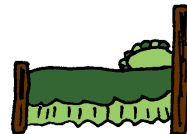
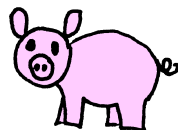
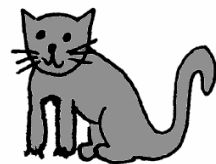
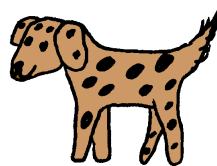


Exploring Sounds In Words

A B C

Revised

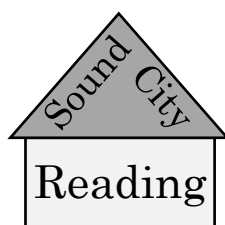


USE WITH

A Sound Story About Audrey And Brad
Exploring Sounds In Words Manuscript Handwriting
Picture Dictionary A-Z

SKILLS COVERED

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



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or <http://www.educationalfontware.com>.

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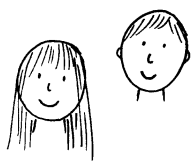
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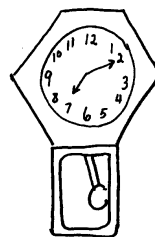
A Sound Story

About Audrey and Brad

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

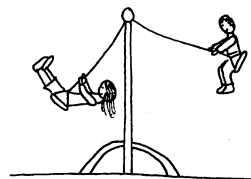
Part 1

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



T t

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



I i

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



H h

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

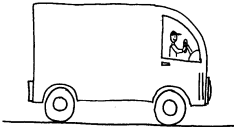




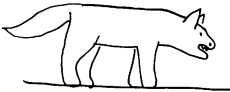


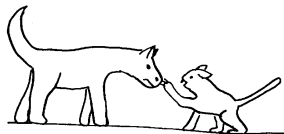
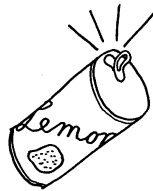
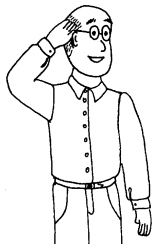
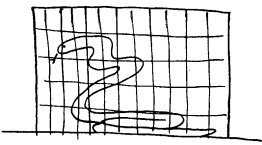

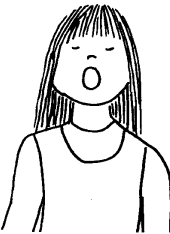
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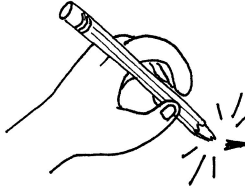

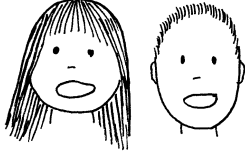
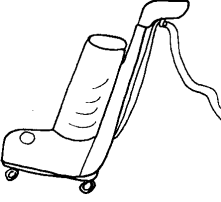

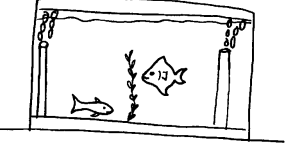
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l, l.”



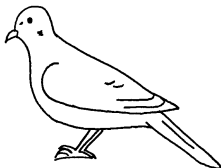
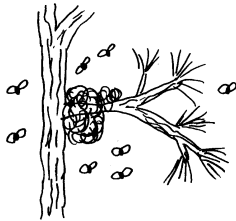


L l

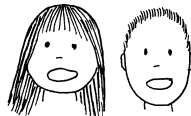







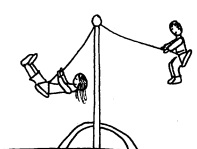






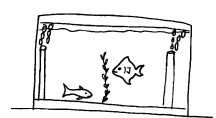
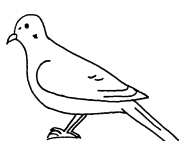
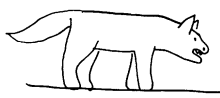
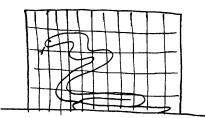




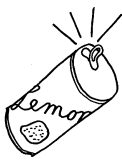

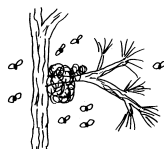
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

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

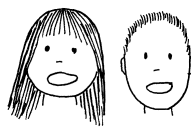




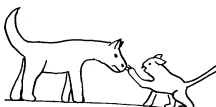







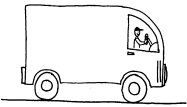

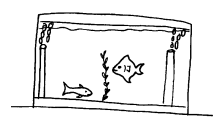


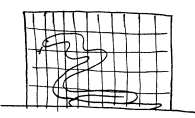
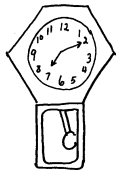



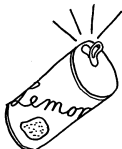


<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey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

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

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

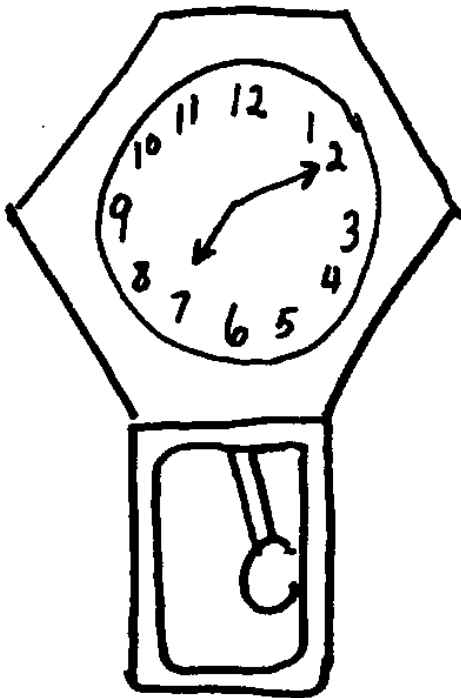
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F f 	G g 	H h 	I i 	J j 	
K k 	L l 	M m 	N n 	O o 	
P p 	Qu qu 	R r 	S s 	T t 	
U u 	V v 	W w 	X x 	Y y 	Z z 

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

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

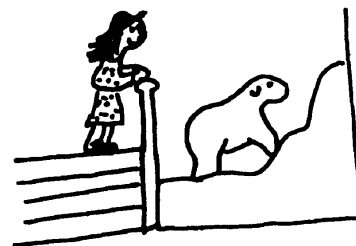
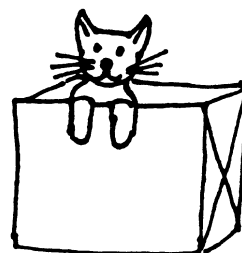
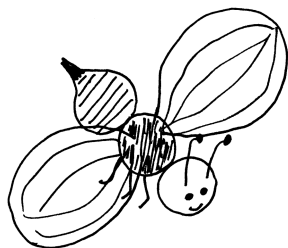
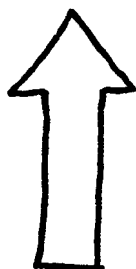
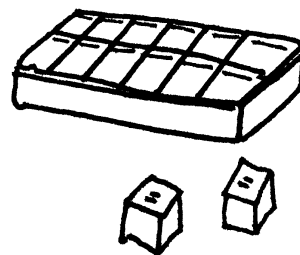
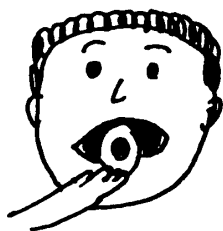
Sound Story - Part 1

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





T t

T t





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

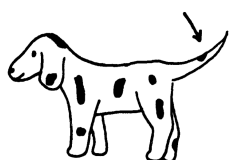
Beginning Sound - t


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		tag


	10


	

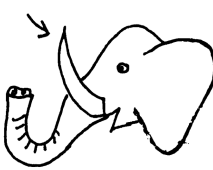
	

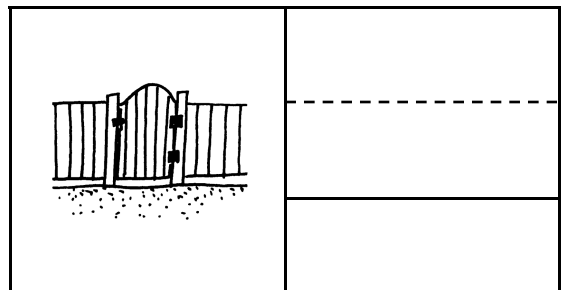
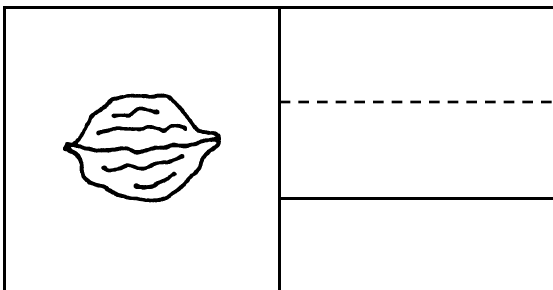
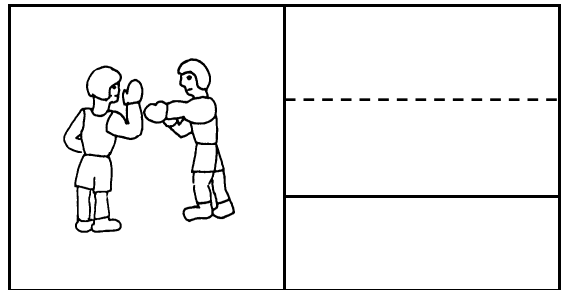
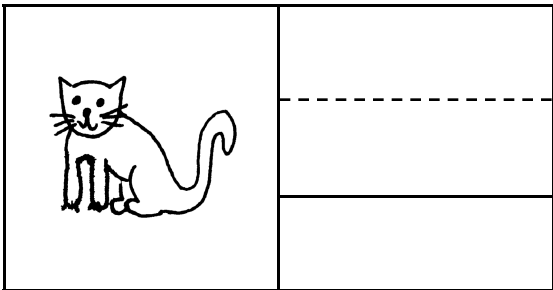
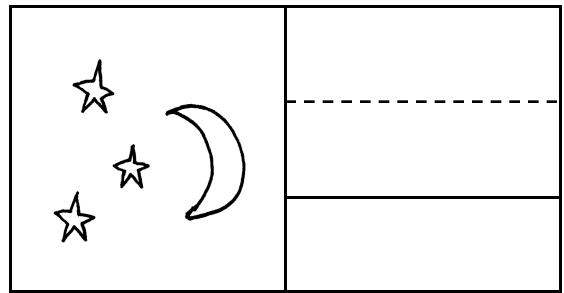
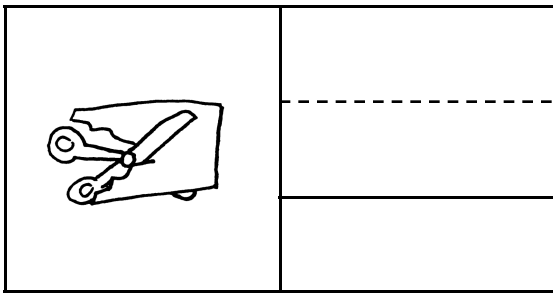
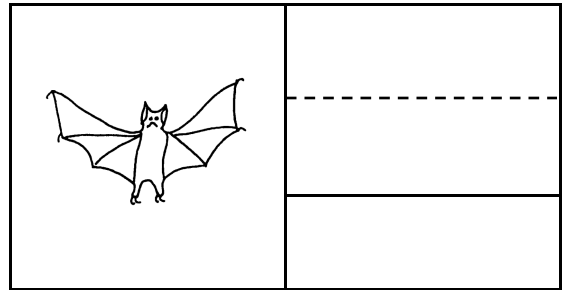
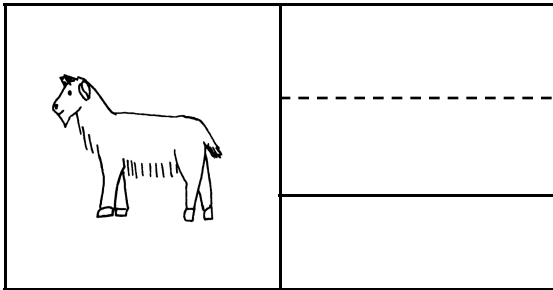
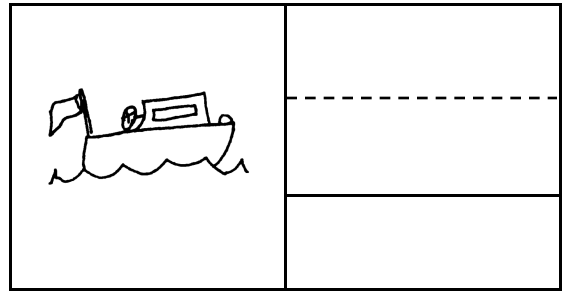
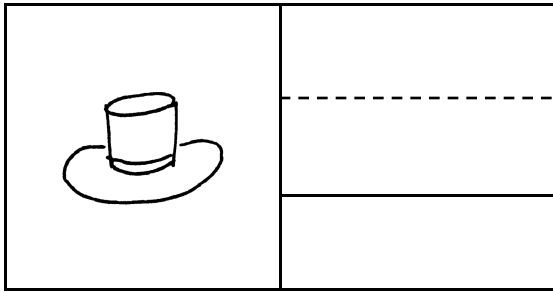
	

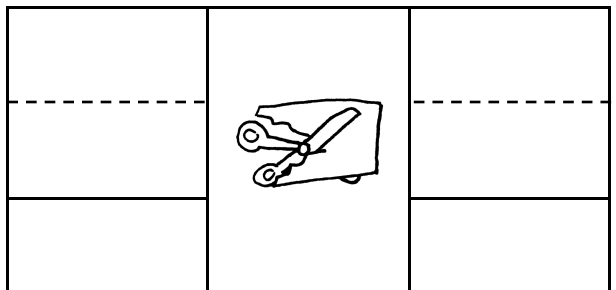
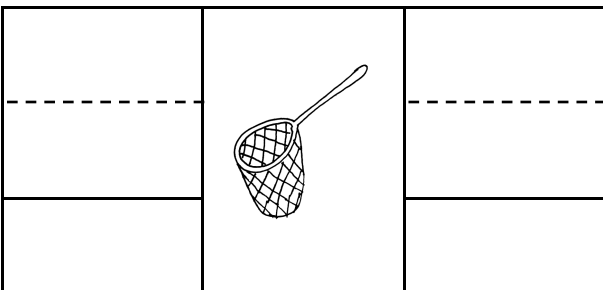
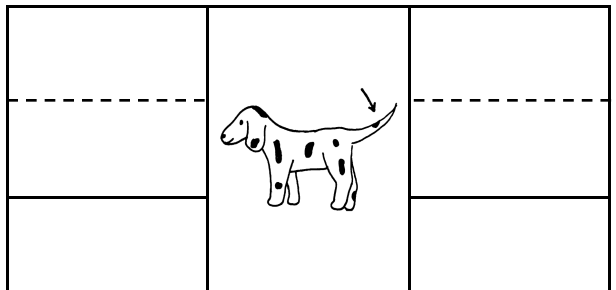
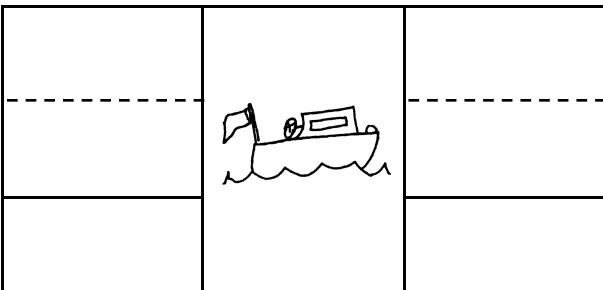
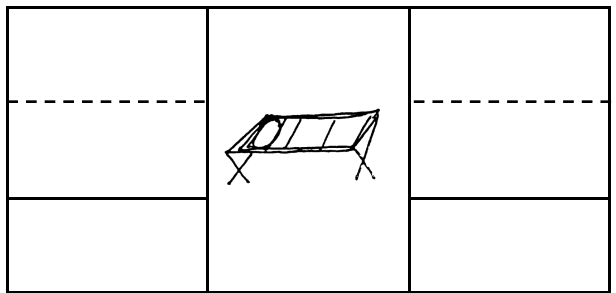
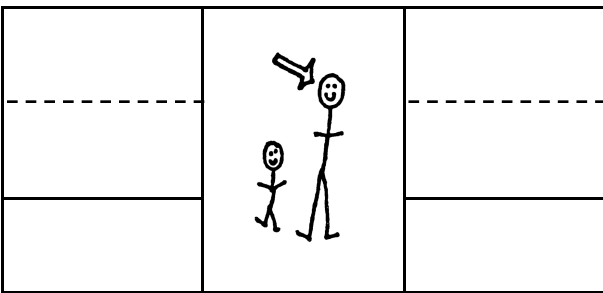
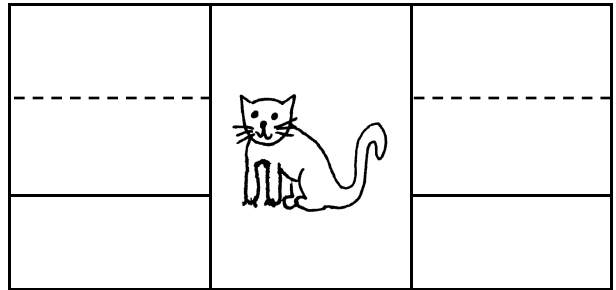
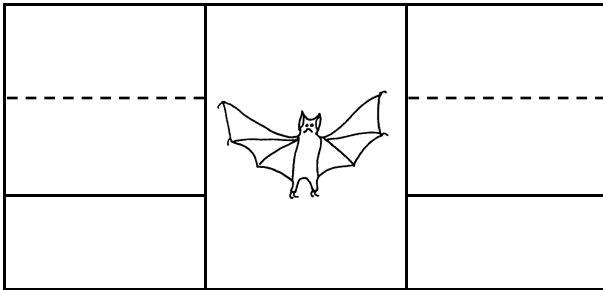
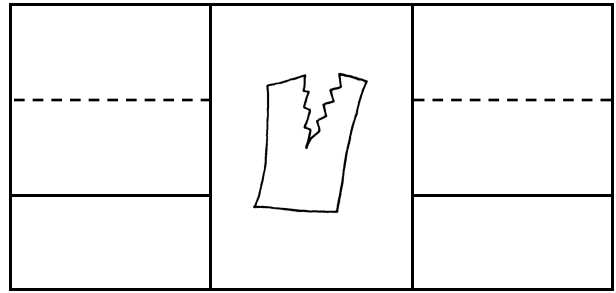
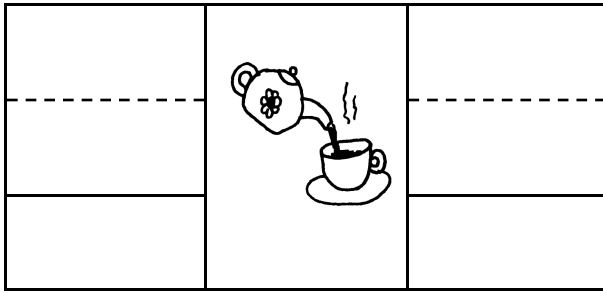
Trace the **t** and write more **t**'s to fill the line. Write **t** to show the beginning sound for each picture: ten, tub, tulip, tent, talk, tail, town, tusk.

Ending Sound - t



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

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

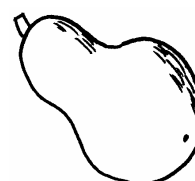
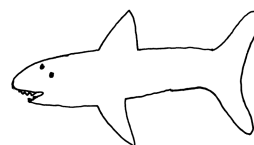
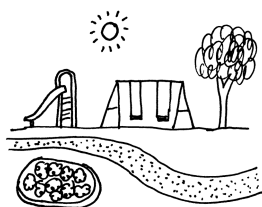
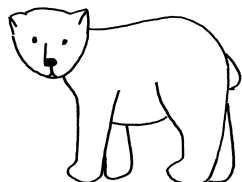
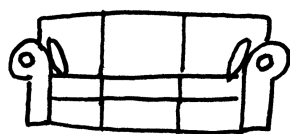


If **t** comes at the beginning, write it before the picture. If **t** comes at the end, write it after the picture: tea, bat, tall, boat, net, tear, cat, cot, tail, cut.

Rhyming 1

T t

Draw a line between each pair of rhyming pictures.

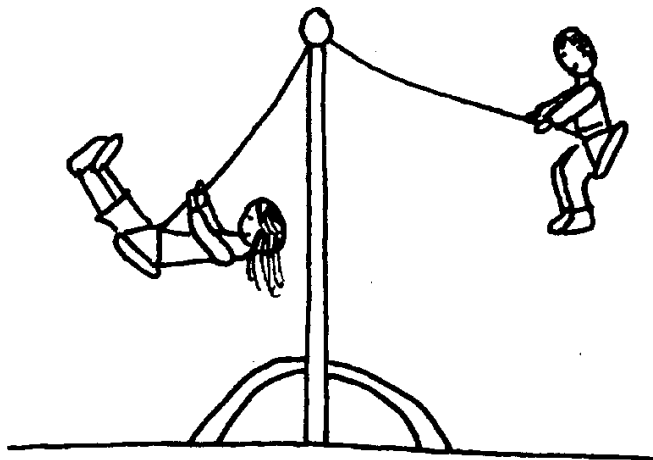


boulder-shoulder, couch-pouch,
bear-pear, park-shark, yarn-barn

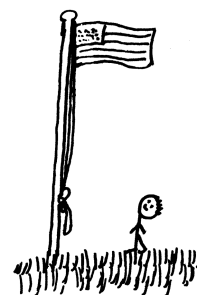
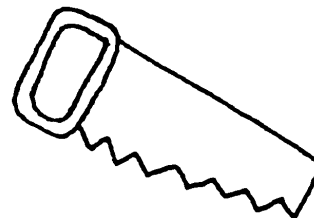
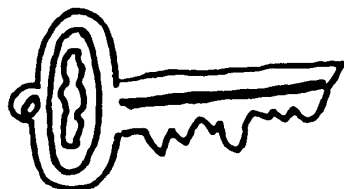
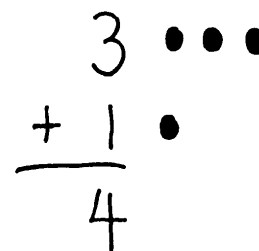
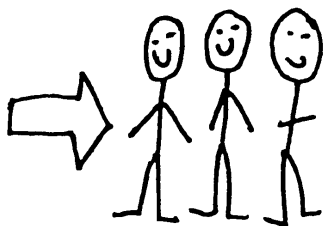
“Hey, Mom,” said Brad. “Can we walk down to the park?”

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

Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i, i.”






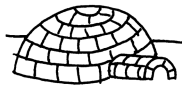
I i
I i



(ea-r, wh-o, th-ey, a-dd, k-ey, s-aw, d-ay, h-igh) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say the separate sounds for each word. Going from left to right, students push one token forward for each sound.

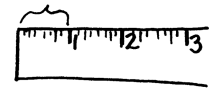
Beginning Sound - i

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



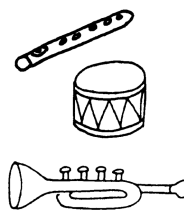














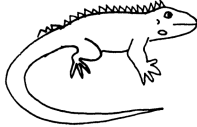





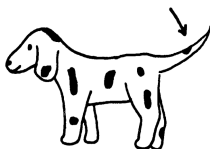
Trace the **i** and write more **i**'s to fill the line. Write **i** to show the beginning sound for each picture: igloo, ink, invitation, instruments, infant, inch, Indian, insect.


Beginning Sound Discrimination - i or t


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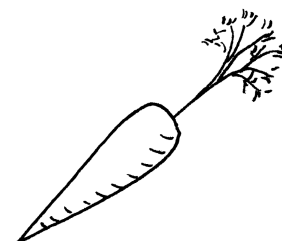
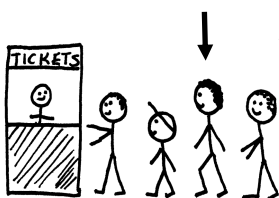
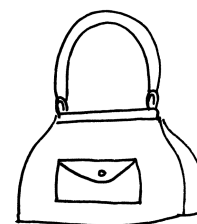
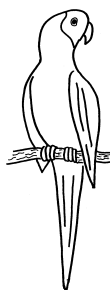
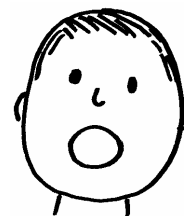
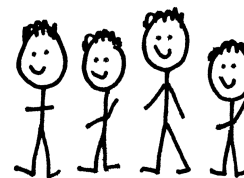
	
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Write **i** or **t** to show the beginning sound for each picture: iguana, tail, tea, inch-worm, itch, invitation, ten, tent.

Rhyming 2

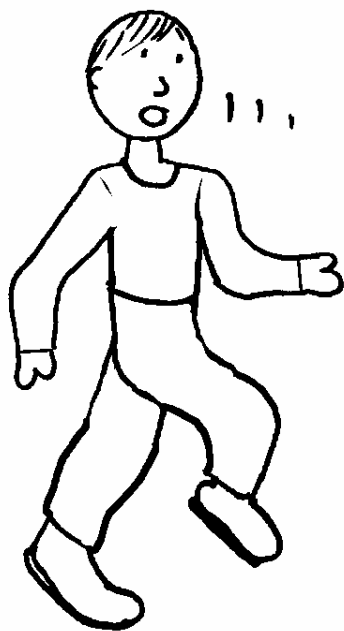
II i

Draw a line between each pair of rhyming pictures.



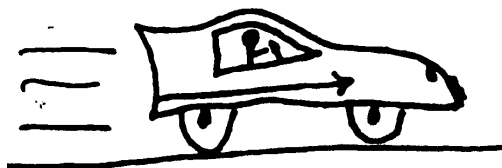
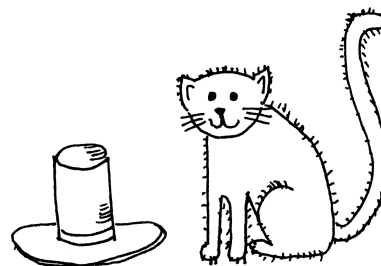
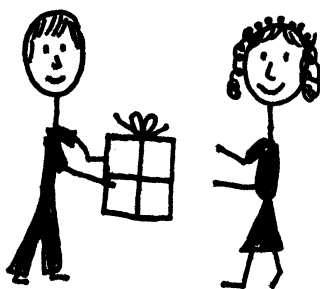
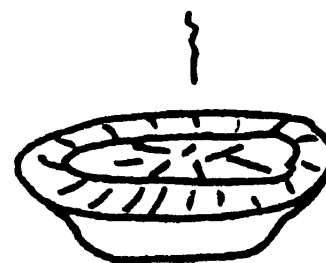
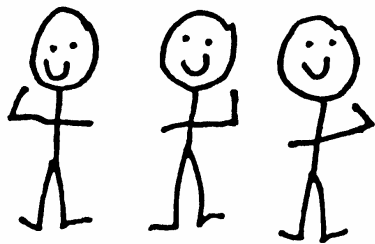
pout-shout, soup-group, parrot-carrot, nurse-purse, third-bird

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






H h

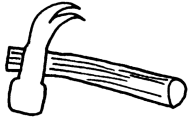
H h





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


Beginning Sound - h

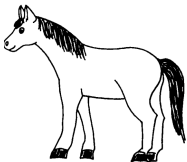
		
		<p>hat</p>




















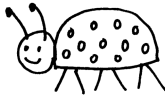


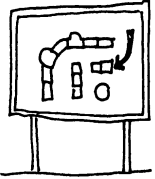


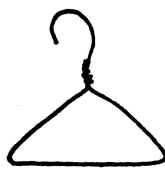
Trace the **h** and write more **h**'s to fill the line. Write **h** to show the beginning sound for each picture: hammer, hair, horse, hay, horn, hose, hawk, head.

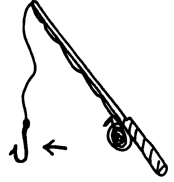
Beginning Sound Discrimination - h or i


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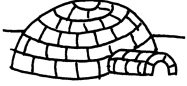
	
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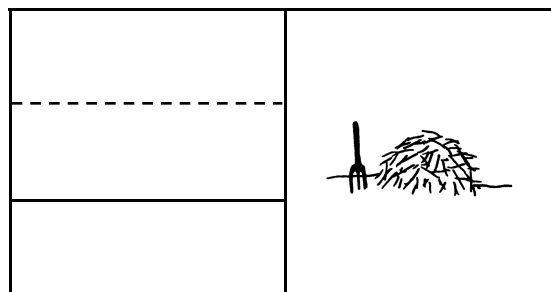
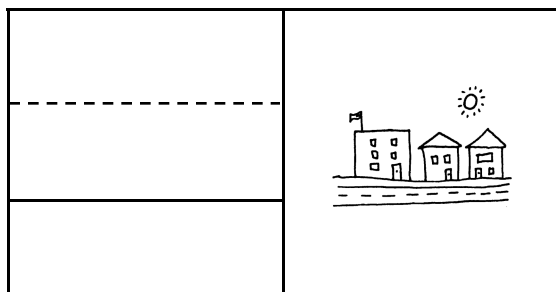
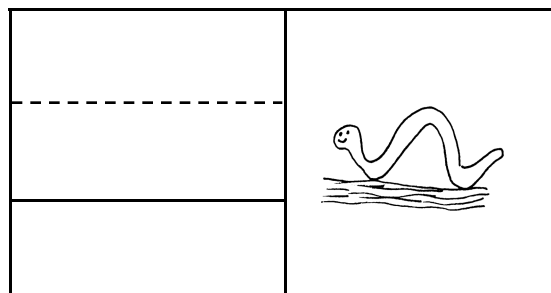
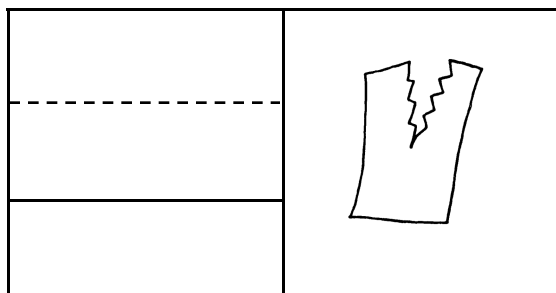
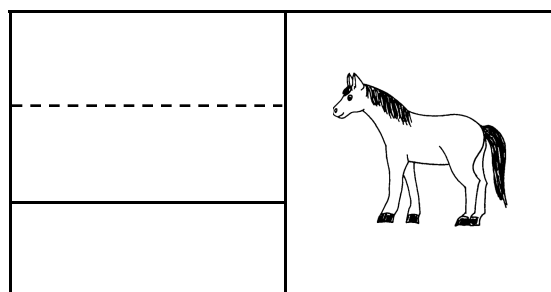
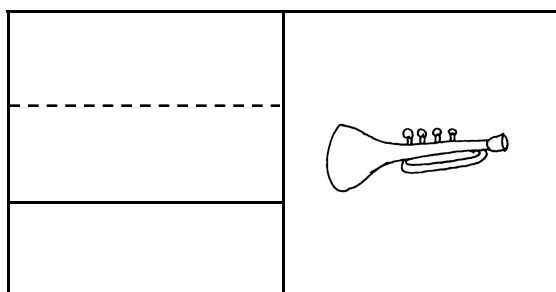
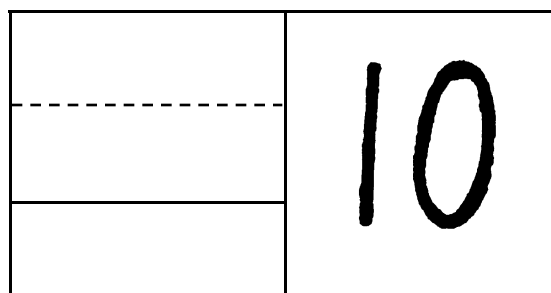
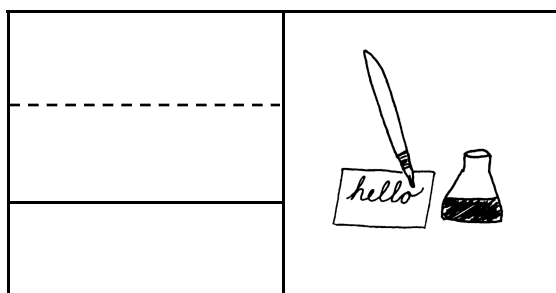
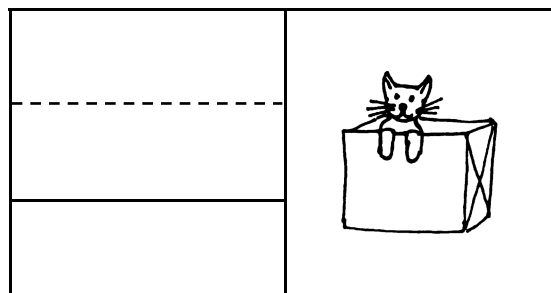
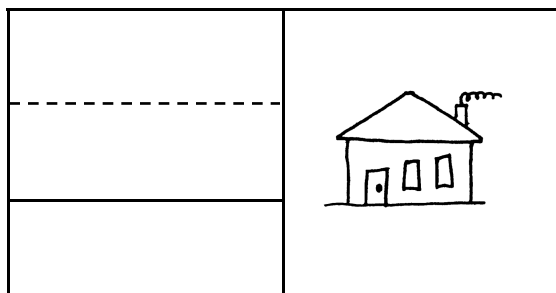
	
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Write **i** or **h** to show the beginning sound for each picture: insect, hanger, house, Indian, here, hook, igloo, instruments.

Beginning Sound Review - t, i, h

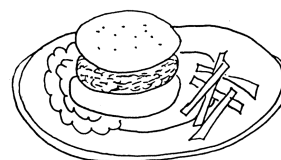
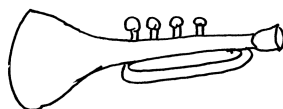
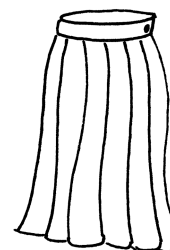
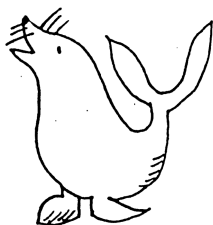
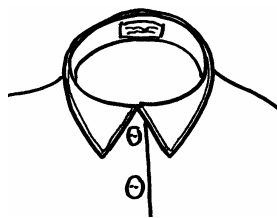
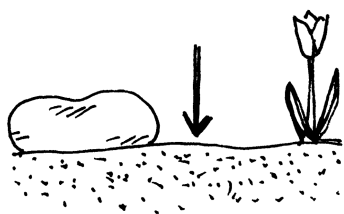


Write a letter to show the beginning sound for each picture: house, ink, horn, torn, town, in, ten, horse, inchworm, hay.

Rhyming 3

H h

Draw a line between each pair of rhyming pictures.



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

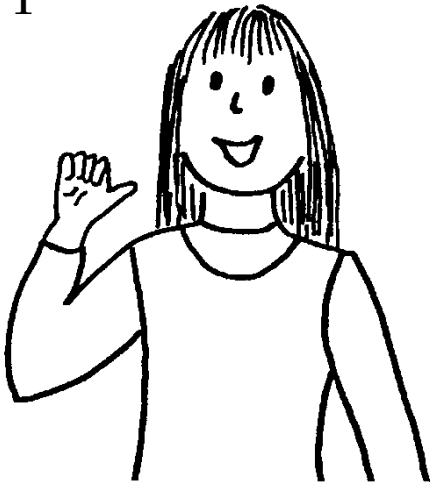
They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them.

“Did you practice every day?” she said.

“I did,” said Audrey quickly. Brad replied that he had practiced, too.

(i/lilac)

Long I

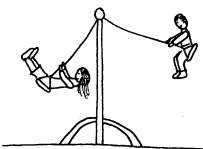


I i

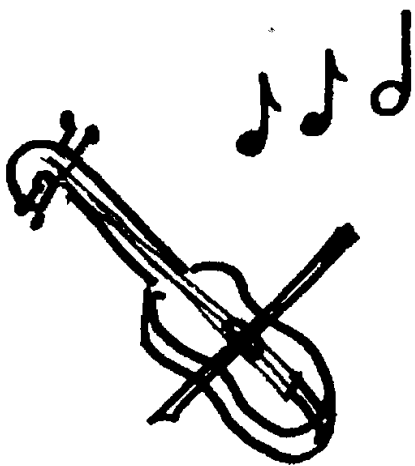
I i

Short I

I i

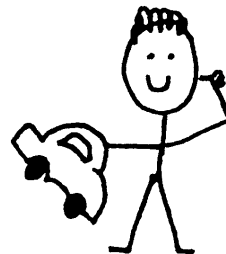
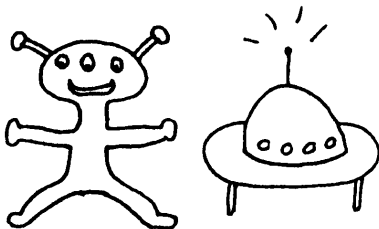
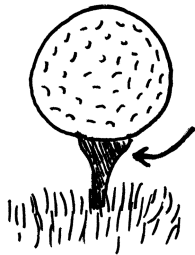
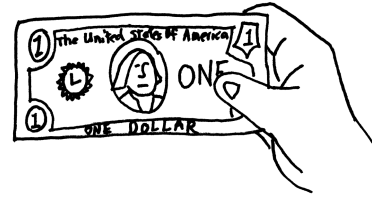
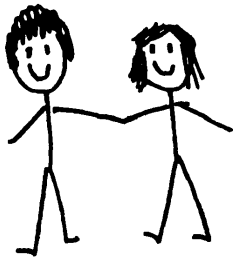


Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “L, l, l, l, l.”





L l

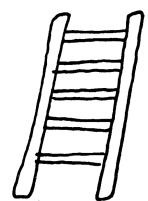
L l




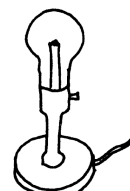
(w-e, p-ay, t-ee, m-ow, o-dd, m-y, j-aw, t-oe) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students say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


Beginning Sound - l

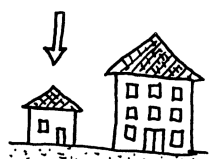
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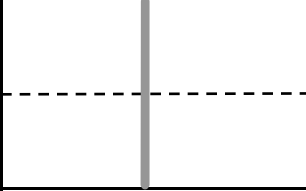

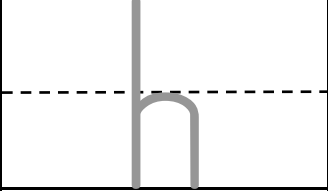
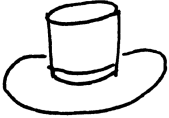
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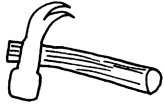
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div>	
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Trace the **l** and write more **l**'s to fill the line. Write **l** to show the beginning sound for each picture: ladder, light, little, lawn, leaf, laugh, lamb, left.


Beginning Sound Discrimination - l or h


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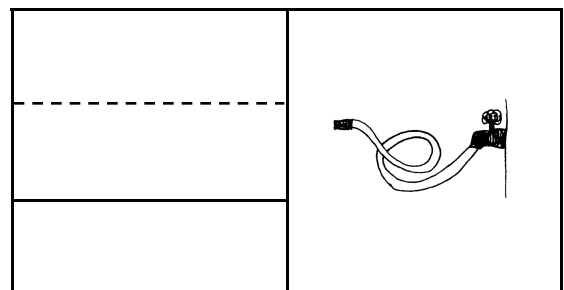
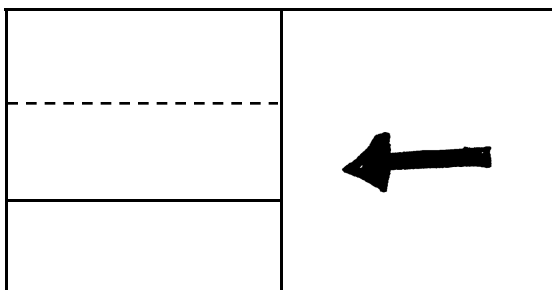
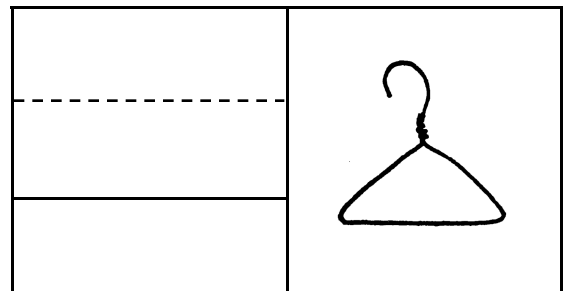
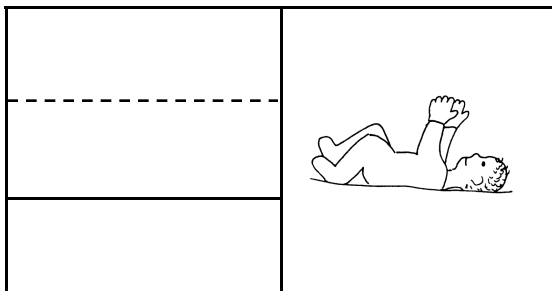
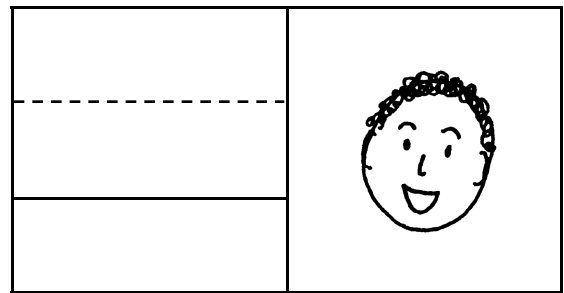
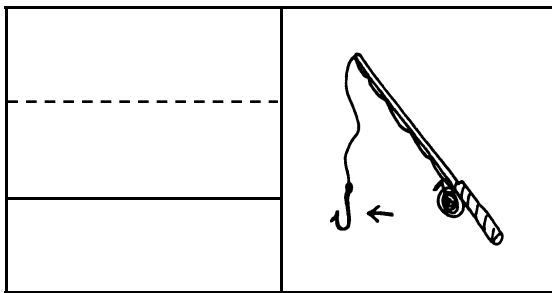
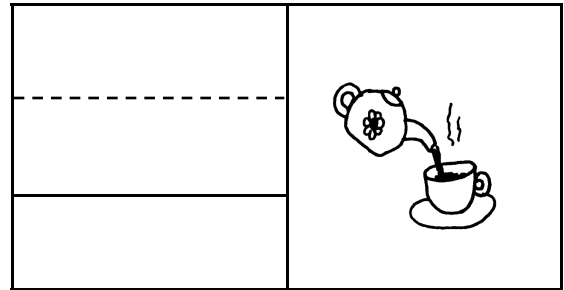
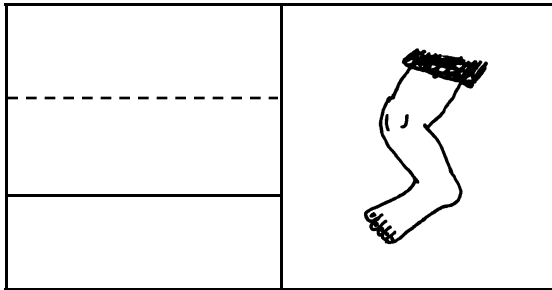
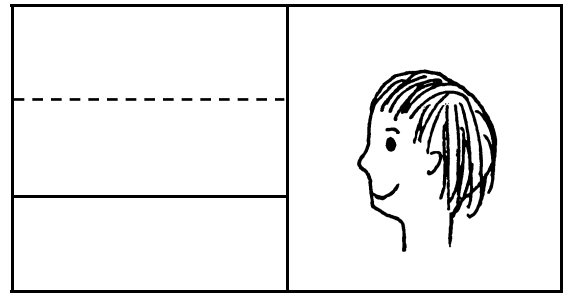
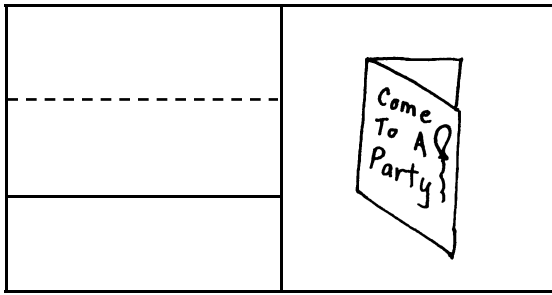
	
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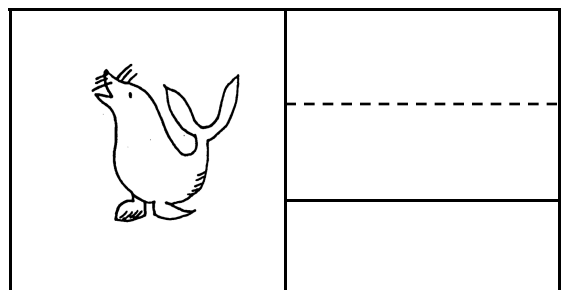
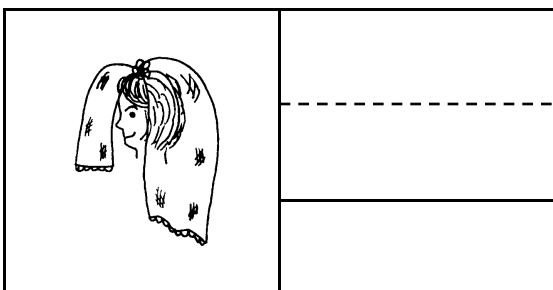
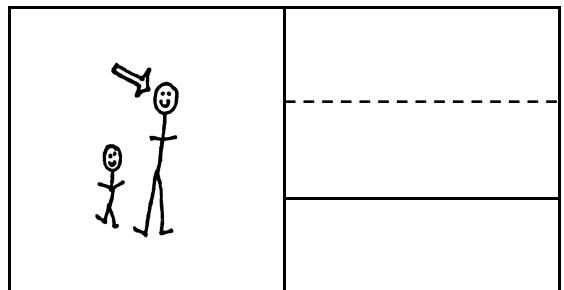
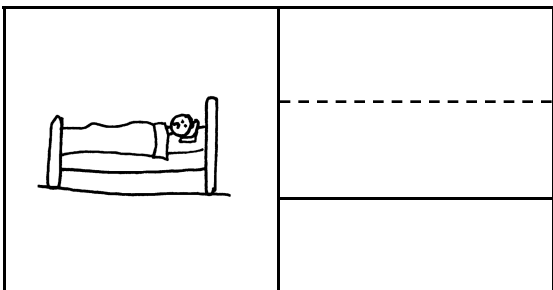
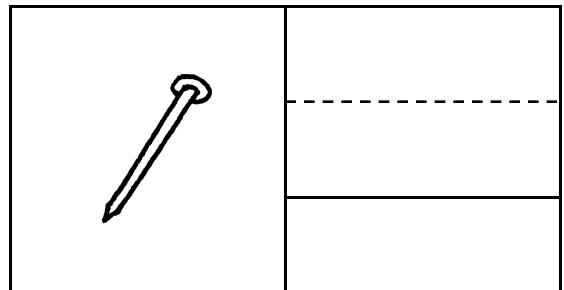
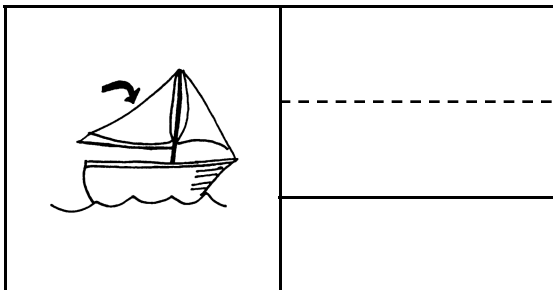
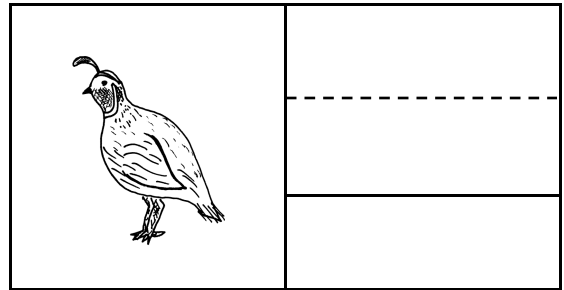
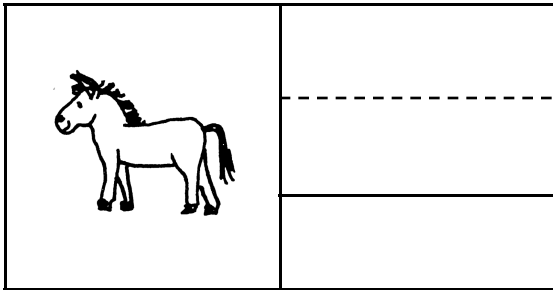
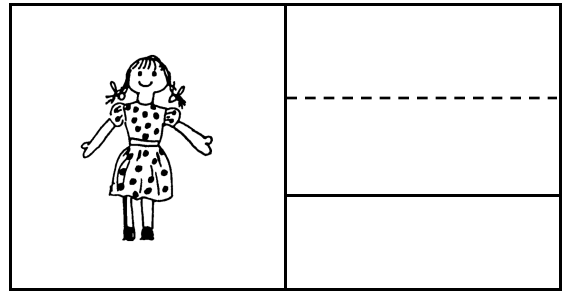
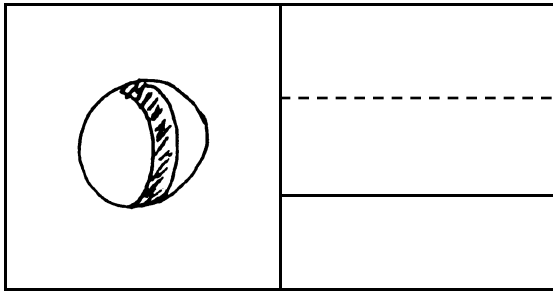
Write **l** or **h** to show the beginning sound for each picture: hammer, hair, lake, ladle, hawk, loft, hose, lawn..

Beginning Sound Review - t, i, h, l



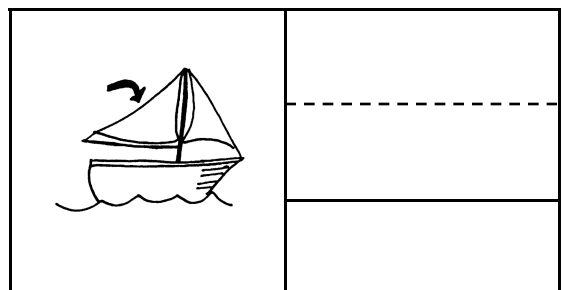
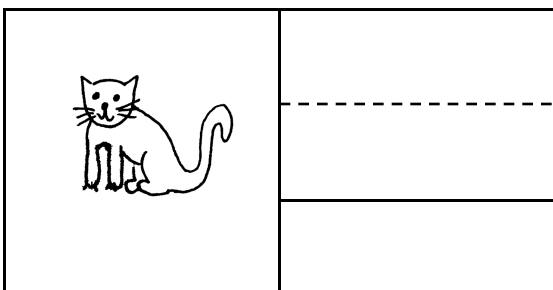
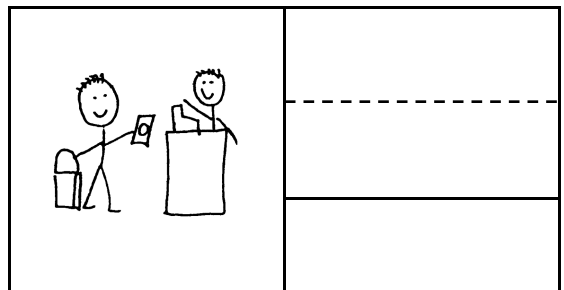
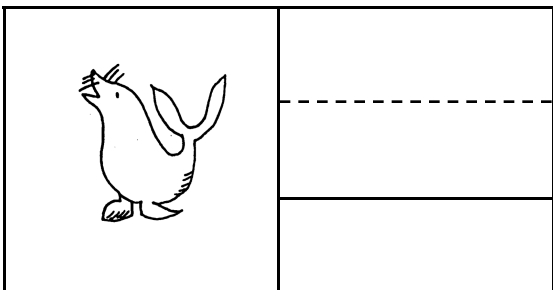
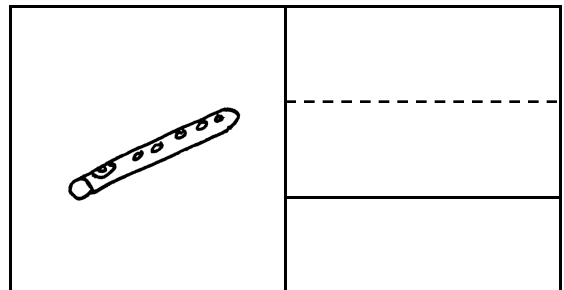
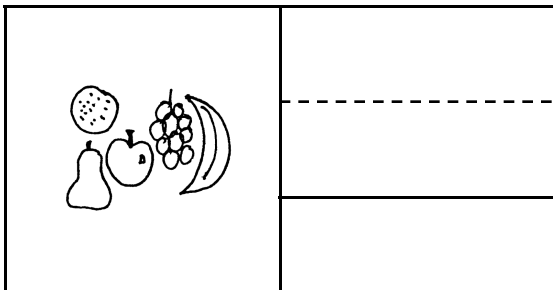
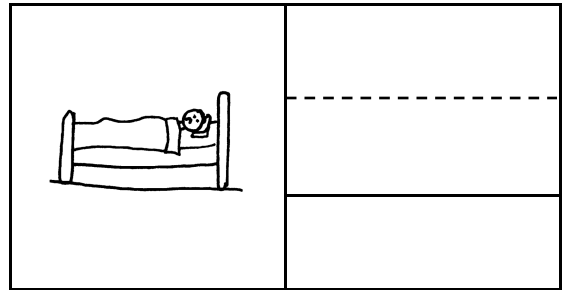
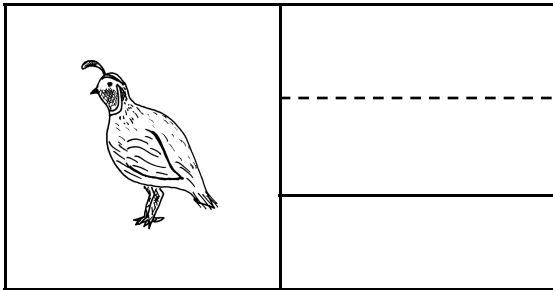
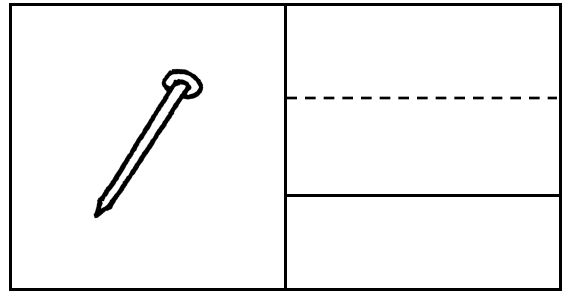
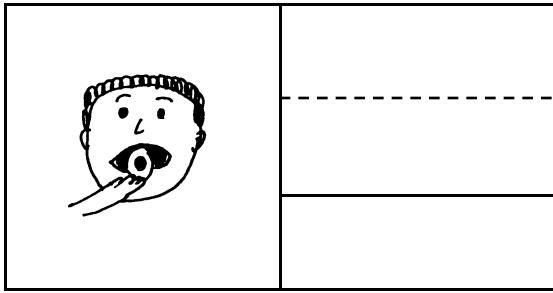
Write a letter to show the beginning sound for each picture: invitation, leg, hook, infant, left, head, tea, laugh, hanger, hose.

Ending Sound - l



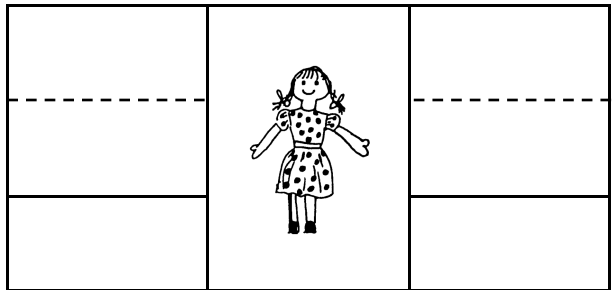
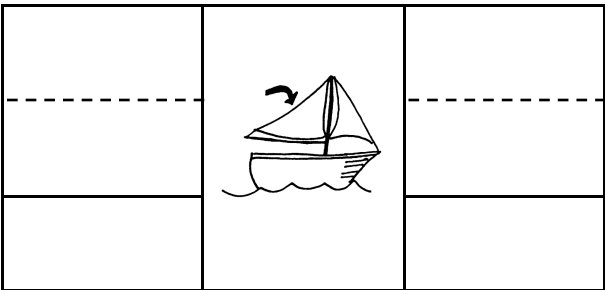
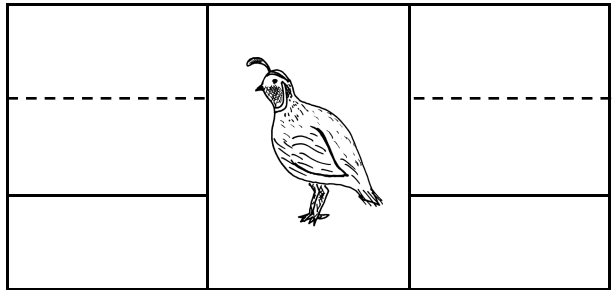
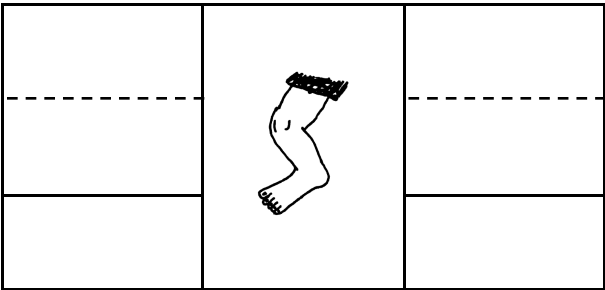
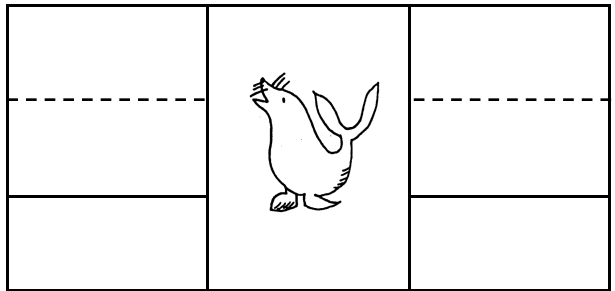
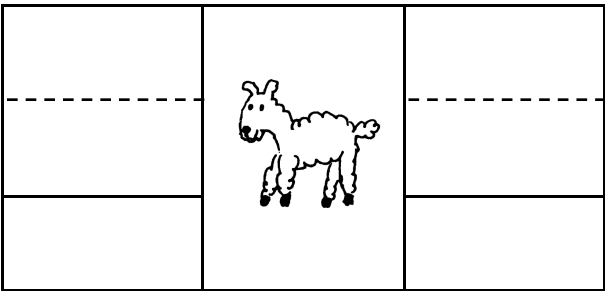
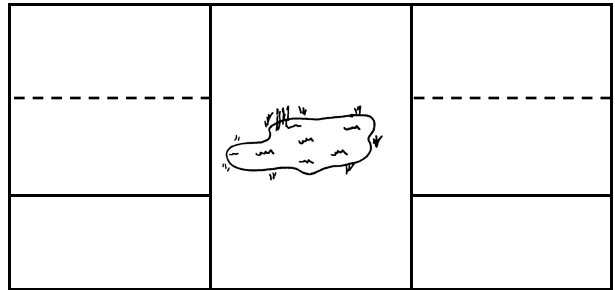
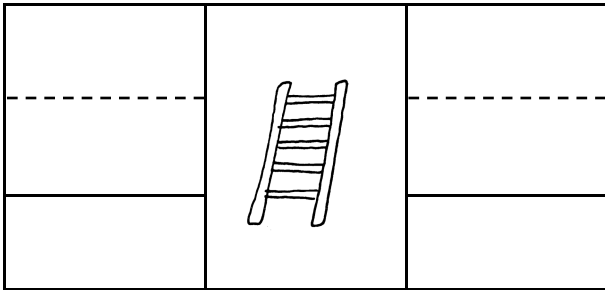
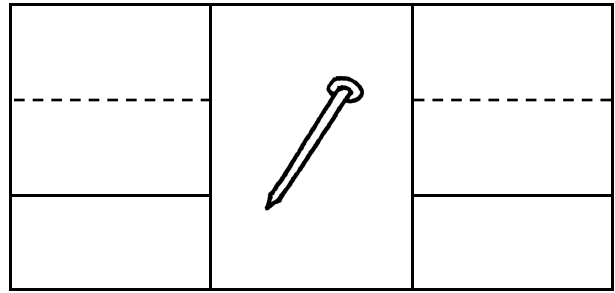
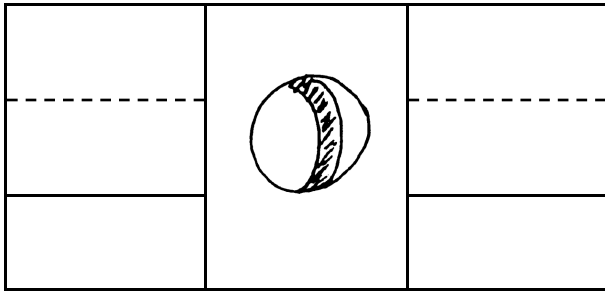
Write **l** to show the ending sound for each picture: ball, mule, sail, ill, veil, doll, quail, nail, tall, seal.

Ending Sound Discrimination - l or t

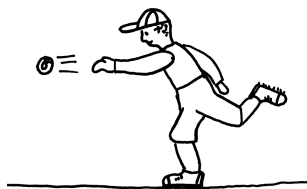
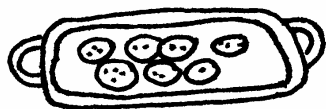
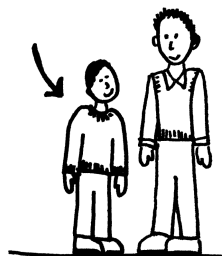
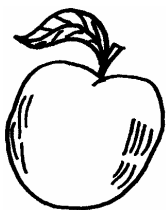
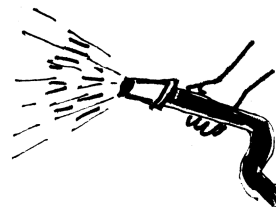
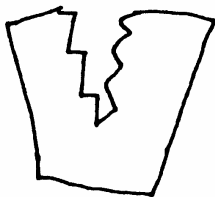
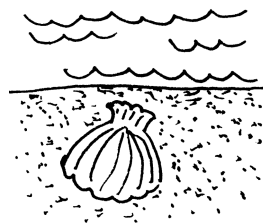


Write t or l to show the ending sound for each picture: eat, quail, fruit, seal, cat, nail, ill, flute, bought, sail.

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

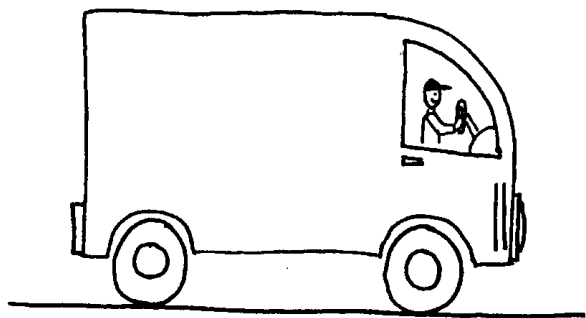


If **l** comes at the beginning, write it before the picture. If **l** comes at the end, write it after the picture: ball, ladder, lamb, leg, sail, nail, lake, seal, quail, doll.



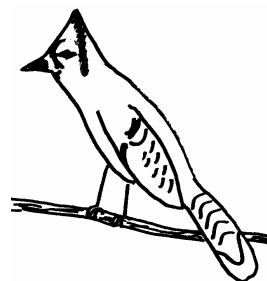
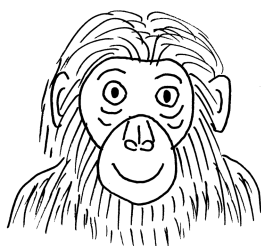
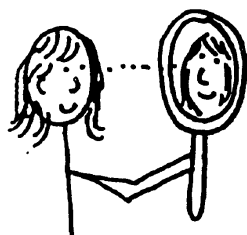
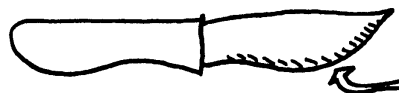
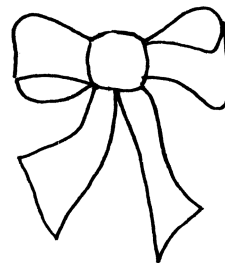
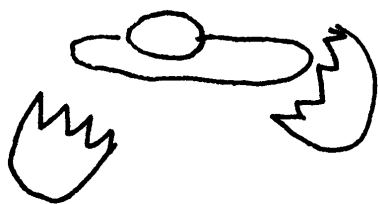
wizard-blizzard, torn-thorn, peach-beach, tray-spray, sport-short

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






N n

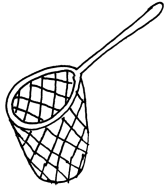
N n




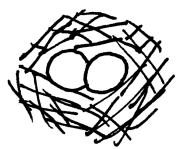
(e-gg, b-ow, i-ll, e-dge, m-e, i-tch, a-pe, j-ay) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students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


Beginning Sound - n


		
		nut

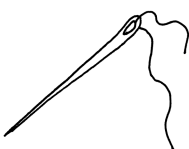
	
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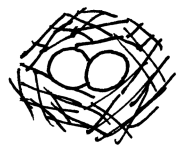
	
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Trace the **n** and write more **n**'s to fill the line. Write **n** to show the beginning sound for each picture: net, nest, nose, nut, nickel, night, needle, nurse.

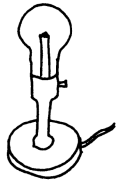
Beginning Sound Discrimination - n or l


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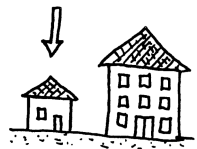
	
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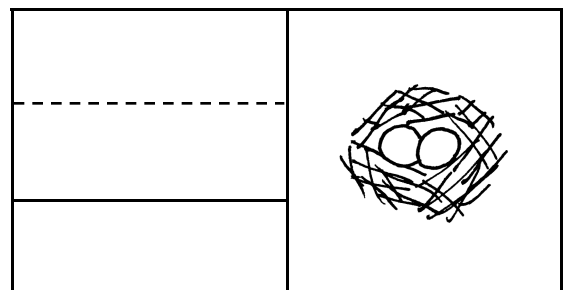
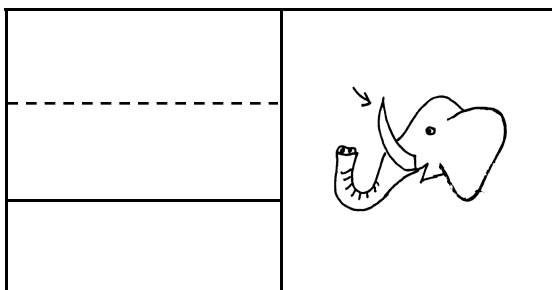
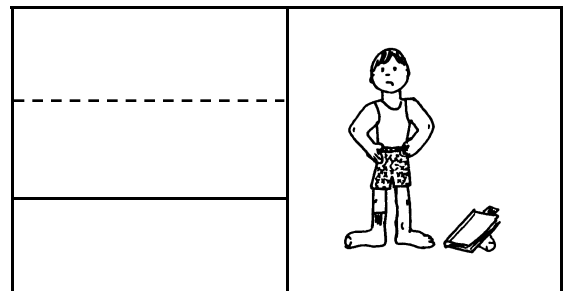
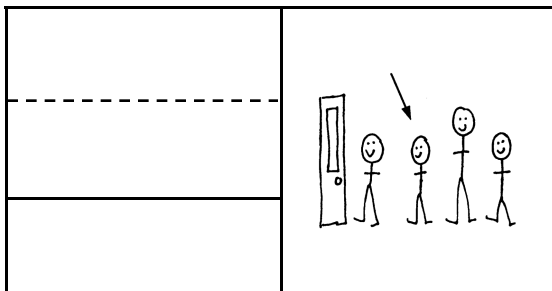
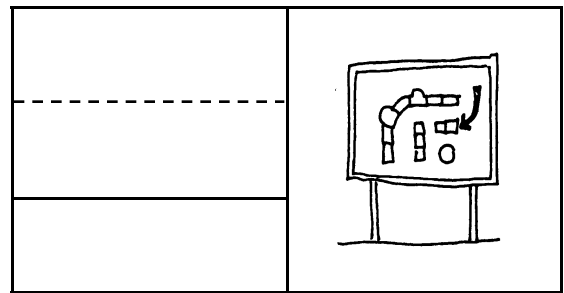
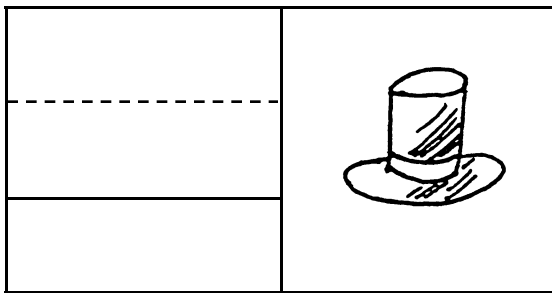
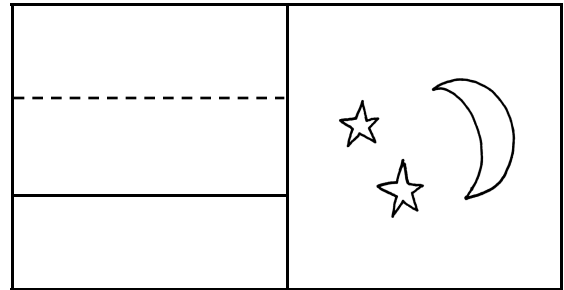
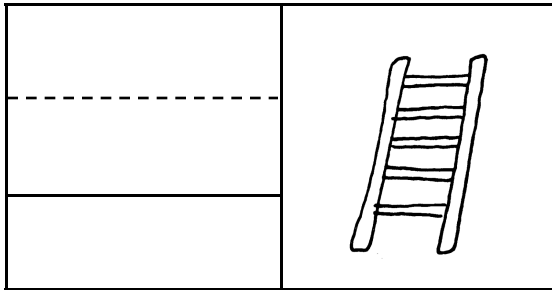
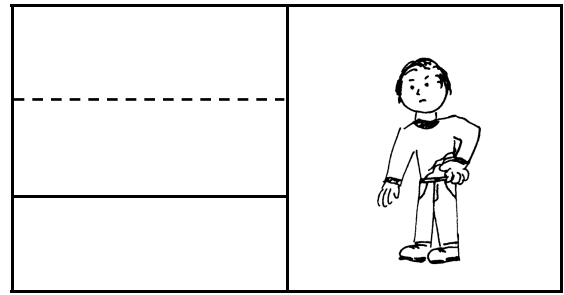
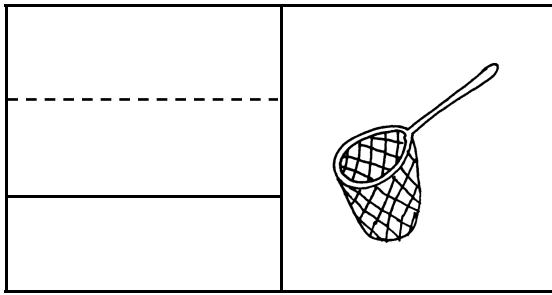
	
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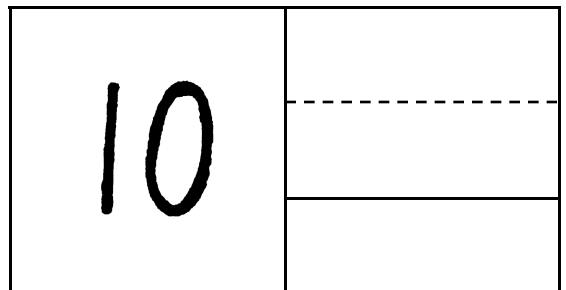
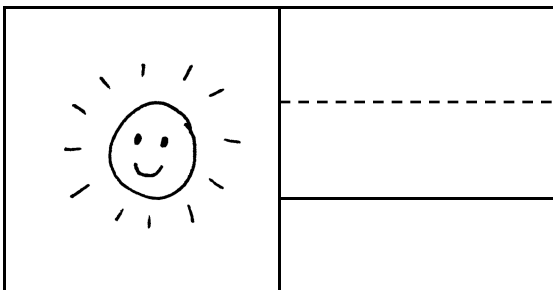
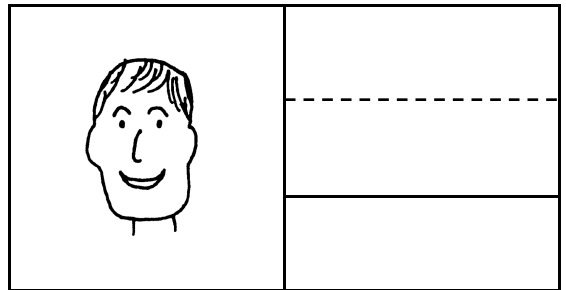
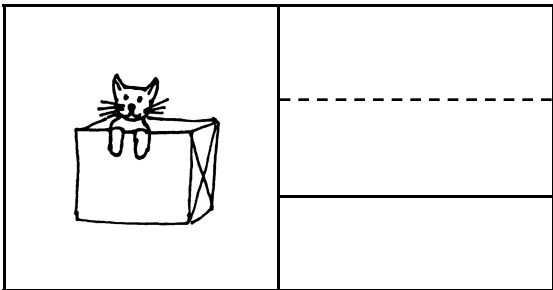
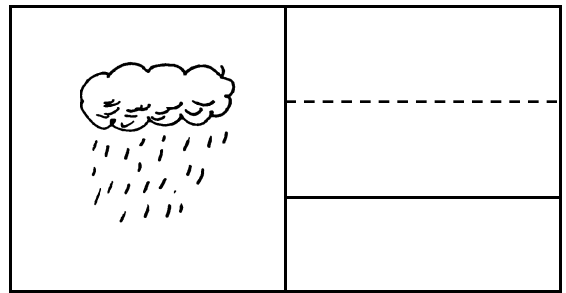
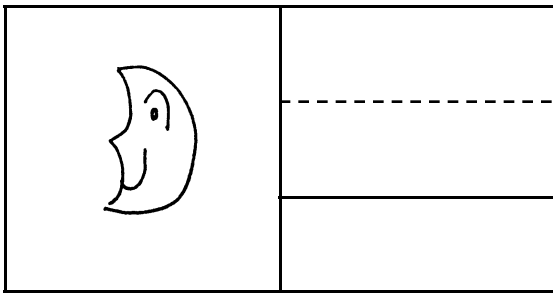
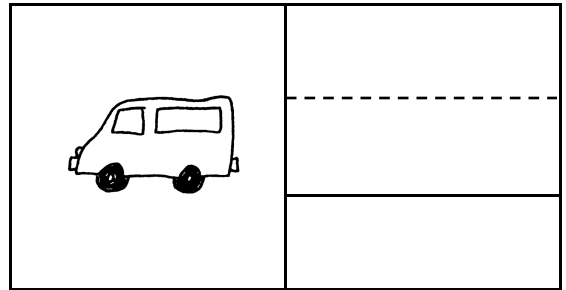
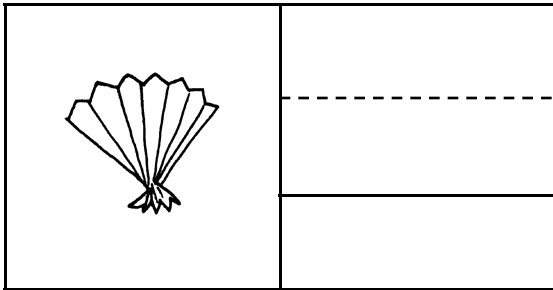
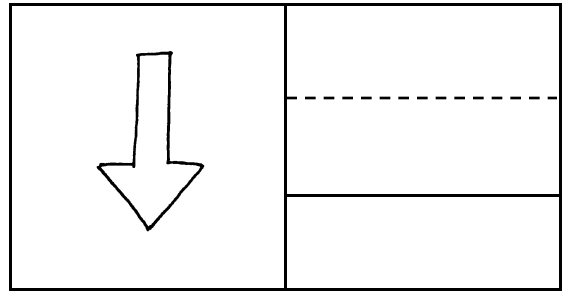
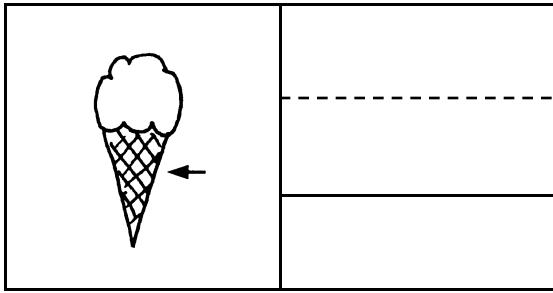
Write **n** or **f** to show the beginning sound for each picture: leaf, lamb, nickel, nurse, nest, light, little, night.

