

Book of Words

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**Useful Lists
of Common
Phonemic
Patterns
for Teaching
Beginning
Reading &
Spelling**

Greetings fellow teachers of reading!

This tool was born out of my own need in teaching my first and second graders. In 30+ years of teaching emergent readers, it seemed that any curriculum I was given to use, lacked the where-with-all to practice words with common phonograms and spelling patterns. Teaching a phonogram from a language book page rarely gives enough practice for emergent readers to master the given phonogram.

I began to create a list of words for each phonogram taught, so that I had something to “warm-up” my readers with before they started reading either their curriculum “Readers” or trade books. I needed them to see that these phonograms are used in many words they will see every day as they read. My lists were then turned into a small 3 ring binder for each reader so that we could practice phonograms or sight words all together and easily review those already taught.

This book is sequenced in a logical order of teaching the sounds and letter combinations of our language. It is geared for emergent readers and the words that first and second graders would encounter in the books they read. My hope is that this “Book of Words” will become a useful tool in turning your students into readers.

Blessings!

Gitti Shilley

Index

- 4- Key of Vowel Sound Symbol Used
- 5- Common ways to spell vowel sounds
- 7- Alphabet assessment
- 11- Blending with /a/
- 12- Blending with /e/
- 13- Blending with /i/
- 14- Blending with /o/
- 15- Blending with /uh/
- 16- CVC word with /a/
- 17- CVC word with /e/
- 18- CVC word with /i/
- 19- CVC word with /o/
- 20- CVC word with /uh/
- 23- Sight words –first 25
- 28- Sight words –first 50
- 33- Sight words –first 75
- 38- Sight words –first 100
- 43- Sight word progress chart
- 46- “ck” words
- 47- Silent “e” words
- 50- “sh”, “ch”, “th”, “ph” words
- 51- “e” in *he*, “o” in *no*, “y” in *my* words
- 52- “ee” and “ea” says /E/ words
- 54- “ea” says /E/, /e/ & /A/
- 55- “qu” says /kw/ words
- 56- “st”, “fr”, “tr” words
- 57- “br”, “dr”, “pr”, “gr” words
- 58- “y” can say /E/ words
- 59- “ai” and “ay” words
- 61- “dge” says /j/ words
- 62- “g” says /j/ words
- 63- “ou” and “ow” (as in loud & cow) words
- 65- “pl”, “bl”, “cl” words
- 66- “fl”, “gl”, “sl” words
- 67- “sm”, “sn”, “sp” words
- 68- “sw”, “tw”, “sc”, “sk” words
- 69- “ew” and “oo” (new, soon) words
- 71- “oo”, “u” (book, put) words
- 72- “c” can say /s/ words
- 73- “oa” and “ow” words
- 74- “oy” and “oi” words
- 75- “ar” and “or” words
- 77- “er”, “ir”, “ur”, “ear”, “wor” words
- 79- “ing”, “ang”, “ong”, “ung” words
- 80- “ink”, “ank”, “onk”, “unk” words
- 81- Suffixes: -ing, -ed, -er words
- 83- “igh” words
- 84- “a” says /aw/ words
- 86- “o” say /uh/ words
- 87- “ll”, “nd”, “st” words (after short vowels)
- 89- “st”, “nd”, “ld” words (after long vowels)
- 90- “aw” and “au” words
- 91- “ie” and “ey” words
- 92- “alk” and “tch” words
- 93- “spr”, spl, scr words
- 94- “squ”, “str”, “thr” words
- 95- “eigh”, “augh”, “aigh”, “ough” words
- 96- Common Compound Words
- 97- Common Homophones
- 99- Words that say /A/--all phonograms

- 100- Words that say /E/--all phonograms
- 101- Words that say /I/--all phonograms
- 102- Words that say /O/--all phonograms
- 103- Words that say /U/--all phonograms
- 104- Words that say /aw/--all phonogram
- 107- Short Vowel Review
- 108- Ways to spell /A/
- 109- Ways to spell /E/
- 110- Ways to spell /I/
- 111- Ways to spell /O/
- 112- Ways to spell /U/ or /oo/
- 113- "ng" and "nk"
- 114- R Controlled vowels
- 115- Other common phonograms

