

Phono-Graphix Supplemental Guide

Phono-Graphix What happens every day	2-4	<u>Kindergarten</u>
Benchmark Assessment	5	1.1.2 Understand and apply <u>phonological awareness</u> and <u>phonemic awareness</u>.
Fat, Cat, Sat	6	<ul style="list-style-type: none"> Substitute auditorially one <u>phoneme</u> for another to make a new word (e.g., beginning and ending sounds; <u>odddity tasks</u>).
Bug on Jug	7	<ul style="list-style-type: none"> Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt.
Ben Bun	8	<ul style="list-style-type: none"> Manipulate and segment words orally by <u>onset and rime</u>.
VCC	10	<ul style="list-style-type: none"> <u>Segment</u> and <u>blend</u> two and three phoneme words orally.
CVCC	11	
CCVC	12	
Blue Phoneme Manipulation Words	13	
Purple Beginning: sh, th, ch, ck	16	
Long Vowel Pattern Instructions	17	1.1.4 Apply understanding of <u>phonics</u>.
oe	18	<ul style="list-style-type: none"> Identify letters of the alphabet.
vowel +e	19	<ul style="list-style-type: none"> Identify <u>common consonant sounds</u> and short vowel sounds.
ow	20	<ul style="list-style-type: none"> Use common consonant sounds with short vowel sounds to decode three- and four-letter words.
er and r	21	<ul style="list-style-type: none"> Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context.
ee	22	
a_e	23	
oo (moose)	24	
oo (crook)	25	<u>Grade 1</u>
e	26	1.1.2 Understand and apply <u>phonological awareness</u> and <u>phonemic awareness</u>.
u	27	<ul style="list-style-type: none"> Identify syllables in a word auditorially.
i-e	28	<ul style="list-style-type: none"> Identify and generate rhyme.
y sorting	29	<ul style="list-style-type: none"> <u>Segment</u> and <u>blend</u> multi-syllabic words, including compound words.
s and z	30	<ul style="list-style-type: none"> Add, delete, and/or substitute one <u>phoneme</u> for another in initial, medial, and final positions to make a new word.
o	31	<ul style="list-style-type: none"> Segment and blend words orally containing three to five phonemes.
l	32	<ul style="list-style-type: none"> Generate words that begin or end with the same sound or different sounds.
k	33	<ul style="list-style-type: none"> Blend and segment <u>onset and rime</u>.
oy	34	1.1.4 Apply understanding of <u>phonics</u>.
d	35	<ul style="list-style-type: none"> Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations).
j	36	<ul style="list-style-type: none"> Use <u>onset and rime/word families</u> to decode words in isolation and in context.
v	37	<ul style="list-style-type: none"> Decode words in isolation and in context following <u>common vowel patterns</u>.
i	38	<ul style="list-style-type: none"> Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context.
g	39	<ul style="list-style-type: none"> Read compound words, contractions, and words with <u>common inflectional endings</u> in isolation and in context.
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f,n,w	42	
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Phono-Graphix Core Elements

- 1.) Letters are pictures of sounds.
- 2.) Sounds can be represented by one or more letters
- 3.) There is variation in the code. A sound can be represented in several ways.
- 4.) There is overlap in the code. One sound picture can represent more than one sound.

Phono-Graphix Basic Skills

- 1.) Blending (Word Reading)
- 2.) Segmenting (Word Construction)
- 3.) Manipulating (Phoneme Manipulation)
- 4.) Reading
- 5.) Spelling

Phono-Graphix Curriculum Pacing

Pacing

Follow the pacing in this supplemental guide. Daily lessons are not scripted. The lack of a tight script allows for greater teacher choice and responsive teaching. Although this may be frustrating because it provides so much choice, the result is that each teacher can use their professional judgment to determine what is needed for their own class and individual students.

The important thing is that students practice the code in the order that is indicated and learn to apply their understanding of the 4 elements of the code put forth by Phono-Graphix. It is also important that students read their own books and apply their understanding to real world situations.

Phono-Graphix

Modes of Instruction

Whole Class Instruction

Whole class instruction can overlap elements of the code and is sometimes easier to manage than small groups. However, it limits the immediate feedback that some students need in order to be successful and can allow those students to “fall through the cracks” more easily. Teachers who choose to utilize a whole group approach usually have students use a variety of silent, whole group reporting methods.