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



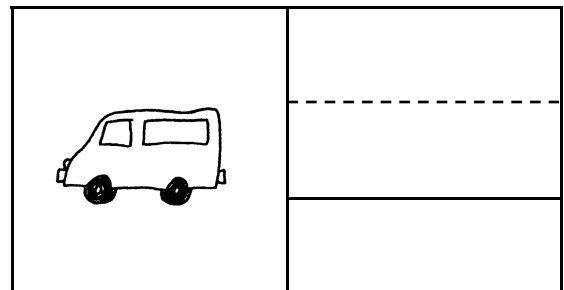
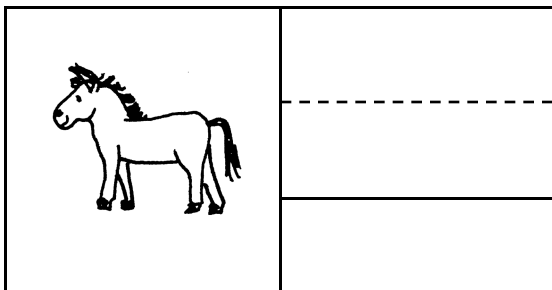
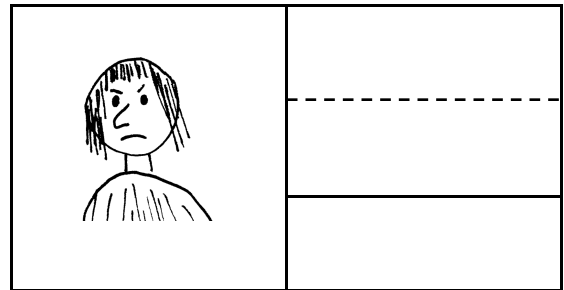
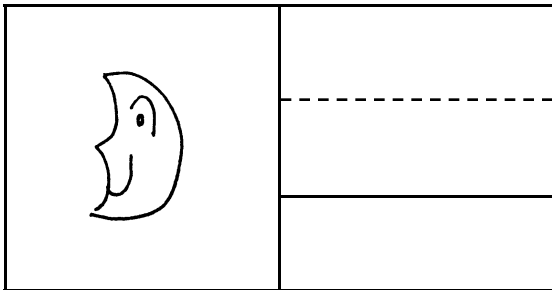
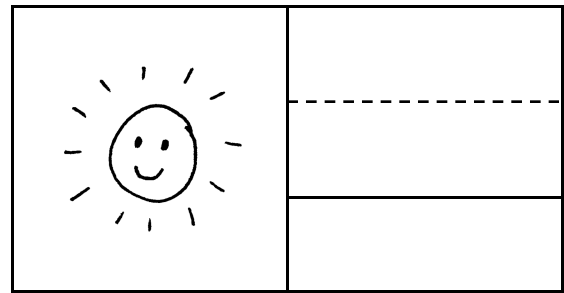
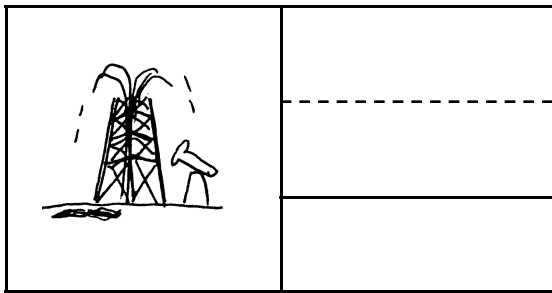
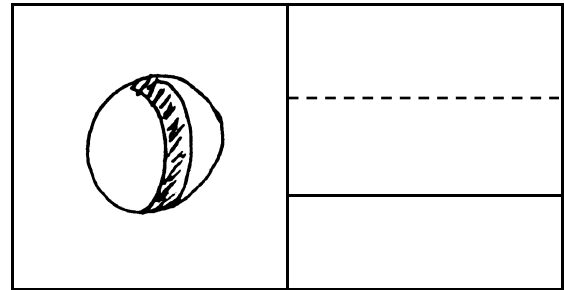
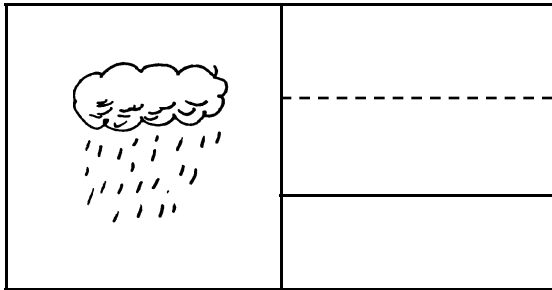
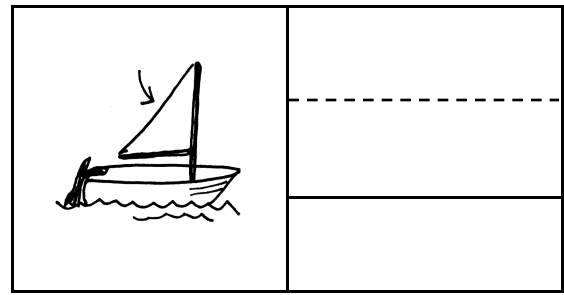
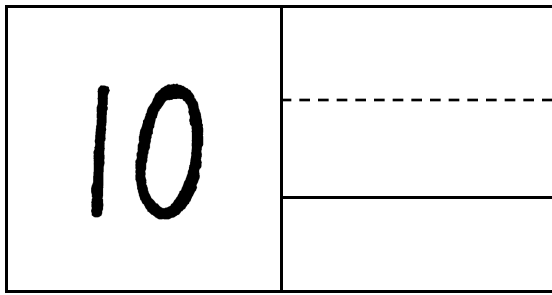
Write a letter to show the beginning sound for each picture: net, ladder, hat, next, tusk, itch, night, here, lost, nest.

Ending Sound - n



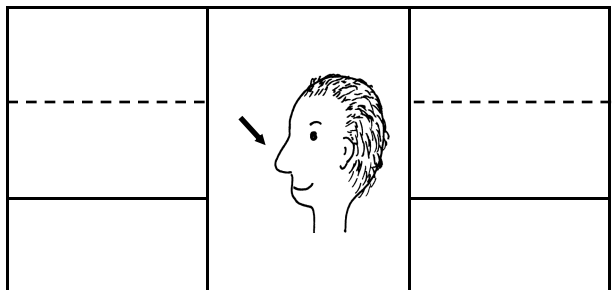
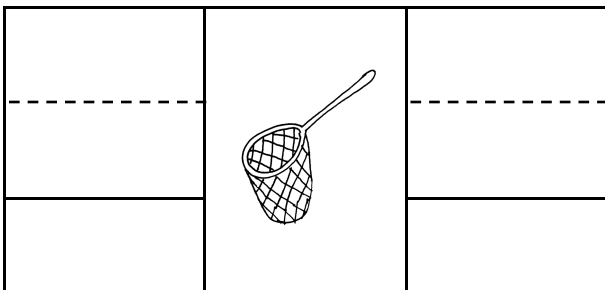
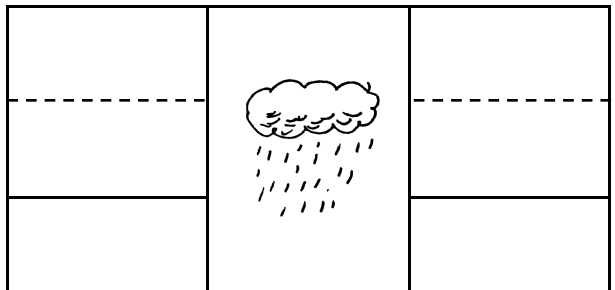
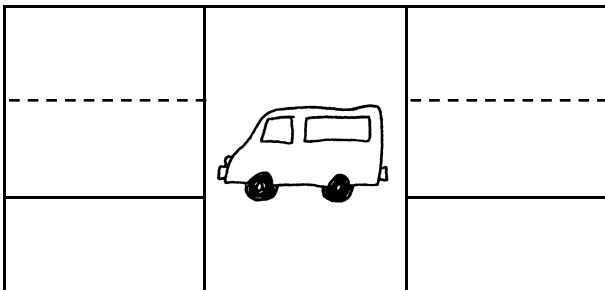
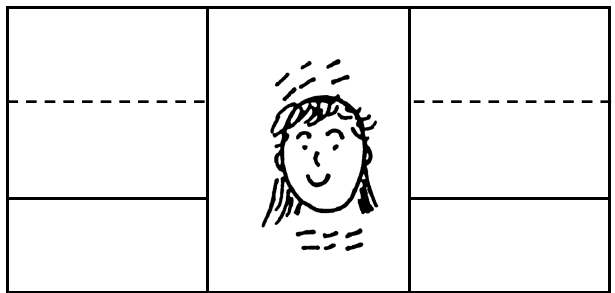
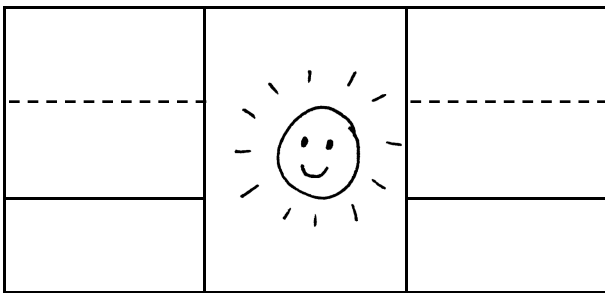
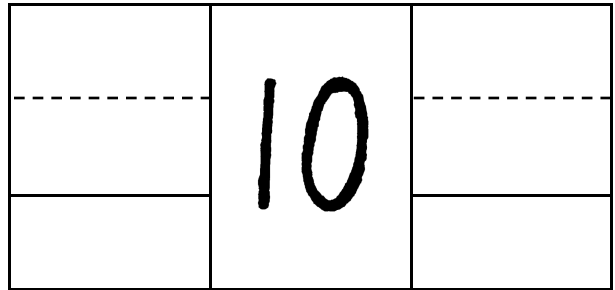
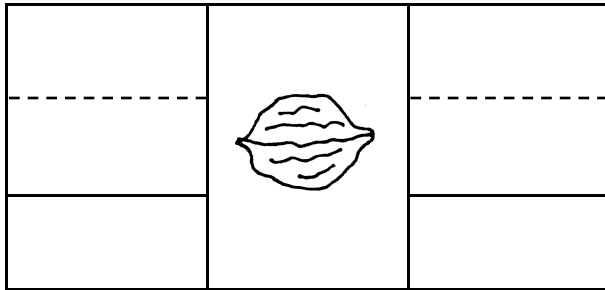
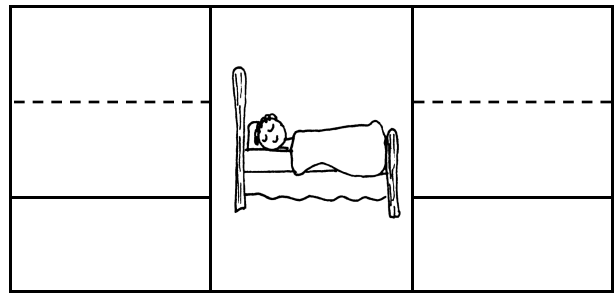
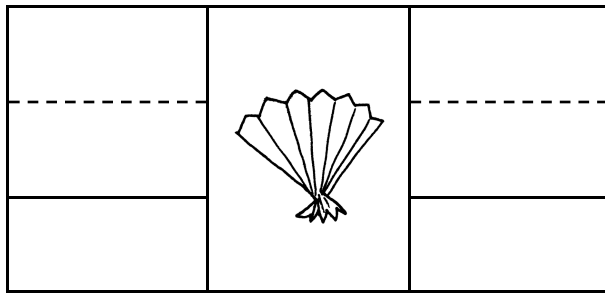
Write **n** to show the ending sound for each picture: cone, fan, moon, in, sun, down, van, rain, man, ten.

Ending Sound Discrimination - n or l

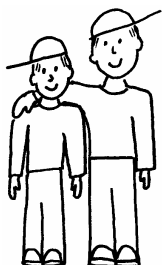
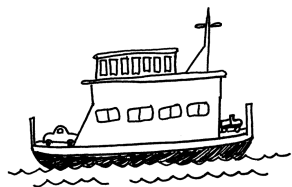


Write **n** or **f** to show the ending sound for each picture: ten, rain, oil, moon, mule, sail, ball, sun, troll, van.

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



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



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

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

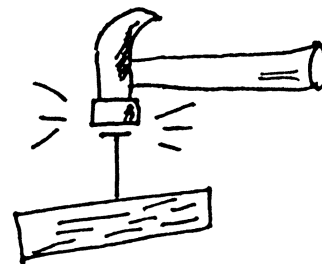
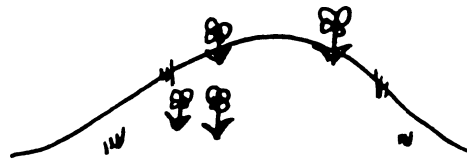
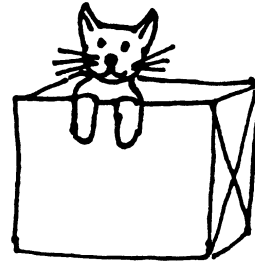
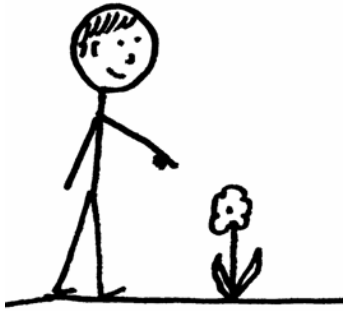


W

w




W


w





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


Beginning Sound - w


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




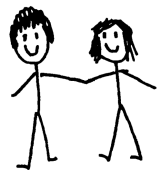






















Trace the **w** and write more **w**'s to fill the line. Write **w** to show the beginning sound for each picture: wagon, wasp, wink, we, wallet, wig, waffle, wisp.


Beginning Sound Discrimination - w or n


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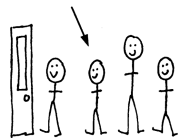
	
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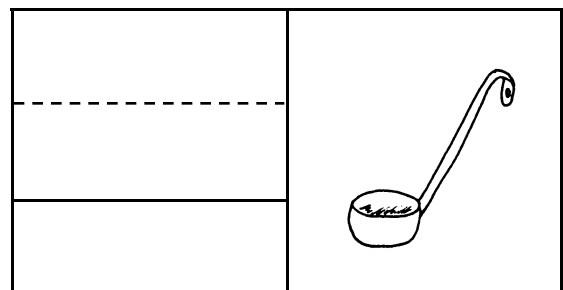
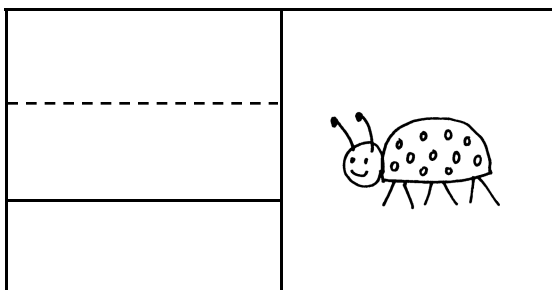
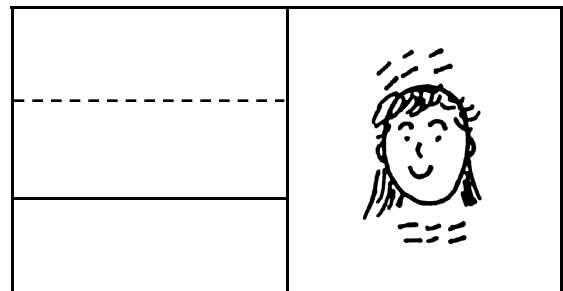
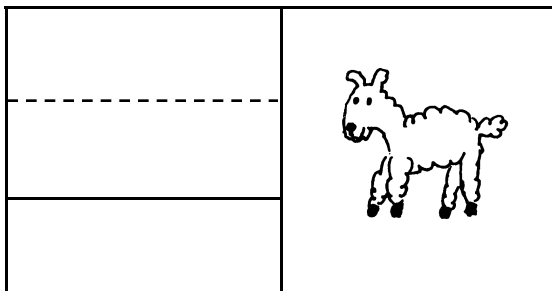
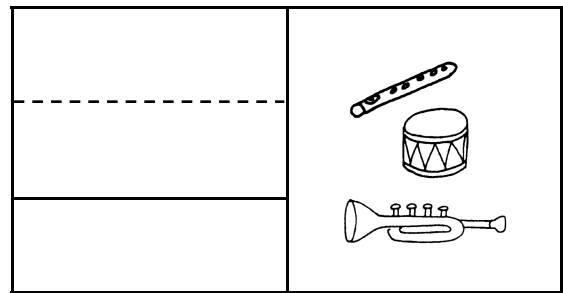
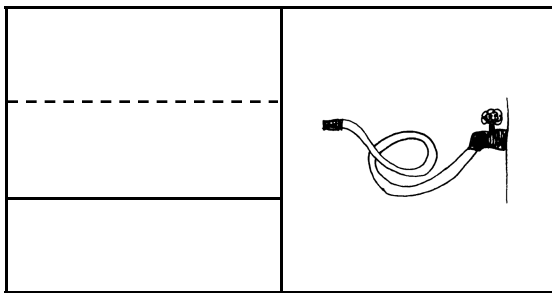
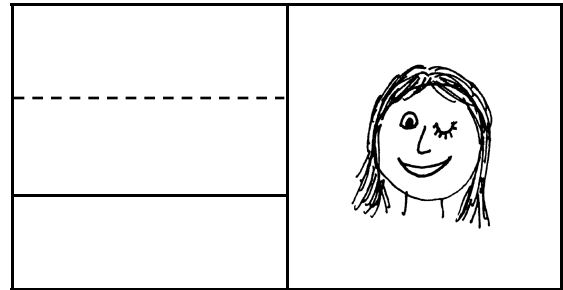
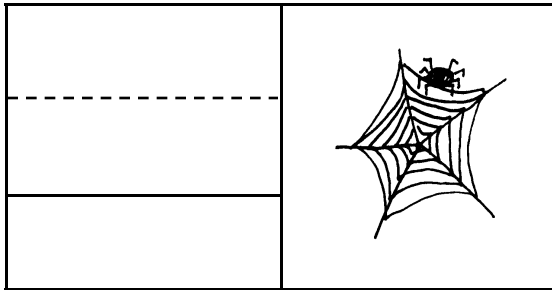
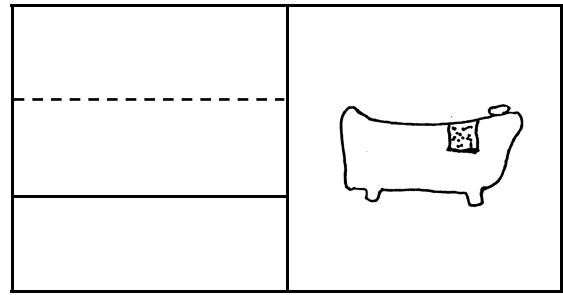
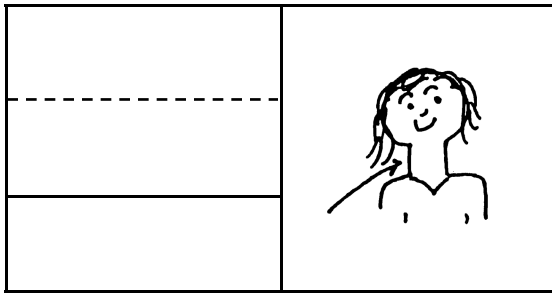
	
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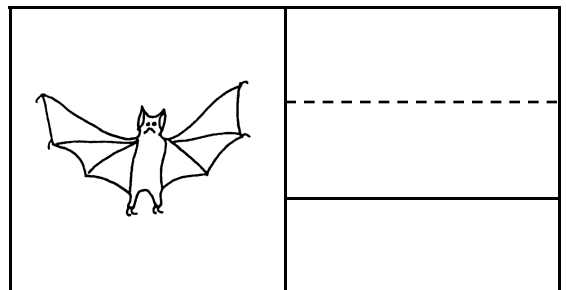
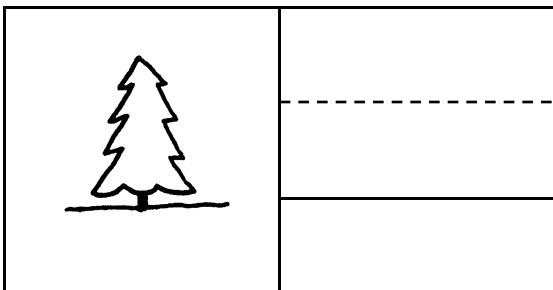
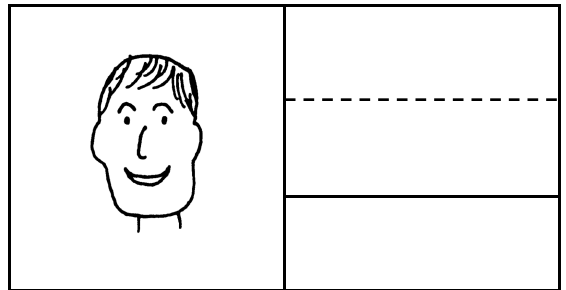
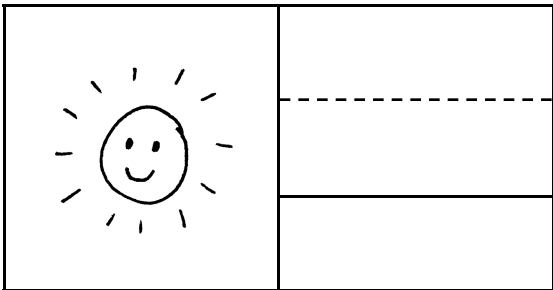
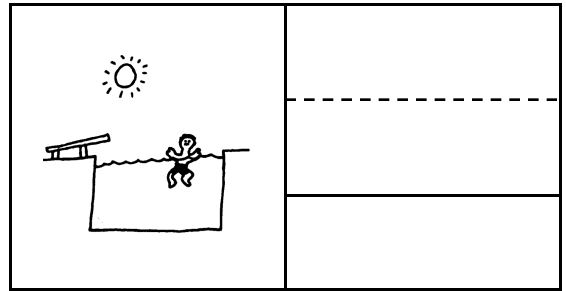
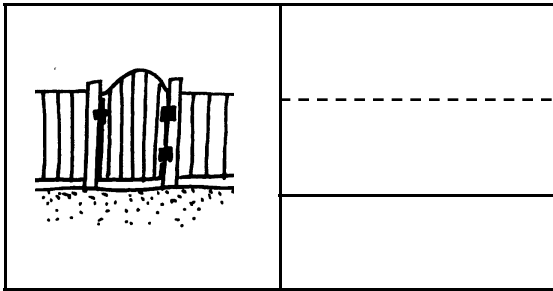
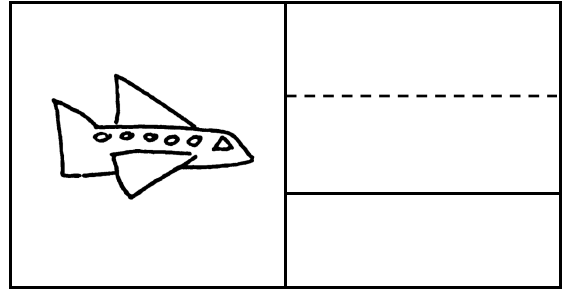
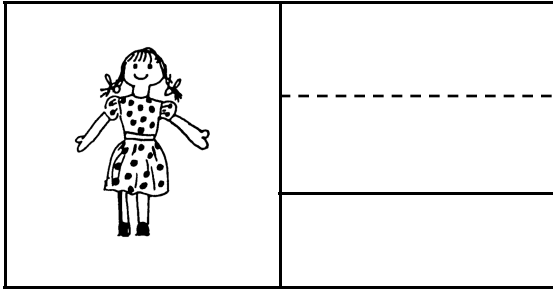
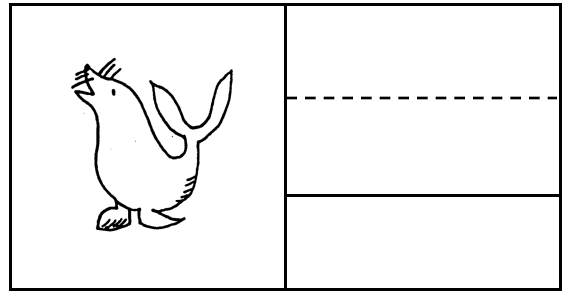
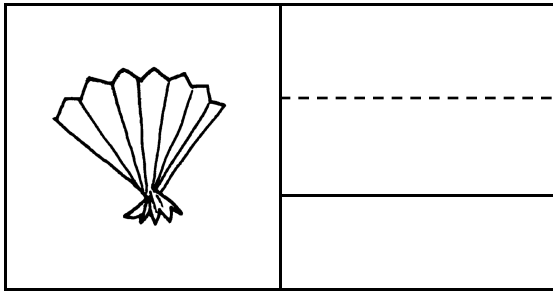
Write **w** or **n** to show the beginning sound for each picture: nickel, wall, worm, nail, wind, nose, wagon, next.

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

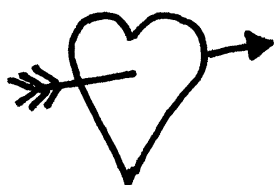
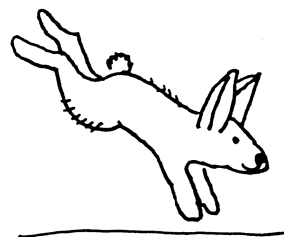
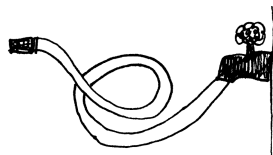
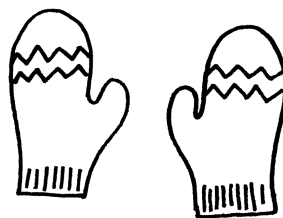
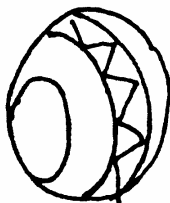
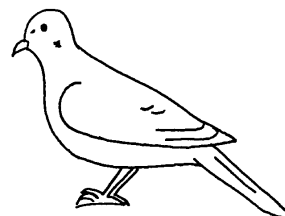
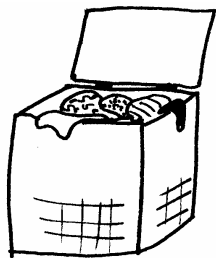


Write a letter to show the beginning sound for each picture: neck, web, hose, lamb, insect, tub, wink, instruments, nod, ladle.

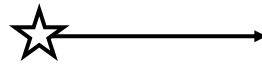
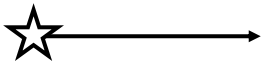
Ending Sound Review - n, l, t



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



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



Silly Sounds



it

ti

il

hi

in

li

ni

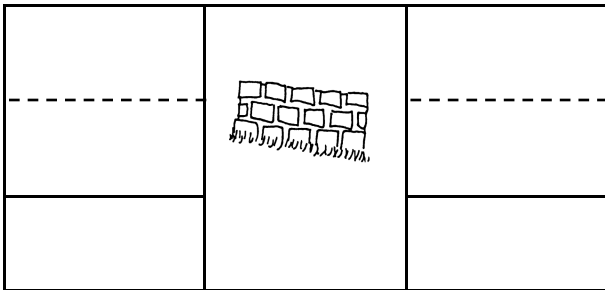
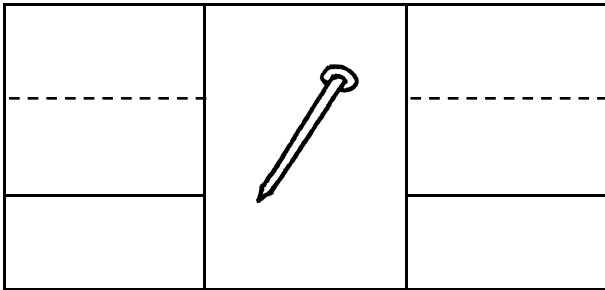
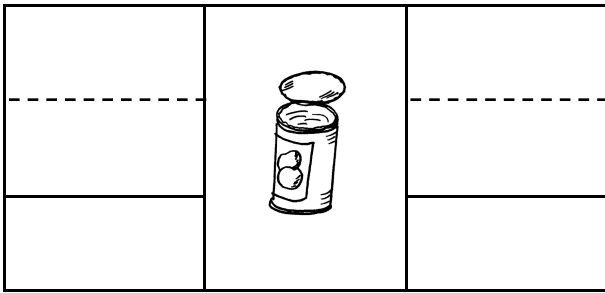
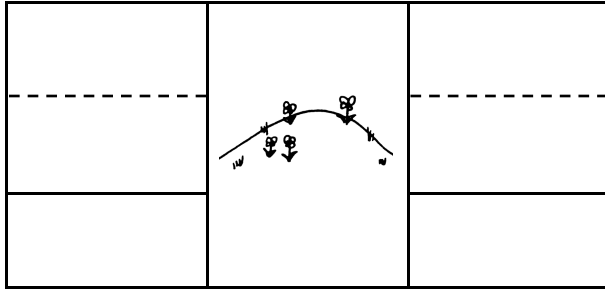
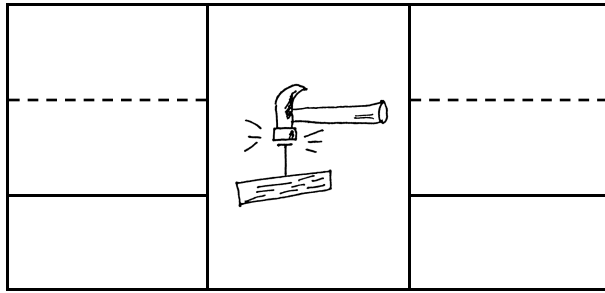
wi

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

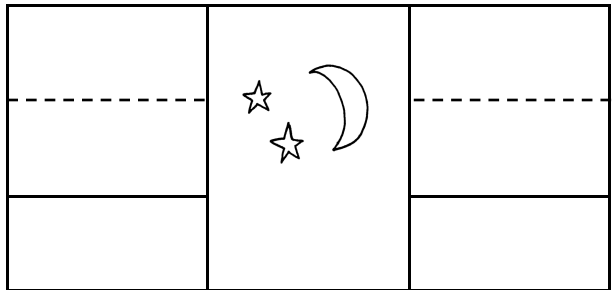
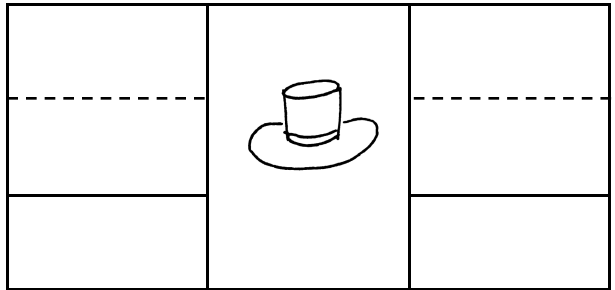
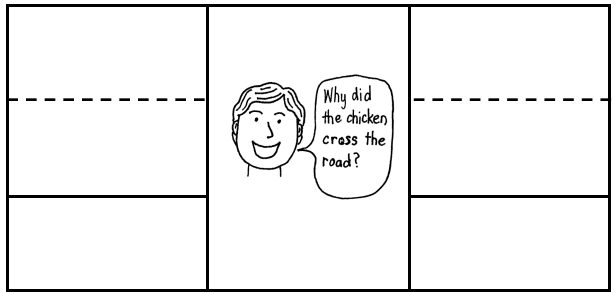
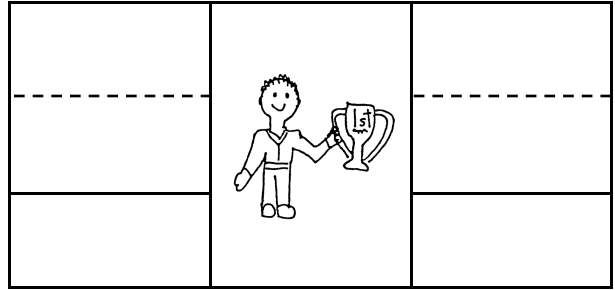
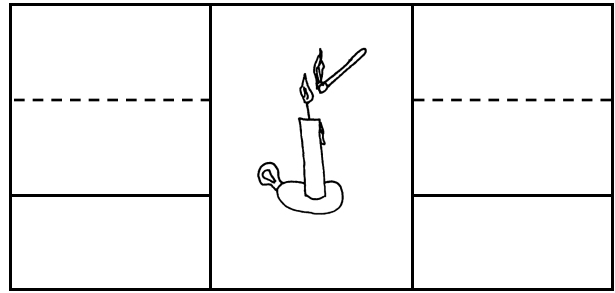
We will practice putting two letter sounds together. We want to slide the sounds together smoothly, without a break. We're going to use the short vowel sound in all of the columns. Put your finger under the first pair of letters. Watch the letters and slide your finger to the right while you listen to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

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

Put It Together




Beginning **And** Ending Sounds

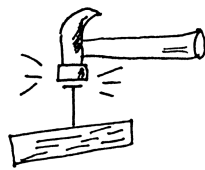



Write the beginning and ending sound for each picture: hit, hill, tin, nail, wall, lit, win, wit, hat, night.

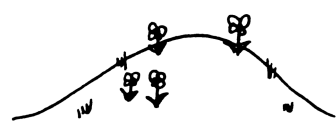
Put It Together


Medial Short Vowel - i


		
i		t

		
h		t

		
w		n

		
h		ll


		
t		n

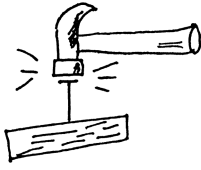
		
w		ll


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

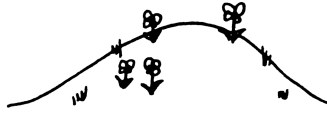
Put It Together


Beginning, Middle, and Ending Sounds


		

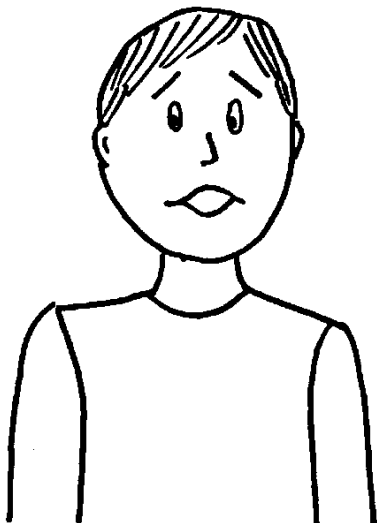
		

Write the beginning, middle, and ending sound for each picture: win, lit, will, hit, hill, tin.

“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first.

“Uuuuhhh,” was all he could see as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.

(u/up)

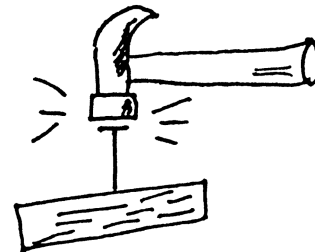
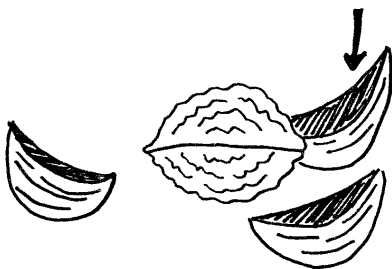
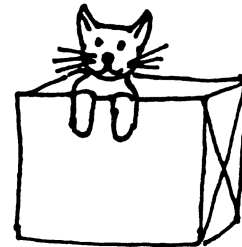
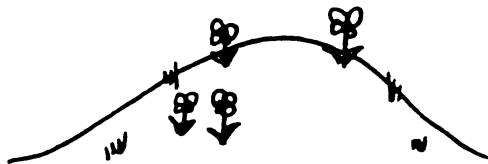
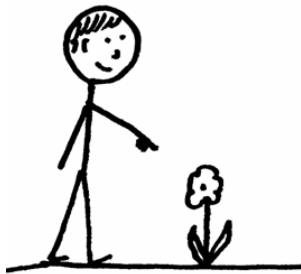
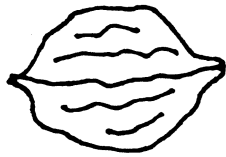


U

u




U


u




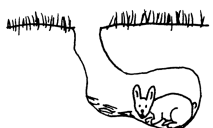
(n-u-t, l-i-t, i-t, h-u-t, h-i-ll, i-n, h-u-ll, h-i-t) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students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


Beginning Sound - u

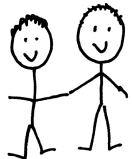
		 up


	

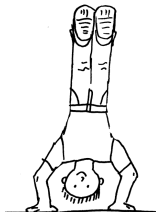
	

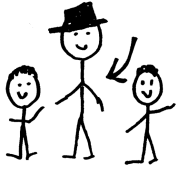
	


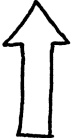


	

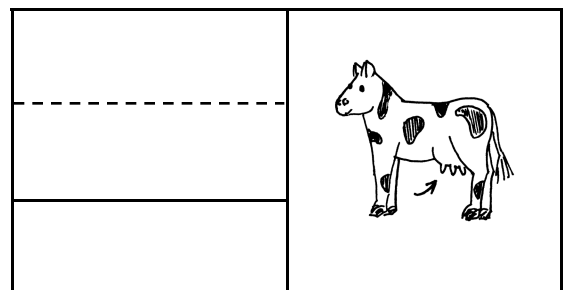
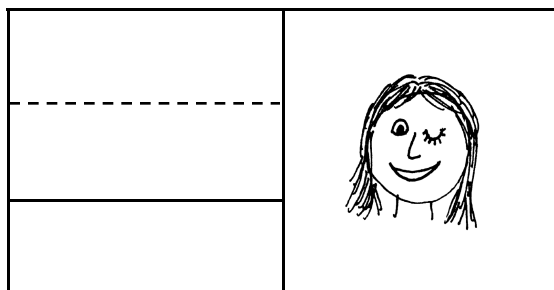
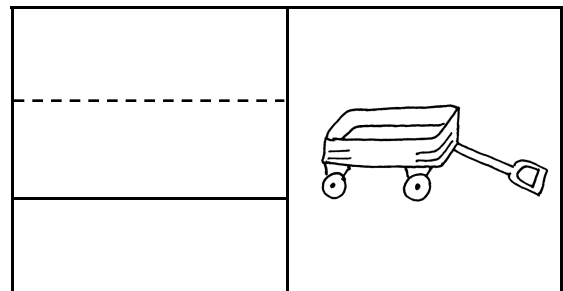
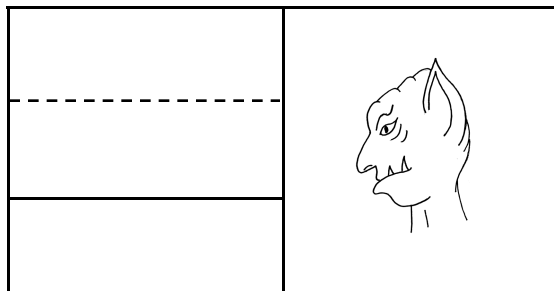
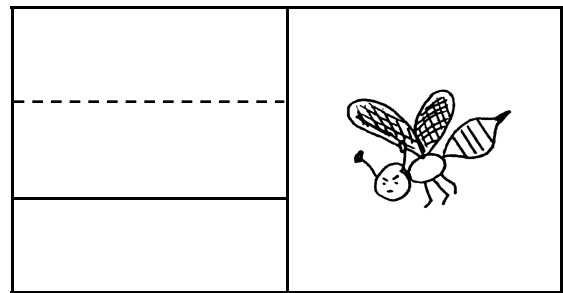
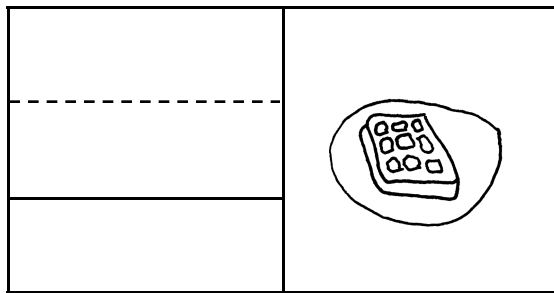
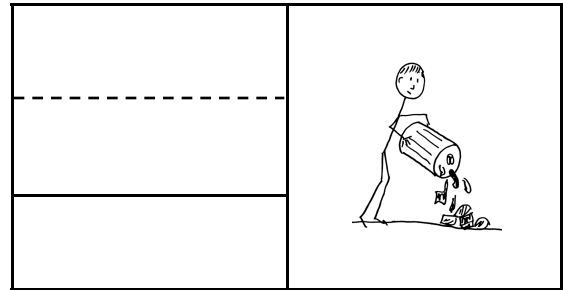
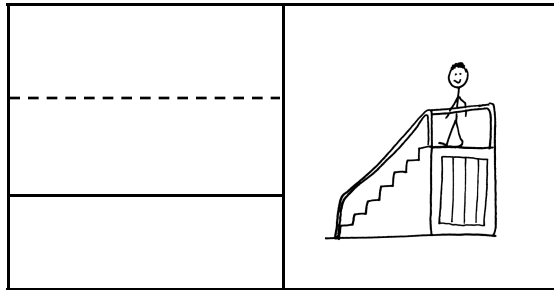
	

Trace the **u** and write more **u**'s to fill the line. Write **u** to show the beginning sound for each picture: umbrella, under, us, upside down, umpire, upon, upset, uncle.

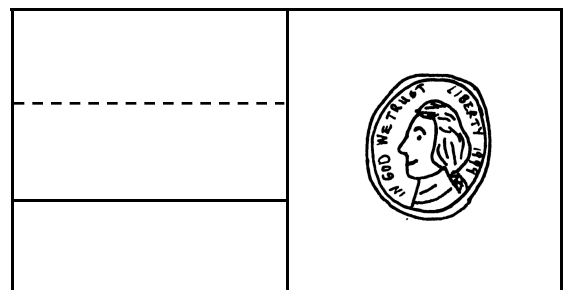
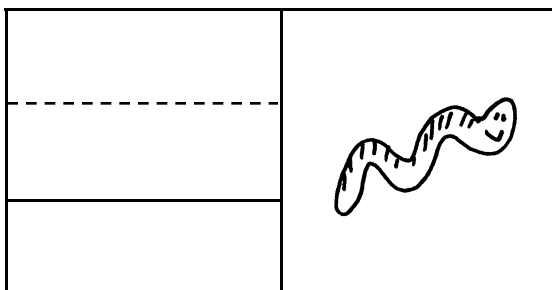
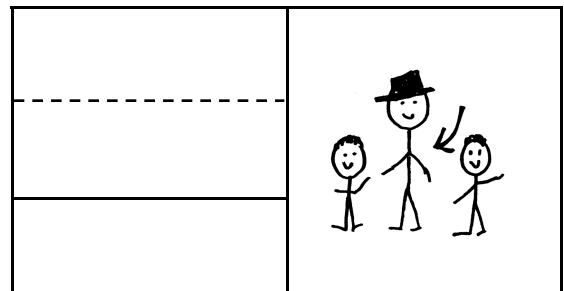
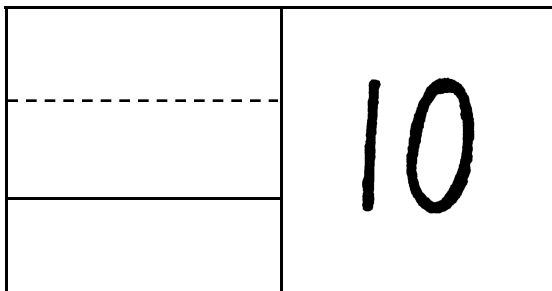
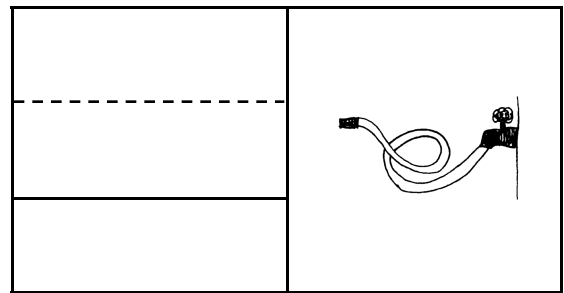
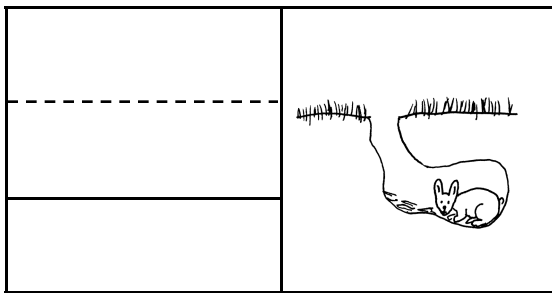
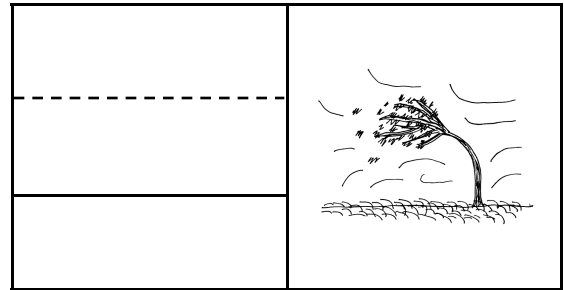
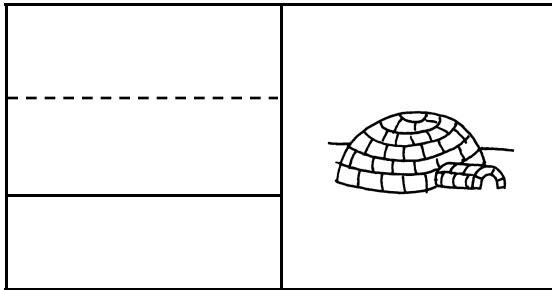
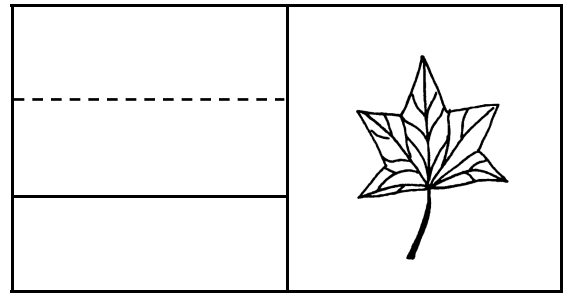
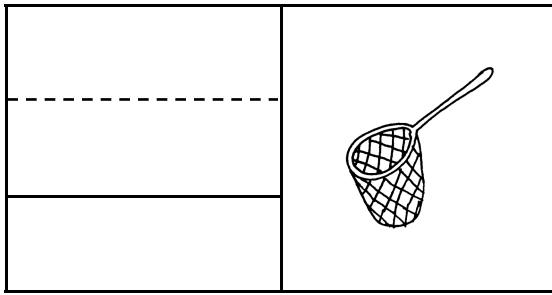
Beginning Sound Discrimination - u, w

	 up		 web
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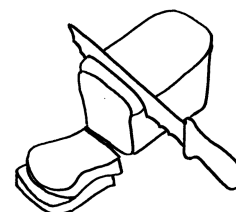
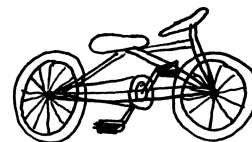
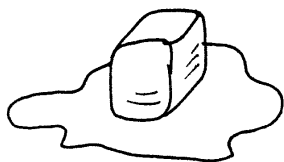
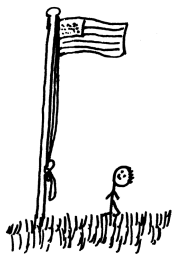


Write **u** or **w** to show the beginning sound for each picture: upstairs, waffle, ugly, wink, upend, wasp, wagon, udder.

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

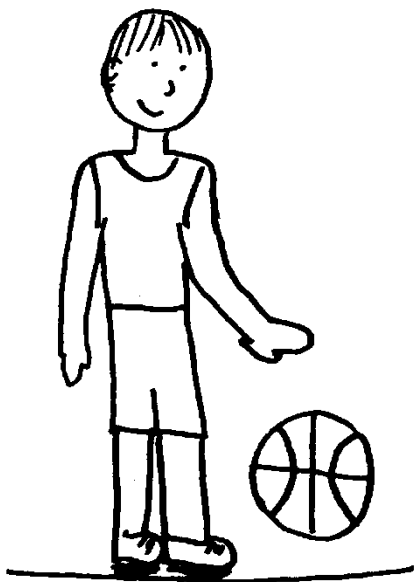


Write a letter to show the beginning sound for each picture: net, igloo, under, ten, worm, leaf, wind, hose, uncle, nickel.



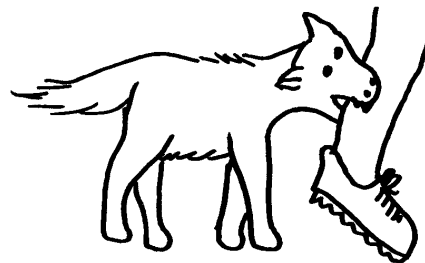
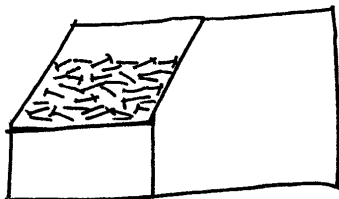
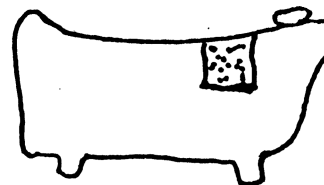
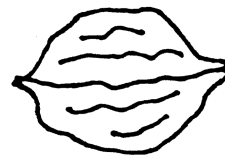
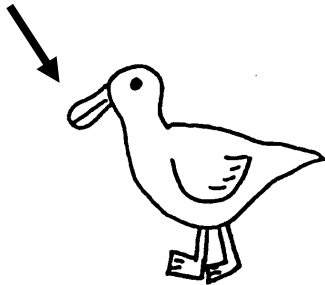
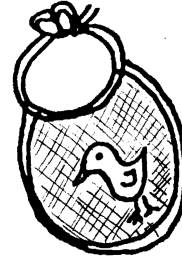
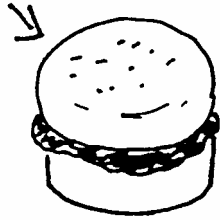
pole-hole, ice-slice, dime-time, core-
store, hike-bike

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



B b

B b



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

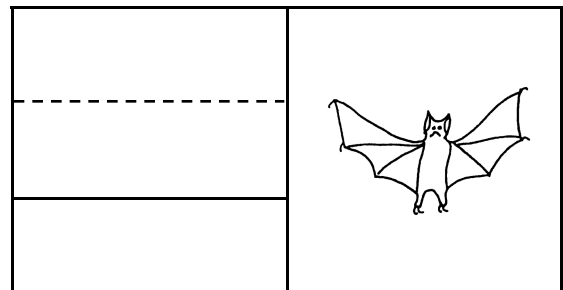
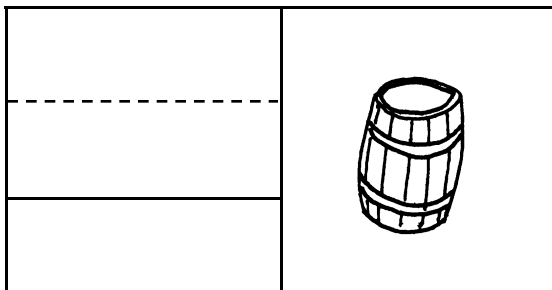
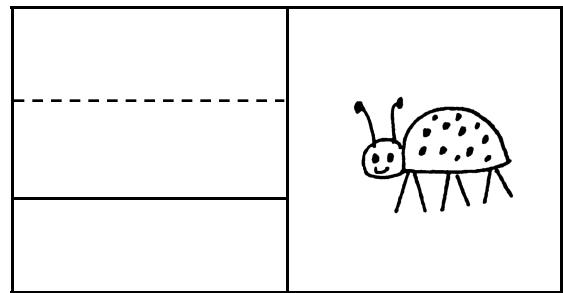
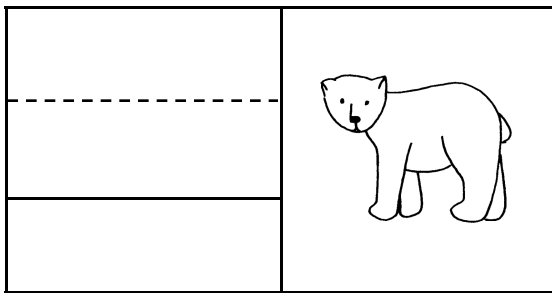
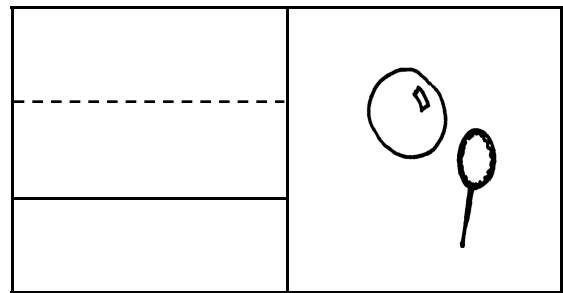
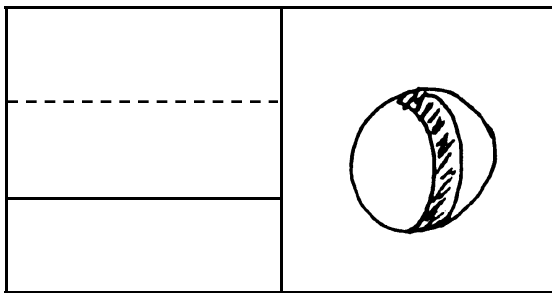
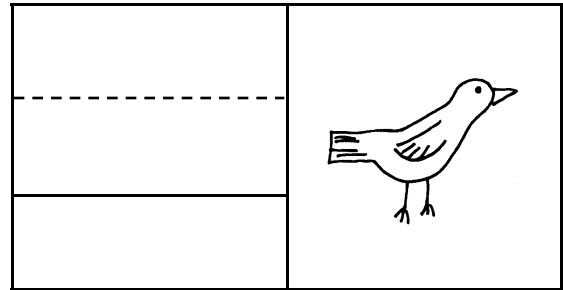
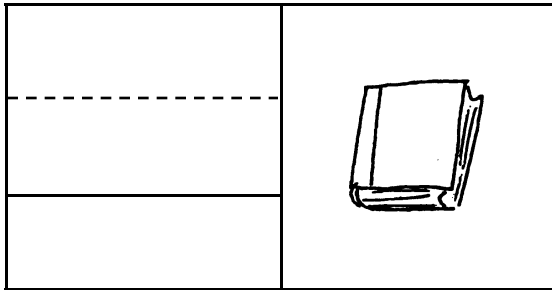
Beginning Sound - b



b







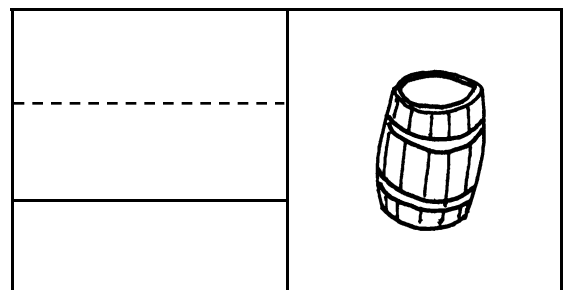
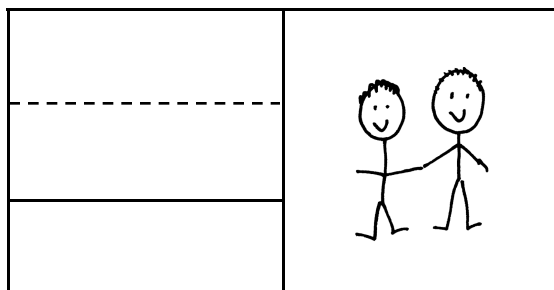
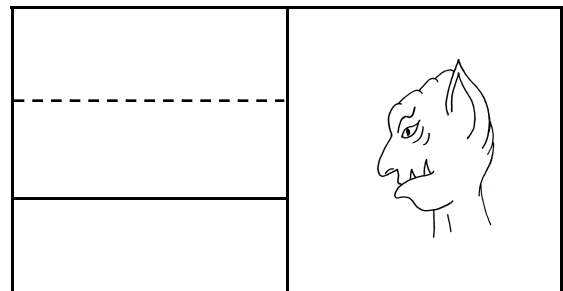
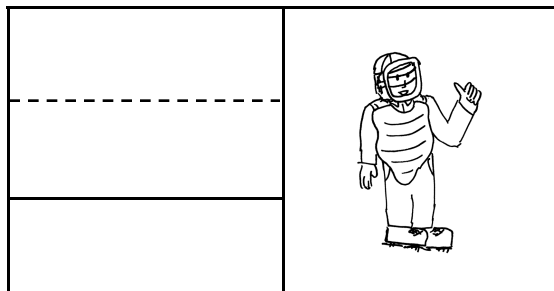
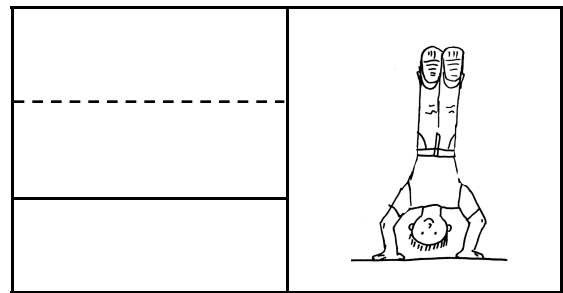
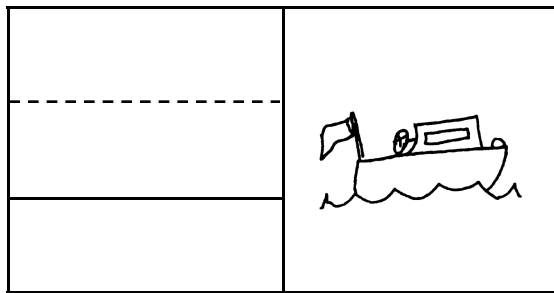
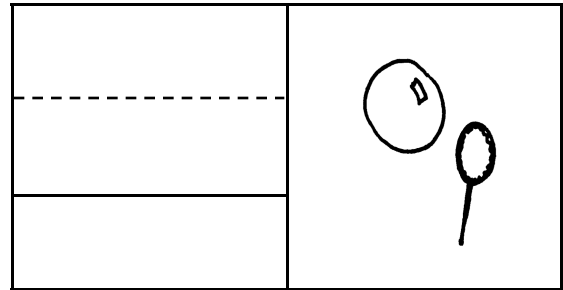
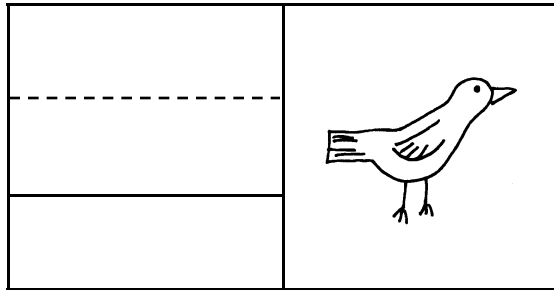
bus



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

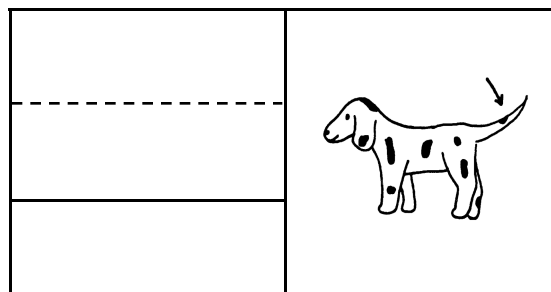
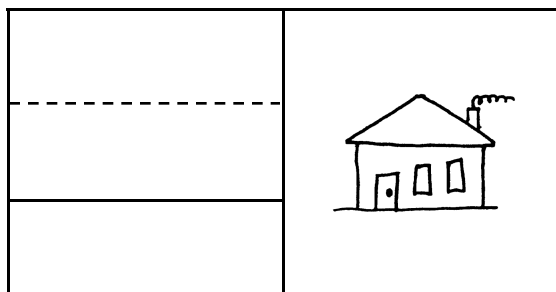
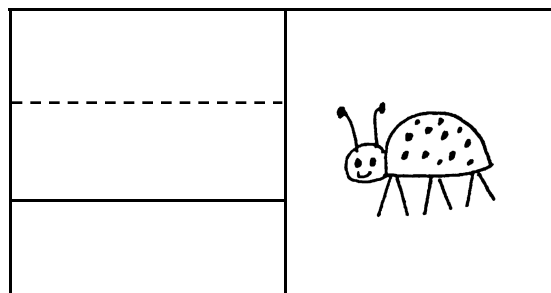
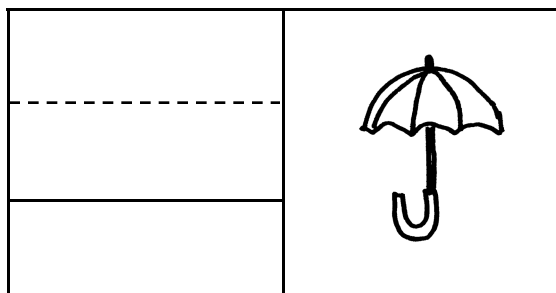
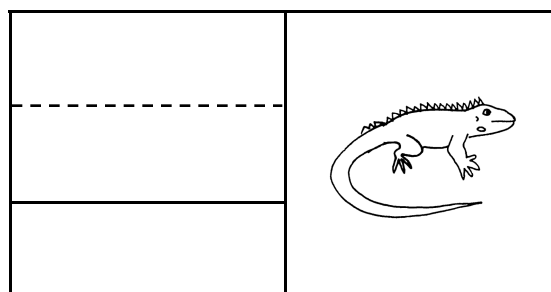
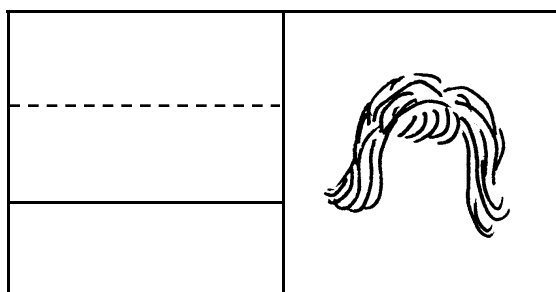
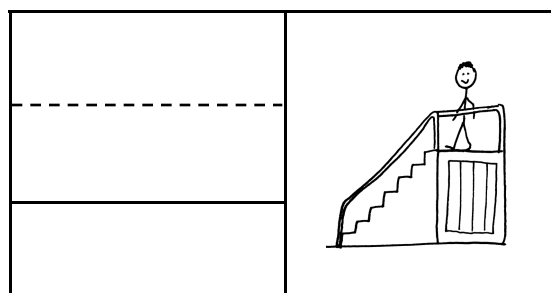
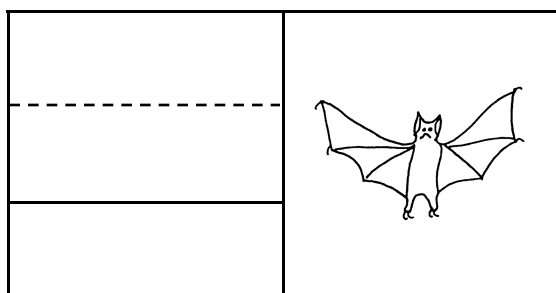
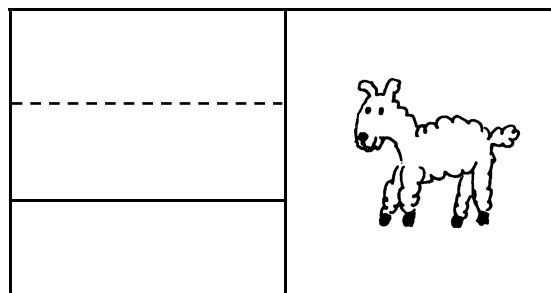
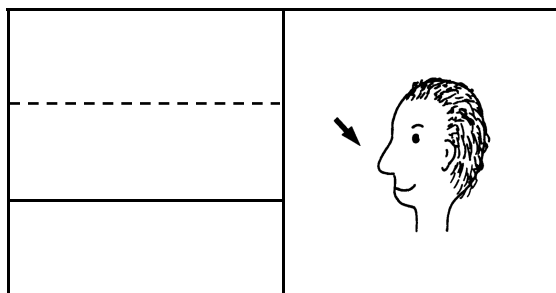
Beginning Sound Discrimination - b, u

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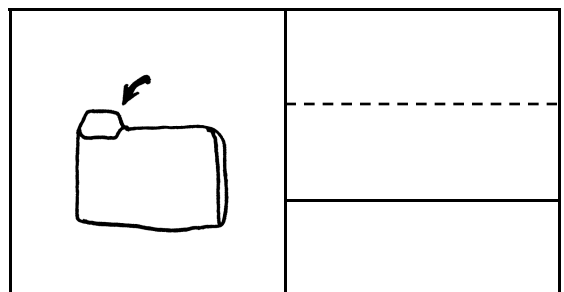
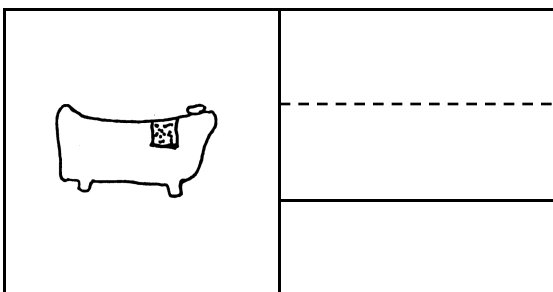
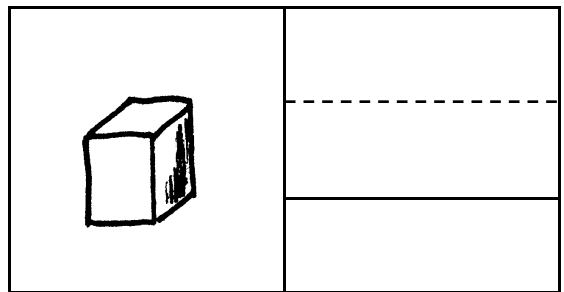
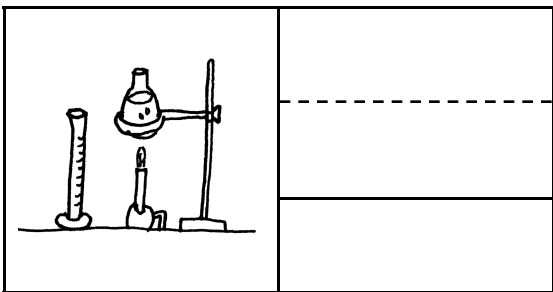
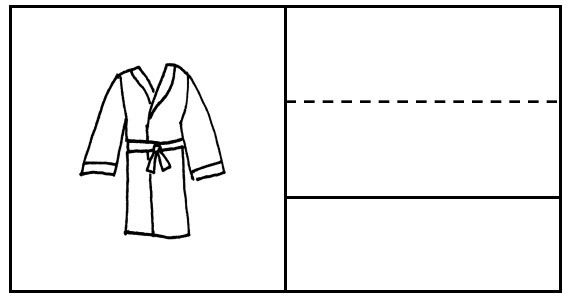
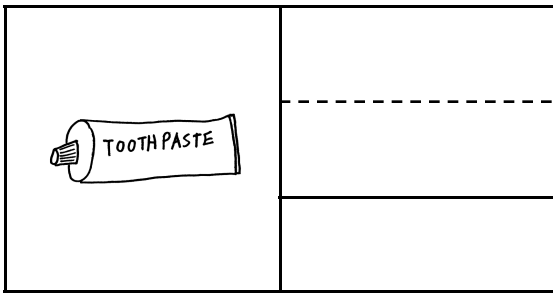
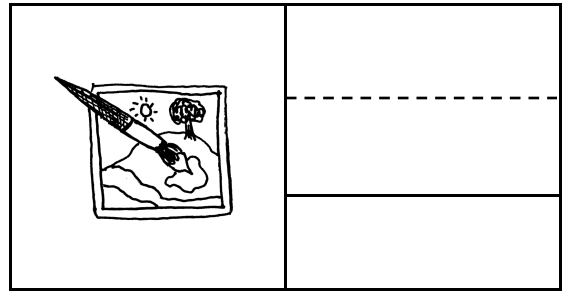
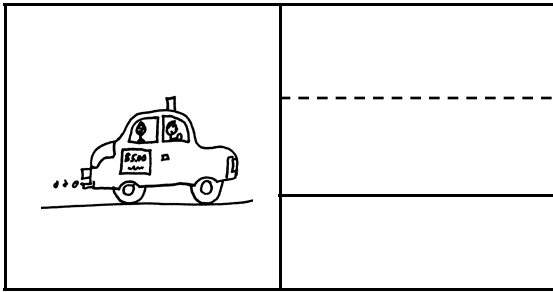
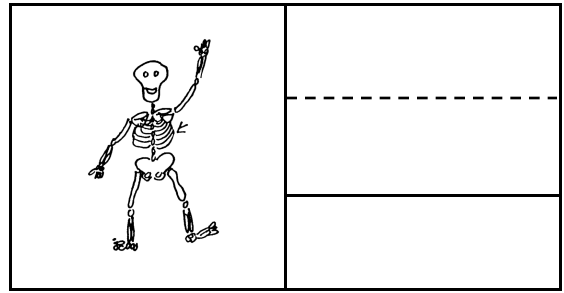
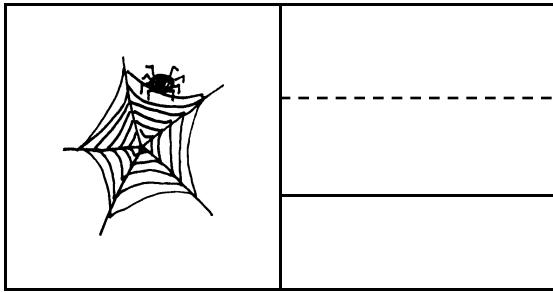
Write **b** or **u** to show the beginning sound for each picture: bird, boat, umpire, us, bubble, upside down, ugly, barrel.

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



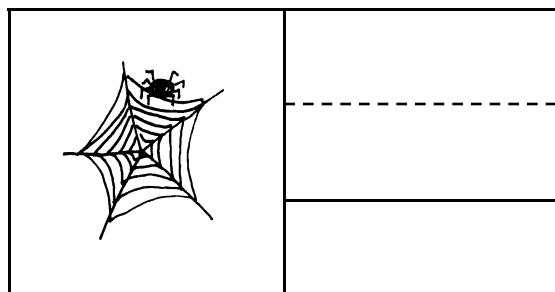
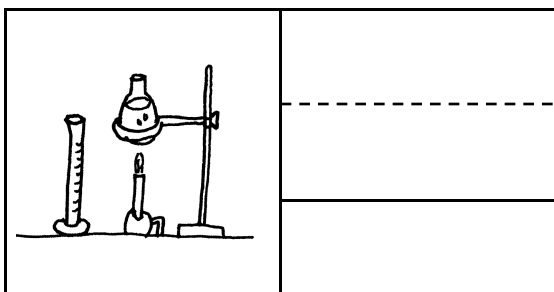
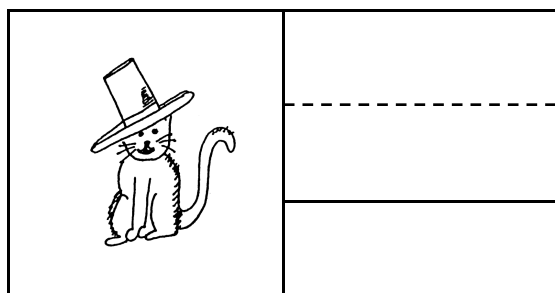
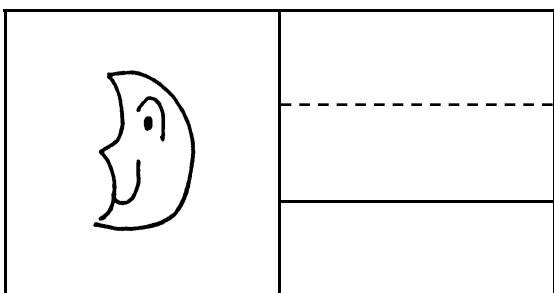
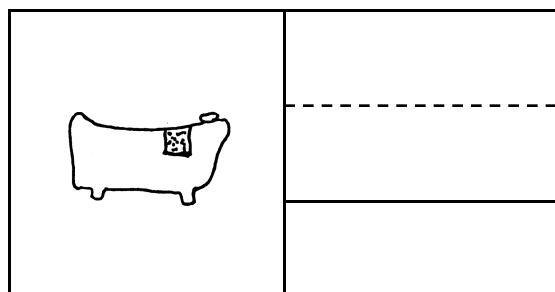
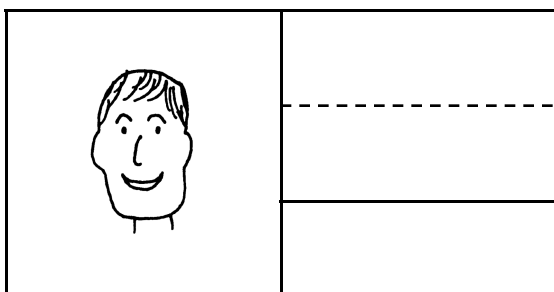
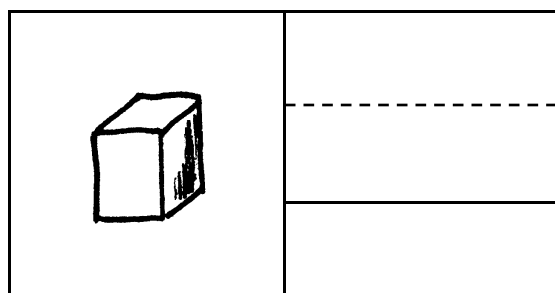
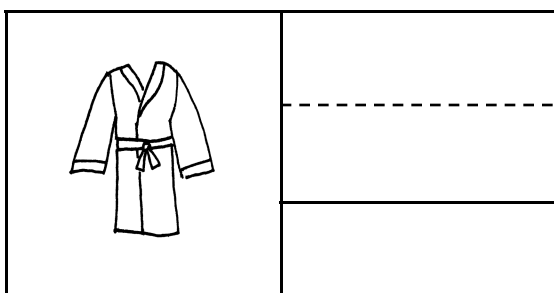
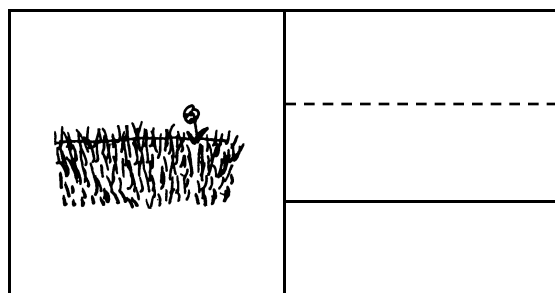
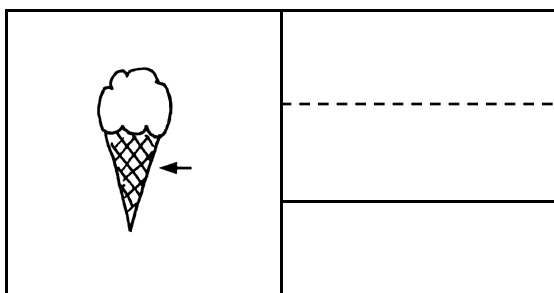
Review t, i, h, l, n, w, u, b. Write a letter to show the beginning sound for each picture: nose, bat, wig, umbrella, house, lamb, upstairs, iguana, bug, tail.

