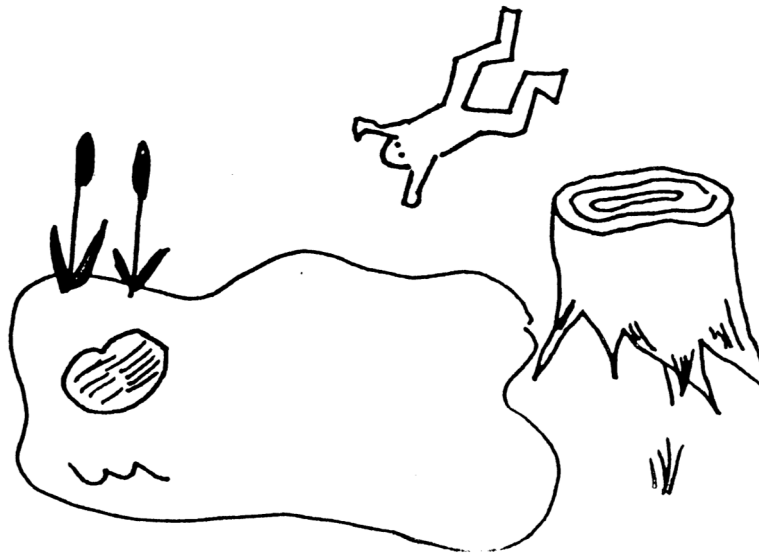
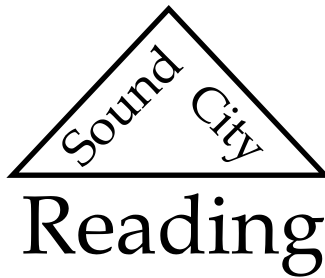


*Phonics Patterns For Beginning Readers*

# Jump



*Number Two*



Entire contents © 2010 By Kathryn J. Davis  
7223 Cedar Lane Drive  
Germantown, TN 38138  
(901) 737-4466  
All rights reserved.

Permission is hereby granted to teachers, parents, and  
tutors to reproduce student materials in this book  
for individual or classroom use. Permission is granted  
for school-wide reproduction of materials.  
Commercial reproduction is prohibited.

Printed in the United States of America

# Table of Contents

Teaching Notes .....	3
Suffix <i>_s</i> with verbs and nouns .....	5
<i>_ost, _ump</i> .....	9
<i>_ast, _and</i> .....	11
<i>_est, _amp</i> .....	15
<i>_ent, _ust</i> .....	17
<i>_elp, _end, _ond</i> .....	21
<i>_elf, _ext, _elt, _ept</i> .....	25
<i>_ist, _ilk, _ift, _oft</i> .....	27
<i>_ask, _esk, _isk, _usk, _ast, _ust</i> .....	31
Sight word review .....	36

 Read *Jump in Set Sail* - Practice Stories for Beginning Readers Volume 1

## 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.

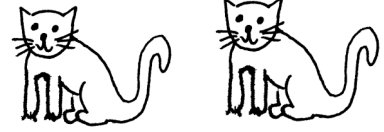
5. In this booklet, students will read words and sentences with each new letter pattern. The pattern is shown at the top of the page along with the related sound picture. Have students identify this pattern and say the sound before reading the page.
6. Students will practice decoding (sounding out) new 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.

# Suffix Study

\_s



\_s



runs

cats

sits

dogs

wags

bugs

tells

pins

hops

beds

Words that tell about an action are called verbs.  
When one other person or thing is doing the  
action, add an s to the end of the verb.

Tom runs.

She helps.

He sits.

It swims.

Do not add an s with *I* or *you*.

I run.

You help.

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.



Suffix Study

—s

1. Jill runs.



2. Sam hops.

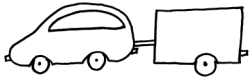


3. Gus wins.



4. Ed sits.

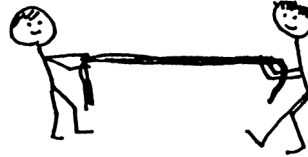




Suffix Study

—s

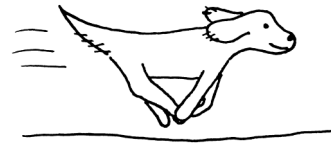
1. He tugs.



