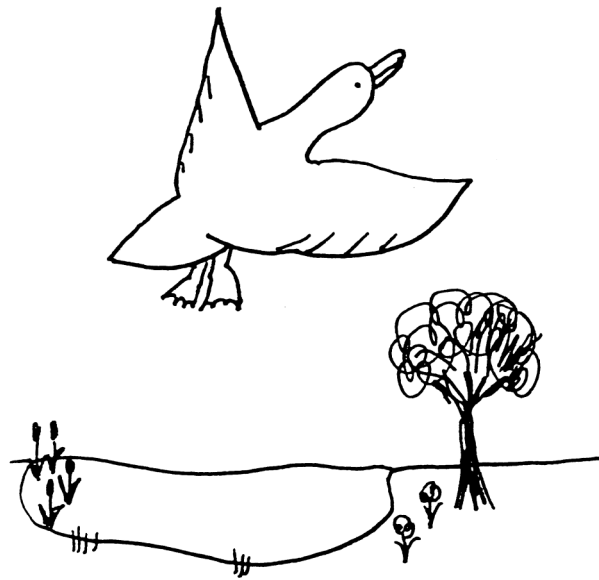
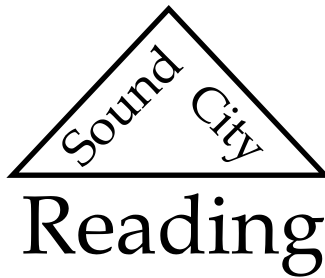


Phonics Patterns For Beginning Readers

A Duck



Number Three



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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.

ck



r → o → ck

rock

s → o → ck

sock

d → o → ck

dock

l → o → ck

lock

l → i → ck

lick

k → i → ck

kick

s → i → ck

sick

w → i → ck

wick

p → i → ck

pick

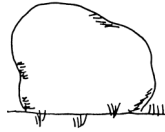
th → i → ck

thick

ck



rock



kick



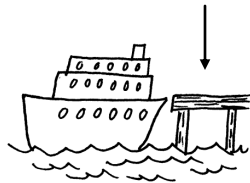
sock



sick



dock



wick



lock



pick



lick



thick



ck



d → u → ck

duck

l → u → ck

luck

b → u → ck

buck

p → u → ck

puck

d → e → ck

deck

p → e → ck

peck

n → e → ck

neck

^x
w r → e → ck

wreck

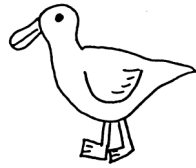
R → i → ck

Rick

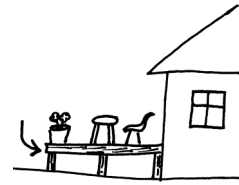
ck



duck



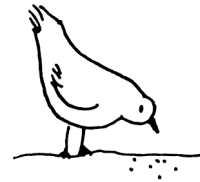
deck



luck



peck



buck



neck



buck



wreck



puck



Rick



ck



s → a → ck

sack

r → a → ck

rack

b → a → ck

back

t → a → ck

tack

p → a → ck

pack

qu → a → ck

quack

J → a → ck

Jack

ck



sack



pack



rack



quack



back



Jack



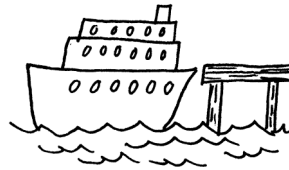
tack



ck



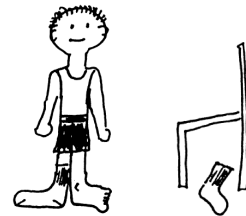
1. A ship is at
the dock.



