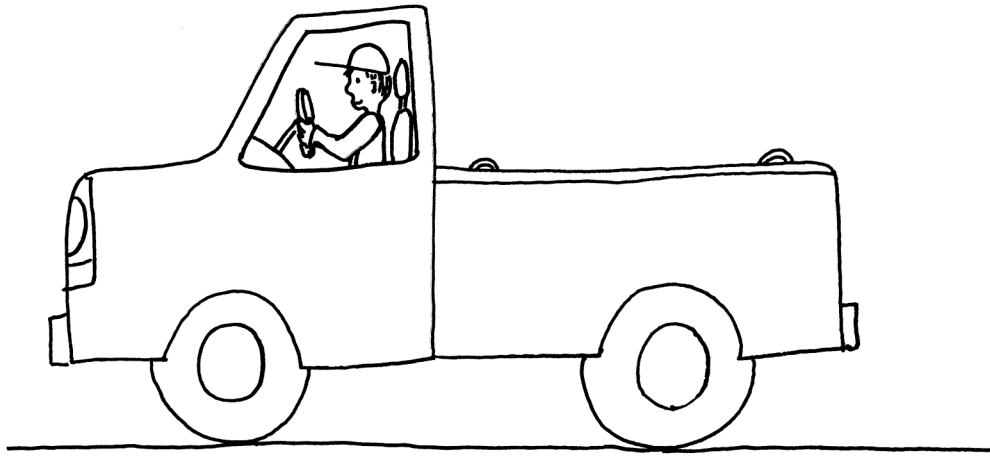
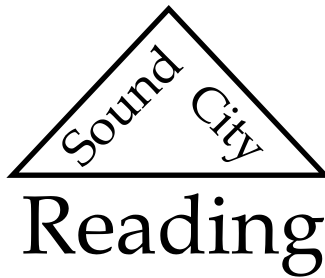


Phonics Patterns For Beginning Readers

Joe's Truck



Number Twelve



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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.

o_e



h → o → m → e

home

b → o → n → e

bone

r → o → p → e

rope

h → o → l → e

hole

d → o → v → e

dove

r → o → s → e

rose

n → o → t → e

note

c → o → r → e

core

j → o → k → e

joke

m → o → r → e

more

o_e



home



rose



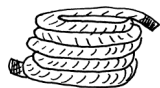
bone



note



rope



core



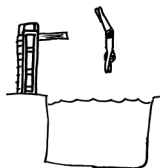
hole



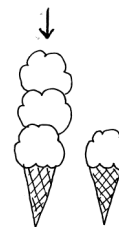
joke



dove



more



o_e



n → o → s → e

nose

p → o → l → e

pole

r → o → b → e

robe

z → o → n → e

zone

h → o → p → e

hope

c → o → d → e

code

h → o → s → e

hose

l → o → n → e

lone

r → o → d → e

rode

c → o → n → e

cone

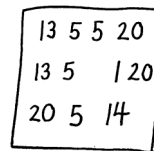
o_e



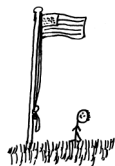
nose



code



pole



hose



robe



lone



zone



rode



hope



cone



o_e



gl → o → b → e

globe

sm → o → k → e

smoke

th → o → s → e

those

st → o → v → e

stove

sc → o → r → e

score

wh → o → l → e

whole

br → o → k → e

broke

st → o → n → e

stone

fr → o → z → e

froze

st → o → r → e

store

o_e



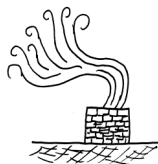
globe



whole



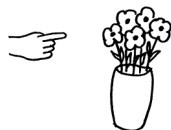
smoke



broke



those



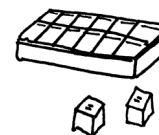
stone



stove



froze



score



store



o_e



1. Ross is at home.
2. Those trees are tall.
3. Ross dug a hole.
4. He set a pole in the hole.
5. A rope is on the pole.
6. A flag is on the rope.

