

Phonics 1

Homework Information Packet

for Parents

Lorna Simmons

with Linda Calvert

Contents

Introduction For Teachers	iii
Homework Objectives	1
Homework Instructions	3
Coding Charts.....	15
Glossary of Phonics Terms.....	19

Pphonics 1 Homework Information Packet

Copyright © 1998 by Saxon Publishers, Inc.

All rights reserved.

Permission is hereby granted to teachers to reprint or photocopy in classroom quantities the sheets in this packet that carry a Saxon Publishers copyright notice. These pages are designed to be reproduced by teachers for use in their classes with accompanying Saxon Publishers material, provided each copy made shows the copyright notice. Such copies may not be sold and further distribution is expressly prohibited. Except as authorized above, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Printed in the United States of America.

Editor: Julie Webster

Prepress Manager: Travis Rose

Production Coordinator: Joan Coleman

First printing: October 1998

— *Reaching us via the Internet* —

WWW: <http://www.saxonpub.com>

E-mail: helpdesk@saxonpub.com

Saxon Publishers, Inc.
2450 John Saxon Blvd.
Norman, OK 73071

Introduction For Teachers

This packet is designed to educate parents about Saxon Publishers' *Phonics 1* program—specifically, the phonics homework. Most parents will be extremely interested in helping their child learn how to read. If unfamiliar with phonics, however, parents may express confusion or anxiety about how to help. Many parents will simply require reassurance from the teacher, but some will want more explanation about phonics concepts or specific instructions for completing the homework. This packet is designed to address some of these concerns. It contains the following:

- Four simple rules parents can follow to help their child complete the homework
- Instructions for completing each homework page
- More in-depth explanations of selected concepts
- Charts listing vowel and spelling rules, syllable division patterns, letter clusters, and coding marks
- Glossary of phonics terms

Use of this information packet is entirely optional. Teachers may send the packet home in its entirety or choose only portions. Some teachers will send packets only when parents request more information. A few different methods of packet distribution are suggested below:

- Send home a packet with each student at the beginning of the year. Attach a note suggesting that parents refer to the packet throughout the year as they supervise phonics homework.
- Distribute packets directly to parents at Open House or during parent/teacher conferences along with suggestions for use. Consider conducting a brief phonics lesson to further explain the program.
- Send home appropriate portions of the packet on a weekly or even daily basis. For instance, send home the instructions for Homework 1–4 during the week those lessons are taught.
- Send packets (or portions of packets) only to those parents who request more information about phonetic coding and concepts.

This packet is not intended to replace classroom instruction. Parents should not feel obligated to teach the concepts described herein since they will be covered extensively in class. Furthermore, it is recommended that parents not attempt to read the entire packet in one sitting.

Besides sharing the contents of this packet, teachers might try several other things to ease parents' anxieties:

- Make sure the worksheet (i.e., front side) is **completely corrected** before sending it home. Students and parents will refer to this side when completing the homework.
- Clearly explain instructions and identify any pictures before sending homework home.

Phonics 1 Homework Information Packet

- Encourage children to teach the coding and concepts they've learned to their parents. This not only helps reinforce learning, but it also keeps parents informed about the program.
- Emphasize to parents the importance of **reading** with their child. It is much more important that they spend time blending sounds and reading with their child than it is for them to worry about coding.
- If homework is still causing too many difficulties, consider having students complete it **in class** sometime later in the day.

Above all, remember that the ultimate goal of phonics instruction is for students to learn how to read, not to learn to code perfectly. Reassure parents who express concern by explaining that homework is never graded. It simply serves the following purposes: (1) It provides teachers with a diagnostic tool to judge what concepts need more review. (2) It provides students with further practice. (3) And it provides parents with a means to evaluate their child's progress in learning how to read.

Phonics 1 Homework Information Packet

HOMEWORK OBJECTIVES

- (1) To allow children the opportunity to practice reading at home to parents, guardians, or older siblings using materials that follow the sequence of letter presentation being presented at school.
- (2) To allow parents to see how their child is progressing.

FOUR SIMPLE STEPS TO HELP YOUR CHILD COMPLETE PHONICS HOMEWORK

- (1) **Allow your child to code any words needed in order to read them.** Your child may refer to the front side of the worksheet for similar coding examples. Do not be concerned about correcting the coding marks because these will be discussed thoroughly in class. The overall purpose of phonics coding is to act as a *tool* to help children read unfamiliar words. Some children will not master coding the day it is taught; other children will not even need coding in order to read. The overall goal of phonics is not to teach children how to code *but how to read*.
- (2) **Listen to your child read as many words, sentences, and paragraphs on the homework as possible.** In sections containing sentences/paragraphs, your child need code only those words that pose difficulty.
- (3) **If your child blends and reads words fairly well,** have him or her practice reading the homework and then answer any questions. **However, if your child struggles to read single words,** he or she won't be able to read sentences or paragraphs. In this event, do not force your child to read the sentences and paragraphs on the homework; instead, follow the suggestions below:
 - (a) If reading single words (i.e., blending sounds) is difficult for your child, point to individual letters in words and ask your child to identify the sounds those letters make. For example, in the word "mat," the sounds are /m/ ... /ă/ ... /t/. Demonstrate slowly how to blend the sounds. Do not say each sound in isolation, but try to hold on to each one before starting the next. For example, mmmmaaaat. (Some sounds are harder to sustain, like /k/ and /t/.) Some children require quite a bit of demonstration before the "light comes on" and they learn to blend independently. (Helping your child learn to blend is important, especially since teachers of large classrooms cannot always find sufficient time to work with individual children.)
 - (b) If your child can read single words but is still mastering the blending process, encourage him or her to read the sentences and/or paragraphs. Keep in mind, however, that your child's level of reading comprehension may be low at this stage. Until the reading process becomes more automatic, help your child work on *comprehension* by reading any sentences or paragraphs to your child and having him or her answer the questions.
- (4) **Return homework the following school day.** This practice not only helps your child's teacher determine whether your child is getting appropriate help at home, but it also helps your child develop responsibility.

