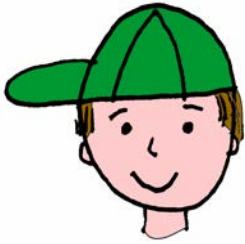


Learning The Alphabet

A B C

Revised

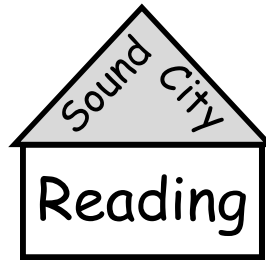


WORKBOOK 2

Teaches letters:

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

Sound Story
Letters And Sounds
Phonemic Awareness
Letter Discrimination
Handwriting Pages



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More materials and information may be found at www.soundcityreading.net.

The fonts used in producing this book can be purchased from Educational
Fontware, Inc, at 1-800-806-2155 or <http://www.educationalfontware.com>.

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Page Sequence For New Alphabet Letters

Day One

- Handwriting Readiness Picture Page - One or two pages
- Sound Story Section - To be read aloud
- Students trace the new capital and lower case letters on the chalkboard.

Day Two

- Trace The New Capital And Lower Case Letter - On large lines
- Trace The New Capital And Lower Case Letter - On smaller lines
- Letter Discrimination Page

Day Three

- Handwriting Review, Capital And Lower Case Letters
- Oral Blending And Segmenting Page
- Beginning Sound Awareness - List of words that begin with the new letter. with pictures

Day Four - If there is no ending sound page and there are no review pages, day four is omitted. The rhyming page is moved to Day Three.

- Handwriting Review, Lower Case Letters
- Rhyming Page
- Ending Sound Awareness - List of words and pictures that end with the new letter, illustrated
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A Sound Story

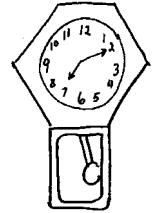
About Audrey and Brad

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, which teaches the alphabet. You can hear the story read aloud at www.soundcityreading.net.

Part 1

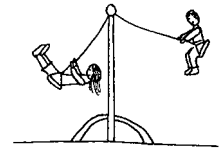
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

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/island)

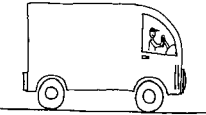
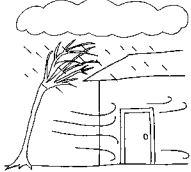



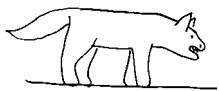
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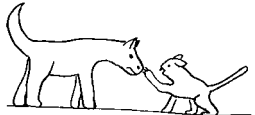
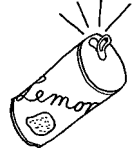

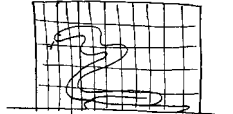
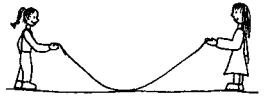
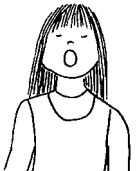



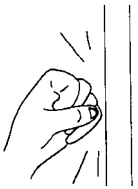
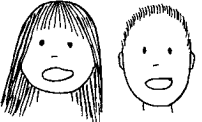


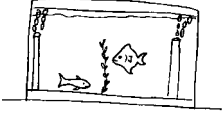
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l."



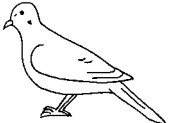

L l



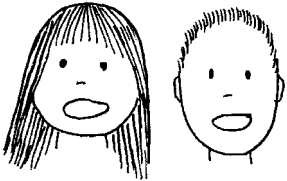


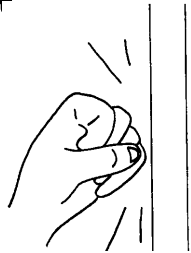
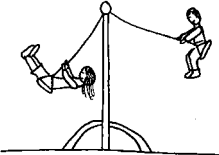
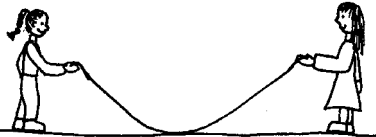
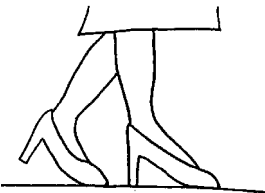


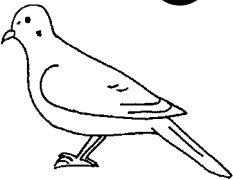
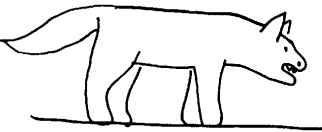
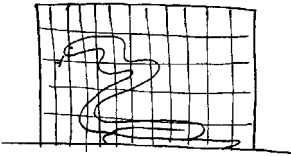
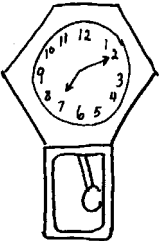

<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>	<p>N n </p>
<p>As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

<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>	<p>F f </p>
<p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.</p>	<p>X x </p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them." (e/egg)</p>	<p>E e </p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.</p>	<p>S s </p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.</p>	<p>J j </p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" 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 it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	<p>C c </p>
<p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>	<p>D d </p>
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)</p>	<p>A a </p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>	<p>V v </p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>	<p>G g </p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the 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.</p>	<p>Y y </p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."</p>	<p>Q q </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>

Point to all the letters that have been taught, saying the sounds with the students. Then show flashcards for all of the letters that have been taught. Students say the sounds.

<p>Aa</p> 	<p>Bb</p> 	<p>Cc</p> 	<p>Dd</p> 	
<p>Ii</p> 	<p>Jj</p> 	<p>Kk</p> 	<p>Ll</p> 	
<p>Ii</p> 				
<p>Qq</p> 	<p>Rr</p> 	<p>Ss</p> 	<p>Tt</p> 	<p>Uu</p> 

Once a week, after students say the sounds for all of the letters, point to the letters again and sing the alphabet song with the students.

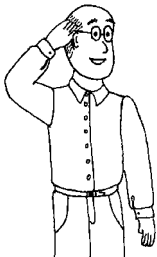
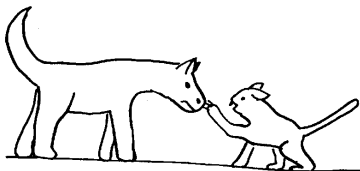


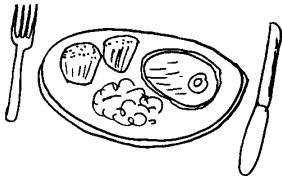
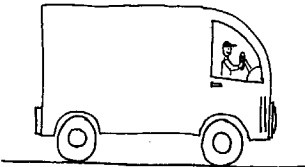
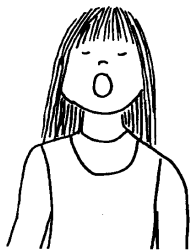
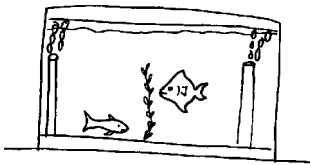
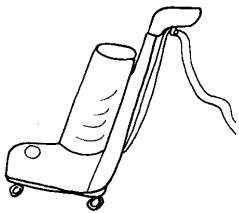
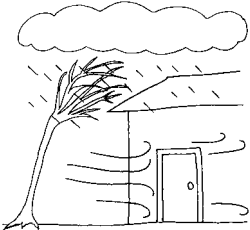
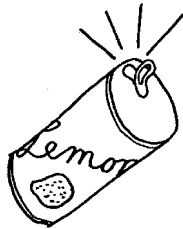

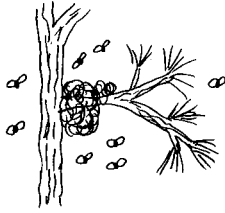
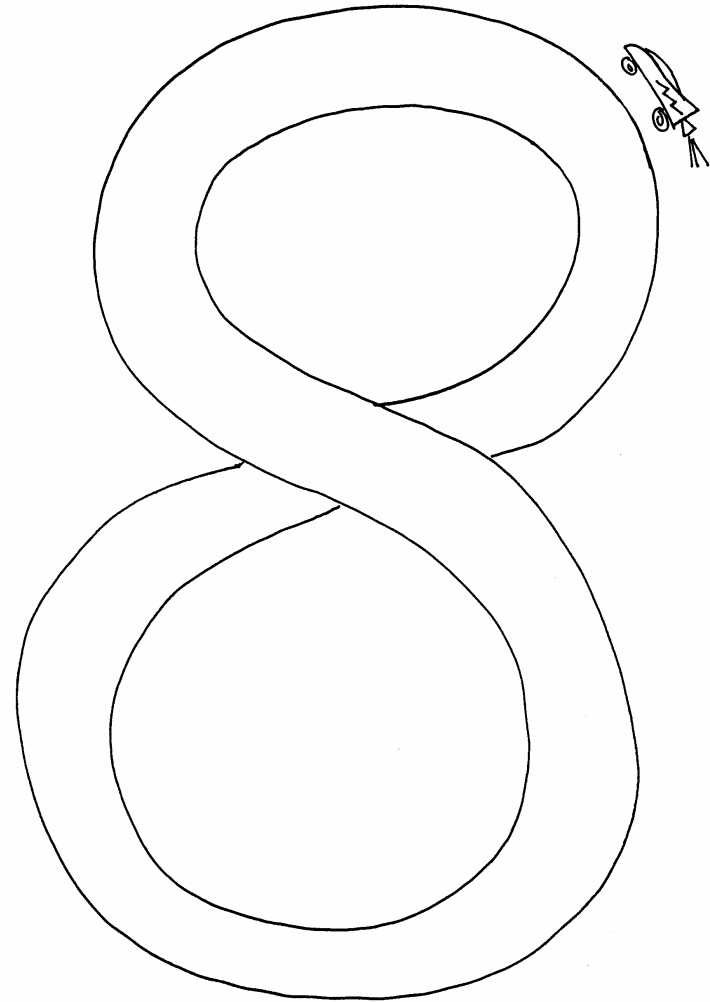
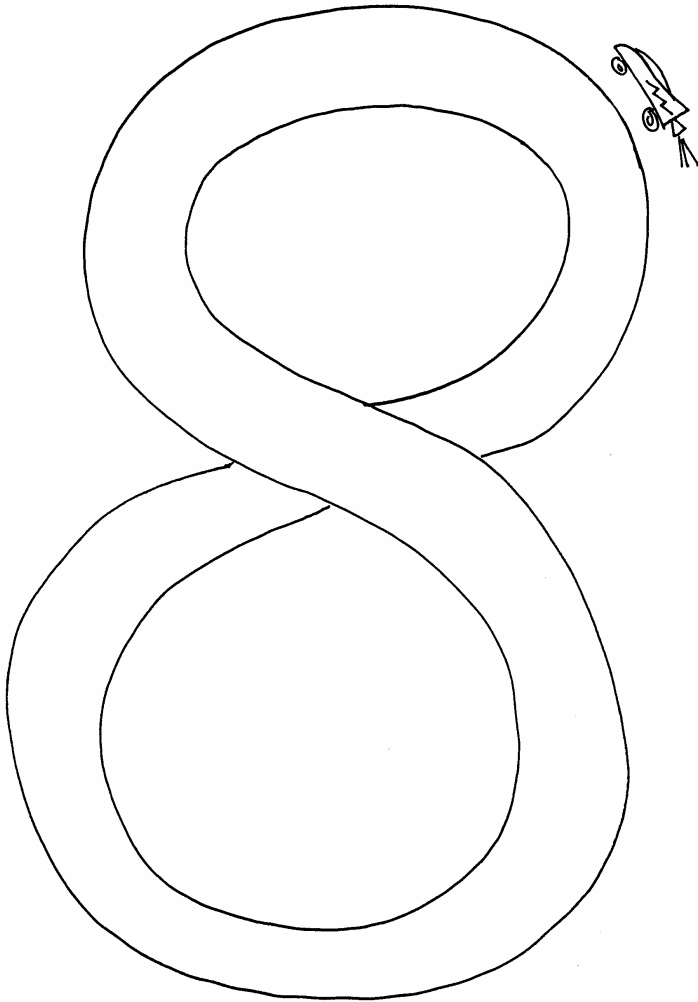
<p>E e</p> 	<p>F f</p> 	<p>G g</p> 	<p>H h</p> 	
<p>M m</p> 	<p>N n</p> 	<p>O o</p> 	<p>P p</p> 	
<p>V v</p> 	<p>W w</p> 	<p>X x</p> 	<p>Y y</p> 	<p>Z z</p> 



Figure Eight Race Tracks 2 - Prepare For S s



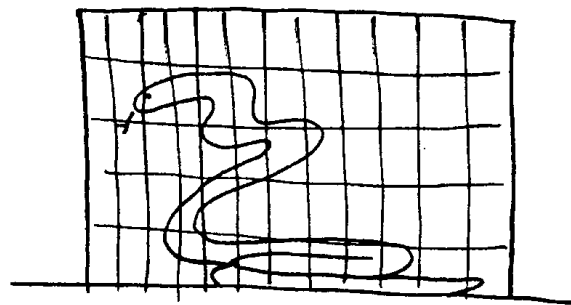
Start by the cars. Go around the race tracks many times.

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.

The teacher reads this section aloud. Use the sound of the letter when reading the story, not the letter name. Then point to the picture, say the sound, and have the students repeat. Point to each capital and lower case letter and explain that these letters represent the same sound. Explain that sometimes capital and lower case letters look the same except for size, but sometimes they look completely different. Remind the students that the top letters are the way they look when we write them. The bottom letters show how they often appear in books. The extra parts that stick out are called serifs, but the basic shape of the letter is the same. Have students point and give the sound for the sound picture and each letter in unison. For younger students, you can add this explanation. (Above the picture) This is the mommy letter and the little girl letter. (Below the picture) This is the daddy letter and the little boy letter. They all show the same sound, just like the picture.

S s

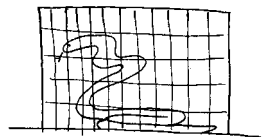


S s

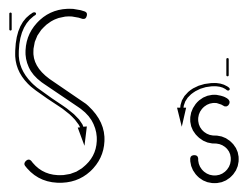
HANDWRITING INTRODUCTION (No lines): Demonstrate how to write the capital and lower case letters on the chalkboard. Then draw multiple large letter patterns on the board. Rotate groups of students to trace the patterns. Each letter should be traced repeatedly for about forty to sixty seconds. Students should say the name and sound each time they trace the capital letter. They should say only the sound each time they trace the lower case letter.



Handwriting



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times. Say the name of the capital letter and its sound each time you trace, "Capital S, /s/, capital S, /s/..."



Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times. Say only the letter sound each time you trace. "/s/, /s/, /s/..."

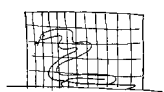
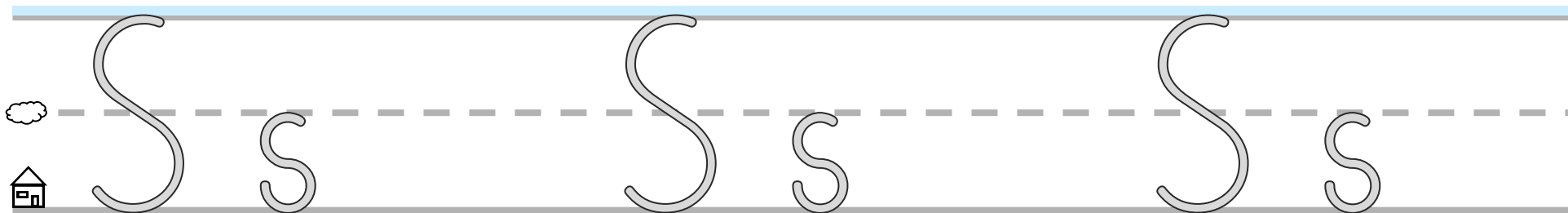
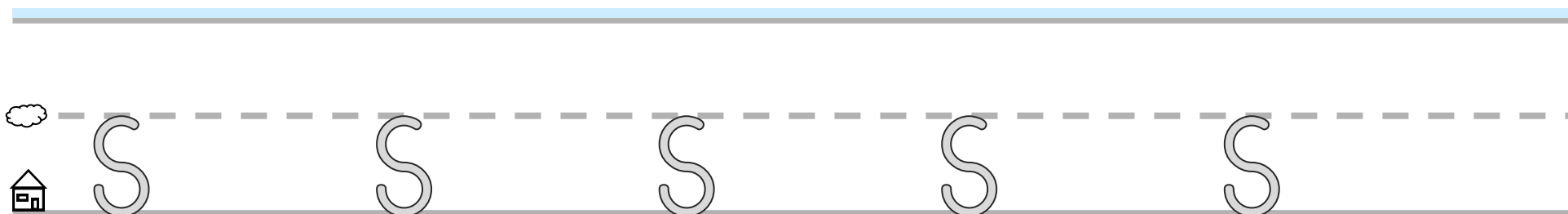
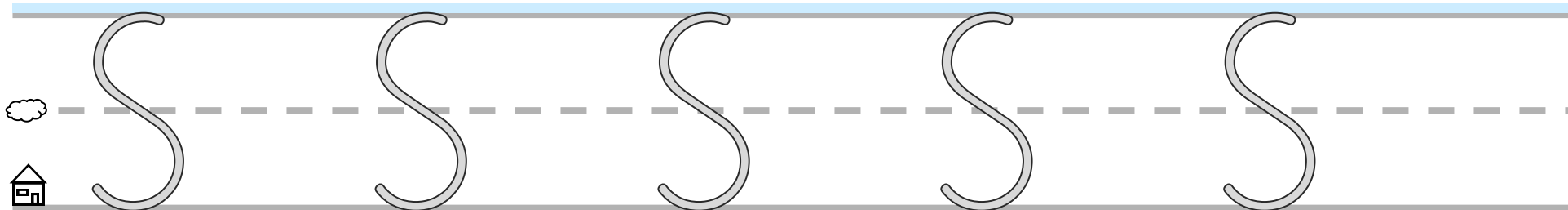
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Point out the sky line, the cloud line, and the ground line. Ask the students, "Where is the sky line? Where is the cloud line? Where is the ground line?" Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

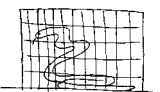
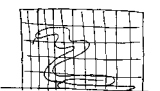

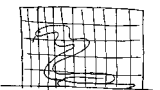


Show students how to finger trace the capital letter. Verbalize your movements. "To make a capital T we start at the sky line and go straight down to the ground. Then we jump up and make a line going across the sky line." Have students finger trace the capital letter and then trace with a pencil.

Model how to form the lower case letter in the same way. "To make a lower case t we start at the sky line and go straight down to the ground. Then we jump up and make a short line going across at the cloud line." Have students finger trace the lower case letter and then trace with a pencil.

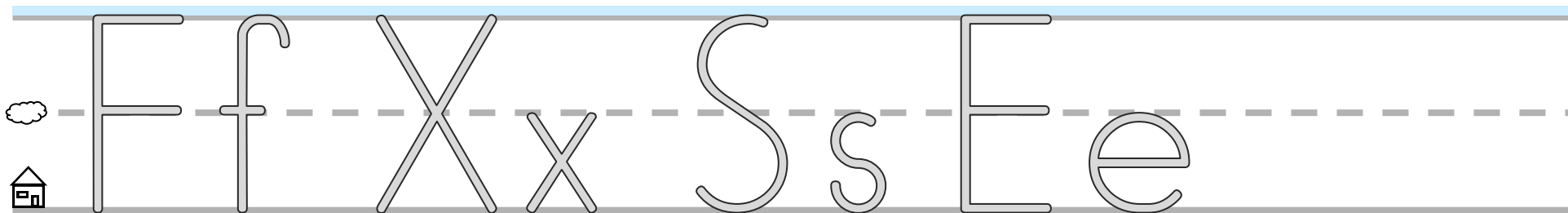
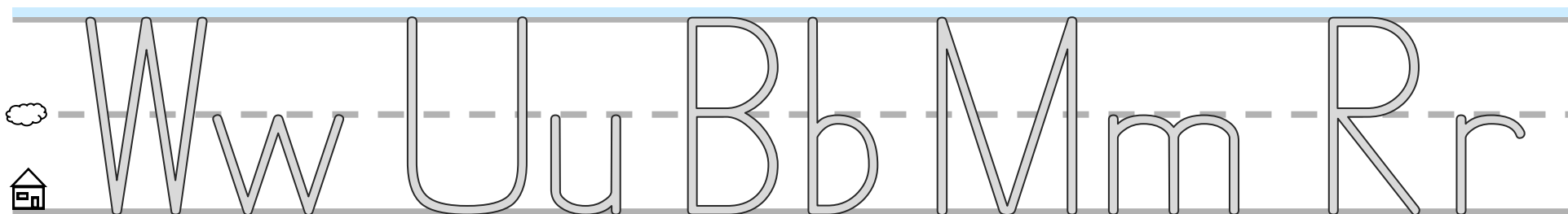
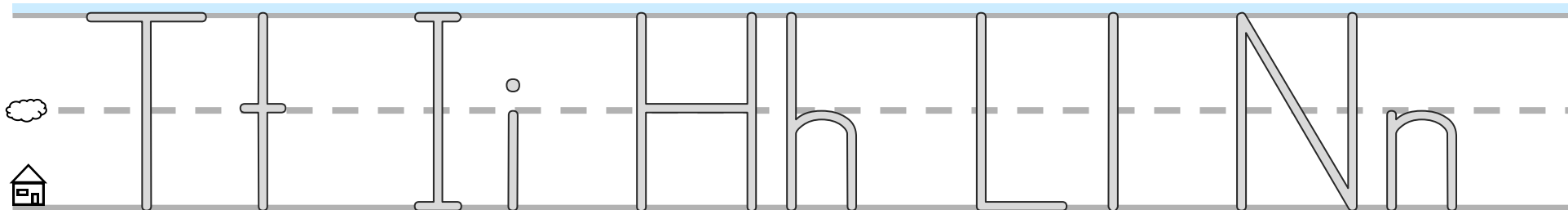
Be sure students are forming the letters correctly. Watch carefully and help as needed. Be patient. Follow this routine when you introduce each new letter.



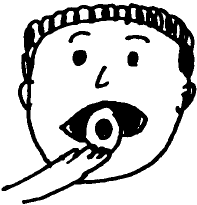
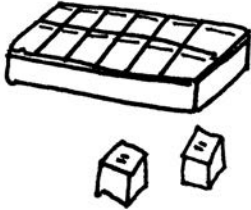


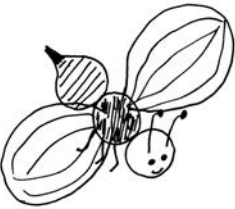



Students trace the letters with a pencil. Make sure they are forming the letters correctly, as shown on the previous page. Model and assist as needed. Students say the name and sound for each capital letter. They say the just the sound for each lower case letter. Remind students to write slowly and carefully.

	S	B S F R S S W
	s	s n x e s i s
	s	sun bus miss sell
	s	sister messy sleds
	s	Ed sleds in the snow. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Ss	Oral Blending	Segmenting	Two-Sound Words 6
 <p data-bbox="478 634 554 656">ea.....t</p>	 <p data-bbox="961 634 1037 656">i.....ce</p>	 <p data-bbox="1446 634 1522 656">u.....p</p>	 <p data-bbox="1906 634 1982 656">p.....aw</p>
 <p data-bbox="478 1219 554 1240">b.....ee</p>	 <p data-bbox="974 1219 1037 1240">i.....n</p>	 <p data-bbox="1436 1219 1512 1240">t.....ea</p>	 <p data-bbox="1906 1219 1982 1240">z.....oo</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "m.....e," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

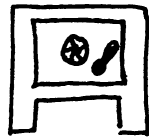
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

S _

sun



safe



sail



sock



saw



sad



sour



soup



salt



sing



son

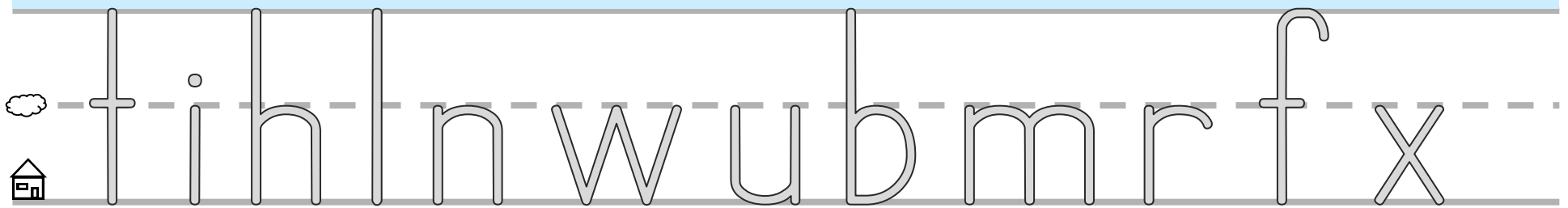


sign



seal

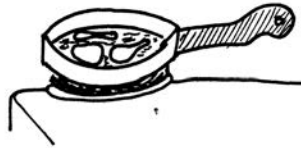
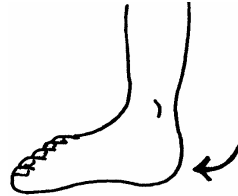




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Ss



buy-fry, pillow-willow, heel-peel, shave-save, crawl-shawl Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Note: Students are not expected to read the words by themselves.

Ending Sounds

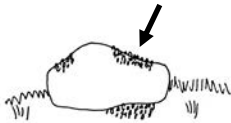
Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

— s

gas



moss



mess



bus



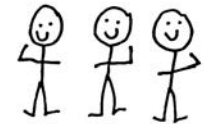
kiss



toss



us



less



pass



fuss



yes



lass

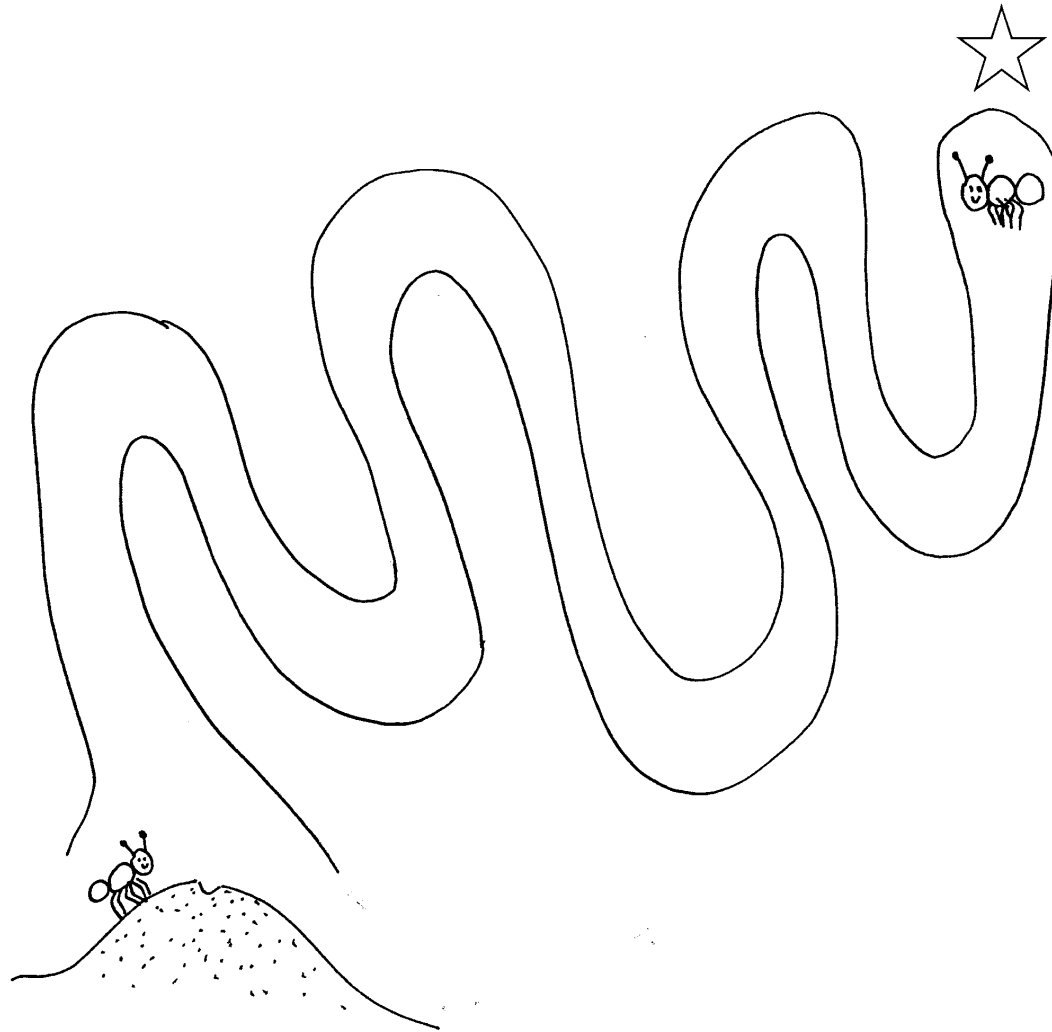


bass





Ant Hill - Prepare For J j



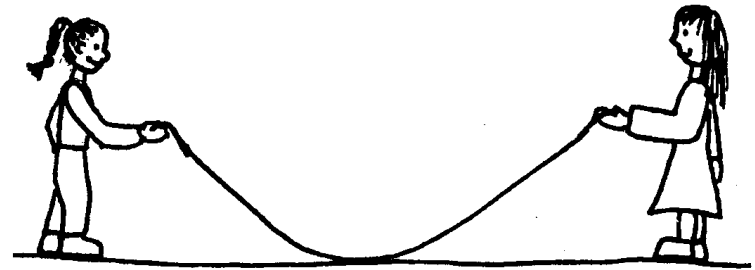
Start at the ant by the star. Follow the path.
Help the ant go to the anthill.

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.

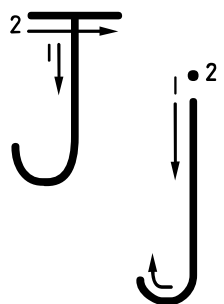
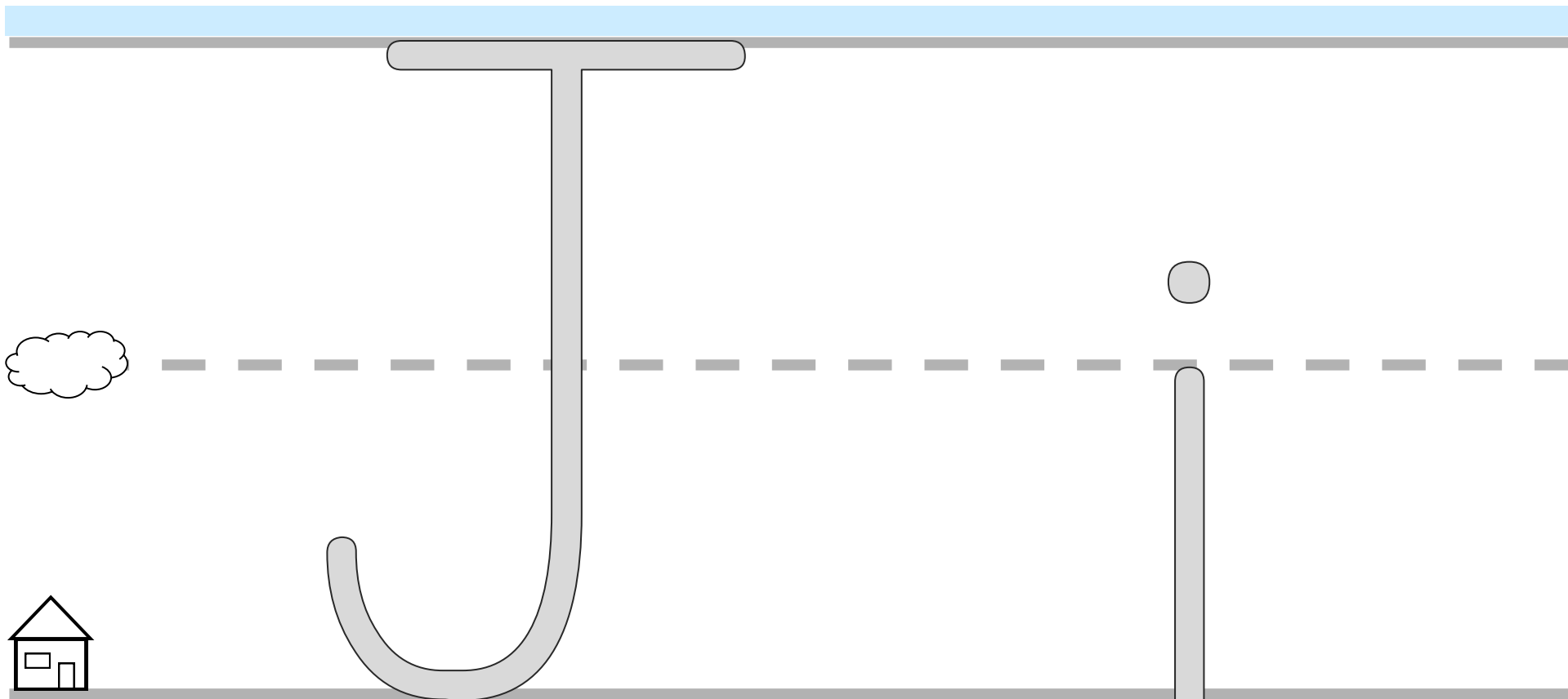
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

J j



J j



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

Say the name of the capital letter and its sound each time you trace.

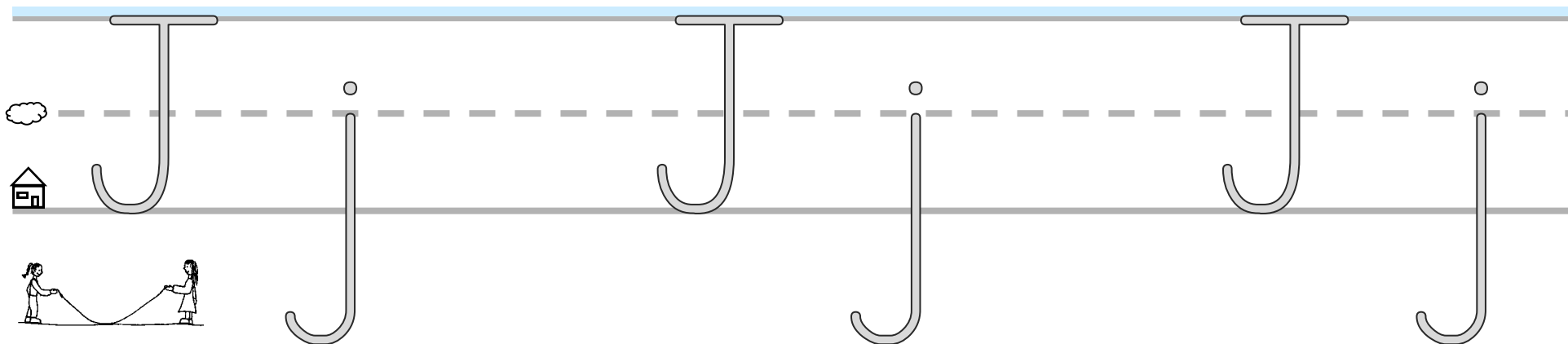
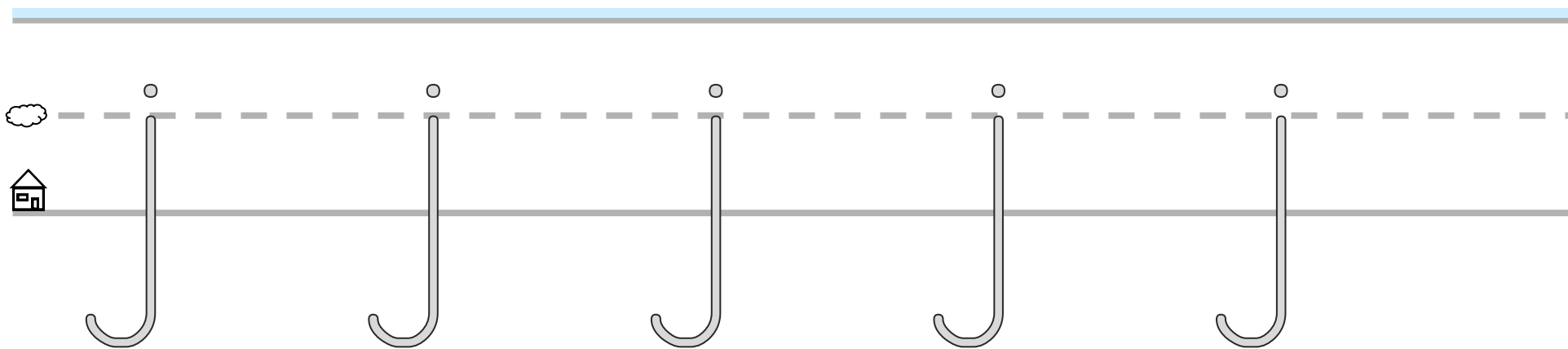
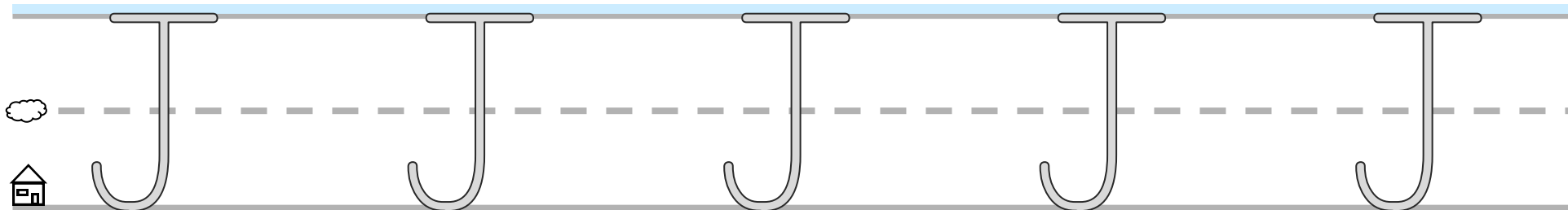
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

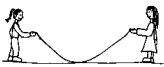
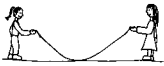

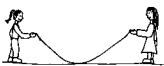
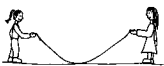

Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

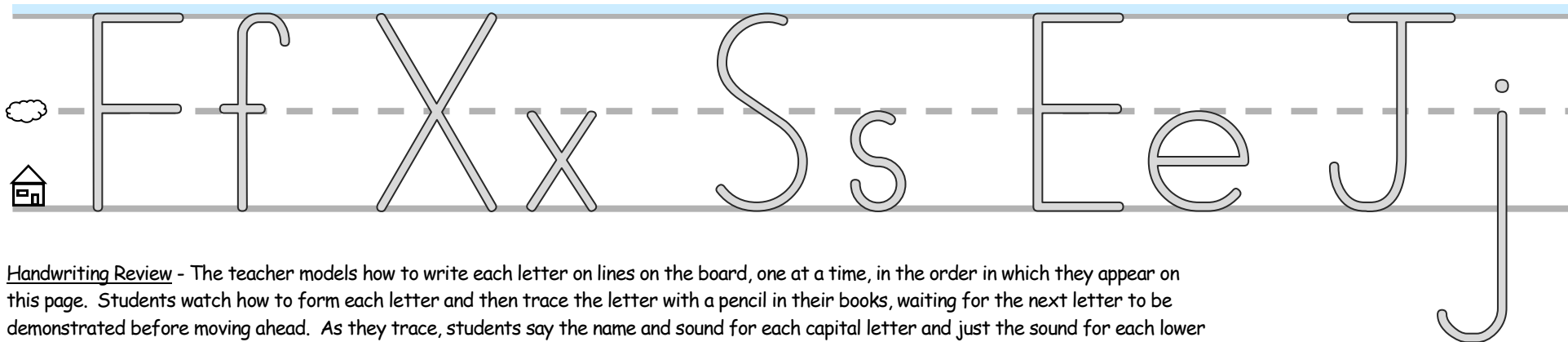
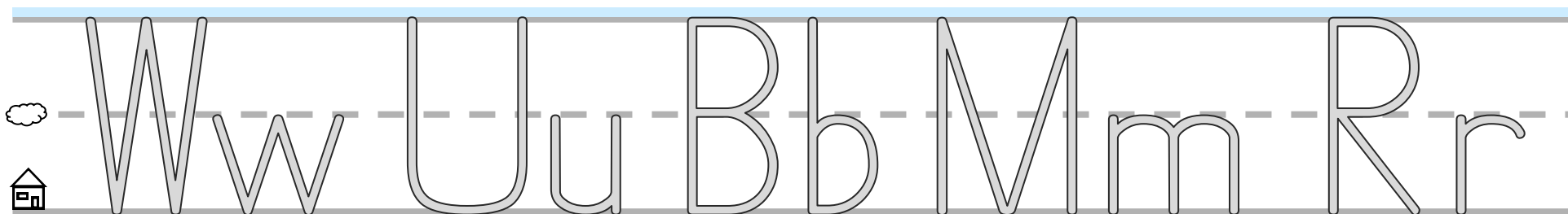
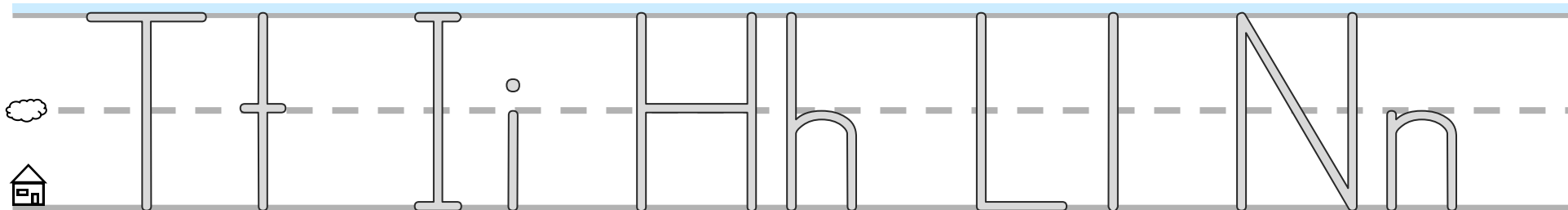


Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



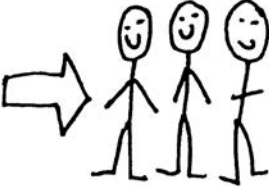
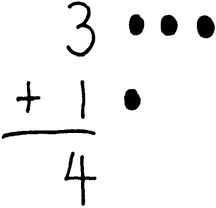
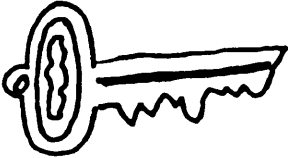
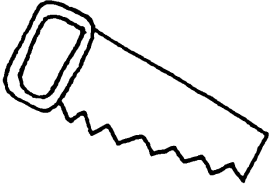

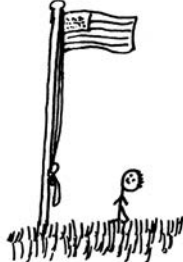


	J	F T J L J S J
	j	j i r g j l j
	j	jam jog just jazz
	j	jeep junk inject
	j	Jan jumps on a box. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Jj	Oral Blending	Segmenting	Two-Sound Words 7
 <p data-bbox="478 634 554 657">ea.....r</p>	 <p data-bbox="947 634 1026 657">wh.....o</p>	 <p data-bbox="1417 634 1507 657">th.....ey</p>	 <p data-bbox="1906 634 1984 657">a.....dd</p>
 <p data-bbox="478 1219 554 1242">k.....ey</p>	 <p data-bbox="947 1219 1026 1242">s.....aw</p>	 <p data-bbox="1417 1219 1507 1242">d.....ay</p>	 <p data-bbox="1906 1219 1984 1242">h.....igh</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "m.....e," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

j—

jaw



jet



jug



jump



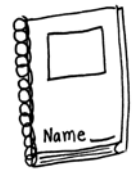
jeans



jog



journal



jeep



jar



jacket



jail



jam

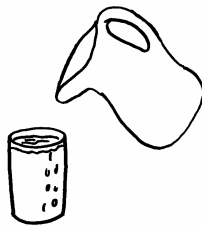
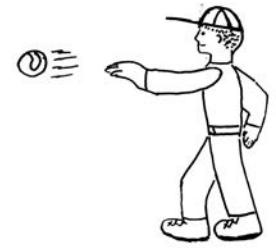
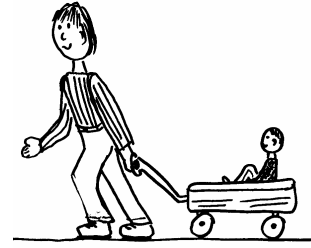


