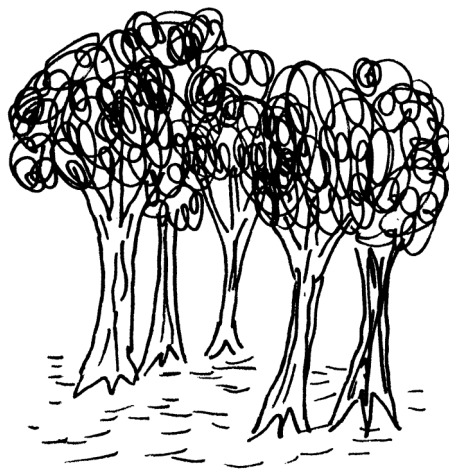
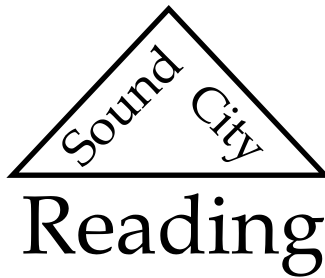


Phonics Patterns For Beginning Readers

A Walk In The Woods



Number Fifteen



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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.

oo



b → oo → k

book

c → oo → k

cook

f → oo → t

foot

h → oo → d

hood

g → oo → d

good

h → oo → f

hoof

l → oo → k

look

sh → oo → k

shook

st → oo → d

stood

w → oo → d

wood

oo



book



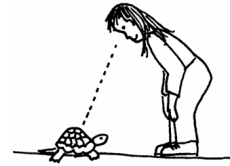
hoof



cook



look



foot



shook



hood



stood



good



wood



oo



w → oo → l

wool

dog → wood

dogwood

wood → pile

woodpile

foot → ball

football

good → by

good-by

cook → out

cookout

oo



wool



football



dogwood



good-by



woodpile



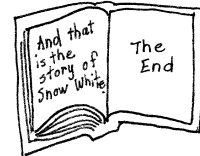
cookout



oo



1. This is a good book.



2. Look at that big house!



3. Hang your coat on
the hook.



4. A sheep gives us wool.



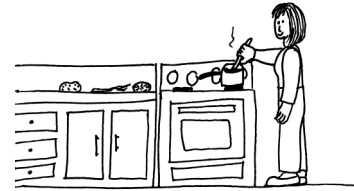
5. Look at the bird in
that tree.



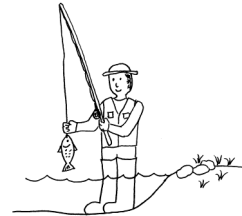
oo



1. Mom is cooking
dinner.



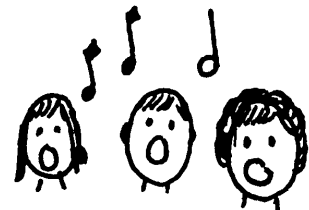
2. A fish is on the hook.



3. Ed kicked the soccer
ball with his right foot.



4. Our class stood up
to sing a song.



oo



z → oo

zoo

b → oo

boo

m → oo

moo

m → oo → n

moon

l → oo → n

loon

p → oo → l

pool

t → oo → l

tool

r → oo → f

roof

b → oo → t

boot

f → oo → d

food

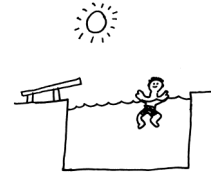
oo



zoo



pool



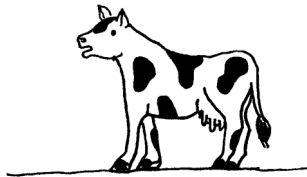
boo



tool



moo



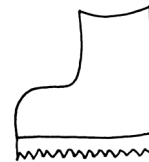
roof



moon



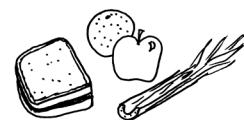
boot



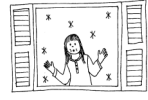
loon



food



oo



g → oo → se

goose

bl → oo → m

bloom

sp → oo → l

spool

br → oo → m

broom

sp → oo → n

spoon

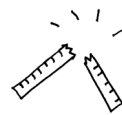
st → oo → l

stool

sn → oo → ze

snooze


s → ^kch → oo → l

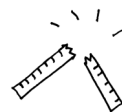


school

sham → poo

shampoo

 bal → loon

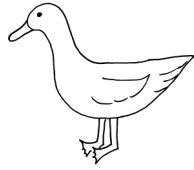


balloon

oo



goose



stool



bloom



snooze



spool



school



broom



shampoo



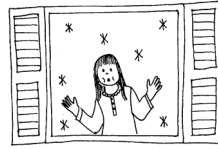
spoon



balloon



oo



1. My boots are in my room.

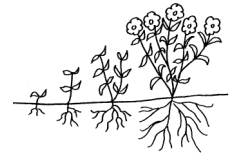
2. Look at the moon.



