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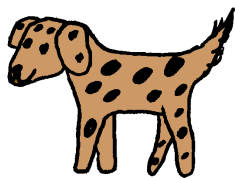
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# Picture Dictionary

A - Z

Words And Pictures Sorted By  
Beginning And Ending Sounds

With EXTRA  
Word Lists For  
The Beyond The  
Alphabet Sounds



dog

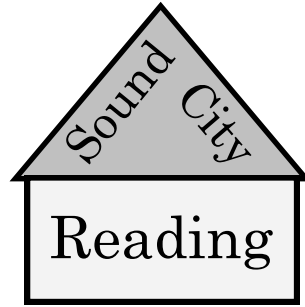


egg



fan

Bonus: First 300 Words (No Pictures)



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## Teaching Notes

The *Picture Dictionary A-Z* book may be used as a supplement with students who are at the readiness level and also with students who are reading. There are four different ways it can be used.

1. The word lists can be used with students who are not yet reading to reinforce the concept of beginning and ending alphabet sounds in words. Students do not read the words themselves. The teacher reads the words for them.
2. The word lists for the sounds from part two of the sound story can be used to help students who are not yet reading hear those sounds in words and associate them with common letter patterns that represent those sounds in words. Students do not read the words. The teacher reads the words for them.
3. The word lists can be used as a spelling reference with students who are already reading. Students can consult the word lists when doing creative writing assignments. There are two types of word lists. The main part of this book consists of illustrated word lists. The three hundred most common words are included in a separate list at the end of the book. These words are not illustrated.
4. The word lists can be used as a mixed decoding review with students who are already reading.

If students are currently using the two *Learning The Alphabet* books, beginning and ending sound word lists are already included in those books. Students will not need a copy of *Picture Dictionary A-Z*.

### USING THIS BOOK WITH STUDENTS WHO ARE STUDYING THE ALPHABET

The *Picture Dictionary A-Z* book can be used to reinforce the concept of beginning and ending sounds in words with students who are not yet reading. It helps students understand that beginning letters represent beginning sounds and ending letters represent ending sounds, using real words. Each time students study a new alphabet letter, they can then study the related word lists in this book that show words that begin or end with that letter.

With nonreaders, the word lists will be studied with direct guidance from the teacher, since they will not be able to identify the words on their own. The words and pictures are used as examples to show beginning and ending sounds in words. The goal is for students to get a sense of how letters are placed in words to show those sounds. As they pronounce each word, students listen to the first and last sounds, and then identify the letters in the word that represent those sounds. They will discover that the first letter in a word represents its first sound, and, in most cases, the last letter in a word represents its final sound.

### **Basic Instructions When Working With Beginning Sound Pages - Students Are Not Expected To Read The Words**

1. On a beginning sound page, the teacher points to the letters and sound picture at the top of the page and asks for the students to say the sound. Explain that all the words on this page will begin with the same sound.
2. The teacher points to the first picture and names it. Students repeat the word in unison. If the word is unfamiliar, the teacher explains its meaning.
3. The teacher repeats the word slowly, stretching it out, emphasizing the beginning sound.
4. The teacher calls on a student to say just the beginning sound.
5. The teacher asks students to point to the letter that shows the beginning sound. Students point to the first letter in the word and say the sound for that letter.
6. Students say the word in unison, listening carefully for the first sound.

### **Challenge Level Instruction When Working With Beginning Sounds - Students Are Not Expected To Read The Words, But They Predict The Word Based On The Picture And The Beginning Sound**

After students have done several beginning sound pages in this book, you can try using these more advanced steps. See the example below. If the steps are too difficult, continue working with the basic instructions. If that is the case, you may want to retry the challenge level instructions at a later time.

- 1) Start by pointing out the sound picture at the top of the page. Call on a student to say the sound. Remind students that the associated capital and lower case letters represent the same sound in words. Students repeat the sound in unison.
- 2) Have students look at the first picture. Call on students to tell you what they think the picture shows. Several students might give you the same answer if the picture is very obvious. In other cases, several different answers might be offered.
- 3) Have students look at the word that accompanies the picture. Ask them to point to the first letter and give its sound. Remind students that the first letter in a word represents the first sound they pronounce when they say the word.
- 4) Students continue to look at the word. Remind students of the word or words that they suggested to name the picture. Pronounce the words again, one at a time, emphasizing the beginning sound. Ask, "Do any of the words you mentioned begin with the sound of the first letter in this word?" Students should choose the correct word based on the beginning letter sound. If two possible words begin with the same sound, tell the students which word is correct. If just

word has been suggested and it does not begin with the correct sound, brainstorm more words with the students until they have come up with the right one. If a word is unfamiliar to the students, tell them the word, and provide a short explanation of its meaning.

### EXAMPLE

Teacher: "What might this picture show?"

Student Responses: buildings, street, city, town, sun, road, school, houses



Teacher: "Point to the first letter in this word. What sound does it represent?"

town

Students: "/t/" (They give the sound for the letter *t*.)

Teacher: "Which word did we talk about that begins with the /t/ sound?"

Students: "Town!"

Teacher: "Yes, this word says *town*."

### **Instructions For Working With Ending Sounds**

The letters that introduce ending sounds have words that, for the most part, all end with the same letter. These words are also illustrated. The ending sound pages will be more challenging than the beginning sound pages.

- 1) The teacher points to the picture and key word at the top of the page and reads the word for the students. Call on a student to say the word slowly, stretching out the sounds. Ask a student to tell you the ending sound. Then have them point to the last letter in the word and say its sound. Explain that the last letter in a word shows the last sound that we say when we pronounce the word. Point out the large letter at the top of the page. Explain that the line that comes before it represents the beginning of a word. The letter shows the last sound in the word. Tell students that all of the words on the page will end with this letter sound.
- 2) Have students point to the first picture. Name the picture for them. Students repeat the name. Explain any unfamiliar pictures as needed.
- 3) Have students look at the word that accompanies the picture. Say the name of the picture again, emphasizing and exaggerating the ending sound. Ask students to listen and tell you the last sound they hear in the word. Point out that the last letter in the word represents this sound. Ask students to



point to the last letter and say its sound. Then have students say the whole word in unison, listening carefully for the ending sound.

- 4) Continue with the remaining pictures in the same way. You will be able to go more quickly after students become familiar with the routine.
- 5) If a word ends with a double letter, is in puff or fill, tell students that we don't say the sound twice. Pronounce the word both ways, demonstrating how silly it would sound to pronounce the last letter two times. "Do we say pu...f..f?" "No!" "Do we say puff?" "Yes!"
- 6) Follow the instructions below for words that end with a "silent e."

### 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, safe). Pronounce these words carefully with the students, listening for the ending sound. They will notice that they do not hear the ending *e* when they pronounce the word. 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.

For students who are already reading, you can expand on the explanation by having students draw a bracket connecting the two vowels in words with vowel-consonant-*e* patterns. These two letters work together to show the vowel sound. Students place a straight line over the first vowel to show that it represents the long vowel sound. They draw an x over the *e* to show it is not pronounced.

rōbē<sup>x</sup>

pinē<sup>x</sup>

sāfē<sup>x</sup>

tūbē<sup>x</sup>

Some o\_e patterns are not pronounced in the expected way. Instead the letter *o* is pronounced as a short *u* sound. In this program, a vowel (other than *u*) that represents the short *u* sound in words is called an umbrella vowel. Show students who are reading how to draw a simple umbrella above these vowels.

some<sup>∩</sup>

love<sup>∩</sup>

none<sup>∩</sup>

dove<sup>∩</sup>

The letter *v* is not used at the end of English words. The letters \_ve are

always used to represent the /v/ sound at the end of words, as in *sleeve*, *give*, and *curve*. Show students how to underline the ve pattern and draw an x over the e to show that it is not pronounced.

sleeve<sup>x</sup>

curve<sup>x</sup>

give<sup>x</sup>

move<sup>x</sup>

When the /s/ or /z/ sound follows a two-letter vowel pattern in words, the letter *e* follows the *s* or the *z*. This shows that the letter *s* is part of the word and is not being used as a suffix. The *e* is not pronounced.

goose<sup>x</sup>

house<sup>x</sup>

purse<sup>x</sup>

gauze<sup>x</sup>

## USING THIS BOOK WITH STUDENTS WHO ARE ALREADY READING

Students who are already reading can use these lists as a spelling reference during creative writing periods. 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 have learned the basic phonics patterns will be able to read most of the words in this dictionary. See “Working With Silent E Words” on page eight. Explain the information included there to the students. A few of the words include patterns that are taught in *Advanced Phonics Patterns From Children’s Books*, such as rhino, sign, unique, voyage, vulture, and measure. If students have not yet studied the advanced patterns you will need to help students read those words.

Show the students how to use alphabetical order to find the page with the word they need. Then write several sample 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.

Take time to have the students read one list per day to be sure they understand the words and their meanings. Have students take turns reading the words until all of them have been read. Then have students reread all of the words in unison. Be sure to explain the meanings of any words that students are not familiar with.

Students may enjoy copying and illustrating some or all of the words on the page. You could also have students write sentences or stories independently that contain as many of the words as possible from a single list.

## Using The Lists For Decoding Practice

You could also study each word list in more depth as a mixed decoding review. Work with the students to analyze the phonics patterns in each word. Divide words into syllables if needed. Show students how to find and underline the vowel patterns, including vowel-vowel patterns (ai, ee, oa, ou, aw, ue), vowel-consonant patterns (ar, ir, er, al), vowel-consonant-consonant patterns (igh, ild, old, oll), and other patterns (ould, ought). They should bracket and mark vowel-consonant-e patterns (a\_e, i\_e, o\_e), as shown on page eight. Students should place a line over any single vowels that represent the long vowel sound (sē/cret, gō, sī/lō) and place two dots over any single dotted vowels (ballët, pïzza, tō, pūsh).

Students should also underline and pronounce any advanced ending syllables, such as garage and invitation. Point out advanced consonant patterns, such as ch/chorus, ch/chef, or gu/guess, reviewing their correct pronunciation. Consonant patterns are generally not marked, except for silent letters as in t/ listen. Put a small x above silent consonants.

After marking a word, students should pronounce the vowel sound and then read the whole word. For multi-syllable words, students should pronounce each syllable separately, and then pronounce the whole word.

## Using The List Of The Three-Hundred Most Common Words

Students who are already reading may also use the list of the most common three-hundred words as a spelling reference when they are writing independently. These words are from the first hundred, second hundred, and third hundred most common words listed in *The Reading Teacher's Book Of Lists, Third Edition* (Fry, Kress, Fountoukidis, 1993). The words are rearranged in *Picture Dictionary A-Z* so that they appear in alphabetical order. They are not illustrated.

You may want to have students practice reading these words orally to develop instant recognition. Students can also practice spelling the words.

## MORE INFORMATION ABOUT THE WORD LISTS

The beginning sound pages show a sound story picture at the top to show the correct sound for that beginning letter. A small version of the sound story is included at the end of this book for reference. The story introduces a series of pictures. Each picture represents the sound for one of the alphabet letters. The pictures can then be used as cues on the sound charts in student books to remind them of the correct sound for each letter.

