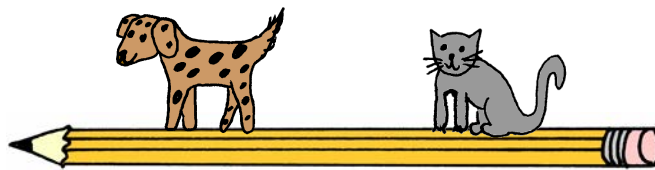


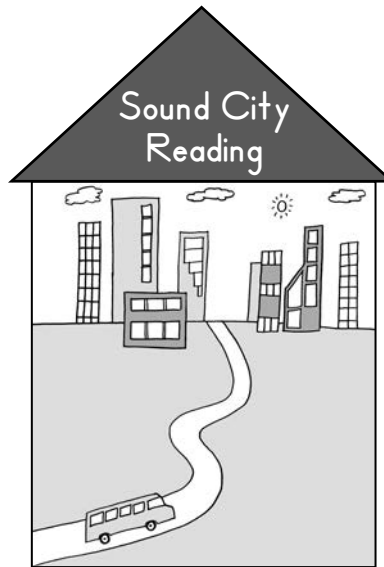
Exploring Sounds In Words

Aa Bb Cc

Manuscript Handwriting



Trace And Copy Letters And Words



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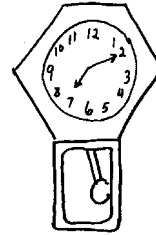
A Sound Story

About Audrey and Brad



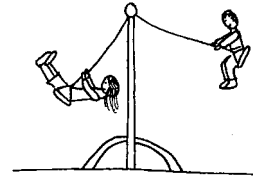
Part 1

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



T t

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



I i

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



H h

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

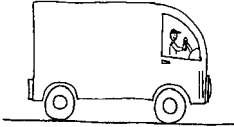
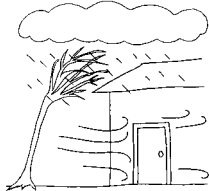


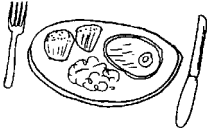



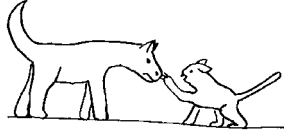
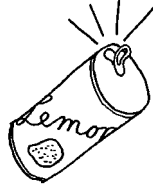
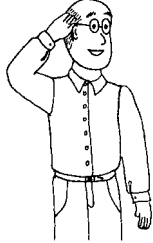
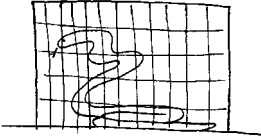
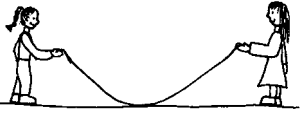
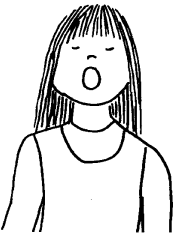
I i



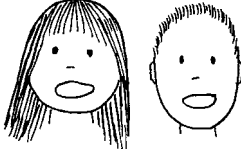
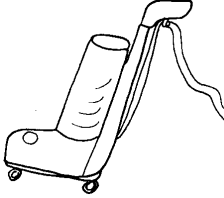

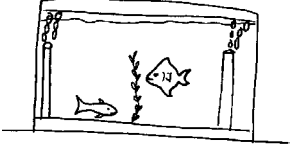
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”



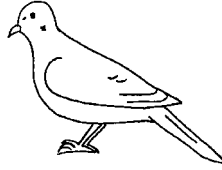
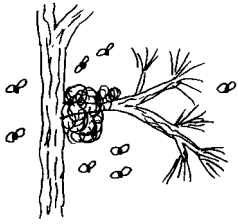


L l

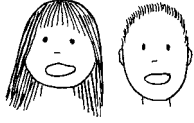




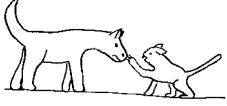


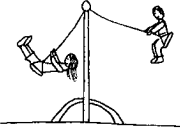
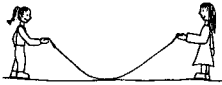



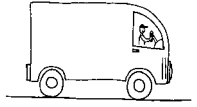

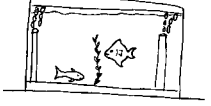
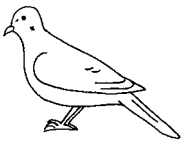
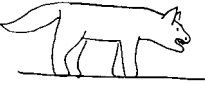
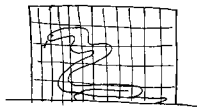
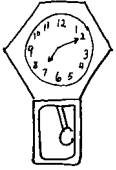



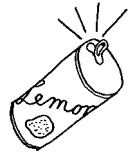

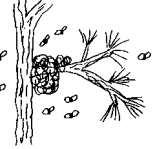
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, “wwwwww.”</p>		<p>W w</p>
<p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.</p> <p style="text-align: center;">(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. “Mmmmm,” 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 aides,” 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 has 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>

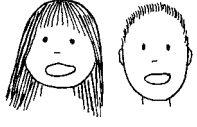




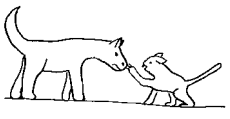


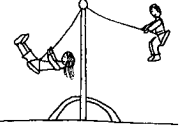




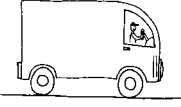

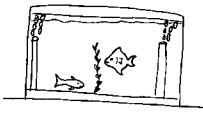
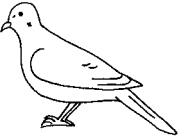

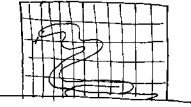
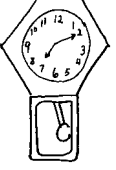



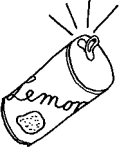

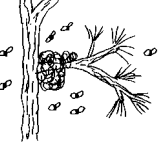
<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey 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/ant)</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 receptionists heels stepping across the tile floor. “I need to ask your mother a question about your insurance,” said Mrs. Kendrick. “She’s in the examining room with my brother,” said Audrey. “Thanks!” said Mrs. Kendrick. “I’ll look for her there.”</p>		<p>K k</p>
<p>When Brad’s exam was finished, Audrey and 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>

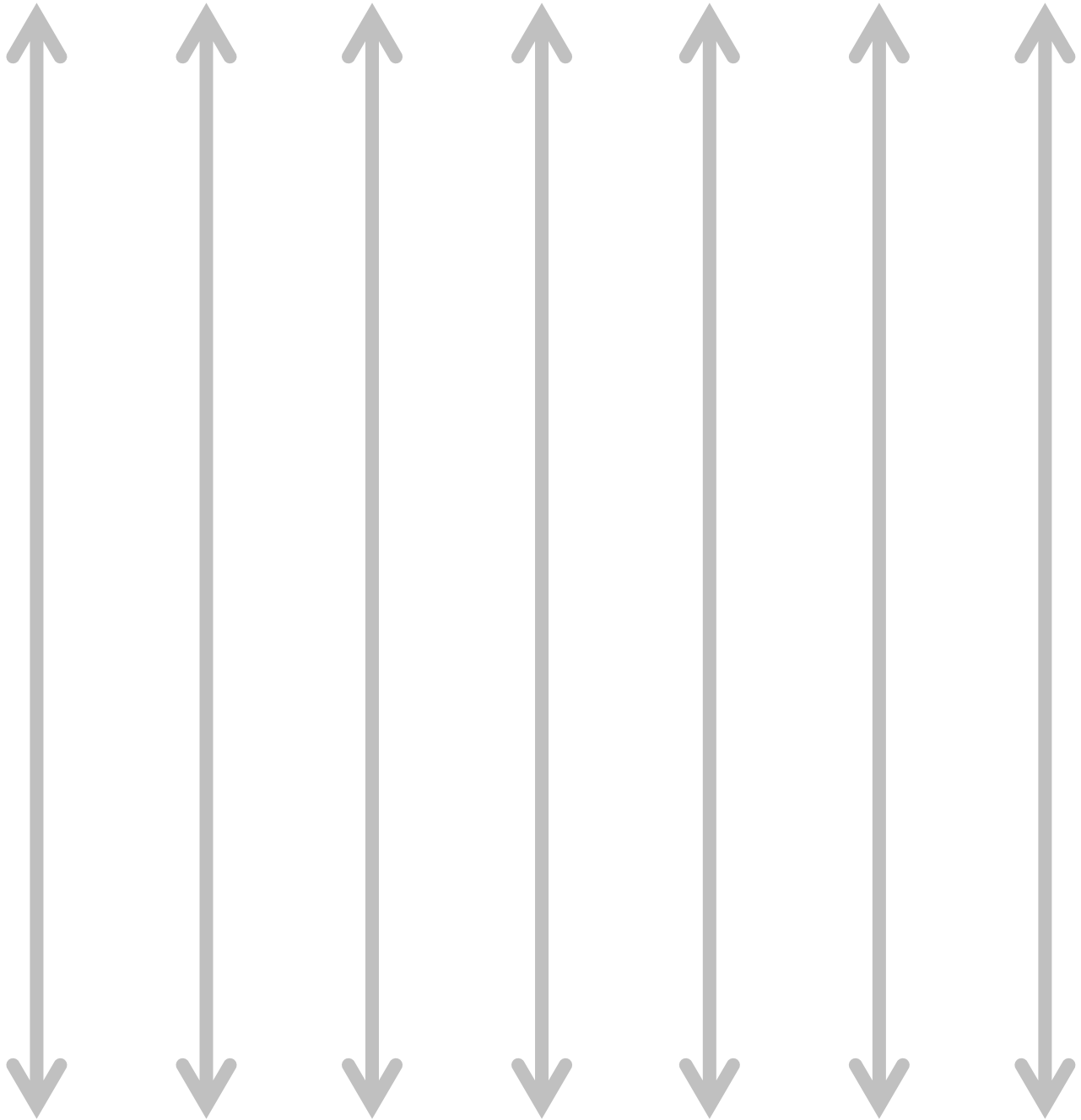
These are the consonant and short vowel sounds in alphabetical order.
Practice saying the sound for each letter.

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 

These are the consonant and short vowel sounds in alphabetical order.
Practice saying the sound for each letter.

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

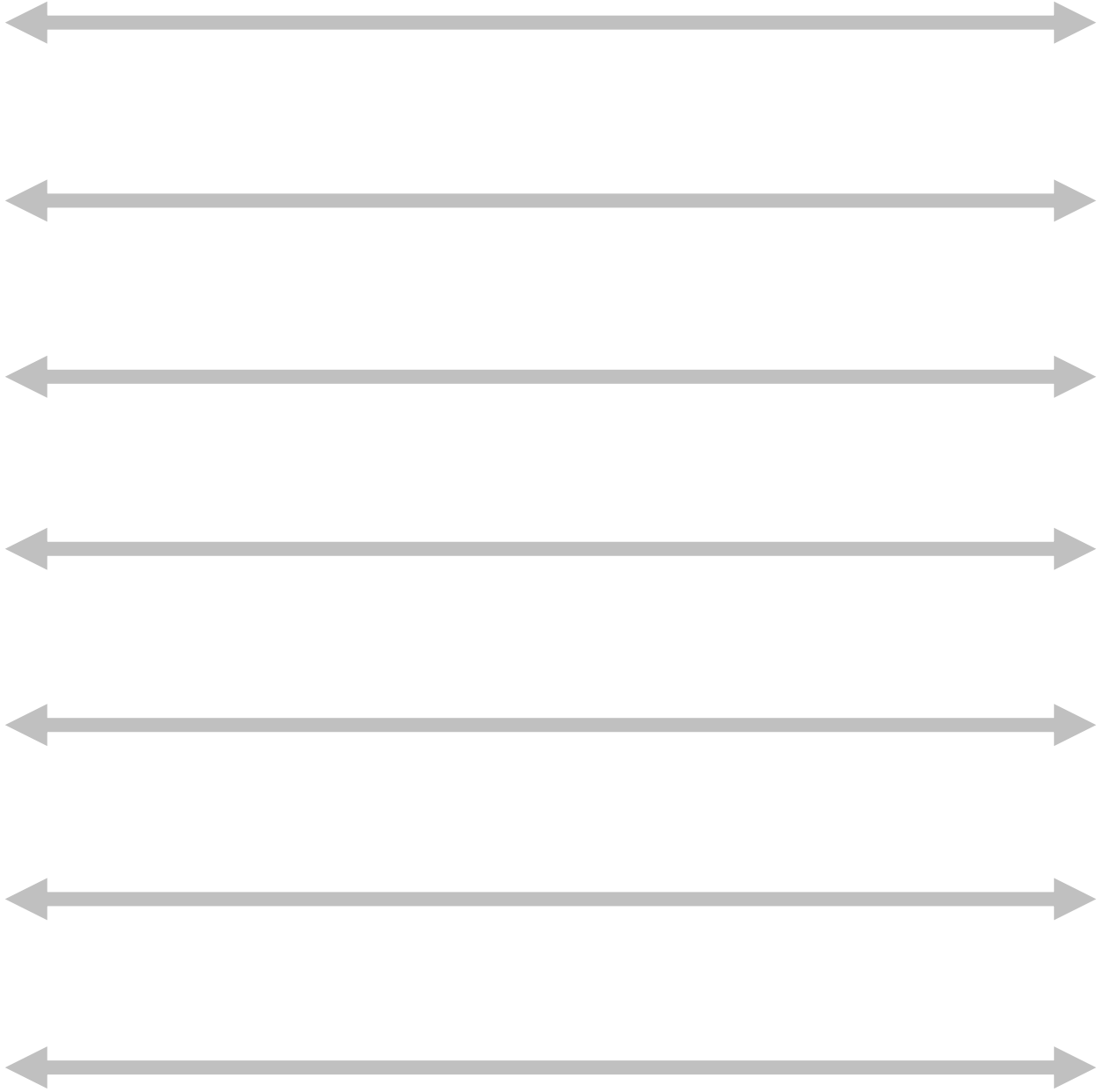
Handwriting Warm-Up Exercises



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

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

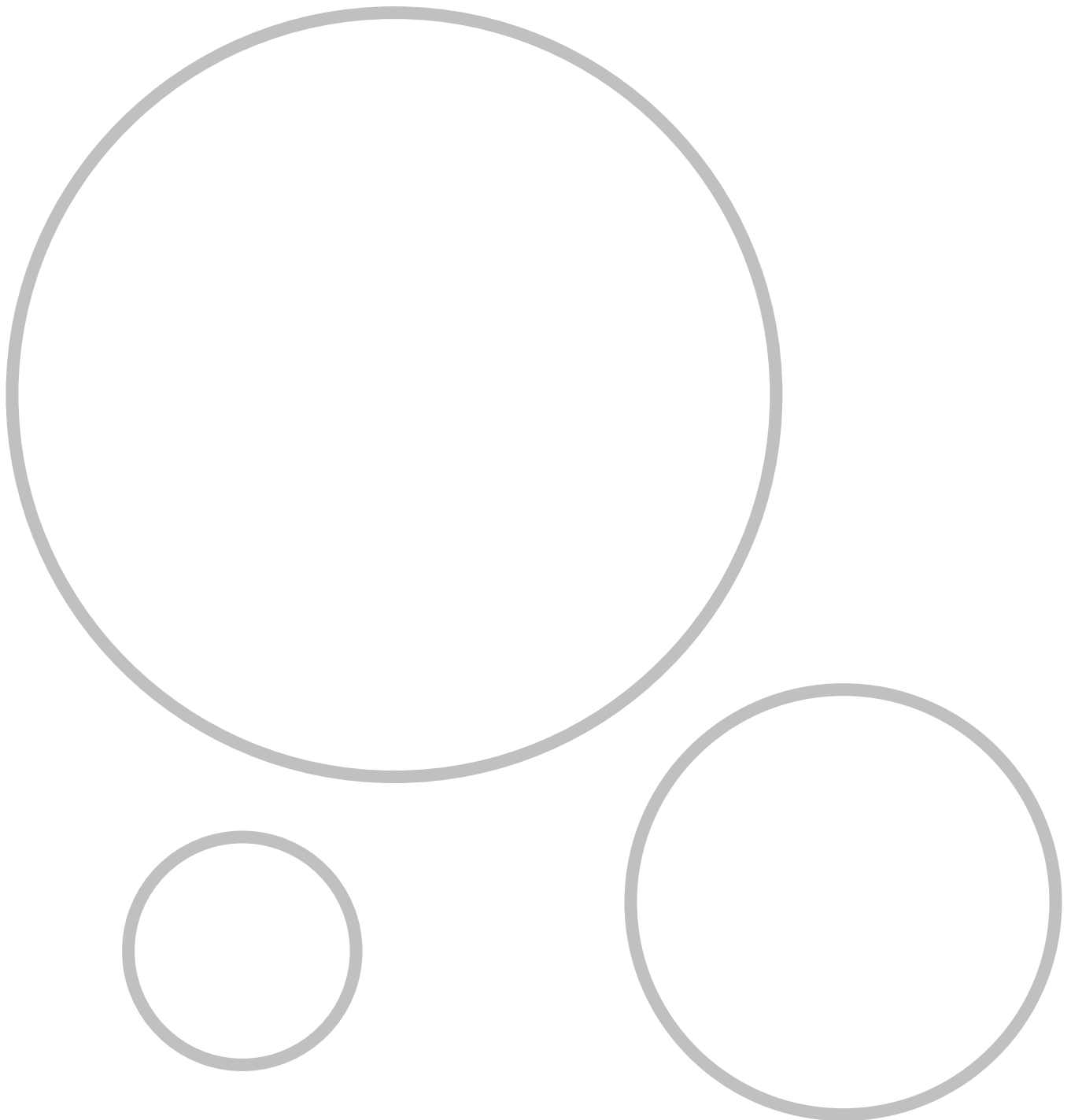
Handwriting Warm-Up Exercises



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

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

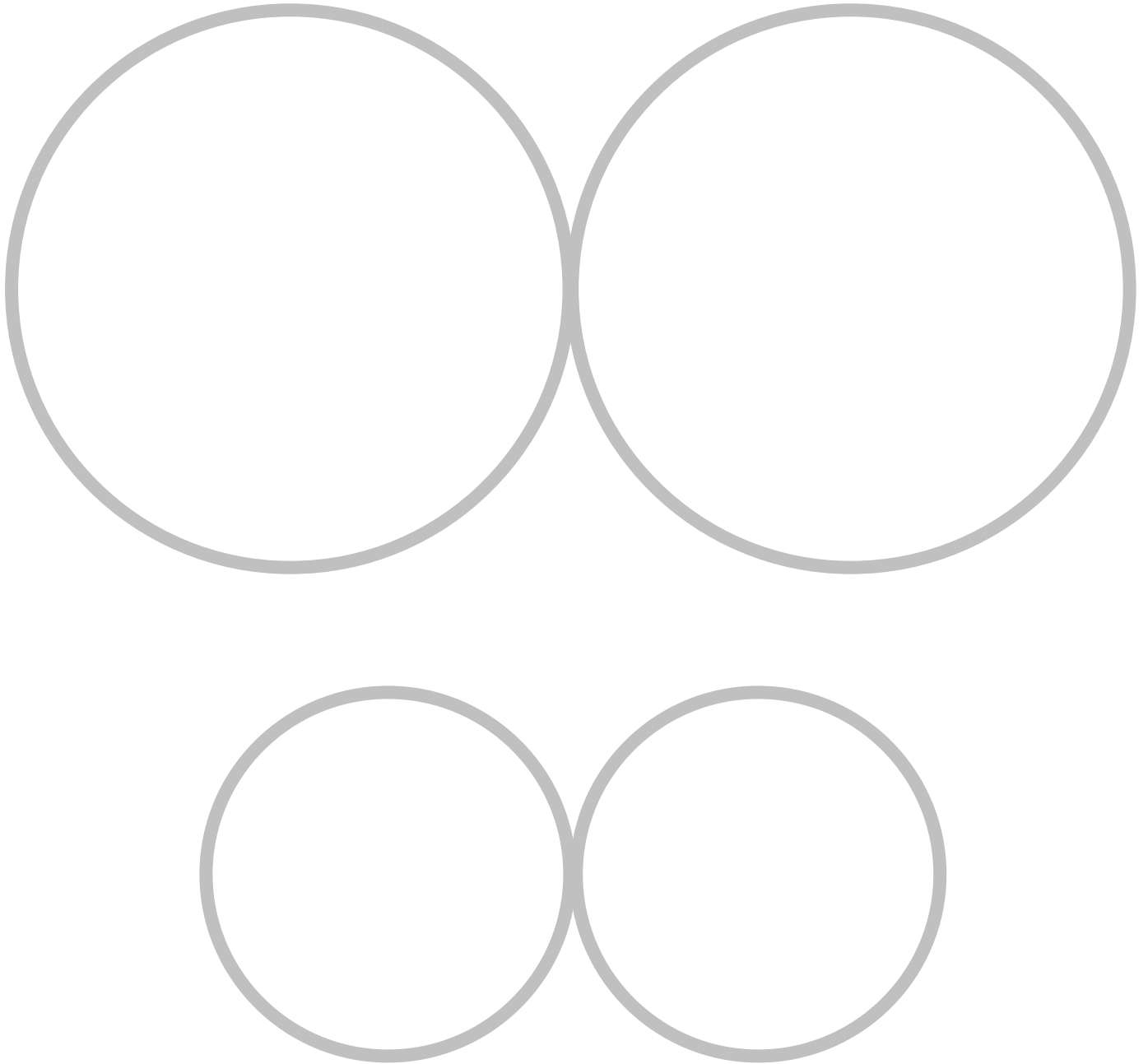
Handwriting Warm-Up Exercises



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

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

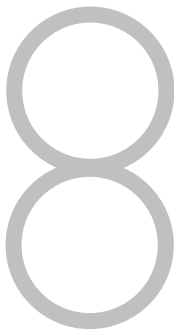
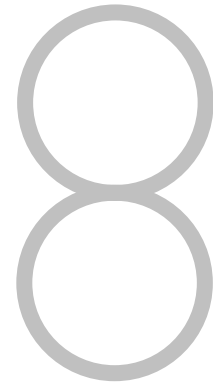
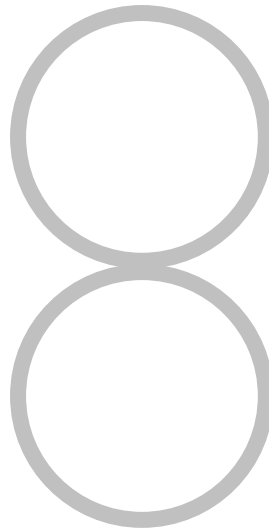
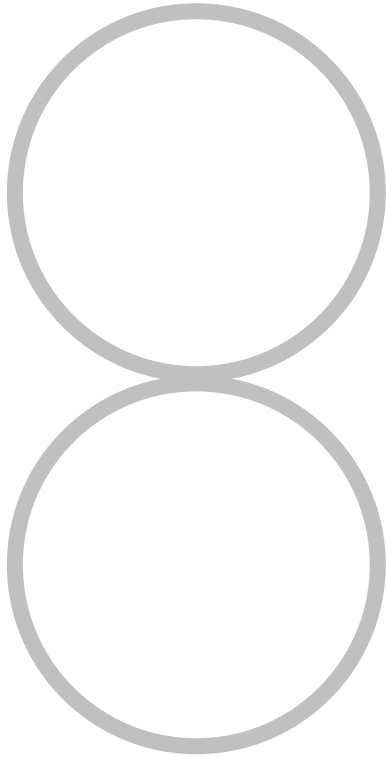
Handwriting Warm-Up Exercises



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

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

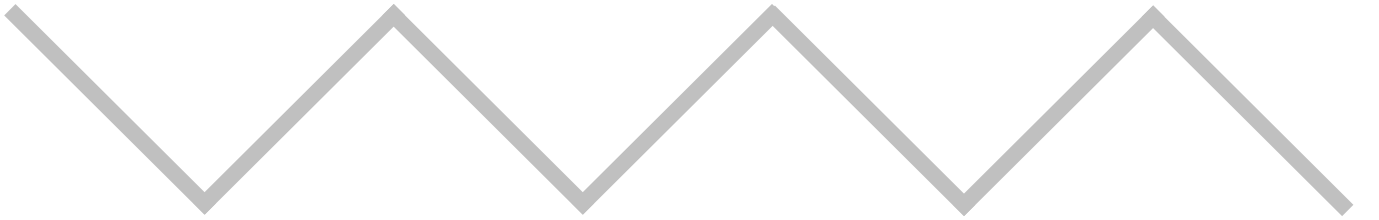
Handwriting Warm-Up Exercises



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

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

Handwriting Warm-Up Exercises



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

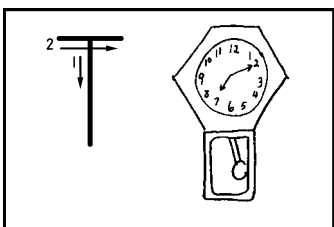
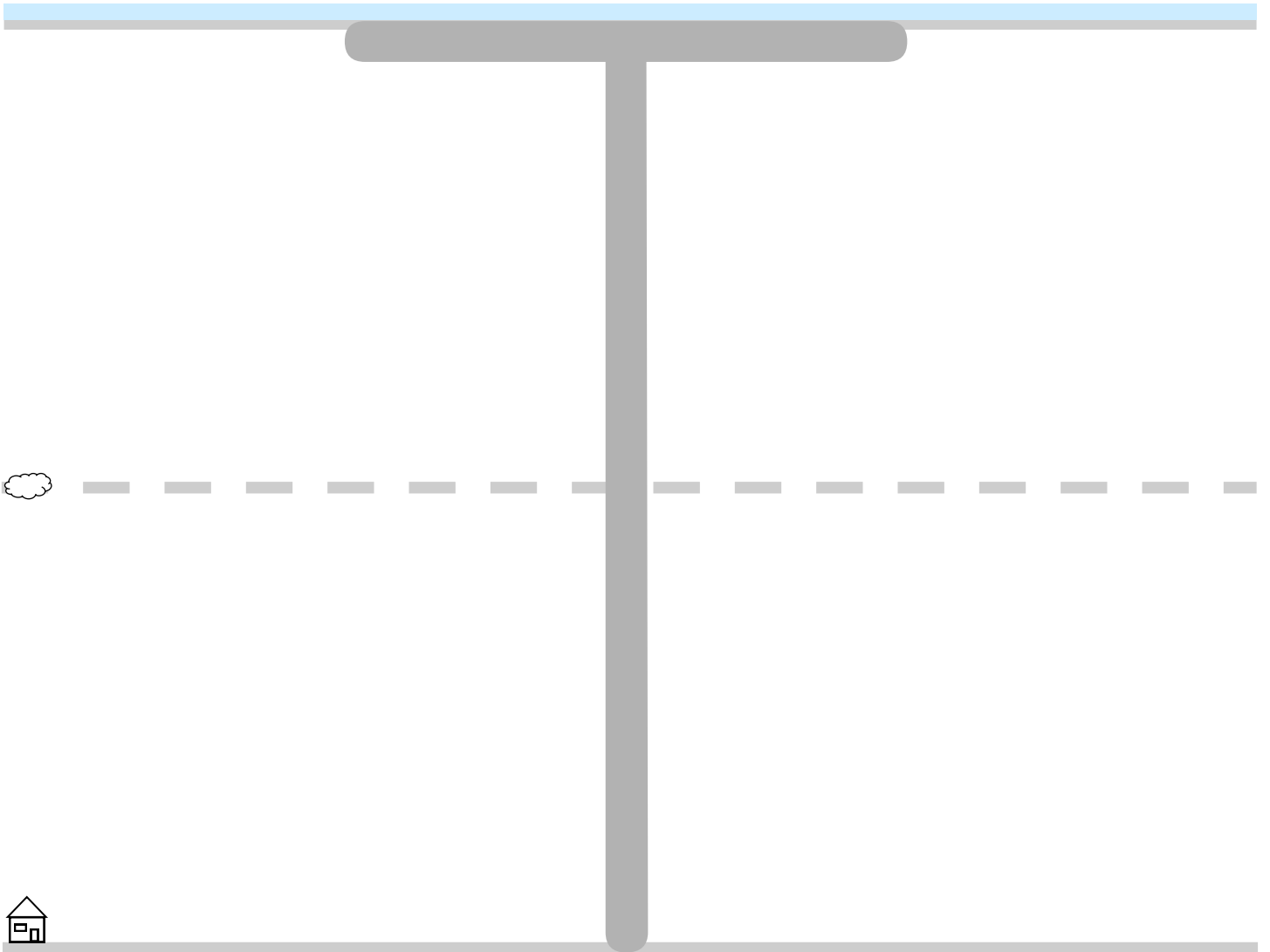
Trace these patterns with a pencil. First go from left to right. Then go from right to left. Start with the largest patterns.

