

# Exploring Sounds In Words

Book 1

**A B C**

With Handwriting

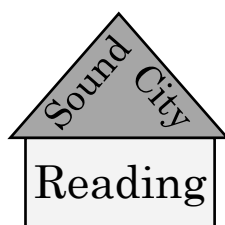


INCLUDES HANDWRITING PAGES  
FOR THESE LETTERS

t i h l n w u b m r f x e

ADVANCED READINESS SKILLS

Beginning And Ending Sounds  
Medial Short Vowel Sounds  
Oral Blending, Segmenting, Rhyming  
Two-Letter Sound Blending



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The handwriting font used in producing this book can be  
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or <http://www.educationalfontware.com>.

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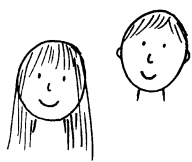
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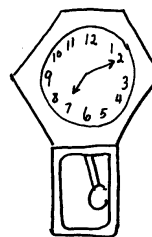
# A Sound Story

## About Audrey and Brad

As you work through this book, you will read one new section of this sound story aloud when you teach each new letter of the alphabet. This is Part 1 of the story, which teaches the alphabet. You can hear the story read aloud at [www.soundcityreading.net](http://www.soundcityreading.net).

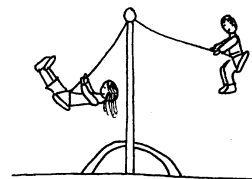
### Part 1

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)



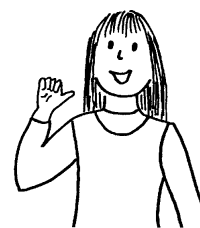
I i

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)

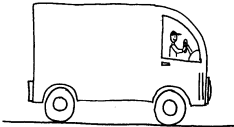




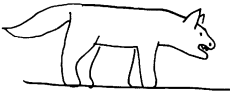


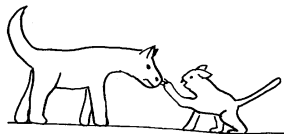
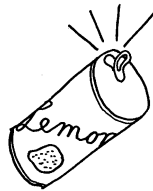
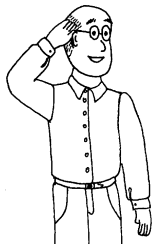
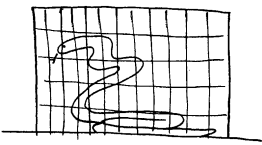

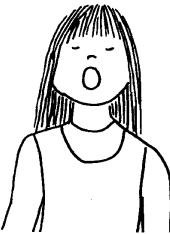
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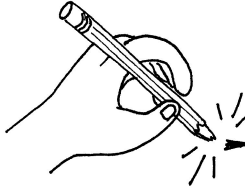

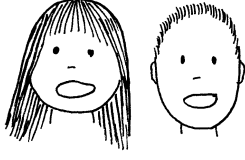
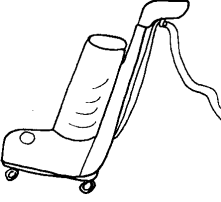

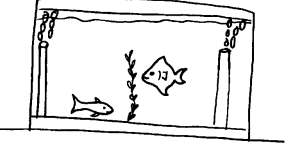
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”



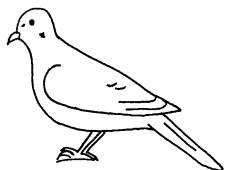
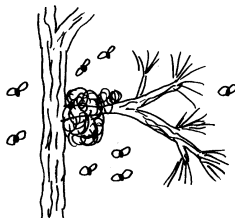


L l

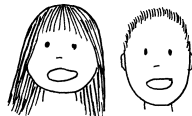














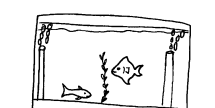
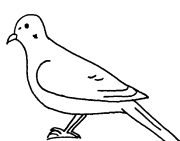

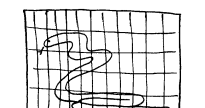




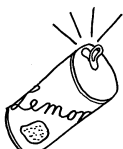

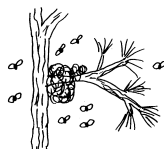
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As 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.</p> <p style="text-align: 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>

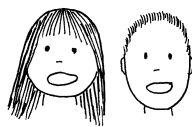




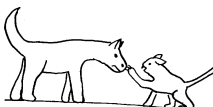




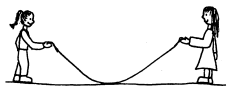



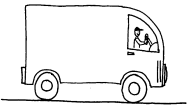

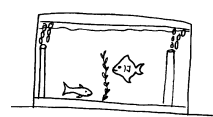
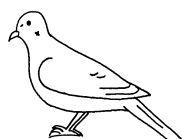
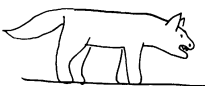
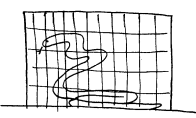
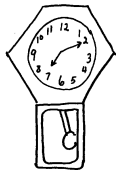



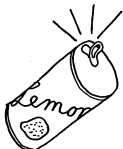


<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey 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.” (qu/quilt)</p>		<p>Qu 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>

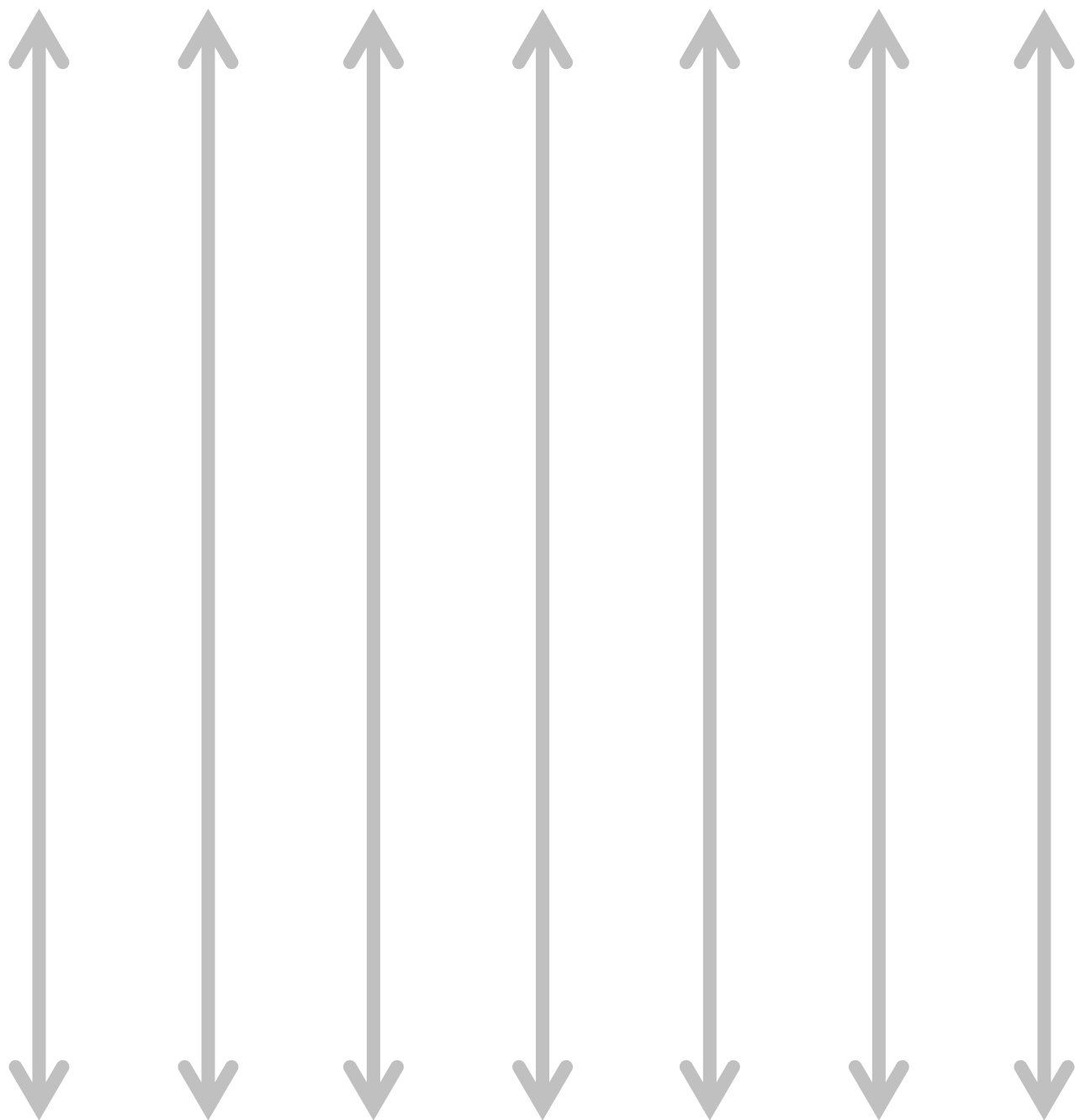
These are the consonants and short vowels in alphabetical order. Point to each letter and have students say the sound (not the letter name). If students are learning the alphabet for the first time, point to only the letters that have been taught.

A a 	B b 	C c 	D d 	E e 	
F f 	G g 	H h 	I i Ī ī 	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 ī	j	
			 		
k	l	m	n	o	
					
p	qu	r	s	t	
					
u	v	w	x	y	z
					

# Handwriting Warm-Up Exercises



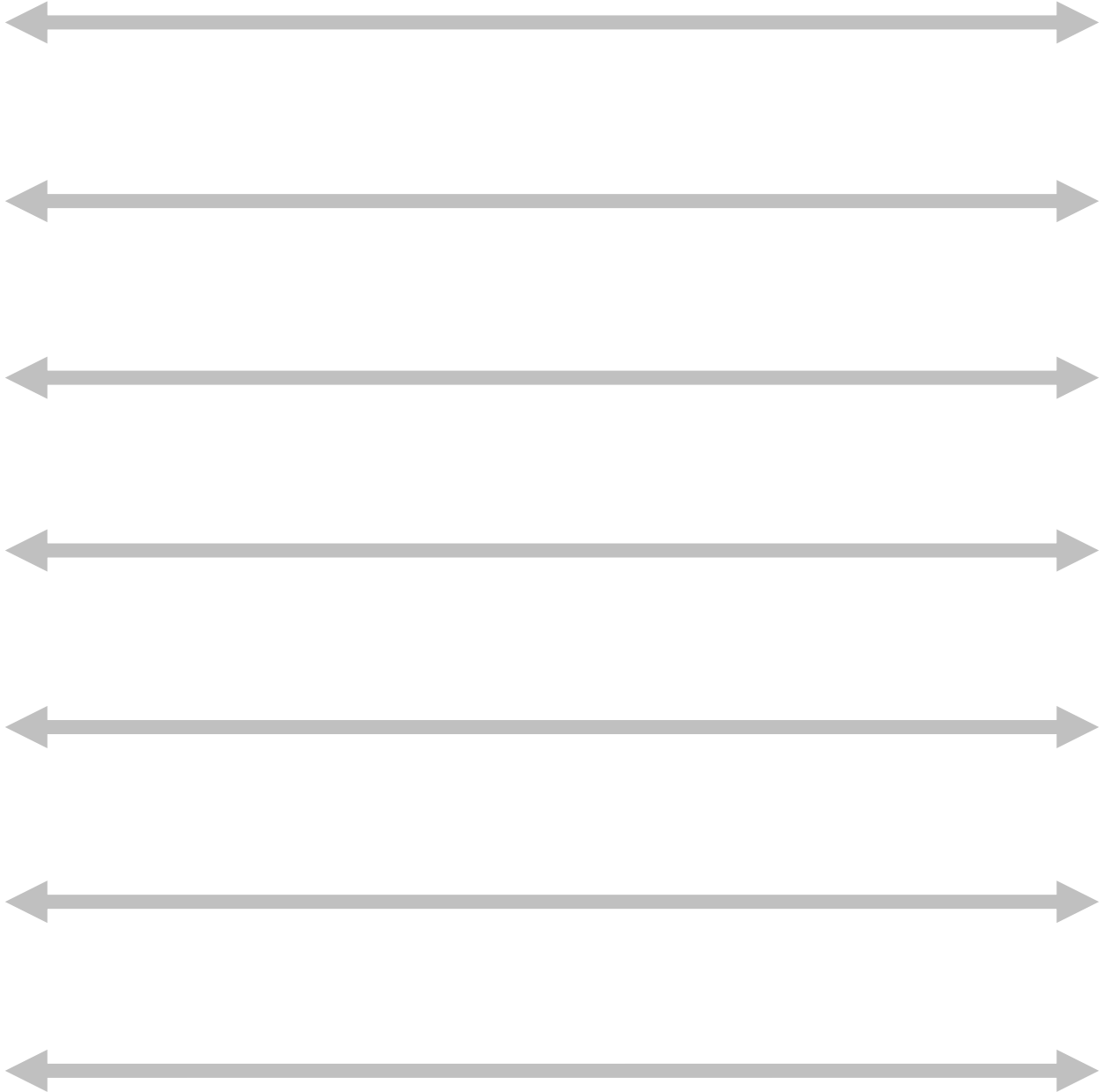
Prepares For: t, i, h, l, n, u, b, m, r, d, a, g, p, q

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

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.



# Handwriting Warm-Up Exercises

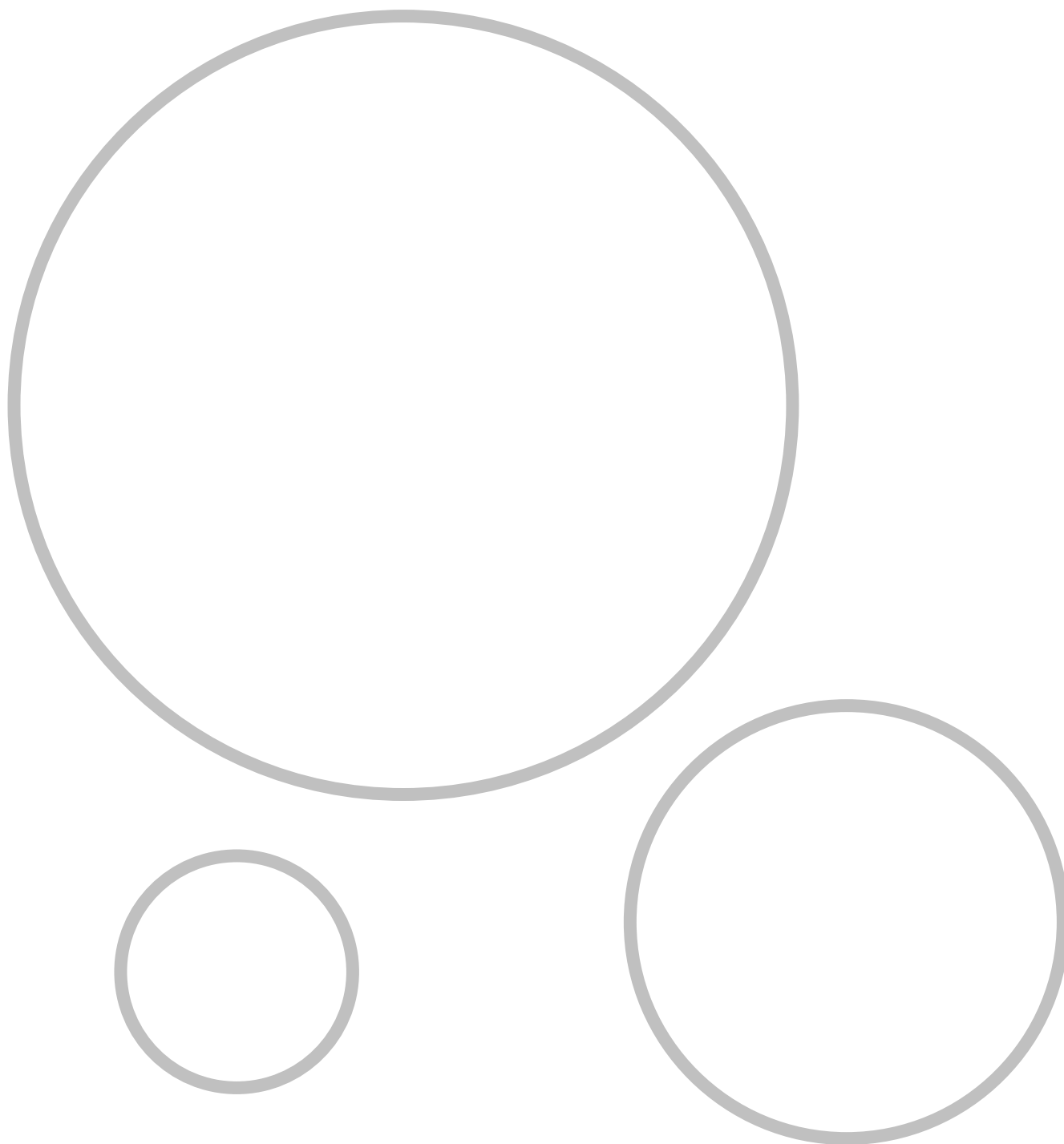


Prepares For: t, f, z, E, F, H, J, L, T

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

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.

# Handwriting Warm-Up Exercises

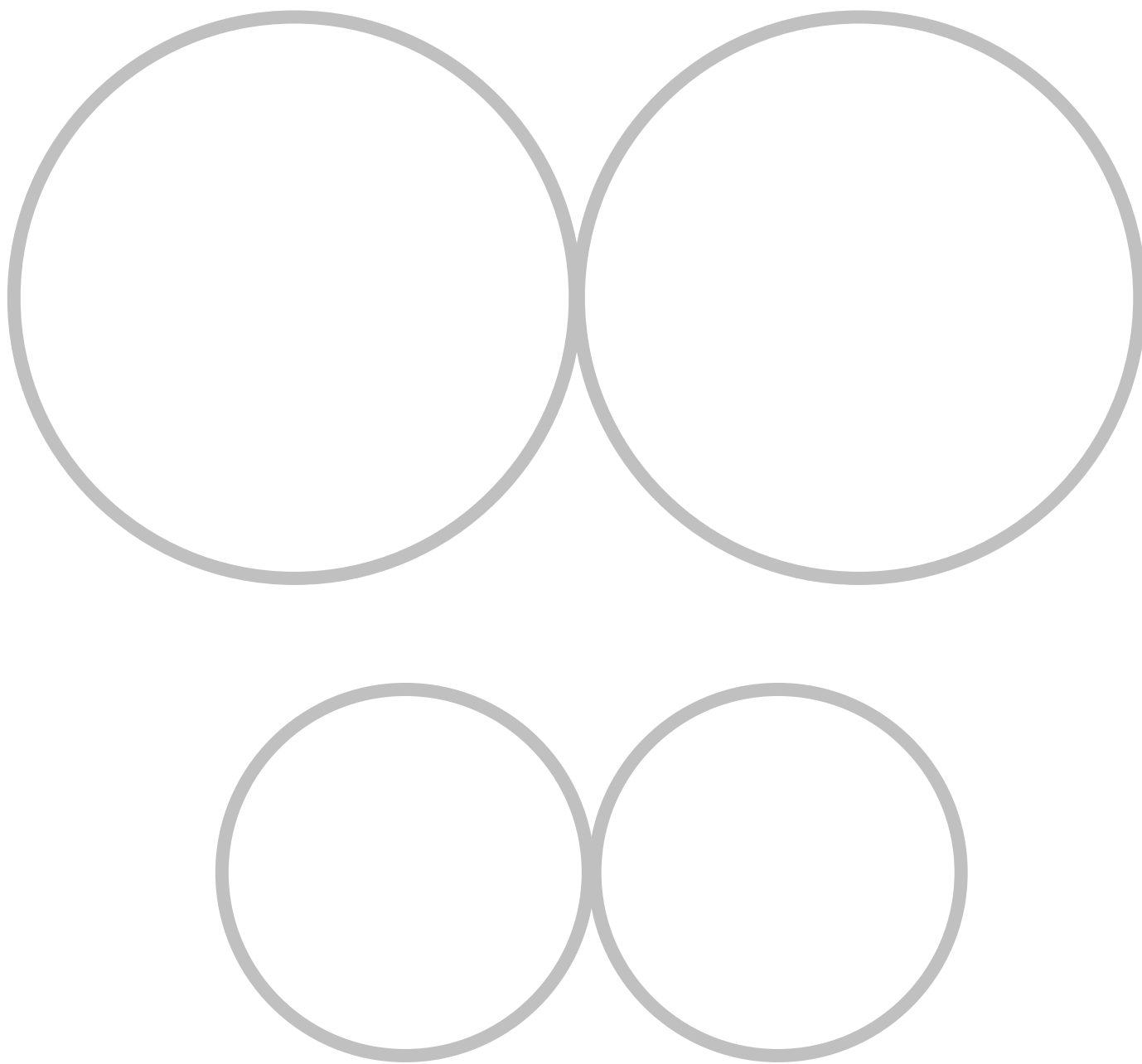


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

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.

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.

# Handwriting Warm-Up Exercises

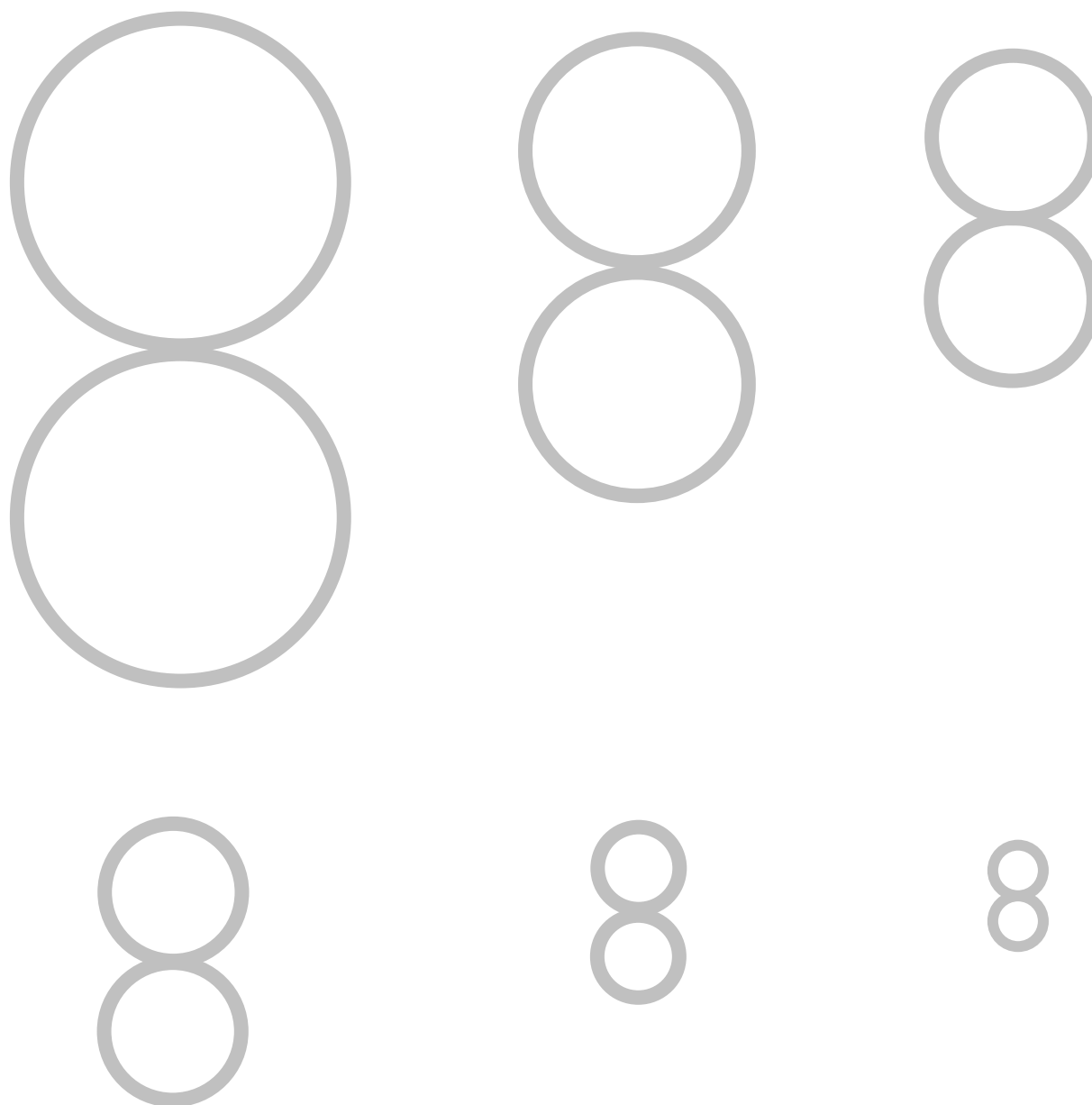


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

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.

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.

# Handwriting Warm-Up Exercises

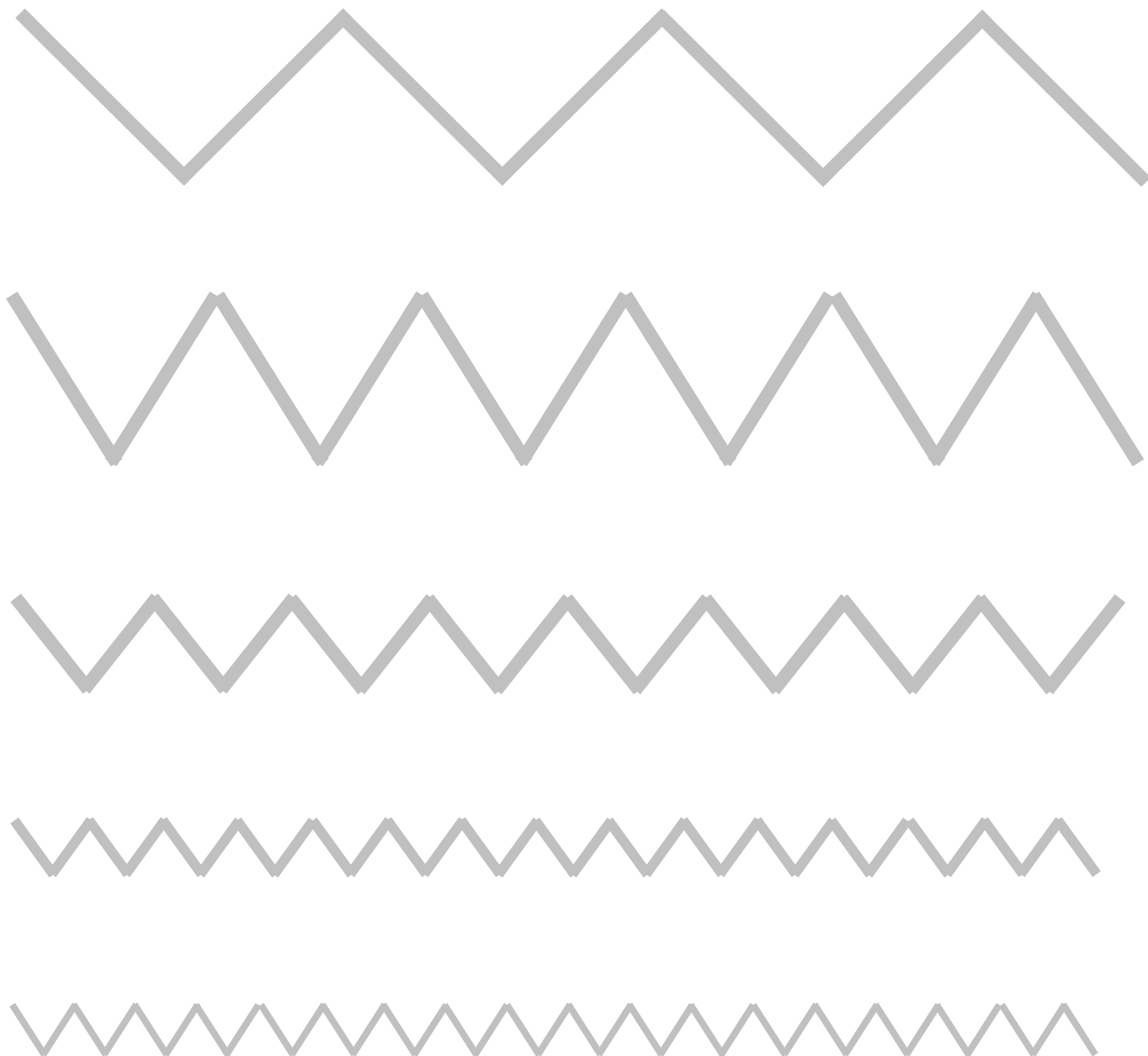


Prepares For: h, n, u, b, m, r, f, e, s, j, o, c, d, a, g, p, q

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.

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.

# 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.

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.

# Handwriting Warm-Up Exercises

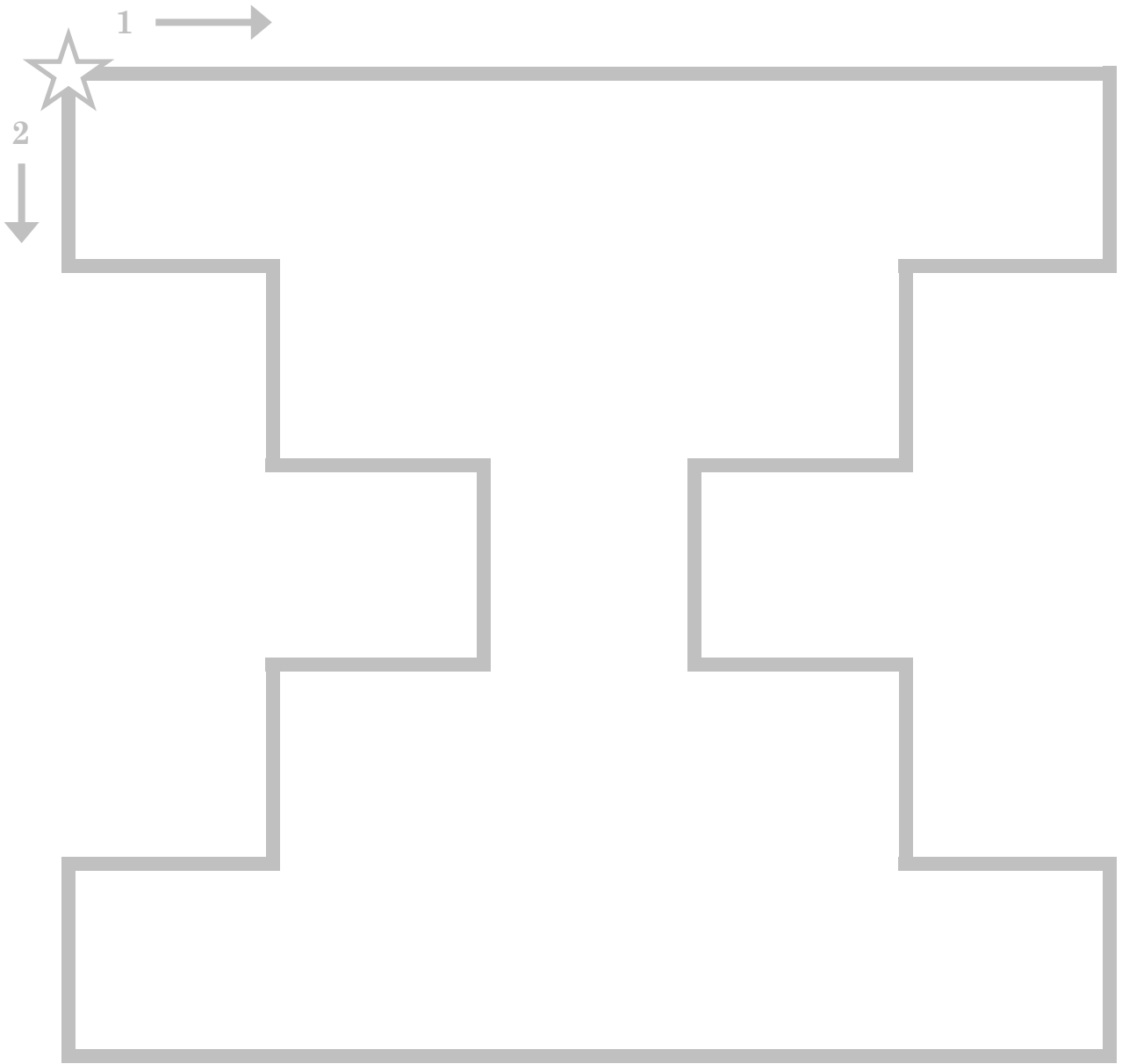


Prepares For: w, x, v, k, y, z

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

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.

# Handwriting Warm-Up Exercises



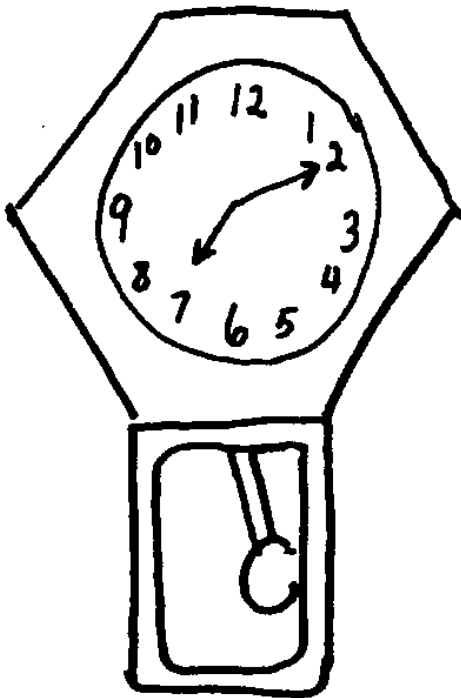
Prepares For: T, t, I, i, H, L, l, F, E, e, J, G, Z, z

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.

## Sound Story - Part 1

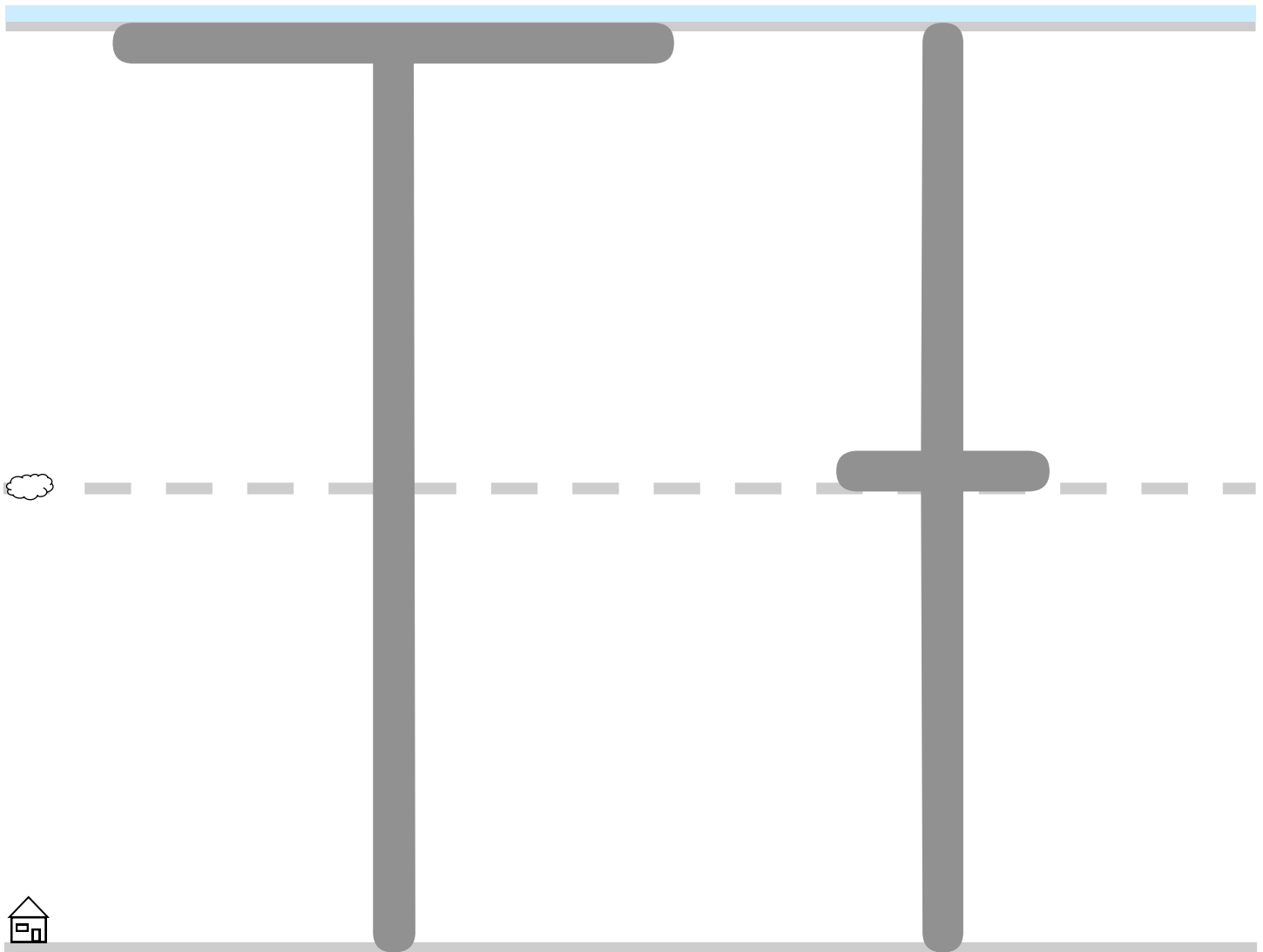
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



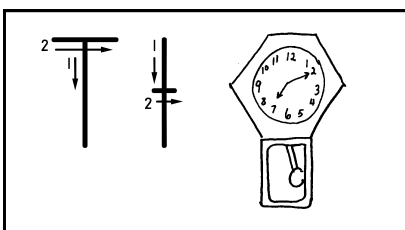
T t  
T t

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



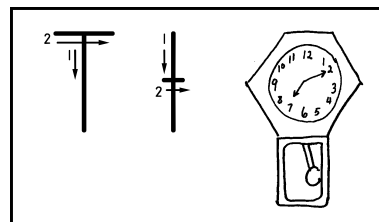


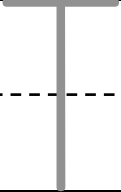
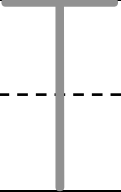
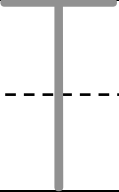



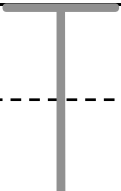

- 1) Model how to write the new capital and lower case letter on lines on the chalkboard. Students then trace large letter patterns on the board six to eight times in rotating small groups. They should say the name and sound each time they trace the capital letter, and just the sound when they trace the lower case letter. Note: If students have previously traced large letters on the board when working in the *Learning The Alphabet* books, this step may be omitted if desired.
- 2) In their handwriting books, students finger trace the large capital letter six to eight times, saying its name and sound each time, “Capital T, /t/.” Students then trace the capital letter six to eight times in the same way with a pencil.



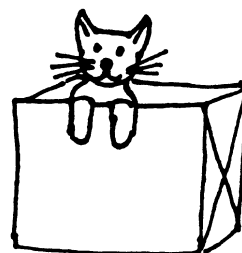
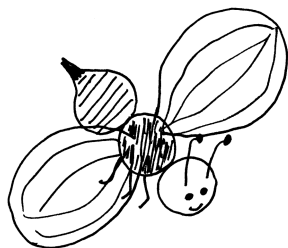
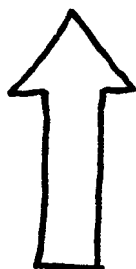
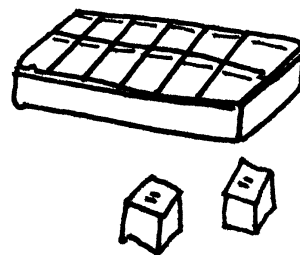
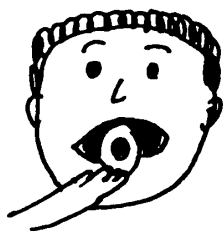
3. In their handwriting books, students finger trace the large lower case letter six to eight times, saying just its sound each time, “/t/.” Students then trace the letter six to eight times in the same way with a pencil.
4. As students trace the large letters, their elbows should not touch the desk. They should allow their entire arm to move freely from the shoulder while tracing.

- 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 following the same steps, saying only the letter sound each time you trace.





			
			
			

Trace the letters and then write more letters to fill the line. Say the name and sound as you trace and write each capital letter. Say just the sound as you trace and write each lower case letter.





(ea-t, i-ce, u-p, p-aw, b-ee, i-n, t-ea, z-oo) **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.

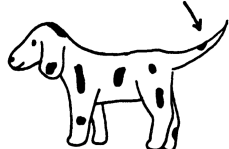
# Beginning Sound - t


	<div style="border-bottom: 1px dashed black; height: 40px; position: relative;"> <span style="position: absolute; left: 10px; top: 50%; transform: translateY(-50%);">t</span> <span style="position: absolute; left: 20px; top: 50%; transform: translateY(-50%);">t</span> <span style="position: absolute; left: 30px; top: 50%; transform: translateY(-50%);">t</span> </div>	
		tag


	10
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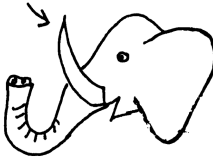
	
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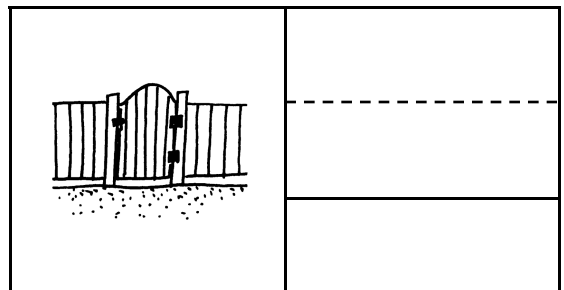
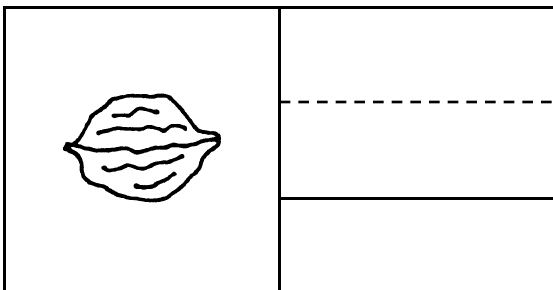
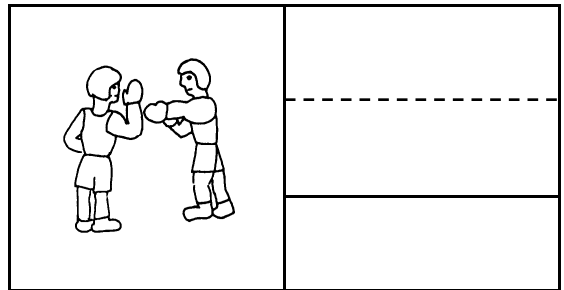
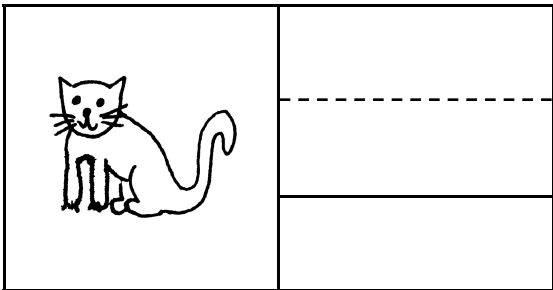
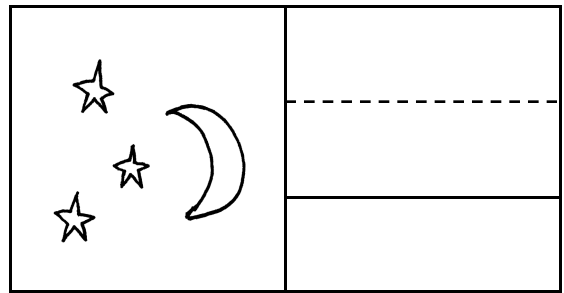
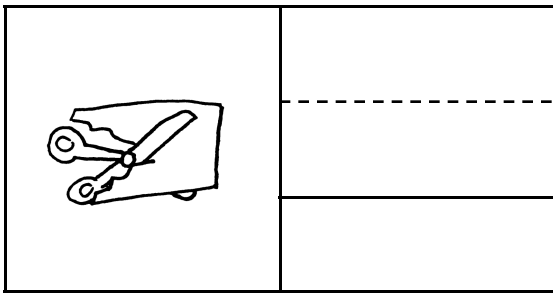
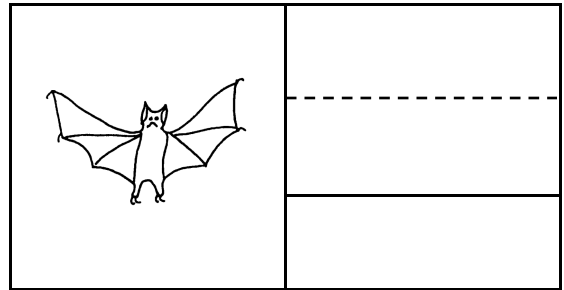
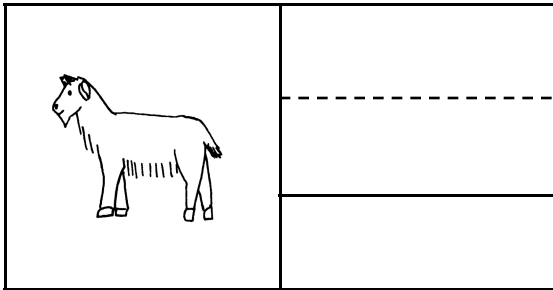
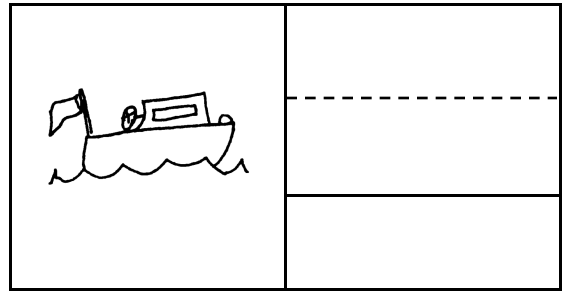
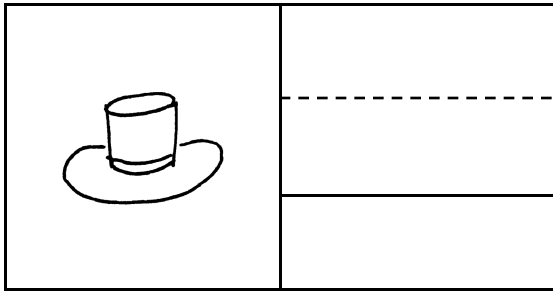
	
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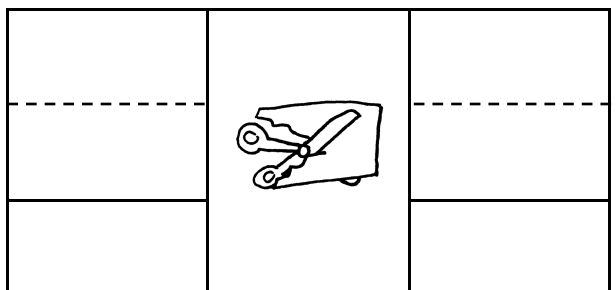
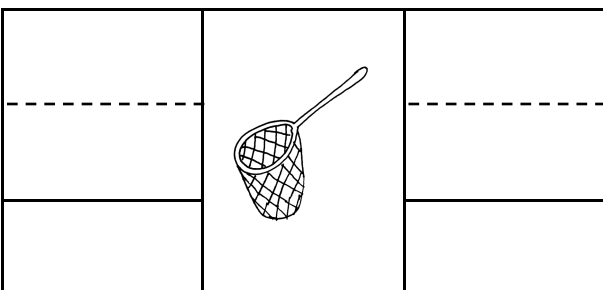
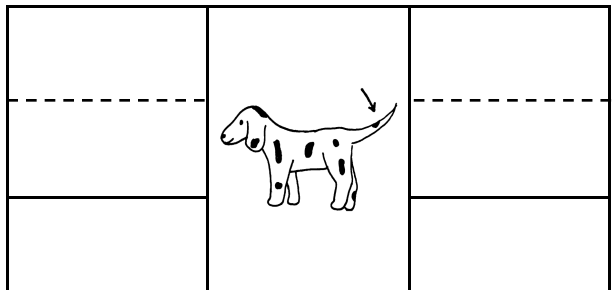
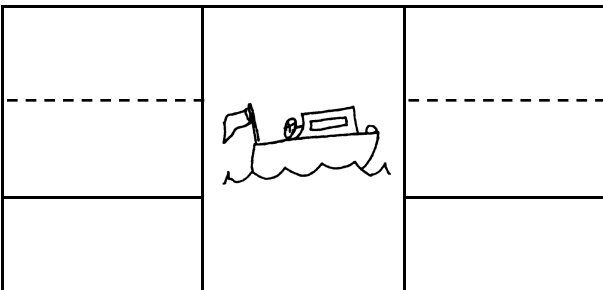
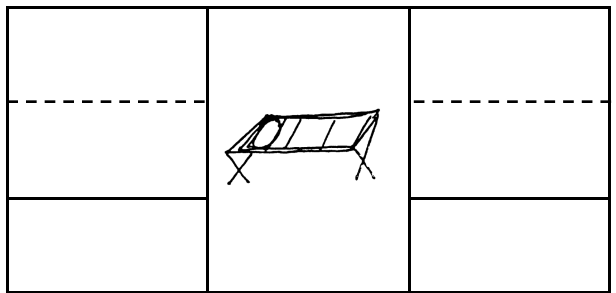
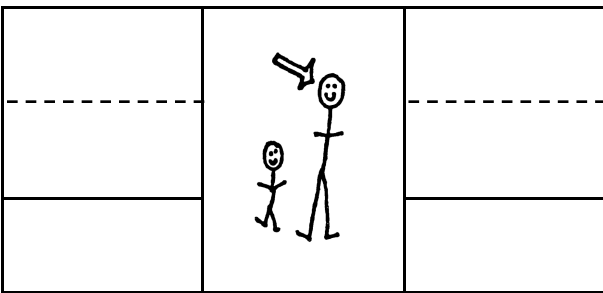
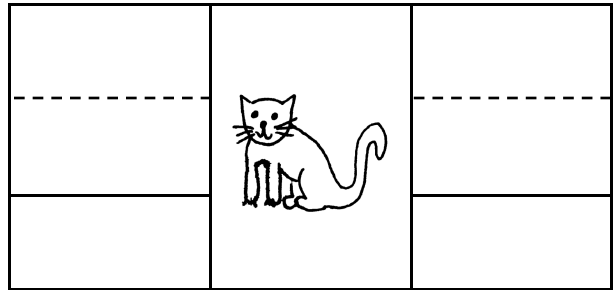
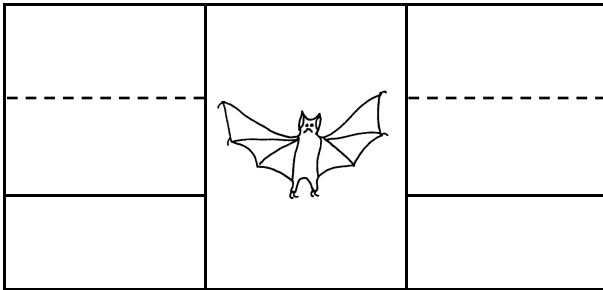
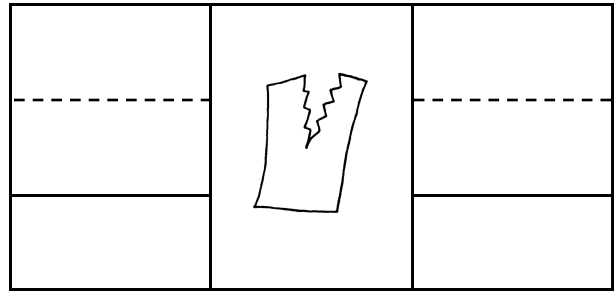
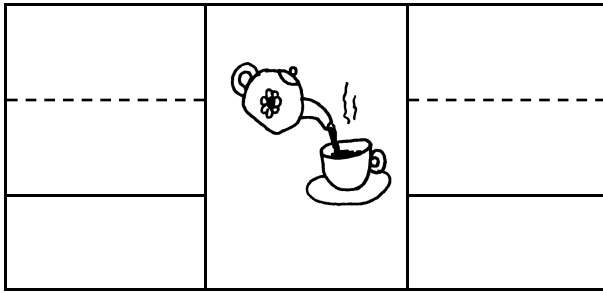
Trace the **t** and write more **t**'s to fill the line. Write **t** to show the beginning sound for each picture: ten, tub, tulip, tent, talk, tail, town, tusk.

