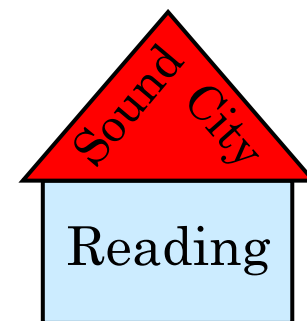


Large Wall Charts

For Levels 1, 2, And 3



These chart pages should be printed on 11 inch by 17 inch white ledger paper in portrait mode. The charts that are assembled from these pages are large so that students in a classroom can see them when they are posted on a bulletin board or wall.

THE ALPHABET CHART

The large alphabet wall chart is perfect to use with these levels.

Level 1 - Learning The Alphabet
Level 2 - Exploring Sounds In Words
Level 3 - Short Vowels

The alphabet chart will serve as a reference for students who are learning the alphabet for the first time and for students who are reviewing it. The sound pictures are from *A Sound Story About Audrey And Brad*. Each picture represents a sound that occurs in the story - such as the wind blowing, bees buzzing, the sound of a truck engine, or a dog growling. The sound pictures are used to help students remember the sound for each letter of the alphabet.

You can hear the sound story read aloud and can also hear how to pronounce the letters of the alphabet in the audio and video sections of the Sound City Reading website at www.soundcityreading.net.

For students who are just starting to learn the alphabet, place sticky notes over all of the letters and sound pictures that have not yet been taught. Remove the sticky notes one at a time as you teach new letters.

When you introduce a new letter, read aloud the new section of the sound story from *A Sound Story About Audrey And Brad* and introduce the sound for the sound picture. Then point to the large capital and lower case letters on the page and explain that those letters represent the same sound in words. Point to the sound picture and each letter above and below the picture and have students say the sound for each one.

Show the new capital and lower case alphabet cards, model the sound for each card, and have each student in the class look at the cards and repeat the sound for each card.

Point to the same letters on the alphabet chart, model the sound again, and have the students repeat the sound in unison.

After introducing a new letter, review all of the alphabet letters that have been taught from the alphabet chart. Going in alphabetical order, point to each letter one at a time. Have students say the sounds in unison (not the letter names). If needed, model any sound that is forgotten and have students repeat it. Remember to skip the covered letters that have not yet been taught.

It is important to focus on the letter sounds instead of the letter names at the beginning because students must think of the sounds first, quickly and automatically, when spelling and reading words phonetically. If they think of the letter names while spelling and reading it will make the process much more difficult. For some students it becomes nearly impossible.

After saying the sounds from the alphabet chart, show the alphabet cards that have been taught, one at a time. This time, instead of going in alphabetical order, students will say the sounds in the order in which the letters have been taught: t, i, h, l, n, w, and so on. Students say the sound for each card, in unison. If students are unsure about a card, point to the letter on the alphabet chart, model the sound and have the class repeat it. Then have the students say the sound from the card.

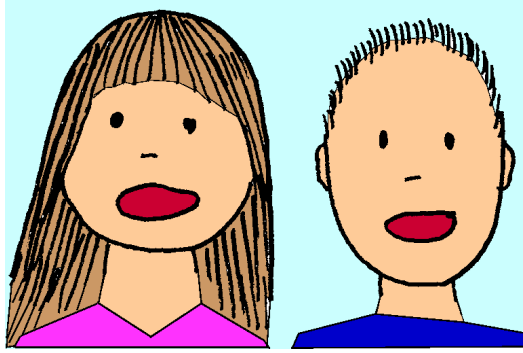
After students have learned to write all of the alphabet letters and say their sounds automatically, and also have learned to spell and read short vowel words at level three, then you can teach them to sing the alphabet song by singing the letter names ("A, B, C, D, E, F, G...") so they will develop a sense of alphabetical order and remember the letter names so that they can spell words aloud for other people when needed.