Jack-in-the-box



Rhyming

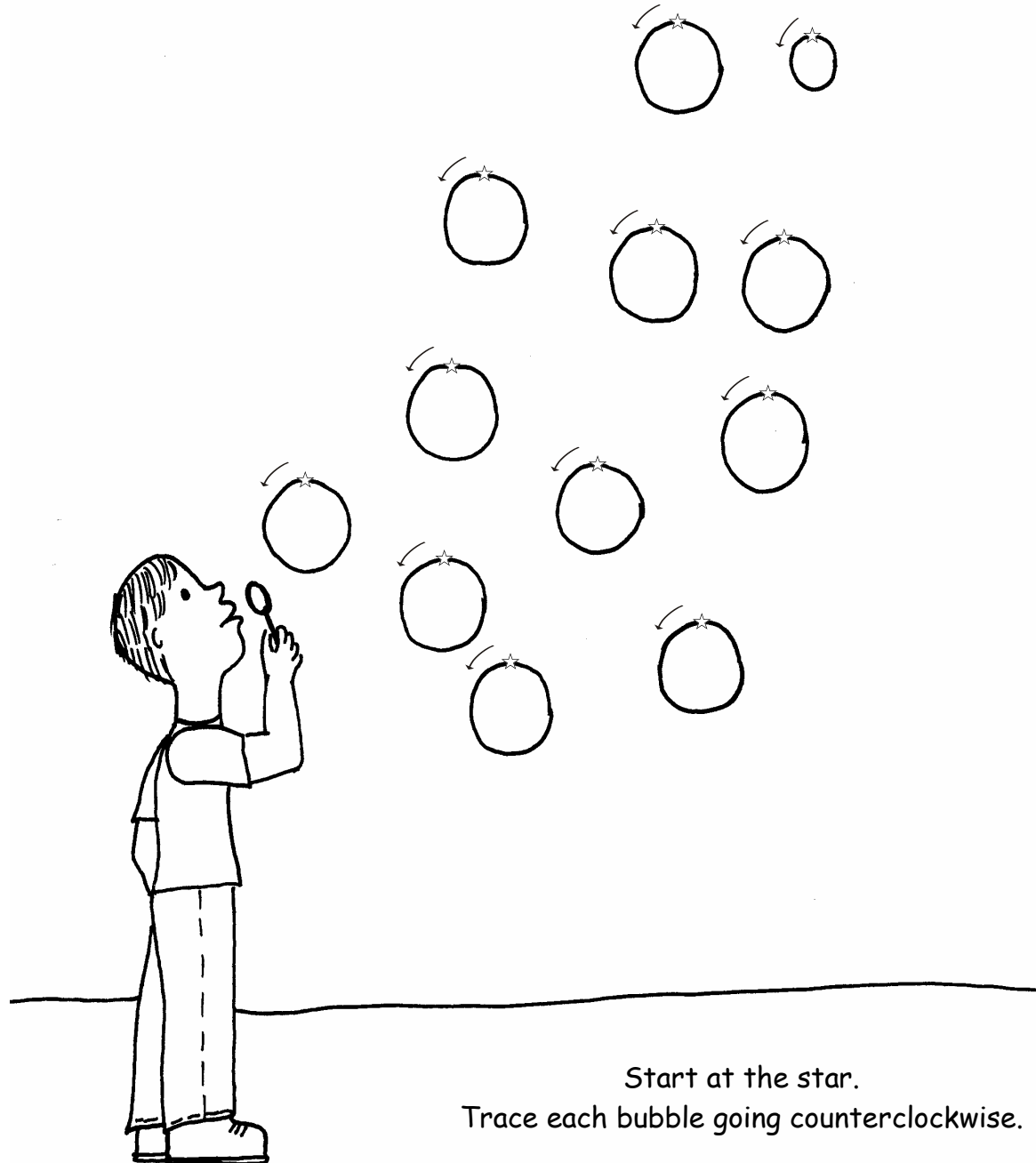
Jj



chalk-walk, sky-spy, rake-lake, pull-full, throw-snow Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



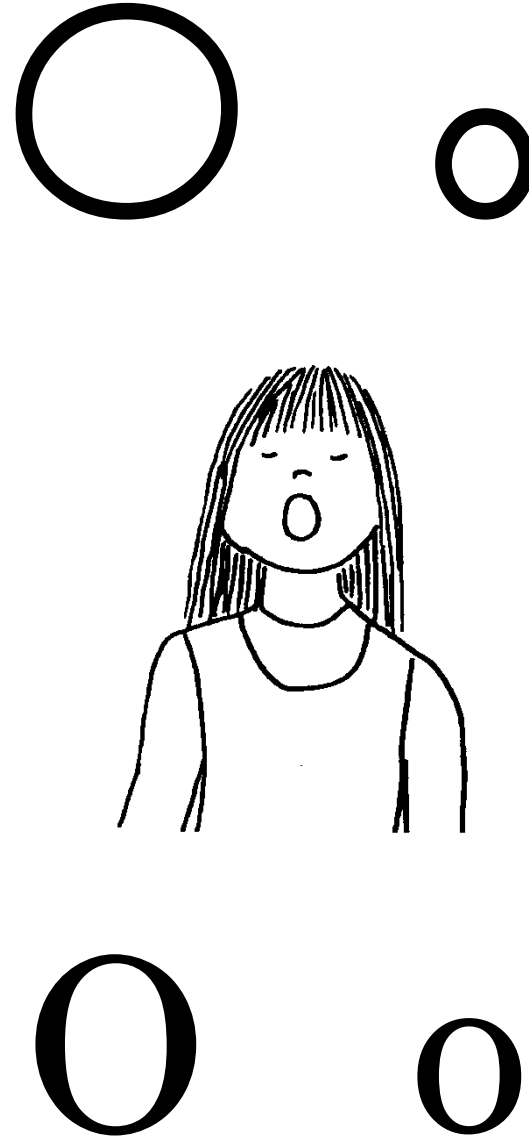
Bubble Blow - Prepare For O o



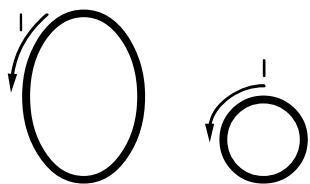
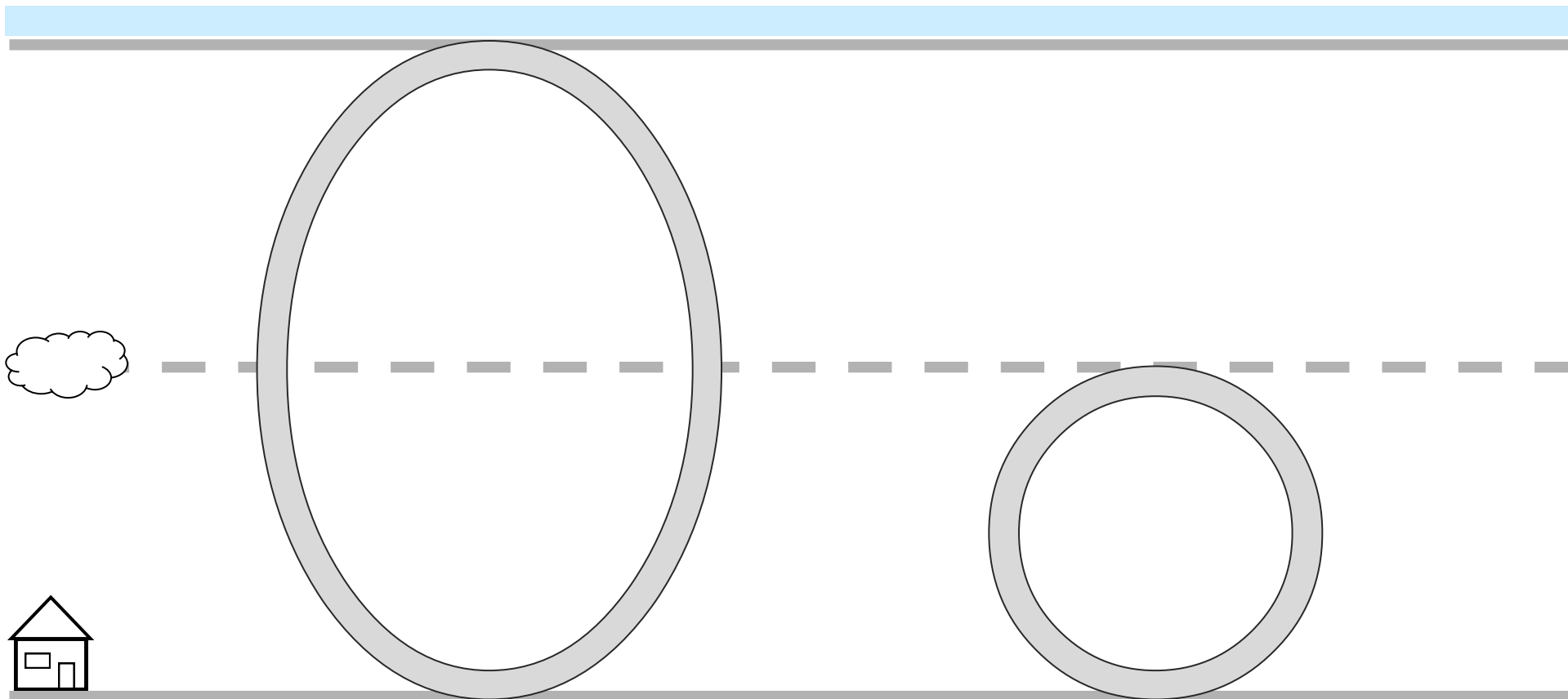
Start at the star.
Trace each bubble going counterclockwise.

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)

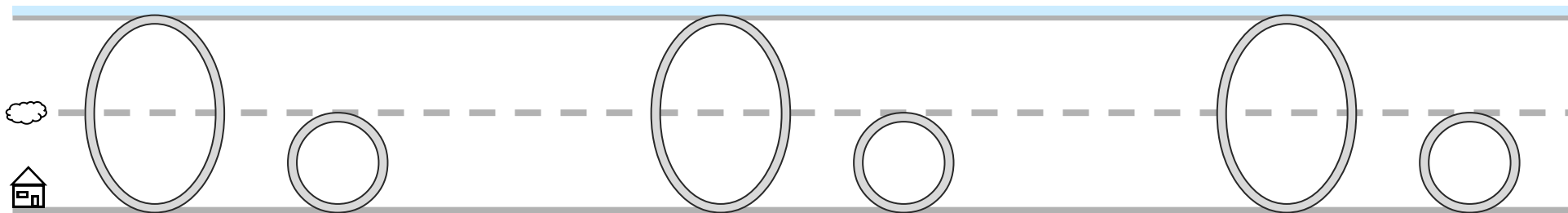
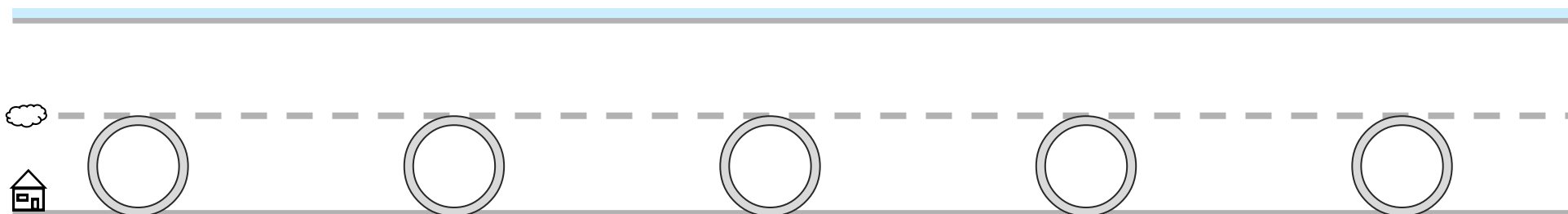
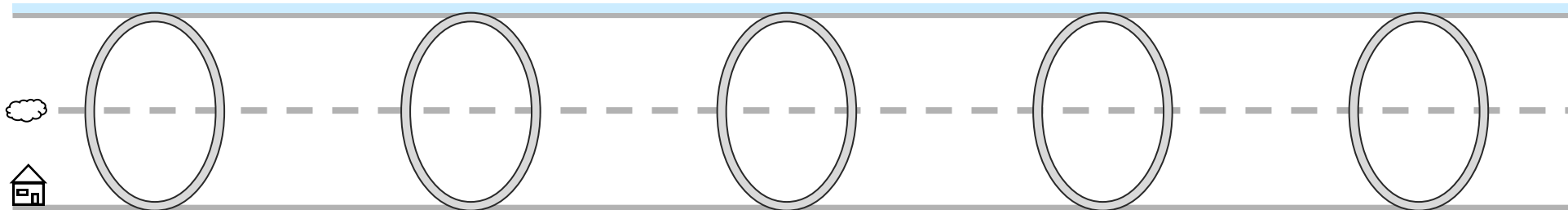
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.



HANDWRITING INTRODUCTION (No lines): Continue as before.








Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



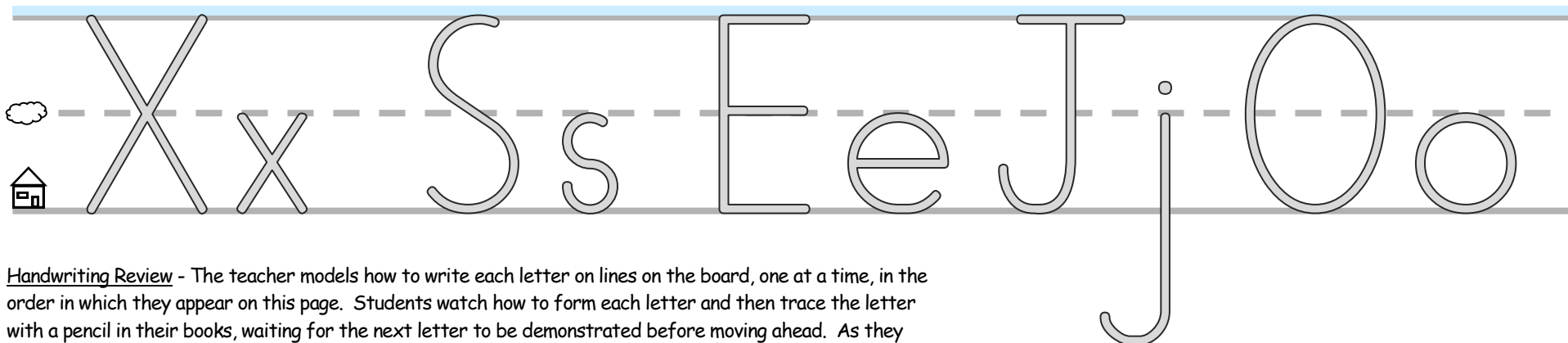
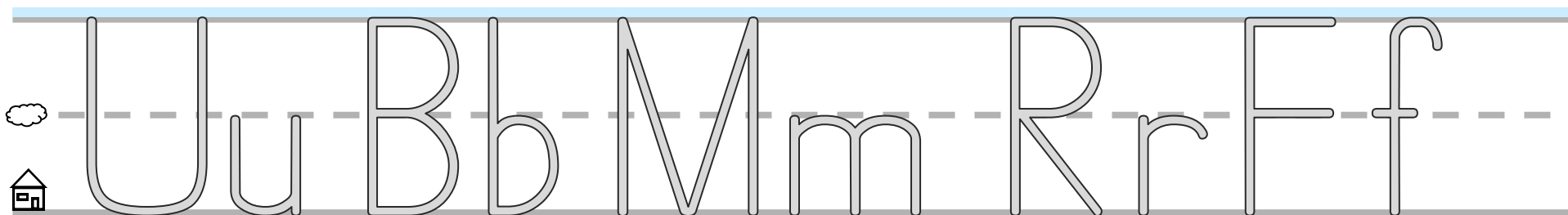
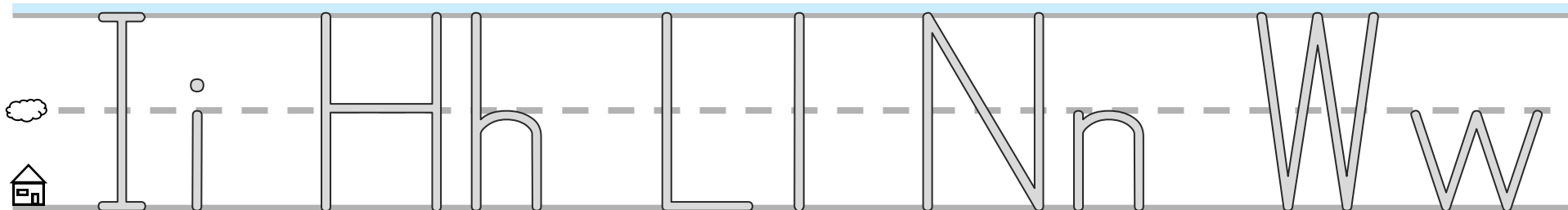
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	O	U O S B O H O
	o	o u e o f o s
	o	on ox top log off
	o	hotdog cotton soft
	o	Mom will mop.



Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



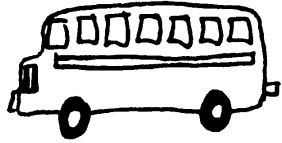
Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Oo

Oral Blending

Segmenting

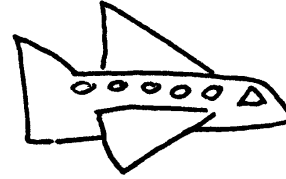
Three-Sound Words 1



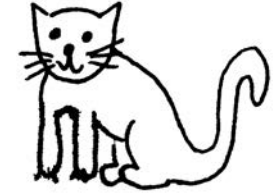
b.....u.....s



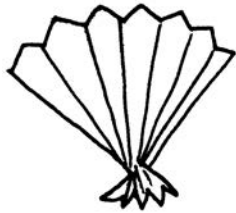
k.....i.....ck



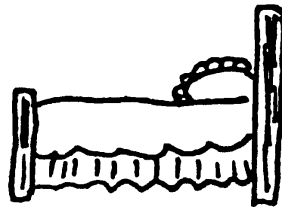
j.....e.....t



c.....a.....t



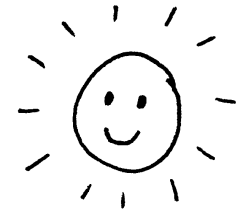
f.....a.....n



b.....e.....d



d.....o.....g



s.....u.....n

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

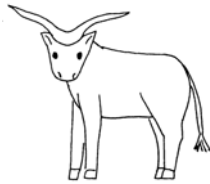
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

O _

otter



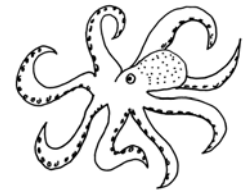
ox



opt



octopus



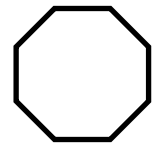
on



olive



octagon



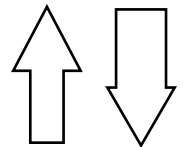
off



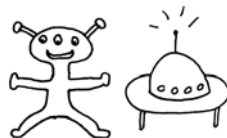
omelet



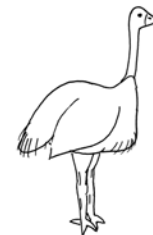
opposite



odd



ostrich

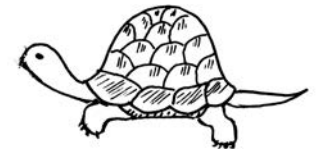
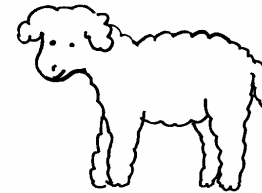
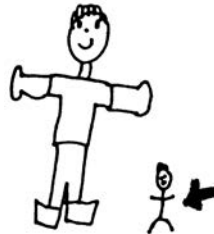
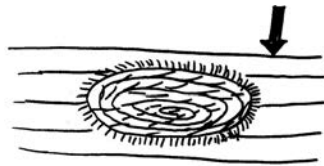
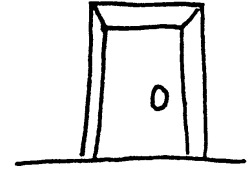
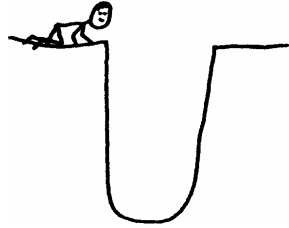
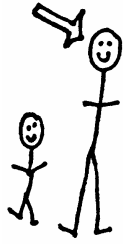


office



Rhyming

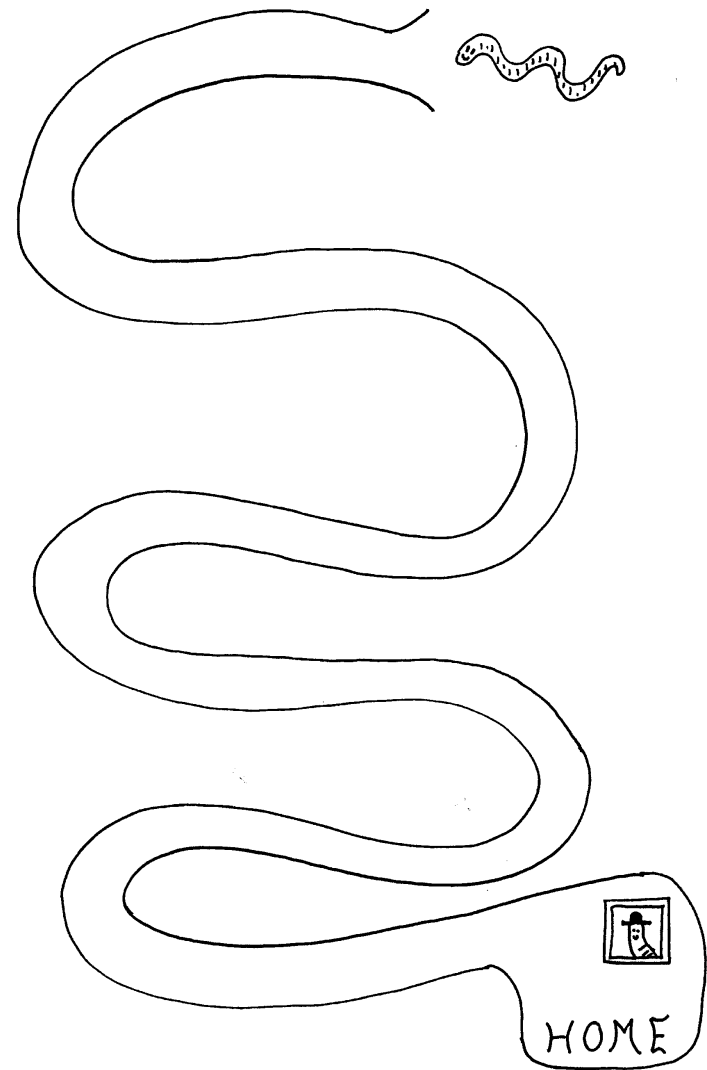
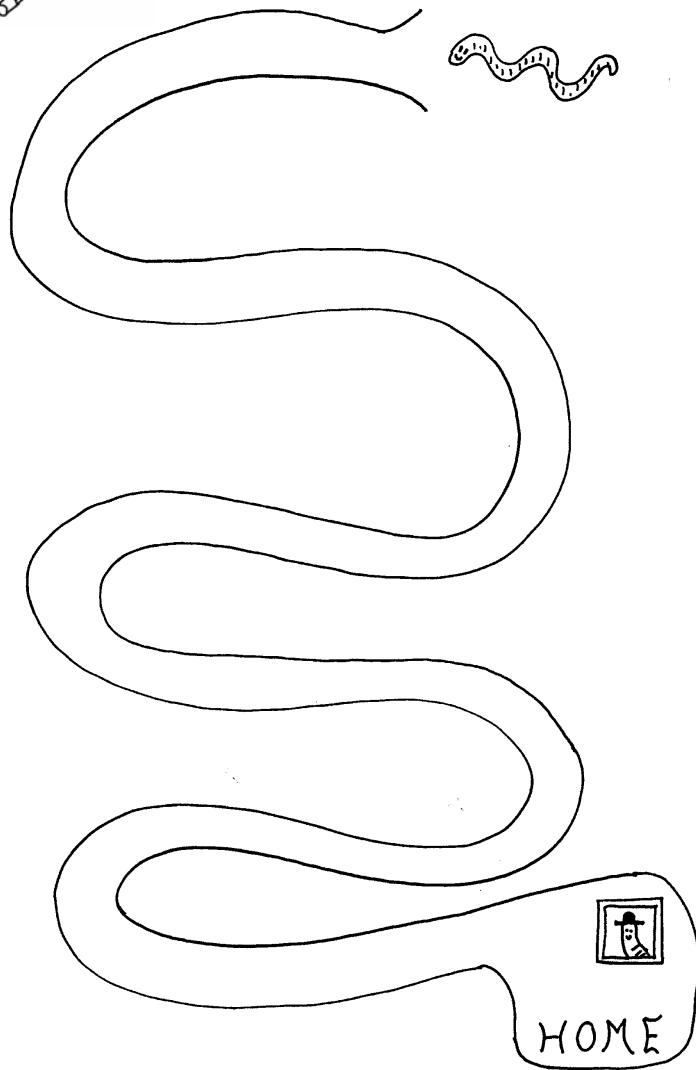
Oo



tall-small, deep-sheep, dawn-yawn, show-slow, door-floor Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



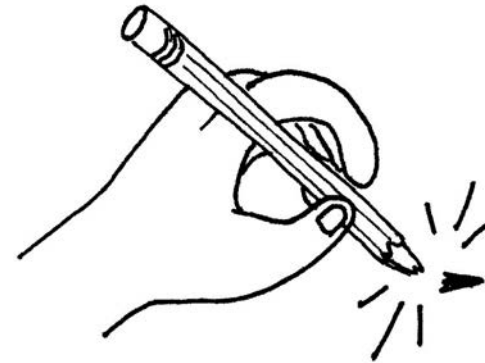
Willy Worm - Prepare For C c



Help the worm find his way home.

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.

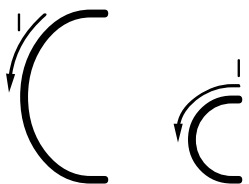
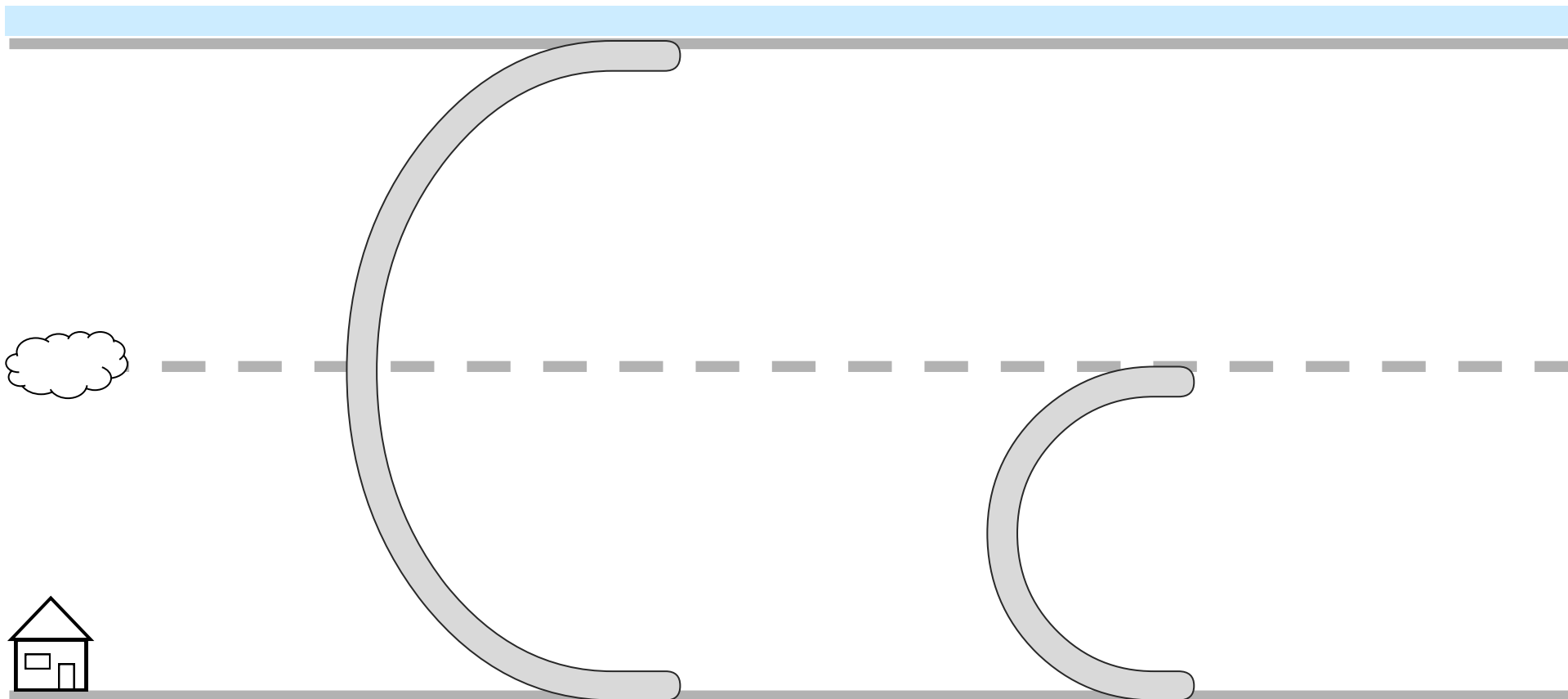
C c



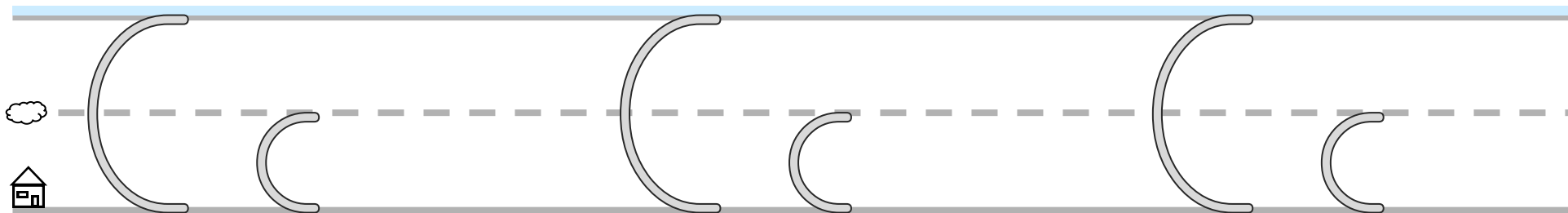
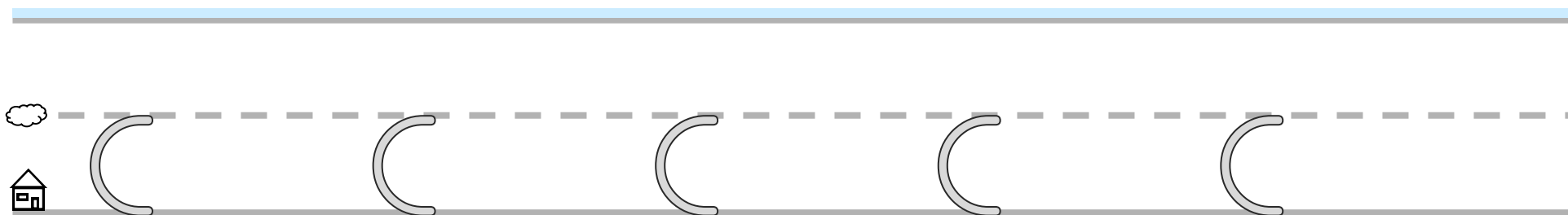
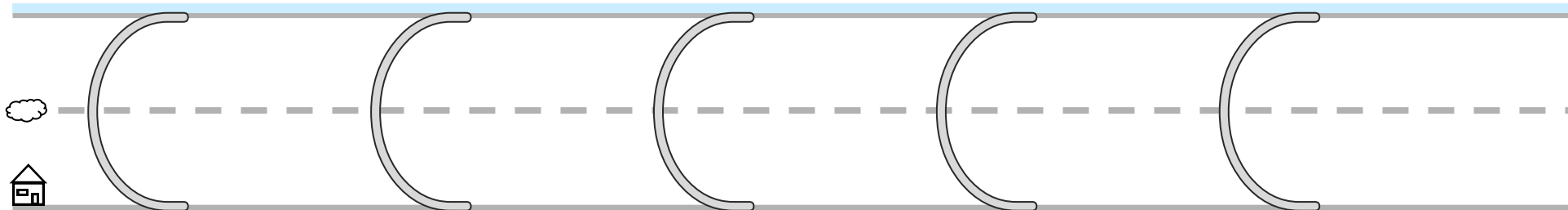
C c

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.









Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



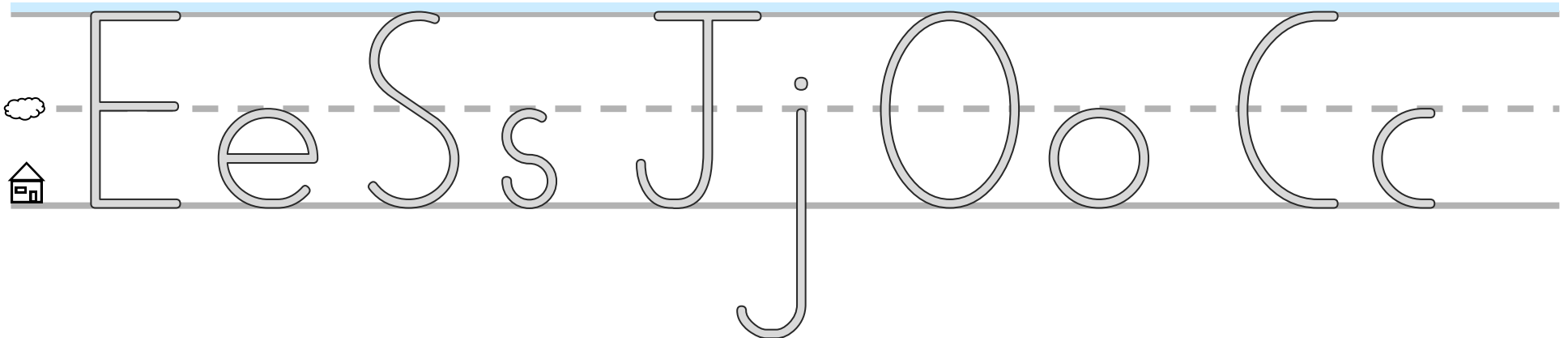
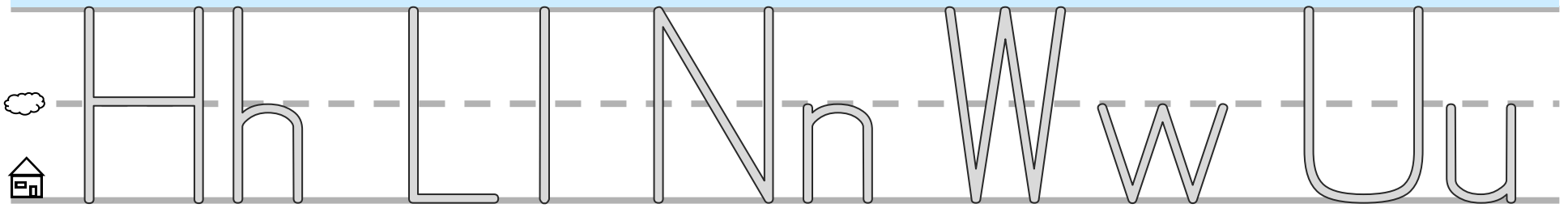
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	C	S C X C U B C
	c	o f c b u c c
	c	cat cup act pick
	c	cactus picnic clock
	c	I can cut. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students follow along and trace each letter with a pencil, verbalizing as usual.

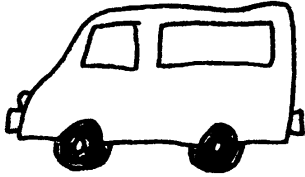


Cc

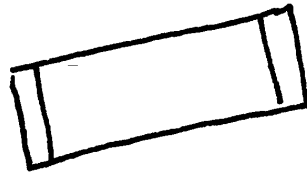
Oral Blending

Segmenting

Three-Sound Words 2



v.....a.....n



g.....u.....m



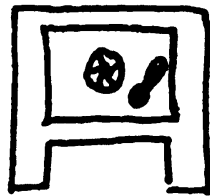
l.....e.....g



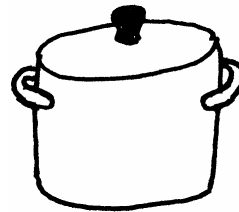
f.....i.....re



k.....i.....ss



s.....a.....fe



p.....o.....t



z.....o.....ne

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

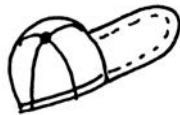
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

C _

cat



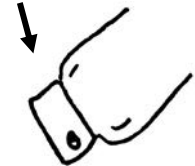
cap



cow



cuff



cup



car



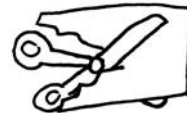
cage



candy



cut



cone



cot



carrot

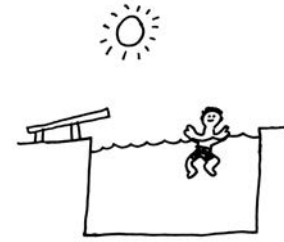


castle

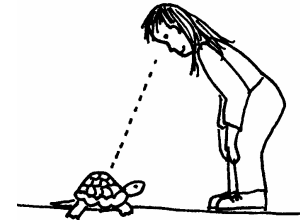
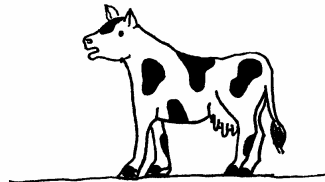
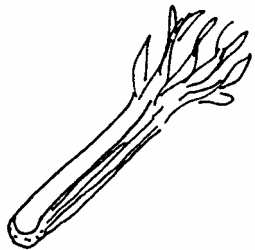


Rhyming

Cc



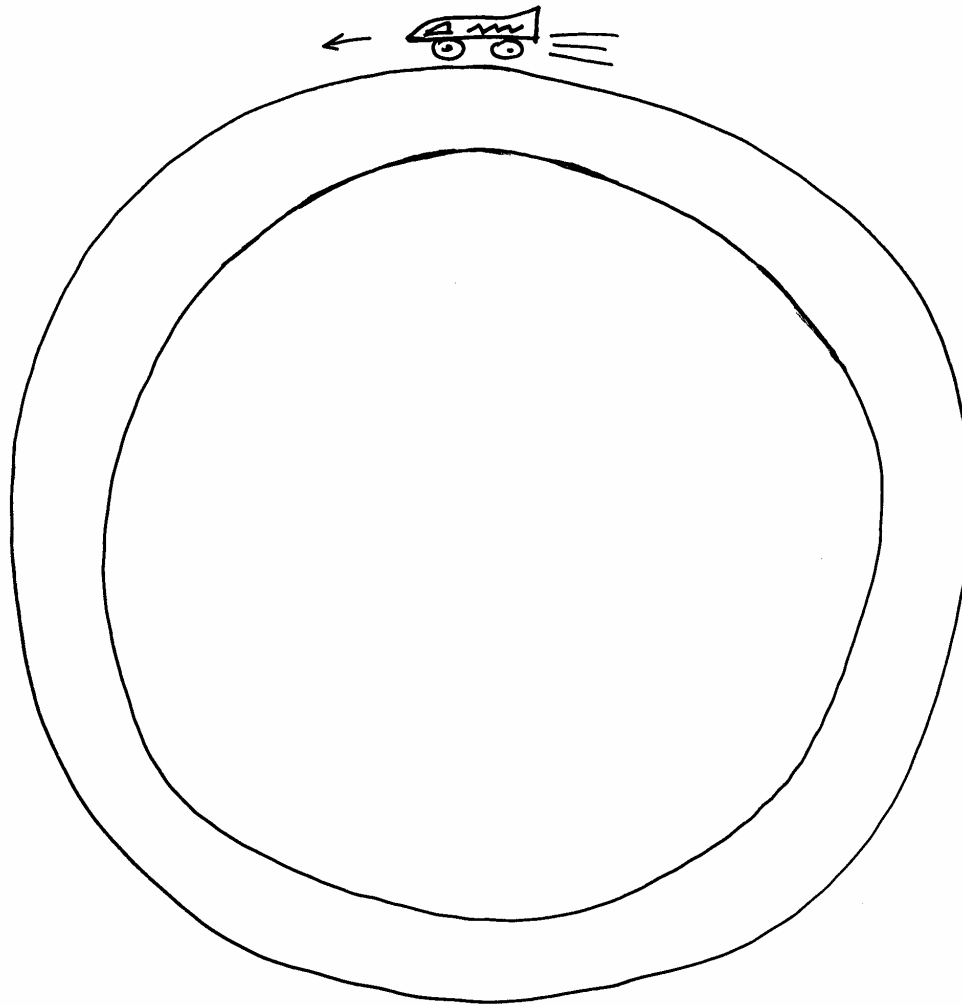
3



zoo-moo, talk-stalk, fall-call, pool-tool, three-see Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



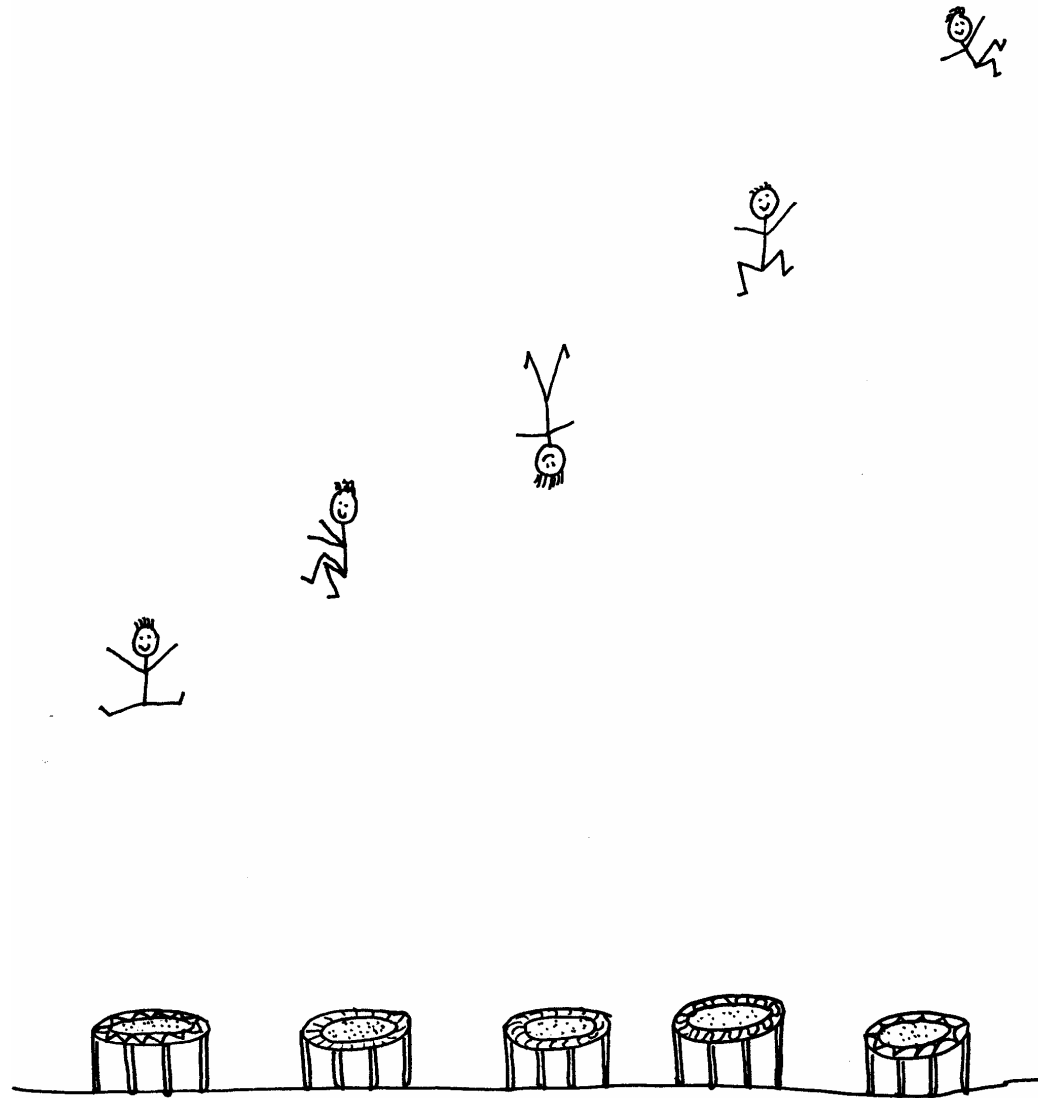
Round Race Track - Prepare For D d



Draw a line to show the car going around the race track.



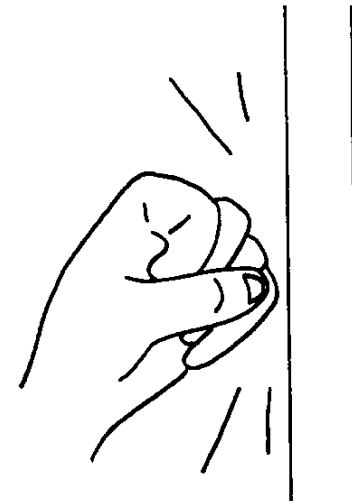
Jumping Jacks 2 - Prepare For D d



Draw a line from each trampoline up to the person and back down again.

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.