Sign language: Students hold up sign language to demonstrate that they know what a sound represents. Students can hold up 1, 2, 3 or 4 fingers to correspond with letters you have written on the board. This would demonstrate that students know the letter/sound correspondence.

Turn to a partner: Partner work allows students the chance to speak and practice within a whole group setting.

Silent signal: Students can put their hand on their head or show a thumbs up when they hear a sound that the teacher indicates they should listen for. This also helps to gage if they understand and can apply their code knowledge.

Small Group Instruction

Small group instruction benefits the intensive and strategic level kids. Intensive students should be in smaller groups (about 3 students) and strategic students can be in groups that are a bit larger (about 5 students). They work directly with an adult who can use error correction quickly for individualized learning. If you are the only adult in the class it may be helpful to train your class on 1 or 2 individual activities. While you work with one group the other groups work quietly on reading, sound searches, pulling pictures from a bag, building words, or reading words to their partners.

Often a combination of large and small group instruction meets the needs and resources of teachers.

Phono-Graphix

Fundamental Instructional Activities

Basic Code (Pink and Blue)

Building Words (segmenting)

1. Use individual student whiteboards. Students can draw 3 lines on the white board and write the sound as they build the word. This is good for students in mid-Kindergarten to 1st grade that do not have any fine motor difficulties and know all the letter formations.
2. Have sound pictures written on small cards. Students use these cards to build words and manipulate sounds. Students can also write the words they are building on a white board or piece of paper. Students who need to connect the individual sound to the sound picture benefit greatly from his method.

Reading Words (blending)

Students need to read words every day. This practices their blending skills and helps them to apply their understanding of the sounds that they have learned.

Instructional possibilities:

1. Provide a list of words that students should read.
2. Students can pull words from a bag or box and read them to the class or each other.
3. Keep a running list of words that you have built during the building words part of your lesson and have students read these at the end of building.
4. Have students read in guided reading groups utilizing decodable text.
5. Write sentences as a class and practice reading them together.

Manipulating Sounds (manipulating)

Students need to practice manipulating sounds every day. This is practiced by adding or subtracting sounds depending on where they are in a word. This can be done individually or as a class.

Instructional possibilities:

1. Build a word as a class, and then ask students to change the word into something else. Ask them to track the changes they make on a sheet of paper to look for patterns.
2. Ask students to start with a word ex. Frog and ask them what words they can make from it fog and rog and what they manipulated to do this (which sounds they take out and which they add).

Placing Students in Phono-Graphix Pink, Blue and Purple

Administer the benchmark assessment to students to identify what groups you have.

Phono-Graphix Benchmark Code Assessment

Basic Code Pink (CVC)

1	sat
2	hop
3	jug
4	men
5	fill

Basic Code Blue (Adjacent Consonants)

6	long
7	jump
8	click
9	flag
10	spent

Advanced Code (Complex Vowel Patterns)

11	sheep
12	third
13	chew
14	coast
15	frown
16	lake
17	moist
18	bread
19	could
20	spike

Use the recording sheet to record data and form groups.

** For more diagnostic study on individual students, refer to the Reading Reflex assessments.

Phono-Graphix Basic Code - Pink

Objective: Students will learn the one to one correspondence of the sounds **s, f, t, p, m, c, a, o**.

Students will learn that pictures represent sounds.

Students will segment, blend and manipulate CVC words.

Activities to do daily:

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping (writing)	68-69	31
Phoneme Manipulation	83	37
Blending	131, 141	41
	139	41

Fat Cat Sat

cat	sat	pop	mop
cot	sap	cop	sop
pot	tap	cap	sap
pat	top	map	Sam
Tam	Tom	Pat	

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that have these sounds in their own text?

Phono-Graphix Basic Code - Pink

Objective: Students will learn the one to one correspondence of the sounds **r, j, b, d, h, g, i, u**.

Students will learn that pictures represent sounds.

Students will segment, blend and manipulate CVC words.

