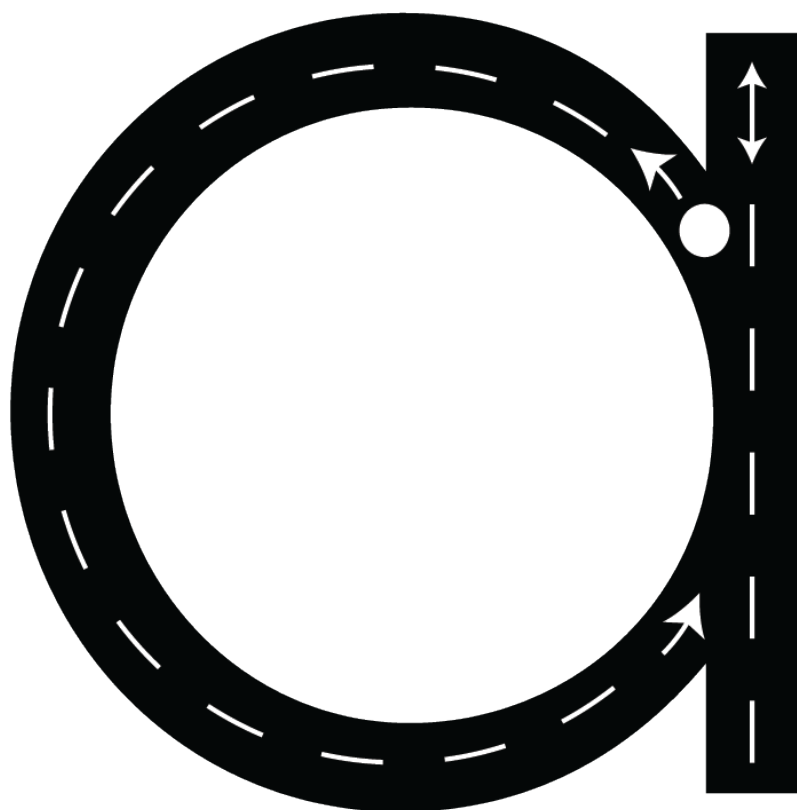




This is the grapheme <a>.

Say <a> (student repeats)

One of the sounds made by <a> is /ă/ like **apple**.

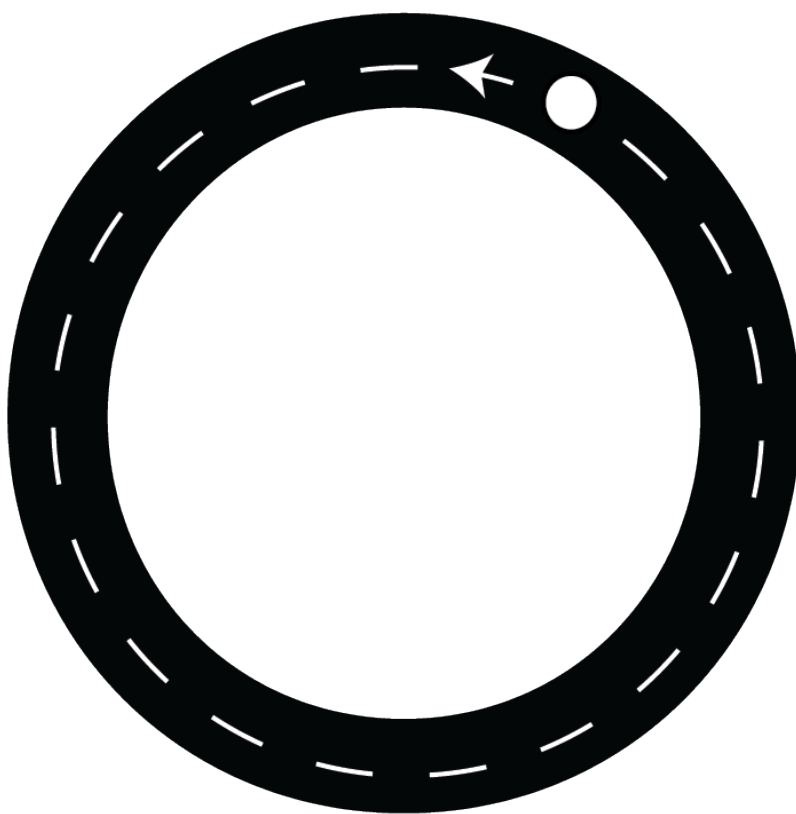
<a> can say /ă/

Say it with me: <a> can say /ă/

a

Make the letter with me:

- curve around, up to midline, and down



This is the grapheme <o>.

Say <o> (student repeats)

One of the sounds made by <o> is /ɔ̃/ like **octopus**.

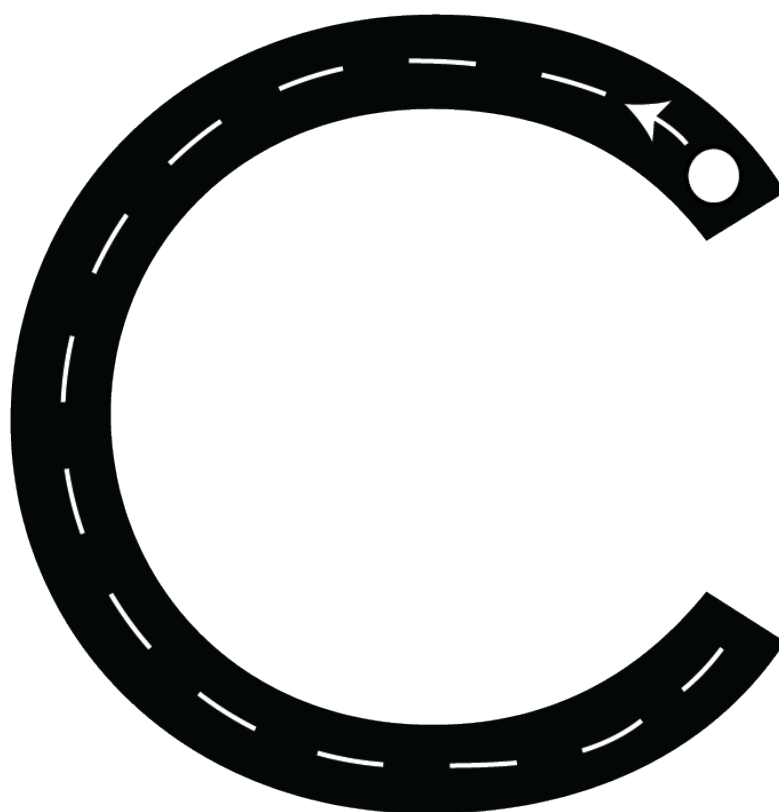
<o> can say /ɔ̃/

Say it with me: <o> can say /ɔ̃/



Make the letter with me:

- curve around and close



This is the grapheme <c>.

Say <c> (student repeats)

One of the sounds made by <c> is /k/ like **cat**.

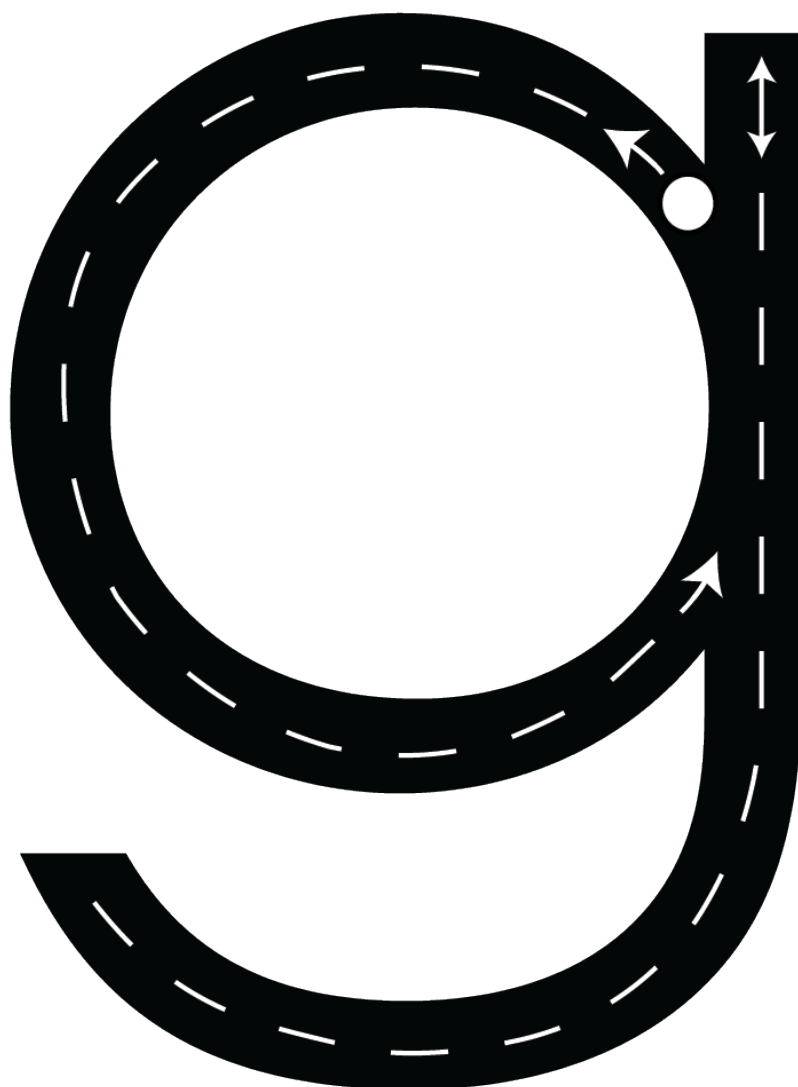
<c> can say /k/

Say it with me: <c> can say /k/

C

Make the letter with me:

- curve around



This is the grapheme <g>.

Say <g> (student repeats)

One of the sounds made by <g> is /g/ like **goat**.

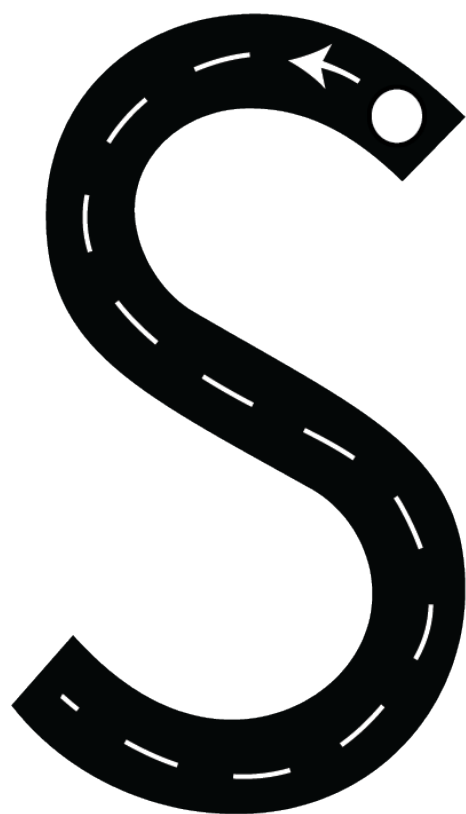
<g> can say /g/

Say it with me: <g> can say /g/

g

Make the letter with me:

- curve around, up to midline, down past baseline, and hook left



This is the grapheme <s>.

Say <s> (student repeats)

One of the sounds made by <s> is /s/ like **snake**.

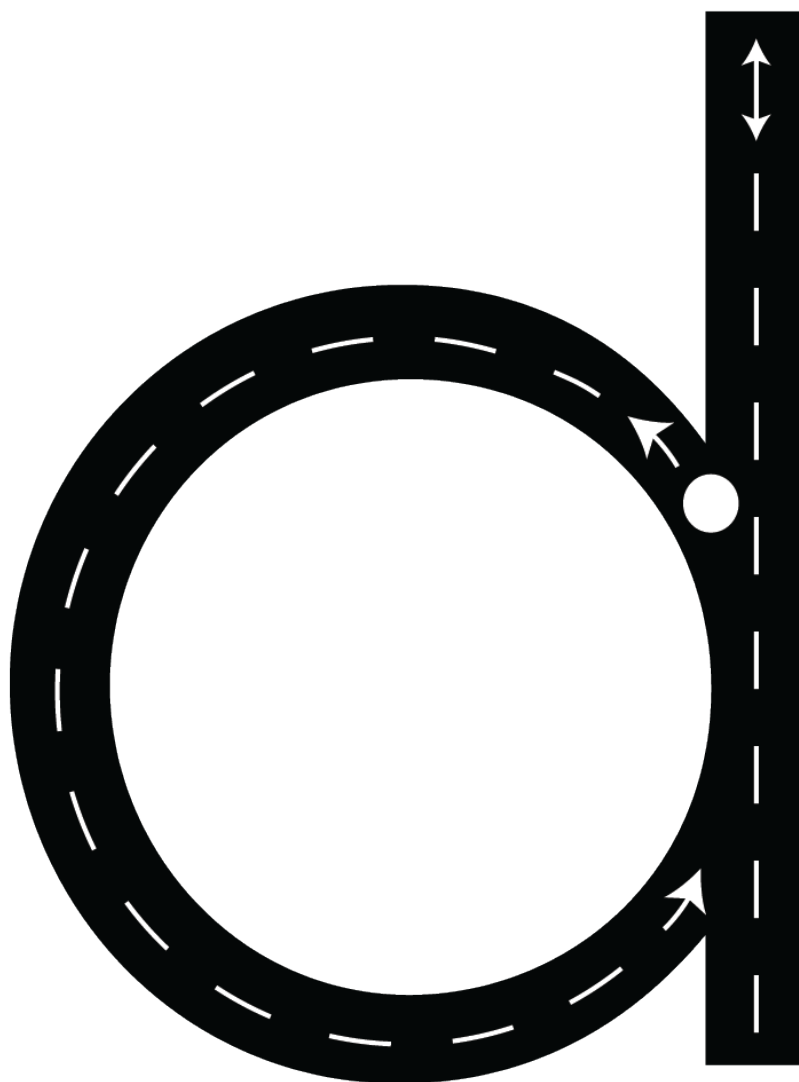
<s> can say /s/

Say it with me: <s> can say /s/

S

Make the letter with me:

- curve half around, turn, curve half around



This is the grapheme <d>.

Say <d> (student repeats)

One of the sounds made by <d> is /d/ like **dog**.

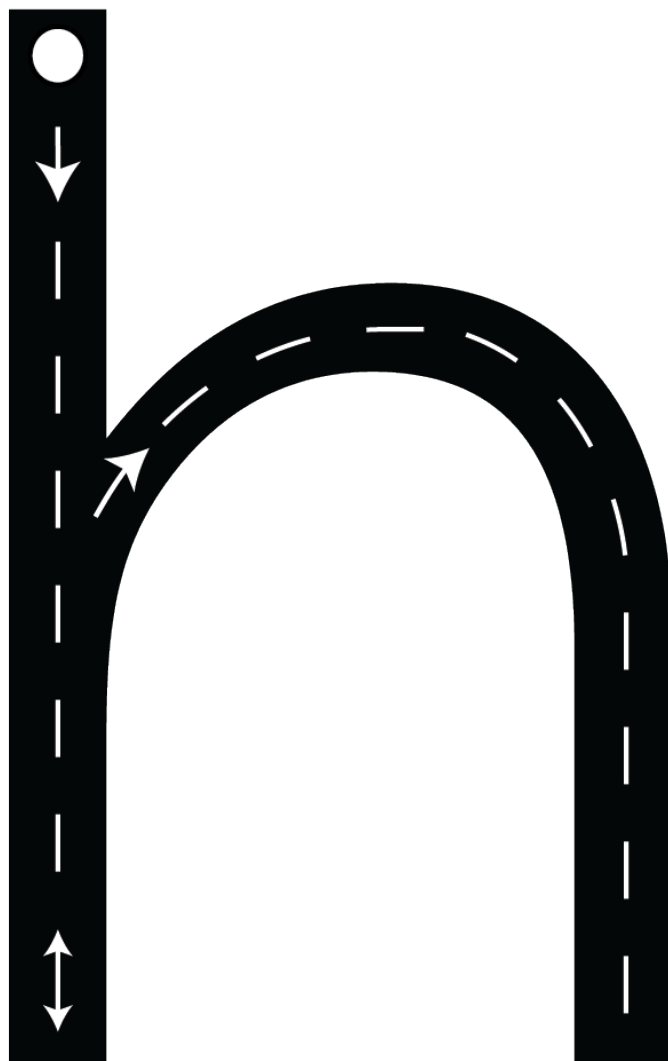
<d> can say /d/

Say it with me: <d> can say /d/

d

Make the letter with me:

- curve around, up to topline, and down



This is the grapheme <h>.

Say <h> (student repeats)

<h> says /h/ like **hat**.

<h> says /h/

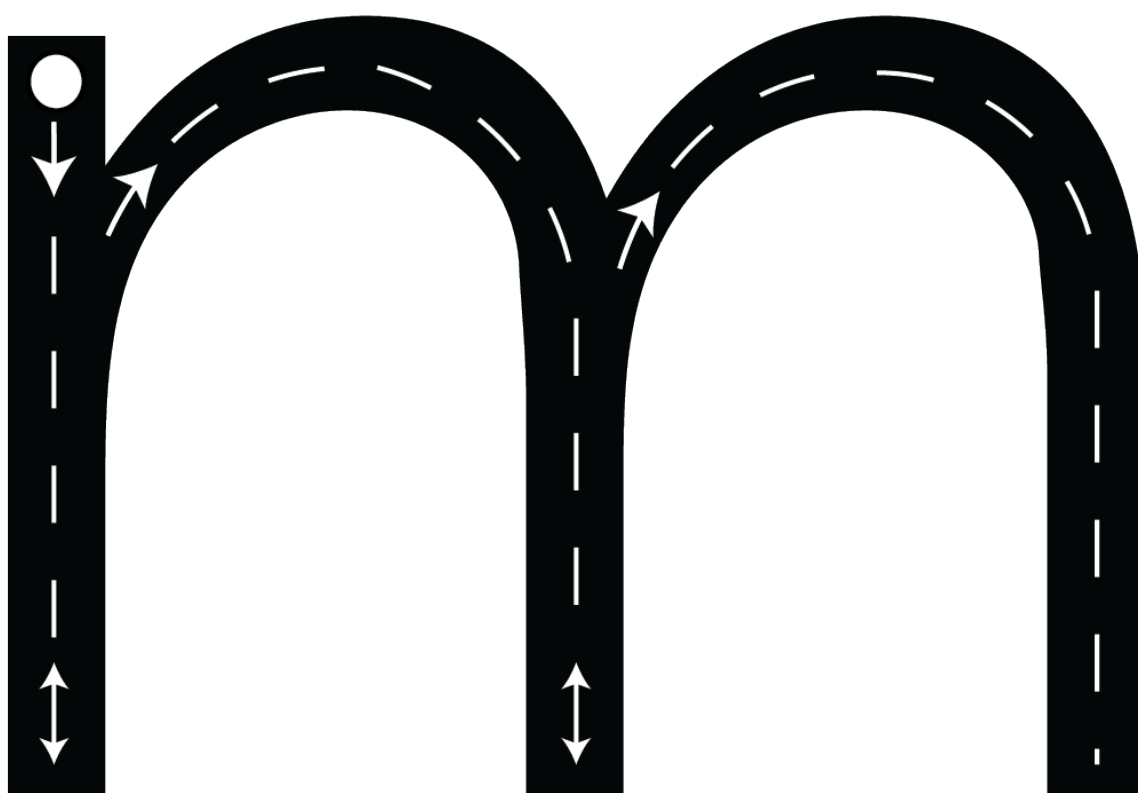
Say it with me: <h> says /h/

h

Make the letter with me:

- topline down, up to midline,
curve over, and down

h



This is the grapheme <m>.

Say <m> (student repeats)

<m> says /m/ like **man**.

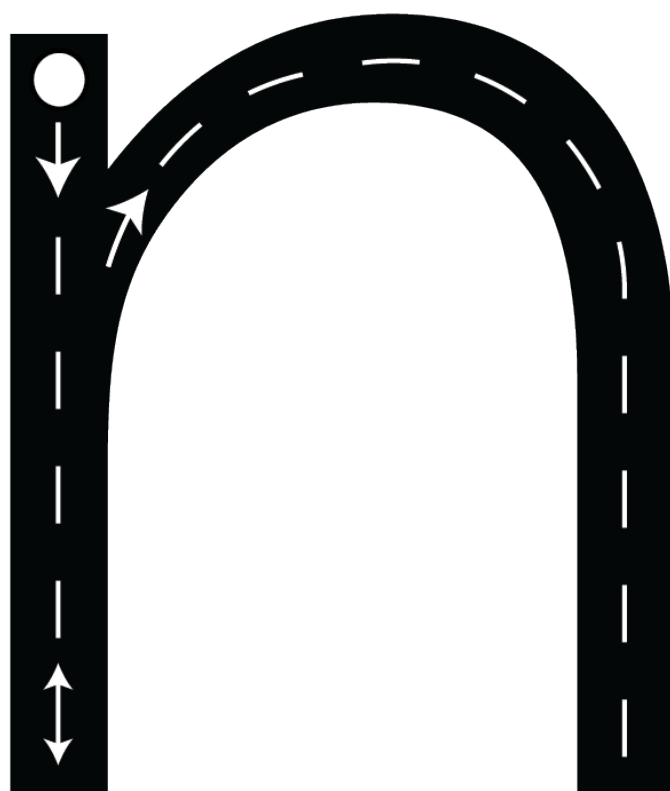
<m> says /m/

Say it with me: <m> says /m/

m

Make the letter with me:

- down, up to midline, curve over, down, back up, curve over, and down



This is the grapheme <n>.

Say <n> (student repeats)

One of the sounds made by <n> is /n/ like **nut**.