2. I have a
Jack-in-the-box.



3. Rick lost his sock.



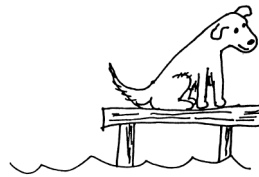
ck



1. Jack is sick.



2. A dog is on
the dock.



3. Jill picks up a rock.



ö



t → ö

to

d → ö

do

t[˘]w → ö

two

w[˘]h → ö

who

i → n → t → ö

into

o → n → t → ö

onto

_ve



g → i → v[˘]e

give

l → i → v[˘]e

live

h → a → v[˘]e

have

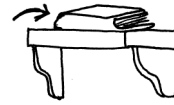
ö



to



onto



do



_ve



t[˘]wo



give



w[˘]ho



live



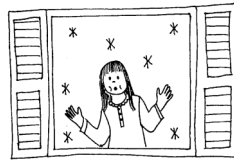
into



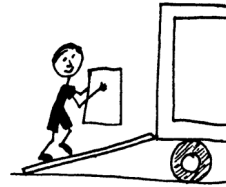
have



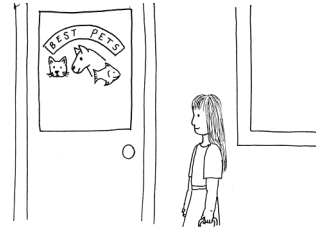
ö



1. I can do this job.



2. She went to the
pet shop.



3. He went into
the tent.



4. The cat jumps
onto the shelf.



whö

twö



Sight Words

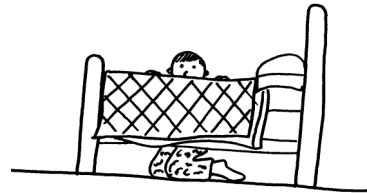
1. Whö will win?



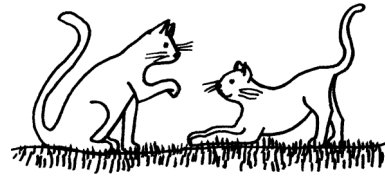
2. Whö is this?



3. Whö is that?



4. Jan has twö cats.



_ve



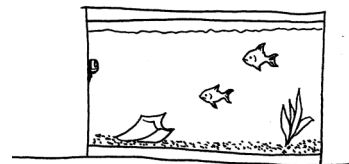
1. It lives in a nest.



2. He gives a gift
to Dad.



3. We have two fish.



4. I have a dog.



_ve



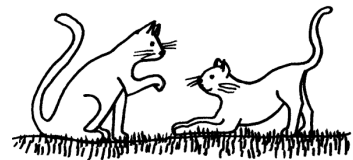
1. The ducks live
in a pond.



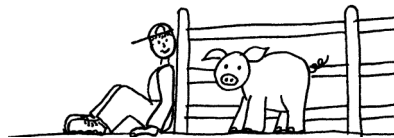
2. Dad will give
Mom the box.



3. We have two cats.



4. I have a pig.



ch



ch → i → ck

chick

ch → i → n

chin

ch → i → ll

chill

ch → i → m → p

chimp

ch → i → p → s

chips

ch → e → ss

chess

ch → e → ck

check

ch → e → s → t

chest

ch → o → p

chop

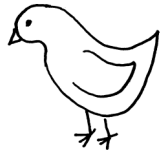
Ch → u → ck

Chuck

ch



chick



Chuck



chop



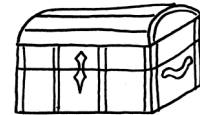
chill



check



chest



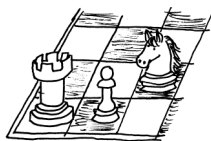
chips



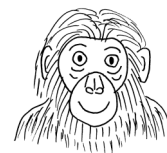
chin



chess



chimp



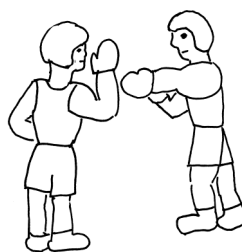
ch



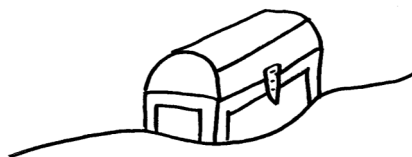
1. Chuck will chill
the cans.