THE BEYOND THE ALPHABET CHART

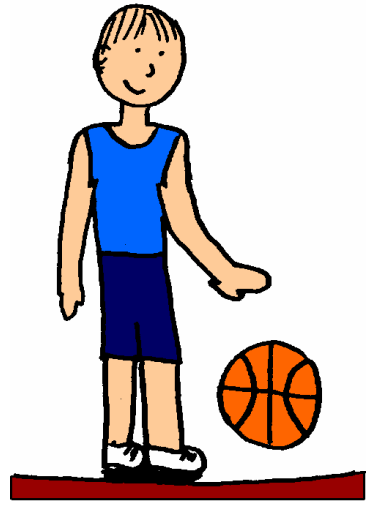
The "Beyond The Alphabet" chart can be used at the end of kindergarten (optional) and the beginning of first grade while introducing part two of the sound story.

Part two of the sound story introduces the remaining speech sounds in the English language, including the long vowel sounds ā, ē, ō, ū (long ī is taught in part one), the dotted vowel sounds ä/all, ö/to, and ü/push (the two dots mean "not the usual sound"), the ou-ouch/ow-cow vowel sound, the oi-oil/oy-boy vowel sound, the consonant digraph sounds sh/ship, th/thumb, th/this, ch/chicken, ng/ring, and the consonant sound heard in the middle of the word vision. Once again, each sound is heard in the story and shown by a picture. Each picture is paired with the letter or letter pattern that represents the same sound in words.