Homework Instructions

The following contains a brief introduction to major phonics concepts and coding as well as instructions for completing specific homework pages. Use these instructions in conjunction with the parent notes at the bottom of each homework page. This information is provided to help keep you informed about what your child is learning in class.

When helping your child complete the homework, remember a few key points. First, **the homework side (back) always mirrors the worksheet side (front)**; the worksheet will have been completed and corrected in class, so you may always refer to it for similar examples or coding. Second, instructions are not printed on the homework because it is important that your child not be asked to read with letters or concepts that haven't been taught; however, your child's teacher will have explained all necessary instructions for completing the homework and will have identified any pictures. Third, once a concept or coding is introduced, it is practiced in all subsequent lessons. Finally, **do not worry about the coding**. The coding marks will be explained during class time. The most important thing is that you spend time working with and listening to your child read. **Daily reading practice is essential for future reading success.**

Homework 1	Practice writing N's on the dotted lines (capital letters on the top line; lowercase on the bottom). For each picture, write the letter naming the initial sound. For example, "nurse" begins with an <i>n</i> , so write " <i>n</i> " under the picture. The boxed pictures, from left to right, are as follows: nurse, needle, napkin, newspaper, number, nag.
Homework 2	<p>First vowel rule: When a vowel is followed by a consonant, the vowel is short. Code the vowel with a breve. A breve looks like a smile:</p> <p style="text-align: center;">tăp hĕlp īn stōp sŭn</p> <p>Practice writing O's on the dotted lines. For each picture, identify the letter naming the initial sound. Code the word by #7, read it, and draw a line to the matching picture. The boxed pictures, from left to right, are as follows: ostrich, ox, newspaper, nose, off, octopus. (<i>Always help your child sound out words as needed.</i>)</p>
Homework 3	<p>Second vowel rule: An accented vowel not followed by a consonant is long. Code the vowel with a macron and an accent mark. A macron is simply an overline:</p> <p style="text-align: center;">ā' bē' hī' sō' flū'</p> <p>Practice writing O's on the dotted lines. Identify the letter naming the initial sound in each picture. Code the words, read them, and draw a line to the matching picture. The boxed pictures, from left to right, are as follows: oatmeal, nut, off, needle, ostrich, open.</p>
Homework 4	<p>Practice writing T's on the dotted lines. Identify the letter naming the initial sound in each picture. Code the words, read them, and draw a line to the matching picture. The boxed pictures, from left to right, are as follows: tooth, tub, net.</p>
Homework 5	<p>Practice writing P's on the dotted lines. Identify the letter naming the initial sound in each picture. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pencil, piano, puppy, pot, top.</p>

Homework 6

Twin consonants: Two adjacent letters that are just alike; they make only one sound. Code the second twin consonant by drawing a line through it (reminding your child that the sound is pronounced only once):

pīly iñnī

Practice writing *I*'s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pop, pin.

Homework 7

Practice writing *L*'s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pin, no, top.

Homework 8

Practice writing *A*'s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: top, on.

Homework 9

Practice writing *Z*'s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pop, nap, pan.

Homework 11

Voiced sound: One that requires the use of the vocal cords; a vibration is felt. Today your child learned that the letter *s* makes both a voiced /z/ and an unvoiced /s/ sound. Code the voiced *s* by drawing a line through the letter:

ăs hís compared to sīp păst

In Lesson 31, your child will begin coding another voiced sound—digraph *th*, as in “feather.” (Example: th)

Practice writing *S*'s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: sap, zip, top.

Homework 12

Suffixes: A letter or group of letters added to the end of a root word that changes the meaning or usage of the word. Code suffixes by boxing them, thus distinguishing the root word from the suffix. Today your child learned suffix -s[†].

kids boxīng ripeness

The following additional suffixes will be taught throughout the year:

Additional Suffixes

LESSON	SUFFIX	LESSON	SUFFIX
32	-ing	96	-es
33	-ed	131	-er, -est
62	-y	136	-ful
67	-ly, -less, -ness		

[†]Your child has only been taught the definition of suffix -s meaning “more than one.” The verb suffix -s, used for subject/verb agreement, is not taught in Phonics 1.

Homework 12 (continued)	If your child tries to box the s in words like “is” or “his,” or the ing in words like “sing,” explain that a root word must remain after boxing the suffix. Furthermore, boxing the suffix shouldn’t change the vowel sound (as it would if you boxed the s in “his.”) Your child also learned the word “the” today. This word will be referred to as a “temporary sight word” and circled until its phonetic coding is taught later in the year. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pots, pits.
Homework 13	Practice writing D’s on the dotted lines. Code and read the words and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pin, pan, sap.
Homework 14	Practice writing F’s on the dotted lines. Code and read the single words and draw a line to the matching picture. Read the sentence by #6. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: fan, fin, snap. <i>(Note: Beginning with this homework, your child will be asked to read complete sentences and eventually paragraphs. On these portions of the homework, your child need code only those words that prove difficult.)</i>
Homework 16	Sight word: A word in which all or part does not follow phonetic rules. Sight words are not coded, but circled. Today your child learned sight word “oh.” Approximately 85 sight words will be taught throughout the year. These are listed below:

Additional Sight Words

LESSON	SIGHT WORD	LESSON	SIGHT WORD	LESSON	SIGHT WORD	LESSON	SIGHT WORD
21	what; who	53	their	82	bush; push	117	heard
22	was	57	does	87	once; when	119	eye
23	put	58	from	89	any; learn; many	122	brother; chocolate
29	are	61	were	92	color; mother	123	stomach
31	where	63	again; against	93	could; should; would	124	clothes; don’t
32	said	64	brought	97	father	127	bought; fought; thought
34	into; to; two	67	says; they	99	through	128	whose
36	of	68	build; built	101	sure	132	buy; taste
37	come	71	people	102	earth; other	134	busy; only
38	do	72	there	104	climb; door	137	enough; laugh
41	you	74	love; shoe	107	strange	139	country; move
43	one	76	full; goes; pull; want	112	guess; heart		
49	some	78	floor	114	been; cover; though		
51	friend	81	early	116	certain		

