

Phonics Patterns And Stories

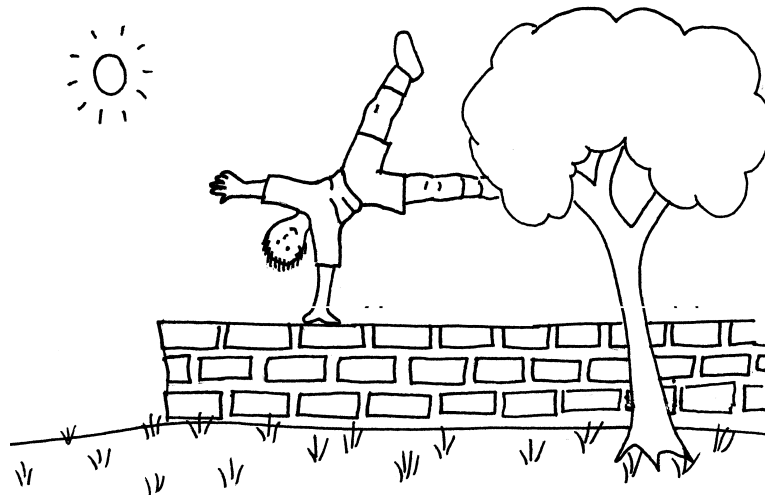
Book 2

Long Vowels

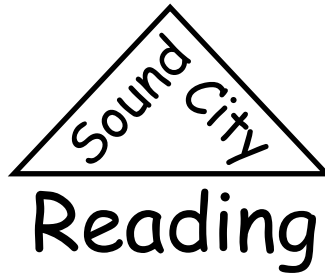
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Syllable Study



Revised, January 2014



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Phonics Patterns - Book 2 - Long Vowels

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

Day	New Phonogram Patterns	New Syllable Patterns	Suffix Study, Sentences, Contractions, Punctuation	Stories to Read
1	ee/feet			<u><i>E-M Camp</i></u> <u><i>E-M At The Pond</i></u> <u><i>E-M The Bath</i></u> <u><i>E-M Pam's Pet</i></u> <u><i>E-M Sam's Trick</i></u> <u><i>E-M Sam and Gus</i></u>
2		rab-bit		
3	e_e/these			
4		gal-lon		<i>Eve Gets A Pet</i>
5	ai/rain			
6	ay/play			
7	a_e/safe			<i>Kay</i>
8	i_e pine			
9	igh/night			
10	ind/find ild/child			<i>Mike</i>
11		cab-in, wag-on	_es after s, z, x, sh, ch, tch isn't, won't, don't	<i>The Pet Shop</i>

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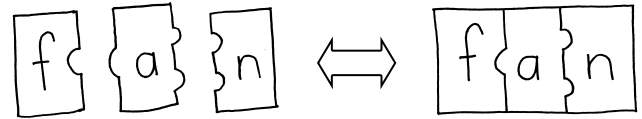
Day	New Sight Words	New Phonetic Words	Compound Words Antonyms, Synonyms, Homonyms
1	been	see, seed, feet, deer, tree, three, sheep, green, sleep, street	we/wee
2		mitten, kitten, muffin, puppet, rabbit, basset, bonnet, bobbin, hidden, tennis	
3	were, there, where, else, eye	here, Pete, these, Eve, grebe	nowhere, here-there
4		button, cotton, gallon, cannon, ribbon	
5	said, plaid	sail, tail, nail, snail, hair, chair, wait, rain, train, paint	mailbox
6	says	pay, hay, day, say, lay, way, play, gray, tray, spray	runway, stairway, today, maybe
7		lake, bake, save, cave, game, tape, vase, gate, skate, plane	pancake, became, daycare, milkshake, playmate, wake-sleep, give-take, plane/plain, pale/pail
8		nine, line, five, fire, dime, time, bike, ride, slide, smile	sideways, daytime, fireman, sunshine, inside, beside
9		night, fight, light, right, tight, bright, flight, frighten, high, knight	sunlight, nightlight, tonight, nighttime, night-day, left-right, night/knight
10	wind	find, blind, grind, hind, kind, behind, remind, child, wild, mild	hindsight, behind, grandchild
11	woman, women, won't, don't	cabin, seven, robin, exit, closet, present, wagon, lemon, petal, salad	

Part	Approximate Time	Daily Lesson Plan (About one hour and 30 minutes)
1.	5 minutes	Introduce The New Pattern Show the new sound card. Model the sound (or sounds). Point to the pattern on the wall charts. Repeat the sound. Students repeat in unison. Then have students take turns saying the sound one at a time, while looking at the card.
2.	5 minutes	Sound Charts Say the sounds for all the patterns that have been taught.
3.	10 minutes	Sound Cards (Show only the cards that have been taught.) Alphabet Cards: Say the sounds. Vowel Code Cards: Say the sounds. Phonogram Cards: Say the sounds. Include the new sound card.
4.	30 minutes	Written Dictation: Sounds, Words, Sentence Student write on lined paper, dry-erase boards, or chalkboards. Or students can spell the words with plastic letters. a) The teacher dictates sounds for a few letters and letter patterns. Students repeat the sounds while writing each letter or pattern. b) The teacher dictates up to ten words with the new phonetic pattern, from the picture/word pages. Students segment each word (say each sound separately) and write one sound at a time to spell the word. Monitor and have students check their word and correct it if necessary. c) The teacher may also dictate a few review words, sight words, or words with suffixes. d) The teacher may dictate one sentence using words previously dictated in this lesson. If the sentence contains any words that students don't know how to spell, the teacher writes these on the board for students to copy. e) Students may draw a picture to illustrate the sentence during a later independent seatwork period.
5.	15 minutes	Read Words With The New Pattern a) Go to the picture/word page in this book that introduces words with the new pattern. b) Follow the directions on the "How To Do The Picture/Word Pages" chart in this book.
6.	10 minutes	Sight Words (New sight words are listed at the top of the picture pages.) a) Introduce new sight words using flashcards. b) Read review sight words, using flashcards.
7.	10 minutes	Sentences / Suffix Study / Contractions a) Students read the pages. b) The teacher explains and demonstrates new suffixes or contractions as needed.

Part	Approximate Time	Daily Lesson Plan (Continued)
8.	15 minutes	Read A Story Whenever students reach a new story, they read it. If they do not reach a new story, they reread the previous story. See the chart "How To Read The Stories."
✿ Take mini-breaks periodically as needed. Have students stand up, march in place, stretch, sing a song, hop, whisper with a friend, or stand on one foot for ten seconds. You can also have students stand and hop or march while giving the sounds for the sound charts or sound cards. ✿ Move quickly from one part of the lesson to the next. Praise students for good attention, effort, and performance during each part of the lesson. Follow up with a relaxing, rewarding activity.		
Other Activities (These will take extra time. Choose what will work for your class.)		
a) Students reread the stories with the teacher in small groups. b) Students reread stories alone, with a partner, or at a listening center. c) Students complete the related spelling workbook pages. d) Student complete the related comprehension test for each story. e) Study science and social study topics related to a new phonetic word (cow) or related to a new story (<i>The Cow Got Out</i>). For example, after reading the story <i>The Cow Got Out</i>, read aloud to the class from books that tell about milk cows and farms. Then call on individual students to tell you something they know about cows. Write several sentences on the board about cows based on what the students say. During a seatwork period, students copy the sentences and draw a picture to illustrate them. Other examples include studying trees when learning words with the ee pattern, and learning about how to take care of pets when reading <i>The Pet Shop</i>. f) Students play the Caterpillar Game with the teacher in small groups as a phonogram review. g) Read aloud to the students for at least thirty minutes daily from a variety of fiction and non-fiction books. So important!		
What If I Don't Have This Much Time?		
a) Rotate the sound cards so that you do a shorter review each day. b) Do only steps a and b in the dictation period. Dictate only six of the ten words. c) Use only the steps your class needs when reading a story for the first time. On the following days, just have students read the story aloud. d) Try using the various parts of the lesson and get a feel for how your students respond. Then decide which parts to use daily, and which parts could be done every other day or even twice a week. Remember that this outline covers three different periods: spelling, decoding/phonics, and reading. You may have more time than you think. Also remember that as students progress through the year, they will develop stronger spelling and decoding skills, making it easier and quicker to work through each part of the lesson. This outline is set up so that as many students as possible will master beginning reading and writing skills. Is it worth it to take this amount of time so that every student has the best chance of learning to read? If you take this time to get students started well, you may be able to delay some of the other curriculum materials until later in the year. Then students will be able to work through them confidently, at a much faster pace, with a high degree of success.		

Integrating Spelling And Decoding

The Importance Of Segmenting And Oral Blending



In this program, students learn one new phonics pattern at a time, and use that pattern both to spell words and to read them. This provides two complimentary pathways, so that learning is a multisensory experience.

Spelling - Sound To Symbol

When spelling words, students must segment the word. This means they pronounce the word slowly, saying one sound at a time, with a slight pause between the sounds. By doing this, students analyze the sequence of the individual sounds in the word. This requires careful listening (auditory awareness) and pronunciation (speech). Students start by hearing a whole word, and then break it apart. After separating the sounds, students then assign a written symbol for each sound. By placing or writing the symbols in order, students create a word.

Decoding - Symbol To Sound

When reading words, students are doing just the opposite. When they see an unknown word, they are looking at a series of sound symbols (letters). This is a visual input. In order to identify the word, they must recognize the letters and letter patterns in the word and be able to translate them into sounds. They must be able to pronounce the sounds in order, going from left to right, putting the sounds together smoothly. This will provide a fairly accurate pronunciation of the word. If the word is in the students' vocabulary, they will be able to recognize it and understand its meaning. This process is called oral blending.

Which To Do First?

In general, when studying a new phonics pattern, it is helpful to have students spell words first. In order to spell the words, students must analyze the sounds in the words very carefully, and translate the sounds into letters and letter patterns. This gives students a firm understanding of the structure of each word, and provides the logic behind its spelling. As the teacher and students spell new words, they will discuss the meanings of the words as well. So, by analyzing the sounds in new words, and thinking about their meanings, students will be well prepared to practice reading the words.

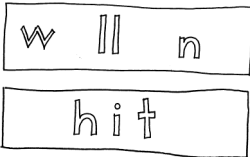
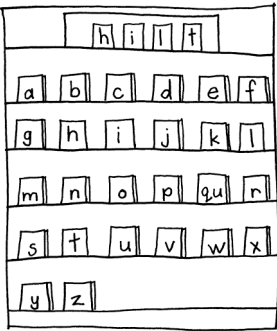
That being said, in this program, students practice decoding new words in a unique way. They play a "robot" game with the teacher, using words and pictures. In this game, students must listen to the separate sounds in words, put the sounds together mentally, and find the related pictures and words. Because this method works so well, it is possible to do this part of the lesson first, and spell the words afterwards, if you prefer.

How To Prepare For The Picture-Word Pages

Spell The Words First

abc

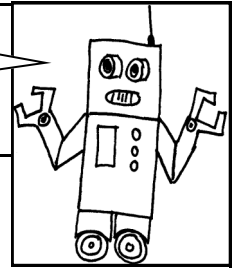
Before you teach a new set of words from the picture/word pages, introduce the new pattern, post it, and dictate the words for the students to spell. Students should not see the words before spelling them. However, for any words that are extra challenging, write the word first for the students to copy. You may want to work with option one for a period of time until the students have mastered it, then work with option two, and so on, until you have progressed to option four. Or, you may want to use different spelling methods on different days of the week, for the sake of variety.

- 1 Students spell words with plastic letters, letters tiles, or letter cubes. Each student works with his own set of letters, on a work mat. This method works well because students must physically manipulate the letters and put them in the correct order. Every student has to figure out the word for himself. Mistakes can be pointed out and easily corrected. The spelling progresses quickly, which is helpful in the early stages when students still find handwriting difficult. This method is easy to use with a small group of students seated around a kidney table. You can rotate three groups to the table so that every student has a turn. After the first group gets out the letters needed, they can be left in place, ready for the next groups. You will easily be able to see mistakes and guide the students to correct them. If you have enough sets of letters for the entire class, you can have everyone spell at the same time, working at their desks. This requires a good deal of organization passing out and collecting the boxes of letters. You will need to move around the room to observe and assist the students.
 
- 2 Students spell words one at a time on individual dry-erase boards. Students should say the sound of each letter or letter pattern as they write. After spelling the word, students can hold up the boards for you to check, then erase to get ready for the next word. The teacher's manual tells how to make lined dry-erase boards at a reasonable cost.
- 3 Students take turns spelling words with letter cards on a pocket chart. After each new word is spelled, the teacher covers the word, and students say the sounds while writing the word on paper. This method works well because students are learning to segment the word and to translate the sounds into symbols, using the pocket chart. It saves time because you don't have to pass out and collect individual sets of letters. Students also develop handwriting skills as they spell, preparing them for written assignments.
 
- 4 The teacher dictates words one at a time. Students segment the word orally, in unison, saying each sound separately, using hand motions (like a frog hopping) to indicate each sound. Students then write the word on their papers, saying the sounds again as they write. Finally, students segment the word in unison again, while the teacher writes the word on the board. This gives students a visual reference to check and correct their work as needed.

How To Do The Picture-Word Pages

Play The "Robot Game"

f.....i.....sh



Step 1	<u>The teacher</u> reads the words in the left column one at a time, pausing briefly at each arrow, so that each sound is separated from the others by a short pause. The teacher's pronunciation sounds "like a robot." <u>Students</u> listen to the sounds and take turns finding the related picture. The student points to the picture and says the word. (Students say the word normally; they do not separate the sounds.) If a student cannot find a picture, the teacher should say the word, explain its meaning, and give enough hints for the student to find the correct picture. This sequence teaches oral blending.
Step 2	<u>The teacher</u> says the name of each picture, going in order from A to J, saying the word normally. <u>Students</u> listen and take turns finding the word in the left column. The student finds the word, points to it, and pronounces it. (They should pronounce the word normally. They do not separate the sounds.) Teacher assists as needed by reminding students to listen for the beginning, middle, and ending sounds in the word.
Step 3	<u>Students</u> take turn reading the words in the right column. They should pronounce the words smoothly, without separating the sounds. If a student gets stuck on a word, he can go back to the same word in the first column and slide the sounds together smoothly, while pointing to the letters going from left to right. Then the student points to the same word in the right column, and pronounces the word. Students should practice until they can pronounce each word confidently.
Step 4	If there are any new sight words, they will be listed at the top of the picture page. Introduce these words <u>after</u> steps one through three above, using flashcards. You can print them from the web site, or write them by hand on blank index cards. Show the card and say the word. Point out which part of the word doesn't follow the rules. Have each student read the card. Then call on several students to use the word in an oral sentence.

Independent Work After Playing The Robot Game

- ❖ Students copy a list of words from the board and illustrate each word.
- ❖ Students see a list of words on the board. They think about a scene which might contain several of the words. They draw and color the scene, labeling pictures in the scene using new words.
- ❖ Students choose several of the new words, and write a sentence for each word.
- ❖ Students choose several new words, and write a short story using the words.
- ❖ Students choose one of the new words as a topic or theme, and write a short essay on that topic.
- ❖ Students see a list of new words, and copy the list in alphabetical order.
- ❖ Students choose several words from the list, look them up in the dictionary, and copy the definitions.

How To Read The Stories

Each story page is printed first with color-coded vowels, then reprinted on the facing page in black print using the Century Schoolbook font. Students should practice the color-coded pages on the first day. They should read the version with black print on a different day, so they will become familiar with regular print. Note: A few students may prefer the regular print; allow them to read it any day if they can do so successfully.



Working With The Teacher - Choose the options below that best fit the needs of the students. Students may be able to read the story without advanced preparation. However, it may be necessary to do every preparatory step, one after the other, for students to be successful.

- | | |
|---|--|
| 1 | Review sight words from flashcards just before reading the story. |
| 2 | The teacher reads the story aloud first. Ask questions orally as you proceed, to see how well students understand the story. This is a good place to encourage critical thinking on the part of the students. Explain any parts of the story that cause confusion. |
| 3 | Echo-Reading: Teacher reads the story one line at a time. Students follow along in the book, pointing to each word, rereading each line immediately after the teacher. |
| 4 | Choral Reading: Teacher and students read aloud in unison. |
| 5 | Individual Reading In Small Groups: Students take turns reading one sentence or one page at a time. Other students read silently, following the print with their eyes. The teacher gives assistance if the student gets stuck on a word. Ask the student to identify the vowel sound, then read the word. If necessary, give the vowel sound, but try not to give the word. It's best to give just enough information for the student to figure it out. In some cases, the student may need to look carefully at the beginning or ending consonants. You might want to cover the end of the word and have the student slide the first and second sounds together before looking at the ending sound. If the word is a sight word, just say the word and have the student repeat. Always have the student reread the whole sentence after figuring out a difficult word. |
| 6 | Silent Reading: Students read each sentence or page silently. The teacher asks questions about what was read; students respond. Then students reread the page in unison. |

Independent Work - Choose the activities that work well with your students and routine.

- ❖ After the initial reading with the teacher, students read the story in pairs. Students take turns reading; each student does a sentence or a page at a time.
- ❖ Students read the story while hearing it at a listening station.
- ❖ Homework. Students read the story aloud at home to a family member.
- ❖ Students illustrate their favorite part of the story and write one sentence about it.
- ❖ Students write a brief summary of the story.
- ❖ Students write a sequel to the story, or write a different version of the story.
- ❖ Students look for certain kinds of words in the story and list them. For example, words with the ai pattern, words with short vowels, words with suffixes, words that name people, words that tell about actions.
- ❖ Students do art projects or reports related to the story. For example, students could make a collage showing signs of spring or draw a picture of a frog and copy labels that name its body parts.

The Caterpillar Game - Reinforcing Phonics Patterns

To Prepare The Activity

This game is available at www.soundcityreading.com. There is a different game for each new set of phonics patterns, but the games are all printed and played the same way. Print on light green card stock and laminate pages if desired for extra wear. Cut out the caterpillar heads. Cut apart the body pieces. Each body section shows a letter or letter pattern. There are six body pieces for each new letter or pattern. This provides the repetition needed for students to remember each sound. Store the pieces for each game in a separate envelope or plastic bag. Label the envelopes and include a list of the letter patterns contained in the envelope. Store all of the envelopes in a box in order.

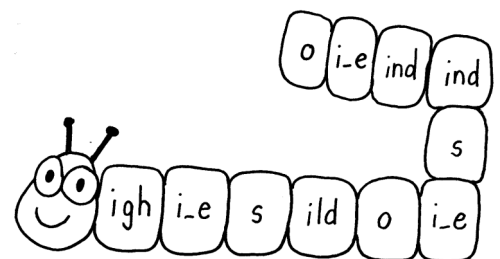
Setting Up The Game

Work with a small group of four to six students. Choose the envelope for the most recent patterns learned. Spread out all of the body pieces face down on a table. Each student takes one caterpillar head. Students sit in a circle around the caterpillar pieces.

To Play The Game

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

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



Teaching Notes

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

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

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

dents have already learned. Any words that cannot be pronounced phonetically are sight words that have already been taught. The first stories are very short; later stories are longer. There are various ways of reading the story. Choose one or more options from the "How To Read The Stories" chart, based on student readiness and your personal preference. Your choice may change depending on student progress, available time, and personal preference. Find a combination that works well for you and the students. After the initial reading, stories should be reread for the following two or three days until they are mastered. You may want to vary the method from one day to the next, as students gain fluency.

