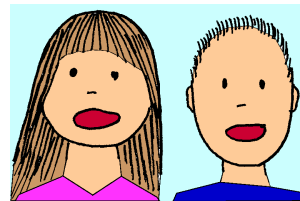


Legal Sized Color-Coded

Alphabet Wall Cards With Sound Pictures

Including The
"Beyond The Alphabet" Sounds

A a



B b

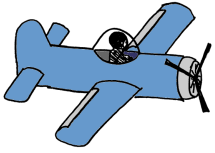


C c



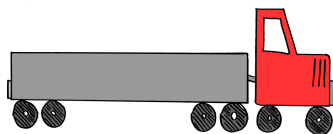
s h



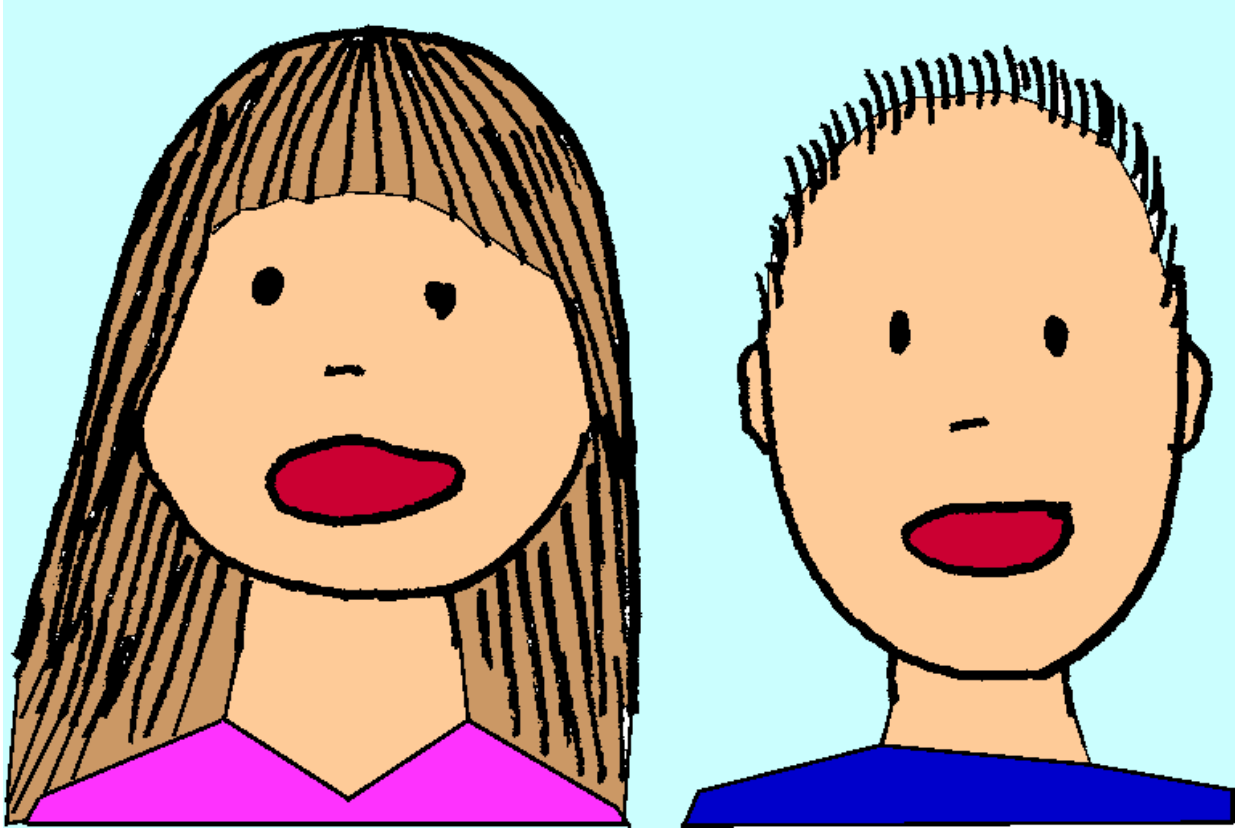


Color-Coded Vowel Chart

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet
ï	shield, pizza	dark green
o	ox, car, sorry, father	light orange
ō	go, horse, boat, toe, home, snow, four, gold, bolt, troll, yolk	dark orange
ö	to, moon, soup	dark blue
u	up, what, across, panda, son, love, country	light blue
ū	fruit, cue, cube, few, Europe	dark blue
ü	push, book, should	olive green
oi	coin, boy	gold
ou	ouch, cow	brown
ir	bird, her, purse, dollar, tractor, early, journal	gray
wor	worm	gray



Color-coded vowels can be quite helpful for students who are learning to read and students who want to improve their reading skills. When learning to read phonetically, students are taught that each letter or letter pattern in a word represents a particular sound. However, there are more sounds in the English language than there are letters in the alphabet. In practice, some letters can represent more than one sound (a/ax, a/raven, a/all), and some sounds can be represented by more than one letter or letter pattern (ai/rain, ay/play, a_e/safe). This is counterintuitive to students who are learning to read. Assigning a color for each vowel sound helps to solve this problem. As you can see in the first example above, the letter *a* is printed in three different colors, showing that it represents three different sounds, even though it is exactly the same letter in each word. In the second example, three different vowel patterns represent the same sound. This is easily recognizable because the patterns are all printed in the same color.



