



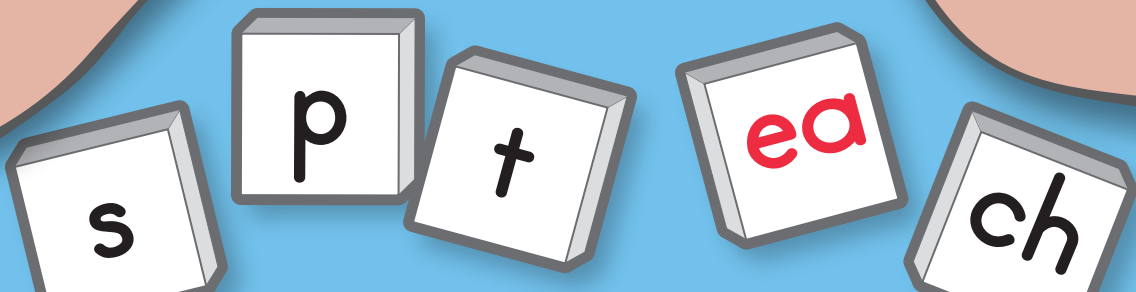
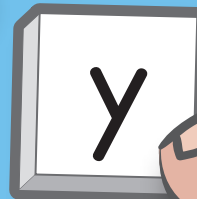
# FREE

# Phonics

Systematic, Sequential Phonics Lessons

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Digital Demonstration  
Application developed  
by Patrick May



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# Overview

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*FREEPhonics* is a systematic, sequential guide to hands-on phonics. The 82 lessons introduce phonics patterns one by one and then contrast each new phonics pattern with other similar patterns. Phonemic awareness skills are part of the word building because children must listen for differences in words and build new words from previously built words. Children enjoy the hands-on word building, and they tend to learn the concepts quickly and easily retain their understandings of how letters go together to make words.

*FREEPhonics* has been specifically designed as a comprehensive approach to phonics instruction manageable for all students in a regular classroom. It can also be easily used with a small group of students or individuals.

## WORD BUILDING MATERIALS

Use the following materials to set up your word building program.

### LETTER TILES

Each child will need a full set of the letter tiles. You can make copies of pages 100 and 101 of this book and cut out the letters.

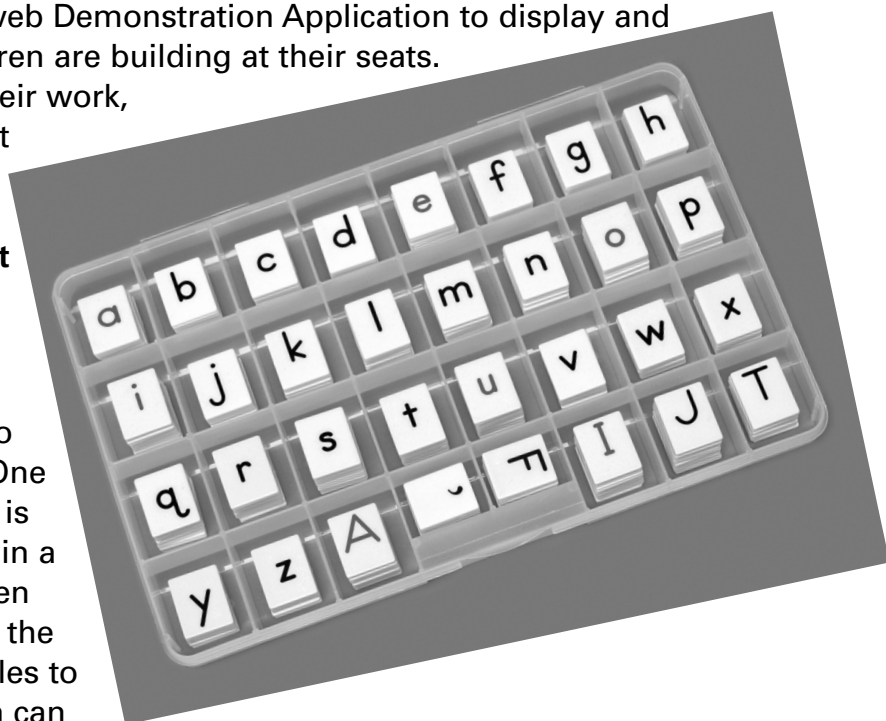
### WEB-BASED DEMONSTRATION APP

You may wish to use the free web Demonstration Application to display and build the same words the children are building at their seats.

That way, children can check their work, and you can make sure to point out important concepts along the way. **The free web Demonstration App is available at [www.freephonics.net/App.html](http://www.freephonics.net/App.html).**

### LETTER TILE ORGANIZER

You will want to make access to the tiles easy for the children. One of the most effective strategies is to store the tiles alphabetically in a compartmentalized box. Children use only the tiles they need for the day, and then they return the tiles to the box. Groups of 4–6 children can share a box.



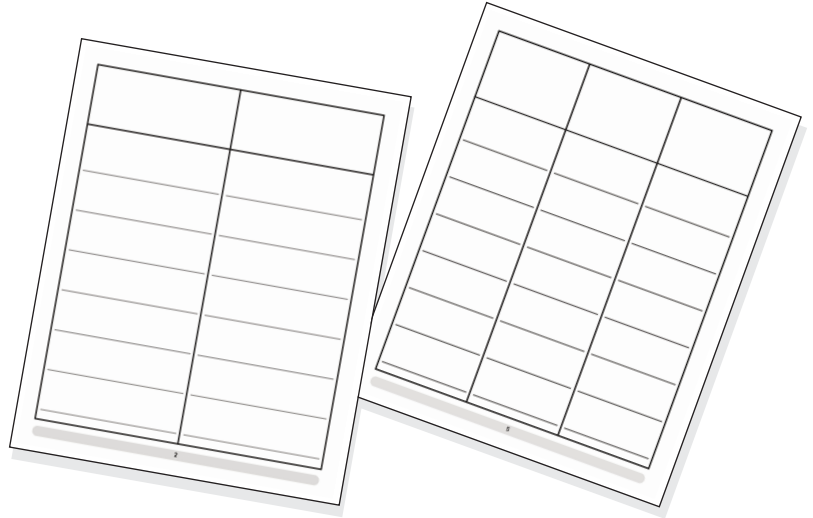
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## WORD BUILDING MATS

Word building mats provide a work space on which children will build words. Make copies of mats from page 102 of this book.

## SORTING JOURNALS

Ideally, each child should have a journal in which to record words for each phonics pattern taught. You can make copies of pages 103 and 104, or simply provide a spiral notebook for each child.



## OPTIONAL AVAILABLE

### MATERIALS

The word building is equally effective with plastic or paper tiles. However, plastic tiles are more durable and easier to manipulate than paper tiles. You can purchase high-quality, durable plastic letter tiles and other materials to use with the *FREEPhonics* program from your school supply dealer or from Primary Concepts.

#### **PC1401 Alphabet Tiles 1-sided(4)**

Four sets of one-sided letter tiles, in divided organizer box, for word building practice.

#### **PC4011 Phonics Pattern Tiles**

These important vowel and consonant pairs work perfectly with our single letter tiles to make words.

#### **PC7400 Letter Tile Organizer**

32 compartments keep tiles handy, attached lid snaps shut.

#### **PC3903 Word Building Mats**

Laminated 9" by 6" mats give children a work space for building words.

#### **PC5267 Tales and Tiles Phonics Readers**

Each of these 40 readers highlights a different phonics pattern: a short vowel, final silent *e* pattern, vowel pair, consonant pair, or beginning blend.

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## GETTING STARTED

Before you begin the lesson sequence, your students will benefit from a period of free explorations with the letter tiles. Start by having them build words they know with the tiles. Ask them to build their names.

### PREREQUISITE SKILLS

Check to make sure students have mastered letter/sound correspondences. Read the following words and have the children find the tiles that represent the beginning and then the ending sounds in the words. Students who have difficulty with this pre-assessment need more work on these skills before you embark on *FREEPhonics* lessons.

### Pre-Assessment Word List

red bus hop fox van zoom jail wig yet

## TEACHING THE LESSONS

Each short lesson follows a regular routine. You may wish to do one or more lessons at a time. For each lesson, children work with a different small set of letter tiles.

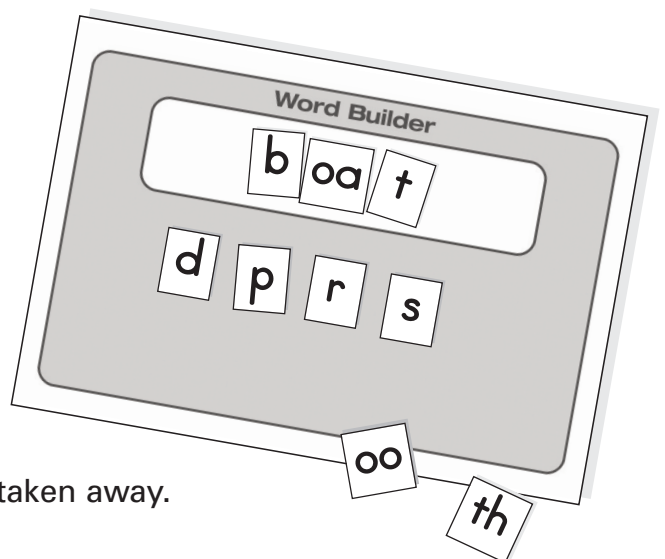
### SETTING UP

Begin each lesson by having the children set up their word building mats with the letter and letter pairs indicated in the Set Up section. Select the lesson in the web-based Teacher Demonstration App and display it so all the students can see it.

### WORD BUILDING

When everyone is ready, say the first word in the Build section of the lesson. Have the children use their tiles to build the word. Build the word on the app as well. Then say the next word in the row of words. Have the children build that word.

In many cases, the new word is only one letter different from the previous word. A letter may change or a letter may be added or taken away.



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In some cases, the new word has the same letters but in a different order. Instead of building the new word from scratch, the children can listen for the different sounds in the new words and change only the letters that are different. This helps build phonemic awareness skills, and it will keep the word building moving smoothly.