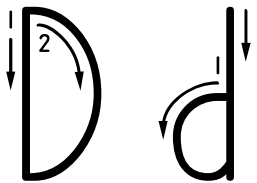
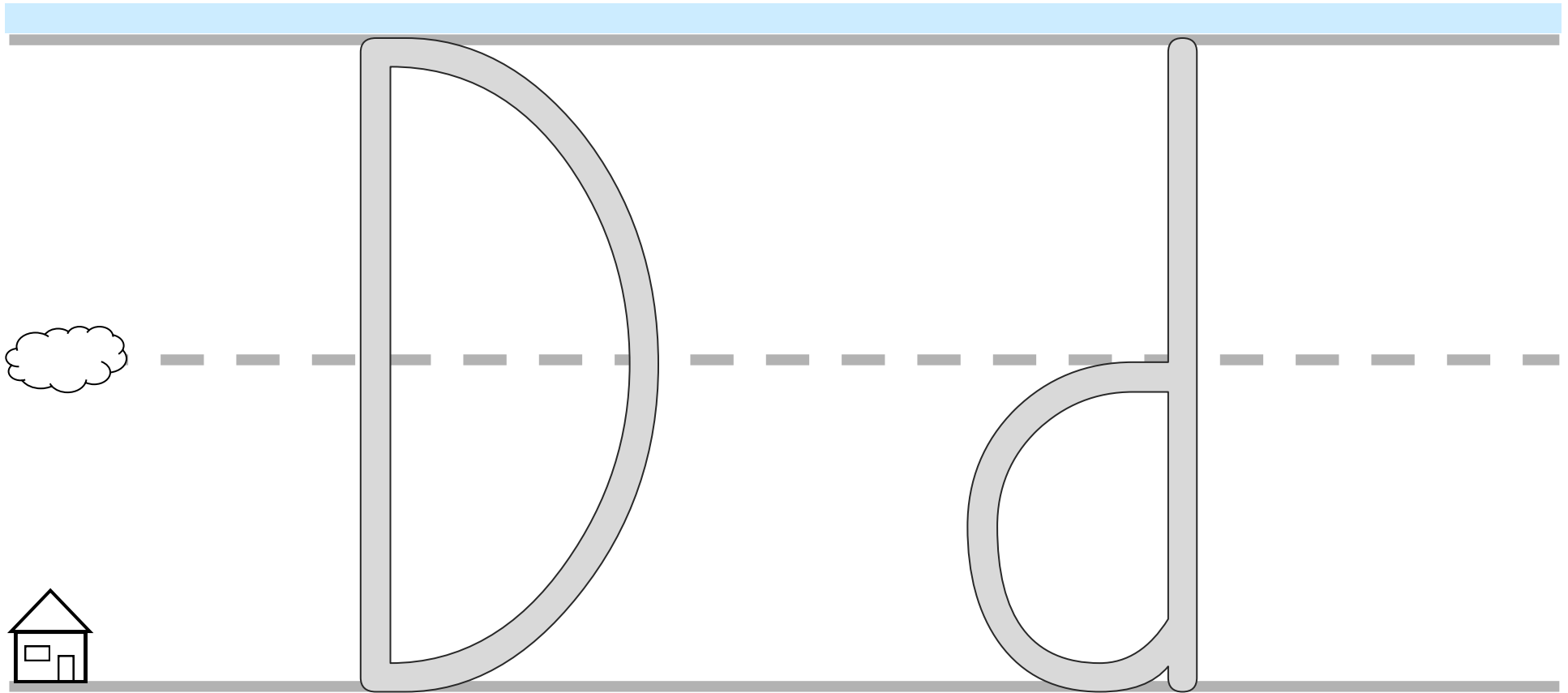
D d



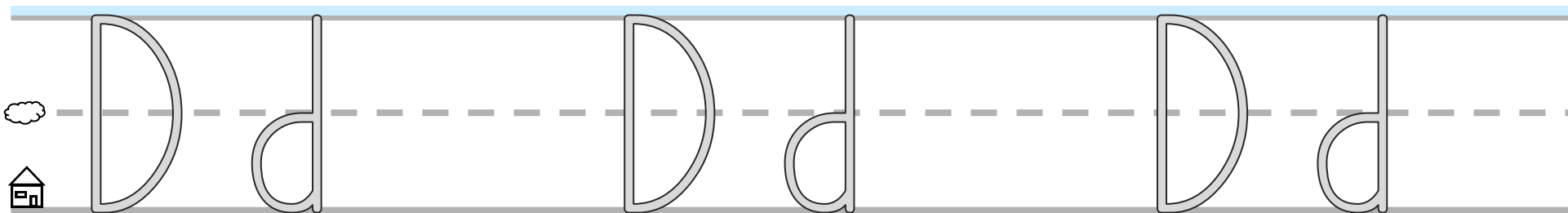
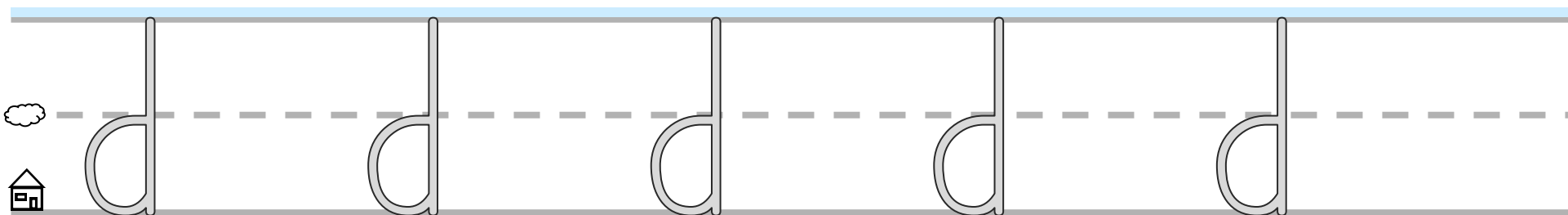
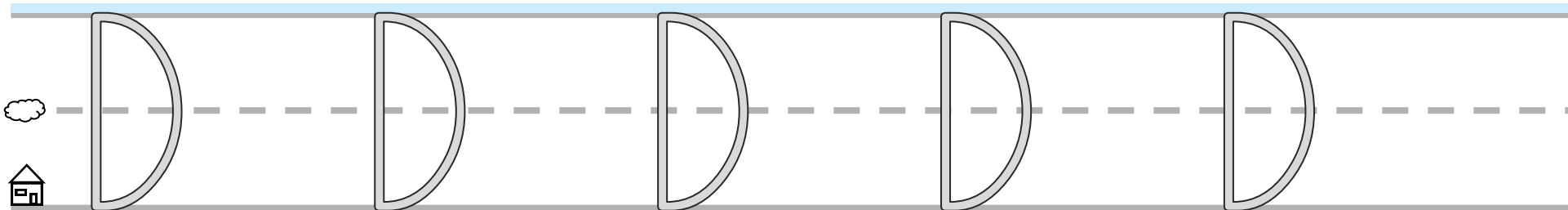
D d

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.




Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



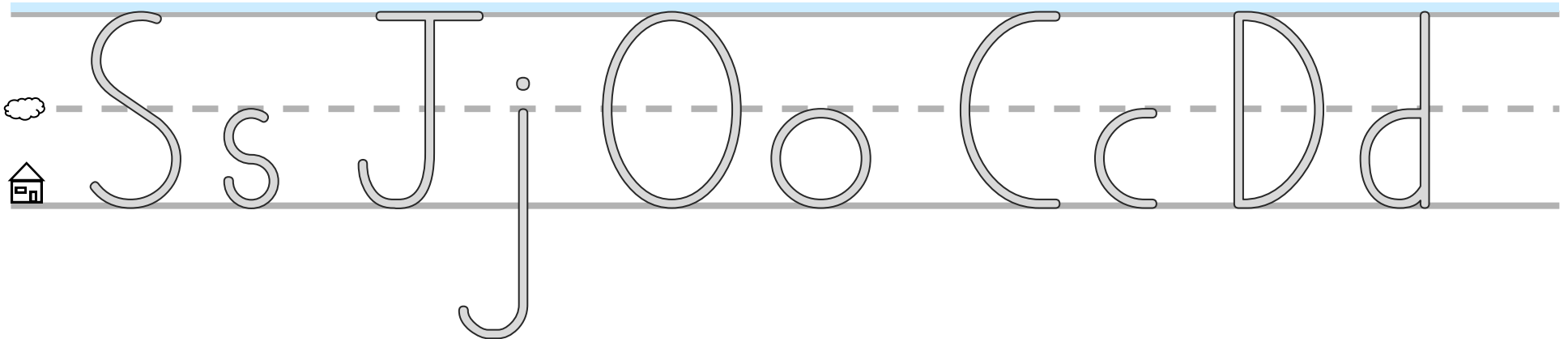
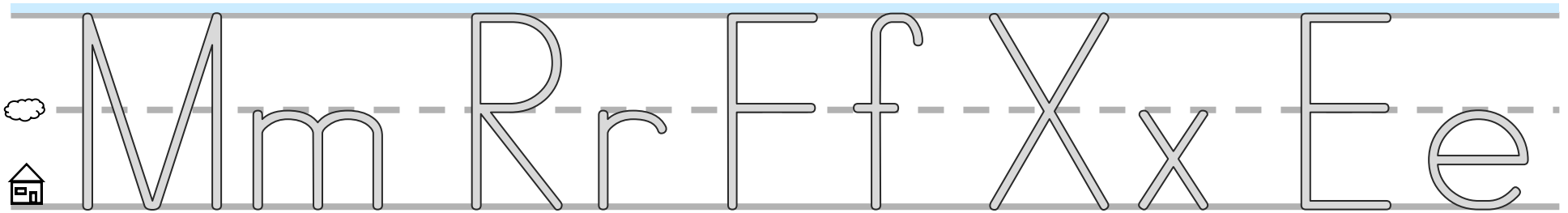
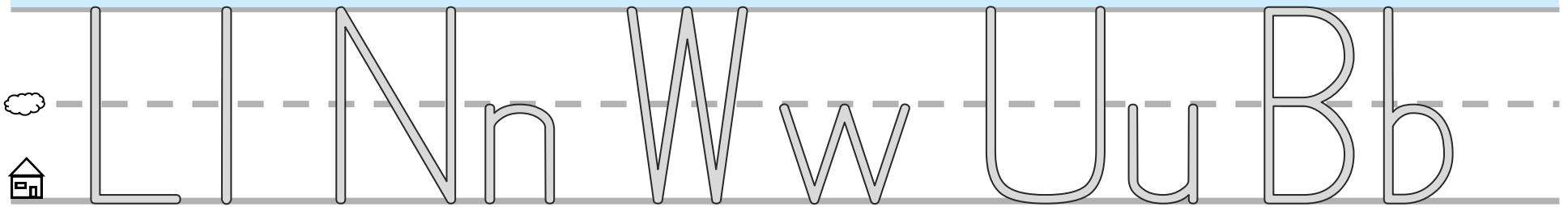
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

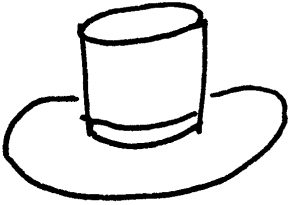
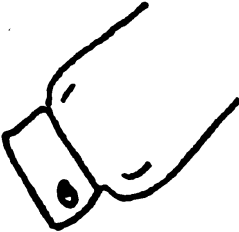

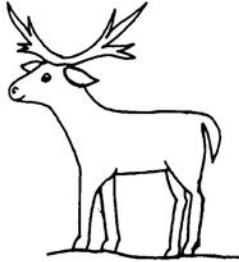




Letter Discrimination

	D	D B C D D W I
	d	a d b d u d h
	d	did dog mud had do
	d	drip sand ladder odd
	d	Dan dug up a jug. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.



Dd	Oral Blending	Segmenting	Three-Sound Words 3
 <p data-bbox="443 630 554 659">h.....a.....t</p>	 <p data-bbox="909 630 1031 659">c.....u.....ff</p>	 <p data-bbox="1388 630 1507 659">w.....e.....b</p>	 <p data-bbox="1856 630 1986 659">d.....ee.....r</p>
 <p data-bbox="436 1214 554 1243">f.....i.....zz</p>	 <p data-bbox="909 1214 1031 1243">v.....a.....se</p>	 <p data-bbox="1394 1214 1507 1243">h.....o.....p</p>	 <p data-bbox="1843 1214 1986 1243">h.....ou.....se</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

d _

dog



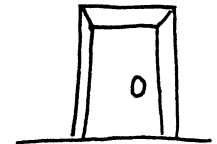
duck



doll



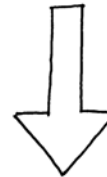
door



dad



down



dish



dime



dollar



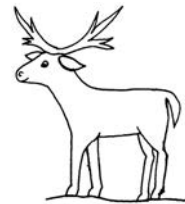
dump



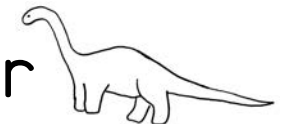
dig

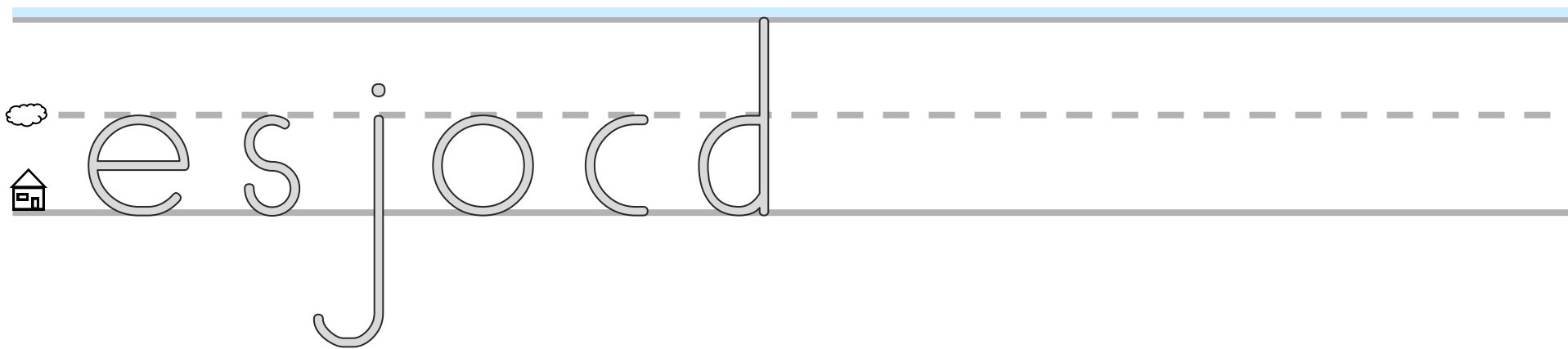
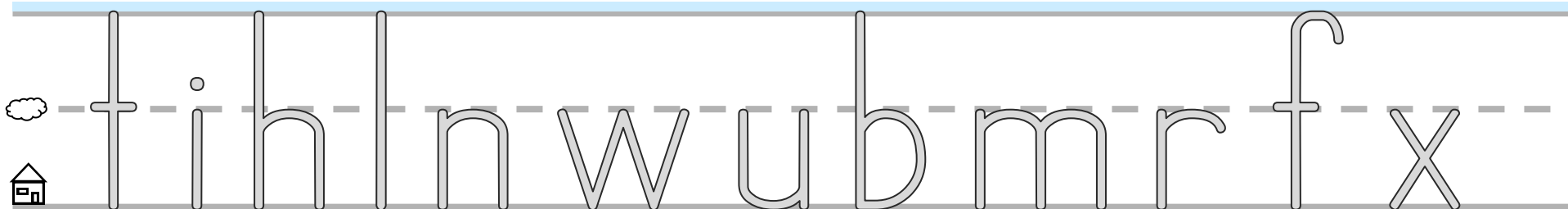


deer



dinosaur

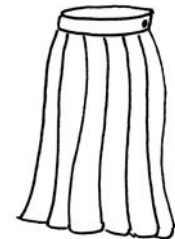
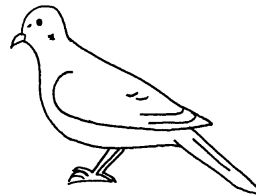




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Dd



love-dove, purse-nurse, spoon-moon, shirt-skirt, nose-rose Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Note: Students are not expected to read the words by themselves.

Ending Sounds

Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_d

yard



add

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

sad



mud



bed



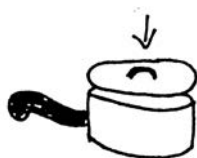
rod



head



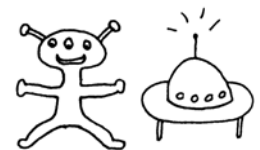
lid



nod



odd



pod



dad

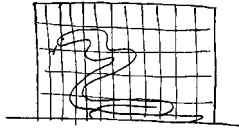


food



Review

E



s

S



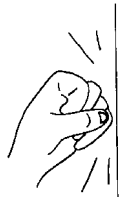
d

J



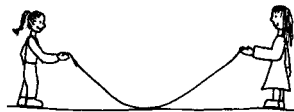
e

O



c

C



o

D

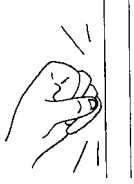

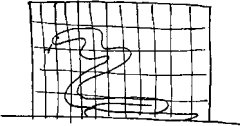





j

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to use as a reference as needed.

Review

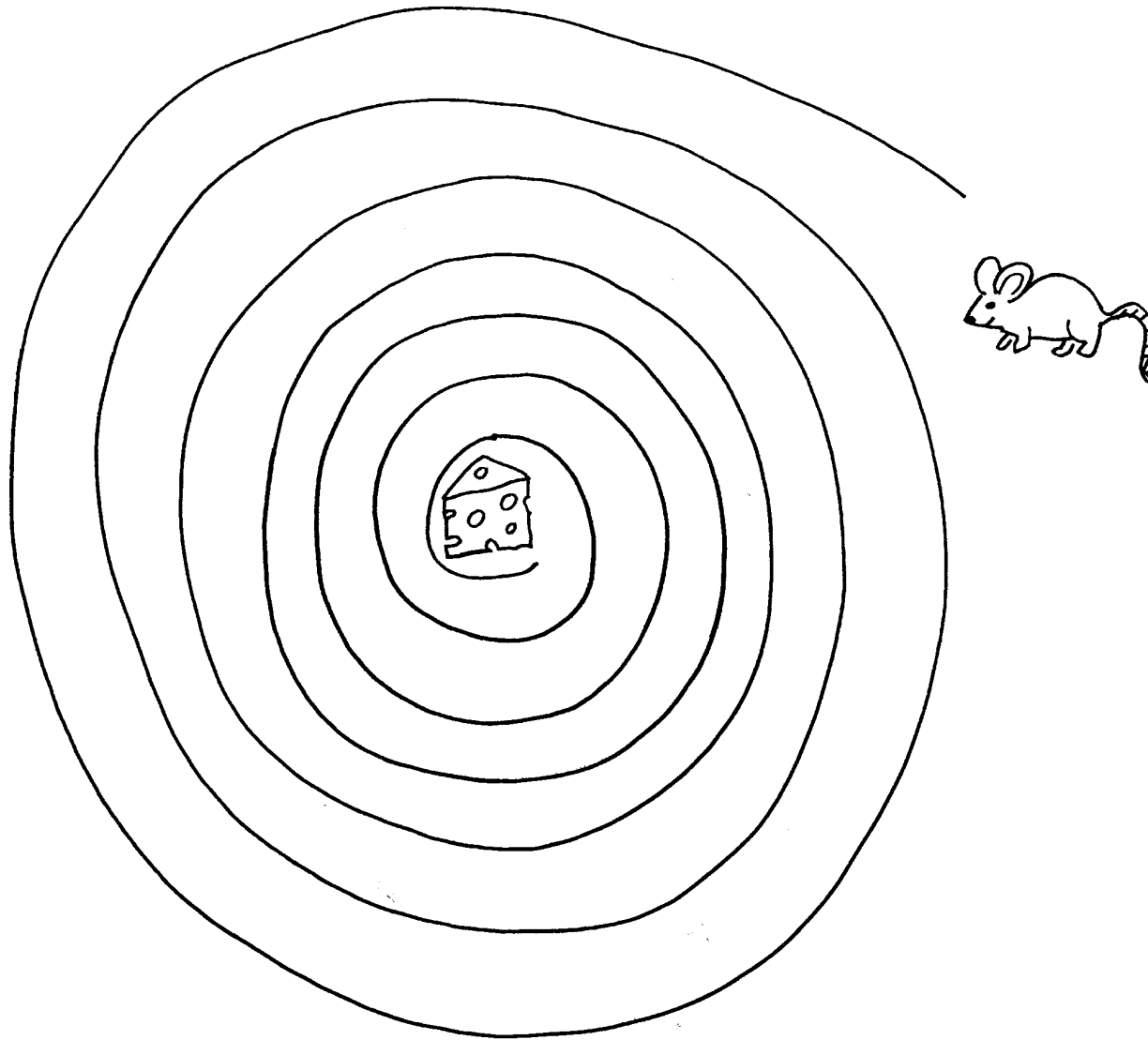
Students may use an alphabet chart with sound pictures as a reference.

	h	d	b	n	s
	e	u	i	o	c
	s	e	f	r	j
	c	j	e	m	l
	o	c	s	j	d
	i	x	t	w	j

Circle a letter to match each picture. Say the sound.



Mouse And Cheese - Prepare For A a



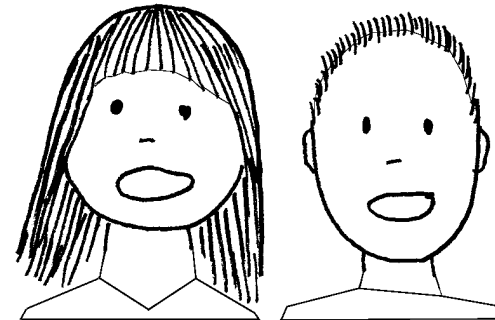
Help the mouse find his cheese.

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/ant)

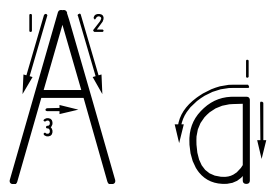
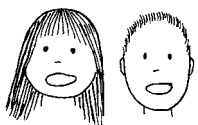
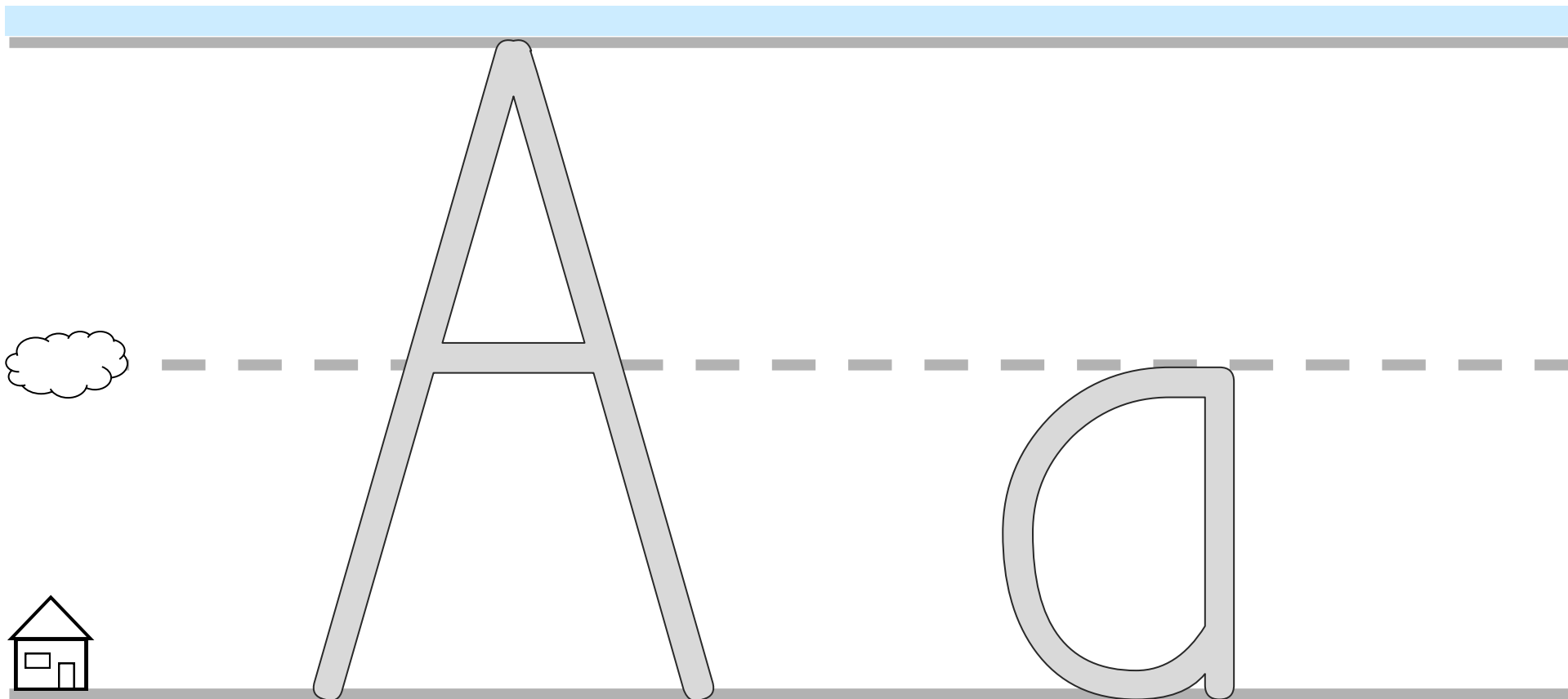
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

A a



A a



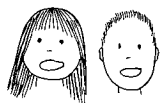
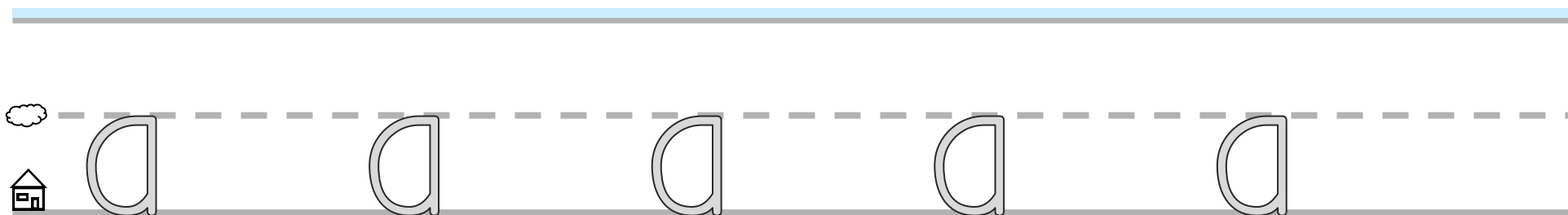
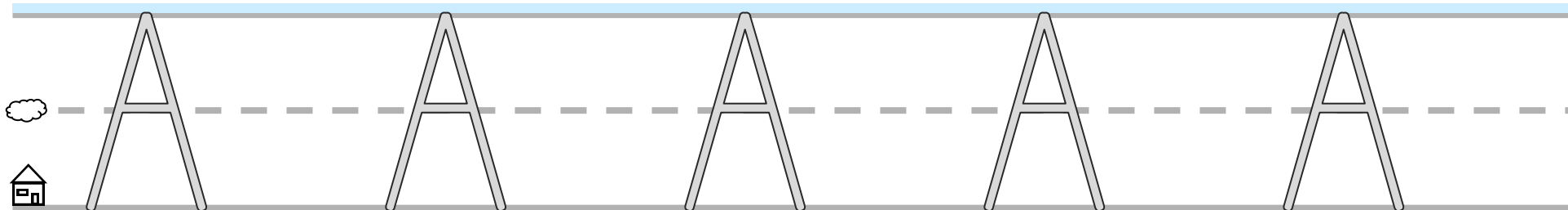
Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

Say the name of the capital letter and its sound each time you trace.

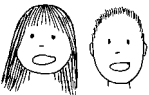
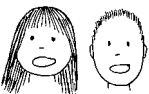
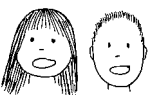
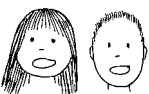
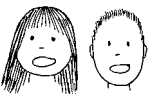
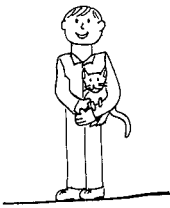
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

Say only the letter sound each time you trace.

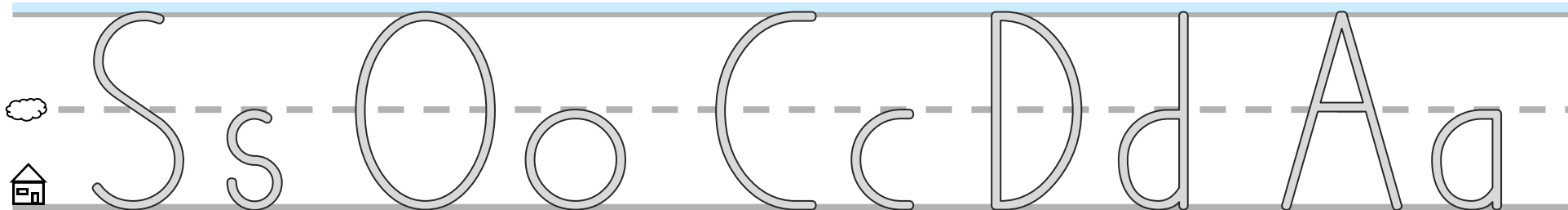
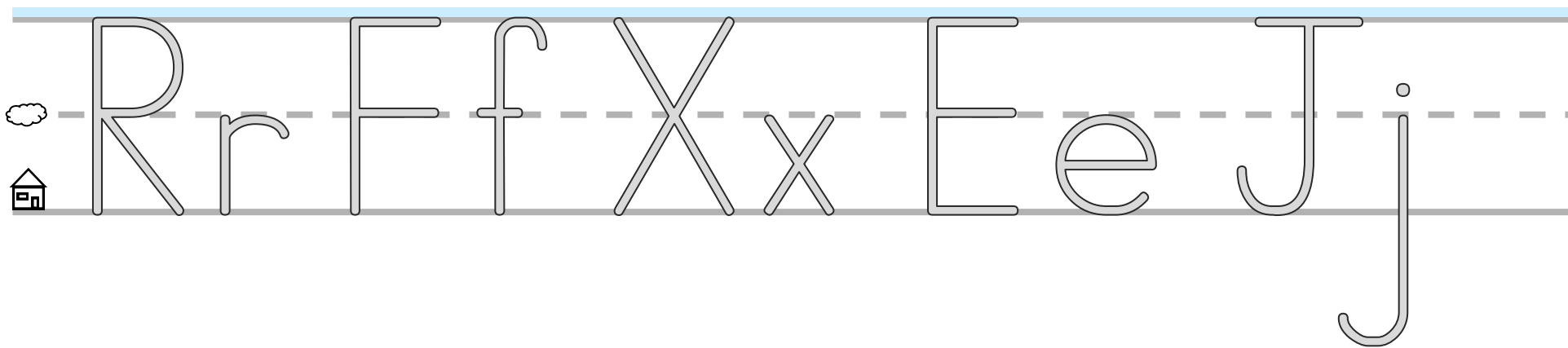
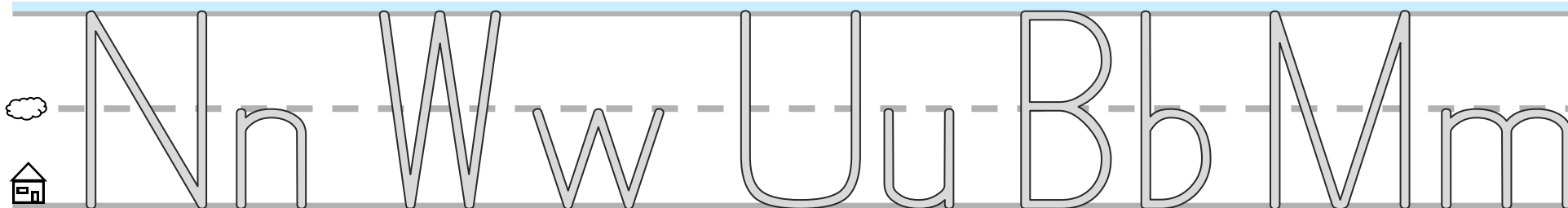
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



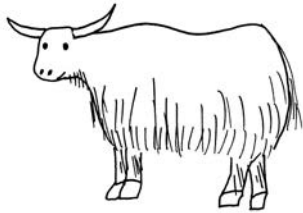




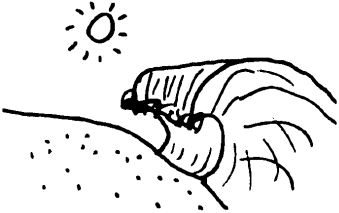
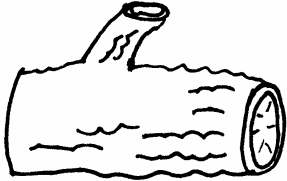

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

	A	W A X A A R N
	a	c d a b a o a
	a	cat man add am bag
	a	stamp panda fantastic
	a	Dan has a cat. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Aa	Oral Blending	Segmenting	Three-Sound Words 4
 <p>y.....a.....k</p>	 <p>m.....u.....d</p>	 <p>n.....e.....t</p>	 <p>f.....i.....ve</p>
 <p>l.....i.....ck</p>	 <p>w.....a.....ve</p>	 <p>l.....o.....g</p>	 <p>f.....ee.....t</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

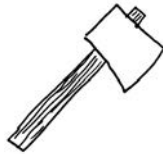
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

a _

apple



ax



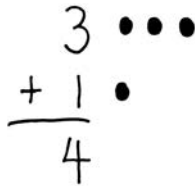
attic



anchor



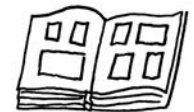
add



Alps



album



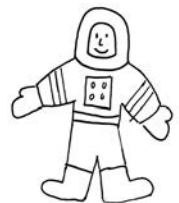
ad



ashes



astronaut



ant



ankle

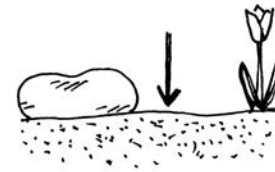
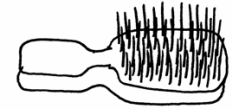
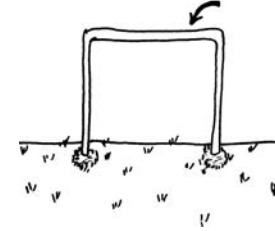


alligator



Rhyming

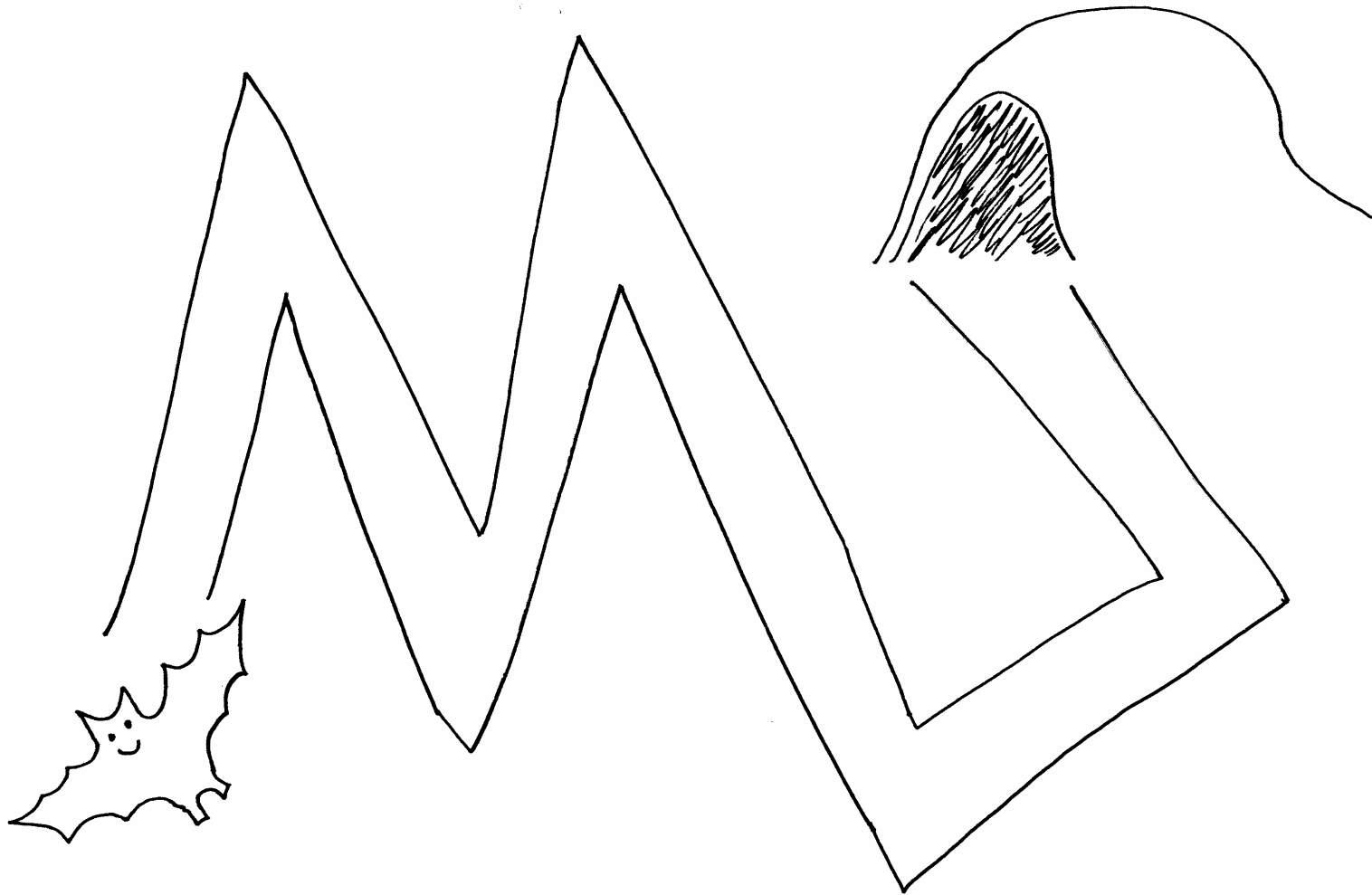
Aa



boil-soil, peach-teach, blew-stew, bar-star, brush-rush Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



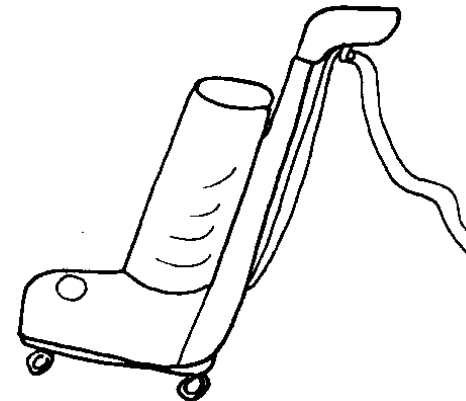
Bat Cave - Prepare For V v



Help the bat find his cave.

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

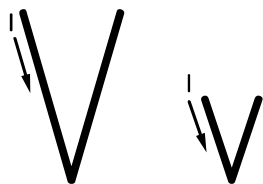
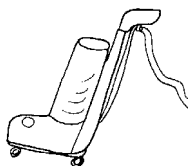
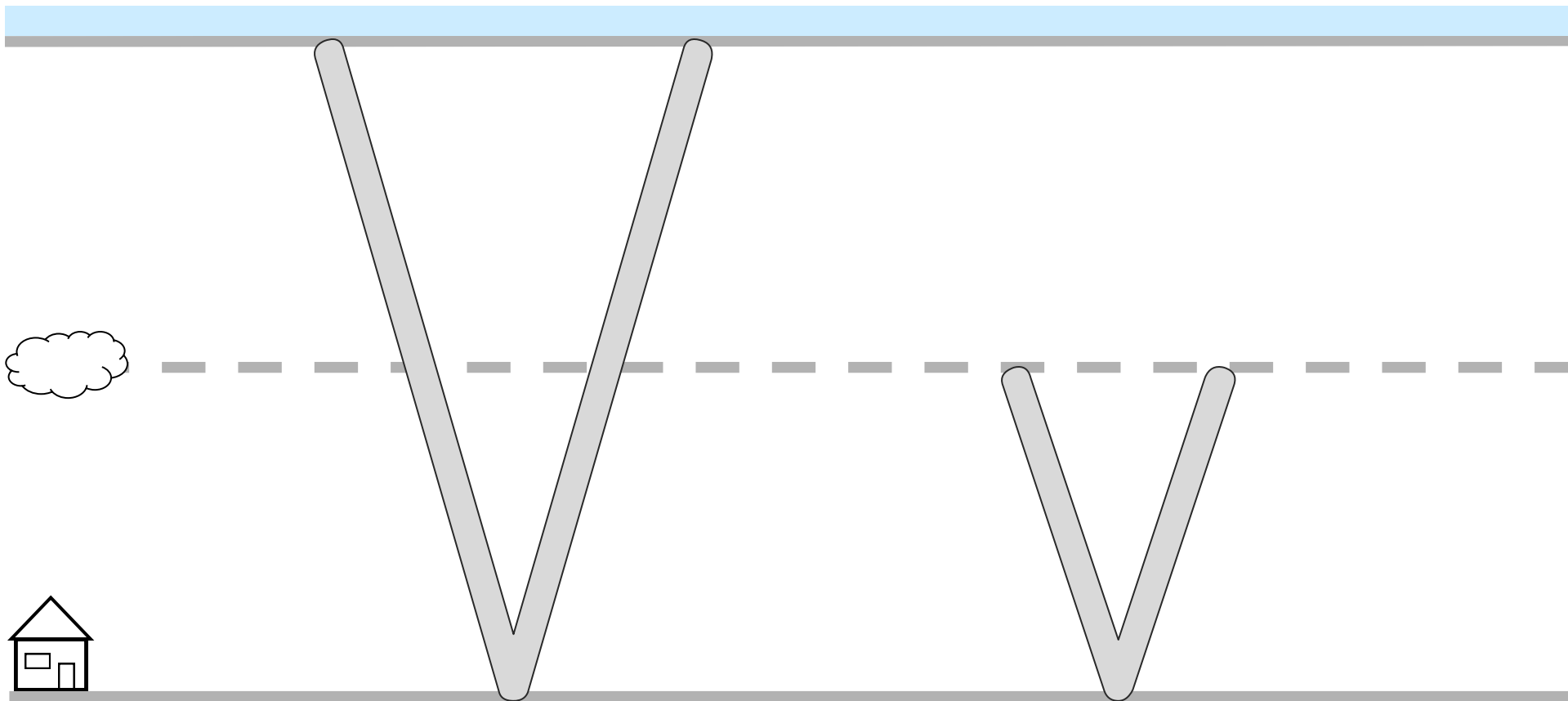
V v



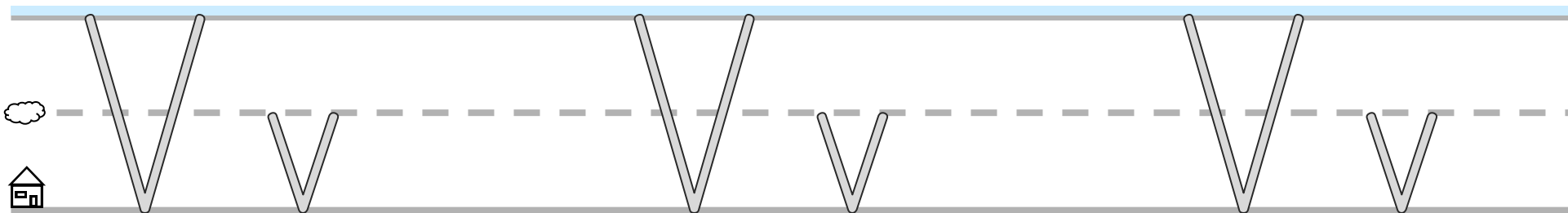
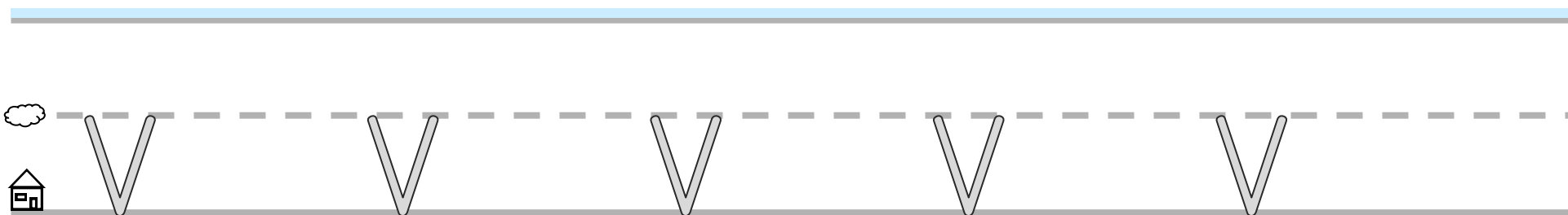
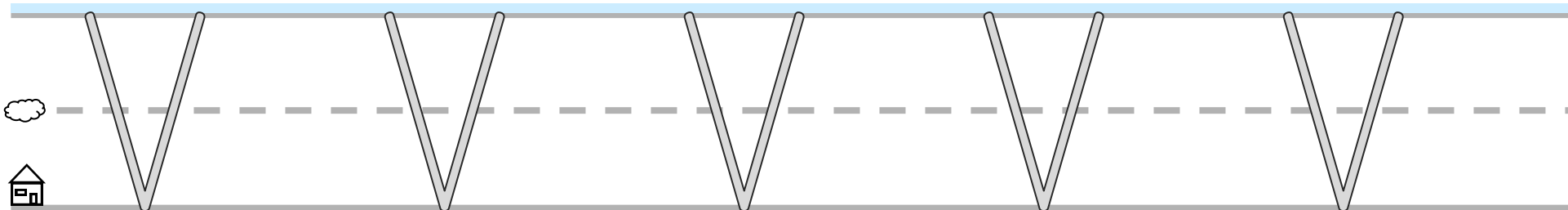
V v

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.









Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
Say the name of the capital letter and its sound each time you trace.
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
Say only the letter sound each time you trace.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

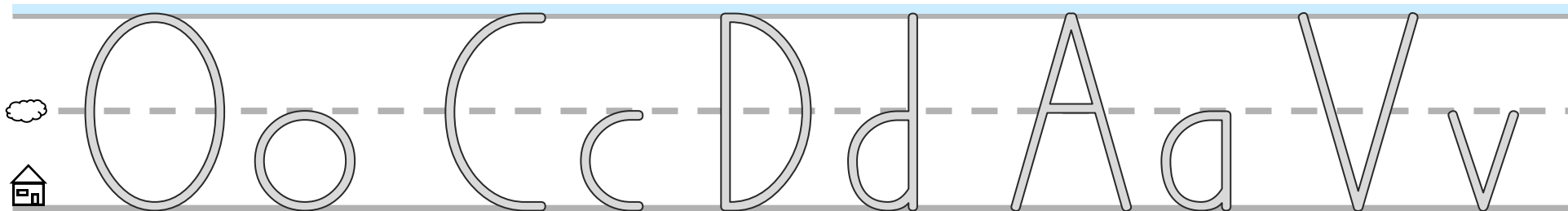
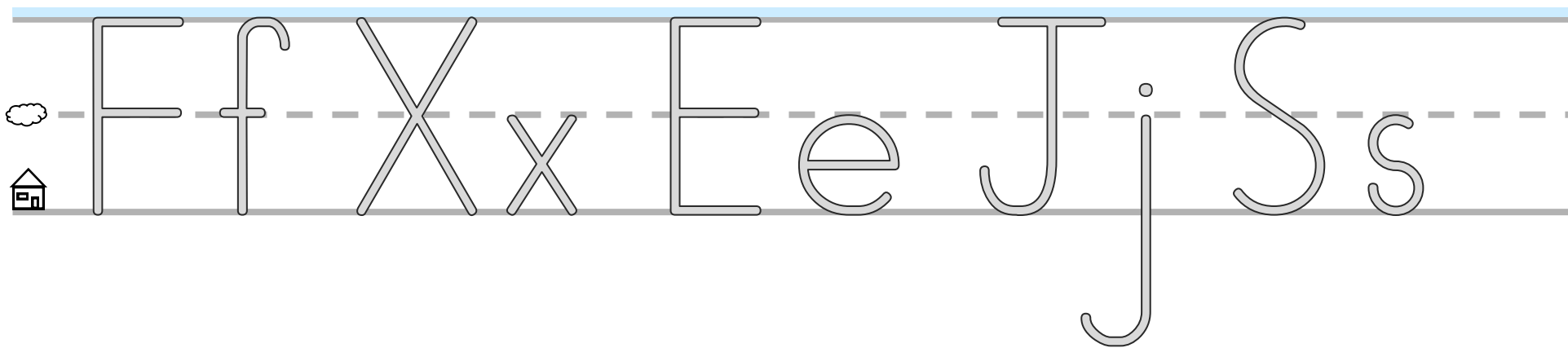
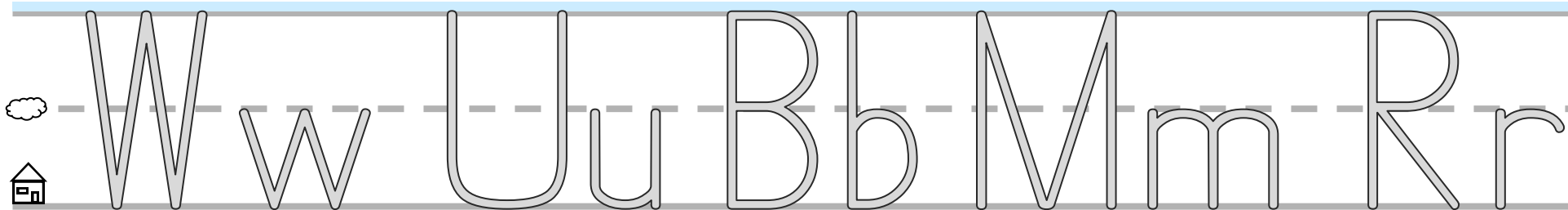


Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

Letter Discrimination

	V	W	V	X	V	T	B	V
	v	r	v	w	v	v	x	v
	v	van	vet	have	give			
	v	vest	even	river	vim			
	v	Jan is a vet.						

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Vv

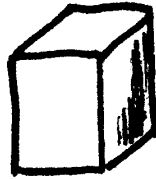
Oral Blending

Segmenting

Three-Sound Words 5



h.....o.....t



c.....u.....be



p.....a.....n



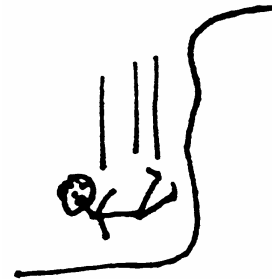
f.....ee.....d



c.....u.....b



p.....ai.....d



f.....e.....ll



h.....o.....le

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Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

V _

voyage



vine



van



valley



vase



veil



vulture



vest



volcano



vacuum



violin

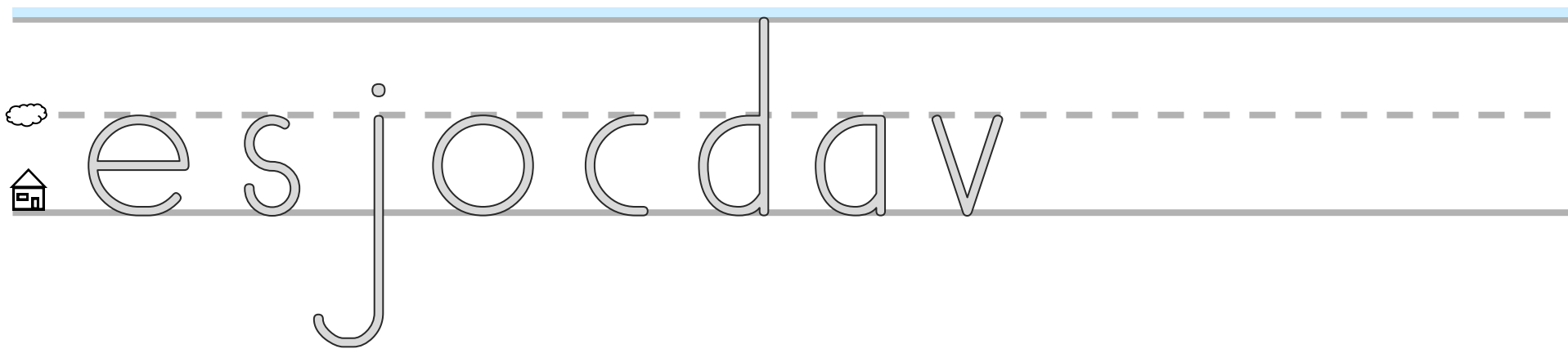
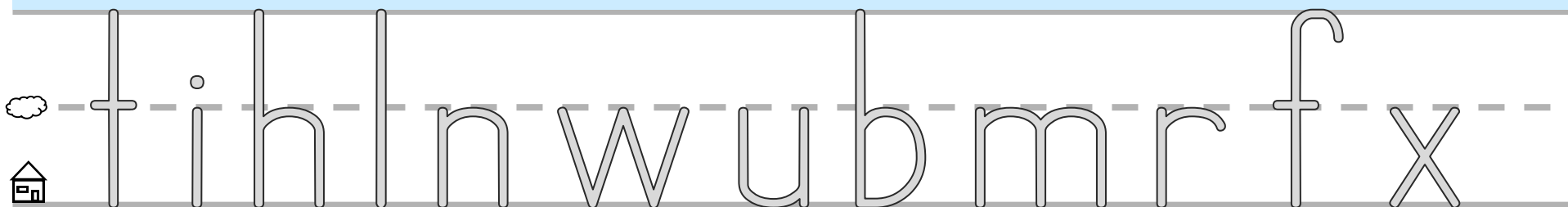


Valentine



volleyball

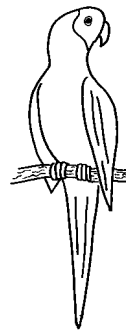
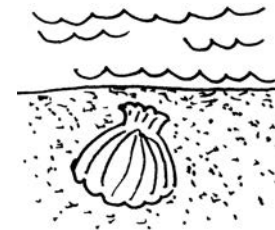
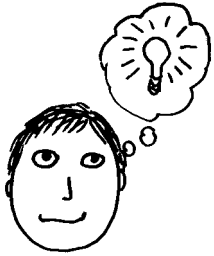




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Vv



think-drink, carrot-parrot, card-yard, beach-reach, hatch-catch Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Note: Students are not expected to read the words by themselves.

Ending Sounds

Tell the students they will listen for the /v/ sound at the end of these words.

They will circle the ve pattern because the two letters work together to show the /v/ sound at the end of words. Point to the first word and read it to the students. Students repeat the word, circle the ve pattern while saying the /v/ sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_ve

love



glove



five



wave



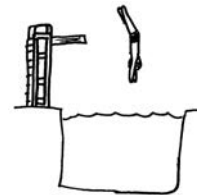
dove



olive



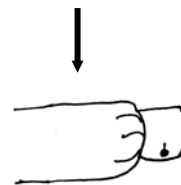
dive



give



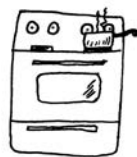
sleeve



curve



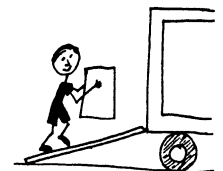
stove



cave

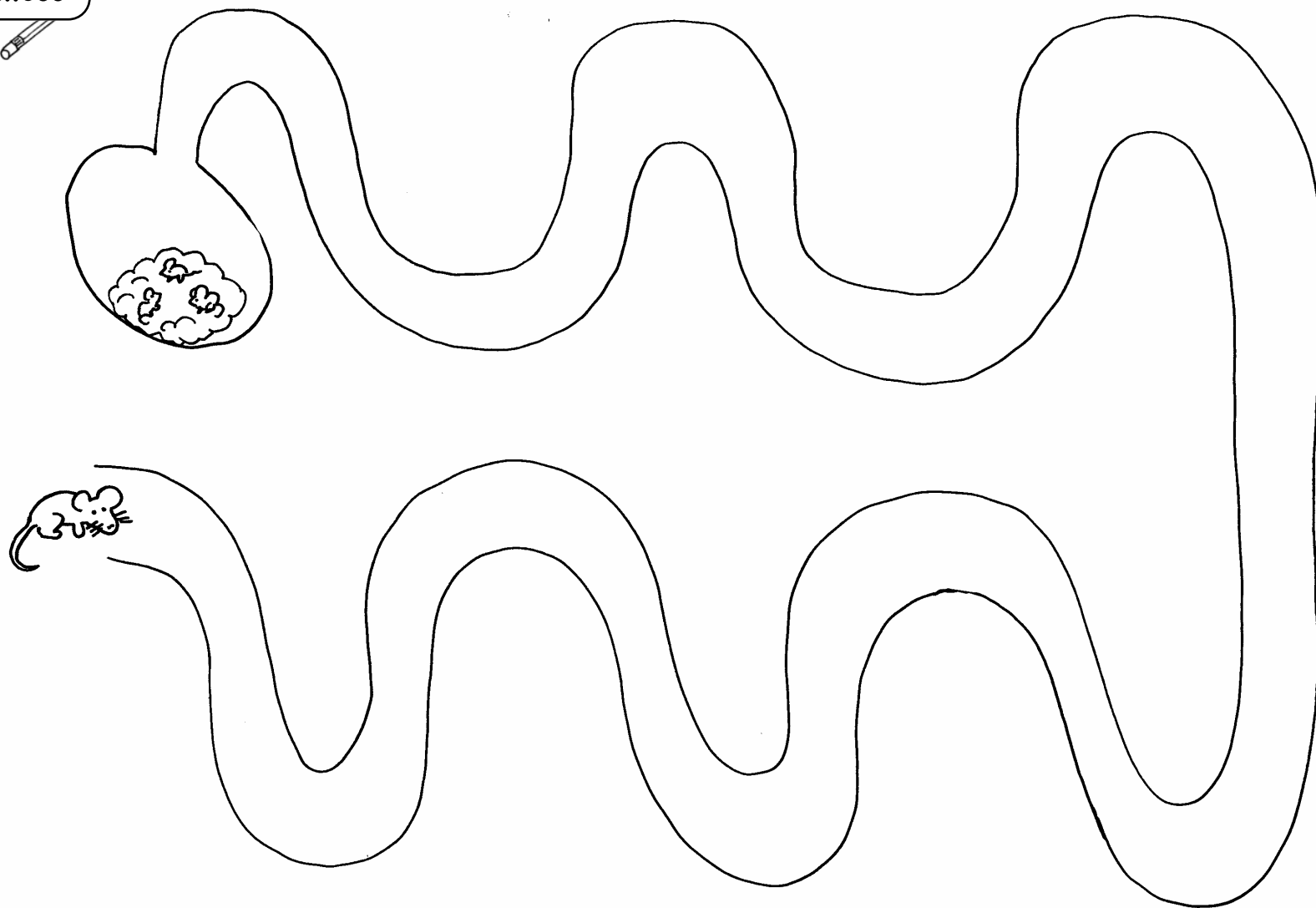


move





Mouse Walk - Prepare For G g



Help the mother mouse get back to her babies.

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.

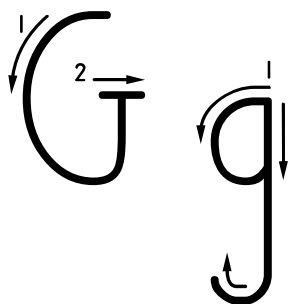
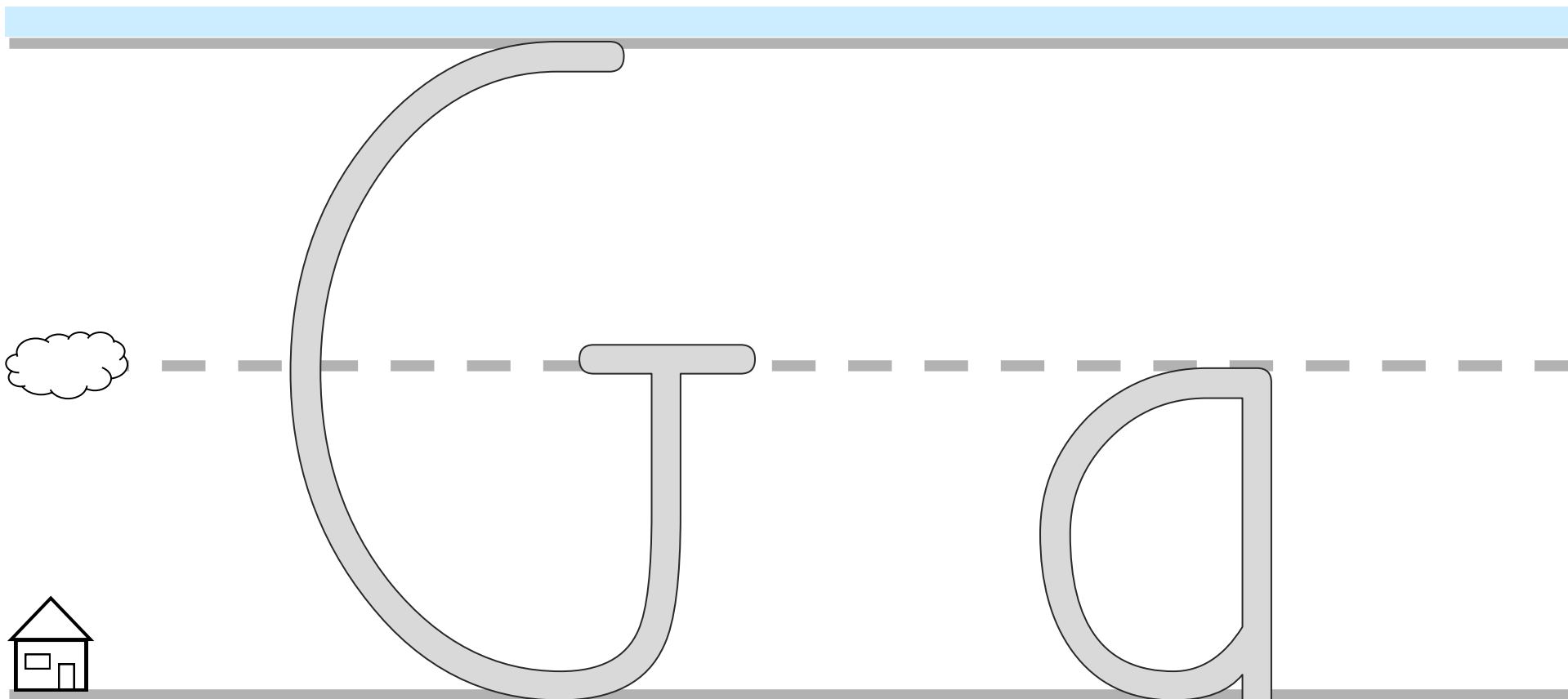
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

G g



G g



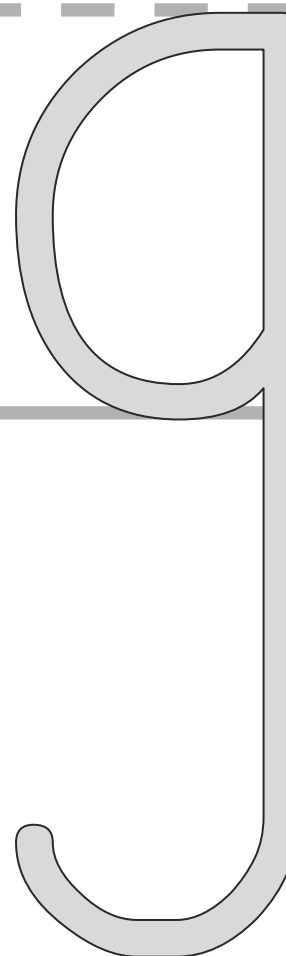
Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

Say the name of the capital letter and its sound each time you trace.

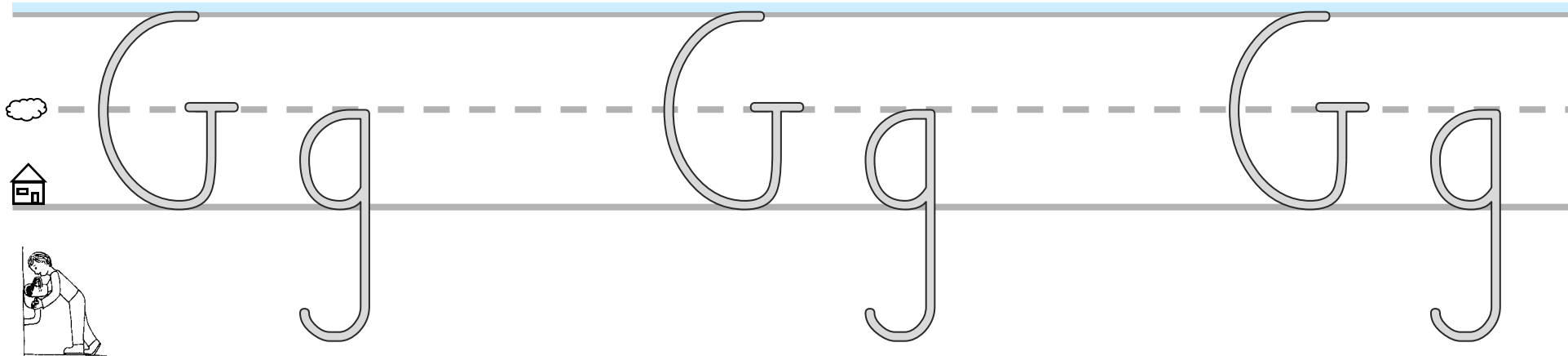
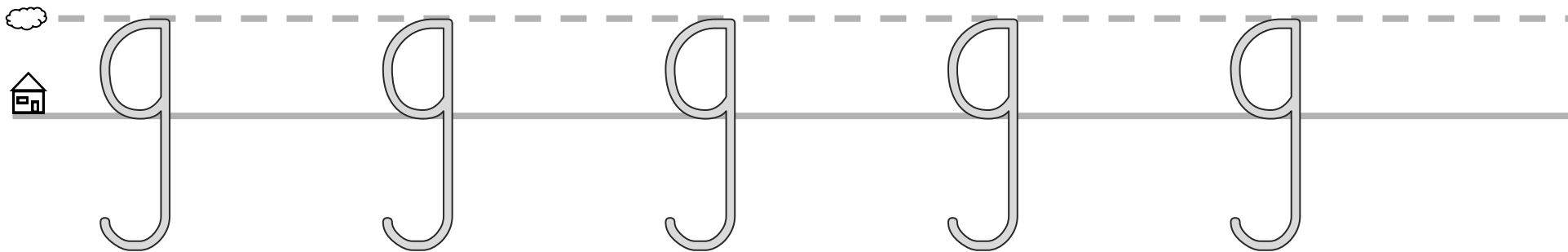
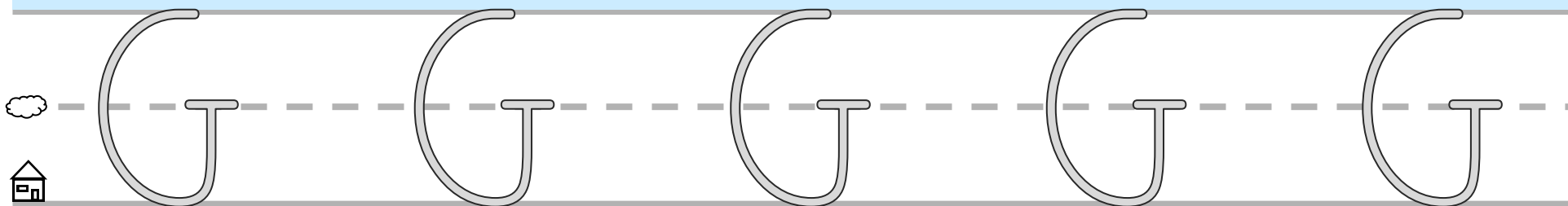
Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

Say only the letter sound each time you trace.


Keep a steady rhythm when tracing, moving the entire arm from the shoulder.



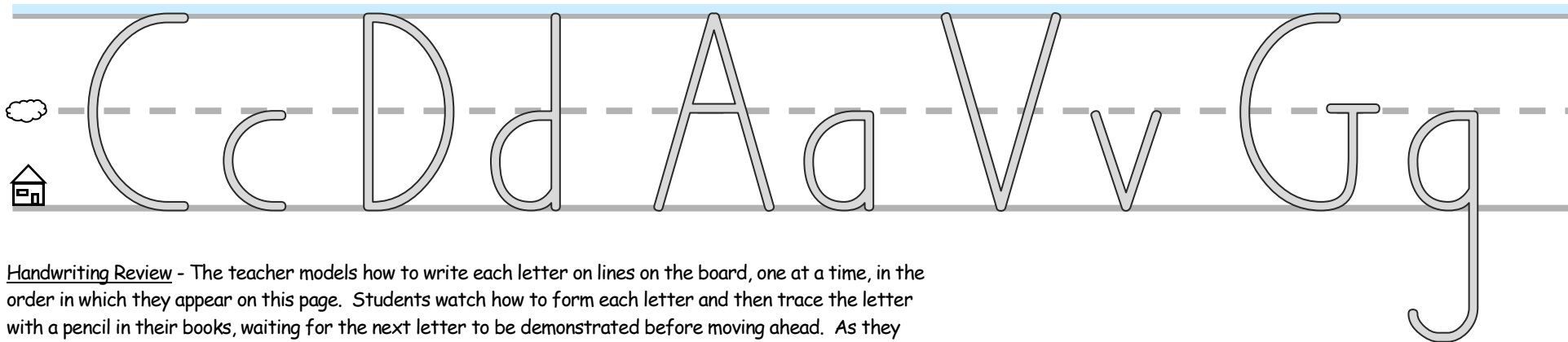
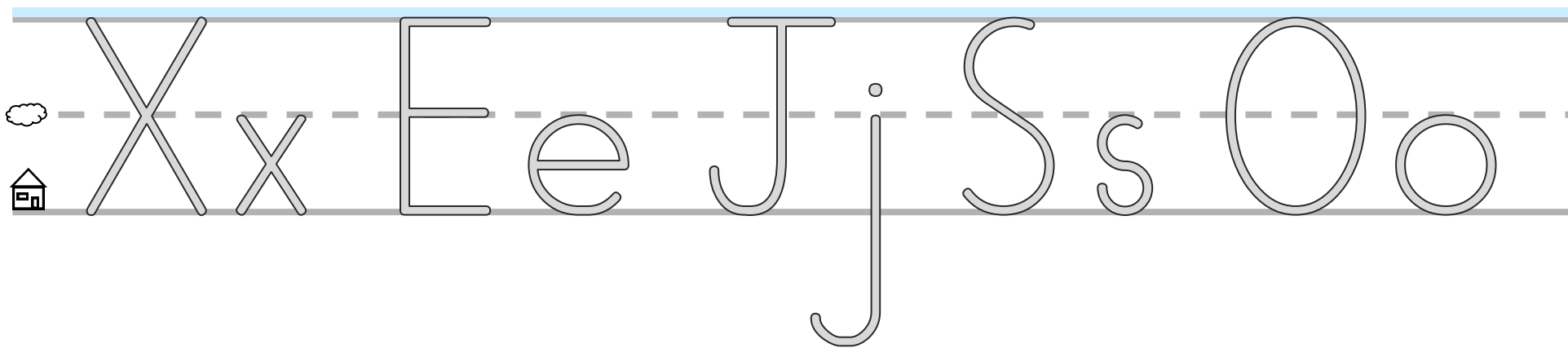
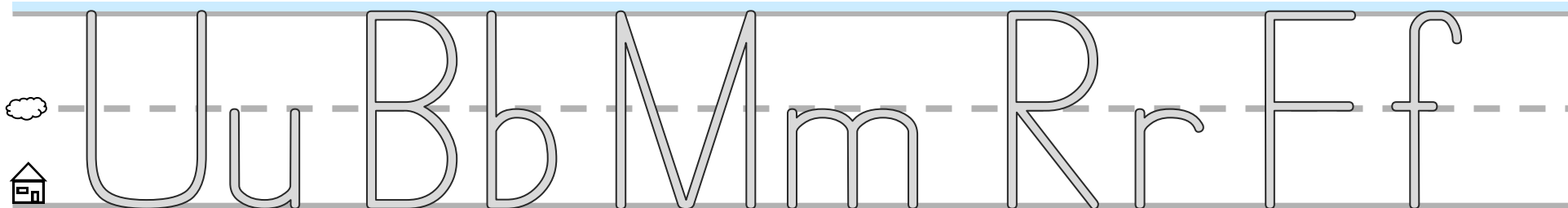
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	G	C	G	D	C	B	C	U
	g	a	g	d	g	j	i	g
	g	gum	gas	go	leg	big		
	g	grand	flag	giggle	log			
	g	A	dog	is	on	a	log.	

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Gg

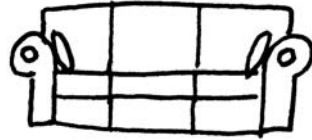
Oral Blending

Segmenting

Three-Sound Words 6



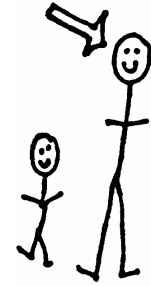
b.....ow.....l



c.....ou.....ch



f.....i.....n



t.....a.....ll



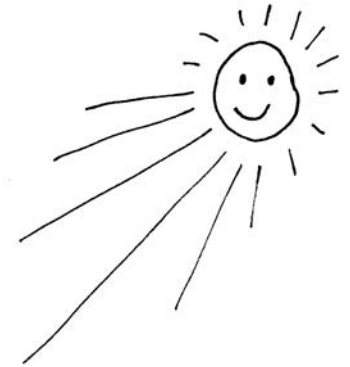
sh.....aw.....l



t.....ow.....n



m.....ou.....th



sh.....i.....ne

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

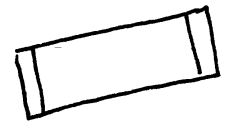
Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

g _

gum



gas



go



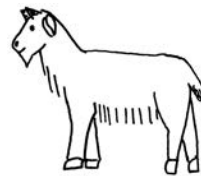
gate



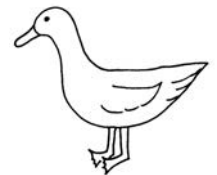
girl



goat



goose



goal



ghost



garbage



guess

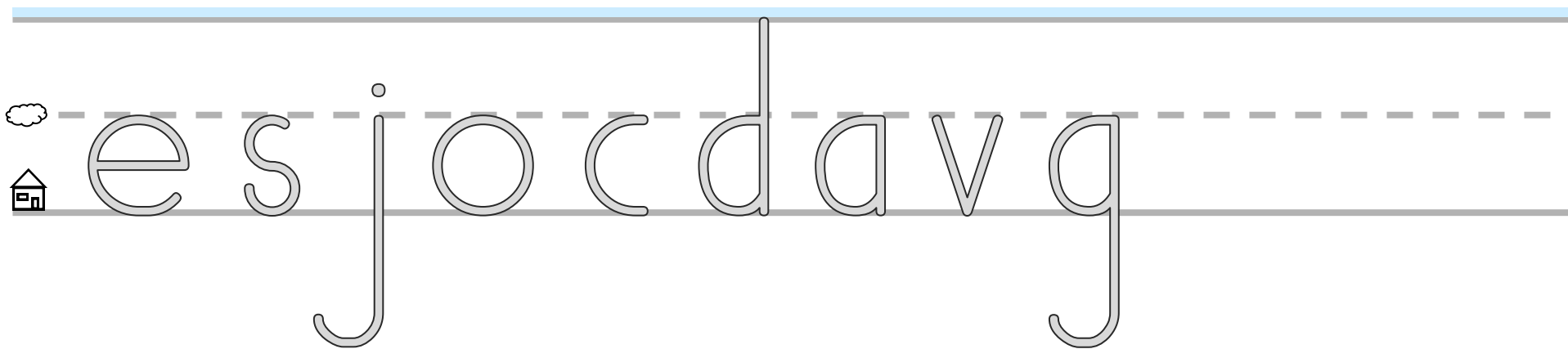
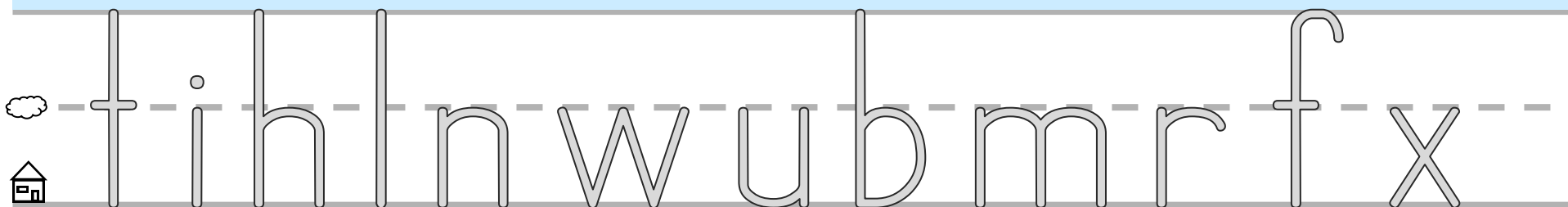


gold



garage

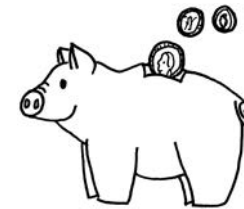
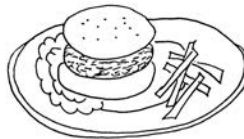
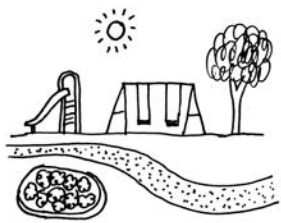
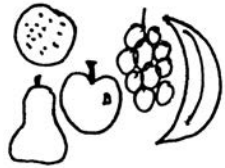
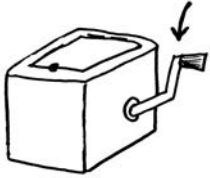




Handwriting Review - The teacher models how to write the review letters on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Gg



crank-bank, fruit-suit, punch-lunch, bark-park, bright-tight Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, now, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Note: Students are not expected to read the words by themselves.

Ending Sounds

Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

—g

bag



leg



dog



jug



tag



egg



keg



wig



jog



dig



bug



pig

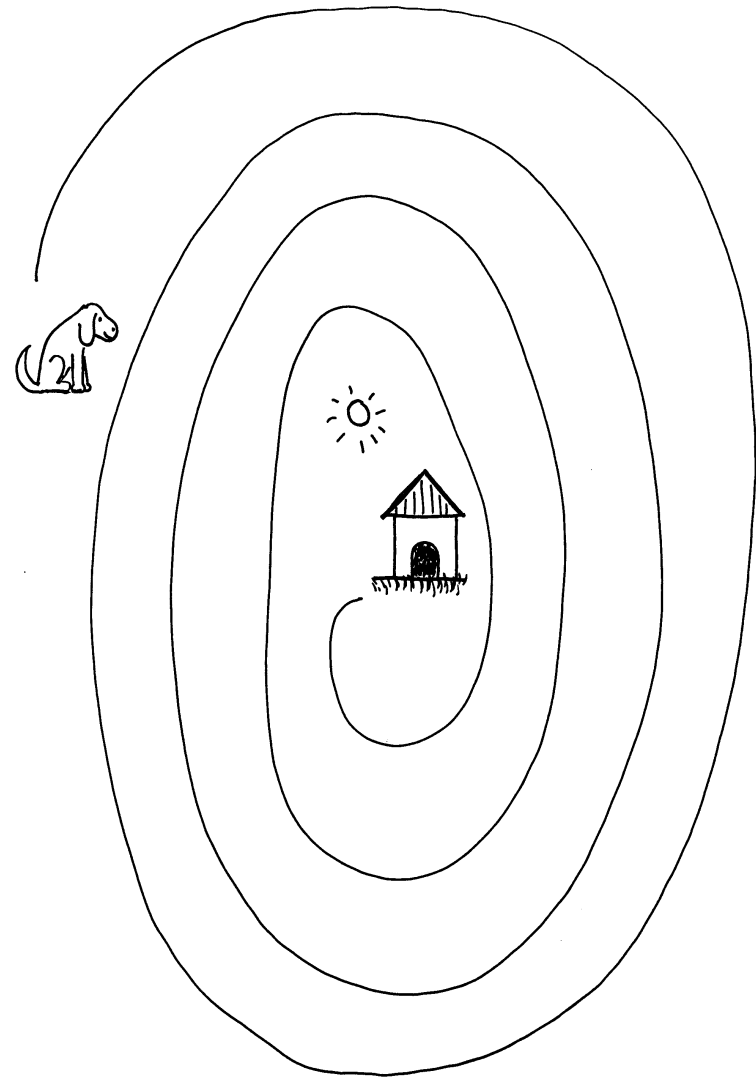
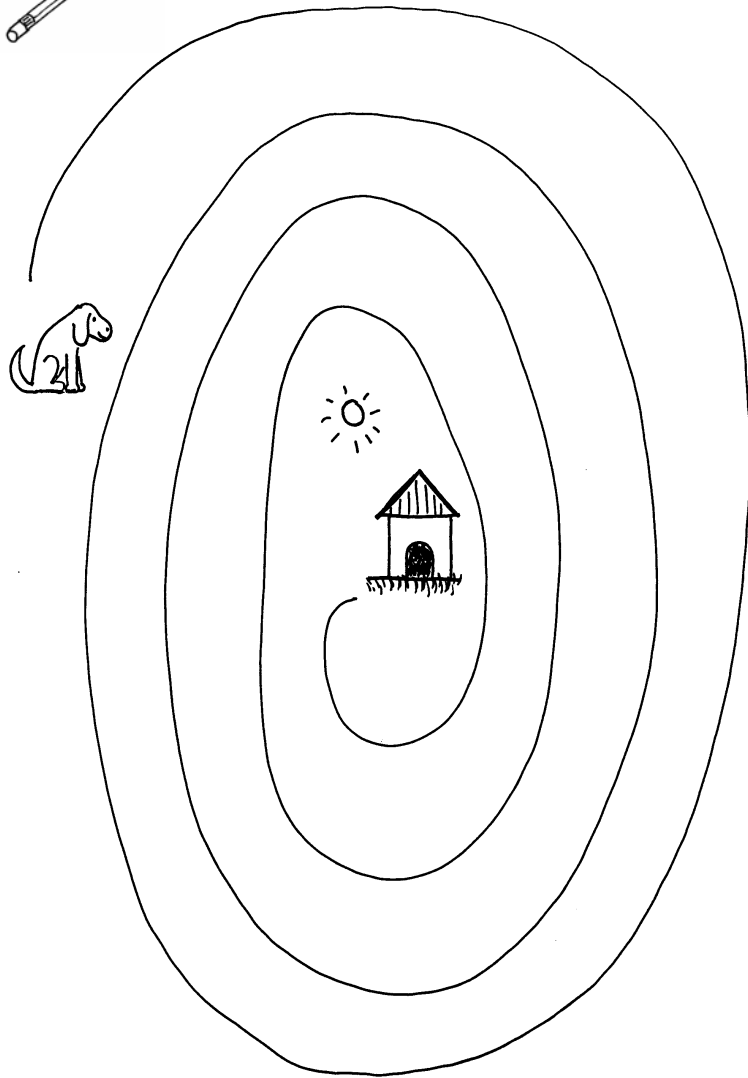


log





Dog Run - Prepare For P p



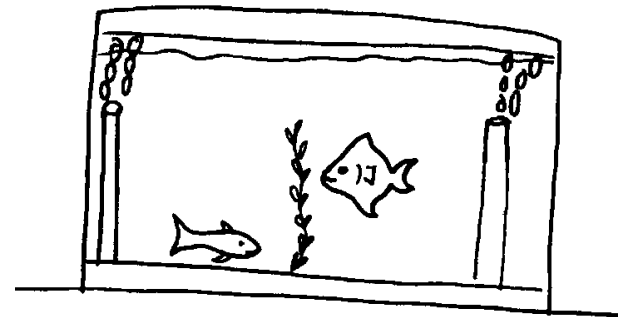
Help the dog find his way back to his doghouse.

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.

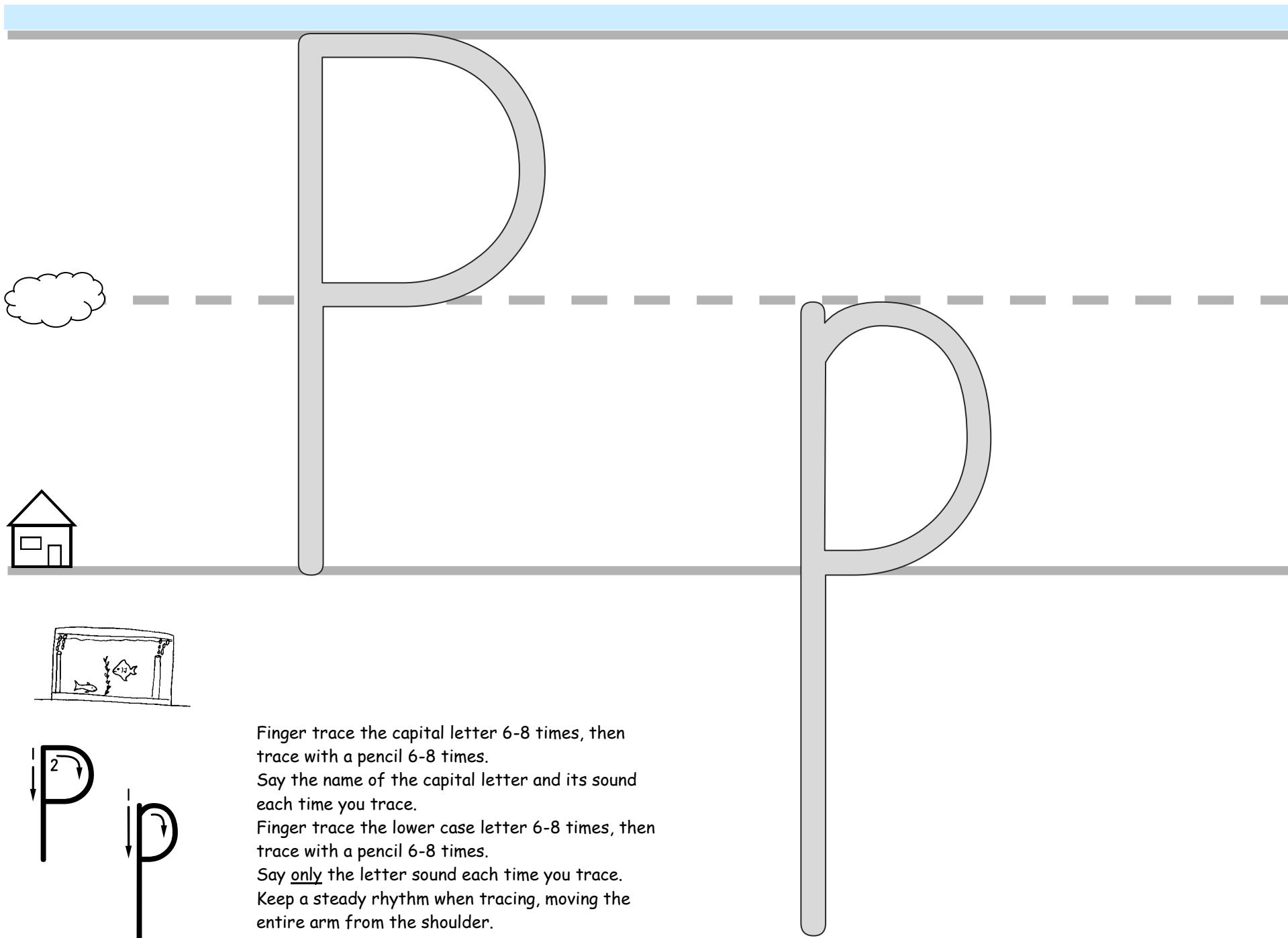
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

P p



P p



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

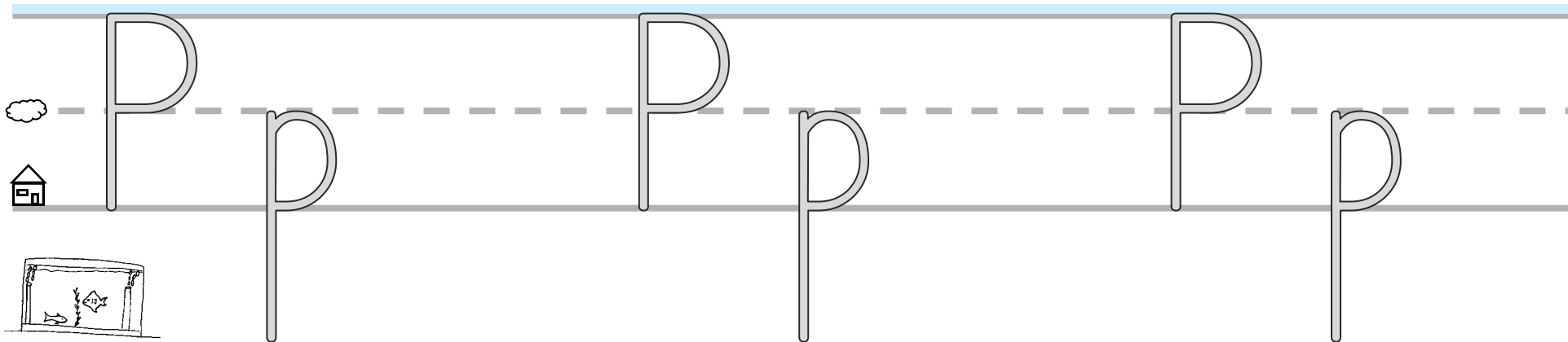
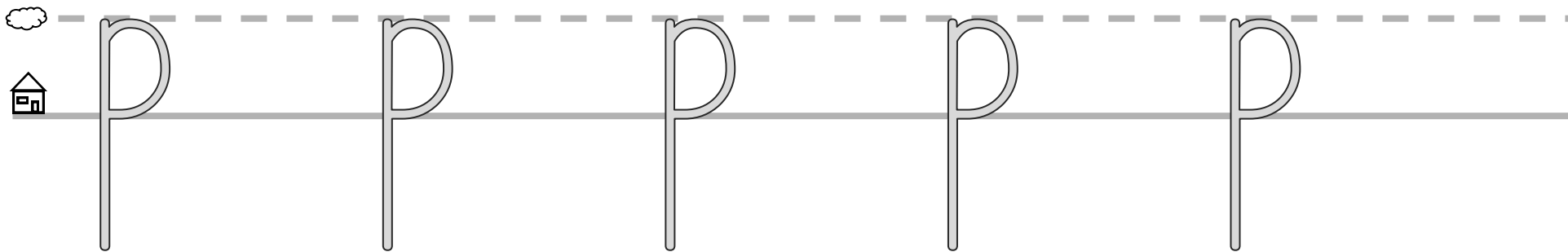
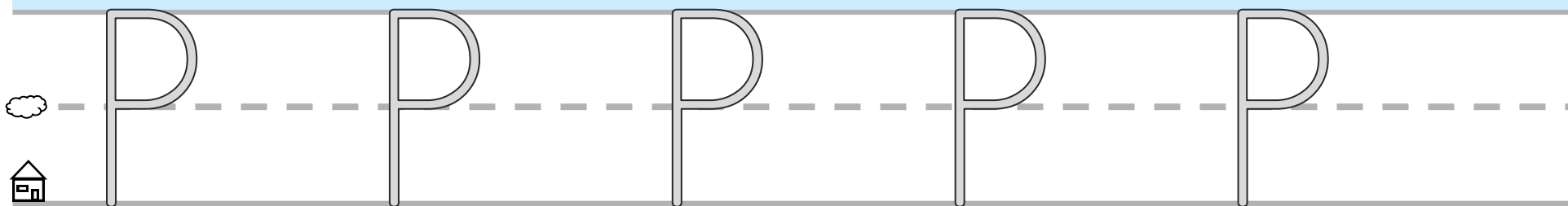
Say the name of the capital letter and its sound each time you trace.

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.

