

Group 4 Guide

Sounds (Phonemes) - Group 4

Any reading practice should begin by quickly reviewing the sound (phoneme) cards. Say these sounds ...

ck

e

u

r

Introducing sounds instructions

1. *{Hold up phoneme card}* We are learning the sound . Say .
2. Can you hear the sound in these words? *{pick 3 simple words, 2 with the sound and one without}*
 - a. Word 1 - Yes you can hear in [Word 1].
 - b. Word 2 - Yes you can hear in [Word 2].
 - c. Word 3 - No you can't hear in [Word 3].
3. *{Hold up the letter tracing card, with letters outlined}* This is the letter symbol we write for the sound and we call this *{say letter name}*. Trace this with your finger. Start here. *{point to number 1 dot on card}*
4. This is the sound . Say .

Word Blending (Reading) - Group 4

Word list

rack	met	kick	deck
rap	men	red	ramp
ran	spent	suds	must
trip	up	peg	
rot	cup	rock	
us	run	mug	
gut	pick	neck	

Blending words instructions

1. *{Hold up word card}* Blend these sounds to read the word.
2. If correct, Yes that is correct
3. If incorrect, Let me show you *{blend the sounds slowly and then read the word}*.
 - a. Let's try together *{repeat blending and reading the word}*
 - b. Your turn to blend these sounds and read the word.

pick

Word Segmenting (Spelling) - Group 4

Segmenting words instructions

1. {Choose a word card, don't show your child} Write the sounds you hear in the word _.
2. If correct, Yes that is correct
3. If incorrect, The word is _. Say _.
 - a. What sounds do you hear in the word _ {repeat and demonstrate for your child if needed}
 - b. Write the sounds you hear in the word _.

r d m p

High Frequency Words - Group 4

put*

me*

High Frequency words instructions

put: The letter U {say the letter name} says a short /oo/ sound like in soot and took. Blend /p/ /oo/ (short) /t/.

me: The letter E {say letter name} makes the long vowel sound /e/ like in she and he {say long /e/ sound clearly}.

Sentence Reading - Group 4

Sentence list

Rick gets sick.
Gus sprints to the pond.
Mick tucks the puck and runs.
The stag stuns the cat.
Ted must nap and rest.
Pam rips the pants.
Nick stacks the kits at the camp.
Meg is stuck in the rocket.
Pat must run and get a ticket.

Sentence reading instructions

1. {Hold up sentence card} Read this sentence.
2. If correct, Yes that is correct
3. If incorrect, Let me show you {blend the sounds of any incorrect words slowly, read the word, and the sentence}.
 - a. Let's try together {repeat blending and reading}
 - b. Your turn to blend these sounds and read the word.

Rick gets sick.

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Sentence Spelling – Group 4

Sentence spelling instructions

1. {Choose a sentence card, don't show your child} Listen to this sentence and write the words _.
2. If correct, Yes that is correct
3. If incorrect, The word is _. Say _.
 - a. What sounds do you hear in the word _ {repeat and demonstrate for your child if needed}
 - b. Write the sounds you hear in the word _.

Pam rips the pants.

Additional Notes – Group 4

Additional words

blink	Mick	packet	rap	rut	sprig	tamp
camp	mock	peck	rat	sack	sprint	Ted
carrot	muck	peg	red	scram	spud	ten
cup	mud	pen	rest	scrap	spun	test
cut	mug	pent	est	scrum	stack	tick
damp	mugs	pest	Rick	send	stent	ticket
deck	must	pet	rid	set	stick	tock
den	neck	pick	rig	sick	stock	tram
dock	Ned	pocket	rim	sink	strap	trap
docket	nest	puck	rip	skid	strip	trick
drink	net	pun	rock	smock	stuck	trim
duck	Nick	pup	rocket	smug	stud	trip
dud	nun	rack	rod	snack	stun	trod
end	nut	rad	Ron	sock	suck	trot
get	pack	rag	rot	socket	suds	truck
Gus	kick	ram	ruck	speck	sum	tuck
gut	Meg	amp	rug	spend	sun	tug
keg	men	ran	run	spent	sunset	up
Ken	met	rant	rust	spick	tack	us

Interest words

o'clock: the O at the beginning of o'clock is pronounced as a long /o/ sound.

Vowel sounds differ slightly when placed with an r, ar (star), er (her), ir (first), or (for), ur (burn), these are introduced later in a reading program. If your child is reading or spelling a word with an r-controlled vowel (a vowel before the letter r), help them by clearly pronouncing the new sound (phoneme) formed.