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

master the material.

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

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

<http://totalreading.com>

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

<http://www.wilsonlanguage.com>

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

Color-Coding Chart

a	ant	bright red
ā	safe, rain, play, eight	dark red
ä	ball, salt, talk, Paul, saw, wasp	pink
e	egg, head	light green
ē	he, feet, these, funny, eat, ceiling	dark green
ë	ballet	dark red
i	in	light violet
ī	pine, night, find, wild, my, pie	dark violet
ï	pizza	dark green
o	ox	light orange
ō	go, home, boat, toe, gold, bolt, roll, yolk	dark orange
ö	to, soup, moon	dark blue
u	up, a, was, what, the, of, son, love	light blue
ū	cube, glue, fruit, few, Europe	dark blue
ü	push, book, should	olive green
ou	ouch	brown
ow	cow	brown
oi	oil	gold
oy	boy	gold
ar	car	light orange
or	horse	dark orange
er	her	gray
ir	bird	gray
ur	purse	gray
ear	early	gray
our	journal	gray

Sight Word Review



a	A	as	has	is
his	I	was	son	won
ton	from	front	of	month
both	the	most	post	ghost
wolf	two	give	live	have
rich	much	such	which	what
who	whom	whose		

New Sight Words



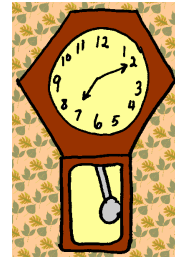
been	were	there	where	else
eye	said	plaid	says	wind
woman	women	won't	don't	

A Sound Story

About Audrey and Brad

Part 1

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



T t

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



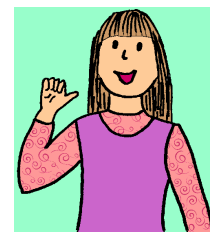
I i

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."



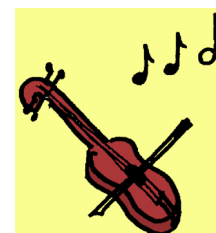
H h

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

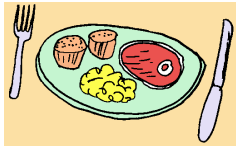
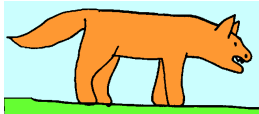


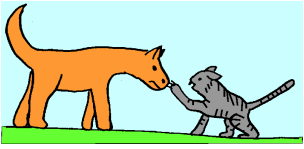
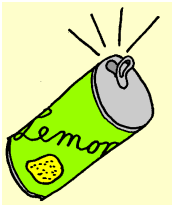
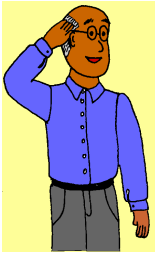
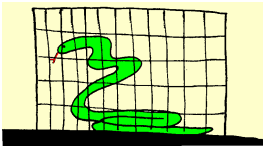
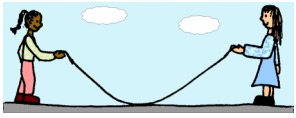
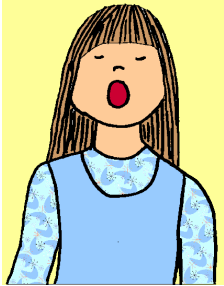
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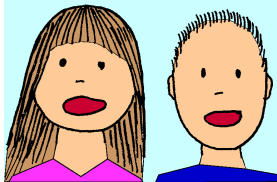
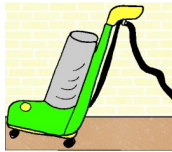
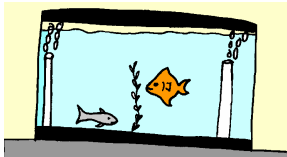
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

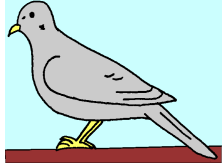
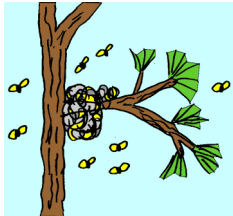
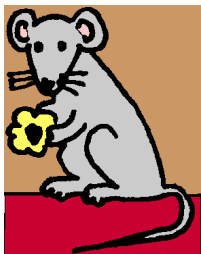


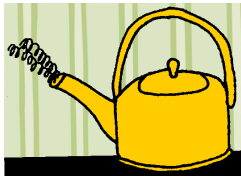
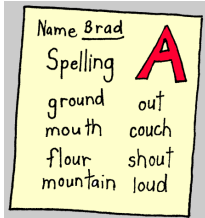
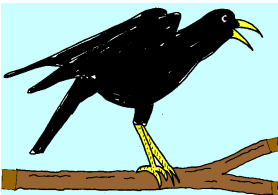
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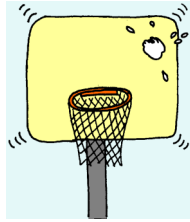
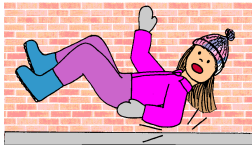
Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.		N n
As they went into 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 its way into the house around the front door, “wwwww.”		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. “Mmmmmm,” 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

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.		F f
"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.		X x
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)		E e
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.		S s
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.		J j
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)		O o

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. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)		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, "vvvvv."		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

Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.		K k
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.		y y
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt)		Qu qu
Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.		Z z
Part 2 Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theatre. At the theatre, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)		sh
The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theatre. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)		e

At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)		ō
A Snowy Day The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)		th
Dad was up early, too. After his shower, he shaved with an electric razor. "Tttthhh," was the sound that it made as he trimmed off his whiskers. (th/this)		th
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. "Ooooo," she exclaimed. "It snowed last night!" (o/to)		ö
By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A. (a/apron)		ā
When they were finished eating, Brad and Audrey got dressed and went outside. A white blanket of snow covered the ground. Everything was quiet. They looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw, aw" before he flew away. (a/all)		ä

As Audrey and Brad walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)		ch
Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnngg," went the backboard as Brad's first snowball hit. "Nnnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)		ng
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)		ou ow
Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Then Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/push)		ü
After Audrey and Brad finished the snowman, Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (u/uniform)		ū
"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. When he got tired, Audrey took a turn jumping, too. (oi/oil, oy/boy)		oi oy

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



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

Notes About the Alphabet

We have forty-two 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, special vowel sounds, and consonant digraph sounds.

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

a) Each vowel can represent three different sounds.

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

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

Sound # 1 ou/ouch, ow/cow	Sound # 2 oi/oil, oy/boy
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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
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f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup	Consonants: ch/chicken, ch/chorus, ch/chef
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g) The letter "r" after a vowel affects its sound.

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

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

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

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

a/what	a/away	a/panda	o/son	o_e/love	ou/country
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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
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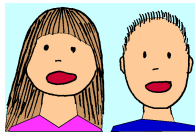
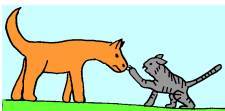
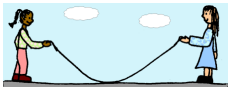
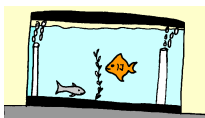
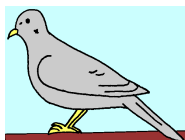
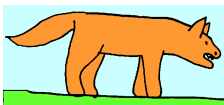
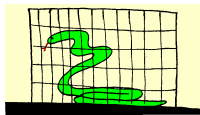
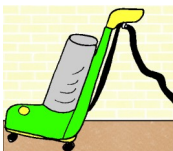
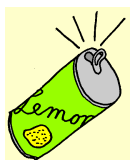
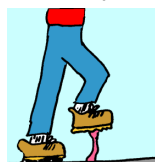
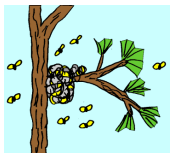
k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

sion/mansion	sion/vision	ture/future	cle/circle	ate/pirate
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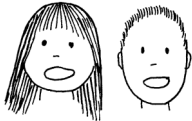
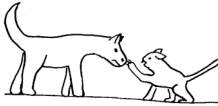
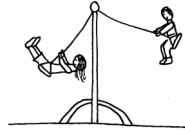
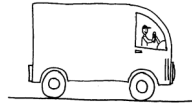
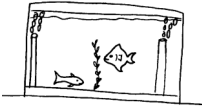
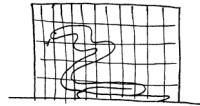
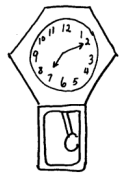
l) Words can be combined with prefixes, suffixes, or other words.

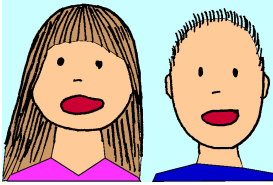
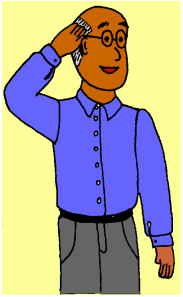
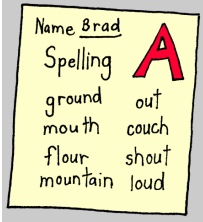
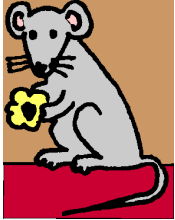
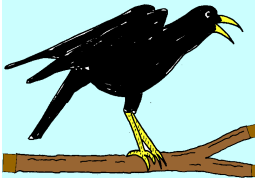
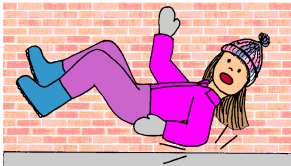
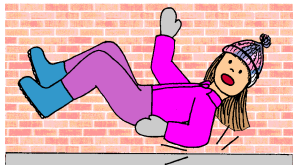
Prefix: <u>un</u> happy	Suffix: sleep <u>ing</u>	Compound Word: mailbox	Contraction: doesn't
-------------------------	--------------------------	------------------------	----------------------

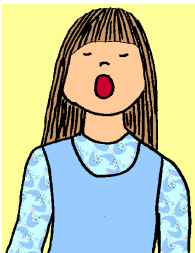
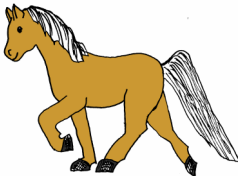
These are the consonant and short vowel sounds in alphabetical order.
Practice saying the sound for each letter.

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

These are the consonant and short vowel sounds in alphabetical order.
Practice saying the sound for each letter.

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

Short Vowels	 	 
Long Vowels	 	 
Special Vowels	 	
Special Vowel Pairs	 	 
Bossy R Vowels		

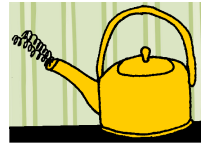
i 	o 	u 
ī 	ō 	ū 
	ö 	ü 
oi  "in the middle"	oy  "at the end"	Umbrella Vowels   
	ōr  horse	❖ Teacher reads the heading for each row, students say the sound for each letter or letter pattern going across. Teacher models until students are ready to say the sounds independently.

Beginning
Consonant
Digraphs

sh



th



th



Ending
Consonant
Digraphs

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

ch



wh^x



wh^x



✿ Teacher reads the heading for each row, students say the sound for each letter or letter pattern going across.

nch



ng^x



nk



anch

ang

ank

ench

ing

ink

inch

ong

onk

onch

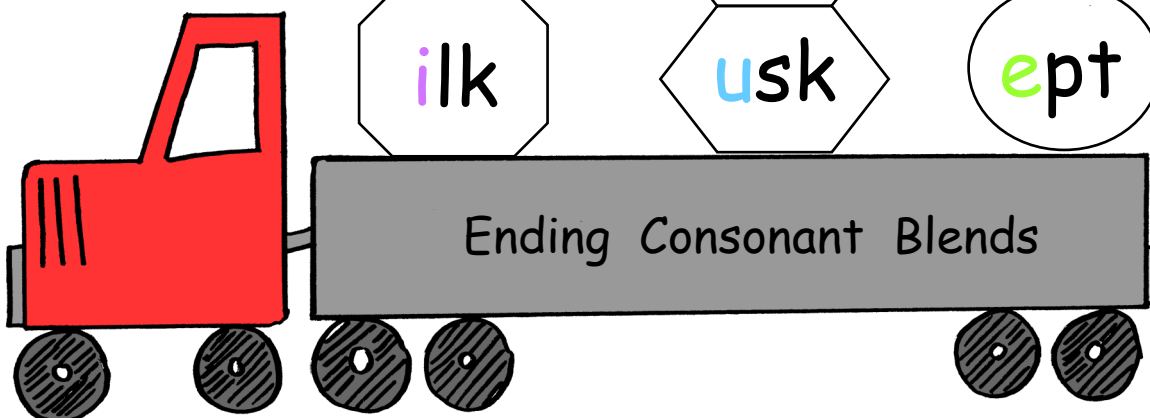
ung

unk

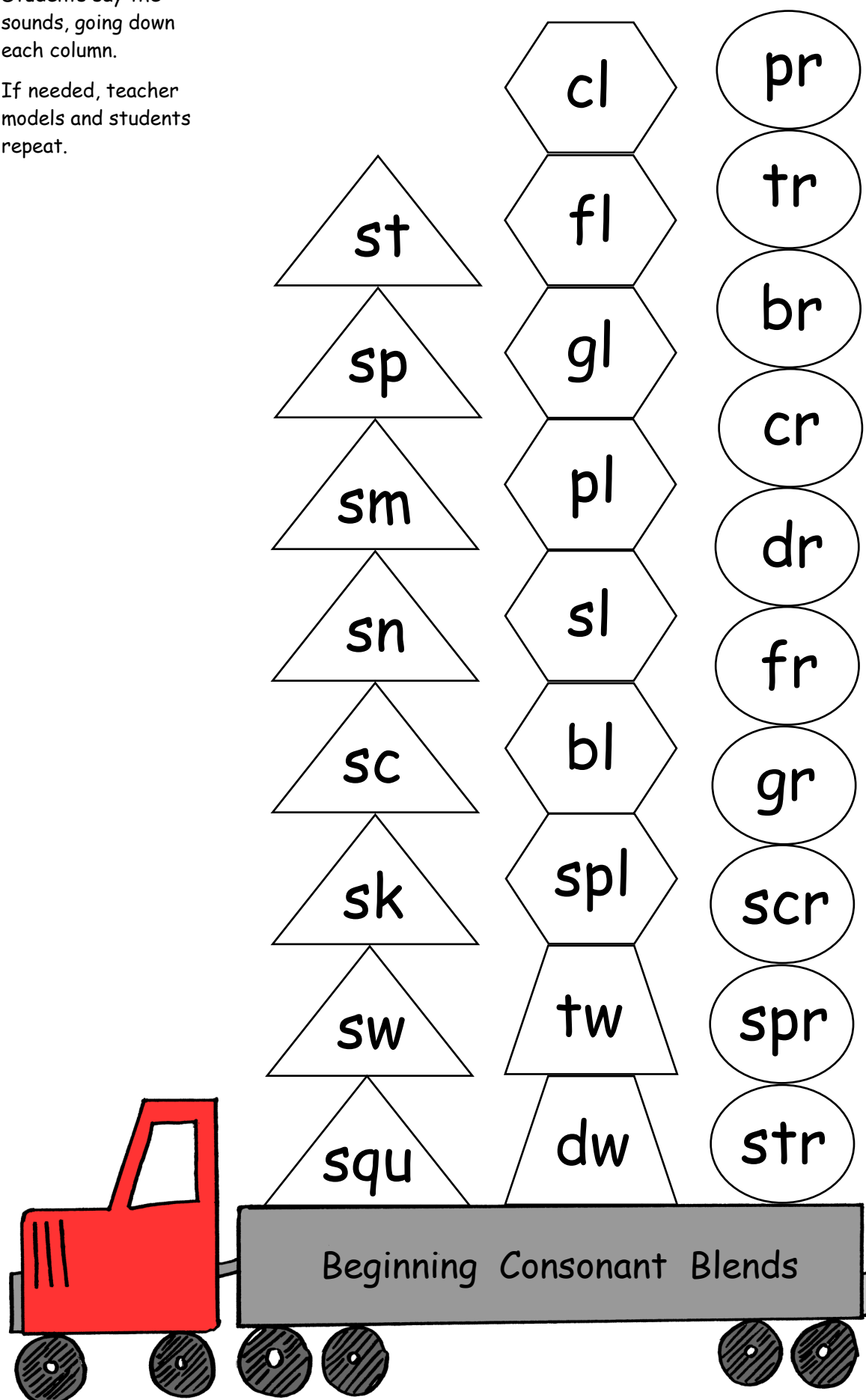
unch

- ❖ Teacher models the sounds, students repeat.
- ❖ When ready, students say the sounds without help.

ast	ond	est
ask	omp	esk
and	oft	elt
amp	olf	elf
aft	ost	elp
ist	ōst	eld
isk	ump	end
ift	unt	ent
ind	ulb	ext
ilk	ust	ept
ilk	usk	



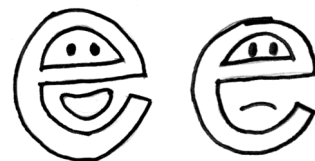
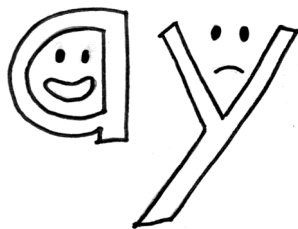
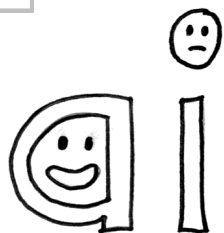
- ✿ Students say the sounds, going down each column.
- ✿ If needed, teacher models and students repeat.



Vowel Pair Introduction - Use this page and make flashcards for ai, ay, ee.

Explain to the students: When two vowels go walking, the first one does the talking. The first vowel gets to say its name. The second vowel has to be quiet. Point to each pair and have students figure out the sound. Show the flashcards and have students give the sound for each pattern.

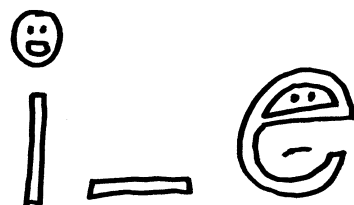
Day 1



Split-Vowel Pair Introduction - Use this page and make flashcards for a_e, e_e, i_e.

Explain to the students: Two vowels go walking, but a consonant squeezes between the vowels. It wants to play, too. Still, when two vowels go walking, the first one does the talking. The first vowel says its name, and the second vowel has to be quiet. Point to each pair and have students figure out the sound. Show the flashcards and have students give the sound for each pattern. Review ai, ay, ee.

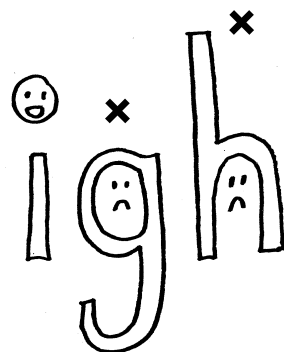
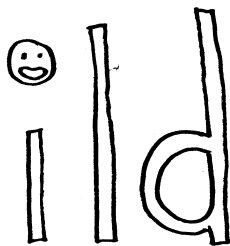
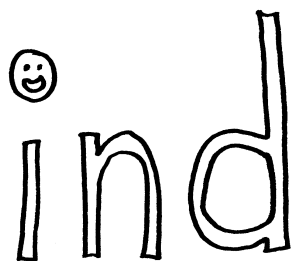
Day 2



Follow The Leader Introduction - Use this page and make flashcards for ind, ild, igh.