Note that some teachers prefer a different approach to word building. Instead of saying what word to build, they tell the children how to change the first word to make the next word. They tell the children what letter to add and exactly where to add it. Or they tell the children exactly which letter to trade or remove. The children make the change and then read the word.

Both of these approaches are effective. You may wish to use one approach on one day and another on another day so that children have both types of experiences. You may also wish to end each lesson by reading off random words so that children get practice building the words from scratch.

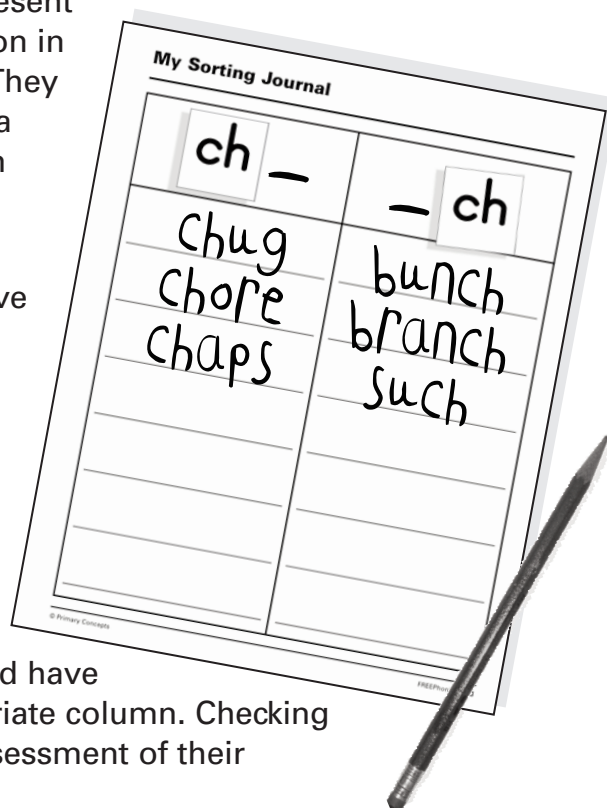
## EXTENSIONS

Students develop understanding of the lesson focus with various word building extensions. Some extensions require more letter tiles; others use the same letter tiles but for more advanced word building. For example, students may be asked to build longer words using word endings *s*, *es*, *d*, *ed*, *ing*, *er*, and *y*. They may also be asked to explore how some letters represent different sounds depending on their position in the word or the letters surrounding them. They may preview lessons to come by building a word or two with a new phonics pattern. In later lessons, students build syllables that contain the focus phonics pattern.

By the end of the lessons, students will have been exposed to all the most fundamental phonics patterns in the English language.

## WRITING WORDS

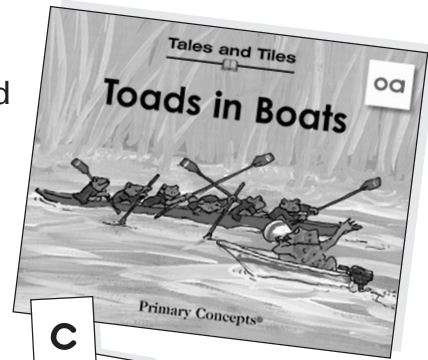
The Word Write section lists words for children to write in their journals or notebooks. Have the children write the phonics patterns indicated as headings for columns. Then read the words listed and have the children write the words in the appropriate column. Checking children's spelling provides an ongoing assessment of their understanding of the concepts.





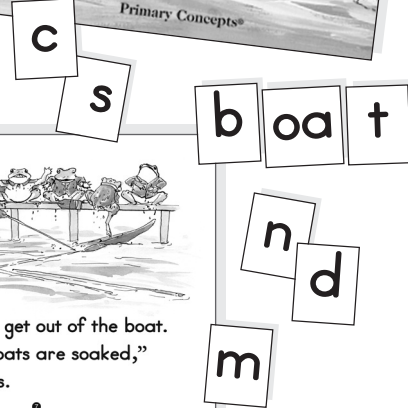
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## READING WORDS

Once children can build and write words with a phonics pattern, the next step is to have them read books that feature the focus phonics pattern in connected text. *Tales and Tiles Phonics Readers*, available from your school supply dealer or Primary Concepts, provide an opportunity for children to read delightful stories that use the lesson's focus phonics pattern.



 <p>“What a load,” groans the coach. “The boat will not float.”</p>	 <p>The little toads get out of the boat. “Coach, our coats are soaked,” moan the toads.</p>
--	--



## ASSESSMENT

Each section of the guide ends with an assessment. Make copies of the assessment and give one to each child. Use the assessment to inform your teaching. If students have not mastered the material in the section, it is best to spend time reviewing rather than moving on.



# Section 1 **Short Vowel Words**

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These lessons introduce students to short vowel CVC (consonant-vowel-consonant) words. After each new vowel sound is introduced, it is contrasted with a similar short vowel sound until the children are adept at distinguishing the sounds. Distinguishing short vowel sounds can be difficult for children because the sound differences are extremely subtle.

Although the focus is on short vowel sounds, children must also correctly identify initial and final consonants in words. Consonant sounds tend to be more stable and easier to recognize than short vowel sounds.

## **Students learn to**

- identify short vowels and the sounds they represent
- identify initial and final consonants and the sounds they represent
- build words with short vowels
- blend initial and final consonants with medial vowels to form words

## **In addition, students explore how to**

- add *s* endings to words

## **Lessons**

1	Short Vowel <i>a</i> .....	2
2	Short Vowel <i>e</i> .....	3
3	Short Vowels <i>a</i> and <i>e</i> .....	4
4	Short Vowel <i>i</i> .....	5
5	Short Vowels <i>e</i> and <i>i</i> .....	6
6	Short Vowel <i>o</i> .....	7
7	Short Vowels <i>o</i> and <i>a</i> .....	8
8	Short Vowel <i>u</i> .....	9
9	Short Vowels <i>u</i> and <i>o</i> .....	10
10	Short Vowels <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i> .....	11
	Short Vowel Words Assessment.....	12

# Lesson 1-1 Short Vowel *a*

**FOCUS** \_ *a* \_ as in *cat*

**SET UP**

**a**

**c**

**m**

**n**

**p**

**t**

**BUILD**

cat    can    man    map    mat  
cap    can    tan    tap    pat  
nap    pan    pat

**EXTEND**

word endings

**s**

cat    cats    cans    can    pan    pans  
naps    nap    map    maps    caps    taps

**READ**

*My Cat Max*

# Lesson 1-2 Short Vowel e

**FOCUS** \_ e \_ as in *pen*

**SET UP**

e

n

p

s

t

w

**BUILD**

pen      pet      set

ten      net      wet

pen      pens      pets      nets

**LOOK AHEAD**

blends

net      nets      nest      pest      west

set      sent      went

**READ**

*Ten Cents*

# Lesson 1-3 Short Vowels *a* and *e*

**FOCUS** \_ *a* \_ as in *bad*

\_ *e* \_ as in *bed*

**SET UP**

**a**

**e**

**b**

**d**

**g**

**l**

**s**

**t**

**BUILD**

bed bad bat bet set sat  
sad sat set let led lad  
lab lad led let bet bets  
leg lag bag beg begs bags

**LOOK AHEAD**

blends  
led sled bled  
bet belt

**WORD WRITE**

*a* *e*  
cab pan red hen mat vet  
yet tap beg dad jet fat  
Bonus: sand nest

# Lesson 1-4 Short Vowel *i*

**FOCUS** \_ *i* \_ as in *pin*

**SET UP**

**i**

**f**

**l**

**n**

**p**

**s**

**t**

**z**

**BUILD**

**pin pit tip tin fin fins**  
**lip zip sip sit lit fit**

**LOOK AHEAD**

blends  
**lip sip slip snip**  
**pin sin spin**  
**sit pit spit**

**LOOK AHEAD**

digraphs **sh**  
**fish ship shin**

**READ**

*Skip and Slim*

# Lesson 1-5 Short Vowels *e* and *i*

**FOCUS** \_ *e* \_ as in *pen*

\_ *i* \_ as in *pin*

**SET UP**

e

i

b

g

n

p

t

y

**BUILD**

pen

pin

pig

peg

beg

big

bet

bit

pit

pet

get

net

ten

tin

tip

pit

pin

pen

bin

pin

pen

pet

yet

**LOOK AHEAD**

double consonants

ll

ill

pill

bill

bell

tell

yell

**WORD WRITE**

*e*

*i*

vet

dip

fit

web

leg

yes

win

fed

him

bit

Bonus:

twin

step

nest

mint

Lesson 1-6 **Short Vowel o**

**FOCUS** \_ **o** \_ as in *fox*

**SET UP**

**o**

**b**

**f**

**h**

**p**

**s**

**t**

**x**

**BUILD**

fox

box

bop

hop

hops

pot

top

hop

hot

pot

pots

**LOOK AHEAD**

blends

top

stop

pot

spot

**READ**

*Frog in the Box*

# Lesson 1-7 Short Vowels **o** and **a**

## FOCUS

\_ **o** \_ as in *mop*

\_ **a** \_ as in *map*

## SET UP

**a**

**o**

**c**

**l**

**m**

**p**

**t**

## BUILD

map mop top tap cap cop

mat cat cot pot pat tap

lot lop lap pal

## LOOK AHEAD

blends

cap lap clap

lot pot plot

## LOOK AHEAD

double consonants

**ss**

pass lass mass moss toss

## WORD WRITE

**a**      **o**

tax pod zap nod dot bag

jam rob hop nap tab log

Bonus: flop flap



Lesson 1-8 **Short Vowel u**

**FOCUS** \_ **u** \_ as in *sun*

**SET UP**

u

b

c

n

r

s

t

**BUILD**

sun    run    rub    tub    but    bun    bus  
cub    sub    bus    bun    sun    sub    tub  
cut    cub    rub    rut    but    nut    nuts  
runs    rubs    tubs    cubs    cuts

