i \rightarrow l \rightarrow k$	silk
6.	$g \rightarrow i \rightarrow f \rightarrow t$	gift
7.	$l \rightarrow i \rightarrow f \rightarrow t$	lift
8.	$r \rightarrow i \rightarrow s \rightarrow k$	risk
9.	$d \rightarrow i \rightarrow s \rightarrow k$	disk
10.	$w \rightarrow i \rightarrow n \rightarrow d$	wind

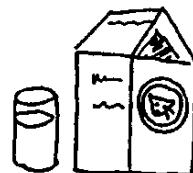
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. Mom will get this gift.



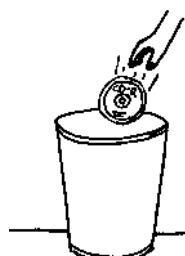
2. The cup has milk in it.



3. She is in the mist.



4. Get rid of this bad disk.



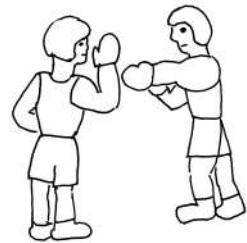
5. Sam can lift it.



Read the sentences.

# Sentences

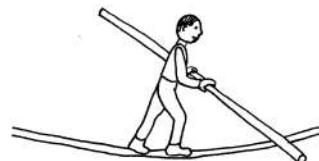
6. He hit him with his fist.



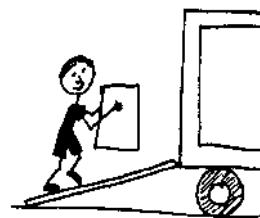
7. Milk is on the list.



8. Is this man at risk?



9. Dan can lift the box.



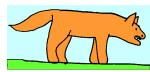
10. She is in the wind.



Read the sentences.

When a vowel is followed by the letter *r*, the *r* affects the sound of the vowel. This type of letter combination is called a "Bossy R" or "R-controlled" pattern.

ōr



The *x* above the letter *e* in *horse* tells us not to pronounce that letter.

1.

ōr

or

2.

f → ōr

for

3.

c → ōr → n

corn

4.

t → ōr → n

torn

5.

h → ōr → n

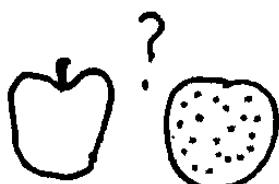
horn

6.

h → ōr → s<sup>×</sup>e

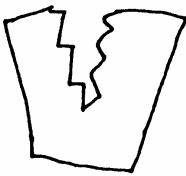
horse

A.

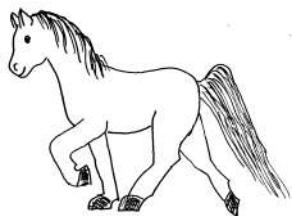


Do you want an apple  
or an orange?

B.



C.



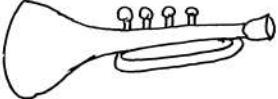
D.



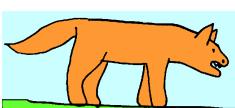
E.



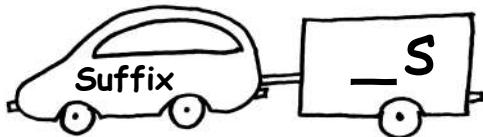
F.



ōr



The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.



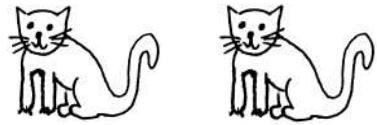
Words that tell about an action are called verbs. When one other person or thing is doing the action, add an \_s to the end of the verb.

Words that tell about people, places, or things are called nouns. Add an \_s to a noun to show that you are talking about more than one.

\_s



\_s



run

cat

runs

cats

sit

dog

sits

dogs

wag

bug

wags

bugs

tell

pin

tells

pins

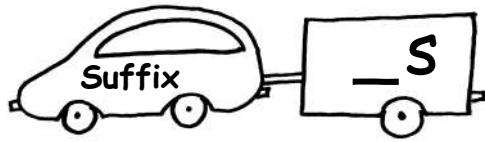
hop

bed

hops

beds

Read the words.



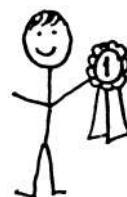
1. Jill runs.



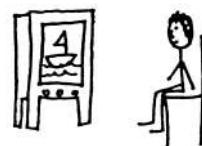
2. Sam hops.



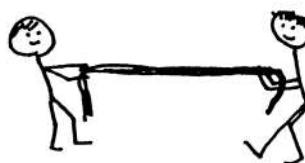
3. Gus wins.



4. Ed sits.



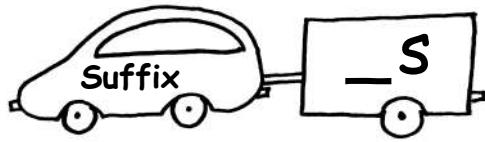
5. He tugs.



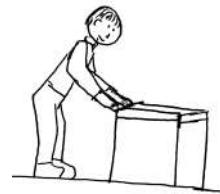
6. Jan tells.



Read the sentences.



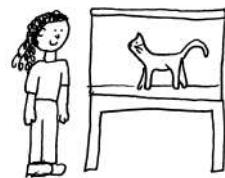
7. Tom shuts the box.



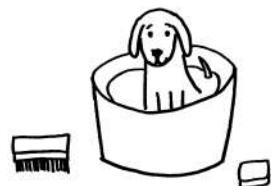
8. Jim hits the rim.



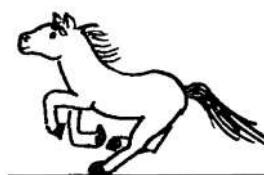
9. Beth gets a cat.



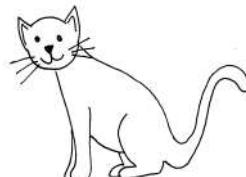
10. The dog gets a bath.



11. The horse runs.



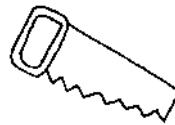
12. The cat sits.



Read the sentences.

# This Is For ...

This is for Dad.



This is for Mom.



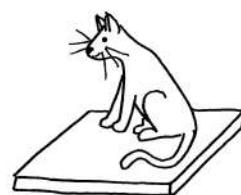
This is for Beth.



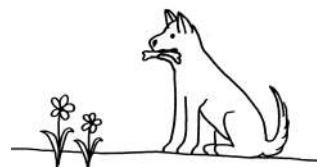
This is for Tom.



This is for the cat.



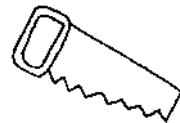
This is for the dog.



Read the story.

# This Is For ...

This is for Dad.



This is for Mom.



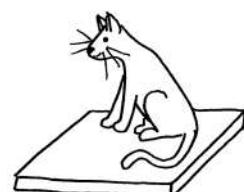
This is for Beth.



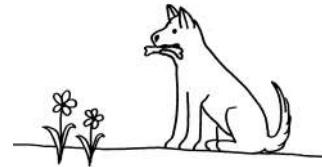
This is for Tom.



This is for the cat.



This is for the dog.



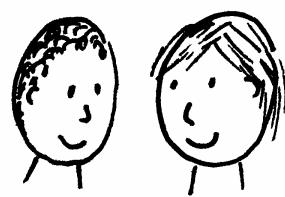
Read the story.

ond oft omp  
olf ost ōst

Two consonants side-by-side follow the short vowel. These are called ending consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

Sight words: most, post, wolf

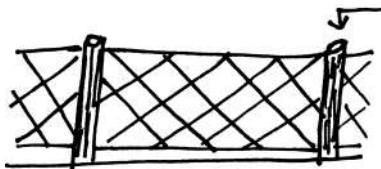
A.



B.



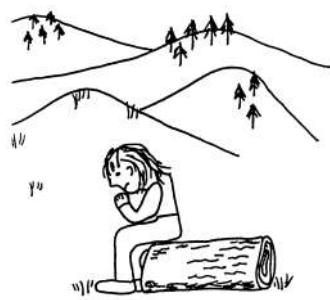
C.



D.



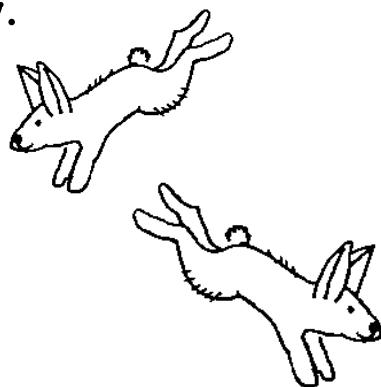
E.



F.



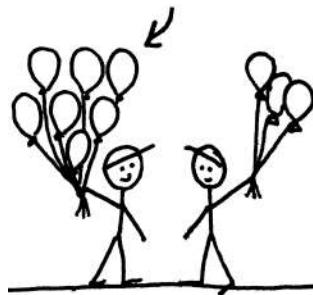
G.



H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

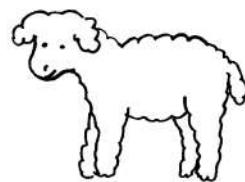
The x above the letter *h* in *ghost* tells us not to pronounce that letter.

1. p → o → n → d pond
2. f → o → n → d fond
3. s → o → f → t soft
4. r → o → m → p romp
5. g → o → l → f golf
6. c → o → s → t cost
7. l → o → s → t lost
8. m → ó → s → t  most
9. p → ó → s → t  post
10. gh → ó → s → t  ghost

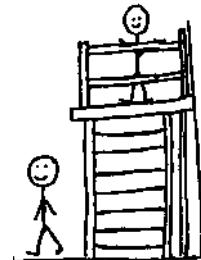
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. It is soft.



2. Ben is up in the loft.



3. Will it cost a lot?



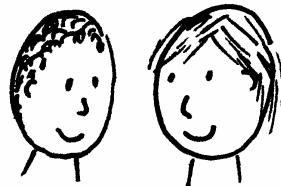
4. Is she lost?



Read the sentences.

# Sentences

5. Jan is fond of Rob.



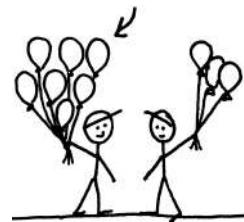
6. He runs from the ghost.



7. A frog is in the pond.



8. That man has the most.



Read the sentences.

ck



A.



This pattern is a consonant digraph. The c and k work together to represent the k sound.  
This pattern is only used after a single short vowel.

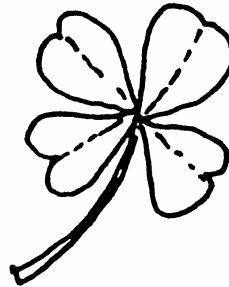
B.



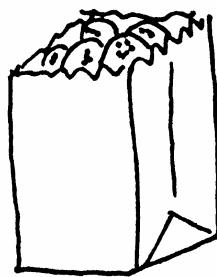
C.



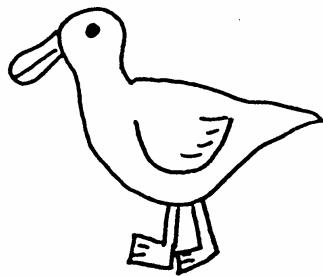
D.



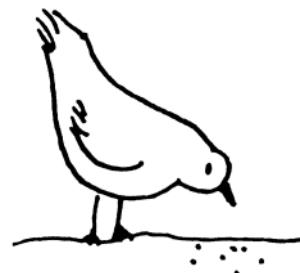
E.



F.



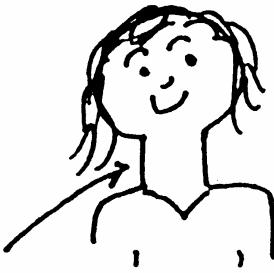
G.



H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

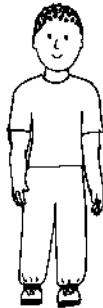
**ck**

1. r → o → ck      **rock**
2. s → o → ck      **sock**
3. b → a → ck      **back**
4. s → a → ck      **sack**
5. d → u → ck      **duck**
6. l → u → ck      **luck**
7. n → e → ck      **neck**
8. p → e → ck      **peck**
9. k → i → ck      **kick**
10. s → i → ck      **sick**

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Rick And Jack

This is Rick.



And this is his dog Jack.



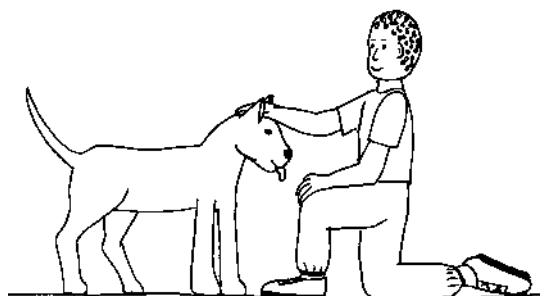
Jack is a gift from Mom and Dad.

Rick is fond of Jack.

He pets Jack. Jack is soft.

Jack is fond of Rick.

He licks his hand.



Read the story.

# Rick And Jack

This is Rick.



And this is his dog Jack.



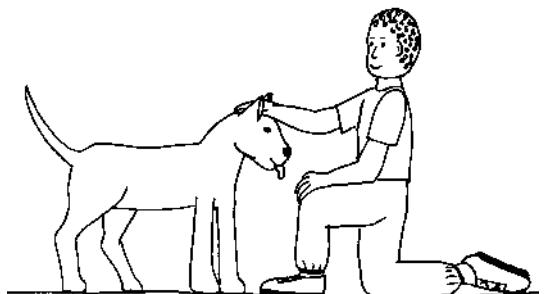
Jack is a gift from Mom and Dad.

Rick is fond of Jack.

He pets Jack. Jack is soft.

Jack is fond of Rick.

He licks his hand.



Read the story.

ump unt ulb

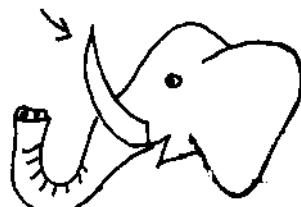
ust usk

Two consonants side-by-side follow the short vowel. These are called ending consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

B.



C.



A.



D.



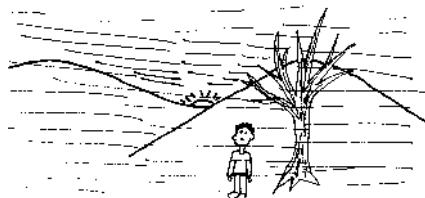
E.



F.



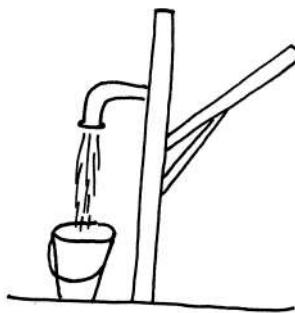
G.



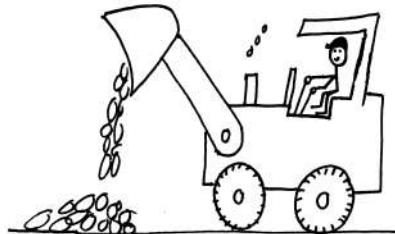
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1. j → u → m → p jump
2. d → u → m → p dump
3. p → u → m → p pump
4. p → u → n → t punt
5. b → u → l → b bulb
6. m → u → s → t must
7. d → u → s → t dust
8. g → u → s → t gust
9. d → u → s → k dusk
10. t → u → s → k tusk

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. The van must stop.