Activities to do daily:

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping (writing)	68-69	31
Phoneme Manipulation	83	37
Blending	131, 141	41
	139	41

Bug on Jug

rug	rig	hug	Meg
bug	big	hag	jig
dug	mug	bud	jug
dig	tug	bad	mud
Ron	Rod	bag	Ted
Ned	Dad	Peg	

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that have these sounds in their own text?

Phono-Graphix Basic Code - Pink

Objective: Students will learn the one to one correspondence of the sounds **b, e, ll, ss, zz, u, n, v, t, w, l**.

Students will learn that pictures represent sounds.

Students will segment, blend and manipulate CVC words.

Activities to do daily:

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping (writing)	68-69 83	31 37
Phoneme Manipulation	131, 141	41
Blending	139	41

Ben Bun

let	but	wet	buzz
vet	bun	Ben	bell
nut	net	Mel	bet
Bess	Bev	bin	Len
win	Dan	wit	fuzz
Don	fun	nun	fin

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that have these sounds in their own text?

Phono-Graphix Basic Code - Pink

Other Pink CVC words

bit	nip	ran	dog
pet	Dan	Sal	get
not	hill	got	big
Mom	Dad	bad	tub
nap	bed	sad	Jan
mat	cot	box	sun
kid	sip	fun	kiss
hid	hop	rub	mad

Additional Activities

- Worksheets from On-Line resources
- Locate the words we know in books we read
- Buddy Reading
- Pull a picture from a bag; write the word on your white board
- Practice rhyming words/word families
- Write sentences on sentence strips to make a class story with our words

Phono-Graphix Basic Code - Blue

- Students will continue to practice one to one correspondence (one letter/picture = one sound)
- Students will work with adjacent consonant sounds
- Students will segment, blend and manipulate sounds to create or change words.

Activities to do daily

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	169	49
Phoneme Manipulation	160	55
Blending via Reading	185, 195	53
Spelling	193	53

VCC Words

ant elf end act imp asp
elm opt and elk ask alp

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that follow this pattern in their own text?

Phono-Graphix Basic Code - Blue

- Students will continue to practice one to one correspondence (one letter/picture = one sound).
- Students will work with adjacent consonant sounds.
- Students will segment, blend and manipulate sounds to create or change words.

Activities to do daily

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	169	49
Phoneme Manipulation	160	55
Blending via Reading	185, 195	53
Spelling	193	53

CVCC Words

fast	last	task	raft	vast	sunk	vent	damp
vast	fact	mask	pant	past	bust	tent	lamp
desk	help	held	kept	left	dust	long	ramp
melt	nest	rest	test	west	just	gong	bend
best	mend	rent	self	next	must	song	pest
lend	lest	vest	wept	jest	junk	send	dump
pelt	lift	milk	fist	gift	hunk	tend	bulk
hint	mint	risk	tilt	disc	bunk	bent	gulf
fast	sift	fond	bond	romp	rump	dent	sulk
lost	cost	soft	loft	golf	pump	sent	mast
hunt	lost	tuft	tusk	husk	bump	lump	camp

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that have these sounds in their own text?

Phono-Graphix Basic Code - Blue

- Students will continue to practice one to one correspondence (one letter/picture = one sound)
- Students will work with adjacent consonant sounds
- Students will segment, blend and manipulate sounds to create or change words.

Activities to do daily

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	169	49
Phoneme Manipulation	160	55
Blending via Reading	185, 195	53
Spelling	193	53

CCVC Words

flat brat glad flag brag drum plum clog
drag snag plan clan scan slum scum frog
clap flap slap trap snap slug plug blot
blab scab crab stab grab stub drug slot
slab stab clam slam cram snug slop plot
gram star fret bled fled prop club spot
sled skit spit slit twig grub snub trot
grin spin clip flip slip spun drop blob
skip drip trip snip brim flop stop glob
swim slim trim skim grim crop snob

Are your students ready to move on?

Can they segment, blend and manipulate these sounds?

Can they read the stories independently?

Can they identify words that have these sounds in their own text?

Phono-Graphix Basic Code - Blue

- Students will continue to practice one to one correspondence (one letter/picture = one sound).
- Students will work with adjacent consonant sounds.
- Students will segment, blend and manipulate sounds to create or change words.