## Ending Sound - t



Write **t** to show the ending sound for each picture: hat, goat, cut, cat, nut, boat, bat, night, fight, gate.

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

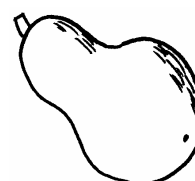
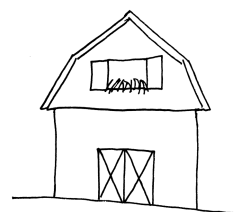
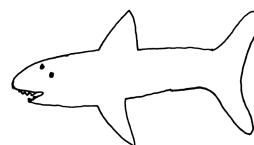
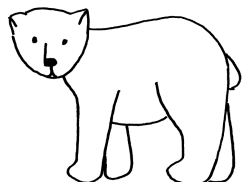
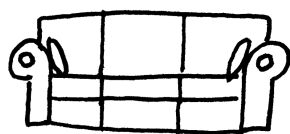


If **t** comes at the beginning, write it before the picture. If **t** comes at the end, write it after the picture: tea, bat, tall, boat, net, tear, cat, cot, tail, cut.

# Rhyming 1

T t

Draw a line between each pair of rhyming pictures.



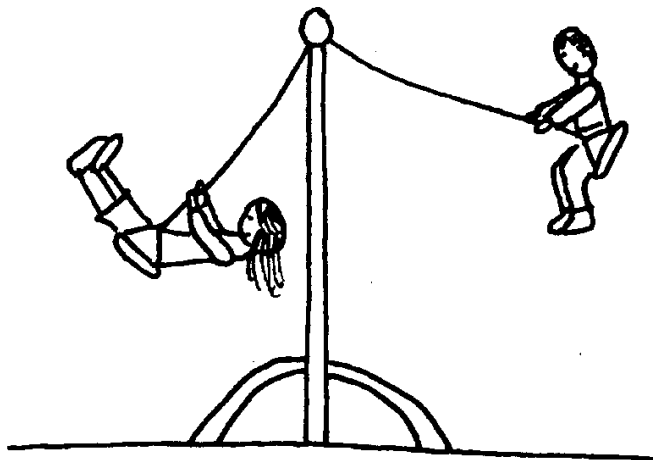
boulder-shoulder, couch-pouch,  
bear-pear, park-shark, yarn-barn



“Hey, Mom,” said Brad. “Can we walk down to the park?”

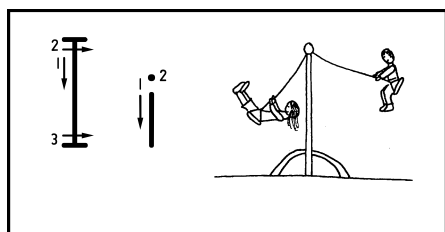
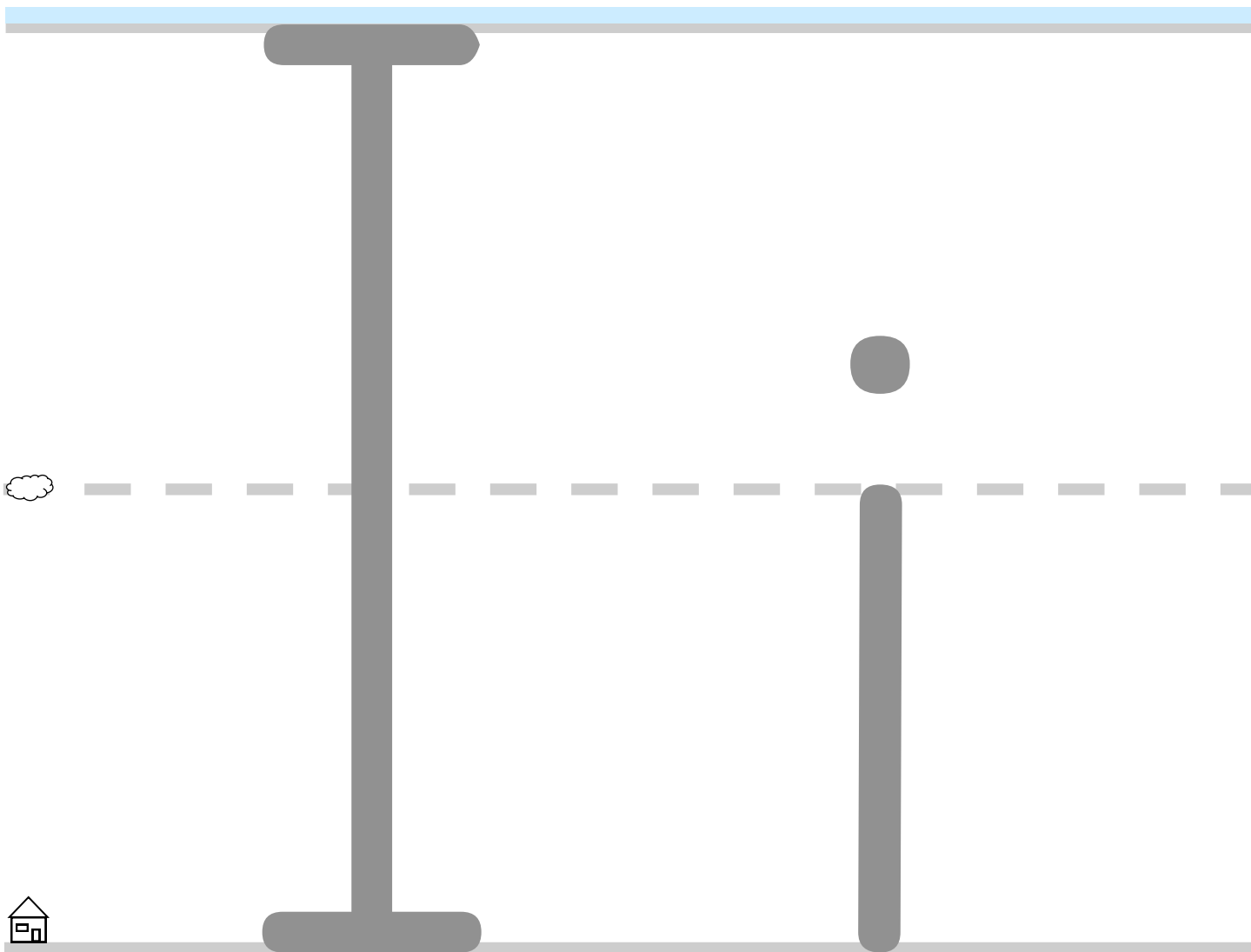
“Yes,” said Mom. “But we must be back in time for your violin lessons.”

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.”



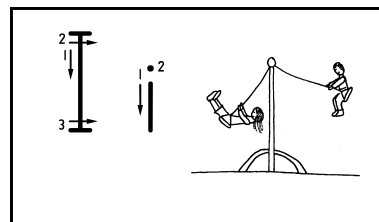
I i  
I i

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



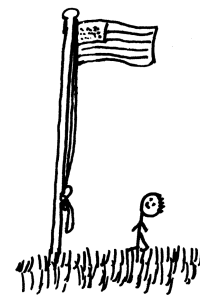
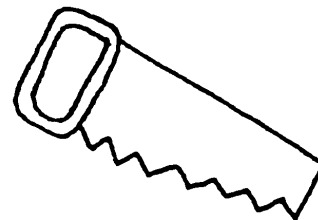
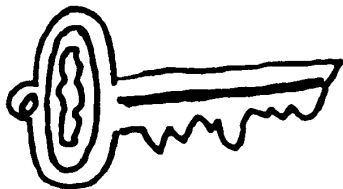
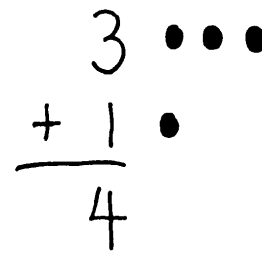
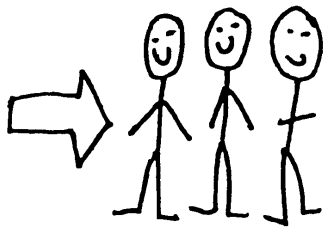
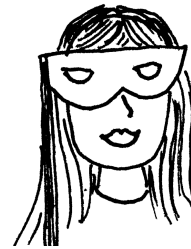
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






I	I	I							
i	i	i							
I		i		I		i			
T		T		T		T			

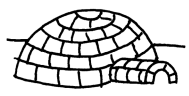
- 1) Trace and copy the new and review letters. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter.
- 2) Look at the picture. Listen to your teacher read the word. Trace the letters in the word while saying their sounds. Then say the whole word. Copy the word in the same way, saying each letter sound as you write it. Then say the word again. Leave a space between the words.





( ea-r, wh-o, th-ey, a-dd, k-ey, s-aw, d-ay, h-igh ) **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.

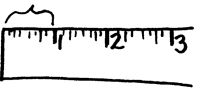
# Beginning Sound - i


		
		<p>in</p>


	
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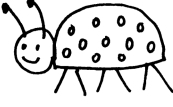
	
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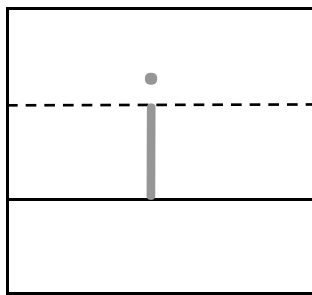
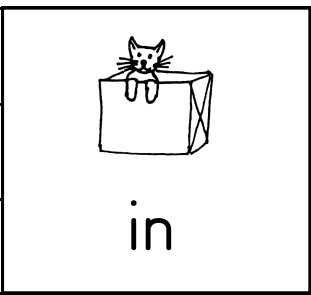
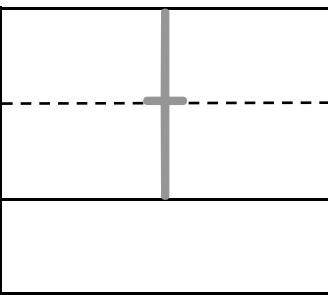
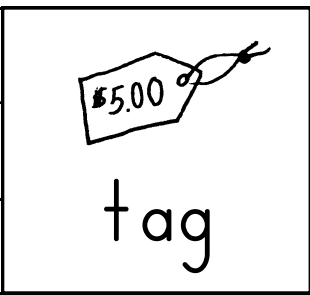
	
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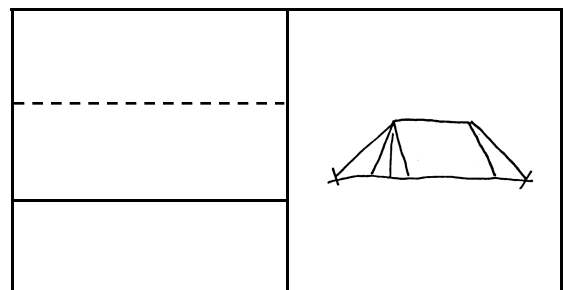
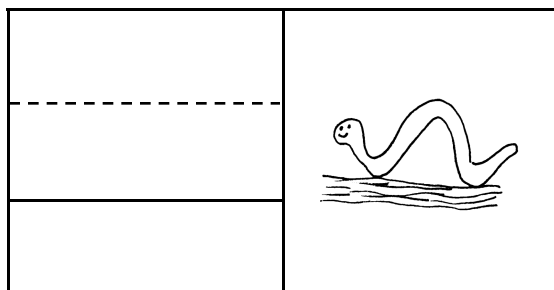
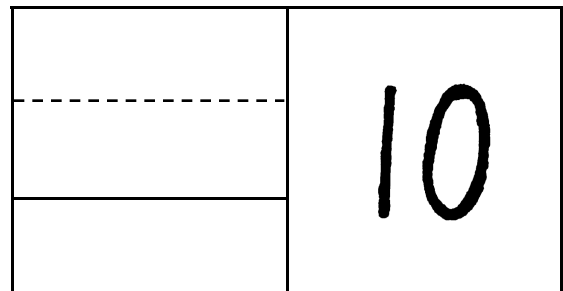
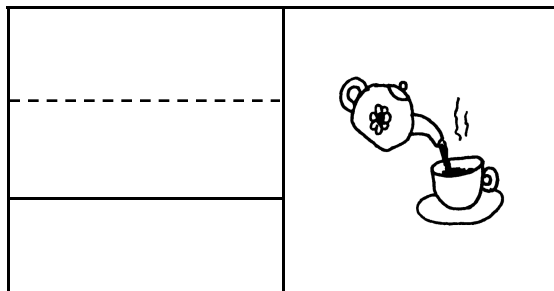
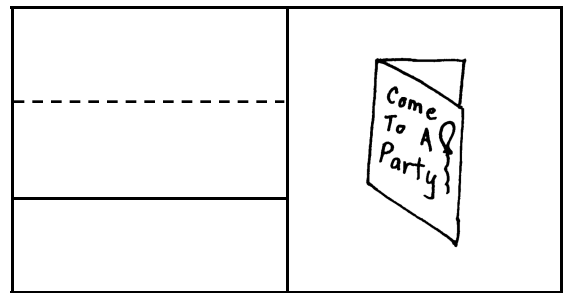
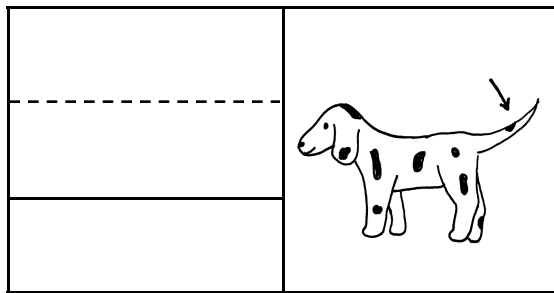
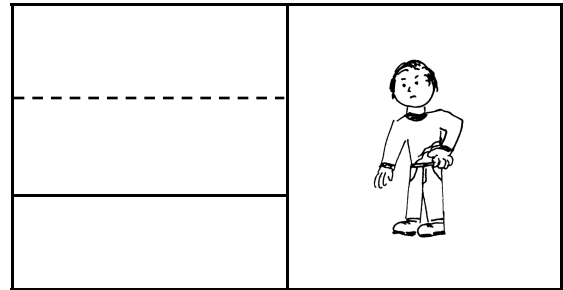
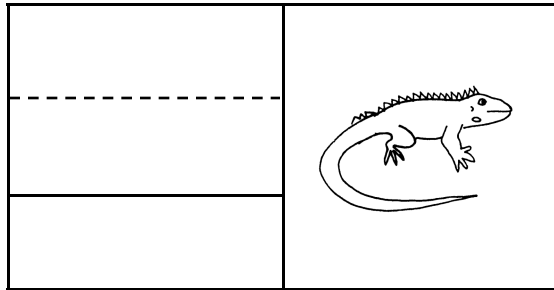
	
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Trace the **i** and write more **i**'s to fill the line. Write **i** to show the beginning sound for each picture: igloo, ink, invitation, instruments, infant, inch, Indian, insect.

# Beginning Sound Discrimination - i or t

	 in		 tag
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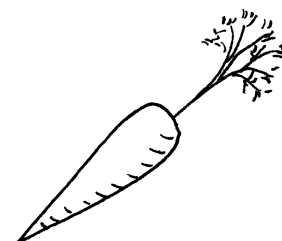
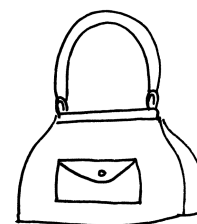
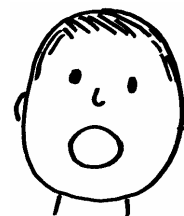
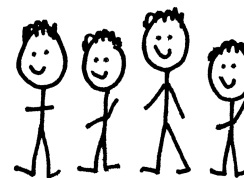
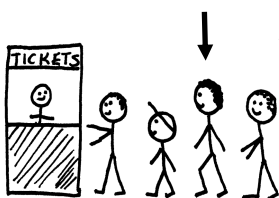


Write **i** or **t** to show the beginning sound for each picture: iguana, tail, tea, inch-worm, itch, invitation, ten, tent.

# Rhyming 2

IIi

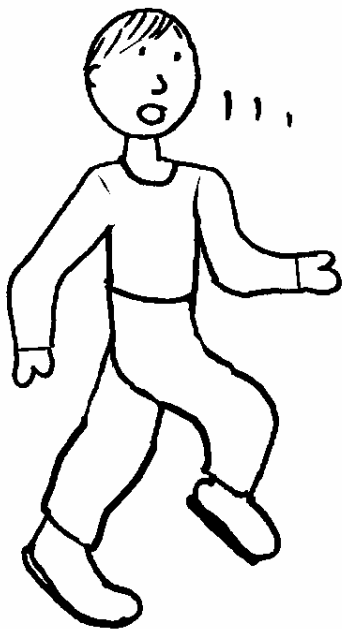
Draw a line between each pair of rhyming pictures.



pout-shout, soup-group, parrot-carrot, nurse-purse, third-bird



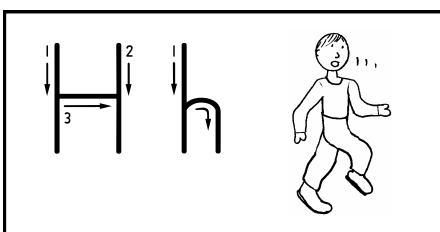
Then they jumped down and ran around  
the park playing chase. Before long, they  
were out of breath. Brad could hear himself  
breathing hard, “H, h, h, h.”



H h

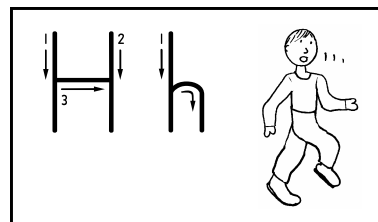
H h

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



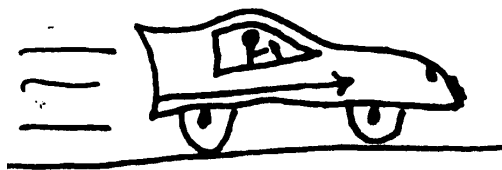
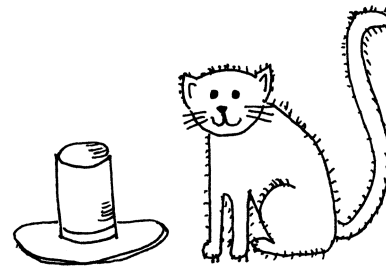
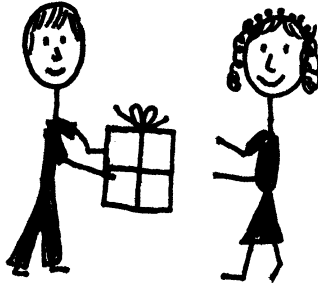
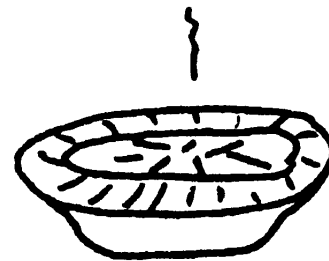
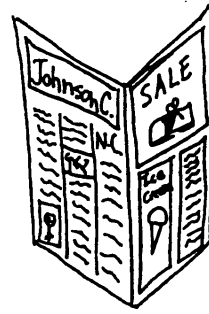
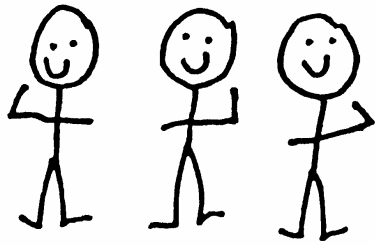
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






H	H	H	H						
h	h	h							
H	H	h				H	H	h	
T	T								
I	i								

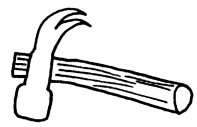
- 1) Trace and copy the new and review letters. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter.
- 2) Look at the picture. Listen to your teacher read the word. Trace the letters in the word while saying their sounds. Then say the whole word. Copy the word in the same way, saying each letter sound as you write it. Then say the word again. Leave a space between the words.

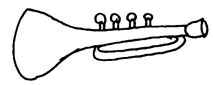



( u-s, a-d, o-n, p-ie, t-o, o-ff, g-o, h-ay ) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound.


# Beginning Sound - h

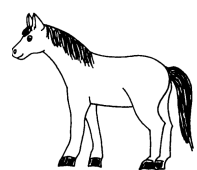
		
		<p>hat</p>

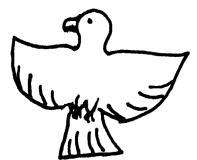











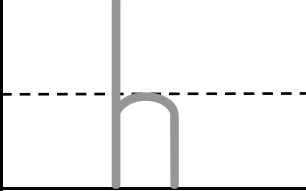

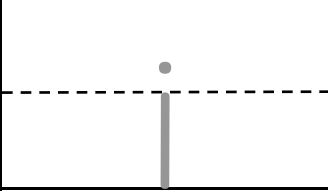




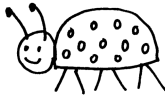



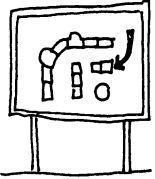



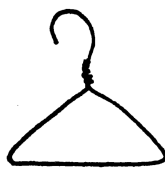
Trace the **h** and write more **h**'s to fill the line. Write **h** to show the beginning sound for each picture: hammer, hair, horse, hay, horn, hose, hawk, head.

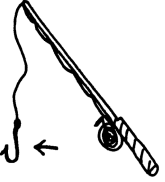
# Beginning Sound Discrimination - h or i


	 hat		 in
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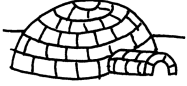
	
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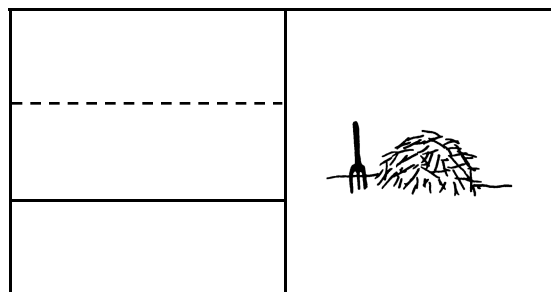
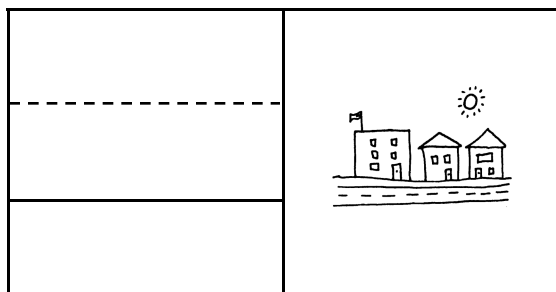
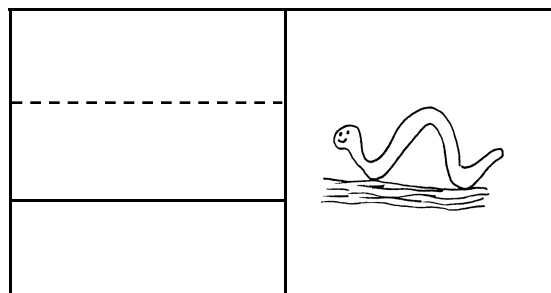
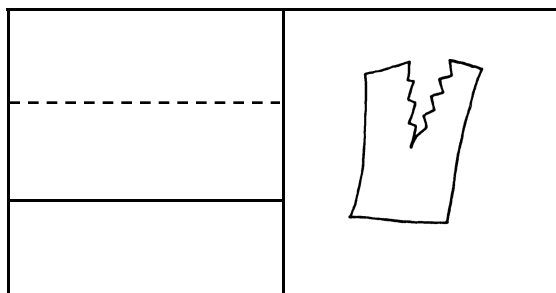
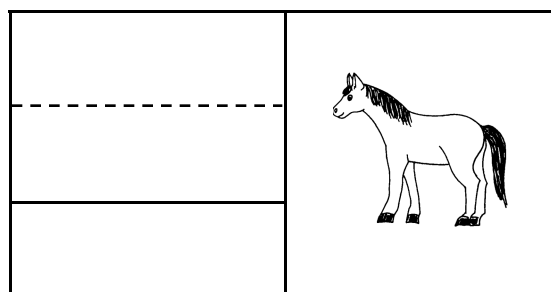
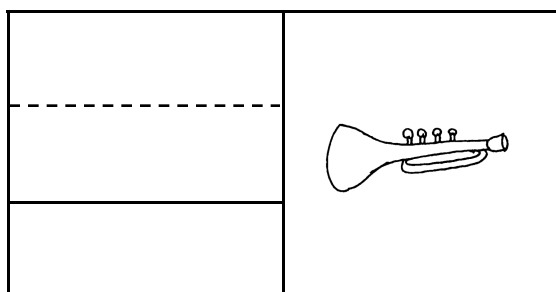
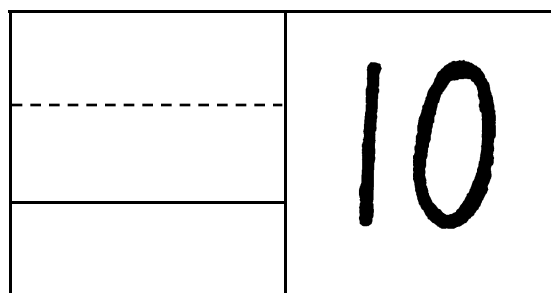
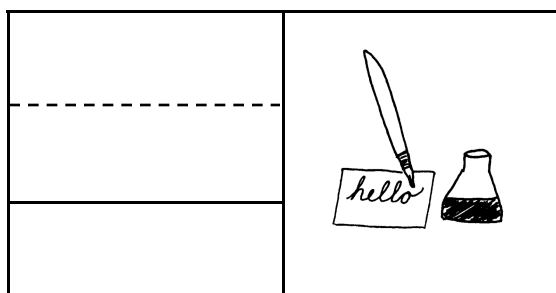
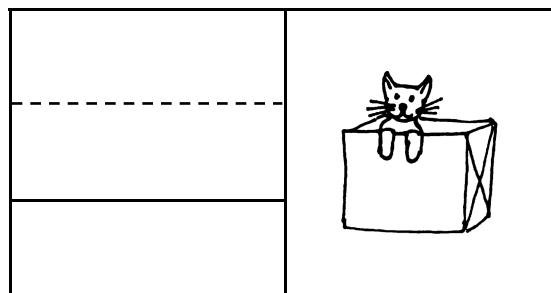
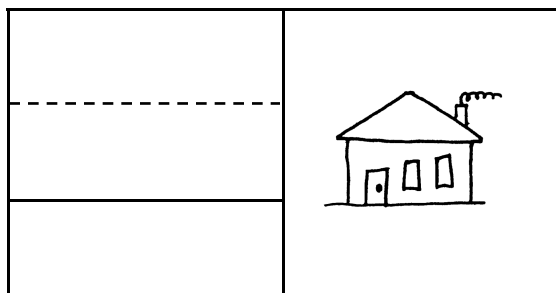
	
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Write **i** or **h** to show the beginning sound for each picture: insect, hanger, house, Indian, here, hook, igloo, instruments.

# Beginning Sound Review - t, i, h



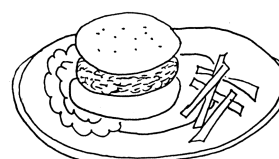
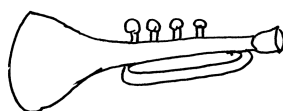
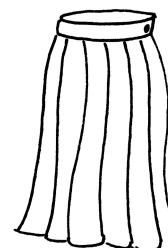
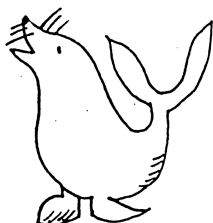
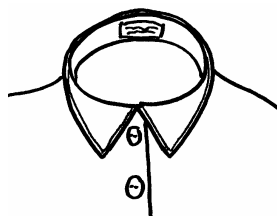
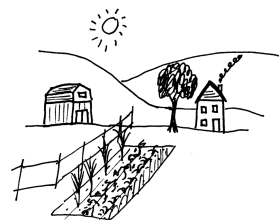
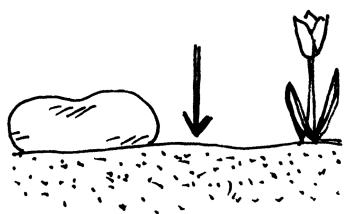
Write a letter to show the beginning sound for each picture: house, ink, horn, torn, town, in, ten, horse, inchworm, hay.



# Rhyming 3

H h

Draw a line between each pair of rhyming pictures.



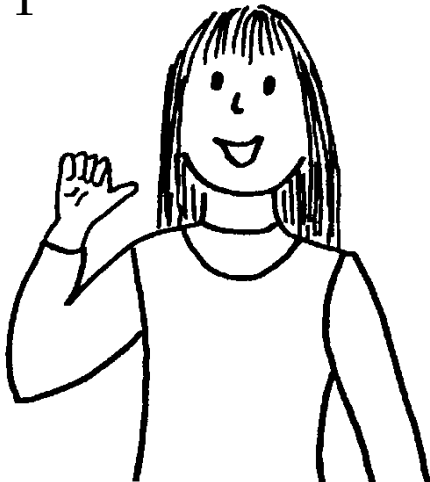
dirt-skirt, collar-dollar, arm-farm,  
seal-meal, horn-corn

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)

Long I

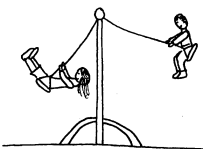


I i

I i

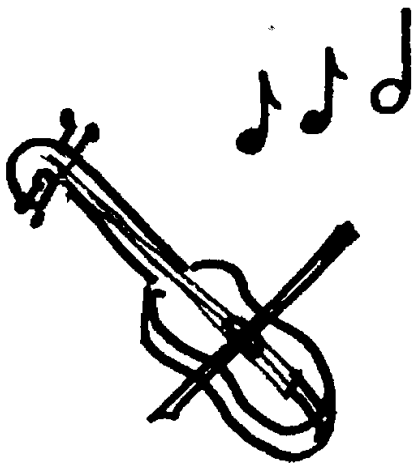
Short I

I i



Point to the new picture and each capital and lower case letter. Students say the sound for each one, in unison. Point to the smaller box with the picture and letters that show the short *i* sound. Students say the short *i* sound. Explain that the letter *i* can show either the short or the long *i* sound in words.

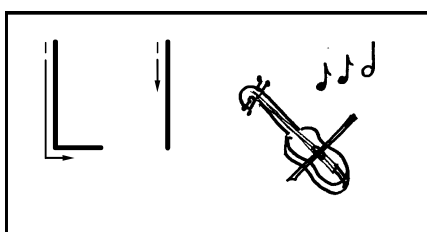
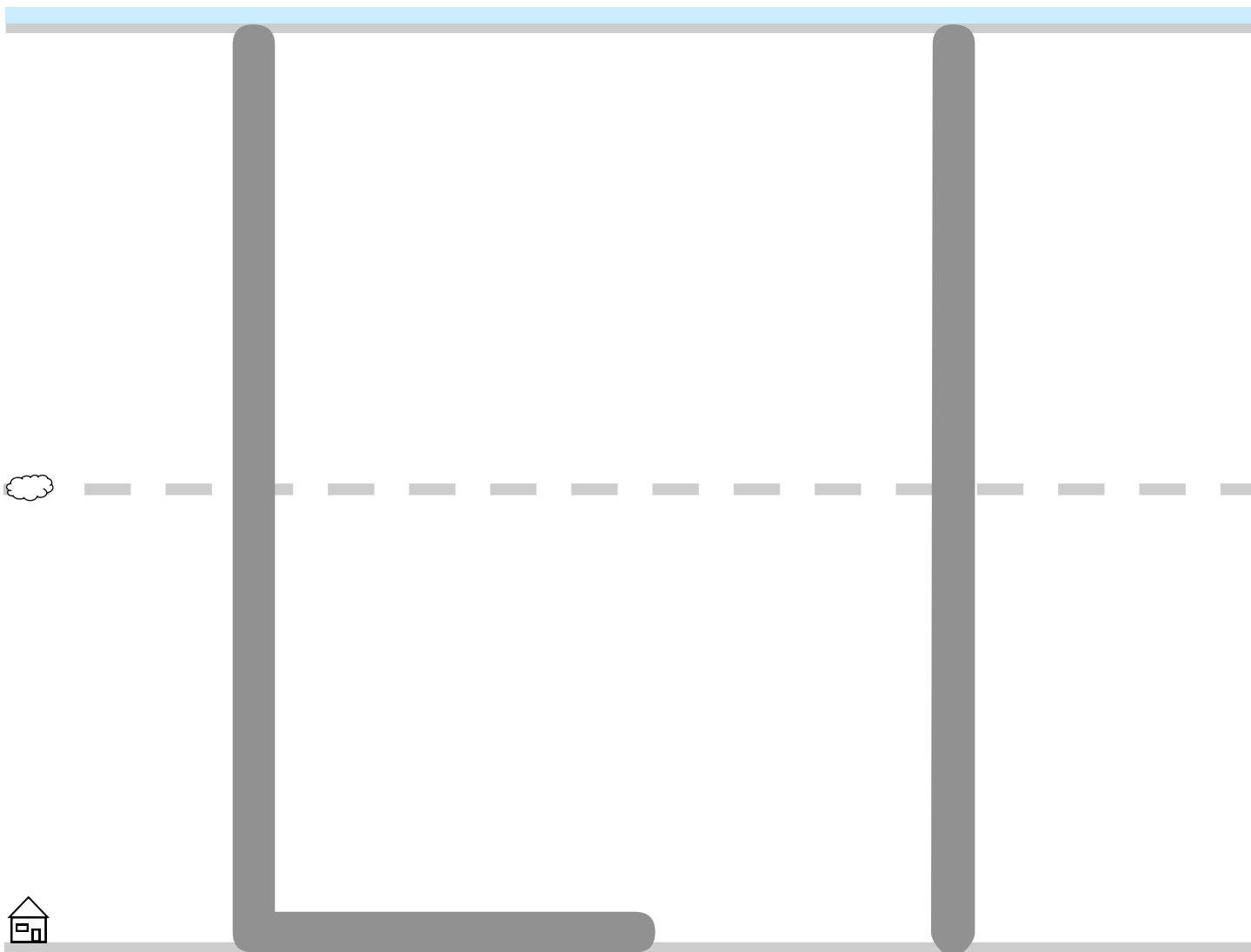
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “L, l, l, l, l.”



L l

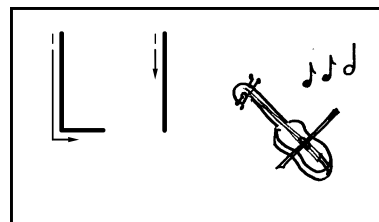
L l












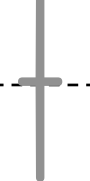




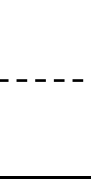
Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



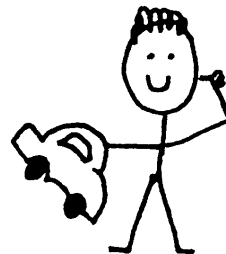
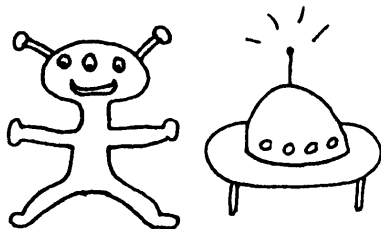
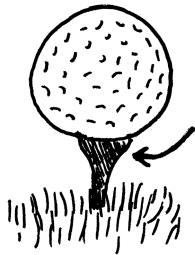
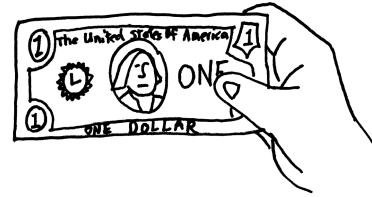
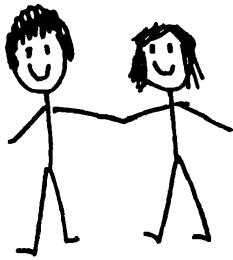
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.





					
					
					
					
					

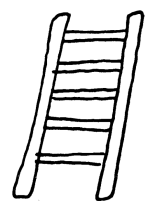
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.




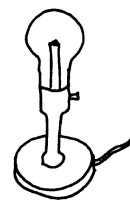
( w-e, p-ay, t-ee, m-ow, o-dd, m-y, j-aw, t-oe ) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound.


# Beginning Sound - l

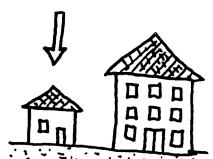
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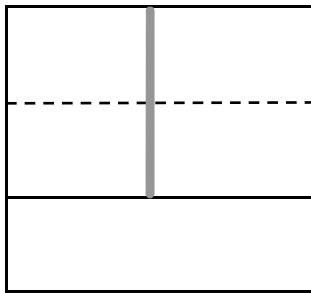
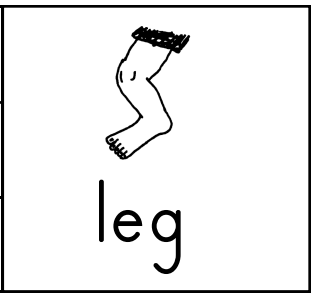
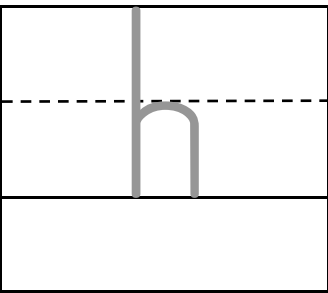
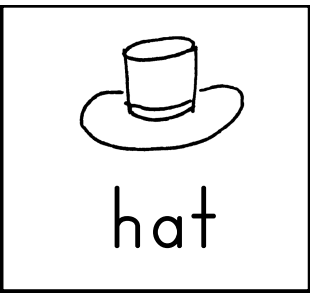
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Trace the **l** and write more **l**'s to fill the line. Write **l** to show the beginning sound for each picture: ladder, light, little, lawn, leaf, laugh, lamb, left.





# Beginning Sound Discrimination - l or h


	 leg		 hat
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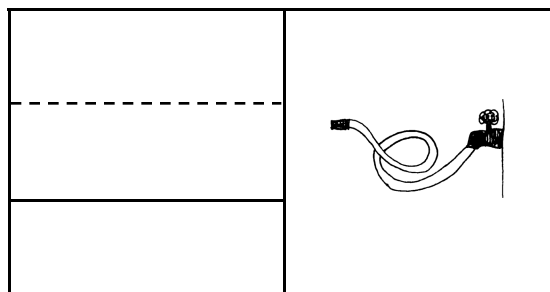
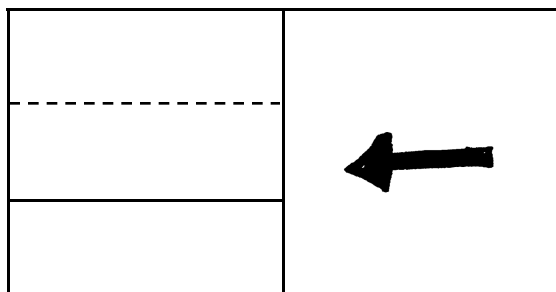
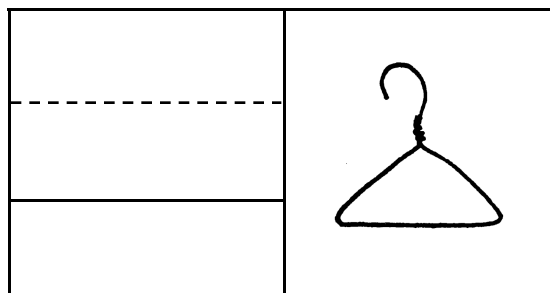
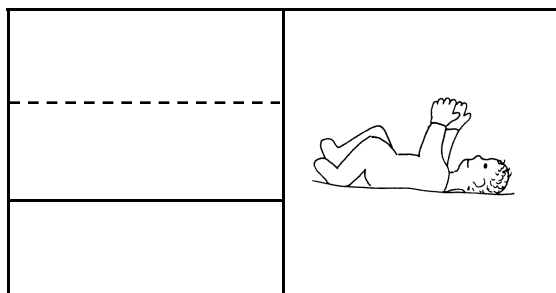
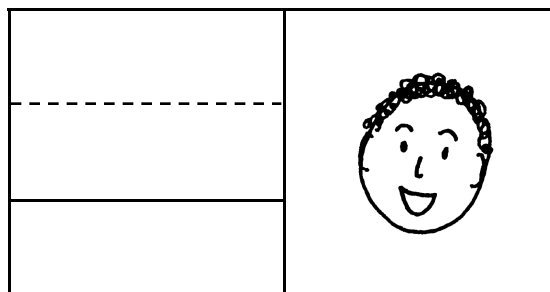
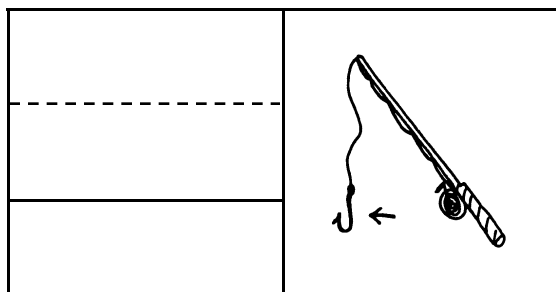
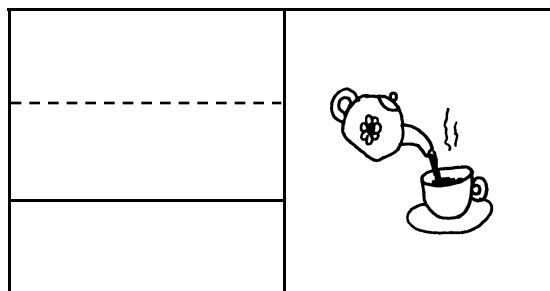
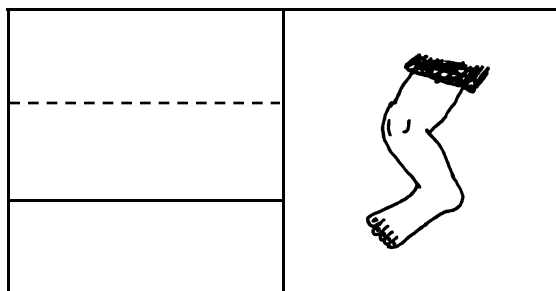
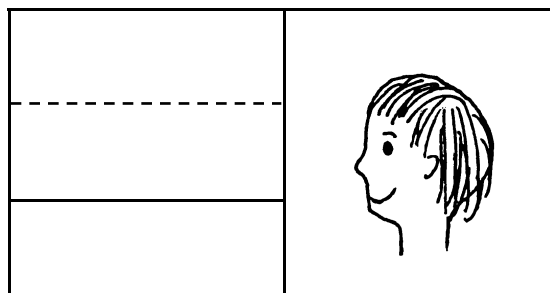
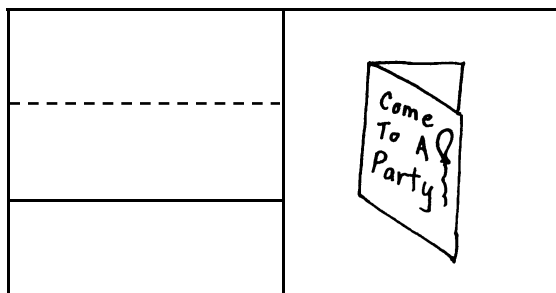
	
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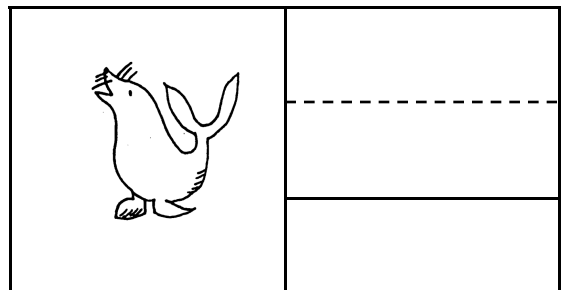
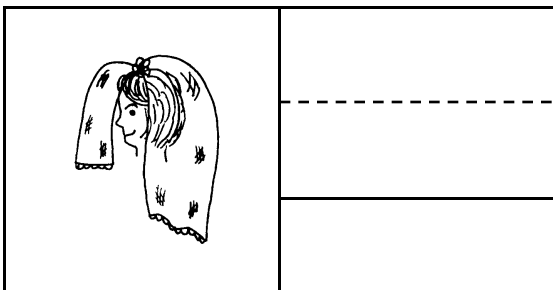
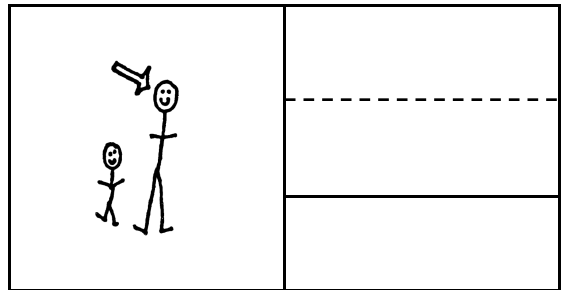
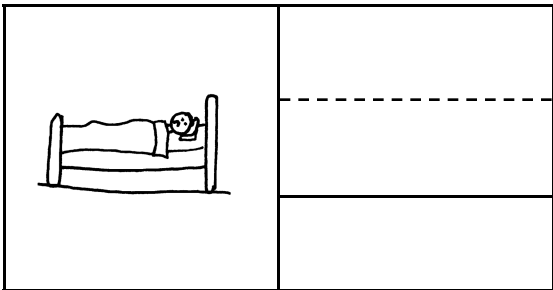
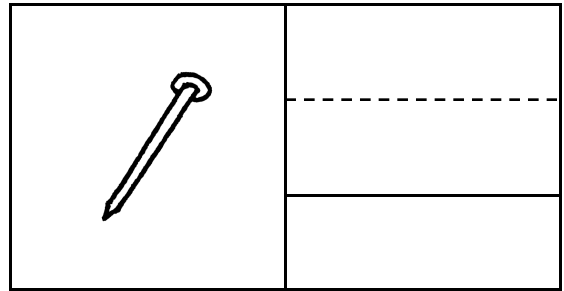
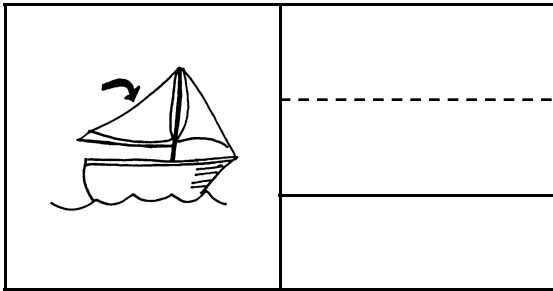
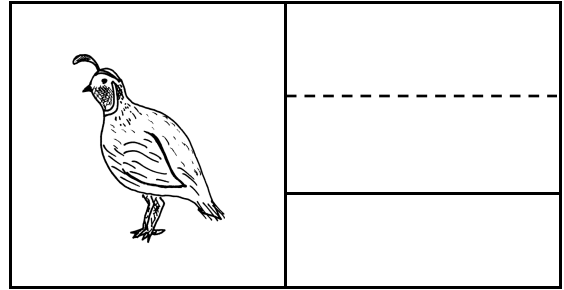
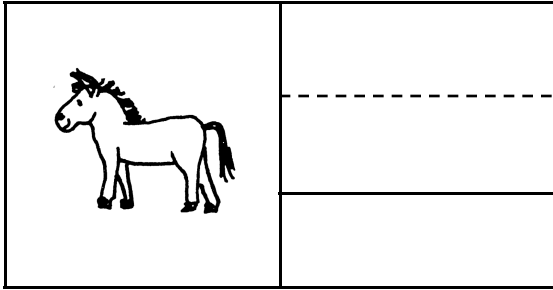
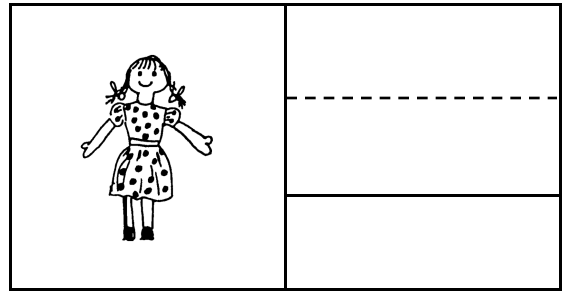
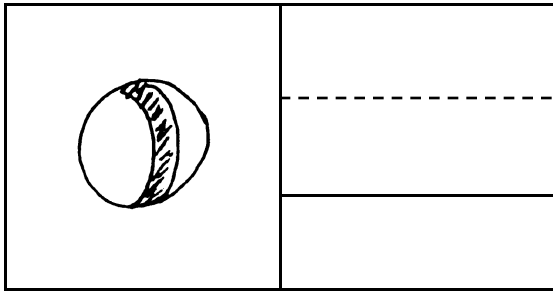
Write **l** or **h** to show the beginning sound for each picture: hammer, hair, lake, ladle, hawk, loft, hose, lawn..

