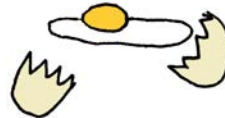


Advanced Learning The Alphabet

A B C



With Manuscript Handwriting

BOOK 2

s j o c d a v g p k y q z

Sound Story
Handwriting
Oral Blending
Segmenting

Beginning Sounds
Ending Sounds
Middle Sounds
Sound Blending



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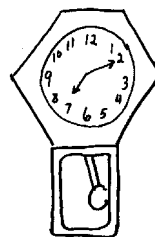
A Sound Story

About Audrey and Brad



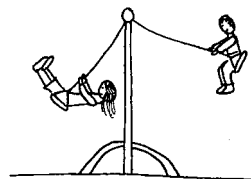
Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



T t

“Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”
(i/in)



I i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, “h, h, h, h.”



H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. “Did you practice every day?” she said. “I did,” said Audrey quickly. Brad replied that he had practiced, too.
(i/lilac)

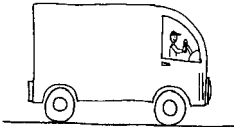
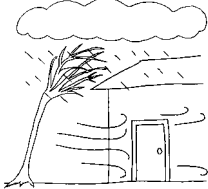



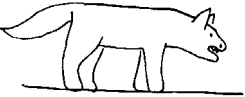


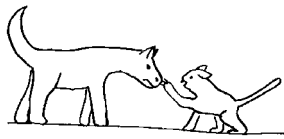
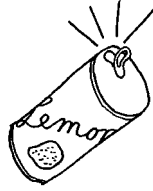
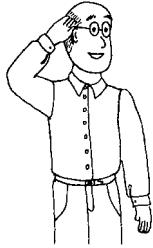
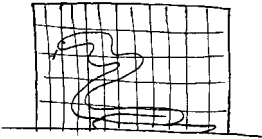
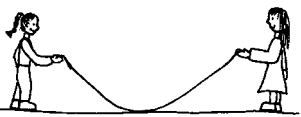

ī ī



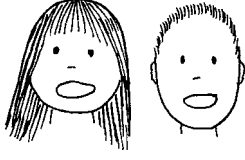
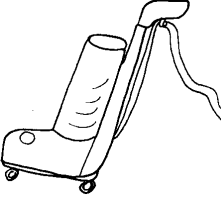

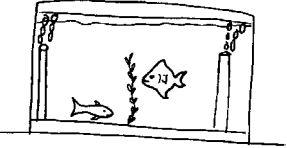
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”



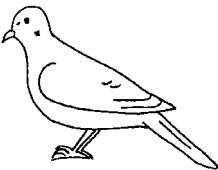
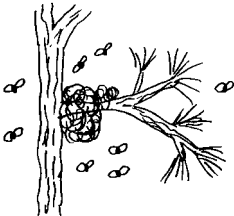


L l

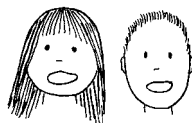


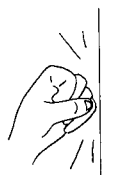

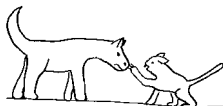


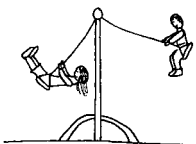
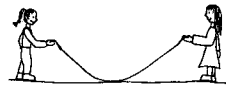



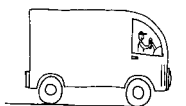

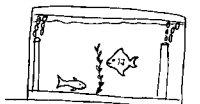


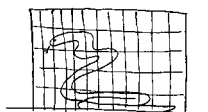
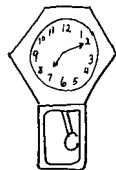



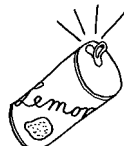


<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, “wwwwww.”</p>		<p>W w</p>
<p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)</p>		<p>U u</p>
<p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p>		<p>B b</p>
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		<p>M m</p>
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>		<p>R r</p>

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p>		<p>X x</p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing aids,” said Mom. “He could hear much better with them.” (e/egg)</p>		<p>E e</p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “sssss” sound.</p>		<p>S s</p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.</p>		<p>J j</p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)</p>		<p>O o</p>

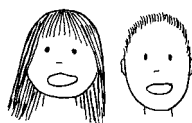


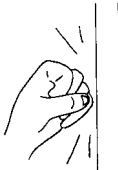

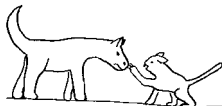


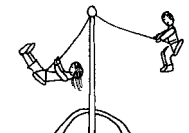




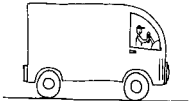

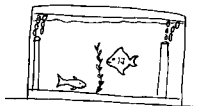


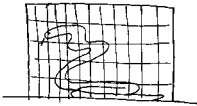
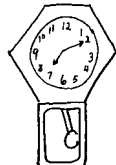



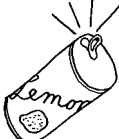


<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>		<p>D d</p>
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ax)</p>		<p>A a</p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>		<p>V v</p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>		<p>G g</p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p>		<p>P p</p>

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p>		<p>Y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>Q u qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>

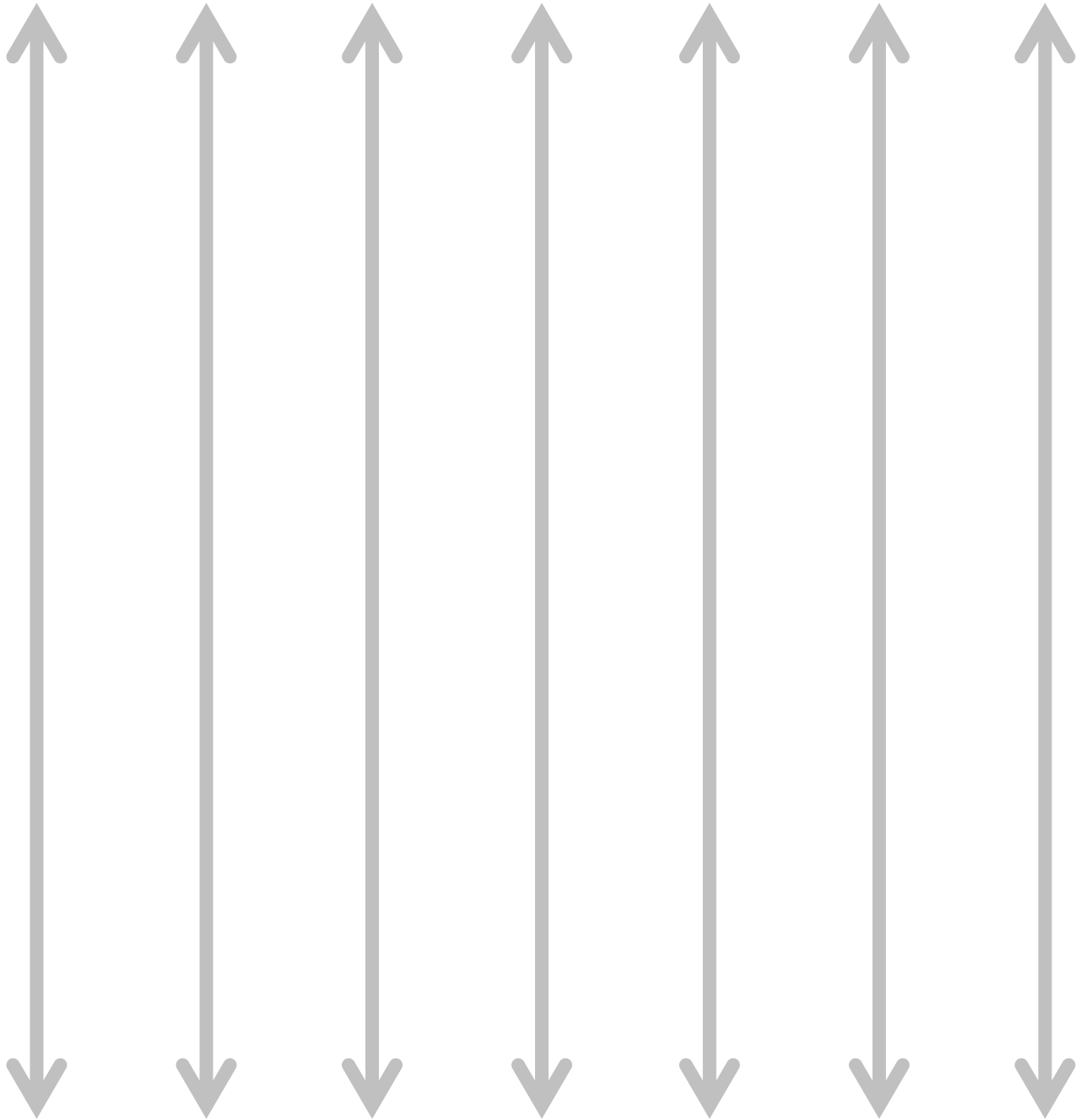
These are the consonants and short vowels in alphabetical order. Point to each letter and have students say the sound (not the letter name). If students are learning the alphabet for the first time, point to only the letters that have been taught.

A a 	B b 	C c 	D d 	E e 	
F f 	G g 	H h 	I i 	J j 	
K k 	L l 	M m 	N n 	O o 	
P p 	Qu qu 	R r 	S s 	T t 	
U u 	V v 	W w 	X x 	Y y 	Z z 

Lower Case Letters - Point to each letter and have students say the sound (not the letter name). If students are learning the alphabet for the first time, point to only the letters that have been taught.

a	b	c	d	e	
					
f	g	h	i	j	
					
k	l	m	n	o	
					
p	qu	r	s	t	
					
u	v	w	x	y	z
					

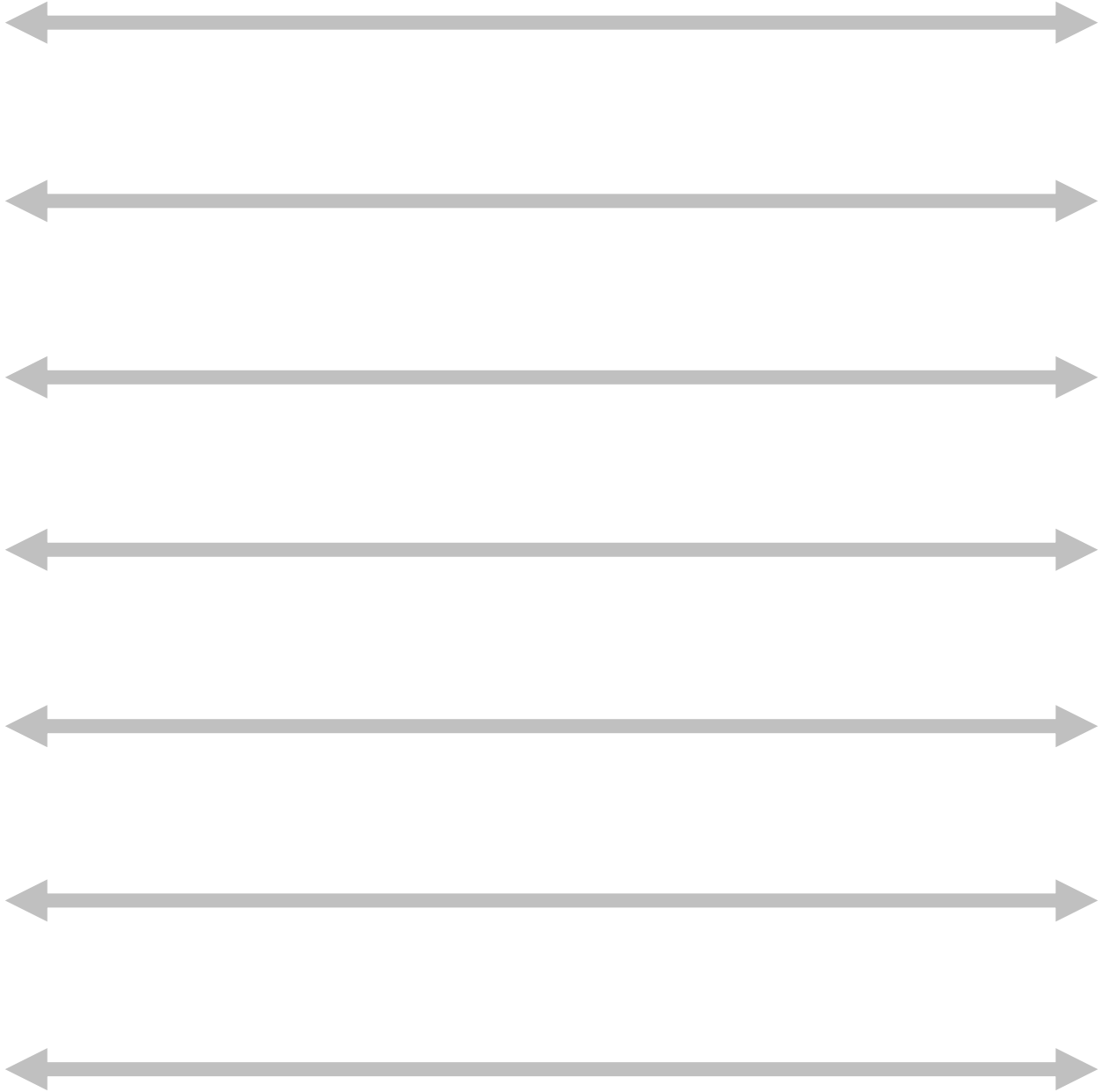
Handwriting Warm-Up Exercises



Prepares For: t, i, h, l, n, u, b, m, r, d, a, g, p, q

Trace these patterns with a pencil. Start at the top. Go down and back up without stopping.

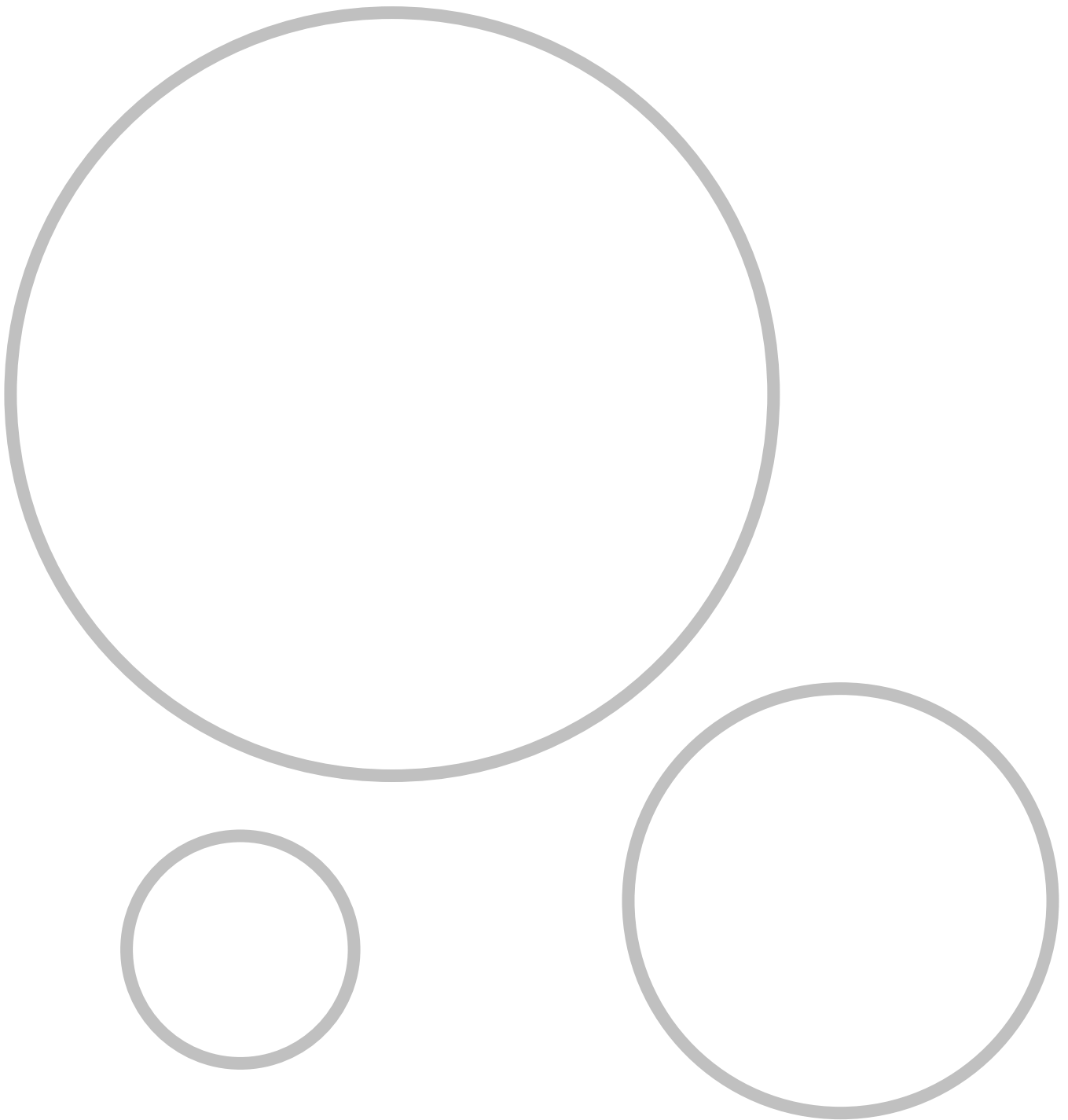
Handwriting Warm-Up Exercises



Prepares For: t, f, z, E, F, H, J, L, T

Trace these patterns with a pencil. Go from left to right, then retrace from right to left.

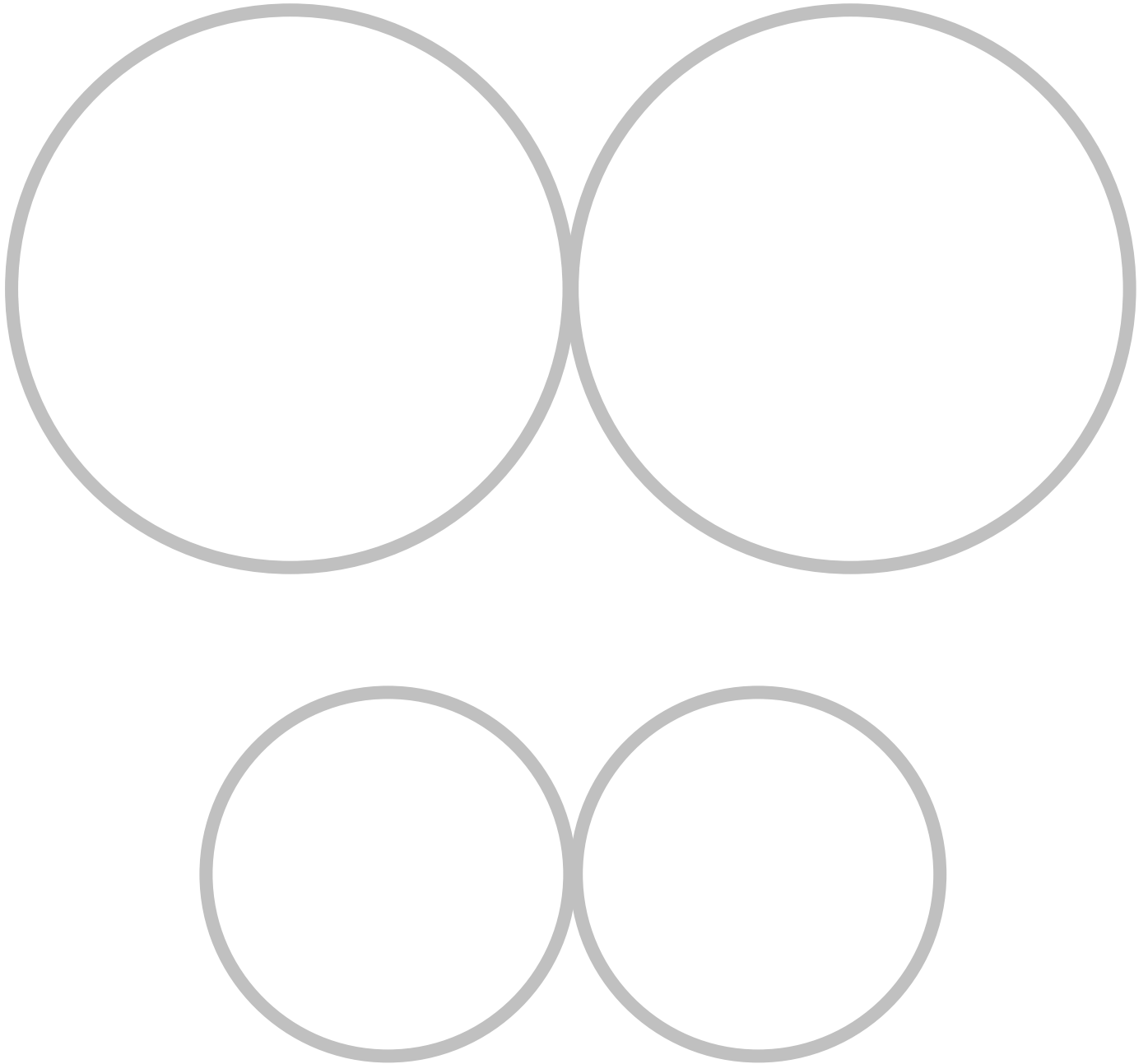
Handwriting Warm-Up Exercises



Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the top of each circle. First go counterclockwise. Go around several times. Then go clockwise. Go around several times. Do the largest circle first, and the smallest circle last.

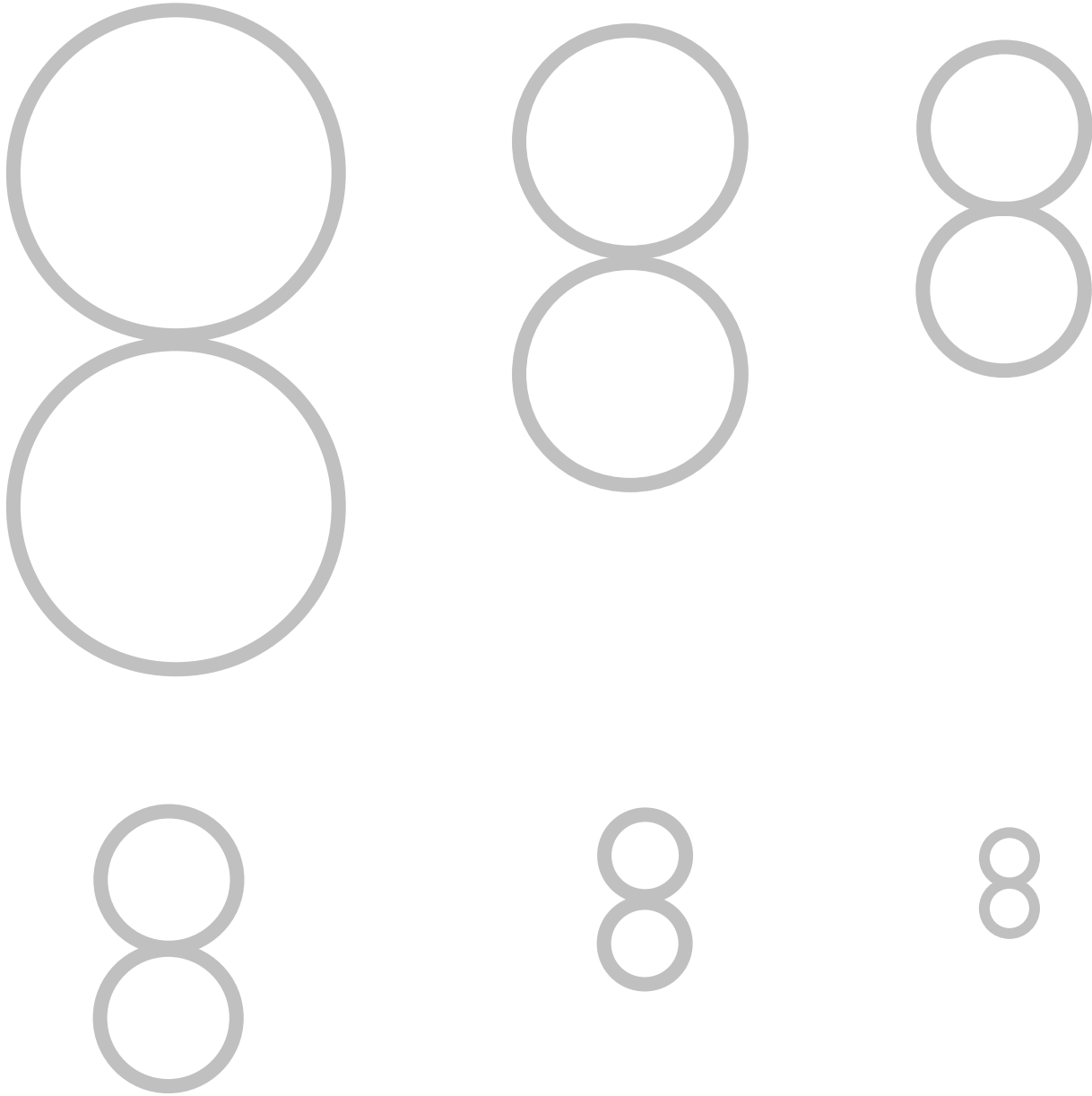
Handwriting Warm-Up Exercises



Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the midpoint, where the circles touch. Go up and around to the left. When you get back to the midpoint, keep going up and around to the right. Go around the whole shape several times. Trace the large shape first, then the smaller shape.

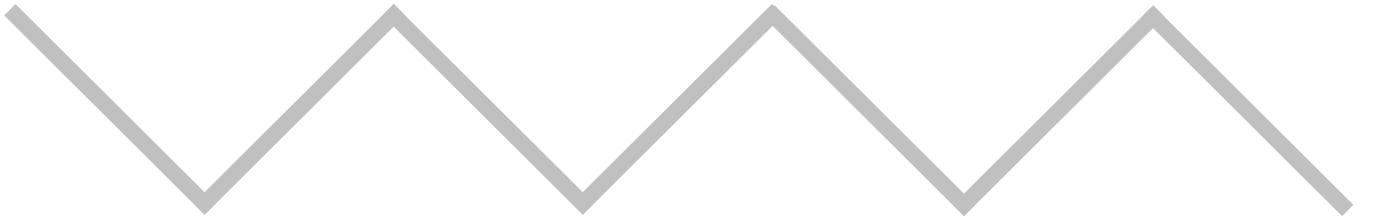
Handwriting Warm-Up Exercises



Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

Trace these patterns with a pencil. Start at the top of the figure eight and go counterclockwise. When you reach the midpoint, where the circles touch, keep going around the bottom circle, then continue back up to the top. Go around the whole figure several times without stopping. Start with the largest figure, finish with the smallest.

Handwriting Warm-Up Exercises



Prepares For: w, x, v, k, y, z

Trace these patterns with a pencil. First go from left to right. Then go from right to left. Start with the largest patterns.

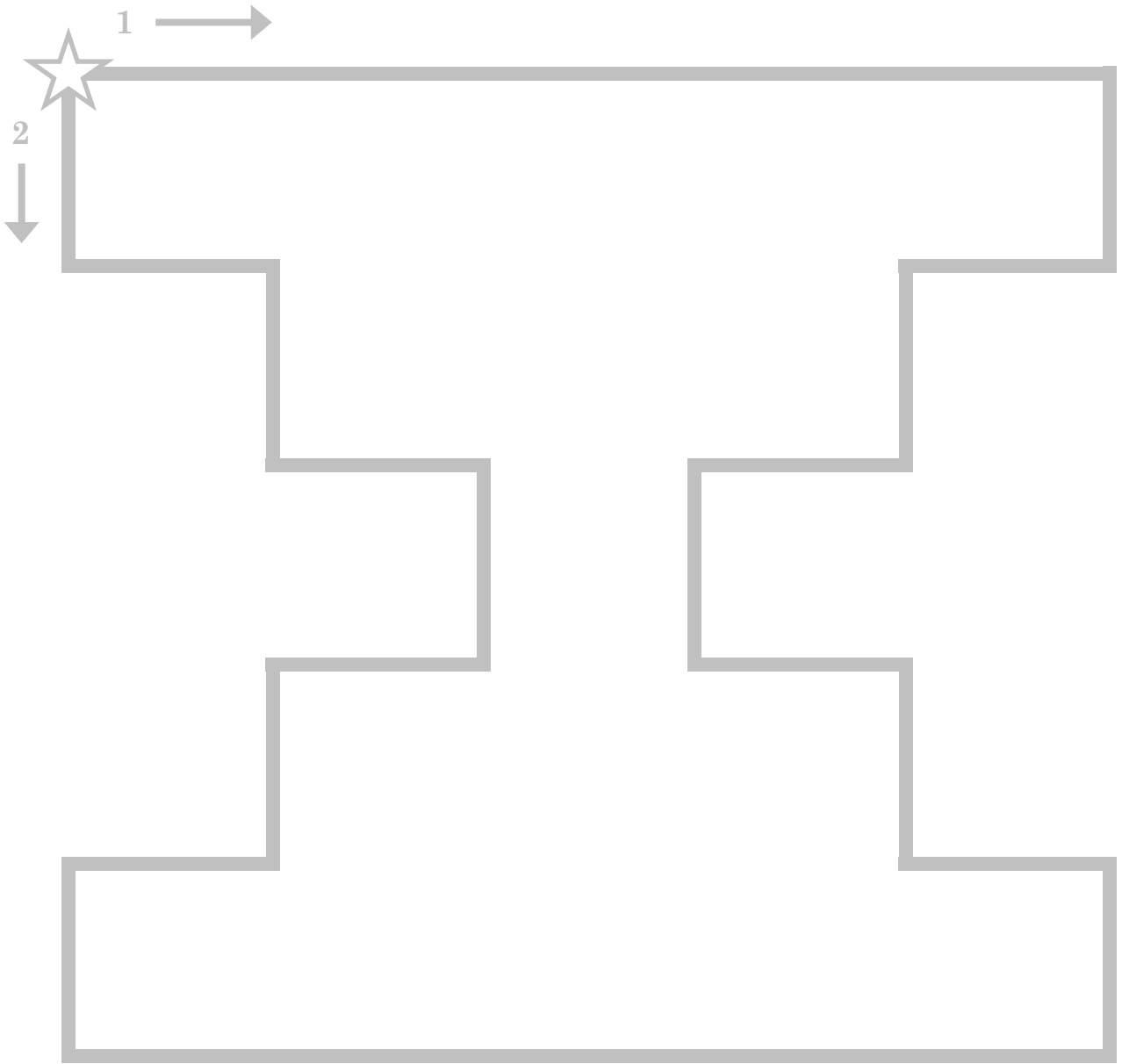
Handwriting Warm-Up Exercises



Prepares For: w, x, v, k, y, z

Trace these patterns with a pencil. First go from top to bottom. Then go from bottom to top. Start with the largest patterns.

Handwriting Warm-Up Exercises



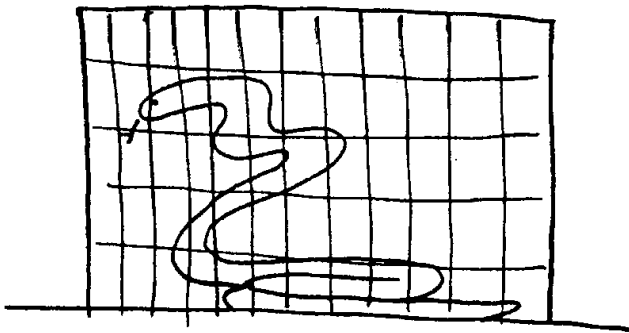
Prepares For: T, t, I, i, H, L, l, F, E, e, J, G, Z, z

Trace this pattern with a pencil. Start at the star. First, go to the right, then continue all the way around the shape. Make sharp corners whenever you turn. Second, start at the star again and go down. Continue all the way around in the other direction.

Note: Choose one or two pages to do at the beginning of each lesson, if desired. Select pages that reinforce the strokes needed to form a new or review letter. Pages can be repeated on different days as needed, retracing a second, third, or fourth time. You may want to let students use pencils in a different color when they repeat an exercise.

At School

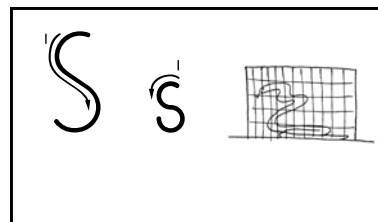
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “Sssss” sound.

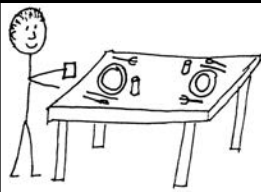


S s

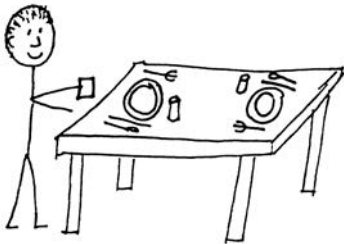
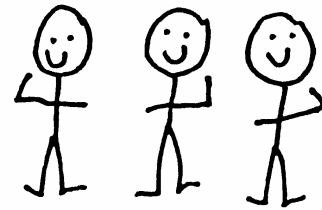
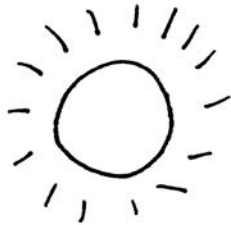
S s

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.

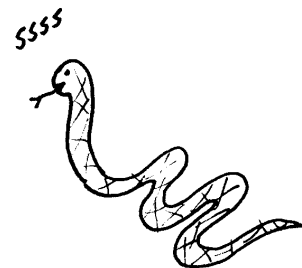
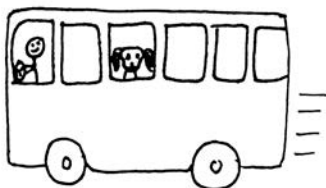


S S S	
s s s	
Rr Ff	
Xx Ee	
set	

Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.

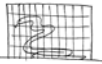




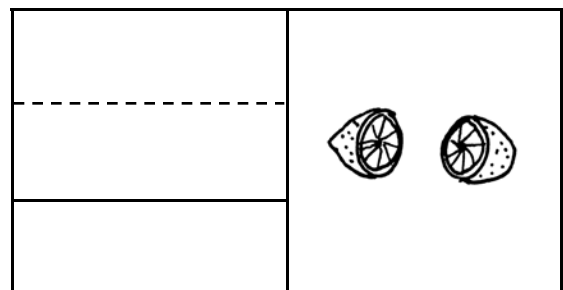
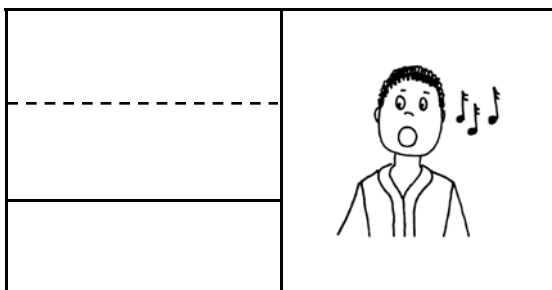
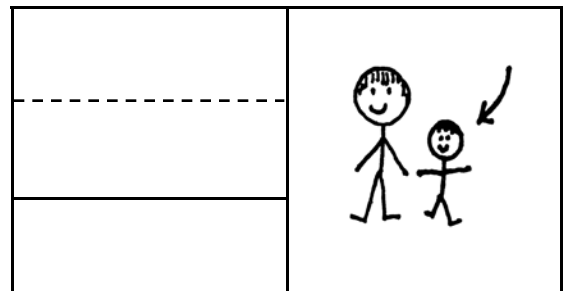
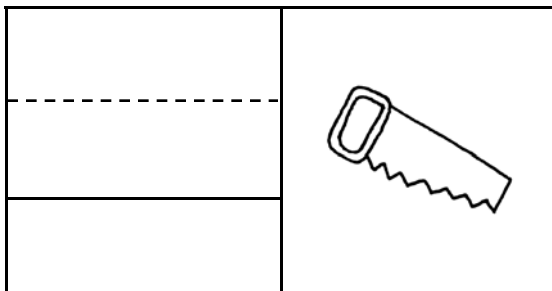
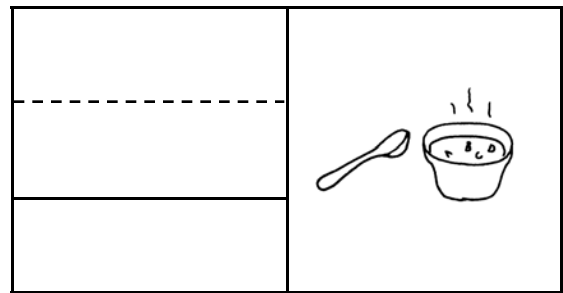
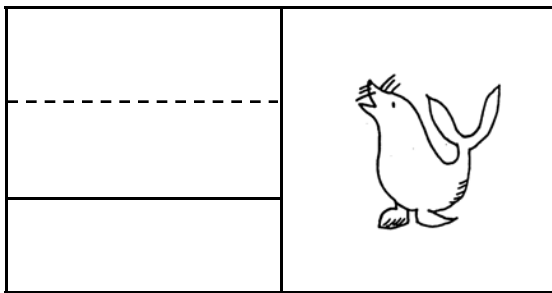
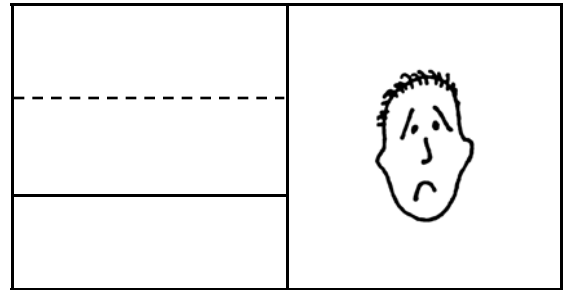
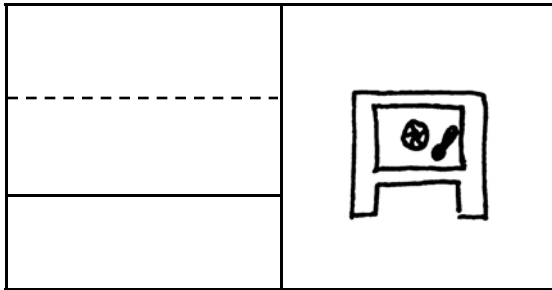
6



(s-i-t, m-e-ss, s-u-n, u-s, s-e-t, s-i-x, b-u-s, h-i-ss) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


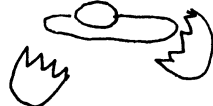
Beginning Sound - s


		 sun
(Empty space for writing practice)		




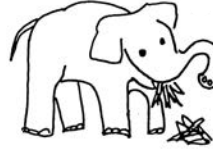
Trace the s and write more s's to fill the line. Write s to show the beginning sound for each picture: safe, seal, saw, sing, sad, soup, son, sour.


Beginning Sound Discrimination - s, e


s		e	
	sun		egg

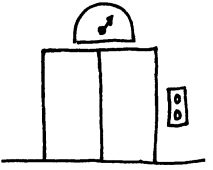
	


	


	

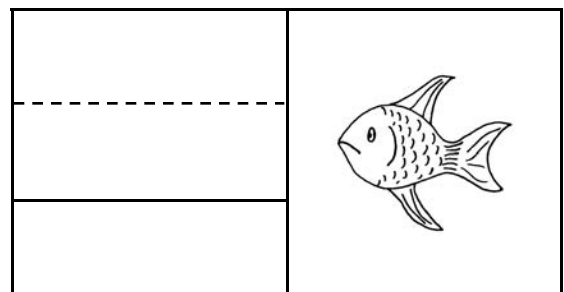
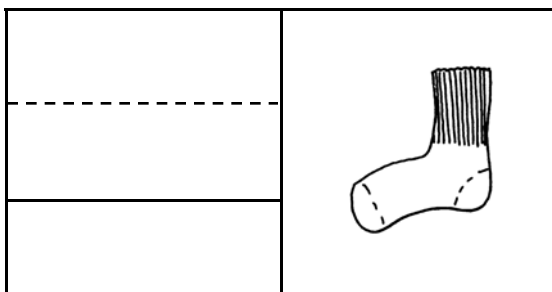
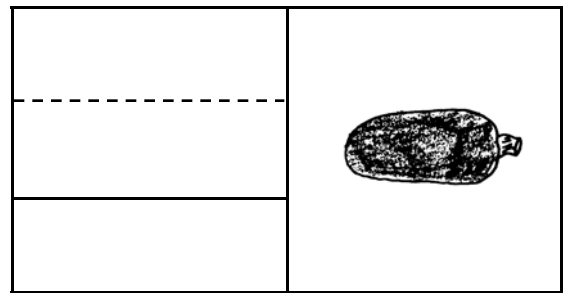
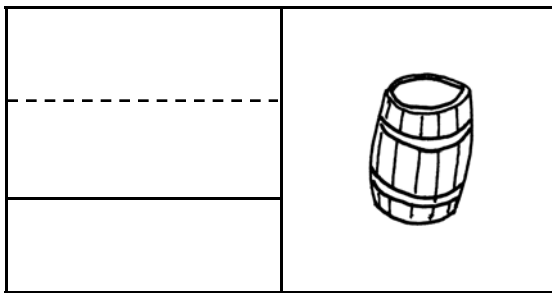
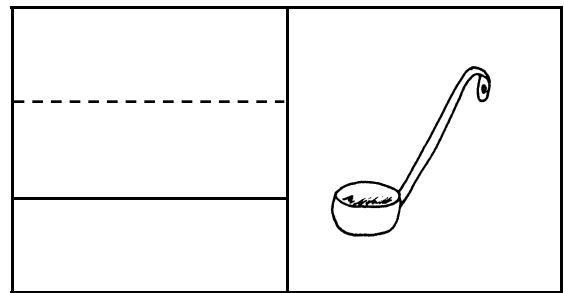
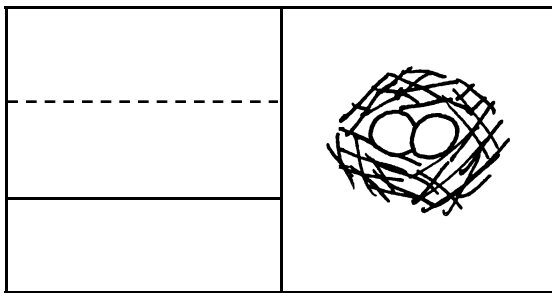
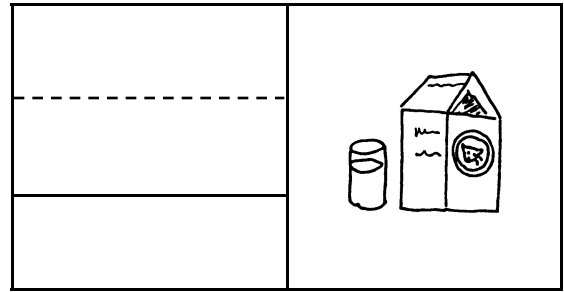
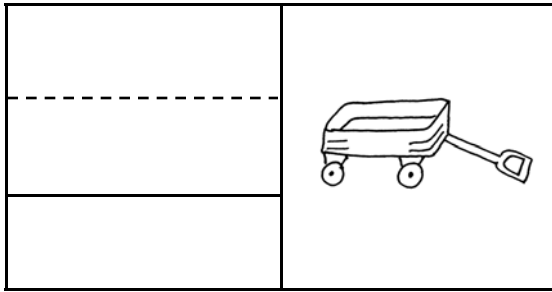
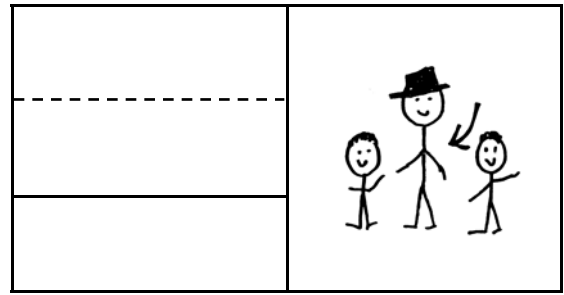
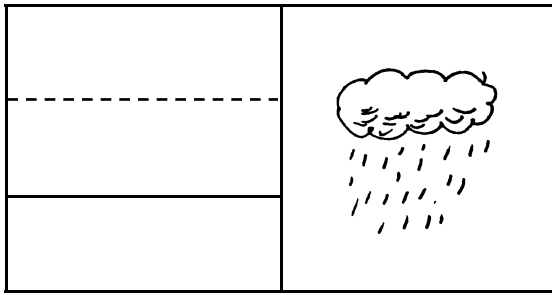
	

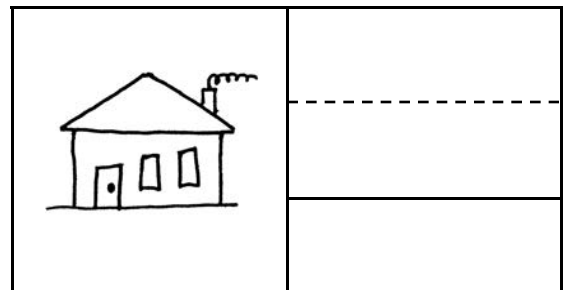
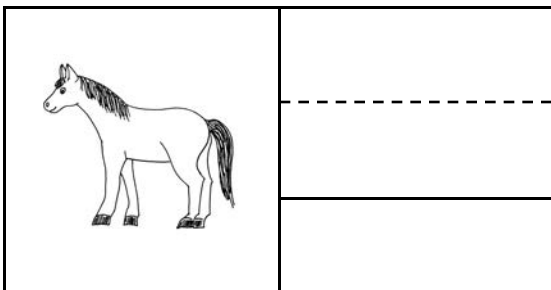
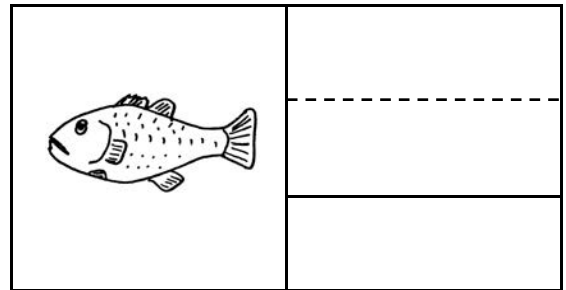
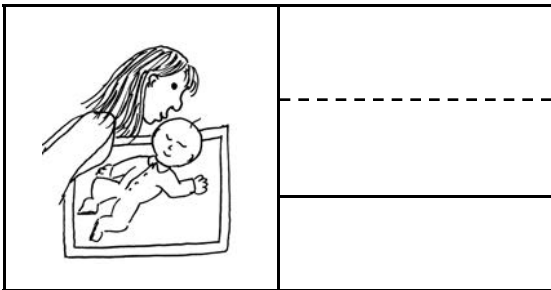
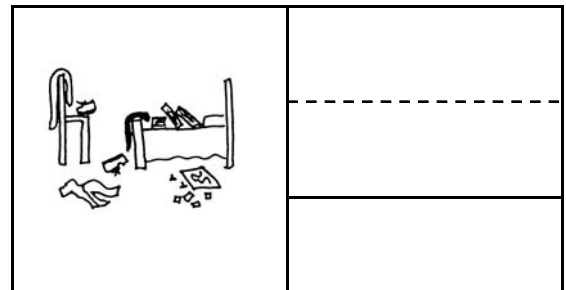
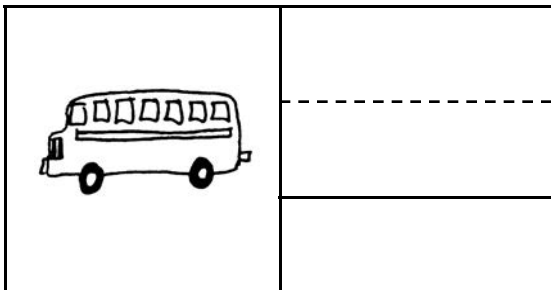
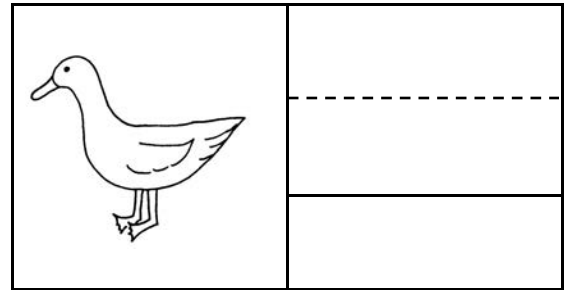
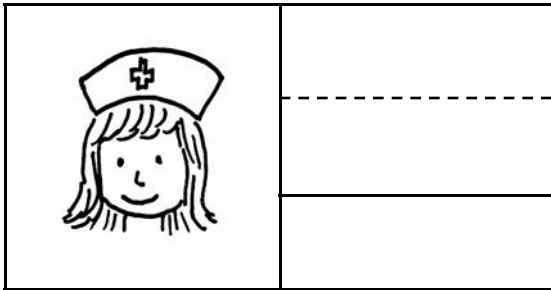
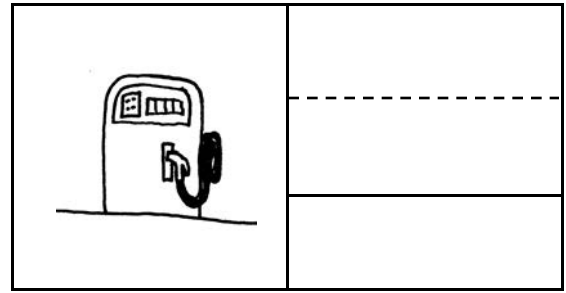
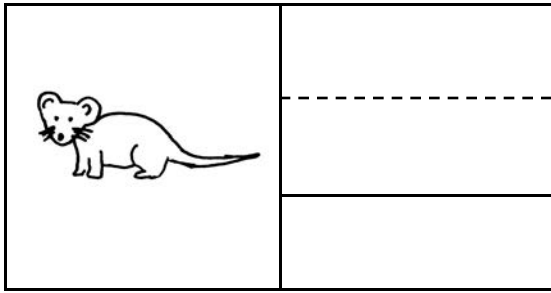
Write **s** or **e** to show the beginning sound for each picture: seal, elephant, elf, sign, sing, envelope, elevator, sail.