Phoneme manipulation (taking out, putting in, or rearranging sounds) is key to proficiency in the basic code. You should practice this skill during every lesson in some way (change clip into lip). Here is a list of PG suggested manipulation words in the order they are suggested. You would start on the left and ask students to change a word into the next word. You can have the students track changes on their paper by making a list of the words they create and noting what is added or subtracted. Many of the words below are nonsense words - using nonsense words in phoneme manipulation activities ensures students are acquiring sound-symbol correspondence.

Basic Code Blue Phoneme Manipulation Words

rap	brap	brip	bip	
blim	blip	blop	blot	lot
lost	gost	got	glot	lot
sot	sop	sob	stob	

Basic Code Blue
Phoneme Manipulation Words

og	grog	trog	tog	stog
stof	tof	trof	trot	rot
trif	trig	twig	swig	swag
swaf	saf	rag	grag	graf
stip	sip	sips	sis	slis
sis	sif	stif	tif	tifs
tis	tisp	isp	misp	mip
smip	smit	smis	stis	stin

Are your students ready to move on to purple?

Administer the benchmark assessment to see what growth your students have already made and verify that they are ready to move on to the next level.

Must haves before leaving blue: 1 to 1 correspondence, all their sounds (except x and k) and the ability to segment, blend and manipulate words with adjacent consonants.

Phono-Graphix Advanced Code - Purple

Objectives:

- Students will learn that two or more letters together can make one sound.
- Students will learn that some sounds are represented by more than one picture (set of letters). (variation)
- Students will learn that some pictures represent more than one sound. (overlap)

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	215	65
Discovery Mapping	227	69
Reading	256	
Spelling	254	83
Scratch Sheet Spelling	253	79
Sound Search	286	77

Sequence: Follow these sounds and words in the order they are provided. For each set, teach students the picture that represents that sound. Practice building words and reading words. Students should practice sound sorting when a list is available. Students should read stories that utilize all the forms of a sound when available.

Progress monitor using the chart provided. Each student should move sequentially through all word lists and demonstrate proficiency before moving on.

Beginning of Purple sh, th, ch, ck

Focus for these lessons: Learn that two or more letters can have one sound.

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	215	65
Discovery Mapping	227	69
Reading	256	
Spelling	254	83
Scratch Sheet Spelling	253	79
Sound Search	286	77

sh

ship shop dish push shin
wish shell swish bash shut
shag

th

bath moth that thug
then with this them

ch

chin chill chop chat such
chap chug much chimp

ck

sock lock tick lick chick
Rick Chuck stick sack rock
tuck duck dock buck back

Read Jack Rat Ran Past, pg 258

Read The Ship, pg 260

Read The Stick, pg 261

Use the progress monitoring checklist to determine when students should move on to the next sounds. Have 80% of your students demonstrated proficiency at mapping, sorting, reading and writing words with these sounds?

Phono-Graphix

Advanced Code - Purple

Long Vowel Patterns and Complex Vowel Patterns

There is a suggested sequence of activities for the study of each vowel pattern. You can make adjustments based on assessment data and student needs. Additional activities can be integrated to ensure student mastery of these skills.

1.) Directed Discovery and Mapping

- Teacher provides words from list and guides students in their mapping on sheets divided by sound picture. Teacher creates a chart depicting mapped words by sound picture (same as students' sheet).

2.) Student Generated Discovery and Mapping

- Students provide words that follow the sound being studied and add to the teacher created mapping chart as well as their own chart (divided by sound picture).

3.) Sound Search

- Students search in their "just right books" or teacher provided text for words that match the sound and then map by sound picture. After the word list for each sound, sound search stories are referenced. The stories with page numbers can be found in Reading Reflex. The other stories are available online at ReadAmerica.net.

4.) Scratch Sheet Spelling

- Teacher gives students words with targeted sound and sound picture. Students write the words in each column, "trying out" each sound picture for the sound. Students select the correct spelling of the word by circling or highlighting.

5.) Additional Practice with Resources Provided with Each List

- There are additional resource papers in Super Spellers and on the [ReadAmerica](http://ReadAmerica.com) website. These reinforce what has been taught in previous lessons and are good practice for students.

