

APPENDIX B

Phonograms Taught in Levels 1-4

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/ as in *bat*. The letter combination sh represents the sound /sh/ as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
Phonograms Taught in Level 1				Level 1
1	m	/m/	moon	
2	s	/s/-/z/	sun has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple acorn father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow city	
12	y	/y/-/ī/-/ē/	yarn gym my happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ī/-/ī/-/ē/	itchy ivy radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ō/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ō/	udder unit put	
24	e	/ē/-/ē/	echo even	
25	qu	/kw/	queen	
26	x	/ks/	ax	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
27	th	/th/-/th/	three then	Level 1
28	sh	/sh/	ship	
29	ch	/ch/-/k/-/sh/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
Phonograms Taught in Level 2				
33	wh	/hw/	while	Level 2
34	ee	/ē/, double e	feed	
35	er	/er/ as in <i>her</i>	her	
36	ar	/ar/	car	
37	or	/or/-/er/ as in <i>work</i>	corn work	
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped	
39	oy	/oy/ that we may use at the end of English words	toy	
40	oi	/oy/ that we may not use at the end of English words	oil	
41	aw	/aw/ that we may use at the end of English words	saw	
42	au	/aw/ that we may not use at the end of English words	haul	
43	ow	/ow/-/ō/	cow low	
44	ou	/ow/-/ō/-/ōō/-/ŭ/	mouse soul soup touch	
Phonograms Taught in Level 3				
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	2
46	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	2


Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	4
48	ir	/er/ as in <i>first</i>	first	19
49	ur	/er/ as in <i>nurse</i>	nurse	21
50	oo	/ōō/-/öō/-/ō/	food book floor	25
51	ea	/ē/-/ë/-/ā/	leaf bread great	27
52	igh	/ī/, three-letter /ī/	light	29
53	tch	/ch/, three-letter /ch/	watch	31
54	dge	/j/, three-letter /j/	badge	33
55	ew	/ōō/-/ū/	grew few	39
56	wr	/r/, two-letter /r/ used only at the beginning of a word	write	43
57	kn	/n/, two-letter /n/ used only at the beginning of a word	know	45
58	eigh	/ā/, four-letter /ā/	eight	49
59	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	49
60	ti	/sh/, tall-letter /sh/	nation	53
Phonograms Taught in Level 4				Level 4
61	ey	/ē/-/ā/	key they	
62	ear	/er/ as in <i>early</i>	early	
63	ui	/ōō/	fruit	
64	ie	/ē/-/ī/	field pie	
65	ph	/f/, two-letter /f/	phone	
66	gu	/g/, two-letter /g/	guide	
67	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
68	augh	/aw/, four-letter /aw/	daughter	
69	ei	/ā/-/ē/	vein ceiling	

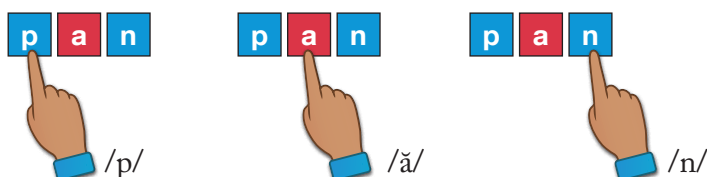
Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	ough	/ō/-/ōō/-/ŭff/- /öff/-/aw/-/ow/	though through rough cough thought bough	Level 4
71	si	/sh/-/zh/	mission vision	
72	mb	/m/, two-letter /m/	lamb	
73	our	/er/ as in <i>journey</i>	journey	
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

APPENDIX C

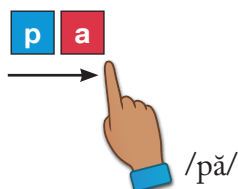
Blending Procedure

Blending one-syllable words

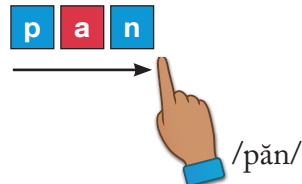
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Tip!

Whenever you feel that your student is ready, blend all the letters without this additional step.

5. Finally, say the word at a normal pace as we do when we speak.


Pan!

“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.

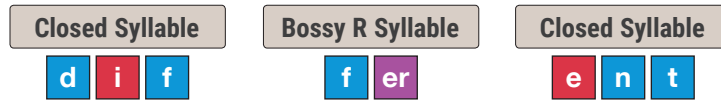
Tip!

Blending multisyllable words

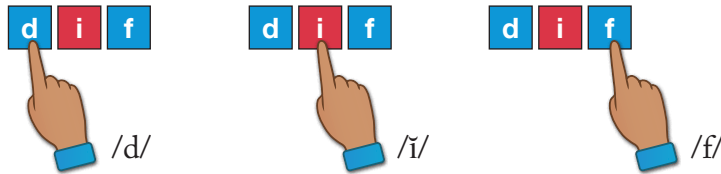
1. Build the word with letter tiles. 
2. Divide the word into syllables using the appropriate syllable division rules.