A a

Name Brad

Spelling

A

ground

out

mouth

couch

flour

shout

mountain

loud

—

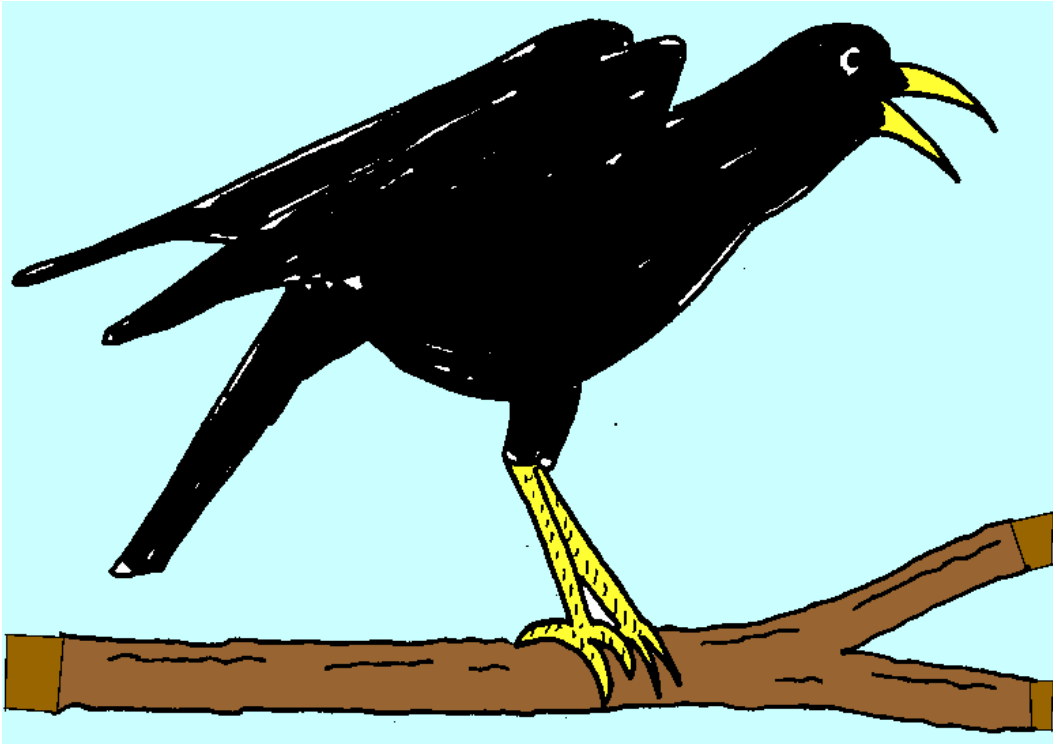
A

ā

ai

ay

a_e



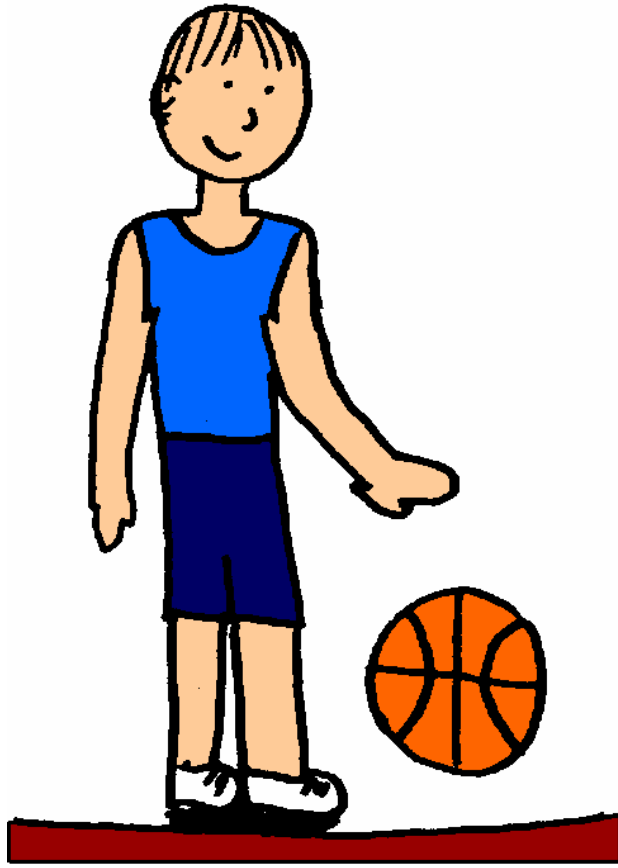
• •

A

ä

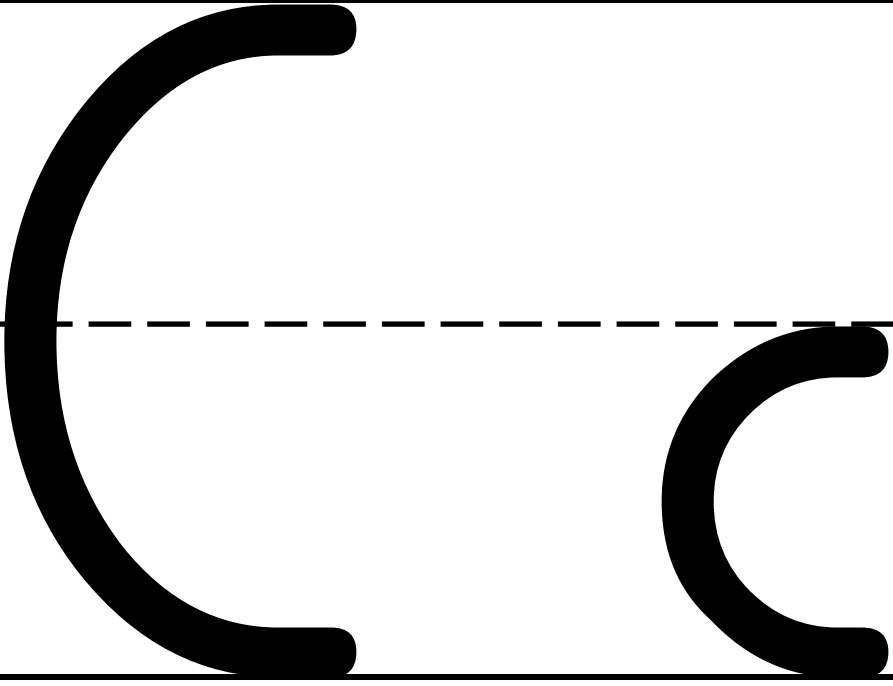
au

aw

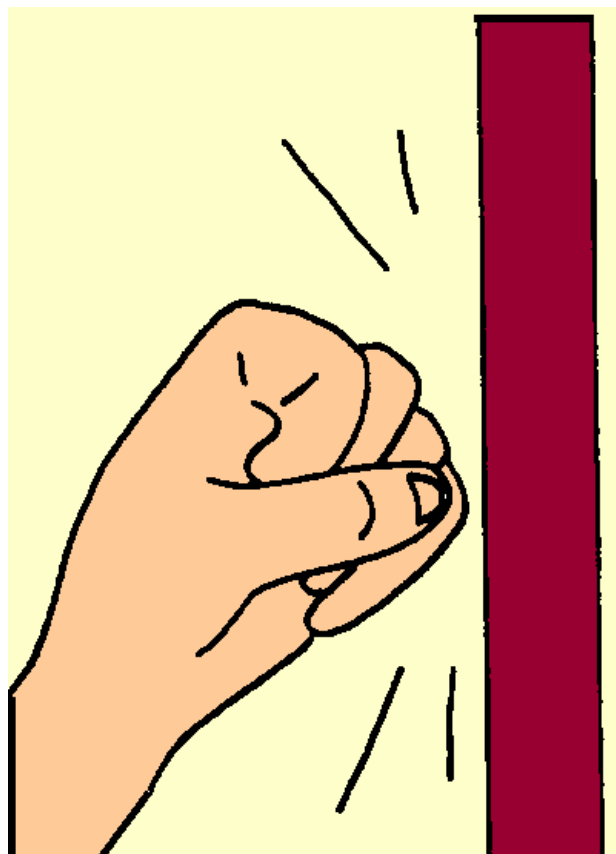


B

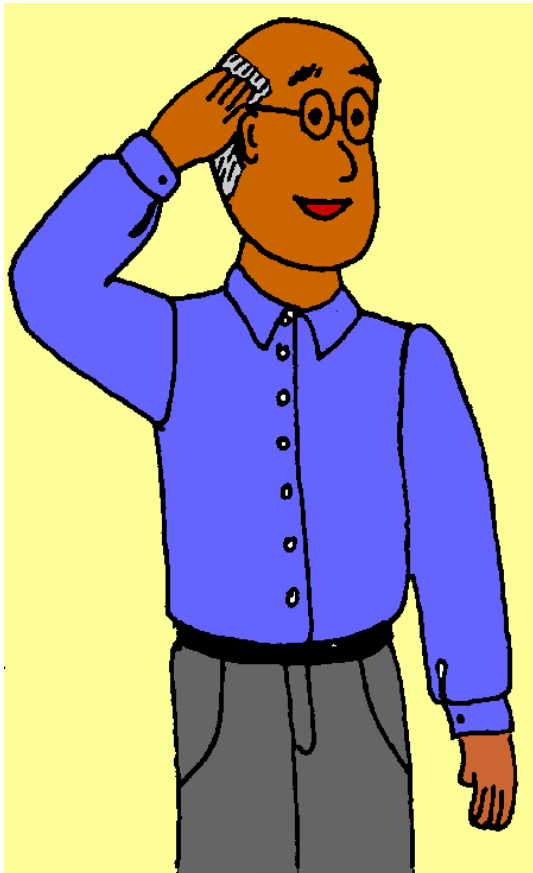
b



l c k

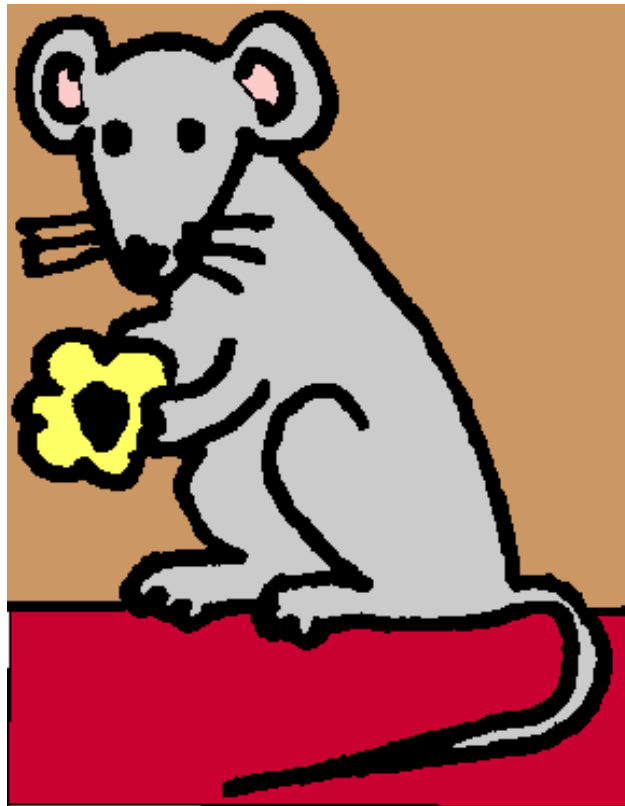


D d



E e

ea



E e

e e

e _ e

Name Brad

Spelling

A

ground

out

mouth

couch

flour

shout

mountain

loud

• •

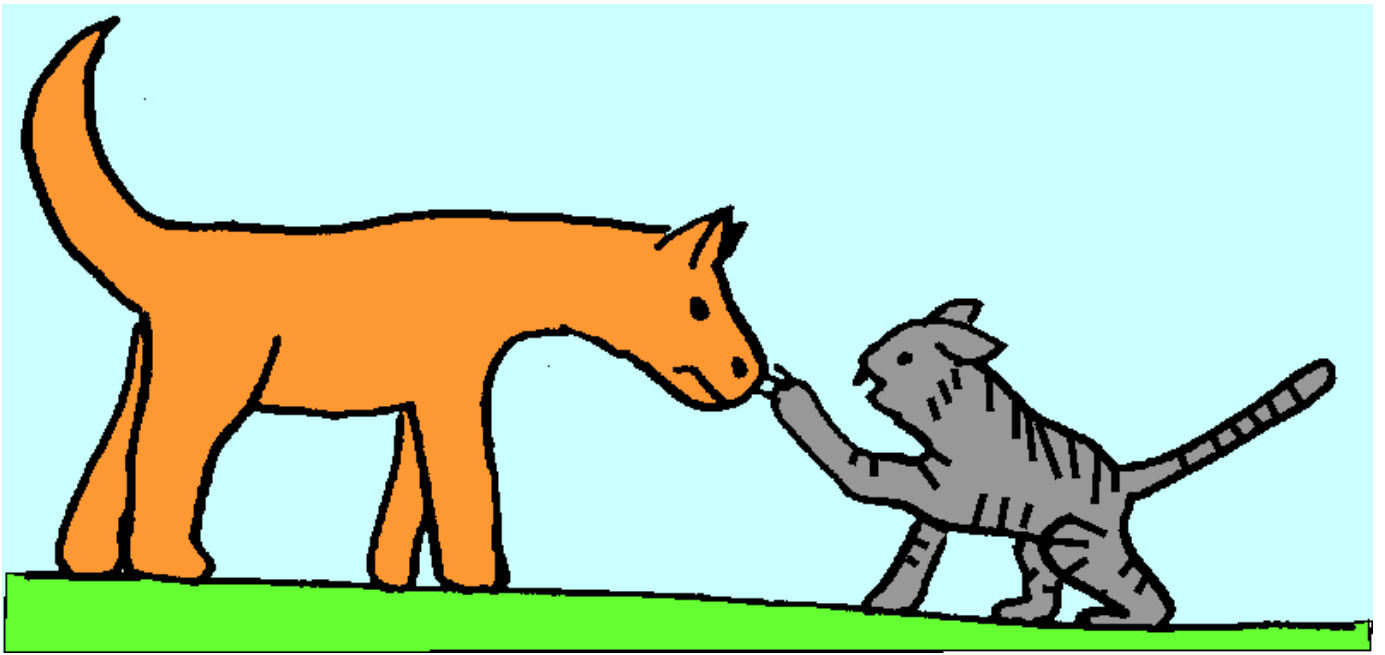
E

e

ei

ey

ea



F f