Phono-Graphix Advanced Code - Purple

Objectives:

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- Students will learn that some sounds are represented by more than one picture (set of letters). (variation)
- Students will learn that some pictures represent more than one sound. (overlap)

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oe

note	show	host	goat	most
cone	so	toe	crow	loaf
grow	boat	no	cold	home
go	throat	float	scold	though
tone	roast	poke	throw	coast
pole	know	foe	glow	coal
stroke	toast	dough	boast	mold
foal				

Sound Search Stories:

The Coach (pg 262), Goats Go Slow, Our Goal, My Coach

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Vowel + e word list

con	cone	can	cane
fat	fate	cub	cube
cod	code	mop	mope
man	mane	pin	pine
tub	tube	rat	rate
rip	ripe	Tim	time
tot	tote	rid	ride
rob	robe	mad	made
hat	hate	hid	hide
cut	cute	rid	ride
kit	kite	rod	rode
dim	dime	fin	fine

Sound Search Stories:

Jake and Kate (pg 264) and Home Plate

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OW

now	shout	pout	owl	cow
town	out	loud	brown	noun
house	mouse	gown	proud	howl
count	round	frown	ground	found

Sound Sorting <ow> o-e as in tow or ow as in now

show	throw	frown	cow	clown
tow	how	flow	crow	grow
now	brown			

The Cloud (pg 266), The Crowd, The Owl

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er

girl	hurt	dirt	burp	bird
jerk	turn	surf	her	shirt
curl	burn	fern	sir	fur
churn	herd	lurk	lantern	collar
curb	world	worm	faster	worse
firm	skirt	term	enter	earn
stir	holler	first	winter	heard
learn	work	flirt		

Sound Search Stories:

The Hurt Girl (pg 267), Shirl's Curls

r

rat	wrench	wreck	ride	write
wrap	trap	crop	there	risk
are	grab	row	right	

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ee

east	eat	leap	feet	he
meet	she	seem	happy	bean
silly	see	beep	messy	feel
sunny	team	need	read	we
chief	sheet	heat	me	sneeze
grief	breeze	field	shield	lucky
Indian	key	tree	funny	steal
brief	freeze	monkey	sea	sweet
knee	leave	priest	cream	steam
treat	street	please	penny	valley
dream	real			

Sound Search Stories:

The Jeep (pg 268), Peter the Eager Eagle, The Eagles and the Hawks, Cheap Jeep

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a e

rake	day	tail	gate	nail
aim	rain	lake	late	may
ate	make	say	pain	ray
tape	main	bait	sale	sail
tray	pail	cake	brain	weigh
waist	weight	table	sleigh	grey
snail	eight	they	stable	steak
snake	prey	pray	stray	clay
play	stair	flake	paper	

Sound Search Stories:

Jane and Blain (pg 269) Jane's Rainy Day, Blake and Dana,
Dray Strayed

Phono-Graphix Advanced Code - Purple

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oo

flew	crew	new	stew	true
blue	root	soon	tune	hoot
spoon	prune	soup	to	cruise
brute	shoot	super	today	flute
bruise	rude	glue	roost	do
group	suit	shoe	choose	loot
knew	canoe	snooze	crude	loose
troop	moose	scoop		

Sound Search Stories:

The New Blue Boot (pg 270), Lou the Moose

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oo

cook	wood	put	look	shook
bush	pudding	crook	took	could
hook	should	would		

Sound Sorting <oo> oo as in soon or oo as in crook

foot	look	noon	took	boom
wood	moon	spoon	cook	noon
room	shook	food	crook	

Sound Search Stories:

The Crook on pg 271, Sue's Flute

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e

shed	said	bet	pet	net
men	led	lead	set	read
Fred	red	bread	met	tent
head	ten	tell	neck	dent
sweat	dread	tread	thread	tend
fountain	spread	meant	leapt	captain
again				

Sound Sorting list for <ea>

bear	beach	tread	each	thread
clean	steak	bean	mean	bread
dead	team	meat	break	great

Sound Search Stories

Bread (pg 273), The Dreadful Ledge

Phono-Graphix Advanced Code - Purple

Objectives:

- Students will learn that two or more letters together can make one sound.
- Students will learn that some sounds are represented by more than one picture (set of letters). (variation)
- Students will learn that some pictures represent more than one sound. (overlap)