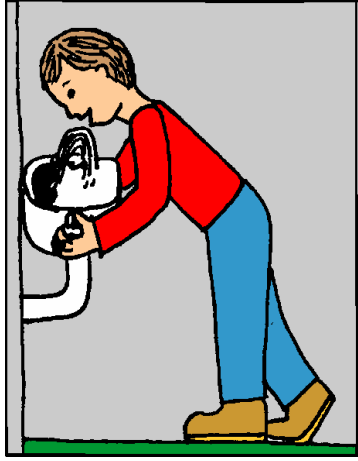
A a



B b



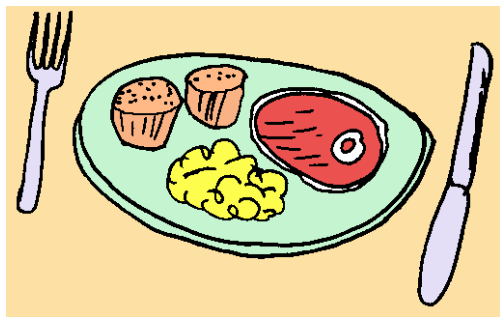
G g



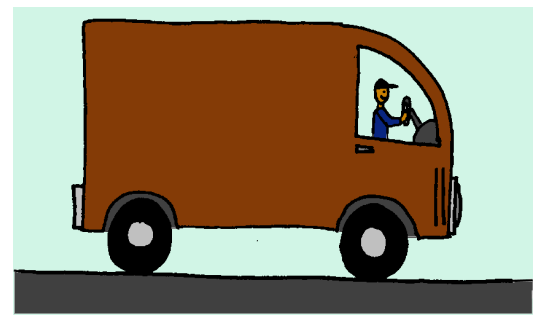
H h



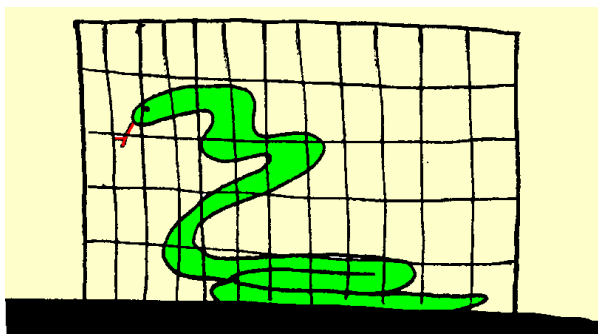
M m



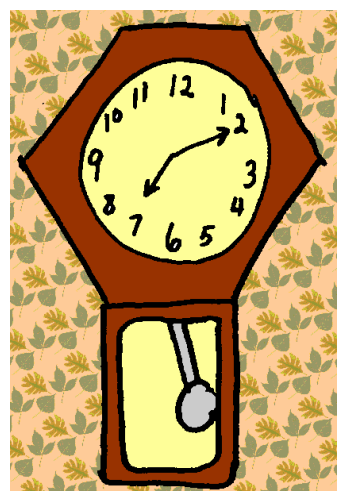
N n



S s



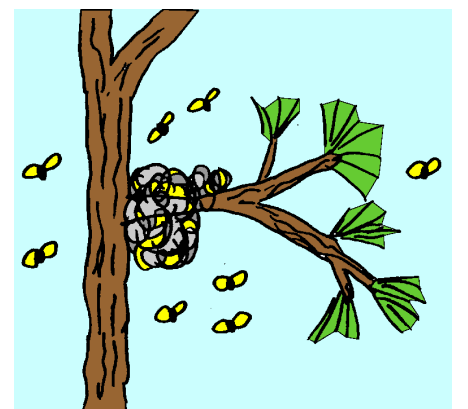
T t



Y y



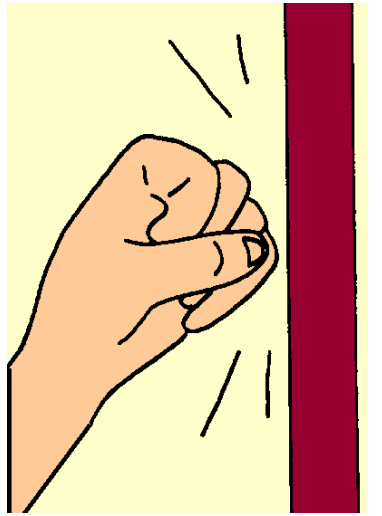
Z z



Cc



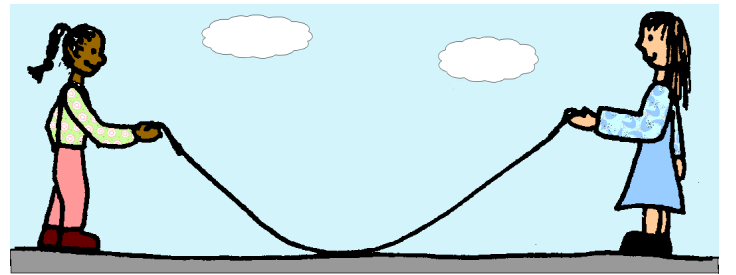
Dd



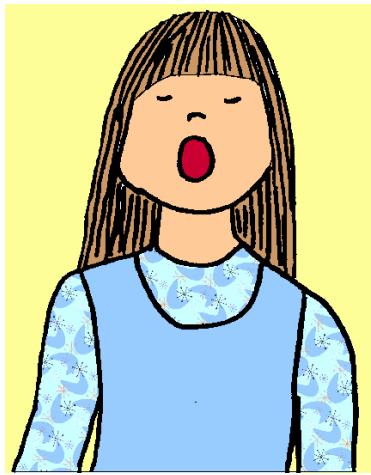
Ii