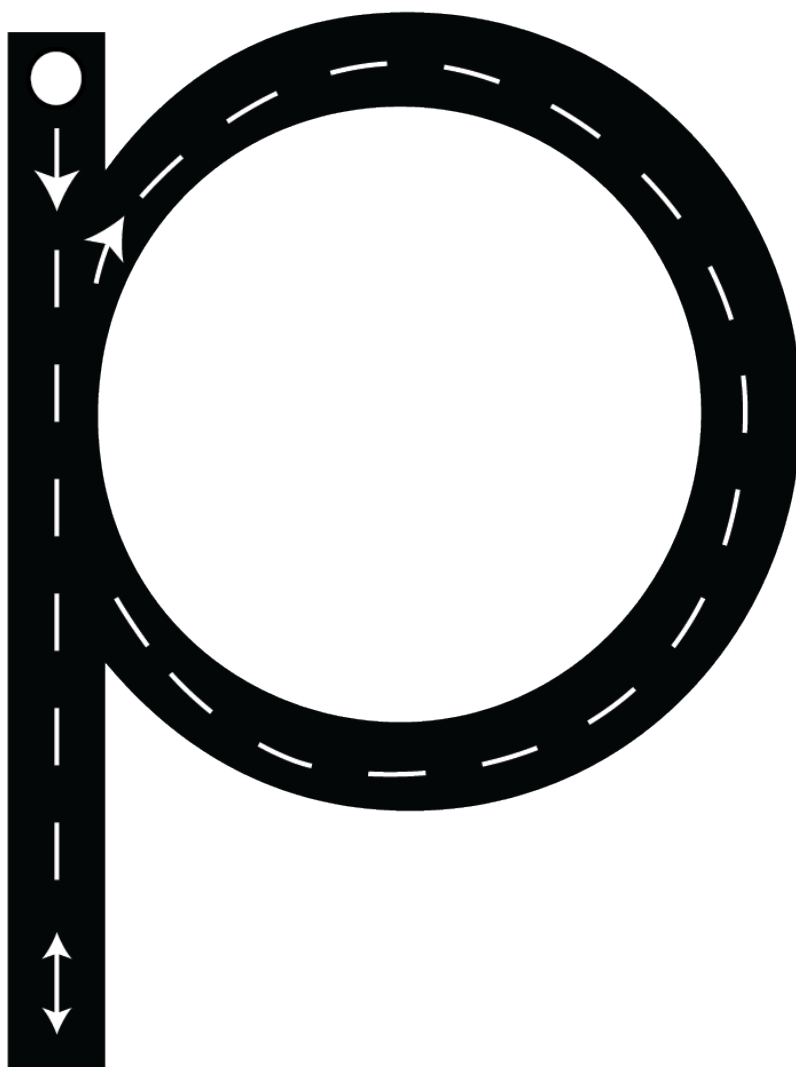
<n> can say /n/

Say it with me: <n> can say /n/

n

Make the letter with me:

- down, up to midline, curve over, and down



This is the grapheme <p>.

Say <p> (student repeats)

One of the sounds made by <p> is /p/ like **pan**.

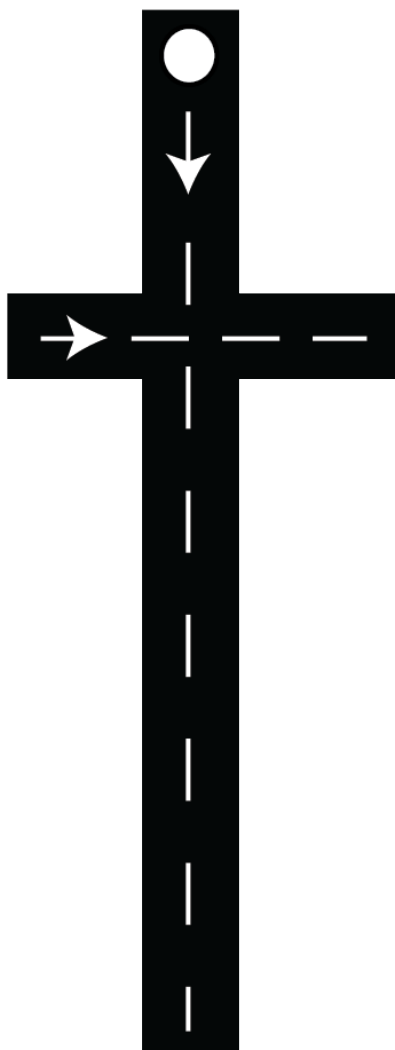
<p> can say /p/

Say it with me: <p> can say /p/

p

Make the letter with me:

- down past baseline, up to midline,
and curve around



This is the grapheme <t>.

Say <t> (student repeats)

One of the sounds made by <t> is /t/ like **top**.

<t> can say /t/

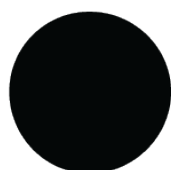
Say it with me: <t> can say /t/

†

Make the letter with me:

- topline down, lift and cross

t



This is the grapheme <i>.

Say <i> (student repeats)

One of the sounds made by <i> is /ɪ/ like **itchy**.

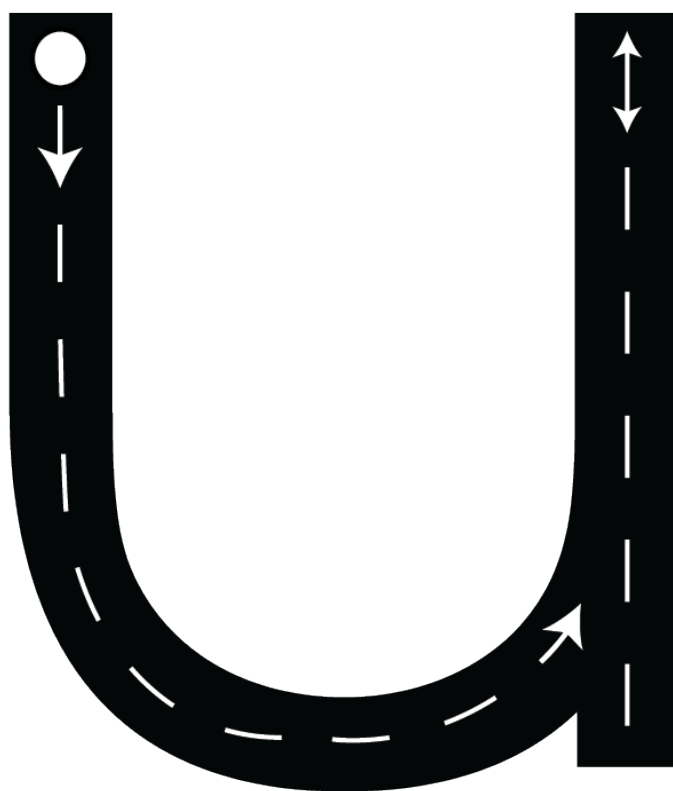
<i> can say /ɪ/

Say it with me: <i> can say /ɪ/

i

Make the letter with me:

- down, lift and dot



This is the grapheme <u>.

Say <u> (student repeats)

One of the sounds made by <u> is /ʊ/ like **up**.

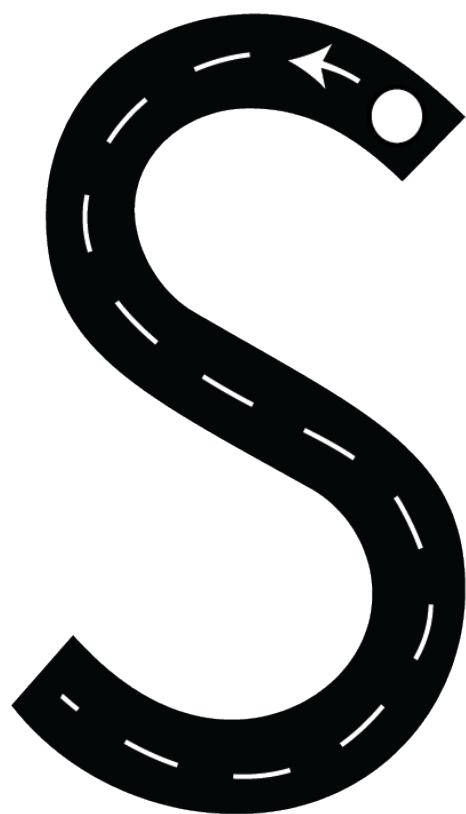
<u> can say /ʊ/

Say it with me: <u> can say /ʊ/

u

Make the letter with me:

- down and curve, straight up to midline, and down



This is the grapheme <s>.

Say <s> (student repeats)

We've already learned that <s> can say /s/ like **snake**.

Another sound made by <s> is /z/ like **is**.

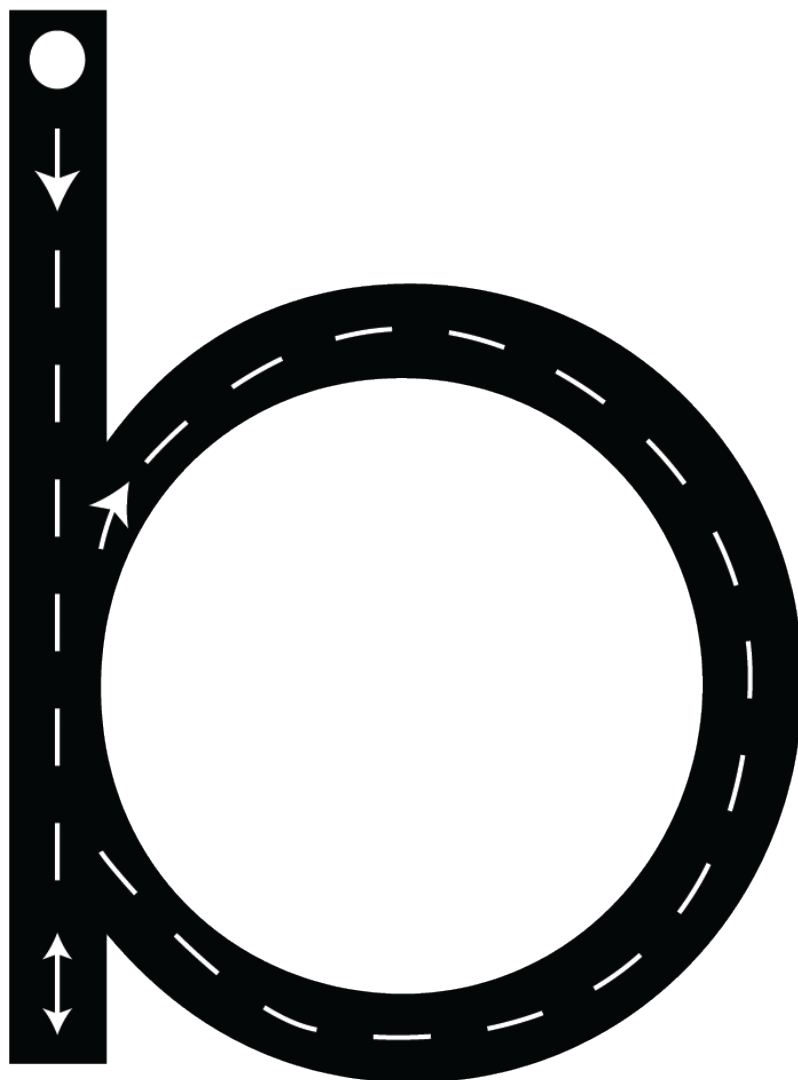
<s> can say /s/ and /z/

Say it with me: <s> can say /s/ and /z/

S

Make the letter with me:

- curve half around, turn, curve half around



This is the grapheme .

Say (student repeats)

One of the sounds made by is /b/ like **bat**.

 can say /b/

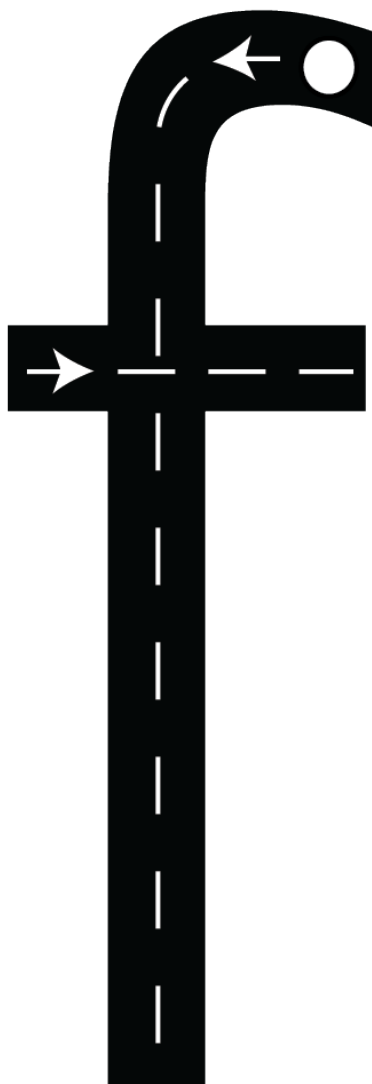
Say it with me: can say /b/

b

Make the letter with me:

- topline down, up to midline, and around

b



This is the grapheme <f>.

Say <f> (student repeats)

One of the sounds made by <f> is /f/ like **fish**.

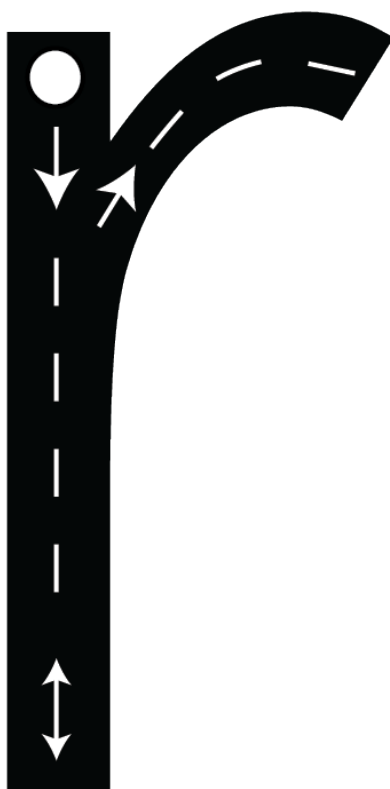
<f> can say /f/

Say it with me: <f> can say /f/

f

Make the letter with me:

- topline hook left and down, lift and cross



This is the grapheme <r>.

Say <r> (student repeats)

One of the sounds made by <r> is /r/ like **rat**.

<r> can say /r/

Say it with me: <r> can say /r/

r

Make the letter with me:

- down, up to midline, and curve over



This is the grapheme <l>.

Say <l> (student repeats)

One of the sounds made by <l> is /l/ like **lamp**.

<l> can say /l/

Say it with me: <l> can say /l/

l

Make the letter with me:

- topline down

- S

This is the suffix <-s>.

Say suffix <-s> (student repeats)

One of the jobs of suffix <-s> is to represent a third person, singular, present tense verb (e.g., a cat **runs**).

We've already learned that <s> can say /s/ like **snake** and /z/ like **is**.

Suffix <-s> can also say /s/ and /z/

Say it with me: suffix <-s> can say /s/ and /z/

-S

C

K

This is the consonant digraph <ck>.

Say <ck> (student repeats)

<ck> says /k/ like **duck**.

<ck> says /k/

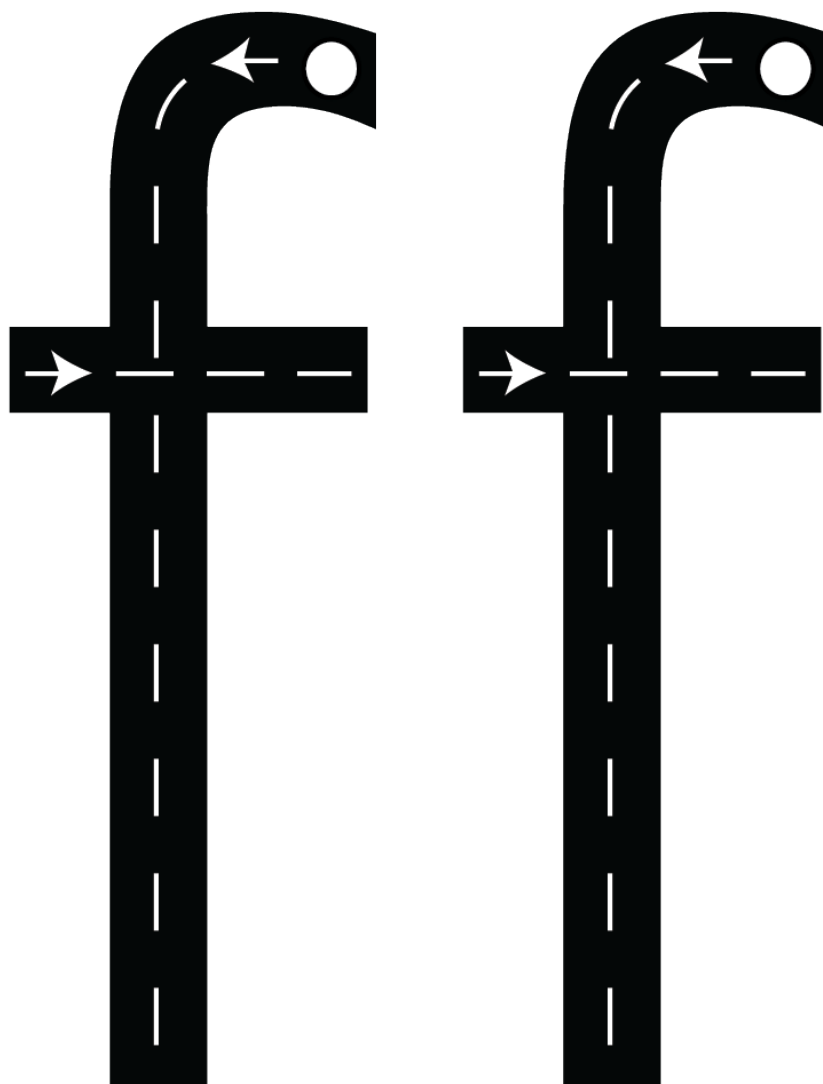
Say it with me: <ck> can say /k/

ck

Make the letters with me:

- curve around
- topline down, lift, slant in, and slant out

Use <ck> for /k/ at the end of a base
after a single (short) vowel.



This is the consonant digraph <ff>.

Say <ff> (student repeats)

<ff> says /f/ like **off**.

<ff> can say /f/

Say it with me: <ff> can say /f/

ff

Use <ff> for /f/ at the end of a base
after a single (short) vowel.



This is the grapheme <z>.

Say <z> (student repeats)

One of the sounds made by <z> is /z/ like **zebra**.

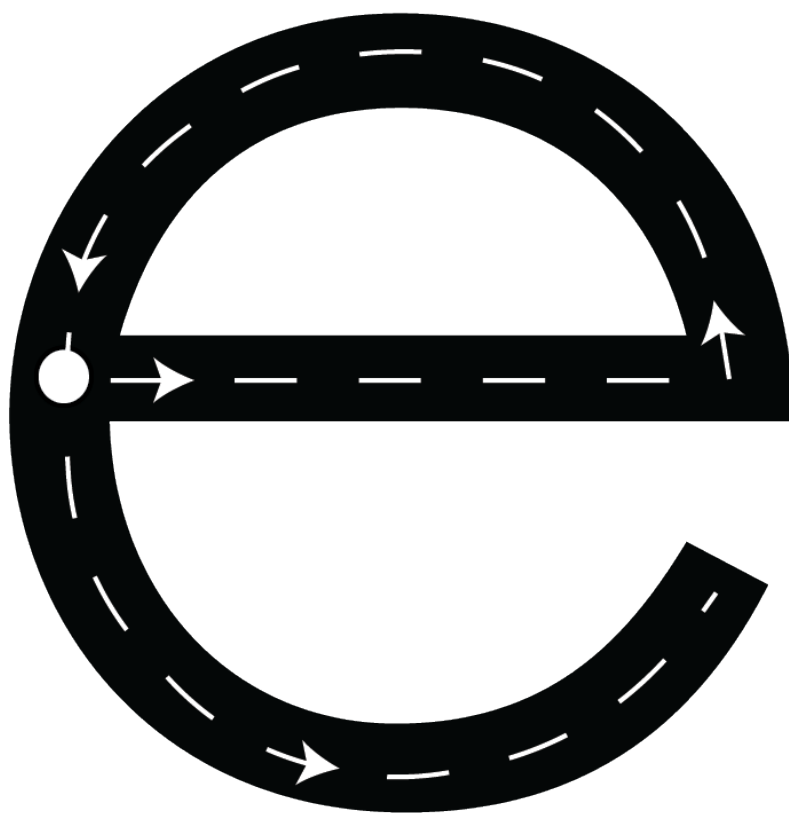
<z> can say /z/

Say it with me: <z> can say /z/

Z

Make the letter with me:

- pull straight across, slant down left,
pull straight across



This is the grapheme <e>.

Say <e> (student repeats)

One of the sounds made by <e> is /ě/ like **edge**.

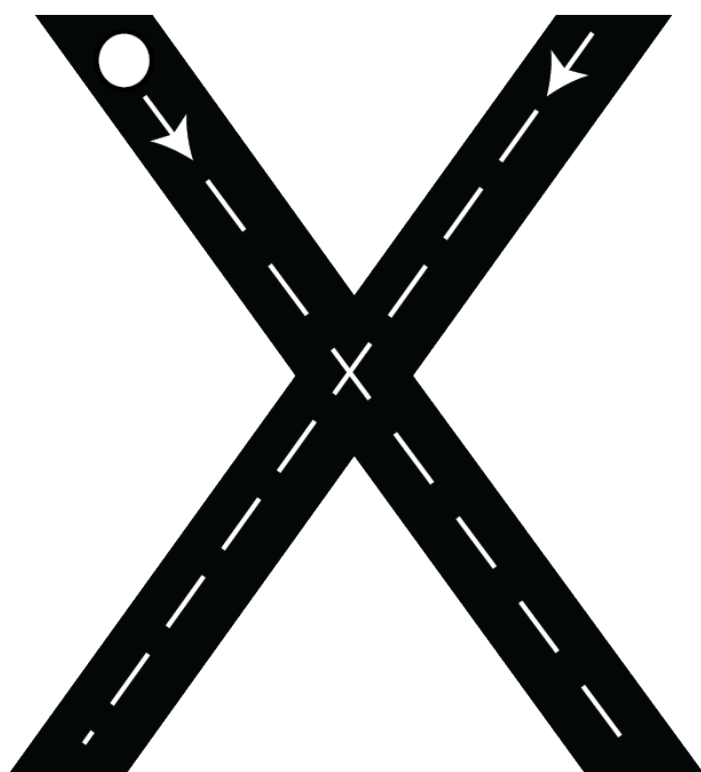
<e> can say /ě/

Say it with me: <e> can say /ě/

e

Make the letter with me:

- under midline pull straight across,
curve to midline, and around



This is the grapheme <x>.