**LOOK AHEAD**

blends  
sub    tub    stub    snub  
rub    cub    sub    scrub

**READ**

*Mud on My Pup*

# Lesson 1-9 Short Vowels *u* and *o*

**FOCUS**    \_ *u* \_ as in *nut*

              \_ *o* \_ as in *not*

**SET UP**

o

u

b

c

n

s

t

p

**BUILD**

not	nut	but	cut	cot	cop
cup	cub	cob	sob	sub	sun
bun	bus	sub	sob		
tub	but	nut	not		

**WORD WRITE**

<i>o</i>	<i>u</i>					
run	lot	pop	hum	job	tug	mud
log	bug	cup	pot	sun	rub	got
Bonus:	frog	plug				

Lesson 1-10 **Short Vowels *a, e, i, o, and u***

**Focus**

\_ **a** \_ as in *pat*

\_ **e** \_ as in *pet*

\_ **i** \_ as in *pit*

\_ **o** \_ as in *pot*

\_ **u** \_ as in *tub*

**SET UP**

**a**

**e**

**i**

**o**

**u**

**b**

**p**

**t**

**BUILD**

**pet pat pit pot**

**top tip tap**

**bit bet but bat**

**tab tub**

**WORD WRITE**

**a e i o u**

**peg mix gum lap dot**

**van fun wet rod tip**

Bonus: **drop drip trap step cups**

Write the missing letter in each word.

a

e

i

o

u



b \_ \_ b



pl \_ \_ g



st \_ \_ mp



b \_ \_ s



d \_ \_ sk



dr \_ \_ m



c \_ \_ b



h \_ \_ nd



cr \_ \_ b



p \_ \_ t



s \_ \_ ck



sl \_ \_ d

10

t \_ \_ n



bl \_ \_ ck



br \_ \_ dge

## Section 2 **Blends**

---

Lessons in this section focus on *l* blends, *r* blends, *s* blends, and the most common final blends. The last lessons introduce the special blend *qu* and help children distinguish the /kw/ sound from the /k/ sound in words like *quit* and *kit*. In all the lessons, students build words with short vowels, giving them plenty of practice with these key letter/sound correspondences.

If your students have had little difficulty building beginning and ending blends in the previous section, you may feel that you can move quickly through this section or even skip some of the lessons. Bear in mind, though, that word building with blends helps children concentrate on correctly sequencing the letters in words. The words *stop*, *post*, *tops*, and *spot* all have the same four letters in the words; just the order of the letters distinguishes them.

### **Students learn to**

- identify initial and final blends and the letters that represent them
- blend consonants and short vowels to form words

### **In addition, students explore how to**

- build words with final *y* as in *cry* and *fly*

### **Lessons**

1	<i>l</i> Blends.....	14
2	<i>r</i> Blends.....	15
3	<i>s</i> Blends.....	16
4	Ending Blends <i>nt</i> and <i>nd</i> .....	17
5	Ending Blends <i>st</i> and <i>lt</i> .....	18
6	Ending Blend <i>mp</i> .....	19
7	<i>qu</i> Blend.....	20
8	<i>qu</i> and <i>k</i> .....	21
	Blends Assessment.....	22

# Lesson 2-1 / Blends

**FOCUS** / blends as in *clap*

**SET UP**

a

i

c

f

l

n

p

s

**BUILD**

cap

clap

clip

lip

flip

flap

lap

pan

plan

flan

fan

can

clan

clap

**EXTEND**

variant vowel sounds

y

fly

sly

ply

# Lesson 2-2 **r** Blends

**FOCUS** *r* blends as in *trap*

**SET UP**

a

i

b

d

g

p

r

t

**BUILD**

tap trap trip

grab brag rag

bag bat brat

rib rip grip drip

drab drag grad grid grit

bat brat

**EXTEND**

variant vowel sounds

y

dry pry try

# Lesson 2-3 **s Blends**

**FOCUS** **S** blends as in *stop*

**SET UP**

i

o

l

n

p

r

s

t

**BUILD**

sip slip snip spin

pit spit slit split

lit lot slot

top stop spot spit spin snip

tip rip trip strip

**EXTEND**

variant vowel sounds

y

spy sly sty

**WORD WRITE**

l r s

glad brim plum smog crop flat snap

grab club snob prim span swam blob

Bonus: try spy fly



Lesson 2-4 **Ending Blends *nt* and *nd***

**FOCUS** \_ ***nt*** as in *bent*  
\_ ***nd*** as in *bend*

**SET UP**

a e

b d l n s t

**BUILD**

sent send sand band bend bed  
ant and end tend dent bent sent

**EXTEND**

blends  
stand bland blend

# Lesson 2-5 Ending Blends *st* and *lt*

**FOCUS** \_ *st* as in *best*

\_ *lt* as in *belt*

**SET UP**

e

i

b

l

m

n

s

t

**BUILD**

net

nest

best

belt

melt

met

best

bet

belt

lit

list

mist

**EXTEND**

variant vowel sounds

a

malt

mast

last

salt

Lesson 2-6 **Ending Blend *mp***

**FOCUS** \_ *mp* as in *jump*

**SET UP**

a

u

b

c

d

j

m

p

**BUILD**

damp dump jump bump

damp camp jump

**EXTEND**

blends

l

r

camp lamp clamp

lump clump

camp ramp cramp

**WORD WRITE**

*nt nd st lt mp*

limp past tilt wind rent

bend felt test pump tint

Bonus: plump spent blest trend spilt

# Lesson 2-7 **qu Blend**

**FOCUS** *qu* \_ as in *quilt*

**SET UP**

qu

a

e

i

d

l

s

t

**BUILD** quit quid squid squat

quit quilt

quest

**LOOK AHEAD** consonant pairs

ck

quick quack

**READ** *A Quilt for the Queen*

# Lesson 2-8 **qu** and **k**

**Focus** **qu** \_ as in *quit*

**k** \_ as in *kit*

**SET UP**

qu

e

i

d

k

l

s

t

**BUILD**

kit kilt quilt quit

kit kid skid squid

**LOOK AHEAD**

double consonants

ll

quell quill kill skill

**WORD WRITE**

*qu* *k*

kit quit skip squat

quad kelp kiln squint

# Blends Assessment

Name \_\_\_\_\_

Write the missing letters in each word.

bl  
nd

br  
nt

cl  
qu

cr  
sl

fr  
sn

fl  
st

lt  
tr

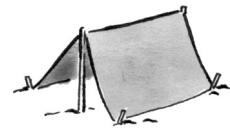
mp



\_\_\_\_\_ een



\_\_\_\_\_ oom



te \_\_\_\_\_



\_\_\_\_\_ oud



\_\_\_\_\_ ide



ha \_\_\_\_\_



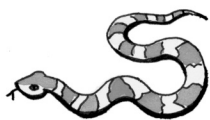
\_\_\_\_\_ ee



\_\_\_\_\_ ag



la \_\_\_\_\_



\_\_\_\_\_ ake



\_\_\_\_\_ own



gho \_\_\_\_\_



\_\_\_\_\_ og



\_\_\_\_\_ ock



qui \_\_\_\_\_

## Section 3 **Final Silent e Pattern**

---

This section focuses on the final silent *e* pattern. Students contrast words with and without the final silent *e* (e.g., *can* and *cane*) to build understanding of the concept. They also explore long vowel final *e* patterns in words such as *pie* and *bee*. In addition, when building words such as *lace*, *huge*, and *nose*, students learn about the secondary sounds represented by letters *c*, *g*, and *s*. Endings *s* and *d* (often pronounced /t/) are added to final silent *e* words such as *bike* (*bikes* and *biked*).

### **Students learn to**

- build words with final silent *e* pattern
- blend long vowel sounds with beginning and ending consonant sounds to form words
- distinguish the sounds of long and short vowels

### **In addition, students explore how to**

- add word endings *s* and *d* to words
- recognize the two sounds represented by the letters *c*, *g*, and *s*

### **Lessons**

1	Long <i>a</i> .....	24
2	Long and Short <i>a</i> .....	25
3	Long <i>i</i> .....	26
4	Long and Short <i>i</i> .....	27
5	Long <i>o</i> .....	28
6	Long and Short <i>o</i> .....	29
7	Long <i>u</i> .....	30
8	Long and Short <i>u</i> .....	31
9	Long Vowels <i>ee</i> , <i>ie</i> , and <i>ue</i> .....	32
10	Long and Short Vowels.....	33
	Final Silent <i>e</i> Pattern Assessment.....	34

# Lesson 3-1 Long a

**FOCUS** \_ a \_ e as in *rake*

**SET UP**

a

e

d

k

m

n

s

t

**BUILD**

name same sake take tame  
make mane sane same dame  
ate date mate made make  
snake stake skate takes makes

**EXTEND**

word endings  
name names named  
tame tames tamed

**READ**

*A Cake for Dave*



# Lesson 3-2 Long and Short *a*

**FOCUS**    *\_ a \_* as in *cap*  
*\_ a \_ e* as in *cape*

**SET UP**

**a**      **e**

**c**      **g**      **l**      **m**      **n**      **p**

**BUILD**

pan      pane      pale      pal      lap      gap  
cape      cap      can      cane      came      game  
man      mane      male      lame      lamp      camp  
name      mane      man      can      cane      lane  
clan      plan      plane      pane      pan      nap

**EXTEND**

soft consonants  
ace      lace      pace      place  
age      page      cage

**WORD WRITE**

*a*      *a-e*  
gave      mad      sale      fake      brag      drapes  
cab      lake      ham      snap      grade      flat  
Bonus:      face      wage

# Lesson 3-3 Long *i*

**FOCUS** \_ *i* \_ *e* as in *kite*

**SET UP**

e

i

b

k

l

m

t

v

**BUILD**

kite    bite    bike    like    live  
lime    mile    tile    time    mite

**EXTEND**

word endings

d

s

like    likes    liked    biked    bike    bikes  
time    times    timed    tiled    tiles    tile  
dime    dimes

**READ**

*Mike Rides His Bike*

# Lesson 3-4 Long and Short *i*

**FOCUS**       ***i***    as in *pin*  
   ***i***    ***e*** as in *pine*

**SET UP**

**e**      **i**

**d**      **n**      **p**      **r**      **s**      **v**

**BUILD**

**pin**      **pine**      **dine**      **din**      **dip**  
**rip**      **ripe**      **ride**      **side**  
**rid**      **ride**      **pride**  
**spin**      **spine**      **pine**      **vine**  
**din**      **dine**      **dive**      **drive**