Beginning Sound Review - l, n, w, u, b, r, m, f, e, s



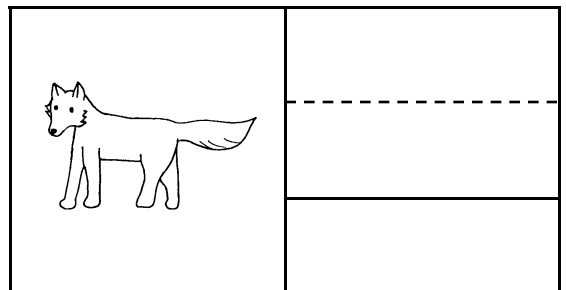
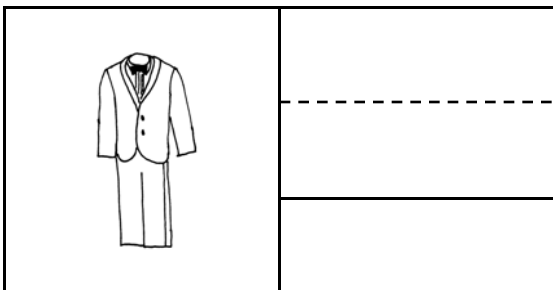
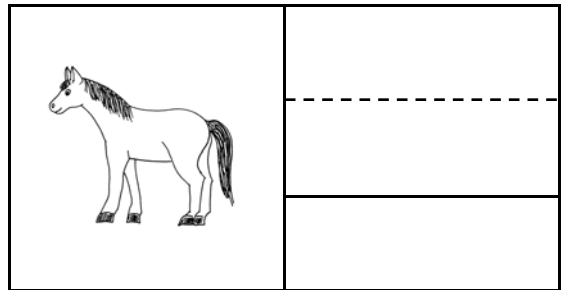
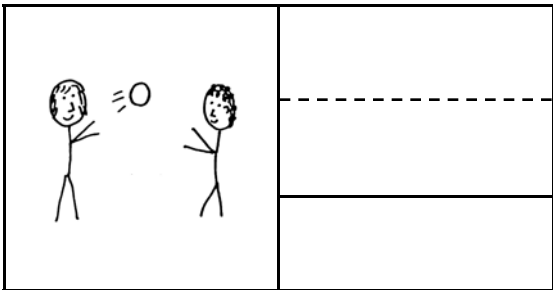
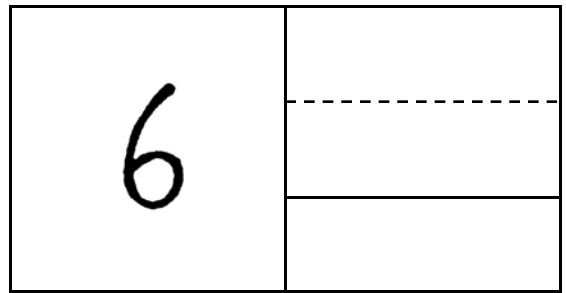
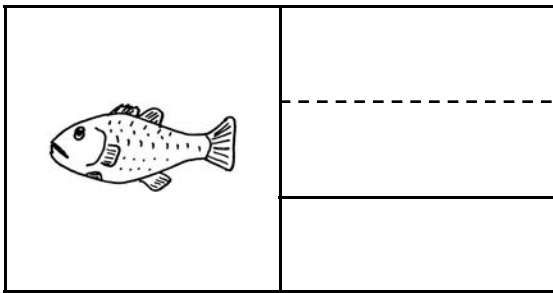
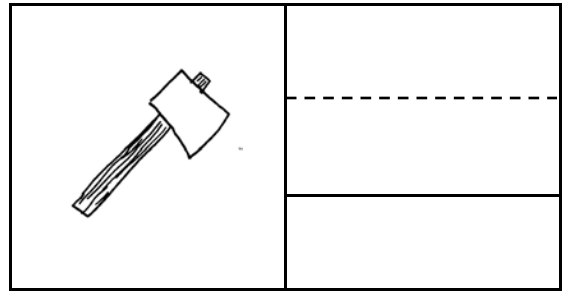
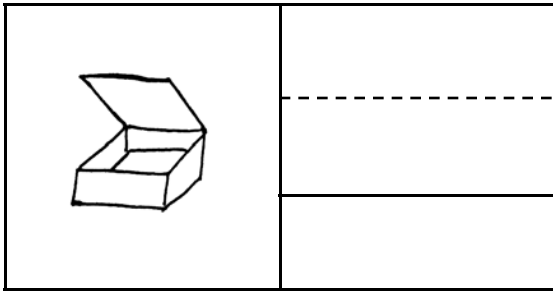
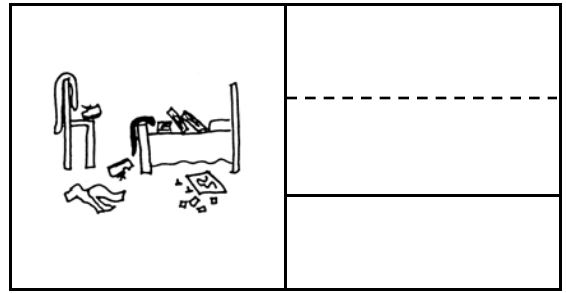
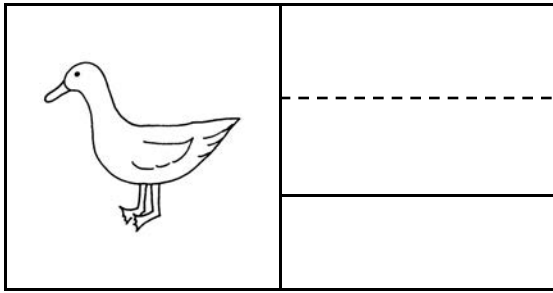
Write a letter to show the beginning sound for each picture: rain, wagon, nest, barrel, sock, uncle, milk, ladle, eggplant, fish.

Ending Sound - s



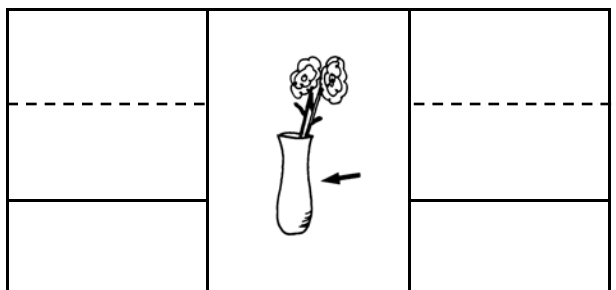
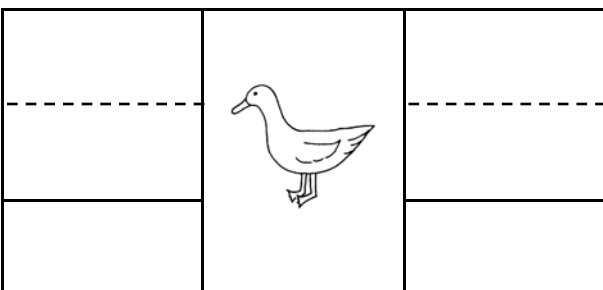
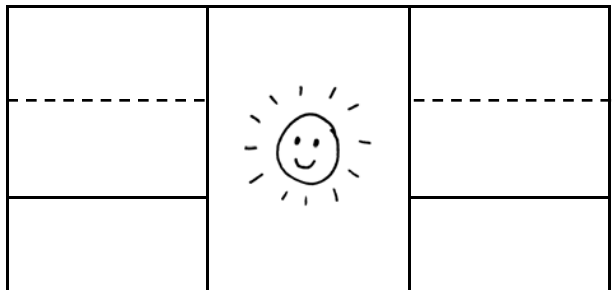
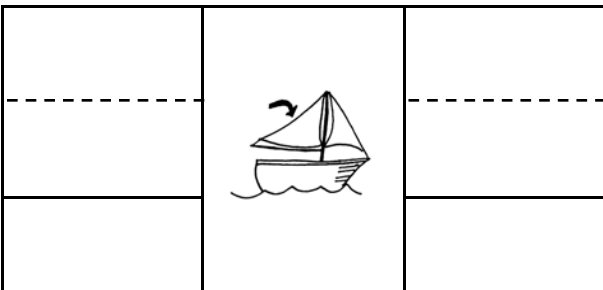
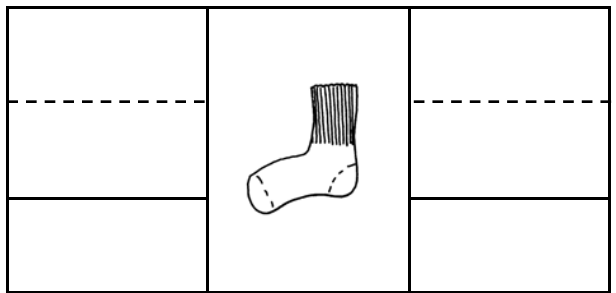
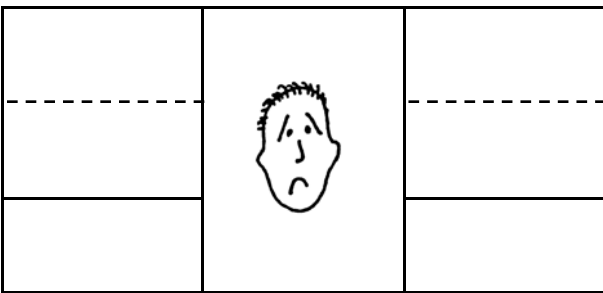
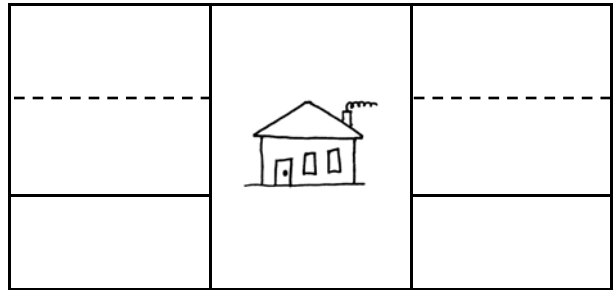
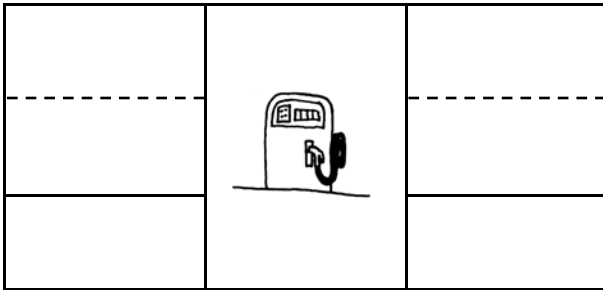
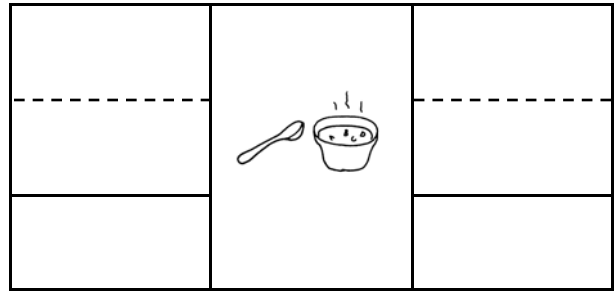
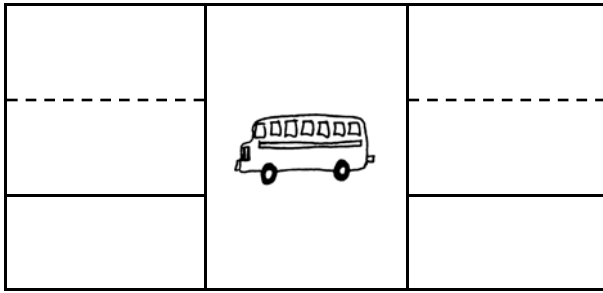
Write **s** to show the ending sound for each picture: mouse, nurse, bus, kiss, horse, gas, goose, mess, bass, house.

Ending Sound Discrimination - s or x

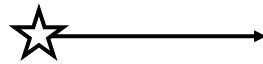
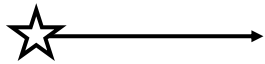


Write **x** or **s** to show the ending sound for each picture: goose, box, bass, toss, tux, mess, ax, six, horse, fox. This one is tricky; help as needed.

Is the **s** sound at the beginning or the end?



If **s** comes at the beginning, write it before the picture. If **s** comes at the end, write it after the picture: bus, gas, sad, sail, goose, soup, house, sock, sun, vase.



t e

b e

e t

h e

m e

e l

l e

r e

e n

e f

n e

f e

e b

e x

w e

s e

e m

e s

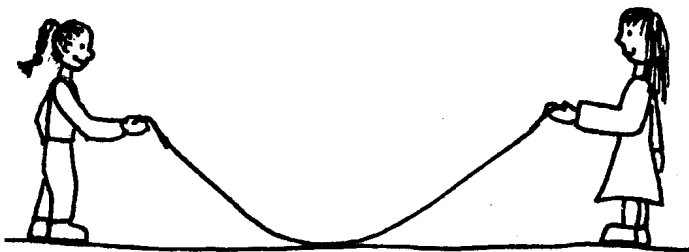
Students point to each letter combination and pronounce it, putting the sounds together smoothly, without a break between the letters. Use the short vowels sounds. Go down each column.

If needed, the teacher should model each combination first and have the students repeat.

Keep working until students can pronounce all of the letter combinations smoothly.

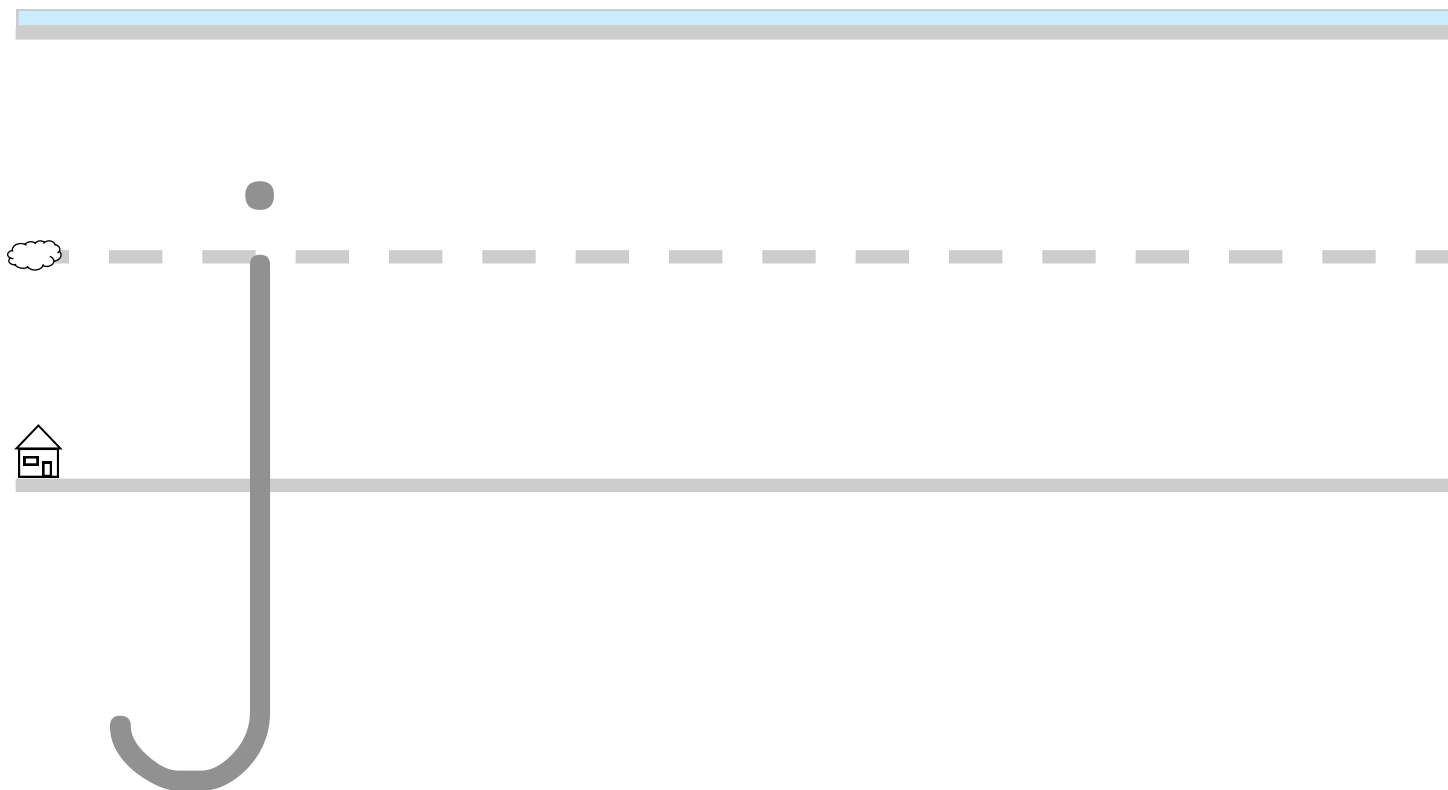
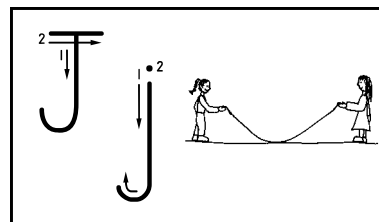
Remind students that these are not real words. That's why we call them silly sounds. When they have learned to pronounce silly sounds with confidence, they will be ready to read real words.

Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.

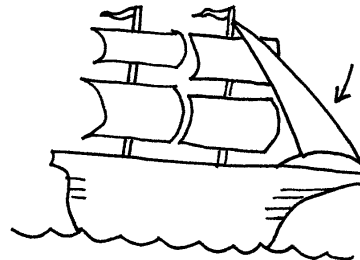


J j
J j

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.



Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.



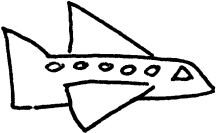



$$\begin{array}{r} 2 \quad \triangle \triangle \\ + 3 \quad \triangle \triangle \triangle \\ \hline 5 \end{array}$$





(s-e-ll, s-u-b, j-e-t, m-e-t, m-i-ss, j-i-b, a-dd, l-e-ss) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - j


		
		jet


	
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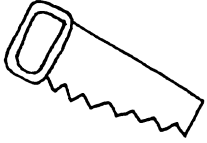
	
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Trace the **j** and write more **j**'s to fill the line. Write **j** to show the beginning sound for each picture: jeep, jet, jog, jail, jeans, jacket, jaw, jack-in-the-box.


Beginning Sound Discrimination - s, j


j		s	
	jet		sun

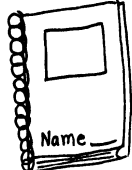
	


	


	

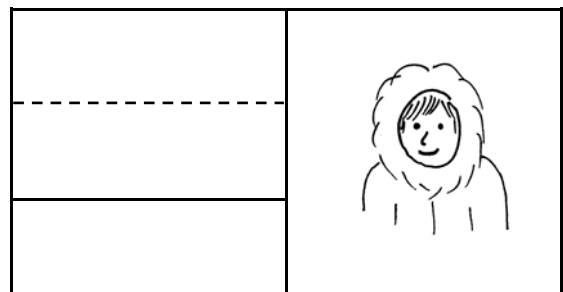
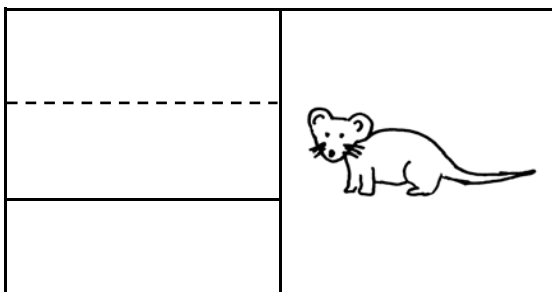
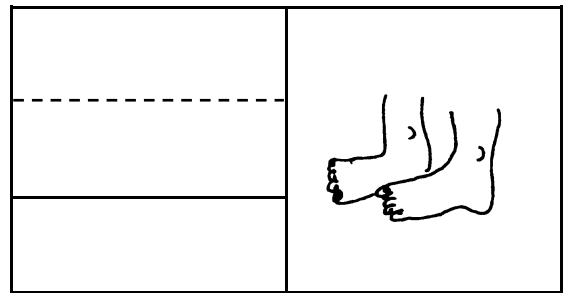
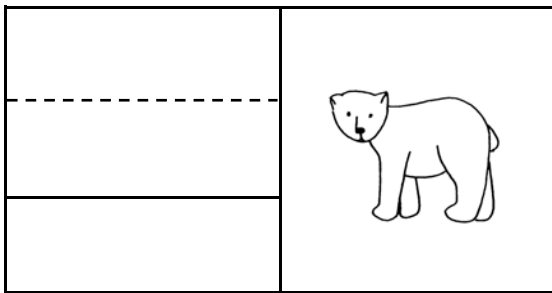
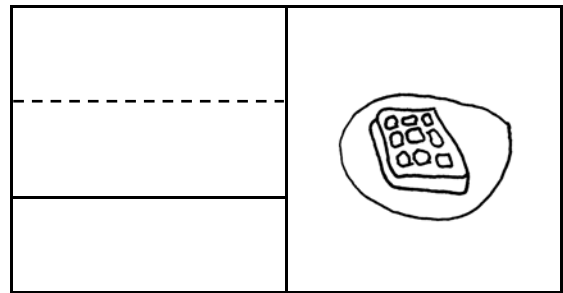
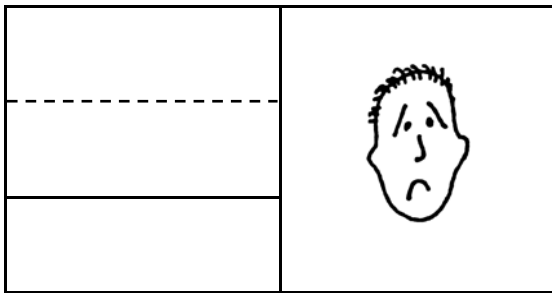
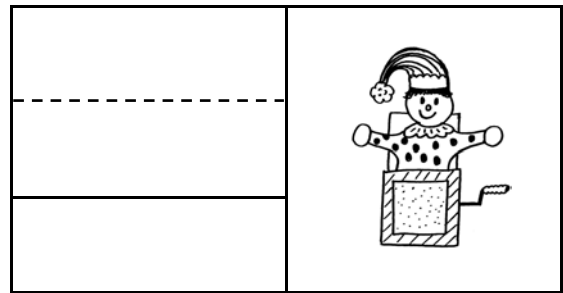
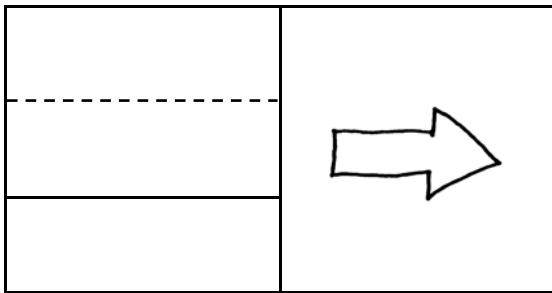
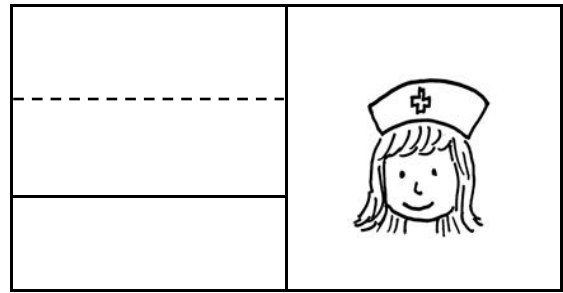
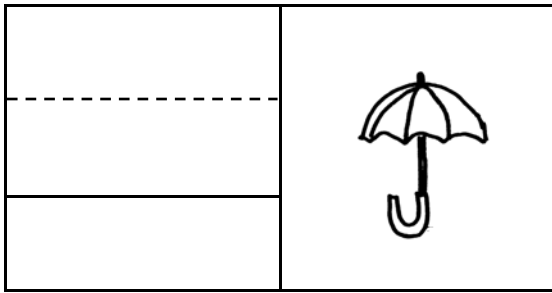
	

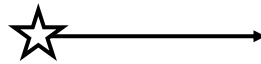
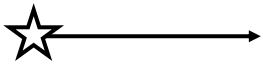
	

Write **j** or **s** to show the beginning sound for each picture: jacket, jet, salt, safe, saw, jump, journal, seal.

Beginning Sound Review - n, w, u, b, r, m, f, e, s, j



Write a letter to show the beginning sound for each picture: umbrella, right, sad, bear, mouse, nurse, jack-in-the box, waffle, feet, Eskimo.



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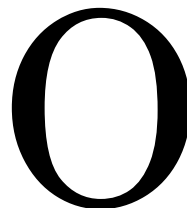
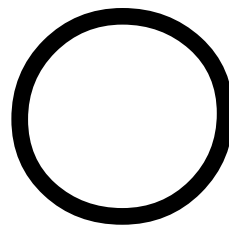
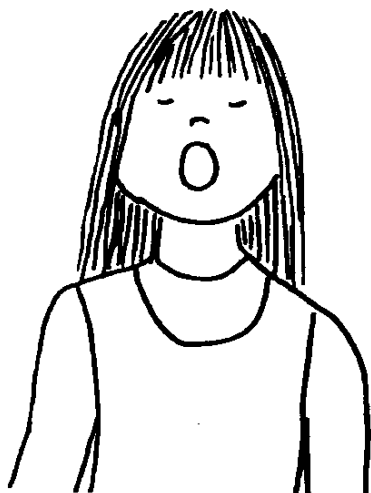
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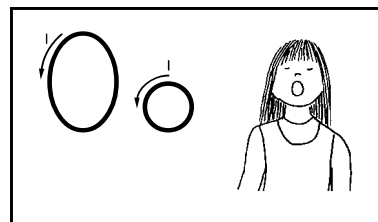
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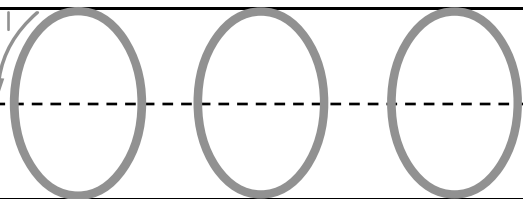
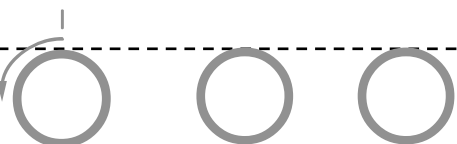


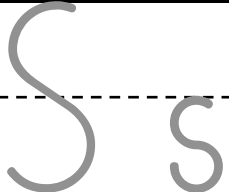

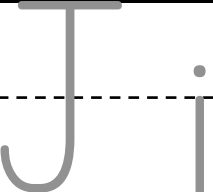

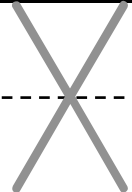

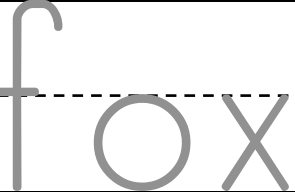
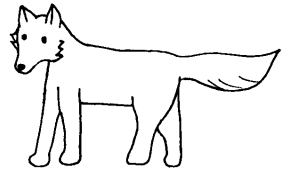
Follow the directions on page 29.

After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)

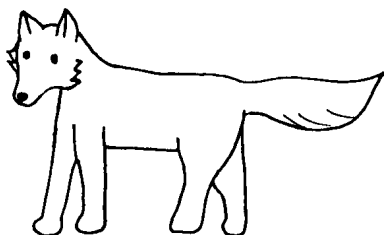
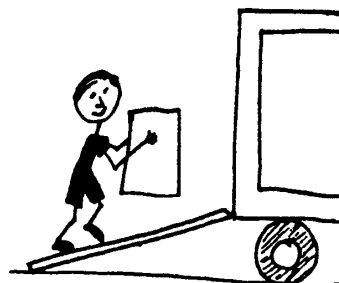
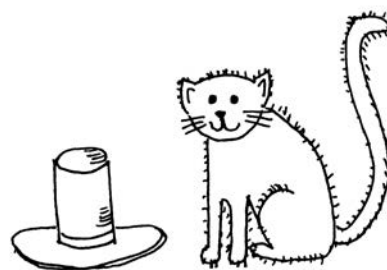


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





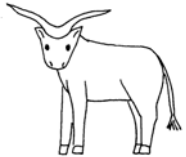
	
	
   	
   	
	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.

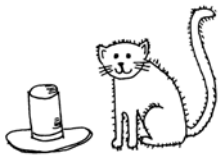



(o-n, o-ff, m-o-ss, j-o-b, f-o-x, l-o-ss, h-o-t, l-o-t) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - o


		
		<p>OX</p>

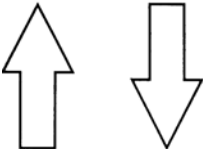
	
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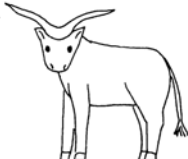

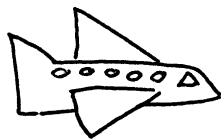
	
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Trace **o** and write more letters to finish the line. Start on the dotted line.
Write **o** to show the beginning sound for each picture.

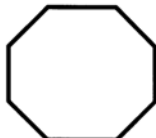
Beginning Sound Discrimination - o, j


	 OX		 jet
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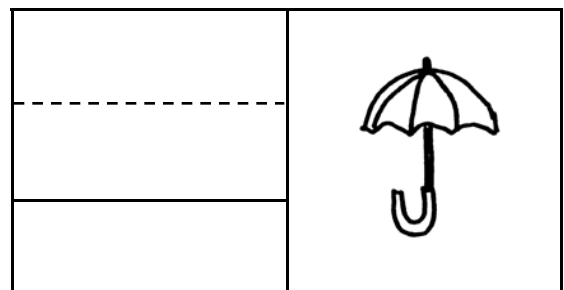
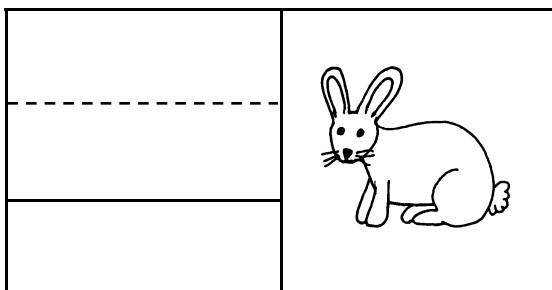
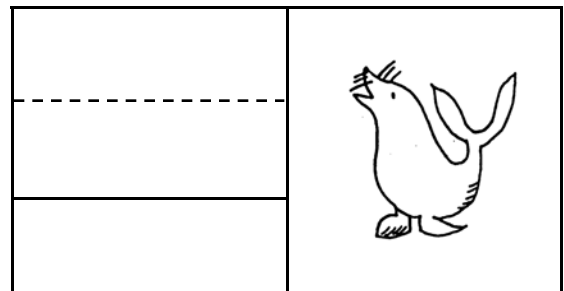
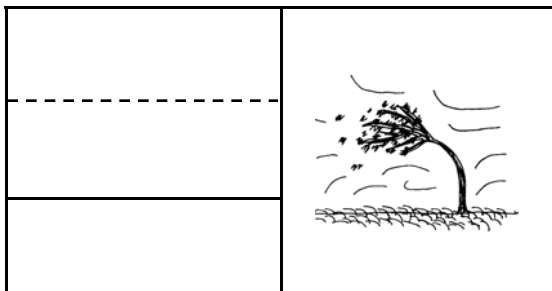
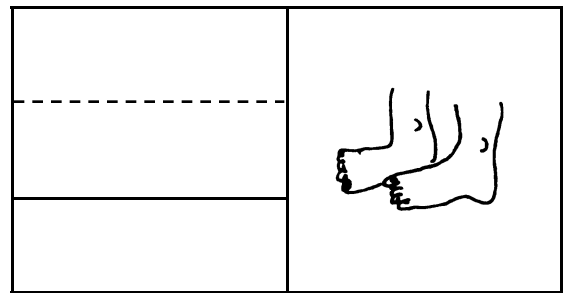
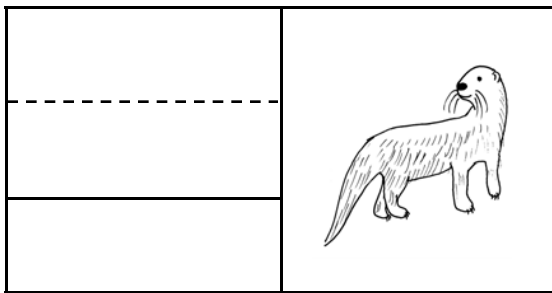
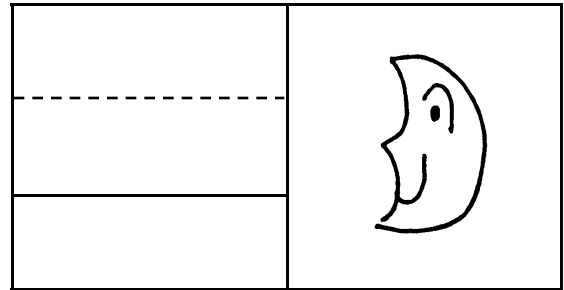
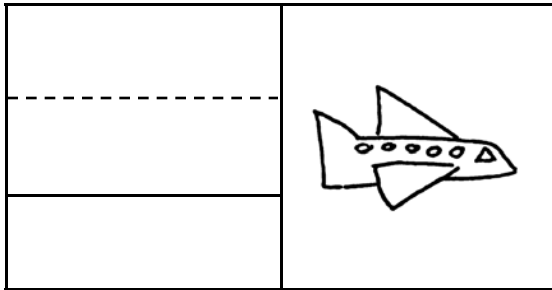
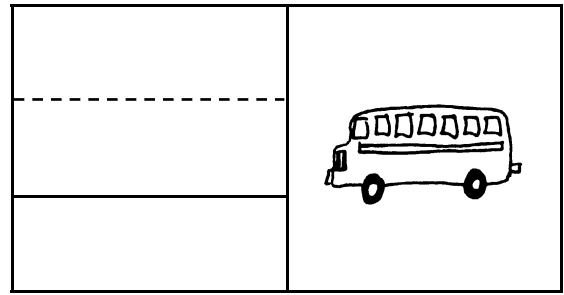
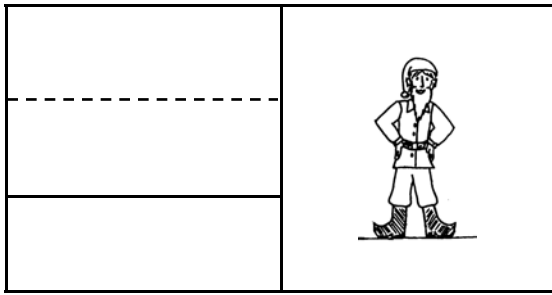
	
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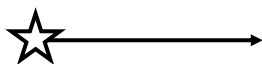
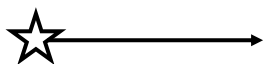
	
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Write **o** or **j** to show the beginning sound for each picture: octopus, jar, ostrich, jam, jeep, octagon, olive, Jack-in-the-box.

Beginning Sound Review - w, u, b, r, m, f, e, s, j, o



Write a letter to show the beginning sound for each picture: elf, jet, otter, wind, rabbit, bus, moon, feet, seal, umbrella.



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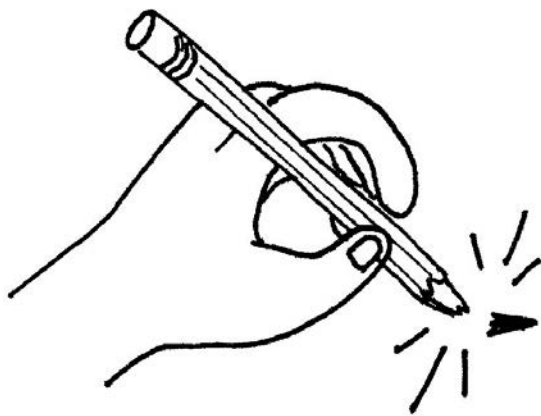
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os

Follow the directions on page 29.

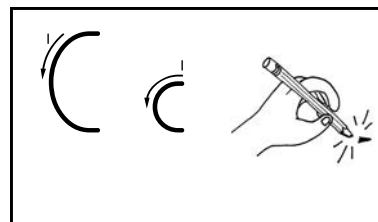
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.

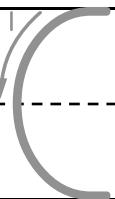
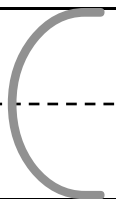
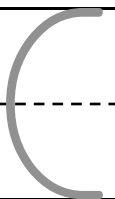









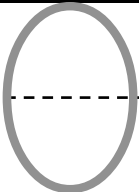

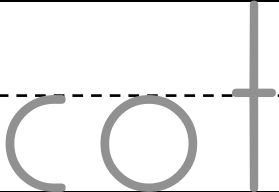
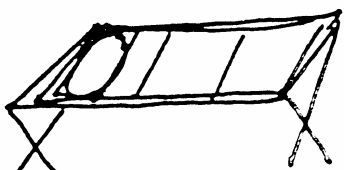


C c

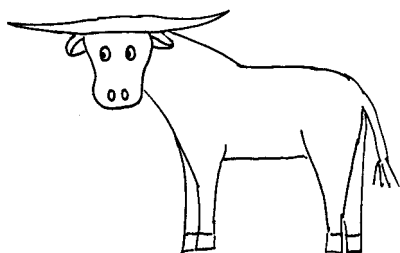
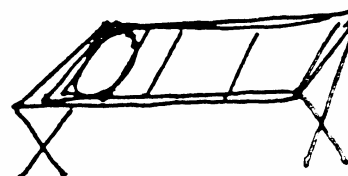
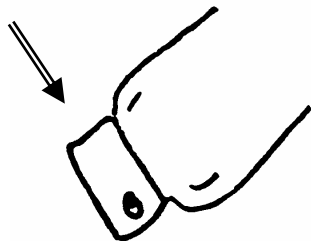
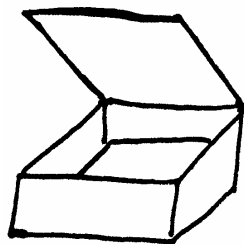
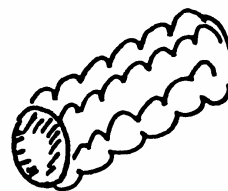
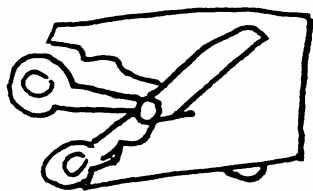
C c

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.






  	
  	
   	
   	
	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(c-u-t, c-o-b, b-o-x, c-u-b, c-u-ff, c-o-t, o-x, c-o-n) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - c


		
		<p>cat</p>


	

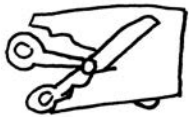
	


	




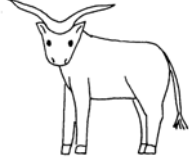
	

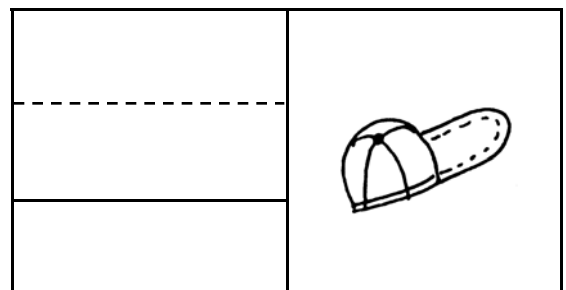
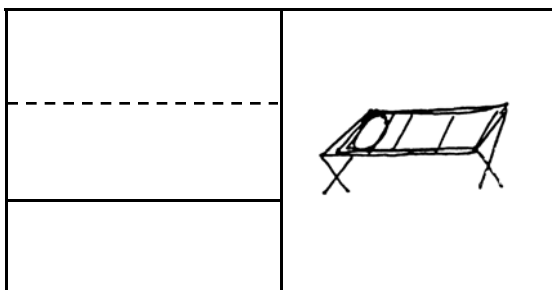
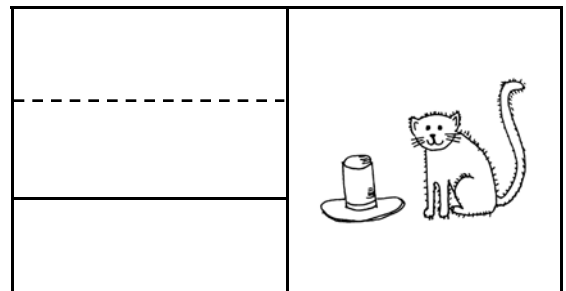
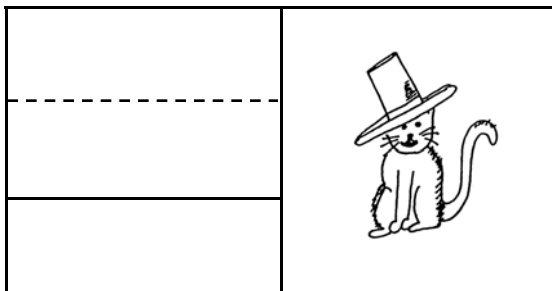
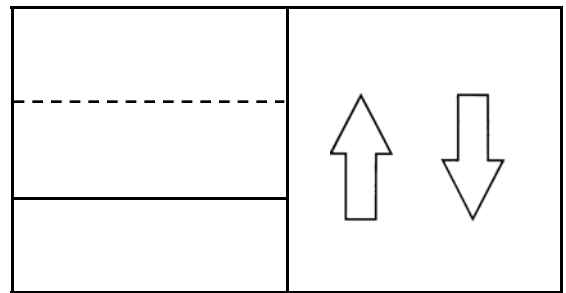
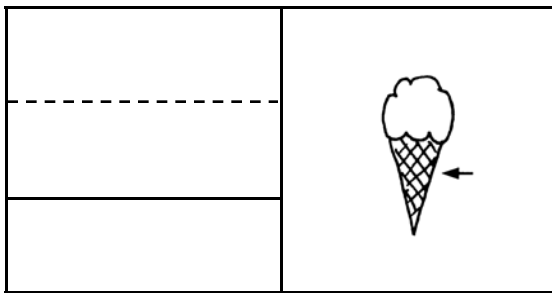
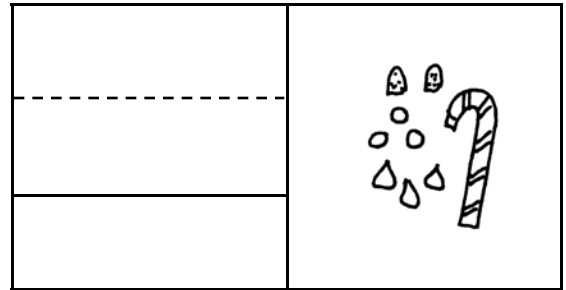
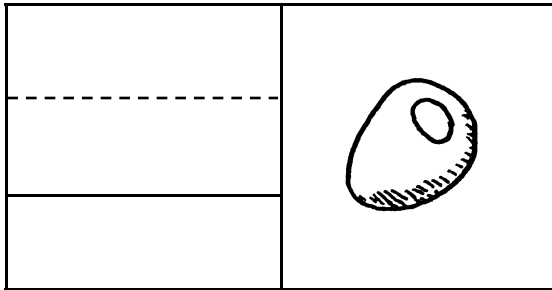
	

Trace the **c** and write more **c**'s to fill the line. Write **c** to show the beginning sound for each picture: car, carrot, castle, cut, cow, cap, candy, cage.

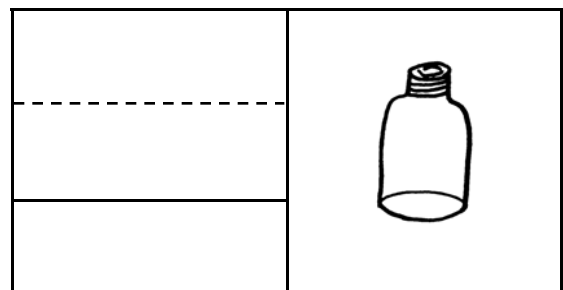
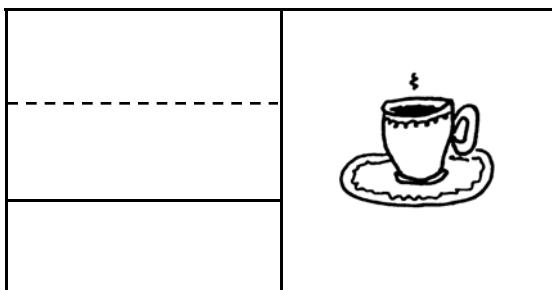
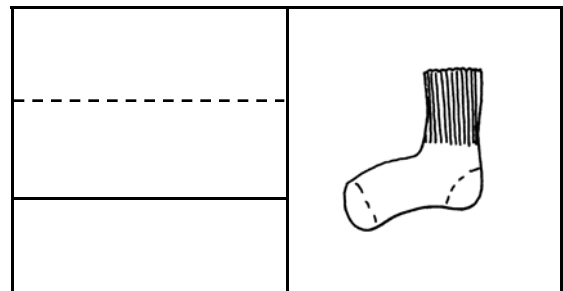
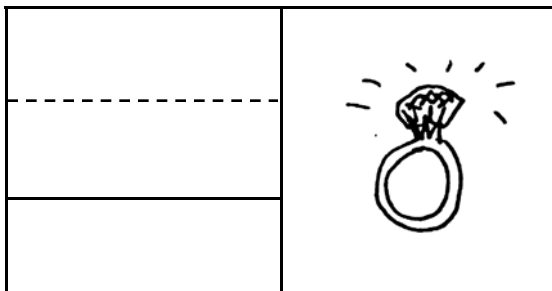
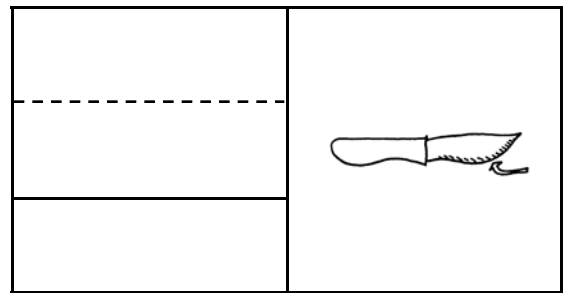
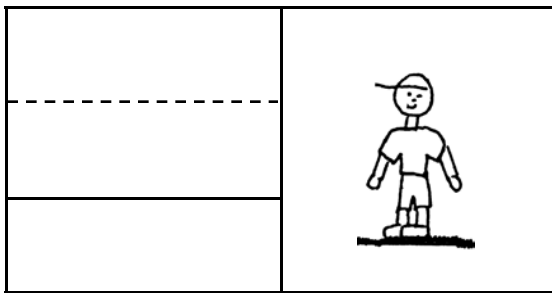
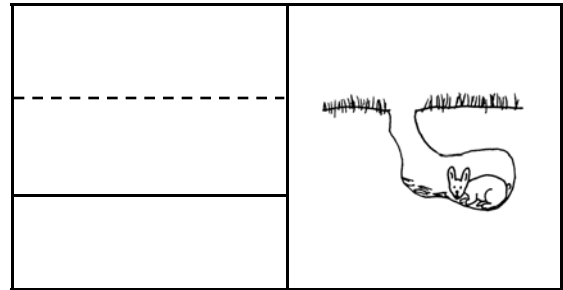
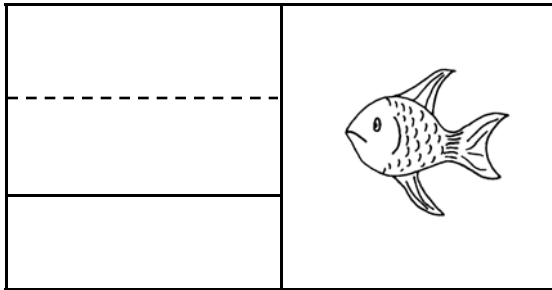
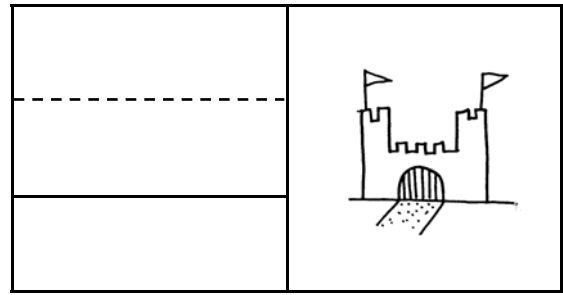
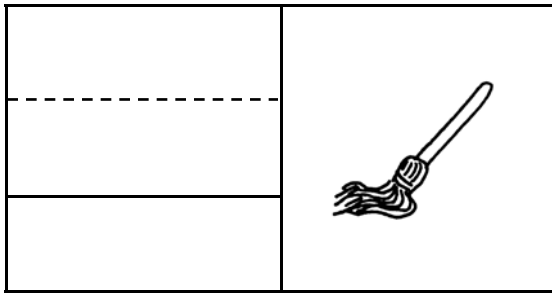
Beginning Sound Discrimination - c, o

	 cat		 ox
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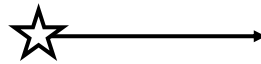
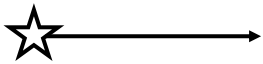


Write **c** or **j** to show the beginning sound for each picture: olive, cone, on, cot, candy, opposite, off, cap.