Say <x> (student repeats)

One of the sounds made by <x> is /ks/ like **box**.

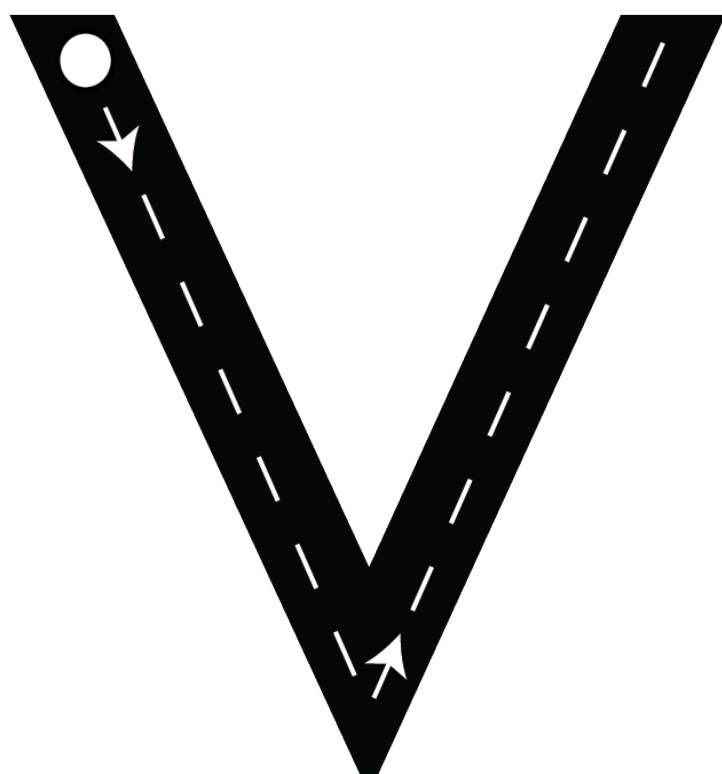
<x> can say /ks/

Say it with me: <x> can say /ks/

X

Make the letter with me:

- slant down right, lift, slant down left



This is the grapheme <v>.

Say <v> (student repeats)

<v> says /v/ like **van**.

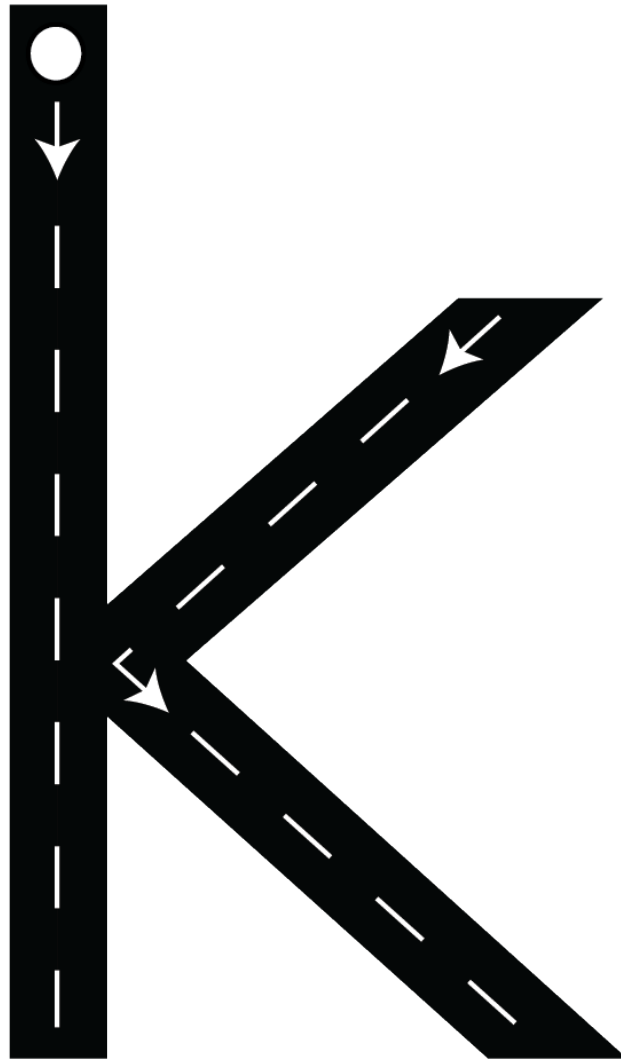
<v> says /v/

Say it with me: <v> says /v/

V

Make the letter with me:

- slant down, slant up to midline



This is the grapheme <k>.

Say <k> (student repeats)

One of the sounds made by <k> is /k/ like **kite**.

<k> can say /k/

Say it with me: <k> can say /k/

k

Make the letter with me:

- topline down, lift, slant in, and slant out

- S

This is the suffix <-s>.

Say suffix <-s> (student repeats)

We've already learned that suffix <-s> can represent a third person, singular, present tense verb (e.g., a cat **runs**).

Another job of suffix <-s> is to represent a plural (e.g., many **kids**).

We've already learned that <s> can say /s/ like **snake** and /z/ like **is**.

Suffix <-s> can also say /s/ and /z/

Say it with me: suffix <-s> can say /s/ and /z/

-S



This is the grapheme <w>.

Say <w> (student repeats)

One of the sounds made by <w> is /w/ like **web**.

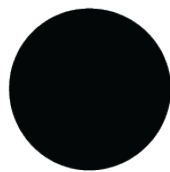
<w> can say /w/

Say it with me: <w> can say /w/

W

Make the letter with me:

- slant down, slant up to midline,
slant down, slant up to midline



This is the grapheme <j>.

Say <j> (student repeats)

<j> says /j/ like **jam**.

<j> says /j/

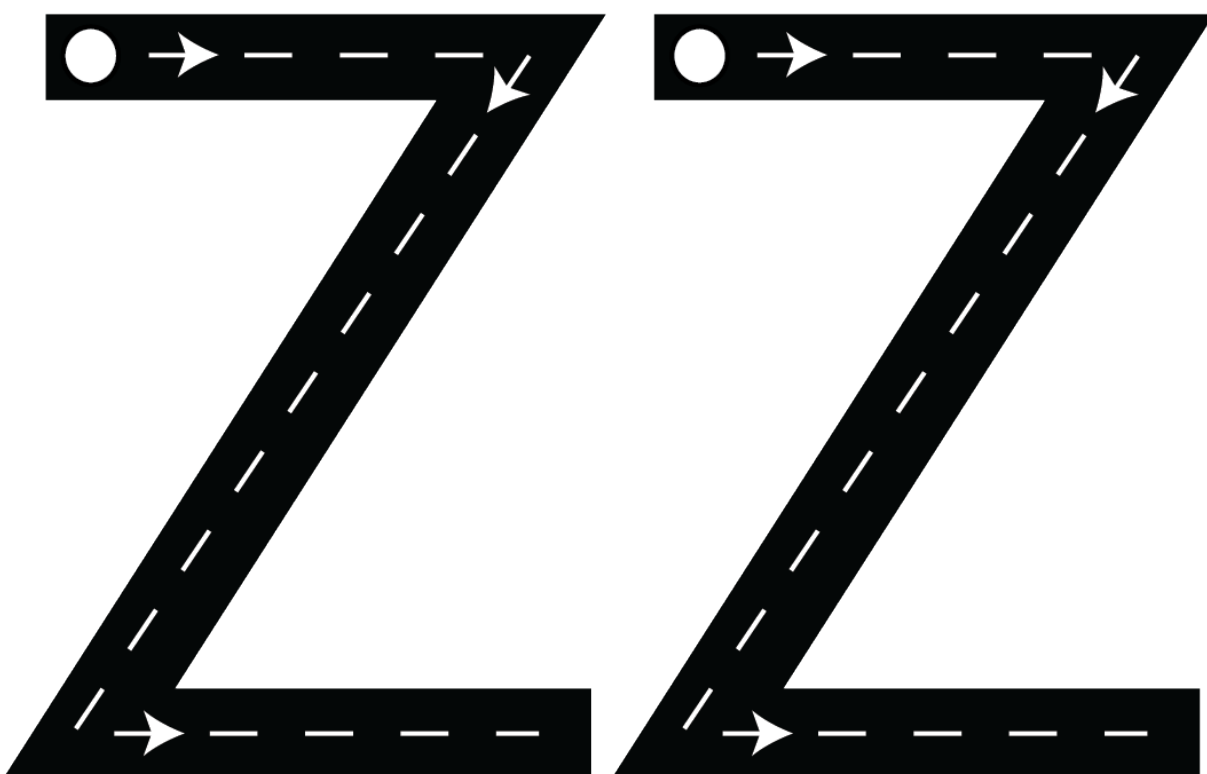
Say it with me: <j> says /j/

j

Make the letter with me:

- down past baseline, hook left, lift and dot

j



This is the consonant digraph <zz>.

Say <zz> (student repeats)

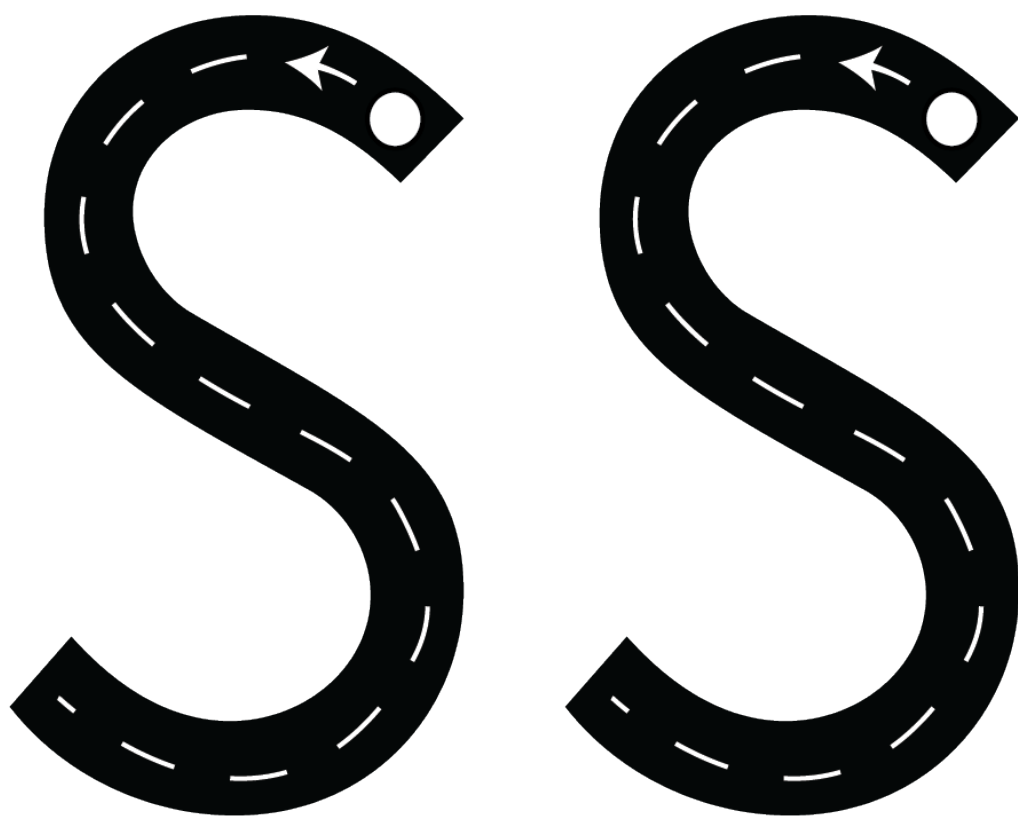
<zz> says /z/ like **buzz**.

<zz> says /z/

Say it with me: <zz> says /z/

ZZ

Use <zz> for /z/ at the end of a base
after a single (short) vowel.



This is the consonant digraph <ss>.

Say <ss> (student repeats)

One of the sounds made by <ss> is /s/ like **miss**.

<ss> can say /s/

Say it with me: <ss> can say /s/

SS

Use <ss> for /s/ at the end of a base
after a single (short) vowel.



This is the consonant digraph <ll>.

Say <ll> (student repeats)

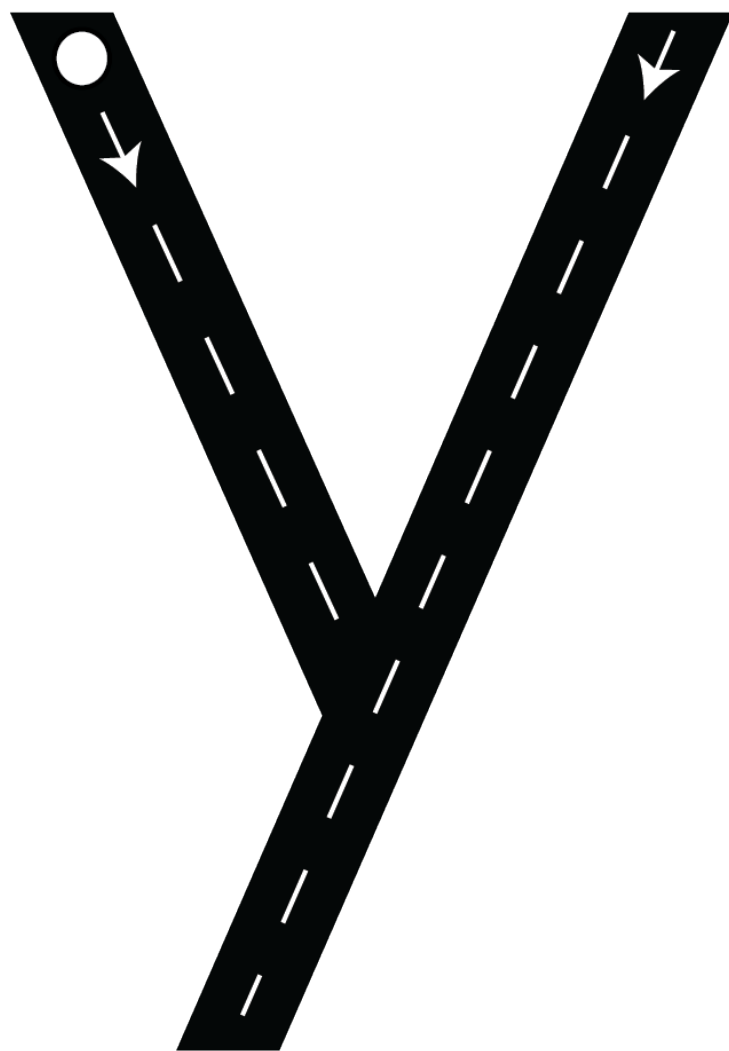
<ll> says /l/ like **pill**.

<ll> says /l/

Say it with me: <ll> says /l/

ll

Use <ll> for /l/ at the end of a base
after a single (short) vowel.



This is the grapheme <y>.

Say <y> (student repeats)

<y> can represent both vowel and consonant sounds.

The consonant sound made by <y> is /y/ like **yo-yo**.

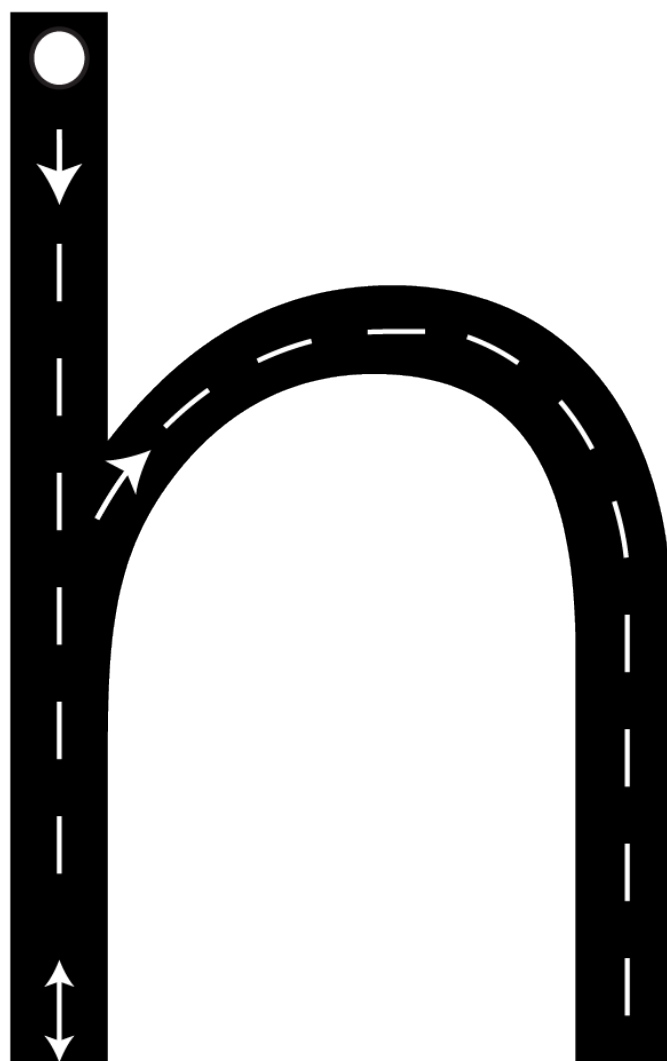
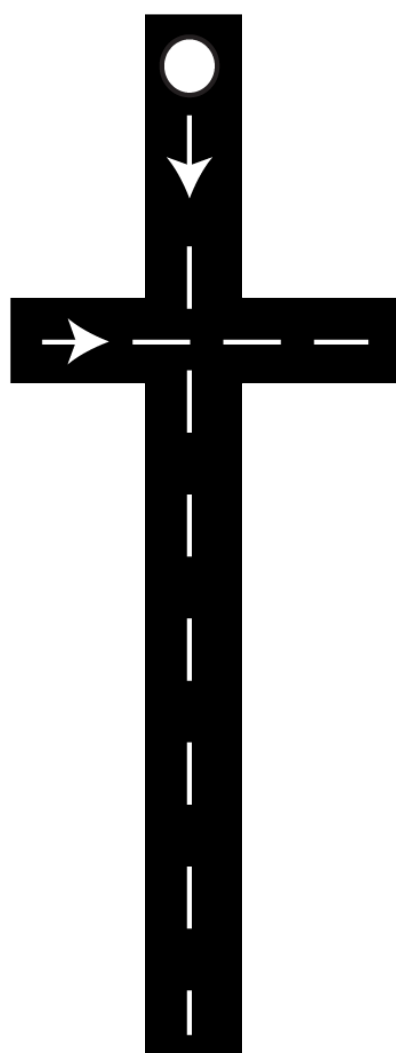
<y> can say /y/

Say it with me: <y> can say /y/

y

Make the letter with me:

- slant down right, lift, slant down left past baseline



This is the consonant digraph <th>.

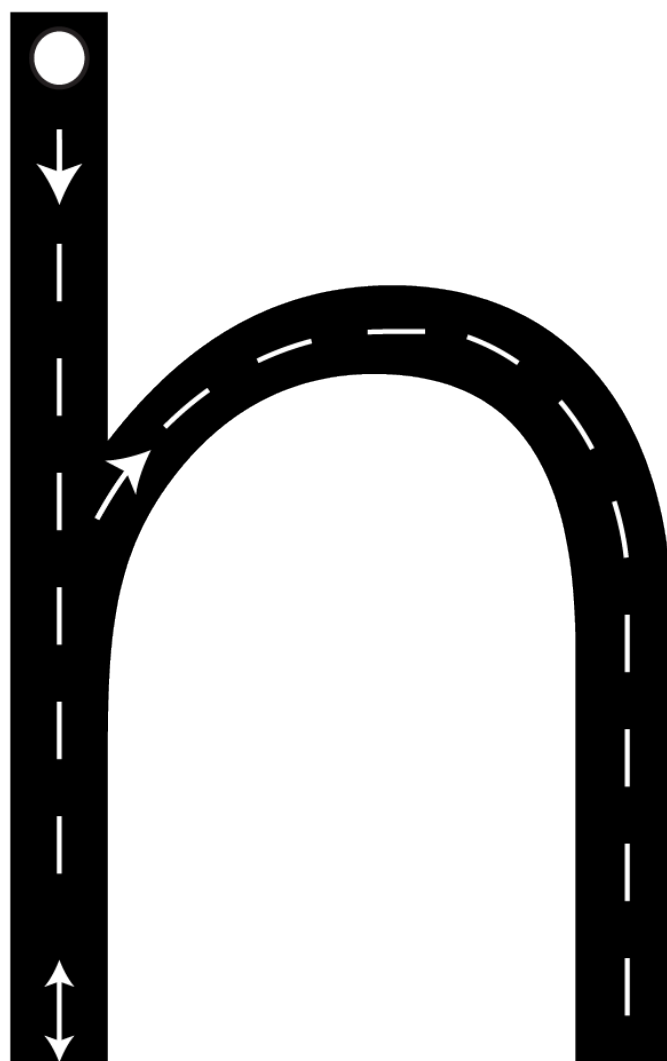
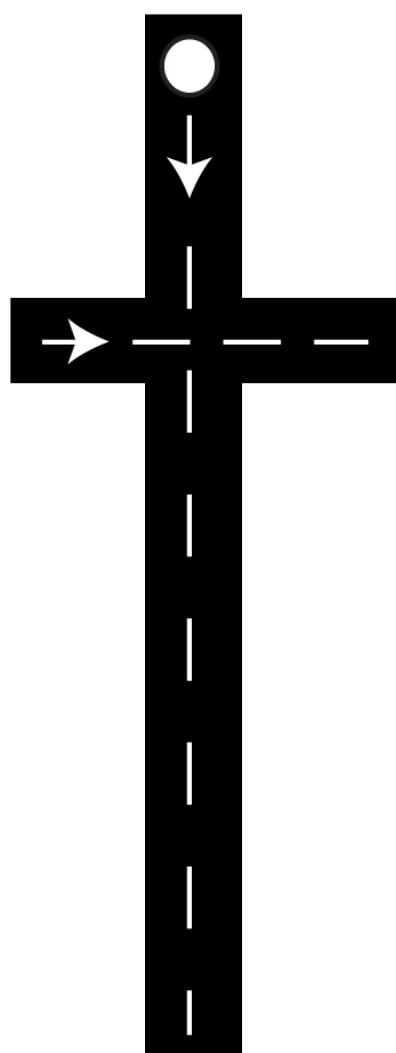
Say <th> (student repeats)

One of the sounds made by <th> is /th/ like **thumb**.

