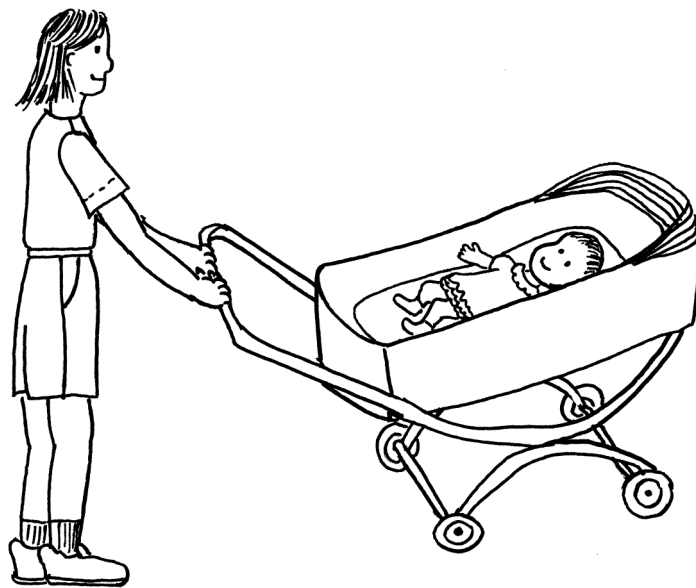
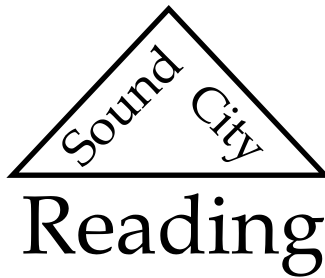


Phonics Patterns For Beginning Readers

Baby Sally



Number Ten



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Teaching Notes

1. Students should be able to read short vowel words and the sight words *is, his, as, has, a,* and *was* before beginning these phonics patterns booklets. The booklets should be completed in order, beginning with number one.
2. Materials listed below are available at www.soundcityreading.com.
3. Students should hear the Sound Story Part 2 read aloud to become familiar with the sound pictures and the letters that represent each sound. Part 2 has pictures to illustrate the extra sounds in our language, such as sh/ship and th/thumb, that are not included in the basic alphabet sounds. It also includes long vowel sounds, such as ā/apron, and special vowel sounds, such as ä/all.
4. Use the Sound Picture Flashcards for Part 2 of the Sound Story to review the sounds they represent. These cards have a sound picture on one side and the related phonics pattern on the other side. Show each card and have students give the sound in unison. Or call on individual students to give each sound, followed by the whole class. Practice giving the sounds for both the picture side and the phonics pattern side. If a student forgets the sound for a phonics pattern, turn the card over to show the sound picture to help the student remember the sound.

5. In this booklet, students will read words and sentences with each new letter pattern. The pattern is shown at the top of the page along with the related sound picture. Have students identify this pattern and say the sound before reading the page.
6. Students will practice decoding (sounding out) new words in two columns. In the left column, the words are segmented, or separated, to show the separate sound units within the word. Use this column the first time students read the words. Students should put a finger under the first part of the word, say the sound, slide their fingers to the next part, say the sound, slide to the next part, and say the sound. Each sound is to be said distinctly and separately. This is called segmenting the word. The arrows show the direction to move as the word is read. Then students should slide their finger to the same word in the right hand column, and say the word in the regular way, without separating the sounds. This routine can be done individually, in unison in a small group, or in unison with the whole class. Coach the students to maintain a steady rhythm and point to the words as they read.
7. Students will read the same words again on the next page. This time the words have pictures to show their meanings. Discuss the meanings of any unfamiliar words. It's important for students to realize that if they recognize the word, they should just say it in the regular way. It's OK to sound out words (say the sounds from left to right) that they don't remember. But once they learn a word, it's not necessary to sound it out any more. If they do need to say the sounds to figure out the word, they should repeat it normally after they recognize a word.
8. Next students will read sentences containing some of the new words. The sentence pages contain only the new words and any other words that have been previously taught. It is not necessary for students to guess. If they have trouble with a word, remind them of sound of the letter or phonics pattern that is causing a problem. If students don't recognize a word, they should say the sounds from left to right, repeating smoothly until they recognize the word. Remind them to think about the other words in the sentence and anticipate what words would make sense.
9. Explain the use of suffixes and punctuation as needed.
10. An umbrella over a vowel is a signal to use the u/umbrella sound for that vowel.
11. After finishing this booklet, students should be able to read all of the sight words on the last page.