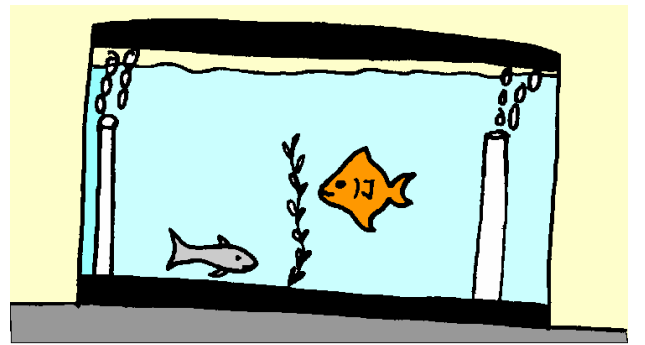
Jj



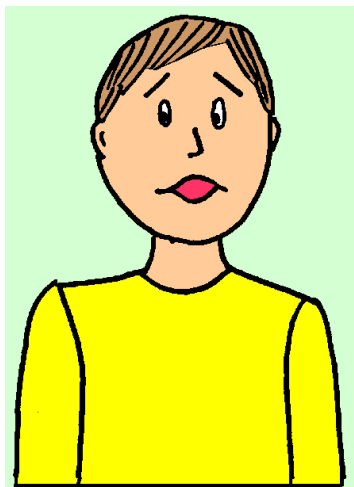
Oo



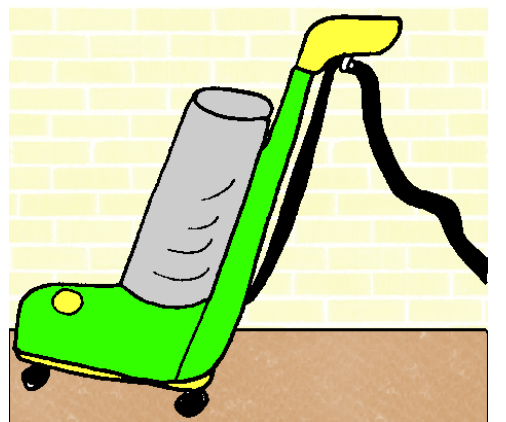
Pp



Uu

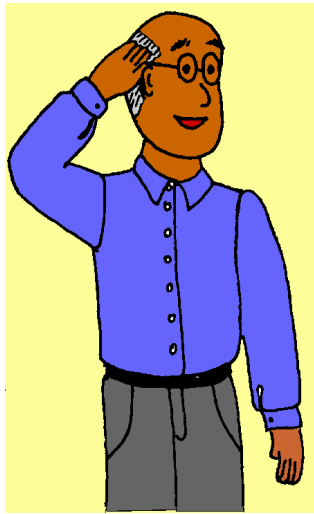


Vv

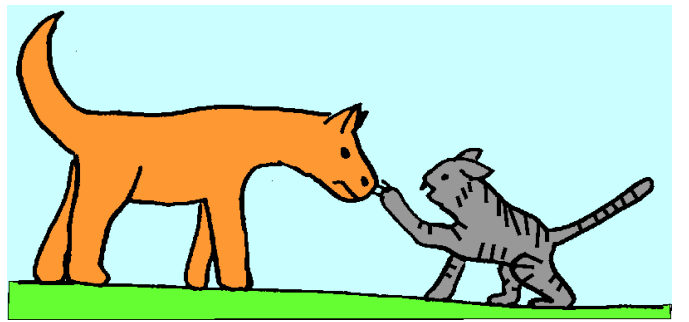


Alphabet Chart

Ee



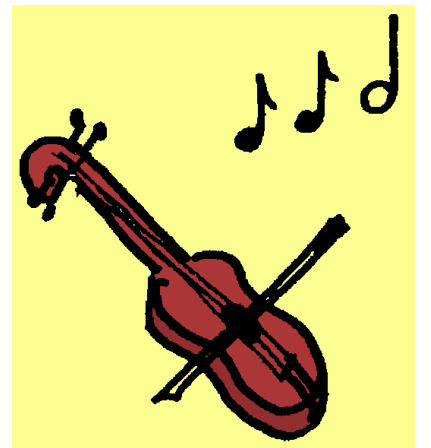
Ff



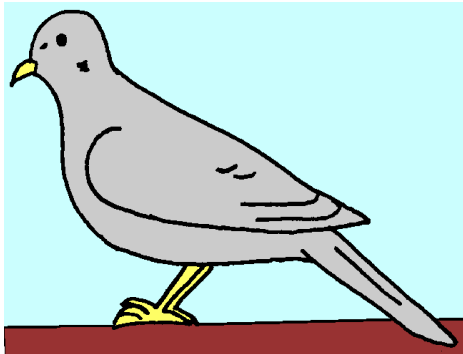
Kk



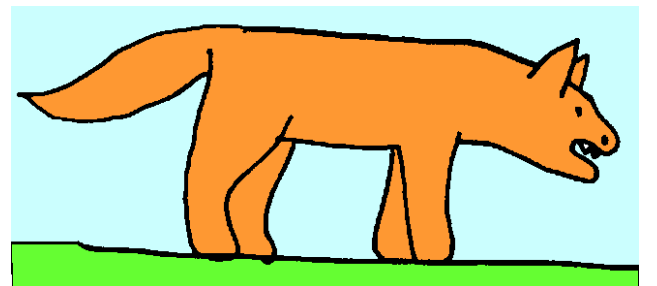
Ll



Qu
qu



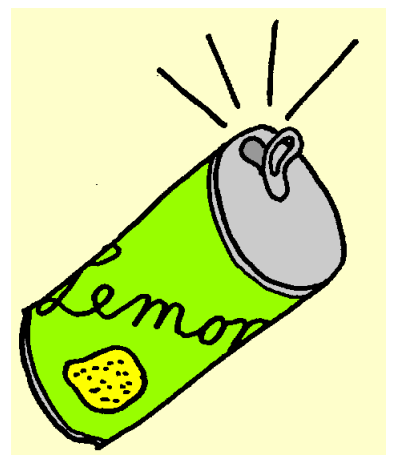
Rr



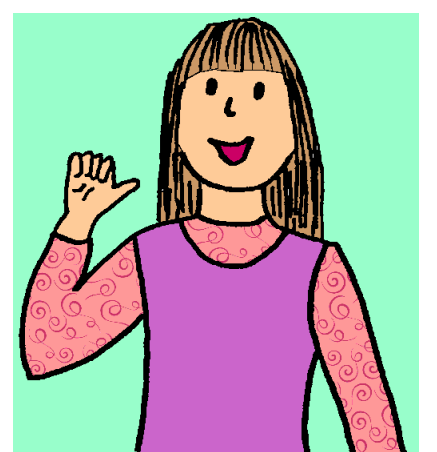