# Beginning Sound Review - t, i, h, l



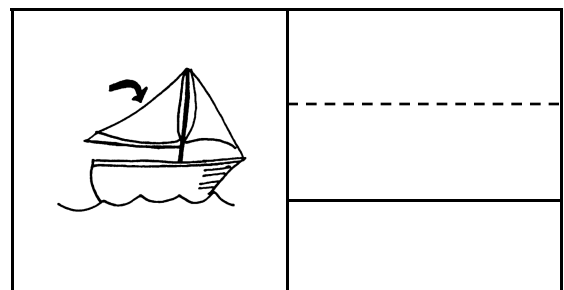
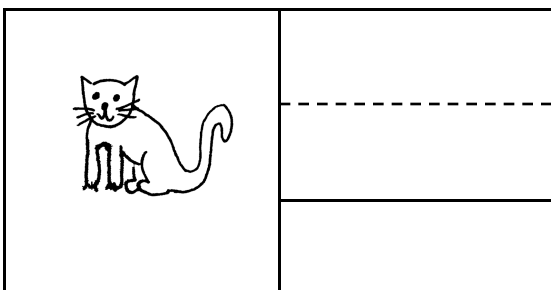
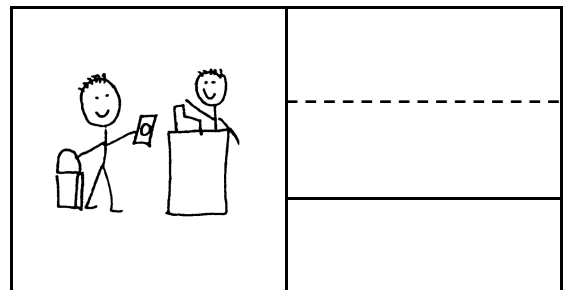
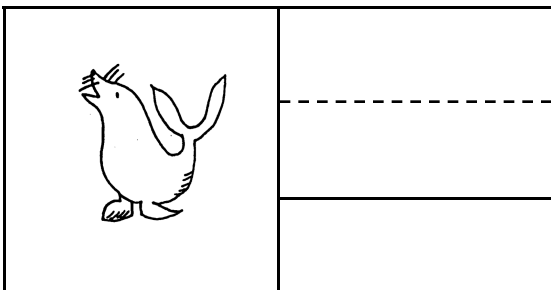
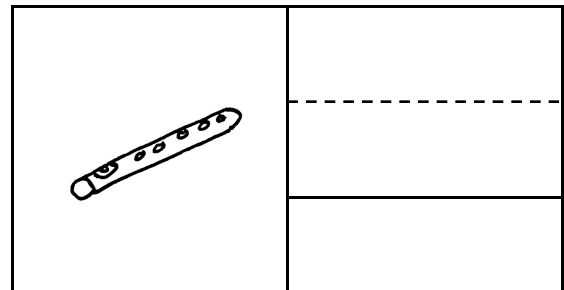
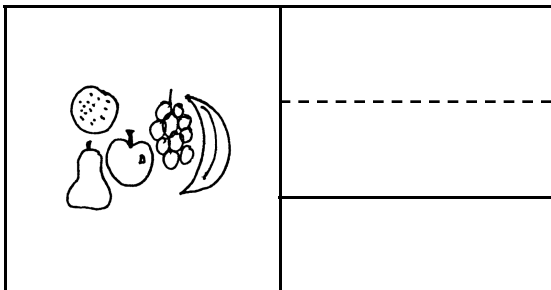
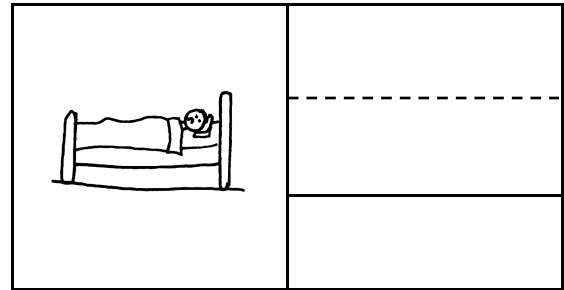
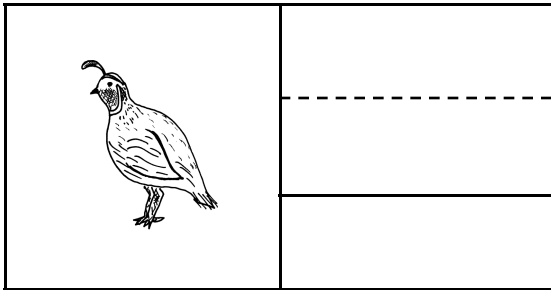
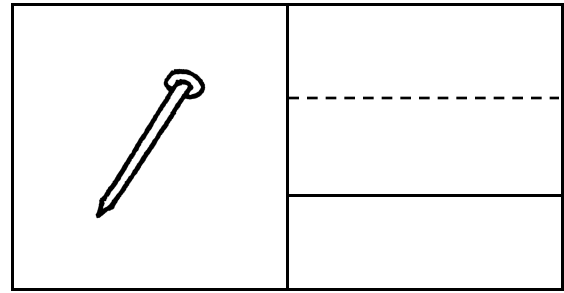
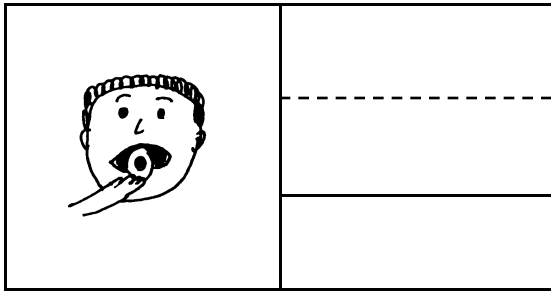
Write a letter to show the beginning sound for each picture: invitation, leg, hook, infant, left, head, tea, laugh, hanger, hose.

## Ending Sound - l



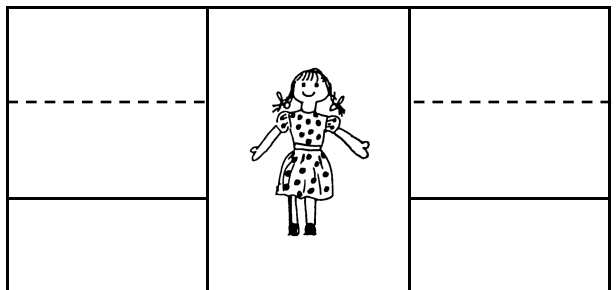
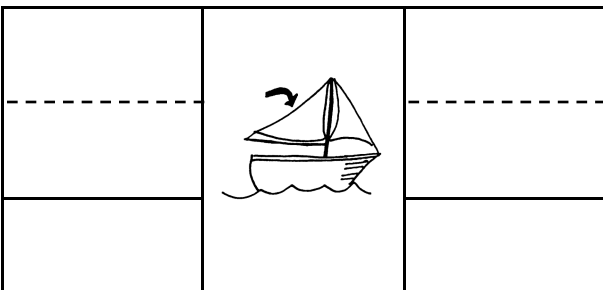
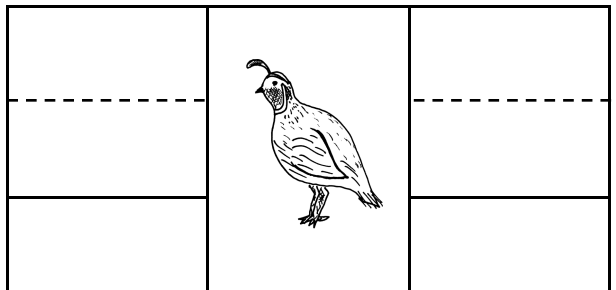
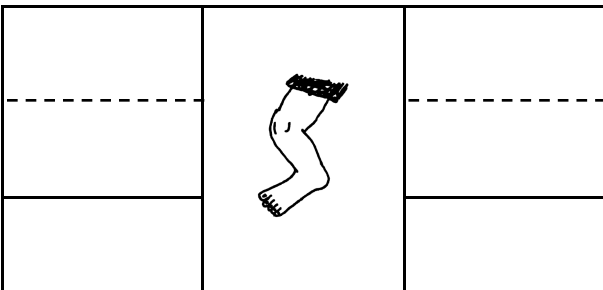
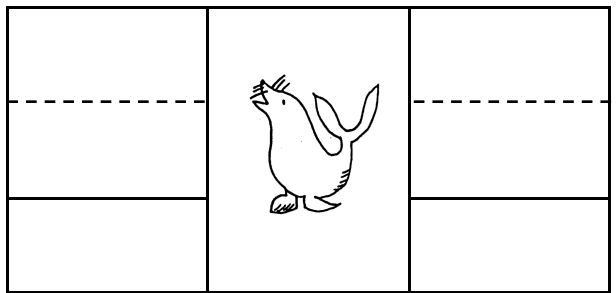
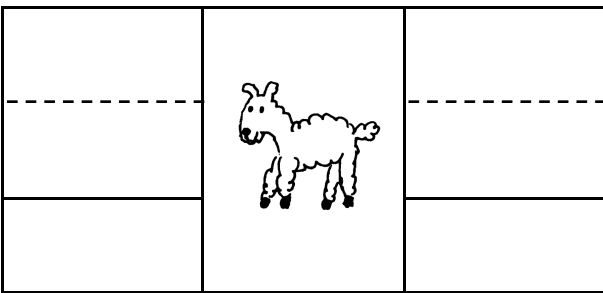
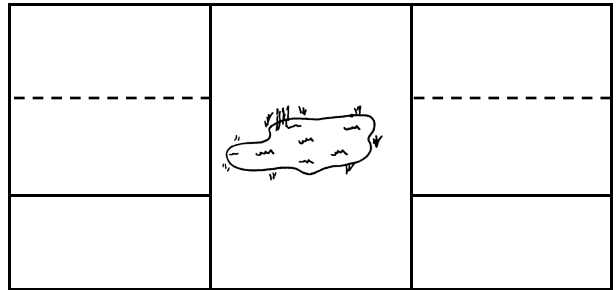
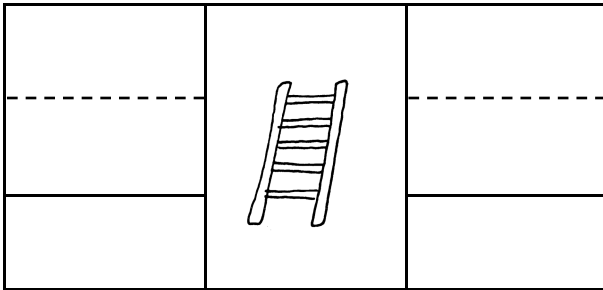
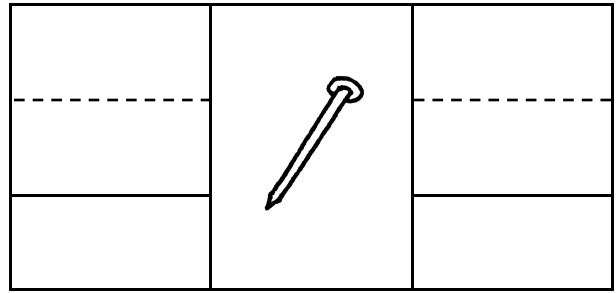
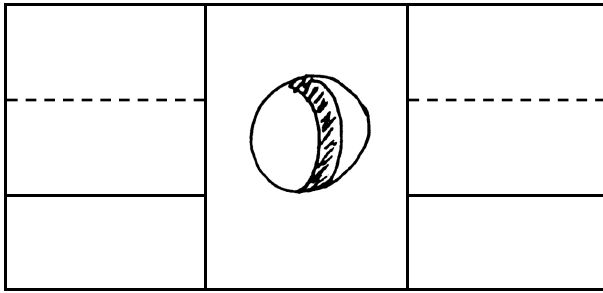
Write **l** to show the ending sound for each picture: ball, mule, sail, ill, veil, doll, quail, nail, tall, seal.

## Ending Sound Discrimination - l or t

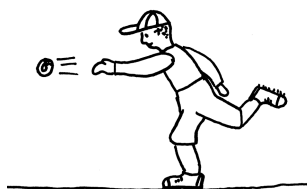
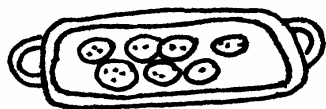
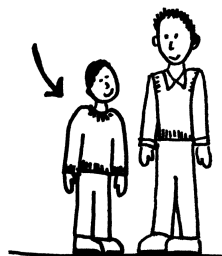
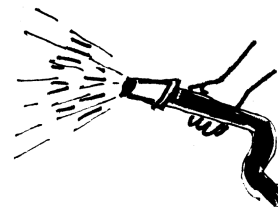
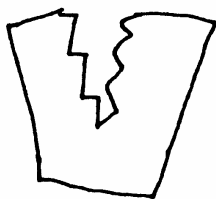
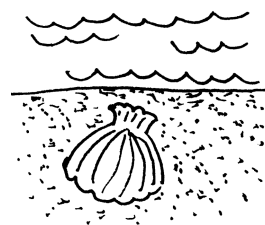


Write **t** or **l** to show the ending sound for each picture: eat, quail, fruit, seal, cat, nail, ill, flute, bought, sail.

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

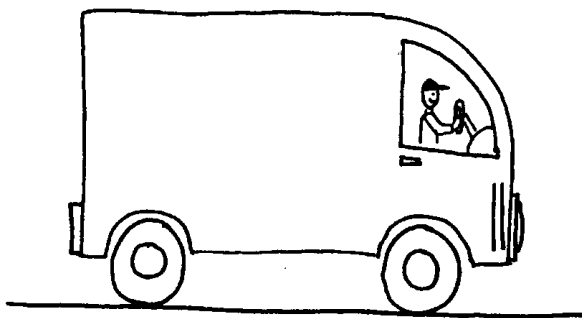


If **l** comes at the beginning, write it before the picture. If **l** comes at the end, write it after the picture: ball, ladder, lamb, leg, sail, nail, lake, seal, quail, doll.



wizard-blizzard, torn-thorn, peach-beach, tray-spray, sport-short

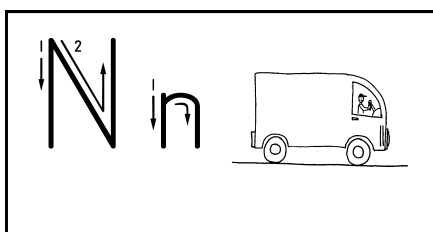
Just as they arrived home from their music lesson, they heard the “N, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.



N n

N n

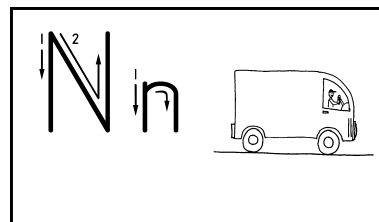
Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.

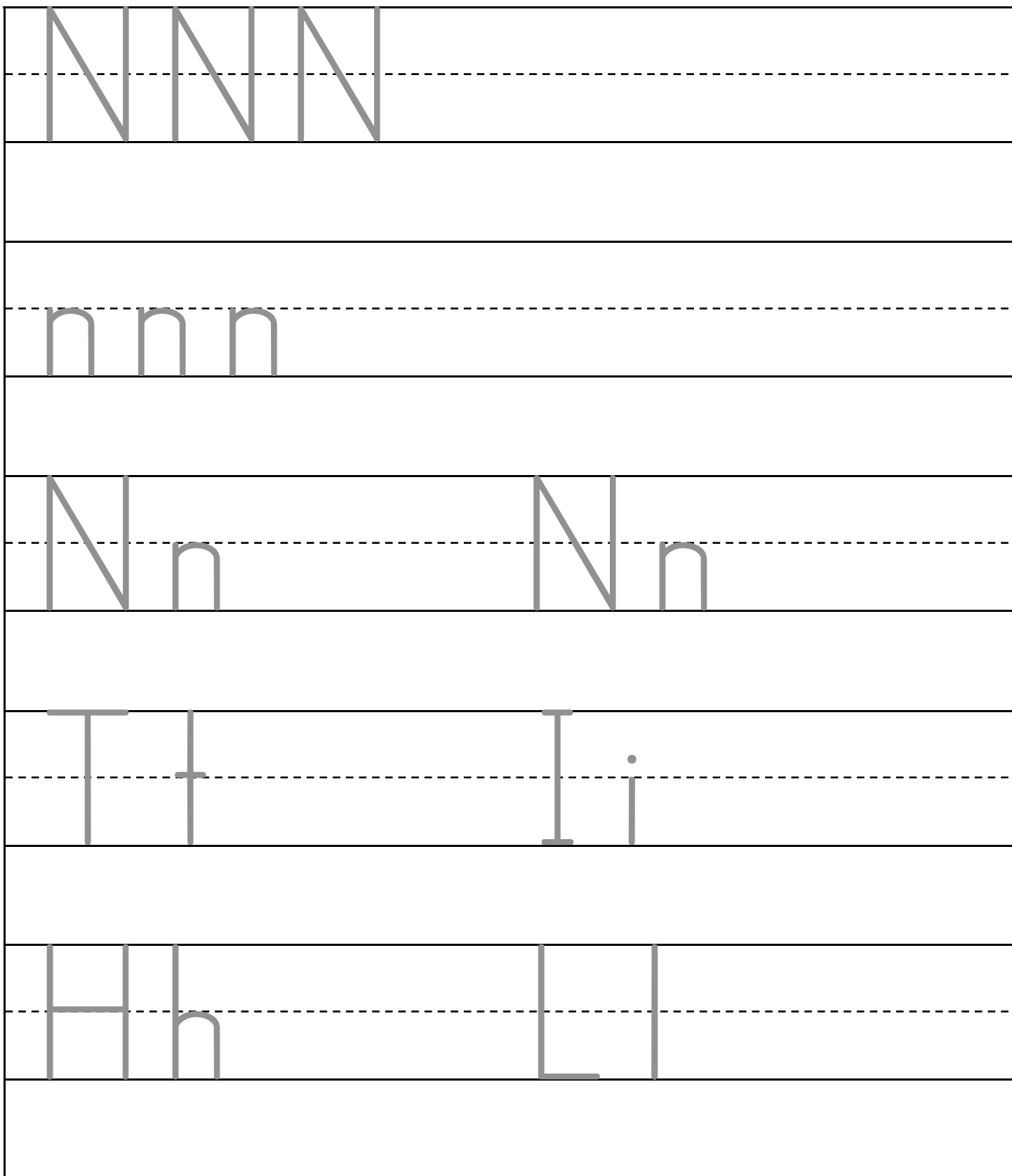


Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

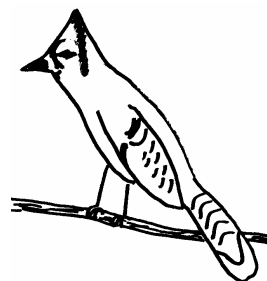
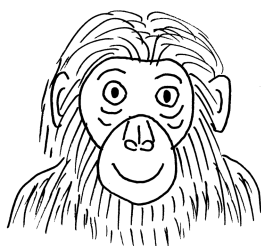
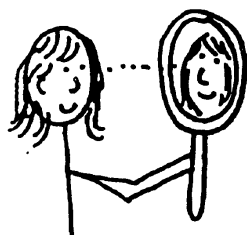
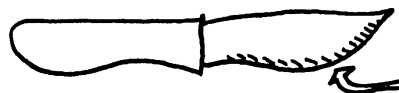
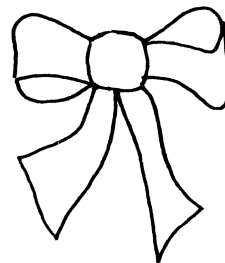
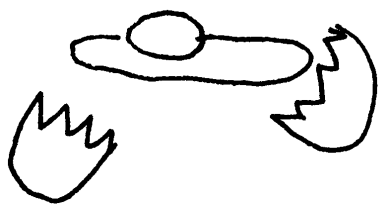


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher 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 following the same steps, saying only the letter sound each time you trace.








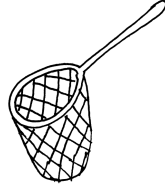
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.




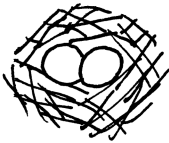
( e-gg, b-ow, i-ll, e-dge, m-e, i-tch, a-pe, j-ay ) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound.


# Beginning Sound - n


		
		nut

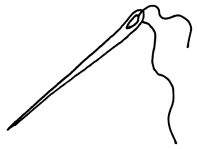
	
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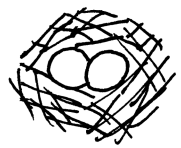
	
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Trace the **n** and write more **n**'s to fill the line. Write **n** to show the beginning sound for each picture: net, nest, nose, nut, nickel, night, needle, nurse.

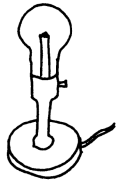
# Beginning Sound Discrimination - n or l


	 nut		 leg
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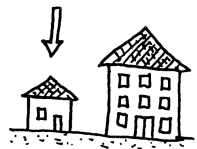
	
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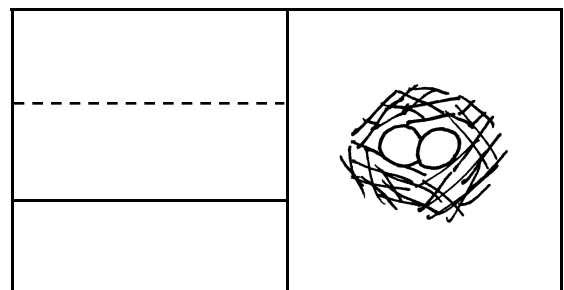
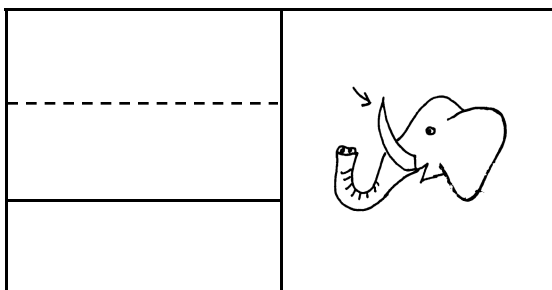
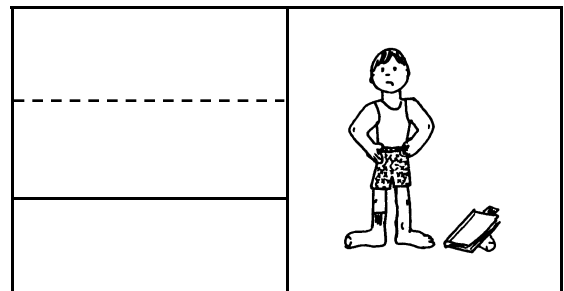
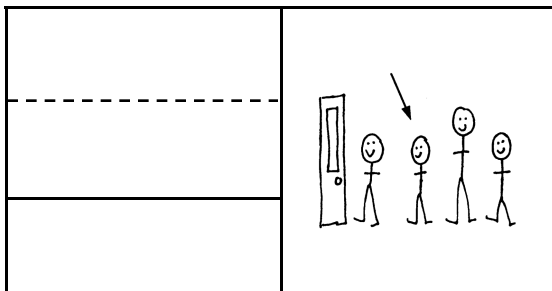
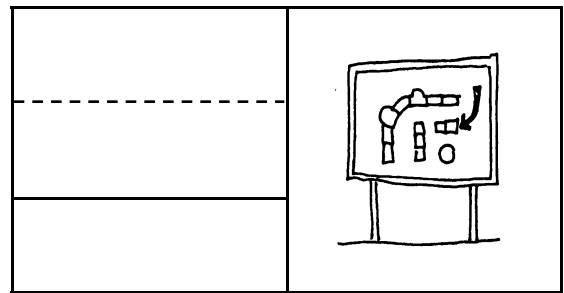
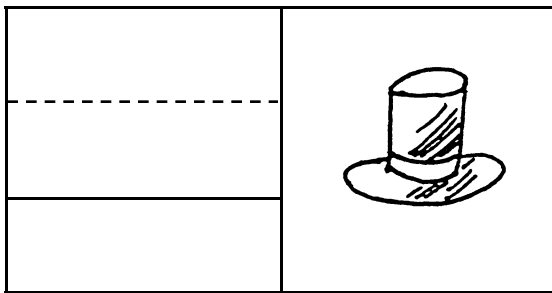
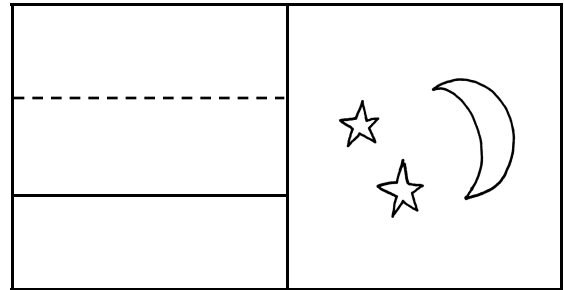
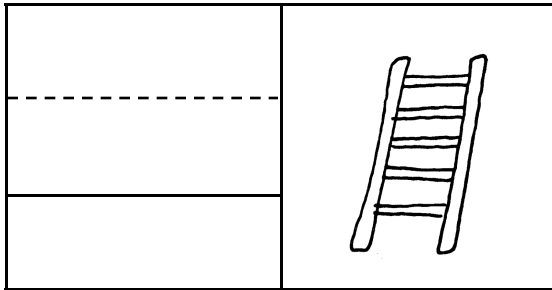
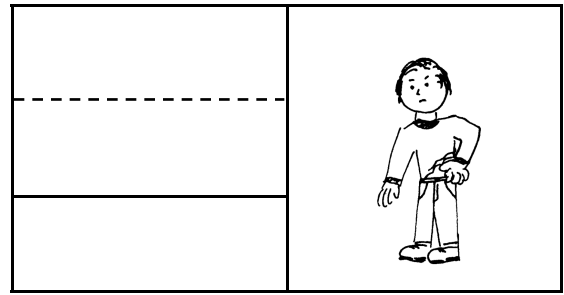
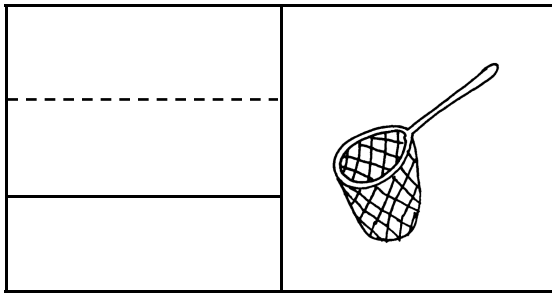
	
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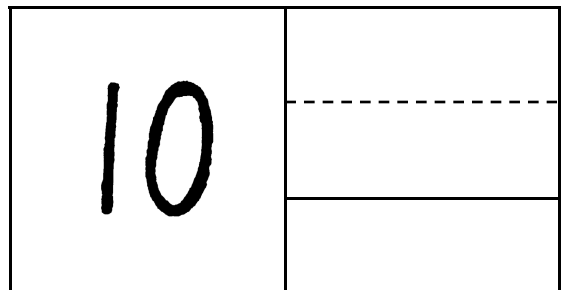
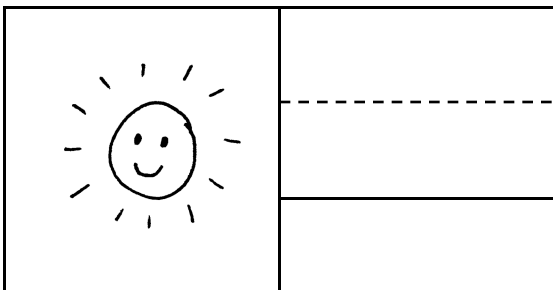
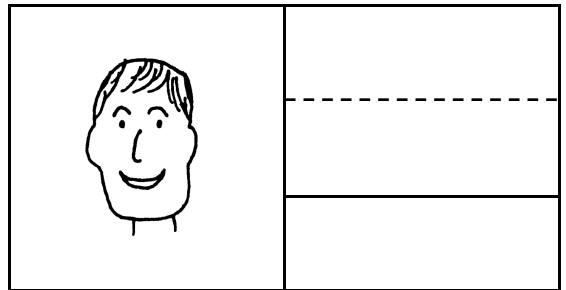
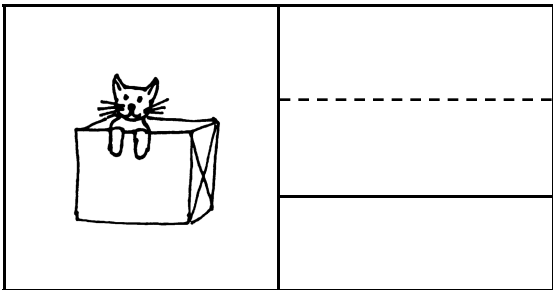
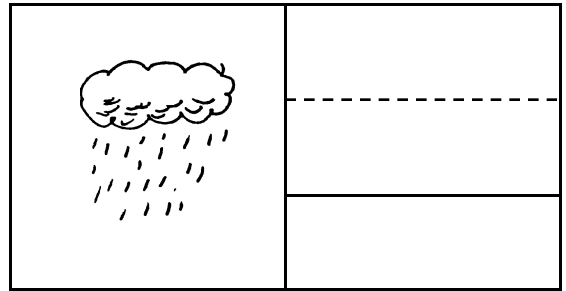
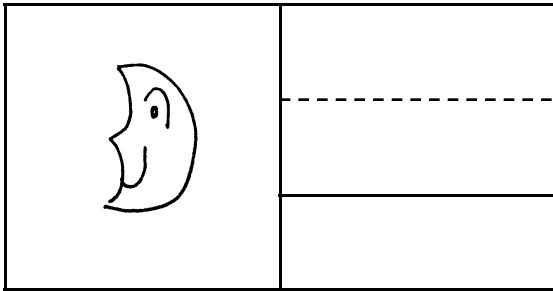
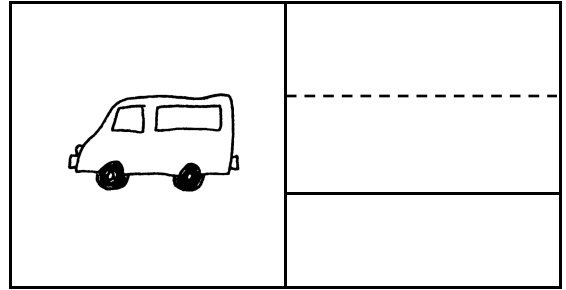
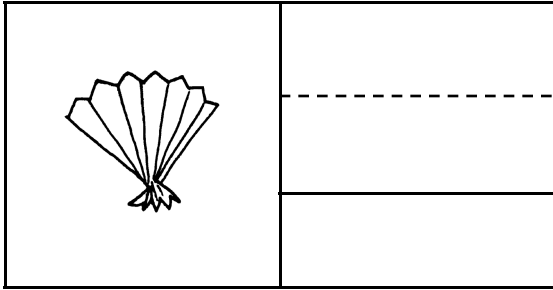
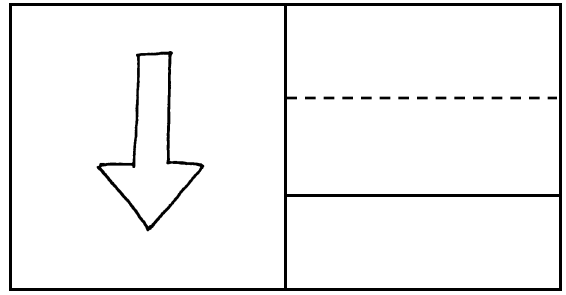
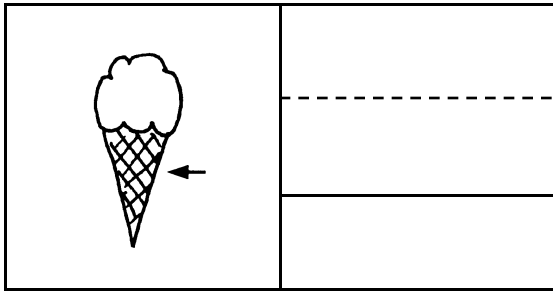
Write **n** or **f** to show the beginning sound for each picture: leaf, lamb, nickel, nurse, nest, light, little, night.

# Beginning Sound Review - t, i, h, l, n



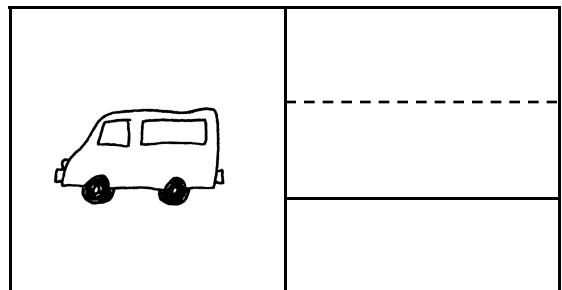
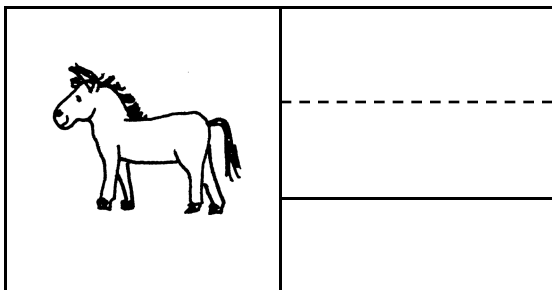
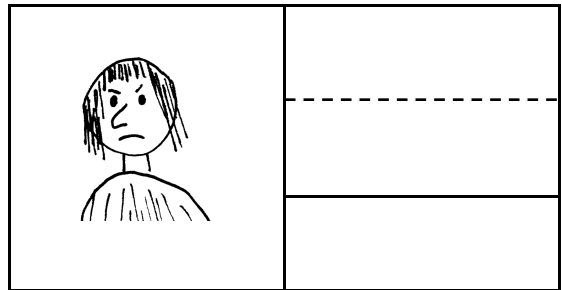
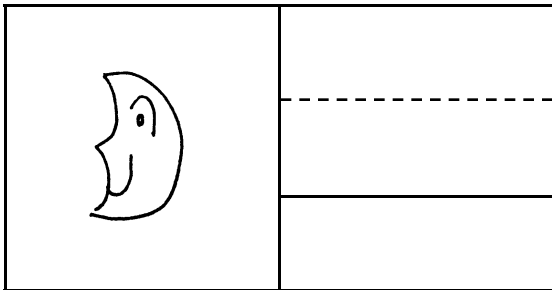
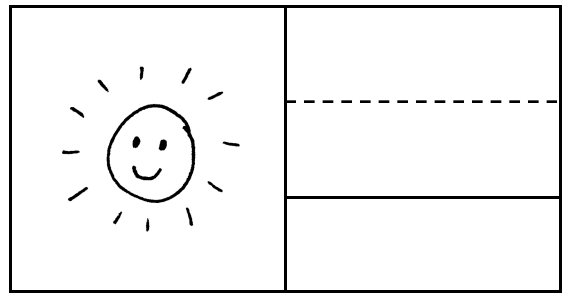
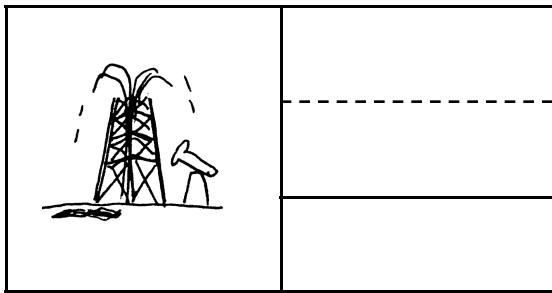
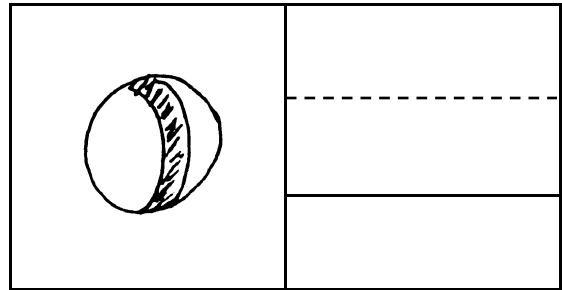
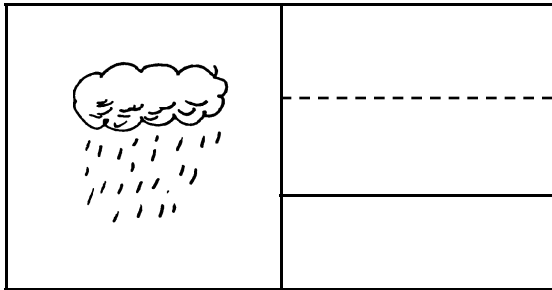
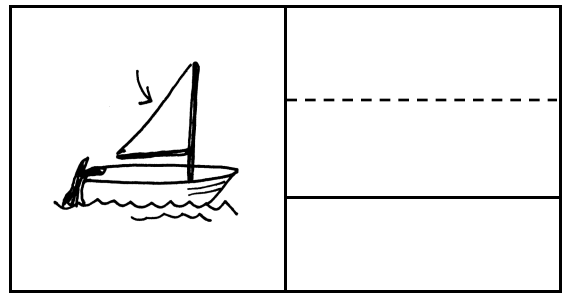
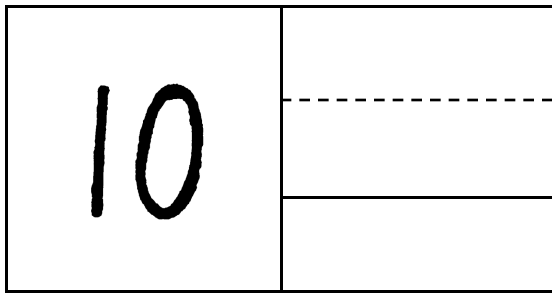
Write a letter to show the beginning sound for each picture: net, ladder, hat, next, tusk, itch, night, here, lost, nest.

## Ending Sound - n



Write **n** to show the ending sound for each picture: cone, fan, moon, in, sun, down, van, rain, man, ten.

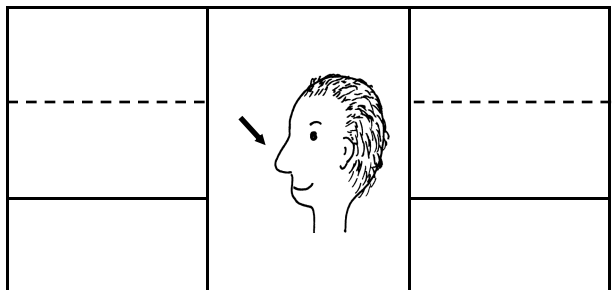
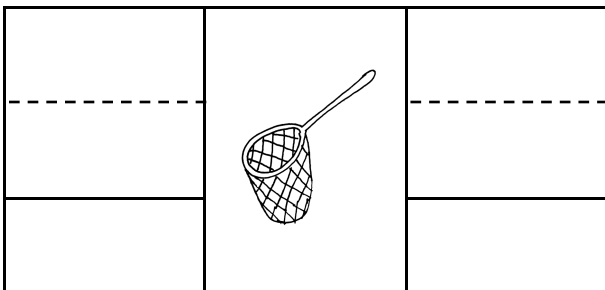
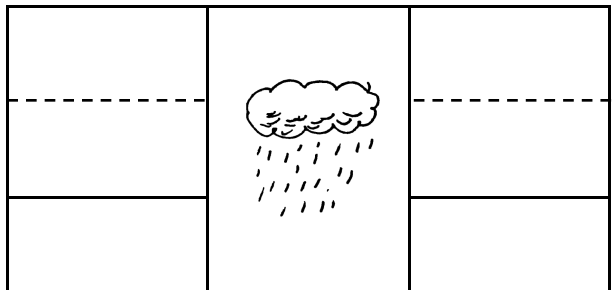
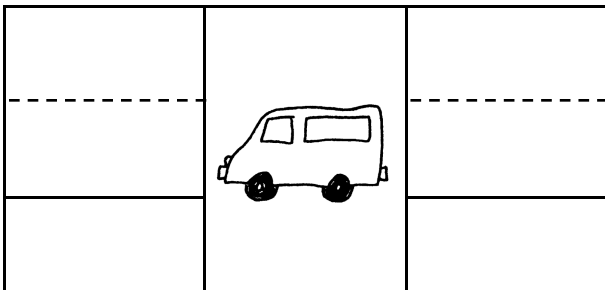
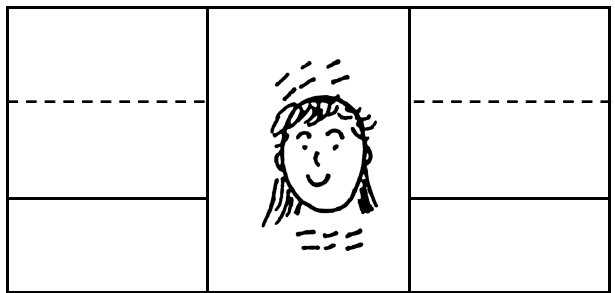
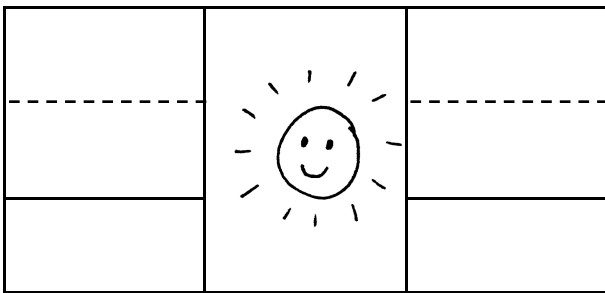
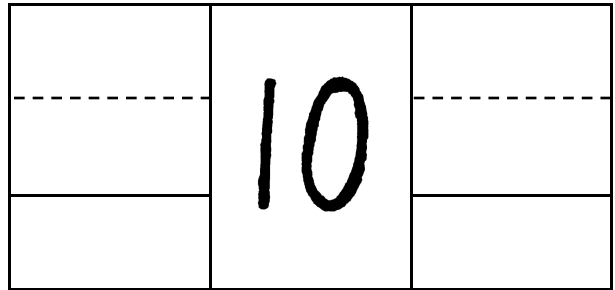
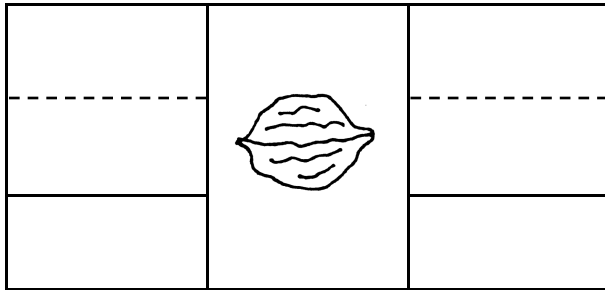
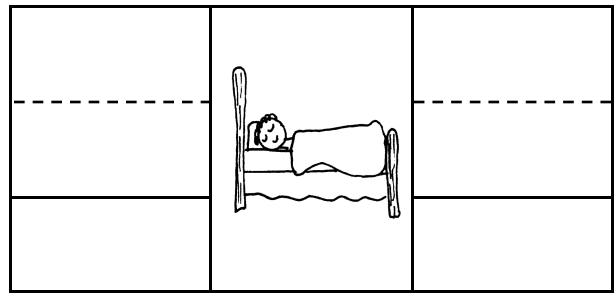
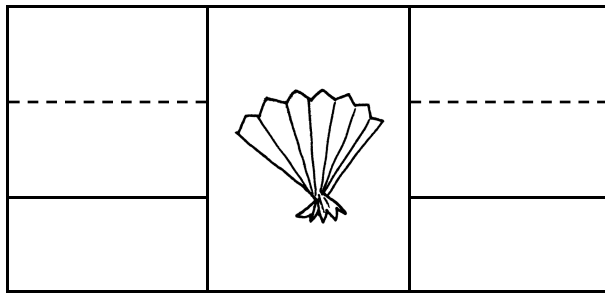
## Ending Sound Discrimination - n or l



Write **n** or **f** to show the ending sound for each picture: ten, rain, oil, moon, mule, sail, ball, sun, troll, van.

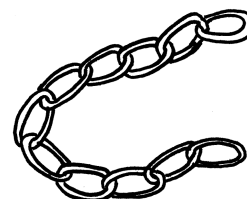
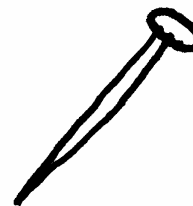
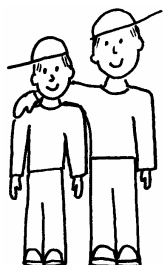
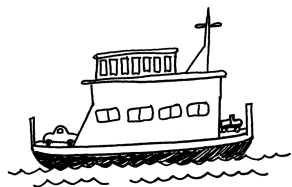


Is the **n** sound at the beginning or the end?



If **n** comes at the beginning, write it before the picture. If **n** comes at the end, write it after the picture. Nap, nut, sun, van, nap, ten, nod, rain, nose.

Draw a line between each pair of rhyming pictures.



ferry-berry, snail-nail, brother-mother, carriage-marriage, rain-chain

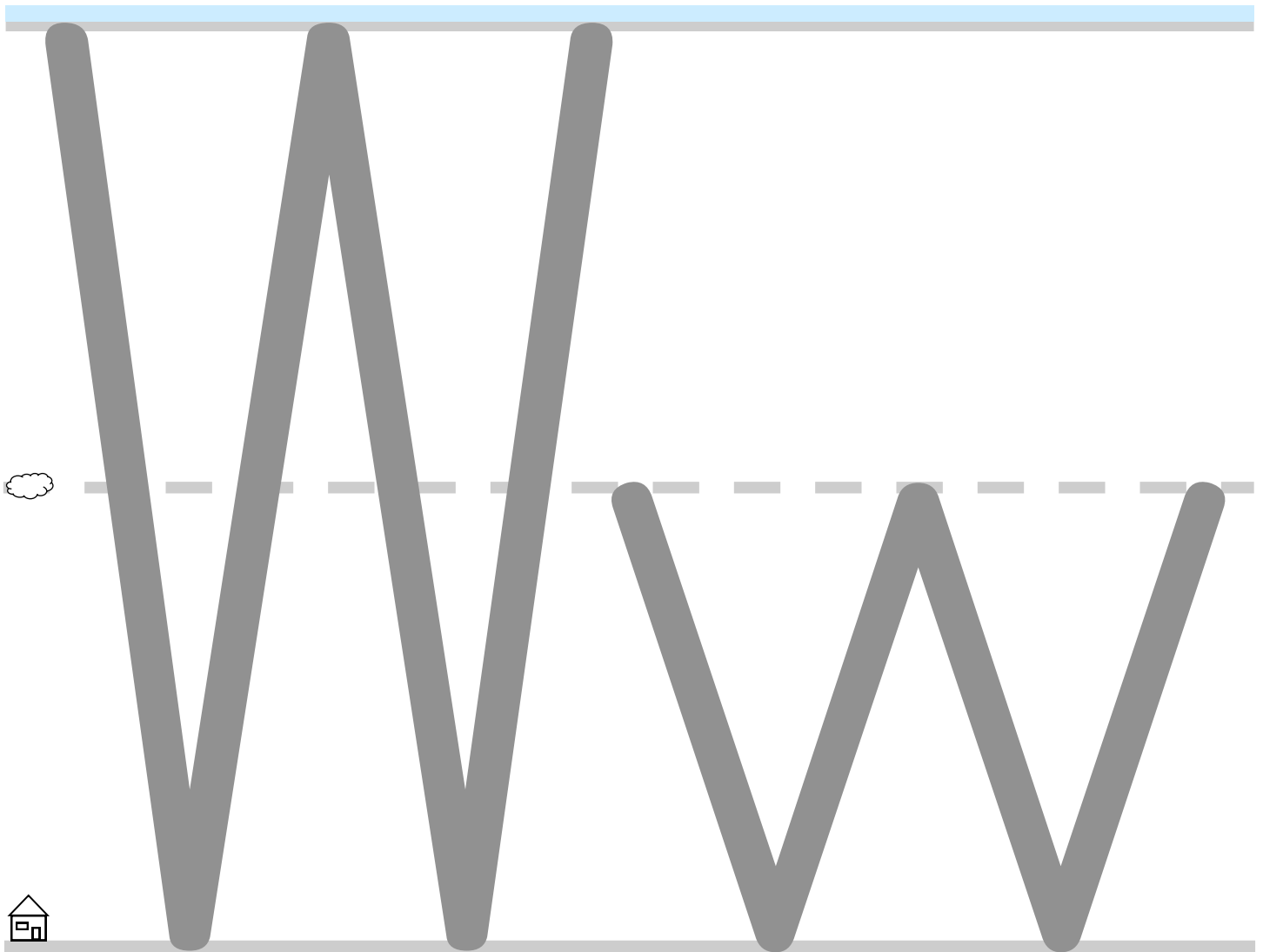
As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, "Wwwwwww."



W w

W w

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



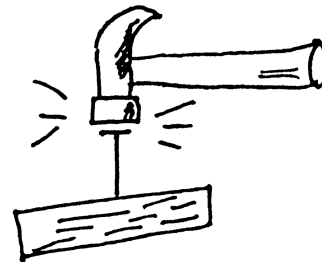
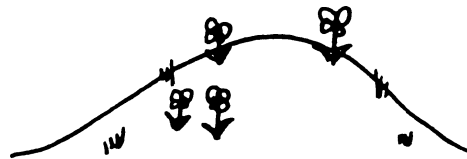
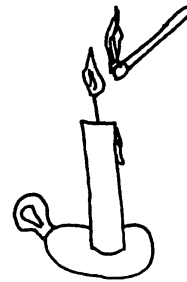
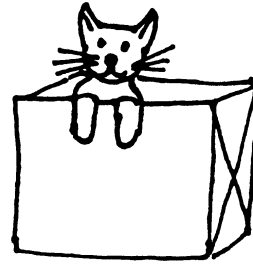
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






W	W	W			
w	w	w			
W	w		W	w	
t		i		n	
L			N	n	


Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.





(i-t, i-n, w-i-n, l-i-t, t-i-n, h-i-ll, i-ll, h-i-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.


# Beginning Sound - w


	<div style="text-align: center;">  </div>	
		<p>web</p>





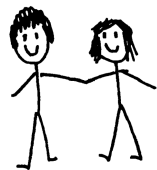



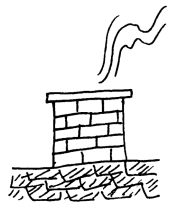















Trace the **w** and write more **w**'s to fill the line. Write **w** to show the beginning sound for each picture: wagon, wasp, wink, we, wallet, wig, waffle, wisp.