<th> can say /th/

Say it with me: <th> can say /th/

th



This is the consonant digraph <th>.

Say <th> (student repeats)

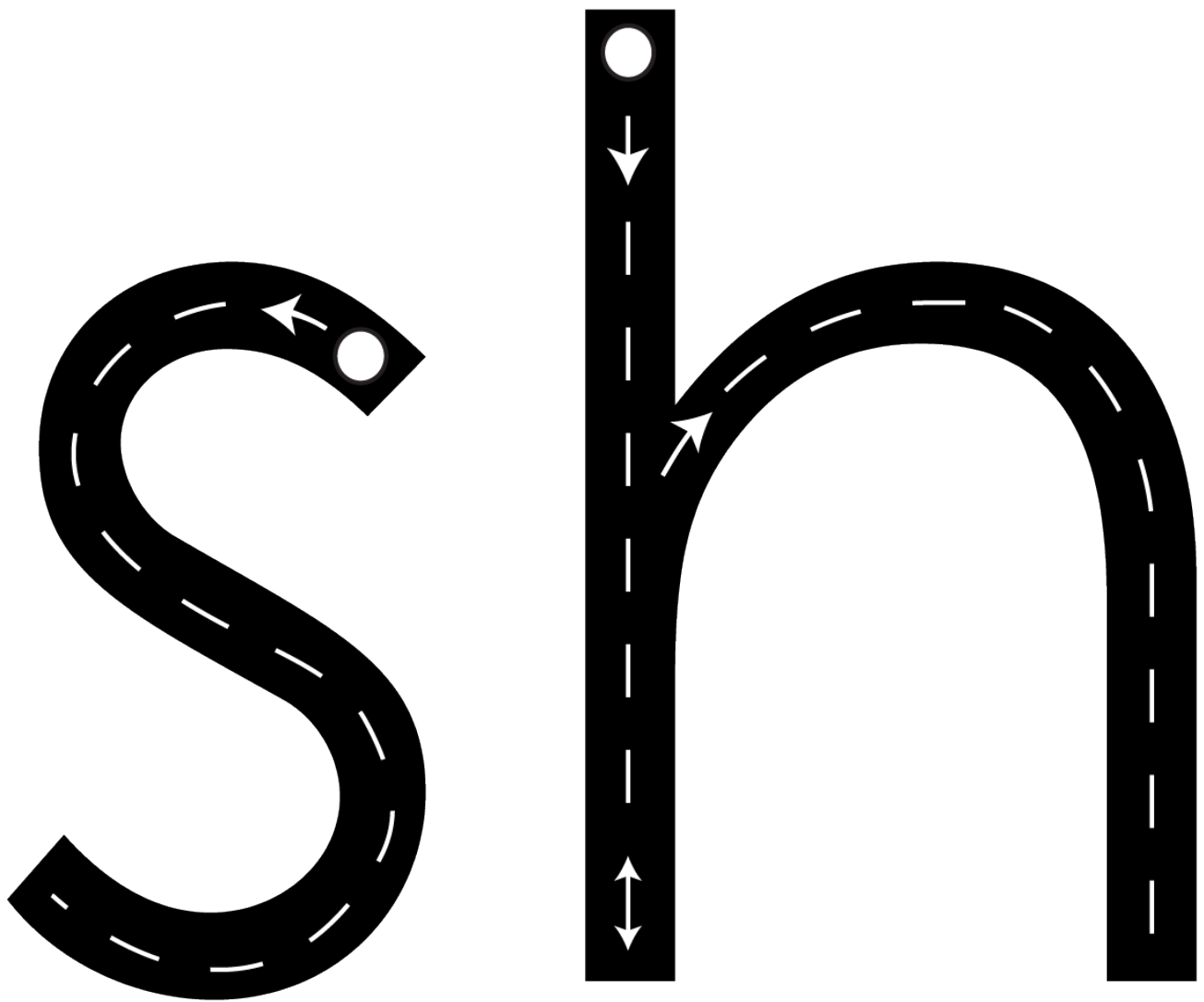
We've already learned that <th>
can say /th/ like **thumb**.

Another sound made by <th> is /TH/ like **this**.

<th> can say /th/ and /TH/

Say it with me: <th> can say /th/ and /TH/

th



This is the consonant digraph <sh>.

Say <sh> (student repeats)

<sh> says /sh/ like **ship**.

<sh> says /sh/

Say it with me: <sh> says /sh/

sh

sh

- S

This is the suffix <-s>.

Say suffix <-s> (student repeats)

We've already learned that suffix <-s> can form a third person, singular, present tense verb (e.g., a cat **runs**) and a plural (e.g., many **kids**).

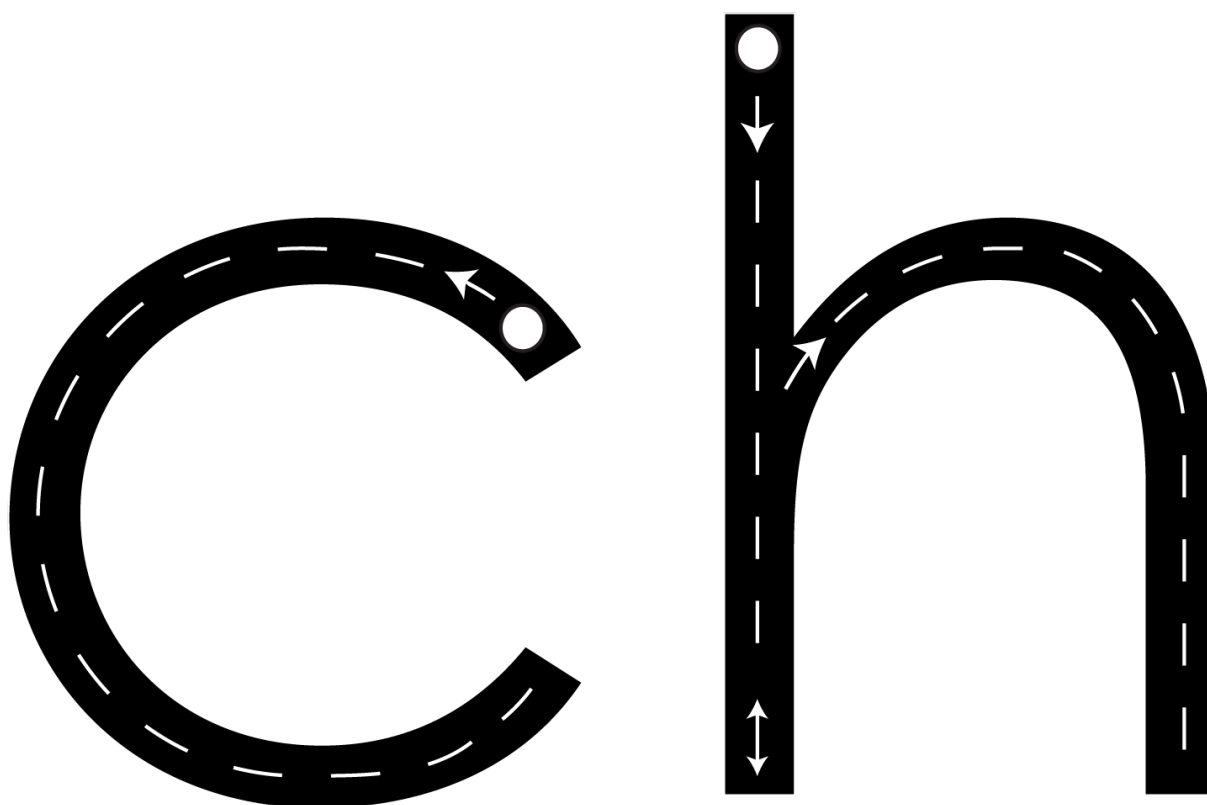
Another job of suffix <-s> is to show possession (e.g., **Dad's** truck).

We've already learned that <s> can say /s/ like **snake** and /z/ like **is**.

Suffix <-s> can also say /s/ and /z/

Say it with me: suffix <-s> can say /s/ and /z/

-S



This is the consonant digraph <ch>.

Say <ch> (student repeats)

One of the sounds made by <ch> is /ch/ like **chin**.

<ch> can say /ch/

Say it with me: <ch> can say /ch/

ch

ch

-i n g

This is the suffix <-ing>.

Say suffix <-ing> (student repeats)

Suffix <-ing> can form a continuous tense verb like **jumping**.

-ing

-ing

- e d

This is the suffix <-ed>.

Say suffix <-ed> (student repeats)

Suffix <-ed> can form a past tense verb.

Suffix <-ed> can make these sounds:

- [d] like **yelled**
- [t] like **jumped**
- [əd] like **landed**

Suffix <-ed> can say [d], [t], or [əd]

Say it with me: suffix <-ed> can say can say
[d], [t], or [əd]

-ed

-ed

rch

This is the consonant trigraph <tch>.

Say <tch> (student repeats)

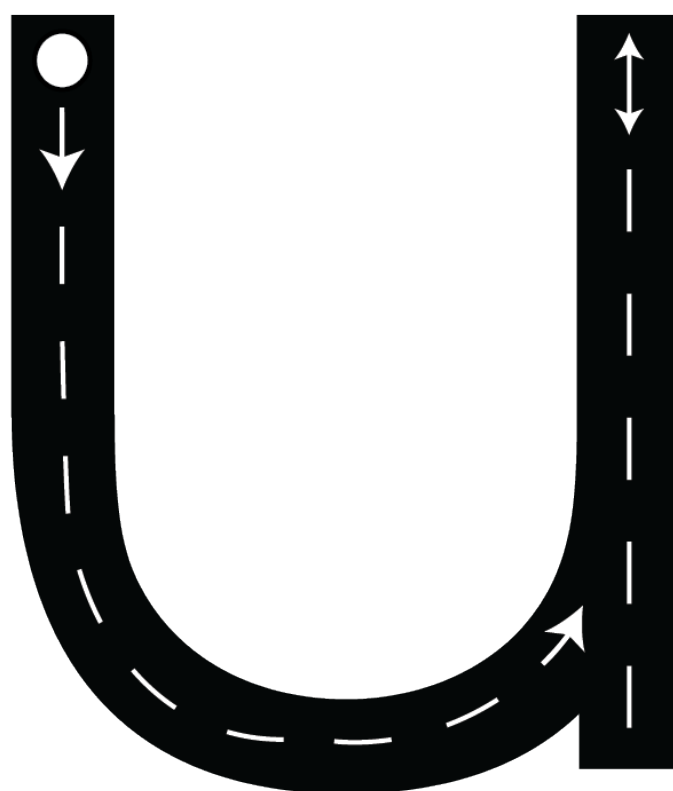
<tch> says /ch/ like **hatch**.

<tch> says /ch/

Say it with me: <tch> says /ch/

tch

Use <tch> for /ch/ at the end of a base
after a single (short) vowel.



This is the grapheme <u>.

Say <u> (student repeats)

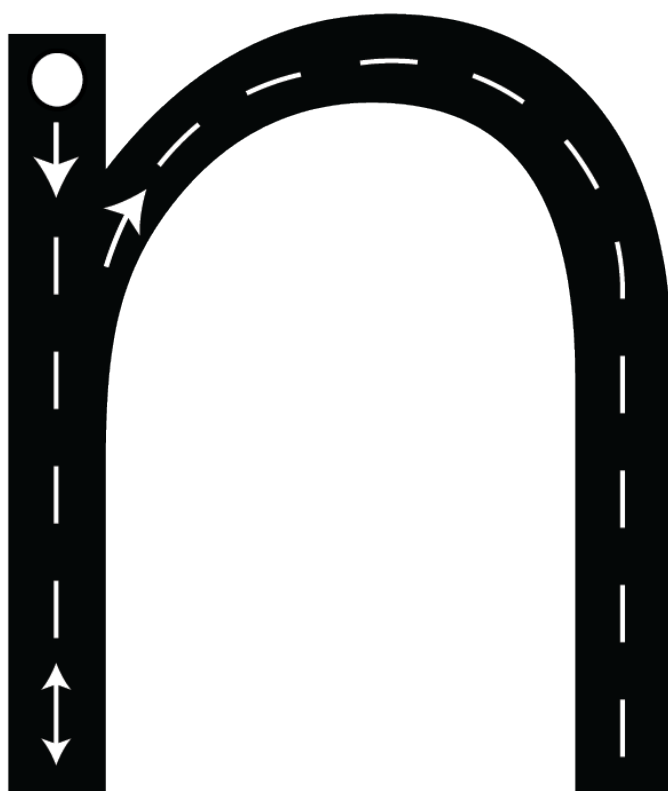
We've already learned that <u> can say /ʊ/ like **up**.

Another sound made by <u> is /u/ like **bush**.

<u> can say /u/

Say it with me: <u> can say /u/

u



This is the grapheme <n>.

Say <n> (student repeats)

We've already learned that <n> can say /n/ like **nut**.

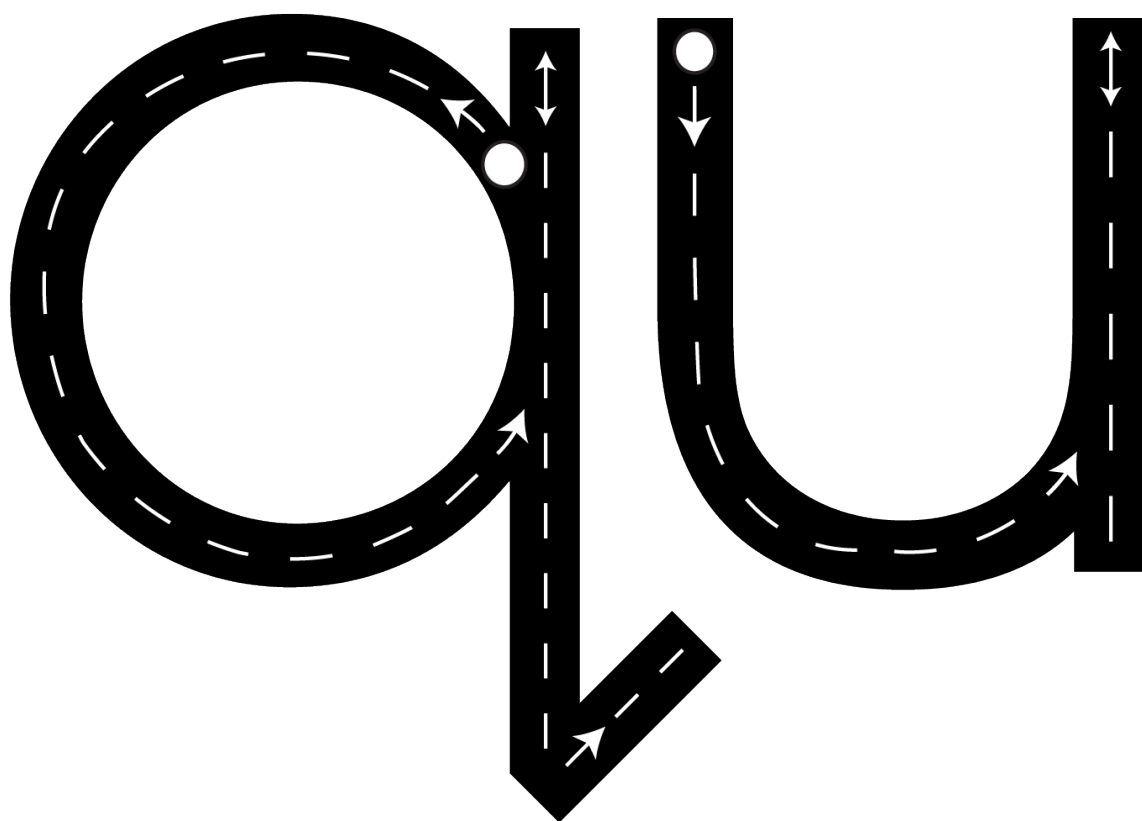
Another sound made by <n> is /ng/ when it is followed by a /g/ like **sing** or a /k/ like **sink**.

<n> can say /n/ and /ng/

Say it with me: <n> can say /n/ and /ng/

n

Use <n> for /ng/ before /g/ or /k/.



This is the consonant digraph <qu>.

Say <qu> (student repeats)

One of the sounds made by <qu> is /kw/ like **queen**.

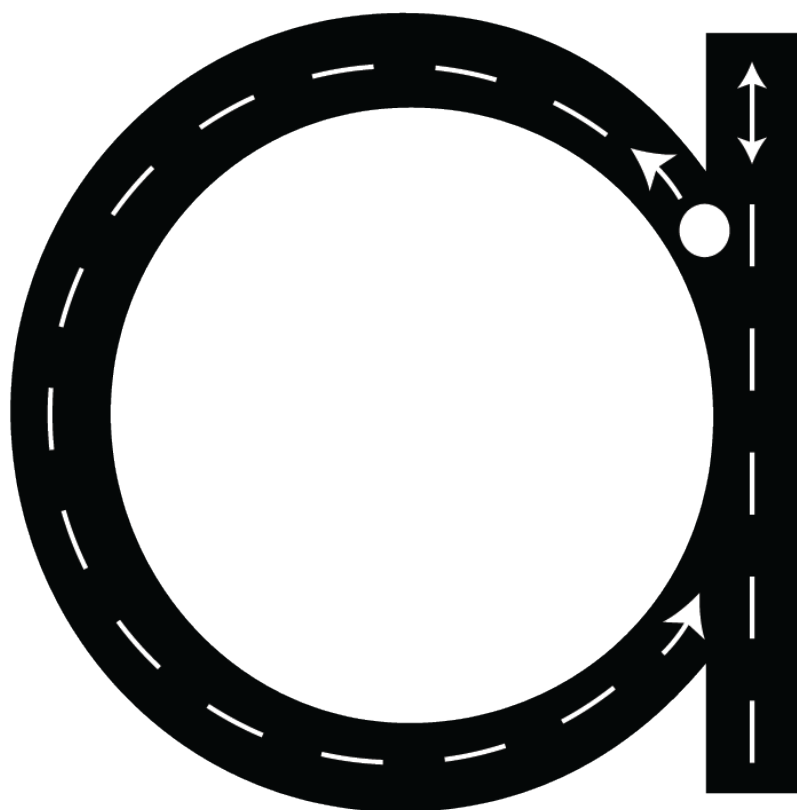
<qu> can say /kw/

Say it with me: <qu> can say /kw/

qu

Make the letters with me:

- curve around, up to midline, down past baseline, and hook right
- down and curve, straight up to midline, and down



This is the grapheme <a>.

Say <a> (student repeats)

We've already learned that <a> can say /ă/ like **apple**.

Another sound made by <a> is /ɔ/ like **watch** or **tall**.

<a> can say /ă/ and /ɔ/

say it with me: <a> can say /ă/ and /ɔ/

a

Use <a> for /ɔ/ after /w/ or before <l>

dge

This is the consonant trigraph <dge>.

Say <dge> (student repeats)

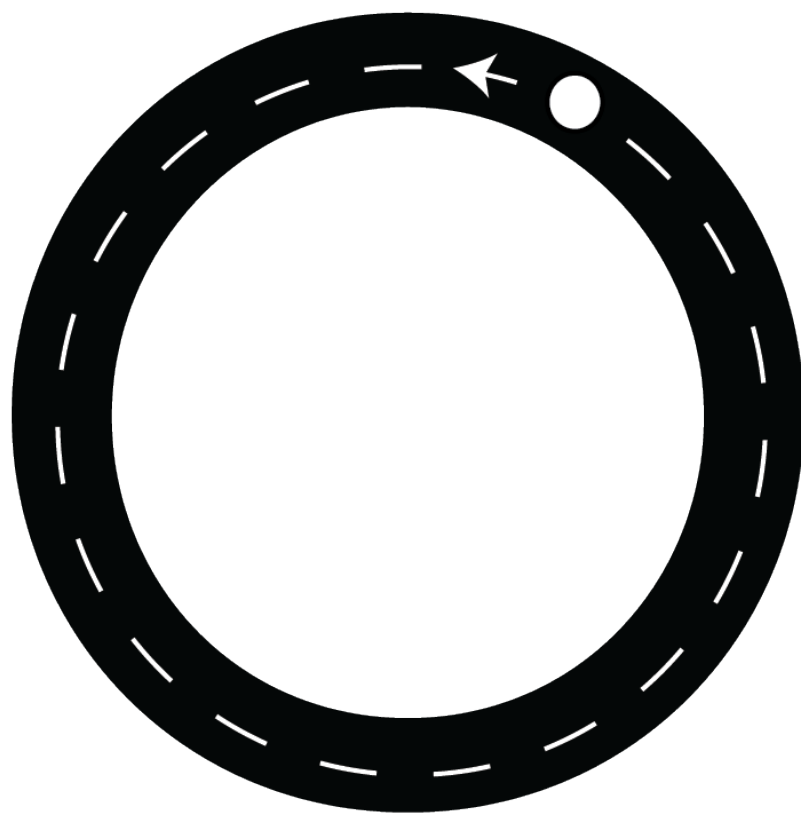
One of the sounds made by <dge> is /j/ like **bridge**.

<dge> can say /j/

Say it with me: <dge> can say /j/

dge

Use <dge> for /j/ at the end of a base
after a single (short) vowel.