y



bun → ny

bunny

pup → py

puppy

hap → py

happy

dad → dy

daddy

pen → ny

penny

jel → ly

jelly

ber → ry

berry

hol → ly

holly

sor → ry

sorry

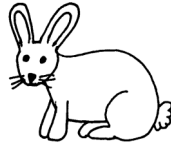
sil → ly

silly

y



bunny



jelly



puppy



berry



happy



holly



daddy



sorry



penny



silly



y



can → dy

candy

fif → ty

fifty

six → ty

sixty

win → dy

windy

rus → ty

rusty

bum → py

bumpy

emp → ty

empty

dir → ty

dirty

thir → ty

thirty

par → ty

party

y



candy



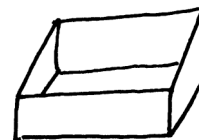
bumpy



fifty

50

empty



sixty

60

dirty



windy



thirty

30

rusty



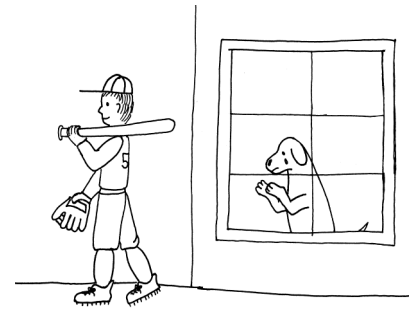
party



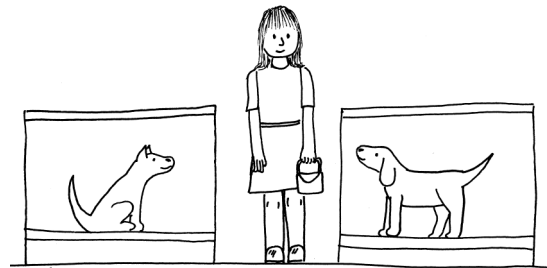
y



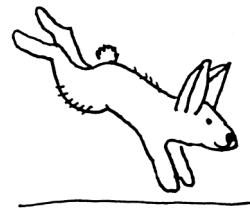
1. The dog is sorry that he can not go to the game.



2. Will she get a puppy at the pet shop?



3. A bunny can hop.



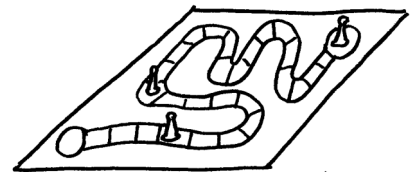
y



1. It is a sunny day, but it is windy.



2. I am happy that Sally will play a game with me.



3. I feel silly today.



very busy



Sight Words

1. Mom cannot play with me.
She is very busy.
2. I will be very happy if Dad
can help me.
3. That is a very tall tree.
4. Beth feels very sad.
5. I am so busy that I cannot
go with Jan.
6. Tom was busy in the yard
all day.

any many



Sight Words

1. How many dogs are in the yard? I see three dogs in the yard.
2. Do you see any geese in the pond? I see ten geese in the pond.
3. I can see many kids at the park.
4. I don't see any kids on that bus.
5. Did Ross see any chickens at the farm ?

