

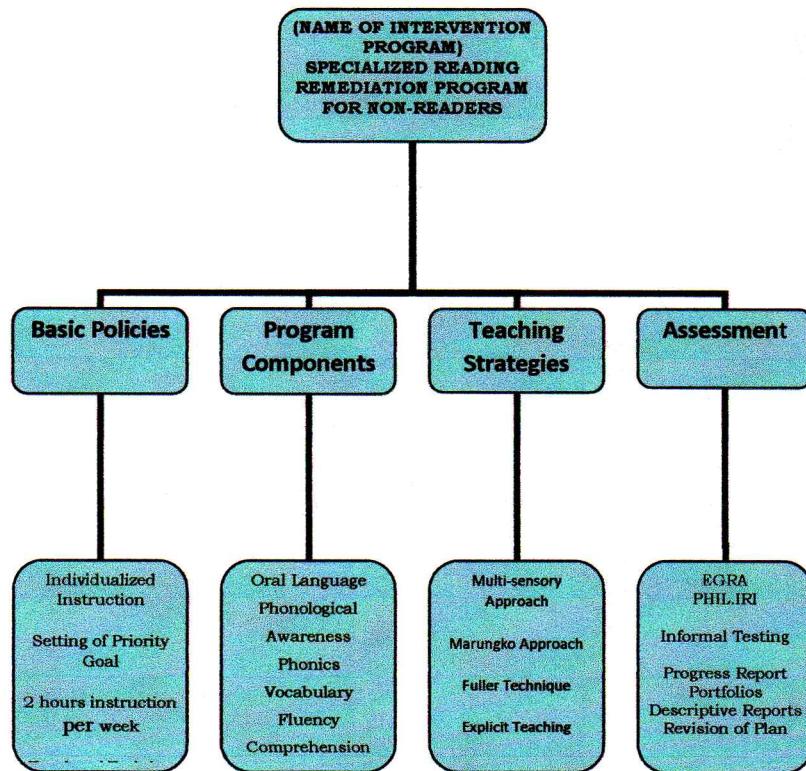


Republic of the Philippines  
Department of Education  
REGION XI - DAVAO REGION  
SCHOOLS DIVISION OF PANABO CITY

		Discrimination. Environment Print.
24	Phonological Awareness	Picture Analysis
24	Phonics	
24	Vocabulary	MEGAWORDS. Multi-sensory approach (spelling charts, letter cards, letter exercises, decoding strategies). Learning word analysis skills.
24	Fluency	
	Comprehension	Graphic Organizers

