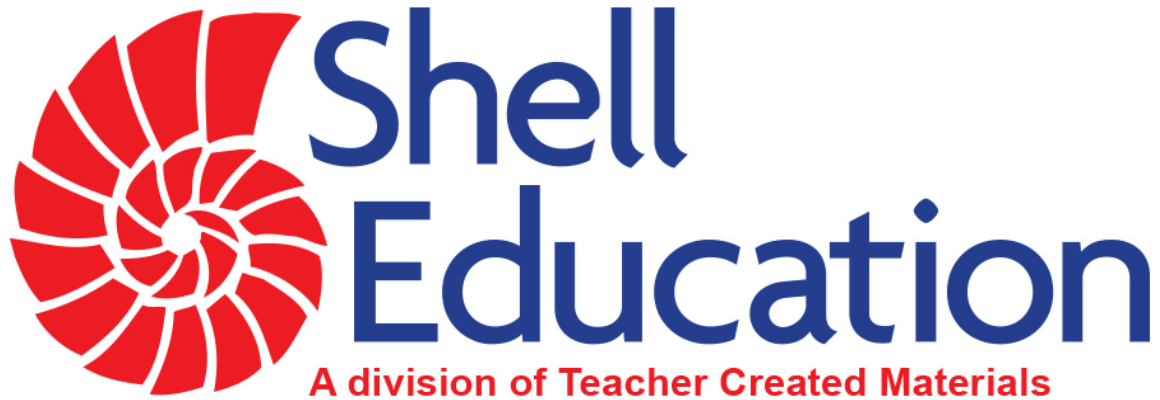


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## The Everything Guide to Phonics

**This sample includes the following:**

- Table of Contents** (1 page)
- How to Use This Book** (1 page)
- Teaching the Basics** (1 page)
- Phonics Terminology** (1 page)
- Instructional Routines** (3 pages)
- Word Lists Table of Contents** (2 pages)
- How to Use the Word Lists** (1 page)
- Advanced Vowel Teams: /ow/ Words** (3 pages)
- Common Prefixes, Roots, Derivational Suffixes, Inflectional Suffixes** (4 pages)
- Digital Learning Resources: What's Included** (1 page)

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The  
Everything  
Guide

to **PHONICS**

Instructional Routines,  
Word Lists,  
and More!

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# Introduction (cont.)

Eliciting previously learned information through review allows learners to attach new information to networks of stored memories. For example, the letter *s* might be part of a network that includes an image and the sound of a snake, the first letter in the *st* blend and in the word *stop*, and the emotions attached to those words. When students learn that *s* and *h* form a digraph that makes the *sh* sound in *ship*, they've linked another piece to the network. Then, when teachers review the previously stored *sh* digraph before teaching new digraphs such as *ch* or *th*, this ignites that entire neural network, thereby preventing these new abstract letter combinations from being processed as random pieces of information and being dumped by the short-term working memory as irrelevant.

Phonics programs that focus on the relationships between letters and sound patterns and allow for repeated and varied experiences with these patterns build automaticity or fluency in word recognition.



## How to Use This Book

This book can be used to support an existing phonics curriculum, to address a stumbling block for striving readers, or to extend learning for accomplished readers.

On the following pages, you will find:

- **Teaching the Basics**—Includes articulation tips that explain how to pronounce individual sounds. Use the QR code or link below to access recordings of each phoneme, and display matching sound cards from the Digital Learning Resources (page 332). This section also shares tips on explaining basic phonics concepts to students.
- **Observation and Assessment**—Gives an overview of phonics assessments.
- **Phonics Terminology**—Defines key phonics terms.
- **Instructional Routines**—Shares effective ways to teach phonemic awareness, phonics, and high-frequency words.
- **Word Lists**—Includes thousands of words to support phonics and word-study lessons.
- **Digital Learning Resources**—Describes how to access the digital resources and shows what materials are included to support the instructional routines.



# Teaching the Basics

## Articulation

**Note:** The following descriptions of pronunciations reflect General American English. Learn about and take into account regional dialectic differences that your students may exhibit.

**Short Vowel A:** Say /ă/. Tell students that /ă/ is a vowel sound, and you say it with a wide, open smile. Say it again, holding the short *a* sound. Say a few words with short *a*: *hat*, *map*, *sad*, and *fan*.