Ending sound pictures are included only for those letters that commonly appear at the end of words. Ending sounds are shown with a picture of a key word instead of a sound picture. For example, a picture of a lid is shown along with the word *lid* to demonstrate the ending /d/ sound.

Note that a picture might be used to illustrate more than one word. For example, a picture of a man who is running might be used for the word *run* on one

list, and then used again for the word *jog* on a different list.

## UNDERSTANDING THE SOUND STORY

The word lists in *Picture Dictionary A-Z* are arranged in alphabetical order. For students at the readiness level, however, they will not be studied in that order. Instead, they are covered in the order in which the letters and letter patterns are introduced in *A Sound Story About Audrey And Brad*. This order has been chosen so that students learn the letters that are easiest to write first. Letters that are less common or more difficult to write are studied later.

Part one of the story introduces pictures that show the sounds for the letters of the alphabet, including the consonants, short vowels, and the long i sound. For example, the first letters studied are *t, i, h, ī, l, and n*.

Part two of the sound story introduces more vowel sounds (long vowels, dotted vowels, and vowel pairs) and consonant digraphs sounds (sh, th, ch, and ng).

If students are not familiar with the sound story, read it aloud to them. A small version of the story is included in this book. A full page version with color pictures is available to use with a group. As you read each section of the story to the students, demonstrate the sound for the picture and point out the letters that represent that sound in words. Then point to the picture and the related capital and lower case letters again, one at a time, while students say the sound for each one.

With students who are not yet reading, read one new section from part one of the sound story at a time as you introduce the letters of the alphabet. Then show students the list of words that begins with the new letter, following the directions in this book. If the letter has an ending sound list, you can introduce those words, too, or wait if you prefer. Students are not expected to read the words for themselves. Review the letters and sound pictures that have been taught each day, using alphabet and sound picture flashcards. Wait to read part two of the sound story until after students have learned to read short vowel words.

With students who are already reading, read part one of the story aloud first and then part two, introducing five or six new sections each day. Each day, review the sound pictures and letter cards for the sections that have been introduced. Show each card and have students say the sound in unison.

For both readers and non-readers, you can have students match the picture cards and letter cards that have been taught in a pocket chart.

A set of cards with both the sound picture and letter or letter pattern shown on the same card is available. These can be used to help students associate the sound pictures, letters, and letter patterns.

## MORE INFORMATION ABOUT THE PAGES IN THIS BOOK

### How The Beginning And Ending Sound Alphabet Pages Are Set Up

The alphabet pages show lists of words that either begin or end with the

same sound. Many of the letters have both beginning and ending sound pages. However, some letters are not commonly used to represent consonant sounds at the end of words: *c, h, j, q, w, and y*. There are no ending sound pages for these letters. There is an ending sound page for the letter *x*, but no beginning sound page.

Beginning sound pages use a picture from the sound story to show the correct sound for each letter. For example, the picture on the page with words that begin with the letter *r* shows a growling dog, showing the *rrrrr* sound. The sound picture for words that begin with the letter *s* is a hissing snake, *sssss*.

Ending sound pages are set up differently. The ending letter is shown at the top of the page. It is placed after a line to show that it comes at the end of a word. A picture and key word show the ending sound for that page. If you pronounce the key word, you will hear the sound at the end of the word.

Beginning sound pages for part one of the sound story include the five short vowels (*a/ax, e/egg, i/in, o/ox, and u/up*) and the long *i* sound (*ī/lilac*).

## Understanding The Pages From Part Two Of The Sound Story

There are only twenty-six letters in the English language but there are forty-one sounds. There are various ways that the extra sounds are represented.

1) Single vowels can represent more than one sound, as shown.

5 Short Vowel Sounds: *a/ax e/egg i/in o/ox u/up*

5 Long Vowel Sounds: *ā/raven ē/begin ī/lilac ō/robot ū/music*

3 Dotted Vowel Sounds: *ä/all ö/to ü/bush* The dots mean “not the regular sound.”

2) There are two vowel sounds that are always represented by vowel pairs.

1 *ou/ouch* and *ow/cow* represent the same sound

1 *oi/oil* and *oy/boy* represent the same sounds

3) Twenty-one single consonants represent twenty different sounds. (The letters *c* and *k* represent the same sound.)

20 Single consonant sounds: *b, c/k, d, f, g, h, j, l, m, n, p, qu, r, s, t, v, w, x, y, z.*

4) Five additional consonant sounds are shown with two-consonant patterns. The consonants work together to show the sound. These patterns are called consonant digraphs.

5 Two-Letter Consonant Patterns: *sh, th/thumb, th/this, ch, ng*

5) One consonant sound does not have a single, standard pattern.

1 The sound heard in the words measure, vision, azure, and garage

#### 41 = Total Number Of Sounds

Students learn twenty-six sounds from part one of the sound story (single consonants, short vowels, and the long ī sound.) However, students must learn all of the sounds listed above in order to be able to read. If students aren't aware of the rest of the sounds they will be lost when they try to read typical beginners' books.

This problem is solved by introducing part two of the sound story after students have learned to read short vowel words. It teaches the additional fifteen sounds in the English language (ā, ē, ō, ū, ä, ö, ü, oi/oy, ou/ow, sh, th, th, ch, ng, and the sound in *measure*). In this program, these are called the "beyond the alphabet" sounds. Each sound is taught using a sound picture, just like the basic alphabet sounds are taught. The sound pictures are shown with the letter or letter pattern that represents that sound in words.

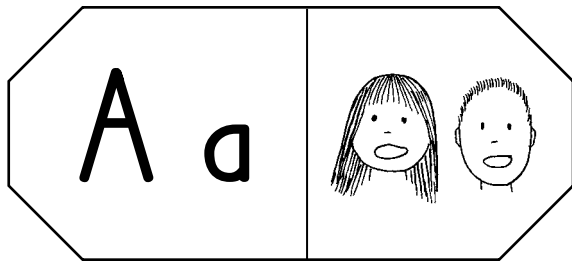
In this book, the beyond the alphabet patterns are interspersed with the letters of the alphabet, in alphabetical order. For example, the ch pattern will be found after the page with the letter c. The beyond the alphabet pages should be used with students who are working at Level Four, Phonics Patterns, or above. Skip the beyond the alphabet pages with students who are still learning the alphabet.

The beyond the alphabet pages are set up in various ways.

1. The sh, th/th, and ch patterns are shown as beginning sounds.
2. The ng pattern is shown as an ending sound.
3. The long vowel patterns ā, ē, ī, ō, and ū are shown as beginning sounds.
4. The remaining patterns, ä, ö, ü, oi/oy, ou/ow, and the consonant sound heard in measure, do not appear in a specific location within the words. Students will need to listen carefully to hear these sounds regardless of where they occur. They will need to look at the words carefully to see where the pattern is located. The teacher will need to provide extra guidance and assistance to the students as they study these words.

As students become familiar with the sound pictures from part two of the sound story, it will be a straightforward task to teach students to read words with the various phonics patterns. For example, if students have studied the sound picture for the long ā sound, it can be used to introduce all of the patterns that show the long ā sound in words: ai/rain, ay/play, and a\_e/safe.

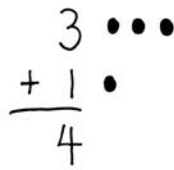
The phonics patterns will be taught in the sound city reading program at Level Four, Phonics Patterns. An overview of the patterns taught at level four can be seen on the sound charts at the end of the full-sized sound story book.



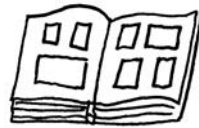
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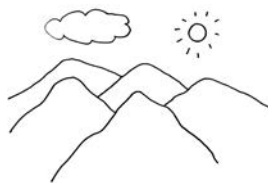
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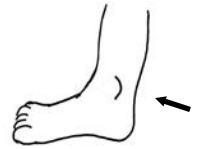
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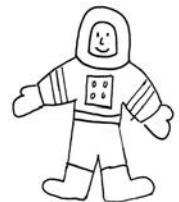
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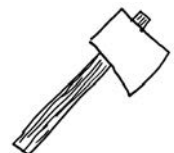
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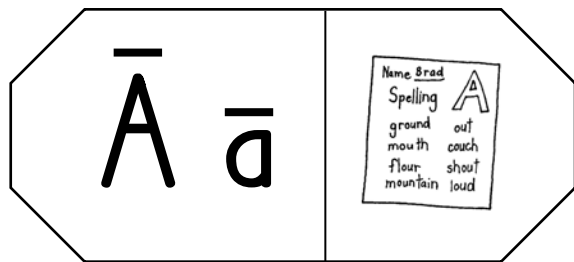


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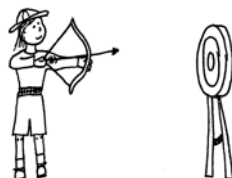
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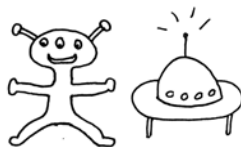
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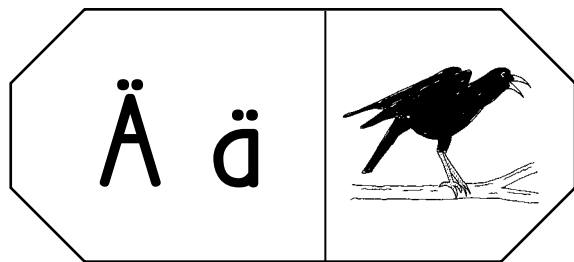
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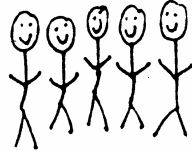
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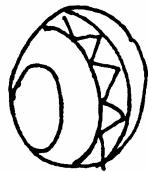