2. A cat digs.

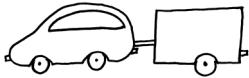


3. The dog runs.



4. Jan tells.





Suffix Study

—s

1. It pops.



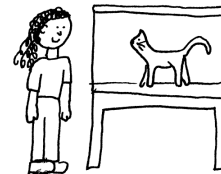
2. Tom shuts the box.



3. Jim hits the rim.



4. Beth gets a cat.



c → o → s → t

cost

l → o → s → t

lost

m → ō → s → t

most

p → ō → s → t

post

<sup>g</sup>gh → ō → s → t

ghost

j → u → m → p

jump

d → u → m → p

dump

h → u → m → p

hump

p → u → m → p

pump

b → u → m → p

bump

cost



jump



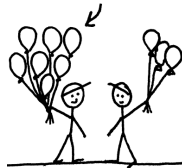
lost



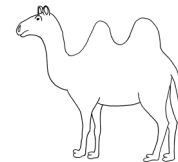
dump



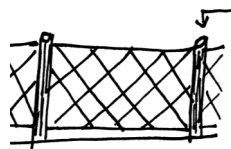
most



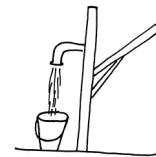
hump



post



pump



ghost



bump



f → a → s → t

fast

m → a → s → t

mast

l → a → s → t

last

v → a → s → t

vast

p → a → s → t

past

h → a → n → d

hand

b → a → n → d

band

s → a → n → d

sand

l → a → n → d

land

a → n → d

and

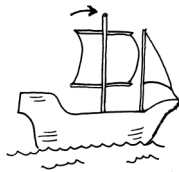
fast



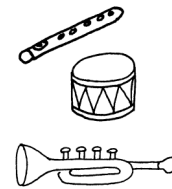
hand



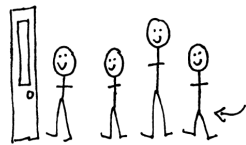
mast



band



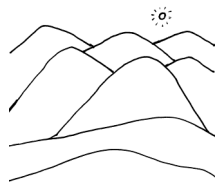
last



sand



vast



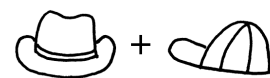
land



past



and



\_ost    \_ump    \_ast    \_and

1. A frog jumps.



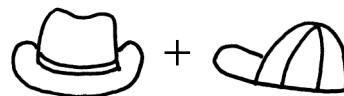
2. He has a bump  
on his leg.



3. It can go fast.



4. He has a hat  
and a cap.

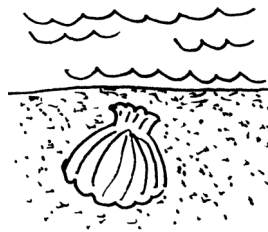


\_ost    \_ump    \_ast    \_and

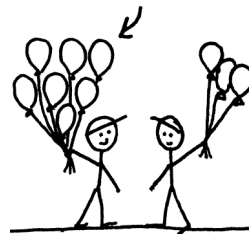
1. Is she lost?



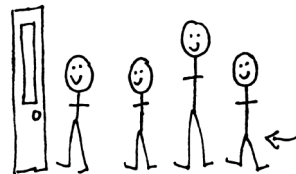
2. A shell is in  
the sand.