**Long Vowel A:** Say /ā/. Point out that this vowel sound has a slight glide toward the end of the word, but it's considered one sound. Have students repeat the sound, which is found in the words *play* and *rain*.

**Vowel Team AW:** Ask students what they say when they see a cute puppy. (*Aww*.) Tell students that /aw/ is a vowel team. It represents one sound but is written with two letters: *au* or *aw*. Point out that /aw/ is formed farther back in the mouth than /ō/.

**Consonant B:** Say /b/. Tell students, "You start the /b/ sound with your lips pressed together and blow out air. You engage your voice. Place your hand on your neck to feel the vibration." Explain that it's easy to hear /b/ at the beginning of a word, such as *bus*. When a word ends in /b/, we elongate the preceding vowel sound, as in *cob*, and we don't emphasize the *b* as much.

**Hard C:** Say /k/. Point out that the /k/ sound is made at the back of the throat. It is pronounced with a puff of air at the beginning of a word. At the end of a word, it is not. Ask students to place their hands in front of their mouths to feel the puff of air as they say the /k/ in *cat*.

**Digraph CH:** The letters *ch* form a digraph. Tell students that the /ch/ sound is created by the tongue pressing against the ridge behind the top front teeth as if you are ready to pronounce /t/, the lips pursed, and an explosion of air, as in *chair*.

**Digraph CK:** The letters *ck* form a digraph. Tell students that when you hear /k/ at the end of a short-vowel word, such as *duck*, the sound is represented by the letters *ck*.

**Consonant D:** Say /d/. Point out that when you start the voiced sound, your lips are apart, you place your tongue on the ridge behind your top front teeth, and you blow out air. You also engage your voice. Have students place their hands on their necks to feel the vibration as they say *dot*. At the end of a word, the *d* is not emphasized. When a word ends in *d*, we elongate the preceding vowel sound, as in *mad*.

**Short Vowel E:** Say /ĕ/. Tell students that /ĕ/ is a vowel sound. Say it again, holding the short *e* sound. Point out that /ĕ/ is similar to the sound that short *i* makes, but with /ĕ/, the jaw drops lower. Say a few words with short *e*: *bed*, *hen*, and *red*.

**Long Vowel E:** Say /ē/. Point out that this vowel sound is made with a wide, smiley-mouth position. Have students repeat the sound, which is found in the words *bee* and *cheese*.

**Consonant F:** Say /f/. Explain that to form /f/, you rest your top teeth on your bottom lip and blow out air, as in *five*. Tell students the /f/ sound can be held for as long as you have air in your lungs.

**Hard G:** Say /g/. Say, "The /g/ sound is made at the back of the throat. You engage your voice. Place your hand on your neck to feel the vibration. It's easy to hear /g/ at the beginning of a word, such as *gum*. When a word ends in /g/, we elongate the preceding vowel sound, as in *big*, and we don't emphasize the *g* as much."

**Consonant H:** Say /h/. Tell students the /h/ sound starts with the lips apart. Point out that the puff of air for *h* is always followed by a vowel sound. The vowel sound affects the ending shape of the lips. Say a few words with *h*: *hat*, *head*, *hit*, *hot*, and *hut*.

# Phonics Terminology

Term	Definition
affix	any word part that attaches to the beginning or end of a word; an umbrella term for prefixes and suffixes
base	a word part or a standalone word that carries the basic meaning of the word  Examples: The base word in <i>running</i> is <i>run</i> , and the base word in <i>unfriendly</i> is <i>friend</i> .
to blend	to put separate sounds together to form a spoken word  Types of blending include continuous, cumulative, vowel-first, letter-team, onset-rime, and more.
closed syllable	a syllable with a short vowel followed by one or more consonants
compound words	words that are created when two or more individual words are joined together to make a new word with a new meaning
consonant	the following 21 letters of the alphabet: <i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</i>  These letters represent sounds that are made when air is partially blocked by the tongue, teeth, nose, or lips. English has 25 consonant phonemes (Moats 2020).
consonant blend	two or more adjacent consonants (graphemes) before or after a vowel within a syllable  The sounds “blend” together, but each sound can be heard individually, such as in <i>bl</i> or <i>sw</i> . Blends should not be described as one sound because the consonants retain their identity in a blend (Moats 2020).
consonant cluster	two or more consonant sounds (phonemes) before or after a vowel sound within a syllable  Technically, this is the oral language equivalent of the term <i>consonant blend</i> (Moats 2020).
continuous blending	vocalizing the sounds of a word in order until you reach the end of the word; used for most blending instruction
continuous sounds	sounds that can be extended until you run out of breath (as compared to stops, which are of a short duration)  Examples: consonant sounds, such as /f/, /v/, /s/, /z/, /th/, / <u>th</u> /, /sh/, /zh/, /h/, /m/, /n/, /ng/, /l/, /r/, and vowel sounds