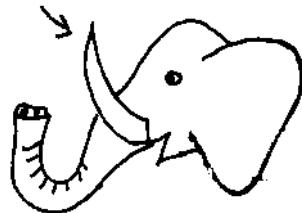
2. Nan can jump.



3. Ned has a bump on his leg.



4. It has a tusk.



Read the sentences.

# Sentences

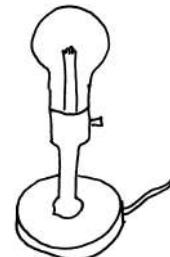
5. It has **rust** on it.



6. The man **dumps** the sand.



7. The **bulb** is not **on**.



8. **Get** up the dust.



Read the sentences.

The letter o has three possible sounds, the short sound, the long sound, and the dotted sound. The two dots are a German "umlaut." They mean "not the regular sound."

ö



Sight word: two

1.

t → ö

to

2.

d → ö

do

3.

tw → ö

two

4.

in → tō

into

5.

on → tō

onto

A.



B.



C.

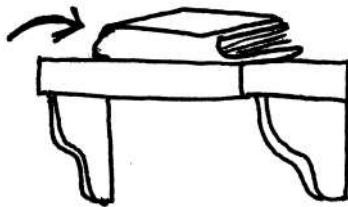


He can do this job.

D.



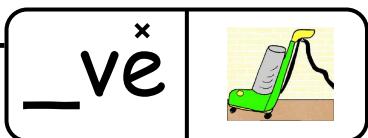
E.



ö



The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.



The x above the letter e tells us not to pronounce that letter.

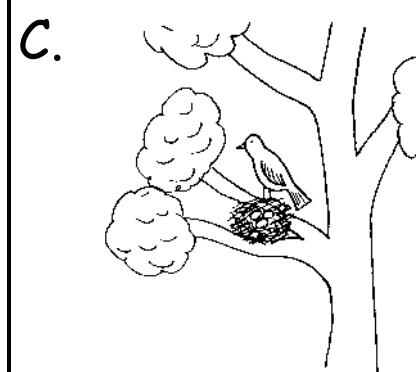
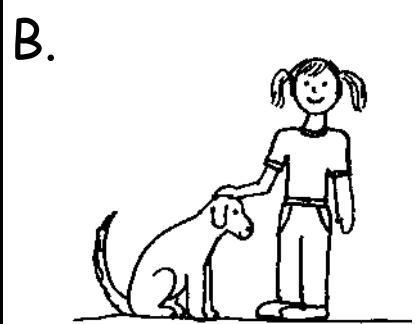
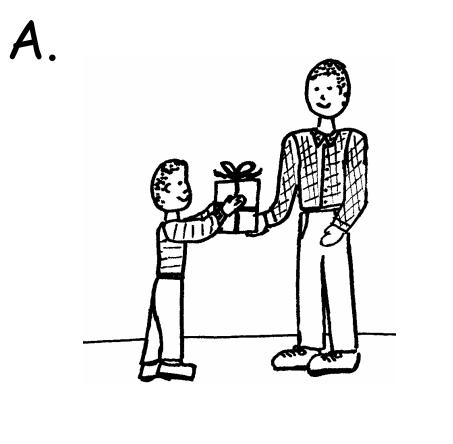
1.  $g \rightarrow i \rightarrow ve$  give

2.  $l \rightarrow i \rightarrow ve$  live

3.  $h \rightarrow a \rightarrow ve$  have

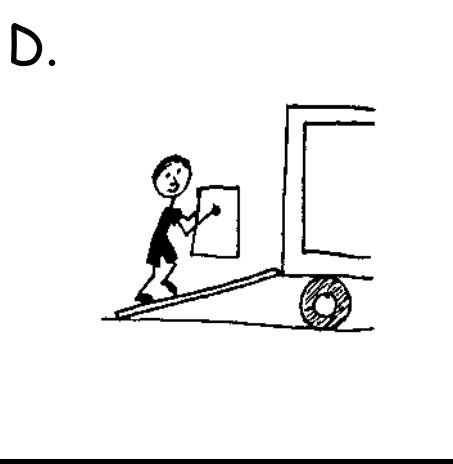
4.  $m \rightarrow ö \rightarrow ve$  move

The letter v never appears at the end of English words. Use the \_ve pattern to show the v sound at the end of a word.

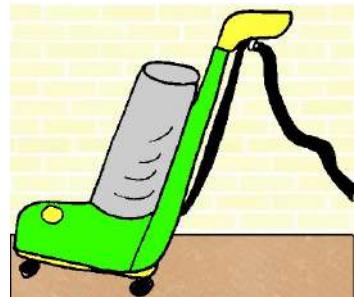


I have a dog.

I live in a nest.



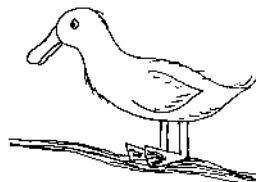
\_ve



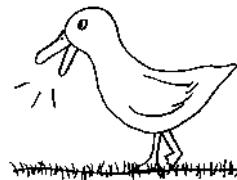
The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.

# A Duck

I am a duck.

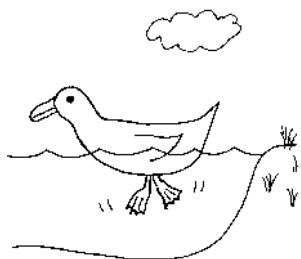


I have a bill.



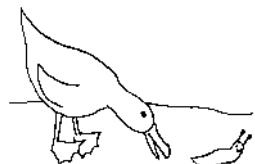
I can quack.

I go to a pond.



I swim in the pond.

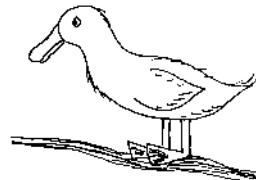
I dig in the mud.



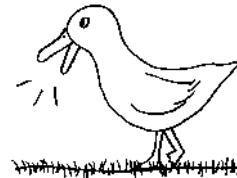
Read the story.

# A Duck

I am a duck.

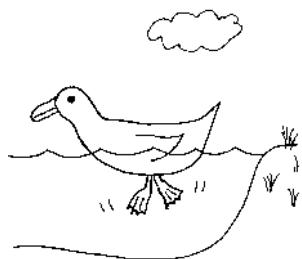


I have a bill.



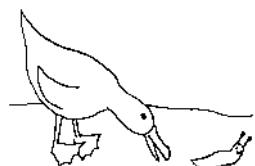
I can quack.

I go to a pond.



I swim in the pond.

I dig in the mud.

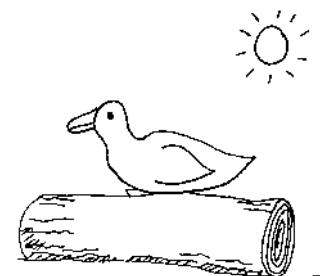


Read the story.

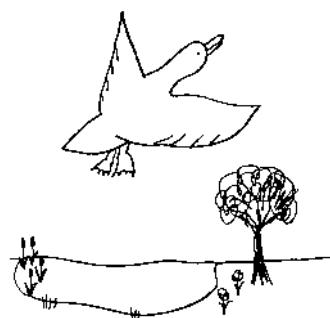
I jump off a rock.



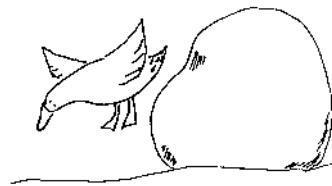
I sit on a log  
in the sun.



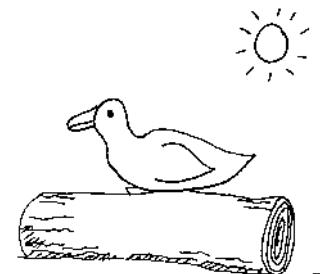
I can go  
up, up, up.



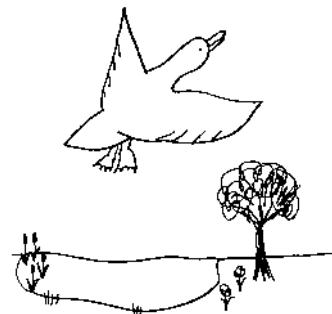
I jump off a rock.



I sit on a log  
in the sun.



I can go  
up, up, up.

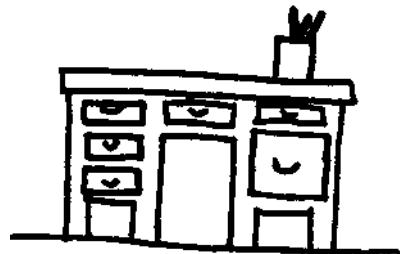


est ent end

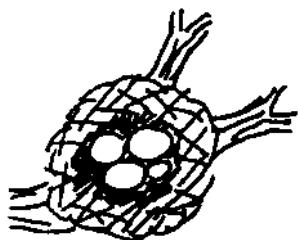
elp elt elf eld

esk ext ept

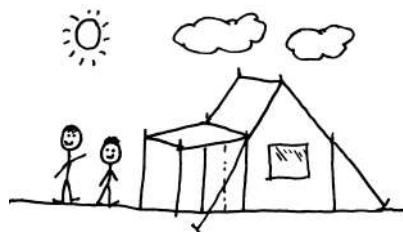
A.



B.



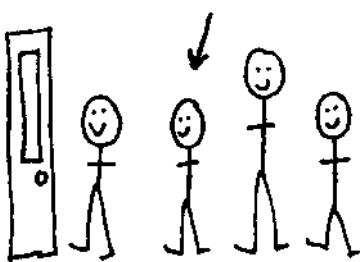
C.



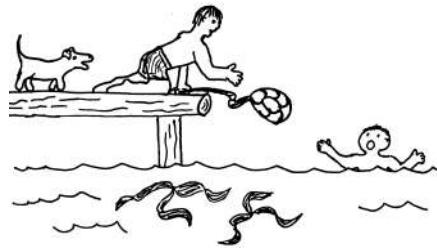
D.



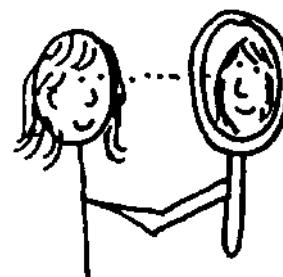
E.



F.



G.



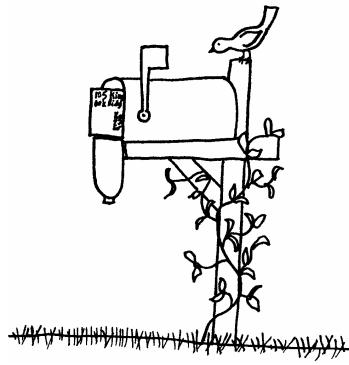
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1.      n → e → s → t      nest

2.      h → e → l → d      held

3.      t → e → n → t      tent

4.      s → e → n → d      send

5.      h → e → l → p      help

6.      m → e → l → t      melt

7.      s → e → l → f      self

8.      d → e → s → k      desk

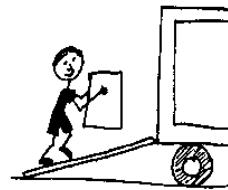
9.      n → e → x → t      next

10.     w → e → p → t      wept

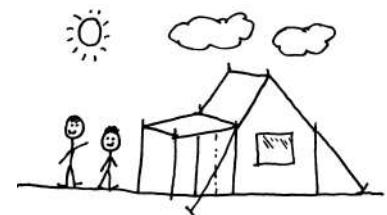
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

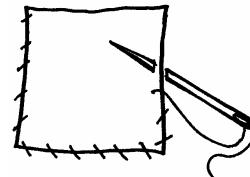
1. He went up the ramp.



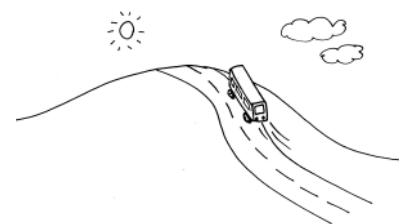
2. We will camp in a tent.



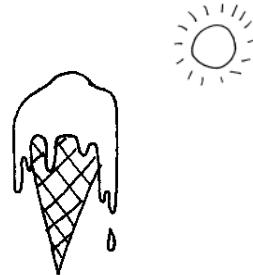
3. Mom will mend it.



4. The bus went up a hill.



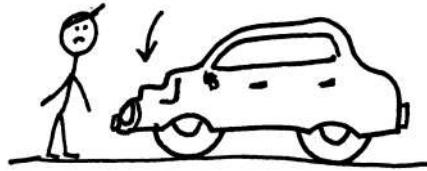
5. It will melt in the sun.



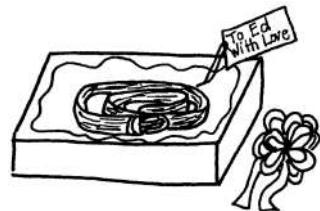
Read the sentences.

# Sentences

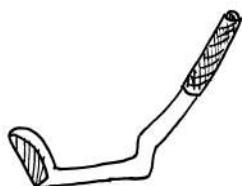
6. It has a dent.



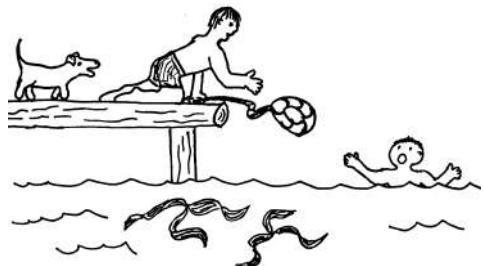
7. This belt is for Ed.



8. It is bent.



9. Tom will help him.



10. The lamp is on the shelf.



Read the sentences.

# Sentences

1. Pam was so sad she wept.



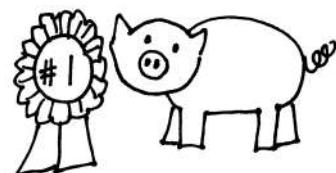
2. She will dust the shelf.



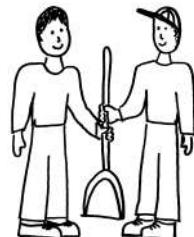
3. The list is on the desk.



4. This is the best pig.



5. Ed will lend it to him.



Read the sentences.

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ā



Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

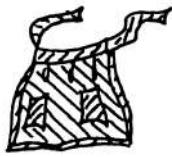
ra



la



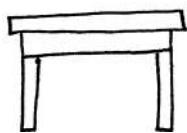
a



ba



ta



raven, label, apron, baby, table

Da



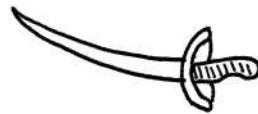
a



la



sa



pa



David, acorn, lady, saber, paper

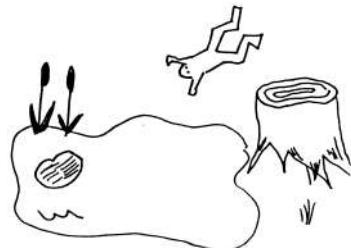
# Jump

This is a frog.



It can rest in the soft mud.

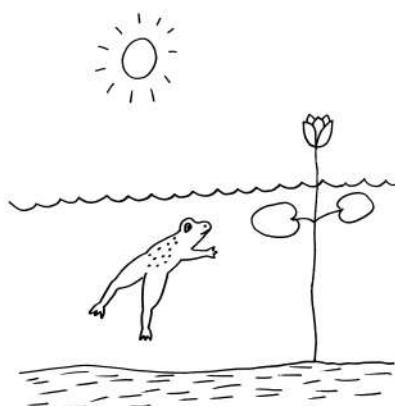
The frog can jump.