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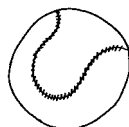
mäll



smäll



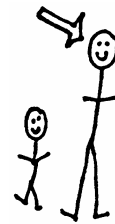
basebäll



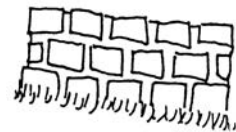
cäll



täll



wäll



häll



s täll

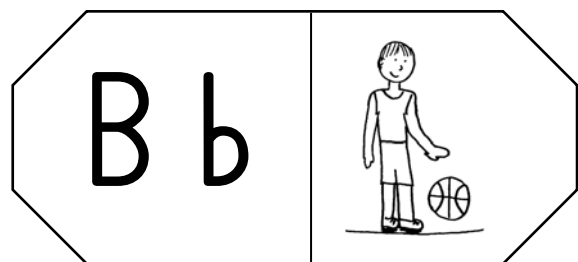


squäll



wället





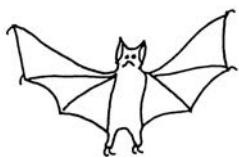
ball



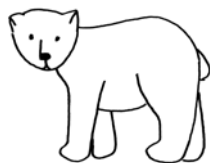
barrel



bat



bear



bed



bird



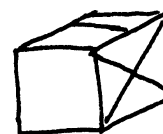
boat



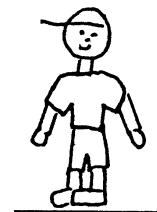
book



box



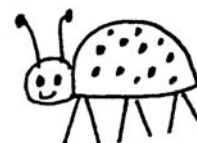
boy



bubble



bug



bus



\_ b



cab

bib



cob



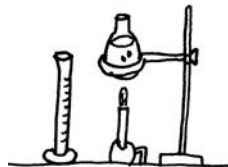
cube



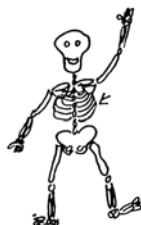
dab



lab



rib



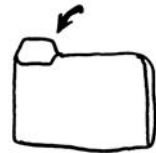
robe



rub



tab



tub

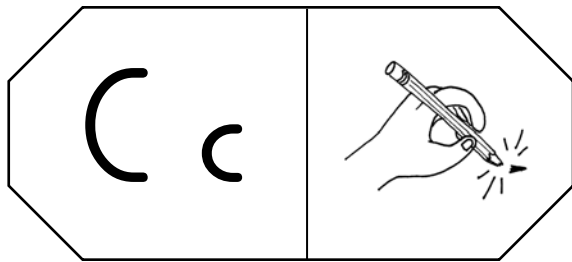


tube



web





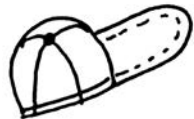
cage



candy



cap



car



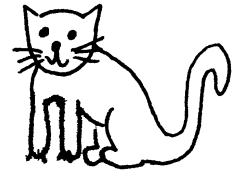
carrot



castle



cat



cone



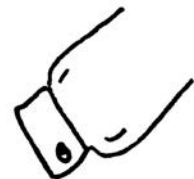
cot



cow



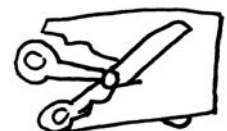
cuff

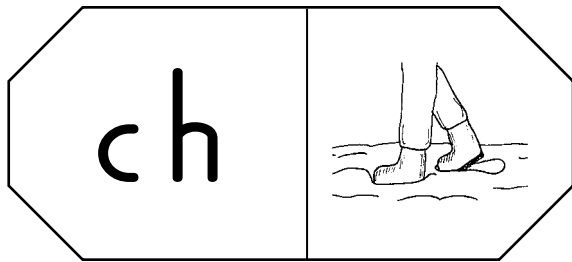


cup



cut

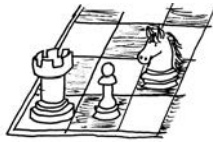




check



chess



chop



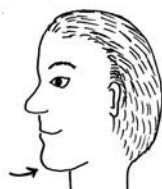
chimp



chips



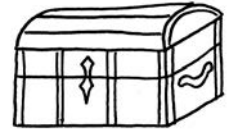
chin



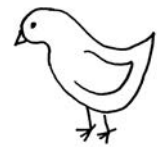
chill



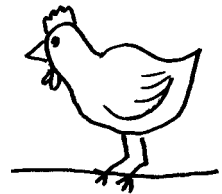
chest



chick



chicken



cheese

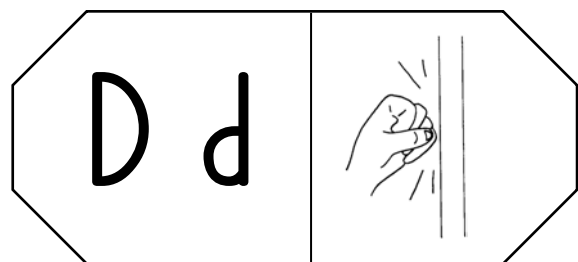


chair



children





dad



deer



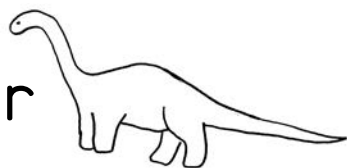
dig



dime



dinosaur



dish



dog



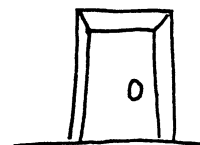
doll



dollar



door



down

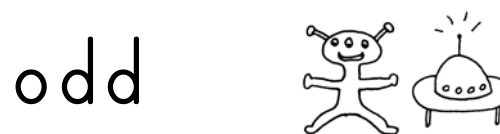
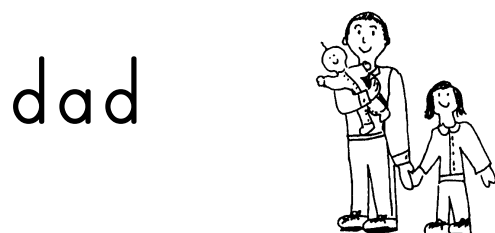
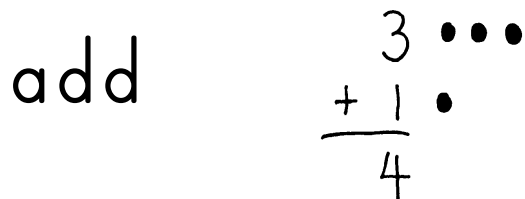
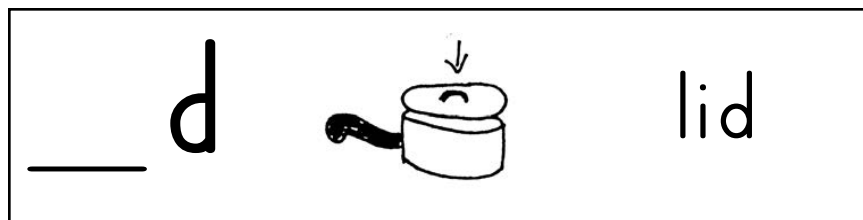


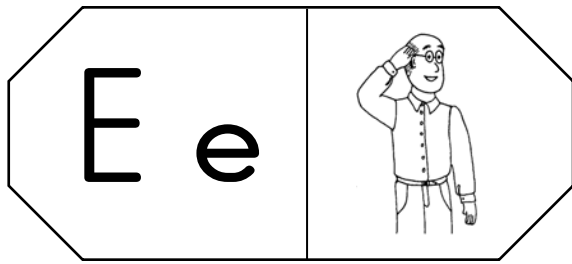
duck



dump







edge



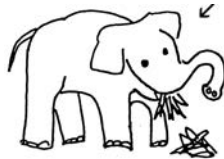
egg



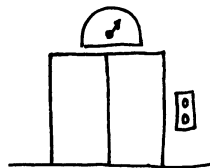
eggplant



elephant



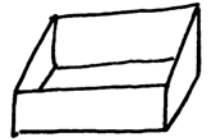
elevator



elf



empty



end



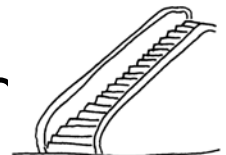
envelope



error

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

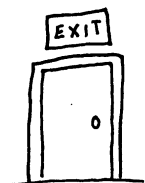
escalator



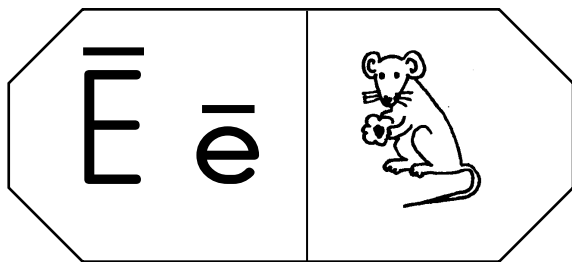
Eskimo



exit



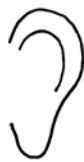




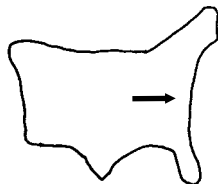
eagle



ear



east



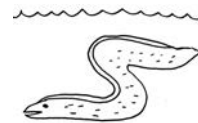
eat



eave



eel



egret



e-mail

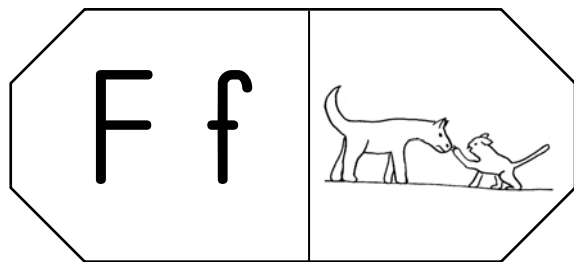


emu

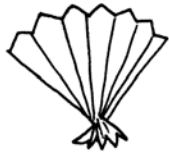


equal

$$2+2=4$$



fan



farm



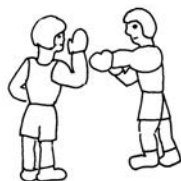
father



feet



fight



find



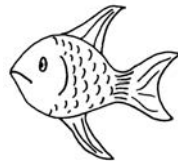
finger



fire



fish



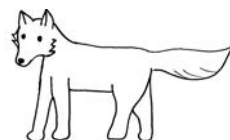
food



fork

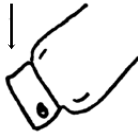


fox

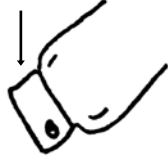


fudge



\_\_ f  cuff

cuff



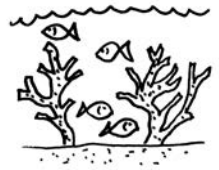
puff



hoof



reef



knifē



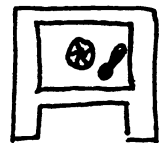
roof



leaf



safē



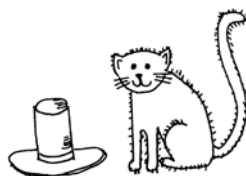
loaf



scarf

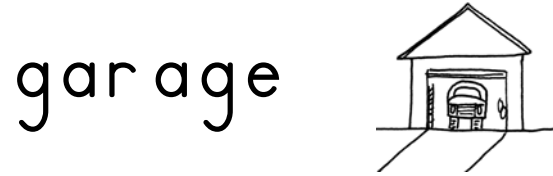
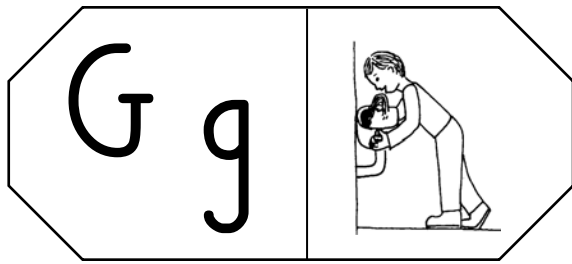