Homework 16 (continued)	Practice writing H's on the dotted lines. Code and read the single words. Read the sentences and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: hat, hit, pins.
Homework 17	Practice writing G's on the dotted lines. Code and read the single words. Read the sentences and draw a line to the matching picture. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: pig, gas, flag.
Homework 18	Schwa: A coding mark placed over a vowel to indicate the short <i>u</i> sound. Today your child learned that the word "a" is often pronounced with a schwa sound (as opposed to the long <i>a</i> sound). To code a schwa sound, write an upside-down <i>e</i> over the vowel (or just make a circle with a line through it): å hót pän
Homework 19	Practice writing R's on the dotted lines. Code and read the single words. Read the sentences and draw a line to the matching picture. Follow the instructions provided on the worksheet for 9–12.
Homework 21	Practice writing K's on the dotted lines. Code and read the single words. Read the sentences and fill in the blank. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: kid, skip, kit. K-back: A vertical line on the back of a c representing the /k/ sound, as in "cat." Today your child learned the /k/ sound of the letter c and how to code it. (The /s/ sound will be taught in Lesson 78.) lcăts lcrōp
Homework 22	Practice writing C's on the dotted lines. Code and read the single words. Read the sentence and answer the question. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: rat, gift, fist. Spelling with c and k: Today your child learned how to spell the /k/ sound in the initial position. The spelling rule is stated below: When spelling the /k/ sound in the initial position, Use the letter <i>k</i> before the letters <i>e</i> , <i>i</i> , or <i>y</i> , as in "kept," "kit," or "sky." Use the letter <i>c</i> before the letters <i>a</i> , <i>o</i> , <i>u</i> , or any consonant, as in "cat," "cot," "cup," or "clip." Using the spelling rule, fill in the missing letters and read the words. Read the sentences and fill in the blank.
Homework 23	Practice writing B's on the dotted lines. Code and read the single words. Read the sentences and fill in the blank. Spell the words beneath their pictures. The boxed pictures, from left to right, are as follows: bag, bat, bib.

Homework 24

Syllable division: The breaking of a word into separate syllables to make decoding (**pronunciation**) easier. Today your child learned the first syllable division pattern, often referred to as the “vowel, consonant, consonant, vowel,” or “vccv,” pattern. Words that follow this pattern are two-syllable, accented on the first syllable. Follow the steps below to help your child identify syllable division patterns:

Identifying Syllable Division Patterns

ASK CHILD	CHILD WILL THEN	EXAMPLE
1. Are there any suffixes?	Box any suffixes.	n ap kins
2. Where are the vowels?	Write small v's under the vowels.	n ap kin s v v
3. What's between the vowels?	Write small c's under the consonants between the vowels.	n ap kin s v c c v
4. Where do we divide?	Divide between the consonants. (May change in other patterns.)	n a p kin s v c c v
5. Which syllable is accented?	Accent the first syllable. (May change in other patterns.)	n a p̄kin s v c c v
6. How do we code this word?	Code the vowels, k-backs, etc., within each syllable.	n ā p̄k i n s v c c v
7. How do we read this word?	Read each syllable individually; then blend the syllables together, accenting the appropriate syllable.	napkins

Two important points to remember with syllable division patterns are always to **box the suffix first** and to **label only those consonants that fall within the vowel pattern**. In later lessons, your child will learn more syllable division patterns:

Additional Syllable Division Patterns

LESSON	PATTERN	EXAMPLE	NOTES
39	vc cv'	číŋj ě b t'	This is the “vccv” pattern with an accent on the second syllable.
81–83	v' cv	r ā v ē n	The vowel usually makes a long sound in an open [†] , accented syllable.
84	v cv'	ā g ō'	The letter a usually makes a schwa (short u) sound in an open, unaccented syllable.
92	vc cvc' cv	Ă t ă n ī t ī b	Notice that this is two overlapping “vccv” patterns.
99	vc ccv' vcc' cv	číŋ s p ě b t' ā t̄h ē t̄ ŋ	Generally, digraphs and blends should remain together in the same syllable.
107	vc' v	r ī v̄ er	
114	v cv'	ě l ě b t' ō m ī t' ū n ī t̄ ŋ'	The letters e, o, and u usually make long sounds in open, unaccented syllables.
134	v cv'	d ī v̄ i d ŋ'	The letter i usually makes a short sound in an open, unaccented syllable.

[†]Not followed by a consonant in *that syllable*

**Homework 24
(continued)** Code and read the single words and draw a line to the matching picture. (Refer to examples on the front for help.) Read the sentence and answer the question.

**Homework 26
and 27** Practice writing the indicated letter on the dotted lines. Code and read the single words. Read the sentences and fill in the blanks.

Homework 28 **Digraph:** Two letters that come together to make one sound. Code digraphs by underlining them. Today your child learned digraph ck. In this digraph, the c is crossed out because the /k/ sound is pronounced only once.

snä~~c~~ks

The following digraphs (and coding) will be taught throughout the year:

Additional Digraphs

LESSON	DIGRAPH	EXAMPLE	LESSON	DIGRAPH	EXAMPLE
31	<u>th</u> (unvoiced) <u>th</u> (voiced)	thimble feather	94	<u>üe</u>	glue
32	<u>ng</u>	lung	101	<u>au</u>	sauce
34	<u>ee</u>	sheep	102	<u>aw</u>	straw
48	<u>sh</u>	shark	104	<u>öö</u>	soap
49	<u>oo</u>	tooth hook	106	<u>ey</u>	key
68	<u>ai</u>	rain	108	<u>ph</u>	phone
69	<u>ay</u>	hay	112	<u>kñ</u> , <u>gn</u> , <u>wñ</u>	knife, gnat, wreath
72	<u>ch</u>	cheese	119	<u>ie</u> = /i/ <u>ie</u> = /e/	pie shield
79	<u>ow</u>	bow	123	<u>ch</u> = /k/ <u>ch</u> = /sh/	chord chef
86	<u>ea</u> = /e/ <u>ea</u> = /a/	leaf	137	<u>ei</u> = /e/ <u>ei</u> = /a/	receipt veil
87	<u>ea</u> = /e/ <u>ea</u> = /a/	thread break	138	<u>ew</u> = /oo/ <u>oo</u> = /oo/	cashew soup

Code and read the single words. Read the sentences and fill in the blanks.