Basic Activities	Reading Reflex Page:	Word Work Page:
Word Building & Mapping	215	65
Discovery Mapping	227	69
Reading	256	
Spelling	254	83
Scratch Sheet Spelling	253	79
Sound Search	286	77

U

some	mug	fun	come	mutt
done	hum	dove	rust	but
rug	love	run	luck	bump
jump	putt	sum	lump	touch
truck	rough	stump	tough	trust

Sound Sorting <ou>

group	house	touch	found	soup
pout	rough	loud	round	tough
grouch	sound			

Come Home (pg 272), A Loving Touch

Phono-Graphix Advanced Code - Purple

Objectives:

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i-e

shy	fly	high	pipe	night
wild	pie	child	tight	light
mild	I	lie	fry	kite
cry	pine	die	right	my
tie	sky	cries	mind	sigh
stripe	pies	white	twine	lies
ties	hind	spy	pry	

Sound Sorting <ie> ie as in tie or ee as in chief

pies	lie	tried	chief	grief
shield	die	field	spied	

Spike on pg 274

Phono-Graphix Advanced Code - Purple

Objectives:

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Sound Sorting <y> ee as in messy or i-e as in try

messy	happy	fly	crypt	try
sunny	why	penny	sky	shy
lucky	sticky	my	cry	

Use your progress monitoring and assessment to verify that all students are meeting 80% mastery of concepts before moving on. If needed, have students spend additional time studying the words on prior lists.

Phono-Graphix Advanced Code - Purple

Objectives:

- Students will learn that two or more letters together can make one sound.
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S

voice less sat silly sit
mercy city sick cent house
sand soft mouse choice sad
sip

Explain what the oi represents in voice and choice.

Z

is zipper fuzz his snooze
lose whose zip choose whiz
buzzard xylophone

Explain what the wh represents in whose and whiz.

Sound Sorting <se> s as in mouse or z as in choose

house mouse please choose blouse
ease

Phono-Graphix Advanced Code - Purple

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O

stock	wall	knot	star	fault
pot	lawn	walk	fraud	thought
saw	fought	father	dawn	brought
got	ought	tall	raw	ball
fawn	chalk	haul	yawn	swat
claw	sought	talk	want	bought
car	water	jaw	law	Paul
con				

Oscar the Otter (pg 291), The Swamp

Phono-Graphix Advanced Code - Purple

Objectives:

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Sound Search	286	77

l

lift

well

apple

doll

lamp

little

label

simple

sable

hospital

pupil

loft

Phono-Graphix Advanced Code - Purple

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k

sock	can	clock	chlorine	kite
kept	cape	brick	keep	block
Christmas	cat	chicken	stick	coffee

Phono-Graphix Advanced Code - Purple

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oy

boy	toy	joy	oink	spoil
coil	oil	foil	toil	royal
soil	boil	ahoy	Troy	loyal

Phono-Graphix Advanced Code - Purple

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d

looked	dad	slipped	dirt	packed
helped	dog	ladder	bid	knitted
middle	stranded	fiddle	damp	down
tracked	held	planted	opened	tasted
drip	kidding	fitted	landed	handed

Phono-Graphix Advanced Code - Purple

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j

jump

bridge

gentle

jungle

barge

gym

judge

large

gin

jam

nudge

budge

fudge

juice

Jack

Phono-Graphix Advanced Code - Purple

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v

vine
visit

valley
curve

vapor
have

nerve
leave

serve

Phono-Graphix Advanced Code - Purple

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i

mitt
his
pit
it

hit
did
cylinder
crisp

sit
tib
bit
pip

tip
rift
in

crypt
bib
sip

Phono-Graphix Advanced Code - Purple

Objectives:

- Students will learn that two or more letters together can make one sound.
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g

get ghost gosh gate gamble
haggle wagged log

Sound Sorting for <g> j as in gentle and g as in good

gentle good get age page
log gate gym gin

Phono-Graphix Advanced Code - Purple

Objectives:

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Study these word lists. Use the strategies of mapping, sorting and analyzing to teach the patterns. No stories exist for these so ask students to locate examples in their own reading material or teacher created materials.