Key of Vowel Sound Symbols Used

/a/ = cat, sand

/A/= made, rain

/e/= ebb, men

/E/ = East, teeth

/i/= inch, pin

/I/= ice cream, hike

/aw/= hot, saw, caught

/O/= hope, soap

/uh/= must, some, mother

/ew/= smooth, through

/yoo/= cute, fuel

/oo/= put, could, book

/oi/= coin, boy

/ou/= shout, cow

R-controlled vowel sounds:

/er/ = her, third, purse, work, earth

/or/ = corn, more

/ar/= park, car

/eer/= hear, deer, pier

/air/= chair, there, care

Ways to Spell

Ways to spell /A/...

came, sane, pale, name, rate,
pail, sail, rain, Maine
say, ray, play, tray
great, break, steak
they, grey, obey, prey
weigh, neigh, sleigh

Ways to spell /E/...

she, we, be, he
tree, free, seem, bee
sea, heat, bean, leap
gene, theme, scene
chief, thief, cookie,
monkey, key, donkey
baby, lady, happy,

Ways to spell /I/...

bike, ride, bite, write
pie, tie, die
fight, sight, might, tight
fly, cry, try, my, by,

Ways to spell /O/...

go, so, no, ho
rode, woke, zone, bone
toe, hoe, foe
coat, toad, goat, soap
low, crow, bow, stow

Ways to spell /U/ or /oo/

cue, due, glue, true
cute, huge, lute, nuke
loose, moon, tooth, boom
chew, new, stew, grew,
through, slough

Ways to spell /a/...

bat, pan, ham, rag

Ways to spell /e/...

step, red, bet, hen
bread, head, dead

Ways to spell /i/...

pig, bin, hit, sill
crystal, cyst, bicycle

Ways to spell /aw/...

boss, cop, hot, not
ball, father, water
law, saw, claw, draw
Paul, faucet, auto
caught, taught
bought, fought

Ways to spell /uh/...

bus, dust, hug, pug
come, some, done, mother
touch, young, country, cousin

Ways to spell /oy/...

coil, boil, coin, toil
soy, joy, toy, boy

Ways to spell /ou/...

loud, south, ground
bow, now, how, frown

Ways to spell /oo/...

book, look, took, shook
put, bull, full, gull, pull
could, would, should

Ways to spell /er/...

her, verse, terse
bird, first, girl, sir
nurse, purse, burn
earth, earn, search
worth, worm, worse

Ways to spell /air/...

bear, tear, pear
pair, stair, chair
care, mare, bare
merry, berry, ferry

Ways to spell /or/...

core, more, tore
for, corn, born
door, floor, poor

Ways to spell /eer/...

here, revere, severe
cheer, steer,
fear, clear
pier, tier

Alphabet Assessment Instructions

It is important that the students master their alphabet sounds before they progress into the learning of other phonograms. The following page can be used to assess a child's knowledge of the alphabet. The alphabet letters are not in order so that the child cannot rely on the rote learning of the alphabet or the singing of the alphabet song. I use lower case letters because this is what a child sees in books that they read. When the child comes to the vowels be sure that they state the "short vowel sound" as well as the "long vowel sound".

Step 1: Make three copies of the assessment page per child being tested.

Step 2: Put one copy in front of the child and have 2 copies on a clip board in front of you preferably at an angle so that the student cannot see the notes you are taking.

Step 3: Have the child name the alphabet letters. Put check marks in the boxes of the correctly said letters. Put a "0" in the boxes of any letters the child cannot name. If the child names a different letter, write the name of the letter the child states.

Step 4: Put the second alphabet sheet on top of your clipboard. Have the student go through the letters a second time, this time saying the sound of the letter. Put check marks in the boxes of the correctly stated sounds. Mark with a "0" the sounds the student does not know. If they state a different letter sound, write the sound that they say.

Step 5: Note all learning that still needs to take place. Also note any patterns that you see during the assessment, such as "mixed up d, b, p and q. Directionality may be a issue", or "Strong consonant sounds. Needs to work on vowel sounds", etc.