Homework 29 **Spelling with final ck:** Today your child learned when to use the letters ck to spell the /k/ sound in the final position. The spelling rule is stated below:

**When spelling the /k/ sound in the final position,
Use ck after a short vowel sound, as in “stick” or “track.”**

Using the spelling rule, finish spelling the words and then read them. Code and read the single words. Read the sentences and fill in the blank.

**Homework 31
through 34** Code and read the single words. Read the sentences and answer the questions.

Homework 36	Spelling with final k: Today your child learned a second way to spell the /k/ sound in the final position. The spelling rule is stated below: When spelling the /k/ sound in the final position, Use k after two adjacent vowels or after a consonant, as in “book” and “peek” or “milk” and “brisk.”
	Code and read the single words. Read the sentences and answer the questions.
Homework 37 and 38	Practice writing the indicated letter on the dotted lines. Code and read the single words. Read the sentences or paragraph and answer the questions.
Homework 39	Refer to the table “Additional Syllable Division Patterns” on page 7. Code and read the single words. Read the paragraph and answer the questions.
Homework 41 through 43	Third vowel rule: A vowel followed by a consonant and sneaky e is long. Code the vowel with a macron and cross out the sneaky e. For example: <i>nām�� h��p�� th��m�� l��k�� r��l��</i> Sneaky e occurs at the end of a root word. This concept is taught by explaining that the sneaky e “sneaks” past the consonant, “scaring” the vowel into making its long sound. (The rule may also be applied to words with suffixes, like “nameless”; box the suffix and code “name” as shown above.) Code and read the single words. Read the paragraph and answer the questions. (On Homework 42, read the words at the bottom of the page and draw lines to the matching pictures.)
Homework 44	Spelling with final ke: Today your child learned a third way to spell the /k/ sound in the final position. The spelling rule is stated below: When spelling the /k/ sound in the final position, Use ke after a long vowel, as in “cake” or “fluke.”
	Using the spelling rules, finish spelling the words; then read them. In the first box, write a one-syllable word that ends with the /k/ sound and draw a picture of it. Repeat with a different word in the second box.
Homework 46	Practice writing X’s on the dotted lines. Code and read the single words. Read the paragraph and answer the questions.
Homework 47	Practice writing Y’s on the dotted lines. Code and read the words in the middle of the page. Read the words at the bottom of the page and draw lines to the matching pictures. (<i>i.e., Code these words only as necessary to read them.</i>)
Homework 48	Code and read the single words. Read the paragraph and answer the questions.
Homework 49	Code and read the words at the top of the page. Read the words at the bottom of the page and draw lines to the matching pictures.
Homework 51	Practice writing J’s on the dotted lines. Code and read the single words. Read the paragraph and answer the questions.

Homework 52

Floss rule: The letters *f*, *l*, and *s* are doubled after a short vowel in a one-syllable root word. For example:

floss hiss ball

Using the spelling rule, spell each word beneath its picture; then read it. The boxed pictures, from left to right, are as follows: shell, dress, dog, bell, map, kiss, glass, box, frog.

Homework 53

Spelling with final *ve*: Today your child learned how to spell the /v/ sound in the final position. The spelling rule is stated below:

**When spelling the /v/ sound in the final position,
Use the letters *ve*, as in “have” or “live.”**

Practice writing V's on the dotted lines. Code and read the single words. Read the paragraph and answer the questions.

Homework 54

Spelling with final *c*: Today your child learned the final way to spell the /k/ sound in the final position. The spelling rule is stated below:

**When spelling the final /k/ sound in a word containing two or more syllables,
Use the letter *c*, as in “plastic” or “majestic.”**

Using the boxed spelling rule, finish spelling each word; then read it. Fill in the blanks at the bottom of the page using the words in the box above.

**Homework 56
through 59**

Final, stable syllable: A nonphonetic syllable that occurs in the final position frequently enough to be considered stable. Two-syllable words that end in final, stable syllables are not coded with syllable division patterns. Instead, the final syllable is bracketed off, the *e* is crossed out, and the syllable before the bracket is accented. For example:

tā́[ble] rūf'[flē] bōt'[tlē]

In Lessons 56–59, your child will learn the following final, stable syllables: *-ble*, *-fle*, *-ple*, *-dle*, *-tle*, *-gle*, *-cle*, *-zle*, *-sle*, and *-kle*. Other final, stable syllables that will be taught throughout the year are listed below:

Additional Final, Stable Syllables

LESSON	FINAL, STABLE SYLLABLE	EXAMPLE
93	[tion	lotion
121	[sion	mansion or television
122	[ture	picture

Note: Unless otherwise indicated, **Homework 56 through 120** follows one of two patterns: (1) Code and read the single words; then read the paragraph and answer the questions. Or (2) Code and read the words at the top of the page; then read the words at the bottom of the page and draw lines to the matching pictures. (Remember, for the words and/or paragraphs at the bottom of each page, code only those words that pose difficulty.)