Ending Sound - b



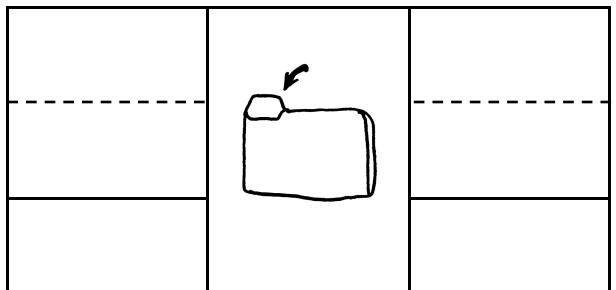
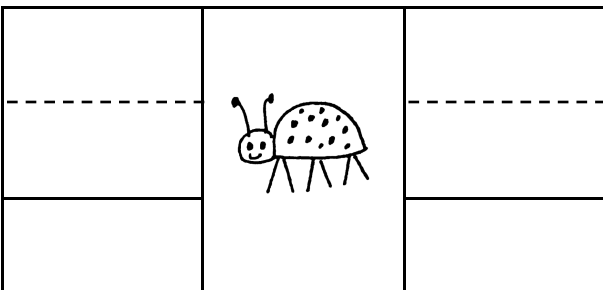
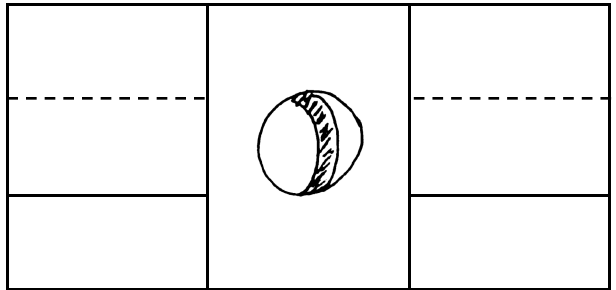
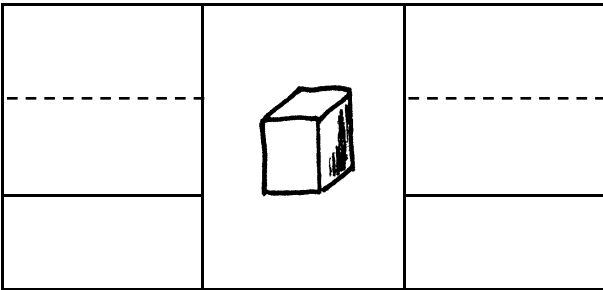
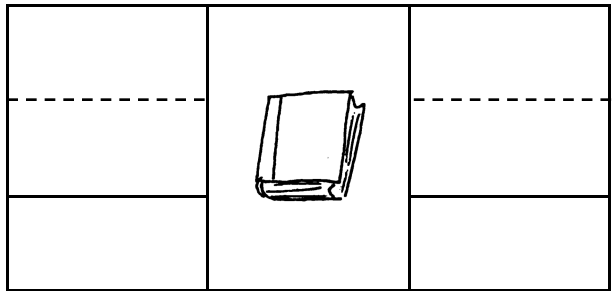
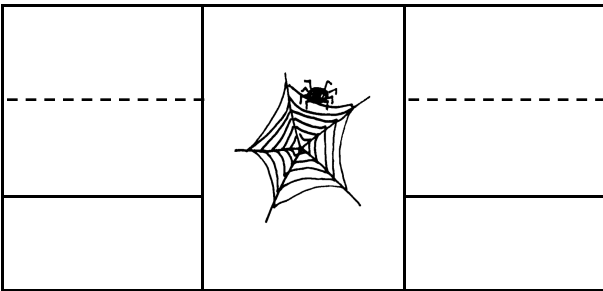
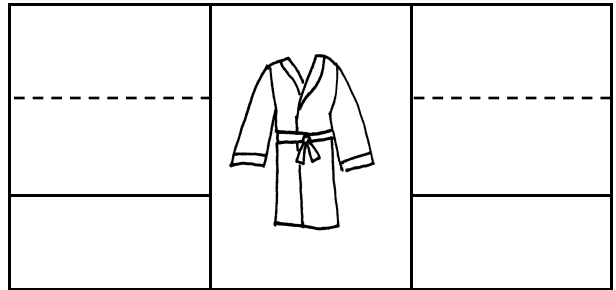
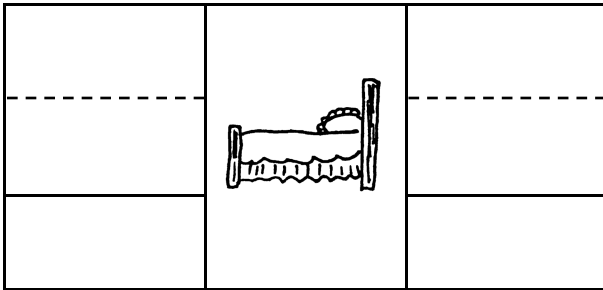
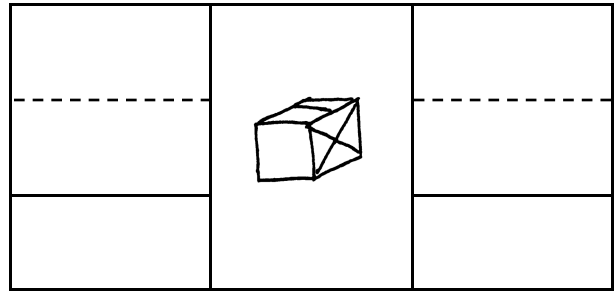
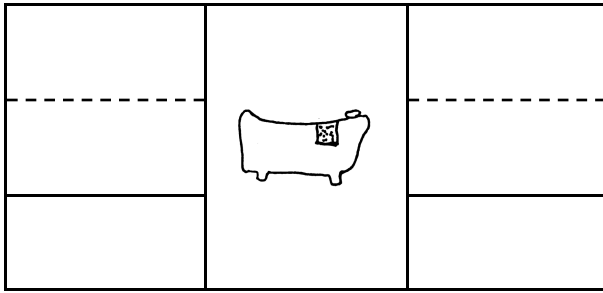
Write **b** to show the ending sound for each picture: web, cab, tube, lab, tub, rib, dab, robe, cube, tab.

Ending Sound Discrimination - n or b

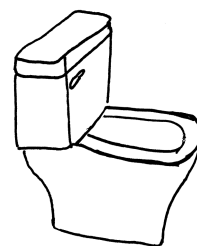
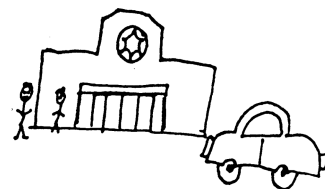
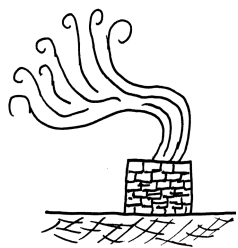


Write **b** or **s** to show the ending sound for each picture: cone, robe, man, moon, lab, lawn, cube, tub, on, web.

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

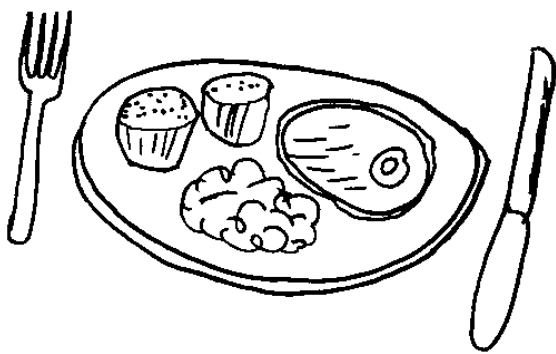


If **b** comes at the beginning, write it before the picture. If **b** comes at the end, write it after the picture: tub, bed, web, cube, bug, box, robe, book, ball, tab.



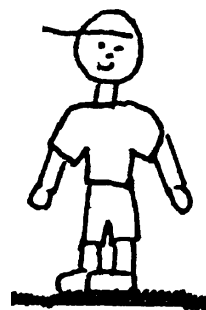
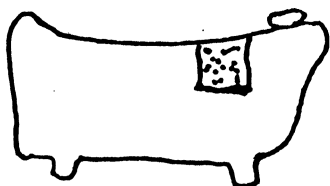
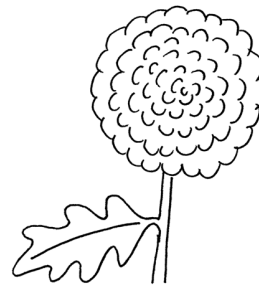
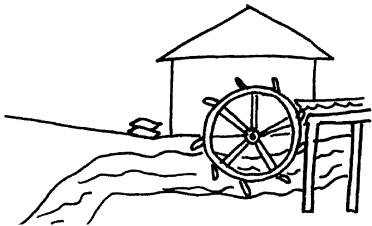
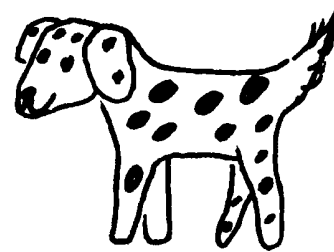
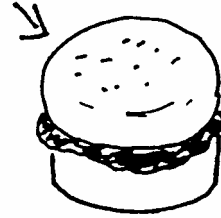
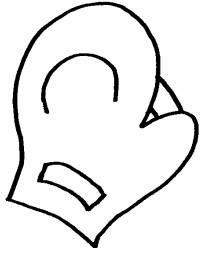
smoke-broke, stall-mall, clue-glue,
rush-flush, splash-sash

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







M m


M m





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

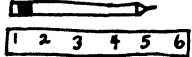
Beginning Sound - m


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

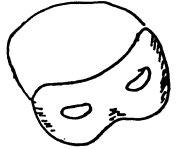
	


	


	





	

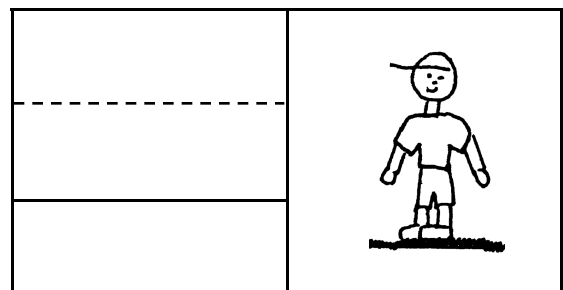
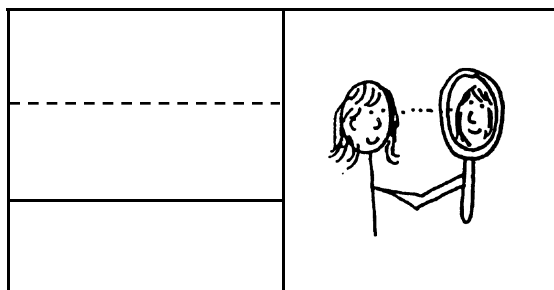
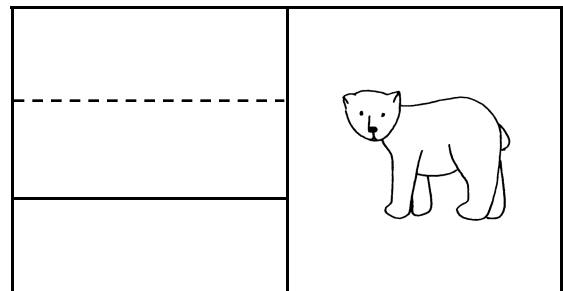
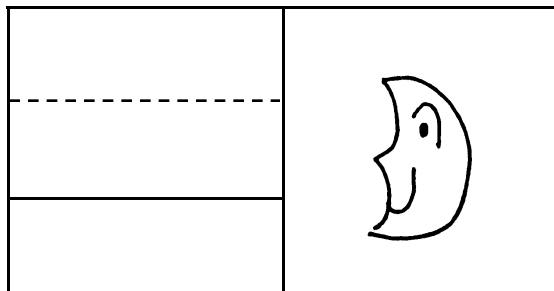
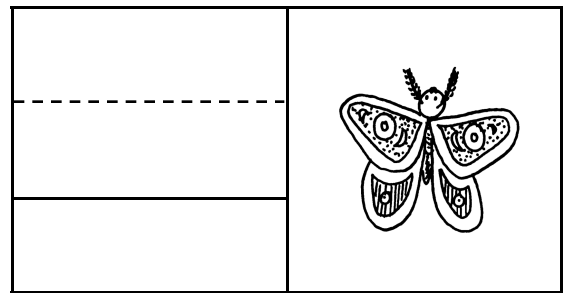
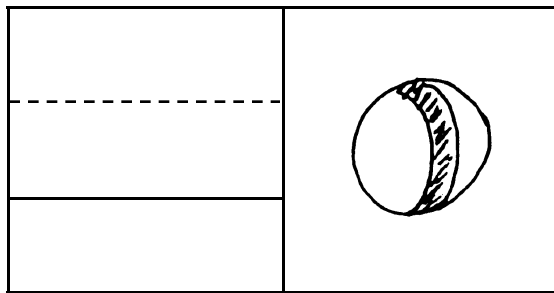
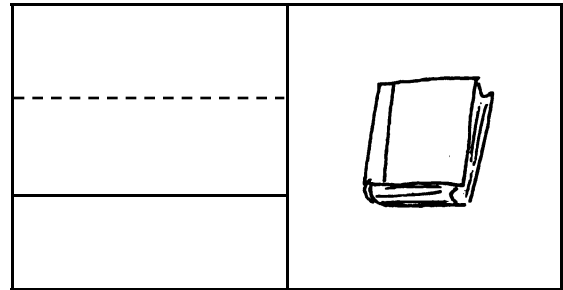
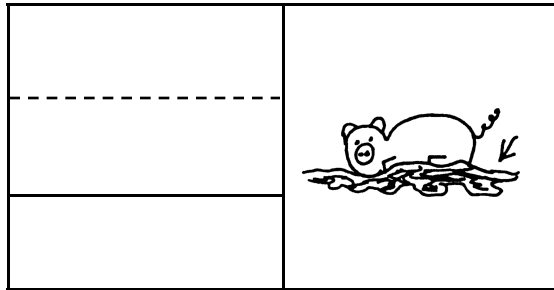
	

Trace the **m** and write more **m**'s to fill the line. Write **m** to show the beginning sound for each picture: mouse, mow, mule, mother, moon, measure, mask, milk.

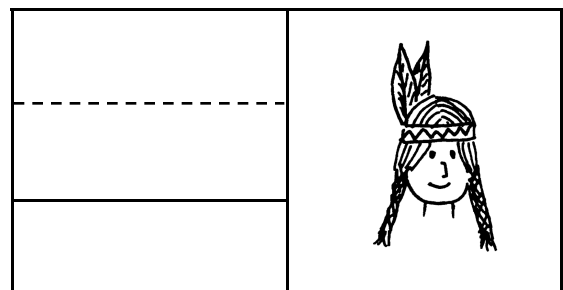
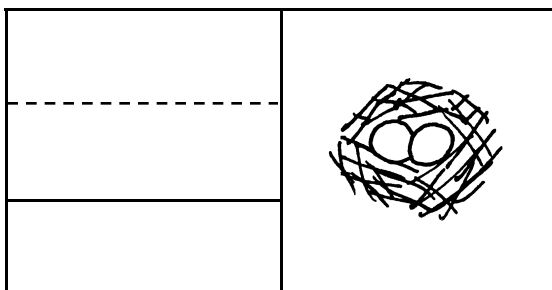
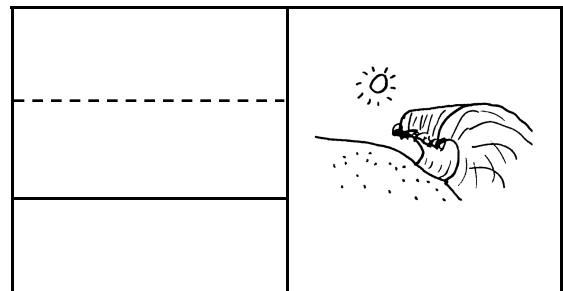
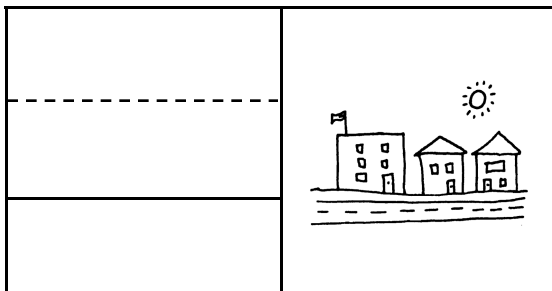
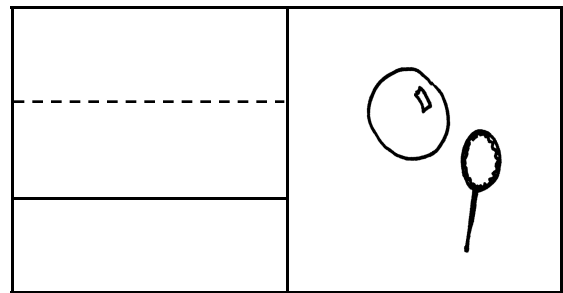
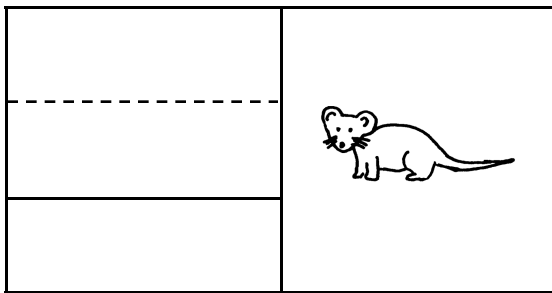
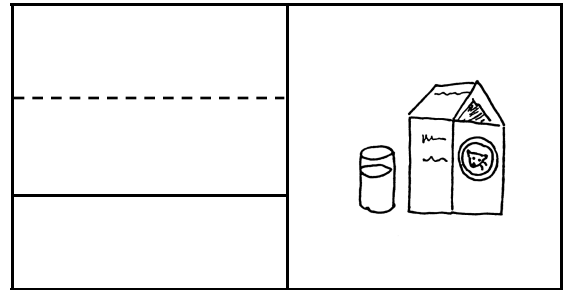
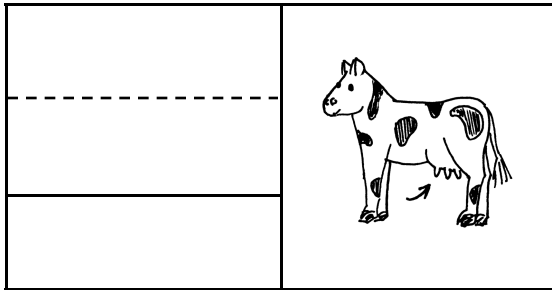
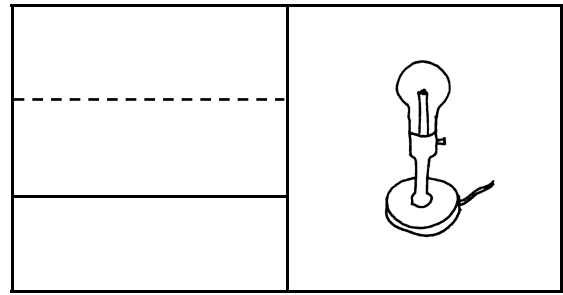
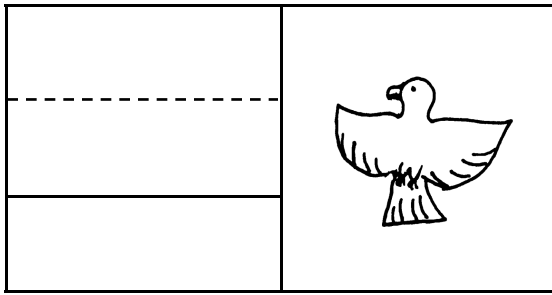
Beginning Sound Discrimination - m or b

			
	mop		bus



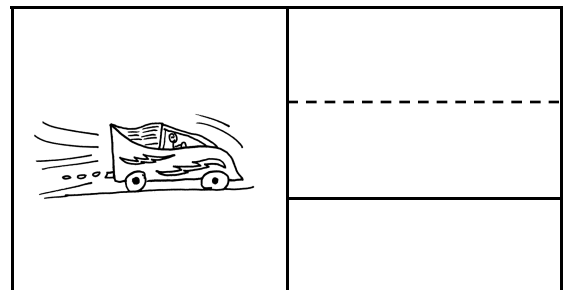
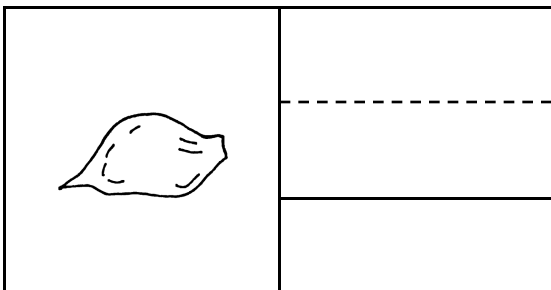
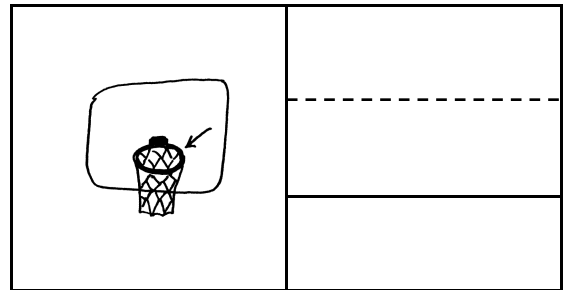
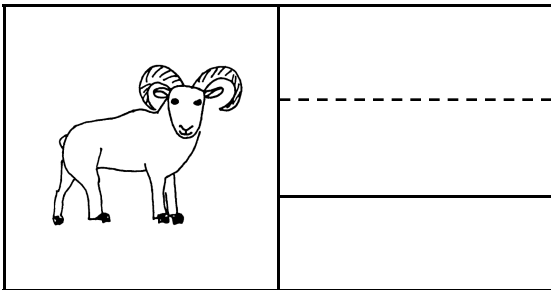
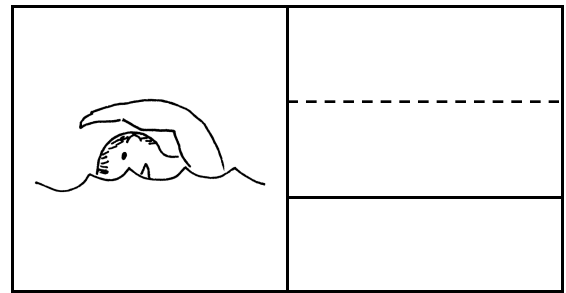
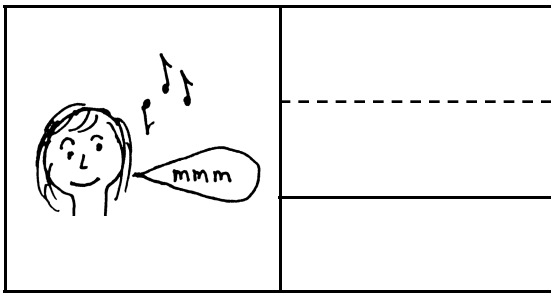
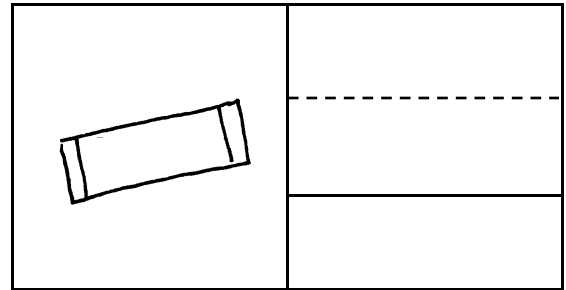
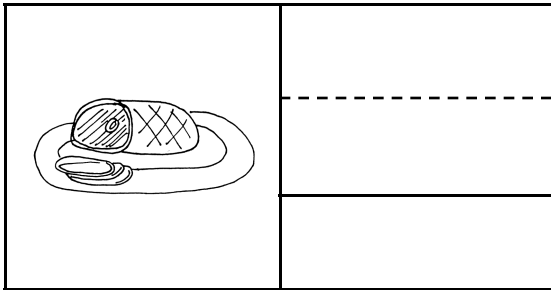
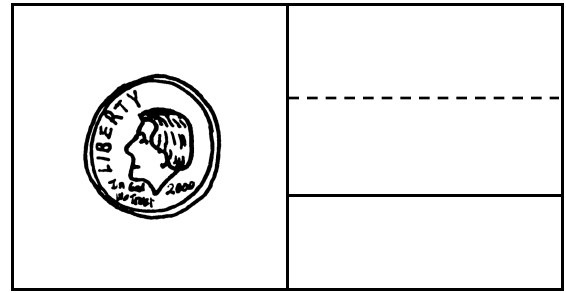
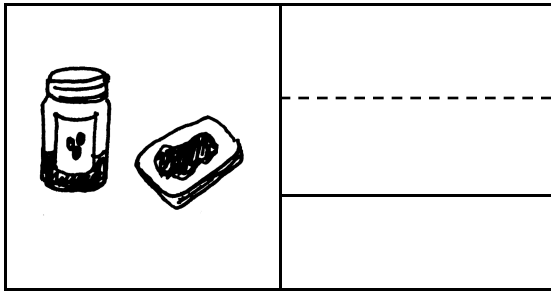
Write **m** or **b** to show the beginning sound for each picture: mud, ball, moon, me, book, moth, bear, boy.

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



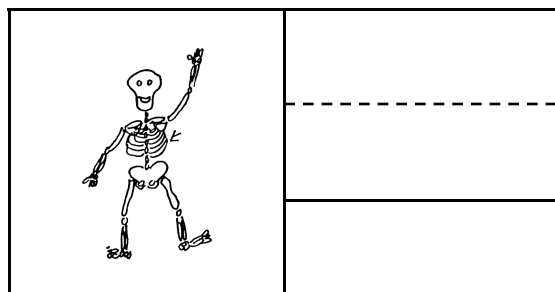
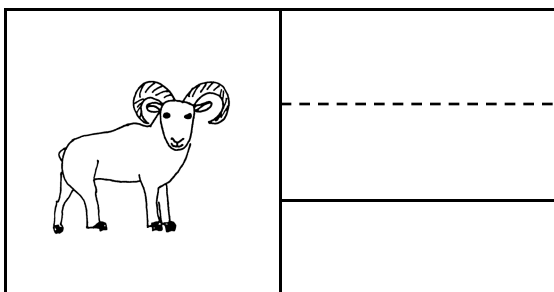
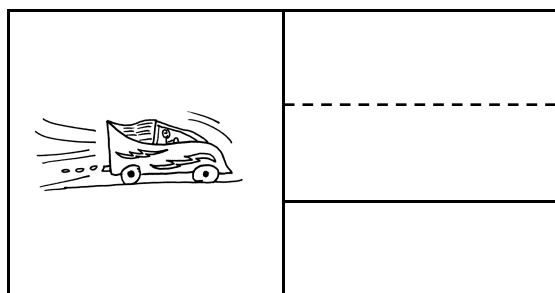
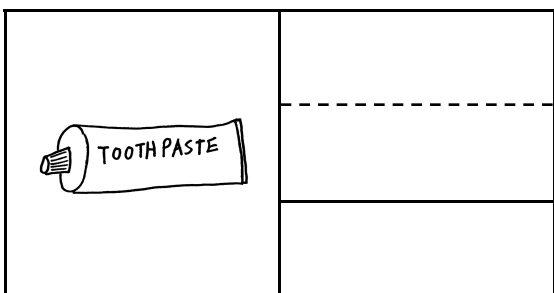
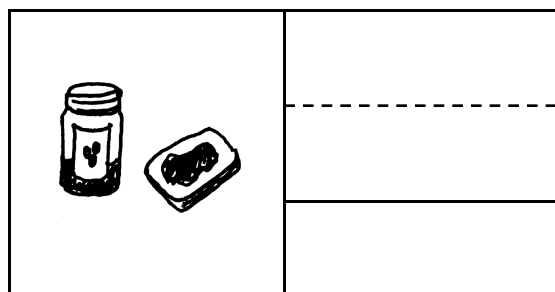
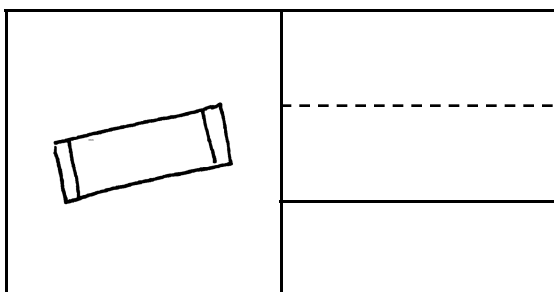
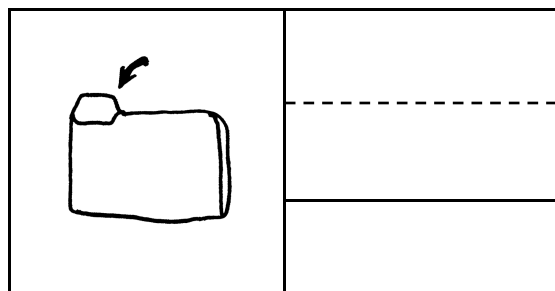
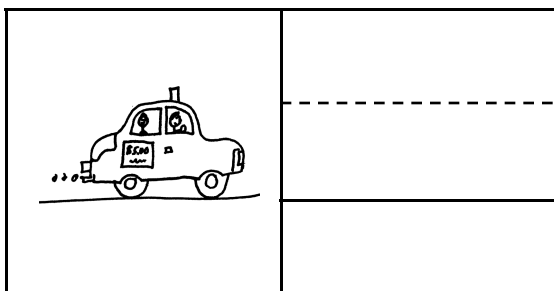
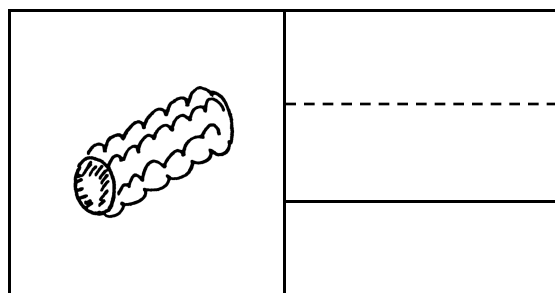
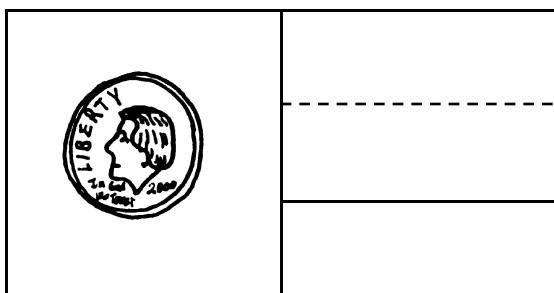
Write a letter to show the beginning sound for each picture: hawk, udder, mouse, town, nest, light, milk, bubble, wave, Indian.

Ending Sound - m



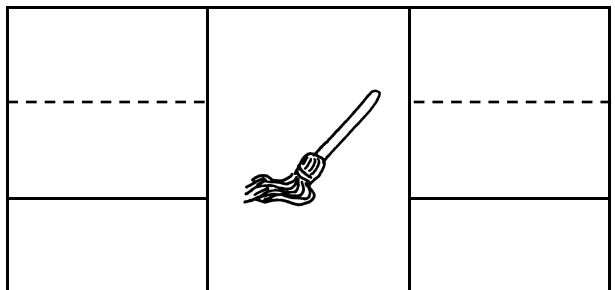
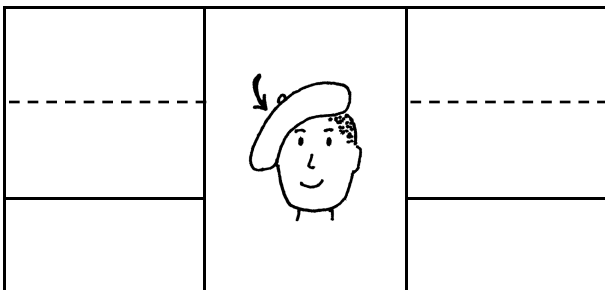
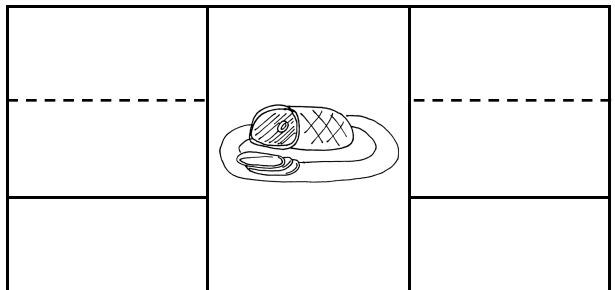
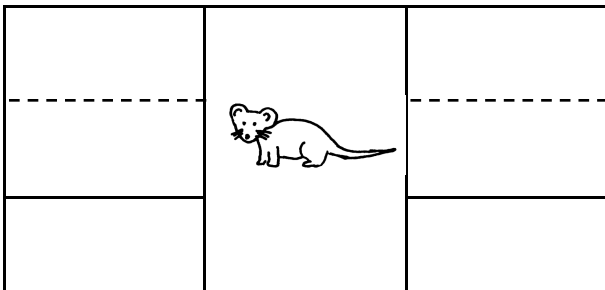
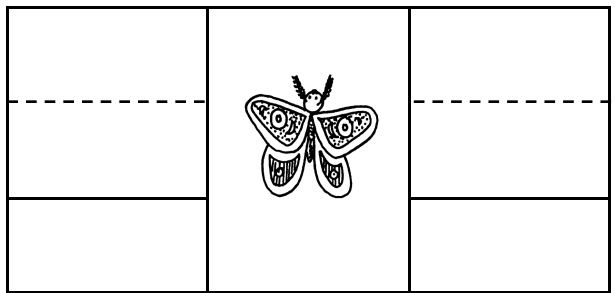
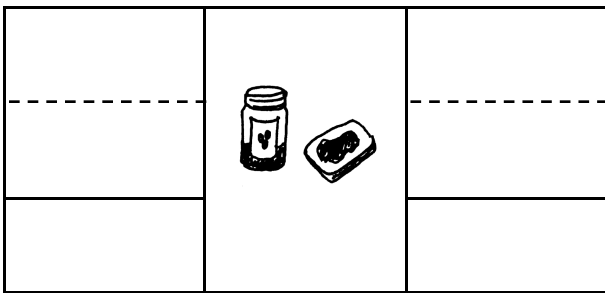
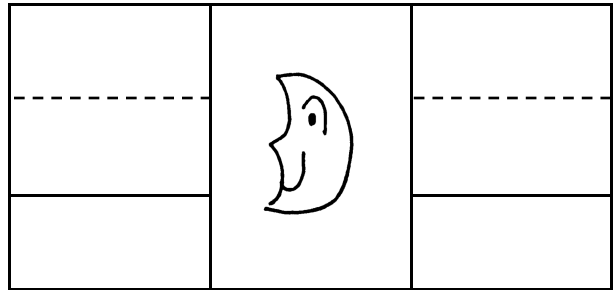
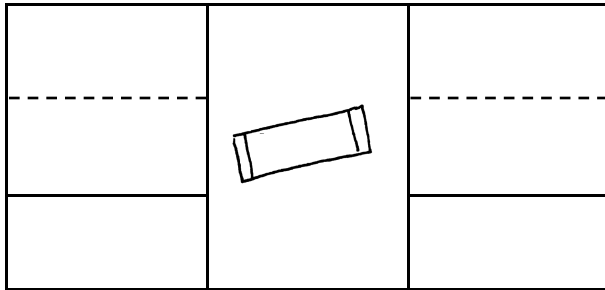
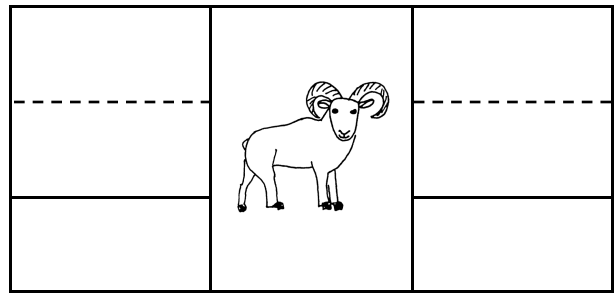
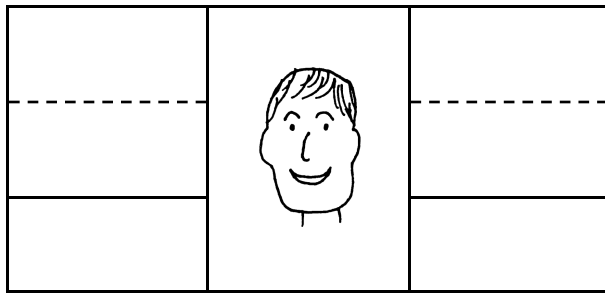
Write **b** to show the ending sound for each picture: jam, ham, hum, ram, yam, dime, gum, swim, rim, zoom.

Ending Sound Discrimination - m or b

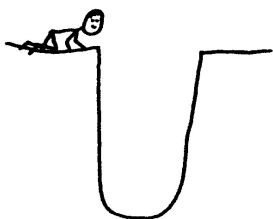
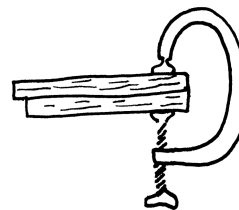
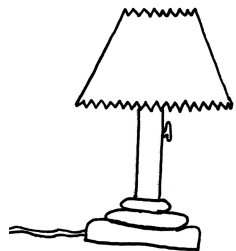


Write **m** or **b** to show the ending sound for each picture: dime, cab, gum, tube, ram, cob, tab, jam, zoom, rib.

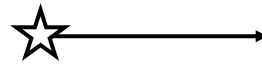
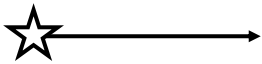
Is the **m** sound at the beginning or the end?



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



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



ut

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um

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wu

bu

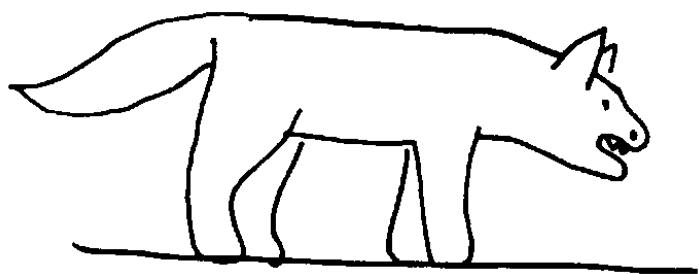
mu

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

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

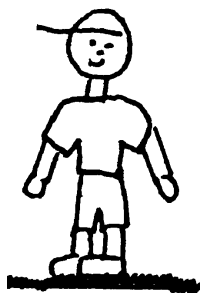
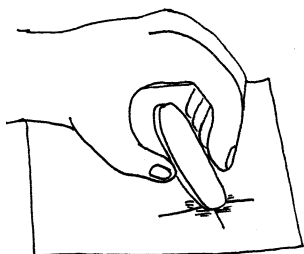
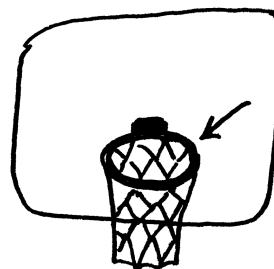
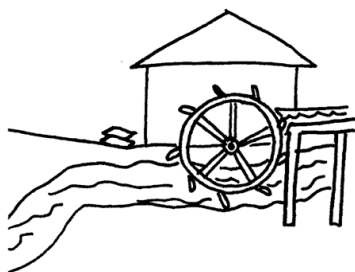
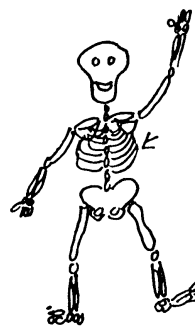
Remember, if you learn to read silly sounds, you'll be ready to learn real words very soon!

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



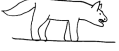


R r


R r




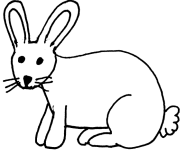
(h-u-m, r-i-b, m-i-ll, r-i-m, r-u-b, r-u-n, h-i-m, t-u-b) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** -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

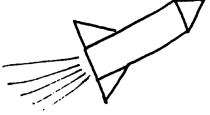
Beginning Sound - r


		
		<p>run</p>



























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

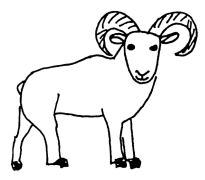
Beginning Sound Discrimination - m, r


			
	mop		run


	


	


	

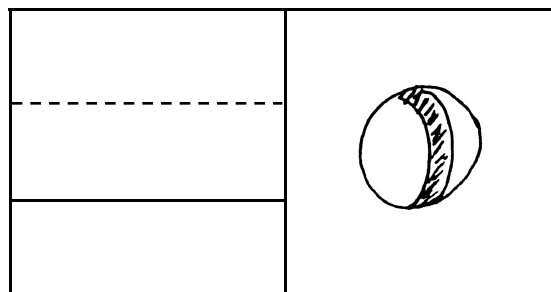
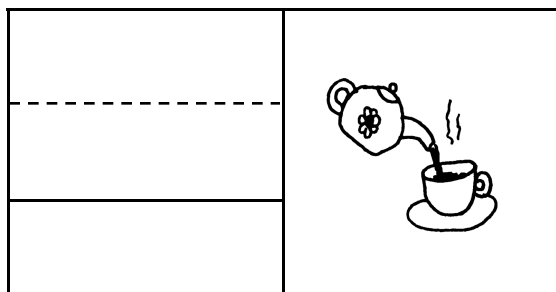
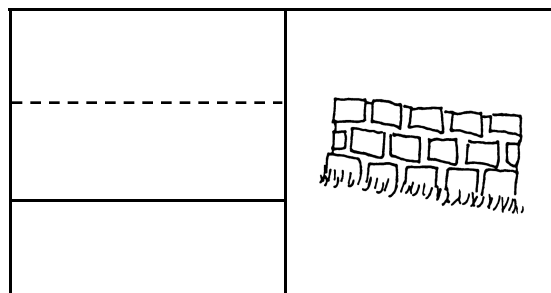
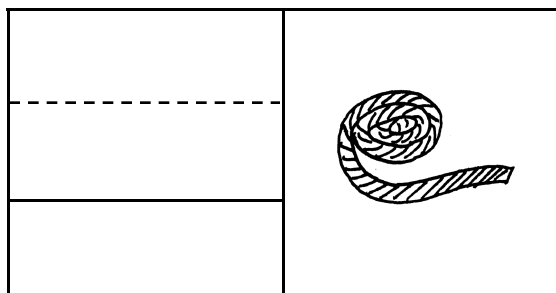
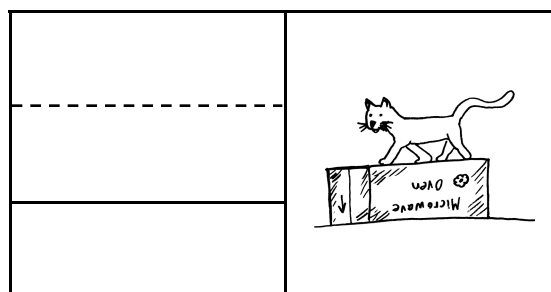
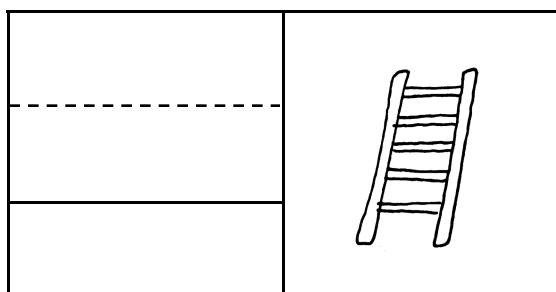
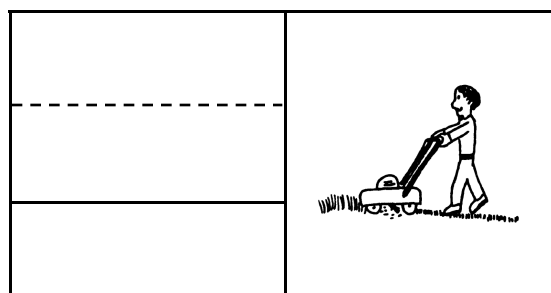
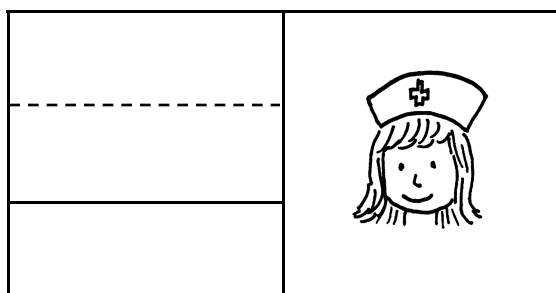
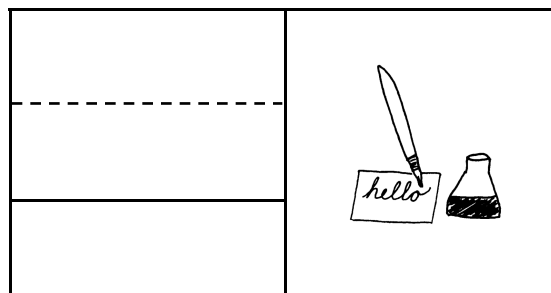
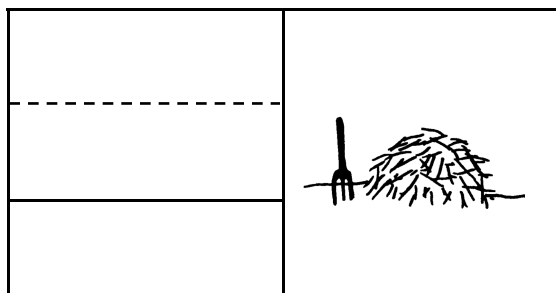
	

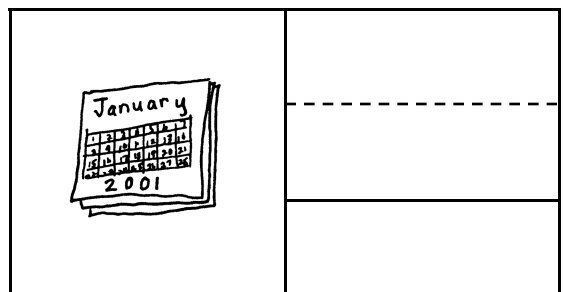
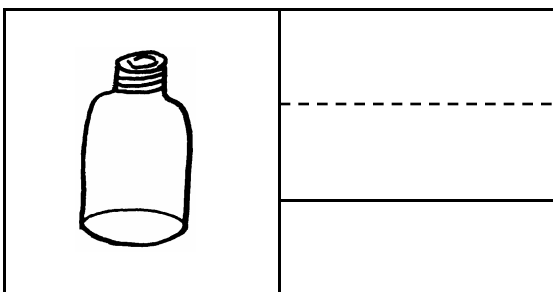
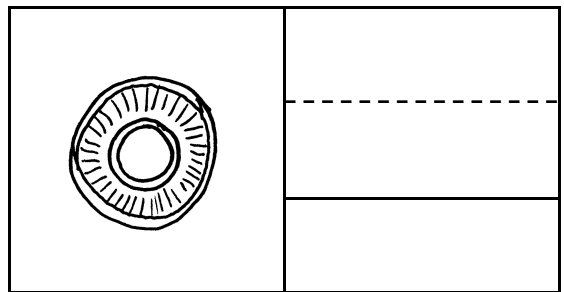
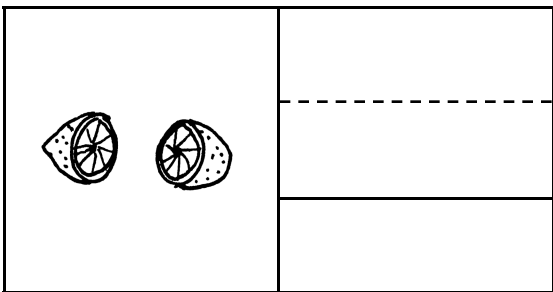
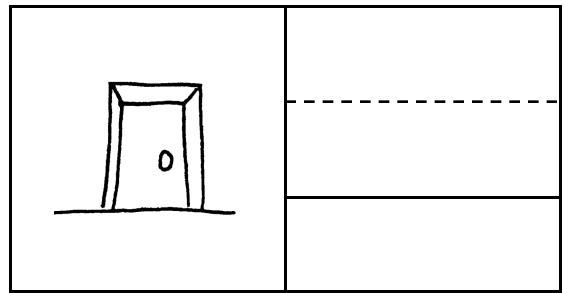
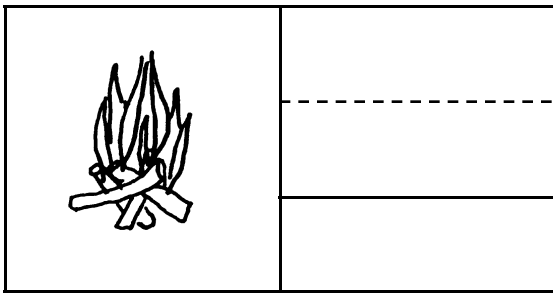
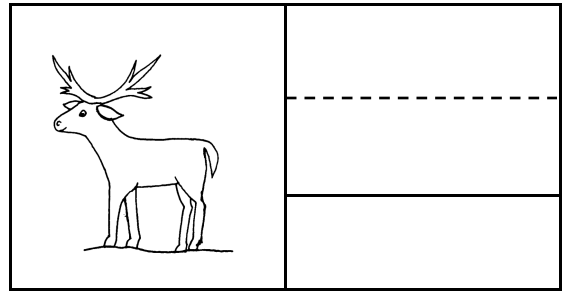
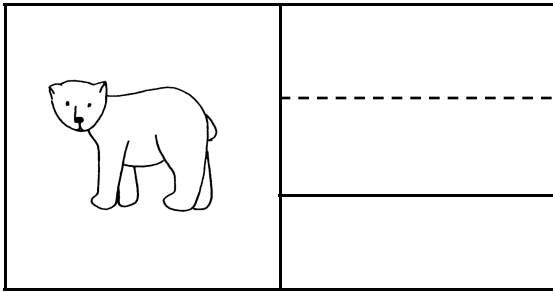
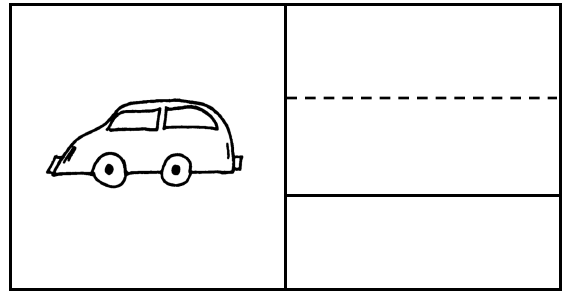
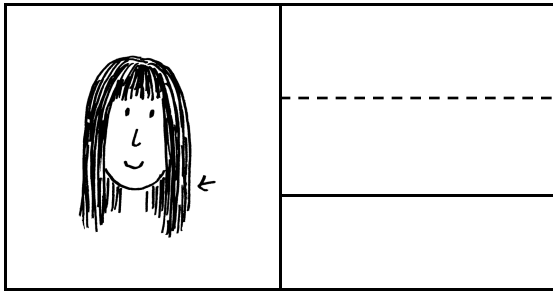
Write **b** or **r** to show the beginning sound for each picture: mow, mud, river, man, raise, ram, milk, rhino

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



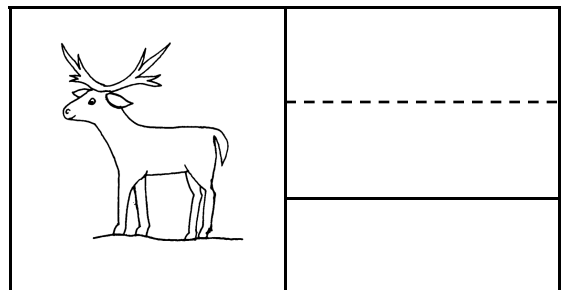
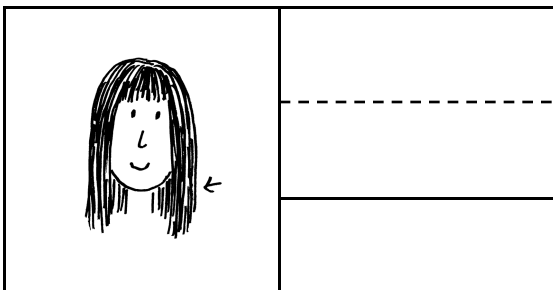
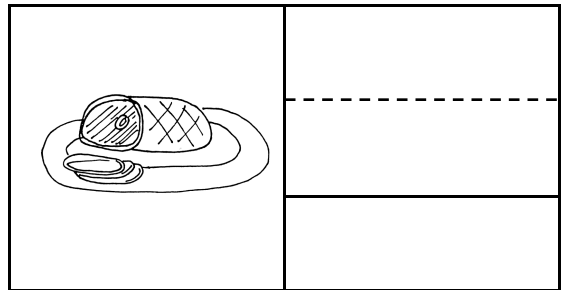
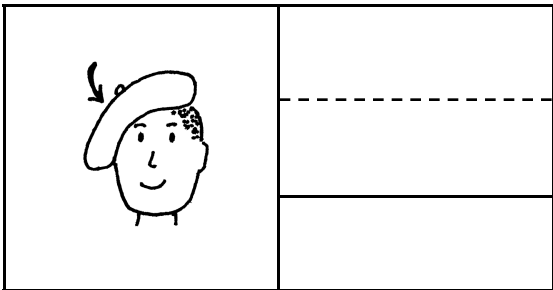
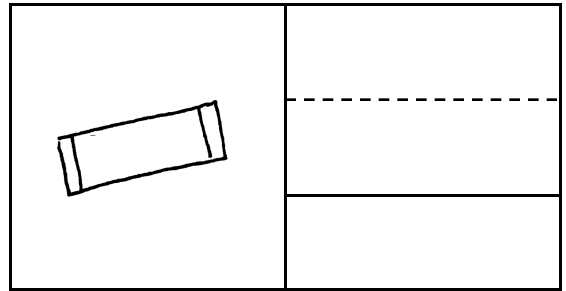
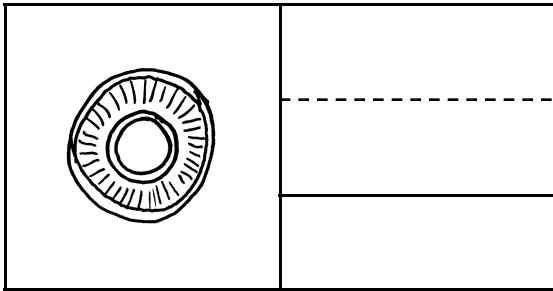
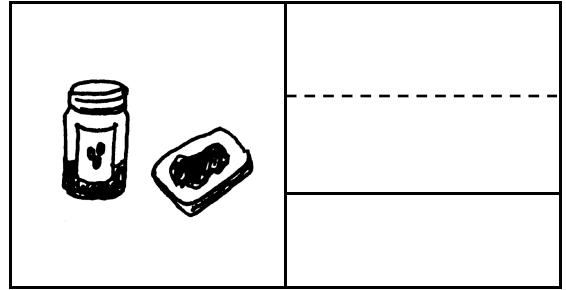
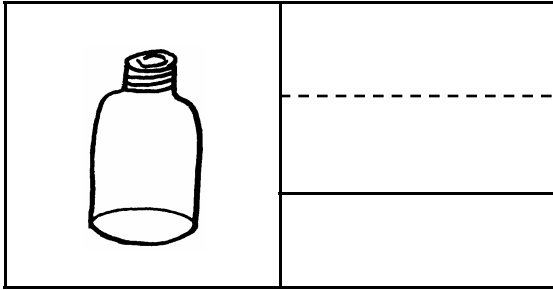
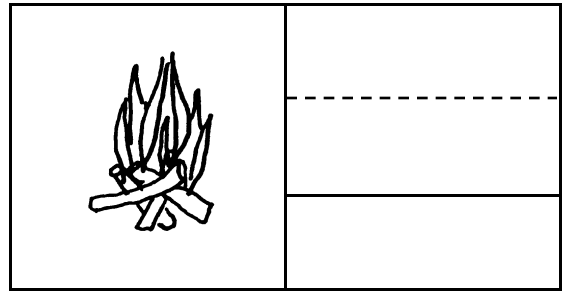
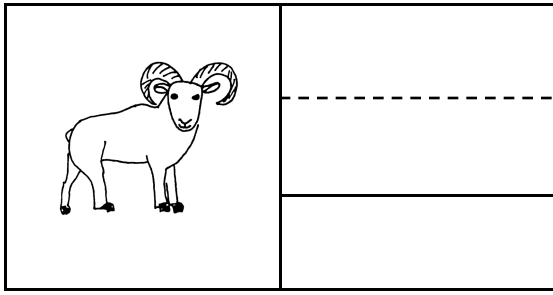
Write a letter to show the beginning sound for each picture: hay, nurse, ladder, rope, tea, ink, mow, upon, wall, ball.

Ending Sound - r



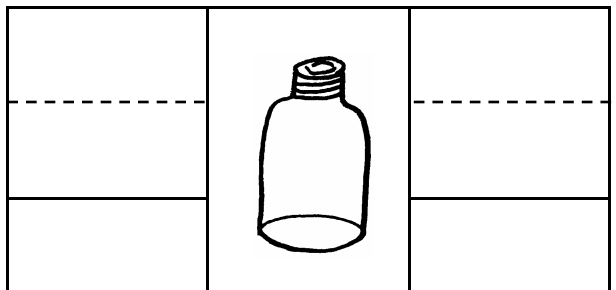
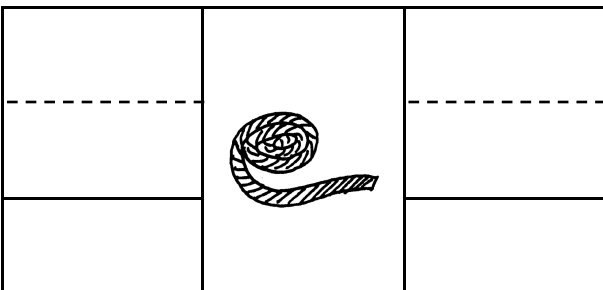
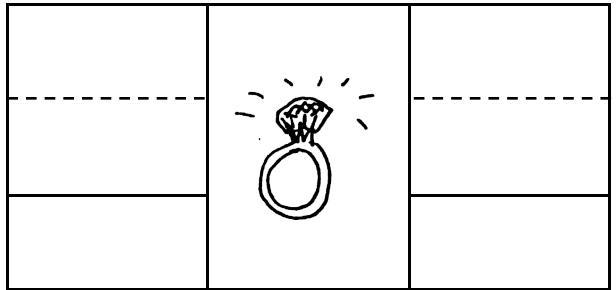
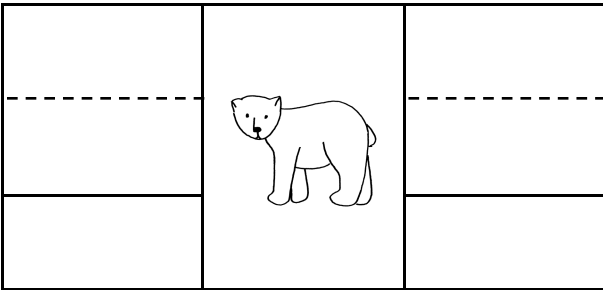
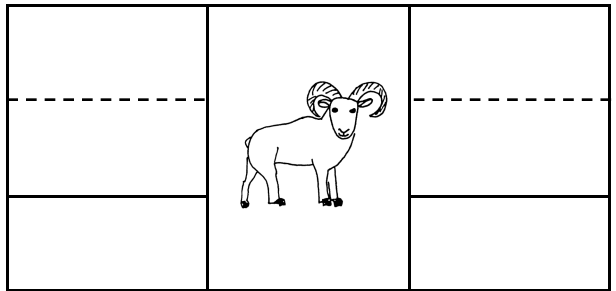
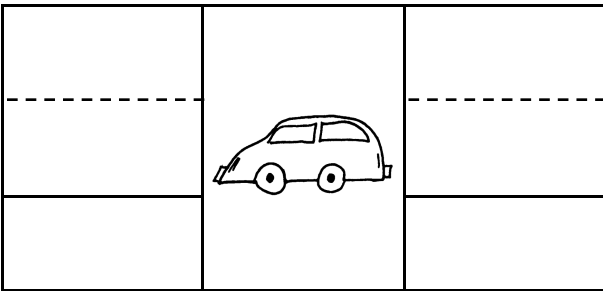
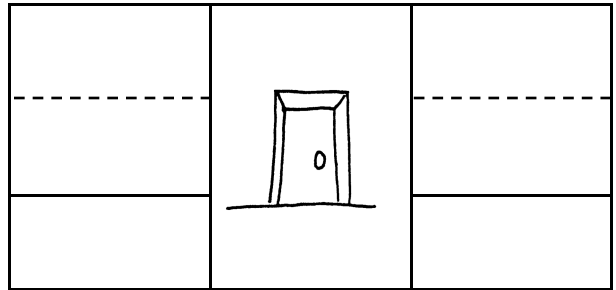
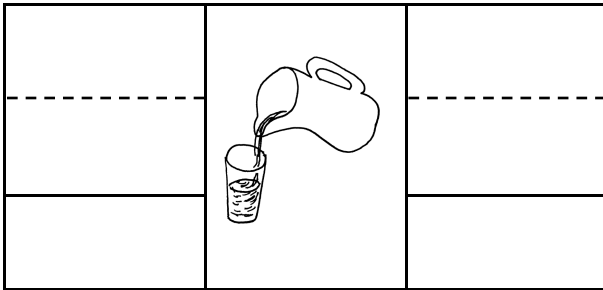
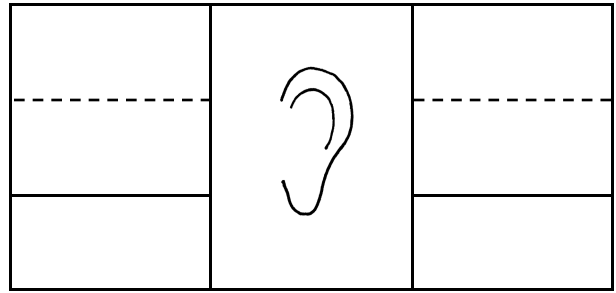
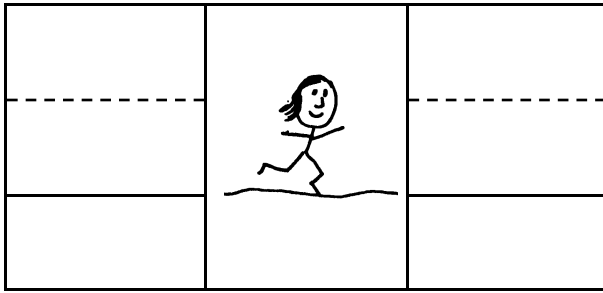
Write r to show the ending sound for each picture: hair, bear, fire, sour, jar, car, deer, door, tire, year.

Ending Sound Discrimination - r or m

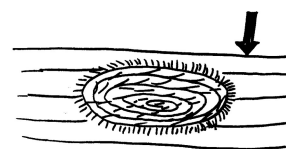
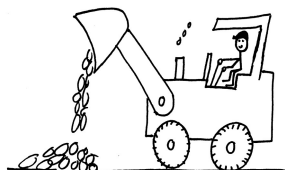
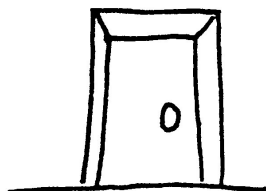
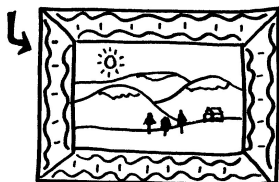
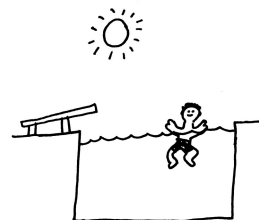
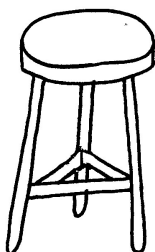
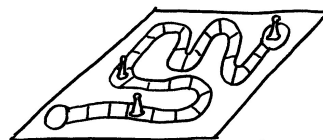


Write **m** or **r** to show the ending sound for each picture: ram, jar, tire, tam, hair, fire, jam, gum, ham, deer.

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

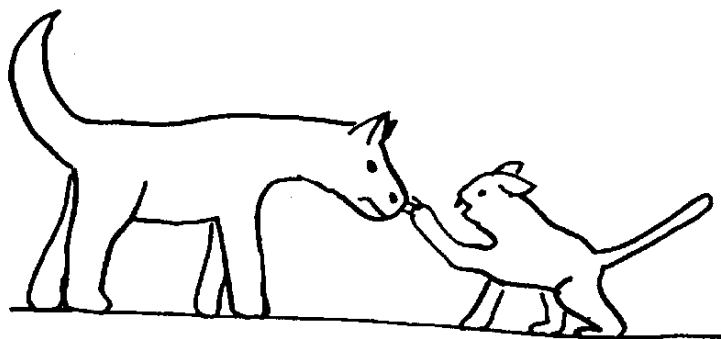


If **r** comes at the beginning, write it before the picture. If **r** comes at the end, write it after the picture: run, pour, car, bear, rope, ear, door, ram, ring, jar.



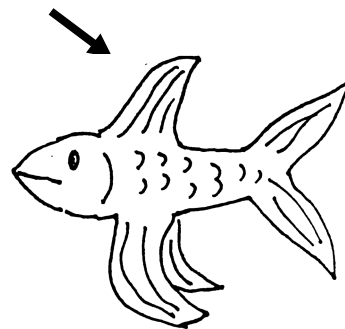
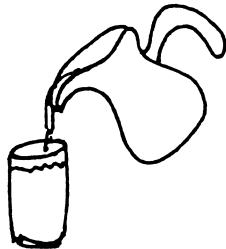
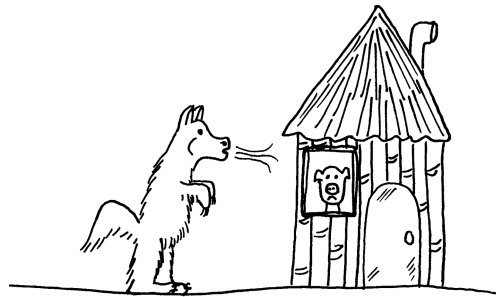
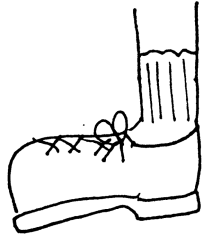
twist-fist, stool-pool, frame-game,
door-floor, dump-jump

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




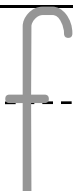
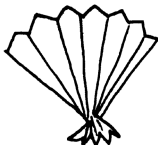
F f

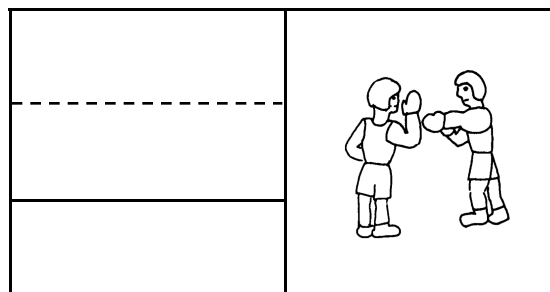
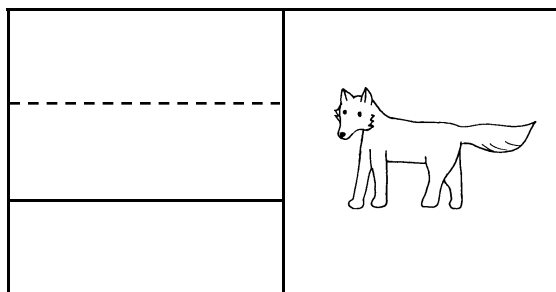
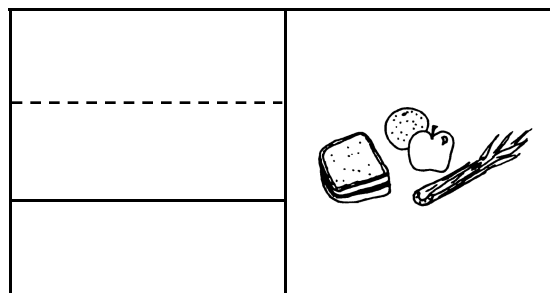
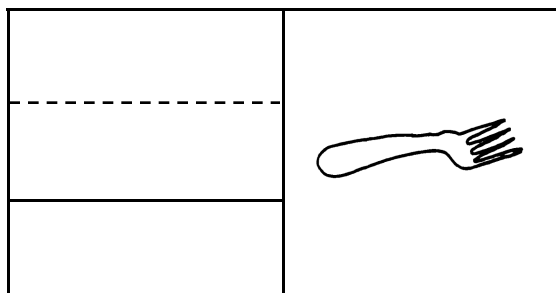
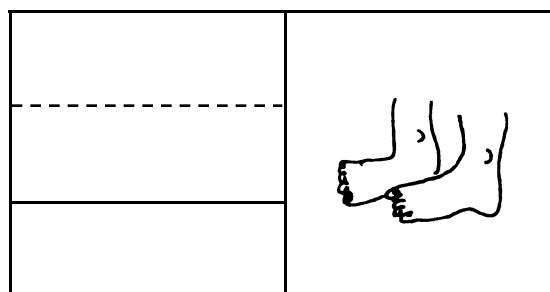
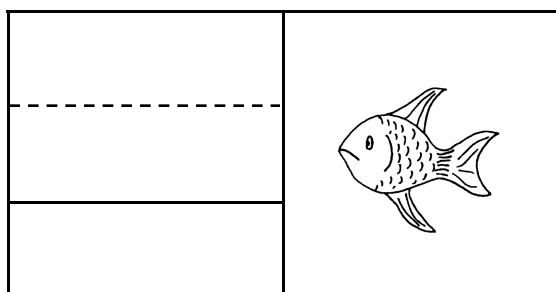
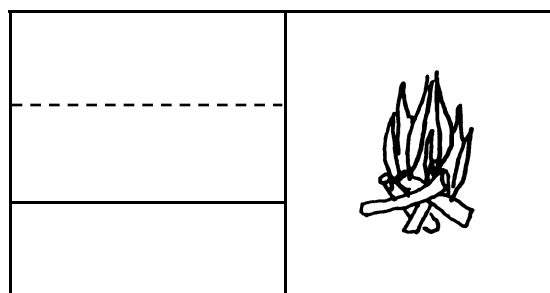
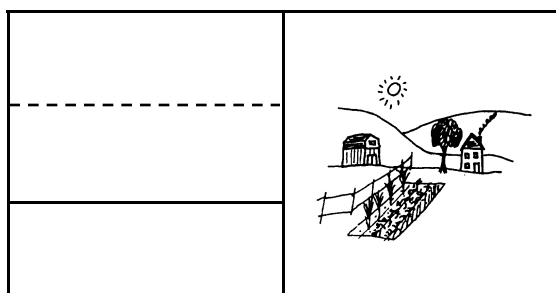
F f



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




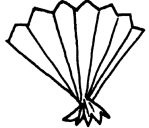
Beginning Sound - f


		
		fan




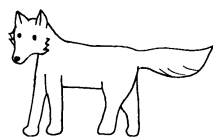
Trace the **f** and write more **f**s to fill the line. Write **f** to show the beginning sound for each picture: farm, fish, fork, fox, fire, feet, food, fight.