**Box 2. Additional Individual Reading Plan** (please see the attached document)

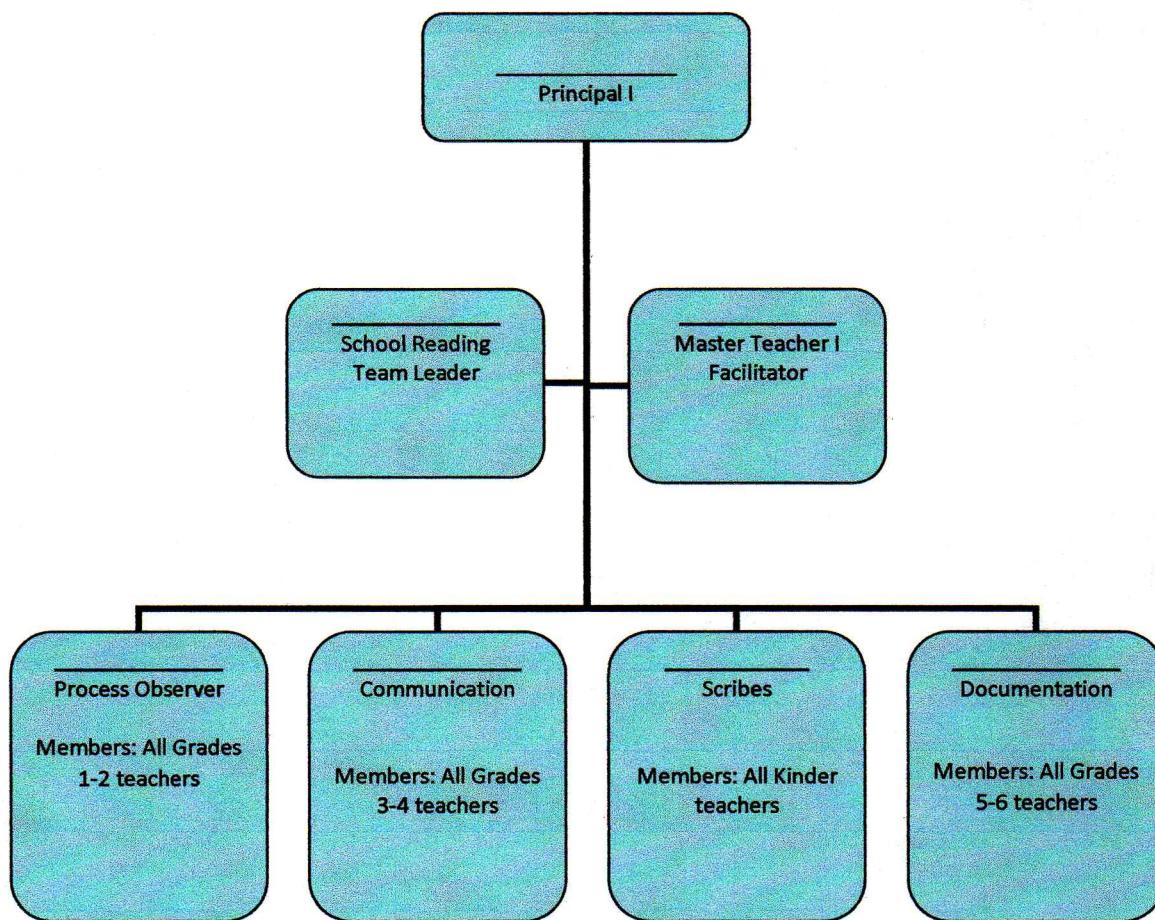
**Box 3. Framework for the Reading Remediation Program**





Republic of the Philippines  
Department of Education  
REGION XI – DAVAO REGION  
SCHOOLS DIVISION OF PANABO CITY

**PROGRAM WORKING TEAM**



**Identified Reading Specialists:**

- Grade 1 –
- Grade 2 –
- Grade 3 –
- Grade 4 –
- Grade 5 –
- Grade 6 –



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SCHOOLS DIVISION OF PANABO CITY

**Budgetary Requirements:**

Particulars	Quantity	Amount	No. of Session	Total
Snacks	75	40.00	15	
Materials	75	10.00	15	
Reproduction of Materials	75	6.00	15	
<b>TOTAL</b>				

**Monitoring & Evaluation:**

**Prepared:**

Principal I

**Noted:**

PSDS

**Funds Available:**

**ROSLIE ESTIMADA**  
Budget Officer

**Recommending Approval:**

**JANWARIO E. YAMOTA**  
Chief- CID

**Approved:**

**JINKY B. FIRMAN Ph.D., CESO VI**  
Schools Division Superintendent



Republic of the Philippines  
Department of Education  
Region XI  
Division of Panabo City

## CENTER for READING & DEVELOPMENT MANAGEMENT CHART

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	WORKING WITH WORDS	INTERACTIVE (GEN. Z PERIOD)	GUIDED READING	SELF-SELECTED READING	TEACHER READ ALOUD
	TEACHER READ ALOUD	WORKING WITH WORDS	INTERACTIVE (GEN. Z PERIOD)	GUIDED READING	SELF-SELECTED READING
	SELF-SELECTED READING	TEACHER READ ALOUD	WORKING WITH WORDS	INTERACTIVE (GEN. Z PERIOD)	GUIDED READING
	GUIDED READING	SELF-SELECTED READING	TEACHER READ ALOUD	WORKING WITH WORDS	INTERACTIVE (GEN. Z PERIOD)
I	INTERACTIVE/ICT (GEN. Z PERIOD)	GUIDED READING	SELF-SELECTED READING	TEACHER READ ALOUD	WORKING WITH WORDS