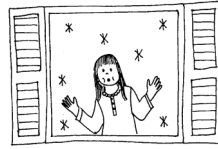
3. This belt is too tight.



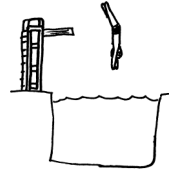
4. Plants have roots that grow under the ground.



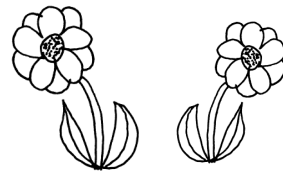
oo



1. Joe dove into the pool.



2. Flowers bloom in
the spring.



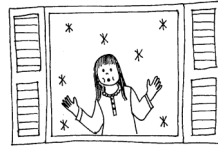
3. Please keep your room
clean.



4. A balloon can pop.



oo



1. Dad will cook the food on the grill.



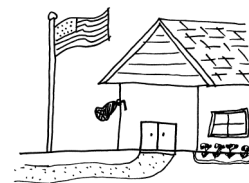
2. Bring me the tool box.



3. The race car zoomed past the crowd.



4. Always go to school on time.

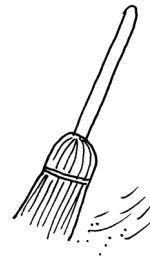


door floor poor

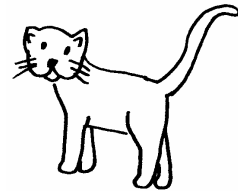


Sight Words

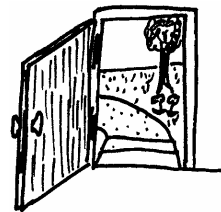
1. Sweep up the floor
with this broom.



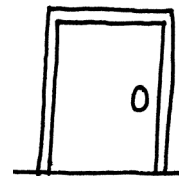
2. This poor kitten does
not have a home.



3. Open the door and let
the dog out.



4. Shut the door when
you come in.



WOR



wor → m

worm

wor → d

word

wor → k

work

wor → ry

worry

wor → se

worse

wor → th

worth

wor → l → d

world

wor → ship

worship

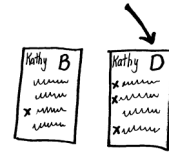
wor



worm



worse



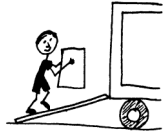
word



worth



work



world



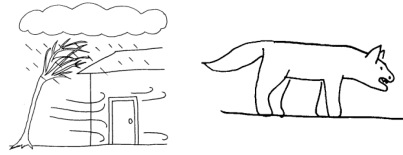
worry



worship

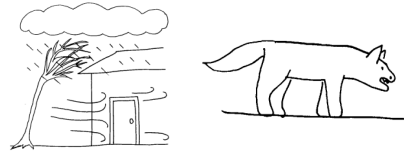


WOR



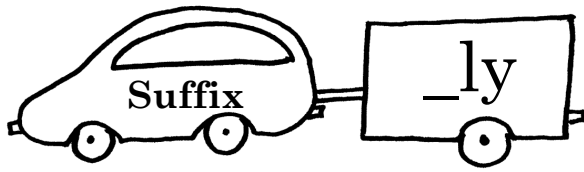
1. I see a worm on the sidewalk.
2. Can you read this big word?
3. Mike will work all night tonight.
4. How much is this car worth?

WOR



1. A jet can fly around the world.
2. Don't worry about that dog. It won't bite you.
3. Yesterday I felt sick, but today I feel worse.
4. We will keep working until lunch time.

