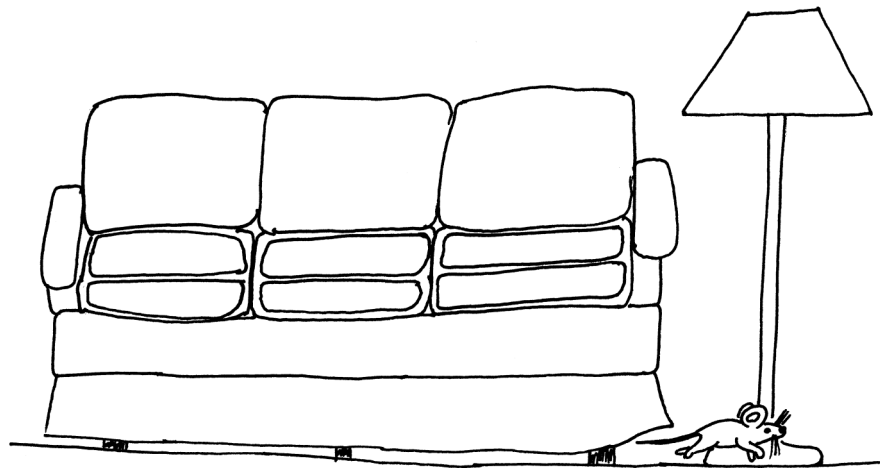
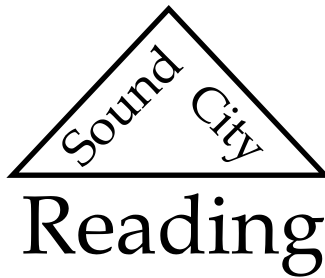


Phonics Patterns For Beginning Readers

A Mouse In The House



Number Fourteen



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Germantown, TN 38138
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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.

