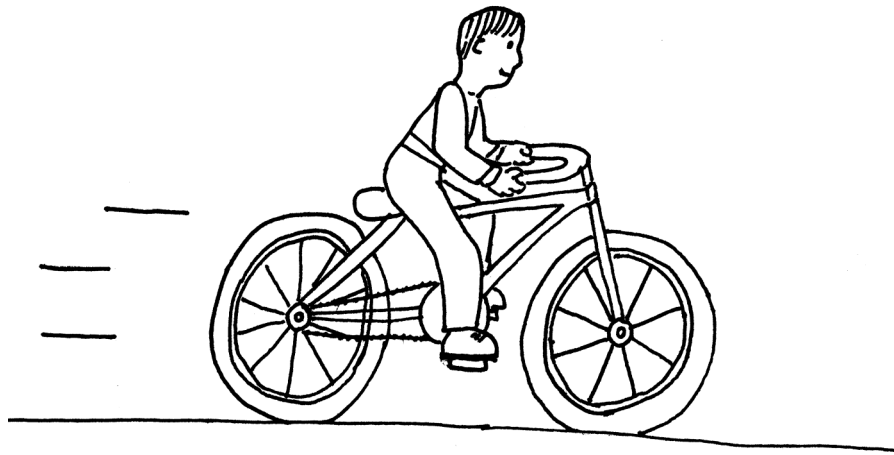
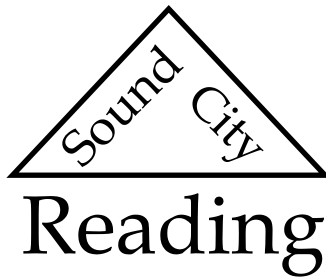


Phonics Patterns For Beginning Readers

Mike



Number Five



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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.