**EXTEND**

soft consonants

**c**

**ice**      **nice**      **dice**      **rice**      **price**  
**spice**

**WORD WRITE**

***i***      ***i-e***  
**dive**      **bid**      **nip**      **line**      **crib**      **wide**  
**fine**      **mist**      **twig**      **prize**      **bride**      **fin**

Bonus: **slice**

# Lesson 3-5 Long o

**FOCUS** \_ o \_ e as in *rope*

**SET UP**

e

o

l

n

p

r

s

t

**BUILD**

rope    role    pole    pore    tore    tone    lone  
sore    spore    store    stole    stone  
pole    lope    slope  
tore    store    snore    sore

**EXTEND**

soft and hard consonants  
rose    nose    pose

**READ**

*Rose and the Mole Hole*

# Lesson 3-6 Long and Short o

**FOCUS** \_ **o** \_ as in *hop*

\_ **o** \_ **e** as in *hope*

**SET UP**

e

o

b

h

n

p

r

t

**BUILD**

hop

hope

rope

robe

rob

hot

not

note

tone

bone

rot

rob

robe

probe

prone

**WORD WRITE**

*o*

*o-e*

nod

mole

cot

flop

home

vote

job

cope

zone

stove

trot

prop

Bonus: **hose**

# Lesson 3-7 Long u

**FOCUS** \_ u \_ e as in *tube*

**SET UP**

e

u

b

c

f

l

r

t

**BUILD**

cute

cube

tube

lube

lute

flute

rule

lure

cure

**READ**

*A Flute for June*

# Lesson 3-8 Long and Short *u*

**FOCUS**       ***u***    as in *tub*  
                 ***u***    ***e*** as in *tube*

**SET UP**

**e**      **u**

**b**      **c**      **d**      **h**      **n**      **t**

**BUILD**    **tub**      **tube**      **cube**      **cub**      **cut**      **cute**  
              **cub**      **cube**      **cute**      **cut**      **nut**      **hut**  
              **tune**      **dune**

**EXTEND**    soft and hard consonants

**g**

**hug**      **huge**

**WORD WRITE**

***u***      ***u-e***  
**fume**    **yum**    **grub**    **dude**    **use**    **June**  
**fun**     **mule**    **stunt**    **lump**    **snug**    **cure**

Bonus: **Bruce**

# Lesson 3-9 Long Vowels *ee*, *ie*, and *ue*

**Focus** \_ *ee* as in *bee*

\_ *ie* as in *tie*

\_ *ue* as in *blue*

**SET UP**

ee

ie

ue

b

f

l

r

t

**BUILD**

lie

tie

tee

tree

true

blue

bee

fee

flee

free

**LOOK AHEAD**

digraphs

th

three

**READ**

*Bees in the Tree*



Lesson 3-10 **Long and Short Vowels**

**Focus**

*\_ a \_*    *\_ e \_*    *\_ i \_*    *\_ o \_*    *\_ u \_*  
*\_ a \_ e*    *\_ i \_ e*    *\_ o \_ e*    *\_ u \_ e*

**SET UP**

a	e	i	o	u
	m	n	t	

**BUILD**

met	mat	mate	tame	time	mite
tune	tone	note	not	net	nut
mine	mane	man	mat	mate	mute
name	mane	man	men	met	mat
tie	tin	toe			

# Final Silent e Pattern Assessment

 Name \_\_\_\_\_

Write the words for the pictures.



b \_\_\_\_\_



f \_\_\_\_\_



m \_\_\_\_\_



b \_\_\_\_\_



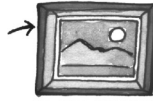
f \_\_\_\_\_



p \_\_\_\_\_



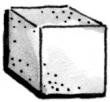
b \_\_\_\_\_



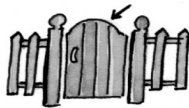
fr \_\_\_\_\_



r \_\_\_\_\_



c \_\_\_\_\_



g \_\_\_\_\_



sl \_\_\_\_\_



c \_\_\_\_\_



l \_\_\_\_\_



tr \_\_\_\_\_

## Section 4 **Consonant Digraphs**

---

The digraphs *ch*, *sh*, *th*, and *wh* are the focus of the word building in these lessons. Digraphs are two or more letters that represent a single sound. In the case of *th*, the digraphs can represent two sounds—the *th* sound in *thin* and the *th* sound in *this*. Children learn to distinguish the digraphs from similar sounding single letters such as *h*, *s*, and *j*. Often these distinctions are extremely subtle. In many dialects, no difference is discernible between words with *w* and *wh*. This makes it especially difficult to learn these phonics patterns. You can help by overemphasizing the contrasting sounds and stretching out the sounds.

### **Students learn to**

- recognize the sounds represented by the digraphs *ch*, *sh*, *th*, and *wh*
- build and read words with these digraphs
- differentiate between these digraph sounds and similar sounds

### **In addition, students explore how to**

- add word endings *s*, *es*, and *ed* to words

### **Lessons**

1	Digraph <i>sh</i> .....	36
2	<i>s</i> , <i>h</i> , and <i>sh</i> .....	37
3	Digraph <i>th</i> .....	38
4	<i>t</i> , <i>h</i> , and <i>th</i> .....	39
5	Digraph <i>ch</i> .....	40
6	<i>c</i> , <i>h</i> , and <i>ch</i> .....	41
7	Digraph <i>wh</i> .....	42
8	<i>w</i> , <i>h</i> , and <i>wh</i> .....	43
9	Digraphs <i>ch</i> , <i>sh</i> , <i>th</i> , and <i>wh</i> .....	44
10	<i>ch</i> , <i>sh</i> , <i>th</i> , and <i>wh</i> .....	45
	Consonant Digraphs Assessment.....	46

# Lesson 4-1 Digraph sh

**FOCUS** *sh* \_ as in *ship*

\_ *sh* as in *fish*

**SET UP**

sh

a

e

i

d

f

m

p

**BUILD**

fish dish dash mash

shade shame shape ship

**EXTEND**

blends

r

shed shred

ship shrimp

**EXTEND**

word endings

s

es

ship ships shape shapes

dish dishes dash dashes

**READ**

*The Shape of a Shark*

# Lesson 4-2 **s, h, and sh**

**FOCUS** **sh** \_ as in *ship*

**h** \_ as in *hip*

**s** \_ as in *sip*

**SET UP**

i

o

u

h

n

p

s

t

**BUILD**

hop

shop

ship

hip

sip

hot

shot

shut

hut

hunt

sun

shun

shin

sin

sit

hit

**WORD WRITE**

**sh**

not **sh**

shave

home

Sam

hate

wish

sub

shame

hug

shrub

same

shone

rush

Bonus:

ashes

hits

# Lesson 4-3 Digraph *th*

**FOCUS** *th* \_ as in *thin*  
\_ *th* as in *bath*

**SET UP**

th

a

e

e

i

b

n

p

t

**BUILD**

in thin then than that  
path bath bathe  
ten tenth

**EXTEND**

blends

r

tree three

**READ**

*Three Paths*

# Lesson 4-4 **t, h, and th**

**FOCUS** **th** \_ as in *then*

**h** \_ as in *hen*

**t** \_ as in *ten*

**SET UP**

a

e

i

b

h

m

n

t

**BUILD**

hen    then    ten    tan    than    then

him    hem    them

hint    thin    tin

**EXTEND**

sound alike

d

math    mat    mad

bat    bath    bad    dab

dim    din    tin    thin

**WORD WRITE**

**th**    not **th**

that    tent    hunt    this    dome    path

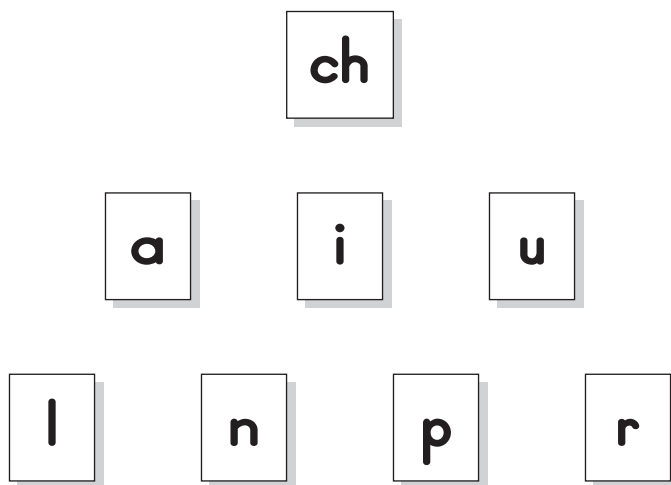
tape    wind    with    hope    theft    thump

Bonus: trip    throne

# Lesson 4-5 Digraph *ch*

**FOCUS** *ch* \_ as in *chip*  
\_ *ch* as in *inch*

**SET UP**



**BUILD** chin chip rip rich  
inch pinch punch lunch

**EXTEND**

word endings



inch inches inched  
pinch pinches pinched  
lunch lunches lunched

**EXTEND**

digraph *tch*



inch itch pitch patch latch

**READ**

*The Lunch Bunch*



# Lesson 4-6 **c, h, and ch**

**FOCUS** **ch** \_ as in *chop*

**h** \_ as in *hop*

**c** \_ as in *cop*

**SET UP**

a

o

u

c

h

m

p

t

**BUILD**

hat    cat    chat    chap    cap  
cop    hop    chop    chomp    champ    camp  
chum    hum    hump

**EXTEND**

sound alike

j

chop    hop    hot    jot  
chat    hat    hut    jut  
jump    hump    hum    chum  
champ    ham    jam

**WORD WRITE**

**ch**    not **ch**

hug    chug    cut    chore    job    chaps    jade  
bunch    jug    branch    hole    cone    such    jet