off



skiff





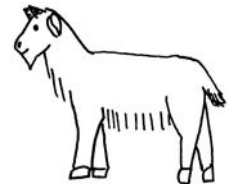
go



goal



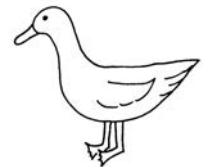
goat



gold



goose




guess



gum



—g  bug

bug



keg



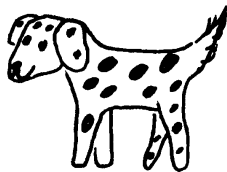
dig



leg



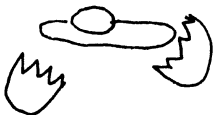
dog



log



egg



pig



jog



tag

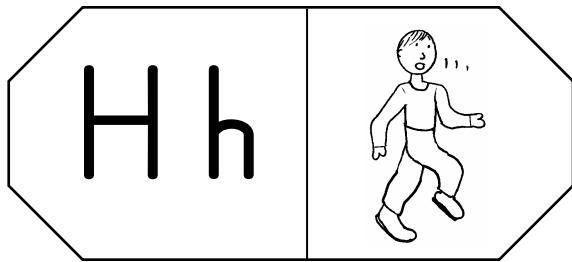


jug



wig





hair



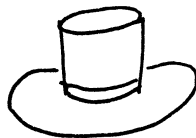
hammer



hanger



hat



hawk



hay



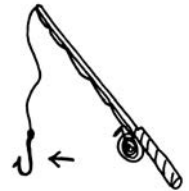
head



here



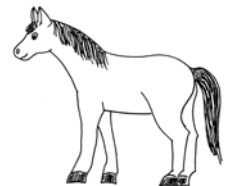
hook



horn



horse

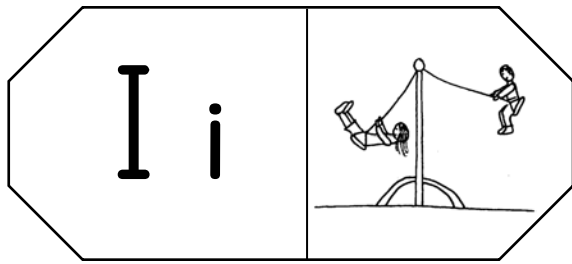


hose



house

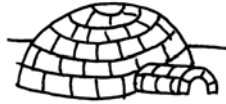




Indian



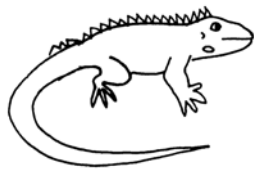
igloo



infant



iguana



ink



ill



insect



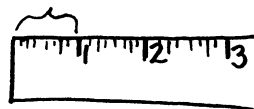
in



instruments



inch



invitation

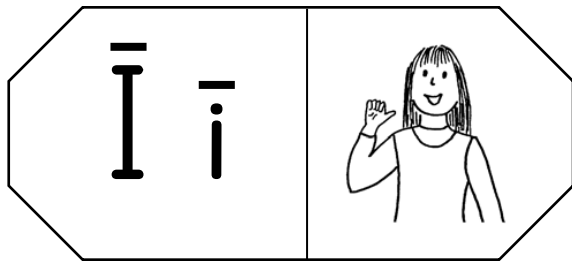


inchworm



itch





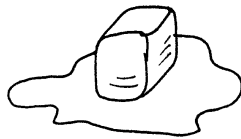
I



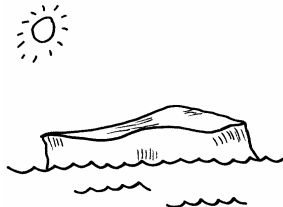
ibis



ice



iceberg



ice  
cream



icicle



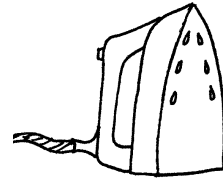
icing



iris



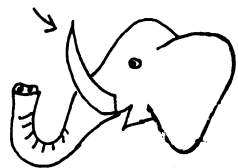
iron



island



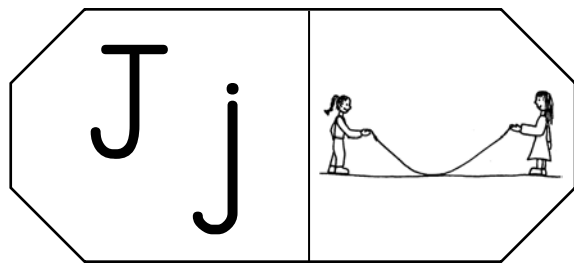
ivory



ivy







jacket



Jack-in-the-box



jail



jam



jar



jaw



jeans



jeep



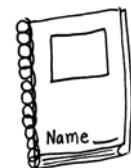
jet



jog



journal

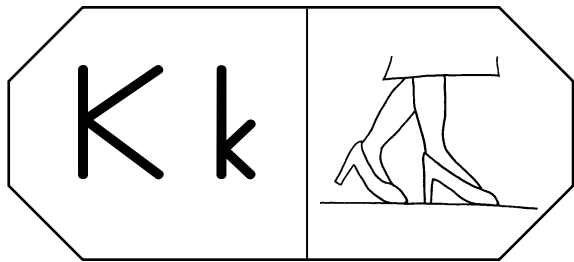


jug



jump





kangaroo



keg



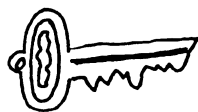
kelp



kettle



key



kick



kid



kilt



king



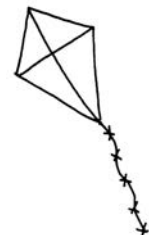
kiss



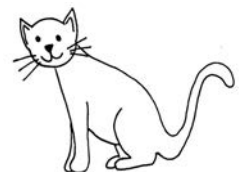
kit



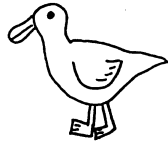
kite



kitten



\_\_ k



duck

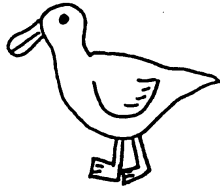
cake



lock



duck



neck



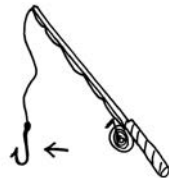
hawk



sock



hook



talk



kick



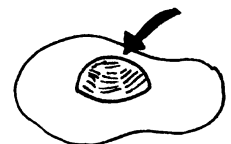
yak

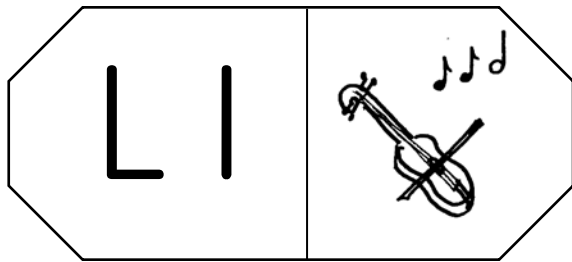


lake

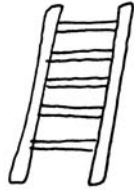


yolk





ladder



ladle



lake



lamb



laugh



lawn



leaf



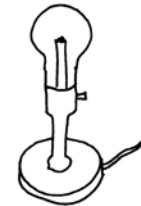
left



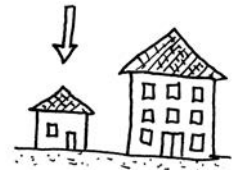
leg



light



little

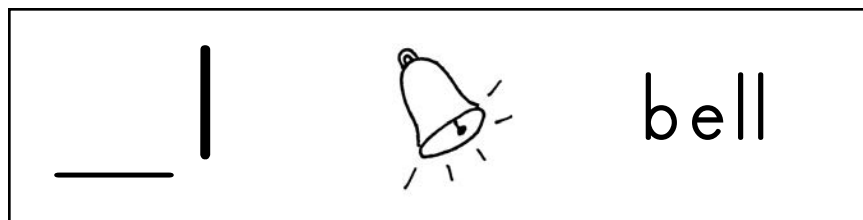


loft



lost

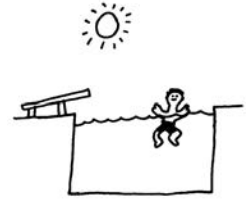




ball



pool



doll



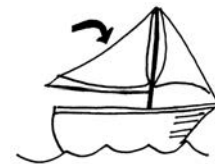
quail



goal



sail



ill



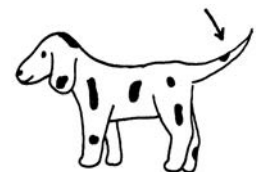
seal



mule



tail

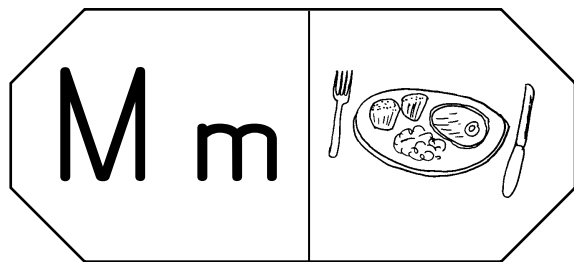


nail



wall





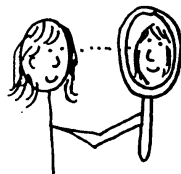
man



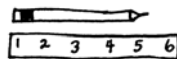
mask



