

# THE ILLUSTRATED BOOK OF SOUNDS & THEIR SPELLING PATTERNS

There are a finite number of sounds that make up all the words in our language. With *The Illustrated Book of Sounds & Their Spelling Patterns*, students will learn to read/spell those sounds that are the building blocks of all words. *The Illustrated Book of Sounds & Their Spelling Patterns* replaces ineffective memorization of words, phonics rules, or decoding with kid-friendly, brain-friendly patterns and visuals. Students are engaged in listening to sounds, finding patterns, learning through cartoons and story bites. *The Illustrated Book of Sounds & Their Spelling Patterns* demystifies reading and spelling by giving students the tools they need to identify unknown, difficult words with ease.

*The Illustrated Book of Sounds & Their Spelling Patterns* has been tested from regular classrooms to resource and special education settings, from whole group to small group, and with children in grades one through middle school. *The Illustrated Book of Sounds & Their Spelling Patterns* empowers teachers and parents to provide differentiated instruction to every student regardless of their ability level.

The best news about *The Illustrated Book of Sounds & Their Spelling Patterns* is that it can be incorporated into any existing curriculum in 15 minutes a day in place of the spelling lesson; learning becomes fun and lasting, producing fluent readers. *The Illustrated Book of Sounds & Their Spelling Patterns* is also teacher-friendly. Once you are familiar with the approach, your work is done! Simply present each lesson, review 10-15 minutes for the next three days, then assess on the 5th day. This cycle is repeated as you progress through the book.

This book is a perfect follow-up to the Easy-for-Me™ Reading Program.

# DAILY ROUTINE

## Preparation

Make enough copies of the lesson to give each child his or her own copy.  
Give each child a yellow highlighter or crayon to use for coloring the sound spelling.  
Each child will also need access to a whiteboard and dry erase marker.

## Day 1

- Pass out the lesson and highlighter.
- Identify the target sound spelling.
- Have children color only those letters which combine to make the target sound.
- Draw attention to the fact that the letters that are left not colored can easily be sounded out.
- Using whiteboards and markers, play Quick Draw. If you have a classroom whiteboard, let the kids stand at the board. Otherwise, they can use individual whiteboards.

### HOW TO PLAY QUICK DRAW:

- Say the first word while the children listen.
- Hold up fingers to show the structure of the word. One finger for each letter. If two or more letters combine to make a sound, those fingers will be close together. (Refer to instructions for fingermapping).
- As you point to each finger, sound out the word, making sure the children are watching and sounding with you.
- Say, "Sound and write." The children need to each say the sounds in the word as they write. Many will try to just go straight to writing, but it is important for them to orally sound, as this will guide them into correctly writing the word. If your child struggles with writing, let him or her use pull-down letters to form the words.
- Do a quick visual check for errors. If there is a mistake, do the fingermapping again, asking the child to sound with you to find out where the error is.

## Day 2

- Ask the children to tell you the target sound spelling.
- Review the sentences containing their words.
- Play Quick Draw with the words. You may include other words with the same sound spelling as you feel the children are comfortable.

## Day 3

- Review the sound spellings quickly.
- Review the sentences.
- Do a pretest with the words in order to find out where trouble spots might be.
- Use fingermapping as needed.

## Day 4

- Play Quick Draw, and this time include other words that follow the sound spelling in the lesson.
- If the children are ready, go ahead and do the assessment.
- Give the children the opportunity to review and retake if they don't make 100%. As time goes by, you will find the children will learn their list of words very quickly and you might be able to go to only 3 sessions a week.