Beginning Sound Discrimination - r, f


			
	run		fan

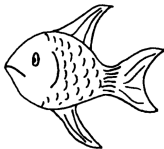
	

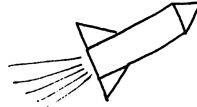
	

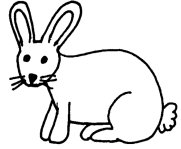
	

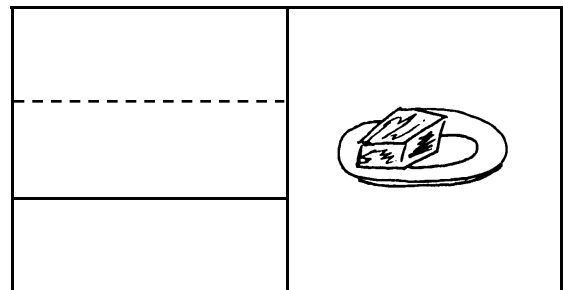
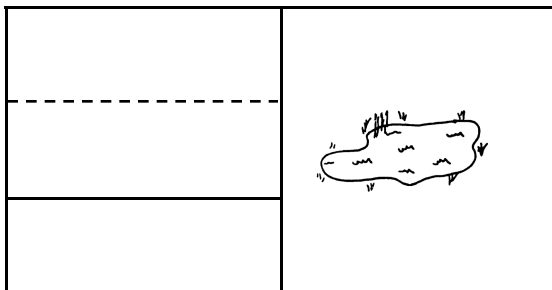
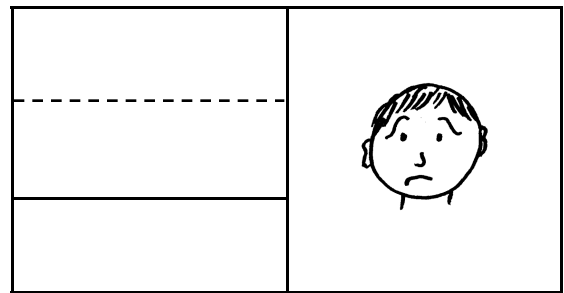
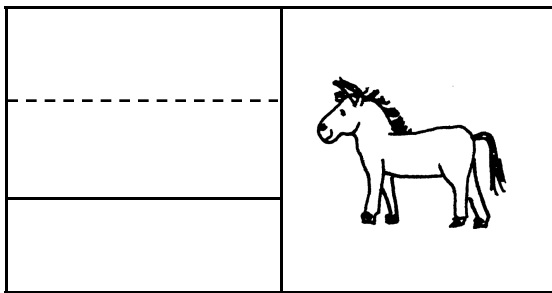
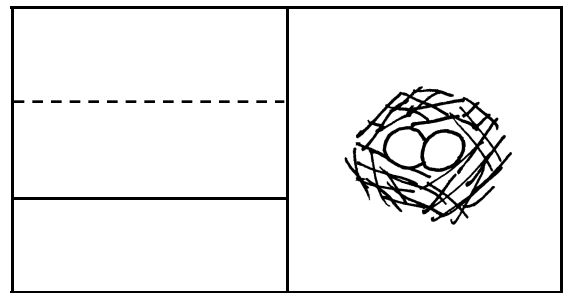
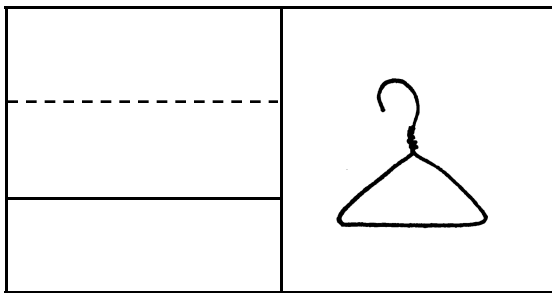
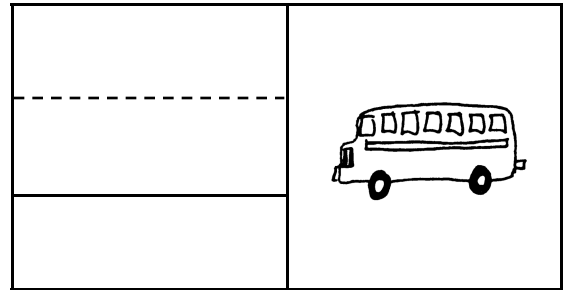
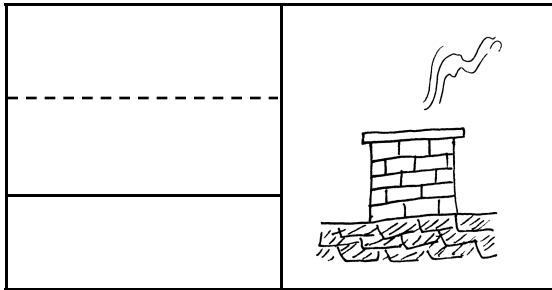
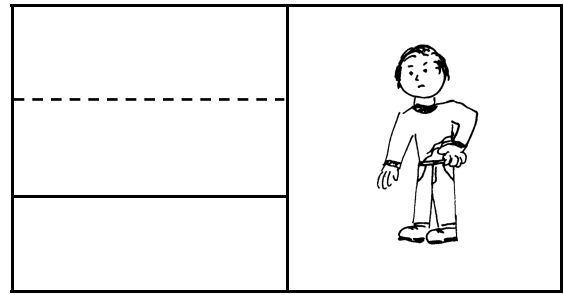
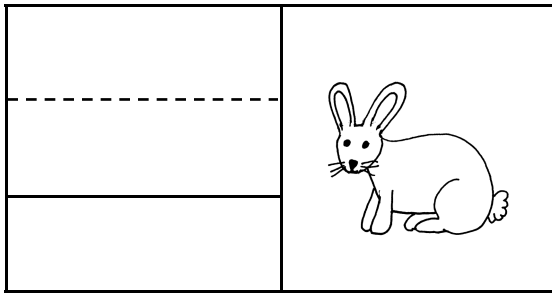
	

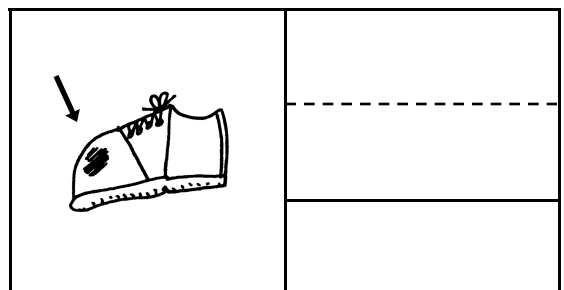
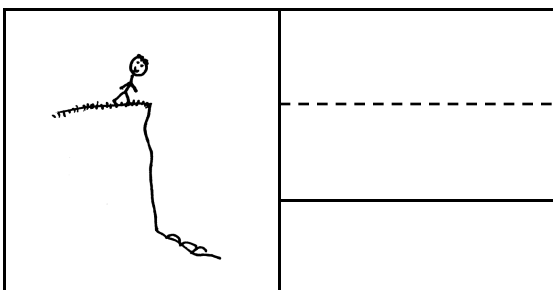
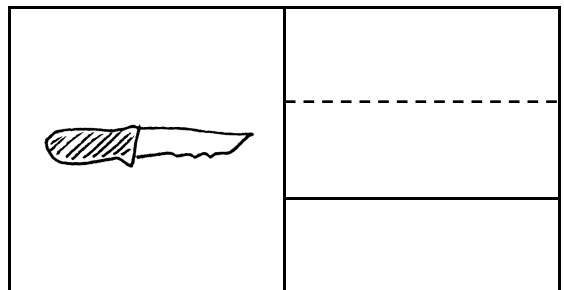
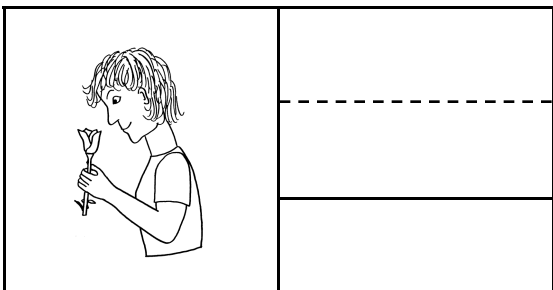
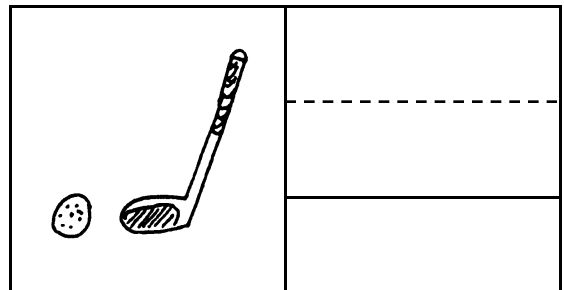
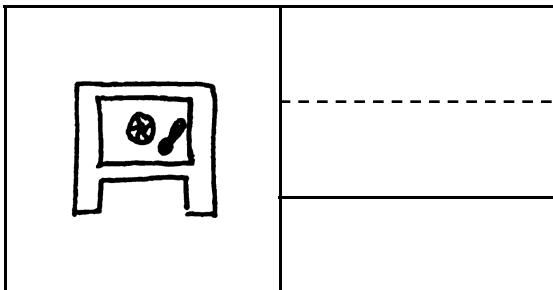
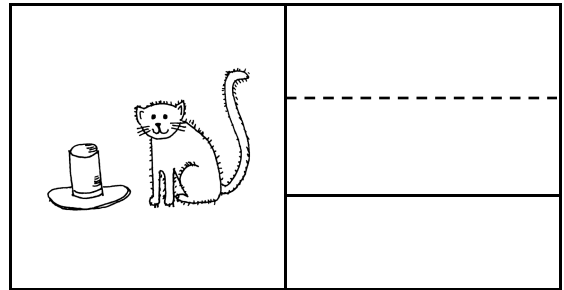
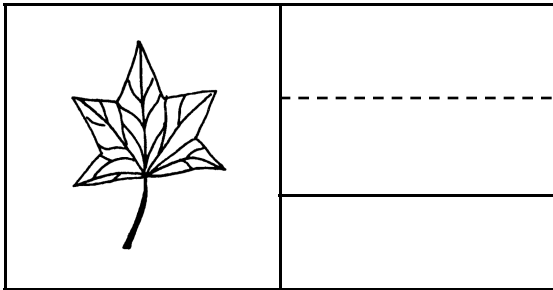
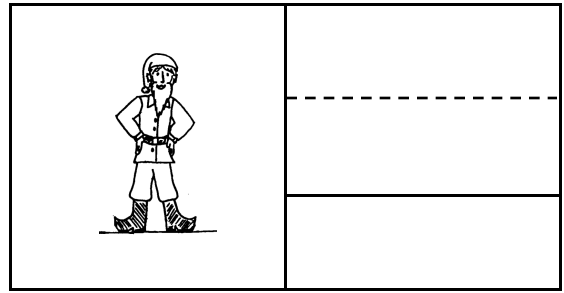
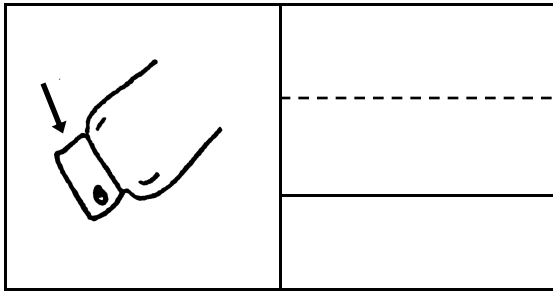
Write **r** or **f** to show the beginning sound for each picture: feet, fox, rose, rocket, ring, farm, fish, rabbit.

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



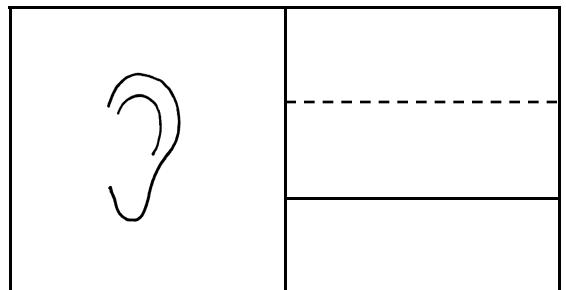
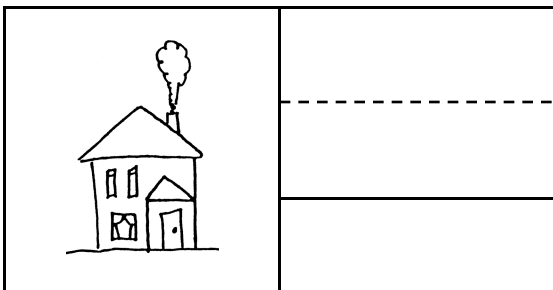
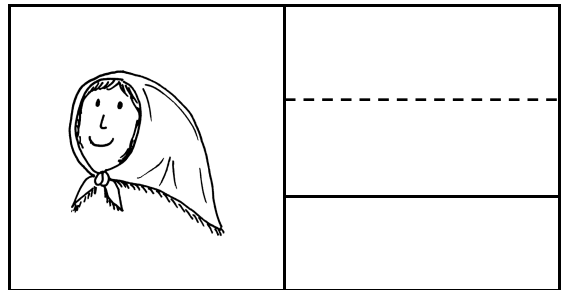
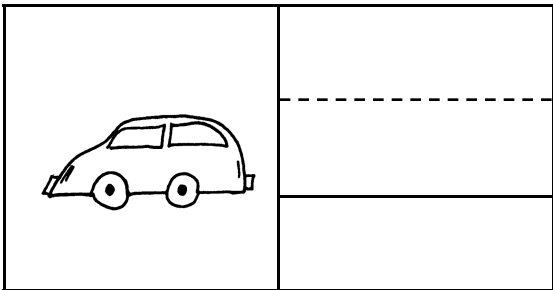
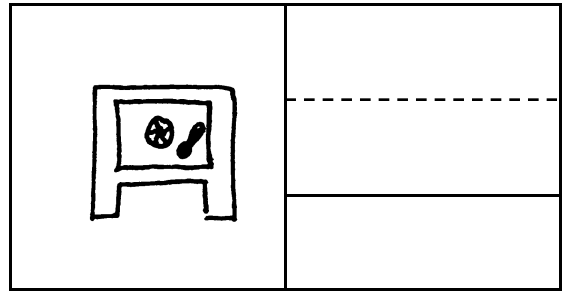
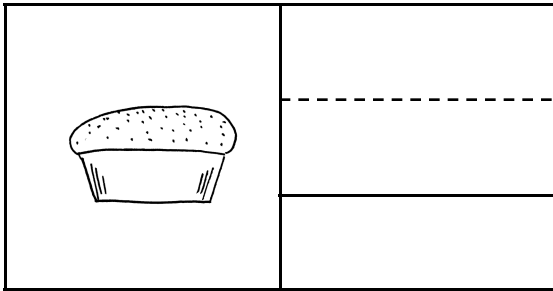
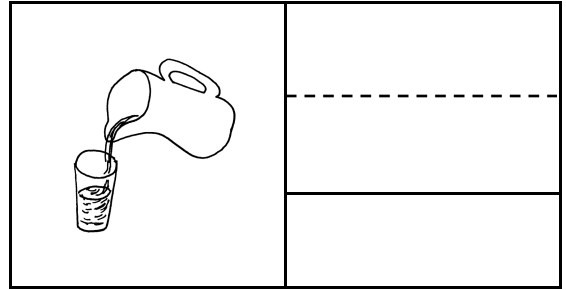
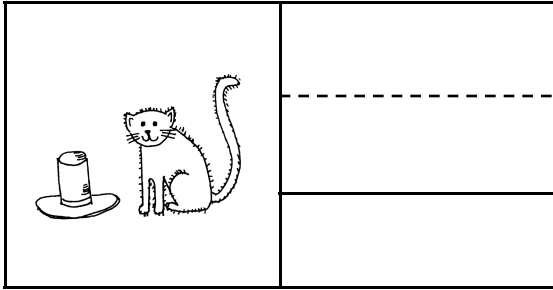
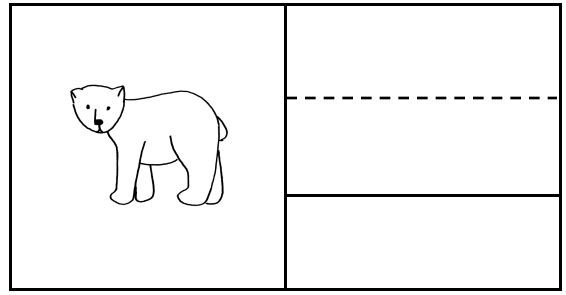
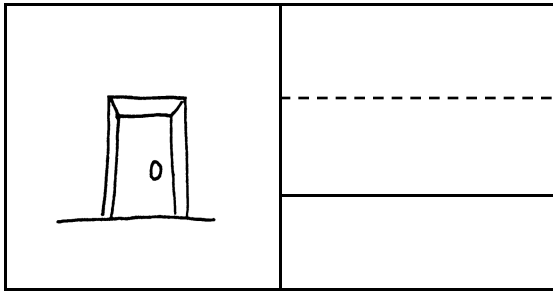
Write a letter to show the beginning sound for each picture: rabbit, wisp, hanger, mule, lake, itch, bus, nest, upset, fudge.

Ending Sound - f



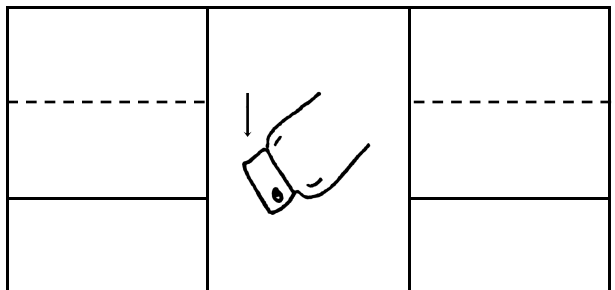
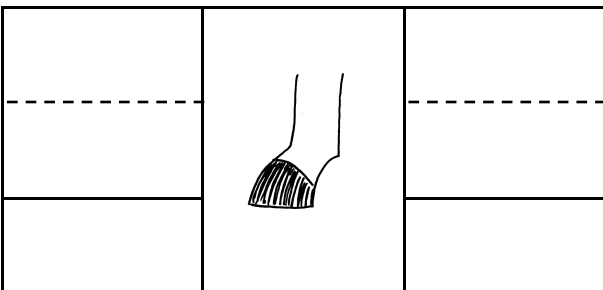
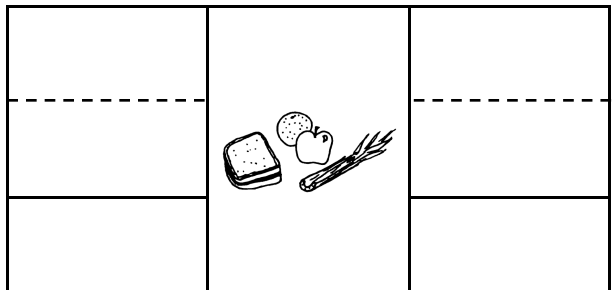
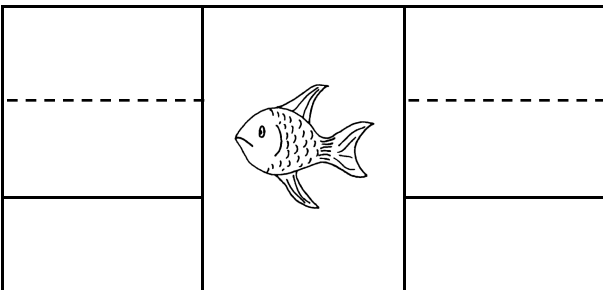
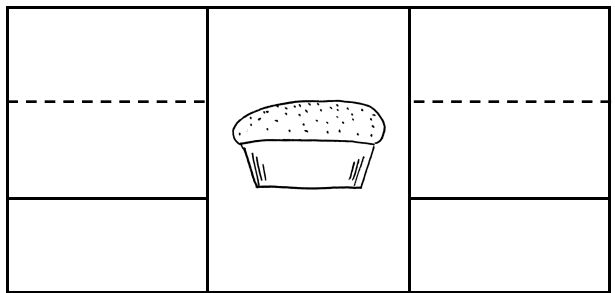
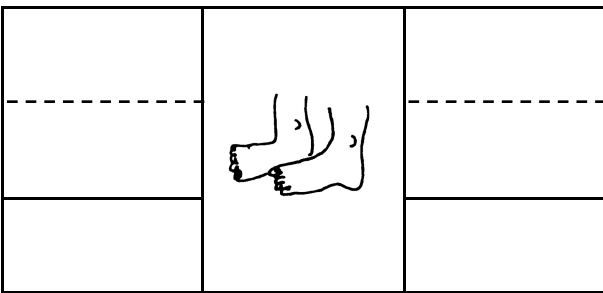
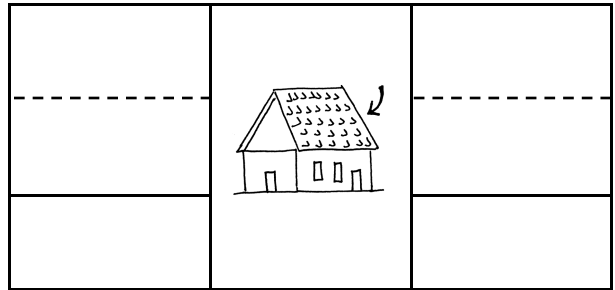
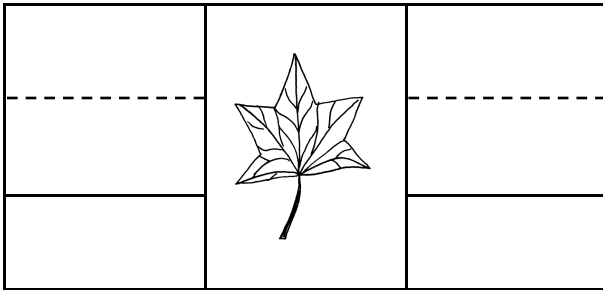
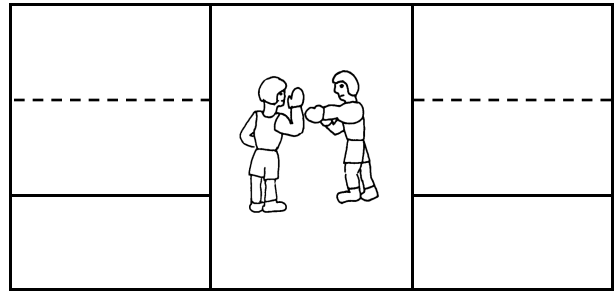
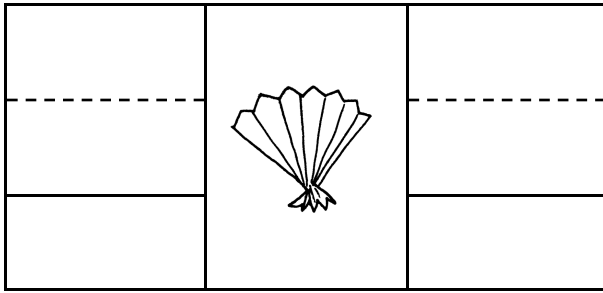
Write **f** to show the ending sound for each picture: cuff, leaf, safe, sniff, cliff, elf, off, golf, knife, scuff.

Ending Sound Discrimination - f or r

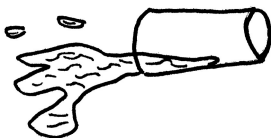
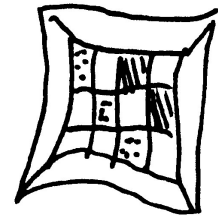
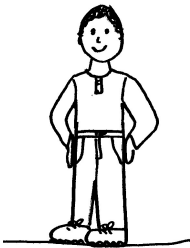
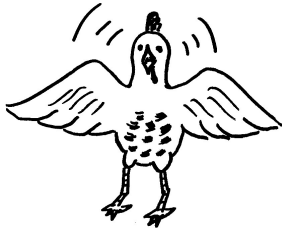
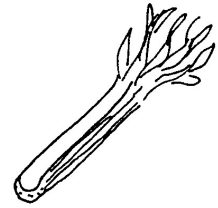


Write **r** or **f** to show the ending sound for each picture: door, off, loaf, car, puff, bear, pour, safe, scarf, ear.

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

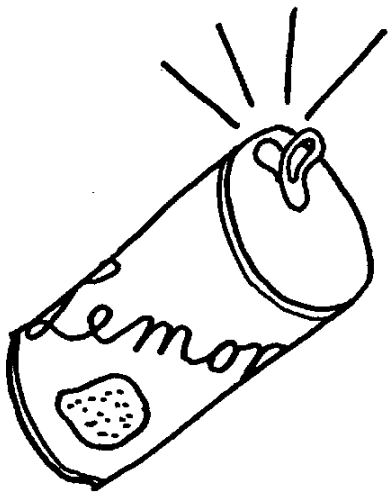


If **f** comes at the beginning, write it before the picture. If **f** comes at the end, write it after the picture: fan, leaf, feet, fish, hoof, fight, roof, loaf, food, cuff.



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

“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.

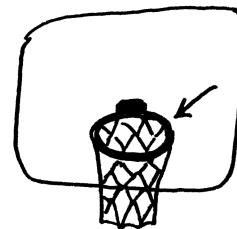
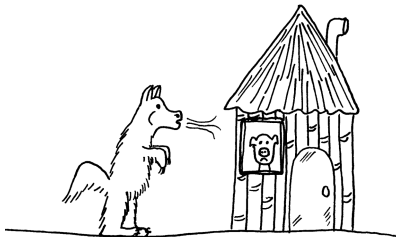
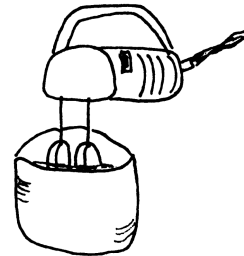
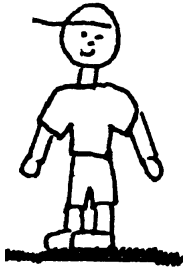
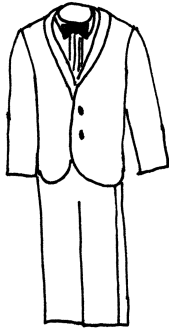
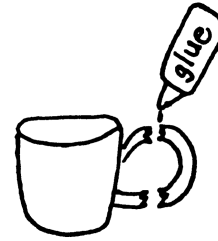


X

x


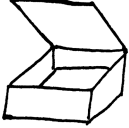
X

X

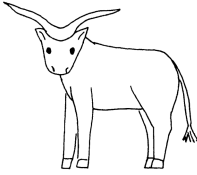



(f-u-n, f-i-x, t-u-x, m-u-ff, h-i-m, m-i-x, h-u-ff, r-i-m) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting**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

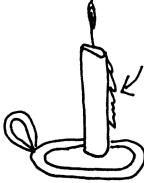
Ending Sound - x


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


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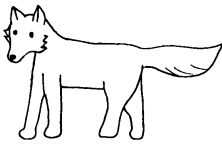
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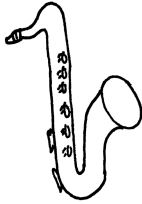
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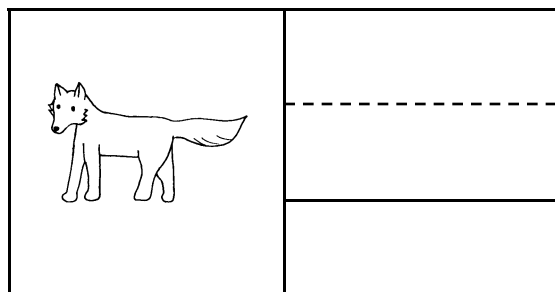
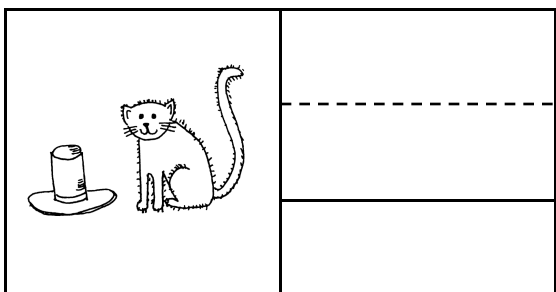
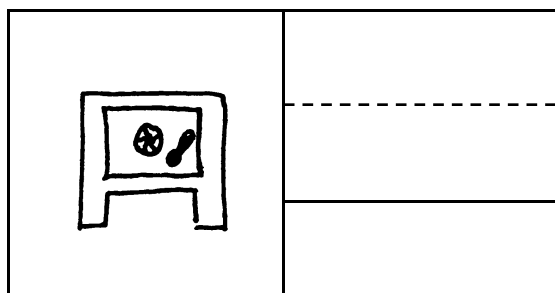
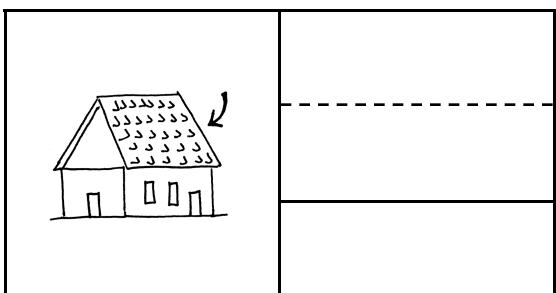
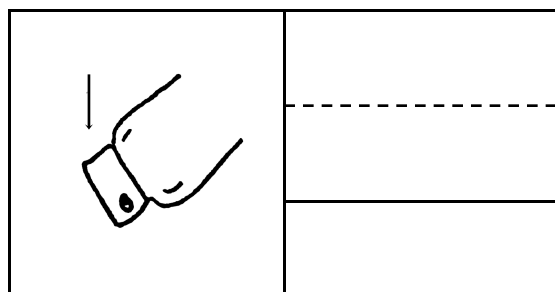
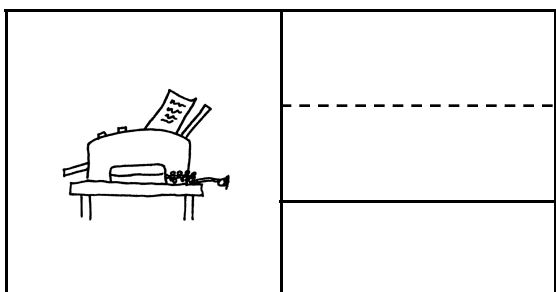
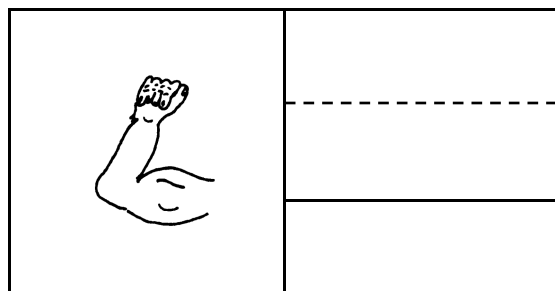
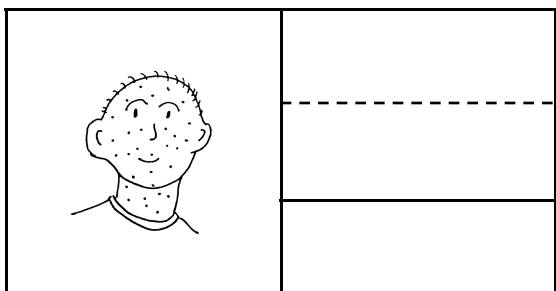
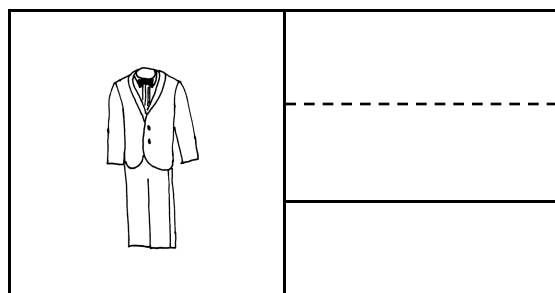
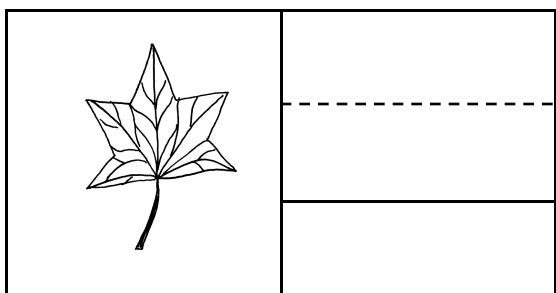
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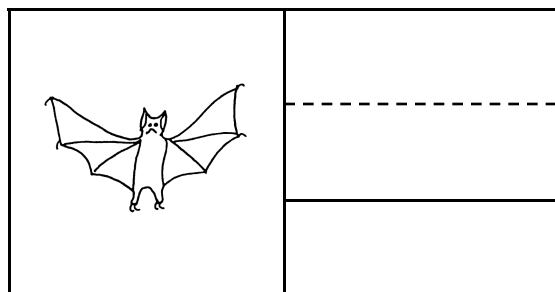
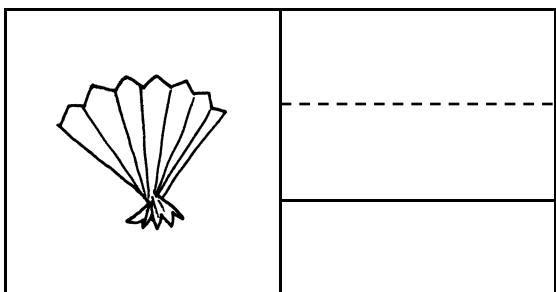
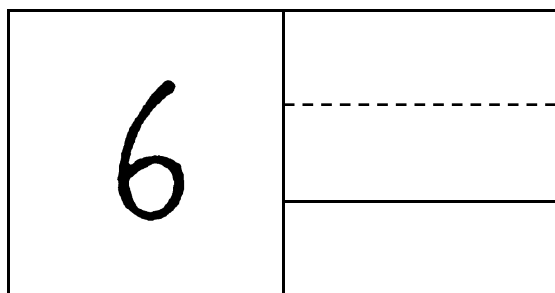
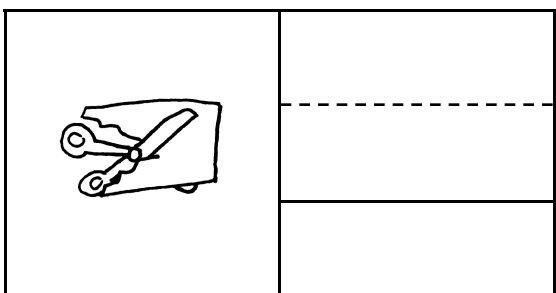
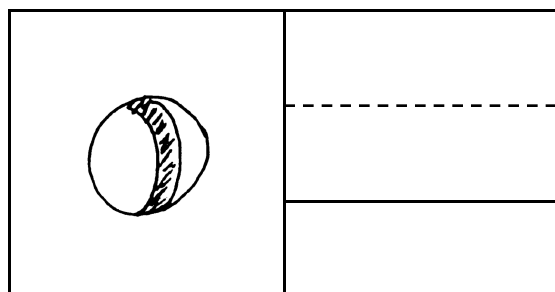
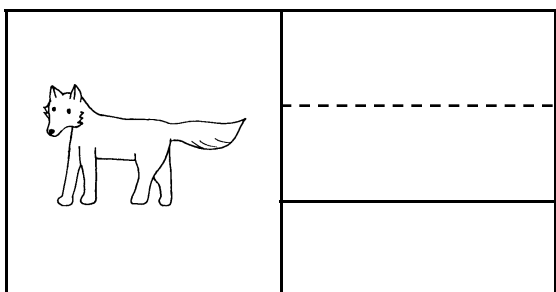
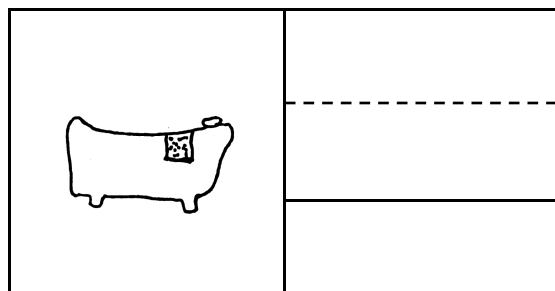
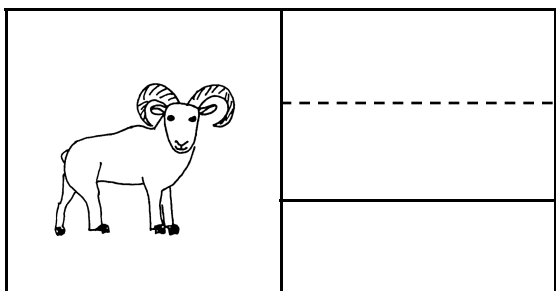
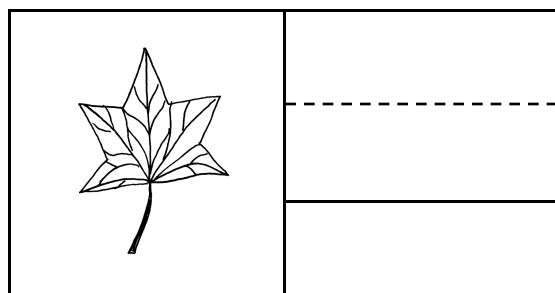
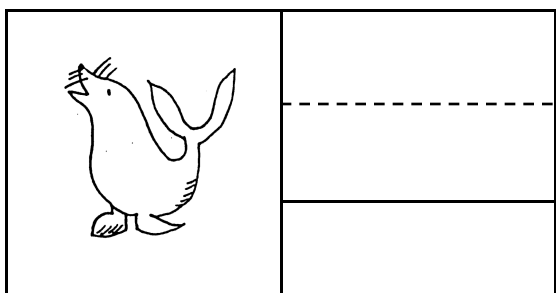
Trace the **x** and fill the line with **x**'s. Write **x** to show the ending sound for each picture: six, mix, tux, fox, ox, wax, fix, sax.

Ending Sound Discrimination - x or f

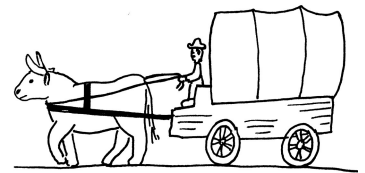
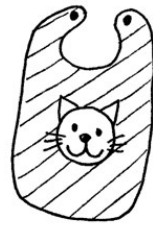
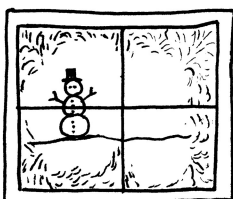
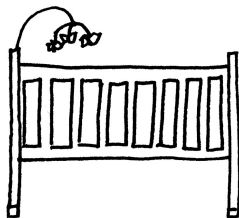


Write **x** or **f** to show the ending sound for each picture: leaf, pox, fax, roof, off, tux, flex, cuff, safe, fox.

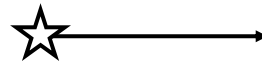
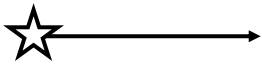
Ending Sound Review - t, l, n, b, m, r, f, x



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



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



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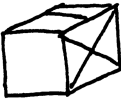
ru


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

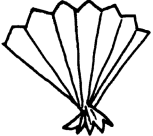
We will practice putting two letter sounds together. We want to slide the sounds together smoothly, without a break. Put your finger under the first pair of letters. Watch the letters and slide your finger to the right while you listen to me say the sounds. Then slide your finger again while you say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

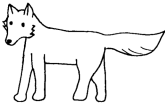
Remember, if you learn to read silly sounds, you'll be ready to learn real words very soon!


Put It Together

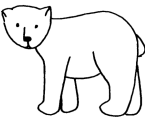
		

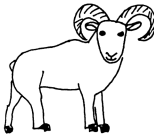
		


		


		

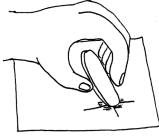
Beginning And Ending Sounds


		


		


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


Put It Together


		
t		b


Medial Short Vowel - u

		
n		t

		
r		n

		
h		m

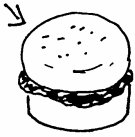
		
t		x


		
f		n


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


Put It Together

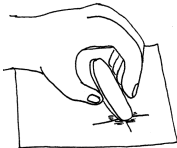
Beginning, Middle, and Ending Sounds


		

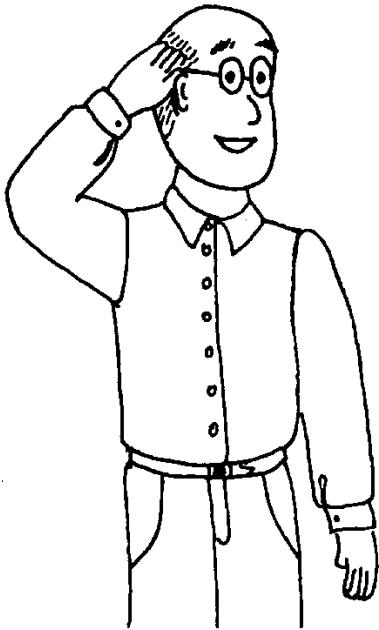
		

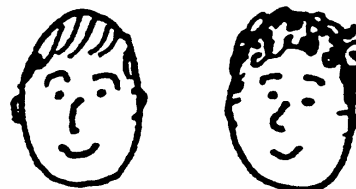
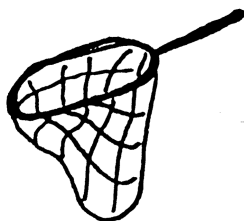
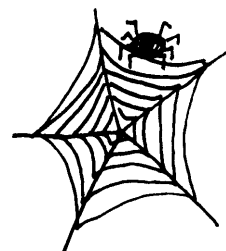
Write the beginning, middle, and ending sound for each picture: bun, hum, rub, fun, hut, tux.

After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them." (e/egg)

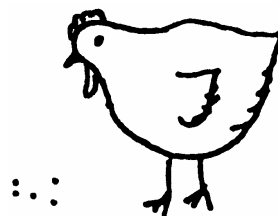


E e

E e







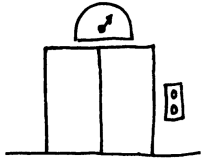
10





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

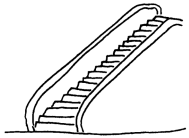
Beginning Sound - e

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

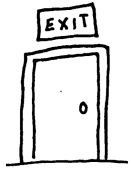
	


	


	

	$\begin{array}{r} 4 \\ + 1 \\ \hline 6 \end{array} \times$


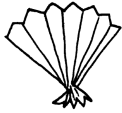
	

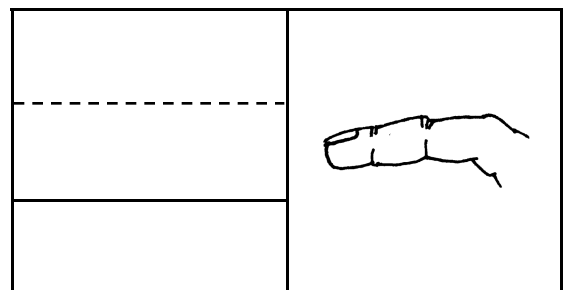
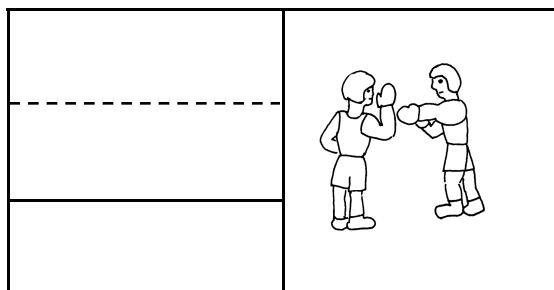
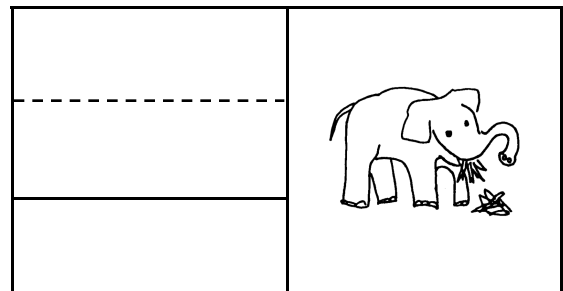
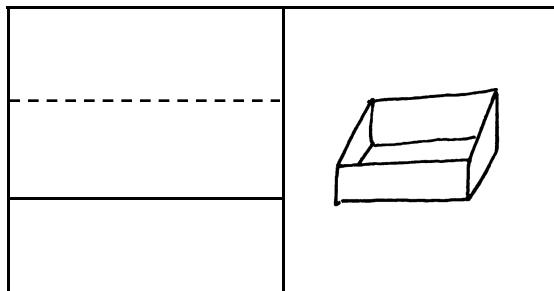
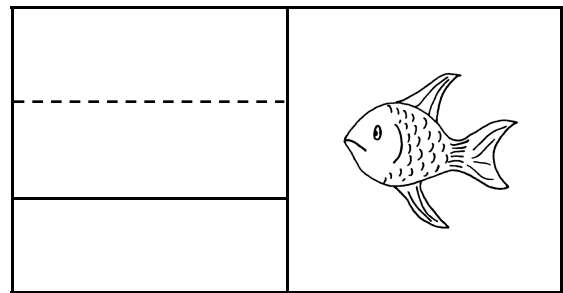
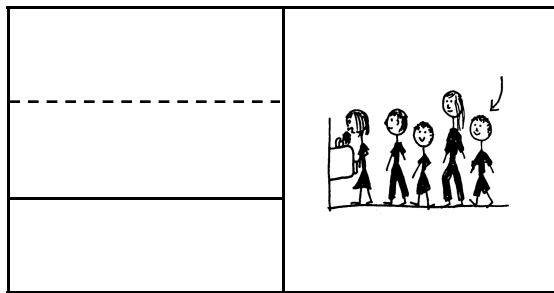
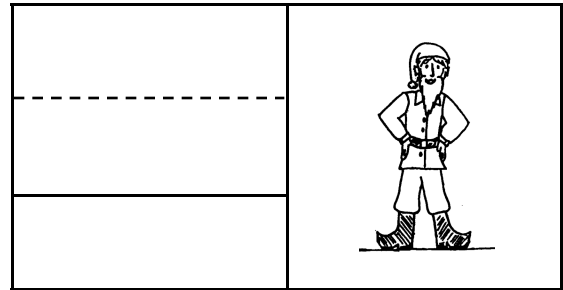
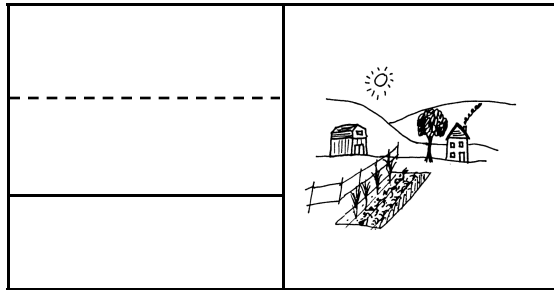
	

Trace the **e** and write more **e**'s to fill the line. Write **e** to show the beginning sound for each picture: elevator, Eskimo, error, eggplant, envelope, escalator, exit, edge.

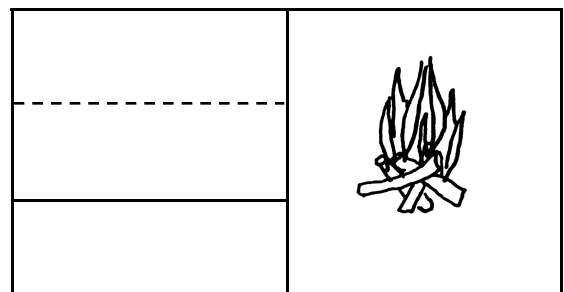
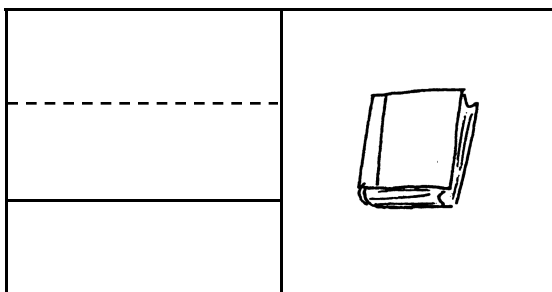
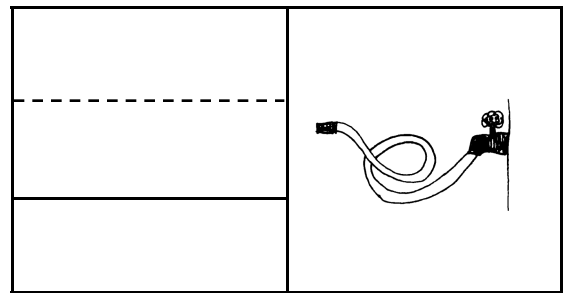
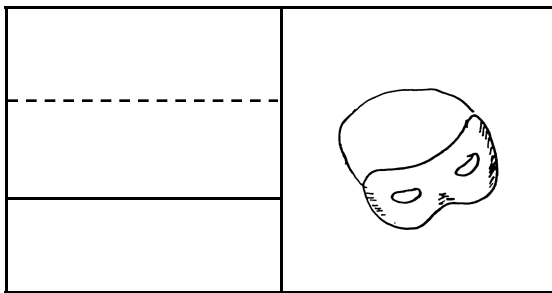
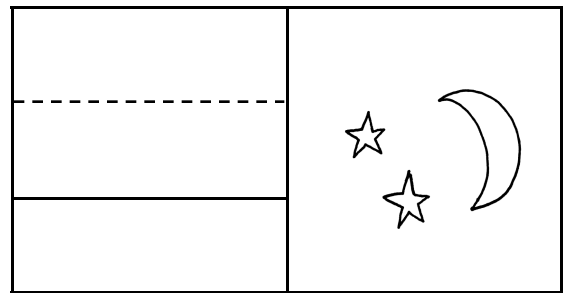
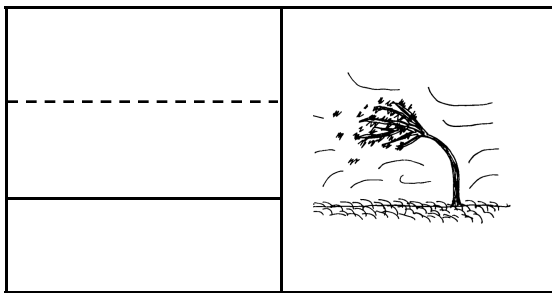
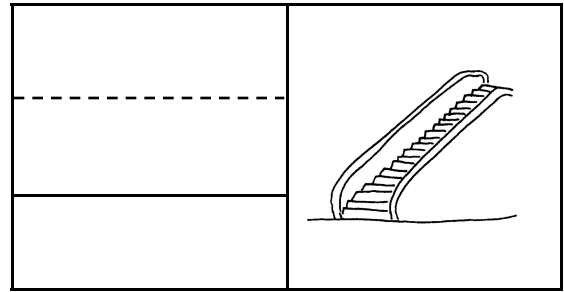
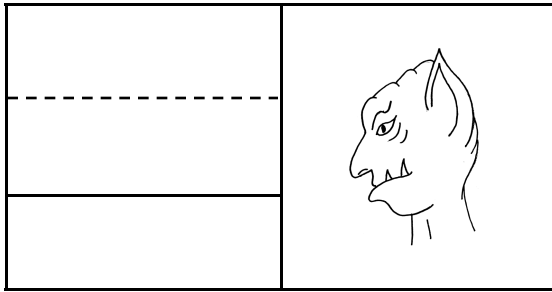
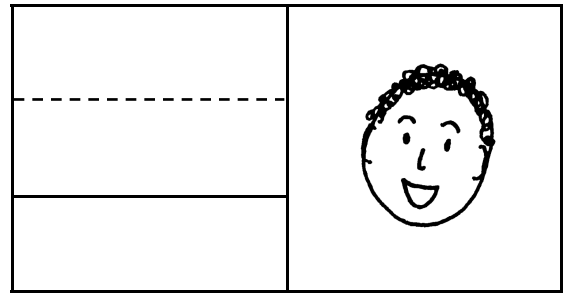
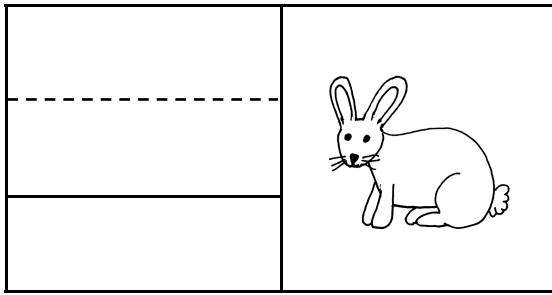
Beginning Sound Discrimination - f, e

e		f	
	egg		fan

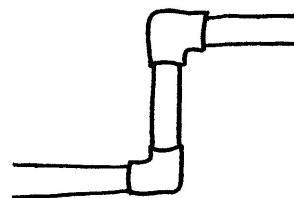
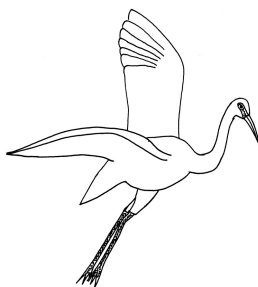
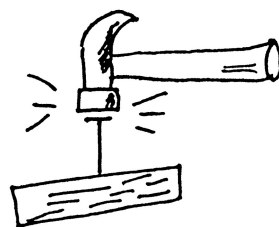
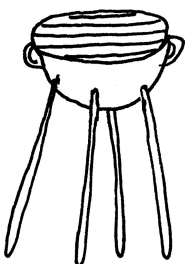
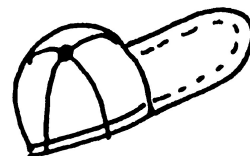
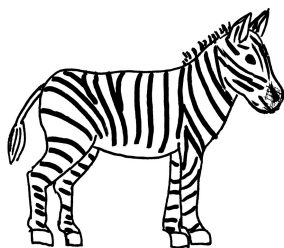
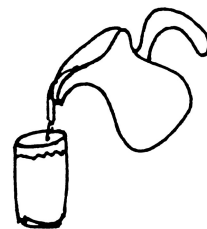
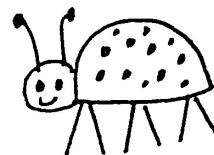


Write **e** or **f** to show the beginning sound for each picture: farm, end, empty, fight, elf, fish, elephant, finger.

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



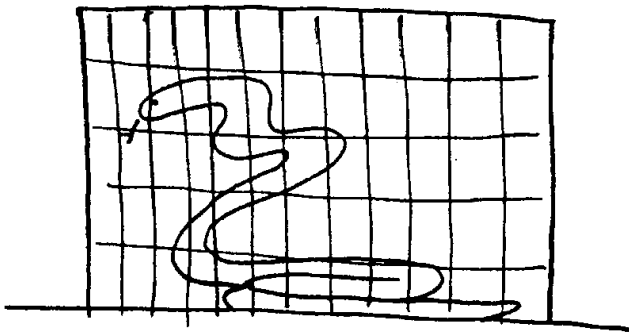
Write a letter to show the beginning sound for each picture: rabbit, ugly, wind, mask, book, laugh, escalator, night, hose, fire.



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

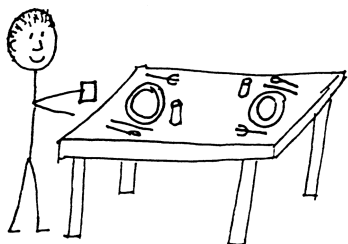
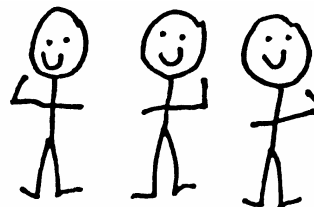
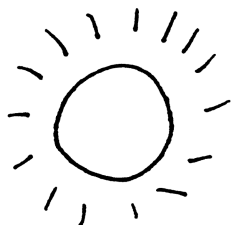
At School

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

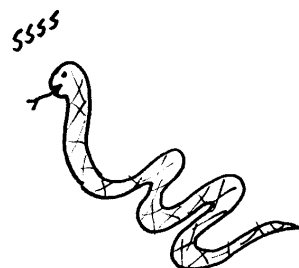
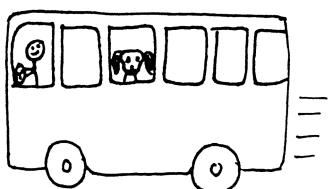


S s

S s






6





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


Beginning Sound - s

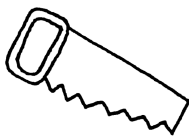
	<div style="border-bottom: 1px dashed black; height: 40px; width: 500px;"></div>	 sun
	<div style="height: 40px; width: 500px;"></div>	

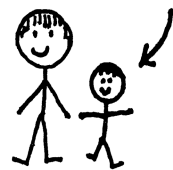
	


	


	



	


	


	


Trace the s and write more s's to fill the line. Write s to show the beginning sound for each picture: safe, seal, saw, sing, sad, soup, son, sour.


Beginning Sound Discrimination - s, e


<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	 sun	<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	 egg
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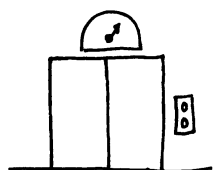
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	
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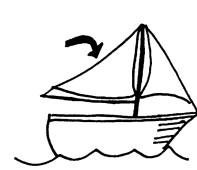
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	
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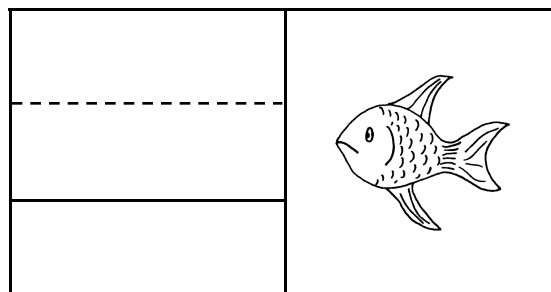
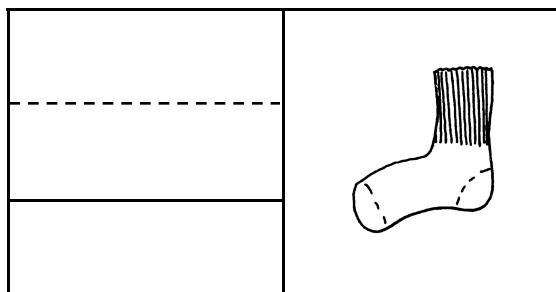
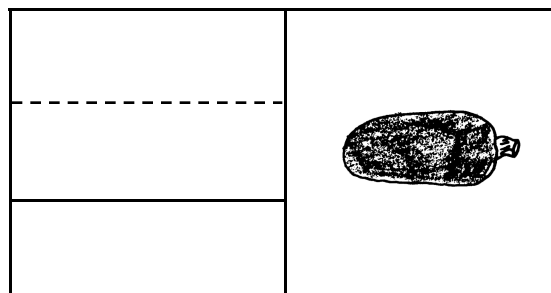
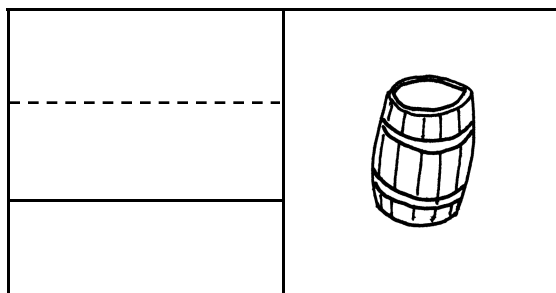
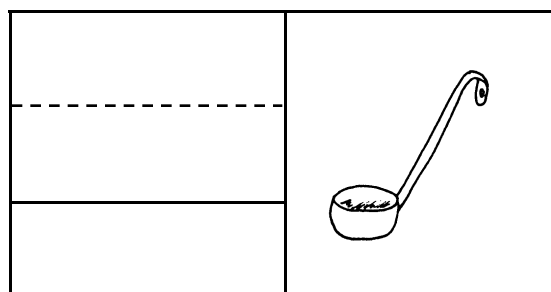
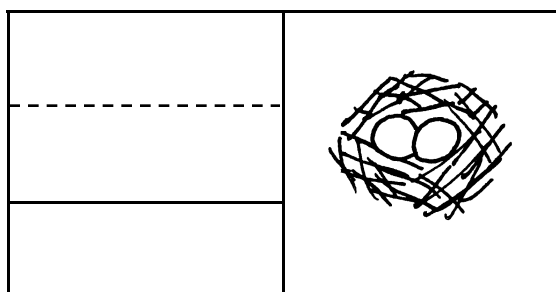
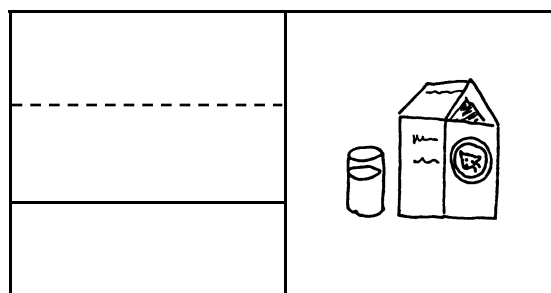
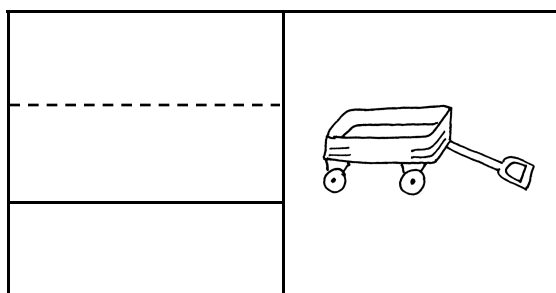
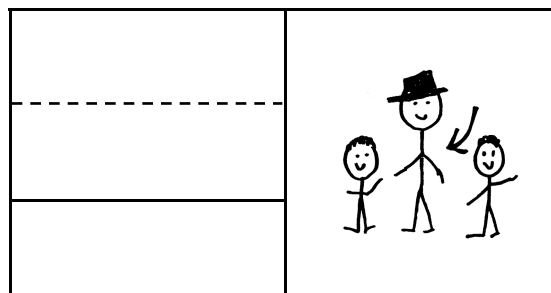
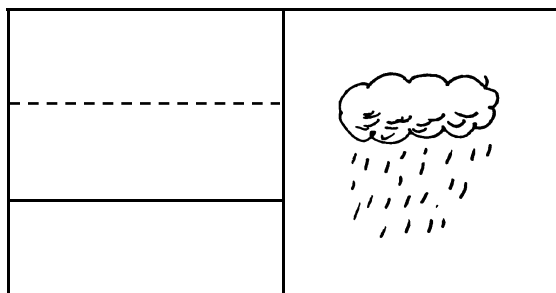
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	
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<div style="border-bottom: 1px dashed black; height: 40px; width: 100%;"></div> <div style="border-top: 1px dashed black; height: 40px; width: 100%;"></div>	
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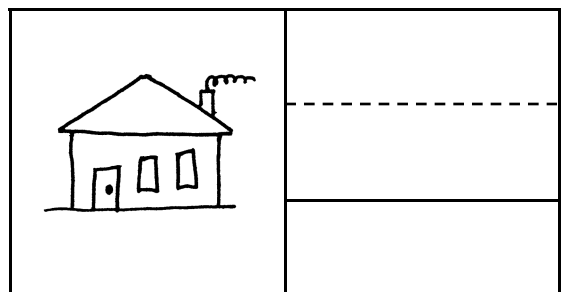
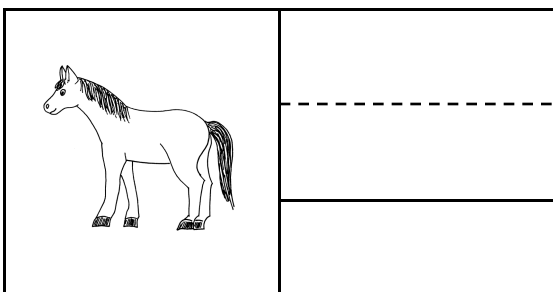
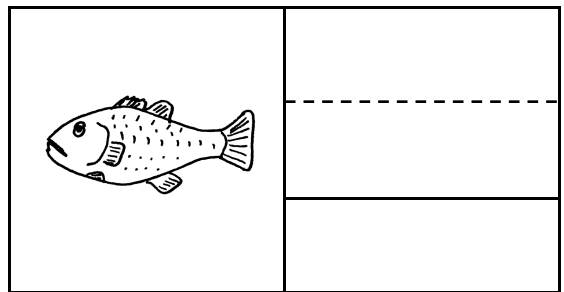
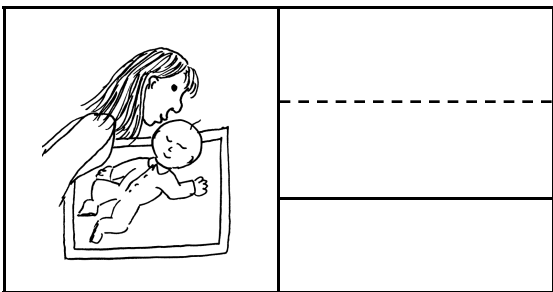
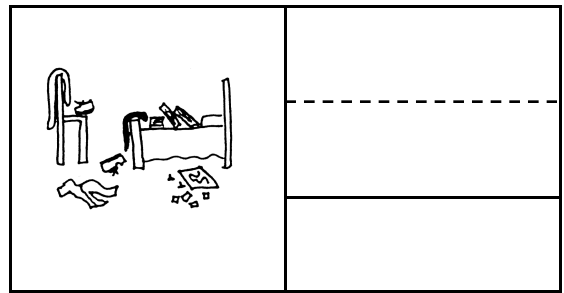
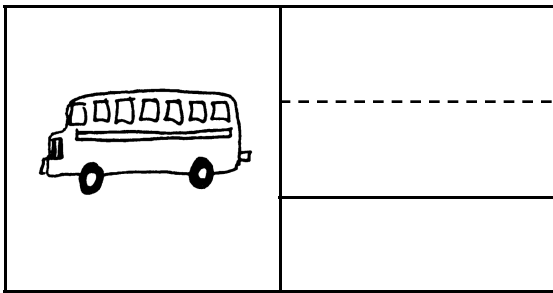
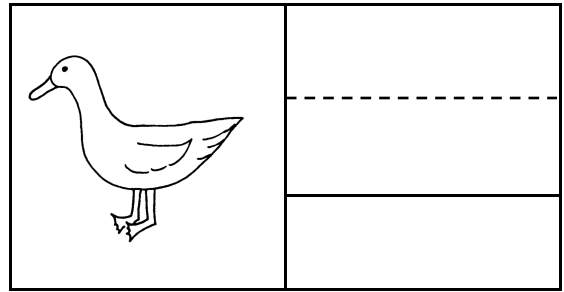
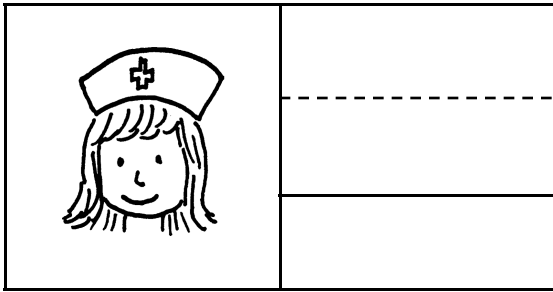
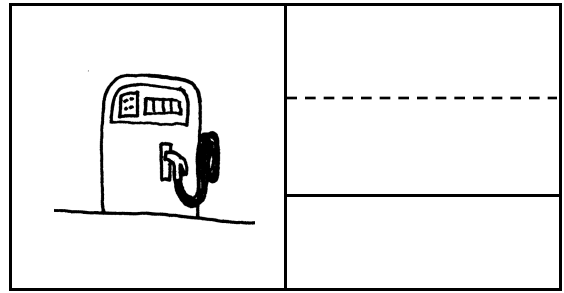
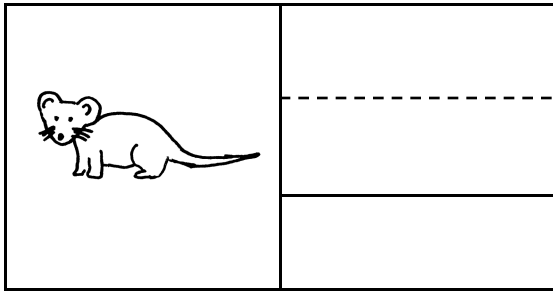
Write **s** or **e** to show the beginning sound for each picture: seal, elephant, elf, sign, sing, envelope, elevator, sail.

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



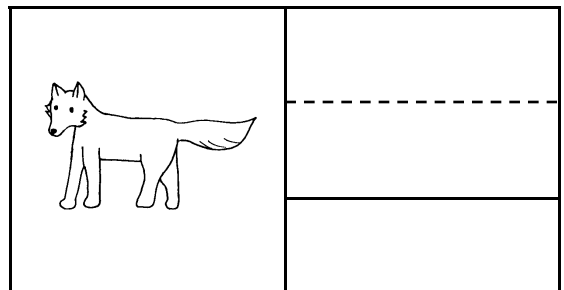
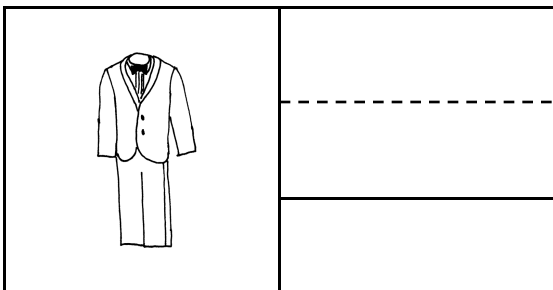
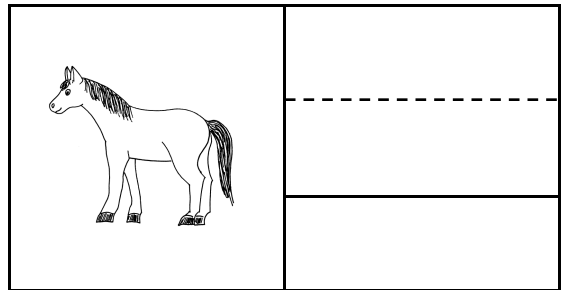
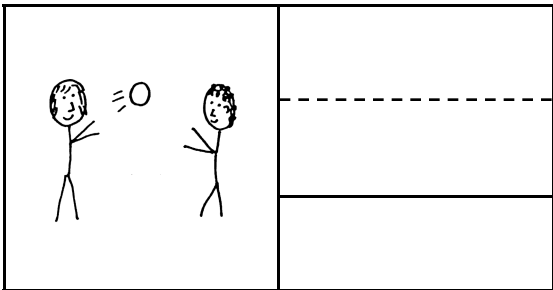
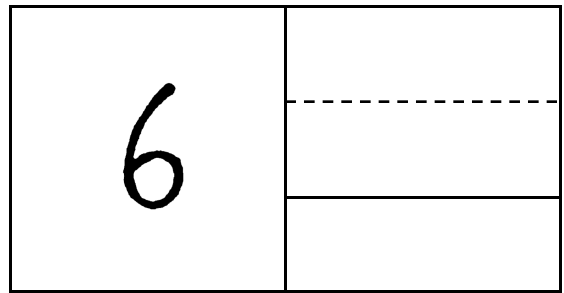
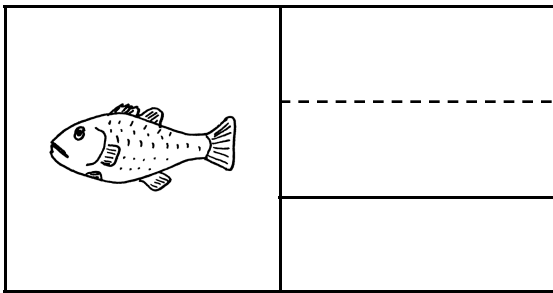
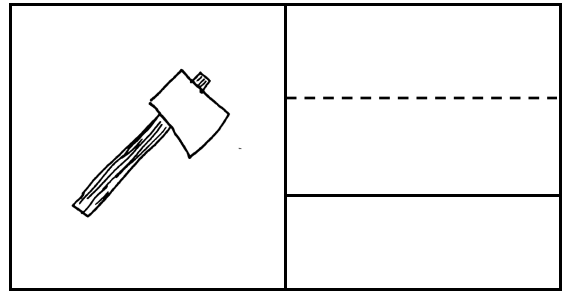
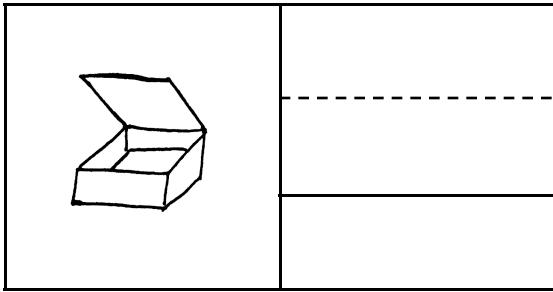
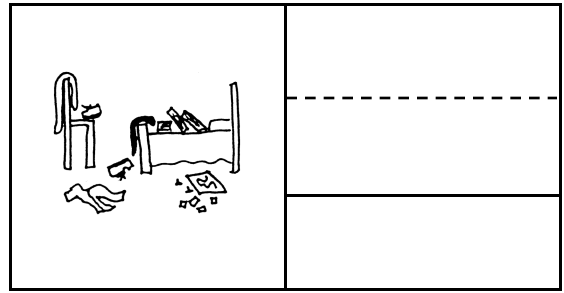
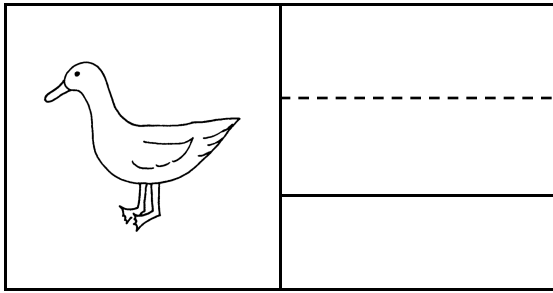
Write a letter to show the beginning sound for each picture: rain, wagon, nest, barrel, sock, uncle, milk, ladle, eggplant, fish.

Ending Sound - s



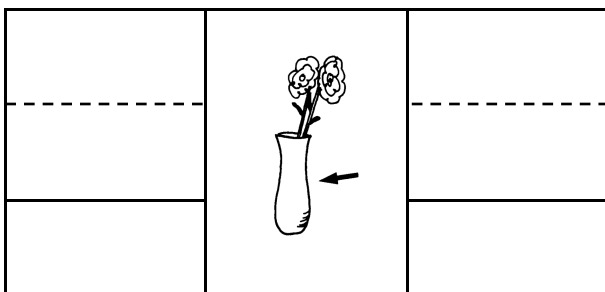
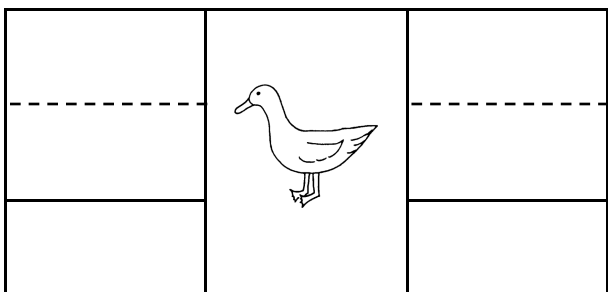
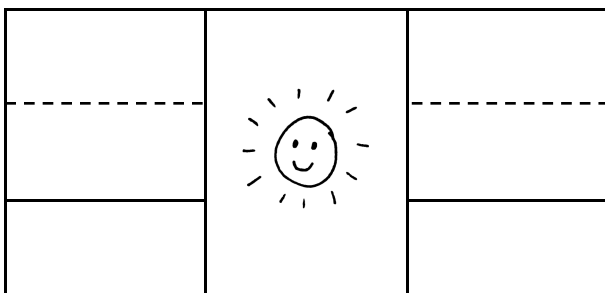
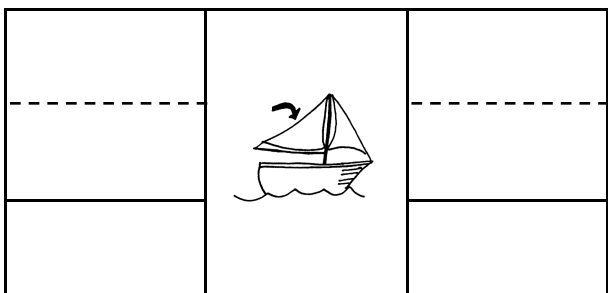
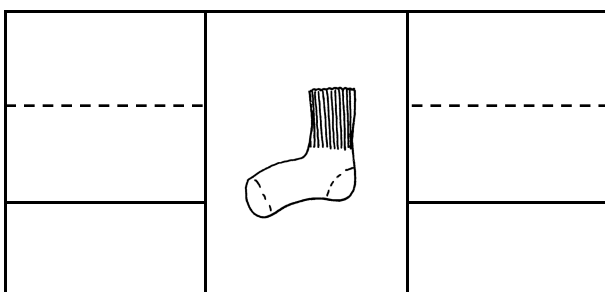
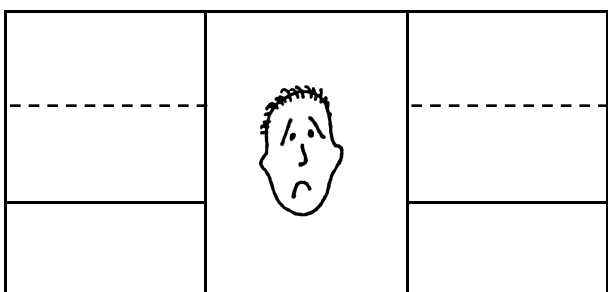
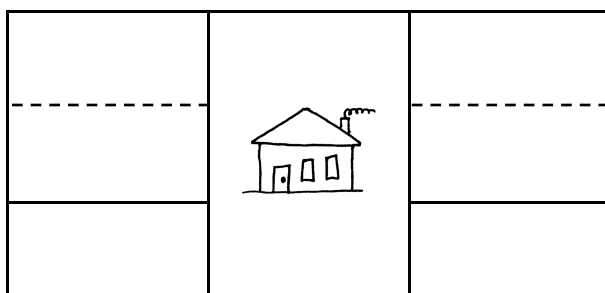
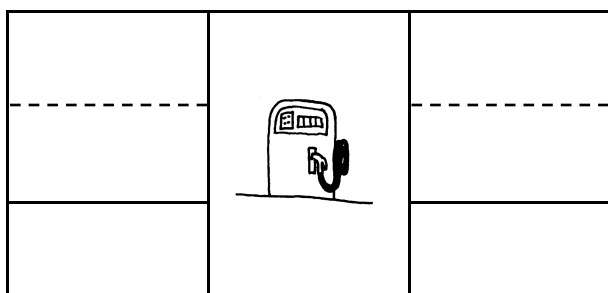
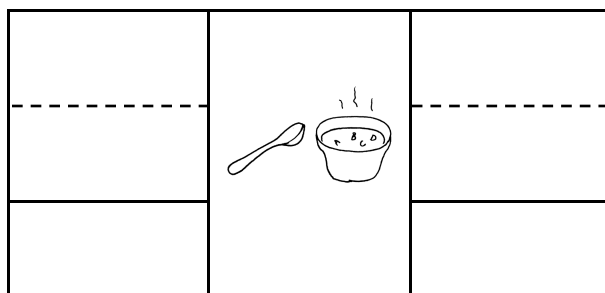
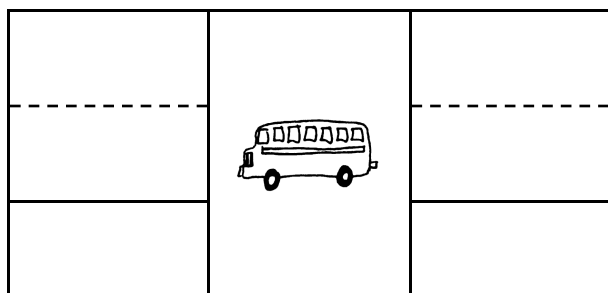
Write **s** to show the ending sound for each picture: mouse, nurse, bus, kiss, horse, gas, goose, mess, bass, house.