Beginning Sound Review - u, b, r, m, f, e, s, j, o, c



Write a letter to show the beginning sound for each picture: mop, fish, boy, ring, cup, castle, under, edge, sock, jar.



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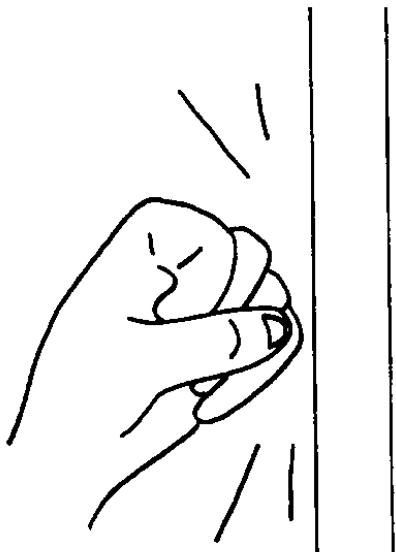
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Follow the directions on page 29.

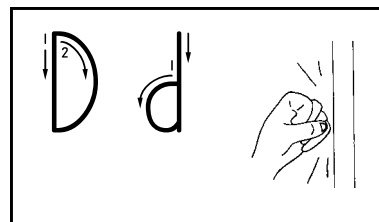
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.






D d

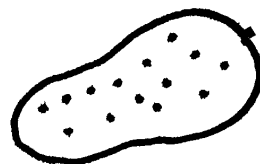
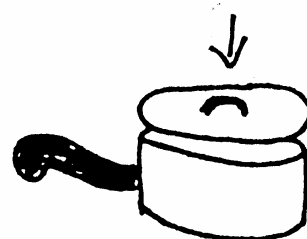
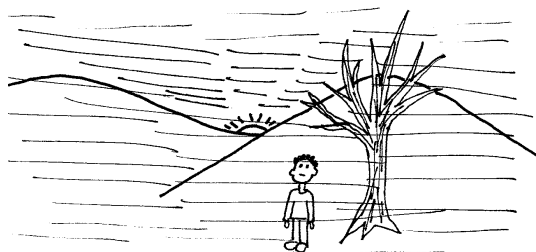
D d

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





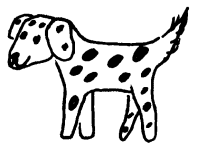
 D D D	
 d d d	
S s J j	
O o C c	
d o l l	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(f-e-d, d-o-ll, d-i-m, m-u-d, d-u-ll, l-i-d, d-e-n, d-i-ll) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.

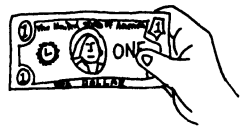
Beginning Sound - d

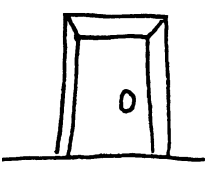
		 dog


	


	


	





	


	


	


Trace the **d** and write more **d**'s to fill the line. Write **d** to show the beginning sound for each picture: dinosaur, dime, door, dig, dish, dollar, down, dump.


Beginning Sound Discrimination - d, c


			
	dog		cat


	


	


	

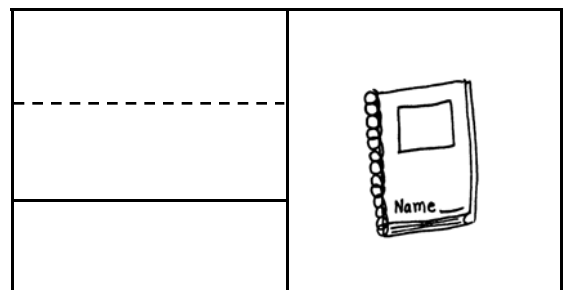
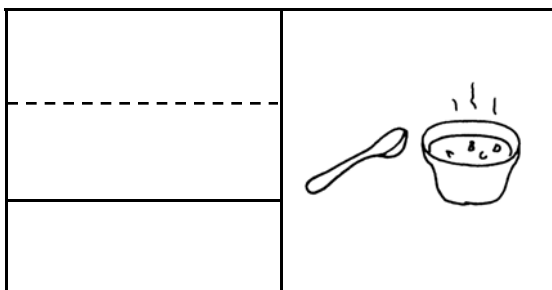
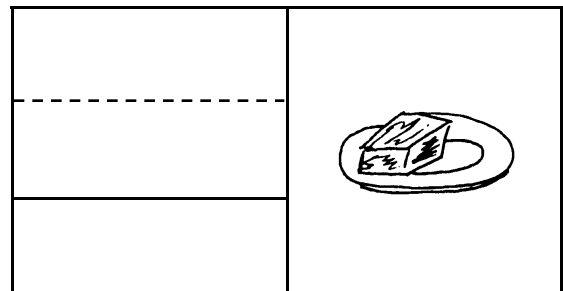
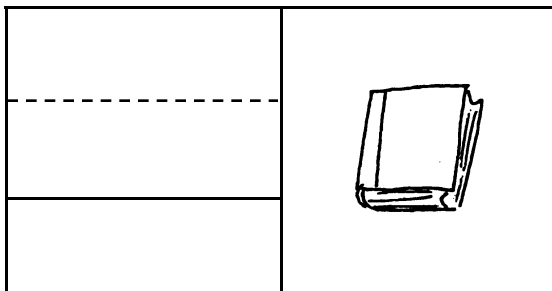
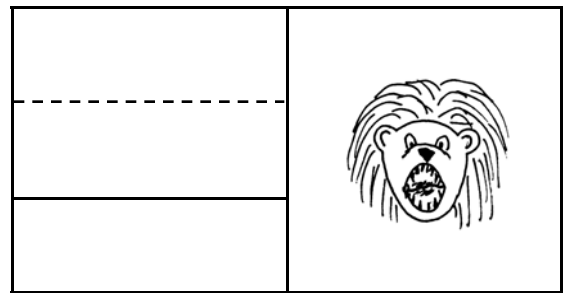
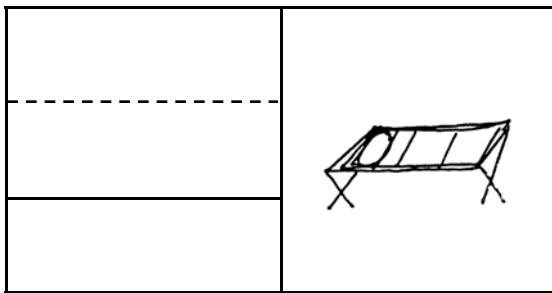
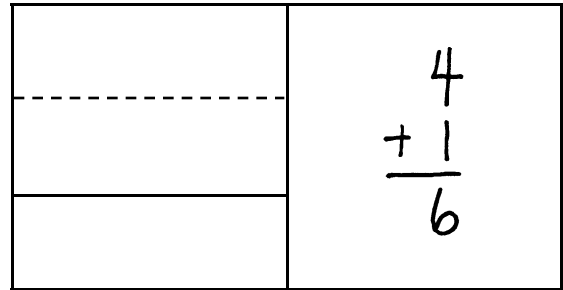
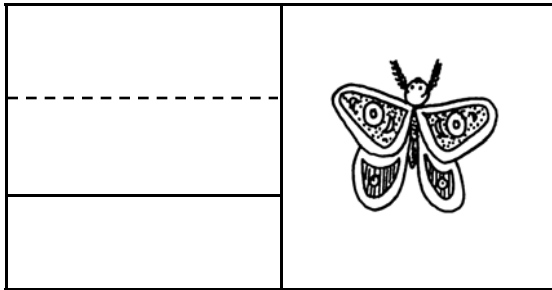
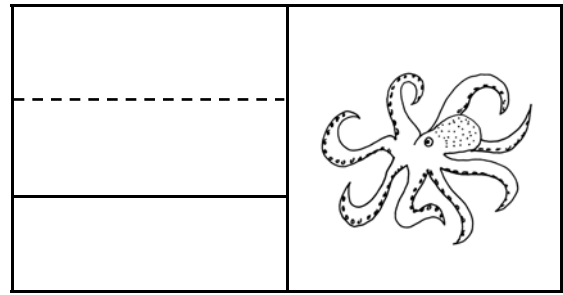
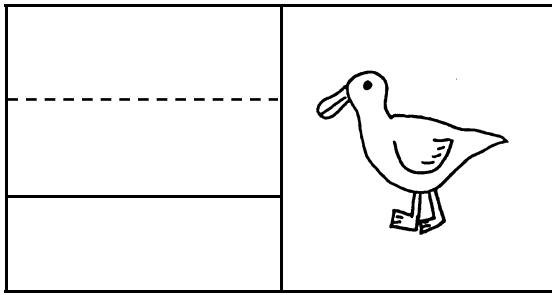
	

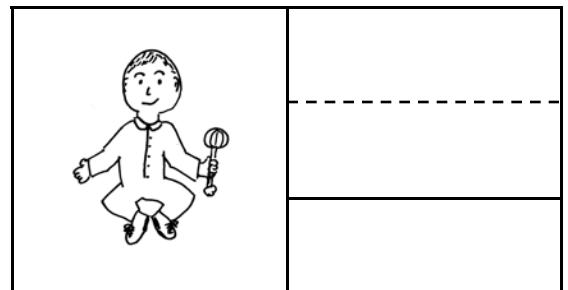
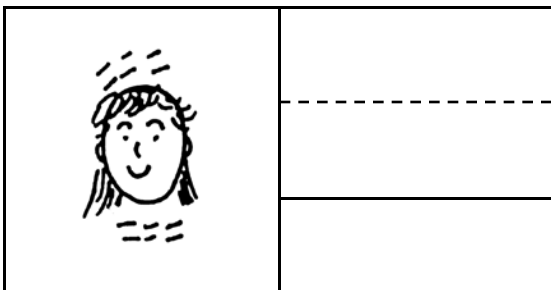
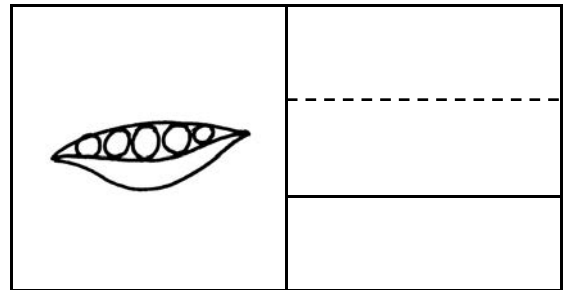
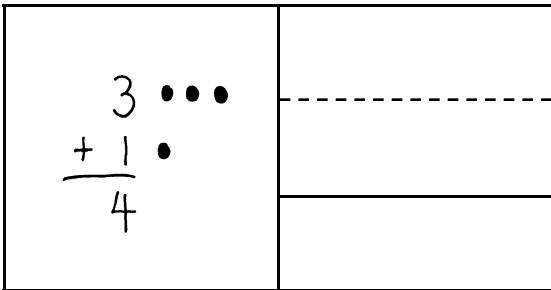
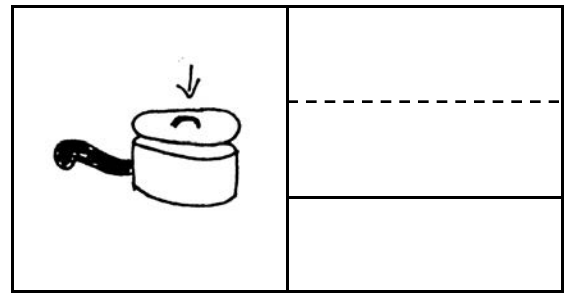
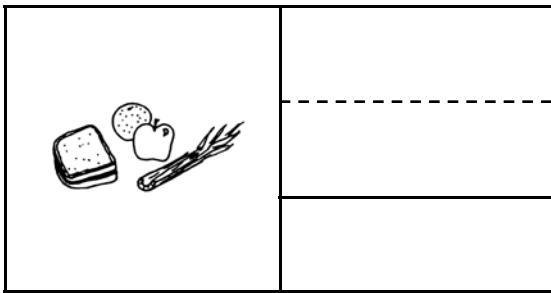
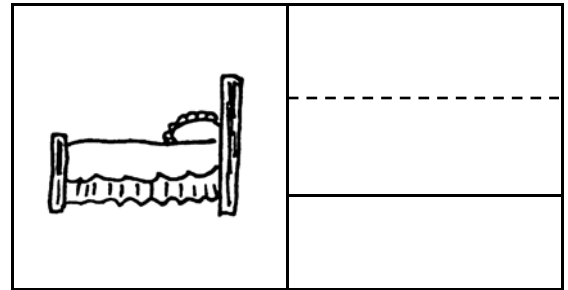
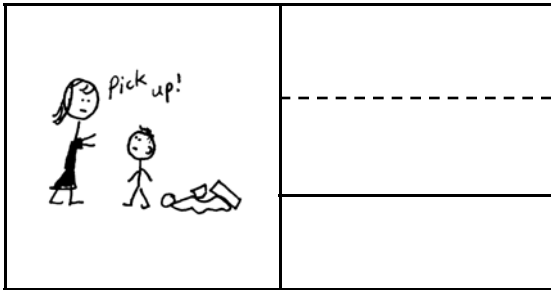
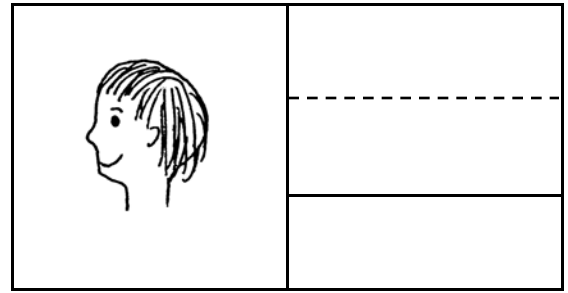
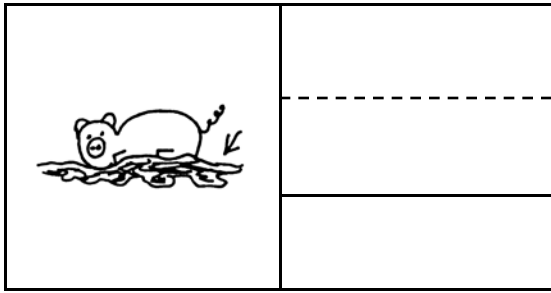
Write **d** or **c** to show the beginning sound for each picture: doll, dinosaur, car, down, cuff, cow, dad, cut.

Beginning Sound Review - b, m, r, f, e, s, j, o, c, d



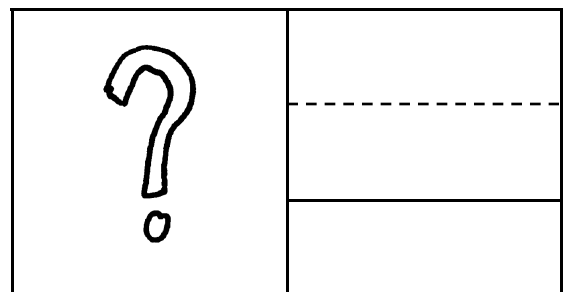
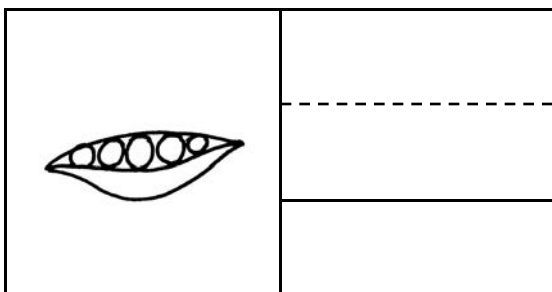
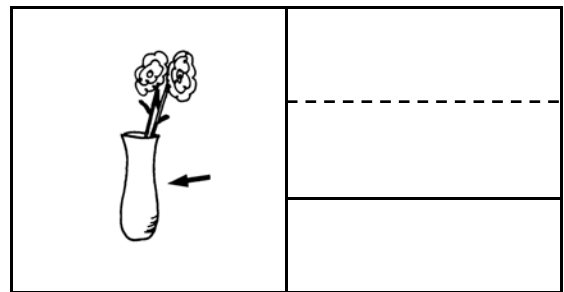
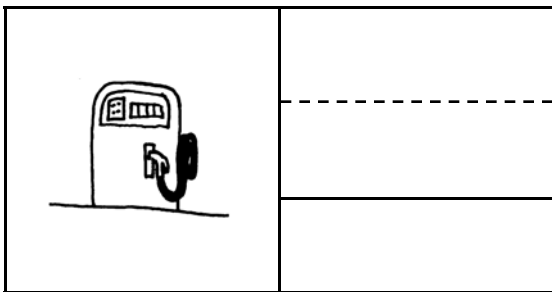
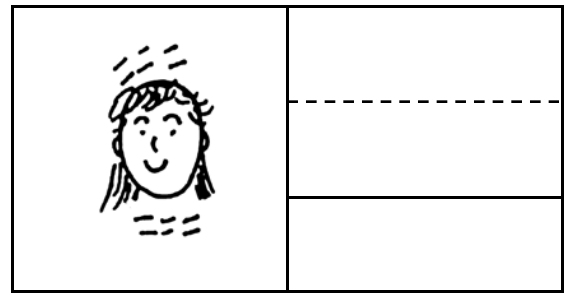
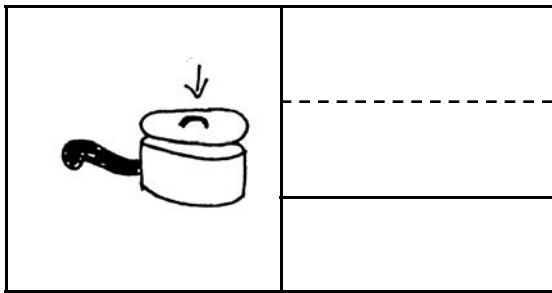
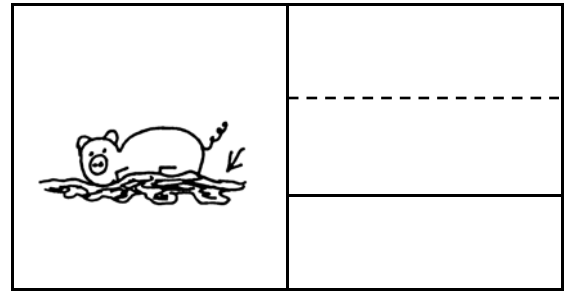
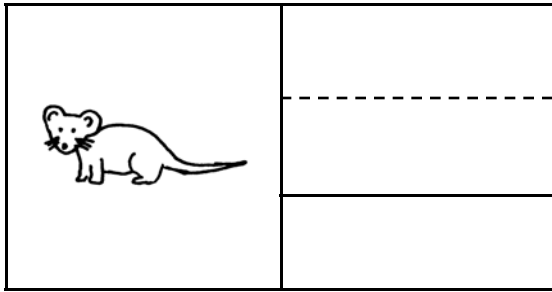
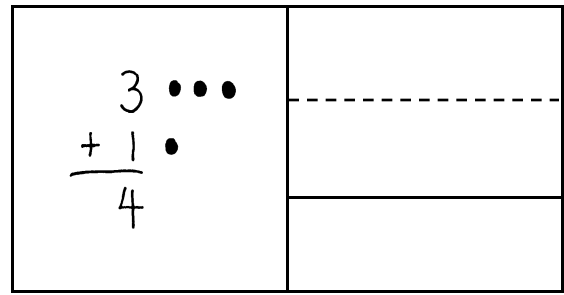
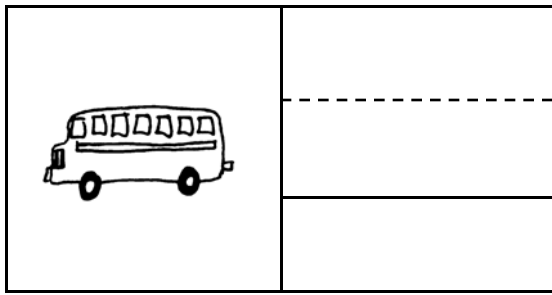
Write a letter to show the beginning sound for each picture: duck, moth, cot, book, soup, octopus, error, roar, fudge, journal.

Ending Sound - d



Write **d** to show the ending sound for each picture: mud, should, food, add, nod, head, bed, lid, pod, kid.


Ending Sound Discrimination - d or s





Write **s** or **d** to show the ending sound for each picture: bus, mouse, lid, gas, pod, add, mud, nod, vase, guess.


Is the **d** sound at the beginning or the end?


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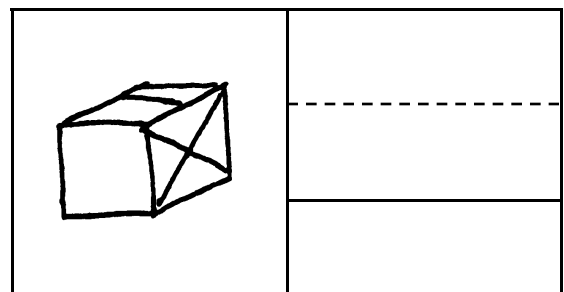
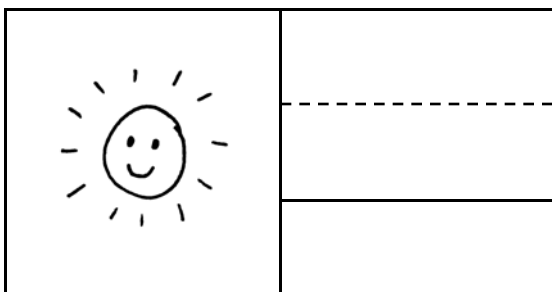
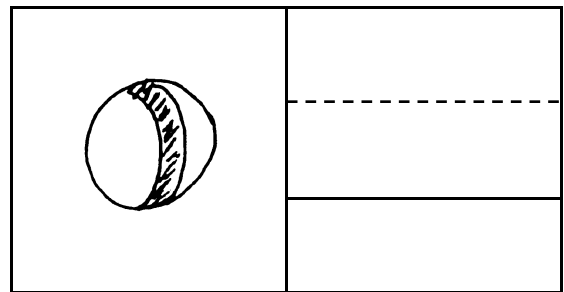
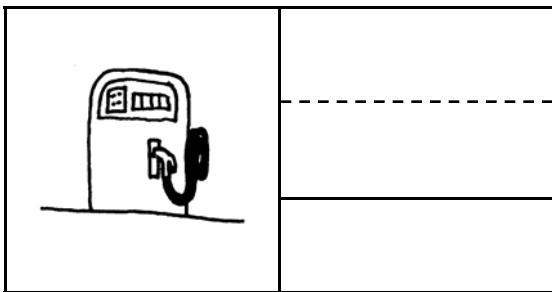
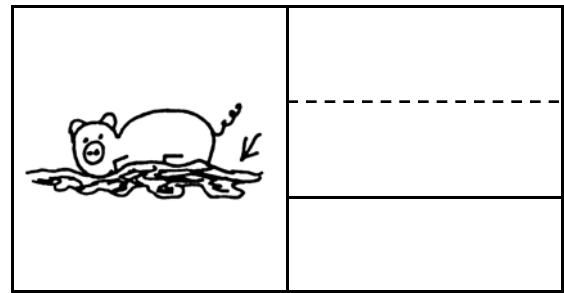
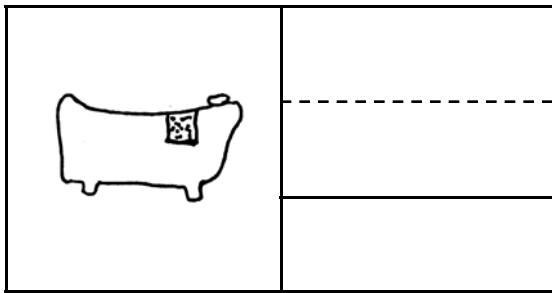
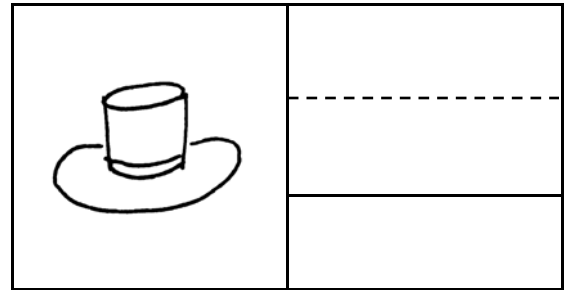
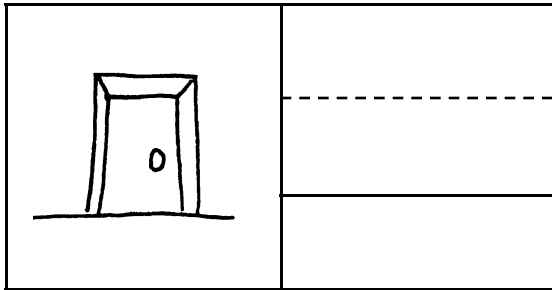
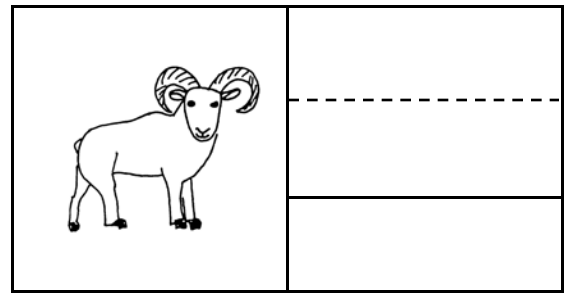
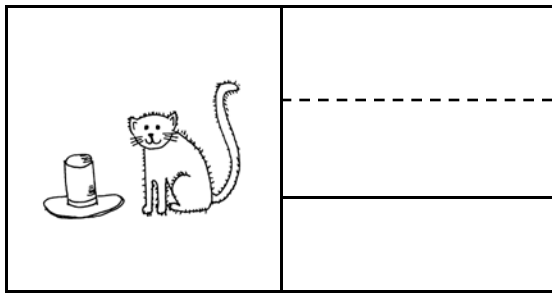
		

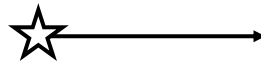
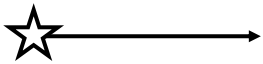
		

If **d** comes at the beginning, write it before the picture. If **d** comes at the end, write it after the picture: add, mud, dish, food, duck, dime, head, nod, door, deer.

Ending Sound Review - t, l, n, b, m, r, f, x, s, d



Write a letter to show the ending sound for each picture: bus, mouse, lid, gas, pod, add, mud, nod, vase, guess.



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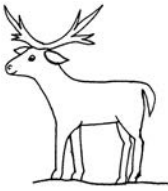
os


Follow the directions on page 29.


Put It Together


		


		


		


		


Beginning And Ending Sounds


		

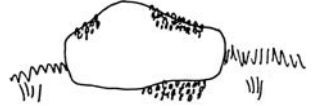
		


Write the beginning and ending sound for each picture: seed, cod, deer, tic, jam, hid, sad, dad, rid.


Put It Together

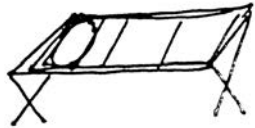
Medial Short Vowel - o


		
d		ll

		
m		ss

		
s		b

		
j		b


		
c		t

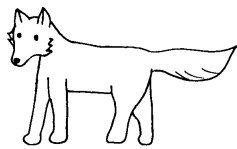
		
r		d

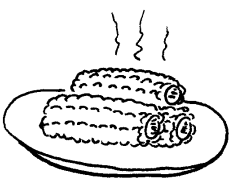
Look at the beginning and ending letters in each word. Listen for the **o/ox** sound in the middle of each word. Write **o** in the middle space under each picture: doll, sob, cot, moss, job, rod.


Put It Together


Beginning, Middle, and Ending Sounds With Medial - o

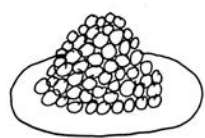
		


		

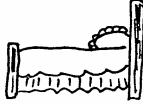
		


Write the beginning, middle, and ending sound for each picture: dot, cob, nod, fox, hot, lot.


Put It Together


Medial Short Vowel - e


		
m		ss

		
b		d

		
s		ll

		
m		t


		
w		ll

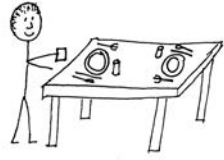
		
f		d


Look at the beginning and ending letters in each word. Listen for the **e/egg** sound in the middle of each word. Write **e** in the middle space under each picture: mess, sell, well, bed, met, fed.


Put It Together


Beginning, Middle, and Ending Sounds With Medial - e


		

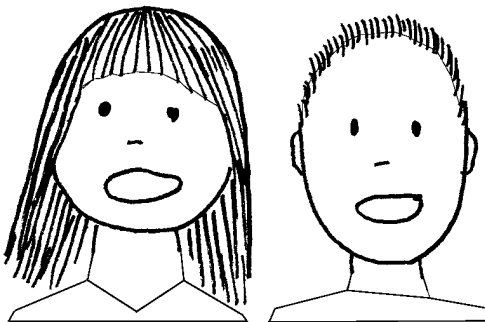
		

Write the beginning, middle, and ending sound for each picture: jet, red, web, set, den, net.

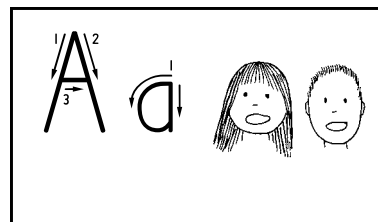
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. “AAAaaa!” screamed Audrey and Brad. All the children were upset. “It’s OK,” said the teacher. “We’ll call your parents to come pick you (a/ax)

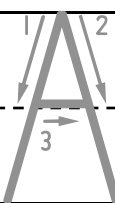

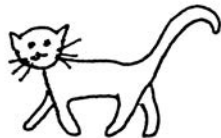


A a

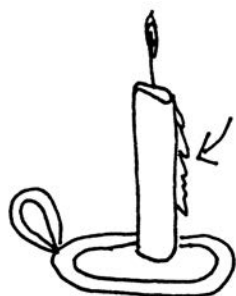
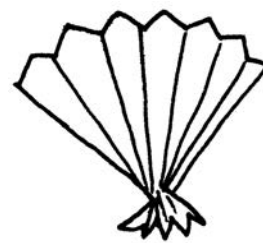
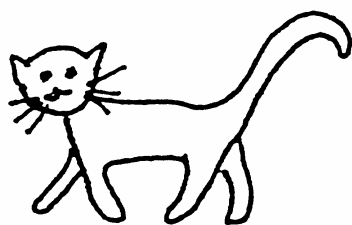
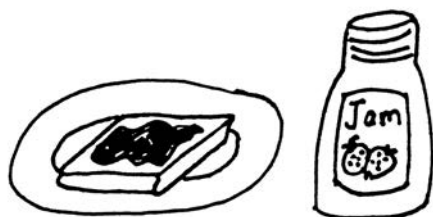
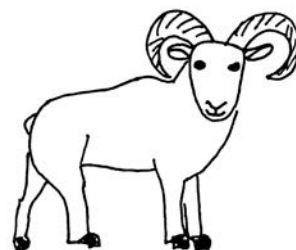
A a

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





 A A A	
 a a a	
J j O o	
C c D d	
cat	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.




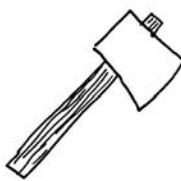
(s-a-t, r-a-m, j-a-m, d-a-d, c-a-t, f-a-n, w-a-x, s-a-d) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - a

	<div style="text-align: center;">a</div>	 ant

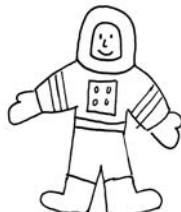
	

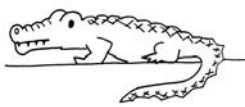
	

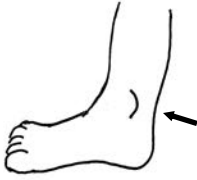
	

	$\begin{array}{r} 3 \bullet \bullet \bullet \\ + 1 \bullet \\ \hline 4 \end{array}$




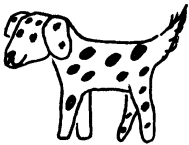
	

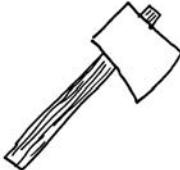
	


	


Trace the **a** and write more **a**'s to fill the line. Write **a** to show the beginning sound for each picture: ant, ax, add, alligator, apple, anchor, astronaut, ankle.


Beginning Sound Discrimination - a, d

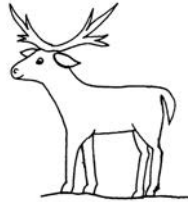
			
	ant		dog

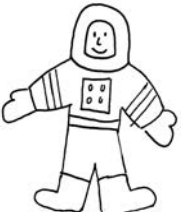
	


	

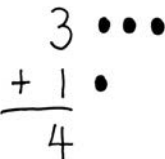
	

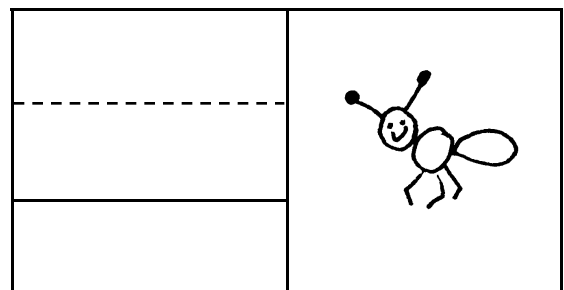
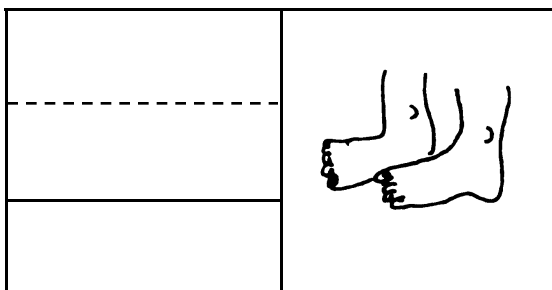
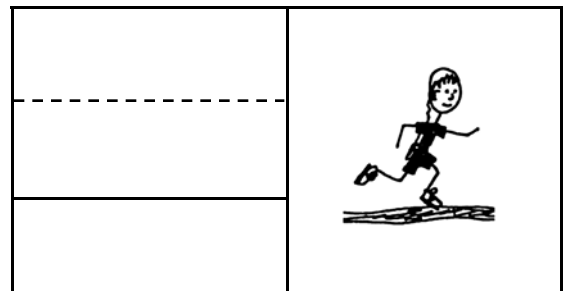
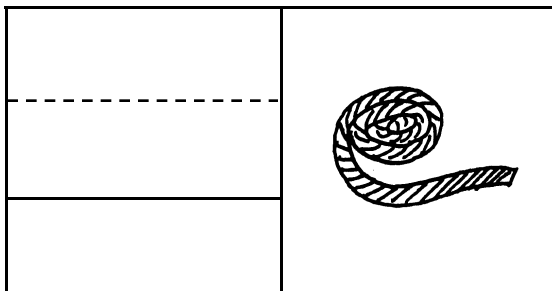
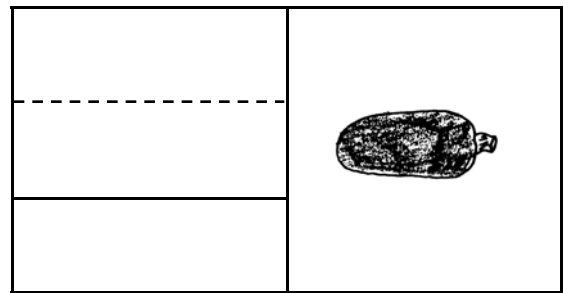
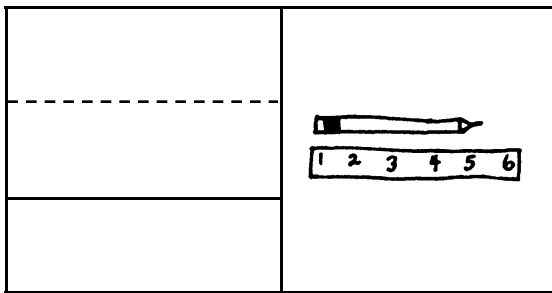
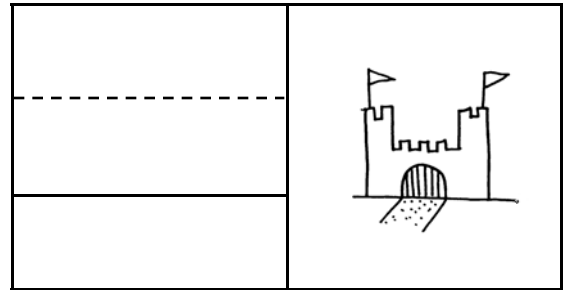
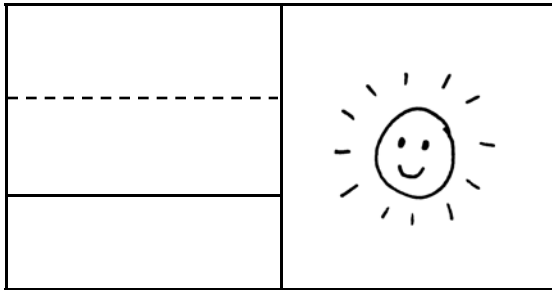
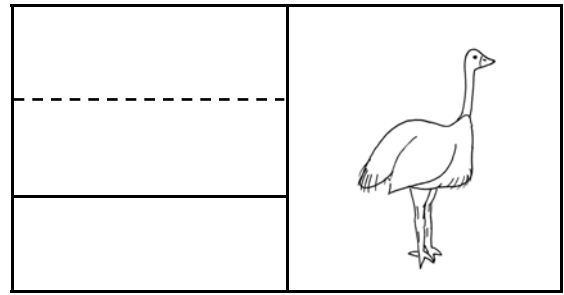
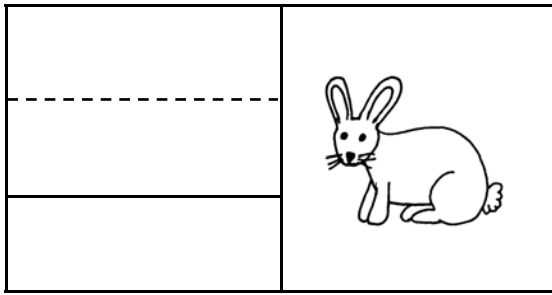
	

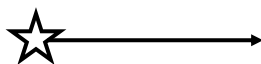
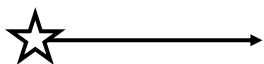
	

Write **a** or **d** to show the beginning sound for each picture: ax, dollar, deer, apple, dime, dad, astronaut, add.

Beginning Sound Review - m, r, f, e, s, j, o, c, d, a



Write a letter to show the beginning sound for each picture: rabbit, sun, measure, rope, feet, ostrich, castle, eggplant, jog, ant.



ta

ja

ha

ca

la

da

na

wa

ba

ma

ra

fa

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ac

al

ad

an

ab

am

af

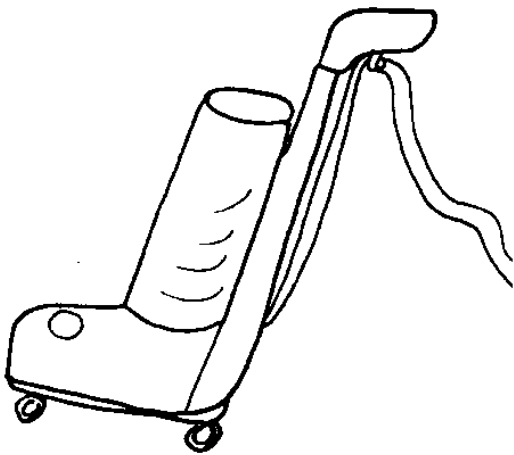
ax

as

aj

Follow the
directions on
page 29.

The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, “Vvvvv.”



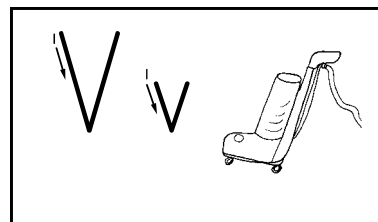
V

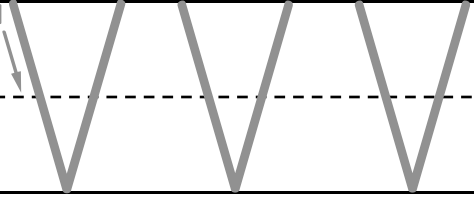
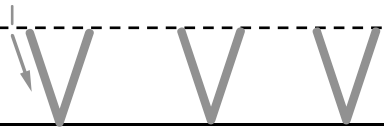
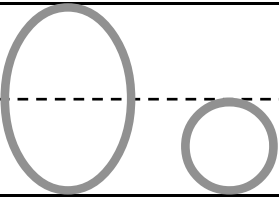



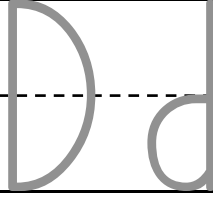





v

V

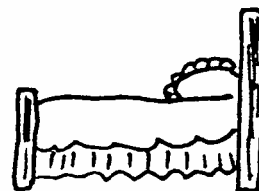
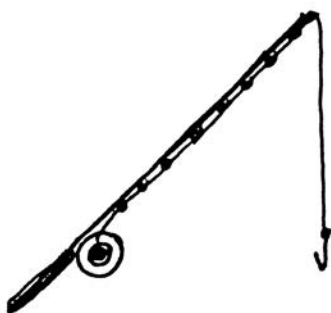
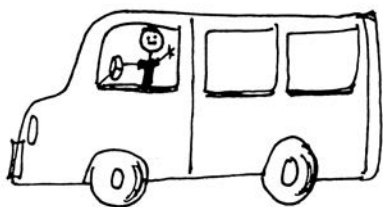
v

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.






	
	
 	
 	
 	
 	
	

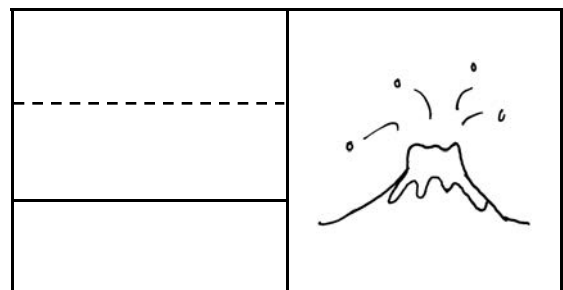
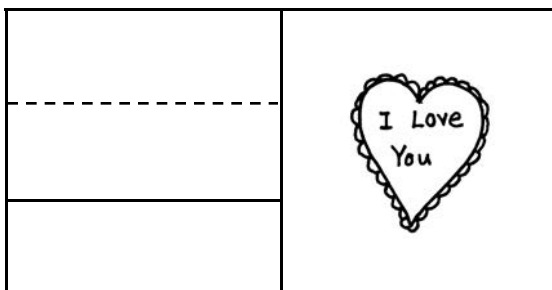
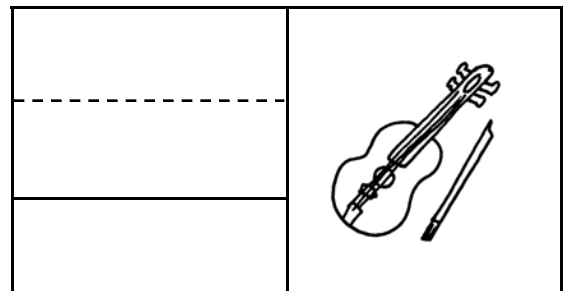
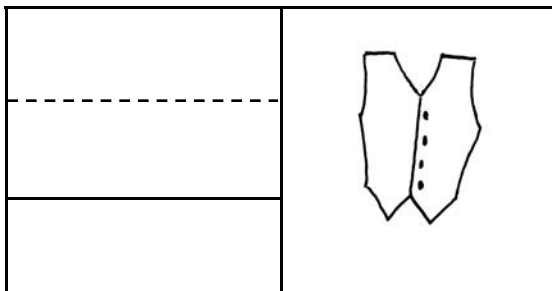
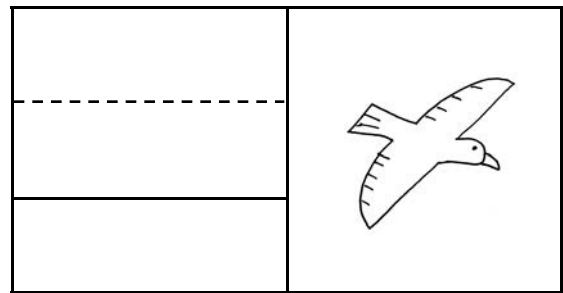
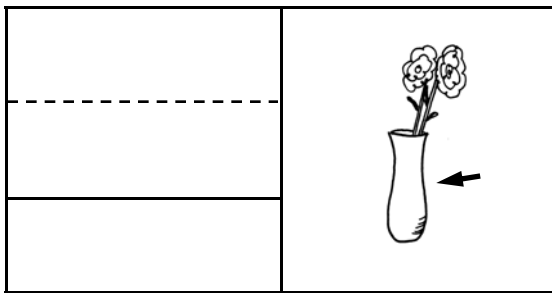
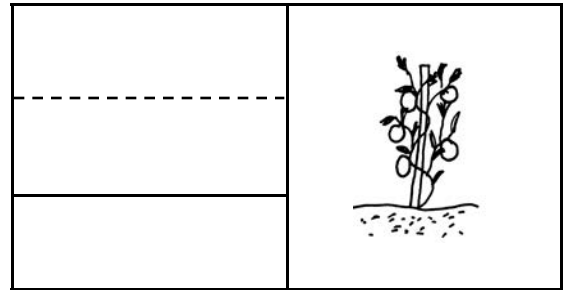
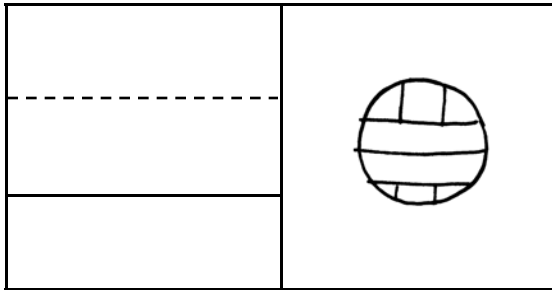
Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.



(v-a-n, n-o-d, m-a-n, v-i-m, r-o-d, v-a-t, v-e-t, b-e-d) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.



Beginning Sound - v


		
		<p>van</p>





Trace the **v** and write more **v**'s to fill the line. Write **v** to show the beginning sound for each picture: volleyball, vase, vest, Valentine, vine, vulture, violin, volcano.