Step 6: Use the results of this assessment to further teach the alphabet letters and sounds to mastery before continuing with the rest of the phonograms in this book. It may be necessary to give this assessment several times before mastery is achieved (all letters and sounds correct).

Alphabet Assessment

Student's Name _____ Date _____

a	e	i	o	u
r	t	y	p	s
d	f	k	h	l
j	g	w	q	z
x	c	v	b	n
m				

Notes:

How to Use Blending Pages

After learning the alphabet, the next step to learning to decode words is to learn to “blend” alphabet sounds together. This should start with adding a vowel sound to a consonant sound. Use these pages to practice blending consonant sounds to short vowel sounds. Work toward the student saying the sounds as one unit, rather than individually.

Using the “short” vowel sound, demonstrate to the learner that 2 alphabet sounds can be blended. Say to the student, “Instead of saying ‘b’ and ‘a’ separately, we can say them like one sound, ‘ba’.” Then we can put another letter in front of the ‘a’ to make it sound different again, like this, (demonstrate the reading of the entire first column of short ‘a’ blends).” Now have the student try it. If they resort to saying each individual sound, encourage them to say it again as one sound. If they continue to say the sounds separately, have them do the column again repeating after you.

For each reading lesson, choose one to three columns to “warm-up” with. These blending pages can be used as often as needed until mastery of blending is achieved. When a child becomes fluent in blending consonants to short vowels, they are ready for the next step. Once blending is nearing mastery (around 95% with fluency), use the next pages to show them that by adding just one more letter, they are reading!

Note: Be sure the reader understands that this is just a first step to learning how to figure out words. Some may get frustrated because these blends do not have meaning. In that case, blends and consonant vowel consonant (cvc) words can be put side by side for better understanding. The teaching might sound like this: (Write: **ba** **bat** on a white board). The child is led to read “ba”, the teacher then reads, “bat” and shows that all he/she did was add one more letter to make it a real word.

a a a a a a a

warm-up 1

fa

ba

ta

da

sa

ca

la

ha

na

ga

ra

pa

warm-up 2

ja

ma

ba

fa

ca

da

va

na

pa

ta

sa

ga

warm-up 3

da

ta

ma

sa

ra

fa

na

pa

ha

la

ga

ja

a a a a a a a

warm-up 1

ban
can
man
tan
mat
cat
rat
sat
bat
nab
yam

warm-up 2

tap
zap
ham
pan
jam
ran
tag
sad
fan
lap
pan

warm-up 3

hat
dab
fat
vat
pat
pan
ram
tab
cap
sag
wag

How to Use Sight Word Pages

I have included **100 very common words** that should be practiced by **sight**, not by decoding. I have broken them down into 4 manageable compounding lists of 25 with the new words in bold and included assessment pages for each list.

Use the **assessment** page to gauge your student's progress. The directions are as follows but are also printed on the first two assessment pages.

*Directions: Put a **check mark** by each correct word said without decoding. Write "**dec**" (for "decoded") if the child got it correct but had to sound it out first. **Write the word that was said**, if different than what is on the list. Put a "**0**" for those that were not tried. If any words are skipped unintentionally, have them go back and read them, and note that they skipped some words. (This may be something to watch for, as some children have tracking issues.)*

When scoring, the words that were decoded should not be counted as correct. These are sight words for memorization. Since they decoded them, they are not yet memorized.

I've also included **flashcards** for you to copy, cut out, and use for practice and/or for the assessment piece. Tip: copying them onto cardstock and laminating them will make them much more durable.

The last page is a **chart** to track and celebrate your student's progress. For every 25 words mastered, they can color a section of the piggy bank pink, or whatever color they choose.

Ideas for the Use of the Following Word List pages

Once the reader has learned how to decode short vowel words, they are ready to learn how to read and spell words that use other language patterns. Here are some ideas of how to use the following lists of patterned words.