# References

## **ANG“MARUNGKO APPROACH” : SAGOT SA MABILISANG PAGKATUTO NG MGA BATA SA PAGBASA**

Ang isa sa pinapamahirap na gawain ng isang guro ay ang maturuang bumasa ang isang bata. Alam ng lahat na ang bata ay dapat maihanda bago pa man siya tuluyang maging bihasa sa pagbasa. Ang kahandaan nito ay nasusukat sa pamamagitan ng mga tseklist at iba pang kagamitang pang-edukasyon. Kapag nagawa na lahat ng guro ang mga hakbang na ito, makikita niyang maaari ng bumasa ang bata kung kayat mag-uumpisa na niyang tuklasin ang kakayahan ng mag-aaral sa larangang ito.

Narito ang isang mainam na gamitin sa panimulang pagpapabasa, ang Marungko Approach. Ang Marungko Approach ay ipinakilala ni Nooraihan Ali, asawa ng Malaysian Minister sa dalawang guro ng Marungko, Bulacan. Sa approach na ito, unang natututunan ng bata ang mga tunog ng bawat titik ng Alpabetong Filipino o ang tinatawag na Mastery of Sounds of Letters sa ingles. Ginagamitan ito ng phono-syllabic technique o pagbusisi sa tunog ng bawat titik upang mapagsama ito at makabuo ng pantig-tunog nito. Dito, sisiguraduhing ang tunog ng titik ang unang maituro ng guro hindi ang ngalan ng letra. Sa paggamit ng approach na ito, mas madaling maintindihan ng bata ang bawat letra at mas maaga siyang matutong bumasa lalo na sa mga pananalitang ginagamit sa bahay o Mother Tongue.

### ***Mga Pamamaraan sa Paggamit ng Marungko Approach;***

1. Ipakita sa mga bata ang letra.
2. Sabihin ang tunog ng letra.
3. Magpakita ng mga larawang may umpisang tunog ng letra. Isulat ang ngalan ng nasa larawan at ipabanggit ang umpisang tunog nito. Hanggang sa masanay ang bata.
4. Pagsamahin ang tunog ng katinig at patinig na tiitik hanggang sa makabuo ng pantig.

Halimbawa: /m/ /m/ /m/ /m/ /m/  
/a/ /a/ /a/ /a/ /a/  
/m/ + /a/ = ma

5. Pagsama-samahin ang mga pantig upang makabuo ng salita.

Halimbawa: ma+ma= mama

6. Sabihing papantig ang nabuong salita pagkatapos basahin ito nang mabilisan ayon sa wastong bigkas nito. (ma-ma= mama)

7. Sa pamamagitan ng nabuong salita, bumuo ng parirala at pangungusap. Bumuo ng payak na talata gamit ng nabuong payak na pangungusap.

Halimbawa:

