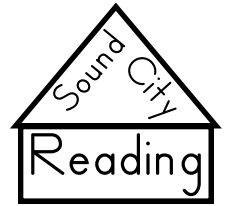
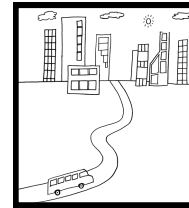
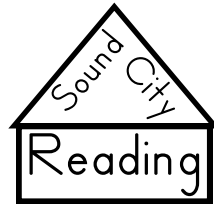


Sound City Reading
Sound Story Pictures
Part 1 - The Alphabet

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Instructions - Part 1

1. These are the sound pictures from the sound story, in the order in which they are introduced. These can be used with young children to help them learn the alphabet letters. They may also be used with students of any age who are new to the Sound City Reading program, so that they can learn the sound associated with each picture.
2. Read the sound story aloud to the students. Model the sound for each picture. Explain that the letters with the picture represent the same sound in words.
3. Use the picture cards to review the sound students have studied. Have the whole class say the sound in unison.
4. It works well to choose a group of about eight to twelve picture cards and letter cards and use them to play a matching game. Place the cards in random order on a table or in a pocket chart. Students take turns selecting a letter and placing it on top of the matching sound picture, saying the sound.
5. The next card shows the letter that corresponds with each picture, with a key word to indicate the sound. For most of the letters, the sound is heard at the beginning of the word. For the letter x the sound is heard at the end of the word. Do not use the key words with the students. They are for teacher reference to show the correct sound. Be careful not to add "uh" to the sounds. Say /t/, not /tuh/.

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The Alphabet

- | | |
|-------------|----------------|
| 1. t / tag | 15. s / sun |
| 2. i / in | 16. j / jet |
| 3. h / hat | 17. o / ox |
| 4. ī/island | 18. c / cat |
| 5. l / leg | 19. d / dog |
| 6. n / nut | 20. a / ax |
| 7. w / web | 21. v / van |
| 8. u / up | 22. g / gum |
| 9. b / bus | 23. p / pig |
| 10. m / mop | 24. k / kick |
| 11. r / run | 25. y / yo-yo |
| 12. f / fan | 26. qu / quilt |
| 13. x / box | 27. z / zip |
| 14. e / egg | |

The Alphabet

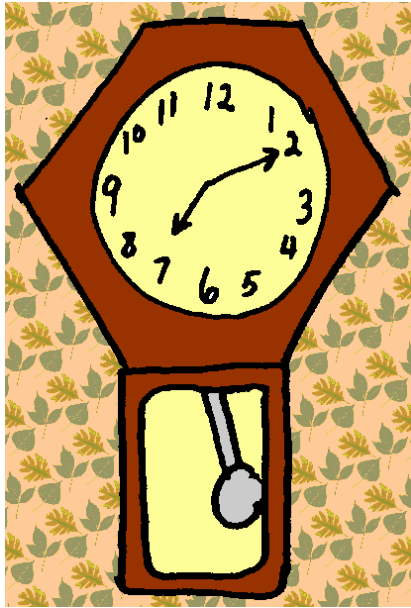
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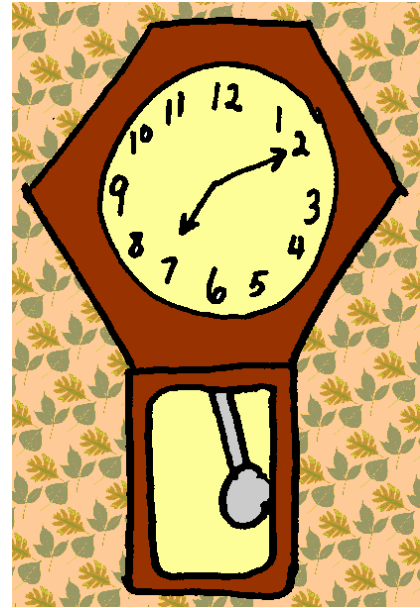
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|-------------|----------------|
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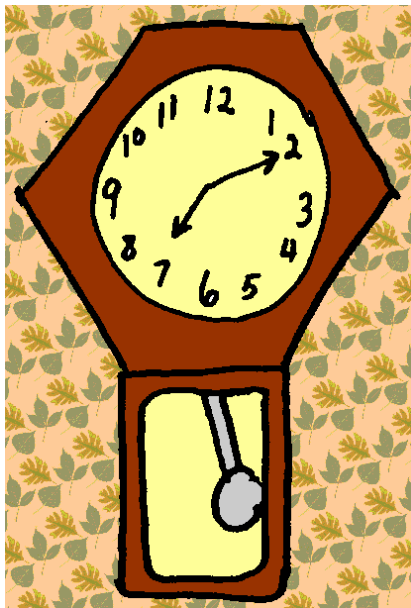
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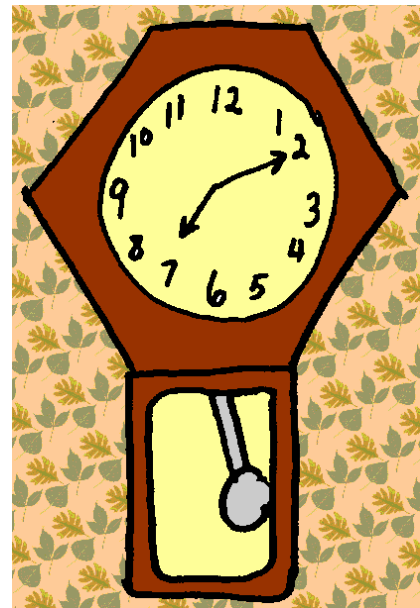
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1