me



measure



milk



mom



moon



mop



moth



mouse



mow

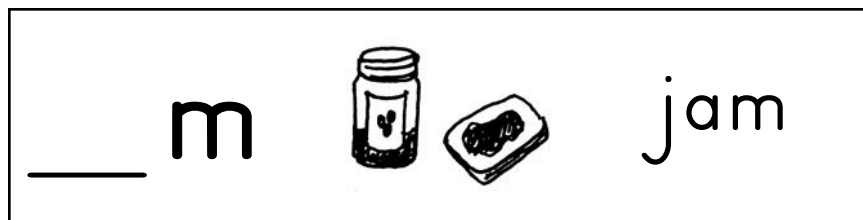


mud

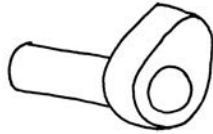


mule

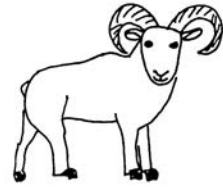




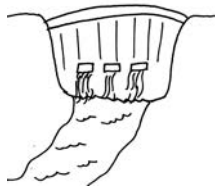
cam



ram



dam



rim



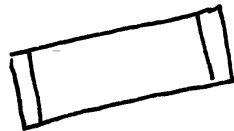
dimē



swim



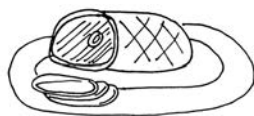
gum



tam



ham



yam

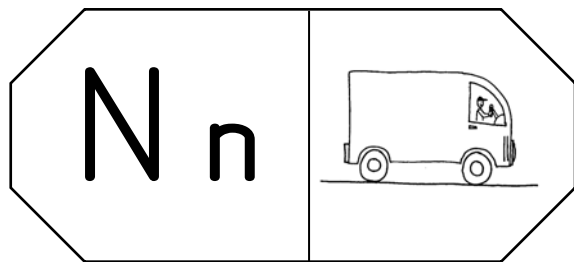


hum



zoom

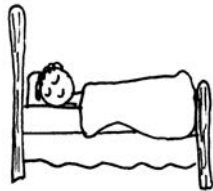




nail



nap



neck



needle



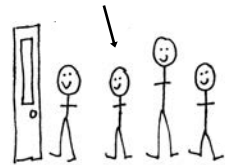
nest



net



next



nickel



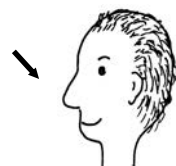
night



nod



nose



nurse



nut





\_\_ n 10 ten

lawn



rain



man



run



moon



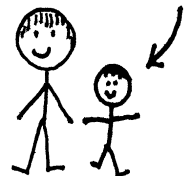
sign



on



son



pin<sup>ē</sup>



town

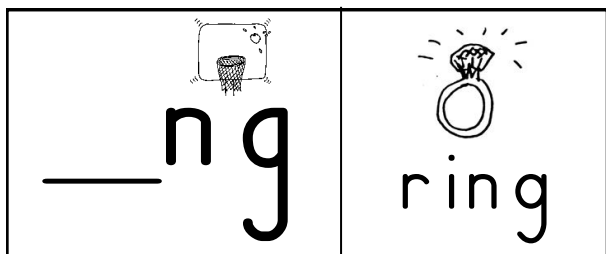


queen



van





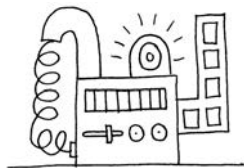
ring



wing



thing



bring



swing



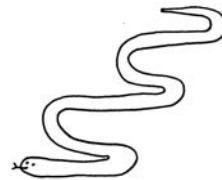
king



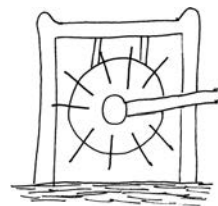
strong



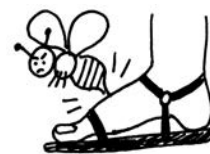
long



gong



stung



hung

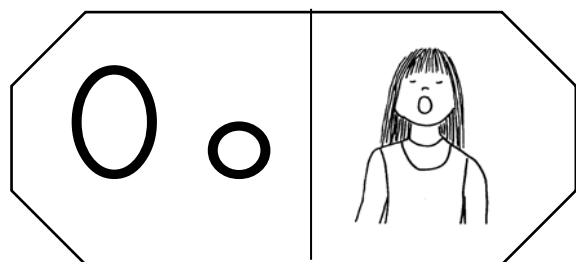


sang

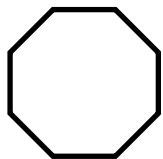


rang

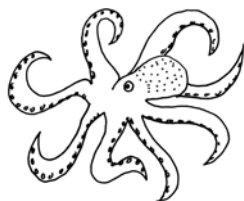




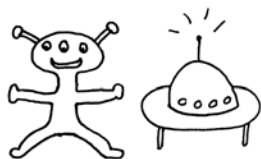
octagon



octopus



odd



off



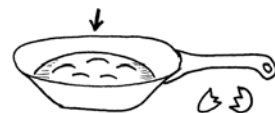
office



olive



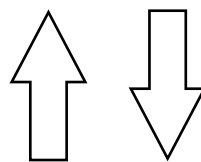
omelet



on



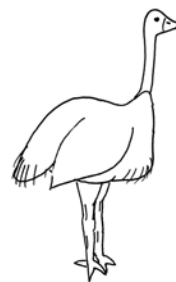
opposite



opt



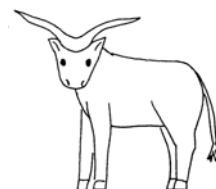
ostrich

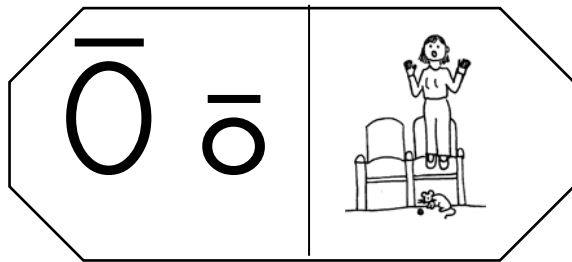


otter



ox





oak



oar



oboe



ocean



odor



ogre



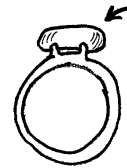
okra



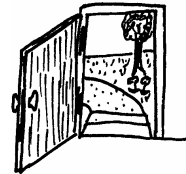
old



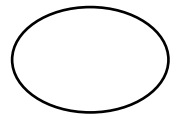
opal



open



oval

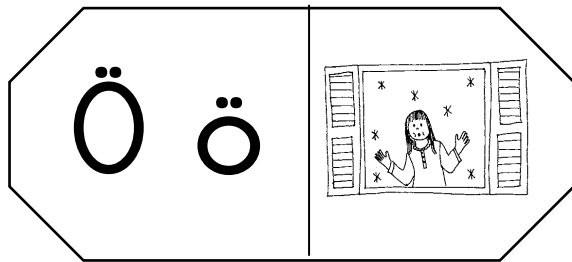


over



overalls





tö



intö



ontö



dö



twö



whö



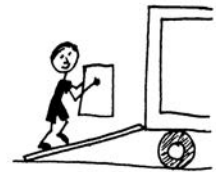
whöse



löse



möve

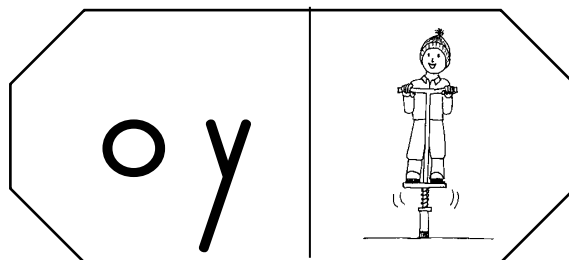
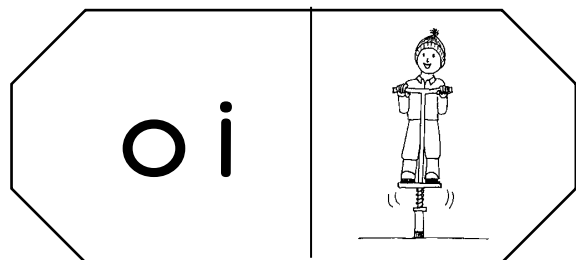


pröve



shöe





oil



toy



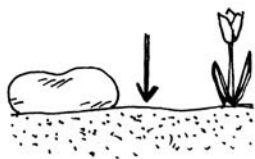
boil



boy



soil



joy



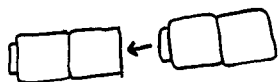
coin



soy



join



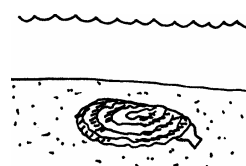
royal

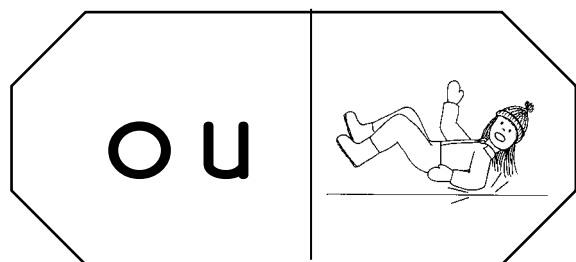


point

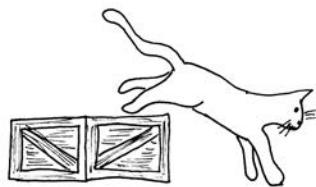


oyster

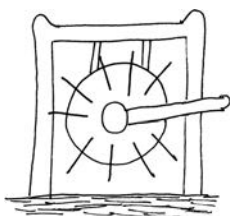




out



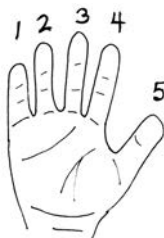
loud



found



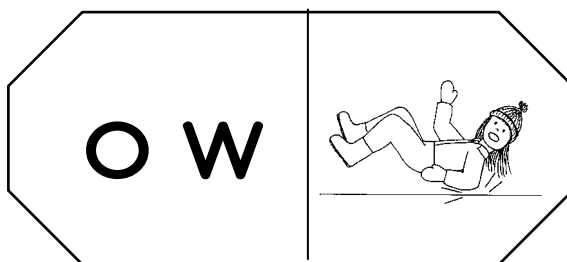
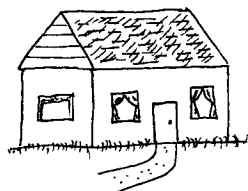
count



