By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing consonant sounds as well as the most important short and long vowels through a series of 70 lessons. It is appropriate for parents to use with advanced first grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. (RS)
Phonics Plus

Book B

Short Vowel Patterns
Long Vowel Patterns

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Family Learning Association
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Preface

Congratulations! You have made an extremely important decision in helping your children learn to read. Research shows that knowing the alphabet and recognizing the sounds of letters are the skills most likely to lead to success in early reading.

Phonics Plus, Book B develops your child’s skill in recognizing consonant sounds as well as the most important short and long vowels. Phonics Plus accomplishes this by actively involving the child in hearing, saying, seeing, and writing the letters and sounds.

By using such a learning technique, Phonics Plus quickly focuses the child’s attention and reinforces basic skills. This approach also encourages the child to create and to write words and sentences from the very first lesson.

A companion volume entitled Phonics Plus, Book A introduces the consonants and the short-vowel sounds represented by the letters of the alphabet. These sounds are reviewed in the first 13 lessons of Book B, so your child can begin with a quick summary of the most basic information. The remaining lessons in Book B build on the material presented in the review lessons.

English is an alphabetic language: the spelling is designed to represent the spoken sounds. The b sound, for example, can be heard at the beginning of the word book; the short a sound can be heard in the middle of the word bat.

By showing young readers this sound-symbol relationship, you will give them one important key that will help to unlock written messages. Even though English has many spelling patterns that eventually need to be learned, Phonics Plus, Book B shows your child that the language is systematic and can be learned by following a logical, methodical approach.

Phonics Plus, Book B asks your child to write on every page. Writing focuses the child’s attention and acts as a powerful strategy for reinforcing the item to be learned. The writing activities also give the child a chance to be creative.

Any beginning reading program naturally needs a rich environment of books, reading aloud, and time for sharing ideas found in books. Those activities create the interest that motivates children to work on decoding skills and other skills that enable them to become proficient readers and writers.

Thank you for caring about the learning success of your children.

—The Family Learning Association
Getting Started

Set aside a regular time for your child to work on the exercises in this book. In fact, two or three short periods of work each day will be better than one long one. Because most of the exercises are presented in groups of five, you can devote each weekday to one page and then let your child work on the review exercise on the weekend.

Also have a regular place for your child to work. Use a desk or table and make sure your child holds the paper straight on the surface. Provide large pencils. You may want to get some paper with control lines so your child can have more practice if it is needed.

This book is designed to help your child learn basic short and long vowel sound-spelling patterns. It is the place to try things out, to make mistakes, and to learn by doing.

Brief instructions are given at the beginning of each exercise. Read these instructions to your child. The notes at the bottom of the page are for you. They elaborate on the instructions and stress the important point for each exercise. They also give answers and provide sample sentences that can be used to help your child work on each lesson.

This is not a spelling book.

At this early stage, it is not realistic to expect children to remember how to spell every word in this book, and that is not the purpose. Instead, we want to provide the background that will prepare your child to study spelling in a systematic way after this book is finished.

Offer your child any help that is needed. Don’t hesitate to spell out words or to point out any important bit of information, no matter how often it has been presented. The idea is to give your child practice in getting acquainted with letters and their sounds, and the experience should always be positive. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out.

At no point should your child be concerned with “getting the right answer.” The goal is to help your child experiment with letters and sounds in order to learn how the language works. This book is designed to help your child discover that letters and sounds can be matched and that words can be figured out. The business of learning spelling patterns and remembering how to spell words will come later.
Lesson 1
Words beginning with b, t, s, c, p

Say each word. Write each word.

1. big
2. say
3. pull
4. time
5. see
6. bus
7. push
8. call
9. come
10. tell

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.
Lesson 2
More words beginning with b, t, s, c, p

Name each picture. Write the letter at the beginning of each word.

1. b
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word. The first example (b for bat) is given as a model.

1. bat
2. sun
3. top
4. cap
5. pig
6. soap
7. cake
8. toe
9. ball
10. pot

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Lesson 3

Words beginning with w, h, f, g, l

Say each word. Write each word.

1. will will
2. go go
3. fun fun
4. like like
5. hill hill
6. we we
7. get get
8. fell fell
9. let let
10. he he

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.
Lesson 4
More words beginning with w, h, f, g, l

Name each picture. Write the letter at the beginning of each word.

1. fish 2. wagon 3. hat
4. leg 5. goat
6. foot 7. log 8. hand
9. window 10. gate

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. fish 2. wagon 3. hat
4. leg 5. goat
6. foot 7. log 8. hand
9. window 10. gate
Lesson 5

Words beginning with m, d, r, j, k

Say each word. Write each word.

1. make
   ┌─────────────┐
   │ make        │
   └─────────────┘

2. jump
   ┌─────────────┐
   │ jump        │
   └─────────────┘

3. down
   ┌─────────────┐
   │ down        │
   └─────────────┘

4. kind
   ┌─────────────┐
   │ kind        │
   └─────────────┘

5. run
   ┌─────────────┐
   │ run         │
   └─────────────┘

6. me
   ┌─────────────┐
   │ me          │
   └─────────────┘

7. jam
   ┌─────────────┐
   │ jam         │
   └─────────────┘

8. day
   ┌─────────────┐
   │ day         │
   └─────────────┘

9. ride
   ┌─────────────┐
   │ ride        │
   └─────────────┘

10. keep
    ┌───────────────┐
    │ keep         │
    └───────────────┘

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.
Lesson 6
More words beginning with m, d, r, j, k

Name each picture. Write the letter at the beginning of each word.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. man 2. rope 3. dog 4. jar 5. king
6. door 7. jet 8. ring 9. mop 10. kite

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Lesson 7

Words beginning with n, q, v, y, z

Say each word. Write each word.

1. not
2. very
3. quick
4. zip
5. yes
6. new
7. visit
8. quack
9. zoom
10. yellow

Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the beginning of each word. Then have your child trace over each word while saying it again.
Lesson 8
More words beginning with n, q, v, y, z

Name each picture. Write the letter at the beginning of each word.


Help your child look at each picture and name the object in the picture. Then have your child write the small (lower case) letter that represents the sound heard at the beginning of each word.

1. nut 2. zero 3. queen 4. vase 5. yo-yo
6. zipper 7. volcano 8. quarter 9. nose 10. yarn

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In this lesson we shift our attention to the final consonant in each word. Pronounce each word as you point to it; then have your child say each word. Make sure your child sees and hears the consonant at the end of each word. Then have your child trace over each word while saying it again.
Lesson 10
More words ending with x, d, t, g, p

Name each picture. Write the letter at the end of each word.

1. [Box]  _______ X 2. [Hat]  _______

3. [Cat]  _______ 4. [Sheep]  _______


7. [Flag]  _______ 8. [Coat]  _______


This time, your child should name each picture and then focus on the consonant heard at the end of each word. Write the letter in the space provided after each picture.
Lesson 11
Review of Initial and Final Consonants

Name each picture. Write the letter at the beginning of each word. Then write the letter at the end of each word.

1. C  p
cap
2. 

dog
3. 

box
4. 

pen
5. 

nut
6. 

fan
7. 
mop
8. 

hat
9. 

sun
10. 

pig

Help your child name each picture. On the lines given under each picture, have your child write the letter for the initial consonant and the final consonant for each word.

1. cap
6. fan
2. dog
7. mop
3. box
8. hat
4. pen
9. sun
5. nut
10. pig

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Lesson 12.

Words beginning with short a, e, i, o, u

Say each word. Write each word.

1. at
2. us
3. egg
4. odd
5. in
6. at
7. ever
8. ox
9. it
10. up

The words in this list all begin with short-vowel sounds. Remind your child that the vowel letters are a, e, i, o, and u.