1



2



2



2



2



3



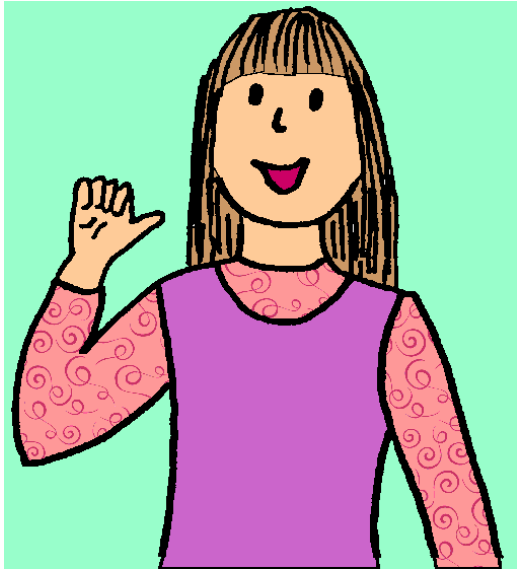
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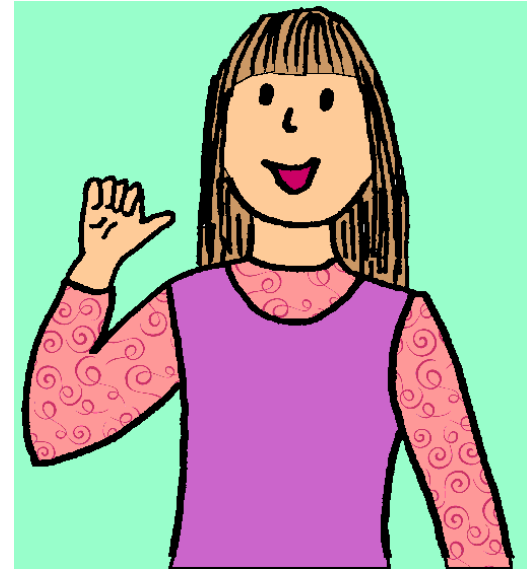
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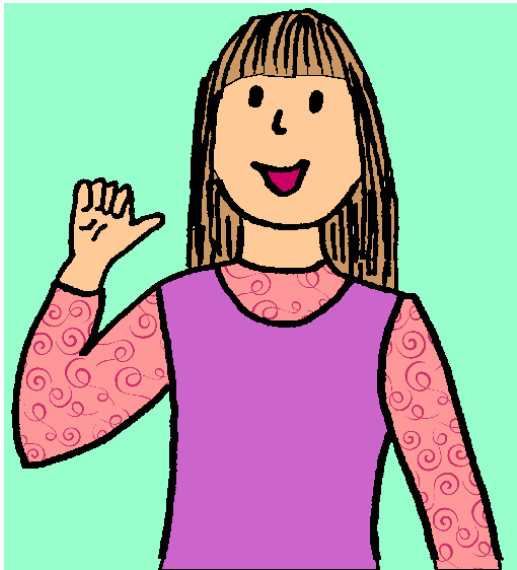
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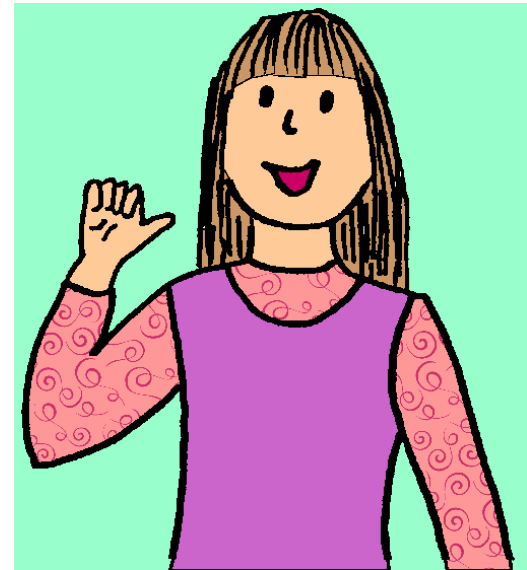
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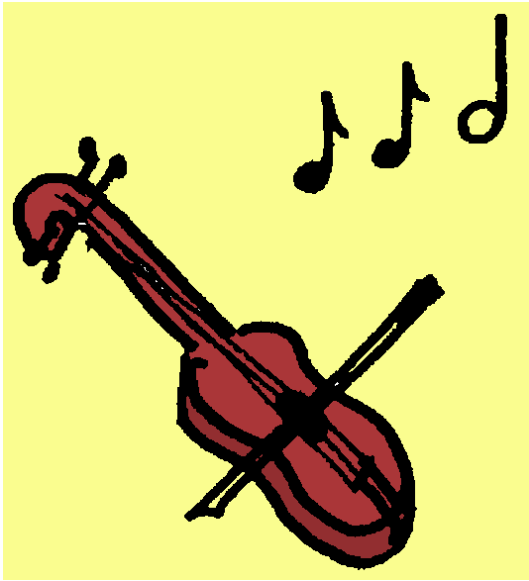
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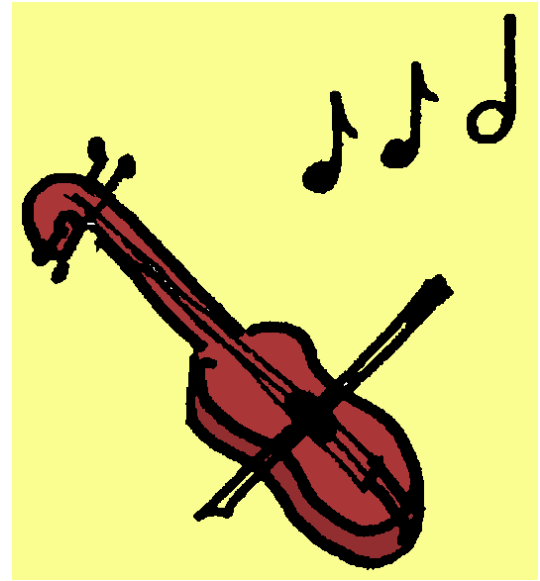
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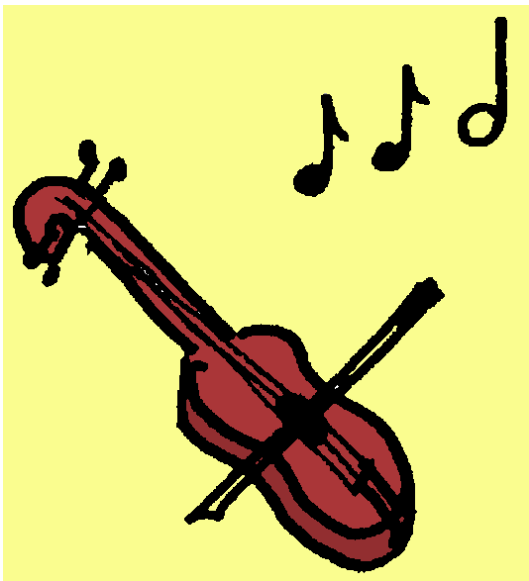
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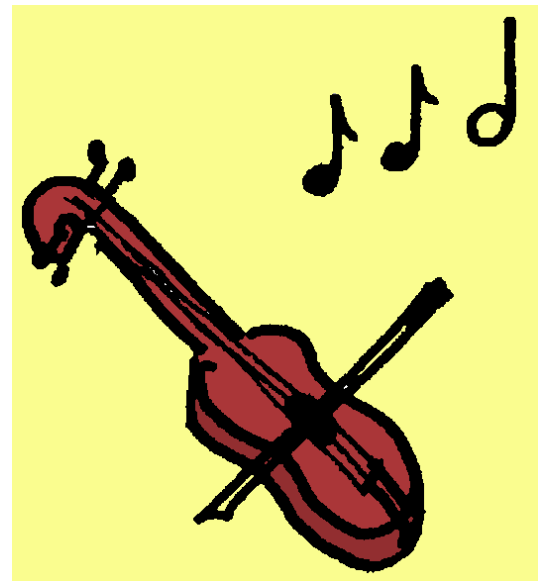
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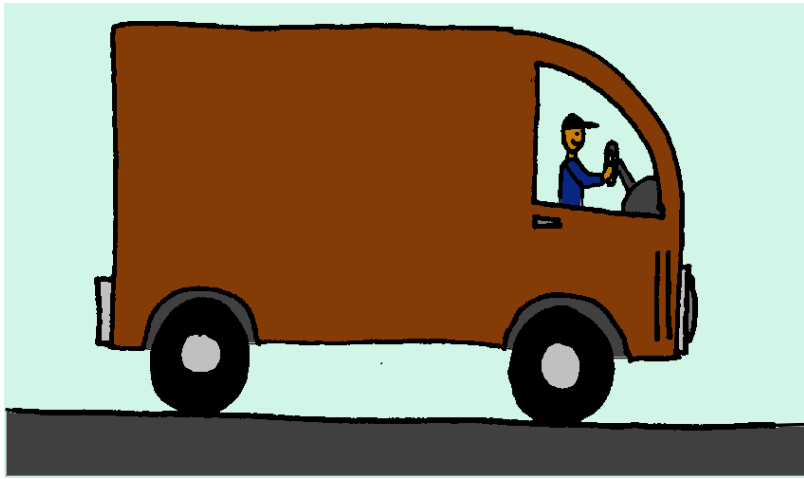
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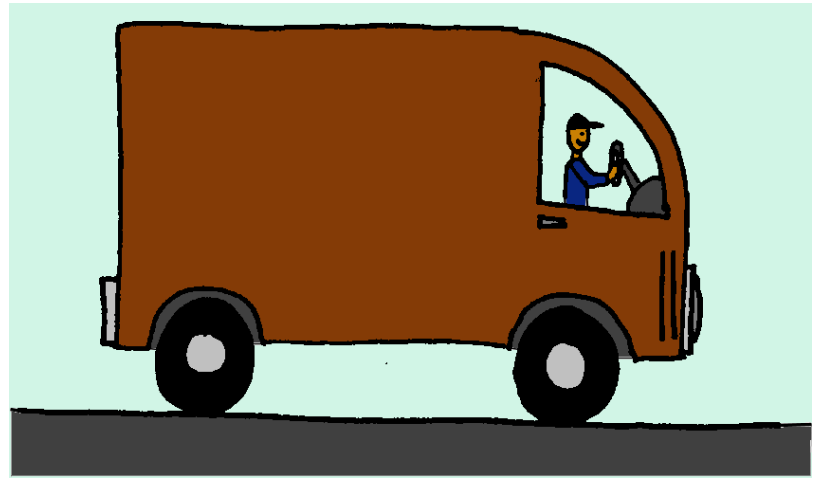
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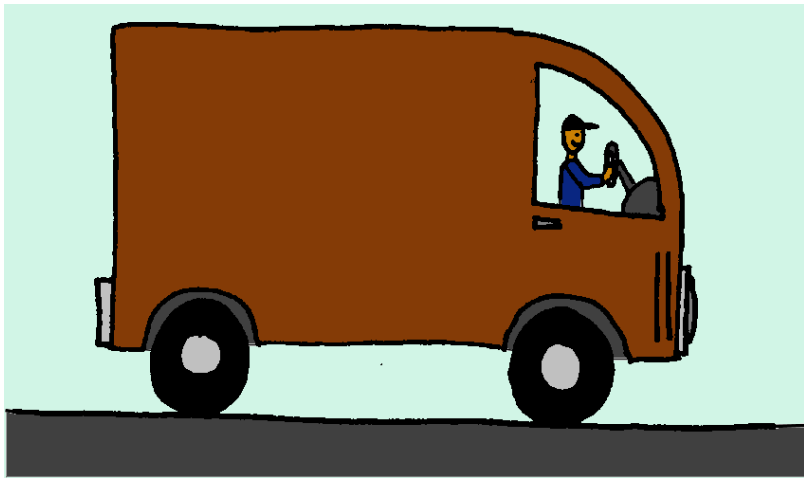
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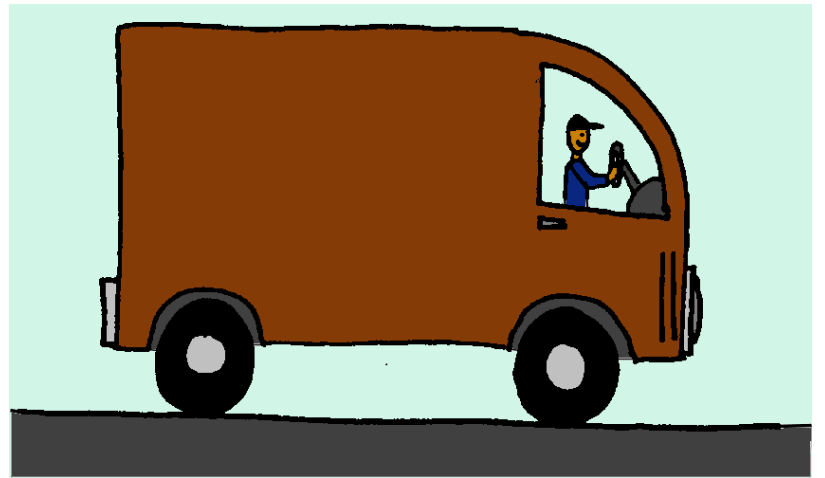
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6