Beginning Sound Discrimination - v, a

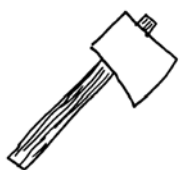
<div style="text-align: center; font-size: 48px;">v</div>	 <div style="text-align: center; font-size: 24px;">van</div>	<div style="text-align: center; font-size: 48px;">a</div>	 <div style="text-align: center; font-size: 24px;">ant</div>
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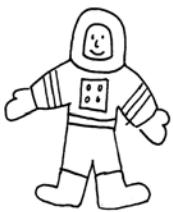
	
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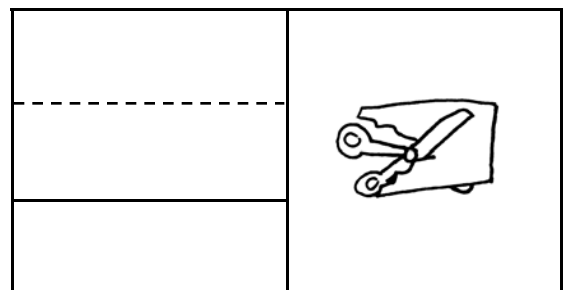
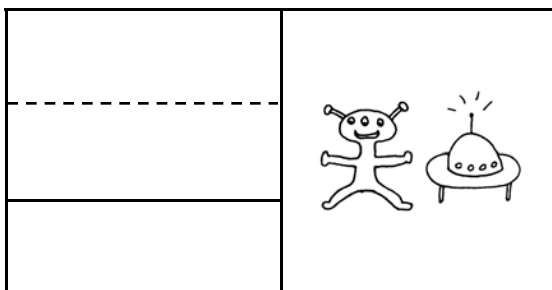
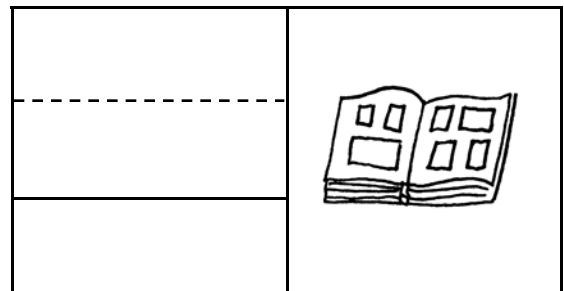
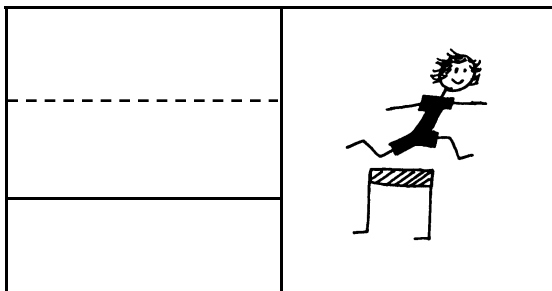
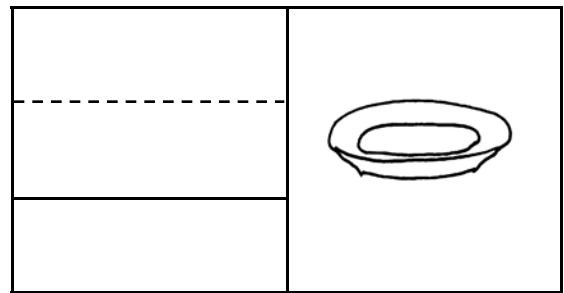
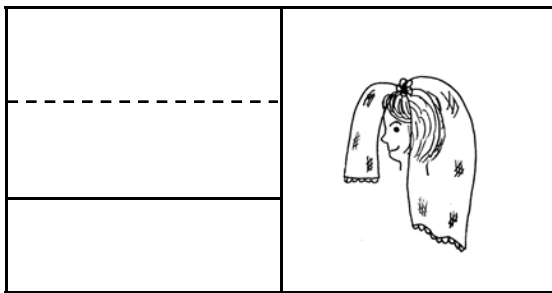
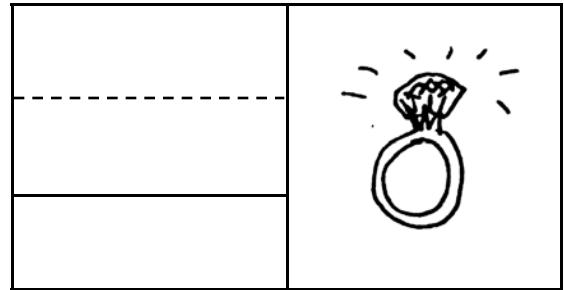
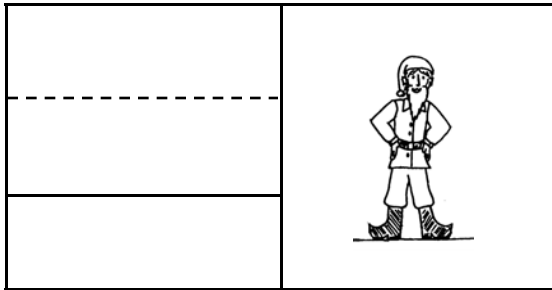
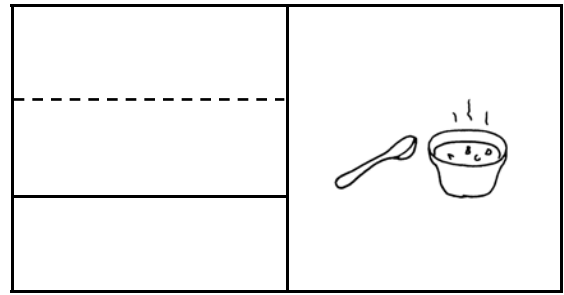
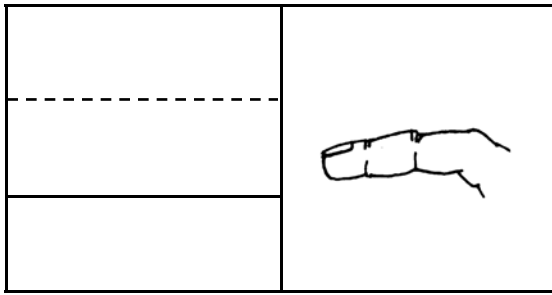
	
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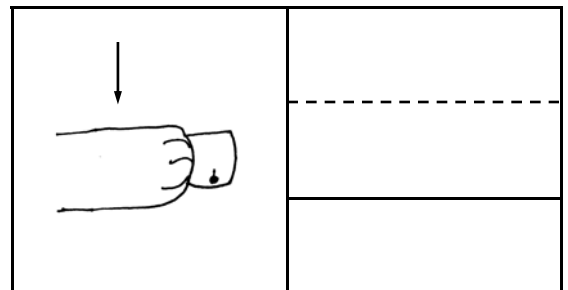
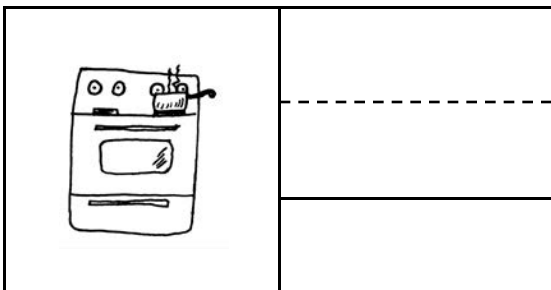
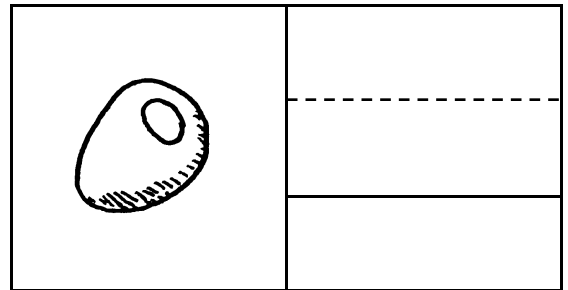
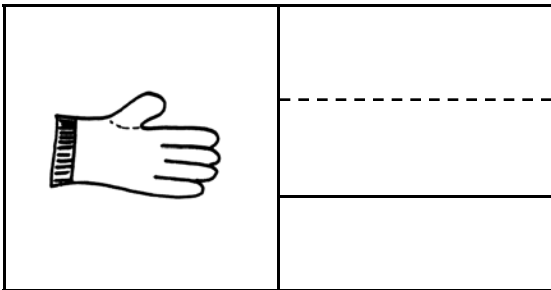
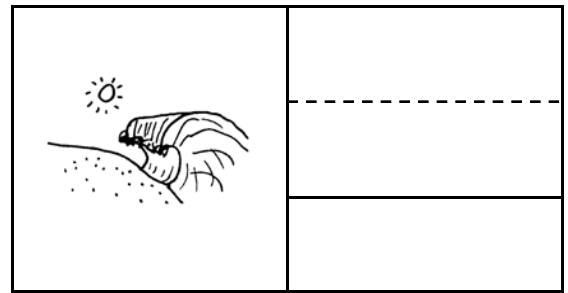
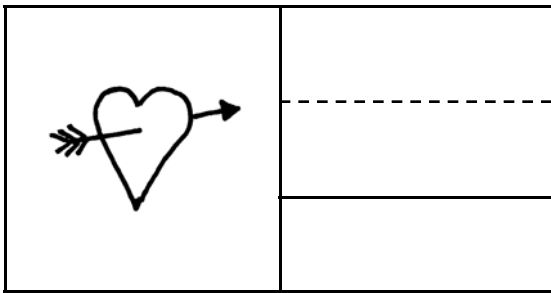
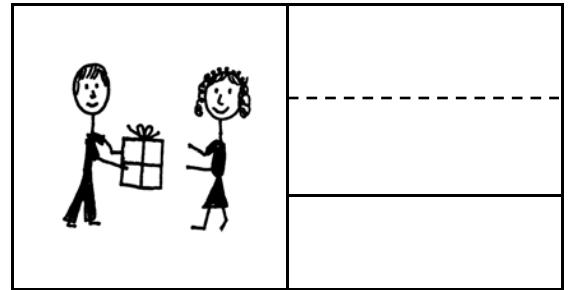
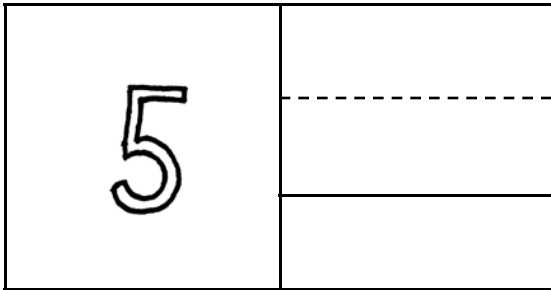
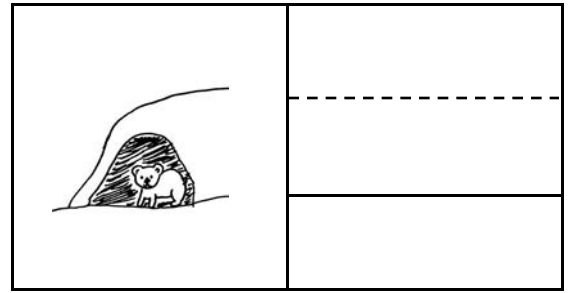
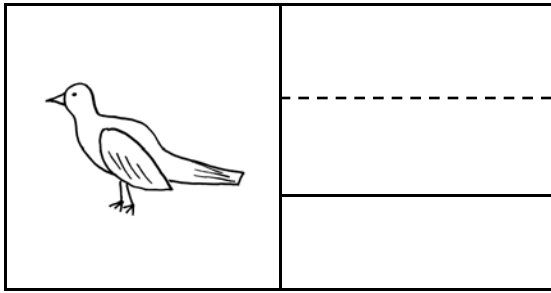
Write **a** or **v** to show the beginning sound for each picture: Valentine, apple, ax, vulture, anchor, vest, violin, astronaut.

Beginning Sound Review - r, f, e, s, j, o, c, d, a, v



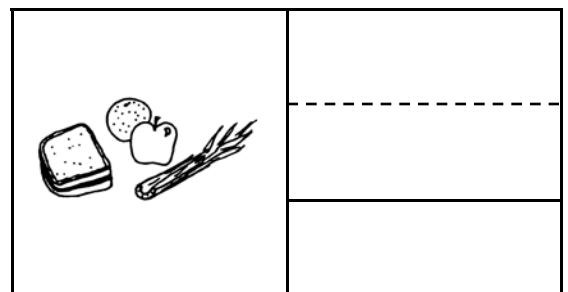
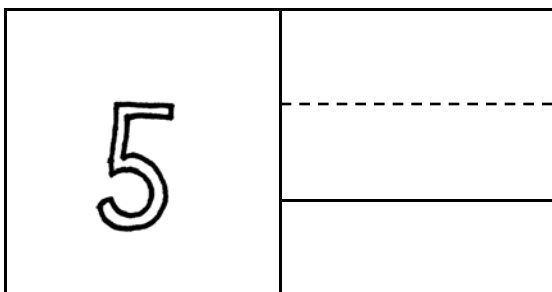
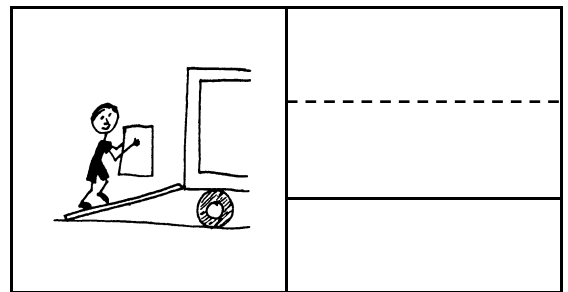
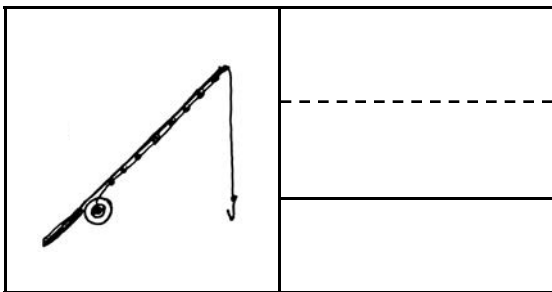
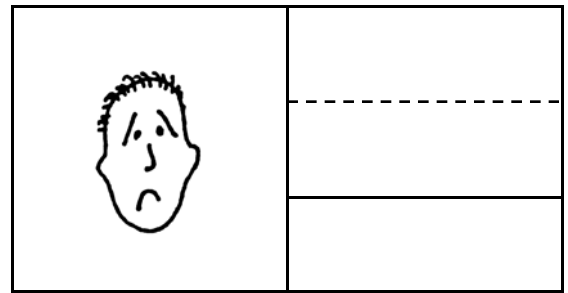
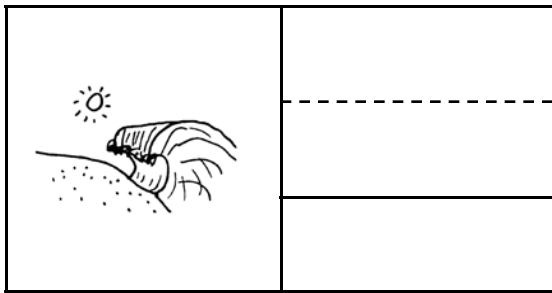
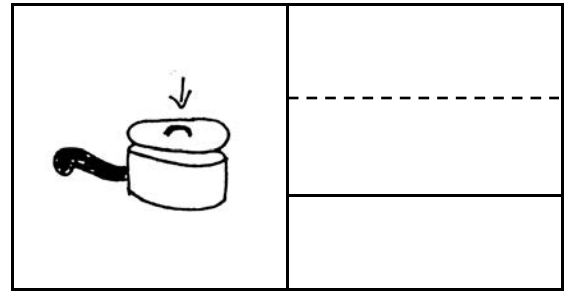
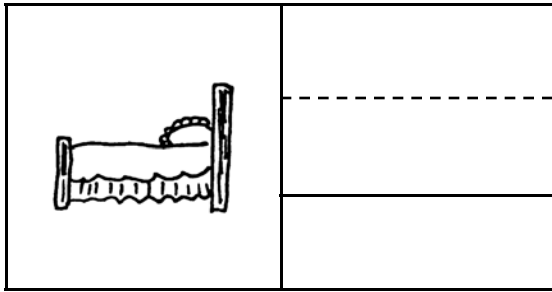
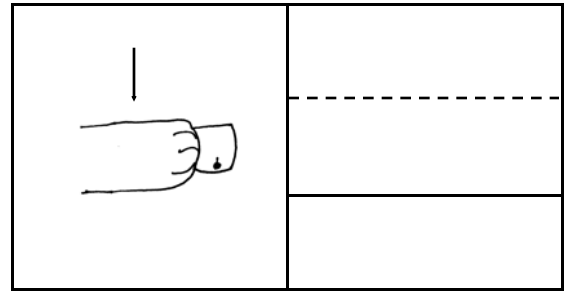
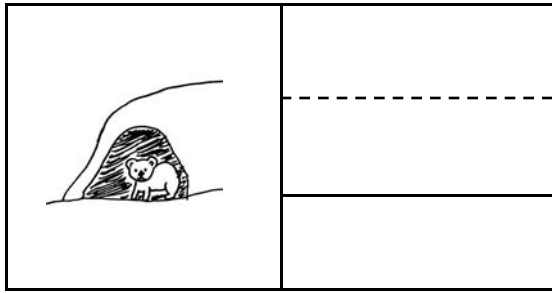
Write a letter to show the beginning sound for each picture: finger, elf, veil, jump, odd, soup, ring, dish, album, cut.

Ending Sound - v



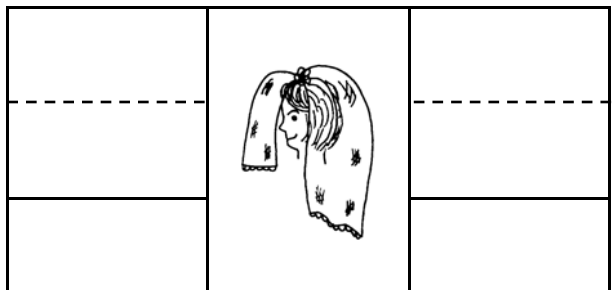
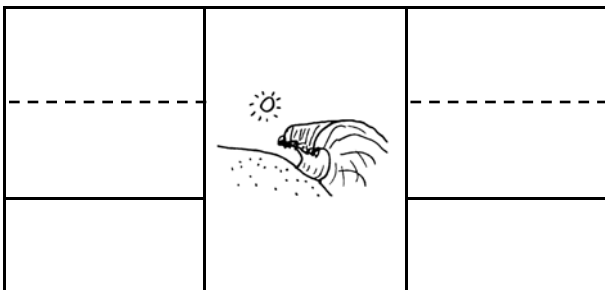
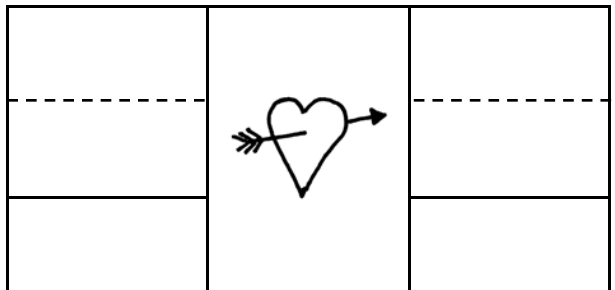
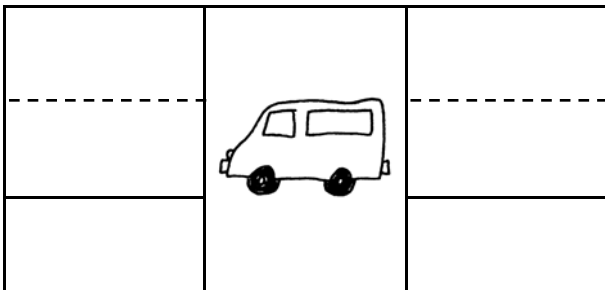
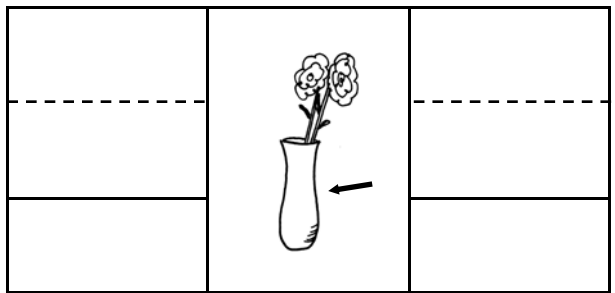
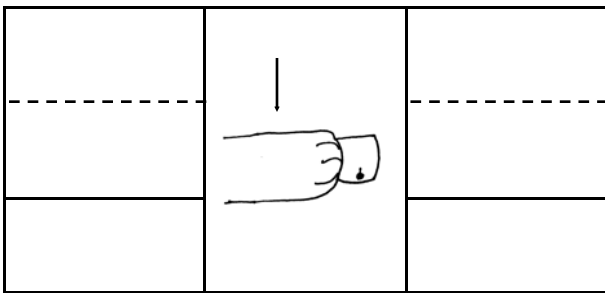
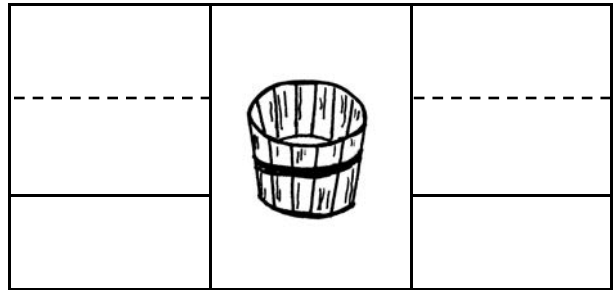
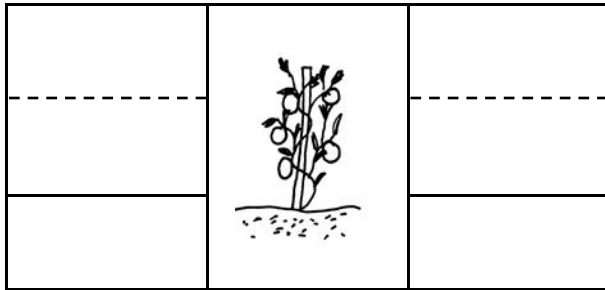
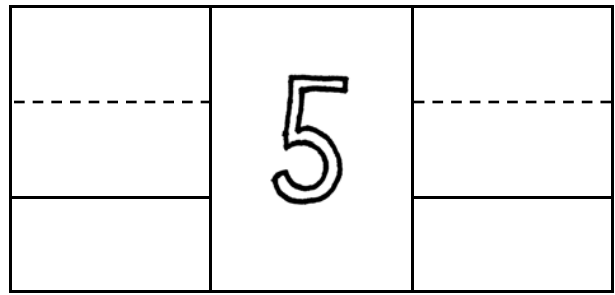
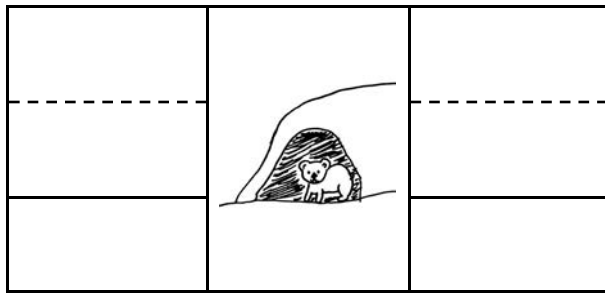
Write **v** to show the ending sound for each picture: dove, five, love, glove, stove, cave, give, wave, olive, sleeve.

Ending Sound Discrimination - d or v

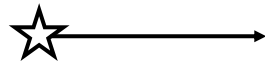
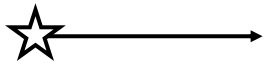


Write **v** or **d** to show the ending sound for each picture: cave, bed, wave, rod, five, sleeve, lid, sad, move, food.

Is the **v** sound at the beginning or the end?



If **v** comes at the beginning, write it before the picture. If **v** comes at the end, write it after the picture: cave, vine, sleeve, van, wave, five, vat, vase, sleeve, veil.



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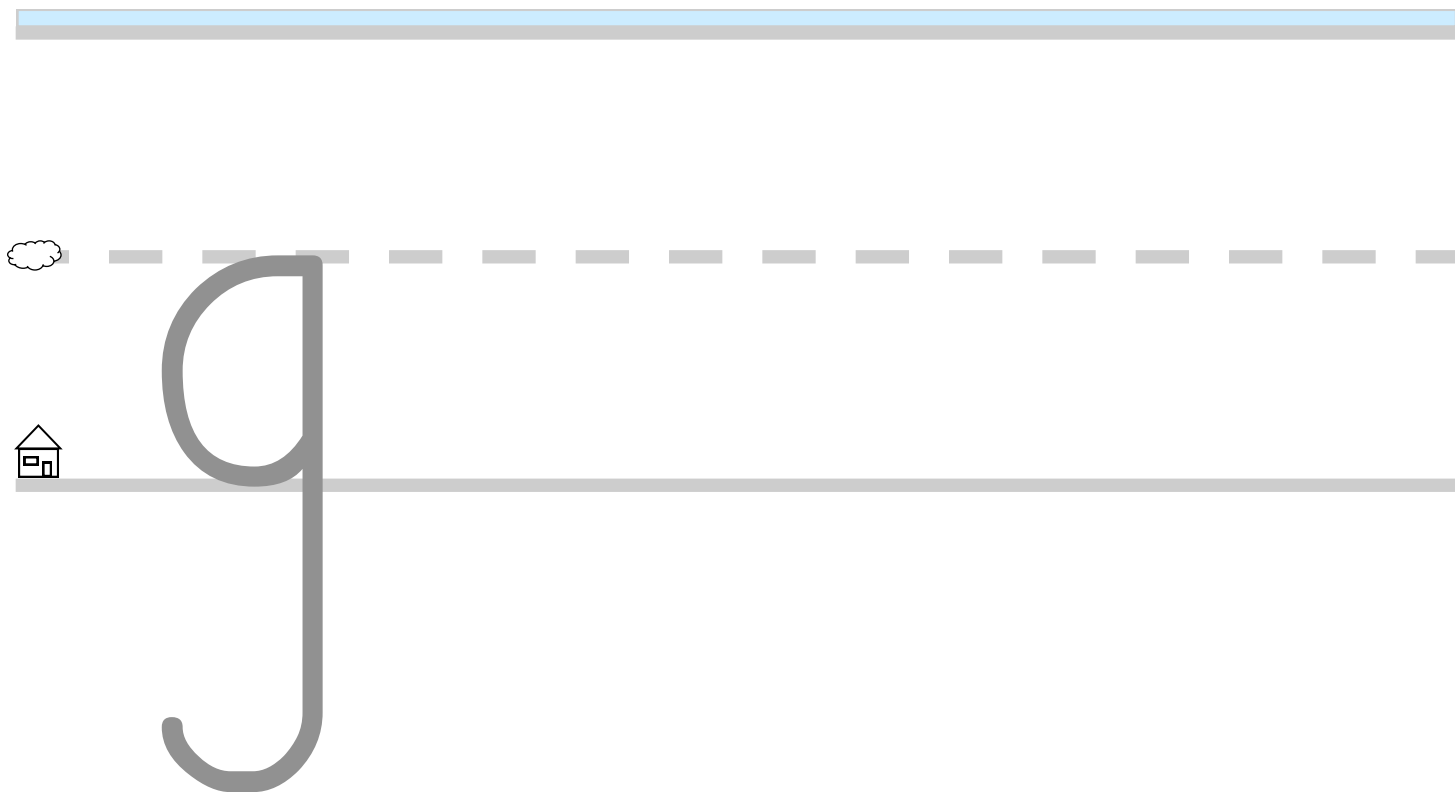
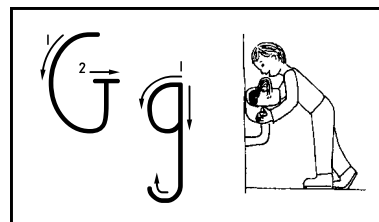
Follow the
directions on
page 29.

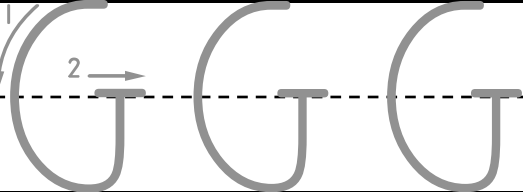
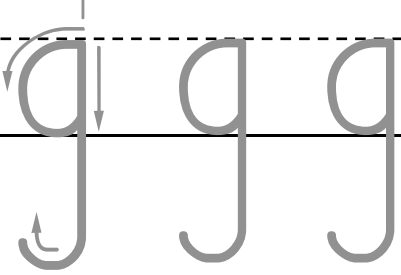
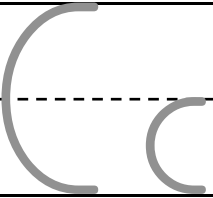
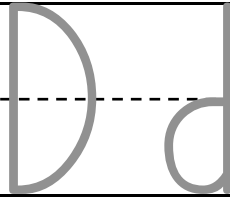
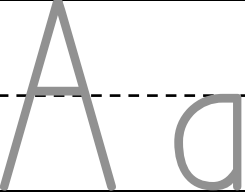
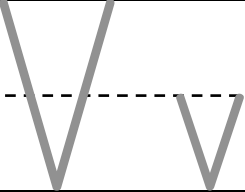


Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. “G, g, g, g,” went the water as it streamed out of the faucet. “G, g, g, g,” went his throat as he guzzled the water.



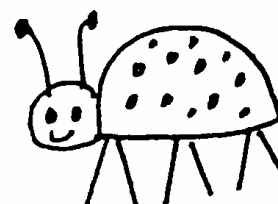
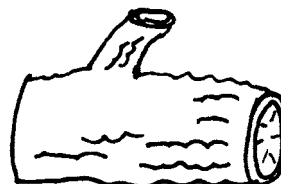
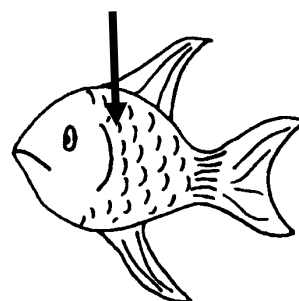
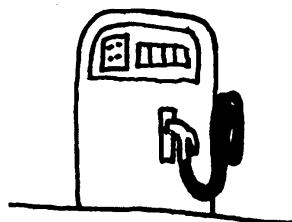
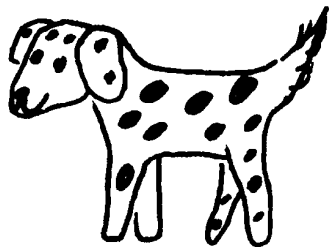
G g
G g

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





	
	
 	
 	
	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(d-o-g, g-u-m, g-a-s, g-i-ll, l-e-g, l-o-g, b-i-g, b-u-g) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - g


	<div style="font-size: 4em; text-align: center;">g</div>	
		<div style="font-size: 1.5em; text-align: center;">gum</div>

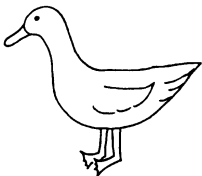


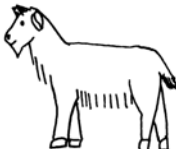






















Trace the **g** and write more g's to fill the line. Write **g** to show the beginning sound for each picture: ghost, gas, garage, goat, go, goal, goose, girl.


Beginning Sound Discrimination - g, v


	 gum		 van
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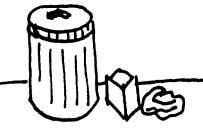
	
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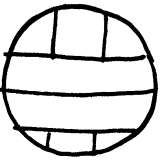
	
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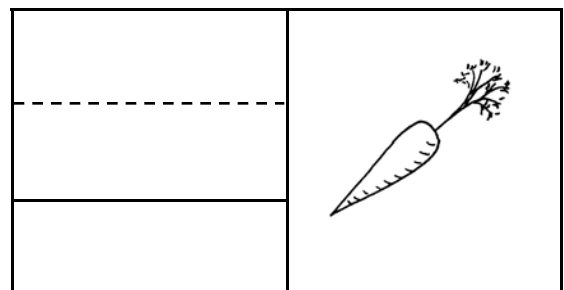
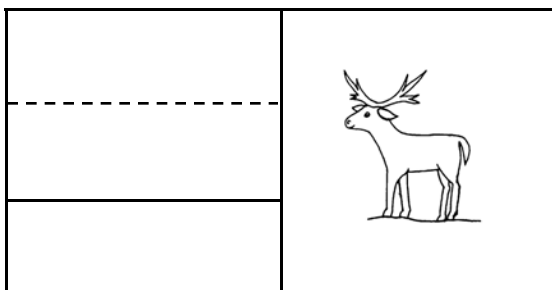
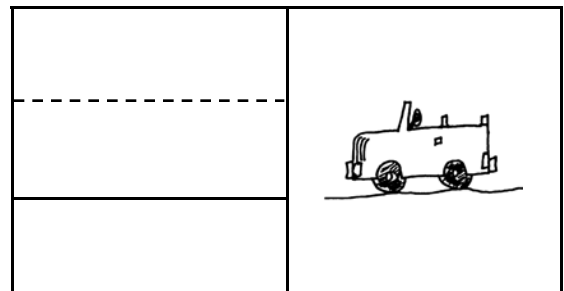
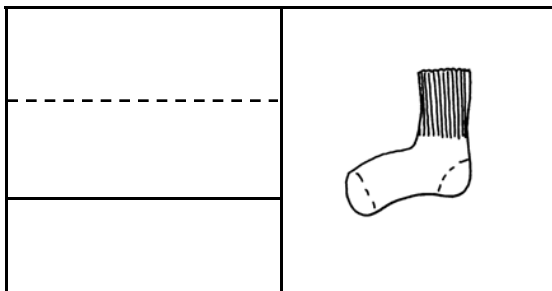
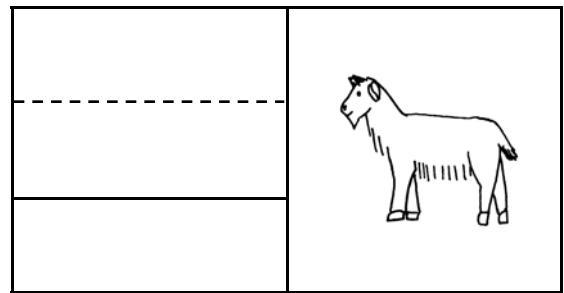
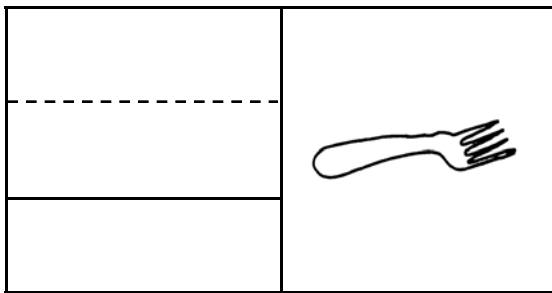
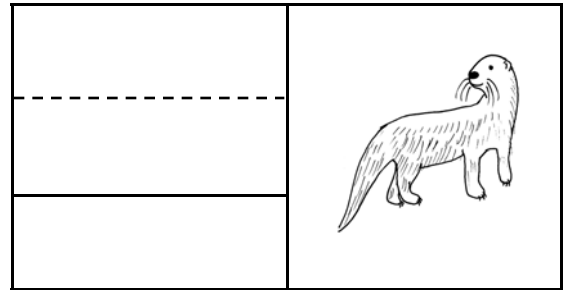
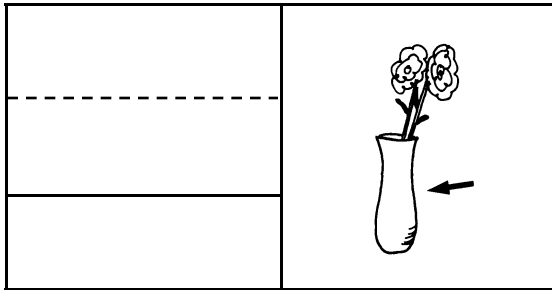
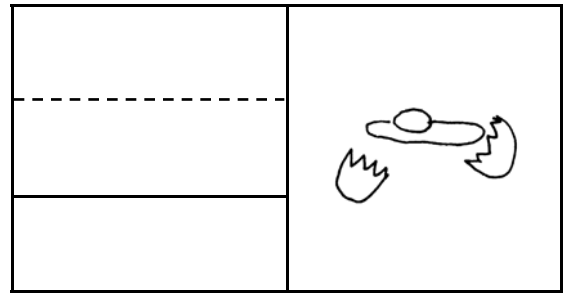
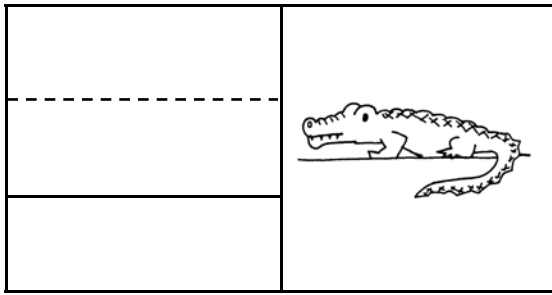
	
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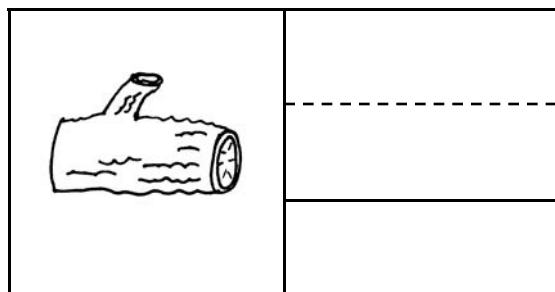
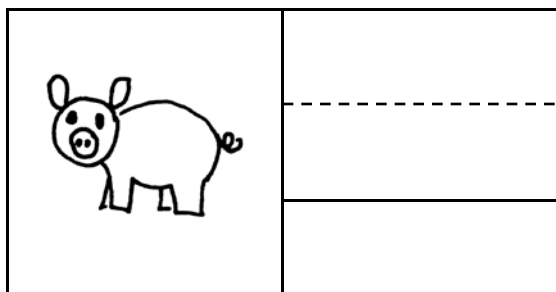
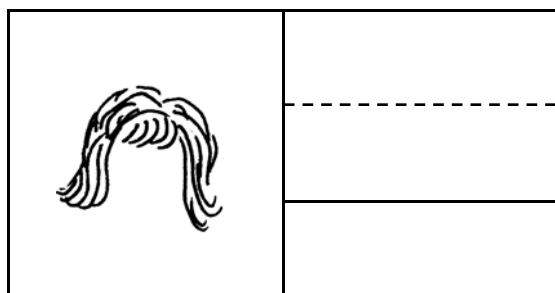
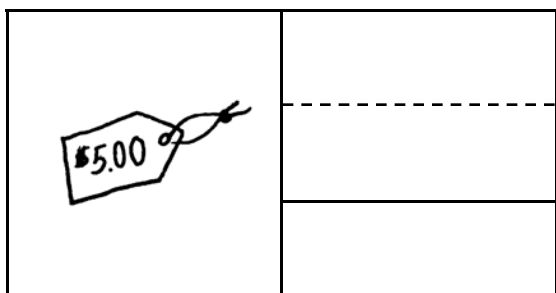
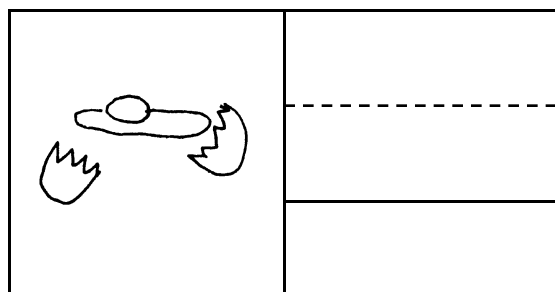
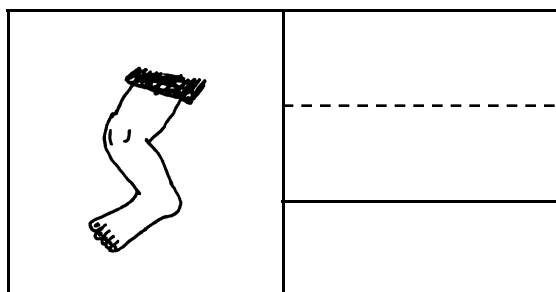
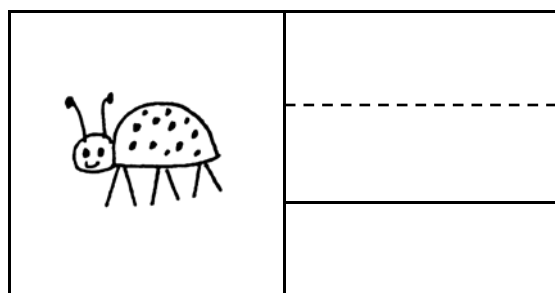
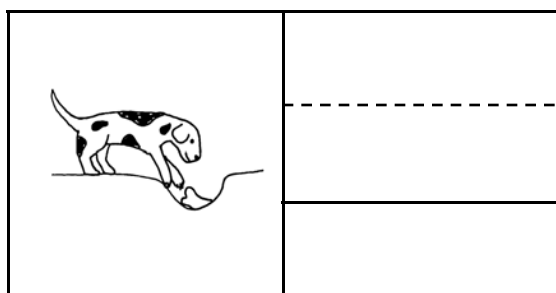
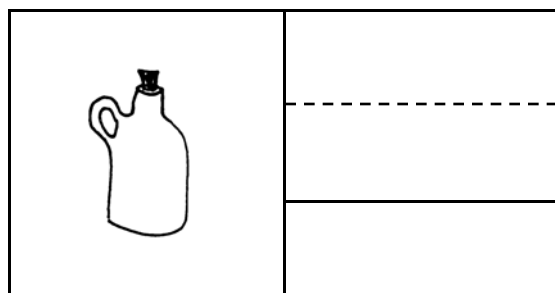
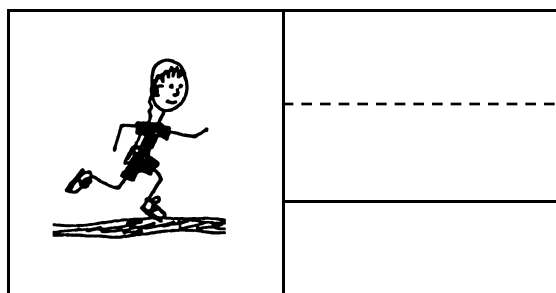
Write **g** or **v** to show the beginning sound for each picture: gold, gate, vest, vine, Valentine, guess, garbage, volleyball.

Beginning Sound Review - f, e, s, j, o, c, d, a, v, g



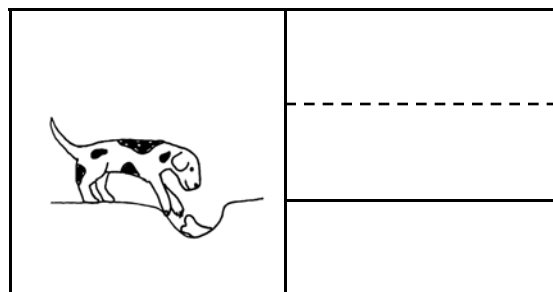
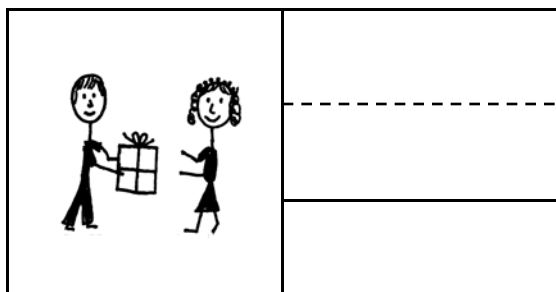
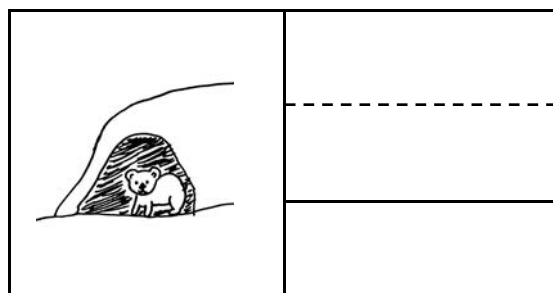
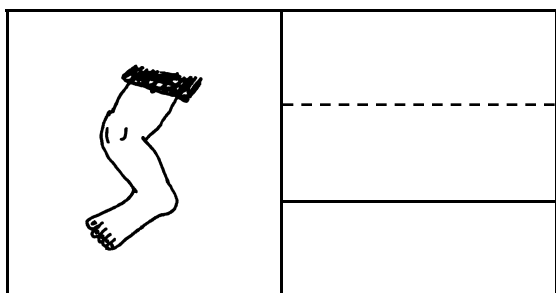
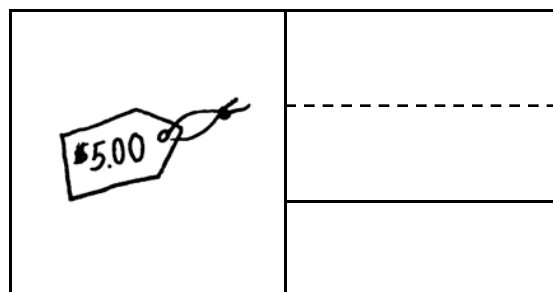
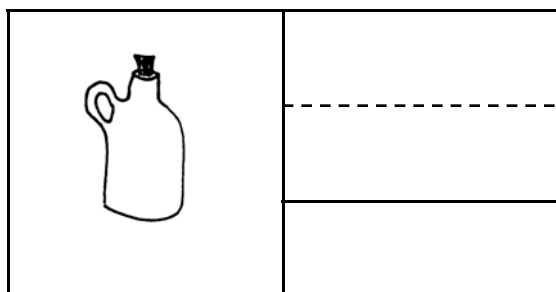
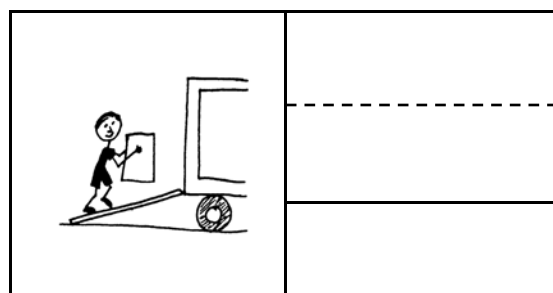
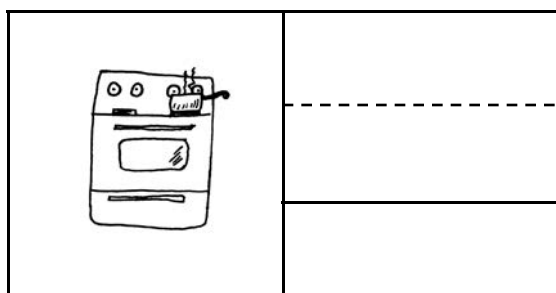
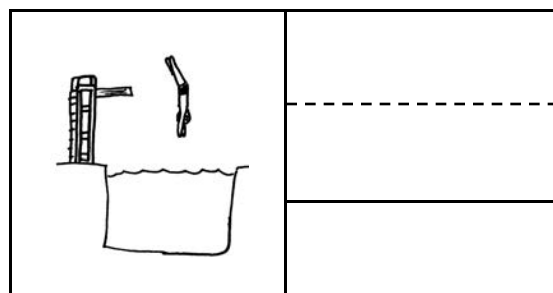
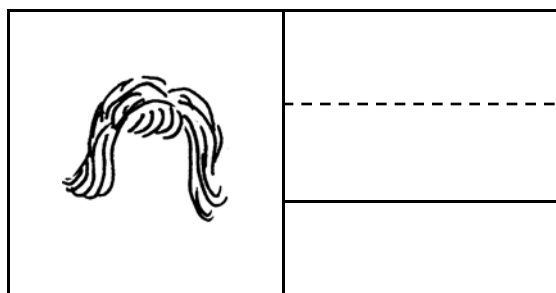
Write a letter to show the beginning sound for each picture: alligator, vase, fork, sock, deer, egg, otter, goat, jeep, carrot.

Ending Sound - g



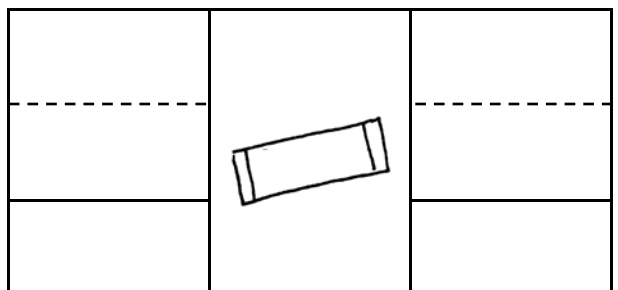
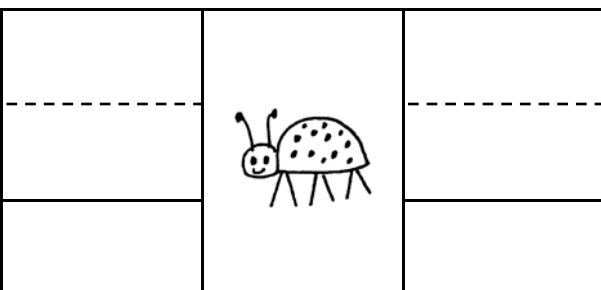
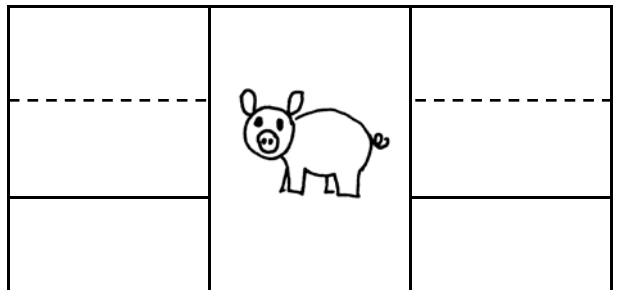
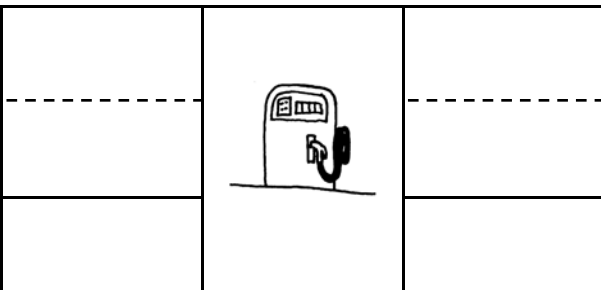
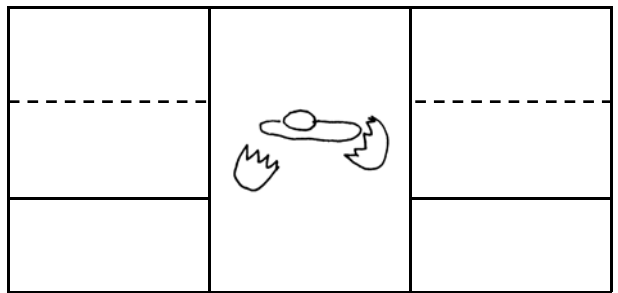
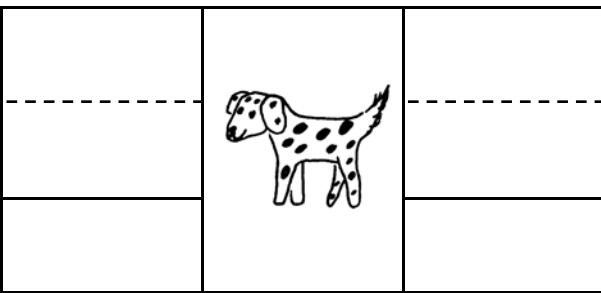
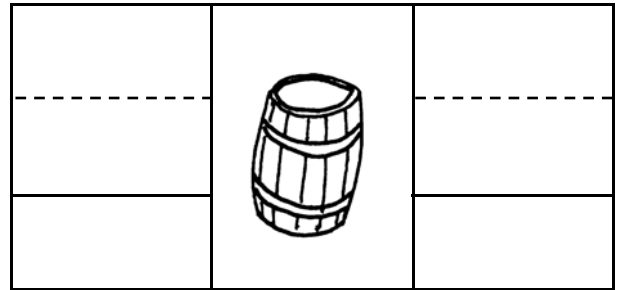
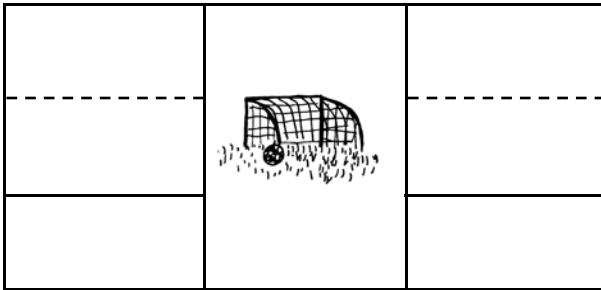
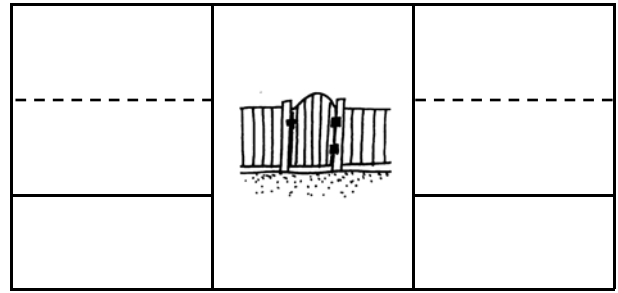
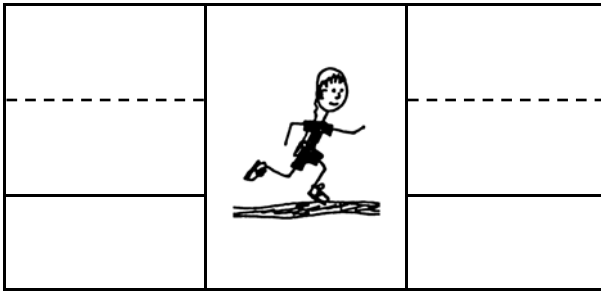
Write **g** to show the ending sound for each picture: jog, dig, leg, tag, pig, jug, bug, egg, wig, log.