This is the grapheme <o>.

Say <o> (student repeats)

We've already learned that <o>
can say /ɔ̃/ like **octopus**.

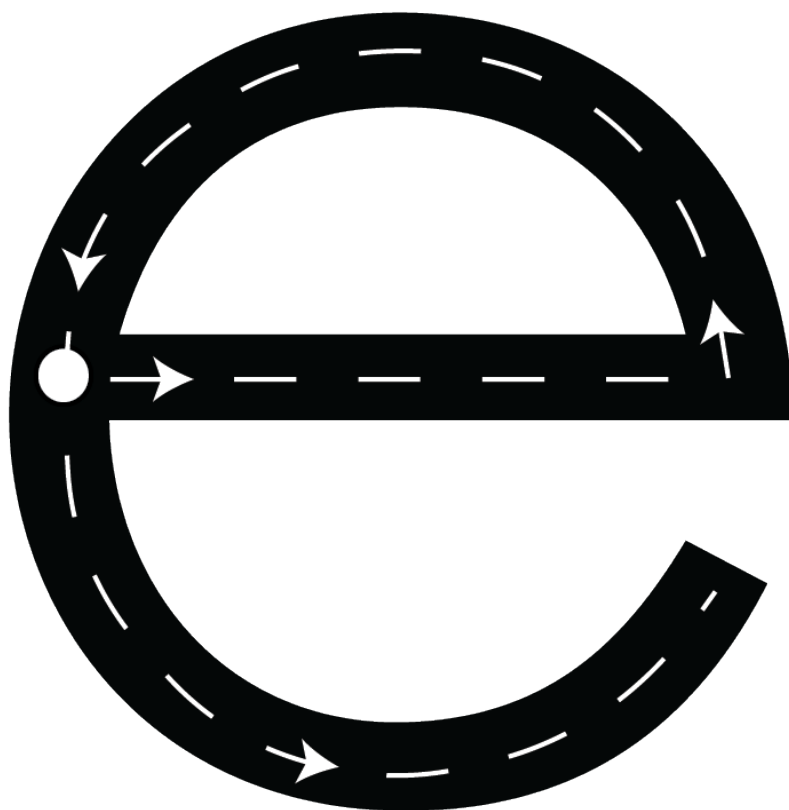
Another sound made by <o> is /ō/ like **open**.

<o> can say /ɔ̃/ and /ō/

Say it with me: <o> can say /ɔ̃/ and /ō/



<o> is pronounced /ō/ in an open syllable



This is the grapheme <e>.

Say <e> (student repeats)

We've already learned that <e> can say /ě/ like **edge**.

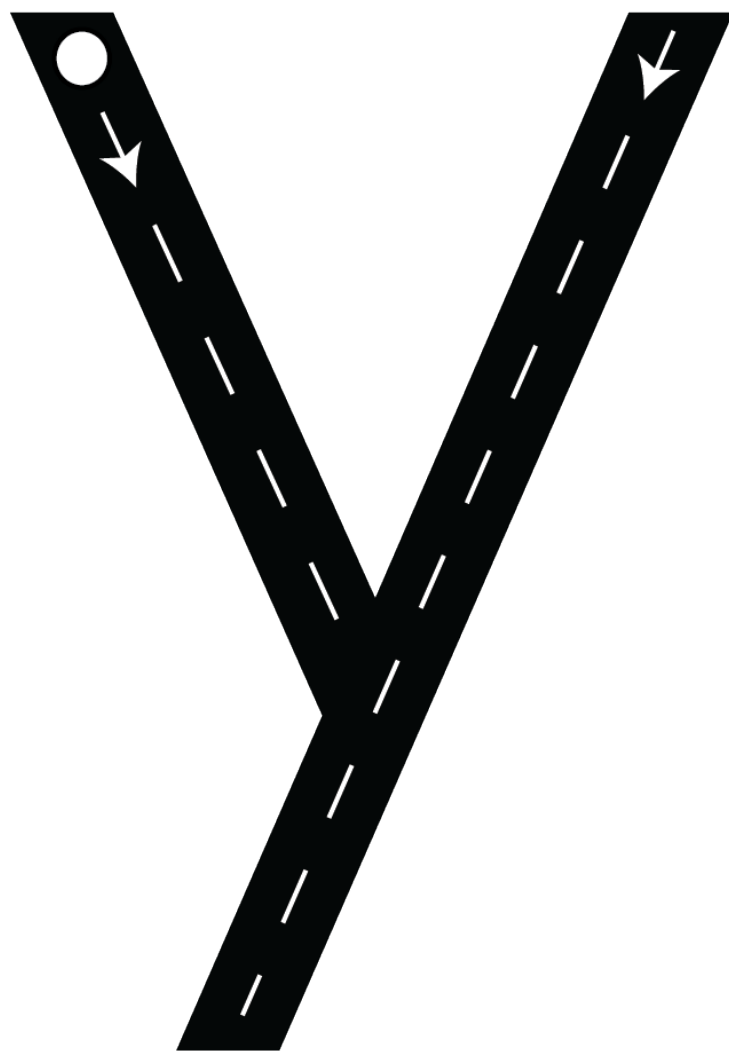
Another sound made by <e> is /ē/ like **me**.

<e> can say /ě/ and /ē/

Say it with me: <e> can say /ě/ and /ē/

e

<e> is pronounced /ē/ in an open syllable



This is the grapheme <y>.

Say <y> (student repeats)

<y> can represent both vowel and consonant sounds.

We've already learned the consonant sound
made by <y> is /y/ like **yo-yo**.

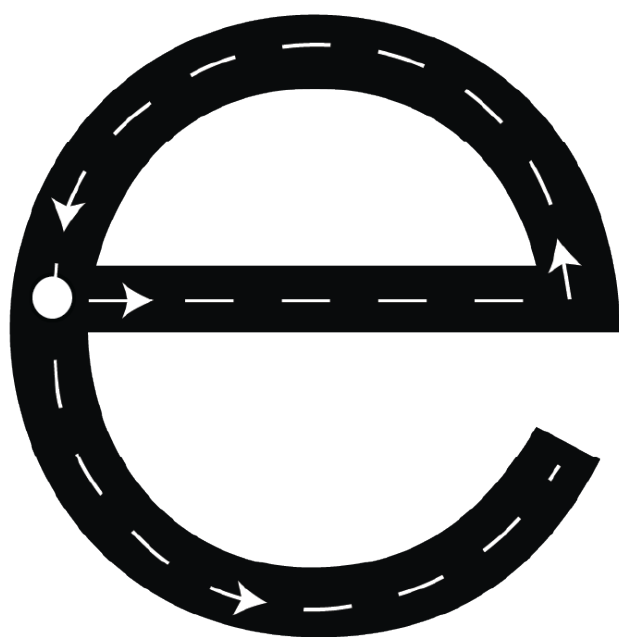
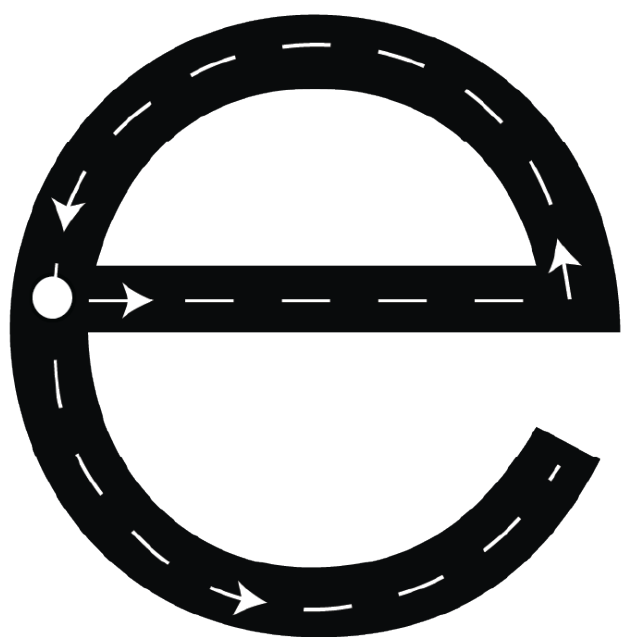
One of the vowel sounds made by <y> is /ī/ like **my**.

<y> can say /y/ and /ī/

Say it with me: <y> can say /y/ and /ī/

y

<y> is pronounced /ī/ in stressed open syllables.



This is the vowel digraph <ee>.

Say <ee> (student repeats)

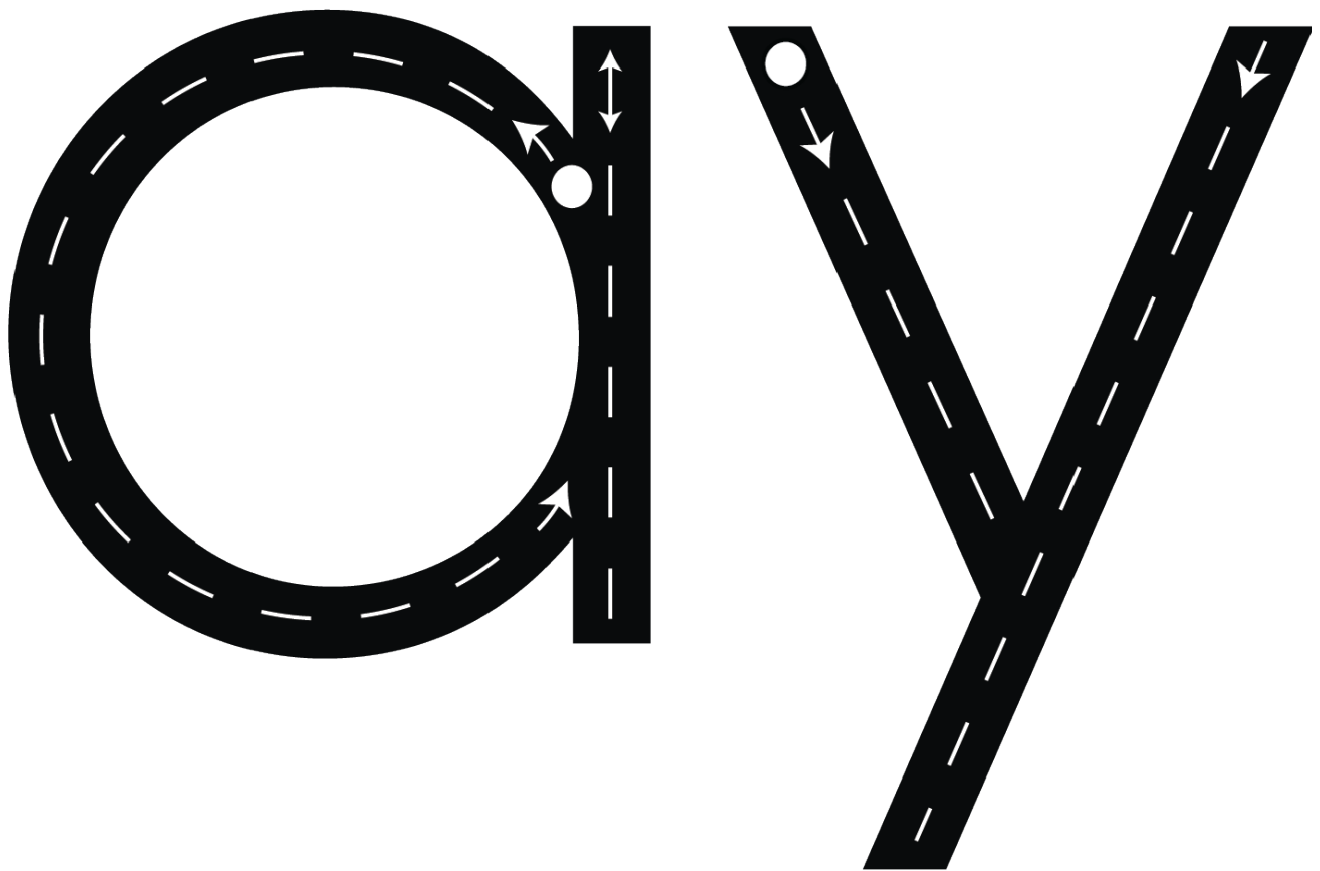
One of the sounds made by <ee> is /ē/ like **sheep**.

<ee> can say /ē/

Say it with me: <ee> can say /ē/

ee

ee



This is the vowel digraph <ay>.

Say <ay> (student repeats)

One of the sounds made by <ay> is /ā/ like **play**.

<ay> can say /ā/

Say it with me: <ay> can say /ā/

ay

Use <ay> for /ā/ at the end of a base.

w h

This is the consonant digraph <wh>.

Say <wh> (student repeats)

One of the sounds made by <wh>
is /w/ or /hw/ like **whistle**.

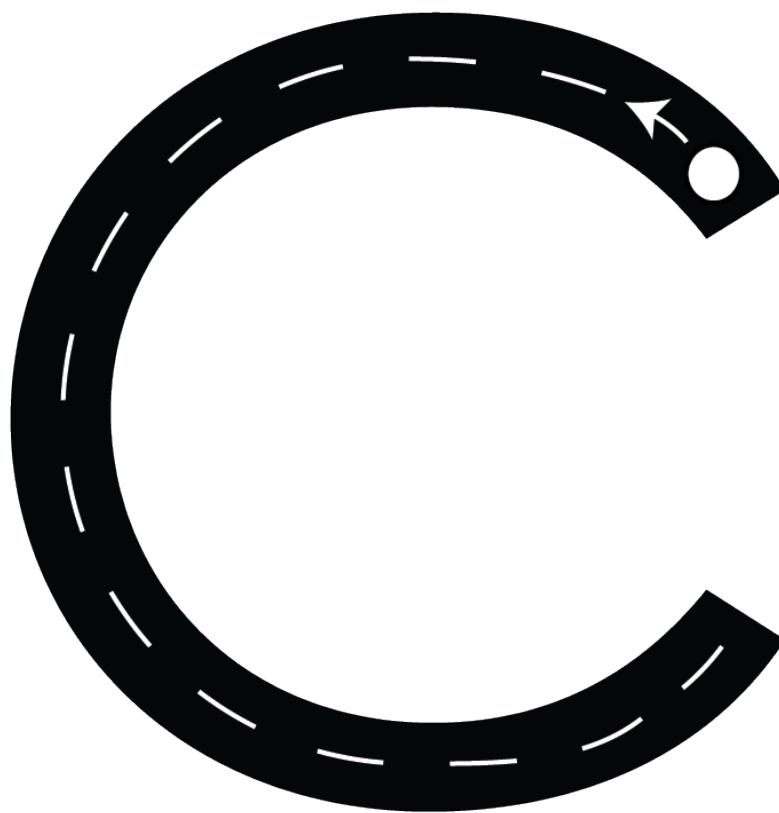
<wh> can say /w/ or /hw/

Say it with me: <wh> can say /w/ or /hw/

wh

Use <wh> for /w/ at the beginning of a base.

wh



This is the grapheme <c>.

Say <c> (student repeats)

We've already learned that <c> can say /k/ like **cat**.

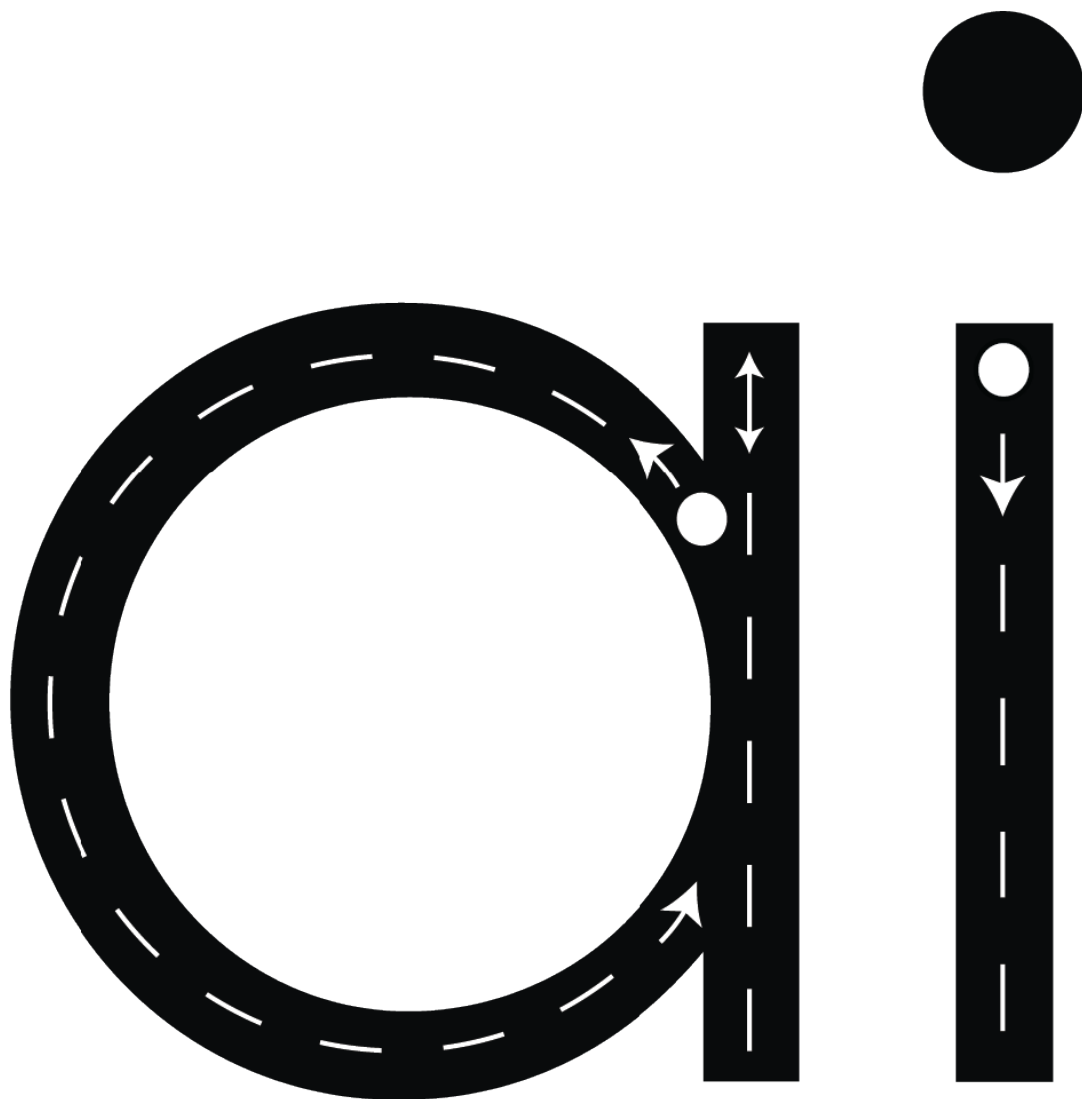
Another sound made by <c> is /s/ like **mice**.

<c> can say /k/ and /s/

Say it with me: <c> can say /k/ and /s/

C

<c> is pronounced /s/ when followed by
<e>, <i>, or <y>



This is the vowel digraph <ai>.

Say <ai> (student repeats)

One of the sounds made by <ai> is /ā/ like **rain**.

<ai> can say /ā/

Say it with me: <ai> can say /ā/

ai

<ai> is found in the initial and medial positions of a base.

e r

This is the r-controlled vowel <er>.

Say <er> (student repeats)

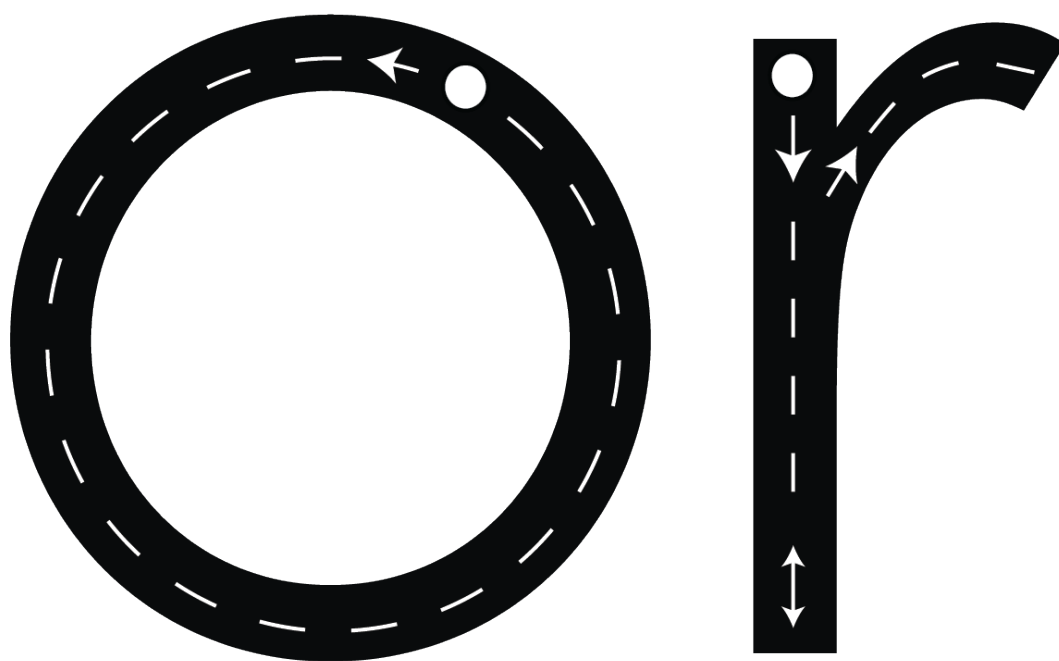
One of the sounds made by <er> is /er/ like **her**.

<er> can say /er/

Say it with me: <er> can say /er/

er

er



This is the r-controlled vowel <or>.

Say <or> (student repeats)

One of the sounds made by <or> is /ōr/ like **corn**.

