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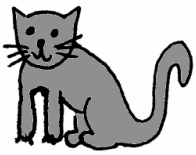

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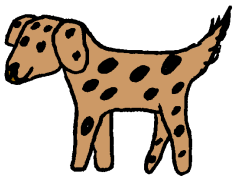
Picture Dictionary

A - Z

Words And Pictures Sorted By
Beginning And Ending Sounds



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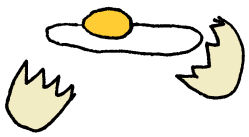

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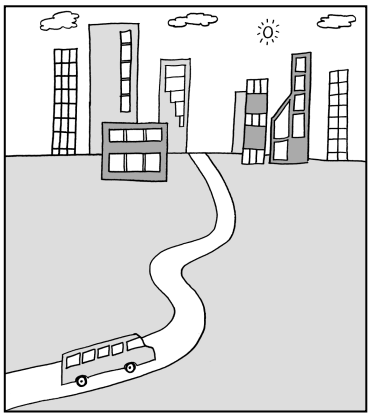
Bonus: First 300 Words (No Pictures)

Picture Dictionary

A - Z

Beginning And Ending Sound

Words And Pictures



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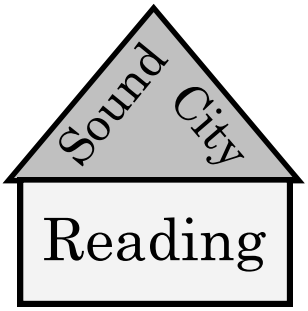

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Teaching Notes

1. Using This Book With Students Who Are Learning The Alphabet

This book can be used to reinforce beginning and ending sounds in words with students who are learning the alphabet. It will work well as a supplement to *Exploring Sounds In Words, Books 1 and 2*. Students will not be ready to read these words on their own, but the words and pictures can be used as examples of words that begin or end with a particular letter sound. This will prepare students to complete the beginning and ending sound pages in the *Exploring Sounds In Words* books.

After introducing a new letter, study the related beginning sound pages in this book. Show the students the beginning sound words and pictures. Working together, look at each picture, think of the sound of the beginning letter, and try to identify the word. Students may be able to predict the correct word. If not, tell them the word. Students are not expected to read the words at this level. Explain the meanings of any unfamiliar words.

After identifying a word, have students say the word slowly, listening carefully for the beginning sound. Point out that all the words on the page start with the same sound, represented by the same letter. You may want the students to circle the beginning letter or highlight it with a yellow crayon, while saying the sound. Students will begin to get a sense of how letters are used in words, and they will better understand the concept of beginning sounds in words.

Follow the same procedure with the ending sound pages. This time point out the ending letters which represent the ending sounds in the words. You may want students to mark the ending letters as before. Some of the words end with a silent e. Explain that in these words we don't hear the e sound at the end. Have students write a small x above the e to remind them that it is not pronounced. Then have them circle or highlight the letter just before the silent e.

2. Using This Book With Students Who Are Reading

Each page shows a list of words, illustrated with small pictures, that begin or end with a specific letter of the alphabet. The pictures themselves provide the definition for each word – there are no written definitions. The word lists are arranged in alphabetical order. Within each list, the words are also in alphabetical order.

Students who are already reading can use these lists as a spelling reference during creative writing periods. Show the students how to use alphabetical order to find the page with the word they need.

Write several words on the board. Show students how to look at the first letter, then the next letter, and so on, to put the words into alphabetical order. Show them how to look at the lists in this book, looking at the first, second, and third letters, to find the word they are looking for.

Explain that although this dictionary does not contain every word, they will be able to find the correct spelling for many words. They may also want to practice reading the words.

More Information

There are two beginning sound lists for each of the vowels. The first list begins with the short vowel sound and the second list begins with the long vowel sound.

Ending sound pictures are included only for those letters that commonly appear at the end of words.

The beginning or ending sound letters are shown at the top of each page. Beginning letters are shown with a picture from *A Sound Story About Audrey And Brad*. The story is included at the end of this book. Read the sound story aloud so that students are familiar with the pictures and their related sounds.

Ending sound letters are shown with a picture of a key word. Say the name of the picture slowly, emphasizing the ending sound. Have students repeat the word and listen for the sound at the end.

Some pictures are used more than once. For example, the word *yak* might be used in the list of words ending with *k*, and then used again in the list of words beginning with *y*.

Students may enjoy copying and illustrating some of the words.

Reminder About Working With Silent E Words

Explain to the students that some words on their pages end with an *e* that is not pronounced (robe, pine, sleeve). Pronounce these words carefully with the students, listening for the ending sound. They will notice that they do not hear the *e* when they pronounce it. Show students how to mark the *e* at the end of the word by placing a small x above it. This is a reminder that the *e* is "silent" in the word. Even though we see it in the word, we do not say its sound.

Using The Pages For Decoding Practice

Students who have learned the basic phonics patterns will be able to read the words in this dictionary. If so, you may want to use the pages as a mixed decoding review. Work with the students to analyze the phonics patterns in each word. Divide between syllables if needed. Underline vowel teams, either vowel-vowel patterns (ai, ee, oa, ou, ue), vowel-consonant patterns (ar, ir, er), or vowel-consonant-consonant patterns (igh, ild, old, oll) and say the sounds. Put a dot under single vowels, decide whether the syllable is open or closed, and say the vowel sound. Then read the whole word.

You could also have students practice spelling the words.

Using The List Of The Most Common Three-Hundred Words

Students who are already reading may use the alphabetical list of the most common three-hundred words as an extra spelling reference when they are writing independently. These words are not illustrated.

You may want to have students practice spelling these words.

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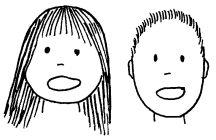

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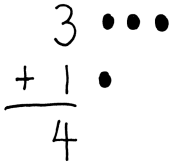

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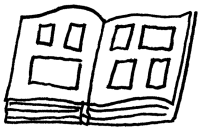

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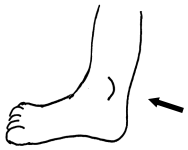

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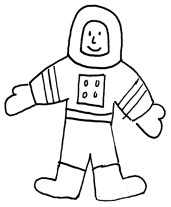

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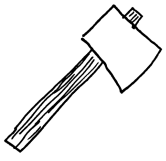

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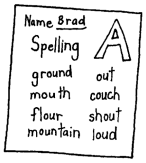

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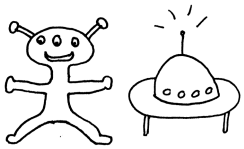

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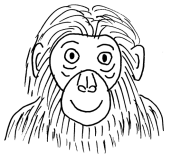

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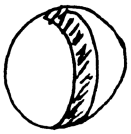
ball 