# Sound Spellings and Their Key Words\*

<b>Short Vowels:</b>  <b>a</b> at <b>au</b> laugh	<b>Long Vowels:</b> <b>a--e</b> ate <b>ai</b> rain <b>ay</b> day they <b>ey</b> they <b>ea</b> break <b>eigh</b> eight <b>ei</b> vein <b>aigh</b> straight	<b>Short 'OO'</b> <b>oo</b> book <b>oul</b> could <b>u</b> put	<b>zh</b> <b>s</b> treasure <b>si</b> vision	<b>/M/ Spellings</b> <b>m</b> man <b>mm</b> summer <b>mb</b> thumb <b>mn</b> hymn
<b>e</b> red <b>ea</b> head <b>ai</b> said <b>ie</b> friend	<b>e</b> he <b>ea</b> eat <b>eo</b> people <b>e--e</b> Pete <b>ey</b> key <b>ee</b> see <b>ie</b> chief <b>i--e</b> petite <b>i</b> Maria <b>ei</b> ceiling <b>y</b> funny	<b>Bossy R</b> <b>/er/</b> <b>ur</b> fur <b>ir</b> sir <b>or</b> word <b>er</b> her <b>ear</b> learn <b>yr</b> syrup <b>ar</b> collar	<b>ng</b> <b>n</b> ink <b>ng</b> sing	<b>/N/ spellings</b> <b>n</b> no <b>nn</b> runner <b>kn</b> know <b>gn</b> gnat <b>pn</b> pneumatic
<b>i</b> it <b>y</b> myth <b>ai</b> certain <b>ui</b> build	<b>i</b> find <b>ie</b> pie <b>i--e</b> like <b>igh</b> high <b>eigh</b> height <b>y</b> my <b>eye</b> eye	<b>/ar/</b> <b>ar</b> star  <b>/or/</b> <b>or</b> porch <b>ore</b> tore <b>ar</b> warm <b>our</b> pour <b>oor</b> door	<b>/F/ Spellings</b> <b>f</b> fun <b>ph</b> phone <b>gh</b> tough <b>ff</b> off	<b>/R/ Spellings</b> <b>r</b> red <b>rr</b> furry <b>wr</b> write <b>rh</b> rhino <b>re</b> where
<b>o</b> on <b>a</b> want <b>aw</b> saw <b>au</b> haul <b>al</b> walk <b>ou</b> cough <b>ough</b> fought <b>augh</b> caught	<b>o</b> most <b>ow</b> snow <b>oa</b> boat <b>o--e</b> home <b>oe</b> toe <b>ough</b> though <b>oo</b> door <b>ou</b> your	<b>/air/</b> <b>ar</b> vary <b>air</b> hair <b>ear</b> wear <b>are</b> bare <b>ere</b> there <b>eir</b> heir	<b>/G/ Spellings</b> <b>g</b> got <b>gh</b> ghost <b>gg</b> gaggle	<b>/S/ Spellings</b> <b>s</b> sit <b>ss</b> glass <b>c(e)</b> cent <b>st</b> whistle <b>sc</b> scent <b>se</b> horse <b>ce</b> lace <b>c(y)</b> cyclops
<b>u</b> up <b>o</b> other <b>ou</b> touch <b>o--e</b> come <b>oe</b> does <b>oo</b> flood	<b>u--e</b> use <b>ue</b> cue <b>u</b> pupil <b>ew</b> few	<b>/ear/</b> <b>eer</b> deer <b>ier</b> pier <b>ere</b> here <b>ear</b> fear	<b>/H/ Spellings</b> <b>h</b> hot <b>wh</b> who	<b>/J/ Spellings</b> <b>j</b> jam <b>ge</b> large <b>dge</b> fudge <b>g(y)</b> gym <b>g(i)</b> giant
<b>Sounds of Y</b> <b>y</b> my <b>y</b> funny <b>y</b> myth	<b>Long 'OO'</b> <b>oo</b> soon <b>ew</b> flew <b>o-e</b> lose <b>u-e</b> flute <b>ue</b> blue <b>ui</b> fruit <b>ou</b> group <b>oe</b> shoe <b>o</b> to <b>ough</b> through <b>u</b> flu	<b>Digraphs</b> <b>sh</b> she <b>s</b> sure <b>ch</b> machine <b>ss</b> assure <b>ci</b> special <b>ce</b> ocean	<b>/K/ Spellings</b> <b>k</b> kiss <b>c</b> cat <b>ck</b> duck <b>ch</b> school <b>q</b> quit	<b>/T/ Spellings</b> <b>t</b> tap <b>tt</b> matter <b>bt</b> debt <b>pt</b> pteradactyl <b>ed</b> passed
<b>Diphthongs:</b> <b>oi</b> oil <b>oy</b> boy	<b>ou</b> out <b>ow</b> cow <b>ough</b> drought	<b>ch</b> chin <b>tch</b> match	<b>/L/ Spellings</b> <b>l</b> lap <b>ll</b> well <b>el</b> label <b>le</b> little <b>il</b> pupil <b>al</b> Sabal	<b>/Z/ Spellings</b> <b>z</b> zip <b>zz</b> fizz <b>s</b> is <b>se</b> lose <b>ze</b> snooze <b>x</b> xylophone
<b>Sounds of 'ough'</b> <b>ough</b> though <b>ough</b> tough <b>ough</b> through <b>ough</b> thought <b>ough</b> bough <b>ough</b> cough	<b>wh</b> when			

