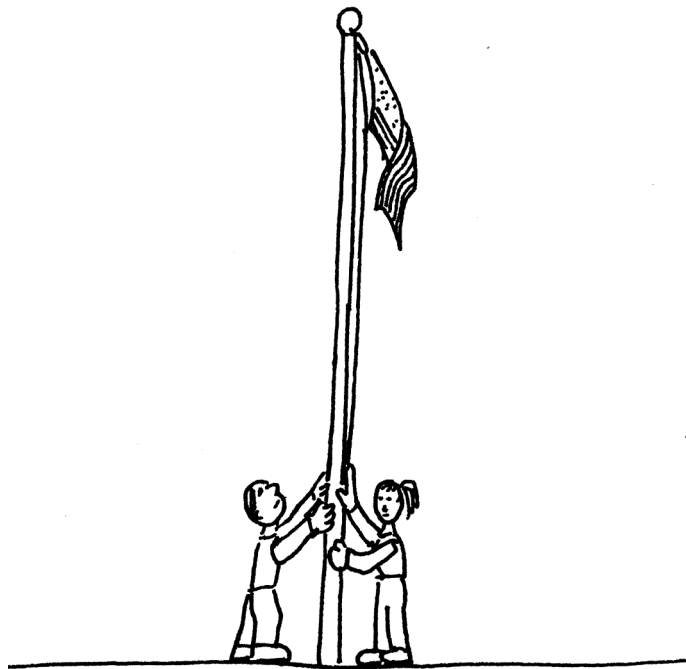
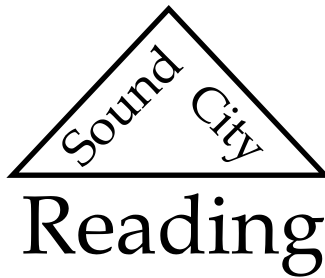


*Phonics Patterns For Beginning Readers*

# The Flagpole



*Number Seventeen*



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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](http://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.

ü



p → u → t

put

p → u → sh

push

b → u → sh

bush

p → u → ll

pull

b → u → ll

bull

f → u → ll

full

bush → el

bushel

cush → ion

cushion

pul → ley

pulley

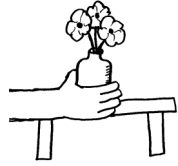
pud → ding

pudding

ü



put



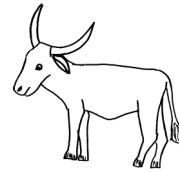
pull



push



bull



bush



full



bushel



pulley



cushion



pudding



ü



1. Put your books on the shelf.

2. Two fat frogs are hiding  
under the bushes.

3. We picked a bushel of  
peaches at the orchard.



4. Sue's dog likes to lie on a  
soft cushion.

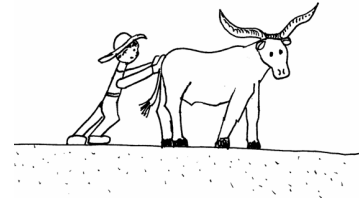
5. Dad is pulling Andrew  
in the wagon.



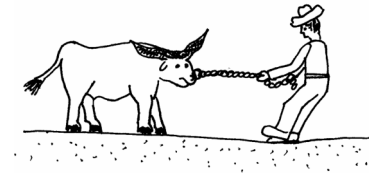
ü



1. This man is pushing the bull.



2. Now the man is pulling the bull.



3. Do you want <sup>☂</sup>vanilla<sup>☂</sup> pudding for dessert?

4. Please empty the trash can when it gets full.

5. The workmen lifted the heavy boxes with a pulley.

ould



sh → ould

should

w → ould

would

c → ould

could

should not

shouldn't

would not

wouldn't

could not

couldn't

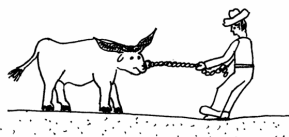
should



couldn't



wouldn't



# oüld



1. I would like to eat lunch now.

2. Mom said, “You should pick up this mess!”

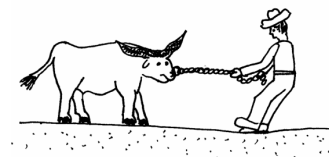


3. Could you finish your work before dinner?

4. Mary couldn't reach her doll.



5. The bull wouldn't come when the farmer pulled him.



ur



n → ur → se

nurse

p → ur → se

purse

b → ur → n

burn

ch → ur → n

churn

ch → ur → ch

church

p → ur → ple

purple

h → ur → t

hurt

c → ur → ve

curve

s → ur → f

surf

tur → nip

turnip

tur → key

turkey

tur → tle

turtle

ur



nurse



hurt



purse



curve



burn



surf



churn



turnip



church



turkey



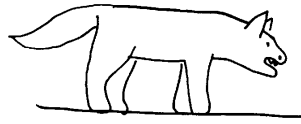
purple



turtle

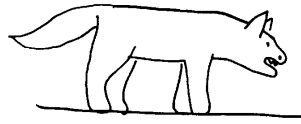


ur



1. Sally has many turtles in her yard.
2. The girl forgot her purse.
3. Turn off the light.
4. The campfire will burn all night.
5. Cats have fur to keep them warm.