A. Tunog ng Letra- /m/ /a/ /s/

/m/ /m/ /m/ /m/ /m/  
/a/ /a/ /a/ /a/ /a/  
/s/ /s/ /s/ /s/ /s/

B. Pagbuo ng Pantig

/m/+/a/=ma                    / s/+/a/=sa

C. Pagbuo ng Salita

ma+ma=mama                    sa+sa=sasa                    a+sa=asa

a+ma=ama

ma+sa=masa                    sa+ma=sama                    a+a+sa=aasa

ma+s=mas

ma+sa+ma=masama                    sa+sa+ma=sasama

ma+sa+sa+ma=masasama

D. Pagbuo ng Parirala

Mama sasama                    sasama mama                    ama

sasama

Masama sasama                    ama masama

masasama mama

Sa ama                            sa mama                            aasa

sa

E. Pagbuo ng Pangungusap

1. Masama sasama sa ama.
2. Sa ama sasama.
3. Sa mama sasama.
4. Aasa sa ama.
5. Aasa sa mama.

#### F. Pagbuo ng Talata

##### Sasama

Sa ama sasama. Sa mama sasama. Mama, sa ama sasama. Sa ama sasama, mama. Aasa sa ama. Aasa sa mama. Mama, ama sasama. Sama-sama mama, ama. Ama, mama sama-sama.

##### Sagutin ang mga tanong:

1. Sino sa palagay mo ang sasama?
2. Kanino siya sasama?
3. Sa palagay mo sinu-sino pa ang sasama?
4. Ikaw, sumasama ka ba sa kani-kanino?
5. Bakit di-dapat sumama kung kani-kanino?
8. Ituro ang wastong pagkakasulat ng bawat letra nang naaayon sa wastong prosesong pagkakasulat ng mga ito.

<u>1. Mm</u>	<u>13. Nn</u>	<u>25. Qq</u>
<u>2. Aa</u>	<u>14. Gg</u>	<u>26. Vv</u>
<u>3. Ss</u>	<u>15. Rr</u>	<u>27. Xx</u>
<u>4. Ii</u>	<u>16. Pp</u>	<u>28. Ññ</u>
<u>5. Oo</u>	<u>17. NGng</u>	
<u>6. Ee</u>	<u>18. Dd</u>	
<u>7. Bb</u>	<u>19. Hh</u>	
<u>8. Uu</u>	<u>20. Ww</u>	
<u>9. Tt</u>	<u>21. Cc</u>	
<u>10. Kk</u>	<u>22. Jj</u>	
<u>11. Ll</u>	<u>23. Ff</u>	
<u>12. Yy</u>	<u>24. Zz</u>	

## FRY'S INSTANT WORDS

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### FRY'S INSTANT WORDS\* FIRST HUNDRED

Words 1-25	Words 26-50	Words 51-75	Words 76-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Common suffixes: -s, -ing, -er, -ly, -est

## FRY'S INSTANT WORDS

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Words 101-125	Words 126-150	Words 151-715	Words 176-200
over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	farm	home	should
man	three	us	America
think	small	move	world

Common suffixes: -s, -ing, -er, -ly, -est

## FRY'S INSTANT WORDS

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### FRY'S INSTANT WORDS\* THIRD HUNDRED

Words 201-225	Words 226-250	Words 251-275	Words 276-300
high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	chose	night	Indian
country	something	walk	really
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	late	it's

Common suffixes: -s, -ing, -er, -ly, -est

## WORD READING SCORE SHEET

Use any **one** list of words

Date: \_\_\_\_\_

Name: \_\_\_\_\_ TEST SCORE: \_\_\_\_\_  
Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ STANINE GROUP: \_\_\_\_\_  
Recorder: \_\_\_\_\_

Record incorrect responses beside word

LIST A	LIST B	LIST C
I	and	Father
Mother	to	come
are	will	for
here	look	a
me	he	you
shouted	up	at
am	like	school
with	in	went
car	where	get
children	Mr	we
help	going	they
not	big	ready
too	go	this
meet	let	boys
away	on	please

**THE DOLCH'S WORD READING TEST RECORD FORM**

Name: \_\_\_\_\_ Number correct

School: \_\_\_\_\_ Sex: \_\_\_\_\_ Equivalent Age Band \_\_\_\_\_

Age: \_\_\_\_ years \_\_\_\_ months Class: \_\_\_\_ Norms Used Boys Girls  
Boy & Girls \_\_\_\_\_