6



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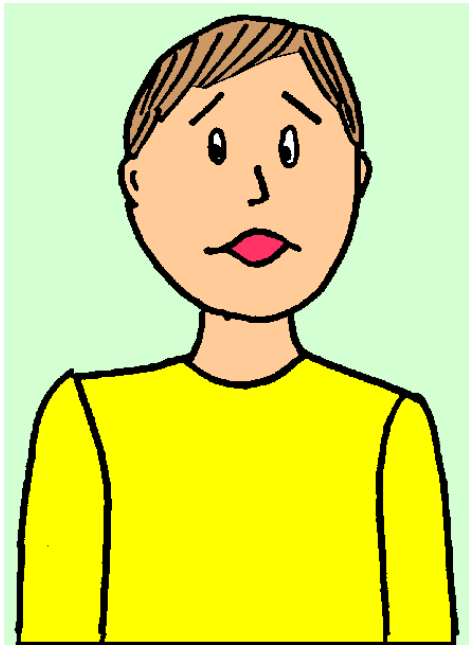
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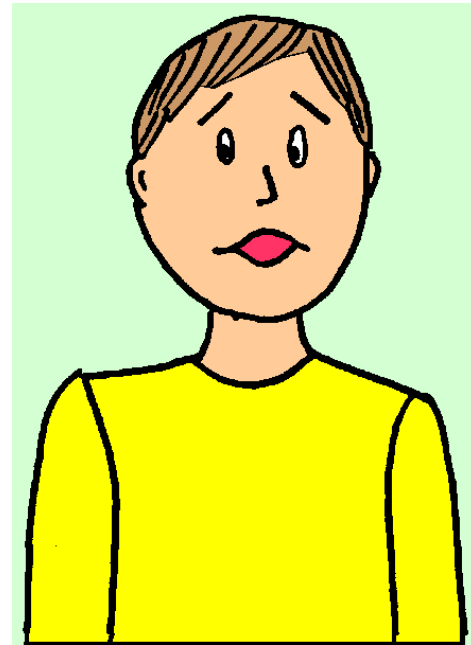
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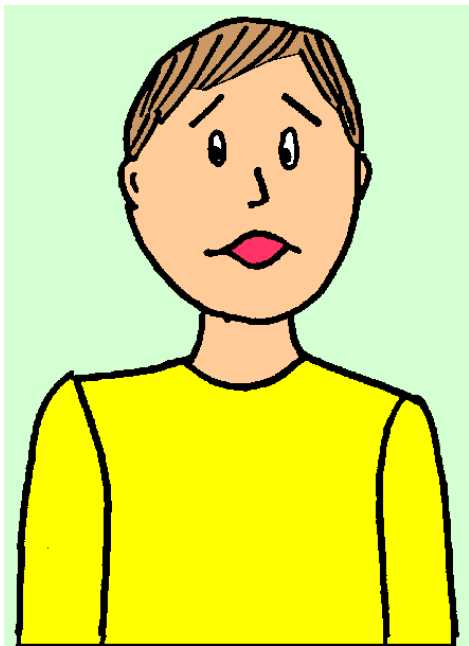
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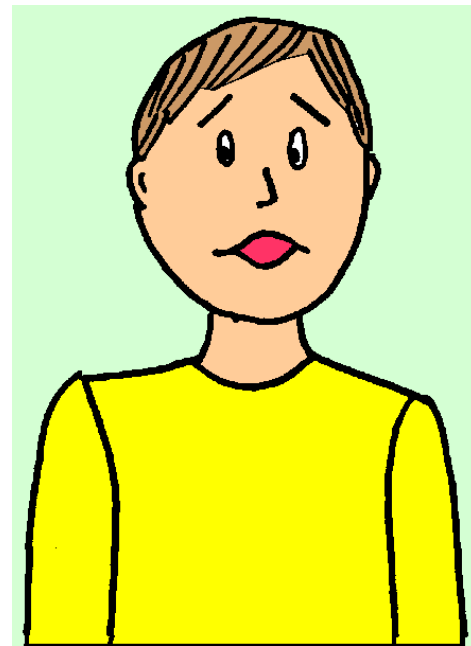
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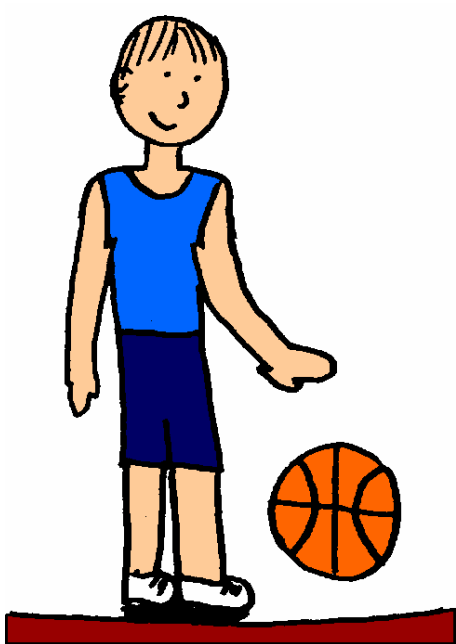
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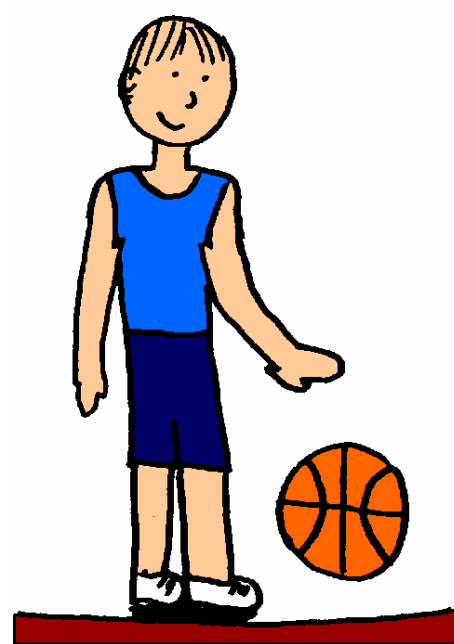
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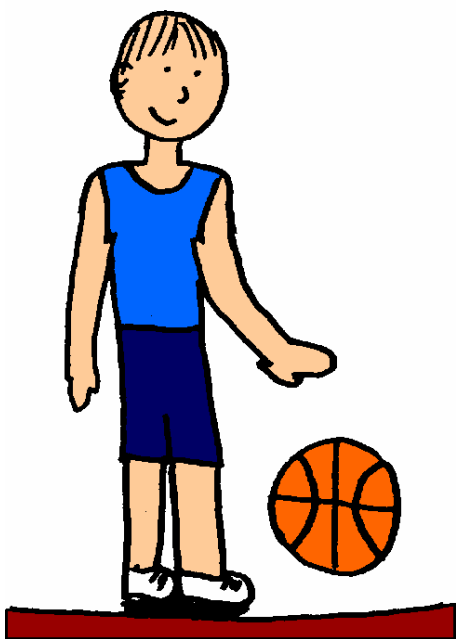
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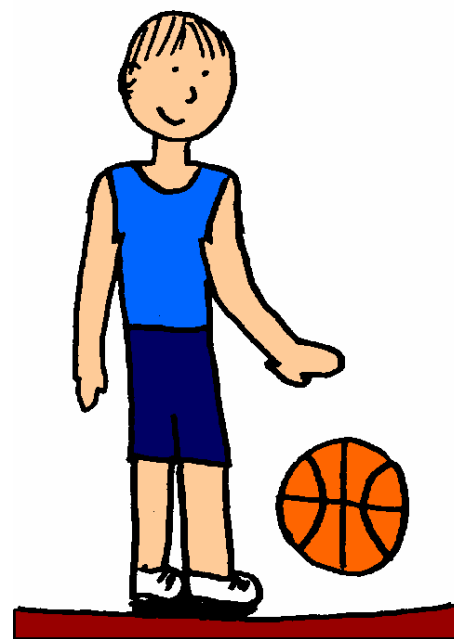
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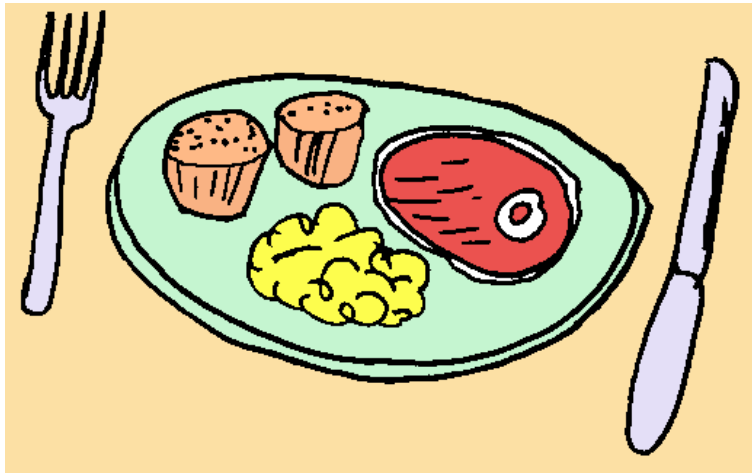