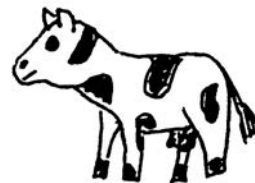
mouse



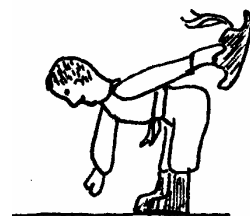
house



cow



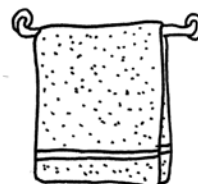
bow



town



towel

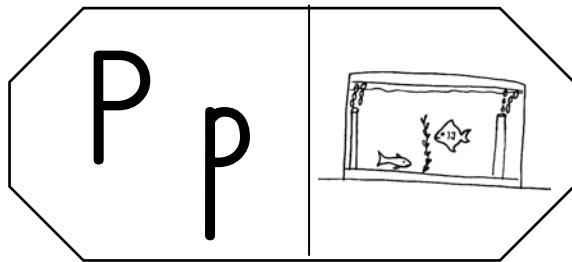


owl



flower





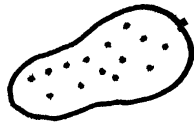
paint



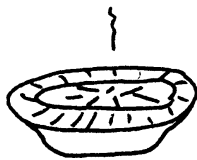
paper



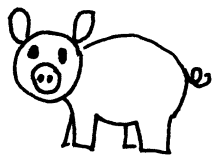
pickle



pie



pig



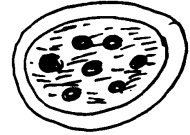
pillow



pine



pizza



pocket



pool



purse



push



puzzle





—p

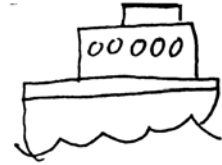


cap

cup



ship



hop



soap



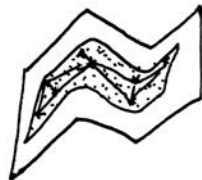
jeep



soup



map



typ<sup>x</sup>e



mop



up

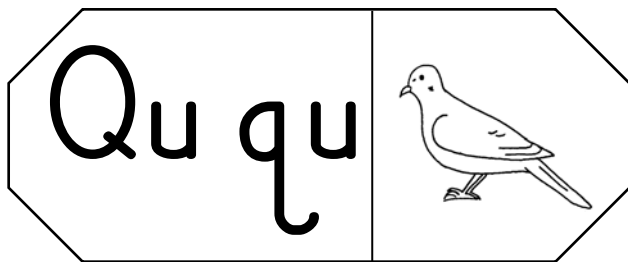


rop<sup>x</sup>e



zip





quack



quail



quarrel



quart



quarter



quartet



queen



question



quiet



quill



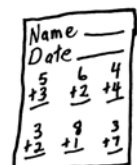
quilt

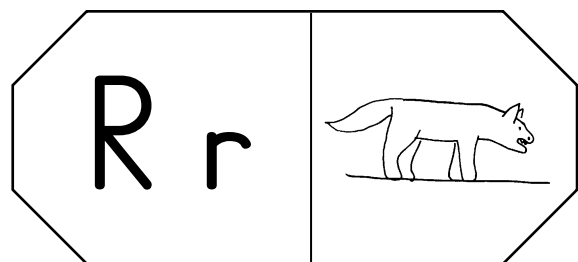


quiver



quiz





rabbit



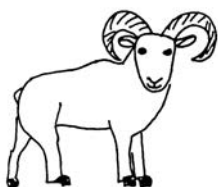
rain



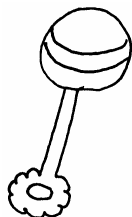
raise



ram



rattle



rhino



right



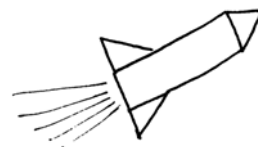
ring



river



rocket



rope



rose



run



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deer

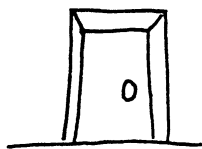
bear



car



door



ear



fir ě



hair



her



jar



oar



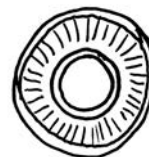
pour

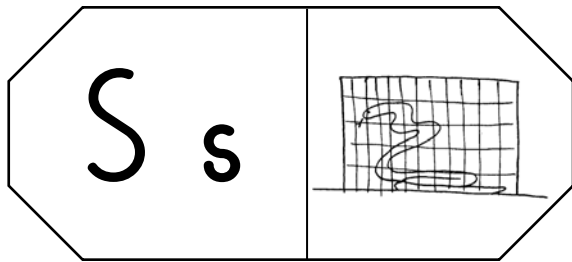


star



tir ě

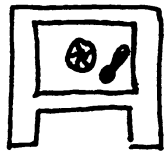




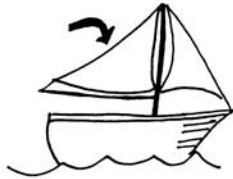
sad



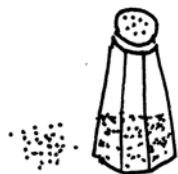
safe



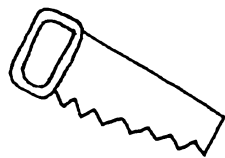
sail



salt



saw



seal



sign



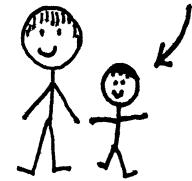
sing



sock



son



soup



sour



sun

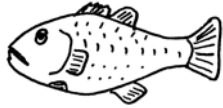


\_\_ s



gas

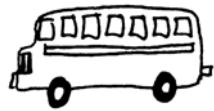
bass



kiss



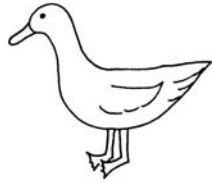
bus



mess



goos<sup>ě</sup>



mous<sup>ě</sup>



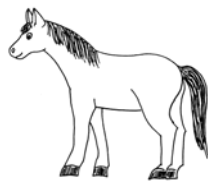
guess



nurs<sup>ě</sup>



hors<sup>ě</sup>



purs<sup>ě</sup>

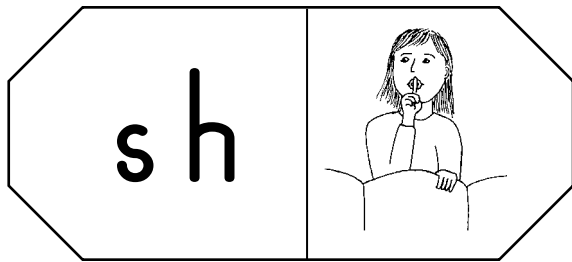


hous<sup>ě</sup>



toss





ship



shin



shell



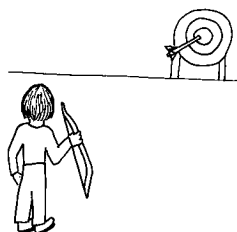
shed



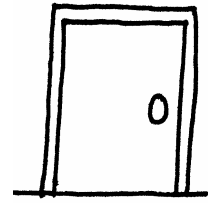
shop



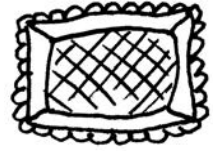
shot



shut



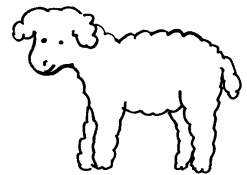
sham



she



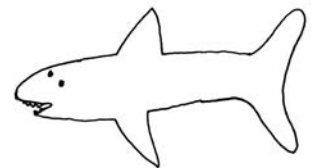
sheep



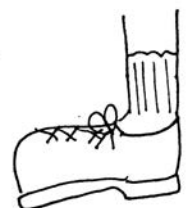
shine

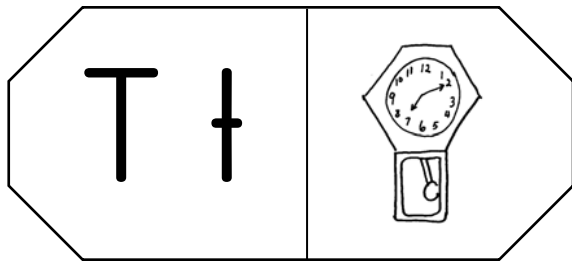


shark



shoe

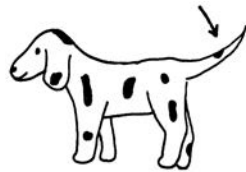




tag



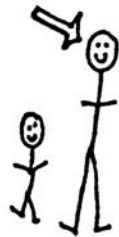
tail



talk



tall



tea



ten

10

tent



torn



town



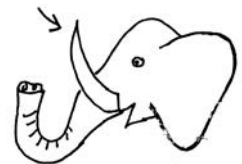
tub



tulip



tusk



typ<sup>e</sup>





\_\_ t



bat

boat



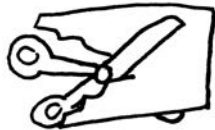
cat



cot



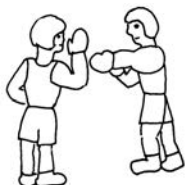
cut



feet



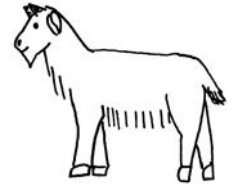
fight



gate



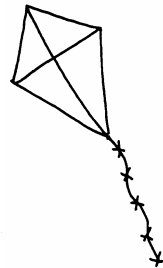
goat



kit



kite

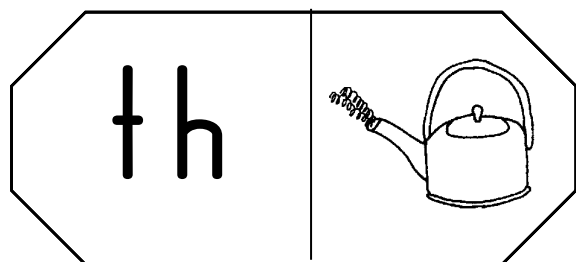


night

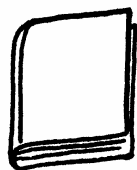


nut

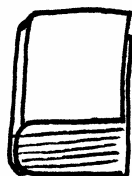




thin



thick



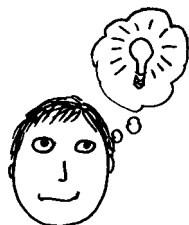
thud



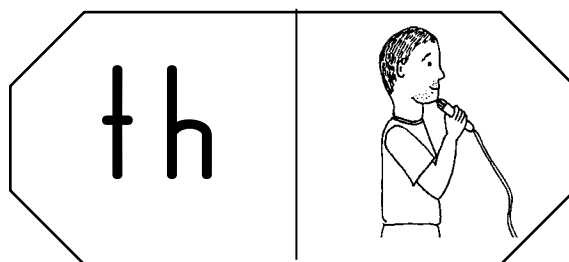
thumb



think



thimble



this



that



then



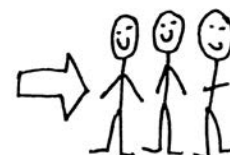
those

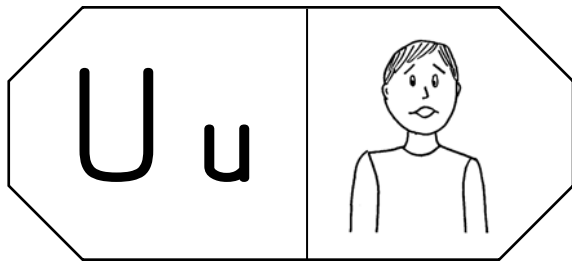


they



them





udder



ugly



umpire



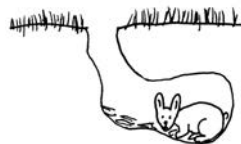
umbrella



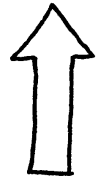
uncle



under



up



upend



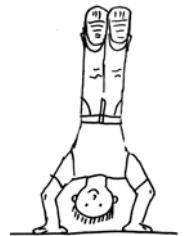
upon



upset



upside  
down

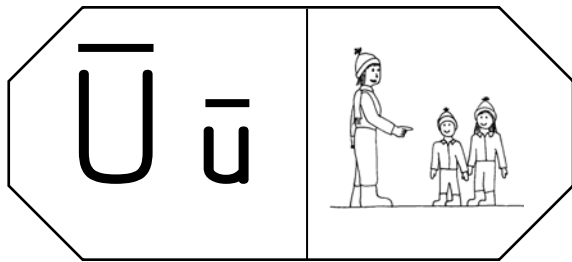


upstairs



us





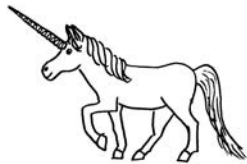
ukulele



umiak



unicorn



uniform



unique



unison



unite



United States



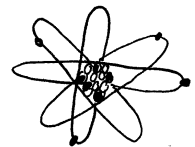
universe



university



uranium

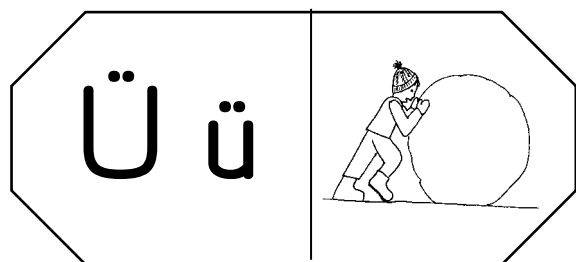


Uranus

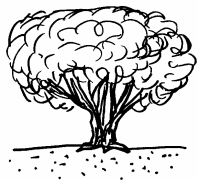


utensils





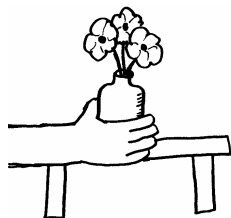
bush



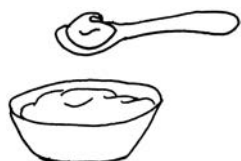
push



put



pudding



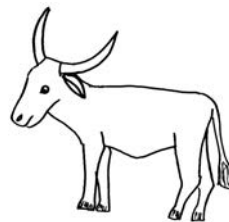
pulley



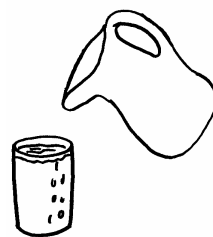
pull



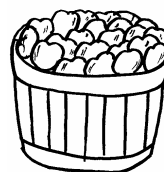
bull



full

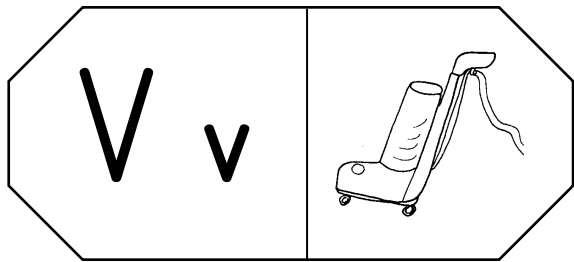


bushel



cushion





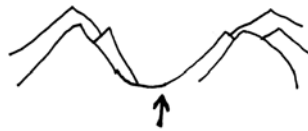