Help your child read each word. Draw your child's attention to the short-vowel sound at the beginning of each word. Each short vowel is spelled with the corresponding letter of the alphabet. Have your child trace over each word while saying it again.

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Lesson 13

More words beginning with short a, e, i, o, u

Say each word. Write the vowel letter at the beginning of each word.

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________
8. ___________
9. ___________
10. ___________

Help your child name the object shown in each picture. Make sure your child realizes that each name begins with a short vowel. Have your child write the vowel letter in the space given before each picture.

1. apple 2. ox 3. egg 4. up 5. octopus
6. inch 7. ant 8. elbow 9. umbrella 10. igloo
See the sand.

It is a sand hill.

Dad, a bug is in the sand.
The bug ran fast.
The bug ran to a bag.
See it tug the bag.
It can tug the bag up the hill.

I see it. It is an ant.

The ant has a dad, too.
See him?
Can the ant and his dad see us?
See it?

It is big.

It is a big kid.

The kid has a dad, too.
Earlier we introduced short vowels heard at the beginning of words such as at, egg, it, and so on. Now we look at a more important pattern in which short vowels are preceded and followed by consonant sounds. As you work on the next group of lessons, make sure your child notices that all of the words have one thing in common.

The CVC Pattern

Every word has a short-vowel sound, but this sound is not heard at the beginning of each word. Instead, the short vowel is preceded and followed by a consonant sound. This is called the CVC pattern: Consonant-Vowel-Consonant.

The CVC pattern is one of the most important and reliable ones in the English language. Most one-syllable words that have short vowels are spelled according to this pattern. In the following lessons, the important thing for your child to understand is this:

The short-vowel sound is always spelled with the corresponding vowel letter in the alphabet.

You see this with the short a in cat, the short e in red, and so on through the other vowels. It is not necessary to mention the term “CVC Pattern” to your child—just be aware of its importance.

In some of the lessons, a few words will end with single consonant sounds that are spelled with two consonant letters. In Lesson 14, words such as back and pack show the ck spelling that is often found in short-vowel words that end with the /k/ sound. In Lesson 18, words such as bell and tell end with the final /l/ sound spelled ll. At other times, you will encounter words such as miss and pass that end with the /s/ sound spelled ss. Just make sure your child understands that these spellings represent single consonant sounds.
Lesson 14
The short /a/ in cat

Say each word. Hear the short /a/ sound. Write each word.

1. bat  
   fat  
   hat

2. cap  
   map  
   tap

3. bad  
   had  
   sad

4. fan  
   man  
   pan

5. back  
   pack  
   sack

As your child pronounces these words, point out that all three words in each group end with the same spelling pattern and the same sound. This means that each group of words rhymes. In Group 1, for example, the word bat rhymes with fat and hat.

Furthermore, we can use the base -at and change the initial consonant to spell many other words such as cat, pat, rat, sat, and so on. Each of the other groups of words also provides a base that can be used to spell several rhyming words: -ap in Group 2, -ad in Group 3, and so on. It is important for your child see such patterns as they appear in the following weeks.

Also mention the ck spelling for the final /k/ sound in group 5.
Lesson 15

More about short /a/ words

A. Here are some words with the vowel missing. Each word should have the short /a/ sound. Add the missing letter. Say each word.

1. c____n
   r____n

2. c____t
   r____t

3. b____g
   t____g

4. b____ck
   p____ck

B. Write some words that rhyme with cat.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson 15 — continued

C. Write the sentence that will be read to you.

_________________________
_________________________
_________________________
_________________________
_________________________
_________________________

D. Draw a picture of a cat in a bag.

A. Have your child write the vowel letter a in each word. Each pair of words rhymes.

B. Help your child think of a few words that rhyme with cat: bat, hat, fat, mat, pat, sat, for example. Any three of these will be enough.

C. Dictate this sentence and ask your child to write it on the lines provided:
   I can pack the bag.
   Your child should realize that there are three short words in the sentence.

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Lesson 16

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /a/ sound in each word.

1. him 2. cut
   hem ham hum
cot can cat

3. met 4. hot
   mad man mat
   hit fat hat

5. man 6. beg
   tan can fan
   big bag bug

7. but 8. cat
   bet bit bat
can cap cab

Help your child name the object in each picture. Then look at the list of four words beside each item and draw a circle around the word that matches the name of the picture. Your child should notice the short a in the middle of each word that correctly names the picture. Other words may have the wrong vowel letter (as in number 1) or may end with the wrong consonant (as in number 8.)
Lesson 17

Review of short /a/ words

A. Say each word. Hear the short /a/ sound. Write each word.

1. man  man can  can ran  ran

2. tap  tap cap  cap map  map

3. hat  hat fat  fat rat  rat

4. bad  bad had  had sad  sad

B. Write the sentence that will be read to you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(continued)
Lesson 17 – continued

C. Write your own sentence. Use at least one short /a/ word.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

D. Draw a picture of a man in a hat.

A. Have your child say each word and trace over the letters. Notice the short a in the middle of each word. All the words in each group rhyme because they end with the same sound and spelling.

B. Dictate the following sentence and ask your child to write it. Provide the spelling for any words that cause problems.

The man had a cap.

Make sure your child realizes that there are three short a words in the sentence.

C. Help your child think of a sentence using a word from this week’s list. If a prompt is needed, you might suggest one of the following examples. See if your child can supply the missing short a word and then write the whole sentence.

The pig is very ___ (fat). The dog ___ (ran) to me. We ___ (had) a good time.
Lesson 18
The short /e/ in bed

Say each word. Hear the short /e/ sound. Write each word.

<table>
<thead>
<tr>
<th>Group</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>bed</td>
<td>red</td>
<td>fed</td>
</tr>
<tr>
<td>2.</td>
<td>ten</td>
<td>men</td>
<td>hen</td>
</tr>
<tr>
<td>3.</td>
<td>get</td>
<td>set</td>
<td>wet</td>
</tr>
<tr>
<td>4.</td>
<td>tell</td>
<td>well</td>
<td>sell</td>
</tr>
<tr>
<td>5.</td>
<td>bell</td>
<td>fell</td>
<td>yell</td>
</tr>
</tbody>
</table>

These words all have the short /e/ sound spelled according to the CVC principle. Make sure your child sees that each group of three words rhymes. Point out the spelling which represents the final /l/ sound in groups 4 and 5.
Lesson 19

More about short /e/ words

A. Here are some words with the vowel missing. Each word should have the short /e/ sound. Add the missing letter. Say each word.

1. b_d
   r_d

2. m_n
   p_n

3. l_g
   p_g

4. b_ll
   w_ll

5. n_ck
   p_ck

(continued)
Lesson 19 — continued

B. Write some words that rhyme with get.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

C. Write a sentence with a short /e/ word.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

D. Draw pictures of a well and a bell.

A. Have your child write the missing e in each word. Make sure your child hears the short e sound in each word. Also notice the ll spelling for final /l/ in group 4 and the ck spelling for final /k/ in group 5.

B. Other words that rhyme with get include bet, let, met, net, pet, and set. Any three of these will be enough.

C. Dictate this sentence for your child to write:

I have a red bell.

Your child should realize that there are two short e words in the sentence.
Lesson 20
Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /e/ sound in each word.

1. bed
   bad
   bid
   bud

2. not
   met
   net
   nut

3. met
   win
   wet
   web

4. tell
   pen
   tan
   ten

5. lap
   beg
   log
   leg

6. pan
   pig
   pen
   pet

7. bill
   ball
   bull
   bell

8. peck
   net
   neck
   get

Help your child name the object in each picture. Then look at the list of four words beside each item and draw a circle around the word that matches the name of the picture. Your child should notice the short e in the middle of each word that correctly names the picture.

