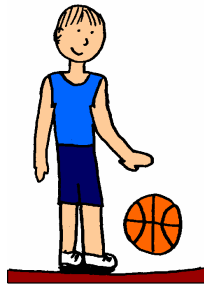
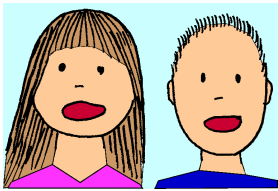


Sound City Reading

# Sequence Charts

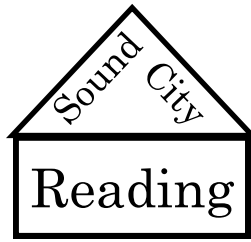


**A a**

**B b**

**C c**

An Overview Of The Phonics Skills Taught  
In The Sound City Reading Books



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The handwriting fonts used in this book are available from  
Educational Fontware, Inc, 1-800-806-2155,  
<http://www.educationalfontware.com>

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## SEQUENCE CHARTS

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## Using The Sequence Charts

The sequence charts on the following pages provide an overview of the letters and phonogram patterns taught at each level in this program. The charts also show the syllable patterns, suffixes, and prefixes that are taught. The charts will be useful for lesson planning. It is easy to look back and see which letters and patterns have already been taught and look forward to see which patterns will be taught soon. The charts also show when to read each practice story and when students will be able to read each of the trade books.

The charts are arranged in the order in which the books are taught, starting with the easiest level. Some of the charts are printed across a two-page spread, to give room to provide extra information.

At the *Learning The Alphabet* level and the *Exploring Sounds In Words* levels, there are two charts. The first chart shows the overall skill outline, and the second chart shows suggested words to spell during each lesson, using plastic letters, for those students who are ready.

The charts for the books at the short vowel level and for the eight *Phonetic Words And Stories* books list all of the words taught in each lesson. You can use these word lists to plan spelling dictation lessons and mixed decoding exercises.

The books listed below do not have a sequence chart. They introduce phonetic patterns in the same sequence as *Phonetic Words And Stories, Books 1-8*, so you can use the *Phonetic Words And Stories* charts for any of them. The only difference is that the *Phonetic Words And Stories* books introduce just ten new words for each phonogram pattern, while the other books introduce more words for each pattern.

- Basic Phonics Patterns, Books 1-8
- Know The Phonetic Code, Volumes 1-3
- Know The Phonetic Code, No Stories
- Color-Coded Phonetic Lists

*The Phonetic Words And Stories* sequence charts include a column which lists compound words, antonyms, synonyms, and homonyms that students will be able to read, considering the patterns that they have already learned.

The sequence chart for *Advanced Phonics Patterns From Children's Books* lists the new patterns in the order in which they are taught, but does not list the specific words taught in each lesson.

An expanded sequence chart book is also available. It includes pages that provide a short description of the contents of each book in the Sound City Reading program. The description is accompanied by a picture of the cover and pictures of several sample pages. The pictures give an indication of the size of the print in each book, how the material is laid out on the page, and whether or not pictures are used to illustrate new words.

# **An Overview Of This Program**

## **Letters And Letter Patterns**

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

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

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

## **Basic Skills**

Students start by learning the letters of the alphabet and their related sounds. They also learn to take words apart by pronouncing each separate sound (segmenting) and learn to put individual sounds together to form words (oral blending).

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

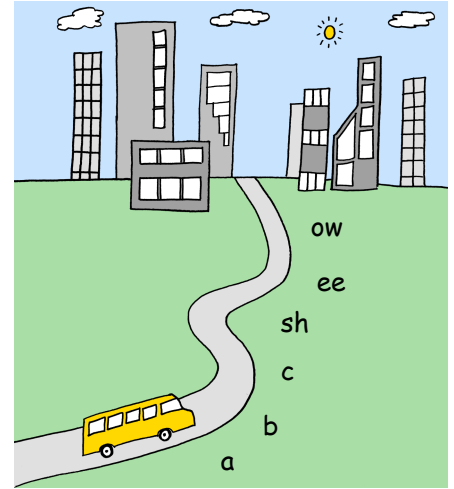
After developing these skills with short vowel words, students will be ready to study the phonogram patterns, including vowel patterns (for example oi, ow, ay, ea, and u\_e) and consonant patterns (for example sh, th, tch, ng, and nk).

## **Handwriting: The Gateway To Multisensory Instruction**

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

## The Sound Story

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



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

Part Two introduces the long vowel sounds *ā/apron*, *ē/emu*, *ō/ocean*, and *ū/uniform*. The long vowels are marked with a straight line. Part Two also introduces the dotted vowel sounds *ä/all*, *ö/to*, and *ü/push*, along with the “Odd O” vowel pairs *ou/ouch*, *ow/cow*, *oi/oil*, and *oy/boy*. The dotted vowels are marked with two dots (the German umlaut), which indicate that the vowel is “not the usual sound.” Consonant patterns represented by more than one letter are also introduced in Part Two: *sh/ship*, *th/thumb*, *th/this*, *ch/chicken*, and *ng/ring*. I think of these consonant and vowel patterns as “beyond the alphabet” sounds. To become good readers, students must become just as familiar with these sounds as they are with the regular alphabet sounds.

## Sound Charts And Sound Cards

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

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

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

Notice that with both the sound charts and flashcards, students say only the

sound or sounds for each letter or phonogram pattern. Although students do learn the letter names, the focus during instruction is on the sounds, since words are made up of sounds, not letter names. Having to translate letter names to sounds when reading and spelling is an extra mental step which creates roadblocks for some students.

### **Color-Coded Vowels**

The vowels in some of the books in this program are color-coded. The color-coding helps students see the vowel patterns as distinct units in words. Students learn that vowels and vowel patterns with the same color represent the same sound. For example, the vowel patterns in ai/rain, ay/play, and a\_e/safe are all the same color. Students learn that vowels and vowel patterns that are different colors have different sounds. For example the sound of the ow pattern in cow is different than the ow pattern in snow, so the patterns are printed in different colors. When using books with color-coding, students automatically become familiar with the various colors and their sounds during the daily sound chart review and as they decode groups of words with the same vowel pattern. Teachers can study the color-coding chart and explanation in this book about how the colors were chosen to get an overview of how the colors work.

### **Practice Stories**

Easy practice stories are included in *Phonics Patterns For Beginning Readers, Books 1-8*, *Basic Phonics Patterns, Books 1-8*, and *Know The Phonetic Code, Volumes 1-3*. The phonetic patterns and stories are the same in all three sets of books, but the print size and fonts are different. The patterns in the words in the stories are limited to those that have already been taught. Students will not need to guess at the words. This allows students to develop confidence and fluency when reading.

### **Trade Books**

As soon as possible students begin reading children's picture books. The first book, *The Foot Book*, by Dr. Seuss, can be read after students have learned the er/her pattern in *Phonetic Words And Stories, Book 5*. Other easy picture books can be read as students work through *Books 6, 7, And 8*. The books are listed on the sequence charts so that you will know when to introduce them. Students are excited when they begin reading real books.

After students have learned all of the basic phonics patterns, they begin *Advanced Phonics Patterns From Children's Books*. At this point they will be able to read many trade books as they work through the advanced patterns. The books are listed after the advanced phonics patterns sequence chart. The reading levels for these books varies from the first grade through the fourth grade level. The trade books must be checked out of the library or purchased separately.

Some students who are reading at a higher level will benefit from studying the phonetic patterns taught in this program. In this case, use any appropriate reading material at the student's current reading level.



## Learning Activities

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

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

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

## Learning Games

Playing simple games provides the practice needed for students to master and internalize the skills they must learn. The following games are used to build interest and enthusiasm while reinforcing the letters and phonogram patterns and their sounds. These games can have a significant positive impact on student achievement. The games and instructions can be downloaded as PDF files at [www.soundcityreading.net](http://www.soundcityreading.net).

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

# Sound City Reading

Learning To Read One Step At A Time

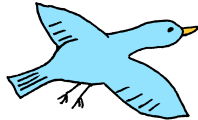
Advanced  
Phonics  
Patterns



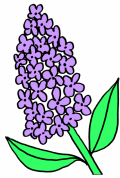
Phonics  
Patterns



Short  
Vowels



Sounds  
In Words



Alphabet



Level 1  
Learning  
The  
Alphabet  
Pre-K, K

Level 2  
Exploring  
Sounds In  
Words  
K, 1st

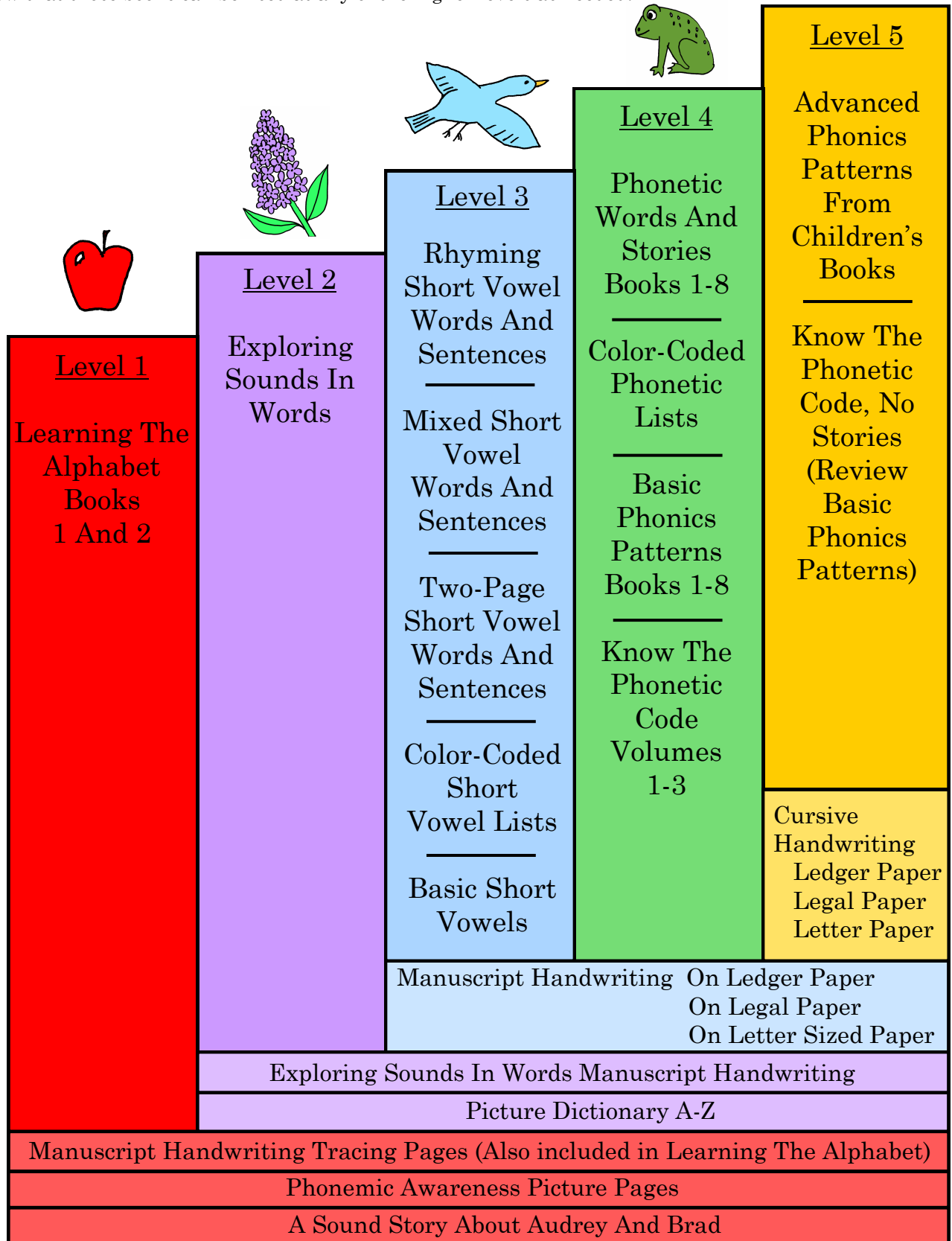
Level 3  
Short  
Vowels  
K, 1st, 2nd

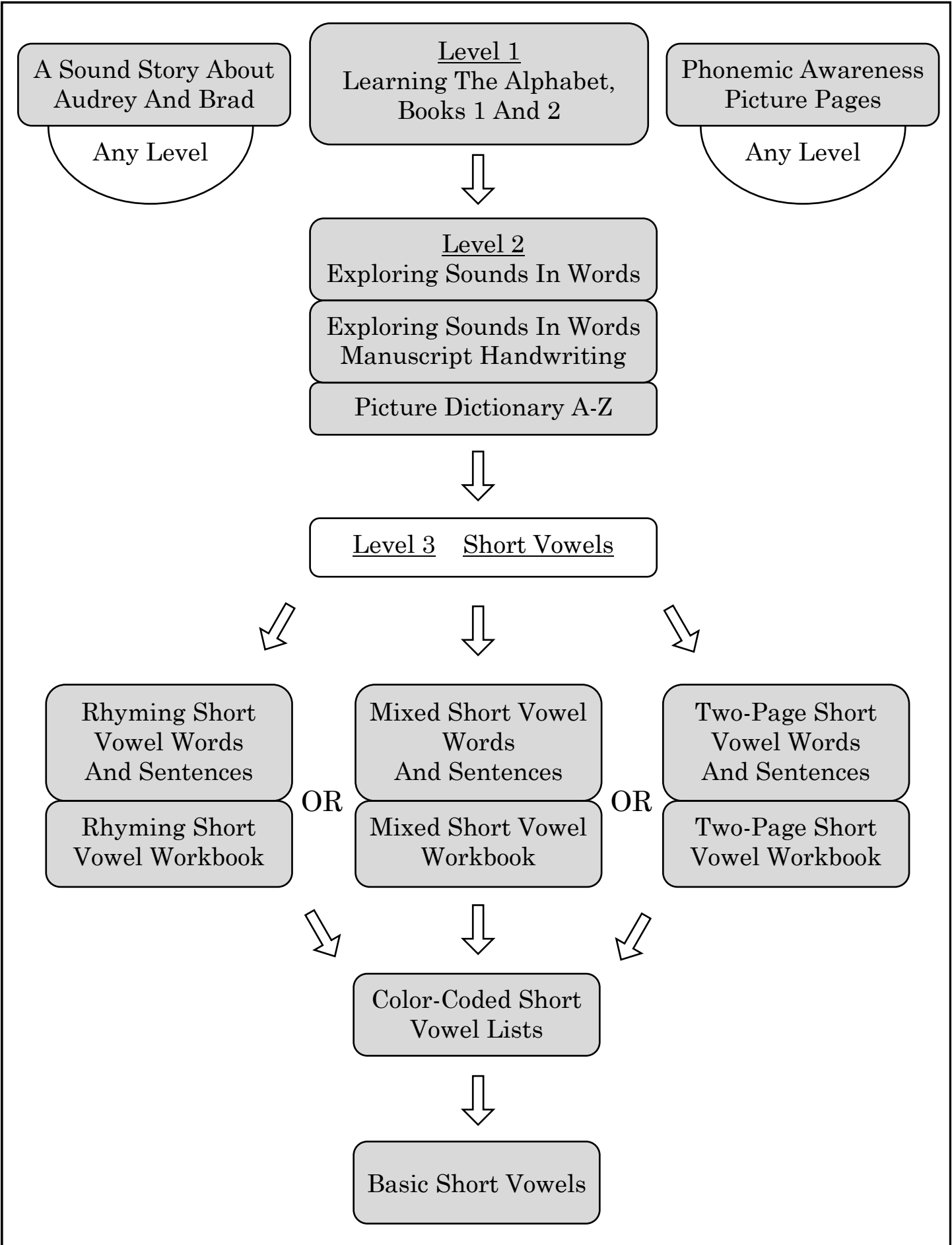
Level 4  
Phonics  
Patterns  
K, 1st, 2nd,  
And Up