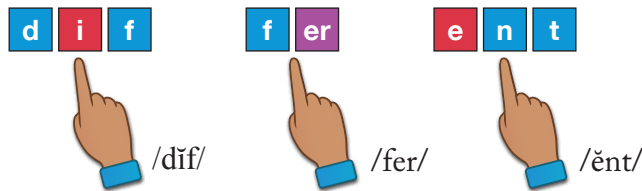
3. Label the syllable types.



4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.



5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.



6. Finally, say the word at a normal pace as we do when we speak.

APPENDIX D

The Six Syllable Types

	<h3 style="text-align: center;">Closed</h3> <p>A Closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word <i>bat</i>. On the syllable tag, the closed door represents a closed syllable because the consonant “closes in” the vowel.</p>
	<h3 style="text-align: center;">Open</h3> <p>An Open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of <i>apron</i>. On the syllable tag, the open door represents an open syllable. In an open syllable, there is nothing after the vowel. The vowel is “open.”</p>
	<h3 style="text-align: center;">Name Game</h3> <p>A Name Game, or VCE, syllable is typically found at the end of a word. The final <u>e</u> is silent and makes the previous vowel long, as in the word <i>name</i>. On the syllable tag, the vowel and Silent E are at a party. Silent E asks the vowel what its name is, and the vowel says its name.</p>
	<h3 style="text-align: center;">Vowel Team</h3> <p>A Vowel Team syllable has two vowels next to each other that together say a new sound, as in the word <i>south</i>. On the syllable tag, the team of horses represents a vowel team syllable. Just as a team of horses works together, vowel teams work together to make one sound.</p>
	<h3 style="text-align: center;">Bossy R</h3> <p>A Bossy R syllable contains a vowel followed by the letter <u>r</u>. The <u>r</u> controls the vowel and changes the way it is pronounced, as in the words <i>her</i>, <i>car</i>, and <i>firm</i>. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <u>r</u> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A Pickle syllable contains three letters: consonant + <u>l</u> + <u>e</u>. Examples include the second syllable in the words <i>handle</i>, <i>puzzle</i>, and <i>middle</i>. The second syllable in the word <i>pickle</i> is a memorable example of this syllable type.</p>

APPENDIX E

Syllable Division Rules

The first three syllable division rules were taught in Level 2. The remaining rules are taught in Level 3. Remember to keep multiletter phonograms together when dividing words.

Division Rule	Other Words	First Taught In
<p style="text-align: center;">Compound Words Rule</p> <p>Divide compound words into smaller words.</p> <p style="text-align: center;"> d u s t m o p </p>	anthill, suntan, dishcloth, cobweb	Level 2, Lesson 6
<p style="text-align: center;">Two Consonant Tiles Rule</p> <p>Point to the vowels. If there are two consonant tiles between them, we usually divide between the consonants.</p> <p style="text-align: center;"> n a p k i n </p>	insect, contest, invent, muffin, upset	Level 2, Lesson 6
<p style="text-align: center;">One Consonant Tile Rule</p> <p>Part 1: Point to the vowels. If there is one consonant tile between them, we usually divide before the consonant.</p> <p style="text-align: center;"> b r o k e n </p> <p>Part 2: If that doesn't make a real word, move the consonant tile to the first syllable.</p> <p style="text-align: center;"> r o b i n </p> <p style="text-align: center;"> p o ck e t </p>	<p>Part 1: belong, hotel, hero, protect, basic</p> <p>Part 2: cabin, habit, seven, blanket, rocket</p>	<p>Part 1: Level 2, Lesson 10</p> <p>Part 2: Level 2, Lesson 12</p>
<p style="text-align: center;">Two Vowel Tiles Rule</p> <p>When two vowel tiles are together, divide between them.</p> <p style="text-align: center;"> d i e t </p>	poet, meow, duet, create	Level 3, Lesson 2

Division Rule	Other Words	First Taught In
<p>Pickle Syllables Rule</p> <p>When a word ends in a Pickle syllable, count back three letters from the end and divide.</p> <p>s t a p l e</p>	<p>pickle, sample, middle, candle, uncle</p>	<p>Level 3, Lesson 8</p>
<p>Three Consonant Tiles Rule</p> <p>Part 1: Point to the vowels. If there are three consonant tiles between them, we usually divide after the first consonant.</p> <p>ch i l d r e n</p> <p>Part 2: If that doesn't make a real word, divide after the second consonant.</p> <p>p u m p k i n</p>	<p>Part 1: monster, hundred, pilgrim, explode</p> <p>Part 2: sandwich</p>	<p>Level 3, Lesson 12</p>
<p>Suffixes Rule</p> <p>Consonant suffixes form their own syllables, with the exception of suffix <i>s</i>.</p> <p>g r a c e ful</p> <p>b e a k s</p> <p>Vowel suffixes usually form their own syllables, although they often grab the preceding consonant.</p> <p>s w i m m er</p> <p>w a v ing</p>	<p>Consonant suffixes: careful, quickly, sadness, movement</p> <p>Vowel suffixes: colder, jumping, biggest, sandy</p>	<p>Level 3, Lessons 13 and 15</p>
<p>Prefixes Rule</p> <p>Divide after a prefix.</p> <p>pre p l a n</p>	<p>mistake, nonsense, overdue, recharge</p>	<p>Level 3, Lesson 35</p>