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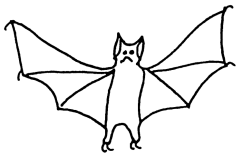
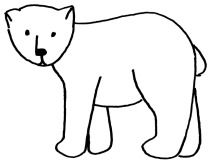
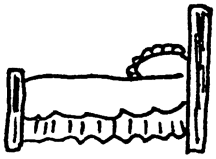
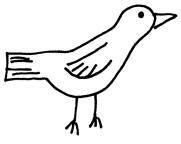
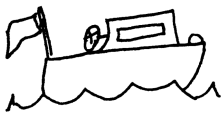
bat 

bear 

bed 

bird 

boat 

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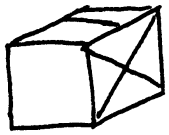
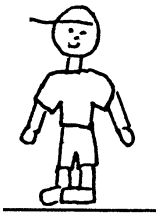
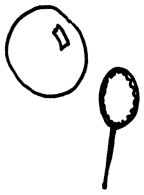
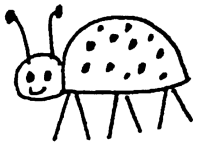
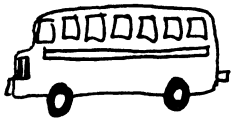
box 

boy 

bubble 

bug 

bus 

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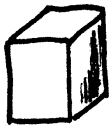
cube 

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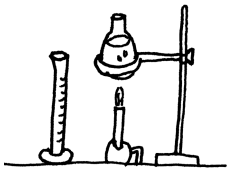
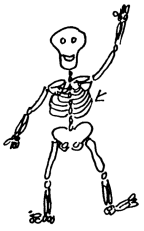
lab 

rib 

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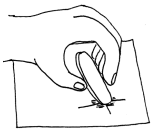
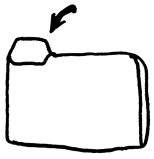
rub 

tab 

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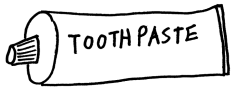
tube 

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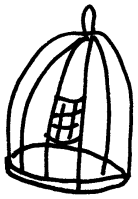

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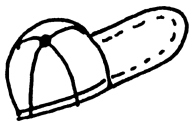

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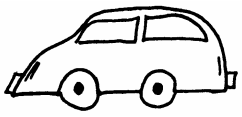

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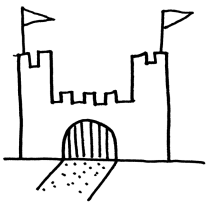

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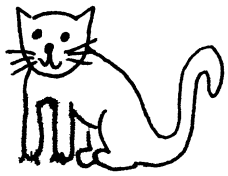

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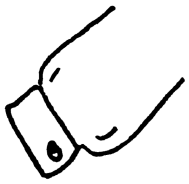

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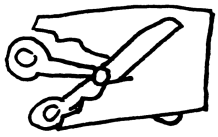

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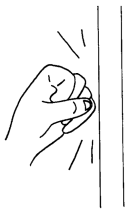

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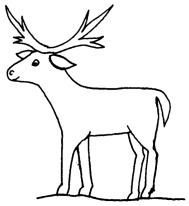

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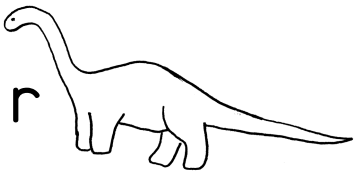

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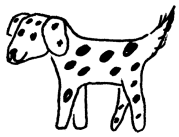

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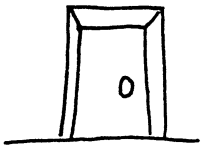

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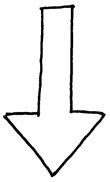

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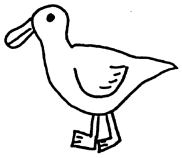

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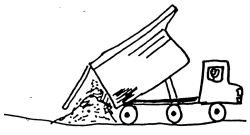

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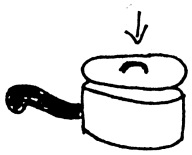
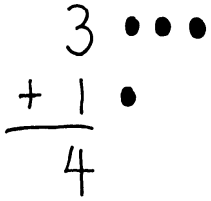
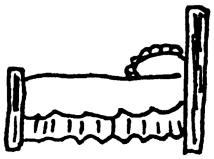
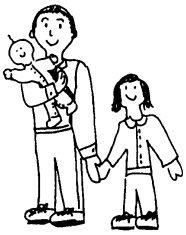
_d  lid

add 

bed 

dad 

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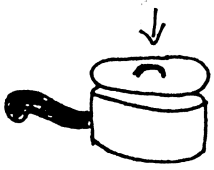
lid 

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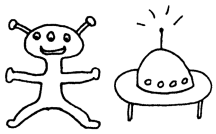
odd 

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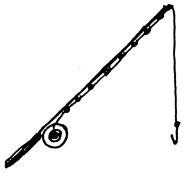
rod 

sad

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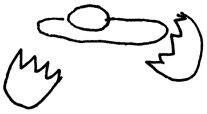
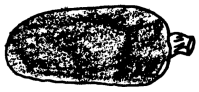
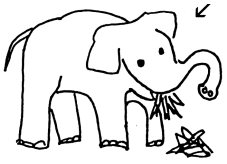
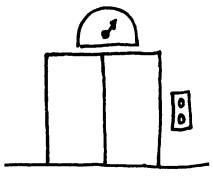
egg 

eggplant 

elephant 

elevator 

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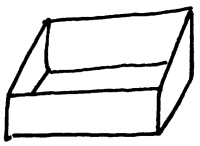
empty 

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envelope

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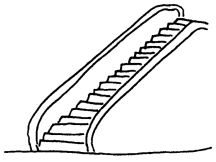
escalator 

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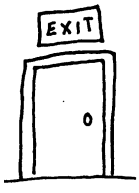
exit 

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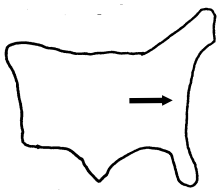
east 

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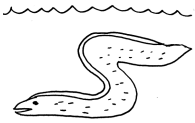
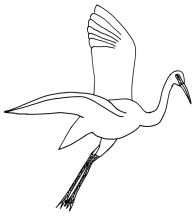
eel 

egret 

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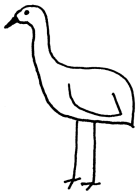
emu 

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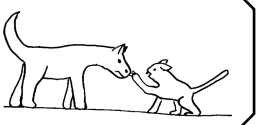
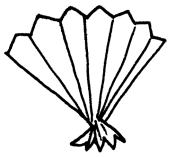


fan 

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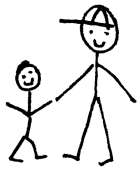
father 