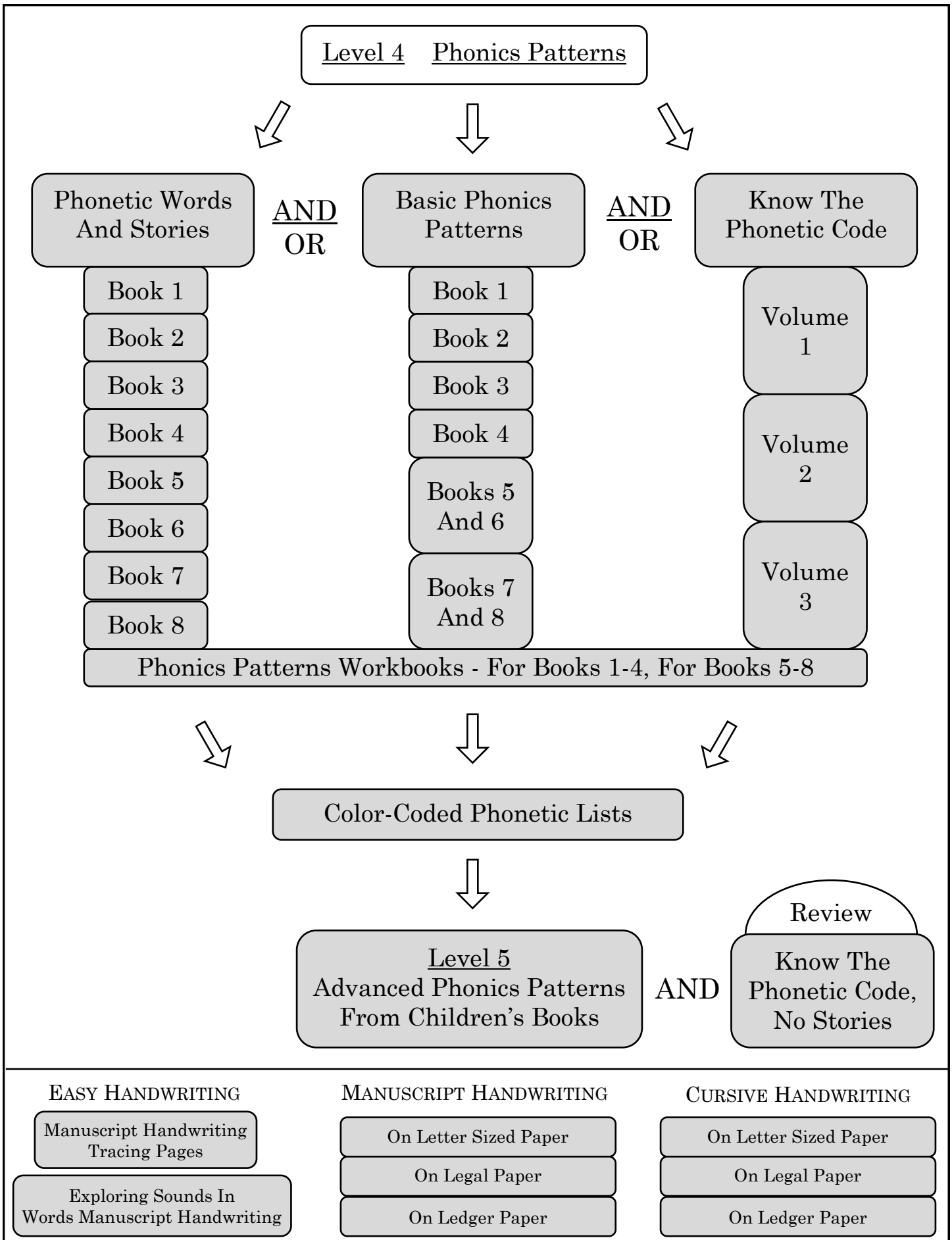
Level 5  
Advanced  
Phonics  
Patterns  
1st, 2nd, 3rd  
And Up

# Phonics Books Listed By Teaching Level

BOOKS THAT ARE USED ACROSS SEVERAL TEACHING LEVELS are listed on the horizontal bars at the bottom. The bars extend to the right to show that those books can be used at any of the higher levels as needed.







## Overview of The Sound City Reading Books

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. The books at the *Learning The Alphabet* and *Exploring Sounds In Words* levels are in a workbook format. Separate workbooks are available to use with the books at the *Short Vowels* and *Phonics Patterns* levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for a classroom so that classes can review the patterns as a group.

### ***A Sound Story About Audrey And Brad***

This book uses a story to introduce sound pictures that represent speech sounds in words. Students learn the sound for each picture and learn to associate each picture with the related letter or letter pattern. Part 1 teaches the letters of the alphabet, including the consonants and short vowels, with the addition of the long i sound. Part 2 teaches the “Beyond The Alphabet” sounds, including the remaining long vowels and other patterns such as sh/ship, ou/ouch, and ü/push.

The Part 1 pictures are used at the *Learning The Alphabet* level to introduce the letters of the alphabet and to review their sounds on the alphabet chart. They are used at the *Exploring Sounds In Words* and *Short Vowel* levels to review the alphabet sounds. The pictures from Part 1 and Part 2 are used on the sound charts at the *Phonics Patterns* and *Advanced Phonics Patterns* levels to review the alphabet letters and all of the phonogram patterns that have been taught.

## READINESS - LEVELS 1 AND 2

### ***Learning The Alphabet, Books 1 And 2***

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills. The handwriting letter-tracing pages included in these books are also available as a separate handwriting book.

### ***Exploring Sounds In Words* *Exploring Sound In Words Handwriting* *Picture Dictionary A-Z***

These three books are designed to be used together. Students write the letters of the alphabet, develop skills in segmenting and oral blending, identify beginning and ending sounds in words, identify rhyming words, and spell simple short vowel words using plastic letters.

## SHORT VOWELS - LEVEL 3

### *Rhyming Short Vowel Words And Sentences*

### *Mixed Short Vowel Words And Sentences*

### *Two-Page Short Vowel Words And Sentences*

You will choose only one of these books to teach short vowels.

- Use the rhyming book in kindergarten after students have learned to write all the letters of the alphabet accurately. This book is the easiest in terms of learning to decode and spell because all of the words for each short vowel are taught before going on to the next short vowel. This book may also be used in first grade.
- Choose the mixed book with students at the beginning of first grade while they are learning or reviewing how to write the alphabet letters. The word lists are more challenging to learn because students practice reading and spelling any short vowel words that are possible to spell given the letters they have learned to write. This means the short vowel lists are mixed up, with short o words, for example, appearing in several different locations in the book. On some pages, two different short vowels are included in the word list.
- Use the two-page book if students have previously studied short vowels and only need a quick review.

Regardless of which book is used, students learn to spell the words as well as read them. All of these books have extra-large print. Students study color-coded short vowel words in sets of ten. The same words are listed in two different columns. In the first column, the sound symbols are separated by arrows. In the second column the words are printed normally. The words are on the right hand page, with pictures on the facing page. The teacher or the students segment each word (say the individual sounds) and students find the matching picture. Students then find each word in the first column after hearing the teacher pronounce it. Finally students read the words going down and up the second column. Students also learn seven sight words and begin reading simple sentences. Each short vowel book has a coordinated workbook.

### *Color-Coded Short Vowel Words*

This book works well as a supplement to any of the *Short Vowel Words And Sentences* books. The print is a little smaller. Students read rhyming lists for each short vowel, followed by lists that begin with the same two letters (body-coda lists). This decoding practice helps students build fluency when reading short vowel words. They learn to change the beginning sound as they read the rhyming words. They learn to change the ending sounds as they read body-coda words. The words are not illustrated.

### *Basic Short Vowels*

This book is in smaller, all black print. Students read illustrated short vowel words. They study seven sight words so that they can read illustrated short vowel

sentences. These books do not have the built-in phonemic awareness exercises like the *Short Vowel Words And Sentences* books. However, they work well as an ongoing review as students work through the *Short Vowel Words And Sentences* books. The pages can be studied in class and then copied and sent home for extra practice. Alternately, the *Basic Short Vowels* book can be used as a short vowel review at the beginning of the school year for students who have already learned to read short vowel words.

## **PHONICS PATTERNS - LEVEL 4**

There are three different sets of phonics patterns books at Level 4. Each set teaches the same patterns in the same order, but is printed in a different format. Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. They spell and read words with those patterns, then read easy stories containing words with the same patterns.

All of the phonetic words in the practice stories contain only the phonics patterns that have been taught. Any sight words in the stories have also been previously taught. This builds confidence in students and helps to avoid the habit of guessing at words.

It is not necessary to work through all three sets. Students will learn the patterns by completing any set of books at Level 4. Generally speaking, the *Phonetic Words And Stories* books are the easiest, the *Basic Phonics Patterns* books have more words and are designed for students who are already decoding comfortably, and the *Know The Phonetic Code* books are for more advanced practice.

As students progress through the books, they will be able to read eight popular children's books, obtained separately.

See the expanded explanation showing the phonics patterns taught in these books on the following pages.

### ***Phonetic Words And Stories (Books 1 - 8)***

These books are for students who are beginning to read or students who need extra help decoding and spelling words. The vowel patterns are color-coded. The lessons are designed to help students develop an awareness of the individual sounds and sound symbols in each set of words.

The books have the same format as the *Short Vowel Words And Sentences* books. The print is extra large. Students study words in sets of ten. There is a new set of words for each phonetic pattern taught. The words are listed in two columns. In the first column, the sound units are separated by arrows. In the second column the words are printed normally. The words are on the right hand page, with pictures on the facing page. The teacher or the students segment each word (say the individual sounds) and students find the matching picture. Students then find each word in the first column after hearing the teacher pronounce it. Finally students read the words going down and up the second column.



Students learn a few sight words as they work through the books. Sight words are taught as exceptions to the usual sound. For example, after learning to read words with the ee/feet pattern, students learn the sight word *been*.

For instructors and students who prefer not to work with color-coded text, an all black version of the *Phonetic Words And Stories* books will be available soon.

### ***Basic Phonics Patterns (Books 1 - 8)***

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

These books can be used to provide extended instruction for students who are using the *Phonetic Words And Stories* books. After studying each group of pages at school, students can take them home for extra practice. The books may also be used to review or reteach phonics patterns with more advanced students.

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

Students study all of the phonics, syllable, and suffix patterns taught in *Phonetic Words And Stories, Books 1-8*. This series of books has smaller, all black print. The word lists are not illustrated. Students practice reading one and two-syllable words for each phonics pattern. The same illustrated practice stories are included.

## **ADVANCED PHONICS PATTERNS - LEVEL 5**

### ***Advanced Phonics Patterns From Children's Books***

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The phonics patterns include a few from the previous phonics patterns books, but most of the patterns are new. The patterns include consonant patterns, such as gn/gnat and mb/lamb, and ending syllables, such as tion/addition and ture/nature. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.

### ***Know The Phonetic Code, No Stories***

Students study all of the phonics, syllable, and suffix patterns taught in *Phonetic Words And Stories, Books 1-8*. All of the patterns fit into one book because this book does not include the practice stories. The book has smaller, all black print. The word lists are not illustrated. Students practice reading one and two-syllable words for each phonics pattern. This book is used to review the basic phonics patterns with students who are working at the *Advanced Phonics Patterns* level.

## Information About *Phonetic Words And Stories, Books 1-8*

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

Students will learn the following.

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

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

2. The lessons teach phonemic awareness. Students do oral blending exercises (putting individual sounds together to form a word) when reading new words and segmenting exercises (breaking a word apart into its separate sounds) when spelling words.
3. The lessons are multi-sensory. Students learn new patterns by seeing them, hearing them, saying them, and writing them. To spell words, students simultaneously hear them, pronounce the individual sounds, write the letters and letter patterns that represent those sounds, and see what they have written.
4. Students read new phonetic words by saying the sounds in the words, putting the sounds together smoothly, going from left to right. When you see the word *cat*, there are two ways to think about it. You can say the letter names, cee-ay-tee, or you can say the letter sounds /c/ /a/ /t/. Saying the letter sounds produces the word. Saying the letter names does not.
5. Handwriting is an essential part of the program. Students practice writing letters and phonogram patterns daily. They learn to write them accurately and automatically. This written work allows them to connect the visual symbols with their sounds. It enables students to learn and remember the many patterns in our language. Students can then apply these patterns when reading and spelling words.
6. The materials focus on meaning. The word lists expand student vocabulary. Students relate each new word to its meaning by finding the matching picture. After several new phonetic patterns have been taught, students read a short selection in which they apply those patterns while reading new words in the context of a story.

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

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

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

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

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

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

ẁren, ẋknife, throẁgh

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

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

Short vowels are not marked.

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

## Skills Taught In The Sound City Reading Books

### Phonemic Awareness

#### **Learning The Alphabet, Books 1 And 2**

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

#### **Exploring Sounds In Words**

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

#### **Rhyming Short Vowel Words And Sentences**

#### **Mixed Short Vowel Words And Sentences**

#### **Two-Page Short Vowel Words And Sentences**

#### **Phonetic Words And Stories, Books 1-8**

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

#### **Phonemic Awareness Picture Pages**

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

### Alphabet Letters And Sounds

#### **A Sound Story About Audrey And Brad**

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

#### **Learning The Alphabet, Books 1-2**

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

#### **Exploring Sounds In Words**

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

### Manuscript Handwriting

#### **Manuscript Handwriting Tracing Pages**

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

#### **Exploring Sounds In Words Handwriting**

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

#### **Manuscript Handwriting On Ledger Paper**

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

## Skills Taught In The Sound City Reading Books

### Manuscript Handwriting

#### Manuscript Handwriting On Legal Paper

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

#### Manuscript Handwriting On Letter Sized Paper

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

### Decode And Spell Short Vowel Words, Read Short Vowel Sentences

#### Rhyming Short Vowel Words And Sentences; Mixed Short Vowel Words And Sentences; Two-Page Short Vowel Words And Sentences

Extra large color-coded print. Students match words and pictures, learn seven sight words, and read simple short vowel sentences.

#### Color-Coded Short Vowel Lists

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

#### Basic Short Vowels

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

### Phonogram Patterns, Syllables, Suffixes, Decode And Spell Phonetic Words, Read Easy Practice Stories And Trade Books

#### Phonetic Words And Stories, Books 1-8

Very large color-coded print. Students match words and pictures. Illustrated stories in two fonts.

#### Basic Phonics Patterns, Books 1-8

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

#### Know The Phonetic Code, Volumes 1-3

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

#### Color-Coded Phonetic Lists

Students read color-coded rhyming and body-coda word lists, sorted by phonetic pattern. Use with any of the above sets of books.

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

#### Advanced Phonics Patterns From Children's Books

Smaller, all black print. Students study lists of twelve words, with practice sentences. The words and sentences are not illustrated. Students read a sequence of children's picture books (obtained separately) that coordinate with the phonetic patterns as they are taught.

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

### Cursive Handwriting

#### Cursive Handwriting Introduction On Ledger Paper

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

#### Cursive Handwriting Introduction On Legal Paper

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

#### Cursive Handwriting On Letter Sized Paper

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

## Phonics Overview

1.	Letters And Sounds
2.	Beginning, Ending, And Medial Short Vowel Sounds In Words
3.	<p>Short Vowels</p> <p>Rhyming Lists</p> <p>Body-Coda Lists (Begin with the same letters)</p> <p>Mixed Lists</p>
4.	<p>Phonics Patterns - This sequence can be taught in any one of three different formats. Students apply the new patterns by reading easy practice stories.</p> <p style="padding-left: 40px;">1) Phonetic Words And Stories - Books 1-8</p> <p style="padding-left: 40px;">2) Basic Phonics Patterns - Books 1-8</p> <p style="padding-left: 40px;">3) Know The Phonetic Code - Volumes 1-3</p> <p>Book 1 - Basic vowel patterns, consonant blends, consonant digraphs, suffix _s</p> <p>Book 2 - Odd O patterns - oi, oy, ou, ow, ü, oo, ould</p> <p style="padding-left: 40px;">Dotted Ä - au, aw, all, al, alk, wa, swa</p> <p style="padding-left: 40px;">Suffixes _ed and _ing</p> <p>Book 3 - Long vowel patterns - ee, e_e, ei, ey, ea, ai, ay, a_e, i_e, ie, igh, ind, ild, y</p> <p style="padding-left: 40px;">Syllable study - two closed syllables, silent e syllables</p> <p style="padding-left: 40px;">Suffix _es</p> <p style="padding-left: 40px;">Contractions</p> <p>Book 4 - Long vowel patterns - oa, oe, o_e, old, olt, oll, olk, ow, ou, ui, ue, u_e, ew</p> <p style="padding-left: 40px;">Umbrella patterns - o_e, a_, _a, ou</p> <p style="padding-left: 40px;">Consonant pattern - dge</p> <p style="padding-left: 40px;">Suffix __'s</p> <p>Book 5 - Soft C and G - ce, ci, cy, ge, gi, gy</p> <p style="padding-left: 40px;">Bossy R Patterns - ir, ar, er, ur</p> <p style="padding-left: 40px;">Ending patterns - _ce, _ge, _se, _ze</p> <p style="padding-left: 40px;">Suffix review _ed and _ing</p> <p style="padding-left: 40px;">Contractions</p> <p>Book 6 - Syllable Study - open syllables, man/mane, shovel, compare</p> <p style="padding-left: 40px;">Dotted vowel patterns - ëi, ëy, ëa, ëigh, _ët, ie, i</p> <p style="padding-left: 40px;">Long vowel pattern - eu</p> <p style="padding-left: 40px;">Suffixes _ed and _ing, double final consonant</p> <p>Book 7 - Advanced Bossy R Patterns - wor, er/er, or/or/or, ar/ar/ar, ear, our</p> <p style="padding-left: 40px;">Suffixes _ly and _ed, _ing, drop final e</p> <p style="padding-left: 40px;">Contractions</p> <p>Book 8 - Vowel patterns - a/father, ought, ye, y_e, y/gymnastics, qua, squa</p> <p style="padding-left: 40px;">Consonant patterns - kn, wr, gh/gh, ph, ugh</p> <p style="padding-left: 40px;">Syllable study - closed-open</p>
5.	Advanced Phonics Patterns - Students study less common consonant and vowel patterns, suffix and prefix study, and ending syllables. Students apply the patterns by reading eighty-one children's books, from first grade through fourth grade reading levels.