It can get a bug.

The frog can

swim in the pond.



The End

Read the story.

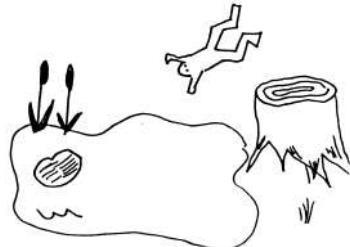
# Jump

This is a frog.



It can rest in the soft mud.

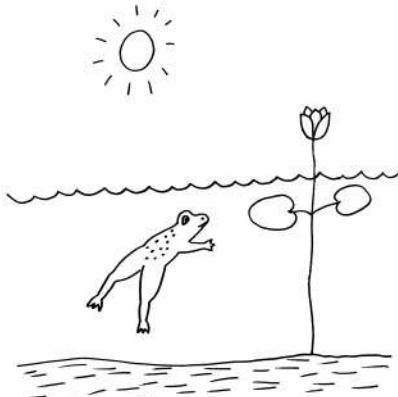
The frog can jump.



It can get a bug.

The frog can

swim in the pond.



The End

Read the story.

ch

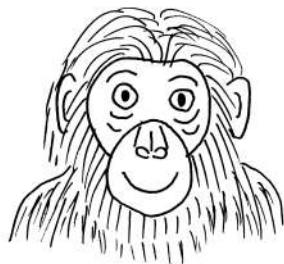


A.



This pattern is a consonant digraph. Neither the letter c nor the letter h represents its usual sound. The two letters work together to show one, completely different sound.

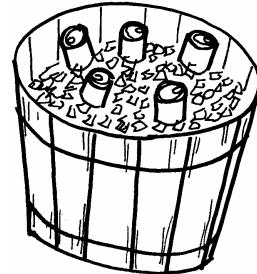
B.



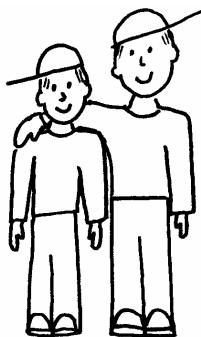
C.



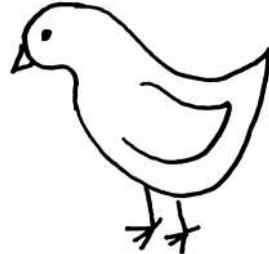
D.



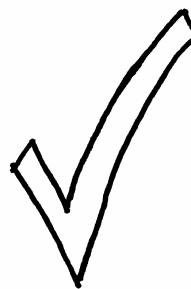
E.



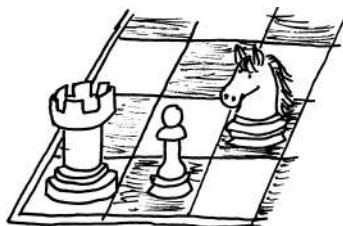
F.



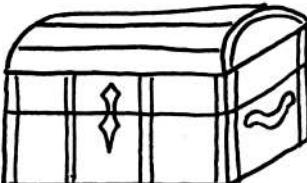
G.



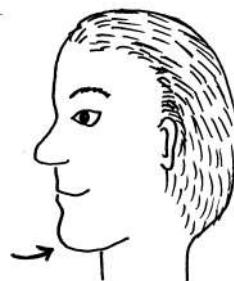
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**ch**

1. ch → i → ck chick

2. ch → i → n chin

3. ch → i → ll chill

4. ch → i → m → p chimp

5. ch → i → p → s chips

6. ch → e → ss chess

7. ch → e → ck check

8. ch → e → s → t chest

9. ch → o → p chop

10. ch → u → m chum

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

sc      sk      sm      sn  
sp      squ      st  
sw      tw      dw

Two or three consonants side-by-side sometimes come at the beginning of a word. These are beginning consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

A.



B.



C.



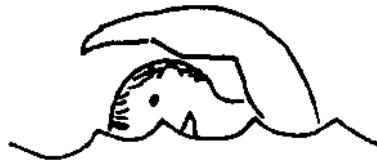
D.



E.



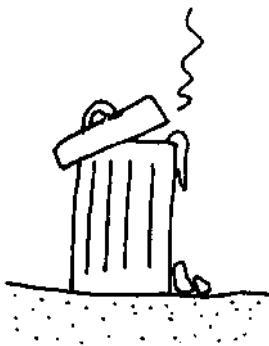
F.



G.



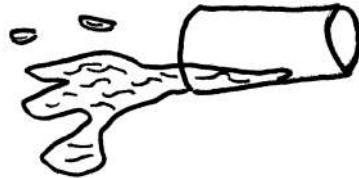
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1. sp → i → ll spill

2. sn → a → p snap

3. sk → i → p skip

4. sm → e → ll smell

5. st → o → p stop

6. squ → i → d squid

7. sc → a → b scab

8. sw → i → m swim

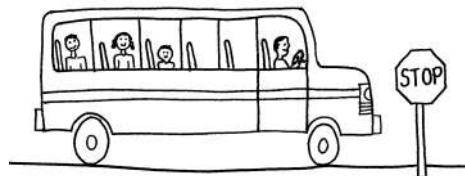
9. dw → e → ll dwell

10. tw → i → g twig

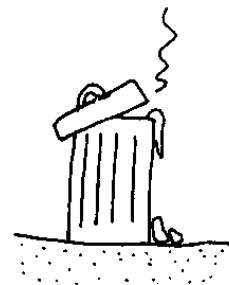
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. The bus must stop.



2. This smells bad.



3. We will get a snack.



4. Twist the cap to get it off.



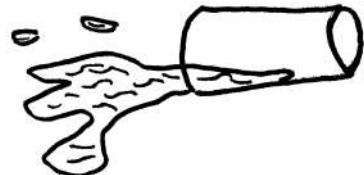
Read the sentences.

# Sentences

5. Scott has a scab on his leg.



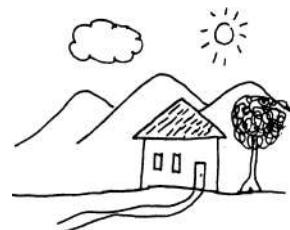
6. Do not spill the milk.



7. A squid can swim.



8. He dwells in the hills.



Read the sentences.

Sight words: rich, such, much

# tch

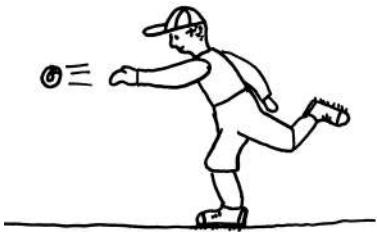


A.

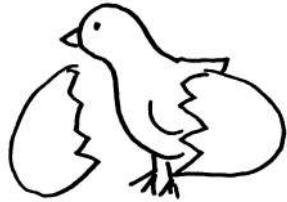


This is a consonant trigraph. The three letters represent the same sound as ch. The letter t is not pronounced. This pattern is only used after a single short or dotted vowel.

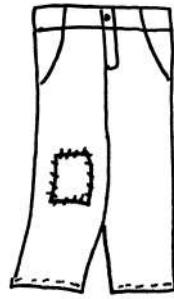
B.



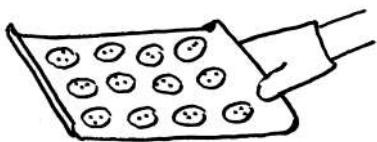
C.



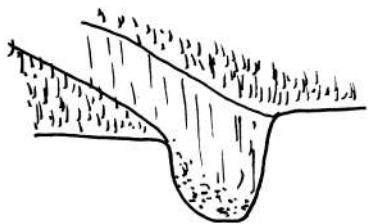
D.



E.



F.



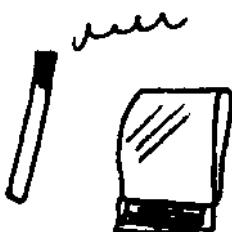
G.



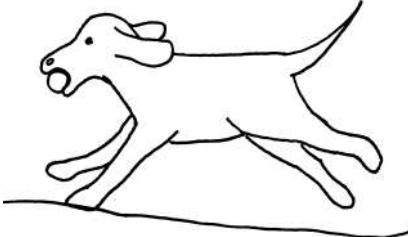
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**tch**

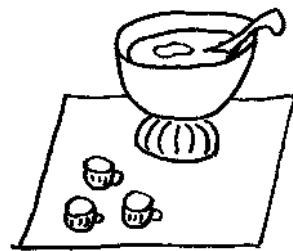
1. m → **a** → tch      match
2. h → **a** → tch      hatch
3. p → **a** → tch      patch
4. c → **a** → tch      catch
5. b → **a** → tch      batch
6. p → **i** → tch      pitch
7. d → **i** → tch      ditch
8. D → **u** → tch      Dutch
9. f → **e** → tch      fetch
10. n → **o** → tch      notch

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# nch

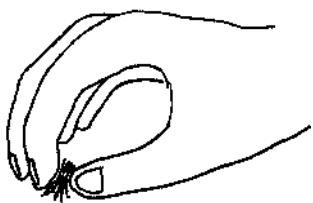


A.

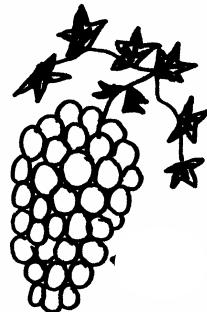


This pattern is similar to a consonant blend. Pronounce the n followed by the ch sound.

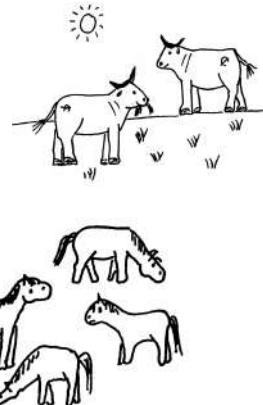
B.



C.



D.



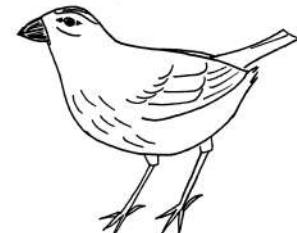
E.



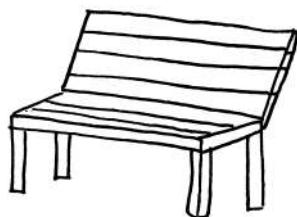
F.



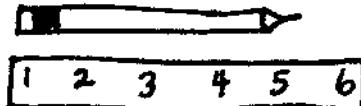
G.



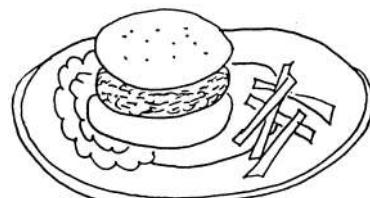
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

nch



1. l → u → n → ch      lunch
2. b → u → n → ch      bunch
3. m → u → n → ch      munch
4. p → u → n → ch      punch
5. b → e → n → ch      bench
6. wr → e → n → ch      wrench
7. r → a → n → ch      ranch
8. i → n → ch      inch
9. f → i → n → ch      finch
10. p → i → n → ch      pinch

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

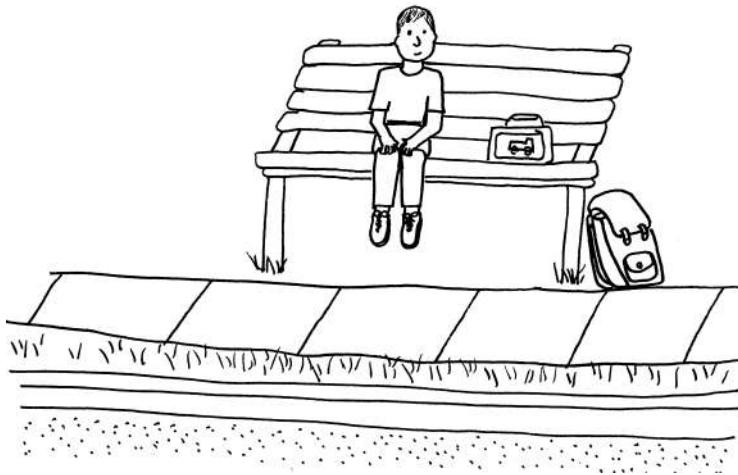
# On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.



Chad will catch the bus.

He will sit next to Beth on the bus.

He and Beth will have a lot of fun.

Read the story.

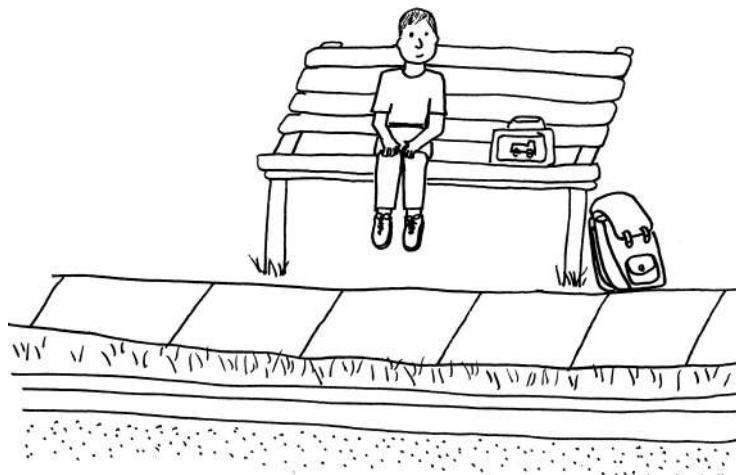
# On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.



Chad will catch the bus.

He will sit next to Beth on the bus.

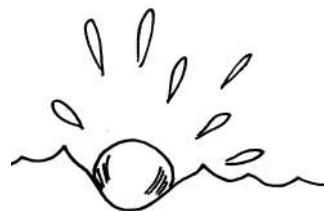
He and Beth will have a lot of fun.

Read the story.

bl      cl      fl      gl  
pl      sl      spl

Two or three consonants side-by-side sometimes come at the beginning of a word. These are beginning consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

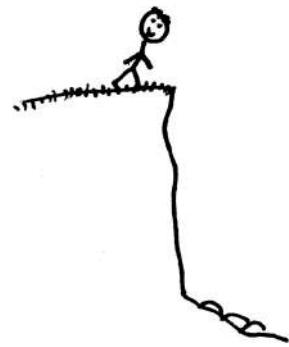
A.



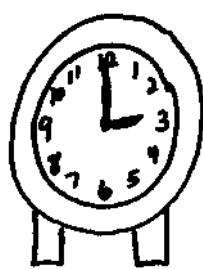
C.



D.



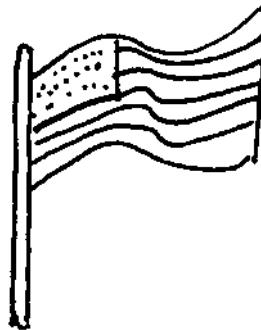
E.



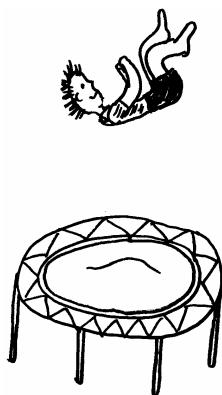
F.



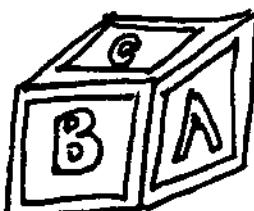
G.