Handwriting Warm-Up Exercises

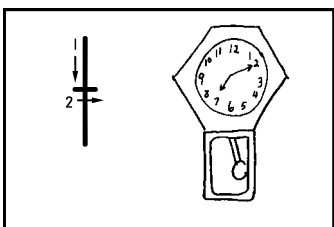
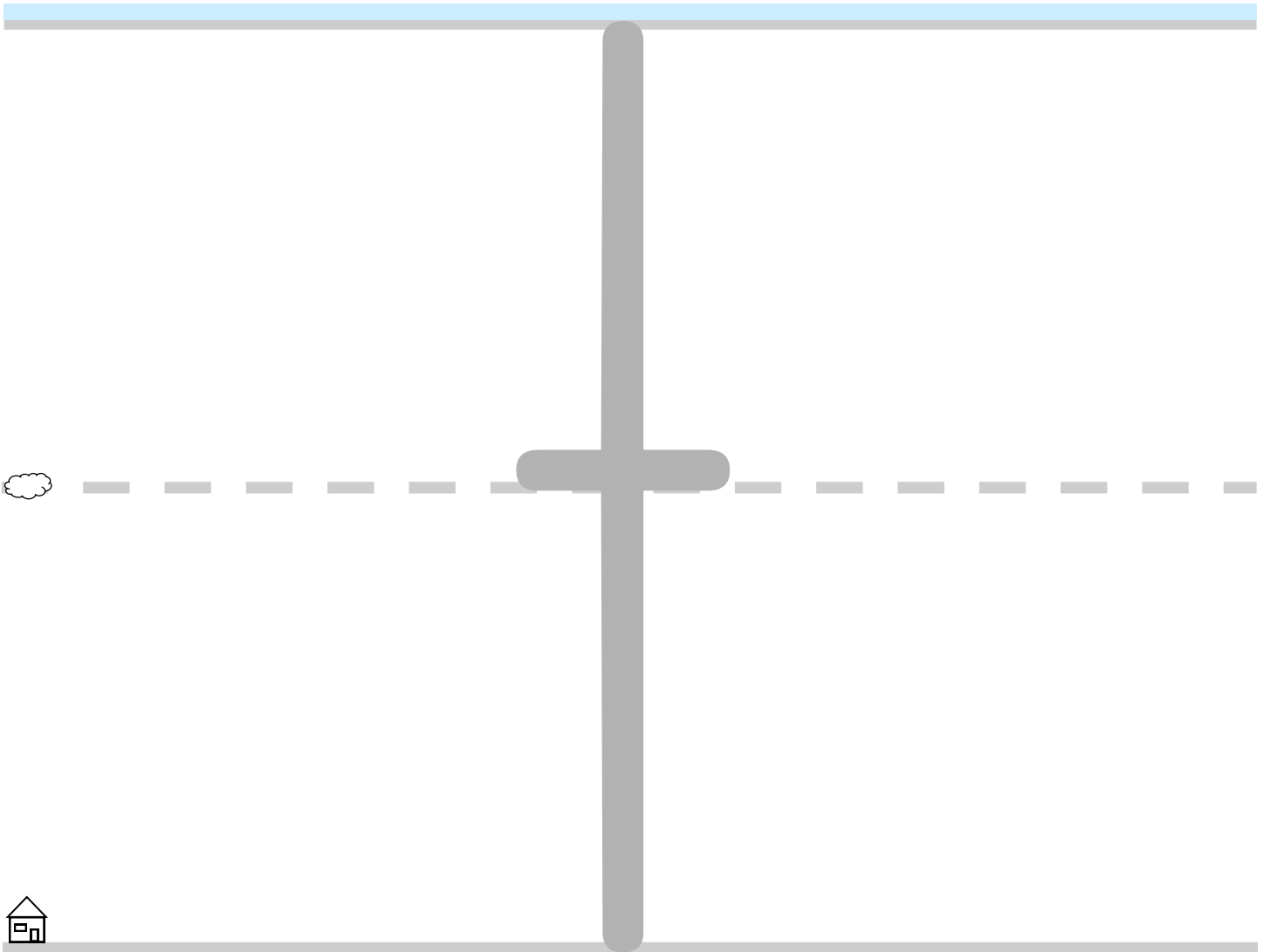


Prepares For: w, x, v, k, y, z

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



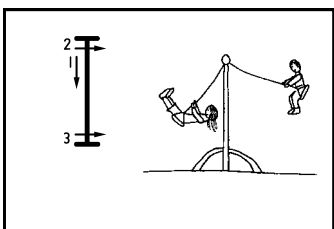
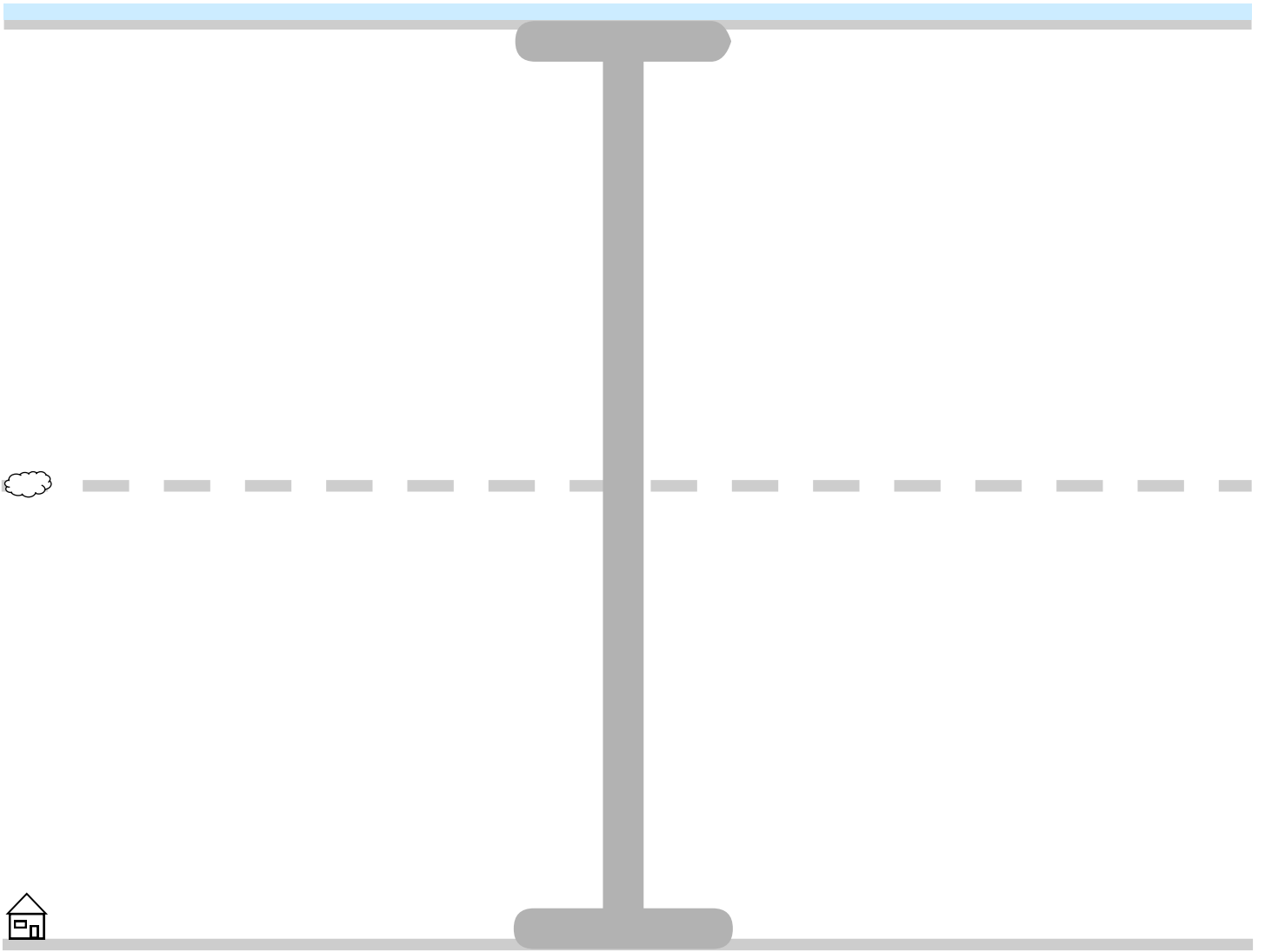
Trace the capital letter many times; say its name and sound each time you trace.



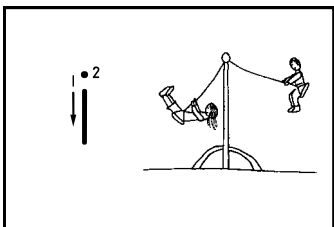
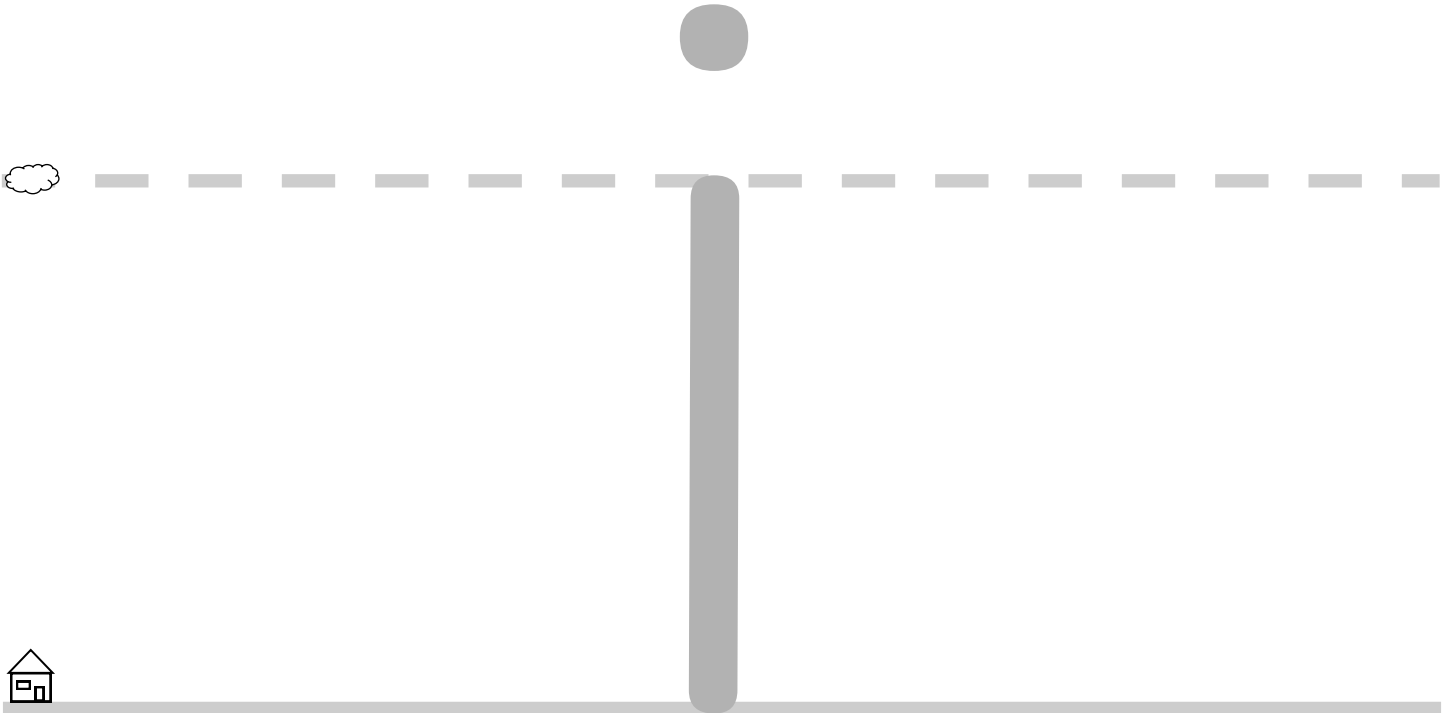
Trace the lower case letter many times; say its sound each time you trace.

The image shows a handwriting practice sheet with four rows of three-letter guides. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line. The first row contains three uppercase letters: T, L, and I. The second row contains three lowercase letters: t, l, and i. The third row contains two uppercase letters: T and I. The fourth row is empty.

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter.



Trace the capital letter many times; say its name and sound each time you trace.

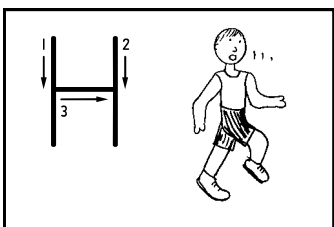
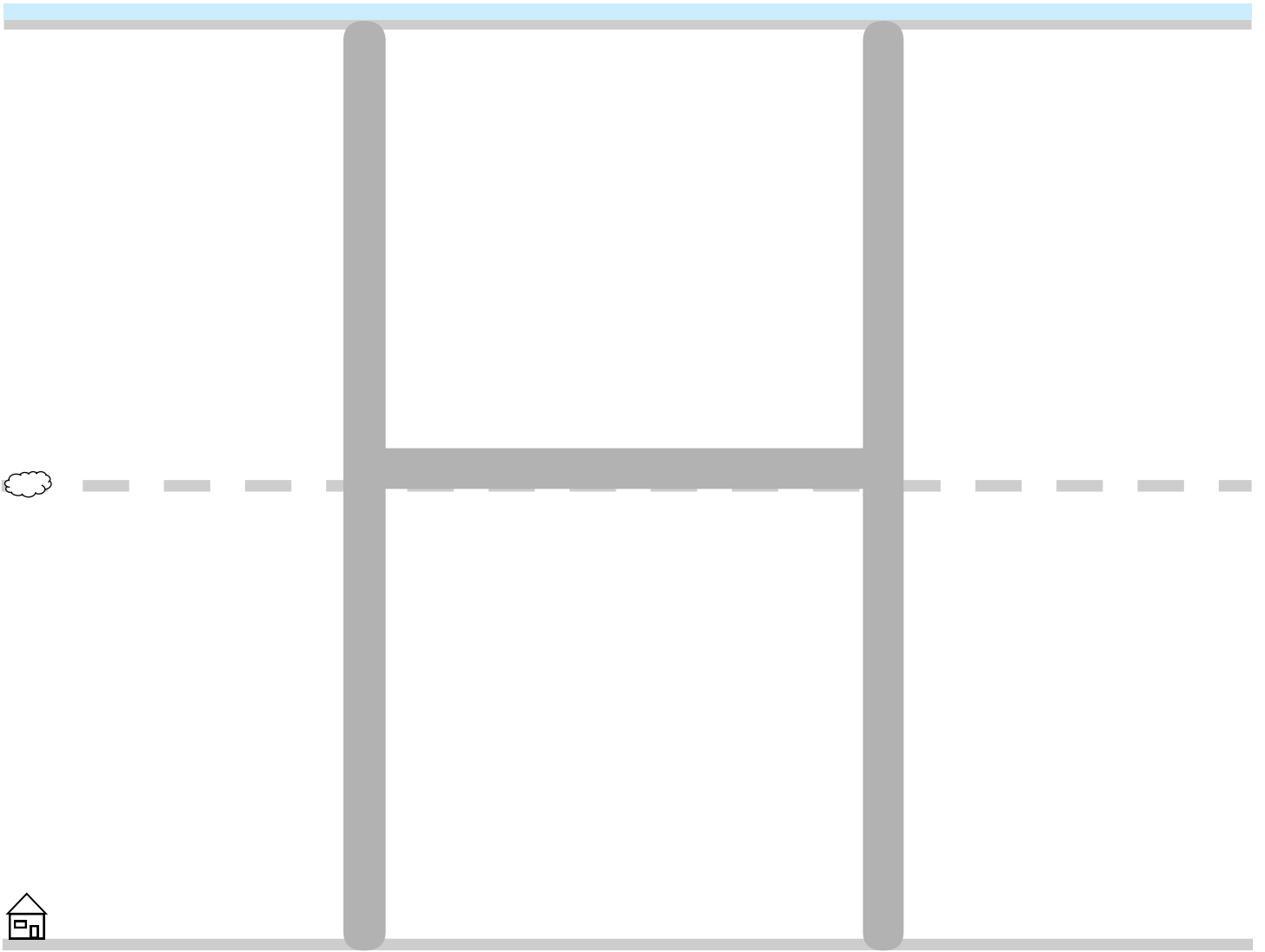


Trace the lower case letter many times; say its sound each time you trace.

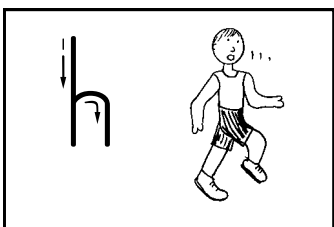
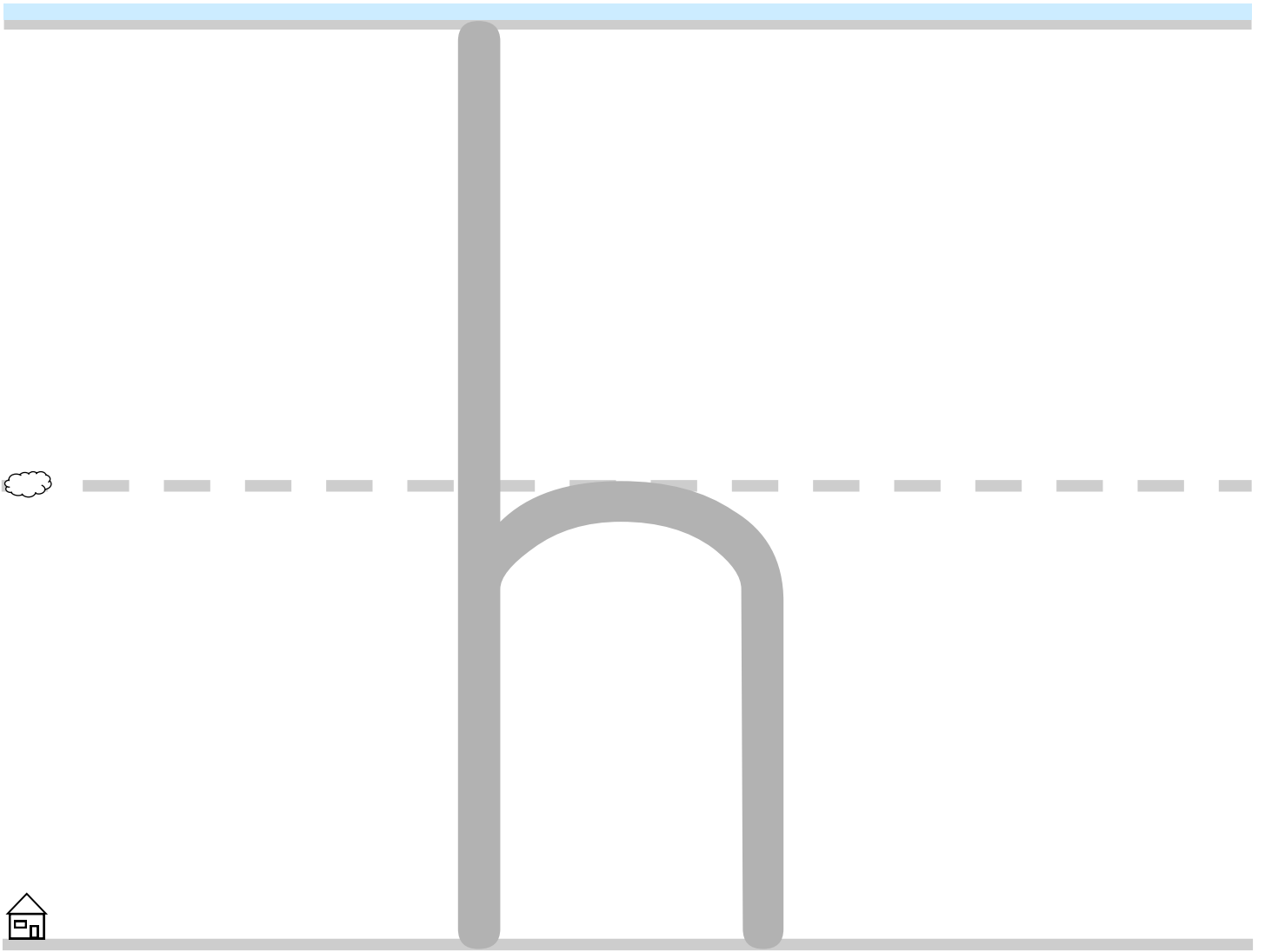
Handwriting practice sheet with seven rows of three-line guides (top solid, middle dashed, bottom solid). Each row contains tracing letters and a blank space for independent writing.

- Row 1: Three uppercase 'I' letters for tracing.
- Row 2: Three lowercase 'i' letters for tracing.
- Row 3: One uppercase 'I' and one lowercase 'i' for tracing.
- Row 4: Two uppercase 'T' letters for tracing.
- Row 5: One lowercase 'i' and one uppercase 'T' for tracing.
- Row 6: A small illustration of a stick figure pointing to a flower.

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



Trace the capital letter many times; say its name and sound each time you trace.

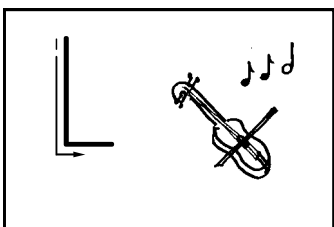
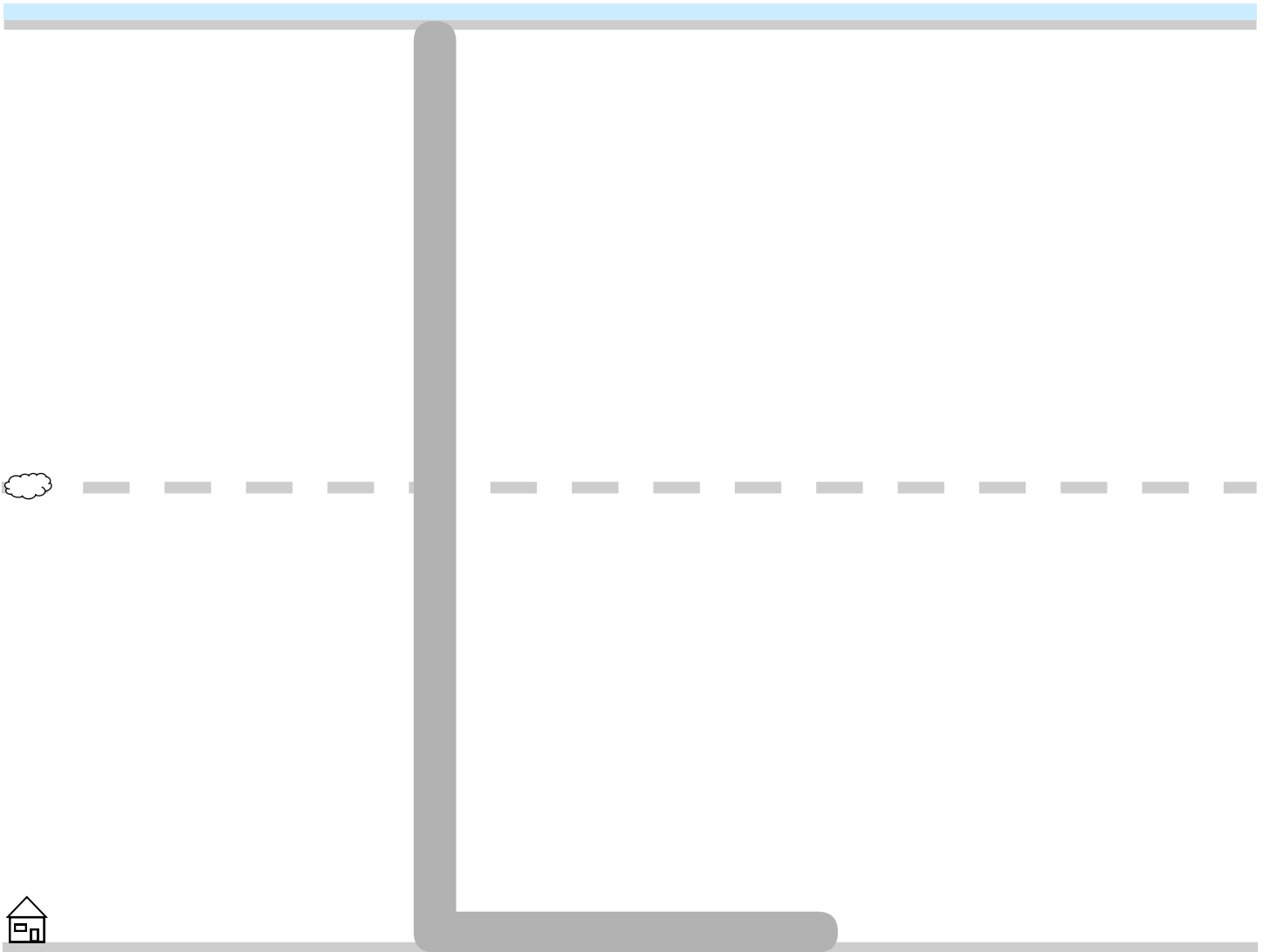


Trace the lower case letter many times; say its sound each time you trace.

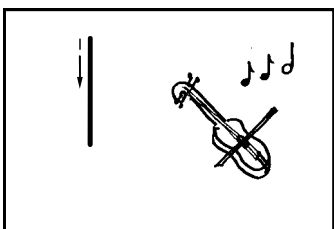
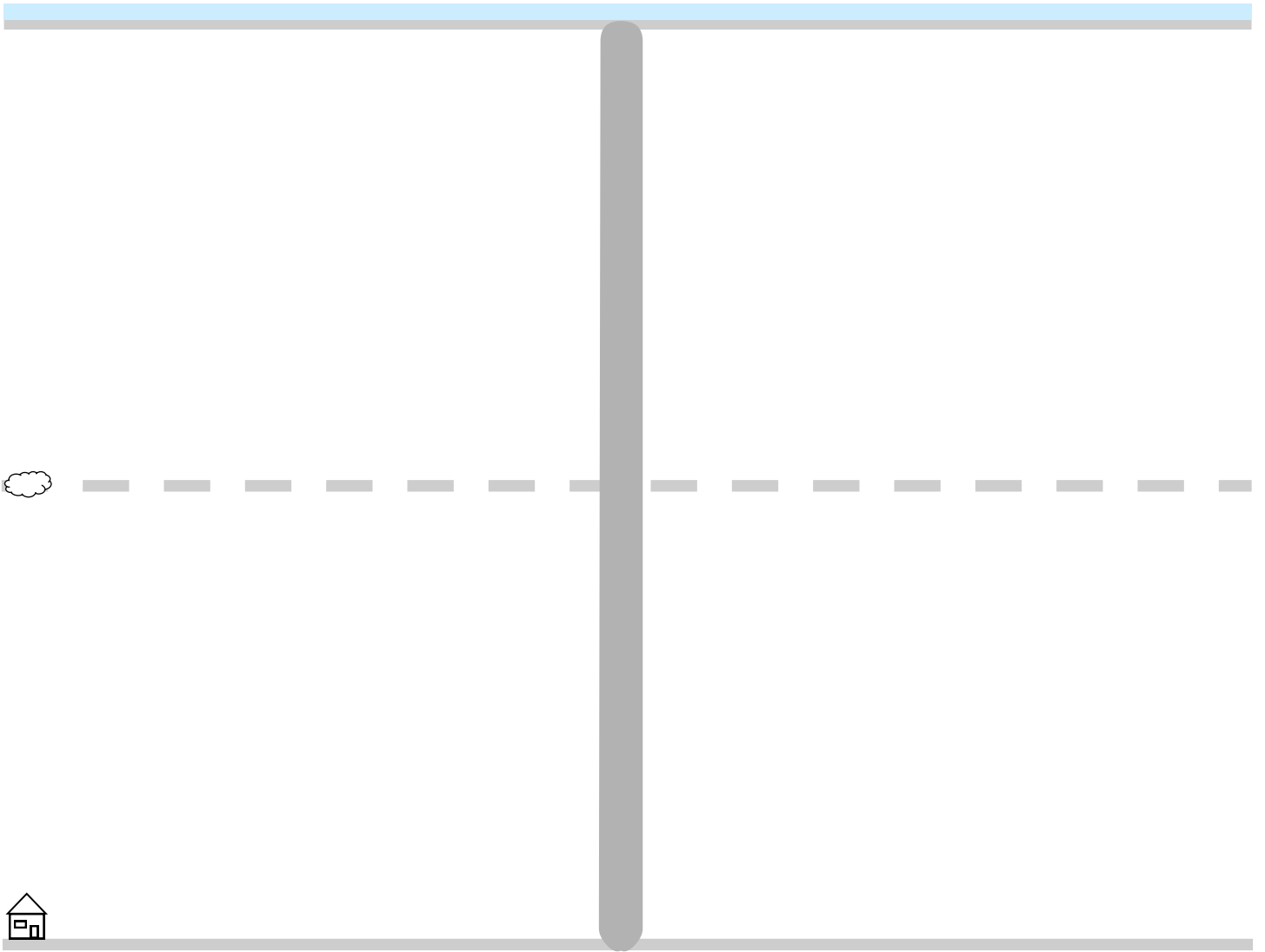
Handwriting practice sheet with four rows of three-line guides (top, middle dashed, bottom). Each row contains a set of letters for tracing and a blank space for independent writing.

- Row 1: Capital letters H, H, H. Blank space for writing.
- Row 2: Lowercase letters h, h, h. Blank space for writing.
- Row 3: Capital letters H, H, h and H, H, h. Blank space for writing.
- Row 4: Capital letters T, T, t and I, i. Blank space for writing.
- Row 5: The word "hit" for tracing. To the right is an illustration of a hammer hitting a nail into a piece of wood.

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



Trace the capital letter many times; say its name and sound each time you trace.



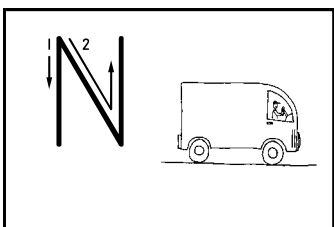
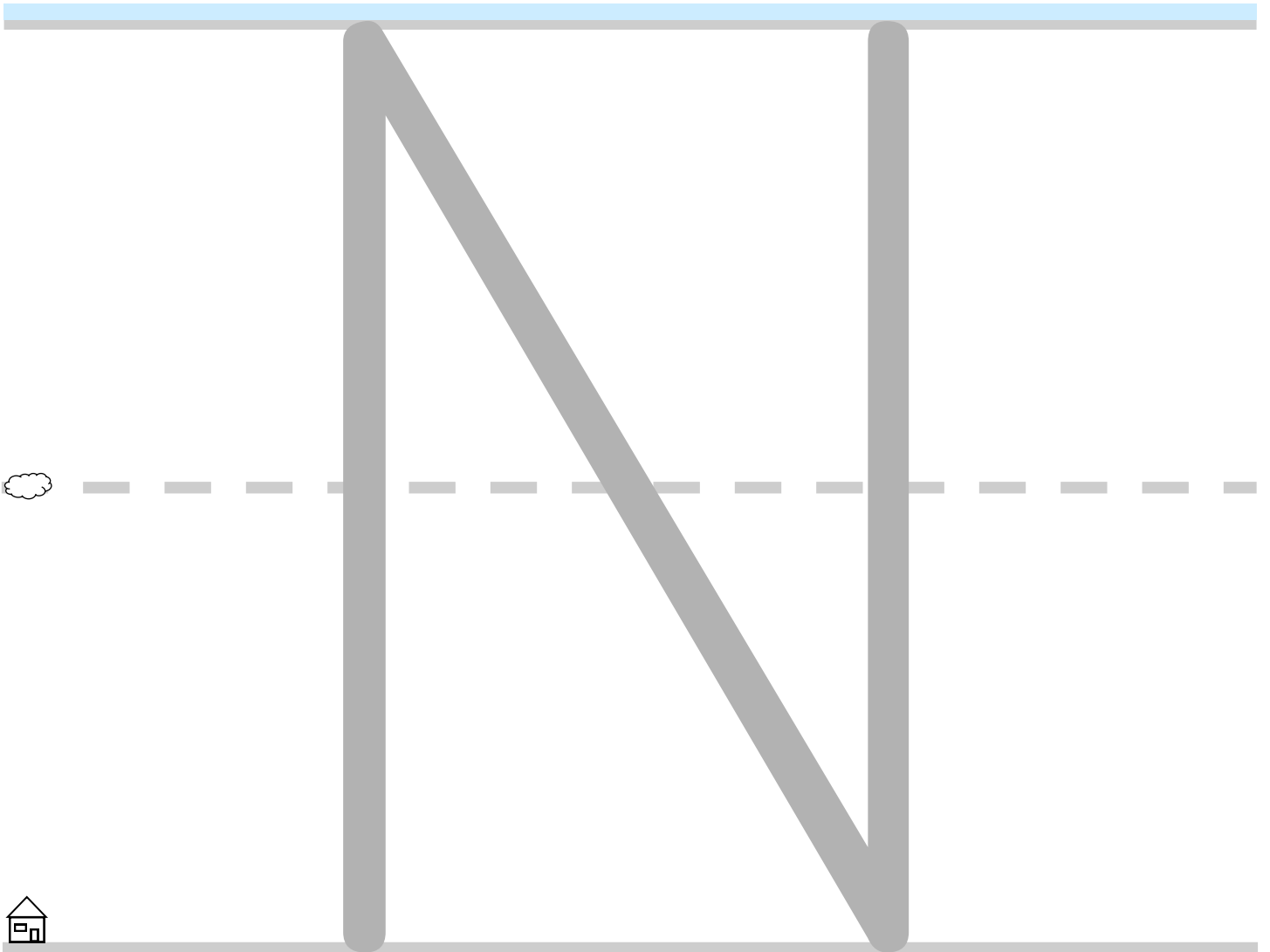
Trace the lower case letter many times; say its sound each time you trace.