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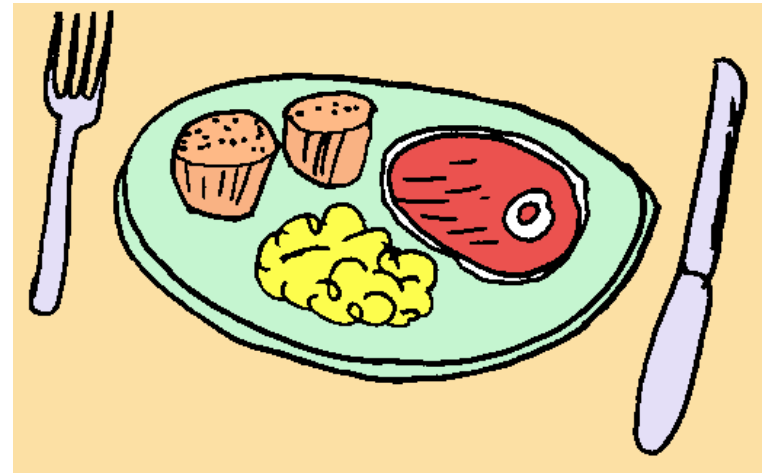
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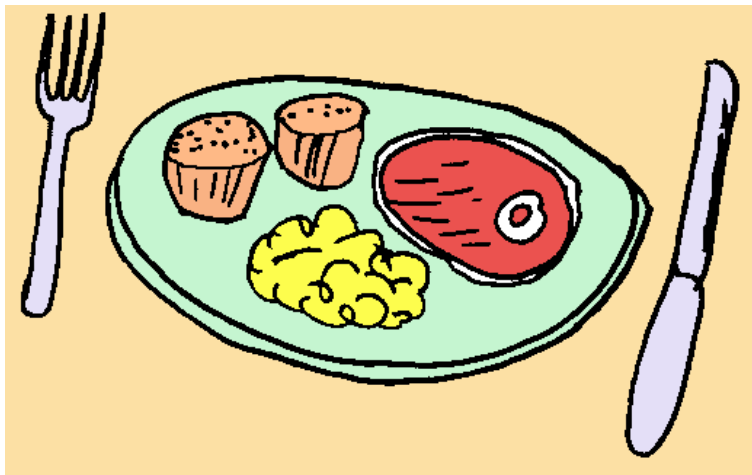
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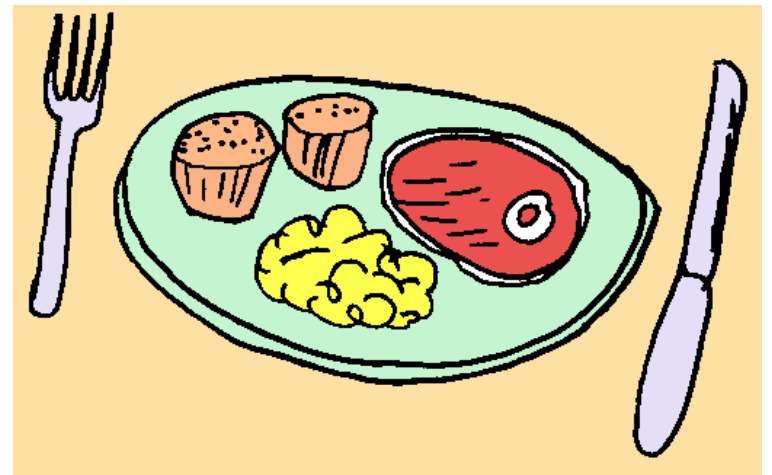
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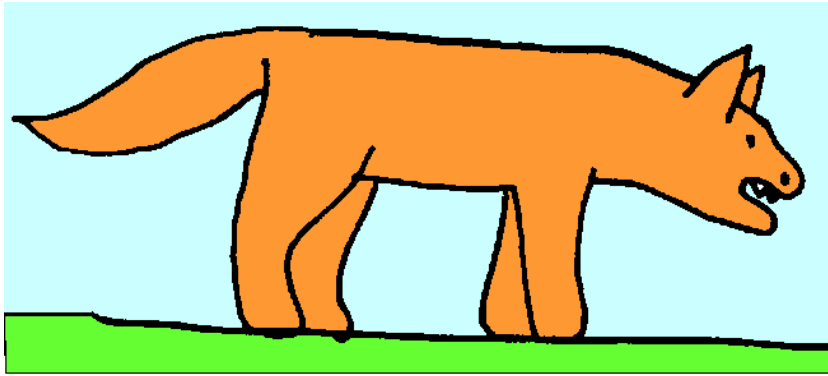
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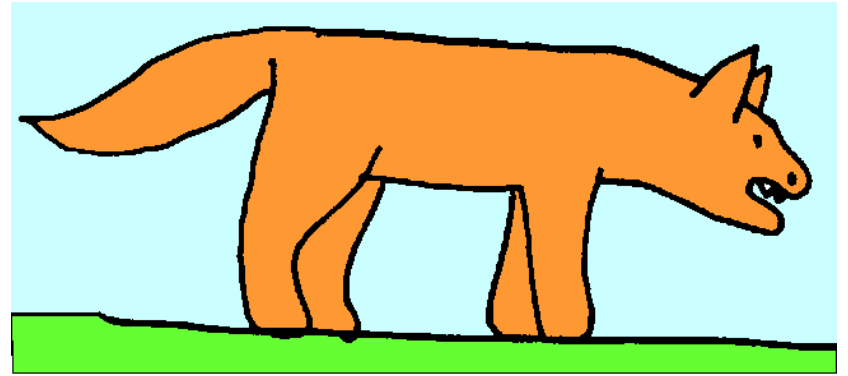
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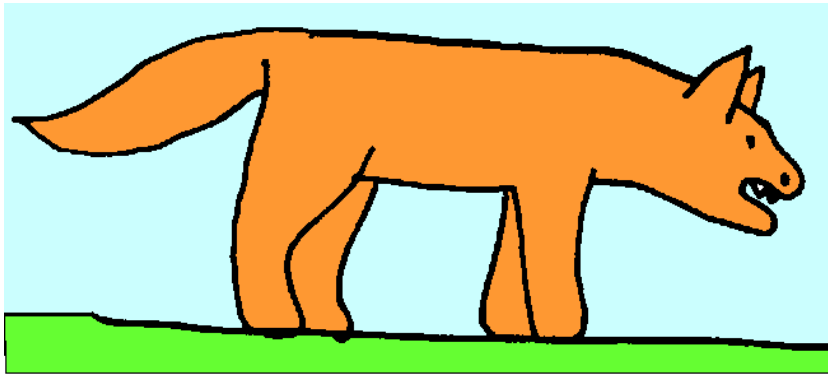
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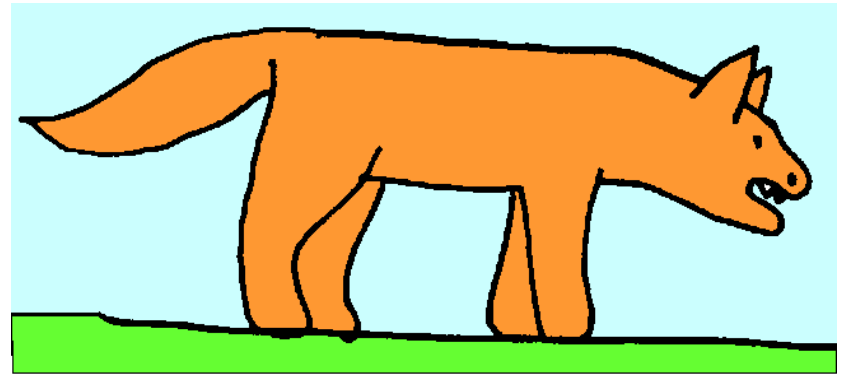
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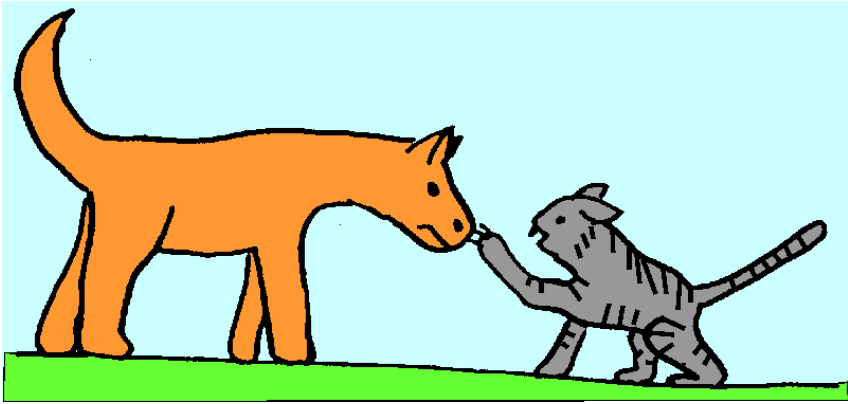
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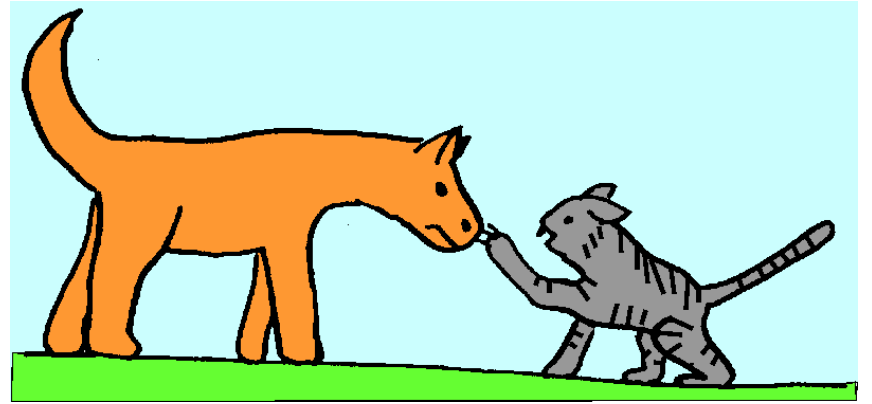