# Instructional Routines

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# Use Sound Boxes to Blend/Segment

**Objective:** Orally blend sounds to make words or segment words into sounds or syllables by manipulating counters.

**Materials:** sound boxes (soundboxes.pdf), counters (lettertilesint.pdf)

**Preparation:** Prepare a list of words for students to blend or segment. Print sound boxes and 2–6 counters for each student. Ask students to place one counter underneath each box.

## Blend Sounds

1. Say the phonemes of a word. For example, say, “/m/ /ă/ /ch/.” Have students push a counter into each box as you say each sound. For added support, repeat the sounds while tapping under each box.
2. Model sliding your finger under the sound boxes. Ask students, “What is the word?” Have students run their fingers under the sound boxes as they blend the sounds and say the word *match*.

## Blend Syllables

1. Say the syllables of a word. Have students push a counter into each box as you say each syllable. For added support, repeat the syllables while tapping under each box. Slide your finger under the sound boxes as students blend the syllables. Note: When we speak, we sometimes divide words into syllables differently than when we write. Don’t worry about written syllable division for this activity.

## Segment Words into Sounds

1. Say a word for students to segment into sounds. Have students repeat the word. For example, say, “match.” For added support, elongate the word. (/mmmăăăch/). Have students push a counter into each box as they say each sound. For example, they would say, “/m/ /ă/ /ch/.”

## Segment Words into Syllables

1. Say a word for students to segment into syllables. For example, say, “after.” Have students repeat the word. Have students push a counter into each box as they say each syllable. For example, they would say, “af•ter,” and identify that the word has two syllables.

## English Language Support

- Have students place their hands under their chins to count the jaw drops/ syllables more easily.

*This routine is based on A Fresh Look at Phonics by Wiley Blevins and Letter Lessons and First Words by Heidi A. Mesmer.*



## Syllable Division 2

**Objective:** Segment words into syllables to practice reading two-syllable words.

**Materials:** letter cards (lettercards.pdf), pocket chart, letter tiles (lettertilesbeg.pdf)

**Preparation:** Prepare a list of words to demonstrate one of these syllable patterns:

- VCCCV words are generally divided after the first consonant that appears between the vowels (e.g., mon•ster). However, keep digraphs and blends together (e.g., bath•tub, bank•rupt).
- C + *le*—Words that end in a consonant + *le* are divided before that consonant (e.g., pur•ple, ta•ble).

### Instructional Steps

1. Explain that every syllable has a vowel sound and a written vowel.
2. Display a multisyllabic word using letter cards and a pocket chart. Teach students to look for the vowels first and to look for an *-le* ending.
3. If there is no *-le* ending, spread the vowels apart from the middle consonants. If there are no digraphs or blends, divide the word as VC/CCV. If there is a digraph or blend, keep those letters together. Move the consonant cards to join the left or right vowel.
4. If the word ends in consonant + *le*, have students syllabicate by counting back to divide the word before that consonant. Separate the letter cards to show the syllable division.
5. Share the applicable rule as you model reading each syllable. Discuss the unstressed-syllable schwa sound if relevant.
6. Support students as they syllabicate words using letter tiles. Remind students to look for the vowels first.
7. Have students read the segmented syllables. Then, listen to them blend the syllables to read the words.

### English Language Support

- Ask students to catch you making a mistake when you divide words into syllables. Have them explain what you did wrong.