Ending Sound Discrimination - v or g

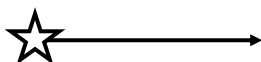
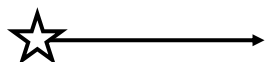


Write **g** or **z** to show the ending sound for each picture: jazz, dig, leg, tag, buzz, jug, maze, maize, wig, gauze.

Is the **g** sound at the beginning or the end?



If **g** comes at the beginning, write it before the picture. If **g** comes at the end, write it after the picture: jog, goal, dog, gas, bug, gate, keg, egg, pig, gum.



ta

ja

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ca

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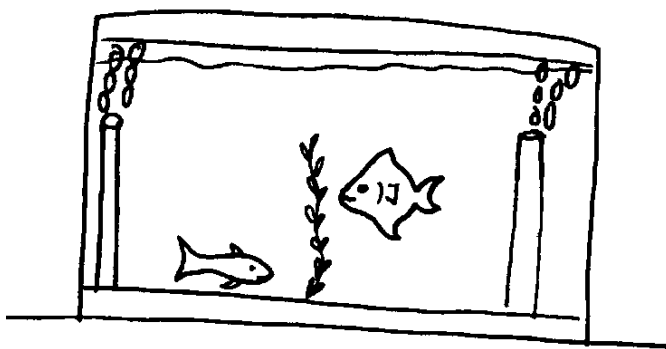
ax

as

aj

Follow the
directions on
page 29.

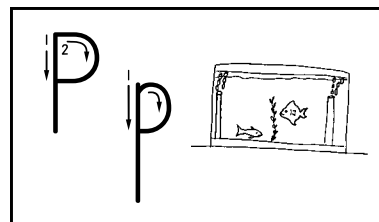
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "p, p, p, p" sound of the air pump pushing air into the water.






P p

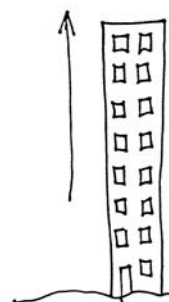
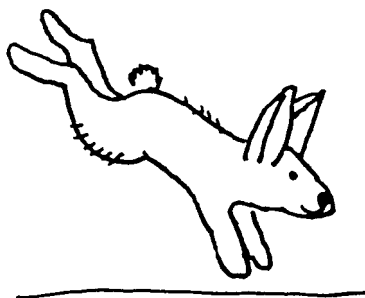
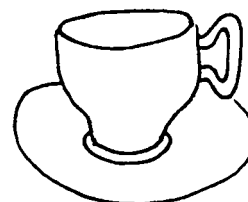
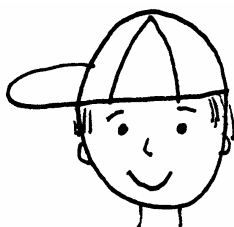
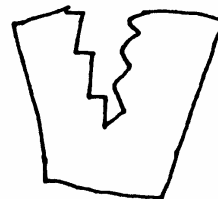
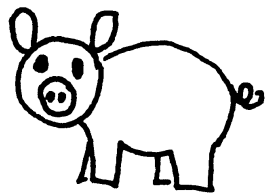
P p

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





 P P P	
 p p p	D d A a
	V v G g
pan	

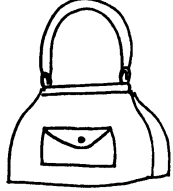
Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.

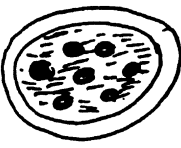


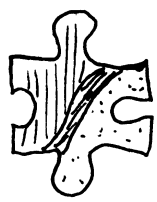
(p-i-g, r-i-p, p-o-t, p-e-t, c-a-p, c-u-p, h-o-p, u-p) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - p


	<p>p</p>	
		<p>pig</p>

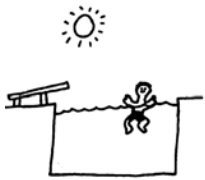
	
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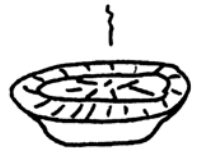
	
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Trace the **p** and write more **p**'s to fill the line. Write **p** to show the beginning sound for each picture: purse, puzzle, pickle, pocket, pizza, push, pool, pie.

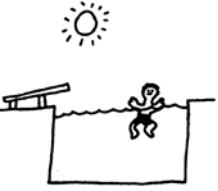
Beginning Sound Discrimination - p, g


<div style="text-align: center; font-size: 48px;">p</div>	 <div style="text-align: center;">pig</div>	<div style="text-align: center; font-size: 48px;">g</div>	 <div style="text-align: center;">gum</div>
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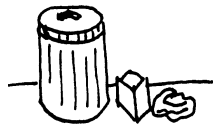
	
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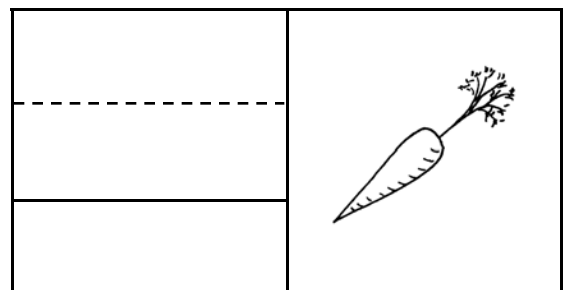
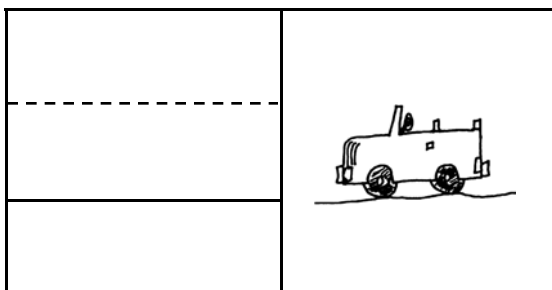
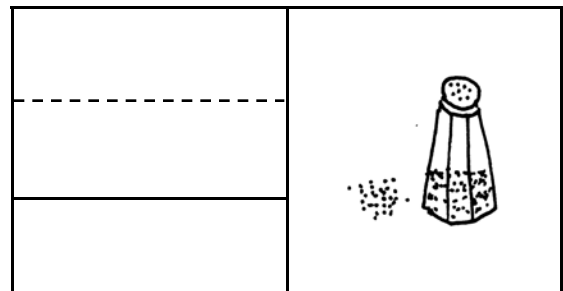
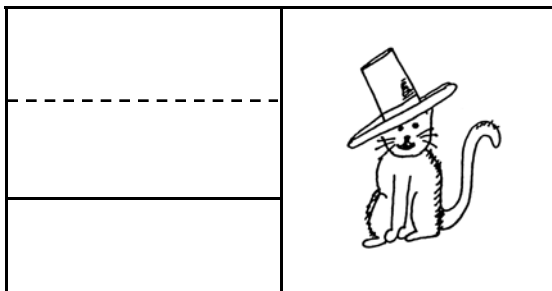
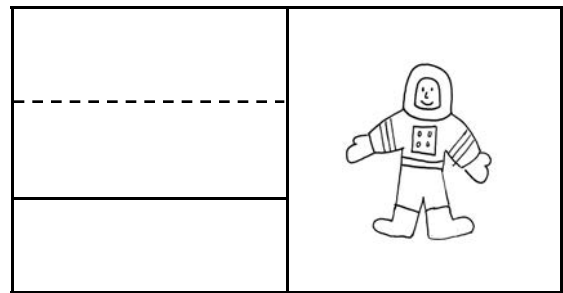
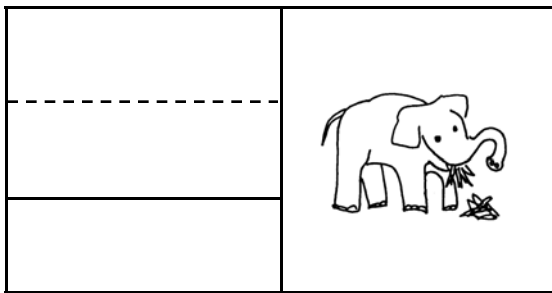
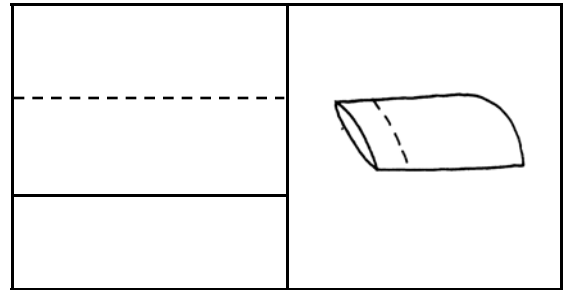
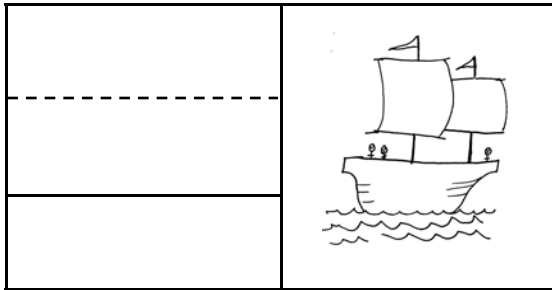
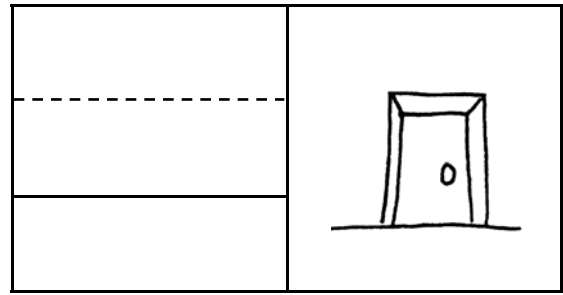
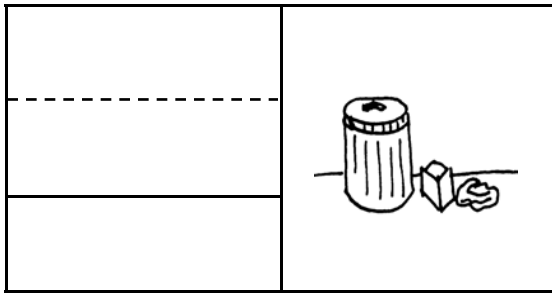
	
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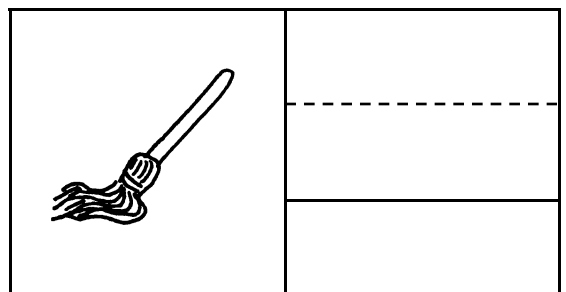
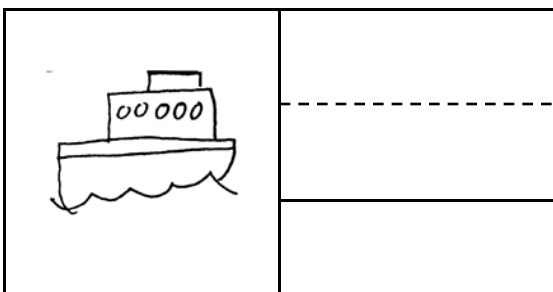
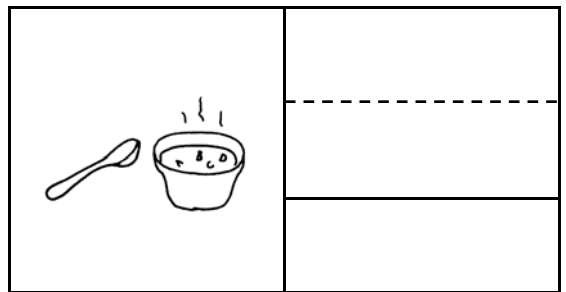
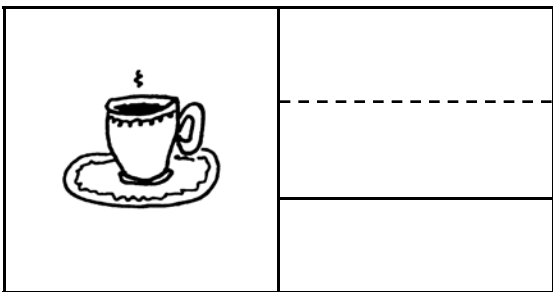
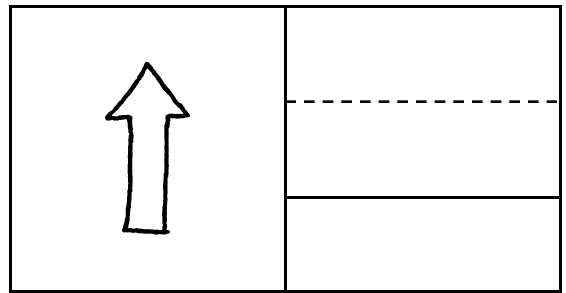
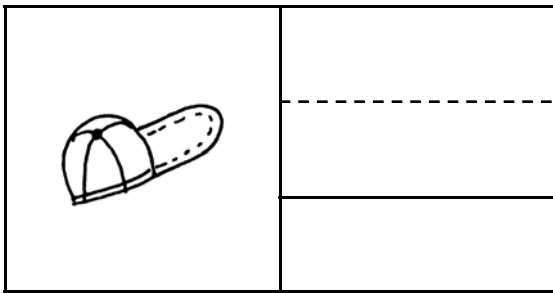
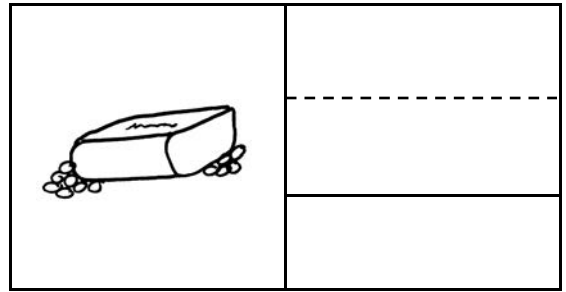
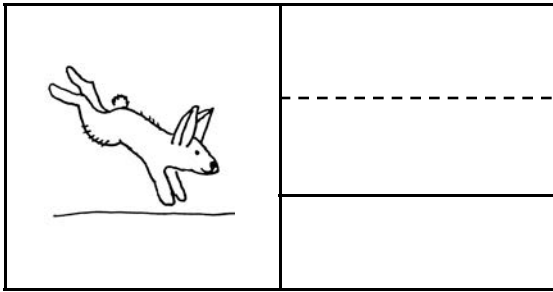
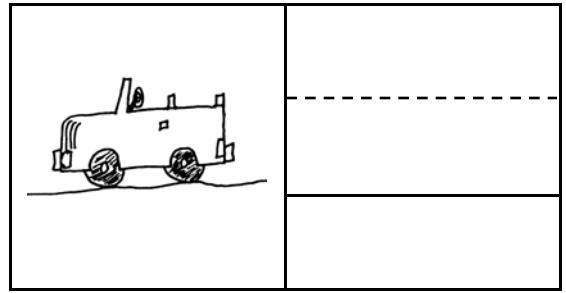
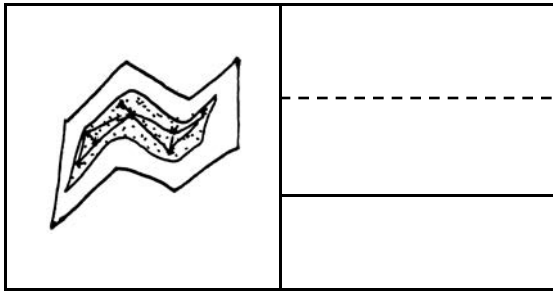
Write **p** or **g** to show the beginning sound for each picture: gold, push, girl, garbage, pizza, pool, gate, pickle.

Beginning Sound Review - e, s, j, o, c, d, a, v, g, p



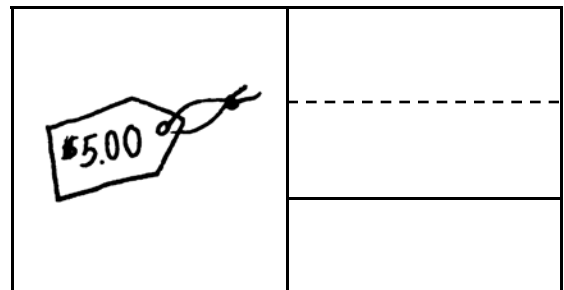
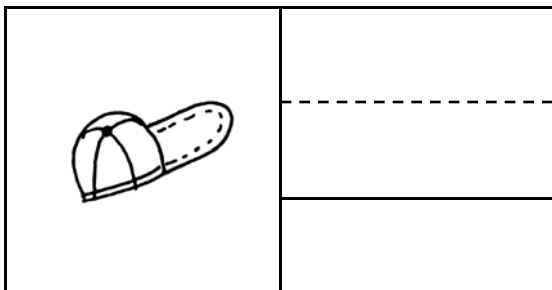
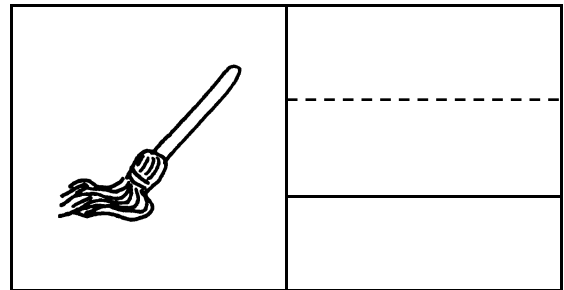
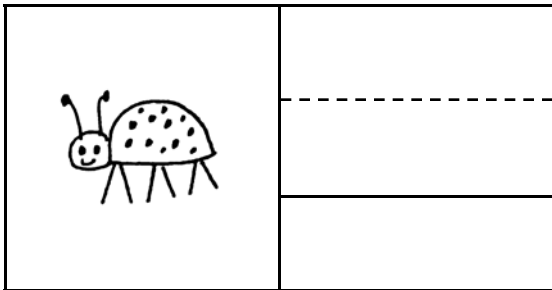
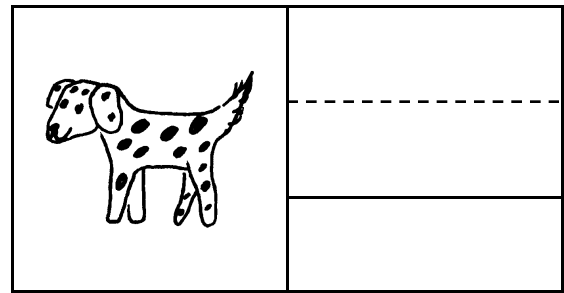
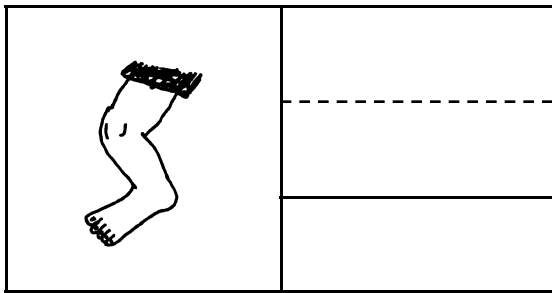
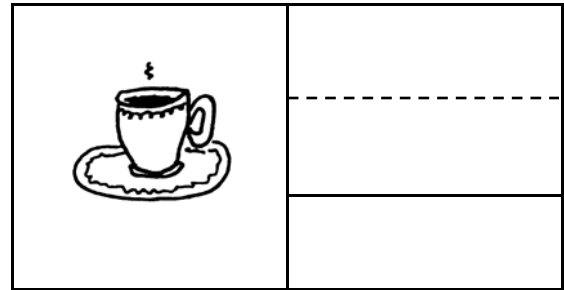
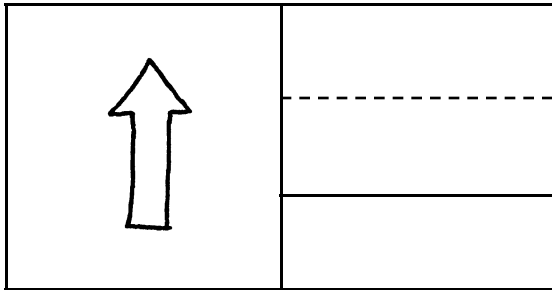
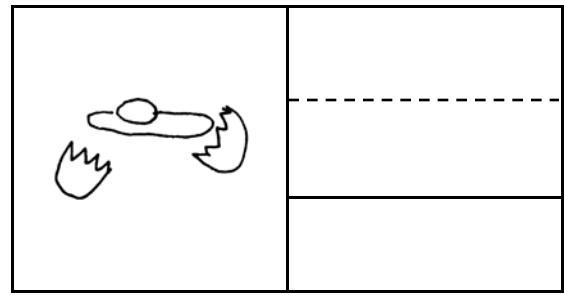
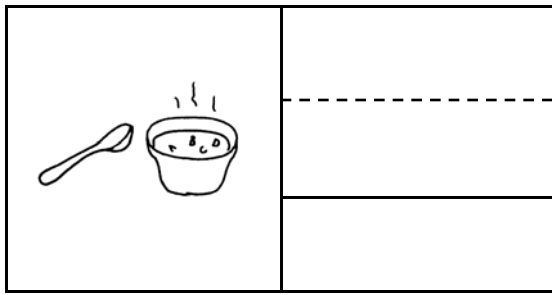
Write a letter to show the beginning sound for each picture: garbage, voyage, elephant, on, jeep, door, pillow, astronaut, salt, carrot.

Ending Sound - p



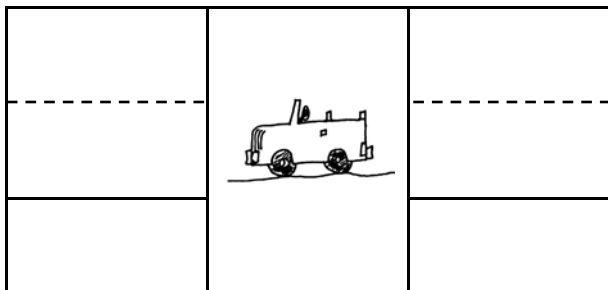
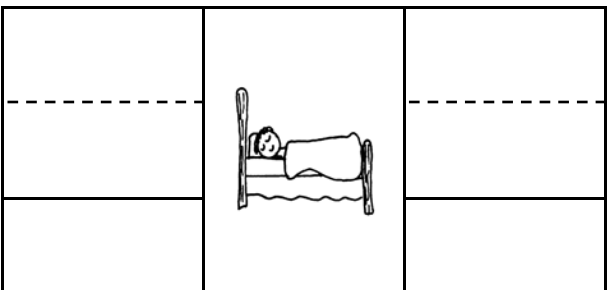
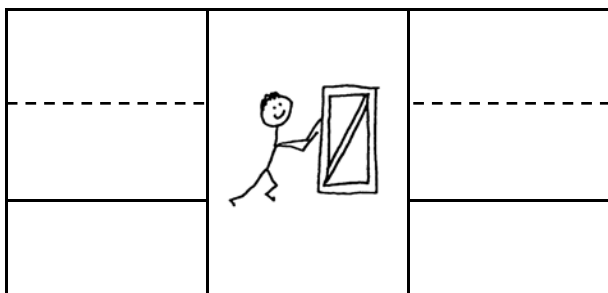
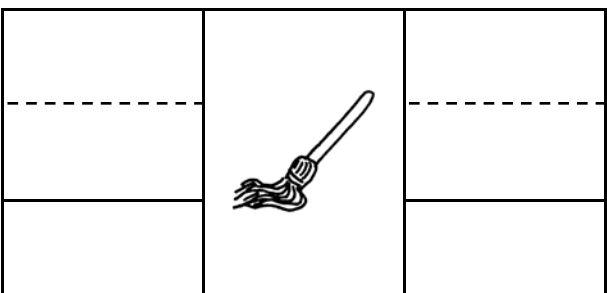
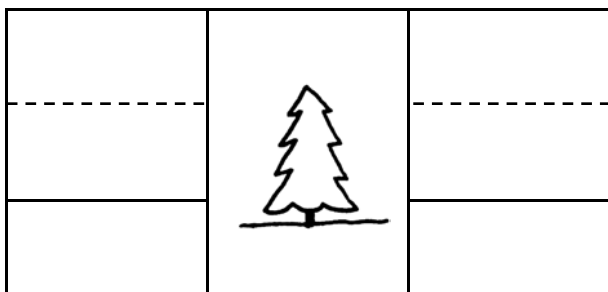
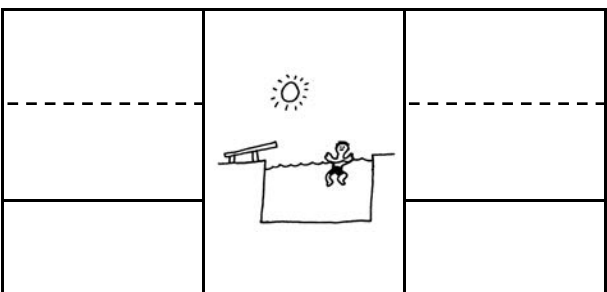
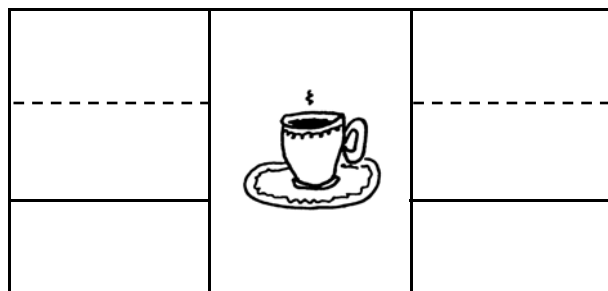
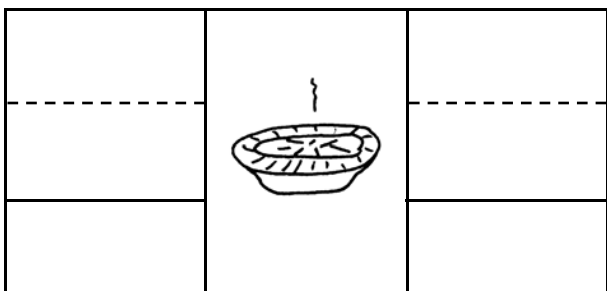
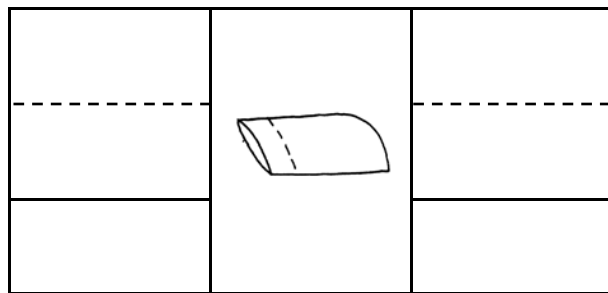
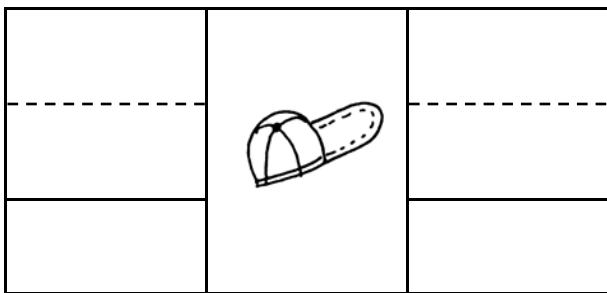
Write **p** to show the ending sound for each picture: map, hop, cap, cup, ship, jeep, soap, up, soup, mop.

Ending Sound Discrimination - p or g



Write **p** or **g** to show the ending sound for each picture: soup, up, leg, bug, cap, egg, cup, dog, mop, tag.

Is the **p** sound at the beginning or the end?



If **p** comes at the beginning, write it before the picture. If **p** comes at the end, write it after the picture: cap, pie, pool, mop, nap, pillow, cup, pine, push, jeep.



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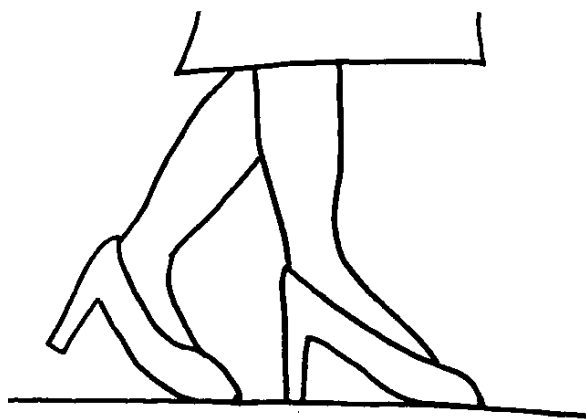
as

aj

Follow the
directions on
page 29.

Audrey looked up when she heard the “K, k” sound of the receptionist’s heels stepping across the tile floor.

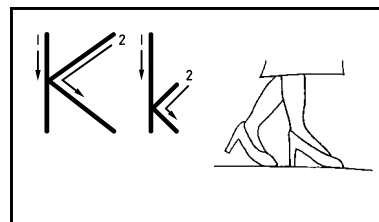
“I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.

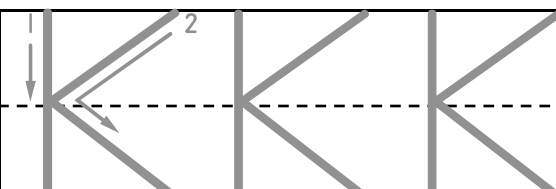
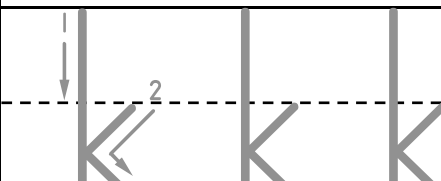
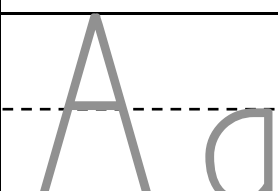

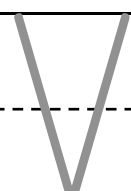

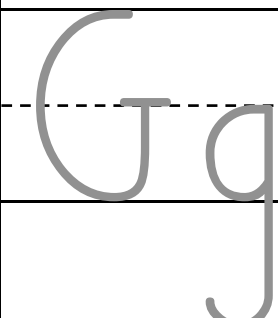



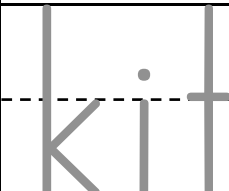



K k

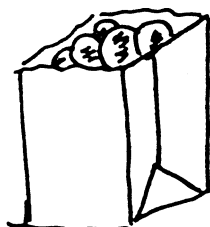
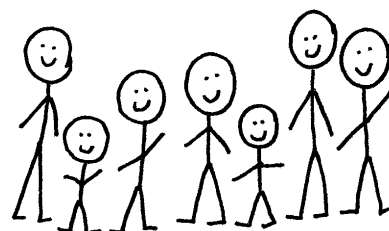
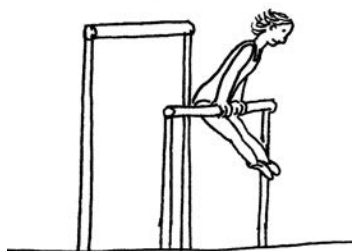
K k

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.






	
	
   	
   	 


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(k-i-d, k-i-t, k-i-p, k-i-n, k-e-g, w-a-g, b-a-g, k-i-ss) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - k


		 kick


	
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Trace the **k** and write more **k**'s to fill the line. Write **k** to show the beginning sound for each picture: kangaroo, keg, kelp, kettle, key, kid, king, kiss.

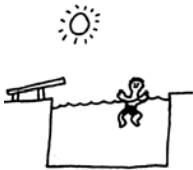
Beginning Sound Discrimination - p, k


	 <p>pig</p>		 <p>kick</p>
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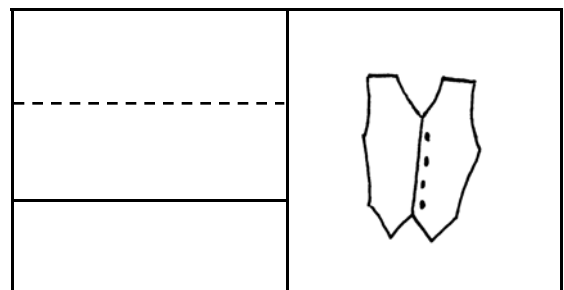
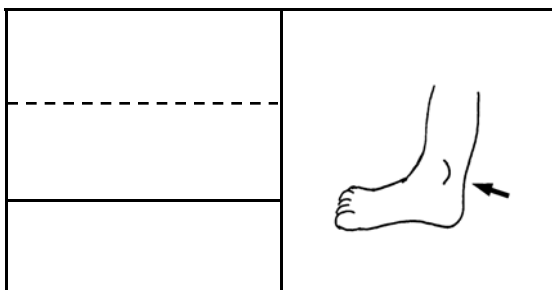
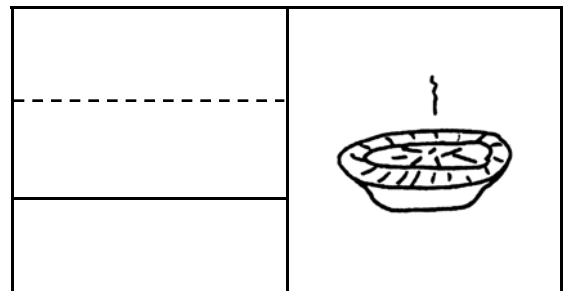
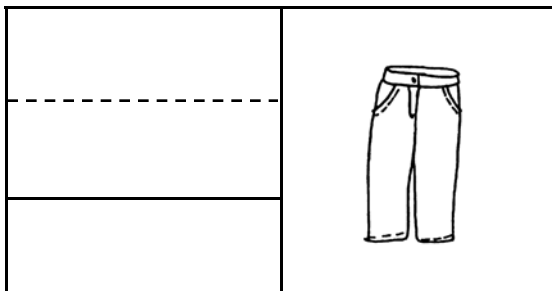
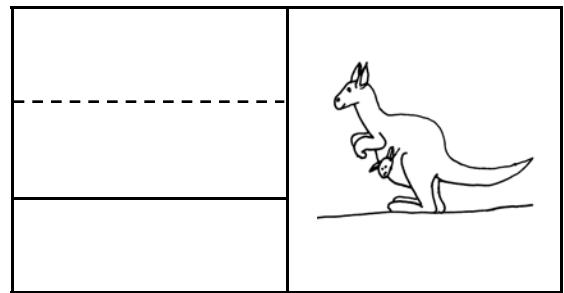
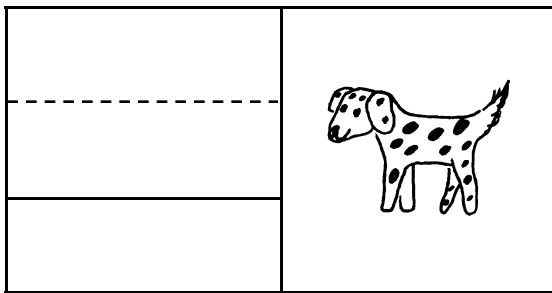
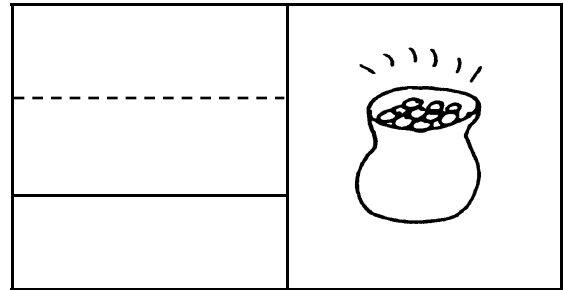
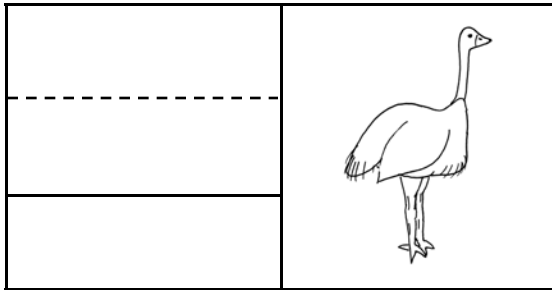
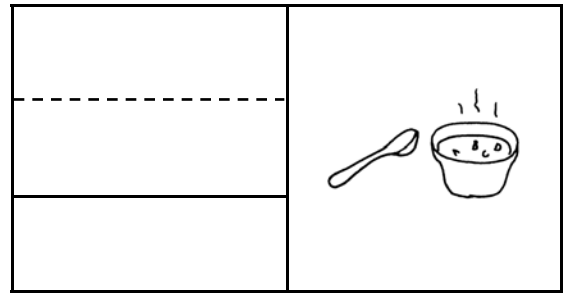
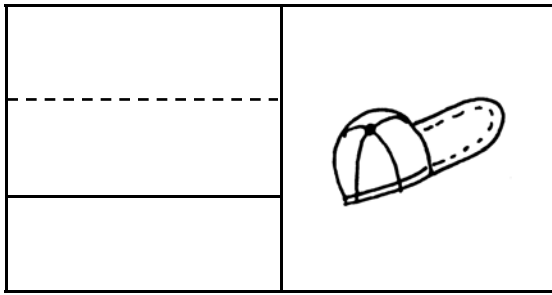
	
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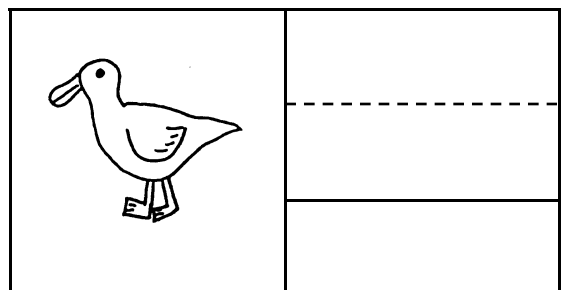
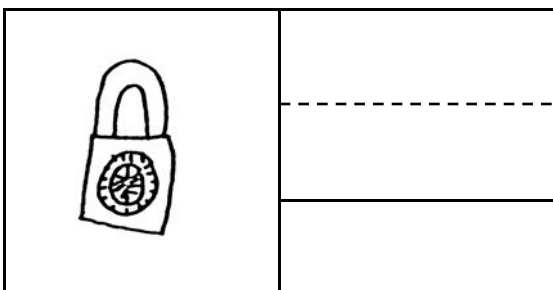
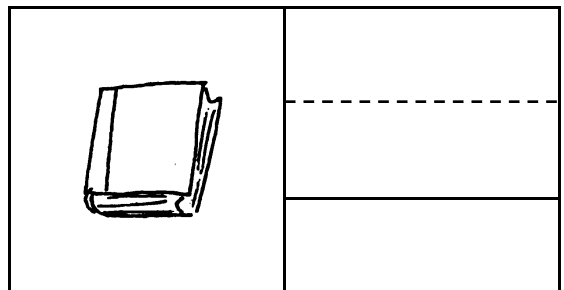
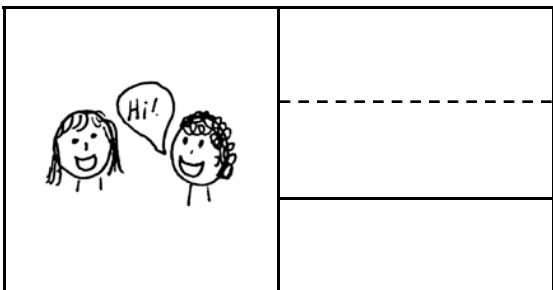
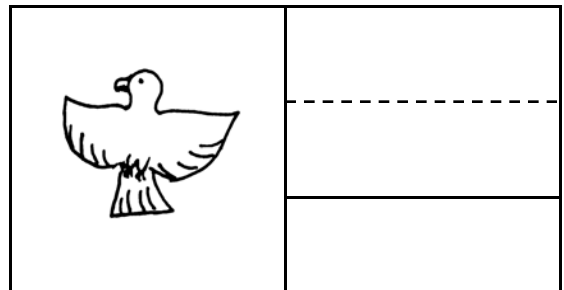
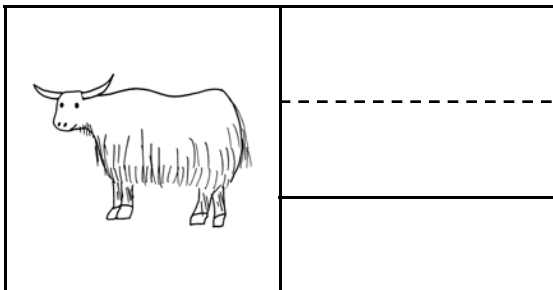
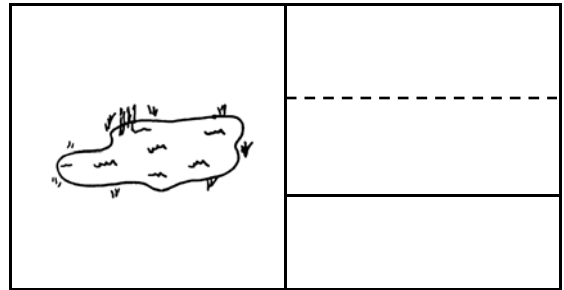
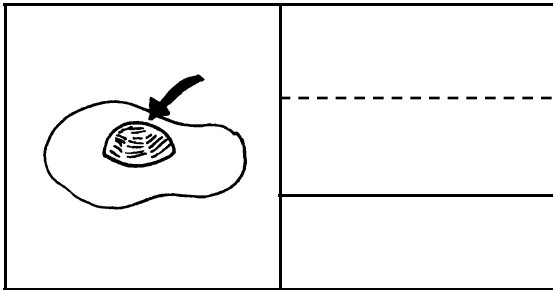
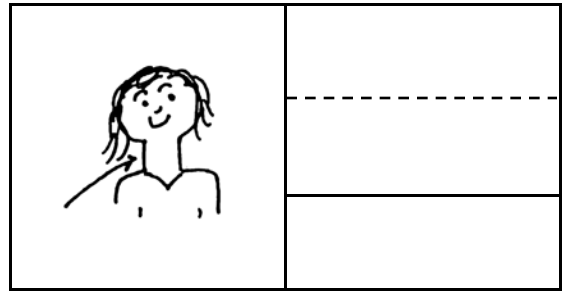
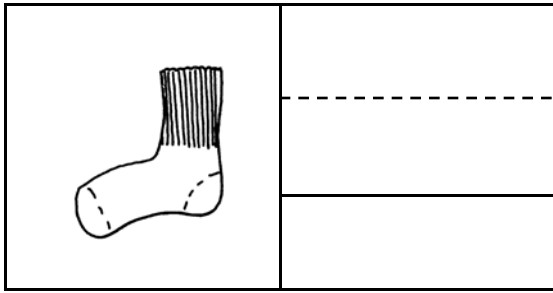
Write **p** or **k** to show the beginning sound for each picture: paint, key, pine, kettle, kite, pool, kiss, pocket.

Beginning Sound Review - s, j, o, c, d, a, v, g, p, k



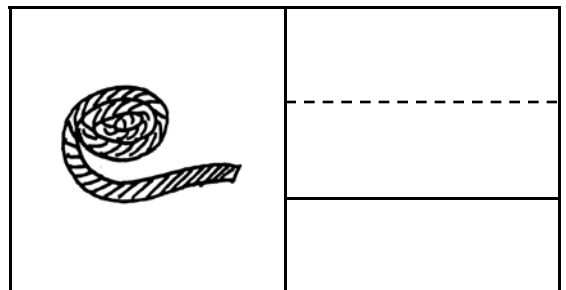
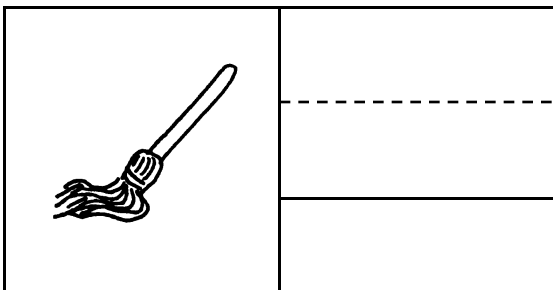
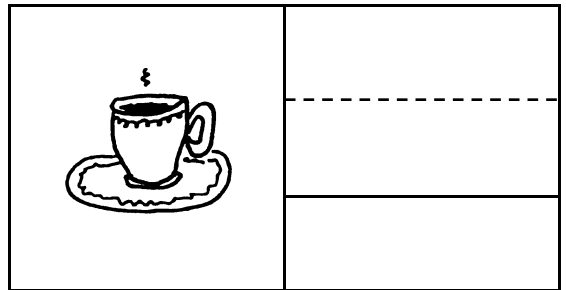
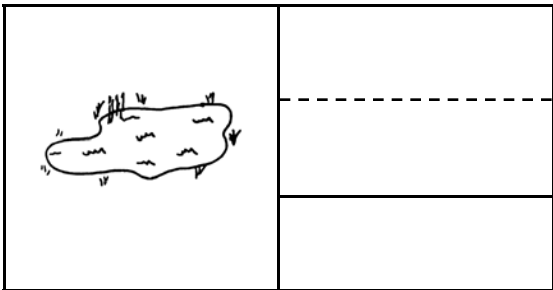
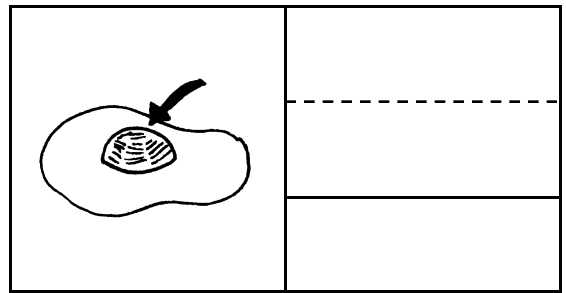
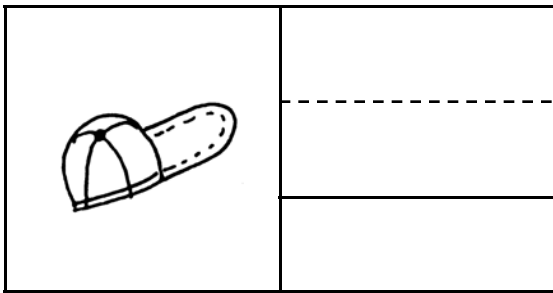
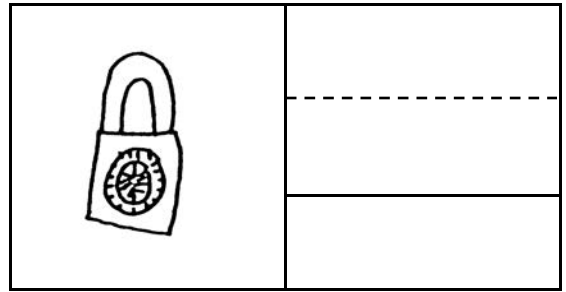
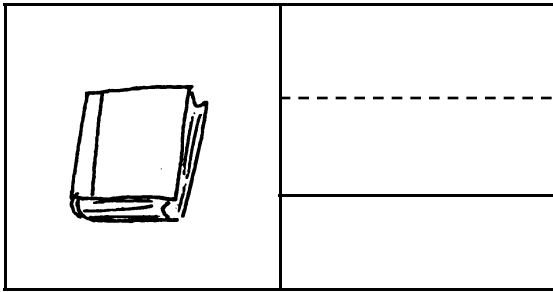
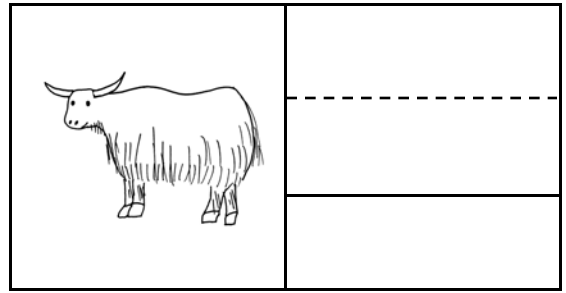
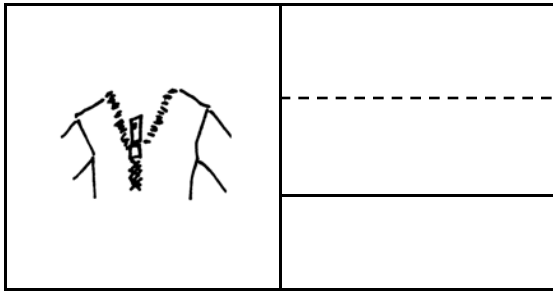
Write a letter to show the beginning sound for each picture: cap, ostrich, dog, jeans, ankle, soup, gold, kangaroo, pie, vest.

