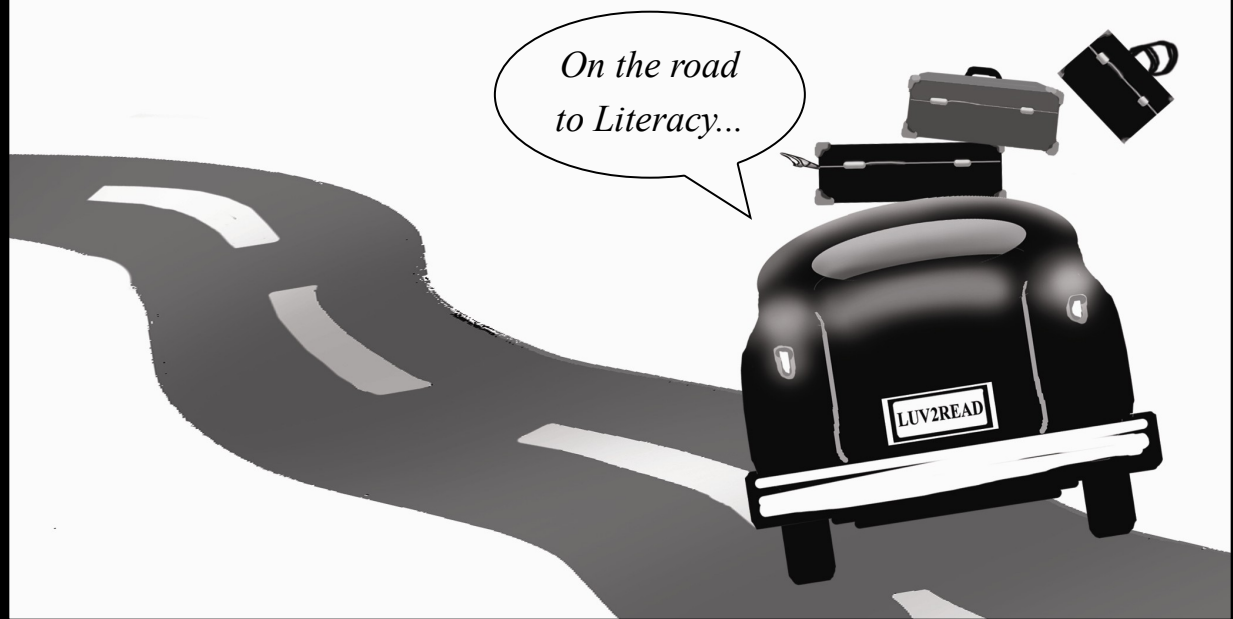


Word Analysis

The student will develop strategies
to identify words.



Read and Write Words by Sounding Out Letter Combinations

One stop on the road to literacy...



The Outcome



The student will read and write words by sounding out letter combinations.

Why Go There?



Explain to your student that a good reader is familiar with the sounds letters represent. A good reader uses that knowledge as one strategy for figuring out unknown words.

How To Get There



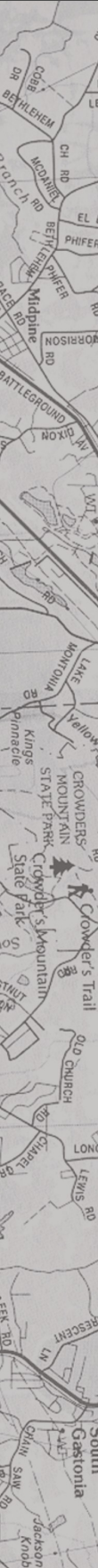
Lessons 1-50 give your student practice in identifying words by sounding out letter combinations.

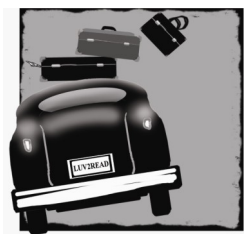
Each lesson has a **decoding** (reading) and **recoding** (writing) component. Do both in one session if possible.

Have your student keep a notebook for the writing portions.

Some lessons call for dictation sentences. Here's how to do it:

1. On a white board or sheet of paper, introduce unfamiliar words that will be used in the dictation sentences. Then have your student read the words back to you. Keep the words displayed.
2. Remind your student that all sentences begin with a capital letter and end with punctuation.
3. Say the complete sentence.
4. If your student needs the sentence repeated, repeat it as often as necessary. **ALWAYS REPEAT THE ENTIRE SENTENCE.** Never give just one word.
5. After dictation is completed, direct your student to reread each sentence aloud. Make note of errors and review or re-teach those skills at the next session.





Lesson 1

Consonant Vowel Pattern

With a Consonant Vowel pattern, the vowel is long.

be

Materials: chalkboard, notebook, or paper and pencil

Directions: *First*, tell your student she is going to learn a new pattern called **CV**. The **CV** has a consonant followed by a vowel. In a CV pattern, the vowel sound is long.

Then, review the long sounds of vowels. Explain that *y* is sometimes a vowel. Teach the *y* vowel sounds as a long *i* (as in *by*) or long *e* (as in *baby*).

Next, write the *e* list below on a chalkboard or in a notebook dedicated to word patterns.

Read the first word aloud, modeling how to touch each letter as you sound it out.

Have your student read the list to you, following your example. Nonsense words are included.

Continue in this manner with the *o* and *y* list.

-e
be
de
he
me
she
we

-o
go
no
so
vo

-y
by
cry
dry
fly
my
spry
sty
why



Lesson 2—aid Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

paid

Materials: Vowel Pattern Card *aid* (page 124)

Beginning Sound Cards *br, l, m, p* and *r* and a few others that won't form words (page 123)

notebook dedicated to letter combinations, pencil

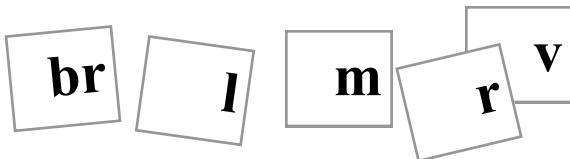
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Paid!



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Why did the maid braid your **hair**?
2. My son likes to raid the **refrigerator** at lunch.
3. She paid the men who laid bricks this **morning**.
4. Aid the old man so he will not trip.



Lesson 3—ail Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

pail

Materials: Vowel Pattern Card *ail* (page 124)

Beginning Sound Cards *b, f, fr, h, j, m, n, p, qu, r, s, sn, t, tr* and *w*
(pages 123-124)

notebook dedicated to letter combinations, pencil

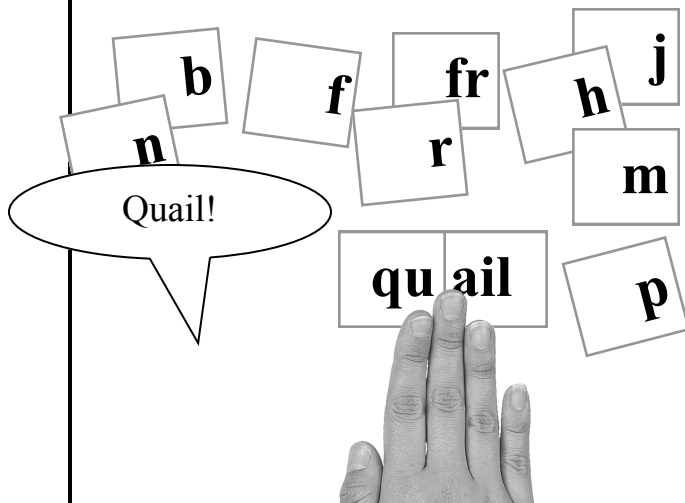
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Did the maid fail to **find** the pail?
2. Hail the frail man a cab.
3. Sam had no one to bail him out of jail.
4. Did the mail come by rail?
5. The tail of that quail is pink.
6. The trail of the snail went down the **wall**.



Lesson 4—ain Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*
gain

Materials: Vowel Pattern Card *ain* (page 124)

Beginning Sound Cards *br, ch, dr, g, gr, m, p, pl, r, sl, st, tr* and *v*
(pages 123-124)

notebook dedicated to letter combinations, pencil

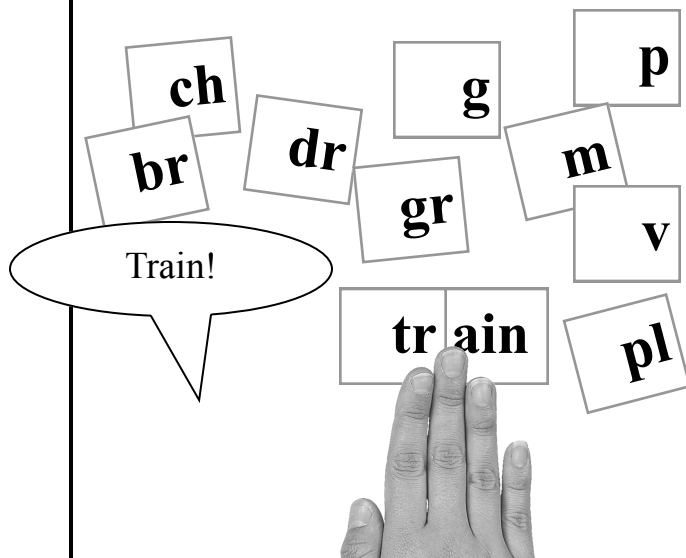
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Do not let the chain go down the drain!
2. It is in vain to try to sail in this rain.
3. When in pain I cry and wail.
4. Did the grain get on the train?
5. Is there a stain on the rug in the main hallway?
6. **Sometimes** I **wonder** where I put my brain!



Lesson 5—ait Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

wait

Materials: Vowel Pattern Card *ait* (page 124)

Beginning Sound Cards *b, g, tr* and *w* and a few others that won't
form words (pages 123-124)

notebook dedicated to letter combinations, pencil

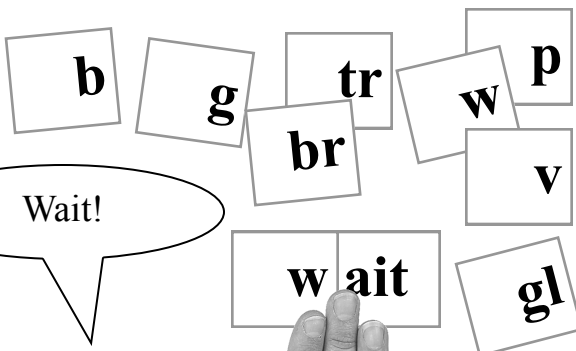
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Did you put the bait in that pail?
2. You can tell by its gait that the horse is **hurt**.
3. My love to gab is a **family** trait.
4. I can't wait to get paid!