Explain: These letters are playing "follow the leader." The vowel is the leader, and gets to say its name. The two consonants that follow say their regular sound. Letters with an x are silent. Show the flashcards and have students give the sound for each pattern. Review ai, ay, ee, a_e, e_e, i_e.

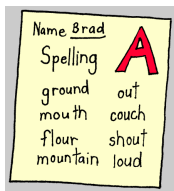
Day 3



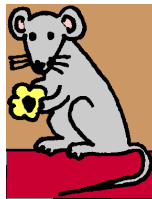
Long Vowel Patterns

Day 4

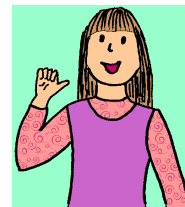
ā



ē



ī



ai rain

ee feet

ay play

a_e safe

e_e these

i_e pine

- ❁ Go over the Vowel Introduction Page on days 1, 2, and 3. Begin the chart on this page on day 4.
- ❁ Point out that the top part of this chart shows vowel pairs, the middle part shows split-vowel pairs with a place for a consonant to squeeze in between the vowels, and the bottom part shows "follow the leader" patterns.

- ❁ Point to the vowels on the top row of this page; students say the sounds.
- ❁ Say the sound and key word for each vowel pair, split-vowel pair, and follow the leader pattern. Students repeat.
- ❁ Continue to do this chart daily until students can say the sounds and key words on their own. Then switch to the chart on the next page.

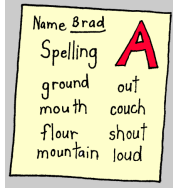
igh^x night

ind find

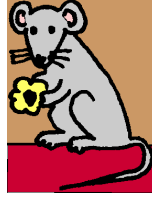
ild child

Long Vowel Patterns

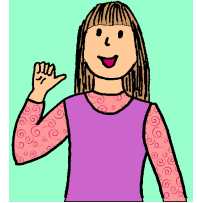
ā



ē



ī



ai rain

ee feet

ay play

a_e safe

e_e these

i_e pine

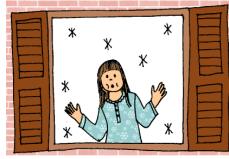
igh^x night

ind find

ild child

Long Vowel Patterns

ō

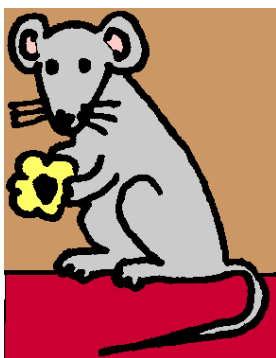


ū



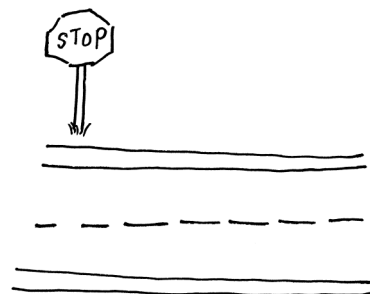
- ✿ Point to each long vowel on the top row, while students say the sounds. Explain that long u can represent two different sounds.
- ✿ Point to each vowel pattern and key word, while students say the sounds.
- ✿ Omit the charts on the previous page and begin this page when students become very familiar with the patterns.

ee

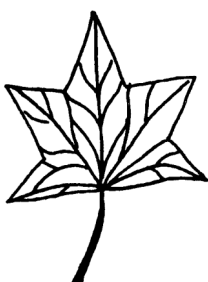


Introduce sight word: been

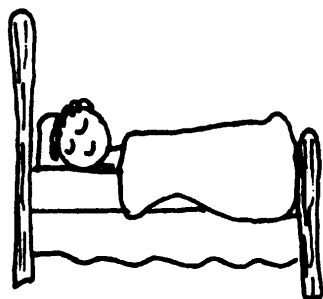
A.



B.



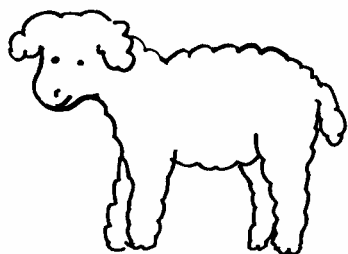
C.



D.



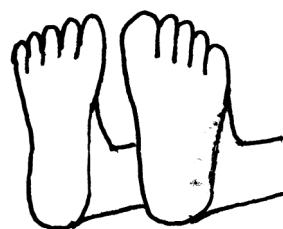
E.



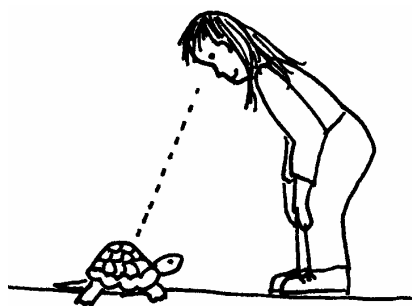
F.



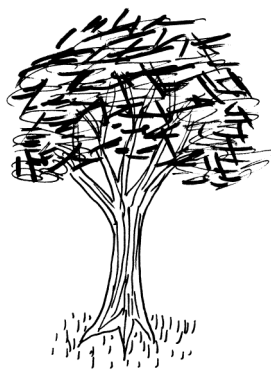
G.



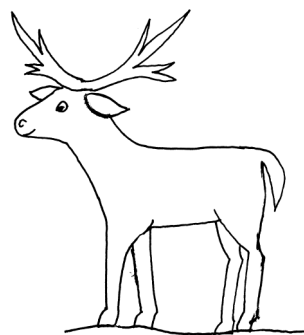
H.



I.



J.



ee



1. s → ee

see

2. s → ee → d

seed

3. f → ee → t

feet

4. d → ee → r

deer

5. tr → ee

tree

6. th → r → ee

three

7. sh → ee → p

sheep

8. gr → ee → n

green

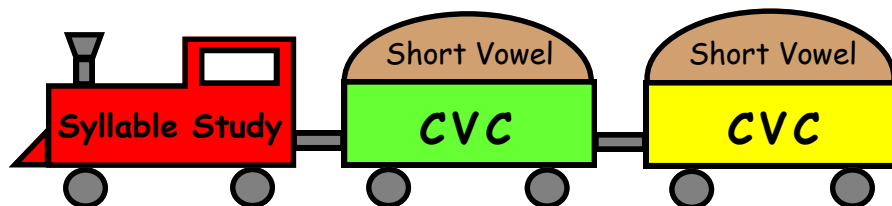
9. sl → ee → p

sleep

10. str → ee → t

street

Day 2

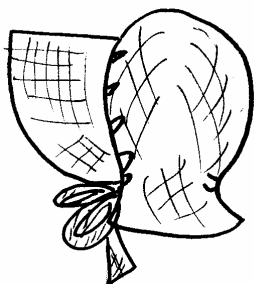


A syllable that has one vowel followed by one or more consonants is called a closed syllable. The vowel usually has the short vowel sound.

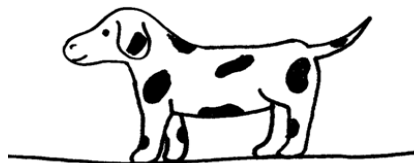
A.



B.



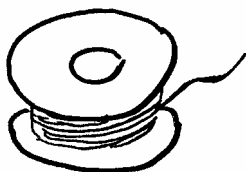
C.



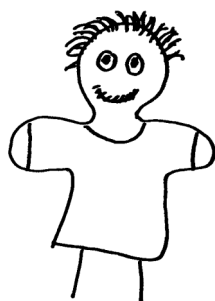
D.



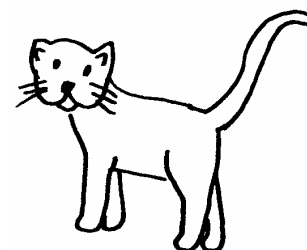
E.



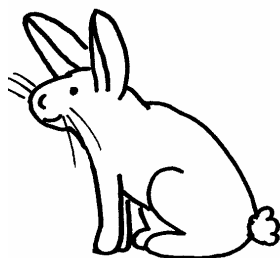
F.



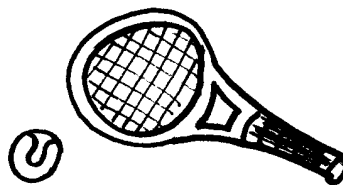
G.



H.



I.



J.



CVC

CVC

1. mit → ten

mitten

2. kit → ten

kitten

3. muf → fin

muffin

4. pup → pet

puppet

5. rab → bit

rabbit

6. bas → set

basset

7. bon → net

bonnet

8. bob → bin

bobbin

9. hid → den

hidden

10. ten → nis

tennis



Introduce sight words: where, there, were, else, eye.

1. h → e → r → e here

2. P → e → t → e Pete

3. th → e → s → e these

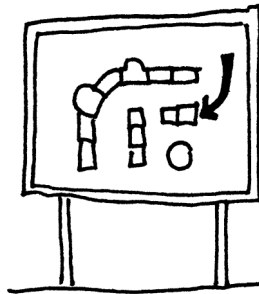
4. E → v → e Eve

5. gr → e → b → e grebe

A.



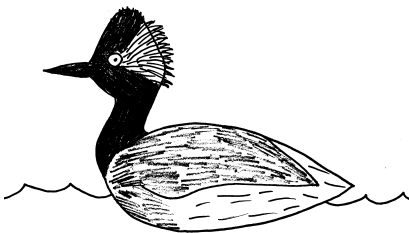
B.



C.



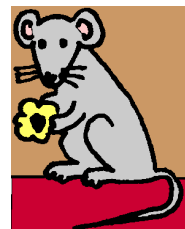
D.



E.



e_e



1. but → ton

button

2. cot → ton

cotton

3. gal → lon

gallon

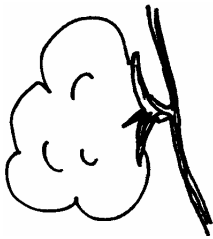
4. can → non

cannon

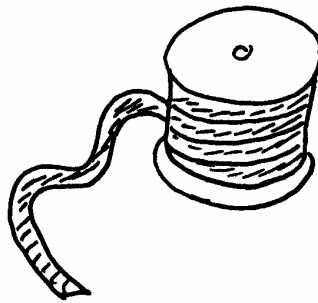
5. rib → bon

ribbon

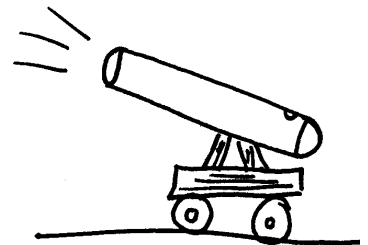
A.



B.



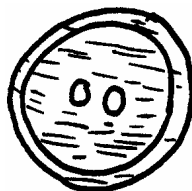
C.



D.

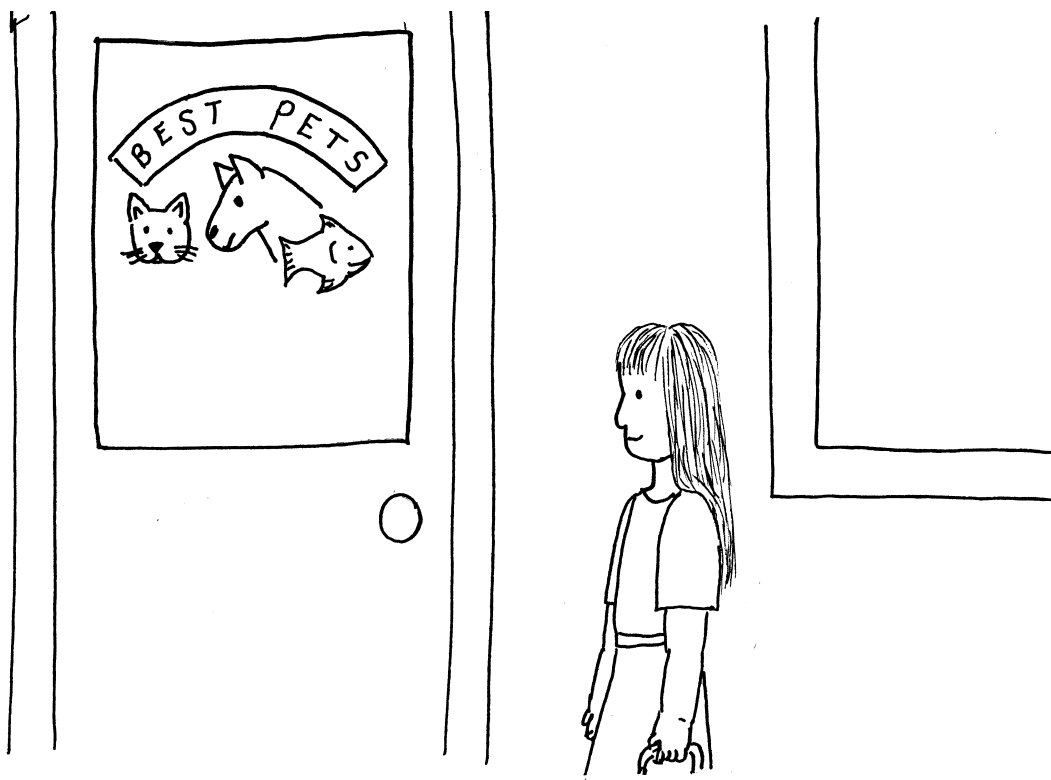


E.



When you see these arrows, go straight from the first consonant to the next consonant. Skip the vowel. The vowel is not pronounced in the usual way. You can barely hear it.

Eve Gets A Pet

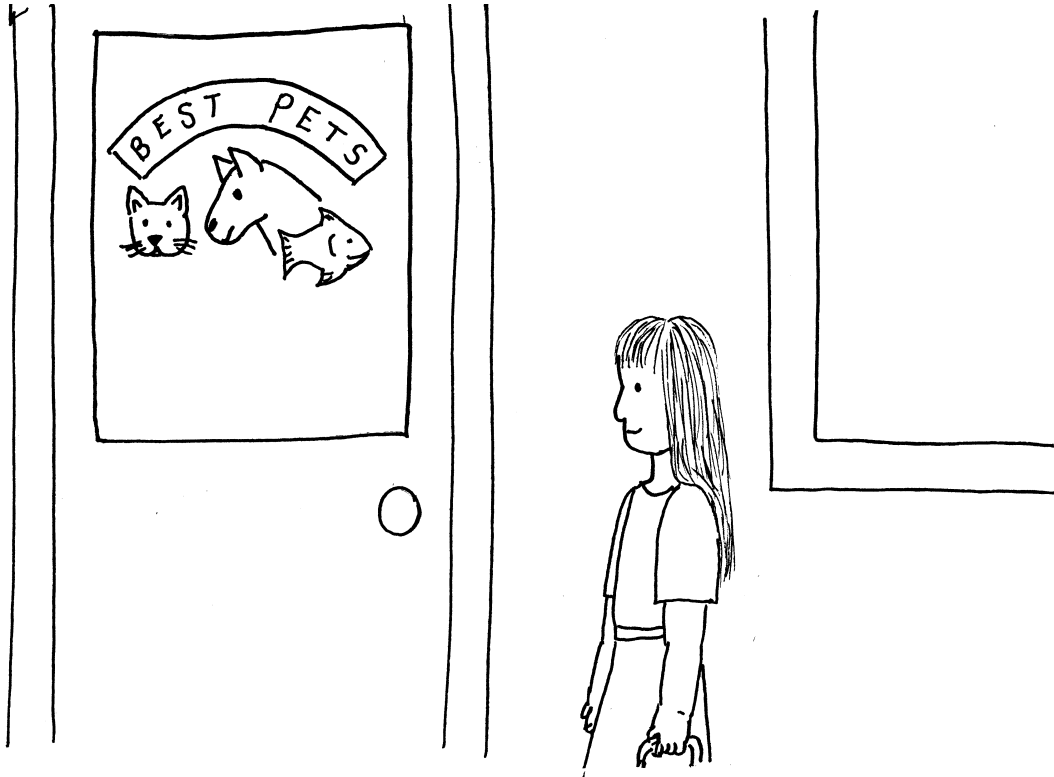


This is Eve.

Eve is at the pet shop.

She will get a pet.

Eve Gets A Pet



This is Eve.

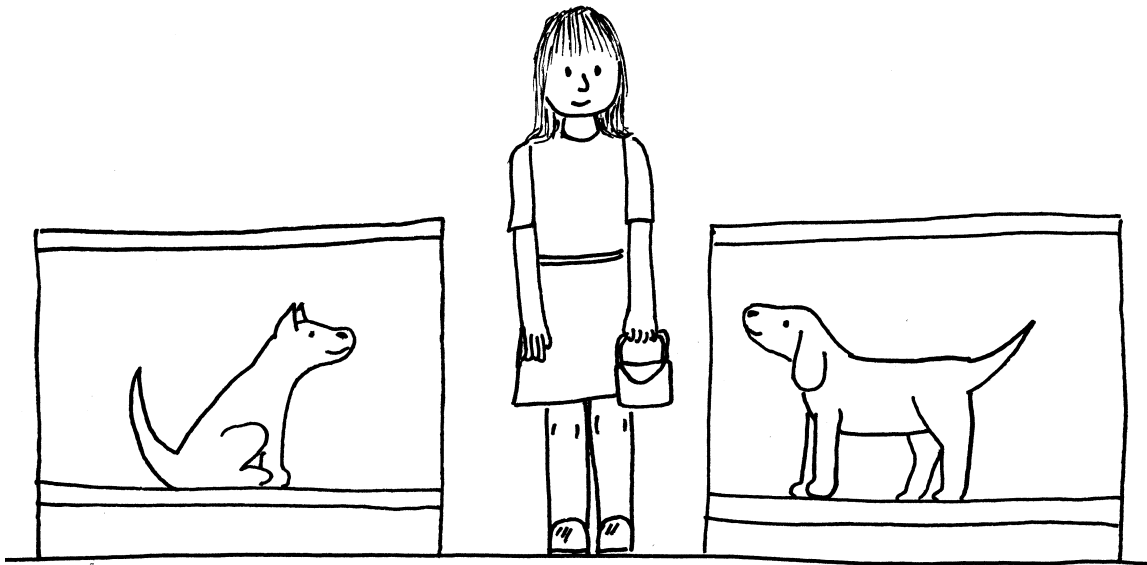
Eve is at the pet shop.

She will get a pet.

Eve sees the dogs.

Will Eve get a dog?