Handwriting practice sheet with four rows of three-line guides (top solid, middle dashed, bottom solid). Each row contains a set of letters for tracing and a blank space for independent writing.

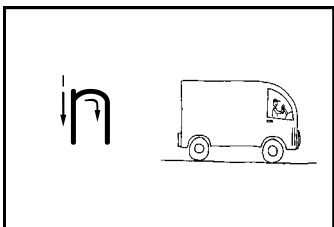
- Row 1: Capital letters L, l, l. (Note: the second 'l' is lowercase)
- Row 2: Capital letters H, h, h.
- Row 3: Capital letters T, t, t. (Note: the second 't' is lowercase)
- Row 4: Capital letters H, h, h. (Note: the second 'h' is lowercase)

The bottom row contains a small illustration of a lit candle in a holder on the right side.

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.

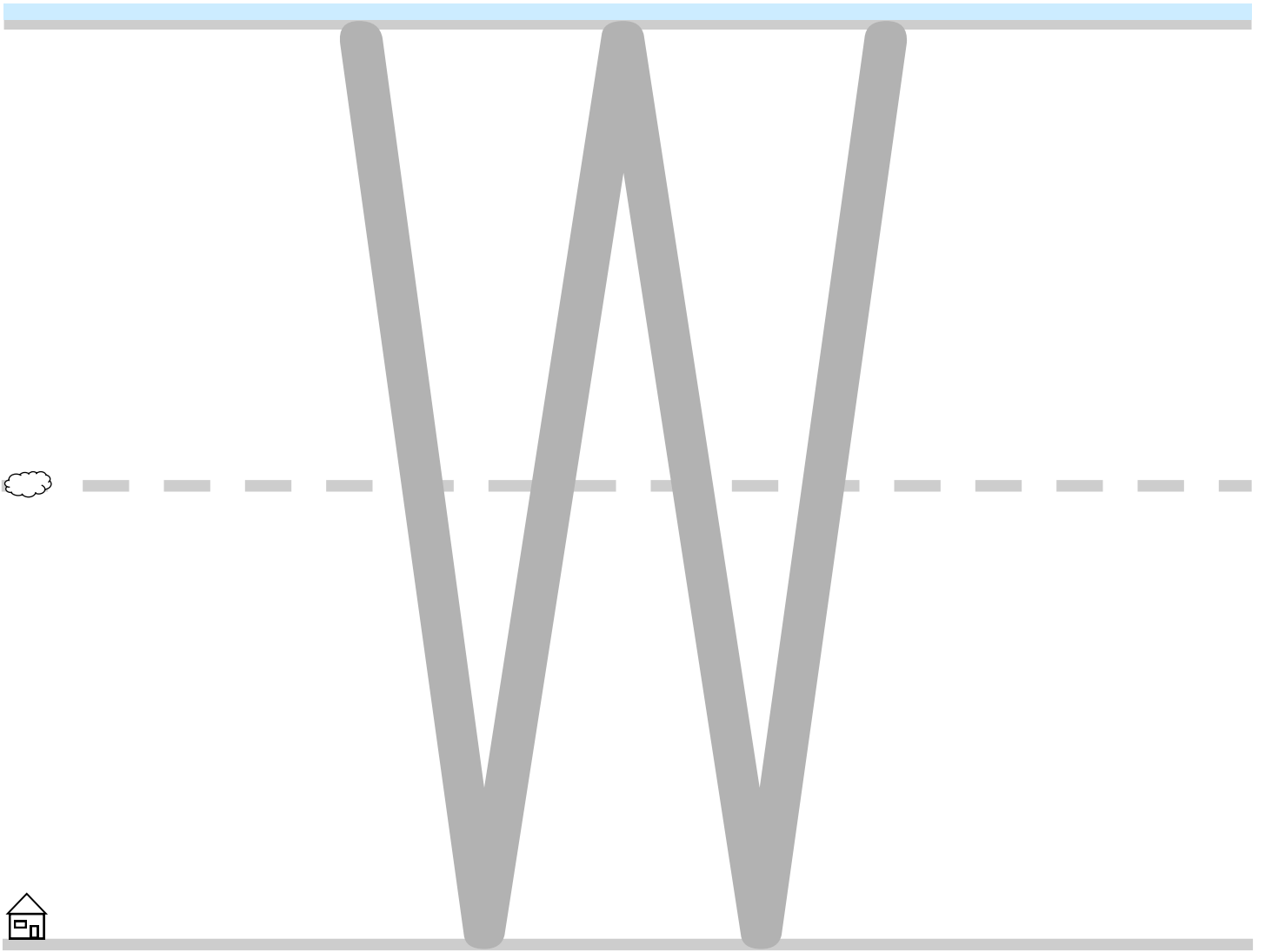


Trace the capital letter many times; say its name and sound each time you trace.

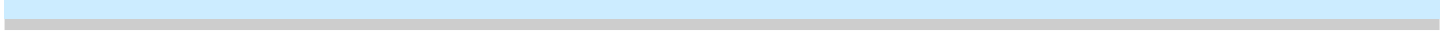


Trace the lower case letter many times; say its sound each time you trace.

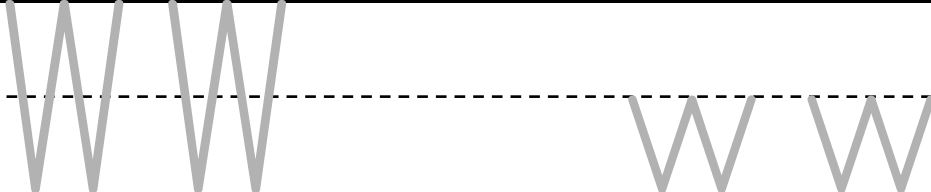
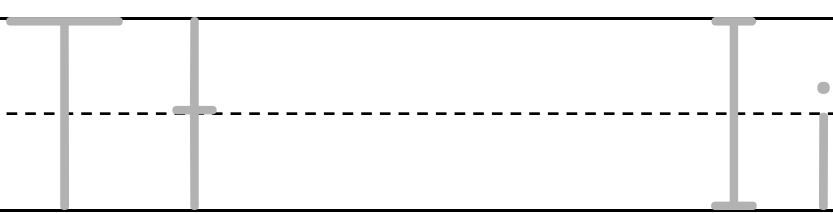
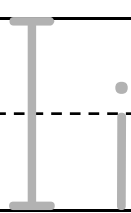
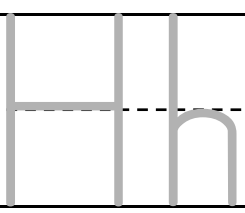
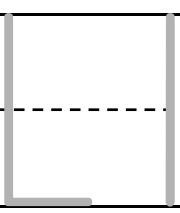
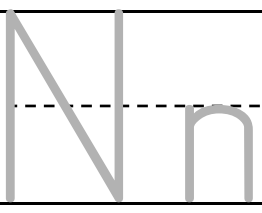
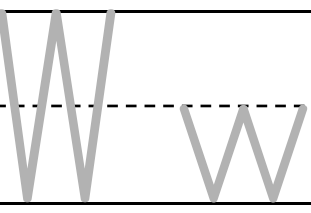
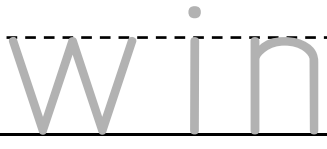

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



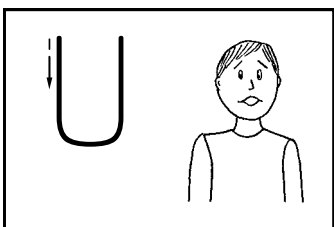
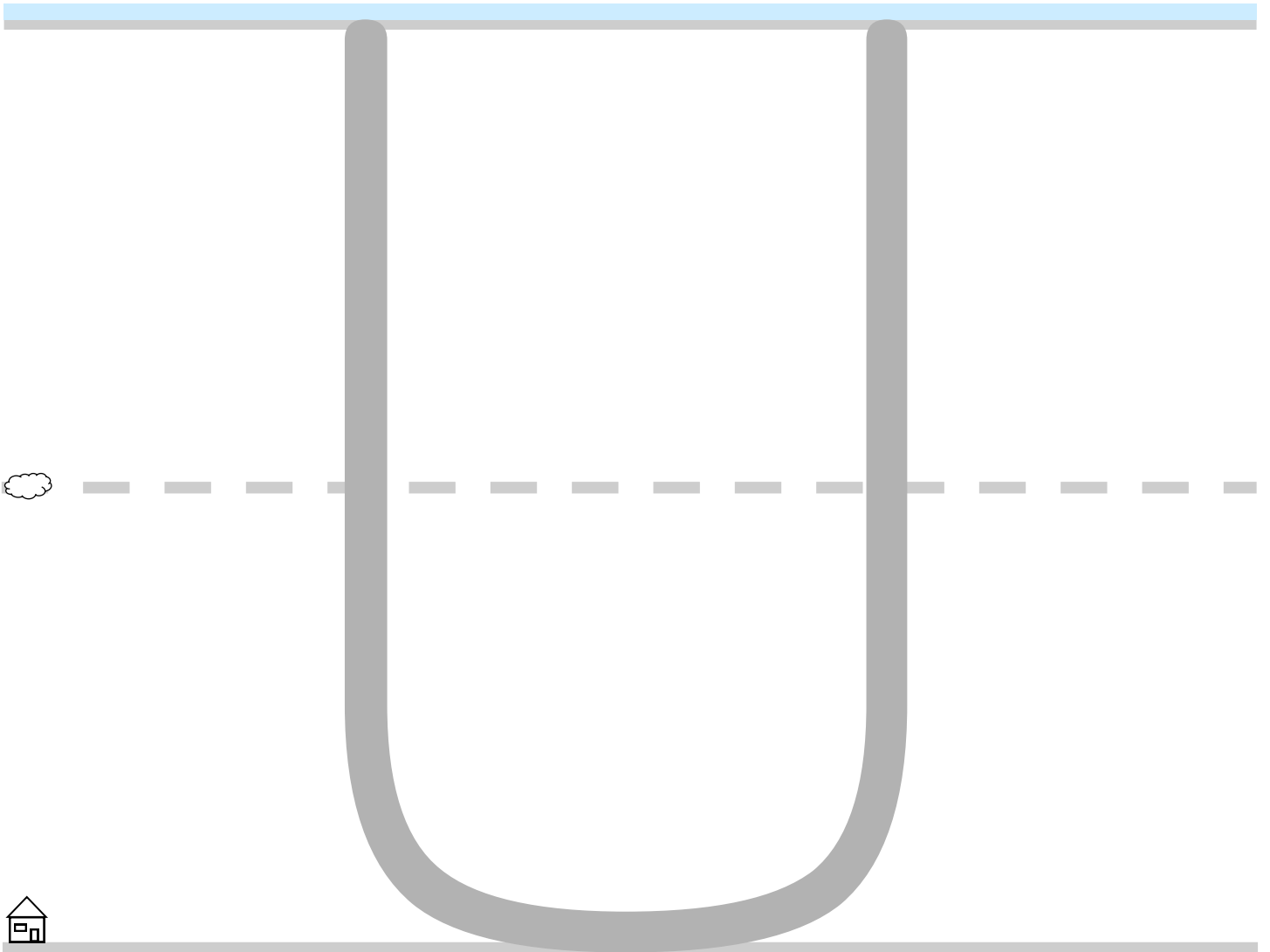
Trace the capital letter many times; say its name and sound each time you trace.



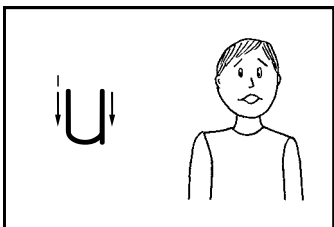
Trace the lower case letter many times; say its sound each time you trace.


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



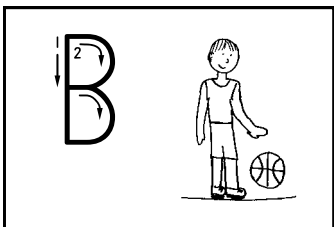
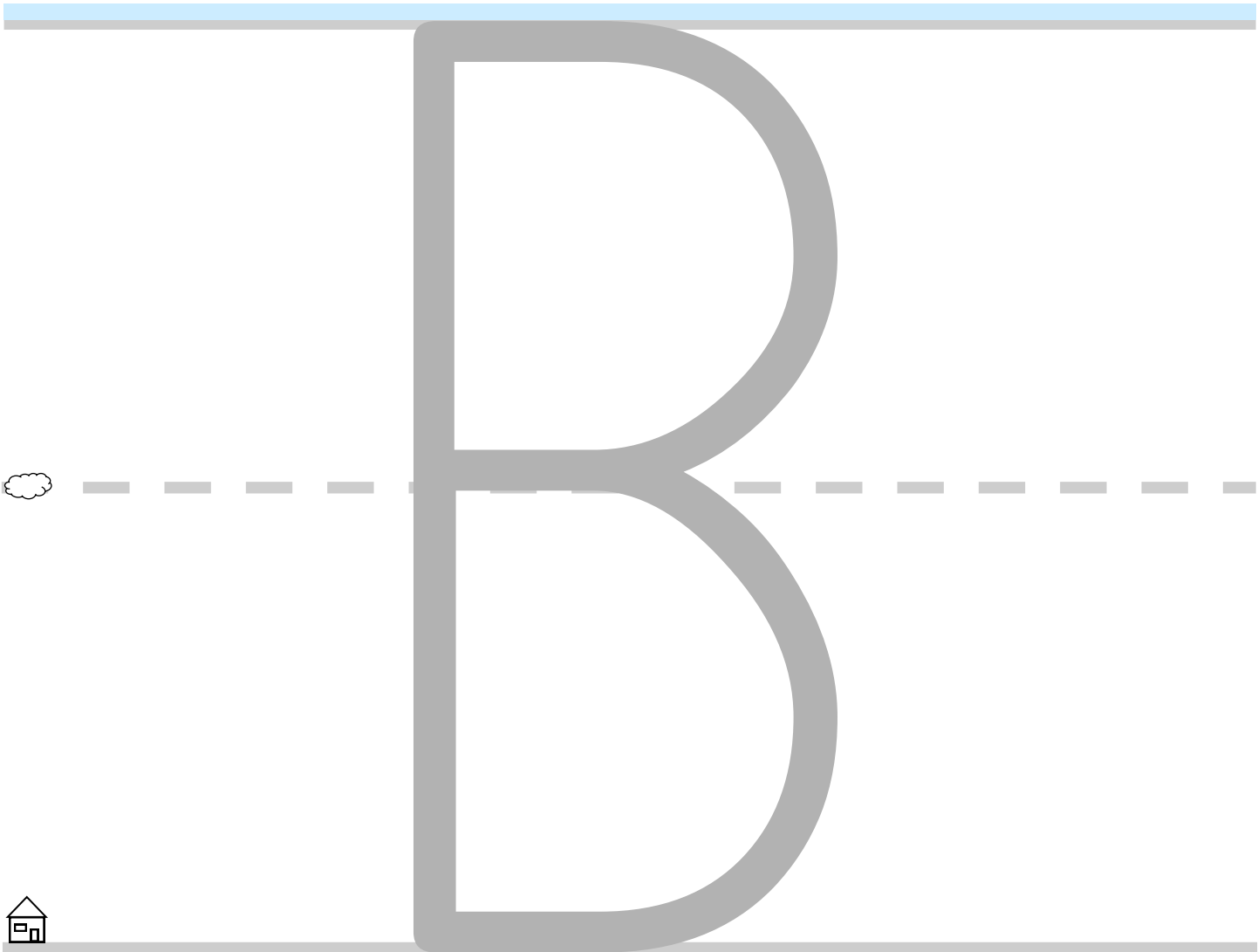
Trace the capital letter many times; say its name and sound each time you trace.



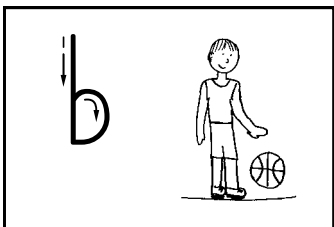
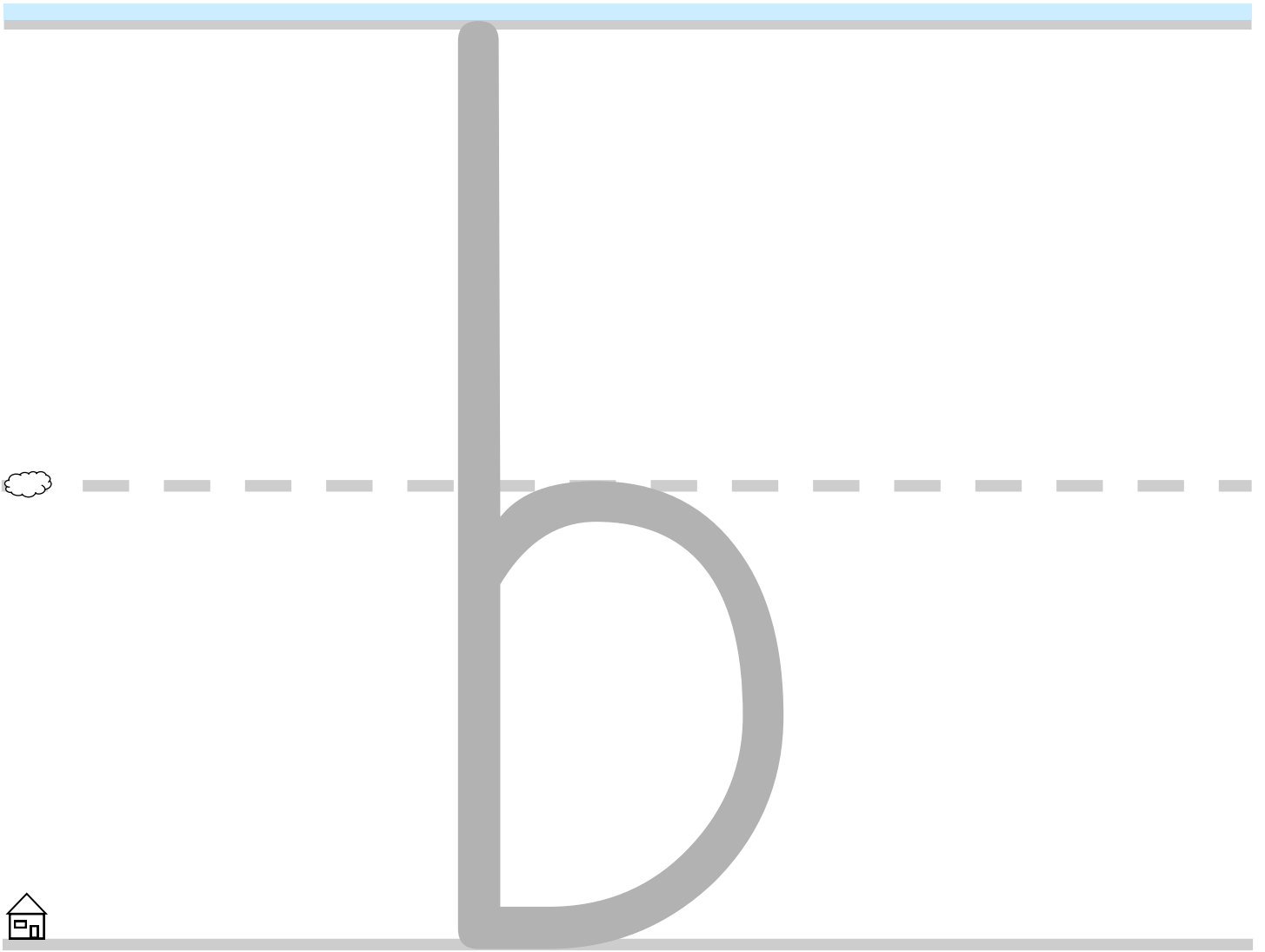
Trace the lower case letter many times; say its sound each time you trace.

U U	u u
I i	H h
L l	N n
W w	U u
nut	

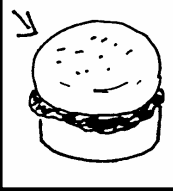
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



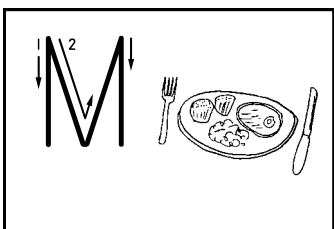
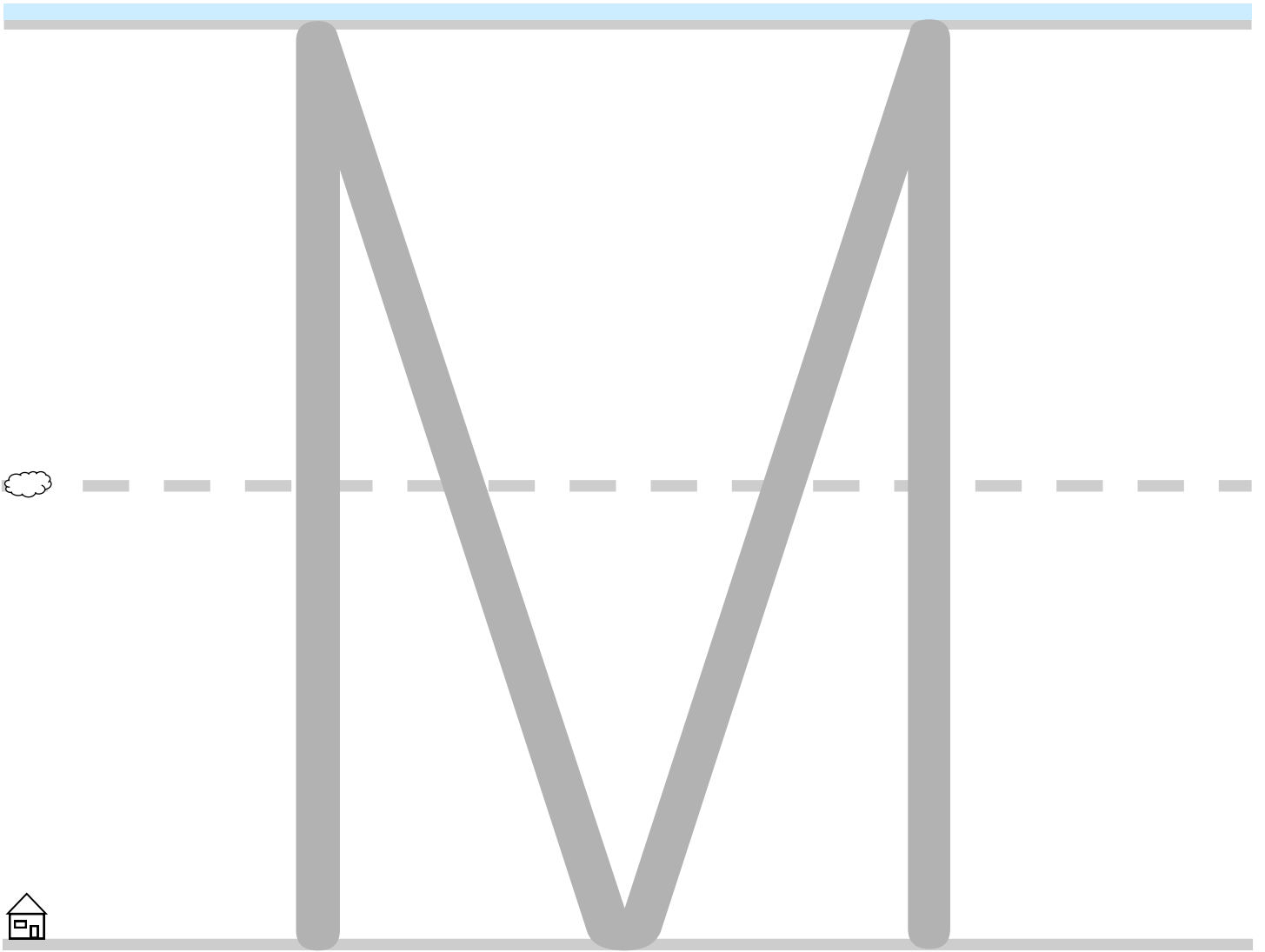
Trace the capital letter many times; say its name and sound each time you trace.



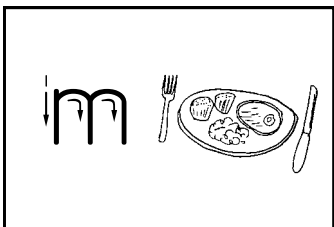
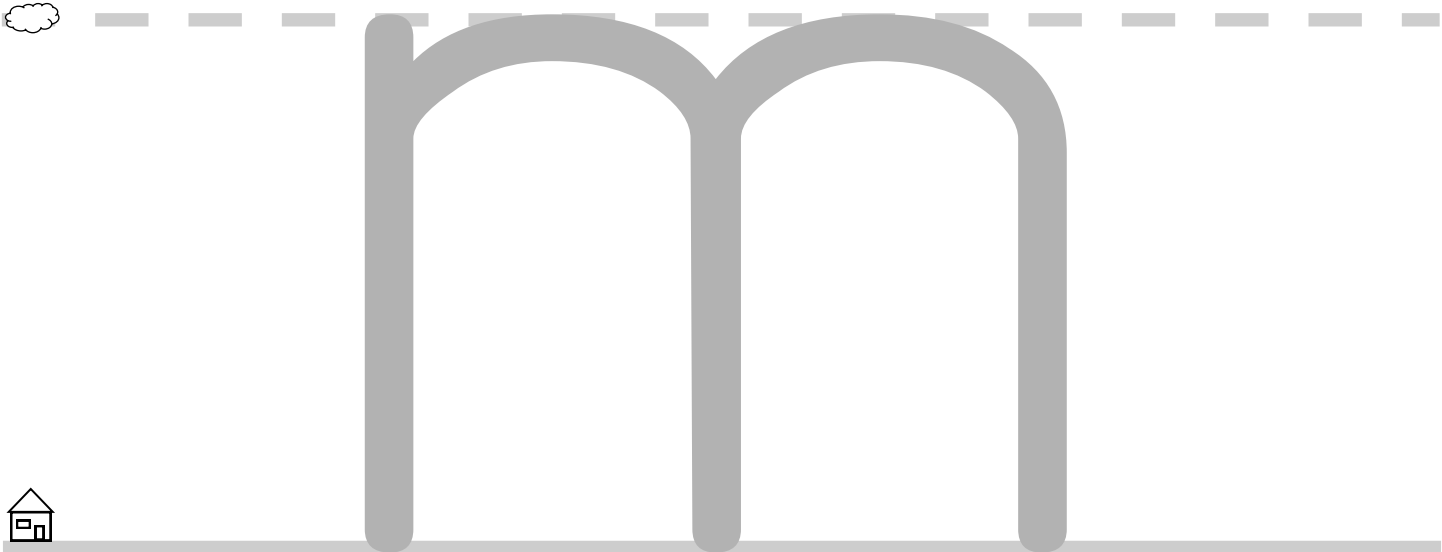
Trace the lower case letter many times; say its sound each time you trace.