i_e



p → i → n → e

pine

l → i → n → e

line

v → i → n → e

vine

n → i → n → e

nine

b → i → k → e

bike

h → i → k → e

hike

M → i → k → e

Mike

f → i → r → e

fire

t → i → r → e

tire

w → i → r → e

wire

i_e



pine



hike



line



Mike



vine



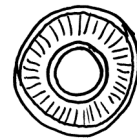
fire



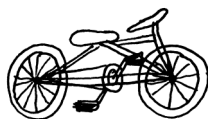
nine



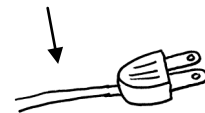
tire



bike



wire



i_e



t → i → m → e

time

d → i → m → e

dime

l → i → m → e

lime

r → i → d → e

ride

h → i → d → e

hide

d → i → v → e

dive

f → i → v → e

five

b → i → t → e

bite

k → i → t → e

kite

w^xr → i → t → e

write

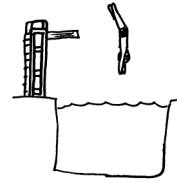
i_e



time



dive



dime



five



lime



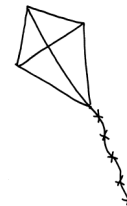
bite



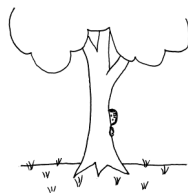
ride



kite



hide



white



i_e



p → i → l → e

pile

sm → i → l → e

smile

br → i → d → e

bride

sl → i → d → e

slide

sw → i → n → e

swine

tw → i → n → e

twine

pr → i → z → e

prize

sl → i → c^s → e

slice

str → i → k → e

strike

str → i → p → e

stripe

i_e



pile



swine



smile



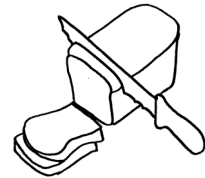
twine



bride



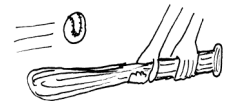
slice



slide



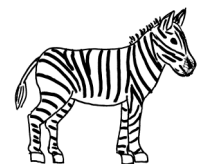
strike



prize



stripe



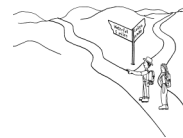
i_e



1. I like to ride a bike.



2. We will hike five miles.



3. A fire is hot.



4. Will that dog bite?



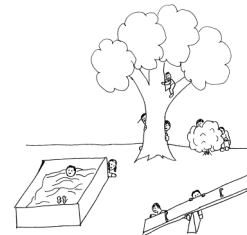
i_e



1. Mike has ten dimes.



2. The kids like to hide.



3. A vine is on the line.



4. It is time to go.



igh



n → igh → t

night

f → igh → t

fight

l → igh → t

light

r → igh → t

right

t → igh → t

tight

br → igh → t

bright

fr → igh → t

fright

fl → igh → t

flight

kn^x → igh → t

knight

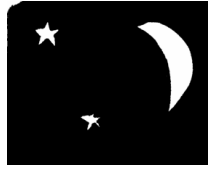
h → igh

high

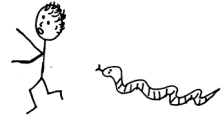
igh



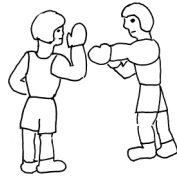
night



fright



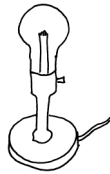
fight



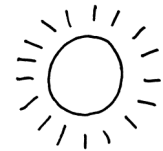
flight



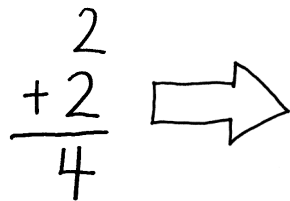
light



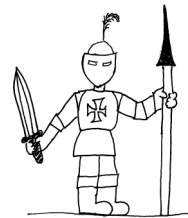
bright



right



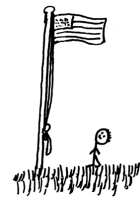
*knight



tight



high



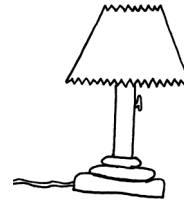
igh



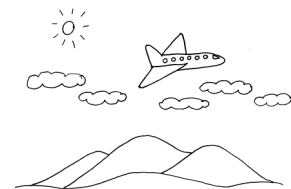
1. Jeff and Sam must not fight.



2. The light is off.



3. A jet can go up high.



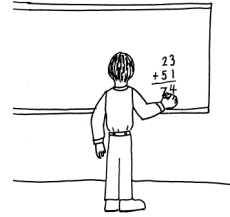
4. It is a black night.



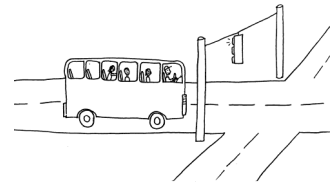
igh



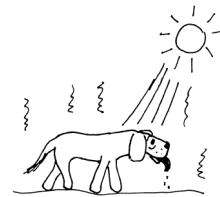
1. Mike did it right.



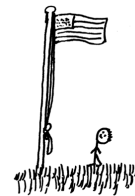
2. The bus is at a red light.



3. The sun is bright.



4. The flag is up high.



ind



f → i → n → d

find

bl → i → n → d

blind

gr → i → n → d

grind

rē → m → i n d

remind

bē → h → i n d

behind

ild



ch → i → l → d

child

w → i → l → d

wild

m → i → l → d

mild

ind



ild



find



child



blind



wild



grind



mild

70°

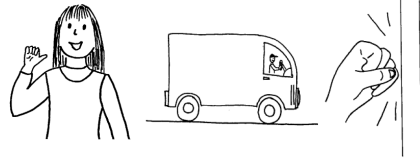
behind



remind



ind



1. Remind me to finish this job.
2. The kids hid behind the shed.
3. Did Rick find his cat?
4. Be kind to the blind man.

ild



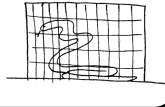
1. That is a wild duck.

2. A wild cat is up on the cliff.

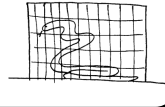
3. This child is sick.