# Beginning Sound Discrimination - w or n


	 web		 nut
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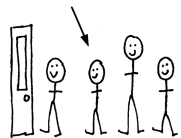
	
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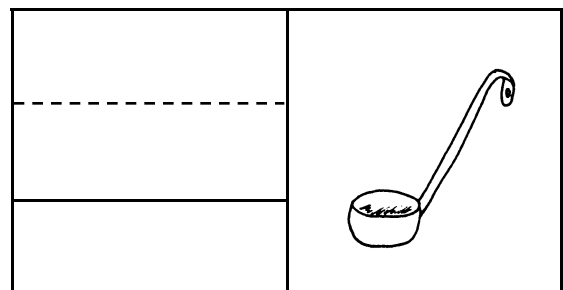
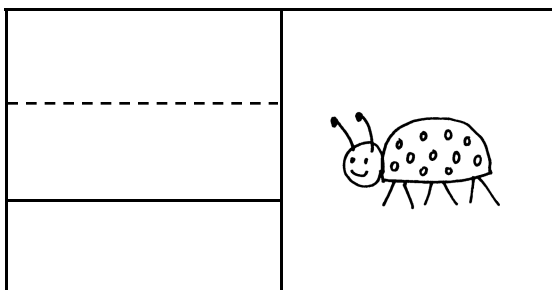
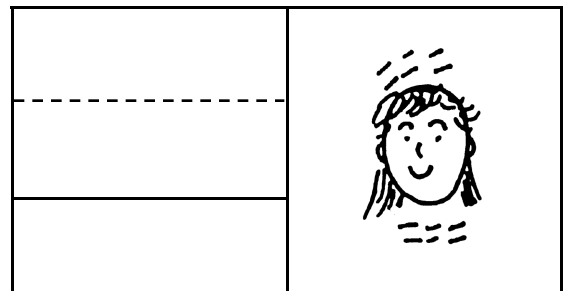
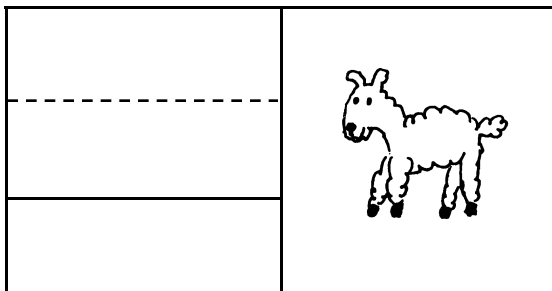
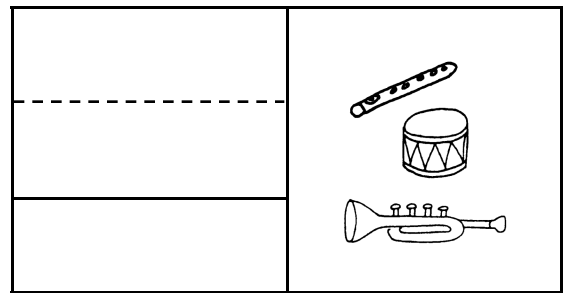
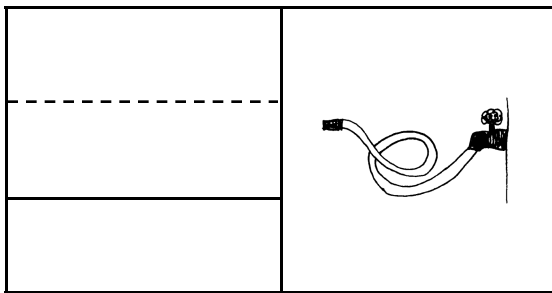
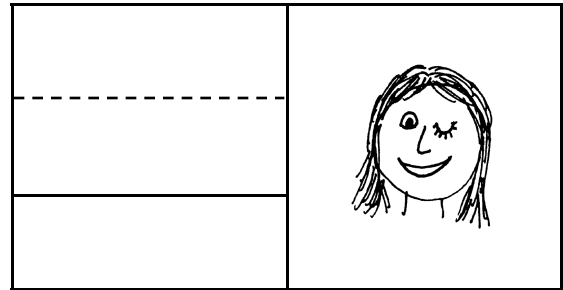
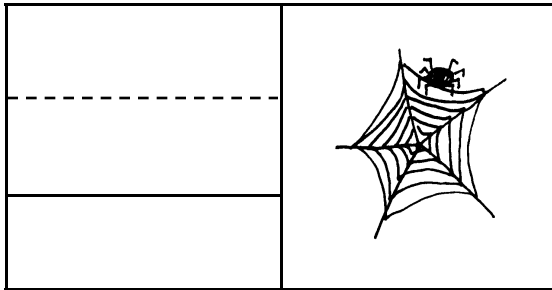
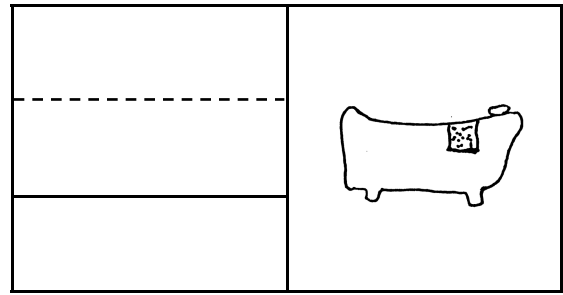
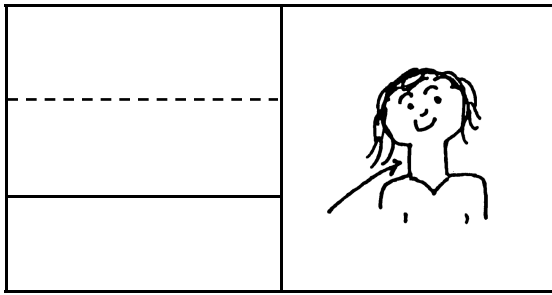
	
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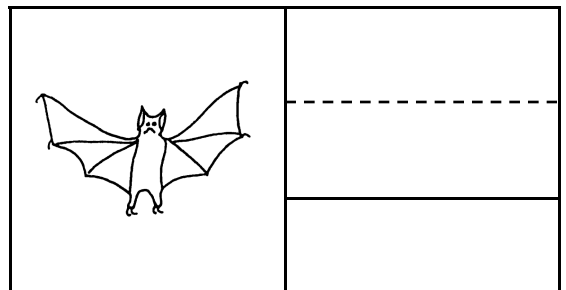
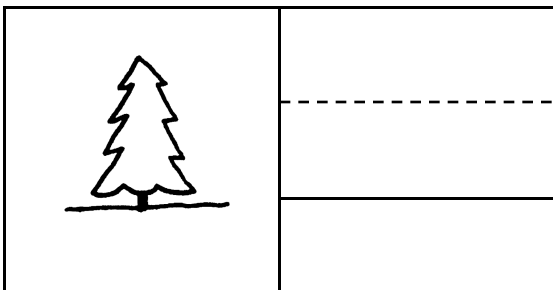
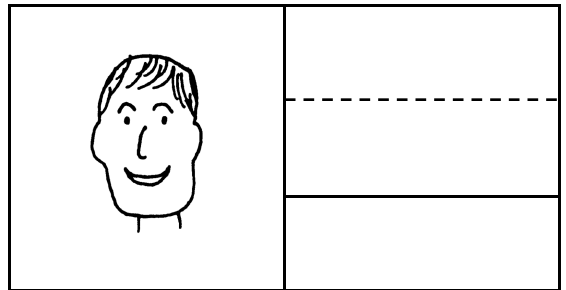
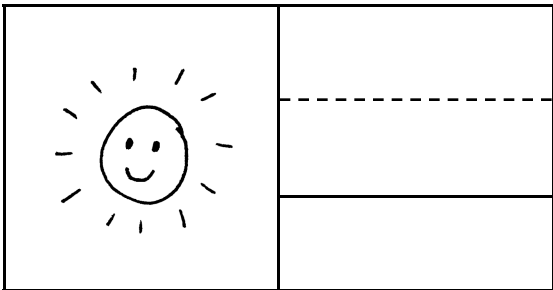
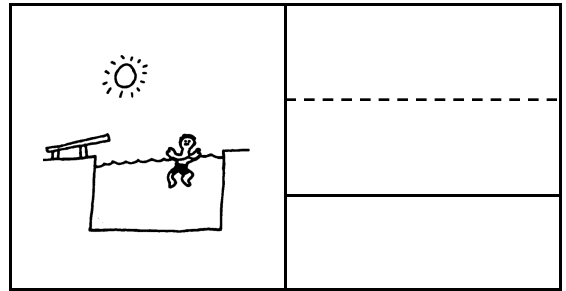
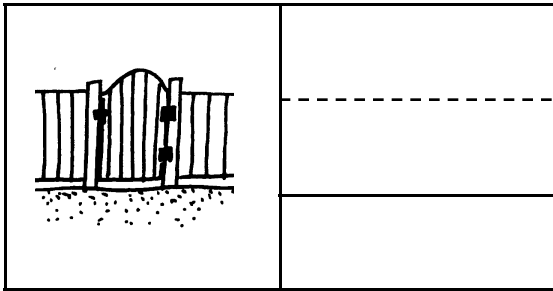
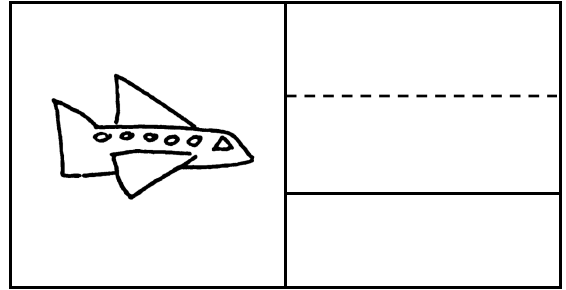
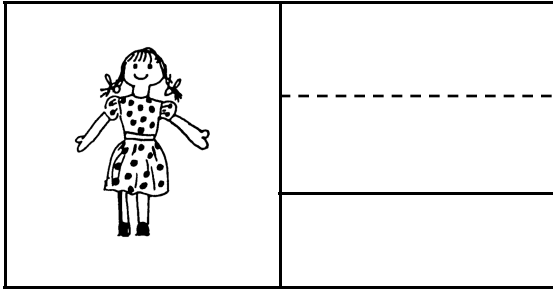
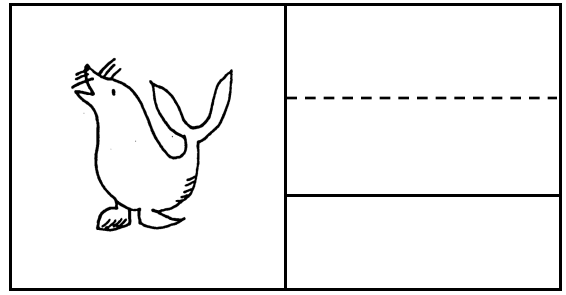
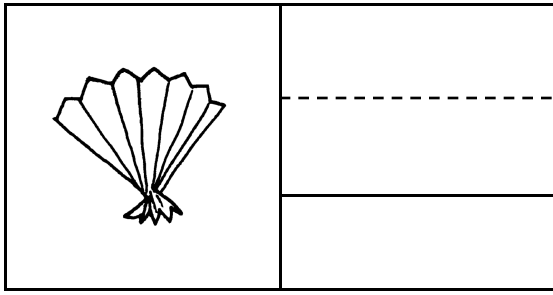
Write **w** or **n** to show the beginning sound for each picture: nickel, wall, worm, nail, wind, nose, wagon, next.

# Beginning Sound Review - t, i, h, l, n, w

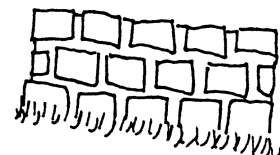
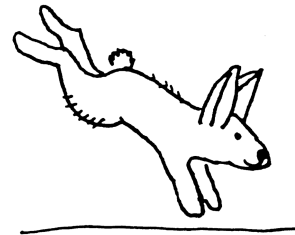
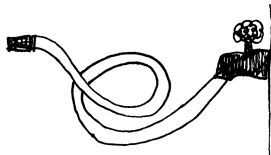
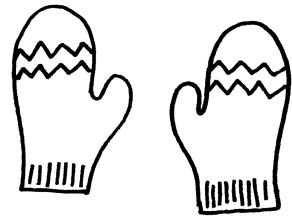
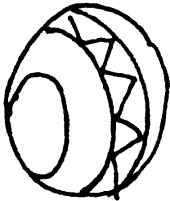
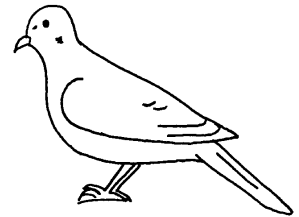
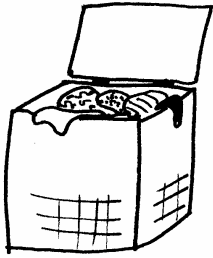
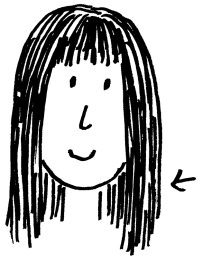


Write a letter to show the beginning sound for each picture: neck, web, hose, lamb, insect, tub, wink, instruments, nod, ladle.

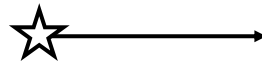
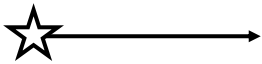
## Ending Sound Review - n, l, t



Write the letter to show the ending sound for each picture: fan, doll, gate, sun, pine, seal, jet, poll, man, bat.



hair-pair, hamper-scamper, ball-wall, hose-nose, love-dove



## Silly Sounds



it

ti

il

hi

in

li

ni

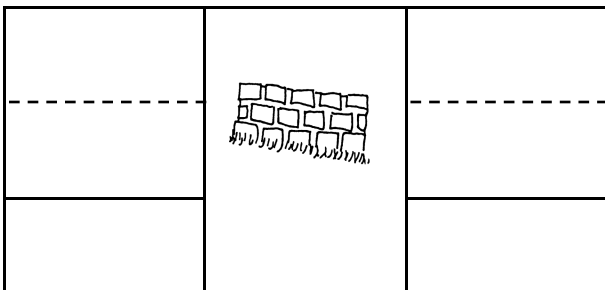
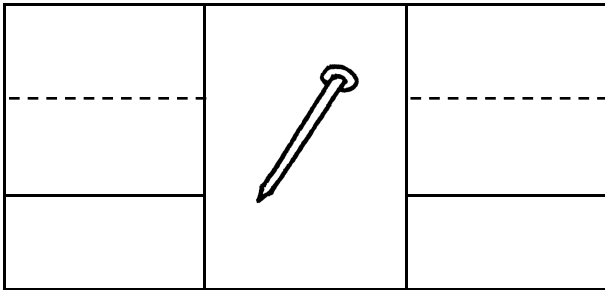
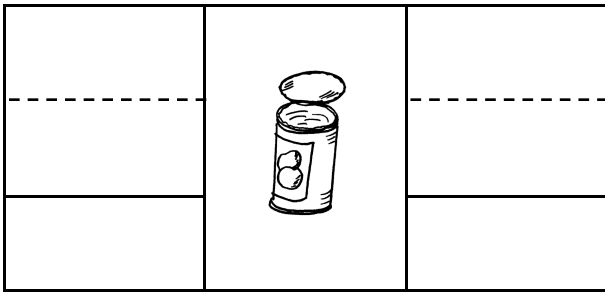
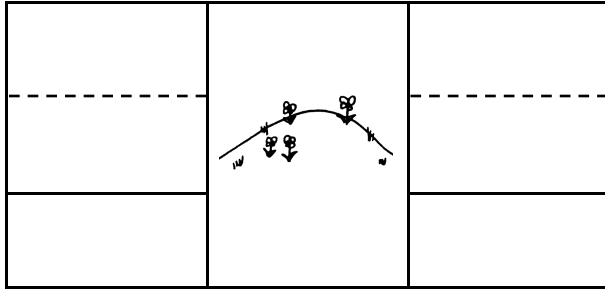
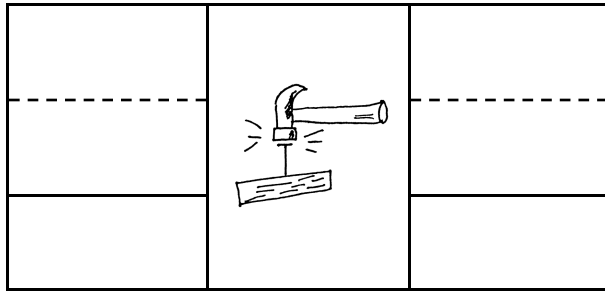
wi

We're going to read some silly sounds. Silly sounds are two letter sounds pronounced one right after the other. Most of the time silly sounds are not real words. That's what makes them sound so silly. Put your finger on the star and slide to the right. That's the direction we go when we read.

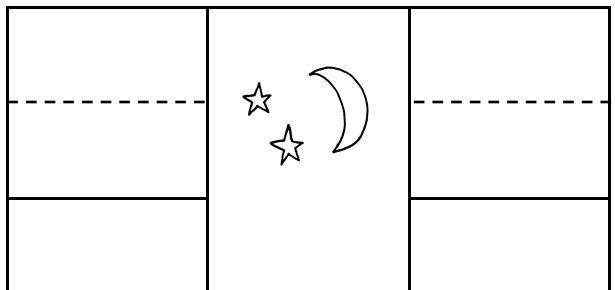
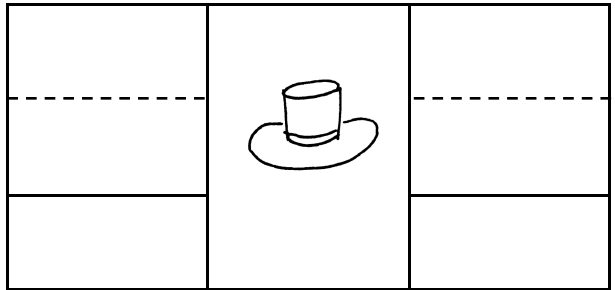
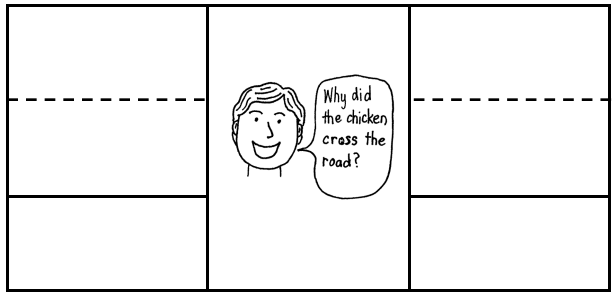
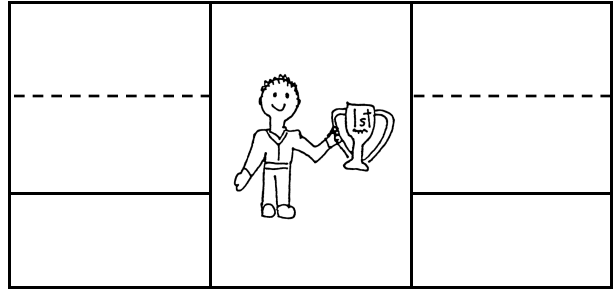
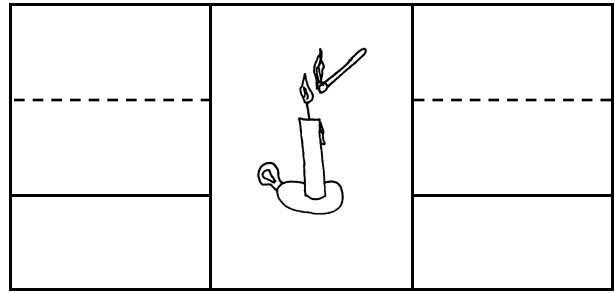
We will practice putting two letter sounds together. We want to slide the sounds together smoothly, without a break. We're going to use the short vowel sound in all of the columns. Put your finger under the first pair of letters. Watch the letters and slide your finger to the right while you listen to me say the sounds. Then slide your finger again while you say the sounds.

Remember, if you learn to read silly sounds, you'll be ready to learn real words very soon!

## Put It Together




## Beginning **And** Ending Sounds

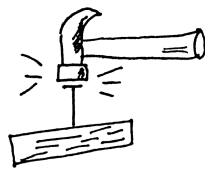



Write the beginning and ending sound for each picture: hit, hill, tin, nail, wall, lit, win, wit, hat, night.

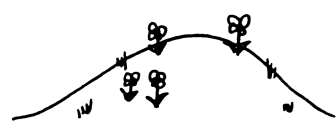
# Put It Together


## Medial Short Vowel - i


		
i		t

		
h		t

		
w		n

		
h		ll


		
t		n

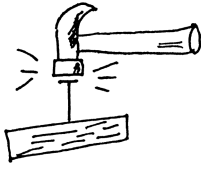
		
w		ll


Look at the beginning and ending letters in each word. Listen for the /i/ sound in the middle of each word. Write i in the middle space under each picture: lit, win, tin, hit, hill, will.

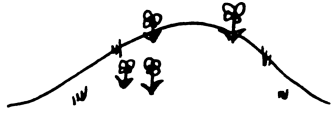
# Put It Together


## Beginning, Middle, and Ending Sounds


		

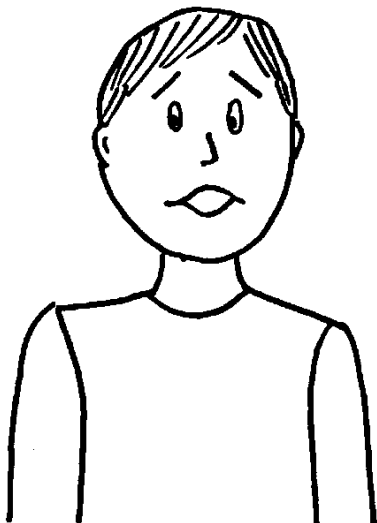
Write the beginning, middle, and ending sound for each picture: win, lit, will, hit, hill, tin.



“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 see 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)



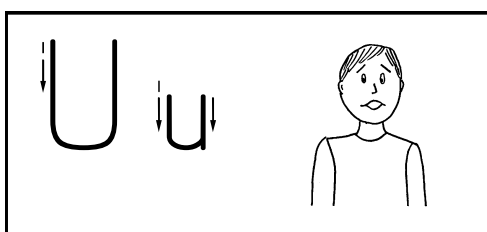
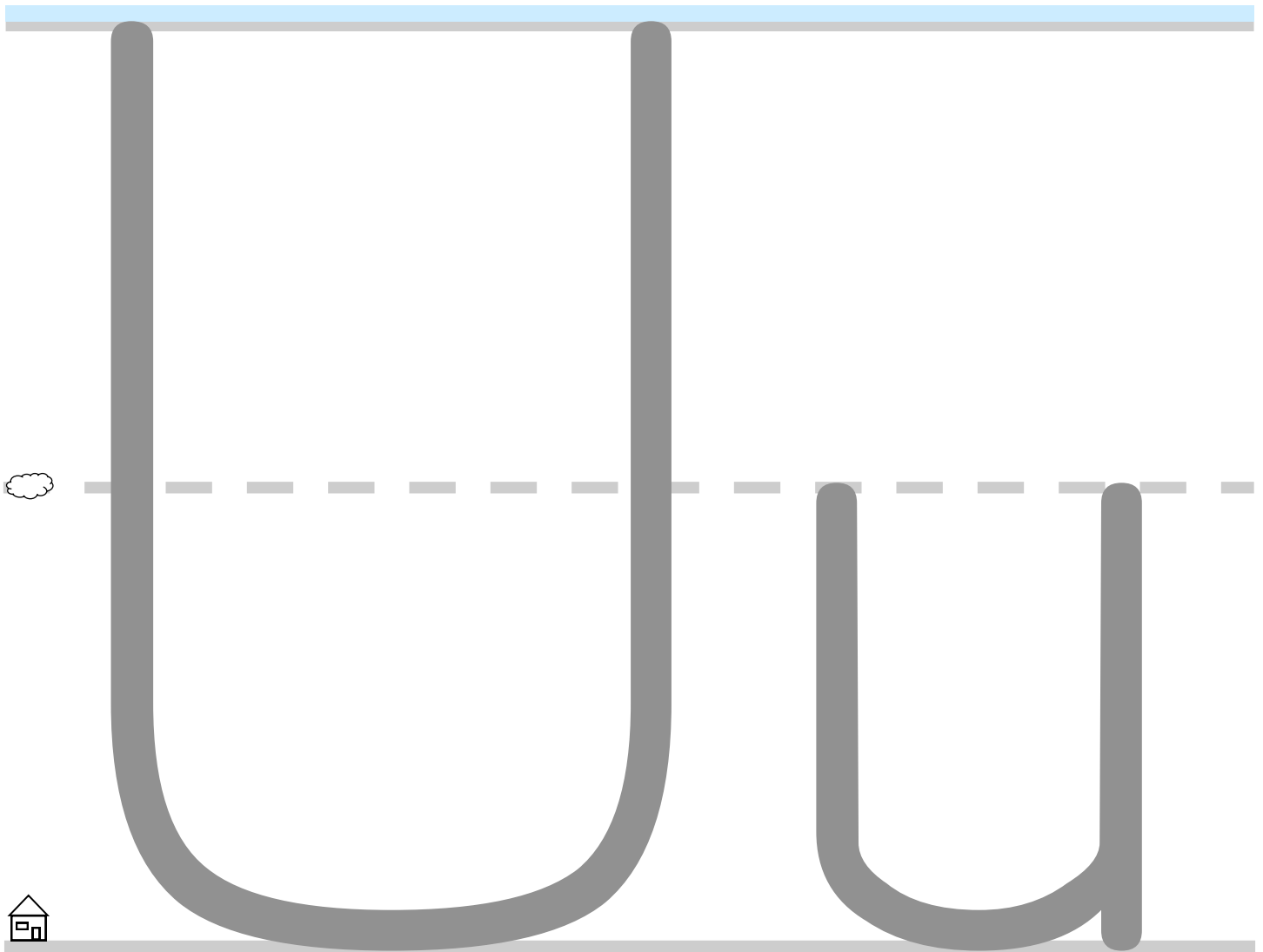
U

u

U

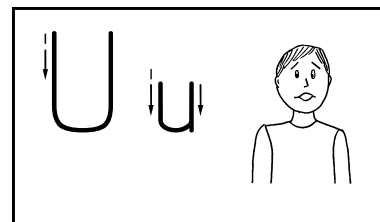
u

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



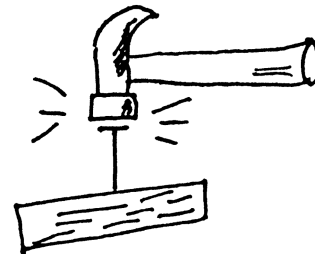
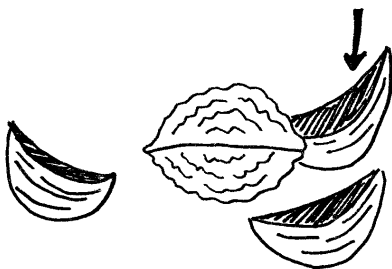
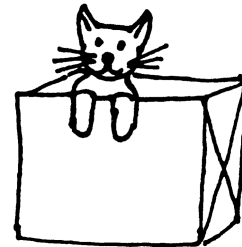
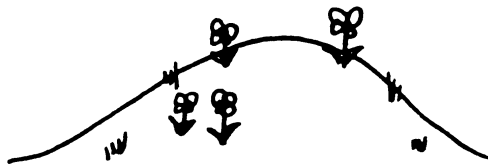
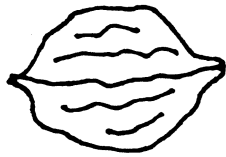
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






U U U	
u u u	
U u U u	
t i n l	
N n W w	

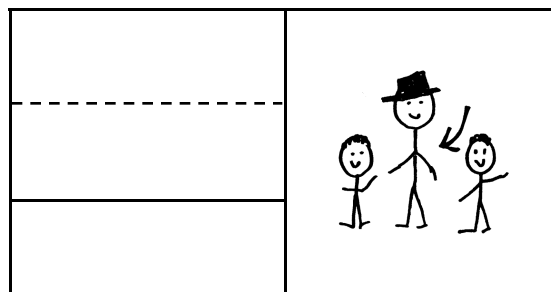
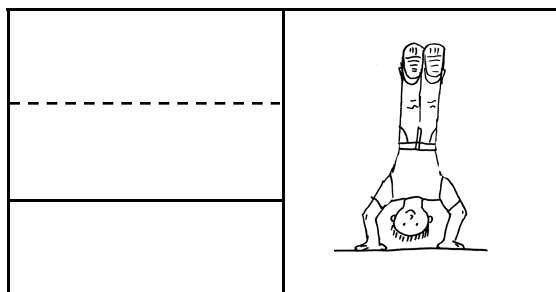
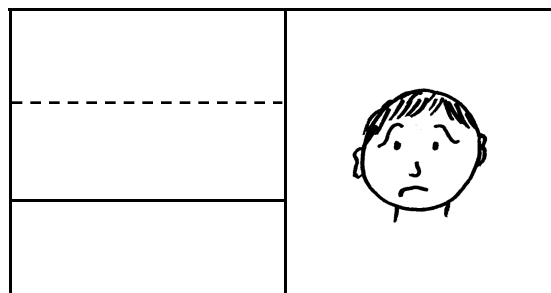
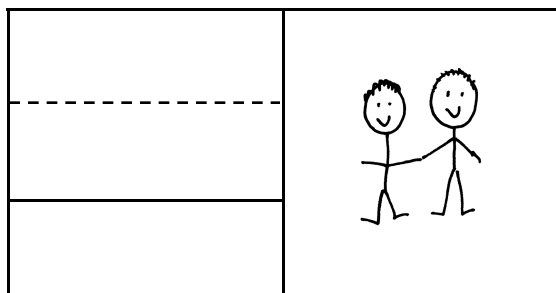
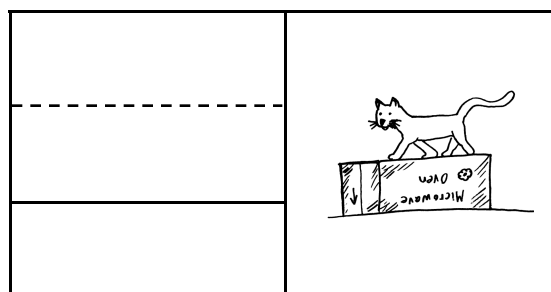
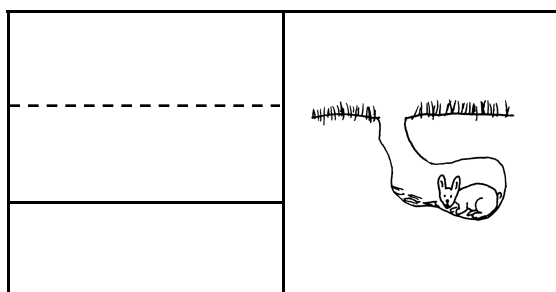
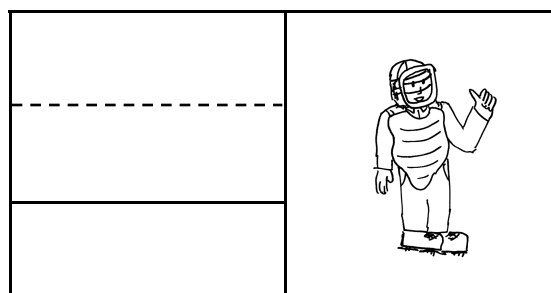
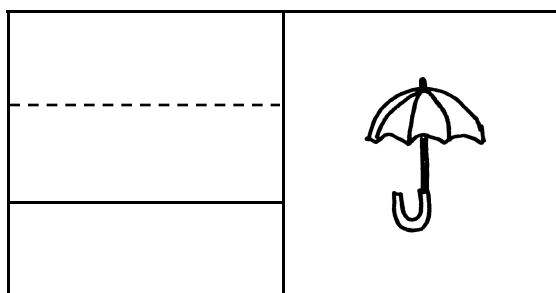
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



(n-u-t, l-i-t, i-t, h-u-t, h-i-ll, i-n, h-u-ll, h-i-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.


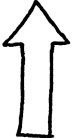


# Beginning Sound - u

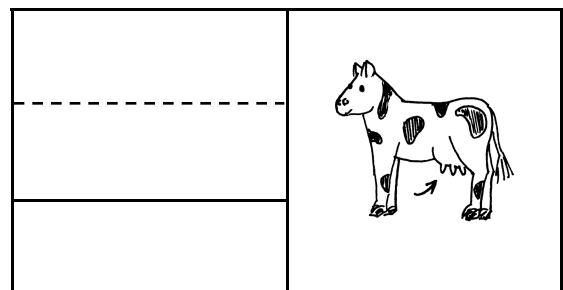
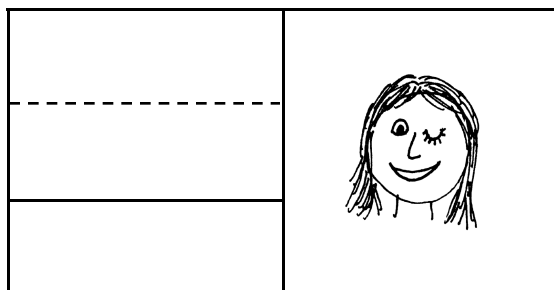
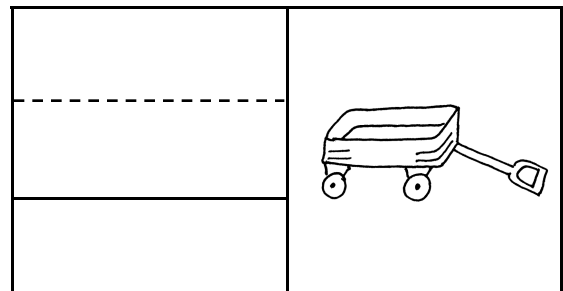
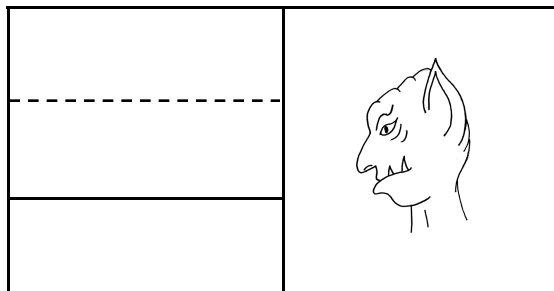
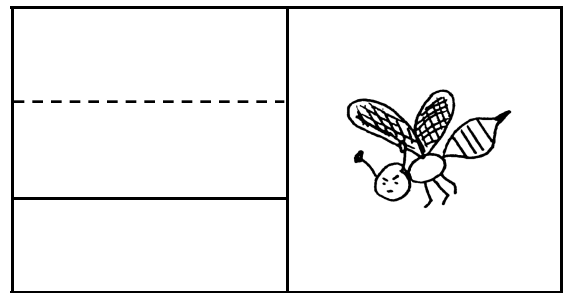
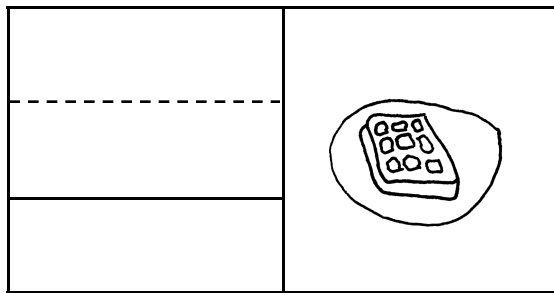
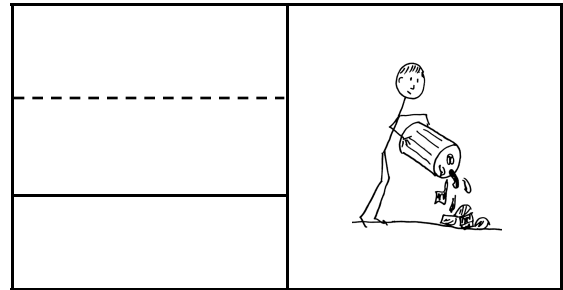
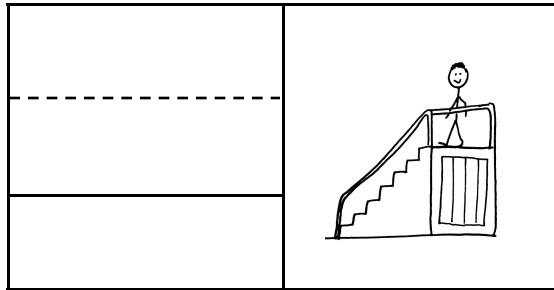
		
		up



Trace the **u** and write more **u**'s to fill the line. Write **u** to show the beginning sound for each picture: umbrella, under, us, upside down, umpire, upon, upset, uncle.

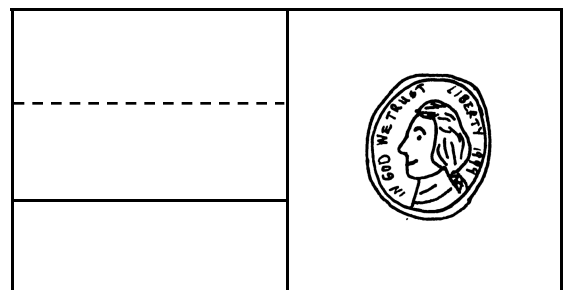
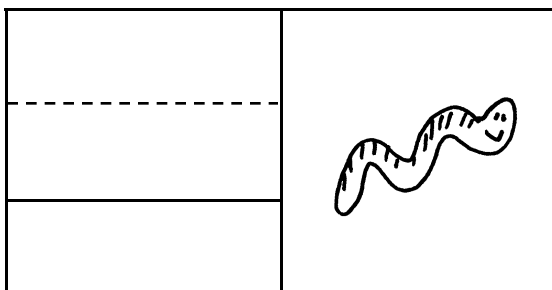
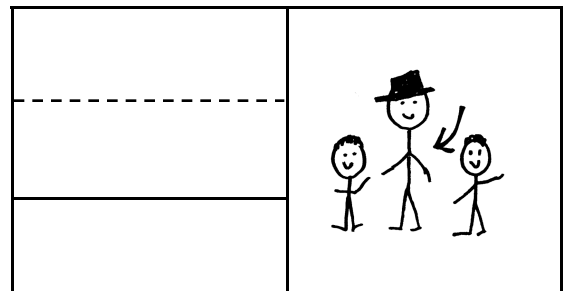
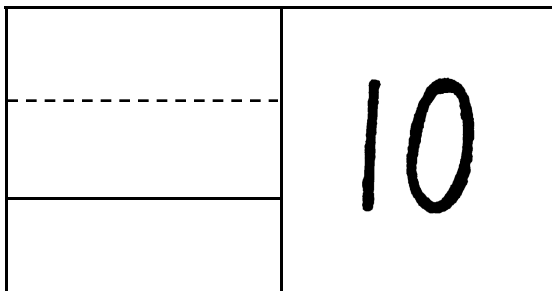
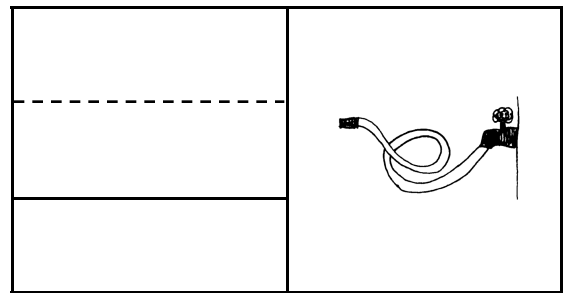
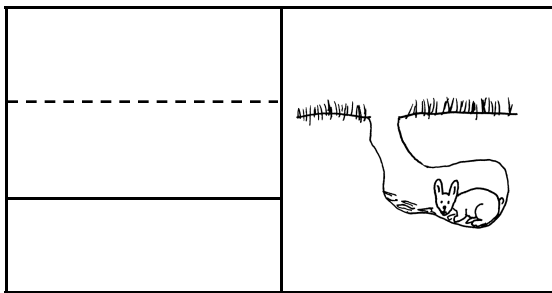
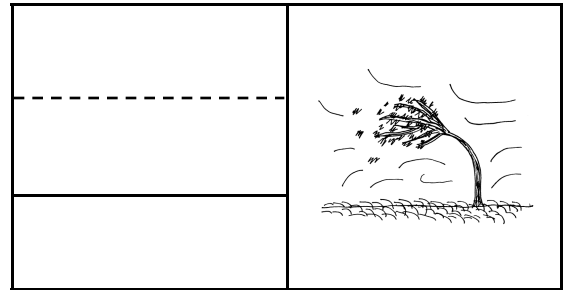
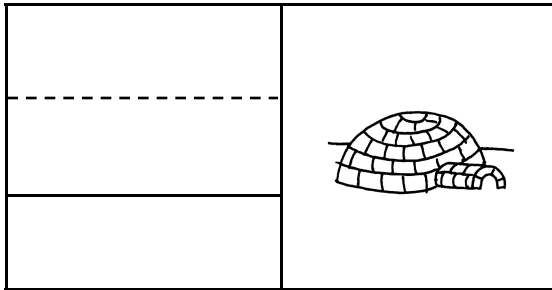
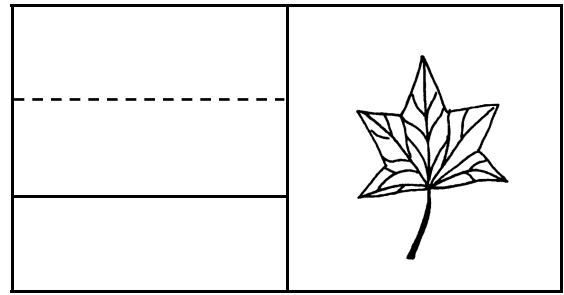
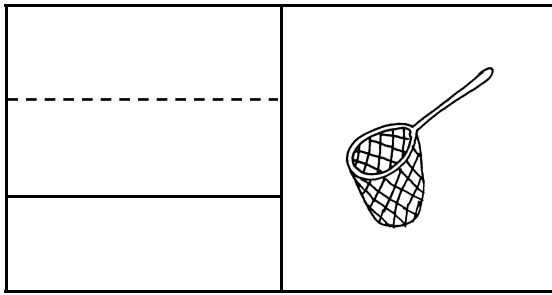
# Beginning Sound Discrimination - u, w

	 up		 web
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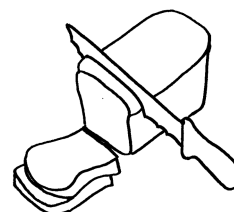
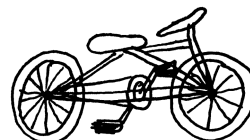
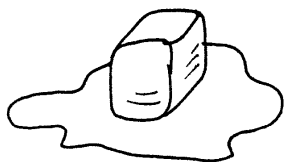
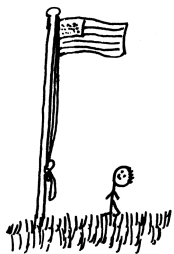
Write **u** or **w** to show the beginning sound for each picture: upstairs, waffle, ugly, wink, upend, wasp, wagon, udder.

# Beginning Sound Review - t, i, h, l, n, w, u



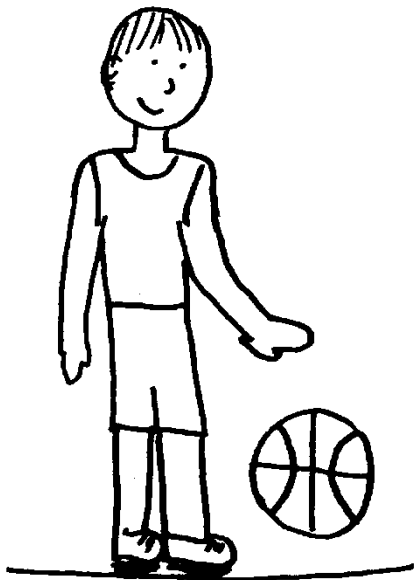
Write a letter to show the beginning sound for each picture: net, igloo, under, ten, worm, leaf, wind, hose, uncle, nickel.





pole-hole, ice-slice, dime-time, core-  
store, hike-bike

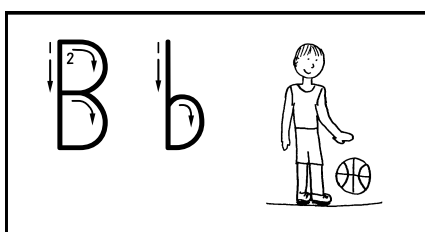
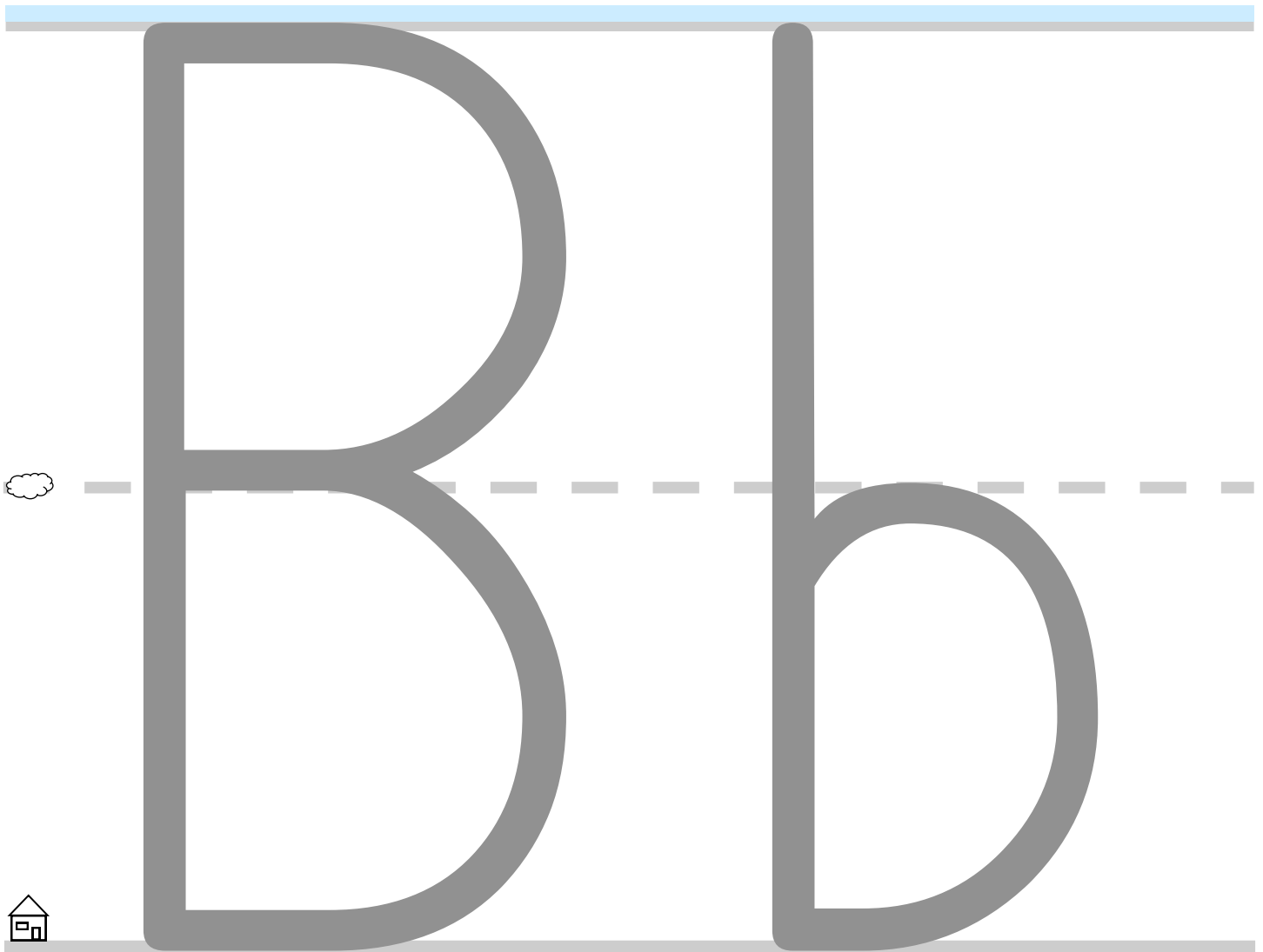
They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.



B b

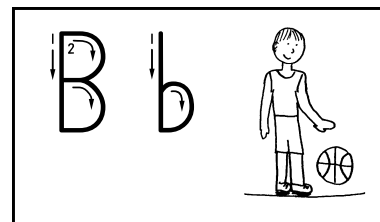
B b

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



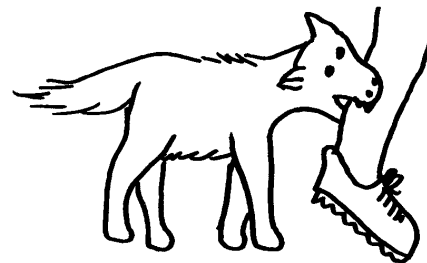
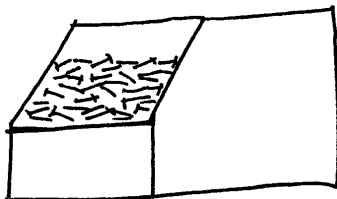
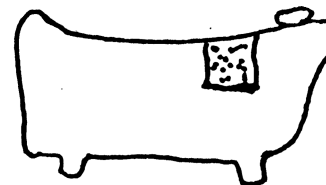
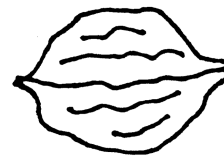
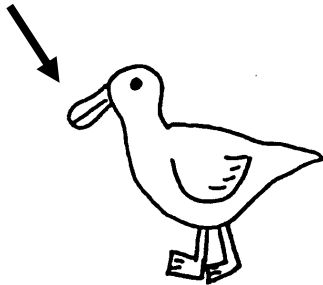
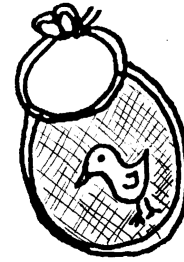
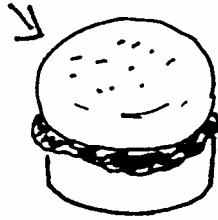
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






B B B	
b b b	
B b	B b
t i h l n	
W w	U u


Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.

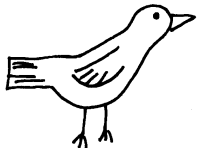



(b-u-n, b-i-b, b-i-ll, n-u-t, h-u-t, t-u-b, b-i-n, b-i-t) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** -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


# Beginning Sound - b


		
		bus

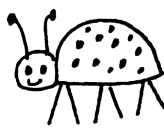
	
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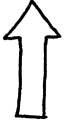
	
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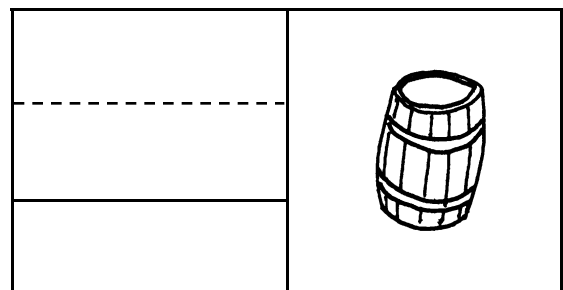
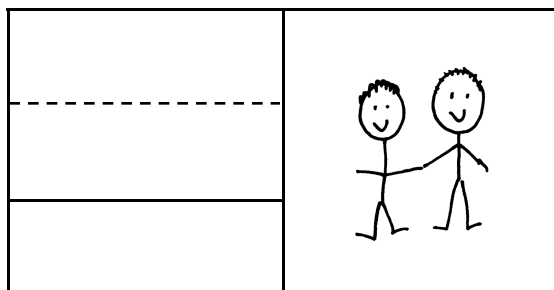
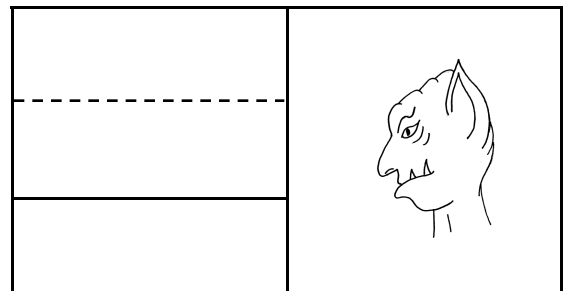
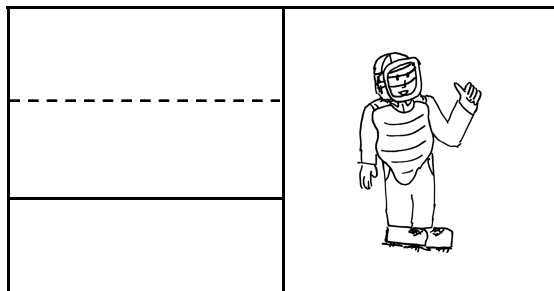
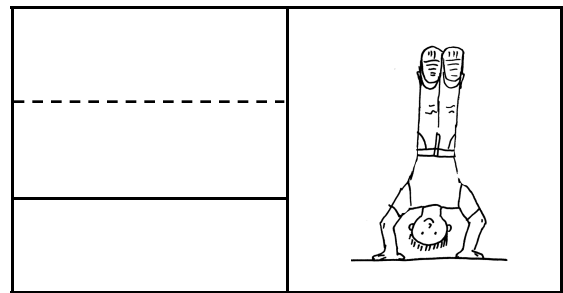
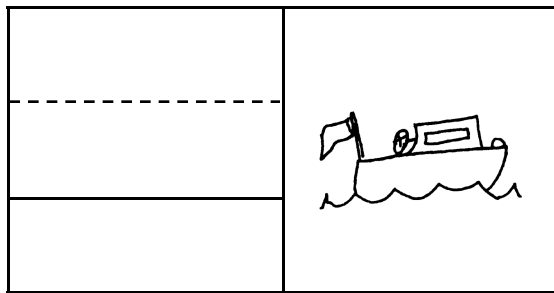
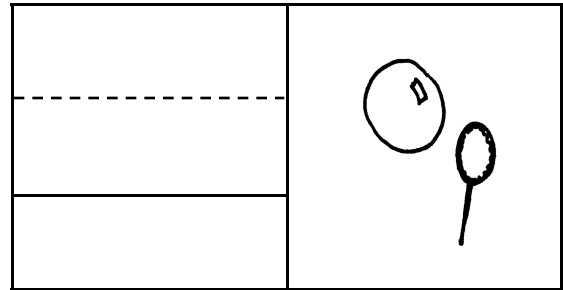
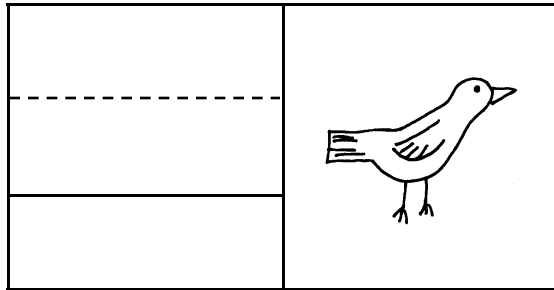
	
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Trace the **b** and write more **b**'s to fill the line. Write **b** to show the beginning sound for each picture: book, ball, bear, barrel, bird, bubble, bug, bat.