Homework 61 and 62	<p>Vowel y: Your child has learned that y can act as a vowel. When vowel y sounds like a long e, it is coded with a dot. When it sounds like a long i, it is coded with both a dot and a macron. For example:</p> <p style="text-align: center;">b<u>ry</u>' s<u>ú</u>p pl<u>y</u>' b<u>ă</u>n' d<u>y</u></p> <p>To determine the sound vowel y will make, use the following rules:</p> <p style="margin-left: 40px;">Vowel y in an accented syllable sounds like a long i, as in “cry” or “supply.”</p> <p style="margin-left: 40px;">Vowel y in an unaccented syllable sounds like a long e, as in “candy.”</p>																													
Homework 63	<p>Combination: Two letters that come together to make an unexpected sound. Code combinations with arcs. Today your child learned combination er.</p> <p style="text-align: center;"><u>f<u>er</u>n</u></p> <p>The following combinations (and coding) will be taught throughout the year:</p>																													
	<p>Additional Combinations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>LESSON</th><th>COMBINATION</th><th>EXAMPLE</th><th>LESSON</th><th>COMBINATION</th><th>EXAMPLE</th></tr> </thead> <tbody> <tr> <td>71</td><td><u>ar</u></td><td>arm</td><td>77</td><td><u>ur</u></td><td>purse</td></tr> <tr> <td>73</td><td><u>or</u></td><td>fork</td><td>124</td><td><u>wh</u></td><td>whale</td></tr> <tr> <td>74</td><td><u>gu</u></td><td>quail</td><td rowspan="2">132</td><td><u>ar</u></td><td>dollar</td></tr> <tr> <td>76</td><td><u>ir</u></td><td>shirt</td><td><u>or</u></td><td>doctor</td></tr> </tbody> </table>	LESSON	COMBINATION	EXAMPLE	LESSON	COMBINATION	EXAMPLE	71	<u>ar</u>	arm	77	<u>ur</u>	purse	73	<u>or</u>	fork	124	<u>wh</u>	whale	74	<u>gu</u>	quail	132	<u>ar</u>	dollar	76	<u>ir</u>	shirt	<u>or</u>	doctor
LESSON	COMBINATION	EXAMPLE	LESSON	COMBINATION	EXAMPLE																									
71	<u>ar</u>	arm	77	<u>ur</u>	purse																									
73	<u>or</u>	fork	124	<u>wh</u>	whale																									
74	<u>gu</u>	quail	132	<u>ar</u>	dollar																									
76	<u>ir</u>	shirt		<u>or</u>	doctor																									
Homework 64	<p>Trigraph: Three letters that come together to make one sound. Trigraphs are similar to digraphs (and coded the same way). The chart below summarizes the trigraphs taught throughout the year:</p>																													
	<p>Trigraphs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>LESSON</th><th>TRIGRAPH</th><th>EXAMPLE</th></tr> </thead> <tbody> <tr> <td>64</td><td><u>igh</u></td><td>light</td></tr> <tr> <td>116</td><td><u>tch</u></td><td>match</td></tr> <tr> <td>117</td><td><u>dge</u></td><td>bridge</td></tr> </tbody> </table>	LESSON	TRIGRAPH	EXAMPLE	64	<u>igh</u>	light	116	<u>tch</u>	match	117	<u>dge</u>	bridge																	
LESSON	TRIGRAPH	EXAMPLE																												
64	<u>igh</u>	light																												
116	<u>tch</u>	match																												
117	<u>dge</u>	bridge																												
Homework 66	<p>Compound words: Your child has been taught to simply divide compound words in half and then code each half individually before reading the word. He or she has also been taught that most compound words are accented on the first word.</p>																													
Homework 67 through 77	<p>These worksheets follow the pattern described for Homework 56 through 120.</p>																													
Homework 78	<p>Cedilla: A coding mark on the letter c used to indicate its soft sound, as in “cent.” As mentioned on Homework 21, the letter c makes both a hard (/k/) and a soft (/s/) sound. C makes a soft sound when it is followed by a “softener” letter—e, i, or y. Code soft c’s with cedillas (a small hook making the c look like an s).</p>																													

Homework 79	This worksheet follows the pattern described for Homework 56 through 120.
Homework 81 through 83	Refer to the table “Additional Syllable Division Patterns” on page 7.
Homework 84	Fourth vowel rule: An open, unaccented <i>a</i> usually makes a schwa sound.  Code and read the words. Write a story about the picture.
Homework 86 and 87	These worksheets follow the pattern described for Homework 56 through 120.
Homework 88	Dropping rule: When a root word ends with a sneaky or silent <i>e</i> , drop the <i>e</i> before adding a vowel suffix. take + -ing = taking vote + -ed = voted solve + -ing = solving Using the dropping rule, spell the words; then read them. Code and read the words at the bottom of the page.
Homework 89 and 91	Diphthong: Two vowel sounds that come together so fast that they are considered one syllable. Like combinations, diphthongs are coded with arcs. Your child learned diphthongs <i>oi</i> , as in “soil,” and <i>oy</i> , as in “boy.” Spelling with <i>oi</i> and <i>oy</i>: These diphthongs make the same sound, but <i>oi</i> is usually found in the initial or medial position whereas <i>oy</i> is usually found in the final position. (Two additional diphthongs will be taught in Lesson 97.) <u>oil</u> <u>toy</u> <u>spoil</u>
Homework 92	Refer to the table “Additional Syllable Division Patterns” on page 7.
Homework 93	This worksheet follows the pattern described for Homework 56 through 120.
Homework 94	Code and read the words. Write a story about the picture.
Homework 96	Sibilant sound: A sound that makes a hissing noise, like /s/, /ch/, and /sh/. Read each root word and determine whether it ends with a sibilant sound. If it does, check the box. Then spell the plural of the word: If the box is checked, add -es; if the box isn’t checked, simply add -s.
Homework 97 and 98	Your child learned diphthongs <i>ou</i> , as in “mouse,” and <i>ow</i> , as in “cow.” Spelling with <i>ou</i> and <i>ow</i>: Again, these diphthongs make the same sound, but <i>ou</i> is usually found in the initial or medial position, whereas <i>ow</i> is usually found in the final position. <u>out</u> <u>pound</u> <u>plow</u>
Homework 99	On Homework 98, follow the instructions on the worksheet. Refer to the table “Additional Syllable Division Patterns” on page 7. Code and read the words. Draw a picture in the box and write a story about it.