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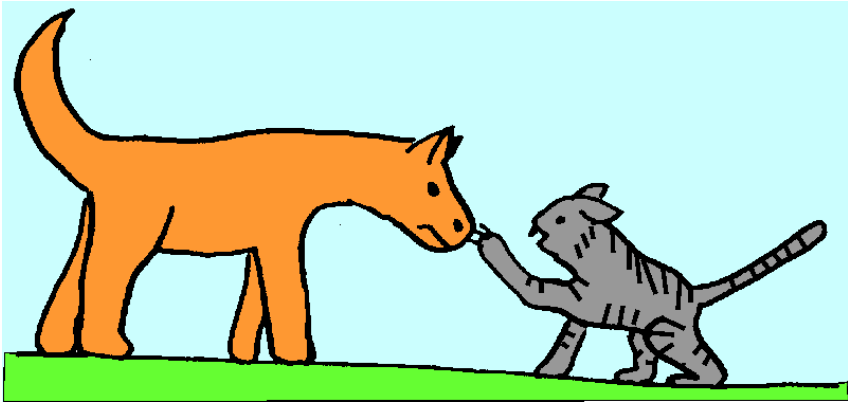
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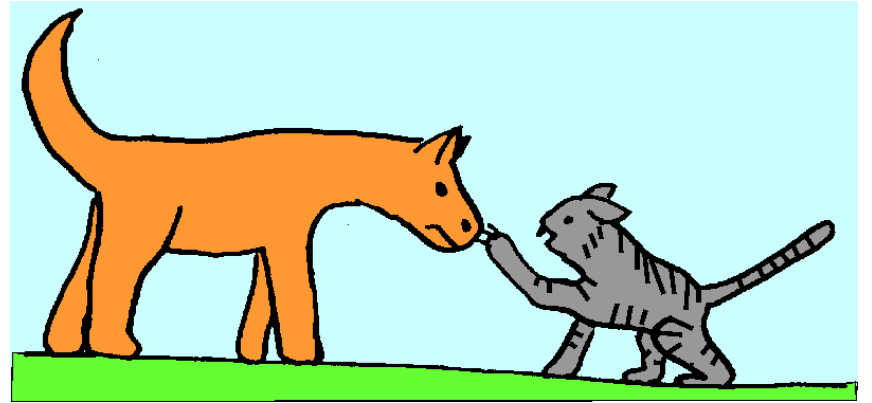
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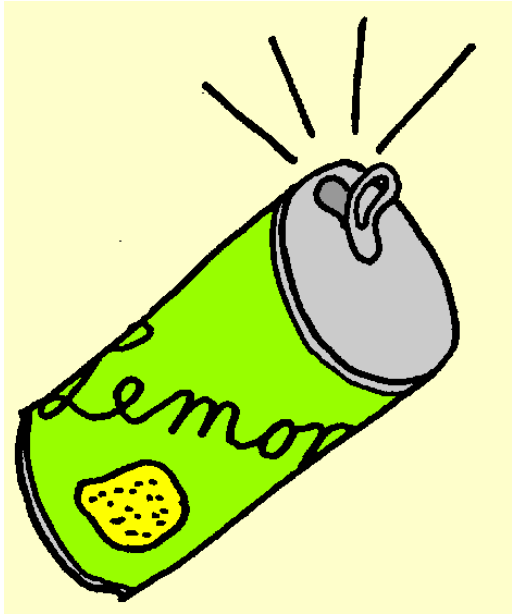
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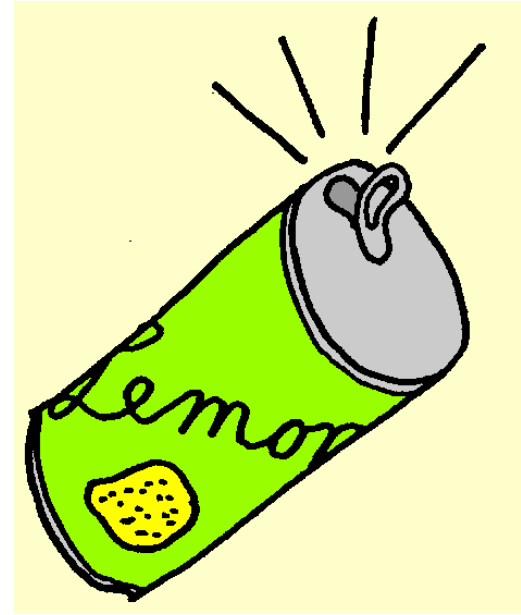
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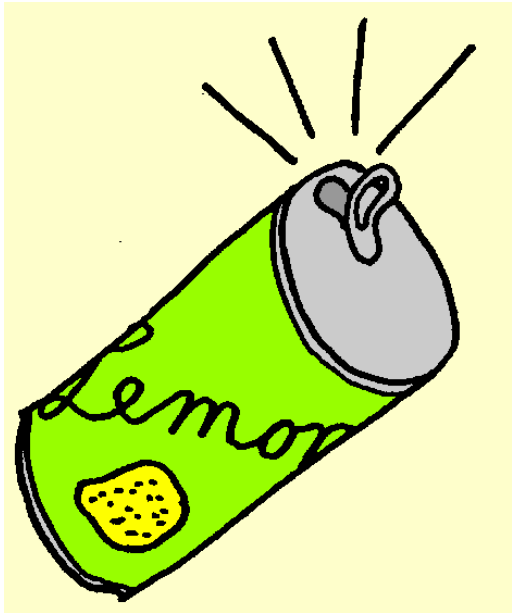
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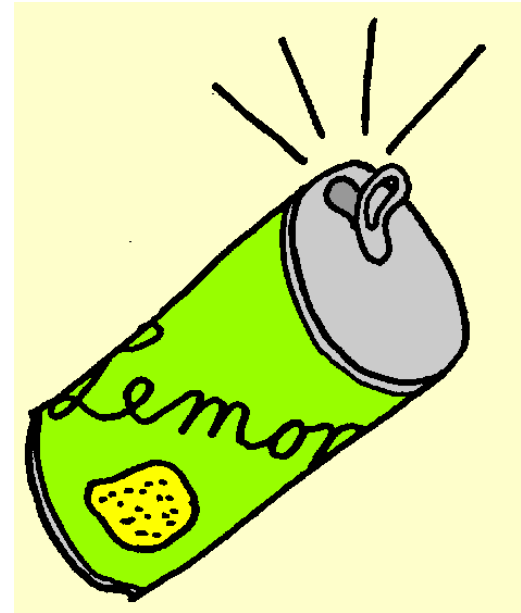
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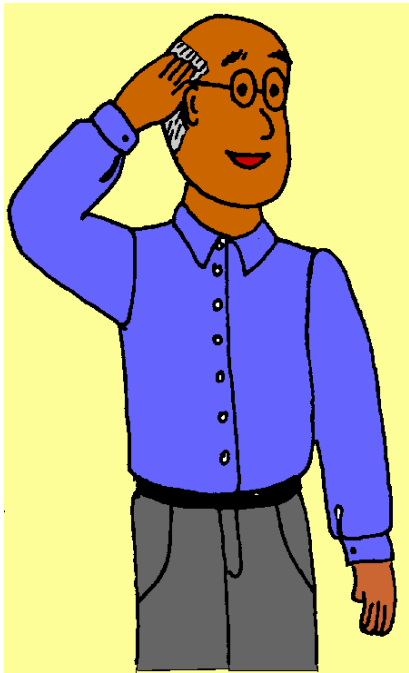
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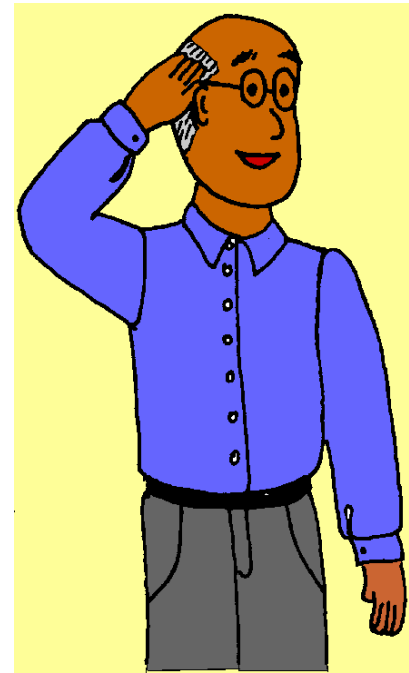
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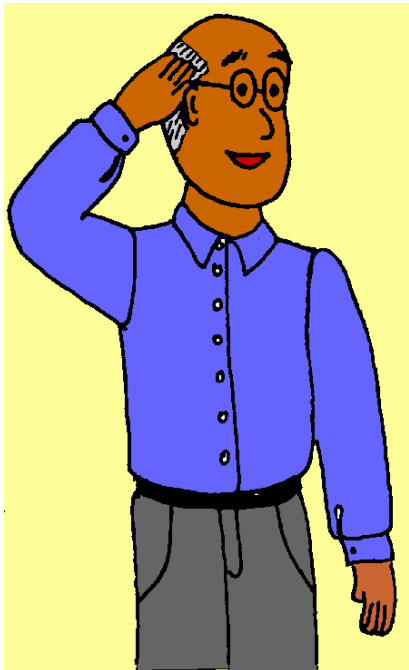