# Lesson 4-7 Digraph *wh*

**FOCUS** *wh* \_ as in *whale*

**SET UP**

wh

a

e

i

l

n

p

t

**BUILD** whale while white whine  
when whet  
whip

**READ** *Little Whale*

# Lesson 4-8 **w, h, and wh**

**FOCUS** **wh** \_ as in *when*

**h** \_ as in *hen*

**w** \_ as in *went*

**SET UP**

a

e

i

h

m

n

t

w

**BUILD**

hen

when

whet

wet

went

wham

ham

him

whim

win

wine

whine

white

whit

hit

wit

**WORD WRITE**

**wh**

not **wh**

hip

whip

wipe

hope

while

whisk

hike

wind

whine

wise

# Lesson 4-9 Digraphs *ch, sh, th, and wh*

**FOCUS**

*ch*

*sh*

*th*

*wh*

**SET UP**

ch

sh

th

wh

a

b

m

t

**BUILD**

bath

bash

mash

math

chat

that

what

wham

sham

mat

match

batch










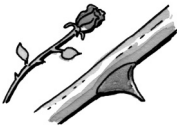


Lesson 4-10 ***ch, sh, th, and wh***

<b>FOCUS</b>	<i>ch</i>	<i>sh</i>	<i>th</i>	<i>wh</i>				
<b>SET UP</b>				i				
	c	h	n	p	s	t	w	
<b>BUILD</b>	thin	chin	chip	ship	shin			
	with	wish						
	this	thin						
	whip	hip	hips	ship				
	chin	inch	pinch					
	twin	thin	hint					
	inch	itch	pitch	witch	switch			

# Consonant Digraphs Assessment Name \_\_\_\_\_

Write the missing letters in each word.

ch      sh      th      wh

 _____air	 _____ell	 cou_____
 _____ark	 _____ip	 bru_____
 _____eel	 _____umb	 too_____
 _____orn	 _____ick	 wat_____

## Section 5 **Consonant Pairs**

---

In this series of lessons, students build words with the double consonants *ll* and *ss*, the consonant pairs *ck*, *ng*, and *nk*, and the silent letters *w* and *k* in the consonant pairs *wr* and *kn*. Some of the pairs are most common at the beginning of one-syllable words (i.e., *wr* and *kn*), while others are most common at the end of one-syllable words (i.e., *ll*, *ss*, *ck*, *ng*, and *nk*). The consonant pairs introduced in this section are contrasted with similar letter sounds. For example, children learn to distinguish the sounds represented by the letters *n*, *g*, and *ng* when they build words such as *run*, *rug*, and *rung*.

### **Students learn to**

- recognize the sounds represented by the consonant pairs *ss*, *ll*, *ck*, *ng*, *nk*, *wr*, and *kn*
- build and read words with these consonant pairs
- differentiate these sounds and spellings from similar sounds and spellings

### **In addition, students explore how to**

- add word endings *es*, *ing*, and *er* to words

### **Lessons**

1	Double Consonants <i>ss</i> .....	48
2	Double Consonants <i>ll</i> .....	49
3	Consonant Pair <i>ck</i> .....	50
4	<i>ck</i> and <i>c</i> .....	51
5	Consonant Pair <i>ng</i> .....	52
6	<i>n</i> , <i>g</i> , and <i>ng</i> .....	53
7	Consonant Pair <i>nk</i> .....	54
8	Consonant Pairs <i>ng</i> , <i>nk</i> , and <i>ck</i> .....	55
9	Consonant Pair <i>kn</i> .....	56
10	Consonant Pair <i>wr</i> .....	57
	Consonant Pairs Assessment.....	58

# Lesson 5-1 Double Consonants **ss**

**FOCUS** \_ **SS** as in *miss*

**SET UP**

**ss**

**a**

**e**

**i**

**o**

**b**

**l**

**m**

**BUILD**

**miss mass mess moss**

**lass less loss boss**

**less bless bliss**

**EXTEND**

word endings

**es**

**misses masses messes**

**losses bosses blesses**

**EXTEND**

digraphs

**ch**

**chess**



# Lesson 5-2 Double Consonants //

**FOCUS** \_ // as in *bell*

**SET UP**

//

e

i

b

f

p

s

w

**BUILD**

bell    bill    pill    sill    sell  
fell    fill    will    well    swell  
pill    sill    spill    spell    sell

**EXTEND**

digraphs    sh    ch  
shell    chill

**EXTEND**

variant vowel sounds    a  
ball    wall    fall

# Lesson 5-3 Consonant Pair *ck*

**FOCUS** \_ *ck* as in *sock*

**SET UP**

ck

a

i

o

u

r

s

t

**BUILD**

sick    sock    rock    rack    sack  
tack    rack    track    trick    truck  
tick    stick    stuck    stock    stack

**EXTEND**

digraphs

ch

chick    chuck    chock

**EXTEND**

word endings

er

sick    sicker    sticker  
truck    trucker    tracker  
rock    rocker

**READ**

*Jack's Truck*

Lesson 5-4 **ck and c**

**FOCUS** \_ **ck** as in *back*

**c** \_ as in *cab*

**SET UP**

a

i

o

b

c

k

l

p

**BUILD**

cab

cap

clap

clip

pick

pack

back

black

block

**WORD WRITE**

*ck*

not *ck*

brick

cast

snack

flock

code

cups

neck

club

camp

deck

crib

cute

Bonus: **check** **thick**

# Lesson 5-5 Consonant Pair *ng*

**FOCUS** \_ *ng* as in *sing*

**SET UP**

ng

a

i

o

l

r

s

t

**BUILD**

sing song long

ring rang sang slang sling

sing sting string strong

**EXTEND**

word endings

ing

singing ringing stinging

**READ**

*Ringo's Song*

# Lesson 5-6 *n, g, and ng*

**Focus**  
\_ *n* as in *run*  
\_ *g* as in *rug*  
\_ *ng* as in *rung*

**SET UP**

*i*      *u*

*g*      *n*      *p*      *r*      *s*      *w*

**BUILD**

*run*      *rug*      *rung*

*snug*      *sung*      *sun*

*ring*      *rig*      *pig*      *ping*      *pin*

*wig*      *win*      *wing*      *swing*

*spring*      *sprung*

**WORD WRITE**

*ng*      not *ng*

*beg*      *lung*      *bring*      *dig*      *cling*      *spin*

*hang*      *log*      *gong*      *grin*      *bang*      *plug*

# Lesson 5-7 Consonant Pair *nk*

**FOCUS** \_ *nk* as in *pink*

**SET UP**

nk

a

i

u

b

l

p

s

**BUILD**

pink sink sank bank

bunk sunk sink link slink

link blink blank

plink plank plunk

sank spank spunk

**EXTEND**

word endings

er

bank banker

bunk bunker

blink blinker

**READ**

*Pink*

Lesson 5-8 **Consonant Pairs *ng, nk, and ck***

**FOCUS**    \_ ***ng*** as in *sing*  
              \_ ***nk*** as in *sink*  
              \_ ***ck*** as in *sick*

**SET UP**

ng

nk

ck

i

b

l

r

s

**BUILD**

sing    sink    sick    slick    sling    slink  
rink    ring    bring    brick    brink    blink  
ink    link    lick

**EXTEND**

word endings

ing

sinking    singing    ringing    bringing  
licking    linking    blinking

**WORD WRITE**

*nk*    not *nk*  
wing    wink    wick    trunk    trick    honk  
tank    lung    luck    drink    thank    dock

# Lesson 5-9 Consonant Pair *kn*

**FOCUS** *kn* \_ as in *knife*

**SET UP**

kn

e

i

o

b

f

l

t

**BUILD** knob knot knit

knelt

knife

**EXTEND**

consonant pairs

ck

knock

**LOOK AHEAD**

vowel pairs

ow

ew

ee

know knew knee

**READ**

*I Know a Knight*



Lesson 5-10 **Consonant Pair wr**

**FOCUS** *wr* \_ as in *wrist*

**SET UP**

wr

a

e

i

o

n

p

s

t

**BUILD** wrap wrote write wrist wren

**EXTEND** consonant pairs

ng

ck


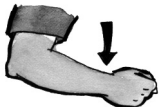

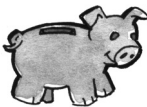









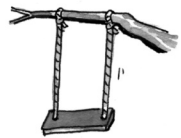

ch

wrong wring

wreck wrench

**READ** *All Wrapped Up*

Write the missing letters in each word.

ck	kn	ll	ng	nk	ss	wr
 ki _____	 _____ ist	 sku _____				
 ba _____	 _____ ee	 we _____				
 tru _____	 clo _____	 _____ ite				
 be _____	 gla _____	 _____ ight				
 ki _____	 swi _____	 ri _____				

## Section 6 **Long Vowel Pairs**

---

This section is devoted to learning about the long vowel digraphs *ee*, *ai*, *ea*, *oa*, and *oo*. Note that the *ee* and *ea* patterns represent the same sound. The *oo* digraph has two sounds: the sound of *oo* as in *moon* and as in *book*. After each new digraph is introduced, students build words with the corresponding short vowels. For example, after words with the *ai* digraph are built, students build words with the short vowel *a* (as in *ran*) and the long vowel digraph *ai* (as in *rain*). They also learn to identify the correct digraph in words such as *road*, *read*, and *raid*.

