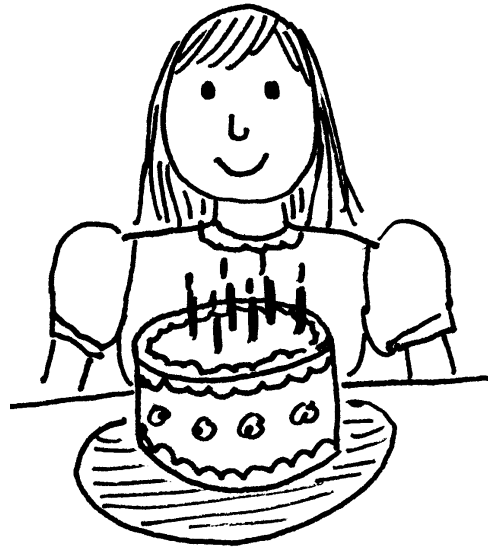
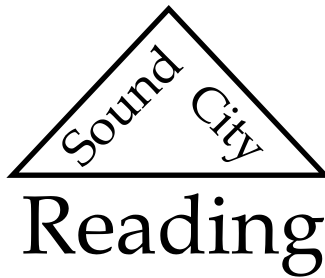


Phonics Patterns For Beginning Readers

A Birthday Treat



Number Eleven



Entire contents © 2010 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
(901) 737-4466
All rights reserved.

Permission is hereby granted to teachers, parents, and
tutors to reproduce student materials in this book
for individual or classroom use. Permission is granted
for school-wide reproduction of materials.
Commercial reproduction is prohibited.

Printed in the United States of America

Table of Contents

Teaching Notes	3
ea/eat	5
ea/head.....	15
ea/steak	19
ei/ceiling	23
ei/veil.....	27
👉 Read <i>A Birthday Treat</i> in <i>Set Sail</i> - Practice Stories for Beginning Readers Volume 1	
Sight word review	31

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.

ea



ea → t

eat

ea → r

ear

l → ea → f

leaf

m → ea → l

meal

p → ea → s

peas

s → ea

sea

t → ea

tea

b → ea → k

beak

m → ea → n

mean

r → ea → d

read

ea



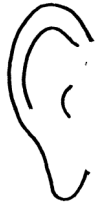
eat



sea



ear



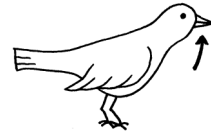
tea



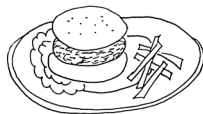
leaf



beak



meal



mean



peas



read



ea



l → ea → k

leak

s → ea → l

seal

b → ea → d → s

beads

h → ea → t

heat

t → ea → m

team

m → ea → t

meat

t → ea → r

tear

s → ea → t

seat

j → ea → n → s

jeans

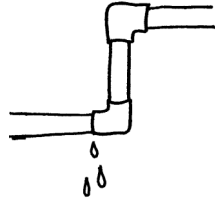
y → ea → r

year

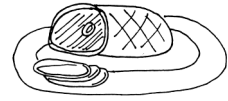
ea



leak



meat



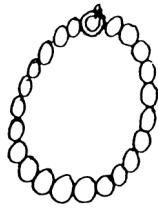
seal



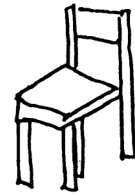
tear



beads



seat



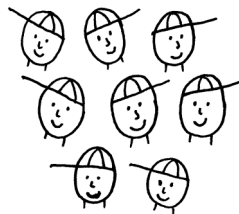
heat



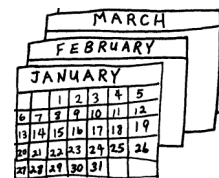
jeans



team



year



ea



l → ea → p

leap

s → ea → m

seam

l → ea → d

lead

h → ea → p

heap

r → ea → m

ream

tr → ea → t

treat

dr → ea → m

dream

squ → ea → l

squeal

cl → ea → n

clean

p → ea → nut

peanut

ea



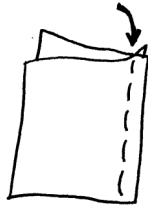
leap



treat



seam



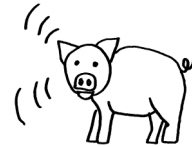
dream



lead



squeal



heap



clean



ream



peanut



ea



b → ea → ch

beach

f → ea → s → t

feast

l → ea → sh

leash

r → ea → ch

reach

b → ea → s → t

beast

p → ea → ch

peach

l → ea → s → t

least

t → ea → ch

teach

scr → ea → m

scream

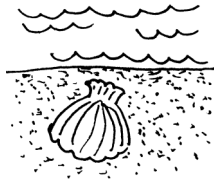
squ → ea → k

squeak

ea



beach



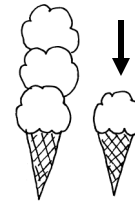
peach



feast



least



leash



teach



reach



scream



beast



squeak



ea



1. Dad will read this to me.
2. I hear with my ears.
3. Do not be mean to Jean.
4. His team will win the game.

ea



1. The pipe has a leak.
2. She will teach us to read.
3. We find sea shells at the beach.
4. I will walk the dog on its leash.