Ww



Xx



















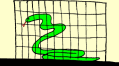


























Ii



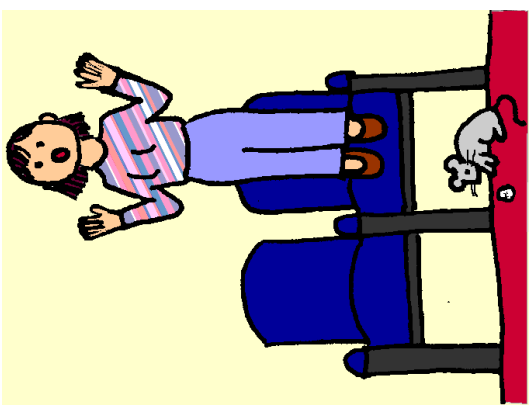
Beyond The Alphabet

How To Assemble The Wall Charts

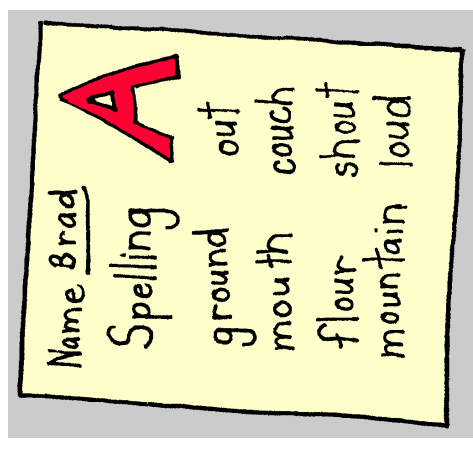
Aa 	Bb 	Cc 	Dd 	Ee 	Ff 
Gg 	Hh 	Ii 	Jj 	Kk 	Ll 
Mm 	Nn 	Oo 	Pp 	Qu qu 	Rr 
Ss 	Tt 	Uu 	Vv 	Ww 	Xx 
Yy 	Zz 	Alphabet Chart			Ii 

Beyond The Alphabet			
ī 	sh 	ē 	ō 
th 	th 	ö 	ā 
ch 	ng 	ū 	oi oy 
ou ow 	ü 	ä 	measure vision azure garage 