H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1. fl → a → g flag

2. fl → i → p flip

3. pl → u → g plug

4. cl → o → ck clock

5. cl → i → ff cliff

6. bl → o → ck block

7. sl → e → d sled

8. gl → a → ss glass

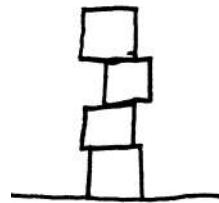
9. spl → i → t split

10. spl → a → sh splash

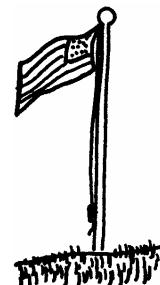
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

1. Stack up the blocks.



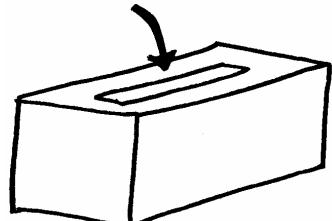
2. The flag flaps in the wind.



3. A moth is on the cloth.



4. A slot is in the box.



Read the sentences.

# Sentences

5. Plug in the fan.



6. I will fill the glass.



7. Jack can do a flip.



8. Dad will split the log.



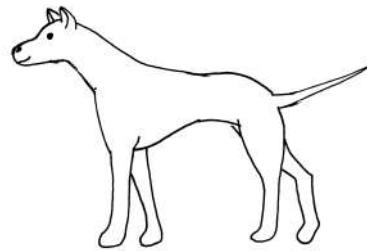
Read the sentences.

Sight words: which, what

wh <sup>x</sup>



A.

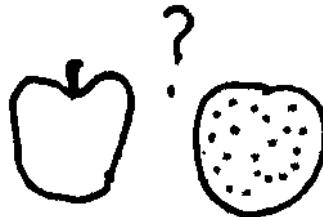


This pattern is a consonant digraph. Pronounce this pattern like the letter w.

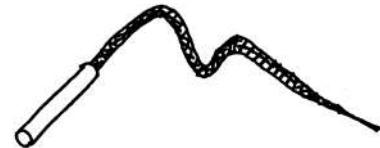
B.



C.



D.



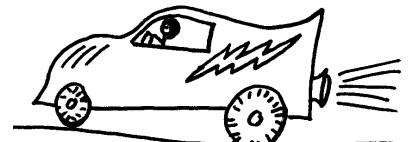
E.



F.



G.



H.



For two-syllable words, pronounce separate syllables instead of separate sounds.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

For two-syllable words, pronounce separate syllables instead of separate sounds.

wh<sup>x</sup>



The x above the letter *h* in the *wh* pattern tells us not to pronounce that letter.

1. wh → e → n

when

2. wh → a → t

what

3. wh → i → p

whip

4. wh → i → ch

which

5. wh → i → s → k

whisk

6. wh → i → z

whiz

7. wh → i → ff

whiff

8. whip → pet

whippet



When you see this arrow, go straight from the first consonant in the syllable to the last consonant. Skip the vowel. The vowel is not pronounced in the usual way. You can barely hear it.

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

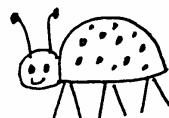
<sup>x</sup>  
what

Sight Word  


1. What will mom get at the cloth shop?



2. What has six legs?



3. What has two legs?



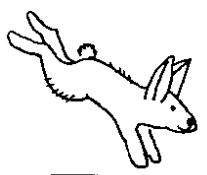
4. What can go fast?



5. What is in that box?



6. What can jump?



7. What is on that branch?



Read the sentences.

Sight words: who, whom, whose

wh



1.

wh → ö

who

2.

wh → ö → m

whom

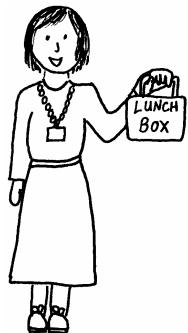
3.

wh → ö → s<sup>z</sup> e<sup>x</sup>

whose

The digraph wh can be pronounced in two different ways. Most of the time it is pronounced like the letter w. However, when it is followed by the letter o, it often represents the /h/ sound.

A.



To whom does this belong?

B.



C.



Whose lunchbox is this?

wh

Note: For most words, use this sound when the wh pattern is followed by the vowel o.



The teacher says the sounds in the first column. Students find the matching pictures and say the words. The teacher says the sounds for the pictures. Students find and read the matching words. Students read the words in the last column, going down and back up again.

# Who Is This?

Who is this?



This is Gus.

What will he do?



He will go on the bus.

When will he go?



He will go at ten.

With whom will he go?



He will go with Ben.

Read the story.

# Who Is This?

Who is this?



This is Gus.

What will he do?



He will go on the bus.

When will he go?



He will go at ten.

With whom will he go?



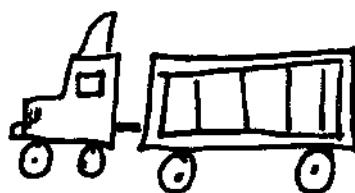
He will go with Ben.

Read the story.

br	cr	dr	fr
gr	pr	tr	
scr	spr	str	

These are beginning consonant blends. Say the sounds as usual, sliding the sounds together smoothly.

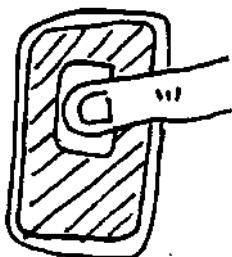
A.



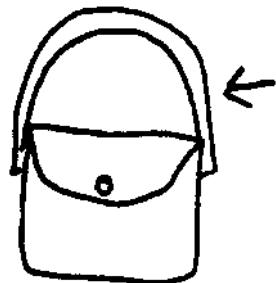
B.



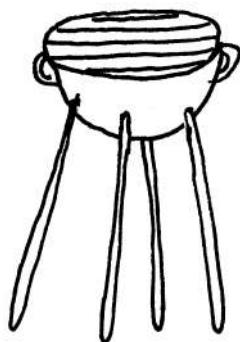
C.



D.



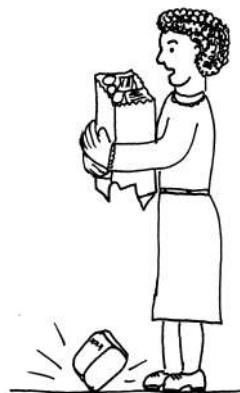
E.



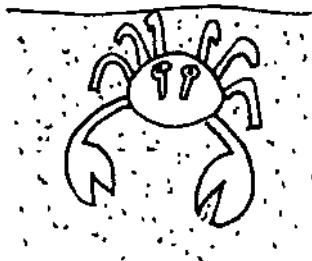
F.



G.



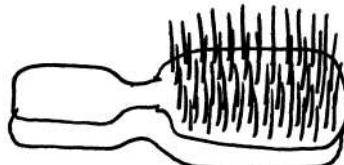
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

1. pr → e → ss press

2. fr → o → g frog

3. br → u → sh brush

4. cr → a → b crab

5. gr → i → ll grill

6. tr → u → ck truck

7. dr → o → p drop

8. spr → i → g sprig

9. str → a → p strap

10. scr → u → b scrub

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Sentences

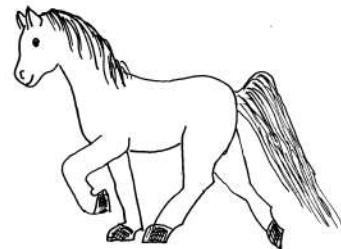
1. A crack is in the cup.



2. The broth is hot.



3. A horse can trot.



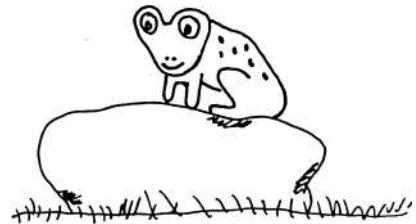
4. Dad will cut the grass.



Read the sentences.

# Sentences

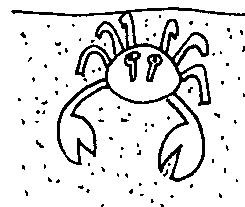
5. A frog is on a rock.



6. Did she drop the bag?



7. A crab is in the sand.



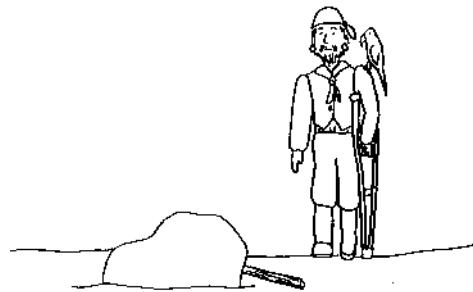
8. Mom will scrub the deck.



Read the sentences.

# A Man

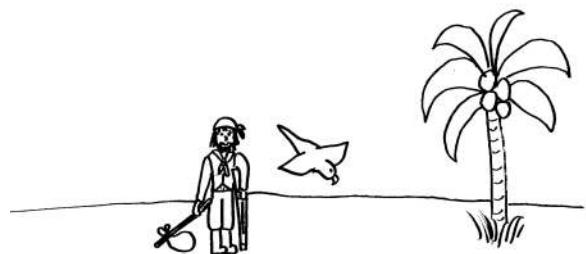
A man has a crutch.



A man has a stick.

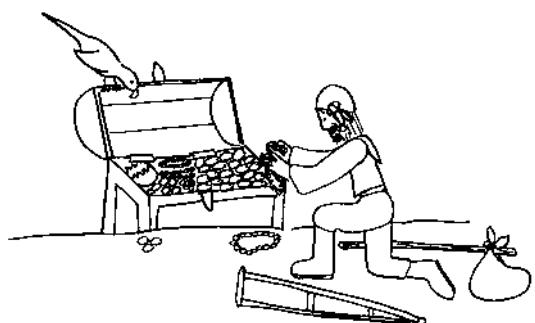


A man gets a chest.



A man is rich.

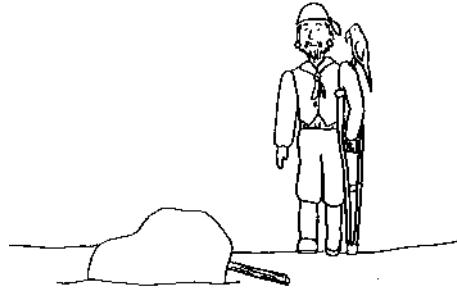
The End



Read the story.

# A Man

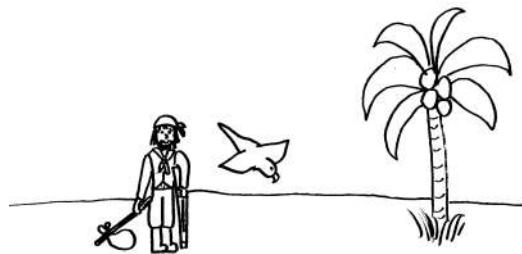
A man has a crutch.



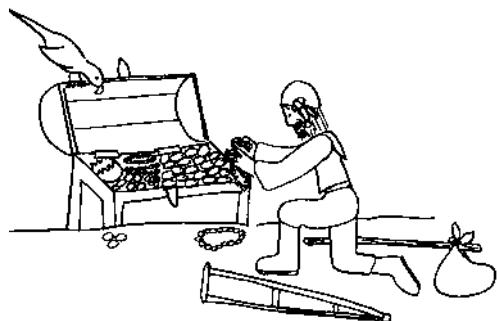
A man has a stick.



A man gets a chest.



A man is rich.

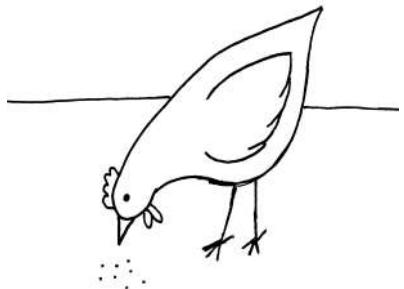


The End

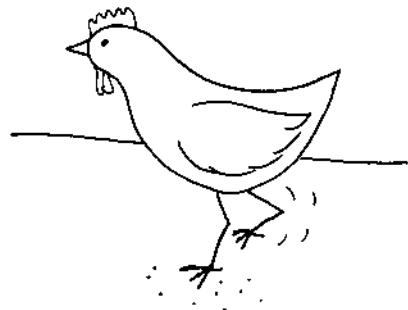
Read the story.

# A Chicken

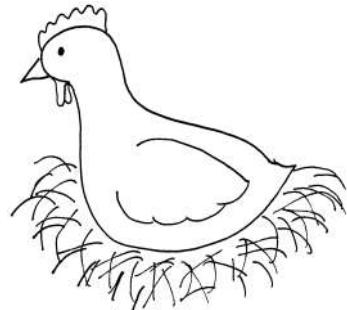
A chicken can peck.



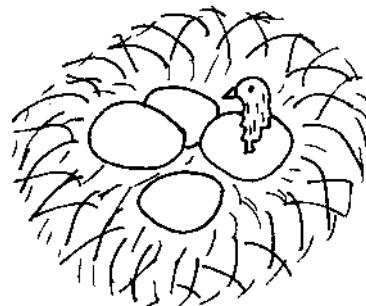
A chicken can scratch.



A chicken can sit.



A chicken can hatch.

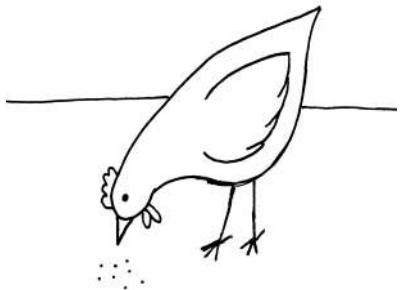


The End

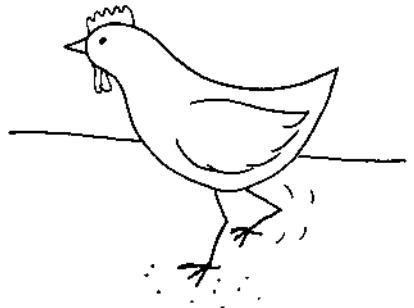
Read the story.

# A Chicken

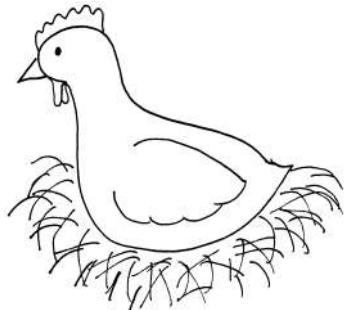
A chicken can peck.



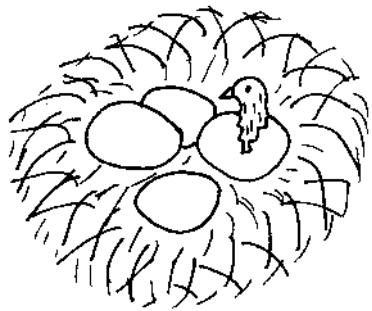
A chicken can scratch.



A chicken can sit.



A chicken can hatch.



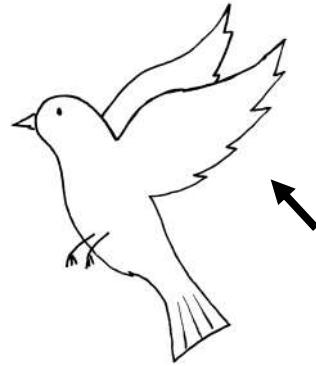
The End

Read the story.