Lesson 6—ead, eak Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

bead, beak

Materials: Vowel Pattern Card *ead* and *eak* (page 124)

Beginning Sound Cards *b, bl, cr, fr, l, p, pl, r* and *sp* (pages 123-124)

notebook dedicated to letter combinations, pencil

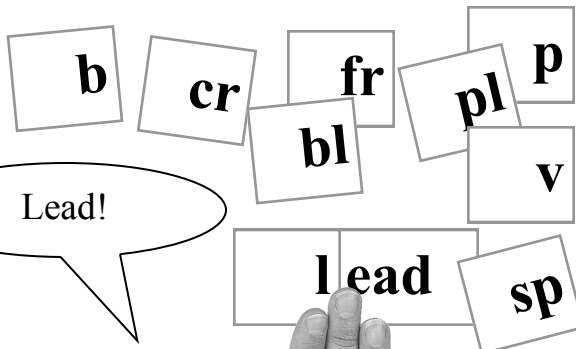
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



eak

Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. My brain loves it when I read!
2. My son pleads with me not to speak to his **teacher**.
3. Lead the class to the train **depot**.
4. The girl had beads **woven** in her braid.
5. It is too bleak out to try to **climb** to the peak.
6. I feel like a freak with this beak on!
7. The roof has a leak and creaks, too.



Lesson 7—ea Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

heal

Materials: Vowel Pattern Card *ea* (page 124)

Beginning Sound Cards *d, h, m, p, r, s, st, v* and *z* (pages 123-124)

notebook dedicated to letter combinations, pencil

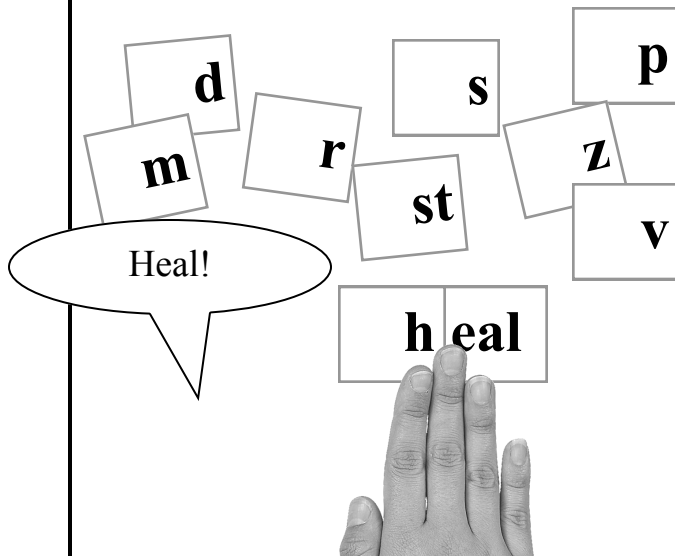
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Did the vet heal the seal?
2. The deal on this meal was a real steal!
3. The peal of the **church** bell woke us up.
4. I have real zeal for reading a good book.
5. Did you steal the veal off my plate?



Lesson 8—eam, ean Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

seam, mean

Materials: Vowel Pattern Card *eam* and *ean* (page 124)

Beginning Sound Cards *b, cl, cr, d, dr, gl, l, m, r, s, str, t* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

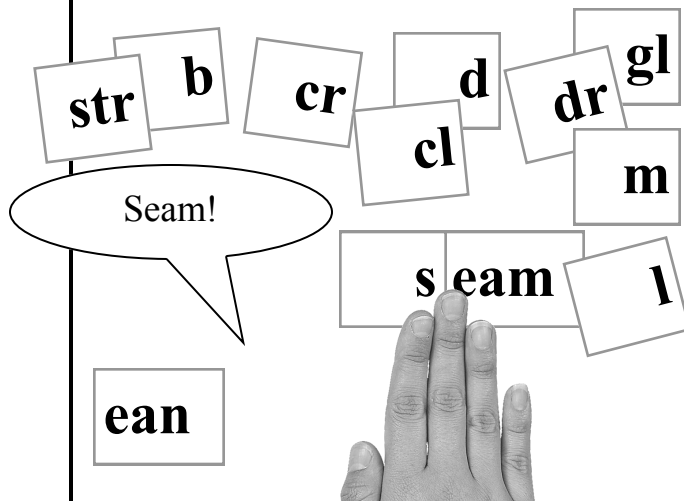
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. I dream of the time this stream will be clean.
2. I am trying to wean **myself** off cream in my **coffee**.
3. Dean is a lean and mean man.
4. The team will glean all the facts there are at the main **office**.
5. Did the beam snag the seam of your dress?
6. Put the ream of **paper** on my desk.



Lesson 9—eat Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

meat

Materials: Vowel Pattern Card *eat* (page 125)

Beginning Sound Cards *b, ch, cl, f, h, m, n, p, pl, s, tr* and *wh* (pages 123-124)

notebook dedicated to letter combinations, pencil

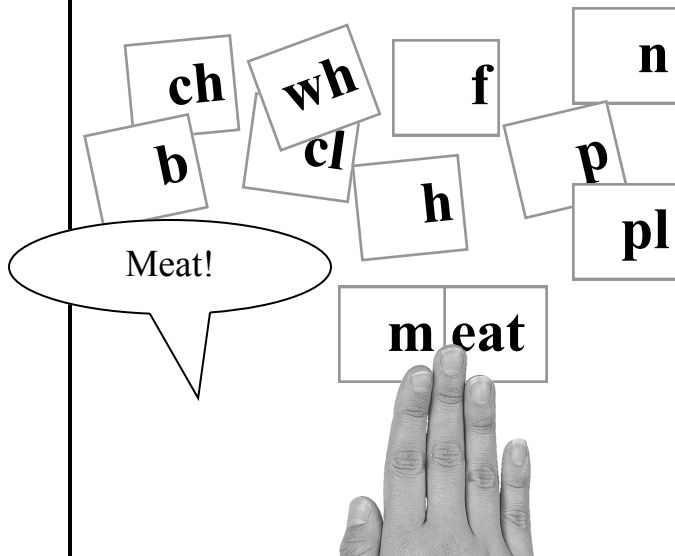
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. **Find** a seat so we can eat.
2. It's quite a feat to beat that **huge** rug.
3. Sam gets a gleam in his **eye** when he cheats.
4. Peat was stuck in the cleats of his **golf shoes**.
5. Be neat as you heat the meat **sauce**.
6. It is a treat to eat wheat.
7. Find a skirt with pleats.



Lesson 10—eed Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*
seed

Materials: Vowel Pattern Card *eed* (page 125)

Beginning Sound Cards *bl, br, cr, d, f, h, n, s, sp, st, tw* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

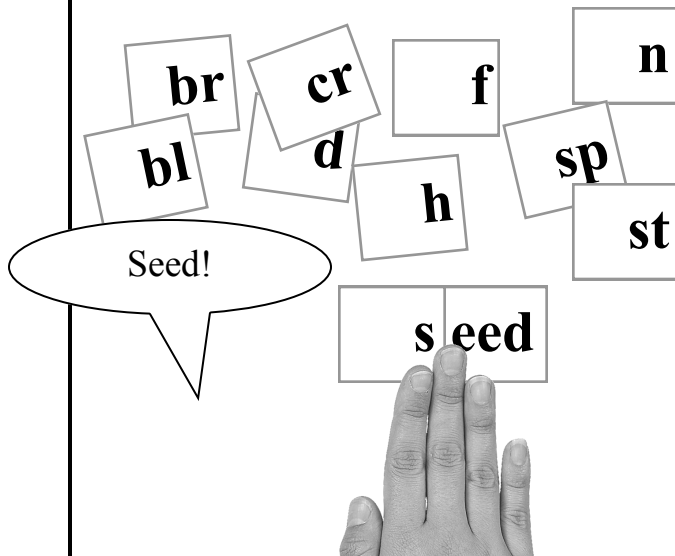
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. The **steed** ran with **speed** to his **feed**.
2. What **breed** of dog do you need on a **farm**?
3. **Don't** bleed on his good **tweed jacket**!
4. The **seed** **grew** into a **weed**!
5. Do you **heed** the **creed** of the **church**?
6. **Indeed**! You did a good **deed**!



Lesson 11—eek

Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*
week

Materials: Vowel Pattern Card *ee*k (page 125)
Beginning Sound Cards *ch, cr, l, m, p, r, s, sl* and *w* (page 123)
notebook dedicated to letter combinations, pencil

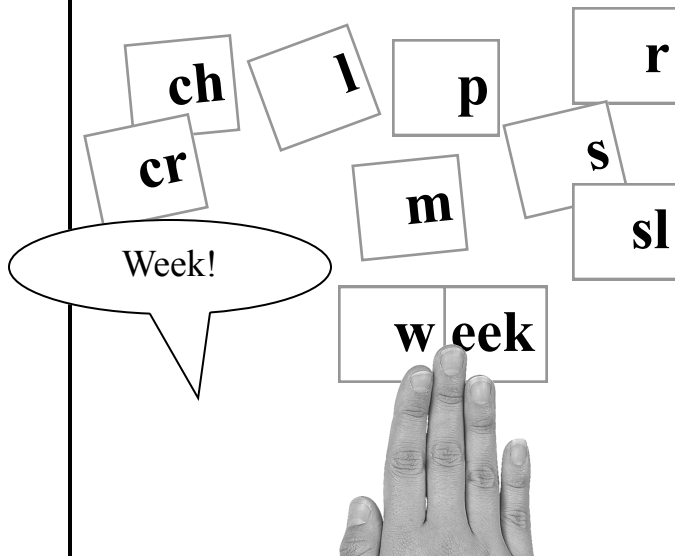
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. My soup reeks of leek!
2. Are you meek if you **turn** the **other** cheek?
3. Take a peek at the sleek car next **door**.
4. Next week we will go to the creek.
5. I turn to God when I seek **answers**.