1. bed
2. net
3. web
4. ten
5. leg
6. pen
7. bell
8. neck

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Lesson 21

Review of short /e/ words

A. Say each word. Hear the short /e/ sound. Write each word.

1. let let get get set set

2. ten ten men men pen pen

3. red red fed fed bed bed

4. bell bell tell tell well well

B. Write the sentence that will be read to you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(continued)
Lesson 21 — continued

C. Write your own sentence. Use at least one short /e/ word.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

D. Draw a picture of a bed.

_________________________________________________________________________

A. Make sure your child hears the short e spelled e in each word as it is written. The words in each group rhyme.

B. Dictate the following sentence and ask your child to write it.

Give me the red pen.

Make sure your child realizes that there are two short e words in the sentence.

C. Help your child think of a sentence using a word from this week's list. If a prompt is needed, you might suggest one of the following examples. See if your child can supply the missing short e word and then write the whole sentence.

I can ______ a story. (tell) The cat ran under the (bed). I can ring the (bell).
Lesson 22
The short /i/ in pig

Say each word. Hear the short /i/ sound. Write each word.

1. big     dig     pig
2. did     hid     lid
3. fit     hit     sit
4. pick    sick    tick
5. fill    hill    will

As in Lessons 14 and 17, each group of three words establishes a rhyming pattern. Remind your child of the ck spelling for final /k/ in group 4 and the ll spelling for the final /l/ sound in group 5.
Lesson 23

More about short /i/ words

A. Here are some words with the vowel missing. Each word should have the short /i/ sound. Add the missing letter. Say each word.

1. b__g  d__g
2. h__t  s__t
3. f__l  h__l
4. p__ck  s__ck

B. Write some words that rhyme with fill.
Lesson 23 – continued

C. Write the sentence that will be read to you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

D. Draw a picture of a pig on a hill.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A. Have your child write the vowel letter i in each word. Remind your child of the final ll spelling in group 3 and the final ck spelling in group 4.

B. Some words that rhyme with fill are bill, hill, mill, pill, and will.

C. Dictate this sentence and ask your child to write it:

   Fill the big sack.

   Point out that there are two short i words in the sentence.
Lesson 24

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /i/ sound in each word.

1. tin
   pit
   pin
   pig

2. big
   lid
   sit
   win

3. pit
   big
   pin
   pig

4. will
   fill
   hill
   pin

5. tip
   top
   sit
   lips

6. fit
   big
   hit
   win

7. win
   fit
   big
   fin

8. pin
   pit
   pig
   pill

Help your child name the object in each picture and then draw a circle around the word that names each object. Notice that each word that correctly names the picture must have a short i in it.

1. pin  2. lid  3. pig  4. hill
   5. lip  6. hit  7. fin  8. pill
Lesson 25

Review of short /i/ words

A. Say each word. Hear the short /i/ sound. Write each word.

1. bit  
2. did  
3. fill  
4. lick  

B. Write the sentence that will be read to you.

(continued)
C. Write your own sentence. Use at least one short /i/ word.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

D. Draw a picture of someone licking a lollipop.

A. Help your child hear the short i as each word is traced. Point out the rhyming patterns.

B. Dictate the following sentence for your child to write. Provide the spellings for any words that cause problems.

   Did you pick a good book?

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

   I (will) go to the store.  We (hid) from mom and dad.  Does your new coat (fit)?
Lesson 26

The short /o/ in pot

Say each word. Hear the short /o/ sound. Write each word.

1. hop hop  mop mop  top top
2. hot hot  lot lot  pot pot
3. fog fog  hog hog  log log
4. cot cot  dot dot  got got
5. lock lock  rock rock  sock sock

Point out that each group of three words follows a rhyming pattern.
Lesson 27

More about short /o/ words

A. Here are some words with the vowel missing. Each word should have the short /o/ sound. Add the missing letter. Say each word.

1. g_\_t
2. h_\_p
3. f_\_g
4. r_\_ck

B. Write some words that rhyme with got.
Lesson 27 — continued

C. Write the sentence that will be read to you.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

D. Draw a picture of a pair of socks.

A. Have your child write the missing vowel letter that represents the short o sound in each word.

B. Some words that rhyme with got include dot, hot, lot, not, and pot.

C. Dictate this sentence and ask your child to write it:

   The rock is hot.

   Point out that there are two short o words in the sentence.
Lesson 28

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /o/ sound in each word.

1. bog
   lef
   fog
   log

2. pit
   pat
   pot
   put

3. hop
   top
   pop
   mop

4. fill
   well
   doll
   dull

5. cot
   cat
   cut
   cop

6. sock
   rot
   rock
   rob

7. fox
   box
   bat
   box

8. sock
   sick
   sack
   rock

Help your child name the object in each picture and then draw a circle around the word that names each object. Notice that each word that correctly names the picture must have a short o in it.

1. log
2. pot
3. mop
4. doll
5. cot
6. rock
7. box
8. sock
Lesson 29

Review of short /o/ words.

A. Say each word. Hear the short /o/ sound. Write each word.

1. got __ got __ hot __ hot __ not __ not __

2. hop __ hop __ top __ top __ mop __ mop __

3. cot __ cot __ dot __ dot __ pot __ pot __

4. lock __ lock __ rock __ rock __ sock __ sock __

B. Write the sentence that will be read to you.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson 29 — continued

C. Write your own sentence. Use at least one short /o/ word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Draw a picture of a hot pot.

A. Help your child hear the short o as each word is traced.

B. Dictate the following sentence for your child to write. Provide the spelling for any words that cause problems.

Have you got the mop?

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

Please (lock) the door. The sun is very (hot). The (pot) is full of water.
Lesson 30

The Short /u/ in bug

Say each word. Hear the short /u/ sound. Write each word.

1. but but nut nut cut cut
2. sun sun run run fun fun
3. bug bug rug rug tug tug
4. tub tub rub rub cub cub
5. luck luck duck duck tuck tuck

Make sure your child sees that each group of three words follows a rhyming pattern.
Lesson 31

More about short /u/ words

A. Here are some words with the vowel missing. Each word should have the short /u/ sound. Add the missing letter. Say each word.

1. c__p
2. h__t
3. r__b
4. d__ck

B. Write some words that rhyme with fun.
Lesson 31 – continued

C. Write the sentence that will be read to you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

D. Draw pictures of a bug and the sun.

A. Have your child write the missing vowel letter that represents the short u sound in each word.

B. Some words that rhyme with fun include bun, gun, run, sun.

C. Dictate this sentence and ask your child to write it:

The duck is in the tub.

Point out that there are two short u words in the sentence.
Lesson 32

Name that picture

Draw a circle around the word that names each picture. Say each word. Hear the short /u/ sound in each word.

1. 
   - bag
   - beg
   - bug
   - big

2. 
   - but
   - run
   - tab
   - tub

3. 
   - not
   - but
   - nut
   - tub

4. 
   - duck
   - fun
   - luck
   - bug

5. 
   - sad
   - fun
   - cut
   - sun

6. 
   - bug
   - hug
   - rug
   - nut

7. 
   - cap
   - pup
   - fun
   - cup

8. 
   - bun
   - cut
   - bus
   - bag

Help your child name the object in each picture and then draw a circle around the word that names each object. Each word that correctly names the picture must have a short u in it.

1. bug
2. tub
3. nut
4. duck
5. sun
6. rug
7. cup
8. bus
Lesson 33
Review of short /u/ words

A. Say each word. Hear the short /u/ sound. Write each word.

1. nut
   hut
   but

2. fun
   run
   sun

3. bug
   hug
   rug

4. luck
   duck
   tuck

B. Write the sentence that will be read to you.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

Phonics Plus – B
Family Learning Association
Lesson 33—continued

C. Write your own sentence. Use at least one short /u/ word.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

D. Draw a picture of a duck on a rug.

A. Help your child hear the short u as each word is traced.

B. Dictate the following sentence for your child to write.

We had fun in the sun.