Ending Sound - k



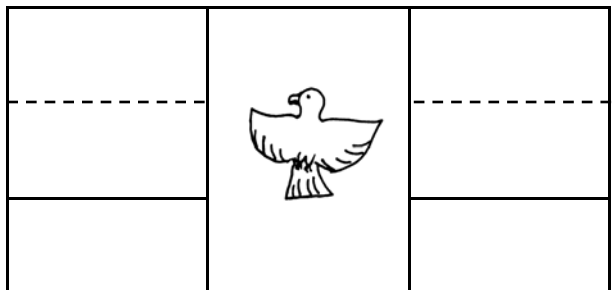
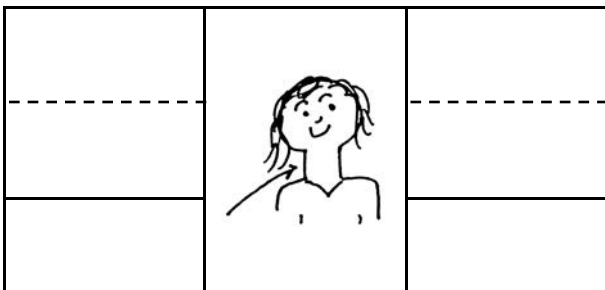
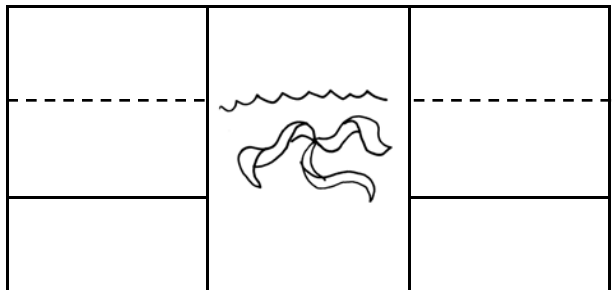
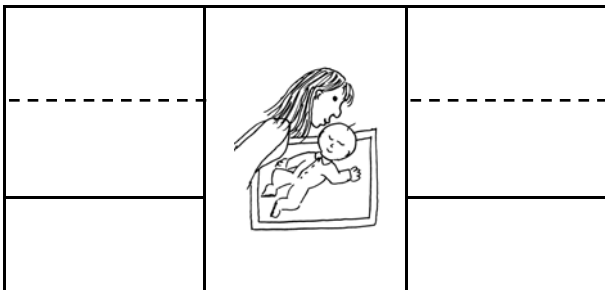
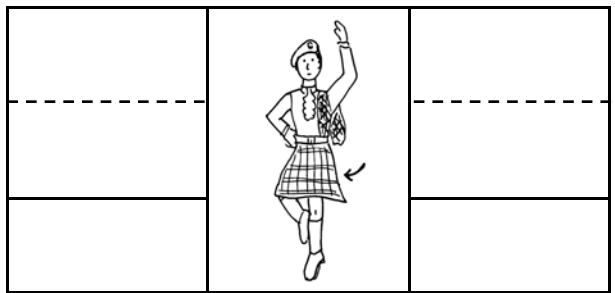
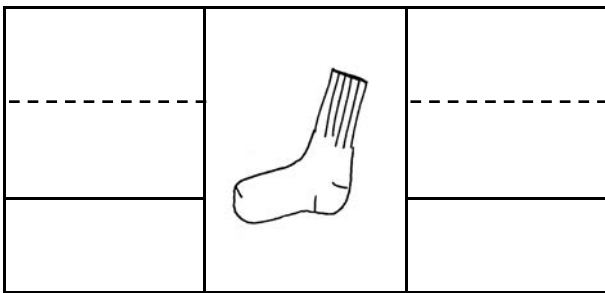
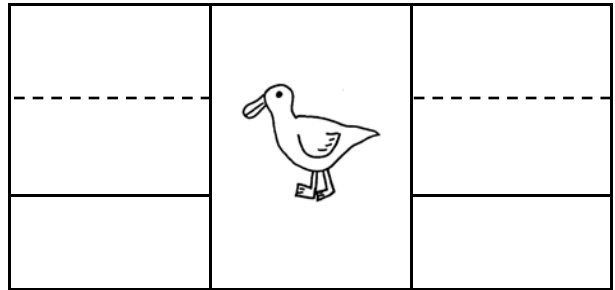
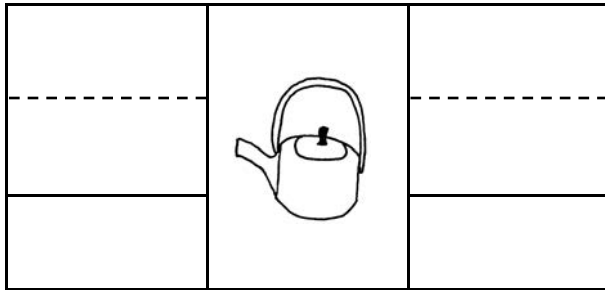
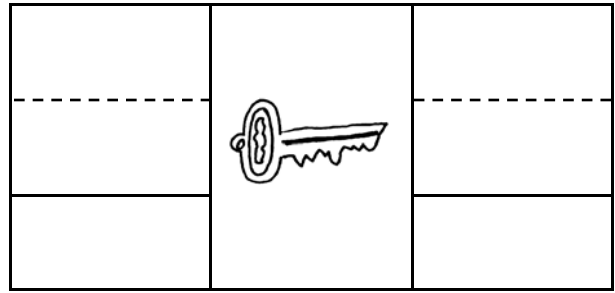
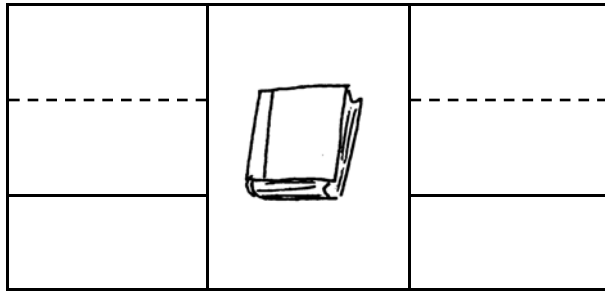
Write **k** to show the ending sound for each picture: sock, yolk, yak, talk, lock, neck, lake, hawk, book, duck.

Ending Sound Discrimination - k or p

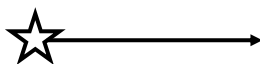
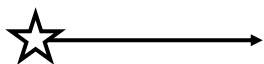


Write **k** or **p** to show the ending sound for each picture: zip, book, cap, lake, mop, yak, lock, yolk, cup, rope.

Is the **k** sound at the beginning or the end?



If **k** comes at the beginning, write it before the picture. If **k** comes at the end, write it after the picture: book, kettle, sock, kiss, neck, key, duck, kilt, kelp, hawk.



t a

j a

h a

c a

l a

d a

n a

v a

w a

g a

b a

p a

m a

k a

r a

f a

s a

a t

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a b

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a p

a f

a k

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a s

a j

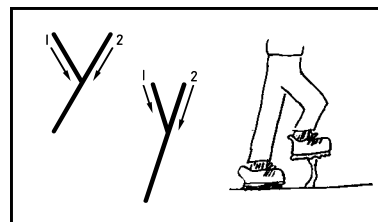
Follow the
directions on
page 29.

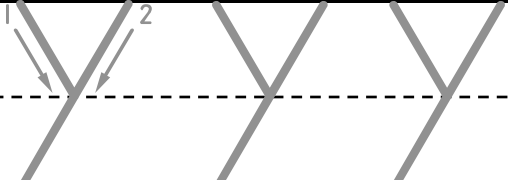
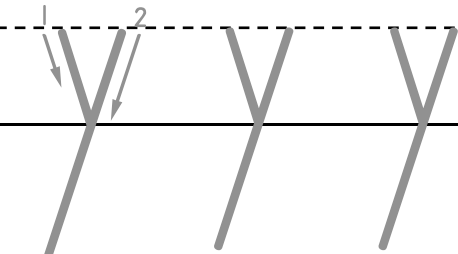
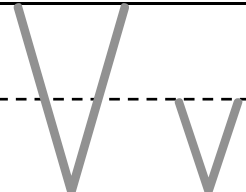
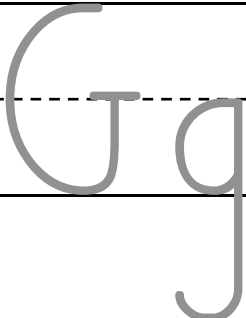
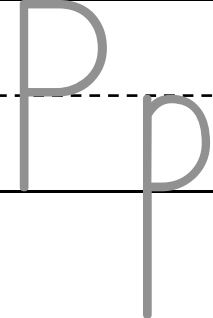
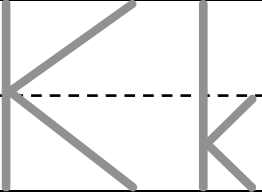
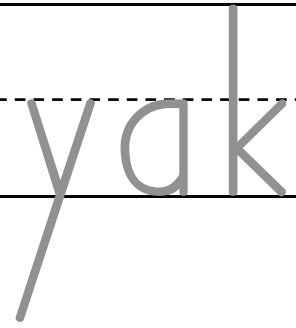
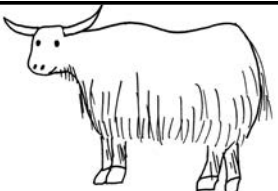
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.



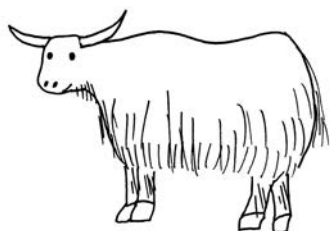
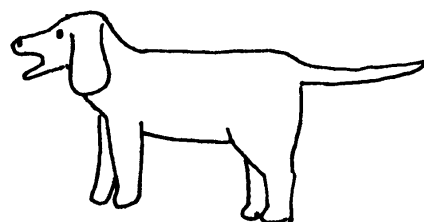
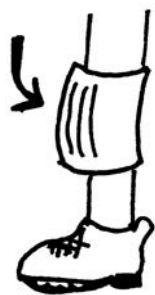
Y y
Y y

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





	
	
	
	
	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(p-a-d, n-a-p, n-o-d, y-a-p, y-a-m, j-o-g, y-a-k, y-e-ll) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.

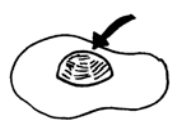
Beginning Sound - y

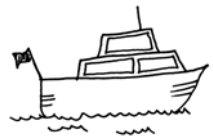
	<div style="font-size: 4em; text-align: center;">y</div>	
		yo-yo



























Trace the y and write more y's to fill the line. Write y to show the beginning sound for each picture: yarn, year, yacht, yell, yawn, yolk, yard, yak.

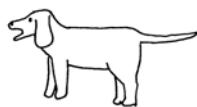
Beginning Sound Discrimination - y or k


	 yo-yo		 kick
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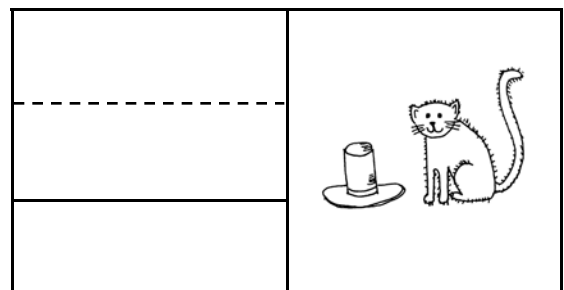
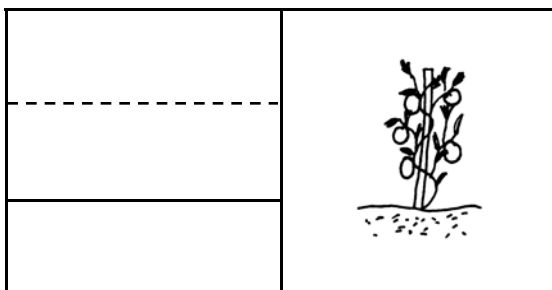
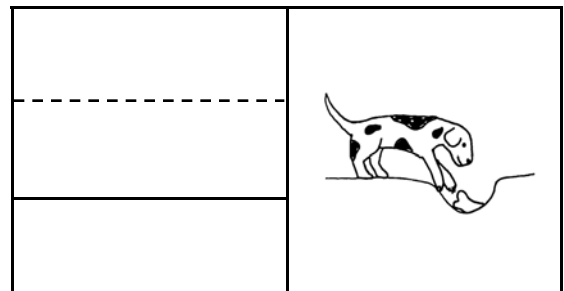
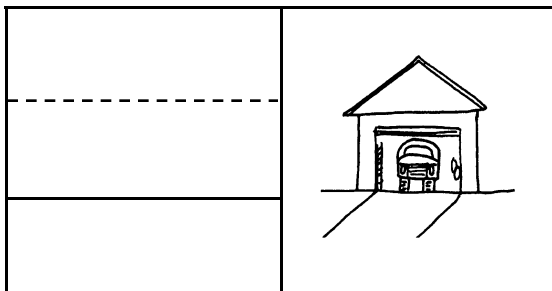
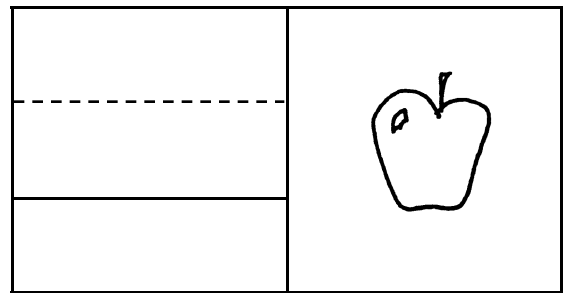
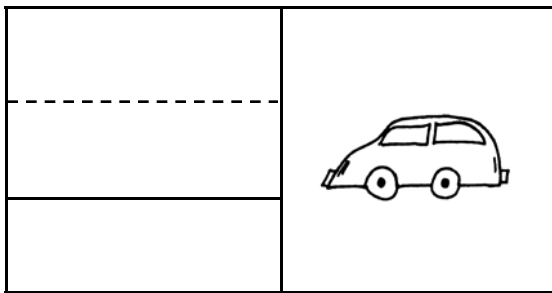
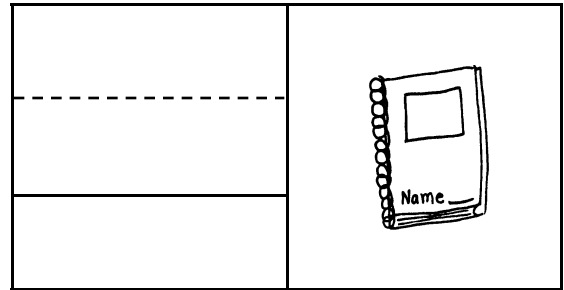
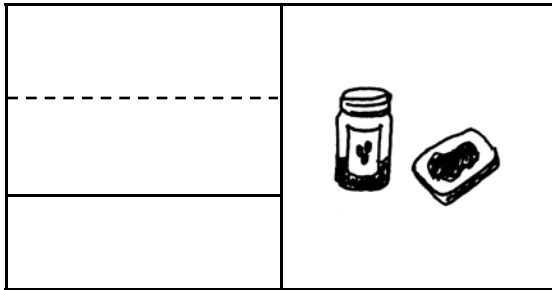
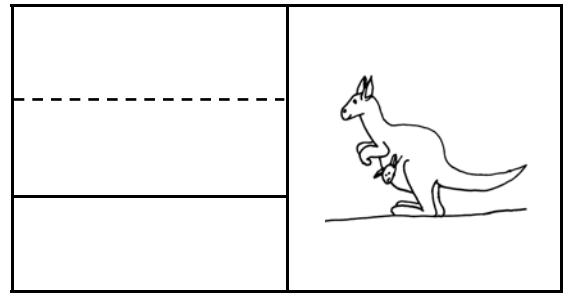
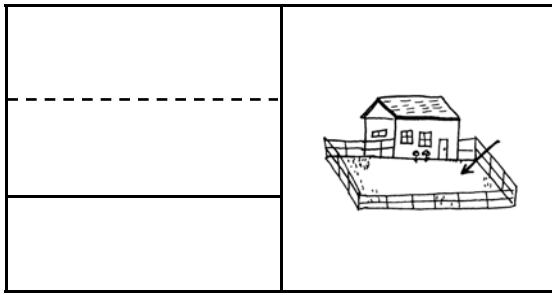
	
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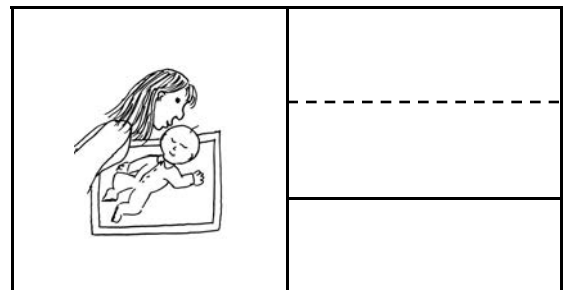
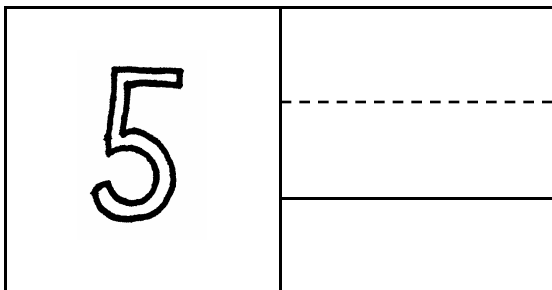
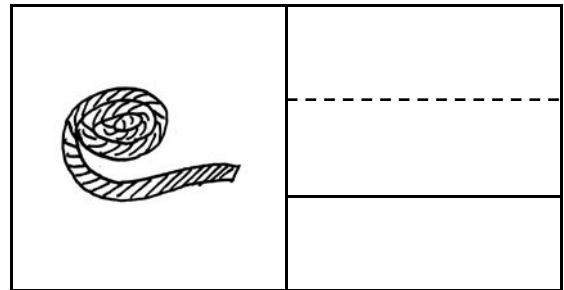
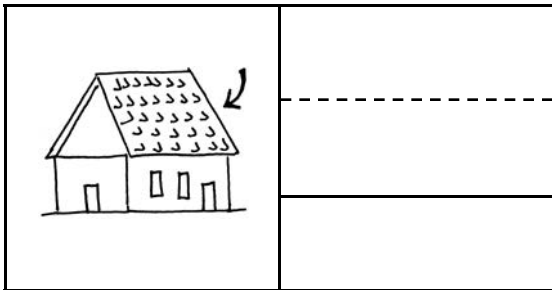
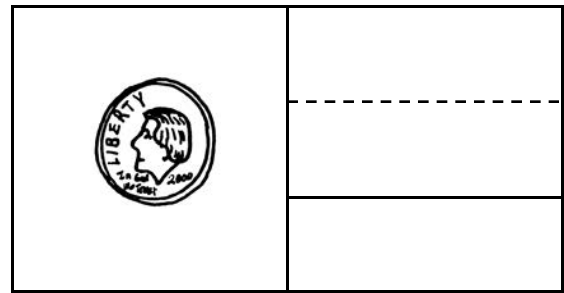
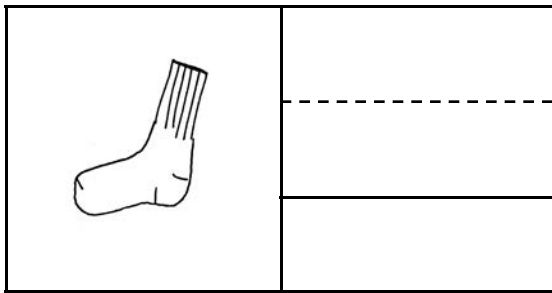
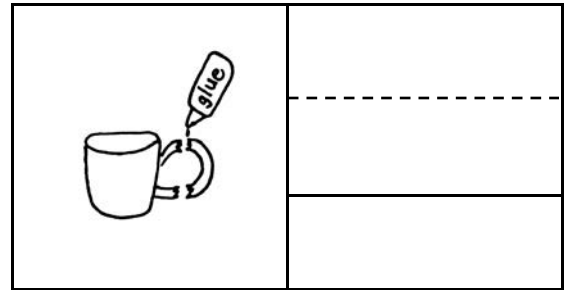
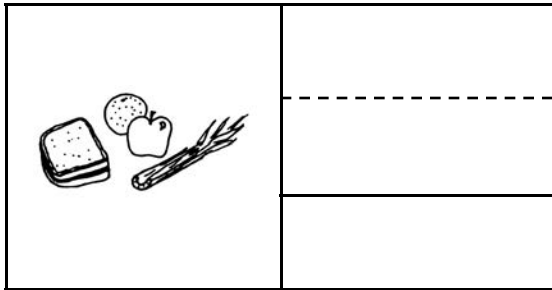
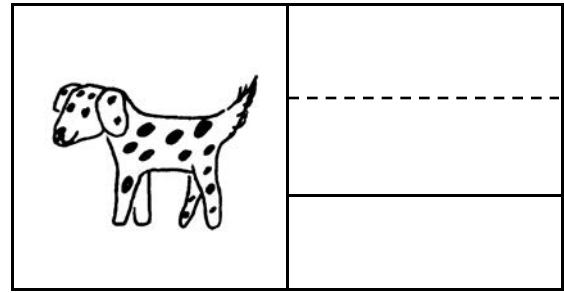
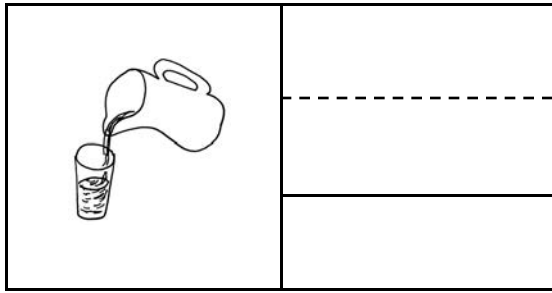
Write **y** or **k** to show the beginning sound for each picture: yawn, kilt, kitten, yam, kit, yap, kangaroo, yell.

Beginning Sound Review - j, o, c, d, a, v, g, p, k, y

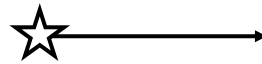
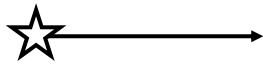


Write a letter to show the beginning sound for each picture: yard, jam, car, vine, kangaroo, journal, apple, dig, off.

Ending Sound Review - m, r, f, x, s, d, v, g, p, k



Write a letter to show the ending sound for each picture: pour, food, sock, roof, five, dog, fix, dime, rope, kiss.



Silly Sounds



ta

ja

ha

ca

la

da

na

va

wa

ga

ba

pa

ma

ka

ra

ya

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ac

al

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am

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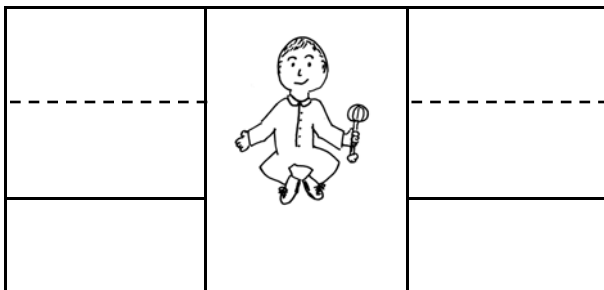
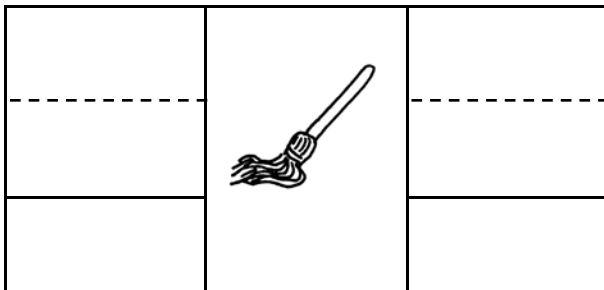
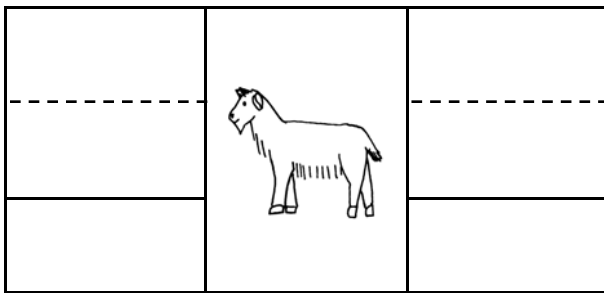
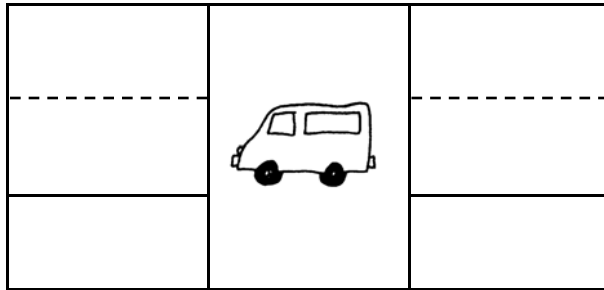
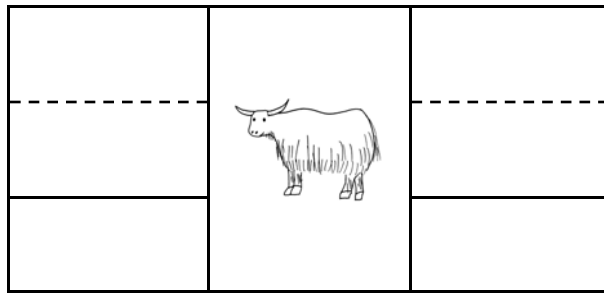
ax

as

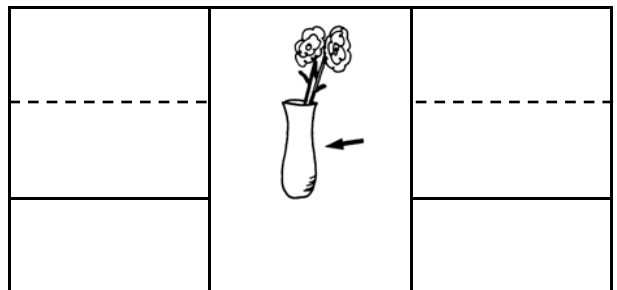
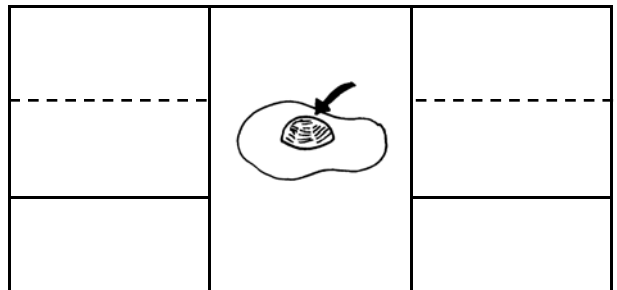
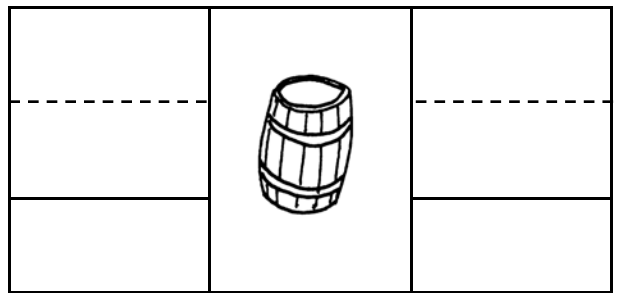
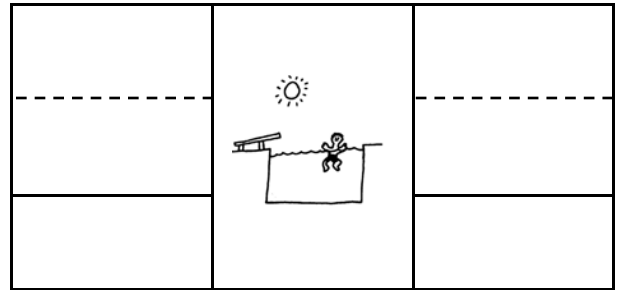
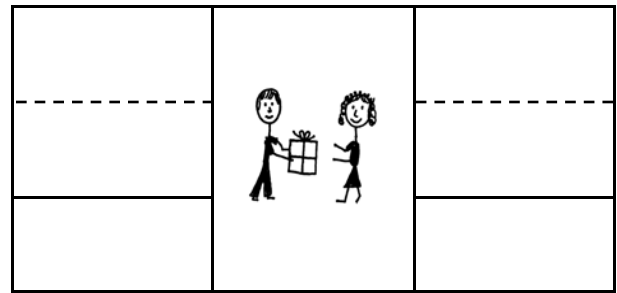
aj

Follow the
directions on
page 29.

Put It Together




Beginning **And** Ending Sounds





Write the beginning and ending sound for each picture: yak, van, goat, mop, kid, give, pool, keg, yolk, vase.


Put It Together


Medial Short Vowel - a


		
p		n

		
v		n

		
y		m

		
n		p


		
t		g

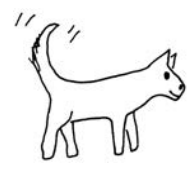
		
c		t


Look at the beginning and ending letters in each word. Listen for the **a/ant** sound in the middle of each word. Write **a** in the middle space under each picture: pan, yam, tag, van, nap, cat.

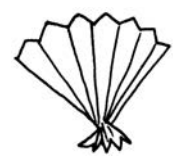
Put It Together


Beginning, Middle, and Ending Sounds With Medial - a

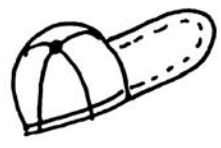
		

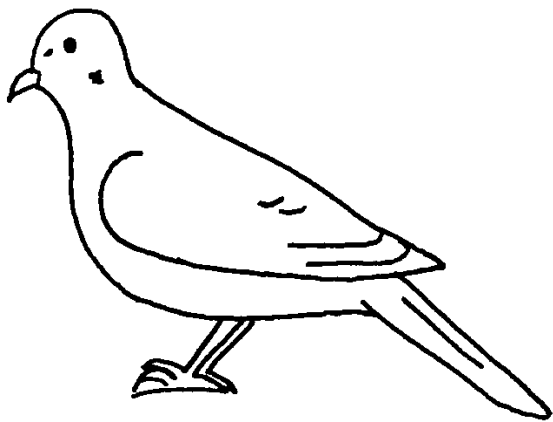
		

Write the beginning, middle, and ending sound for each picture: jam, bag, gas, wag, fan, cap.

Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “Coo, coo, coo.”



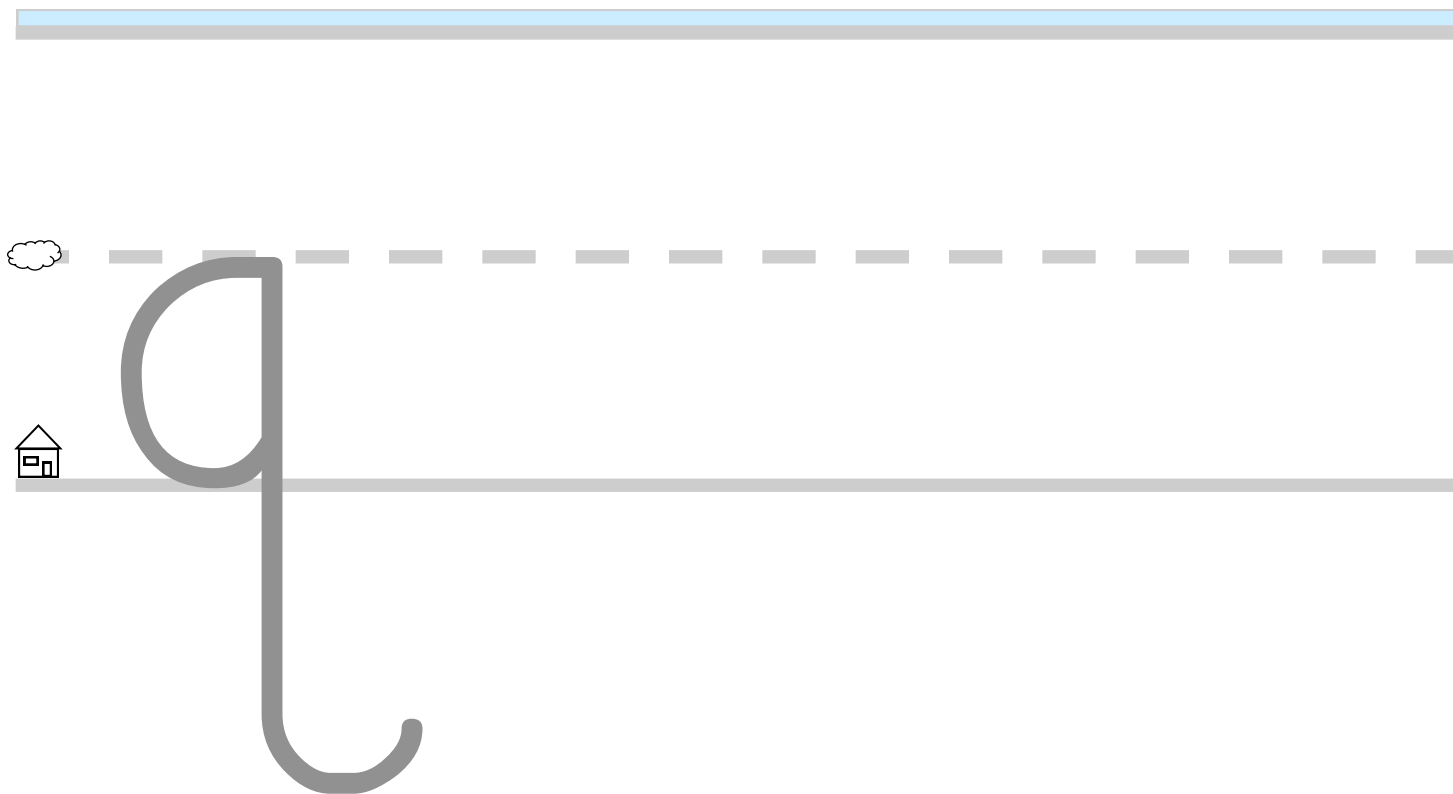
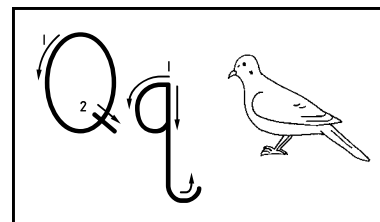
Q

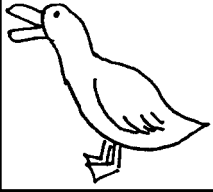
q

Q

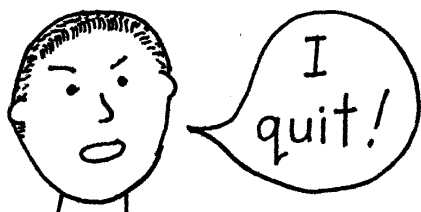
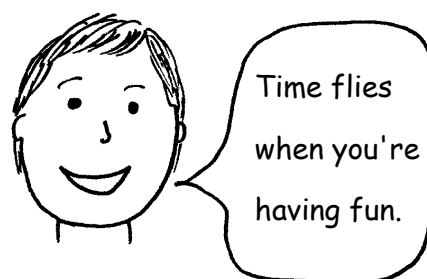
q

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





Qq Qu	
qu qu	
Gg Pp	
Kk Yy	
quack	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(qu-i-ll, r-a-g, b-e-g, qu-i-p, r-u-g, b-a-d, qu-i-t, p-o-d) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - qu


	<div style="font-size: 4em; opacity: 0.5;">qu</div>	
		quilt


	


	


	



	


	

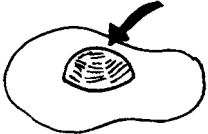
	

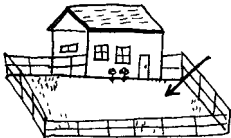
Trace the **qu** and write more **qu**'s to fill the line. Write **qu** to show the beginning sound for each picture: queen, quart, quiver, quack, quarter, quarrel, quail, quiet.


Beginning Sound Discrimination - qu or y

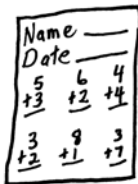
qu		y	
	quilt		yo-yo

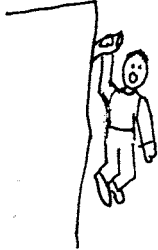
	


	


	

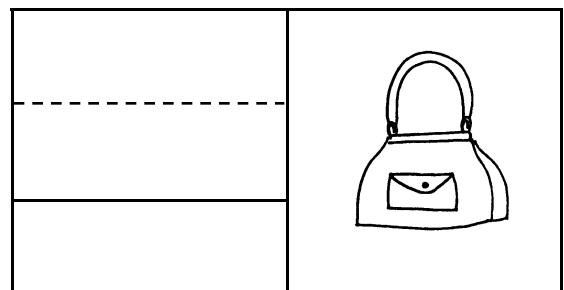
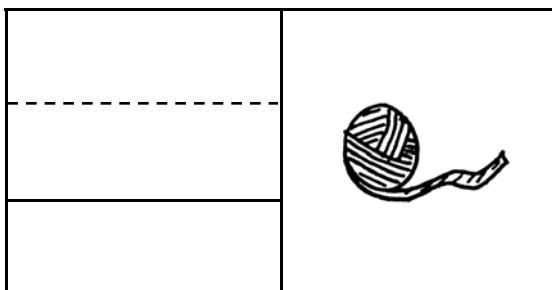
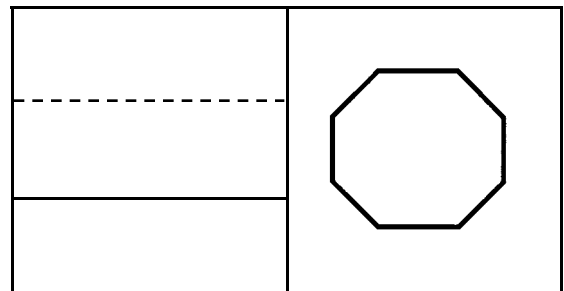
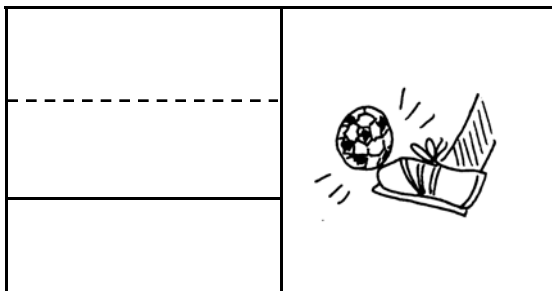
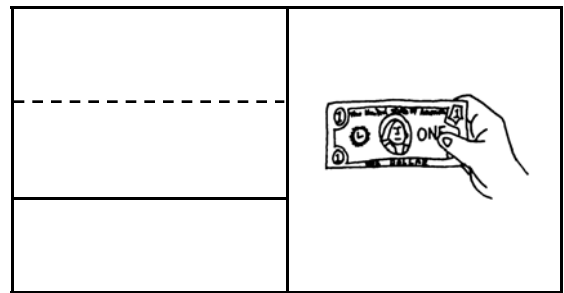
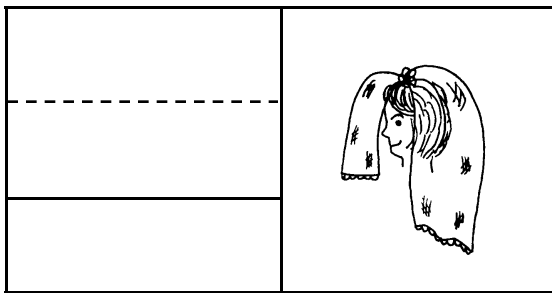
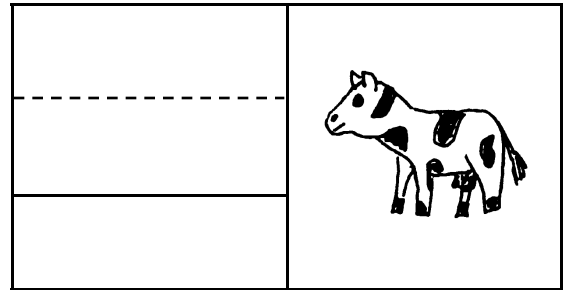
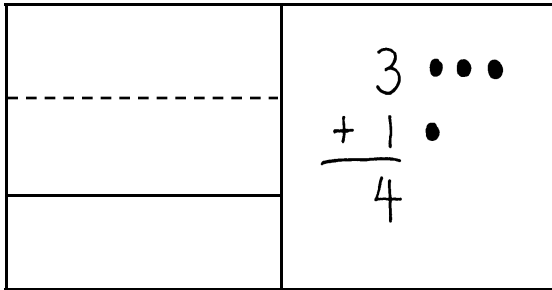
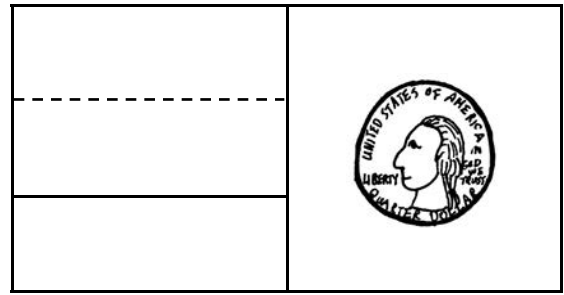
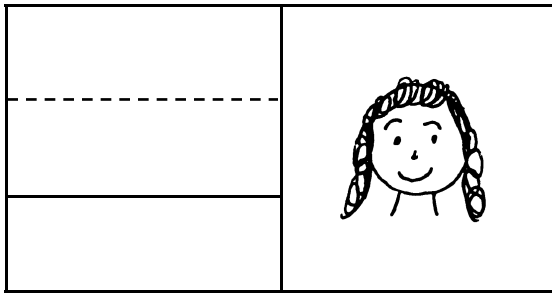
	

Write **qu** or **y** to show the beginning sound for each picture: quill, yard, quiz, yarn, yolk, queen, yell, question.

Beginning Sound Review - o, c, d, a, v, g, p, k, y, qu



Write a letter to show the beginning sound for each picture: girl, add, veil, kick, yarn, quarter, cow, dollar, octagon, purse.



ta

ja

ha

ca

la

da

na

va

wa

ga

ba

pa

ma

ka

ra

ya

fa

qua

sa

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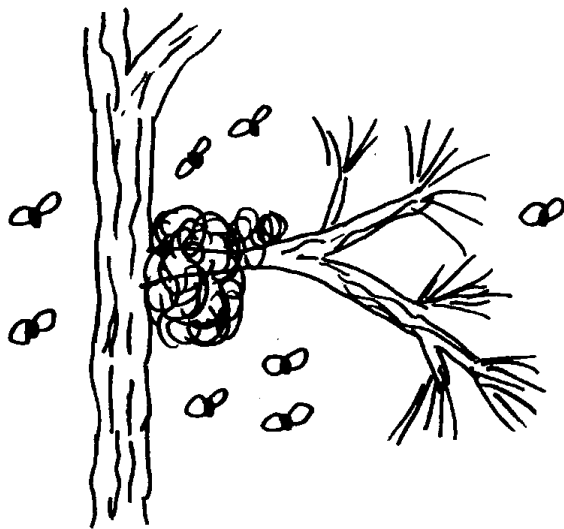
ax

as

aj

Follow the
directions on
page 29.

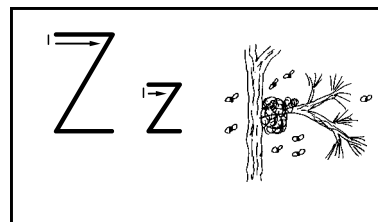
Suddenly they heard a loud buzzing sound, “zzzzzzzzzz. They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.

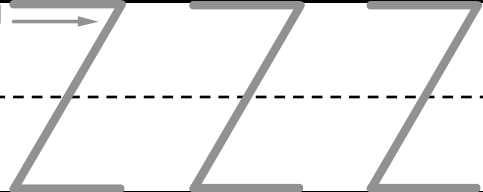

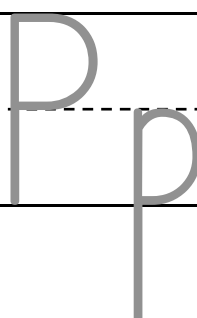
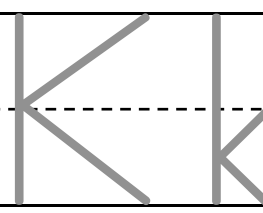
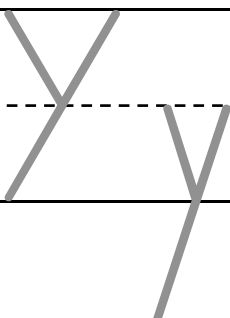
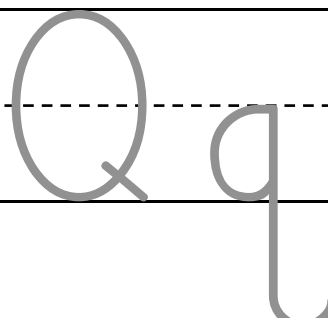
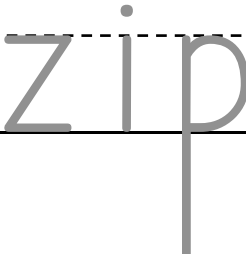
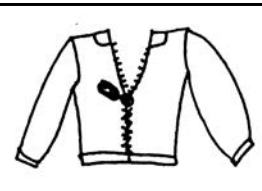


Z z

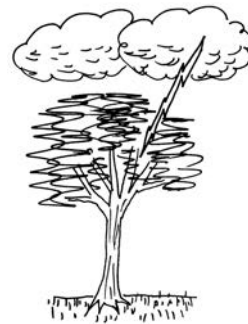
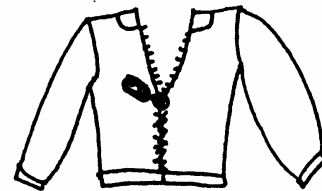
Z z

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times in the same way, saying only the letter sound each time you trace.





	
	
 	
 	
	


Trace the new letters and write more to fill the top two lines. Trace the review letters and write them one more time. Say the name and sound for capital letters. Say just the sound for lower case letters. Trace the word, saying each letter sound, then write it one more time. Be sure to leave a space between the words.





(f-u-zz, f-e-z, qu-i-z, z-i-p, f-i-zz, z-a-p, j-a-zz, b-u-zz) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound, using colored cubes, counters, or paper squares.


Beginning Sound - z

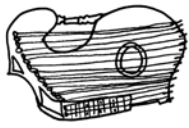
	<div style="text-align: center; font-size: 48px;">z</div>	
		<div style="text-align: center; font-size: 24px;">zip</div>


	
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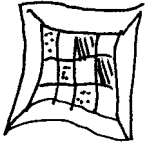

	
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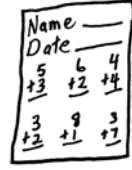
	
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Write **z** to show the beginning sound for each picture: zoo, zoom, zither, zone, zebra, zucchini, zinnia, zebu.