Lesson 12—eel, een Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.
feel, green*

Materials: Vowel Pattern Card *eel* and *een* (page 125)
Beginning Sound Cards *f, gr, h, k, p, qu, r, s, sh* and *t* (page 123)
notebook dedicated to letter combinations, pencil

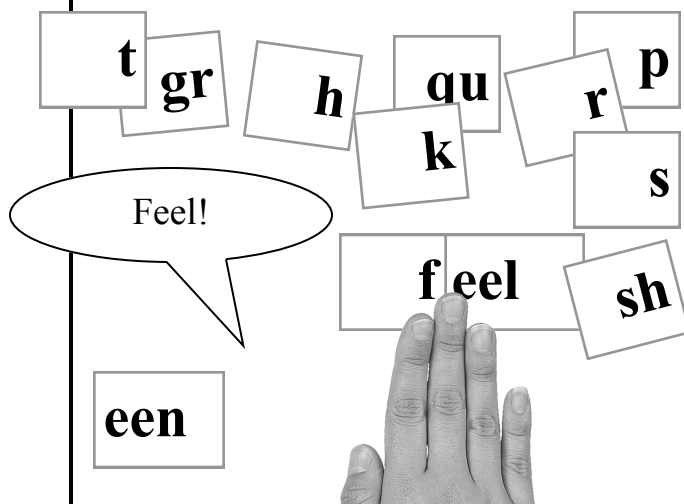
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. I feel like a heel when I am bad!
2. Do you need a rod and reel to **catch** an eel?
3. **Don't** let the queen keel over!
4. Don't try to peel the green **banana**.
5. Your hair has a lot of sheen in it!
6. Have you seen my teen?
7. Come on! We are keen to go!



Lesson 13—eep

Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

peep

Materials: Vowel Pattern Card *ee*p (page 125)

Beginning Sound Cards *b, cr, d, j, k, p, s, sh, sl, st, sw* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

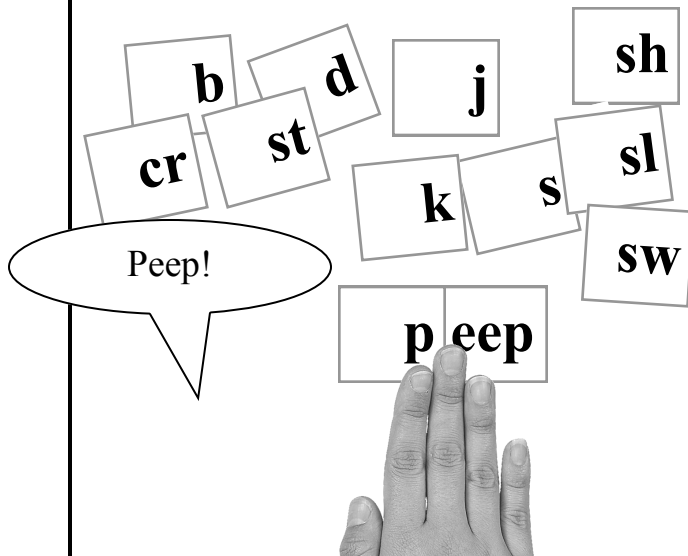
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. The jeep will creep up the steep hill.
2. Don't weep! The sheep will come home.
3. Dean is in a deep sleep.
4. Don't make a peep!
5. Keep the deep dish if you want.
6. Sweep up the mess, **please**.
7. Don't let the water seep out.



Lesson 14—eet

Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*
meet

Materials: Vowel Pattern Card *ee*t (page 125)

Beginning Sound Cards *b, f, fl, gr, m, sh, sl, sw* and *tw* (pages 123-124)

notebook dedicated to letter combinations, pencil

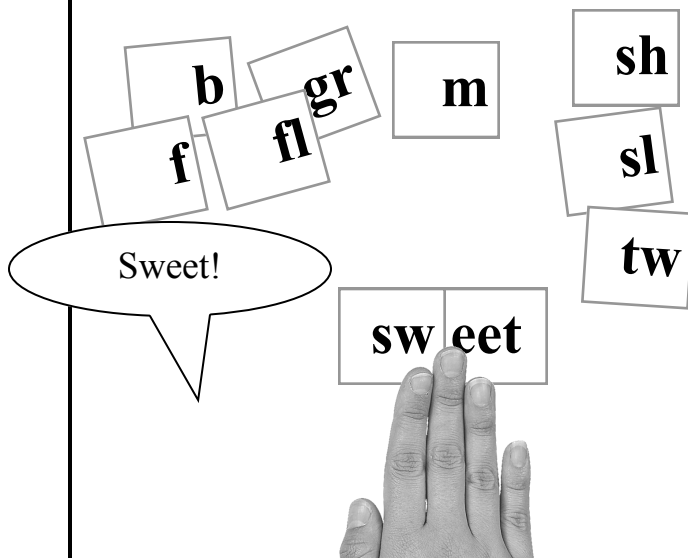
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. You are so sweet to meet me **here**.
2. My feet froze in the sleet!
3. Do you like to eat beats?
4. **Navy** wives were at the dock to greet the fleet.
5. Put a clean sheet on the bed.
6. The tweet of the bird was sweet.



Lesson 15—oad, oat Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*

load, goat

Materials: Vowel Pattern Card *oad* and *oat* (page 125)
Beginning Sound Cards *b, bl, c, fl, g, gl, l, m, r* and *t* (page 123)
notebook dedicated to letter combinations, pencil

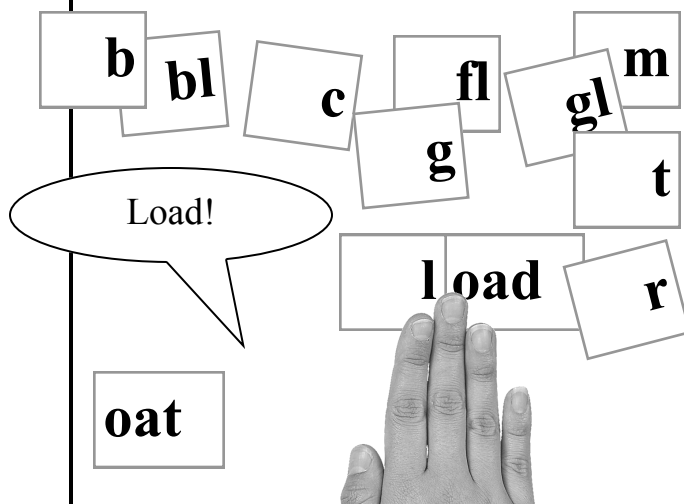
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. Do you see that toad hopping **down** the road?
2. Don't try and goad me into **doing wrong!**
3. Load the oat into the boat.
4. That goat will bloat if he eats **more.**
5. My coat is wet **because** it fell in a moat!
6. I don't like a winner who gloats.



Lesson 16—oam, oan Vowel Vowel Consonant Pattern

*With a Vowel Vowel Consonant pattern,
the first vowel is long, the second silent.*
foam, moan

Materials: Vowel Pattern Card *oam* and *oan* (page 125)
Beginning Sound Cards *f*, *gr*, *l*, *m* and *r* (pages 123-124)
notebook dedicated to letter combinations, pencil

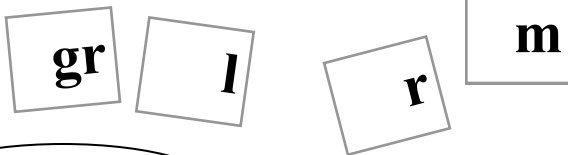
Decoding Directions:

Set the cards in front of your student.

Explain the VVC rule above. Instruct your student to place a Beginning Sound Card in front of the Vowel Pattern Card to form a word.

Have him tell you the word. If it's not a word, have him try again.

Continue in this manner until all possible words have been formed.



Foam!

oan

f oam



Recoding Directions:

Have your student write the following dictation sentences in his notebook.

Directions for giving dictations sentences are on the bottom of page 2.

Words to introduce beforehand are in **bold**.

Remind your student that all sentences start with a capital and end with punctuation.

1. I moan and groan when **I'm** sick.
2. Will you loan me your roan **horse**?
3. I love to roam **around** by the creek.
4. The bricks are made from loam.
5. I like my hot **chocolate** with foam.



Lesson 17—*aint*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *aint* (page 125)
Beginning Sound Cards *f*, *p*, *s* and *qu* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *aint* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *aint* card as shown below and tell you the word that is formed.

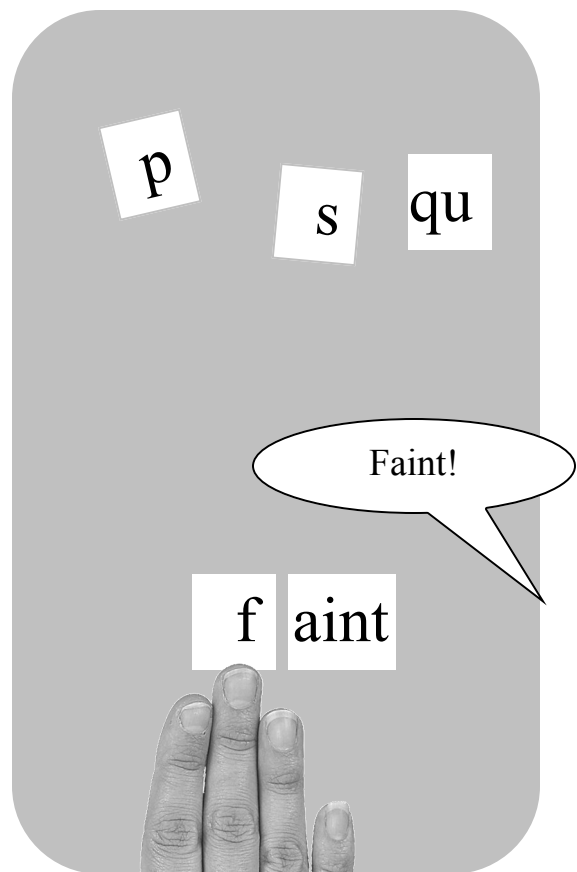
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do you feel faint when you get too hot?
2. Do you like quaint places?
3. Who do you know who is like a saint?
4. What color would you paint your bedroom?