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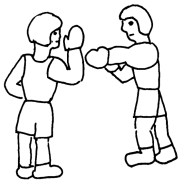
fight 

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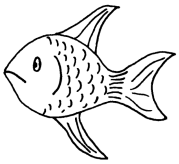
fish 

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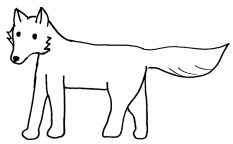
fox 

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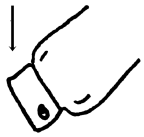

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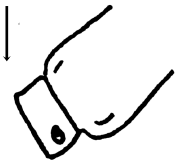
cuff 

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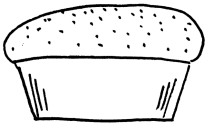
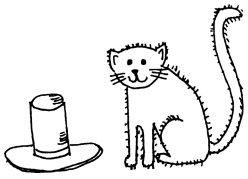
loaf 

off 

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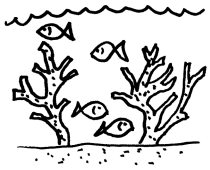
reef 

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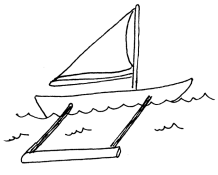
skiff 

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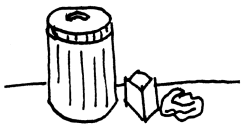
garbage 

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girl

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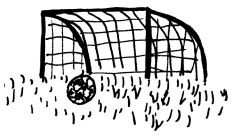
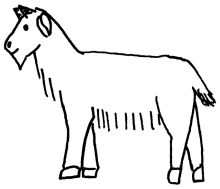
goal 

goat 

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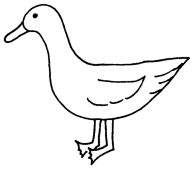
goose 

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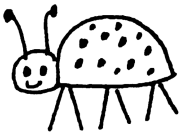

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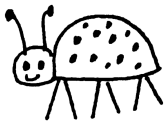
bug 

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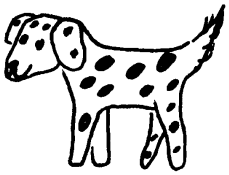
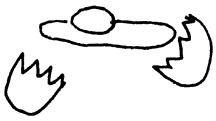
dog 

egg 

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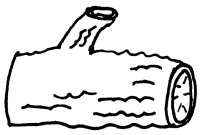
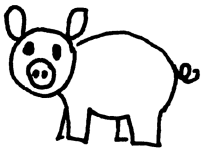
log 

pig 

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wig

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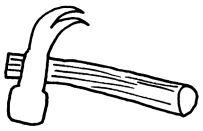
Hh

hair

hammer



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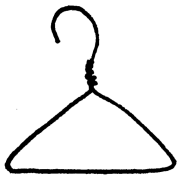

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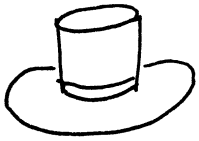

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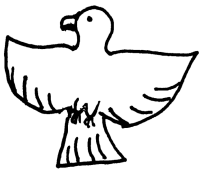

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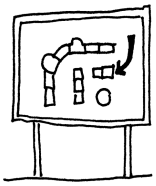

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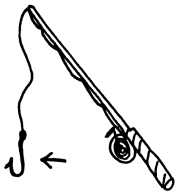

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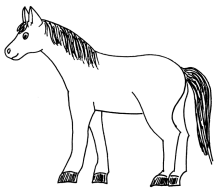

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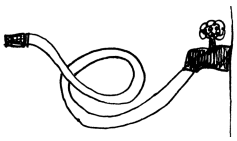

house

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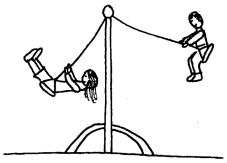

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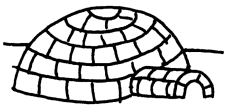

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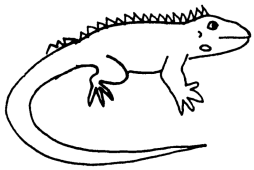

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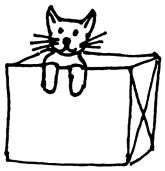

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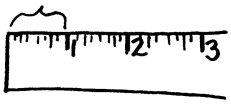

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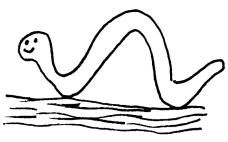

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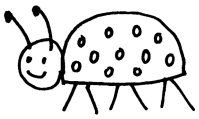

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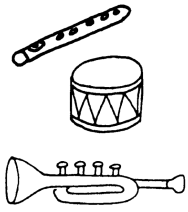

invitation

itch

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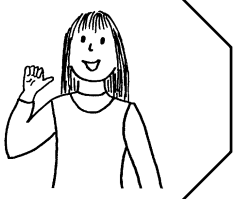

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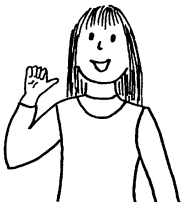

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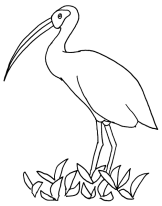

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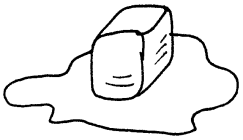

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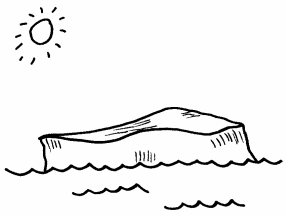

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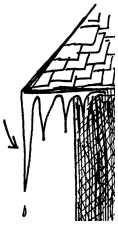

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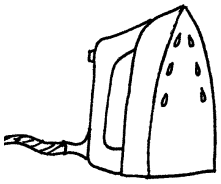

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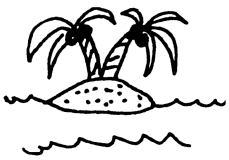

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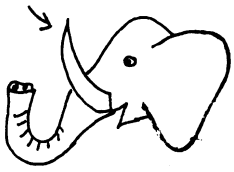

ivy

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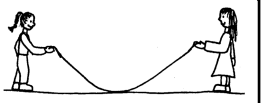

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Jack-in-the-box

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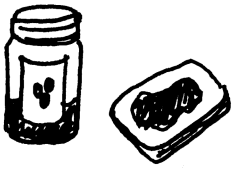

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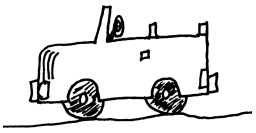

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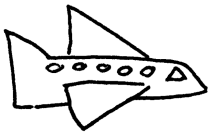

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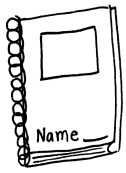

