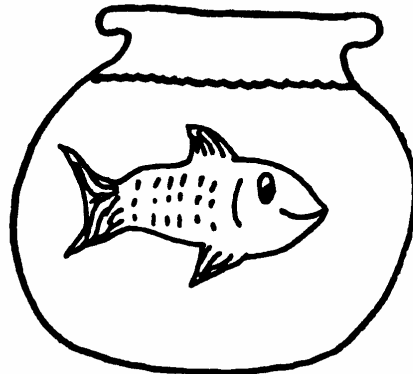
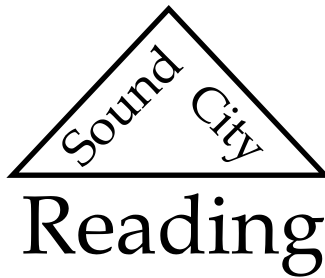


Phonics Patterns For Beginning Readers

A Fish



Number One



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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.

sh



sh → i → p

ship

sh → i → n

shin

sh → o → p

shop

sh → o → t

shot

sh → e → d

shed

sh → e → ll

shell

sh → u → t

shut

sh → a → m

sham

f → i → sh

fish

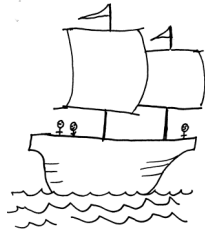
d → i → sh

dish

sh



ship



shell



shop



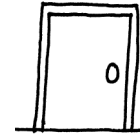
shot



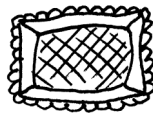
shin



shut



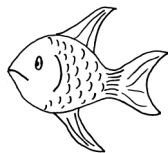
sham



shed



fish



dish



sh



c → a → sh

cash

r → a → sh

rash

s → a → sh

sash

l → a → sh

lash

m → a → sh

mash

r → u → sh

rush

m → u → sh

mush

g → u → sh

gush

h → u → sh

hush

m → e → sh

mesh

sh



cash



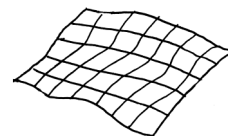
hush



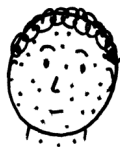
rush



mesh



rash



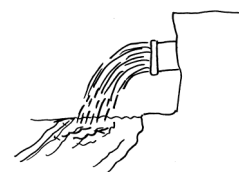
lash



mush



gush



mash



sash



sh



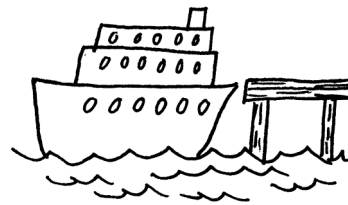
1. Ned has a shell.



2. A pot is in a shed.



3. It is a big ship.



4. It is a pet shop.



sh



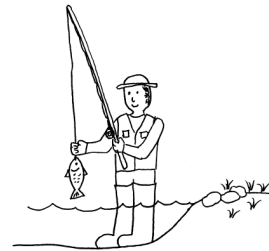
1. Pam has a rash.



2. Jill will rush.



3. A man got a fish.



4. A hot dog is on a dish.




5. I wish I had a dog.





O




s →  o → n


son

w →  o → n


won

t →  o → n


ton

 o → f^v


of

f → r →  o → m

from

f → r →  o → n → t

front

 o → v → e → n

oven

o



son



of



won



from



ton



front



oven





O



Sight Words

1. Sam won.



2. It has a ton of sand.



3. A lot of kids got in
front of a bus.





O

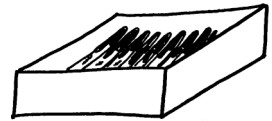


Sight Words

1. Jan has a box of shells.



2. Jim has a box of pens.



3. Ted has a lot of bugs.



4. Tom has a lot of sons.



e



h → e

he

sh → e

she

w → e

we

m → e

me

b → e

be

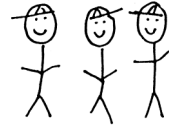
e



he



we



she



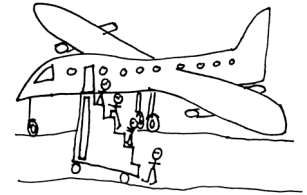
me



e



1. We will get on a jet.



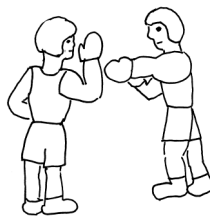
2. She will sell a bell.



3. We will pet a cat.



4. He hit me.



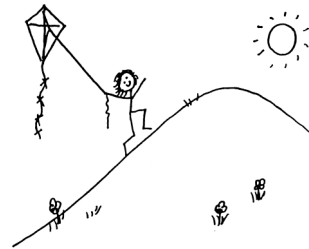
e



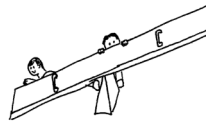
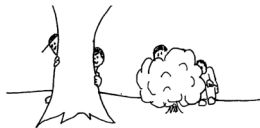
1. He will mix it.



2. She ran up a hill.



3. We hid.



4. He won.





Suffix Study

—s

Words that tell about people, places, or things are called nouns. Add an s to a noun to show that you are talking about more than one.