Lesson 18—*aste*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *aste* (page 125)
Beginning Sound Cards *b, ch, h, p, t* and *w* (pages 123)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *aste* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *aste* card as shown below and tell you the word that is formed.

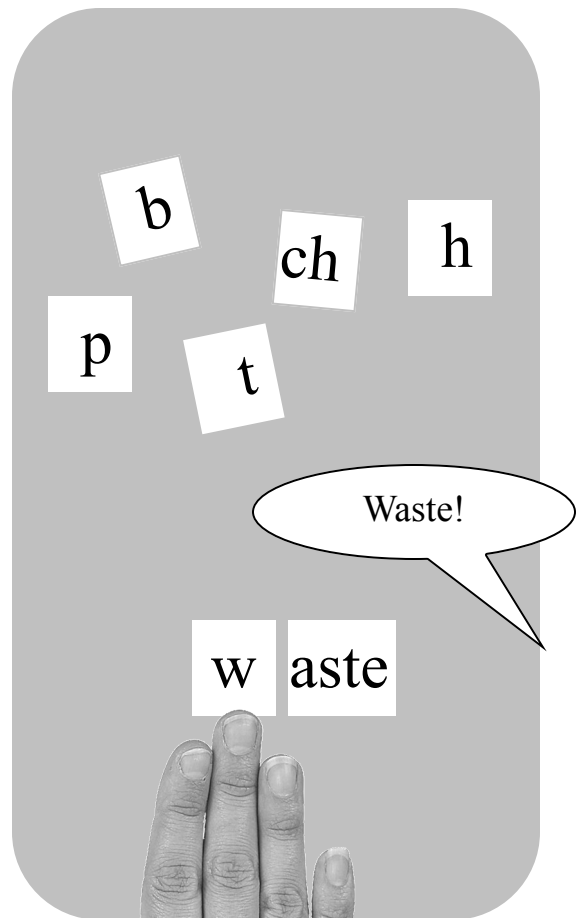
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do you baste your turkey when you cook it?
2. Do you think a teenage girl should be chaste?
3. Do you make haste when late?
4. Did you eat paste when you were little?
5. Do you like the taste of wine?
6. What do you try not to waste?





Lesson 19—*ay*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *ay* (page 125)

Beginning Sound Cards *b, cl, d, fr, g, gr, h, j, l, m, n, p, pl, r, s, st, sw, tr,* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Set the *ay* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *ay* card as shown below and tell you the word that is formed.

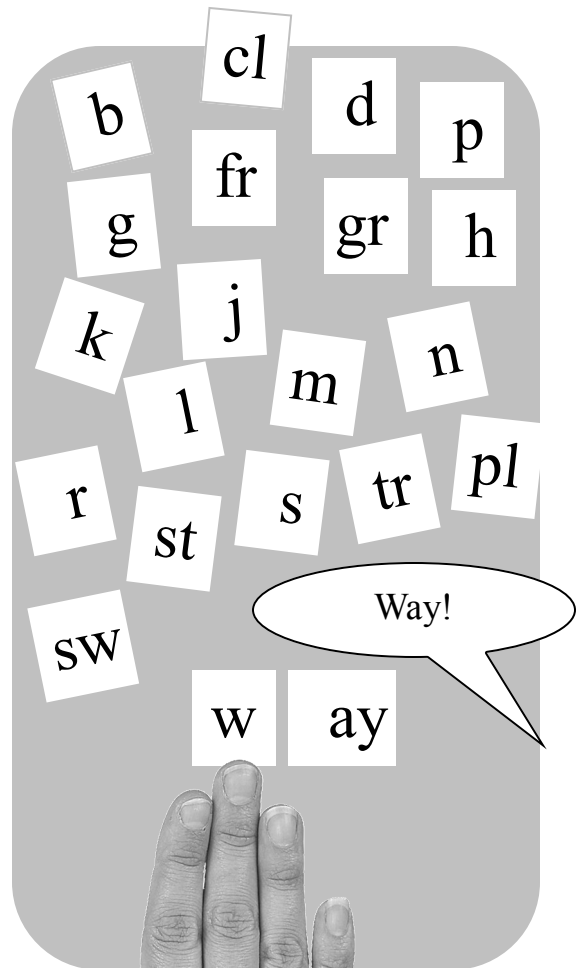
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do you like a gray day?
2. Do you like to play with clay?
3. May a friend say anything to you?
4. Would you like to stay by a bay?
5. Have you ever had breakfast on a tray in bed ?
6. How late would you lay in bed if you could?
7. Do you know anyone with the name Jay?





Lesson 20—*igh*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *igh* (page 125)
Beginning Sound Cards *h*, *n*, *s* and *th* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *igh* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *igh* card as shown below and tell you the word that is formed.

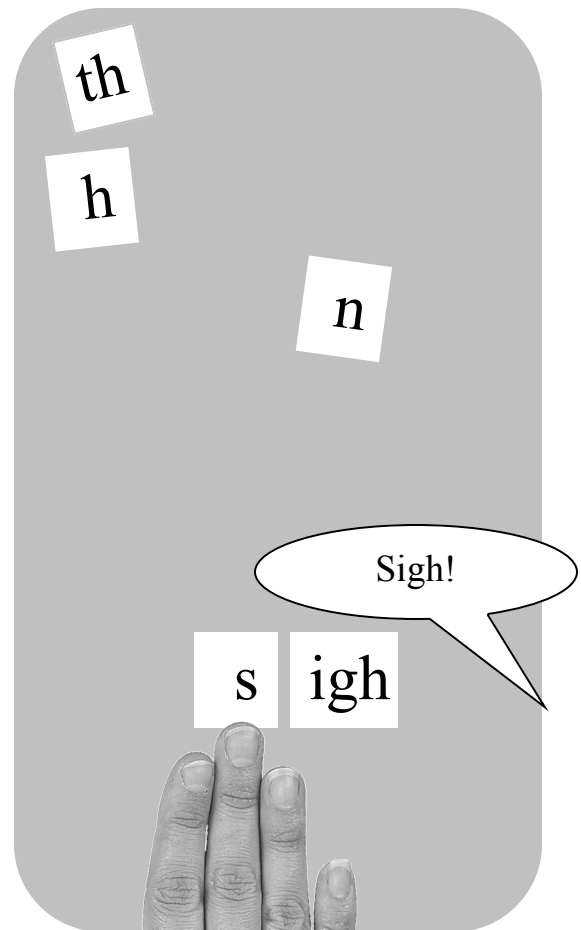
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do you sigh when you feel sad?
2. Do you prefer a chicken thigh or drumstick?
3. How high do you think a jet goes?
4. Where would you like to be as a summer evening draws nigh?





Lesson 21—*ight*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *ight* (page 125)
Beginning Sound Cards *br, f, fl, fr, l, m, n, r, s* and *t* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *ight* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *ight* card as shown below and tell you the word that is formed.

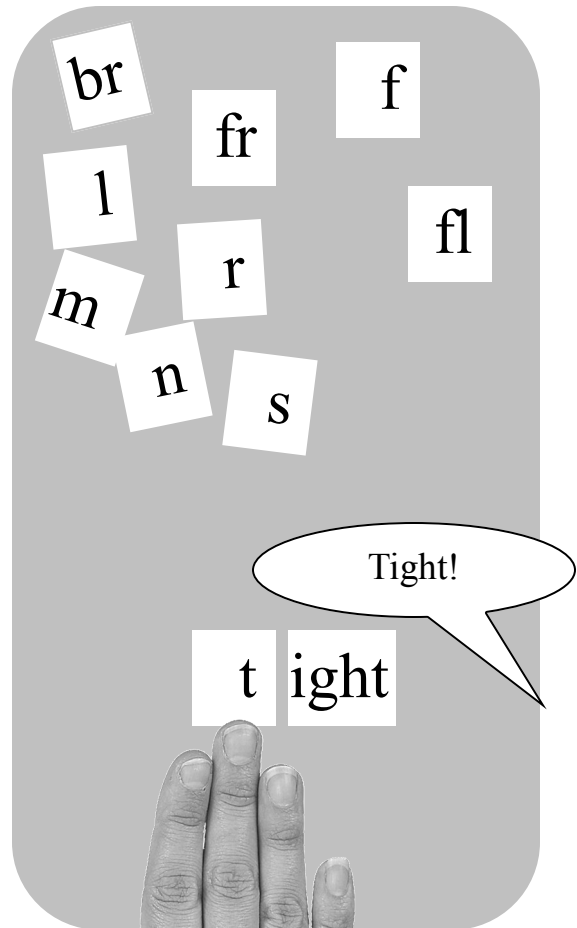
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Are your shoes too tight at the end of the day?
2. Do you sleep with a light on at night?
3. What gives you a fright?
4. Do you wear bright clothes?
5. Is there ever a time that it's right to fight?
6. What might make you laugh?
7. When are you most likely to be a sight?





Lesson 22—*ind*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *ind* (page 125)

Beginning Sound Cards *b, bl, f, gr, h, k, m* and *w* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *ind* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *ind* card as shown below and tell you the word that is formed.