vacuum



Valentine



valley



van



vase



veil



vest



vine



violin



volcano



volleyball




voyage



vulture



\_\_ v e<sup>x</sup>        love

cave



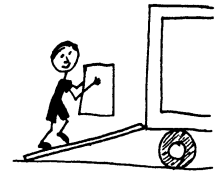
glove



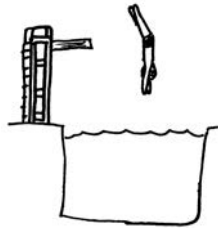
curve



move



dive



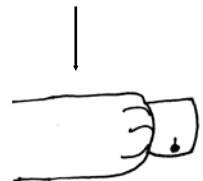
olive



dove



sleeve



five



stove

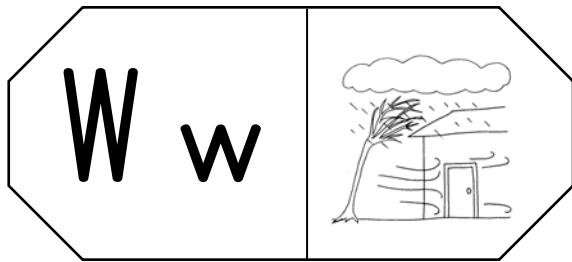


give



wave





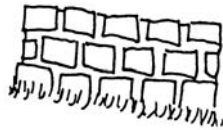
waffle



wagon



wall



wallet



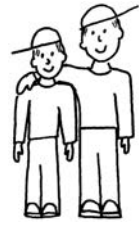
wasp



wave



we



web



wig



wind



wink



wisp

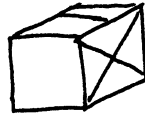


worm





\_\_ x

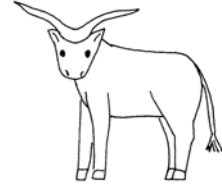


box

ax



ox



fax



pox



fix



sax



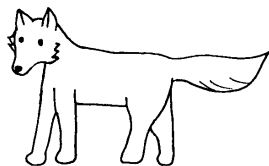
flex



six

6

fox



tux

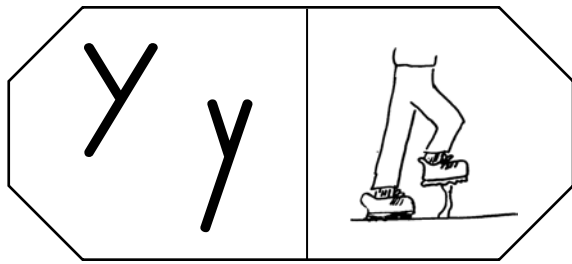


mix

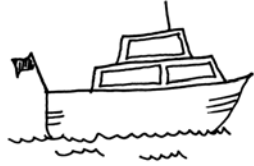


wax





yacht



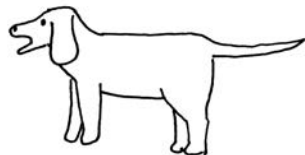
yak



yam



yap



yard



yarn



yawn



year



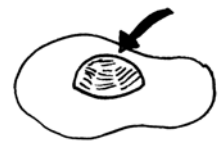
yell



yes



yolk

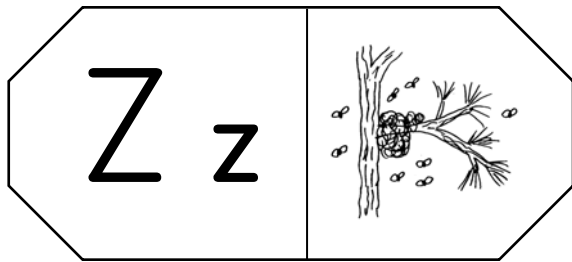


you



yo-yo

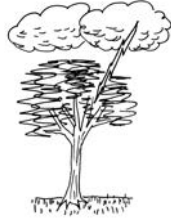




zip



zap



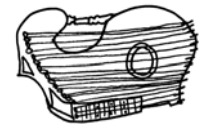
zipper



zebra



zither



zebu



zone



zero



zoo



zigzag



zoom



zinnia



zucchini

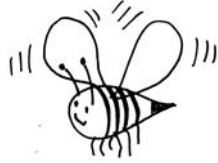


\_\_ z



fez

buzz



hazĕ



fez



jazz



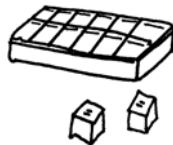
fizz



maizĕ



freezĕ



mazĕ



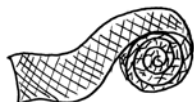
fuzz



prizĕ

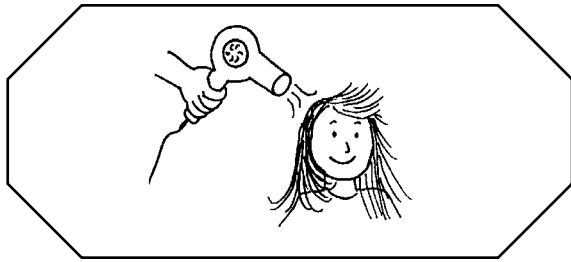


gauzĕ

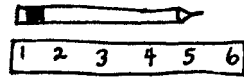


snoozĕ

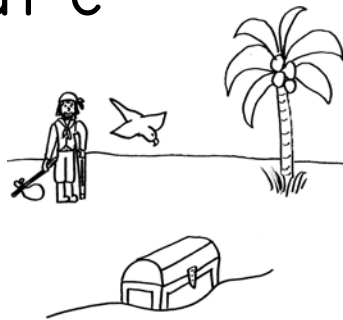




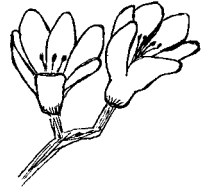
measure



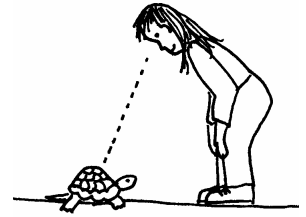
treasure



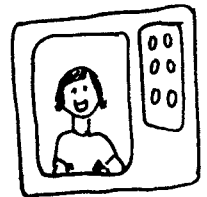
freesia



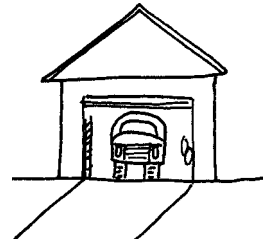
vision



television



garage



A a		B b	
a	an	back	both
about	and	be	boy
above	animal	because	but
add	another	been	by
after	answer	before	
again	any	beg	
air	are	began	
all	around	begin	
almost	as	being	
along	ask	below	
also	at	between	
always	away	book	

C c	D d
<p>call                  cut</p> <p>came</p> <p>can</p> <p>change</p> <p>car</p> <p>carry</p> <p>children</p> <p>city</p> <p>close</p> <p>come</p> <p>could</p> <p>country</p>	<p>day</p> <p>did</p> <p>different</p> <p>do</p> <p>does</p> <p>don't</p> <p>down</p>

E e	F f
each	face      found
earth	family      from
eat	far
end	father
enough	feet
even	few
every	find
example	first
eye	follow
	food
	for
	form



G g	H h
<p>get</p> <p>girl</p> <p>give</p> <p>go</p> <p>good</p> <p>got</p> <p>great</p> <p>group</p> <p>grow</p>	<p>had      him</p> <p>hand      his</p> <p>hard      home</p> <p>has      house</p> <p>have      how</p> <p>he</p> <p>head</p> <p>hear</p> <p>help</p> <p>her</p> <p>here</p> <p>high</p>

I i	J j
<p>I</p> <p>idea</p> <p>if</p> <p>important</p> <p>in</p> <p>Indian</p> <p>into</p> <p>is</p> <p>it</p> <p>its</p> <p>it's</p>	<p>just</p>

K k	L l
<p>keep</p> <p>kind</p> <p><sup>n</sup> <u>know</u></p>	<p>land      line</p> <p>large      list</p> <p>last      little</p> <p>later      live</p> <p>learn      long</p> <p>leave      look</p> <p>left</p> <p>let</p> <p>letter</p> <p>life</p> <p>light</p> <p>like</p>

M m	N n
made most	name
make mother	near <sup>n</sup> <u>know</u>
man mountain	need
many move	never
may much	new
me must	next
mean my	night
men	no
might	not
mile	now
miss	number
more	

O o	P p
<p>of                  our</p> <p>off                out</p> <p>often            over</p> <p>oil                own</p> <p>old</p> <p>on</p> <p>once</p> <p>one</p> <p>only</p> <p>open</p> <p>or</p> <p>other</p>	<p>page</p> <p>paper</p> <p>part</p> <p>people</p> <p>picture</p> <p>place</p> <p>plant</p> <p>play</p> <p>point</p> <p>put</p>

Qu qu	R r
	<p>read</p> <p>really</p> <p>right</p> <p>river</p> <p>run</p>

## S s

said

should

start

same

show

state

saw

side

still

say

small

stop

school

so

story

sea

some

study

second

something

such

see

sometimes

seem

song

sentence

soon

set

sound

she

spell

# T t

take

thing

tree

talk

think

try

tell

this

turn

than

those

two

that

thought

the

three

their

through

them

time

then

to

there

together

these

too

they

took



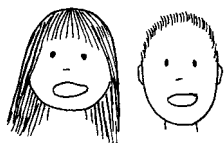
U u	V v
<p>under</p> <p>until</p> <p>up</p> <p>us</p> <p>use</p>	<p>very</p>