## Syllable Study Overview

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

## When To Use The Sound City Reading Books

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

	Pre-K	K	1st	2nd	3rd And Up
<i>Learning The Alphabet, Books 1 and 2</i>	Second Half Of The Year	Beginning Of The School Year	Beginning Of The School Year If Needed		
<i>Exploring Sounds In Words, Books 1 And 2</i>		After Completing <i>Learning The Alphabet</i>	Beginning Of The School Year If Needed		
<i>Phonemic Awareness Picture Pages</i>	Use The Easiest Pages <u>If Not Doing</u> LTA 1,2	Use <u>If Not Doing</u> <i>Learning The Alphabet 1 And 2 Or Exploring Sounds In Words</i>	Use 4- And 5-Sound Oral Blending Pages. Other Pages - Reteach/Review If Needed	As Needed	As Needed
<i>Rhyming, Mixed, Or Two-Page Short Vowel Words And Sentences</i>		After Completing <i>Exploring Sounds In Words</i>	Beginning Of The School Year	As Needed	As Needed
<i>Basic Short Vowels</i>			Extend Short Vowel Instruction	Beginning Of The School Year, Reteach/ Review	As Needed
<i>Phonetic Words And Stories, Books 1-8</i>		Books 1, 2, 3, And 4, After Completing Short Vowels, As Time Permits	Books 1-8, After Completing Short Vowels	As Needed	As Needed
<i>Basic Phonics Patterns, Books 1-8</i>			Coordinate With Phonetic Words And Stories	Reteach/ Review Patterns	As Needed
<i>Know The Phonetic Code, Volumes 1-3</i>				Reteach/ Review Patterns And Stories	As Needed
<i>Know The Phonetic Code, No Stories</i>				Reteach/ Review Patterns Only	Review
<i>Advanced Phonics Patterns</i>			After Completing The Phonics Patterns Books	Throughout The Year	Review



## How To Make Sense Of The Many Parts Of This Program

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

1. In 1987 I began working as a teaching assistant in a resource room in Oak Ridge, Tennessee. I was assigned two second graders and a few older students who needed help with reading. I studied a book about the Montessori method, and discovered that it uses vowels printed in color when teaching beginning readers. I took it a step further and assigned a specific color for each vowel sound, using the vowel sound in the name of the color whenever possible. For example, the *ow* pattern has the sound heard in the word *brown*, the *ee* pattern has the sound heard in the word *green*, *violet* letters are used to show the long *i* sound, *orange* shows the *o* sound, *blue* shows the long *u* sound, and so on. For each vowel, I assigned a light color for the short vowel sound and a darker shade of the same color for the long vowel sound. I bought some colored markers and fine point felt tip pens and made vocabulary flashcards and phonetic word lists using color coded vowels. These color-coded lists worked very well. The students improved and I was hooked on teaching reading. I also started typing phonetic word lists into spreadsheets on our Commodore 128 computer. I used these as a reference when making the flashcards and word lists.
2. In 1989 I began teaching a split kindergarten/1st grade class in Johnson City, Tennessee. I made a set of small booklets containing rhyming short vowel word lists and short vowel sentences, illustrated with simple line drawings. The children loved them. I used these booklets from many years to teach short vowel words.
3. The summer of 1999 my school sent me to a month long training session for the Slingerland Method. I learned to use alphabet and phonogram flashcards along with key word picture charts as part of my daily teaching routine. I learned how to teach handwriting using large letter patterns for students to trace. I learned how to look at my basal reading program and create structured decoding and spelling sessions to reinforce the program. During the dictation period, students listened to letter and phonogram sounds that I dictated and repeated the sounds as they wrote the patterns. Then they spelled words with the same patterns, using letter cards on a pocket chart before writing the words on lined paper. Student achievement in my class the following year soared. I continued using these teaching techniques every year.
4. One year I tutored a student in my class who was having trouble learning to read short vowel words. I had him spell a words with plastic letters first. He was able to do this readily. Then I showed him flash cards with the same words, with pictures on the back. He could read the words! After he read each word, I turned the card over to show him the picture. This served two purposes. It showed him that he had read the word correctly, and it reinforced the meaning of the word. Over a period of several lessons, we went through all the short vowel words that way. It made a big difference for him to spell each set of words with plastic letters before attempting to read them. I incorporated this spelling activity into my small group instruction in my classroom, and continued to use it every year. I found that it did an excellent job of preparing students to read short vowel words. Later in the school year, when I introduced new phonics patterns, such as *ee/feet* or *sh/ship*, I had students use plastic let-

ters to spell words with those patterns, too, with the same positive results.

5. Some time later, while teaching first grade, I saw a flyer for Total Reading. Intrigued, I ordered the teacher's manual and some of the student books. The program was similar to the Slingerland program, but not entirely the same. The instructions said to use just the letter and phonogram sounds during the flashcard review and daily dictation lesson, instead of the letter name-keyword-sound routine used by Slingerland. I tried this with my class, and suddenly the few students who were still having trouble started doing a lot better. I realized that although many children can learn either way, some students need to focus on the sounds only to avoid confusion.
6. I began typing word lists for the common phonics patterns that students need to learn in order to begin reading. I put the lists in the sequence needed so that students could read the *Short Vowel Stories* about Bob and Sam published by Evan-Moor. I continued making more phonetic lists and arranged those patterns in the order needed to read *Hop on Pop* by Dr. Seuss. I typed a set of sentences to go with each list of words, and put the pages together to make booklets to provide decoding practice for the students in my class. I made worksheets with pictures and words for each of the phonetic patterns. I also made sound charts to put on the wall, to use during the daily phonogram review period. The charts showed the phonics patterns I was teaching, with key words and pictures. These were all drawn and colored by hand. I added triangular shapes to the top of the charts so that they looked like houses in a city. I added streets below the houses with pictures of cars and trucks. At this point I started calling my materials *Sound City Reading*.
7. About the same time I made sets of apple alphabet and caterpillar games to reinforce the letter sounds and phonics patterns that students were learning. Students loved playing these games, and their ability to recognize the letters and patterns and remember their sounds improved. For my most reluctant students, the improvement was dramatic. Since then I've used these games as a regular part of my instruction.
8. I moved to Memphis in 1999. I began tutoring two students, a brother and younger sister, using the charts, word lists, sentences, and caterpillar games. Slowly and steadily, they began reading. However, there are many different phonics patterns in *Hop on Pop*, and often there were no new pages to read in the book because more patterns still needed to be introduced. So I began writing little practice stories to provide more extended reading. The students did well with the materials, and they did learn to read.
9. I offered to volunteer in my cousin's school with some of her first grade students. My short vowel booklets were much too difficult for them, even though they were being taught with a phonetic program in the classroom. So I created a set of beginning and ending sound worksheets with pictures and found that they responded well to those. These pages eventually became the *Exploring Sounds In Words* book. The students knew the alphabet sounds, but they couldn't put the letter sounds together to read a short vowel word. On a hunch, I check to see if they could put just two letter sounds together. They could not! I decided to teach them to put two sounds together first, and then go on to short vowel words. This task was so difficult for the students that I consulted with two speech teachers, and they both approved of my plan. It took

weeks of practice, but it worked! The students finally learned to put two letter sounds together. I called these two-letter combinations “silly sounds” because they have no meaning. We went on to begin reading short vowel words from flashcards, then the phonetic word lists and practice stories I had previously put together. Success!

10. Later, I tutored my young niece at my home. She was having trouble learning the alphabet. My alphabet charts were set up to use key words, as they had been for years: a/apple, b/ball, c/cat, and so on. These did not work with her, because she could not hear and identify the beginning sounds in the words. I remembered a program I had used in Johnson City called Dekodiphukan. It used a sound story with pictures to introduce the letter sounds. I wrote a new sound story for my niece, using the same concept. The pictures represented real sounds heard in the environment, for example truck engines, hissing snakes, and squeaking swing sets. I wrote a new part of the story and drew a new picture before each lesson. I changed the alphabet charts on my wall to show the letters with the sound pictures. The sound pictures worked! She immediately began to learn the alphabet letters and their sounds.
11. Now that my niece knew her letters and sounds, I attempted to have her spell short vowel words with plastic letters. She couldn't do it. Not at all. She couldn't hear the separate sounds in the words. She didn't grasp the concept that the letter sounds were arranged sequentially to form the word, to match the way the word was pronounced. One day as we were attempting to do this, I tried giving her a two-sound combination to spell. Instead of “Show me cat” I said “Show me ca.” She could do it! “Show me ac.” She could do it. It only took a few sessions, and she was able to begin spelling short a words. We repeated the process with each short vowel. She went on to learn to read like a pro, using my materials, with never a hint that she had trouble getting started. She made straight A's when she entered first grade. She is now taking pre-med courses in college.
12. I went back to work, teaching first grade in Cordova, Tennessee. I used all the teaching techniques I had learned, but I had one student who still could not read short vowel words. One day, as I was tutoring him, we stumbled upon a method that helped him “crack the code.” We were working with a set of flashcards I had made that included short a word cards and separate cards with the matching pictures. They were the exact words from the very first story in the basal reader, which he was still unable to read. I placed the pictures on the table and we played a game. I said the sounds for each picture “like a robot,” with a pause between each letter sound. “C....a.....t.” He had to listen carefully and put the sounds together mentally to find the correct picture. He could do it! Then I put the word cards on the table. Again, I said the separate sounds for each word. He could find the correct word card, and then say the word! Next we reviewed a few sight words from the story using color-coded flashcards. I finally handed him the reading book, and let him try reading the story. He could read it! He read it comfortably, without stumbling over the words.
13. I was so amazed with the success of the “robot game” that I took the time over the summer break to make sets of pictures and color-coded word cards for every phonics pattern taught in the whole first grade basal program. I made a set for each first grade teacher at our school. When we started back to school in the fall, I followed

the same procedure described above (see 12), placing the picture and word cards in a pocket chart so I could work with the whole class. This worked amazingly well. We went through the routine the first thing every morning, introducing a new set of cards every day. Combined with the use of phonogram flashcards, sound charts (which now incorporated my sound story pictures), and daily spelling dictation using the new phonics patterns, the class made excellent progress.

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

to work. We spent an hour a day working on reading. For a long time my grandson pronounced the sounds in each word one at a time instead of putting the sounds together smoothly. I started covering the last letter in each word to let him slide the first two letter sounds together, then I uncovered the last letter to let him complete the word. This worked for him, and he slowly overcame the habit of saying the sounds separately. To counteract this tendency, I tried using short vowel word lists that began with the same two letters, instead of the rhyming lists that I previously used. A check of reading research online showed that some researchers were using the same idea, and I rewrote the short vowel materials to group words by beginning sounds instead of rhyming patterns. This is called body-coda decoding. (Note: I have now incorporated both rhyming and body-coda word lists into my teaching materials. I realized that some students do better one way, and other students catch on more quickly the other way. Having students study both types of lists seems to promote the most progress. See 18 below.)

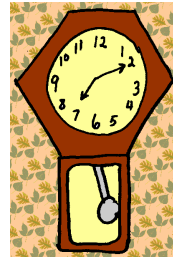
17. With daily lessons, my grandchildren were able to go on to complete the rest of my reading program with no problems, including the advanced materials and all of the books on the trade book list, before my grandson started first grade. His sister entered kindergarten the same year, reading at an early second grade reading level.
18. During the 2014-2015 school year, I tutored a kindergarten student who was having difficulty remembering all of her alphabet letters and their sounds. We went through my usual routine, and began working on two-sound oral blending skills to prepare her for reading short vowel words. She could spell short vowel words with plastic letters, and she could pronounce two-letter combinations such as ba, ca, da and ab, ac, ad, but she was still not able to read three-letter short vowel words very well. She was reading them in a laborious, halting way. I thought carefully about the exact sub-skills she needed to read the words, and realized that she needed to read rhyming word lists first, and then the same words arranged in a second list in which the words that began the same way were grouped together (body-coda). By doing this, she would learn to substitute beginning consonant sounds (when reading the rhyming lists) and ending consonant sounds (when reading the body-coda lists). I created a short vowel book with this structure, using color-coding for the vowels. We had previously tried the picture-word “robot game” without success. So this book had just the words - no pictures. I had my student read the lists, working with one short vowel per lesson. She read both types of word lists, rhyming and body-coda, one after the other. She immediately began reading short vowel words and sentences with confidence, and rapidly became more fluent. Soon she began spelling and reading words and stories in the first phonogram pattern book with no trouble at all. After seeing her success, I changed my *Short Vowels For Beginning Readers* book from body-coda lists to rhyming lists, creating the *Rhyming Short Vowel Words And Sentences* book.
19. In the long run, my teaching has always improved the most when I worked with students who did not respond to my current teaching technique. Many of the approaches I use were developed by trial and error, working directly with individual students. As those students taught me what would work, I kept adding to my “bag of tricks” to help children learn. I hope that sharing them with you will be of benefit to you and your students.