Ending Sound Discrimination - s or x

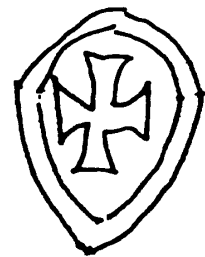
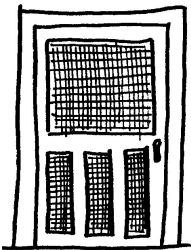
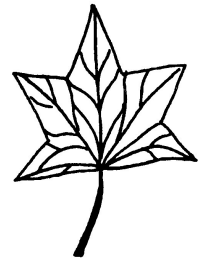
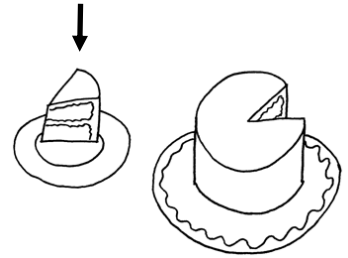
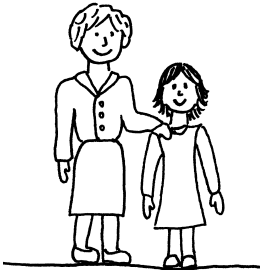
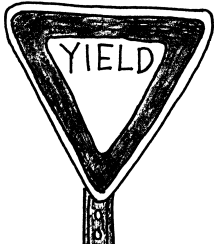


Write **x** or **s** to show the ending sound for each picture: goose, box, bass, toss, tux, mess, ax, six, horse, fox. This one is tricky; help as needed.

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

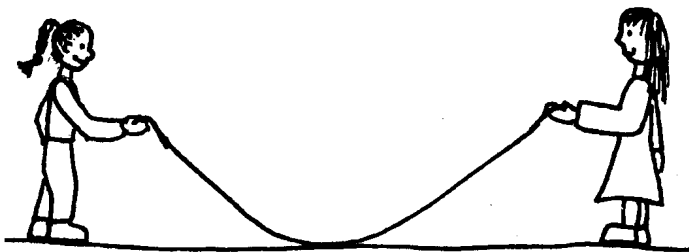


If **s** comes at the beginning, write it before the picture. If **s** comes at the end, write it after the picture: bus, gas, sad, sail, goose, soup, house, sock, sun, vase.

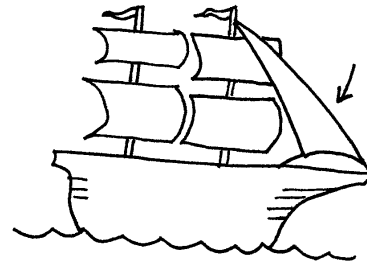
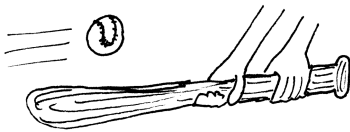
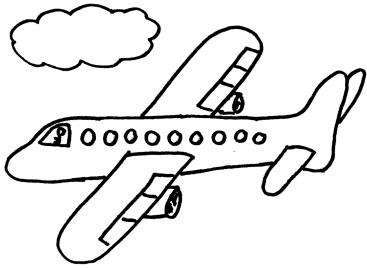
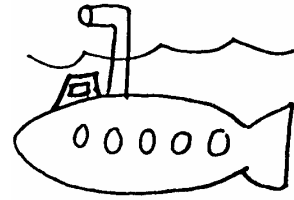
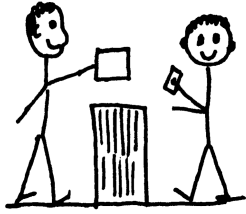


yield-shield, niece-piece, scuff-muff,
screen-mean, grief-leaf

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



J j
J j

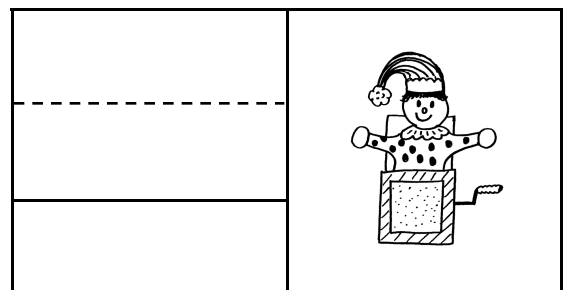
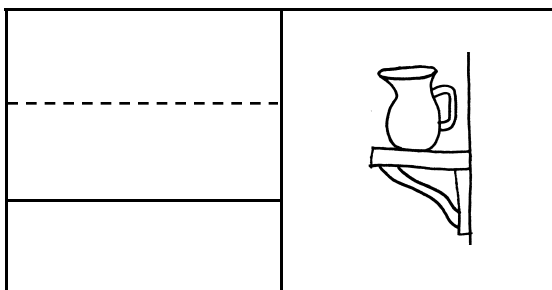
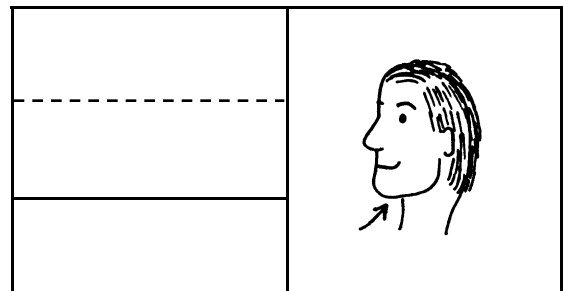
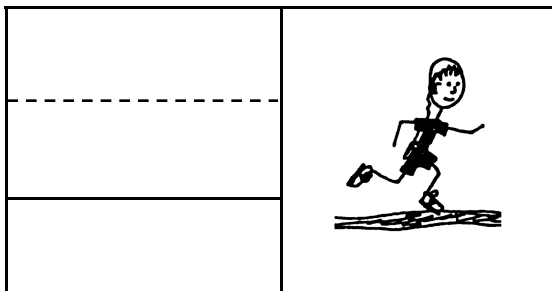
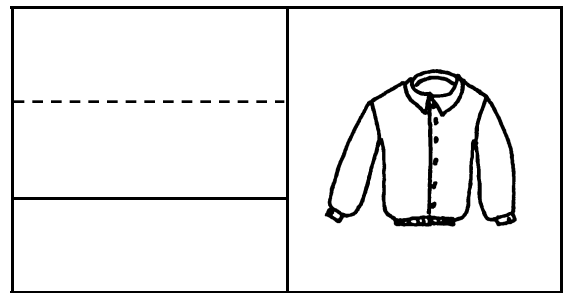
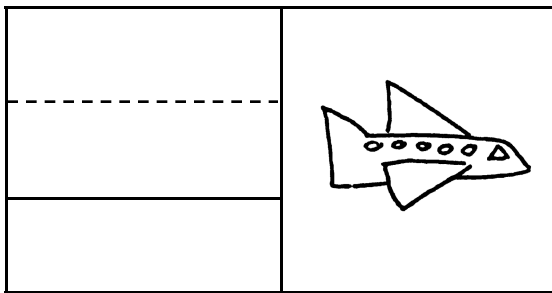
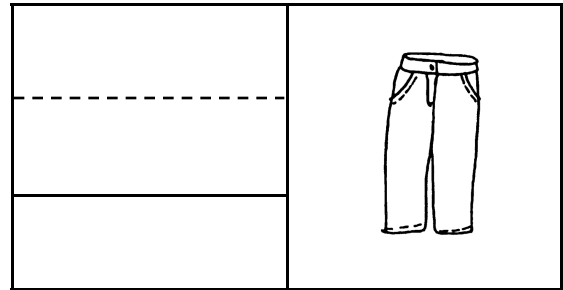
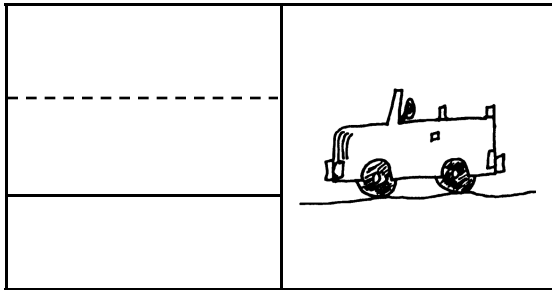
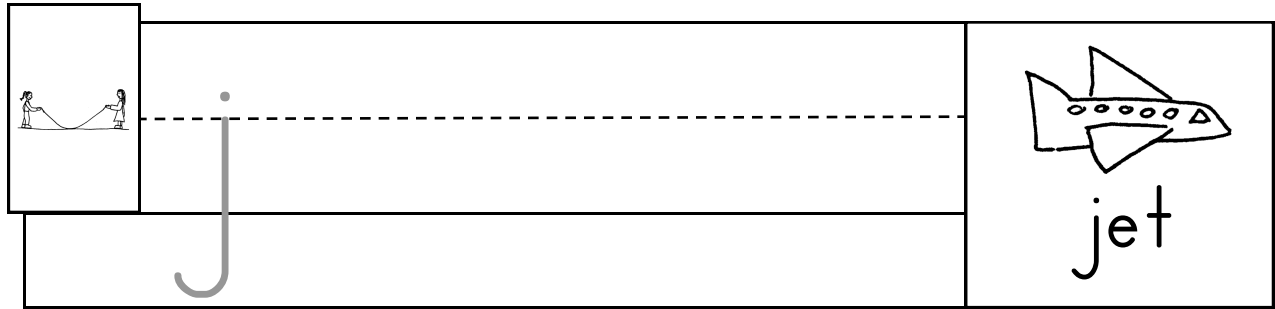


$$\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array}$$



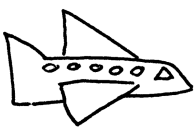

(s-e-ll, s-u-b, j-e-t, m-e-t, m-i-ss, j-i-b, a-dd, l-e-ss) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting**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

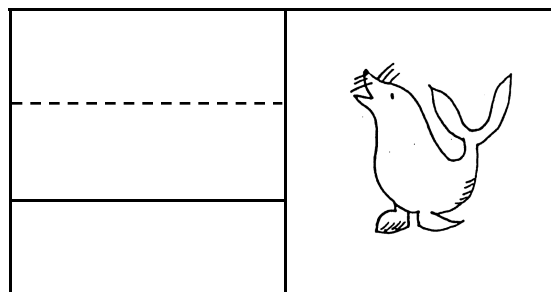
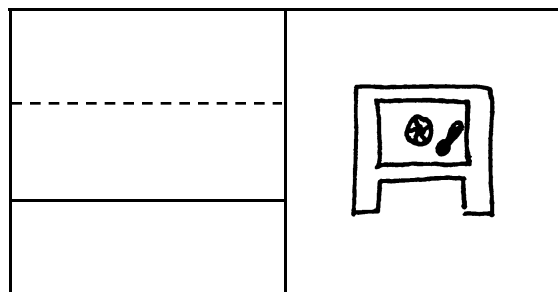
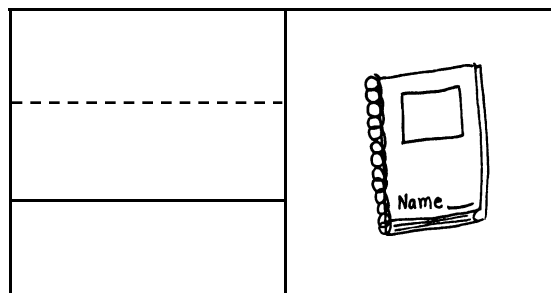
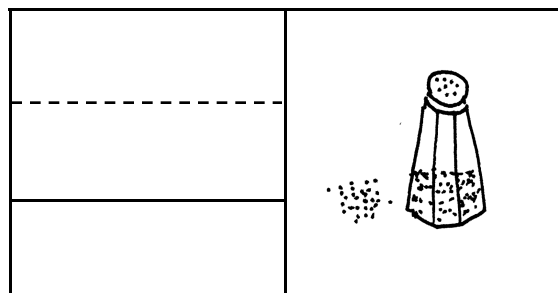
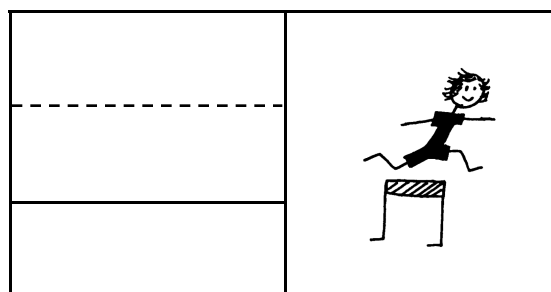
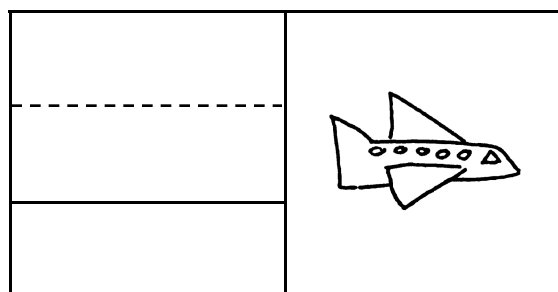
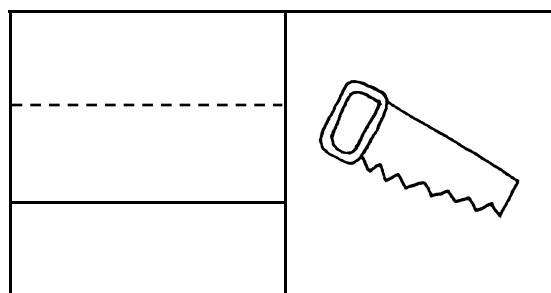
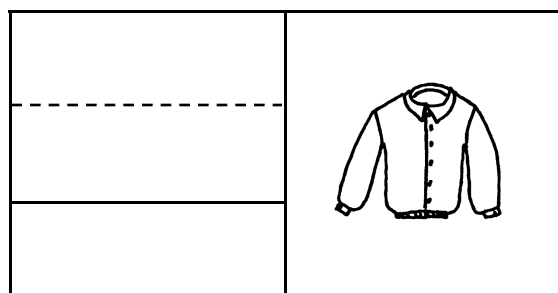
Beginning Sound - j



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

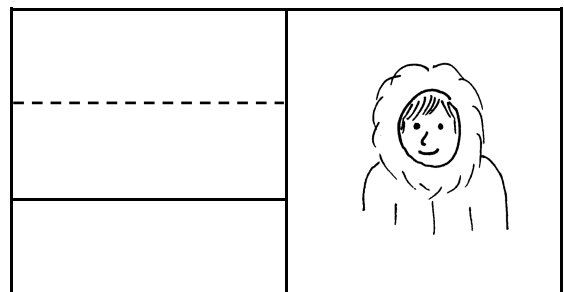
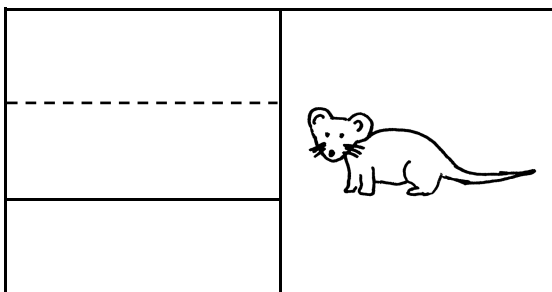
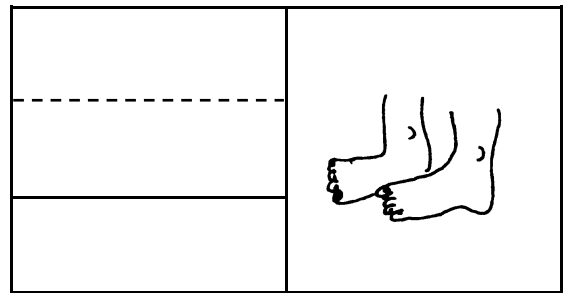
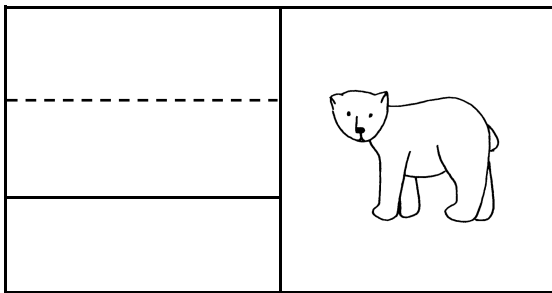
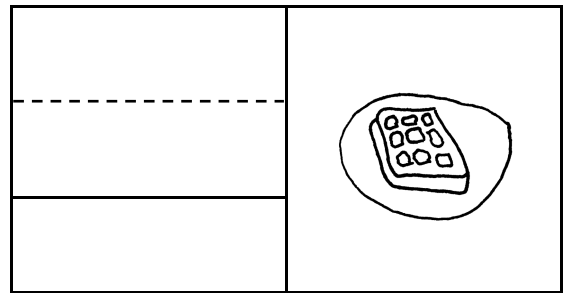
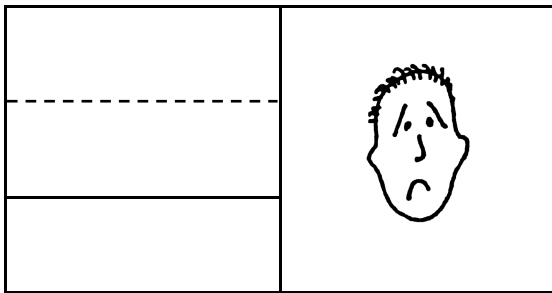
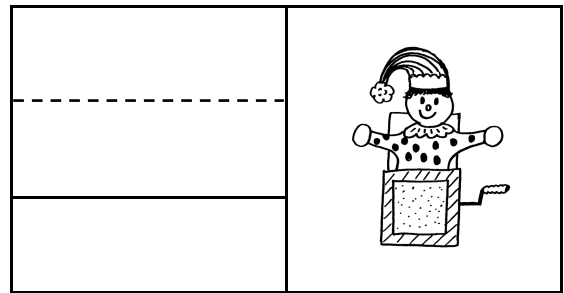
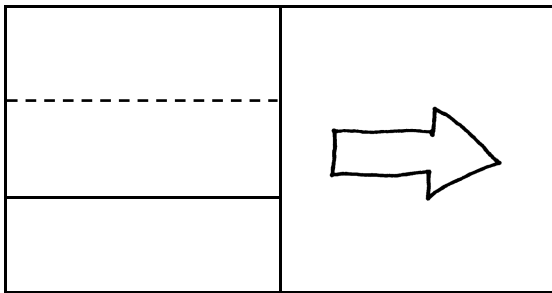
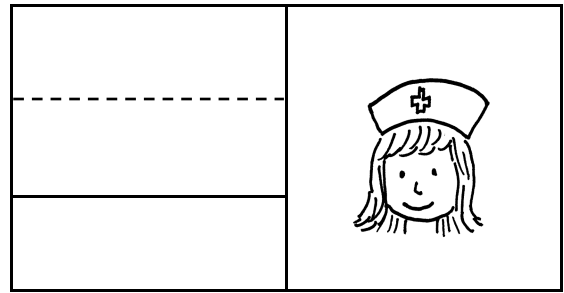
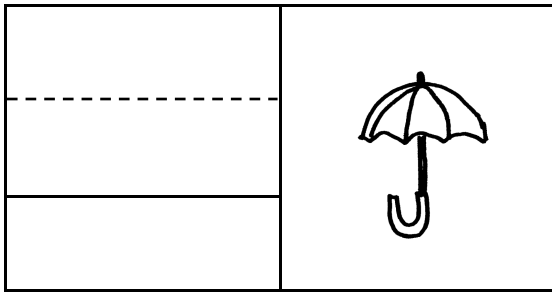
Beginning Sound Discrimination - s, j

j		s	
	jet		sun

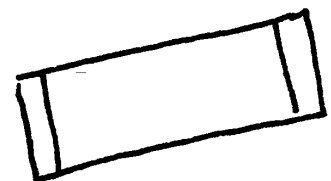
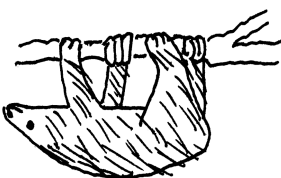
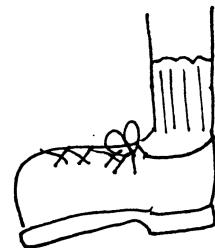
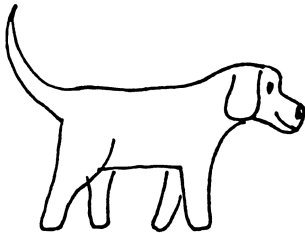
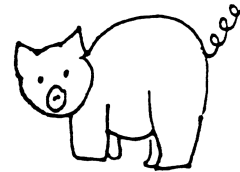
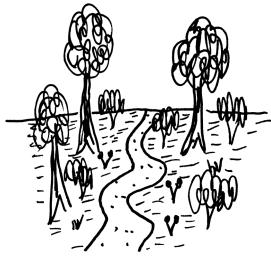
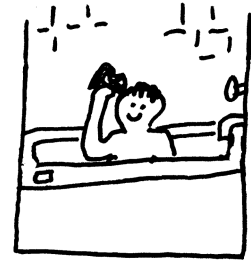
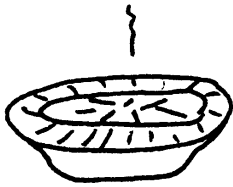


Write **j** or **s** to show the beginning sound for each picture: jacket, jet, salt, safe, saw, jump, journal, seal.

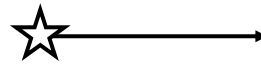
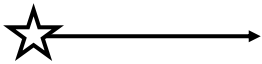
Beginning Sound Review - n, w, u, b, m, r, f, e, s, j



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



pie-tie, path-bath, dog-hog, strum-
gum, sloth-broth



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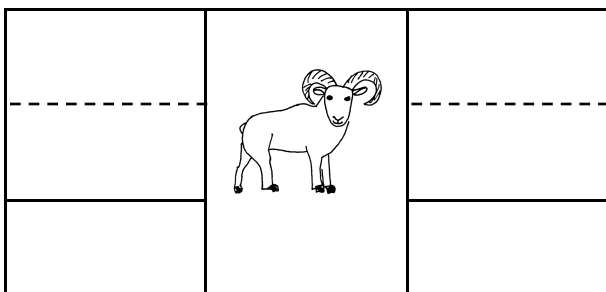
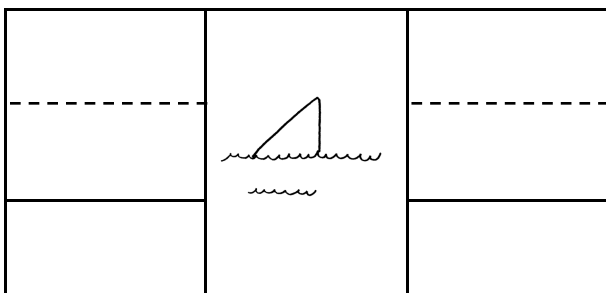
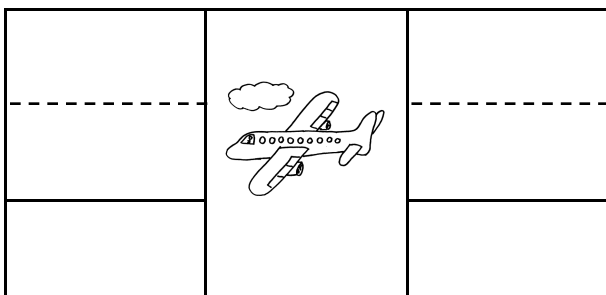
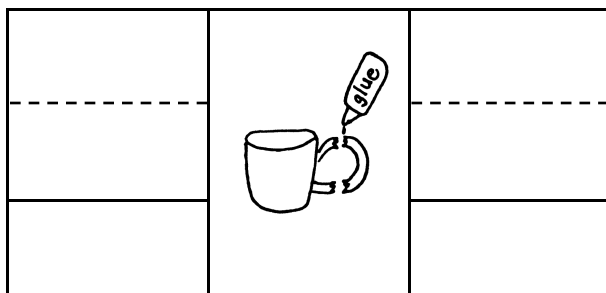
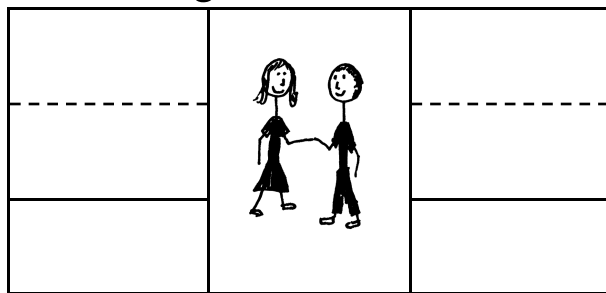
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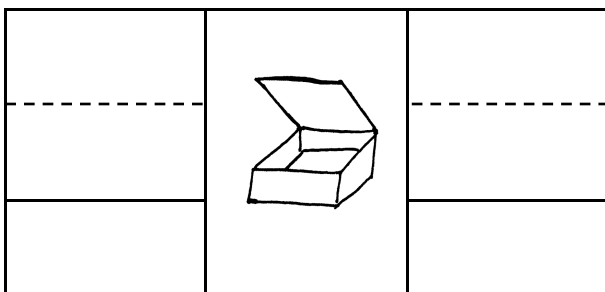
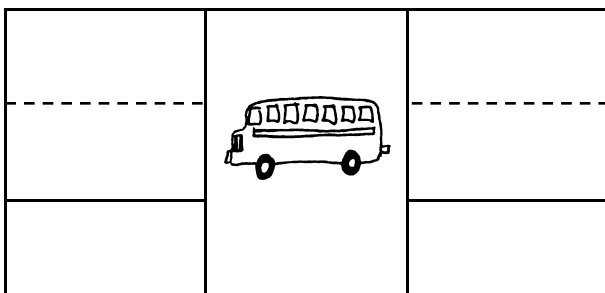
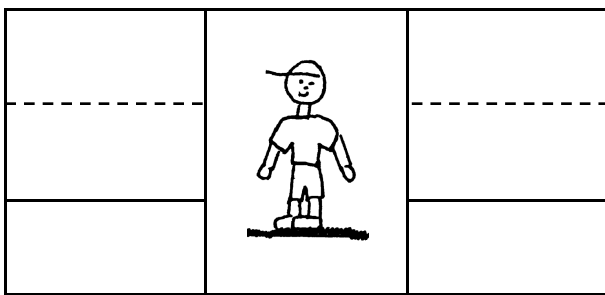
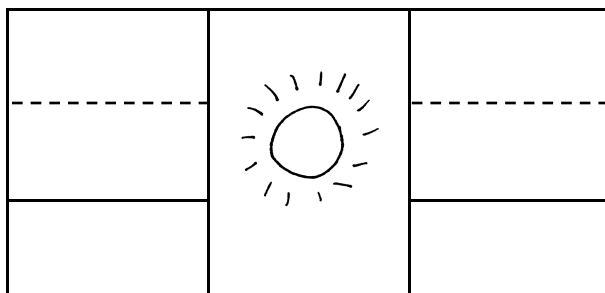
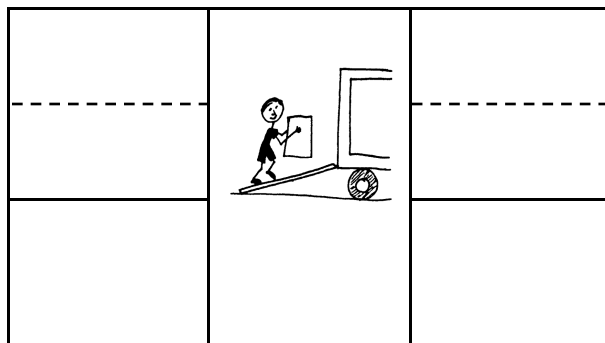
se

Slide the sounds together
smoothly, without a break.

Put It Together




Beginning And Ending Sounds





Write the beginning and ending sound for each picture: met, fix, jet, fin, ram, job, sun, him, bus, box.

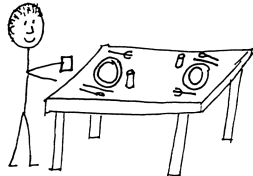
Put It Together


Medial Short Vowel - u


		
m		ss

		
b		ll

		
l		ss

		
s		t

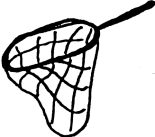
		
m		n


		
f		ll

Look at the beginning and ending letters in each word. Listen for the /e/ sound in the middle of each word. Write e in the middle space under each picture: mess, less, men, bell, set, fell.


Put It Together

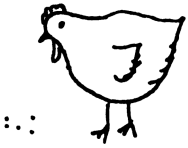
Beginning, Middle, and Ending Sounds


		

10		

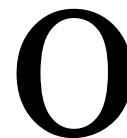
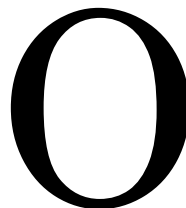
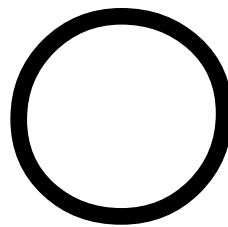
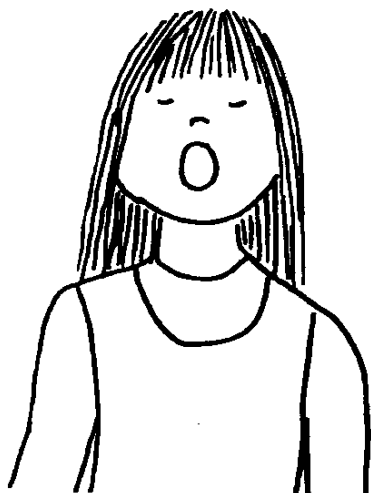
		

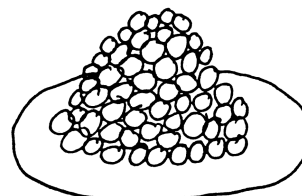
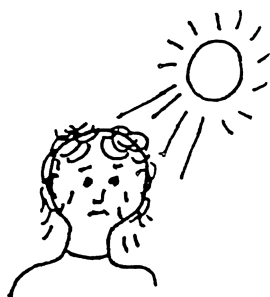
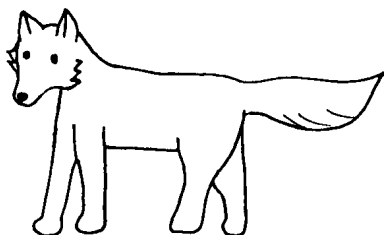
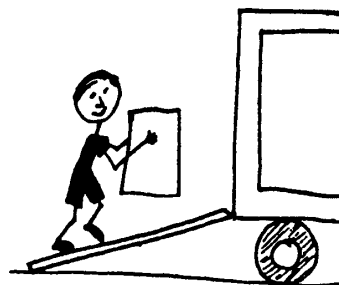
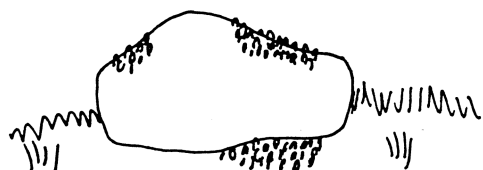
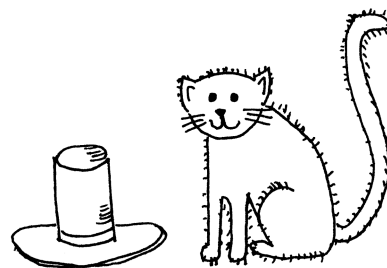
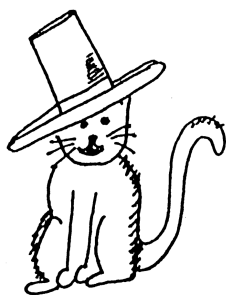
		

Write the beginning, middle, and ending sound for each picture: net, ten, hen, web, jet, wet.



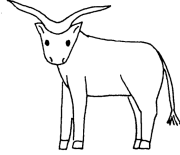
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have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




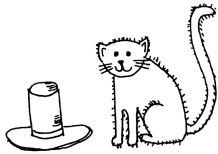


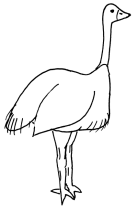
(o-n, o-ff, m-o-ss, j-o-b, f-o-x, l-o-ss, h-o-t, l-o-t) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** - Students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


Beginning Sound - o

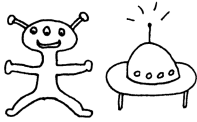
		
		<p>OX</p>

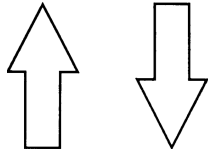
	
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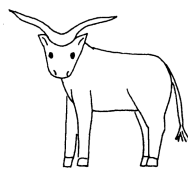


	
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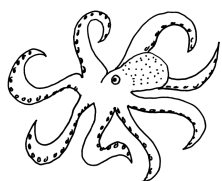
	
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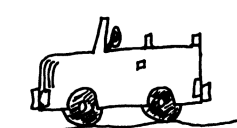
	
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Trace **o** and write more letters to finish the line. Start on the dotted line.
Write **o** to show the beginning sound for each picture.

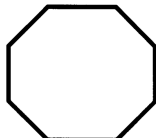
Beginning Sound Discrimination - o, j

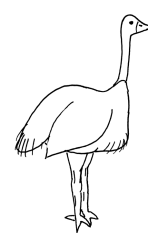
	 ox		 jet
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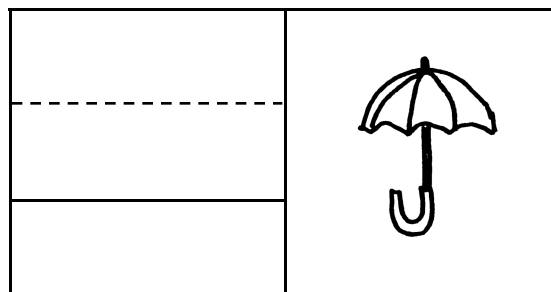
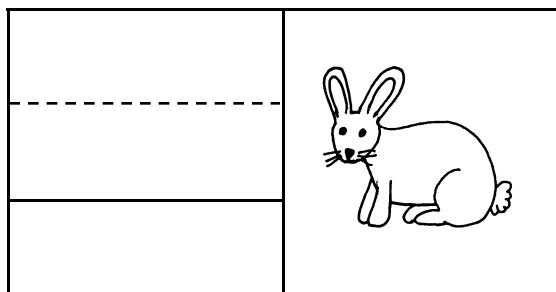
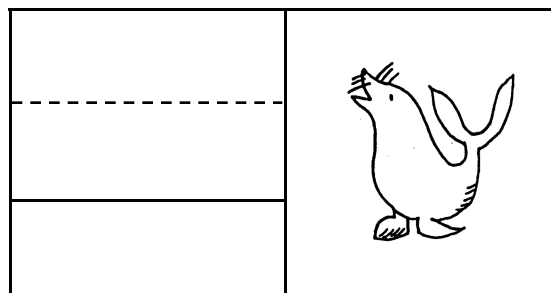
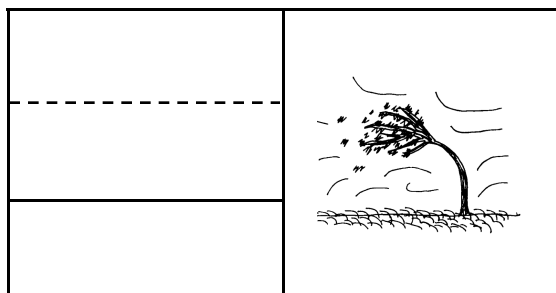
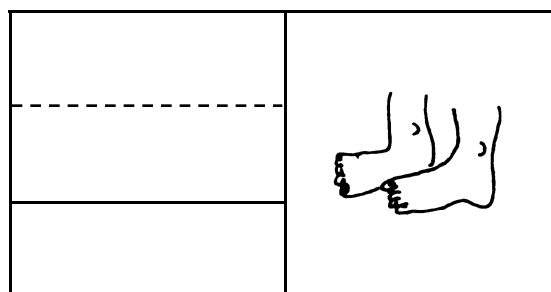
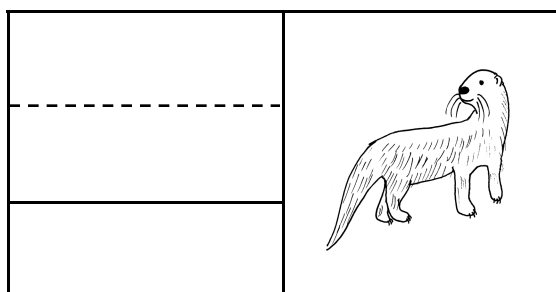
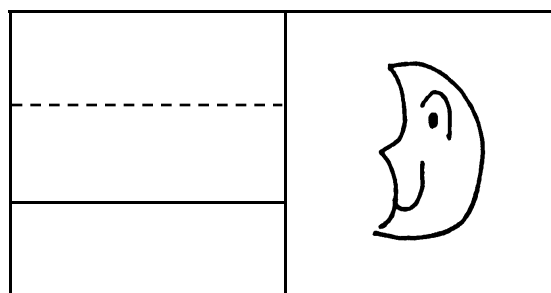
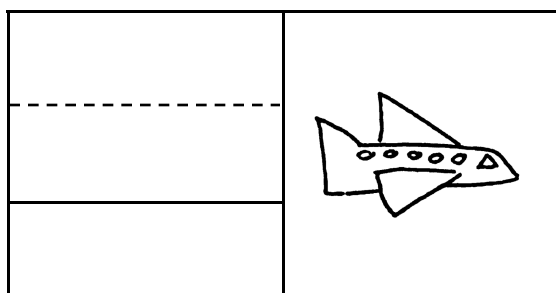
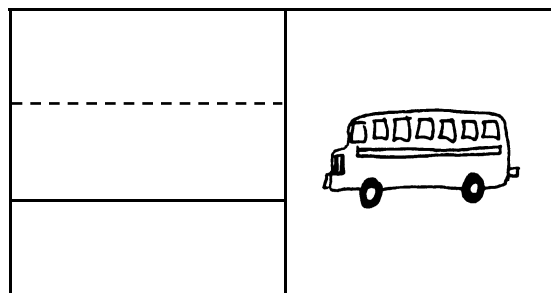
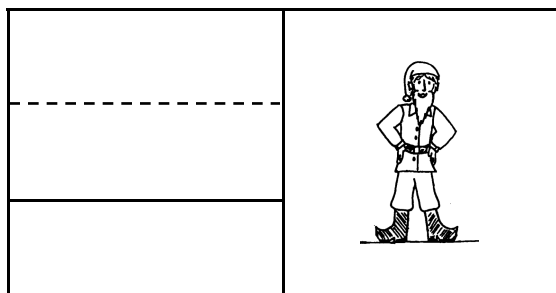
	
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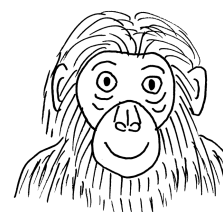
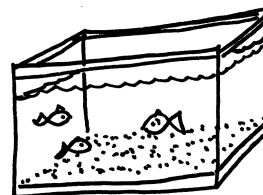
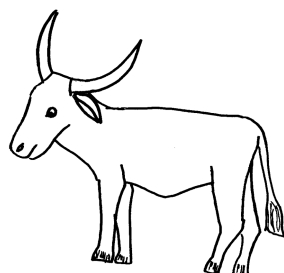
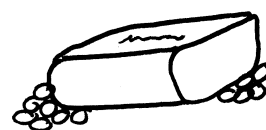
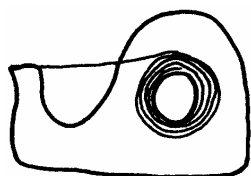
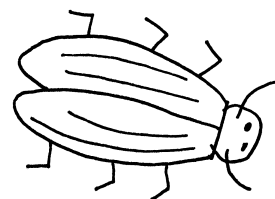
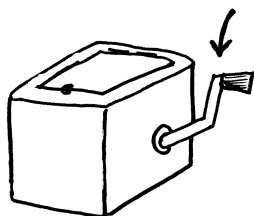
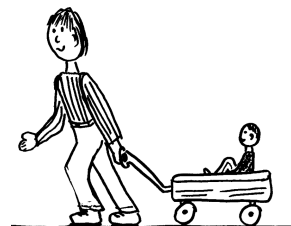
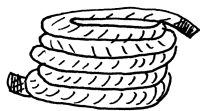
Write **o** or **j** to show the beginning sound for each picture: octopus, jar, ostrich, jam, jeep, octagon, olive, Jack-in-the-box.

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



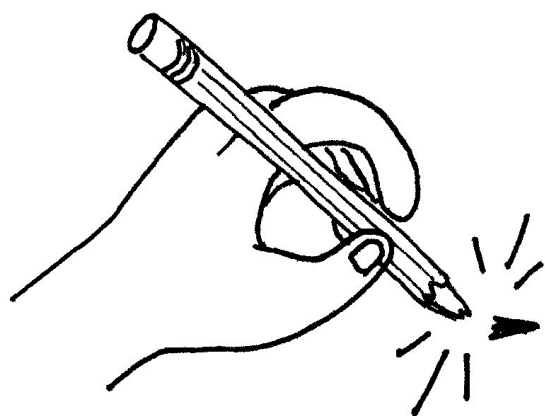
Write a letter to show the beginning sound for each picture: elf, jet, otter, wind, rabbit, bus, moon, feet, seal, umbrella.

Draw a line between each pair of rhyming pictures.



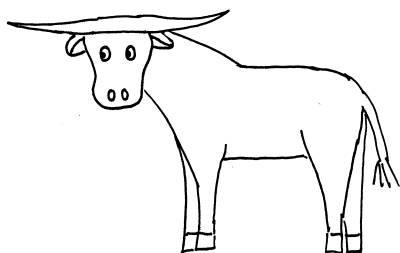
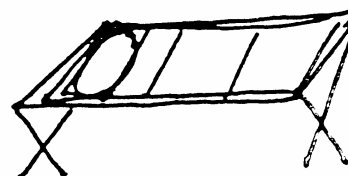
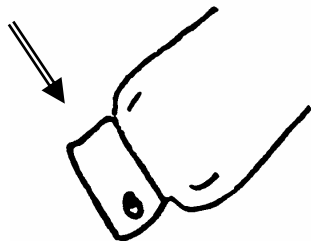
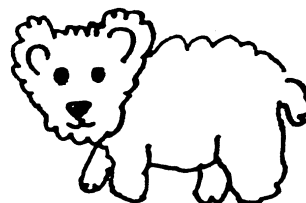
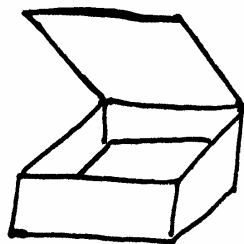
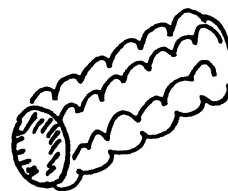
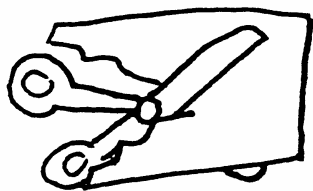
rope-soap, crank-tank, tape-ape, bull
-pull, coach-roach

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






C c


C c





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

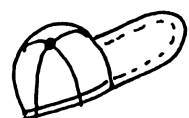
Beginning Sound - c

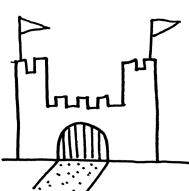
		
		<p>cat</p>


	
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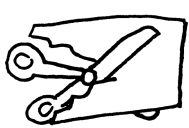
	
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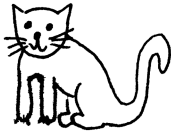

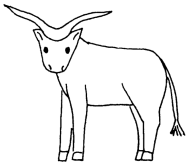
	
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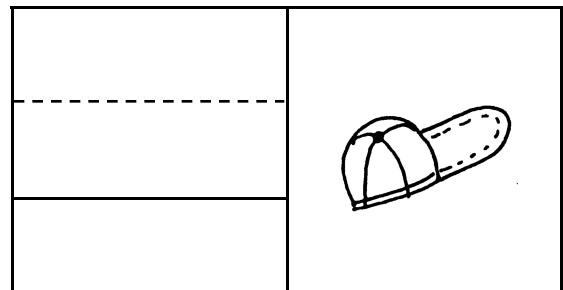
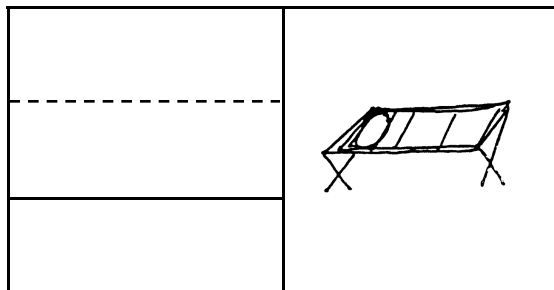
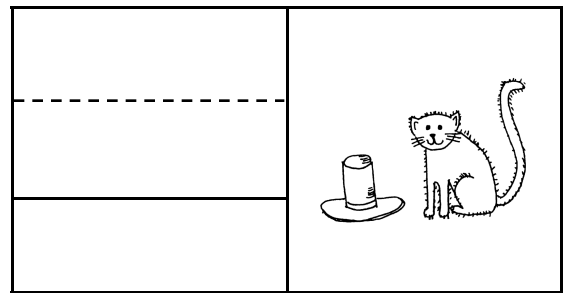
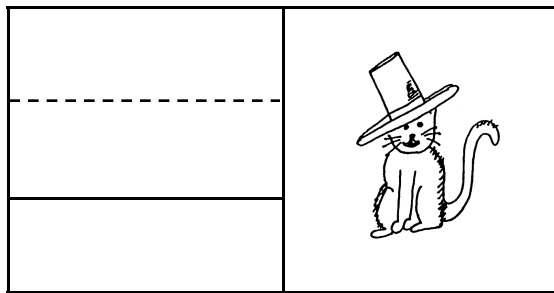
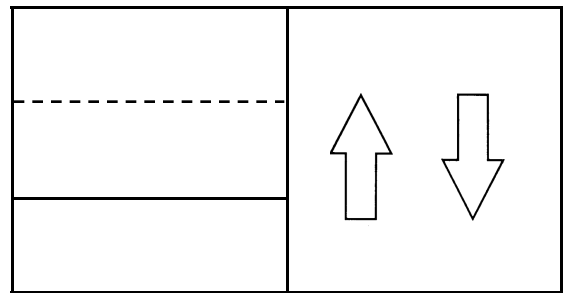
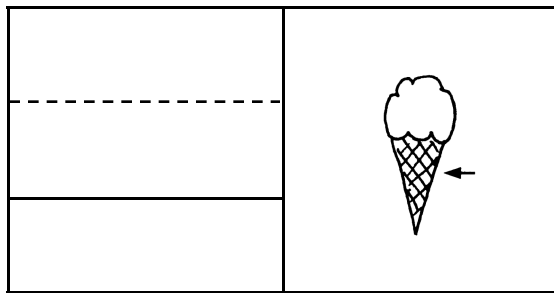
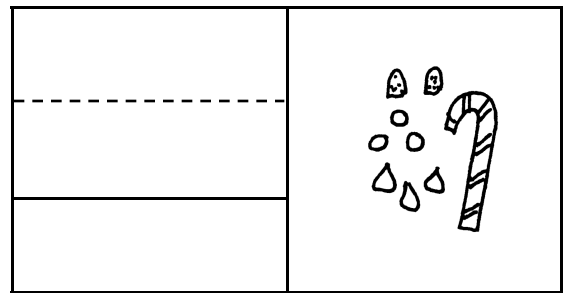
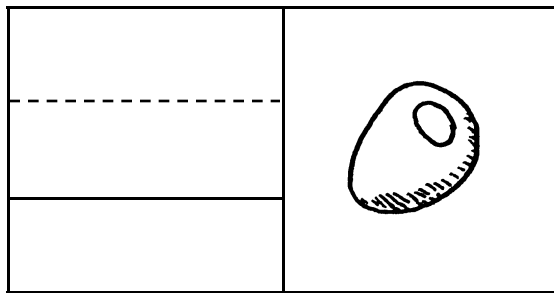
	
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Trace the **c** and write more **c**'s to fill the line. Write **c** to show the beginning sound for each picture: car, carrot, castle, cut, cow, cap, candy, cage.

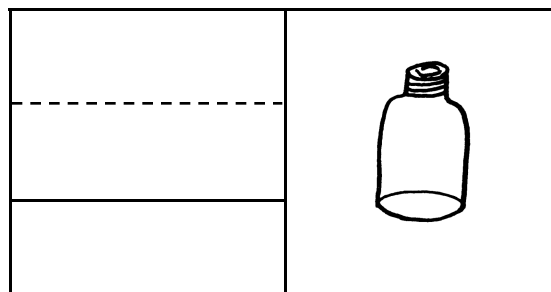
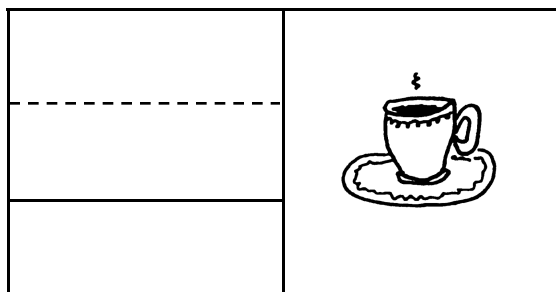
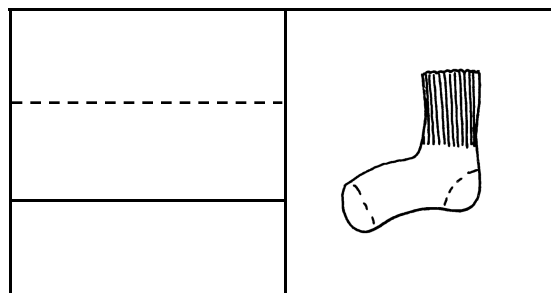
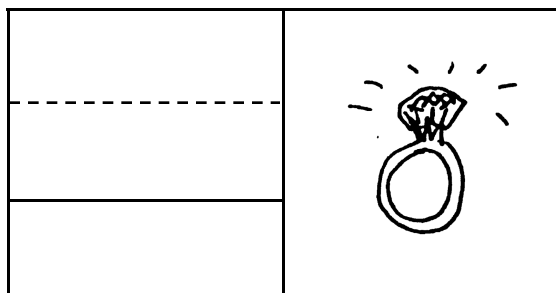
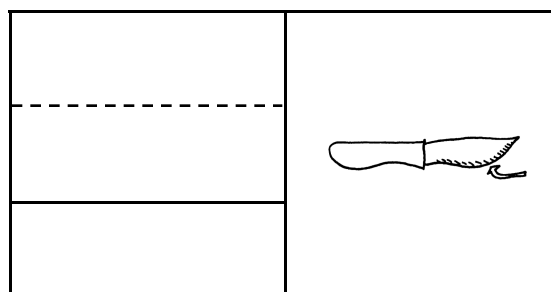
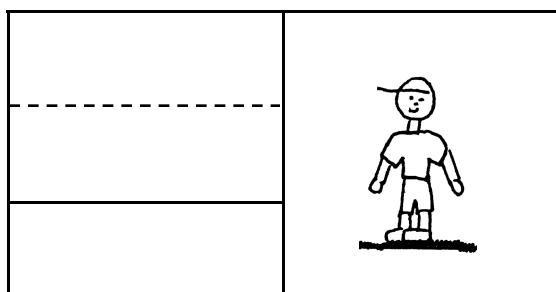
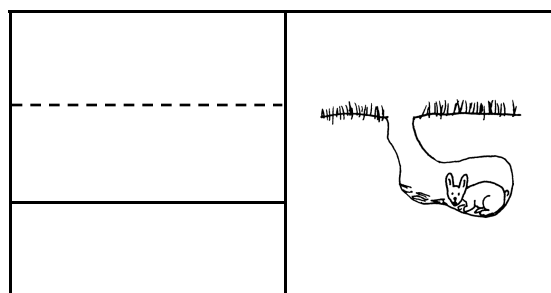
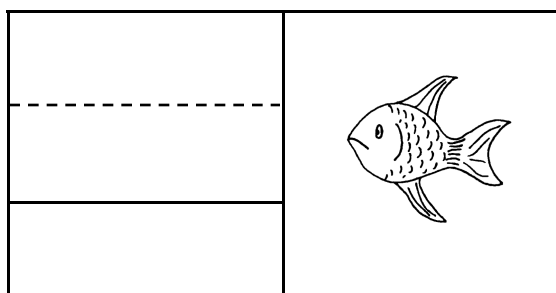
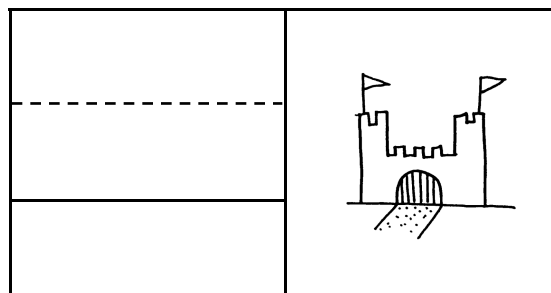
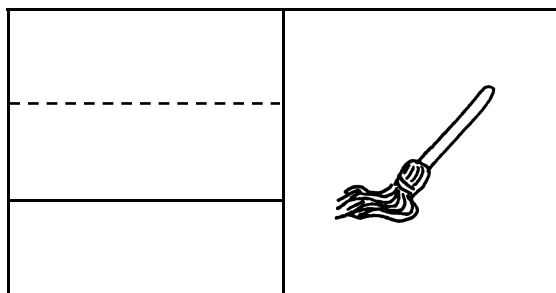
Beginning Sound Discrimination - c, o

	 cat		 ox
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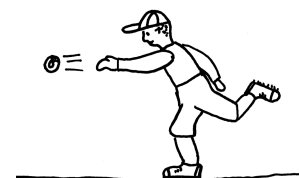
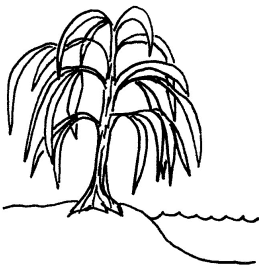
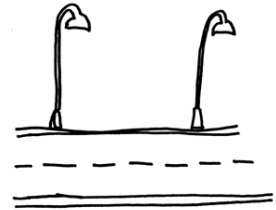
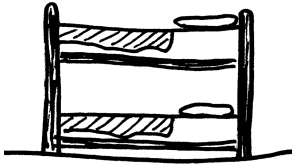


Write **c** or **j** to show the beginning sound for each picture: olive, cone, on, cot, candy, opposite, off, cap.

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

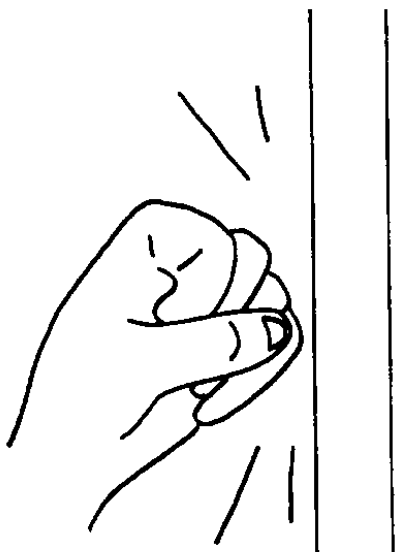


Write a letter to show the beginning sound for each picture: mop, fish, boy, ring, cup, castle, under, edge, sock, jar.



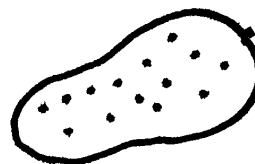
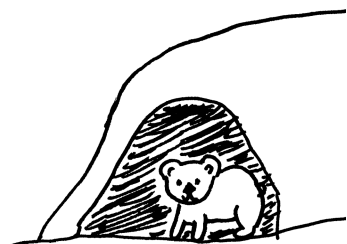
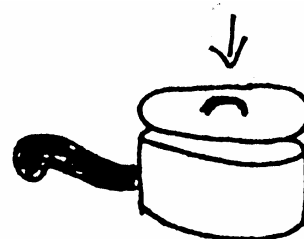
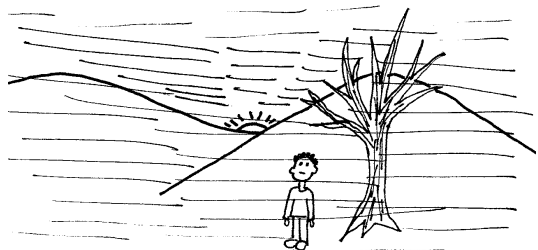
bunk-skunk, shelf-elf, flew-threw,
willow-pillow, toad-road

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





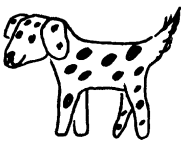
D d

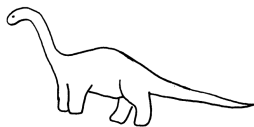
D d





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

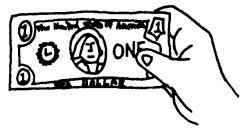
Beginning Sound - d

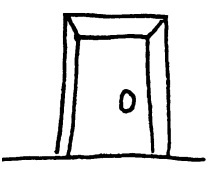
		
		<p>dog</p>

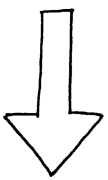















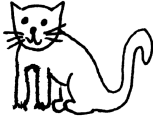





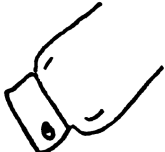


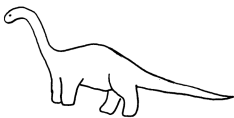
Trace the **d** and write more **d**'s to fill the line. Write **d** to show the beginning sound for each picture: dinosaur, dime, door, dig, dish, dollar, down, dump.


Beginning Sound Discrimination - d, c


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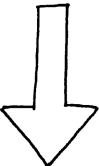
	
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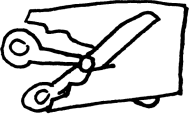
	
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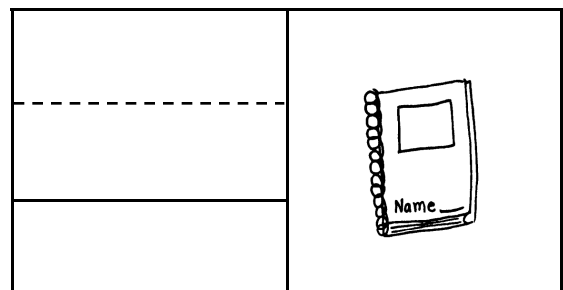
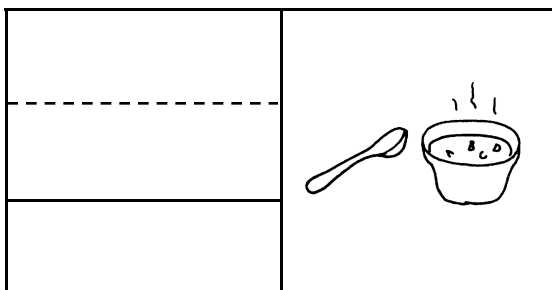
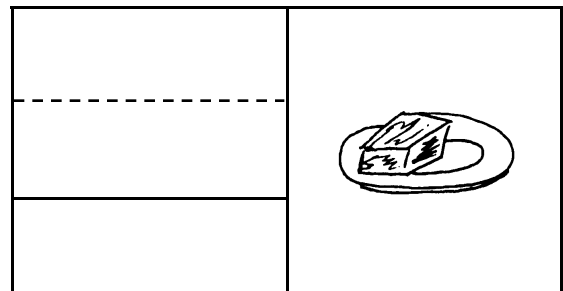
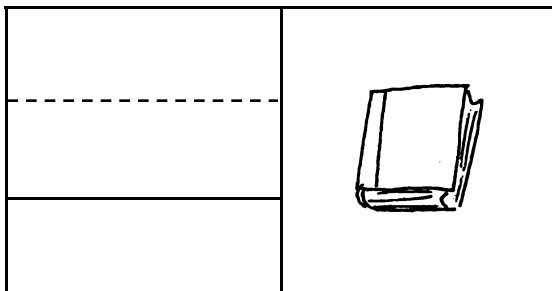
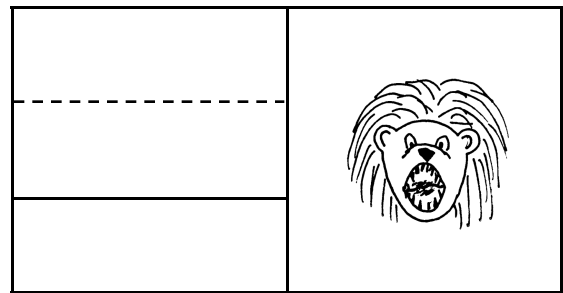
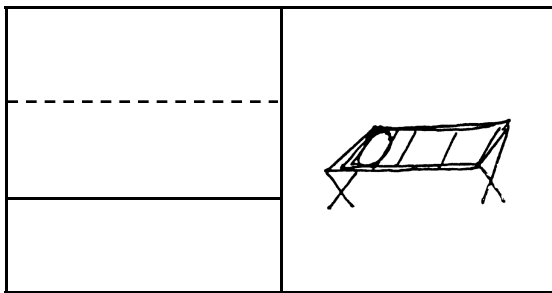
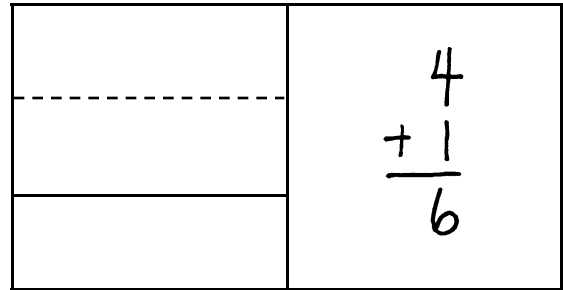
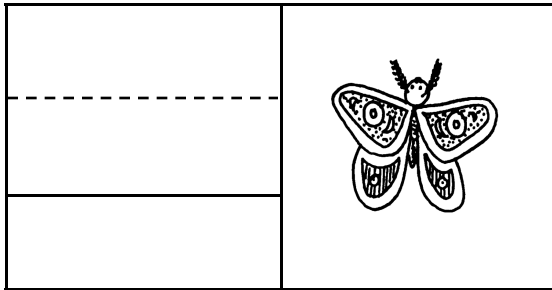
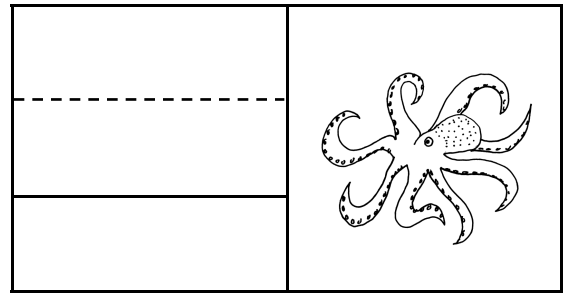
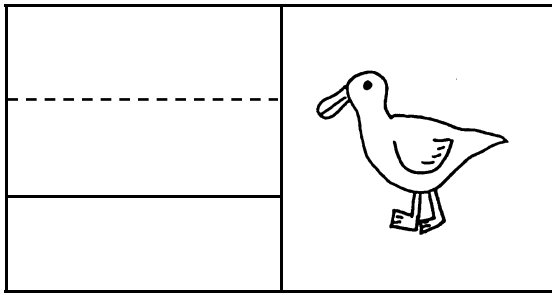
	
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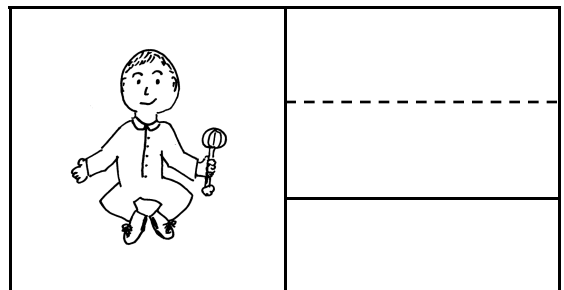
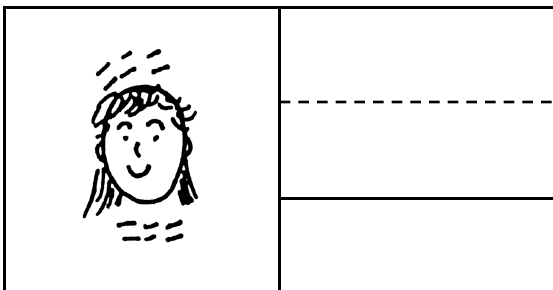
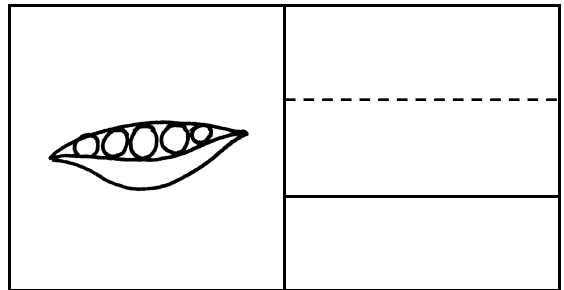
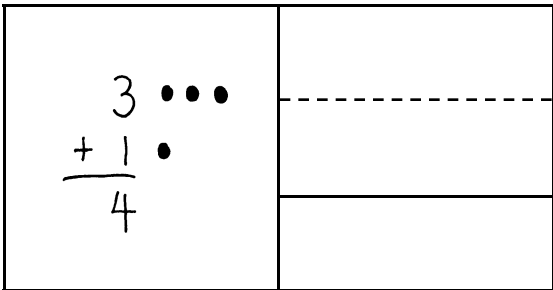
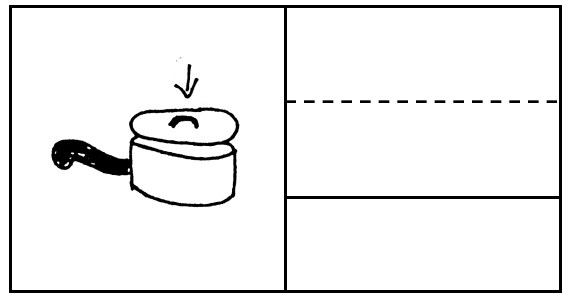
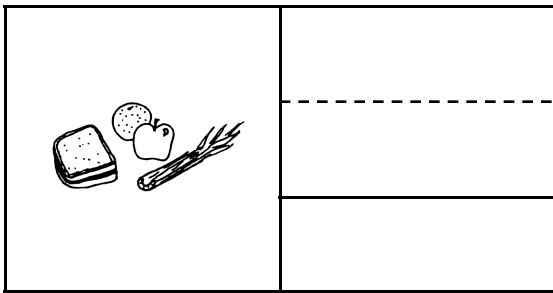
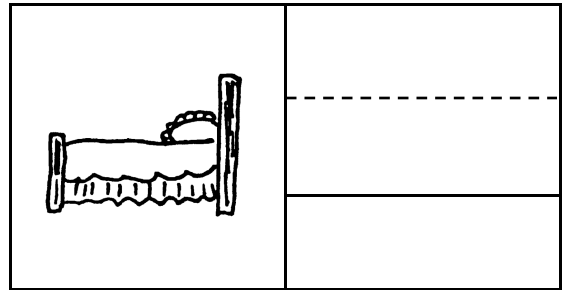
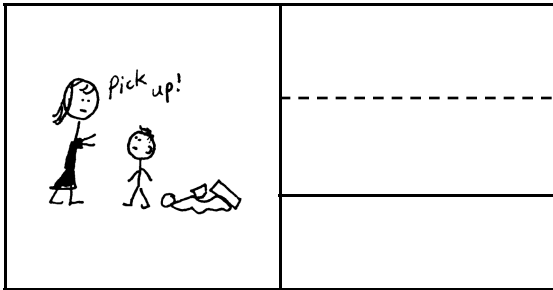
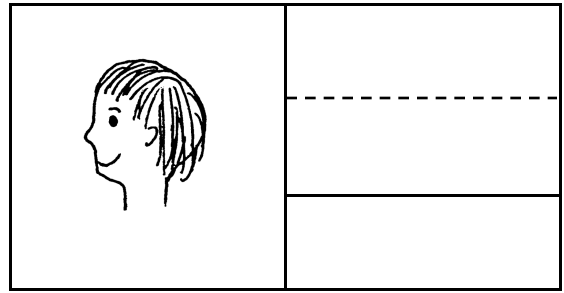
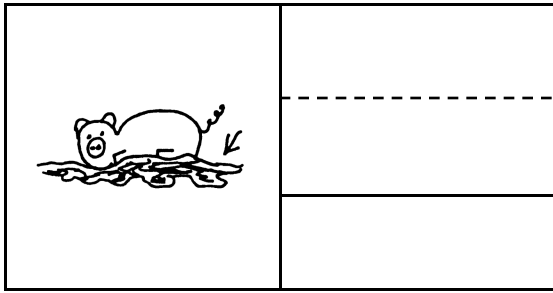
Write **d** or **c** to show the beginning sound for each picture: doll, dinosaur, car, down, cuff, cow, dad, cut.

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



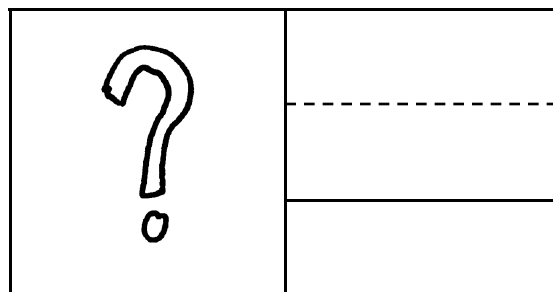
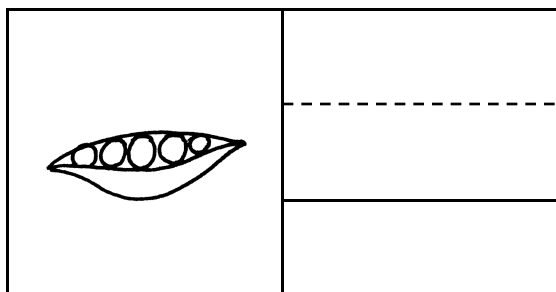
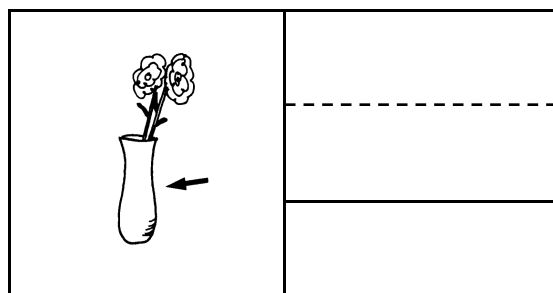
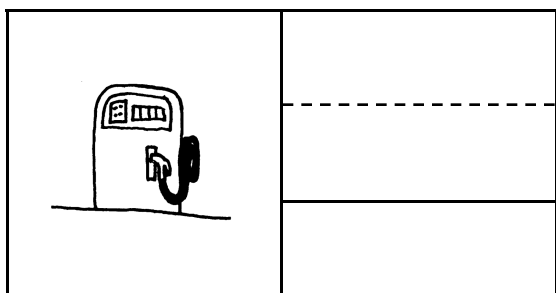
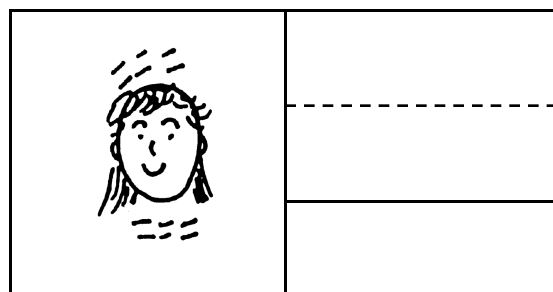
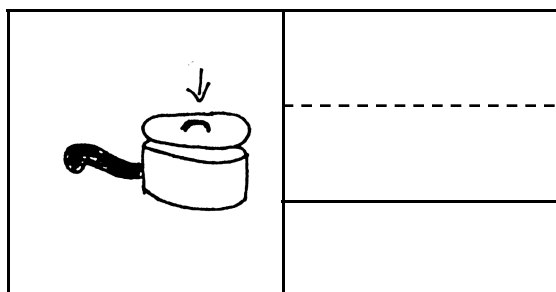
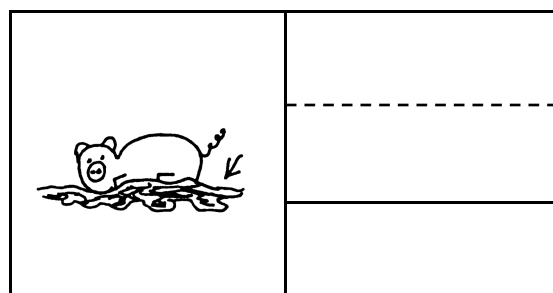
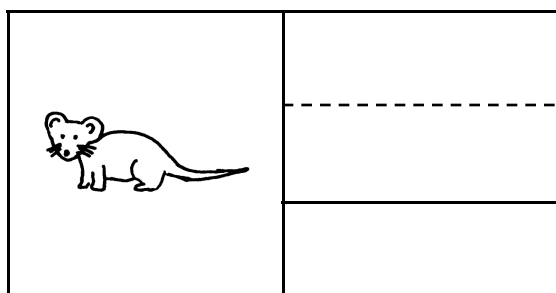
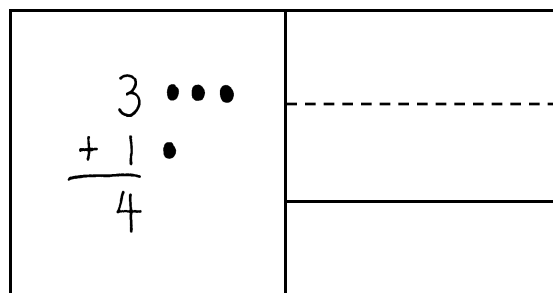
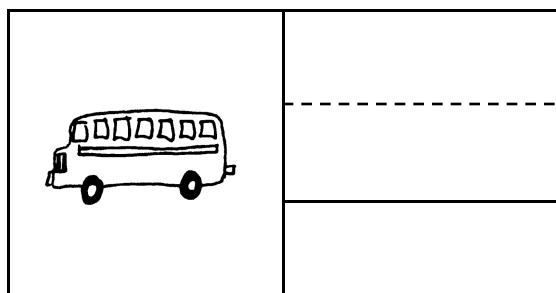
Write a letter to show the beginning sound for each picture: duck, moth, cot, book, soup, octopus, error, roar, fudge, journal.