ou



ou → t

out

p → ou → t

pout

sh → ou → t

shout

m → ou → s^ě

mouse

h → ou → s^ě

house

ou → ch

ouch

p → ou → ch

pouch

c → ou → ch

couch

m → ou → th

mouth

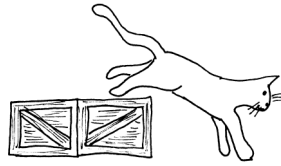
s → ou → th

south

ou



out



ouch



pout



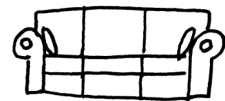
pouch



shout



couch



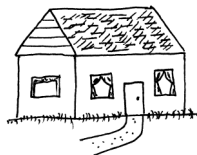
mouse^x



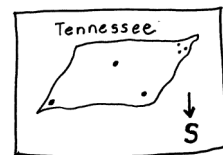
mouth



house^x



south



ou



s → ou → r

sour

ou → r

our

^xh → ou → r

hour

s → ou → n → d

sound

f → ou → n → d

found

h → ou → n → d

hound

p → ou → n → d

pound

r → ou → n → d

round

l → ou → d

loud

c → ou → n → t

count

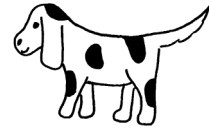
ou



sour



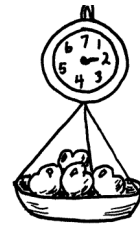
hound



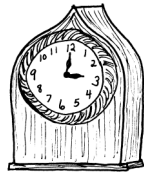
our
house



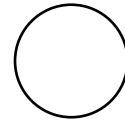
pound



hour



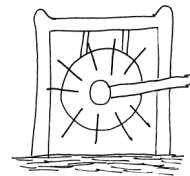
round



sound



loud



found



count



ou



sp → ou → t

spout

cl → ou → d

cloud

bl → ou → se

blouse

gr → ou → n → d

ground



a → r → ou → n → d

around

sn → ou → t

snout

gr → ou → t

grout

s → pr → ou → t

sprout

tr → ou → t

trout

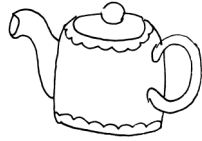
gr → ou → ch

grouch

ou



spout



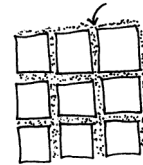
snout



cloud



grout



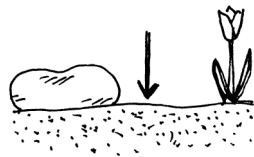
blouse



sprout



ground



trout



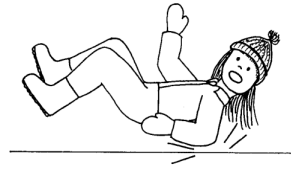
around



grouch

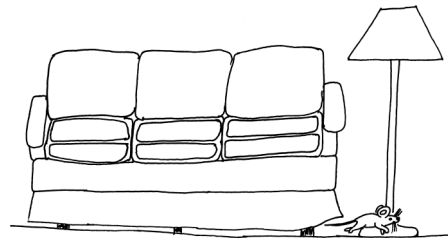


ou



1. Dad found our dog.

2. A mouse is in
our house.



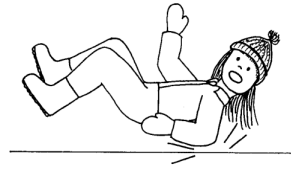
3. A jet has a loud sound.

4. I will count the dots.

5. Sally wore her red blouse.

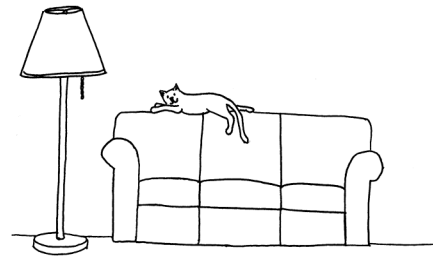
6. We will plant these seeds in
the ground.

ou



1. We can count out loud.
2. Do not shout in the house.

3. Our cat is on the couch.



4. A jet is up in the clouds.
5. Why is Jeff such a grouch?
6. What is that loud sound?

ōu



sh → ou → l → der shoulder

b → ou → l → der boulder

p → ou → l → tr → y poultry

f → ou → r four

p → ou → r pour

c → ou → r → t court

g → ou → r → d gourd

m → ou → r → n mourn

Court → ney Courtney

th → ou → ḡ^xh^x though

ou



shoulder



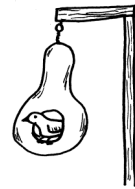
court



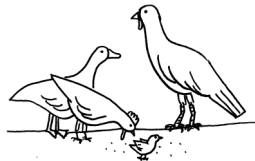
boulder



gourd



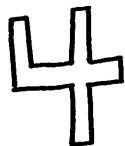
poultry



mourn



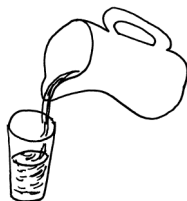
four



fourth



pour



Courtney



ōu



1. We sat on a large boulder to rest.
2. Joe hit his shoulder when he fell.
3. A bird made a nest inside the gourd.
4. Poultry are birds that live on a farm.

ōu



1. We will begin the game,
even though Sam is late.
2. Mom poured the milk into a
bottle for the baby.
3. I will meet you at the
tennis court.
4. Courtney is four years old.