# A Sound Story

## About Audrey and Brad

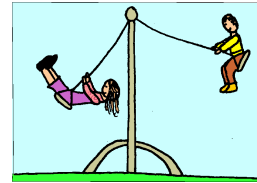
### Part 1

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



T t

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



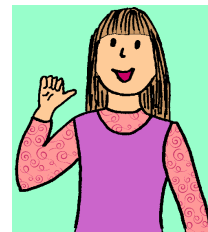
I i

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



H h

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





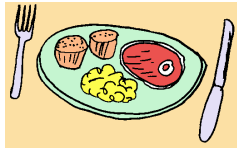
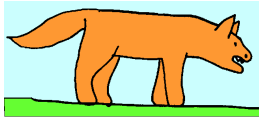


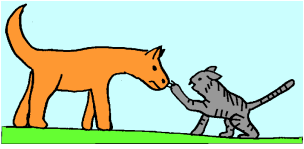
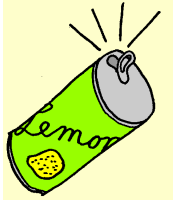
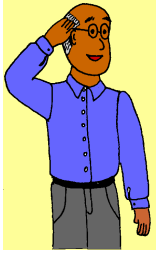
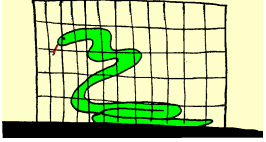
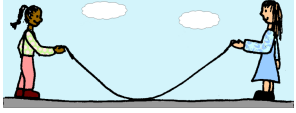
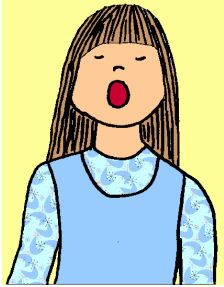
I i

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


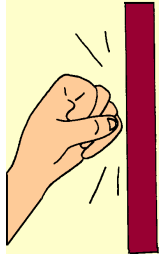
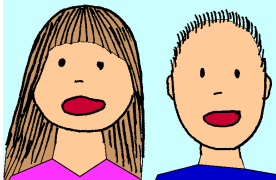
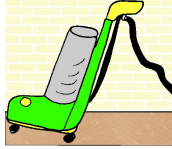

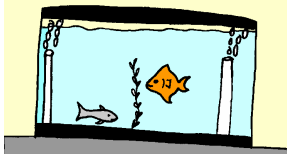




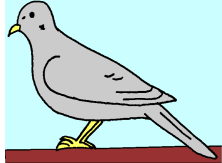
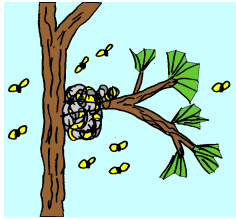
L l

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

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






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

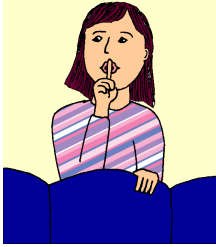
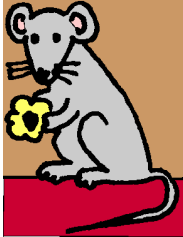
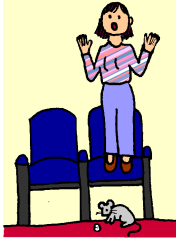
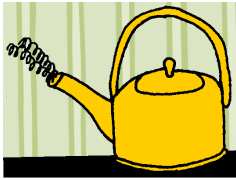


<p>Audrey looked up when she heard the “K, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s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

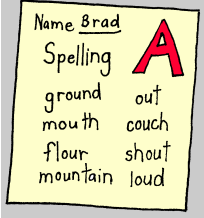

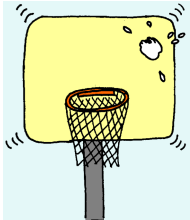


Sight Words

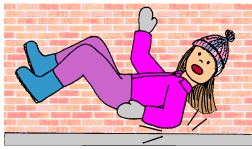

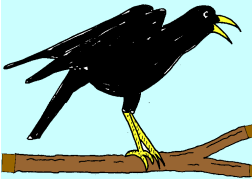



<p> a</p>	<p><sup>z</sup> is</p>	<p><sup>z</sup> as</p>	<p>i</p>
<p> A</p>	<p><sup>z</sup> his</p>	<p><sup>z</sup> has</p>	
<p><sup>z</sup> was</p>			

An umbrella over a vowel indicates the short u sound.

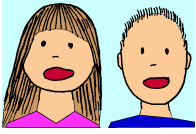
<p><b>Part 2 Beyond The Alphabet Sounds</b></p> <p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward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

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

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

Alphabet Sounds

A a



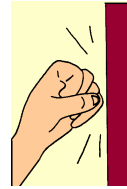
B b



C c



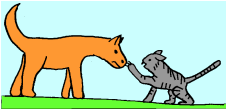
D d



E e



F f



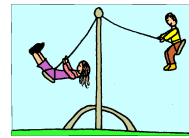
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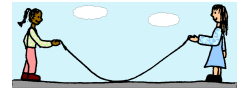
H h



I i



J j



K k



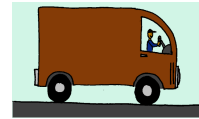
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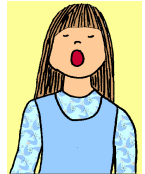
M m



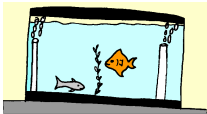
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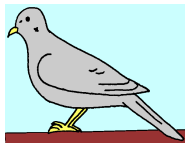
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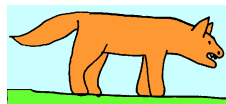
P p



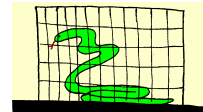
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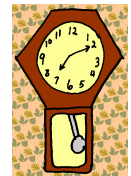
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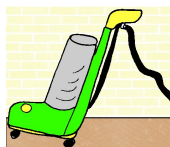
T t



U u



V v



W w



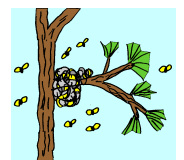
X x



Y y



Z z



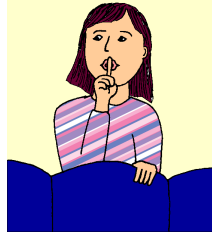
Say the sound for each letter.

"Beyond The Alphabet" Sounds

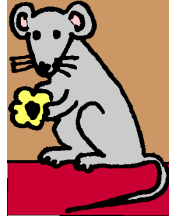
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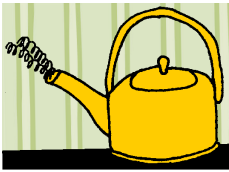
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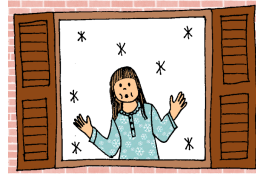
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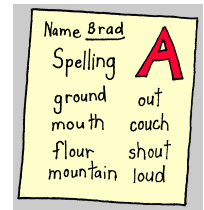
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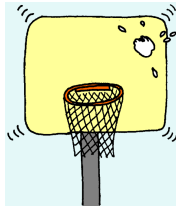
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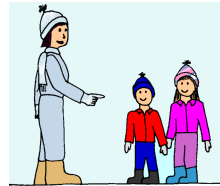
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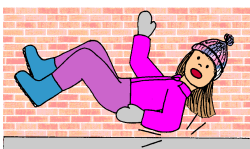
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oi oy



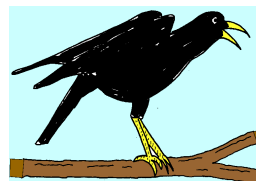
ou ow



ü



ä



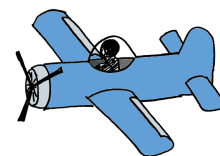
measure, vision,  
azure, garage



Say the sound for each letter or pattern.



## Color-Coding Chart


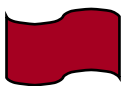
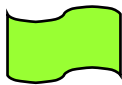
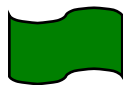
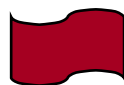
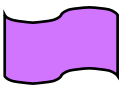
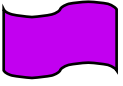
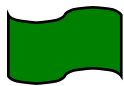


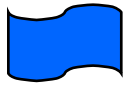
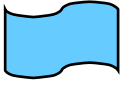
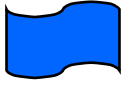





a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet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



### How I Chose The Colors

I picked the vowel colors so that I could remember them easily, long before I wrote the sound story. I started with the long vowel colors. This was easy; I just matched each long vowel sound with a color name. Then I added the same colors, but lighter, for the short vowel sounds. Except I didn't want *a* to be gray, so I set up the short *a* sound with bright red for *a*/apple.

Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
<p><b>a</b></p> <p>apple </p>	<p><b>ā</b></p> <p>darker red </p>	<p><b>ä</b></p> <p>a color variant of red</p>
<p><b>e</b></p> <p>lighter green </p>	<p><b>ē</b></p> <p>green </p>	<p><b>ë</b></p> <p></p>
<p><b>i</b></p> <p>lighter violet </p>	<p><b>ī</b></p> <p>violet </p>	<p><b>ï</b></p> <p></p>
<p><b>o</b></p> <p>lighter orange </p>	<p><b>ō</b></p> <p>orange </p>	<p><b>ö</b></p> <p></p>
<p><b>u</b></p> <p>lighter blue </p>	<p><b>ū</b></p> <p>blue </p>	<p><b>ü</b></p> <p>bush </p>

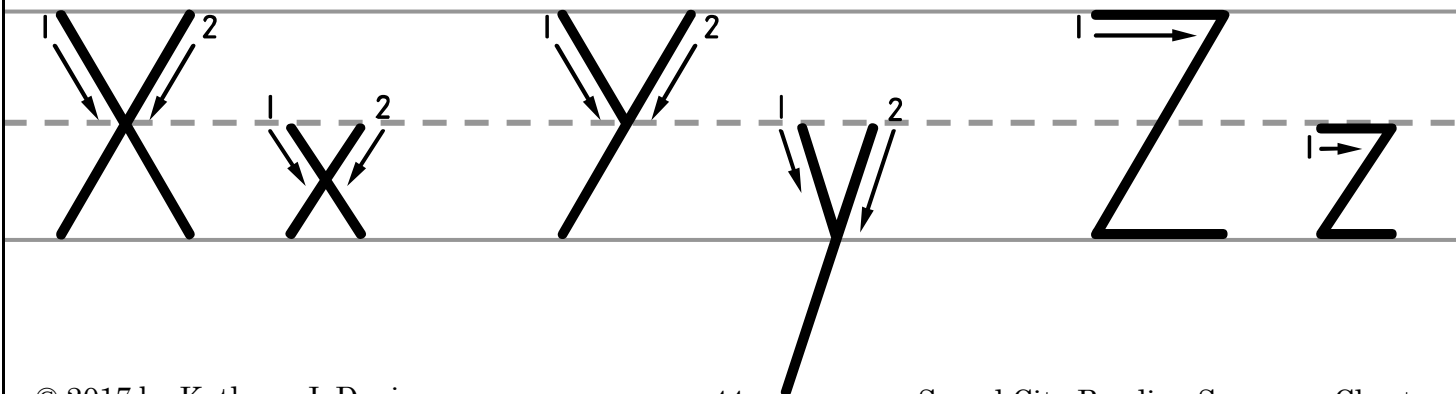
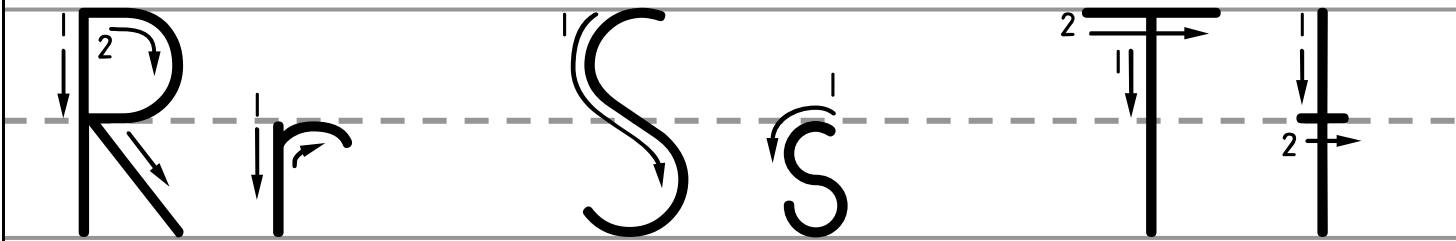
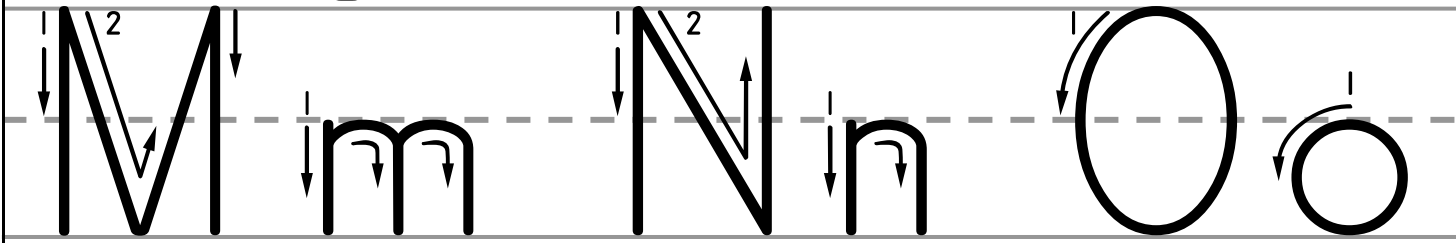
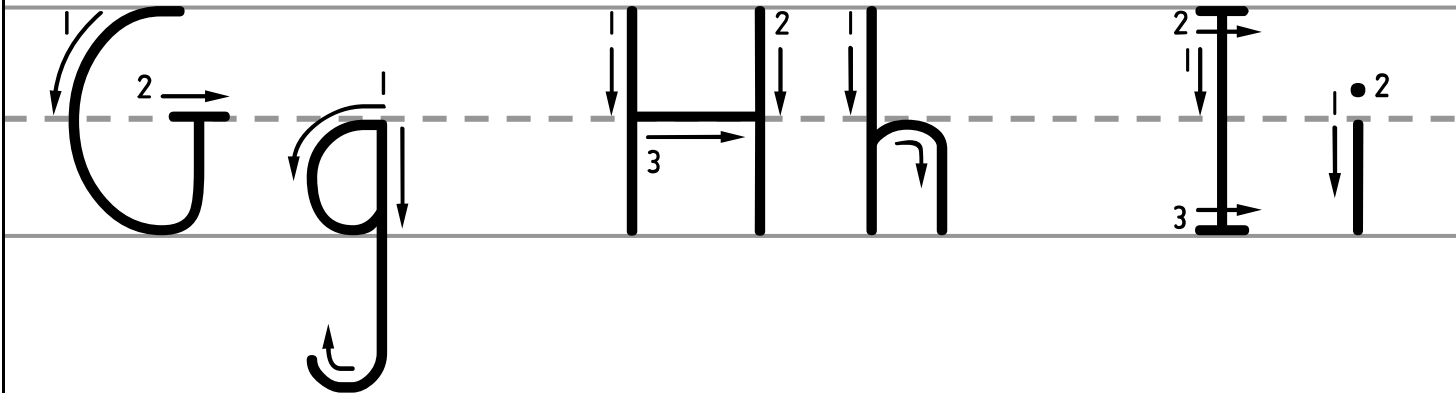
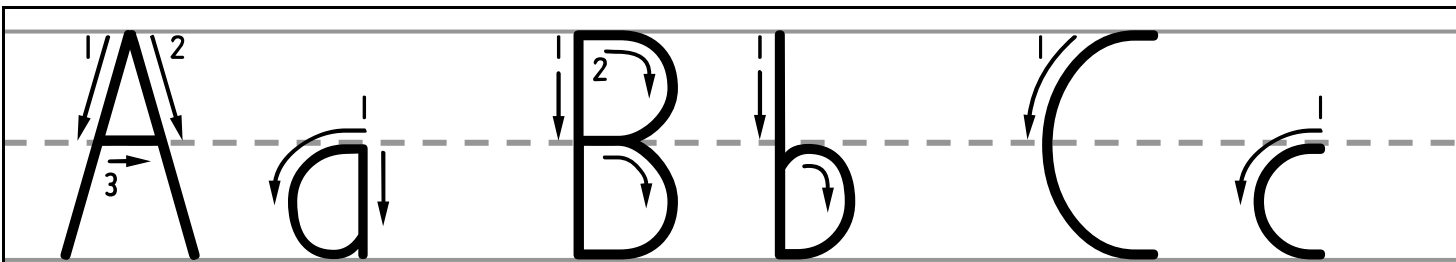
<p><b>oi oy</b></p> <p>gold coins </p>	<p><b>ou ow</b></p> <p>brown </p>	<p><b>er ir ur</b></p> <p>Gray = "no color," so the vowels in these patterns have no sound.</p>
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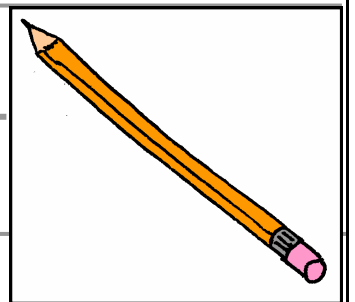
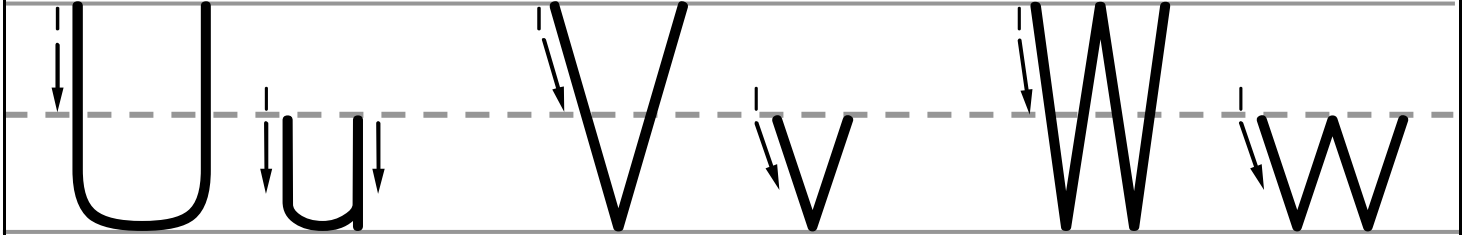
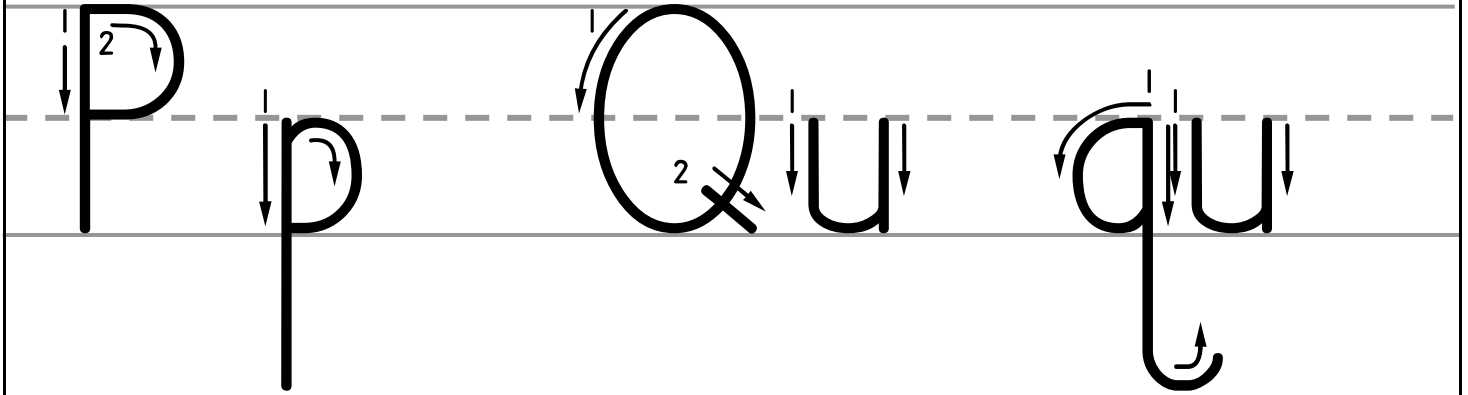
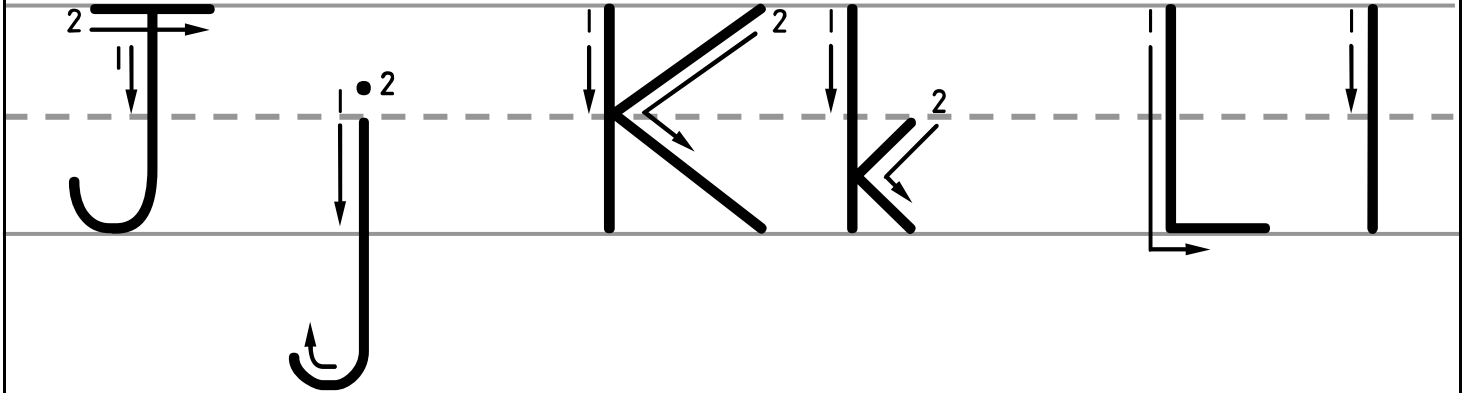
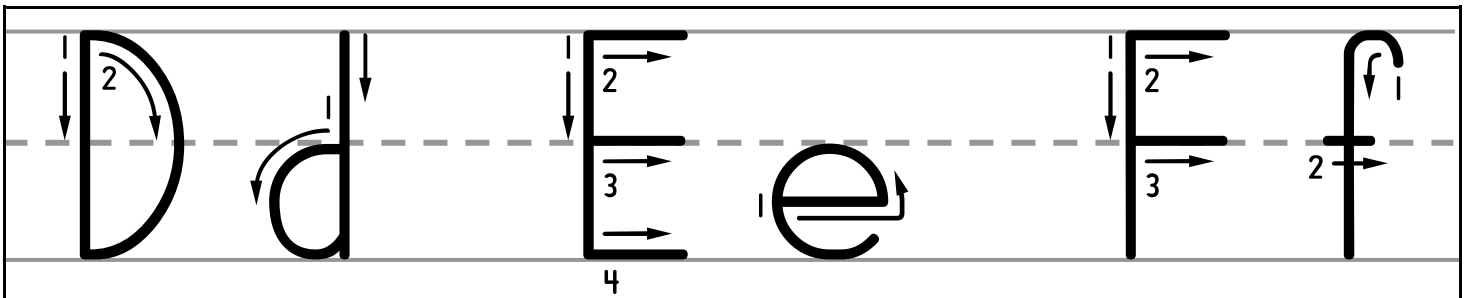
## Sight Words