3. This man has  
the most.



4. He is last.



n → e → s → t

nest

b → e → s → t

best

v → e → s → t

vest

t → e → s → t

test

r → e → s → t

rest

w → e → s → t

west

l → a → m → p

lamp

c → a → m → p

camp

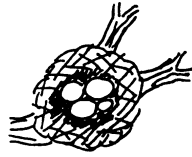
r → a → m → p

ramp

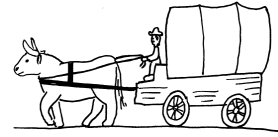
d → a → m → p

damp

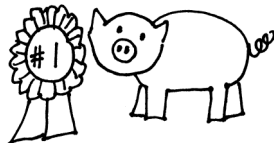
nest



west



best



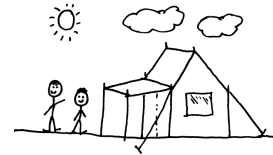
lamp



vest



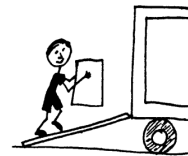
camp



test

Kathy Dec. 3  
100% Spelling @  
vest end  
rest bend  
nest send  
best mend

ramp



rest



damp



b → e → n → t

bent

v → e → n → t

vent

t → e → n → t

tent

d → e → n → t

dent

w → e → n → t

went

s → e → n → t

sent

d → u → s → t

dust

g → u → s → t

gust

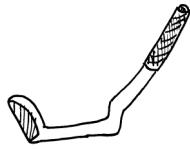
r → u → s → t

rust

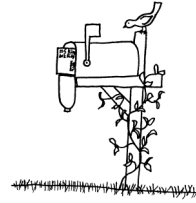
m → u → s → t

must

bent



sent



vent



dust



tent



gust



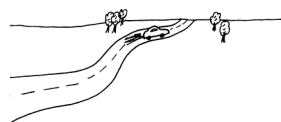
dent



rust



went

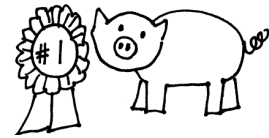


must

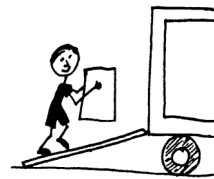


\_est \_amp \_ent \_ust

1. This pig is the best.



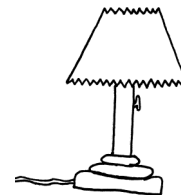
2. I go up the ramp.



3. He must get rid  
of the mess.

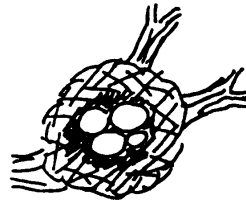


4. The lamp is off.

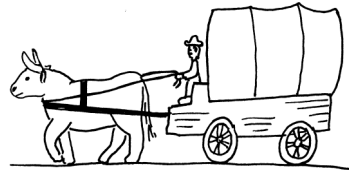


\_est    \_amp    \_ent    \_ust

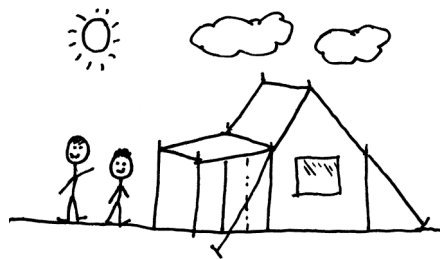
1. This nest has  
eggs in it.



2. The man will  
go west.



3. We will camp  
in a tent.



h → e → l → p

help

y → e → l → p

yelp

k → e → l → p

kelp

s → e → n → d

send

e → n → d

end

b → e → n → d

bend

m → e → n → d

mend

l → e → n → d

lend

f → o → n → d

fond

p → o → n → d

pond

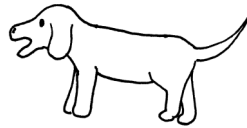
help



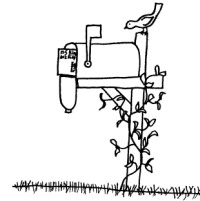
bend



yelp



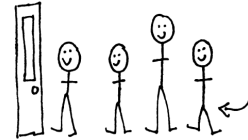
send



kelp



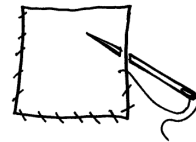
end



fond



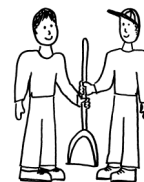
mend



pond

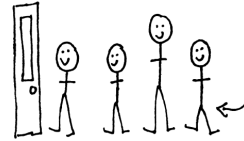


lend



\_elp \_ond \_end

1. Ben is at the end.



2. A fish is in the pond.

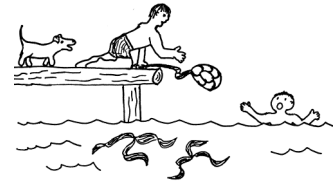


3. Jan is fond of Tom.

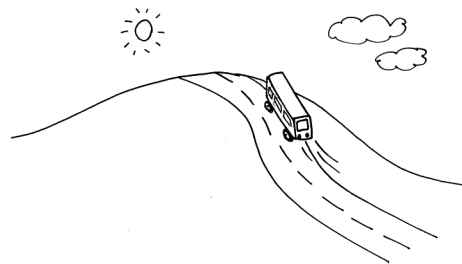


\_elp \_ond \_end

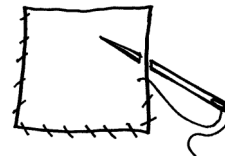
1. The man will help  
him.