B B	b
H h	L l
N n	W w
U u	B b
bun	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



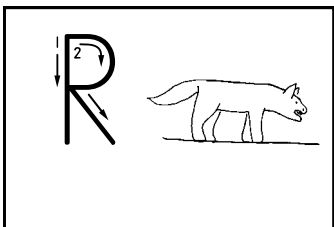
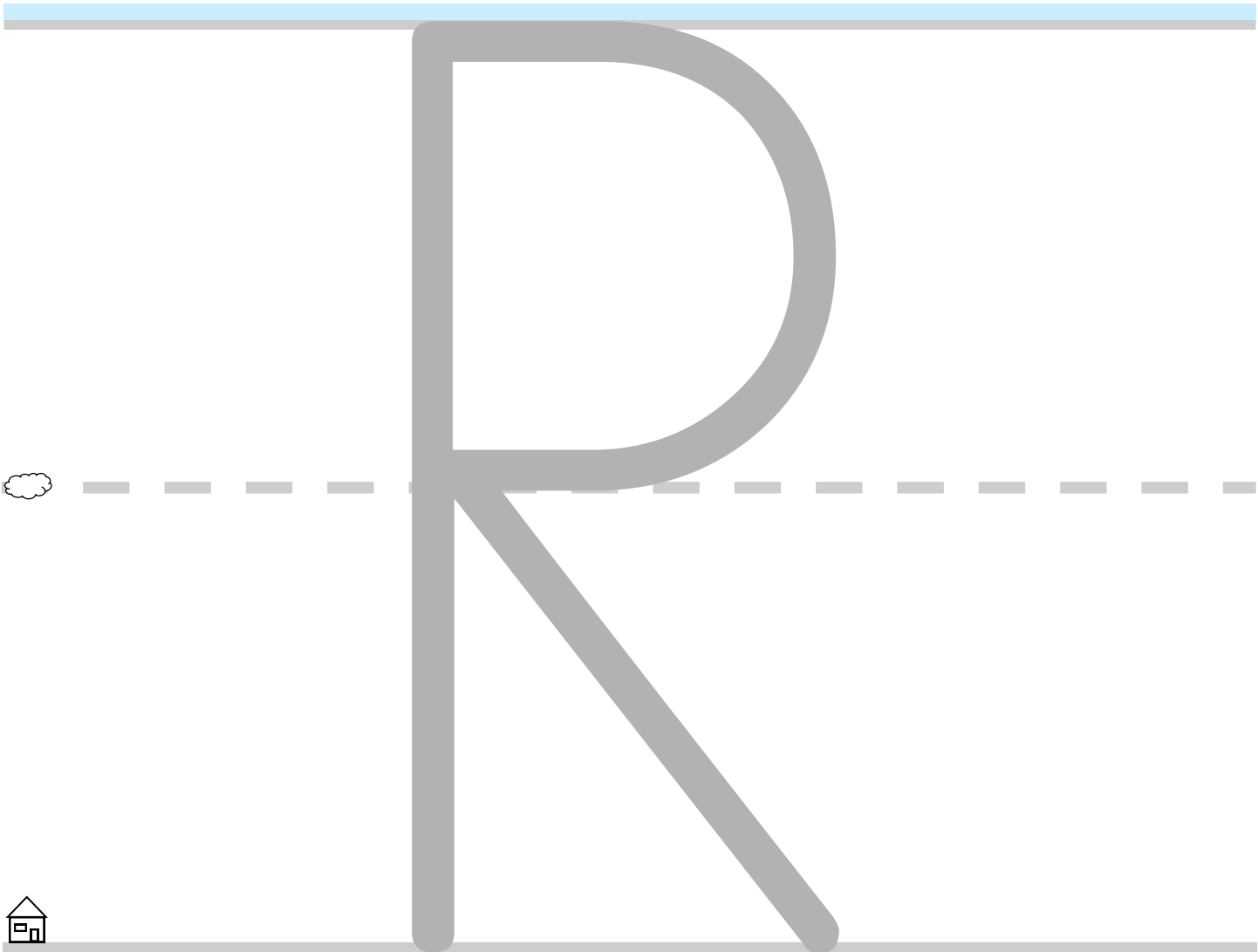
Trace the capital letter many times; say its name and sound each time you trace.



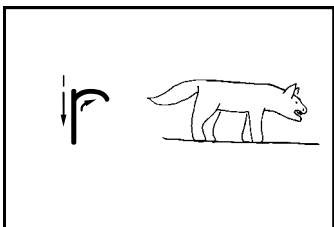
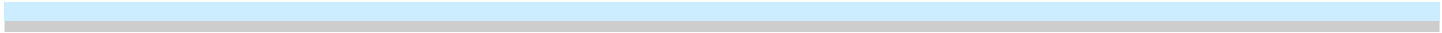
Trace the lower case letter many times; say its sound each time you trace.

M M M M	m
L L	N n
W w	U u
B b	M m
hum	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



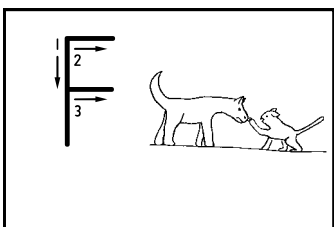
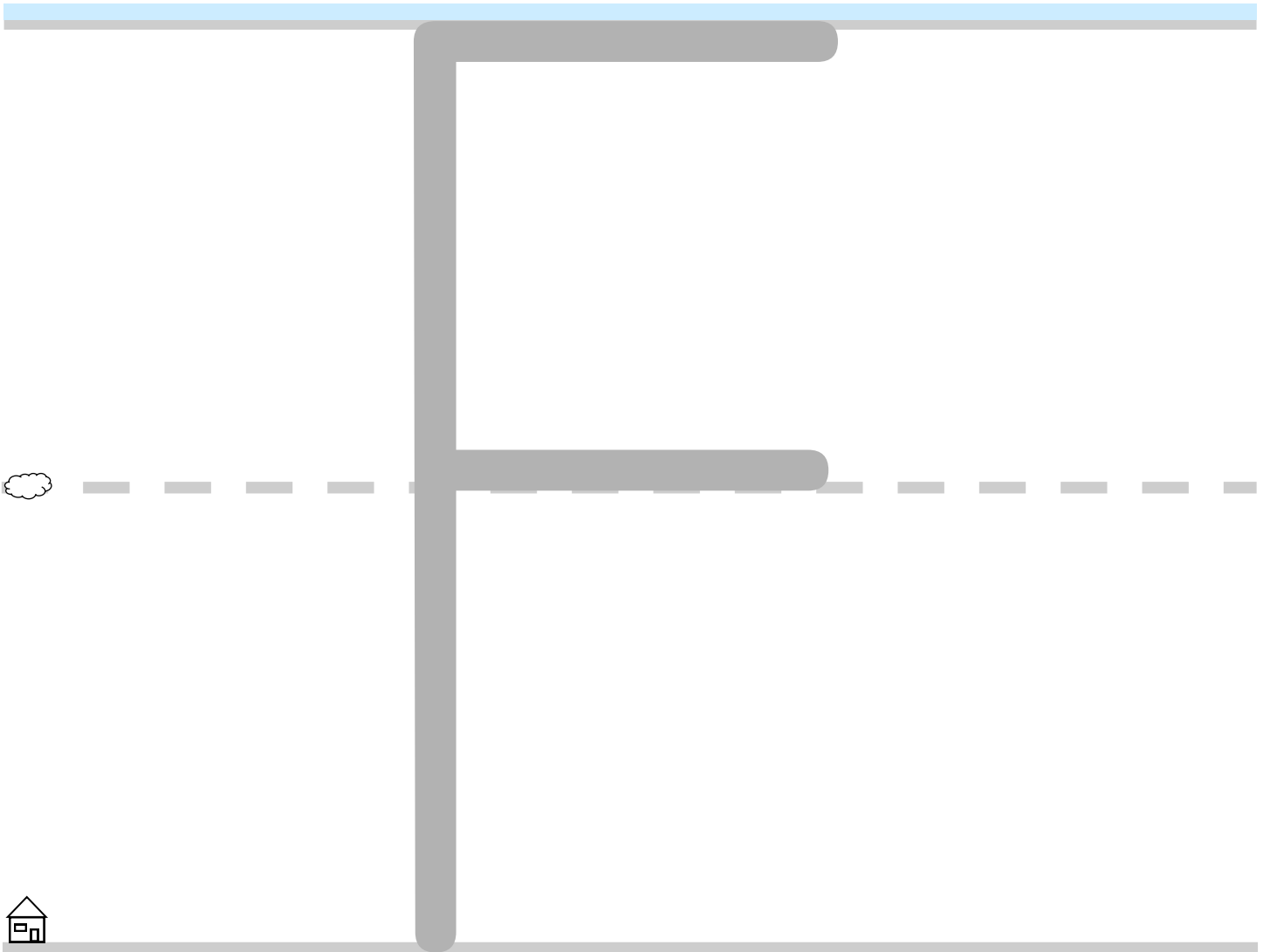
Trace the capital letter many times; say its name and sound each time you trace.



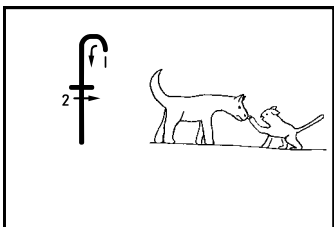
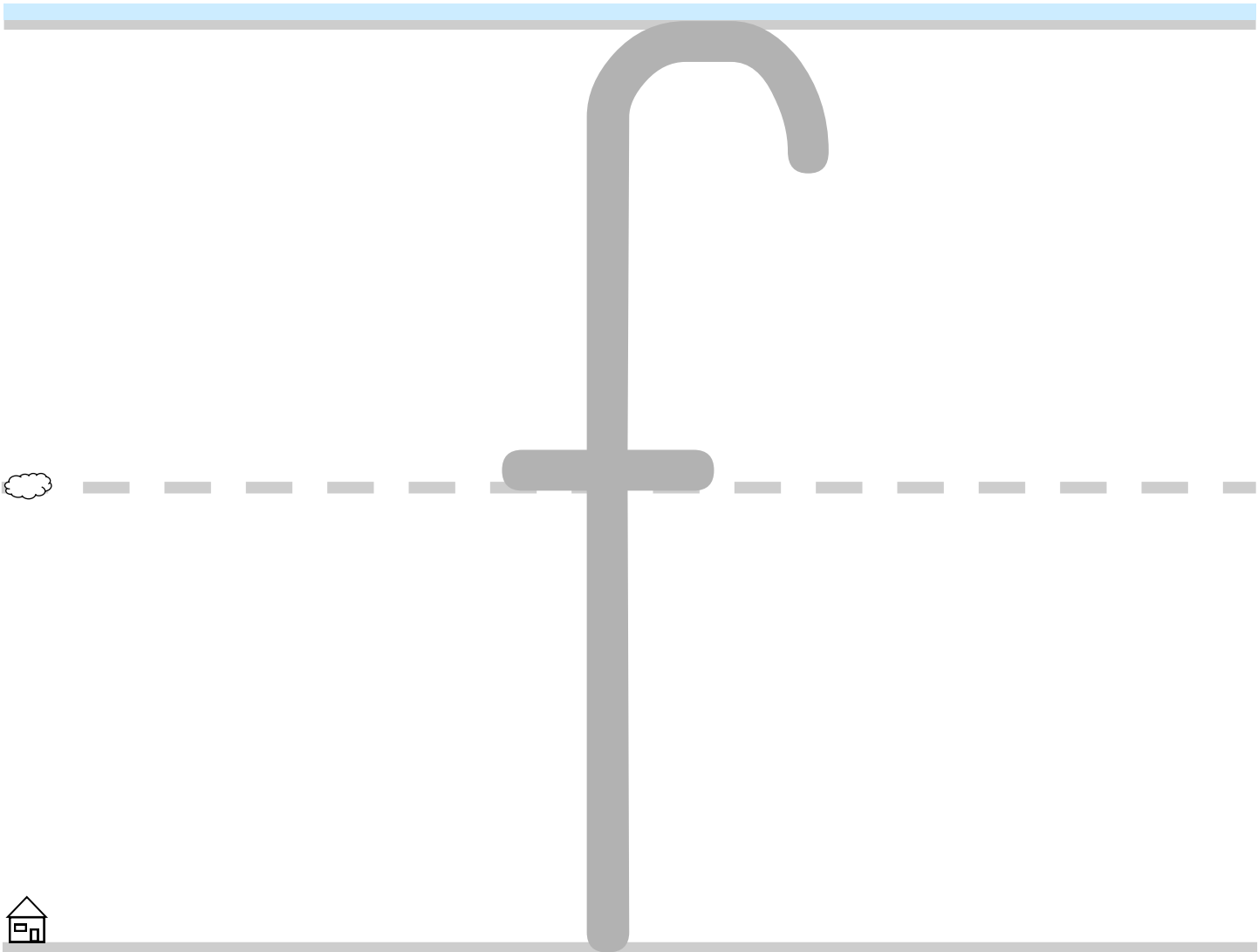
Trace the lower case letter many times; say its sound each time you trace.

R R	rr
N n	W w
U u	B b
M m	R r
run	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



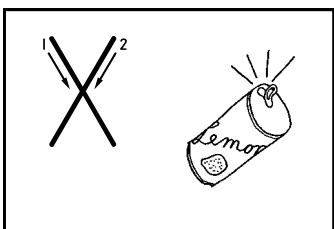
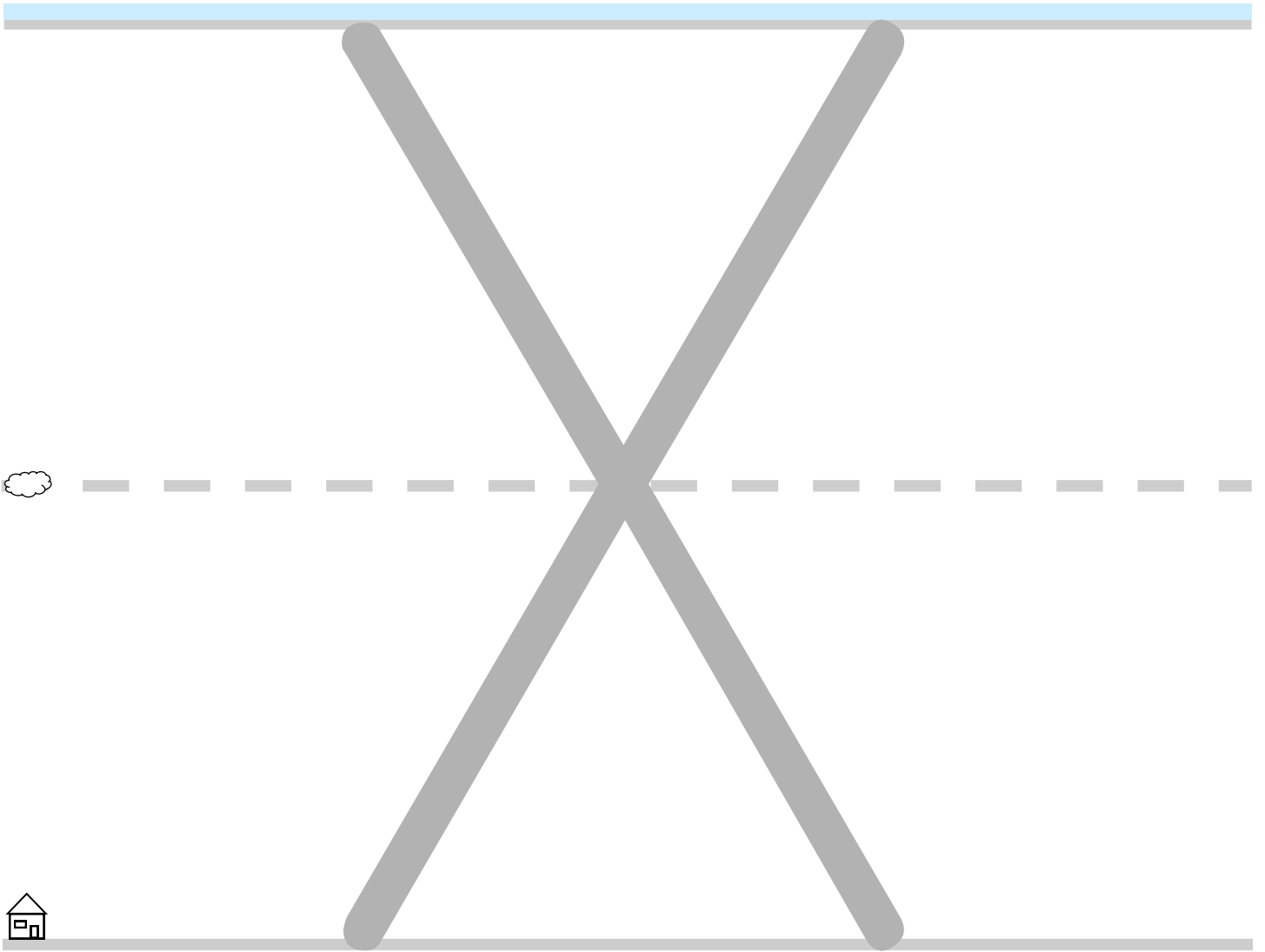
Trace the capital letter many times; say its name and sound each time you trace.



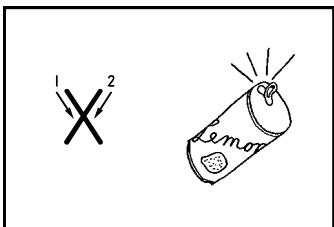
Trace the lower case letter many times; say its sound each time you trace.

F F	f f
W w	U u
B b	M m
R r	F f
fun	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



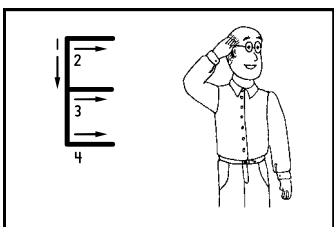
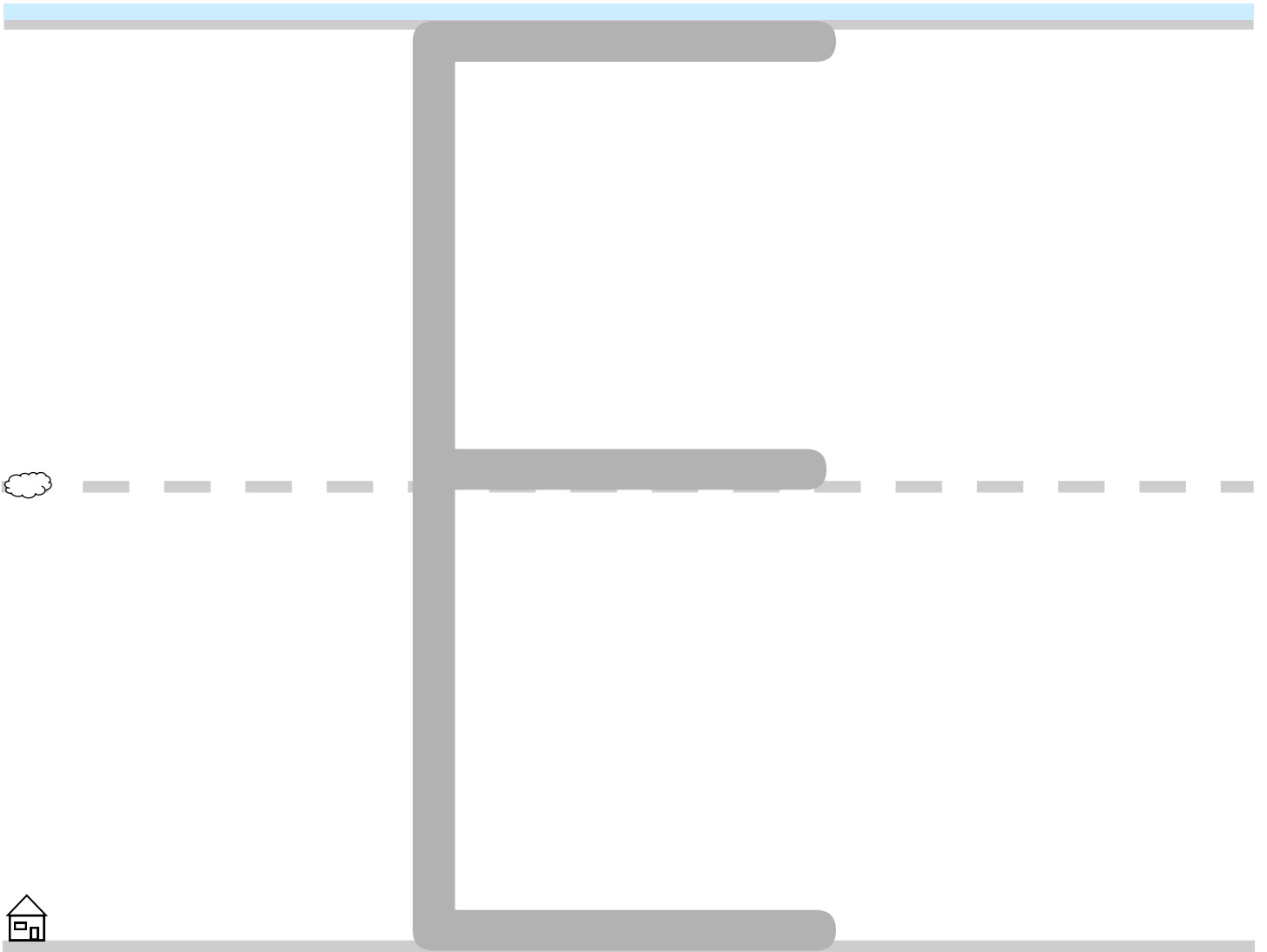
Trace the capital letter many times; say its name and sound each time you trace.



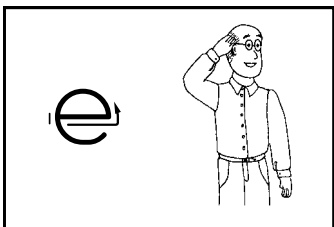
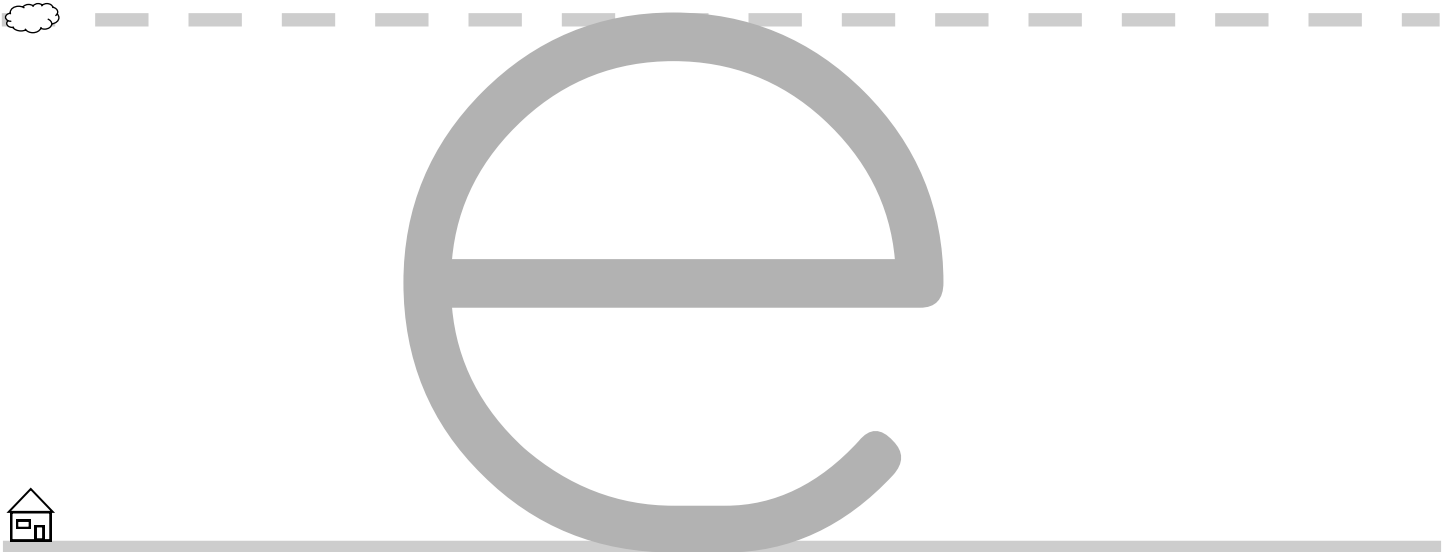
Trace the lower case letter many times; say its sound each time you trace.

X X	x x
U u	B b
M m	R r
F f	X x
fun	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



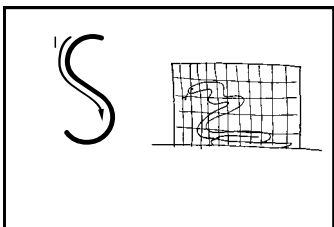
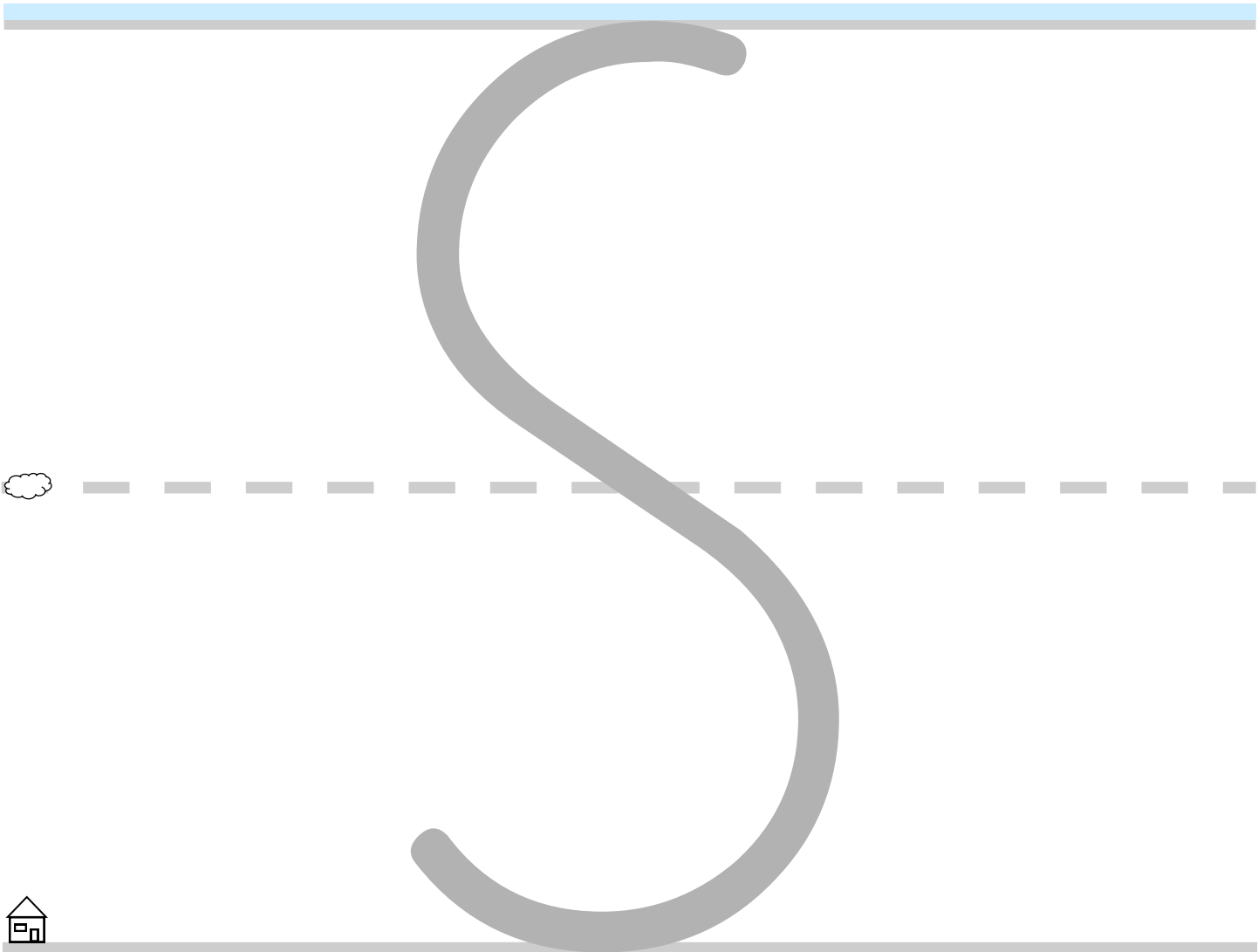
Trace the capital letter many times; say its name and sound each time you trace.



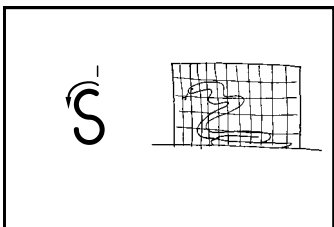
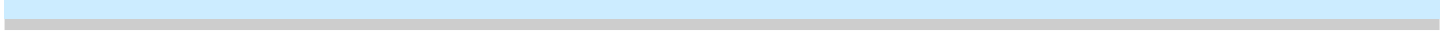
Trace the lower case letter many times; say its sound each time you trace.

E E e	
B b	M m
R r	F f
X x	E e
f e l l	

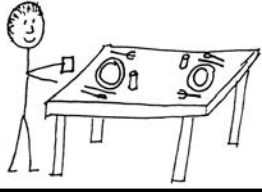
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



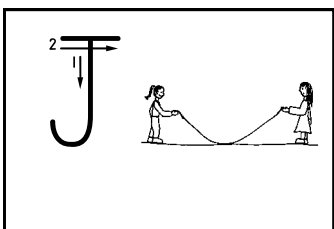
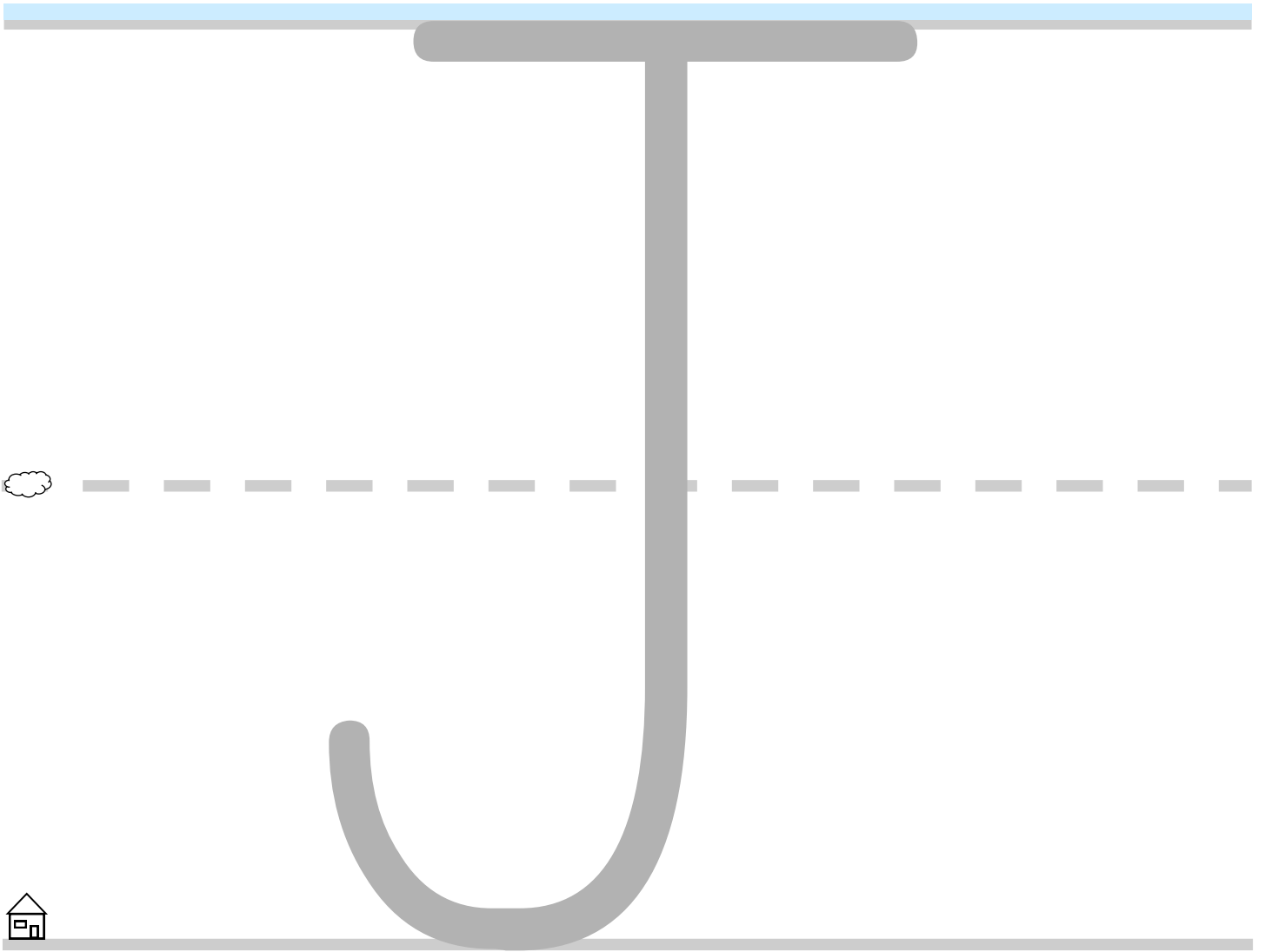
Trace the capital letter many times; say its name and sound each time you trace.