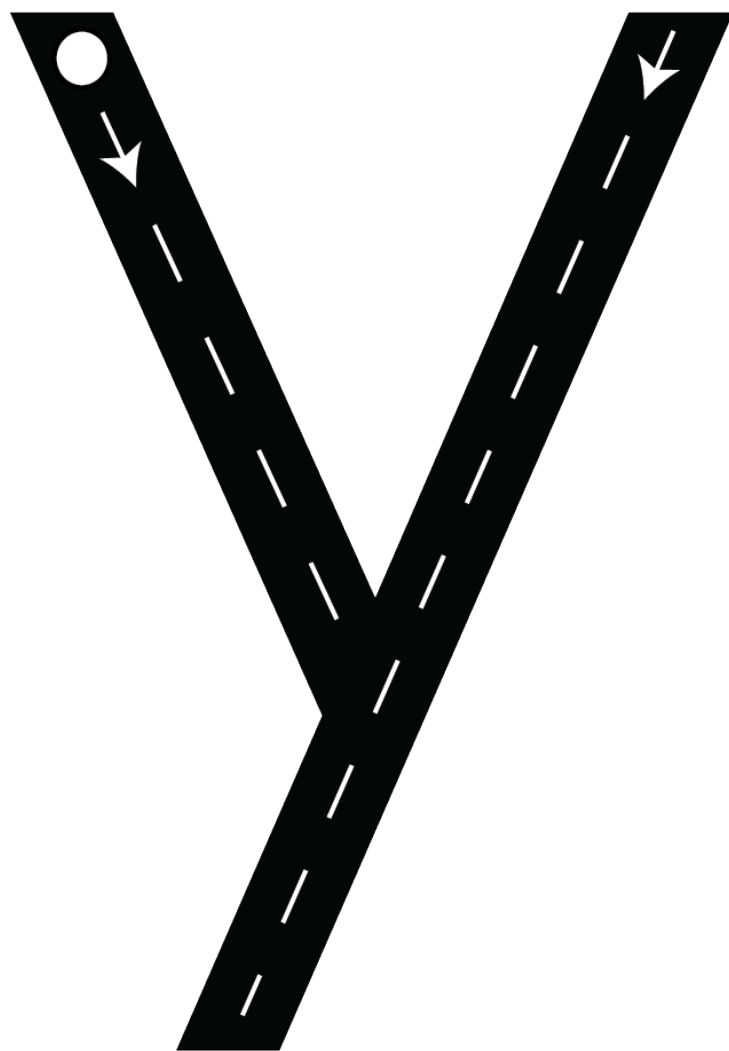
<or> can say /ōr/

Say it with me: <or> can say /ōr/

or

When <or> comes after a <w>,
it usually says /er/ like **worm**.

or



This is the grapheme <y>.

Say <y> (student repeats)

<y> can represent both vowel and consonant sounds.

We've already learned the consonant sound
made by <y> is /y/ like **yo-yo**

and one of the vowel sounds /ī/ like **my**.

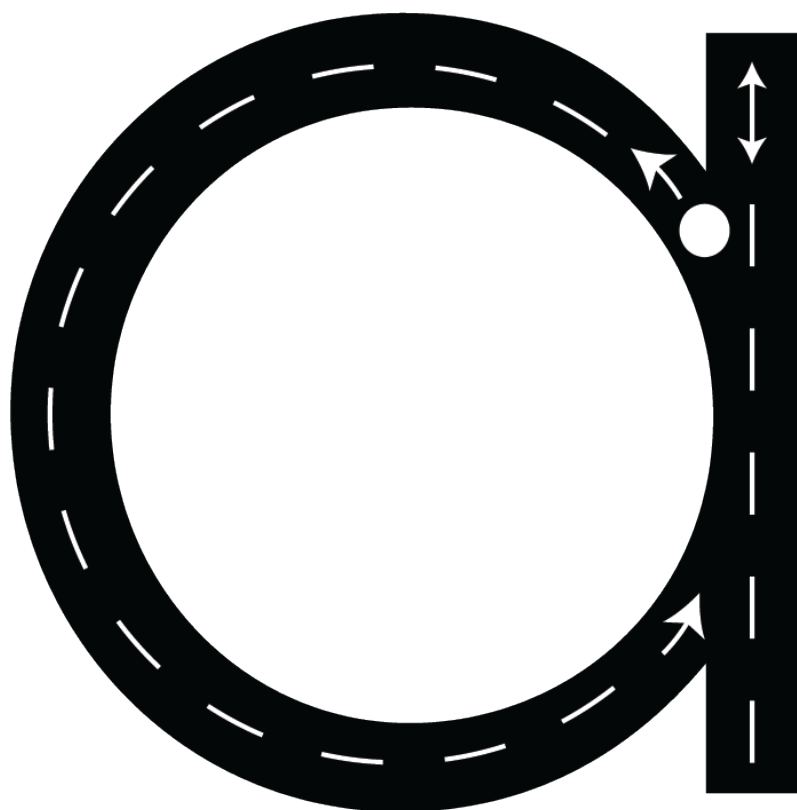
Another vowel sound made by <y> is /ē/ like **baby**.

<y> can say /y/, /ī/, and /ē/

Say it with me: <y> can say /y/, /ī/, and /ē/

y

<y> is pronounced /ē/ in unstressed open syllables.



This is the grapheme <a>.

Say <a> (student repeats)

We've already learned that <a> can say /ă/ like **apple**.

Another sound made by <a> is /ā/ like **acorn**.

<a> can say /ă/ and /ā/

Say it with me: <a> can say /ă/ and /ā/

a

-e-s

This is the suffix <-es>.

Say suffix <-es> (student repeats)

Suffix <-es> can form a plural like **dishes** or a third person, singular, present tense verb like **washes**.

-es

Suffix <-es> adds a syllable after a consonant.

-es

ae

This is the <a_e> pattern.

Say <a> (student repeats)

We've already learned that <a> can say /ă/ like **apple**.

Another sound made by <a> is /ā/ like **ape**.

<a> can say /ă/ and /ā/

Say it with me: <a> can say /ă/ and /ā/

a

<a> is pronounced /ā/ when followed
by a consonant then "marker <e>"

i e

This is the <i_e> pattern.

Say <i> (student repeats)

We've already learned that <i> can say /ĩ/ like **itchy**.

Another sound made by <i> is /ī/ like **ride**.

<i> can say /ĩ/ and /ī/

Say it with me: <i> can say /ĩ/ and /ī/

i

<i> is pronounced /ī/ when followed
by a consonant then “marker <e>”

w h

This is the consonant digraph <wh>.

Say <wh> (student repeats)

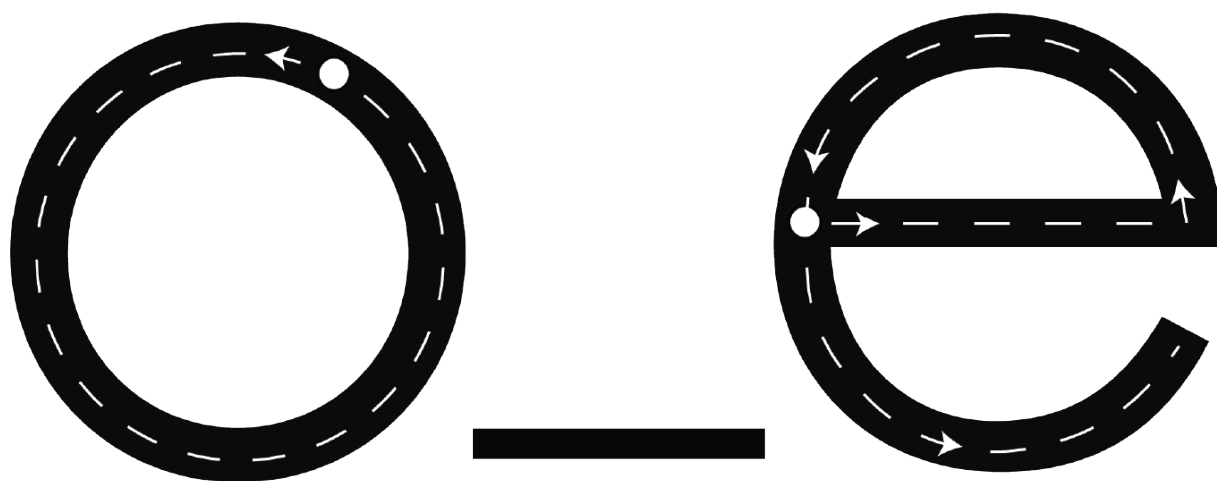
One of the sounds made by <wh>
is /w/ or /hw/ like **whistle**.

<wh> can say /w/ or /hw/

Say it with me: <wh> can say /w/ or /hw/

wh

wh



This is the <o_e> pattern.

Say <o> (student repeats)

We've already learned that <o>
can say /ŏ/ like **octopus**.

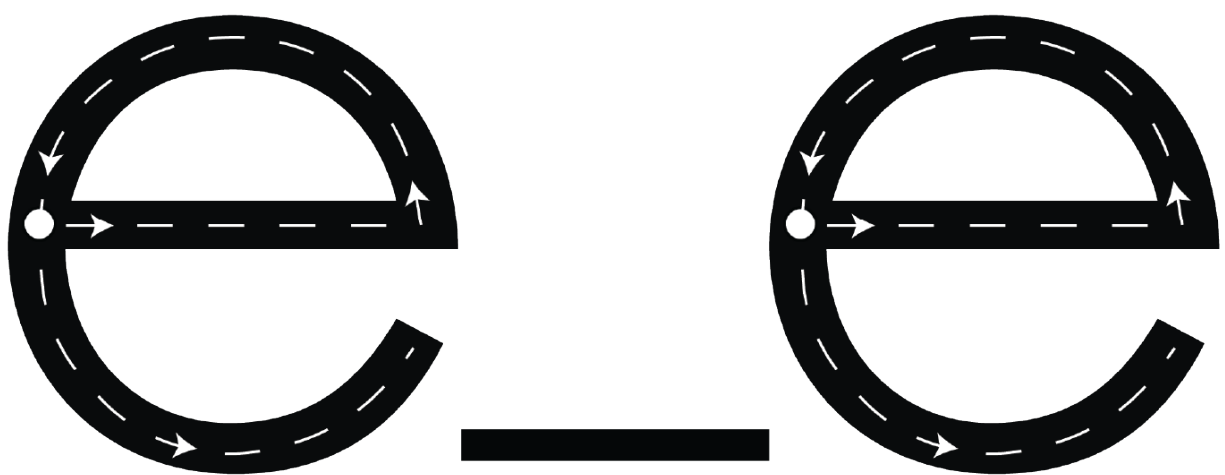
Another sound made by <o> is /ō/ like **home**.

<o> can say /ŏ/ and /ō/

Say it with me: <o> can say /ŏ/ and /ō/



<o> is pronounced /ō/ when followed
by a consonant then “marker <e>”



This is the <e_e> pattern.

Say <e> (student repeats)

We've already learned that <e> can say /ě/ like **edge**.

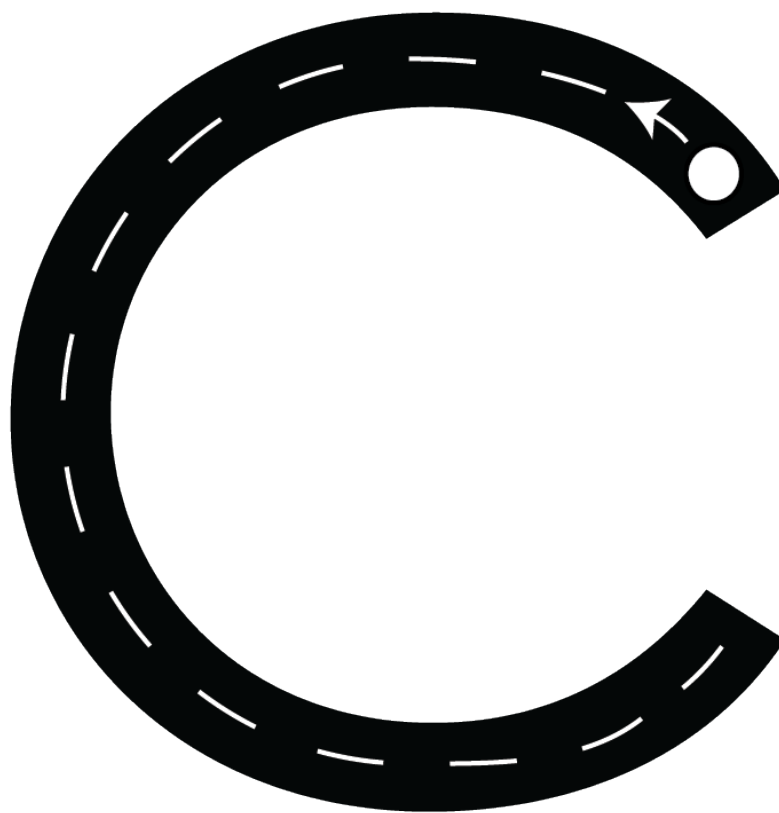
Another sound made by <e> is /ē/ like **eve**.

<e> can say /ě/ and /ē/

Say it with me: <e> can say /ě/ and /ē/

e

<e> is pronounced /ē/ when followed
by a consonant then “marker <e>”



This is the grapheme <c>.

Say <c> (student repeats)

We've already learned that <c> can say /k/ like **cat**.

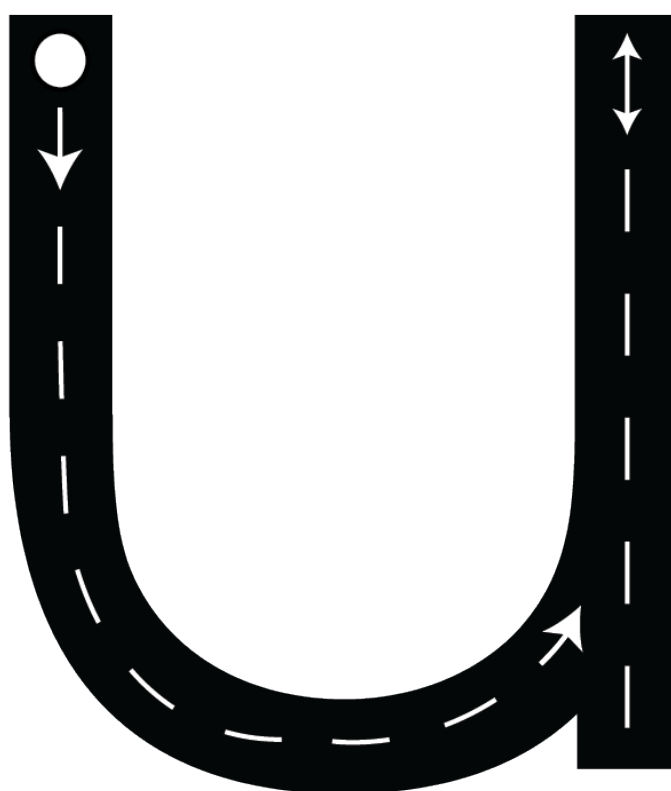
Another sound made by <c> is /s/ like **mice**.

<c> can say /k/ and /s/

Say it with me: <c> can say /k/ and /s/

C

<c> is pronounced /s/ when followed by
<e>, <i>, or <y>



This is the grapheme <u>.

Say <u> (student repeats)

We've already learned that <u> can say /ŭ/ like **up**.

Other sounds made by <u> are /yū/
like **music** and /ū/ like **student**.

<u> can say /ŭ/, /yū/, and /ū/

Say it with me: <u> can say /ŭ/, /yū/, and /ū/

u

ue

This is the <u_e> pattern.

Say <u> (student repeats)

We've already learned that <u> can say /ŭ/ like **up**.

Other sounds made by <u> are /yū/
like **mule** and /ū/ like **rude**.

<u> can say /ŭ/, /yū/, and /ū/

Say it with me: <u> can say /ŭ/, /yū/, and /ū/

u

<u> is pronounced /yū/ or /ū/ when
followed by a consonant then “marker <e>”

or

This is the r-controlled vowel <ar>.

Say <ar> (student repeats)

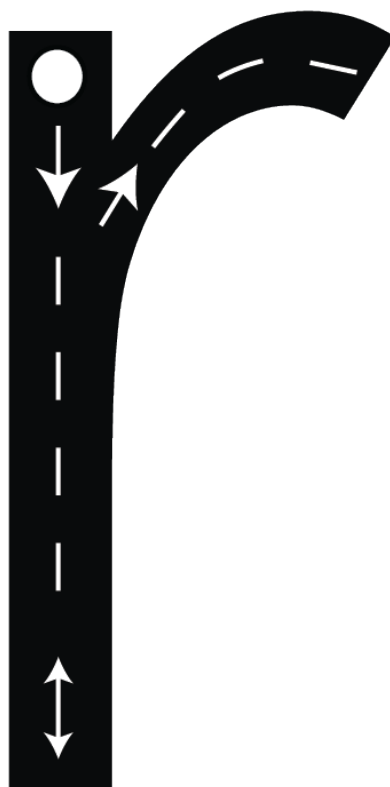
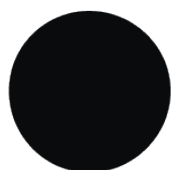
One of the sounds made by <ar> is /ar/ like **car**.

<ar> can say /ar/

Say it with me: <ar> can say /ar/

ar

ar



This is the r-controlled vowel <ir>.

Say <ir> (student repeats)

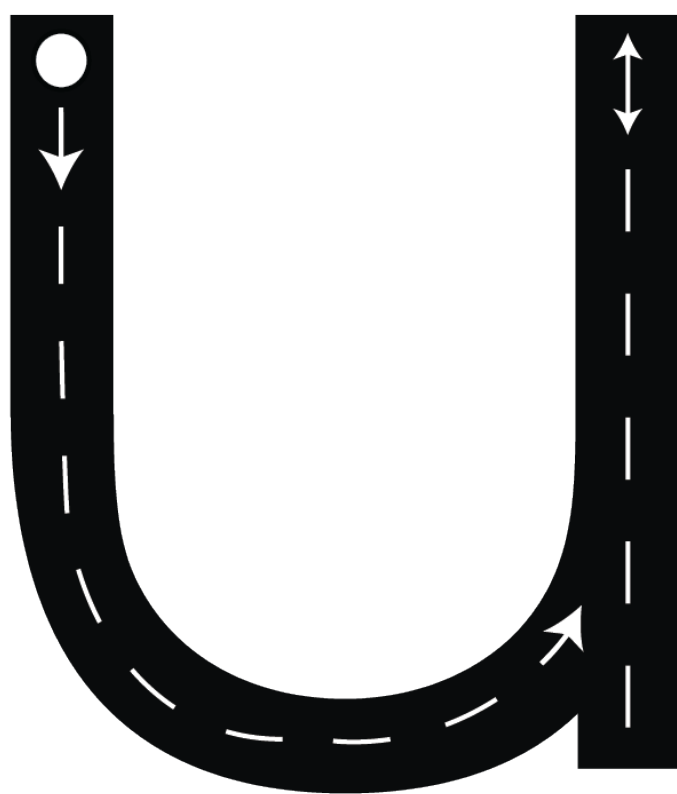
One of the sounds made by <ir> is /er/ like **bird**.

<ir> can say /er/

Say it with me: <ir> can say /er/

ir

ir



This is the r-controlled vowel <ur>.

Say <ur> (student repeats)

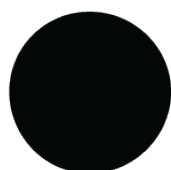
One of the sounds made by <ur> is /er/ like **hurt**.

<ur> can say /er/

Say it with me: <ur> can say /er/

ur

ur



This is the grapheme <i>.

Say <i> (student repeats)

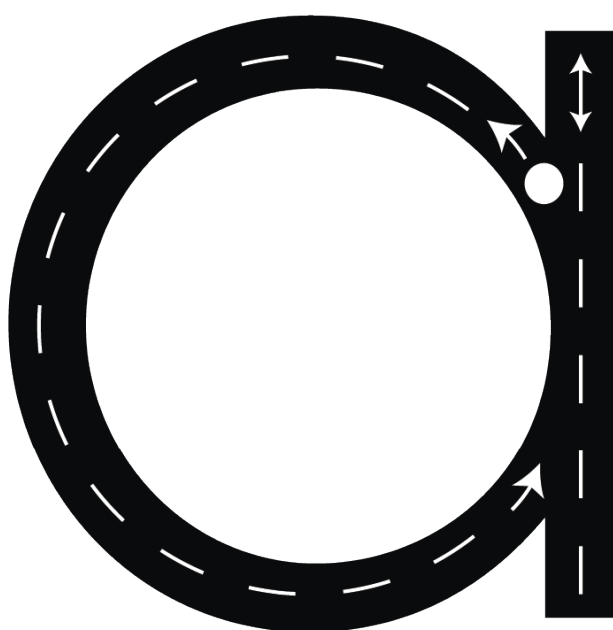
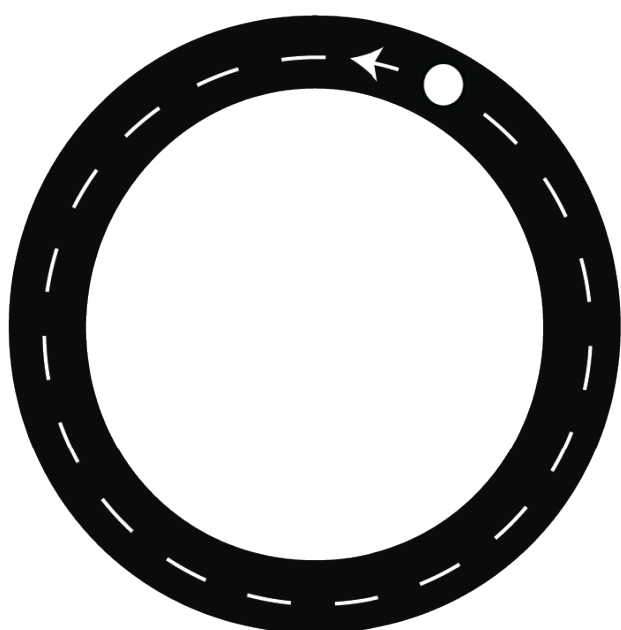
We've already learned that <i> can say /ɪ/ like **itchy**.