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

## Sight Words

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





Aa Bb Cc

Gg Hh Ii

Mm Nn Oo

Rr Ss Tt

Xx Yy Zz

Dd Ee Ff

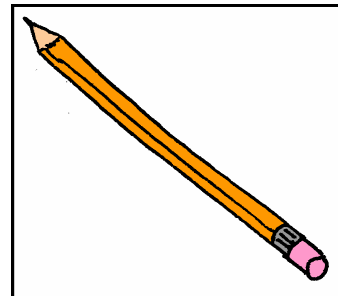
Gg Hh Ii

Jj Kk Ll

Mm Nn Oo

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

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



## 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, dotted vowel sounds, and consonant digraph sounds.

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

- a) Each vowel can represent three different sounds.

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

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

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

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

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

And the sound in vision, measure, azure, garage

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

Vowels: a/apron, ai/rain, ay/play, a\_e/safe

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

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

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

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

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

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

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

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

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

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

a/what    a/away    a/panda    o/son    o\_e/love    ou/country

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

said      been      any      bury      friend

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

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

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

Prefix: unhappy    Suffix: sleeping

Compound Word: mailbox    Contraction: doesn't



## The Story About The Umbrella Vowels



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

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

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

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

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

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

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

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

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

the a was what across panda son love country

## The Story About V And E



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

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

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

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

give live have love move sleeve curve

## The Story About The Vowels And The Letter E

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

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

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



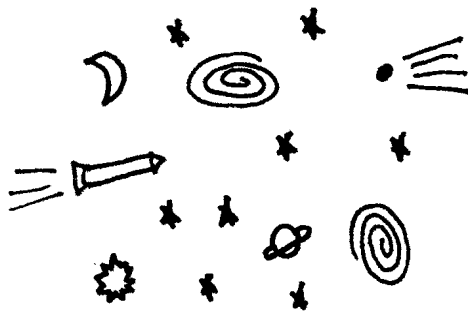
# Summary Sound Chart

This chart shows all of the patterns taught in this program. Most of the patterns are shown in alphabetical order.

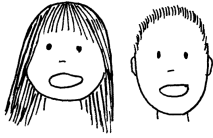
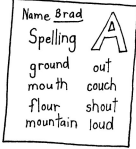


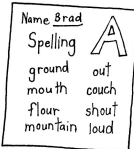
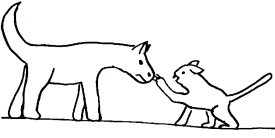


Use this chart as a reference. It will help you see how all of the letter patterns are related to each other and to the alphabet.

Each group of letters or letter patterns is shown with a sound picture showing the sound they represent. The pictures and their sounds are introduced in *A Sound Story About Audrey And Brad*.

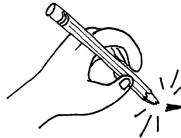



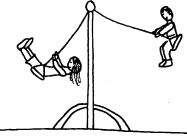



You can hear the sound story and the sound for each sound picture at [www.soundcityreading.net](http://www.soundcityreading.net).






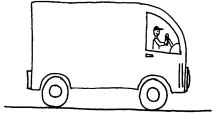
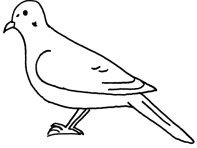
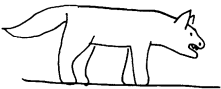
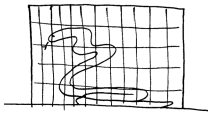

# Summary Sound Chart

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



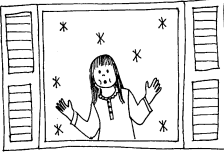
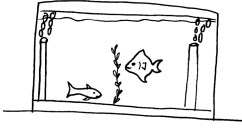

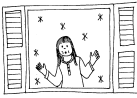



# Summary Sound Chart

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


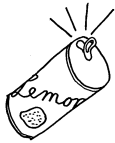



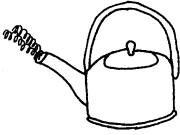


# Summary Sound Chart

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

# Summary Sound Chart


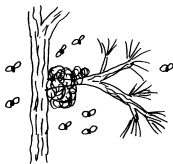
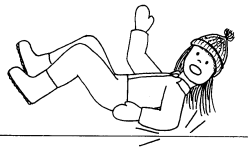

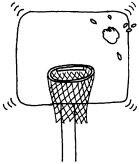
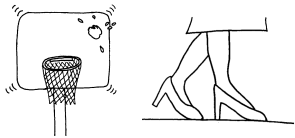

o	ō	ö	p	
				
<p><b>o</b> ox</p> <p><b>a</b> father</p>	<p><b>oa</b> boat</p> <p><b>oe</b> toe</p> <p><b>o_e</b> home</p> <p><b>old</b> gold</p> <p><b>olt</b> bolt</p> <p><b>oll</b> troll</p> <p><b>olk</b> yolk</p> <p><b>ou</b> four</p> <p><b>ow</b> snow</p> <p><b>o</b> robot</p>	<p><b>o</b> to</p> 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

# Summary Sound Chart








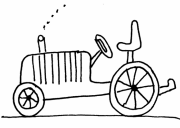


w	x	y	y
			
<p><b>w</b> wig <b>wh</b> when</p>	<p><b>x</b> box</p> <hr/> <p><b>x</b> exhaust <b>x</b> xylophone</p>	<p><b>y</b> yo-yo <b>i</b> onion</p>	<p><b>y</b> candy</p>
sh	th	th	ch
			
<p><b>sh</b> ship <b>ch</b> chef <b>tion</b> addition <b>tial</b> initials <b>tient</b> quotient <b>tious</b>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



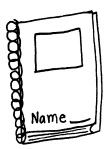


# Summary Sound Chart

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

# Summary Chart - Bossy R Patterns

		
<b>ar</b> car	<b>ar</b> dollar	<b>ar</b> carrot
		
	<b>er</b> her	<b>er</b> heron
		
<b>ir</b> bird		
		
<b>or</b> horse	<b>or</b> tractor	<b>or</b> sorry
		
	<b>ur</b> turtle	

		
<b>wor</b> worm	<b>ear</b> early	<b>our</b> journal

Each lesson includes these pages: oral blending, handwriting readiness picture, sound story, finger trace a large model of the letter, trace small letters with a pencil, visual discrimination, words and pictures that begin with the new letter, rhyming.

### ***Learning The Alphabet - Book 1 - Sequence Chart***

Part	New Letter	Handwriting Readiness Picture Pages
1	T t	Raindrops, Target Practice
2	I i	Apple Drop
3	H h	Jumping Jacks, Rainbow 1
4	L l	Leaf Drop, Down The Steps
5	N n	Frog Hop 1
6	W w	Mountain Tops
Review: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
7	U u	Waves, Dinosaur
8	B b	Jogger
9	M m	Frog Hop 2
10	R r	Bus Stop
11	F f	Figure Eight Race Track 1, Rainbow 2
12	X x	Two Mazes
Review: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
13	E e	Boy Going Home, Bee And Flower
14	S s	Figure Eight Race Track 2
15	J j	Ant Hill
<b><i>Learning The Alphabet - Book 2 - Sequence Chart</i></b>		
16	O o	Bubble Blow
17	C c	Willy Worm 1
18	D d	Round Race Track, Jumping Jacks 2
Review: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
19	A a	Mouse And Cheese
20	V v	Bat Cave
21	G g	Mouse Walk
22	P p	Dog Run
23	K k	Waterslide
24	Y y	Two Mazes Reversed
Review: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
25	Qu qu	Bird Nest
26	Z z	Double Pyramid
Review: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
Bonus	ā, ē, ī, ō, ū	Words and pictures that begin with each of the long vowel sounds

## Learning The Alphabet 1 and 2 - Spelling Dictation Chart

Have students use plastic letters to make the letter combinations and words shown on this chart. For the longer lists, choose the number of words that will fit the allotted time and attention span of the students. Tell students when to use double letters at the end. As soon as students are able to write the letters confidently, you can also begin dictating some of the words for students to spell on lined paper.

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

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	New Letters	<u>Letters To Use</u> Say the sound of each letter; students find the letter and place it on a work mat.	<u>Letter Combinations To Make With Plastic Letters</u> When students become confident spelling the words you can skip this step.	<u>Words To Spell With Plastic Letters</u> If students can't spell the words, do the letter combinations until they are ready for words.
22	P p	a, t, n, b, x, h, m, r, f, s, s, c, l, d, d, j, w, v, g, g, p	at, an, ab, ax, am, af, as, ac, al, ad, aj, av, ag, ap, ta, na, ba, ha, ma, ra, fa, sa, ca, la, da, ja, wa, va, ga, pa	tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, lad, an, fan, can, ran, lass, bass, bad, lab, cab, man, mad, jam, ax, wax, sax, dad, had, van, vat, gal, gab, gas, tag, lag, nag, wag, bag, rag, sag, gag, pat, pal, pan, pass, pad, tap, lap, nap, map, rap, sap, cap, gap, ram, sad, mass
23	K k			
24	Y y			
25	Qu qu			
26	Z z	a, y, p, k, m, z, z, j, h, a	ap, ak, am, az, aj, ya, pa, ka, ma, za, ja, ha, sa	yap, yak, yam, zap, jazz, has, as
27		o, g, t, h, b, f, j, l, d, p, p, x, m, s, w, k	og, ot, ob, of, oj, ol, of, op, ox, om, os, ok, go, to, ho, bo, fo, jo, lo, do, po, mo, so, wo, ko	got, hog, bog, fog, jog, log, dog, pot, pox, pod, top, hop, lop, mop, sop, pop, wok
28		i, k, t, t, d, d, s, s, p, n, l, l, x, g, j, b, b, z, z, q, u, f, r	ik, it, id, is, ip, in, il, ix, ig, ij, ib, iz, if, ki, ti, di, si, pi, ni, li, gi, ji, bi, zi, qui, fi, ri	kit, kid, kiss, kip, kin, kill, sit, sip, sill, six, tin, tip, till, did, dip, dill, dig, pin, pit, pill, pig, nil, nit, lit, lid, lip, jib, vim, gill, yip, him, hit, hill, hid, hip, wig, will, win, bit, bill, bin, bib, bid, big, mitt, mill, miss, zip, fizz, quiz, quit, quill, fit, fill, fin, fib, fig, fix, if, rid, rim, rig, rip, mix, gill
29		u, c, t, t, b, f, f, d, p, p, l, l, g, m, s, s, n, h, r, j, y, z, z	uc, ut, ub, uf, ud, up, ul, ug, um, us, un, uj, uz, cu, tu, bu, fu, du, pu, lu, gu, mu, su, nu, hu, ru, ju, yu, zu	cut, cub, cuff, cud, cup, dull, dug, bud, mud, suds, cud, gut, gull, gun, gum, tug, hug, bug, mug, rug, jug, dug, putt, puff, pus, pup, cup, up, yum, buzz, fuzz
30		e, t, l, l, n, h, m, s, s, w, b, f, j, d, v, g, g, p, p, k, y, r	et, el, en, em, es, eb, ef, ej, ed, ev, eg, ep, ek, te, le, ne, he, me, se, we, be, fe, je, de, ve, ge, pe, ke, re	tell, ten, hem, hen, let, less, net, wet, well, web, bet, bell, met, men, mess, fell, set, sell, jet, den, vet, get, pet, pen, pep, keg, yes, yet, yell, led, leg, wed, bed, beg, red, fed, egg

At this point, select any two short vowels you want to review and have students spell words with both vowels in a one lesson. Repeat with various short vowel combinations.