ou



y → ou

you

y → ou → r

your

s → ou → p

soup

gr → ou → p

group

t → ou → can

toucan

cr → ou → ton

crouton

w → ou → n → d

wound

th → r → ou → ^xgh

through

r → ou → te

route

c → ou → pon

coupon

c → ou → g → ar

cougar

your → self

yourself

ou



you



wound



your



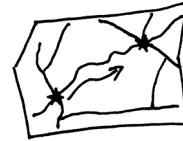
through



soup



route



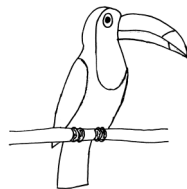
group



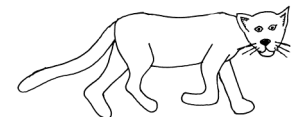
coupon



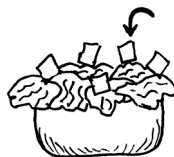
toucan



cougar



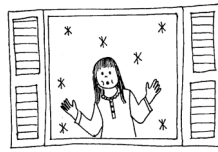
crouton



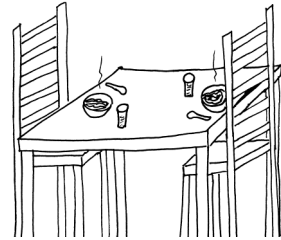
yourself



öu



1. Your soup is hot.



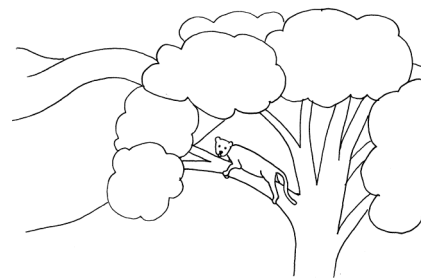
2. Do you see
the toucan?



3. Our group will go
on the bus.



4. A cougar is
on the branch.



ow



c → ow

cow

b → ow

bow

s → ow

sow

v → ow

vow

ch → ow

chow

t → ow → n

town

g → ow → n

gown

d → ow → n

down

h → ow → l

howl

ow → l

owl

ow



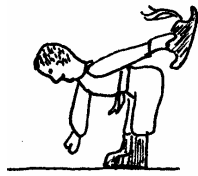
cow



town



bow



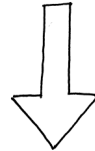
gown



sow



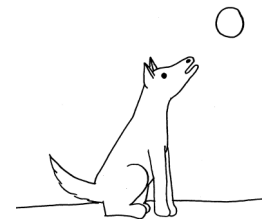
down



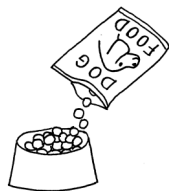
vow



howl



chow



owl



ow



cl → ow → n

clown

fr → ow → n

frown

cr → ow → n

crown

br → ow → n

brown

dr → ow → n

drown

cr → ow → d

crowd

gr → ow → l

growl

t → ow → er

tower

fl → ow → er

flower

sh → ow → er

shower

ow



clown



crowd



frown



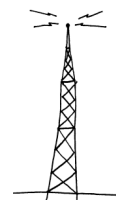
growl



crown



tower



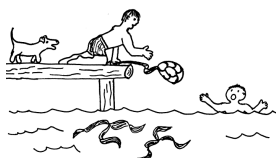
brown



flower



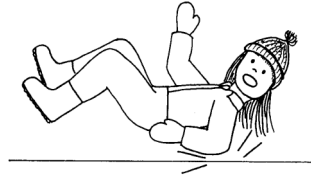
drown



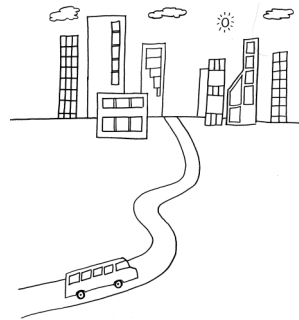
shower



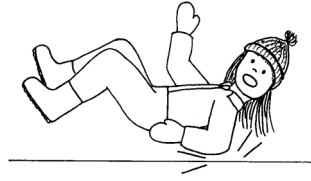
OW



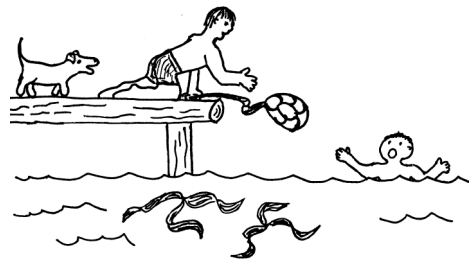
1. The clown fell down.
2. We will go home now.
3. Cows give us milk.
4. How long will that dog howl?
5. We gave mom some flowers.
6. The bus went down town.



OW



1. That big brown dog growled at me.
2. The queen wore a gold crown on her head.
3. The man bowed to the crowd of people.
4. The bride will wear a white gown at her wedding.
5. He will not let him drown.