Ending Sound - d



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


Ending Sound Discrimination - d or s





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


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


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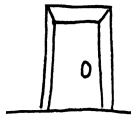
		


		


		

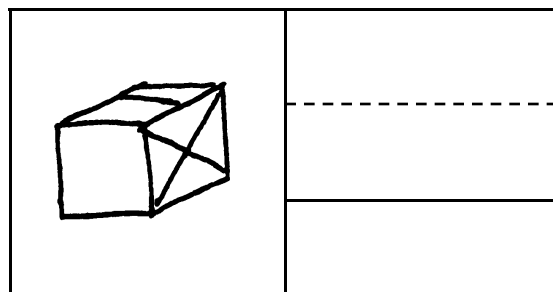
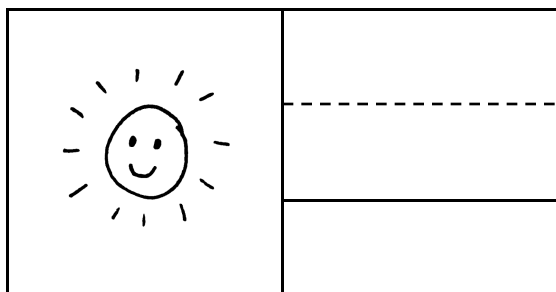
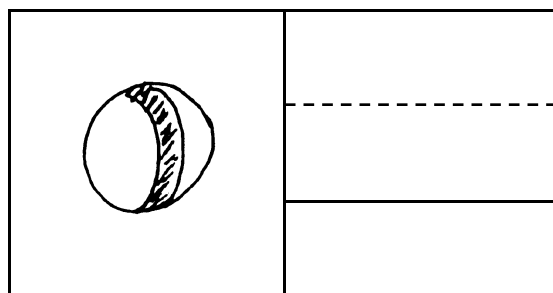
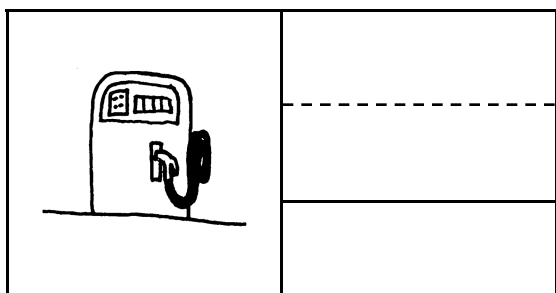
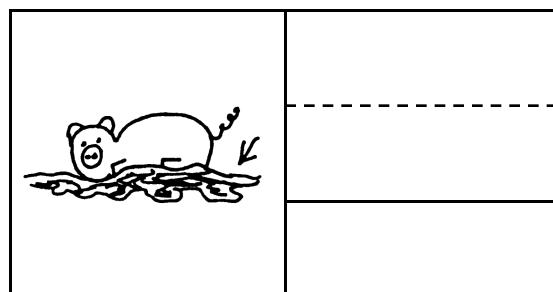
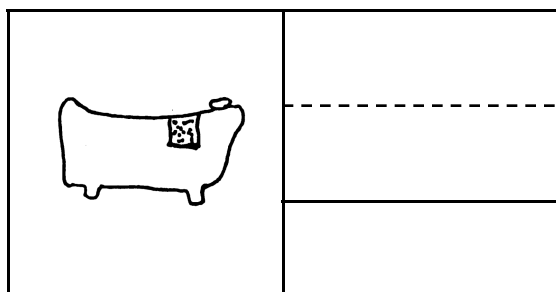
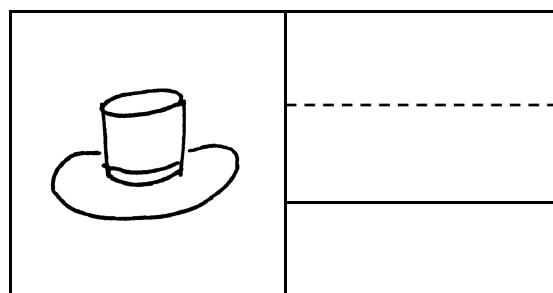
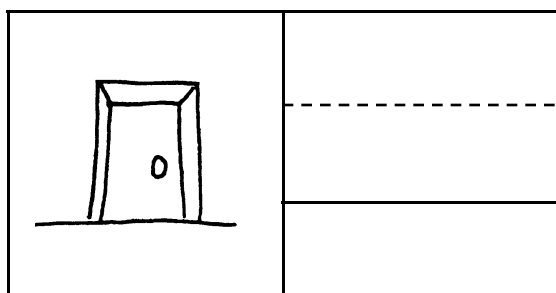
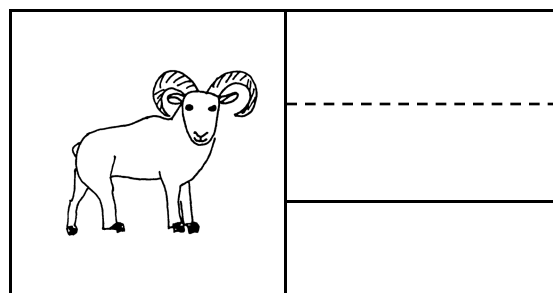
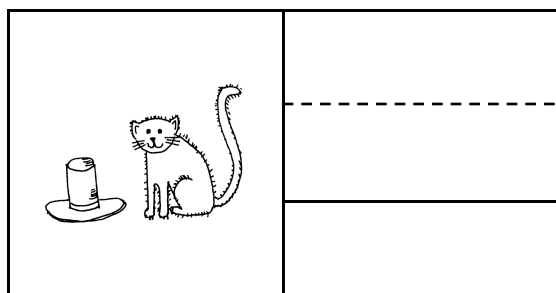
		

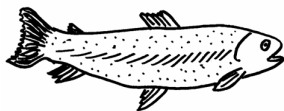
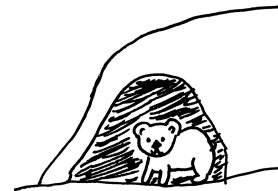
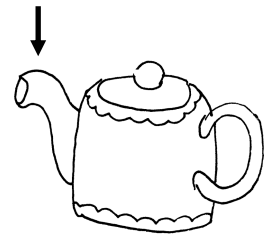
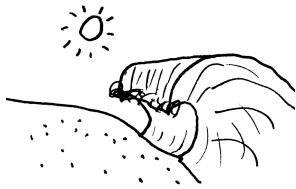
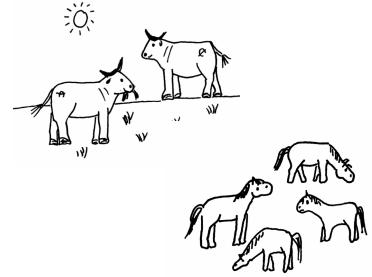
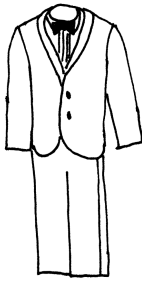
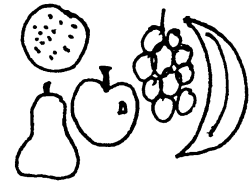
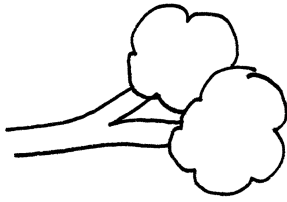
		

If **d** comes at the beginning, write it before the picture. If **d** comes at the end, write it after the picture: add, mud, dish, food, duck, dime, head, nod, door, deer.

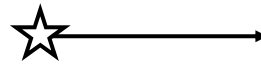
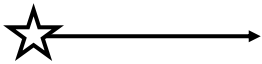
Ending Sound Review - t, l, n, b, m, r, f, x, s, d



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



branch-ranch, suit-fruit, wave-cave,
belt-melt, trout-spout



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
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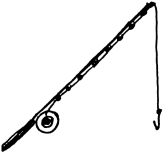
so


Slide the sounds together
smoothly, without a break.


Put It Together


		


		


		


		


Beginning And Ending Sounds

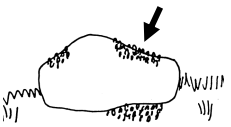
		


		


Write the beginning and ending sound for each picture: dot, doll, cot, cod, rod, cob, fox, nod, job, mom.

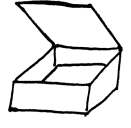
Put It Together

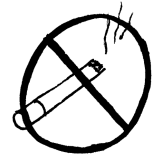
Medial Short Vowel - o


		
m		ss

		
m		m

		
h		t

		
b		x


		
n		t

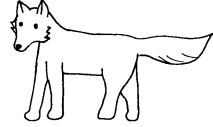
		
b		ss


Look at the beginning and ending letters in each word. Listen for the **o/ox** sound in the middle of each word. Write **o** in the middle space under each picture: moss, mom, hot, box, not, boss.

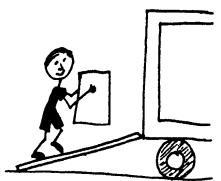
Put It Together


Beginning, Middle, and Ending Sounds

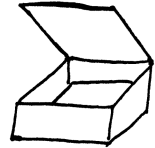
		

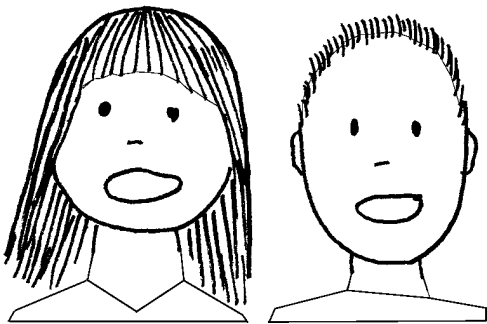
		

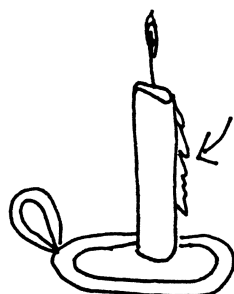
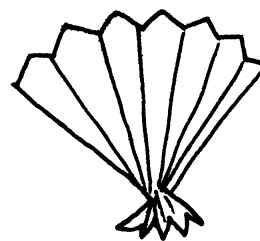
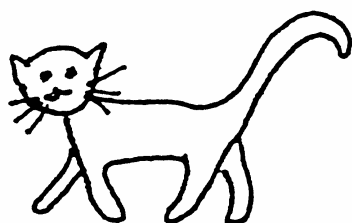
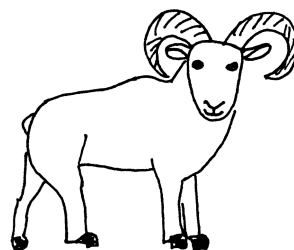
		

Write the beginning, middle, and ending sound for each picture: nod, fox, mom, job, dot, box.

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

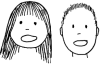





A a
A a




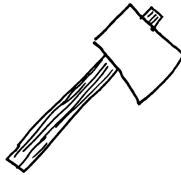
(s-a-t, r-a-m, j-a-m, d-a-d, c-a-t, f-a-n, w-a-x, s-a-d) **Step 1: Oral Blending** - The teacher says the name of each picture, going in random order, with a short pause between each sound. Students find the correct picture, say the word fast (without a pause) and circle it. **Step 2: Segmenting** -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


Beginning Sound - a

		
		ant

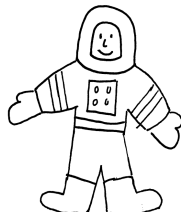
	

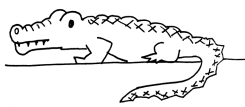
	

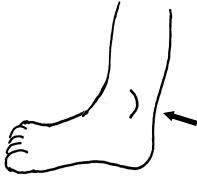
	

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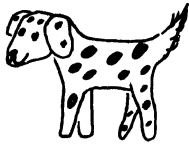
	

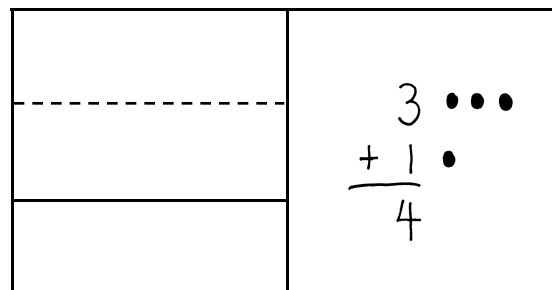
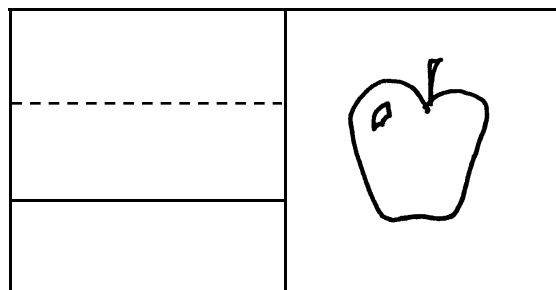
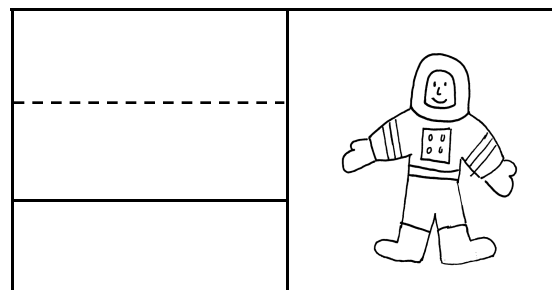
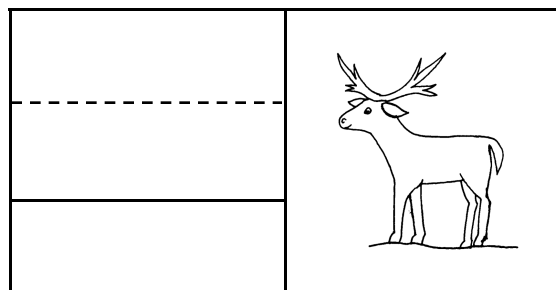
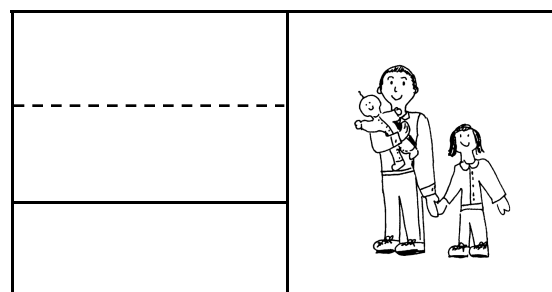
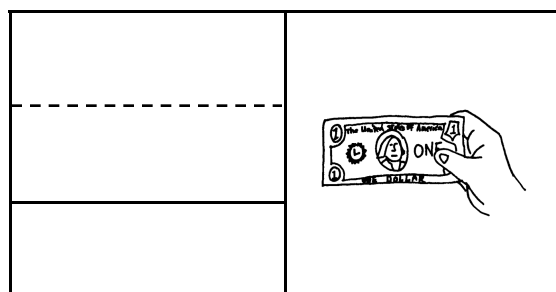
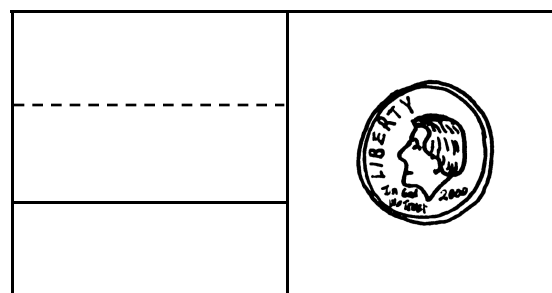
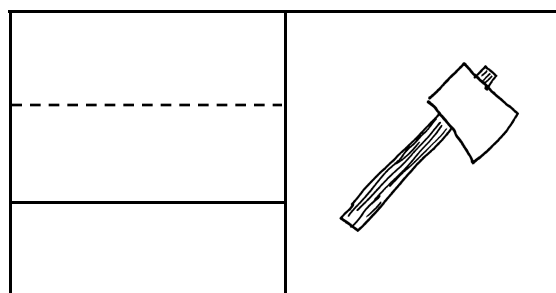
	

Trace the **a** and write more **a**'s to fill the line. Write **a** to show the beginning sound for each picture: ant, ax, add, alligator, apple, anchor, astronaut, ankle.

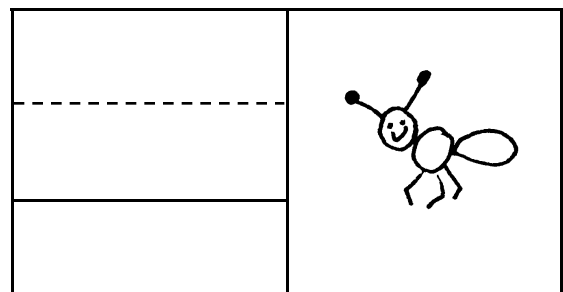
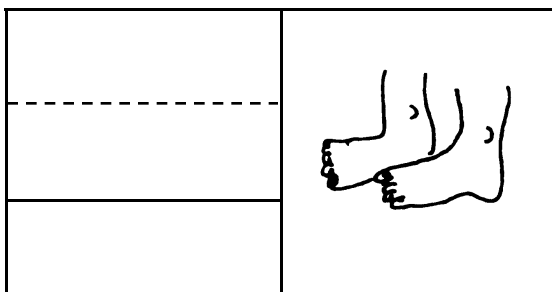
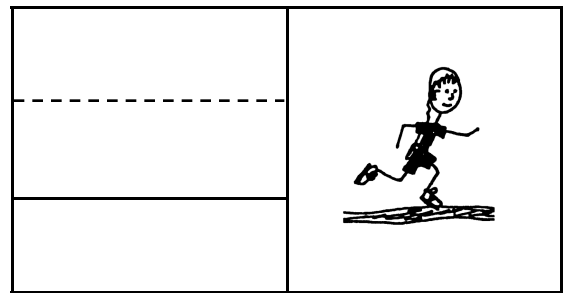
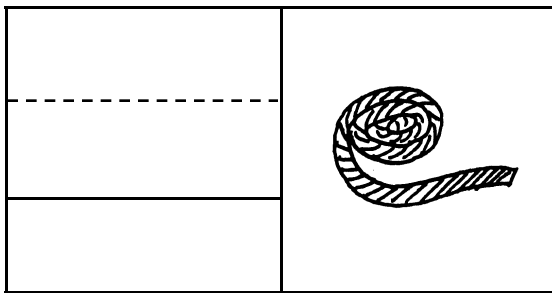
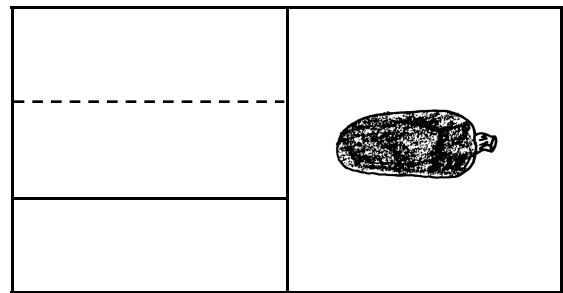
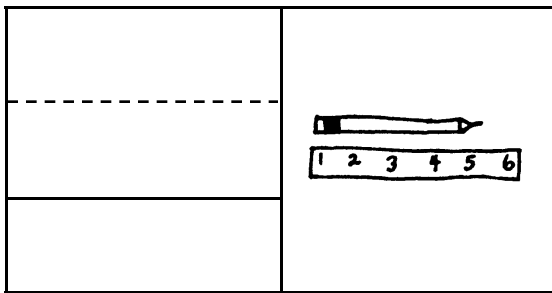
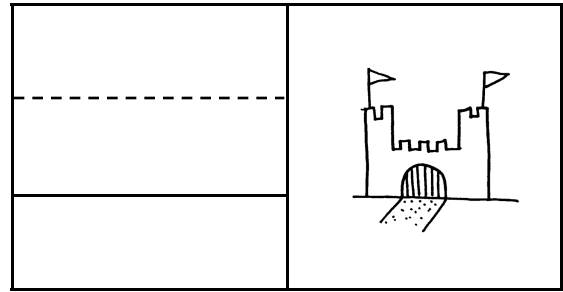
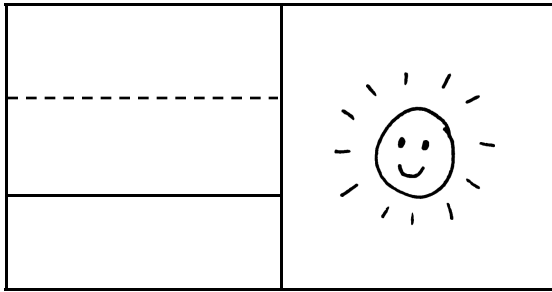
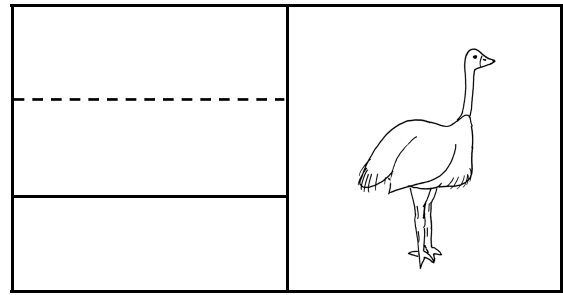
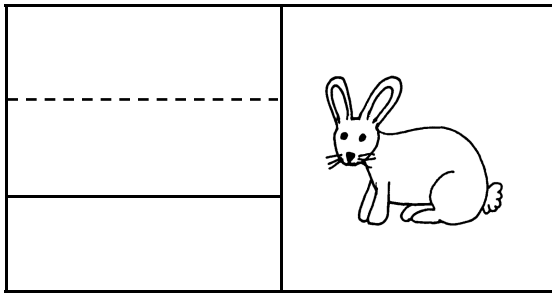
Beginning Sound Discrimination - a, d

	 ant		 dog
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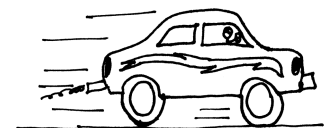
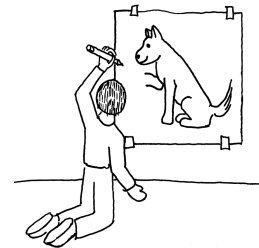
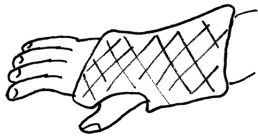
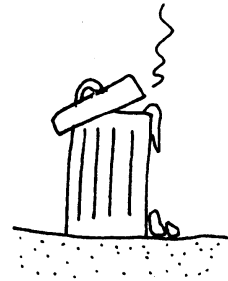
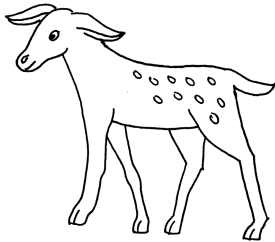
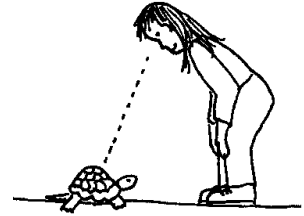
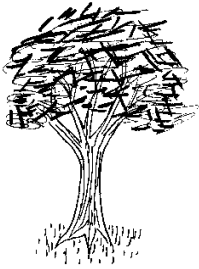
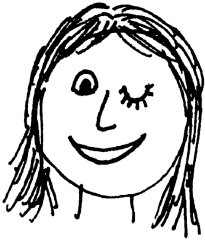


Write **a** or **d** to show the beginning sound for each picture: ax, dollar, deer, apple, dime, dad, astronaut, add.

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

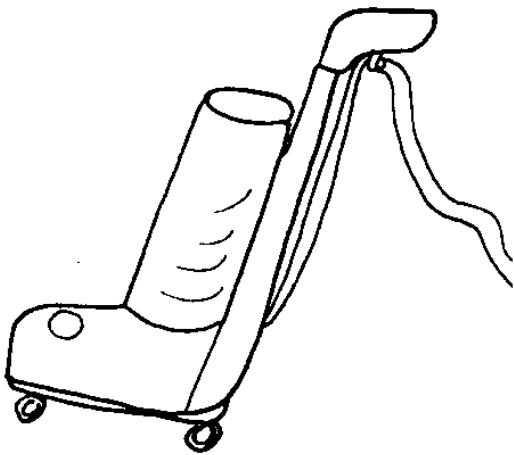


Write a letter to show the beginning sound for each picture: rabbit, sun, measure, rope, feet, ostrich, castle, eggplant, jog, ant.



wink-stink, tree-see, fawn-lawn, cast
-fast, through-drew

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

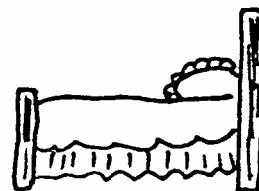
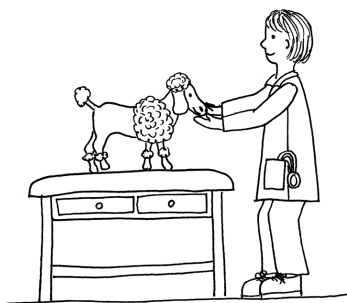
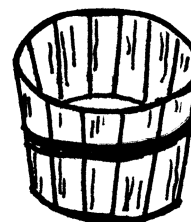
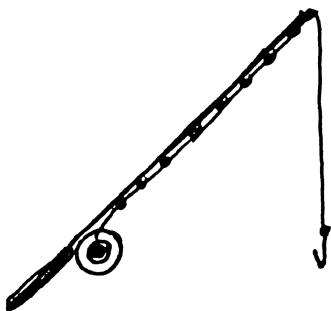
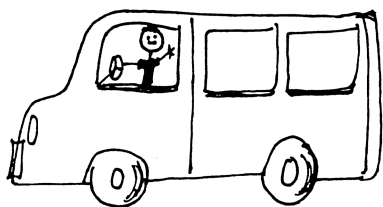


V

v




V

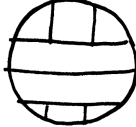
v





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


Beginning Sound - v


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

























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


Beginning Sound Discrimination - v, a

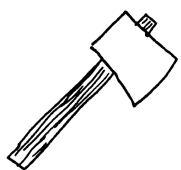
<div style="text-align: center; font-size: 48px;">v</div>	 <div style="text-align: center;">van</div>	<div style="text-align: center; font-size: 48px;">a</div>	 <div style="text-align: center;">ant</div>
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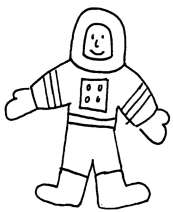
	
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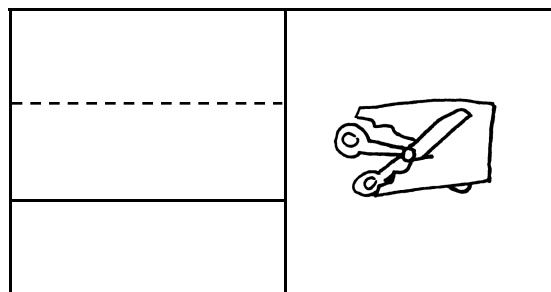
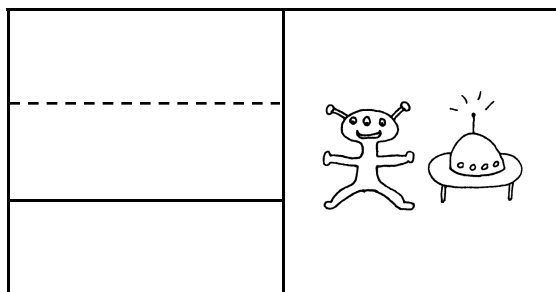
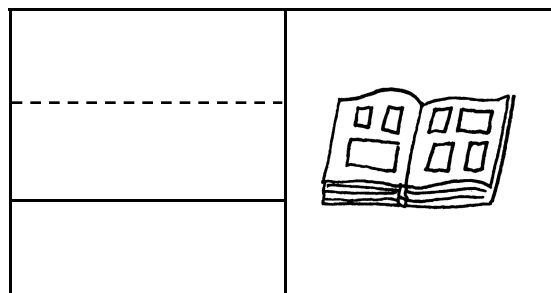
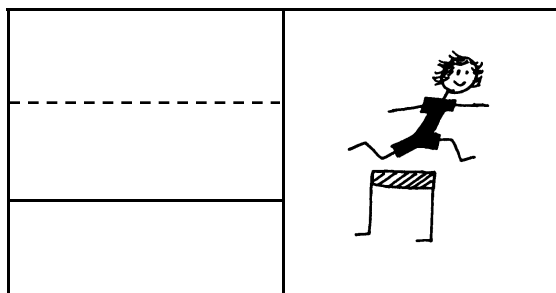
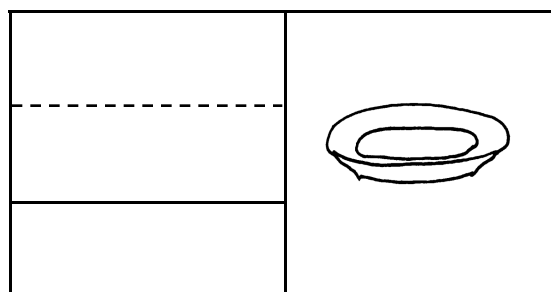
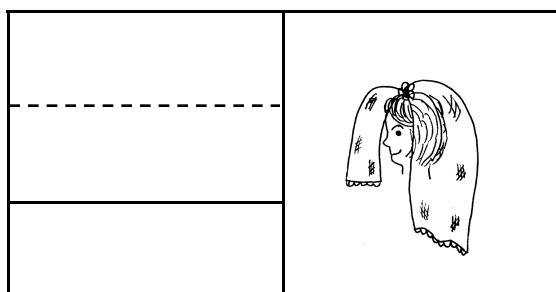
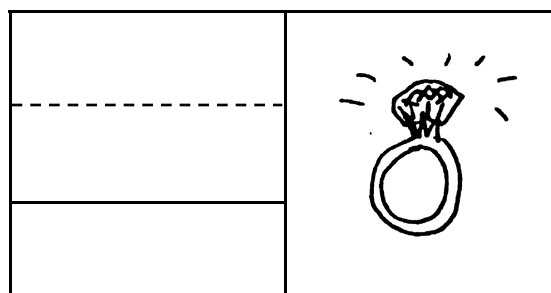
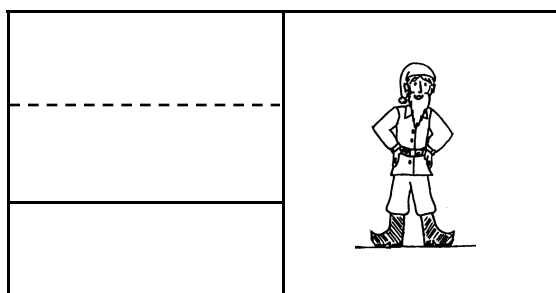
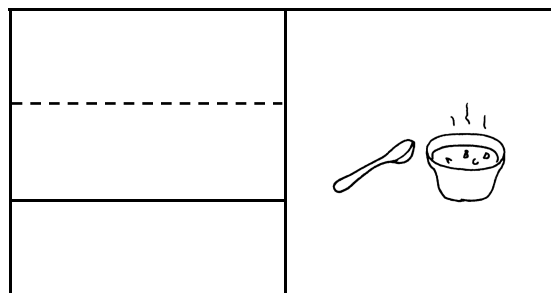
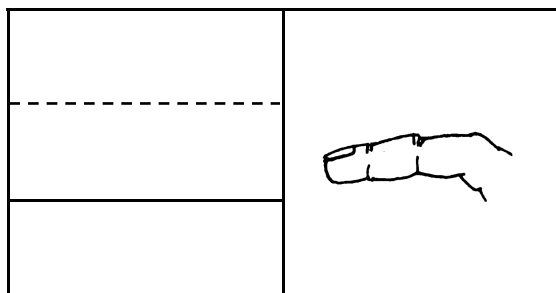
	
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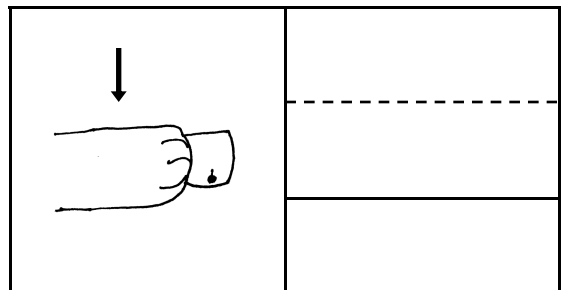
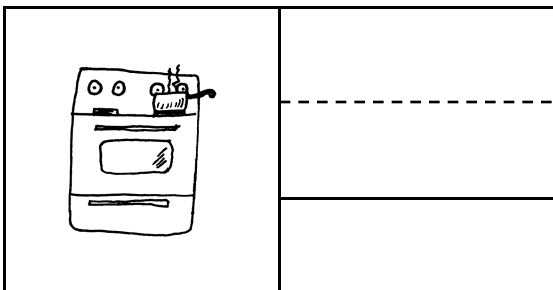
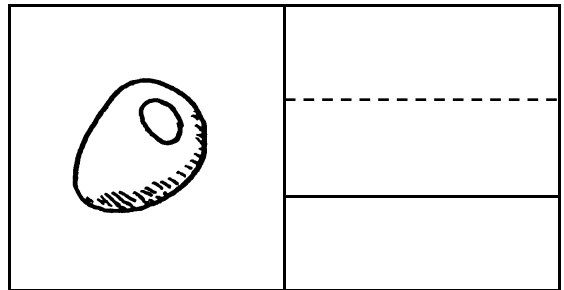
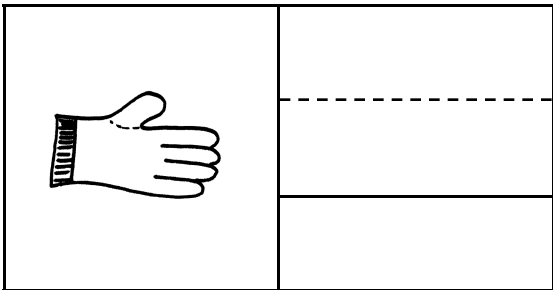
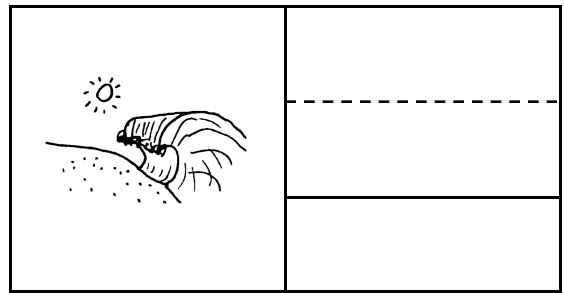
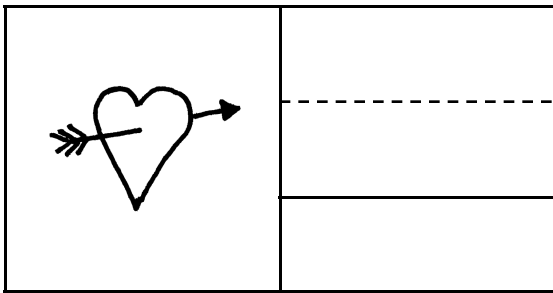
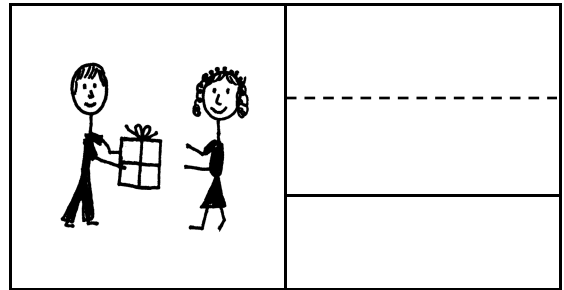
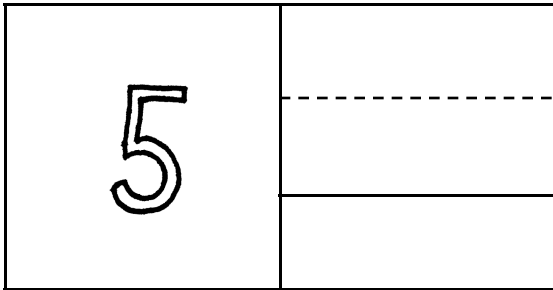
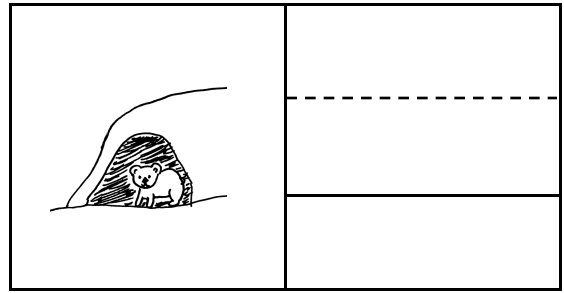
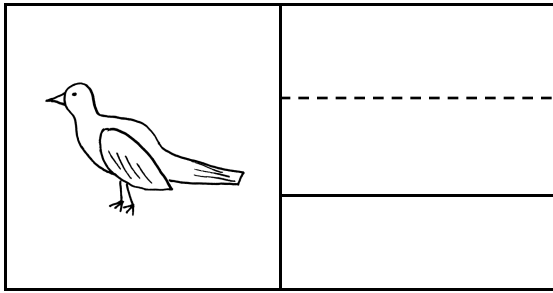
Write **a** or **v** to show the beginning sound for each picture: Valentine, apple, ax, vulture, anchor, vest, violin, astronaut.

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



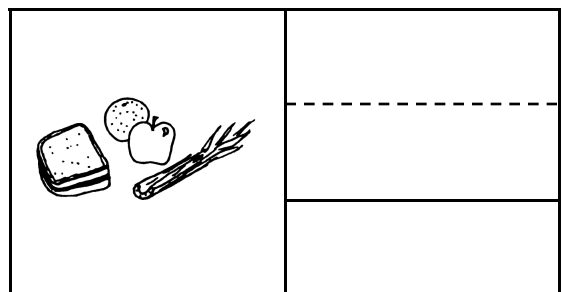
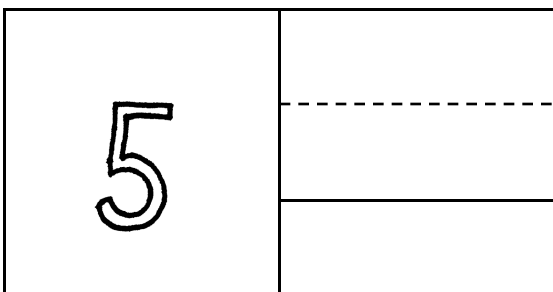
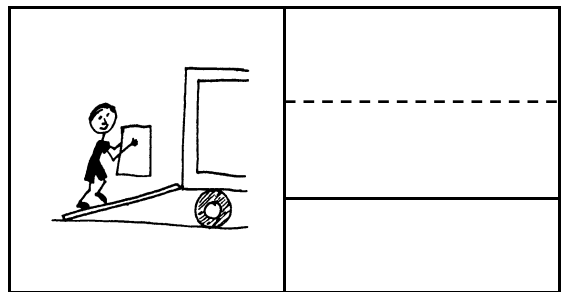
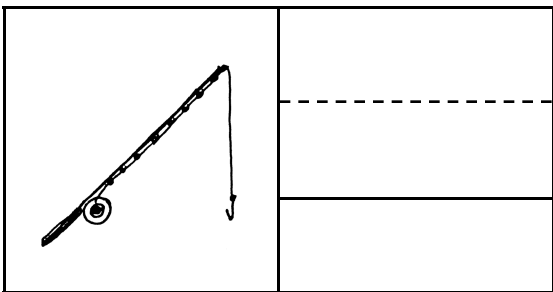
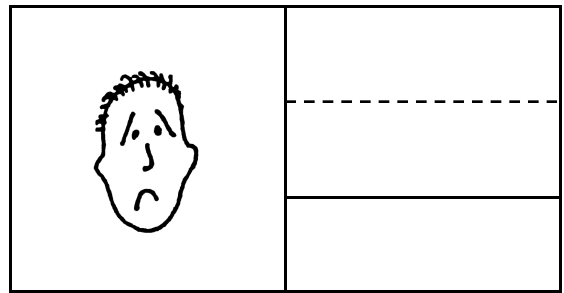
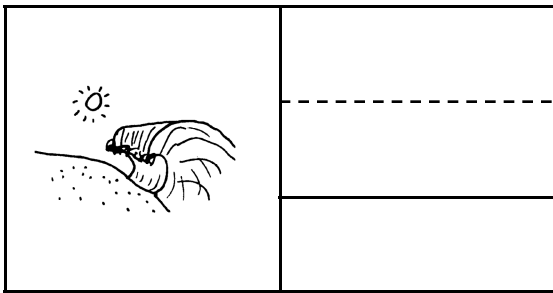
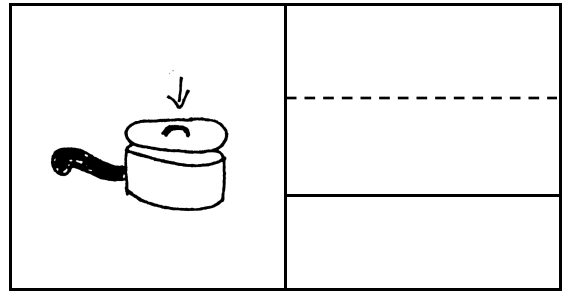
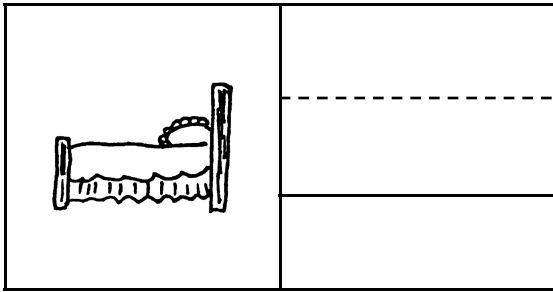
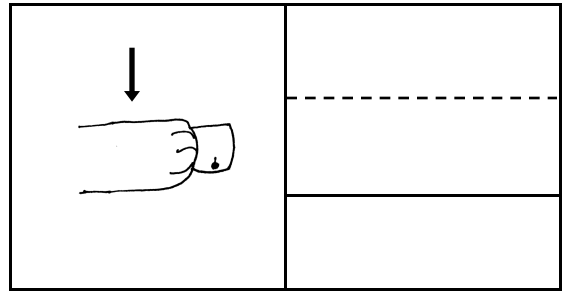
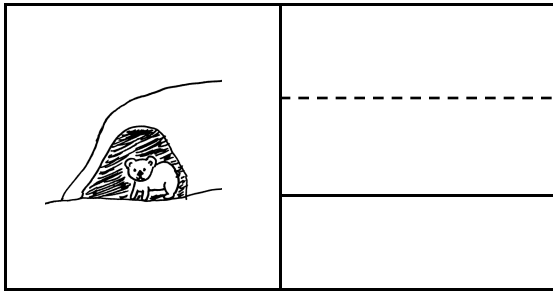
Write a letter to show the beginning sound for each picture: finger, elf, veil, jump, odd, soup, ring, dish, album, cut.

Ending Sound - v



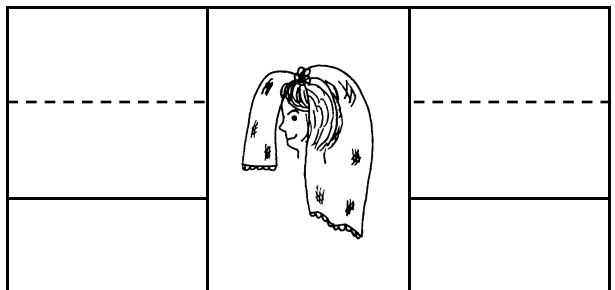
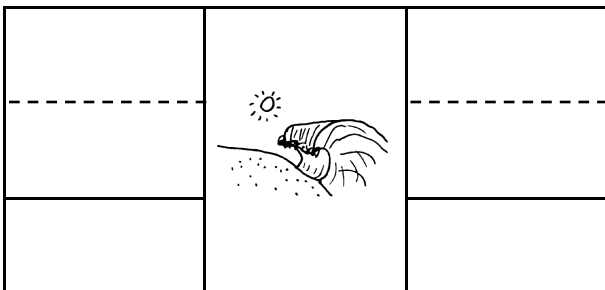
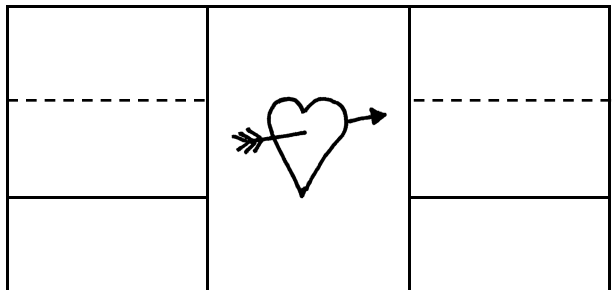
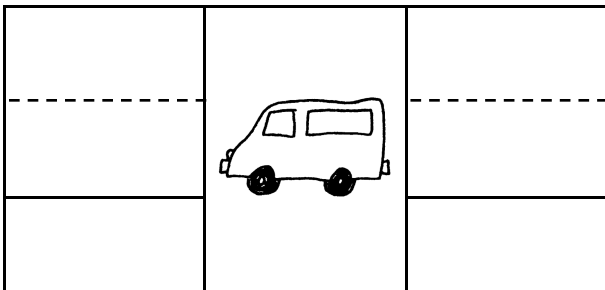
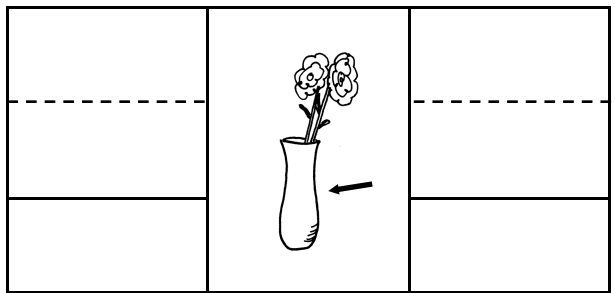
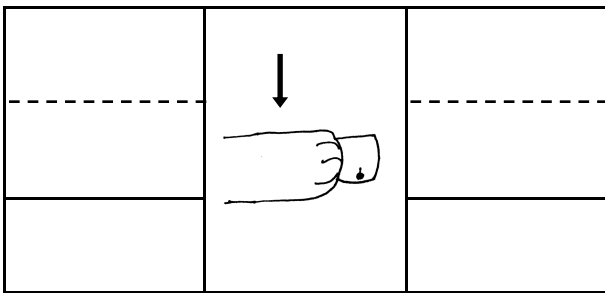
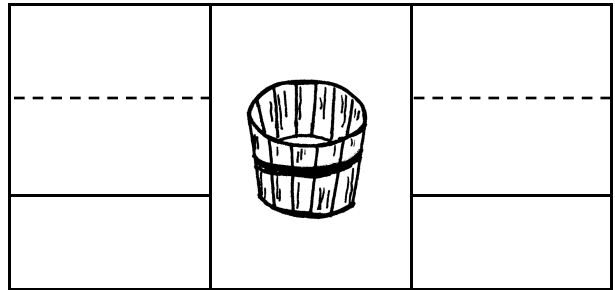
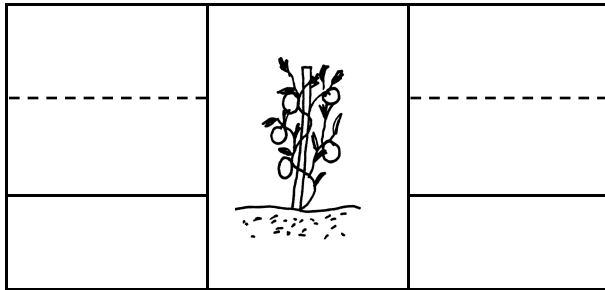
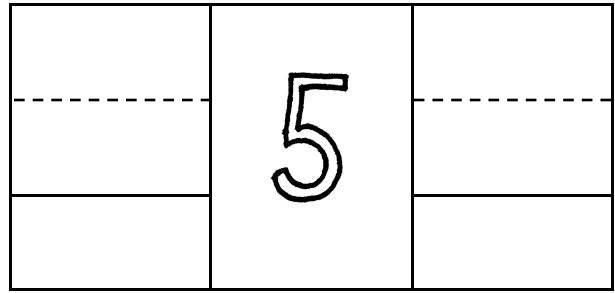
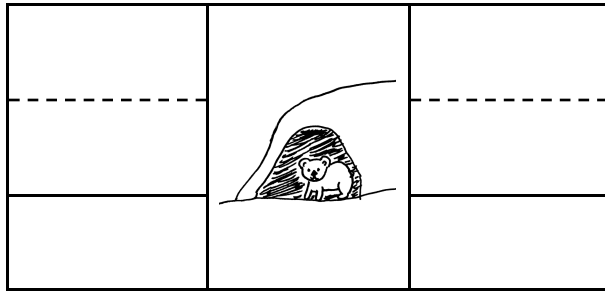
Write **v** to show the ending sound for each picture: dove, five, love, glove, stove, cave, give, wave, olive, sleeve.

Ending Sound Discrimination - d or v

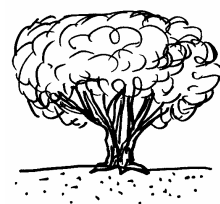
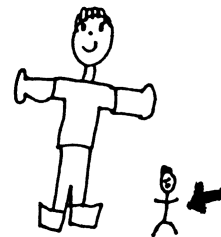
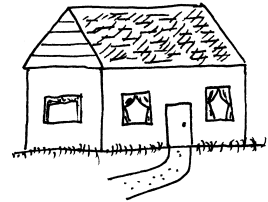
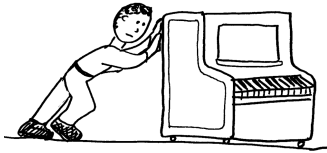
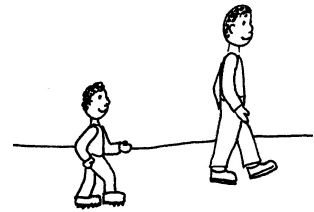
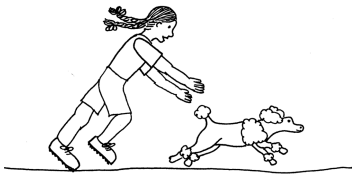
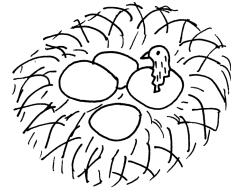
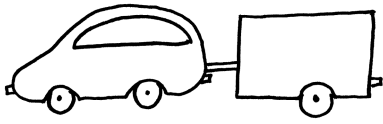


Write **v** or **d** to show the ending sound for each picture: cave, bed, wave, rod, five, sleeve, lid, sad, move, food.

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



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

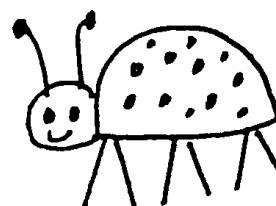
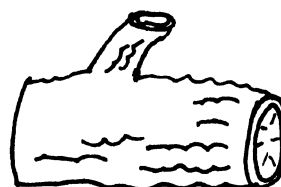
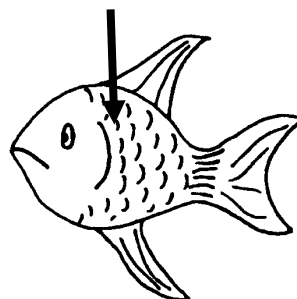
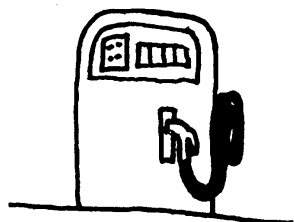
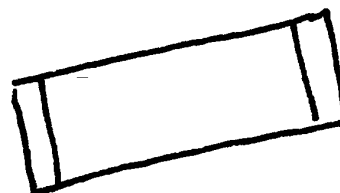
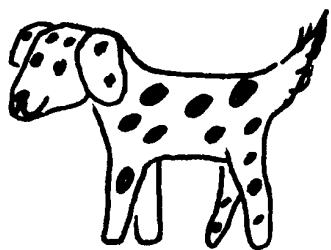


haul-small, catch-hatch, push-bush,
hollow-follow, mouse-house

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






G g
G g





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


Beginning Sound - g


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

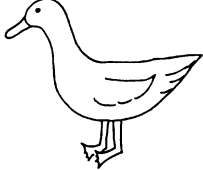

























Trace the **g** and write more g's to fill the line. Write **g** to show the beginning sound for each picture: ghost, gas, garage, goat, go, goal, goose, girl.


Beginning Sound Discrimination - g, v


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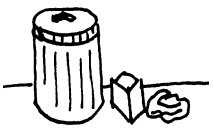
	
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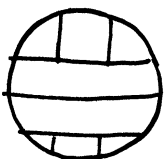
	
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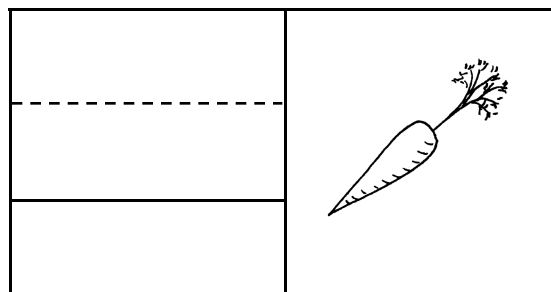
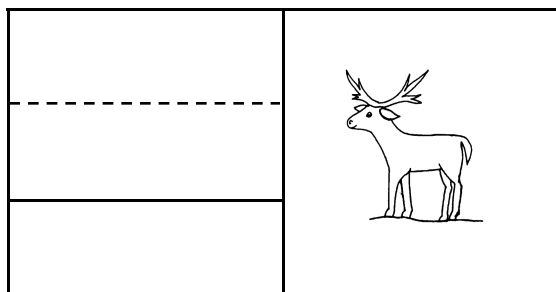
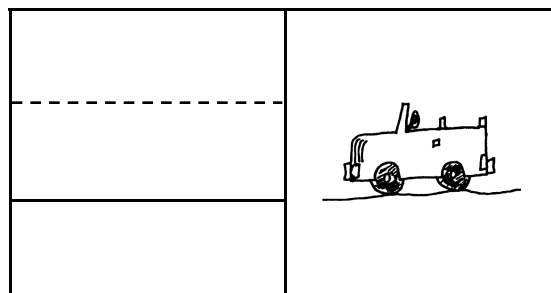
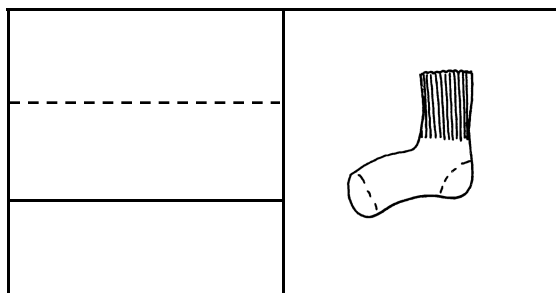
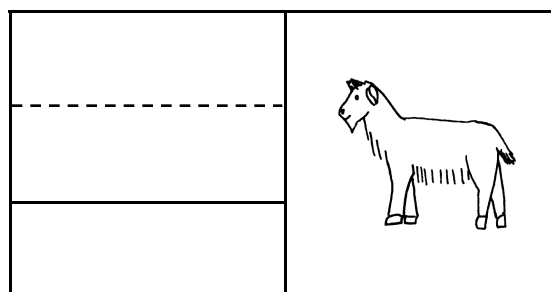
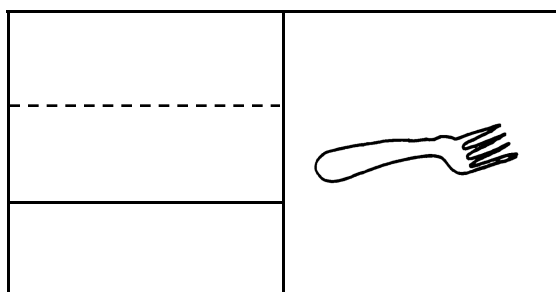
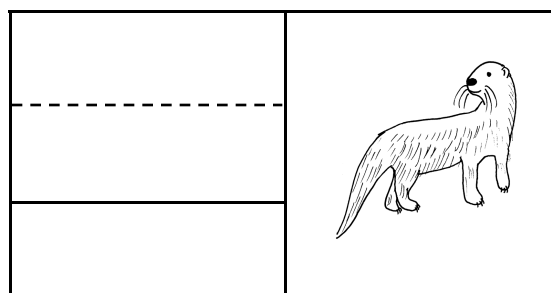
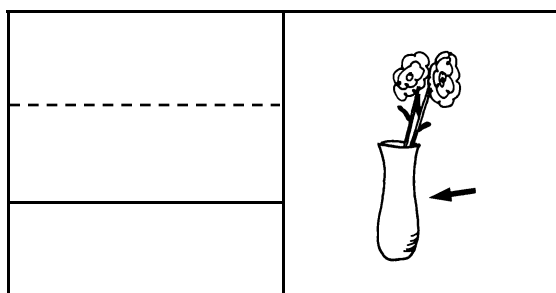
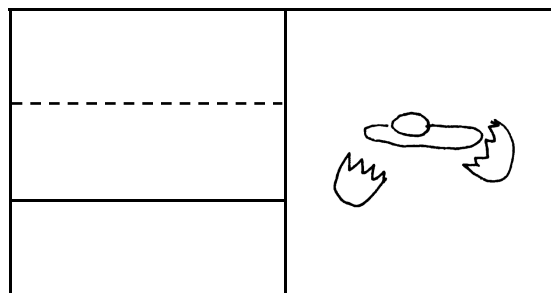
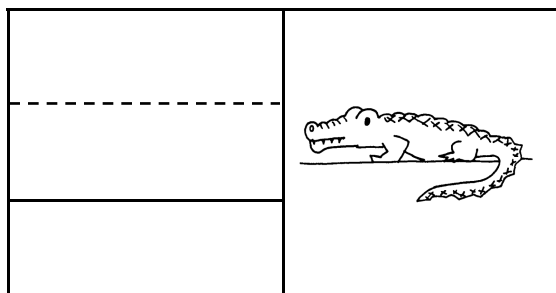
	
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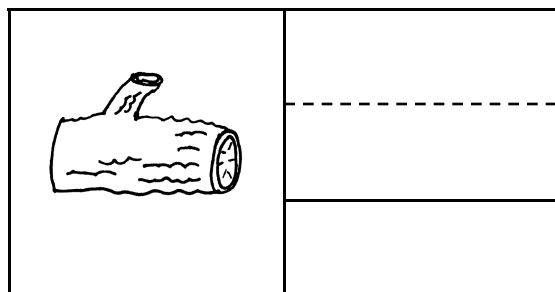
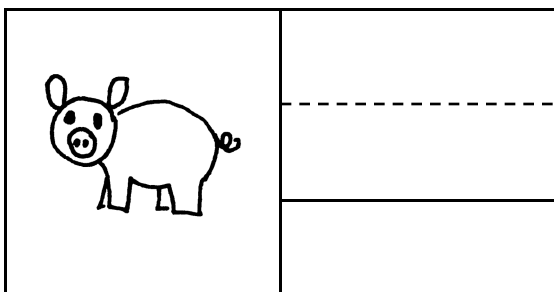
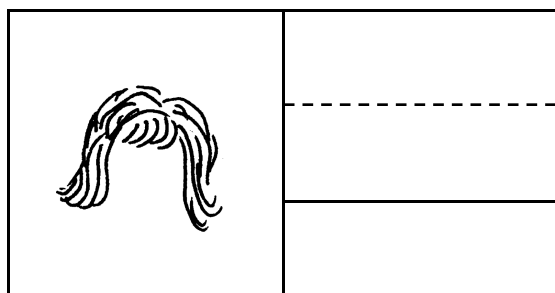
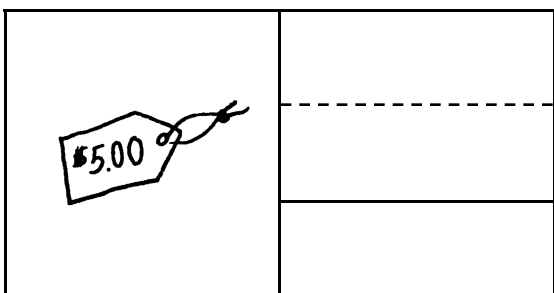
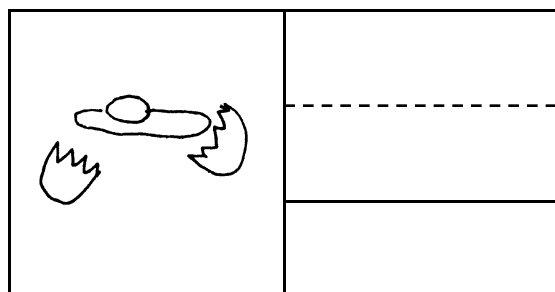
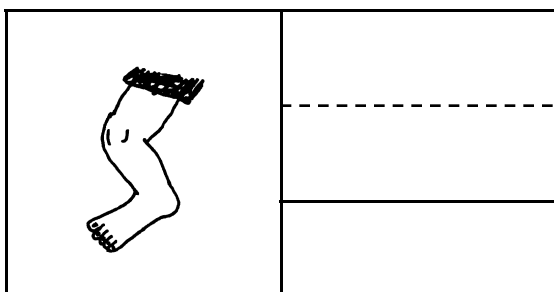
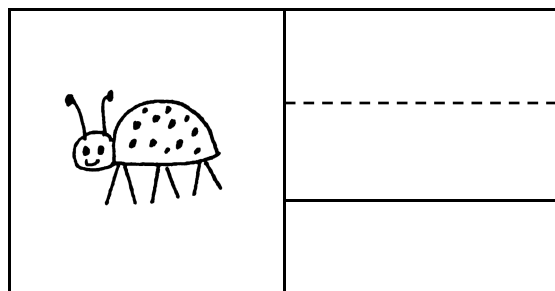
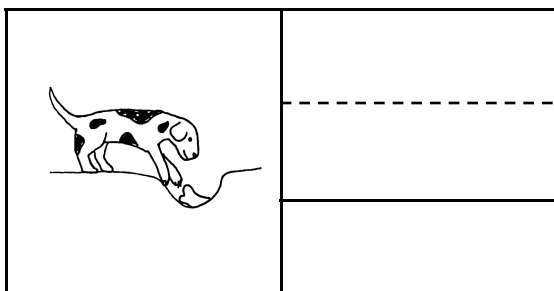
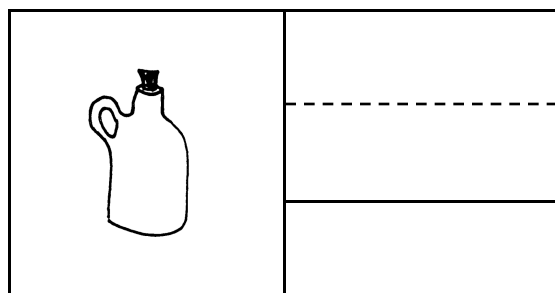
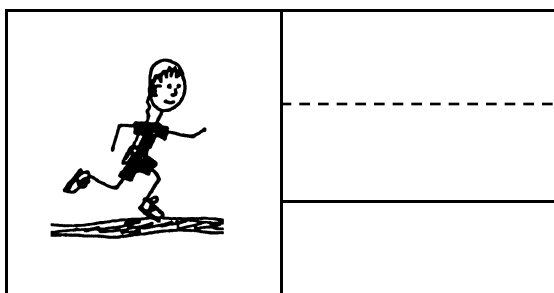
Write **g** or **v** to show the beginning sound for each picture: gold, gate, vest, vine, Valentine, guess, garbage, volleyball.

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



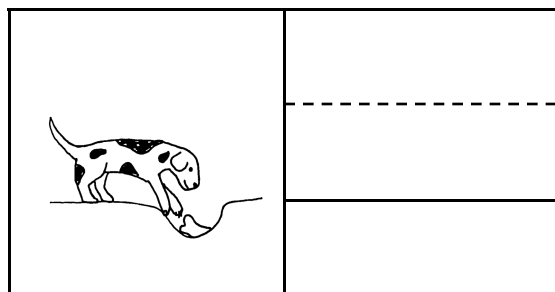
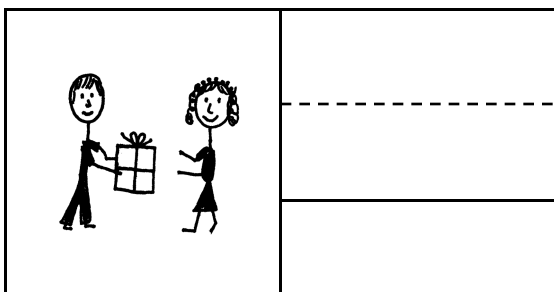
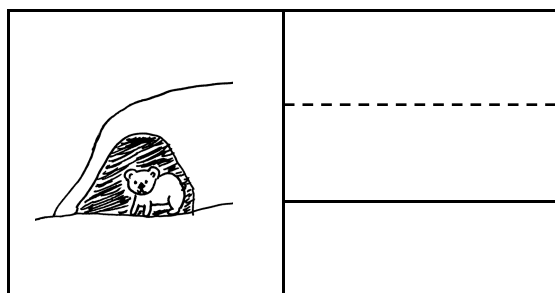
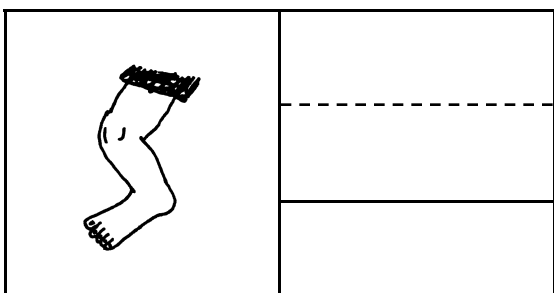
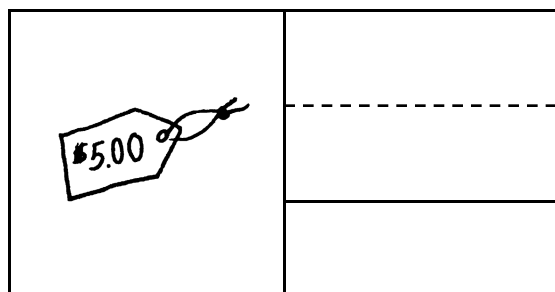
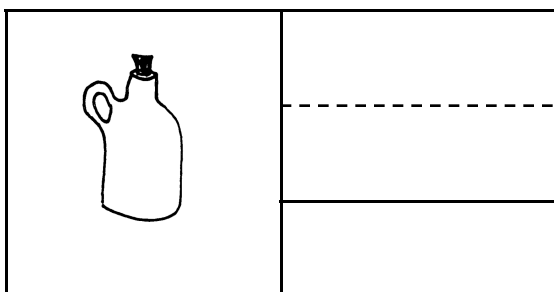
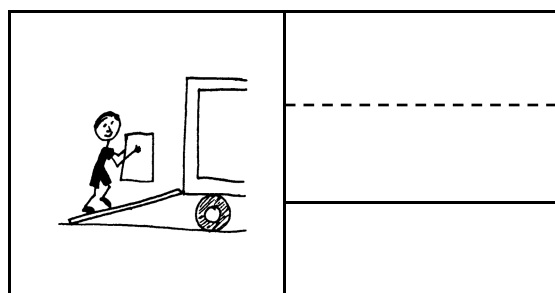
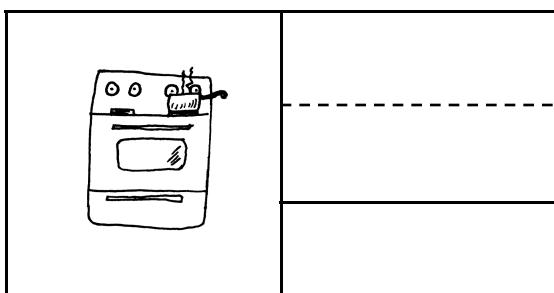
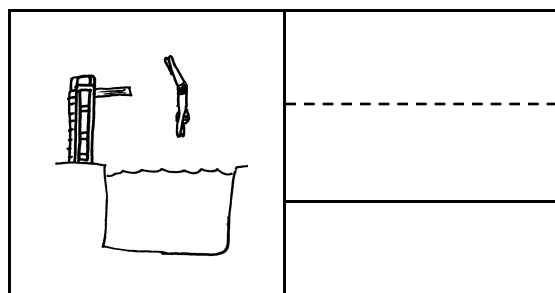
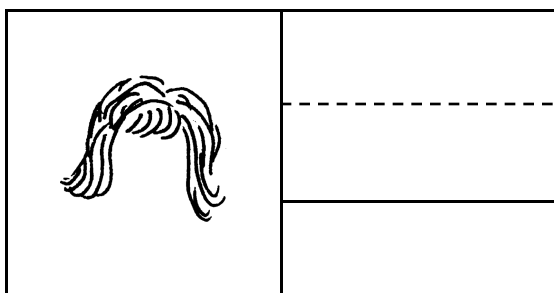
Write a letter to show the beginning sound for each picture: alligator, vase, fork, sock, deer, egg, otter, goat, jeep, carrot.

Ending Sound - g



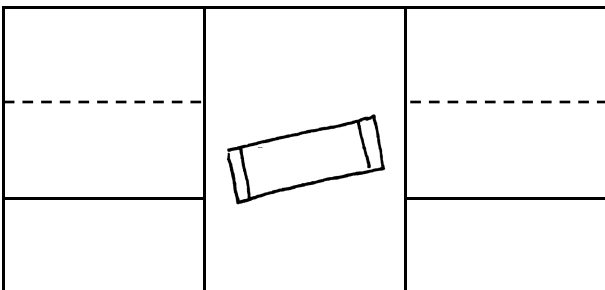
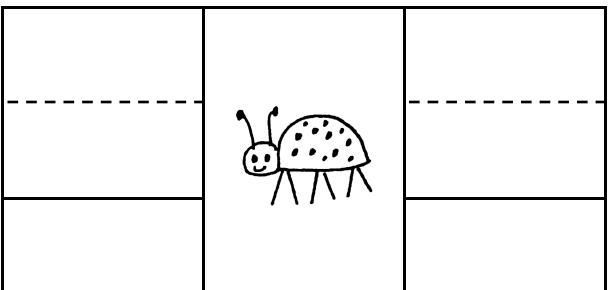
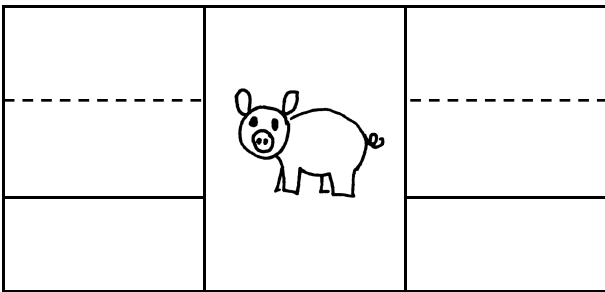
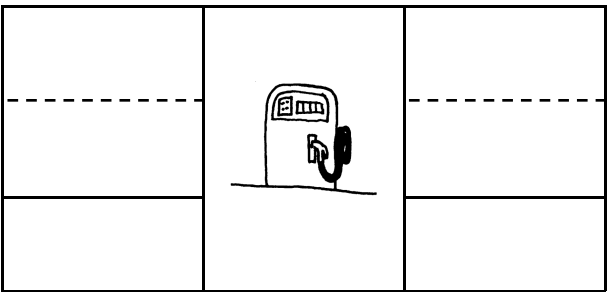
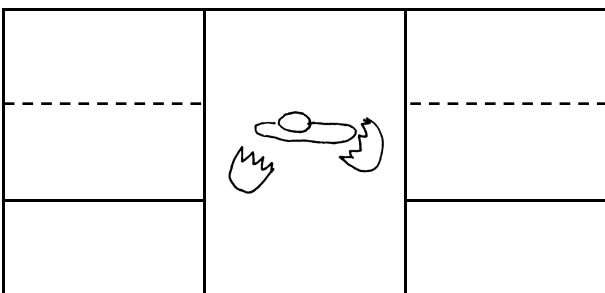
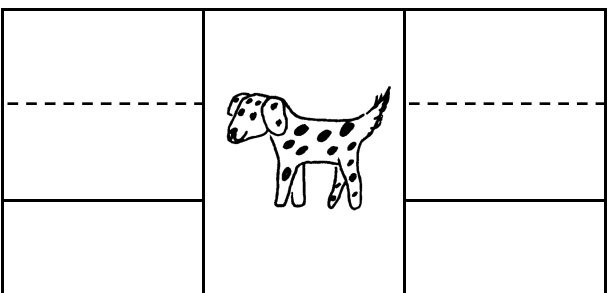
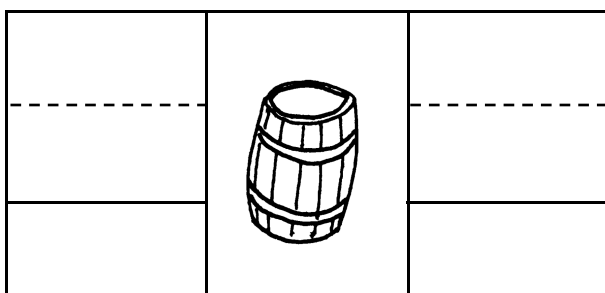
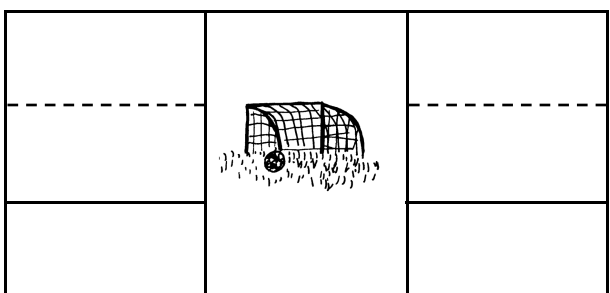
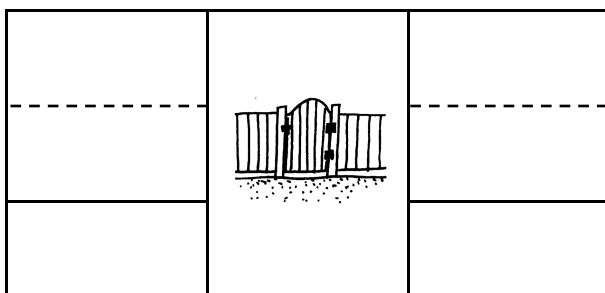
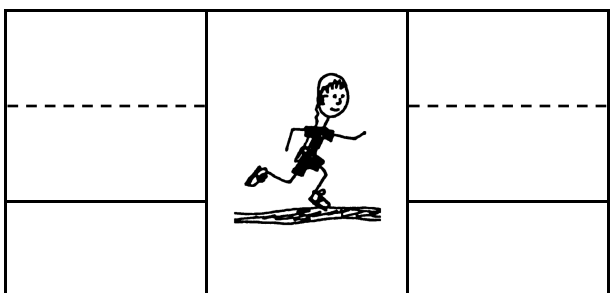
Write **g** to show the ending sound for each picture: jog, dig, leg, tag, pig, jug, bug, egg, wig, log.