4. A man and his child got on
the bus.

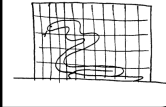
ce



ci



cy



r → i → c → e

rice

m → i → c → e

mice

d → i → c → e

dice

n → i → c → e

nice

tw → i → c → e

twice

pr → i → c → e

price

sl → i → c → e

slice

c → e → n → t

cent

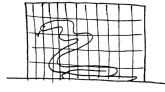
c → e → ll

cell

p → e → n → c → i → l

pencil

ce



ci



cy



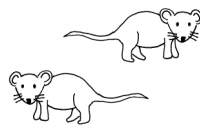
rice



fence



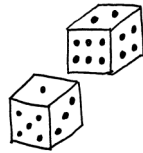
mice



dance



dice



prince



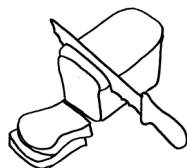
price



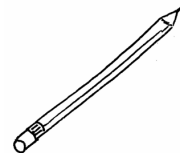
cent



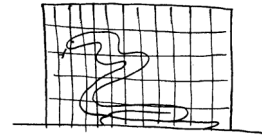
slice



pencil

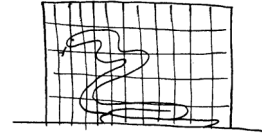


ce ci cy



1. Mom will slice the lime.
2. Two mice ran past the child.
3. Mike has five cents.
4. What is the price for this kite?

ce ci cy



1. Sam likes rice for lunch.
2. The kids hid behind the fence.
3. Ann likes to dance at night.
4. Jim lost his pencil.

ir



g → ir → l

girl

b → ir → d

bird

d → ir → t

dirt

f → ir

fir

s → t → ir

stir

sh → ir → t

shirt

th → ir → d

third

f → ir → s → t

first

s → k → ir → t

skirt

s → qu → ir → rel

squirrel

ir



girl



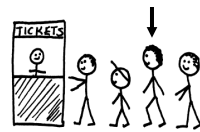
shirt



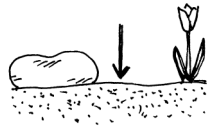
bird



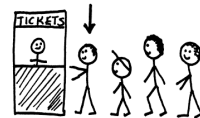
third



dirt



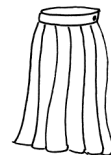
first



fir



skirt



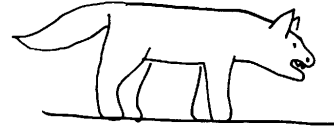
stir



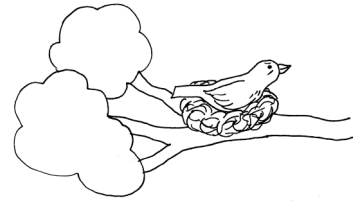
squirrel



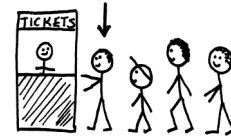
ir



1. A bird is on the nest.



2. Tom is first in line.



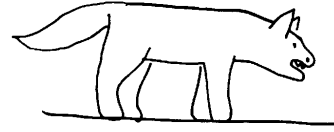
3. A spot is on his shirt.



4. Pam fell in the dirt.



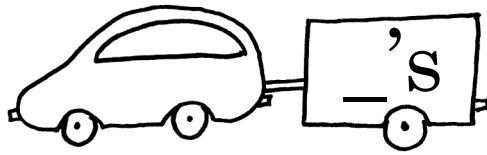
ir



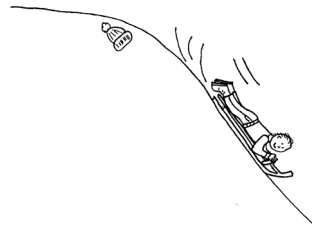
1. Jan has a black skirt.
2. Mom will stir the broth.
3. We go on the third bus.
4. A squirrel sat on the fence.

Put an apostrophe 's at the end of a person's name to show that something belongs to that person..

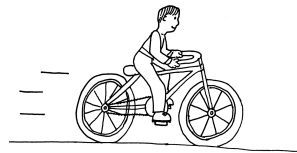
Suffix Study



Ed's sled



Mike's bike



Jeff's pig



Beth's blocks

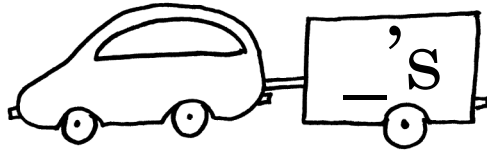


Ned's shell



Put an apostrophe 's at the end of a person's name to show that something belongs to that person..

Suffix Study



1. Jill's dog runs fast.



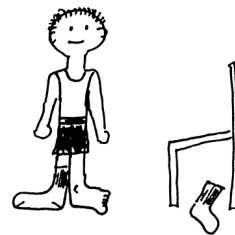
2. Mom's bag fell.



3. Jack's gift is in the box.



4. Tom's sock is lost.



5. Chad's lunch box is on the bench.



Common Words With I and C Patterns



like	ride	ice	wild	bird
five	drive	nice	child	girl
time	wide	twice	find	first
fire	quite	right	kind	squirrel
white	smile	light	mind	third
life	rise	night	behind	birth
while	wire	high	remind	cent
line	mine	might	blind	pencil
side	wife	fight	grind	dance
fine	beside	sight	bind	fence
size	divide	bright	hind	circus

5B

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	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				
cent				
dance				
nice				
girl				