- 1) When a phonogram (such as "ai") is introduced to the reader, use these lists for demonstration and immediate reading practice.
- 2) During reading groups, use these lists as "warm-ups" before a trade book or curriculum story is read.
- 3) For children who need extra practice, assign them one or two columns to read two times out loud before reading a book.
- 4) For spelling practice of a phonogram, let the children know which phonogram will be used, then dictate some words from that list for them to write.
- 5) For rhyming practice, have the children find words in a given list that rhymes with a word that you dictate.
- 6) Use the words in each list to create this class game for the phonogram that is being learned.
 - a. Use as many 3X5 cards as there are children in the class plus one.
 - b. For the phonogram of "ai" write on the first card: "I have **rain**, who has paid?" (Write the word "rain" much bigger than the other words). On the second card write, "I have **paid**, who has main? On the third card write, "have **main**, who has bait".
 - c. Continue this pattern until each card is used.
 - d. Now set the first card aside and mix up the rest of the cards.
 - e. Pass the cards out to the students.
 - f. Teach the students that as the word on their card is read, they are to stand and read their card.
 - g. Read the first card to the class. (I have rain who has paid)
 - h. The person who has the card that says paid in big letters should stand up and read their card.
 - i. The game continues until all cards are read and everyone is standing.

Words in which “**ck**” comes after
a **short vowel**.

column 1

back

Jack

pack

sack

tack

rack

lack

stack

Zack

neck

peck

column 2

deck

lick

stick

sick

pick

Nick

Rick

sock

rock

lock

pock

column 3

dock

stock

duck

luck

yuck

buck

muck

puck

buck

wick

brick

Silent “e” makes the **initial vowel** say its
long sound (say its name).

column 1

column 2

column 3

bake

vane

woke

cake

wake

bone

date

Pete

hole

fame

like

mole

game

bite

cute

hate

dine

lute

lame

fine

flute

name

line

rule

page

site

mule

safe

white

home

pole

poke

phone

Common consonant digraphs at the beginning
of the word: “**st**”, “**fr**”, “**tr**”.

st

stream

stop

star

stump

stuck

stack

stick

stem

stomp

stab

still

fr

frown

frog

frost

from

friend

fray

frisky

fril

fry

tr

try

trust

tram

track

truck

trick

tried

tribe

trip

trim

treat

The sound of /**er**/ can be spelled with all 5 vowels—more commonly with “**er**”, “**ir**”, and “**ur**”. Other common patterns are **ear** and **or** (preceded by a **w**).

column 1

column 2

column 3

her

merge

shirt

perk

butter

chirp

herd

better

twirl

perch

stern

fir

verse

third

firm

nerve

first

skirt

jerk

girl

squirt

fern

sir

birch

berg

stir

birth

verb

dirt

swirl

column 1

purse
nurse
church
turn
burn
fur
curl
spurt
cure
burst
curve
hurl
blur

column 2

burg
burst
word
work
worth
worm
worthy
world
works
worse
worst
worry
learn

column 3

earn
early
earth
heard
yearn
search
earl
pearl

Oddballs



doctoro
sailoro
dollaro
collaro

How to use Phonogram Review Pages

The following pages can be used to teach and review phonograms.

Reading and practicing these lists regularly will support the students in remembering how to spell the vowel and consonant blend sounds of our language.

The **cue words** work to solidify the learning and should be memorized with the sounds. Be sure and chant the whole phrase with them as they practice.

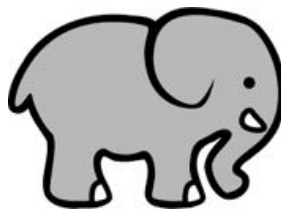
When decoding words in trade books, reminders can be given like, “**this word has ‘ea in meat’**”. When practicing the short vowels, **name the letter, name the cue word, then say the sound.**

a



/a/

e



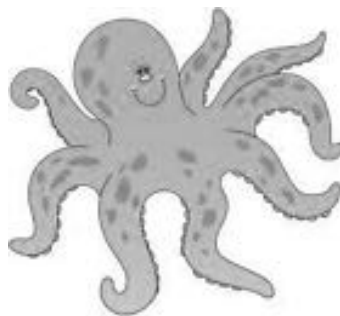
/e/

i



/i/

o



/o/

u



/u/

Ways to spell /A/

ai in **rain**

ay in **pray**

ea in **great**

ey in **they**

eigh in **neighbor**

Book of Words

useful lists of common phonemic patterns for teaching beginning
reading & spelling

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