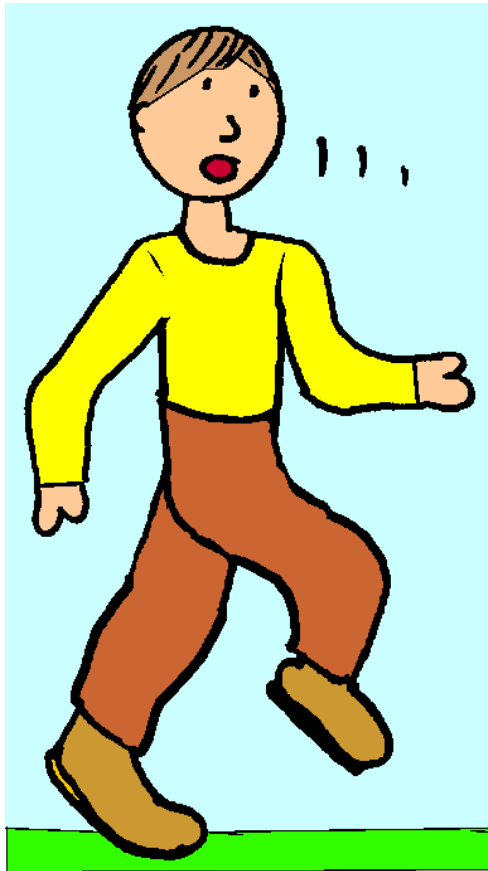
ph

_ ough



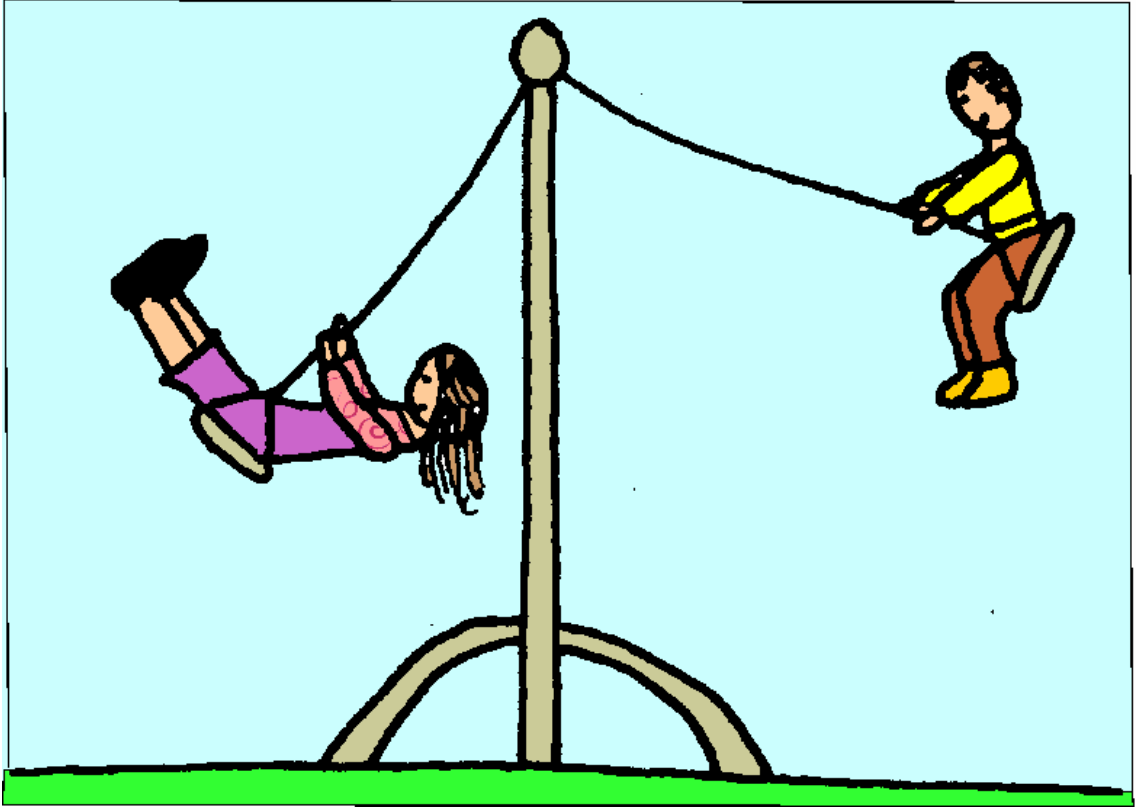
G g

gh



H h

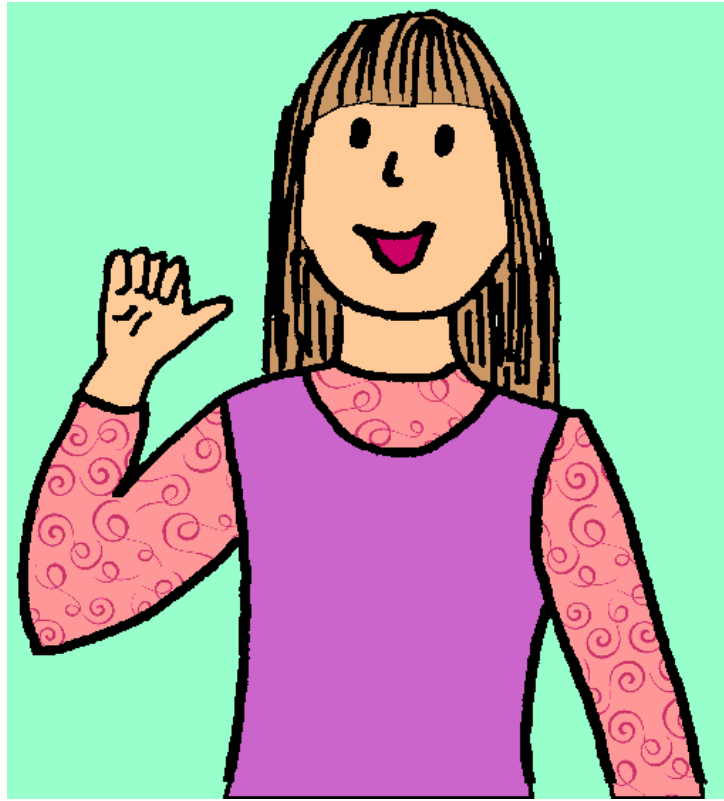
wh



I

i

y

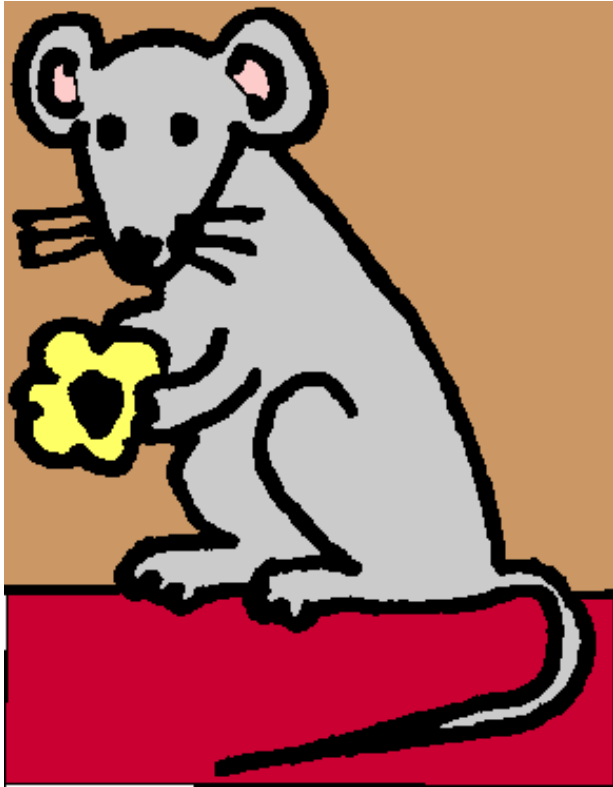


I

i

i_e

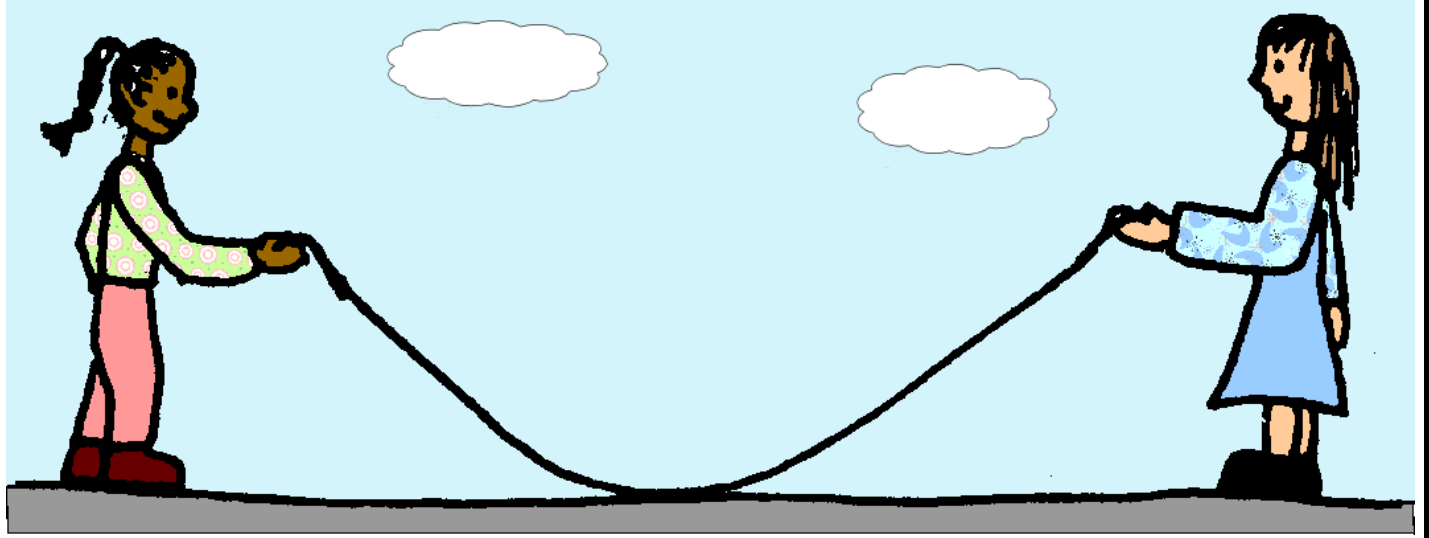
ie



i

i

ie



J j

— dge

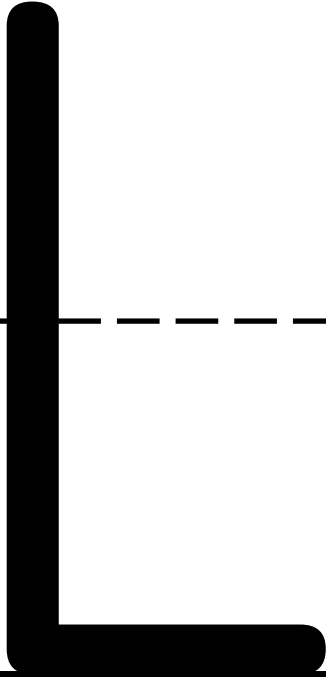
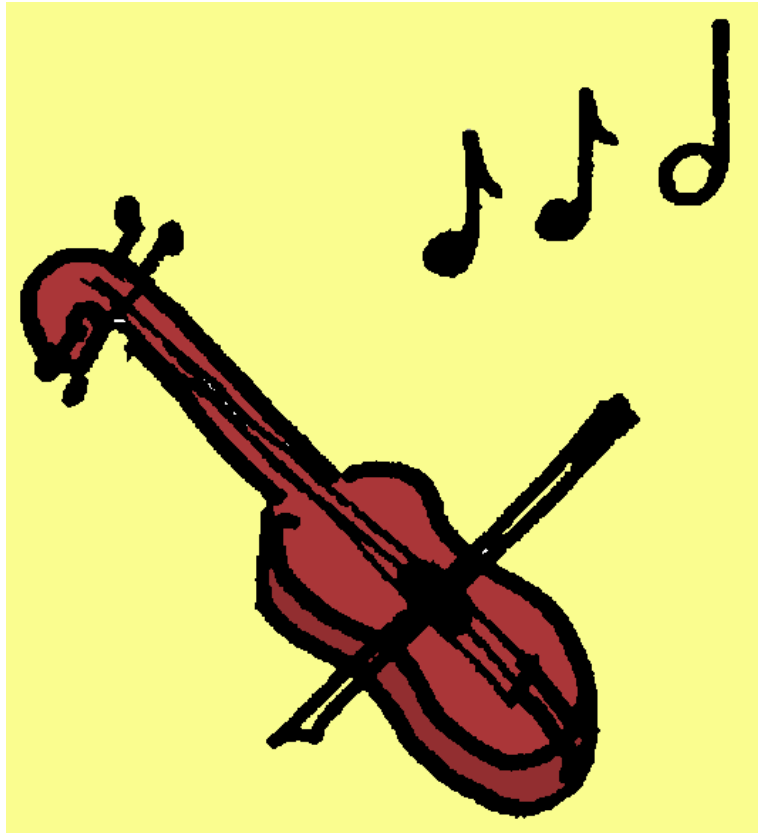
— ge

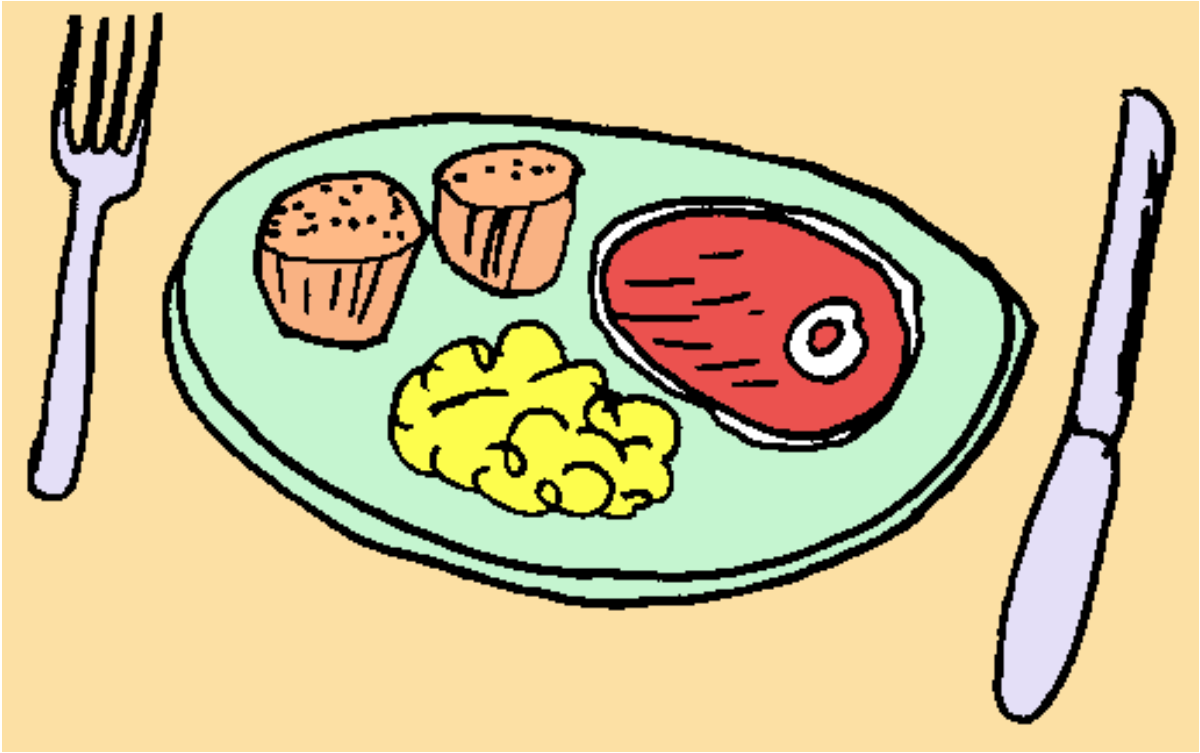


K

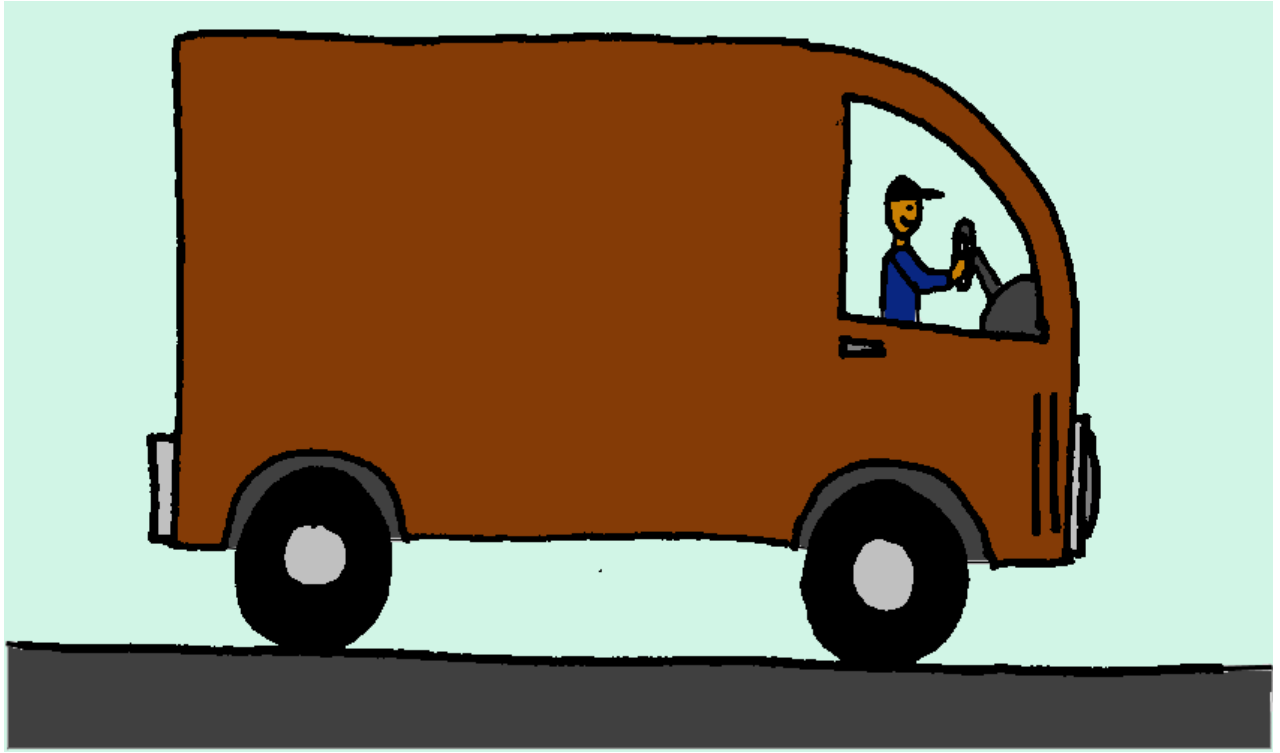
k

_ck



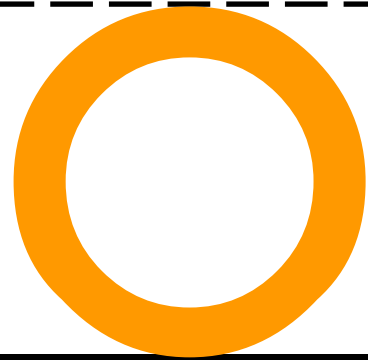
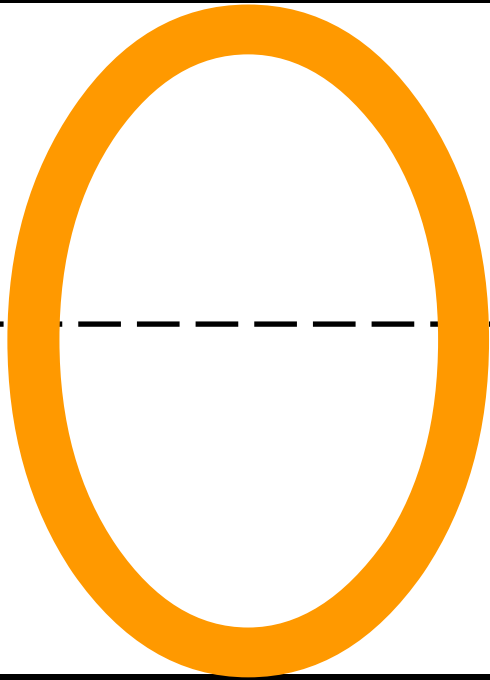
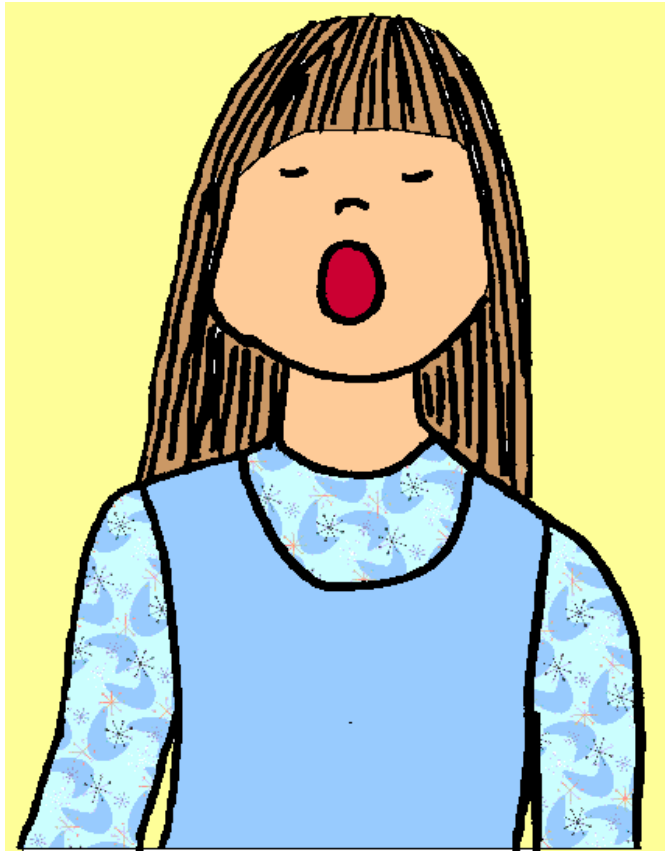