(Circle one)

to	is	up	for	big
he	at	one	my	run
was	some	day	your	come
his	she	there	were	wet
have	better	so	just	got
or	thank	now	cold	had
pretty	yellow	seven	please	always
sleep	never	today	before	many
know	eight	together	from	because
funny	wash	only	carry	little
around	brown	again	myself	into
would	going	after	start	laugh
about	every	away	keep	open
small	under	stop	very	down
upon	found	made	wash	these
black	bring	came	over	three
went	show	think	their	light
both	make	write	good	ride
jump	brown	much	work	glow
before	which	said	blue	pull
wish	clean	play	done	once
that	shall	draw	show	does

Course Title	Reading and Development	MO
Module 5	Learning to Read	ver. 1.0
Lesson 1	<b>Phonics Instruction</b>	
Objectives	<ul style="list-style-type: none"> <li>• <b>Define what phonics is all about;</b></li> <li>• <b>Identify different approaches in teaching phonics;</b></li> <li>• <b>Demonstrate skills in teaching/learning phonics.</b></li> </ul>	
	<p>Welcome to the world of phonics. This module will unfold the different theories and principles in teaching/learning phonics. This can serve as a crash course for neophyte and in-service teachers to better understand the theories, principles and techniques in phonics instruction. The module starts with a background check, introduction, and then goes on with approaches, strategies/activities and ends up with a knowledge check.</p>	
	<h3>Background Check</h3> <p>Write your answers on the space provided before each number. After answering all the questions below, just keep your answers with you and then keep track on the information as you go through the course.</p> <ol style="list-style-type: none"> <li>_____ 1. It teaches the relationship between letters and sound in written form.</li> <li>_____ 2. Write True/False. Phonics instruction has an impact on both reading and writing.</li> <li>_____ 3. Agree/Disagree. Phonics instruction is most effective when it begins in preschool or even earlier.</li> <li>_____ 4. Which is an approach to phonics instruction?       <ol style="list-style-type: none"> <li>a) Children learning the letters or letter combination that represent sounds</li> <li>b) Children using word parts or families to identify unknown words</li> <li>c) Children learning to segment words into sounds and writing letters for these sounds</li> <li>d) All of the above</li> </ol> </li> </ol>	
	<h3>Introduction</h3> <p>As you may have noticed phonics and phonemic awareness are interrelated. Phonics relies heavily on a reader's phonemic awareness. The reader must not only understand that words are made up of phonemes (small units of sound); s/he must also know a number of phonemes. Since a reader's primary phonemic awareness develops through speaking and listening, most children come to reading with many phonemes stored in their 'knowledge banks'. Phonics instruction connects these phonemes with written letters so that they can transfer their knowledge of sounds to the printed word. This is why phonics instruction is an important component of early reading education. Without an understanding of the relationship between letters and sounds, reading cannot occur. This multifaceted connection between print and pronunciation is an important component of any instructional program in reading because it provides readers with tools for discovering new written</p>	

words.

The goal of phonics instruction is to help readers quickly determine the sounds in unfamiliar written words. When readers encounter new words in texts they use the elements of phonics to decode and understand them. This has a strong impact on the reading abilities of young children. Research has shown that those receiving phonics instructions in the early grades make significant gains in their reading comprehension and spelling abilities and moderate growth in oral reading skills. At the upper grades, phonics instruction has a positive impact on the reading abilities of low achieving students. These groups of children showed growth in their abilities to decode and spell new words.

The purpose of phonics instruction is to enable students to understand the relationships between written letters and spoken sounds. Phonics instruction produces the best results when letter-sound relationships are taught in a clearly defined sequence. Instruction must include the letter-sound relationships of both consonants and vowels. The simultaneous presentation of both written words and sounds has proven to be effective in improving children's decoding skills.

### **What is phonics?**

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what those printed symbols mean. There are a number of ways that phonics can be taught. Each approach allows the reader to use phonics to read and learn new words in a different way. Phonics involves teaching how to connect the sounds of the letters or groups of letters. For example: the sound /k/ can be represented by c, k or ck spellings and requires teaching children to blend the sounds of letters together to produce approximate pronunciations of unknown words. It is a widely used method of teaching to read and decode words.