y



m → y

my

b → y

by

sh → y

shy

cr → y

cry

fl → y

fly

sk → y

sky

sp → y

spy

st → y

sty

dr → y

dry

fr → y

fry

y



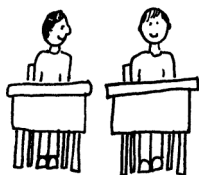
my



sky



by



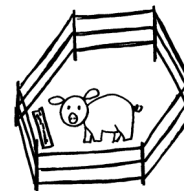
spy



shy



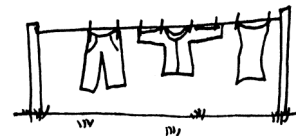
sty



cry



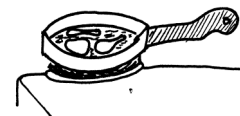
dry



fly



fry



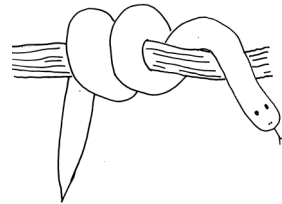
y



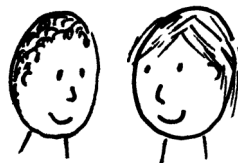
1. She will try to
get the doll.



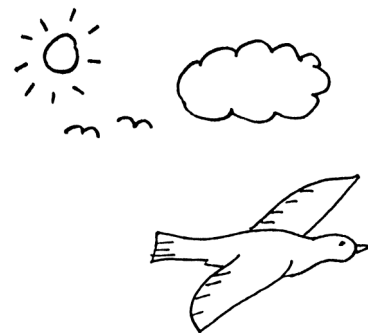
2. A python is on
the branch.



3. Jeff is shy.



4. A robin can fly
in the sky.



y



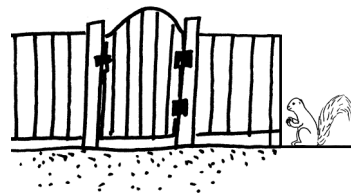
1. My dog is wet.



2. We sat by the tree.



3. A squirrel is by the fence.



4. Did mom get my gift?



Here are some words with two syllables. They are easy to read. The first syllable in each word is an open syllable, because the vowel is at the end. Vowels in open syllables have the long vowel sound. The second syllable in each word is a closed syllable. In a closed syllable, say the short vowel sound, or, if you see an arrow, slide past the vowel.

rā → ven

raven

bā → con
↪

bacon

ā → pron
↪

apron

lā → dy

lady

bā → by

baby

lā → bel
↪

label

bā → gel
↪

bagel

Dā → vid

David

bā → sin

basin

pā → per

paper

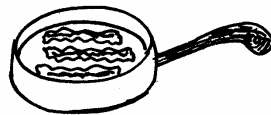
raven



label



bacon



bagel



apron



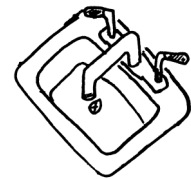
David



lady



basin



baby



paper



Here are some words with two syllables. They are easy to read. The first syllable in each word is an open syllable, because the vowel is at the end. Vowels in open syllables have the long vowel sound. The second syllable in each word is a closed syllable. In a closed syllable, say the short vowel sound, or, if you see an arrow, slide past the vowel.