# ng



A.



This pattern is a consonant digraph, used only after a short vowel. Do not pronounce the n or g sounds. The letters work together to represent a single, different sound.

B.



C.



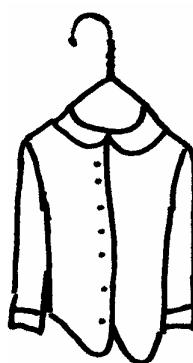
D.



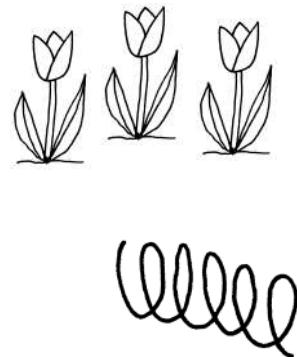
E.



F.



G.



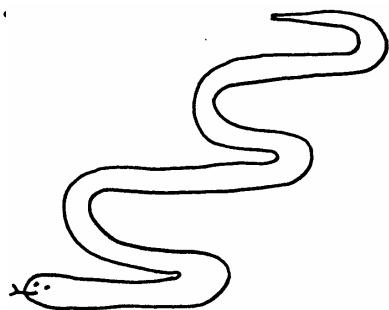
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**ng**

1. s → a → ng      sang
2. r → a → ng      rang
3. w → i → ng      wing
4. k → i → ng      king
5. br → i → ng      bring
6. spr → i → ng      spring
7. str → o → ng      strong
8. l → o → ng      long
9. st → u → ng      stung
10. h → u → ng      hung

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# Contractions

Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.



1.

he /s

he's

2.

she /s

she's

3.

it /s

it's

4.

that /s

that's

5.

what /s

what's

6.

who /s

who's

7.

when /s

when's

Syllable  
Study

rob → in



robin

chil → dren



children

In row one, read the two words in the first column. Then read the contraction in the second column. Repeat for all the rows.  
Syllable Study: Read the first syllable, read the second syllable, then read the whole word. The teacher assists as needed.

# Contractions



Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.

- |    |          |        |
|----|----------|--------|
| 1. | he /is   | he's   |
| 2. | she /is  | she's  |
| 3. | it /is   | it's   |
| 4. | that /is | that's |
| 5. | what /is | what's |
| 6. | who /is  | who's  |
| 7. | when /is | when's |

# Syllable Study

rob → in



robin

## chil → dren

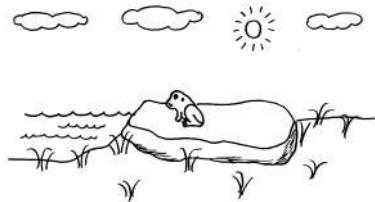


## children

In row one, read the two words in the first column. Then read the contraction in the second column. Repeat for all the rows. Syllable Study: Read the first syllable, read the second syllable, then read the whole word. The teacher assists as needed.

# Sentences

1. It's on a big flat rock.



2. He's strong.



3. She's sad.



4. What's in the box?



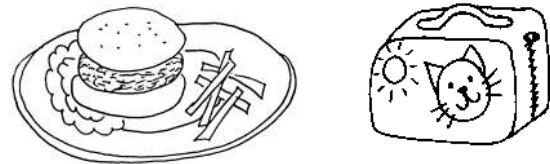
Read the sentences.

# Sentences

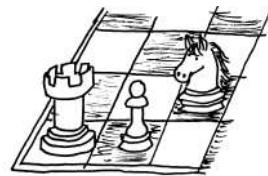
5. Who's on the bus ?



6. When's lunch ?



7. When's chess club ?



8. That's hot.



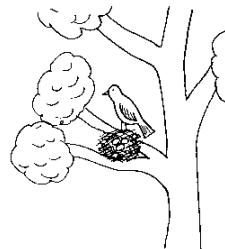
Read the sentences.

# In The Spring

In the spring,



robins sing,



eggs hatch,

and children swing.



Wings flap,



bugs sting.



Sing a song!



It's spring,

it's spring!



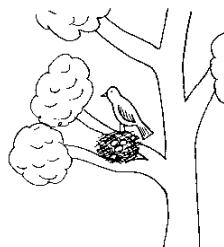
Read the story.

# In The Spring

In the spring,



robins sing,



eggs hatch,

and children swing.



Wings flap,



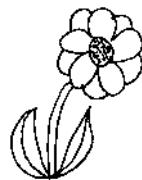
bugs sting.



Sing a song.



It's spring,



it's spring.

Read the story.

nk

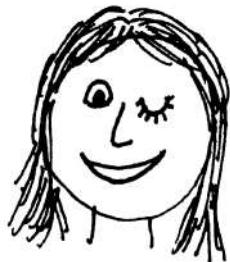


A.

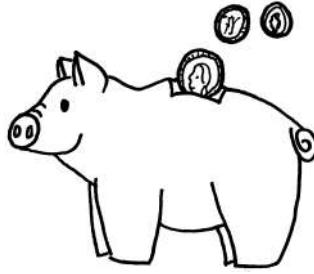


This pattern is a consonant digraph, used only after a short vowel. It is similar to a consonant blend. Pronounce the n like ng, then add the k sound.

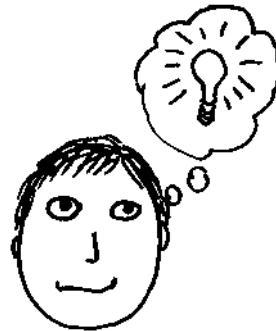
B.



C.



D.



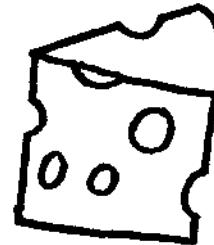
E.



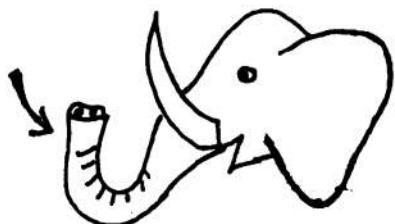
F.



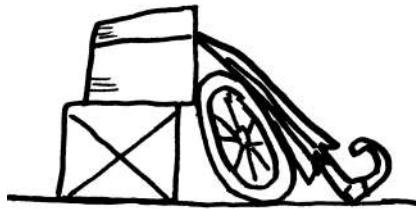
G.



H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**nk**

1. b → **a** → nk bank
2. th → **a** → nk thank
3. w → **i** → nk wink
4. th → **i** → nk think
5. dr → **i** → nk drink
6. h → **o** → nk honk
7. j → **u** → nk junk
8. sk → **u** → nk skunk
9. tr → **u** → nk trunk
10. ch → **u** → nk chunk

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ū



This kind of syllable is called an open syllable.

flu



truth



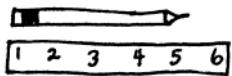
tu



tu



ru



stu



ru



tu



The long ū sound can be pronounced in two different ways. Sometimes it sounds like the dotted ö sound, as in tulip. Sometimes it sounds like the name of the letter ū, as in music. If you are unsure of which sound to use, try both sounds. See which one sounds like a familiar word.

Sight word: truth

Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

tulip, ruler, ruby

tuba, student, tutu

When a single vowel is at the end of a syllable, it usually represents its long vowel sound. It "says its name."

ū

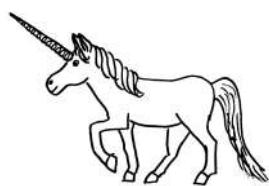


This kind of syllable is called an open syllable.

mu



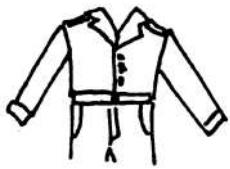
u



Cu



u



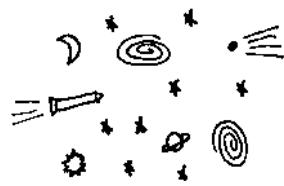
pu



u



u



u



Read the first syllable. Listen to the teacher say the whole word. Repeat the word.

music, unicorn, Cupid, uniform

pupil, unique, universe, utensils

# Get A Drink

When it's hot,



and the sun is up,

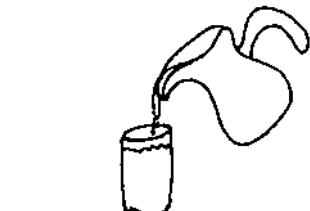
stop and think,

and get a cup.



Or get a glass,

and fill it up.



Stop and think,

and get a drink.



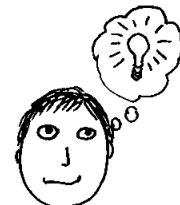
Read the story.

# Get A Drink

When it's hot,



and the sun is up,

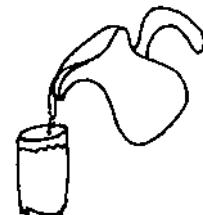


stop and think,

and get a cup.



Or get a glass,



and fill it up.



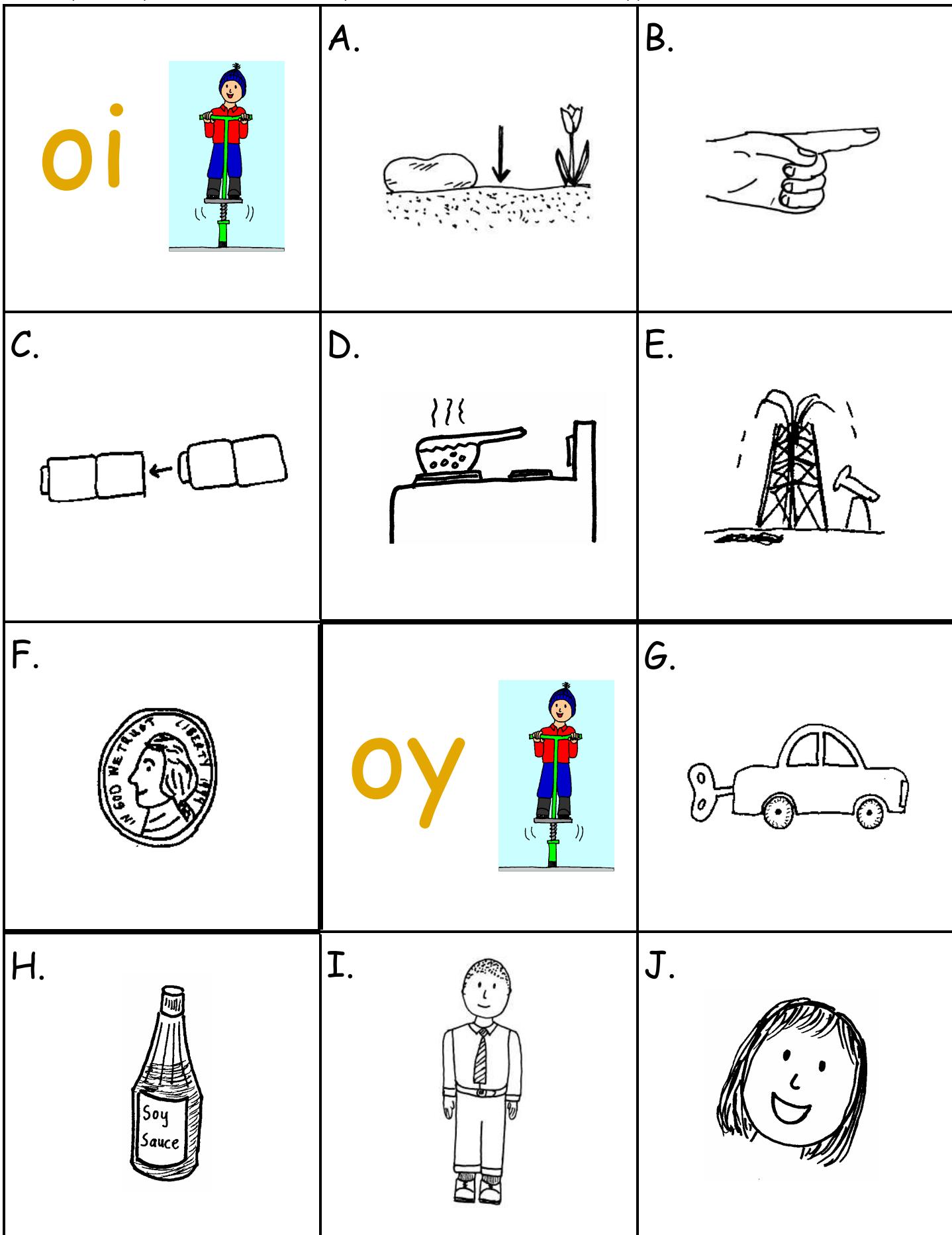
Stop and think,

and get a drink.



Read the story.

These two patterns represent the same sound. The oi pattern is used in the middle of words. The oy pattern is used at the end.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**oi**

PREVIEW

**oy**

1.      **oi** → **oil**
2.      **b** → **oi** → **oil**
3.      **s** → **oi** → **soil**
4.      **c** → **oi** → **coin**
5.      **j** → **oi** → **join**
6.      **p** → **oi** → **n** → **t**      **point**
7.      **b** → **oy**      **boy**
8.      **j** → **oy**      **joy**
9.      **t** → **oy**      **toy**
10.     **s** → **oy**      **soy**

This lesson is a preview. These patterns will be taught again in Book 4.

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

These two patterns represent the same sound.

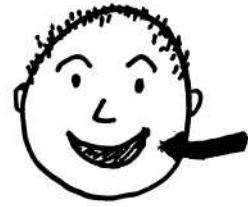
# ou



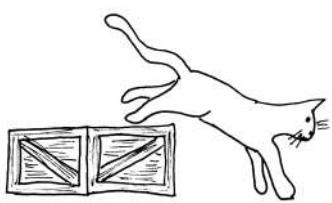
A.



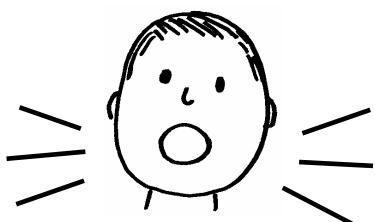
B.



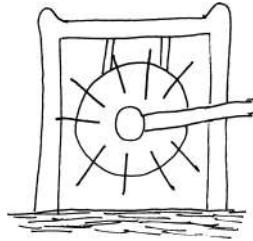
C.



D.



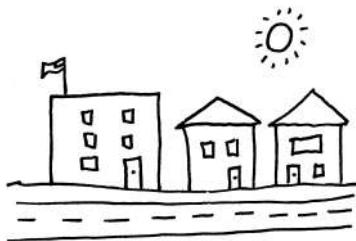
E.



# ow



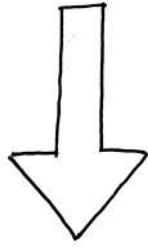
F.



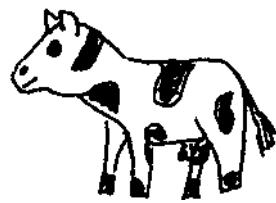
G.



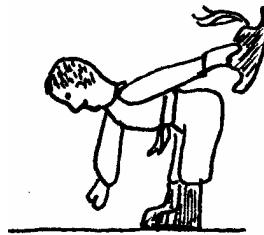
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

ou



## PREVIEW

ow



- |     |             |       |
|-----|-------------|-------|
| 1.  | ou → t      | out   |
| 2.  | l → ou → d  | loud  |
| 3.  | sh → ou → t | shout |
| 4.  | c → ou → ch | couch |
| 5.  | m → ou → th | mouth |
| 6.  | c → ow      | cow   |
| 7.  | b → ow      | bow   |
| 8.  | d → ow → n  | down  |
| 9.  | t → ow → n  | town  |
| 10. | ow → l      | owl   |

This lesson is a preview. These patterns will be taught again in Book 4.