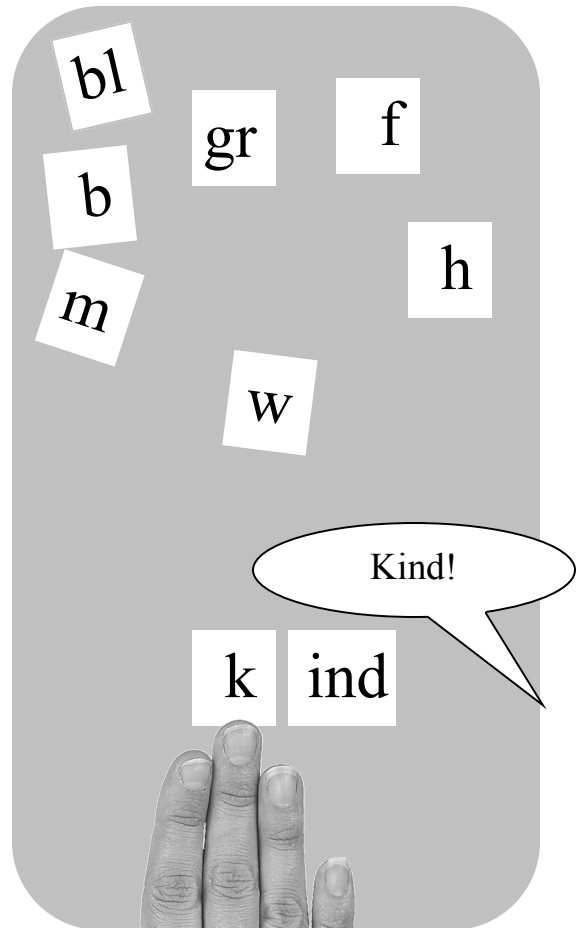
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do people tell you are kind?
2. Do you grind your teeth at night?
3. Would you mind being blind for a day?
4. Do you have a clock you have to wind up?
5. Do you ever wish you could have hindsight before it was too late?
6. Do you find that you're good at getting out of a bind?





Lesson 23—*oast*

Other Long Vowel Patterns

Materials: Vowel Pattern Card *oast* (page 125)
Beginning Sound Cards *b*, *c*, *r* and *t* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *oast* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *oast* card as shown below and tell you the word that is formed.

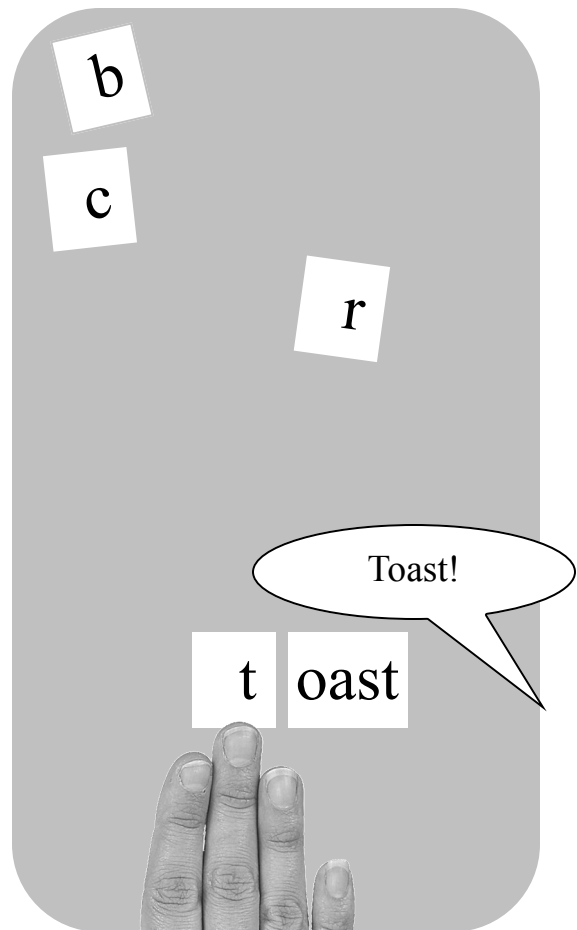
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. What do you put on your toast?
2. What would you like to boast about?
3. Do you like potatoes with a roast?
4. Would you like to live on the coast?





Lesson 24—ow

Other Long Vowel Patterns

Materials: Vowel Pattern Card *ow* (page 126)

Beginning Sound Cards *b, bl, cr, fl, gl, gr, l, m, r, s, sh, sl, sn*
and *t* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Set the *ow* card and Beginning Sound Cards in your student's work area.

Have her put a blend card to the left of the *ow* card as shown below and tell you the word that is formed.

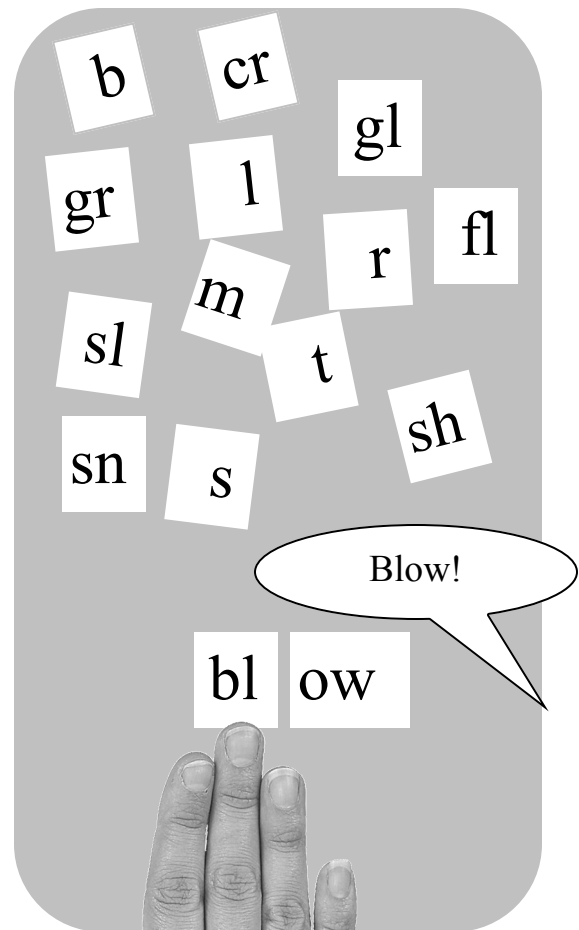
Continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

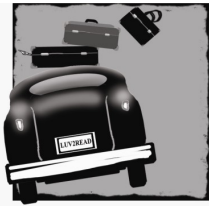
RECODING: Ask your student the questions below. Have her write her answers in complete sentences in her notebook.

example: Did you eat lunch today?

Yes, I ate lunch today.

1. Do you like a pretty bow on a present?
2. Have you ever ridden in a tow truck?
3. How do you feel when the snow blows?
4. Are you slow to get out and mow?
5. Would you like to grow a row of corn?
6. Do you wake up to the crow of a rooster?
7. Do you watch the same TV show over and over?





Lesson 25—*ar*

R-Controlled Patterns

Materials: Vowel Pattern Card *ar* (page 126)

Beginning Sound Cards *b, c, f, j, p, sc, st* and *t* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *ar* card and Beginning Sound Cards in your student's work area.

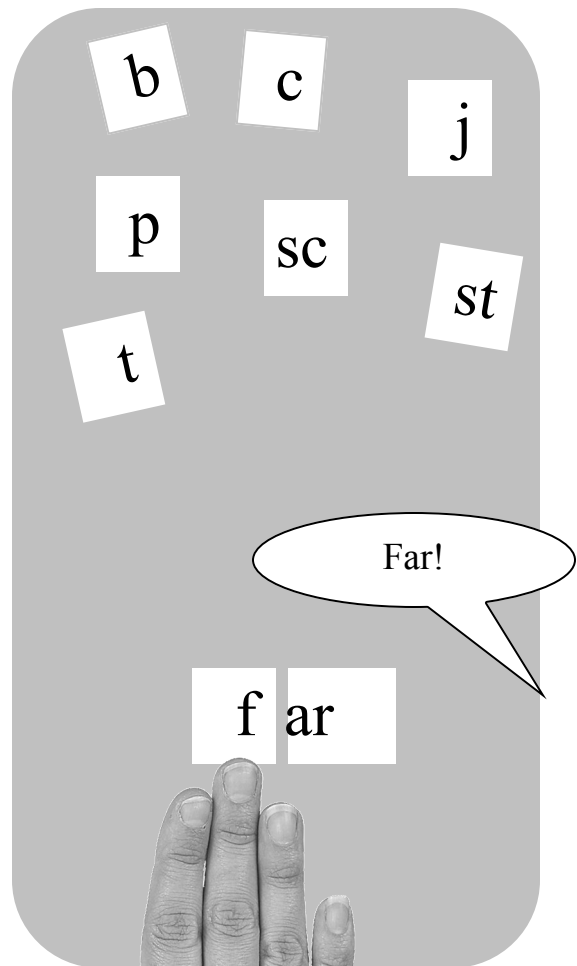
Have her put a blend card to the left of the *ar* card as shown below and tell you the word that is formed.

Continue in this manner until all Beginning Blend Cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I hold baby food. (jar)
2. I'm a reminder of a cut. (scar)
3. Some people go to Hollywood to see me. (star)
4. I'm not close. (far)
5. I take people places. (car)
6. People usually like to be up to me. (par)
7. I'm sticky when hot. (tar)
8. I'm a unit of soap. (bar)

Further Practice: Invite your student to make up riddles for you.





Lesson 26—ark R-Controlled Patterns

Materials: Vowel Pattern Card *ark* (page 126)
Beginning Sound Cards *b, d, h, l, m, p, sh, sp* and *st* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Set the *ark* card and Beginning Sound Cards in your student's work area.