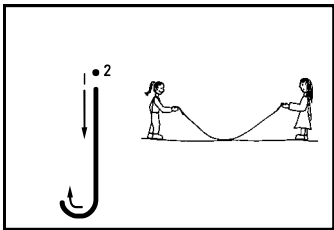
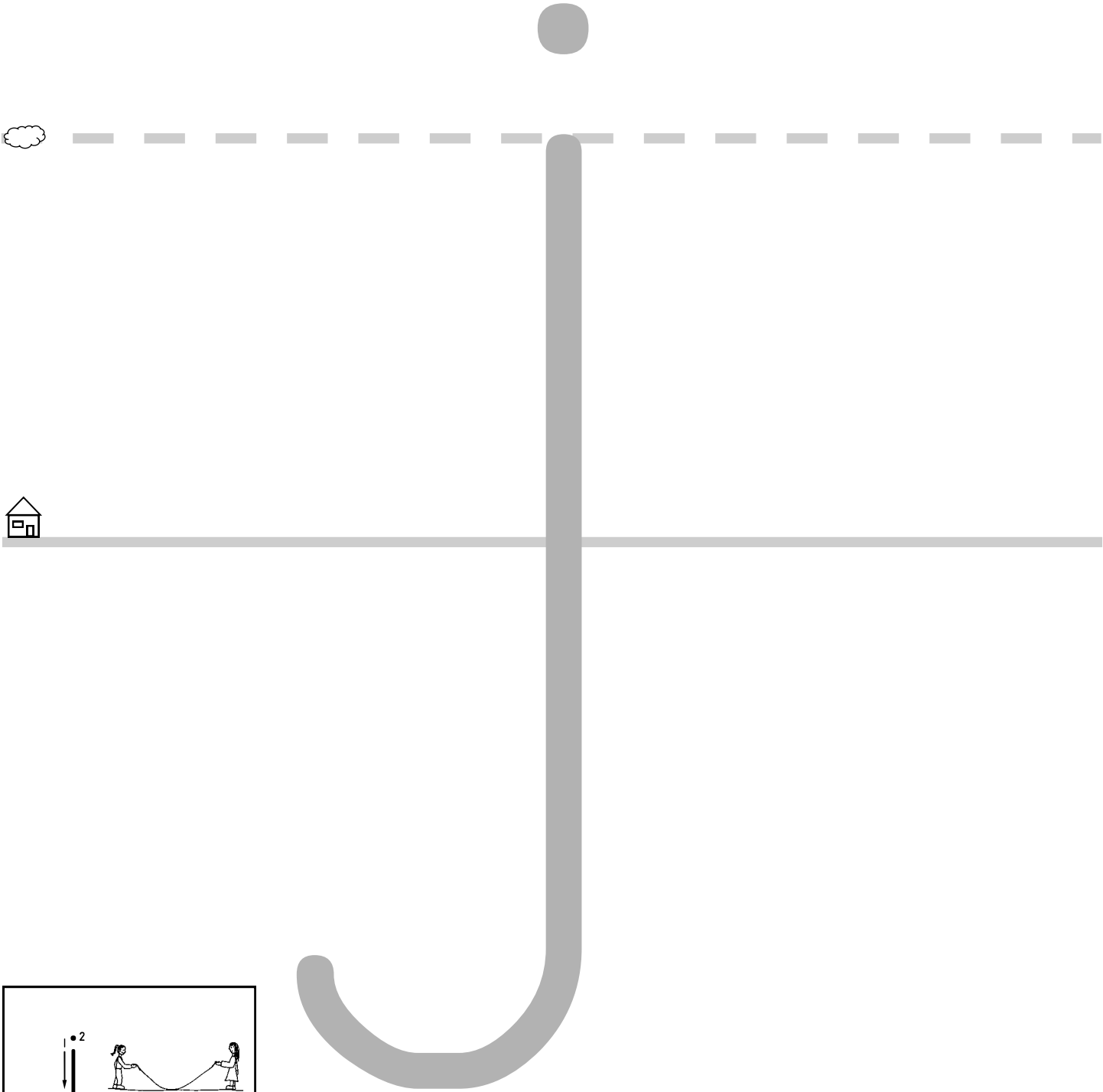
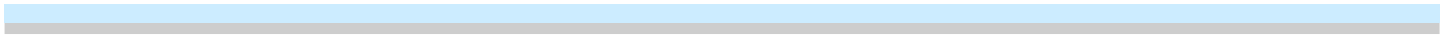
Trace the lower case letter many times; say its sound each time you trace.

S S	s s
M m	R r
F f	X x
E e	S s
s e t	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



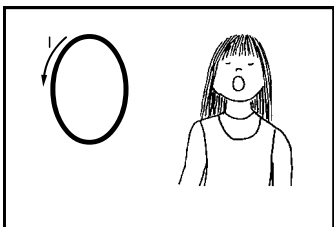
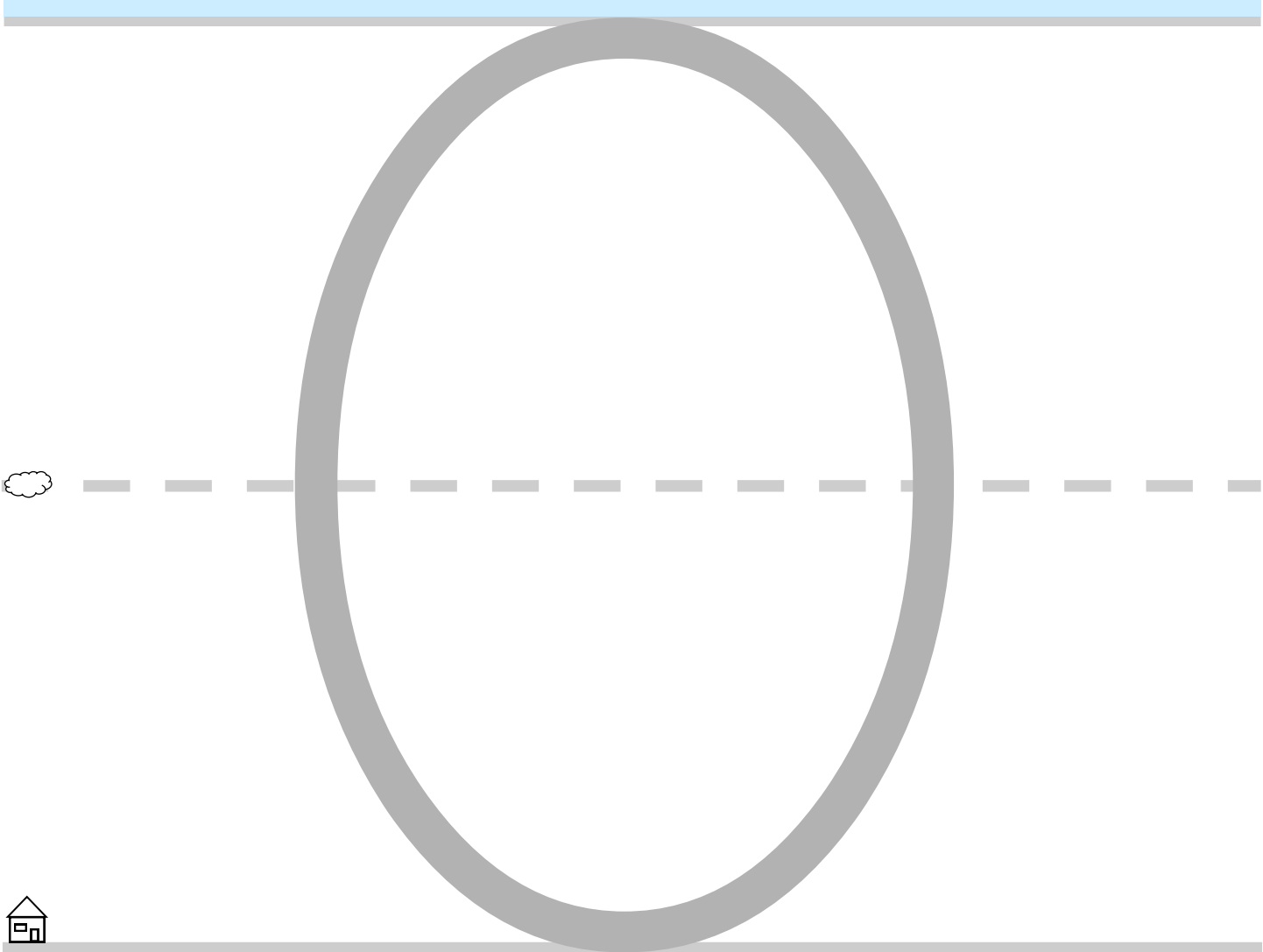
Trace the capital letter many times; say its name and sound each time you trace.



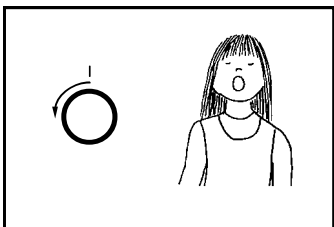
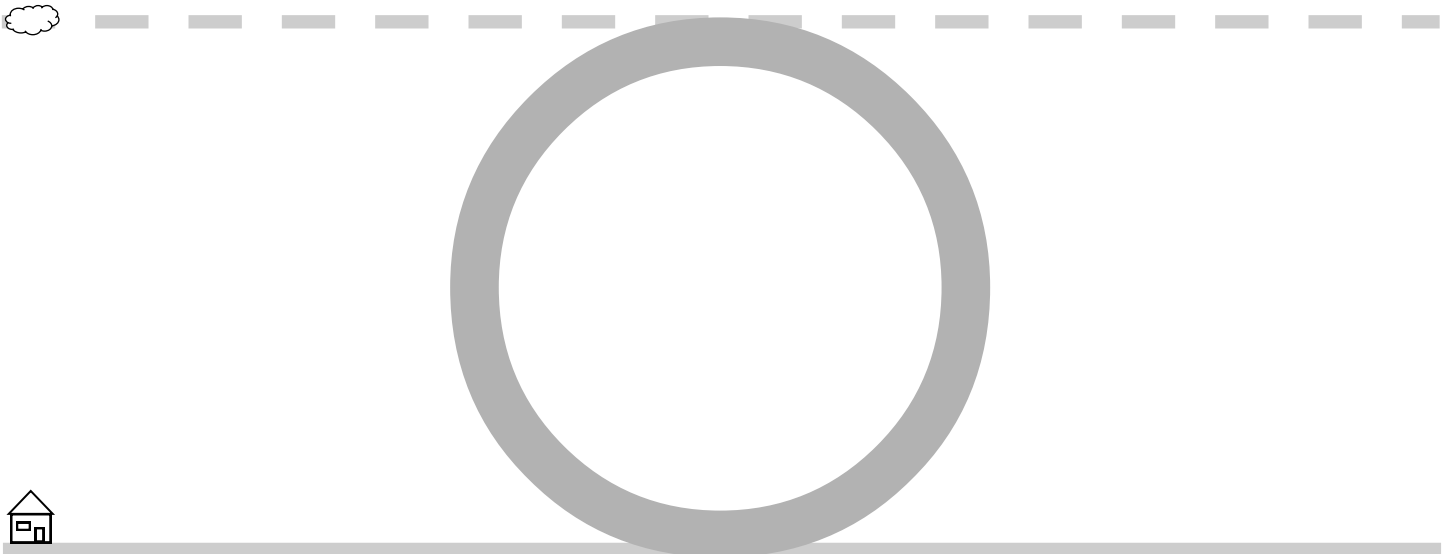
Trace the lower case letter many times; say its sound each time you trace.

J J	j j
R r	F f
X x	E e
S s	J j
j e t	

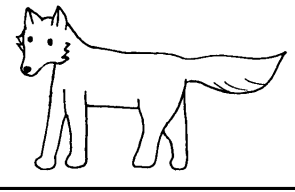
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



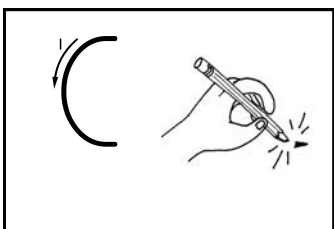
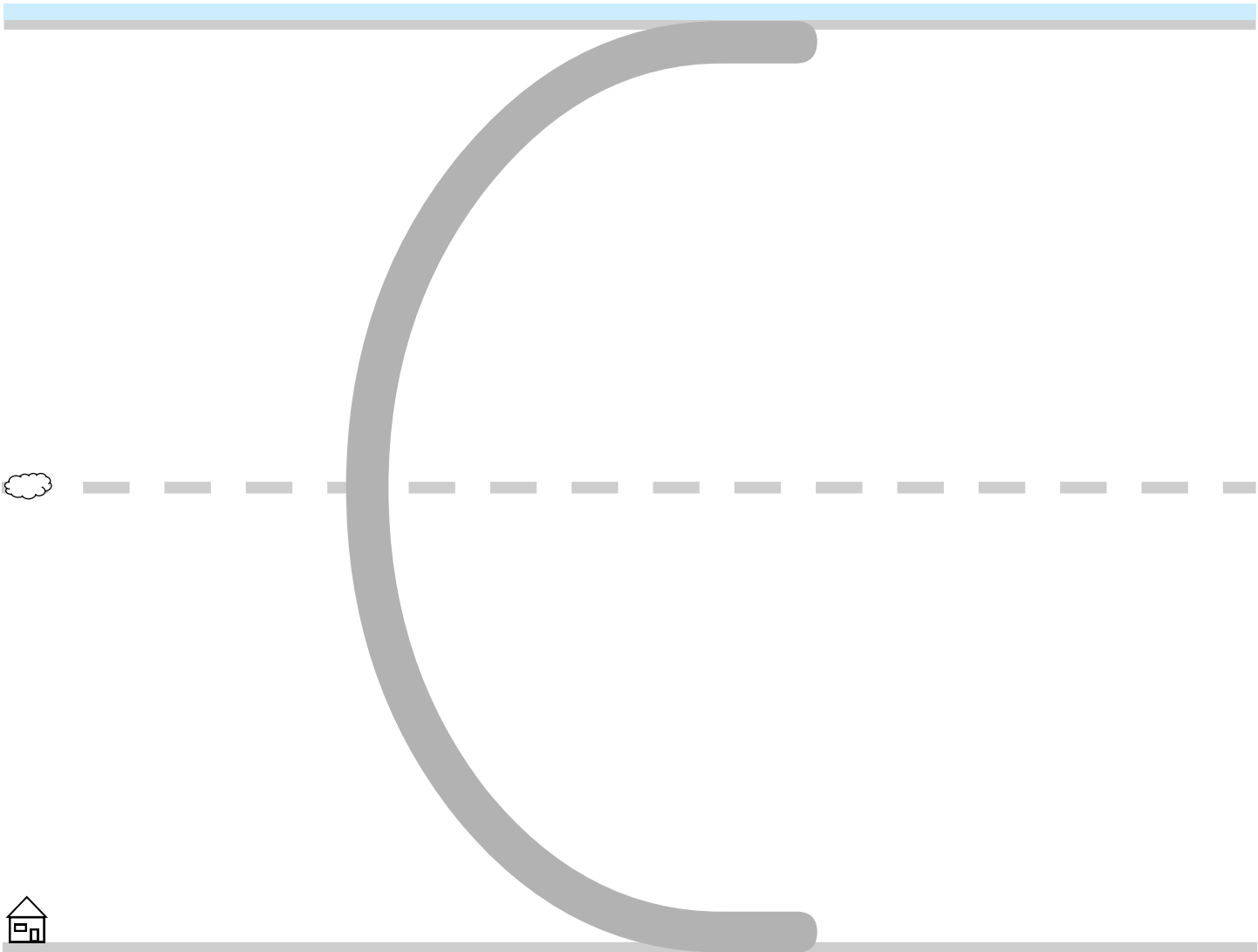
Trace the capital letter many times; say its name and sound each time you trace.



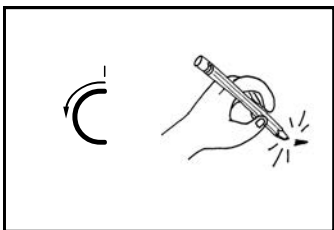
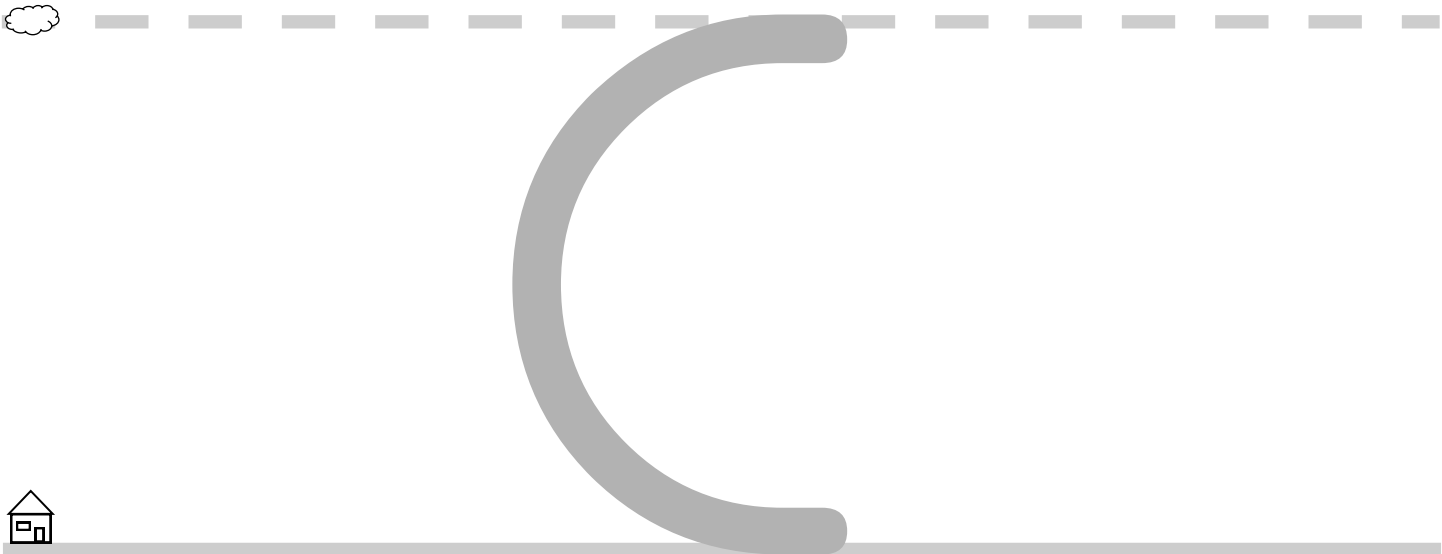
Trace the lower case letter many times; say its sound each time you trace.

O O	o o
F f	X x
E e	S s
J j	O o
f o x	

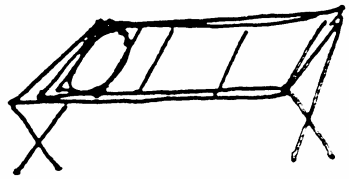
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



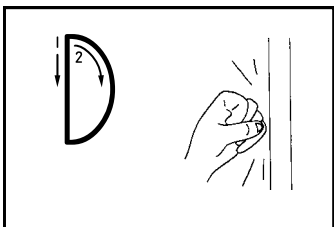
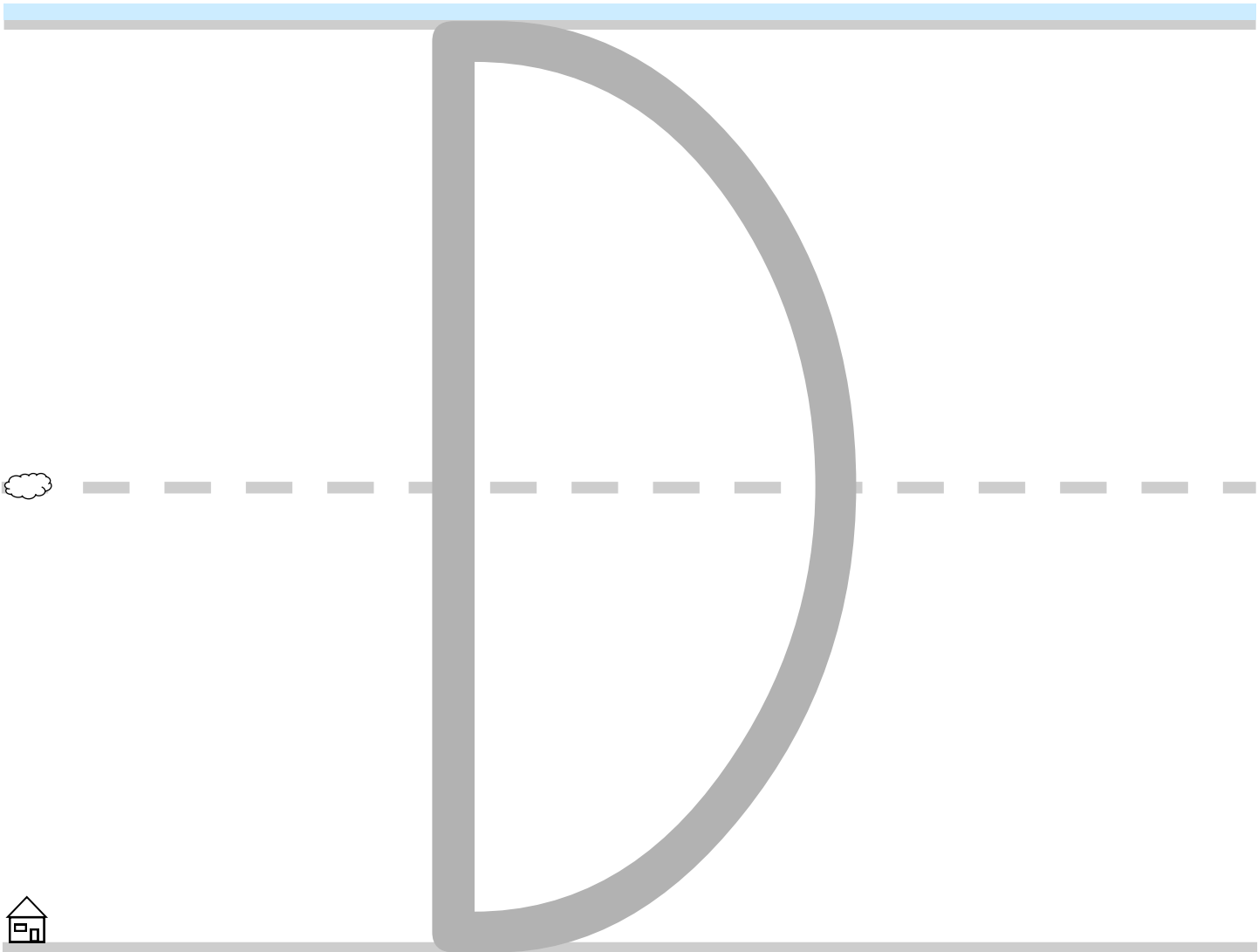
Trace the capital letter many times; say its name and sound each time you trace.



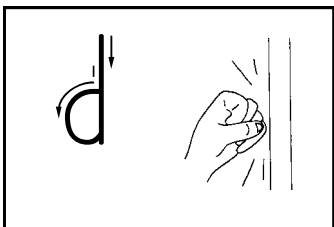
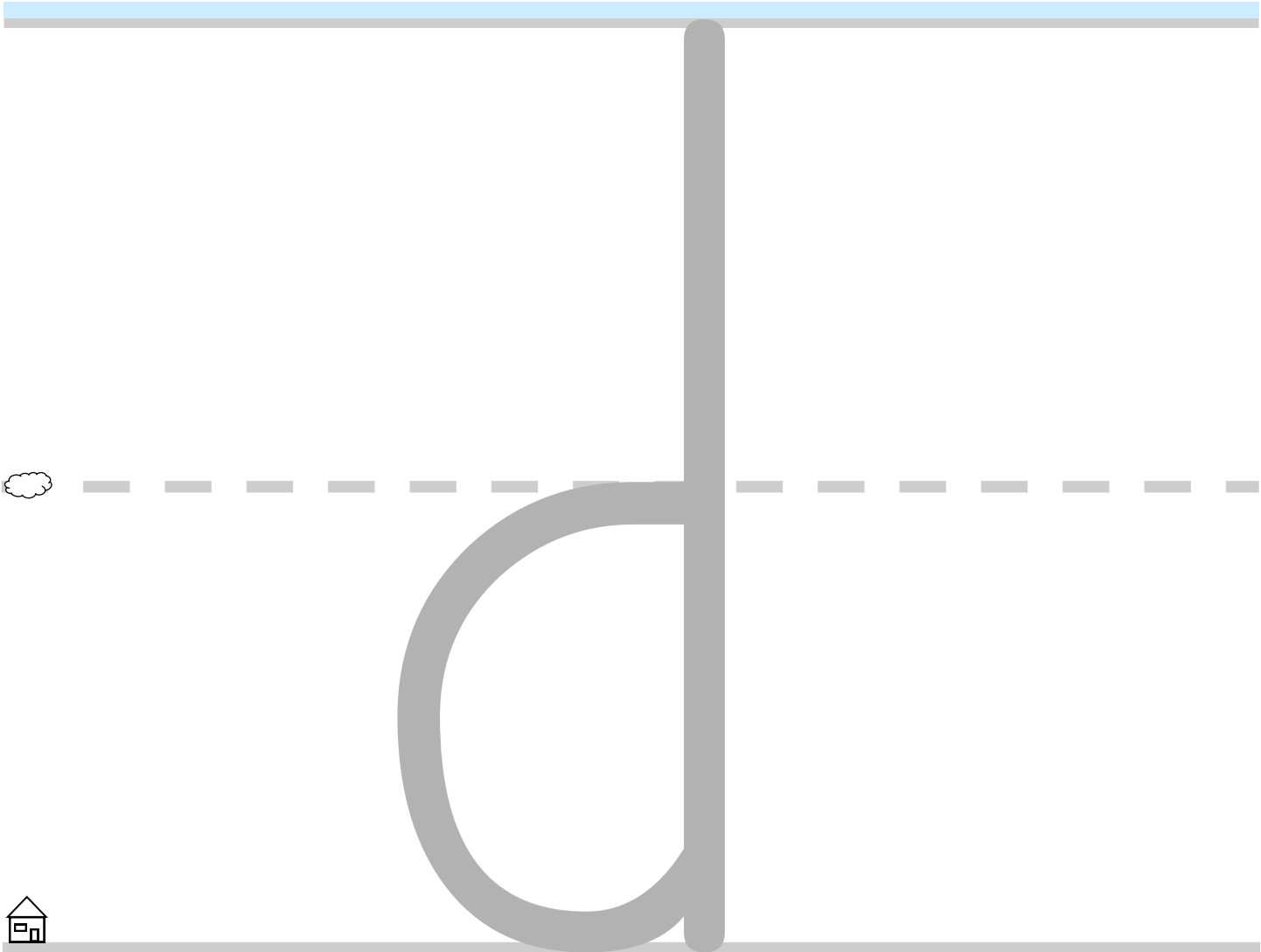
Tra

C C c c	
X x	E e
S s	J j
O o	C c
c o t	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



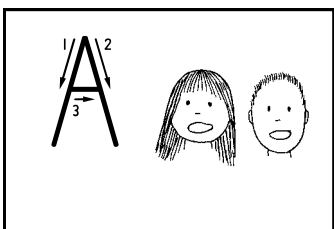
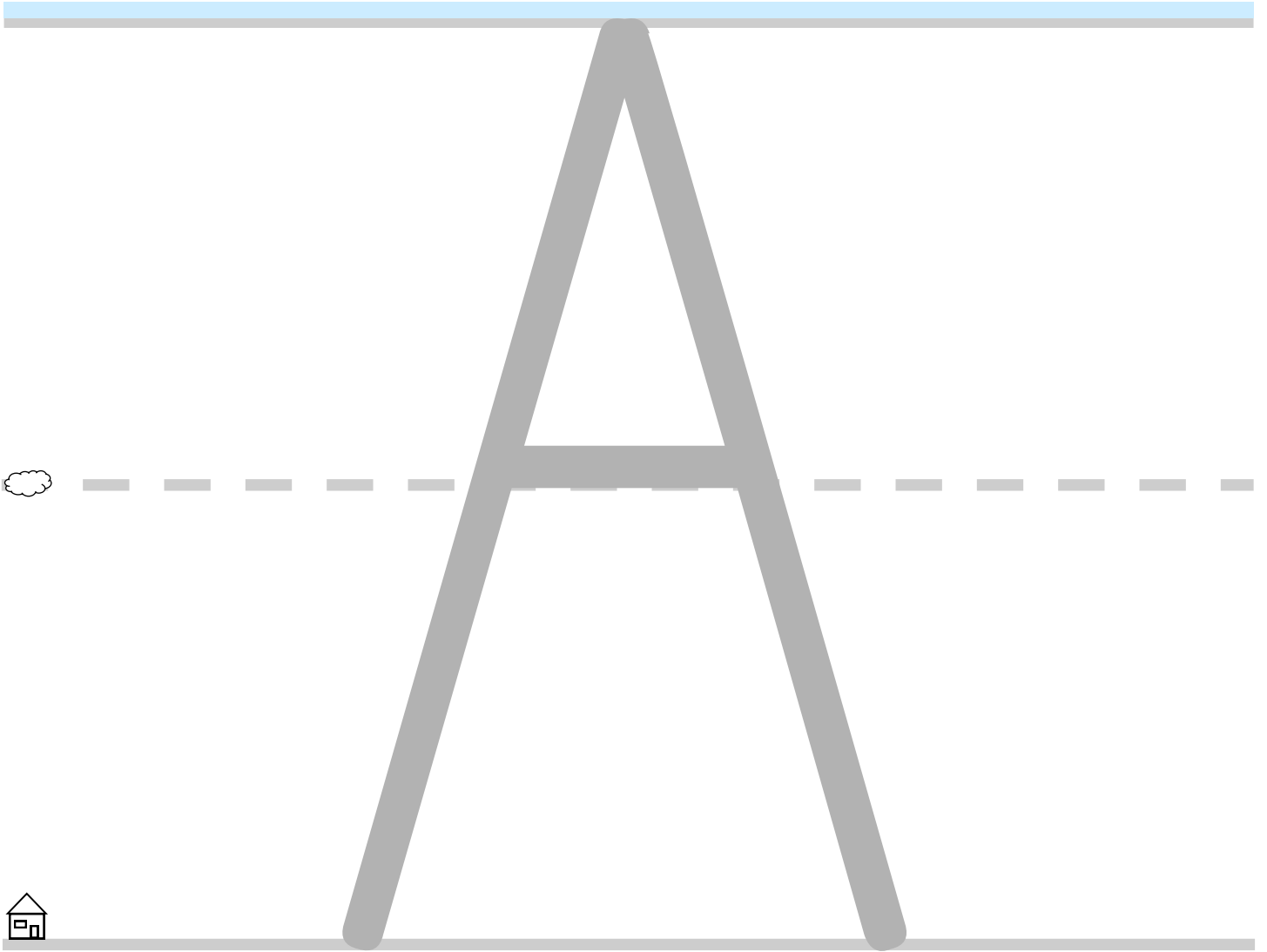
Trace the capital letter many times; say its name and sound each time you trace.