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

This is the third sound for the letter u. The two dots mean "not the regular sound."

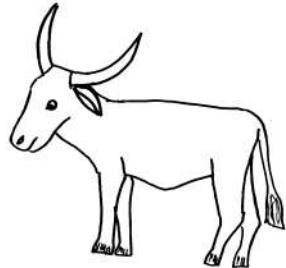
ü



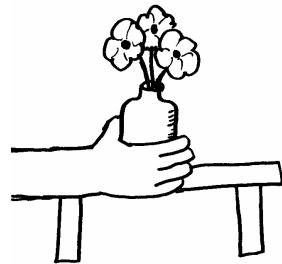
A.



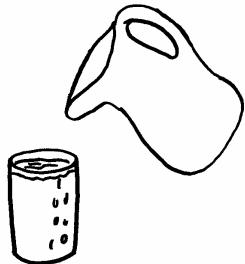
B.



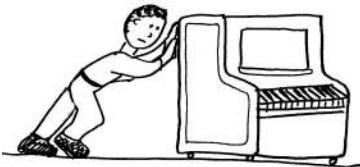
C.



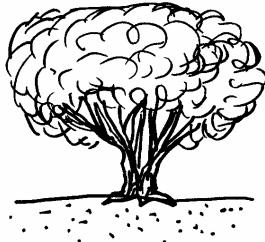
D.



E.



F.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



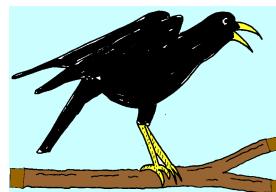
1. p → u → t      put
2. p → u → sh      push
3. b → u → sh      bush
4. p → u → ll      pull
5. f → u → ll      full
6. b → u → ll      bull

This lesson is a preview. The pattern will be officially taught in Book 4.

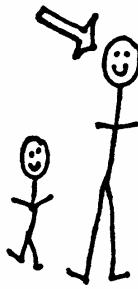
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

This is the third sound for the letter a. The two dots mean "not the regular sound."

äll



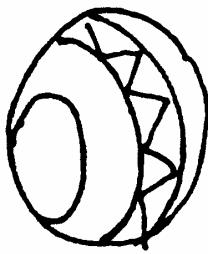
A.



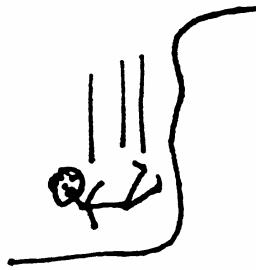
B.



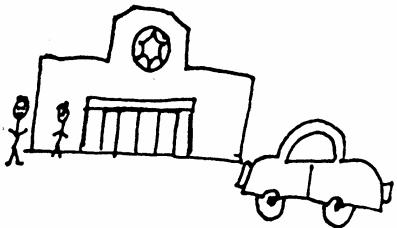
C.



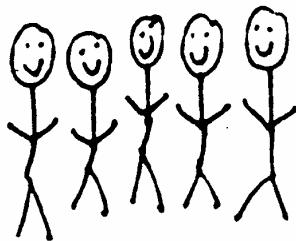
D.



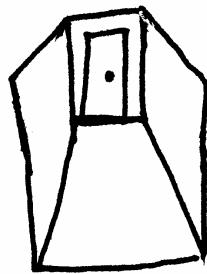
E.



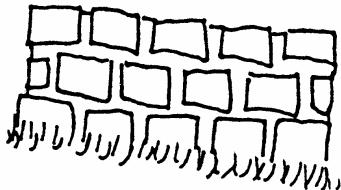
F.



G.



H.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

äll



PREVIEW

1. äll äll

2. c → äll cäll

3. b → äll bäll

4. t → äll täll

5. w → äll wäll

6. f → äll fäll

7. h → äll häll

8. m → äll mäll

This lesson is a preview. The pattern will be officially taught in Book 4.

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

**Sequence Chart - Phonetic Words And Stories, Book 1**  
**Consonant Digraphs, Consonant Blends, Open Syllables**

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

**Sequence Chart - Phonetic Words And Stories, Book 1**  
**Consonant Digraphs, Consonant Blends, Open Syllables**

	New Sight Words	Words To Spell	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, dishrag
3	of was	son, won, ton, of, from, front, oven was, what	sun/son
4		I, hi , he, she, we, me, be	
5		go, no, so, yo-yo	yes-no
6	both	thin, thud, thumb, Beth, Seth, bath, math, path, moth, with	bathtub
7	the	this, that, them, then	
8		fast, last, raft, hand, sand, land, lamp, camp, mask, ask	
9		fist, list, mist, milk, silk, gift, lift, risk, disk, wind	
10		or, for, corn, horn, torn, horse	forget, forgot, popcorn
11	most, post, wolf	pond, fond, soft, romp, golf, cost, lost, most, post, ghost	
12		rock, sock, back, sack, duck, luck, neck, peck, kick, sick	backpack, front-back, horseback
13		jump, dump, pump, punt, bulb, must, dust, gust, dusk, tusk	
14	two	to, do, two, into, onto	into, onto, to-from
15		give, live, have, move	
16		nest, held, tent, send, help, melt, self, desk, next, wept	
17		chick, chin, chill, chimp, chips, chess, check, chest, chop, chum	
18		spill, snap, skip, smell, stop, squid, scab, swim, dwell, twig	stop-go, chopsticks
19	rich, much, such	match, hatch, patch, catch, batch, pitch, ditch, Dutch, fetch, notch	matchbox
20		lunch, bunch, munch, punch, bench, wrench, ranch, inch, finch, pinch	lunchbox
21		flag, flip, plug, clock, cliff, block, sled, glass, split, splash	
22	which, what	when, what, whip, which, whisk, whiz, whiff, whippet	
23	who, whom, whose	who, whom, whose	
24		press, frog, brush, crab, grill, truck, drop, sprig, strap, scrub	grandson
25		sang, rang, wing, king, bring, spring, strong, long, stung, hung	ping-pong
		he's, she's, it's, that's, what's, who's, when's	
26	truth	bank, thank, wink, think, drink, honk, junk, skunk, trunk, chunk	
27		oil, boil, soil, coin, join, point boy, toy, joy, soy	
28		out, loud, shout, couch, mouth cow, bow, down, town, owl	cowboy, downtown
29		put, push, bush, pull, full, bull	input, output
30		all, call, ball, tall, wall, fall, hall, mall	

## Who Should Use The Books At Level 4 - Phonics Patterns ?

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 have not yet mastered all of the phonics patterns

Students must be familiar with the alphabet letters, know all of the consonant and short vowel sounds, and be able to read short vowel words before beginning Level 4.

#	Phonetic Patterns Taught At Level 4	
	Some patterns represent more than one sound; alternate sounds are listed. Each pattern is counted only one time, even if it has multiple sounds.	
26	Consonant Patterns (The letter s can represent two sounds: s/sun, s/his.)	15 - Consonant Digraphs And Trigraphs: sh, th/th, ck, ch, tch, nch, wh/wh, ng, nk, dge, ph, ugh, kn, wr, gh/gh 6 - Additional consonant sounds: ce, ci, cy, ge, gi, gy 5 - Single Ending Consonants Followed By An E: _ve, _ce, _ge, _se/_se, _ze
14	Short Vowel Patterns	5 - Single short vowels: a, e, i, o, u (Review) 6 - Umbrella vowels: a, a_, _a, o, o_e, ou (All have the short u sound) 3 - Shady short vowels: ea = short e, a = short o, y = short i
33	Long Vowel Patterns (Alternate dotted vowel sounds and one shady short vowel sound are also shown. Odd o patterns ou and ow can also represent the long o sound.)	5 - Single vowels: ā, ē, ī, ō, ū 13 - Vowel Pairs: āi, āy, ēe, ēi/ēi, ēy/ēy, īa/ea/ēa, īe/ie, ōa, ōe, ūi, ūe, ew, eu 5 - Split Vowel Pairs: ā_e, ē_e, ī_e, ō_e, ū_e 7 - Vowel-Consonant-Consonant Patterns: īgh, īnd, īld, ūld, ūlt, ūll, ūlk 3 - Y Patterns: y = ē/ī, ye = ī, y_e = ī
15	Dotted Vowel Patterns (Two dots mean "not the usual sound." Additional dotted patterns are shown as alternate sounds on other lists.)	10 - äu, äw, äll, äl, älk, wä, swä, quä, squä 2 - ë, ëigh, 1 - ii 1 - ö 1 - ü
7	Odd O Vowel Patterns	oi, oy, ou/ōu/öu, ow/ōw, öo/oo, öuld, ought
8	Bossy R Vowel Patterns (R-Controlled)	ar/ar/ar, er/er, ir, or/or/or, ur, wor, ear, our
103	Total Patterns	26 Consonant Patterns + 77 Vowel Patterns = 103 Total Phonetic Patterns
<ul style="list-style-type: none"> <li>• The letter y can serve as a consonant or a vowel: yes, happy, my.</li> <li>• The letters y and w can serve as part of a vowel pair: say, they, low, saw.</li> <li>• Students also learn to read words with ending consonant blends (<u>past</u>, <u>help</u>, <u>lift</u>, <u>pond</u>, <u>jump</u>) and beginning consonant blends (<u>stop</u>, <u>flat</u>, <u>drum</u>). Consonant blends are not counted on this chart as new patterns because the letters in consonant blends represent their regular sounds. However, they must be practiced, so that students can learn to put the sounds together smoothly when they pronounce them.</li> </ul>		

I.	<b>Introduce The New Pattern</b> - Introduce the patterns in the order in which they appear in the book.
	<p>Introduce the new letter, letter pattern, or syllable pattern.</p> <ul style="list-style-type: none"><li>For syllable patterns, model the new pattern by writing a few words on the board, explaining as needed. Then point out and read the words on the new syllable chart. Students repeat in unison.</li><li>For new letters or letter patterns, point to the pattern on the sound chart, explaining and modeling as needed. Students repeat in unison. Show the new sound card. Model the sound or sounds again. Students repeat individually, then in unison.</li></ul>
II.	<b>Sound Chart Review</b> - Point to the new pattern and review patterns on selected charts as students say the sounds in unison.
III.	<b>Sound Card Review</b> - Show the new sound card and all of the review sound cards. Keep the cards in order. Students say the sounds in unison. If students get stuck, point to the pattern on the sound charts.
IV.	<b>Handwriting Review</b> - Review a few alphabet letters by demonstrating the correct letter formation on lines on the board. Students watch and then say the sounds as they write the letters on lined paper. (If needed, use one of the Sound City Reading handwriting books to teach letter formation.)
V.	<b>Sound Dictation</b> <ol style="list-style-type: none"><li><b>New Pattern</b> - 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. (Omit this step if teaching a new syllable pattern.)</li><li><b>Review Patterns</b> - Dictate the sound or sounds for about ten letters and ten letter patterns that have been previously taught. Also include consonant blends. Students repeat the sounds as they write the letters and patterns. After students write each letter or pattern, show the card or write it on lines on the board. Students self check and correct, if needed, by putting brackets around wrong answers and rewriting them correctly.</li></ol>
VI.	<b>Spelling Dictation</b> <ul style="list-style-type: none"><li>Students will spell ten words taken from the new picture-word page, with the teacher's guidance. Students will be able to read the new words more easily after spelling them. They will spell each word by listening to the word, pronouncing each sound in the word separately, and writing the letters and letter patterns that represent those sounds.</li><li>It works well to show the students the picture page (but not the word page) while spelling. The pictures help students understand any words that are unfamiliar. The pictures are essential for English language learners, so that they can learn the meaning of each word.</li><li>There are several additional elements that can be included in the spelling dictation period: phonetic words spelled with patterns that have already been taught, sight words, contractions, and suffixes. It is not necessary to include all of these elements every day. Be sure to include the new phonetic words and any other words needed to write the sentence.</li></ul>

VI.	<h3>Spelling Dictation - Continued</h3> <p>Here are some options to help students get started with spelling. Remember that students say the sounds when spelling, not the letter names.</p> <ol style="list-style-type: none"> <li>1) Do segmenting activities with the students, using the <i>Phonemic Awareness Picture Pages</i> book. Students learn to say the individual sounds in words orally, without using letters.</li> <li>2) Have students spell the words in small groups using plastic letters. Instructions are included in this book.</li> <li>3) Call on individual students to spell the words on a pocket chart with moveable letter cards. Ask the student to tell you the first sound, next sound, and so on, as they place the letters from left to right to spell the word. Then cover the word and have students repeat the sounds as they write the word on their papers.</li> <li>4) Have students spell the words with dry-erase markers on lined dry-erase frames. Large lines can be used. The frames can be held up after each word is written to be checked by the teacher. Mistakes can be erased and corrected easily.</li> </ol> <p>To do the spelling dictation exercise, follow these steps.</p> <ol style="list-style-type: none"> <li>A. Dictate the ten words with the new phonogram pattern, one at a time. Be sure to explain the meaning of any unfamiliar words. If you are using the large picture page, point to the picture when you dictate the word. During the first few lessons, students should repeat the word aloud, saying it slowly, stretching it out.</li> <li>B. The teacher says the separate sounds in the word, pausing briefly between each sound, using hopping hand motions with each sound. The answer key shows the teacher where to pause between the sounds.</li> <li>C. The teacher segments the word again. This time the students say the sounds with the teacher, in unison, saying each sound separately. The teacher and students will use bouncing hand motions to emphasize each sound, like a rabbit hopping.</li> <li>D. Students individually segment the word again, without the teacher, saying the sounds as they write one letter or letter pattern at a time to spell the word. (Students do not say the letter names.) For any irregular words, write the word on the board for students to copy.</li> <li>E. Dictate any additional phonetic words (with patterns that have been taught previously) that will be needed to write the sentence. Students segment the words as they write them. Assist as needed.</li> <li>F. When you get to pages with new contractions in this book, introduce them during this period. Show a few examples on the board and have students copy them.</li> <li>G. When you get to a new suffix page in this book, introduce the suffix by showing how it can be added to several sample words that students know how to spell. Students copy the words. If you are not introducing a new suffix, dictate one or two of the new words with a review suffix for students to spell. Monitor and assist as needed.</li> <li>H. Introduce new sight words and review previous sight words. For a new sight word, show the card, say the word, and have students repeat it, one at a time. Students copy the word, then cover it and write it again from memory. For review words, say each word and have students write it from memory. Then show the card so that students can check and correct if needed.</li> <li>I. Dictate a simple sentence. All of the words in the sentence should be spelled earlier in the lesson so that students can write them in the sentence with confidence.</li> </ol>
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VII.	<b>Students Read Words With The New Letter Pattern</b> - Now students will practice reading the words they just spelled. To prepare them to read the words, the teacher does two oral blending exercises with the students, first with the pictures, and then with the words. Display the large picture page on the left and the large word page on the right so that students can see them easily. Or, after downloading the PDF file for this book, use a laptop computer connected to a projector to show the picture and word pages in two-page view on a large screen. If you are using a projector, you will need a long pointer for students to use as they point to the pictures and words. Always help the students find the correct word or picture, as needed.
	<p>A. The teacher looks at the <u>words</u>, pronouncing each sound separately. Students look at the <u>pictures</u> (not the words). Call on individual students to put the sounds together mentally, find the matching picture, point to it, and say the word normally. (Beginning consonant blends are technically more than one sound but during this activity the teacher should pronounce them as a single unit, like this, st....e....p.)</p> <p>B. The teacher looks at the <u>pictures</u>, one at a time, going from A to J, pronouncing the sounds separately, with a short pause between each of the sounds. Students look at the <u>words</u>. Call on individual students to find the correct word, point to it, and read it aloud, pronouncing the word normally.</p> <p>C. Students take turns reading the words. If a student has difficulty with a word, he or she should say each sound separately, going from left to right, putting the sounds together smoothly. Then the student rereads the word, saying the word normally. After all of the words have been read, the whole class rereads the words aloud, in unison.</p> <p>D. An Optional Additional Activity - Students look at the words in the second column. The teacher gives hints, clues, or definitions for the words, one at a time, going in random order. Students volunteer to find the correct word and read it. "Find the word that means a large boat." "Ship." "Find an animal that swims in the water." "Fish."</p>

#### Instructions For Students Who Are Learning English

For sections I through III follow the lesson outline to introduce the new pattern and to review previous patterns from the sound charts and sound cards.

