Hello There!

I am so excited to be bringing you this set of phonics passages, where everything you and your students need to practice a specific type of phonics skill is on ONE page!

What Is Included:

1. 8 passages focused on understanding and identifying consonant patterns.
2. 8 complete answer keys.
3. Google Drive digital version
4. Professionally leveled passages with Lexile, Fountas and Pinnell, AR, DRA, and grade level equivalent levels.

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on consonant patterns.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on consonant patterns.
5. As a homework review.
6. Practice for taking standardized texts.

Thank you so much to these amazing artists, whose work is found in this resource!







Consonant Patterns /n/

Name: _____ Date: _____

Directions: The /n/ sound as in the word *runner* can be made with different spellings. Readers need to know all the different spellings for the /n/ sound so they can read and understand new words. Read the passage and answer the questions. Then take the challenge!

Alligator or Crocodile?

See you later, alligator. After while, crocodile. Probably every child knows the funny sayings, but do you know the differences between alligators and crocodiles?

Both alligators and crocodiles have a very similar appearance. They come from the same family, but there are some differences that signal which animal is which.

The snout of the alligator and crocodile is the easiest difference to notice. Alligators have short, round snouts. Crocodiles have longer snouts that are more pointed in shape and seem to appear skinny compared to alligators. You will also know the difference between alligators and crocodiles when you look at their teeth. An alligator does not show its teeth when its snout is closed. A crocodile's teeth are noticeable as if it could gnaw on something.

The color of alligators and crocodiles is a sign of which animal is which. Crocodiles are not as dark as alligators. Crocodiles appear tan or brown, but an alligator looks black or even gray.



Both alligators and crocodiles enjoy sunning, so these small differences may help you tell which animal you are watching.

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a /n/ spelling pattern.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify consonant patterns in the text.

blue → Words with /n/ as in *runner*

red → Words with /n/ as in *know*

green → Words with /n/ as in *sign*

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Multiple Choice:

Answer the following questions after reading:

1a. ____ has the same spelling pattern of /n/ as in *runner*.

ⓐ finish ⓑ faintly
ⓒ sunny ⓓ signal

1b. What phrase in the text has a word with the same /n/ spelling as the word in 1a?

ⓐ "Both alligators and crocodiles enjoy sunning,"
ⓑ "have a similar appearance."
ⓒ "See you later, alligator."
ⓓ "After while, crocodile."

2a. ____ has the same spelling pattern of /n/ as in *know*.

ⓐ kite ⓑ winter
ⓒ found ⓓ knock

2b. What phrase in the text has a word with the same /n/ spelling as the word in 1a?

ⓐ "Crocodiles appear tan or brown,"
ⓑ "They come from the same family,"
ⓒ "The color of alligators and crocodiles is a sign"
ⓓ "You will also know the difference"

3a. ____ has the same spelling pattern of /n/ as in *sign*.

ⓐ hint ⓑ known
ⓒ gnarly ⓓ crunch

3b. What phrase in the text has a word with the same /n/ spelling as the word in 1a?

ⓐ "Both alligators and crocodiles enjoy sunning,"
ⓑ "An alligator does not show its teeth"
ⓒ "as if it could gnaw on something."
ⓓ "They come from the same family,"

PASSAGE FOR SPECIFIC ROOTS

A/B QUESTIONS

CUSTOM ILLUSTRATION

WRITTEN RESPONSE

IDENTIFY ROOTS IN THE TEXT

Consonant Patterns /k/

Name: Answer Key Date: _____

Directions: The /k/ sound as in the word *kite* can be made with different spellings. Readers need to know all the different spellings for the /k/ sound so they can read and understand new words. Read the passage and answer the questions. Then take the challenge!

A Closer Look at Your Toothbrush

People have been using toothbrushes to care for their teeth since early people walked the planet. Over time our tools used for toothbrushes have become modernized in order to keep our teeth and mouth as clean as possible, but where did the idea come from?

The Egyptians and the Babylonians played a key role in the use of toothbrushes. They used small sticks that were frayed at the ends to clean their teeth. Many years later in China, chewing sticks were used. These were sweet smelling sticks that helped freshen breath. Europeans discovered the toothbrush tools during explorations and trade visits to China. They quickly took the idea back to Europe and adapted the tool by adding feathers to help clean the teeth. This quirky tool was changed because it didn't quite do the job they had intended. Later models included bristles which took form as the modern version.

The basic shape of the toothbrush has not changed since the addition of the bristles. Adaptations have been made to keep improving the design. Motors to make the bristles spin, along with varying size of bristles are just a few.



Toothbrushes have been a valuable tool in many societies. The staple tool continues to be a key factor in hygiene each day. It is part of the morning and evening routine for people in many cultures.

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have a /k/spelling pattern.