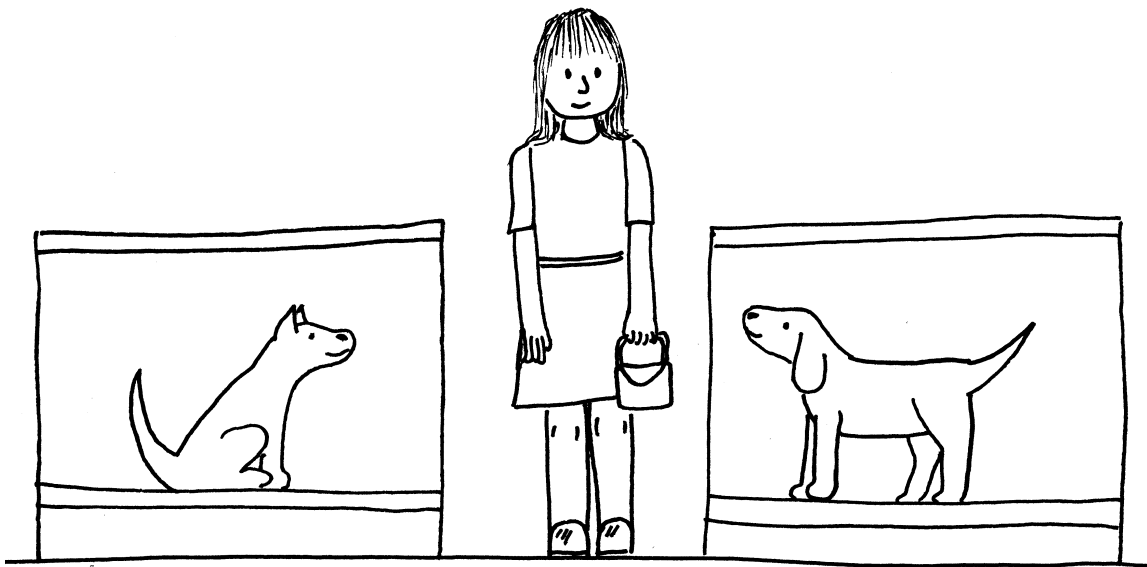
No, she will not get a dog.



Eve sees the dogs.

Will Eve get a dog?

No, she will not get a dog.





Eve sees the cats.

Will Eve get a cat?

No, she will not get a cat.



Eve sees the cats.

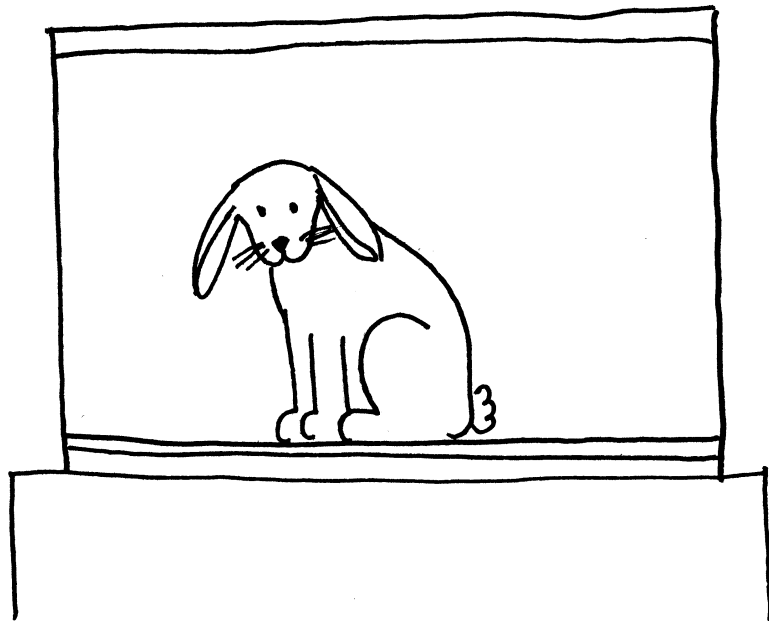
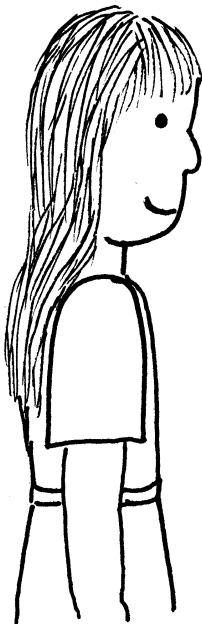
Will Eve get a cat?

No, she will not get a cat.

Eve sees the rabbits.

Will Eve get a rabbit?

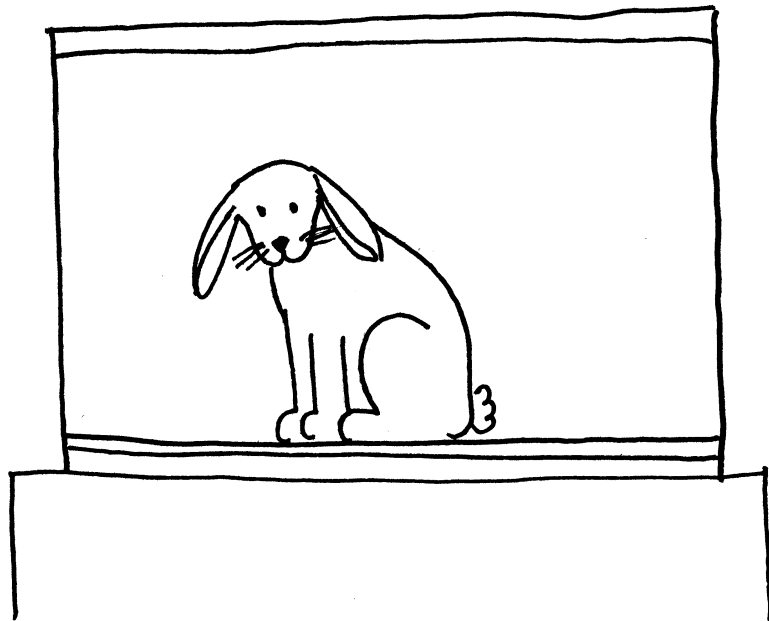
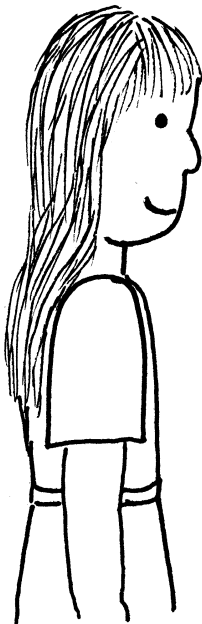
No, she will not get a rabbit.

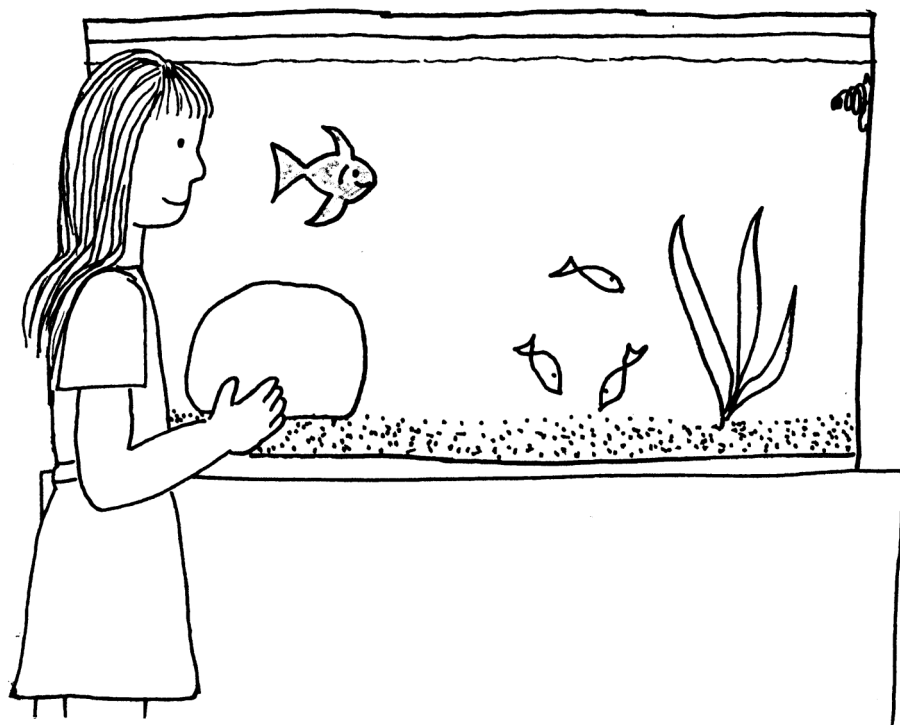


Eve sees the rabbits.

Will Eve get a rabbit?

No, she will not get a rabbit.



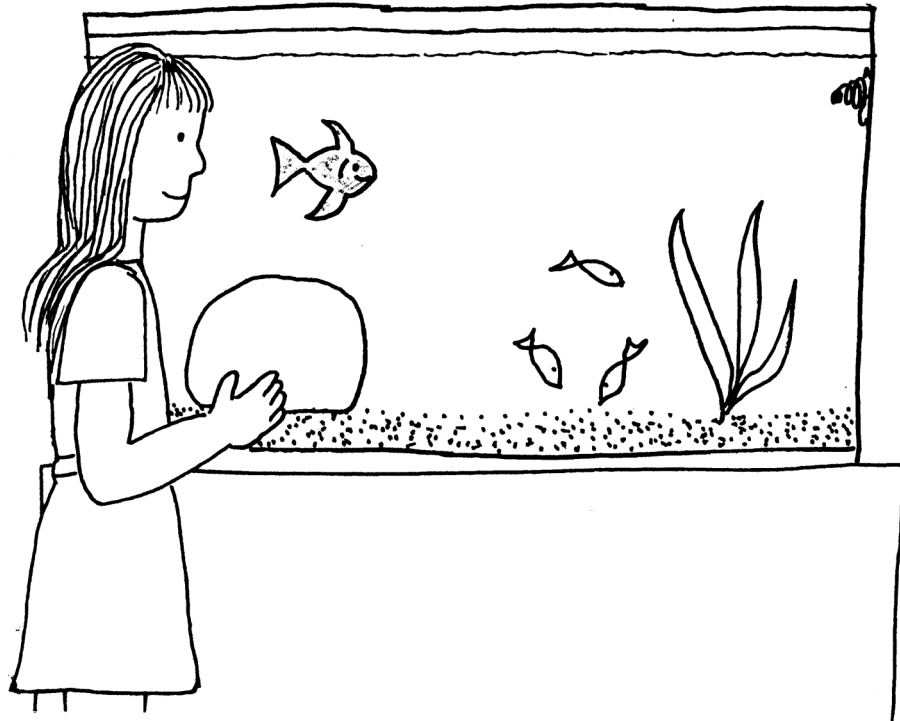


Eve sees the fish.

A big fish swims up to Eve.

It swims and swims.

Will Eve get a fish?



Eve sees the fish.

A big fish swims up to Eve.

It swims and swims.

Will Eve get a fish?

Yes, Eve will get a fish.

She will get the big fish

and a ten gallon tank.

Steve gets the fish for Eve.

It will be fun to have

a fish for a pet.



Yes, Eve will get a fish.

She will get the big fish

and a ten gallon tank.

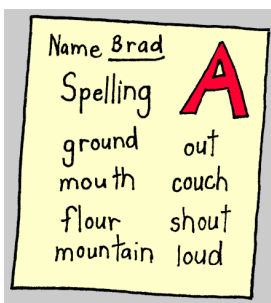
Steve gets the fish for Eve.

It will be fun to have

a fish for a pet.



ai



A.

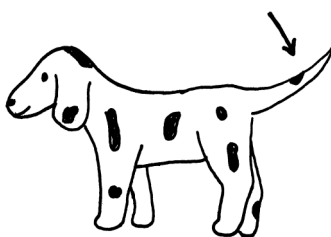


Introduce sight words: said, plaid.

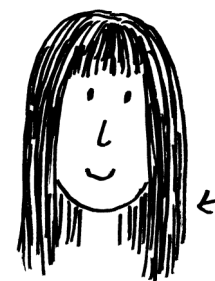
B.



C.



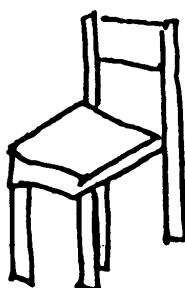
D.



E.



F.



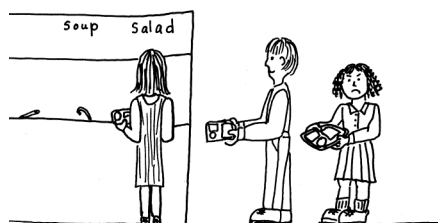
G.



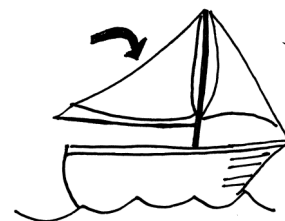
H.



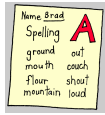
I.



J.



ai



1. s → ai → l

sail

2. t → ai → l

tail

3. n → ai → l

nail

4. sn → ai → l

snail

5. h → ai → r

hair

6. ch → ai → r

chair

7. w → ai → t

wait

8. r → ai → n

rain

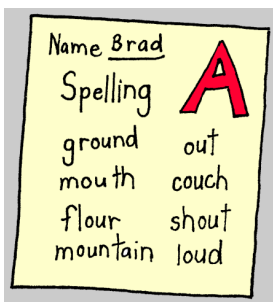
9. tr → ai → n

train

10. p → ai → n → t

paint

ay

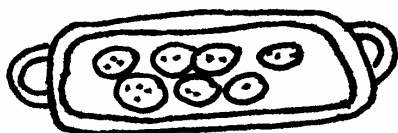


A.

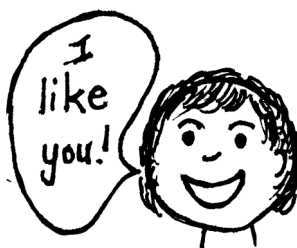


Introduce sight word: says.

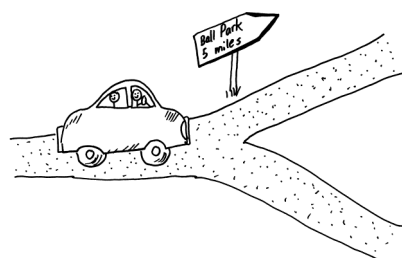
B.



C.



D.



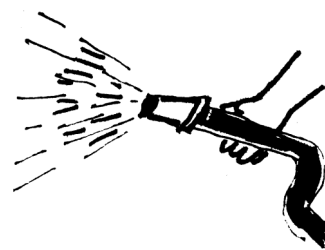
E.



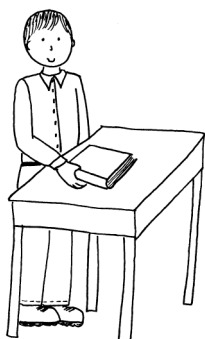
F.



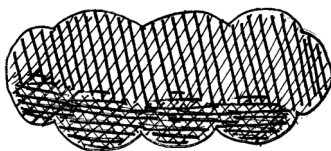
G.



H.



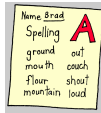
I.



J.



ay



1. p → ay

pay

2. h → ay

hay

3. d → ay

day

4. s → ay

say

5. l → ay

lay

6. w → ay

way

7. pl → ay

play

8. gr → ay

gray

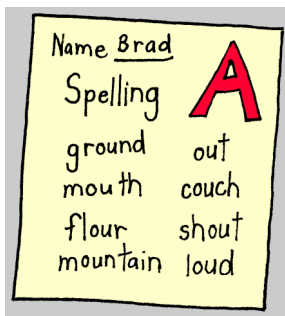
9. tr → ay

tray

10. spr → ay

spray

a_e

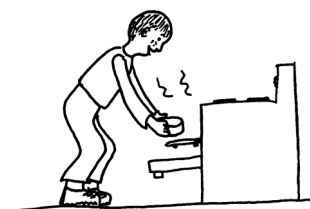


A.

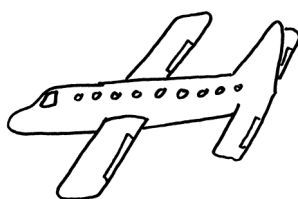


Review previously introduced
sight word: have

B.



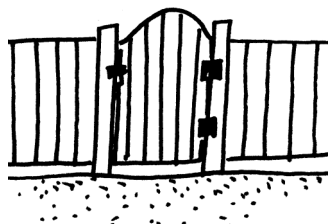
C.



D.



E.



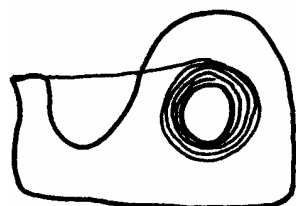
F.



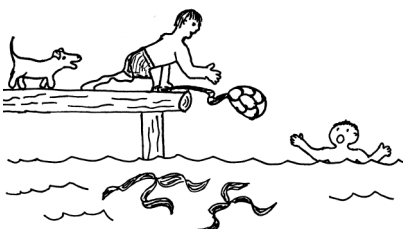
G.



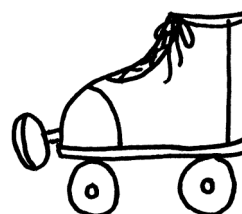
H.



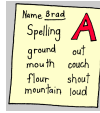
I.



J.



a_e



1. l → a → k → e lake

2. b → a → k → e bake

3. s → a → v → e save

4. c → a → v → e cave

5. g → a → m → e game

6. t → a → p → e tape

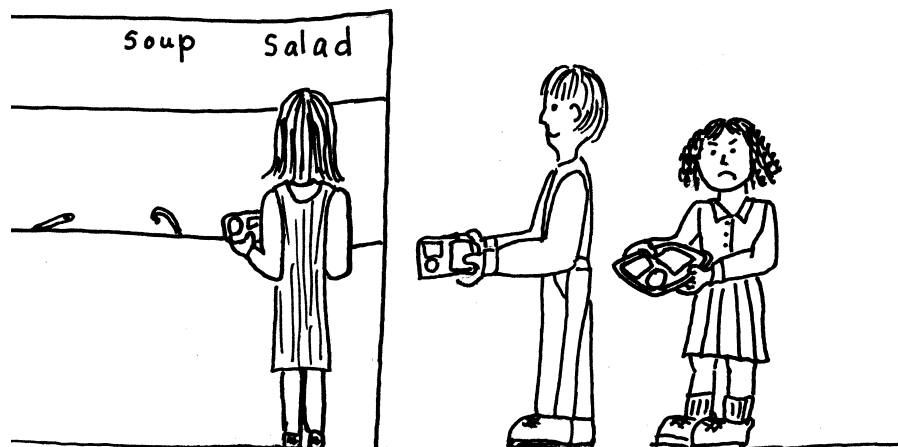
7. v → a → s → e vase

8. g → a → t → e gate

9. sk → a → t → e skate

10. pl → a → n → e plane

Kay

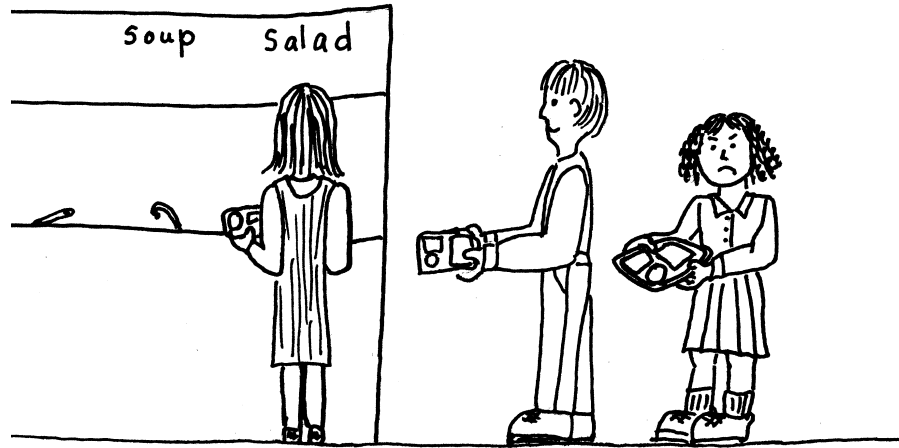


Kay hates to wait.