2. Tom hit Jeff on
the chin.



3. A chest is in
the sand.



ch



1. Ed chops the logs.



2. This man is rich.



3. I miss him so much.



tch



m → a → tch

match

h → a → tch

hatch

p → a → tch

patch

c → a → tch

catch

b → a → tch

batch

p → i → tch

pitch

d → i → tch

ditch

D → u → tch

Dutch

f → e → tch

fetch

n → o → tch

notch

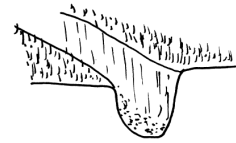
tch



match



ditch



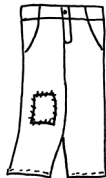
Dutch



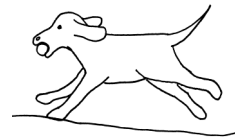
hatch



patch



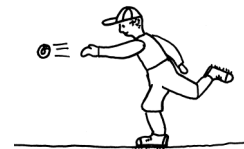
fetch



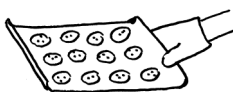
notch



pitch



batch



catch



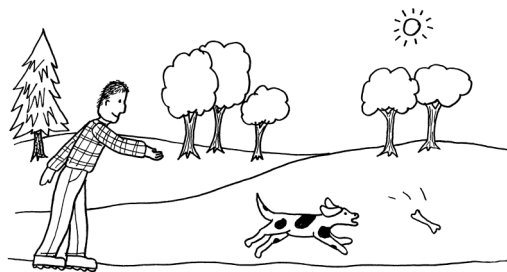
tch



1. An egg can hatch.



2. His dog will
fetch the bone.



3. A notch is in the
stick.



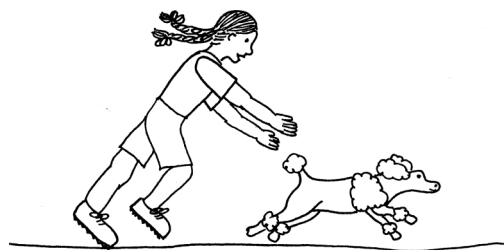
tch



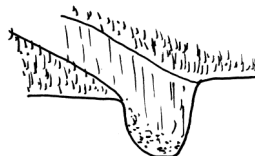
1. He has a patch
on his pants.



2. She can not
catch the dog.



3. The men will
dig a ditch.



nch



l → u → n → ch

lunch

b → u → n → ch

bunch

m → u → n → ch

munch

p → u → n → ch

punch

b → e → n → ch

bench

^{*}w r → e → n → ch

^{*}wrench

r → a → n → ch

ranch

i → n → ch

inch

f → i → n → ch

finch

p → i → n → ch

pinch

nch



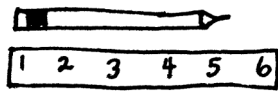
bunch



wrench



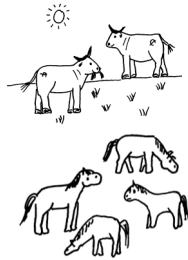
inch



punch



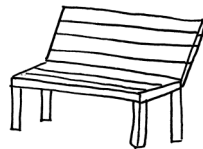
ranch



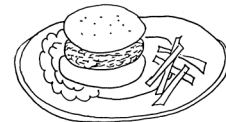
pinch



bench



lunch



conch
shell



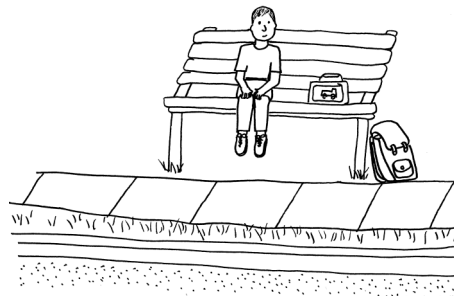
finch



nch



1. His lunch box is
on the bench.



2. Jeff picks up
a conch shell.



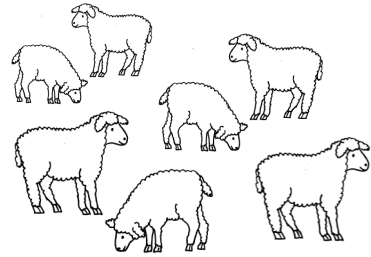
3. We will have
punch for lunch.



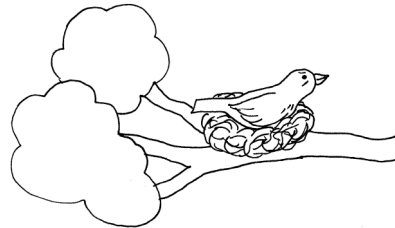
nch



1. A bunch of lambs^x
live at the ranch.



2. A finch is
on the nest.



3. Rick will fix it
with his wrench^x.



Common Short Vowel Words



back	inch	catch	rich	fish
rock	lunch	fetch	much	mash
check	ranch	notch	such	rush
pick	punch	hatch	sandwich	Josh
duck	bench	Dutch	bath	dish
thick	bunch	patch	moth	cash
neck	finch	ditch	Beth	wish
luck	conch	hutch	math	mesh
pack	hunch	latch	with	gush
sick	pinch	pitch	path	lash
shock	munch	match	Seth	hush

3B

Sight Word Review



a	is ^z	ī	and	live
A	his ^z	bē	back	give
was	as ^z	hē	tö	have
of	has ^z	wē	dö	catch
son	this	mē	t ^ˆ wö	inch
won	that	shē	w ^ˆ hö	
from	them	gō	intö	
front	then	nō	ontö	
the	than	sō	rich	
ship	with	fōr	such	
wish	bōth	ōr	much	