## Exploring Sounds In Words - Sequence Chart

- This chart shows the skills practiced for each new letter. The letters are studied in the order in which they are presented in *A Sound Story About Audrey And Brad*. This matches the order in which the letters are introduced in all of the Sound City Reading handwriting books.
- Before doing the pages for each new letter, introduce it by reading the related pages in *A Sound Story About Audrey And Brad*. Then teach a handwriting lesson for the new letter, using the *Exploring Sounds In Words Manuscript Handwriting* book. If you prefer, you can use the *Expanded Manuscript Handwriting On Letter Sized Paper* book, instead. For easier handwriting lessons you could use the *Manuscript Handwriting Tracing Pages* book.
- Use the *Picture Dictionary A-Z* book to reinforce beginning and ending sounds in words.

		Pages For Each New Letter							Put It Together Pages				
	Sound Story And Handwriting	Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Oral Blending And Segmenting, Rhyming	Beginning And Ending Sounds	Medial Short Vowel Sound	Beginning, Middle, And Ending Sounds	Sound Blending, Silly Sounds
1	T t	t			t		t		✓				
2	I i	i	i, t	✓					✓				
3	H h	h	h, i	✓					✓				
	Ī ī												
4	L l	l	l, h	✓	l	l, t	l		✓				
5	N n	n	n, l	✓	n	n, l	n		✓				
6	W w	w	w, n	✓				✓	✓	✓	i	i	i
7	U u	u	u, w	✓					✓				
8	B b	b	b, u	✓	b	b, n	b		✓				
9	M m	m	m, b	✓	m	m, b	m		✓				
10	R r	r	r, m	✓	r	r, m	r		✓				
11	F f	f	f, r	✓	f	f, r	f		✓				
12	X x				x	x, f		✓	✓	✓	u	u	u
13	E e	e	e, f	✓					✓				

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14	S s	s	s, e	✓	s	s, x	s		✓				
15	J j	j	j, s	✓					✓	✓	e	e	e
16	O o	o	o, j	✓					✓				
17	C c	c	c, o	✓	c				✓				
18	D d	d	d, c	✓	d	d, s	d	✓	✓	✓	o	o	o
19	A a	a	a, d	✓					✓				
20	V v	v	v, a	✓	v	v, d	v		✓				
21	G g	g	g, v	✓	g	g, v	g		✓				
22	P p	p	p, g	✓	p	p, g	p		✓	✓	a	a	a
23	K k	k	k, p	✓	k	k, p	k		✓				
24	Y y	y	y, k	✓				✓	✓				
25	Q q	qu	qu, y	✓					✓				
26	Z z	z	z, qu	✓	z	z, k	z	✓	✓	✓	Mixed Short Vowels	Mixed Short Vowels	a, e, i, o, u
		Long a, e, i, o, u											

## Exploring Sounds In Words - Spelling Dictation Chart

Have students use plastic letters to make the letter combinations and words shown on this chart. For the longer lists, choose the number of words that will fit the allotted time and attention span of the students. Tell students when to use double letters at the end. As soon as students are able to write the letters confidently, you can also begin dictating some of the words for students to spell on lined paper.

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1	T t			
2	I i			
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	u, t, b, h, l, l, n, n	ut, ub, ul, un, tu, bu, hu, lu, nu	tub, hut, hull, hub, nut, null, nun, nub, but, bun
9	M m			
10	R r			
11	F f			
12	X x			
13	E e			
14	S s			
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	mum, mutt, mull, muff, rut, run, rub, fun, fuss, sun, sub, sum, jut, hum, huff, tux, lux, buff, bus, us
16	O o			
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	on, off, odd, ox, hot, tot, box, boss, moss, mom, job, sob, mob, rob, rot, fox, lot, jot, not, bob, cot, con, cob, dot, doll, don, doff, nod, rod, sod, cod
19	A a			
20	V v			
21	Gg			



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22	P p	a, t, n, b, x, h, m, r, f, s, s, c, l, d, d, j, w, v, g, g, p	at, an, ab, ax, am, af, as, ac, al, ad, aj, av, ag, ap, ta, na, ba, ha, ma, ra, fa, sa, ca, la, da, ja, wa, va, ga, pa	tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, lad, an, fan, can, ran, lass, bass, bad, lab, cab, man, mad, jam, ax, wax, sax, dad, had, van, vat, gal, gab, gas, tag, lag, nag, wag, bag, rag, sag, gag, pat, pal, pan, pass, pad, tap, lap, nap, map, rap, sap, cap, gap, ram, sad, mass
23	K k			
24	Y y			
25	Qu qu			
26	Z z	i, k, t, t, d, d, s, s, p, n, l, l, x, g, j, b, b, z, z, q, u, f, r	ik, it, id, is, ip, in, il, ix, ig, ij, ib, iz, if, ki, ti, di, si, pi, ni, li, gi, ji, bi, zi, qui, fi, ri	kit, kid, kiss, kip, kin, kill, sit, sip, sill, six, tin, tip, till, did, dip, dill, dig, pin, pit, pill, pig, nil, nit, lit, lid, lip, jib, vim, gill, yip, him, hit, hill, hid, hip, wig, will, win, bit, bill, bin, bib, bid, big, mitt, mill, miss, zip, fizz, quiz, quit, quill, fit, fill, fin, fib, fig, fix, if, rid, rim, rig, rip, mix, gill
27		e, t, l, l, n, h, m, s, s, w, b, f, j, d, v, g, g, p, p, k, y, r	et, el, en, em, es, eb, ef, ej, ed, ev, eg, ep, ek, te, le, ne, he, me, se, we, be, fe, je, de, ve, ge, pe, ke, re	tell, ten, hem, hen, let, less, net, wet, well, web, bet, bell, met, men, mess, fell, set, sell, jet, den, vet, get, pet, pen, pep, keg, yes, yet, yell, led, leg, wed, bed, beg, red, fed, egg

At this point, select any two short vowels you want to review and have students spell words with both vowels in a one lesson. Repeat with various short vowel combinations.

## Sequence Chart - Rhyming Short Vowel Words And Sentences

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

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

## Sequence Chart - Rhyming Short Vowel Words And Sentences

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

## Sequence Chart - Rhyming Short Vowel Words And Sentences

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

## Sequence Chart - Rhyming Short Vowel Words And Sentences

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

## Sequence Chart - Mixed Short Vowel Words And Sentences

This book teaches most of the short vowel words while students are learning to write the alphabet letters.

Part	Teach/Review These Letters	Words And Sentences	Sight Words
1	t i h l n w	in, win, tin, ill, hill, will, till, it, hit, lit	
		tin, ill, in it, in it, I lit it. Will I hit it? I hit it! Will I win? I will win!	I
2	u b	nut, hut, tub, nub, hub, bun, nun, hull, null, Bill	
3	m r	bib, rib, nib, bit, mitt, bill, mill, rim, him, Tim	
4	f x	fun, run, muff, huff, rut, mutt, hum, mum, tux, lux	
		I will hum. Tim will run. It will run. It will huff. I hit it. I hit him. Bill bit it. It bit him.	
5	e	net, let, bet, wet, met, tell, fell, well, bell, Ben	
6	s	bin, fin, fit, sit, mix, fix, six, miss, hiss, his	
		It is his bib. Bill is six. I miss him. It is his net. It fell. It is his mitt. Tim is in his tux. It is fun. I will fix it. I will mix it.	is, his
7	j	set, jet, Jeff, less, mess, sell, sun, fuss, bus, us	
8	o	mom, Tom, not, rot, tot, lot, hot, jot, on, off	
		Jeff is on his bus. Mom is hot. Tom is not hot. It will rot. It is on. It is off. Will it fit? It will fit. Bill is in his hut. Tim is in his tub. It will hiss.	
9	c	cot, cob, job, sob, jut, cut, cub, rub, sub, sum	
10	d	lid, hid, rid, did, dim, Jim, Jill, sill, fill, dill	
11		red, fed, bed, led, wed, Ted, Ed, mess, less, hem	
		Jim did his job. Jeff is on his jet. Ed fed him. Tim hid. Mom will hem it. Tom is on his cot. Did Bill miss it? I will fill it. Jill is in bed. Jill is ill. Mom cut it.	
12	a	mat, rat, sat, fat, hat, cat, bat, Matt, dad, had	
13		cab, lab, nab, tab, dab, wax, tax, sax, fax, ax	
		A rat sat. A rat is fat. A cat is fat. A cat sat on a mat. Dad had a hat. Jill is at a lab. Matt is in a cab. Jim will dab it. Jeff is at bat. I will nab him.	
14	v	fan, man, ran, ban, can, tan, Jan, Nan, van, vat	
		A man ran. It can run. Dad had an ax. Nan will sell a fan. A man is in his van. Jim will wax his van. It is his sax. A hat is on a cat. A cat sat on a van. A bat is on a mat.	
15	g	rag, sag, lag, nag, wag, bag, tag, bass, lass, gas	
16		fog, hog, log, jog, dog, rug, hug, dug, bug, jug	
		Max can wag. A man has a hat. A bag has a tag. Did it sag? Matt has a bass. A van has gas. A dog is on a log. A bug is on a rug. A bag fell. A dog can run.	as, has

## Sequence Chart - Mixed Short Vowel Words And Sentences

Part	Teach/Review These Letters	Words And Sentences	Sight Words
17	p	map, nap, lap, tap, cap, gap, pan, pat, pal, pass	
18		pad, sad, lad, mad, fad, bad, ad, add	
		A man was mad. Dan was sad. A cat was bad. Jim has a cap. Jim has a gap. Matt has a pal. A man has a map. Nan has a pan. A cat sat on a lap. A hog was fat.	was
19	k	sip, lip, hip, rip, dip, tip, kip, kit, kid, kiss	
20		fox, pox, box, ox, toss, boss, loss, moss, Ross, doll	
		A fox was on a box. A cat was in a box. Moss was on a log. A dog was hot. Mom will kiss him. Kim did a kip. Bob has a box. A man has an ox. Pat ran a lap. Ross will toss it.	
21	y	ram, ham, Sam, tam, cam, jam, dam, Pam, yam, yak	
22		sod, rod, nod, cod, pod, odd, wok, bud, mud, suds	
		A ram ran. Pam was at a dam. Ross has a rod. A man has a tam. I am Sam. I am six. It was odd. It was in mud. Jam is on it.	
23	qu	wig, fig, rig, big, jig, dig, pig, quit, quill, gill	
24		mop, sop, hop, top, pop, lop, dot, got, pot	
25		dull, gull, gum, Gus, tug, up, cup, pup, putt, puff	
		A pup is up. A man dug up a jug. A dot was on a pot. A big pig has a wig. I run up a hill. It was a big mess. I will huff and puff. Gus will tug on it. A cat got on a box. Mom will mop.	
26	z	sap, zap, jazz, zip, fizz, quiz, pin, pit, pill	
27		get, vet, pet, pep, fez, yes, yell, yum, buzz, fuzz	
28		men, hen, den, ten, pen, leg, beg, keg, peg, egg	
		It has fuzz on it. It can buzz. A cat is on a keg. Ben is a vet. Bill will zip it. A man has a fez. I can putt it. I will get it. A dog can beg. Ed fell. Ed will yell.	
29	Suffix Study	run, runs, sit, sits, tap, taps, jog, jogs, get, gets, fill, fills	
		A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.	
30	Suffix Study	cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids	
		Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet.	
31	Suffix Study	Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog	
		Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big.	

## Two-Page Short Vowel Words And Sentences - Sequence Chart

Students must be able to recognize and write all of the letters of the alphabet and give their sounds before beginning this book.

### Silly Sounds - Two-Letter Sound Blending

ab, ac, ad, af, ag, aj, ak, al, am, an, ap, as, at, av, ax, az  
 ob, oc, od, of, og, oj, ok, ol, om, on, op, os, ot, ov, ox, oz  
 ib, ic, id, if, ig, ij, ik, il, im, in, ip, is, it, iv, ix, iz  
 ub, uc, ud, uf, ug, uj, uk, ul, um, un, up, us, ut, uv, ux, uz  
 eb, ec, ed, ef, eg, ej, ek, el, em, en, ep, es, et, ev, ex, ez

#### Words And Sentences

#### Sight Words

#### Short A

fan, hat, lap, man, nap, ran, sad, van, wag, yak

bag, cat, dad, gas, jam, pan, tag, zap, ax, add

A rat sat. A ram ran. A man had a hat. Sam ran a lap.  
 Max had a nap. A cat sat. A man can wax a van.

A, a

Nan has a fan. A man has a hat. Pam has a pan. Dad has a cat.  
 A man has an ax. Sam has a sax. Pat has a bat. A man has a van.  
 Max has a bass. Dan has a gap.

as, has

Max was mad. Dan was sad. Nan was at a lab. A cat was fat.  
 A cat was bad. A rat was fat. Pam was at a dam.

was

#### Short O

fox, hot, hop, log, mop, mom, not, rod, sob, wok

pot, box, jog, cot, dog, doll, got, top, on, off

Mom can mop. Moss was on a log. A hog was fat. Pam was hot.  
 Rob was not hot. A bat was on a mat. A hat was on a cat.  
 A tag was on a bag. Mom was mad.

A dot was on a pot. A dog was on a log. Bob has a box. A dog was hot.  
 A fox got on a box. A cat got on a box. Tom can jog.

#### Short I

fill, him, lid, mix, rib, rim, six, sit, quit, quiz

big, zip, dig, gill, jig, kiss, win, tip, pill, in

I win. I miss him. I hid. I will sip it. I lit it. I will hit it. I can mix it.  
 I can zip it. I am a kid. I am a pig.

I

Jan is ill. Dan is six. Pam is at a dam. A man is in a cab. Jill is at a lab. It  
 is his bib. Jim has his cat. It can hop. It is his kit.  
 Sam will wax his van.

is, his

Bill will fix it. Kim will kiss him. A big pig has a wig. It bit him.  
 Rob did his job. Did Pat dig it? Pam will miss it. It can hiss.  
 Bill is on a hill top. A lid is on a pot.