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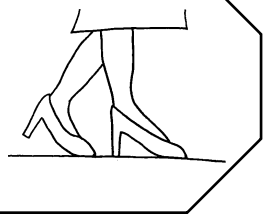

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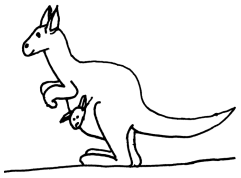

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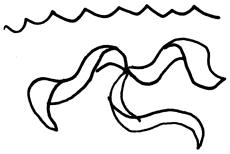

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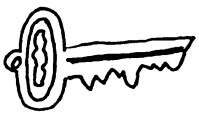

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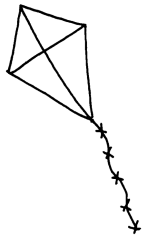

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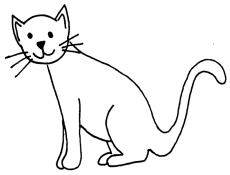

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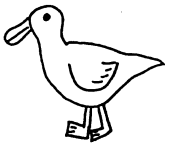
_k  duck

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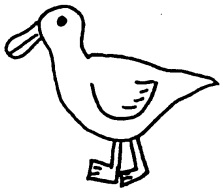
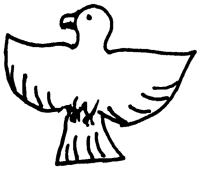
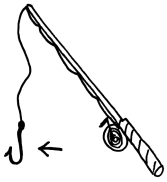
duck 

hawk 

hook 

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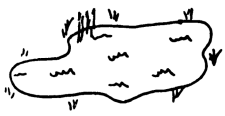
lake 

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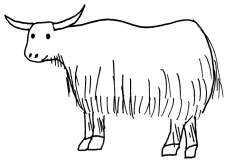
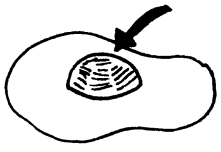
yak 

yolk 

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L l

ladder

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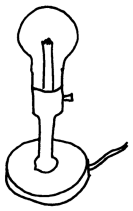

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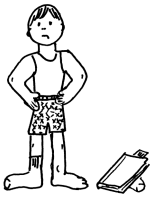

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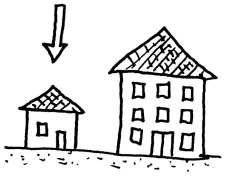

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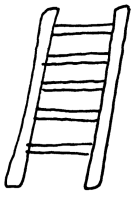

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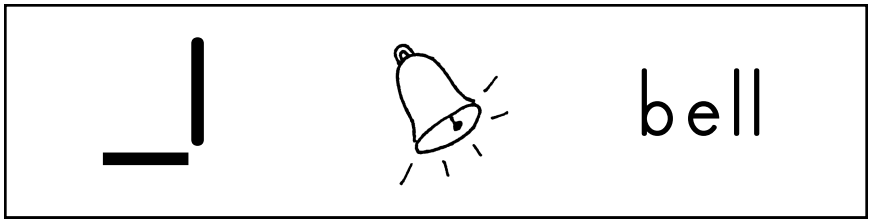
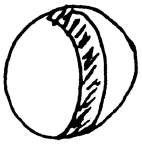


ball 

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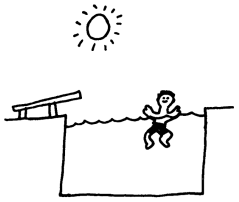
pool 

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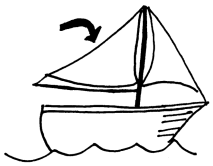
sail 

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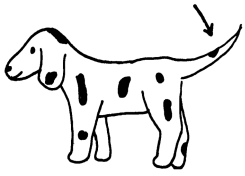
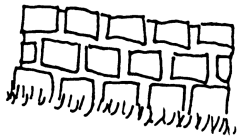
tail 

wall 

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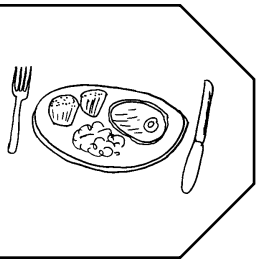

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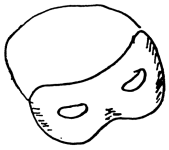

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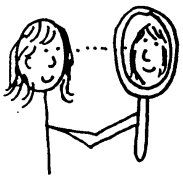

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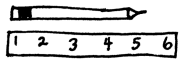

milk

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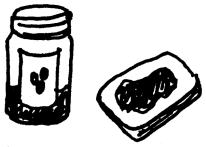
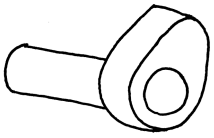
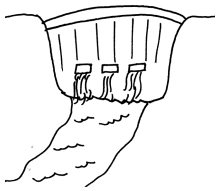
_m  jam

cam 

dam 

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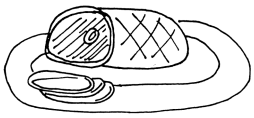
ham 

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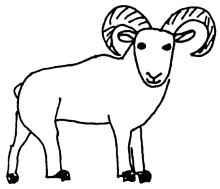
ram 

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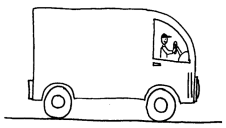

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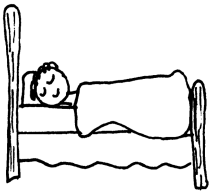
nap 

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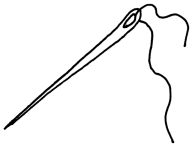
needle 

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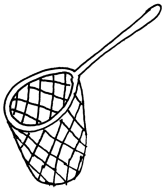
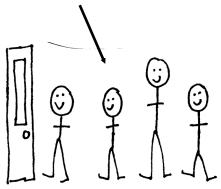
net 

next 

nickel

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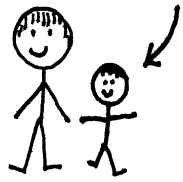
son 

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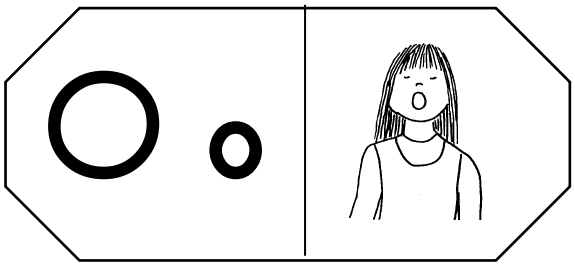
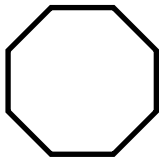
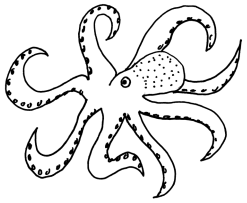
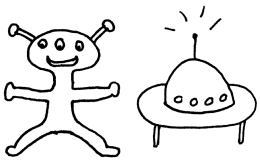
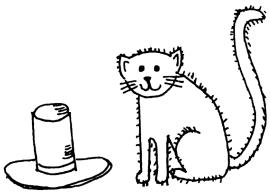
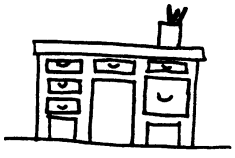


octagon 

octopus 

odd 

off 

office 

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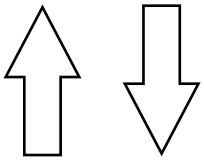
opposite 

