Lesson 1

a_

- Mnemonic: “at the chair”
- Sound: short α
- This sound does not usually occur at the end of a word or syllable
e_

- Mnemonic: “edge of the chair”
- Sound: short e
- This sound does not usually occur at the end of a word or syllable
Lesson 1

- Mnemonic: “in the chair”
- Sound: short i
- This sound does not usually occur at the end of a word or syllable
Lesson 1

O_

- Mnemonic: “on the chair”
- Sound: short o
- This sound does not usually occur at the end of a word or syllable
u_

- Mnemonic: “under the chair”
- Sound: short u
- This sound does not usually occur at the end of a word or syllable
___y

- Mnemonic: “tree”
- Examples: baby, happy
- Sound: y at the end of a polysyllabic word
- The long blank indicates a polysyllabic word
- Grouped with e_e, ee, ea, and e on the spelling-sound wall chart
_y

- Mnemonic: “kite”
- Examples: my, try
- Sound: y at the end of a one-syllable word
- The short blank indicates a one-syllable word
- Grouped with i_e, _igh, and i on the spelling-sound wall chart
−y
Lesson 6

sh

- Example sentence: She said, “Hush little baby.”
- Examples: she, hush
sh
Example sentence: What is the name of that thing?

Two sounds:

- voiced, e.g., this, that
- unvoiced, e.g., thin, with
Example sentence: Does your chin itch?

Examples: chin, chip
ch
Example sentence: Does your chin itch?

Examples: *itch, catch*

This spelling usually occurs at the end of a word

This spelling usually occurs after a short-vowel spelling, but common exceptions are the words *rich* and *which*
Example sentence: Do you have a phone?

Examples: phone, elephant

The sound /f/ can be spelled in two ways, with f and with ph
wh

- Example sentence: When can you go with me?
- Examples: *when*, *where*
- It helps to emphasize the blowing sound of *wh* as a way of remembering to use *wh* instead of *w*
c(e)

- Mnemonic: “snake”
- Examples: cent, cell
- Do not pronounce a vowel sound after /s/
c(i)

- Mnemonic: “snake”
- Examples: city, pencil
- Do not pronounce a vowel sound after /s/
c(i)
c(y)

- Mnemonic: “snake”
- Examples: fancy, cycle
- Do not pronounce a vowel sound after /s/
a_e

- Mnemonic: “cake”
- Examples: made, save
- a with final e is long
- The blank indicates a consonant
- Grouped with ai_, _ay, and a on the spelling-sound wall chart
**Lesson 16**

**e_e**

- Mnemonic: “tree”
- Examples: *Pete, these*
- e with final e is long
- The blank indicates a consonant
- Grouped with ee, ea, ___y, and e on the spelling-sound wall chart
i_e

- Mnemonic: “kite”
- Examples: hide, dime
- i with final e is long
- The blank indicates a consonant
- Grouped with _igh, _y, and i on the spelling-sound wall chart
Lesson 16

**o_e**

- Mnemonic: “bone”
- Examples: *home, bone*
- o with final e is long
- The blank indicates a consonant
- Grouped with *oa_, *ow, and *o* on the spelling-sound wall chart
Lesson 16

\[ u\_e(2) \]

- Two sounds:
  - First, the sound in *contribute* and *excuse*
    Mnemonic: “mule”
    Grouped with \[ u \] on the spelling-sound wall chart
  - Second, the sound in *rule* and *include*
    Mnemonic: “flute”
    Grouped with \[ oo \] and \[ u \] on the spelling-sound wall chart
- \[ u \] with final \[ e \] is long
- The blank indicates a consonant
u_e(2)
ee

- Mnemonic: “tree”
- Examples: *feed, see*
- Grouped with e_e, ea, ___y, and e on the spelling-sound wall chart
ea

- Mnemonic: “tree”
- Examples: eat, team
- Grouped with e_e, ee, ___y, and e on the spelling-sound wall chart
ea
ar

- Mnemonic: “car”
- Examples: car, start
ar
er

- Mnemonic: “bird”
- Examples: her, serve
- Grouped with ir and ur on the spelling-sound wall chart
er
ir

› Mnemonic: “bird”
› Examples: bird, girl
› Grouped with er and ur on the spelling-sound wall chart
ur

- Mnemonic: “bird”
- Examples: *fur, hurt*
- Grouped with *er* and *ir* on the spelling-sound wall chart
or

- Mnemonic: “fork”
- Examples: for, sort
or
Mnemonic: “cake”
Examples: aim, rain
This spelling does not usually occur at the end of a word or syllable
Grouped with a_e, _ay, and a on the spelling-sound wall chart
ai
_ay

- Mnemonic: “cake”
- Examples: say, today
- This spelling does not usually occur at the beginning of a word
  or syllable
- Grouped with a_e, ai_, and a on the spelling-sound wall chart
oa_

- Mnemonic: “bone”
- Examples: boat, float
- This spelling does not usually occur at the end of a word or syllable
- Grouped with o_e, ow, and o on the spelling-sound wall chart
OW(2)

- Two sounds:
  - First, the long o sound, e.g., blow, know
    Mnemonic: “bone”
    Grouped with o_e, oα_, and o on the spelling-sound wall chart
  - Second, the sound in cow and how
    Mnemonic: “clown”
    Grouped with ou_ on the spelling-sound wall chart
Two sounds:

1. First, the sound in *moon* and *food*
   Mnemonic: “flute”
   Grouped with *u_e* and *u* on the spelling-sound wall chart

2. Second, the sound in *good* and *book*
   Mnemonic: “book”
Mnemonic: “kite”
Examples: high, light
This spelling does not usually occur at the beginning of a word or syllable.
Grouped with i_e, _y, and i on the spelling-sound wall chart
**ou_**

- Mnemonic: “clown”
- Examples: *found, sound*
- This spelling does not usually occur at the end of a word or syllable
- Grouped with *ow* on the spelling-sound wall chart
ou_
oi_

- Mnemonic: “toy”
- Examples: voice, oil
- This spelling does not usually occur at the end of a word or syllable
- Grouped with _oy on the spelling-sound wall chart
_oy

- Mnemonic: “toy”
- Examples: *enjoy*, *toy*
- This spelling does not usually occur at the beginning of a word or syllable.
- Grouped with *oi*_ on the spelling-sound wall chart
au_

- Mnemonic: “saw”
- Examples: August, author
- This spelling does not usually occur at the end of a word or syllable
- Grouped with aw on the spelling-sound wall chart
au_
aw

- Mnemonic: “saw”
- Examples: saw, jaw
- Grouped with au_ on the spelling-sound wall chart
aw