For section IV do the handwriting review and for section V do the sound dictation.

For section VI, Spelling Dictation, display the large picture page so that all of the students can see it. This will allow students to see and understand the words that they will be spelling. (Do not display the word page until after students have spelled all of the words.)

- 1) The teacher points to the first picture and says its name, explaining as needed so that students understand the meaning of the picture. Have each student say the name of the picture. Then have students say the name one more time, in unison.
- 2) The teacher points to the same picture again and segments the word, saying each sound separately, pausing briefly between each sound. The teacher can use the answer key to see where to pause when segmenting each word. Students then segment the word with the teacher, in unison, saying each sound separately, moving their hands from left to right in a bouncing motion, moving their hand downward for each sound.
- 3) Students segment the word again by themselves. As they say each sound, they write the letter or letter pattern that represents that sound on their paper, going from left to right. This procedure is how students spell phonetic words. The teacher watches the students and assists as needed.
- 4) After students have written the word, the teacher asks the students to segment the same word one more time. As they say the individual sounds in unison, the teacher writes the matching letters and letter patterns on the board. The teacher says the word normally and the students repeat it. Students then check their written work and correct their word if needed. Continue in the same way, following steps 1 through 4, for all of the pictures.

After students have been introduced to all of the pictures and spelled all of the words, follow the directions in section VII, Students Read Words With The New Letter Patter, followed by sections VIII, IX, and X.

VIII.	<b>Read Suffixes, Contractions, And Sight Words</b> - Use the pages in this book. <ul style="list-style-type: none"> <li>A. Provide direct explanation and guidance to students as they read new pages with suffixes and contractions. Demonstrate on the board as needed.</li> <li>B. Review sight words that have been taught, using flashcards, a word wall, or the chart in this book.</li> </ul>
IX.	<b>Read The Practice Stories</b> - Read a new story when you get to it in the book. Reread the same story every day until students reach a new story. Choose any or all of the following options. 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. <ul style="list-style-type: none"> <li>A. The teacher reads the story aloud first, asking questions and discussing it with the class.</li> <li>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 in unison.</li> <li>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.</li> <li>D. Students take turns reading the story with guidance from the teacher during a small group reading rotation period.</li> <li>E. Later in the day, students can reread the story with a partner.</li> <li>F. Students can take the story home to read aloud to a family member.</li> </ul>
X.	<b>Students Work In Small Groups With The Teacher</b> - Choose from the following. <ul style="list-style-type: none"> <li>A. Students play the caterpillar game to reinforce the sounds of new phonics patterns.</li> <li>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.</li> <li>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.</li> <li>D. Students take turns reading sight word cards.</li> <li>E. Students reread new words and review words from the picture/word pages.</li> <li>F. Students take turns reading the current practice story or an easy to read trade book.</li> </ul>

**Extended Lesson Outline - Science, Social Studies, And Literature**

I.	<b>The Teacher Reads Aloud</b> - Literature, Science, Social Studies, Seasonal Topics <ul style="list-style-type: none"> <li>A. The teacher reads aloud thirty minutes daily.</li> <li>B. Choose from a variety of materials: fiction, non-fiction, poetry, et cetera.</li> <li>C. Discuss any words or concepts which may be unfamiliar to the students.</li> <li>D. Discuss the text. Ask questions about what was read to evaluate students' understanding and to stretch their thinking.</li> <li>E. Ask students to share their own experiences related to the topic.</li> <li>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.</li> </ul>
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II.	<b>Creative Writing</b> - 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. Another option is to 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>Fish live _____ . (In the water, in a pond, in a river, in the ocean)</p> <p>Fish eat _____ . (Insects, smaller fish, algae)</p> <p>Fish can _____ . (Swim, wiggle, jump)</p> <p>Fish have _____ . (Gills, scales, fins, eyes, mouths)</p> <p>Students will copy the sentences and fill in the blanks as a seatwork activity. To prepare, ask students to tell you how they would fill in the blanks. Write each answer on the board near the slotted sentences. This list will serve as a word bank to help students compose their answers. Students may copy the material exactly as written or write answers that they compose on their own.</p> <p>F. Create a booklet about the topic. Use blank paper. Ask students to tell you about the topic. Write one answer at the bottom of each page, leaving room for a picture. After recording a sentence on each pages, give one page to each student.</p> <p>Fish can swim in the ocean.      Fish can swim in a pond.      Fish eat plants or other fish.      Fish can be big or small.      Fish have gills so that they can breath underwater.</p> <p>Students draw a picture to match the sentence on their page. When students are finished, staple all of the pages together and place it in a location where students can read it.</p> <p>G. When students are able, let them compose their own essay or story related to the topic, 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>

## 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](http://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 the arrow cards at the end of this book and make one for each student. Place one card above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - On a table, lay out a box of letters, an arrow card, and a work mat for each student in the group. Display the sound card with the new letter pattern where it can be easily seen by the students. Call the first set of students. Explain that the top section of their work mat is a letter bank, where they will keep the letters they need to spell the words. The lower area of their mat will be the spelling area. Using the list of words in the answer key, say the sound for each letter or letter pattern that will be needed in the lesson. Depending on the words spelled, sometimes students will need to get two of the same letter out of the box. When students hear each sound, they search for the letter or letter pattern in their box, place it in the top section of their work mat, and repeat the sound. Continue until all of the needed letters have been placed in the letter bank. Have the students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats. This process only needs to be done with the first group. The letters will be left on the mats to be used by the groups of students that follow the first group.
- 3) **Building Words** - Find the current word list in the answer key, included at the end of this book. Dictate the words, one at a time. Pronounce each word normally. Do not separate the sounds. Students should not see the words. They should listen carefully and place the letters and letter patterns that represent the sounds in the word in the lower area of their work mat, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter or letter pattern for the first sound, then place the letter or letter pattern for the next sound, and so on, saying each sound as they place the letter or pattern. Model and assist as needed. After you have checked the students' words, tell the students to move the letters back up to their letter banks, so that they will be ready to spell the next word.
- 4) **Continue 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. If you wish, you can have students spell additional words with the same pattern, as long as the students have the letters needed for those words. For example, with ee words, students could spell these extra words: deep, greet, heel, reef, sheet, and teeth.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter or letter pattern, going from left to right, while saying the sound. 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 letter and letter patterns so that they are widely spaced going across the spelling area. Consonant digraphs and trigraphs (sh, th, ch, tch, wh, ng) represent a single sound and should be kept together. Beginning consonant blends (sl, sp, gr, str, etc.) and the nk pattern should be kept together, even though the letters represent two (or three) different sounds. Have students point to each letter or pattern and say the sounds, going from left to right. Each unit 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. Model and assist as needed.
- 7) **Changing Just One Of The Sounds** - For some words, follow this routine. Instead of placing the their word back into the letter bank, students leave the word in the spelling area. Tell students to listen carefully to the next word so that they can hear which sound is different. Only that sound should be changed; the letters for the rest of the word should stay in place. You will have to choose words to dictate that are the same except for one sound (or possibly two sounds, if working with consonant blends). A typical sequence might be like this: shop/shot, fish/dish, shot/shut, cash/mash. If you wish, you can add extra words that use the letters that are available, like this: hut/shut, hot/shot, ship/hip, shop/hop. Model and assist as needed.

## Working With Plastic Letters

2) Students listen to the sounds and place the associated letters in the "letter bank" on their mats.

e e s d f t t r h  
p g n l

3) To spell a word, students say each sound as they place the letters from left to right in the spelling area.

d f t t r h  
p g n l

4a) Students spell the rest of the words in the same way.

s d f t t h  
p l

see

green

4b) The teacher can add extra words with the same pattern, if students have the needed letters.

s d f p  
p g n l

teeth

The letters are put back into the top section after spelling each word.

e e s d f t t r h  
p g n l

Or the vowel pattern can remain in the bottom section, ready for the next word.

s d f t t r h  
p g n l

e e

6a) Students listen to a word and build it, saying the sounds as they place the letters from left to right.

d f t t r h  
g n

sleep

6b) Then they separate the sound units and say each unit separately, pausing in between them.

d f t t r h  
g n

s l e e p

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

d f t t r h  
g n

sleep

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

d f t t r  
g n l

sheep

7b) Students listen to the next word and replace one part of it, leaving the other letters in place.

d f t t r h  
g n

sleep

7c) Students listen to the next word and replace one part of it, leaving the other letters in place.

d f t r h  
p g n

sleet

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number				
Bk 1 - #1 (34-35)	a, e, i, o, u	(36-37)	SW Sentences	
Words	Pictures			
1. a-x	D	A. o-ff      3	1 - C	
2. i-ll	F	B. r-a-n      7	2 - D	
3. o-ff	A	C. u-s      5	3 - A	
4. e-gg	G	D. a-x      1	4 - E	
5. u-s	C	E. c-u-t      8	5 - F	
6. f-i-n	H	F. i-ll      2	6 - B	
7. r-a-n	B	G. e-gg      4		
8. c-u-t	E	H. f-i-n      6		
9. t-e-n	I	I. t-e-n      9		
10. b-o-x	J	J. b-o-x      10		

Bk 1 - #2 (38-39)	sh(ship)	Bk 1 - #3 (40-41)	o/son, a/what
Words	Pictures	Words	Pictures
1. sh-i-p	D	A. sh-u-t      5	1. s-o-n      A      A. s-o-n      1
2. sh-o-p	E	B. sh-e-ll      4	2. w-o-n      C      B. f-r-o-m      5
3. sh-o-t	J	C. d-i-sh      7	3. t-o-n      E      C. w-o-n      2
4. sh-e-ll	B	D. sh-i-p      1	4. o-f      G      D. o-v-e-n      7
5. sh-u-t	A	E. sh-o-p      2	5. f-r-o-m      B      E. t-o-n      3
6. f-i-sh	I	F. m-a-sh      9	6. f-r-o-n-t      F      F. f-r-o-n-t      6
7. d-i-sh	C	G. r-u-sh      10	7. o-v-e-n      D      G. o-f      4
8. c-a-sh	H	H. c-a-sh      8	
9. m-a-sh	F	I. f-i-sh      6	1. w-a-s      B      A. wh-a-t      2
10. r-u-sh	G	J. sh-o-t      3	2. wh-a-t      A      B. w-a-s      1

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 4 (45)		e/me		Bk 1 - # 5 (47)		o/go	
Words		Pictures		Words		Pictures	
1. h-e	C	A. w-e	3	1. g-o	C	A. y-o-y-o	4
2. sh-e	E	B. b-e	5	2. n-o	B	B. n-o	2
3. w-e	A	C. h-e	1	3. s-o	D	C. g-o	1
4. m-e	D	D. m-e	4	4. y-o-y-o	A	D. s-o	3
5. b-e	B	E. sh-e	2				

Bk 1 - # 6 (52-53)		th/thumb		Bk 1 - # 7 (54)		th/this	
Words		Pictures		Words		Pictures	
1. th-i-n	I	A. m-a-th	7	1. th-i-s	D	A. th-e-m	3
2. th-u-d	B	B. th-u-d	2	2. th-a-t	B	B. th-a-t	2
3. th-u-mb	G	C. m-o-th	9	3. th-e-m	A	C. th-e-n	4
4. B-e-th	E	D. S-e-th	5	4. th-e-n	C	D. th-i-s	1
5. S-e-th	D	E. B-e-th	4				
6. b-a-th	F	F. b-a-th	6				
7. m-a-th	A	G. th-u-mb	3				
8. p-a-th	H	H. p-a-th	8				
9. m-o-th	C	I. th-i-n	1				
10. w-i-th	J	J. w-i-th	10				

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 8 (60-61)		ast, aft, and		Bk 1 - # 9 (66-67)		ist, ilk, ift	
Words		Pictures		Words		Pictures	
1. f-a-s-t	D	A. s-a-n-d	5	1. f-i-s-t	E	A. r-i-s-k	8
2. l-a-s-t	J	B. c-a-m-p	8	2. l-i-s-t	I	B. m-i-s-t	3
3. r-a-f-t	F	C. m-a-s-k	9	3. m-i-s-t	B	C. m-i-l-k	4
4. h-a-n-d	H	D. f-a-s-t	1	4. m-i-l-k	C	D. w-i-n-d	10
5. s-a-n-d	A	E. a-s-k	10	5. s-i-l-k	H	E. f-i-s-t	1
6. l-a-n-d	G	F. r-a-f-t	3	6. g-i-f-t	F	F. g-i-f-t	6
7. l-a-m-p	I	G. l-a-n-d	6	7. l-i-f-t	G	G. l-i-f-t	7
8. c-a-m-p	B	H. h-a-n-d	4	8. r-i-s-k	A	H. s-i-l-k	5
9. m-a-s-k	C	I. l-a-m-p	7	9. d-i-s-k	J	I. l-i-s-t	2
10. a-s-k	E	J. l-a-s-t	2	10. w-i-n-d	D	J. d-i-s-k	9

Bk 1 - # 10 (70)		or/horse		Bk 1 - # 11 (76-77)		ost, oft, omp	
Words		Pictures		Words		Pictures	
1. or	A	A. or	1	1. p-o-n-d	F	A. f-o-n-d	2
2. f-or	E	B. t-or-n	4	2. f-o-n-d	A	B. gh-o-s-t	10
3. c-or-n	D	C. h-or-se	6	3. s-o-f-t	H	C. p-o-s-t	9
4. t-or-n	B	D. c-or-n	3	4. r-o-m-p	G	D. g-o-l-f	5
5. h-or-n	F	E. f-or	2	5. g-o-l-f	D	E. l-o-s-t	7
6. h-or-se	C	F. h-or-n	5	6. c-o-s-t	J	F. p-o-n-d	1
				7. l-o-s-t	E	G. r-o-m-p	4
				8. m-o-s-t	I	H. s-o-f-t	3
				9. p-o-s-t	C	I. m-o-s-t	8
				10. gh-o-s-t	B	J. c-o-s-t	6