M m

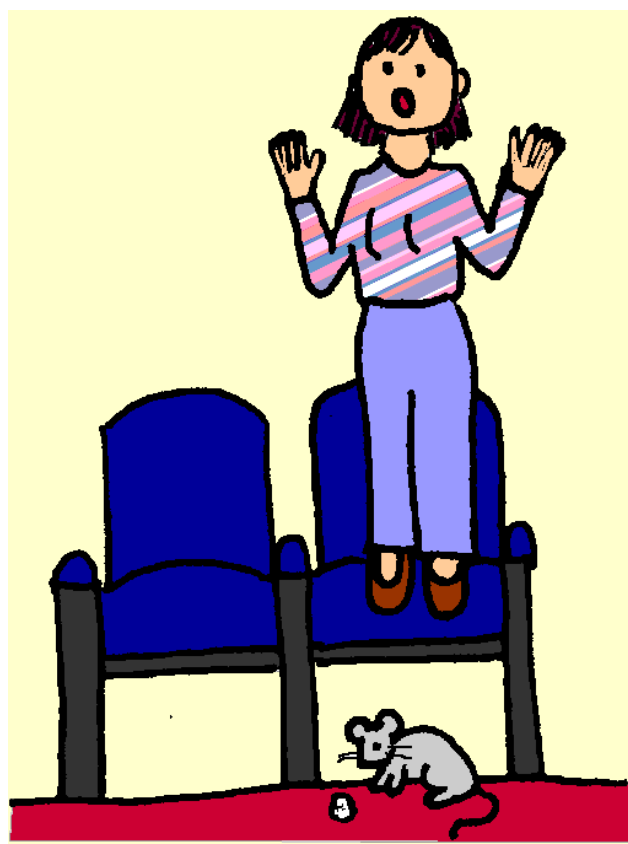


N n

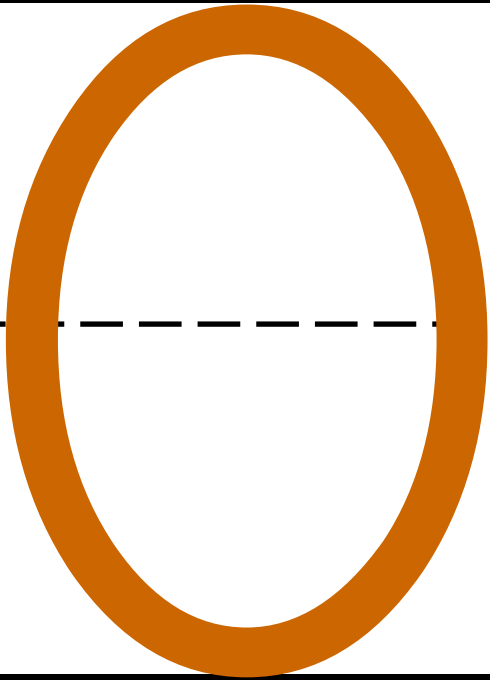
kn



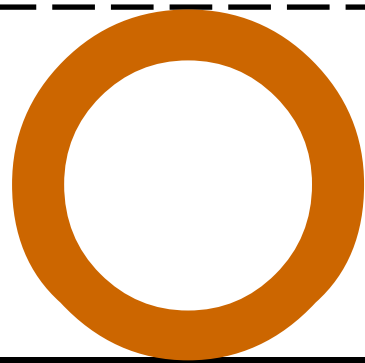
a



o



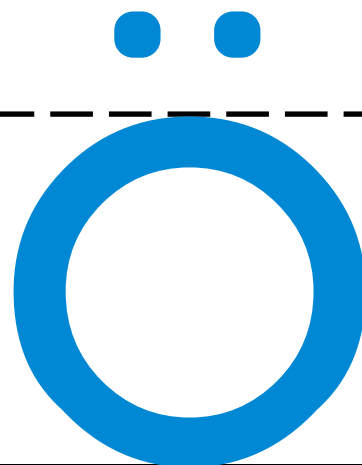
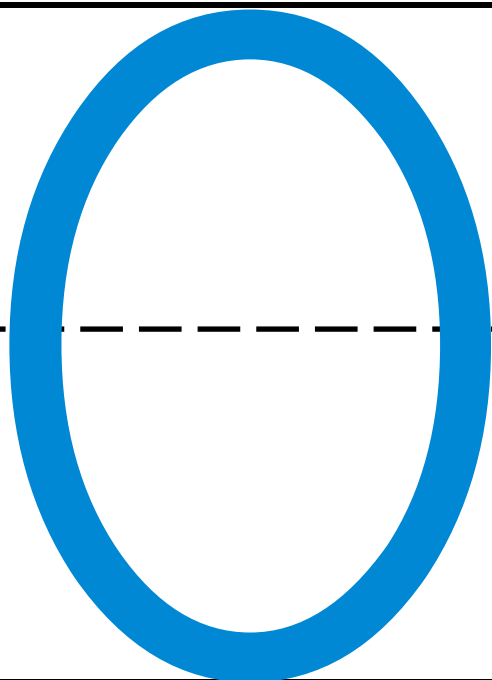
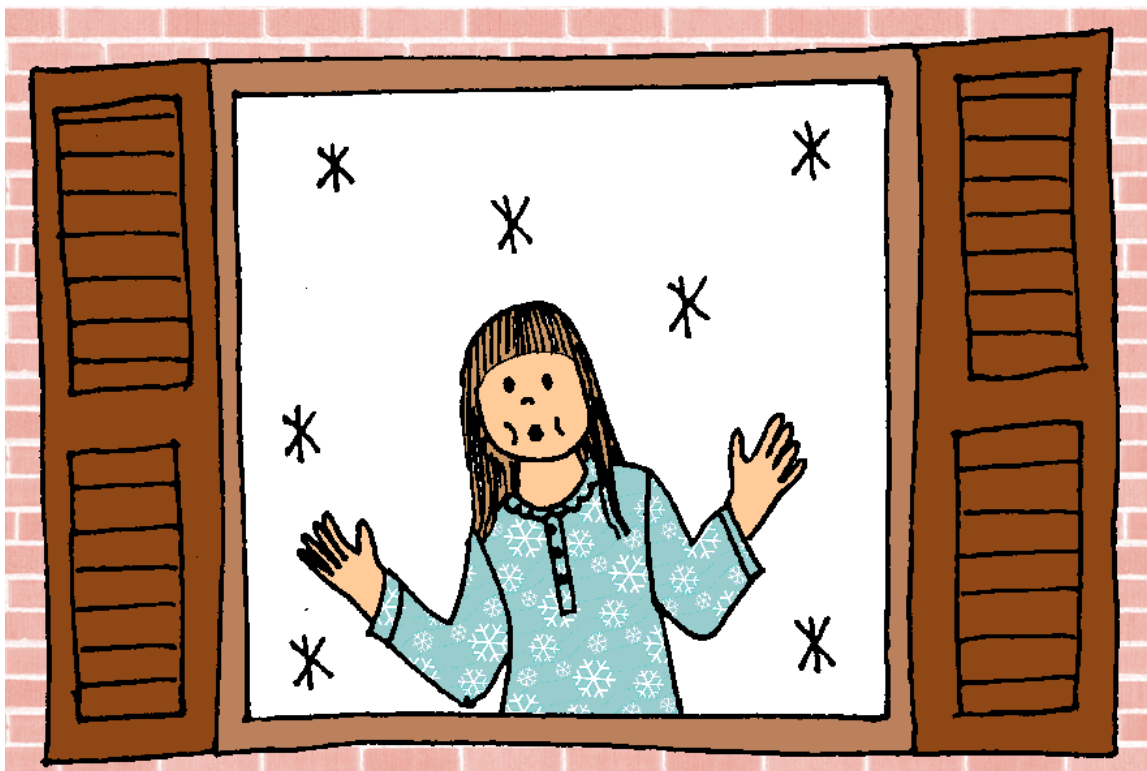
o