Ending Sound Discrimination - v or g

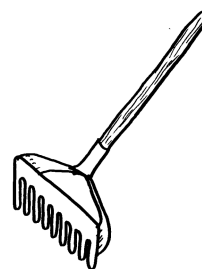
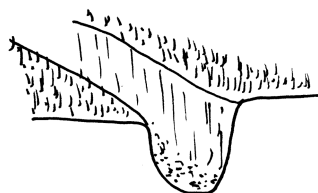
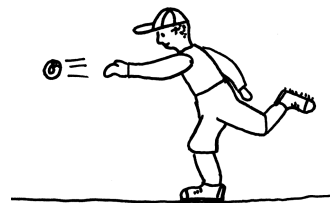
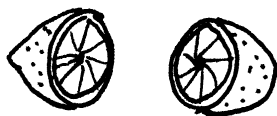
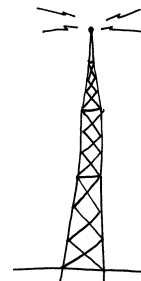
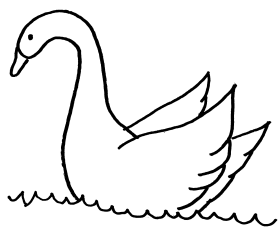


Write **g** or **v** to show the ending sound for each picture: jazz, dig, leg, tag, buzz, jug, maze, maize, wig, gauze.

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

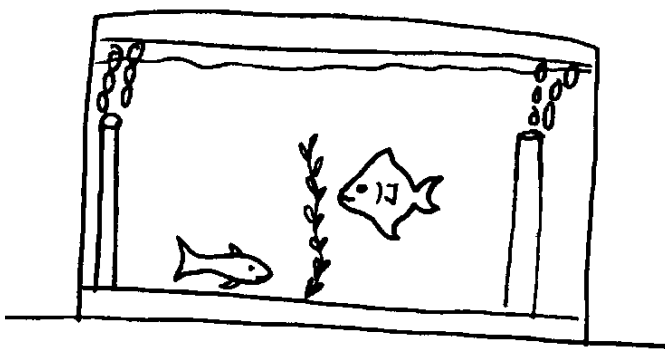


If **g** comes at the beginning, write it before the picture. If **g** comes at the end, write it after the picture: jog, goal, dog, gas, bug, gate, keg, egg, pig, gum.



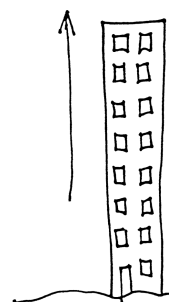
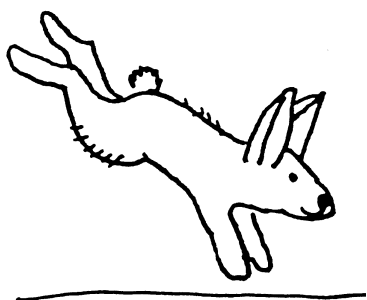
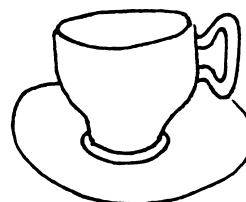
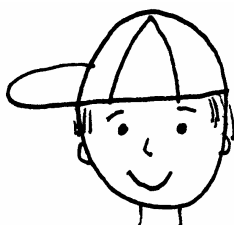
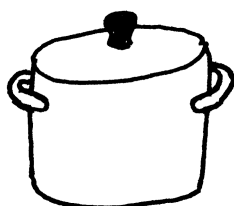
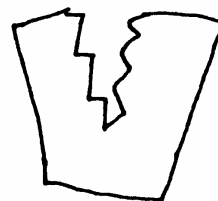
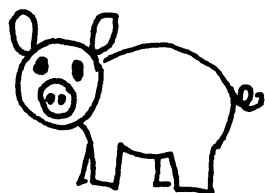
swan-dawn, read-feed, sour-tower,
ditch-pitch, bake-rake

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.




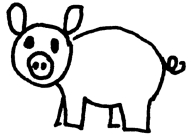
P p

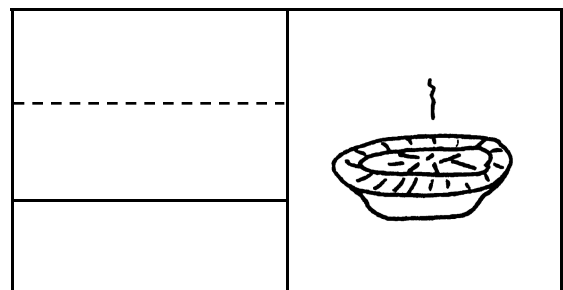
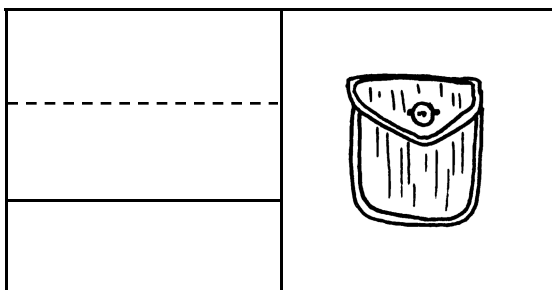
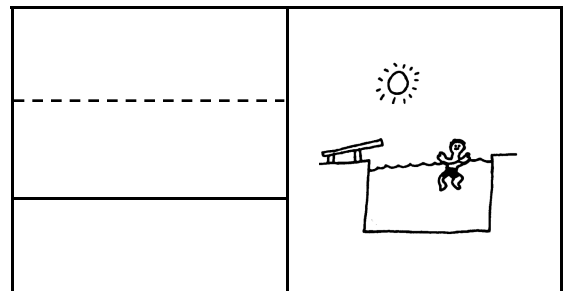
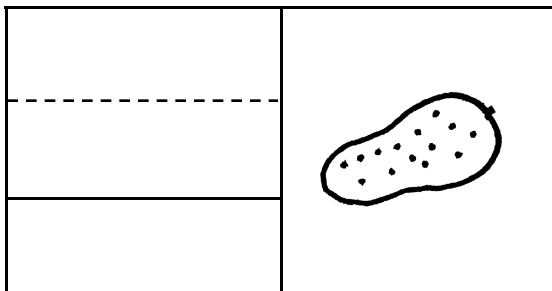
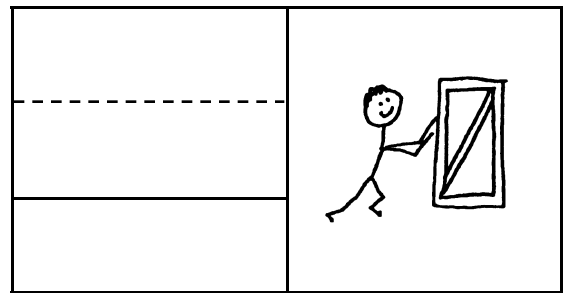
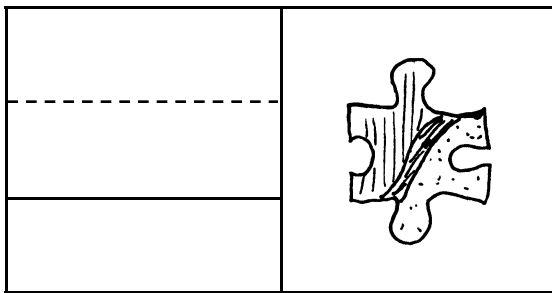
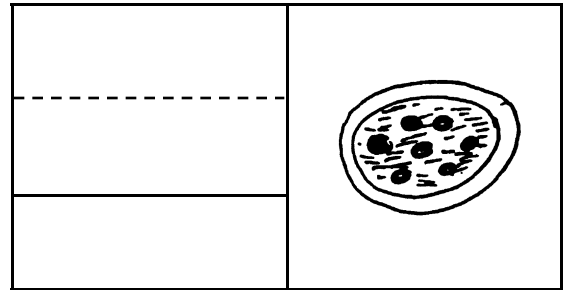
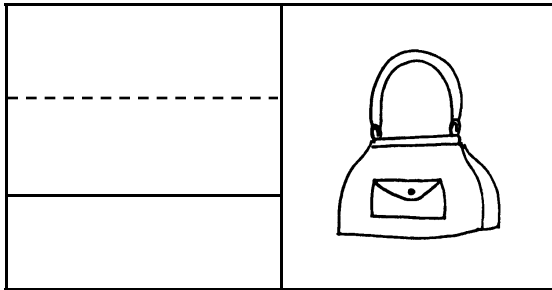
P p



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

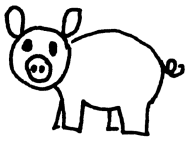

Beginning Sound - p


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

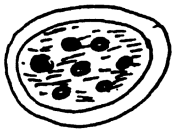



Trace the **p** and write more **p**'s to fill the line. Write **p** to show the beginning sound for each picture: purse, puzzle, pickle, pocket, pizza, push, pool, pie.

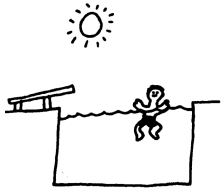
Beginning Sound Discrimination - p, g


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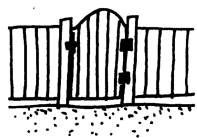
	
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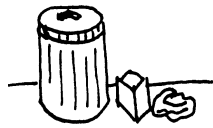
	
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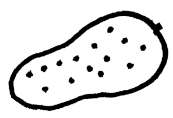
	
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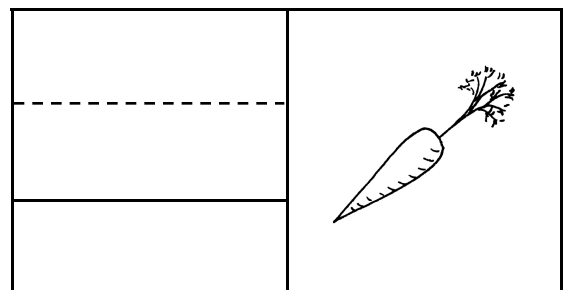
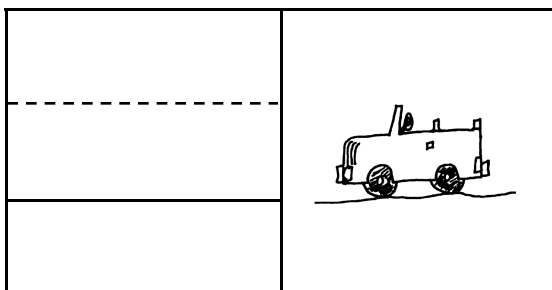
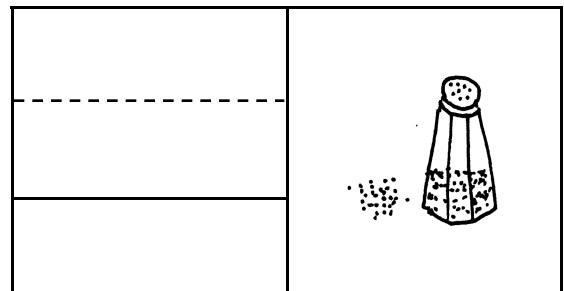
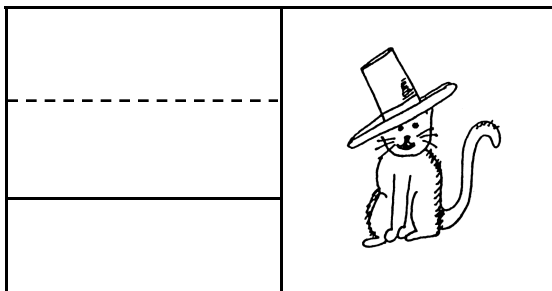
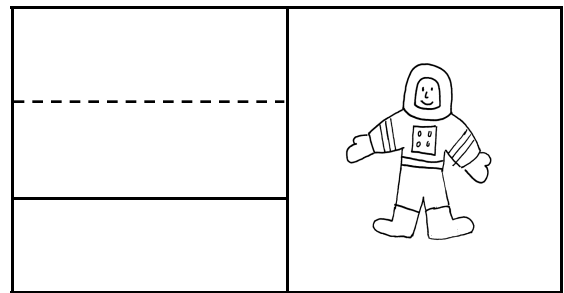
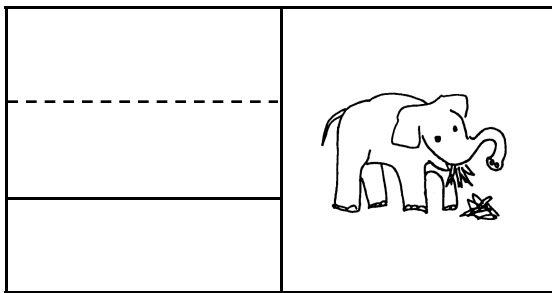
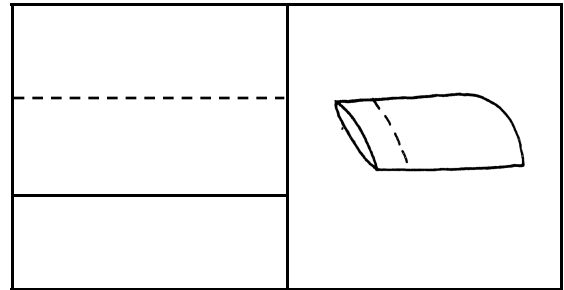
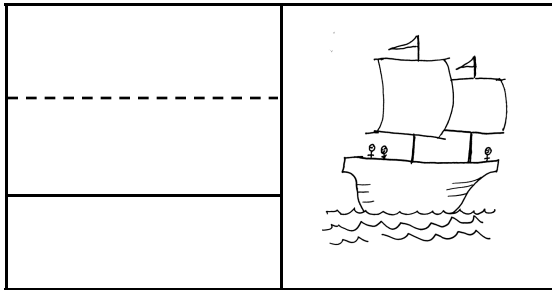
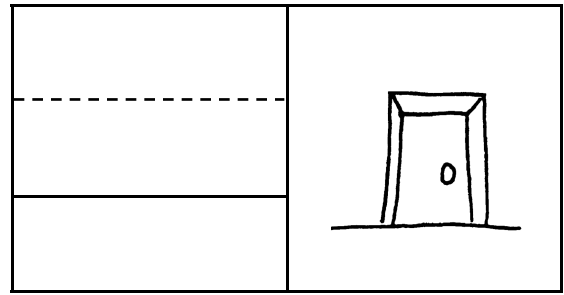
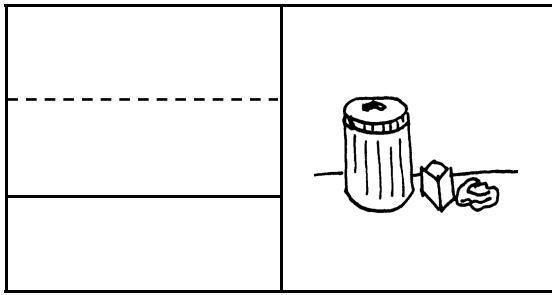
	
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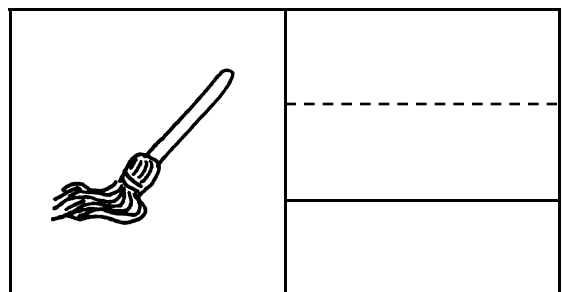
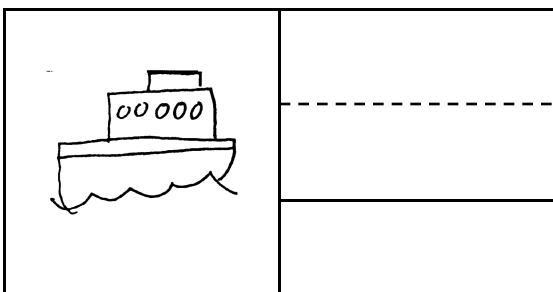
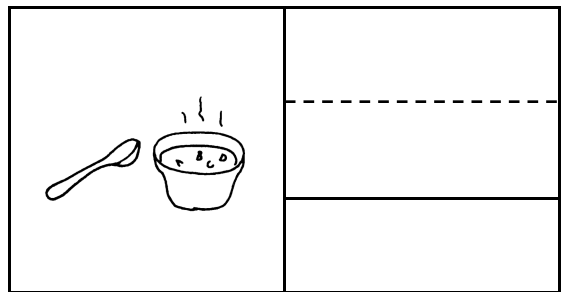
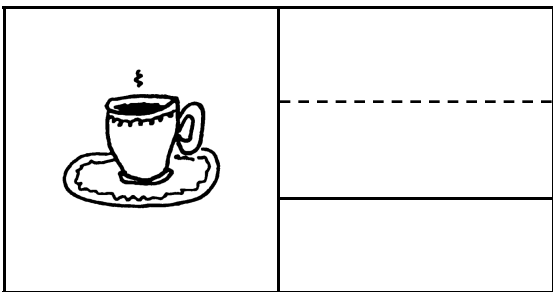
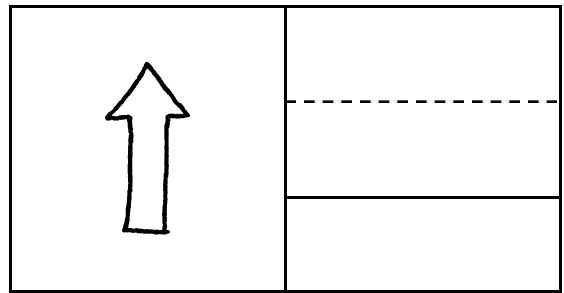
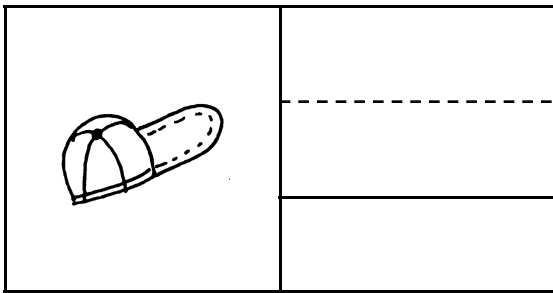
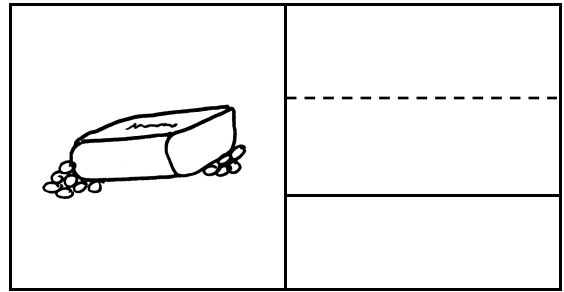
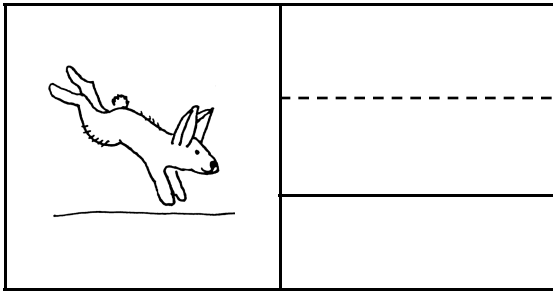
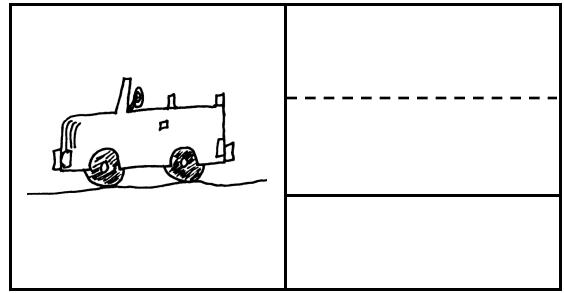
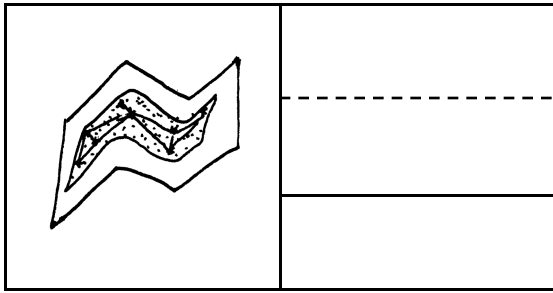
Write **p** or **o** to show the beginning sound for each picture: gold, push, girl, garbage, pizza, pool, gate, pickle.

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



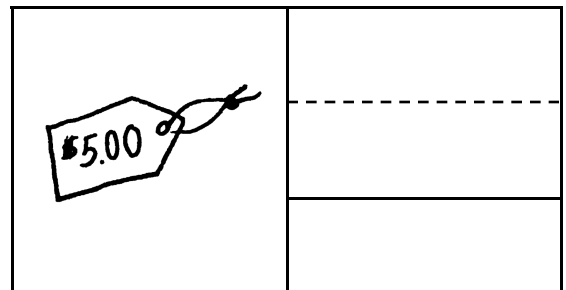
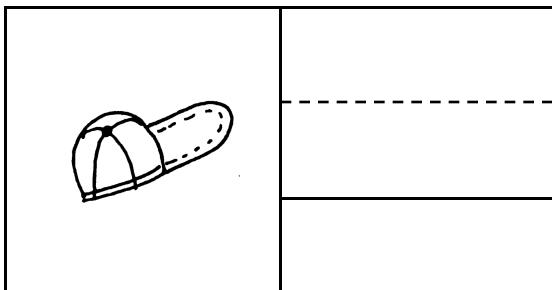
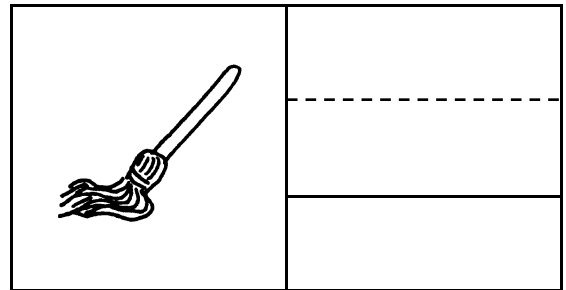
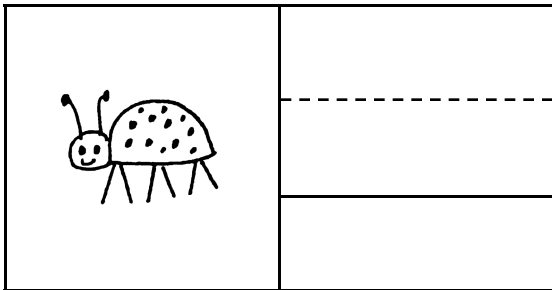
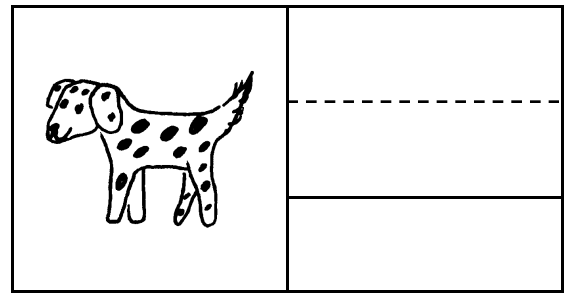
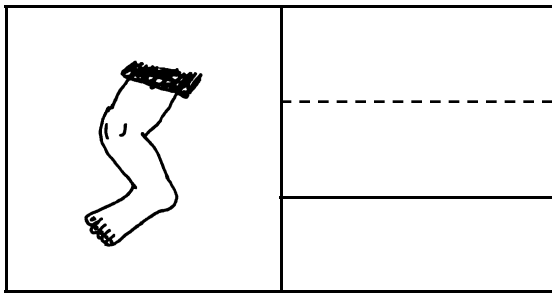
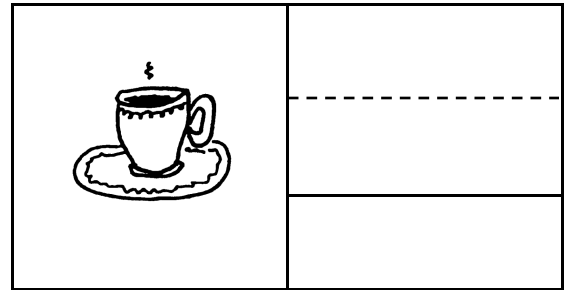
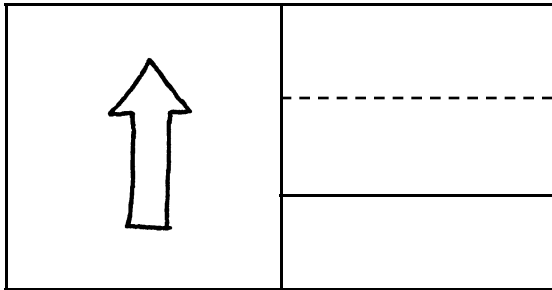
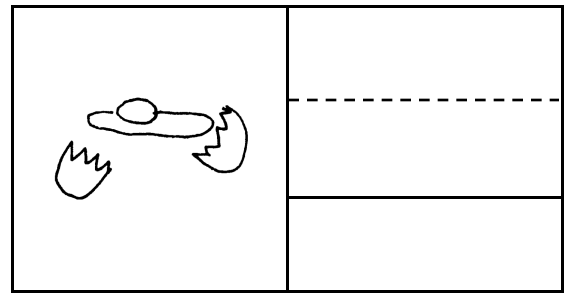
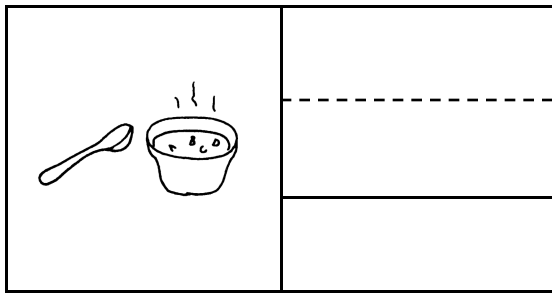
Write a letter to show the beginning sound for each picture: garbage, voyage, elephant, on, jeep, door, pillow, astronaut, salt, carrot.

Ending Sound - p



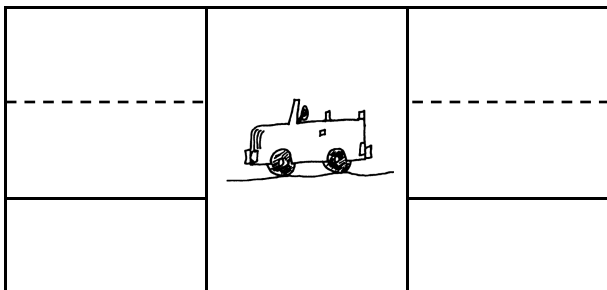
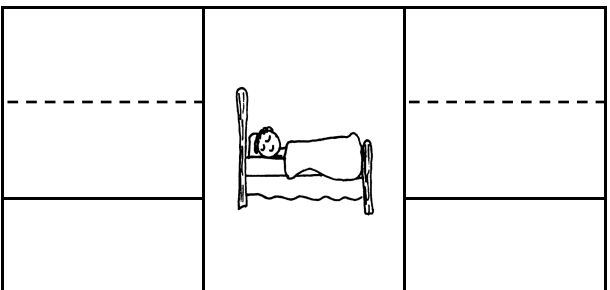
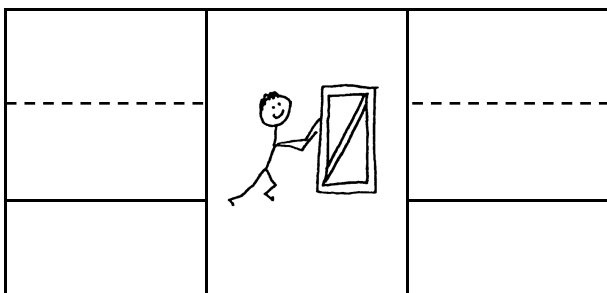
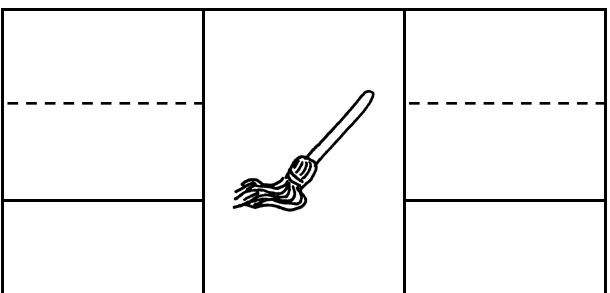
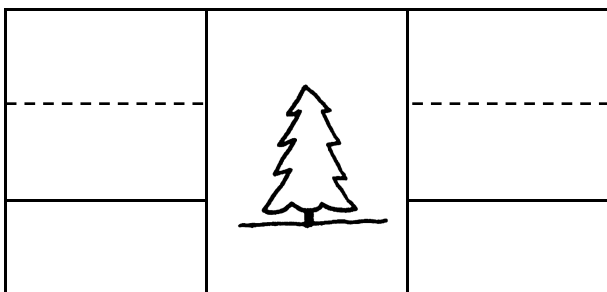
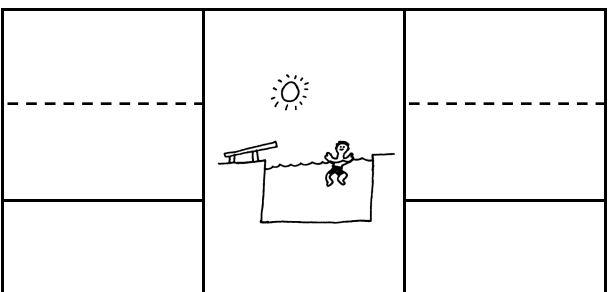
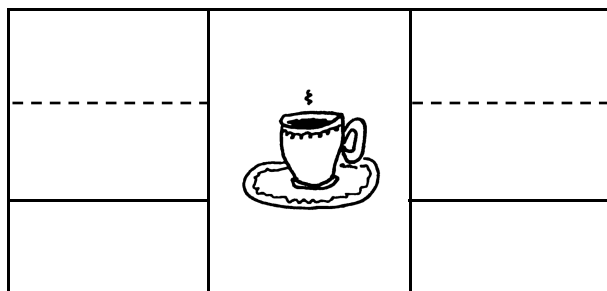
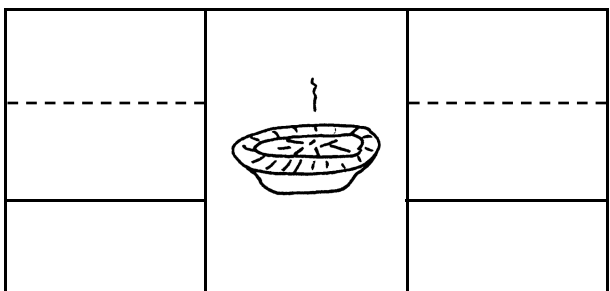
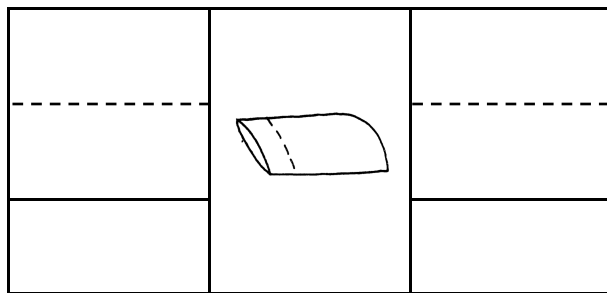
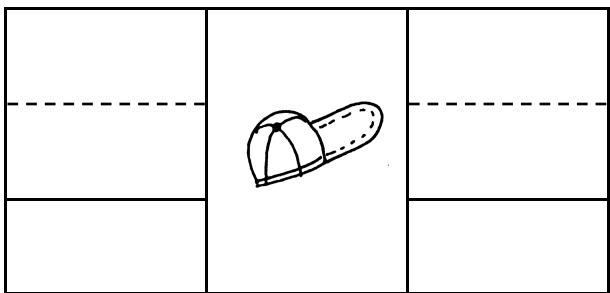
Write **p** to show the ending sound for each picture: map, hop, cap, cup, ship, jeep, soap, up, soup, mop.

Ending Sound Discrimination - p or g

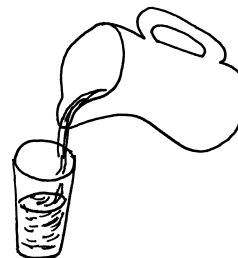
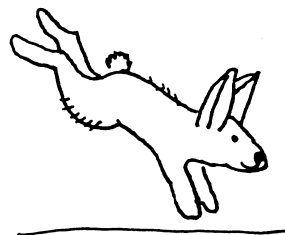
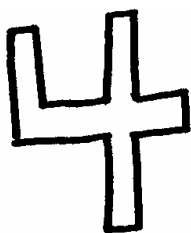
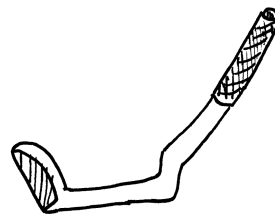
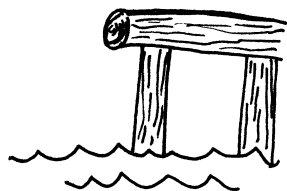


Write **p** or **g** to show the ending sound for each picture: soup, up, leg, bug, cap, egg, cup, dog, mop, tag.

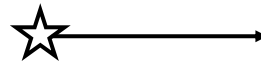
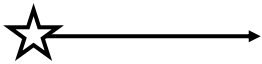
Is the **p** sound at the beginning or the end?



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



pier-ear, tent-bent, four-pour, stomp-
rump, blow-snow



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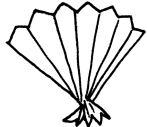
fa


sa

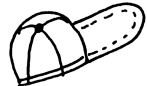
Slide the sounds together smoothly, without a break.


Put It Together


		


		


		


Beginning And Ending Sounds


		

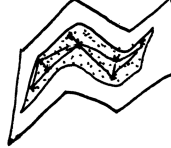
		

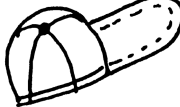
Write the beginning and ending sound for each picture: pan, gas, fan, tag, van, bag, cap, dad, rat, jam.


Put It Together

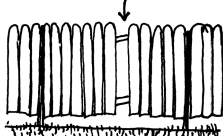
Medial Short Vowel - a


		
p		ss

		
m		p

		
c		p

		
r		g


		
g		p


		
v		t


Look at the beginning and ending letters in each word. Listen for the **a/ant** sound in the middle of each word. Write **a** in the middle space under each picture: pass, map, cap, rag, gap, vat.


Put It Together


Beginning, Middle, and Ending Sounds


		

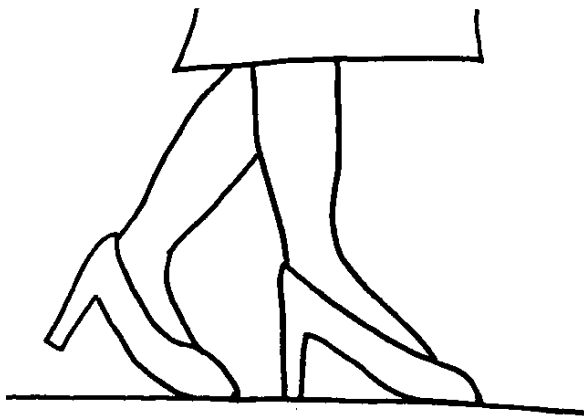
		

Write the beginning, middle, and ending sound for each picture: cat, man, sat, jam, ran, sad.

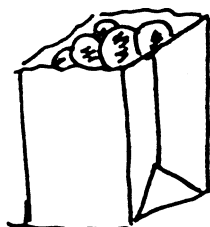
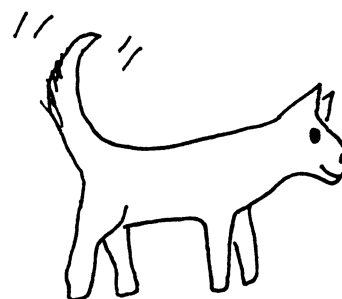
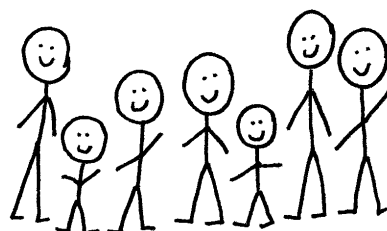
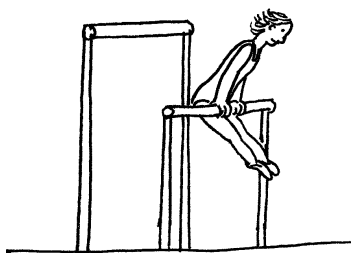
Audrey looked up when she heard the “K, k” sound of the receptionist’s heels stepping across the tile floor.

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






K k


K k





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


Beginning Sound - k

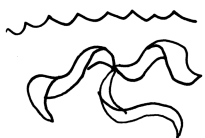
		 kick


	
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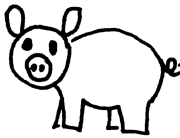


	
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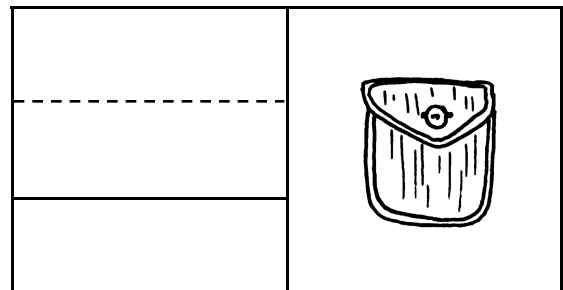
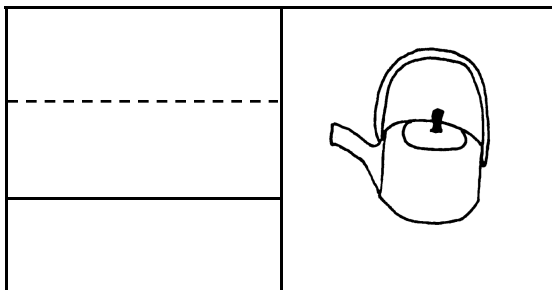
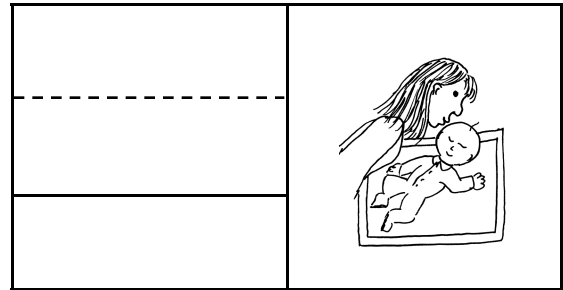
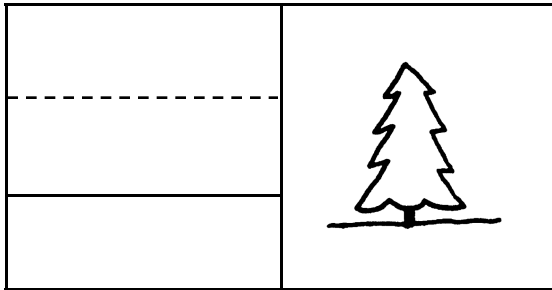
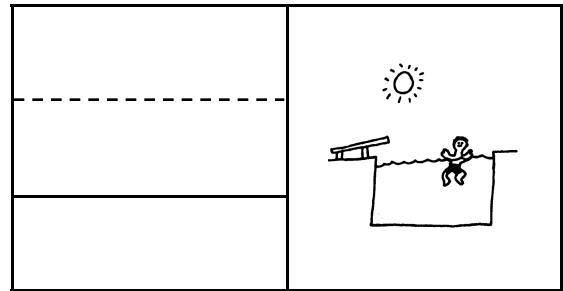
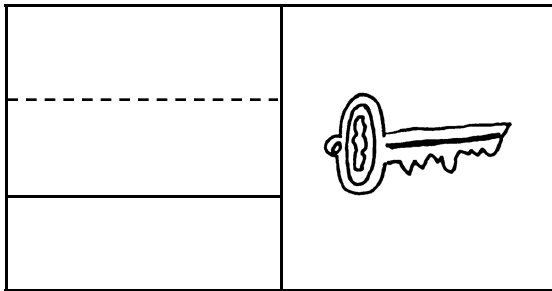
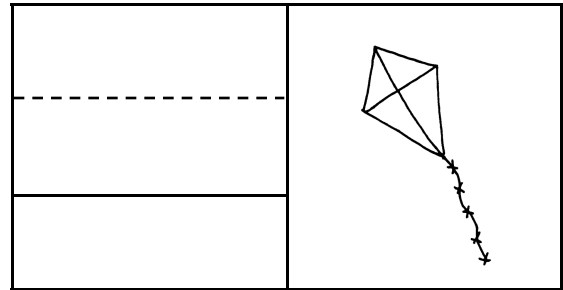
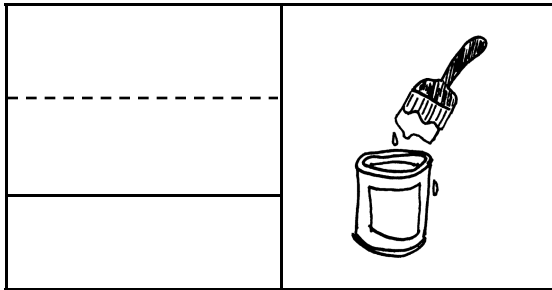
	
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Trace the **k** and write more **k**'s to fill the line. Write **k** to show the beginning sound for each picture: kangaroo, keg, kelp, kettle, key, kid, king, kiss.

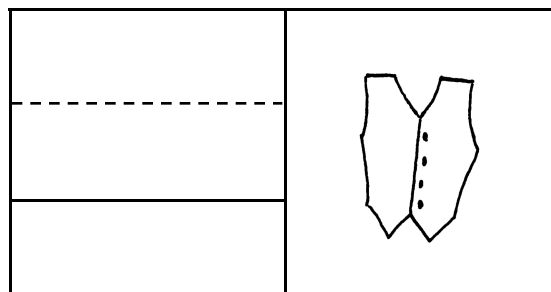
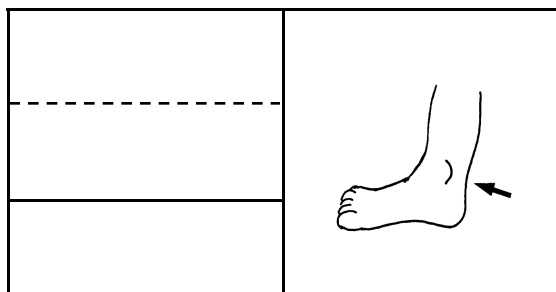
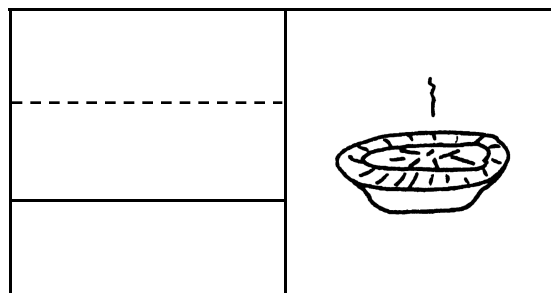
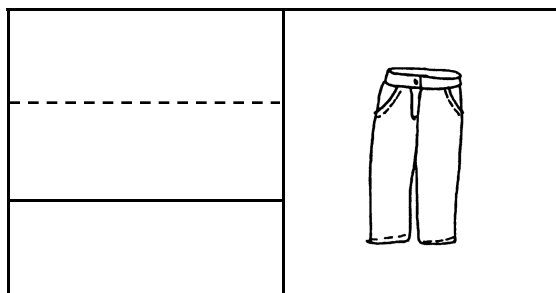
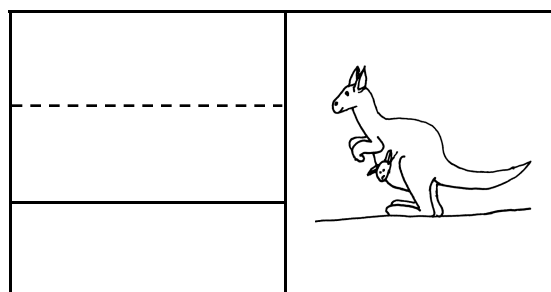
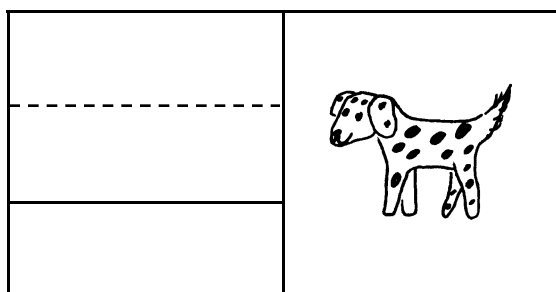
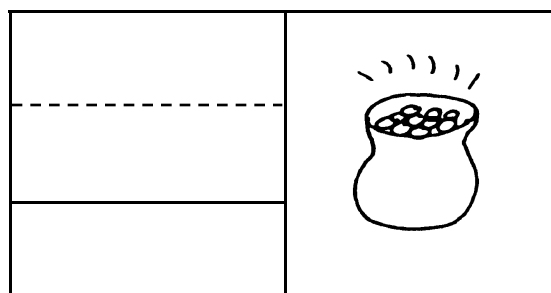
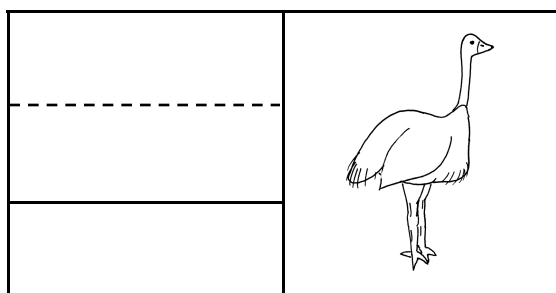
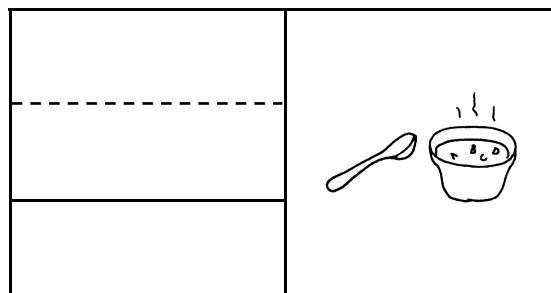
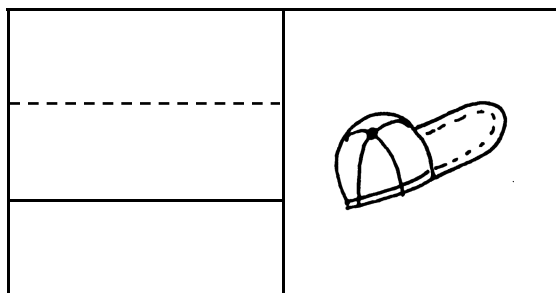
Beginning Sound Discrimination - p, k

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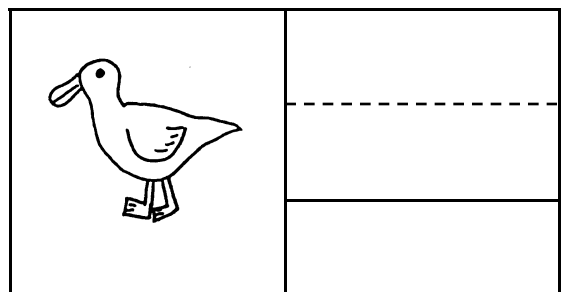
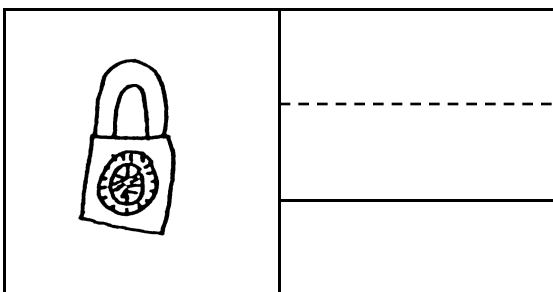
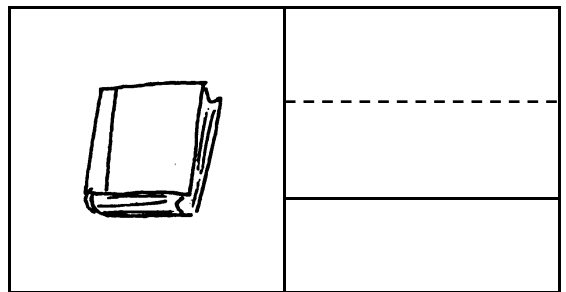
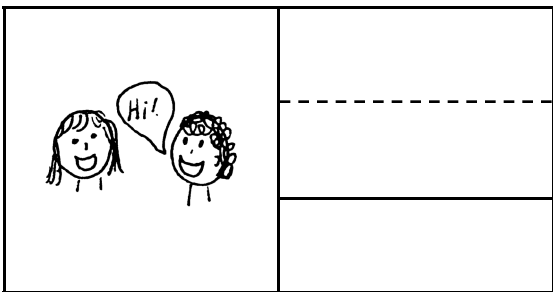
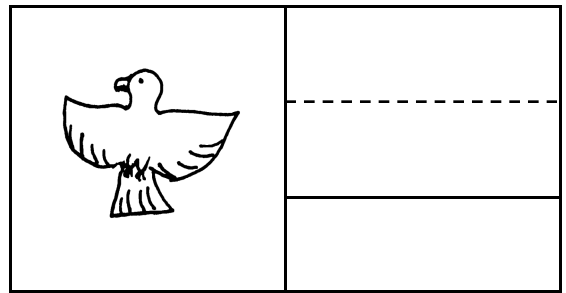
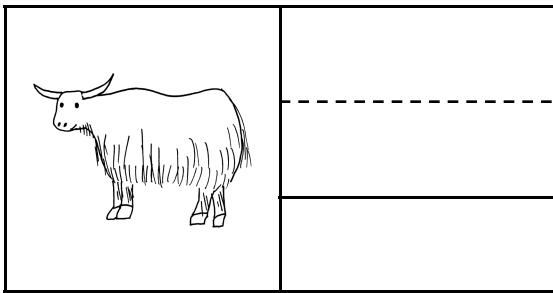
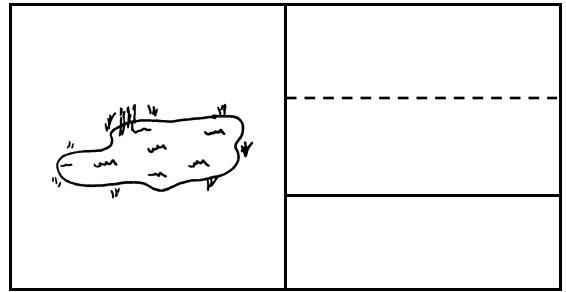
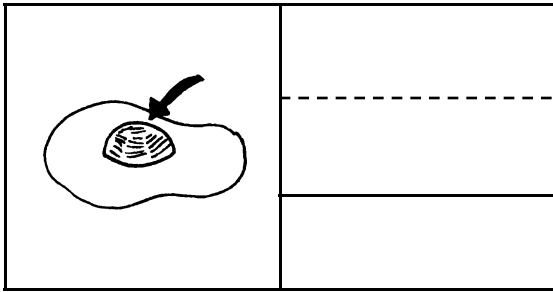
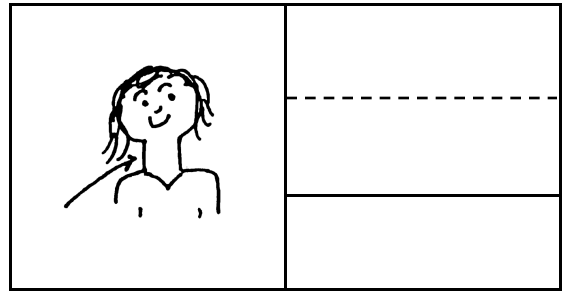
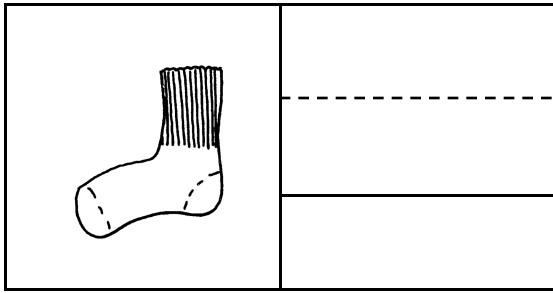
Write **p** or **k** to show the beginning sound for each picture: paint, key, pine, kettle, kite, pool, kiss, pocket.

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



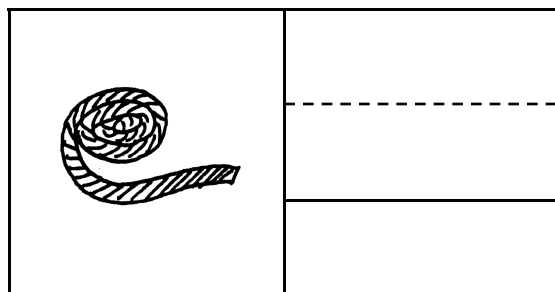
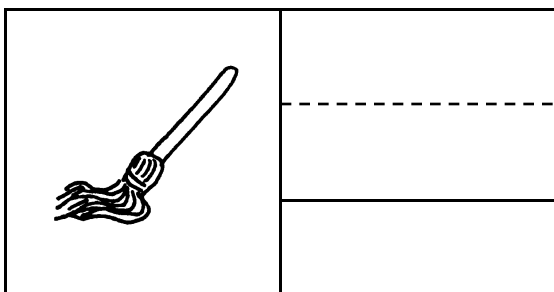
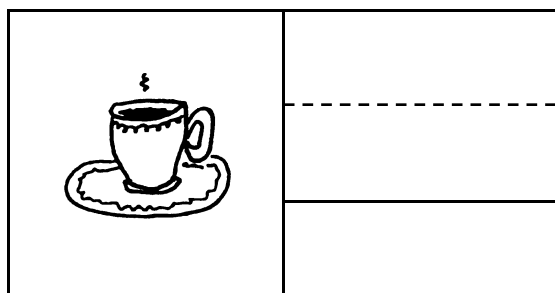
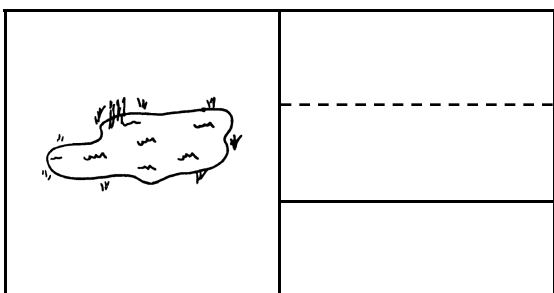
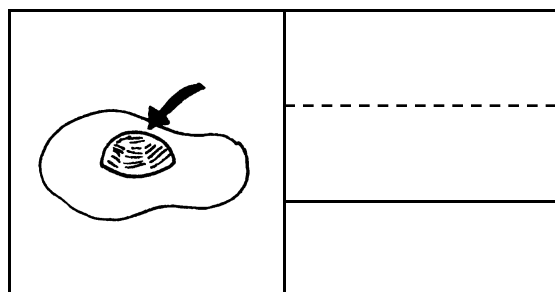
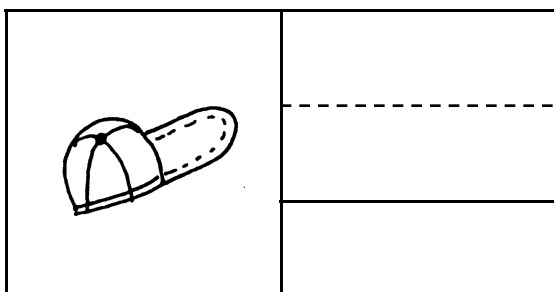
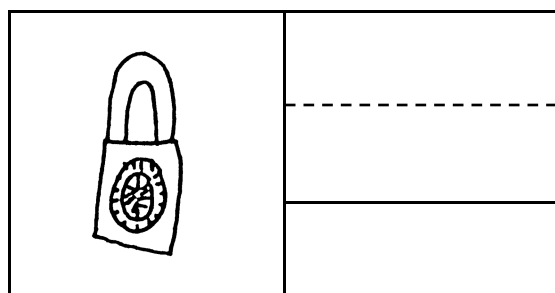
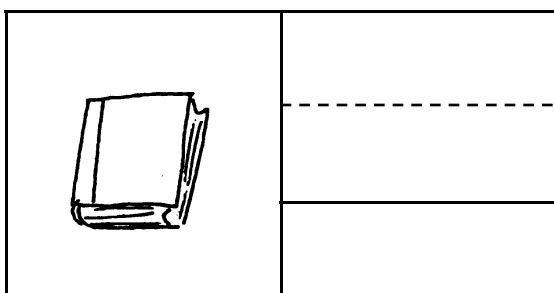
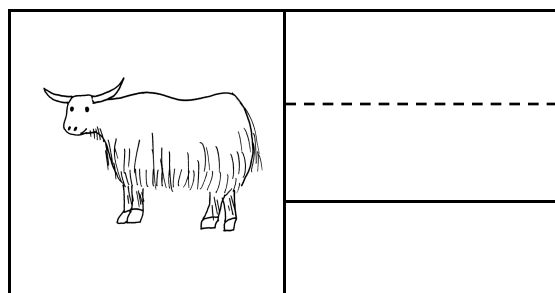
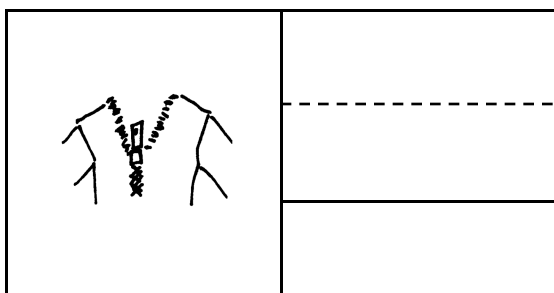
Write a letter to show the beginning sound for each picture: cap, ostrich, dog, jeans, ankle, soup, gold, kangaroo, pie, vest.

Ending Sound - k



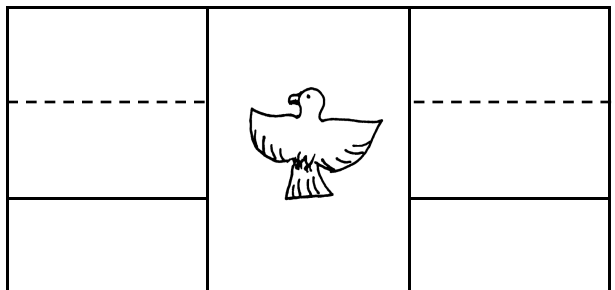
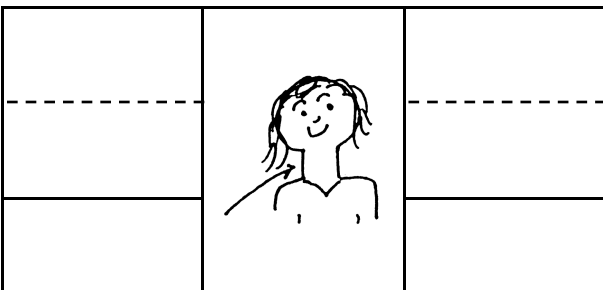
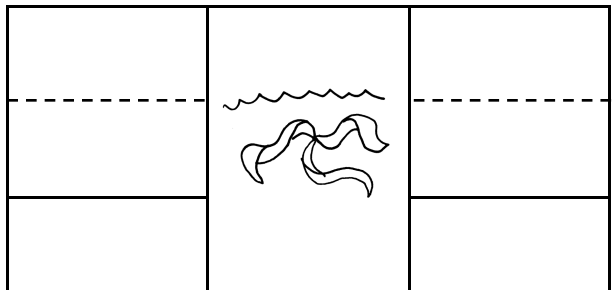
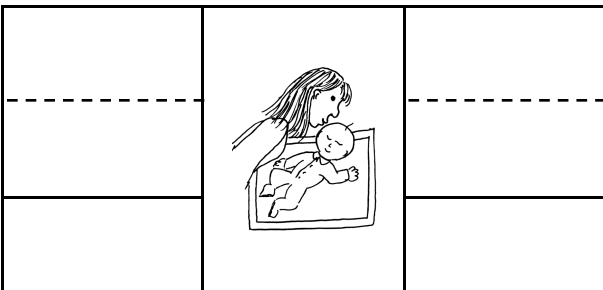
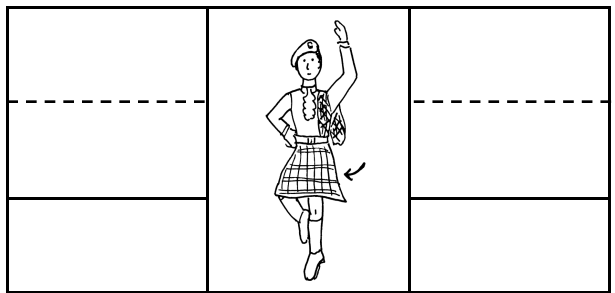
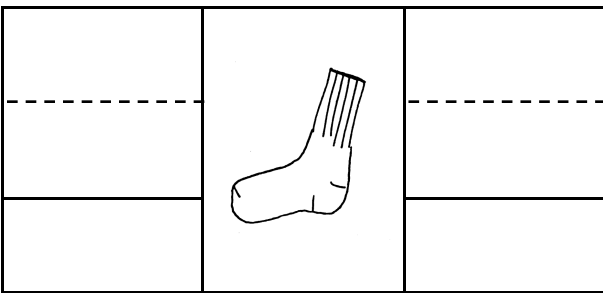
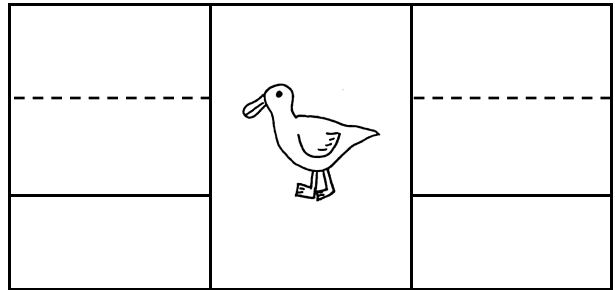
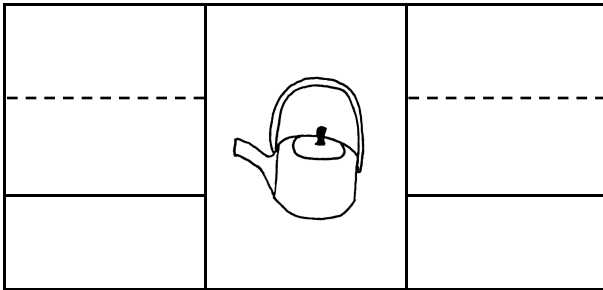
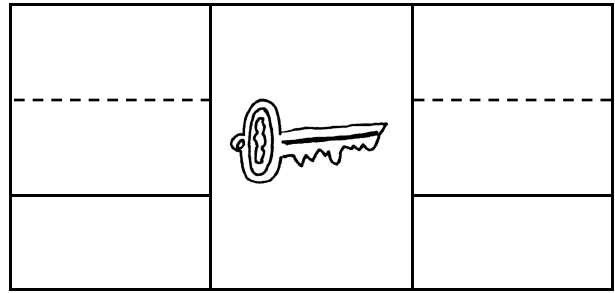
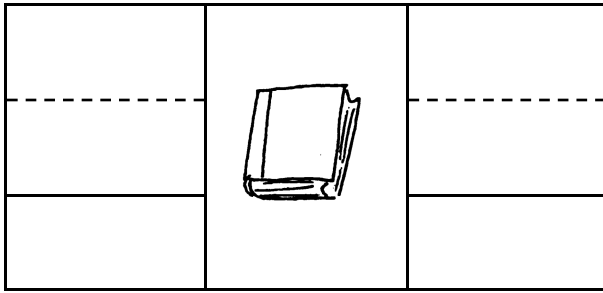
Write **k** to show the ending sound for each picture: sock, yolk, yak, talk, lock, neck, lake, hawk, book, duck.

Ending Sound Discrimination - k or p

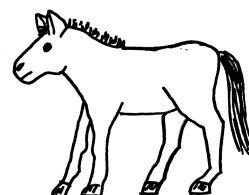
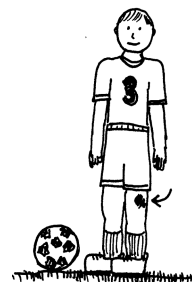
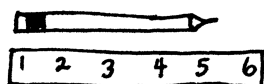
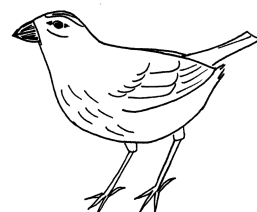
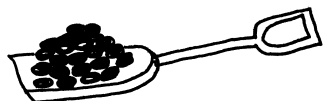
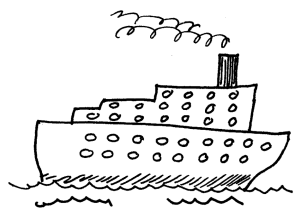


Write **k** or **p** to show the ending sound for each picture: zip, book, cap, lake, mop, yak, lock, yolk, cup, rope.

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



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

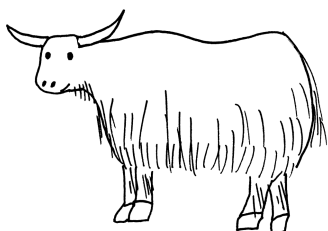
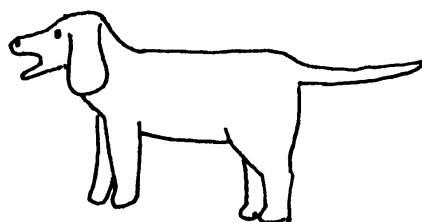
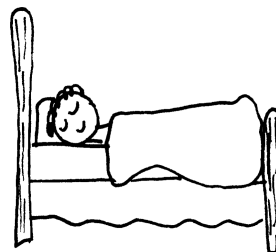
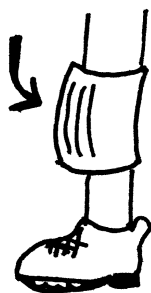


cruise-bruise, coal-foal, inch-
finch, soup-group, you-blue

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






Y y
Y y





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

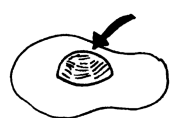
Beginning Sound - y

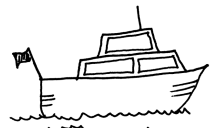
	<div style="text-align: center;">y</div>	
		yo-yo


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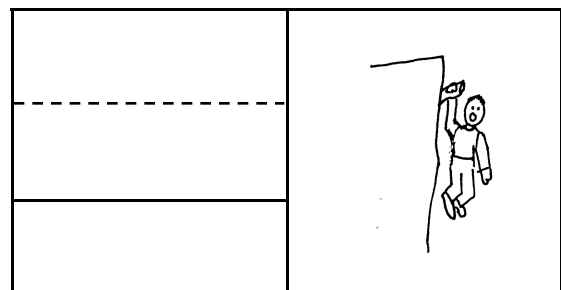
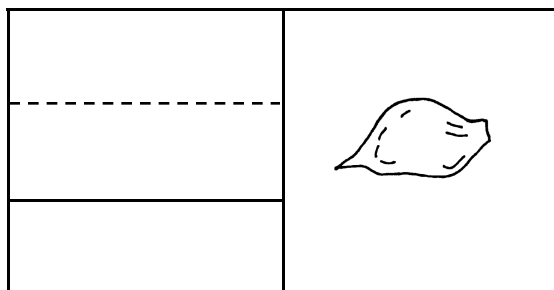
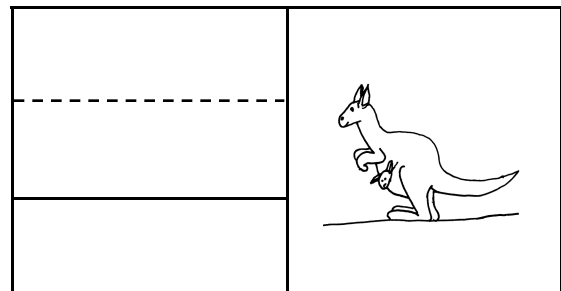
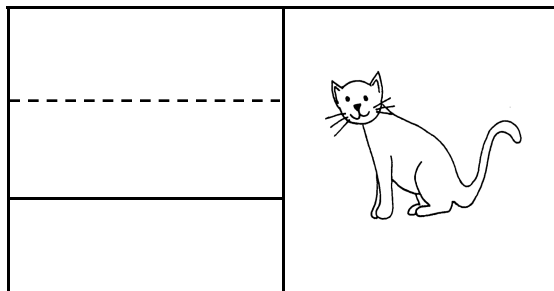
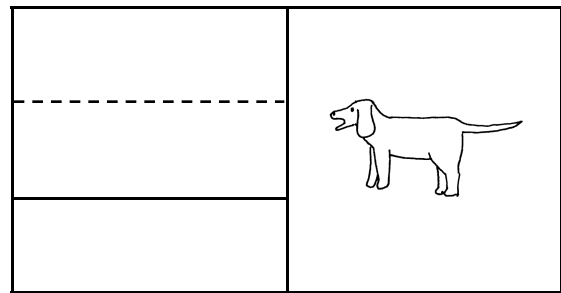
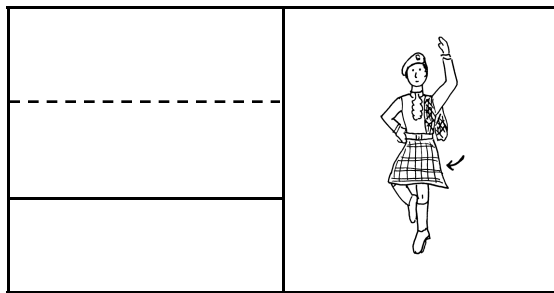
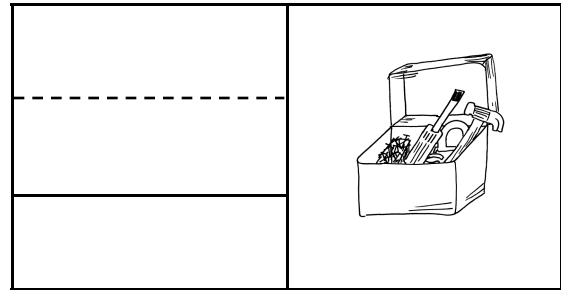
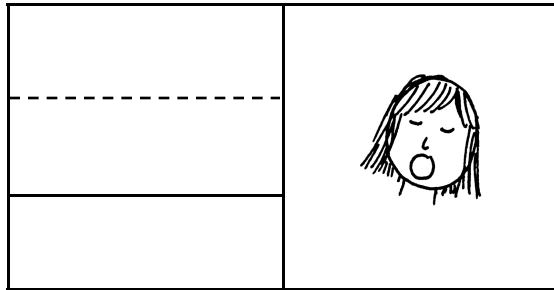
	
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Trace the y and write more y's to fill the line. Write y to show the beginning sound for each picture: yarn, year, yacht, yell, yawn, yolk, yard, yak.