### **Students learn to**

- recognize the sounds represented by long vowel digraphs
- build and read words with these digraphs
- distinguish long vowel digraphs from short vowels

### **In addition, students explore how to**

- build words with consonant digraphs as well as vowel digraphs
- build words in which *y* represents the long vowel *e* as in *rainy*

### **Lessons**

1	Vowel Pair <i>ee</i> .....	60
2	<i>ee</i> and <i>e</i> .....	61
3	Vowel Pair <i>oo</i> .....	62
4	<i>oo</i> and <i>o</i> .....	63
5	Vowel Pair <i>ai</i> .....	64
6	<i>ai</i> and <i>a</i> .....	65
7	Vowel Pair <i>ea</i> .....	66
8	<i>ea</i> and <i>e</i> .....	67
9	Vowel Pair <i>oa</i> .....	68
10	<i>oa</i> and <i>o</i> .....	69
11	Vowel Pairs <i>oa</i> and <i>oo</i> .....	70
12	Vowel Pairs <i>ai</i> , <i>oa</i> , and <i>ea</i> .....	71
	Long Vowel Pairs Assessment.....	72

# Lesson 6-1 Vowel Pair ee

**FOCUS** \_ **ee** \_ as in *feet*

**SET UP**

ee

d

f

l

p

s

t

w

**BUILD**

feet    feel    flee    fleet  
deep    weep    sweep    sweet  
weed    seed    speed  
sleet    sleep    steep

**EXTEND**

digraphs

sh

wh

sheep    wheel

**READ**

*Sheep Need to Sleep*

# Lesson 6-2 **ee and e**

**Focus** \_ **ee** \_ as in *steep*

\_ **e** \_ as in *step*

**SET UP**

**e**      **e**

**d**      **n**      **p**      **s**      **t**      **w**

**BUILD**

net      ten      teen      seen      seed  
step      steep      steed      speed      sped  
set      see      seen      teen      ten      net  
spent      spend      speed      seed      see      set  
wed      weed      need      nest      west

**WORD WRITE**

*ee*      *e*  
jeep      let      bed      keen      beets      vent  
heel      deep      tent      weed      west      help

Bonus: **wheel**      **sheet**

# Lesson 6-3 **Vowel Pair oo**

**FOCUS** \_ **oo** \_ as in *moon*

**SET UP**

oo

b

m

n

r

t

z

**BUILD**

moo moon moot boot boo too  
zoo zoom boom broom room root

**EXTEND**

\_oo\_ as in *book*

k

book took rook brook

**EXTEND**

digraphs

sh

th

shoot tooth booth

**READ**

*Loose Tooth*

Lesson 6-4 **oo and o**

**FOCUS** \_ **oo** \_ as in *hoop*

\_ **o** \_ as in *hop*

**SET UP**

o

o

d

h

l

p

r

t

**BUILD**

hop

hoop

hoot

hot

rot

root

tool

pool

loop

loot

lot

plot

drop

droop

troop

**WORD WRITE**

oo

o

zoo

stool

jog

noon

frost

bond

crop

scoop

food

pop

Bonus:

chop

pooch

shoot

shot

# Lesson 6-5 **Vowel Pair ai**

**FOCUS** \_ *ai* \_ as in *rain*

**SET UP**

ai

l

n

p

r

s

t

**BUILD**

rain    rail    tail    trail    train  
pair    pail    nail    snail    sail  
plain    pain    paint  
stain    stair

**EXTEND**

word endings

y

rainy

**READ**

*Too Rainy to Sail*



Lesson 6-6 **ai and a**

**FOCUS** \_ **ai** \_ as in *pain*

\_ **a** \_ as in *pan*

**SET UP**

a i

d l m n p

**BUILD** pan pain main man mad maid

pail pal pad paid laid land

nail mail main man map

**WORD WRITE**

*ai a*

gap gain sag aim tram

sag vain had jail scan

Bonus: faith dash wham quail

# Lesson 6-7 **Vowel Pair ea**

**FOCUS** \_ **ea** \_ as in *seal*

**SET UP**

**ea**

**b**

**l**

**m**

**s**

**t**

**BUILD**

**seal seat beat beast east eat**  
**meal meat team steam seam beam**  
**sea seal steal steam meats eats**  
**tea eat east beast least steal**

**EXTEND**

digraphs

**ch**

**beach teach cheat**

**READ**

*A Feast for a Seal*

Lesson 6-8 **ea and e**

**Focus** \_ **ea** \_ as in *bead*

\_ **e** \_ as in *bed*

**SET UP**

a

e

b

d

m

n

t

**BUILD**

bed      bead      bean      beat      bet  
met      mat      meat      mean      men  
at      eat      neat      net      ten  
bet      beat      meat      team      beam

**WORD WRITE**

*ea*      *e*  
read      rent      feast      pest      heat  
lean      felt      set      seal      get

Bonus: peach      leash

# Lesson 6-9 **Vowel Pair oa**

**FOCUS** \_ **oa** \_ as in *boat*

**SET UP**

oa

b

d

p

r

s

t

**BUILD**

boat road toad

soap soar oar boar board

oat oats boats boast roast

**EXTEND**

word endings

y

soapy

**READ**

*Toads in Boats*

Lesson 6-10 **oa and o**

**FOCUS** \_ **oa** \_ as in *coat*

\_ **o** \_ as in *cot*

**SET UP**

a o

c d g l r t

**BUILD** cot coat goat got

rod road toad

goal goat got dot

load road rod rot

**EXTEND**

digraphs **ch**

coach

**WORD WRITE**

*oa* *o*

stop soap foam mom goal load

tot clod groan float plop rob

Bonus: chop poach

Lesson 6-11 **Vowel Pairs *oa* and *oo***

**FOCUS**    \_ ***oa*** \_ as in *boat*  
              \_ ***oo*** \_ as in *boot*

**SET UP**

**oa**      **oo**

**b**      **c**      **l**      **m**      **n**      **t**

**BUILD**

boot    boat    coat    coal    cool  
tool    loot    loon    loan    moan    moat  
coat    moat    moan    moon    loon    loom  
boat    boot    boon    moon    moot    loot  
cool    coal    coat    boat    boot

**WORD WRITE**

*oa*      *oo*  
foal    fool    roam    loaf    loop    wood  
mood    hook    goat    spool    coax    soak

Lesson 6-12 **Vowel Pairs *ai*, *oa*, and *ea***

**Focus**       ***ai***    as in *raid*  
                 ***oa***    as in *road*  
                 ***ea***    as in *read*

**SET UP**

	<b>ai</b>	<b>oa</b>	<b>ea</b>		
<b>d</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>r</b>	

**BUILD**

road	read	raid	laid	lead	load
moan	mean	main	lain	lean	loan
oar	air	ear	near		
maid	mail	meal	deal	dear	read
nail	rail	real	read	raid	rain

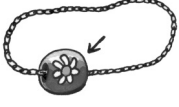








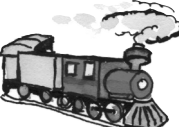


**WORD WRITE**

<b><i>ai</i></b>	<b><i>oa</i></b>	<b><i>ea</i></b>			
fail	foal	treat	wait	veal	stair
foam	beans	gain	boast	year	groan

# Long Vowel Pairs Assessment

 Name \_\_\_\_\_

Write the missing letters in each word.

ai	ea	oa	oo
 b ____ d	 p ____ nt	 s ____ l	
 c ____ t	 m ____ n	 s ____ p	
 br ____ m	 sn ____ l	 l ____ f	
 tr ____ n	 r ____ d	 r ____ f	



## Section 7 **More Vowel Pairs**

---

In this section, students build words with diphthongs *ou* and *oi* and vowel pairs that end in *y* or *w*. Diphthongs are vowel pairs in which both vowel sounds are heard. Note that *ow* represents two sounds: the sound of *ow* as in *snow* and as in *cow*. The vowel pairs *oy/oi*, *ay/ai*, and *ow/ou* represent the same sound. In some cases, the position in the word determines which phonics pattern to use. For example, the vowel sound in the two words *play* and *plain* are the same, but the *ay* pattern typically occurs at the end of the word or syllable while the *ai* pattern typically occurs in the middle position between two consonants.

### **Students learn to**

- recognize the sounds represented by vowel pairs
- build and read words with these vowel pairs
- distinguish among similar sounding or looking vowel pairs
- use letters to represent a variety of different sounds (e.g., *y* in *stay*, *yam*, and *rainy*)

### **In addition, students explore how to**

- build parts of multi-syllable words that contain the focus phonics pattern

### **Lessons**

1	Vowel Pair <i>ay</i> .....	74
2	Vowel Pairs <i>ay</i> and <i>ai</i> .....	75
3	Vowel Pair <i>oy</i> .....	76
4	Vowel Pairs <i>ay</i> , <i>oy</i> , and <i>y</i> .....	77
5	Vowel Pair <i>ow</i> .....	78
6	Vowel Pair <i>aw</i> .....	79
7	Vowel Pair <i>ew</i> .....	80
8	Vowel Pairs <i>aw</i> , <i>ow</i> , and <i>ew</i> .....	81
9	Vowel Pair <i>ou</i> .....	82
10	Vowel Pair <i>ow</i> .....	83
11	Vowel Pair <i>oi</i> .....	84
12	Vowel Pairs <i>oi</i> , <i>ou</i> , and <i>oa</i> .....	85
	More Vowel Pairs Assessment.....	86

# Lesson 7-1 **Vowel Pair ay**

**FOCUS** \_ **ay** as in *tray*

**SET UP**

ay

l

p

r

s

t

w

**BUILD**

say      sway      stay      slay

pay      pray      play      lay

ray      tray      stray      spray

**EXTEND**

word endings

ed

ing

played      prayed      sprayed      stayed      strayed

playing      praying      spraying      straying      staying

Lesson 7-2 **Vowel Pairs *ay* and *ai***

**FOCUS**    **\_ ay** as in *ray*  
              **\_ ai \_** as in *rain*

**SET UP**

**a**      **i**

**d**      **g**      **m**      **n**      **r**      **y**

**BUILD**

day      may      man      main      maid      mad  
ad      aid      aim      am      yam      may  
ray      ran      rain      rainy      grainy      grain  
ray      ram      gram      gray      grad

**WORD WRITE**

*ay*      *ai*  
hay      ail      bay      jay      air      brain  
claim      paid      tray      way      laid      hay

Bonus:    **played**    **raided**

# Lesson 7-3 **Vowel Pair oy**

**FOCUS** \_ **oy** as in *boy*

**SET UP**

oy

b

j

n

r

s

t

v

**BUILD**

boy toy toys joys joy soy

**EXTEND**

syllables

(en)joy (an)noy

voy(age) roy(al)