Homework 101 and 102	These worksheets follow the pattern described for Homework 56 through 120.
Homework 103	“Wild Colt” words: One-syllable words containing the letter <i>i</i> or <i>o</i> followed by two consonants; the vowels are often pronounced with their long sounds. Please note that some exceptions may occur. (Compare <i>wīnd</i> to <i>wīnd</i> .) wīld bōlt öld pīnt fōld sblōld blīnd
Homework 104	Code and read the words. Write a story about the picture.
Homework 106	This worksheet follows the pattern described for Homework 56 through 120.
Homework 107	Refer to the table “Additional Syllable Division Patterns” on page 7.
Homework 108	This worksheet follows the pattern described for Homework 56 through 120.
Homework 109	Soft g: Like the letter <i>c</i> , the letter <i>g</i> makes both a hard (/g/) and a soft (/j/) sound. <i>G</i> makes a soft sound before the “softener” letters— <i>e</i> , <i>i</i> , or <i>y</i> . Code soft <i>g</i> ’s with dots (reminding your child of the /j/ sound). Please note that some exceptions may occur, such as “get,” “give,” and “gift.” gěm ^{███} s gým mág'jík
Homework 111	Code and read the words. Write a story about the picture. Doubling rule: When the final syllable of a root word is accented, and it ends with one vowel and one consonant, double the final consonant before adding a vowel suffix. hit + -ing = hitting hop + -ed = hopped forget + -ing = forgetting Using the doubling rule, spell the words; then read them.
Homework 112	This worksheet follows the pattern described for Homework 56 through 120.
Homework 113	Using the dropping and doubling spelling rules, spell the words; then read them.
Homework 114	Refer to the table “Additional Syllable Division Patterns” on page 7.
Homework 115	Code and read the words. Write a story about the picture.
Homework 116 and 117	These worksheets follow the pattern described for Homework 56 through 120.
Homework 118	Spelling with dge and tch: Today your child learned how to spell the /j/ and /ch/ sounds in the final position. The spelling rule is stated below: Use the letters <i>dge</i> or <i>tch</i> after short vowels, as in “bridge” or “match.” Use the letters <i>ge</i> or <i>ch</i> after anything else, as in “cage” or “teach.” Using the spelling rule, spell the words; then read them.
Homework 119	Code and read the words. Write a story about the picture.

Homework 121 through 140 follows one of three patterns: (1) Code and read the words; then read the paragraph and answer the questions. (2) Code and read the words at the top of the page; then read the words at the bottom of the page and draw lines to the matching pictures. Or (3) Code and read the words; then write a story about the picture.

Homework 126	Quadrigraphs: Four letters that come together to make one sound. Quadrigraphs are similar to digraphs and trigraphs (and coded the same way). Only one quadrigraph is taught—quadrigraph <i>eigh</i> :
Homework 127	/ö/ sound of the letter <i>a</i> , Part 1: When the letter <i>a</i> comes after the letters <i>w</i> or <i>qu</i> , it often makes the short <i>o</i> sound. Code this sound with two dots:
Homework 128	/ö/ sound of the letter <i>a</i> , Part 2: When the letter <i>a</i> comes before the letter <i>l</i> , it often makes the short <i>o</i> sound. Again, code this sound with two dots:
Homework 129	Prefixes: A letter or group of letters added to the beginning of a root word that changes the meaning or usage of the word. Like suffixes, prefixes are boxed. (Students aren't required to code the vowels within prefixes.)
Homework 132	Combinations <i>ar</i> and <i>or</i>: Today your child learned that combinations <i>ar</i> and <i>or</i> make the /er/ sound in unaccented syllables, as in the words “dollar” and “favor.” (All combinations are coded with arcs.)
Homework 133	Scribal <i>o</i>: Today your child learned that when the letter <i>o</i> comes before the letters <i>m</i> , <i>n</i> , or <i>v</i> , it often makes a schwa sound and is referred to as a “scribal <i>o</i> .” Code this sound with a schwa:
Homework 134	Refer to the table “Additional Syllable Division Patterns” on page 7. Changing Rule: When a word ends with a consonant and a <i>y</i> , change <i>y</i> to <i>i</i> before adding a suffix, except those suffixes beginning with <i>i</i> .

$$\text{sandy} + \text{-est} = \text{sandiest} \qquad \text{pretty} + \text{-er} = \text{prettier}$$

but ...

$$\text{try} + \text{-ing} = \text{trying} \qquad \text{empty} + \text{-ing} = \text{emptying}$$

Coding Charts

Basic Coding

TO CODE	USE	CODING EXAMPLE	INTRODUCED IN LESSON
Accented syllables	Accent marks	no'	3
C's that make a /k/ sound, as in "cat"	K-backs	cat	21
C's that make a /s/ sound, as in "cell"	Cedillas	çell	78
Combinations; diphthongs	Arcs	ar	63; 89
Digraphs; trigraphs; quadrigraphs	Underlines	sh	28; 64; 126
Final, stable syllables	Brackets	[fle]	56
Long vowel sounds	Macrons	nō	3
Schwa vowel sounds (rhymes with vowel sound in "sun," as in "some," "about," and "won")	Schwashes (upside-down e's)	ö (or Ø)	18
Short vowel sounds	Breves	lög	2
Sight words	Circles	(are)	16
Silent letters	Slash marks	makø	41
Suffixes	Boxes	work[ing]	12
Syllables	Syllable division lines	cac tus	24
Voiced sounds	Voice lines	his	11

Vowel Rules

RULE	CODING EXAMPLE	INTRODUCED IN LESSON
A vowel followed by a consonant is short; code it with a breve.	lög cät sít	2
An open, accented vowel is long; code it with a macron.	nō' mē' ī' gō' bā'bý spí'der ó'péñ	3 81-84
A vowel followed by a consonant and a silent e is long; code the vowel with a macron and cross out the silent e.	nāmø hōpø līkø	41
An open, unaccented vowel can make a schwa sound. The letters e, o, and u can also make a long sound. The letter i can also make a short sound.	bā'nān'å ē rāsø' hō tēl' Jū lý' dí vídø'	a—84 e, o, u—114 i—134

Spelling Rules[†]