bē → gin

begin

Vē → nus

Venus

sē → cret

secret

ē → gret

egret

ē → qual
↪

equal

rē → fund

refund

zē → rō

zero

bē → side

beside

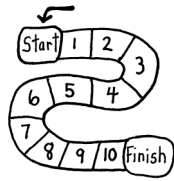
ē → mail

e-mail

fē → ver

fever

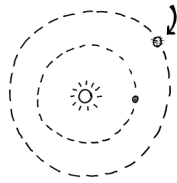
begin



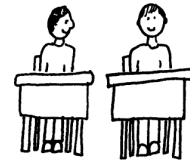
zero



Venus



beside



secret



e-mail



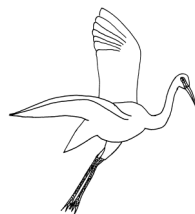
equal

$$2+2=4$$

repay

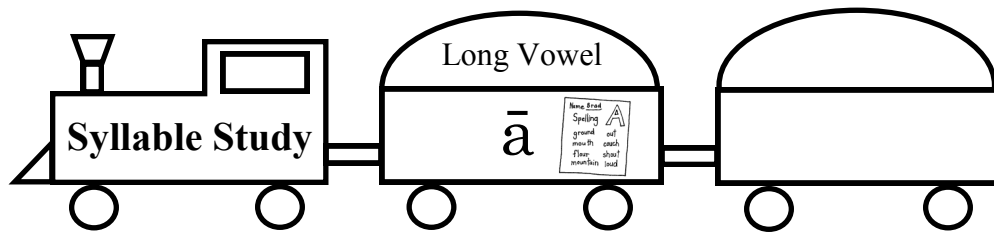


egret

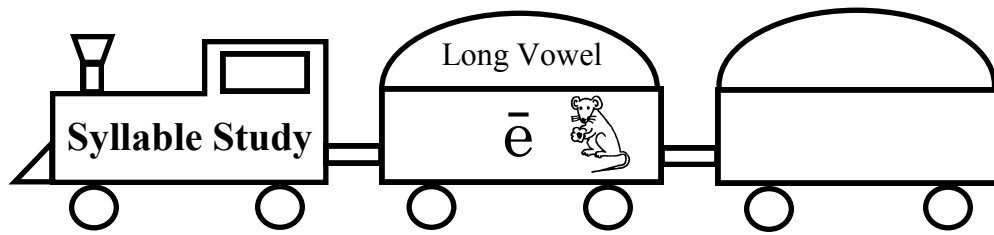


fever





1. A raven is black.
2. Mom will fry bacon and eggs.
3. I gave my mom an apron.
4. The plate is on the table.
5. The baby will not go to sleep.
6. David ate a bagel.
7. The lady will take the baby for a walk.



1. We will begin at nine o'clock.
2. Jack sits beside Mike.
3. Two plus three equals five.
4. I can see Venus in the sky
at night.
5. The egret will try to catch a
fish.
6. Kim is sick. She has a fever.

Here are some words with two syllables. They are easy to read. The first syllable in each word is an open syllable, because the vowel is at the end. Vowels in open syllables have the long vowel sound. The second syllable in each word is a closed syllable. In a closed syllable, say the short vowel sound, or, if you see an arrow, slide past the vowel.