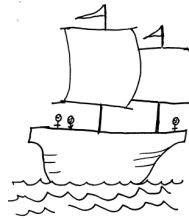
a shell



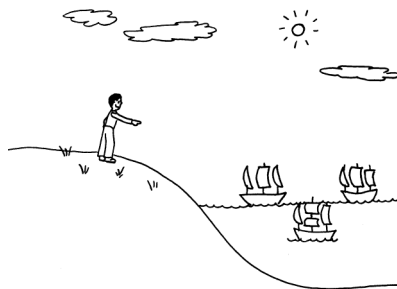
shells



a ship



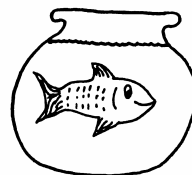
ships



Questions and Statements

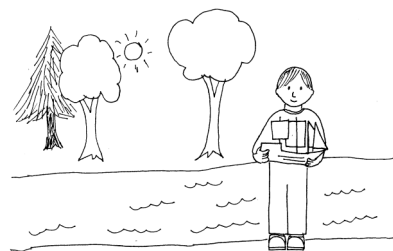
1. Is it a fish?

Yes, it is a fish.



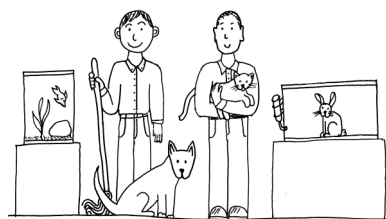
2. Is it a big ship?

It is not a big ship.



3. Is it a pet shop?

Yes, it is a pet shop.



4. Did he win?

Yes, he won.



ō



ōr



g → ō

go

n → ō

no

s → ō

so

y → ō

y → ō

yo-yo

ō → r

or

f → ō → r

for

ō



ōr



go



or



no



for



yo-yo



ho ho ho



ō



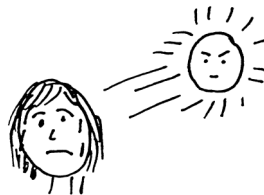
1. Pat has a red yo-yo.



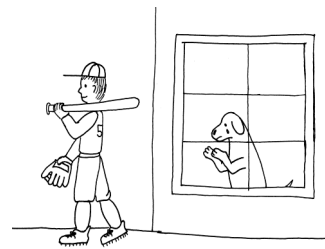
2. We will go on a bus.



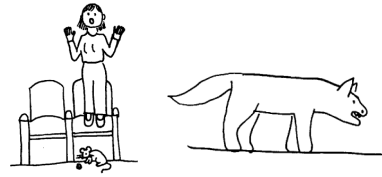
3. She is so hot.



4. No, Max can not go.



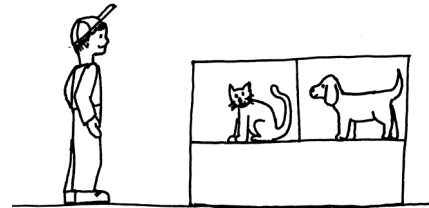
or



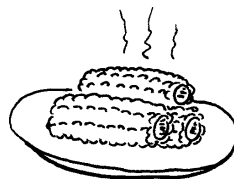
1. It is for mom.



2. Will he get a cat
or a dog?



3. It is for us.



th



th → i → n

thin

th → u → d

thud

th → u → m[×]b

thumb

B → e → th

Beth

S → e → th

Seth

b → a → th

bath

m → a → th

math

p → a → th

path

m → o → th

moth

w → i → th

with

th



thin



bath



thud



math

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

thumb^x



path



Beth



moth



Seth



with



th



th → i → s

this

th → a → t

that

th → e → m

them

th → e → n

then

th



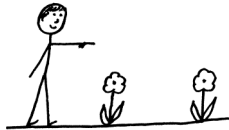
this



them



that



then



the



Sight Words

the bug



the rug



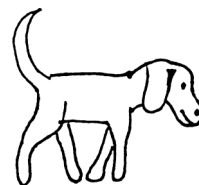
the cat



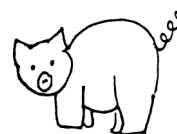
the rat



the dog



the hog



the



Sight Words

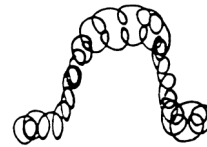
the bell



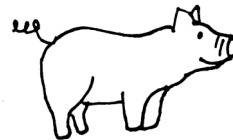
the well



the wig



the pig

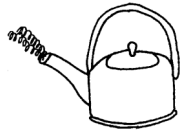


the moth



the path

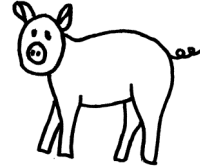




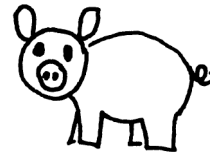
th



1. This pig is thin.



2. That pig is fat.

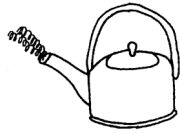


3. Beth is with Seth.



4. The dog will
get a bath.

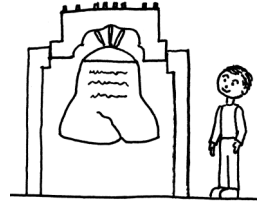




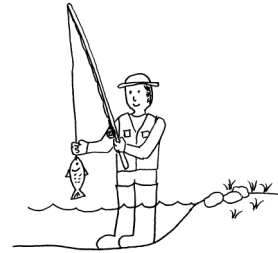
th



1. The bell is big.



2. The man got a fish.



3. He will fix the van.



Common Short Vowel Words



can	red	in	not	run
am	get	is	off	but
at	well	it	on	us
ran	yes	if	got	sun
an	let	did	box	cut
as	tell	will	doll	fun
has	ten	him	top	sum
had	bed	his	hot	bus
cat	bell	its	job	up
man	men	six	dog	mud
bad	leg	sit	lot	cup

Sight Word Review



a	is ^z	ī		
A	his ^z	bē		
was	as ^z	hē		
of	has ^z	wē		
son	this	mē		
won	that	shē		
from	them	gō		
front	then	nō		
the	than	sō		
ship	with	fōr		
wish	bōth	ōr		