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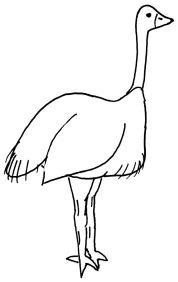
ostrich 

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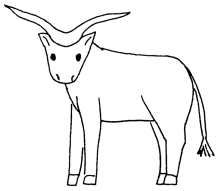
ox 

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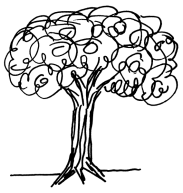
oak 

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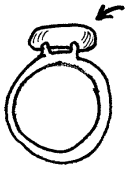
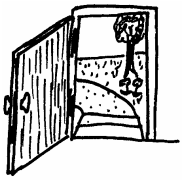
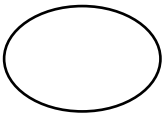
opal 

open 

oval 

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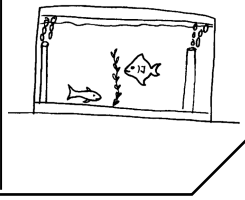

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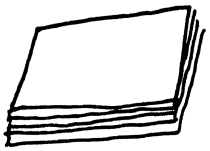
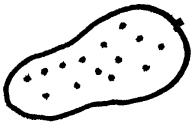
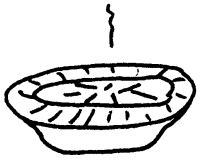
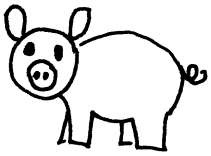
paper 

pickle 

pie 

pig 

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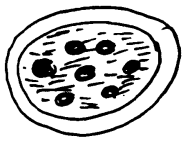
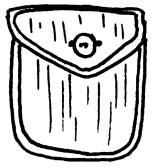
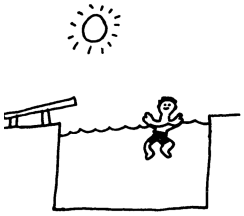
pizza 

pocket 

pool 

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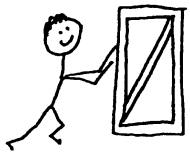
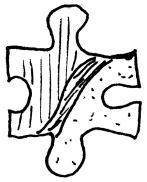
push 

puzzle 

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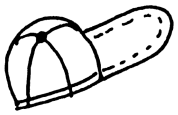

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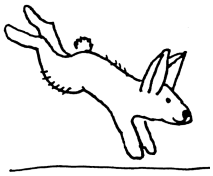

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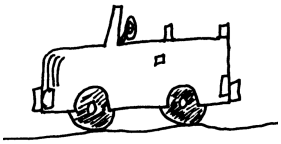

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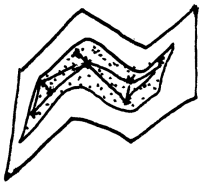

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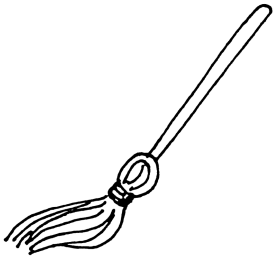

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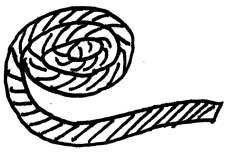

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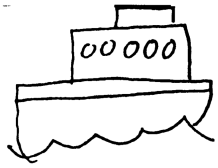

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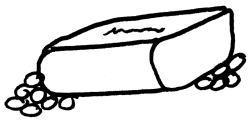

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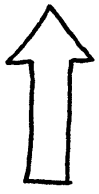

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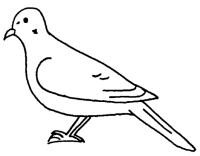

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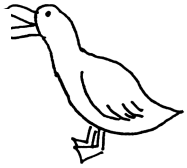

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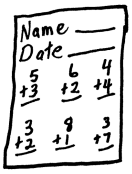

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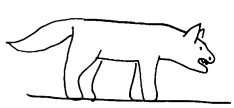

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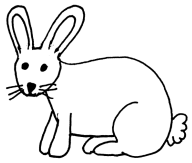

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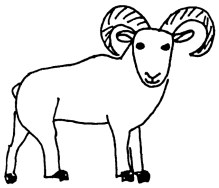

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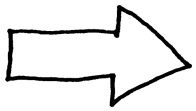

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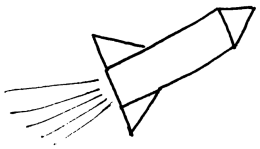

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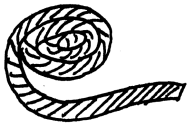

rose

run

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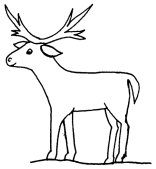
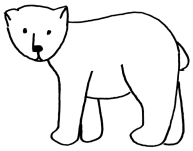
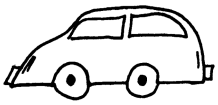
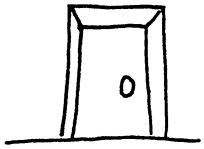
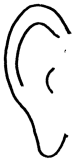
_r  deer

bear 

car 

door 

ear 

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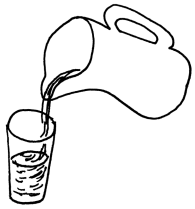
pour 

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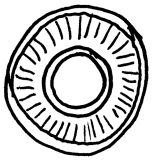
tire 

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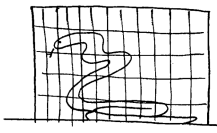

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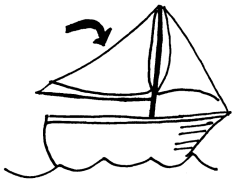
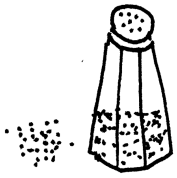
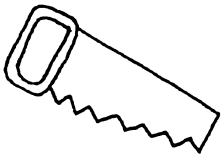
sail 

salt 

saw 

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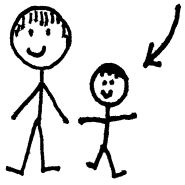
son 