Kay hates to be late.

Kay



Kay hates to wait.



Kay hates to be late.



Kay hates to rake.



Kay hates to see a snake.



Kay hates to rake.



Kay hates to see a snake.



Kay hates caves.



Kay hates big waves.



Kay hates caves.



Kay hates big waves.



Kay hates to take a bath.



Kay hates to do math.



Kay hates to take a bath.



Kay hates to do math.



Kay hates braids.



Kay hates bad grades.



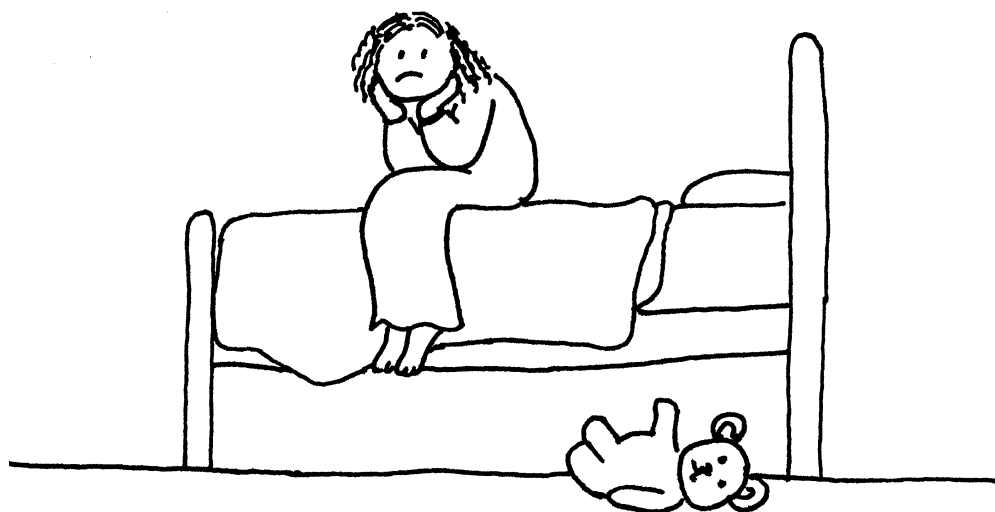
Kay hates braids.



Kay hates bad grades.



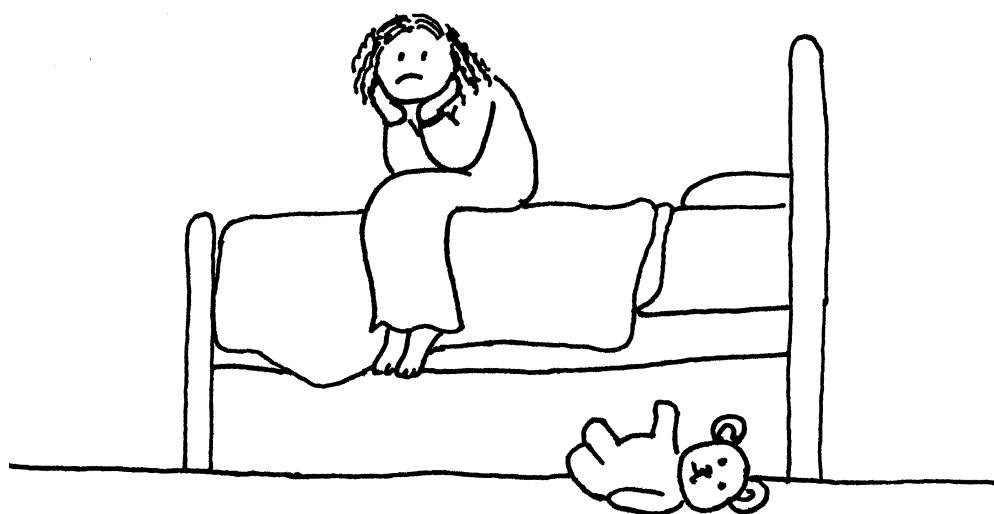
Kay hates to pay.



Kay hates a bad day.



Kay hates to pay.



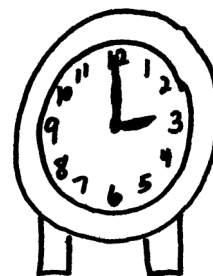
Kay hates a bad day.

i_e

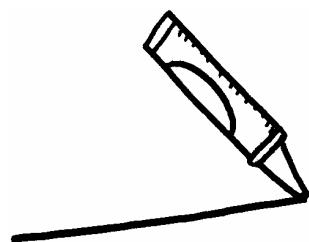
Review previously introduced
sight words: give, live



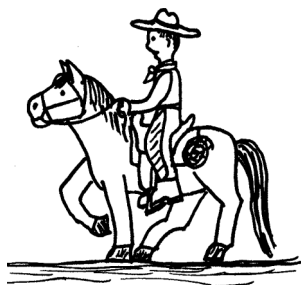
A.



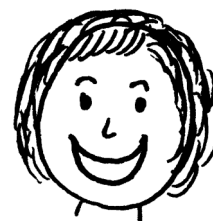
B.



C.



D.



E.



F.



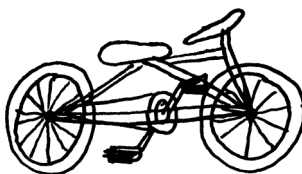
G.

9

H.

5

I.



J.



i_e



1. n → i → n → e nine

2. l → i → n → e line

3. f → i → v → e five

4. f → i → r → e fire

5. d → i → m → e dime

6. t → i → m → e time

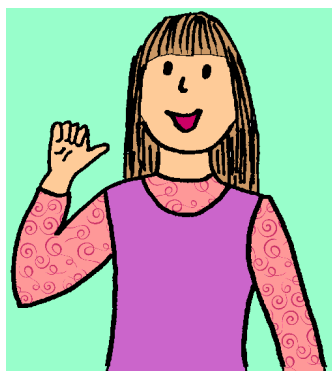
7. b → i → k → e bike

8. r → i → d → e ride

9. sl → i → d → e slide

10. sm → i → l → e smile

igh



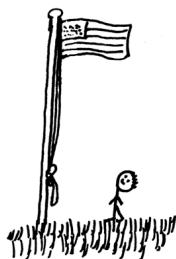
A.

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

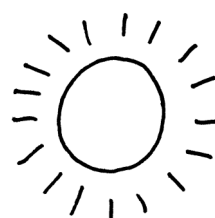
B.



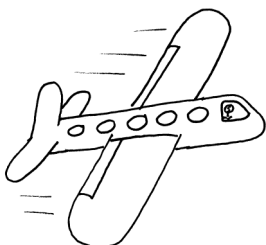
C.



D.



E.



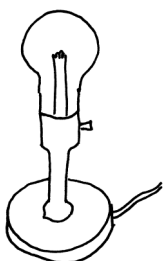
F.



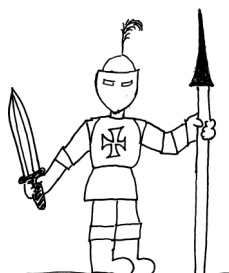
G.



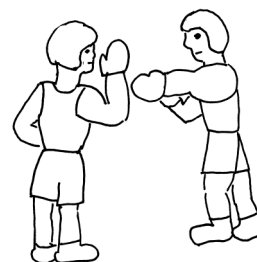
H.



I.



J.



igh



1. n → igh → t

night

2. f → igh → t

fight

3. l → igh → t

light

4. r → igh → t

right

5. t → igh → t

tight

6. br → igh → t

bright

7. fl → igh → t

flight

8. fr → igh → t^en

fright^en

9. h → igh

high

10. ^xkn → igh → t

knight

Day 10

ind



ild



Introduce sight word: wind.

A.

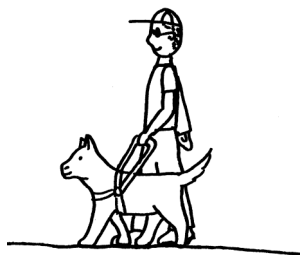


Be _____ to the cat.

B.

72°

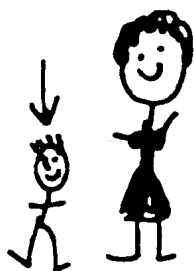
C.



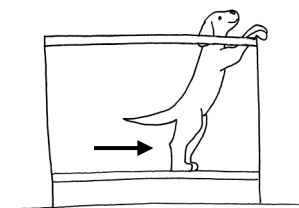
D.



E.



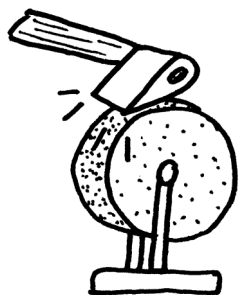
F.



G.



H.



I.



J.



ind



ild



1. f → i → n → d

find

2. bl → i → n → d

blind

3. gr → i → n → d

grind

4. h → i → n → d

hind

5. k → i → n → d

kind

6. be → hind

behind

7. re → mind

remind

8. ch → i → l → d

child

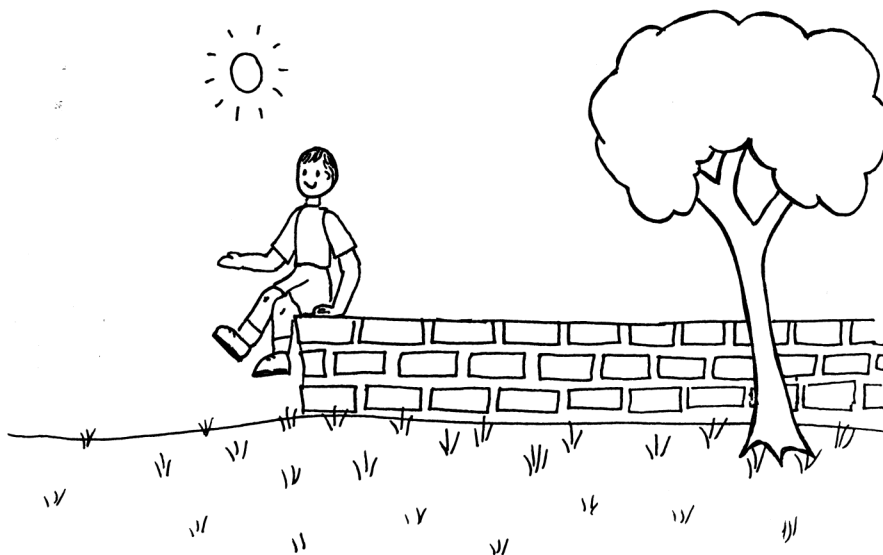
9. w → i → l → d

wild

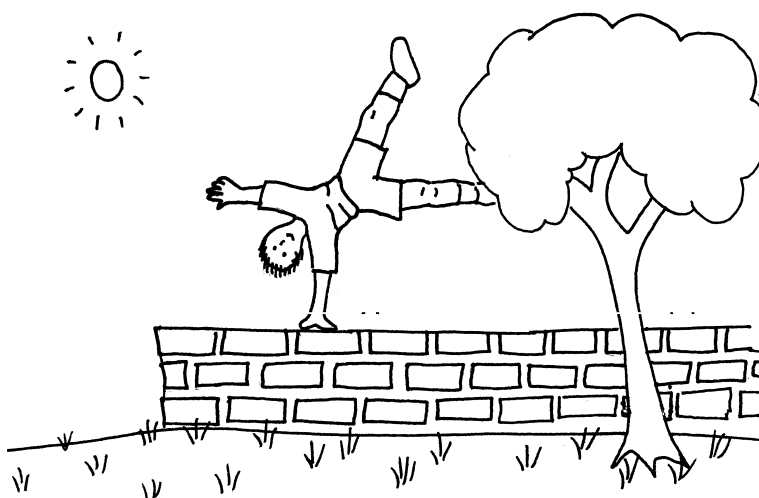
10. m → i → l → d

mild

Mike

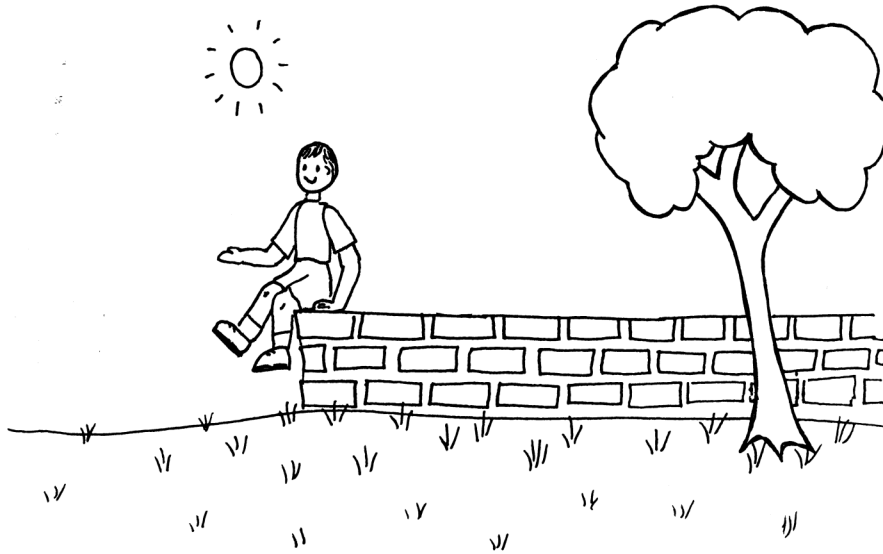


Mike is a child.

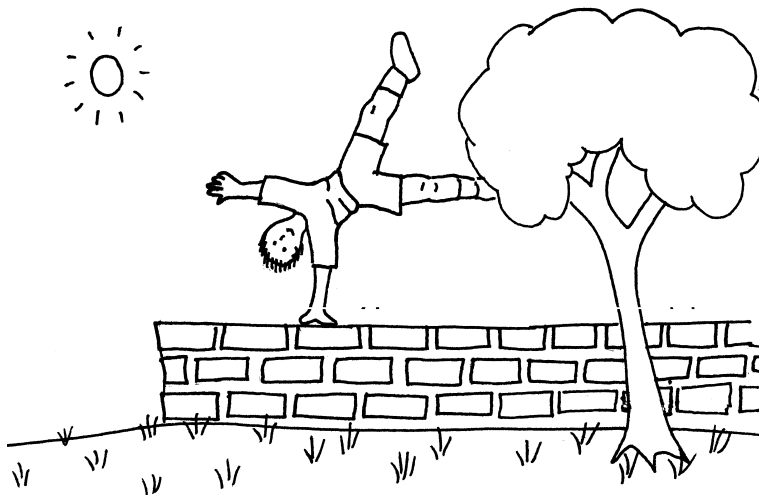


Mike likes to be wild.

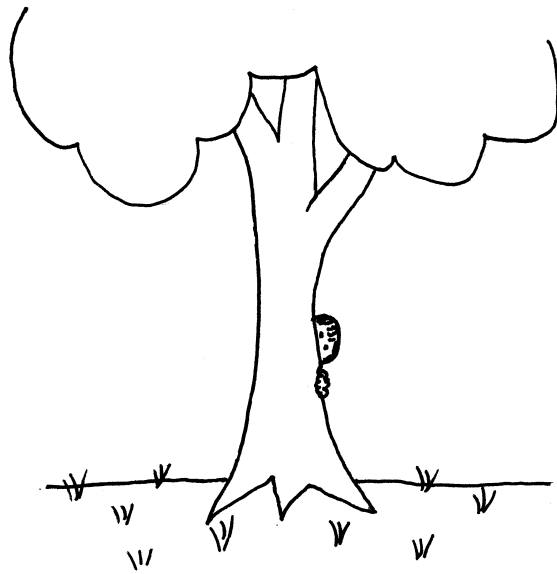
Mike



Mike is a child.



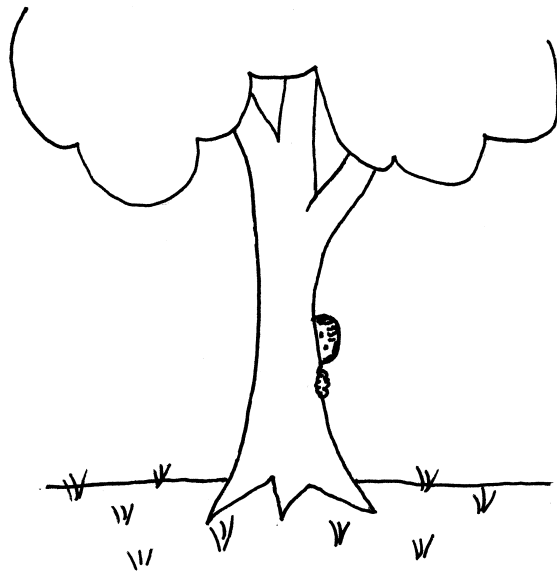
Mike likes to be wild.



Mike likes to hide.



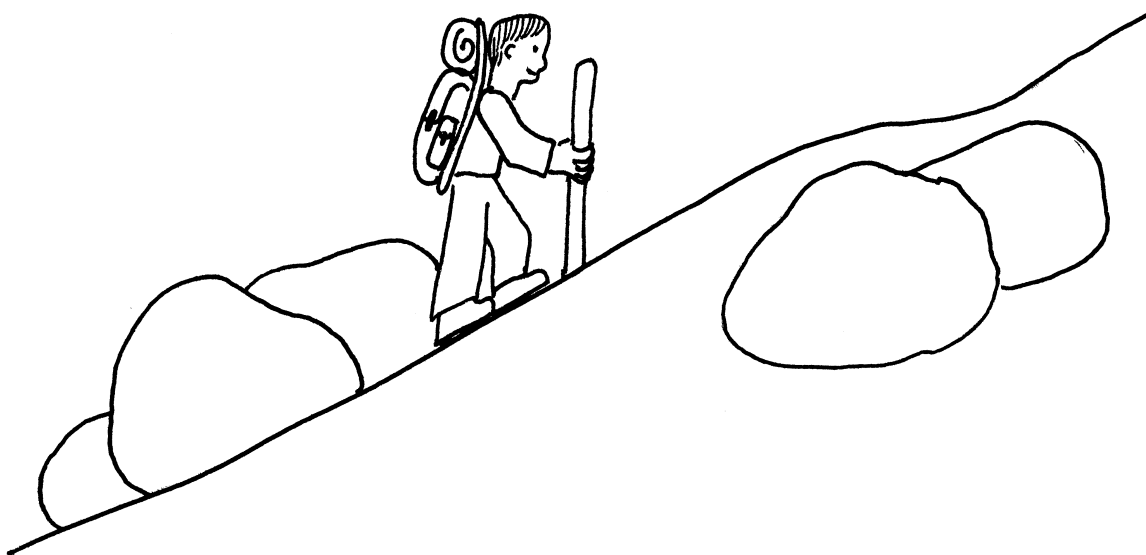
Mike likes to slide.