2. The bus went  
up the hill.



3. Mom will mend  
it for me.



s → e → l → f

self

e → l → f

elf

sh → e → l → f

shelf

n → e → x → t

next

t → e → x → t

text

m → e → l → t

melt

b → e → l → t

belt

f → e → l → t

felt

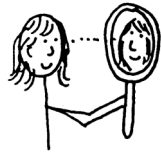
w → e → p → t

wept

k → e → p → t

kept

self



melt



elf



belt



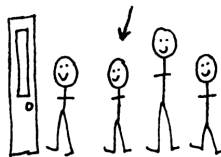
shelf



felt



next



wept



text



kept



f → i → s → t

fist

m → i → s → t

mist

l → i → s → t

list

m → i → l → k

milk

s → i → l → k

silk

g → i → f → t

gift

l → i → f → t

lift

s → i → f → t

sift

s → o → f → t

soft

l → o → f → t

loft

fist



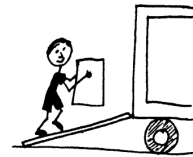
gift



mist



lift



list



soft



milk



loft



silk

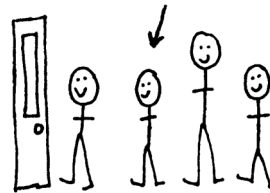


\_elf    \_ext    \_elt    \_ept

1. A lamp is on  
the shelf.



2. Kim is next.



3. Nan was so sad  
that she wept.



4. It will melt in  
the hot sun.

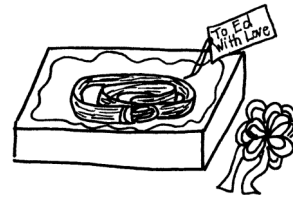


\_ist    \_ilk    \_ift    \_oft

1. Milk is on the list.



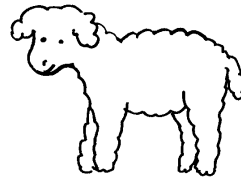
2. The belt is a gift.



3. He lifts it up.



4. A lamb<sup>x</sup> is soft.



m → a → s → k

mask

a → s → k

ask

t → a → s → k

task

d → e → s → k

desk

d → i → s → k

disk

r → i → s → k

risk

t → u → s → k

tusk

d → u → s → k

dusk

c → a → s → t

cast

j → u → s → t

just

mask



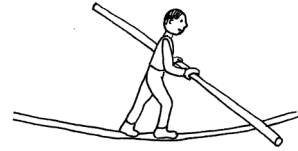
disk



ask



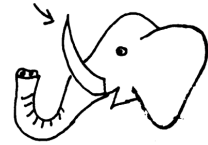
risk



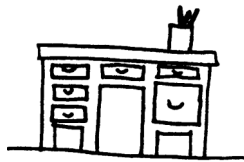
task



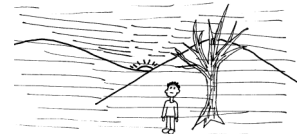
tusk



desk



dusk



just



cast

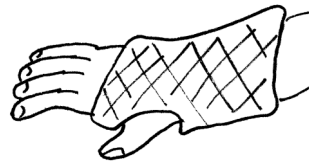


\_ask \_esk \_isk \_usk

1. She has a mask.



2. He has a cast  
on his hand.



3. This disk is bad.  
Get rid of it.

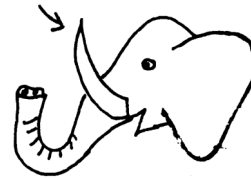


\_ask \_esk \_isk \_usk

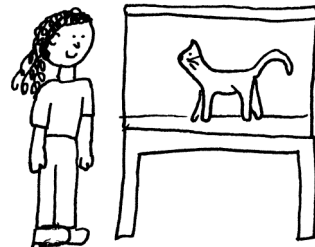
1. The list is on  
the desk.



2. It has big tusks.



3. Can she get a cat?  
She will ask mom.



# Common Short Vowel Words



and	next	milk	lost	hunt
ask	left	list	soft	must
fast	best	wind	pond	jump
hand	went	lift	cost	just
fact	help	limp	fond	punt
land	nest	disk	loft	tusk
past	felt	film	golf	bump
sand	rest	gift	romp	gulf
sent	kept	quilt	font	duct
west	test	silk	mōst	bulb
send	held	mint	pōst	gulp

# Sight Word Review



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