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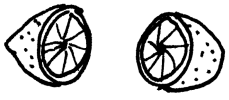
sour 

sun

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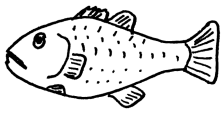
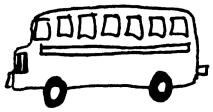
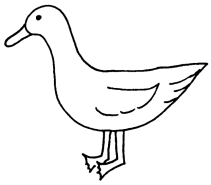
bass 

bus 

goose 

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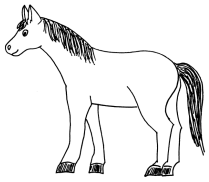
horse 

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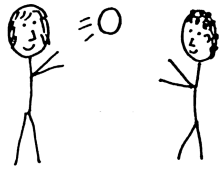
toss 

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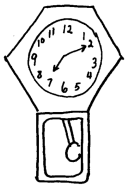

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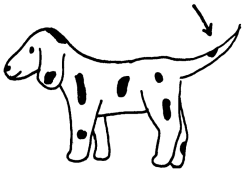

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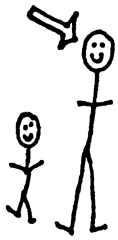

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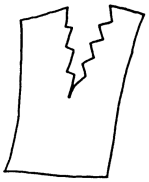

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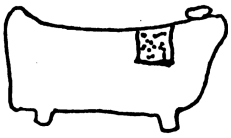

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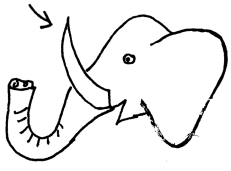

type

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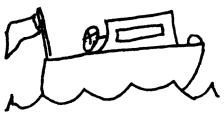
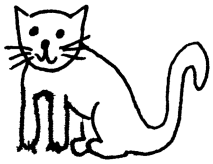
boat 

cat 

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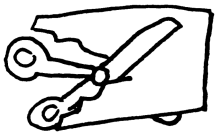
cut 

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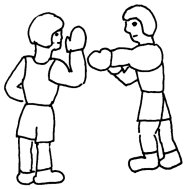
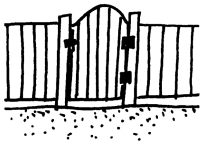
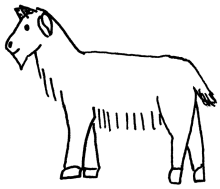
fight 

gate 

goat 

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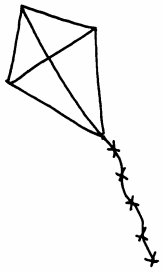
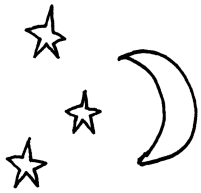
kite 

night 

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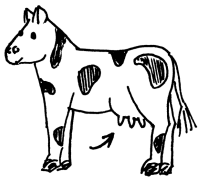

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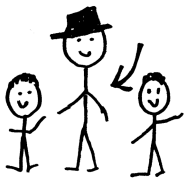

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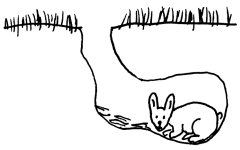

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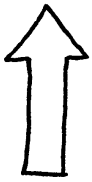

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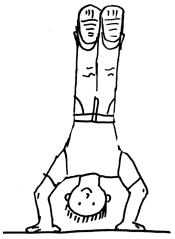

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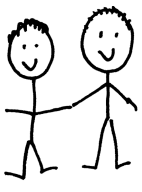

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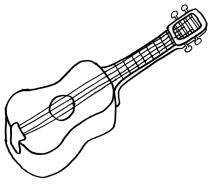
ukulele



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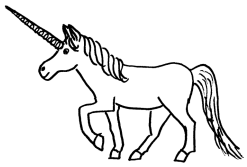

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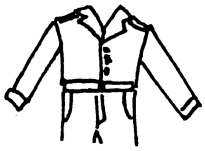

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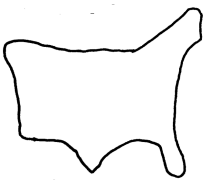

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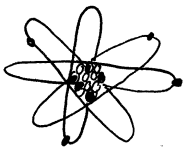

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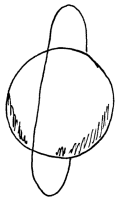

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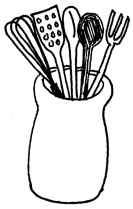

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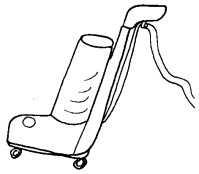

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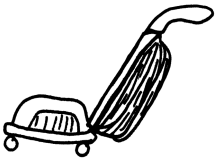

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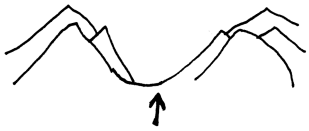

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violin

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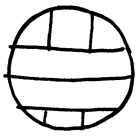

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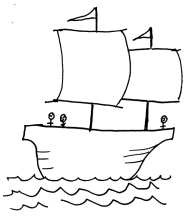

vulture

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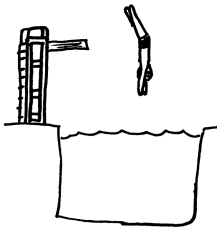
love

cave

curve

dive



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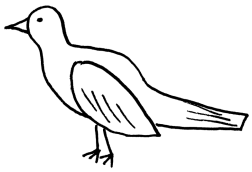

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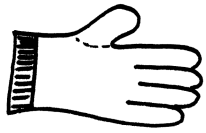

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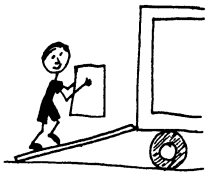

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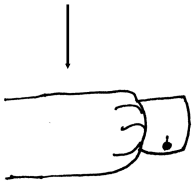

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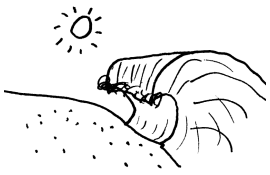

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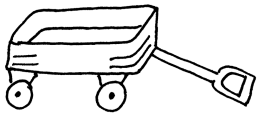
Ww

waffle

wagon



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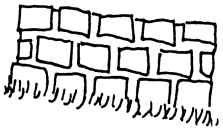

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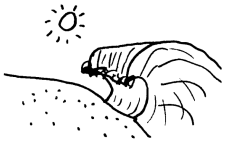

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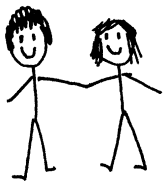