Beginning Sound Discrimination - qu or z


qu	 quilt	z	 zip
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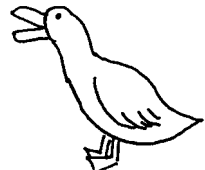
	
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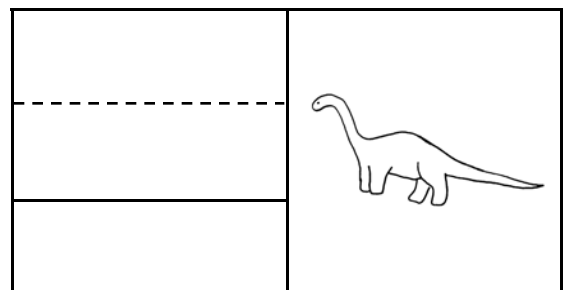
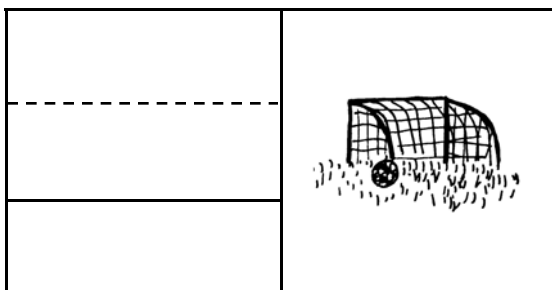
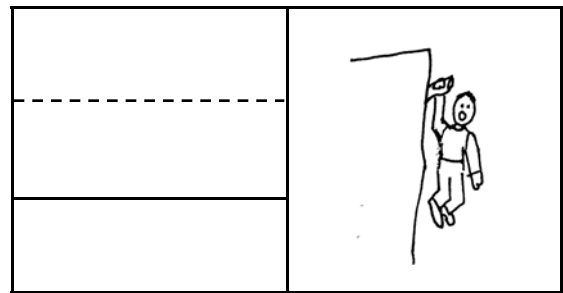
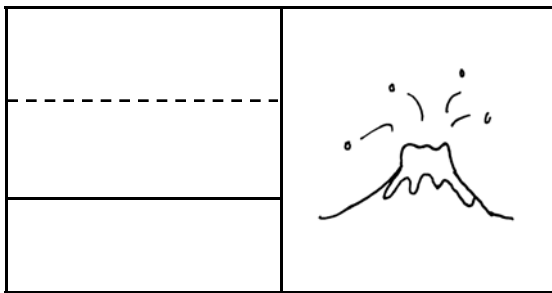
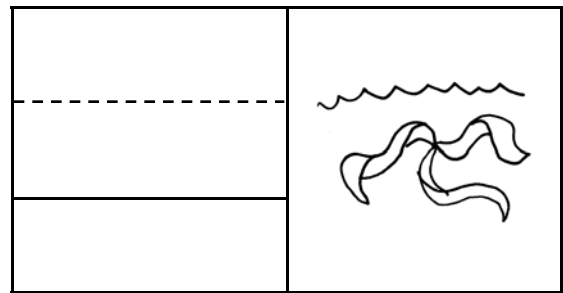
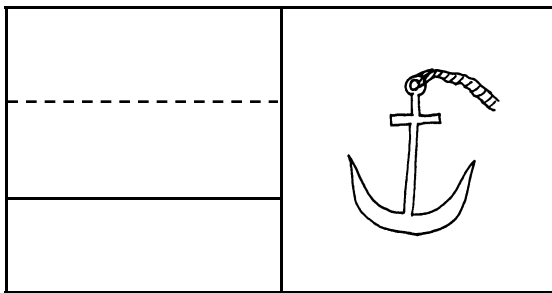
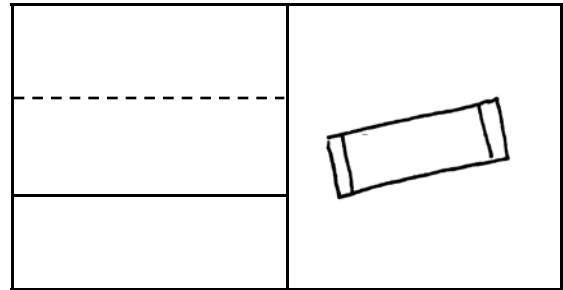
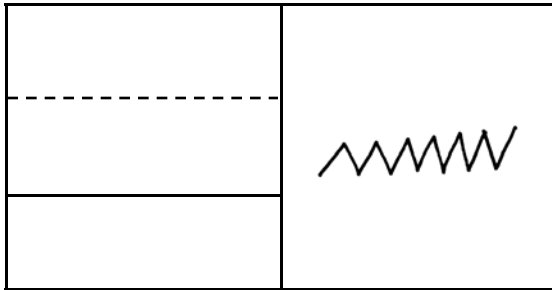
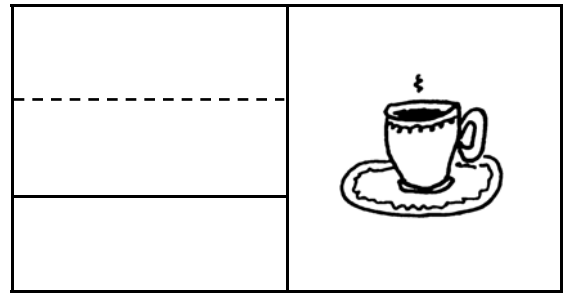
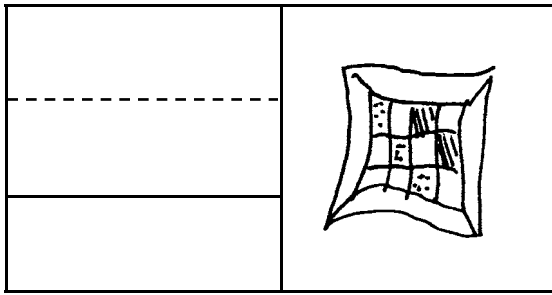
	
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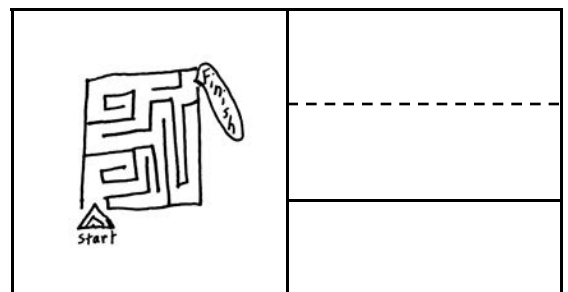
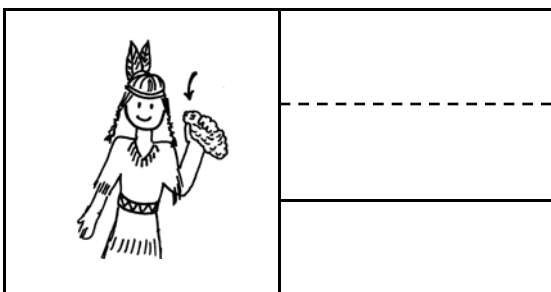
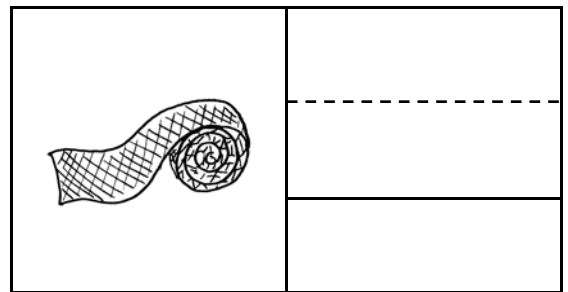
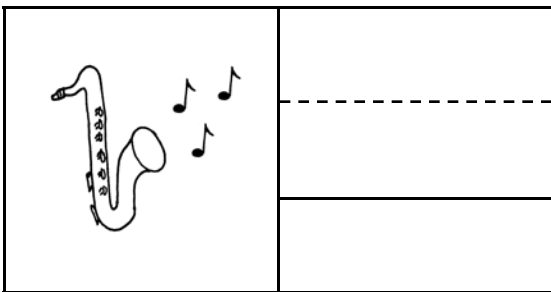
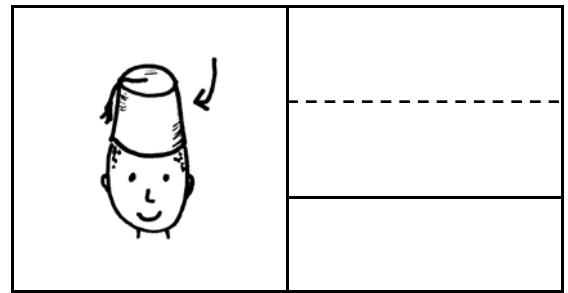
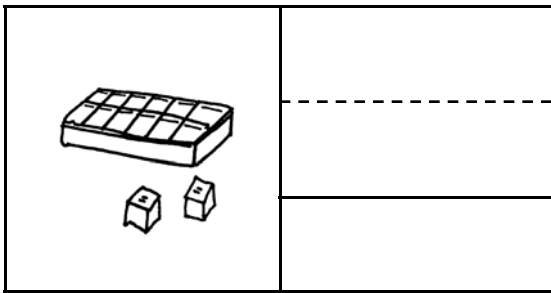
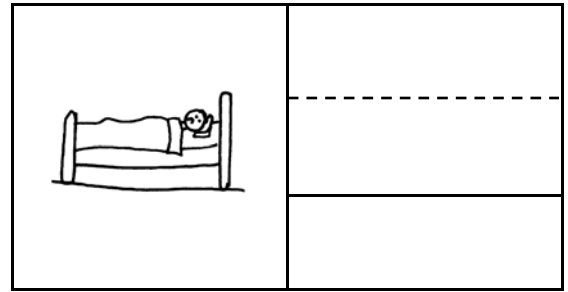
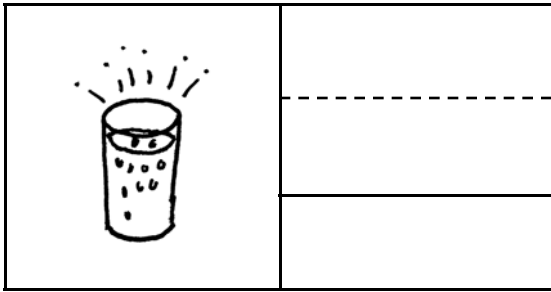
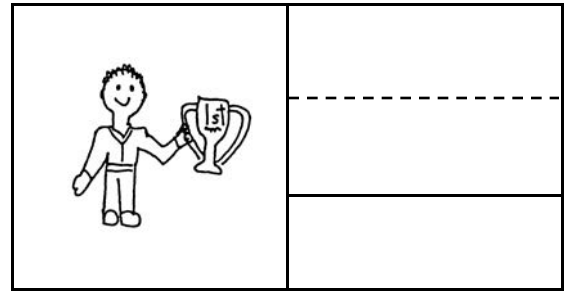
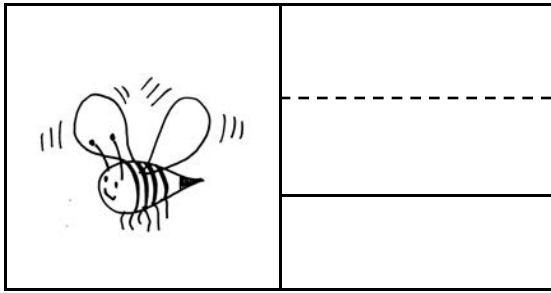
Write **qu** or **z** to show the beginning sound for each picture: quiz, queen, zap, zebu, zero, quail, zigzag, quack.

Beginning Sound Review - c, d, a, v, g, p, k, y, qu, z



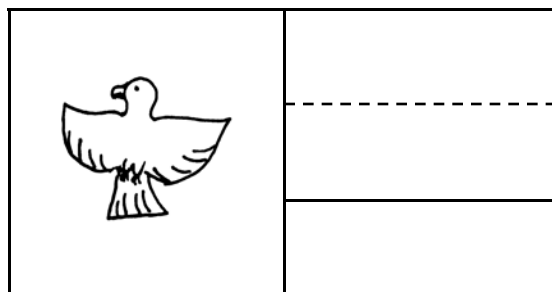
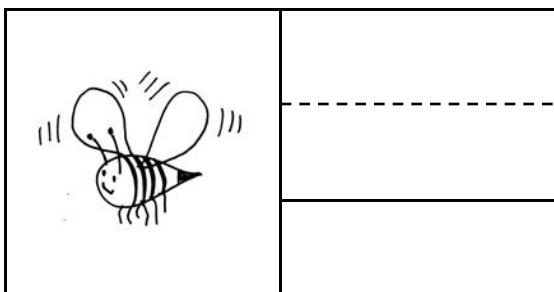
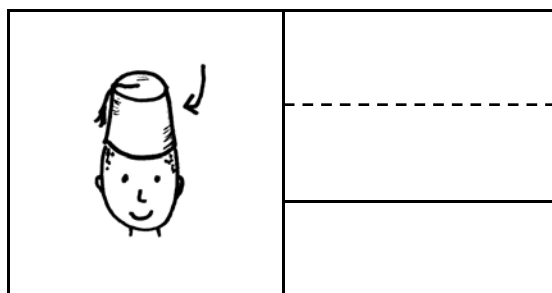
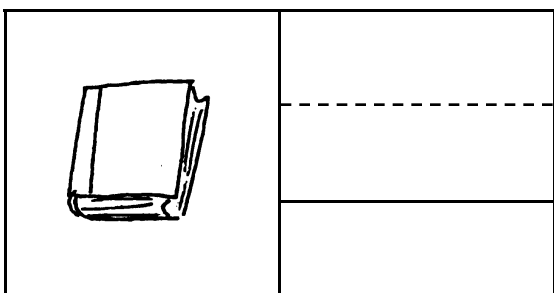
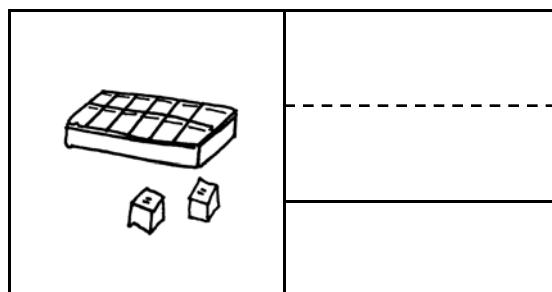
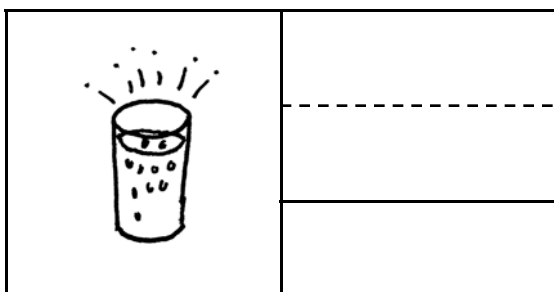
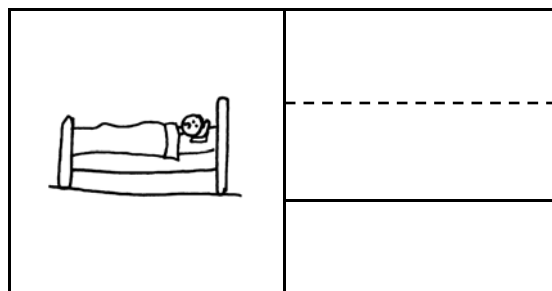
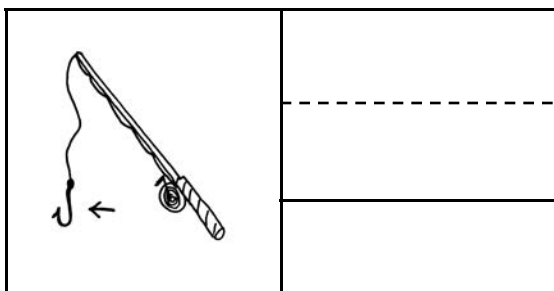
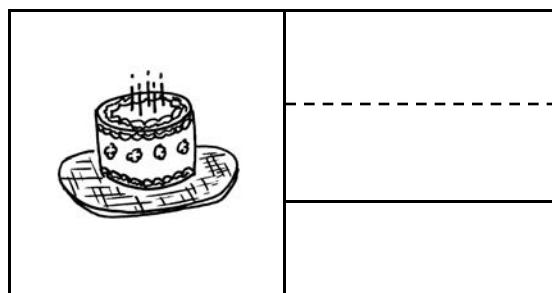
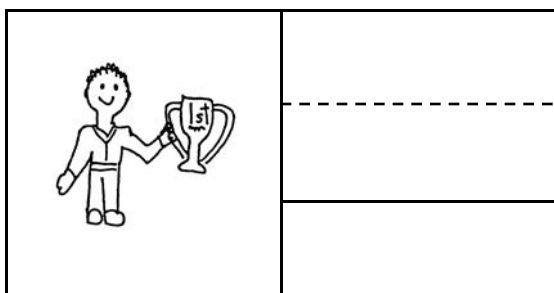
Write a letter to show the beginning sound for each picture: quilt, zigzag, anchor, volcano, goal, cup, gum, kelp, yell, dinosaur.

Ending Sound - z



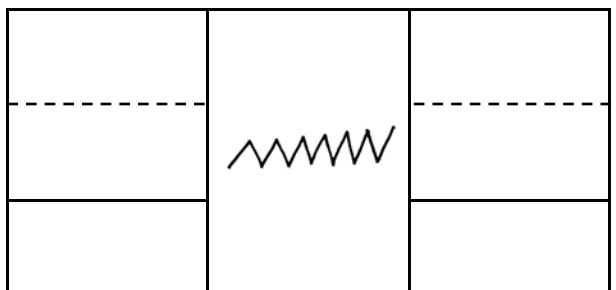
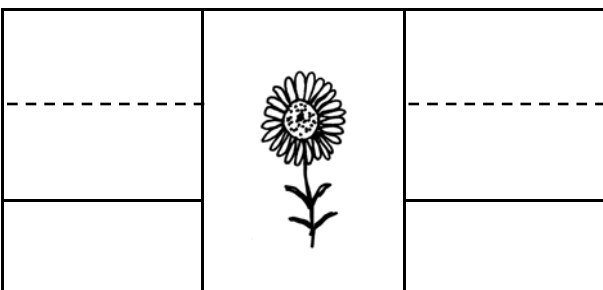
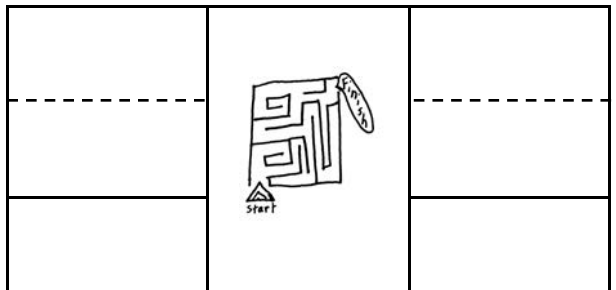
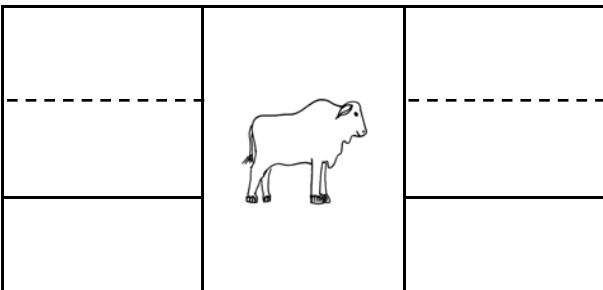
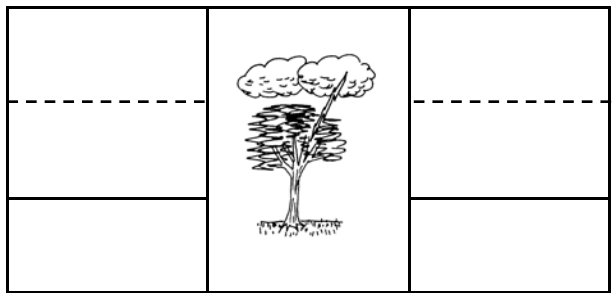
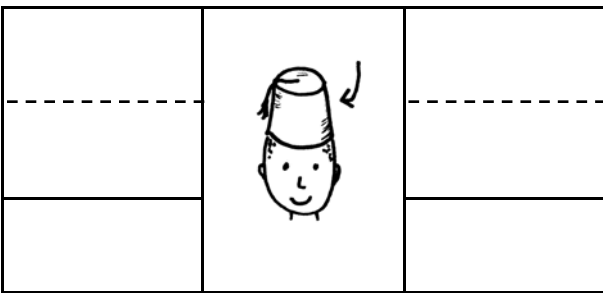
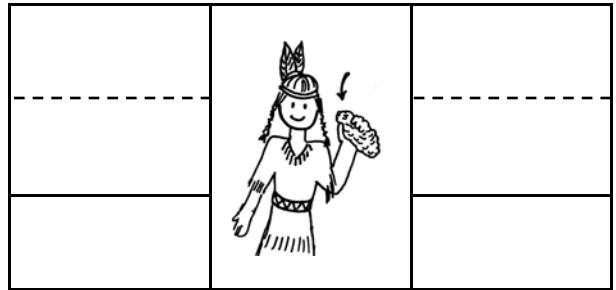
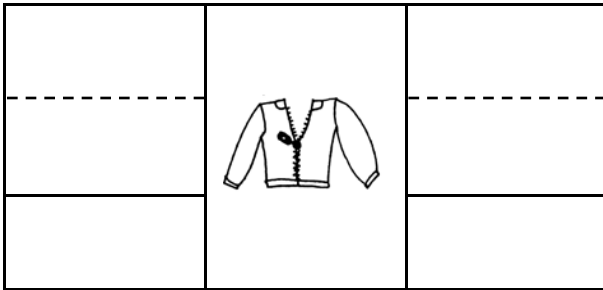
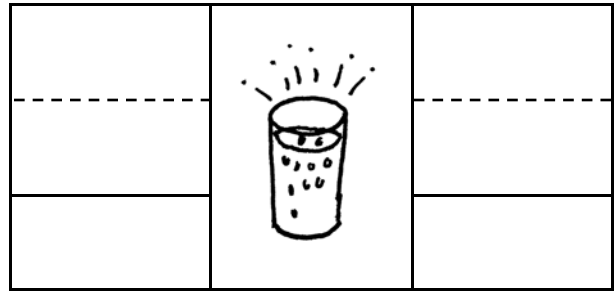
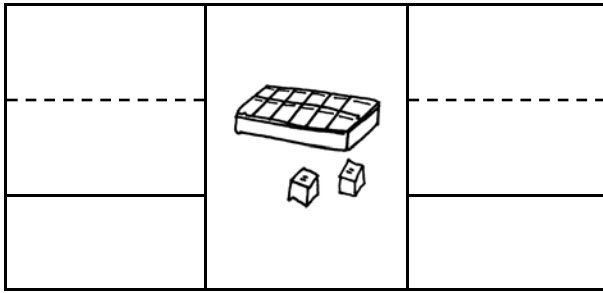
Write **z** to show the ending sound for each picture: buzz, fizz, freeze, jazz, maize, prize, snooze, gauze, maze.

Ending Sound Discrimination - z or k



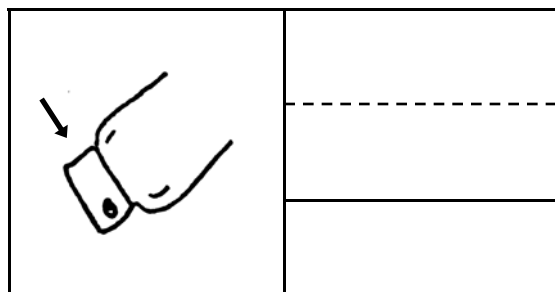
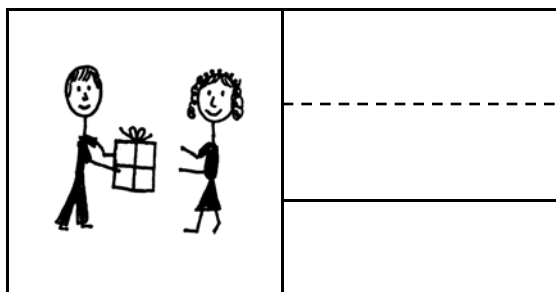
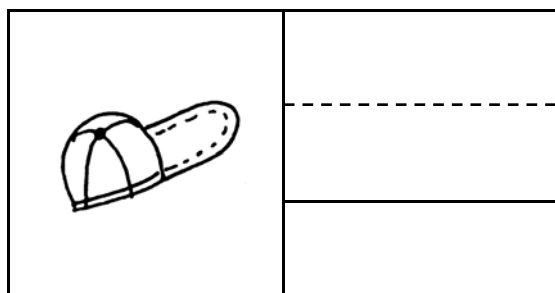
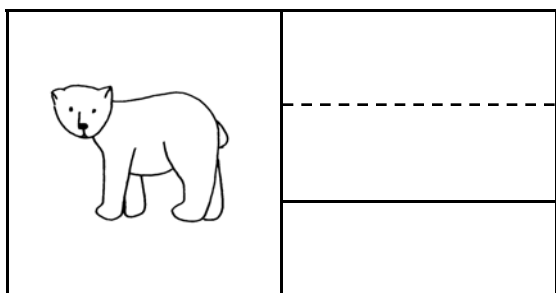
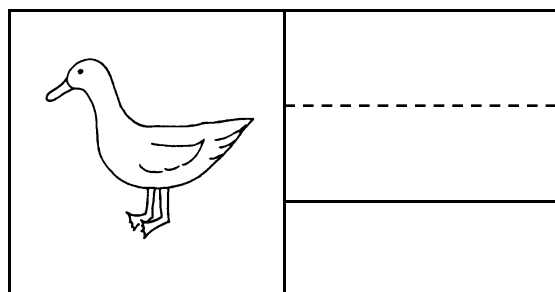
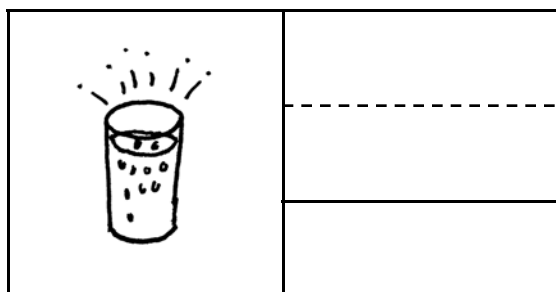
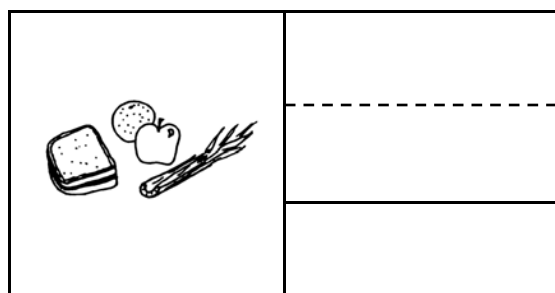
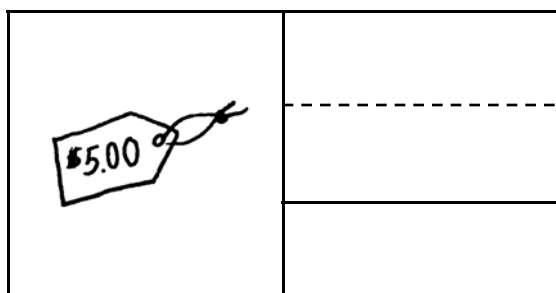
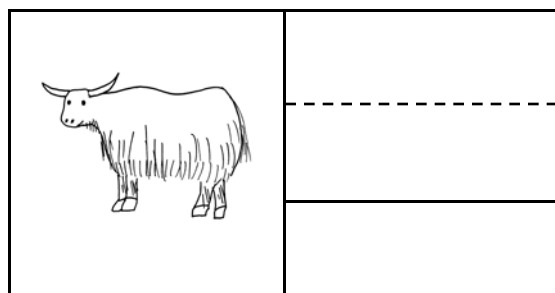
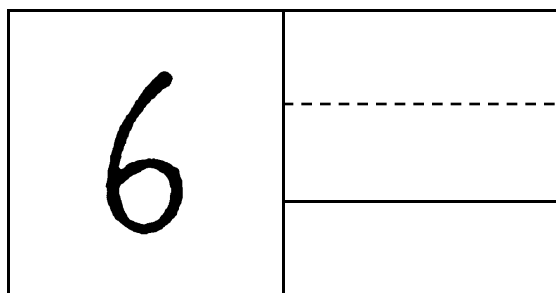
Write **z** or **k** to show the ending sound for each picture: prize, hook, fizz, book, buzz, cake, snooze, freeze, fez, hawk.

Is the **z** sound at the beginning or the end?

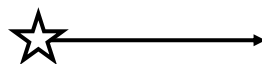
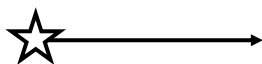


If **z** comes at the beginning, write it before the picture. If **z** comes at the end, write it after the picture: freeze, zip, fez, zebu, zinnia, fizz, maize, zap, maze, zigzag.

Ending Sound Review - r, f, x, s, d, v, g, p, k, z



Write the letter to show the ending sound for each picture: six, tag, fizz, bear, give, yak, food, goose, cap, cuff.



Silly Sounds



t a

j a

h a

c a

l a

d a

n a

v a

w a

g a

b a

p a

m a

k a

r a

y a

f a

q u a

s a

z a

a t

a c

a l

a d

a n

a v

a b

a g

a m

a p

a f

a k

a x


a z


a s


a j

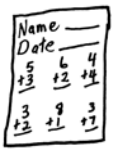
Follow the
directions on
page 29.


Put It Together


		


		


		


		


Beginning **And** Ending Sounds


		


		


Write the beginning and ending sound for each picture: queen, zip, quail, quiz, zoom, buzz, quit, zap, fuzz, quill.

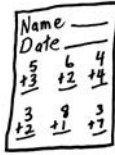
Put It Together

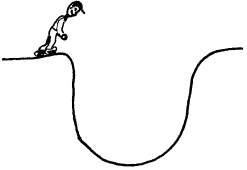
Medial Short Vowel - i


		
f		zz

		
k		n

		
d		p

		
qu		z


		
p		t

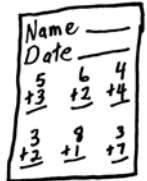
		
k		t


Look at the beginning and ending letters in each word. Listen for the **i/in** sound in the middle of each word. Write **i** in the middle space under each picture: fizz, dip, pit, kin, quiz, kit.


Put It Together

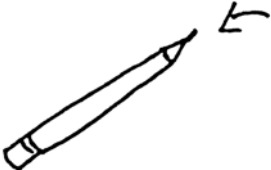
Beginning, Middle, and Ending Sounds With Medial - i


		

Write the beginning, middle, and ending sound for each picture: zip, quit, tip, quiz, wig, quip.

Wrap Up

Aa	Bb
Cc	Dd
Ee	Ff
Gg	Hh
Ii	Jj

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Short A Review

Silly Sounds



ba

na

ca

pa

da

qua

fa

ra

ga

sa

ha

ta

ja

va

ka

wa

la

ya

ma

za

ab

an

ac

ap

ad

as

af

at

ag

av

aj

ax

ak

az

al

am

Follow the
directions on
page 29.

Wrap Up

Kk	Ll
Mm	Nn
Oo	Pp
Qq	Uu
Rr	Ss

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Short E Review

Silly Sounds



be

ne

de

pe

fe

que

ge

re

he

se

je

te

ke

ve

le

we

me

ye

ze

eb

en

ec

ep

ed

es

ef

et

eg

ev

ej

ex

ek

ez

el

em

Follow the
directions on
page 29.

Wrap Up

Tt	Uu
Vv	Ww
Xx	Yy
Zz	

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Short I Review

Silly Sounds



bi

ni

di

pi

fi

qui

gi

ri

hi

si

ji

ti

ki

vi

li

wi

mi

yi

zi

ib

in

ic

ip

id

is

if

it

ig

iv

ij

ix

ik

iz

il

im

Follow the
directions on
page 29.

Wrap Up

c a d g q u e

h b m n r p i j

The letters on each line are written in a similar way. Trace the review letters on each line. Copy the same letters on the line below. Say the sound of lower case letters.

Short O Review

Silly Sounds



bo

no

co

po

do

qu o

fo

ro

go

so

ho

to

jo

vo

ko

wo

lo

yo

mo

zo

ob

on

oc

op

od

os

of

ot

og

ov

oj

ox

ok

oz

ol

om

Follow the
directions on
page 29.

Wrap Up

x v w y z
l k t f s

The letters on each line are written in a similar way. Trace the review letters on each line. Copy the same letters on the line below. Say the sound of lower case letters.

Short U Review

Silly Sounds



bu

nu

cu

pu

du

ru

fu

su

gu

tu

hu

vu

ju

wu

ku

yu

lu

zu

mu

ub

un

uc

up

ud

us

uf

ut

ug

uv

uj

ux

uk

uz

ul

um

Follow the
directions on
page 29.

Advanced Learning The Alphabet

In this book students not only study letters and the sounds that they represent, they also are introduced to the phonetic nature of our language. They learn that words are made up of individual sounds and that the letters in a word represent those sounds. They learn that the order of the letters influences how the word is pronounced and that how a word is pronounced influences how it is spelled. These are huge concepts that we take for granted. Students do not understand these ideas automatically. The lessons and activities in this book help students to develop this understanding, which is called phonological awareness.

The concepts and skills developed at this level prepare students to be successful when they move up to the short vowel level. While students will not yet read short vowel words, they will spell them using plastic letters. This allows students to connect their understanding of letters as sound symbols with the concept that letters can be put together to show the individual sounds that make up words.

Students who are already at the short vowel level, but are finding it difficult, will benefit from also doing the pages and activities in this book.

The two *Advanced Learning The Alphabet* books are the precursor to the *Exploring Sounds In Words* book. The beginning and ending sound pages are exactly the same in both versions. The *Advanced Learning The Alphabet* books also contain introductory handwriting pages. Books one and two have now been combined into a single *Exploring Sounds In Words* book, which covers all the letters of the alphabet. In order to fit all the letters into one book, the handwriting pages have been moved to a separate *Exploring Sounds In Words Manuscript Handwriting* book. The book *Picture Dictionary A-Z*, which contains illustrated word lists for each letter of the alphabet, can be used with either version of these books to reinforce beginning and ending sounds.

Objectives

At this level students work to master the following tasks successfully.

1. Students recognize the letters of the alphabet and give their sounds.
2. Students write each letter of the alphabet, both capital and lower case, using the correct letter formation, given the letter sound.
3. For two and three-sound words, students find the correct picture after hearing the separate sounds in the word spoken by the teacher.
4. Students segment two and three-sound words orally.
5. Students build two and three-letter short vowel words with plastic letters by saying each individual sound and placing the letters that represent those sounds in order from left to right.
6. Given a picture, students write the beginning sound.
7. Given a picture, students write the ending sound.
8. Given a picture, students decide if a given letter sound is at the beginning or the end of the word.
9. Given a picture, students write both the beginning and ending sounds.
10. Given a picture, students write the medial short vowel sound.
11. Students pronounce two-sound vowel-consonant (ab, ac, ad, af, ag) and consonant-vowel combinations (ba, ca, da, fa, ga) smoothly, without a break between sounds.

Instructional Sequence For Each Alphabet Letter

1. Sound Story Page - The teacher reads aloud a new section of *A Sound Story About Audrey And Brad*. Each section introduces a new sound and along with a picture that represents that sound. These pictures correlate with speech sounds in the English language. The capital and lower case letters that represent each sound are shown with the picture.
2. Handwriting Introduction Page - Students trace and copy large patterns to learn the letter formation for the new capital and lower case letter, while reinforcing the letter sound.
3. Handwriting Practice Page - Students trace and copy new and review alphabet letters on smaller lines. Students say the sound for each letter as they write it.
4. Oral Blending And Segmenting Picture Page - Students listen to the individual sounds in two or three-sound words and put the sound together to make a word. This is called oral blending. Students find and mark the picture for each word. Students also look at each picture and say the individual sounds, one at a time. This is called segmenting. Students move a small token forward for each sound in the word.
5. Beginning Sound Pages - Students write the beginning sound for each picture.
 - 1) Students complete one introduction page on which all of the pictures begin with the same new letter sound. This gives students practice identifying the new sound in words and also provides practice writing the new letter.
 - 2) Students complete one discrimination page on which pictures begin with either the new letter sound or the previous letter taught.
 - 3) Students complete a review page with pictures that begin with any of the letters that have been taught.

Ending Sound Pages - Students write the ending sound for each picture. Some letters do not have ending sound pages because they do not commonly occur at the end of words.

- 1) Students complete one introduction page on which all of the pictures end with the new letter.
- 2) Students complete one discrimination page on which the pictures end with the current letter or the last ending letter taught before it.
- 3) Another discrimination page on which pictures either begin or end with the new letter.
- 4) An ending sound review page is included after each group of six letters has been introduced, and after the letter x.

Sound Blending Practice - Students pronounce two-sound letter combinations.

Put It Together Pages These are included after each group of six letters has been taught.

- 1) Students write both beginning and ending sounds.
- 2) Students write the medial short vowel sound.
- 3) Students write the beginning, middle, and ending sounds.

Daily Outline	
	<p>Handwriting Warm-Up Exercise (Optional) Choose a page that prepares for the letter that will be taught. See the list of letters at the bottom of each handwriting page to make the selection. Have the student trace the lines or shapes, following the directions on the page. Model as needed.</p>
1.	<p>Letter Review a) Point to the letters that have been taught on the alphabet chart. Students say the sounds. b) Show alphabet flashcards for the letters that have been taught. Students say the sounds.</p>
2.	<p>Sound Story a) The teacher reads the new section of the sound story aloud. b) The teacher points to the picture and gives the sound. Students repeat. c) The teacher points to each capital and lower case letter and explains that these letters represent the sound in words. d) In unison, students repeat the sound for each picture and letter.</p>
3.	<p>Handwriting a) Demonstrate the capital letter and have students trace and write the large capital letter, saying its name. b) Demonstrate the lower case letter and have students trace and write the large lower case letter, saying its sound. c) Students trace and write the small letters and the word, saying the name for each capital letter and the sound for each lower case letter.</p>
4.	<p>Oral Blending And Segmenting a) <u>The teacher will:</u> Look at the pictures on the page. The name of each picture is shown at the bottom of the page in small print. Going in random order, choose a picture and say the word, separated into its individual sounds, with a short pause between the sounds. The pause is shown with a hyphen, for example, h-i-ll. b) <u>The student will:</u> Look for the picture. Point to the picture and say the word normally. If the student says the word in two separate parts, tell the student to "say it fast." Continue until all the pictures have been done. The teacher should give hints when needed so that the student will be successful. Explain the meaning of any unfamiliar words. c) Pass out colored cubes, tiles, or counters, giving two or three to each student, depending on the number of sounds in the words. Have a student name the first picture. Then students segment the word, by saying each sound separately, with a slight pause in between. As students say each sound, they push a counter forward, until the whole word has been done. Continue in the same way for the rest of the pictures.</p>
5.	<p>Beginning And Ending Sounds a) Do the beginning sound pages. See if students can tell you the names of the pictures, providing help as needed. Ask students to give you the beginning sound for each picture. Students say the sound as they write the letter. Insist on careful handwriting. b) Do the ending sound pages in the same way, asking students to name the picture and tell you the ending sound. Some letters do not have ending sound pages. c) Every sixth letter taught also has an ending sound review page.</p>
6.	<p>Silly Sounds - The teacher pronounces each letter combination, students repeat. Work towards having the students pronounce the combinations without help from the teacher.</p>
7.	<p>Put It Together Pages - After every six letters are taught, do the three "put it together" pages, following the instructions on each page.</p>
8.	<p>Spelling Words With Plastic Letters - Pass out work mats and boxes of letters. Look at the dictation chart. Say the sound for each letter the students will need. Students find each letter, repeat the sound, and place it on the top half of the work mat. Dictate the two-letter combinations from the chart first. Then dictate the words. Assist as needed.</p>

Teaching Notes

1. The pages in this book are designed for direct instruction. The teacher should work with the students as the pages are completed. Do not assign pages to be done independently. Students should have the teacher's guidance on every page.
2. The activities in this book are carefully designed to reinforce letter/sound relationships, to develop handwriting skills, and to build phonological awareness in students. Once this foundation has been laid, students will be able to go into the next level, *Short Vowel Words And Sentences*, with confidence and success.
3. Students student should work daily, Monday through Friday. Regular practice supports student learning, so that previously taught material can be easily remembered.
4. The pages in each book should be completed in order. The sequence in which the letters are introduced was chosen to make it as easy as possible for students to learn to write them. Letters that are simple to form are taught first. Letters that create more difficulty are taught later. Many programs introduce the letter *a* very early, however, this letter is not easy to write, so it is introduced later in this program. Letters that are less commonly found in words, for example *qu* and *v*, are also taught later.
5. The teacher, tutor, or parent will be the best judge of how much to cover in one day, depending on the age and attention level of the students. Move at a steady pace from one part of the lesson to the next. This helps build interest and keep children learning. Plan to stand up, sing a song, exercise briefly, or take mini-breaks as needed. This will prepare students to go on to the next part of the lesson.
6. There are handwriting warm-up pages at the beginning of this book. They are not meant to be done all at the same time. Choose one page, or part of a page, to do at the beginning of each lesson, if you wish. Pages that have already been done can be retraced on another day, for more practice.
7. Letter sounds are taught by reading a sound story aloud to the students. In the story, pictures of real life events represent specific sounds in the English language. For example, a growling dog represents the /r/ sound. Note that the pictures in the sound story do not represent key words. For example, the picture of a violin does not represent the /v/ sound that is heard at the beginning of the word *violin*. The picture represents the /l/ sound that is heard in the story when a violin is played. There is one sound picture for each letter of the alphabet. The teacher will read aloud a new section of the sound story to introduce each letter .

8. Letter sounds are reviewed daily. Point to each letter that has been taught on the alphabet chart. Students say the sounds, not the letter names. Show alphabet flashcards for the letters that have been taught. Students say the sounds.
9. When you are working on the beginning and ending sound pages, ask the students if they can identify the pictures. They will like this challenge. However, it is important to help the students identify any pictures that are not obvious or that students don't recognize. Some of the pictures will not be in a young student's vocabulary. Be sure to explain the meanings of any unfamiliar words. This has the added benefit of expanding students vocabulary as well as teaching beginning and ending sounds. The picture names are at the bottom of each page, for teacher reference.
10. After identifying a picture, students should pronounce the word slowly, listen carefully for the beginning or ending sound in the word, and write the associated letter on the lines. Model and help as needed, stretching out the sounds so the student can hear them. Work together so that all students experience success.
11. As students complete the beginning and ending sound pages, they will be writing only the letters that have been taught in handwriting. Insist that students do their best work, writing each letter slowly and carefully. At the same time, provide help when needed. If a student is having difficulty with a particular letter's formation, provide a pattern written with a red colored pencil in the student's book. The students should trace the pattern several times before continuing.
12. Beginning Sound Picture Cards and Ending Sound Picture Cards are available from www.soundcityreading.net, or can be purchased from other vendors. Students will enjoy working with the teacher, sorting the cards by beginning or ending sounds on a pocket chart. This is a high interest activity that can help prepare students to do the beginning and ending sounds pages in their books.
13. This book includes a dictation chart showing two-letter combinations and short vowel words that can be spelled after each new letter has been introduced. Students are introduced to the concept of words by building the words first, before they are expected to read them. Students should practice building the letter combinations first, and then the words, using plastic letters. Students could also write the words with dry-erase markers on the back of this book. Students will officially begin to read short vowel words in the next book, *Short Vowel Words And Sentences*. Plastic alphabet letters are available for a very reasonable price from <http://www.alphabetletter.com/>.
14. The book *Picture Dictionary A-Z* contains lists of words that begin with the same letter of the alphabet and lists that end with the same letter of the alphabet. While students have not yet learned the letter patterns needed to read these words, they can identify the words with the teacher's help and notice that the beginning or ending sound for each word in the list is represented by the same alphabet letter.

Handwriting Introduction - Large Letters

Working With Large Capital Letters

When tracing or writing capital letters, the teacher and students should say the name of the letter followed by the sound, for example, “Capital T, /t/.” Do this every time you trace or write the letter.

1. The teacher models how to write the letter on lines on the chalkboard. Talk about where to start, which direction to go, which lines to touch, and so on. Point out the sky line (top line), cloud line (middle line), and ground line (bottom line), and use these terms when talking about how to form the letter. Ask a student to explain how to form the letter.
2. The teacher draws lines on the board and writes the same letter several times. Each time make a different mistake (letter not touching the ground line, letter going past the ground line, letter slanted incorrectly, too small, too big, etc.) when writing the letter. Point to each letter and call on students to tell you why it is wrong. Then model the letter correctly.
3. Show students how to trace the capital letter in the book, using a pencil. Remember to say the name and sound for capital letters every time the letter is traced. Students should follow your example and trace the letter about six to eight times, going at a steady speed, slow enough to maintain control, but not too slowly. The whole arm should move, from the shoulder and the elbow, with the wrist straight. The teacher makes sure the students are saying the name and sound for each capital letter. The teacher checks students' letter formation and gives guidance where needed.
4. Students move to the right on the page and use two fingers to “write” the capital letter several times on the blank line. Again they say the name and sound of the capital every time the letter is formed. The teacher watches for correct letter formation. If necessary, gently guide the student's arm to help.
5. When the teacher gives the word, students use a pencil to write the letter. Students wait for the teacher to check it. If the teacher gives the OK, students trace the new letter repeatedly, as before. If the letter formation is not correct, the teacher should use a brightly colored marker or crayon to make a correct pattern directly over the student's letter. Then the student traces the teacher's pattern repeatedly, continuing to say the name of the capital letter and its sound each time it is traced.
6. Move to the right on the paper, and repeat steps four and five.

Working With Large Lower Case Letters

For lower case letters say the sound of the letter only, for example “/t/”, each time the letter is written or traced. Follow the same steps used for teaching the capital letter.

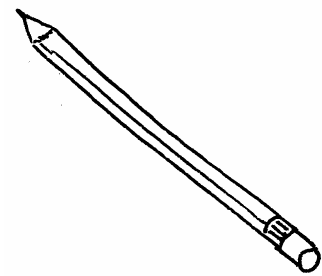
Handwriting Practice - Regular Letters

Tracing and Writing Regular-Sized Letters

Students should say the name and sound of each capital letter every time they trace or write it, "Capital T, /t/." Students should say the sound of each lower case letter, "/t/," every time they trace or write it.

The teacher circulates among the students, giving guidance and support as needed.

1. Students trace each capital letter on the first line with a pencil. Each letter is traced one time. Then students write the same letter several more times, filling up the rest of the line. The teacher monitors. If a letter is written incorrectly, the teacher uses a red colored pencil to write over the letter correctly. Students should trace the red letter several times, then try writing the letter two times again. Students are to work carefully, keeping a steady rhythm. Students cannot write the letter correctly if they go too fast. They must pay attention and watch the lines.
2. Do the lower case letters on the second line in the same way.
3. On the third and fourth lines, students trace each capital and lower case letter one time, then write their own capital and lower case letter one time, verbalizing as described above. These two lines review the last four letters taught.
4. On the last line, students trace the word, saying the sound for each letter. Then they copy the word, saying the sound for each letter. Teach students to leave a space between the words. The picture matches the word.



Building Two-Letter Combinations With Plastic Letters

This activity is ideal to help the student become accustomed to the idea of putting sounds together. It works well when working with a small group around a kidney table. It's also possible to work with a whole class, working at their desks. Each student will need a box of letters. Pass these out when needed, then stack them and store them on a shelf when the activity is completed.

Materials

You will need some system of small, moveable alphabet letters. You will need two of each letter, since some words will need two of the same letter. Use lower case letters. Small plastic letters are ideal. They don't need to be magnetic. Or you can write letters on one inch cubes or square tiles. In this case, write one letter on the top and double letters on the bottom, so that you only need one cube or tile per letter. Store the items in a small box. Inexpensive plastic sandwich boxes from the supermarket work well for plastic letters. Plastic rectangular boxes that fit in drawers work well for cubes or tiles.

Setting Up the Activity

Cut a piece of construction paper in half lengthwise, and place both paper strips in front of the student, one above the other. This will be a work mat. The top part is the "letter bank." The bottom part is where they will build two-letter combinations.

You will only use letters that have been taught. (The letters to use are listed on the spelling chart.) Say the sound for each letter needed. Students repeat the sound, find the letter, and place it on the top part of their mat. For example, if you are just beginning this book you would use the vowel *i* and consonants *t*, *h*, *l*, *n*, and *w*, since these are the first letters studied. Say the vowel sound, and ask students to place the vowel in the middle of the bottom part of the mat.

Putting Consonants After The Vowel

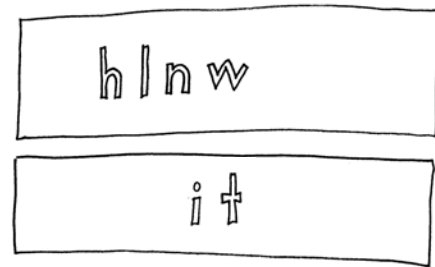
The teacher will dictate several vowel-consonant combinations, such as *it*, *il*, *in*, etc. Each combination will have two sounds. One sound will be a vowel sound. The other sound will be a consonant sound. The letter to show the vowel sound will be already in place on the lower strip of construction paper. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. Then the student pronounces the letter combination orally.