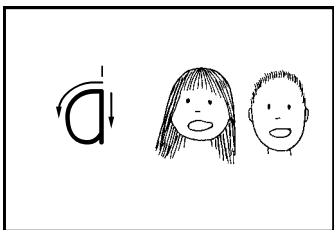
Trace the

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

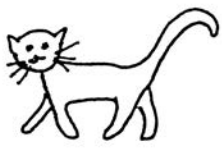
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



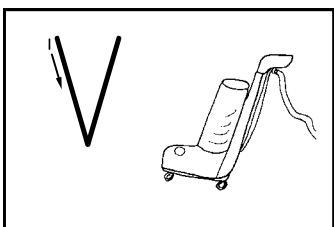
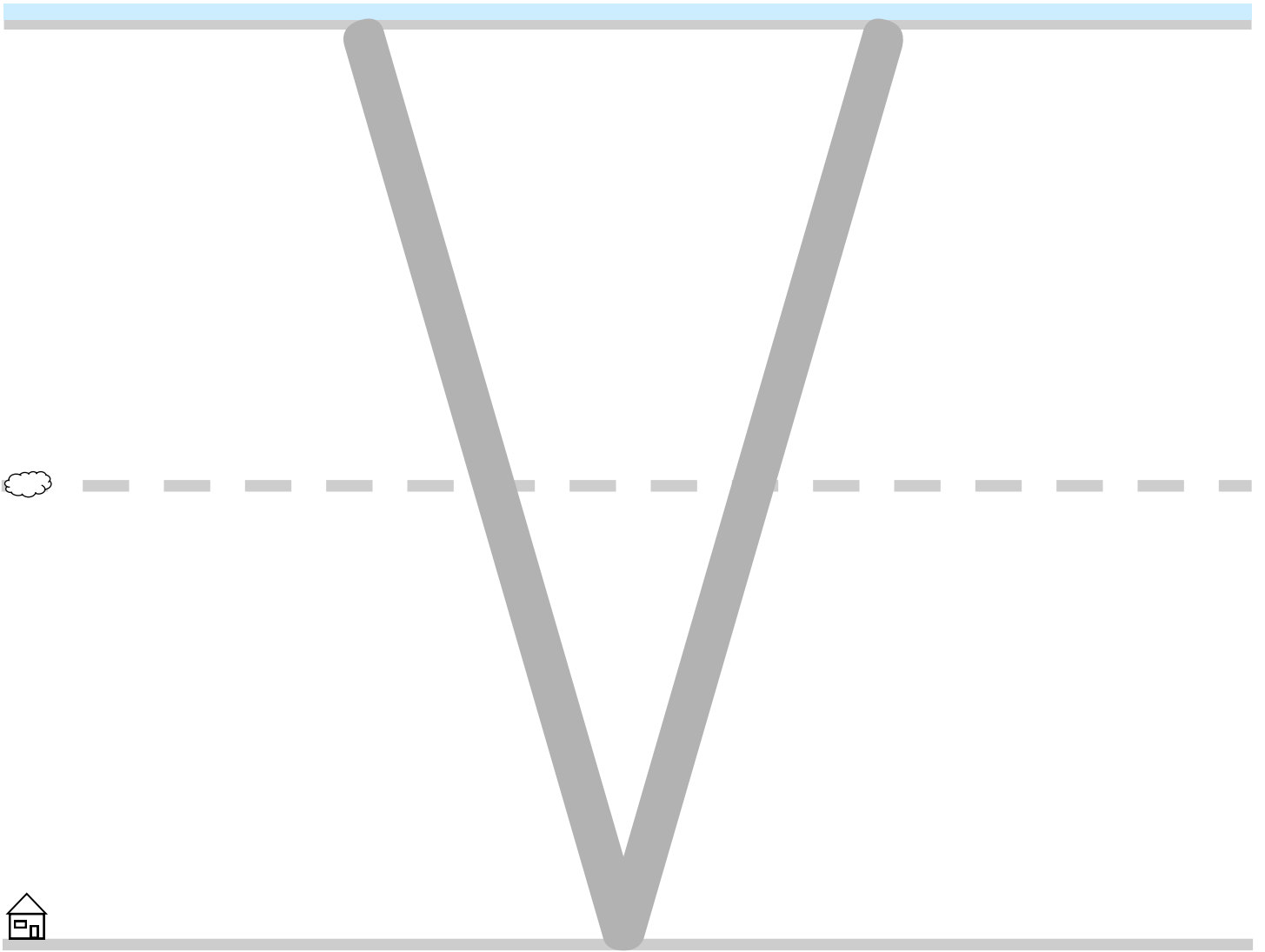
Trace the capital letter many times; say its name and sound each time you trace.



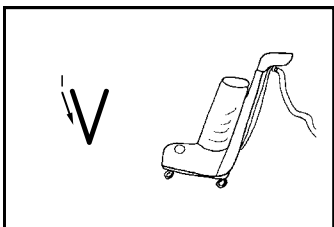
Trace the

A A	a a
S s	J j
O o	C c
D d	A a
c a t	

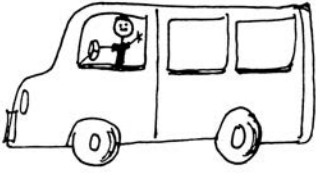
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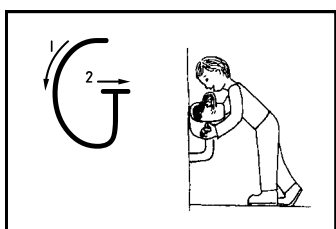
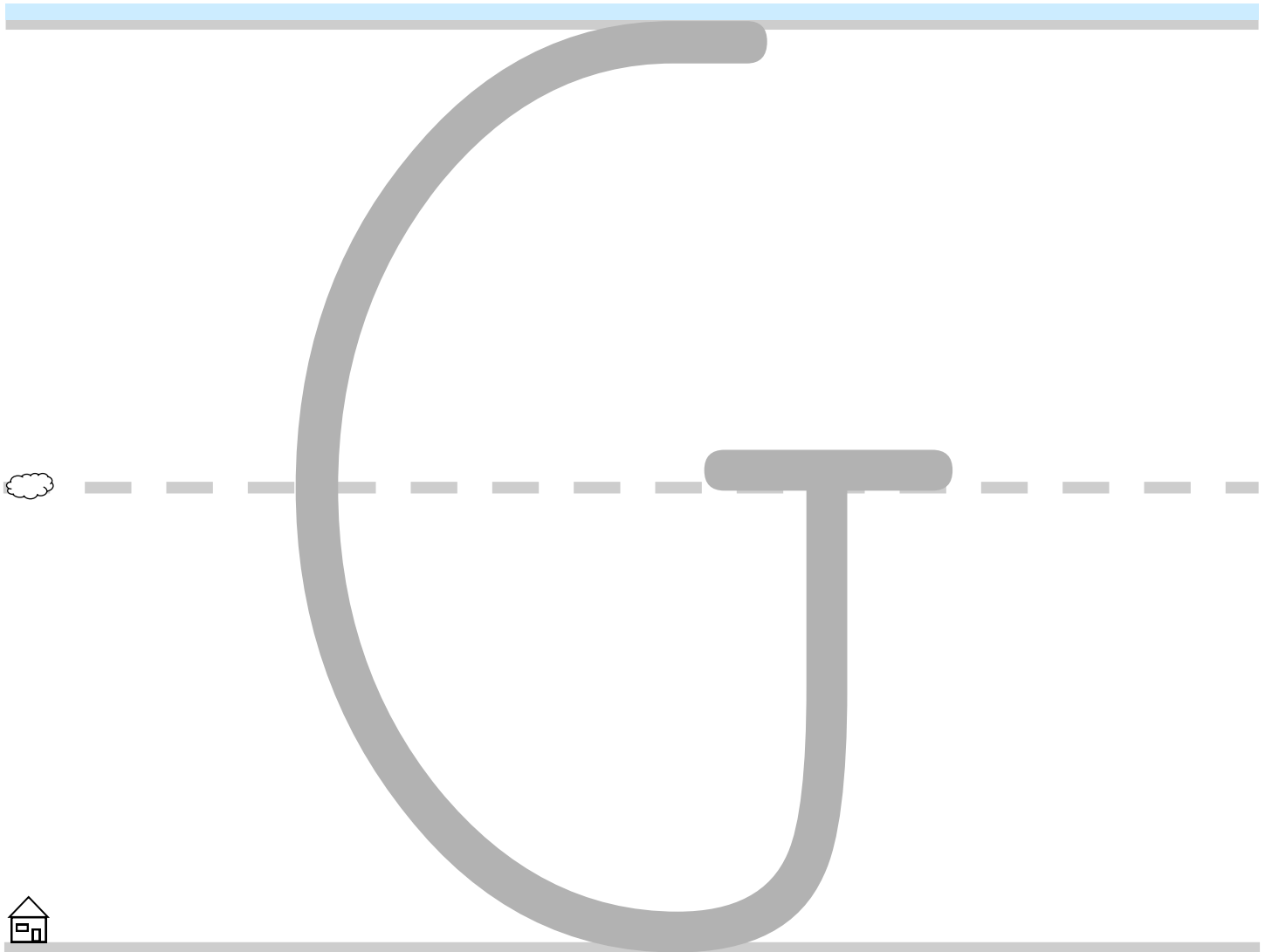
Trace the capital letter many times; say its name and sound each time you trace.



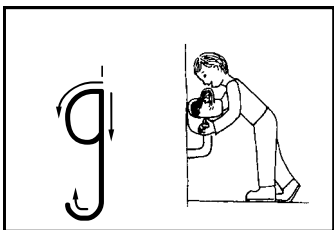
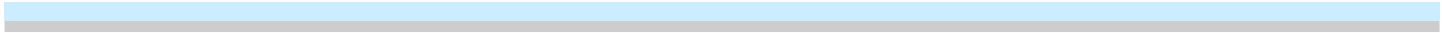
Trace the lower case letter many times; say its sound each time you trace.

<p>V V v v</p>	
<p>J j O o</p>	
<p>C c D d</p>	
<p>A a V v</p>	
<p>van</p>	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



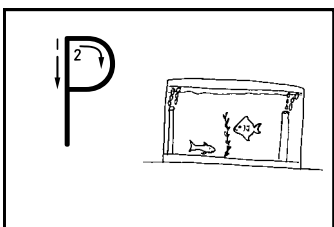
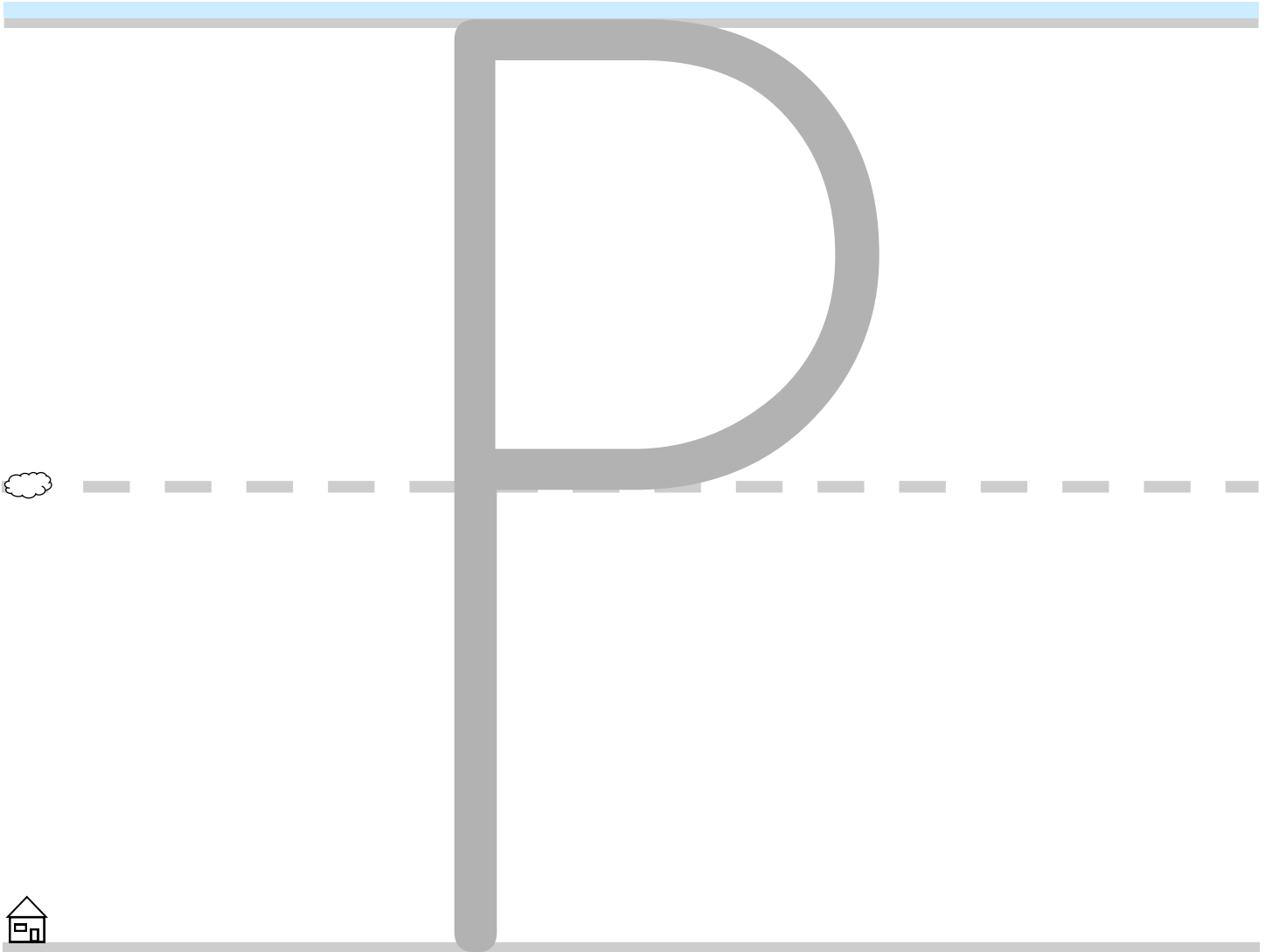
Trace the capital letter many times; say its name and sound each time you trace.



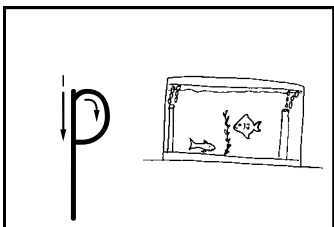
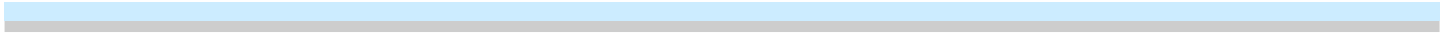
Trace the lower case letter many times; say its sound each time you trace.

G G	g g
O o	C c
D d	A a
V v	G g
g a s	
g a s	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



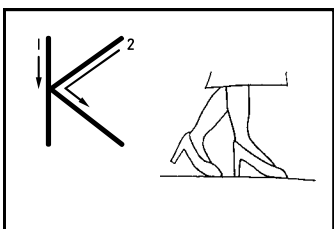
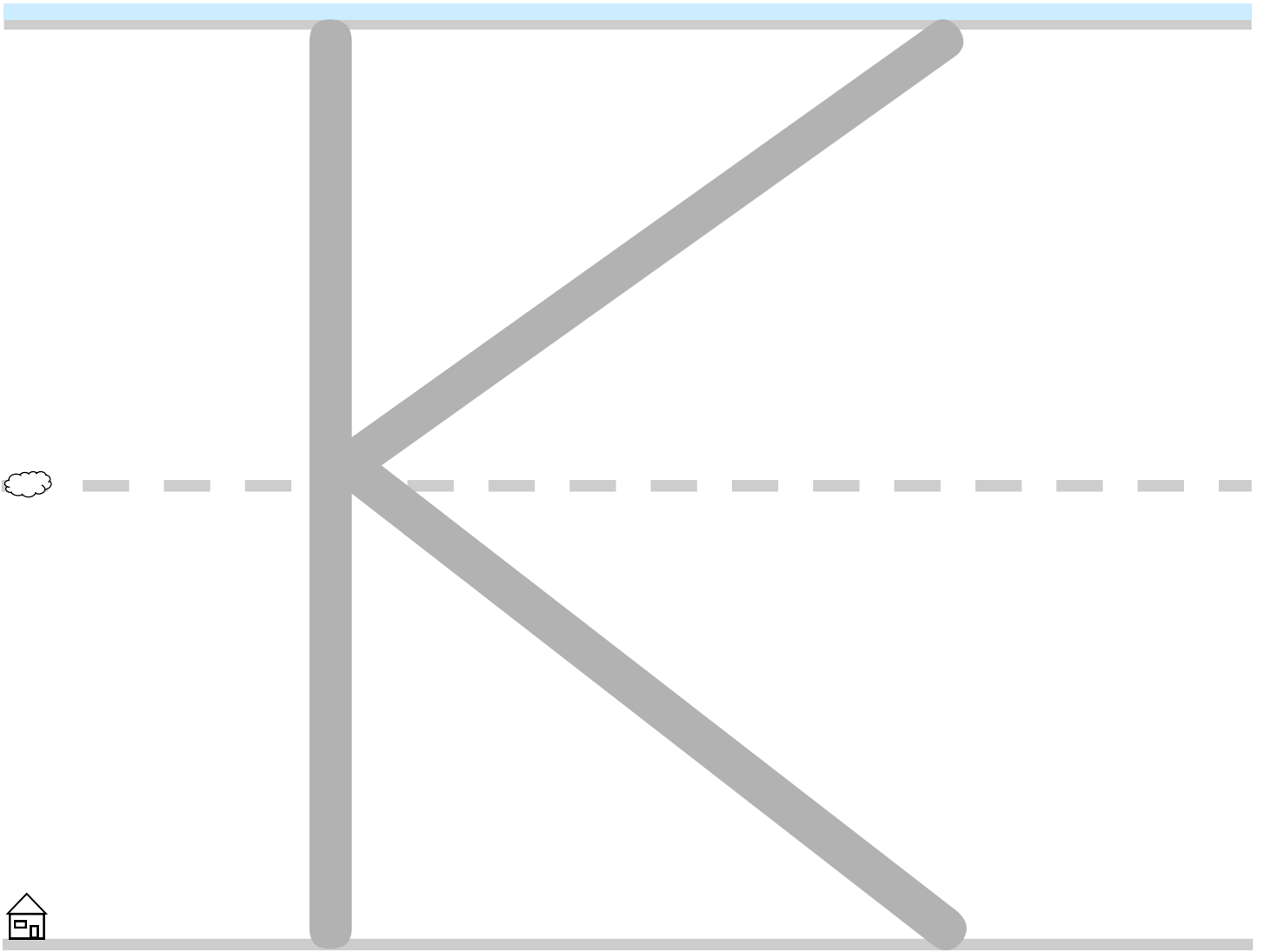
Trace the capital letter many times; say its name and sound each time you trace.



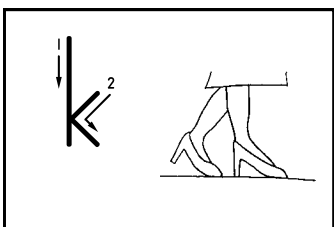
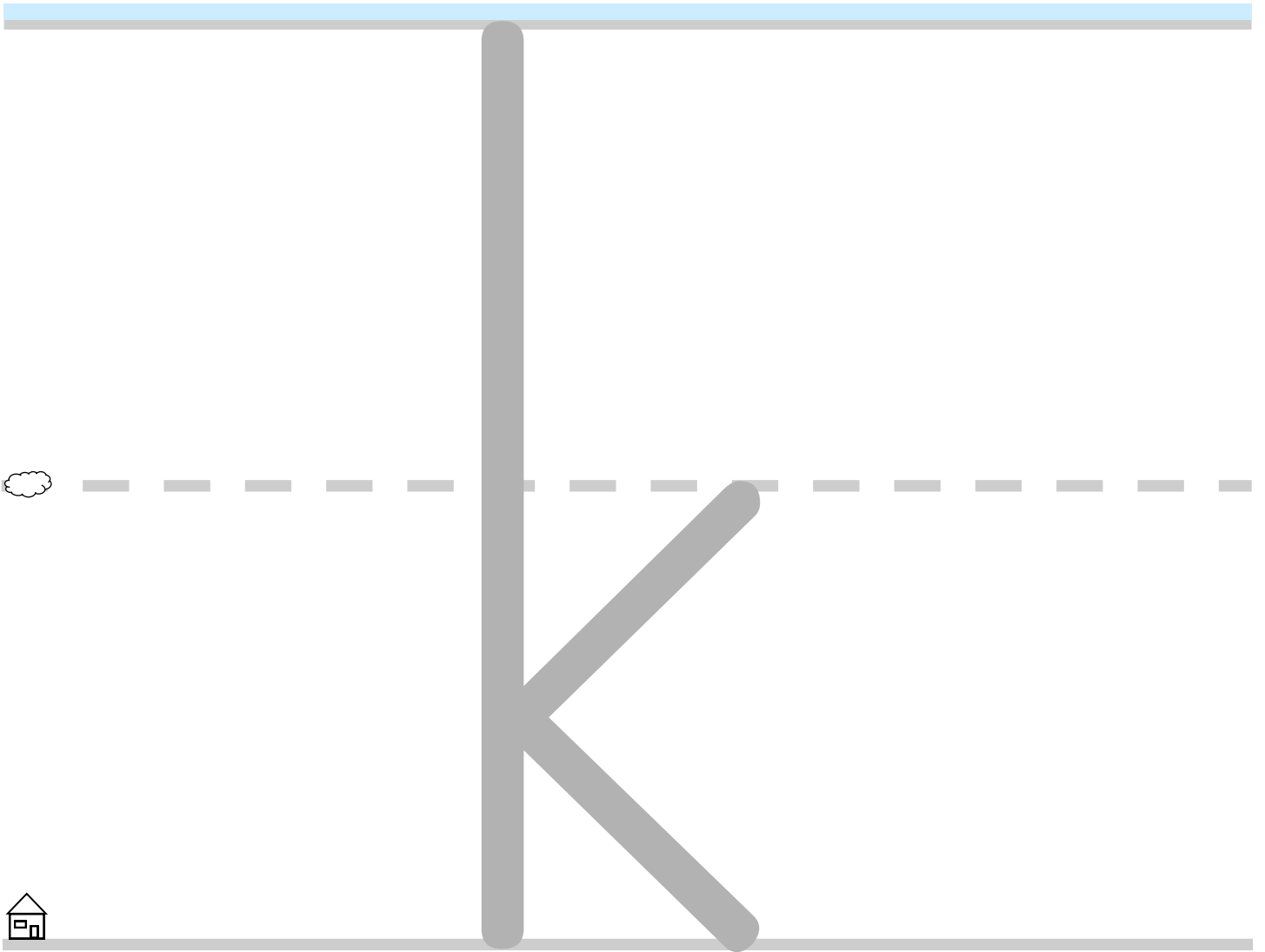
Trace the lower case letter many times; say its sound each time you trace.

P P	
p p	
C c	
D d	
A a	
V v	
G g	
P p	
p a n	


Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



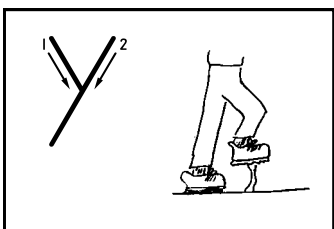
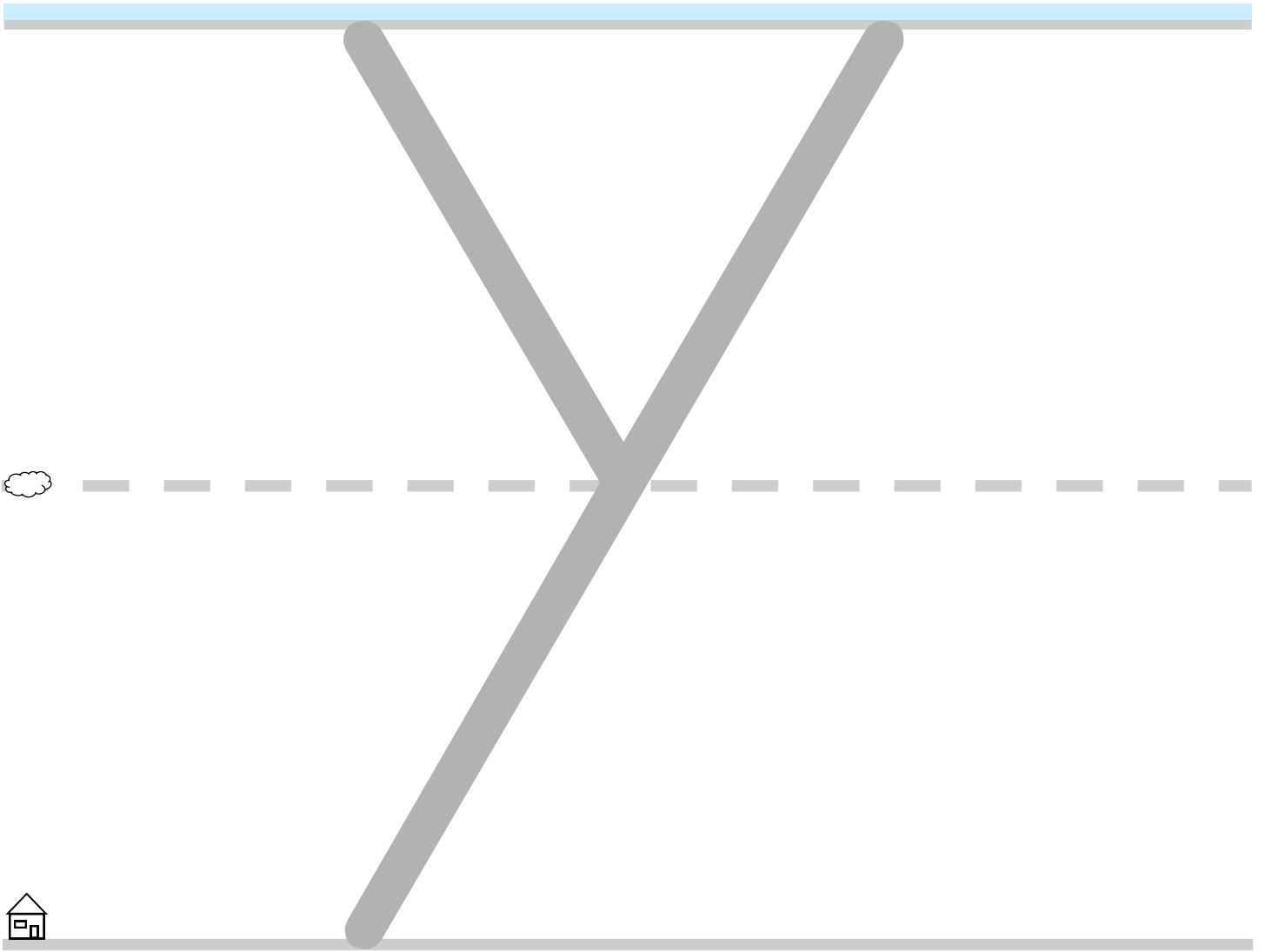
Trace the capital letter many times; say its name and sound each time you trace.



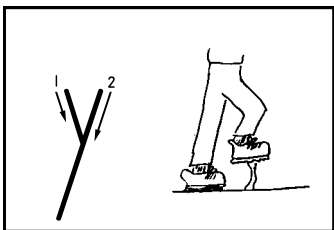
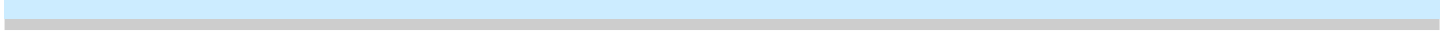
Trace the lower case letter many times; say its sound each time you trace.