Answer should include the most important part of the story with /k/ words circled.

Challenge: Use the codes to identify consonant patterns in the text.

blue Words with /k/as in *kite*

red Words with /k/as in *back*

green Words with /k/as in *quest*

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Multiple Choice:

Answer the following questions after reading:

1a. ____ has the same spelling pattern of /k/ as in *kite*.
(a.) equip (b.) squid
(c.) stocks ● kittens

1b. What phrase in the text has a word with the same /k/ spelling as the word in 1a?
● "to keep improving the design."
(b.) "The basic shape of the toothbrush"
(c.) "adding feathers to help"
(d.) "where did the idea come from?"

2a. ____ has the same spelling pattern of /k/ as in *back*.
(a.) quirky (b.) basic
(c.) culture ● brick

2b. What phrase in the text has a word with the same /k/ spelling as the word in 1a?
(a.) "Motors to make the bristles spin,"
● "took the idea back to Europe"
(c.) "Adaptations have been made"
(d.) "frayed at the ends to clean their teeth."

3a. ____ has the same spelling pattern of /k/ as in *quest*.
● quart (b.) cream
(c.) keys (d.) character

3b. What phrase in the text has a word with the same /k/ spelling as the word in 1a?
(a.) "chewing sticks were used."
(b.) "during explorations and trade visits to China."
(c.) "part of the morning and evening routine"
● "They quickly took the idea"

COMPLETE ANSWER KEY

BUBBLE IN MULTIPLE CHOICE

SHOW WORK IN 3 WAYS

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Consonant Patterns /ch/

Consonant Patterns /k/

Consonant Patterns /f/

Consonant Patterns /n/

Answer Keys

GOOGLE DRIVE READY!

EDITABLE FOR STUDENTS TO RESPOND

Consonant Patterns Passages

Professionally Leveled By Lexile ® and OOTWL®

Passage Title	Genre	Grammar Skill Covered	Word Count	Lexile Level	F&P Level	AR Level	DRA Level	Grade Level
Last Choice	Fiction	• Consonant Patterns /ch/	198	570L	M	3.2	28	3.2
Chocolate	NF	• Consonant Patterns /ch/	194	980L	Y	7.0	-	7.0
Lost Keys	Fiction	• Consonant Patterns /k/	232	520L	L	2.8	24	2.8
A Closer Look at Your Toothbrush	NF	• Consonant Patterns /k/	225	940L	X	6.5	44	6.5
Strike!	Fiction	• Consonant Patterns /f/	222	630L	O	3.5	34	3.5
Quirky Birds	NF	• Consonant Patterns /f/	199	900L	W	6.1	44	6.1
Petting Zoo	Fiction	• Consonant Patterns /n/	197	600L	N	3.3	30	3.3
Alligator or Crocodile?	NF	• Consonant Patterns /n/	179	630L	O	3.5	34	3.5

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Last Choice	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 2: Chocolate	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 3: Lost Keys	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 4: A Closer Look at Your Toothbrush	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 5: Strike!	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 6: Quirky Birds	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Biii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 7: Petting Zoo	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat.
Passage 8: Alligator or Crocodile?	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2.2Bii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Last Choice	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 2: Chocolate	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 3: Lost Keys	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 4: A Closer Look at Your Toothbrush	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 5: Strike!	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 6: Quirky Birds	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 7: Petting Zoo	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 8: Alligator or Crocodile?	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Last Choice	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 2: Chocolate	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 3: Lost Keys	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 4: A Closer Look at Your Toothbrush	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 5: Strike!	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 6: Quirky Birds	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 7: Petting Zoo	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 8: Alligator or Crocodile?	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Last Choice	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 2: Chocolate	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 3: Lost Keys	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 4: A Closer Look at Your Toothbrush	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 5: Strike!	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 6: Quirky Birds	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 7: Petting Zoo	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.
Passage 8: Alligator or Crocodile?	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Aii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Last Choice	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Chocolate	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Lost Keys	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: A Closer Look at Your Toothbrush	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: Strike!	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Quirky Birds	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Petting Zoo	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Alligator or Crocodile?	CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

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Consonant Patterns /ch/

Name: _____ Date: _____

Directions: Some consonant spelling patterns make different sounds depending on the word they are in. There are 3 different sounds the letters /ch/ can make in a word. Listen for the 3 sounds in the words *beach, brochure,* and *choir*. Read the passage and answer the questions. Then take the challenge!

Last Choice

Henry didn't like going to P.E. like most of the other children in his class. He preferred to draw or read quietly instead of running around playing games. Most of all, Henry disliked breaking into teams because sometimes he was chosen last.

Each day at the same time, Henry's teacher announced to the class that was time to change their shoes. This could only mean one thing. Henry knew it was time for P.E. He would make a mad dash for the door when it came to P.E. The same stomach ache would begin, and he would think of tin in the day that was spent in the gym.