# Lesson 7-4 **ay, oy, and y**

**Focus**  
\_ **ay** as in *bay*  
\_ **oy** as in *boy*  
\_ **y** as in *by*

**SET UP**

a o  
b r s t y

**BUILD**  
bay boy soy say bay by  
ray tray try  
toy soy say sty  
say stay stray trays

**WORD WRITE**  
ay oy y  
play joy fly ploy cry stay  
jay pry pray dry toy sly

Bonus: (de)lay (em)ploy

# Lesson 7-5 **Vowel Pair ow**

**FOCUS** \_ **ow** as in *snow*

**SET UP**

ow

c

d

g

l

n

r

s

**BUILD**

row low glow grow crow  
low slow snow

**EXTEND**

word endings

ed

ing

row rowed rowing  
glow glowed glowing  
snow snowed snowing

**EXTEND**

syllables

(win)dow (pil)low (ar)row

Lesson 7-6 **Vowel Pair *aw***

**FOCUS** \_ ***aw*** as in *saw*

**SET UP**

**aw**

**c**

**d**

**l**

**n**

**r**

**s**

**t**

**BUILD**

**raw**

**caw**

**law**

**claw**

**saw**

**slaw**

**straw**

**crawl**

**scrawl**

**law**

**lawn**

**dawn**

**drawn**

**draw**

**EXTEND**

letter pairs

**sh**

**th**

**qu**

**shawl**

**thaw**

**squaw**

**READ**

*Fawn on the Lawn*

# Lesson 7-7 **Vowel Pair ew**

**FOCUS** \_ **ew** as in *screw*

**SET UP**

ew

c

f

l

n

r

s

t

**BUILD**

new news newt

crew screw stew

few flew

**EXTEND**

digraphs

ch

sh

th

chew threw shrew



Lesson 7-8 **Vowel Pairs *aw, ow, and ew***

**Focus**    \_ ***aw*** as in *flaw*  
              \_ ***ow*** as in *flow*  
              \_ ***ew*** as in *flew*

**SET UP**

a

e

o

b

d

f

l

r

w

**BUILD**

law      low      flow      flaw      flew      blew  
row      raw      draw      drew      dew      few  
bow      blow      bowl      bawl      brawl      drawl

**EXTEND**

consonant pairs

kn

know      knew

**WORD WRITE**

*aw*      *ow*      *ew*  
slow      stew      jaw      grow      grew      crawl  
paw      threw      tow      yawn      crow      few

# Lesson 7-9 **Vowel Pair *ou***

**FOCUS** \_ ***ou*** \_ as in *cloud*

**SET UP**

ou

c

d

l

n

p

s

t

**BUILD**

out    pout    spout    scout  
loud    cloud    count  
pound    sound

**EXTEND**

digraphs

ch

sh

th

ouch    pouch    couch    slouch  
shout    south

**READ**

*The Hound and the Mouse*

Lesson 7-10 **Vowel Pair ow**

**FOCUS** \_ **ow** \_ as in *clown*

**SET UP**

**ow**

**c**

**d**

**f**

**l**

**n**

**r**

**BUILD**

now cow

clown crown frown

down drown crown crowd

owl fowl

**EXTEND**

word endings

**ed**

**ing**

frown frowned frowning

crown crowned crowning

crowd crowded crowding

**READ**

*Owl Goes to Town*

Lesson 7-11 **Vowel Pair *oi***

**FOCUS** \_ *oi* \_ as in *coil*

**SET UP**

oi

c

j

l

n

p

s

t

**BUILD**

oil      coil      coin      coins  
join      joint      point      points  
toil      soil      spoil      spoilt

**EXTEND**

consonant pairs

nk

oink

**EXTEND**

syllables

loi(ter)    poi(son)

Lesson 7-12 **Vowel Pairs *oi, ou, and oa***

**Focus**    ***oi***    as in *foil*  
              ***ou***    as in *foul*  
              ***oa***    as in *foal*

**SET UP**

a	i	o	u	
c	d	f	l	r

**BUILD**

oil      foil      foul      foal      loaf  
oar      our      flour  
load      loud      cloud  
coil      coal      foal      foul

**EXTEND**

digraphs    **ch**  
ouch      couch      coach

**WORD WRITE**
















*oi*      *ou*      *oa*  
join      round      roast      goat      coin      noun  
coal      hound      spoil      broil      soak      proud  
Bonus:    pouch      poach      boiled

# More Vowel Pairs Assessment

 Name \_\_\_\_\_

Add vowel pairs to make the words.

ay      oy      ow      aw      ew      ou      oi

 b _____ l	 c _____ l	 scr _____
 b _____	 c _____ ch	 tr _____
 y _____ n	 sn _____	 m _____ th
 h _____	 t _____	 c _____ n
 b _____	 s _____	 cl _____ d

## Section 8 **r-Controlled Vowels**

---

Students build words with *r*-controlled vowels in this section: *ar* as in *car*, *ir* as in *girl*, *or* as in *corn*, *ur* as in *turn*, and *er* as in *fern*. In words with *r*-controlled vowels, the regular vowel sound is often slightly varied or not clearly pronounced. Three *r*-controlled vowel combinations—*ir*, *er*, and *ur*—represent the same sound.

In these lessons, students learn to distinguish CV*r* words, such as *car* and *fir*, from CV*re* words, such as *care* and *fire*. They also learn to pay attention to where in the word the *r* sound comes in easily confused words such as *bran* and *barn*. In addition to one-syllable words, students build parts of two-syllable words that contain these vowel patterns.

### **Students learn to**

- recognize the sound represented by the vowels paired with *r* (i.e., *ar*, *er*, *ir*, *or*, and *ur*)
- build and read words that contain *r*-controlled vowels

### **In addition, students explore how to**

- build parts of multi-syllable words that contain *r*-controlled vowels
- distinguish between words with *r* blends and *r*-controlled vowels

### **Lessons**

1	<i>r</i> -Controlled <i>a</i> .....	88
2	<i>ar</i> and <i>are</i> .....	89
3	<i>r</i> -Controlled <i>o</i> .....	90
4	<i>or</i> and <i>ar</i> .....	91
5	<i>r</i> -Controlled <i>i</i> .....	92
6	<i>ir</i> and <i>ire</i> .....	93
7	<i>r</i> -Controlled <i>u</i> .....	94
8	<i>or</i> and <i>ur</i> .....	95
9	<i>r</i> -Controlled <i>e</i> .....	96
10	<i>ar</i> and <i>er</i> .....	97
	<i>r</i> -Controlled Vowels Assessment.....	98

# Lesson 8-1 **r-Controlled a**

**FOCUS** \_ **ar** \_ as in *barn*

**SET UP**

ar

b

c

d

n

p

t

y

**BUILD**

car

card

cart

part

dart

bar

barn

yarn

yard

art

part

tarp

carp

**EXTEND**

word endings

party

tardy

**READ**

*Party in the Barn*



Lesson 8-2 **ar and are**

**FOCUS** \_ **ar** as in *car*  
\_ **are** as in *care*

**SET UP**

		a		e		
b	c	p	r	s	t	

**BUILD**

car      care      scare      scar      cars  
scare      stare      star      spar      spare  
car      scar      scare      stare      star  
bar      bare      care      cart

**EXTEND**

\_ra\_ and \_ar\_  
bar      bare      brat  
cart      car      crab  
car      cart      crate      trace  
trap      tarp

**WORD WRITE**

*ar*      *are*  
jar      flare      rare      dark      spare      barn  
harp      start      glare      dare      part      stare  
Bonus: party      scared

# Lesson 8-3 **r-Controlled o**

**FOCUS** \_ **or** \_ as in *fork*

**SET UP**

or

f

k

m

p

s

t

**BUILD**

for fort form fork  
sort sport port pork  
sport stork

**EXTEND**

word endings

y

forty sporty

Lesson 8-4 **or** and **ar**

**FOCUS**    **\_ or \_** as in *form*  
              **\_ ar \_** as in *farm*

**SET UP**

		<b>a</b>	<b>o</b>			
<b>b</b>	<b>f</b>	<b>k</b>	<b>m</b>	<b>n</b>	<b>r</b>	

**BUILD**    born    barn    bark    mark  
              fork    form    farm  
              arm    farm

**EXTEND**    **\_ra\_** and **\_ar\_**  
              barn    bran

**EXTEND**    digraphs    **ch**    **th**  
              charm    arch    march  
              thorn    north    forth

# Lesson 8-5 **r-Controlled i**

**FOCUS** \_ *ir* \_ as in *bird*

**SET UP**

ir

b

d

f

k

l

s

t

**BUILD**

bird

dirt

first

flirt

fir

sir

stir

skirt

**EXTEND**

digraphs

sh

th

wh

birth

third

thirst

shirt

whirl

**READ**

*Birthday Girl*

Lesson 8-6 ***ir* and *ire***

**FOCUS**       ***ir*** as in *fir*  
                 ***ire*** as in *fire*

**SET UP**

**e**      **i**

**f**      **m**      **p**      **r**      **s**      **t**

**BUILD**    **fir**      **fire**      **firm**      **first**  
              **sir**      **sire**      **tire**      **stir**      **spire**

**EXTEND**    *ri* and *ir*  
              **trim**      **firm**      **stir**      **strip**

**EXTEND**    blends    **qu**  
              **squirm**    **squire**    **squirt**

**WORD WRITE**    ***ir***      ***ire***  
                      **swirl**    **wire**    **twirl**  
                      **tire**      **girl**    **hire**  
  
                      Bonus:    **quirk**    **dirty**    **chirp**    **birth**

# Lesson 8-7 **r-Controlled u**

**FOCUS** \_ *ur* \_ as in *curl*

**SET UP**

ur

b

c

l

n

s

t

**BUILD**

burn urn turn

curl curb curt

burn burl blur blurt

burn burnt burst

**EXTEND**

word endings

y

curly

Lesson 8-8 **or** and **ur**

**FOCUS**    **or** as in *born*  
              **ur** as in *burn*

**SET UP**

o      u

b      c      h      n      r      t

**BUILD**    born    burn    turn    torn    corn  
              horn    born    burn  
              hurt    curt    curb

**EXTEND**

digraphs    ch

churn    torch

**WORD WRITE**

*or*      *ur*  
dorm    fur      for      turn    hurt  
worn    burst    surf    horn    port

Bonus: church    porch

# Lesson 8-9 **r-Controlled e**

**FOCUS** \_ *er* \_ as in *fern*

**SET UP**

er

d

f

h

m

n

s

t

**BUILD**

fern

tern

stern

tern

term

her

herd

**EXTEND**

syllables

her(mit)