C. Help your child write a sentence using a word from this list. Some possible prompts are these:

The (duck) says quack. I like to (hug) my dog. The (rug) is very big.
Lesson 34

Review of short vowels

Write the word that fits in each sentence

1. hat bat cat
   ______________________
   ______________________
   My ______________________ blew off in the wind.

2. set get let
   ______________________
   ______________________
   Did you ______________________ a new toy?

3. fit hit pit
   ______________________
   ______________________
   I can ______________________ the ball.

4. hot not lot
   ______________________
   ______________________
   We had a ______________________ of fun.

5. fun run sun
   ______________________
   ______________________
   I can ______________________ very fast.

Help your child read each sentence and decide which word should be written in the blank space. In each example all three words fit the CVC pattern and rhyme, so your child must look at the initial consonant to pick the one that fits. Notice that each sentence focuses on a different short-vowel sound.
Lesson 35
Review of short vowels

Write the word that fits in each sentence.

1. big bag bug
   __________________________
   __________________________
   Put the toys in this __________________________.

2. lot lit let
   __________________________
   __________________________
   Will you __________________________ me play?

3. bug bag big
   __________________________
   __________________________
   I saw a __________________________ animal.

4. pep pup pop
   __________________________
   __________________________
   Did you __________________________ that balloon?

5. mad mud mop
   __________________________
   __________________________
   The pig was in the __________________________.

Help your child read each sentence and choose the word that fits. The choice in each sentence involves words with three different vowel sounds, so your child must pay particular attention to the differences among each group of words.

1. bag  2. let  3. big  4. pop  5. mud

Family Learning Association
Lesson 36
Review of short vowels

A. Say each word. Change the vowel to make a new word.
Write the new word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cap</td>
<td>2. tip</td>
<td>3. pick</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c _ p</td>
<td>t _ p</td>
<td>p _ c k</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pan</td>
<td>5. sat</td>
<td>6. ten</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p _ n</td>
<td>s _ t</td>
<td>t _ n</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. his</td>
<td>8. got</td>
<td>9. dad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h _ s</td>
<td>g _ t</td>
<td>d _ d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. will</td>
<td>11. fin</td>
<td>12. net</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w _ I</td>
<td>f _ n</td>
<td>n _ t</td>
</tr>
</tbody>
</table>
Lesson 36—continued

B. Draw pictures of the new words you made for numbers 1, 4, 10, and 11. Write the new words underneath each picture.

1. cap—cop, cup
2. tip—tap, top
3. pick—pack, peck, puck
4. pan—pen, pin
5. sat—set, sit
6. ten—tan, tin
7. his—has
8. got—get
9. dad—did
10. will—well
11. fin—fan, fun
12. net—not, nut

Because each word should have a short-vowel sound spelled with the corresponding letter of the alphabet, words such as wall and ton will not fit. These words have other types of vowel sounds represented by the letters a and o.
The Ball Game

"Hit the ball, Hank."

"Hit a home run," yelled Kim.

"Hit it, Hank," yelled Ann.

"Hit the ball."
Hank hit the ball.

He ran to first base.

"He can run fast," said Kim.

"He will be safe," said Ann.
“Look at the dog,” said Pam.

“The dog has the ball.”

Run, Hank. Run fast,” yelled Kim.

Hank ran fast and the dog ran fast.

Ann yelled, “Make it a home run, Hank.”

And he did.
Long-Vowel Words:
The VCe Pattern

The next group of lessons introduces long vowels. These are the sounds you hear when you say the letters a, e, i, o, and u in the alphabet. You also hear long vowels at the beginning of age, eat, ice, owe, and use.

One of the most important spellings for long-vowel words involves the VCe pattern: Vowel-Consonant-e. You see this pattern in words such as came, nice, hope, and cute.

The VCe Pattern

The letters VCe mean that the vowel letter is followed by a consonant and a final, silent e. The final e acts as a marker which lets you know that the word has a long-vowel sound. For example, the silent e makes the difference between words such as cap and cape or hop and hope.

The VCe pattern forms the base for groups of rhyming long-vowel words. For example, the VCe base -ate is seen in date, fate, gate, hate, late, mate, and rate.

In the following lessons, remind your child of the importance of the final e as a marker for long-vowel words.

(As you will see, only long a, i, o, and u are introduced on the following pages; there are no long e words. Because the VCe pattern is rarely used in words with the long e sound; they are more likely to be spelled with other patterns such as those found in meet and beat and piece. The ee spelling for long e will be introduced in Lessons 57-59.)
Lesson 37

The long /a/ in make

A. Say each word. Hear the long /a/ sound. Write each word.

<table>
<thead>
<tr>
<th></th>
<th>make</th>
<th>bake</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>make</td>
<td>bake</td>
<td>cake</td>
</tr>
<tr>
<td></td>
<td>make</td>
<td>bake</td>
<td>cake</td>
</tr>
<tr>
<td>2.</td>
<td>came</td>
<td>same</td>
<td>name</td>
</tr>
<tr>
<td></td>
<td>came</td>
<td>same</td>
<td>name</td>
</tr>
<tr>
<td>3.</td>
<td>rake</td>
<td>take</td>
<td>lake</td>
</tr>
<tr>
<td></td>
<td>rake</td>
<td>take</td>
<td>lake</td>
</tr>
<tr>
<td>4.</td>
<td>gate</td>
<td>late</td>
<td>date</td>
</tr>
<tr>
<td></td>
<td>gate</td>
<td>late</td>
<td>date</td>
</tr>
</tbody>
</table>

(continued)
Lesson 37 – continued

B. Write the sentence that will be read to you.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

C. Write your own sentence. Use at least one long /a/ word.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

A. Stress the significance of the final e in each word. Even though it is silent, this letter is important because it lets us know that the main vowel is long. Without the final e, all of these words would fit the CVC short-vowel pattern.

B. Dictate this sentence and ask your child to write it:

    I can bake a cake.

    Point out that there are two long a words, and both end with the base -ake. This is an example of the VCe pattern we have been talking about.

C. Help your child develop an original sentence using at least one of the long a words in this lesson. If your child can't think of one, then this might be used as a prompt:

    I like to _______ the leaves. (rake)
Lesson 38

More about long /a/ words

A. These words have some missing letters. Every word should have the long /a/ sound. Write the missing letters. Say each word.

1. m__ke  c__ke  l__k__

2. n__me  s__m__  c__m__

3. l__te  g__t__  d__

4. w__ve  s__  g
Lesson 3B — continued

B. Say each short /a/ word. Then add final e to each word. Say the new word. What happens to the vowel sound?

<table>
<thead>
<tr>
<th>1. tap</th>
<th>2. cap</th>
<th>3. hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>tape</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. rat</th>
<th>5. pan</th>
<th>6. can</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Write your own sentence. Use at least one long /a/ word.

C. If a sentence prompt is needed, this may be used:

I was late for school.

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two. Emphasize the rhyming patterns.

1. make cake lake
2. name same came
3. late gate date
4. wave save gave

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair. The first example is given.

1. tap cap hat
2. cap Cape hate
3. hat hate rate
4. rat rate pane
5. pan pane cane
6. can cane
Lesson 39

Long /a/ words in sentences.

A. Look at each sentence. Write the long a word that fits in each blank space.

1. Bake the ______________________ in this pan.
   cap    cake

2. Batman wears a long ______________________.
   cat    cape

3. This was on ______________________ at the store.
   sad    sale

4. Use this ______________________ to wrap the box.
   tap    tape

5. This candy ______________________ tastes good.
   can    cane
Lesson 39 — continued

B. Write your own sentence. Use at least one long /a/ word.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

C. Draw a picture of a birthday cake. Write your name on the cake.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

A. In each example a short-vowel CVC word is given along with the correct long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final e for each sentence.

