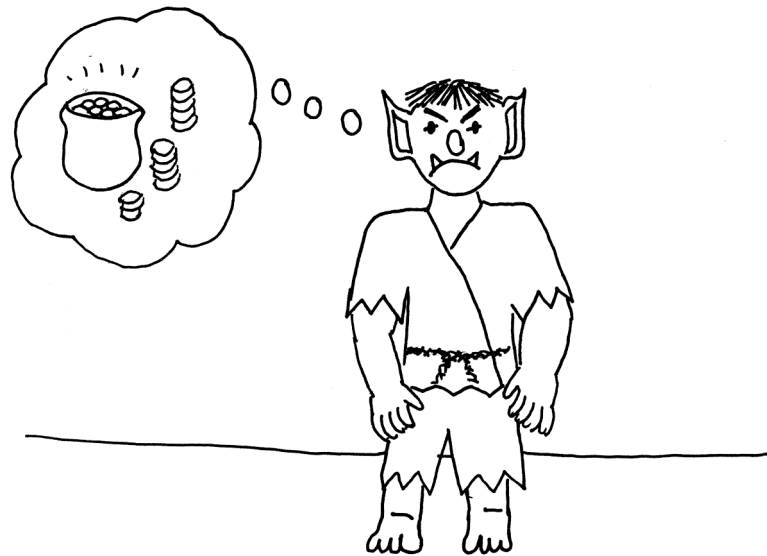
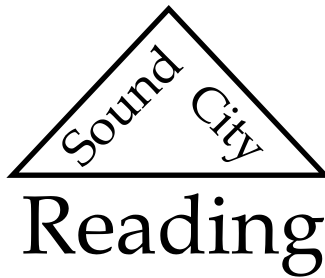


Phonics Patterns For Beginning Readers

The Troll And The Gold



Number Thirteen



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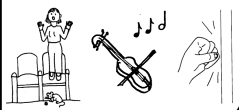
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Teaching Notes

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.

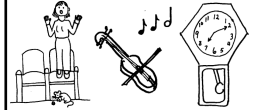
old



oll



olt



c → o → l → d

cold

o → l → d

old

h → o → l → d

hold

f → o → l → d

fold

g → o → l → d

gold

r → o → ll

roll

t → r → o → ll

troll

s → c → r → o → ll

scroll

b → o → l → t

bolt

c → o → l → t

colt

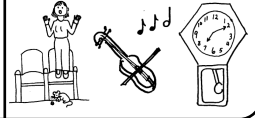
old



oll



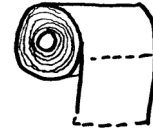
olt



cold



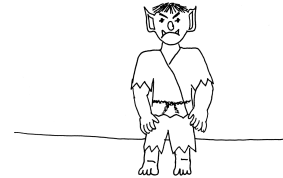
roll



old



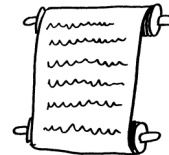
troll



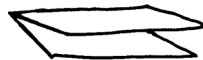
hold



scroll



fold



bolt



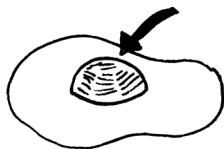
gold



colt



yolk



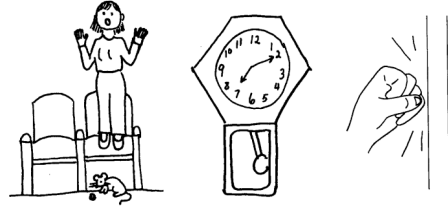
folks



olk

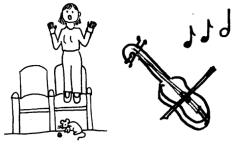


old

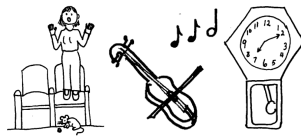


1. Will we find gold in this cave?
2. I want to hold the puppy.
3. It is cold in the winter.
4. We have three gold fish.
5. The teacher will scold us if we are late.

oll



olt



olk



1. My dog likes to roll in the grass.
2. Mom will bake rolls for dinner.
3. Roll the ball to me.
4. A bad troll lives in this cave.
5. A lightning bolt hit the tree.
6. An egg has two parts, the white part and the yolk.