Another sound made by <i> is /ī/ like **spider**.

<i> can say /ɪ/ and /ī/

Say it with me: <i> can say /ɪ/ and /ī/

i



This is the vowel digraph <oa>.

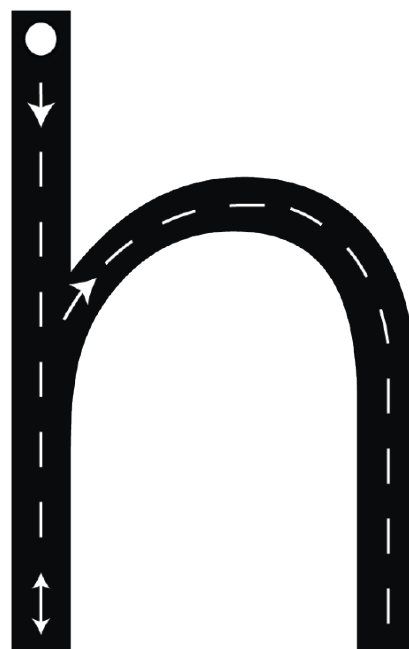
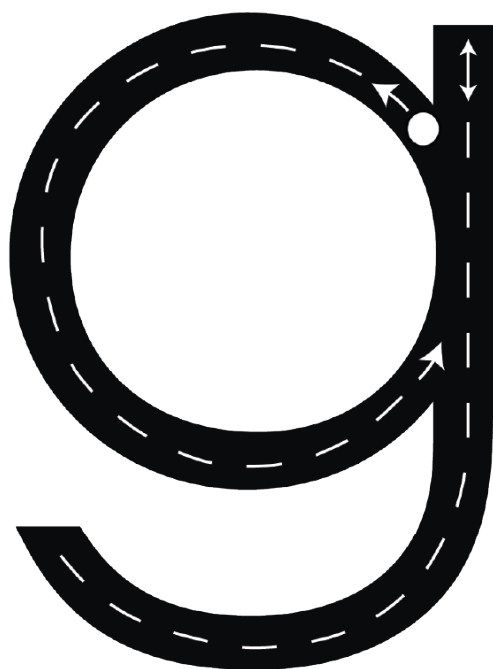
Say <oa> (student repeats)

One of the sounds made by <oa> is /ō/ like **boat**.

<oa> can say /ō/

Say it with me: <oa> can say /ō/

oa



This is the vowel trigraph <igh>.

Say <igh> (student repeats)

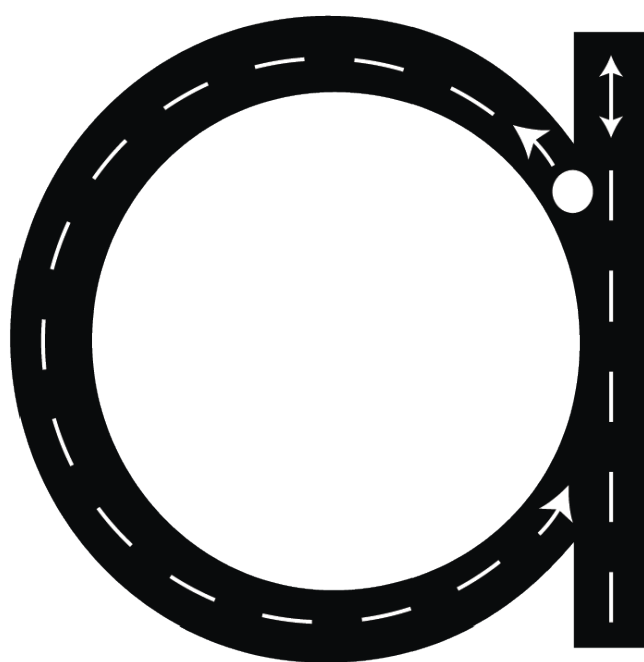
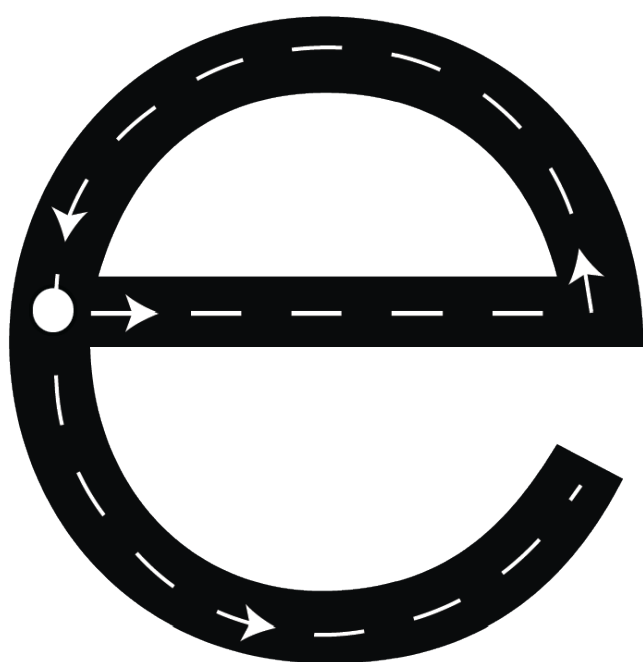
One of the sounds made by <igh> is /ī/ like **highlight**.

<igh> can say /ī/

Say it with me: <igh> can say /ī/

igh

igh



This is the vowel digraph <ea>.

Say <ea> (student repeats)

One of the sounds made by <ea> is /ē/ like **eat**.

<ea> can say /ē/

Say it with me: <ea> can say /ē/

ea

ow

This is the vowel digraph <ow>.

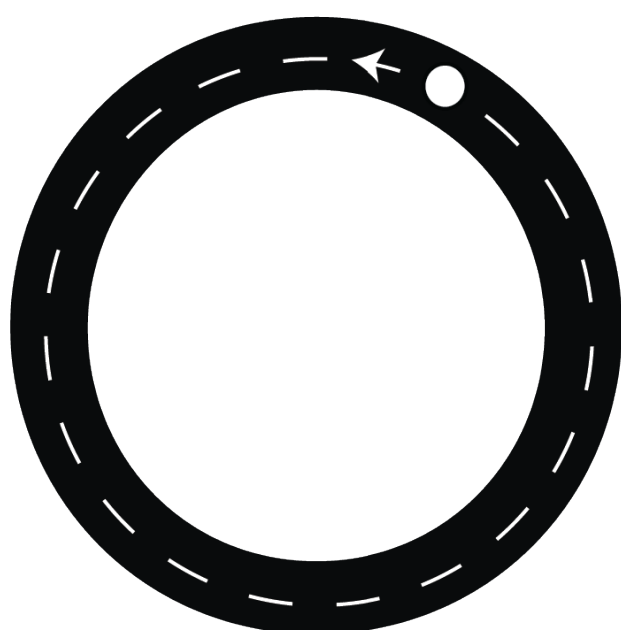
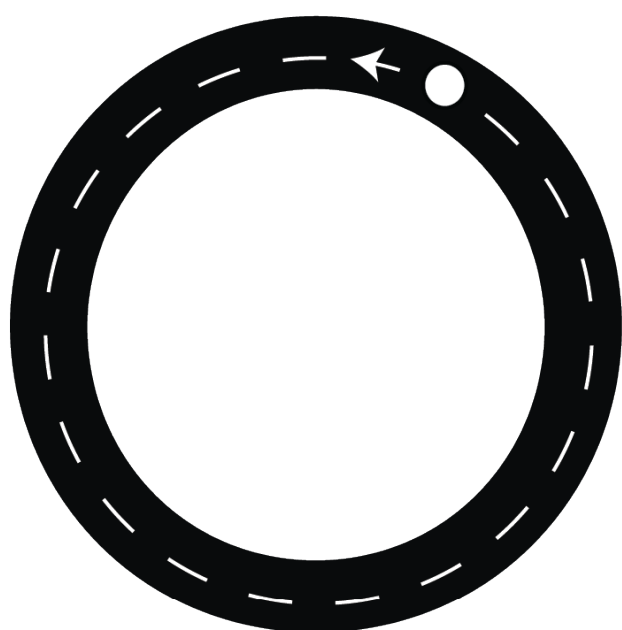
Say <ow> (student repeats)

One of the sounds made by <ow> is /ō/ like **snow**.

<ow> can say /ō/

Say it with me: <ow> can say /ō/

OW



This is the grapheme <oo>.

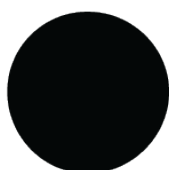
Say <oo> (student repeats)

One of the sounds made by <oo> is /ū/ like **food**.

<oo> can say /ū/

Say it with me: <oo> can say /ū/

oo



This is the grapheme <i>.

Say <i> (student repeats)

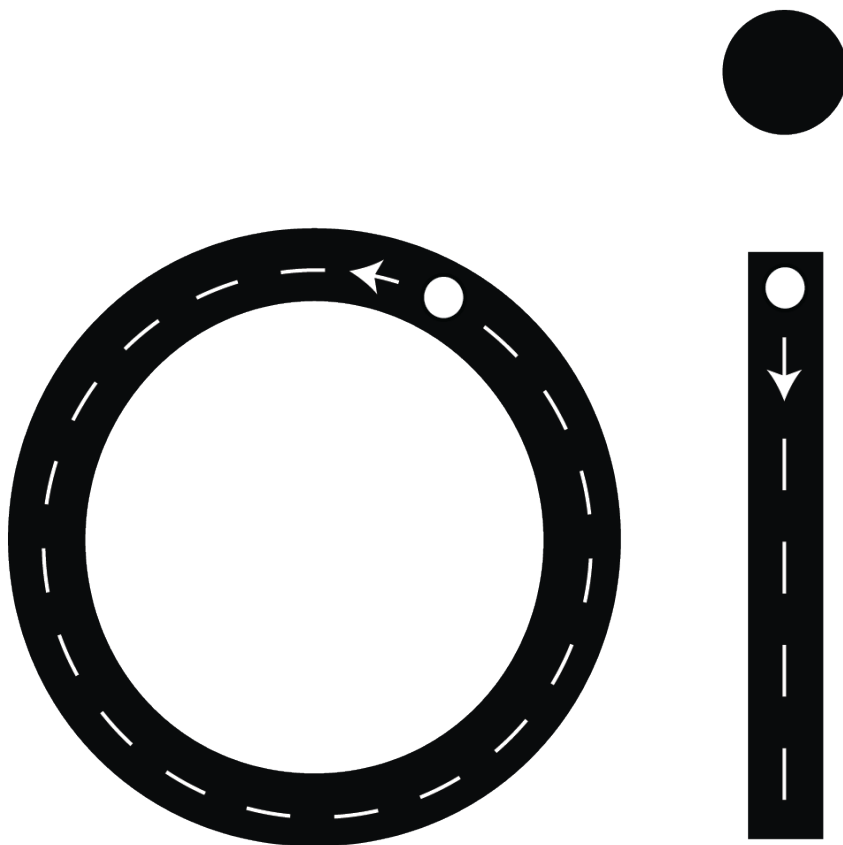
We've already learned that <i> can say /ĩ/ like **itchy**.

Another sound made by <i> is /ī/ like **spider**.

<i> can say /ĩ/ and /ī/

Say it with me: <i> can say /ĩ/ and /ī/

i



This is the vowel digraph <oi>.

Say <oi> (student repeats)

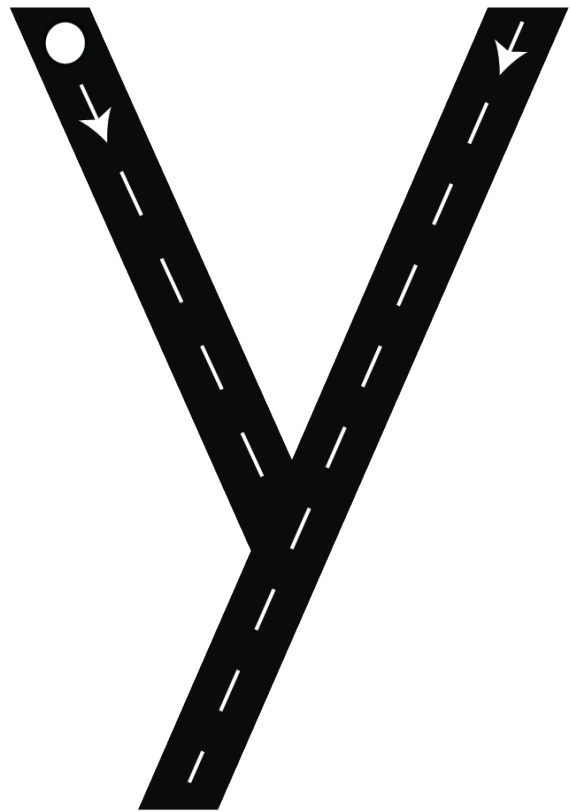
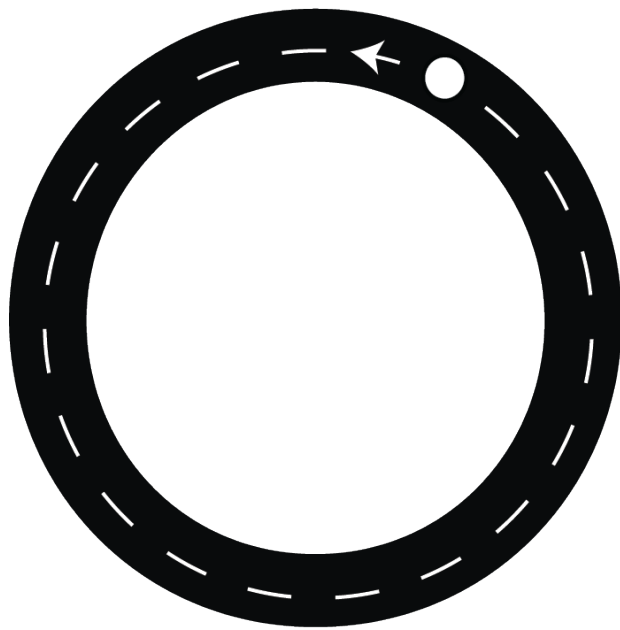
<oi> says /oi/ like **coin**.

<oi> says /oi/

Say it with me: <oi> says /oi/

oi

Use <oi> for /oi/ in the initial or medial position of a base.



This is the vowel digraph <oy>.

Say <oy> (student repeats)

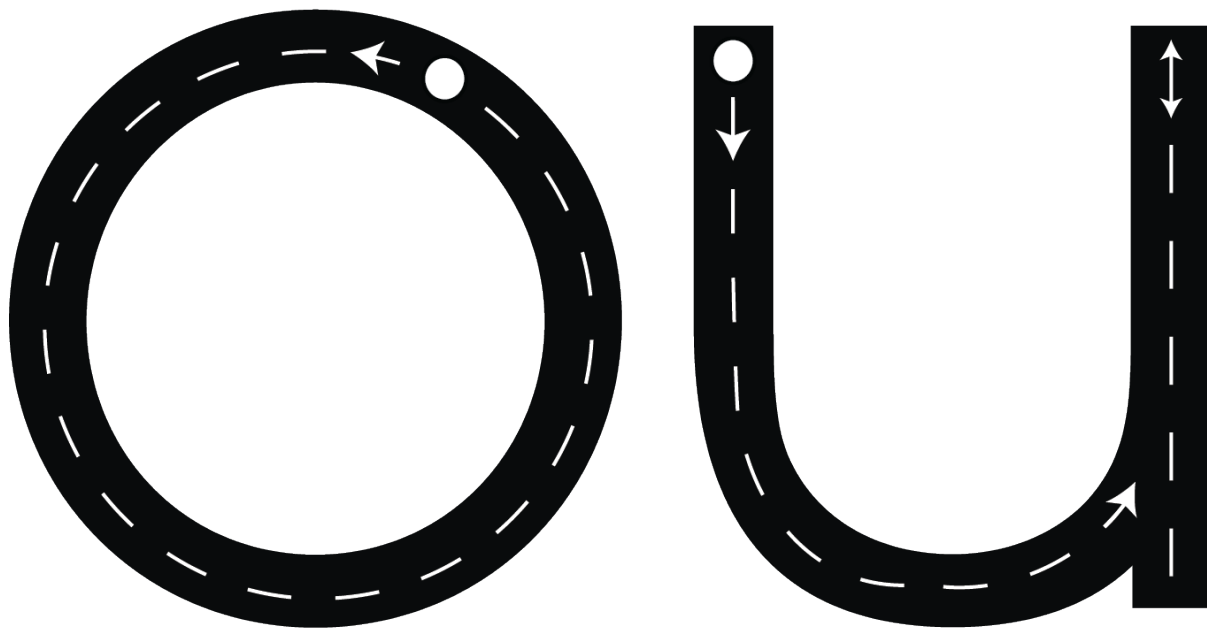
<oy> says /oi/ like **boy**.

<oy> says /oi/

Say it with me: <oy> says /oi/

oy

Use <oy> for /oi/ at the end of a base.



This is the vowel digraph <ou>.

Say <ou> (student repeats)

One of the sounds made by <ou> is /ou/ like **ouch**.

<ou> can say /ou/

Say it with me: <ou> can say /ou/

ou

ou

ow

This is the vowel digraph <ow>.

Say <ow> (student repeats)

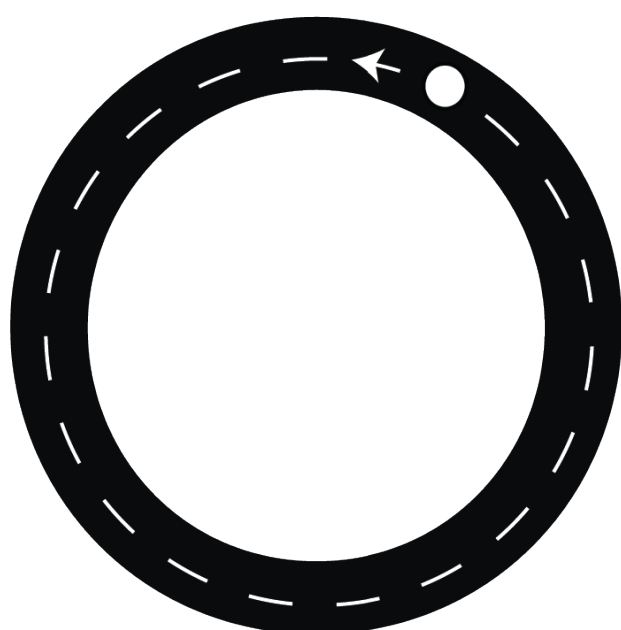
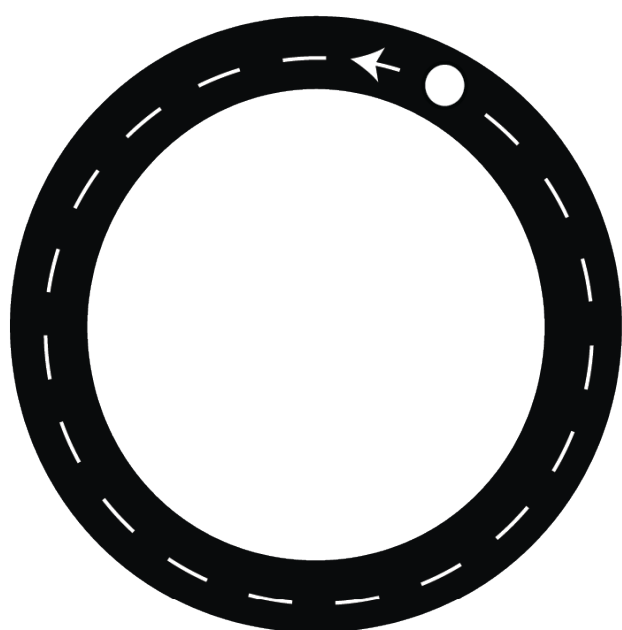
We've already learned that <ow> can say /ō/ like **snow**.

Another sound made by <ow> is /ou/ like **plow**.

<ow> can say /ō/ and /ou/

Say it with me: <ow> can say /ō/ and /ou/

OW



This is the vowel digraph <oo>.

Say <oo> (student repeats)

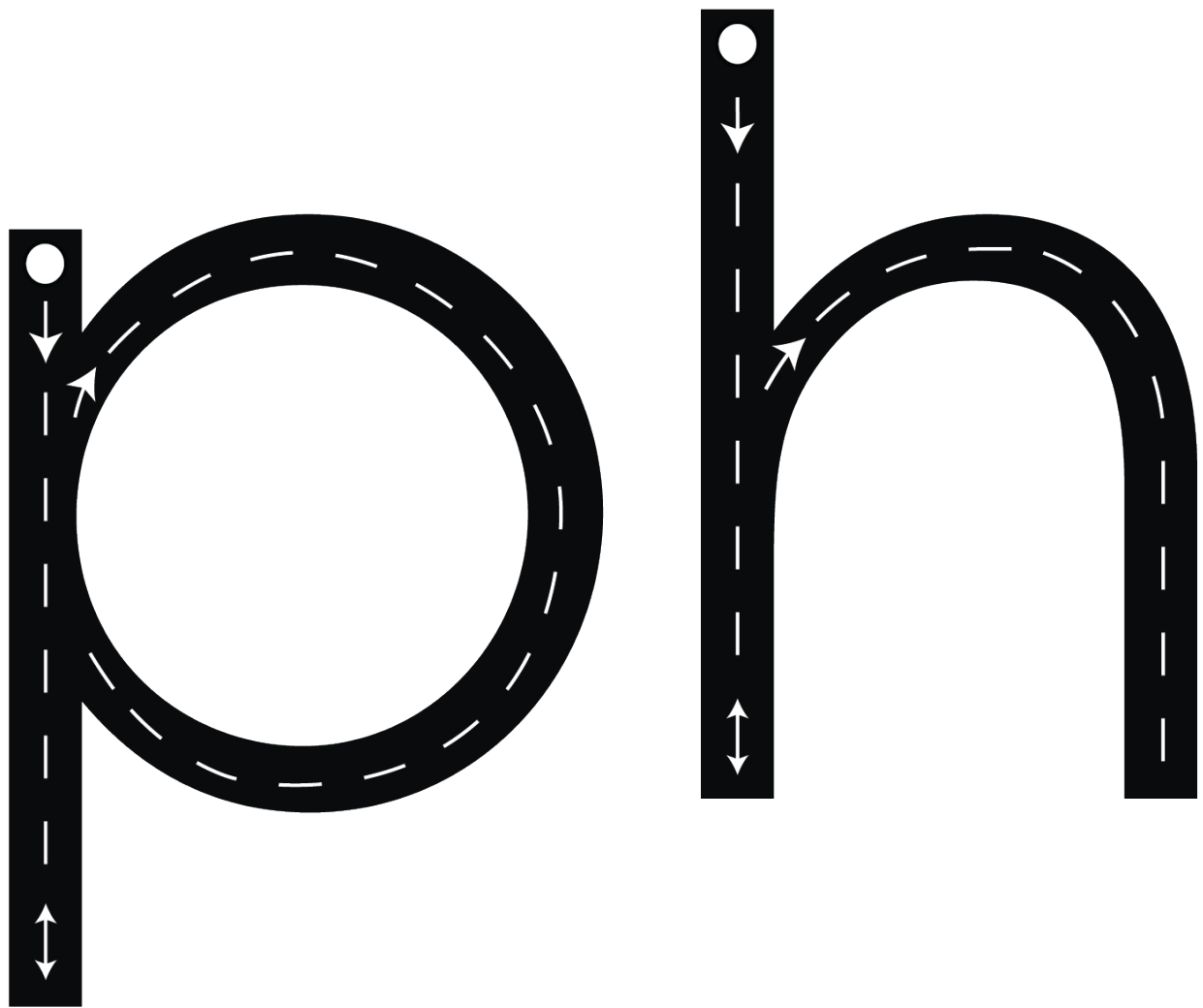
We've already learned that <oo> can say /ū/ like **food**.