*This routine is based on Speech to Print by Louisa Cook Moats.*

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# Introduction

## How to Use the Word Lists

The word lists in this guide give access to hundreds of examples of word patterns to support phonemic awareness, decoding, spelling, and word-study practice. However, it is important to follow a foundational reading-skills or morphology curriculum and to select only those words that include the sound-letter patterns or word parts that have been (or will be) taught. With that in mind, words can be pulled from the word lists for use with the instructional routines found on pages 23–46, and more.

Some ways to use the words in these lists include the following:

- for blending or segmenting
- to create blending lines
- for fluency practice
- for word sorts
- for word lists
- for anchor charts
- to create decodable text\*
- for high-frequency word instruction
- for activity pages
- for assessments
- for dictation or spelling practice
- for home reading practice

In this guide, one-syllable words that can be considered advanced words are underlined. These include unusual words, such as words borrowed from other languages, words with uncommon spelling patterns, or words that are infrequently used by English speakers.

\*Note: It may be tempting to generate decodable passages through AI apps, but there is an art to creating controlled, decodable texts that meet the criteria of being instructive, comprehensible, and engaging. Decodables should be based on phonics skills students have been taught but not sacrifice comprehensibility or engagement for the sake of high-decodability percentages. Blevins (2017) recommends analyzing classroom decodable texts for the following seven issues, and if they're found, either rewriting problematic sentences or purchasing better texts.

1. the overuse of low-utility words
2. the use of nonstandard English sentence structures
3. the use of tongue twisters
4. the use of too many abstract pronouns
5. the use of simplistic language that skews the accuracy of scientific concepts
6. the overuse of odd character names
7. the avoidance of the word *the*

# /ow/ (as in cow) Words

## OW Words

### High-Frequency Words

down                  how                  now

### Words with One Sound

ow

### Words with Two Sounds

bow                  now                  vow  
 cow                  owl                  wow  
 chow                  pow  
 how                  sow

### Words with Three Sounds

brow                  gown                  town  
 down                  howl                  plow  
 fowl                  jowl                  prow

### Words with Four Sounds

brown                  crown                  prowl  
 browse                  drown                  scowl  
 clown                  frown  
 crowd                  growl

### Words with a Stressed First Syllable

brownie                  dowry                  shower  
 chowder                  drowsy                  towel  
 coward                  flower                  tower  
 cower                  glower                  trowel  
 crowded                  prowler                  vowel  
 dowdy                  powder  
 dowel                  rowdy

### Words with a Stressed Second Syllable

allow                  endow                  renown  
 allowed                  meow

### Words with Three or More Syllables

allowance                  powerful  
 endowment                  powerless

# Rhyming Sets

- allow, bough, bow, brow, chow, cow, endow, how, meow, now, ow, plow, pow, prow, sow, vow, wow
- couch, crouch, grouch, ouch, pouch, slouch, vouch
- allowed, bowed, chowed, cloud, crowd, loud, plowed, proud, shroud, vowed, wowed
- bowel, dowel, foul, fowl, growl, howl, jowl, owl, prowl, scowl, towel, trowel, vowel
- brown, clown, crown, down, drown, frown, gown, noun, renown, town
- announce, bounce, denounce, flounce, ounce, pounce, pronounce, renounce
- abound, around, astound, bound, crowned, found, ground, hound, mound, pound, profound, round, sound, surround, wound
- lounge, scrounge
- account, amount, count, fount, mount, surmount
- cower, devour, dour, flour, flower, hour, our, power, scour, sour, tower
- blouse, douse, grouse, house, louse, mouse, spouse
- about, bout, clout, doubt, drought, flout, grout, lout, out, pout, scout, shout, snout, spout, sprout, stout, tout, trout
- mouth, south
- bows, browse, cows, plows



# Homophones and Compound Words

## Homophones

allowed/aloud  
bough/bow  
brows/browse  
council/counsel  
councilor/counselor  
coward/cowered  
flour/flower  
foul/fowl  
hour/our  
hours/ours