a_



a → cross

across

a → lone

alone

a → fraid

afraid

a → go

ago

a → las

alas

a → like


alike

a → sleep

asleep

a → way

away

a → bove

above



a → ⁱgain

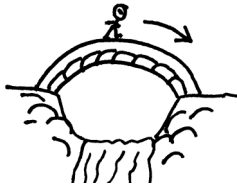


again

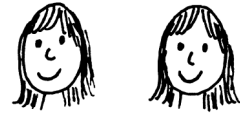
a_



across



alike



alone



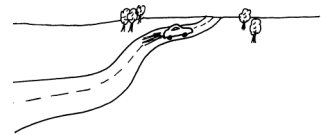
asleep



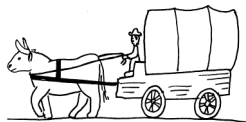
afraid



away



ago



above



alas



again



☂
a _

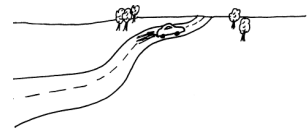


1. The chicken went across the road.

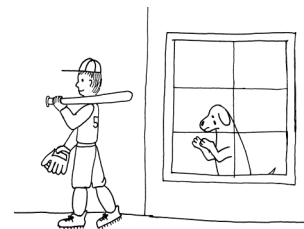
2. Rick is not afraid of snakes.

3. Jan and Beth are a lot alike.

4. The car drove away.



5. The dog must stay home alone.



again



Sight Word

1. We will do this test again.
2. Sally must wash the dishes again.
3. I hope we will win again.
4. The dog ran away again.
5. It is raining again.

oi



b → oi → l

boil

oi → l

oil

c → oi → n

coin

f → oi → l

foil

n → oi → se

noise

s → oi → l

soil

p → oi → n → t

point

c → oi → l

coil

p → oi → ^zson

poison

t → oi → let

toilet

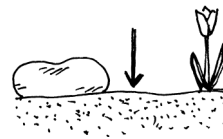
oi



boil



soil



oil



point



coin



coil



foil



poison



noise



toilet



oy



b → oy

boy

j → oy

joy

t → oy

toy

s → oy


soy

oy → s → t → er

oyster

Ll → oy → d

Lloyd

v → oy →  age

voyage

r → oy →  al

royal



a → nn → oy

annoy

e → n → j → oy

enjoy

oy



boy



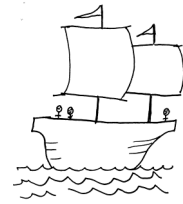
Lloyd



joy



voyage



toy



royal



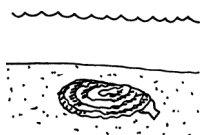
soy
sauce



annoy



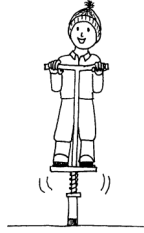
oyster



enjoy



oi



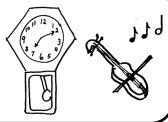
1. Jim planted the seeds in the soil.
2. Jack keeps all of his coins in a jar.
3. Jeff coiled the rope.
4. The children made a lot of noise at the party.
5. Lloyd pointed at the hawk in the tree.

oy



1. Maybe dad can fix this toy.
2. Lloyd enjoys reading.
3. The men went on a long voyage across the sea.
4. Joy saw an oyster shell at the beach.
5. The king wore his royal cloak.