Explain to the student that you will be saying parts of words, not real words. Explain that being able to spell these parts will help them learn to spell and read real words.

Here is a typical sequence.

Teacher: "Show me *it*."

Student: Selects *t* and places it immediately to the right of the *i*, then pronounces the sounds, going from left to right, without a break between the sounds: "*it*."



Teacher: "Show me *il*."

Student: Puts *t* back in line above the *i*, selects *l*, and places it to the right of *i*. Blends the sounds together from left to right: *il*. (Notice you are not spelling the word *ill*, just the work chunk *il*.)

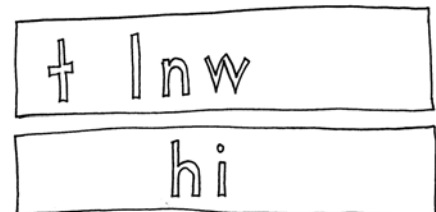
Teacher: "Show me *in*."

Student: Puts *l* back in line above the *i*, selects *n*, and places it to the right of the *i*. Pronounces *in*. (This just happens to be a real word. The student may or may not notice this.)

The teacher and student continue in the same way until all of the possible vowel-consonant combinations have been done. You won't use *h* or *w* after the *i*, since *ih* and *iw* are difficult to pronounce and these combinations are not normally seen in words. You will use the letters *h* and *w* shortly as beginning sounds are paired with *i*.

Putting Consonants In Front Of The Vowel

Next do the same activity, but this time say letter combinations that have the consonant sound first. Show me *hi*. Show me *wi*, *ti*, *li*, *ni*. Continue to use the short vowel sound for the vowel.



The Bottom Line

This process of pronouncing two-sound combinations and having students build them with letters while saying them aloud helps children develop a basic understanding of the phonetic structure of words. Some students are able to say the letter sounds in a word, but they are not able to connect the sounds smoothly enough to recognize that they form a word. The process just doesn't make sense to them. For many students, this exercise will work like magic to help them overcome that stumbling block.

Comment: I worked with my niece years ago when she was in kindergarten. She had trouble learning her alphabet letters. She couldn't remember which was which and couldn't remember the sounds. I wrote the sound story for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still could not grasp the concept that the letter sounds could be put together to form meaningful words, no matter what I did. One day, as I was trying to get her to build three letter words with plastic letters with no luck, we invented this activity together. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She is now a senior in college.



Spelling Three-Letter Words With Plastic Letters

Do this activity after students have mastered building two-letter combinations as described in the previous activity. It combines segmenting with letter/sound association. Students build words with plastic letters, saying one sound at a time as they place each letter on a work mat. This process teaches a basic understanding of how to spell words. By working with plastic letters instead of writing the words, students are free to focus on the sounds in the word and the specific letters which represent those sounds. Because the letters are moveable, they are easily rearranged to show the correct spelling if a student's first attempt is incorrect.

This activity works well with one to eight students working in a small group, or even a whole class working at their desks if you have enough sets of letters. Instead of using the whole alphabet during each lesson, students listen to the teacher pronounce the sounds for the letters needed and select just those letters to place on the top half of their work mats. Students can then see all of the letters that will be used in a row on the top half of their work mats. This saves a lot of time when students are spelling the words. They won't have to dig around in their boxes looking for the letter they need.

Then students spell words dictated by the teacher using the letters. They do not write the words on paper, which allows the spelling to proceed rapidly from one word to the next.

Use the list of short vowel words on the spelling chart to help you plan. Find the most recently introduced letter on the chart, and use any words listed for that letter. Make a list ahead of time of the words you want to teach. The chart tells you which letters will be needed.

Have the students sit around a table or at their desks. Ahead of time, cut sheets of construction paper lengthwise to form two pieces. Or just draw a straight line across a sheet of paper to separate it into a top and bottom section. The top section is the "letter bank." The bottom section is the spelling area.

Give each student a box with two each of all the alphabet letters. Say the sound of each letter the students will need, one at a time. When they hear each sound, students should find the letter needed and place it on the top section of their work mat. Explain to the students that this is their letter bank. When all the needed letters have been placed in the letter bank, you're ready to begin.

Say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. Students will repeat the word, listen carefully for each sound, and select the letters needed from the top section. They will move each letter to

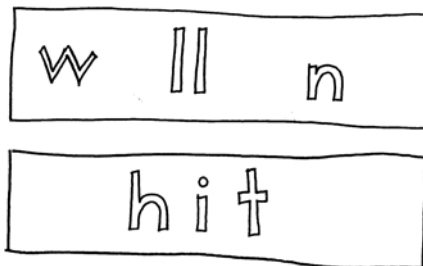
the spelling area, one at a time, placing the letters in the correct order to match the spoken sounds in the word. Have students place the letters back in the top section before dictating another word.

Check each student's work. If the letters are not correct, point to the letters and pronounce the incorrect letter combination. Have students pronounce the word correctly and change the letters as needed.

After the students become comfortable with the process, go through a number of words as quickly as the students can spell them.

Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." Or say, "Change the middle letter to make the word *cut*." Soon, the students won't need to be cued. Just say a string of words as follows, one at a time, and have students replace or remove letters as needed to spell the words: *cat*, *can*, *fan*, *fax*, *tax*, *ax*, *ox*, *box*.

This activity combines phonemic awareness with letter/sound association. Students are matching letters with the sounds they hear in words. They are learning to sequence, add, remove, and substitute sounds in known words to make new words.



Working With Plastic Letters - The numbered illustrations on the right match the numbers below.	
1)	Teacher Preparation - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: www.alphabetletter.com . Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
2)	Setting Up For The Lesson - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart on page two hundred twenty-two, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
3)	Building Two-Sound Letter Combinations - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
4)	Building Short Vowel Words - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
5)	How To Handle Mistakes - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
6)	Segmenting Words - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
7)	Changing Just The Beginning Or Ending Sounds - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
8)	Complete The Lesson - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

Working With Plastic Letters - The numbers below refer to the instructions on the previous page.

2) Students listen to the sounds and place the letters on their mats.

u b n n t h l l

3a) For two-sound blending, students leave the vowel in the bottom section.

b n n t h l l
u

3b) Students listen to the teacher say "ut" and add the correct letter after the vowel.

b n n h l l
u t

3c) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l
b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say "bun" and place letters from left to right to spell the word.

n t h l l
b u n

6a) Students listen to the teacher say "bun" and spell the word.

n t h l l
b u n

6b) Students separate the letters and say the individual sounds, b.....u.....n.

n t h l l
b u n

6c) Students push the letters together again and say the word fast, "bun."

n t h l l
b u n

7a) Students listen to the first word and spell it.

b n h l l
n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n l l
h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t l l
h u b

Words To Spell With Plastic Letters

Have students use plastic letters to make the letter combinations and words shown on this chart. Work with one section per lesson. Choose the section that goes with the most recently introduced handwriting letter. If students are able to write the letters independently, you can also begin dictating one or two words for students to spell on lined paper during the letter dictation period. (Writing the words is optional at this level).

	New Letters	1. <u>Select The Letters</u> Say the sound of each letter; students find the letter and place it on a work mat.	2. <u>Build Letter Combinations</u> <u>After</u> students become confident spelling the words you can skip this step, if you wish.	3. <u>Spell Words</u> If students can't spell the words, do just the letter combinations until they are ready for words.
1	T t			
2	I i	It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with i.		
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	u, t, b, h, l, l, n, n	ut, ub, ul, un, tu, bu, hu, lu, nu	tub, hut, hull, hub, nut, null, nun, nub, but, bun
9	M m			
10	R r			
11	F f			
12	X x	t, t, h, l, l, n, w, u, b, m, m, r, f, f, x	ut, ul, un, ub, um, uf, ux, tu, hu, lu, nu, wu, bu, mu, ru, fu	mutt, hum, mum, run, rub, rut, fun, muff, huff, buff, tux, lux Review Words: tub, nub, hub, hull, null, hut, nut, but, bun
13	E e	It is difficult for beginners to hear the short e sound in words. Wait until later to spell words with e.		
14	S s			
15	J j	u, m, m, t, t, l, l, f, f, r, n, b, s, s, j, h, x	um, ut, ul, uf, un, ub, us, uj, ux, mu, tu, lu, fu, ru, nu, bu, su, ju	us, bus, fuss, sub, sun, sum, jut Review Words: hum, mum, nut, but, hut, hull, null, bun, run, fun, tub, hub, rub, tux, lux
16	O o	t, h, l, n, b, m, m, r, f, f, x, s, s, j, o	ot, ol, on, ob, om, of, ox, os, oj, to, ho, lo, no, bo, mo, ro, fo, so, jo	hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss
17	C c			
18	D d	o, n, f, f, d, d, x, h, t, t, b, b, s, s, m, m, j, r, l, l, c	on, of, od, ox, ot, ob, os, om, oj, ol, oc, no, fo, do, ho, to, bo, so, mo, jo, ro, lo, co	cot, cob, con, nod, rod, sod, cod, odd, dot, doll Review Words: hot, lot, not, rot, jot, on, lob, mob, rob, sob, job, mom, off, ox, box, fox, lox, toss, loss, boss, moss

Words To Spell With Plastic Letters				
	New Letters	Select The Letters Say the sound of each letter; students find the letter and place it on a work mat.	Build Letter Combinations After students become confident spelling the words you can skip this step, if you wish.	Spell Words If students can't spell the words, do just the letter combinations until they are ready for words.
19	A a	t, h, b, m, r, f, s, s, c, n, l, j, a	at, ab, am, af, as, ac, an, al, aj, ta, ha, ba, ma, ra, fa, sa, ca, na, la, ja	at, hat, bat, mat, rat, fat, sat, cat, an, tan, man, fan, can, ban, tab, nab, lab, jab, cab, am, ham, ram, jam, bass, lass, mass
20	V v	h, d, d, l, b, m, f, s, s, v, n, t, x, w, c, j, a	ad, al, ab, am, af, as, av, an, at, ax, ac, aj, ha, da, la, ba, ma, fa, sa, va, na, ta, wa, ca, ja	had, lad, bad, mad, fad, sad, add, dad, dab, vat, van, ax, tax, wax Review Words: cat, can, cab, fat, fan, man, mat, mass, tan, tab, ham, hat, jab, jam, bat, bass, ban
21	Gg			
22	Pp	t, g, l, n, w, b, r, s, s, p, m, c, d, d, a	at, ag, al, an, ab, as, ap, am, ac, ad, ta, ga, la, na, wa, ba, ra, sa, pa, ma, ca, da	tag, lag, nag, wag, bag, rag, sag, gal, gab, gas, gap, tap, lap, nap, map, sap, cap, pat, pal, pan, pass, pad, ad, add
23	Kk	h, t, t, l, l, w, b, b, m, f, s, p, k, n, r, d, v, g, i	it, il, ib, im, if, is, ip, ik, in, id, iv, ig, hi, ti, li, wi, bi, mi, fi, xi, pi, ki, ni, ri, di, vi, gi	hit, lit, wit, bit, mitt, fit, sit, pit, kit, it, tin, win, bin, fin, pin, kin, in, him, rim, dim, vim, nib, bib, rib, fib, till, ill, hill, will, bill, mill, fill, sill, dill, gill, pill
24	Yy	f, m, x, s, s, h, k, d, d, l, l, r, w, g, b, j, p, t, h, y, i	if, im, ix, is, ik, id, il, ig, ib, ij, ip, it, fi, mi, si, hi, ki, di, li, ri, wi, gi, bi, ji, pi, ti, hi, yi	if, mix, fix, six, hiss, miss, kiss, hid, lid, rid, did, kid, wig, big, rig, fig, jig, dig, pig, tip, hip, lip, rip, sip, dip, kip, yip Review: pin, pill, pit, pig, gill
25	Qq	h, p, p, l, l, s, s, t, d, d, x, b, g, f, f, j, w, k, n, m, m, c, o	op, ol, os, ot, od, ox, ob, og, of, oj, ok, on, om, oc, ho, po, lo, so, to, do, bo, go, fo, jo, wo, ko, no, mo, co	hop, lop, mop, pop, sop, top, pod, pot, pox, bog, dog, fog, hog, jog, log, got, wok Review: on, off, not, hot, lot, box, fox, ox, moss, loss, job, cot, cod, odd, mom, doll
26	Zz	m, d, t, g, h, b, r, j, p, p, c, z, z, f, f, y, l, l, s, u	um, ud, ut, ug, ub, uj, up, uc, uz, uf, ul, us, mu, du, tu, gu, hu, bu, ru, ju, pu, cu, zu, fu, yu, lu, su	mud, tug, hug, bug, mug, rug, jug, dug, up, cup, pup, buzz, fuzz, yum, jut, cut, cub, cuff, dull, gull, gum, puff, pus
		t, l, l, b, y, f, s, m, n, p, g, v, w, j, r, d, e	et, el, eb, ef, es, em, en, ep, eg, ev, ej, ed, te, le, be, ye, fe, se, me, ne, pe, ge, ve, we, je, re, de	tell, bell, yell, fell, sell, well, met, set, let, net, yet, bet, met, pet, get, vet, wet, jet, red, fed, led, bed, wed
		l, l, g, g, b, k, t, n, m, h, d, p, p, s, s, y, w, f, z, v, r, e	el, eg, eb, ek, et, en, em, ed, ep, es, ef, ez, ev, le, ge, be, ke, te, ne, me, he, de, pe, se, ye, we, fe, ze, ve, re	leg, beg, keg, egg, ten, men, hen, den, pen, mess, less, yes, hem, web, pep, fez Review: well, tell, yell, set, let, net, pet, get, vet, wet, jet, vet, red, bed, led
At this point, review any sets of words as needed. Then select any two short vowels and have students spell words with both short vowels in the same lesson. Repeat with various short vowel combinations.				

Words To Spell With Plastic Letters (Earlier Version)

Have students use plastic letters to make letter combinations and words chosen from the lists below. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Tell students when to use double letters at the end.

Lesson	New Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
1	T t		
2	I i	it, ti	it
3	H h	hi, ti, it	hit
4	L l	il, it, li, ti, hi	lit, ill, hill, till
5	N n	in, il, it, ni, ti, hi, li	in, tin
6	W w	wi, ti, hi, li, ni, it, il, in	will, win, wit
7	U u	tu, hu, lu, nu, wu, ut, ul, un	nut, hut, hull
8	B b	bu, tu, hu, lu, nu, wu, ut, ul, un, ub, bi, ti, hi, li, ni, wi, ib, in, il, it	bun, but, tub, bit, bill bib, bin
9	M m	mu, bu, tu, hu, lu, nu, wu, ut, ul, un, ub, um, mi, ti, hi, li, ni, wi, bi, im, it, il, in, ib	mill, mitt, him, mutt, hum
10	R r	ru, mu, bu, tu, hu, lu, nu, wu, ut, ul, un, ub, um, ri, ti, hi, li, ni, wi, bi, mi, it, il, in, ib, im	run, rub, rim, rib
11	F f	fu, ru, mu, bu, tu, hu, lu, nu, wu, ut, ul, un, ub, um, uf, fi, ti, hi, li, ni, wi, bi, mi, ri, if, im, ib, in, il, it	fun, fin, fit, fill, fib, muff, huff, if
12	X x	fu, ru, mu, bu, tu, hu, lu, nu, wu, ut, ul, un, ub, um, uf, ux, ti, hi, li, ni, wi, bi, mi, ri, fi, ix, it, il, in, ib, im, if	tux, mix, fix
13	E e	te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex	bet, net, wet, let, met, wet, web, well, bell, tell, fell, men, hen, ten, hem
14	S s	se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es, su, tu, hu, lu, nu, bu, mu, ru, fu, us, ut, ul, un, ub, um, uf, ux, si, ti, hi, li, ni, wi, bi, mi, ri, fi, is, it, il, in, ib, im, if, ix	set, sell, mess, less, sun, sub, sum, bus, us, fuss, sit, six, sill, miss, hiss
15	J j	je, se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es, ju, tu, hu, lu, nu, wu, bu, mu, ru, fu, su, ji, ti, hi, li, ni, wi, bi, mi, ri, fi, si	jet, jib, jut

Words To Spell With Plastic Letters (Earlier Version)

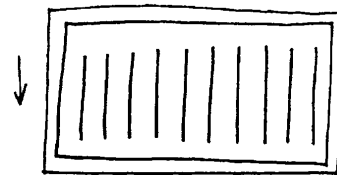
Have students use plastic letters to make letter combinations and words chosen from the lists below. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Tell students when to use double letters at the end.

Lesson	New Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
16	O o	to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os	on, off, ox, hot, box, moss, job, sob, mob, rob, fox, lot, jot
17	C c	co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc, cu	cub, cut, cuff, cot, cob
18	D d	do, co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc, od, de, di, du	fed, bed, led, red, wed, bed, bet, bell, den, hid, lid, did, dim, dill, rid, mud, bud, dull
19	A a	ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad	tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, had, an, fan, can, bass, bad, lab, cab, man, mad, jam, ax, wax, sax, dad
20	V v	vi, ve, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av	van, vat, vet, vex, vim
21	G g	gi, gu, ge, go, ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag	tag, wag, bag, rag, sag, fig, wig, dig, big, rig, bug, rug, dug, mug, jug, leg, beg, keg, egg, bog, dog, fog, hog, jog, log, gas, gum, gun, gull, gill, get, got
22	P p	pi, pu, pe, po, pa, ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag, ap	pan, pat, pad, cap, lap, map, nap, tap, pen, pet, peg, pep, cup, pup, puff, hop, mop, pop, top, pot, pox, pod, pin, pill, pig, pit, dip, hip, lip, rip, sip, tip, zip
23	K k	ke, ki, ak, ok, ek	kit, kid, kiss, kip, kin, keg, wok
24	Y y	ye, ya, yi, yo, yu	yap, yip, yet, yell, yes, yum, yam, yak
25	Qu qu	qui, qua, que, quo	quit, quill, quilt
26	Z z	za, ze, zi, zo, zu, az, ez, iz, oz, uz	zip, zap, fizz, fuzz, buzz, fez, jazz, quiz

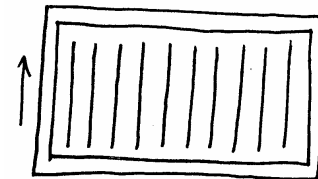
Chalkboard Warm-Up Exercises

Line up about six students at a time at the chalkboard. Have them do selected exercises from the list below, using large strokes. Or you can work with a single student at a smaller chalkboard.

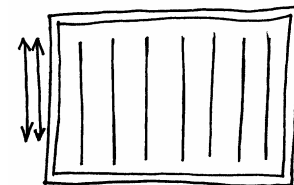
- 1) Draw a series of straight lines going down, from the top to the bottom of the board.
(This prepares for b, f, h, i, j, k, l, m, n, p, q, r, and t.)



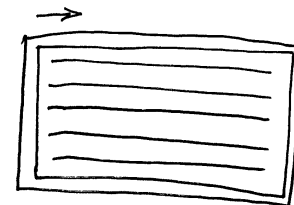
- 2) Draw a series of straight lines going up, from the bottom to the top of the board.
(This prepares for d and p.)



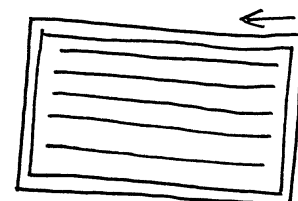
- 3) Draw a series of straight lines, going up and down several times, retracing the same line. (This prepares for d, m, n, p, r, u, and y.)



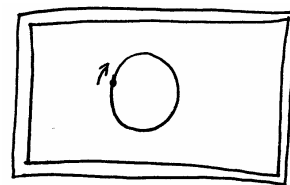
- 4) Draw a series of straight lines going from the left to the right.
(This prepares for t, f, e, and z.)



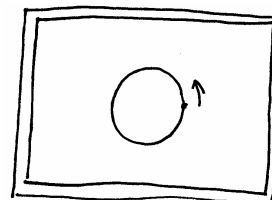
- 5) Draw a series of straight lines going from the right to the left.



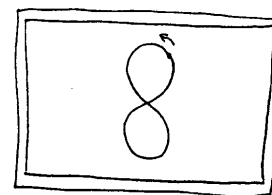
6) Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



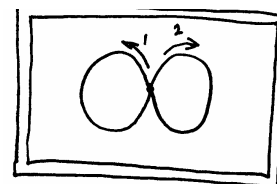
7) Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



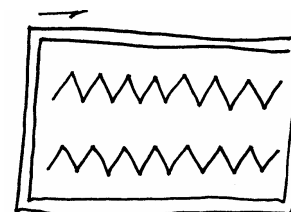
8) Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



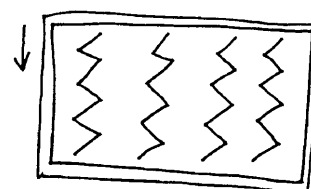
9) Draw a large figure eight on its side ∞ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p, q, r, s, u, and y.)



10) Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



11) Draw zigzag lines going from the top to the bottom of the board. (This prepares for x, z, and k.)

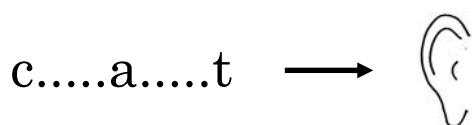


Oral Blending And Segmenting

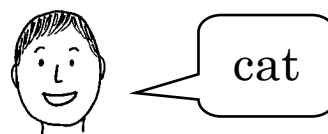
Oral blending and segmenting are two foundational skills that prepare students to learn to read and spell words. Picture pages are included in this book to help students develop these skills. The purpose of the exercises is for students to develop what is called phonemic awareness. This means that students become aware of the individual sounds (phonemes) in words and learn how to manipulate them.

On each page, students first do an oral blending exercise, and then do a segmenting exercise. These exercises work with sounds only, without using letters. Pictures are used as a visual reference for the words.

Oral blending means that students hear separate sounds and put them together to form a word. This skill is needed when students read words phonetically.

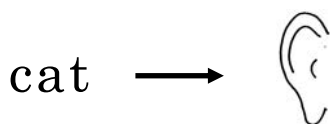


Hear The Separate Sounds

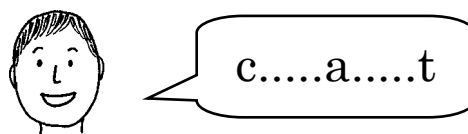


Say The Word

Segmenting means that students hear a word and break it apart into its individual sounds. This skill is needed when students spell words.



Hear The Word



Say The Separate Sounds

Oral Blending

Students will do a new oral blending exercise after each new letter has been introduced in handwriting. The teacher says the separate sounds for each picture, pausing briefly between the sounds, working on one picture at a time. For teacher reference, the words are listed at the bottom of the page, with hyphens to separate the individual sounds. Call on students to: 1) put the sounds together mentally, 2) point to the picture that matches the sounds, and 3) pronounce the word normally. If a student says the separate sounds instead of the whole word, ask them to “Say it fast.” The class then circles the correct picture and repeats the word in unison.

The first five oral blending pages have pictures with only two sounds, for example: ea-t, i-ce, u-p, p-aw. These are easier to do. Most of the pictures on the remaining pages have three sounds, with occasional two-sound words. These pages are more challenging.

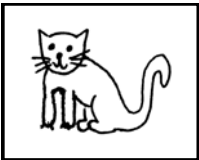
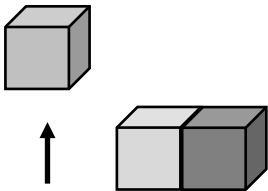
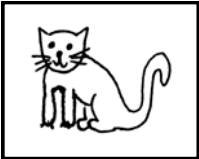
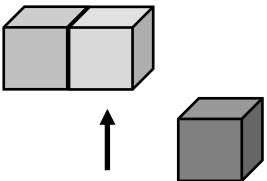
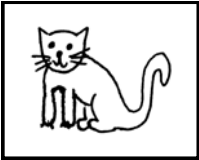
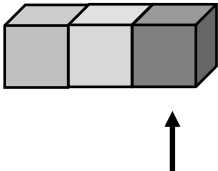
Segmenting

Use the oral blending pages in this book. This activity can be done with the whole class, if desired. Or you may want to wait and do the segmenting part of the lesson later on, during small group rotations.

You'll need two or three small objects for each student, depending on whether you're studying two or three-sound words. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square will work, too. I have used three different colors of cubes or teddy bear counters, lined up from left to right in this order - green, yellow, and red. I talk about the colors on a stoplight with the students. Green means go, yellow means slow down, and red means stop.

To get started, point to the first picture. Say the word normally, for example, *cat*. Then model for the students how to break the word apart into separate sounds. As you say each sound, push a cube forward about an inch, going from left to right. Each cube will represent a sound. The diagram below shows the sequence used to move the cubes while pronouncing the sounds. Letters shown between slash marks indicate that you should say the letter sound, not the letter name.

Have the student repeat the process with the same word. Be sure the sounds are completely separate. For example, cat should be c....a.....t, not ca....t, and not c.....at. Continue in the same way for each picture. The goal is for the student to hear the word, move the cubes, and say each sound clearly without help from you. This is a challenging skill. Model for the students each time you do this activity, and give the student time to learn.

1.	Think of the word. 	Say the first sound. /c/	Push forward the first cube. 
2.	Think of the word. 	Say the second sound. /a/	Push forward the second cube. 
3.	Think of the word. 	Say last sound. /t/	Push forward the third cube. 

The Cube Game

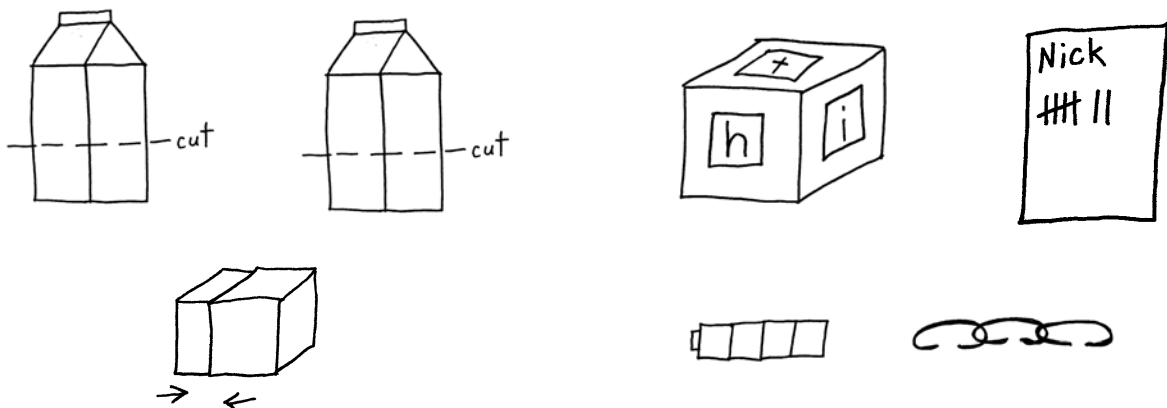
To prepare the activity: Cut the bottom parts off of two half gallon milk cartons to make one large cube. For smaller cubes you may use two quart or pint cartons. Discard the top parts. Push the two bottom parts together firmly to form a cube. Cover the cube with solid-colored sticky backed paper (white works well).

Setting Up : The teacher should select the new alphabet letter being taught and any previous letters that have been studied. Write each letter on a piece of unlined index card in bold print. Tape a letter to each side of the cube. You'll be able to use six different letters. On another day, you can remove letters that have been learned and replace them with different letters.

To do the activity: Use this activity as a review of the letter sounds. Students take turns rolling the cube and giving the sound for the letter shown (not the letter name). If correct, the student makes a tally mark on a piece of paper. If incorrect, the student must pass the cube to the next student without making a tally mark. The student with the most tally marks at the end of the game wins.

Variations: Instead of using tally marks, students can take a small connecting cube or plastic chain link for each correct answer. The student with the longest rod or chain at the end of the game is the winner. (These materials are available in the math section of teacher supply stores.)

Instead of putting letters on the sides of the cube, you could put letter combinations after they have been introduced on a "Silly Sounds" page, for example, tu, hu, lu, ut, ul, and un. Students must pronounce the letter combinations, sliding the sounds together smoothly. At this level, use only short vowel sounds in this exercise.



The Raspberry Game - “Silly Sounds”

This game is an excellent preparation for students who know their alphabet letters but are not yet reading three letter short vowel words. After learning the letter sounds, many students need explicit practice in sticking the sounds together to make larger chunks of sound. Before attempting to read three letter words, it is very helpful to practice with only two letters at a time. In this game, students will pronounce vowel-consonant combinations (such as ab, ac, ad, af). Since these combinations are not real words, tell the student that they are going to be saying "silly sounds." Explain that even though these are not real words, learning to say the silly sounds will help make it easier to read real words.

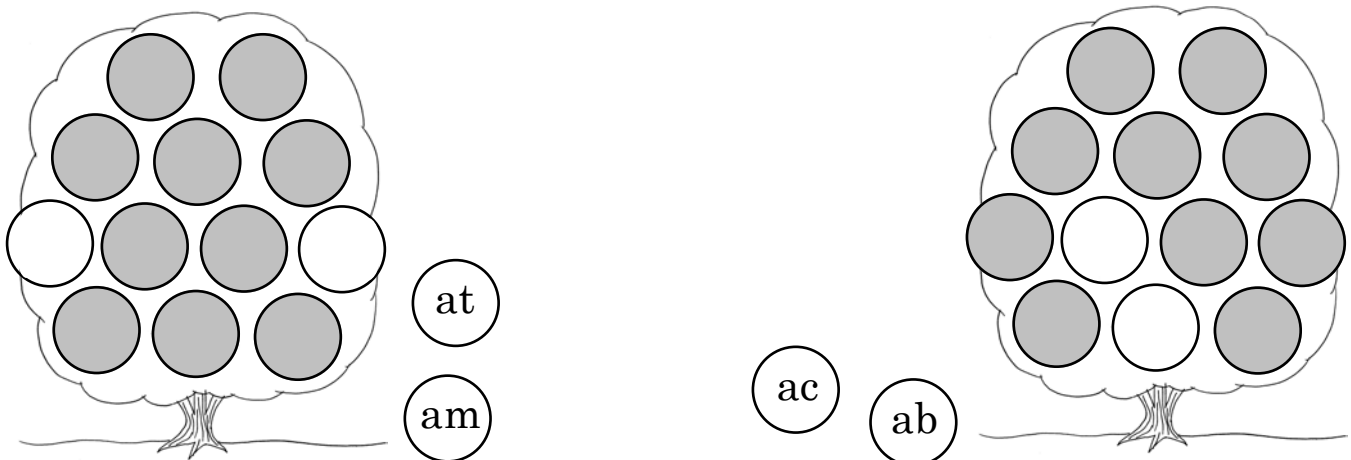
On the Sound City Reading website at www.soundcityreading.net, you can choose either an introductory short u raspberry game which can be used while students are learning the letters of the alphabet. Or you can choose short a, short e, short i, short o, and short u games which can be used after students have learned all the letters of the alphabet. Print the games on card stock and cut to separate the “raspberry” circles.

Setting Up: Small purple circles (raspberries) with various vowel-consonant combinations are used in this activity. A page with the a bush is given to each student. The page has a number of circles on the bush. Before starting the game, students cover these circles with raspberries, with the printed surface face down.

How To Play: Students take turns “picking” a raspberry from their bush. If they can pronounce the vowel-consonant combination correctly, they may keep it and place it to the side. If they cannot, the teacher should model the pronunciation, all the students repeat, and the blueberry is placed face down back on the bush. The first person to pick all of his or her raspberries is the winner.

Variations: Students may use two bushes instead of just one. If desired, pieces that are pronounced incorrectly can be put into a letter swamp, to be eaten by the alligator. The picture is available on the web site.

Optional Extra Challenge: When the game is finished, each student picks one berry and names a word that includes the same letter combination. For example, these words could be used for the ab combination: cab, tab, lab, absent, rabbit, or cabin.



Sound Blending With Cards - Two Sounds Letter Connection Activity

One way to work with students on two-sound oral blending (silly sounds) is to use a large chart consisting of two columns of consonants and moveable vowel cards. The student must look at a pair of letters and say both sounds, sliding the sounds together smoothly. I originally designed this activity for a student who wasn't able to put three sounds together to read short vowel words. I set up the activity so she could practice putting two sounds together first. She responded very well to the activity, and I went on to use the same activity with a small group of first graders I was tutoring at a local school, who were having the same problem. After a lot of hard work with this activity, those students learned to read short vowel words comfortably and then went on to words with other vowel patterns with no major problems. I adapted this activity to create the "silly sound" pages, making it possible to practice directly from the book. But I still used this method with the columns of consonants and moveable vowel cards for many years when I went back to teaching first grade.

Materials

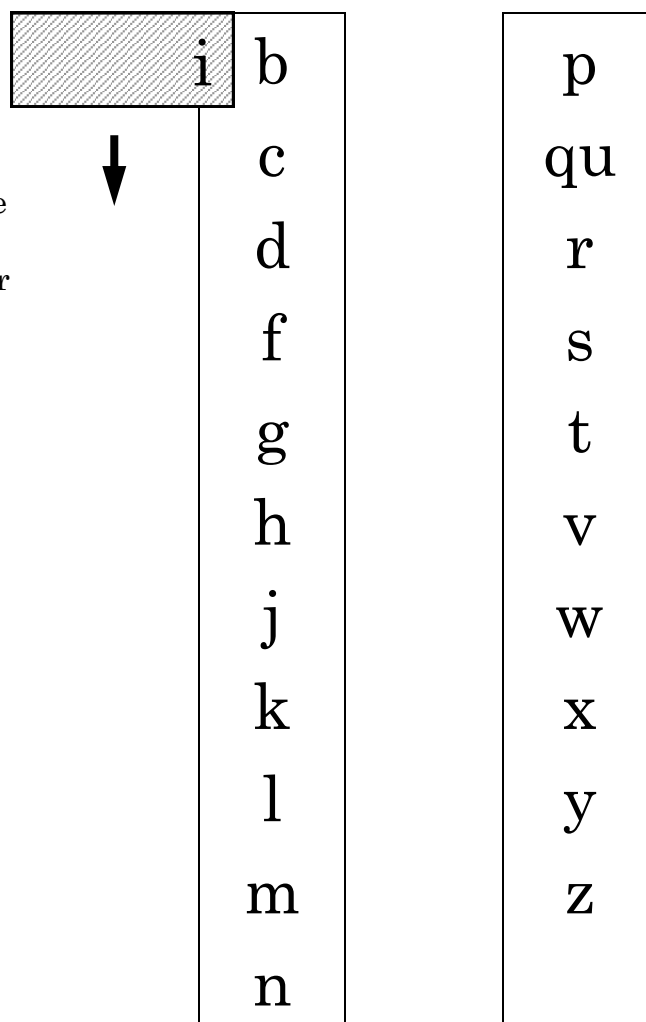
To do this exercise, you can use the sound blending materials available at www.soundcityreading.net, or create your own.

Make separate cards for each vowel, like the i cards shown. You will use these cards with two columns of consonants. For a small version, the consonants can be written on plain unlined copy paper. If you are making a large version, write the two consonant columns in large letters on two strips cut from white poster board. Write the vowels on index cards, cardstock pieces, or construction paper.

Setting Up the Activity

Put the two consonant columns on an easel or clip to a pocket chart or chalkboard.

You need two different cards for each vowel, to use on either the left or the right side of the columns.



To Do the Activity

Take the vowel you want to work with, and slide it down one side of the columns. Students will blend the sounds for each letter pair aloud. It will be easier to go down the left side of the columns first, and then the right side.

When going down the left side, skip any consonants that can't be pronounced at the end: h, qu, w, y. Also skip r, because when it follows a vowel it affects its sound.

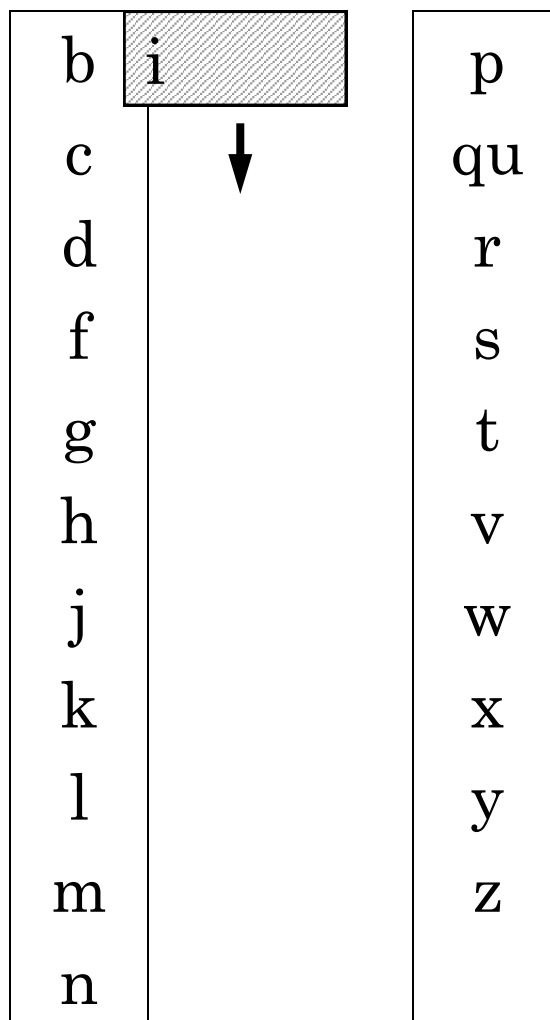
When going down the right side, skip x, since it's not used at the beginning of words until much later, when it is pronounced like the letter z. Skip c when you are using vowel cards for e or i, because c usually represents the s sound before these letters. Students will study this alternate c sound later.

If you are using *i*, the student would watch carefully as you move the *i* from one letter to the next and say, "ib, ic, id, if, ig, (skip h), ij, ik, il, im, in, ip, (skip qu and r), is, it, iv, (skip w), ix, (skip y), iz." Then, as you move the vowel down the right side of each column, the student would say, "bi, (skip c), di, fi, gi, hi, ji, ki, li, mi, ni, pi, qui, ri, si, ti, vi, wi, (skip x), yi, zi." If more than one vowel has been studied, you can repeat the process for another vowel. Remember to use just the short vowel sounds for now.

If you have only introduced some of the consonants, make a temporary chart with only those consonants that have been introduced.

The task is more difficult for beginners than you might think. Some students catch on quickly, and others find this process quite challenging. If the student does not catch on quickly, don't give up. If necessary, model each combination for the student by pronouncing it clearly, and have the student repeat. Regular practice will bring more self-assurance for the student. It may take several days of practice, or longer, before the student is able to put the sounds together independently.

Even though the student is only blending two sounds together, this exercise prepares students to read three letter words. If a student can't put two letter sounds together, it will be impossible to put three or more sounds together to read a word. This ability to stick letter sounds together to form words when reading, and the reverse ability, to separate the individual sounds in whole words when spelling, provides an important foundation for building good readers.



The Apple Alphabet Game

This game is available at www.soundcityreading.net, or you can make it using cardstock or poster board.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the apples and store in an envelope or plastic bag. Cut out the baskets and store in a large envelope or plastic bag.

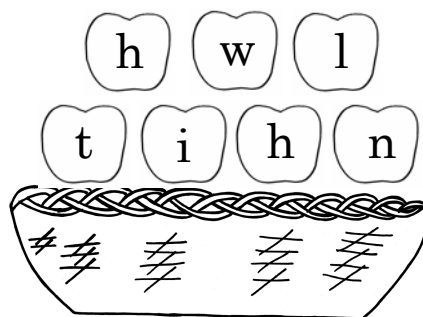
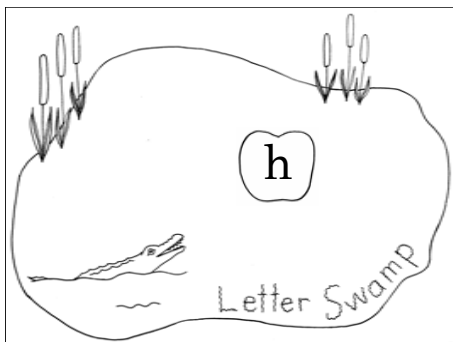
Selecting The Pieces: Until all the letters have been introduced, the teacher should choose the pieces needed to play this game, selecting the new letter being taught and any previous letters that have been studied. After all the letters have been introduced, students will play the game with all the alphabet pieces. Note: Extra apples should be made for the first few letters taught so that there will be enough apples to play the game.

Setting up the game: Spread out the selected apples face down on the table. Give one basket to each student. Students sit in a circle around the apples.

To do the activity: Students take turns picking an apple and giving the sound for the letter shown (not the letter name). If correct, the student places the apple just above his basket, so that it looks like it is in the basket. If incorrect, the apple must be put back on the table face down. As the student accumulates more apples, they are placed in one or more rows above the basket. When all of the apples have been collected, each student counts the number of apples in his or her basket. The student with the most apples wins.

Variation: If a student picks a letter and cannot give the correct sound, the letter must be put into the letter swamp. The alligator gets to eat it.

Comment: I've worked with kindergarteners who weren't really interested in the letters or sounds, and consequently couldn't remember them. When I introduced this game, they perked up and took a great interest in recognizing the letters and getting the sounds correct. They really wanted to put the most apples in their baskets. It's amazing that such a simple game had such a great effect.



Apple Concentration

This game is available at www.soundcityreading.net or you can make it.

To prepare the activity: Laminate all pages if desired for extra wear. Cut apart the apple pieces. Store each set in a separate labeled plastic bag or envelope.

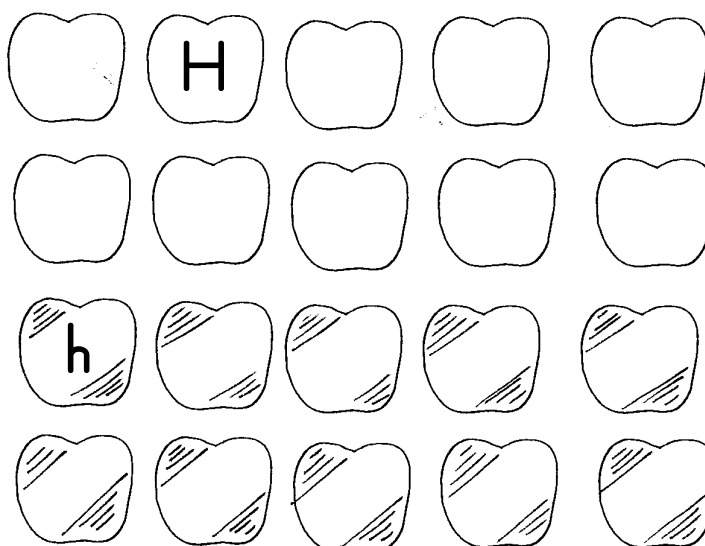
Variations: Use capital and lower case letters. You may want to print all of one type on red cardstock and all of the other type on yellow or light green cardstock. Or all of the pieces could be printed on the same color, which would make the game more of a challenge.

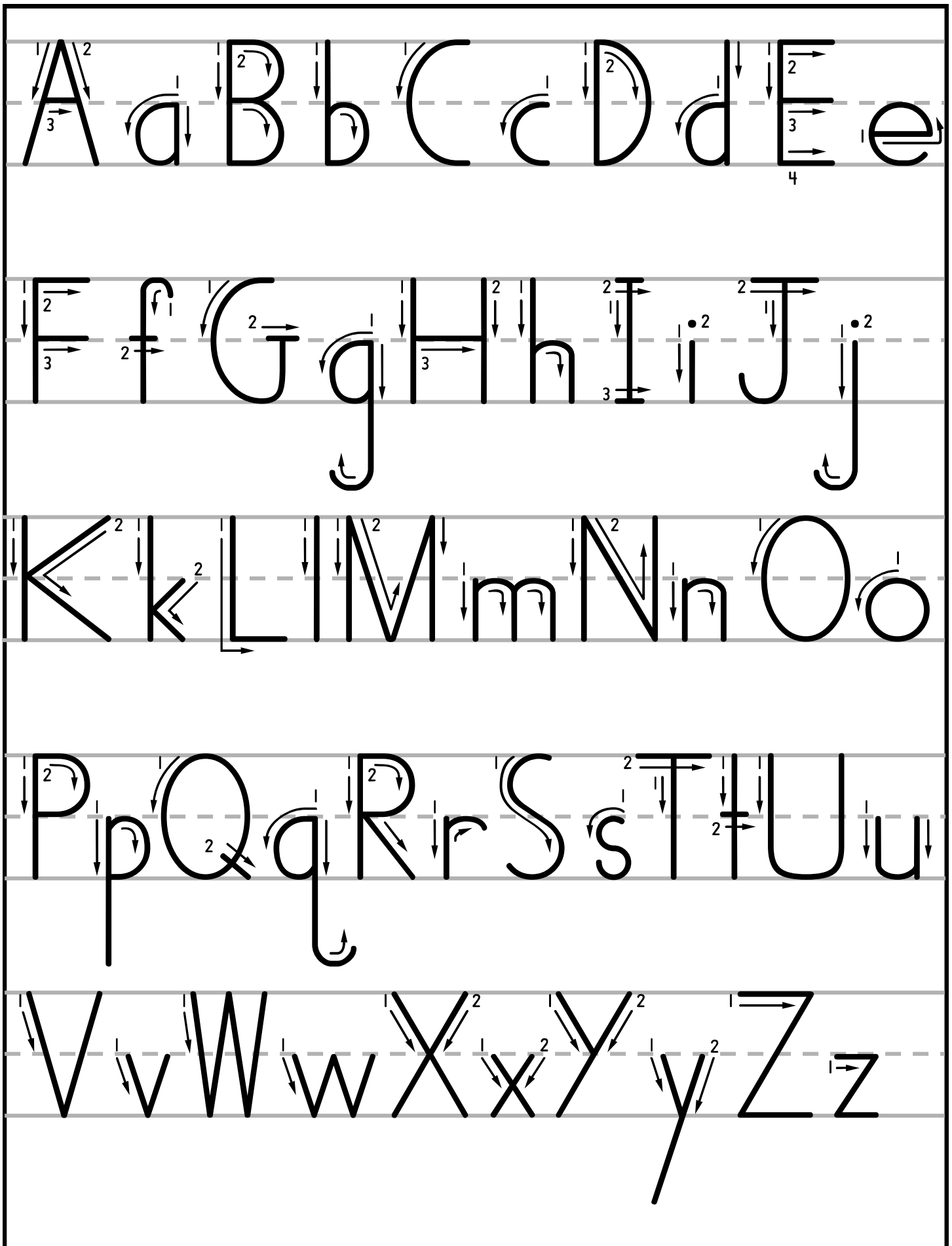
Selecting The Pieces: The teacher should select a group of letters that includes the ones most recently taught.

Setting Up the Game: Place the apples in several rows face down on the table. Use an amount that is comfortable for the students to work with.

To Do the Activity: Students take turns turning over two apples at a time. The student should say the sound for the letter on each apple. If the letters are the same, and the student gives the sound correctly, he or she may pick up both apples and keep them in a stack. If incorrect, the apples must be kept in their place and turned face down again. If a match is made, the student gets another turn. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.

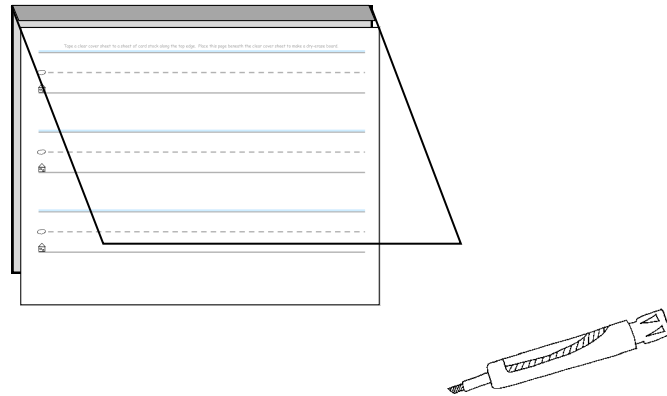
Note: If using two colors of cardstock, line up one color on the top rows and the other color on the bottom rows. When trying to find a match, the student will pick one apple of each color.





Use This Page With A Dry-Erase Frame

Using A Dry-Erase Frame With The Blank Lines



Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheet of lined paper from this book under the clear cover sheet.

Students can write on the cover sheet with a dry-erase marker, using the lines as a guide. Dry erase frames work well because students can easily erase and try again if necessary.

Dictate the letter sounds that have been taught, one at a time. Students repeat the sounds as they write the letters. Model letter formation and provide assistance as needed. Students can turn to the handwriting model page in their books so they can refer to it as they write.

A B C

Alphabet Sounds

A a



B b



C c



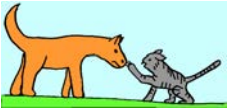
D d



E e



F f



G g



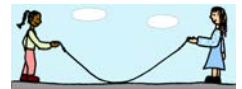
H h



I i



J j



K k



L l



M m



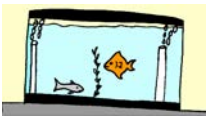
N n



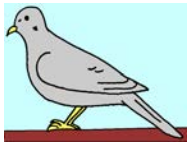
O o



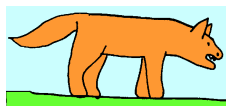
P p



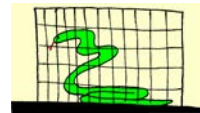
Q u qu



R r



S s



T t



U u



V v



W w



X x



Y y



Z z