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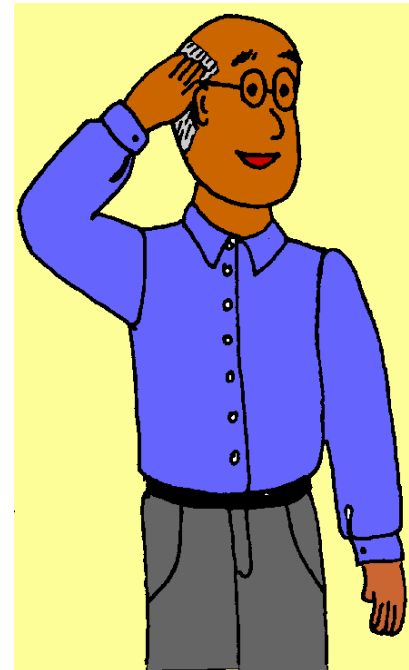
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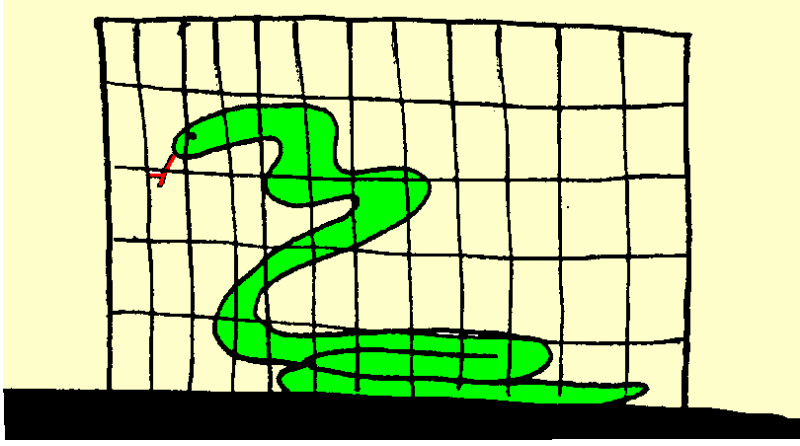
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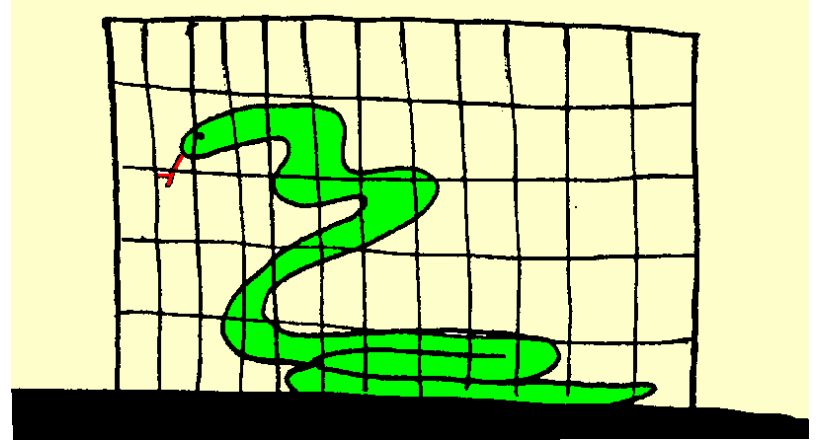
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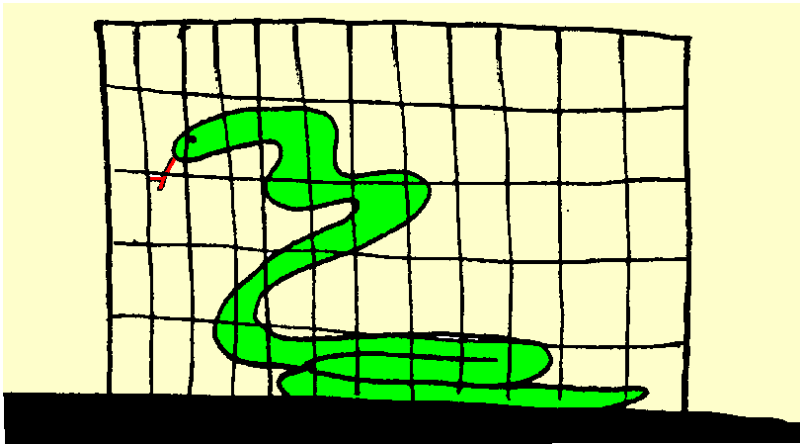
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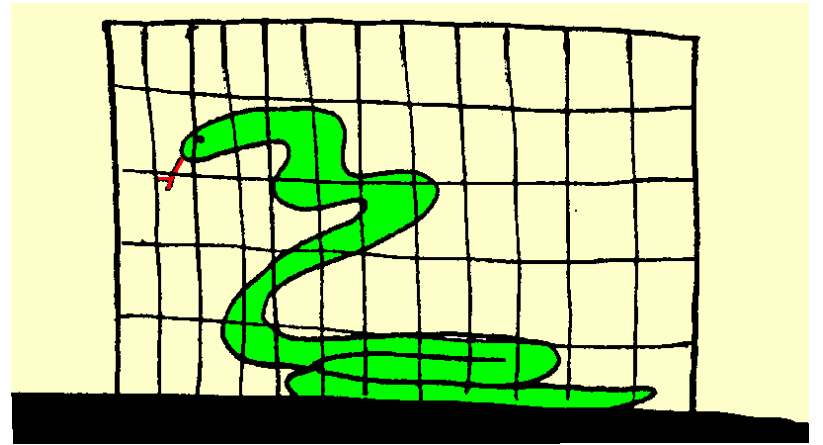
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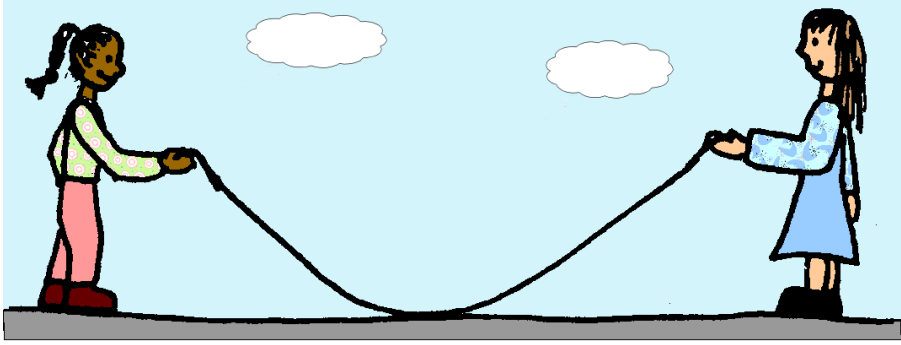
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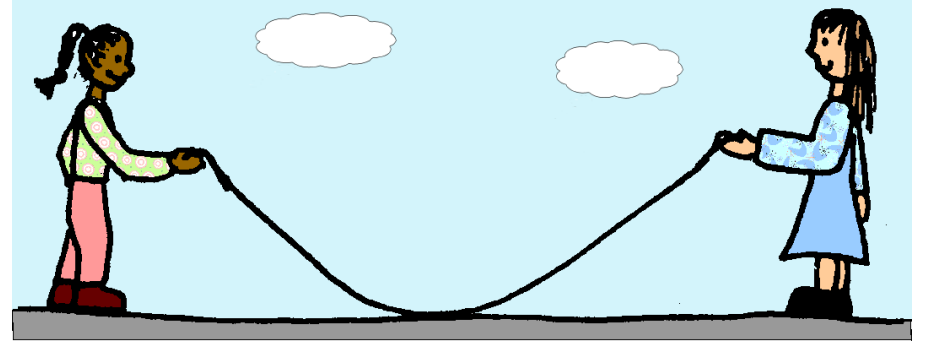
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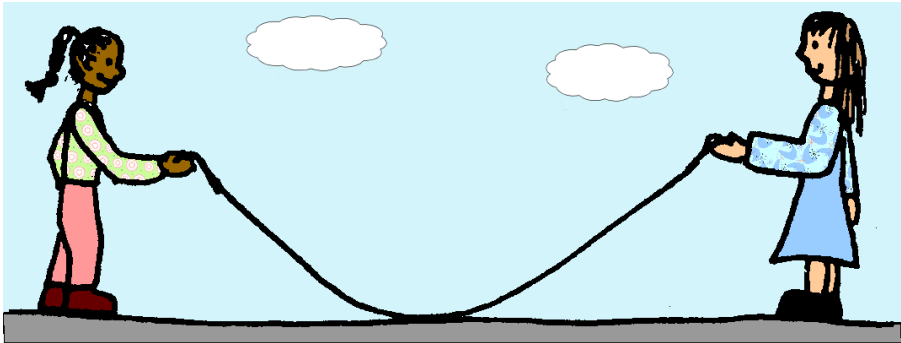
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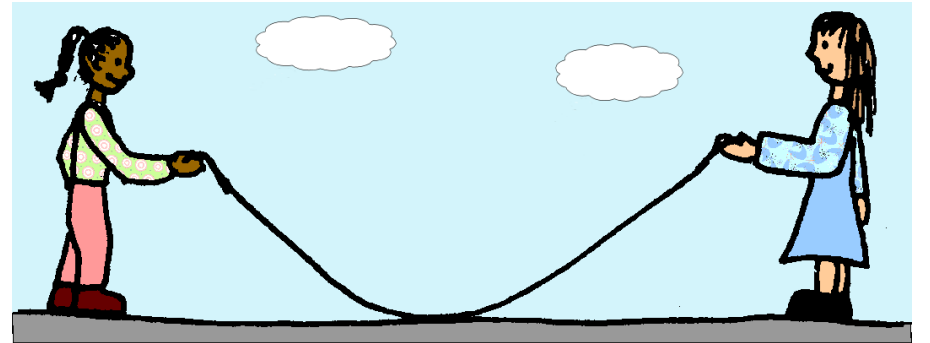
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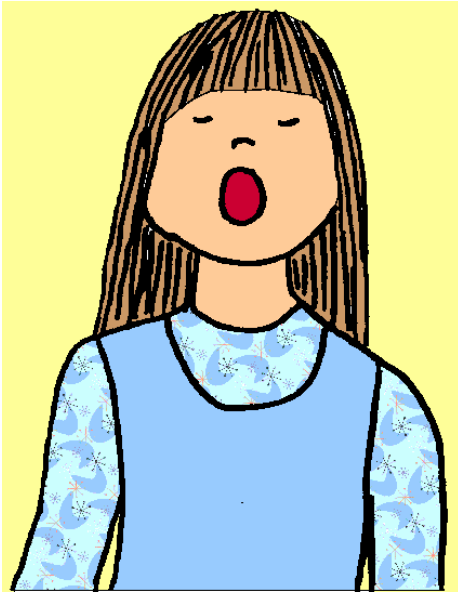