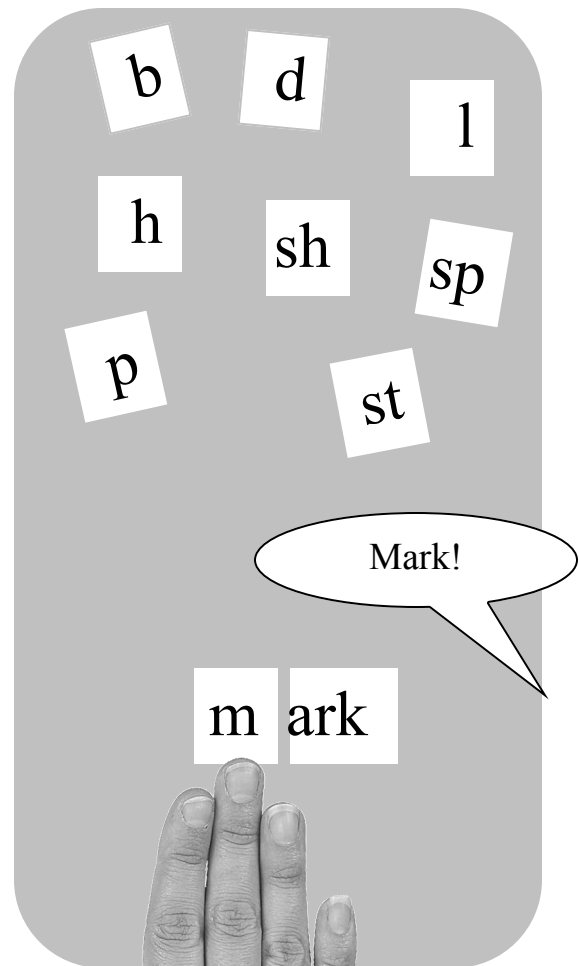
Have her put a blend card to the left of the *ark* card as shown below and tell you the word that is formed.

Continue in this manner until all Beginning Blend Cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I'm the noise a dog makes. (bark)
2. You need me to start a fire. (spark)
3. I have no light. (dark)
4. I'm a nature place in the city. (park)
5. I'm extreme. (stark)
6. I listen attentively. (hark)
7. I'm a carefree adventure. (lark)
8. I starred in the movie *Jaws*. (shark)
9. I'm what a teacher puts on a student's paper. (mark)

Further Practice: Invite your student to make up riddles for you.





Lesson 27—*arm, arn, arp* R-Controlled Patterns

Materials: Vowel Pattern Cards *arm, arn, arp* (page 126)
Beginning Sound Cards *b, c, ch, d, f, h, sh* and *y* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

● **Set** the *arm* card and Beginning Sound Cards in your student's work area.

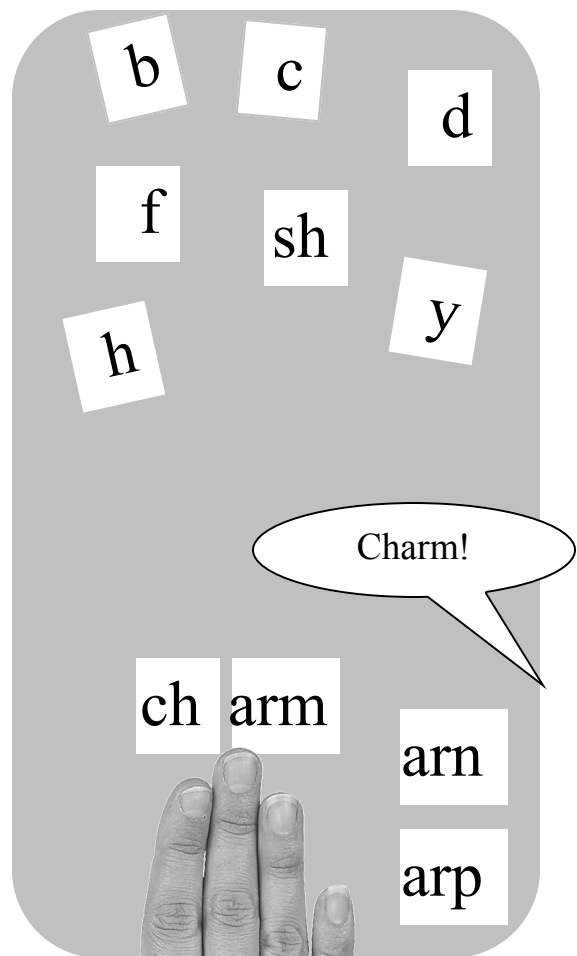
Have her put a blend card to the left of the *arm* card as shown below and tell you the word. If it is a nonsense word, have her try again until she has formed all possible words.

Continue in this manner until all Beginning Sound and Vowel Pattern Cards have been used, discussing the meaning of any unfamiliar words.

● **RECODING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I fix worn socks. (darn)
2. I make great sweaters. (yarn)
3. I attract people. (charm)
4. I cause injury. (harm)
5. Crops are a part of me. (farm)
6. Large animals live in me. (barn)
7. I'm a fish. (carp)
8. You'd better be careful around me!
(sharp)
9. I make beautiful music. (harp)

Further Practice: Invite your student to make up riddles for you.





Lesson 28—*ird, irl, irt* R-Controlled Patterns

Materials: Vowel Pattern Cards *ird, irl, irt* (page 126)

Beginning Sound Cards *b, d, g, sh, sk, squ, sw, th, tw* and *wh* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Set the *ird* card and Beginning Sound Cards in your student's work area.

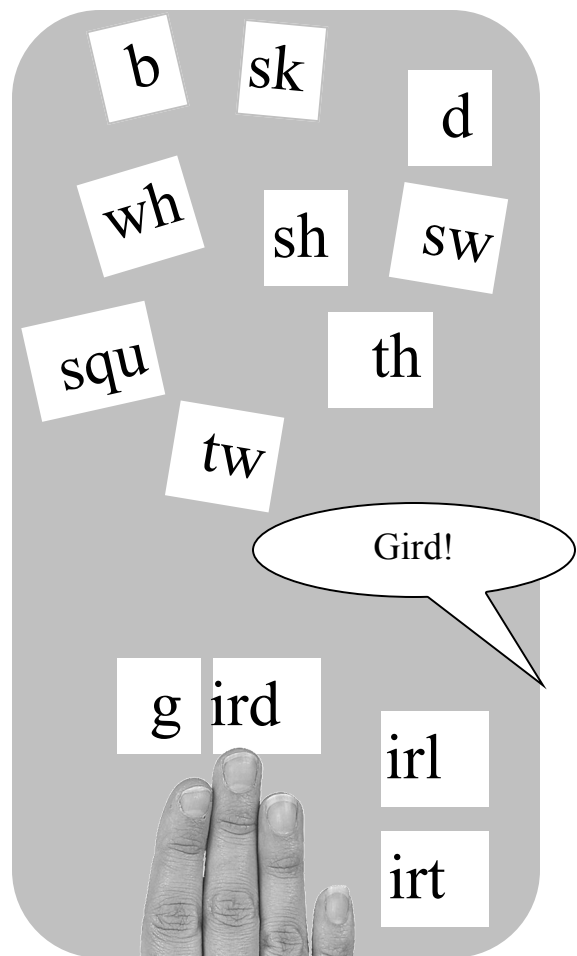
Have her put a blend card to the left of the *ird* card and tell you the word. If it is a nonsense word, have her try again until she has formed all possible words.

Continue in this manner until all Beginning Sound and Vowel Pattern Cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I'm between second and fourth. (third)
2. I'm spinning. (swirl, twirl and whirl)
3. I secure with a belt. (gird)
4. I'm a blouse for a man. (shirt)
5. I'm a harmless gun. (squirt)
6. I'm not a boy. (girl)
7. Some people say they're as old as I am. (dirt)
8. A female wears me instead of pants. (skirt)

Further Practice: Invite your student to make up riddles for you.





Lesson 29—*or, ore, ord* R-Controlled Patterns

Materials: Vowel Pattern Cards *or, ore, ord* (page 126)

Beginning Sound Cards *c, ch, f, l, n, sc, sw* and *w* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

● **Set** the *or* card and Beginning Sound Cards in your student's work area.

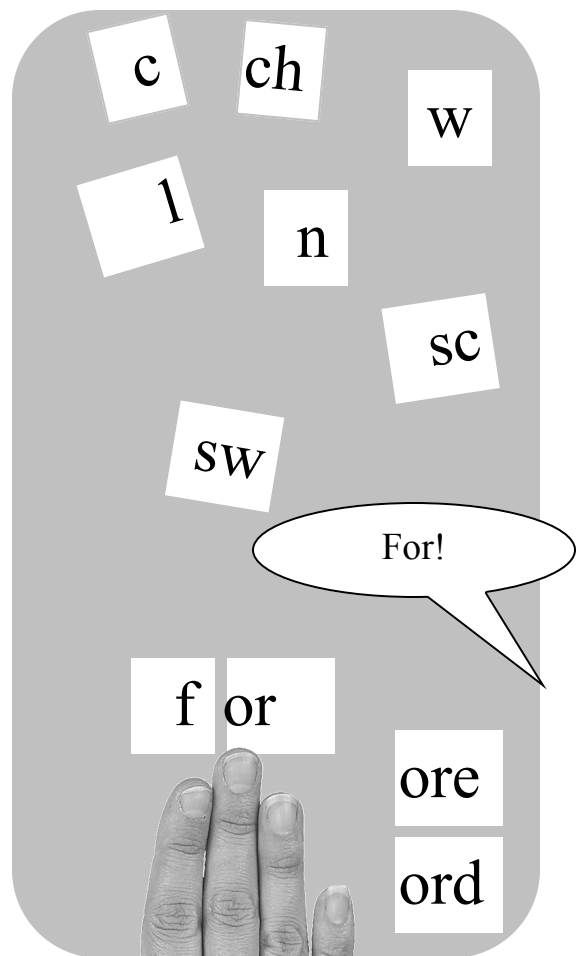
Have her put a blend card to the left of the *or* card and tell you the word. If it is a nonsense word, have her try again until she has formed all possible words.

Continue in this manner until all Beginning Sound and Vowel Pattern Cards have been used, discussing the meaning of any unfamiliar words.

● **RECODING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I partner with either. (*or*)
2. I partner with neither. (*nor*)
3. I'm what you need to do to win. (*score*)
4. I'm a job that has to be done. (*chore*)
5. I'm a low point in a river. (*ford*)
6. I'm neither twine nor rope. (*cord*)
7. I'm what miners go after. (*ore*)
8. I made a solemn promise. (*swore*)
9. I'm past for wear. (*wore*)

Further Practice: Invite your student to make up riddles for you.





Lesson 30—*ork, orm* R-Controlled Patterns

Materials: Vowel Pattern Cards *ork, orm* (page 126)

Beginning Sound Cards *c, f, n, p, st* and *Y* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

● **Set** the *ork* card and Beginning Sound Cards in your student's work area.