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

## Color-Coded Short Vowel Lists - Sequence Chart

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

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

## Color-Coded Short Vowel Lists - Sequence Chart

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

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

### *Color-Coded Short Vowel Lists - Sequence Chart*

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

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

### *Color-Coded Short Vowel Lists - Sequence Chart*

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

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

## Color-Coded Short Vowel Lists - Sequence Chart

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

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

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

## Color-Coded Short Vowel Lists - Sequence Chart

### Section 3 - Extra Practice For Students Who Are Already Reading

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

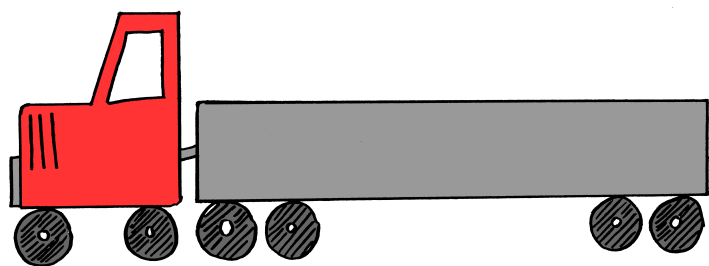
	Short Vowel	A star * is used to indicate sight words.
1	a	fan, hat, lap, mad, nap, ram, sag, van, wax, yak, zap, bag, cat, dad, gas, jam, pal, tax, * as, has, was, a, A
	a	mass, pass, lass, gaff, jazz, Ann, add
	a	ramp, cast, hand, mask, ant, fact, raft, gasp, talc
2	a	stag, span, snag, scan, swam, grass,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

## Color-Coded Short Vowel Lists - Sequence Chart

### Section 3 - Extra Practice For Students Who Are Already Reading

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

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



### *Basic Short Vowels - Sequence Chart*

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



## Basic Short Vowels - Sequence Chart

### Short O Sentences

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

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

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

### Short I Rhyming Words

### Short I Words With Same Beginning Letters

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

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

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

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

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

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

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

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

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

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

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

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

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

### Short I Sentences

New sight words: I, is, his

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

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

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

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

### Short U Rhyming Words

### Short U Words With Same Beginning Letters

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

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

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

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

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

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

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

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

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

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

## Basic Short Vowels - Sequence Chart

### Short U Sentences

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

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

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

### Short E Rhyming Words

### Words That Begin With The Same Letters

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

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

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

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

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

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

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

yell, yes / get / keg / jet

tell, ten / red / hem, hen / den

### Short E Sentences

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

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

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

### Suffix Study

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

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

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

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

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

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

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

## *Basic Short Vowels - Sequence Chart*

**Section 2 - Start here for students who are learning or reviewing the letters of the alphabet**

Teach/Review: t i h l n w u b

Rhyming Words	Words That Begin With The Same Letters
nut, hut / hull, null tub, hub, nub / bun, nun	nut, nub, nun, null / bun hut, hub, hull / tub

Teach/Review: m r f x e s j

Rhyming Words	Words That Begin With The Same Letters
nut, hut, rut, jut, mutt / tux, lux tub, hub, nub, rub, sub / huff, muff	nut, nub, nun, null / sun, sub, sum hut, hub, hull, hum, huff / tub, tux
bun, nun, run, fun, sun / hull, null hum, mum, sum / fuss, bus, us	mum, muff, mutt / bun, bus / lux run, rut, rub / fun, fuss / jut

Teach/Review: o c d

Rhyming Words	Words That Begin With The Same Letters
cot, dot, hot, jot, lot, not, rot, tot cob, fob, job, lob, sob	lob, lot, lox, loss / dot, doll cob, cod, con, cot / mom, moss
cod, nod, rod, sod, odd boss, loss, moss, toss / doll	ox, on, off, odd / job, jot nod, not / hot / rod, rot
on, con / mom off / box, fox, lox, ox	tot, toss / sob, sod box, boss / fob, fox

Teach/Review: a v g p

Rhyming Words	Words That Begin With The Same Letters
cat, fat,, hat, bat, vat, pat, mat, rat, sat	cat, cab, can, cam, cap bat, bass, ban, bad, bag
bag, lag, nag, rag, sag, tag, wag cap, gap, lap, map, nap, sap, tap	tan, tax, tab, tam, tag, tap pan, pat, pass, pad, pal
bad, dad, had, lad, mad, pad, sad, ad cam, dam, ham, jam, ram, tam	sad, sat, sax, sag, sap man, mat, mad, mass, map
ban, can, fan, man, pan, ran, tan, van fax, sax, tax, wax, ax	lag, lab, lass, lad, lap dad, dam, dab / ax, ad, add
cab, dab, jab, lab, nab, tab / pal bass, lass, mass, pass, gas	gas, gap, gab, gal ram, rat, ran, rag
	jam, jab / van, vat nab, nag, nap / wag, wax
	hat, had, ham fan, fat, fad, fax

Teach/Review: k y qu z

Rhyming Words	Words That Begin With The Same Letters
zap, yap, gap, cap, map / jazz yam, jam, ram / yak / as, has	yap, yam, yak / jazz, jam hat, has, had / zap

At this point, go to the short a sight word page in section one. Study the page and read the short a sentences that follow. Continue with the remaining short vowels.

**Phonetic Words And Stories - Book 1**

**Basic Vowel Patterns, Consonant Digraphs, Consonant Blends**

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

**Phonetic Words And Stories - Book 1**

**Basic Vowel Patterns, Consonant Digraphs, Consonant Blends**

	New Sight Words	New Phonetic Words	Compound Words, Antonyms, Synonyms, Homonyms
1	Review: A, a, was, is, his, as, has, I	ax, ill, off, egg, us, fin, ran, cut, ten, box	off-on, ill-well
2		ship, shop, shot, shell, shut, fish, dish, cash, mash, rush	sunfish
3	of	son, won, ton, of, from, front, oven, was, what	sun/son
4		I, hi	
5		he, she, we, me, be	
6		go, no, so, yo-yo	yes-no
7	both, ninth	thin, thud, thumb, Beth, Seth, bath, math, path, moth, with,	bathtub
8	the	this, that, them, then	
9		fast, last, raft, hand, sand, land, lamp, camp, mask, ask	
10		fist, list, mist, milk, silk, gift, lift, risk, disk, wind	
11		or, for, corn, horse (torn, horn)	forget, forgot, popcorn
12	most, post, wolf	pond, fond, soft, romp, golf, cost, lost, most, post, ghost	
13		rock, sock, back, sack, duck, luck, neck, peck, kick, sick	backpack, thin-thick, horseback, front-back
14		jump, dump, pump, punt, bulb, must, dust, gust, dusk, tusk	
15	two	to, do, two, into, onto	into, onto, to-from
16		give, live, have, move	
17		nest, held, tent, send, help, melt, self, desk, next, wept	
18			
19		chick, chin, chill, chimp, chips, chess, check, chest, chop, chum	
20		spill, snap, skip, smell, stop, squid, scab, swim, dwell, twig	stop-go, chopsticks
21	rich, much, such	match, hatch, patch, catch, batch, pitch, ditch, Dutch, fetch, notch	matchbox
22		lunch, bunch, munch, punch, bench, wrench, ranch, inch, finch, pinch	lunchbox
23		flag, flip, plug, clock, cliff, block, sled, glass, split, splash	
24	which, what	when, what, whip, which, whisk, whiz, whiff, whippet	
25	who, whom, whose	who, whom, whose	
26	truth	press, frog, brush, crab, grill, truck, drop, sprig, strap, scrub	grandson
27		sang, rang, wing, king, bring, spring, strong, long, stung, hung	
28		bank, thank, wink, think, drink, honk, junk, skunk, trunk, chunk	
29			

**Phonetic Words And Stories - Book 2 - Long Vowels**

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

**Phonetic Words And Stories - Book 2 - Long Vowels**

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

***Phonetic Words And Stories - Book 3 - More Long Vowels***

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



***Phonetic Words And Stories - Book 3 - More Long Vowels***

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

**Phonetic Words And Stories - Book 4 - Odd O Patterns, Dotted Ü And Ä Patterns**

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

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

**Phonetic Words And Stories - Book 5 - Soft C And G Sounds, Bossy R Patterns**

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

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

**Phonetic Words And Stories - Book 6 - Dotted Ë And İ Patterns, Syllable Study**

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

**Phonetic Words And Stories - Book 6 - Dotted Ę And Ĩ Patterns, Syllable Study**

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

**Phonetic Words And Stories - Book 7 - Advanced Bossy R Patterns**

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



**Phonetic Words And Stories - Book 7 - Advanced Bossy R Patterns**

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

**Phonetic Words And Stories - Book 8 - Open Syllables, Silent Letters, More Vowels**

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

**Phonetic Words And Stories - Book 8 - Open Syllables, Silent Letters, More Vowels**

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

**Advanced Phonics Patterns From Children's Books**

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

**Advanced Phonics Patterns From Children's Books**

Day	New Phonogram Or Syllable Pattern	Suffix Study, Punctuation, Contractions	Multi-Syllable Words	Book to Read	Sight Words
24	tain/curtain		bargain	<i>The Runaway Bunny</i>	
25	bu/building b/debt			<i>Hildilid's Night</i>	
26	ought/bought				
27		the birds' nest	grocery, post office, already, barrel	<i>The Best Nest</i>	move, else, busy
28	ou/country		upset, until, finally, ordinary, disturb, money, monkey	<i>Caps For Sale</i>	sure
29	ous/enormous				
30		help, helpful	wagon, dragon, wonderful	<i>Wings On Things</i>	shoes, many
31	t/castle		listen	<i>Frog And Toad Are Friends</i>	
				<i>Goggles</i>	
32		good, goodness	princess, helmet, tunnel, beautiful, China, surprise, carrots	<i>Little Bear</i> <i>(Little Bear's Friend)</i> goodness	eyes
			meow, hello, because, barrel	<i>The Fire Cat</i>	answered, nothing, friend, against
33	ace/necklace				
34		zip, unzip	palace, idea, lions, elephants	<i>The King, The Mice, And The Cheese</i>	answer, only, sure, gone, question
35	dge/fudge			<i>There's A Monster Under My Bed</i>	
36		hungrier, hungriest	terrible, carry, idea, tomorrow	<i>Days With Frog And Toad</i>	cover, second, blah, cupboard, sure, island
37		jingled, jingling	cheerio, Albany	<i>The Little Red Lighthouse And The Great Gray Bridge</i> <i>(Frog And Toad Together) trembling</i> <i>(Blueberries For Sal)</i>	canoe, iron, hurrah
				<i>Happy Birthday Moon</i>	

**Advanced Phonics Patterns From Children's Books**

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

**Advanced Phonics Patterns From Children's Books**

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

**Advanced Phonics Patterns From Children's Books**

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



## Children's Books

### Children's Books

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

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

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

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

<i>Sam</i> (4 pages)	<i>Bob</i> (4 pages)	<i>Bob and Sam</i> (4 pages)
<i>The Van</i> (4 pages)	<i>Bob Helps</i> (4 pages)	<i>Camp</i> (4 pages)
<i>At the Pond</i> (4 pages)	<i>The Bath</i> (8 pages)	<i>Pam's Pet</i> (8 pages)
<i>Sam's Trick</i> (8 pages)	<i>Sam and Gus</i> (8 pages)	<i>A Bone for Sam</i> (8 pages)

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

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

AR = Accelerated Reader Level    GLE = Grade Level Equivalent

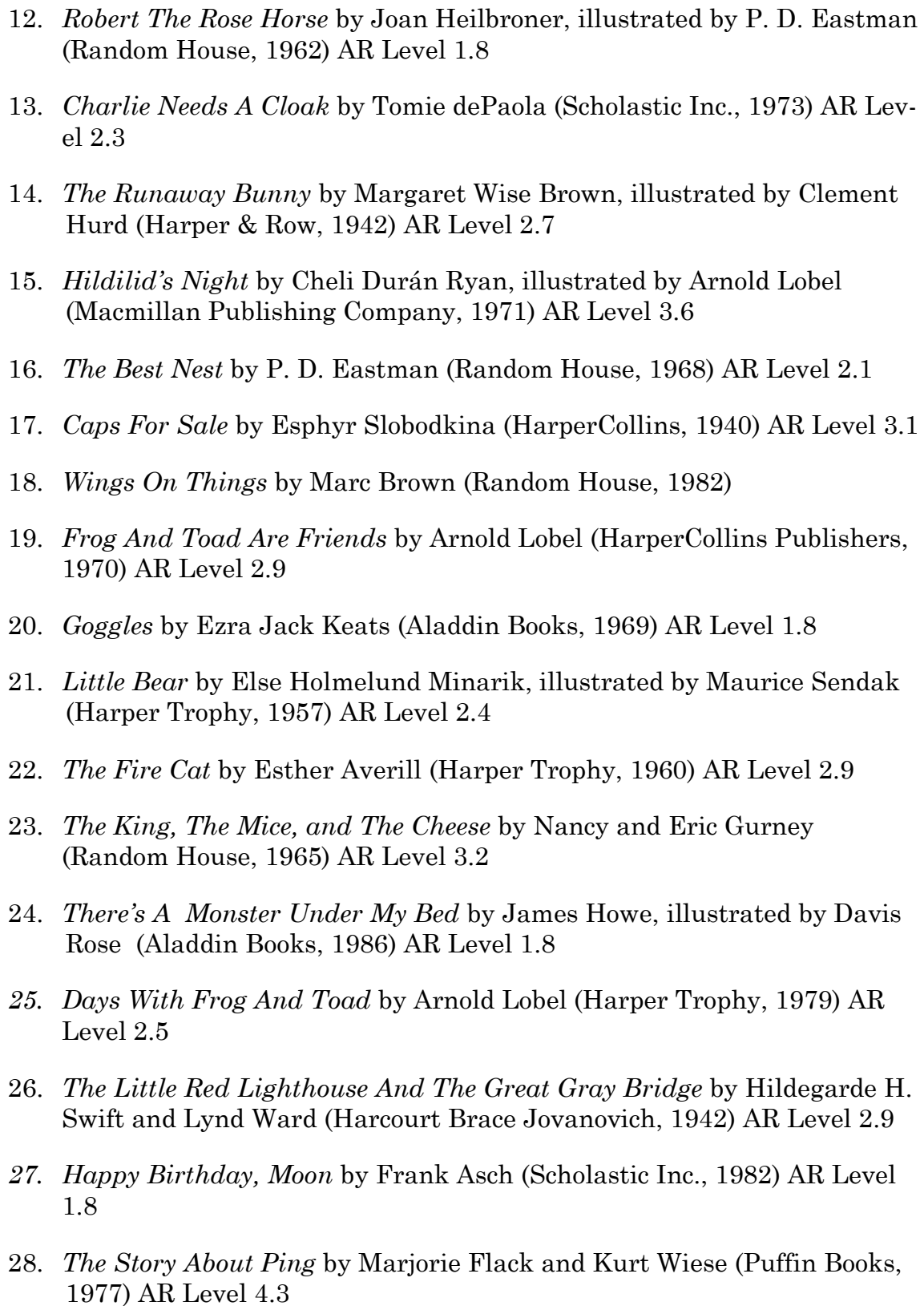
1. *The Foot Book* by Dr. Seuss (Random House, 1968) GLE 1.1, AR Level 0.6
2. *Green Eggs and Ham* by Dr. Seuss (Random House, 1960) GLE 2.2, AR Level 1.5
3. *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967) GLE 1.5, AR Level 2.1
4.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

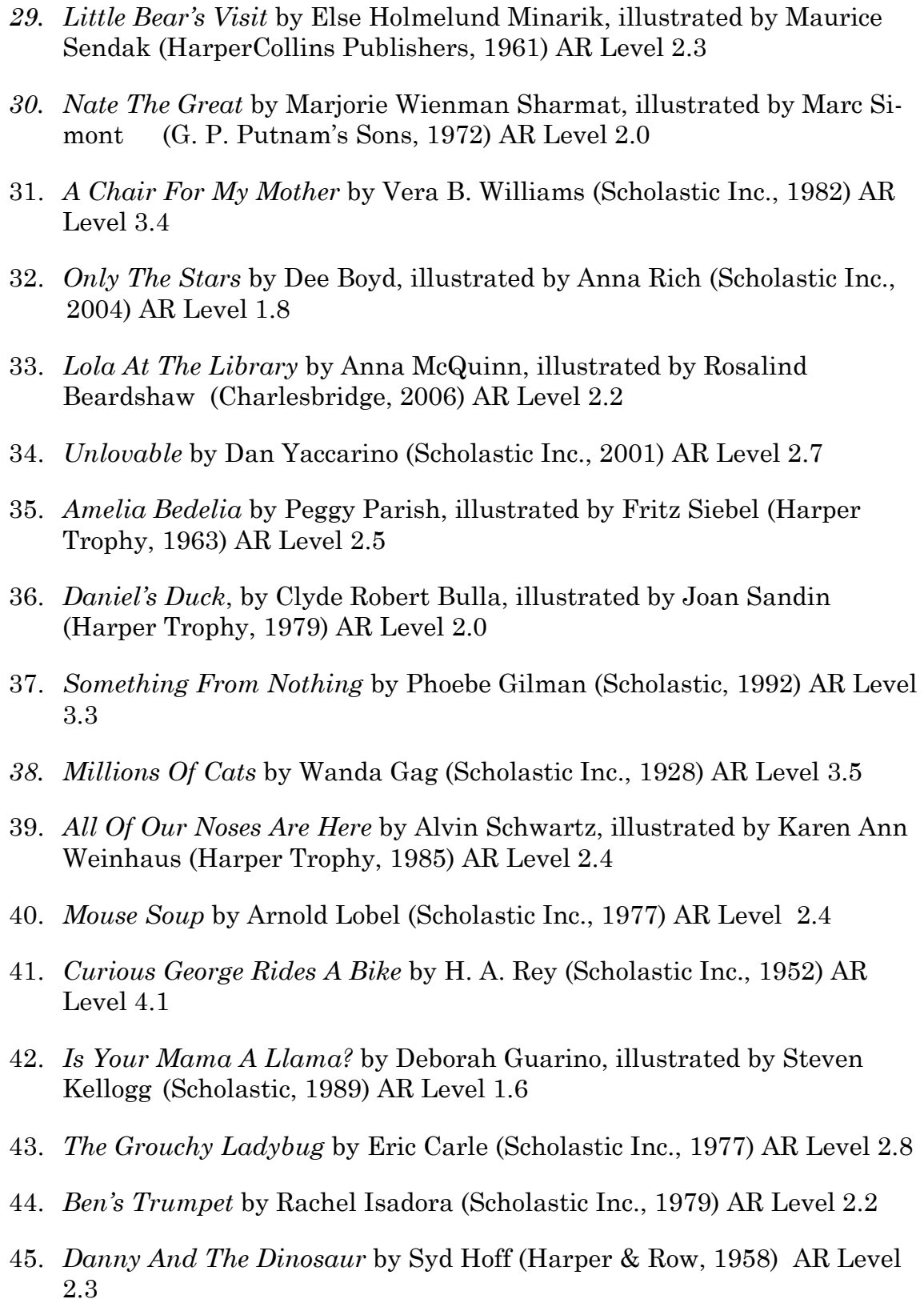
## **Books To Read With *Advanced Phonics Patterns From Children's Books***