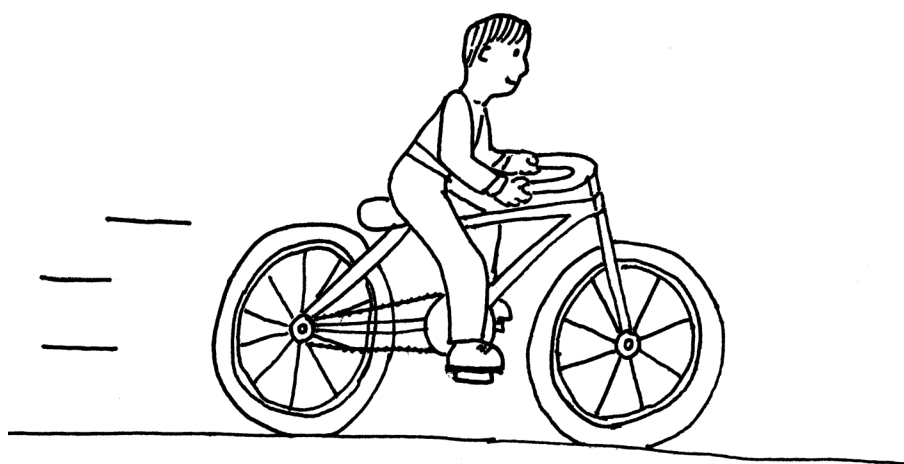
Mike likes to hide.



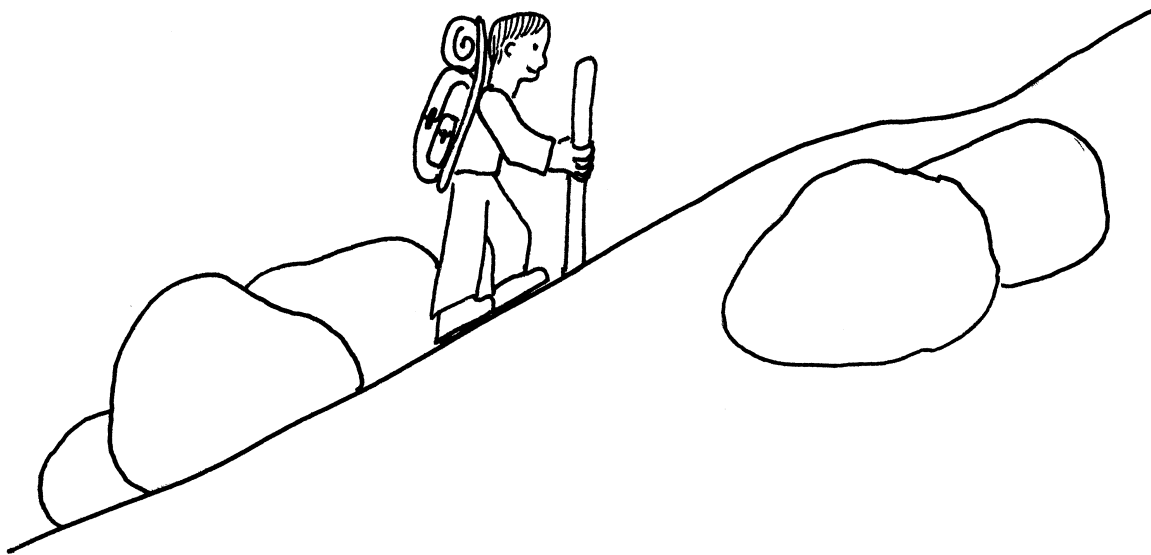
Mike likes to slide.



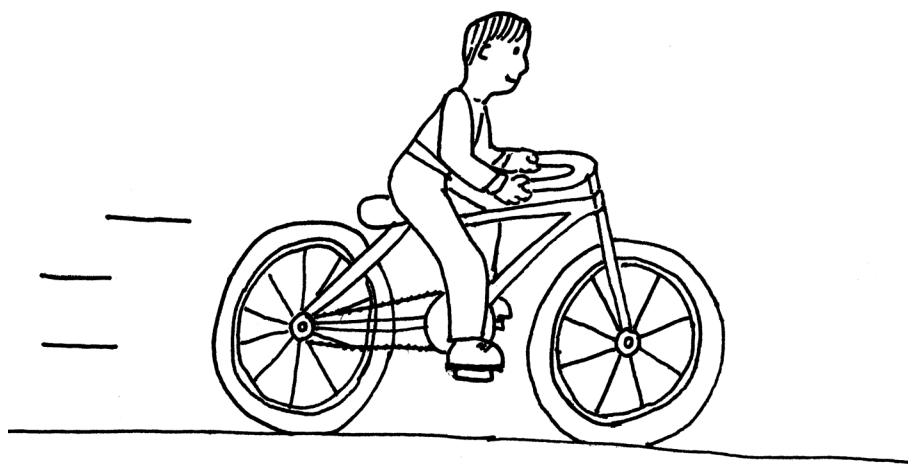
Mike likes to hike.



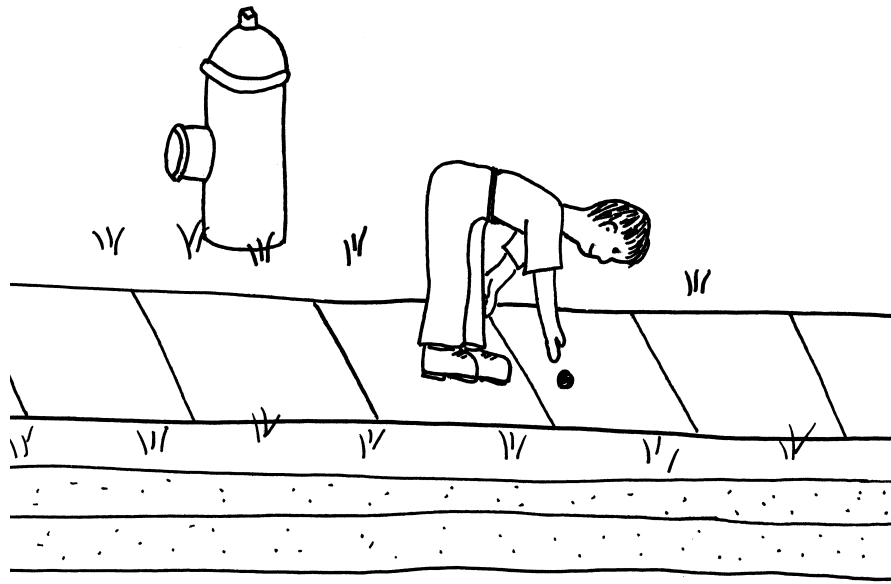
Mike likes to ride his bike.



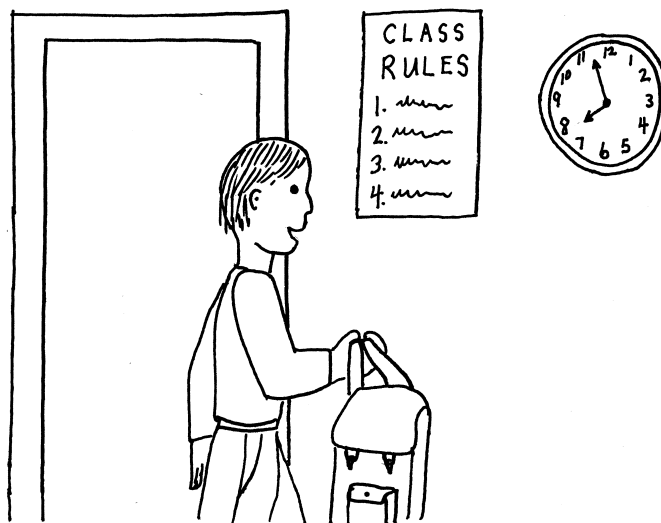
Mike likes to hike.



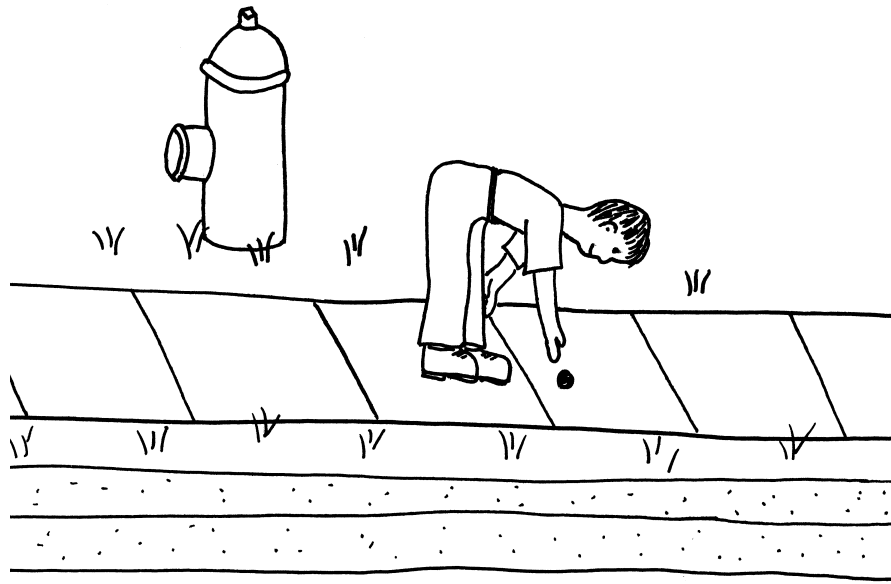
Mike likes to ride his bike.



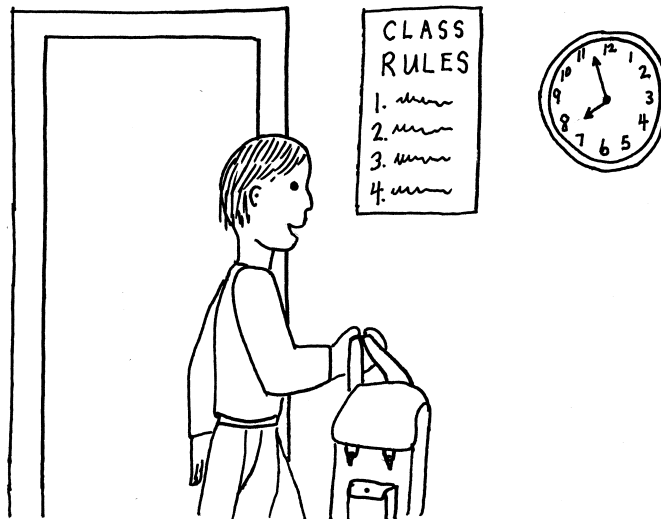
Mike likes to find a dime.



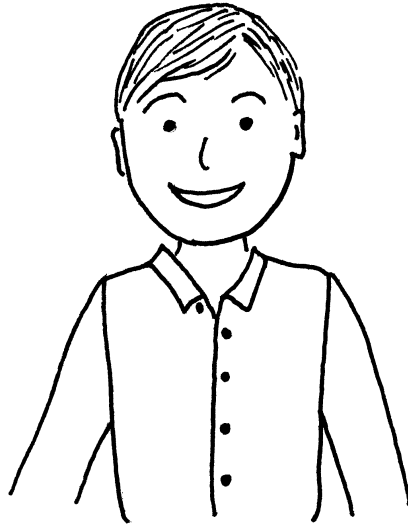
Mike likes to be on time.



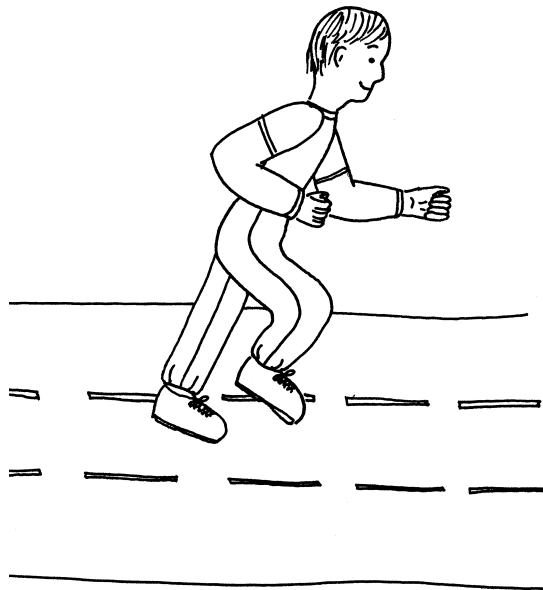
Mike likes to find a dime.



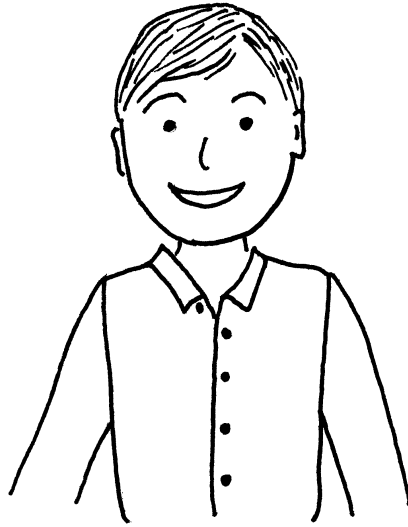
Mike likes to be on time.



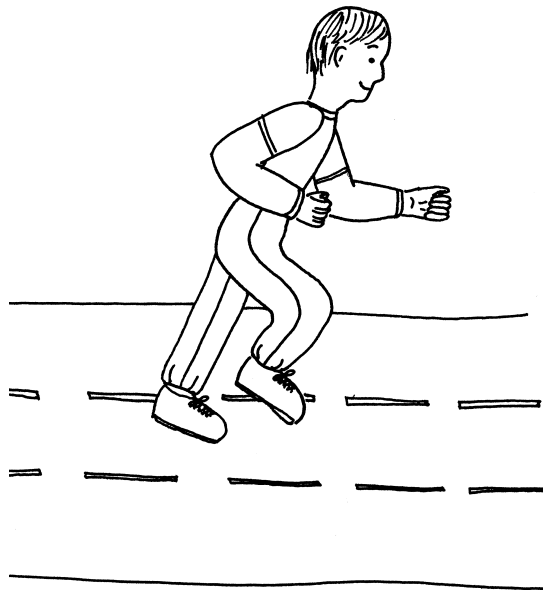
Mike likes to smile.



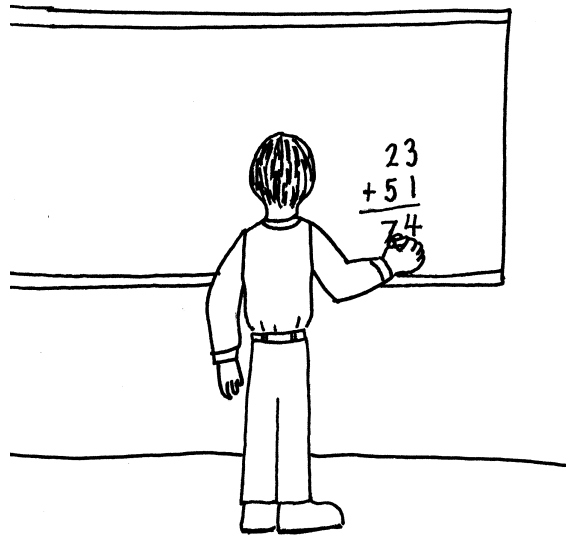
Mike likes to run a mile.



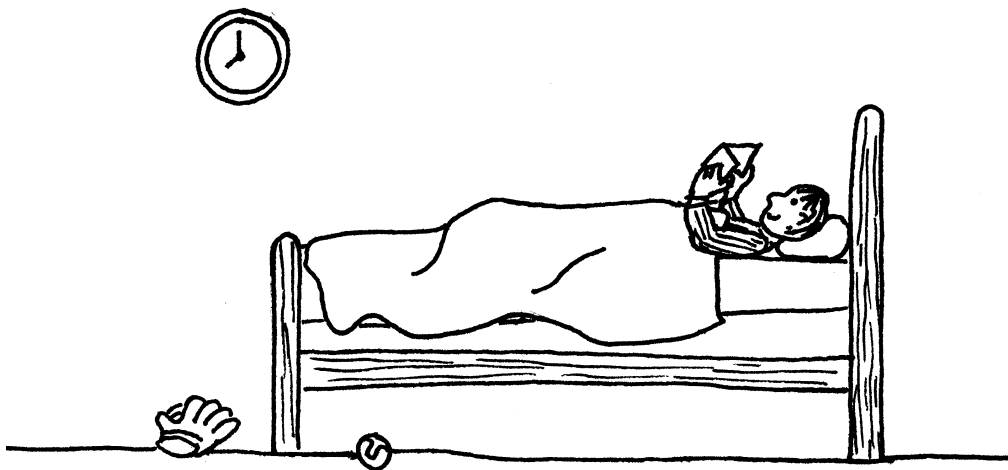
Mike likes to smile.



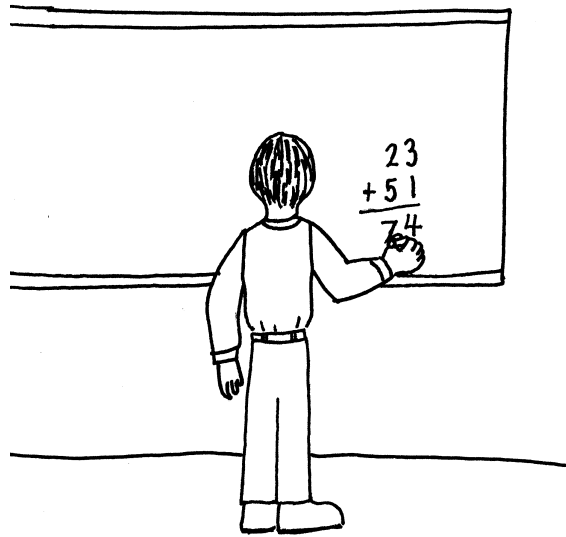
Mike likes to run a mile.



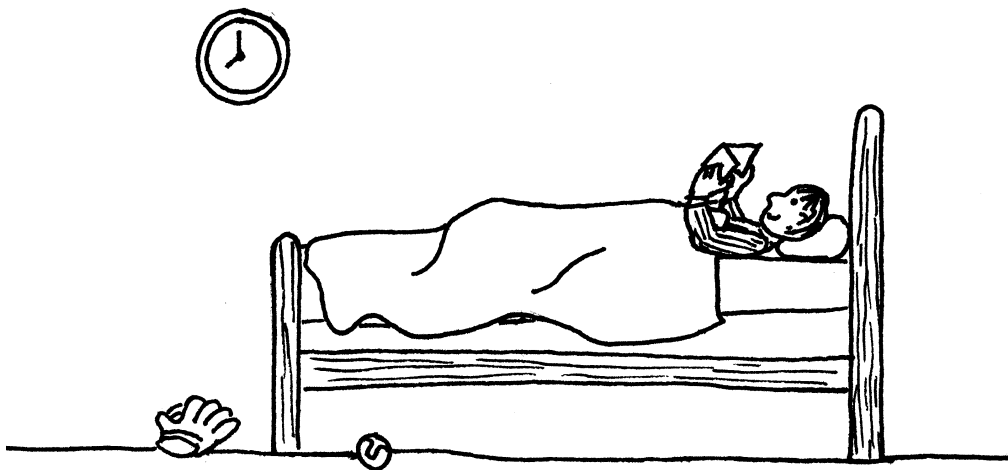
Mike likes to be right.



Mike likes to go to bed at night.