o a

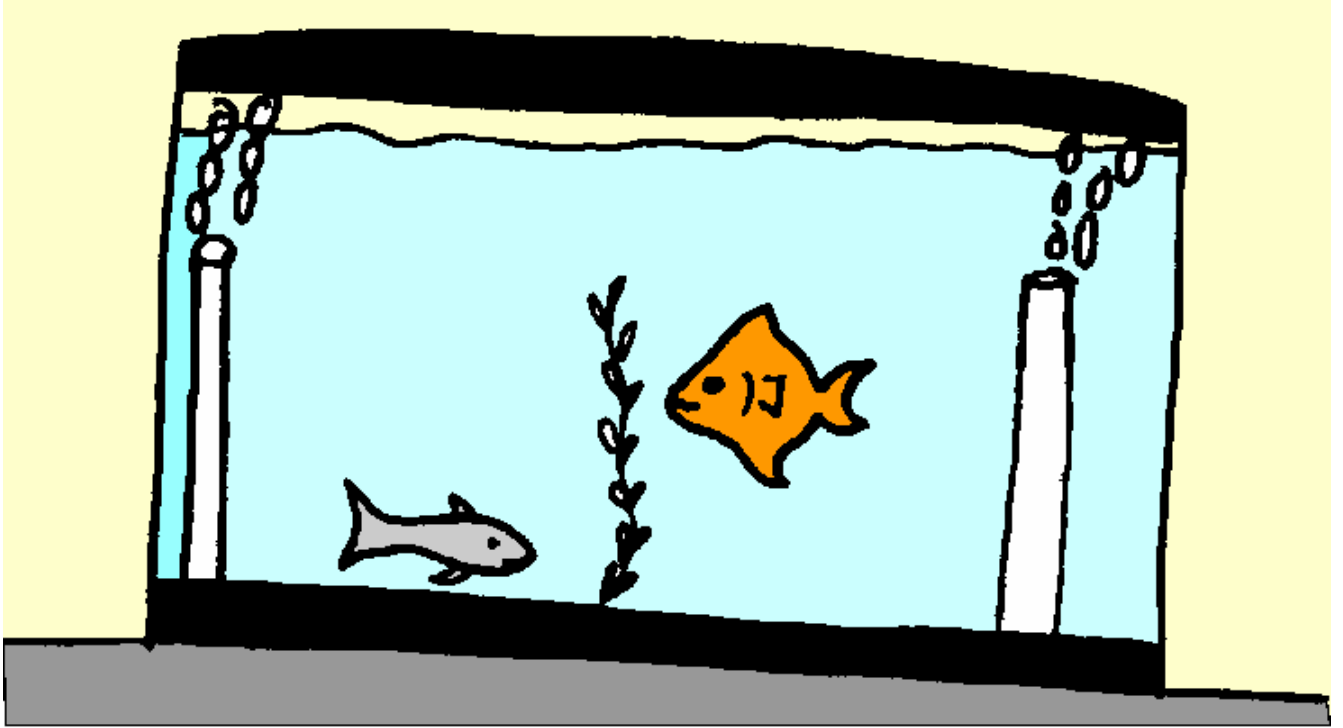
o e

o _ e



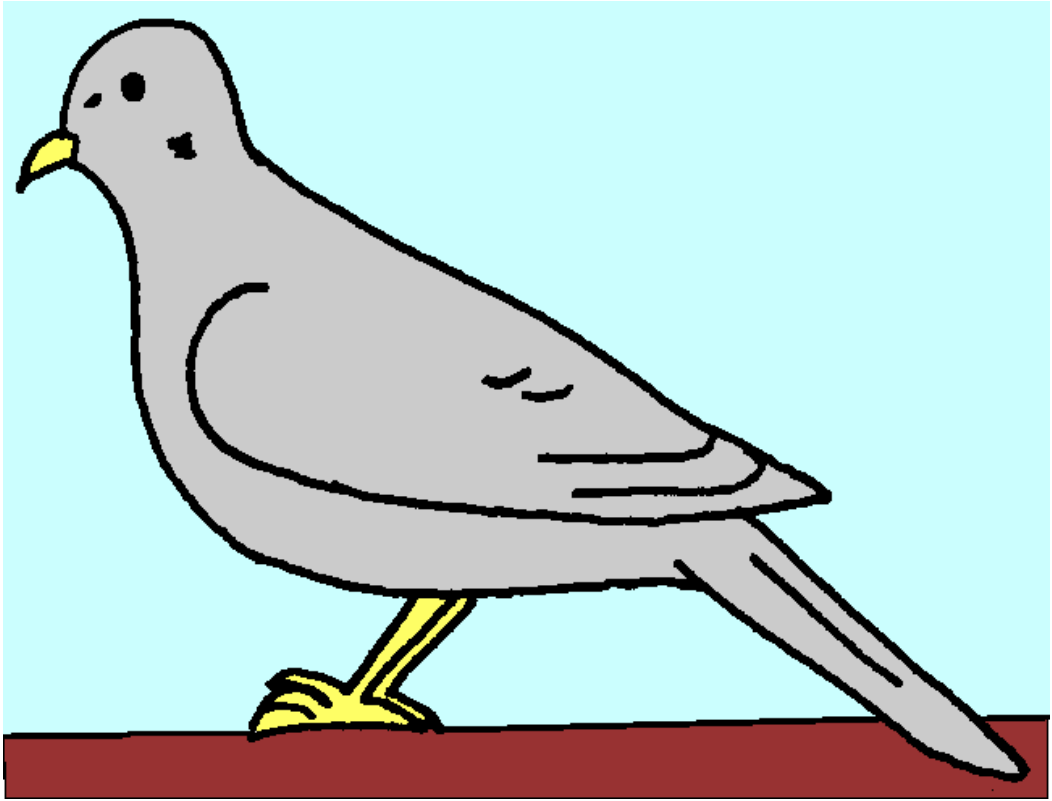
ou

oo

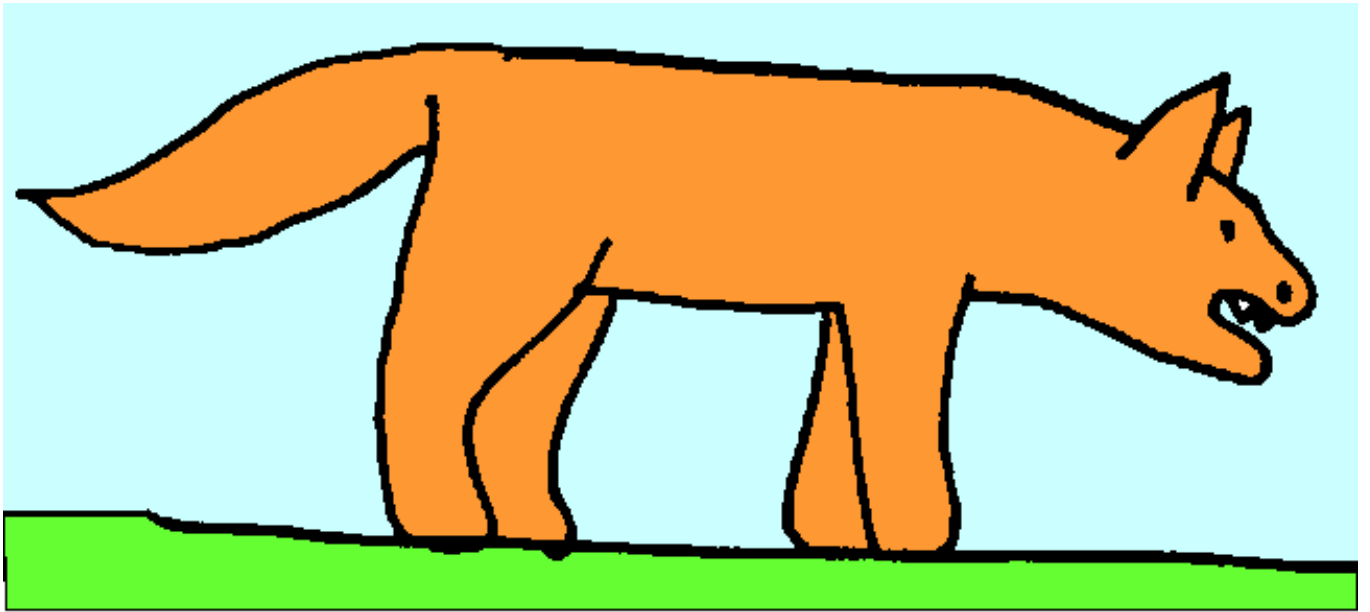


P

p

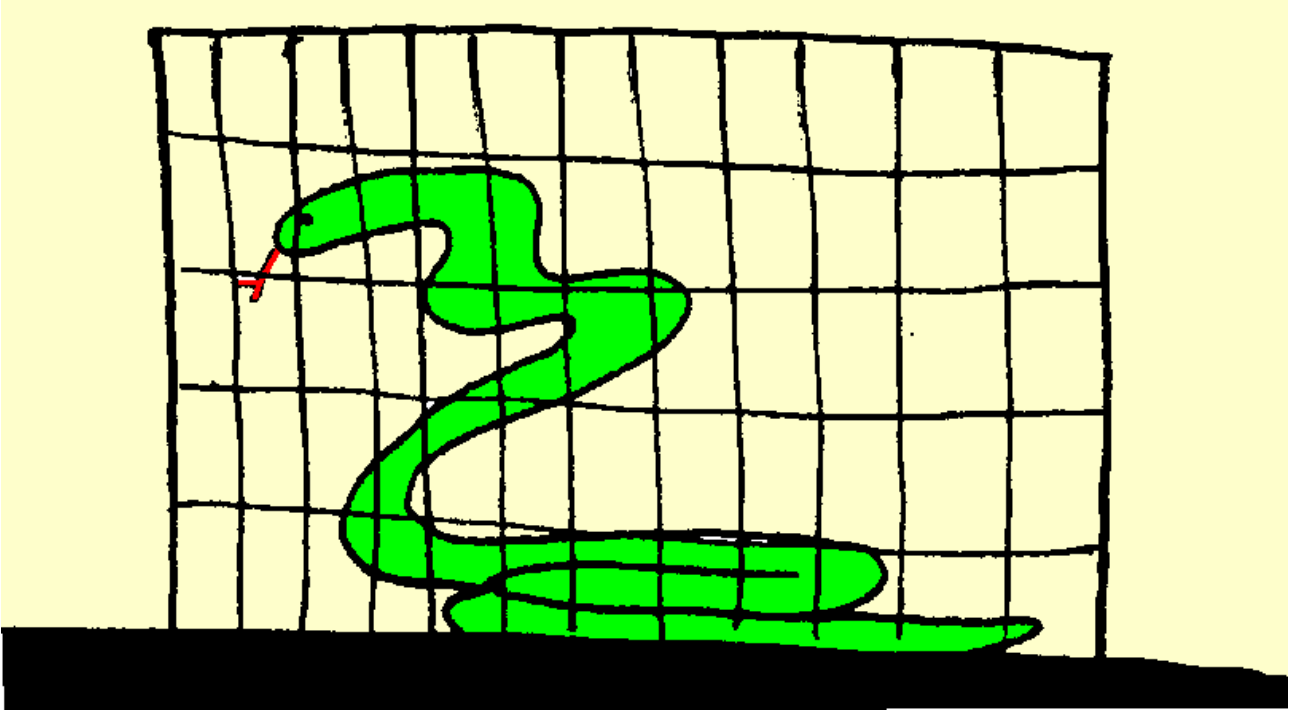


Q q



R r

wr



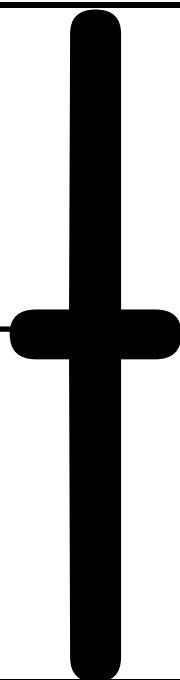
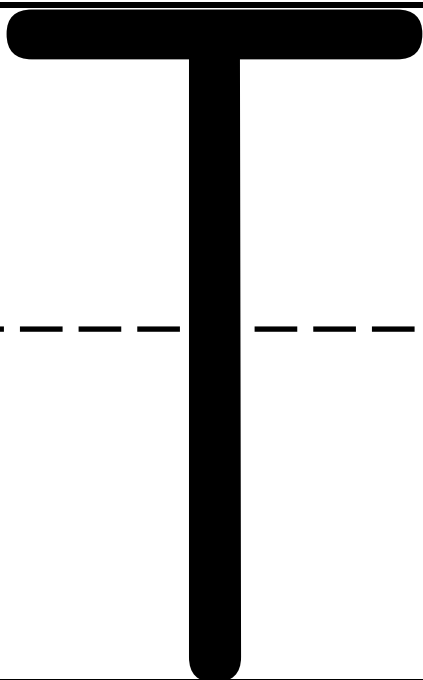
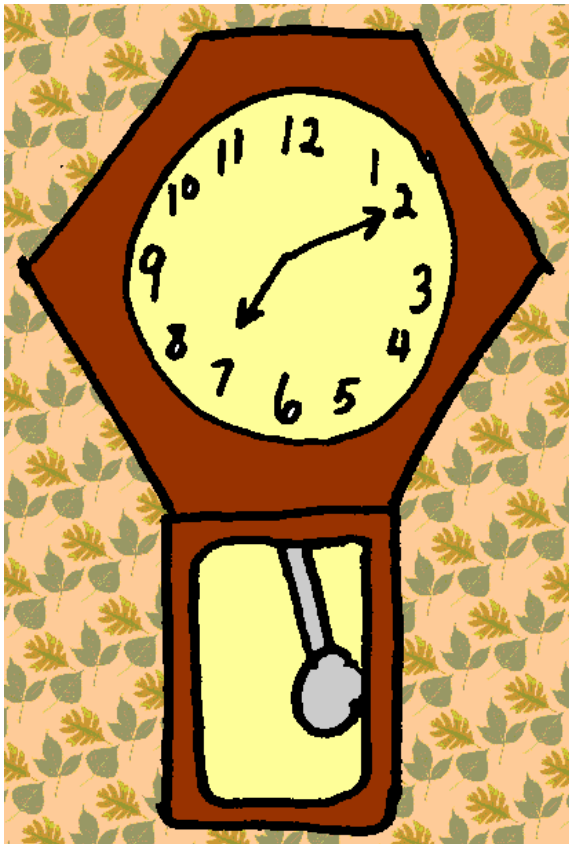
S

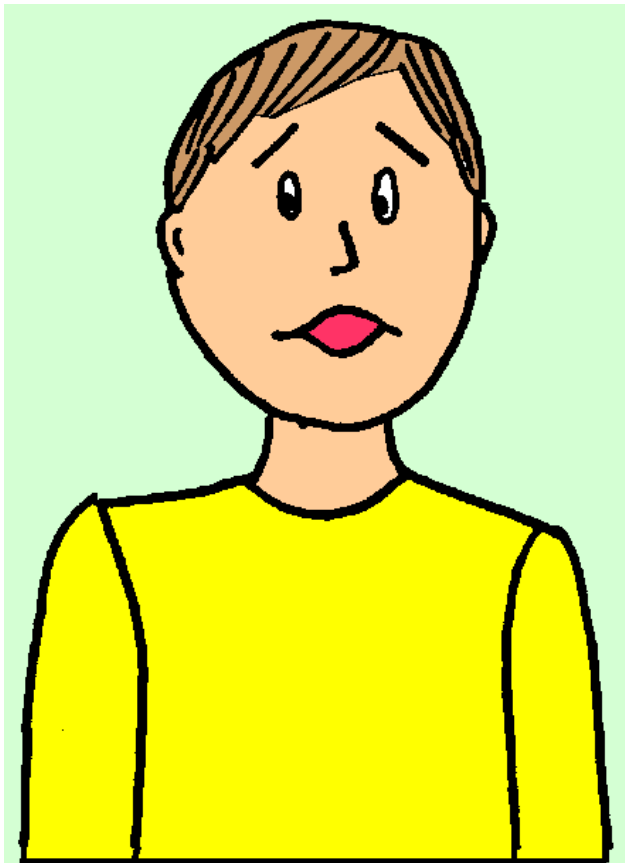
s

ce

ci

cy





u u



a

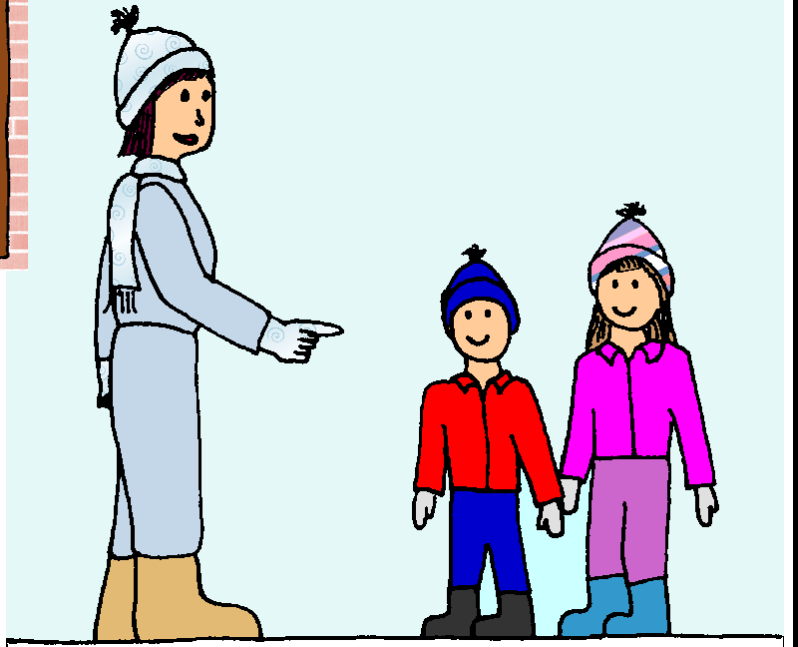
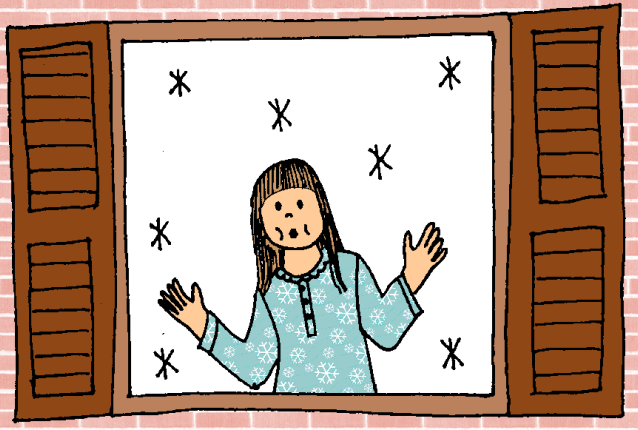