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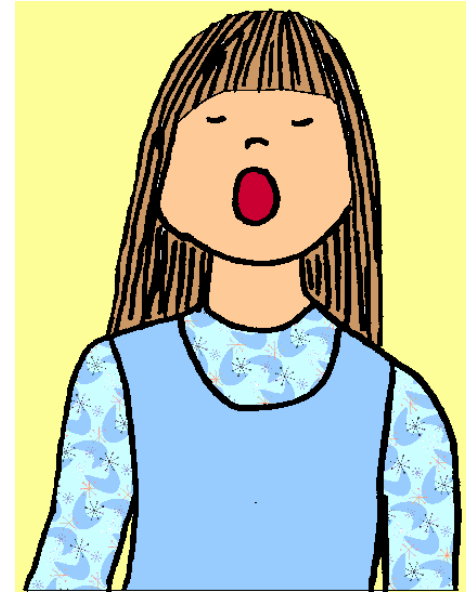
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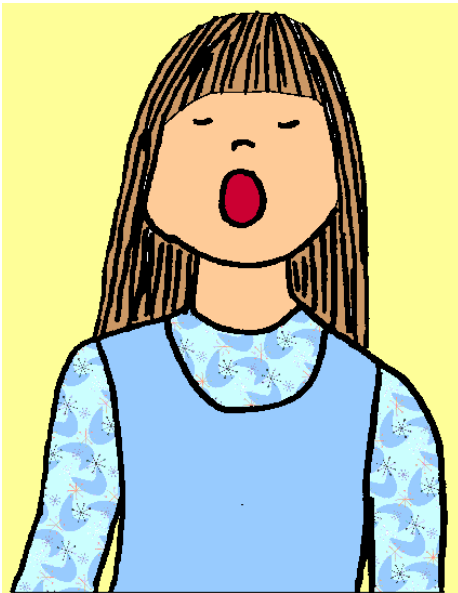
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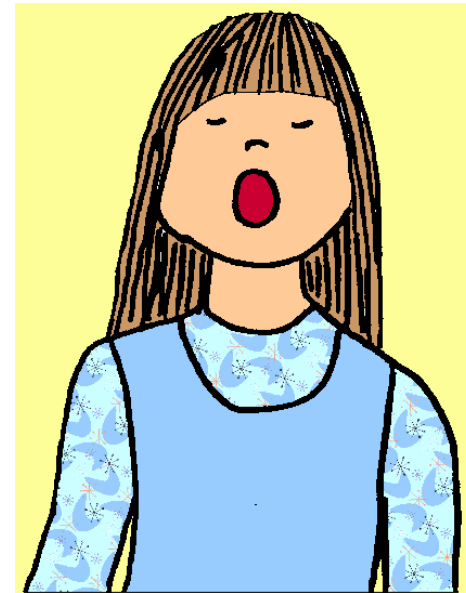
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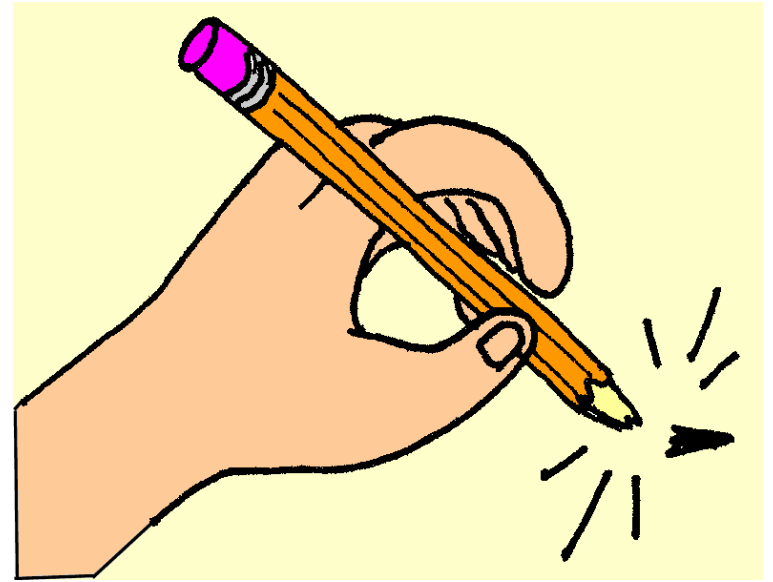
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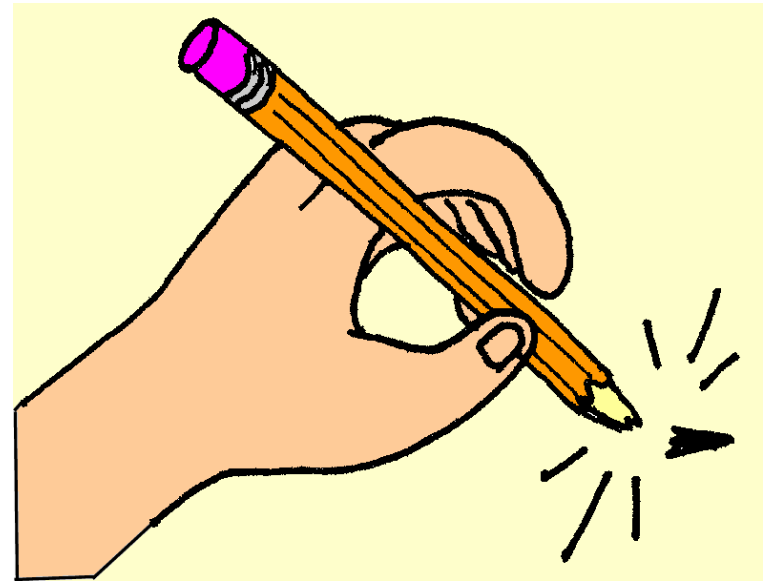
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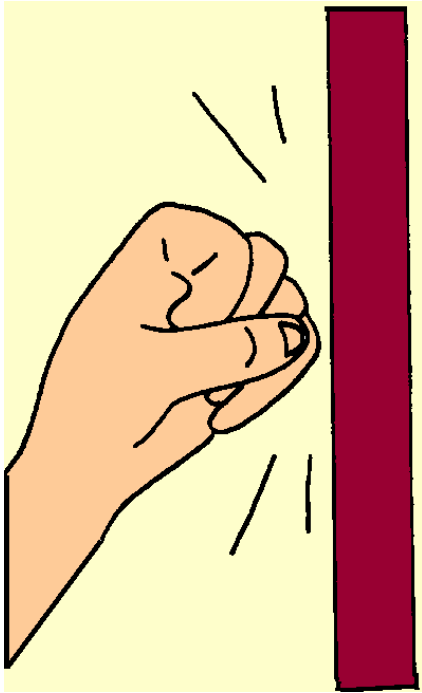
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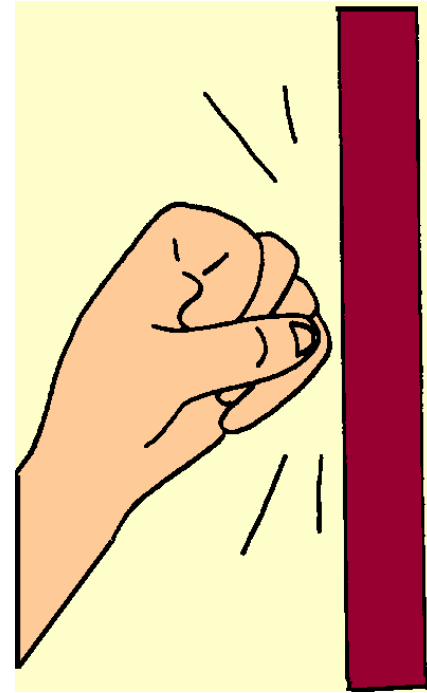
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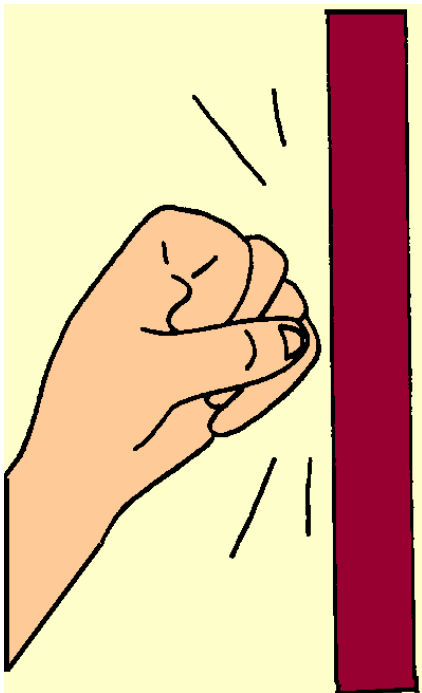
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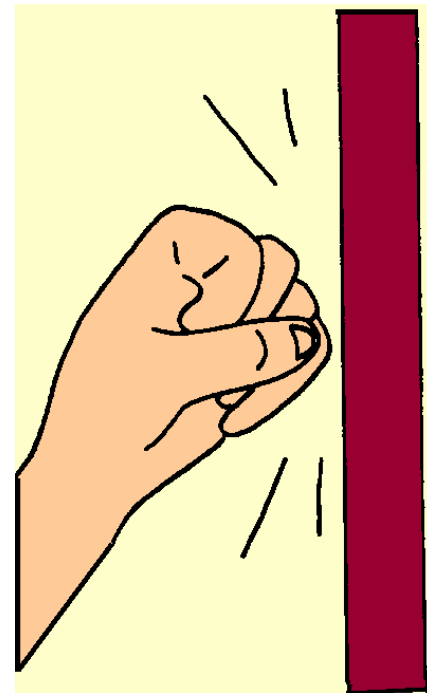