ea



h → ea → d

head

d → ea → d

dead

r → ea → d

read

l → ea → d

lead

br → ea → d

bread

spr → ea → d

spread

thr → ea → d

thread

f → ea → th → er

feather

w → ea → th → er

weather

sw → ea → t → er

sweater

ea



head



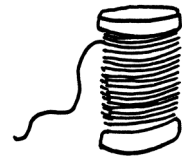
spread



dead



thread



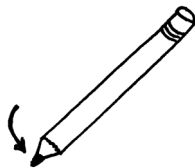
read



feather



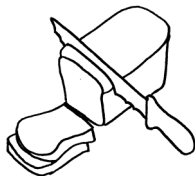
lead



weather



bread



sweater



ea



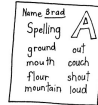
1. Ben has a red cap on his head.
2. This plant did not get any water. It is dead.
3. Beth read a lot last week.
4. Jane lost her red sweater.

ea



1. The weather is hot in the summer.
2. Mom spread peanut butter and jelly on the bread.
3. That bird has black feathers.
4. The hot sun makes me sweat.

ea



st → ea → k

steak

br → ea → k

break

gr → ea → t

great

b → ea → r

bear

p → ea → r

pear

t → ea → r

tear

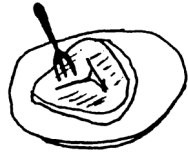
w → ea → r

wear

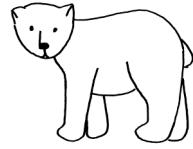
ea

Name Brad
 Spelling A
 ground out
 mouth couch
 flour shout
 mountain loud

steak



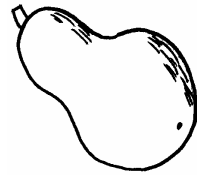
bear



break



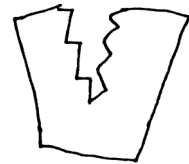
pear



great

Name Brad
 Spelling A
 ground out
 mouth couch
 flour shout
 mountain loud

tear



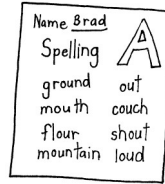
yea



wear

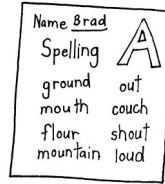


ea



1. A bear lives in a cave.
2. A pear is great to eat with lunch.
3. Please do not tear the paper.
4. Pam will wear her white sweater today.

ea



1. Please do not break the vase!
2. Dad will grill steaks for dinner.
3. Bob did a great job on his spelling test.
4. Yea! We won the basketball game.

ei



c → ei → l → ing

ceiling

s → ei → ze

seize

w → ei → r → d

weird

sh → ei → k

sheik

rē → c → ei → ve

receive

dē → c → ei → ve

deceive

prō → tein

protein

caf → feine

caffeine

ei → th → er

either

n → ei → th → er

neither

ei



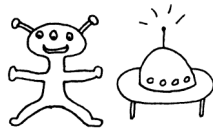
ceiling



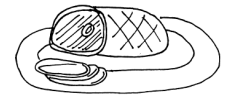
deceive



weird



protein



receive



caffeine



either



ei



1. A fly is on the ceiling.
2. The caffeine in coffee and soft drinks will keep you awake.
3. The robbers wanted to seize the money from the train.
4. Why did you try to deceive me?

ei



1. Neither one of us won a prize.
2. What is that weird smell?
3. Did you receive my letter?
4. Eggs and nuts have a lot of protein.

ei

None Start
Spelling
ground out
mouth coach
flour shoot
mountain load

v → ei → l

veil

r → ei → n

rein

r → ei → ġn

reign

sk → ei → n

skein

h^x → ei → r

heir

th → ei → r

their

rein → deer

reindeer

in → vei → glĕ

inveigle

ei

None read
Spelling
ground out
mouth coach
flour shoot
mountain load

veil



^xheir



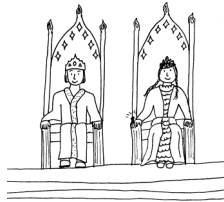
rein



their



reign^x



inveigl^xë



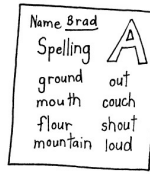
skein



reindeer

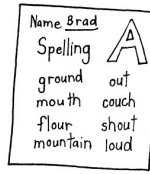


ei



1. The bride had on a long white dress and veil.
2. The children packed their backpacks at 3 o'clock.
3. Reindeer can pull a sleigh.
4. The man yanked on the reins to stop the horse.

ei



1. The king and queen will reign for many years.
2. Prince Henry is the heir to the king's riches.
3. This skein of yarn is to make a pair of mittens for you.
4. Can I inveigle you into going to the circus with me?

Words With EA and EI



eat	head	steak	ceiling	
read	feather	great	either	
clean	weather	break	neither	
please	leather	bear	receive	
year	meant	tear	their	
each	ready	wear		
leave	really	pear		
fear	bread			
speak	sweater			
east	thread			
easy	dead			

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

Sight Word Review



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

Sight Word Review



pretty	open	great		
baby	music	break		
every	even	steak		
any	item	bear		
many	label	wear		
busy	eat	ceiling		
very	easy	either		
city	head	neither		
my	meant	their		
by	ready			
why	really			