B. If a sentence prompt is needed, this may be used:

   I want some more cake.
Lesson 40

The long /i/ in ride

A. Say each word. Hear the long /i/ sound. Write each word.

1. hide
   - hide

2. mine
   - mine

3. bike
   - bike

4. nice
   - nice

(continued)
Lesson 40 — continued

B. Write the sentence that will be read to you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Write your own sentence. Use at least one long /i/ word.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A. Help your child trace over the letters in each word. Point out the final e in each word. Even though it is silent, this letter is important because it lets us know that the main vowel is long.

B. Dictate this sentence and have your child write it.

   I like to ride my bike.

Point out that there are three long i words.

C. Help your child develop an original sentence using at least one of the long i words in this lesson. If your child can't think of a sentence, then this might be used as a prompt:

   I can play _______ and seek. (hide)
Lesson 41

More about long /i/ words

A. These words have some missing letters. Every word should have the long /i/ sound. Write the missing letters. Say each word.

1. h__ke
   l__ke
   b__k

2. d__me
   l__m
   +__

3. s__de
   r__d
   h__

4. m__ce
   r__c
   n__
Lesson 41 — continued

B. Say each short /i/ word. Then add final e to each word. Say the new word. What happens to the vowel sound?

1. rip  
   ___________  
   ripe

2. pin  
   ___________  
   pine

3. fin  
   ___________  
   fine

4. bit  
   ___________  
   bite

5. dim  
   ___________  
   dime

6. kit  
   ___________  
   dime

C. Write your own sentence. Use at least one long /i/ word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two words. Make sure your child sees and hears the rhyming pattern in each group.

1. hike  like  bike
2. dime  lime  time
3. side  ride  hide
4. mice  rice  nice

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair. The first example is given.

1. rip  2. pin  3. fin  4. bit  5. dim  6. win
   ripe  pine  fine  bite  dime  wine

C. If a sentence prompt is needed, this may be used:

Did you bite this apple?
Lesson 42

Long /i/ words in sentences

A. Look at each sentence. Write the long /i/ word that fits in each blank space.

1. The bees are in the ____________________.
   him    hive

2. The dog can ____________________ the stick.
   bit    bite

3. That old ____________________ tree is very tall.
   pin    pine

4. I like to ____________________ my bike.
   rid    ride

5. I will ____________________ behind this bush.
   hid    hide

Phonics Plus — B

Family Learning Association (continued)
Lesson 42 – continued

B. Write your own sentence. Use at least one long /i/ word.

________________________________________________________

________________________________________________________

________________________________________________________

C. Draw a picture of a pine tree. If you like, you may decorate it for Christmas.

A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final e for each sentence.

B. If a sentence prompt is needed, this may be used:

I like to ride in the car.
Lesson 43
The long /o/ in hope

A. Say each word. Hear the long /o/ sound. Write each word.

1. nose
   
   nose

   hose
   hose

   rose

2. rope
   
   rope

   hope
   hope

   lope

3. hole
   
   hole

   mole
   mole

   pole

4. joke
   
   joke

   poke
   poke

   woke

Phonics Plus — B
Family Learning Association
Lesson 43 — continued

B. Write the sentence that will be read to you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Write your own sentence. Use at least one long /o/ word.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A. Draw your child’s attention to the final e in each word. Even though it is silent, it is important because it lets us know that the main vowel is long.

B. Dictate this sentence and have your child write it.

I hope you like the rose.

Point out that there are two long o words.

C. Help your child develop an original sentence using at least one of the long o words in this lesson. If your child can’t think of one, then this might be used as a prompt:

That was a funny ______. (joke)
Lesson 44

More about long /o/ words

A. These words have some missing letters. Every word should have the long /o/ sound. Write the missing letters. Say each word.

1. b_ne  l_ne  t_n_

2. h_pe  m_p_  r___

3. r_se  n_s_  h___

4. m_le  h___  p___

(continued)
Lesson 44 — continued

B. Say each short /o/ word. Then add final e to each word. Say the new word. What happens to the vowel sound?

1. hop
   hope

2. mop

3. rob

4. rod

5. cod

6. not

C. Write your own sentence. Use at least one long /o/ word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. Each group of three words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other two words in the group. Make sure your child sees the rhyming pattern in each group.

1. bone lone tone
2. hope mope rope
3. rose nose hose
4. mole hole pole

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair.

1. hop hope
2. mop mope
3. rob robe
4. rod rode
5. cod code
6. not note

C. If a sentence prompt is needed, this may be used:

I hope you have a good time.

Family Learning Association
Lesson 45

Long /o/ words in sentences

A. Look at each sentence. Write the long /o/ word that fits in each blank space.

1. The ________________________ smells very good.
   rob rose

2. Tie this ________________________ around the box.
   hop rope

3. Dig a ________________________ for the tree.
   top hole

4. I want an ice cream ________________________ .
   cab cone

5. I bumped my ________________________ on the door.
   not nose
Lesson 45 — continued

B. Write your own sentence. Use at least one long /o/ word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Draw an ice cream cone with at least two scoops of ice cream. Color each scoop to be your favorite flavors.

A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final e for each sentence.

B. If a sentence prompt is needed, this may be used:

I like to jump _______. (rope)
Lesson 46
The long /u/ in use

Say each word. Hear the long /u/ sound. Write each word.

- 1. use      fuse
- 2. cube     tube
- 3. mule     rule
- 4. tune     June

B. Write the sentence that will be read to you.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Lesson 46—continued

C. Write your own sentence. Use at least one long /u/ word.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

D. Draw a picture of you playing your favorite tune on a musical instrument. It can be any instrument you like.

A. Draw your child's attention to the final e in each word. Even though it is silent, it is important because it lets us know that the main vowel is long. The word use begins with the vowel letter; it fits the VCe pattern exactly.

Some of these words have a clear yoo sound (use, mule) while others have an oo sound (rule, June). In either case, the basic sound of long u is present in each word. Point out that the month of June is spelled with a capital letter.

B. Dictate this sentence and have your child write it.

A mule is a big animal.

C. Help your child develop an original sentence using at least one of the long u words in this lesson. If your child can't think of one, then this might be used as a prompt:

I _____ a lot of paper. (use)
Lesson 47

More about long /u/ words

A. These words have some missing letters. Every word should have the long /u/ sound. Write the missing letters. Say each word.

1. _c_be  
   _t_be

2. _se  
   _f_s

3. _t_ne  
   _J_n

4. _m_le  
   _r_
Lesson 47 — continued

B. Say each short /u/ word. Then add final e to each word. Say the new word. What happens to the vowel sound?

1. us  
2. cut  
3. cub  
4. tub

use  

C. Write your own sentence. Use at least one long u word.

A. Each pair of words is built on the same VCe base. The spelling pattern in the first word of each group is used for the other word in the group.

1. cube  tube  
2. use  fuse  
3. tune  June  
4. mule  rule  

Your child may not be familiar with the word fuse. It may make some sense if it is described as the bit of cord or string that is lit to set off a firecracker.

B. Make sure your child pronounces each pair of words in order to hear the change from the short-vowel CVC word to the long-vowel VCe word in each pair.

1. us  2. cut  3. cub  4. tub

use  cute  cube  tube

C. If a sentence prompt is needed, this may be used:

I need another _______ of paint. (tube)
Lesson 48

Long /u/ words in sentences

A. Look at each sentence. Write the long /u/ word that fits in each blank space.

1. A __________________________ can carry a heavy load.
   rub    mule

2. Did you __________________________ the new toaster?
   us     use

3. I need a __________________________ of glue.
   tub    tube

4. I like that __________________________ you are singing.
   ten    tune

5. May I have a __________________________ of sugar?
   cub    cube

(continued)
Lesson 48 – continued

B. Write your own sentence. Use at least one long /u/ word.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. Draw a picture of something you think is cute.