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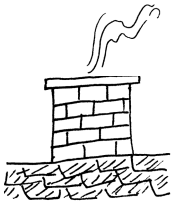

worm

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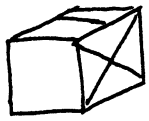
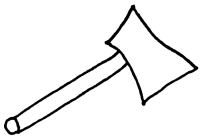
_x  box

ax 

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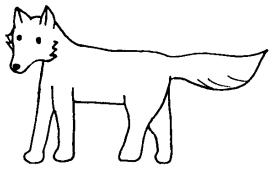
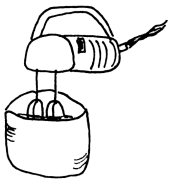
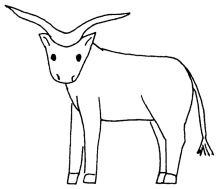
fox 

mix 

ox 

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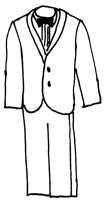
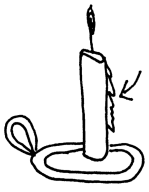
tux 

wax 

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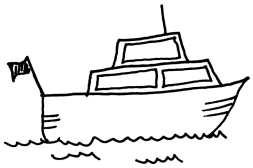

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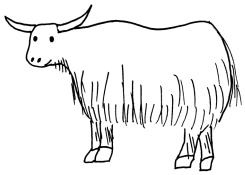

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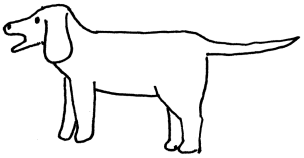

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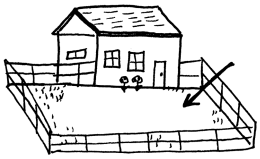

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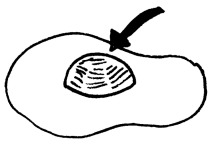

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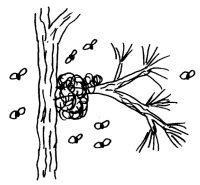

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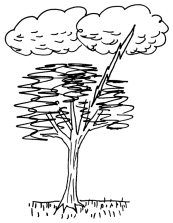

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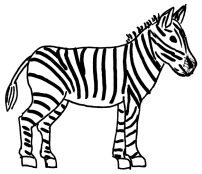

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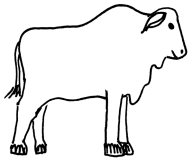

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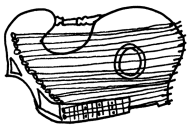

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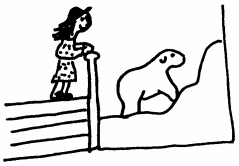

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zucchini

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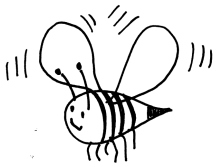

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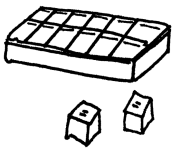

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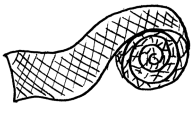

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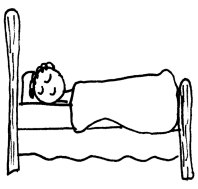

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girl	hand	his
give	hard	home
go	has	house
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may	much	new	
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S s

said	should	start
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say	small	stop
school	so	story
sea	some	study
second	something	such
see	sometimes	
seem	song	
sentence	soon	
set	sound	
she	spell	

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W w			X x
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water	without		
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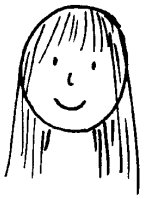
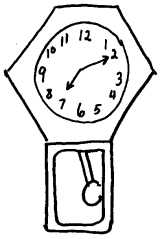
A Sound Story
About Audrey and Brad

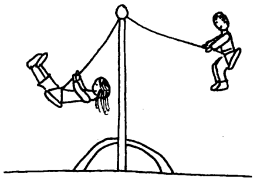


Part 1
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



T t

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

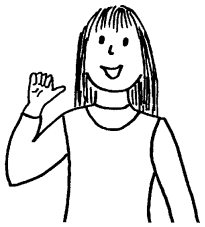


I i

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

H h

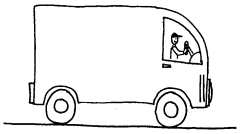
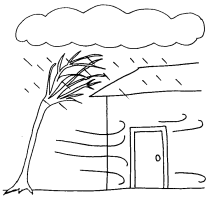
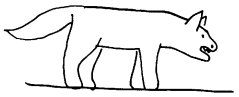
They all went home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "**I** did," said Audrey quickly. Brad replied that he had practiced, too.
(i/island)

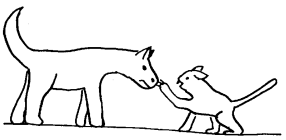
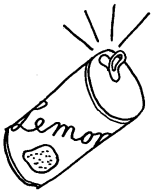
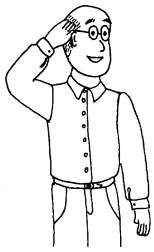
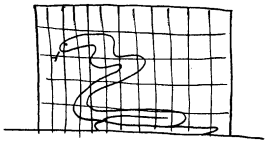
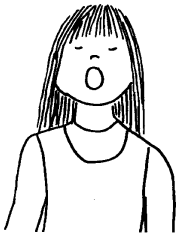


Ī ī

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

L l

Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.		N n
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."		W w
"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)		U u
They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. "B, b, b, b," was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.		B b
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.		M m
Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.		R r

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.		F f
"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.		X x
After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)		E e
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.		S s
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.		J j
After recess Audrey realized that her throat was hurting. It has been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)		O o