Another sound made by <oo> is /ō/ like **cook**.

<oo> can say /ū/ and /ō/

Say it with me: <oo> can say /ū/ and /ō/

oo



This is the consonant digraph <ph>.

Say <ph> (student repeats)

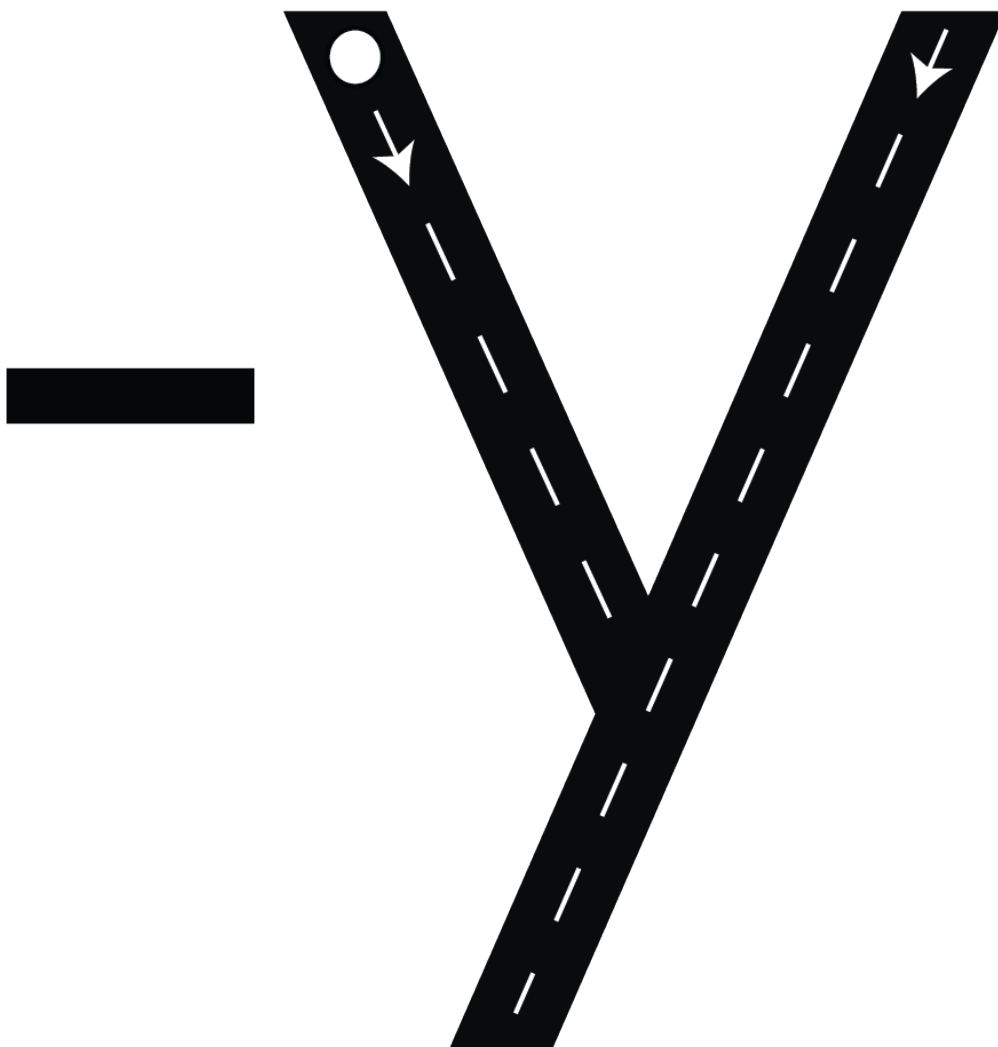
One of the sounds made by <ph> is /f/ like **phone**.

<ph> can say /f/

Say it with me: <ph> can say /f/

ph

Use <ph> for /f/ in words of Greek origin.



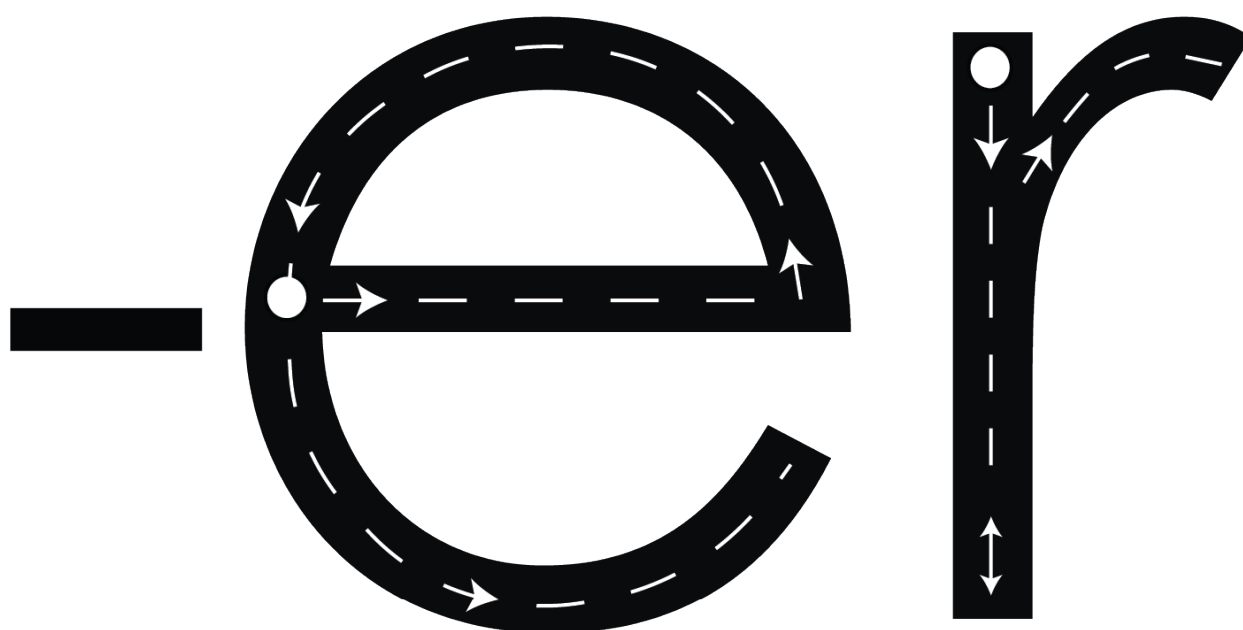
This is the suffix <-y>.

Say suffix <-y> (student repeats)

Suffix <-y> as an adjective gives a sense of *characterized by* or *inclined to be*, like **rocky**.

-y

-y

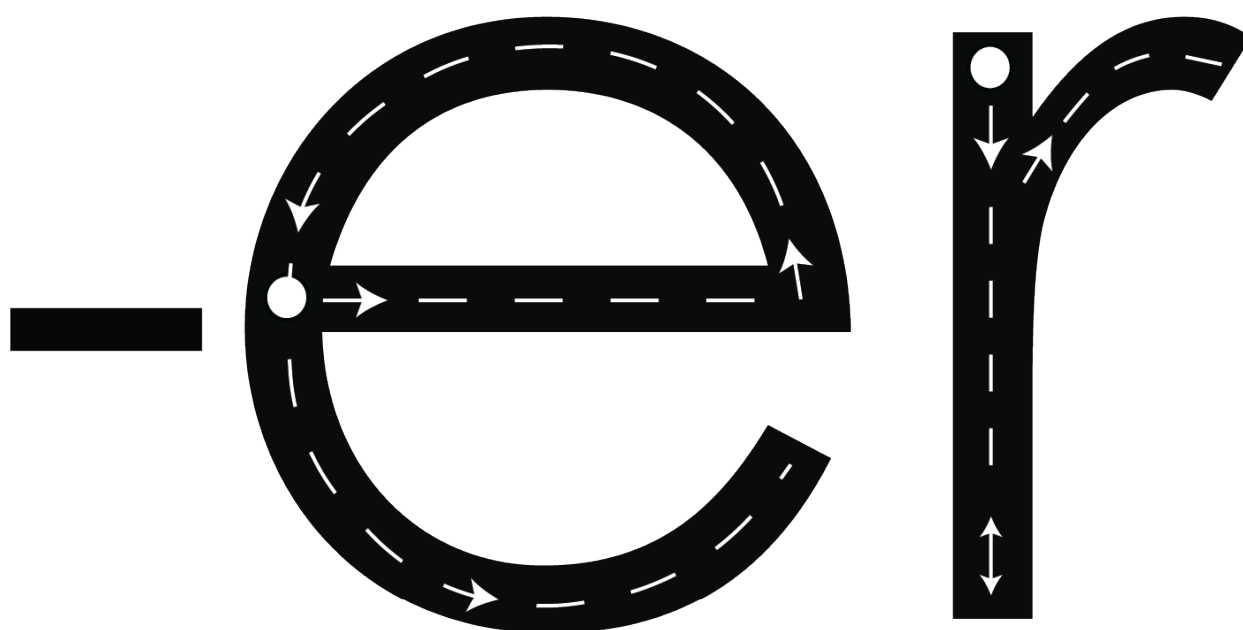


This is the suffix <-er>.

Say suffix <-er> (student repeats)

Suffix <-er> can be used as a comparative adjective (more), like **faster**.

-er



This is the suffix <-er>.

Say suffix <-er> (student repeats)

Suffix <-er> as an agent suffix gives a sense of *one who* or *something that*, like **teacher**.

-er

w r

This is the consonant digraph <wr>.

Say <wr> (student repeats)

One of the sounds made by <wr> is /r/ like **wrong**.

<wr> can say /r/

Say it with me: <wr> can say /r/

wr

<wr> for /r/ is only found initial to a base.

- fu

This is the suffix <-ful>.

Say suffix <-ful> (student repeats)

Suffix <-ful> as an adjective gives a sense of *full* or *full of*, like **helpful**.

-ful

-ful

-e s t

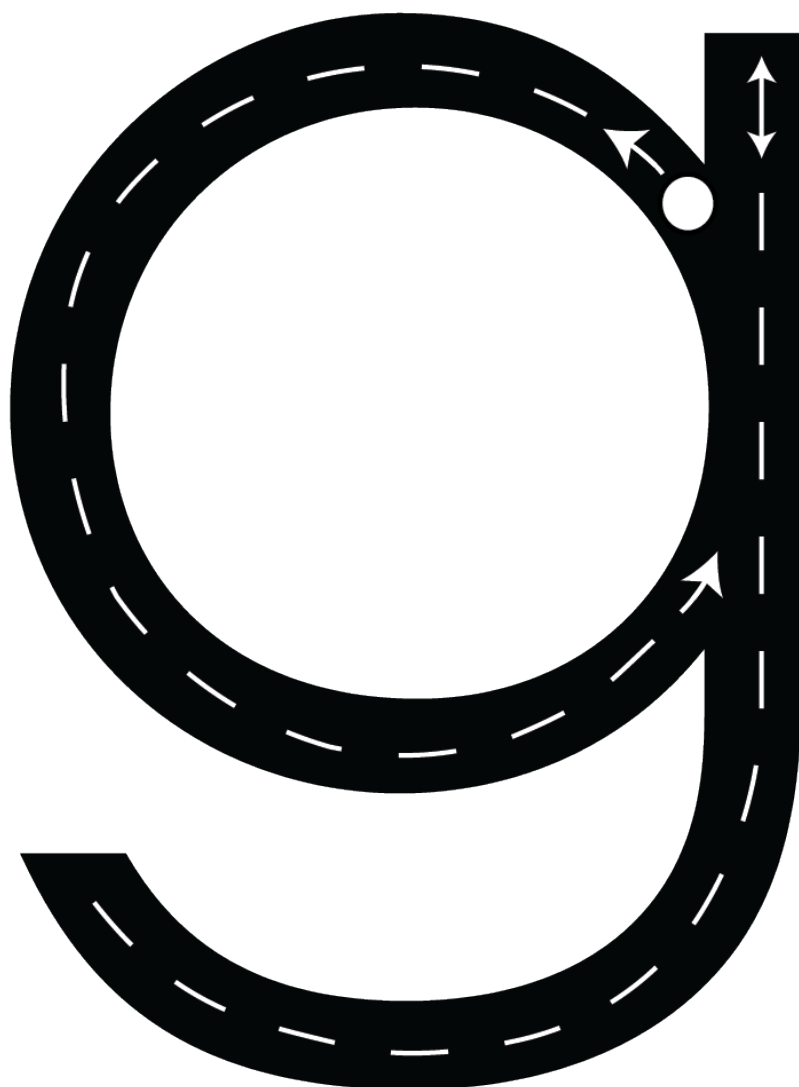
This is the suffix <-est>.

Say suffix <-est> (student repeats)

Suffix <-est> as a superlative suffix (the most)
like **fastest**.

-est

-est



This is the grapheme <g>.

Say <g> (student repeats)

We've already learned that <g> can say /g/ like **goat**.

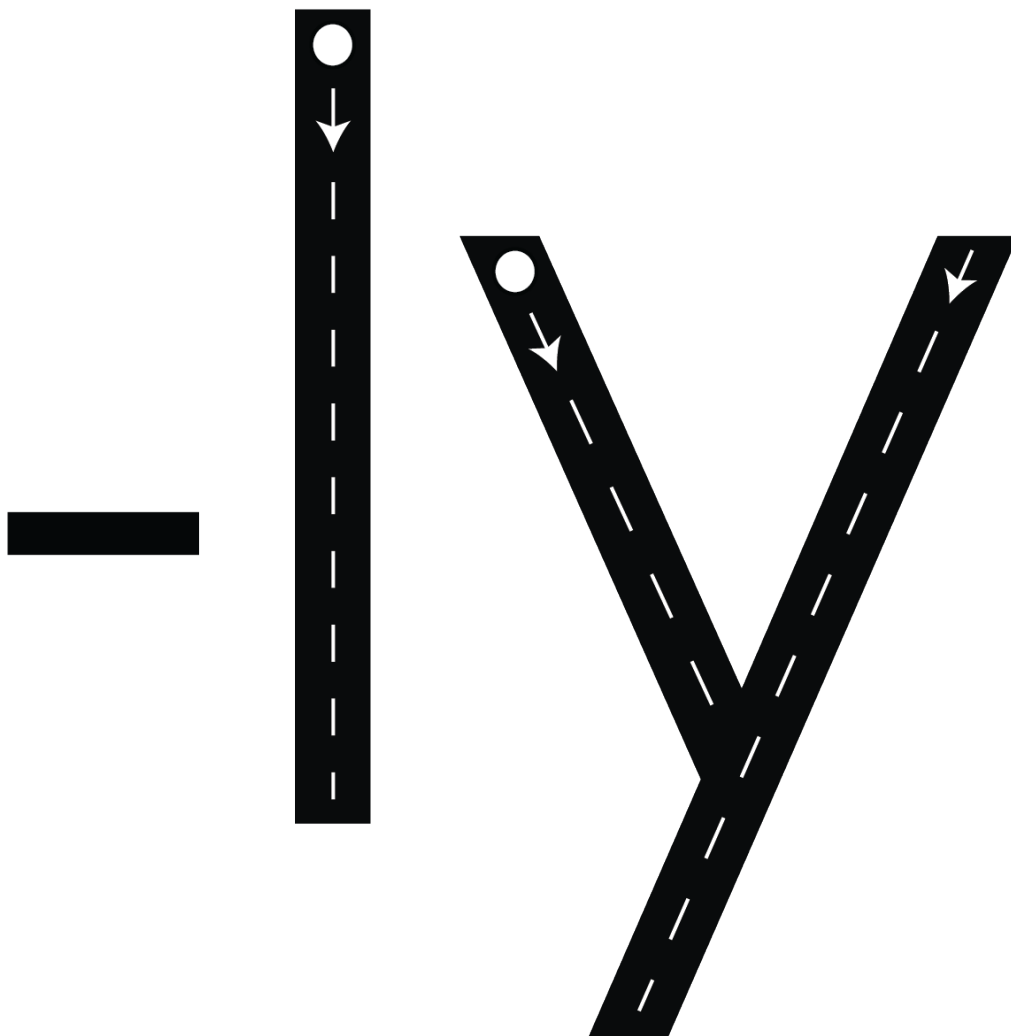
Another sound made by <g> is /j/ like **giant**.

<g> can say /g/ and /j/

Say it with me: <g> can say /g/ and /j/

g

<g> is often pronounced /j/ when
followed by <e>, <i>, or <y>



This is the suffix <-ly>.

Say suffix <-ly> (student repeats)

Suffix <-ly> as an adjective and adverb gives a sense of *like* or *manner of*, like **swiftly**.

-ly

-ly

k n

This is the consonant digraph <kn>.

Say <kn> (student repeats)

One of the sounds made by <kn> is /n/ like **knight**.

<kn> can say /n/

Say it with me: <kn> can say /n/

kn

<kn> is found in the initial position of a base in words of Germanic origin.

kn

un -

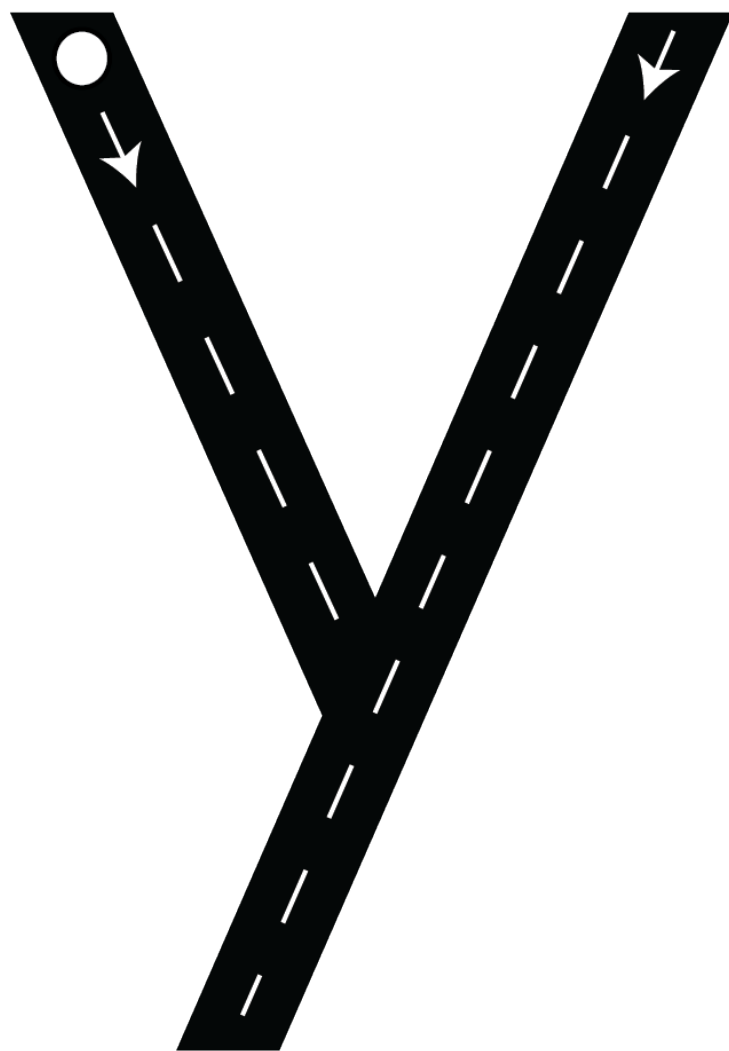
This is the prefix <un->.

Say prefix <un-> (student repeats)

Prefix <un-> gives a sense of *reversal, removal, deprivation, or negation*, like **undo**.

un-

un-



This is the grapheme <y>.

Say <y> (student repeats)

We've already learned that:

<y> can say /y/ like **yo-yo**,

<y> can say /ī/ like **my**,

and <y> can say /ē/ like **baby**.

Another sound made by <y> is /ĭ/ like **gym**.

<y> can say /y/, /ī/, /ē/, and /ĭ/

Say it with me: <y> can say /y/, /ī/, /ē/, and /ĭ/

y

<y> is pronounced /ĭ/ in a closed syllable.

re _

This is the prefix <re->.

Say prefix <re-> (student repeats)

Prefix <re-> gives a sense of *back*,
again, or *undoing*, like **redo**.

re-

re-