# Beginning Sound Discrimination - b, u

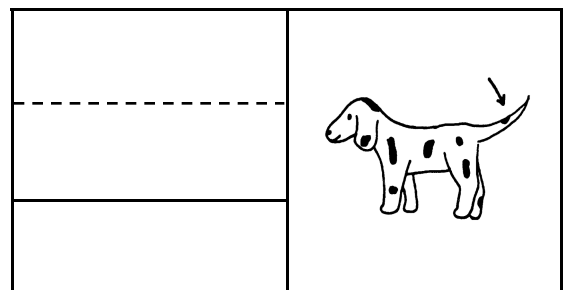
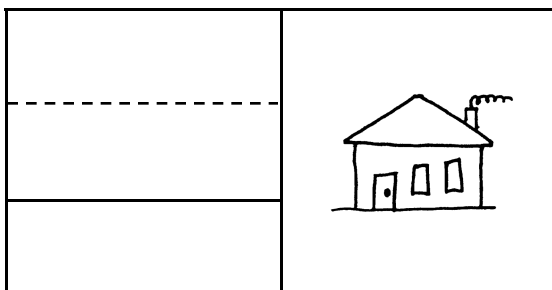
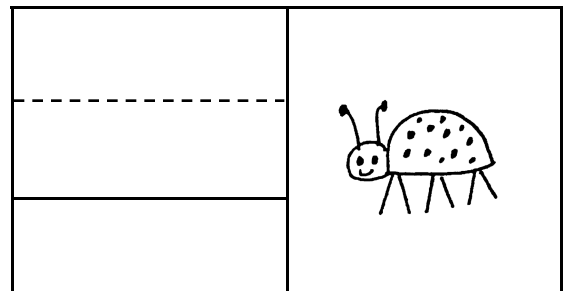
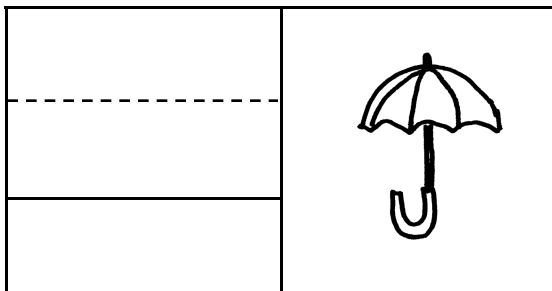
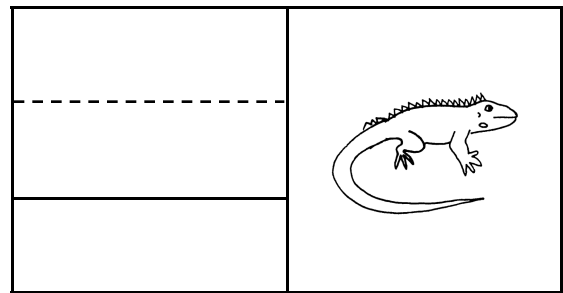
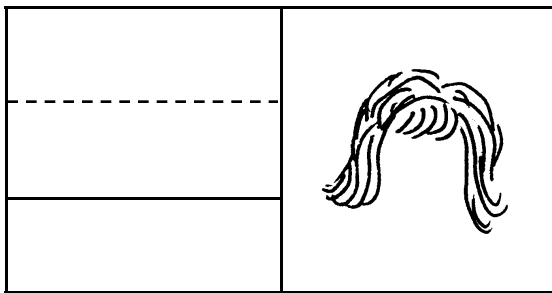
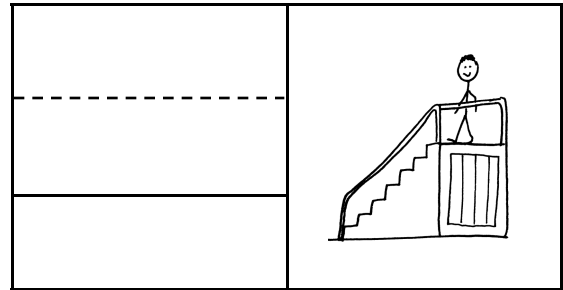
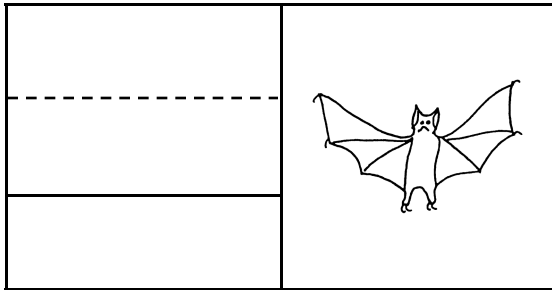
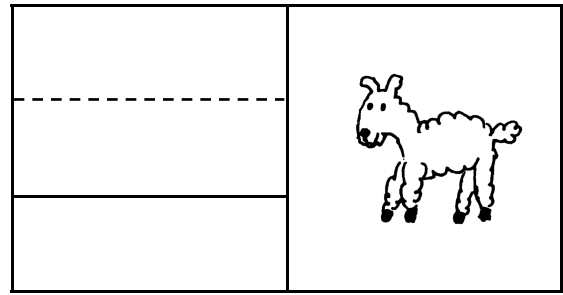
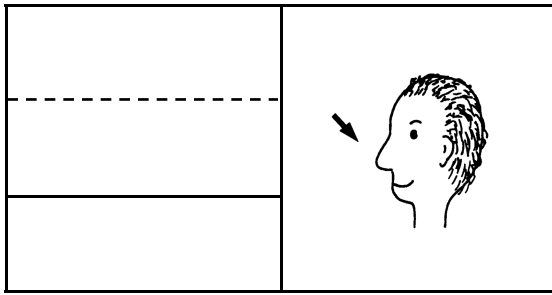
	 bus		 up
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Write **b** or **u** to show the beginning sound for each picture: bird, boat, umpire, us, bubble, upside down, ugly, barrel.

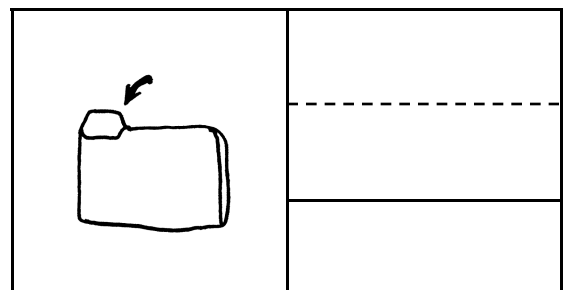
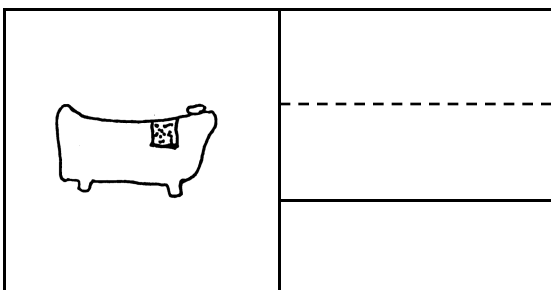
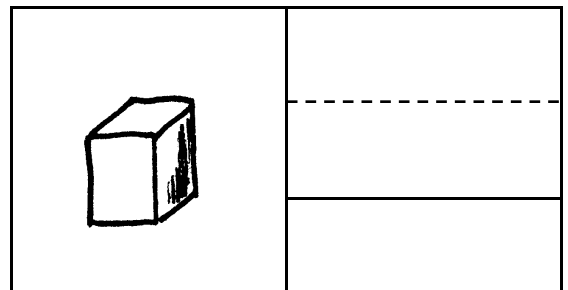
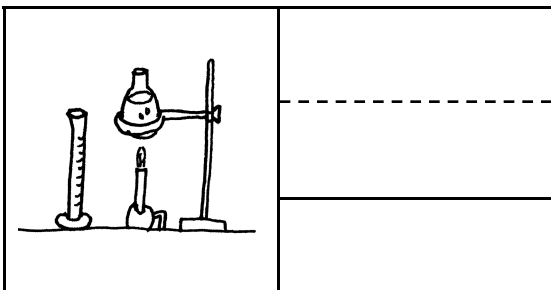
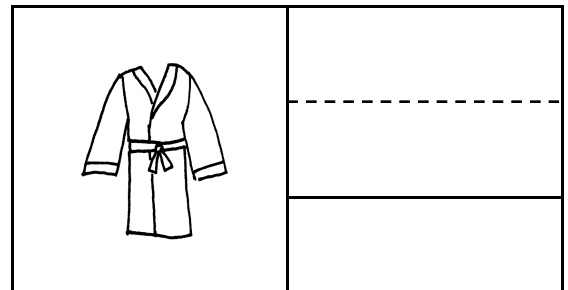
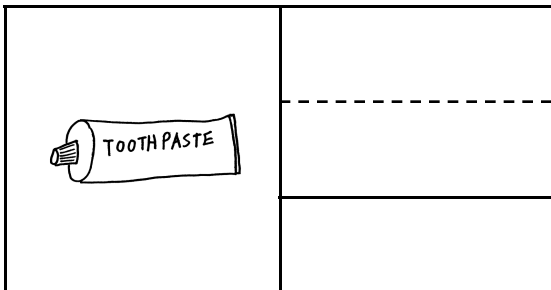
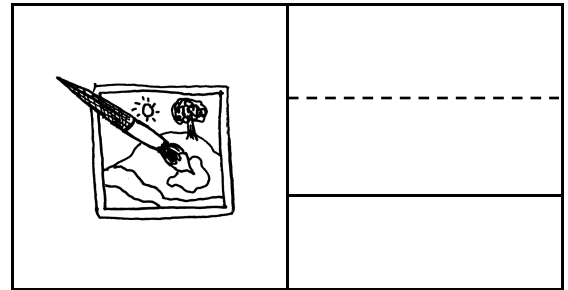
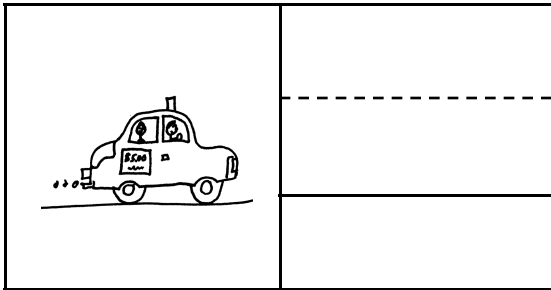
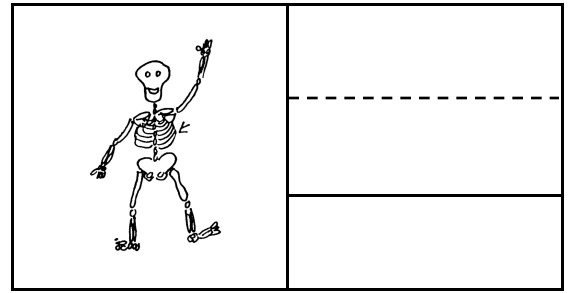
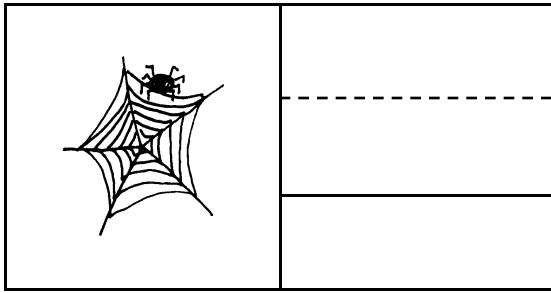


# Beginning Sound Review - t, i, h, l, n, w, u, b



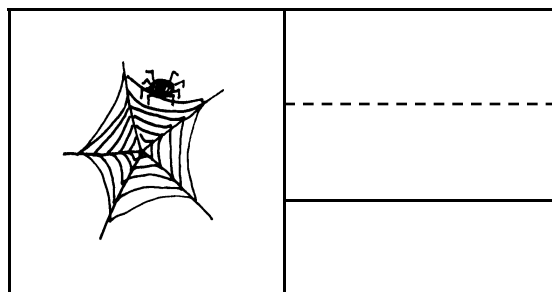
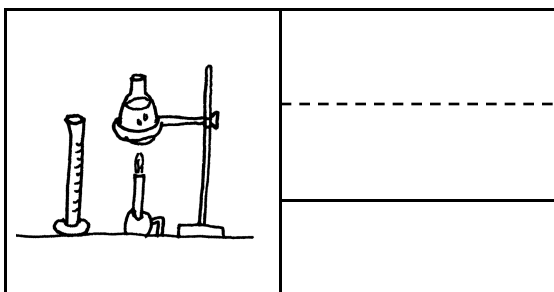
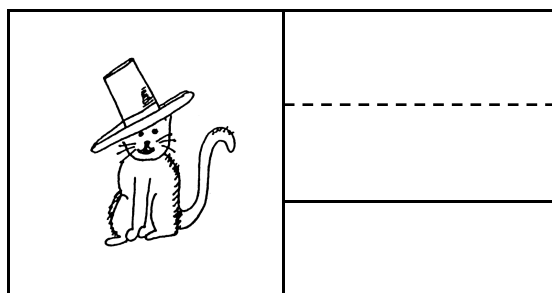
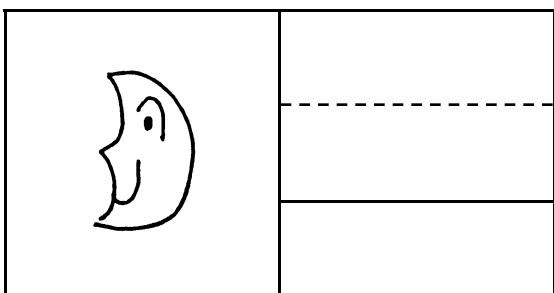
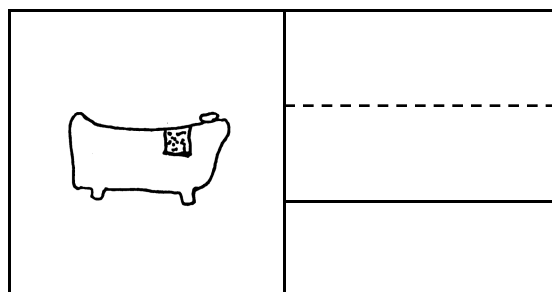
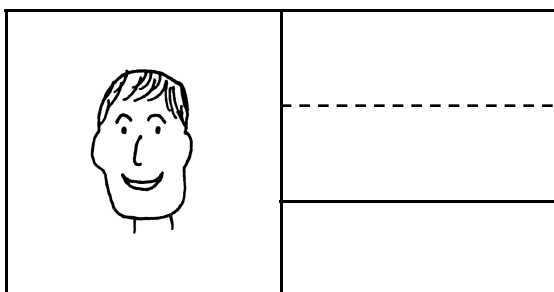
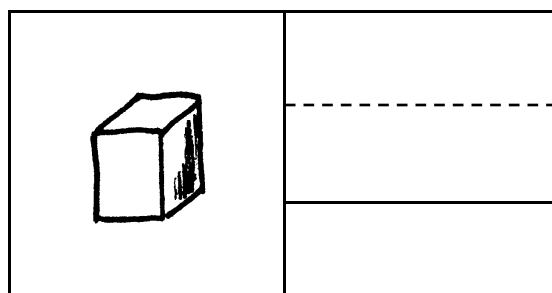
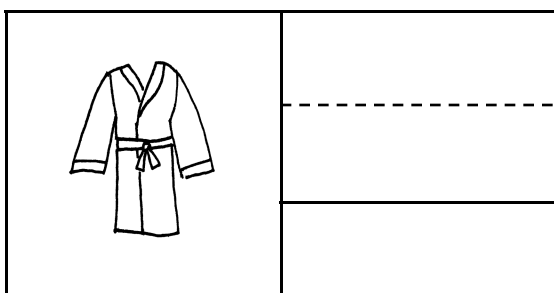
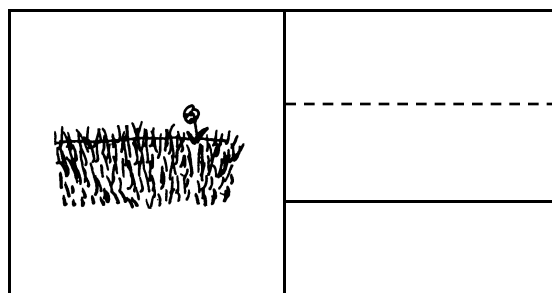
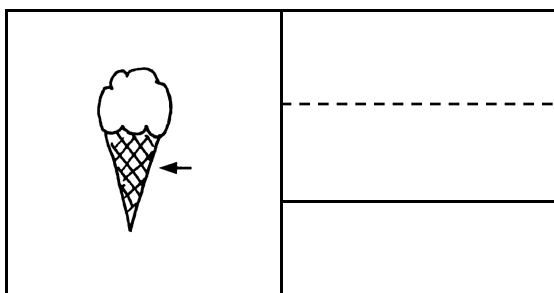
Review t, i, h, l, n, w, u, b. Write a letter to show the beginning sound for each picture: nose, bat, wig, umbrella, house, lamb, upstairs, iguana, bug, tail.

# Ending Sound - b



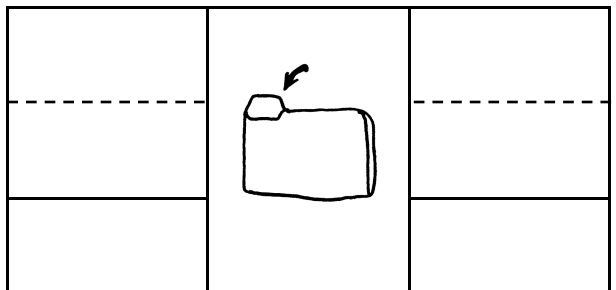
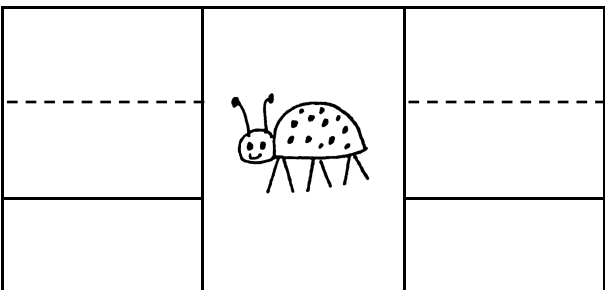
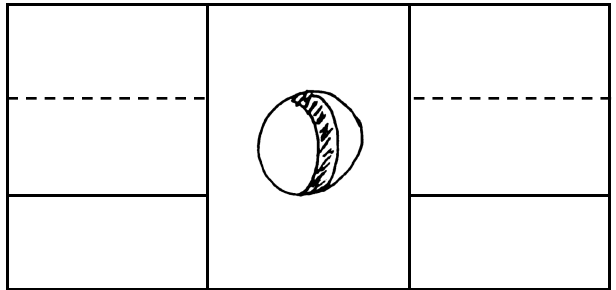
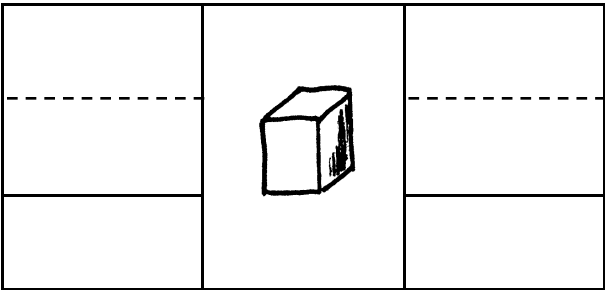
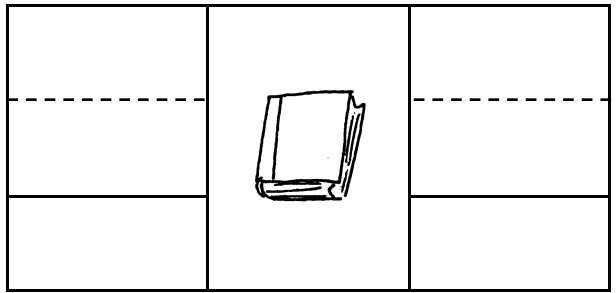
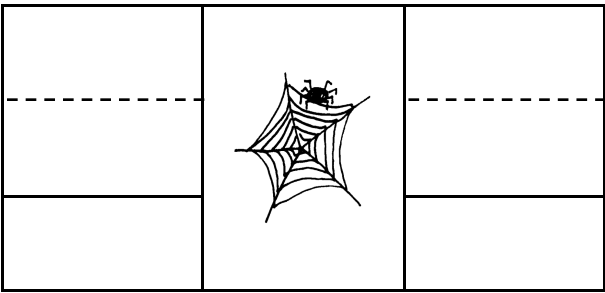
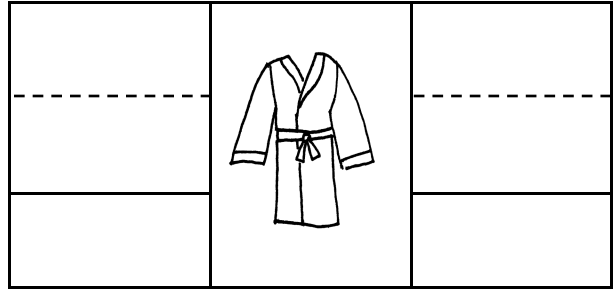
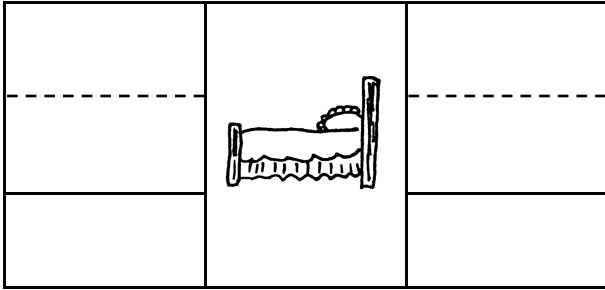
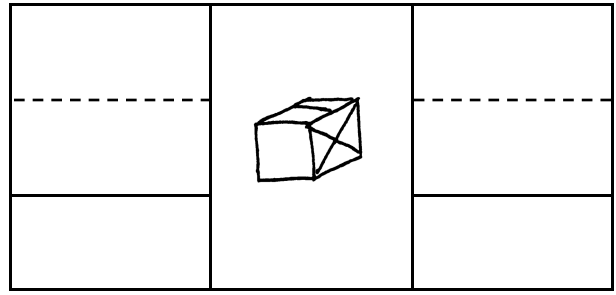
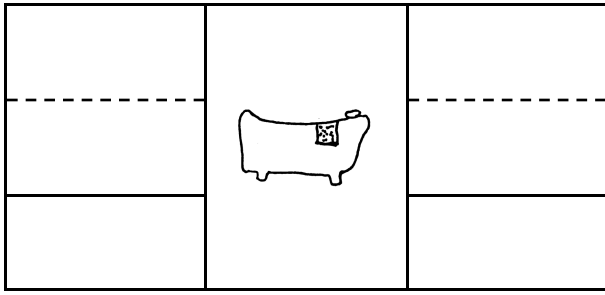
Write **b** to show the ending sound for each picture: web, cab, tube, lab, tub, rib, dab, robe, cube, tab.

## Ending Sound Discrimination - n or b

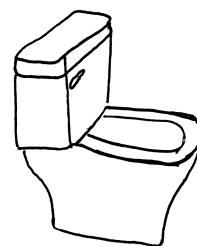
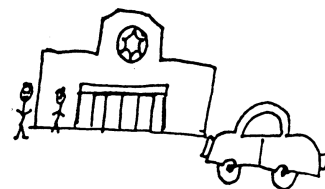
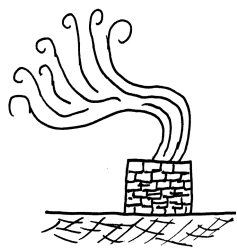


Write **b** or **s** to show the ending sound for each picture: cone, robe, man, moon, lab, lawn, cube, tub, on, web.

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

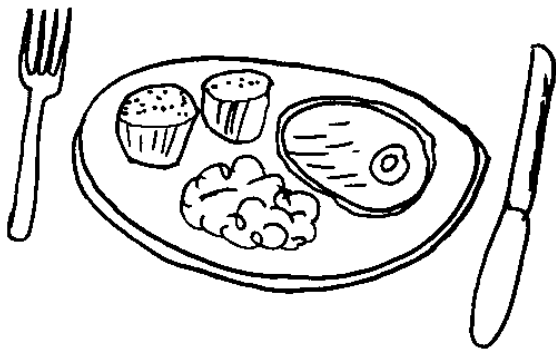


If **b** comes at the beginning, write it before the picture. If **b** comes at the end, write it after the picture: tub, bed, web, cube, bug, box, robe, book, ball, tab.



smoke-broke, stall-mall, clue-glue,  
rush-flush, splash-sash

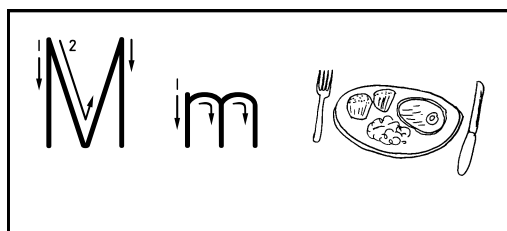
After basketball practice they went home.  
Soon, Mom called Audrey and Brad to dinner.  
“Mmm,” they said when they saw their plates.  
They were having scrambled eggs, ham, and  
muffins. It looked delicious.



M m

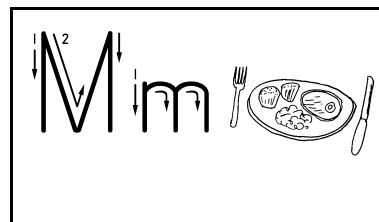
M m

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.

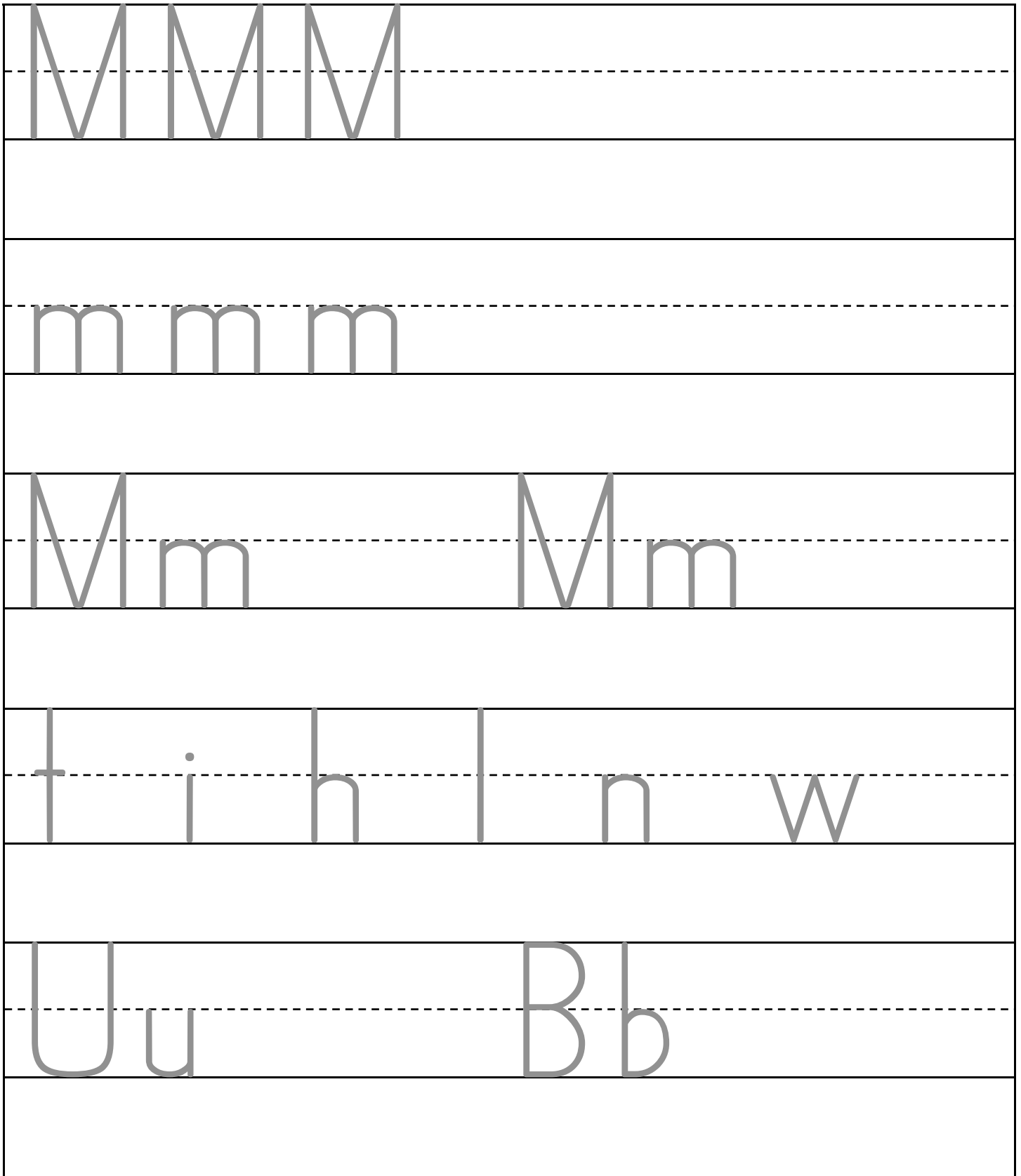


Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

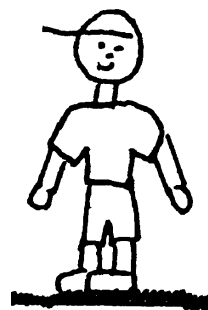
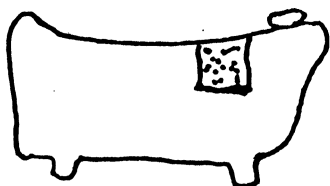
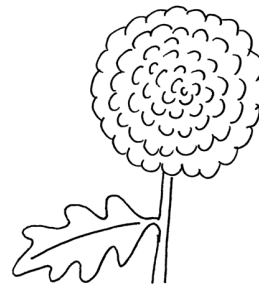
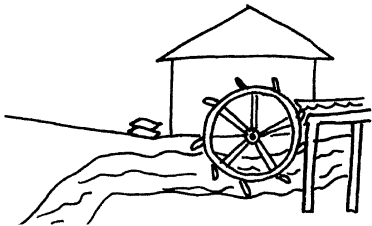
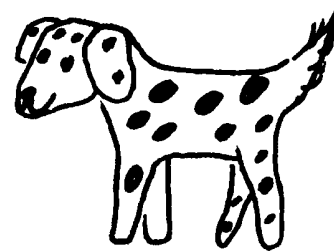
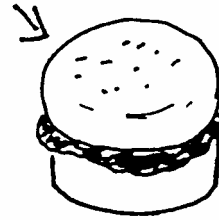
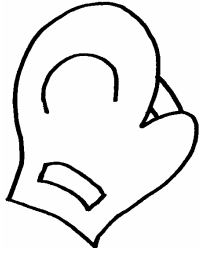
- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher 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 following the same steps, saying only the letter sound each time you trace.











Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.





(m-i-tt, b-u-n, h-u-m, m-u-tt, m-i-ll, m-u-m, t-u-b, h-i-m) **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.

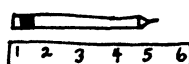
# Beginning Sound - m


		
		<p>mop</p>




























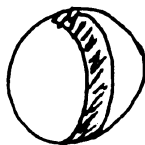
Trace the **m** and write more **m**'s to fill the line. Write **m** to show the beginning sound for each picture: mouse, mow, mule, mother, moon, measure, mask, milk.


# Beginning Sound Discrimination - m or b


			
	mop		bus

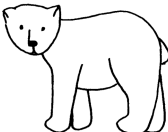
	

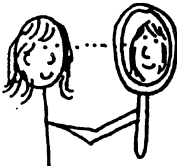
	

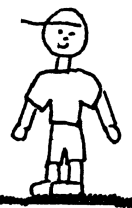
	

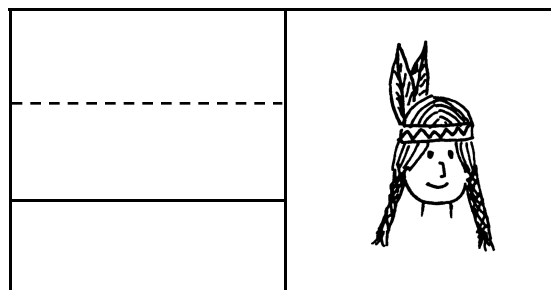
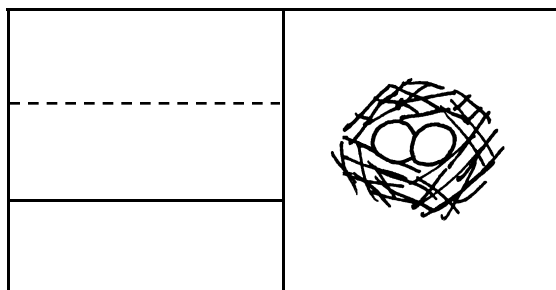
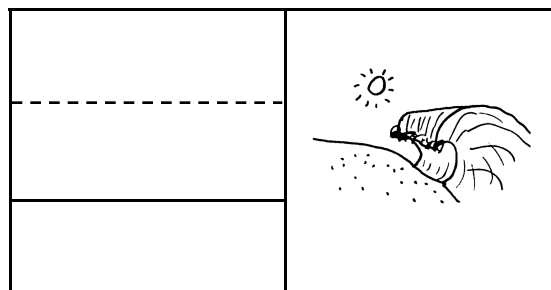
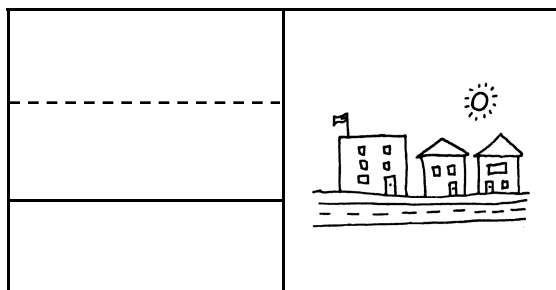
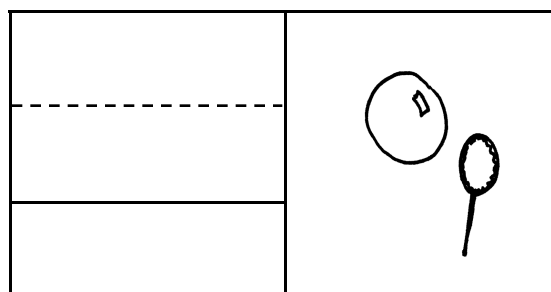
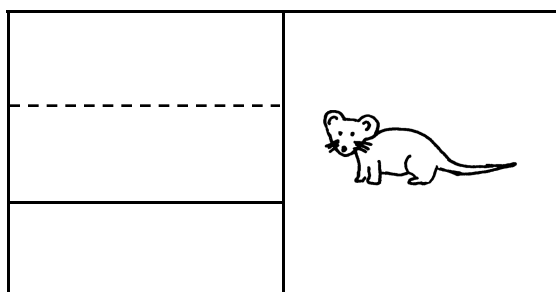
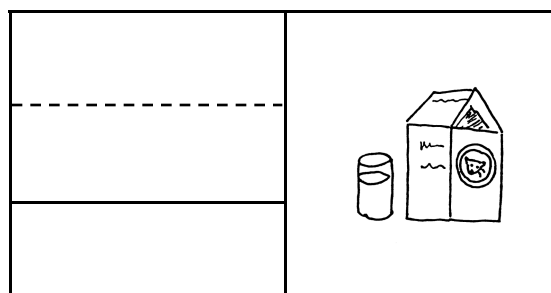
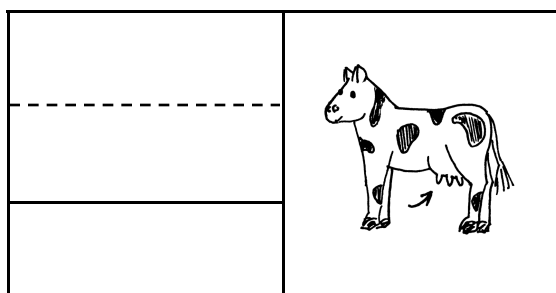
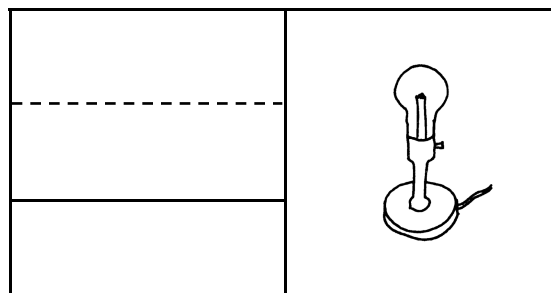
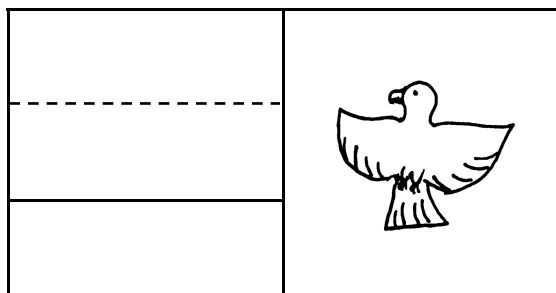
	

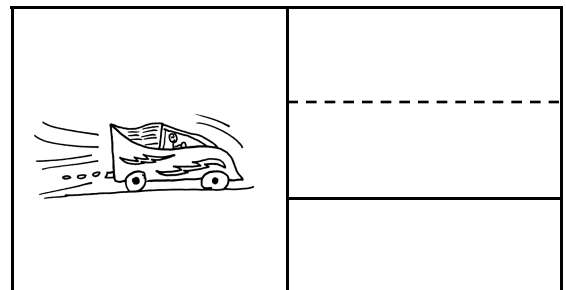
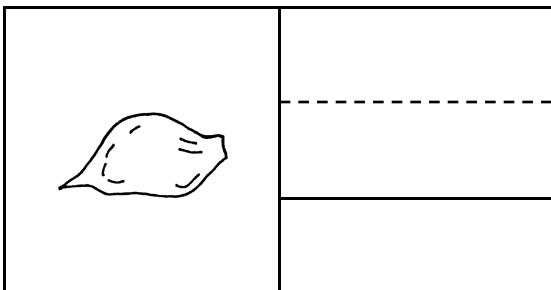
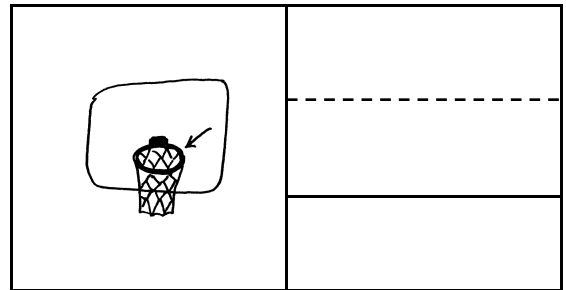
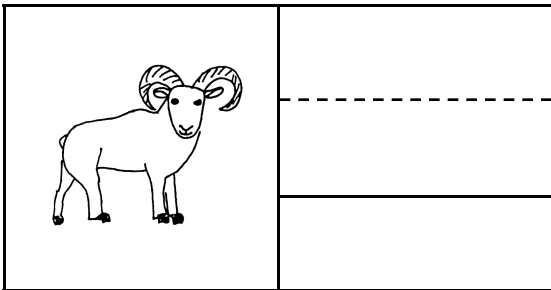
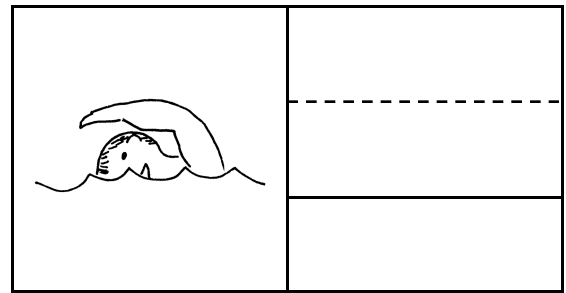
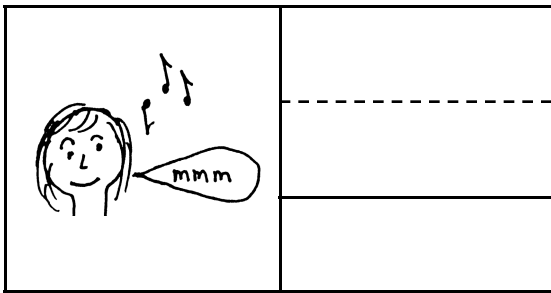
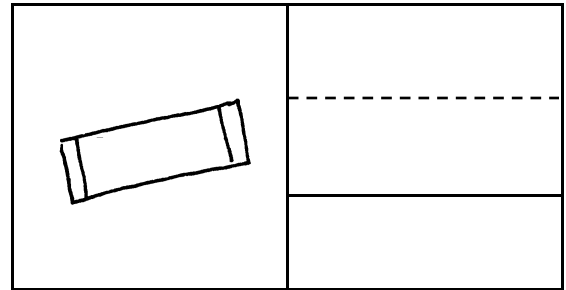
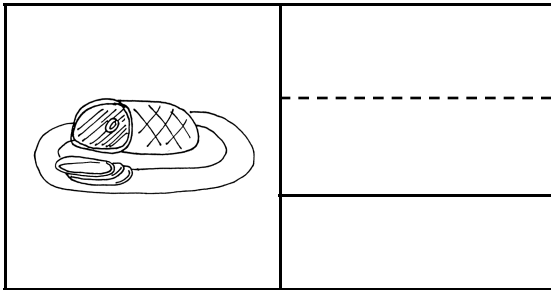
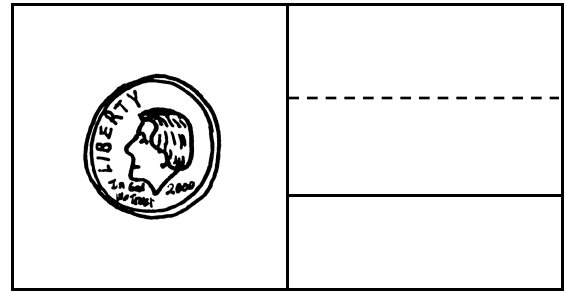
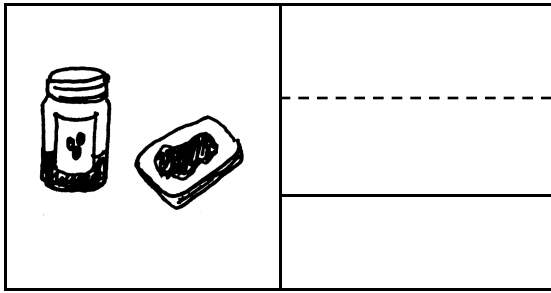
Write **m** or **b** to show the beginning sound for each picture: mud, ball, moon, me, book, moth, bear, boy.

# Beginning Sound Review - t, i, h, l, n, w, u, b, m



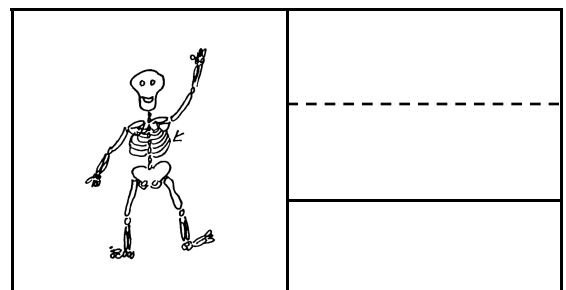
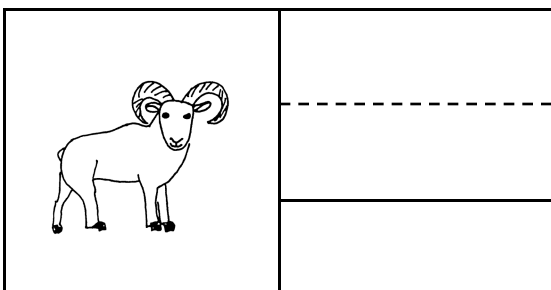
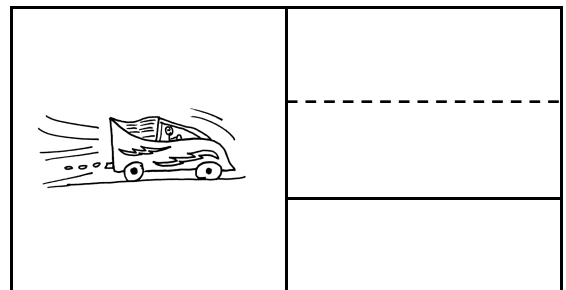
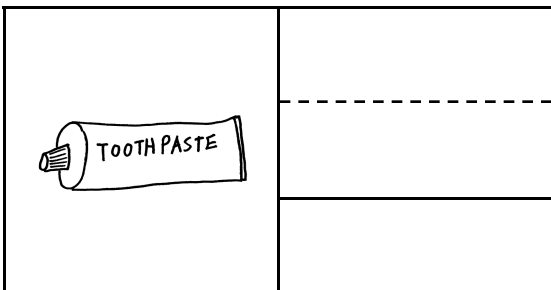
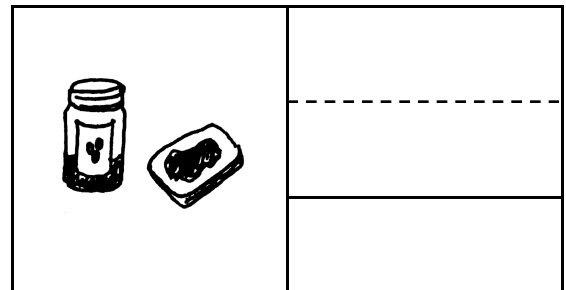
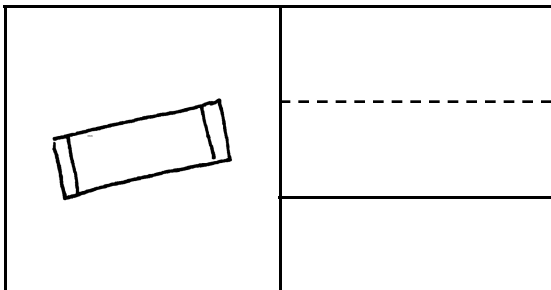
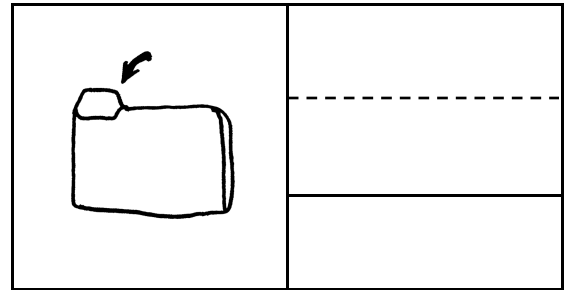
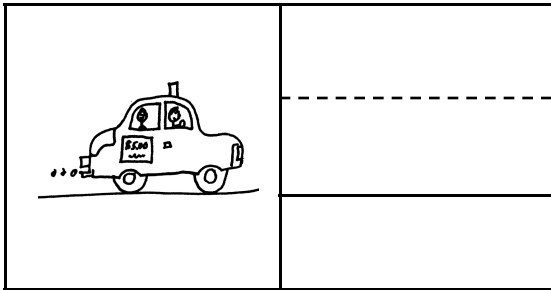
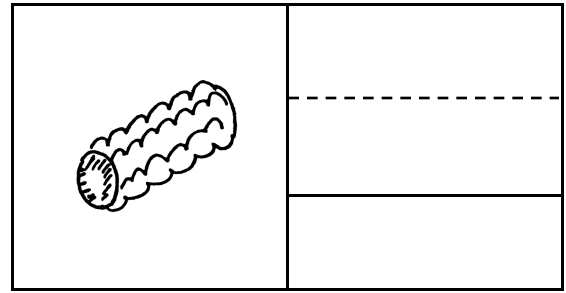
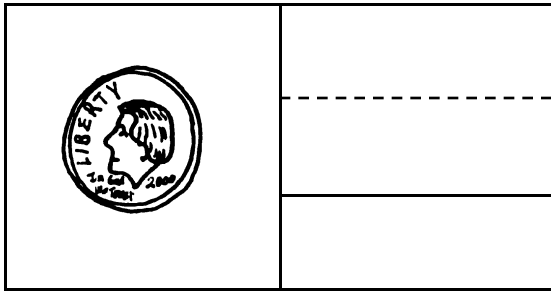
Write a letter to show the beginning sound for each picture: hawk, udder, mouse, town, nest, light, milk, bubble, wave, Indian.

# Ending Sound - m



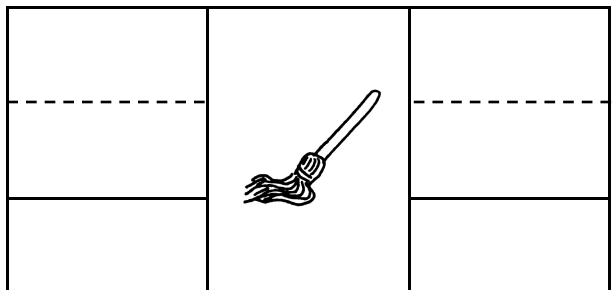
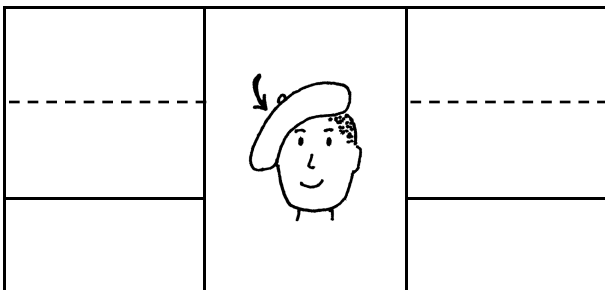
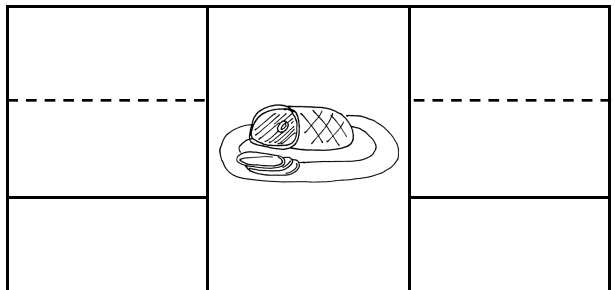
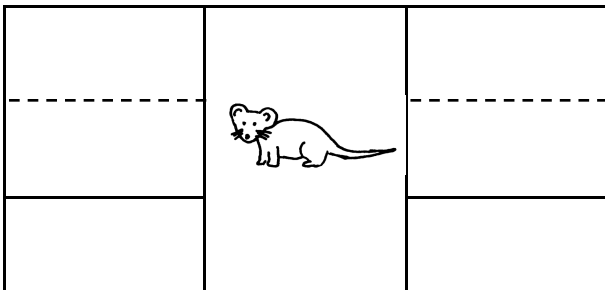
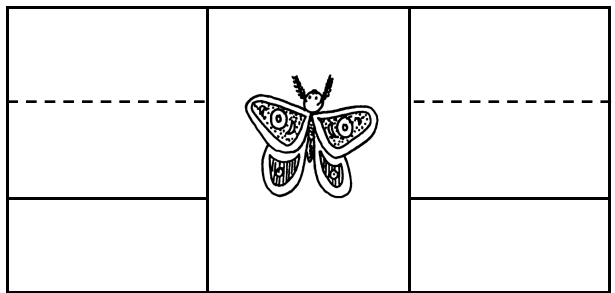
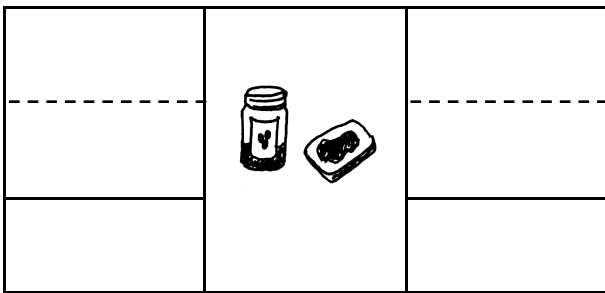
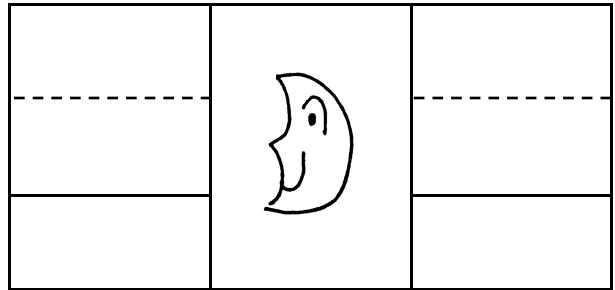
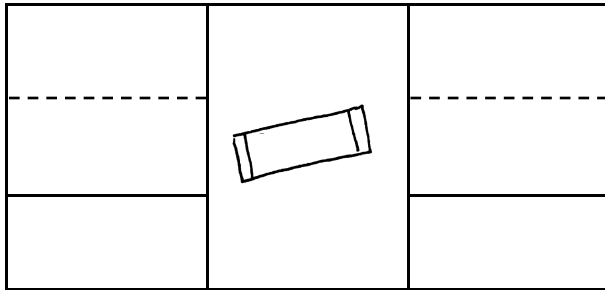
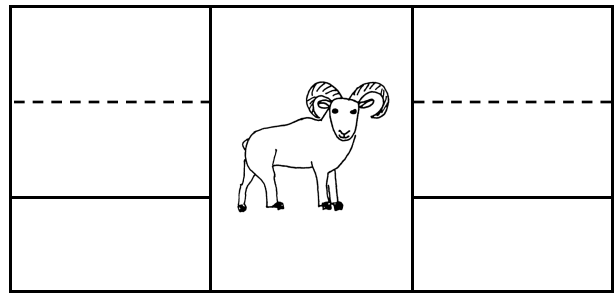
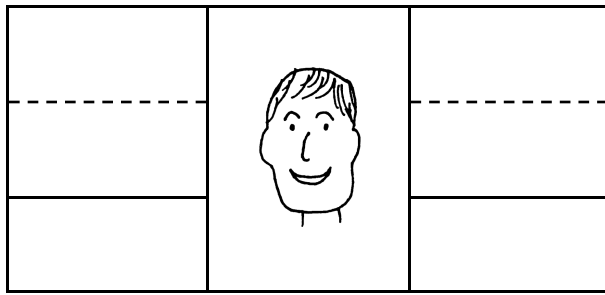
Write **b** to show the ending sound for each picture: jam, ham, hum, ram, yam,  
dime, gum, swim, rim, zoom.