A. In each example a CVC word is given along with the correctly spelled VCe long-vowel word. Make sure your child sees and hears the difference and chooses the long-vowel word with final e for each sentence.

B. If a sentence prompt is needed, this may be used:

Is your birthday in _________? (June)
Lesson 49

Review of long /a/ and long /i/

A. Say each long /a/ word. Then write each word with /i/ instead of /a/. Say the long /i/ word.

1. bake
   ____
   bike
2. lane
   ____
3. pane
   ___

4. tame
   ___
5. mane
   ___
6. wade
   ___

B. Say each long /i/ word. Then write each word with /a/ instead of /i/. Say the long /a/ word you have written.

7. like
   ___
8. fire
   ___
9. hire
   ___

10. pile
    ___
11. lime
    ___
12. tile
    ___

A. Make sure your child changes only the vowel letter in the second word in each pair. Point out the change from the long a sound to the long i sound as the vowel letter is changed.

1. bake
   bike
2. lane
   line
3. pane
   pine
4. tame
   time
5. mane
   mine
6. wade
   wide

B. By changing i to a, these words are formed:

7. like
   lake
8. mine
   mane
9. line
   lane
10. pile
    pale
11. lime
    lame
12. tile
    tale

Phonics Plus — B
Family Learning Association
Lesson 50

Review of long /o/ and long /u/

A. These words have long /a/. Say each word. Then write each word with the vowel /o/. Say the long /o/ word.

1. pale
   
   pole

2. lane

3. male

B. These words have long /i/. Say each word. Then write each word with the vowel /o/. Say the long /o/ word.

4. rise

5. ride

6. dive

Write a sentence using one of the long /o/ words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(continued)
Lesson 50 — continued

C. These words have long /i/. Say each word. Then write each word with the vowel /u/. Say the long /u/ word.

7. dine
   __________
   __________
   __________

8. mile
   __________
   __________
   __________

9. ride
   __________
   __________
   __________

D. These words have long /o/. Say each word. Then write each word with the vowel /u/. Say the long /u/ word.

10. tone
    __________
    __________
    __________

11. core
    __________
    __________
    __________

12. role
    __________
    __________
    __________

Write a sentence using one of the long /u/ words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A/B. Here are the long-vowel words that result when the original vowel a or i is changed to o:

1. pale
   pole
   __________

2. lane
   lone
   __________

3. male
   mole
   __________

4. rise
   rose
   __________

5. ride
   rode
   __________

6. dive
   dove
   __________

Sentence prompts: We rode on the bus. He dove into the pool.

C/D. The long u words to be written are these:

7. dine
   dune
   __________

8. mile
   mule
   __________

9. ride
   rude
   __________

10. tone
    tune
    __________

11. core
    cure
    __________

12. role
    rule
    __________

Sentence prompts: Play a tune on the piano. We saw a sand dune at the beach.

You may want to explain that the word rude describes someone who is not very polite, and a dune is a hill of sand piled up by the wind.
The Play

Get set.

Ron will tell a joke.

Dan will play a tune.

The dog will grab Sue's wig.

The cat will sit and sing.
"Help me. Help me," said Sue.

"The dog has the wig."

"Help me get it.

He will rip it."
“Look, Sue,” said Dan.

“The cat will help you.”

“She will grab the wig.

See her pull it.”
The dog let go.

The cat got the wig.

"She looks cute in the wig," said Ron.

"The cat can have my wig," said Sue.
Lesson 51

Words beginning with br, cr, dr, and tr

Say each word. Hear the sound at the beginning of each word.

1. brag 2. drop 3. crib 4. trap
5. brick 6. crop 7. trade 8. drum
9. trip 10. brave 11. drive 12. crane

A. Write the words that begin with br.

brag

B. Write the words that begin with cr.

C. Write the words that begin with dr.

D. Write the words that begin with tr.

This lesson introduces words that begin with consonant blends: two consonant letters that are joined smoothly together when they are spoken. Each of the consonant blends in this lesson involves a consonant letter followed by r: br, cr, dr, and tr. Simply make your child aware that each pair of consonant letters is blended smoothly yet each letter sound can still be recognized.

Also notice that each initial blend is represented by two short-vowel CVC words and one long-vowel VCe word. Ask your child which vowel sound is heard in each word.

A. brag, brick, brave  B. crib, crop, crane  C. drop, drum, drive  D. trap, trip, trade

Family Learning Association

Phonics Plus — B
Lesson 52
Words with consonant blends

Say each word. Hear the sound at the beginning of each word. Write each word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. brag</td>
<td>2. drop</td>
<td>3. crib</td>
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<tr>
<td>4. trap</td>
<td>5. brick</td>
<td>6. crop</td>
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<tr>
<td>7. brake</td>
<td>8. drive</td>
<td>9. trim</td>
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<td></td>
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<tr>
<td>10. crane</td>
<td>11. trade</td>
<td>12. brave</td>
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<tr>
<td>13. trot</td>
<td>14. drape</td>
<td>15. crab</td>
</tr>
<tr>
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</tbody>
</table>
Lesson 52 — continued

A. Write a sentence. Use a word that begins with *br*.

B. Write a sentence. Use a word that begins with *cr*.

C. Write a sentence. Use a word that begins with *dr*.

D. Write a sentence. Use a word that begins with *tr*.

These are the same words given in Lesson 51. This time, your child can trace over each word in the list while saying it. Then one word from each group will be used in a sentence.

If your child needs help in writing sentences, you might use the following prompts. See if your child can figure out which word belongs in each blank space as you say the sentence.

A. This house is made of __________. (brick)
B. The baby sleeps in a __________. (crib)
C. He plays __________ in the band. (drum)
D. We took a long __________ last summer. (trip)
Lesson 53

Words beginning with cl, fl, pl, and sl

Say each word. Hear the sound at the beginning of each word.

1. clip 2. plan 3. flop 4. slip
5. plum 6. flame 7. clap 8. slice
9. flip 10. place 11. close 12. slick

A. Write the words that begin with cl.

clip

B. Write the words that begin with fl.

C. Write the words that begin with pl.

D. Write the words that begin with sl.

This lesson introduces another important group of consonant blends: those involving a consonant letter followed by l. Each of these blends is pronounced so that the two consonant sounds are blended smoothly together.

For now, just help your child read the words in the list. They will be written as shown in the exercise. Also notice that each initial blend is represented by two CVC words with short vowels and one VCe word with a long vowel. Ask your child which vowel sound is heard in each word.
# Lesson 54

Words with consonant blends

Say each word. Hear the sound at the beginning of each word. Write each word.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. clip</td>
<td>2. plan</td>
<td>3. flop</td>
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<td></td>
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<tr>
<td>4. slip</td>
<td>5. plum</td>
<td>6. flame</td>
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<tr>
<td>7. clap</td>
<td>8. slice</td>
<td>9. flip</td>
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<tr>
<td>10. place</td>
<td>11. close</td>
<td>12. slick</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. click</td>
<td>14. plane</td>
<td>15. flap</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 54 — continued

A. Write a sentence. Use a word that begins with cl.

B. Write a sentence. Use a word that begins with fl.

C. Write a sentence. Use a word that begins with pl.

D. Write a sentence. Use a word that begins with sl.

E. Draw a picture of one of your sentences.

Here are some sentence prompts if they are needed:

A. Be sure to _______ the door. (close)
B. Don't get too close to the _______. (flame)
C. Hold my _______ in line. (place)
D. This ice is very _______. (slick)
Lesson 55

Review of initial consonant blends

A. Say each word given below. Then add an r after the first letter. Write the new word. Say the new word.

1. bag
   ________
   brag

2. tip
   ________
   tip

3. tap
   ________
   ________
   ________

4. top
   ________
   ________
   ________

5. bake
   ________
   ________
   ________

6. dive
   ________
   ________
   ________

B. Say each word given below. Then add an l after the first letter. Write the new word. Say the new word.

7. sip
   ________
   slip

8. pan
   ________
   p___an

9. cap
   ________
   ________
   ________

10. fat
    ________
    ________
    ________

(continued)
Lesson 55 — continued

11. side

__________________________________________

__________________________________________

12. fame

__________________________________________

__________________________________________

C. Write a sentence. Use two words from this lesson.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

D. Draw a picture about your sentence.

Each given word begins with a single consonant before the vowel letter. In the first six words, add an r after the first letter to create a consonant blend. In the last six words, add an l after the first letter to create a consonant blend.