\*W, V, P, B, D not included because the sounds of these consonants are not made with other letters.

# UNIT 2

LEVEL 1

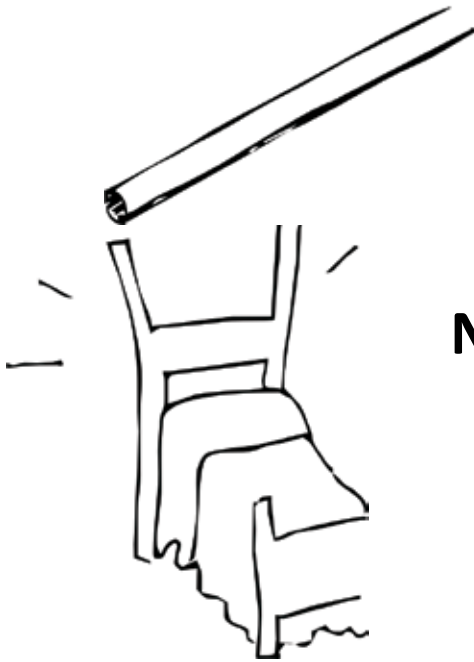
Name \_\_\_\_\_

Target Sound Spelling:  
Short e: /ĕ/ as in  
"red"

Use a yellow crayon to color the sound spelling for /ĕ/.

e /ĕ/

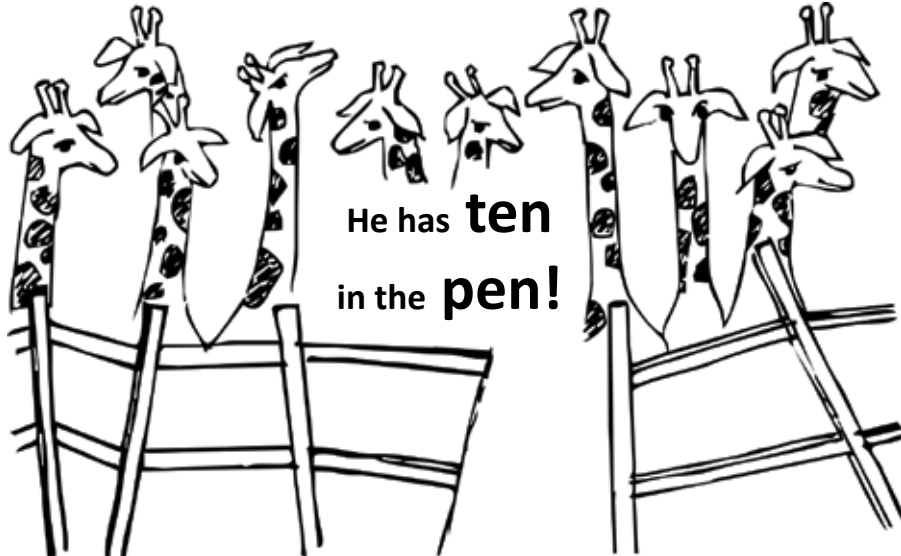
Don't **let**  
the **net**  
**get**  
**wet!**



**Ned** made  
a **red**  
**bed**  
for  
**Ted!**



He has **ten**  
in the **pen!**



# UNIT 4

LEVEL 4

Name \_\_\_\_\_

Target Sound Spelling:  
Short o: /ɔ/ as in "on"

Use a yellow crayon to color the sound spelling for /ɔ/.