Tips and Activities for Using the Practice Sheets

Fluency is the ability to read smoothly, accurately, and with expression, and the Practice Sheets are an important part of developing your student's fluency. But students don't always find the Practice Sheets as exciting as the other hands-on activities in the lessons.

If working on Practice Sheets becomes a chore for you and your student, try some of the following games and creative activities to make them fun again.

Be sure to photocopy the Practice Sheets before playing games that require the pages to be cut into strips or single words.

Games and Activities



Feed the monster. Cut out the monster on page 413. Cut the Practice Sheets into strips. Have your student feed the strips to the monster as he reads them. For a fun alternative, go to blog.allaboutlearningpress.com/feed-the-puppy-alphabet-game to download our Feed the Puppy printable.



Number the rows of words and sentences on the Practice Sheet 1 to 6, repeating those numbers as necessary. Have the student roll a die and read the words or sentences in the row of the number he rolled. For example, if he rolls a 2, he must read the words in row 2.



Read with a buddy. Take turns reading lines with your student, or let her read with a favorite stuffed animal or toy.



Use sticker dots. Break up the assignment and reduce your student's frustration by creating a "starting dot" and a "stopping dot."



Play hide and seek with words and sentences. Cut up the practice sheets and hide the pieces around the room. When the student finds a piece, he must read it before searching for the next piece.



Use an online word search puzzle maker to create your own word search puzzle using your student's fluency words. Have the student read the words as she finds them.



Choose a letter and have your student search for and read only words that begin with that particular letter.



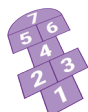
Play Swat the Words. Cut out the splat graphic on page 415. Attach it to an object to use as a swatter, such as a new flyswatter, a plastic ruler, or even just your student's hand. Cut out words from the Practice Sheet and lay them on the table. Have your student find and swat each word as you read it out loud. Then switch—you swat while your student reads.



Break up the Practice Sheet by covering it with a piece of paper. Slide the paper down to uncover one line or section at a time.



Make progress more concrete. Allow your student to track progress using colored highlighters or fun stickers.



Play Fluency Hopscotch. Write fluency words in each square of a hopscotch grid. Gather a different marker for each student, such as a beanbag, stone, or bottle cap. Follow the standard rules, but when the student stops to pick up his marker, he reads the word(s).



Play Fluency Snowball Fight. Cut up the Practice Sheets into strips and tape them to the wall. Have your student read the fluency words. After each strip is read correctly, have him stand back and throw a snowball at it! Use Ping-Pong balls, Nerf balls, styrofoam balls, or even crumpled paper for snowballs.

Art and Creative Play



Make a word road. Cut the rows of words into long strips. Place the strips on a long table or on the floor to make a road. Have your student drive a matchbox car over the words as he reads them.



Illustrate the words. Select a few words and have your student draw a picture for each one. She may then make a collage of the words and pictures.



Silly sentences. Have your student read a word and then make up a silly sentence using the word.



Have fun with emotions! Cut out the emoticons on page 417. Put the faces in a hat. Cut out the words and sentences from the Practice Sheet and put those in another hat. Have your student pick a word/sentence from one hat, pick a face from the other hat, and then ham it up by reading the word with the selected emotion.

Snacks and Rewards



Eat your words! Motivate your student to read each row of the Practice Sheet by putting a chocolate chip, marshmallow, M&M, popcorn, granola, fruit, or other favorite treat at the end of a section or row. At the end of the practice session, snuggle up with a story and munch on the rest of the snack.



Set up a points system in the corner of your white board or on a separate chart and give your student a small prize when she reaches 100 points. For example, you might give your student one point for every correct word she can read in five minutes. You might combine the points system with Phonogram Card and Word Card review as well so your student has more chances to rack up points. There are many point variations, so use what works best for you.

Positive Words

Fluent reading is hard work for your student! Catch him working hard and give him a few words of encouragement. Try positive words like these:

“Very good! You are a quick learner!”

“Hey, you got that the first time!”

“You are doing great!”

“That was a tough one, and you got it!”

“You remembered that from yesterday—great!”

“I can tell that you tried hard to figure that out.”

Many of the tips and activities in Appendices K, L, and M can be mixed and matched to review Practice Sheets, Phonogram Cards, or Word Cards.