### **How is phonics instruction different from phonemic awareness?**

These may seem like the same thing, but there is a subtle difference between the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words.

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words, while phonics is the connection between sounds and letters. The very core of phonics lies in the alphabet. In order to master phonics a learner must master the alphabet.

### **What are the approaches in teaching phonics?**

#### **1. Synthetic Approach**

Synthetic phonics builds words from the ground up. Readers connect letters to their corresponding phonemes (sound units) and then blend them together to create a word.

For example:

If a reader encountered the word “**atis**” and did not recognize it, s/he would sound out each segment of the word (**/a/ /t/ /i/ /s/**)

and then blend these sounds together to say the entire word.

a t i s  
a t i s

Animate the movement of the lines

Children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.

DO this:

*Prepare a lesson using a synthetic approach. Provide several exercises. Post your work.*

## 2. Analytic Approach

Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. This approach is especially helpful when a reader comes to words that cannot be sounded out (such as “caught” and “light”) and reinforcement of sight words. Children learn to analyze letter-sounds relationships in previously learned words. They do not pronounce sounds in isolation.

DO this:

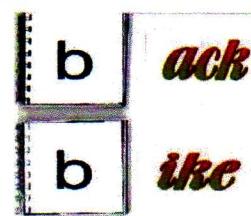
*Prepare a lesson using Analytic Approach. Provide several examples and cite strategy/ies on how you can best introduce words that cannot be sounded out like: night, bright, bought, etc. Post your work.*

## 3. Using Analogy

Analogy phonics uses familiar parts of words to discover new words. When applying analogy phonics to the word “stun” a reader notices that the second half of the word is the same as other familiar words (“sun” and “fun”). The learner can then apply his/her knowledge of this phoneme to easily decode the word. Children learn to use parts of word families they know to identify words they don’t know that have similar parts.

For example:

they are taught to recognize that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blend the known rime with the new word onset, such as reading “spike” by recognizing that “-ike” is contained in the known word “bike,” or reading “stop” by analogy to “pop.”



#### 4. Phonics through Spelling

Phonics through spelling, Children learn to segment words into phonemes and to make words by writing letters for phonemes when using a paper and pencil.

This can also be done by using a spelling chart.

**Preparation:** Each child can prepare a spelling chart like the illustration below. There should be at 3 sets per letter- two sets should be in lower case while one set should be in upper case. Use two-color distinctions- one color for the vowels and another color for the consonants.

**Use:**

1. Instruct each child to open their spelling chart.
2. Say this: "We will have our spelling exercise. I would require you to sound out each letter as you spell the word".
3. Make sure to use the upper case and lower case properly. (Review its use.)
4. Go around while the students are performing the spelling task.
5. Monitor performance by checking how many got it right.
6. Let students return the letters they have used in its proper place by saying:

" Let us do housekeeping"

7. Let them call out the sound of each letter as they return each letter to its proper place.
8. Continue the spelling activity until all the target words are mastered.
9. Make this learning activity fun rather than as a test.
10. Do this activity with whole group/small group or by individual.

<b>Spelling Chart</b>	
<b>Aa Ee Ii Oo Uu</b>	<b>c a t</b>
<b>Bb Cc Dd Ff Gg</b>	<b>J e f</b>
<b>Hh Ii Jj Kk Ll Mm</b>	
<b>Nn Pp Qq Rr Ss Tt</b>	
<b>Vv Ww Xx Yy Zz</b>	

**Note:** If students are progressing, shuffle the arrangement of the letters.

**DO this:**

*Prepare a spelling lesson. Your target words should be aligned with the competency being developed. You can use a story, poem or any text in your lesson. Post your work.*

#### 5. Onset-rime phonics

An onset is any consonant presented before a vowel in a syllable.