**ou, ough, augh, au**  
**/ɔ/**



I **thought**  
they **ought**  
to have **brought**  
the candy they **bought**  
and not have **fought** for more!



I **caught** and  
**taught**  
my  
**naughty**  
**daughter.**

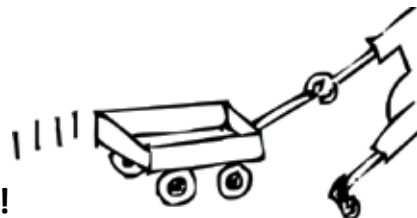


I have a **cough!**

**August**, said the  
**author**, is  
**autumn.**



I **haul**  
**because** I like to!



# UNIT 6

LEVEL 4

Name \_\_\_\_\_

Target Sound Spelling:  
Long a: /ā/ as in "ate"

Use a yellow crayon to color the sound spelling for /ā/.

## ey, ea, ei, eigh, aigh /ā/



Take a **break**  
for a **great**  
**steak!**



The **eight**  
**neighbors**  
**neigh** at the  
**weight** of  
the **freight**  
in the **sleigh**

as they tug on the **reins!**



In pain, **they** will go **straight**  
home!



She will **reign**, not **rein**.

She's so **vain**, she made a **vane**  
to show her **veins!**





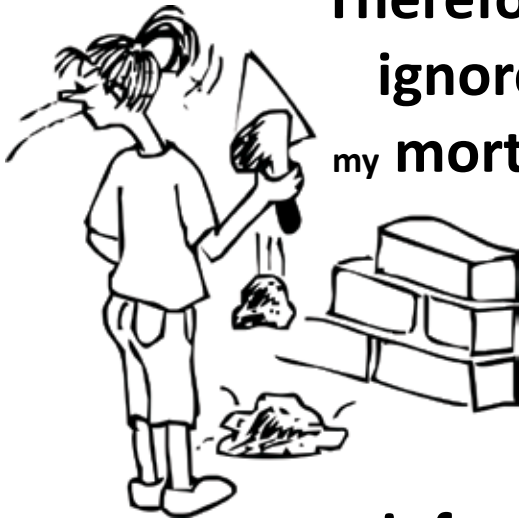
Target Sound Spelling:  
/or/ as in "for"

Use a yellow crayon to color the sound spelling for /or/

**or, ore /or/**

I **adore**  
the **foreman**  
with **authority**  
over the **territory.**

**Therefore,**  
**ignore**  
my **mortar.**



I will **forever**  
have the **fortune**  
of an **enormous**  
**ornament.**



I **inform**  
the **force**  
to be **formal**  
as they **perform**  
the **important**  
**play.**





# UNIT 36

LEVEL 2

Name \_\_\_\_\_

Target Sound Spelling:  
/s/ as in "sit"

Use a yellow crayon to color the sound spelling for /s/

## c, ce, cy /s/

They **conceal**  
the **cereal**  
and **celery**  
at the **grocery**  
store.



**Practice**  
to **recite**  
at the **cinema**.



Let's **celebrate**  
your **recent**  
**exercise**.



The **cyclops**  
has a **fancy**  
**cylindar**.

Plurals

**\_\_o --> es**

The **mosquitoes**  
love the **potatoes**  
and **tomatoes**  
that grow by  
the **volcanoes**.



**s inside**

The  
**passers-by**  
are **mothers-in-law**  
and **fathers-in-law**.



**f --> ves**

The **shelves**  
were full of **knives**  
the **thieves** didn't see.



**s outside**

The **mix-ups** were  
about **teaspoonfuls**,  
**spoonfuls**  
and **cupfuls**.

**y --> ies**

The **opportunities**  
for **activities**  
in **companies**  
have no **boundaries**.