bī → son

bison

mī → nus

minus

ī → ris

iris

tī → ny

tiny

ī → vy

ivy

ī → bis

ibis

pī → lot

pilot

qui → et

quiet

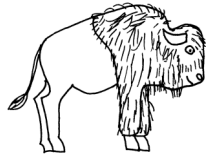
ī → s^xland

island

tī → ger

tiger

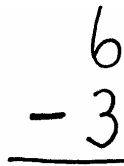
bison



ibis



minus



pilot



iris



quiet



tiny



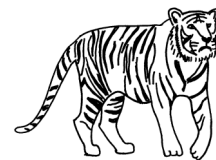
island



ivy



tiger



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ō → pen

open

rō → bot

robot

dō → nut

donut

tō → paz

topaz

brō → ken

broken

prō → ton

proton

prō → gram

program

pō → ny

pony

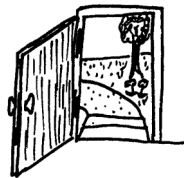
ō → ver

over

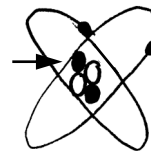
clō → ver

clover

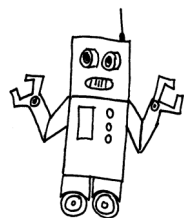
open



proton



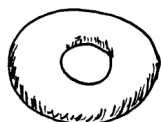
robot



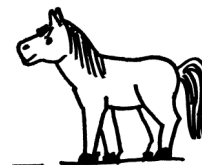
program



donut



pony



topaz



broken

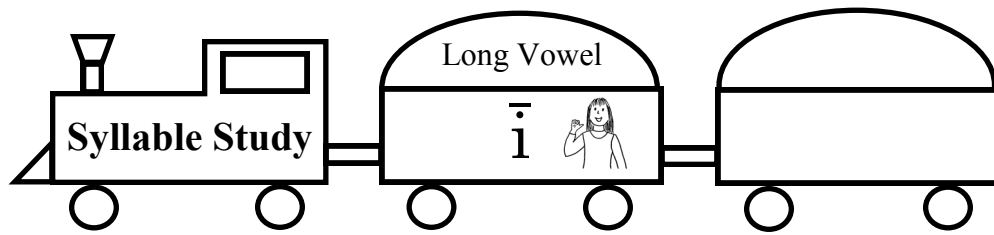


over

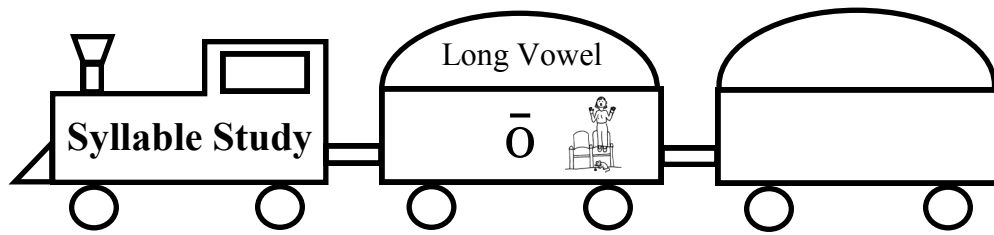


clover





1. The white ibis has a red bill.
2. Five minus three is two.
3. A tiny elf hid under the ivy.
4. The man led a quiet life on an island.
5. The airplane pilot landed the plane on the runway.



1. Mom and Dad will go to the program with me.
2. The vase fell. It is broken.
3. Pete will open the box.
4. That pony can run fast.
5. Sally ate a donut.
6. Can a robot talk?

Here are some words with two syllables. They are easy to read. The first syllable in each word is an open syllable, because the vowel is at the end. Vowels in open syllables have the long vowel sound. The second syllable in each word is a closed syllable. In a closed syllable, say the short vowel sound, or, if you see an arrow, slide past the vowel.