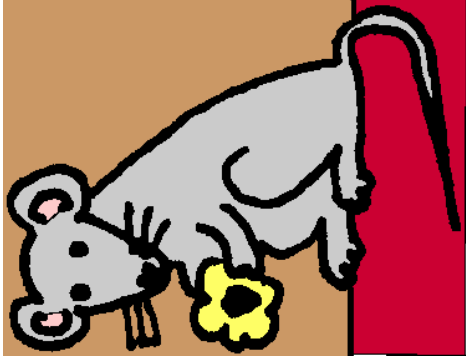
io



id



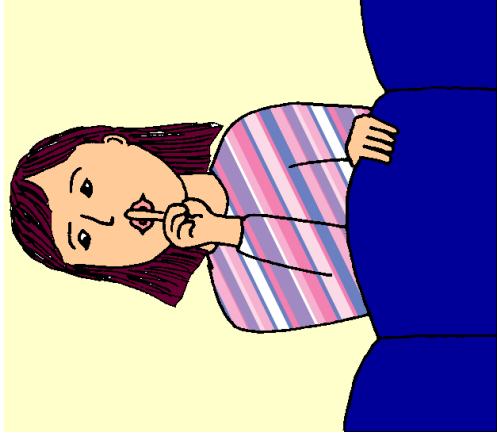
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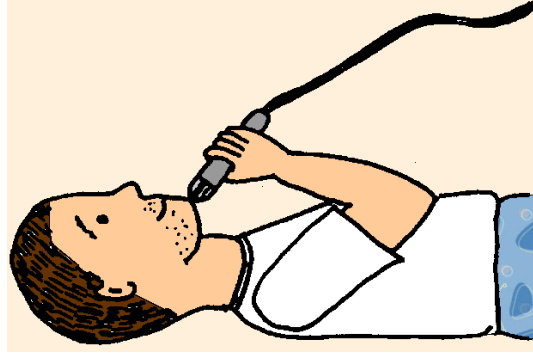
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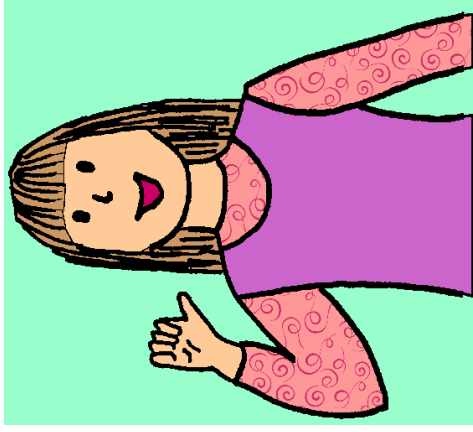
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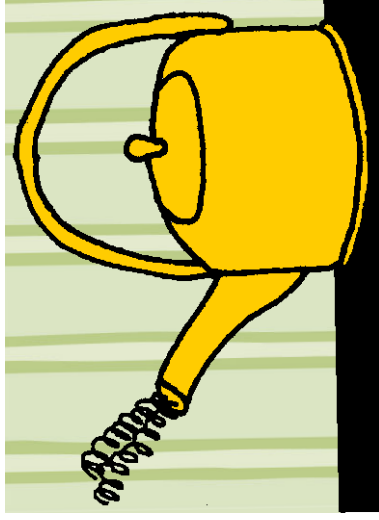
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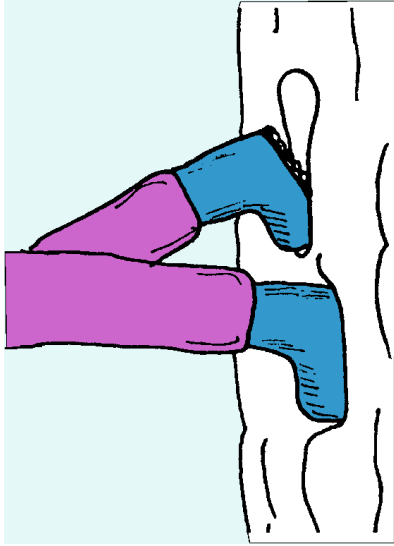
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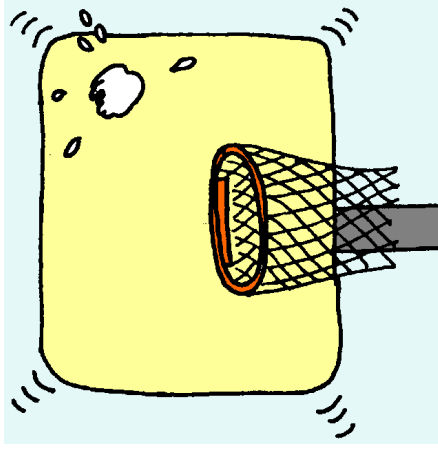
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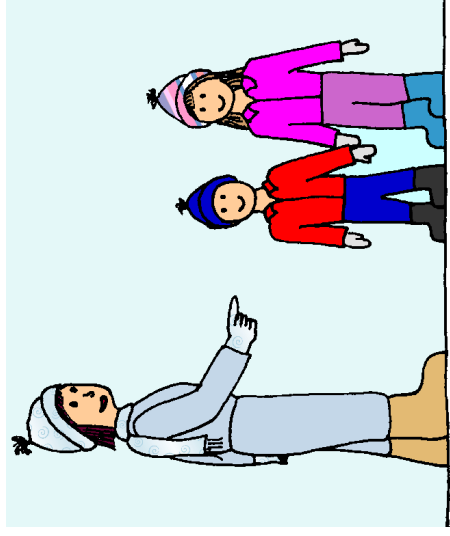
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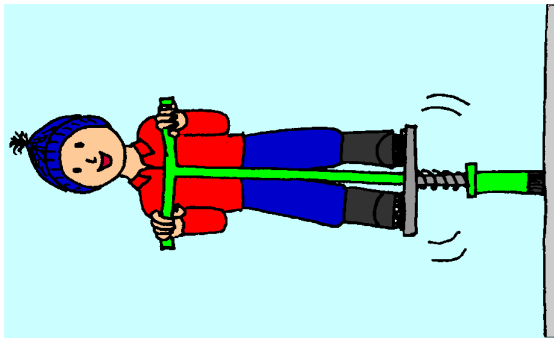
ng