K K	k k
D d	A a
V v	G g
P p	K k
k i t	

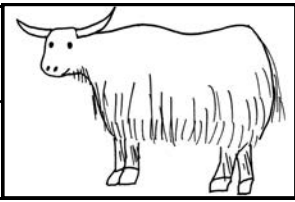
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



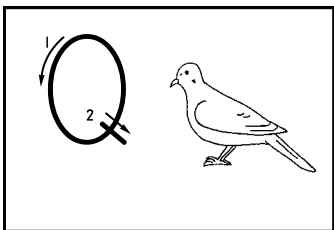
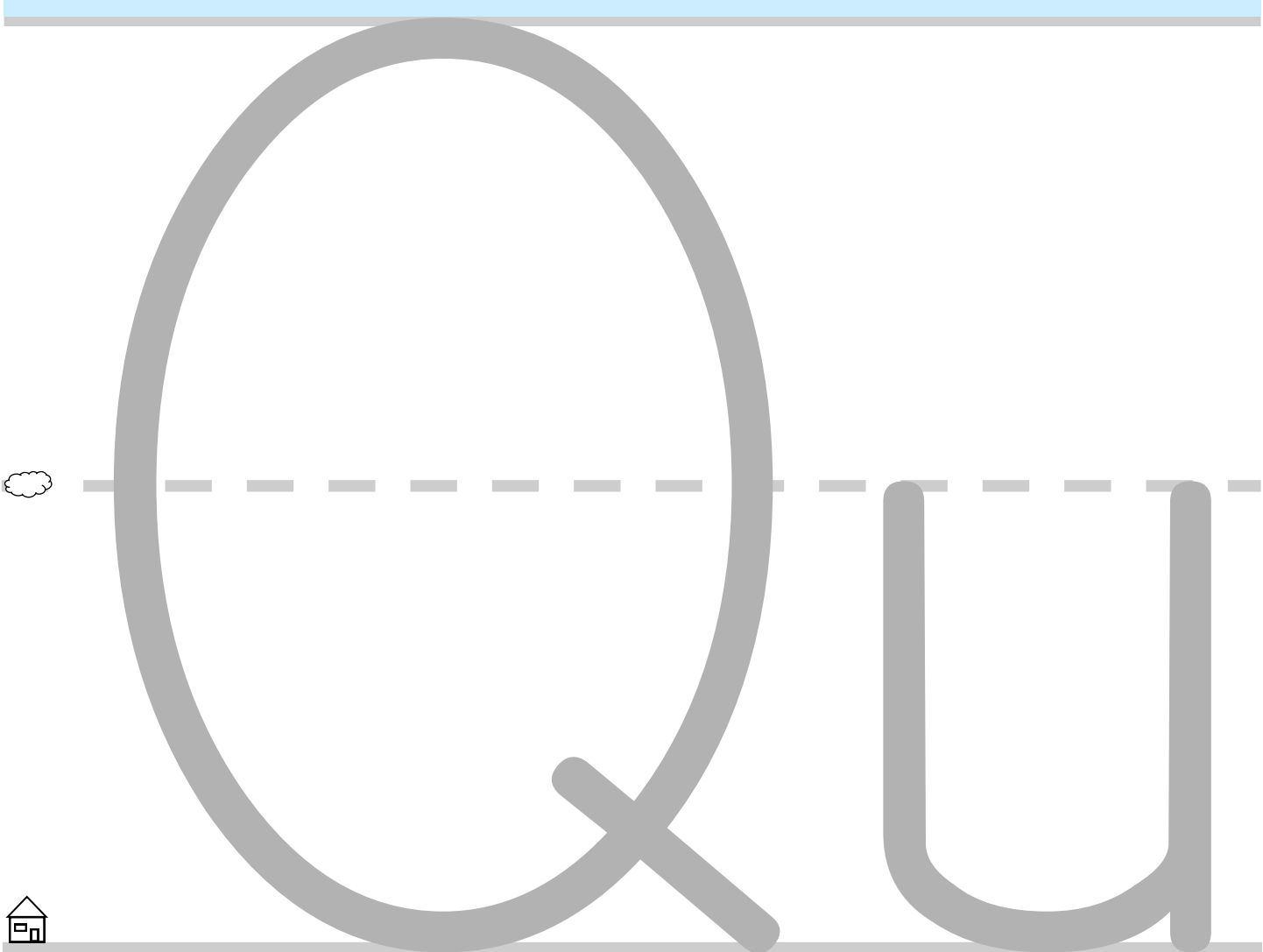
Trace the capital letter many times; say its name and sound each time you trace.



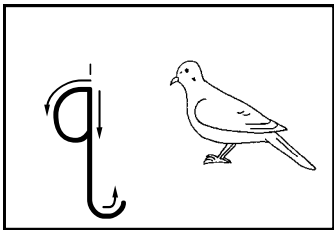
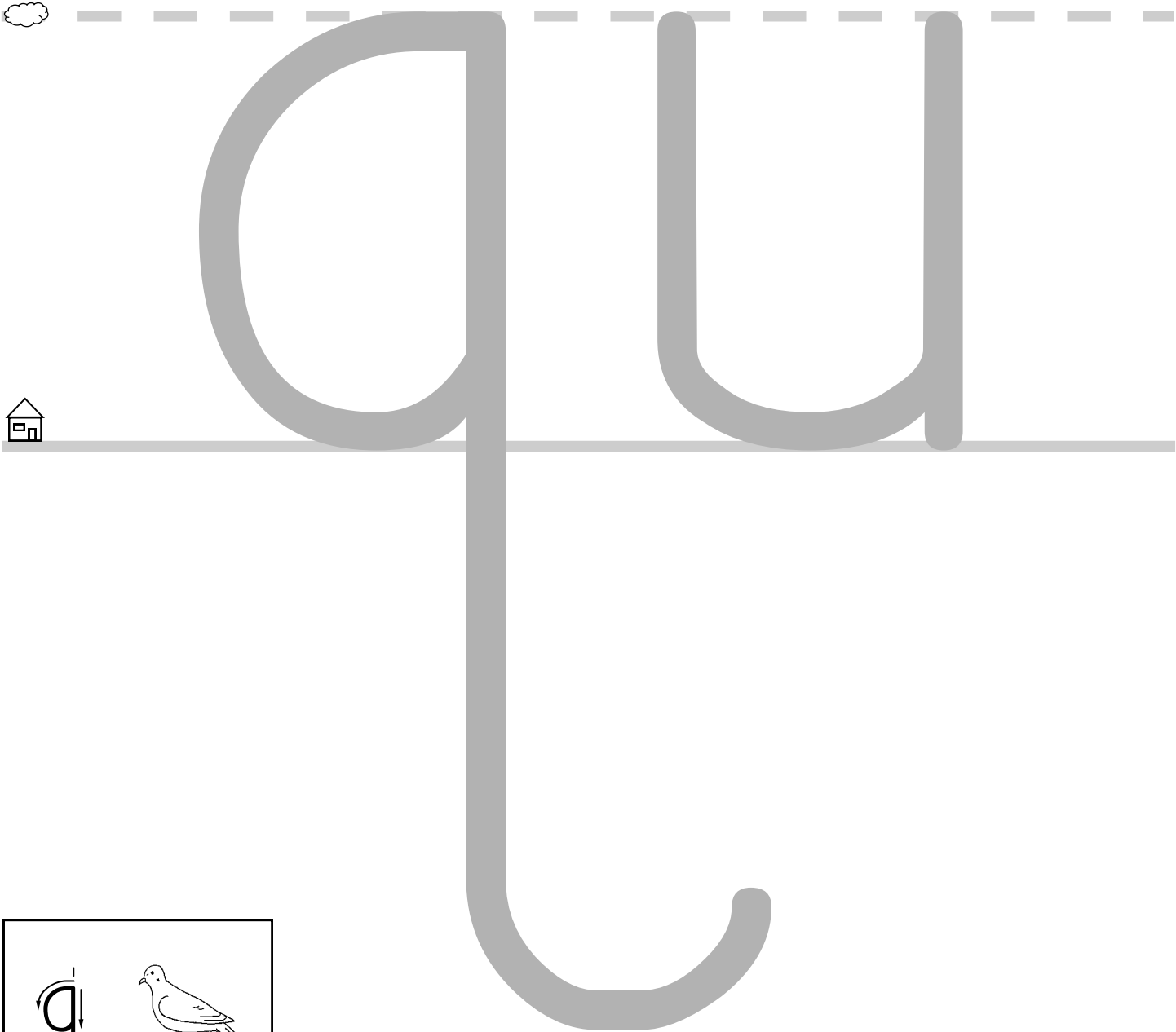
Trace the

Yy	
	Yy
Aa	Vv
Gg	Pp
Kk	Xx
yak	

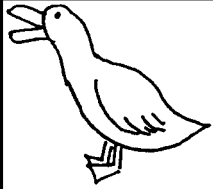
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



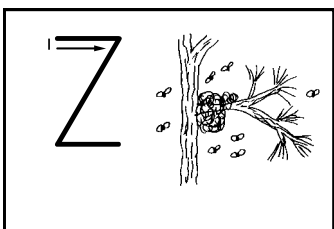
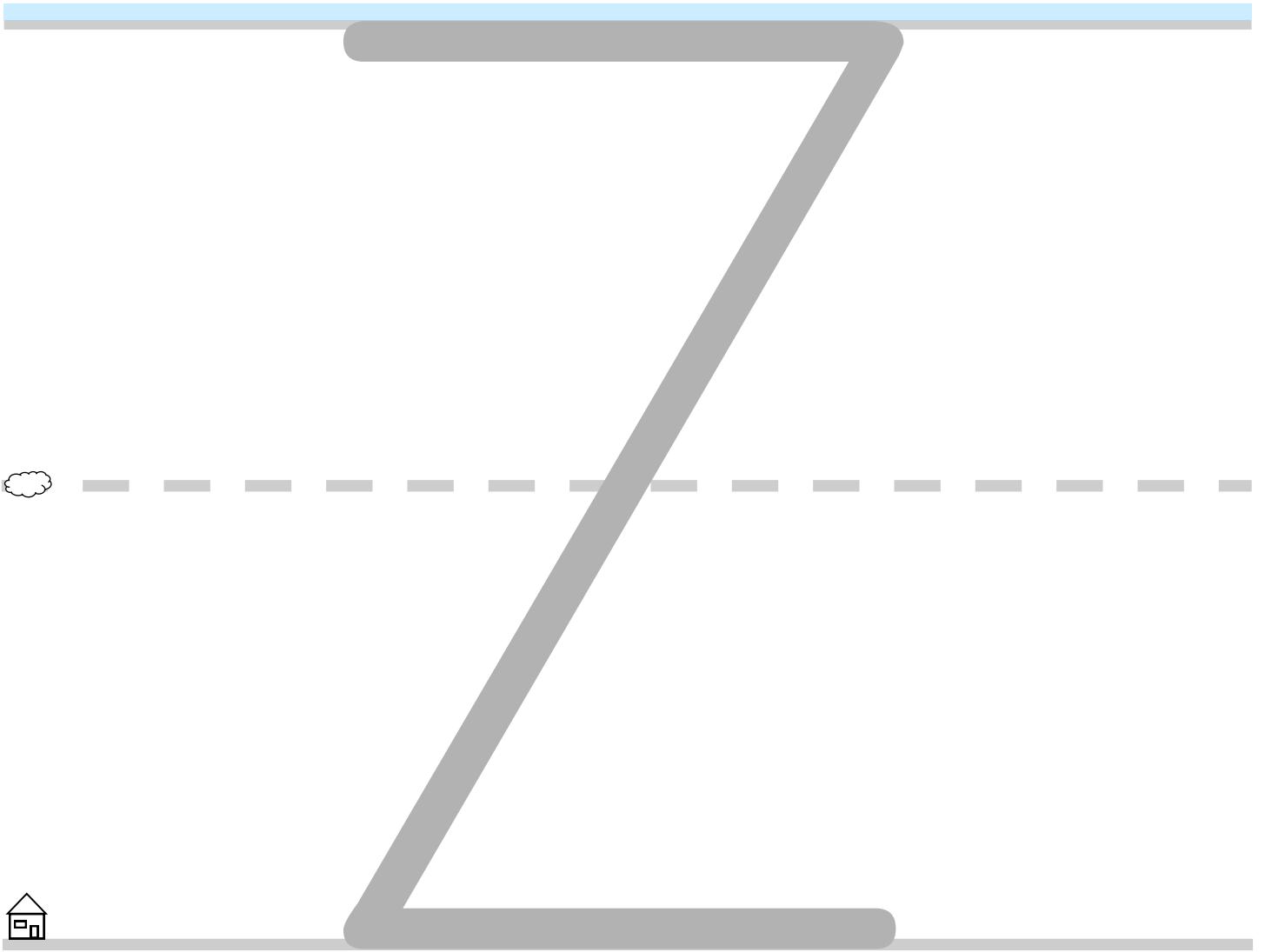
Trace the capital letter many times; say its name and sound each time you trace.



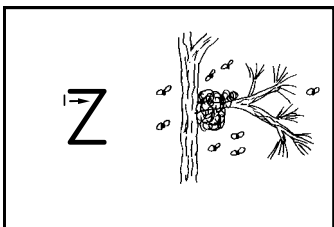
Trace the lower case letter many times; say its sound each time you trace.

Q Q	q q
V v	G g
P p	K k
X x	Q q
quack	

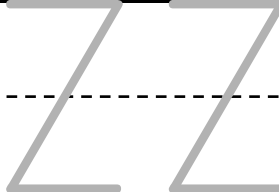

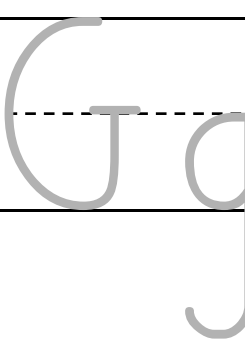
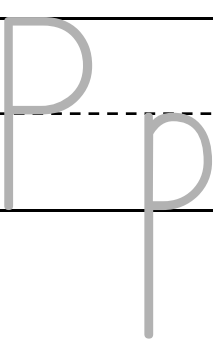
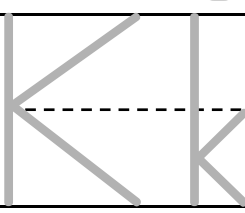
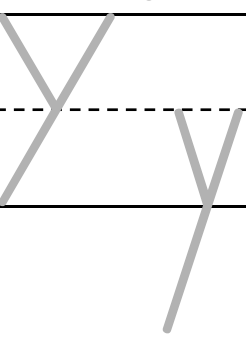
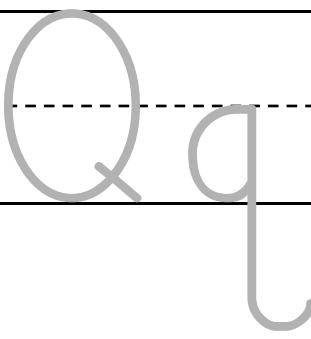
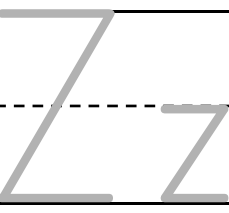
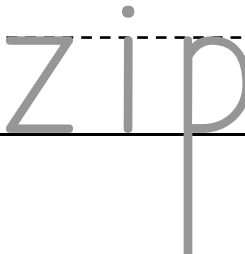
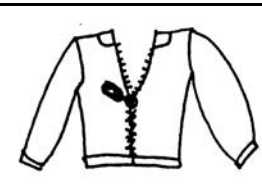
Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.



Trace the capital letter many times; say its name and sound each time you trace.



Trace the lower case letter many times; say its sound each time you trace.

Trace the letters and then write more letters to fill the line. Say the name and sound of each capital letter. Say the sound of each lower case letter. Trace the word, and then write it again. Be sure to leave a space between the words.

Wrap Up

A a	B b
C c	D d
E e	F f
G g	H h
I i	J j

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

Wrap Up

Kk	Ll
Mm	Nn
Oo	Pp
Qq	Rr
Ss	Tt

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

Wrap Up

U u	V v
W w	X x
Y y	Z z

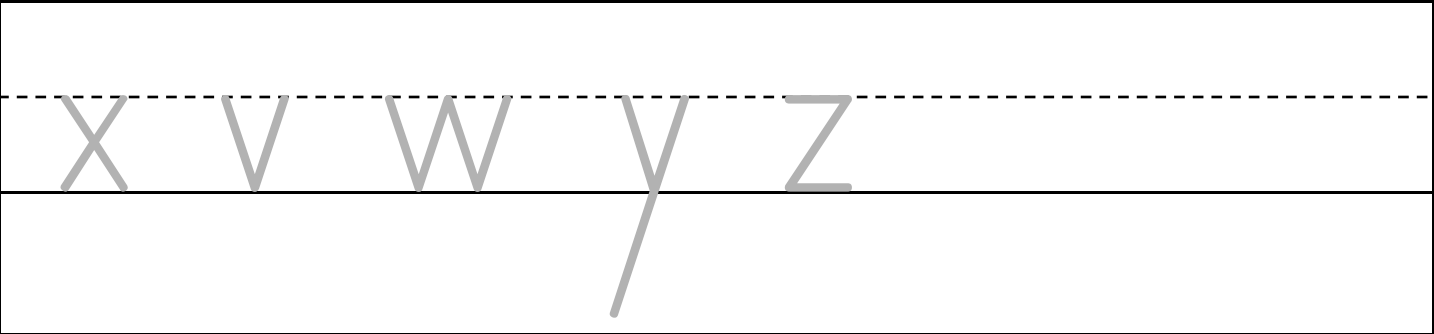
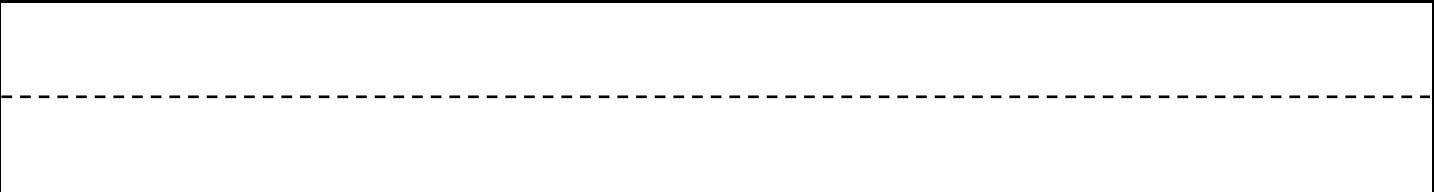

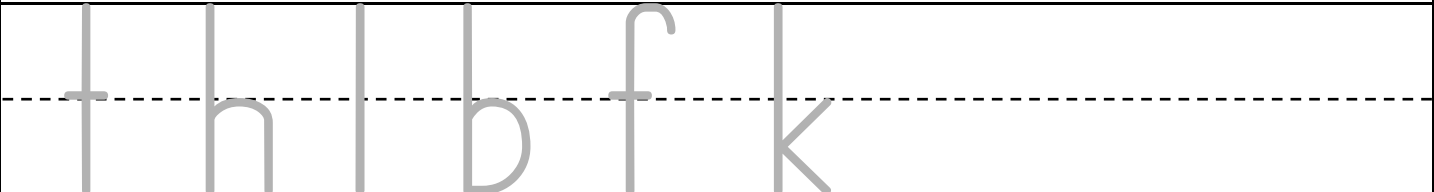

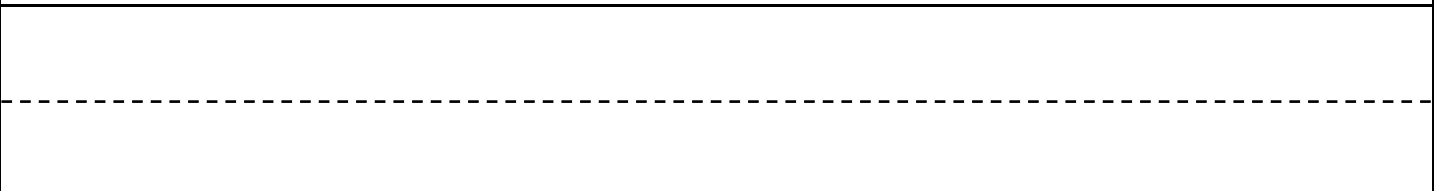

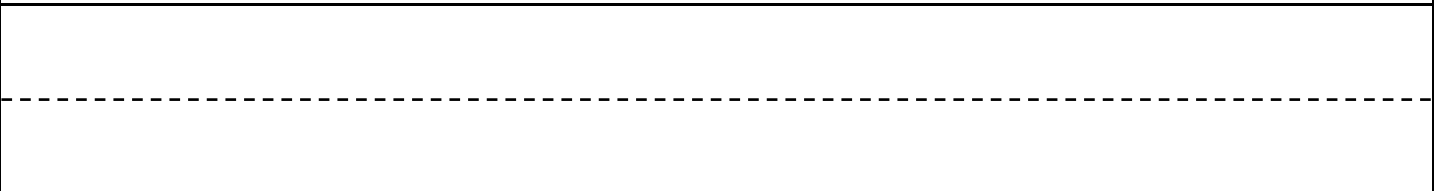

Trace the review letters and write them one more time. Say the name and sound of capital letters. Say the sound of lower case letters.

Wrap Up

e s o c d a g qu
n m r p u i j

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

Wrap Up

 <p>x v w y z</p>


 <p>t h l b f k</p>






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

Handwriting Instruction

HANDWRITING OVERVIEW

In this book, the letters are introduced in the same order in which they appear in *A Sound Story About Audrey And Brad*. In Part One of the story, included in this book, the sounds for the letters of the alphabet are introduced. Each sound is represented by a picture taken from real life situations. Read the story aloud to the students so they will become familiar with the sound for each picture. The pictures are included on the handwriting pages in this book to remind students of the sound for each letter.

The sound story is set up so that the letters that are easiest to write are introduced first, and the letters that are more difficult to write, along with less common letters, are taught later. As students study the earlier letters, they are mastering the strokes needed to write the more difficult letters.

Students trace large letter patterns repeatedly before tracing and copying smaller letters on regular lines. By tracing large letters first, while saying the letter sound, students build multi-sensory pathways that record muscle movement, vision, and hearing all at the same time. This combination strengthens the learning process.

It is helpful to have students trace large letter patterns that you have written on the chalkboard before doing the pages in this book. Students enjoy the board work and it prepares them to continue the lesson on paper. Doing the chalkboard warm-up exercises is also beneficial.

Try to introduce both the capital and the lower case letter on the same day. This way students will make a connection between both forms of the letter from the beginning. They will be able to recall the capital letter when needed at the beginning of proper nouns and at the beginning of sentences.

I used to teach the lower case letters first and then teach the capital letters later. I found that students weren't able to use capital letters very well. They frequently used lower case letters at the beginning of sentences and proper nouns even when I reminded them to use capital letters. After I decided to teach both capital and lower case letters at the same time, the students remembered them and understood where they were needed.

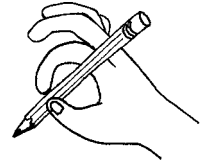
There are handwriting warm-up pages at the beginning of this book. They are not meant to be done all at the same time. Choose one page, or part of a page, to do at the beginning of each lesson, if you wish. Each warm-up page lists the letters that use the strokes that are practiced on that page. This makes it possible to plan to do warm-up pages that will directly support students as they learn new letters. Pages that have already been done can be retraced on another day, for more practice. On some days you may want to write large patterns on the chalkboard for students to trace. See the section on chalkboard warm-up exercises on page 109.

Modeling How To Hold A Pencil

If possible, obtain triangular shaped pencils for students to use. This makes it easier for them to maintain the correct finger positions when they write.

Show students how to form a circle with their pointer finger and thumb. Have them demonstrate for you, holding their hands in the air. Then show students how to place a pencil between the fingertip and end of the thumb. Have them demonstrate for you, holding the pencil in the air. Check and help as needed. Show how to move the pencil up and down and from side to side while holding it. Then rotate your wrist to move the pencil in a windshield wiper motion. Students copy your hand motions, maintaining their hold on the pencil.

Now show students how to position their tallest finger behind the pencil to hold it in place, and show them how to tuck the last two fingers into their palm. Remind them to keep the circle formation with their pointer finger and thumb. Explain that the tip of the thumb must not slide up past the pencil. This will allow students to have good control of the pencil when they write.



NEW LETTER INTRODUCTION ON THE CHALKBOARD

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

For lower case letters say the sound of the letter only, for example /t/, each time the letter is written or traced. (A letter between two slash marks indicates that you should say the letter sound.)

1. Model how to write the capital and lower case letters on widely spaced lines on the chalkboard. Talk about where to start, which direction to go, which lines to touch, and so on. Point out the sky line (top line), cloud line (middle line), and ground line (bottom line), and use these terms when talking about how to form the letter. For some capital letters, students must begin with a downward stroke and then “hop to the top” to make the next stroke. Most lower case letters will be formed with one continuous stroke, without picking up the chalk. After your initial instruction for each letter, ask a student to explain how to form it.
2. Draw six to eight sets of large lines spaced out evenly across the chalkboard. Write a large capital and lower case letter on each set of lines. Call on students to come to the board, one small group at a time. Students trace the capital letter first, many times, saying the name and sound of the letter each time they trace. Then students trace the lower case letter many times, saying just the sound for the letter each time they trace. Observe closely and provide help as needed so that students are all using the correct strokes when forming the letters.

3. Continue in the same way, calling groups of students to the board, until all of the students have had a turn to trace the letters.

WORKING IN THE BOOK

Tracing The Large Capital Letter

After introducing a new letter at the chalkboard, have students turn to the handwriting pages in this book for the same letter. Start with the large capital letter. Model once again how to write the letter on widely spaced lines on the board.

Have students finger trace the letter in their book repeatedly, saying the letter name and sound each time they trace, “Capital T, /t/.” Walk around to observe the students, providing help and guidance as needed.

Have students trace the capital letter several more times with the unsharpened edge of their pencil. (Students will need to use pencils that don’t have erasers.) Then have students trace the letter again with the sharpened edge of the pencil, at least six to eight times. More times is fine, depending on how long it takes for you to check the students’ work. Students should continue to say the capital letter name and sound every time they trace. Continue to monitor and assist the students as needed.

Tracing The Large Lower Case Letter

Model how to write the lower case letter on the board again. Have students trace the lower case letter in their books repeatedly, saying just the sound, not the letter name. They should finger trace first, then trace with the unsharpened end of the pencil, and finally trace with the sharpened end of the pencil, as before. Continue to monitor and assist as needed.

Doing The Handwriting Page With Smaller Letters

After students trace large capital and lower case letters on the board and in this book, you will continue the lesson by having them trace and copy the same letters on smaller lines. Students will also trace and copy review letters and a short vowel word.

If a student writes a letter incorrectly, use a red colored pencil to write the letter correctly. Students trace the red letter several times, then continue as before. Students are to work carefully, keeping a steady rhythm, continuing to voice the letter name and sound each time they write it. Students cannot write the letter correctly if they try to go too fast. They must pay attention and watch the lines.

1. First Line - Draw lines on the board. Write the new capital letter while saying its name and sound. Students trace the two capital letters several times with a pencil, repeating the letter name and sound. Watch to make sure stu-

dents are using the correct strokes to write the letter. Help as needed. Students then copy the capital letter twice. Write the lower case letter on the board, saying just its name. Students trace the two lower case letters several times and then write them two more times, saying just the sound. Write a perfect pattern with a red pencil over any letters that are formed incorrectly, for students to trace.

2. Second , Third, And Fourth Lines - Write each capital and lower case letter on the lines on the board, one at a time. Following your lead, students trace and copy each letter on their page. Continue to verbalize as before.
3. Fifth Line - Read the word aloud to the students, saying the word slowly, stretching out the vowel sound. Students repeat the word in unison. Students trace the word, saying the sound (not the letter name) for each letter. Then they copy the word, again saying the sound for each letter. At the beginning, model how to do this. Later on, students should know what to do. Be sure students say each sound as they write. (However, students should only pronounce one sound for double letters, as in *well*, *off*, *pass*, and *jazz*.) Show students how to leave a space between the words. A small picture is included to illustrate each word.

LETTER REVIEW ON REGULAR LINED PAPER

Recent Letter Review - Model And Copy

Pass out regular lined paper. Draw lines on the chalkboard. Review how to write the last few letters that have been taught, one at a time. Students copy the letters on lined paper. If a letter is written incorrectly, provide a model on the student's paper in red pencil. The student traces this model several times, then writes it again. Continue to say the name and sound for capital letters and only the sound for lower case letters.

Letter Review - Dictate Sounds, Students Repeat And Write

Dictate all previously taught lower case letters by saying their sounds. Students repeat each sound as they write the letter. Monitor and assist, correcting as needed, using a red pencil. If a number of students need help with a letter, review how to write the letter on the board.

The goal is for students to be able to write every letter correctly from memory, given the sound.

Focus on lower case letters, but continue to dictate a few capital letters each day. Students continue to say the name and sound for each capital letter.

This routine prepares students to begin spelling words.

SPELLING WORDS

The dictation chart on the next three pages shows words for students to spell with plastic letters after they have studied each new letter. After students have become comfortable spelling words with plastic letters, you may also want to dictate some of the same words for students to spell on lined paper. If you do so, dictate the sound for each letter that will be used before dictating the words. Students repeat the sound as they write each letter.



Use your best judgement about whether or not students are ready to begin spelling words on paper. They will formally begin spelling words on paper at the short vowel level.

You may want to wait until students can write all of the alphabet letters before you begin dictating words for students to spell. However, if you wish, you can begin dictating words earlier. The dictation chart on the next page shows the short vowel words that can be spelled with the letters that have been taught. The words in each row contain only the new letter and previously introduced letters. Short vowel words are used because they are phonetically regular.

To spell a word, students should listen carefully as you pronounce it. They should repeat the word slowly, stretching it out to hear the sounds. Then they should say each sound in the word separately, in order, as they write the letters to represent those sounds. Model this process. Have the students say the sounds in unison with you first, then have them repeat the sounds as they write the word.

Wait until you introduce the letter u to begin spelling words. Hearing the short i sound in words is more difficult than hearing the short u sound. For the same reason, short e words are not introduced until students have spelled words with the rest of the short vowels.

There are extra lessons on the dictation chart after the letter z has been introduced. These lessons allow students to spell short vowel words that they couldn't spell previously, since they hadn't yet learned all of the necessary letters.

Dictation Chart - Words To Spell With Plastic Letters

Have students use plastic letters to make the letter combinations first and then the words. Select the words you want to spell from this list. Regular practice helps students master this skill. Discuss the meanings of unfamiliar words. Tell students when to use double letters at the end. Short u words should be done first. Do not start with short i words, because the short i sound is more difficult to hear in words. Each student needs two sets of alphabet letters in a box. Build the letter combinations when getting started and when switching to a new short vowel.