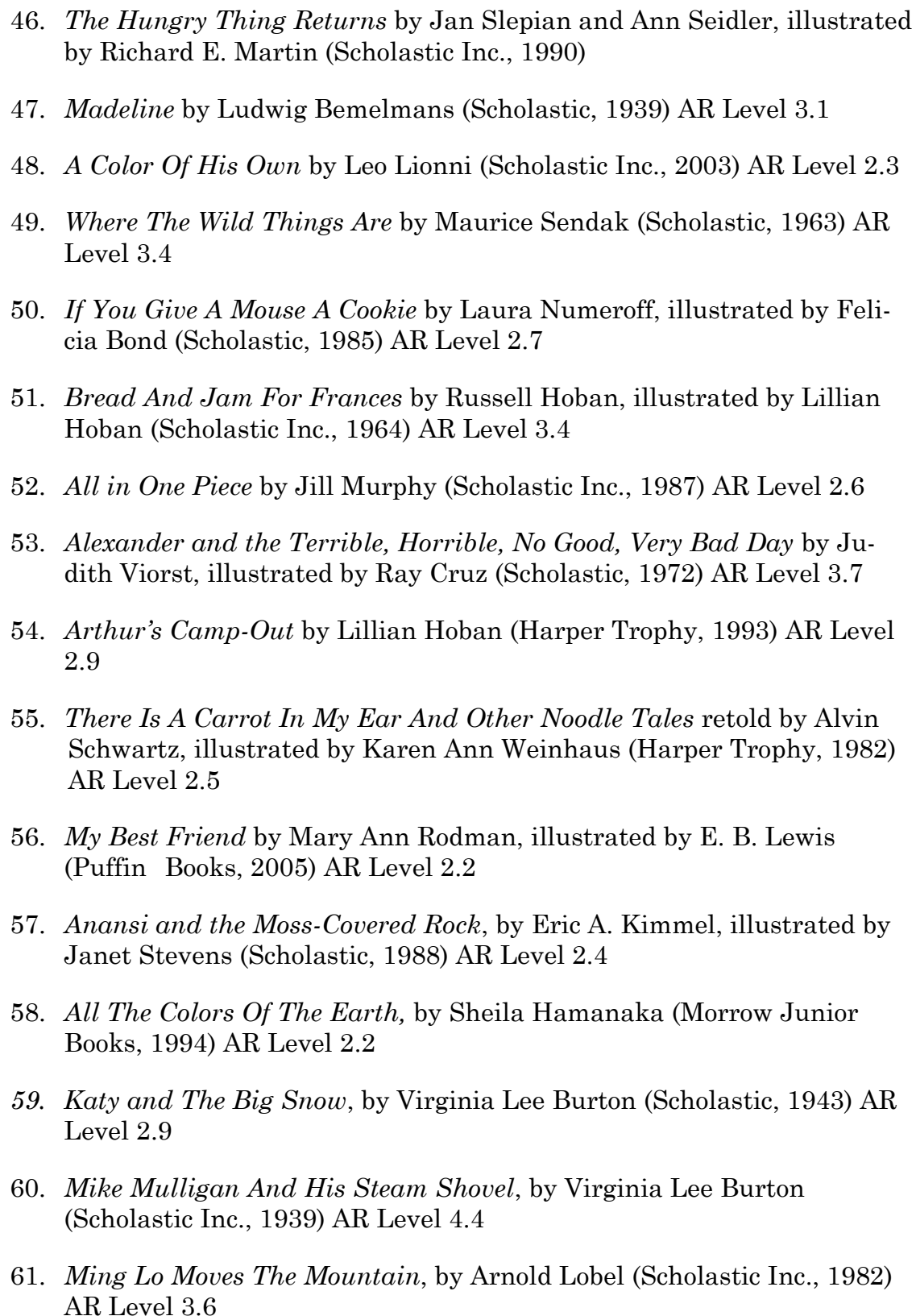
All of these books will be appropriate for younger readers who have finished *Phonics Patterns For Beginning Readers 1-8*. Read the books in order. As students work through *Advanced Phonics Patterns From Children's Books*, new books will be listed at the top of the page when students are ready to read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

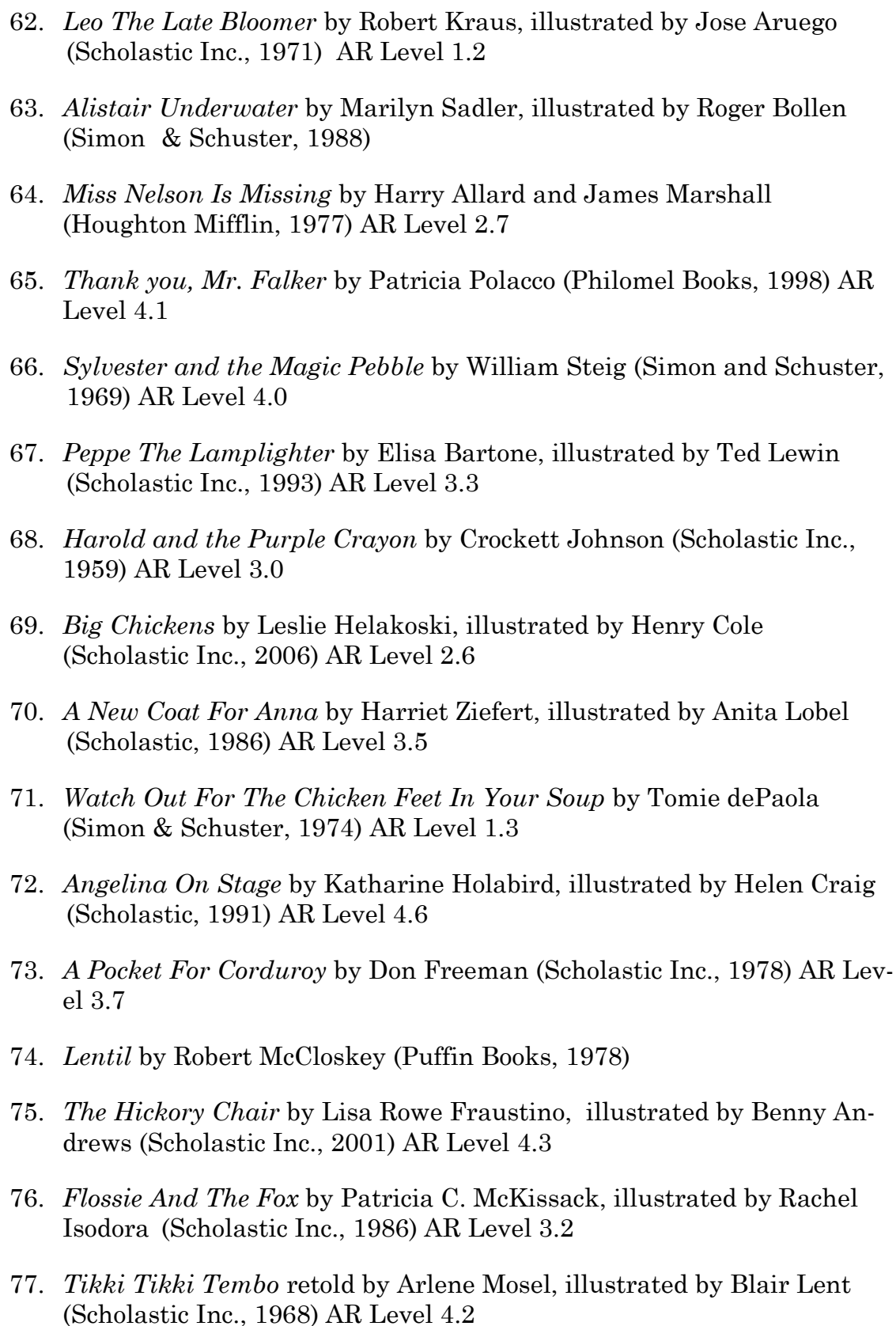
AR = Accelerated Reader Level    GLE = Grade Level Equivalent

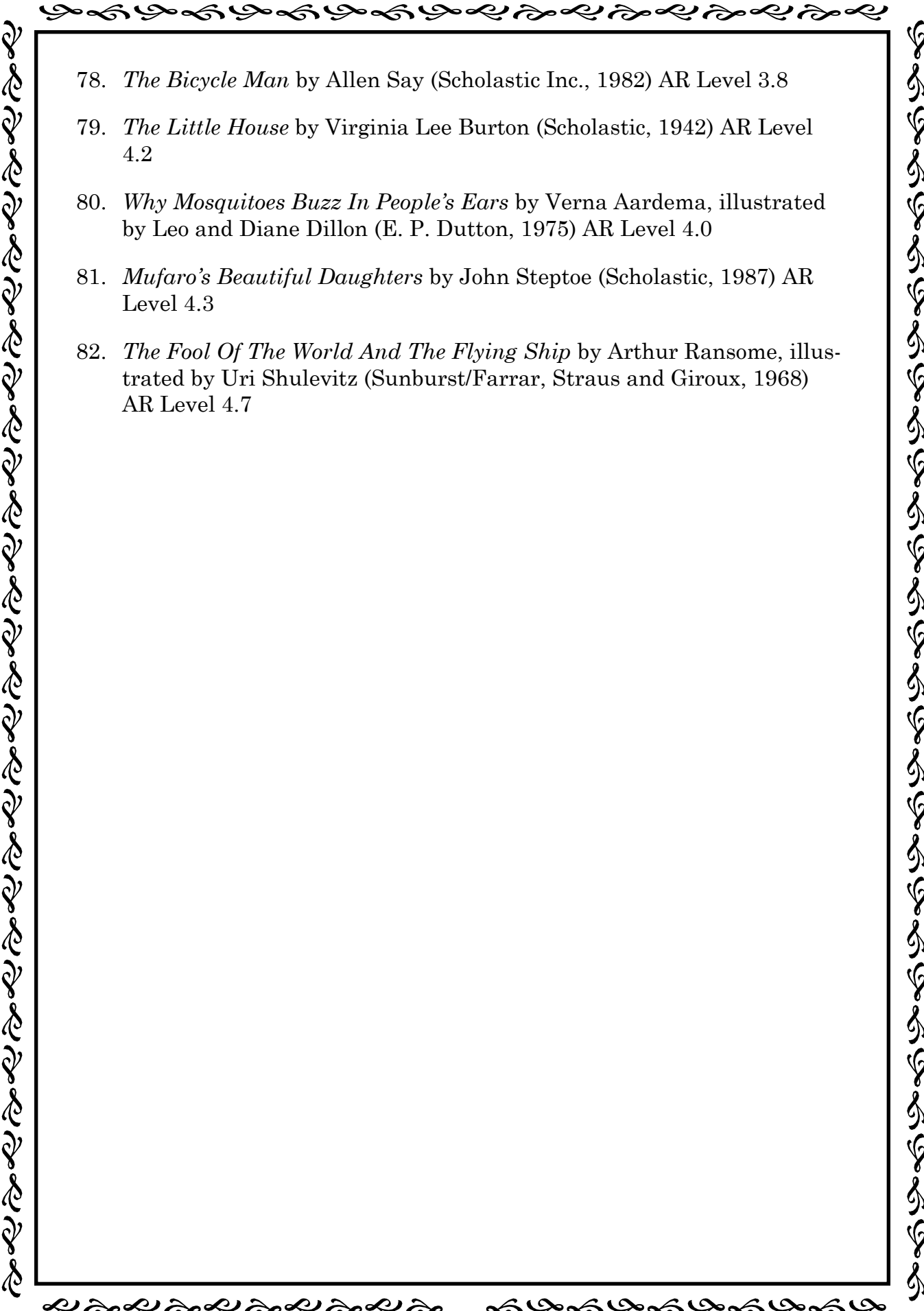
1. *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss (Random House, 1960) GLE 1.1, AR Level 1.7
2. *The Spooky Old Tree* by Stan and Jan Berenstain (Random House, 1978) AR Level 1.1
3. *No, David!* by David Shannon (Scholastic Inc., 1998) AR Level 0.9
4. "More More More," *Said The Baby* by Vera B.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

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

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

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

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

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





# Sound City Reading Materials



Flashcards and games to reinforce letters and phonogram patterns are available at all levels. Sound charts provide daily phonogram review. Several handwriting books are available.

## ***A Sound Story About Audrey And Brad***

This book introduces sound pictures to help students learn the alphabet and phonogram sounds.

## ***Phonemic Awareness Picture Pages***

This book includes oral blending, segmenting, rhyming, and syllable awareness lessons.

## ***Learning The Alphabet (Books 1 and 2, Workbook Format)***

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

## ***Exploring Sounds In Words (Workbook Format)***

## ***Exploring Sounds In Words Manuscript Handwriting***

## ***Picture Dictionary A-Z***

Using these three books, students develop skills in segmenting, oral blending, and rhyming, learn to write the alphabet letters, learn to identify beginning and ending sounds in words, and begin to spell simple short vowel words using plastic letters.

## ***Rhyming Short Vowel Words And Sentences OR Mixed Short Vowel Words And Sentences OR Two-Page Short Vowel Words And Sentences*** - Matching workbooks are available.

Students study short vowel words in sets of ten, with color-coded words on the right hand page and pictures on the left page. The teacher uses a “Robot Game” instruction sequence to develop phonemic awareness and decoding skills, while students study and read each set of words. Students also spell the words from dictation, learn seven sight words, and begin reading simple short vowel sentences.

## ***Color-Coded Short Vowel Lists***

Students read both rhyming and body-coda (same beginning sounds) word lists for each short vowel. This decoding practice helps students build fluency when reading short vowel words. This book does not have pictures.

## ***Basic Short Vowels***

This book is in smaller, all black print, with more words. Students read illustrated short vowel words and sentences. Use this book with students who are able to decode words comfortably.

## ***Phonetic Words And Stories, Books 1 - 8***

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. They spell and read words with those patterns, then read easy practice stories containing the same patterns. Vowel patterns are color-coded, with ten words on one page and the matching pictures on the opposite page. A “Robot Game” instructional sequence is used to build phonemic awareness and decoding skills as students learn to read each set of words.

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

These books and the *Phonetic Words And Stories* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. All words and sentences are illustrated. The same set of practice stories is included, in a smaller format.

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

Students study all of the phonics, syllable, and suffix patterns taught in *Phonetic Words And Stories, Books 1-8* in a smaller format with all black print. The same illustrated practice stories are included. Students study both one and two-syllable words for each new pattern. The words are not illustrated.

## ***Know The Phonetic Code, No Stories***

This is the same as the books described above, but without the stories, so that all of the word lists fit into one book. Advanced students can use this book to review the basic patterns.

## ***Advanced Phonics Patterns From Children's Books***

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