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m

mom
dumb

bump
autumn

map
summer

numb
lump

some

Phono-Graphix Advanced Code - Purple

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u-e

cute	pupil	few	cube	cue
pew	hue	fuel	pewter	few
use	mule			

Sound Sorting <ew> oo as in new or u-e as in few

new	crew	stew	few	knew
flew				

Phono-Graphix Advanced Code - Purple

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f

graph	phone	fat	puff	Phil
fun	fake	tough	fin	enough
phonics	five	fib	fact	fancy

n

no	gnat	dinner	snow	know
funny	knew	knot	sinner	gnome
winner	not			

w

when	wish	what	want	why
waste	wait	winter	when	whip
whisker	we			

Phono-Graphix Advanced Code - Purple

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x

fox	accept	box	next	accent
excel	exist	exit	example	excellent
except				

qu

queen	quick	acquire	quiet	quit
acquaint	quite			

Phono-Graphix Multisyllable Management -- Yellow

Objectives:

- Students will understand that sometimes words have "chunks" of blended sounds.
- Students will understand that the chunks of sounds in words are determined by linguistics not orthography.
- Students will understand that we can read multisyllable words by blending sounds into chunks and then chunks into meaningful words.
- Students will understand that we can spell multisyllable words by building the sounds into chunks and the chunks into words.
- Students will understand that multisyllable words contain a dominant chunk.
- Students will understand that many multisyllable words contain a weak vowel sound.
- Students will understand that many multisyllable words have endings that cannot be sounded out.

Basic Activities	Reading Reflex Page:	Word Work Page:
Reading and Mapping Multisyllable words	307	97
Finding the Loud Syllable in Multisyllable words	319	
Finding the Mr.Schwa Multisyllable Reading	321	101
Multisyllable Process Spelling	333	105
Special Endings	330	107

Phono-Graphix Multisyllable Management -- Yellow

ACTIVITIES IN YELLOW

The activities in yellow utilize similar modes of learning as in purple. Students continue to map words, read words, practice process spelling and find words in their own reading. The following is a brief description of teaching activities to be utilized during multisyllable management instruction.

Reading and Mapping Multisyllable words

1. Present the words to the child.
2. Have the child read the first chunk
3. Ask her to map the word leaving a space between chunks

It is not necessary for students or teachers to say each sound as they write it but rather say the entire chunk as it is written.

Multisyllable Word Analysis

1. Read the first chunk.
2. Read the second chunk.
3. Ask what the first sound in the chunk is. Write it down,
4. Ask for the second sound in the chunk. Write it down.
5. Each time a sound is represented by more than one letter ask her to underline it as a reminder that it is just one sound. (e.g. *Con tain*)

Finding the loud syllable in multisyllable words

1. Finding the loud syllable in multisyllable words
2. Use any of the word lists in the chapter
3. Have students read the word, map it on the white board
4. Say the word with one syllable louder than the other. Say it with the other syllable louder than the other. Ask which sounds more standard.

Process Spelling

1. Say a multisyllable word.
2. Ask student to utilize scratch sheet spelling to identify which is the accepted spelling of each chunk.

Phono-Graphix Multisyllable Management -- Yellow

Objectives:

- Students will understand that sometimes words have "chunks" of blended sounds.
- Students will understand how to read and spell multisyllable words by analyzing the chunks contained within the word.

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Two-Syllable Words - Beginner (Kindergarten and higher)

funny	little	button	happy	gladly
simple	sorry	sunny	bigger	mopping
runner	badly	faster	rattle	puddle
softly	ripple	middle	candy	table
acorn	sample	camping	apple	purple
happy	lemon	runner	crayon	music

Phono-Graphix Multisyllable Management -- Yellow

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Two-Syllable Words - Intermediate (1st grade and higher)

shadow	address	prevent	wiggle	repair
fellow	lobster	pillow	whether	plenty
struggle	loyal	rapid	peanut	robin
surround	request	flower	gossip	shampoo
teacher	tender	polish	monkey	hanger
crumble	lesson	snicker	before	chimney
magic	happen	loudly	travel	money
pumpkin	mountain	product	brighten	winter
closet	worried	rabbit	hammer	parrot
hanger	orange	parade	lumber	oyster