Example:

In the word "star"/st/ is the onset.

A rime is any vowel and consonant(s) following an onset.

Example:

In "star"/ar/ is the rime.

While "star" consists of only one syllable, it contains four different phonemes: /s/ /t/ /a/ /r/.

Children learn to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime). Each syllable is made up of an onset, a rime or a combination of both.

**Animate flip book on onset+rime using the example above**

**DO this:**

*Prepare a lesson on onset-rime in teaching phonics. Present at one innovative instructional materials to be used. Post your work.*

It is important to develop balanced programs of reading instruction which incorporate and integrate phonics skills. Phonics instruction may be provided systematically or incidentally. A systematic phonics approach is one in which a sequential set of phonics elements is explicitly taught. Systematic phonics instruction is only one component of a total reading program and should be integrated with other reading instruction in fluency and comprehension strategies.

Systematic phonics should be taught in an interesting, vibrant and creative way. A phonics instruction plan should include:

- teaching letter-sound relationships explicitly and in isolation
- providing daily opportunities for children to practice letter-sound relationships and reviewing previously taught letter-sound relationships
- providing opportunities for children early and often to apply their knowledge of sound-letter relationships to the spelling of phonetically spelled words that are familiar in meaning
- helping children to use phonics skills accurately and fluently in their daily spelling and reading activities.

### **Suggested activities for effective phonics instruction**

A number of activities can assist educators in delivering sequenced phonics instruction that encourages students to construct knowledge about the relationship between written letters and spoken sounds.

### **Activity 1: The Alphabet Tree**

This activity will develop the learner's knowledge and skills in recognizing the upper and lower case of the letters integrating the letter names and sounds and alphabetizing.

#### **Procedure:**

1. Prepare a template (a tree with all the boxes provided in the leaves).
2. Instruct students to fill in the squares with the upper and lower case letters. Beginning with the first box, ask students to name the first letter of the alphabet. Once the letter has been named, write it in the box.
3. Continue pointing to the squares and asking students to name the next letter. Once you have three or four letters on the overlay, go back to the beginning and ask students to name the letters.
4. Continue to add letters and review until the tree is complete. Once the tree is complete, you can point to letters randomly and ask students to name the letter. For further extension, have students name the sound the letter makes and a word that starts with that letter.
5. Erase some of the letters on the overlay, particularly those letters you've recently focused on. Ask students to tell you the names of the missing letters. Invite students to come up and fill in the missing letters on the overlay.

#### **Do this:**

*Prepare an alphabet tree. Use it for your lesson. Post your work*

### **Activity 2 – Block Game**

1. Request the leader to explain the desired pattern the group needs to complete using the block cards.
2. Let the leader call out words that can be seen in their block cards.
3. Ask the players mark the section on the block cards that corresponds to the words said out loud.
4. End the game when a group completes the desired pattern.

### **Activity 3 – Word Search**

This activity enhances thinking skills of learners. Learners will search for the given words from the puzzle chart.

1. Give each group a puzzle card.
2. Instruct them that they should be looking for the desired word/s either horizontally, vertically or diagonally.
3. Have them circle every word they find.
4. As soon as they found 5 words, they have to shout their magic word.

#### Activity 4 –Word Making Relay

Word making relay helps develop the spelling abilities, and writing skills of learners.

1. Have each group form a line at 1 meter from the board.
2. Let the game leader say a word to be spelled. The first person in each line hops up to the board, writes the word, and hops back to the end of the line.

The group with most number of correctly spelled words wins the game.

#### Activity 5 – Perfect Match

This game helps students to build their vocabulary as they learn the letter names and sounds.

1. Provide each group with two sets of cards. First set should all be pictures while the other set should all be word cards.
2. Instruct the group to lay down the picture cards on one side while the word card at the other.
3. Give each group around 2 minutes to match each picture with the words in cards.
4. Go around and check if they have matched the pictures and words correctly.