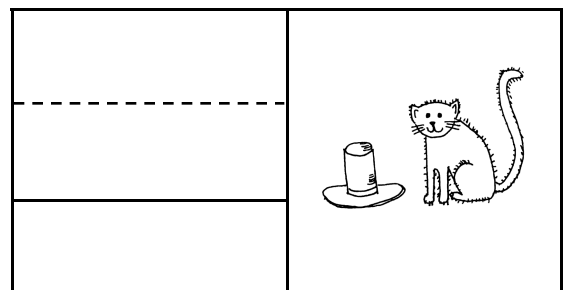
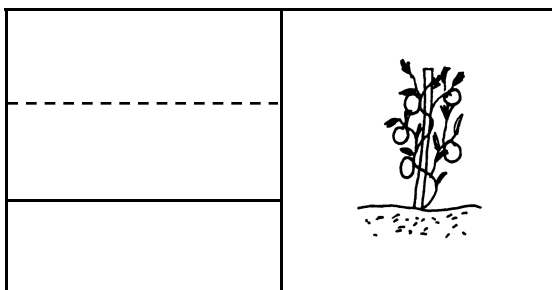
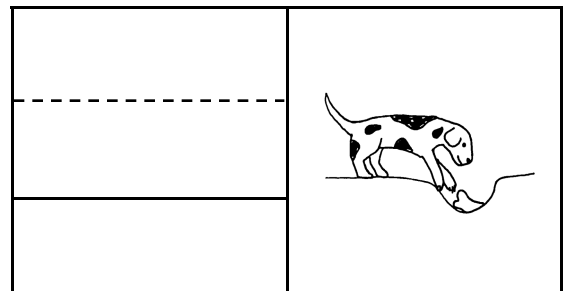
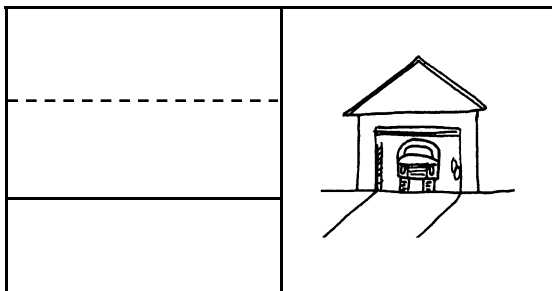
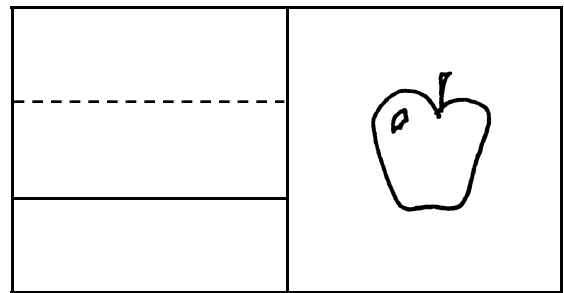
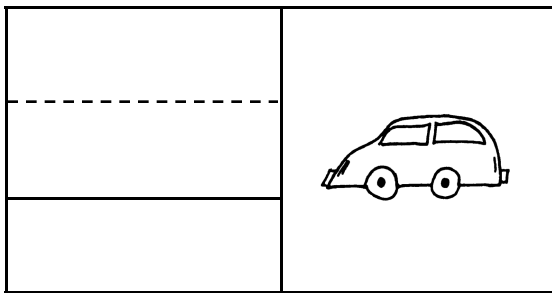
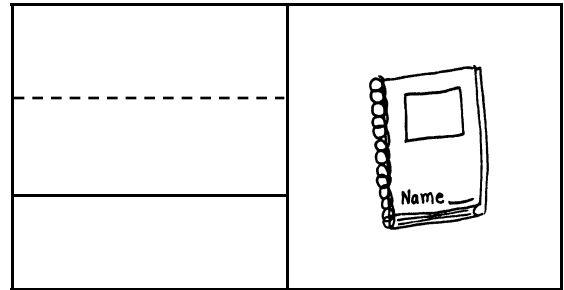
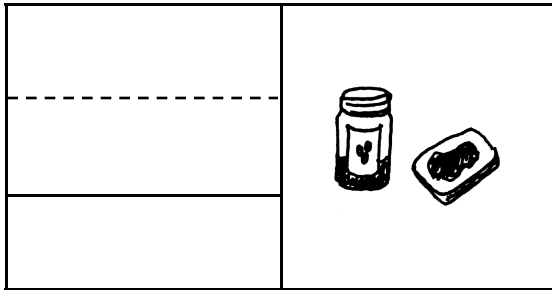
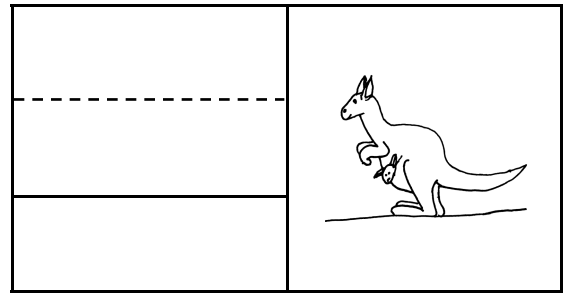
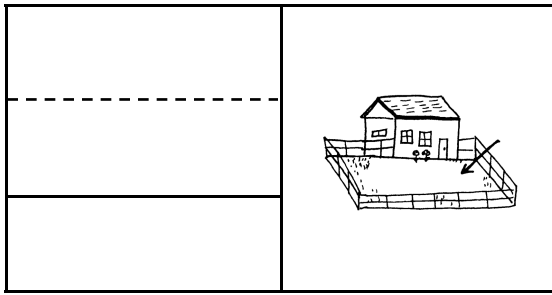
Beginning Sound Discrimination - y or k

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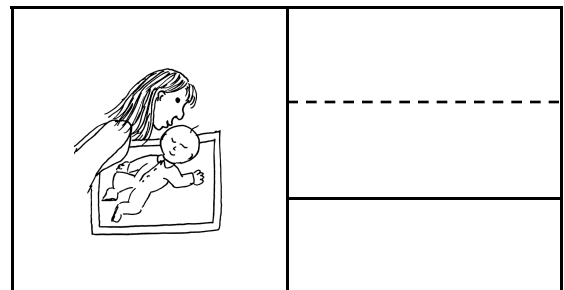
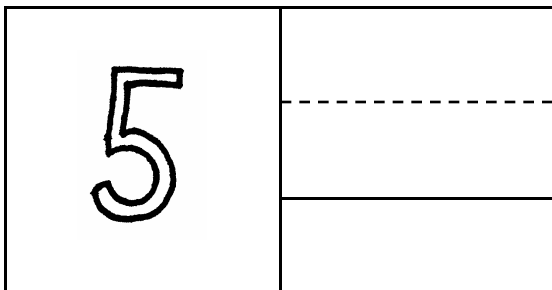
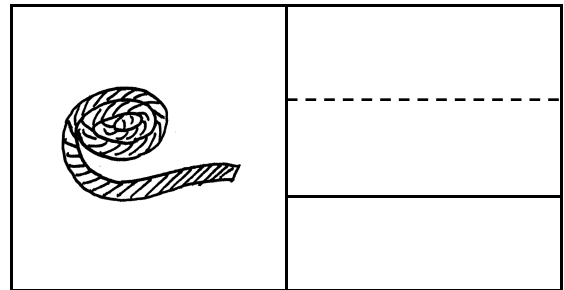
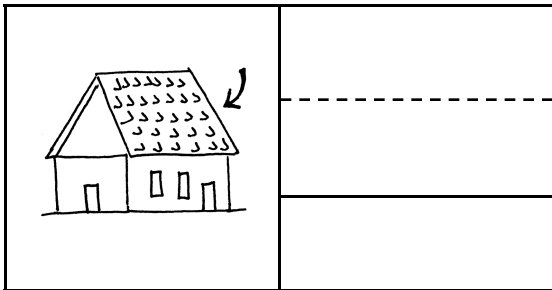
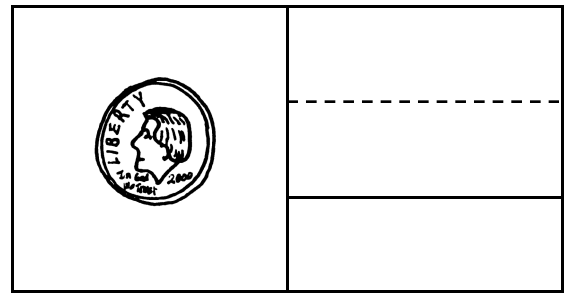
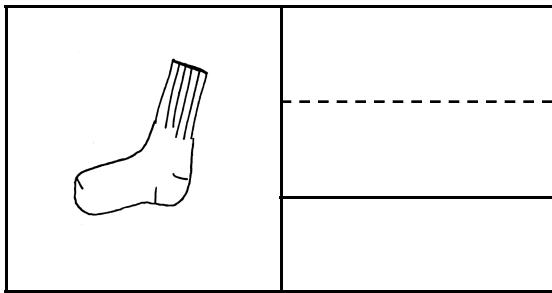
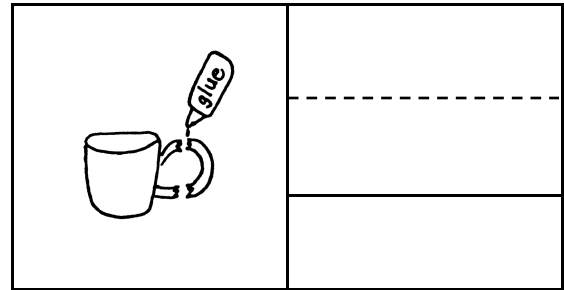
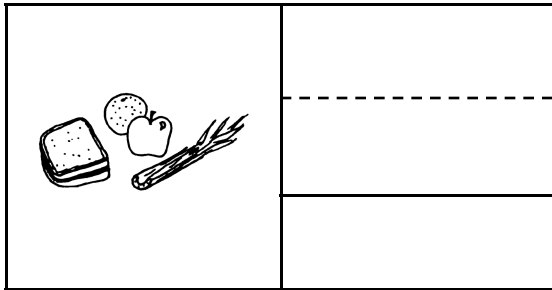
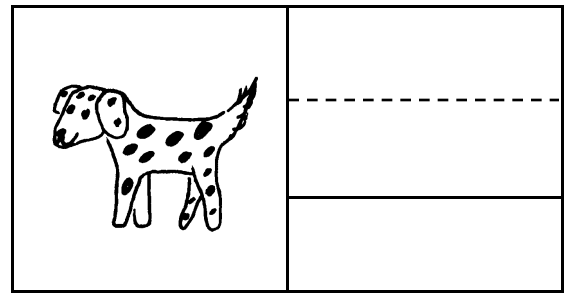
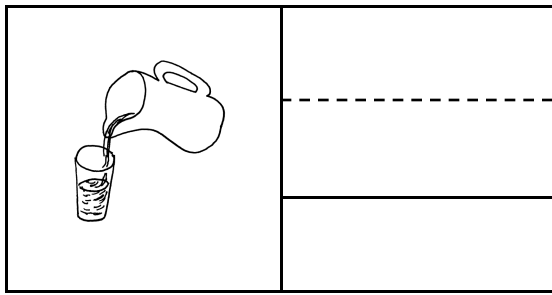
Write **y** or **k** to show the beginning sound for each picture: yawn, kilt, kitten, yam, kit, yap, kangaroo, yell.

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

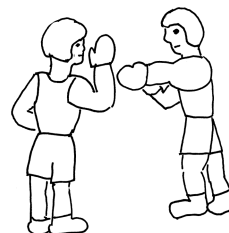
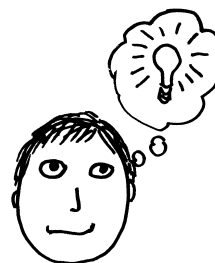
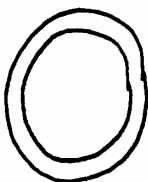
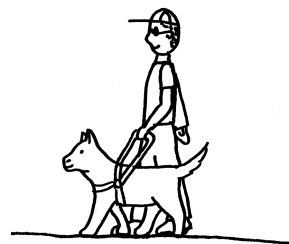
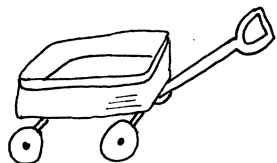


Write a letter to show the beginning sound for each picture: yard, jam, car, vine, kangaroo, journal, apple, dig, off.

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

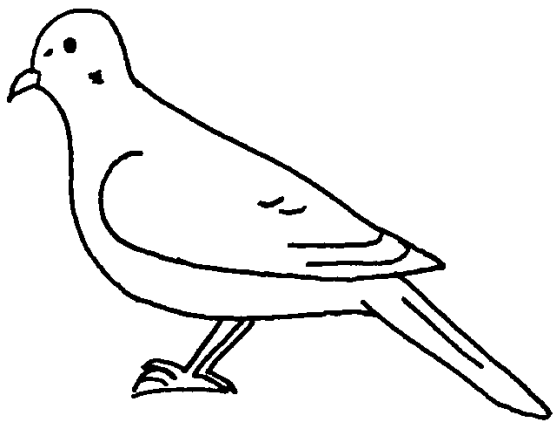


Write a letter to show the ending sound for each picture: pour, food, sock, roof, five, dog, fix, dime, rope, kiss.



wagon-dragon, zero-hero, find-blind,
night-fight, bought-thought

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

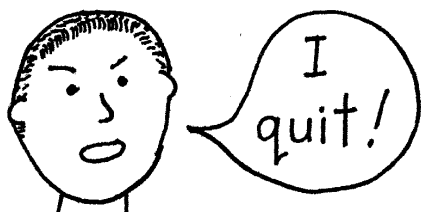
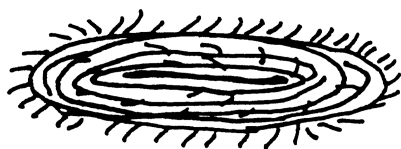
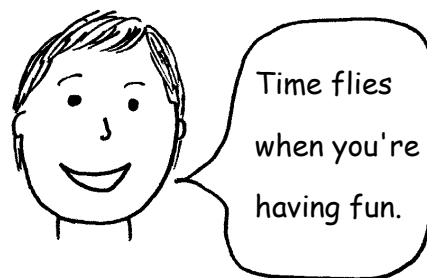


Q

q



Q


q





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


Beginning Sound - qu


	<div style="text-align: center; font-size: 48px;">qu</div>	
		<div style="text-align: center; font-size: 36px;">quilt</div>




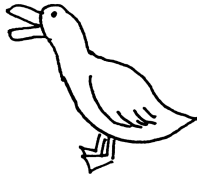


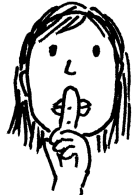













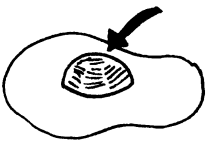



Trace the **qu** and write more **qu**'s to fill the line. Write **qu** to show the beginning sound for each picture: queen, quart, quiver, quack, quarter, quarrel, quail, quiet.


Beginning Sound Discrimination - qu or y

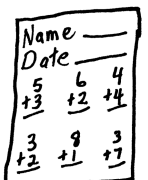
qu	 quilt	y	 yo-yo
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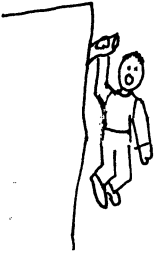
	
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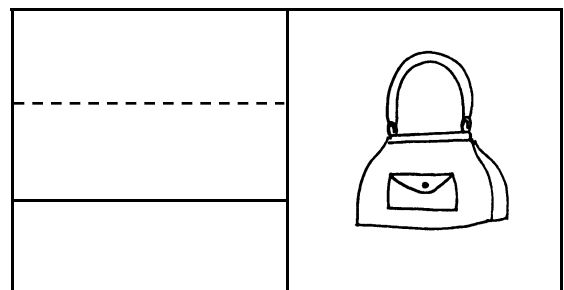
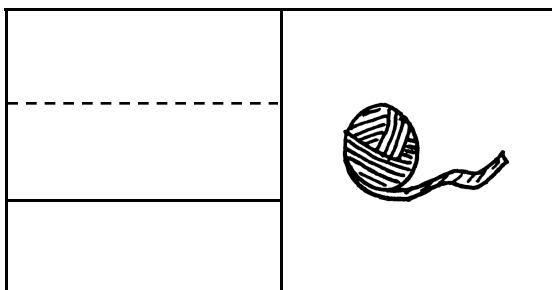
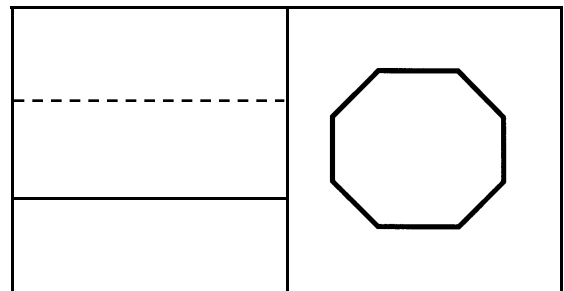
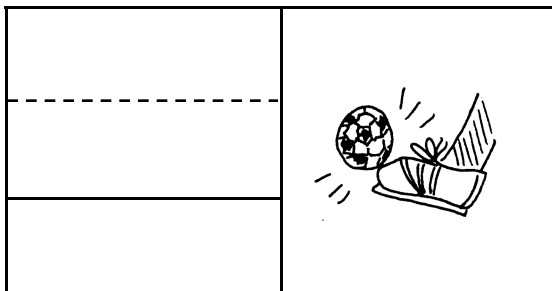
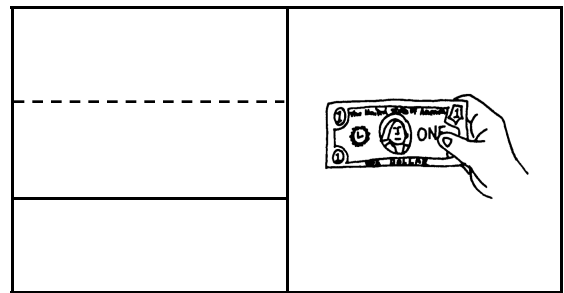
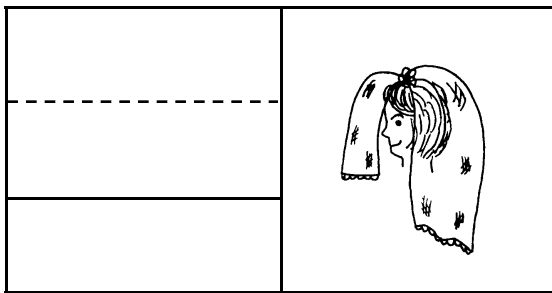
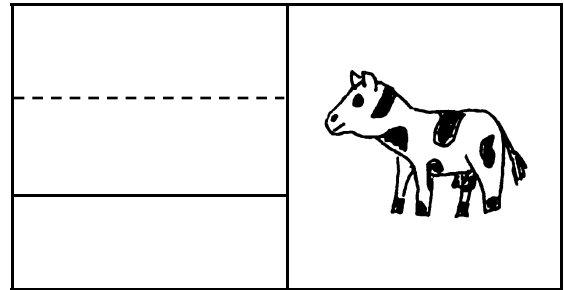
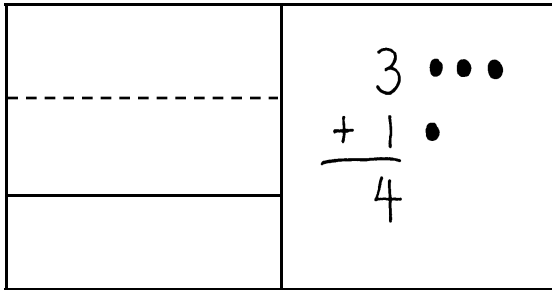
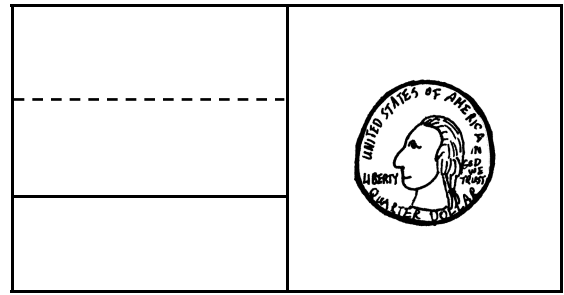
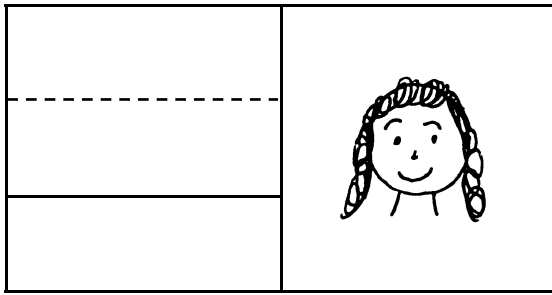
	
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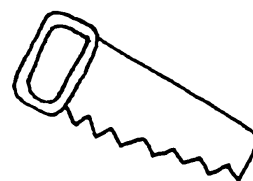
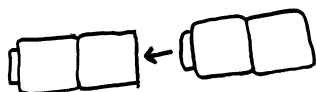
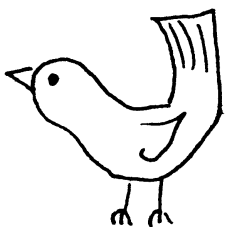
Write **qu** or **y** to show the beginning sound for each picture: quill, yard, quiz, yarn, yolk, queen, yell, question.

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



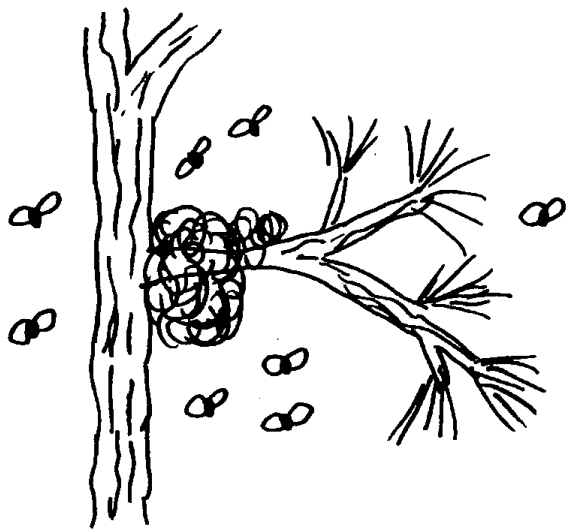
Write a letter to show the beginning sound for each picture: girl, add, veil, kick, yarn, quarter, cow, dollar, octagon, purse.

Draw a line between each pair of rhyming pictures.



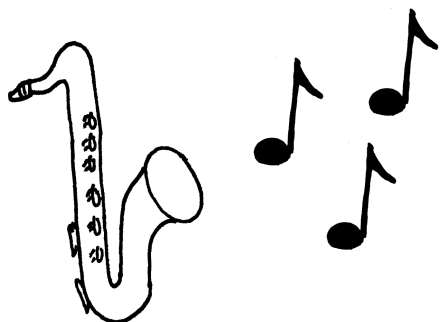
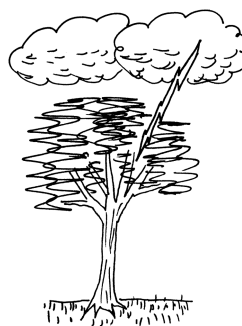
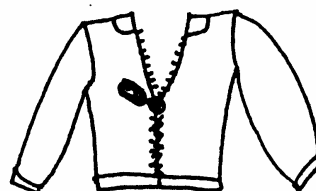
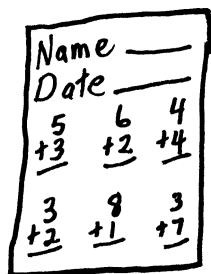
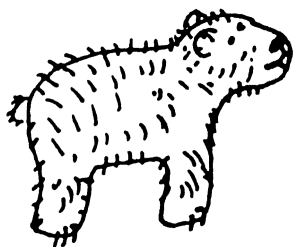
ate-plate, wren-when, jaw-saw, join-coin, twinkle-wrinkle

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





Z z

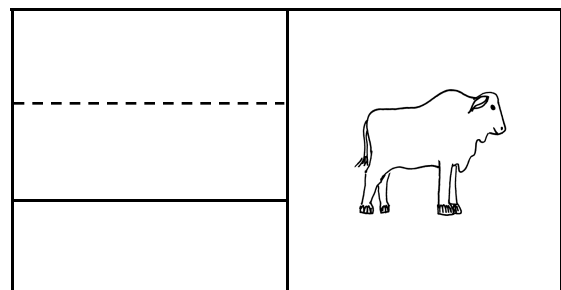
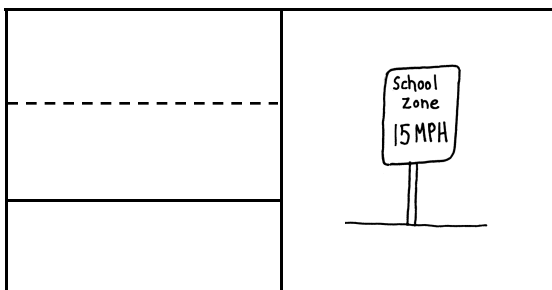
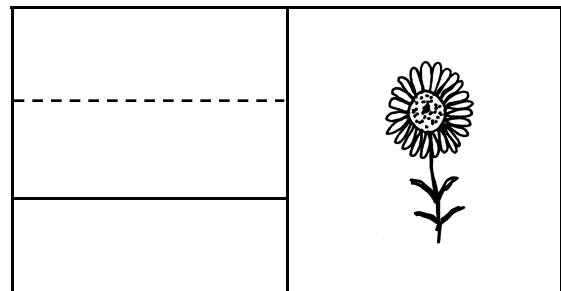
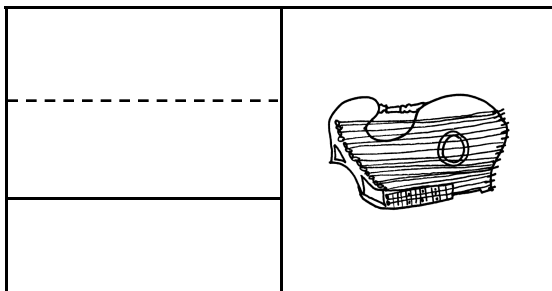
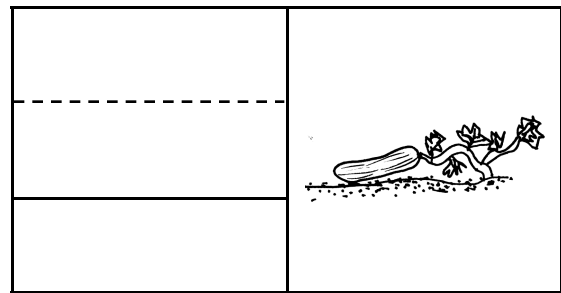
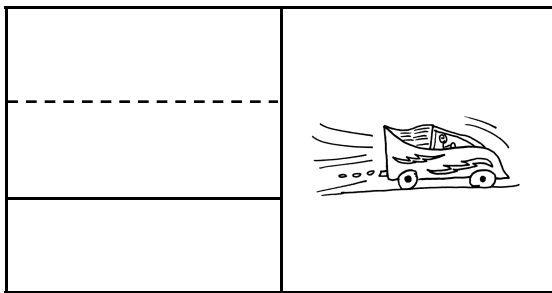
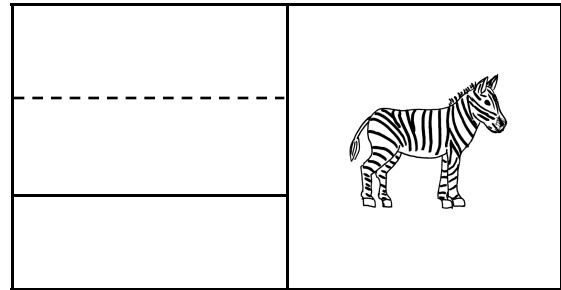
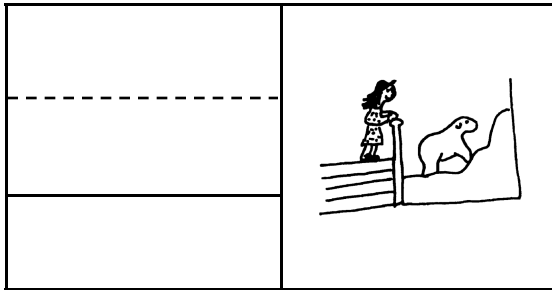
Z z



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

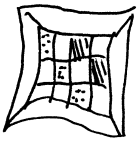

Beginning Sound - z

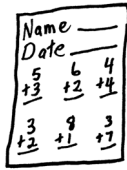
	<div style="text-align: center; font-size: 48px;">z</div>	 <div style="text-align: center; font-size: 24px;">zip</div>
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Write **z** to show the beginning sound for each picture: zoo, zoom, zither, zone, zebra, zucchini, zinnia, zebu.


Beginning Sound Discrimination - qu or z

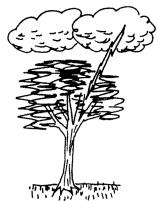
qu	 quilt	z	 zip
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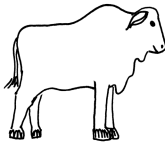
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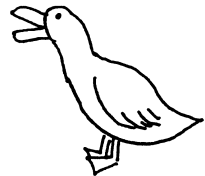
	
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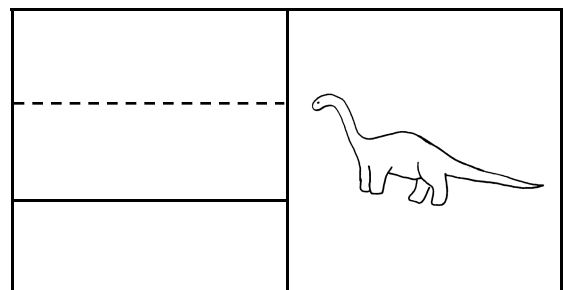
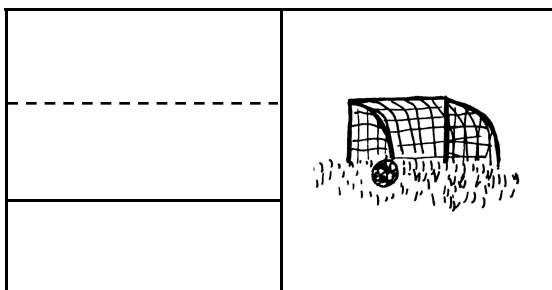
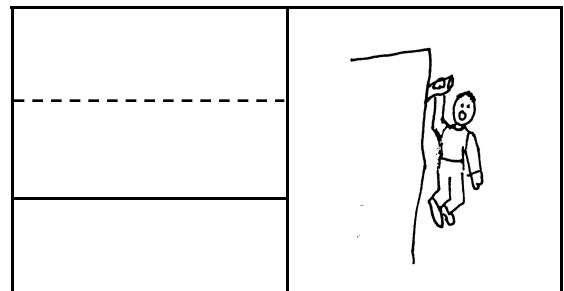
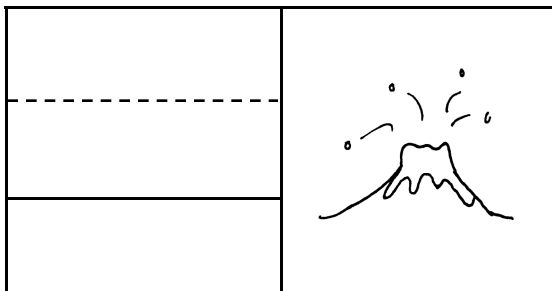
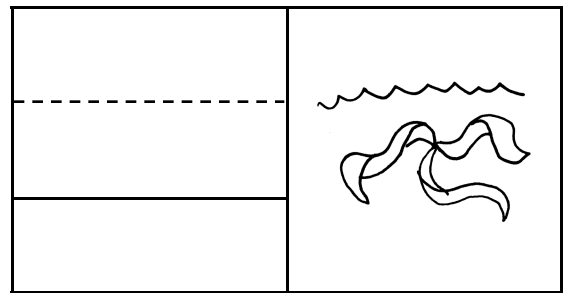
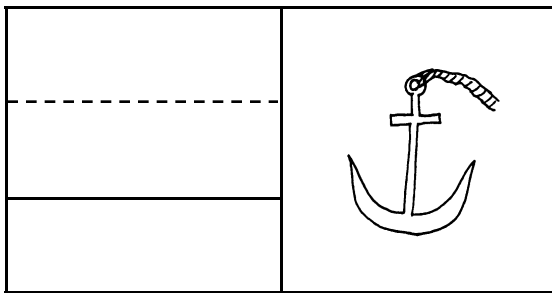
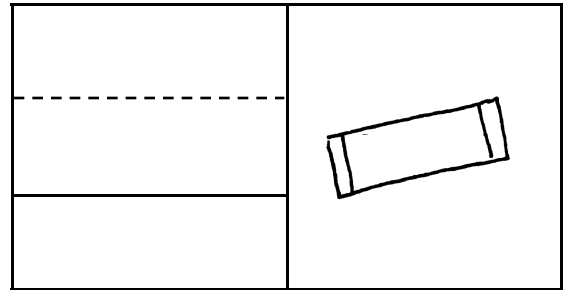
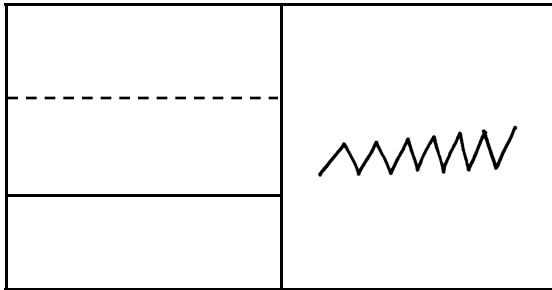
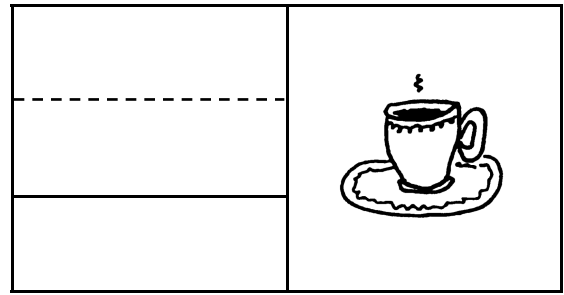
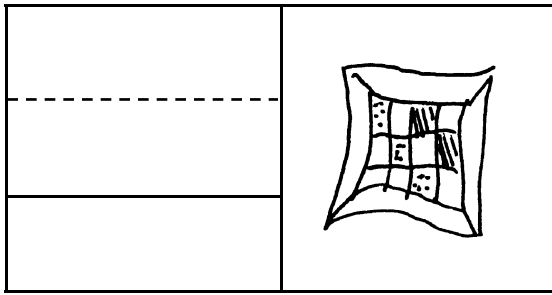
	
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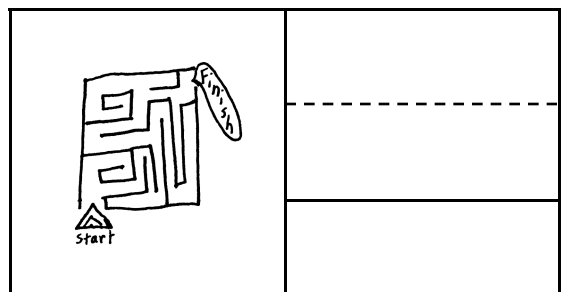
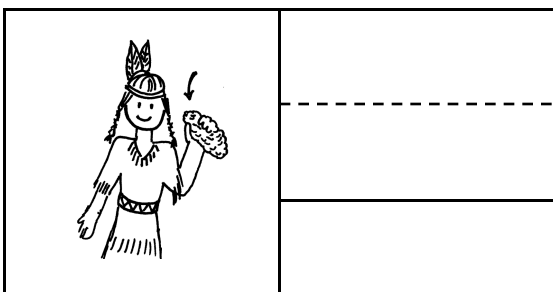
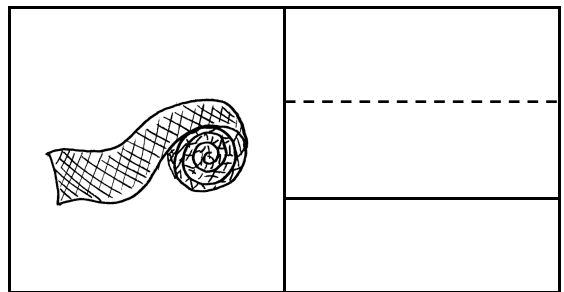
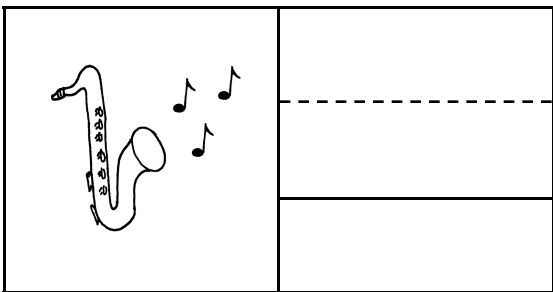
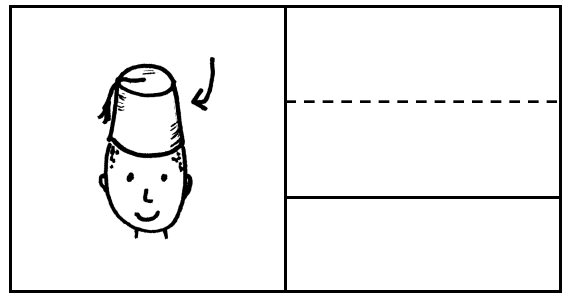
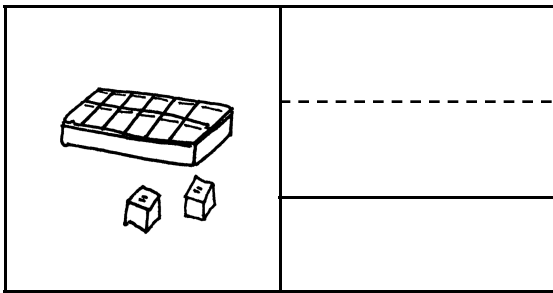
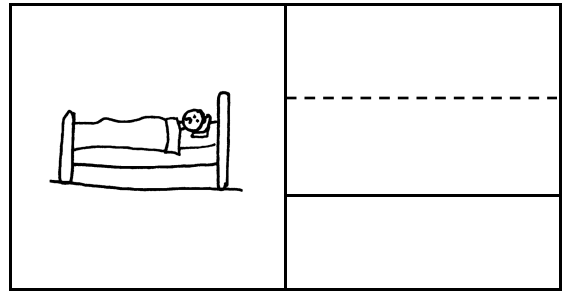
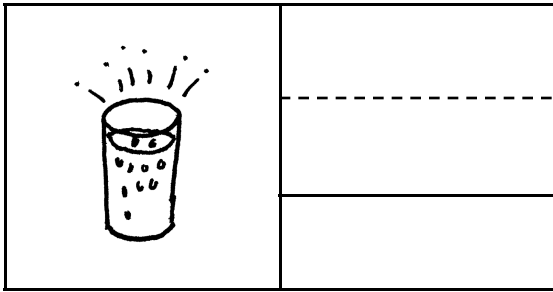
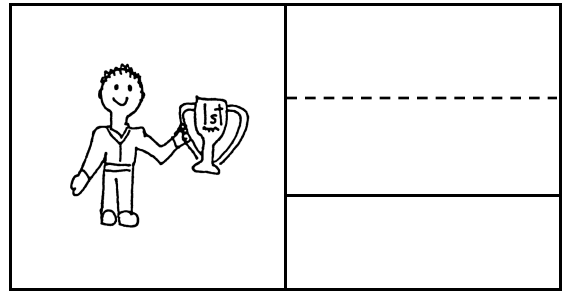
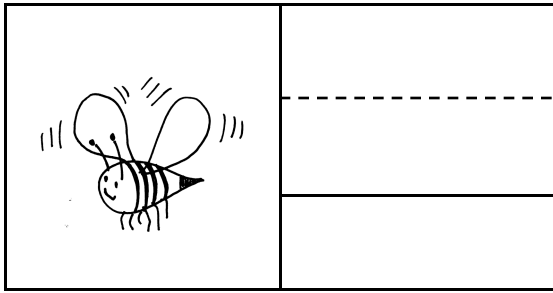
Write **qu** or **z** to show the beginning sound for each picture: quiz, queen, zap, zebu, zero, quail, zigzag, quack.

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



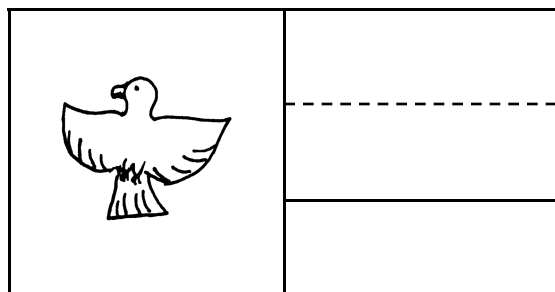
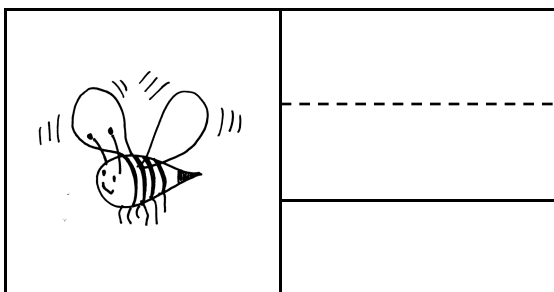
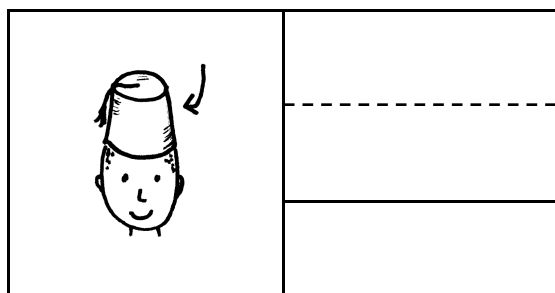
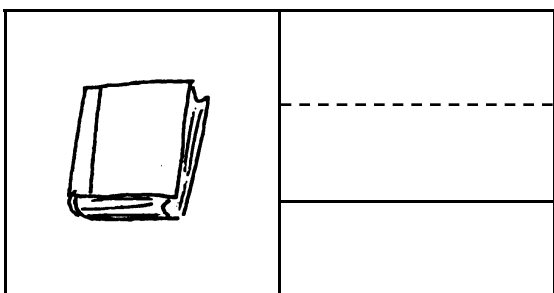
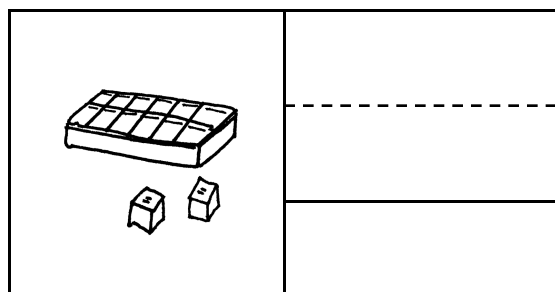
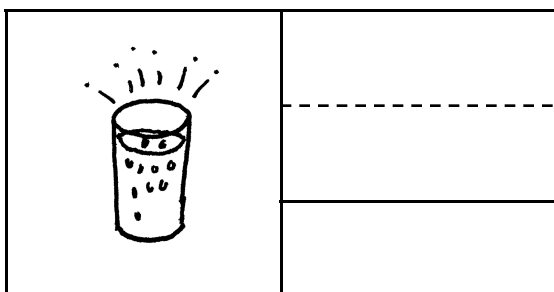
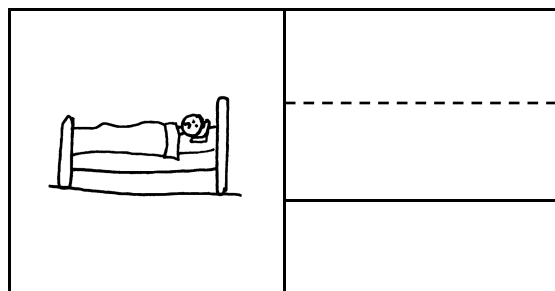
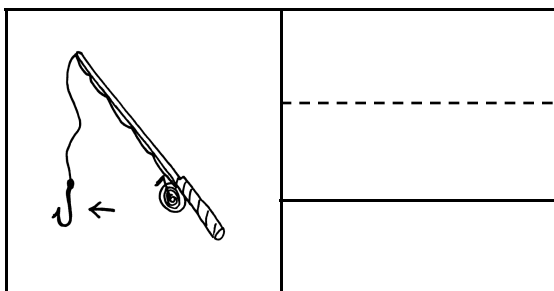
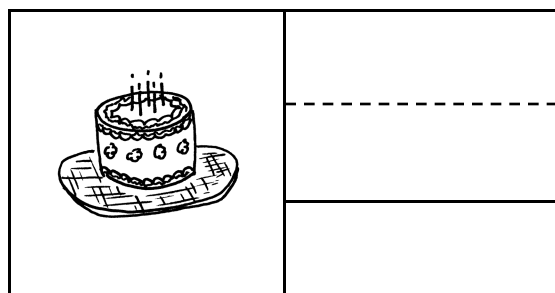
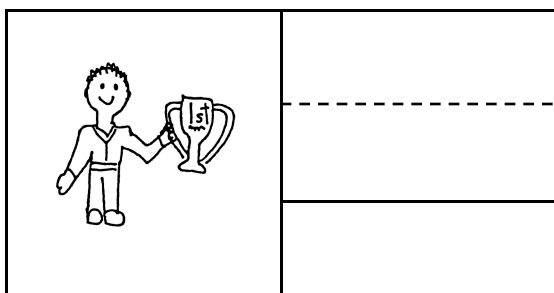
Write a letter to show the beginning sound for each picture: quilt, zigzag, anchor, volcano, goal, cup, gum, kelp, yell, dinosaur.

Ending Sound - z



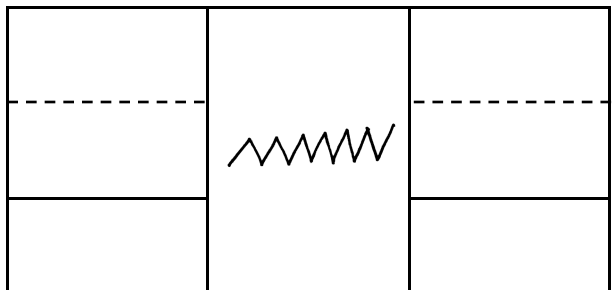
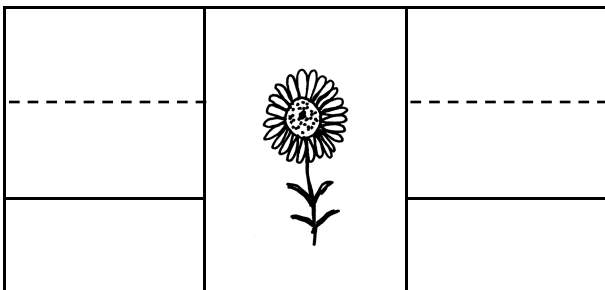
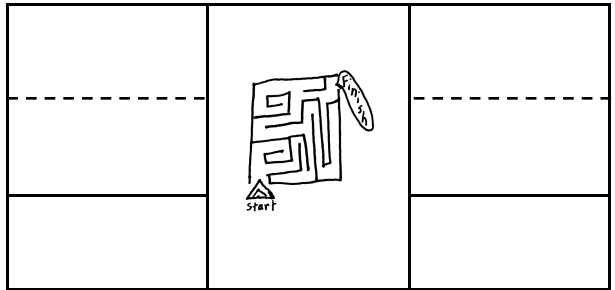
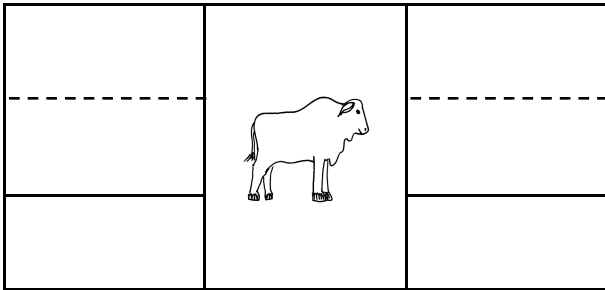
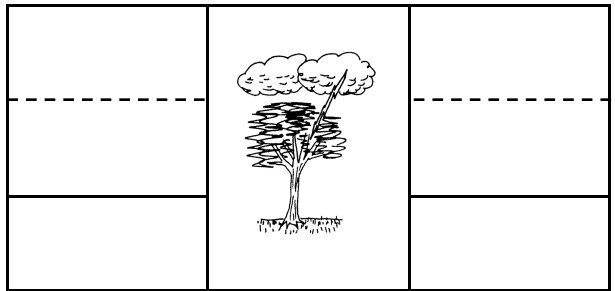
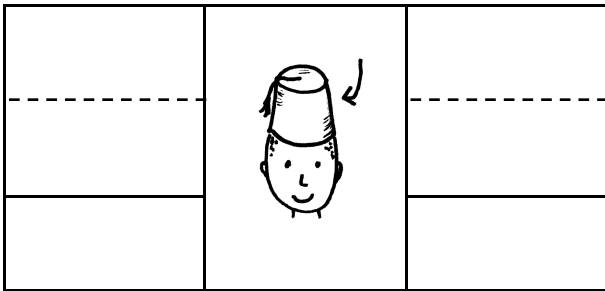
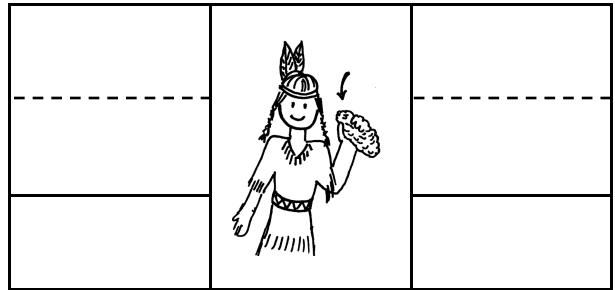
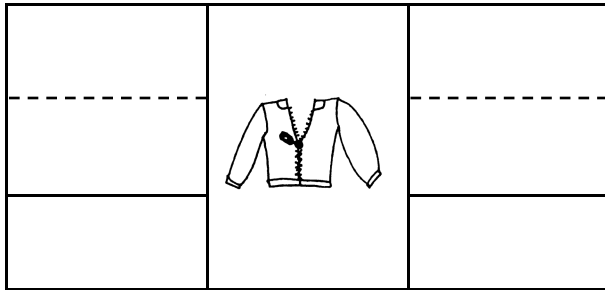
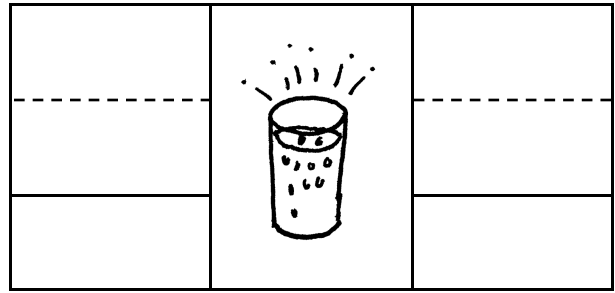
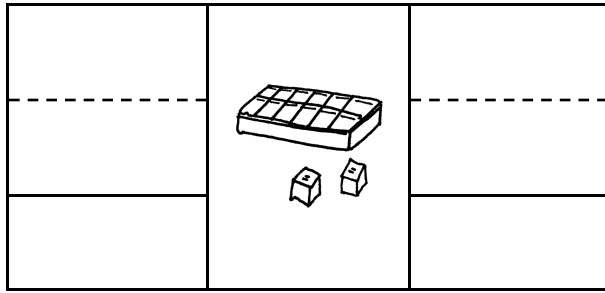
Write **z** to show the ending sound for each picture: buzz, fizz, freeze, jazz, maize, prize, snooze, gauze, maze.

Ending Sound Discrimination - z or k



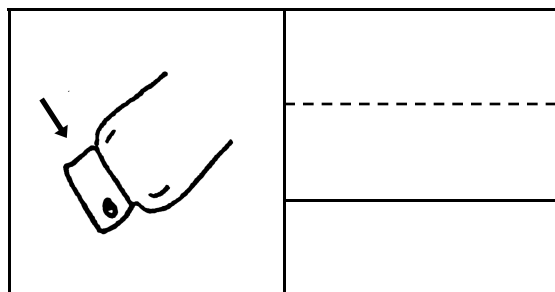
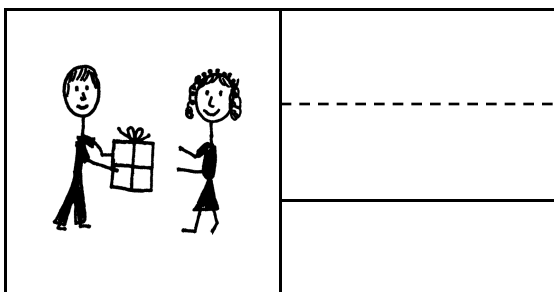
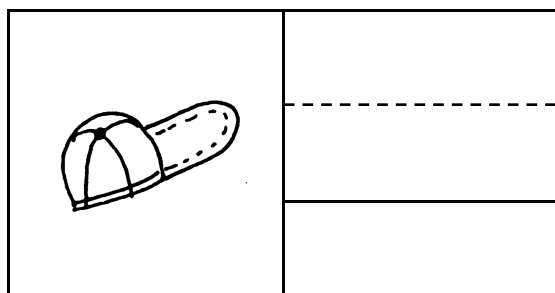
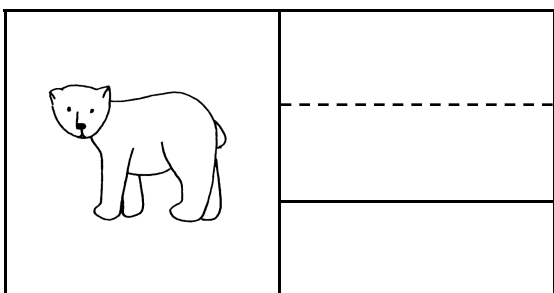
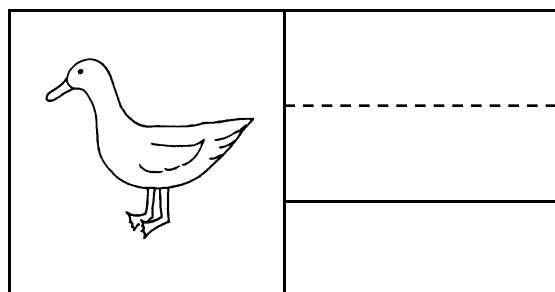
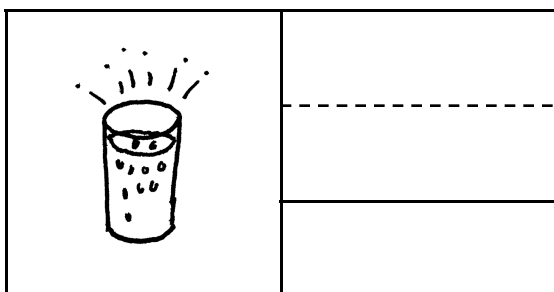
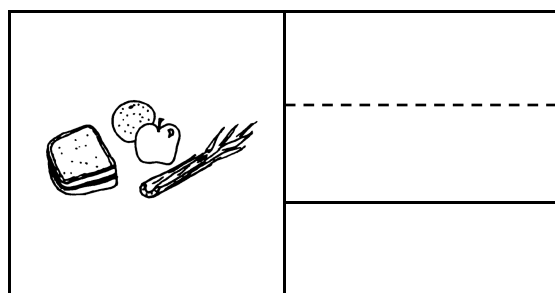
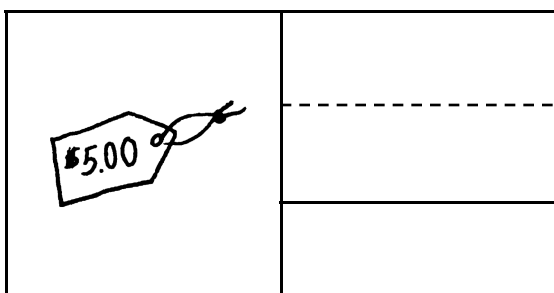
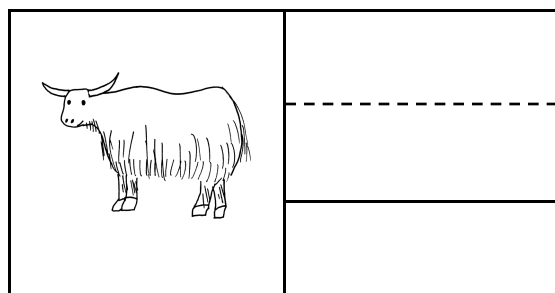
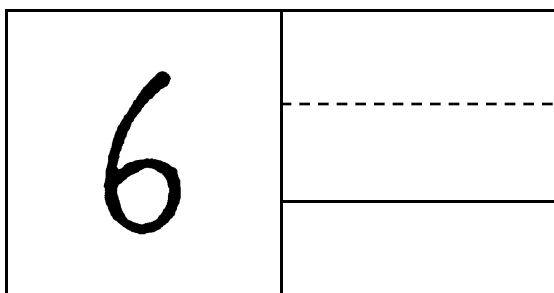
Write **z** or **k** to show the ending sound for each picture: prize, hook, fizz, book, buzz, cake, snooze, freeze, fez, hawk.

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

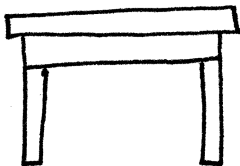
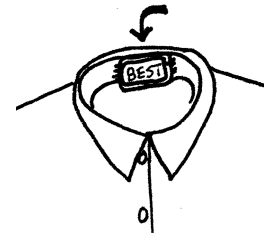
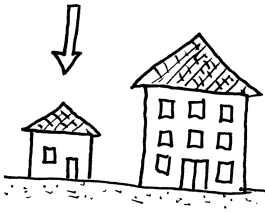


If **z** comes at the beginning, write it before the picture. If **z** comes at the end, write it after the picture: freeze, zip, fez, zebu, zinnia, fizz, maize, zap, maze, zigzag.

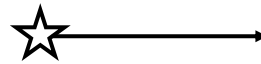
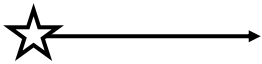
Ending Sound Review - r, f, x, s, d, v, g, p, k, z



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



boy-toy, little-whittle, over-clover,
table-label, bunch-punch



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Slide the sounds together smoothly, without a break.

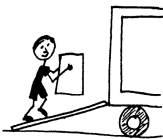
Put It Together


		


		

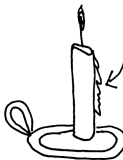
		


		

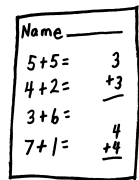
Beginning And Ending Sounds

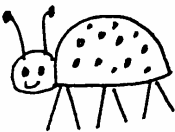
		

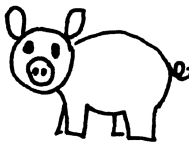
		


Write the beginning and ending sound for each picture: bus, leg, hot, van, job, dip, run, wax, yes, quiz.

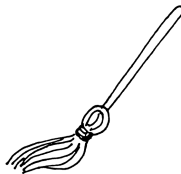
Put It Together

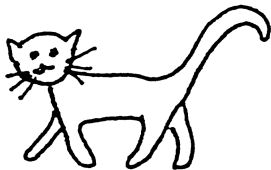
		
b		g

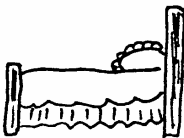
Medial Short Vowel Discrimination

		
p		g

		
j		t

		
m		p


		
c		t


		
b		d


Look at the beginning and ending letters in each word. Listen for the vowel sound in the middle of each word. Write vowel in the middle space under each picture: bug, jet, cat, pig, mop, bed.


Put It Together

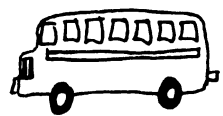
Beginning, Middle, and Ending Sounds

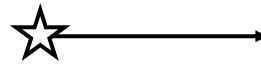
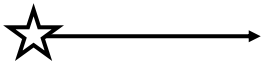
		

6		

Write the beginning, middle, and ending sound for each picture: dig, hop, bus, bat, pet, six.



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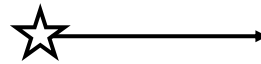
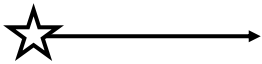
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Slide the sounds together smoothly, without a break.



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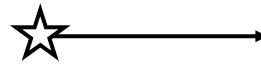
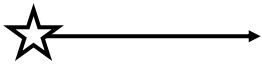
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Slide the sounds together
smoothly, without a break.



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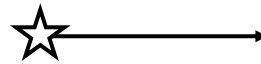
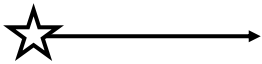
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Slide the sounds together smoothly, without a break.



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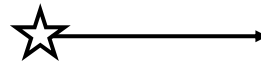
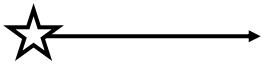
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Slide the sounds together smoothly, without a break.



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u n

b u

n u

u c

u p

c u

p u

u d

u s

d u

r u

u f

u t

f u

s u

u g

u v

g u

t u

u j

u x

h u

v u

u k

u z

j u

w u

u l

k u

y u

u m

l u

z u

m u

Slide the sounds together
smoothly, without a break.

Exploring Sounds In Words - Sequence Chart - Page 1

- 1) Before doing the pages in the *Exploring Sounds In Words* book for each new letter, introduce the letter by reading the related section aloud in *A Sound Story About Audrey And Brad*.
- 2) Next, teach a handwriting lesson for the new letter, starting on the chalkboard and then using the *Exploring Sounds In Words Manuscript Handwriting* book. If you prefer, you can use the more rigorous letter, legal, or ledger sized manuscript handwriting books or the easier *Manuscript Handwriting Tracing Pages* book.
- 3) Then work with students to complete the oral blending/segmenting page, beginning and ending sound pages, and rhyming page for the new letter (shown on the chart below) in the *Exploring Sounds In Words* book.
- 4) Next work with students to study the beginning and ending sound illustrated word lists for the new letter in the *Picture Dictionary A-Z* book.
- 5) Students work with the teacher in small groups building short vowel words with plastic letters, practicing two-letter sound blending with the letter connections chart, and playing the Raspberry Game to reinforce two-letter sound blending.
- 6) Work with students to do the *Put It Together* and *Silly Sound* pages in *Exploring Sounds In Words* when you reach them.
- 7) After completing all of the pages in *Exploring Sounds In Words*, finish the level by studying the long ā, ē, ī, ō, and ū sounds in *Picture Dictionary A-Z*.

	Letter Intro	Exploring Sounds In Words Pages For Each New Letter							Put It Together Pages			
	Sound Story Book, Handwriting Book, Picture Dictionary A-Z	Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds	Sound Blending, Silly Sounds
1	T t	t			t		t					
2	I i	i	i, t									
3	H h	h	h, i	t, i, h								
4	L l	l	l, h	t, i, h, l	l	l, t	l					
5	N n	n	n, l	t, i, h, l, n	n	n, l	n					
6	W w	w	w, n	t, i, h, l, n, w				n, l, t			Short I	
7	U u	u	u, w	t, i, h, l, n, w, u								
8	B b	b	b, u	t, i, h, l, n, w, u, b	b	b, n	b					
9	M m	m	m, b	t, i, h, l, n, w, u, b, m	m	m, b	m					
10	R r	r	r, m	t, i, h, l, n, w, u, b, m, r	r	r, m	r					

Exploring Sounds In Words - Sequence Chart - Page 2

	Letter Intro	Exploring Sounds In Words Pages For Each New Letter							Put It Together Pages			
	Sound Story Book, Handwriting Book, Picture Dictionary A-Z	Beginning Sound	Beginning Sound Discrimination	Beginning Sound Review	Ending Sound	Ending Sound Discrimination	Sound At Beginning Or End?	Ending Sound Review	Beginning And Ending Sounds	Medial Short Vowel Sounds	Beginning, Middle, And Ending Sounds	Sound Blending, Silly Sounds
11	F f	f	f, r	i, h, l, n, w, u, b, m, r, f	f	f, r	f					
12	X x				x	x, f		t, l, n, b, m, r, f, x			Short U	
13	E e	e	e, f	h, l, n, w, u, b, m, r, f, e								
14	S s	s	s, e	l, n, w, u, b, m, r, f, e, s	s	s, x	s					
15	J j	j	j, s	n, w, u, b, m, r, f, e, s, j							Short E	
16	O o	o	o, j	w, u, b, r, m, f, e, s, j, o								
17	C c	c	c, o	u, b, r, m, f, e, s, j, o, c								
18	D d	d	d, c	b, m, r, f, e, s, j, o, c, d	d	d, s	d	t, l, n, b, m, r, f, x, s, d			Short O	
19	A a	a	a, d	m, r, f, e, s, j, o, c, d, a								
20	V v	v	v, a	r, f, e, s, j, o, c, d, a, v	v	v, d	v					
21	G g	g	g, v	f, e, s, j, o, c, d, a, v, g	g	g, v	g					
22	P p	p	p, g	e, s, j, o, c, d, a, v, g, p	p	p, g	p				Short A	
23	K k	k	k, p	s, j, o, c, d, a, v, g, p, k	k	k, p	k					
24	Y y	y	y, k	j, o, c, d, a, v, g, p, k, y				m, r, f, x, s, d, v, g, p, k				
25	Q q	qu	qu, y	o, c, d, a, v, g, p, k, y, qu								
26	Z z	z	z, qu	c, d, a, v, g, p, k, y, qu, z	z	z, k	z	r, f, x, s, d, v, g, p, k, z			Short A, E, I, O, U	

Lesson Plan For *Exploring Sounds In Words*, Page 1/2

See detailed instructions in the *Exploring Sounds In Words Teaching Guide*. Some letters have more practice pages than others. Adjust the amount of material covered each day to take into account the age and prior experience of the students.

Procedure		Books/Materials To Use
1.	Introduce a new alphabet letter by reading the sound story page aloud to the students. Model the picture and letter sounds. Students repeat.	<i>Exploring Sounds In Words</i> or <i>A Sound Story About Audrey And Brad</i>
2.	Point to the new letter on the alphabet chart and have students say the sound in unison. Point to all of the letters that have been taught and have students say the sounds in unison.	<i>Exploring Sounds In Words</i> alphabet chart, or use the large Sound City Reading Alphabet Wall Chart
3.	Show the new alphabet card for the letter and have each student say the sound individually. Show all of the alphabet cards that have been taught and have students say the sounds in unison.	Alphabet Flashcards
4.	Introduce the correct letter formation for the new letter on the chalkboard. Draw large lines and talk about where to start the letter, which direction to go, when to change directions or bump a line, and so on. Call on a student to come up and trace the letter, explaining in the same way. Draw multiple large capital and lower case letters on widely spaced lines going across the board. Call on one group of students at a time to come to the board and trace the letters six to ten times, saying the name and sound for capital letters and just the sound for lower case letters. Assist as needed.	
5.	Do the handwriting pages for the new letter.	<i>Exploring Sounds In Words Manuscript Handwriting</i>
6.	Introduce the beginning and ending sound illustrated word lists for the new letter. Students see the new letter at the beginning or end of each word. They associate the letter with the beginning or ending sound heard in the word. (Students are not expected to read the words.)	<i>Picture Dictionary A-Z</i>
7.	Do the oral blending page. Continue with the segmenting activity now or save it to do later in rotating small groups.	<i>Exploring Sounds In Words</i>
8.	Do the beginning and ending sound pages for the new letter.	<i>Exploring Sounds In Words</i>
9.	Do the rhyming page.	<i>Exploring Sounds In Words</i>
10.	Do the <i>Silly Sounds</i> page when you get to one.	<i>Exploring Sounds In Words</i>
11.	Do the three <i>Put It Together</i> pages when you get to them.	<i>Exploring Sounds In Words</i>

Lesson Plan For *Exploring Sounds In Words*, Page 2/2

Working In Small Groups - Choose from the following activities. Be sure to include word building with plastic letters on a regular basis. If you have not yet done the segmenting activity, do it with each small group, before starting the regular activity.

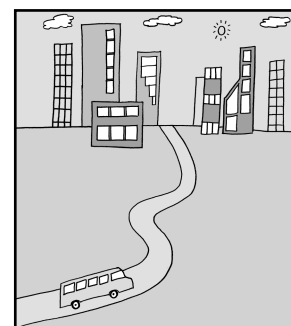
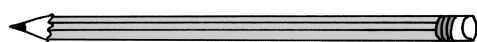
Procedure		Books/Materials To Use
A.	<i>Build Words With Plastic Letters</i> - Rotate small groups to a teaching table. Students build 2-letter combinations and 3-sound short vowel words dictated by the teacher with plastic letters. Follow the instructions starting on page 219. The word lists begin on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

Oral And Written Language

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

Sound City Reading

Books and games are available as PDF files at www.soundcityreading.net.
Plastic letters are available at www.alphabetletter.com.



Exploring Sounds In Words-Spelling Dictation Chart

Have students use plastic letters to make the letter combinations and words shown on this chart. Work with one section per lesson. Choose the section that goes with the most recently introduced handwriting letter. If students are able to write the letters independently, you can also begin dictating some of the words for students to spell on lined paper.

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

Exploring Sounds In Words-Spelling Dictation Chart

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

Working With Plastic Letters - The numbered illustrations on the right match the numbers below.

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

Working With Plastic Letters

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

u b n n t h l l

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

b n n t h l l

u

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

b n n h l l

u t

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

n n t h l l

b u

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

u b n n t h l l

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

n t h l l

b u n

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

n t h l l

b u n

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

n t h l l

b u n

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

n t h l l

b u n

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

b n h l l

n u t

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

b n n l l

h u t

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

n n t l l

h u b

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu

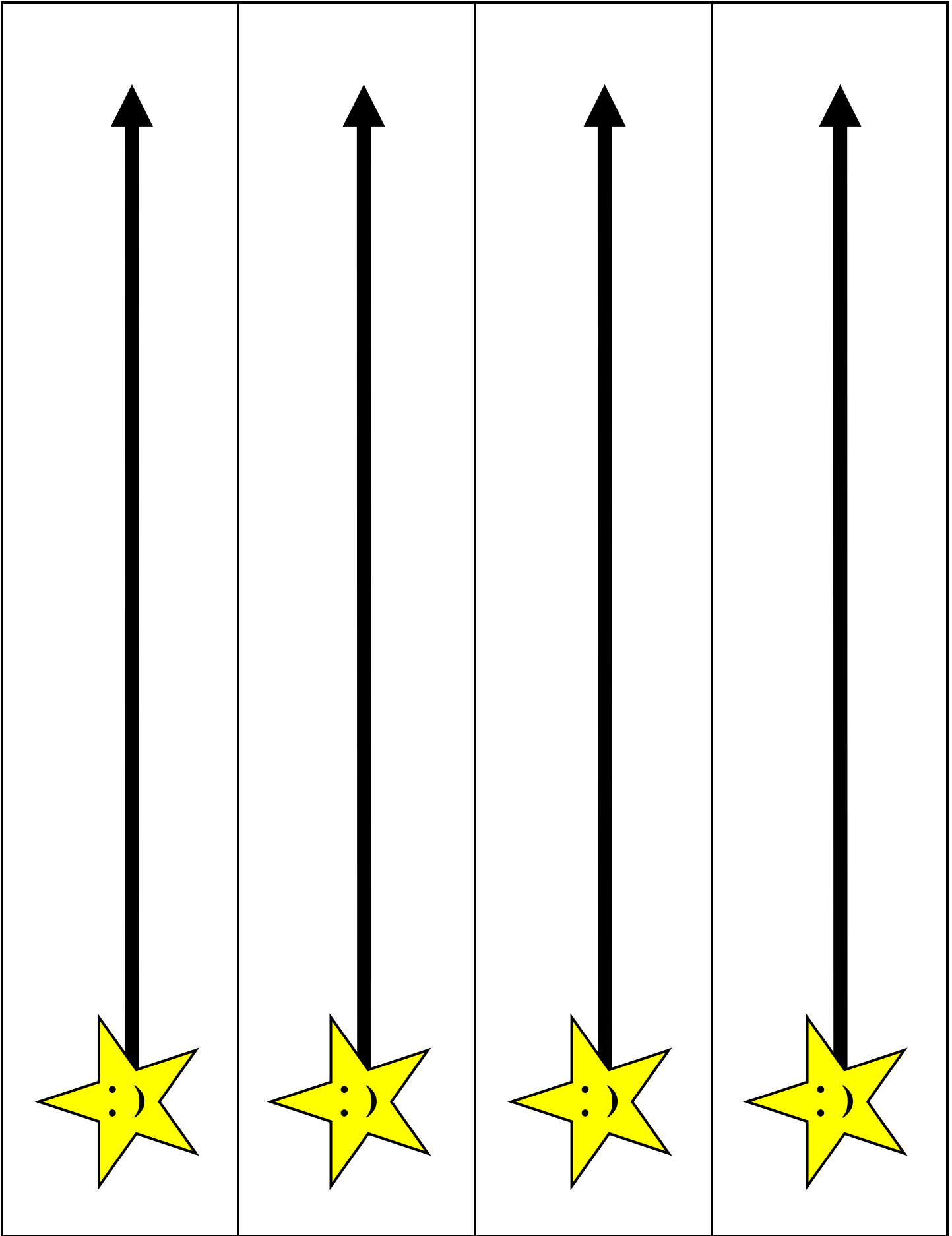
Vv Ww Xx Yy Zz



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

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

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

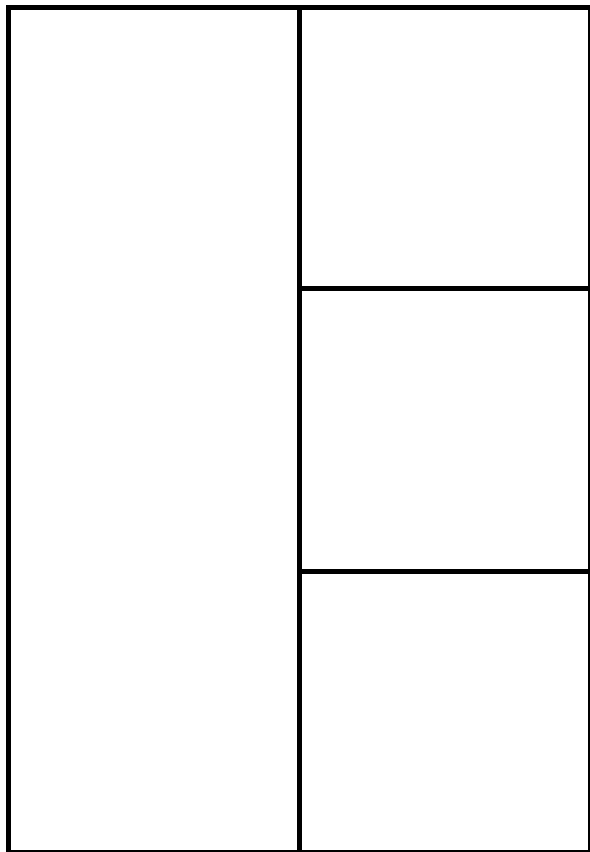


This page is left blank so it can be removed from the book. Cut apart the star strips. Students may lay these longer strips above their work mats when spelling short vowel words.

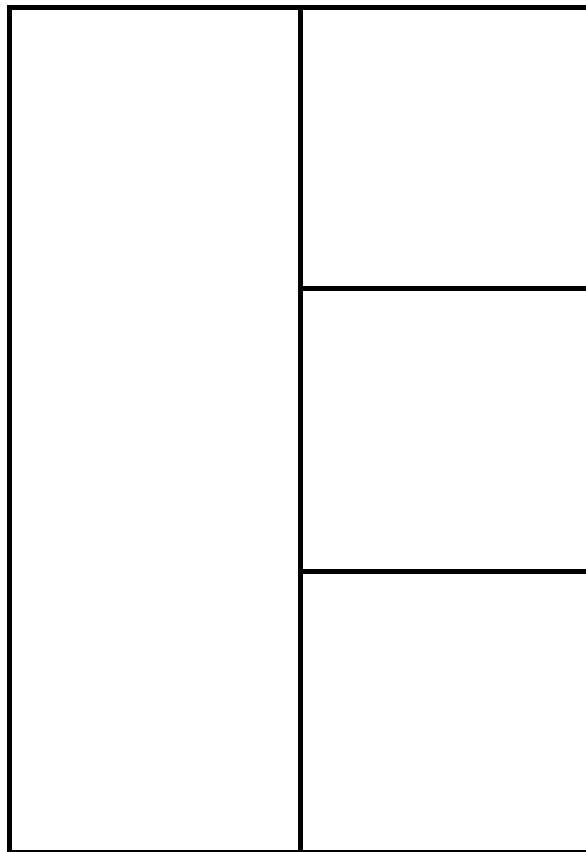
Have students put one finger on the star and pull it to the right. Remind students that when we place the letters to spell words, we “Start at the star” and follow the arrow to the right.

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

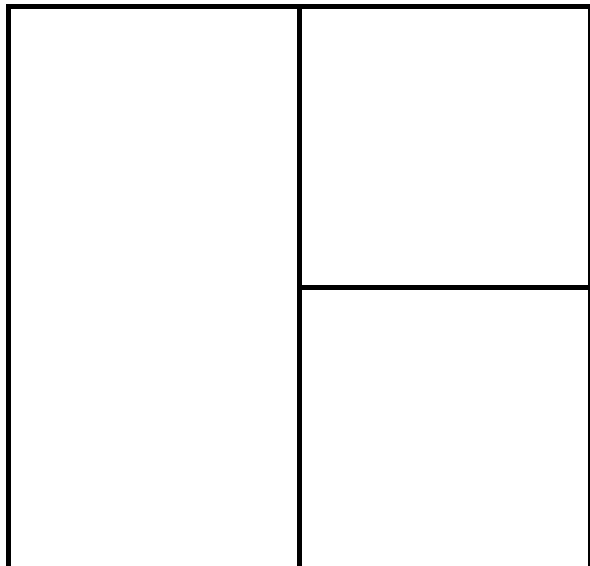
Three Sounds



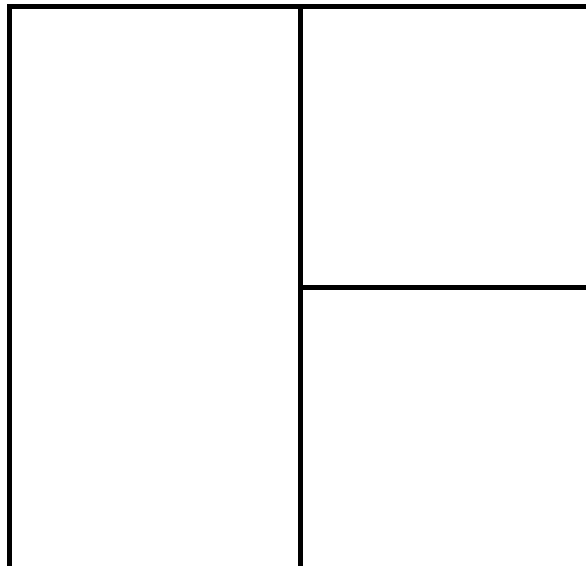
Three Sounds



Two Sounds



Two Sounds



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

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

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

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

Students learn to spell and read short vowel words. 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

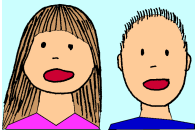
Students read words and sentences with less common syllable, suffix, and phonics patterns. The all black print is smaller and the words are not illustrated. The lessons prepare students to read eighty-one children's picture books, reading levels 1.1 through 4.7, obtained separately.



A B C

Alphabet Sounds

A a



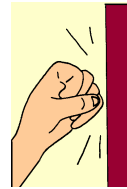
B b



C c



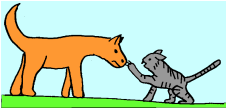
D d



E e



F f



G g



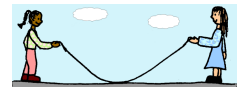
H h



I i



J j



K k



L l



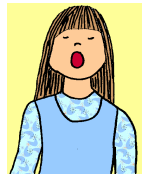
M m



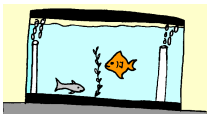
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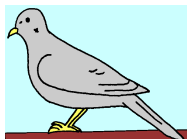
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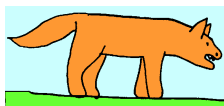
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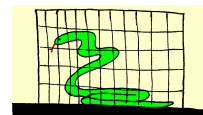
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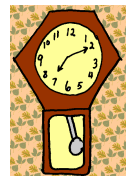
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S s



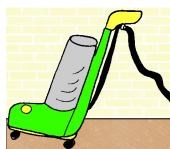
T t



U u



V v



W w



X x



Y y



Z z