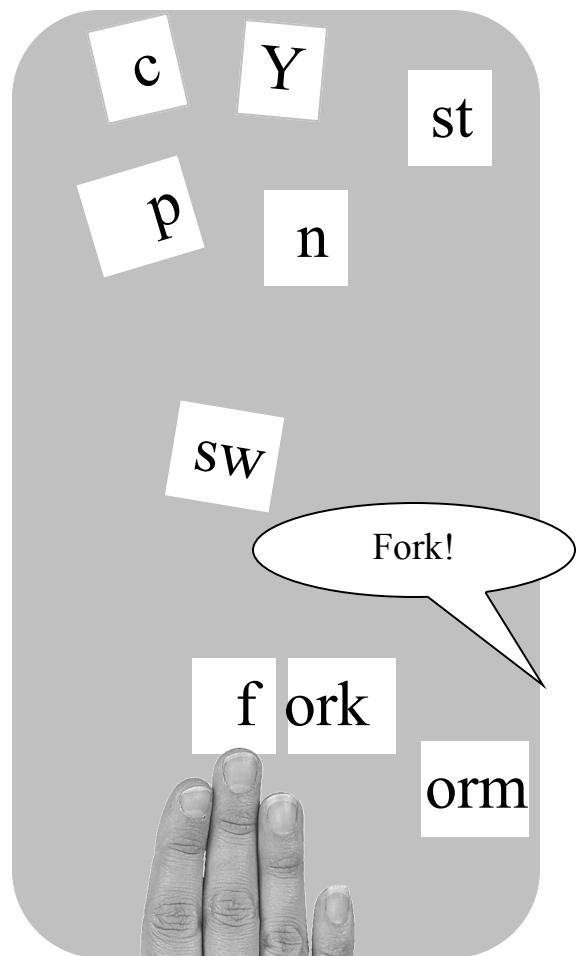
Have her put a blend card to the left of the *ork* card and tell you the word. If it is a nonsense word, have her try again until she has formed all possible words.

Continue in this manner until all Beginning Sound and Vowel Pattern Cards have been used, discussing the meaning of any unfamiliar words.

● **RECODING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I'm the state where the Big Apple is. (New York)
2. Some children think I brought them to their parents. (stork)
3. I keep wine in its place. (cork)
4. I have prongs. (fork)
5. I am violent weather. (storm)
6. Fill me out to get credit. (form)
7. I come from a pig. (pork)
8. I'm the average. (norm)

Further Practice: Invite your student to make up riddles for you.





Lesson 31—*orn, ort* R-Controlled Patterns

Materials: Vowel Pattern Cards *orn, ort* (page 126)

Beginning Sound Cards *b, c, f, h, m, s, sh, sn, t* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Set the *orn* card and Beginning Sound Cards in your student's work area.

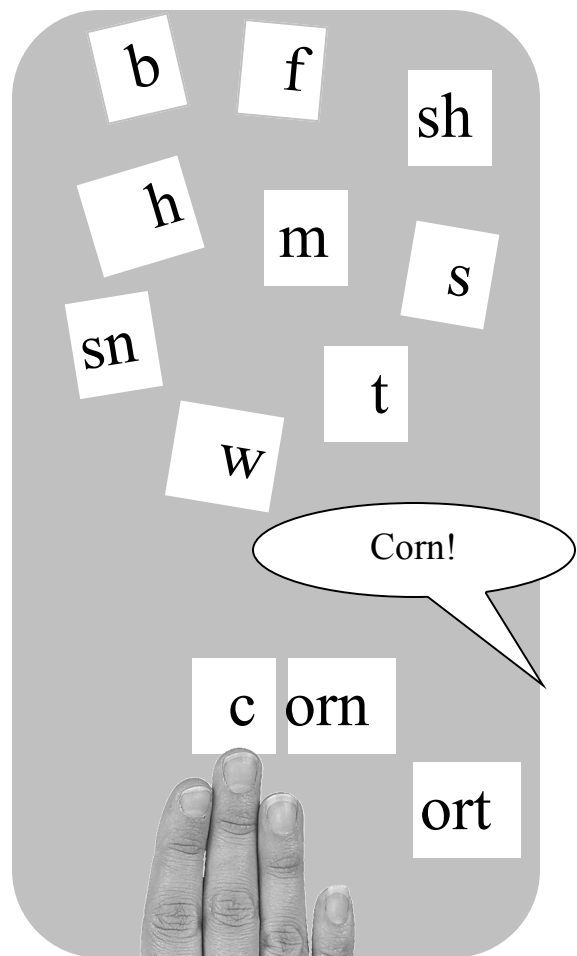
Have her put a blend card to the left of the *orn* card and tell you the word. If it is a nonsense word, have her try again until she has formed all possible words.

Continue in this manner until all Beginning Sound and Vowel Pattern Cards have been used, discussing the meaning of any unfamiliar words.

RECODING: Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers in her notebook. Some examples are below.

1. I'm really loud. (horn)
2. I'm all about birth. (born)
3. I'm ripped or broken. (torn)
4. I can be involved in civil suits. (tort)
5. I grow on a cob. (corn)
6. I slip out when you laugh hard. (snort)
7. I'm not tall. (short)
8. I organize messes. (sort)
9. I'm always early. (morn)
10. I'm made of snow or pine straw. (fort)

Further Practice: Invite your student to make up riddles for you.





Lesson 32—all Other Vowel Patterns

Materials: Vowel Pattern Card *all* (page 126)

Beginning Sound Cards *b, c, f, g, h, m, sm, st, t* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Let's _____ six of us go shop at the _____.
2. You have some _____ to throw that base _____ at me!
3. Take the horse to her _____ in the barn.
4. Will you _____ for the children to come in, please?
5. Be careful! Don't _____ off and come to harm!
6. Hang the picture on the _____ in the _____.
7. Goodness, you grew _____ over the summer!
8. I caught just one _____ while fishing today.

Answers: 1. all, mall 2. gall, ball 3. stall 4. call 5. fall 6. wall, hall 7. tall 8. carp



Lesson 33—*alk* Other Vowel Patterns

Materials: Vowel Pattern Card *alk* (page 126)

Beginning Sound Cards *ch*, *st*, *t* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. It's beautiful outside! Let's go for a _____.
2. Let's draw on the sidewalk with _____.
3. It's scary to have someone _____ you.
4. Did you _____ to your sister today?

Answers: 1. walk 2. chalk 3. stalk 4. talk



Lesson 34—*aught, aunch* Other Vowel Patterns

Materials: Vowel Pattern Card *aught, aunch* (page 127)
Beginning Sound Cards *c, h, l, n, p, st* and *t* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

● **Follow** the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

● **Student Directions:** Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Mrs. Parker _____ me in the third grade.
2. My dog will sit back on his _____ es and beg for food.
3. Mr. Sharp is a _____ supporter of the Republican party.
4. The sight of all those fish we _____ was thrilling!
5. All of the painter's work was for _____ when the ceiling leaked.
6. When will NASA _____ another rocket?
7. Since he retired, my husband has grown quite a _____ !

Answers: 1. taught 2. haunch 3. staunch 4. caught 5. naught 6. launch 7. paunch



Lesson 35—*aunt, ause* Other Vowel Patterns

Materials: Vowel Pattern Card *aunt, ause* (page 127)
Beginning Sound Cards *c, cl, g, h, j, p* and *t* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. It upsets me when mean children _____ another child.
2. Have you ever had a ghost _____ your house?
3. What is the _____ of your headache?
4. Hit the _____ button so I can go answer the phone.
5. That was a fun _____ in that jalopy!
6. After being sick for so many weeks, Jay's face was _____.
7. Is there a _____ in the new lease about having pets?

Answers: 1. taunt 2. haunt 3. cause 4. pause 5. jaunt 6. gaunt 7. clause



Lesson 36—*aw, awl* Other Vowel Patterns

Materials: Vowel Pattern Card *aw, awl* (page 127)

Beginning Sound Cards *b, br, c, cl, cr, dr, fl, j, m, r, s, sh* and *sl*
(pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. The huge lion stuffed the leg of the gazelle down his giant _____.
2. The lion's _____ had to open very wide.
3. I _____ Paul and Tim _____ in the town hall when they couldn't come to an agreement.
4. Punch a hole in the belt with this _____.
5. Wrap the _____ around your shoulders.
6. Do you like _____ on your hamburger?
7. Put _____ meat on that black eye to help the swelling.
8. I'm going to _____ me a hot bath, soak an hour, and then _____ into bed.
9. Susan will _____ like a baby when she is hurt.
10. Listen to the crow _____ as he _____s at the window screen.
11. Paul couldn't see a _____ in the plan for the surprise party.

Answers: 1. maw 2. jaw 3. saw, brawl 4. awl 5. shawl 6. slaw 7. raw 8. draw, crawl 9. bawl 10. caw, claw 11. law



Lesson 37—ew Other Vowel Patterns

Materials: Vowel Pattern Card *ew* (page 127)

Beginning Sound Cards *br, ch, cr, d, dr, fl, gr, J, sl* and *st*
(pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. As a _____, Ben celebrates Hanukkah.
2. David _____ Goliath with a rock.
3. Paul _____ the most beautiful roses in his garden.
4. After working hard all day on the sailboat, the _____ looked forward to resting at night.
5. The witch's cauldron held a _____ that would make her beautiful.
6. The meat was so tough we had to _____ and _____.
7. Instead of the usual frost, there was a layer of _____ across the lawn.
8. The art class _____ pictures of each other.
9. Are there carrots and onion in your _____?
10. The blue jay hit our picture window but _____ off unhurt.