1. bag—brag  
2. tip—trip  
3. tap—trap  
4. cop—crop  
5. bake—brake  
6. dive—drive  
7. sip—slip  
8. pan—plan  
9. cap—clap  
10. fat—flat  
11. side—slide  
12. fame—flame

Phonics Plus — B

Family Learning Association
Lesson 56

Using consonant blends in sentences

Read each sentence. Look at the word that has letters missing. Choose the letters that fit each word.

1. I like to go down the _________ ide.
   
   pr
   sl
   fl

2. Can you fix a _________ at tire?
   
   fl
   dr
   pl

3. Did you _________ ip on the rug?
   
   sl
   dr
   gr
   pl

4. My mom can _________ ive a car.
   
   pl
   fl

5. Don’t _________ ip on the ice.
   
   fl
   dr
   cl

6. The _________ ag is flying in the wind.
   
   As your child reads each sentence (or you read it aloud), point out the three choices given in the right column. Help your child choose the one that makes sense in the sentence. In the first example, for instance, both pride and slide are words, but only slide fits the sentence. The other choice (flide) is not a word, of course.

   1. slide  2. flat  3. trip  4. drive  5. slip  6. flag
Away We Go

“Look, Kim,” said Hank.

“The two of us can take a ride.

It will be safe for us.

Do you like my ship?”

“I do like it,” said Kim.

“Are you sure it is safe?”
“Get set,” said Hank.

“Away we go.”

“This is fun,” said Kim.

“We are up at least three miles,” said Hank.
"I do not feel good.

"Let's go back," said Kim.

"Take us home, Hank."
“Look out, Hank,” said Kim.

“The wide nose is after us.

We are lost.

We will not get back home.”
“Oh, Kim,” said Hank.

“We are safe at home.

It is just Tab the cat.”
Long Vowels: The CVVC Pattern

Earlier we saw long vowels spelled with the VCe pattern: *make, ride, nose*, and *mule*, for example. In each case, the main vowel was long and the word ended with a silent *e*, which served as a marker for the long vowel.

The CVVC Pattern

In the following lessons we will look at another important pattern used in long-vowel words. This is called the CVVC pattern: Consonant-Vowel-Vowel-Consonant. This means that *two* vowel letters appear together, and these two vowels serve as a marker for the long vowel sound.

In Lessons 57-59 we introduce one of the simplest patterns: long *e* spelled with a double *e* as in *see* and *feet*. This *ee* spelling may appear at the end of some words such as *free* and *tree*, or it may be followed by consonants as in *meet* and *feed*.

In Lessons 60-62 we see the long *a* sound spelled with the letters *ai* as in *rain* and *wait*. Here we have two different letters, not the doubling of one letter. In patterns such as this, the first letter usually represents the long-vowel sound and the second vowel letter acts as a marker.

Lessons 63-65 introduce the long *o* spelled *oa* as in *coat* and *road*. Make sure your child realizes that the main vowel *o* must come first; the letter *a* acts as a marker for the long-vowel sound. Don't let your child become confused by thinking that the pattern is spelled *caot* or *raod*.

Lessons 66-70 introduce new spellings for the long *i* and long *o* sounds. Some words that end with the long *i* sound are spelled with a final *-y* (as in *fly* and *dry*). Other words end with *-ie* (as in *tie* and *pie*). The spelling *-ow* is found in some long *o* words such as *low* and *grow.*
Lesson 57

The long /e/ in tree

A. Say each word. Hear the long /e/ sound. Write each word.

1. see 2. bee

3. free 4. tree

5. meet 6. feet

7. feed 8. keep

9. feel 10. green

B. Write a sentence. Use a long /e/ word spelled with ee.

A. This lesson introduces your child to one of the most important spellings for the long e sound. Point out the doubled letter e in each word. Some words end with the long e spelled ee; other words have a final consonant after the vowel.

B. If a sentence prompt is needed, this may be used:

Be sure to ________ the dog. (feed)
Lesson 58

More about long /e/ words

A. Say each short /e/ word. Change each one to a long /e/ word. Use the ee spelling.

1. met  
   meet

2. fed

3. pep

4. bet

B. Here are some words that are spelled wrong. Each one should have a long /e/ sound. Write each word with ee. Say each new word.

5. sed  
   seed

6. wek

7. gren

8. crek

C. Write the sentence that will be read to you.

I need to see him this week.

A. This lesson emphasizes the difference in sound between short e words and long e words. In the first four words, the vowel should be changed to ee to give long e words.

1. met—meet  2. fed—feed  3. pep—peep  4. bet—beet

B. Examples 5-8 fit the CVC short-vowel pattern but they are actually misspellings of long e words. Help your child change to the ee spelling so that long e words will result.

5. sed—seed  6. wek—week  7. gren—green  8. crek—creek

C. Read this sentence. Ask your child to write it. Point out the three long e words.

I need to see him this week.
Lesson 59

Using long /e/ words in sentences

Read each sentence. Write the long e word that fits each blank space.

1. The ___________________________ is buzzing.
   beg      bee
   ___________________________

2. Hear the baby chicks ___________________________.
   pep      peep
   ___________________________

3. My ___________________________ got wet in the rain.
   fed      feet
   ___________________________

4. The cat ran up the ___________________________.
   trap     tree
   ___________________________

5. Plant the ___________________________ in the ground.
   set       seed
   ___________________________

6. Did you ___________________________ that movie?
   sit      see
   ___________________________

Help your child decide which word fits in each sentence. Point out that each correct word has the ee spelling for the long e sound.

1. bee      2. peep      3. feet      4. tree      5. seed      6. see
Lesson 60

The long /a/ in rain

A. Say each word. Hear the long a sound. Write each word.

1. rain  main  pain
   ______________  ______________  ______________

2. mail  rail  pail
   ______________  ______________  ______________

3. grain  drain  brain
   ______________  ______________  ______________

B. Write a sentence. Use a long /a/ word spelled with ai.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A. Earlier we saw the VCe pattern used to spell long a words such as face and game. Now we see
   that the ai pattern can also serve as a marker for the long a sound. Emphasize that both letters
   must be used together. If the letter i is left out, then short-vowel words will result (ran instead
   of rain, for example).

B. If a sentence prompt is needed, this may be used:

   The train runs on the tracks.
Lesson 61

More about long /a/ words

A. Say each short /a/ word. Change each one to a long /a/ word. Use the ai spelling.

1. man       main
2. pan
3. ran
4. mad

B. Here are some words that are spelled wrong. Each one should have a long /a/ sound. Write each word with ai. Say each new word.