## Compound Words

countdown      mouthwash  
cowboy          outburst  
cowhand        outcast  
downfall        outcome  
downhill        outdoors  
download        outfield  
downpour        outhouse  
downstairs      outline  
downstream     output  
downtown       outside  
hourglass        songbird  
household        songbook  
housewife        songwriter  
housework       southeast  
housetop        southwest  
however          townspeople  
mountainside    without  
mousetrap

# Common Prefixes

## Un (do the opposite)

unbuckle	unpack
unbutton	unplug
uncover	unscramble
undo	untangle
undress	untie
unhook	unwrap
unleash	unzip
unlock	

## Un (not)

unable	unheated
unafraid	unhelpful
unappreciative	unkind
unarmed	unlike
unattached	unlucky
unaware	unopened
unbroken	unpaid
uncertain	unplanned
unclean	unreal
unclear	unripe
uncommon	unselfish
uncooked	unstable
unequal	unsteady
uneven	unusual
unfair	
unfortunate	
unhappy	

## Under (below)

undercover	undershirt
undercurrent	understand
underfoot	understated
undergo	undertone
underground	undertow
underneath	underwater
underpants	underwear
underpass	

## Under (not enough)

undercook	underpaid
underestimate	understate
underfed	underweight
underfunded	underwhelm

## Uni (one)

reunion	unique
reunite	unison
unanimous	unit
unicorn	unite
unicycle	unity
uniform	universal
unify	universe
unilateral	university
union	

# Roots

## Am Words (love, friendship)

amateur      amicable      amorous  
amiable      amity      enamored

## Ann Words (year)

annals      annual      annuity  
anniversary      annually      semiannual

## Aqu Words (water)

aquamarine      aquatic  
aquarium      aqueduct

## Arch Words (chief, most important)

anarchy      architect      monarch  
archangel      architectural      monarchy  
archbishop      architecture      oligarchy  
archduke      archive      patriarch  
archetype      hierarchy  
archipelago      matriarch

## Ast Words (star)

aster      asteroid  
asterisk      disaster

## Astro Words (star)

astrology      astronomer      astronomy  
astronaut      astronomical      astrophysics

## Aud Words (hear)

audible      audit      inaudible  
audience      audition  
audio      auditorium  
audiologist      auditory  
audiology      audiovisual

## Bi, Bio Words (life)

aerobic      biography  
amphibian      biology  
amphibious      biome  
antibiotic      bionic  
autobiographical      biopsy  
autobiography      symbiosis  
biochemistry      symbiotic  
biodegradable

## Cand Words (shine)

candelabra      candle  
candescent      candor  
candid      incandescent  
candidate

## Cap Words (head)

cape      captain  
capital      decapitate  
capitalize      per capita  
capitol      recapitulate  
capitulate

## Cap Words (take in, grasp)

capability      captor  
capable      capture  
capacity      incapable  
caption      incapacitate  
captivate      incapacitated  
captive      recapture  
captivity

## Card Words (heart)

cardiac      cardiology  
cardiologist      pericardium

# Derivational Suffixes

## Tion Words (change a verb to a noun) *(cont.)*

resolution	solution	transformation
respiration	subscription	transportation
restriction	subtraction	unification
revolution	suggestion	vacation
selection	temptation	vibration
separation	transaction	

## Sure Words (change a verb to a noun)

closure	enclosure	exposure
composure	erasure	

## Ture Words (change a verb to a noun)

creature	fixture	sculpture
curvature	furniture	signature
departure	legislature	
expenditure	mixture	

## Ure Words (change a verb to a noun)

failure	seizure
---------	---------

## Y Words (change a noun to an adjective)

bony	foggy	rusty
bossy	frosty	salty
breezy	funny	sandy
bubbly	furry	slimy
bumpy	fuzzy	sloppy
buttery	gloomy	snowy
catchy	greasy	soapy
chatty	greedy	speedy
chilly	gritty	starry
choppy	grouchy	stormy
cloudy	grumpy	sugary
creamy	guilty	sunny
creepy	handy	sweaty
crispy	healthy	thirsty
curly	icy	toasty
daily	juicy	tricky
dirty	lucky	wealthy
dressy	messy	windy
dusty	needy	wordy
easy	noisy	worthy
filthy	oily	
floppy	rainy	