## Ending Sound Discrimination - m or b



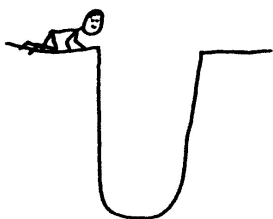
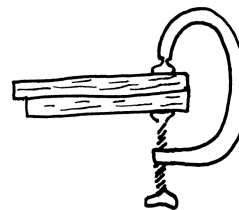
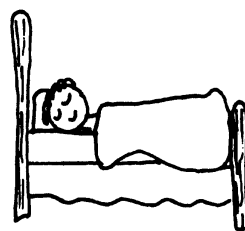
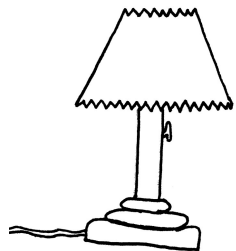
Write **m** or **b** to show the ending sound for each picture: dime, cab, gum, tube, ram, cob, tab, jam, zoom, rib.

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

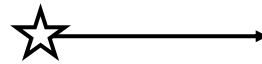
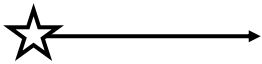


If **m** comes at the beginning, write it before the picture. If **m** comes at the end, write it after the picture: man, gum, jam, mouse, tam, ram, moon, moth, ham, mop.





lamp-clamp, cloth-moth, float-coat,  
deep-sleep, clown-frown



ut

ul

un

ub

um

tu

hu

lu

nu

wu

bu

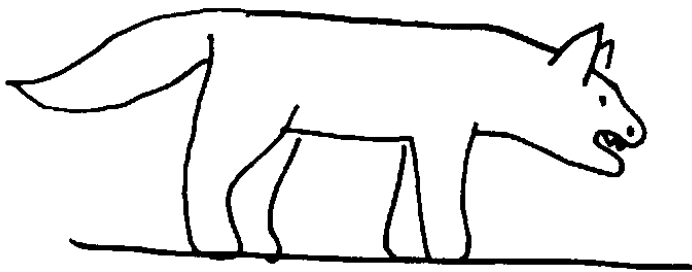
mu

We're going to read some more silly sounds. This time we're going to use two different short vowel sounds.

We will practice putting two letter sounds together. We want to slide the sounds together smoothly, without a break. Put your finger under the first pair of letters. Watch the letters and slide your finger to the right while you listen to me say the sounds. Then slide your finger again while you say the sounds.

Remember, if you learn to read silly sounds, you'll be ready to learn real words very soon!

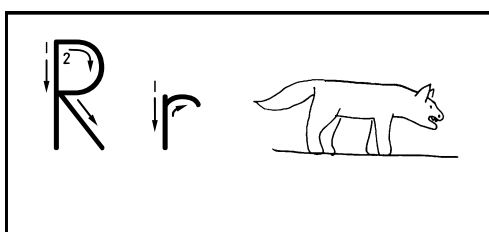
Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



R r

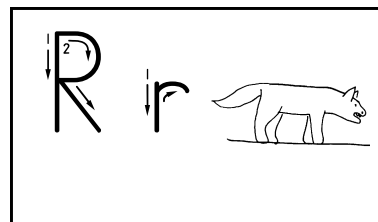
R r

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



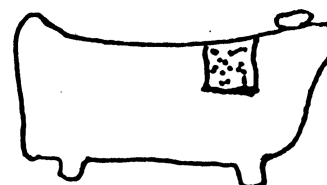
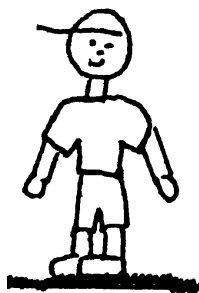
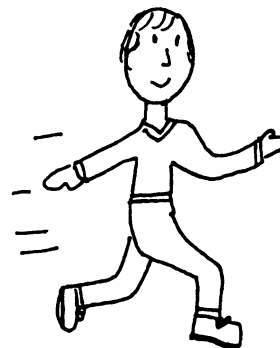
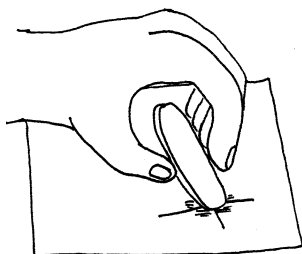
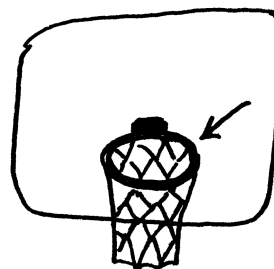
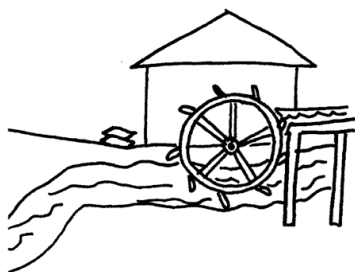
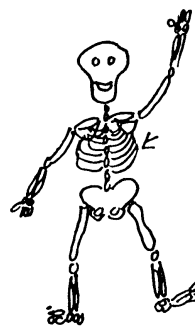
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.






R R R	
r r r	
R r R r	
i h l n w u	
B b M m	


Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.




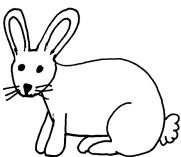
(h-u-m, r-i-b, m-i-ll, r-i-m, r-u-b, r-u-n, h-i-m, t-u-b) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** -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

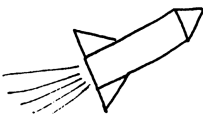
# Beginning Sound - r


		
	<p>run</p>	

























Trace the **r** and write more **r**'s to fill the line. Write **r** to show the beginning sound for each picture: rhino, rabbit, rain, rose, rope, rocket, rattle, ring.




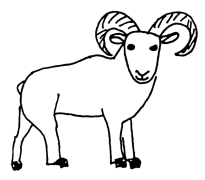
# Beginning Sound Discrimination - m, r


			
	mop		run


	


	


	

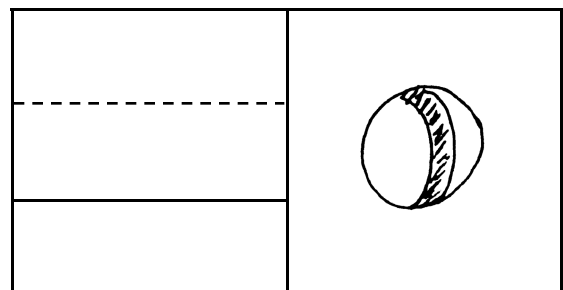
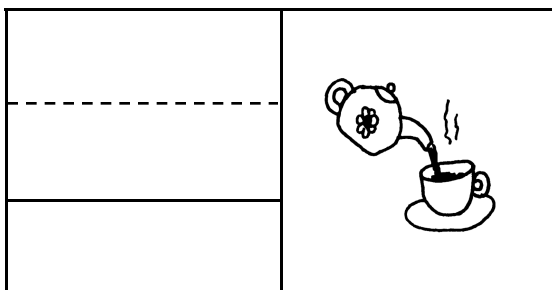
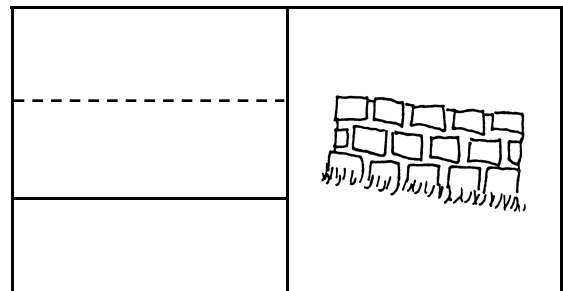
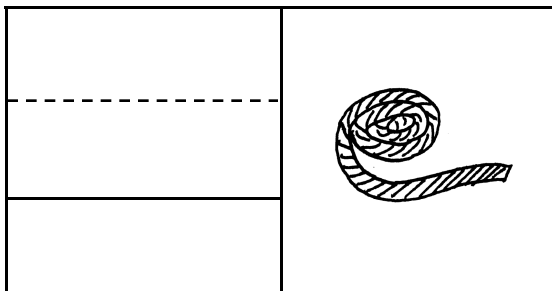
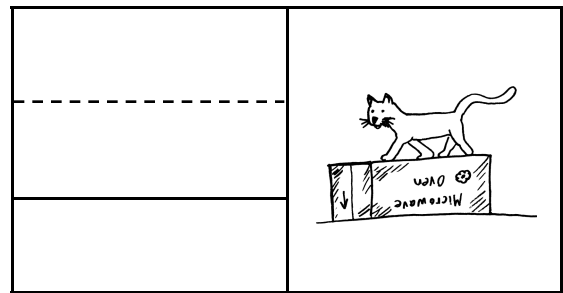
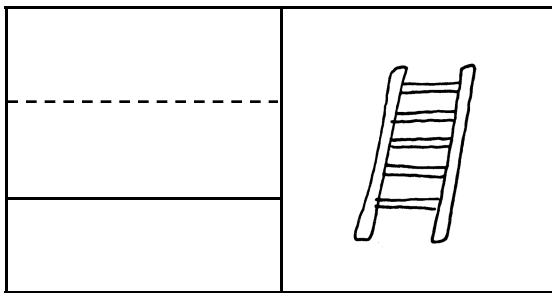
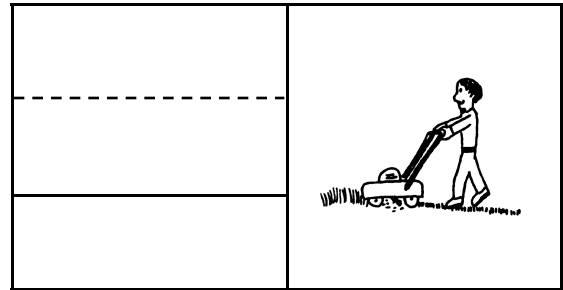
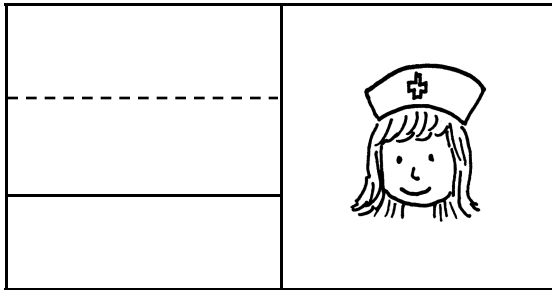
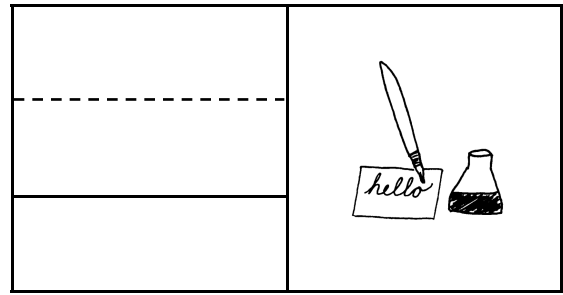
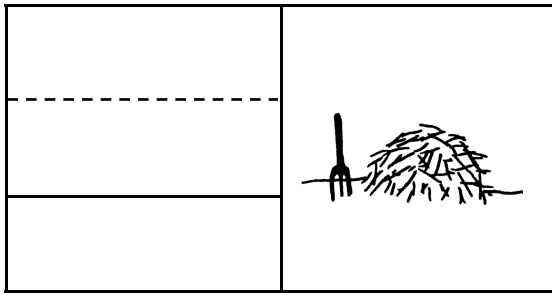
	

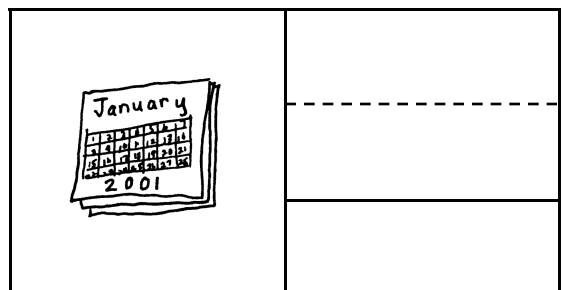
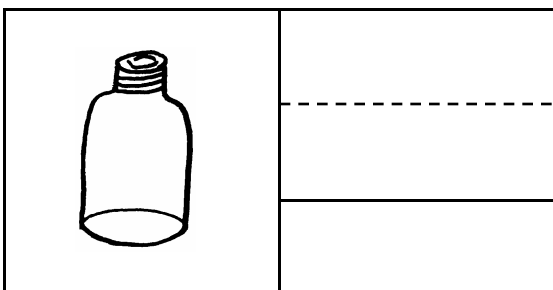
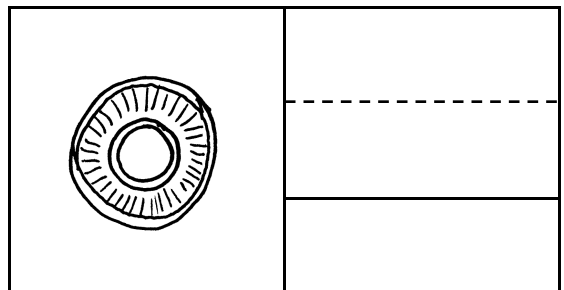
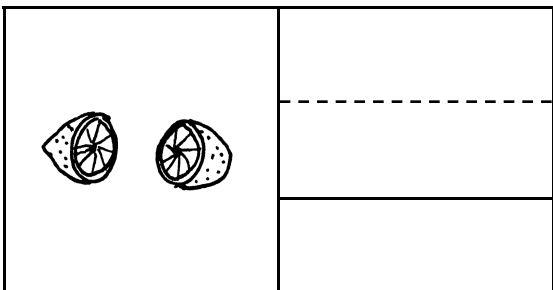
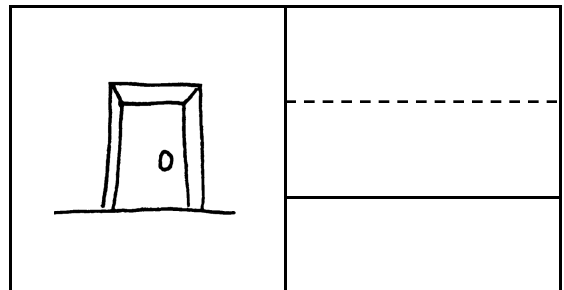
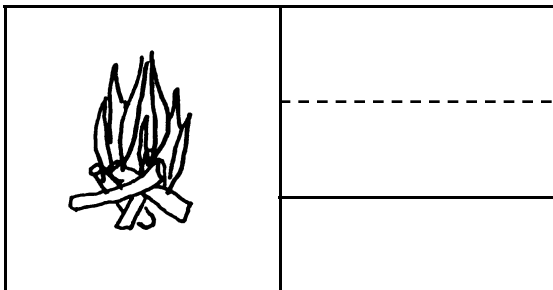
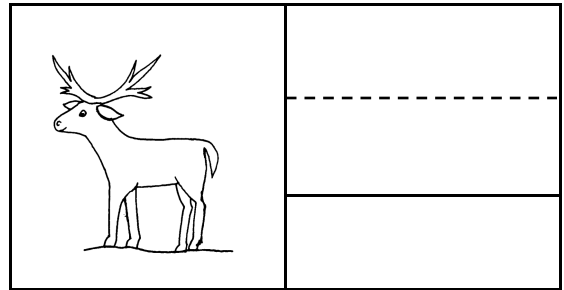
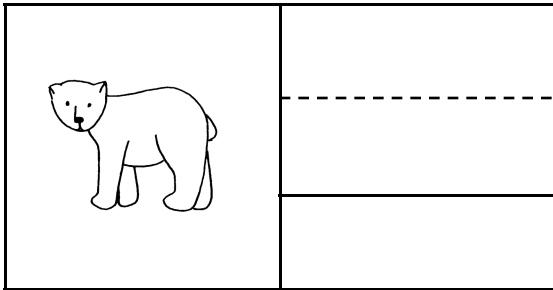
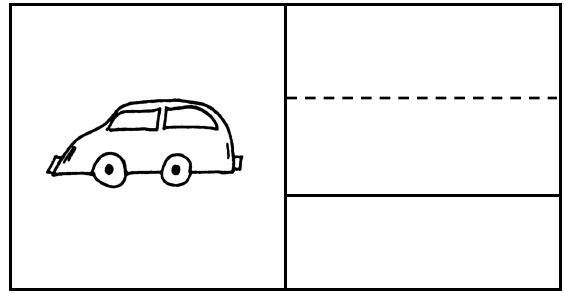
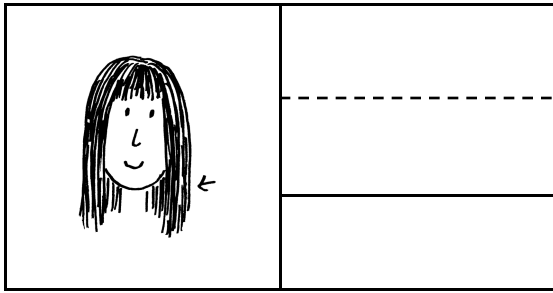
Write **b** or **r** to show the beginning sound for each picture: mow, mud, river, man, raise, ram, milk, rhino

# Beginning Sound Review - t, i, h, l, n, w, u, b, m, r



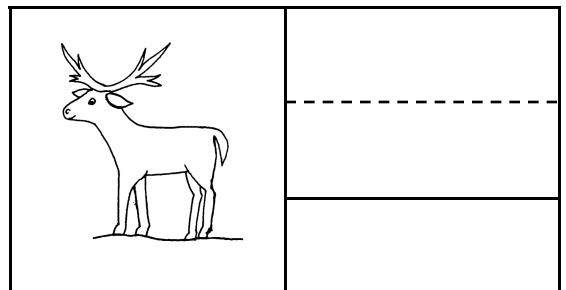
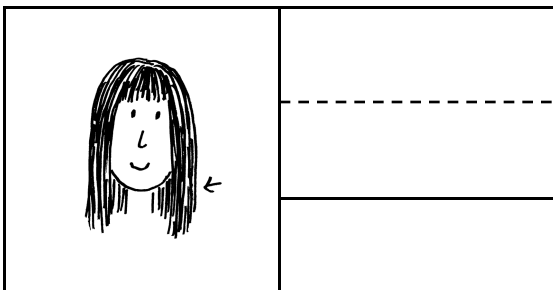
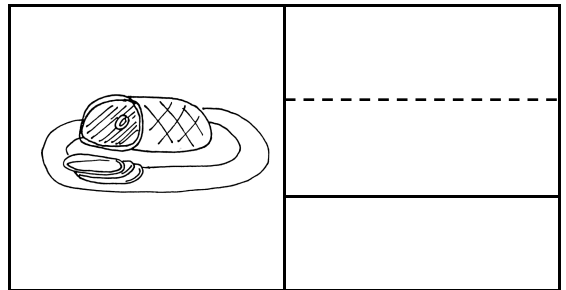
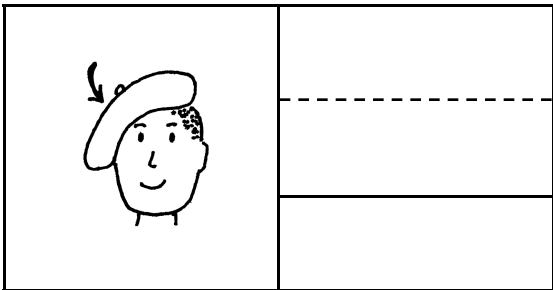
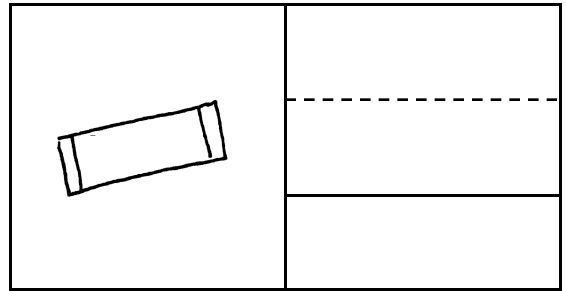
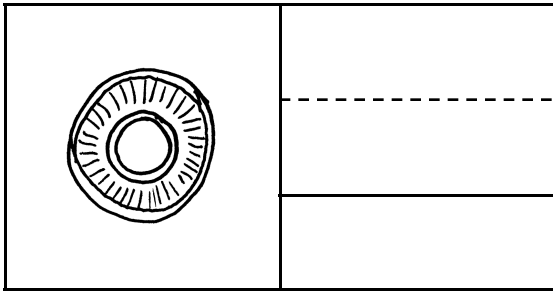
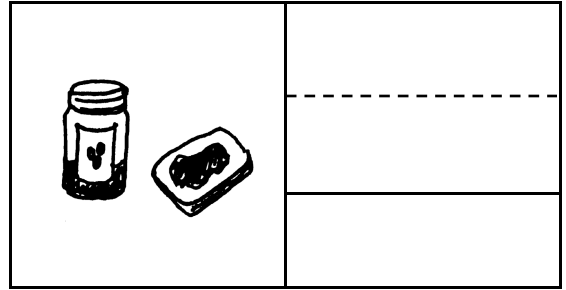
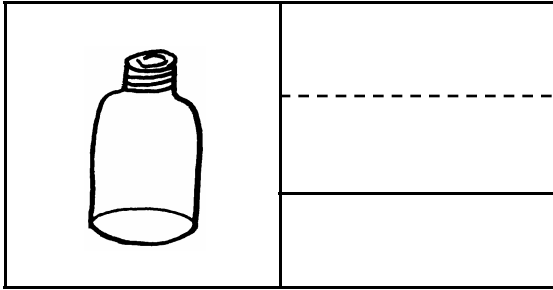
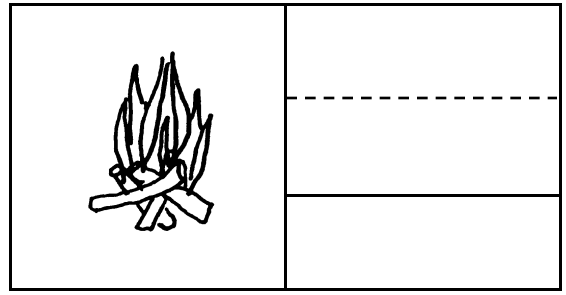
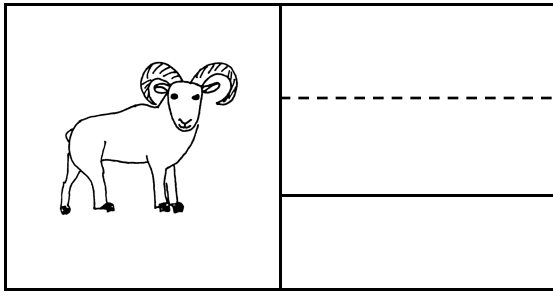
Write a letter to show the beginning sound for each picture: hay, nurse, ladder, rope, tea, ink, mow, upon, wall, ball.

## Ending Sound - r



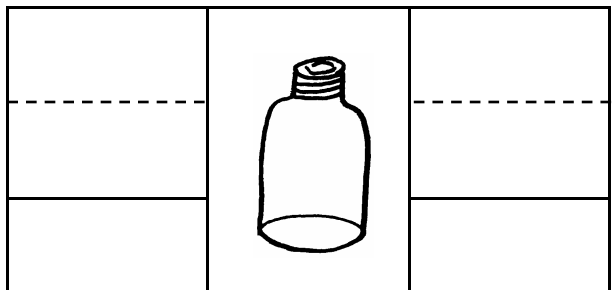
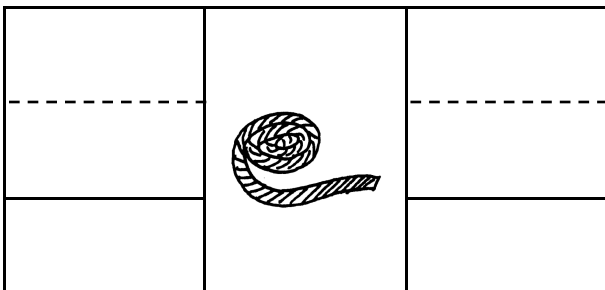
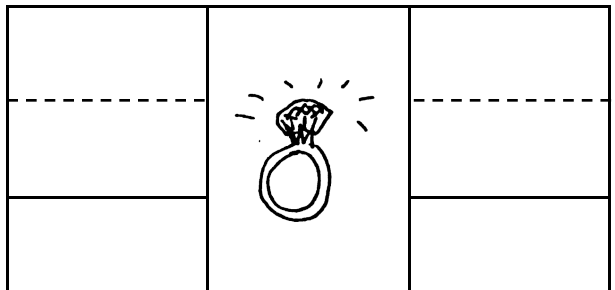
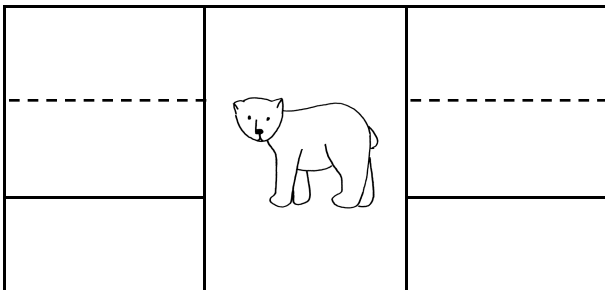
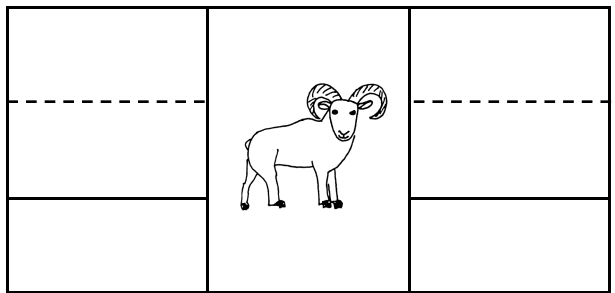
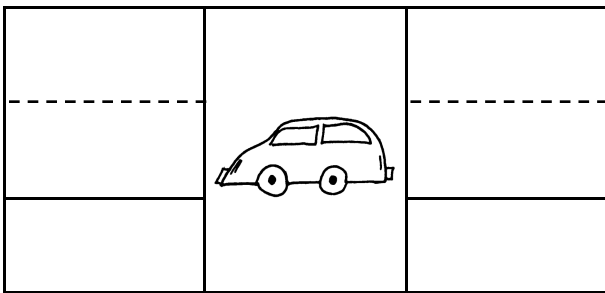
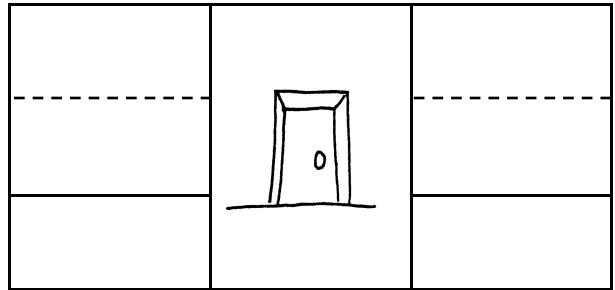
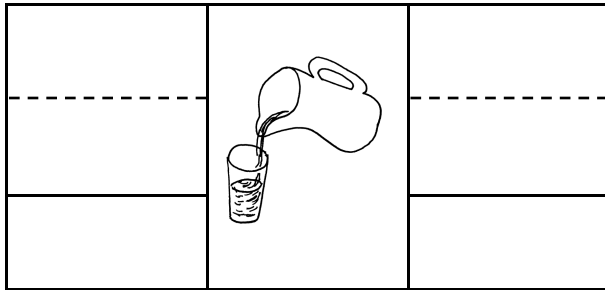
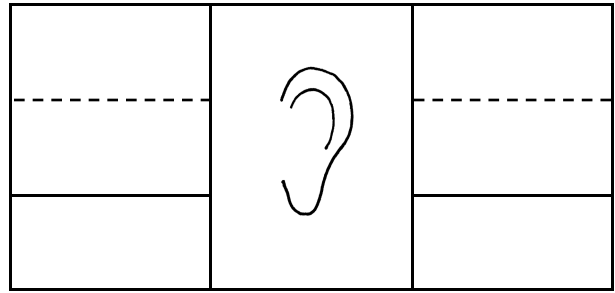
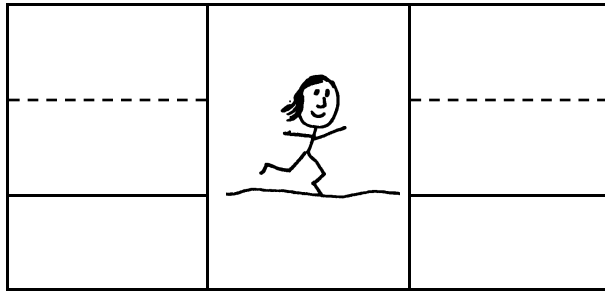
Write **r** to show the ending sound for each picture: hair, bear, fire, sour, jar, car, deer, door, tire, year.

## Ending Sound Discrimination - r or m

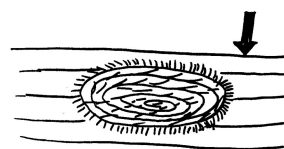
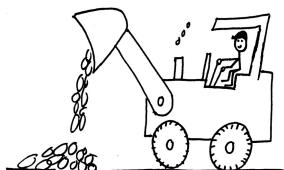
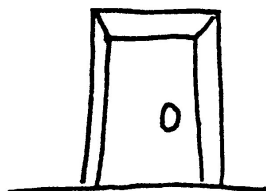
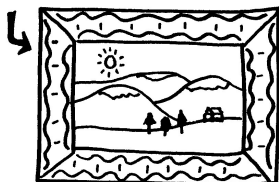
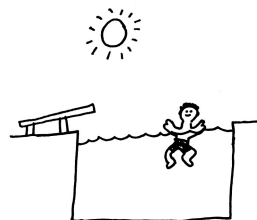
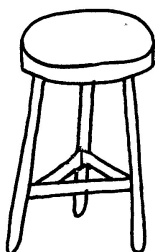
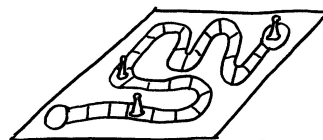


Write **m** or **r** to show the ending sound for each picture: ram, jar, tire, tam, hair, fire, jam, gum, ham, deer.

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

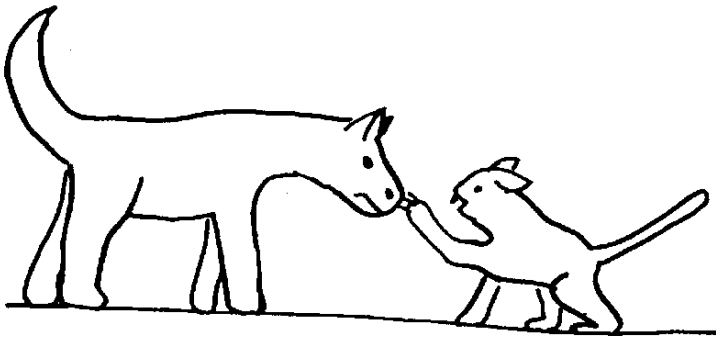


If **r** comes at the beginning, write it before the picture. If **r** comes at the end, write it after the picture: run, pour, car, bear, rope, ear, door, ram, ring, jar.



twist-fist, stool-pool, frame-game,  
door-floor, dump-jump

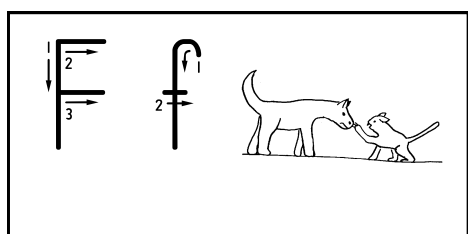
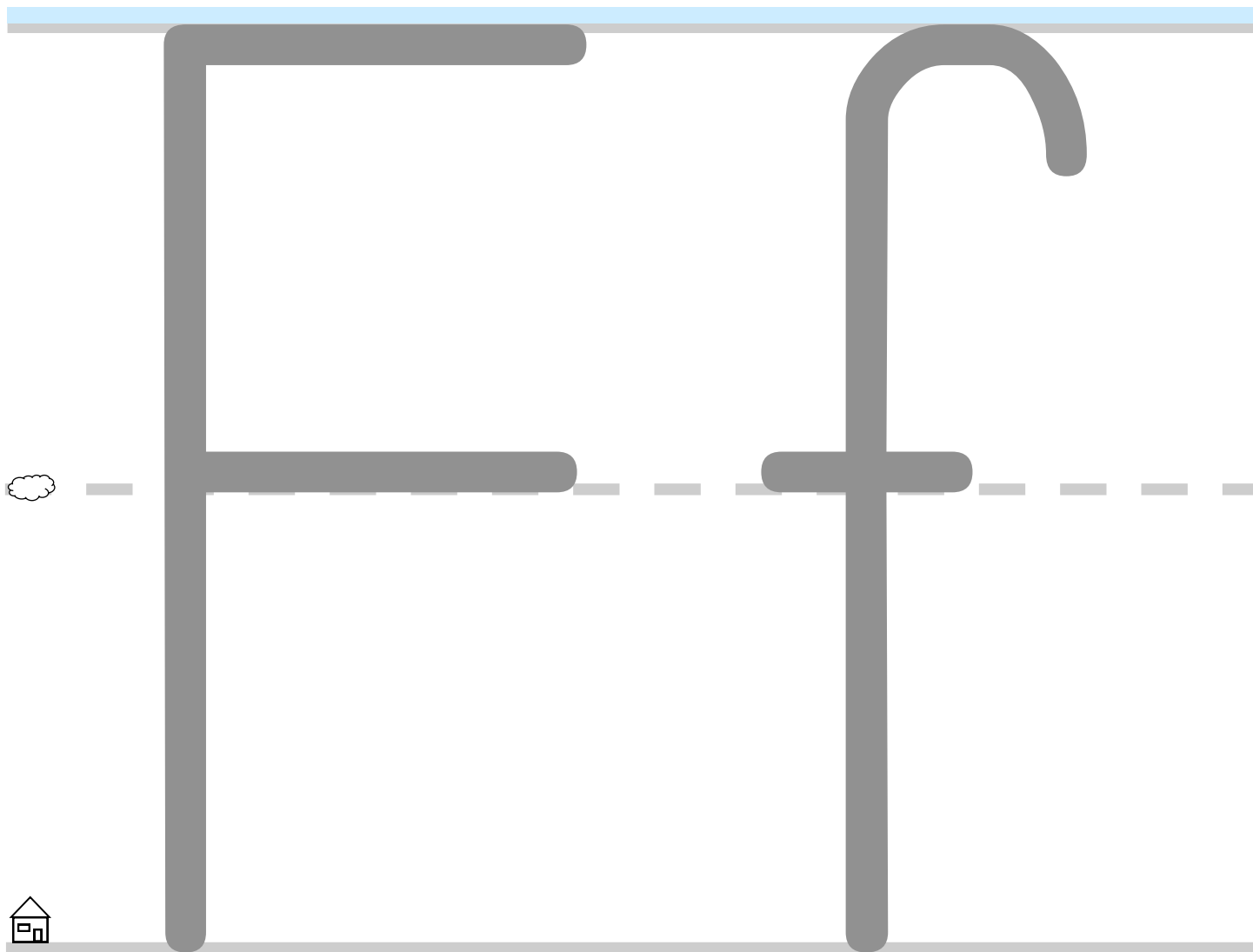
The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “Ffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



F f

F f

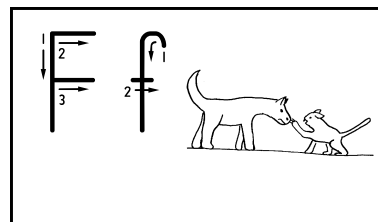
Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

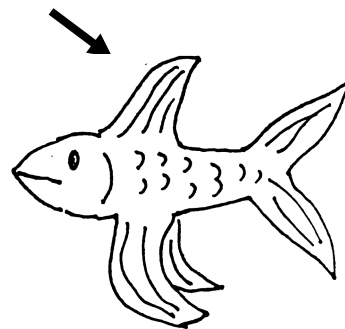
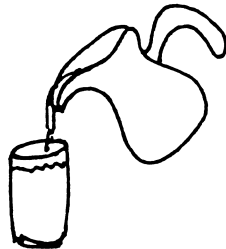
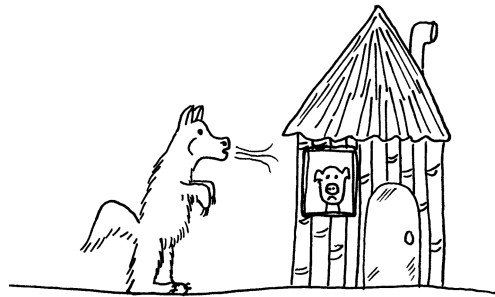
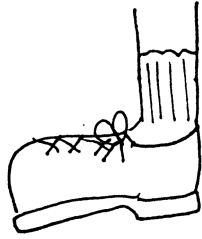


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher 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 following the same steps, saying only the letter sound each time you trace.




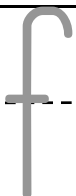
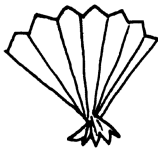
F	F	F			
f	f	f			
Ff	Ff				
l	n	w	u	b	
M	m	R	r		

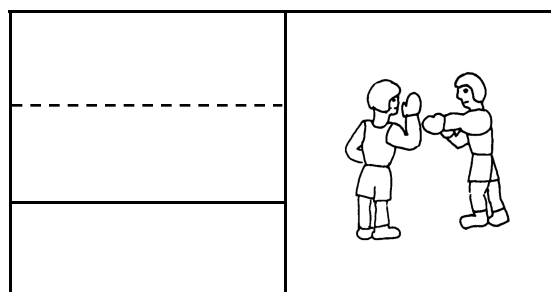
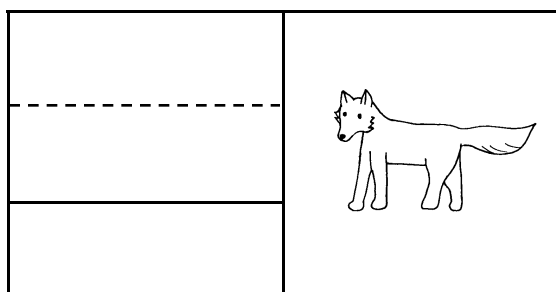
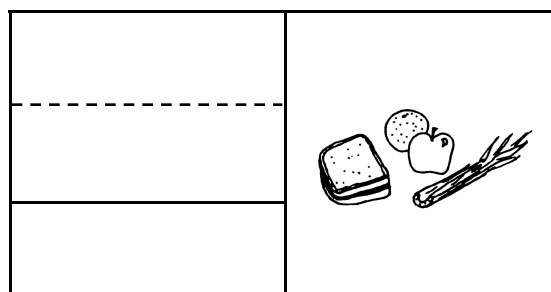
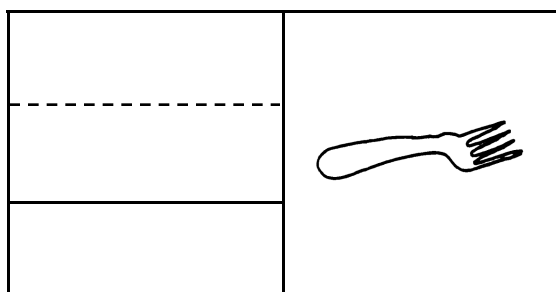
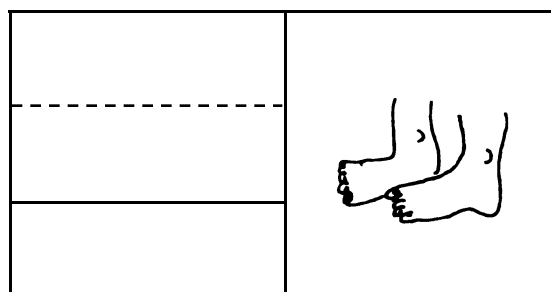
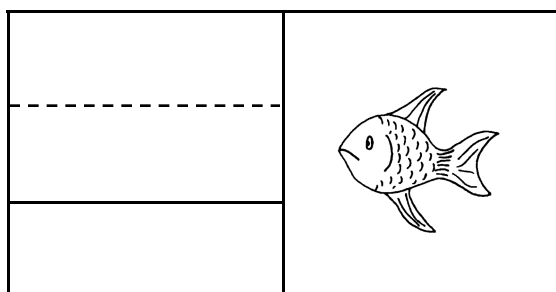
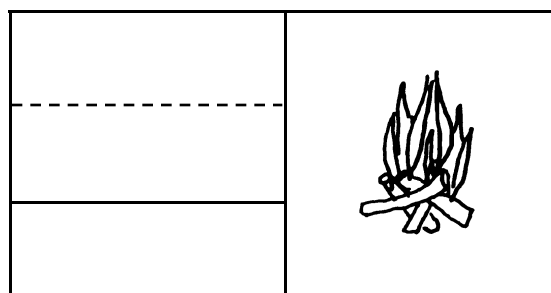
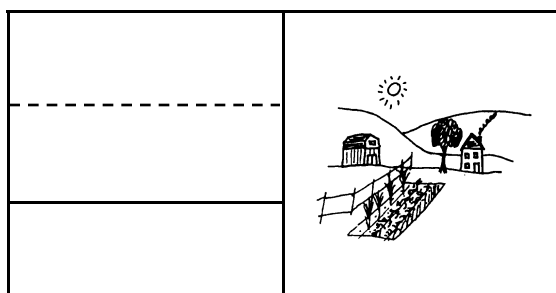
Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



(f-i-t, f-i-b, m-u-ff, h-u-ff, f-i-ll, r-u-n, f-u-n, f-i-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.




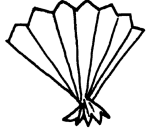
# Beginning Sound - f


		
		fan




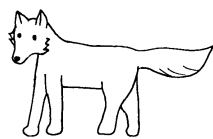
Trace the **f** and write more **f**s to fill the line. Write **f** to show the beginning sound for each picture: farm, fish, fork, fox, fire, feet, food, fight.


# Beginning Sound Discrimination - r, f


			
	run		fan

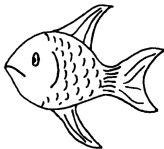
	

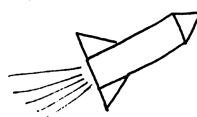
	

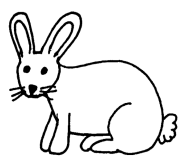
	

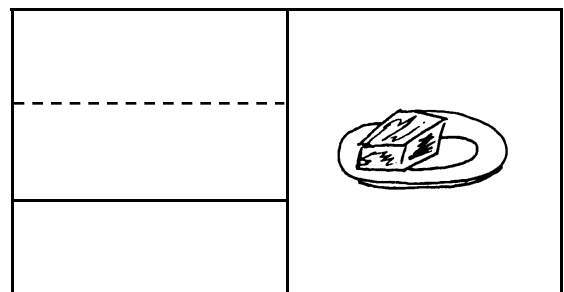
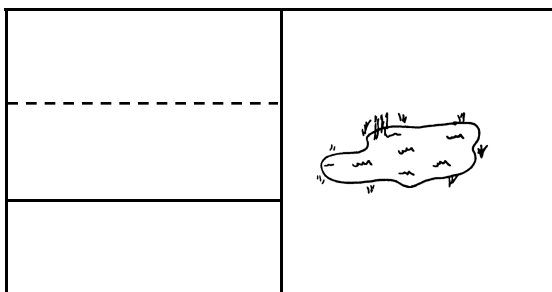
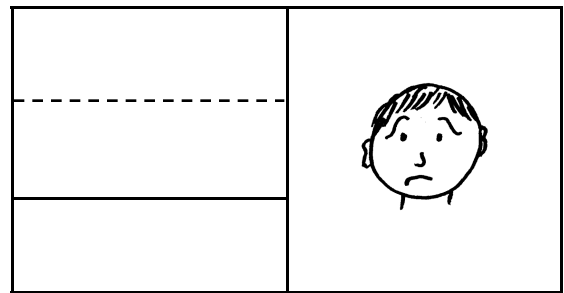
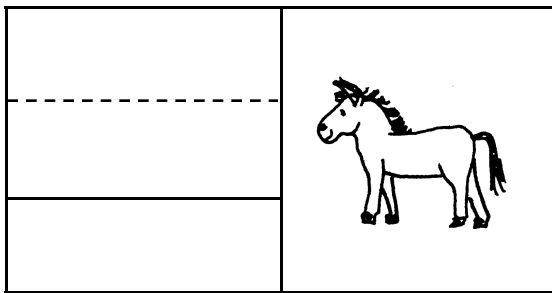
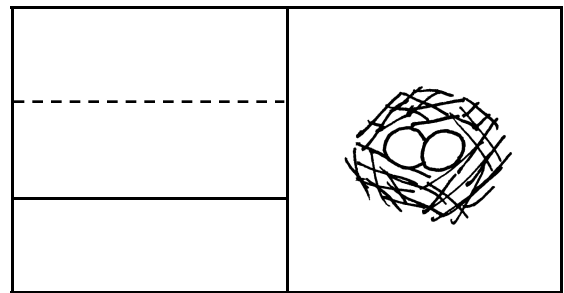
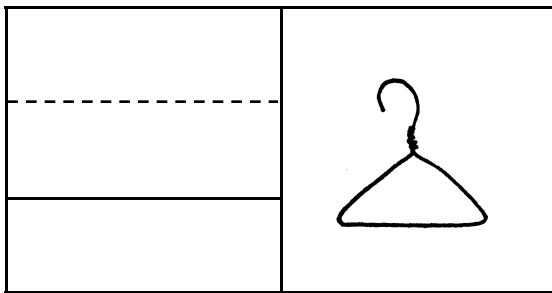
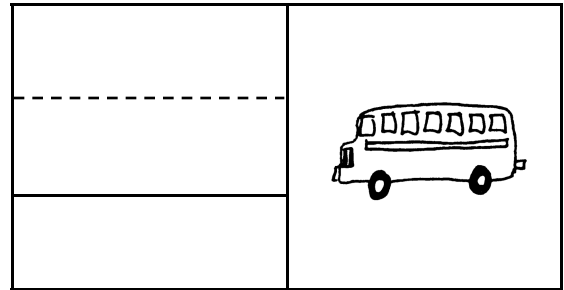
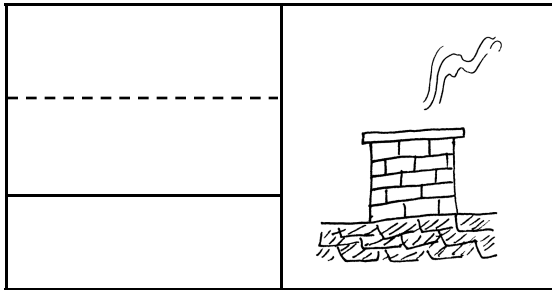
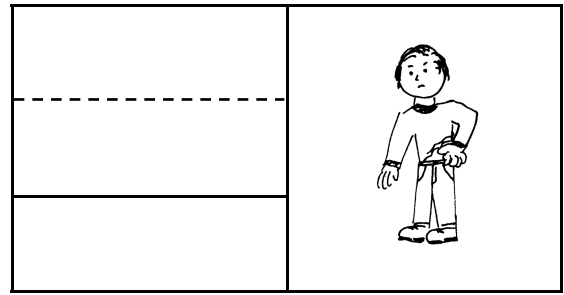
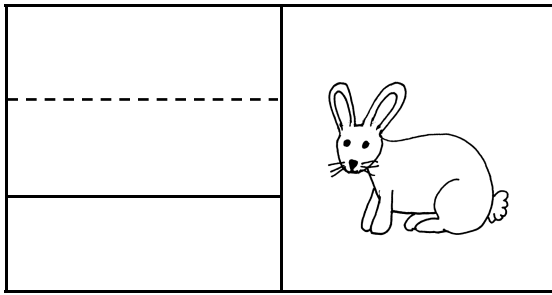
	

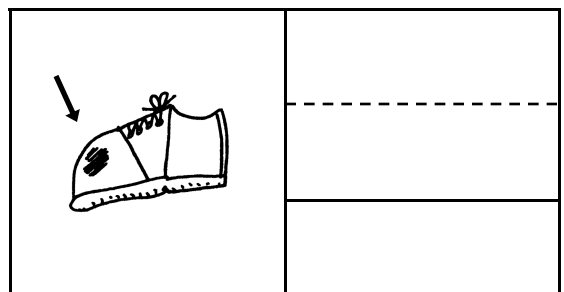
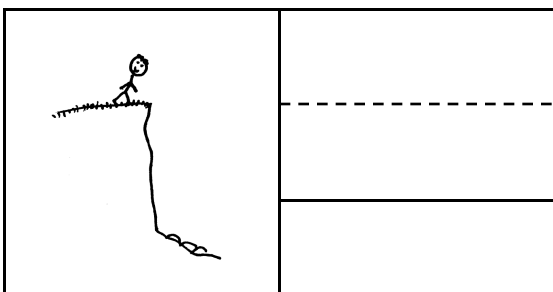
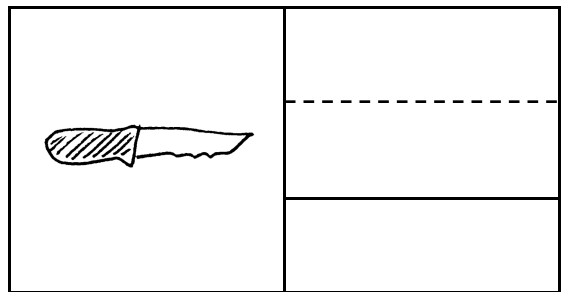
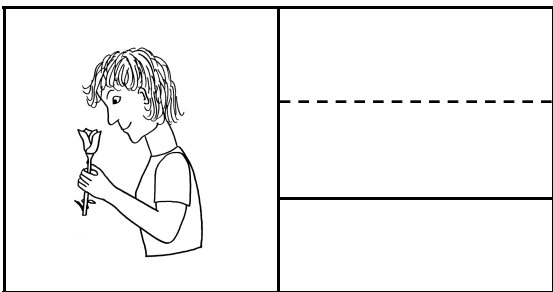
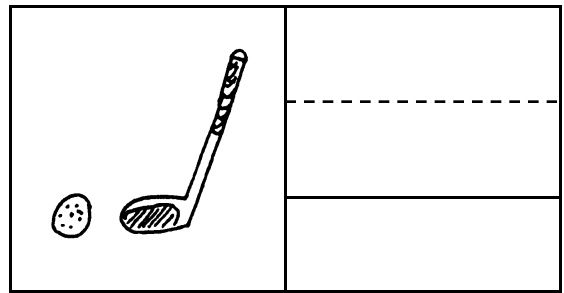
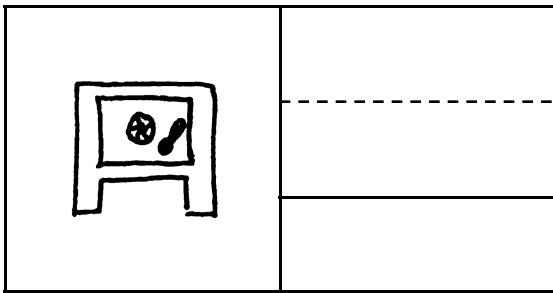
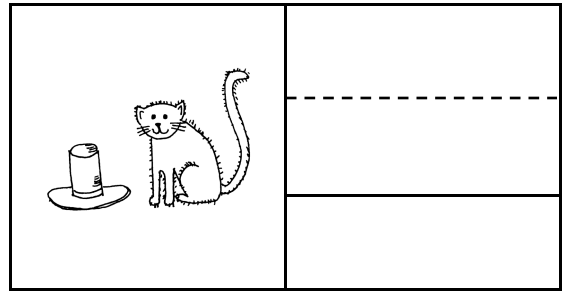
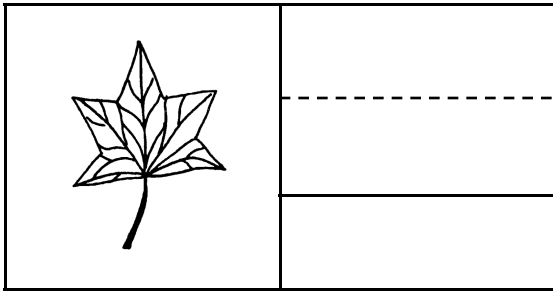
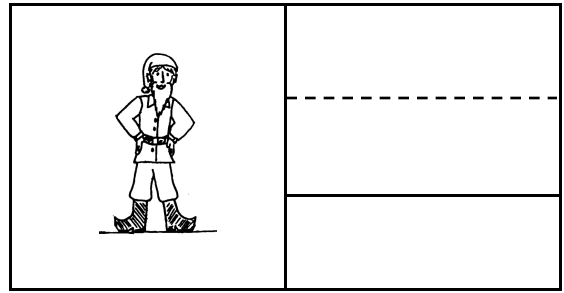
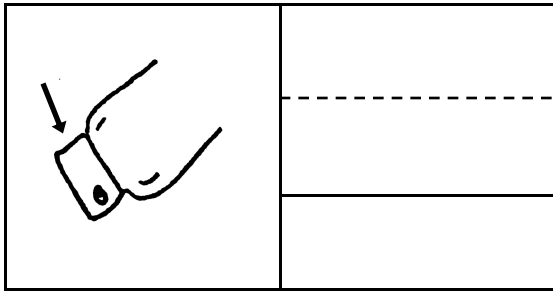
Write **r** or **f** to show the beginning sound for each picture: feet, fox, rose, rocket, ring, farm, fish, rabbit.