Suffix Study



Use _ly at the end of a describing word to show that an action is done in that way.

quick
quickly

slow
slowly

loud
loudly

quiet
quietly

safe
safely

brave
bravely

part
partly

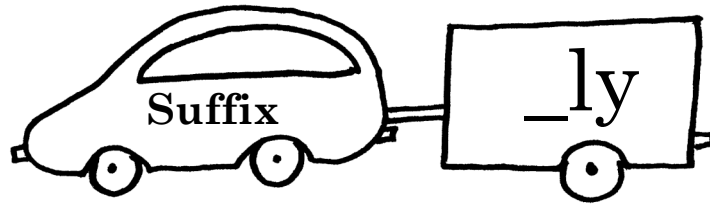
sweet
sweetly

sad
sadly

fair
fairly

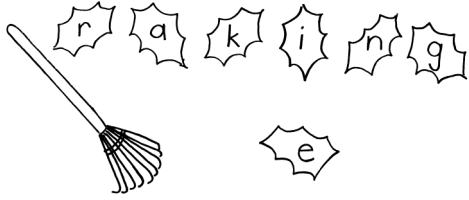
soft
softly

firm
firmly



1. Mother will sing softly to the baby .
2. I will clean my room quickly.
3. Our teacher treats the class fairly.
4. She wants the class to line up quietly.
5. The children crossed the street safely.
6. The bug crawled slowly up the branch.

Suffix Study



If a word ends with _e, drop the
_e before adding _ed or _ing.

wave
waved
waving

hope
hoped
hoping

live
lived
living

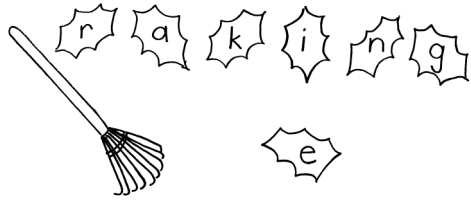
serve
served
serving

smile
smiled
smiling

share
shared
sharing

snore
snored
snoring

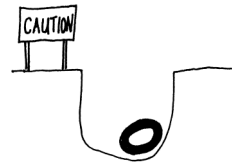
rinse
rinsed
rinsing



If a word ends with _e, drop the
_e before adding _ed or _ing.

1. We waved good-bye to mom and dad .
2. Sally was smiling all day long.
3. Mom rinsed the dishes and stacked them on the counter.
4. My big brother is raking the lawn.
5. I am hoping for a lot of snow this winter.
6. We have lived in this house for ten years.

Contractions



did not
didn't

is not
isn't

has not
hasn't

was not
wasn't

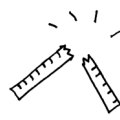
have not
haven't

had not
hadn't


are not
aren't

were not
weren't

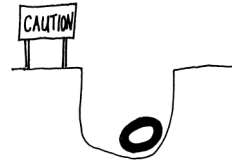
does not
doesn't

 can not
can't

do not
don't

 will not
won't

Contractions



1. I can't play ball today .
2. Jeff didn't finish his work.
3. Mom and dad aren't happy with me.
4. My dog doesn't like cats.
5. Mother hasn't cooked dinner yet.
6. The books weren't in my backpack.
7. The children won't go to school if it snows.

or



f → or

for

→ or

or

c → or → n

corn

f → or → k

fork

c → or → d

cord

t → or → n

torn

h → or → se

horse

sh → or → t

short

h → or → n

horn

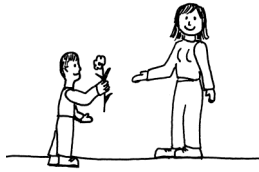
th → or → n

thorn

or



for



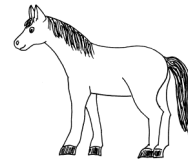
torn



or



horse



corn



short



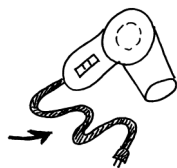
fork



horn



cord



thorn



or



st → or → m

storm

f → or → est


forest

s^xw → or → d

sword

sp → or → t

sport

 ^kch → or → us

chorus

st → or → y

story

or → bit

orbit

ā → c → or → n

acorn

f → or → get

forget

h → or → net

hornet

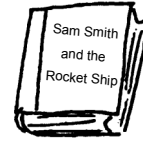
or



storm



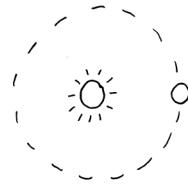
story



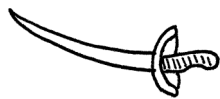
forest



orbit



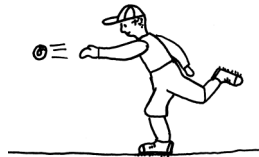
sword



acorn



sport



forget



chorus



hornet



or



1. We will have corn on the cob for supper.
2. That was a short story.
3. A horse can run fast.
4. Joan forgot to feed the dog.
5. Many deer live in the forest.