The class entered the gym in the same fashion as part of their daily routine. Once they were standing in the places, the P.E. teacher blew the whistle to get everyone's attention.



"Good morning! We are playing a new game today," the teacher announced. The teacher's words made Henry's tummy churn and flip. He didn't want to be picked last like most days.

"I need captains. Jessica and Henry are going to make the choices today," the teacher directed.

Henry hopped up and flashed the teacher a smile.

SAMPLE

Write About It: In your own words, tell the most important parts of the story. Circle all the words in your answer that have the /ch/spelling pattern.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify consonant patterns in the text.

blue Words with /ch/as in *beach*

red Words with /ch/as in *brochure*

green Words with /ch/as in *choir*

Multiple Choice:

Answer the following questions after reading:

1a. _____ has a consonant sound /ch/ like in the word *beach*.

ⓐ school ⓑ collar
ⓒ shore ⓓ screech

1b. What phrase from the text includes a word with the same sound as the word in 1a?

ⓐ "instead of running around"
ⓑ "everyone's attention"
ⓒ "he was chosen last"
ⓓ "I need captains."

2a. _____ has a consonant sound /ch/ like in the word *brochure*.

ⓐ chef ⓑ does
ⓒ washer ⓓ hashtag

2b. What phrase from the text includes a word with the same sound as the word in 2a?

ⓐ "he didn't want to be picked last"
ⓑ "preferred to draw or read quietly"
ⓒ "We are playing a new game today,"
ⓓ "he was like a machine"

3a. _____ has a consonant sound /ch/ like in the word *choir*.

ⓐ shows ⓑ create
ⓒ chord ⓓ crunch

3b. What phrase from the text includes a word with the same sound as the word in 3a?

ⓐ "This could only mean one thing."
ⓑ "The same stomach ache would begin,"
ⓒ "The class entered the gym in the same fashion"
ⓓ "Henry hopped up and flashed the teacher a smile."

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Consonant Patterns /ch/

Name: Answer Key **Date:** _____

Directions: Some consonant spelling patterns make different sounds depending on the word they are in. There are 3 different sounds the letters /ch/ can make in a word. Listen for the 3 sounds in the words *beach, brochure,* and *choir.* Read the passage and answer the questions. Then take the challenge!

Chocolate

Cake, cookies, candies, and many other sweet treats all include an ingredient people know and love called chocolate. At one time, chocolate was more valuable than gold because it was craved by the rich, but where did chocolate come from?

Chocolate was not introduced to the world by a master chef. Actually chocolate comes from the cacao tree. The tree produces cocoa pods that hold beans. These beans need to dry and ferment before they can be changed into the chocolate loved by all. The beans are taken to factories where machines add the sugar and milk ingredients to make chocolate bars. The workers in the factories create the mixture of goodness like a chemist in a lab.

Many ancient civilizations of people, like the Aztecs and the Mayans, chose to include chocolate into their diets. Their chocolate was not sweetened like ours, but they created chocolate drinks they enjoyed. Because chocolate contains a special enzyme, when it is eaten, a chemical reaction occurs in the brain. This reaction causes people to believe they are happy from the chocolate.



Next time you bite into a chocolate bar, enjoy the happiness and riches it produces.

Write About It: In your own words, tell the most important parts of the text. Circle all the words in your answer that have the /ch/spelling pattern.

Answer should include the most important part of the story with /ch/ words circled.

Challenge: Use the codes to identify consonant patterns in the text.

blue Words with /ch/as in *beach*

red Words with /ch/as in *brochure*

green Words with /ch/as in *choir*

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Multiple Choice:

Answer the following questions after reading:

1a. _____ has a consonant sound /ch/ like in the word *beach.*

(a.) ache
● chirp
(c.) chaos
(d.) stomach

1b. What phrase from the text includes a word with the same sound as the word in 1a?

● "chocolate was more valuable than gold"
(b.) "The tree produces cocoa pods"
(c.) "The beans are taken to factories"
(d.) "enjoy the happiness"

2a. _____ has a consonant sound /ch/ like in the word *brochure.*

(a.) chocolate
(b.) choir
(c.) branch
● machine

2b. What phrase from the text includes a word with the same sound as the word in 2a?

(a.) "contains a special enzyme"
(b.) "a chemist in a lab."
(c.) "like the Aztecs and the Mayans"
● "by a master chef."

3a. _____ has a consonant sound /ch/ like in the word *choir.*

● echo
(b.) chore
(c.) change
(d.) chef

3b. What phrase from the text includes a word with the same sound as the word in 3a?

(a.) "add the sugar and milk"
(b.) "the chocolate loved by all."
● "a chemical reaction occurs"
(d.) "created chocolate drinks"