mū → sic

music

pū → pil

pupil

tū → lip

tulip

stū → dent

student

rū → by

ruby

dū → ty

duty

rū → ler

ruler

ū → nic → orn

unicorn

ū → nif → orm

uniform

ū → ten → sils

utensils

music



student



pupil



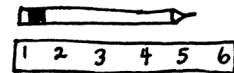
ruby



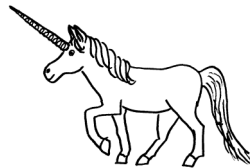
tulip



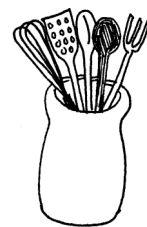
ruler



unicorn



utensils

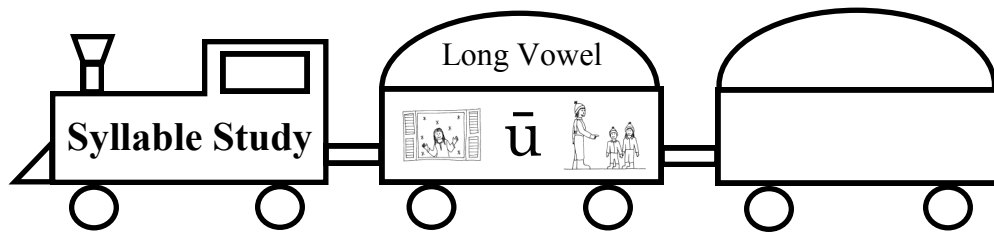


uniform

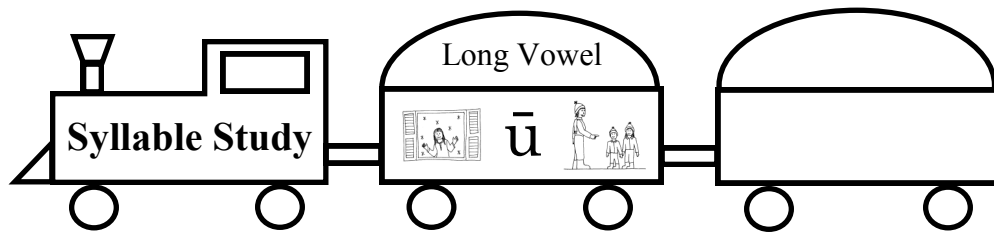


United States





1. Eve is a fine math student.
2. Steve planted tulip bulbs in his garden.
3. The queen has a ruby ring.
4. The utensils are in the jar.



1. This music is very soft.
2. Betty has on a white uniform.
3. A unicorn is like a horse.
4. I live in the United States.

Suffix Study



1-1-1 Rule

If one consonant comes after one vowel in a one syllable word, double the consonant before adding **_ed** or **_ing**.

jog
jogged

sip
sipped

beg
begged

clap
clapped

scrub
scrubbed

mop
mopped

hop
hopping

dig
digging

swim
swimming

hum
humming

get
getting

wag
wagging



1-1-1 Rule

If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

1. Kathy is sitting at her desk .
2. The dog is wagging his tail.
3. Beth and Chad jogged to the park.
4. The class clapped at the end of the play.
5. Dad mopped the kitchen.
6. We had fun swimming last summer.

Words With Y, Open Syllables, Suffixes

| | | | | |
|--------|--------|------|---------|----------|
| my | pretty | baby | music | hopped |
| by | happy | tiny | raven | scrubbed |
| try | funny | lady | silent | pinned |
| fly | silly | pony | open | begged |
| buy | jelly | only | student | clapped |
| cry | hobby | ruby | item | sitting |
| dry | study | cozy | even | wagging |
| sky | body | ivy | robot | hopping |
| why | copy | duty | David | hugging |
| shy | family | lazy | minus | betting |
| myself | very | tidy | begin | swimming |

10B

Sight Word Review



| | | | | |
|-------|------------------|-----|-------------------|-------|
| a | is ^z | ī | and | live |
| A | his ^z | bē | back | give |
| was | as ^z | hē | tö | have |
| of | has ^z | wē | dö | catch |
| son | this | mē | t ^ˆ wö | inch |
| won | that | shē | w ^ˆ hö | when |
| from | them | gō | intö | which |
| front | then | nō | ontö | what |
| the | than | sō | rich | like |
| ship | with | fōr | such | night |
| wish | bōth | ōr | much | find |



| | | | | |
|-------|--------|---------|---------|---------|
| child | page | because | were | key |
| cent | magic | ball | won't | honey |
| dance | orange | salt | don't | money |
| nice | car | also | her | monkey |
| girl | are | always | never | they |
| rain | want | see | cover | ōbey |
| say | wash | been | wonder | thing |
| says | watch | here | mother | nothing |
| said | walk | these | brother | gōing |
| take | talk | there | wäter | dōing |
| eight | saw | where | ōver | think |

10D

Sight Word Review



| | | | | |
|--------|-------|--|--|--|
| pretty | open | | | |
| baby | music | | | |
| every | even | | | |
| any | item | | | |
| many | label | | | |
| busy | | | | |
| very | | | | |
| city | | | | |
| my | | | | |
| by | | | | |
| why | | | | |