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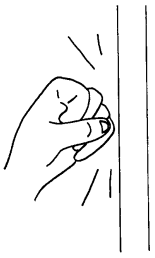
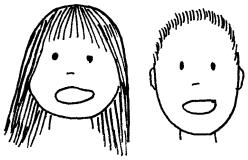
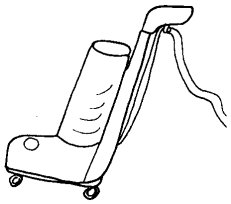
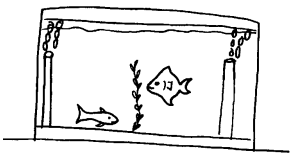
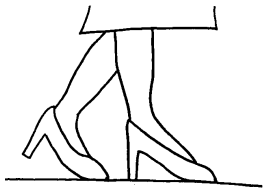
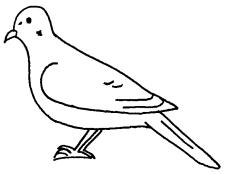
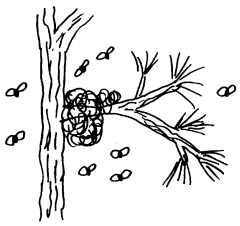
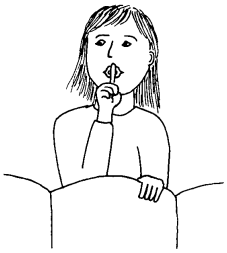
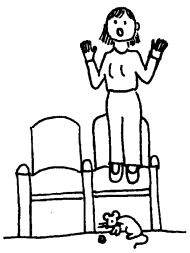
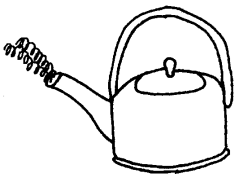
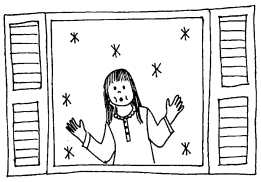
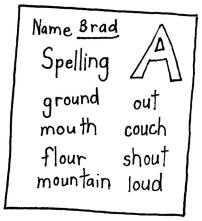
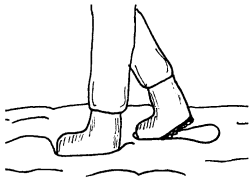
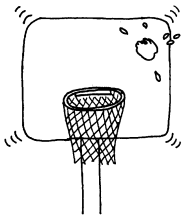
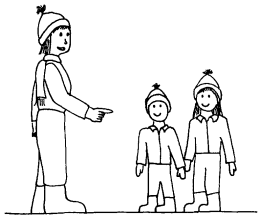
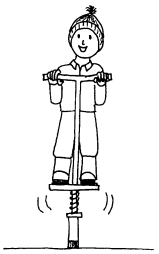
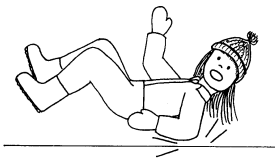
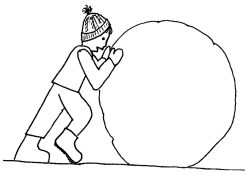
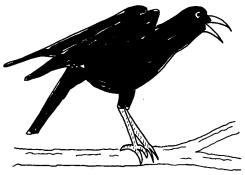
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.		C c
At 2 o'clock, Audrey heard a knock at 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
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)		A a
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
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.		G g
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.		P p

Audrey looked up when she heard the "k, k, k" sound of the receptionists heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter. (k/kick)		K k
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)		Y y
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
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.		Z z
Part 2 - Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)		s h
The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)		ē

At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)		ō
The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)		th
Dad was up early, too. After his shower, he shaved with an electric razor. "Tttthhh," was the sound that it made as he trimmed off his whiskers. (th/this)		th
Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (o/to)		ö
By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red *A*. (a/apron)		ā
When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)		ch

Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)		ng
Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "*You* two did a great job," said Mom. "Thanks for your help." (u/uniform)		ū
"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)		oi oy
Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)		ou ow
Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/bush)		ü
As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw, aw" before he flew away. (a/all)		ä

Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew.
(The sound in measure, vision, garage, azure)

After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

The End

Notes About the Alphabet

The alphabet has twenty-six letters, but the sound story has forty-two pictures. One of the things that makes it difficult to learn to read is that there are more sounds in our language than letters of the alphabet. To compensate for this, some letters are used to represent more than one sound. Other sounds are represented by pairs of letters that give up their original sound to form a totally new sound. It sounds complicated, but here is a short summary of the alphabet sounds. It's really not too hard. Think about how you form the sounds with your mouth as you pronounce each sound.

The alphabet has twenty-one consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z. Each consonant represents a sound. When you pronounce a consonant sound, you do something with your tongue, throat, or lips to create the sound. For example, when you say the *n* sound, you press your tongue against the roof of your mouth. When you say the *m* sound, you press your lips together.

Two consonant letters, *c* and *k*, represent the same sound. In this program, each one has its own sound picture, but the sounds are the same.

There are five extra consonant sounds that are designated by pairs of letters, as follows: ch/chicken, sh/ship, th/thumb, th/this, ng/ring.

One more consonant sound does not have a typical letter pattern to represent it. It is the sound you hear in garage, measure, and vision. The dictionary shows this sound as zh.

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by "opening your throat." You don't put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and

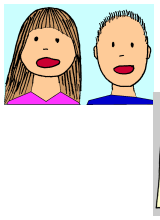
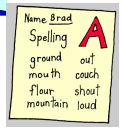
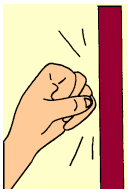
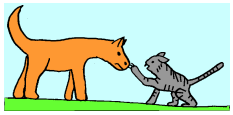
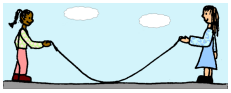
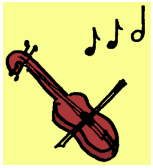
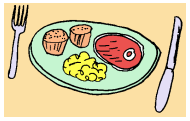
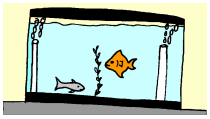
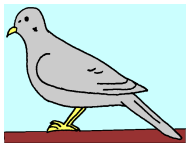
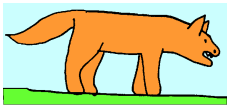
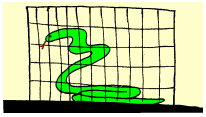
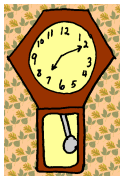
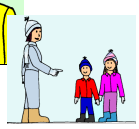
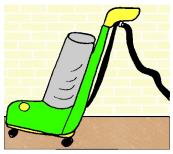
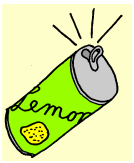
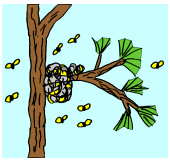
open your mouth wider. For some vowel sounds, you change the position of your mouth as you pronounce the sound.

The alphabet has five vowels: a, e, i, o, u. Each vowel can represent three sounds. The first sound for each vowel shown on the alphabet chart is known as the "short" sound, for no particular reason. The second sound for each vowel is known as the "long" sound. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this ā. (Sometimes people use a curved line that looks like a smile, ă, over vowels to show the short sound. I don't do this because it seems to create more confusion for the student.) The third sound for each vowel is a dotted sound. The dotted vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. Two of the special vowel sounds (ë/ballet and ï/pizza) have sounds that match the long a and long e sounds. Two more vowel sounds are formed by pairs of vowels: ou/ouch, and oi/ oil.

Altogether, we have talked about these sounds: 20 consonant sounds shown with 21 alphabet letters, 5 consonant sounds shown with pairs of consonants, 1 consonant sound without a distinct letter pattern, 5 short vowel sounds, 5 long vowel sounds, 5 dotted vowel sounds (of which two repeat long vowel sounds) and two sounds formed with pairs of vowels. This gives us 41 different sounds, including 26 consonant sounds and 15 vowel sounds.

Note: Everyone does not agree on the exact number of sounds in our language. When you look at different programs, you'll find that each is a little different.

Alphabet Sounds

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