a



a





—

U

—

u

ui

ue

u_e



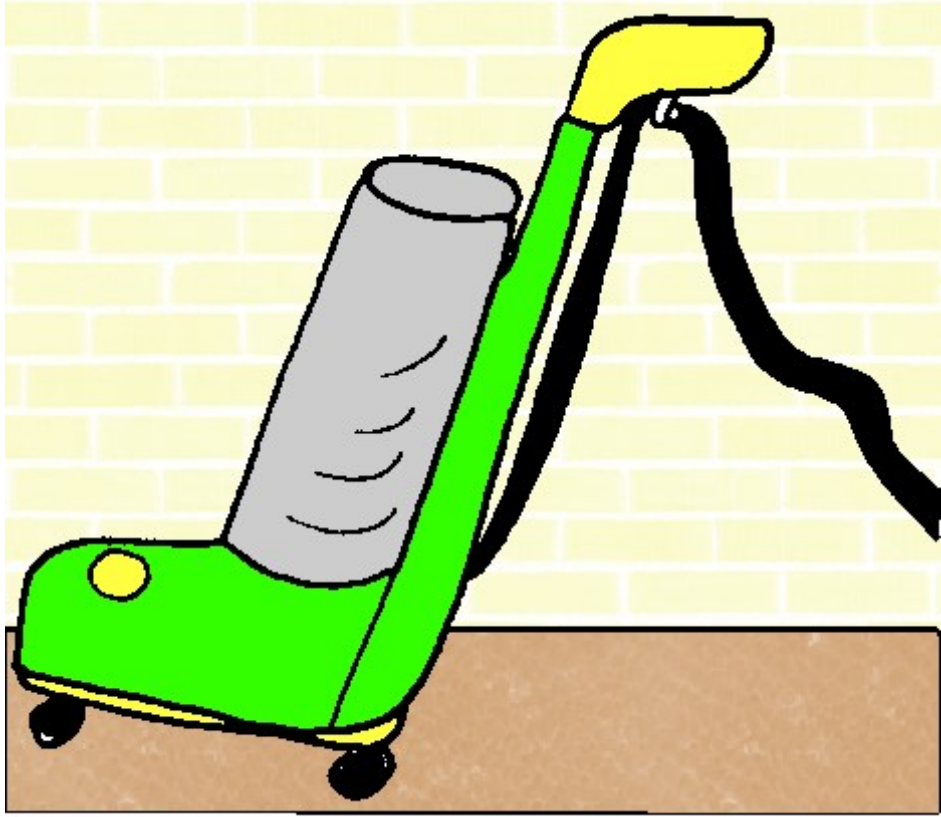
o o

U

ü

oo

ould



V

v

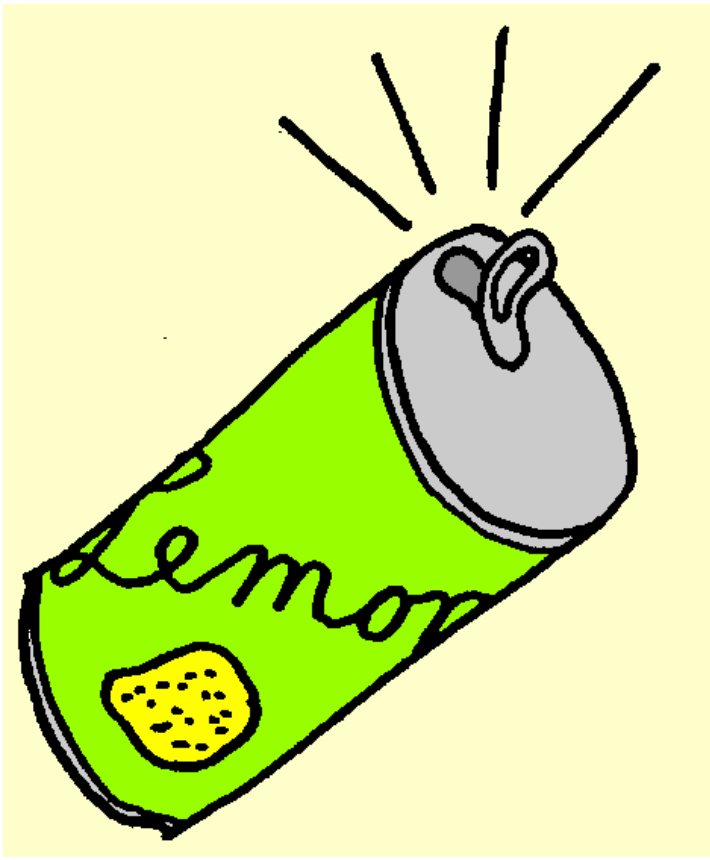
—ve



W W

w w

wh



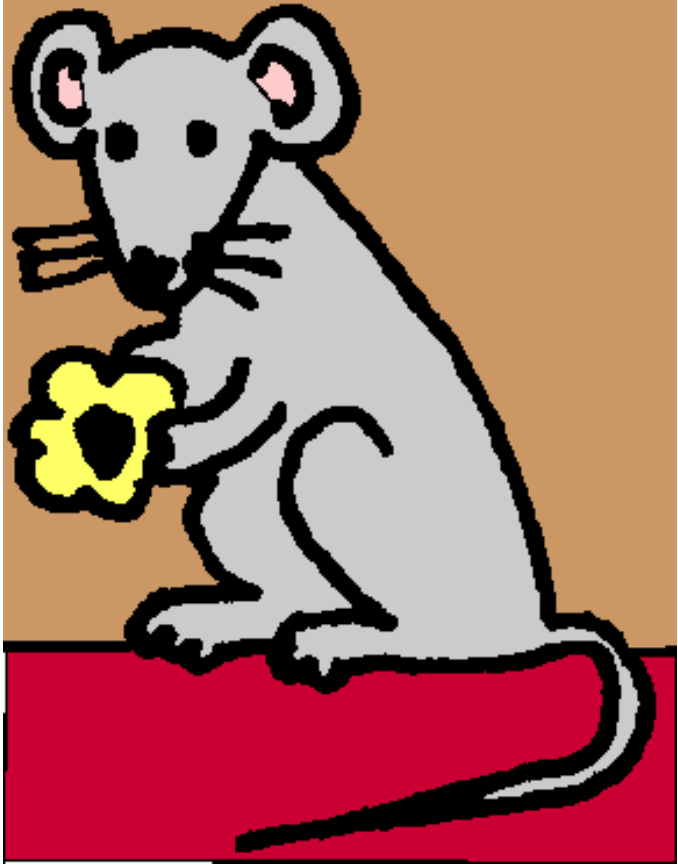
X

x



Y

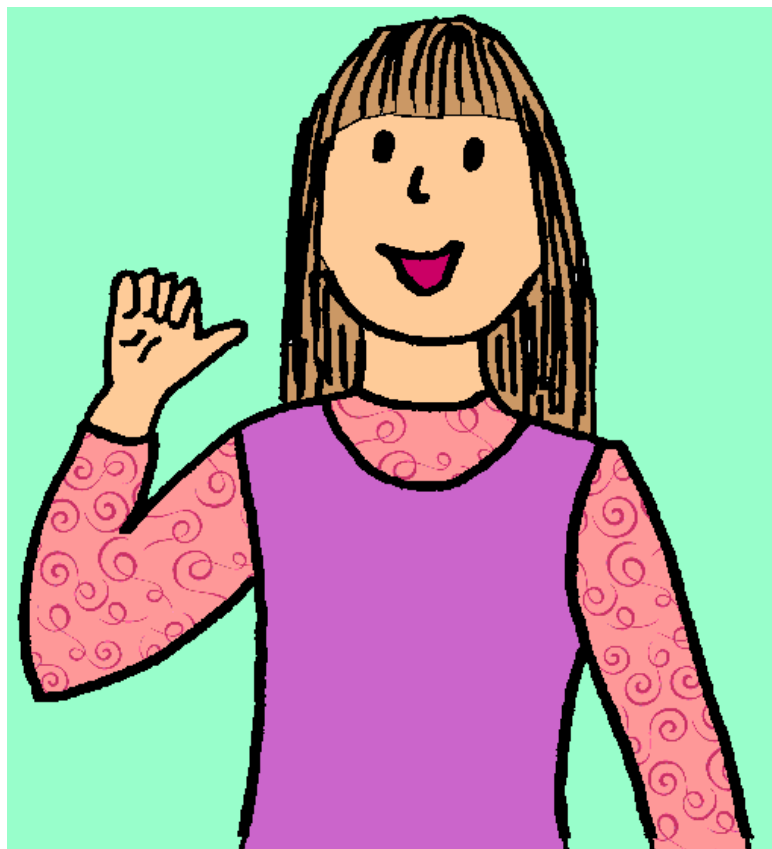
y



Y

y

ei

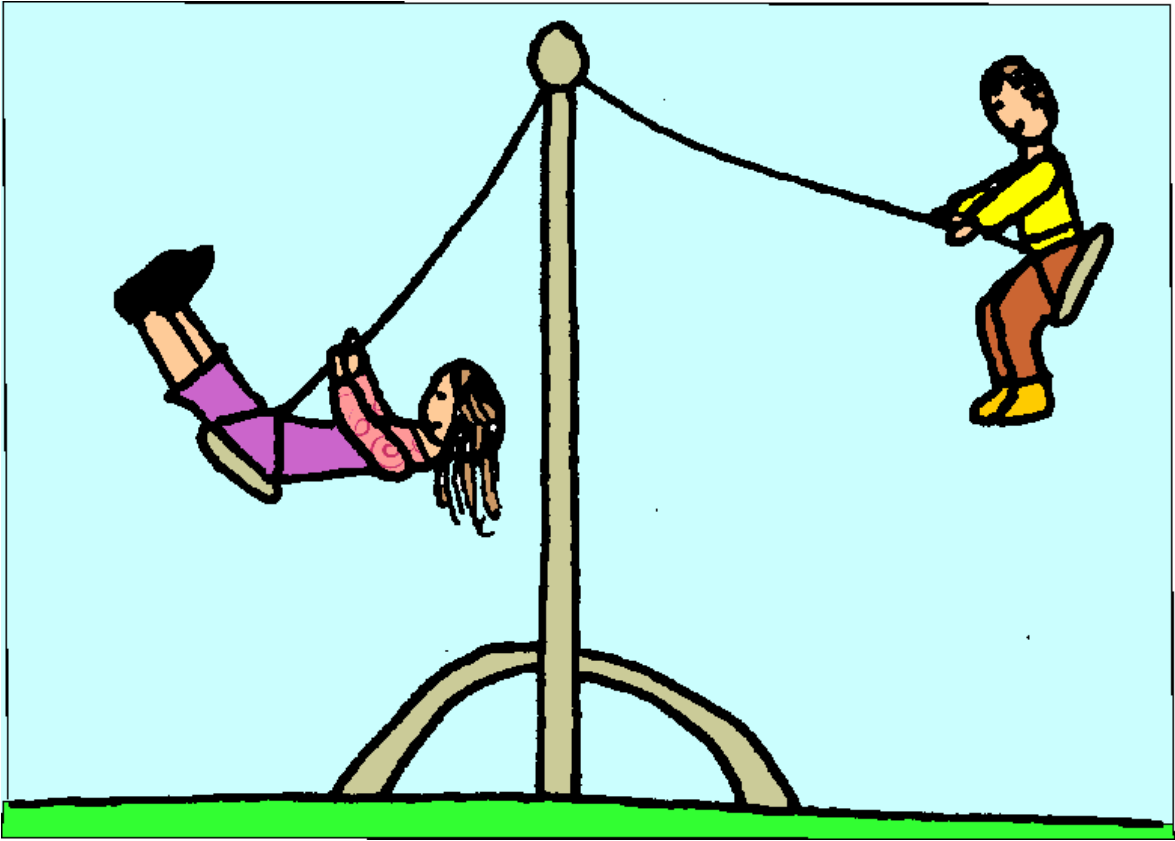


Y

y

y e

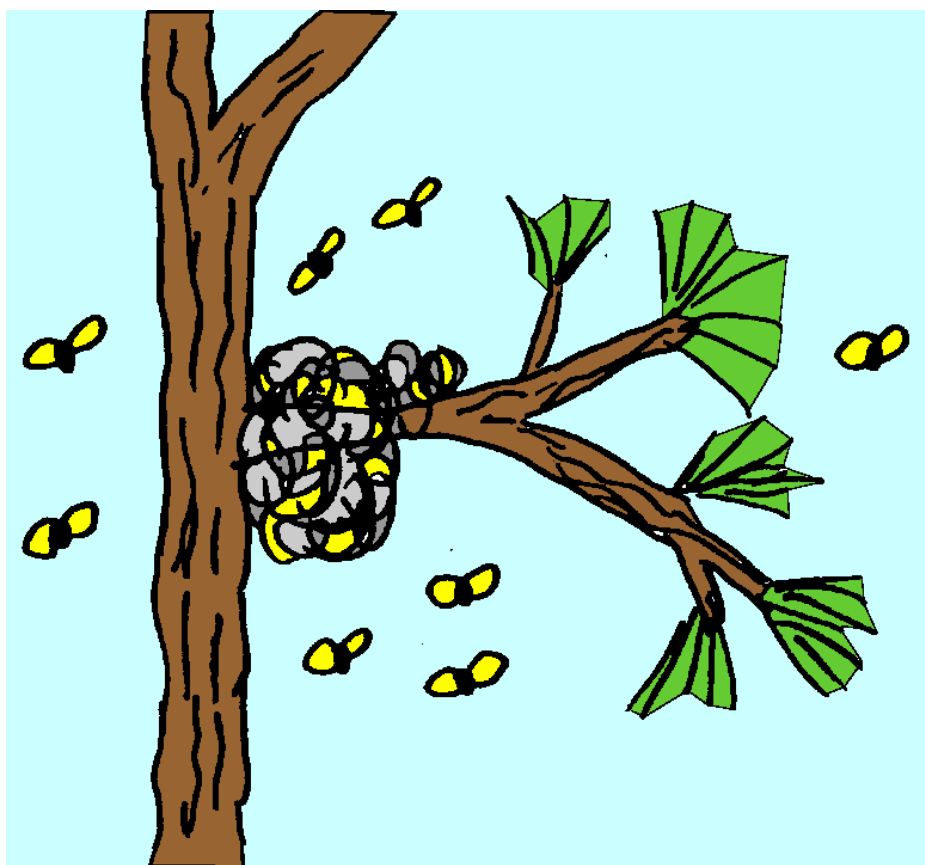
y _ e



Y

y

i



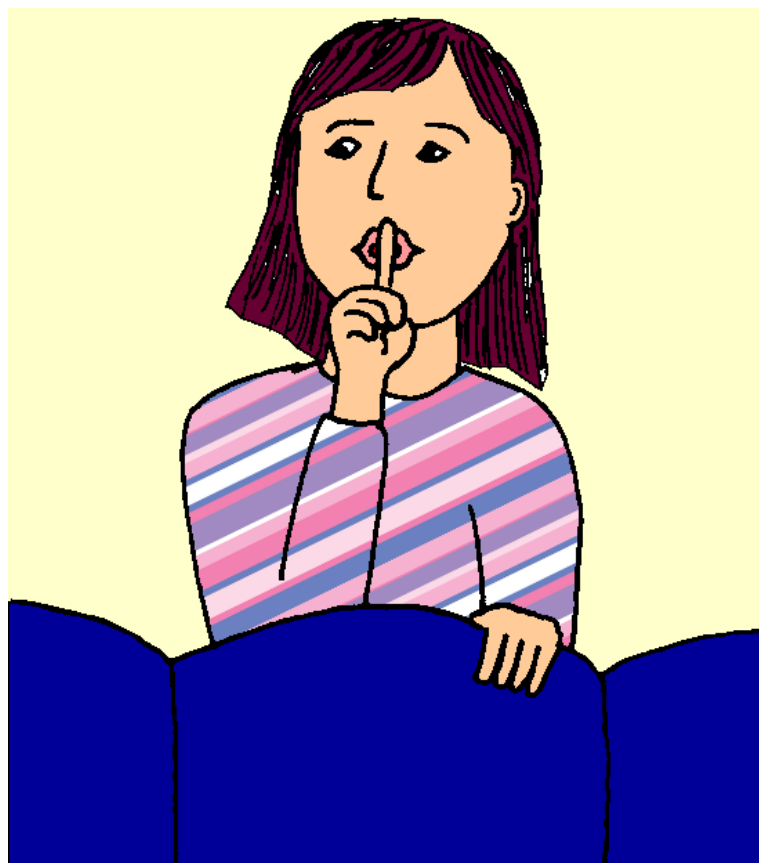
Z

z

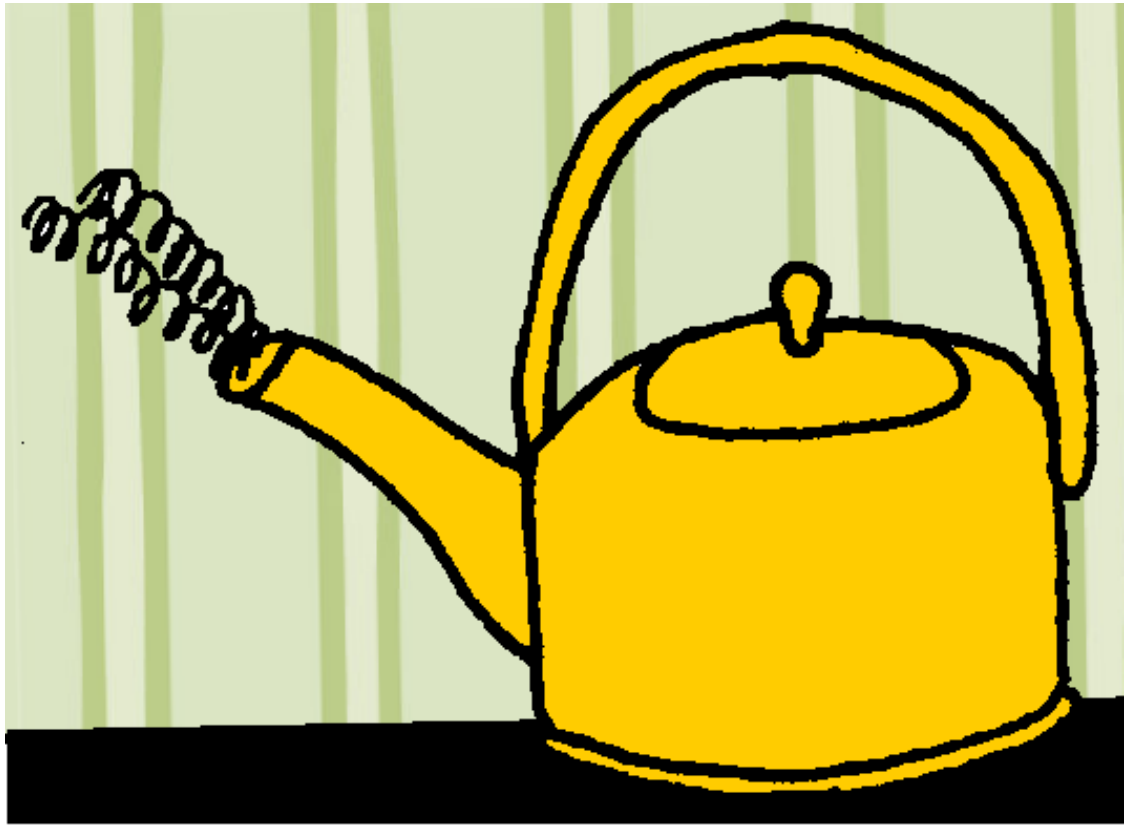
s

— se

— ze



s h



t h

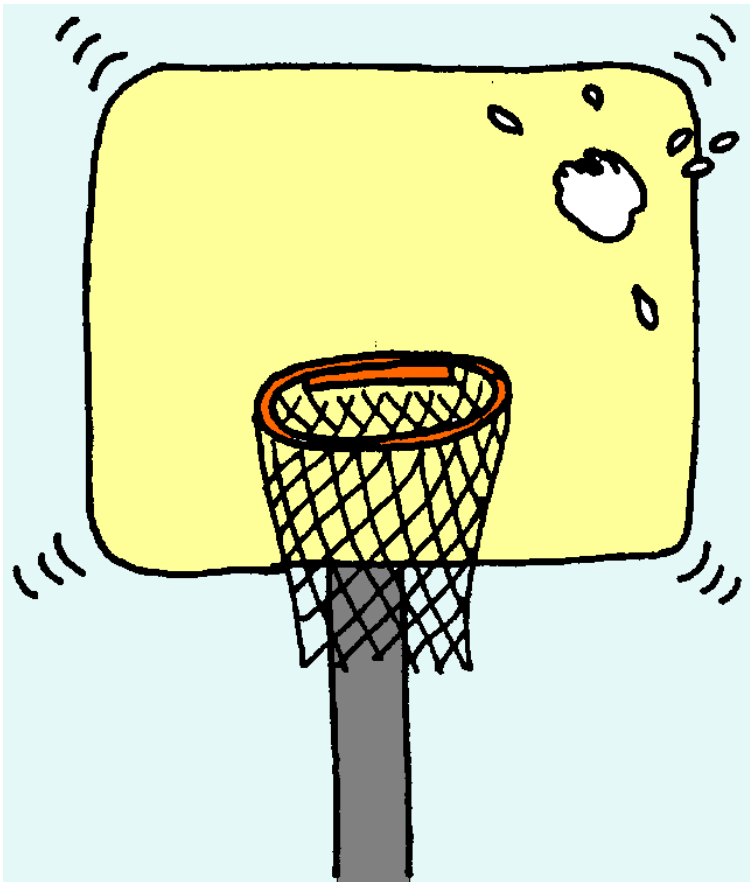


th



ch

— tch

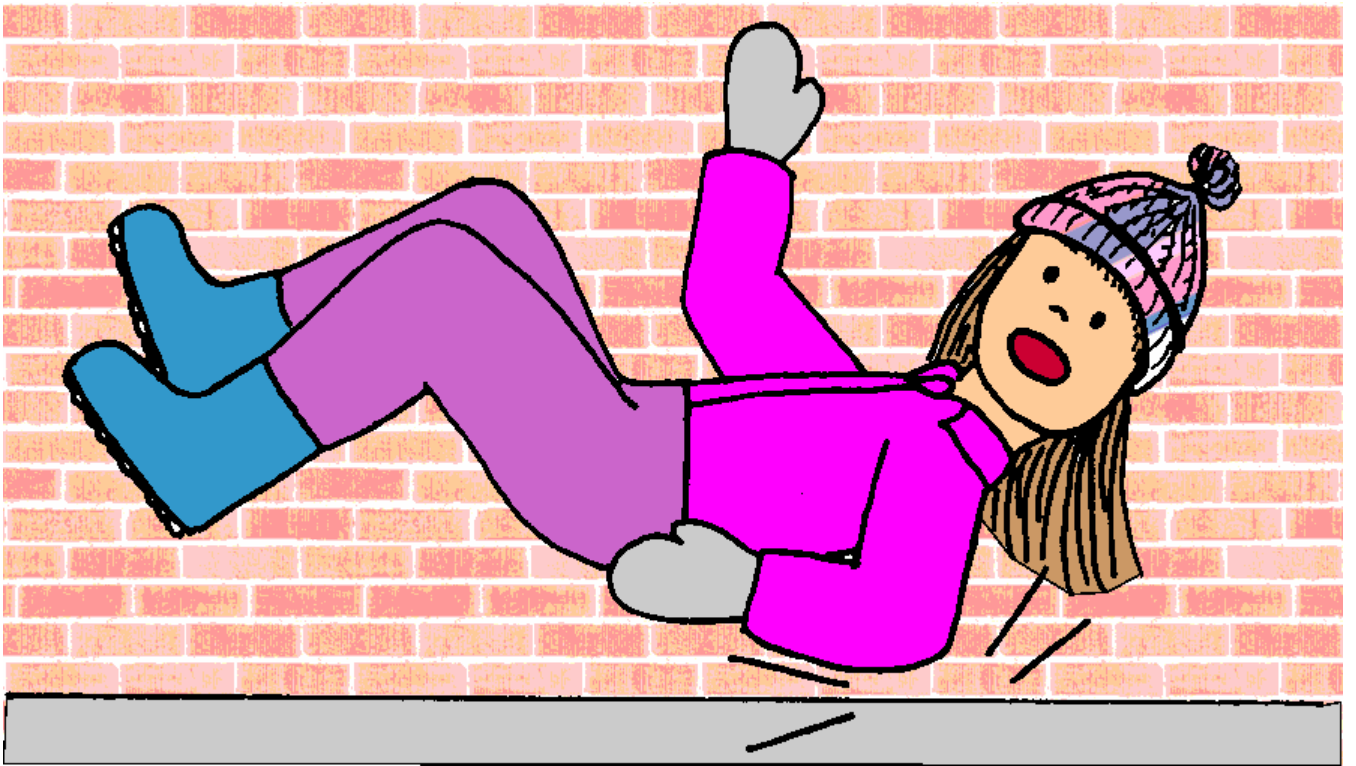


n g



oi

oy



ow

ow



vision

measure

azure

garage

Note 1: The small boxes at the bottom of some of the pages show alternate phonics patterns that represent the same sound. In some cases, there are too many alternate patterns to fit at the bottom of the page. Additional patterns are included on this page and on the following pages, as needed. The extra patterns should be added to the bottom of the designated charts.

Note 2: The pictures shown on the charts come from *A Sound Story About Audrey And Brad*. You can listen to the sound each picture represents by listening to the sound story at www.soundcityreading.net. The pictures are not used as key word pictures, which typically represent the beginning sound for a given key word. The pictures represent spoken or environmental sounds that occur in the sound story. For example, the picture of a black bird for the dotted ä sound does not show the b/bird or c/crow sound. It shows the sound of the crow's call: "aw."