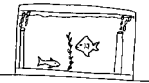
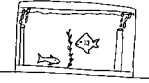
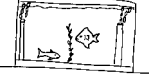

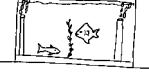
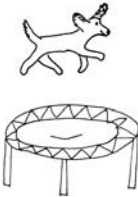
Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

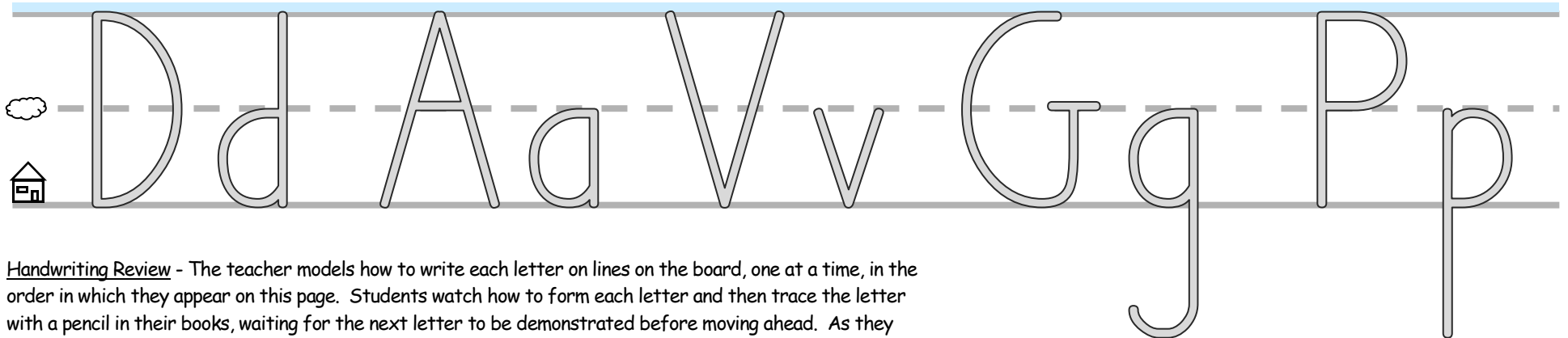
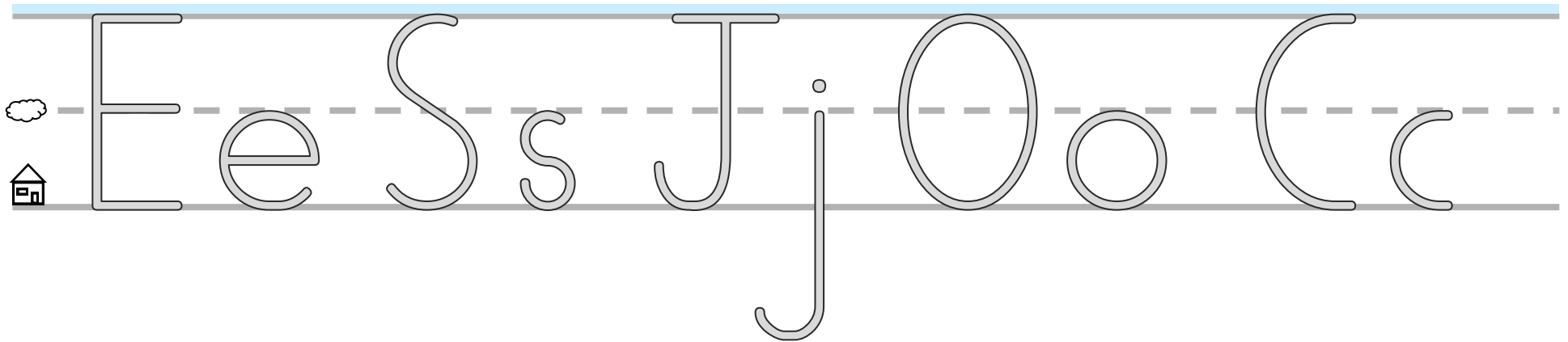
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



Letter Discrimination

	P	P D B P E F P
	p	d p j b p e p
	p	pop pan pill cup map
	p	puppy jump plan pig
	p	A pup is up. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.



Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the name and sound for each capital letter and just the sound for each lower case letter.

Pp

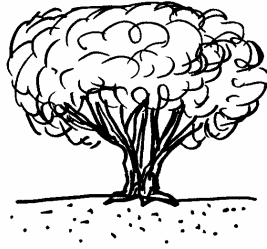
Oral Blending

Segmenting

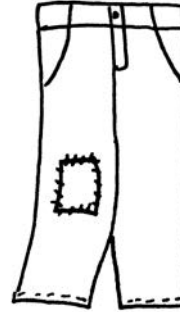
Three-Sound Words 7



m.....o.....th



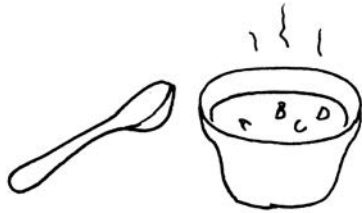
b.....u.....sh



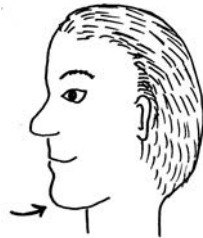
p.....a.....tch



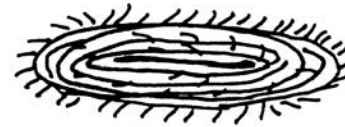
w.....i.....th



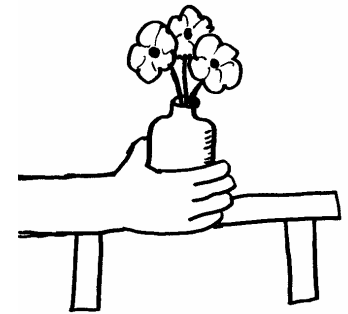
s.....ou.....p



ch.....i.....n



r.....u.....g



p.....u.....t

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

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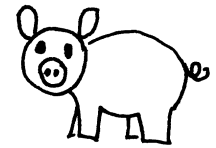
Note: Students are not expected to read the words by themselves.

Beginning Sounds

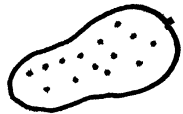
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

p _

pig



pickle



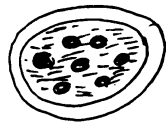
paper



paint



pizza



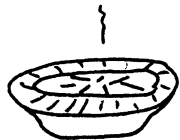
pocket



purse



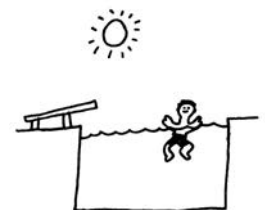
pie



puzzle



pool



push

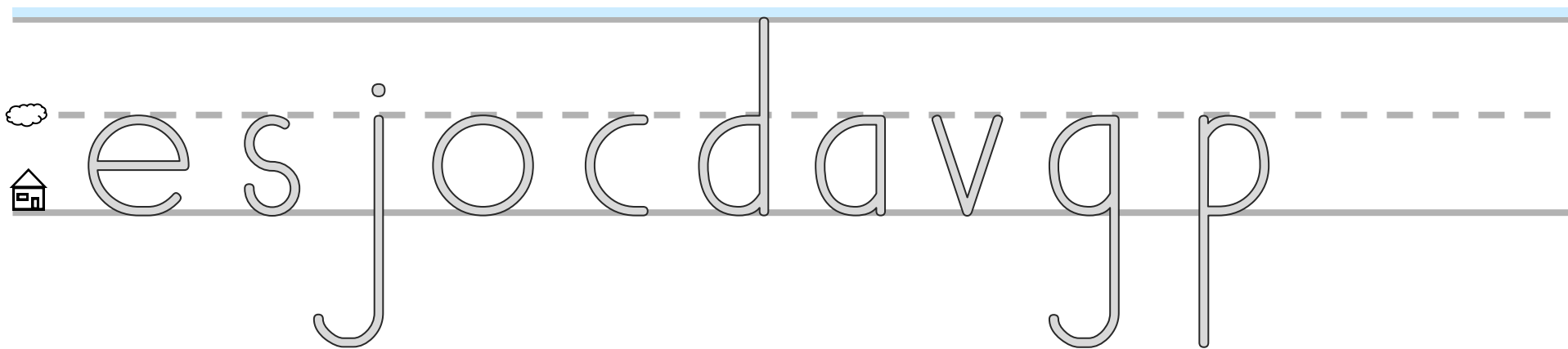
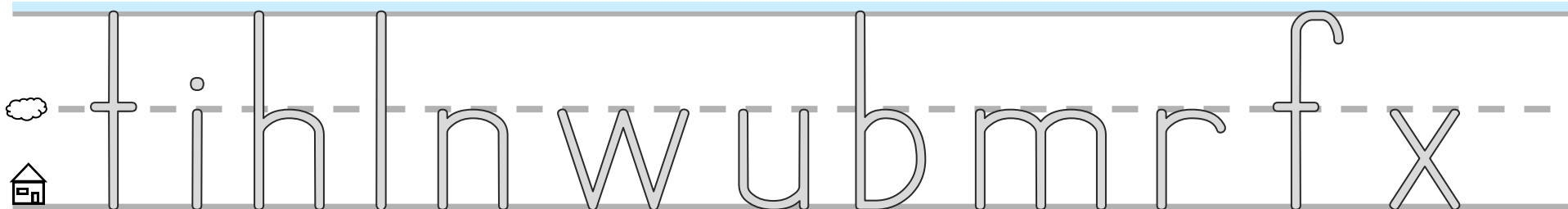


pine



pillow





Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Pp

milk
eggs
ham
plums



$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

list-fist, cost-lost, bath-math, jump-pump, skunk-junk Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

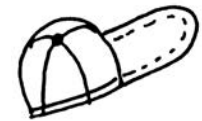
Note: Students are not expected to read the words by themselves.

Ending Sounds

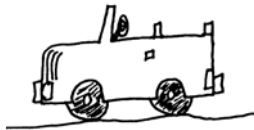
Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

—p

cap



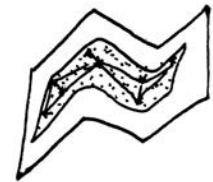
jeep



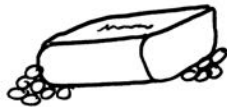
nap



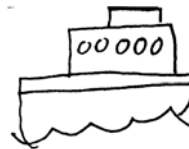
map



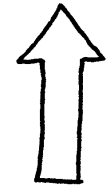
soap



ship



up



sip



mop



zip



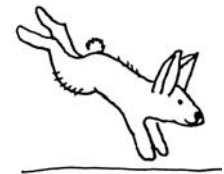
soup



cup

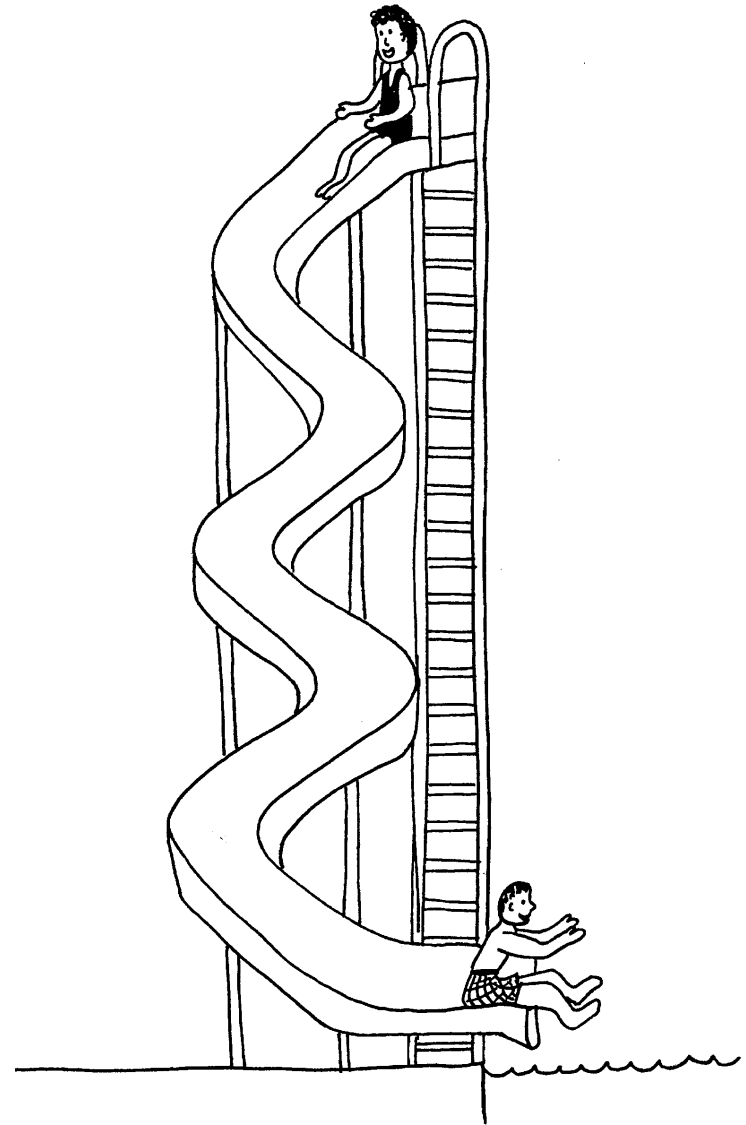
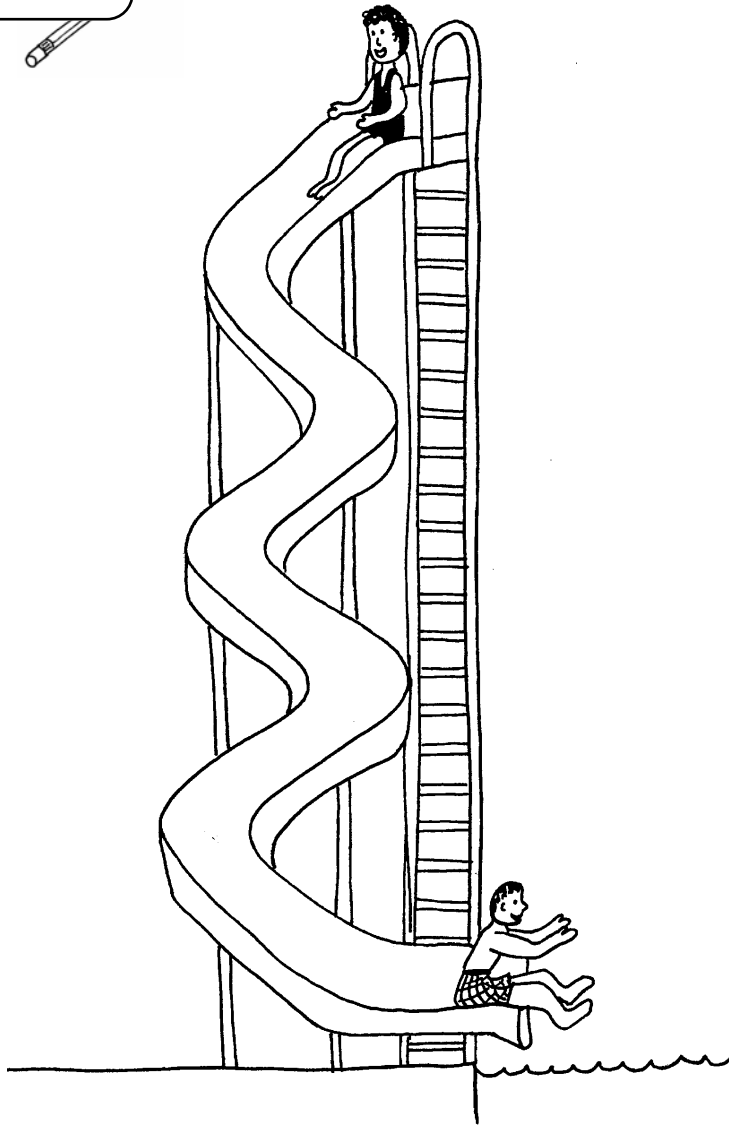


hop





Waterslide - Prepare For K k



Help the children go down the waterslide.

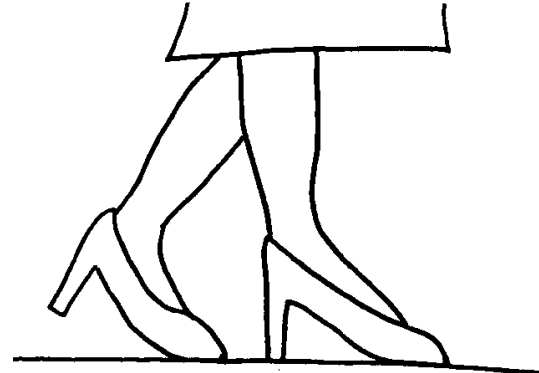
Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor.

"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.

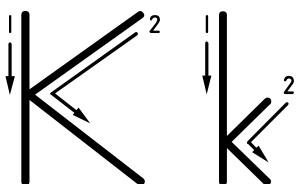
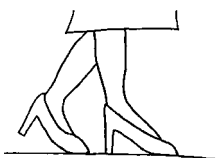
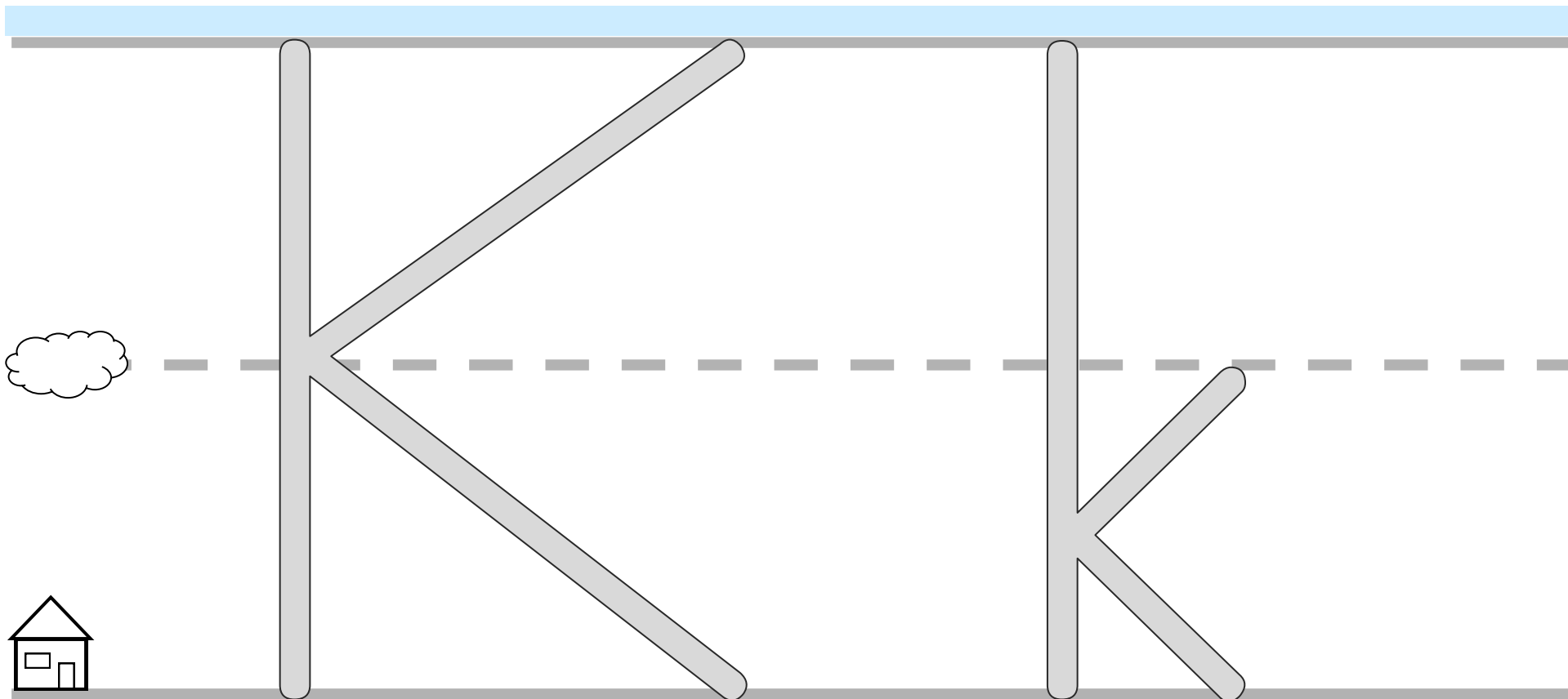
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.

K k

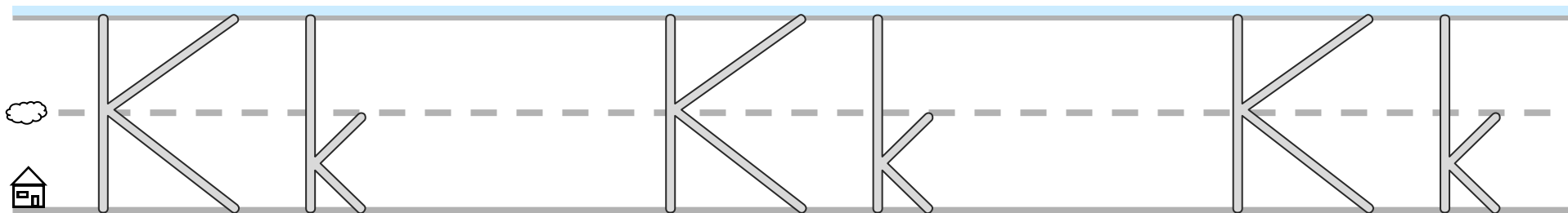
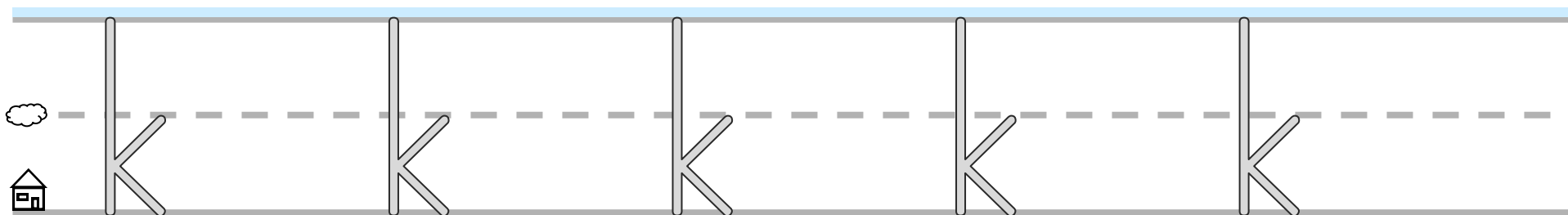
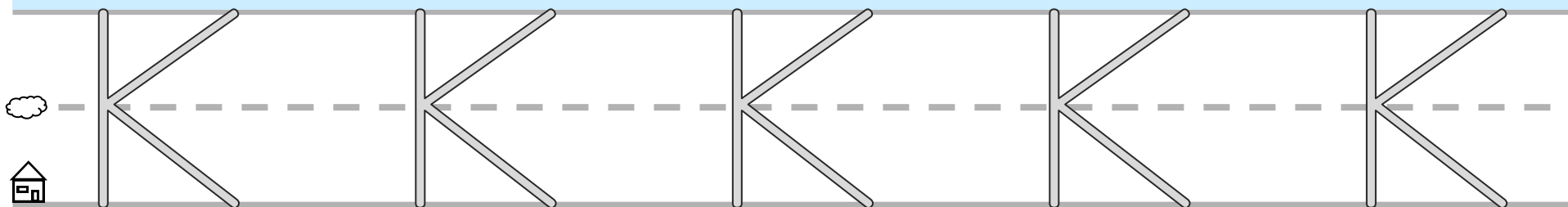


K k





Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
 Say the name of the capital letter and its sound each time you trace.
 Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
 Say only the letter sound each time you trace.
 Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

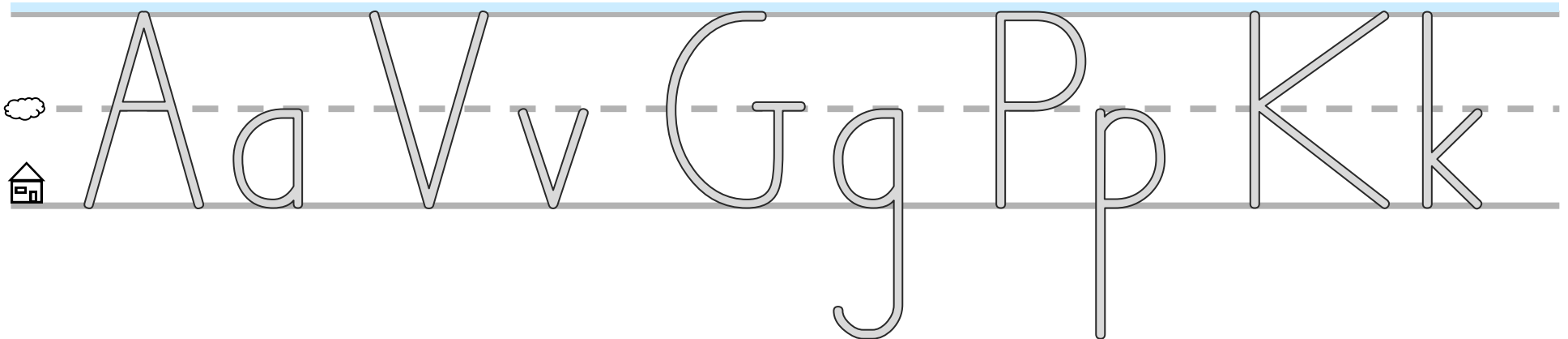
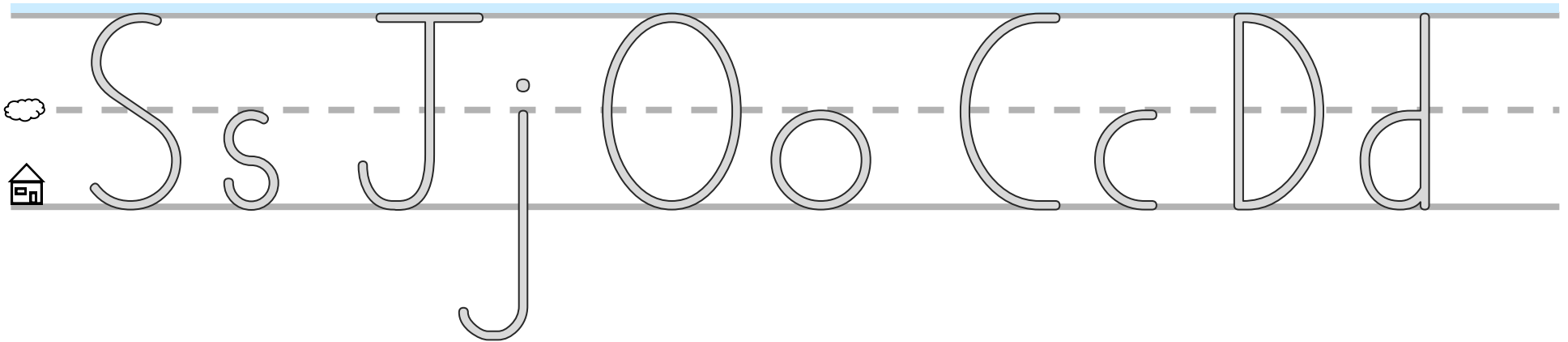
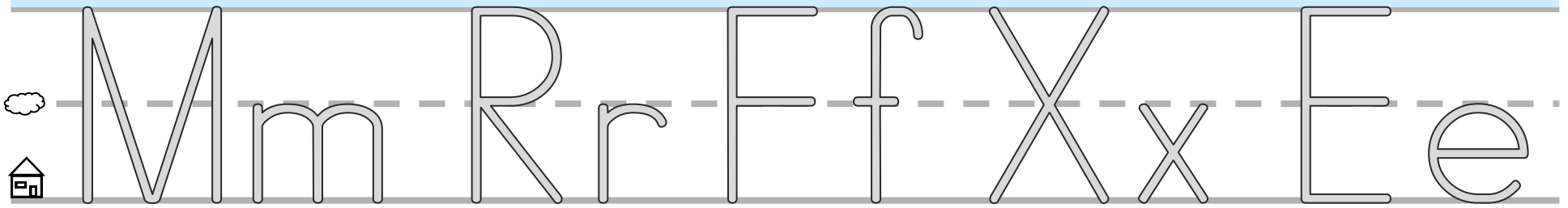


Letter Discrimination

	K	W K X K K V K
	k	f k h x k g k
	k	kick kiss pick wink sky
	k	skunk cracker mask
	k	Jan picks up a rock. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

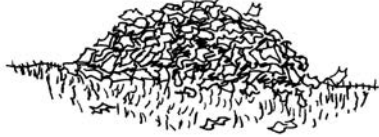


Kk

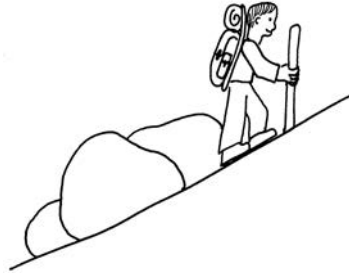
Oral Blending

Segmenting

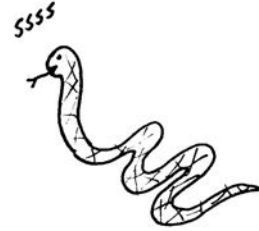
Three-Sound Words 8



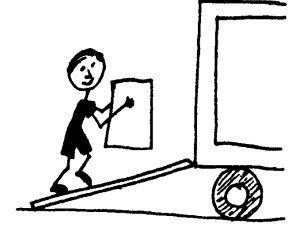
p.....i.....le



h.....i.....ke



h.....i.....ss



j.....o.....b



p.....a.....ss



p.....i.....ll



j.....o.....ke



b.....u.....zz

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

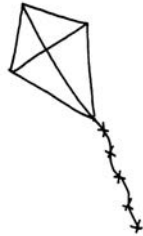
Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

k _

kick



kite



kiss



keg



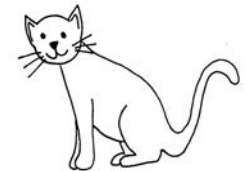
king



kid



kitten



kit



key



kettle



kilt

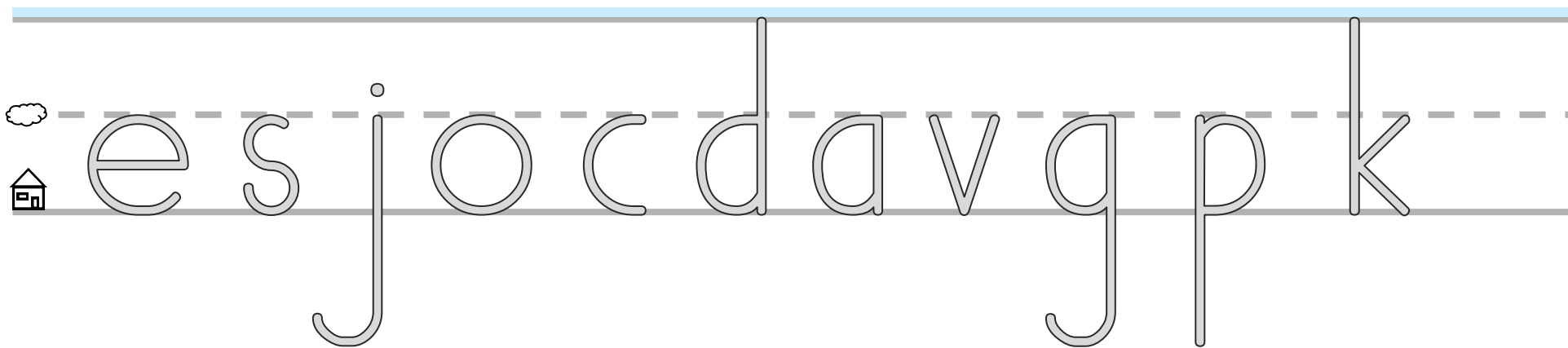
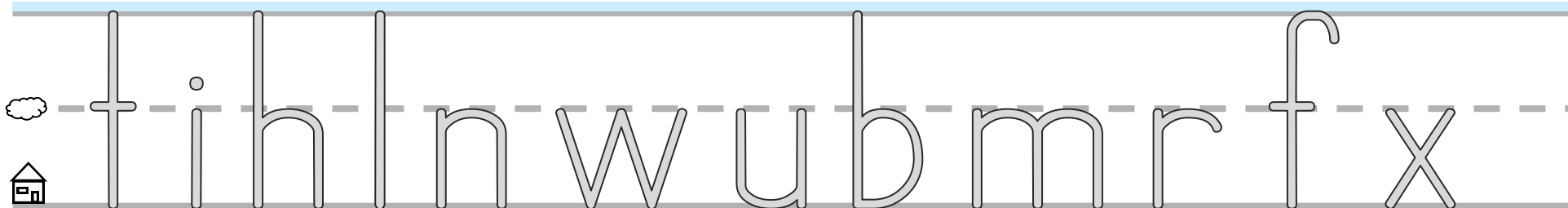


kelp



kangaroo

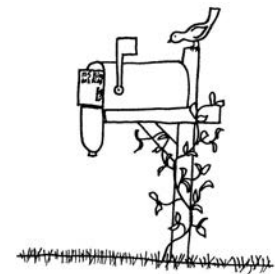
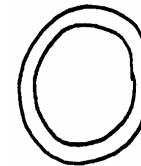
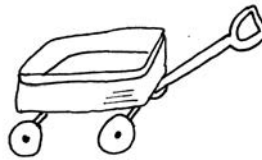
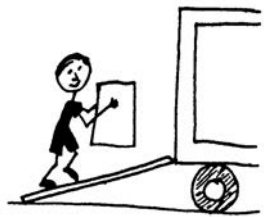
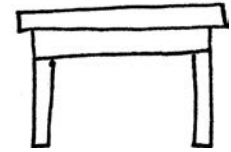
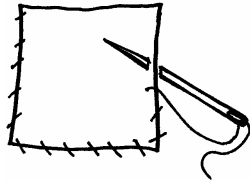
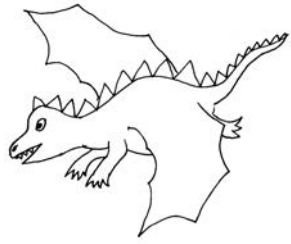




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Kk



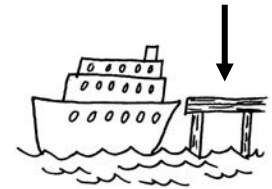
dragon-wagon, mend-send, hero-zero, gift-lift, table-label Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Ending Sounds

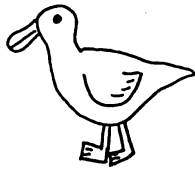
Tell the students they will listen for the last sound in each of these words and circle the letter that shows that sound. Point to the first word and read it to the students. Students repeat the word, circle the last letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

_k

dock



duck



cook



kick



sock



talk



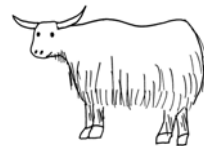
lock



neck



yak



sack



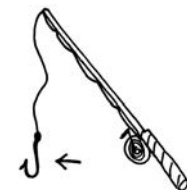
hawk



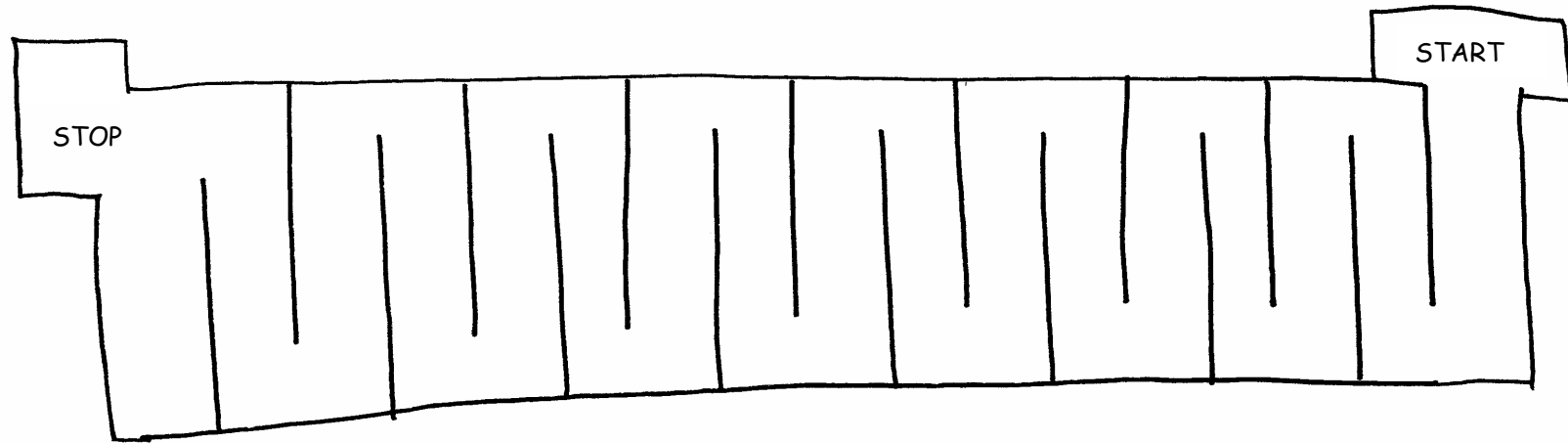
yolk



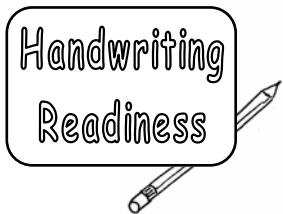
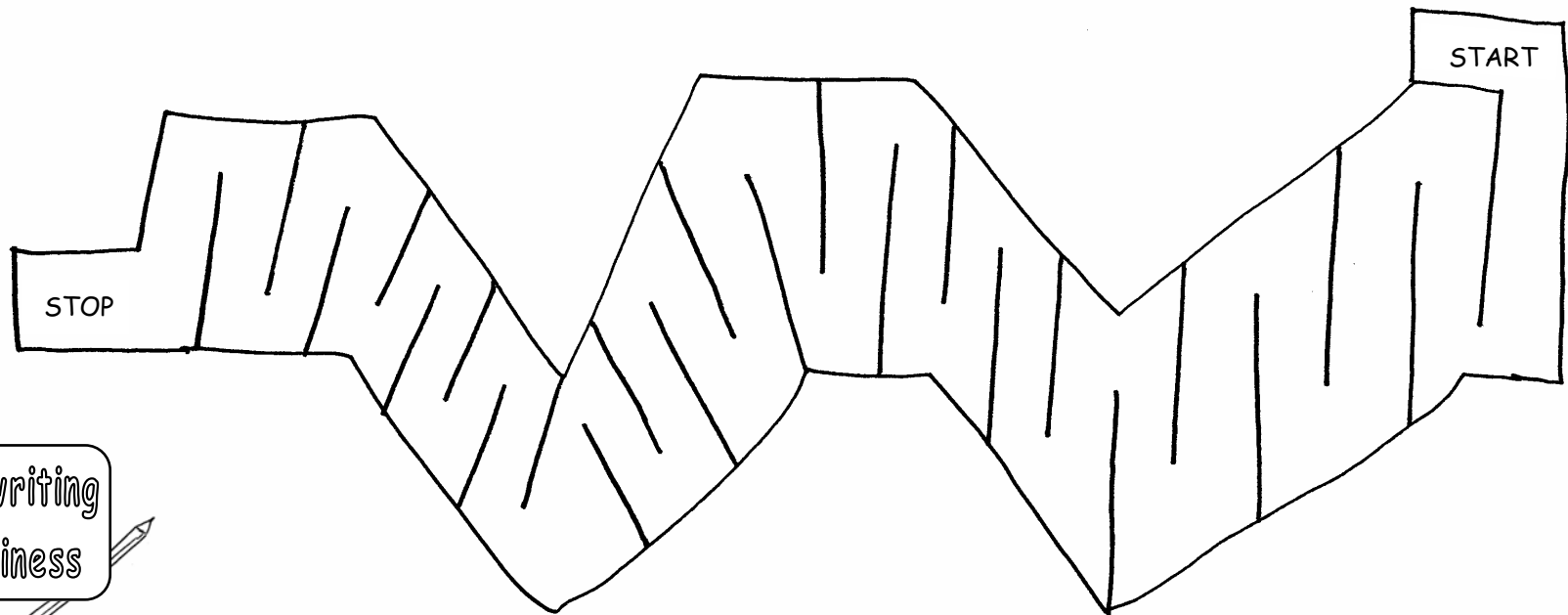
hook



Two Mazes Reversed - Prepare For Y y

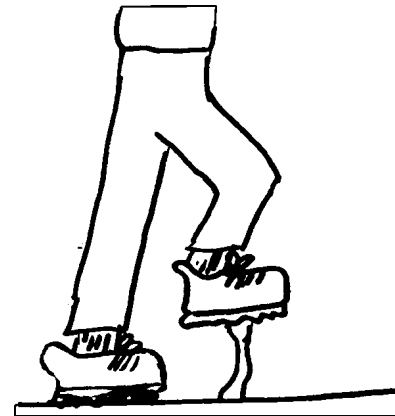


Go through each maze.



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.

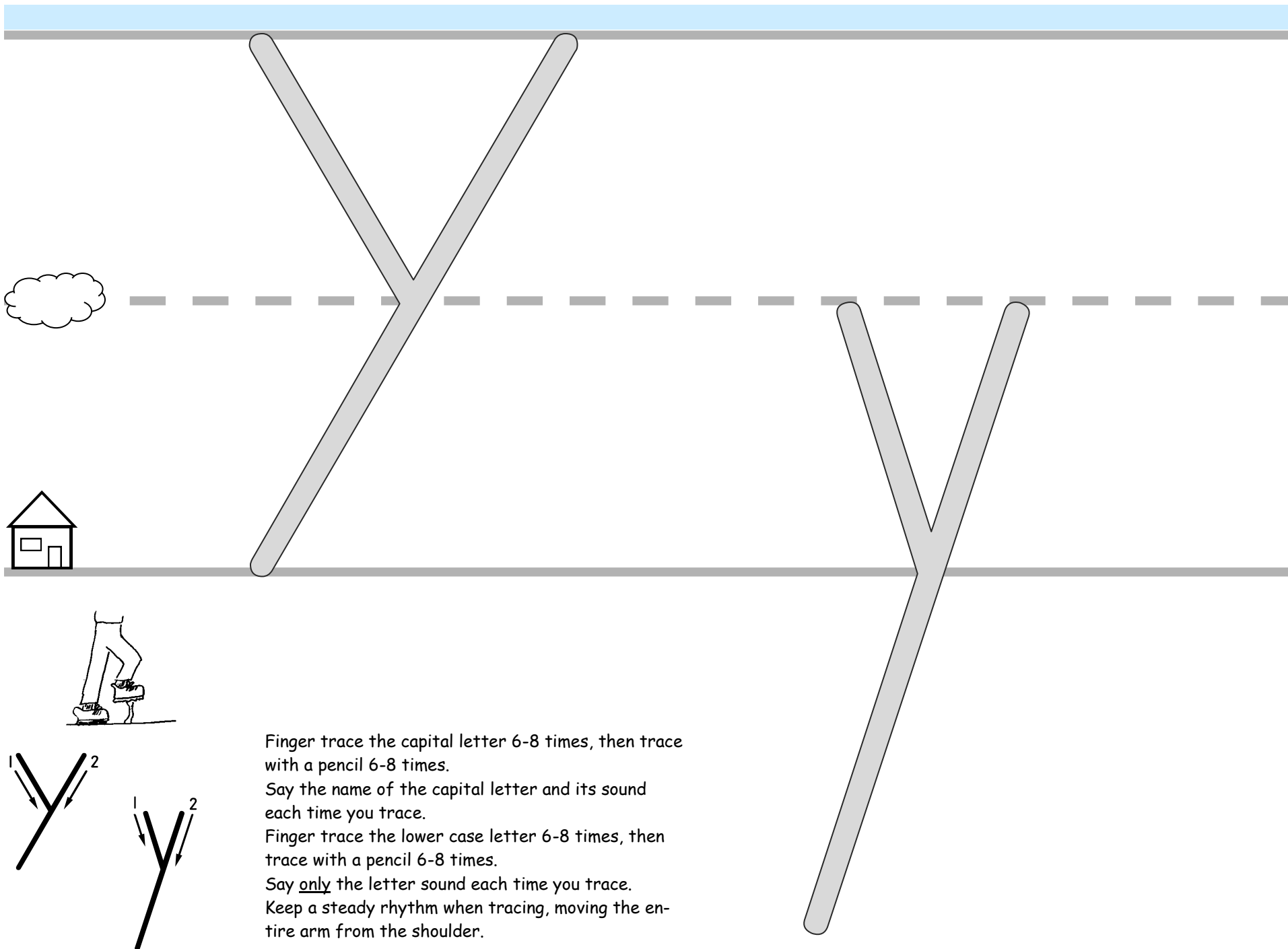
Y y



Y y

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

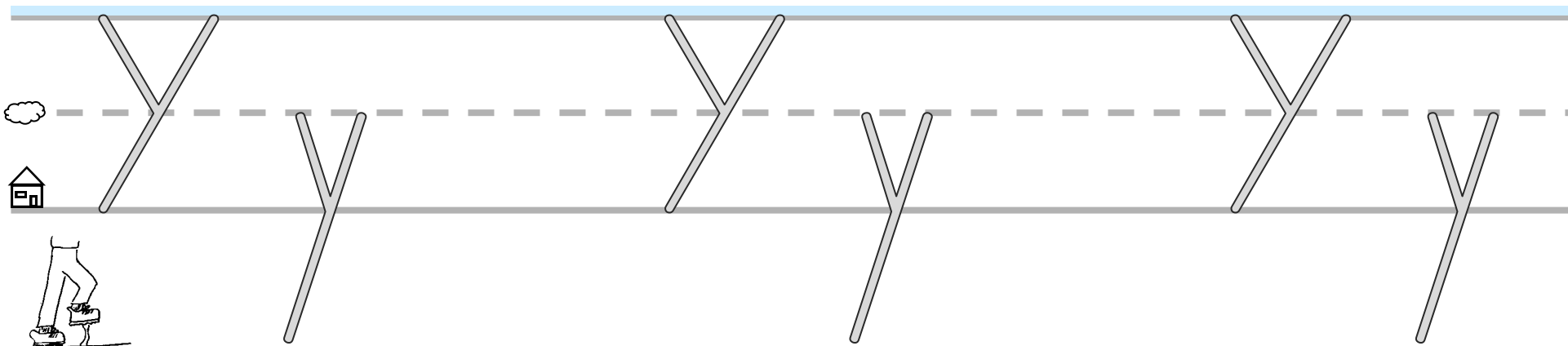
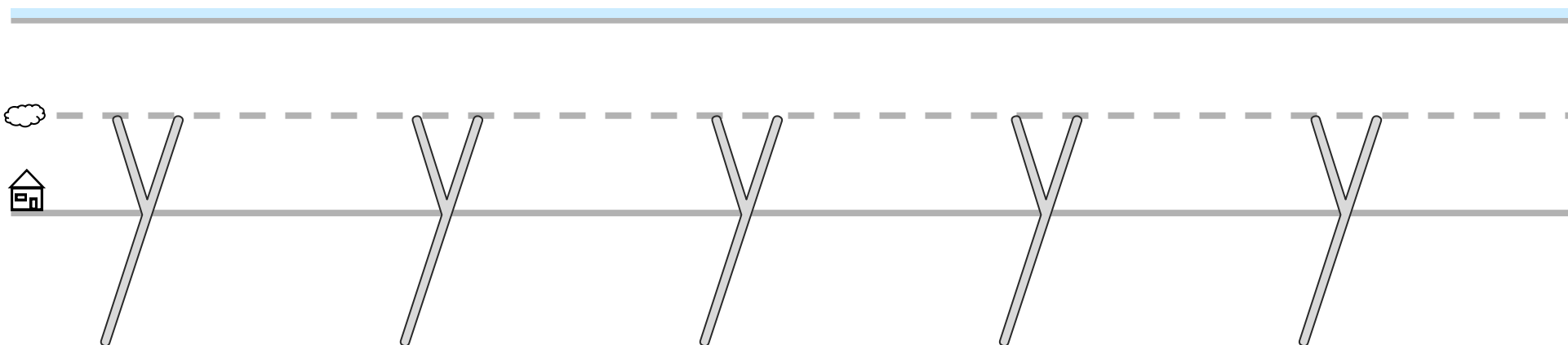
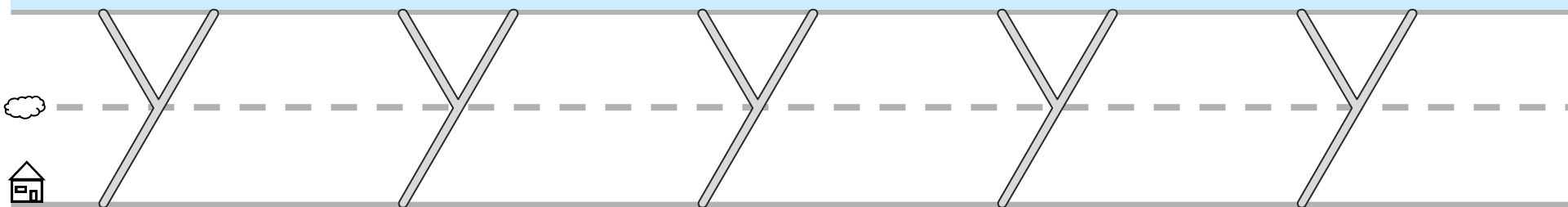
Say the name of the capital letter and its sound each time you trace.