ur



1. The church has a tall steeple.
2. I have two purple plums in my lunchbox.
3. Mom will cook turkey for Thanksgiving.
4. Luke hurt his arm.
5. The nurse weighed all the children before they saw the doctor.

ear



ear → ly

early

ear → n

earn

ear → th

earth

h → ear → d

heard

l → ear → n

learn

p → ear → l

pearl

s → ear → ch

search

y → ear → n

yearn

ear



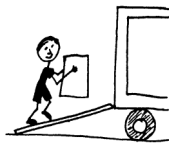
early



learn



earn



pearl



earth



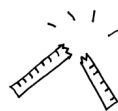
search



heard



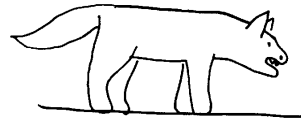
yearn



heart

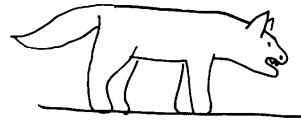


ear



1. We will get up early to go fishing.
2. Please help me search for my lost dog.
3. How much money did you earn today?
4. Sue found a pearl inside of a clam.
5. The moon is far away from the earth.

ear



1. What did you learn at school today?
2. I heard that you are going to have a party.
3. The boy yearned to become an astronaut.
4. The earth is in the shape of a ball.
5. Andrew made a Valentine shaped like a heart.

our



j → our → nal

journal

j → our → ney

journey

c → our → age

courage

c → our → tes → y

courtesy

n → our → ish

nourish

fl → our → ish

flourish

t → our → na → ment

tournament

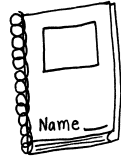
n → our → ish → ing

nourishing

our



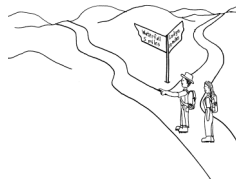
journal



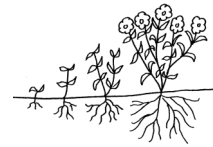
nourish



journey



flourish



courage



tournament



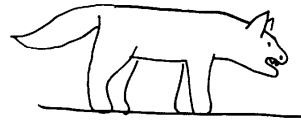
courtesy



nourishing

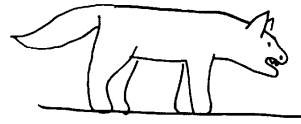


our



1. Sue keeps her journal in her desk.
2. The king went on a long journey to find the princess.
3. Sometimes it takes great courage to do the right thing.
4. Flowers flourish in the spring time.

our



1. Who do you think will win the tennis tournament?
2. It is common courtesy to say please and thank you.
3. Fruit can be a good part of a nourishing meal.

kn



kn → ee

knee

kn → ee → l

kneel

kn → ick → ers

knickers

kn → i → f → e

knife

kn → igh → t

knight

kn → i → t

knit

kn → o → b

knob

kn → o → ck

knock

kn → o → t

knot

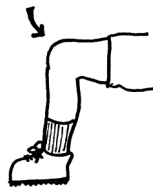
kn → ow

know

kn



knee



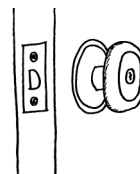
knit



kneel



knob



knickers



knock



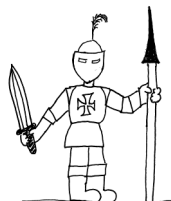
knife



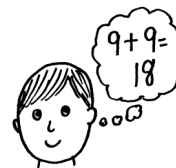
knot



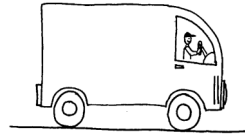
knight



know

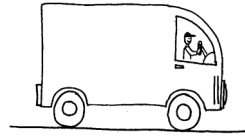


kn



1. This knife is very sharp.
2. The brave knight rode a white horse into battle.
3. Mark will tie a knot in the rope.
4. Mom is knitting a red cap for me.

kn



1. Do you know how to play football?
2. The children heard a loud knock at the door.
3. The oldest child reached for the door knob.
4. Sue fell down and scraped her knee.