(or)der

mer(cy)

(part)ner

(af)ter

(mon)ster



Lesson 8-10 **ar and er**

**FOCUS** \_ **ar** \_ as in *hard*

\_ **er** \_ as in *herd*

**SET UP**

a

e

d

h

k

m

p

r

**BUILD**

her herd hard harm arm  
ark dark mark park perk  
perk perm

**EXTEND**

word endings

y

er

army perky  
harder herder  
darker marker

**WORD WRITE**

*ar* *er*  
verb tart stern harp smart farm  
bark term carp clerk fern her  
Bonus: under party

# r-Controlled Vowels Assessment

Name \_\_\_\_\_

Write the missing letters in each word.

or

ir

ar

ra

ro

ri



b \_ \_ d



f \_ \_ k



b \_ \_ dge



c \_ \_ n



g \_ \_ l



b \_ \_ n



f \_ \_ g



t \_ \_ ck



c \_ \_ b



c \_ \_ d



y \_ \_ n



c \_ \_ b

# Blackline Masters

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<b>Consonant and Word Ending Tiles</b> . . . . .	100
<b>Vowel Tiles</b> . . . . .	101
<b>Word Building Mat</b> . . . . .	102
<b>My Sorting Journal (two-column)</b> . . . . .	103
<b>My Sorting Journal (three-column)</b> . . . . .	104

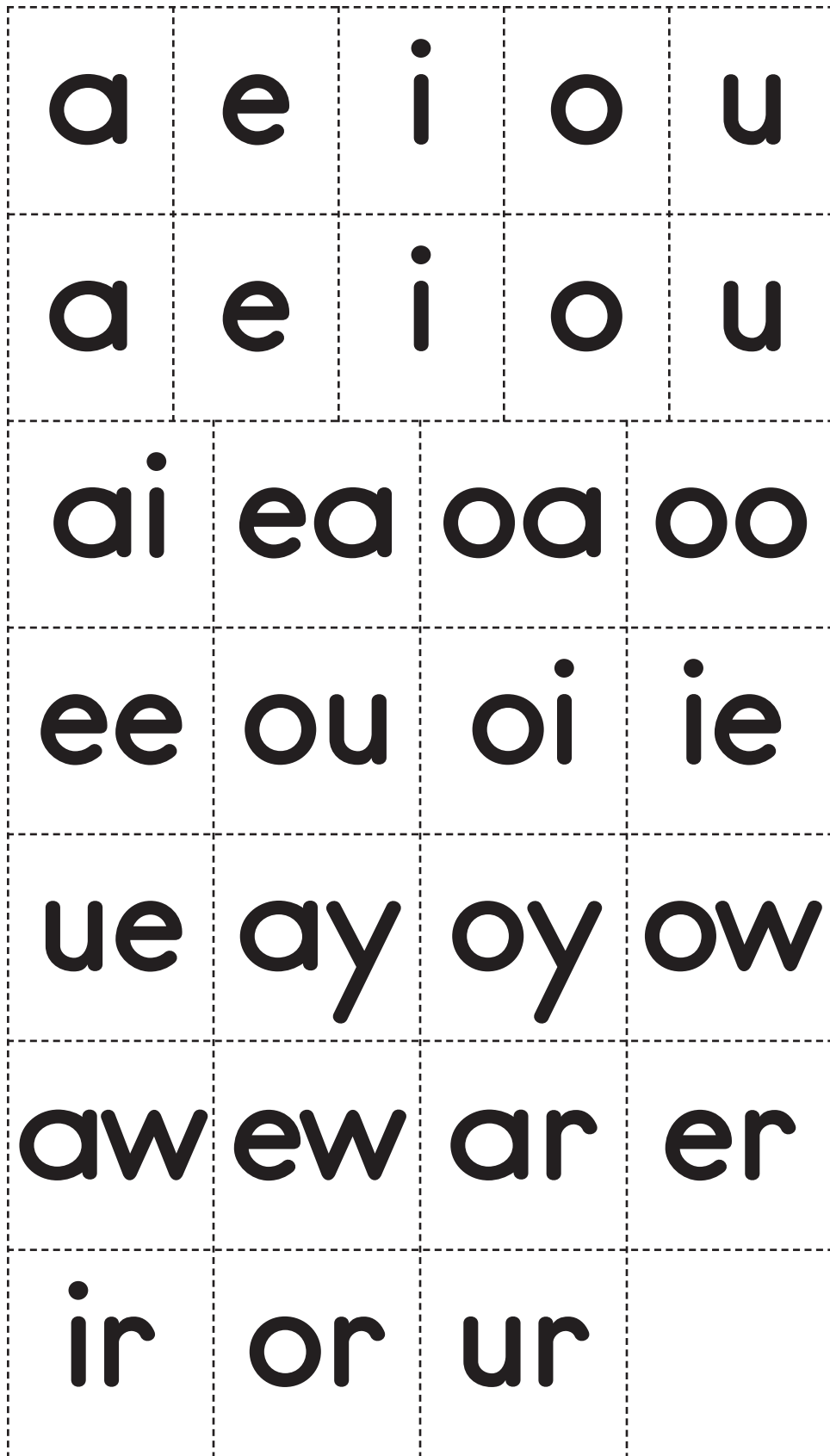
# Consonant and Word Ending Tiles

---

b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z
ch	sh	th	wh			
qu	ck	ng	nk			
wr	kn	ll	ss			
es	ed	er	ing			

# Vowel Tiles

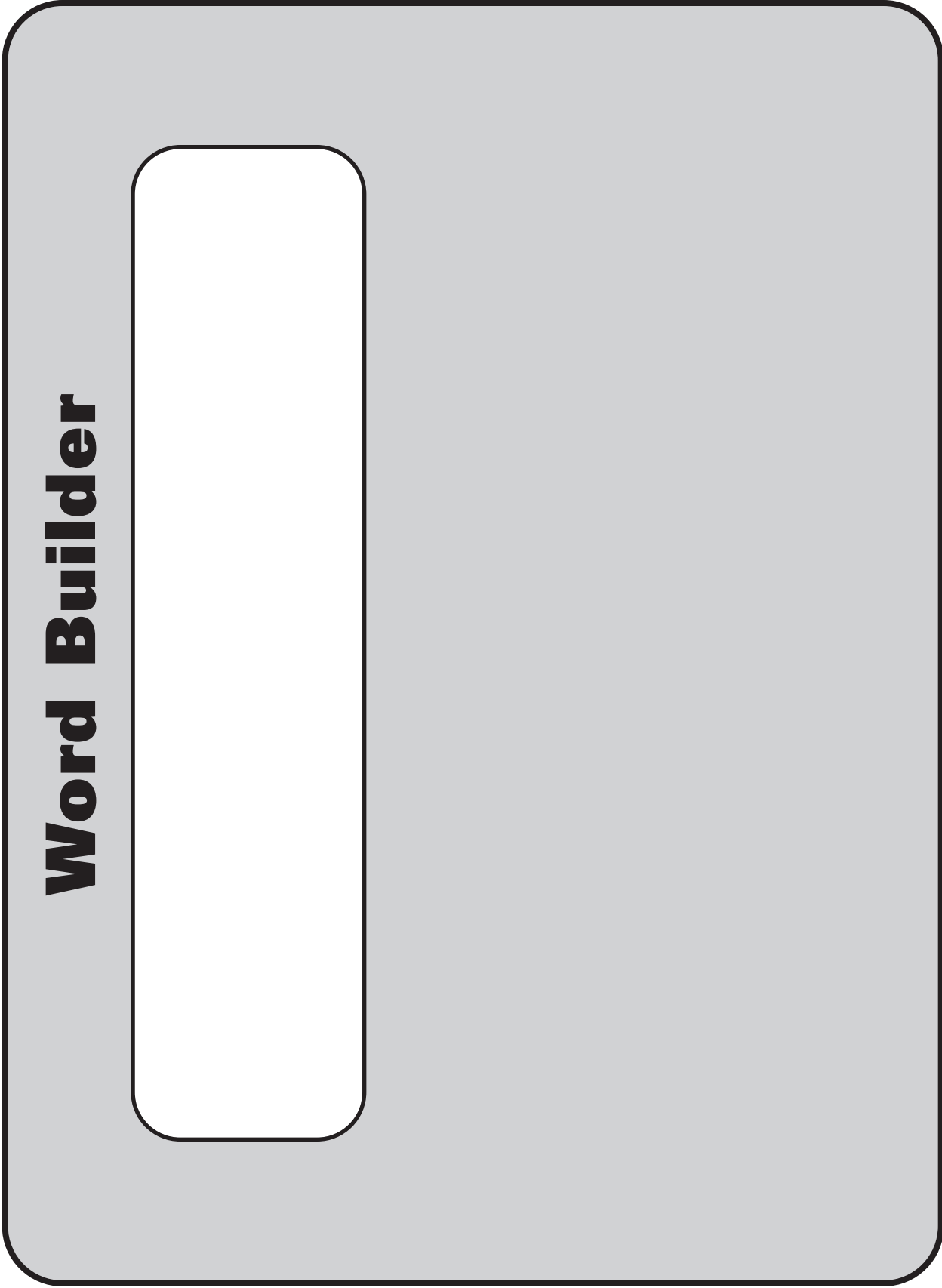
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# Word Building Mat

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**Word Builder**



# My Sorting Journal

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<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# My Sorting Journal

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**Optional materials to help make the  
FREEPhonics program even better.**

**PC1401 Alphabet Tiles 1-sided(4)**

Four sets of one-sided letter tiles, in divided organizer box, for word building practice.

**PC4011 Phonics Pattern Tiles**

These important vowel and consonant pairs work perfectly with our single letter tiles to make words.

**PC7400 Letter Tile Organizer**

32 compartments keep tiles handy, attached lid snaps shut.

**PC3903 Word Building Mats**

Laminated 9" by 6" mats give children a work space for building words.

**PC5267 Tales and Tiles Phonics Readers**

Each of these 40 readers highlights a different phonics pattern: a short vowel, final silent e pattern, vowel pair, consonant pair, or beginning blend.

Available from your school supply dealer or at  
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