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.







Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

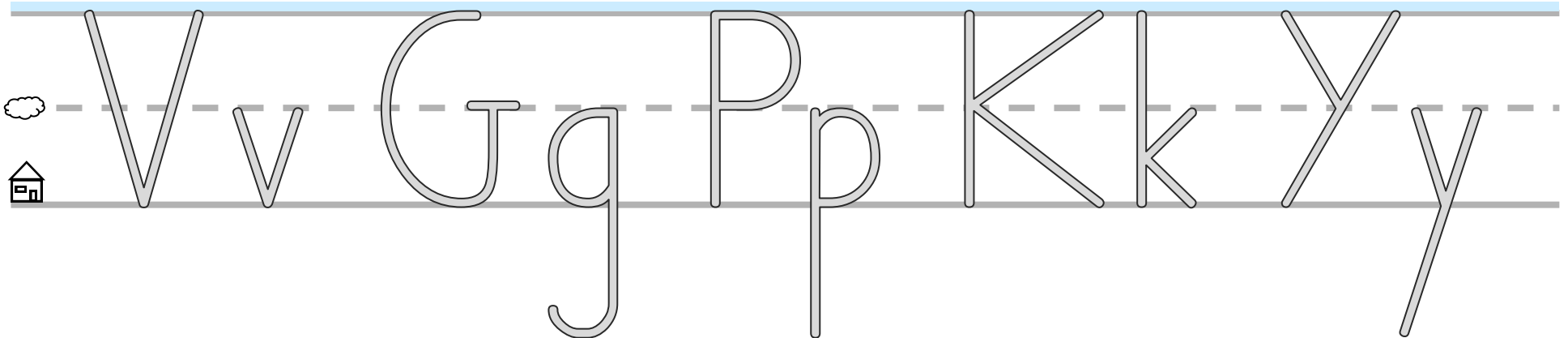
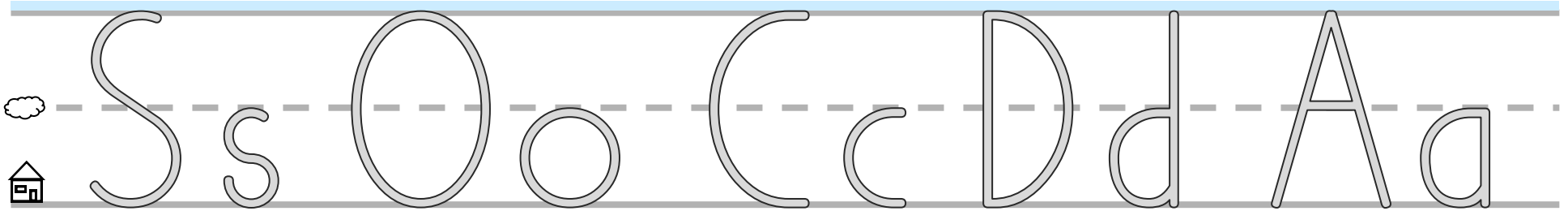
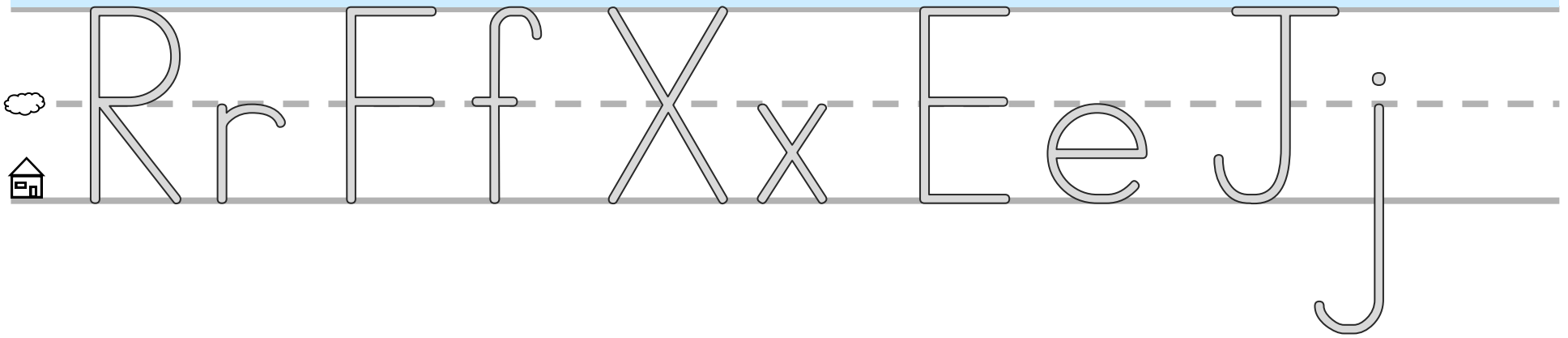


Letter Discrimination

	Y	V Y K T Y W Y
	y	y v w y k y r
	y	yes yak yell my
	y	sky yelp yummy
	y	Jimmy has a yo-yo. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.



Yy

Oral Blending

Segmenting

Three-Sound Words 9



w.....a.....sh



c.....oa.....t



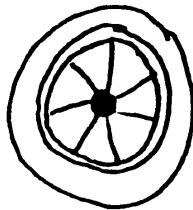
w.....e.....ll



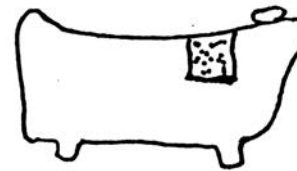
t.....u.....be



w.....a.....g



wh.....ee.....l



t.....u.....b



c.....o.....t

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

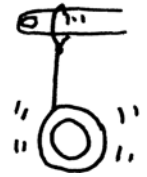
Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

y _

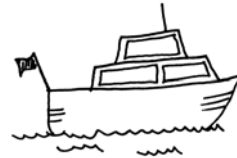
y o - y o



yolk



yacht



yak



yawn



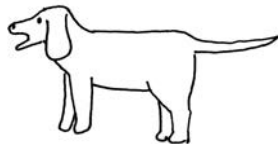
yes



yell



yap



yarn



yam



year

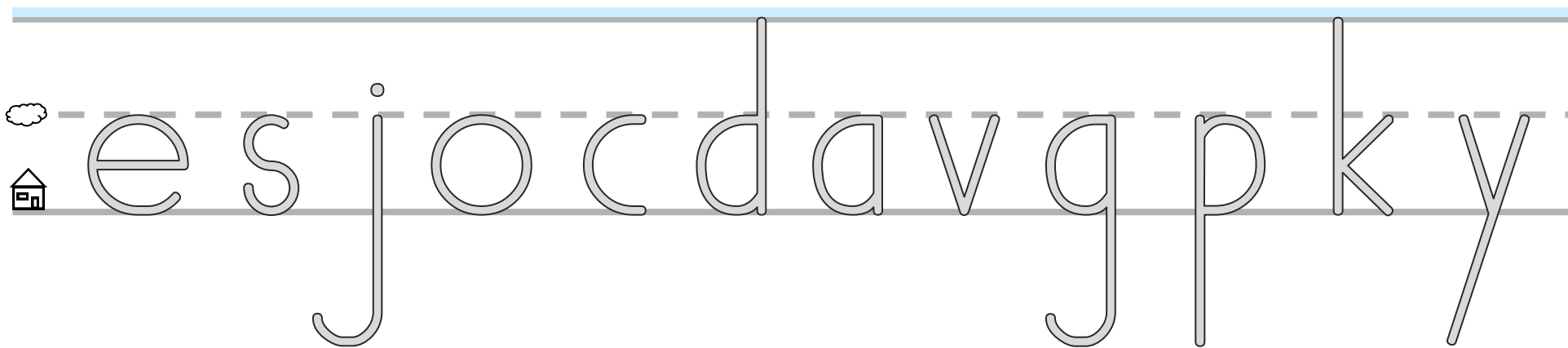
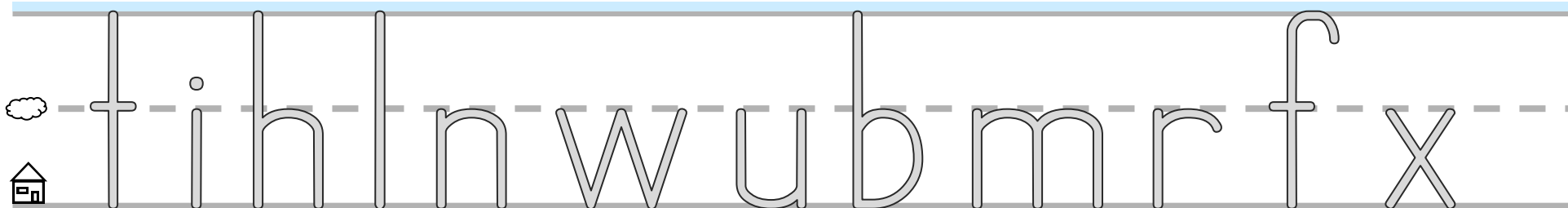


yard



you

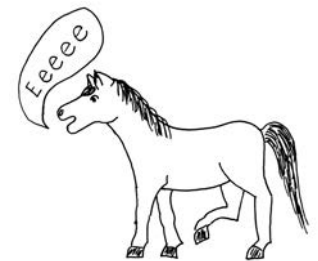
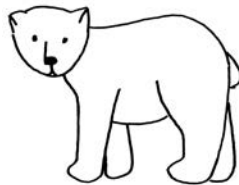
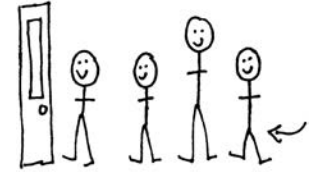
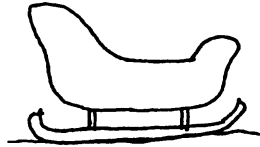
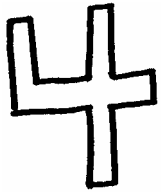




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Yy



four-pour, grind-find, sleigh-neigh, pear-bear, last-fast Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, now, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

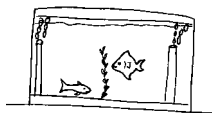
Review

A



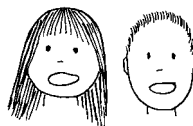
v

V



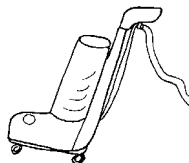
k

G



y

P



g

K



p

Y

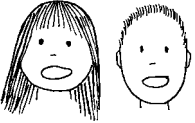

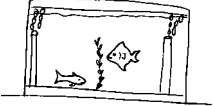


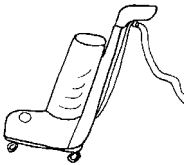


a

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to use as a reference as needed.

Review

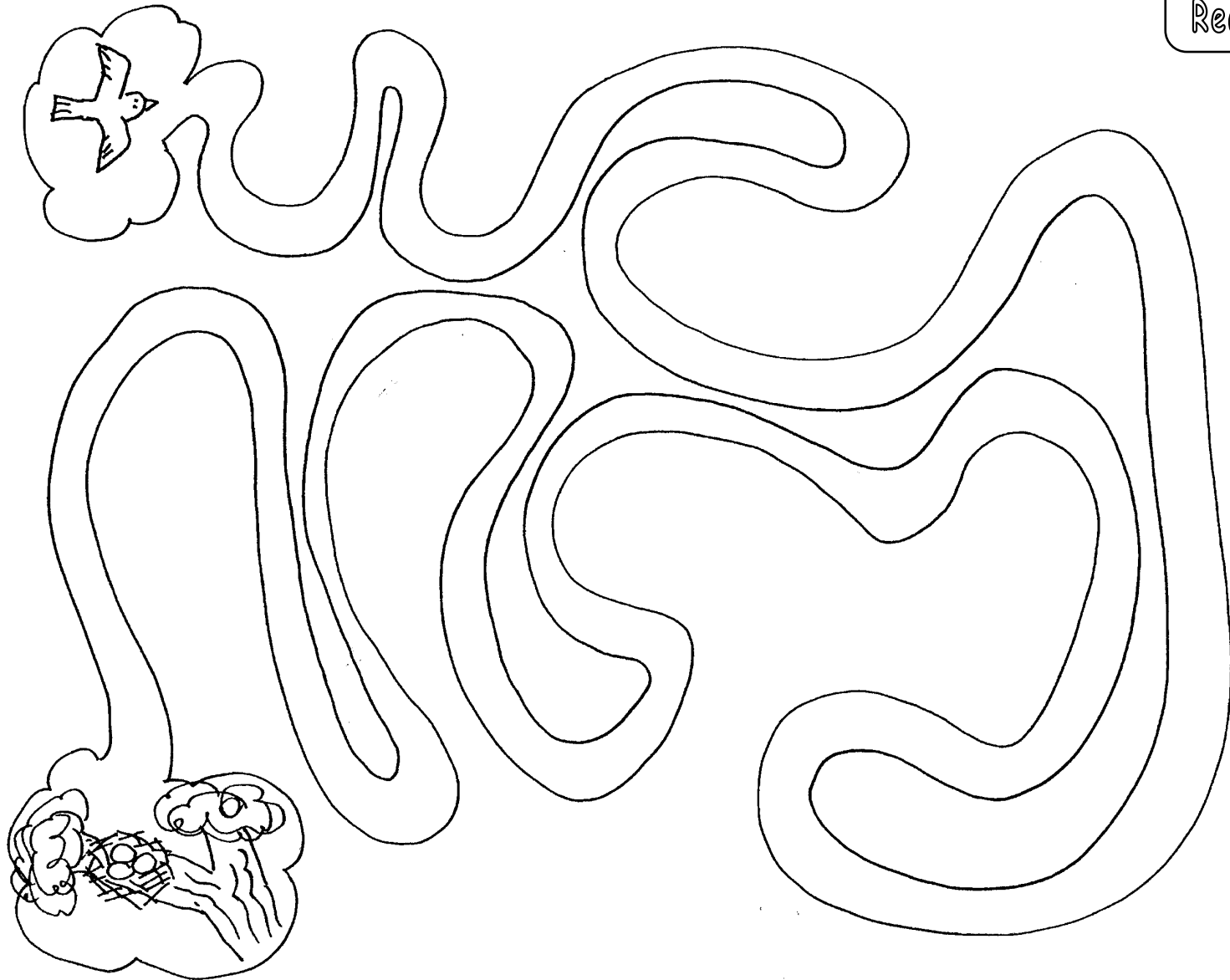
Students may use an alphabet chart with sound pictures as a reference.

	o	s	a	g	u
	y	j	m	v	k
	c	e	d	b	p
	w	l	v	k	f
	j	g	y	a	d
	y	w	r	v	x

Circle a letter to match each picture. Say the sound.

Bird Nest - Prepare For Q q

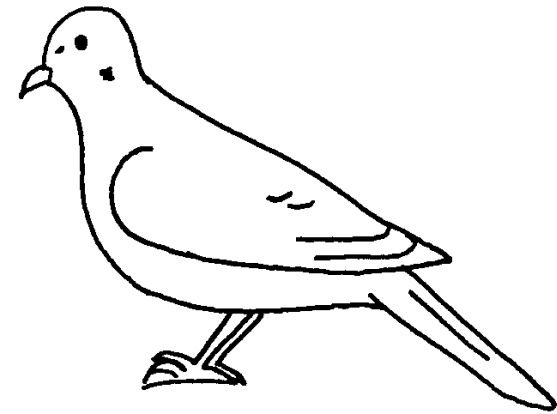
Handwriting
Readiness



Help the mother bird find her nest.

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."

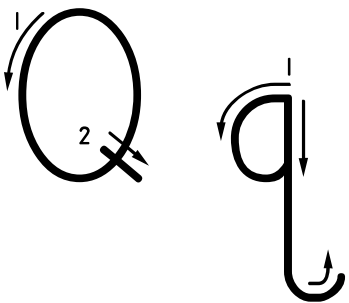
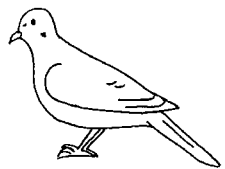
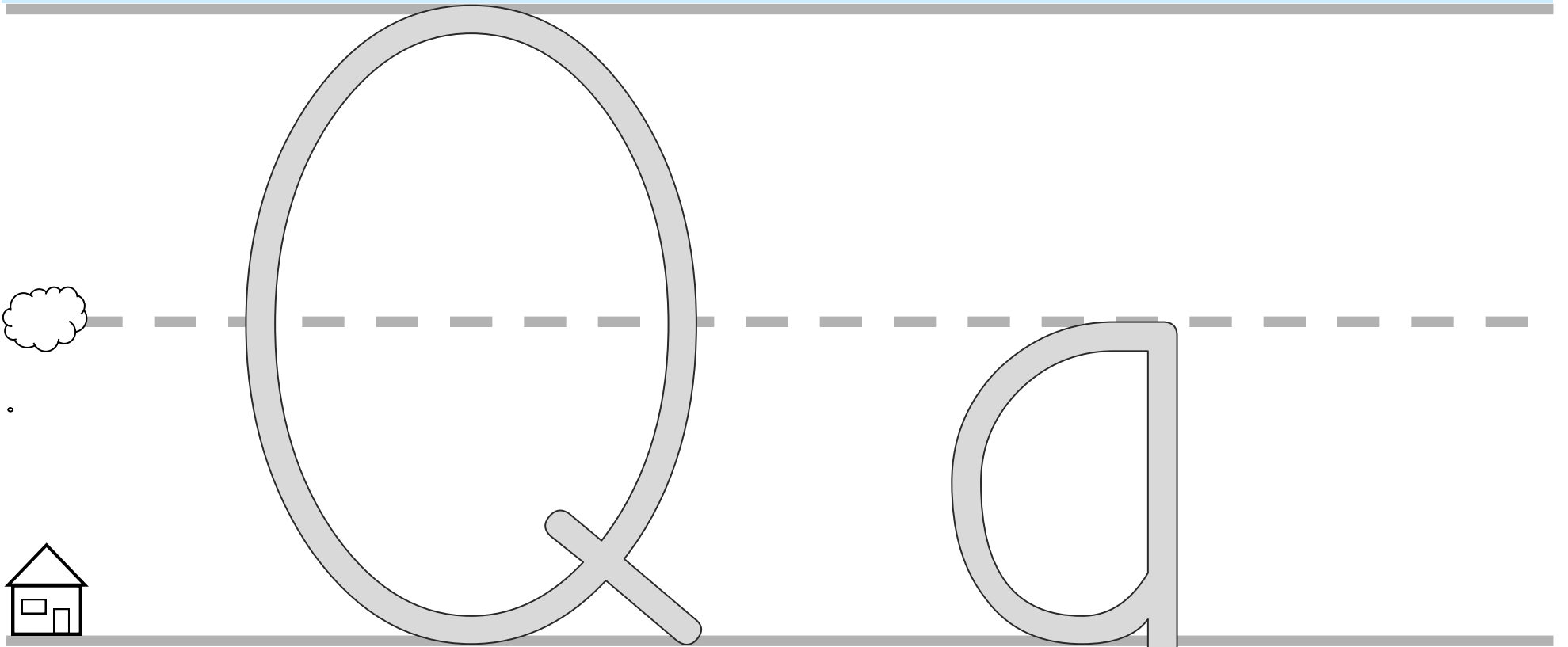
Qu qu



Qu qu

The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.

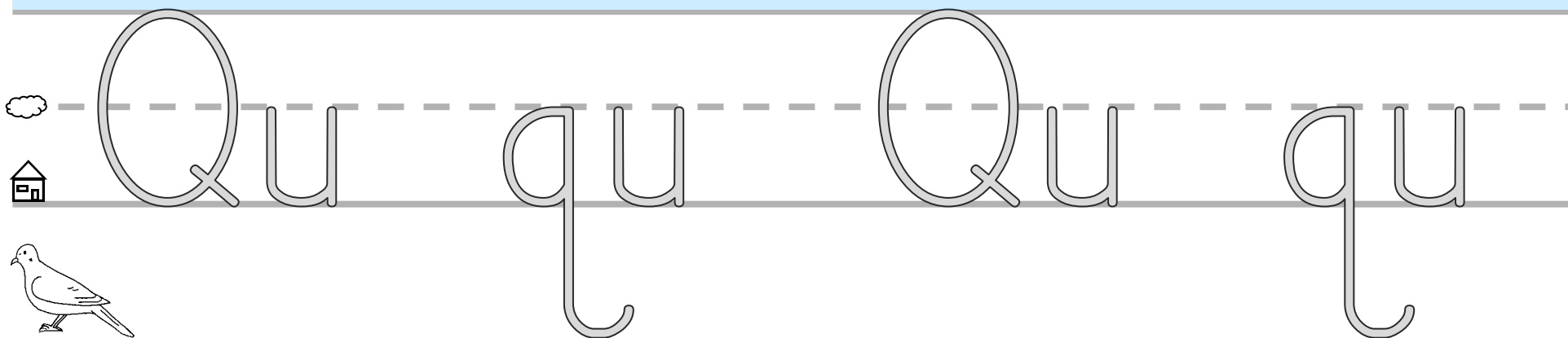
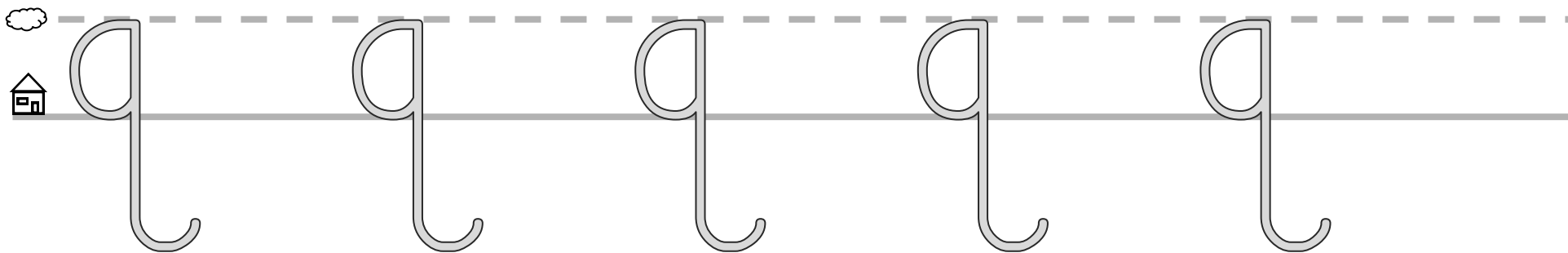
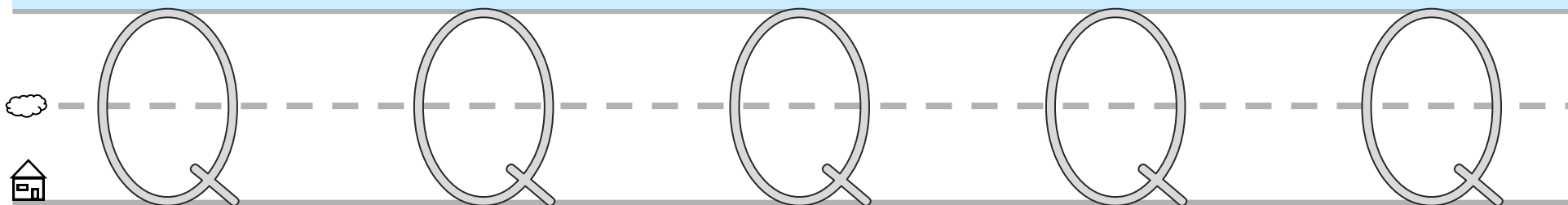
Say the name of the capital letter and its sound each time you trace.

Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.







Say only the letter sound each time you trace.

Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.

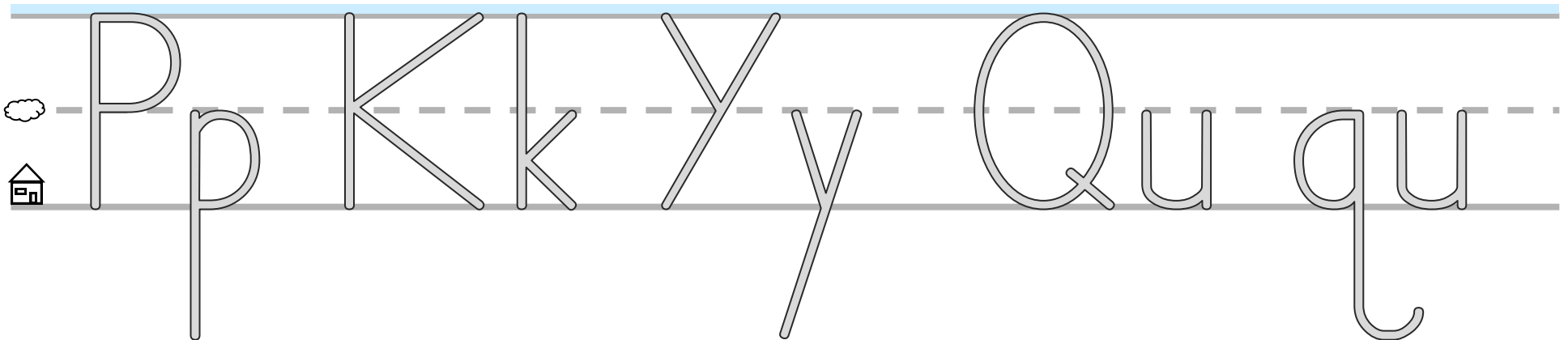
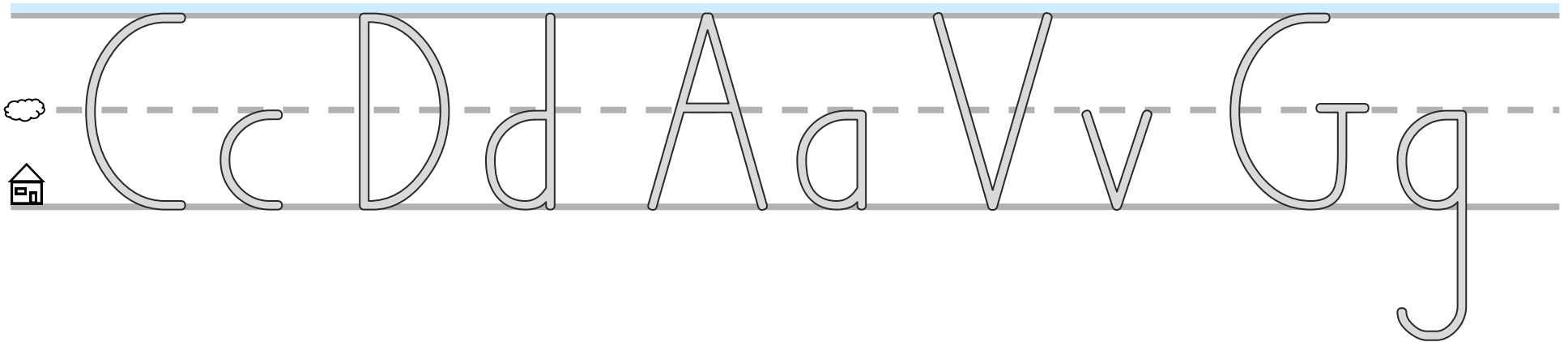
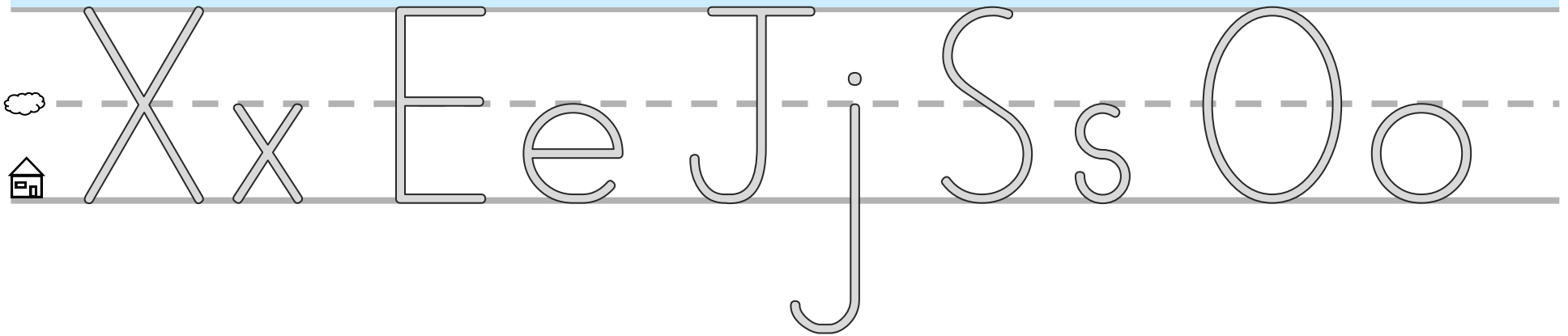


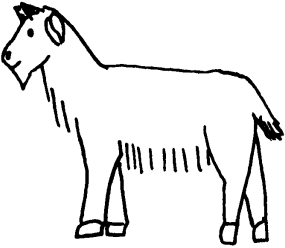


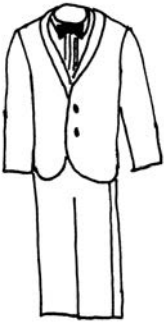
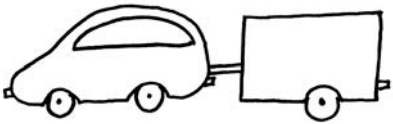



Letter Discrimination

	Q	Q O P Q A T Q
	q	q p j q g y q
	qu	quit quiz quack quilt
	qu	quarter equal jonquil
	qu	A duck can quack. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.



Qq	Oral Blending	Segmenting	Three-Sound Words 10
 <p data-bbox="430 634 554 662">g.....oa.....t</p>	 <p data-bbox="913 634 1037 662">h.....u.....m</p>	 <p data-bbox="1398 634 1522 662">g.....o.....t</p>	 <p data-bbox="1871 634 1995 662">s.....ui.....t</p>
 <p data-bbox="436 1219 560 1247">h.....au.....l</p>	 <p data-bbox="913 1219 1037 1247">m.....u.....g</p>	 <p data-bbox="1398 1219 1522 1247">s.....u.....b</p>	 <p data-bbox="1860 1219 1984 1247">m.....u.....le</p>

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

qu _

quilt



quarrel



quiet



quart



quartet



quack



quill



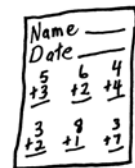
quarter



queen



quiz



question



quail

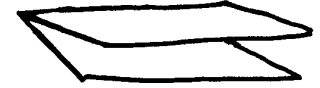
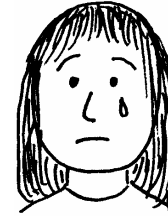


quiver



Rhyming

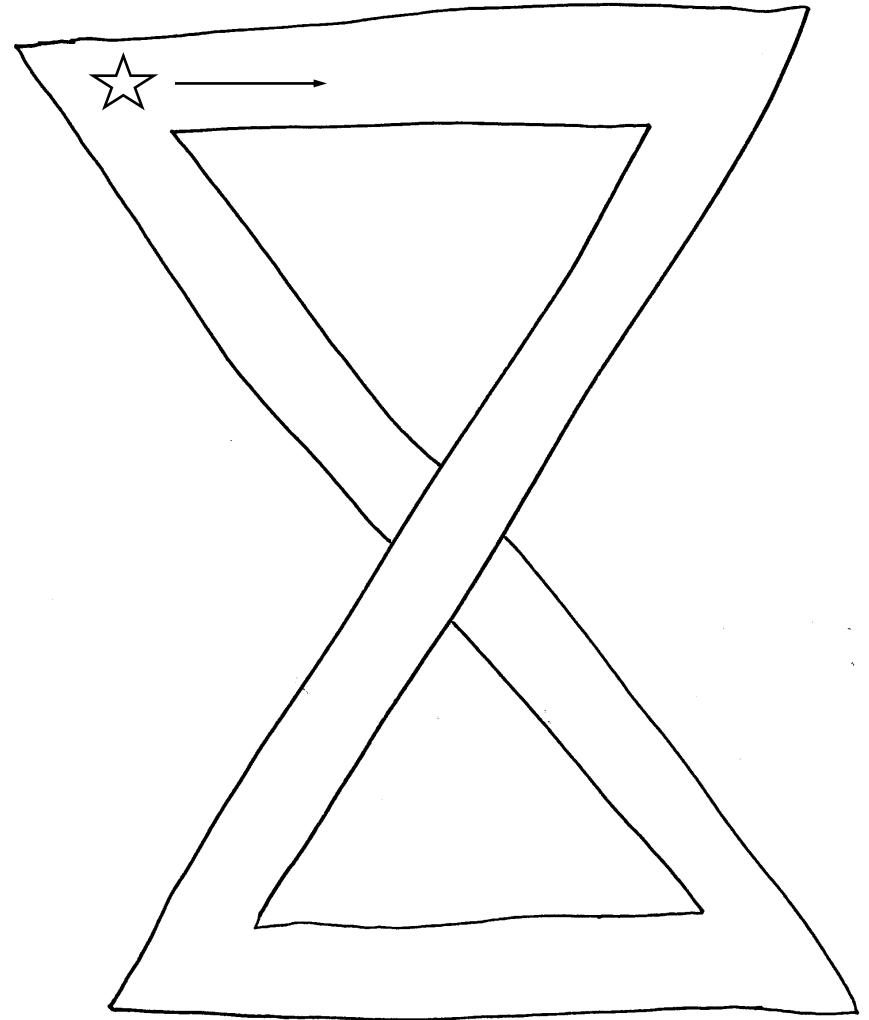
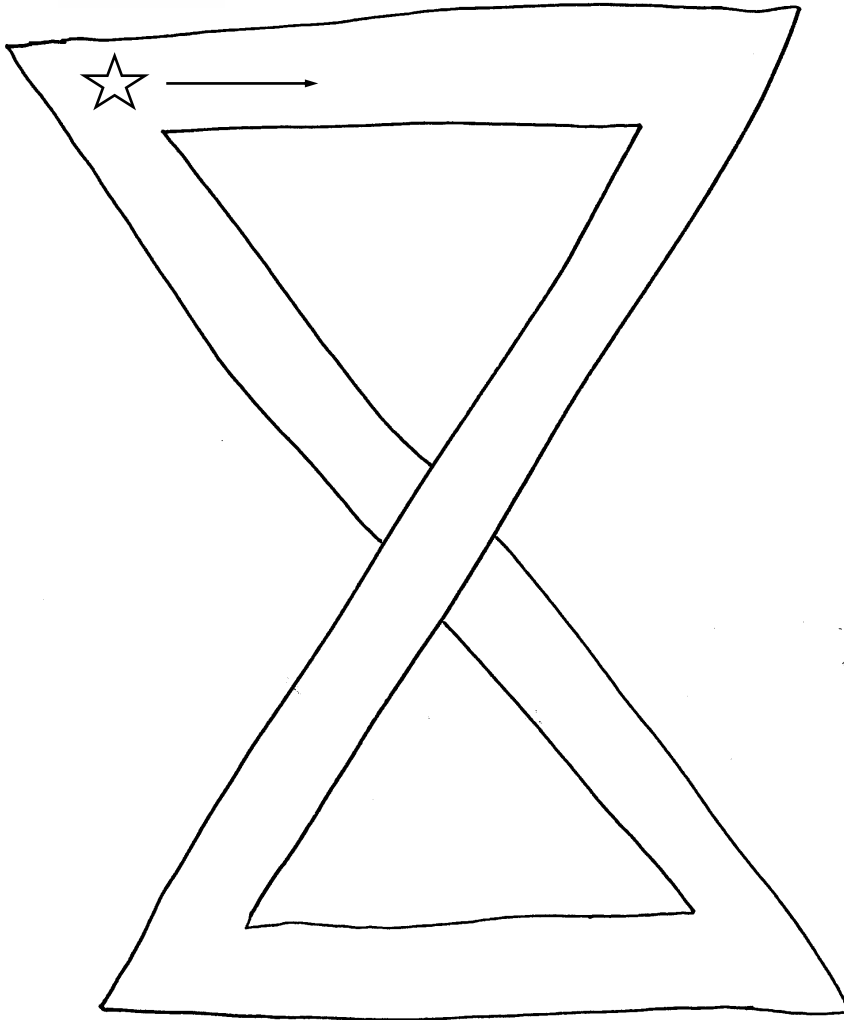
Qq



weather-feather, pea-sea, shelf-elf, tear-year, fold-cold Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.



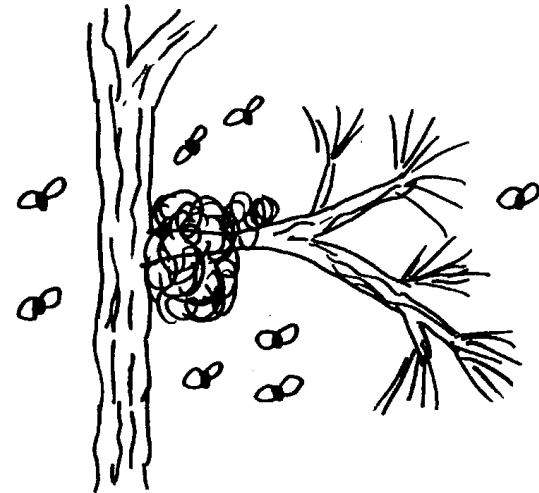
Double Pyramid - Prepare For Z z



Follow the path. Start at the star. Follow the arrow.
Go through the path several times.

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.

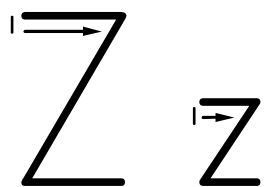
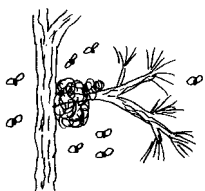
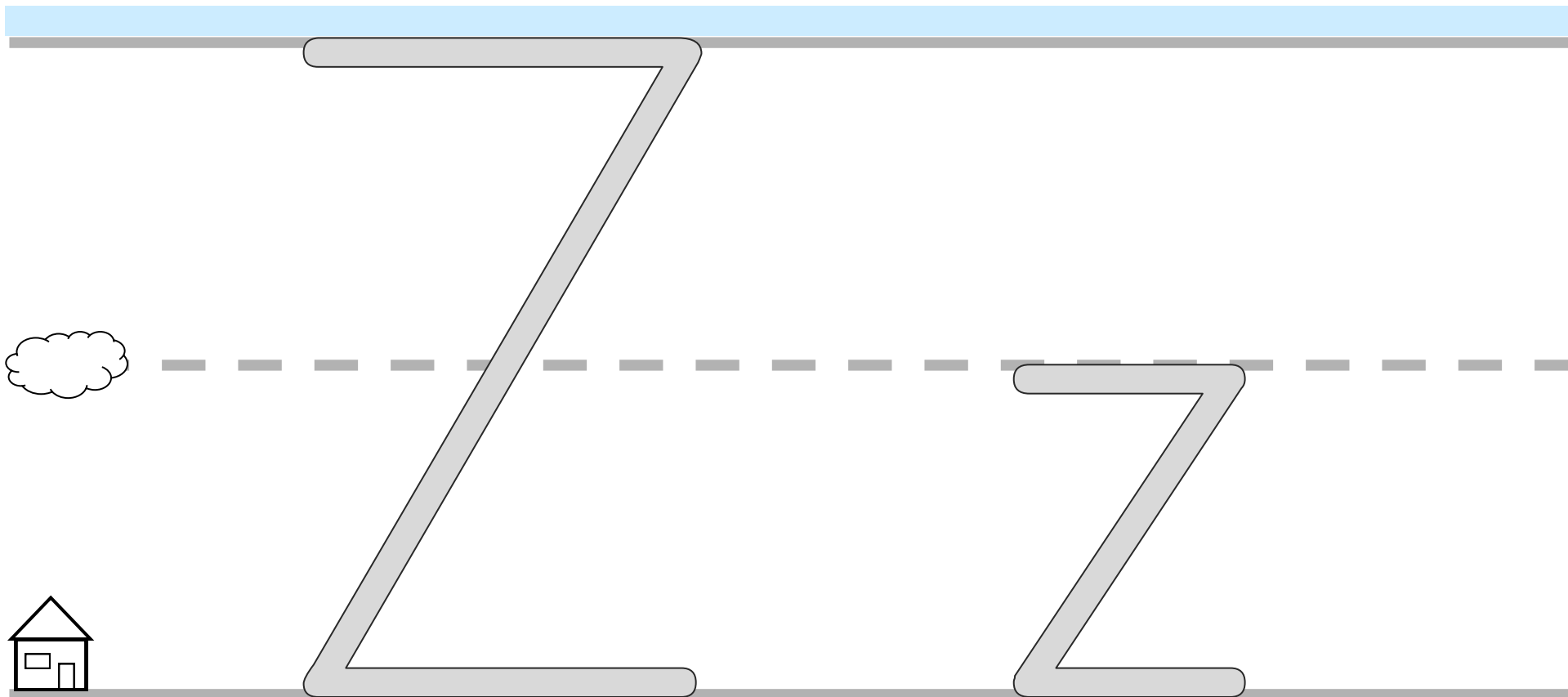
Z z



Z z

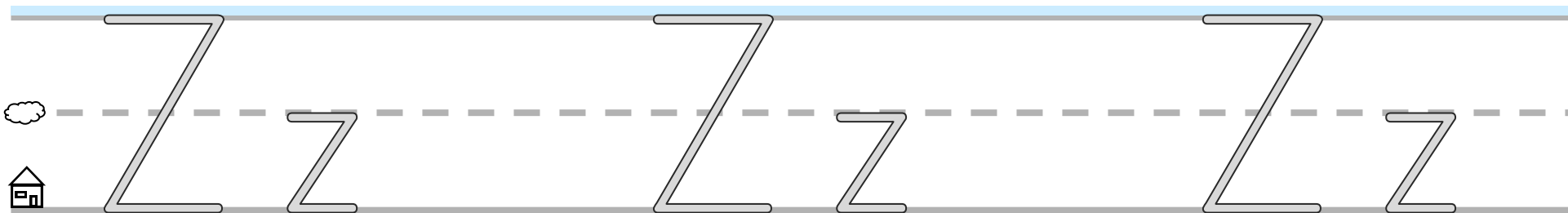
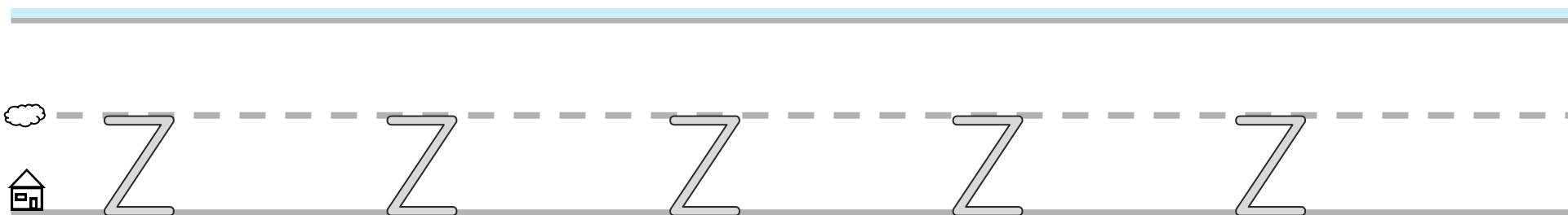
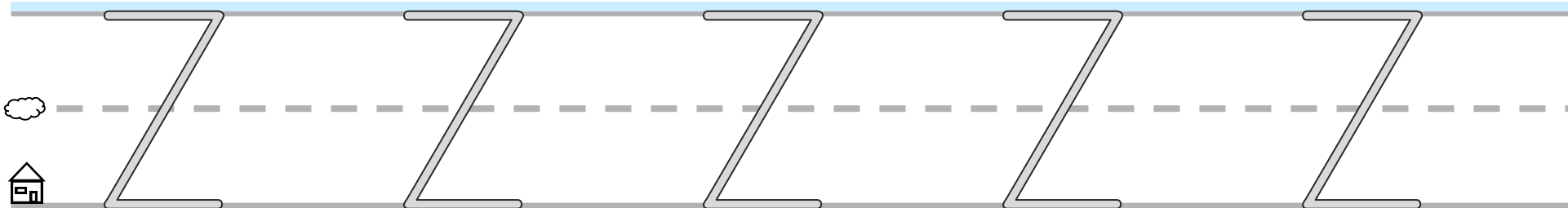
The teacher reads the story aloud. The teacher points to the sound picture and pronounces the sound; students repeat. Point to each capital and lower case letter (on the top and then on the bottom). Students say the sound for every letter.