W w			X x
walk	where	would	
want	which	write	
was	while		
watch	white		
water	without		
way	who		
we	why		
well	will		
went	with		
were	word		
what	work		
when	world		

Y y	Z z
<p>year</p> <p>you</p> <p>young</p> <p>your</p>	

# Alphabet Sounds

A a



B b



C c



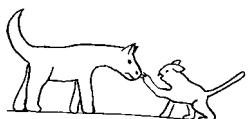
D d



E e



F f



G g



H h



I i Ī i



J j



K k



L l



M m



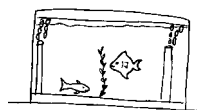
N n



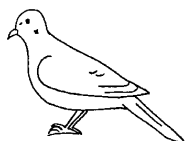
O o



P p



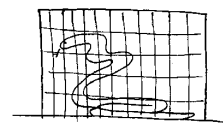
Qu qu



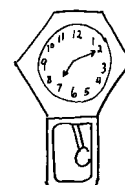
R r



S s



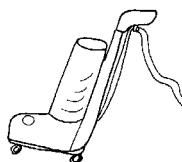
T t



U u



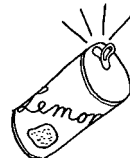
V v



W w



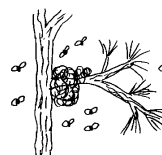
X x



Y y

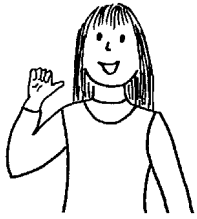


Z z

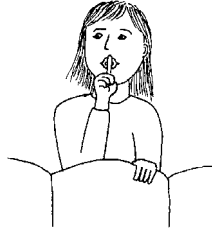


# Beyond The Alphabet Sounds

ī



sh



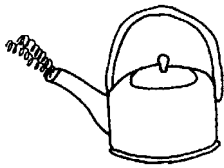
ē



ō



th



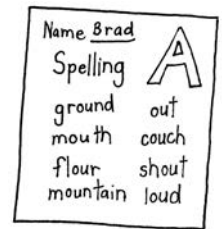
th



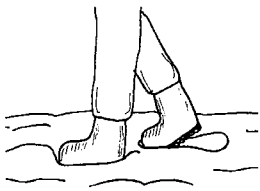
ö



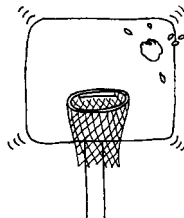
ā



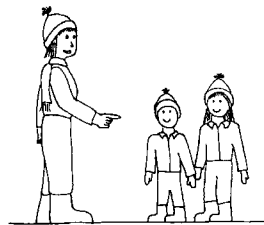
ch



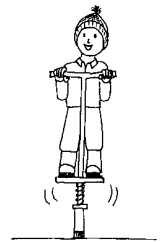
ng



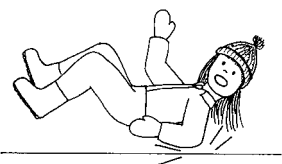
ū



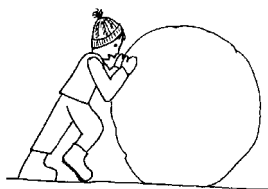
oi oy



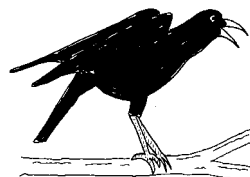
ou ow



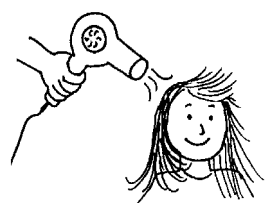
ü



ä



measure, vision,  
azure, garage



Say the sound for each letter or pattern.

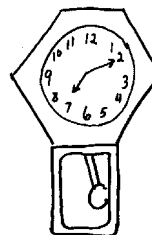
Read this sound story aloud to the students. Model the sound for each sound picture and have the students repeat it. Explain that the capital and lower case letters beside each picture represent the same sound in words.



## A Sound Story About Audrey and Brad

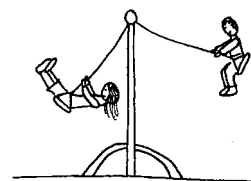
### Part 1

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/lilac)

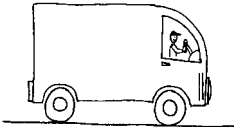
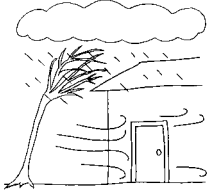



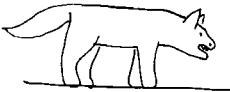


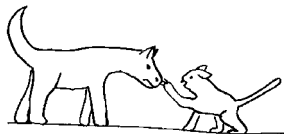
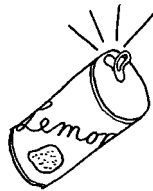
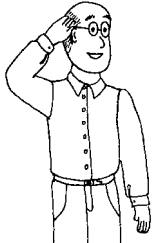
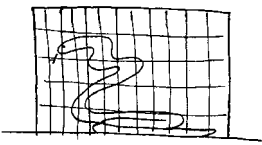
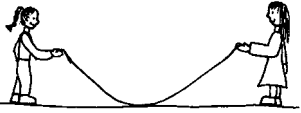
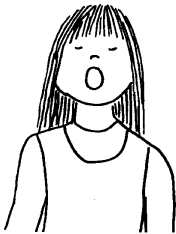
I i

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



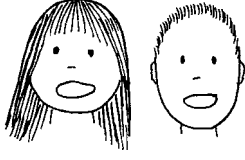
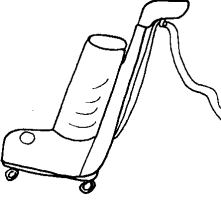

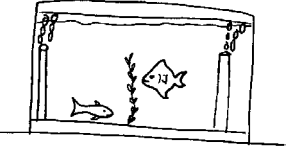




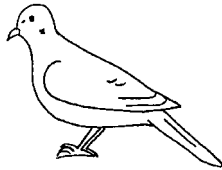
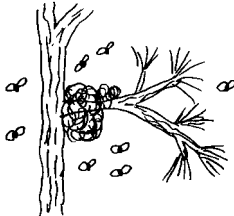
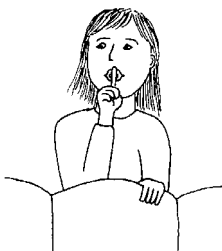

L l

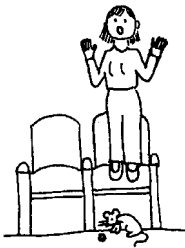
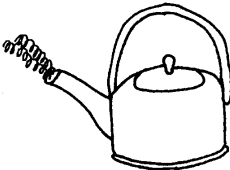

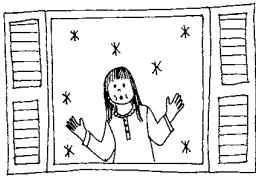
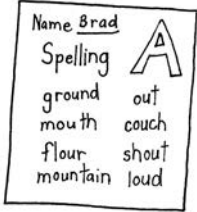
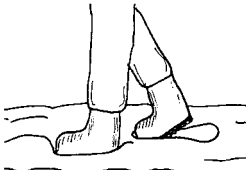
<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

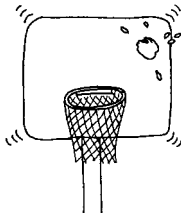
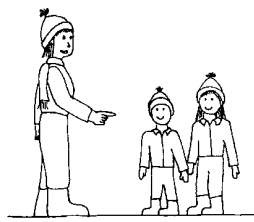

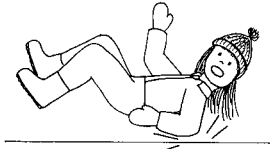

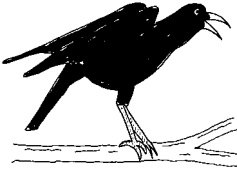
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached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



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

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionist’s heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p>		<p>Y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>
<p><b>Part 2 - Beyond The Alphabet Sounds</b></p> <p>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)</p>		<p>sh</p>
<p>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. (ē/begin)</p>		<p>ē</p>

<p>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.</p> <p>(ō/robot)</p>		<p>ō</p>
<p>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.</p> <p>(th/thumb)</p>		<p>th</p>
<p>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.</p> <p>(th/this)</p>		<p>th</p>
<p>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!"</p> <p>(ö/to)</p>		<p>ö</p>
<p>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.</p> <p>(ā/raven)</p>		<p>ā</p>
<p>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.</p> <p>(ch/chicken)</p>		<p>ch</p>

<p>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. “Nnnngg,” went the backboard as Brad’s first snowball hit. “Nnnngg,” it sang out again as Audrey’s snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>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.” (ū/music)</p>		<p>ū</p>
<p>“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/coin, oy/boy)</p>		<p>oi oy</p>
<p>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)</p>		<p>ou ow</p>
<p>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.” (ü/bush)</p>		<p>ü</p>
<p>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. (ä/all)</p>		<p>ä</p>

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, azure, garage)



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 lips are stretched wide, for others, you drop your jaw and

open your mouth farther. 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, *ā*, over vowels to show the short sound. I don’t do this because it seems to create more confusion for the students.) The third sound for each vowel is a dotted sound.

The third sound for each vowel is the “dotted” sound. Dotted vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. It is neither long nor short. Two of the dotted vowel sounds (*ë*/ballet and *ï*/pizza) have sounds that match the long *ā* and long *ē* sounds. (The dotted sounds in this program do not necessarily match the dotted sounds found in the dictionary.)

Two more vowel sounds are formed by pairs of vowels. The first sound is shown as *ou*/ouch or *ow*/cow. The second sound is shown as *oi*/coin or *oy*/boy.

All together, 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

3 dotted vowel sounds (the other two dotted vowels repeat long vowel sounds)

2 vowel 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.

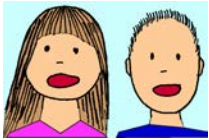
Note: The long *u* sound can be pronounced in two slightly different ways, as *ū*/tulip or *ū*/music. The *ū*/tulip sound is the same as the *ö*/to sound.



# A-Z

## Alphabet Sounds

A a



B b



C c



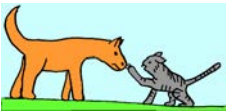
D d



E e



F f



G g



H h



I i Ī ī



J j



K k



L l



M m



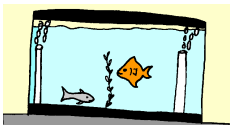
N n



O o



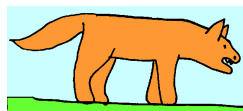
P p



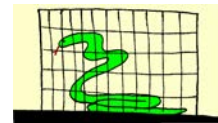
Qu qu



R r



S s



T t



U u



V v



W w



X x



Y y



Z z