RULE	EXAMPLE	INTRODUCED IN LESSON
Floss Rule: When a one-syllable root word has a short vowel sound followed by the sound /f/, /l/, or /s/, it is usually spelled <i>ff</i> , <i>ll</i> , or <i>ss</i> .	puff doll pass	52
To spell the /ch/ sound in the final position: ▪ Use the letters <i>tch</i> after a short vowel. ▪ Use the letters <i>ch</i> after anything else.	match pooch bench	116
To spell the /j/ sound in the initial position: ▪ Use the letter <i>j</i> before the letters <i>a</i> , <i>o</i> , or <i>u</i> . ▪ Use the letter <i>g</i> before the letters <i>e</i> , <i>i</i> , or <i>y</i> .	jam joke giant	109
To spell the /j/ sound in the final position: ▪ Use the letters <i>dge</i> after a short vowel. ▪ Use the letters <i>ge</i> after anything else.	edge lunge cage	117
To spell the /k/ sound in the initial position: ▪ Use the letter <i>k</i> before the letters <i>e</i> , <i>i</i> , or <i>y</i> . ▪ Use the letter <i>c</i> before <i>a</i> , <i>o</i> , <i>u</i> , or any consonant.	keg kid silky cat cot cut crop	22
To spell the /k/ sound in the final position: ▪ Use the letters <i>ck</i> after a short vowel. ▪ Use the letter <i>k</i> after a consonant or two vowels. ▪ Use the letters <i>ke</i> after a long vowel. ▪ Use the letter <i>c</i> at the end of a word with two or more syllables.	lock milk look make Atlantic	29
To spell the /s/ sound in the final position: ▪ Use the letters <i>ss</i> after a short vowel. ▪ Use the letters <i>ce</i> after a long vowel. ▪ Use the letters <i>se</i> after a consonant or two vowels.	boss ice false loose	78
To spell the /v/ sound in the final position: ▪ Use the letters <i>ve</i> .	wave live solve	53
The /ə/ sound before the letter <i>l</i> is usually spelled with the letter <i>a</i> .	tall salt false	128
The /ə/ sound after the letters <i>w</i> or <i>qu</i> is usually spelled with the letter <i>a</i> .	watch qualm	127
When a consonant suffix is added to a word, just put the word and the suffix together.	red + ness = redness	88
Dropping Rule: When a word ends with a “silent e,” drop the <i>e</i> before adding a vowel suffix.	make + ing = making	88
Doubling Rule: When the final syllable of a word is accented and ends with one vowel and one consonant, double the final consonant before adding a vowel suffix.	hit + ing = hitting	111
Changing Rule: ▪ If a word ends with a vowel <i>y</i> , change the <i>y</i> to an <i>i</i> before adding a suffix (except for those suffixes that begin with <i>i</i>). ▪ Do not change <i>y</i> if it comes after a vowel.	silly + ness = silliness muddy + ing = muddying play + ed = played	134

[†]Spelling rules for phonics apply to approximately 87% of the English language. Spellings for the remaining words are irregular and must be memorized.

Syllable Division Patterns

PATTERN	VARIATION	EXAMPLE	INTRODUCED IN LESSON
VCCV	vc' cv	napkin	24
	vc cv'	inject	39
VCV	v' cv	baby	81
	vc' v	river	107
	v cv'	erase	84
VCCVCCV	vc cvc' cv	important	92
VCCCV	vc ccv'	explain	99
	vc' ccv	emblem	
	vcc' cv	pumpkin	

Digraphs

DIGRAPH	CODING	EXAMPLE	INTRODUCED IN LESSON
ai	<u>ā</u> <u>i</u>	rain	68
au	<u>a</u> <u>u</u>	sauce	101
aw	<u>a</u> <u>w</u>	straw	102
ay	<u>ā</u> <u>y</u>	hay	69
ch	<u>ch</u>	cheese	72
	<u>b</u> <u>h</u>	chord	123
	<u>sh</u>	chef	
ck	<u>ck</u>	lock	28
ea	<u>ē</u> <u>a</u>	leaf	86
	<u>ē</u> <u>ə</u>	thread	87
	<u>ē</u> <u>ā</u>	break	
ee	<u>ē</u> <u>e</u>	sheep	34
ei	<u>ē</u> <u>i</u>	receipt	137
	<u>e</u> <u>i</u>	veil	
ew	<u>ē</u> <u>w</u>	cashew	138
ey	<u>ē</u> <u>y</u>	key	106
gn	<u>g</u> <u>n</u>	gnat	112
ie	<u>ī</u> <u>e</u>	pie	119
	<u>ī</u> <u>ē</u>	shield	
kn	<u>k</u> <u>n</u>	knot	112
ng	<u>n</u> <u>g</u>	lung	32
oa	<u>ō</u> <u>a</u>	soap	104
oe	<u>ō</u> <u>e</u>	toe	104
oo	<u>oo</u>	hook	49
		tooth	
ou	<u>ō</u> <u>u</u>	soup	138
ow	<u>ō</u> <u>w</u>	bow	79
ph	<u>p</u> <u>h</u>	phone	108
sh	<u>s</u> <u>h</u>	shark	48
th	<u>t</u> <u>h</u>	feather	31
	<u>th</u>	thimble	
ue	<u>ū</u> <u>e</u>	glue	94
wr	<u>w</u> <u>r</u>	wreath	112

Final, Stable Syllables

FINAL, STABLE SYLLABLE	CODING	EXAMPLE	INTRODUCED IN LESSON
ble	<u>bl</u> <u>ē</u>	bubble	56
cle	<u>cl</u> <u>ē</u>	uncle	59
dle	<u>dl</u> <u>ē</u>	candle	57
fle	<u>fl</u> <u>ē</u>	ruffle	57
gle	<u>gl</u> <u>ē</u>	bugle	58
kle	<u>kl</u> <u>ē</u>	buckle	59
ple	<u>pl</u> <u>ē</u>	staple	57
sion	<u>s</u> <u>ī</u> <u>ō</u> <u>n</u>	television	121
		mission	
sle	<u>sl</u> <u>ē</u>	hassle	59
tion	<u>t</u> <u>ī</u> <u>ō</u> <u>n</u>	lotion	93
tle	<u>tl</u> <u>ē</u>	bottle	58
ture	<u>t</u> <u>ü</u> <u>r</u>	picture	122
zle	<u>zl</u> <u>ē</u>	puzzle	59

Trigraphs

TRIGRAPH	CODING	EXAMPLE	INTRODUCED IN LESSON
dge	<u>dʒe</u>	bridge	117
igh	<u>ɪgh</u>	light	64
tch	<u>tʃ</u>	patch	116