o_e



1. Mike dug a deep hole.



2. We jump from stone to stone.



3. The water in the pond froze.

4. Mom's best vase broke.



5. I hope it will not rain today.

o_e



l → o → v → e

love

c → o → m → e

come

d → o → v → e

dove

n → o → n → e

none

s → o → m → e

some

d → o → n → e

done

gl → o → v → e

glove

o → n → e

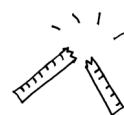
one

a → b → o → v → e

above



o → n → ce



once

o_e




love



done



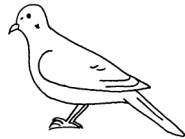
come



glove



dove



one



none



above



some






o_e



1. Come to see me at one o'clock.
2. Mom got some more milk at the store.
3. None of the children are here.
4. We have done a lot of reading today.


o_e



1. A dove has a nest in that tree.
2. I love my mom and dad.
3. My gloves fell in the mud.
4. Some of the cats are sleeping.



one



once

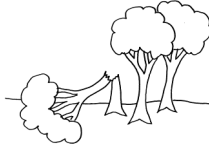


gone



Sight Words

1. One tree fell.



2. Miss Gray has been gone for three days.

3. The kids have gone to the pet shop.

4. One of them will get a fish.

5. Once I saw a bird in the attic.

6. Once upon a time, a princess went on a long trip to visit her grandmother.

möve pröve löse^z



Sight Words

1. My family will move next week.
2. Please move the chair over here.
3. He can prove that he was at home last night.
4. I will prove that I am right.
5. Don't lose this lunchbox.
6. Did Rose lose her backpack?

oa



b → oa → t

boat

r → oa → d

road

c → oa → t

coat

g → oa → l

goal

g → oa → t

goat

l → oa → f

loaf

f → oa → m

foam

oa → k

oak

f → oa → l

foal

s → oa → p

soap

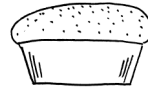
oa



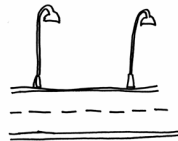
boat



loaf



road



foam



coat



oak



goal



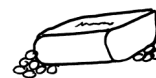
foal



goat



soap



oa



r → oa → s → t

roast

fl → oa → t

float

s → oa → r

soar

th → r → oa → t

throat

t → oa → d

toad

b → oa → r → d

board

r → oa → r

roar

c → oa → s → t

coast

oa → r

oar

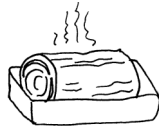
t → oa → s → t

toast

oa



roast



board



float



roar



soar



coast



throat



oar



toad



toast



oa



1. Kate has a red coat.
2. A goat ate the man's hat.
3. We will go for a ride on Bob's boat.
4. Many logs float in the river.

oa



1. Sam is sick. He has a sore throat.
2. Tom drove up the road.
3. A fat toad said, “Croak, croak.”
4. Mom made a loaf of bread.

oe



t → oe

toe

d → oe

doe

h → oe

hoe

r → oe

roe

o → b → oe

oboe

J → oe

Joe

g → oe → s

goes

fl → oe

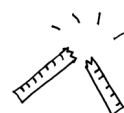
floe

w → oe

woe



sh → öe



shöe

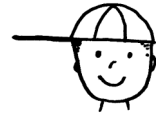
oe



toe



Joe



doe



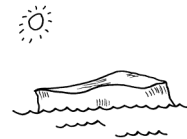
goes



hoe



floe



roe



woe



oboe



shöe



oe



1. A mother deer is called a doe.
2. I will chop the weeds in the garden with this hoe.
3. Brad's jeep goes fast.
4. Fish eggs are called roe.
5. Joe can play the oboe.


does



Sight Word

1. Does Joe like to swim?

Yes, Joe does like to swim.

2. Does Ed like to jog?

Yes, Ed does like to jog.

3. Does a car go fast?

Yes, a car does go fast.

4. Does a worm have legs?

No, a worm does not have
legs.

Words With O Patterns



home	some	road	toe	
those	come	boat	Joe	
more	one	coast	goes	
close	done	board	oboe	
whole	none	goat	doe	
store	love	coat	floe	
hope	dove	toast	woe	
score	become	load	roe	
stone	someone	throat	hoe	
rose	something	toad		
before	sometimes	oar		

11B

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

11C

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	done	
baby	music	break	none	
every	even	steak	come	
any	item	bear	some	
many	label	wear	dove	
busy	eat	ceiling	once	
very	easy	either	toe	
city	head	neither	does	
my	meant	their	shoe	
by	ready	home		
why	really	love		