or



1. I will meet you in the morning.
2. Which sport do you like best, basketball or football?
3. An acorn grows into an oak tree.
4. The sun came out after the storm.

or



doc → tor

doctor

mir → ror


mirror

trac → tor

tractor

rec → ord

record


col → or

color

or



bor → row

borrow

sor → row

sorrow

hor → ror

horror

sor → ry

sorry

tö → mor → row

tomorrow

or



or



doctor



borrow



mirror



sorrow



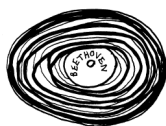
tractor



horror



record



sorry



color



tomorrow

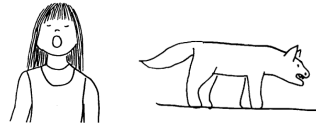


or



1. Lloyd is sick. He will go to the doctor.
 2. What color is your car?
 3. Mark has a big green tractor on his farm.
 4. The children like to color in coloring books.
- .

or



1. I am sorry that you are sick.
2. May I borrow your book?
3. Mother will take me to the store tomorrow.
4. The boy was filled with sorrow when his dog got lost.

_a



pan → da

panda

San → ta

Santa

vil → la

villa

yuc → ca

yucca

com → ma

comma

sō → fa

sofa

cō → la

cola

cō → bra


cobra

zē → bra

zebra

tū → ba

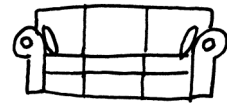
tuba

_ a 

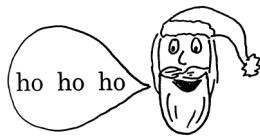
panda



sofa



Santa



cola



villa



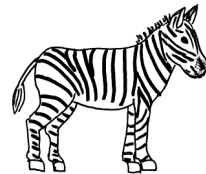
cobra



yucca



zebra



comma




tuba




a




 fa → ther



father

 ta → cō



taco

 pec → an



pecan

 ha →  ha




ha ha

 la →  va



lava

 lla →  ma

llama

 pa →  ja →  mas

pajamas

 dra →  ma

drama

a



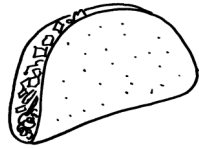
father



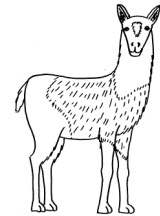
lava



taco



llama



pecan



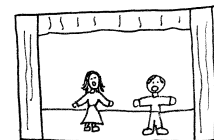
pajamas



ha ha



drama



_a



1. Panda bears live in China.
2. A villa is a kind of house.
3. Santa will be here soon.
4. A cobra is not safe.
5. Brad plays the tuba in the band.
6. Audrey and Brad sat on the sofa to hear the story.

a



1. My father is a good cook.
2. We will wear our red pajamas tonight.
3. A pecan is a kind of nut.
4. Lava is hot melted rock.
5. A llama is an animal that lives in South America.
6. A taco is good to eat for lunch.

Words With OO, WOR, OR, A



look	moon	corn	doctor	panda
wood	too	form	tractor	comma
book	soon	horse	record	Santa
good	food	forest	factory	sofa
took	room	short	history	zebra
wool	cool	report	correct	father
foot	root	word	color	lava
cook	choose	worm	sorry	pajamas
stood	tool	work	borrow	taco
shook	goose	worth	sorrow	drama
good-bye	school	world	tomorrow	pecan

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	twö	inch
won	that	shē	whö	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	shöe	people
by	ready	home	gold	little
why	really	love [☂]	bolt	circle

Sight Word Review



out	door	father		
yöu	poor			
yöur	floor			
gröup	blood			
thröugh ^{xx} ^{xx}	flood			
thöugh ^x ^x	work			
föur	horse			
how	doctor			
yellöw	 color			
look	sorry			
moon	panda			