wr



wr → a → p

wrap

wr → a → th

wrath

wr → ea → th

wreath

wr → i → s → t

wrist

wr → o → ng

wrong

wr → e → ck

wreck

wr → e → n → ch

wrench

wr → i → n → kle

wrinkle

wr → i → t → e

write

wr → e → ck → er

wrecker

wr



wrap



wreck



wrath



wrench



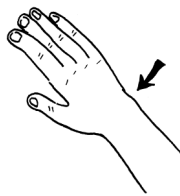
wreath



wrinkle



wrist



write



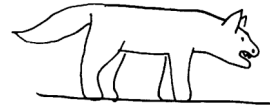
wrong

$$\begin{array}{r} 5 \\ +5 \\ \hline 9 \end{array}$$

wrecker

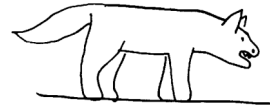


wr



1. Drive the car with care so you won't have a wreck.
2. The wrench is in the toolbox.
3. We hung a green wreath on our door for the holidays.
4. I think you are wrong about that.

wr



1. Yesterday we wrote a story about a dragon.
2. Ross hurt his wrist playing tennis.
3. How did your shirt get so many wrinkles in it?
4. June wrapped a present for her dad.

gh



gh → ō → s → t

ghost

gh → et → tō

ghetto

sp<sup>u</sup>a → ghet → ti<sup>e</sup>

spaghetti

a<sup>u</sup> → gh → a → st

aghast

Al → legh → eny<sup>a</sup>

Allegheny

gh

str → ai → gh → t

straight

c → au → gh → t

caught

t → au → gh → t

taught

d → au → gh → ter

daughter

thr → öu → gh

through

gh

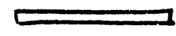


gh

ghost



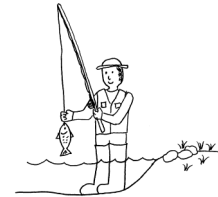
straight



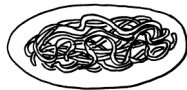
ghetto



caught



spaghetti



taught



aghast



daughter



Allegheny



through



# gh



1. The teacher was aghast when she saw the children's bad manners.
2. Paul thinks he saw a ghost in the forest.
3. We will eat spaghetti for supper tonight.
4. Those poor children live in a ghetto.
5. Tom and Ben will go for a three day hike in the Allegheny Mountains.

gh

(no sound)

1. We will drive through a tunnel to get to the other side of the hill.
2. My daughter has a baby boy.
3. The hungry fox almost caught the rabbit.
4. My teacher taught me how to read.
5. Use your ruler to draw a straight line.
6. Brad caught a huge fish.



püsh	could	purse	journal	wren
büsh	would	nurse	journey	write
püll	should	hurt	courage	wrote
füll	couldn't	burn	nourish	wrong
büll	wouldn't	return	courtesy	wrist
büllet	shouldn't	church	knife	ghost
pülley	learn	current	knit	ghetto
bütcher	earth	surprise	knob	aghast
püdding	heard	curve	know	straight
büshel	early	purple	knew	through
cüshion	pearl	turtle	known	taught

## 17B

## Sight Word Review



a	is <sup>z</sup>	ī	and	live
A	his <sup>z</sup>	bē	back	give
was	as <sup>z</sup>	hē	tö	have
of	has <sup>z</sup>	wē	dö	catch
son	this	mē	t <sup>ˆ</sup> wö	inch
won	that	shē	w <sup>ˆ</sup> 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



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

17D

## Sight Word Review



pretty	open	great	done <sup>☂</sup>	roll
baby	music	break	none <sup>☂</sup>	yolk
every	even	steak	come <sup>☂</sup>	folks
any	item	bear	some <sup>☂</sup>	across
many	label	wear	dove <sup>☂</sup>	again
busy	eat	ceiling	once <sup>☂</sup>	oil
very	easy	either	toe	boy
city	head	neither	does <sup>☂</sup>	apple
my	meant	their	shöe	people
by	ready	home	gold	little
why	really	love <sup>☂</sup>	bolt	circle

17E

## Sight Word Review



out	door	father	sugar	knife
yöu	poor	cube	pie	wren
yöur	floor	flute	shield	ghost
gröup	blood	glue	friend	straight
thröugh <sup>xx</sup> <sup>xx</sup>	flood	cue	push	
thöugh <sup>x</sup> <sup>x</sup>	work	fruit	should	
föur	horse	flew	purse	
how	doctor	few	during	
yellöw	 color	Europe	bury	
look	sorry	lizard	early	
moon	panda	sparrow	journal	