_tle



lit → tle

little

bee → tle

beetle

bot → tle

bottle

cat → tle

cattle

ket → tle

kettle

rat → tle

rattle

shut → tle

shuttle

tī → tle

title

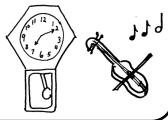
whit → tle

whittle

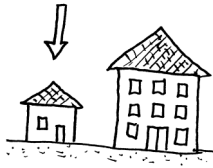
whis → t̄le

whistle

_tle



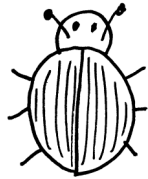
little



rattle



beetle



shuttle



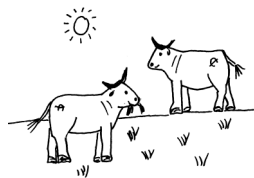
bottle



title



cattle



whittle

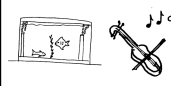


kettle



whistle



ple 

ap → ple

apple

rip → ple

ripple

ma → ple

maple

dim → ple

dimple

crum → ple

crumple

stee → ple

steeple

pūr → ple

purple

pēō → ple

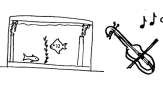
people

trip → le

triple

ex → am → ple

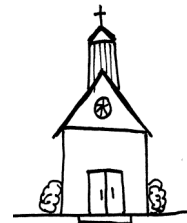
example

_ple 

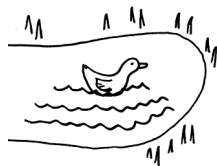
apple



steeple



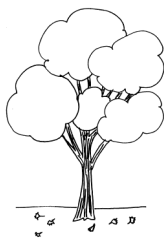
ripple



purple



maple



people



dimple



triple



crumple



example

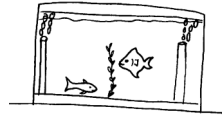
$$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$$

_tle



1. Kathy has three little brothers.
2. Cattle eat grass all day long.
3. The kettle is hot.
4. The milk is in the bottle.
5. The baby likes to play with her rattle.
6. A black beetle crawled across the log.

_ple



1. People like to go to ball games.
2. A bird made a nest in the maple tree.
3. I want a triple dip ice cream cone.
4. The teacher did an example on the board.
5. A plum is purple.

pad → dle

paddle

pud → dle

puddle

wäd → dle

waddle

lā → dle

ladle

nee → dle

needle

can → dle

candle

fid → dle

fiddle

cir → cle

circle

un → cle

uncle

ī → ci → cle

icicle

paddle



candle



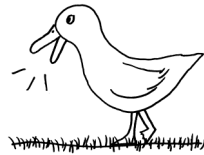
puddle



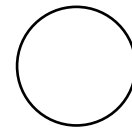
fiddle



waddle



circle



ladle



uncle



needle



icicle



bub → ble

bubble

peb → ble

pebble

scrib → ble

scribble

scram → ble

scramble

pic → kle

pickle

buc → kle

buckle

twin → kle

twinkle

an → kle

ankle

bubble



pickle



pebble



buckle



scribble



twinkle



scramble



ankle



puz → zle

puzzle

noz → zle

nozzle

guz → zle

guzzle

wäf → fle

waffle

ruf → fle

ruffle

bū → gle

bugle

bea → gle

beagle

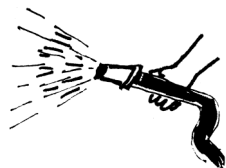
puzzle



wäffle



nozzle



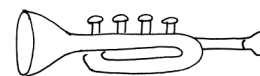
ruffle



guzzle



būgle



beagle



_dle _cle _ble _kle

1. The man paddles the boat across the river.



2. The boy is standing in a puddle.



3. The girl picked up a red pebble.



4. Stars twinkle in the sky at night.



5. Can you draw a circle?

_zle _fle _gle

1. Please do not guzzle your drink .
2. Mom made waffles for lunch.
3. Yesterday I got a beagle puppy from the pet shop.
4. This puzzle is a lot of fun.
5. A bugle can play music in the band.
6. Adjust the nozzle to spray the plants.

Words With O Patterns, First Syllable A_



old	bolt	yolk	apart	boy
gold	colt	folks	among	toy
told	volt	across	afraid	soy
hold	molt	away	ago	coy
mold	revolt	along	oil	joy
cold	roll	alas	coin	annoy
bold	poll	asleep	foil	enjoy
scold	troll	alone	point	voyage
folder	scroll	alike	boil	convoy
sold	stroll	above	spoil	royal
soldier	enroll	again	avoid	loyal

Words With Silent E Syllables



little	apple	middle	uncle	beagle
cattle	simple	candle	circle	bugle
settle	sample	bundle	icicle	giggle
shuttle	temple	cuddle	pickle	angle
bottle	crumple	fiddle	buckle	single
kettle	dimple	handle	tackle	jungle
whittle	topple	huddle	tickle	tangle
ruffle	puzzle	needle	ankle	fizzle
rifle	bubble	paddle	twinkle	dazzle
waffle	able	puddle	puzzle	guzzle
duffle	possible	ladle	nozzle	sizzle

Sight Word Review



a	is	ī	and	live
A	his	bē	back	give
was	as	hē	tö	have
of	has	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	done	roll
baby	music	break	none	yolk
every	even	steak	come	folks
any	item	bear	some	across
many	label	wear	dove	again
busy	eat	ceiling	once	oil
very	easy	either	toe	boy
city	head	neither	does	apple
my	meant	their	shoe	people
by	ready	home	gold	little
why	really	love	bolt	circle