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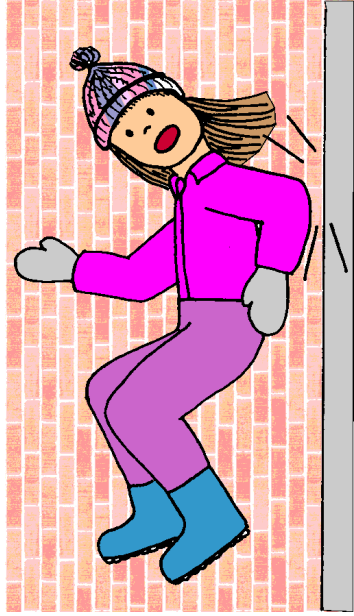


oi oy

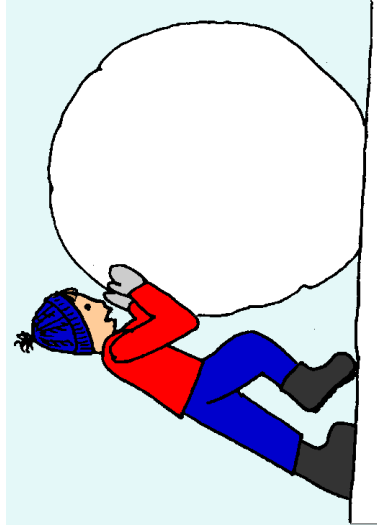


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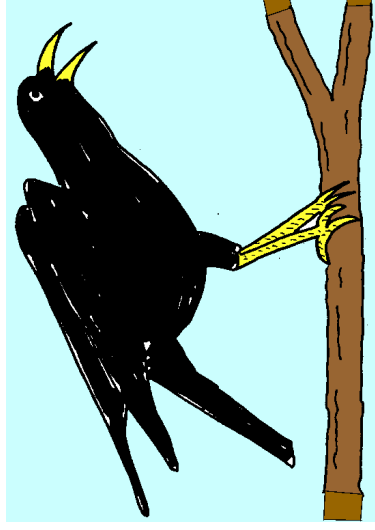
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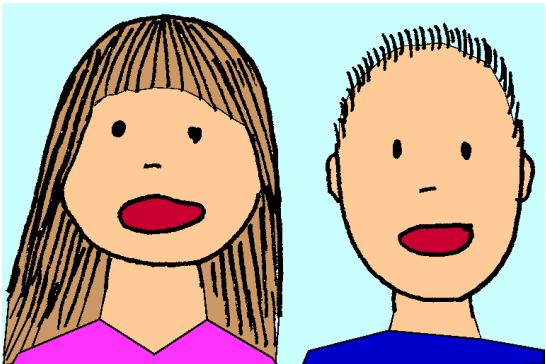