HANDWRITING INTRODUCTION (No lines): Continue as before.



Finger trace the capital letter 6-8 times, then trace with a pencil 6-8 times.
 Say the name of the capital letter and its sound each time you trace.
 Finger trace the lower case letter 6-8 times, then trace with a pencil 6-8 times.
 Say only the letter sound each time you trace.
 Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

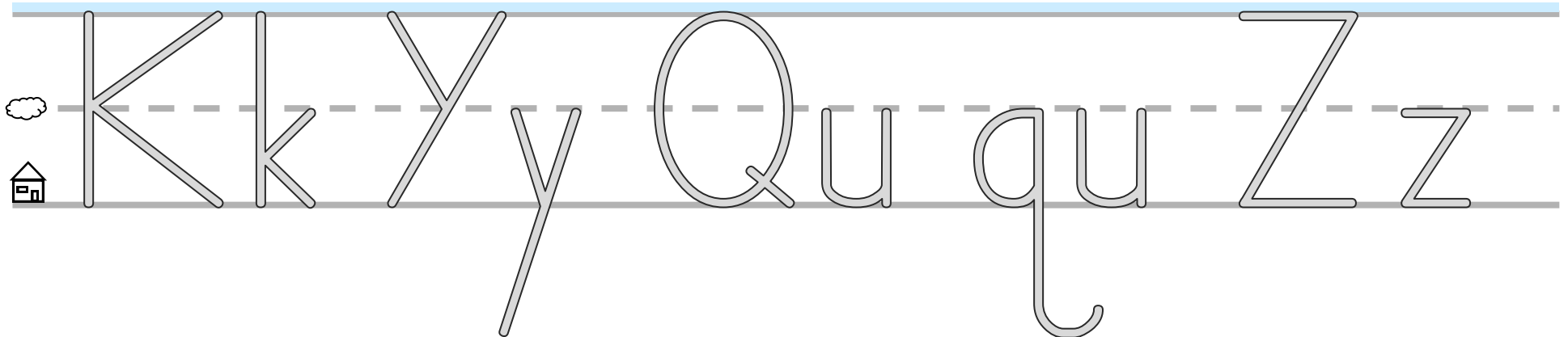
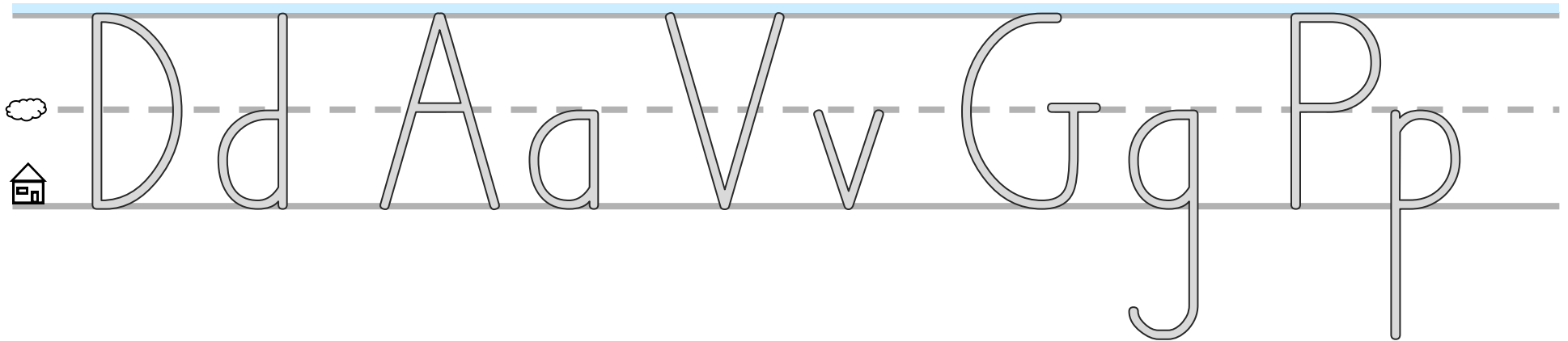
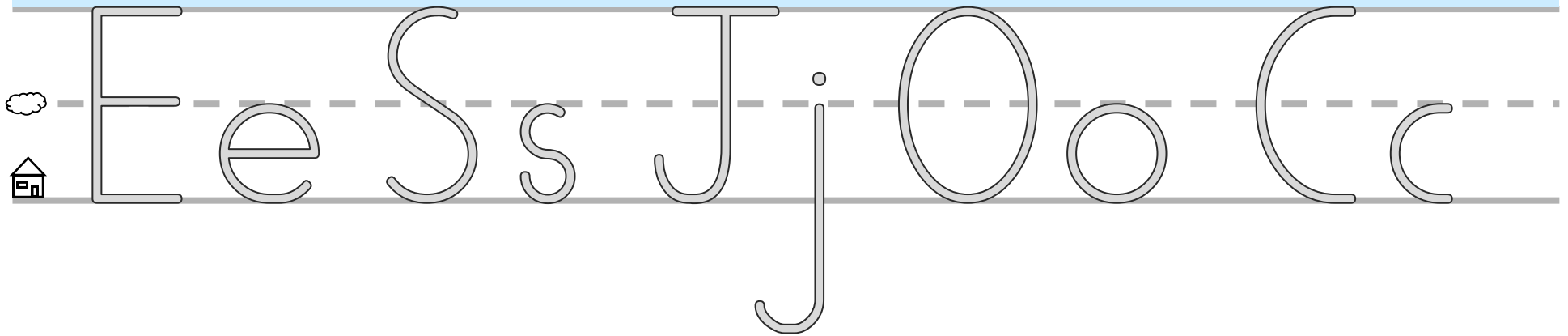
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



	Z	N Z W Z Y K Z
	z	v z k y z z u
	z	jazz fizz zip buzz
	z	zigzag freeze fizzle
	z	A zebra is at the zoo. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Say the sound as you circle each matching letter.

Handwriting Review - Model how to write the review letters on lines on the board. Students trace each letter with a pencil, verbalizing as usual.

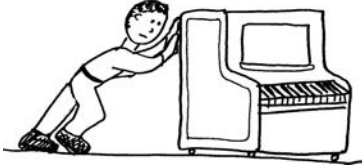


Zz

Oral Blending

Segmenting

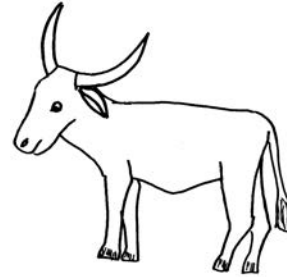
Three-Sound Words 11



p.....u.....sh



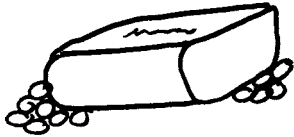
s.....o.....ck



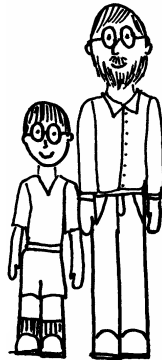
b.....u.....ll



w.....o.....n



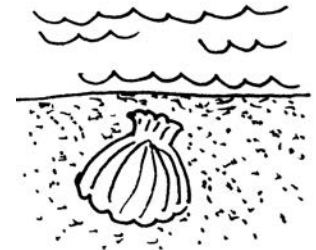
s.....oa.....p



s.....o.....n



b.....e.....ll



b.....ea.....ch

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into three sounds, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students three tokens and a segmenting frame with three boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each sound in the word separately, "c.....a.....t," with a pause between the sounds, pushing the tokens to the upper area of the frame, one at a time, as they say each sound. Assist as needed. Have the whole group repeat in the same way.

Note: Students are not expected to read the words by themselves.

Beginning Sounds

Tell the students they will listen for the first sound in each of these words. Point to the first word and read it to the students. Students repeat the word, circle the first letter while saying its sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

z _

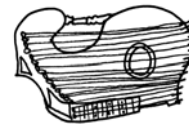
zany



zoo



zither



zipper



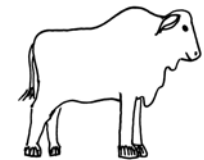
zebra



zucchini



zebu



zero

0

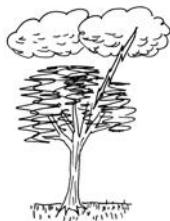
zigzag



zone



zap

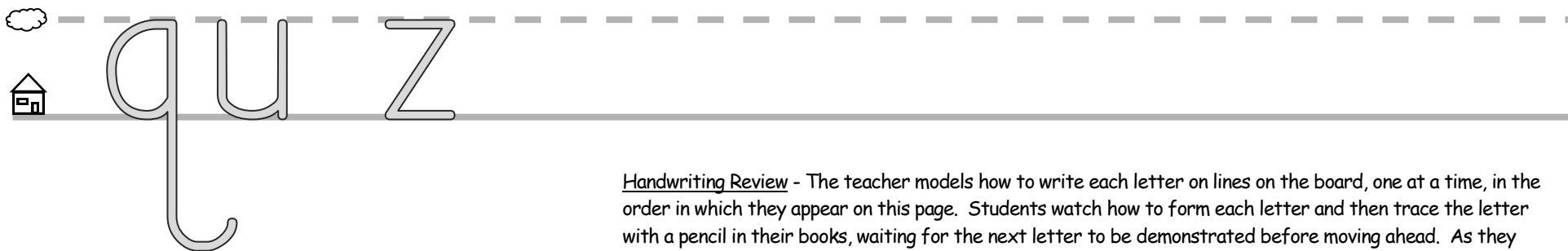
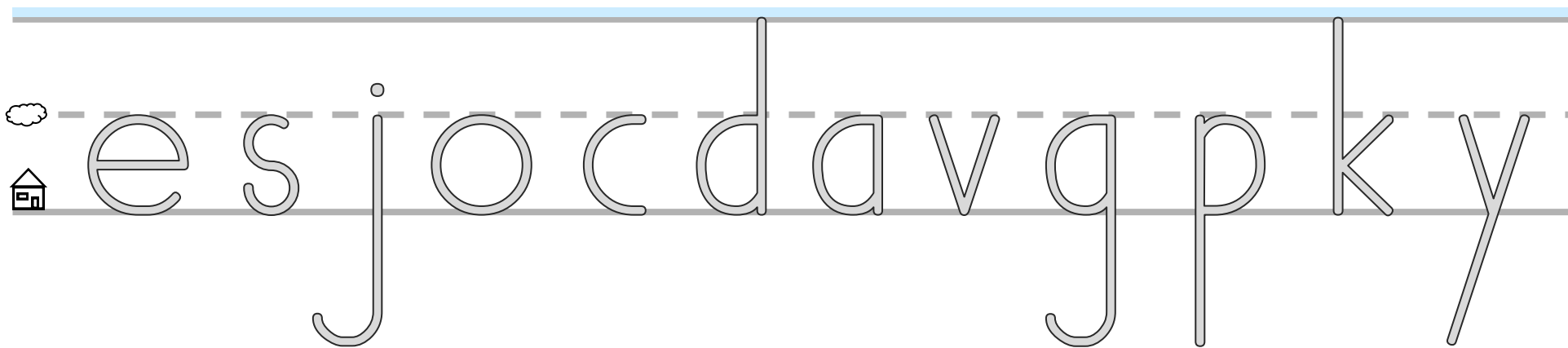
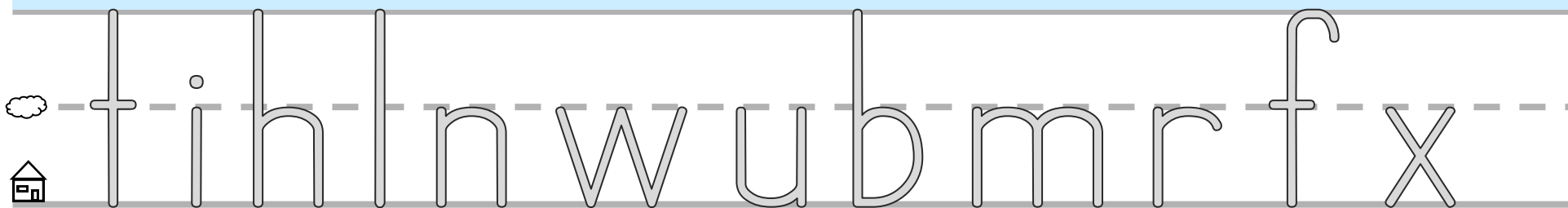


zinnia



zoom

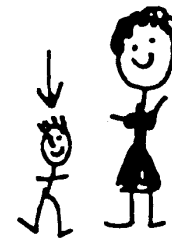
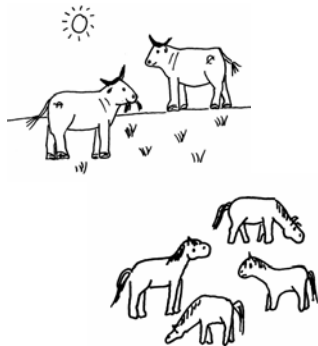




Handwriting Review - The teacher models how to write each letter on lines on the board, one at a time, in the order in which they appear on this page. Students watch how to form each letter and then trace the letter with a pencil in their books, waiting for the next letter to be demonstrated before moving ahead. As they trace, students say the sound for each lower case letter.

Rhyming

Zz



wild-child, camp-lamp, clover-over, branch-ranch, hold-gold Remind students that rhyming words end with the same sounds. Start by naming each picture. Then say the name of the first picture in the top row. Students find the rhyming picture in the bottom row and draw a line to it. If students need help, repeat the name of the top picture followed by the name of each picture on the bottom row. "Bow, car, does that rhyme? No. Bow, cry, does that rhyme? No. Bow, mow, does that rhyme? Yes." Emphasize the rhyming part when you say each word. Continue until each picture in the top row has been matched.

Note: Students are not expected to read the words by themselves.

Ending Sounds

Tell the students they will listen for the /z/ sound at the end of these words.

Explain that either the letter z or the letter pattern ze show the /z/ sound at the end of words. Point to the first word and read it to the students. Students repeat the word, circle the letter z or the ze pattern while saying the /z/ sound, and then say the word again. Model as needed. Do the rest of the words in the same way. Discuss unfamiliar words.

—z

—ze

topaz



jazz



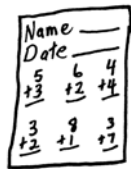
fizz



snooze



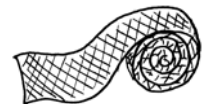
quiz



frizz



gauze



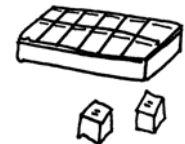
whiz



fuzz



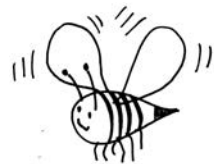
freeze



fez



buzz

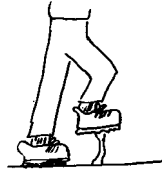


maize



Review

G



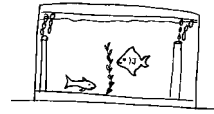
z

P



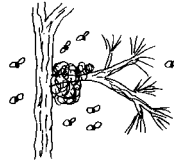
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K



k

Y



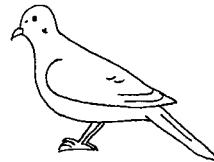
qu

Qu



g

Z

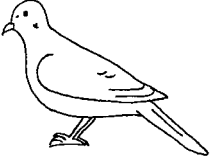
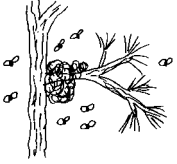


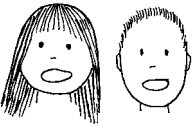
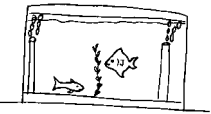


p

Draw a line to match each letter with its sound picture. Allow students to look at an alphabet chart with sound pictures to use as a reference as needed.

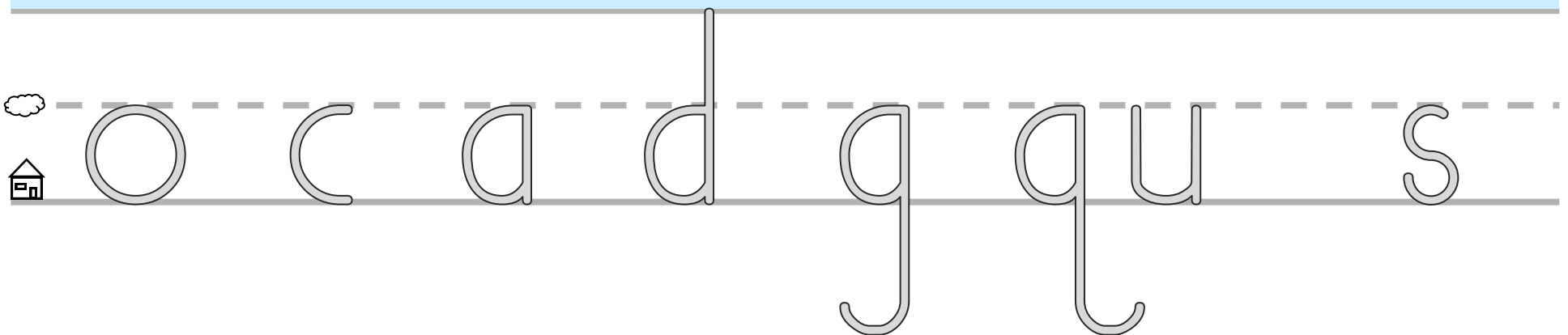
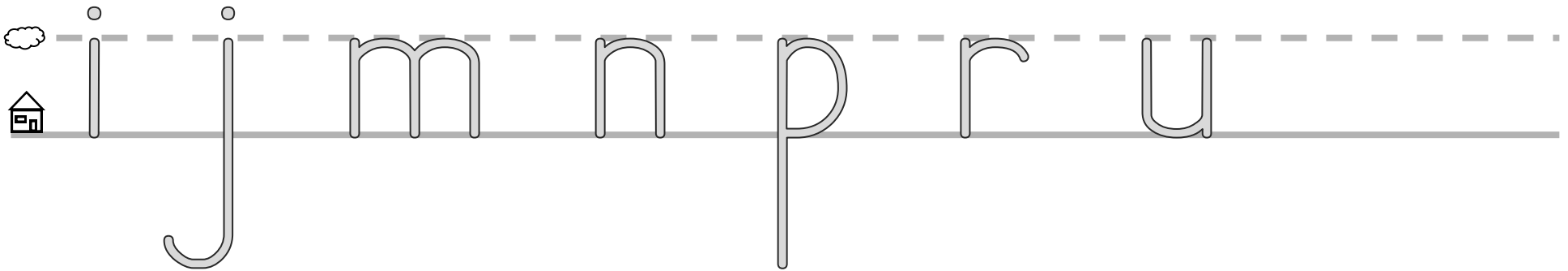
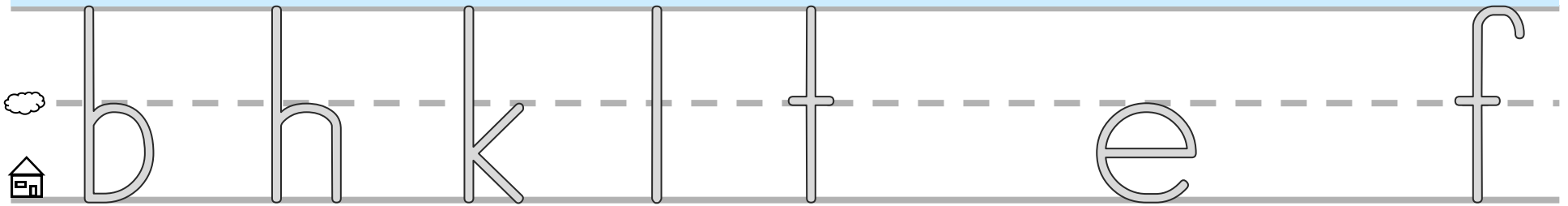
Review

Students may use an alphabet chart with sound pictures as a reference.

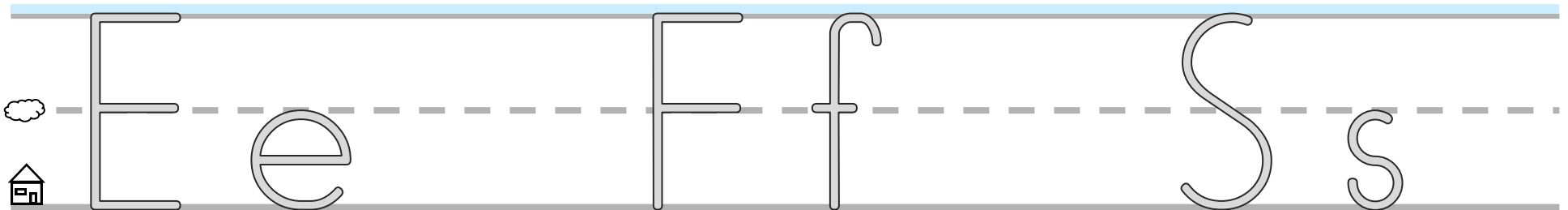
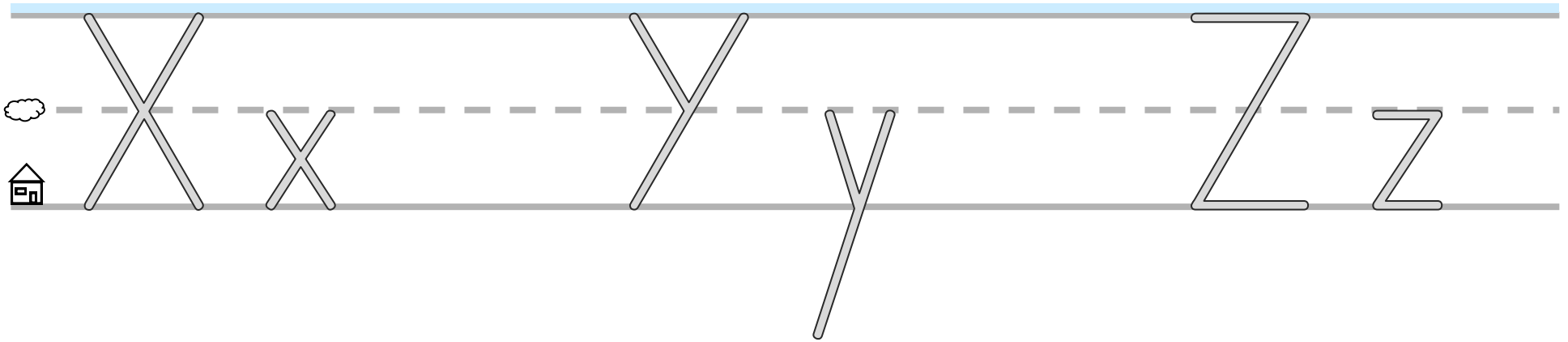
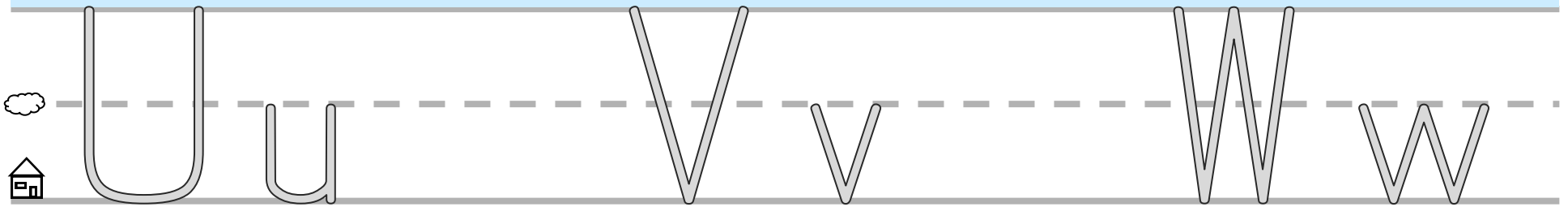
	p	qu	c	k	a
	n	v	a	w	z
	z	p	g	qu	j
	v	r	z	u	w
	o	u	e	a	i
	qu	p	d	v	b

Circle the letter to match the sound picture.

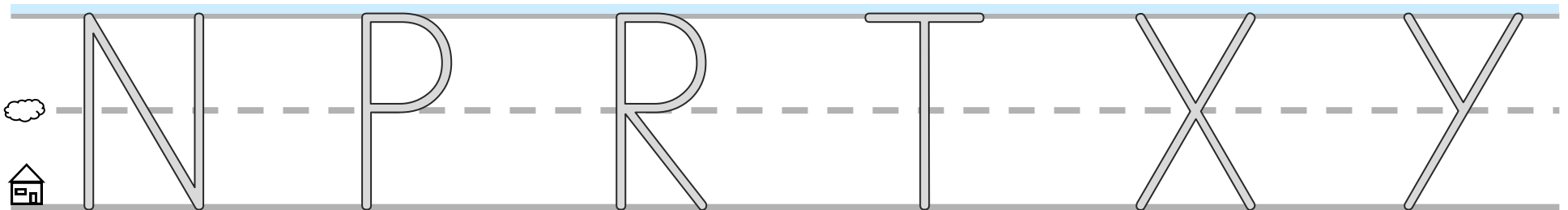
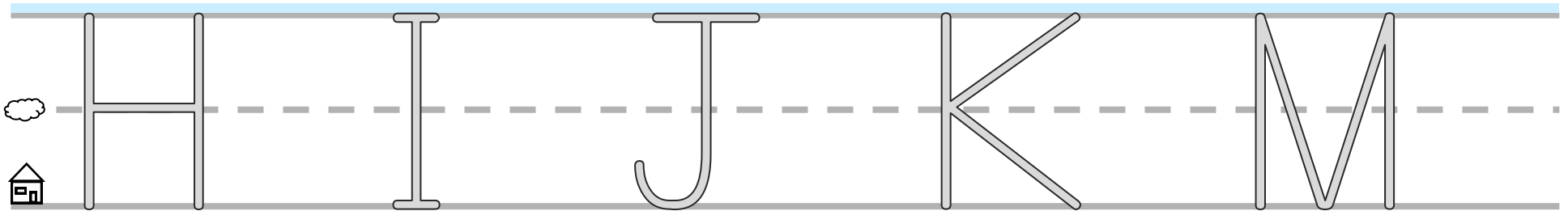
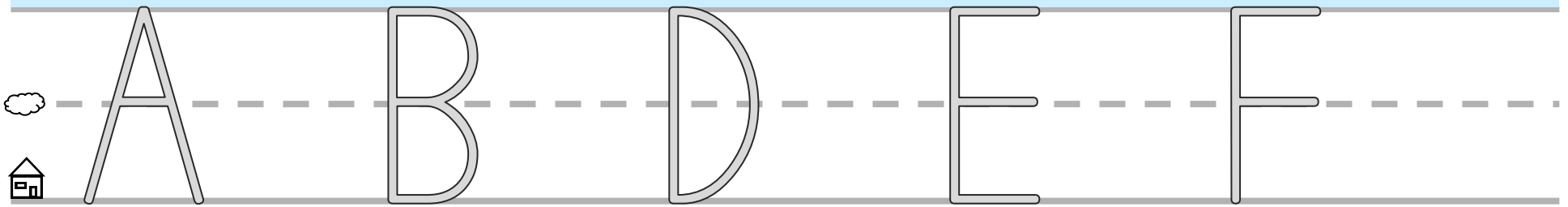
Handwriting Review # 1 - Each group of letters starts with the same beginning stroke. Trace each letter while saying its sound.



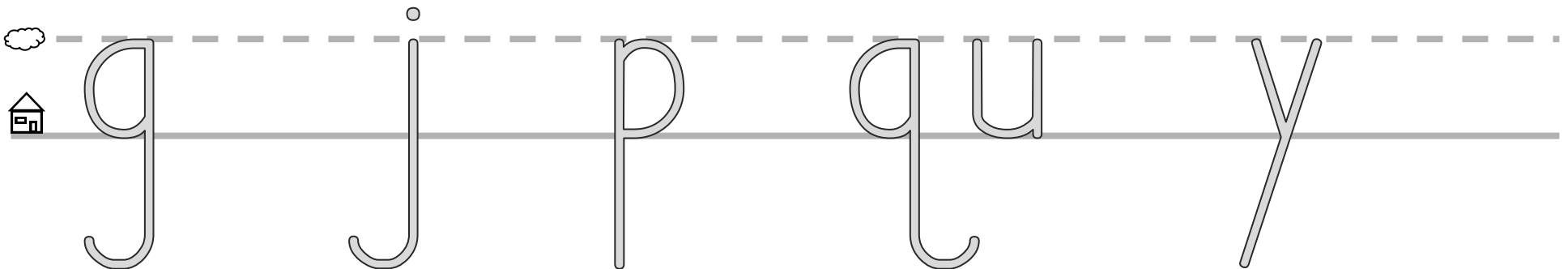
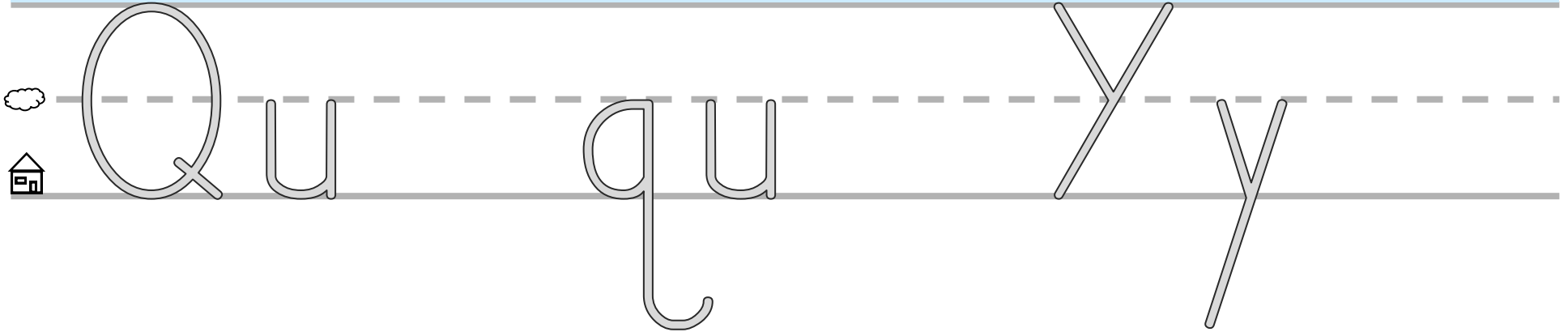
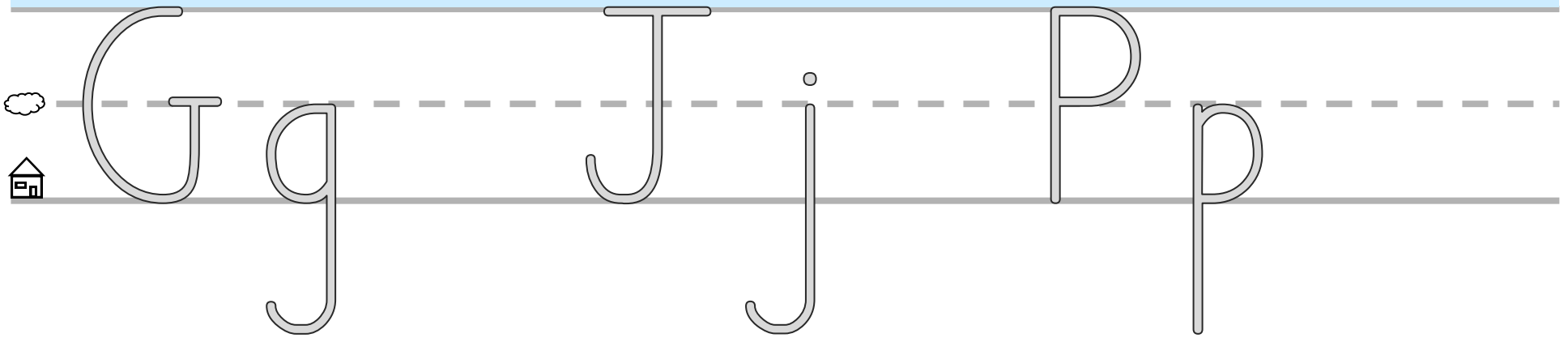
Handwriting Review # 2 - Trace each letter. For capital letters, say the name and sound as you trace. For lower case letters, say just the sound.



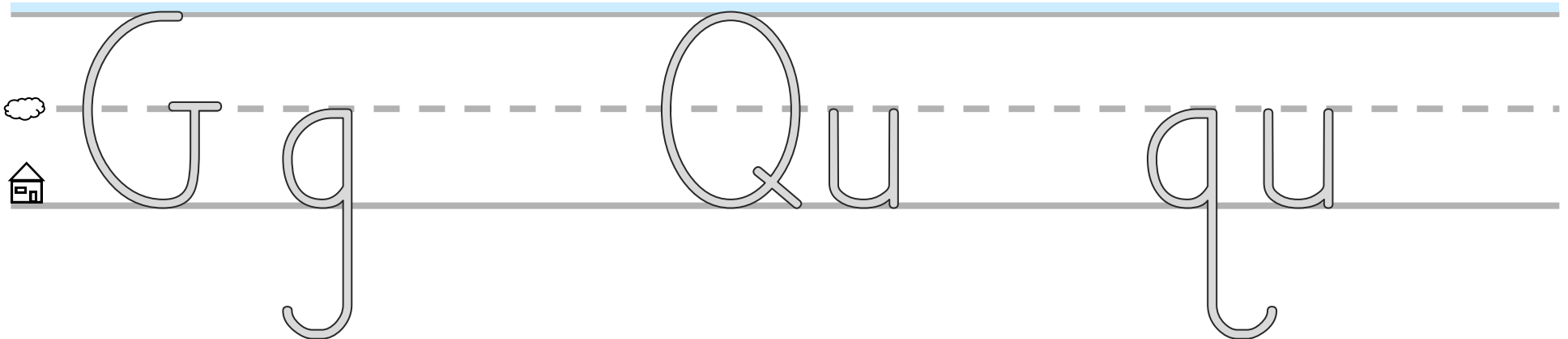
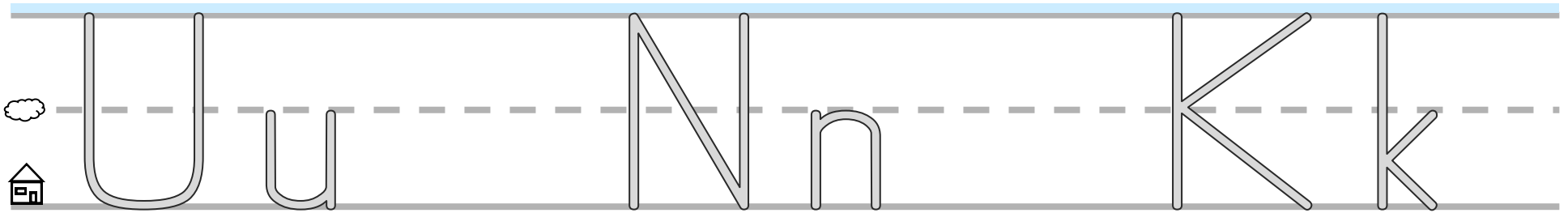
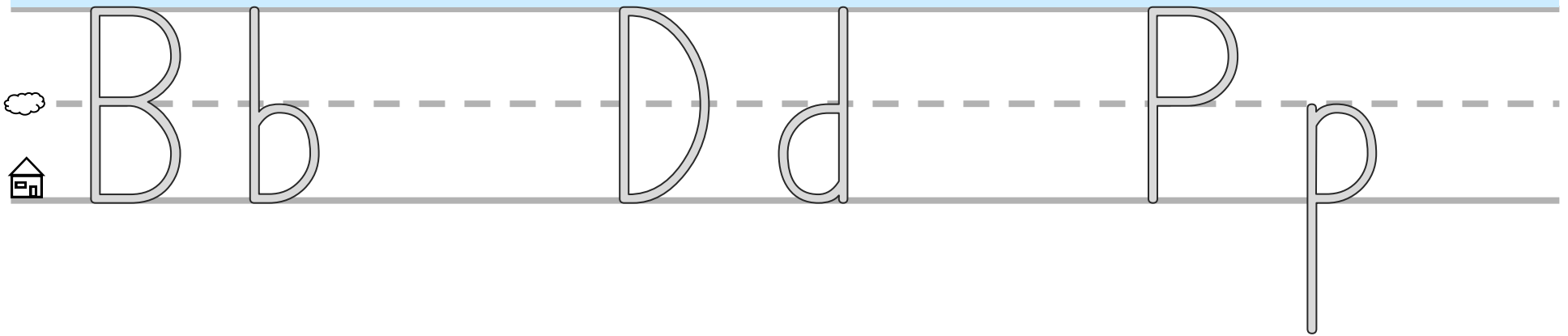
Handwriting Review # 3 - Trace each capital letter while saying its name and sound. For these letters, you have to "hop to the top" on the second stroke.



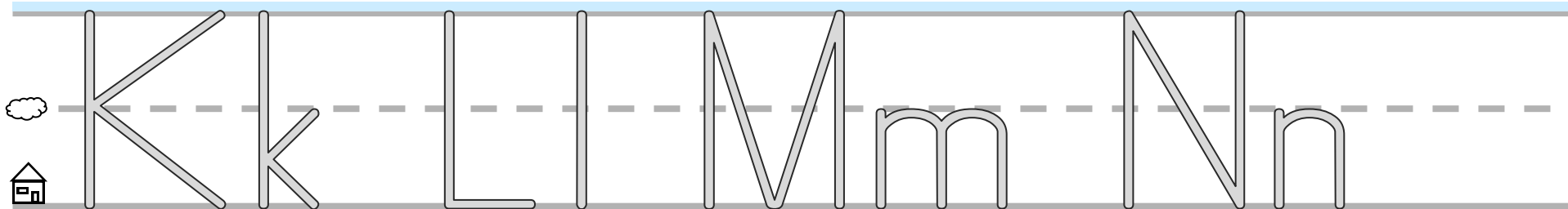
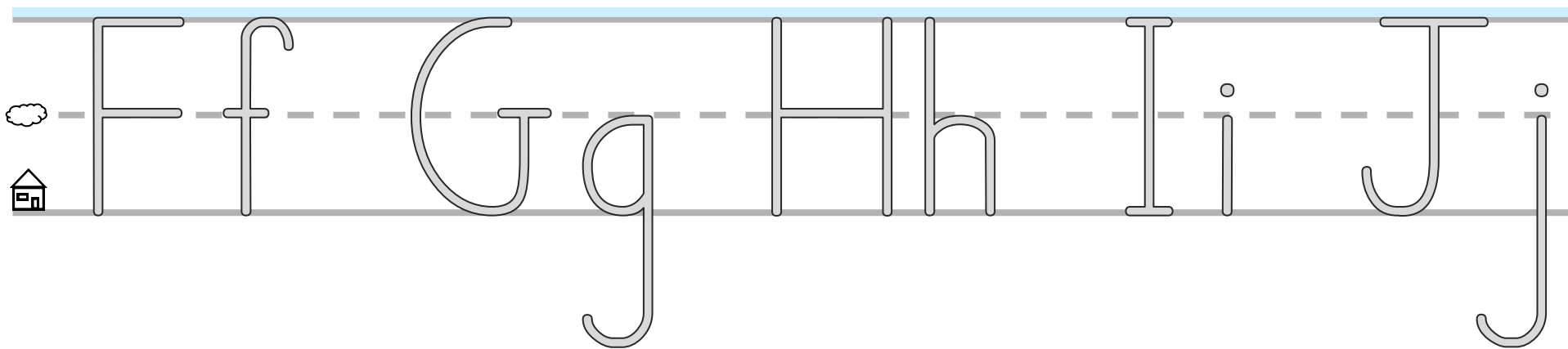
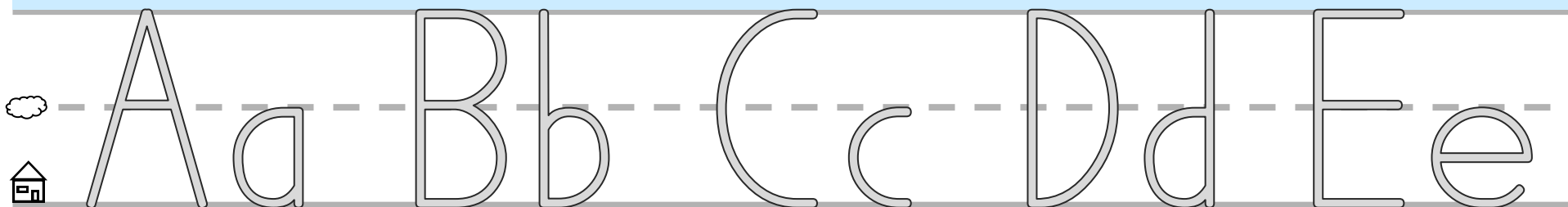
Handwriting Review # 4 - Letters that go below the ground line. Trace each letter, verbalizing as usual.



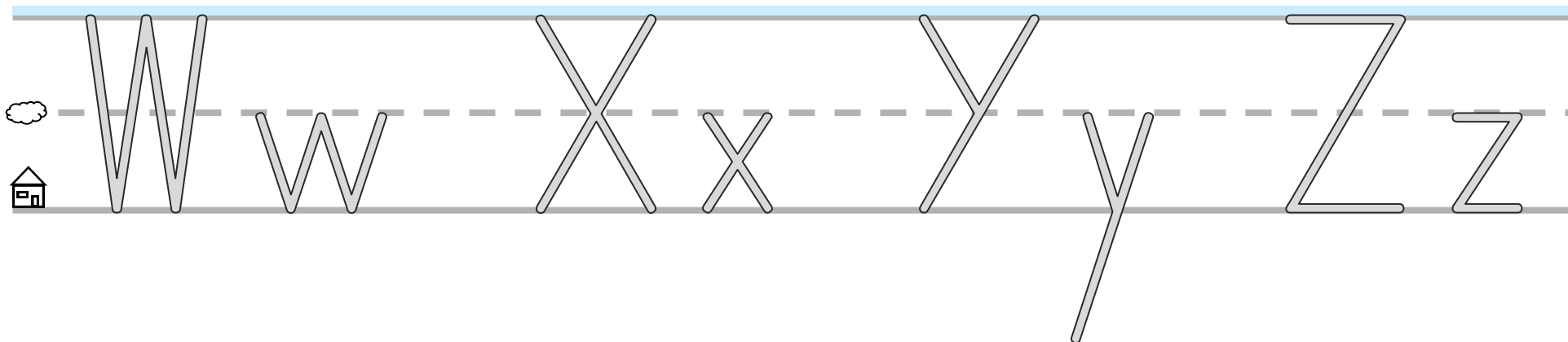
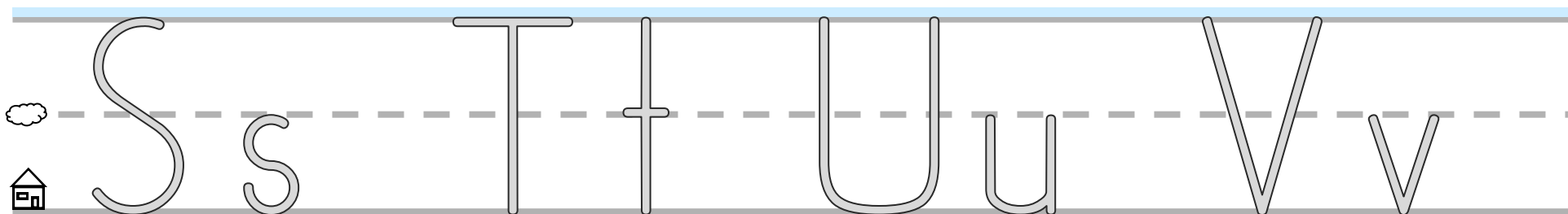
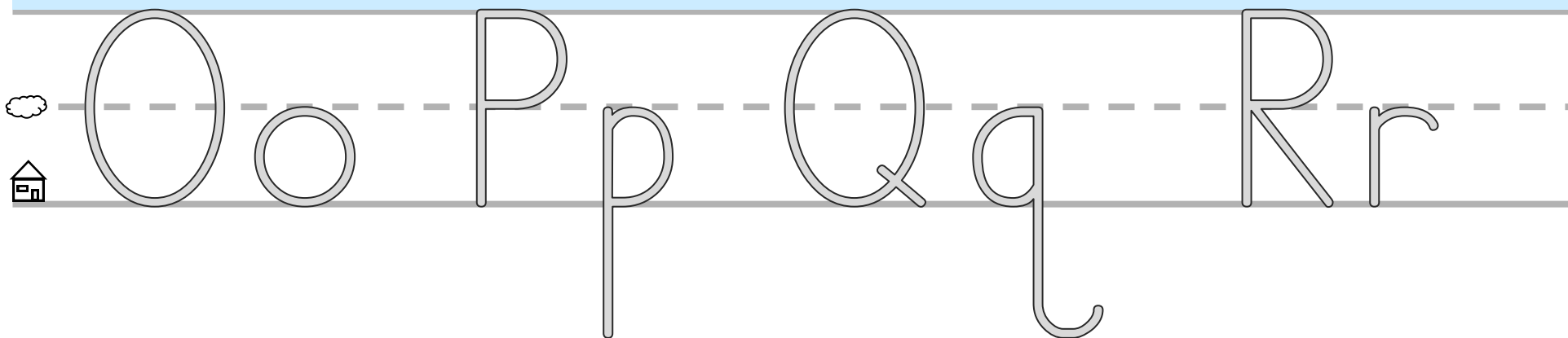
Handwriting Review # 5 - Trace these tricky letters, verbalizing as usual.



Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



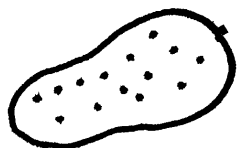
Trace the letters. Say the name and sound for each capital letter. Say the just the sound for each lower case letter.



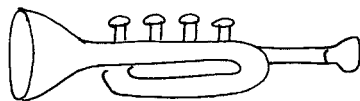
Oral Blending

Segmenting

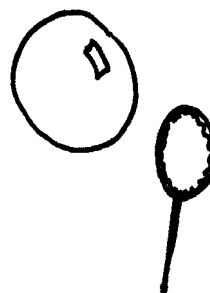
Two-Syllable Words



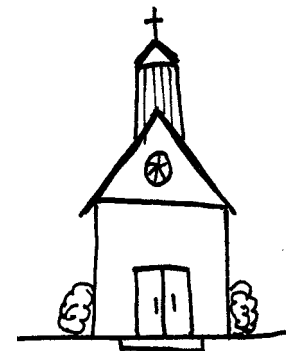
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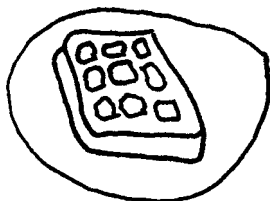
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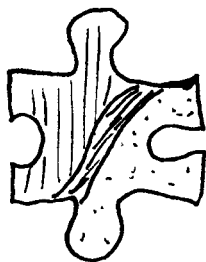
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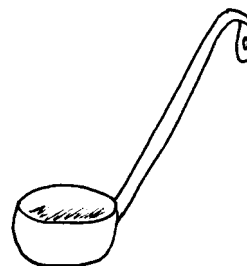
stee.....ple



waf.....fle



puz.....zle



la.....dle



sta.....ple

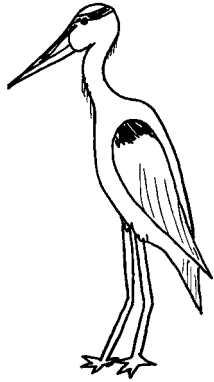
Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each part of the word separately, "rain....bow," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time, as they say each part. Assist as needed. Have the whole group repeat in the same way.

Oral Blending

Segmenting

Two-Syllable Words



her.....on



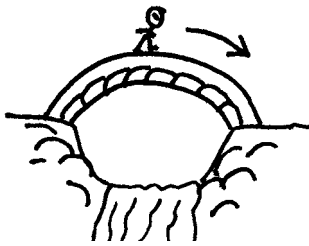
chil.....dren



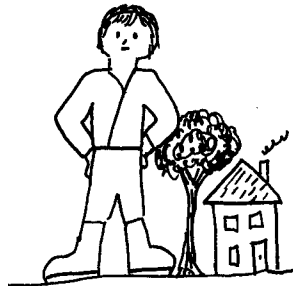
gar.....age



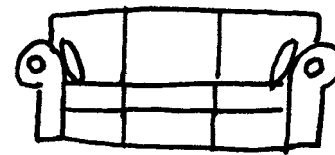
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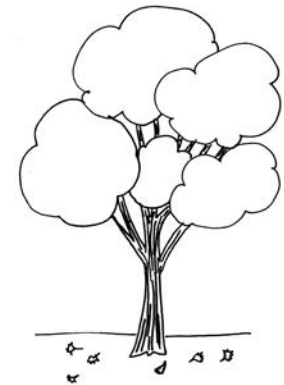
a.....cross



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so.....fa



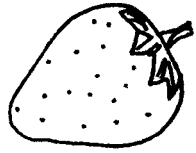
ma.....ple

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Oral Blending

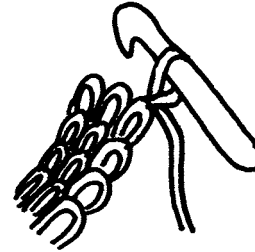
Segmenting



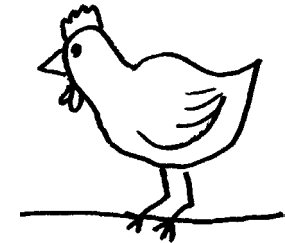
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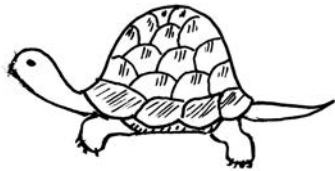
ceil.....ing



cro.....chet



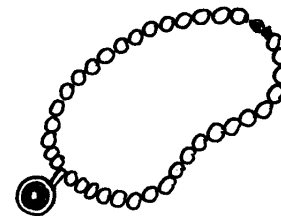
chick.....en



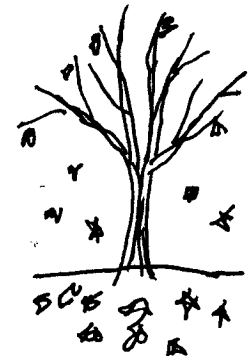
tur.....tle



pi.....rate



neck.....lace



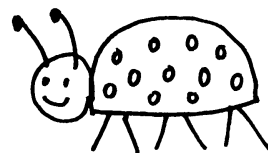
au.....turn

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

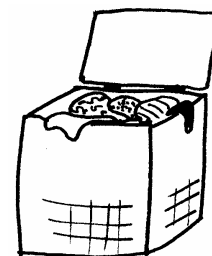
Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each part of the word separately, "rain....bow," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time, as they say each part. Assist as needed. Have the whole group repeat in the same way.



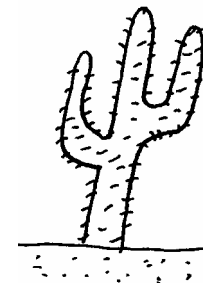
a.....corn



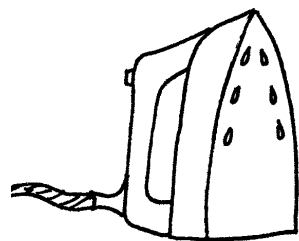
in.....sect



ham.....per



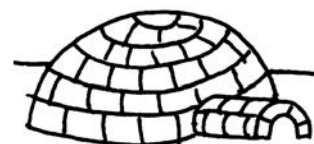
cac.....tus



i.....ron



jack.....et



ig.....loo



gar.....bage

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

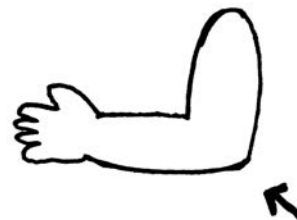
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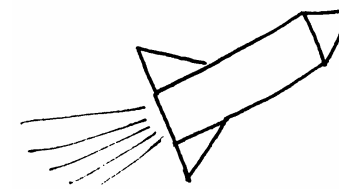
vul.....ture



quar.....ter



el.....bow



rock.....et



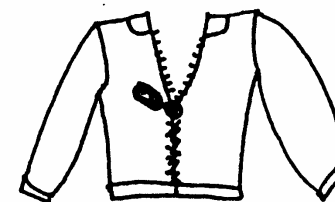
val.....ley



wal.....let



o.....live



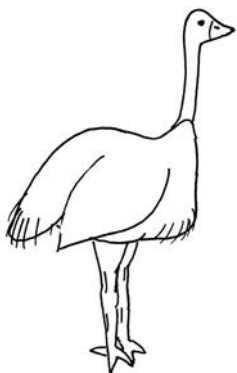
zip.....per

Oral Blending: Going in random order, the teacher says the name of each picture, separating it into two parts, with a pause in between, as shown above. Students point to the correct picture, name the picture (saying it normally, without a pause) and mark it. Explain any unfamiliar words and assist as needed. Vary the marking instructions from one picture to the next. For example, have students circle, underline, or put an X on a picture.

Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each part of the word separately, "rain....bow," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time, as they say each part. Assist as needed. Have the whole group repeat in the same way.

Oral Blending

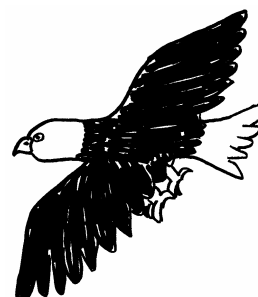
Segmenting



os.....trich



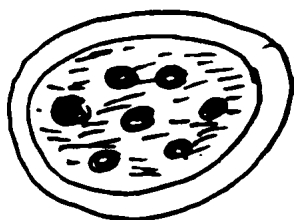
bar.....rel



ea.....gle



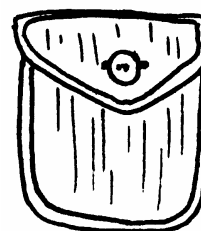
o.....boe



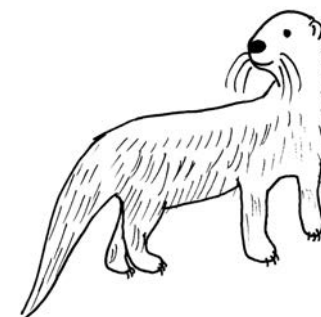
piz.....za



o.....kra



poc.k.....et



ot.....ter

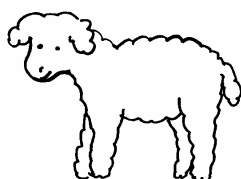
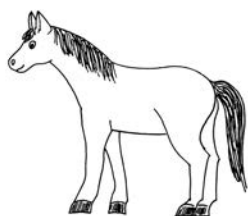
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Segmenting: Give students two tokens and a segmenting frame with two boxes. Students place one token in each box at the bottom of the frame. Point to the pictures one at a time. Call on a student to say each part of the word separately, "rain....bow," with a pause between the parts, pushing the tokens to the upper area of the frame, one at a time, as they say each part. Assist as needed. Have the whole group repeat in the same way.

Print Awareness Lessons - To Be Read Aloud To The Students

Number 5: Letters Have Names And Sounds

We're going to start today by talking about farm animals and the sounds that they can make. This will help us learn more about letters and their sounds.



Animals And Their Sounds

Look at the pictures of these animals. (Point to each animal as you proceed. Call on individuals to answer.) What is the name of this animal? (horse) How about this one? (pig) What is this animal? (sheep) And this one? (cat). Who can name this animal? (cow) What is the name of this animal? (dog) Great job! You could tell me the name of all of these animals.

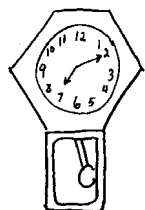
I want you to think for a minute. Can any of these animals make a sound? (Yes) What sound does a horse make? (neigh) Let's all sound like a horse together. (neigh) What sound does a pig make? (oink, oink) Everybody say it. (oink, oink, oink) What about a sheep? (baa). Let's say it. (baa, baa) What sound does a cat make? (meow) Everybody say it. (meow) What sound can a cow make? (moo) Everybody... (moo) What about a dog? (ruff, ruff) Together... (ruff, ruff) Good job!

Do you call this animal a neigh? (Point to the horse.) (Nooo!) What do we call it? (A horse.) That's right, it's name is a horse. And what is it's sound? (neigh) That's right. Is the name and the sound the same? (No.) Do you call this animal an oink? (Point to the pig.) (No!) What is it's name? (a pig) What is it's sound? (oink, oink, oink. Is the name the same as the sound? (No!) OK! You guys know about this very well! Fantastic.

Letters And Their Sounds

Now we're going to talk about the names of letters and their sounds. Let's talk about these letters. Does anyone know the name of this letter? (Point to T.) That's right, T. And this letter? That's right, H. What is the name of this letter? That right, W.

T



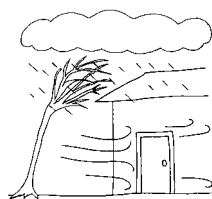
Look at the picture beside the letter T. It's a clock. When it ticks, it sounds like this: t, t, t, t. (Say the t sound.) You say it. Good. The sound for the letter T is t, t, t.

H



Look at the picture beside H. It shows a boy running. He's out of breath. He sounds like this: h, h, h. (Say the h sound.) You say it. Yes, that's right. The sound for H is h.

W



Look at the picture beside W. It shows the wind blowing. The wind sounds like this: wwwwww. You say it. The sound for W is wwwwww.

I'm going to point to each letter and it's sound picture. Give me the name of the letter, and then give me the sound. I want you to think about whether the letter name is the same as the letter sound. Be ready to tell me. (Point to the letter T and the picture. Students give the letter name and then the sound. Model as needed.) Is the name the same as the sound? (No!) (Point to the letter H and the picture. Students say the letter name and sound.) Is the name of this letter the same as the sound? (No!) (Point to the letter W and its picture. Students say the letter name and sound.) Is the name of this letter the same as the sound? (No!)

You have done a great job learning about letter names and sounds. Here is something important to know. When you read words, you don't use the letter names. You use their sounds. So when we look at our letters on flashcards, we'll always say their sounds. This will help us get ready to read real words.

You've done a great job listening. Give yourself a pat on the back!

Number 6: How We Speak - Making Sounds To Say Words

Every day we talk to people around us to tell them things. We might say, "I'm hungry," or, "I hurt myself," or, "Thank you for helping me." Another word for talking is speaking. Today we're going to learn how different parts of our body work together so that we can speak.

First, I want everyone to quietly blow on your hand, like this. (Blow on your hand to model.) What did you feel? You felt air. Air is all around us, but you can't see it. We know it's there because we can feel it. Air is what you feel when the wind blows. You might be surprised to know that air helps you to speak.

Now I want you to take a big, deep breath and hold it.....(model holding your breath).....OK, now you can breathe out. When you breath in, what is happening? Air is going down into a special place inside of you called your lungs. When you breath out, you're pushing the air back out of your lungs. We breathe in and out all day, every day, because we need oxygen from the air to help our bodies work.

It's a good thing we can push air out of our lungs, because that's what we need to do when we speak. But just breathing out, by itself, won't make the sound come out. We have to do something else, too.

Put the tips of your fingers on your throat, like this. (Model finger placement.) Now keep your fingers on your throat and say, "La, la, la, la, laaaa." What do you feel? If you don't feel anything, move your fingers a little and try again until you do feel it. There are two little flaps of skin inside your throat that are vibrating. Vibrating means moving back and forth really fast. These are your vocal cords, and you use them to make sounds when you talk. When you make sounds, you can feel the vibration with your fingers.

We also need to use our mouth when we talk, to make the words come out right. We might need to move our jaw (model moving jaw up and down), our lips, or our tongue to make the right sound. Put your lips together and make this sound, "Mmmmm." That's right. Now put your tongue under your teeth and make this sound, "Thhhhh." Good! Now open your mouth and say "Aaaahhhh." Perfect.

When we talk to each other, we say more than just sounds. Sounds all by themselves don't really mean anything. When we speak to each other, we use words. Words mean something. To say a word, we have to put more than one sound together. This happens so fast we never even think about it. Let's try it. Say, "Father." What does the word "Father" mean? Now, let's say that word very slowly, and listen carefully. We want to try to hear the sounds in it. "Fffffaaaathhhhherrrr." What sound did we say at the beginning of "Ffffather?" Let's say that

sound all by itself. "Ffff." What's the next sound we hear in "Faaaaather?" That's right. It's "Aaaahhhh." Can you hear the next sound? "Fathhhhhher." It's "Thhhhh." You try it. Let's listen for the last sound. "Fatherrrrrr." Who can hear it? It's "Rrrrrrr." Say it with me.

It sounds really strange to separate the sounds in a word, doesn't it? When we do that, it's called *segmenting* the word. Segmenting means breaking something into separate parts. Segmenting is not something we usually do when we are speaking, so we're not used to it.

The funny thing is, babies segment words all the time. Have you ever heard a baby talk? It doesn't say the whole word, does it? It just says parts of words, like "ma, ma, ma, ma," or "da, da, da, da." When babies talk this way, it's called babbling. That's how they learn to pronounce all kinds of sounds, so that they can eventually put them together to make whole words.

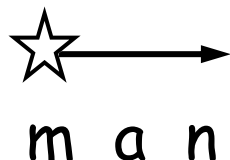


We'll be doing a lot of practicing, saying the separate sounds in words, to help us learn how to do it better. That will really help us learn to read. You'll find out why tomorrow. For now, I just want you to remember that when we say a word, our vocal cords and our mouth are forming all the sounds in the word. It happens so fast we don't even think about it.

Number 7 - Words Are Made Of Sounds, Letters Show Us Those Sounds

Let's look at our alphabet chart. Did you know that these letters that tell us about sounds can help us learn to read? It seems a little strange, because after all, we don't talk to each other with sounds. We talk to each other with words. But words have a secret, too, just like letters. We learned yesterday that words are made up of separate, individual sounds. Here is the secret. The letters in words tell us those sounds. Remember, we don't usually hear the sounds in words, because we say words fast, and slide the sounds together when we talk. But if you say a word slowly, in just the right way, you will be able to hear the separate sounds, just like we did with the word *father*.

Let's look at this word. It says *man*. We're going to use the letter sounds to help us read this word. Do you see the star and arrow above the word? We'll start with the letter under the star and follow the direction of the arrow when we look at the letters.



We're going to say the sound for each letter. Are you ready? Stretch the sounds out and pay attention to what your mouth is doing. You'll notice that your mouth, lips, and tongue are working to make each sound in the word come out. The

first letter is **m**. It shows us the mmmmmm sound. The next letter is **a**. It shows us the aaaaaaaa sound. The

last letter is **n**. It shows us the nnnnnnn sound. Let's put the sounds together, very slowly: Mmmmmaaaaaannnnnn.

When you say the word *man*, slowly, you can hear that you are really saying three separate sounds. When you put the sounds together fast, *man*, the sounds get all smushed together. Then it sounds like the regular word, *man*. What we just did is called decoding. Decoding means saying the sound of each letter in a word, one at a time, so we can figure out what the word says.

These ideas sound pretty silly and are probably a little confusing because we don't usually stop to think about how our mouth makes the sounds in words. We learned to talk when we were babies, and now our mouth just forms the words automatically. But thinking about how this happens will help us learn to read words, so that someday you can read stories, poems, newspaper articles, and anything else you want.

Number 8: More About Letters In Words

Here is the word *man* that we talked about yesterday. Do you remember how we looked at the letters and said the sounds? We're going to use this word to show you something important. We must understand that the letters in words are always written in a certain order.

The first letter in a word is always on the left side, like this.

m a n
①

The next letter is just to the right of the first, like this.

m a n
②

And the next letter is to the right of the second one, like this.

m a n
③

Since there are no more letters in this word, the third letter is the last letter. Let's look at the same word again, with each letter numbered.

m a n
① ② ③

Let's say the sounds one at a time to read this word, like we did yesterday. Remember we start with the first letter, then go to the second letter, and then the third letter. *Mmmmaaaaaannnnn*. Say it fast, *man*.

m a n



Here is another word. It has five letters.

s t a m p
① ② ③ ④ ⑤

Point to the letter that is first. Point to the letter that is last. Point to the letter that is second. Point to the letter that is third. This word says "stamp."

s t a m p



It doesn't matter how short or long a word is. We can use as many letters as we need. But we know that the first letter in a word is always on the left side, and that we look at each letter in order, starting at the left side and moving to the right.

You're probably wondering why all of this is so important. It's because, if the letters in a word get out of order, if they get mixed up, then it won't be the same word anymore. Look at these letters. They are the same letters that we saw in the word *stamp*. Do these letters show us that word?

t p m a s

No, they don't, because they're not in the right order. The *s* should be first and the *p* should be last and the other letters should be in just the right place in between.

Now why do the letters need to be in a certain order? To answer that question we need to remember the wonderful, magic part about words. Almost every word uses its letters to tell us the sounds that are in it. The first letter in a word tells us the sound that comes first when we say the word. The second letter tells us the sound that comes next, and so on. The letter at the end of the word tells us the sound that we say last when we say the word.

Why is this so wonderful? Because this helps us to figure out what a word says even if we don't know or can't remember. If we know the sound of each letter in a word, we can put the sounds together to figure out the word. This is called decoding, because it's like using a secret code.

As an added bonus, if we remember that the letters show us the sounds in words, we can also write the word whenever we want. All we have to do is say the word slowly, listen for the sounds one at a time, and write the matching letters.

If you understand what we've talked about, that's great! But don't feel bad if you don't really understand everything yet. In your books, you are going to learn everything we just talked about, one step at a time. You'll learn the sound for each letter of the alphabet and how to write it. You'll learn to hear the separate sounds in words. You'll learn how to put the separate parts of a word together to make the whole word. As you learn all of these things, some of that magic that we have been talking about will start to rub off on you. It won't happen all at once. It will happen a little bit at a time. You will learn to read.



Aa Bb Cc Dd Ee

Kk Ll Mm Nn Oo

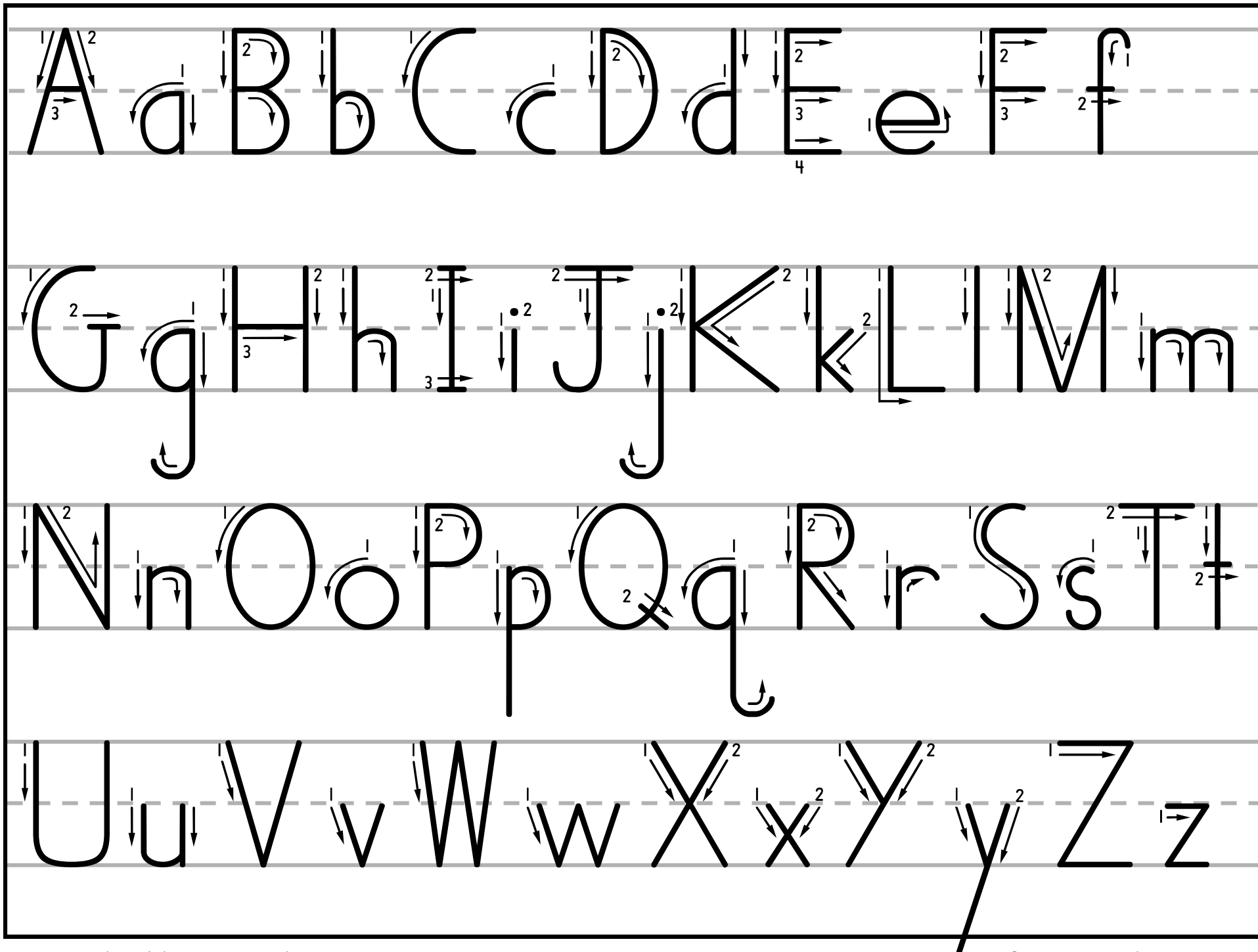
Uu Vv Ww Xx Yy

Use this page as a model for letter formation.

Ff Gg Hh Ii Jj

Pp Qq Rr Ss Tt

Zz

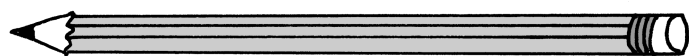


Learning The Alphabet Sequence Chart

Each section introduces a new alphabet letter, using the same sequence of pages: A) handwriting readiness picture(s), B) sound story, C) large letters to trace, D) small letters to trace, E) visual letter discrimination, F) handwriting review, G) beginning sound awareness, H) rhyming pictures, I) ending sound awareness, J) oral blending and segmenting exercises. Each book also includes four print awareness lessons to be read aloud by the teacher.

Book 1

	New Letter	Handwriting Readiness Picture Pages
1	T t	Raindrops, Target Practice
2	I i	Apple Drop
3	H h	Jumping Jacks 1, Rainbow 1
4	L l	Leaf Drop, Down The Steps
5	N n	Frog Hop 1
6	W w	Mountain Tops
Review Tt Ii Hh Ll Nn Ww: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
7	U u	Waves, Dinosaur
8	B b	Jogger
9	M m	Frog Hop 2
10	R r	Bus Stop
11	F f	Figure Eight Race Track 1, Rainbow 2
12	X x	Two Mazes
Review Uu Bb Mm Rr Ff Xx: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
13	E e	Boy Going Home, Bee And Flower



Book 2

	New Letter	Handwriting Readiness Picture Pages
14	S s	Figure Eight Race Track 2
15	J j	Ant Hill
16	O o	Bubble Blow
17	C c	Willy Worm
18	D d	Round Race Track, Jumping Jacks 2
Review Ee Ss Jj Oo Cc Dd: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
19	A a	Mouse And Cheese
20	V v	Bat Cave
21	G g	Mouse Walk
22	P p	Dog Run
23	K k	Waterslide
24	Y y	Two Mazes Reversed
Review Aa Vv Gg Pp Kk Yy: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
25	Q q	Bird Nest
26	Z z	Double Pyramid
Review Gg Pp Kk Yy Qq Zz: Match capital and lower case letters to sound pictures. Circle letters to match sound pictures.		
Handwriting Review: Trace all capital and lower case letters in alphabetical order.		
BONUS: Beyond The Alphabet Sounds From Part 2 Of The Sound Story		

Learning The Alphabet Teaching Schedule - Book 1 - Pages To Do Each Day - 49 Days Total For Book 1 Alphabet Letters

Letter	Day	Pages To Do		Letter	Day	Pages To Do		Letter	Day	Pages To Do
T t	1	12-14		U u	1	81-83		E e	1	148-150
	2	15-17			2	84-86			2	151-153
	3	18-20			3	87-90			3	154-157
	4	21-23								
I i	1	24-25		B b	1	91-92		<p>Alphabet letters that have both beginning and ending sound pages will take four days to complete.</p> <p>In general, alphabet letters that have just beginning sound pages will take three days to complete.</p> <p>However, some letters that have just beginning sound pages are followed by two review pages. These letters will take four days to complete.</p> <p>The letter X x has an ending sound page but not a beginning sound page. It is followed by review pages, so it will take four days to complete.</p> <p>On the first day for each new letter, do the listed pages and then have students trace large patterns for the letter on the chalkboard.</p>		
	2	26-28			2	93-95				
	3	29-32			3	96-98				
H h	1	33-35			4	99-101				
	2	36-38		M m	1	102-103				
	3	39-41			2	104-106				
	4	42-45			3	107-109				
L l	1	46-48			4	110-112				
	2	49-51		R r	1	113-114				
	3	52-54			2	115-117				
	4	55-57			3	118-120				
N n	1	58-59			4	121-123				
	2	60-62		F f	1	124-146				
	3	63-65			2	127-129				
	4	66-68			3	130-132				
W w	1	69-70			4	133-135				
	2	71-73		X x	1	136-137				
	3	74-76			2	138-140				
	4	77-80			3	141-143				
					4	144-147				

Learning The Alphabet Teaching Schedule - Book 2 - Pages To Do Each Day - 47 Days Total For Book 2 Alphabet Letters

Letter	Day	Pages To Do		Letter	Day	Pages To Do		Letter	Day	Pages To Do
S s	1	12-13		V v	1	73-74		Z z	1	138-139
	2	14-16			2	75-77			2	140-142
	3	17-19			3	78-80			3	143-145
	4	20-22			4	81-83			4	146-150
J j	1	23-24		G g	1	84-85		<p>Alphabet letters that have both beginning and ending sound pages will take four days to complete.</p> <p>In general, alphabet letters that have just beginning sound pages will take three days to complete.</p> <p>However, some letters that have just beginning sound pages are followed by two review pages. These letters will take four days to complete.</p> <p>On the first day for each new letter, do the listed pages and then have students trace large patterns for the letter on the chalkboard.</p>		
	2	25-27			2	86-88				
	3	28-31			3	89-91				
O o	1	32-33			4	92-94				
	2	34-36		P p	1	95-96				
	3	37-40			2	97-99				
C c	1	41-42			3	100-102				
	2	43-45			4	103-105				
	3	46-49		K k	1	106-107				
D d	1	50-52			2	108-110				
	2	53-55			3	111-113				
	3	56-58			4	114-116				
	4	59-63		Y y	1	117-118				
A a	1	64-65			2	119-121				
	2	66-68			3	122-124				
	3	69-72			4	125-128				
				Qu qu	1	129-130				
					2	131-133				
					3	134-137				

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 1

PDF files for books, workbooks, wall charts, sound picture cards, alphabet cards, and alphabet games may be downloaded without charge from www.soundcityreading.net. Some assembly is required. Plastic alphabet letters are available at a very reasonable price from www.alphabetletter.com.

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Alphabet Cards - Go through all of the letter cards that have been taught. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly.
- C. Handwriting Readiness - Complete the handwriting readiness page with the students. Students will add lines or other written shapes to the page to complete a picture. If there are two pages, complete both pages.
- D. Sound Story - Read the new sound story page aloud to the students. Point to the sound picture, say its sound, and have the students repeat. Point to each letter on the page and have students say the sound for each of the letters.
- E. Handwriting Introduction On The Chalkboard
 - 1) Demonstrate how to write the new capital and lower case letters on the chalkboard. You will not draw lines for this first introduction. Discuss where each letter starts, which direction to go, and where to stop. Then trace the letters that you wrote one time each, saying the name and sound for the capital letter and just the sound for the lower case letter as you trace.
 - 2) Write the new capital and lower case letter many times going across the chalkboard, low enough for the students to reach. Do not use lines. The letters should be very large.
 - 3) Call students to the board in rotating groups. One student stands by each pair of letters. Have students trace the capital letter repeatedly, saying the name and sound, "Capital T, /t/," each time they trace. Watch and provide assistance as needed so that every student is using correct letter formation. Now ask the students to trace the lower case letter repeatedly, saying just the sound. Help as needed. Allow students to trace each letter at least six to eight times, or more. Instead of counting the number of times traced, it's easier to allot forty to sixty seconds of tracing time for each letter. The amount of time required will depend on the time it takes to assist students as needed. After the first group has finished, call up the remaining groups, one group at a time, continuing in the same way.
- F. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

LEARNING THE ALPHABET - LESSON OUTLINE- DAY 2

PDF files for books, workbooks, wall charts, sound picture cards, alphabet cards, and alphabet games may be downloaded without charge from www.soundcityreading.net. Some assembly is required. Plastic alphabet letters are available at a very reasonable price from www.alphabetletter.com.

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Alphabet Cards - Go through all of the letter cards that have been taught. Students give the sounds in unison. Cards that are known go into one pile. Cards that are not yet known go into a second "we're still working on these" pile. For the unknown cards, point out the letter and sound picture on the sound chart, model the sound and have students repeat. Praise students for gradually being able to say more of the sounds correctly.
- C. Trace Large And Small Letters In The Book
 - 1) Explain or review how to hold a pencil correctly.
 - 2) Draw a set of large lines on the board that are just like the lines that the students will write on. Explain that the top line is the sky line, the middle line is the cloud line, and the bottom line is the ground line. On the lines on the board, model how to write the capital letter. Explain where to start, which direction to go, where to end, and any other information as needed.
 - 3) Have students trace the large capital letter in their books at least six to eight times. They should move their entire arm from the shoulder as they trace. Each time they trace they should say the name of the letter (Capital T) and its sound, /t/. Monitor and assist as needed.
 - 4) On the lines on the board, model how to write the lower case letter, explaining where to start, which direction to go, and so on.
 - 5) Have students trace the large lower case letter in their books at least six to eight times, saying just the sound of the letter, /t/. Students should not say the letter name. They should move their entire arm from the shoulder as they trace. Monitor and assist as needed.
 - 6) Students trace each of the smaller capital and lower case letters, using correct letter formation, verbalizing as before each time they trace. Monitor and assist as needed.
- D. Visual Letter Discrimination - Work with the students to complete the letter discrimination page, providing assistance as needed.
- E. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

LEARNING THE ALPHABET - LESSON OUTLINE - DAY 3

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Sound Cards - Show the letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
- C. Handwriting Review - Students will practice writing capital and lower case letters that they have learned. Draw handwriting lines on the chalkboard that match the lines on the students' page. The lines can be closer together than on days one and two. Write the letters that appear on the students' pages, one at a time, going in the same order, on the lines on the board. Briefly review how to write each letter as you write it. Immediately trace the letter one time while saying the name and sound for capital letters (Capital T, /t/) or just the sound for lower case letters (/t/). Students watch you write and trace the letter, then immediately trace the same letter on their page, verbalizing in the same way. Monitor and assist as needed. (Note: As students become familiar with how to write the letters, you can adjust these instructions. For the most recent letters, review how to write the letters as described above. For letters that have been practiced several times, you can skip the letter formation review and just write the letter while verbalizing as usual.)
- D. Complete the oral blending and segmenting page with the students. If you wish, you can wait and do the segmenting exercise at a later time, during small group rotations.
- E. Beginning Sound Awareness - Complete the beginning sound page with the students. Explain that all of the words begin with the same sound. Read the first word, emphasizing the beginning sound. Students repeat the word, circle the first letter in the word, and say its sound. Continue in the same way for all of the words on the page. Discuss the meanings of any unfamiliar words. Students are not expected to read the words.
- F. If the letter being studied does not have an ending sound page, you will complete the rhyming page on day three. Otherwise, the rhyming page will be done on day four.
- G. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

LEARNING THE ALPHABET - LESSON OUTLINE - DAY 4 - Some letters do not have a day four lesson.

- A. Alphabet Chart - Point to all the letters that have been taught, one at a time, saying the sounds with the students.
- B. Sound Cards - Show the letter cards that have been taught. Students say the sounds. Make two stacks of letter cards as before, letters that are known and letters that are still not known.
- C. Handwriting Review - Students will practice writing lower case letters that they have learned. Draw handwriting lines on the chalkboard that match the lines on the students' page. The lines can be closer together than on days one and two. Write the letters that appear on the students' pages, one at a time, going in the same order, on the lines on the board. Briefly review how to write each letter as you write it. Immediately trace the letter one time while saying the letter sound (/t/). Students watch you write and trace the letter, then immediately trace the same letter on their page, verbalizing in the same way. Monitor and assist as needed. (Note: After students have become familiar with how to write the letters, continue the letter formation review for recent letters, but skip it for letters that have been practiced several times. Just write the letter one time while saying its sound.)
- D. Complete the rhyming page with the students. First, help the students name each of the pictures. Explain any unfamiliar words. Explain to the students that they will be finding words that end the same way. Look at the pictures in the first column one at a time, going down the column. For each picture in the first column, help students find the word that rhymes in the second column. Say the name of the word in the left column, and then the names of each of the words in the second column, one at a time, until students identify the word that rhymes. Emphasize the vowel sound and ending consonant sound as you pronounce each word. Students draw a line to connect each pair of rhyming pictures.
- E. Ending Sound Awareness - Complete the ending sound page with the students. Explain that all of the words on the ending sound page end with the same sound. Read the first word, emphasizing the last sound. Students repeat the word, circle the last letter in the word, and say its sound. Continue in the same way for all of the words on the page. Discuss the meanings of any unfamiliar words. Students are not expected to read the words.
- G. Alphabet Review Pages - Two review pages are included after every sixth letter taught and after the letter z. On the first review page, help the students match the sound pictures and letters. Look at the first sound picture and call on a student to give the sound. Ask students to look at the capital letter in the first column. They should find the capital letter that represents the same sound and draw a line from the letter to the sound picture. Now have students look at the lower case letters in the second column. They should find the lower case letter that represent the same sound and draw a line from it to the same sound picture. Continue in the same way with the remaining sound pictures, going down the column. On the second review page, ask students to look at the sound picture, look at the letters in the row beside the picture, and circle the letter that represents the same sound. Tell students to complete the page on their own in the same way. If a student makes a mistake, make a note of it and help the student figure out the right answer so the paper can be corrected.
- F. Rotate three groups of students to a teaching table. Do any of the recommended small group activities.

Spelling With Plastic Letters - Optional at this level - The numbered illustrations on the next pages 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.

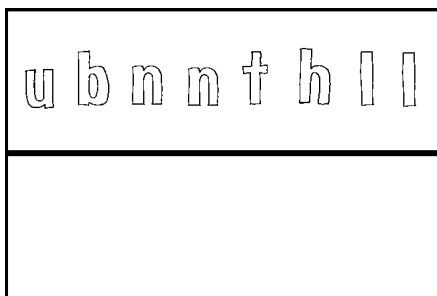
Spelling With Plastic Letters - Continued - The numbered illustrations match the numbers below.

- | | |
|----|--|
| 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. |

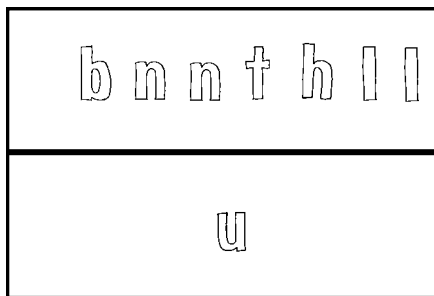
See the word lists starting on page 178 for words to spell during each lesson.

Spelling With Plastic Letters - See Instructions 1-8 Above

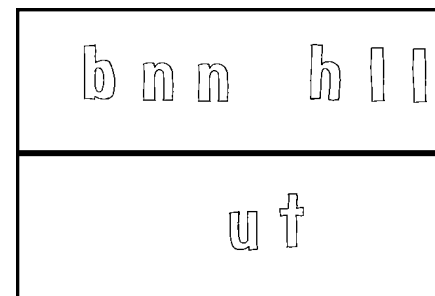
2) Students listen to the sounds and place the letters on their mats.



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



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



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 "hut" and spell the word.

b n n l l
h u t

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

b n n l l
h u t

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

b n n l l
h u t

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

b n h l l
n u t

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

b n n l l
h u t

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

n n t l l
h u b

Words To Spell With Plastic Letters - Optional At This Level

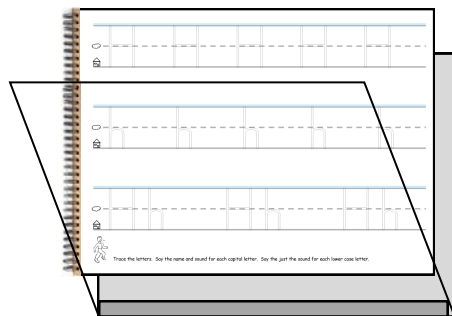
	New Letters	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
1	T t		If a word ends with a double letter (ll, ff, ss, zz, etc.) just tell the students to use two letters for that sound.	
2	I i		It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with short i.	
3	H h			
4	L l			
5	N n			
6	W w			
7	U u			
8	B b	t, h, l, l, n, n, u, b	ut, ul, un, ub, tu, hu, lu, nu, bu	bun, but, nut, hut, hub, hull, null, tub, nub, nun
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 short 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

Words To Spell With Plastic Letters - Optional At This Level				
Lesson	New Letter	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
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
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	G g			
22	P p	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	K k	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	Y y	f, m, x, s, s, h, k, d, d, 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

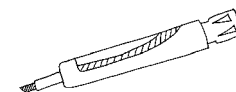
Words To Spell With Plastic Letters - Optional At This Level

Lesson	New Letter	Select These Letters	Letter Combinations To Make	Words To Spell
25	Qu qu	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	Z z	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
After completing these lessons begin working with two short vowels in the same lesson. Students would spell words like cat, cab, can, mad, cut, cub, cuff, and mud. Students have to listen carefully to the words to choose the correct vowel.				

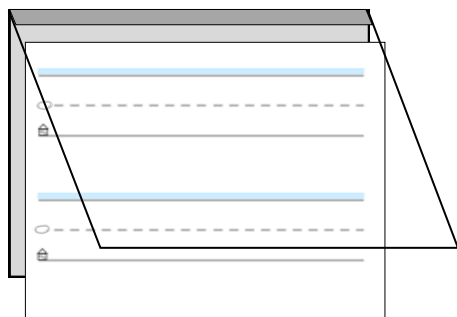
During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.



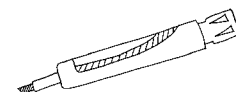
Using A Dry-Erase Frame With The Letter Tracing Pages



To use the pages in this book with dry-erase markers, tape a clear presentation cover sheet to a piece of cardstock along the bottom edge, so that the two pieces open like a hinge. Place this over a page in this book, with the clear sheet lying flat on the work sheet, and the card stock behind the worksheet. Students can use a fine tipped dry-erase marker to trace the letters. Students should say the letter name and sound as they trace each capital letter. They should say only the sound as they trace each lower case letter.



Using A Dry-Erase Frame With The Blank Lines (Optional at this level.)



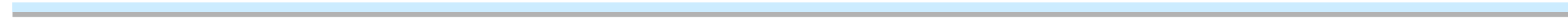
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheet of blank lined paper under the clear cover sheet. Students can turn the page over as needed so that the desired line size is facing up.

Dictate the sound for each letter that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker. Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase frame. See page two.



Tape a clear cover sheet to a sheet of card stock along the top edge. Place this page beneath the clear cover sheet to make a dry-erase frame. See page two.



Three Sounds

Three Sounds

Two Sounds

Two Sounds

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

This page is left blank so that the segmenting frames on the other side can be removed from the book.

Overview Of The Sound City Reading Books

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Materials and books are available as PDF downloads at www.soundcityreading.net.

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 word they study will be matched with a picture. The vowels are color-coded to make them stand out in the words. 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. Students spell and read ten new words for each pattern. Each new word is matched with a picture. The vowels are color-coded to make it easier for students to see them in the words. Students also 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.

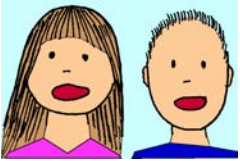


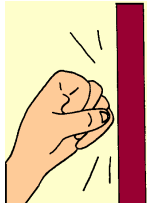











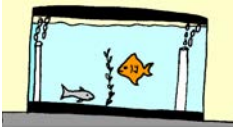

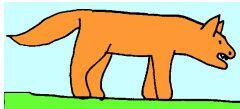
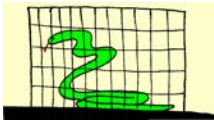







Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read color-coded rhyming lists followed by word lists with the same beginning sounds (body-coda lists). to build fluency. 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, grade levels 1.1 through 4.7, obtained separately.



<p>Aa</p> 	<p>Bb</p> 	<p>Cc</p> 	<p>Dd</p> 	<p>Ee</p> 	<p>Ff</p> 	<p>Gg</p> 
<p>Hh</p> 	<p>Ii</p> 	<p>Jj</p> 	<p>Kk</p> 	<p>Ll</p> 	<p>Mm</p> 	<p>Nn</p> 
<p>Oo</p> 	<p>Pp</p> 	<p>Qq</p> 	<p>Rr</p> 	<p>Ss</p> 	<p>Tt</p> 	<p>Uu</p> 
<p>Vv</p> 	<p>Ww</p> 	<p>Xx</p> 	<p>Yy</p> 	<p>Zz</p> 	<p>Letters Of The Alphabet</p>	
					<p>Ii</p> 