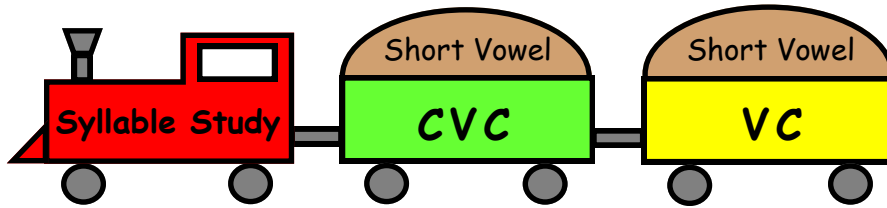


Mike likes to be right.



Mike likes to go to bed at night.

A syllable that has one vowel followed by one or more consonants is called a closed syllable. The vowel usually has the short vowel sound.

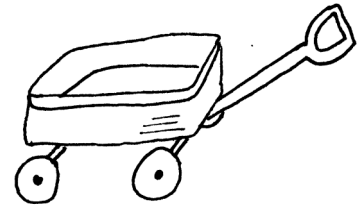


Explain that an arrow going under a vowel tells you to skip that vowel sound. This happens in some two-syllable words.

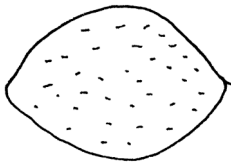
Day 11

A.

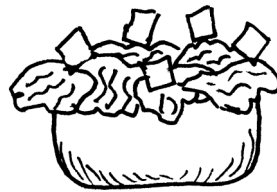
Introduce sight words:
woman, women



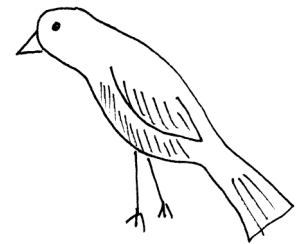
B.



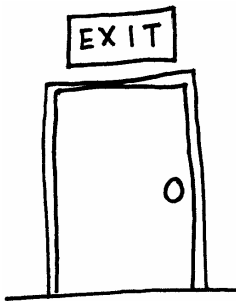
C.



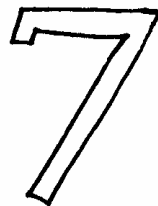
D.



E.



F.



G.



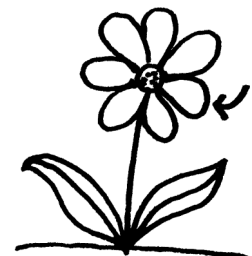
H.



I.



J.



1. cab → in

cabin

2. sev → en

seven

3. rob → in

robin

4. ex → it

exit

5. clos → et

closet

6. pres → ent

present

7. wag → on

wagon

8. lem → on

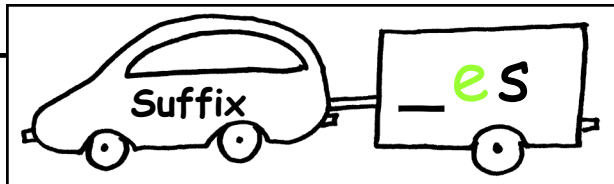
lemon

9. pet → al

petal

10. sal → ad

salad



Use _es at the end of a word after s, x, z, sh, ch, or tch.

Day 11

Use _es after a noun (naming word) to show more than one.

speech
speeches

kiss
kisses

patch
patches

glass
glasses

box
boxes

Use _es after a verb (action word) to show that one person or thing is doing the action.

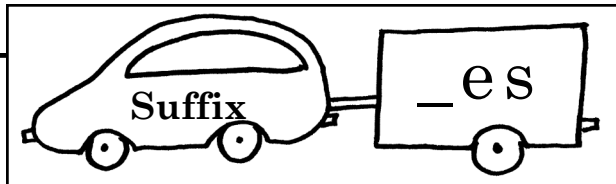
munch
munches

brush
brushes

mix
mixes

fizz
fizzes

catch
catches



Use _es at the end of a word after s, x, z, sh, ch, or tch.

Use _es after a noun (naming word) to show more than one.

speech
speeches

kiss
kisses

patch
patches

glass
glasses

box
boxes

Use _es after a verb (action word) to show that one person or thing is doing the action.

munch
munches

brush
brushes

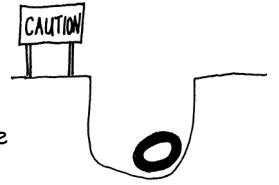
mix
mixes

fizz
fizzes

catch
catches

Introduce sight words:
won't, don't

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.

Day 11

1. is not isn't

2. did not didn't

3. have not haven't

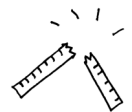
4. has not hasn't

5. had not hadn't

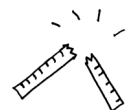
6. was not wasn't



7. will not won't



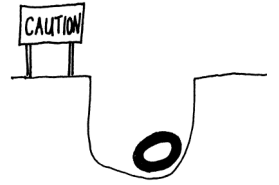
8. do not don't



When you see these broken rulers, you know the words are "rule breakers." The words cannot be sounded out in the usual way.

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. is not isn't

2. did not didn't

3. have not haven't

4. has not hasn't

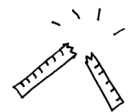
5. are not aren't

6. was not wasn't

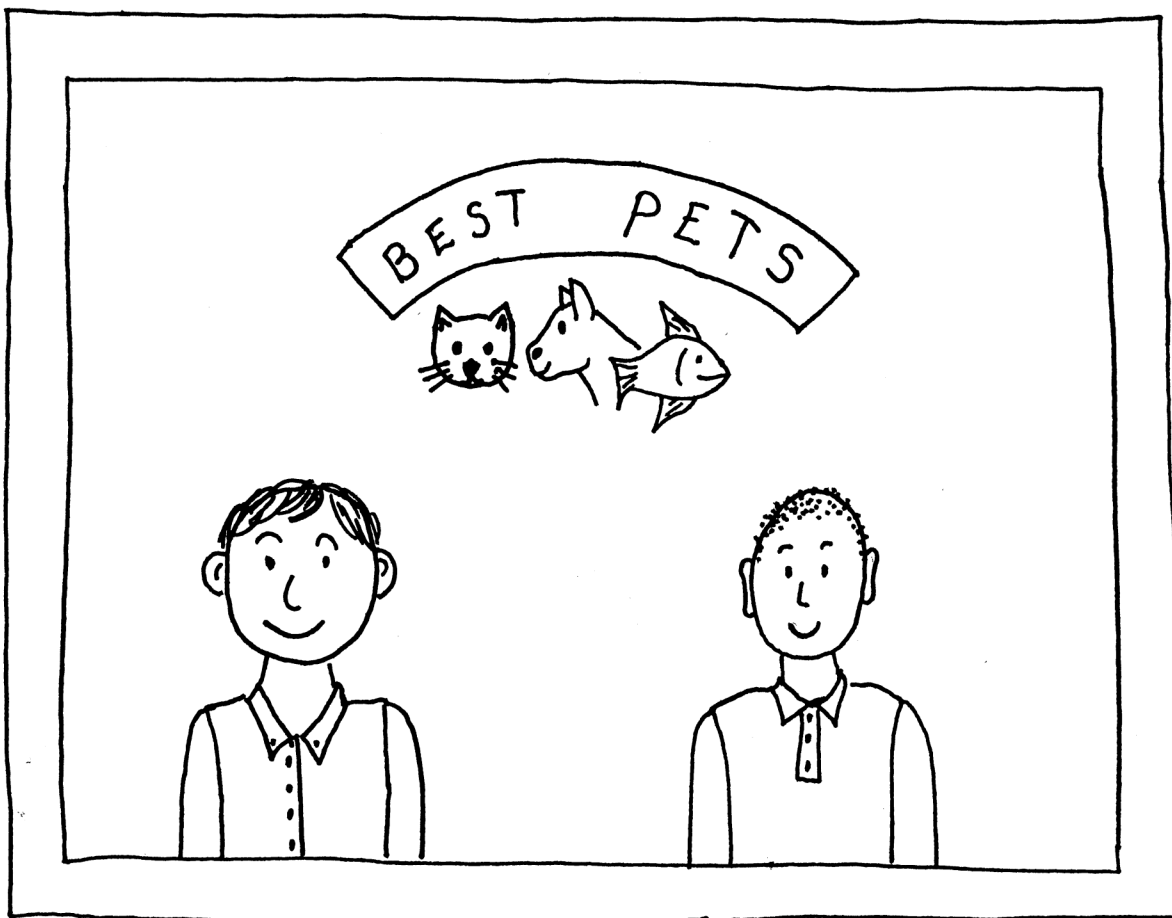
7. will not won't



8. do not don't



The Pet Shop



This is Pete. And this is Steve.

Pete and Steve have a pet shop.

The Pet Shop

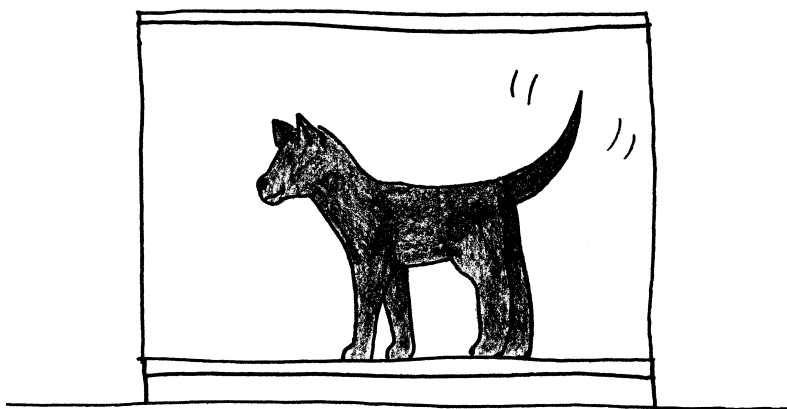


This is Pete. And this is Steve.

Pete and Steve have a pet shop.

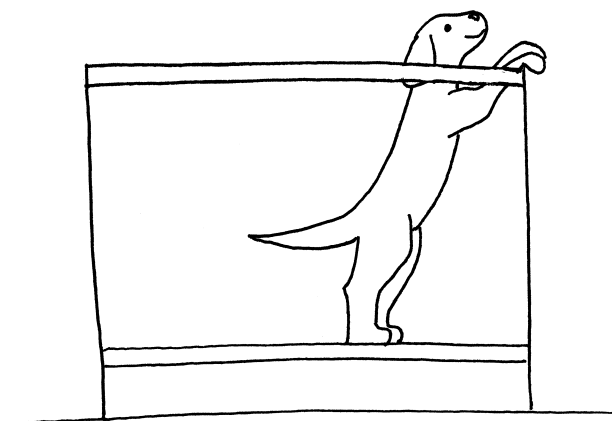
Here is a black dog.

The black dog wags his tail.



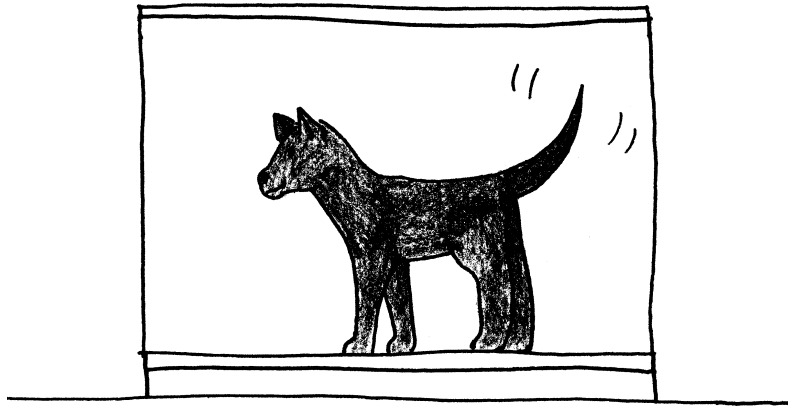
Here is a white dog.

The white dog stands up
on its hind legs.



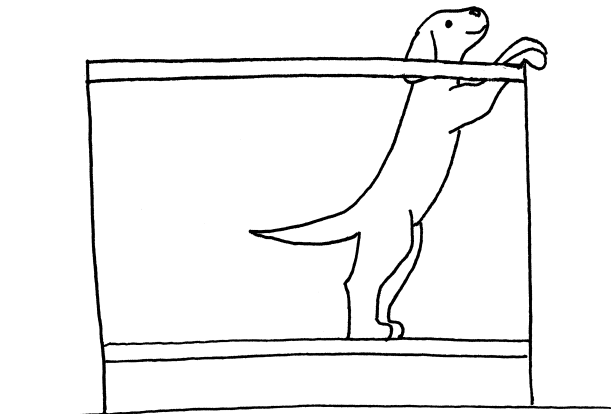
Here is a black dog.

The black dog wags his tail.



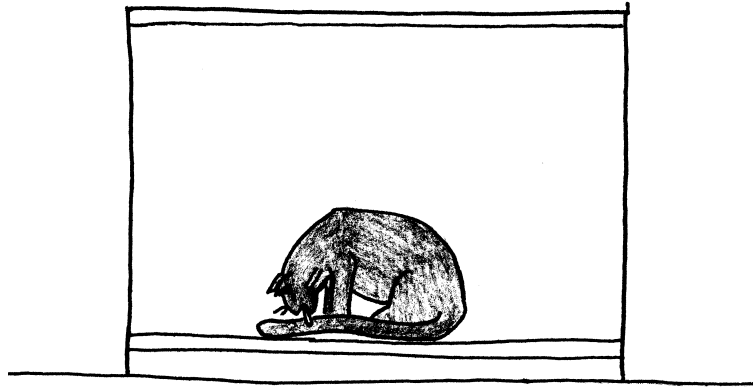
Here is a white dog.

The white dog stands up
on its hind legs.



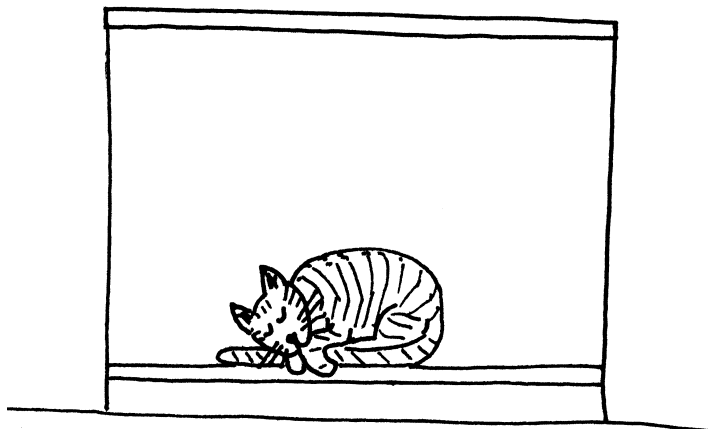
Here is a black cat.

The black cat licks its tail.



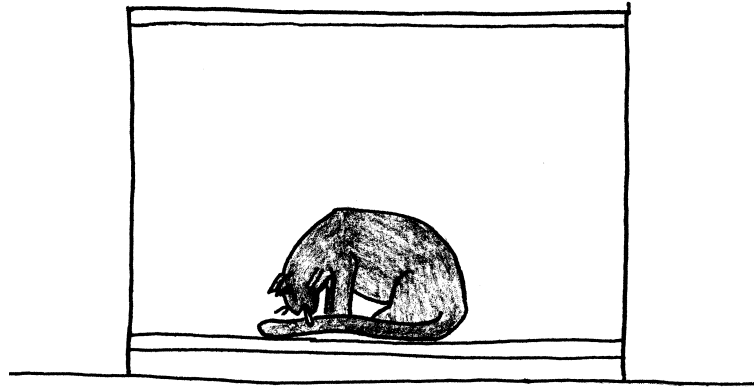
Here is a cat with stripes.

The cat with stripes takes a nap.



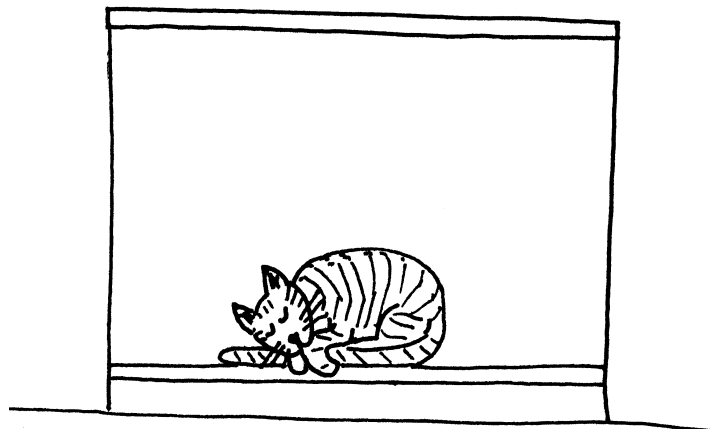
Here is a black cat.

The black cat licks its tail.



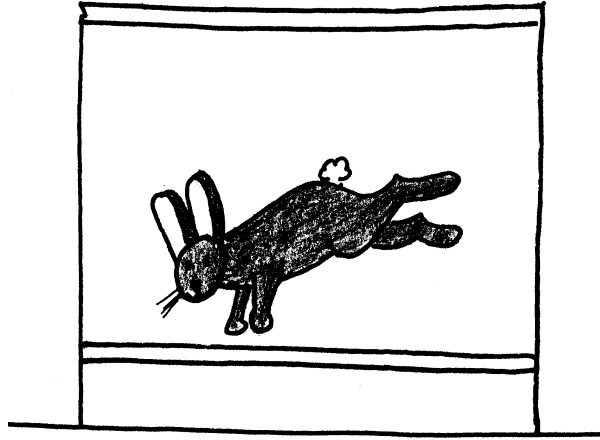
Here is a cat with stripes.

The cat with stripes takes a nap.



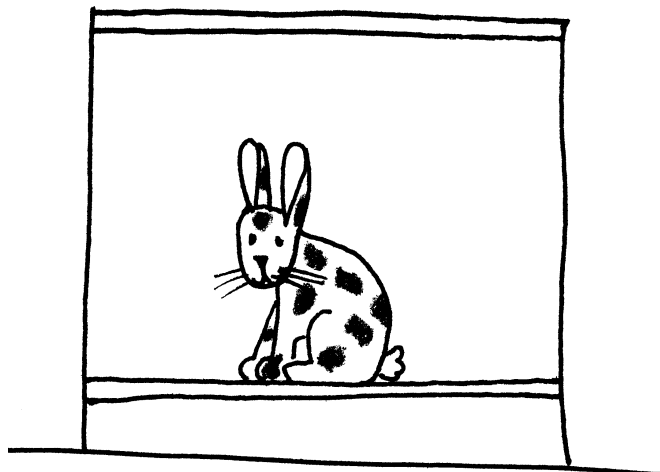
Here is a black rabbit.

The black rabbit likes to play.



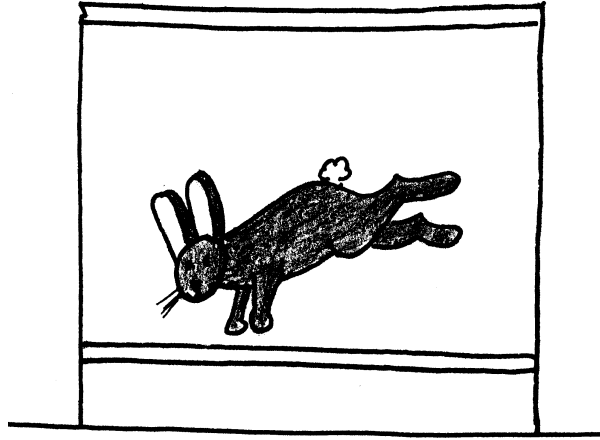
Here is a rabbit with spots.