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 12 (80-81)		ck/Jack		Bk 1 - # 13 (84-85)		ust, ump, unt	
Words		Pictures		Words		Pictures	
1. r-o-ck	A	A. r-o-ck	1	1. j-u-m-p	A	A. j-u-m-p	1
2. s-o-ck	C	B. s-i-ck	10	2. d-u-m-p	J	B. p-u-n-t	4
3. b-a-ck	H	C. s-o-ck	2	3. p-u-m-p	I	C. t-u-s-k	10
4. s-a-ck	E	D. l-u-ck	6	4. p-u-n-t	B	D. d-u-s-t	7
5. d-u-ck	F	E. s-a-ck	4	5. b-u-l-b	F	E. g-u-s-t	8
6. l-u-ck	D	F. d-u-ck	5	6. m-u-s-t	H	F. b-u-l-b	5
7. n-e-ck	I	G. p-e-ck	8	7. d-u-s-t	D	G. d-u-s-k	9
8. p-e-ck	G	H. b-a-ck	3	8. g-u-s-t	E	H. m-u-s-t	6
9. k-i-ck	J	I. n-e-ck	7	9. d-u-s-k	G	I. p-u-m-p	3
10. s-i-ck	B	J. k-i-ck	9	10. t-u-s-k	C	J. d-u-m-p	2

Bk 1 - # 14 (88)		o/to		Bk 1 - # 15 (89)		_ve/give	
Words		Pictures		Words		Pictures	
1. t-o	D	A. in-to	4	1. g-i-ve	A	A. g-i-ve	1
2. d-o	C	B. tw-o	3	2. l-i-ve	C	B. h-a-ve	3
3. tw-o	B	C. d-o	2	3. h-a-ve	B	C. l-i-ve	2
4. in-to	A	D. t-o	1	4. m-o-ve	D	D. m-o-ve	4
5. on-to	E	E. on-to	5				

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 16 (94-95)		est, ent, elp		Bk 1 - # 17 (102-103)		ch/chicken	
Words		Pictures		Words		Pictures	
1. n-e-s-t	B	A. d-e-s-k	8	1. ch-i-ck	F	A. ch-o-p	9
2. h-e-l-d	I	B. n-e-s-t	1	2. ch-i-n	J	B. ch-i-m-p	4
3. t-e-n-t	C	C. t-e-n-t	3	3. ch-i-ll	D	C. ch-i-p-s	5
4. s-e-n-d	J	D. w-e-p-t	10	4. ch-i-m-p	B	D. ch-i-ll	3
5. h-e-l-p	F	E. n-e-x-t	9	5. ch-i-p-s	C	E. ch-u-m	10
6. m-e-l-t	H	F. h-e-l-p	5	6. ch-e-ss	H	F. ch-i-ck	1
7. s-e-l-f	G	G. s-e-l-f	7	7. ch-e-ck	G	G. ch-e-ck	7
8. d-e-s-k	A	H. m-e-l-t	6	8. ch-e-s-t	I	H. ch-e-ss	6
9. n-e-x-t	E	I. h-e-l-d	2	9. ch-o-p	A	I. ch-e-s-t	8
10. w-e-p-t	D	J. s-e-n-d	4	10. ch-u-m	E	J. ch-i-n	2

Bk 1 - # 18 (104-105)		st, sp, sm		Bk 1 - # 19 (108-109)		tch/match	
Words		Pictures		Words		Pictures	
1. sp-i-ll	J	A. sk-i-p	3	1. m-a-tch	I	A. c-a-tch	4
2. sn-a-p	B	B. sn-a-p	2	2. h-a-tch	C	B. p-i-tch	6
3. sk-i-p	A	C. dw-e-ll	9	3. p-a-tch	D	C. h-a-tch	2
4. sm-e-ll	H	D. squ-i-d	6	4. c-a-tch	A	D. p-a-tch	3
5. st-o-p	G	E. tw-i-g	10	5. b-a-tch	E	E. b-a-tch	5
6. squ-i-d	D	F. sw-i-m	8	6. p-i-tch	B	F. d-i-tch	7
7. sc-a-b	I	G. st-o-p	5	7. d-i-tch	F	G. D-u-tch	8
8. sw-i-m	F	H. sm-e-ll	4	8. D-u-tch	G	H. n-o-tch	10
9. dw-e-ll	C	I. sc-a-b	7	9. f-e-tch	J	I. m-a-tch	1
10. tw-i-g	E	J. sp-i-ll	1	10. n-o-tch	H	J. f-e-tch	9

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 20 (110-111)		nch/bench		Bk 1 - # 21 (114-115)		bl, fl, sl	
Words		Pictures		Words		Pictures	
1. l-u-n-ch	J	A. p-u-n-ch	4	1. fl-a-g	G	A. sl-e-d	7
2. b-u-n-ch	C	B. p-i-n-ch	10	2. fl-i-p	H	B. spl-a-sh	10
3. m-u-n-ch	E	C. b-u-n-ch	2	3. pl-u-g	J	C. gl-a-ss	8
4. p-u-n-ch	A	D. r-a-n-ch	7	4. cl-o-ck	E	D. cl-i-ff	5
5. b-e-n-ch	H	E. m-u-n-ch	3	5. cl-i-ff	D	E. cl-o-ck	4
6. wr-e-n-ch	F	F. wr-e-n-ch	6	6. bl-o-ck	I	F. spl-i-t	9
7. r-a-n-ch	D	G. f-i-n-ch	9	7. sl-e-d	A	G. fl-a-g	1
8. i-n-ch	I	H. b-e-n-ch	5	8. gl-a-ss	C	H. fl-i-p	2
9. f-i-n-ch	G	I. i-n-ch	8	9. spl-i-t	F	I. bl-o-ck	6
10. p-i-n-ch	B	J. l-u-n-ch	1	10. spl-a-sh	B	J. pl-u-g	3

Bk 1 - # 22 (118-119)		wh/when		Bk 1 - # 23 (121)		wh/who	
Words		Pictures		Words		Pictures	
1. wh-e-n	B	A. whip-pet	8	1. wh-o	B	A. wh-o-m	2
2. wh-a-t	H	B. wh-e-n	1	2. wh-o-m	A	B. wh-o	1
3. wh-i-p	D	C. wh-i-ch	4	3. wh-o-se	C	C. wh-o-se	3
4. wh-i-ch	C	D. wh-i-p	3				
5. wh-i-s-k	E	E. wh-i-s-k	5				
6. wh-i-z	G	F. wh-i-ff	7				
7. wh-i-ff	F	G. wh-i-z	6				
8. whip-pet	A	H. wh-a-t	2				

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 24 (124-125) br, cr, tr				Bk 1 - # 25 (132-133) ng/ring			
Words		Pictures		Words		Pictures	
1. pr-e-ss	C	A. tr-u-ck	6	1. s-a-ng	B	A. w-i-ng	3
2. fr-o-g	B	B. fr-o-g	2	2. r-a-ng	D	B. s-a-ng	1
3. br-u-sh	J	C. pr-e-ss	1	3. w-i-ng	A	C. str-o-ng	7
4. cr-a-b	H	D. str-a-p	9	4. k-i-ng	I	D. r-a-ng	2
5. gr-i-ll	E	E. gr-i-ll	5	5. br-i-ng	E	E. br-i-ng	5
6. tr-u-ck	A	F. scr-u-b	10	6. spr-i-ng	G	F. h-u-ng	10
7. dr-o-p	G	G. dr-o-p	7	7. str-o-ng	C	G. spr-i-ng	6
8. spr-i-g	I	H. cr-a-b	4	8. l-o-ng	J	H. st-u-ng	9
9. str-a-p	D	I. spr-i-g	8	9. st-u-ng	H	I. k-i-ng	4
10. scr-u-b	F	J. br-u-sh	3	10. h-u-ng	F	J. l-o-ng	8

Bk 1 - # 26 (140-142) nk/wink				Bk 1 - # 27 (146-147) oi/oil, oy/boy			
Words		Pictures		Words		Pictures	
1. b-a-nk	C	A. sk-u-nk	8	1. oi-l	E	A. s-oi-l	3
2. th-a-nk	J	B. w-i-nk	3	2. b-oi-l	D	B. p-oi-n-t	6
3. w-i-nk	B	C. b-a-nk	1	3. s-oi-l	A	C. j-oi-n	5
4. th-i-nk	D	D. th-i-nk	4	4. c-oi-n	F	D. b-oi-l	2
5. dr-i-nk	F	E. h-o-nk	6	5. j-oi-n	C	E. oi-l	1
6. h-o-nk	E	F. dr-i-nk	5	6. p-oi-n-t	B	F. c-oi-n	4
7. j-u-nk	I	G. ch-u-nk	10	7. b-oy	I	G. t-oy	9
8. sk-u-nk	A	H. tr-u-nk	9	8. j-oy	J	H. s-oy	10
9. tr-u-nk	H	I. j-u-nk	7	9. t-oy	G	I. b-oy	7
10. ch-u-nk	G	J. th-a-nk	2	10. s-oy	H	J. j-oy	8

Phonetic Words And Stories, Book 1 - Answer Key, By Page Number							
Bk 1 - # 28 (148-149) ou/ouch, ow/cow				Bk 1 - # 29 (150-151) ü/push			
Words		Pictures		Words		Pictures	
1. ou-t	C	A. c-ou-ch	4	1. p-u-t	C	A. p-u-ll	4
2. l-ou-d	E	B. m-ou-th	5	2. p-u-sh	E	B. b-u-ll	6
3. sh-ou-t	D	C. ou-t	1	3. b-u-sh	F	C. p-u-t	1
4. c-ou-ch	A	D. sh-ou-t	3	4. p-u-ll	A	D. f-u-ll	5
5. m-ou-th	B	E. l-ou-d	2	5. f-u-ll	D	E. p-u-sh	2
6. c-ow	I	F. t-ow-n	9	6. b-u-ll	B	F. b-u-sh	3
7. b-ow	J	G. ow-l	10				
8. d-ow-n	H	H. d-ow-n	8				
9. t-ow-n	F	I. c-ow	6				
10. ow-l	G	J. b-ow	7				

Bk 1 - # 30 (152-153) ä/all			
Words		Pictures	
1. a-ll	F	A. t-a-ll	4
2. c-a-ll	B	B. c-a-ll	2
3. b-a-ll	C	C. b-a-ll	3
4. t-a-ll	A	D. f-a-ll	6
5. w-a-ll	H	E. m-a-ll	8
6. f-a-ll	D	F. a-ll	1
7. h-a-ll	G	G. h-a-ll	7
8. m-a-ll	E	H. w-a-ll	5

A  
1  
2  
3

a

B  
1  
2

b

C  
1  
2

c

G  
1  
2  
3

g

H  
1  
2  
3

h

I  
1  
2  
3

i

M  
1  
2  
3

m

N  
1  
2  
3

n

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3

r

S  
1  
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s

T  
1  
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t

X  
1  
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3

x

Z  
1  
2  
3

z

D d

E e

F f

J

K

L

P p

O

U

Q q

U u

V v

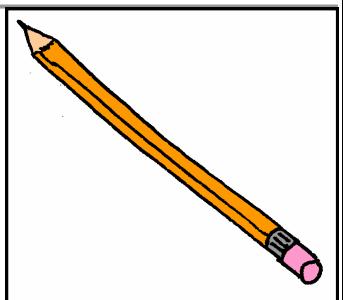
V v

W w

W w

The arrows show how to write each letter. Using this page as a guide, practice writing 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

E g F h G i

m m N n O o

R r S s T t

X x Y y Z z

Dd Ee Ff

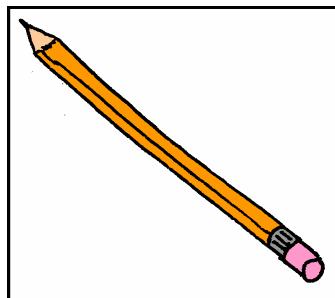
Gg Kk Ll

Pp Qq Uu Vv

Ww Xx Yy Zz

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.



## How I Chose The Colors

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 a color name. 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
a <i>apple</i>	ā darker red	ä a color variant of red
e lighter green	ē <i>green</i>	ë
i lighter violet	ī <i>violet</i>	ï
o lighter orange	ō <i>orange</i>	ö
u lighter blue	ū <i>blue</i>	ü <i>bush</i>

oi <i>gold coin</i>	ou <i>brown</i>	er ir ur Gray = "no color" The vowels in these patterns are not pronounced.
------------------------	--------------------	---

Use this page with a dry-erase frame



*Use this page with a dry-erase frame.*



## 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 should 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

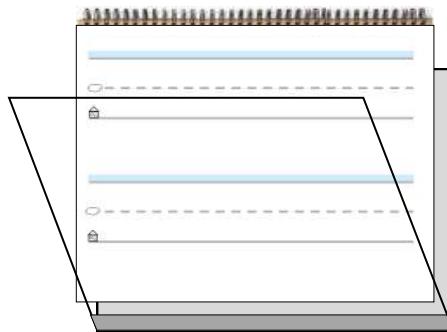
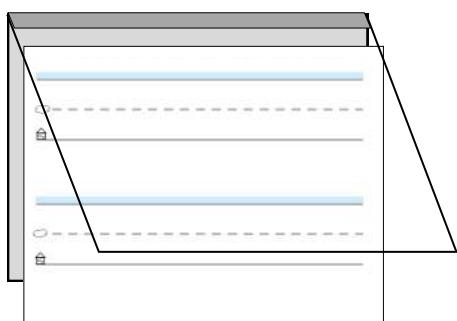
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

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.

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

Students can hold up their frames when asked 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.





Book	Phonics Patterns Overview
<b>1 Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns</b>	<p>Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o  Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk  Ending Consonant Blends, Beginning Consonant Blends  PREVIEW: oi, oy, ou, ow, ü, ä</p>
<b>2 Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y</b>	<p>Two-Syllable Words: Closed syllables, silent-e syllables  Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie  Vowel-Consonant-E Patterns: e_e, a_e, i_e  Follow The Leader Patterns: igh, ind, ild  Two Vowel Sounds For Y: y = ē, y = ī</p>
<b>3 More Long Vowel Patterns, More Umbrella Patterns</b>	<p>Long Vowel Pairs: oa, oe, ui, ue, ew  Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels  Follow The Leader Patterns: old, olt, oll, olk  Three New Umbrella Patterns: o_e, a_, _a  New Consonant Pattern: dge</p>
<b>4 Odd O Patterns, Dotted Ä And Ü Patterns</b>	<p>Odd O Patterns: oi, oy, ou, ow, oo, ould  Dotted Vowel Patterns: ü, äu, äw, äll, äl, älk, wä, swä  New Umbrella Pattern: ou</p>
<b>5 Soft C and G Sounds, R-Controlled Vowel Patterns</b>	<p>Soft C Sounds: ce, ci, cy  Soft G Sounds: ge, gi, gy  Bossy R Patterns: ir, ar, er, ur  Ending Patterns: _ce, _ge, _se, _ze</p>
<b>6 More Two-Syllable Words, Dotted Ë And Dotted İ Patterns</b>	<p>Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic  Words That End With VCE Syllables: cup-cake  Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey  Words That Begin With Unaccented Closed Syllables: con-nect, com-pare  Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form  Dotted Vowel Patterns: ei, ey, ea, eigh, è, ì, ie  Long U Pattern: eu</p>
<b>7 Advanced R-Controlled Patterns</b>	<p>More Bossy-R Patterns: wor, er, or, ar, ear, our</p>
<b>8 More Vowel, Syllable, And Consonant Patterns</b>	<p>Vowel Patterns: a = o, ought, ye, y_e, y = i, qua, squa  Consonant Patterns: kn, wr, gh, ph, ugh  Two-Syllable Words With Ending Open Syllables</p>