	New Letters	Letters To Use Say the sound of each letter; students find the letter and place it on a work mat.	Letter Combinations To Make With Plastic Letters Say the two-sound combinations, using the short vowel sound. Slide the sounds together smoothly.	Words To Spell With Plastic Letters If students can't spell the words, do the letter combinations until they are ready for words.
1	T t			
2	I i			
3	H h			
4	L l			
5	N n			
6	W w			
7	U u	u, n, n, h, t, l, l	un, ut, ul, nu, hu, tu, lu	nut, hut, hull, null, nun
8	B b	u, b, n, n, t, h, l, l	ub, un, ut, ul, bu, nu, tu, hu, lu	bun, but, nub, tub, nut, hut, hull, null, nun
9	M m	u, m, m, h, t, t, b, n, n, l, l	um, ut, ub, un, ul, mu, hu, tu, bu, nu, lu	mum, hum, mutt, bun, but, nub, tub, nut, hut, hull, null, nun
10	R r	u, r, n, n, b, t, t, m, m, h, l, l	un, ub, ut, um, ul, ru, nu, bu, tu, mu, hu, lu	run, rub, rut, mum, hum, mutt, bun, but, nub, tub, nut, hut, hull, null, nun
11	F f	u, n, n, f, f, h, m, m, r, b, t, t, l, l	un, uf, um, ub, ut, ul, nu, fu, hu, mu, ru, bu, tu, lu	fun, huff, muff, run, rub, rut, mum, hum, mutt, bun, but, nub, tub, nut, hut, hull, null, nun
12	X x	u, t, t, x, l, l, f, f, n, n, h, m, m, r, b	ut, ux, ul, uf, un, um, ub, tu, lu, fu, nu, hu, mu, ru, bu	tux, lux, fun, huff, muff, run, rub, rut, mum, hum, mutt, bun, but, nub, tub, nut, hut, hull, null, nun
13	E e	u, t, t, x, l, l, f, f, n, n, h, m, m, r, b	ut, ux, ul, uf, un, um, ub, tu, lu, fu, nu, hu, mu, ru, bu	tux, lux, fun, huff, muff, run, rub, rut, mum, hum, mutt, bun, but, nub, tub, nut, hut, hull, null, nun
14	S s	u, s, s, n, b, m, m, f, f, t, t, x, l, h, r	us, un, ub, um, uf, ut, ux, ul, su, nu, bu, mu, fu, tu, lu, hu, ru	sun, sub, sum, bus, us, fuss, tux, lux, fun, huff, muff, run, rub, rut, mum, hum, mutt, bun, but, nub, tub, nut, hut

Dictation Chart - Words To Spell With Plastic Letters

	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> Say the two-sound combinations, using the short vowel sound. Slide the sounds together smoothly.	<u>Words To Spell With Plastic Letters</u> If students can't spell the words, do the letter combinations until they are ready for words.
15	J j	u, j, t, t, s, s, n, b, m, m, f, f, x, l, h, r	uj, ut, us, un, ub, um, uf, ux, ul, ju, tu, su, nu, bu, mu, fu, lu, hu, ru	jut, sun, sub, sum, bus, us, fuss, tux, lux, fun, huff, muff, run, rub, rut, mum, hum, mutt, bun, but, nub, tub
16	O o	o, t, t, s, s, h, l, b, x, n, m, m, r, f, f, j	ot, os, ol, ob, ox, on, om, of, oj, to, so, ho, lo, bo, no, mo, ro, fo, jo	tot, toss, hot, lot, lob, lox, loss, not, box, boss, mom, moss, rot, fob, fox, sob, job, jot, ox, on, off
17	C c	o, c, t, t, n, b, s, s, h, l, x, m, m, r, f, f, j	oc, to, on, ob, ox, ol, ox, om, of, oj, co, to, no, bo, so, ho, lo, mo, ro, fo, jo	cot, con, cob, tot, toss, hot, lot, lob, lox, loss, not, box, boss, mom, moss, rot, fob, fox, sob, job, jot, ox, on, off
18	D d	o, c, d, d, n, r, s, s, l, l, t, t, b, h, x, m, m, f, f	oc, od, on, os, ol, ot, ob, ox, om, of, co, do, no, ro, so, lo, to, bo, ho, mo, fo	cod, nod, rod, sod, doll, dot, odd, cot, con, cob, tot, toss, hot, lot, lob, lox, loss, not, box, boss, mom, moss, rot, fob, fox, on, off
19	A a	a, t, b, n, x, h, m, d, d, l, s, s, r, f, x, j, c	at, ab, an, ax, am, ad, al, as, af, ax, aj, ac, ta, ba, na, ha, ma, da, la, sa, ra, fa, ja, ca	tab, tan, tax, hat, ham, had, lab, lass, lad, bat, bass, bad, mat, man, mad, rat, ran, ram, fat, fan, fax, sat, sax, sad, jam, cat, can, cab, dad
20	V v	a, v, n, t, b, x, h, d, d, l, m, r, f, s, j, c	av, an, at, ab, ax, ad, al, am, af, as, aj, ac, va, na, ta, ba, ha, da, la, ma, ra, fa, sa, ja, ca	van, vat, tab, tan, tax, hat, had, lab, bat, bad, mat, man, mad, rat, ran, ram, fat, fan, fax, sat, sax, sad, jam, cat, can, cab, dad
21	G g	a, g, s, b, l, n, r, t, w, v, x, h, d, m, f, j, c	ag, as, ab, al, an, at, av, ax, ad, am, af, aj, ac, ga, sa, ba, la, na, ra, ta, wa, va, ha, da, ma, fa, ja, ca	gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan, tax, hat, had, bat, bad, mat, man, mad, rat, ran, ram, fan, sat, sad, jam, cat
22	P p	a, c, p, g, l, m, n, t, s, s, d, b, r, w, v, x, h	ac, ap, ag, al, am, an, at, as, ad, ab, av, ax, ca, pa, ga, la, ma, na, ta, sa, da, ba, ra, wa, va, ha	cap, gap, lap, map, nap, tap, sap, pad, pan, pat, pass, gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan, tax, hat, had, bat, bad, mat
23	K k	a, c, p, g, l, m, n, t, s, s, d, b, r, w, v, x, h	ac, ap, ag, al, am, an, at, as, ad, ab, av, ax, ca, pa, ga, la, ma, na, ta, sa, da, ba, ra, wa, va, ha	cap, gap, lap, map, nap, tap, sap, pad, pan, pat, pass, gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan, tax, hat, had, bat, bad, mat

Dictation Chart - Words To Spell With Plastic Letters

Have students use plastic letters to make the letter combinations first and then the words. Discuss the meanings of unfamiliar words. Tell students when to use double letters at the end. Short u words should be done first. Do not start with short i words, because the short i sound is more difficult to hear in words. Each student needs two sets of alphabet letters in a box. When the lists get longer, choose the words you want students to spell.

	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> Say the two-sound combinations, using the short vowel sound. Slide the sounds together smoothly.	<u>Words To Spell With Plastic Letters</u> If students can't spell the words, do the letter combinations until they are ready for words.
24	Y y	a, y, m, p, k, c, g, l, n, t, s, s, d, b, r, w, v, x	am, ap, ak, ac, ag, al, an, at, as, ad, ab, av, ax, ya, ma, pa, ka, ca, ga, la, na, ta, sa, da, ba, ra, wa, va	yam, yap, yak, cap, gap, lap, map, nap, tap, sap, pad, pan, pat, pass, gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan, tax
25	Qu qu	a, y, m, p, k, c, g, l, n, t, s, s, d, b, r, w, v, x	am, ap, ak, ac, ag, al, an, at, as, ad, ab, av, ax, ya, ma, pa, ka, ca, ga, la, na, ta, sa, da, ba, ra, wa, va	yam, yap, yak, cap, gap, lap, map, nap, tap, sap, pad, pan, pat, pass, gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan, tax
26	Z z	a, z, z, j, y, m, p, k, c, g, l, n, t, s, s, d, b, r, w, v	az, aj, am, ap, ak, ac, ag, al, an, at, as, ad, ab, av, za, ja, ya, ma, pa, ka, ca, ga, la, na, ta, sa, da, ba, ra, wa, va	zap, jazz, yam, yap, yak, cap, gap, lap, map, nap, tap, sap, pad, pan, pat, pass, gas, gab, lag, nag, bag, rag, tag, wag, sag, van, tan
27		o, h, g, l, j, d, t, p, m, m, w, k, c, n, l, l, b, s, s, x, f, f	og, ol, oj, od, ot, op, om, ok, oc, on, ol, ob, os, ox, of, ho, go, lo, jo, do, to, po, mo, wo, co, no, lo, bo, so, fo	hog, log, jog, dog, got, top, hop, mop, pot, pod, pop, wok, cod, nod, doll, dot, cot, cob, hot, lot, loss, not, box, boss, mom, fox, off
28		i, t, t, n, l, l, p, h, w, b, m, f, s, q, u, d, p, g	it, in, il, ip, ib, im, if, is, id, ip, ig, ti, ni, li, pi, hi, wi, bi, mi, fi, si, qui, di, pi, gi	tin, till, tip, hit, lit, wit, bit, mitt, fit, sit, pit, quit, hill, him, hid, hip, lid, lip, will, bill, mill, fill, sill, dill, gill, pill, quill, in, it, if
29		i, w, n, f, p, k, g, b, r, f, m, t, t, s, s, d, d, x, g, z, z, y, q, u	in, if, ip, ik, ig, ib, if, im, it, is, id, ix, ig, iz, wi, ni, fi, pi, ki, gi, bi, ri, fi, mi, ti, si, di, gi, zi, yi, qui	win, fin, pin, kin, nip, wig, big, rib, fib, mitt, miss, rim, dim, fix, fig, fizz, six, sip, did, dip, gill, pig, kit, kiss, yip, quit, quiz, zip
30		u, c, t, t, b, f, f, p, p, d, l, l, g, h, m, r, j, s, y, z, z, x, n	uc, ut, ub, uf, up, ud, ul, ug, um, uj, us, uz, ux, un, cu, tu, bu, fu, pu, du, lu, gu, hu, mu, ru, ju, su, yu, zu, nu	cut, cub, cuff, cup, dull, dug, tug, hug, bug, mug, rug, jug, putt, pus, pup, yum, buzz, fuzz, up, us, fun, bus, mud, tux, jug, sun, nut
31		e, t, l, l, n, w, b, m, s, s, j, v, p, g, h, d, r, f	et, el, en, eb, em, es, ej, ev, ep, eg, ed, ef, te, le, ne, we, be, me, se, je, ve, pe, ge, he, de, re, fe	tell, ten, let, net, wet, bet, met, men, mess, set, jet, vet, pet, get, hen, hem, less, led, leg, well, web, bell, bed, beg, red, fed, fell
32		e, m, n, s, s, t, j, v, p, p, g, h, l, l, d, w, b, r, f, y	em, en, es, et, ej, ev, ep, eg, el, ed, eb, ef, me, ne, se, te, je, ve, pe, ge, he, le, de, we, be, re, fe, ye	men, mess, set, jet, vet, pet, get, hen, hem, less, led, leg, well, web, bell, bed, beg, red, fed, fell, pep, pen, yes, yet, yell

fun

Spelling Three-Letter Words With Plastic Letters

bus

Start by having students build two-letter combinations from the dictation chart until they can reliably place the letters correctly. Then begin three-letter words.

This activity works well with one to seven students, or even a whole class if you have enough sets of letters. Instead of using the whole alphabet, each student will select just the letters needed to spell the words. Then students spell words dictated by the teacher using the letters. This allows the spelling to proceed rapidly from one word to the next.

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

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

Have the students place an arrow strip above their spelling mats. Remind students to "Start At The Star" and move to the right, following the arrow, whenever they spell or read a word.



Selecting The Letters

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

Dictating The Words

Say each word slowly and distinctly and coach the students to listen for each sound and place the letters in the spelling area going from left to right. Model as needed. Check each student's work and have them listen again and correct as needed. Have students place the letters back in the top section before dictating another word.

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

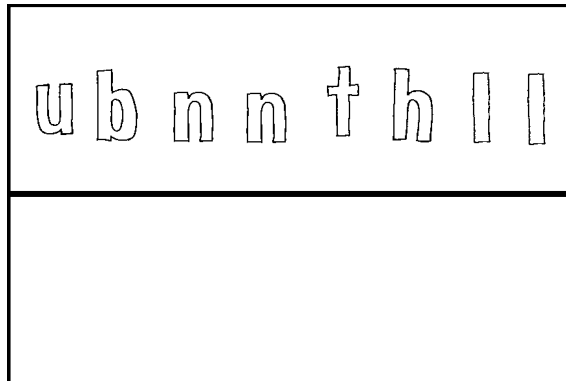
Changing Words One Letter At A Time

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

This activity greatly enhances the student's phonemic awareness. He is matching letters with the sounds he hears in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.



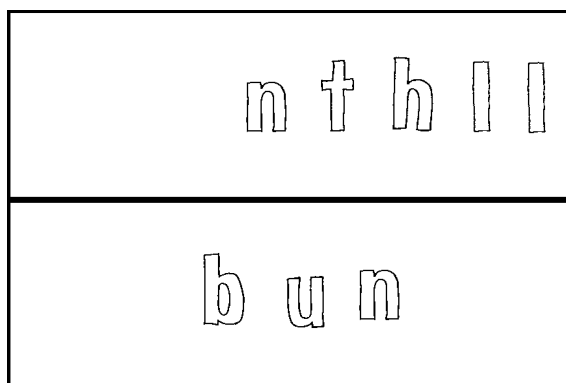
Starting position.



Teacher: "Show me *bun*."

Students: Say the sound for each letter as it is moved to the bottom area. Say the word, "Bun."

The letters must be chosen in the correct order - first sound first, second sound next, and so on.

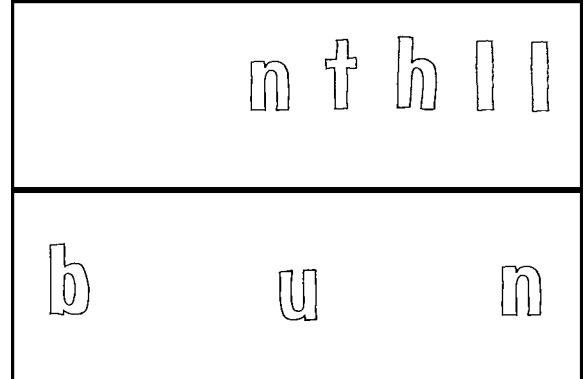




You may want to add these additional instructions for some of the words.

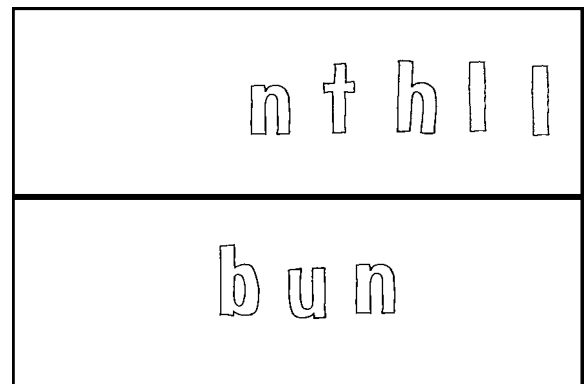
Teacher: "Spread the letters far apart and say the separate sounds."

Students: Move the letters apart and say "B.....u.....n," with a slight pause between each sound.



Teacher: "Push the letters together again and say the word fast."

Students: Moves the letters close together and say, "Bun."



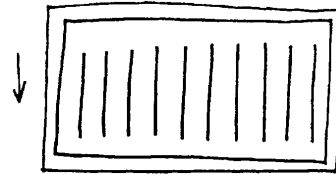
Continue in the same way for the rest of the words.

Always model and assist as needed.

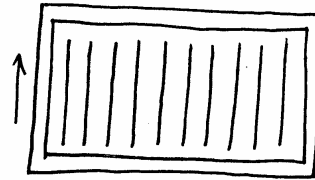
Chalkboard Warm-Up Exercises

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.

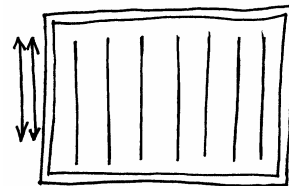
- 1) Draw a series of straight lines going down, from the top to the bottom of the board. (This prepares for b, f, h, i, j, k, l, m, n, p, q, r, and t.)



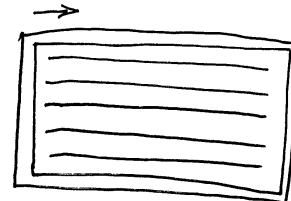
- 2) Draw a series of straight lines going up, from the bottom to the top of the board. (This prepares for d and p.)



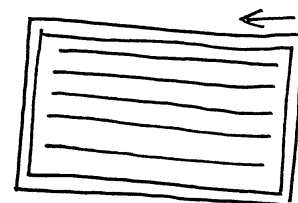
- 3) Draw a series of straight lines, going up and down several times, retracing the same line. (This prepares for d, m, n, p, r, u, and y.)



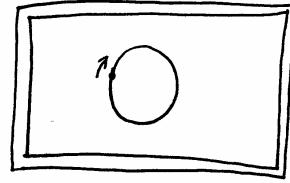
- 4) Draw a series of straight lines going from the left to the right. (This prepares for t, f, e, and z.)



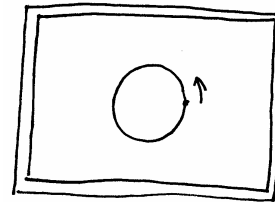
- 5) Draw a series of straight lines going from the right to the left.



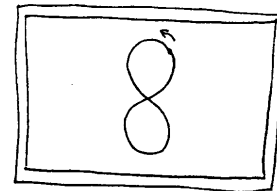
- 6) Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



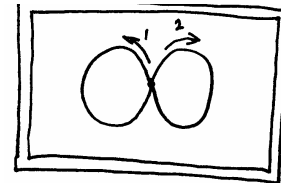
- 7) Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



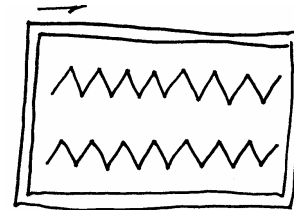
- 8) Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



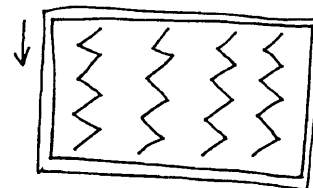
- 9) Draw a large figure eight on its side ∞ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p, q, r,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

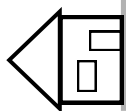


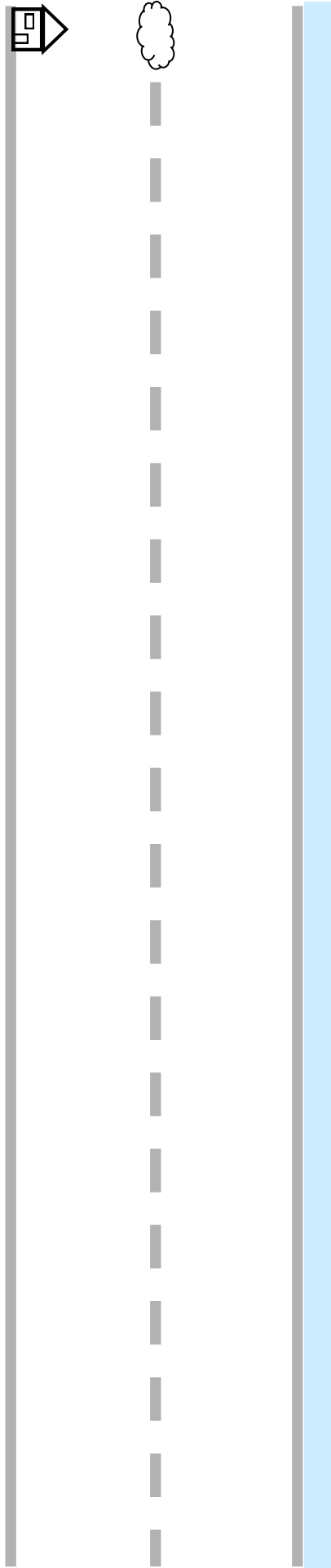
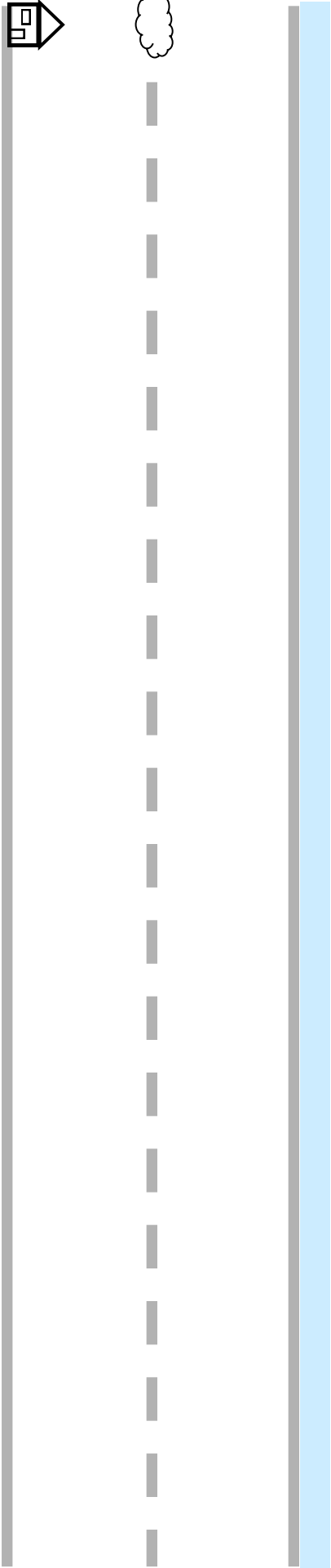
- 10) Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



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











Handwriting practice line with a solid top line and a dashed middle line.



Handwriting practice line with a solid top line and a dashed middle line.

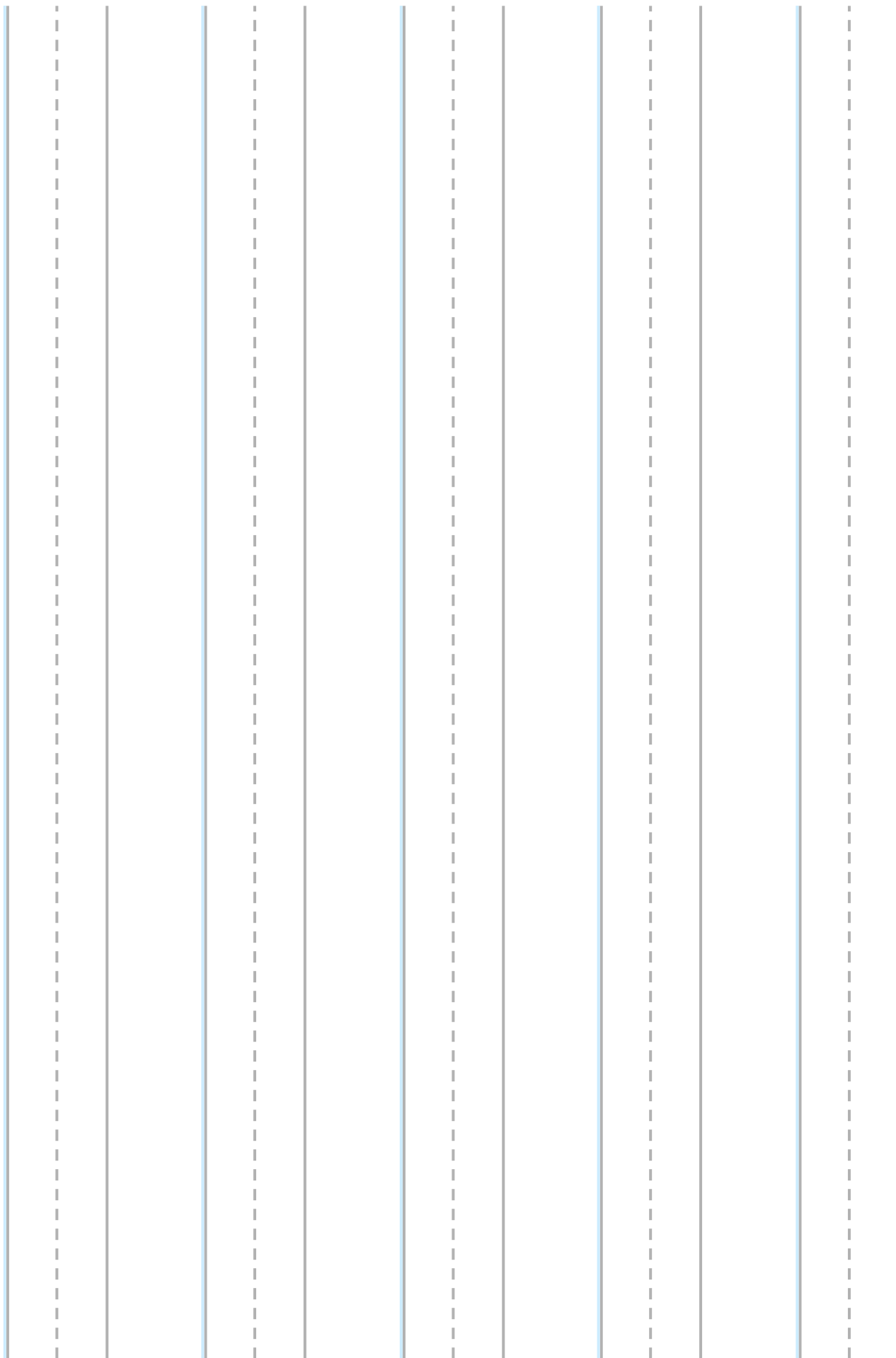


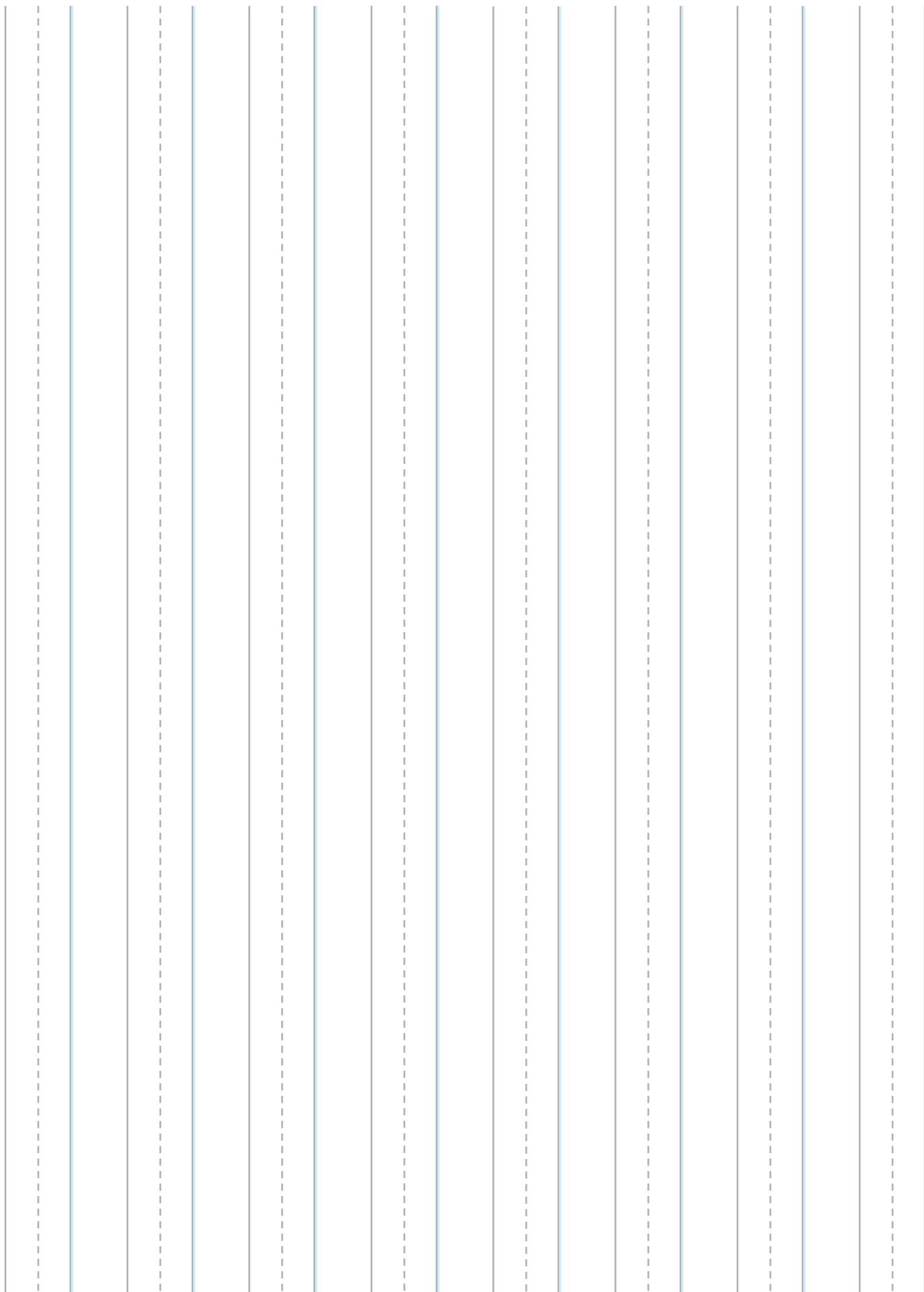
Handwriting practice line with a solid top line and a dashed middle line.



Handwriting practice line with a solid top line and a dashed middle line.



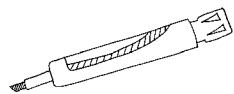
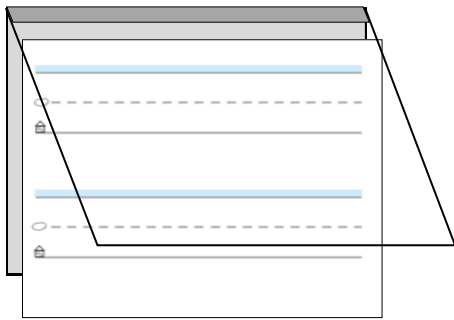




Using A Dry-Erase Frame With Lined Paper

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 can use regular sized markers on the larger lines and fine tipped markers when writing on the smaller lines.

You can also have students spell words on the dry-erase frame. Find the newest handwriting letter that has been introduced on the dictation chart. Dictate any words from that row or previous rows. This will ensure that students know how to write every letter correctly.

Spelling on the dry-erase frame is a good way to get started spelling words. If you use a page with only a few lines, students will feel less overwhelmed. Writing on widely spaced lines will help students be aware of how the letter should fit on the lines. Students can easily erase and correct letters and words if they make a mistake. You can have students lift up their frames to let you quickly check their work and provide feedback.

After students have become confident spelling words on the dry-erase frames, they can begin writing letters and spelling words on regular lined paper.

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.

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 (Books 1 and 2)

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. Each color-coded 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. Each color-coded word is matched with a picture. Students spell and read ten 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 and sentences, 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 indicate the correct sound. 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, reading levels 1.1 through 4.7, obtained separately.



A B C D e F f

G H I J K L M m
g h i j k l m m

N O P Q r S T t
n o p q r r s t t

U V W X x Y Z z
u v w w x x y z z