Phono-Graphix Multisyllable Management -- Yellow

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Two-Syllable Words - Advanced (mid 1st grade and higher)

certain	paper	jewel	simple	hollow
instead	forest	quickly	softer	during
Tuesday	early	awful	enjoy	cinder
expert	feather	lightning	printer	excuse
under	costume	country	over	stapler
dancer	wither	thunder	carry	panther
jungle	numbers	handle	mustard	infant
service	husband	rocket	service	insect
reptile	helmet	powder	lettuce	poison
luggage	quarrel	maple	quarter	olive
absent	muffin	vanish	office	transform
muskrat	reflect	talent	torment	tractor
simple	balance	transport	target	ginger
wrinkle	Tuesday	whisker	spider	bishop
cattle	beyond	circus	blizzard	Thursday

Phono-Graphix Multisyllable Management -- Yellow

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Two-Syllable Words - Advanced (continued)

bitter	chimney	gather	concert	budget
control	garbage	cashier	advanced	candle
active	monster	gamble	camel	garage
dinner	gadget	dentist	cottage	river
cricket	tunnel	forward	freezer	reckless
eagle	stickers	trombone	eclipse	dirty
father	mother	brother	sister	uncle

Phono-Graphix Multisyllable Management -- Yellow

Objectives:

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Three-Syllable Words - Beginning (2nd grade and higher)

hospital	happiness	president	example	deposit
multiply	establish	example	hesitate	uneasy
cucumber	monument	nursery	navigate	multiple
obstacle	musical	overflow	observer	principle
recommend	celebrate	publicly	wonderful	prosperous
operate	mechanic	simplify	burglary	occupy
calculate	symbolic	capital	momentous	carpeting
innocent	centigrade	descriptive	register	character

Phono-Graphix Multisyllable Management -- Yellow

Objectives:

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Three-Syllable Words - Intermediate (2nd grade and higher)

feverish	recorder	finishing	forgetful	fingerprint
fantasy	celebrate	certainly	calculate	explosive
graduate	develop	expressway	exercise	engineer
embroider	embarrass	elephant	electric	dynamite
governor	gentleman	detective	department	satisfied
destroyer	detergent	achievement	December	acrobat
customer	sensible	cucumber	gardener	crocodile
galaxy	criminal	galaxy	disappear	carpenter

Phono-Graphix Multisyllable Management -- Yellow

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Three-Syllable Words - Advanced (2nd grade and higher)

discover	cosmetics	deliver	telephone	consequence
Saturday	threatening	saturate	horrify	gratitude
bitterly	gravity	rectangle	recover	transparent
vanishing	absolute	umbrella	trampoline	tolerant
reporter	pharmacy	petticoat	propeller	principal
projector	pottery	pocketbook	parakeet	parallel
operate	multiply	monument	minister	museum
microscope	microphone	kangaroo	magnetic	magazine
lollipop	hurricane	happily		

Phono-Graphix Multisyllable Management -- Yellow

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Special Ending Words 'shun'

physician	nation	vacation	explanation	plantation
musician	mission	motion	election	dimension
munitions	location	examination	culmination	graduation
suspension	protection	expulsion	generation	

Phono-Graphix Multisyllable Management -- Yellow

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Special Endings	330	107

Special Ending Words 'zhun'

immersion

television

collision

vision

expulsion

Phono-Graphix Multisyllable Management -- Yellow

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Multisyllable Process Spelling	333	105
Special Endings	330	107

Special Ending Words 'shus'

precocious fictitious malicious conscious delicious
nutritious atrocious ferocious cautious

Phono-Graphix Multisyllable Management -- Yellow

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Special Endings	330	107

Special Ending Words 'kshus'

anxious

obnoxious

noxious

Phono-Graphix Multisyllable Management -- Yellow

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Special Endings	330	107

Special Ending Words 'zhu'

amnesia

Asia

Persia

freesia

Phono-Graphix Multisyllable Management -- Yellow

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Special Ending Words 'cher'

structure furniture future capture gesture
posture adventure pasture

Phono-Graphix Multisyllable Management -- Yellow

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Special Ending Words 'zhure'

treasure measure pleasure leisure