5. rad       raid
6. tal
7. gan
8. wat

C. Write the sentence that will be read to you.
D. Draw a picture of your sentence.

A. These examples emphasize the difference between short a words and long a words spelled with ai.
   1. man—main  2. pan—pain  3. ran—rain  4. mad—maid

B. These examples fit the CVC pattern but they are misspellings of words that should have the long a sound. Use the a spelling to change each one to a long a word.
   5. rad—raid  6. tal—tail  7. gan—gain  8. wat—wait

C. Read this sentence for your child to write:
   We got wet in the rain.
Lesson 62

Using long /a/ words in sentences

Read each sentence. Write the long /a/ word that fits each blank.

1. The ___________ goes very fast.
   trap    train

2. I got a letter in the ___________.
   mail    mill

3. Put the water in this ___________.
   pal     pail

4. We had to ___________ an hour.
   will    wait

5. The ___________ came in the window.
   rain    ran

6. The dog is wagging his ___________.
   tab     tail

Remind your child that each correct word must have a long a sound spelled with the letters ai.

1. train  2. mail  3. pail  4. wait  5. rain  6. tail
Lesson 63
The long /o/ in boat

A. Say each word. Hear the long /o/ sound. Write each word.

1. boat  coat  goat

2. road  toad  load

3. soak  soap  coal

B. Write a sentence. Use a long /o/ word spelled with oa.


A. We have already seen the long o sound spelled with the VCe pattern in words such as hope and nose. The letters oa provide another marker that represents the long o sound. Remind your child that the letters oa must be used together to represent the long a sound.

B. If a prompt is needed, this example uses one of the words on the list:

My new coat is very warm.
Lesson 64

More about long /o/ words

A. Say each short /o/ word. Change each one to a long /o/ word. Use the oa spelling.

1. got  got  2. cot  cot

3. rod  rod  4. sop  sop

B. Here are some words that are spelled wrong. Each one should have a long /o/ sound. Write each word with oa. Say each new word.

5. bot  bot  6. lod  lod

7. sok  sok  8. flot  flot

C. Write the sentence that will be read to you.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson 64 — continued

D. Draw a picture for your sentence.

A. In the first four short-vowel words, change the spelling to **oa** to give the long o sound.
   1. got—goat  2. cot—coat  3. rod—road  4. sop—soap

B. Correct these misspellings by using **oa** for the vowel.
   5. bot—boat  6. lod—load  7. sok—soak  8. flot—float

C. Read this sentence for your child to write:
   The **boat** can **float** on the lake.
Lesson 65

Using long /o/ words in sentences

Read each sentence. Write the long /o/ word that fits each blank space.

1. The big ___________________________ sailed on the water.
   bat   boat

2. Put your ___________________________ in the closet.
   cot   coat

3. This new ___________________________ smells good.
   soap   sap

4. I can ___________________________ in the pool.
   flat   float

5. This ___________________________ is very bumpy.
   rod   road

6. Move this ___________________________ of dirt over there.
   load   lad

Remind your child that each correct word must have a long a sound spelled with the letters ai.

1. boat
2. coat
3. soap
4. float
5. road
6. load

Phonics Plus — B
Family Learning Association
Lesson 66

The long /i/ in try and pie

A. Say each word. Hear the long /i/ sound. Write each word.

1. try try dry dry sky sky

2. fly fly cry cry pie pie

3. lie lie die die tie tie

B. Write a sentence using a long /i/ word that ends with y.

C. Write a sentence using a long /i/ word that ends with ie.

A. This lesson introduces two more spellings for the long i sound. The y spelling and the ie spelling appear only at the end of words. This means that each word ends with an open vowel sound because there is no consonant after the vowel. Contrast this with the VCe spelling of words such as ride and fine in which a consonant is heard after the long vowel.

B. Help your child write original sentences using words from this list. Here are some sentence prompts if needed:

1. The sky is clear today.
2. This pie is very good.

Family Learning Association
Lesson 67
Using long /i/ words in sentences

Read each sentence. Write the long /i/ word that fits each blank space.

1. Did you _______________ to find your books?
   fly        try

2. I can _______________ my shoes.
   tie        lie

3. The birds _______________ very fast.
   cry        fly

4. Do you want some more _______________?
   try        pie

5. Help me _______________ the dishes.
   dry        fry

6. The cat likes to _______________ in the sun.
   sky        lie

Help your child decide which word fits in each sentence.

1. try  2. tie  3. fly  4. pie  5. dry  6. lie
Lessons 68
The long /o/ in snow

A. Say each word. Hear the long /o/ sound. Write each word.

1. low

2. slow

3. crow

B. Write a sentence. Use a long o word that ends with ow.

A. All these words end with an open vowel: the long o spelled ow. Point out that the letter w must follow the vowel in this pattern; only a few words such as no and go end with the letter o alone. Later we will see words such as own and bowl that end with a consonant after the long vowel.

B. Help your child write an original sentence using a word from this list. Here is a sentence prompt if needed:

The snow is very deep and cold.
Lesson 69

Using long /o/ words in sentences

Read each sentence. Write the long /o/ word that fits each blank space.

1. I need to ______________________ the grass.
   mow    snow

2. The prices here are very ____________________ .
   grow    low

3. I think it will ______________________ today.
   mow    snow

4. Do you think this plant will ___________________?
   crow    grow

5. We took a ______________________ walk to the park.
   snow    slow

6. How hard did the storm ____________________?
   blow    flow

Help your child decide which word fits in each blank space.

1. mow    2. low    3. snow    4. grow    5. slow    6. blow

Family Learning Association
Lesson 70

Review of long /i/ and long /o/ words

A. Here are some words that are spelled wrong. Each one should have a long /i/ sound. Which words should be spelled with y? Which should be spelled with ie? Say each new word.

1. trie
2. py
3. flie
4. ty
5. cri
6. ly

B. Here are some more words that are spelled wrong. Each one should have a long /o/ sound. Change each word so that it ends with ow. Say each new word.

7. gro
8. slo
9. mo
10. blo

A. The correct long i spellings are these: 1. try 2. pie 3. fly 4. tie 5. cry 6. lie

B. The correct long o spellings are these: 7. grow 8. slow 9. mow 10. blow

Family Learning Association

Phonics Plus — B
Strike Up the Band

"Get set," said Ken.

"Keep the beat. Lift your feet."

Hank said, "We have a fine band.

Strike up the band."
Jeff looked sad.

"I want to play in the band," said Jeff.

"But I do not have a drum."

"You can have mine," said Sue.

"Wait," said Ken. "We need you."

"Jeff can get a drum from his Mother."
Jeff went home and got a lid.

Then he asked his mother, "May I use this lid? I need this lid to play in the band."

"Yes, Jeff," said Mother.

"You will play in the band."
“Strike up the band,” said Mother.

“You play well. You are a real band.”

“We are the best band in the land,” said Ken.
Books for young learners from the Family Learning Association

**Phonics Plus, Book A**
Children learn to discriminate sound-symbol correspondences through listening, saying, seeing, and writing the letters of the alphabet. Grades K-1. **BB-129-1786**

**Phonics Plus, Book B**
Children learn basic short and long vowel sound-spelling patterns through systematic activities that include writing whole sentences. Grades 1-2. **BB-129-1787**

**Phonics Plus, Book C**
Children learn advanced sound-spelling patterns, prefixes, suffixes, and other means for reading and writing accurately. Grades 3-4. **BB-129-1786**

**Spelling for Writing, Books 1, 2, 3**
Children learn to spell logically and systematically by using the well-researched spelling pattern approach and through writing words in sentences and paragraphs. By the end of the spelling for Writing Book 3 (third grade), children have a huge repertory of words and spelling patterns that they can use in their writing. Grades 1-3.

- Book 1: **BB-129-1769**
- Student Activity Book 1: **BB-129-1769A**
- Book 2: **BB-129-1770**
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