# Inflectional Suffixes

**ING** (marks the progressive form)

**Double the Consonant** (one-syllable words that end with a single vowel followed by a single consonant other than W or X)

batting	jogging	skipping
begging	kidding	slamming
betting	knitting	slapping
blotting	knotting	slipping
bragging	logging	snapping
budding	mapping	snipping
canning	mobbing	sobbing
chatting	mopping	spotting
chipping	napping	stabbing
chopping	netting	starring
chugging	nodding	stepping
clapping	padding	stirring
clipping	patting	stopping
cropping	petting	strumming
dimming	pinning	swabbing
dipping	planning	swapping
dotting	plodding	swatting
dragging	plotting	swimming
dripping	plugging	tagging
dropping	popping	tapping
fanning	potting	thinning
fitting	propping	throbbing
flapping	quitting	tipping
flipping	robbing	trapping
flopping	rubbing	trimming
grabbing	running	tripping
grinning	scanning	trotting
gripping	scarring	tugging
hemming	shipping	wagging
hopping	shopping	whizzing
hugging	shrugging	winning
humming	sipping	wrapping
jamming	skimming	zipping

**Double the Consonant** (multisyllabic words with a stressed final syllable that ends with a single vowel followed by a single consonant other than W or X)

abhorring	embedding	patrolling
acquitting	emitting	permitting
admitting	equipping	preferring
allotting	excelling	propelling
beginning	expelling	rebellng
committing	forbidding	referring
compelling	forgetting	regretting
concurring	incurring	repelling
conferring	inferring	submitting
controlling	occurring	transferring
deferring	omitting	transmitting

**Just Add ING** (one-syllable and multisyllabic words that end with vowel-Y)

annoying	enjoying	preying
betraying	fraying	relaying
braying	graying	saying
cloying	laying	slaying
decaying	neighing	spaying
delaying	obeying	splaying
deploying	okaying	spraying
destroying	paying	staying
dismaying	playing	straying
displaying	portraying	swaying
employing	praying	volleying

# What's Included

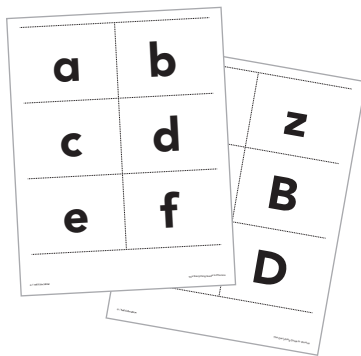


## Sound Cards

Connect sounds to spellings, and introduce articulation to encourage proper mouth positions when pronouncing phonemes.

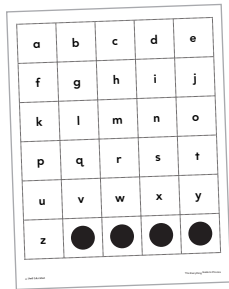
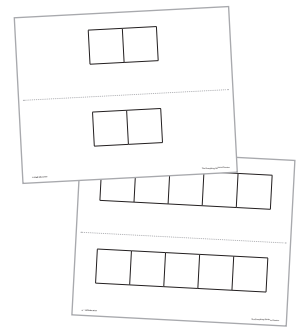
## Letter Cards

Model blending, segmenting, and dividing words into syllables with cards that are perfectly sized for use with pocket charts or small groups.



## Sound Boxes

Focus attention on phonemic awareness by placing one counter per sound box for each sound or syllable in a word.

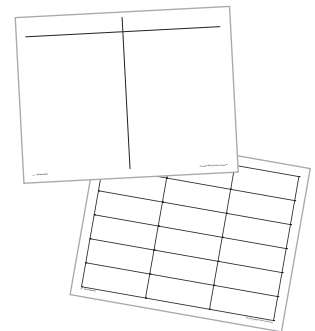


## Basic Letter Tiles

Map sounds to letters, and promote decoding and encoding with tiles that are perfectly sized for use with sound boxes. Includes 52 letters and 5 counters.

## Word Sort Templates

Create word-sort activities with charts that allow for sorting words into 2, 3, or 4 categories. Includes a template for cutting out words to use with the charts.



## Intermediate Letter Tiles

Map sounds to letter teams, and promote decoding and encoding with tiles that are perfectly sized for use with sound boxes. Includes 10 counters.