The rabbit with spots likes to rest.



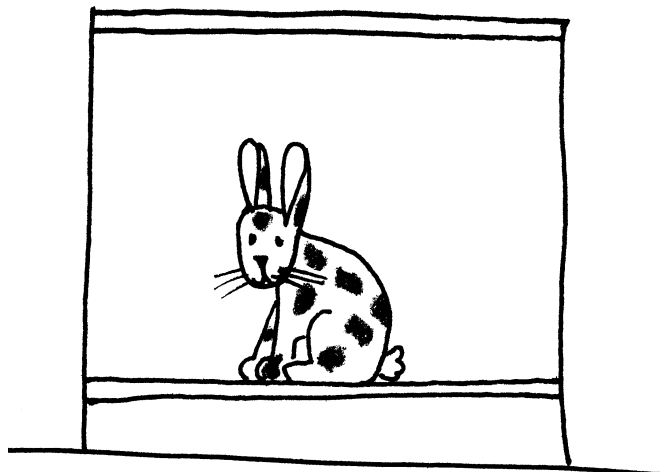
Here is a black rabbit.

The black rabbit likes to play.



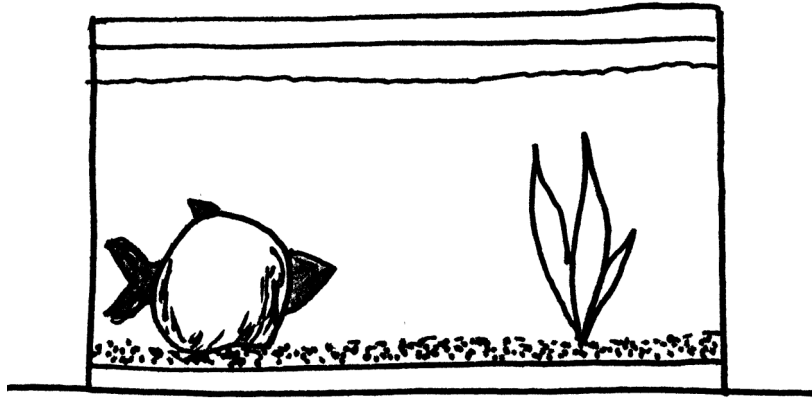
Here is a rabbit with spots.

The rabbit with spots likes to rest.



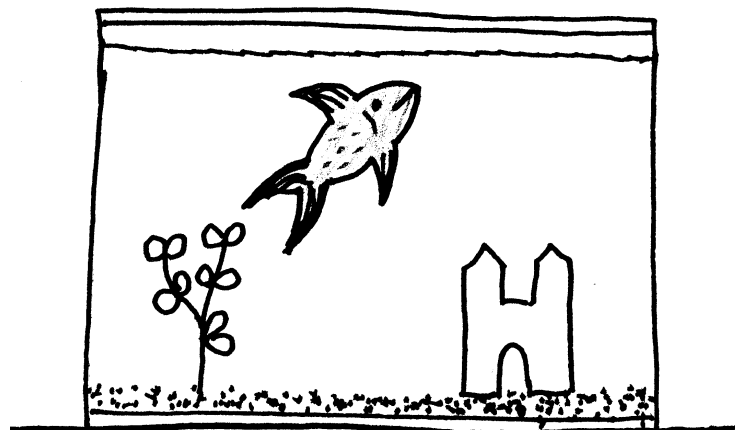
Here is a black fish.

The black fish hides behind a rock.



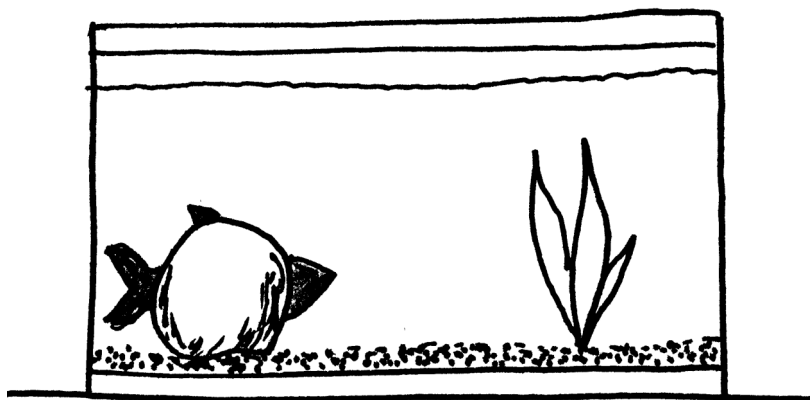
Here is a gray fish.

The gray fish swims up to the top.



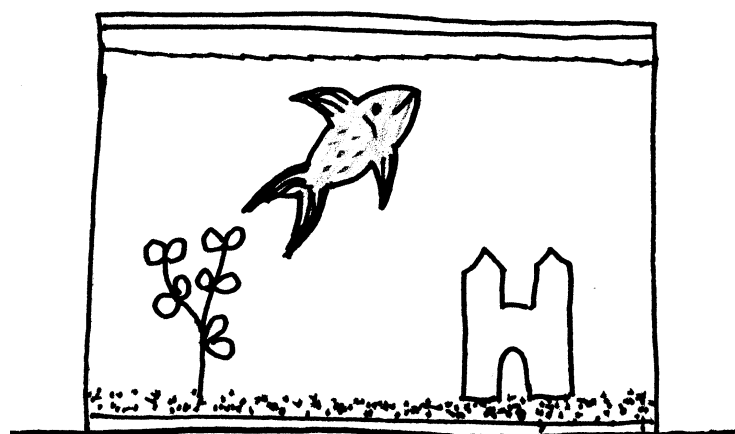
Here is a black fish.

The black fish hides behind a rock.



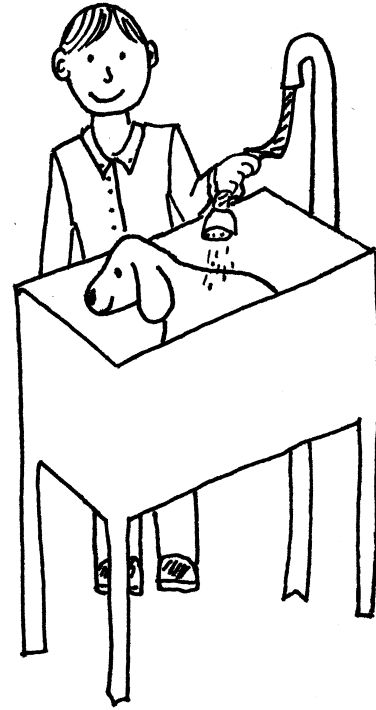
Here is a gray fish.

The gray fish swims up to the top.



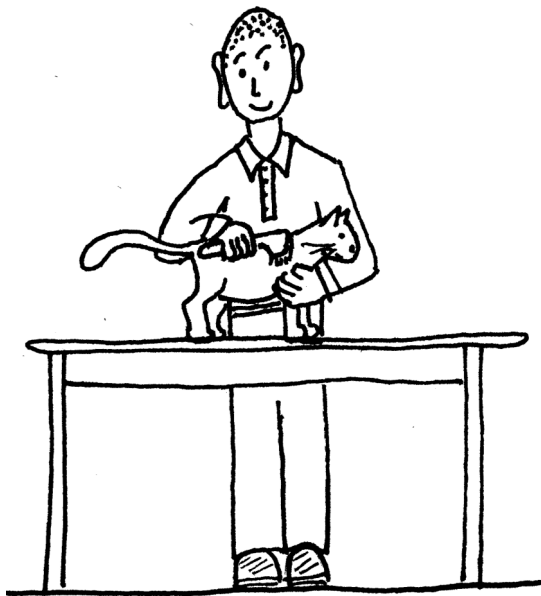
Pete feeds the dogs.

Then he gives
them a bath.



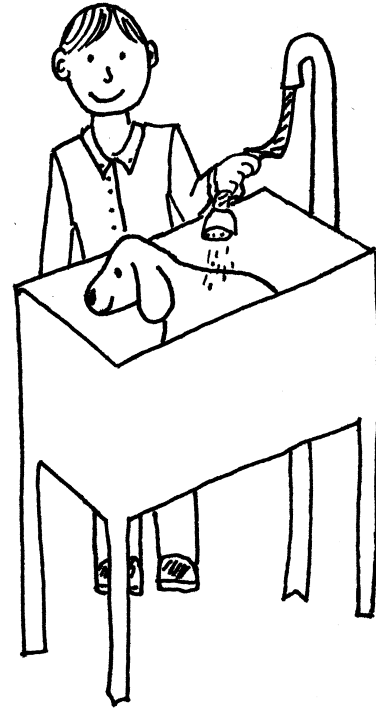
Steve feeds
the cats.

Then he
brushes them.



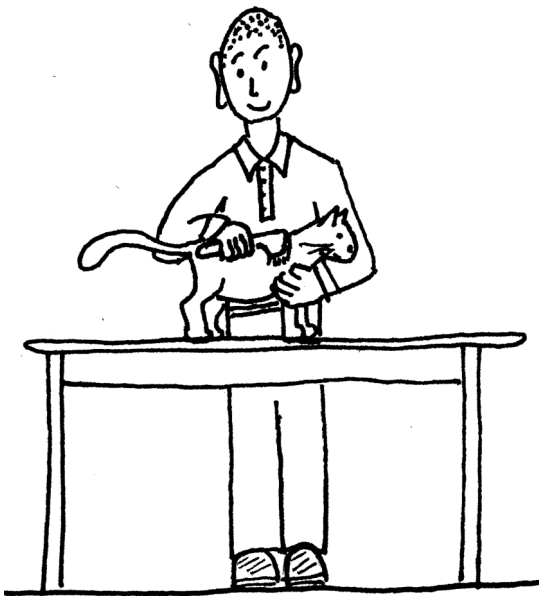
Pete feeds the dogs.

Then he gives
them a bath.



Steve feeds
the cats.

Then he
brushes them.



Pete feeds the rabbits.

Then he picks them
up to pet them.



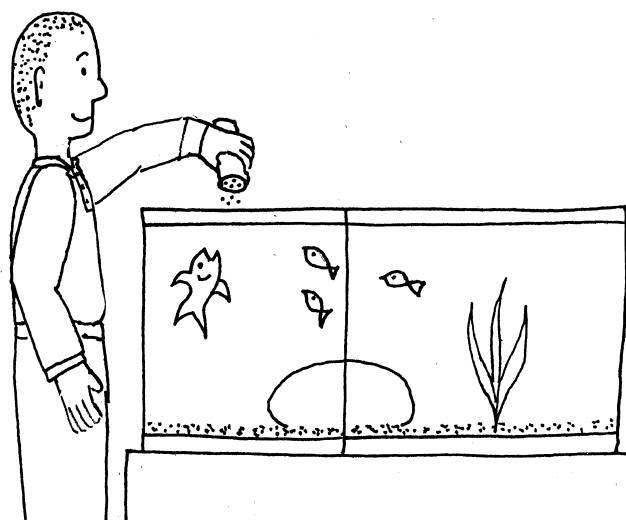
Steve feeds the fish.

He won't give the fish a bath.

He won't brush them.

He won't pick them up
to pet them.

Fish just like
to swim.



Pete feeds the rabbits.

Then he picks them
up to pet them.



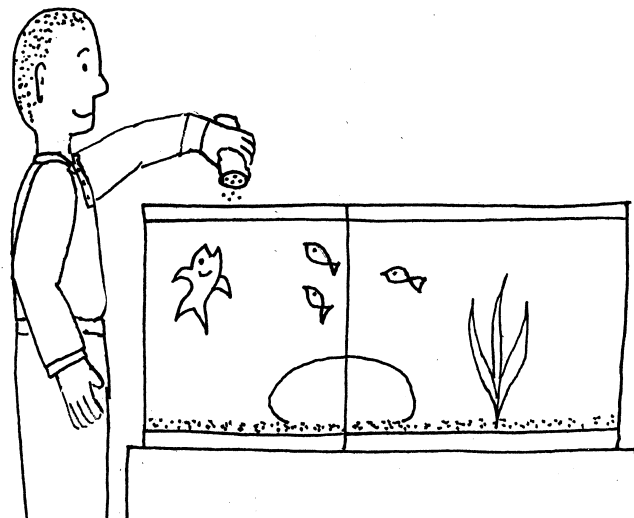
Steve feeds the fish.

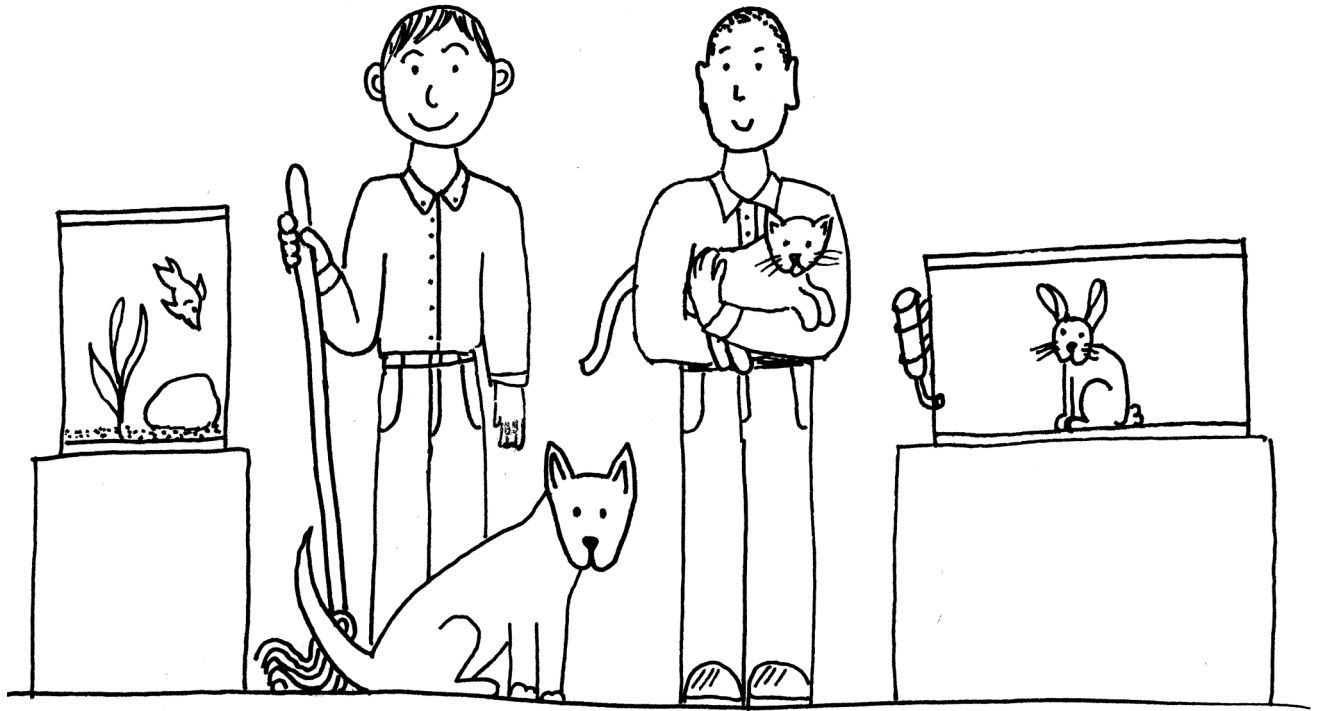
He won't give the fish a bath.

He won't brush them.

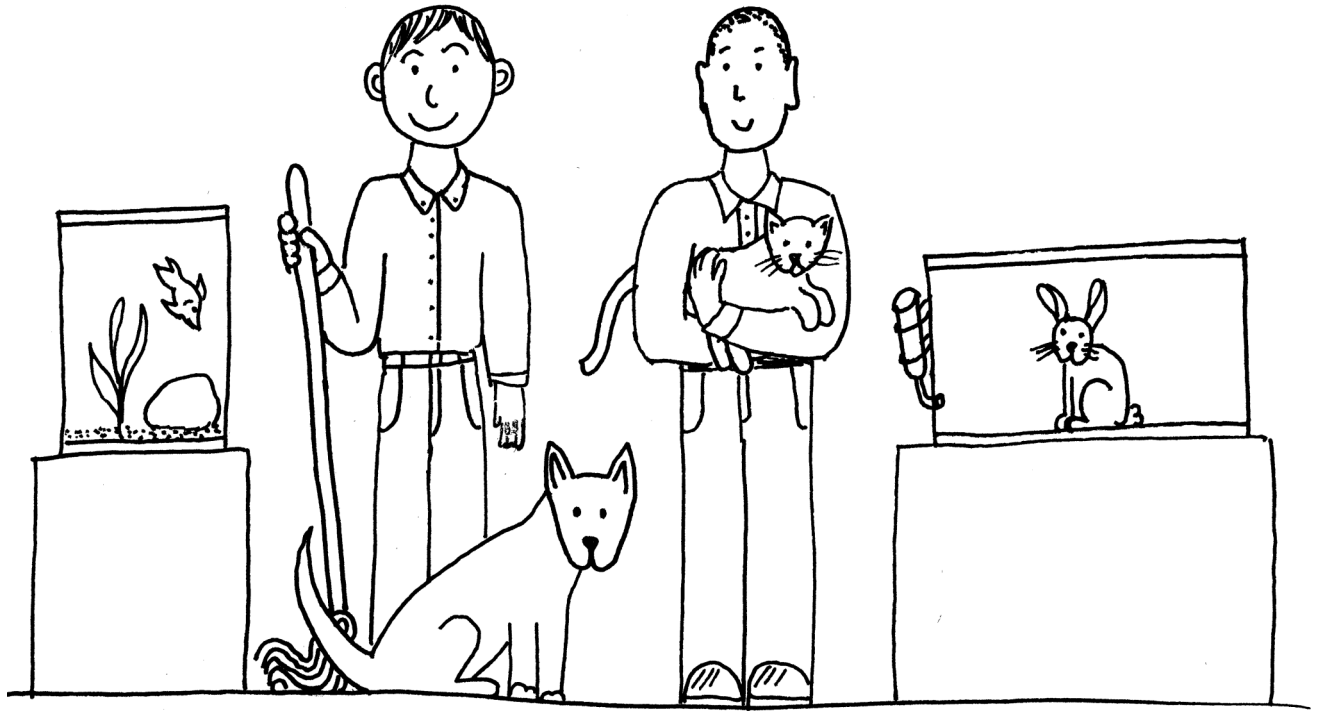
He won't pick them up
to pet them.

Fish just like
to swim.





Pete and Steve like to take care of
the pets in the pet shop.



Pete and Steve like to take care of
the pets in the pet shop.

A

a

B

b

C

c

G

g

H

h

I

i

M

m

N

n

O

o

R

r

S

s

T

t

X

x

Y

y

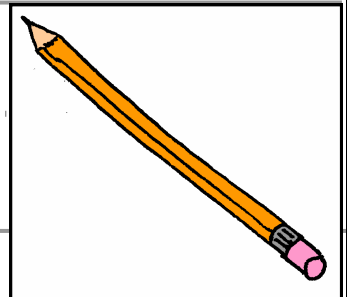
Z

z



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.



Use this page as a dry-erase board. Dictate the words for each day's lesson.