More dotted ä patterns. Attach to the bottom of the dotted Ä ä wall card when these patterns are introduced.

all

al

alk

wa

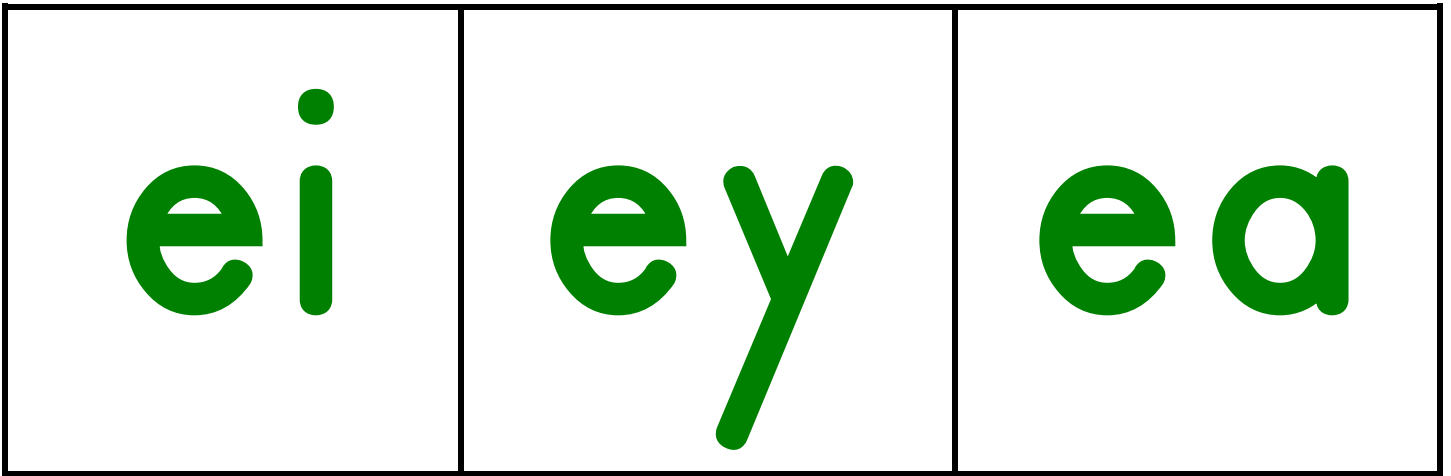
swa

qua

squa

ought

More long ē patterns. Attach to the bottom of the Ē ē wall card.



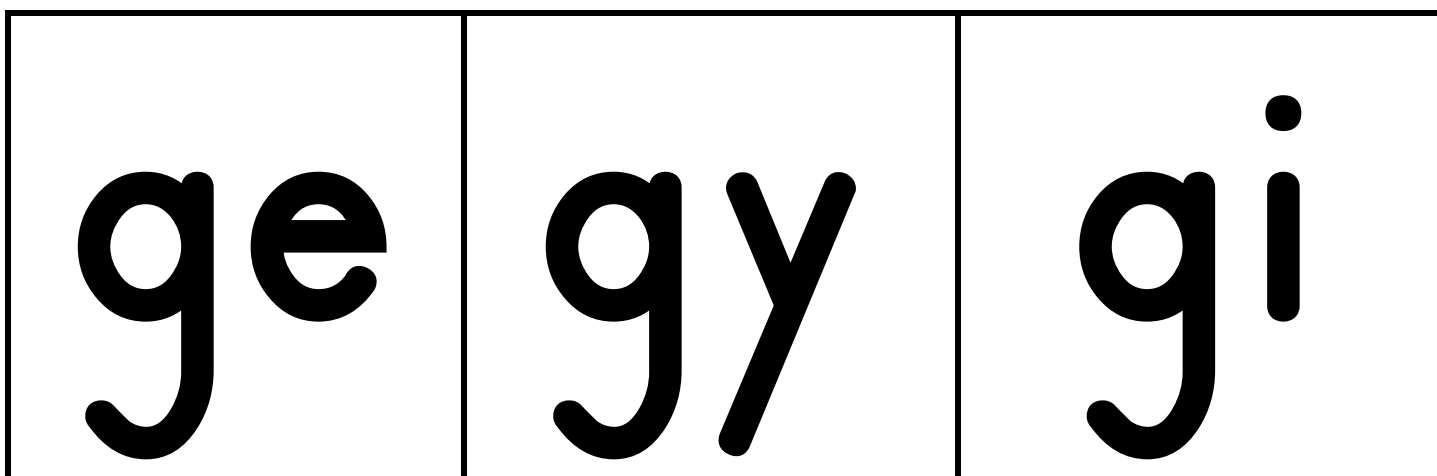
More dotted ë patterns. Attach to the bottom of the dotted Ě ë wall card.



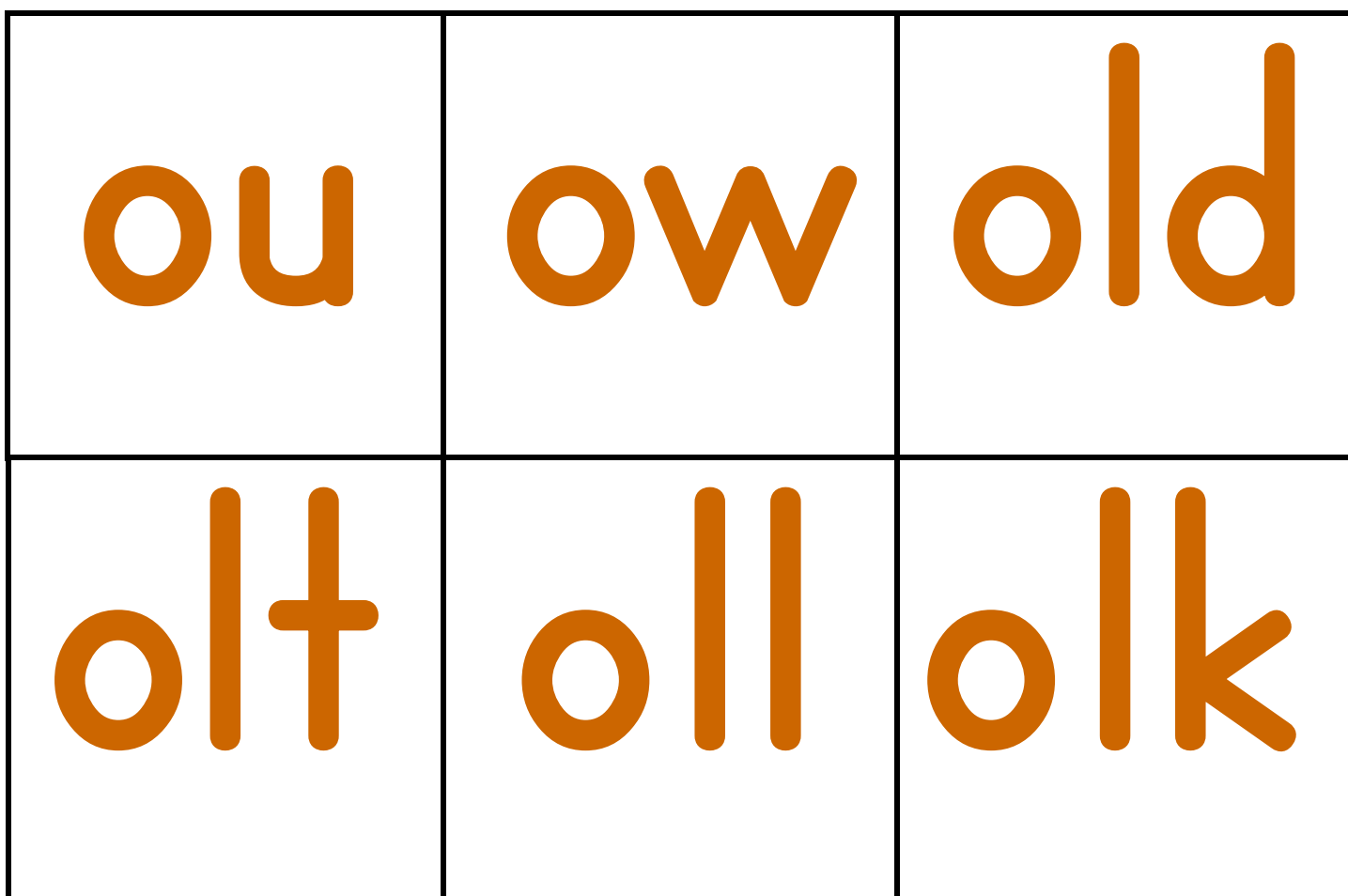
More long ī patterns. Attach to the bottom of the Ī ī wall card.



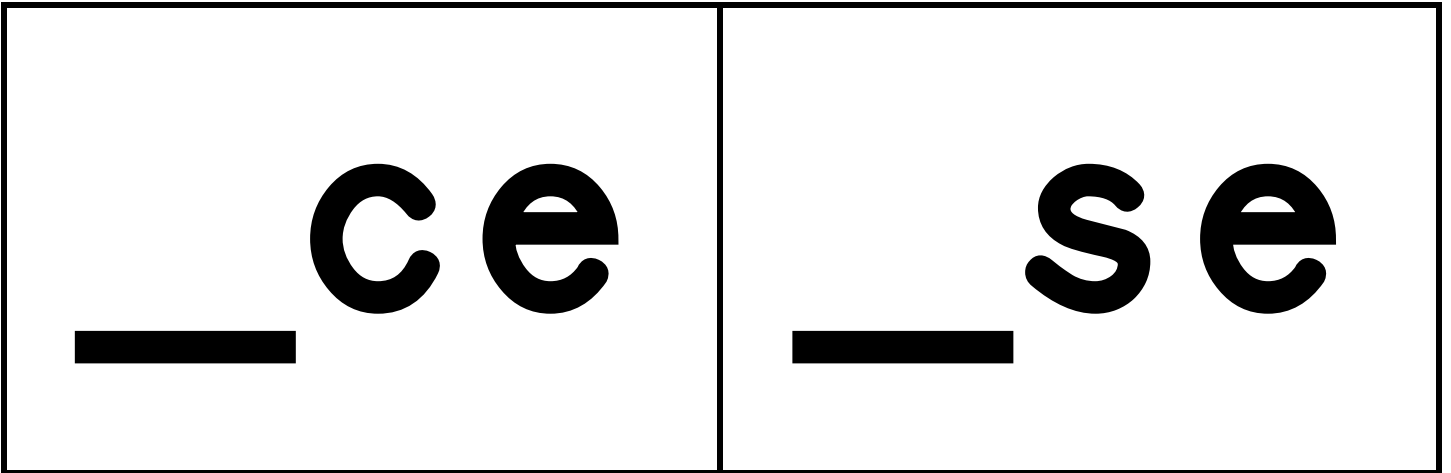
More patterns with the /j/ sound. Attach to the bottom of the J j wall card.



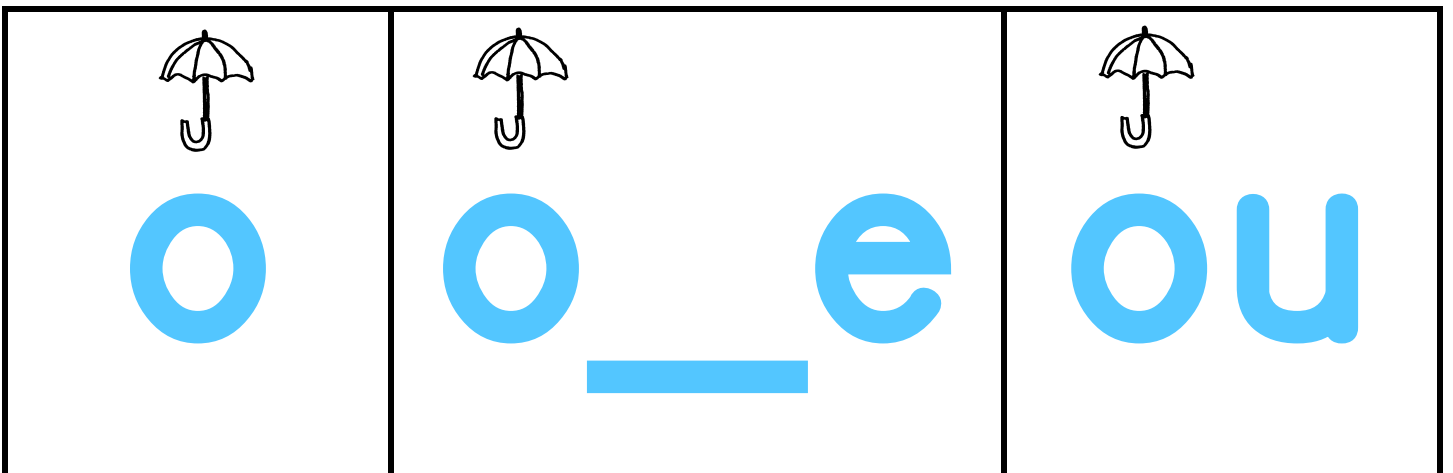
More long ō patterns. Attach to the bottom of the long Ō ō wall card.
Cover the ou and ow patterns until they are taught in Book 4.



More patterns with the /s/ sound. Attach to the bottom of the S s wall card.



More patterns with the short u sound. Attach to the bottom of the short U u wall card.



One more long ū pattern. Attach to the bottom of the long Ū ū wall card.
This is a rule breaker pattern because it does not begin with the letter u.