ōw



m → ow

mow

b → ow

bow

t → ow

tow

r → w

row

l → ow

low

sn → ow

snow

cr → ow

crow

th → r → ow

throw

gr → ow

grow

b → ow → l

bowl

ōw



mow



snow



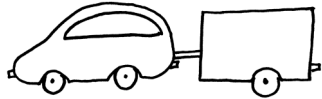
bow



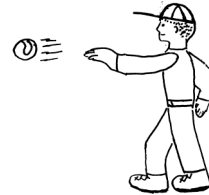
crow



tow



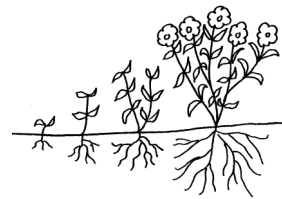
throw



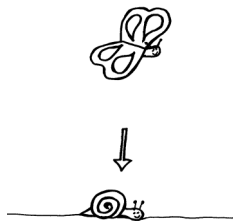
row



grow



low



bowl



ōw



pil → low

pillow

wil → low

willow

win → dow

window

min → now

minnow

shad → ow

shadow

yel → low

yellow

el → bow

elbow

fol → low

follow

sor → row

sorrow

tō → mor → row

tomorrow

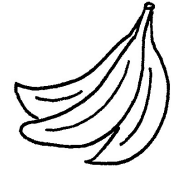
ōw



pillow



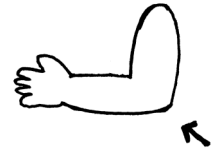
yellow



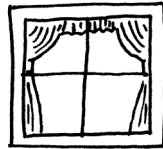
willow



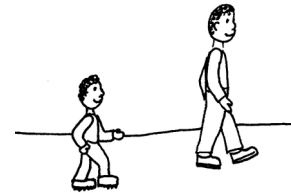
elbow



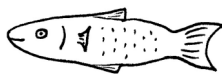
window



follow



minnow



sorrow



shadow



tomorrow



ōw



bl → ow

blow

sk → ow

show

be → low

below

bor → row

borrow

sl → ow

slow

gl → ow

glow

hol → low

hollow

wäl → low

wallow

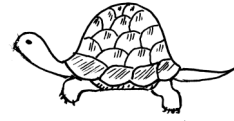
ōw



blow



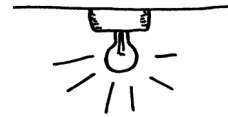
slow



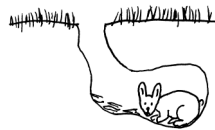
show



glow



below



hollow



borrow



wallow



ōw



1. Dad will mow the lawn.
2. We will go to see a show tomorrow.
3. We will sit on the front row.
4. Plants grow in the sun.
5. There are three yellow bows on this gown.



ōw



1. It is cold outside.

I will shut the window.

2. A black crow sat in the tree.

3. Did the wind blow
her hat off?



4. A rabbit hid in
a hollow log.



Words With OU And OW



| | | | | |
|----------|-----------------------|----------|--------|--------|
| out | four | you | cow | snow |
| our | pour | your | now | grow |
| found | court | soup | how | show |
| house | fourth | group | down | window |
| round | shoulder | you're | town | yellow |
| about | boulder | through | brown | low |
| around | though ^x | route | flower | slow |
| mouse | although ^x | toucan | power | row |
| ground | gourd | crouton | crowd | blow |
| count | mourn | cougar | frown | below |
| thousand | poultry | yourself | owl | follow |

Sight Word Review



| | | | | |
|--------------------|------------------|-----|-------------------|-------------------|
| a ^u | is ^z | ī | and | live |
| A ^u | his ^z | bē | back | give |
| was ^u | as ^z | hē | tö | have |
| of ^u | has ^z | wē | dö | catch |
| son ^u | this | mē | t ^ü wö | inch |
| won ^u | that | shē | w ^ü hö | when |
| from ^u | them | gō | intö | which |
| front ^u | then | nō | ontö | what ^u |
| the ^u | 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 |

Sight Word Review



| | | | | |
|----------------------|--|--|--|--|
| out | | | | |
| yöu | | | | |
| yöur | | | | |
| gröup | | | | |
| thröugh ^x | | | | |
| thöugh ^x | | | | |
| föur | | | | |
| how | | | | |
| yellöw | | | | |
| | | | | |
| | | | | |