#### Activity 6 – The Word Family

1. Introduce the words, one column at a time.
2. Use the flip book.
3. Place a consonant sound and the left side of the flip book and rime at the right side.
4. Show example:
5. Introduce the following rime: **at, et, it, ot, and ut**

#### Following are sequence in introducing the Short and Long Vowel Sounds

- **Short e word family**

get	den	beg	bed	bell
jet	hen	leg	fed	fell
net	men	peg	red	sell
let	ten	egg	wed	tell
pet	pen	meg	Ted	wel
wet	Ben		Jed	yell
yet	Len			
	Jen			

- **Short a word family**

bat	can	bag	bad	dan
-----	-----	-----	-----	-----

cat	fan	rag	dad	ham
Fat	man	tag	had	ram
hat	pan	wag	lad	
mat	ran		mad	
pat	tan		pad	
rat	van		sad	
sat				
vat				

- Short i word family

bit	bin	big	dip	bill
fit	fin	dig	hip	fill
hit	pin	pig	lip	hill
lit	sin	wig	rip	mill
pit	tin		sip	pill
sit	win		tip	sill
wit				will

- Short o word family

cot	cob	cop	dog	ox
dot	mob	hop	fog	box
got	rob	mop	hog	fox
hot	sob	pop	log	
lot		top		
pot				
rot				
tot				

- Short u word family

cub	bud	bug	gum	bun
-----	-----	-----	-----	-----

rub	mud	dug	hum	fun
tub	sud	jug	sum	gun
cut		mug		nun
hut		rug		run
nut		tug		sun

### Long vowel sounds (with e pattern at the end of the word)

- long /a/ as in **bake**
- long /i/ as in **bike**
- long /o/ as in **hose**
- long /u/ as in **tube**
  
- Long a

bake	male	cape	date
cake	pale	nape	gate
lake	sale	tape	late
make	tale	grape	mate
rake	stale	shape	grate
sake	scale	case	cave
take	fade	base	shave
wake	made	vase	
brake	blade	chase	
	grade		

- long i

dice	hide	dine	file
mice	ride	fine	mile
nice	side	line	pile
rice	tide	mine	tile
twice	bride	wine	
bite	drive	shine	life
kite	five	lime	wife
site	live	time	
	alive	chime	

- long o

hose	hole	bone	lobe
nose	mole	cone	robe
rose	pole	stone	globe
chose	stole	telephone	
rode	note	joke	dome
	vote	broke	rome

- long u

cube	tune	cure	use
tube	june	sure	fuse
	mule	pure	muse
			amuse
			excuse
			perfume

The following shows the sequence in teaching the Consonant Blends

#### Words with consonant blends

##### Initial:

- /l/ blends with /c/ in clap
- /r/ blends with /r/ in crab
- /s/ blends with /w/ in swim

##### Final:

- /st/ as in nest
- /mp/ as in jump
- /lt/ as in belt

- /l/ blends

black	clap	flag	glad	plan
blanket	clam	flat	glass	plant
	class	flap		plus
	clip	flash		plug
	club	flip		plum

• **r blends**

brag	crab	drag	frog	grass
brat	crash	dress	from	gram
bring	crib	drum	front	grand
brush	crop	drip	fresh	grab
		drink		grill
		drop		

• **s blends**

slam	star	swan	spin
slap	stem	swam	span
slim	step	swim	spell
slip	stick	swing	spill
	still	switch	spot
	stop		

• **final blends**

best	lamp	rent	band
nest	camp	sent	hand
pest	damp	went	sand
rest	stamp	tent	land
test	stump	rent	mend
vest	hump		tend
west	jump		
	pump		

**Words with consonant digraphs (two letters representing one sound)**

- /sh/ as in the words fish, and ship
- /ch/ as in the words bench, and chess
- Sh and Ch consonant digraphs

wash	shell	batch	chess
cash	shed	catch	check
dash	shelf	hatch	chip
mash	shall	match	chick