

PHONICS PRACTICE

Simplified

Vowel Combinations CONTENTS

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Introduction

The purpose of phonics is to help students read new words by sounding them out. The student who uses phonics to decode a word can associate the printed letters with the speech sounds the letters represent and then blend them together to pronounce the word.

There are many vowel sounds that do not follow the rules governing short and long vowels. The purpose of this book, *Vowel Combinations*, is to teach these irregular vowel sounds. Included are the vowel diphthongs, the *r*-controlled vowels, and other irregular vowel combinations.

A *diphthong* is a combination of two vowels, each contributing to the unique sound heard. The vowels in the diphthong *oi*, for instance, do not make the sound of *o* or of *i*, but together form the vowel sound heard in the word *boil*. The diphthongs covered in this book are *oi*, *oy*, *ow*, *ou*, and *ew*.

When a vowel is followed immediately by the letter *r*, its sound is changed. In the word *bird*, for example, the letter *i* has neither the short *i* nor the long *i* sound. There are lessons on *ar*, *er*, *ir*, *or*, and *ur* in this book.

The term *irregular vowels* describes letters or letter combinations, other than diphthongs and *r*-controlled vowels, that do not follow the generalizations of short and long vowels. Irregular vowels included in this book are *oo*, *au*, *aw*, *ea*, *ie*, *ei*, *a* (followed by *l*), and *o* (as in the word *soft*).

Lessons vary in length, depending on difficulty and frequency of occurrence. The lessons include practice in recognizing the vowel sound by using picture clues, rhyming words, and word meanings, and by writing vowels in words and sentences.

The review pages, which occur throughout the book, provide practice in discriminating the sounds of several vowels or vowel combinations.

Vowel Combinations, as well as the other books in this series, is meant for use at home or in school. At home, the books may be used as a supplement to schoolwork. In school, the books may be used as a phonics text in the primary grades or as a supplementary aid for students who need extra help in phonics. Teachers at the junior high or high school levels may also find these books useful for remediation.

When the vowels **oy** blend together, they make the sound you hear in the word **toy**.

Add **oy** to each of these words. Read the words.

oy



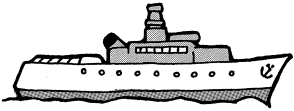
b _____



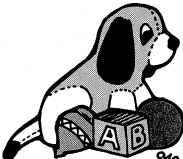
j _____ ful



_____ ster



v _____ age



t _____ s



cowb _____

Sometimes the vowels **ou** make the sound of short **u** as in **touch**. Add **ou** to each of these words. Read the words.

ou

en _____ gh

c _____ ntry

r _____ gh

tr _____ ble

d _____ ble

t _____ gh

c _____ ple

c _____ sin

oy

Fill in each blank with an **oy** word that rhymes with **enjoy**.

something to play with _____

a person who ropes steers _____

a happy feeling _____

a boy's name _____

not a girl, but a _____

ew

When the letters **ew** blend together, they make the sound you hear in the word **new**.

Complete only the words that have the **ew** sound. Cross out the pictures whose names do not.



scr _____



st _____



j _____ els



c _____



fl _____



h _____ se

Complete only the words that contain the **er** sound as in the word **her**. Cross out the pictures whose names do not.

er



f _____ n



barb _____



spid _____



_____ l



p _____ son



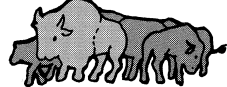
m _____ se



lett _____



f _____ e



h _____ d

er

Write **er** in each set of blanks to complete the word. Read the words to yourself. Draw a line from each word to its meaning.

silv _____ ●

● a large stream

g _____ m ●

● a shiny metal

riv _____ ●

● opposite of "him"

p _____ ch ●

● a green plant

h _____ ●

● this makes you sick

f _____ n ●

● what a bird sits on

Complete only the words that contain the **or** sound as in the word **for**. Cross out the pictures whose names do not.

or



th _____ n



c _____ n



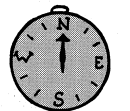
st _____ m



c _____ k



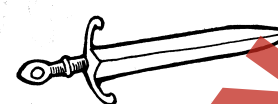
ac _____ n



n _____ th



cl _____ d



sw _____ d



m _____ th

or

Write **or** in each set of blanks to complete the word. Read the words to yourself. Draw a line from each word to its meaning.

st _____ m ●

● meat from a pig

p _____ k ●

● opposite of "tall"

th _____ n ●

● bad weather

sh _____ t ●

● a sharp point on a plant

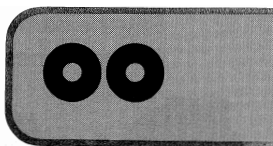
st _____ e ●

● one more than thirty-nine

f _____ ty ●

● a place to buy things

Complete each sentence. Use a long **oo** word that rhymes with the word in the box.



- root** Linda will _____ the arrow at the target.
- mood** What _____ shall we take for our picnic?
- loop** Al trained his dog to jump through a _____.
- fool** Let's take a swim in the _____.
- soon** We shall eat our lunch at _____.
- room** A new _____ sweeps clean.



Fill in the blanks to make a word. The meaning of the word is next to it.

- ___ oo _____ not hot
- ___ oo _____ what you eat
- ___ oo _____ one of your teeth
- ___ oo _____ an animal with antlers
- ___ oo _____ a place where you learn
- ___ oo _____ a part of a plant

Write **al** in each set of blanks to complete the word. Read the words to yourself. Draw a line from each word to its meaning.



- t ___ k ●
- h ___ t ●
- w ___ k ●
- ___ ways ●
- ___ l ●
- sm ___ l ●
- everything
- forever
- stop
- to travel by foot
- little
- to speak



Complete each sentence. Use a word that rhymes with the word in the box.

- talk** Do you _____ to school each day?
- halt** This meat needs some _____.
- ball** Did someone _____ me on the phone?
- hall** Help me hang these pictures on the _____.
- small** The basketball players are very _____.
- all** The leaves will begin to _____ off the trees.









The **oy** sound can be spelled **oi** or **oy**. Fill in the blanks with **oi** or **oy** to make words that match each meaning.



- ___ l a greasy liquid
- r ___ al belonging to the king
- c ___ n a piece of money
- enj ___ to have a good time
- t ___ something you play with
- s ___ l earth



The **ou** sound may be spelled **ou** or **ow**. Say the name of each picture to yourself. Write **ou** or **ow** in the blanks to complete each word.

-  m ___ th  c ___
-  ___ l  c ___ ch
-  cr ___ n  fl ___ er
-  m ___ se  m ___ ntain

Circle the word in each row that sounds the same as the first word.



- | | | | | |
|--------|-------|--------|-------|--------|
| piece | pace | pack | peace | peach |
| some | sum | soap | comb | soon |
| eight | ache | ate | eat | each |
| rough | ray | row | ruff | roof |
| breaks | bears | brakes | barks | bricks |
| son | song | sign | sun | some |



Read these words to yourself. Think of the vowel sound made by the underlined letters. Draw a line from each word in the first column to a word in the second column whose vowel sound is the same.

- eight ●
- aw ●
- ch ●
- proud ●
- urb ●
- oint ●
- oo
- oy
- name
- auto
- birch
- own