Quadrigraph

QUADRIGRAPH	CODING	EXAMPLE	INTRODUCED IN LESSON
eigh	<u>eigh</u>	sleigh	126

Diphthongs

DIPHTHONG	CODING	EXAMPLE	INTRODUCED IN LESSON
oi	<u>ɔɪ</u>	oil	89
ou	<u>əʊ</u>	mouse	97
ow	<u>əʊ</u>	cow	97
oy	<u>ɔɪ</u>	toy	89

Combinations

COMBINATION	CODING	EXAMPLE	INTRODUCED IN LESSON
ar	<u>a</u> <u>r</u>	arm	71
		dollar	132
er	<u>e</u> <u>r</u>	butter	63
ir	<u>i</u> <u>r</u>	shirt	76
or	<u>o</u> <u>r</u>	fork	73
		doctor	132
		worm	
qu	<u>q</u> <u>u</u>	quail	74
ur	<u>u</u> <u>r</u>	purse	77
wh	<u>w</u> <u>h</u>	whale	124

Glossary of Phonics Terms

accent the syllable receiving the primary stress in a word

blend (verb) to combine the letter sounds in a word in order to pronounce it; (noun) two consonants that slide together so smoothly that you can hardly hear each sound (the *pl* in *play*; the *sk* in *skip*)

breve a coding mark used to indicate a vowel's short sound; looks like a "smile" (ă)

cedilla a coding mark on the letter c used to indicate its soft sound, as in *cent* (ç)

changing rule a spelling rule stating that when a word ends with a consonant and a *y*, change *y* to *i* before adding a suffix, except for suffixes beginning with *i* (*silly* plus *-ness*: *silliness*)

code to mark a word with symbols to give information about how to pronounce it

combination two letters that come together to make an unexpected sound (the *qu* in *quick*; the *ir* in *shirt*)

consonant suffix a suffix that begins with a consonant (-*ess*; -*ful*)

controlled vocabulary decodable text containing only those letters, letter clusters, and sounds that have been taught (See also **decodable text**)

decodable text text that can be deciphered following phonetic rules (Compare to **sight word**)

decode to isolate the individual sounds in a word in order to read (or spell) it

derivative a root word with something added to it (e.g., a suffix or prefix)

digraph two letters that come together to make one sound (the *ck* in *lock*; the *aw* in *straw*)

diphthong two vowel sounds that come together so fast that they are considered one syllable (the *oi* in *coin*)

doubling rule a spelling rule stating that when the final syllable of a root word is accented, and it ends with one vowel and one consonant, double the final consonant before adding a vowel suffix (*hit* plus *-ing*: *hitting*)

dropping rule a spelling rule stating that when a root word ends with a "silent e," drop the *e* before adding a vowel suffix (*make* plus *-ing*: *making*)

explicit, systematic phonics a method of phonics instruction in which sound-spelling correspondences are taught directly and then practiced using decodable text; often includes a phonemic awareness component and emphasizes the importance of prompt feedback from the teacher (See also **decodable text**; **phonemic awareness**; **phonics**; **sound-spelling correspondence**)

final, stable syllable a nonphonetic syllable that occurs in the final position frequently enough to be considered stable (the *ble* in *crumble*; the *ple* in *staple*)

floss rule a spelling rule stating that the letters *f*, *l*, and *s* are doubled after a short vowel in a one-syllable root word (*puff*; *hiss*; *ball*)

ghost letters letters whose sounds are no longer pronounced in certain letter combinations (the *gn* in *gnat*; the *kn* in *knife*; the *wr* in *write*)

k-back a vertical line on the back of a *c* representing the /k/ sound, as in *cat* (č)

long vowel the vowel sounds heard in the following: *a* in *cake*; *e* in *me*; *i* in *ivy*; *o* in *open*; and *u* in *unicorn*; the sound is the same as the vowel's name

macron a coding mark used to indicate a vowel's long sound; looks like an overline (ā)

phoneme the smallest meaningful sound unit in a word (the word *risk* contains four phonemes—/r/-/i/-/s/-/k/; *play* contains only three—/p/-/l/-/a/)

phonemic awareness an awareness that words are composed of separate sounds and the ability to hear and manipulate those sounds; an essential pre-reading skill

phonics a method of teaching beginners how to read by learning the sounds each letter and letter cluster makes and the rules governing the use of those sounds (See also **explicit, systematic phonics**)

possessive s an apostrophe s added to a word to show ownership (*Pat's frog*)

Phonics 1 Homework Information Packet

prefix a letter or group of letters added to the beginning of a root word that changes the meaning or usage of the word

quadrigraph four letters that come together to make one sound (the *eigh* in *sleigh*)

regular for reading a term used to describe a sound that a letter or group of letters makes at least 85% of the time

regular for spelling a term used to describe a spelling that occurs at least 85% of the time

root word a word with no prefix or suffix added; also referred to as a *base word*

schwa a coding mark placed over a vowel to indicate the short *u* sound (ä)

short vowel the vowel sounds heard in the following: *a* in *cat*; *e* in *bed*; *i* in *zip*; *o* in *pot*; and *u* in *sun*

sight word a word in which all or part does not follow phonetic rules (Compare to **decodable text**)

silent e an *e* that makes no sound; usually found in the final position of an English root word (the *e* in *horse*)

sneaky e the *e* that makes the vowel say its long sound (the *e* in *snake*); also referred to as a *silent e*

sound-spelling correspondence the relationship between the sound a letter or letter cluster makes and how the sound is spelled

suffix a letter or group of letters added to the end of a root word that changes the meaning or usage of the word

syllable a word or part of a word that contains only one vowel sound and is made by one impulse of the voice

syllable division the breaking of a word into separate syllables to make decoding (pronunciation) easier

trigraph three letters that come together to make one sound (the *igh* in *sigh*; the *dge* in *bridge*)

twin consonants two adjacent consonants that are just alike (the *tt* in *butter*)

voice line a horizontal line through the middle of a letter representing a voiced sound (ſ)

voiced sound a sound that requires use of the vocal cords; a vibration is felt

vowel rules rules that determine a vowel's sound in a given situation in a syllable

vowel suffix a suffix that begins with a vowel (-ing; -ed)

wild colt words words containing the letters *i* or *o* followed by two consonants; the vowels are often pronounced with their long sounds (*wild*; *mold*)