measure vision
azure garage

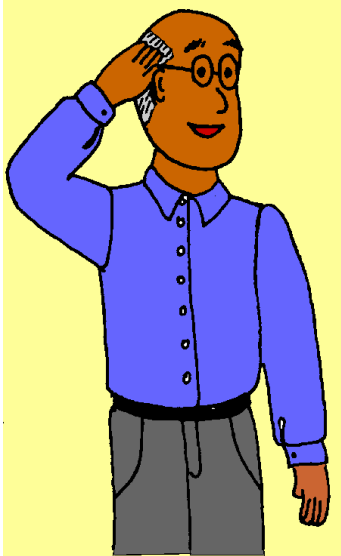


Short Vowels	Long Vowel
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a



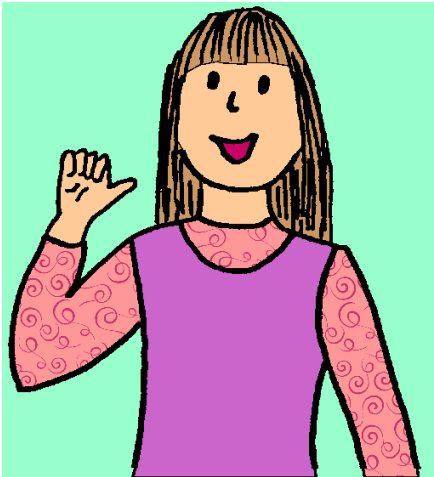
e



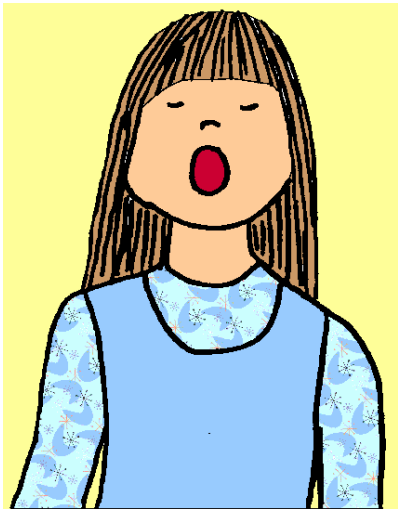
i



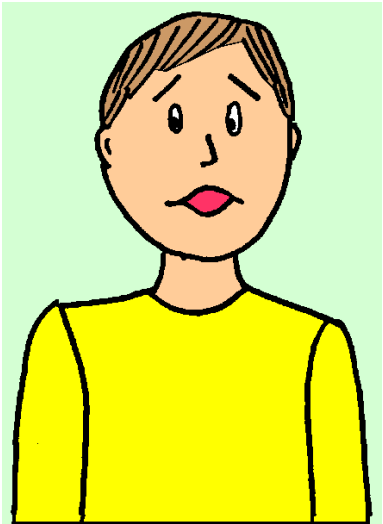
i



o



u



The Story About The Umbrella Vowels

One day the vowels A, E, I, O, and U went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because the word “umbrella” starts with his “uh” sound. The other letters, A, E, I, and O, asked if they could get under the umbrella, too. “Yes,” said U, “if you promise to say my ‘uh’ sound in words.” The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. “Please, we want to say our own sounds,” said the vowels, “but we are getting wet.” The letter U said, “If you promise to say my sound in a some words, I’ll let you get under the umbrella.” And that is why, to this very day, the letters A, E, I, and O say their own sound in most words, but in some words they say the u/umbrella sound.



A



a



w a s