# Beginning Sound Review - i, h, l, n, w, u, b, m, r, f



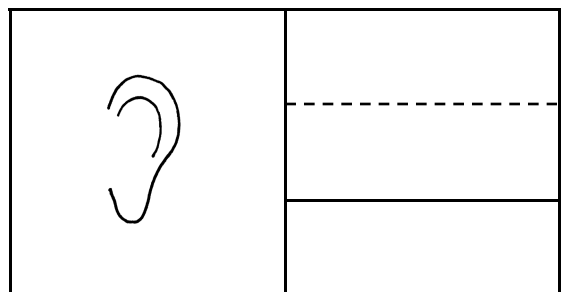
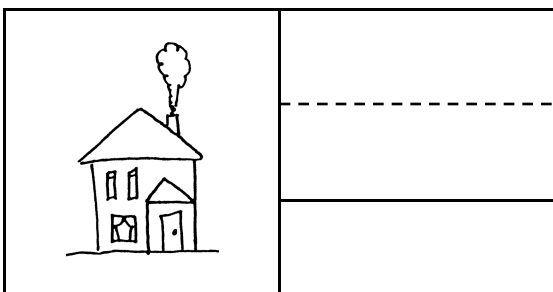
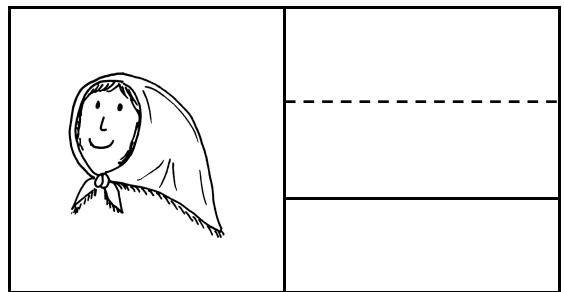
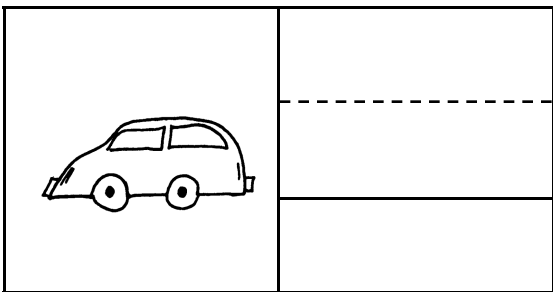
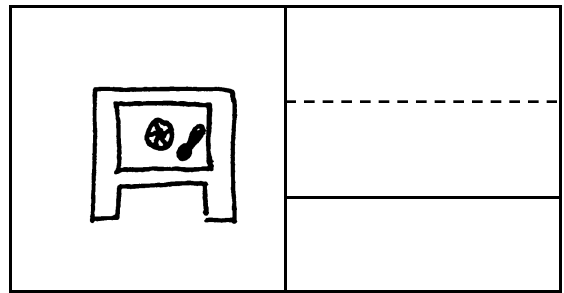
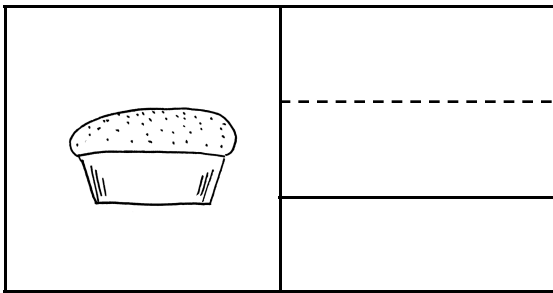
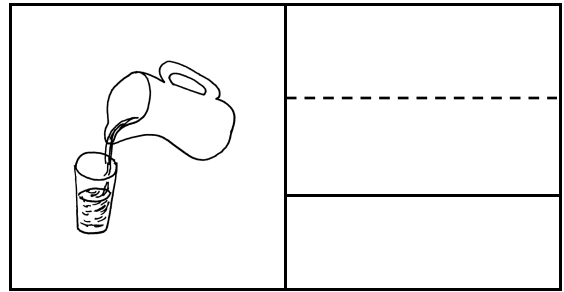
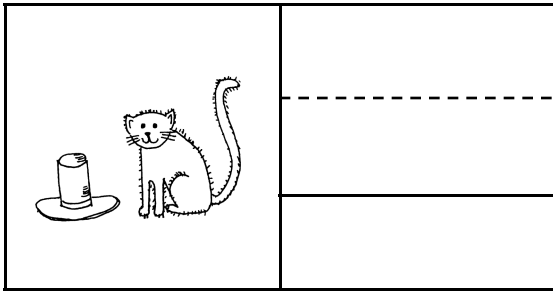
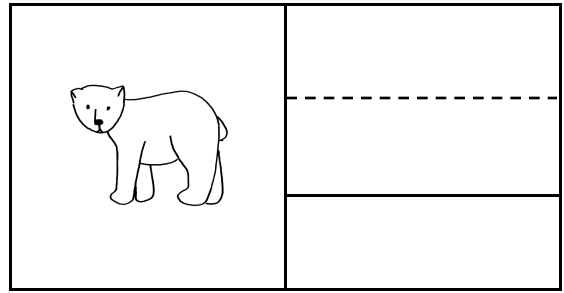
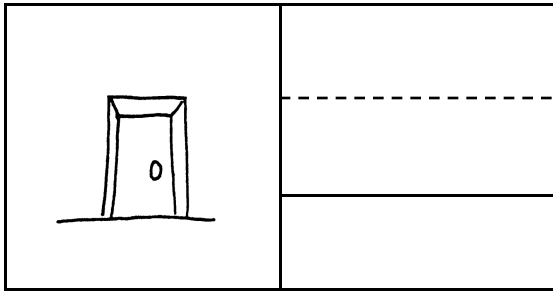
Write a letter to show the beginning sound for each picture: rabbit, wisp, hanger, mule, lake, itch, bus, nest, upset, fudge.

# Ending Sound - f



Write **f** to show the ending sound for each picture: cuff, leaf, safe, sniff, cliff, elf, off, golf, knife, scuff.

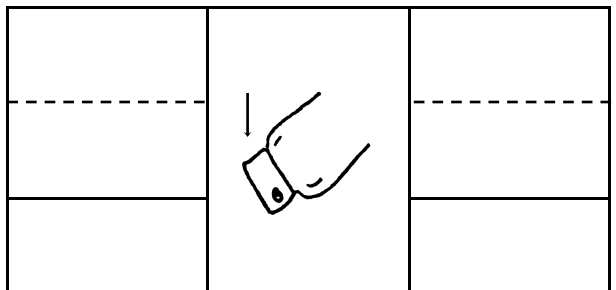
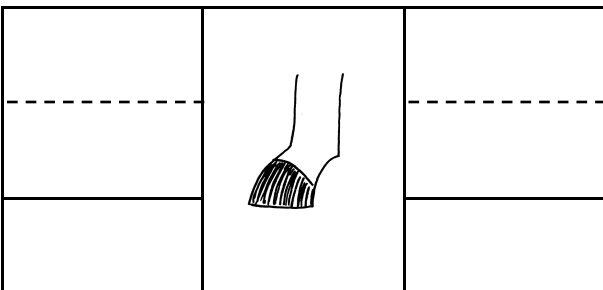
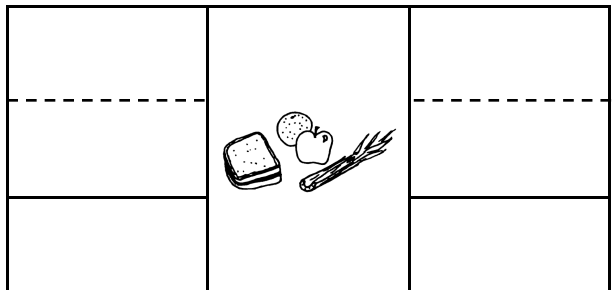
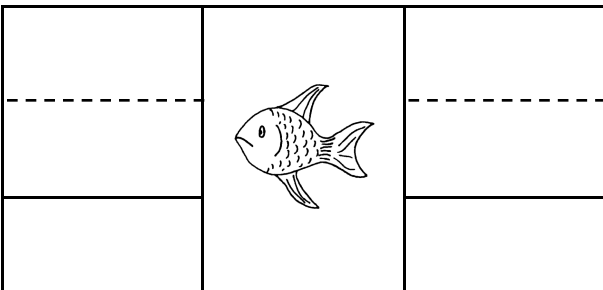
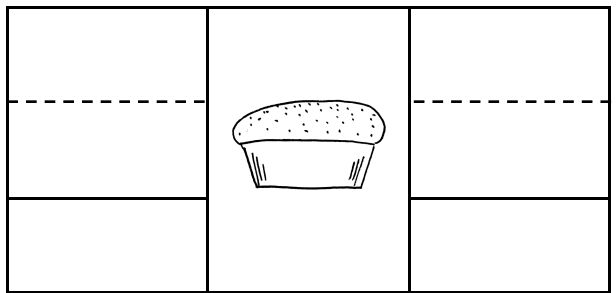
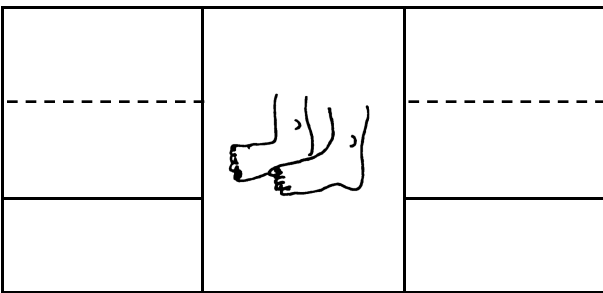
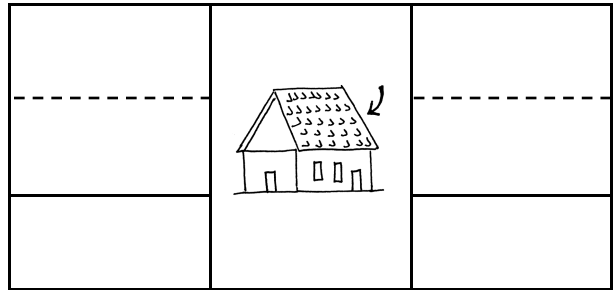
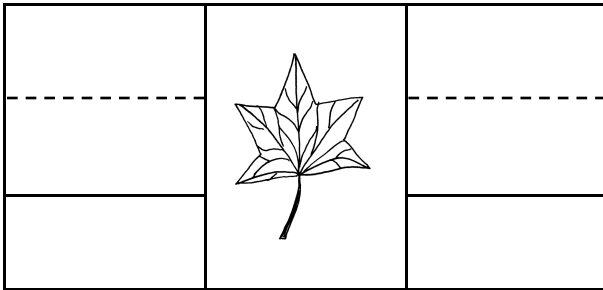
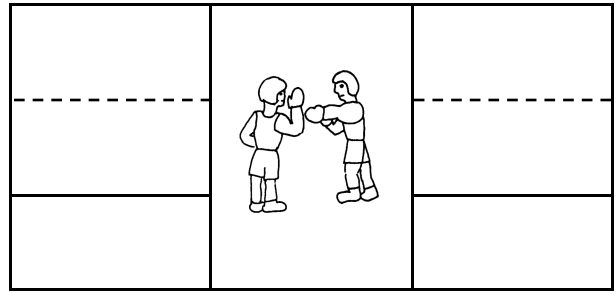
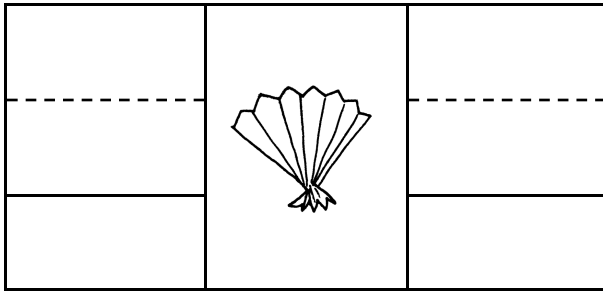
## Ending Sound Discrimination - f or r



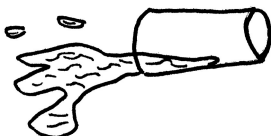
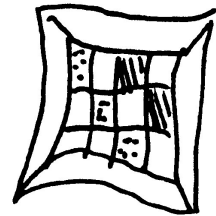
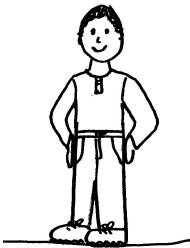
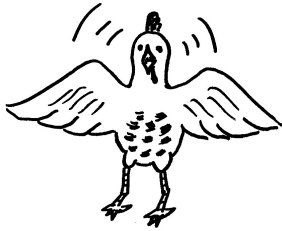
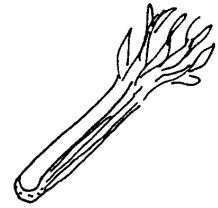
Write **r** or **f** to show the ending sound for each picture: door, off, loaf, car, puff, bear, pour, safe, scarf, ear.



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

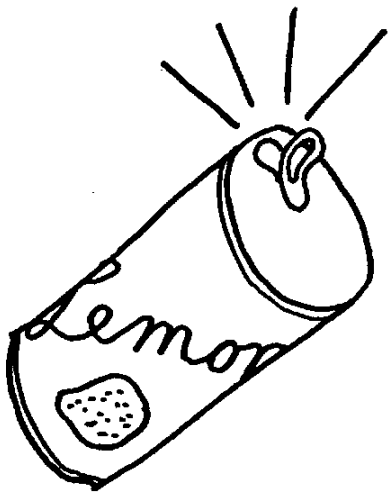


If **f** comes at the beginning, write it before the picture. If **f** comes at the end, write it after the picture: fan, leaf, feet, fish, hoof, fight, roof, loaf, food, cuff.



me-ski, squawk-stalk, stood-wood,  
wilt-quilt, spill-hill

“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.



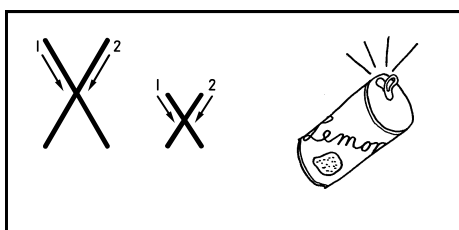
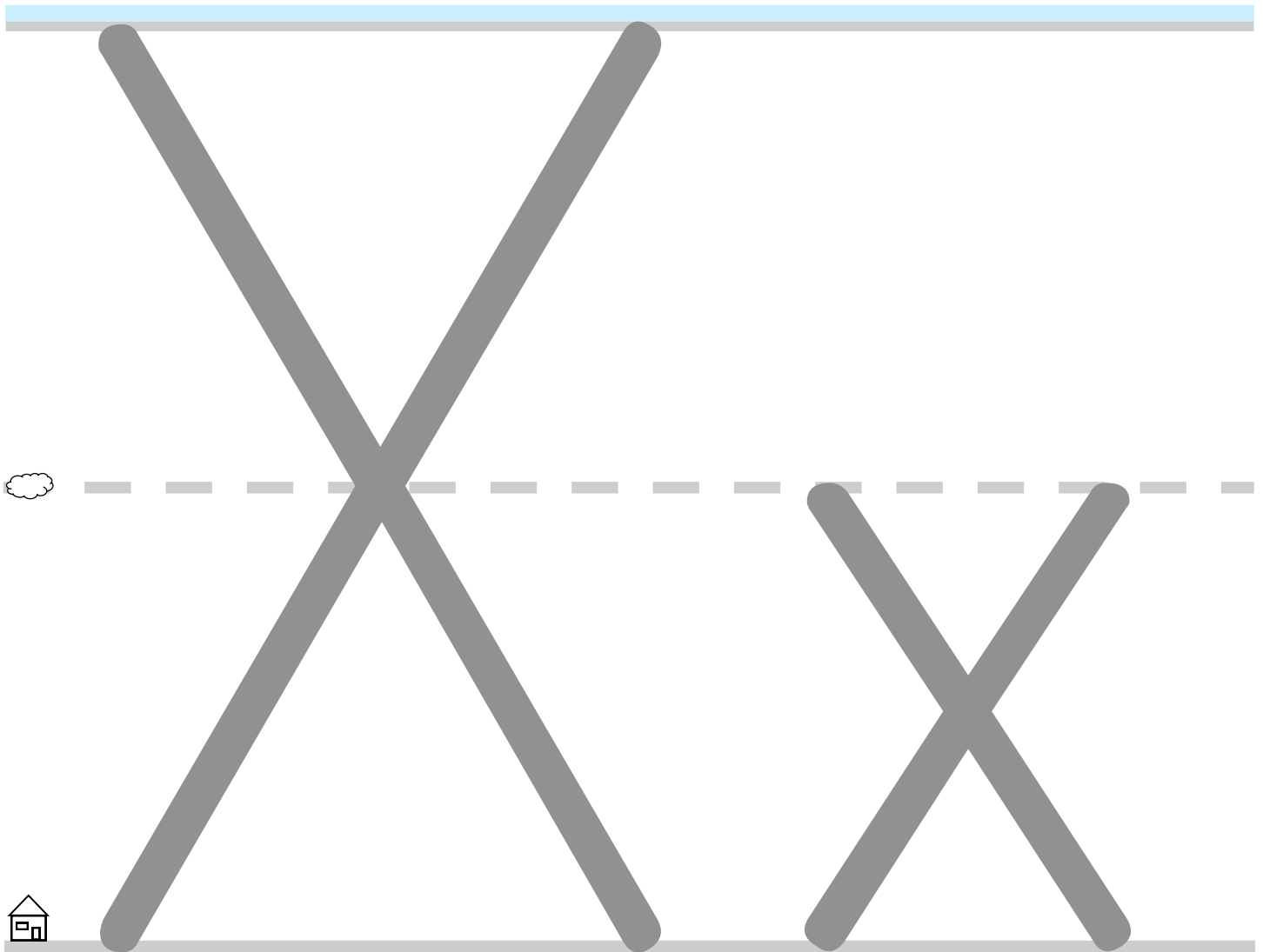
X

x

X

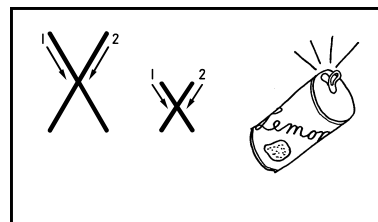
X

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



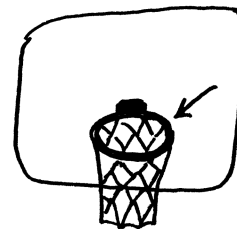
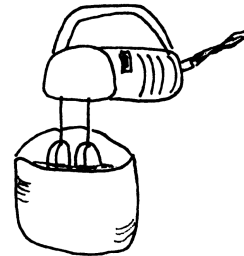
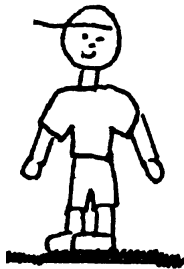
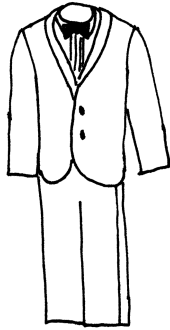
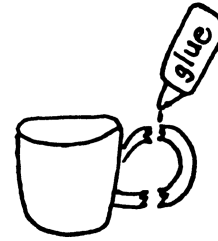
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.




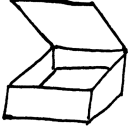
X	X	X			
x	x	x			
X	x		X	x	
w		u	b	m	
R	r		F	f	

Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.

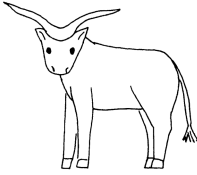



(f-u-n, f-i-x, t-u-x, m-u-ff, h-i-m, m-i-x, h-u-ff, r-i-m) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting**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

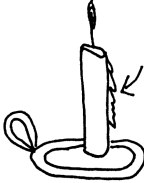
# Ending Sound - x


	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>	
		box


<div style="font-size: 48px; text-align: center;">6</div>	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>
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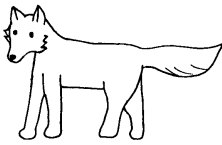
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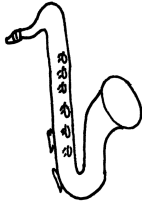
	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>
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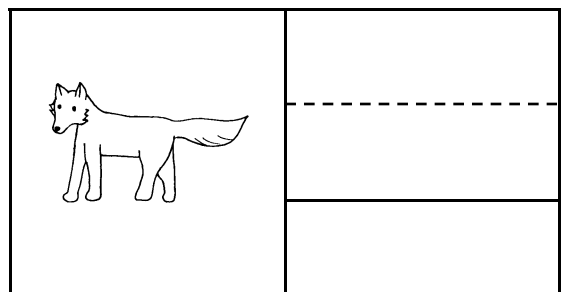
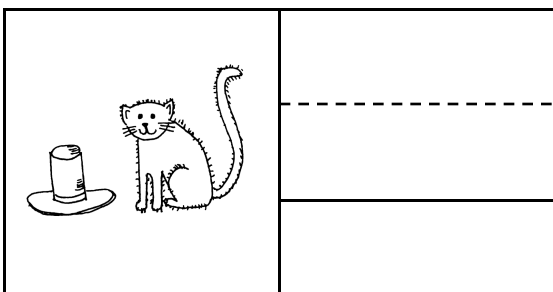
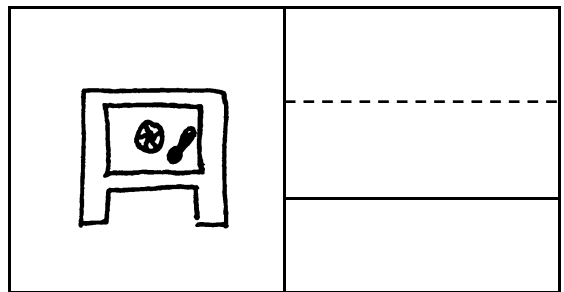
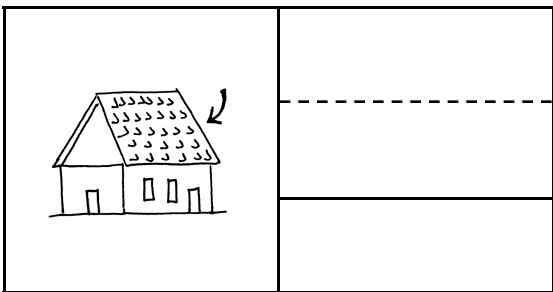
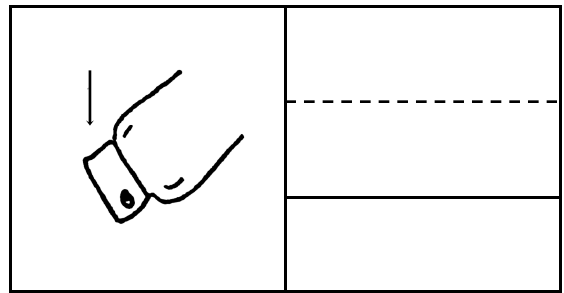
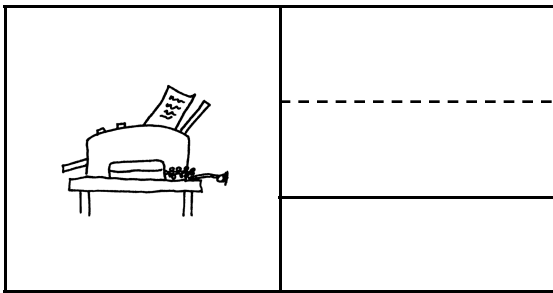
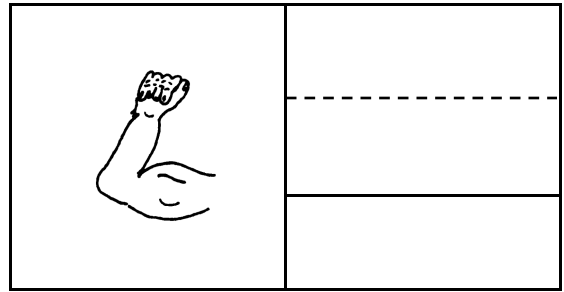
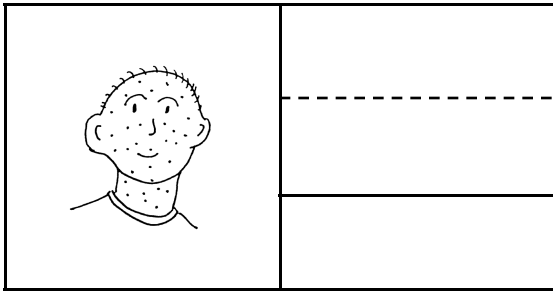
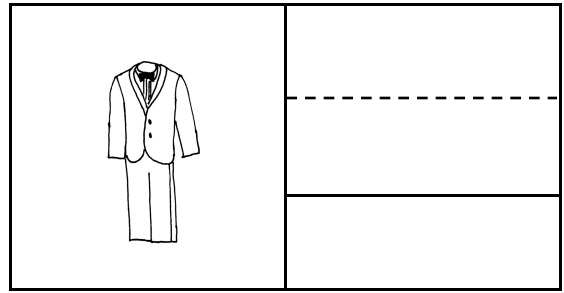
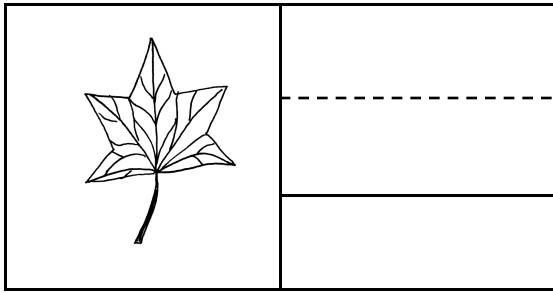
	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>
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	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>
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Trace the **x** and fill the line with **x**'s. Write **x** to show the ending sound for each picture: six, mix, tux, fox, ox, wax, fix, sax.

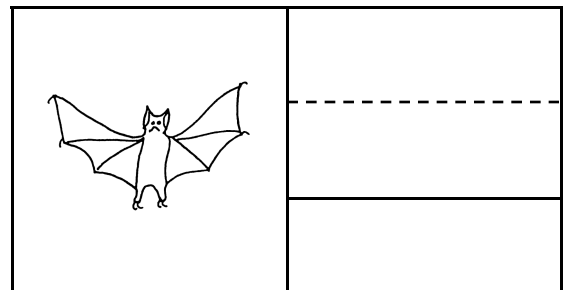
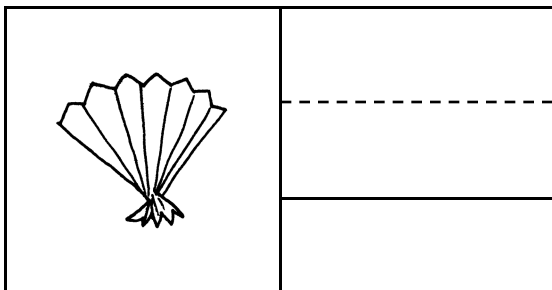
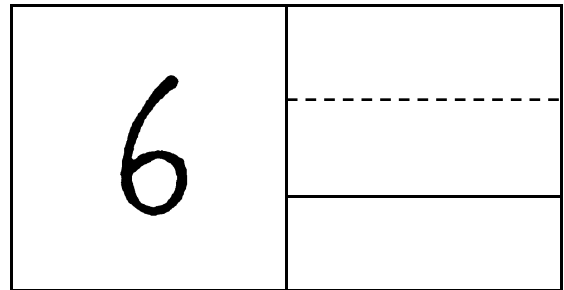
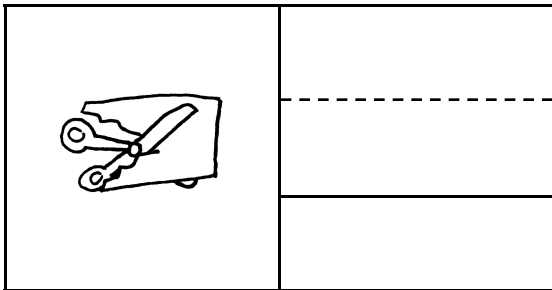
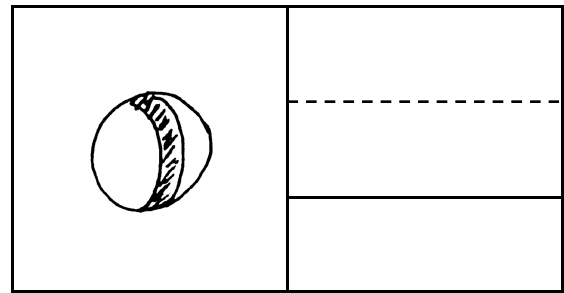
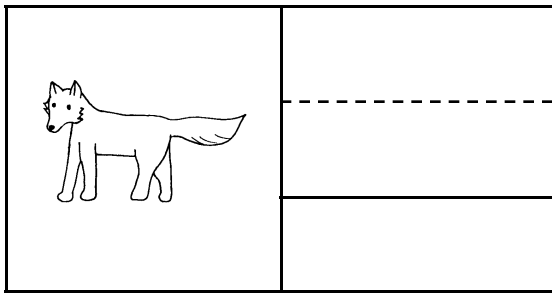
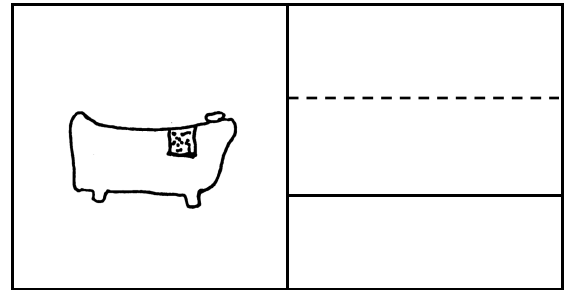
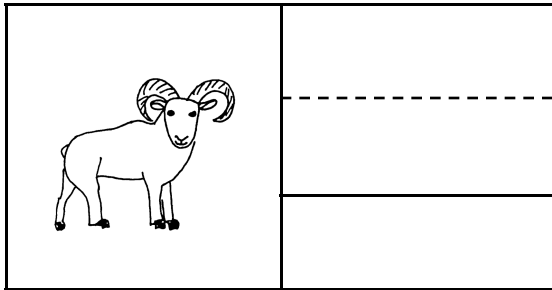
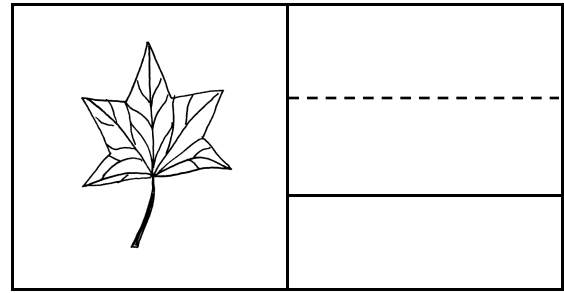
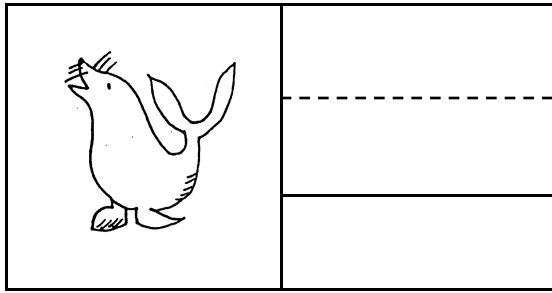


## Ending Sound Discrimination - x or f

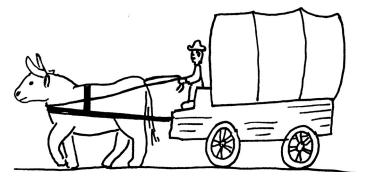
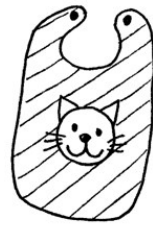
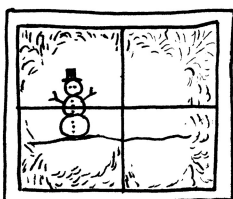
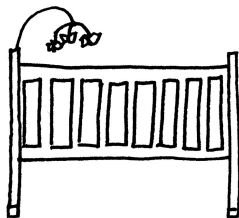
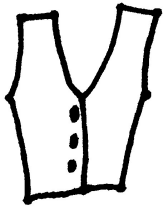


Write **x** or **f** to show the ending sound for each picture: leaf, pox, fax, roof, off, tux, flex, cuff, safe, fox.

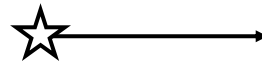
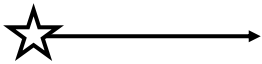
# Ending Sound Review - t, l, n, b, m, r, f, x



Ending sound review. Write the ending sound for each picture: seal, ram, fox, cut, fan, leaf, tub, ball, six, bat.



vest-west, noon-moon, drum-hum,  
crib-bib, frost-lost



ut

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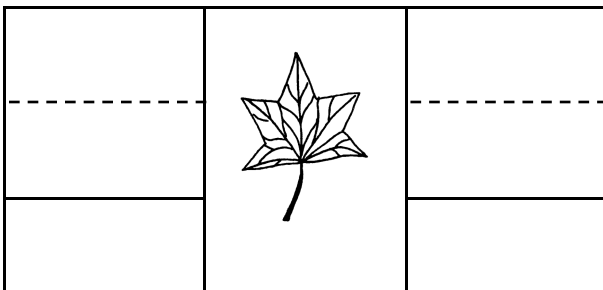
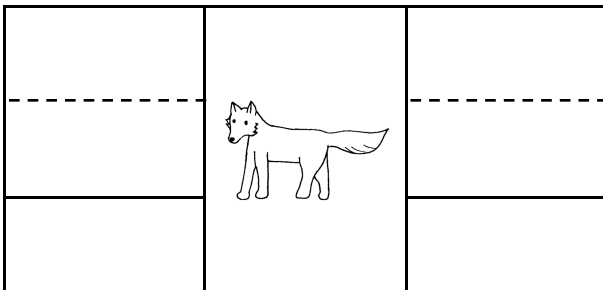
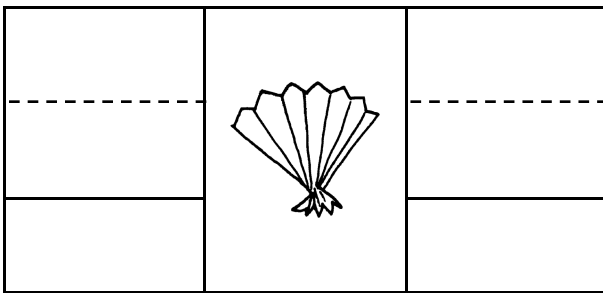
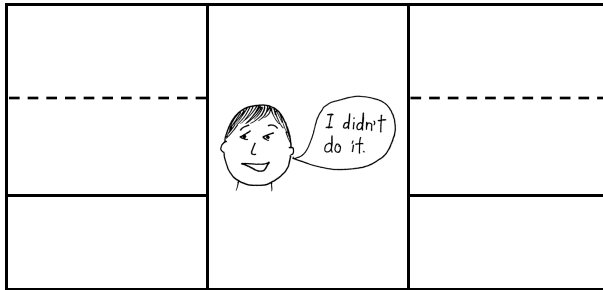
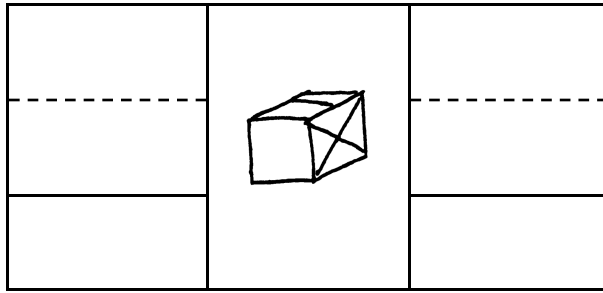
ru

We're going to read some more silly sounds. This time we're going to use two different short vowel sounds.

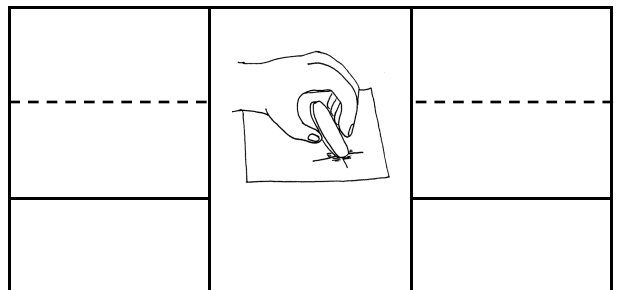
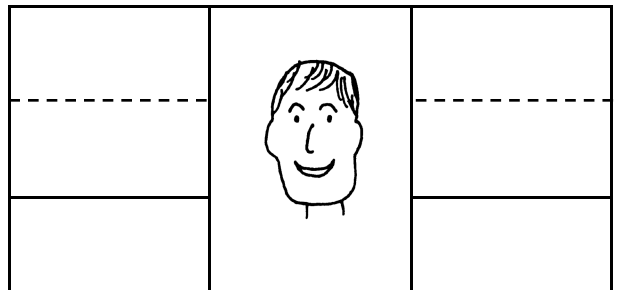
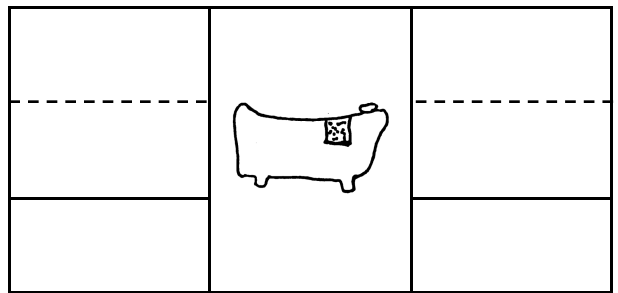
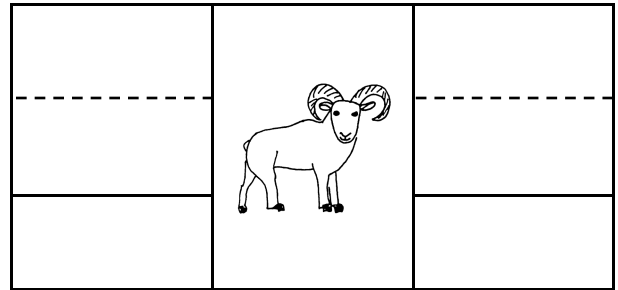
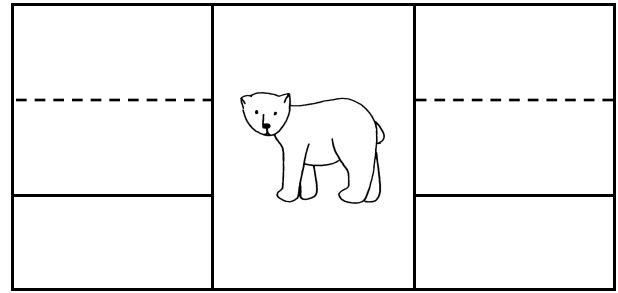
We will practice putting two letter sounds together. We want to slide the sounds together smoothly, without a break. Put your finger under the first pair of letters. Watch the letters and slide your finger to the right while you listen to me say the sounds. Then slide your finger again while you say the sounds.

Remember, if you learn to read silly sounds, you'll be ready to learn real words very soon!

## Put It Together




## Beginning And Ending Sounds





Write the beginning and ending sound for each picture: box, fib, fan, fox, leaf, bear, ram, tub, man, rub.


# Put It Together


## Medial Short Vowel - u


		
t		b

		
n		t

		
r		n

		
h		m

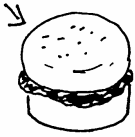
		
t		x


		
f		n


Look at the beginning and ending letters in each word. Listen for the /u/sound in the middle of each word. Write **u** in the middle space under each picture: tub, run, tux, nut, hum, fun.


# Put It Together

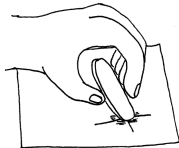
## Beginning, Middle, and Ending Sounds


		

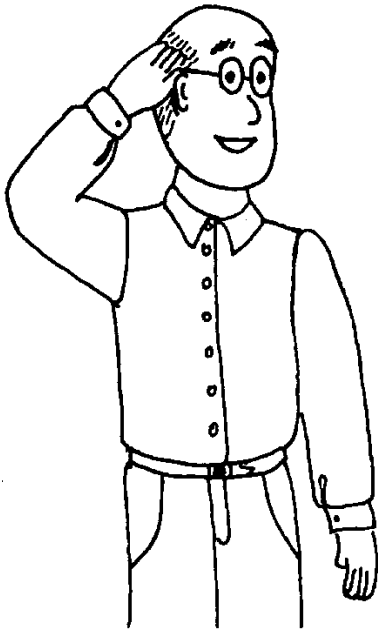
		

Write the beginning, middle, and ending sound for each picture: bun, hum, rub, fun, hut, tux.

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)

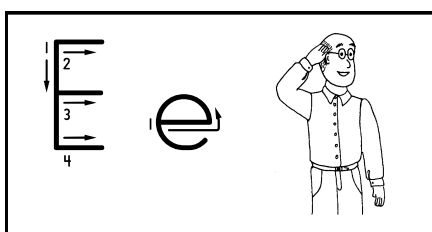
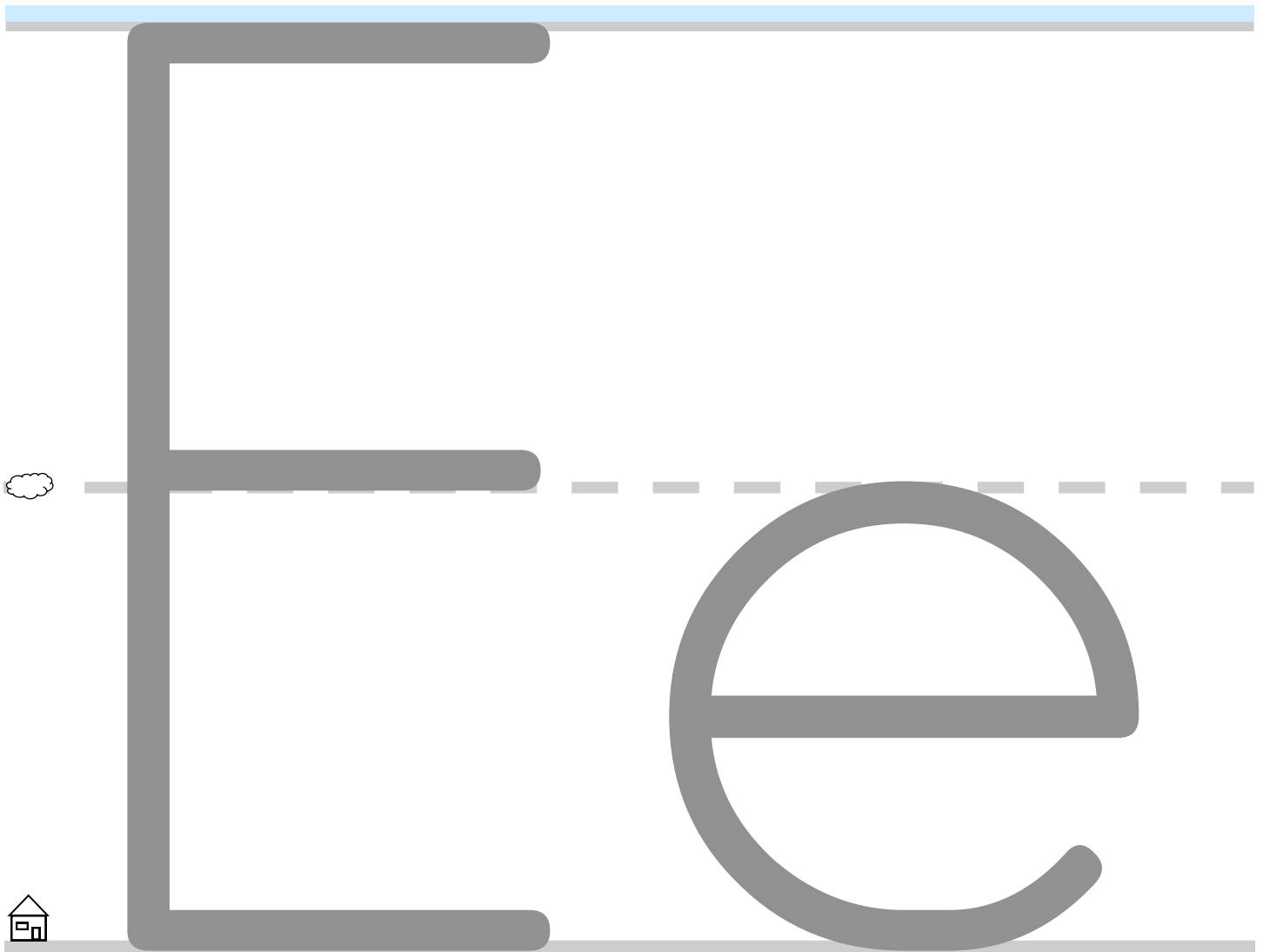


E e

E e

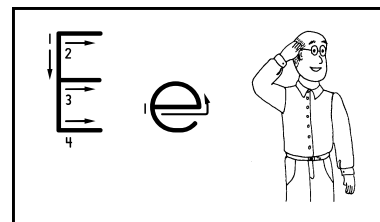
Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.

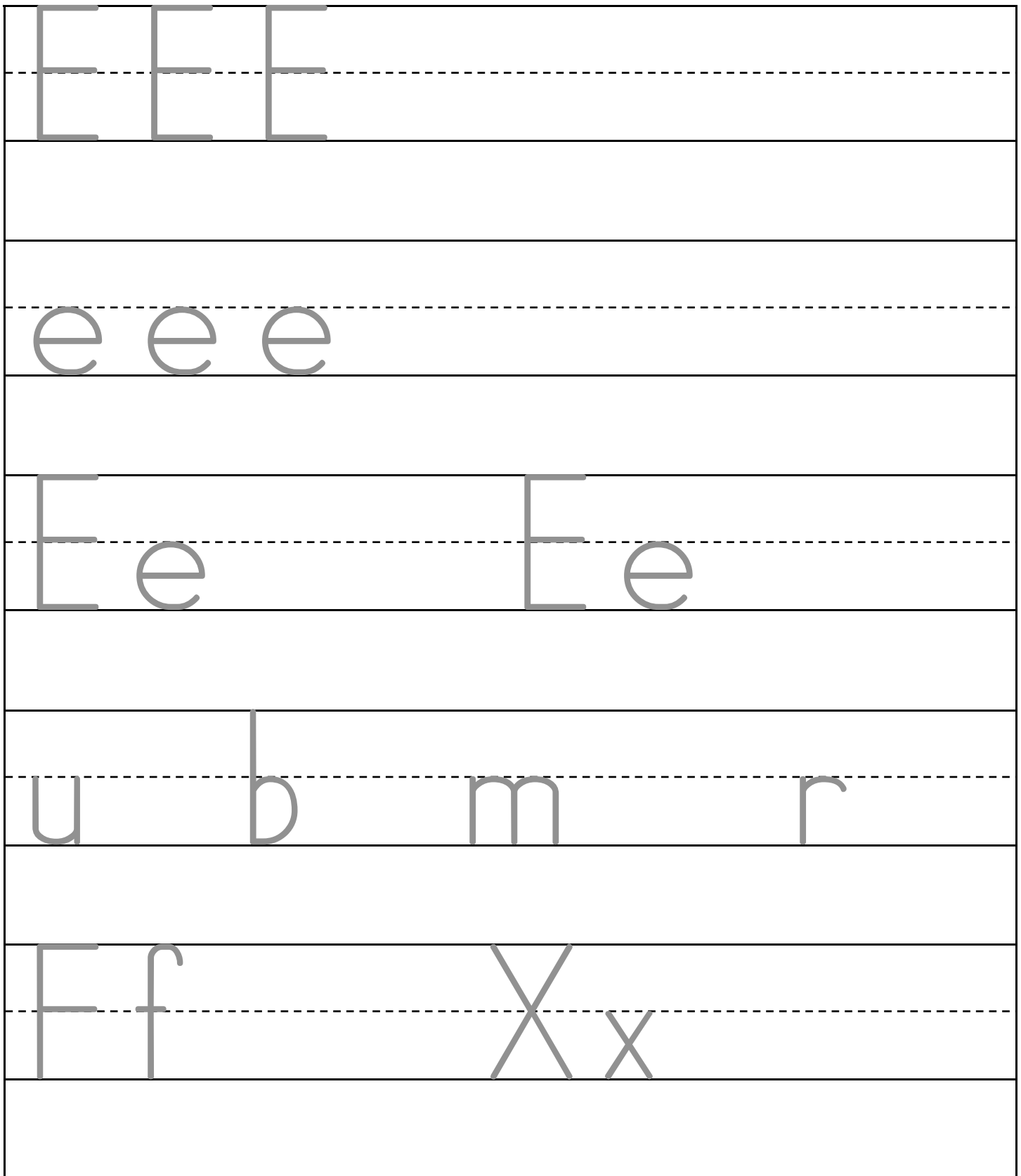




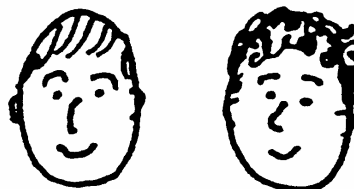
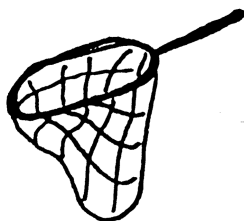
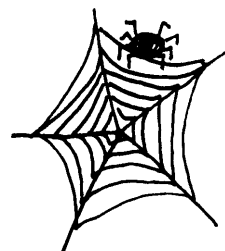
Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.

- 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 following the same steps, saying only the letter sound each time you trace.