Answers: 1. Jew 2. slew 3. grew 4. crew 5. brew 6. chew, chew 7. dew 8. drew 9. stew 10. flew



Lesson 38—*oice, oil, oise, oist* Other Vowel Patterns

Materials: Vowel Pattern Card *oice, oil, oise, oist* (page 127)

Beginning Sound Cards *b, br, c, ch, f, h, j, m, n, p, s, sp, t* and *v*
(pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. When you change the _____ in your car, don't let it seep into the _____.
2. We need to _____ that meat in the oven before it _____s.
3. Kim likes to hard _____ her eggs.
4. Jack is going to try to _____ that fake ring off as a diamond.
5. Today the contractor is going to _____ the new _____ in the ceiling.
6. Wrap the pie in _____ to keep it _____.
7. _____ the cord and hang it on the wall in the garage.
8. When she sings, her _____ is like an angel.
9. What _____ do I have in the matter?
10. Stan will _____ in his garden all day to get the soil ready for planting.

Answers: 1. oil, soil 2. broil, spoil 3. boil 4. foist 5. hoist, joist 6. foil, moist 7. Coil 8. voice 9. choice 10. toil



Lesson 39—*oo, ood* Other Vowel Patterns

Materials: Vowel Pattern Card *oice, oil, oise, oist* (page 127)
Beginning Sound Cards *b, br, c, f, m, sh, t* and *z* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Little Tony Smith cried _____-hoo when his trip to the _____ was postponed.
2. The baby laughed to hear the horses neigh, cows _____, and pigeons _____.
3. Did you try to _____ away the stray cat?
4. Paula and I are going shopping. Do you want to go, _____?
5. Karla was so tired, she was not in the _____ to work.
6. There is always a lot of delicious _____ at my family dinners.
7. I was surprised Jason didn't _____ when he didn't get the job he wanted.

Answers: 1. boo, zoo 2. moo, coo 3. shoo 4. too 5. mood 6. food 7. brood



Lesson 40—*ook*

Other Vowel Patterns

Materials: Vowel Pattern Card *ook* (page 127)

Beginning Sound Cards *b, br, c, cr, h, l, n, sh* and *t* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. The police were able to catch the _____ before he got away.
2. The storm winds _____ the house.
3. Paul _____ his favorite _____ to read down at the _____.
4. Thomas stored his little treasures in the _____ under the staircase.
5. Please _____ to see if the _____ is in the kitchen fixing supper.
6. Hang your hat on the _____ by the back door.

Answers: 1. crook 2. shook 3. took, book, brook 4. nook 5. look, cook 6. hook



Lesson 41—*ool, oom, oon* Other Vowel Patterns

Materials: Vowel Pattern Card *ool, oom, oon* (page 127)

Beginning Sound Cards *b, c, d, dr, f, g, gl, gr, l, m, n, p, r, s, sp, st, sw* and *z* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. The swimming _____ water was nice and _____.
2. Do you have a _____ of red thread?
3. Don't be a _____ and _____ over a married man.
4. _____ it will be _____ and we can eat lunch.
5. I don't like to be around Tim. He's always the voice of _____ and _____.
6. Please take the clippers and _____ the dog in another _____.
7. When the _____ is full, a _____ on the lake calls for a mate.
8. The rings on the _____'s tail bobbed as he fled into the woods.
9. Bugsy hired a _____ to sit on a _____ at the bar and steal tip money.
10. Tax season is _____ ing over us again.
11. Put a serving _____ with the cheese grits and quit _____ ing!
12. Watch that bird _____ in and attack that cat!
13. There was a loud _____ when the car hit the wall.

Answers: 1. pool, cool 2. spoon 3. fool, swoon 4. soon, noon 5. gloom, doom 6. groom, room 7. moon, loon 8. coon 9. goon, stool 10. loom 11. spoon, drool 12. zoom 13. boom



Lesson 42—*oop, oot* Other Vowel Patterns

Materials: Vowel Pattern Card *oop, oot* (pages 127-128)

Beginning Sound Cards *b, c, dr, h, l, r, sc, sh, st, sw, t* and *tr* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Don's boy scout _____ will learn to _____ bows and arrows.
2. Pull the weed out with its _____.
3. Give the horn a _____!
4. _____ your bottom off that front _____ and get to work!
5. _____ up the cat litter and get rid of it, please.
6. Listen to the _____ of the owl in its _____.
7. Hide the stolen _____ in your hiking _____.
8. The baby is so tired his head is starting to _____.
9. Take the rope and _____ it around the post.
10. The man was a hero when he _____ed down and pulled the child from the rushing water.
11. Sara uses an embroidery _____ for even stitches.

Answers: 1. troop, shoot 2. root 3. foot 4. Scoot, stoop 5. Scoop 6. hoof, coop 7. loof, boot 8. droop 9. loop 10. swoop 11. hoop



Lesson 43—*oost, ooth* Other Vowel Patterns

Materials: Vowel Pattern Card *oost, ooth* (page 128)
Beginning Sound Cards *b, r* and *t* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Have the pigeons come home to _____?
2. Give me a _____ so I can reach the top shelf.
3. My grandson lost a front _____ today!
4. The county fair has some interesting _____s this year.



Lesson 44—*ouch, ound* Other Vowel Patterns

Materials: Vowel Pattern Card *ouch, ound* (page 128)

Beginning Sound Cards *b, c, f, gr, h, m, p, r, s, v* and *w* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. The new _____ looks great in the living room.
2. You're a good person. I'll _____ for you.
3. Tom carries tobacco in a leather _____.
4. "_____" cried the child when stung by a bee.
5. Sam _____ the coil tightly so it wouldn't unwind.
6. The thug's glove was _____ by a blood _____.
7. At the rate Tom was eating, he is _____ to gain a _____ or two.
8. Draw a _____ circle, not an oval.
9. The chipmunk didn't make a _____ as it scampered across the _____.

Answers: 1. couch 2. ouch 3. pouch 4. Ouch 5. wound 6. found, hound 7. bound, pound 8. round 9. sound, ground



Lesson 45—*ouse, out* Other Vowel Patterns

Materials: Vowel Pattern Card *ouse, out* (page 128)

Beginning Sound Cards *b, g, h, l, m, p, sh, sp, st* and *tr* (pages 123-124)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. Thomas found a tiny _____ in our _____ last night.
2. I feel like such a _____ for forgetting my friend's birthday.
3. I'm so excited about my trip to China I want to _____ it from the rooftops.
4. You can sit around and _____ about not getting your way, or you can go _____ and have fun.
5. William is having a _____ with painful _____ and can't even stand up.
6. As I grow older, I find I am growing more _____!
7. For dinner Sara cooked the _____ she'd caught that day.
8. The seeds in the freshly dug garden were beginning to _____.

Answers: 1. mouse, house 2. louse 3. shout 4. pour, out 5. bout, gout 6. stout 7. trout 8. sprout



Lesson 46—*ought* Other Vowel Patterns

Materials: Vowel Pattern Card *ought* (page 128)
Beginning Sound Cards *b*, *br*, *f*, *s* and *th* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. After Thomas wrecked his old station wagon, he _____ a sports car.
2. You _____ to get that toothache checked out.
3. Sue and Kim both _____ the same dish to the pot luck dinner.
4. The brothers _____ a lot when they were little.
5. The woman _____ comfort by putting her aching feet in hot water.
6. My husband _____ it would be a good idea to surprise me with a puppy.

Answers: 1. bought 2. ought 3. brought 4. fought 5. sought 6. thought



Lesson 47—*ould* Other Vowel Patterns

Materials: Vowel Pattern Card *ould* (page 128)
Beginning Sound Cards *c*, *sh* and *w* (pages 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. I _____ not stick my finger in that outlet, if I were you.
2. _____ I ice the cake now or when it's cooled?
3. _____ you mind going to the store for me?
4. Fran _____ not get her car started no matter what she did.
5. Getting laid off _____ happen to almost anybody.
6. I _____ not be eating this, but it tastes so good!
7. It _____ be an honor to have you at my wedding.

Answers: 1. would 2. Should 3. Would 4. could 5. could 6. should 7. would



Lesson 48—*ow, owl, own* Other Vowel Patterns

Materials: Vowel Pattern Card *ow, owl, own* (page 128)

Beginning Sound Cards *b, br, c, ch, cl, cr, d, f, fr, g, h, n, pl, t, v, w*
and *y* (page 123)

notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. I know _____ to _____ a crowd with song and dance.
2. The circus _____ wore a _____ that made me sad.
3. Is that _____ in the barn a Jersey?
4. Is the woman in the fancy _____ and jeweled _____ a queen?
Should I _____ to her?
5. _____ is not a good time to _____ the field. It's sleeting!
6. I _____ to take good care of your barn _____.
7. This grub looks great! Let's _____ !
8. The _____ sweater showed off Susan's beautiful necklace.
9. Which _____ are we having for dinner, chicken or turkey?
10. In the distance, we could hear wolves _____ and _____.
11. Tony lives in the country, but he gets to _____ almost every day.

Answers: 1. how, wow 2. clown, frown 3. brown, cow 4. gown, crown, bow 5. Now, plow 6. vow, owl 7. chow, down 8. cow 9. fowl 10. howl, yowl 11. town



Lesson 49—*ude* Other Vowel Patterns

Materials: Vowel Pattern Card *ude* (page 128)
Beginning Sound Cards *cr*, *d*, *n* and *r* (page 123)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. It was _____ for Bobby to slam the door in his sister's face.
2. Some people enjoy vacationing at a _____ ranch.
3. Billy did not mean to be _____ when he belched loudly in church.
4. The _____ model posed for the art class.



Lesson 50—*ue*

Other Vowel Patterns

Materials: Vowel Pattern Card *ue* (page 128)

Beginning Sound Cards *bl*, *cl*, *gl*, *r*, *s* and *tr* (pages 123-124)
notebook dedicated to letter combinations, pencil

DECODING:

Follow the Decoding directions for Lessons 25-31, using the Vowel Pattern and Beginning Sound Cards listed above.

RECODING:

Student Directions: Copy the sentences below into your notebook. Fill in each blank with a word you can form with the Vowel Pattern and Beginning Sound Cards for this lesson.

1. We didn't have a _____ how to get to the airport.
2. The frame just needs a little _____ to put it back together again.
3. I _____ the day I ever thought my plan would work!
4. Do I need a lawyer to _____ someone?
5. Is it _____ that Joan is not a natural blond?
6. My favorite color is sky _____.

Answers: 1. clue 2. glue 3. rue 4. sue 5. true 6. blue