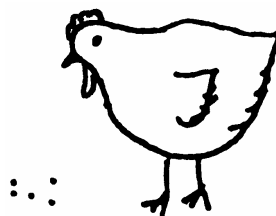




Trace the new letters and then write more letters to fill the lines. Say the name and sound when you write each capital letter. Say just the sound when you write each lower case letter. Trace and copy the review letters in the same way.



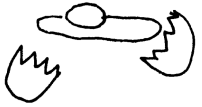


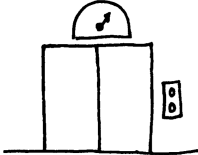
10





(w-e-t, f-e-ll, b-e-ll, w-e-b, n-e-t, m-e-n, t-e-n, h-e-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.

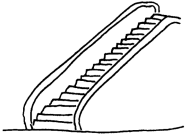
# Beginning Sound - e

		
		<p>egg</p>

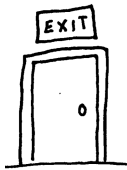
	


	

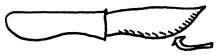
	

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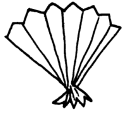
	

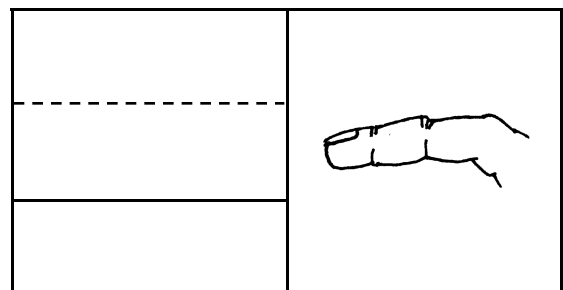
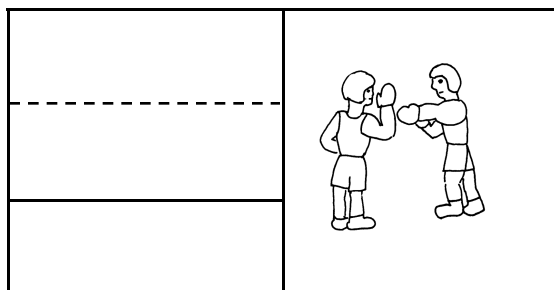
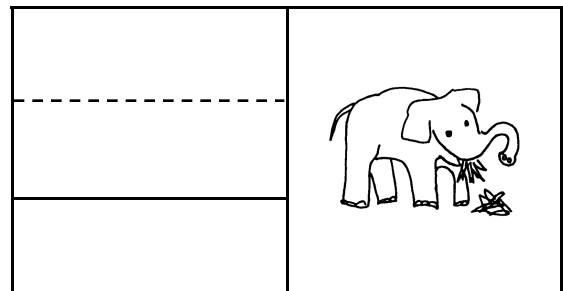
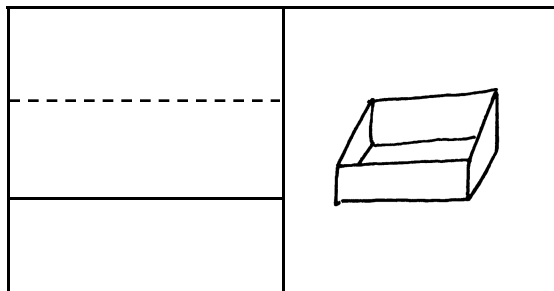
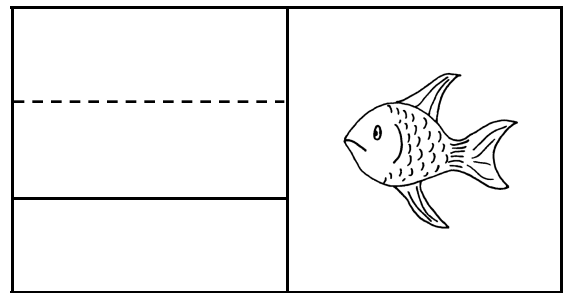
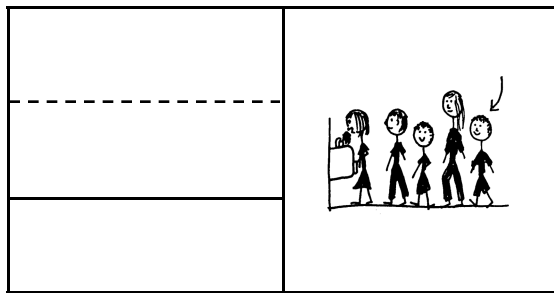
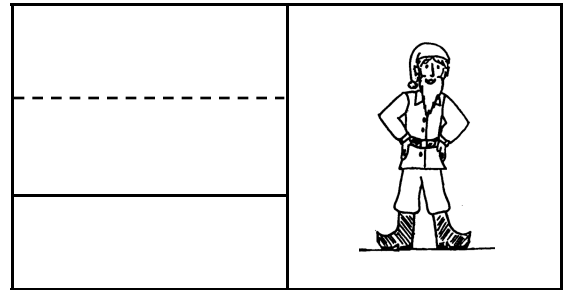
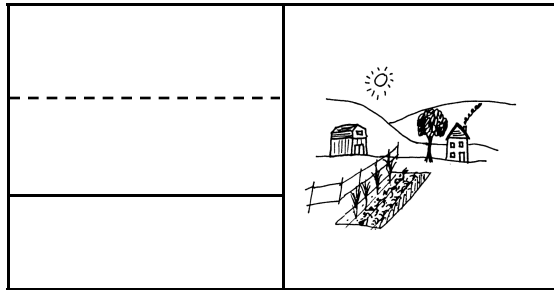
	

Trace the **e** and write more **e**'s to fill the line. Write **e** to show the beginning sound for each picture: elevator, Eskimo, error, eggplant, envelope, escalator, exit, edge.

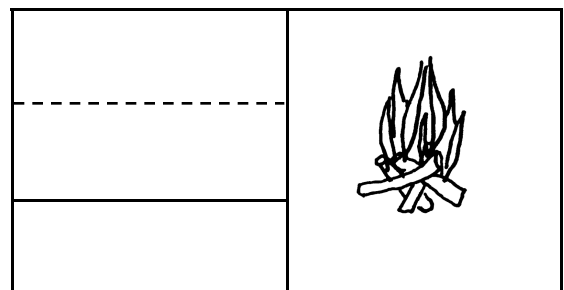
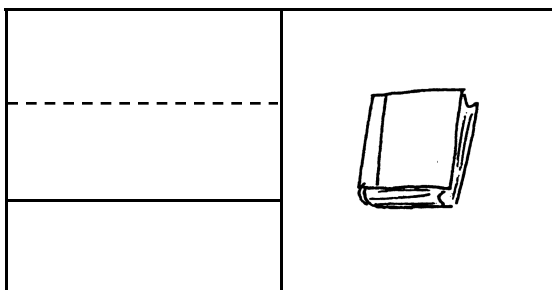
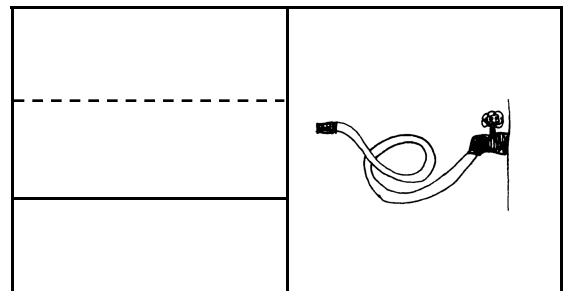
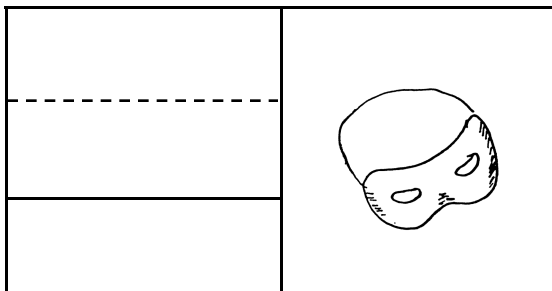
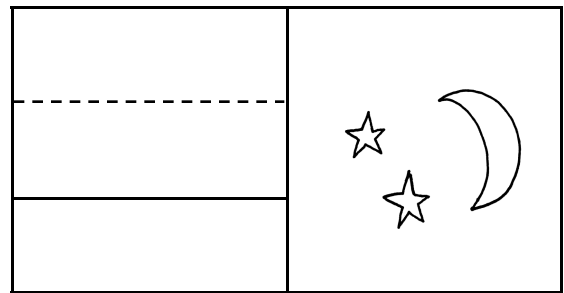
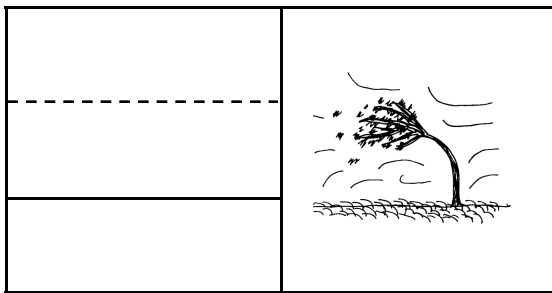
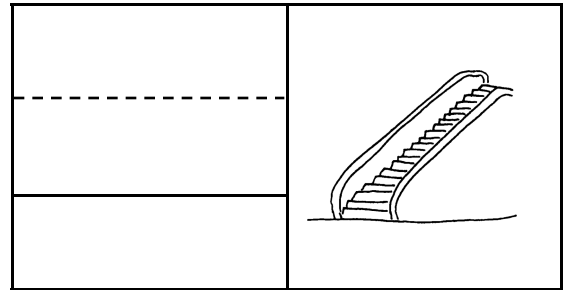
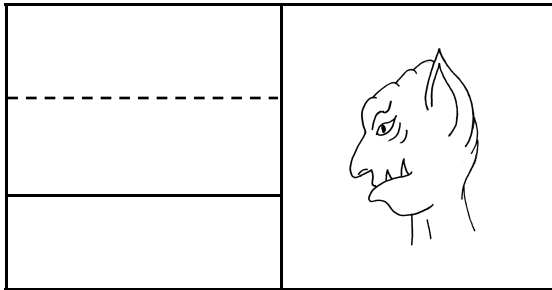
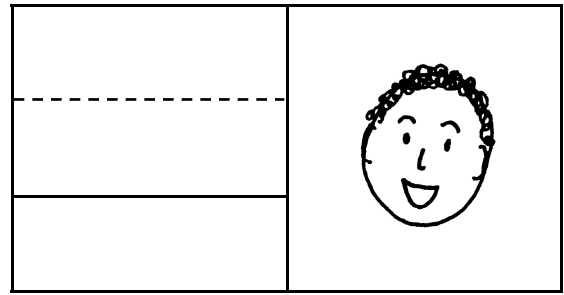
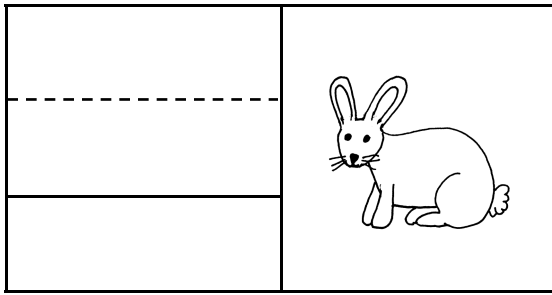
# Beginning Sound Discrimination - f, e

e		f	
	egg		fan

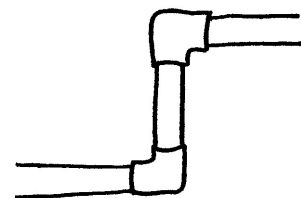
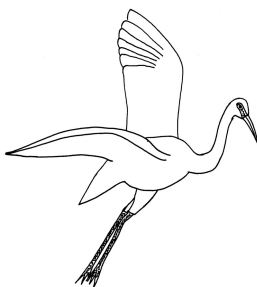
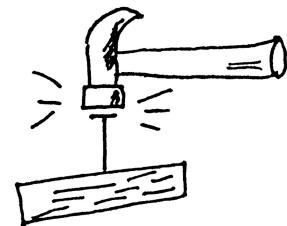
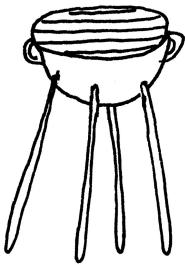
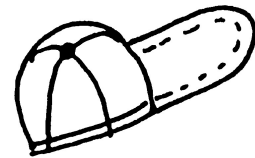
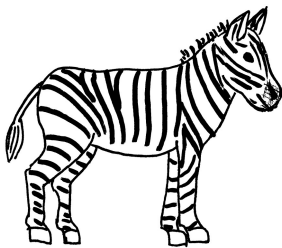
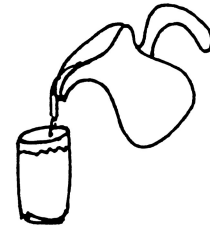
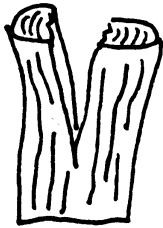
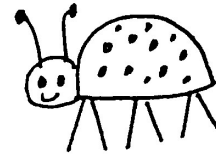
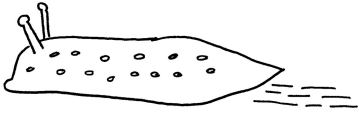


Write **e** or **f** to show the beginning sound for each picture: farm, end, empty, fight, elf, fish, elephant, finger.

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

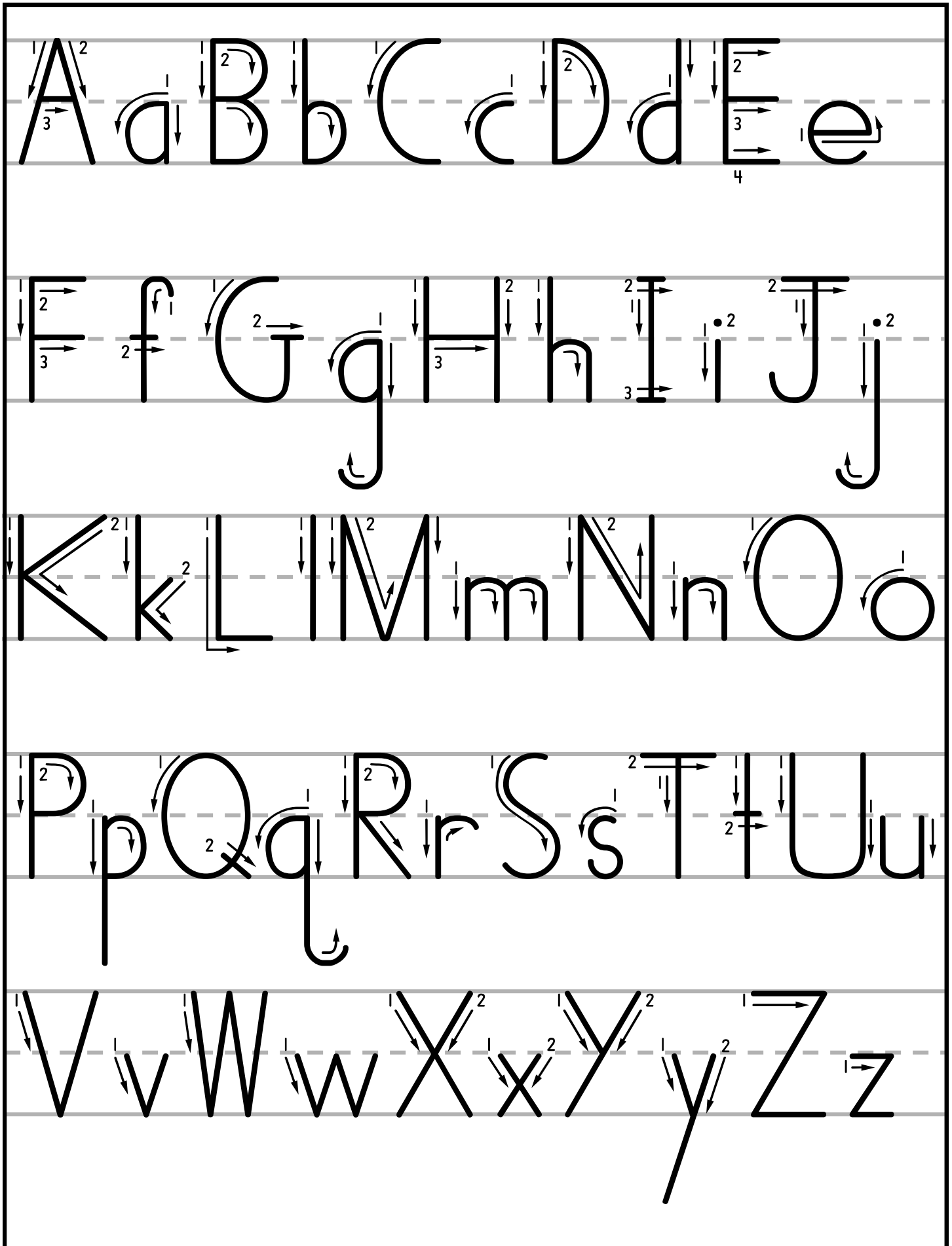


Write a letter to show the beginning sound for each picture: rabbit, ugly, wind, mask, book, laugh, escalator, night, hose, fire.



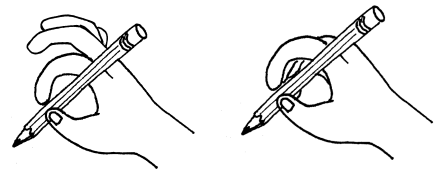
slug-bug, split-hit, stripes-pipes, grill  
-fill, flap-cap



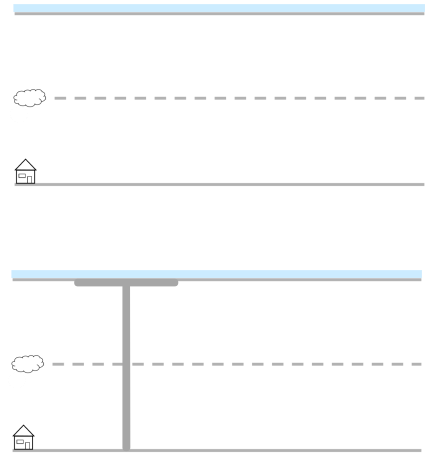


# How To Introduce A New Letter

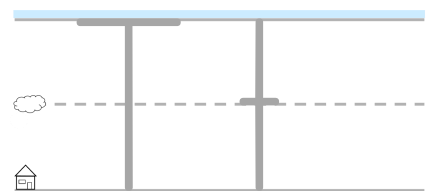
- 1) Review how to hold a pencil. Students should make a circle with their thumb and pointer finger. Then students should place a pencil between the tips of those fingers. Now have students tuck their tallest finger behind the pencil to hold it in place. This will give them a secure grip when they are writing. The last two fingers will fold down towards the palm. Note: Using large triangular shaped pencils makes it easier for students to hold the pencil correctly.



- 2) Draw large lines on the board to match the pages in this book. Point out the sky line, the cloud line, and the ground line. Ask the students, “Where is the sky line? Where is the cloud line? Where is the ground line?” Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

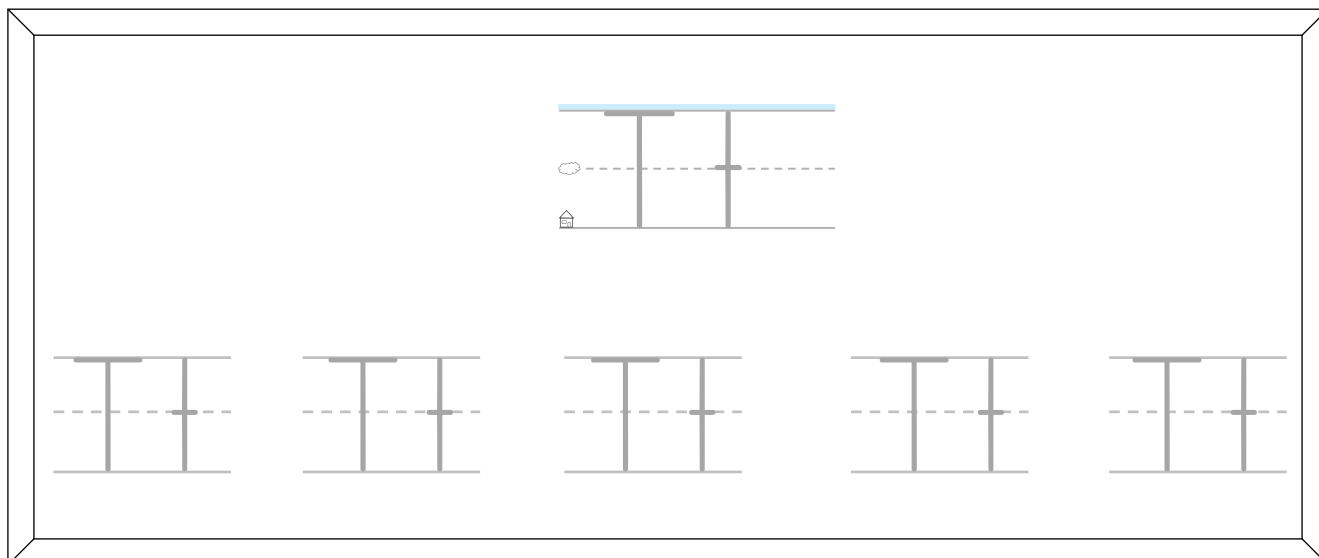


- 3) Model how to write the capital letter on the board. Verbalize your movements. “To make a capital T start at the sky line and go straight down to the ground. Then jump up and make a line going across the sky line.” (Use the rabbit card from the end of this book to show how to “hop to the top” for the second stroke.)



- 4) Introduce the lower case letter on the board in the same way. “To make a lower case t, start at the sky line and go straight down to the ground. Jump up and make a short line going across at the cloud line.”

- 5) Draw a number of sets of very large capital and lower case letters going across the board. Call small groups of students to the board, one group at a time. Have students trace the capital letter first, then the lower case letter, with chalk. Students should trace each letter six to eight times, saying the name and sound for each capital letter and just the sound for each lower case letter. Watch carefully and assist as needed.

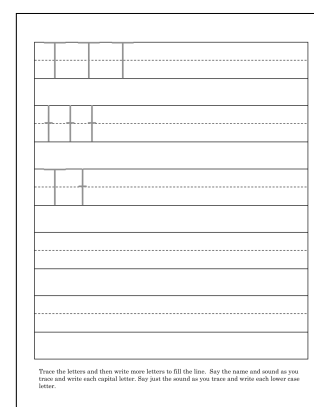
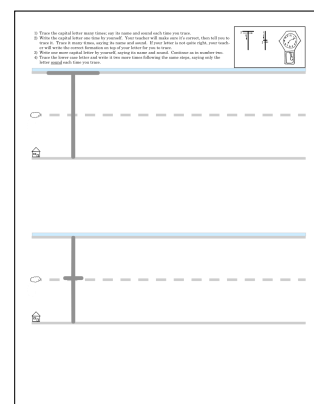
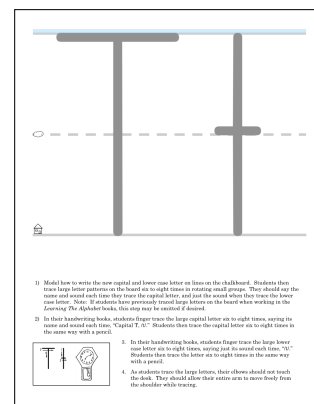


6) Show students how to finger trace the largest capital letter in their books, using one or two pointed fingers. Have students finger trace the capital letter six to eight times and then trace with a pencil six to eight times, saying the name and sound, “Capital T, /t/.” Make sure students are forming the letters correctly. Watch carefully and assist as needed.

7) Show students how to finger trace the largest lower case letter in their books. Have them finger trace and then trace with a pencil as before, saying just the letter sound, “/t/.”

8) Follow the instructions on the page with the medium sized capital and lower case letter. Students trace the capital letter six to eight times, saying its name and sound each time they trace, “Capital T, /t/.” Students then copy and trace the capital letter two more times. Students do the same thing for the lower case letter, saying only the sound each time they trace. If needed, the teacher uses a red colored pencil to write the correct letter formation on top of the student’s letter. The student then traces the red letter several times and continues as usual.

9) Follow the instructions on the pages with the small letters. Students trace and copy the new capital and lower case letter, saying the name and sound for capital letters and just the sound for lower case letters. After learning more than one letter, students also trace and copy a few review letters. Again, the teacher writes the correct letter formation with a red pencil on top of a student’s letter if it needs improvement. The student traces the red letter several times and continues as usual.



# Exploring Sounds In Words, Books 1-2- Sequence Chart - Page 1

Letter Intro	These are skills covered in the <i>Exploring Sounds In Words</i> book for each letter.										Put It Together Pages		
Letter #	ESIW Manuscript Handwriting Picture Dictionary A-Z	New Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Rhyming	Sticking Sounds Together, Silly Sounds	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds
1	T t	t			t		t		Yes				
2	I i	i	i, t						Yes				
3	H h	h	h, i	t, i, h					Yes				
4	L l	l	l, h	t, i, h, l	l	l, t	l		Yes				
5	N n	n	n, l	t, i, h, l, n	n	n, l	n		Yes				
6	W w	w	w, n	t, i, h, l, n, w				n, l, t	Yes	i	Short I Words		
7	U u	u	u, w	t, i, h, l, n, w, u					Yes				
8	B b	b	b, u	t, i, h, l, n, w, u, b	b	b, n	b		Yes				
9	M m	m	m, b	t, i, h, l, n, w, u, b, m	m	m, b	m		Yes	u			
10	R r	r	r, m	t, i, h, l, n, w, u, b, m, r	r	r, m	r		Yes				
11	F f	f	f, r	i, h, l, n, w, u, b, m, r, f	f	f, r	f		Yes				
12	X x				x	x, f		t, l, n, b, m, r, f, x	Yes	u	Short U Words		
13	E e	e	e, f	h, l, n, w, u, b, m, r, f, e					Yes				
14	S s	s	s, e	l, n, w, u, b, m, r, f, e, s	s	s, x	s		Yes				
15	J j	j	j, s	n, w, u, b, m, r, f, e, s, j					Yes	e	Short E Words		
16	O o	o	o, j	w, u, b, r, m, f, e, s, j, o					Yes				
17	C c	c	c, o	u, b, r, m, f, e, s, j, o, c					Yes				
18	D d	d	d, c	b, m, r, f, e, s, j, o, c, d	d	d, s	d	t, l, n, b, m, r, f, x, s, d	Yes	o	Short O Words		
19	A a	a	a, d	m, r, f, e, s, j, o, c, d, a					Yes				

## Exploring Sounds In Words, Books 1-2 - Sequence Chart - Page 2

	Letter Intro	These are skills covered in the <i>Exploring Sounds In Words</i> book for each letter.									Put It Together Pages		
Letter #	ESIW Manuscript Handwriting Picture Dictionary A-Z	New Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Rhyming	Sticking Sounds Together Silly Sounds	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds
20	V v	v	v, a	r, f, e, s, j, o, c, d, a, v	v	v, d	v		Yes				
21	G g	g	g, v	f, e, s, j, o, c, d, a, v, g	g	g, v	g		Yes				
22	P p	p	p, g	e, s, j, o, c, d, a, v, g, p	p	p, g	p		Yes	a	Short A Words		
23	K k	k	k, p	s, j, o, c, d, a, v, g, p, k	k	k, p	k		Yes				
24	Y y	y	y, k	j, o, c, d, a, v, g, p, k, y				m, r, f, x, s, d, v, g, p, k	Yes				
25	Q q	qu	qu, y	o, c, d, a, v, g, p, k, y, qu					Yes				
26	Z z	z	z, qu	c, d, a, v, g, p, k, y, qu, z	z	z, k	z	r, f, x, s, d, v, g, p, k, z	Yes	i	Short A, E, I, O, U Words		

The two *Exploring Sounds In Words* books provide advanced readiness instruction to prepare students to read and spell short vowel words at the beginning of first grade. Students learn to write one new letter each day and complete the related beginning and ending sound pages and phonological awareness pages. Thorough handwriting instruction at the beginning of first grade provides a review for students who have already learned how to write the alphabet letters and a fresh start for students who have not yet mastered handwriting skills. Students will master the following skills.

- 1) Write the letters of the alphabet with correct letter formation
- 2) Associate each alphabet letter with a sound (see and say)
- 3) Associate each alphabet sound with a letter (hear and write)
- 4) Identify beginning sounds, ending sounds, and medial short vowel sounds, using pictures, and write the letters that represent those sounds
- 5) Blend and segment two-sound and three-sound words, using pictures and movable tokens
- 6) Identify rhyming pictures

The *Exploring Sounds In Words* books is integrated with the *Mixed Short Vowel Words And Sentences* book and workbook. After students have learned to write enough letters in the *Exploring Sounds In Words* book, they will be able to begin spelling and reading the word lists in the *Mixed Short Vowel Words And Sentences* book and workbook. The *Mixed Short Vowel Words And Sentences* sequence chart shows when to introduce each set of words and sentences. At this point, you can decide whether you want to do the pages in both the ESIW books and the MSVWAS book on the same day or on alternate days. Adjust the schedule as needed.

If first grade students have not received any instruction about short vowel words in kindergarten, the *Exploring Sounds In Words* books can be integrated with the *Rhyming Short Vowel Words And Sentences* book, instead. This will provide an easier learning experience for the students.

It is not necessary to complete all of these activities and pages on the same day. Adjust the schedule as needed.

<i>Exploring Sounds In Words</i> - Suggested Lesson Outline		
		Books/Materials To Use
1.	Point to each letter on the alphabet chart that has been introduced. Students say the letter sounds in unison.	Use the alphabet chart in this book for a single student. For a class, use the alphabet wall chart.
2.	Show each alphabet card that has been introduced. Students say the sound for each letter, in unison.	Alphabet Cards - Use lower case cards most of the time, but include capital letters sometimes.
3.	Introduce a new alphabet letter by reading the sound story page aloud to the students. Say the sound for the picture. Explain that the letters shown represent the same sound in words. (For the first few lessons, point out the capital and lower case letters and different fonts.) Point to the picture and each letter one at a time. Students say the sound each time, in unison.	<i>Exploring Sounds In Words, Books 1 And 2</i>
4.	Introduce the correct letter formation for the new letter on the chalkboard. Draw large lines and talk about where to start the letter, which direction to go, when to change directions or bump a line, and so on. Draw multiple large capital and lower case letters on widely spaced lines going across the board. Call on one group of students at a time to come to the board and trace the letters six to ten times, saying the name and sound for capital letters and just the sound for lower case letters. Make sure students are using the correct letter formation. Assist as needed.	Large chalkboard and chalk Note: The students have previously traced large letters on the chalkboard in kindergarten when working in the <i>Learning The Alphabet</i> books. However this time they are learning to place the letters correctly on handwriting lines. For extra challenge, let the students write the letters on the lines themselves. Check and correct as needed before students trace.
5.	Complete the handwriting pages for the new letter.	<i>Exploring Sounds In Words, Books 1 And 2</i>
6.	Complete the oral blending, beginning and ending sound, and rhyming pages for the new letter. If students need extra help understanding beginning and ending sounds, follow the directions in the <i>Picture Dictionary A-Z</i> book to reinforce this concept.	<i>Exploring Sounds In Words, Books 1 And 2</i>  <i>Picture Dictionary A-Z (Optional)</i>
7.	Do the <i>Silly Sounds</i> pages and the three <i>Put It Together</i> pages when you get to them.	<i>Exploring Sounds In Words, Books 1 And 2</i>
8.	Rotate three small groups to a teaching table. Do one or more of the small group activities with each group.	See the next page.
9.	The teacher reads aloud to the whole group.	Choose from a variety of materials including stories, poetry, fiction, non-fiction, science and social studies.
10.	Students dictate one or more oral sentences in response to a given topic or question. The teacher writes the sentence(s) on a board or a large, lined chart.	After students have learned to write all of the alphabet letters, they can begin copying and illustrating one or more of the sentences.

## Small Group Activities For *Exploring Sounds In Words*

**Working In Small Groups** - Choose from the following activities. Be sure to include word building with plastic letters on a regular basis. If you wish you can save the segmenting activity to do during the small group rotation instead of working with the whole group.

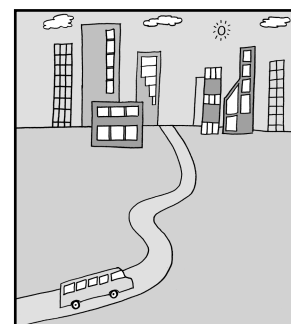
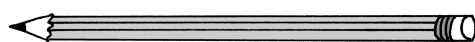
Procedure		Books/Materials To Use
A.	<i>Build Words With Plastic Letters</i> - Rotate small groups to a teaching table. Students build 2-letter combinations and 3-sound short vowel words dictated by the teacher with plastic letters. Follow the instructions starting on page 219. The word lists begin on page 222. Do this activity several times a week.	Plastic alphabet letters: One box with two sets of alphabet letters for each student in the group. Work Mats: Sheets of construction paper placed in landscape mode, with a straight line drawn across the middle of the page from left to right.
B.	Do the <i>Letter Connections</i> sound blending activity. Students practice pronouncing two-letter vowel-consonant combinations smoothly. This reinforces the sound blending pages in the book.	Letter Connections Activity: Use the large set for the whole class or small groups, or use the small set for a single student.
C.	Rotate small groups to a teaching table. Students play the <i>Raspberry Game</i> . They “pick” raspberries by saying the two-letter vowel-consonant combinations on the berries correctly.	Raspberry Game
D.	Play the <i>Apple Alphabet</i> or <i>Apple Concentration</i> game, rotating small groups to a teaching table.	Apple Alphabet Apple Concentration
E.	Rotate groups to the board and do the <i>Chalkboard Warm-up Exercises</i> described in the teaching guide. Or, do the <i>Handwriting Warm-Up Exercises</i> in the handwriting book to develop pencil skills. Students trace horizontal, vertical, and slanted lines, circles, and figure eights. Choose the exercises needed to prepare for the letter that will be taught the following day.	Chalkboard and chalk  OR  <i>Exploring Sounds In Words. Books 1 And 2</i>

**Oral And Written Language** - See numbers nine and ten in the lesson outline.

A.	The teacher reads aloud from a variety of fiction and non-fiction books, poems, etc. Include rhythmic, rhyming books with repetitive text, allowing students to chime in whenever possible.
B.	Each day, students state a sentence or two about a selected topic or what the class has done or will do during the day. The teacher writes the sentences on the board or on large, lined chart.

# Sound City Reading

Books and games are available as PDF files at [www.soundcityreading.net](http://www.soundcityreading.net).  
Plastic letters are available at [www.alphabetletter.com](http://www.alphabetletter.com).



**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](http://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

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

## ***Exploring Sounds In Words-Spelling Dictation Chart - To Use 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.

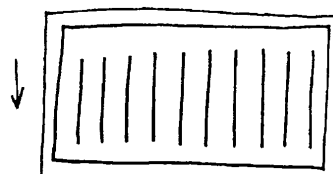
	New Letters	<u>Letters To Use</u> Say the sound of each letter; students find the letter and place it on a work mat.	<u>Letter Combinations To Make With Plastic Letters</u> When students become confident spelling the words you can skip this step, if you wish.	<u>Words To Spell With Plastic Letters</u> 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

<b>Exploring Sounds In Words-Spelling Dictation Chart - To Use With Plastic Letters</b>				
	<b>New Letters</b>	<b><u>Letters To Use</u></b> Say the sound of each letter; students find the letter and place it on a work mat.	<b><u>Letter Combinations To Make With Plastic Letters</u></b> When students become confident spelling the words you can skip this step, if you wish.	<b><u>Words To Spell With Plastic Letters</u></b> 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.				

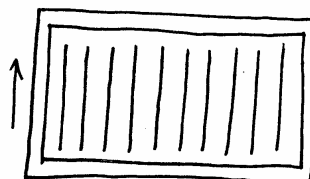
# Chalkboard Warm-Up Exercises

This activity helps students learn the various strokes needed to write letters. Line up about six to eight 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.

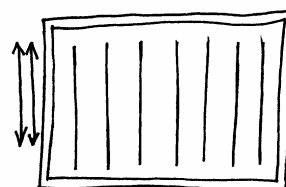
- 1) Draw a series of straight lines going down, from the top to the bottom of the board.  
(This prepares for b, f, h, i, j, k, l, m, n, p, q, r, and t.)



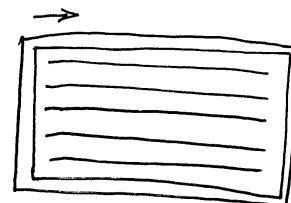
- 2) Draw a series of straight lines going up, from the bottom to the top of the board.  
(This prepares for d and p.)



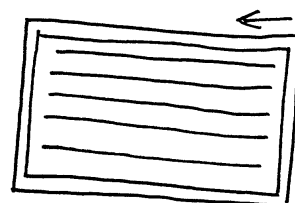
- 3) Draw a series of straight lines, going up and down several times, retracing the same line.  
(This prepares for d, m, n, p, r, u, and y.)



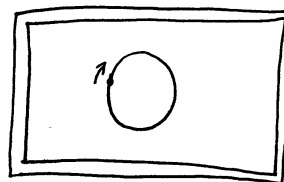
- 4) Draw a series of straight lines going from the left to the right.  
(This prepares for t, f, e, and z.)



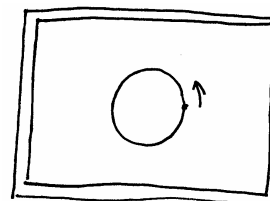
- 5) Draw a series of straight lines going from the right to the left.



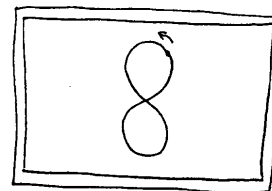
- 6) Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



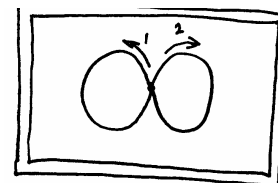
- 7) Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



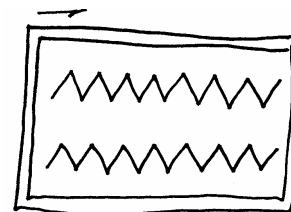
- 8) Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



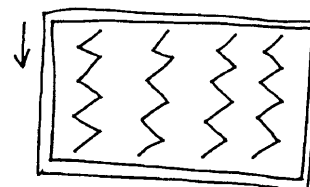
- 9) Draw a large figure eight on its side  $\infty$ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p,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

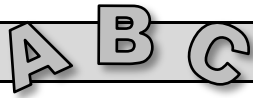


- 10) Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



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





## Overview Of The Sound City Reading Books

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Materials and books are available as pdf downloads at [www.soundcityreading.net](http://www.soundcityreading.net).

### ***Learning The Alphabet (Books 1 and 2)***

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

### ***Exploring Sounds In Words, Exploring Sounds In Words Manuscript Handwriting, Picture Dictionary A-Z***

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending sounds, and begin to spell simple short vowel words with plastic letters.

### ***Rhyming Short Vowel Words And Sentences or Mixed Short Vowel Words And Sentences or Two-Page Short Vowel Words And Sentences***

Students learn to spell and read short vowel words. Vowels are printed in color to make them stand out. Each new word is matched with a picture. Students learn seven sight words and begin to read simple sentences with short vowel words.

### ***Basic Short Vowels***

Students read illustrated short vowel words and sentences. The words are in both rhyming (same ending sounds) and body-coda (same beginning sounds) lists. This book has all black print.

### ***Phonetic Words And Stories (Books 1-8)***

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. The vowels are printed in distinct colors to help students recognize them and associate them with the correct sounds. Each word is matched with a picture. Students spell and read ten new words with each pattern, then read easy practice stories containing the same patterns. As students progress through the books, they will be able to read ten popular easy to read children's books, obtained separately.

### ***Basic Phonics Patterns (Books 1-8)***

Students study the same patterns and stories presented in the same order as *Phonetic Words And Stories, Books 1-8*. However, these books are in a different format, with all black print, illustrated words, sentences, and stories, and more words per pattern.

### ***Know The Phonetic Code (Volumes 1-3)***

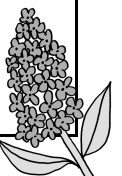
Students practice reading one and two-syllable word lists and the same practice stories for all of the phonics patterns taught in *Phonetic Words And Stories, Books 1-8*, in the same sequence. Words are not illustrated and are printed in smaller, all black print. The practice stories are illustrated.

### ***Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists***

In these books students read color-coded rhyming lists followed by word lists with the same beginning sounds (body-coda lists). Each vowel pattern is printed in a specific color to foster the correct letter-sound associations. The words are not illustrated.

### ***Advanced Phonics Patterns From Children's Books***

Students read words and sentences with less common syllable, suffix, and phonics patterns. The all black print is smaller and the words are not illustrated. The lessons prepare students to read eighty-one children's picture books, with reading levels grade 1.1 through 4.7, obtained separately.



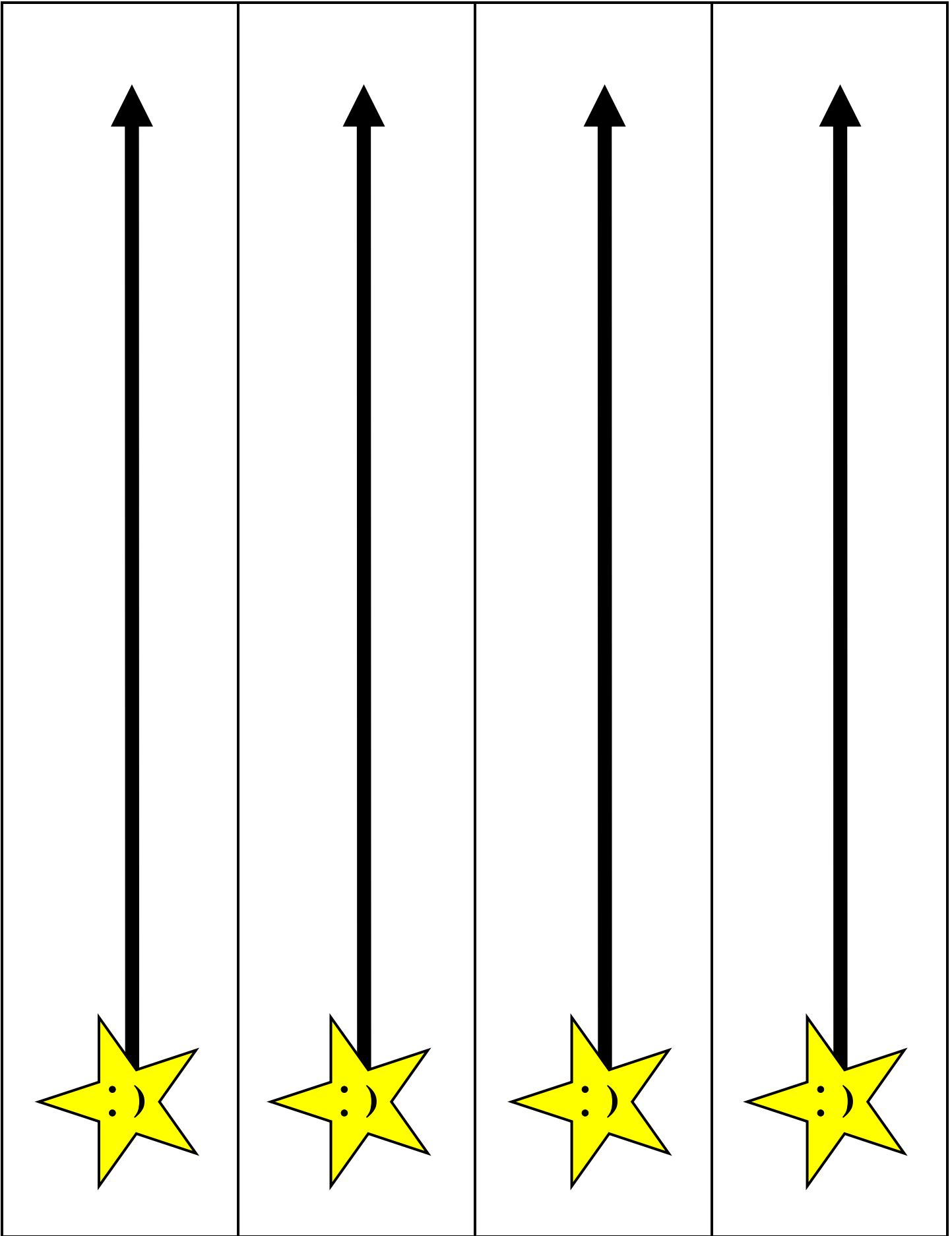


This page is left blank so it can be removed from the book. Cut apart the star strips. Students may lay these shorter strips above their books when pronouncing “silly sounds.” Have students put one finger on the star and pull it to the right.

Remind students that when we read, we “Start at the star” and follow the arrow to the right.

If you wish, copy the page onto white cardstock before cutting the strips apart.





This page is left blank so it can be removed from the book. Cut apart the star strips. Students may lay these longer strips above their work mats when spelling short vowel words.

Have students put one finger on the star and pull it to the right. Remind students that when we place the letters to spell words, we “Start at the star” and follow the arrow to the right.

Or, copy the page onto white cardstock before cutting the strips apart.

Three Sounds


Three Sounds


Two Sounds


Two Sounds


**Segmenting Frames** - Copy the frames onto card stock and cut them apart. Students place one cube, teddy bear counter, or other small token on each of the separate squares. They listen as the teacher pronounces various words from an oral blending/segmenting page. Students say one sound (or syllable) at a time as they push each token into the rectangular area above the squares. Then they move the tokens back down to get ready for the next word. Model and assist as needed. While these frames are helpful they are not absolutely necessary. Students can work directly on a table or on their desks.

This page is left blank on purpose so the page may be removed from the book and used to make segmenting frames. For a whole class, copy the page onto card stock, creating enough pages for every student to have both a two-box and a three-box frame. Students place small tokens such as one inch cubes in the boxes. They move the cubes forward as they segment words, saying each sound separately.

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 q R r S s T t U u

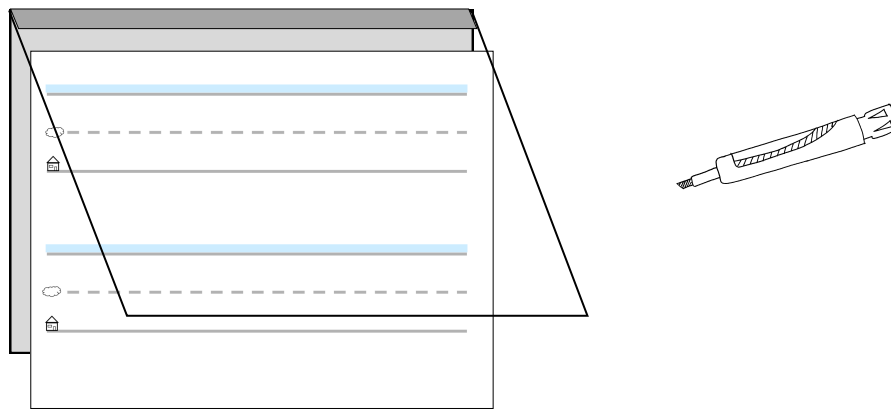
V v W w X x Y y Z z

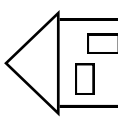
## Using A Dry-Erase Frame With Lined Paper

Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Remove the blank sheets of lined paper on the following pages from the book. Place them under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Dictate the sounds for the letters that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker.

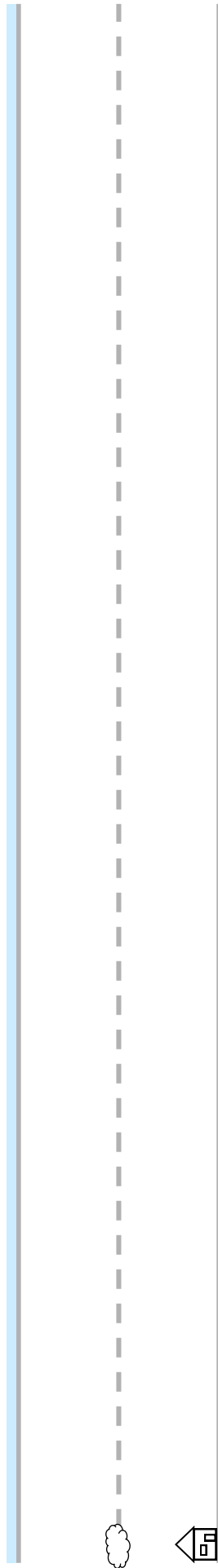
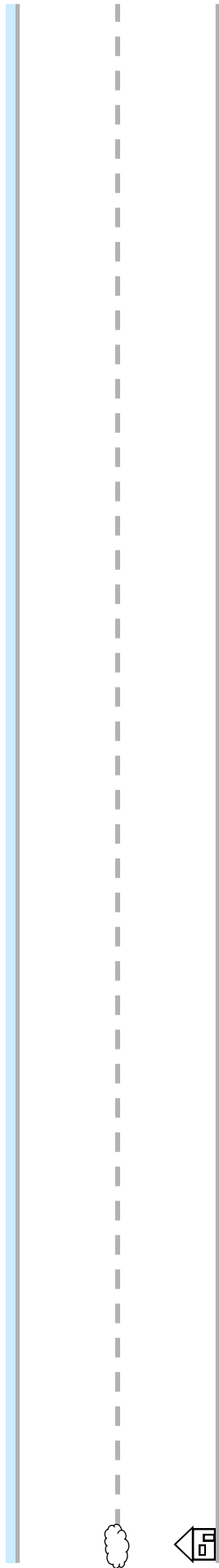
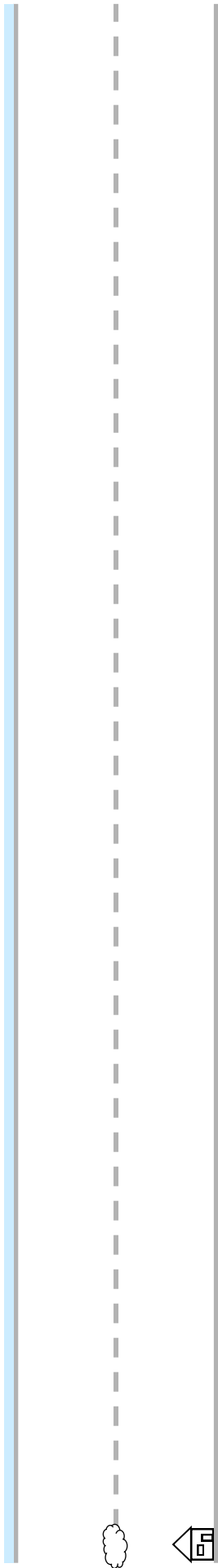
Students will be able to erase easily and try again as needed.















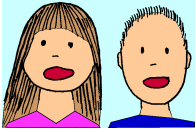




# A B C

## Alphabet Sounds

A a



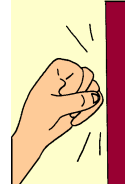
B b



C c



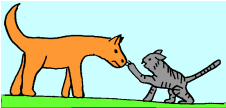
D d



E e



F f



G g



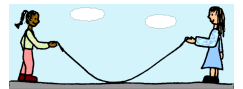
H h



I i Ī ī



J j



K k



L l



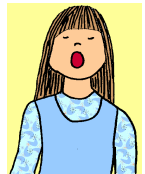
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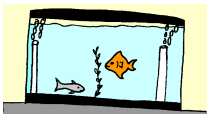
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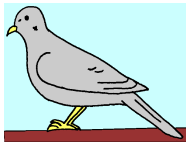
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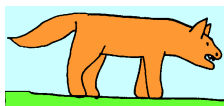
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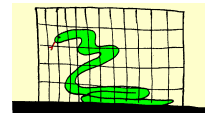
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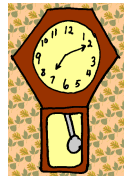
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S s



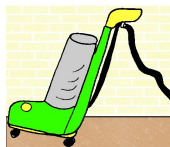
T t



U u



V v



W w



X x



Y y



Z z