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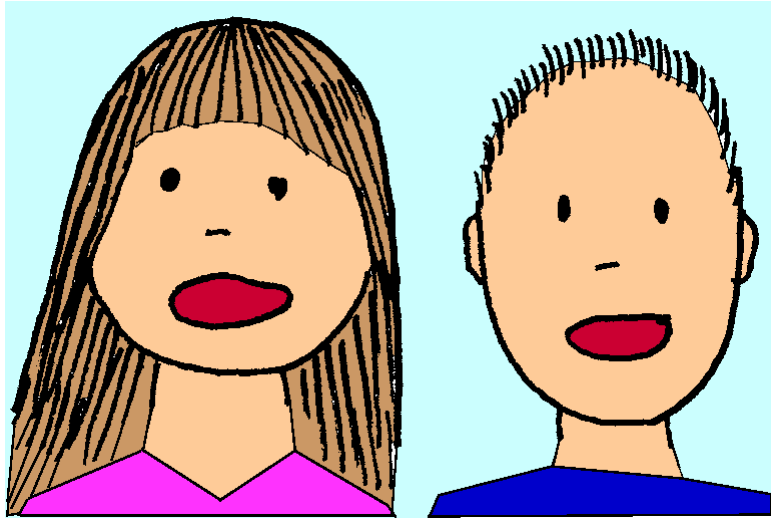
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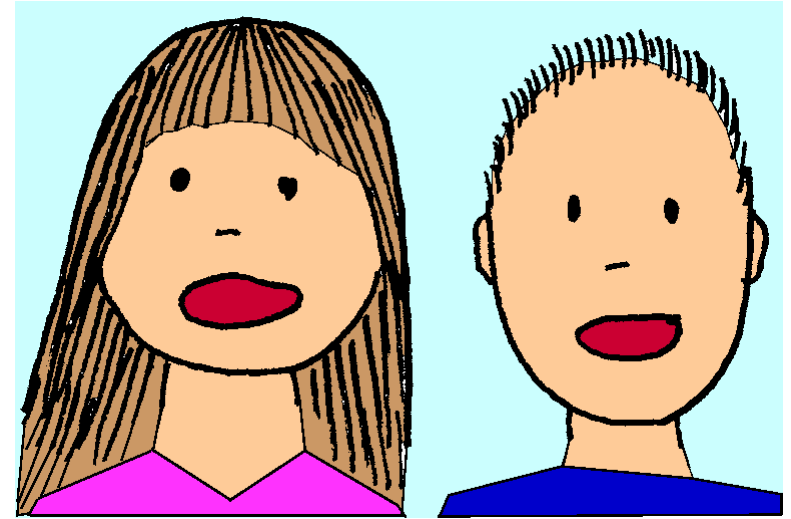
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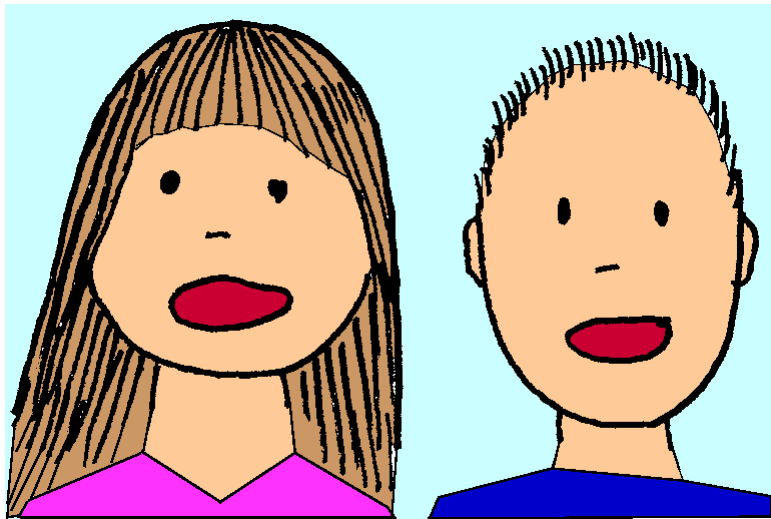
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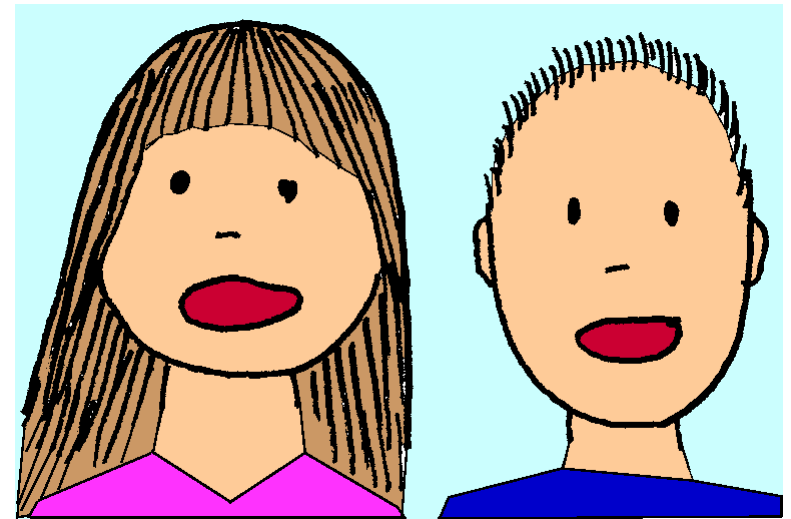
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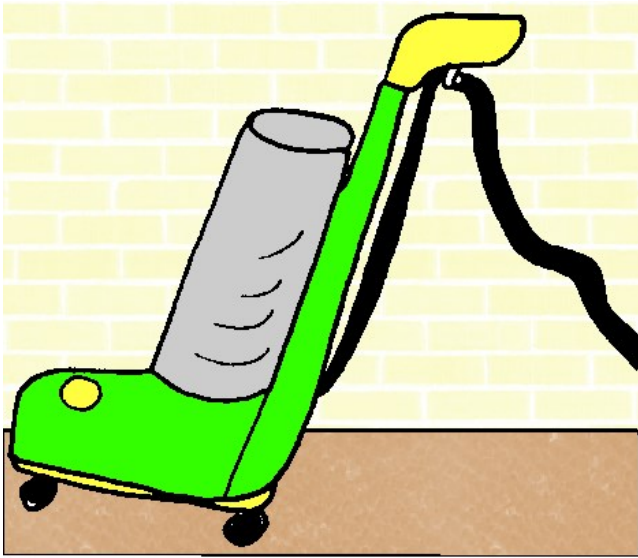
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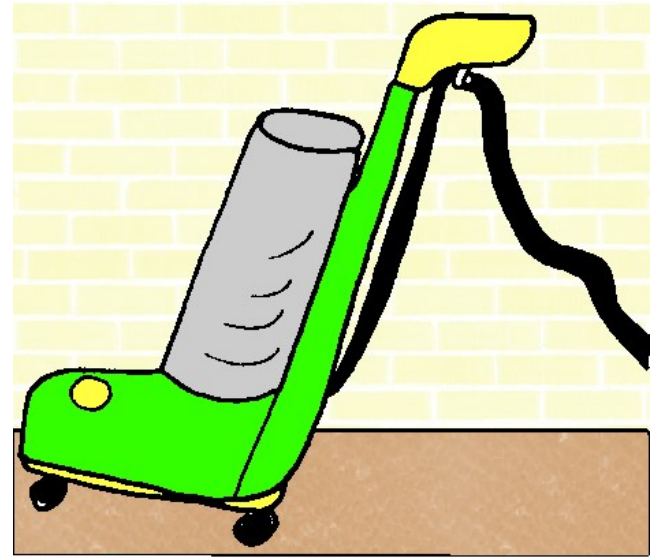
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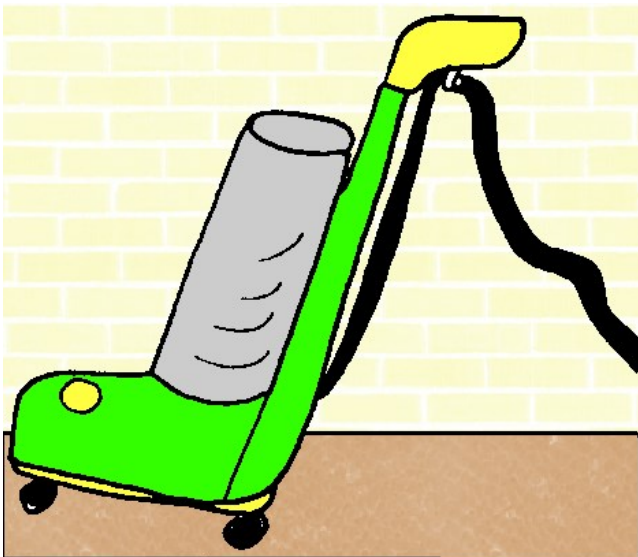
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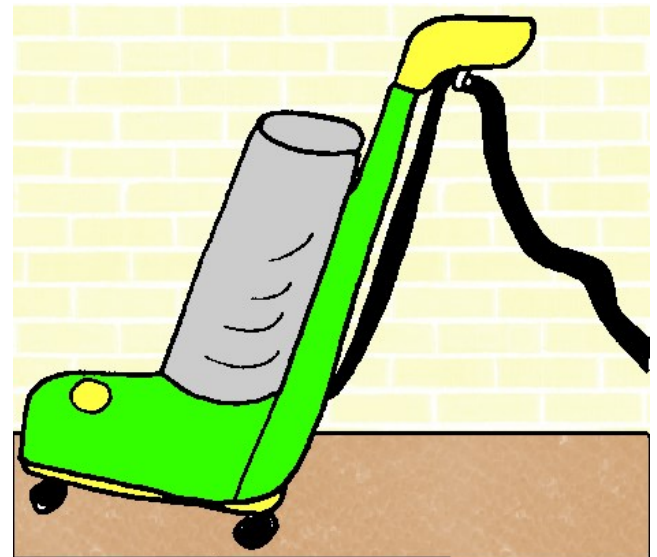
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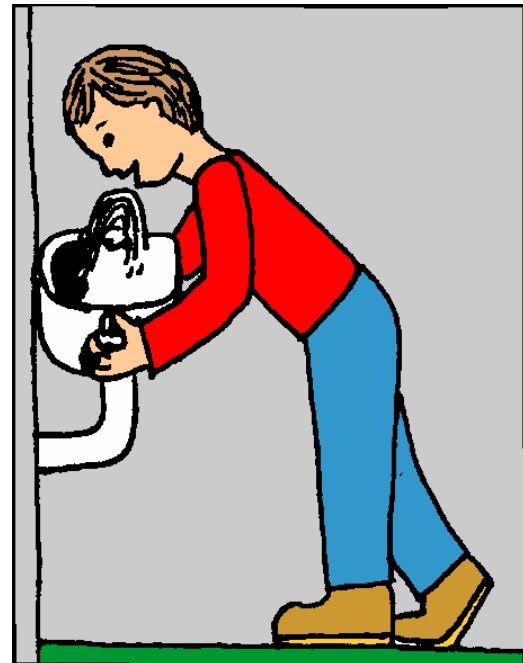
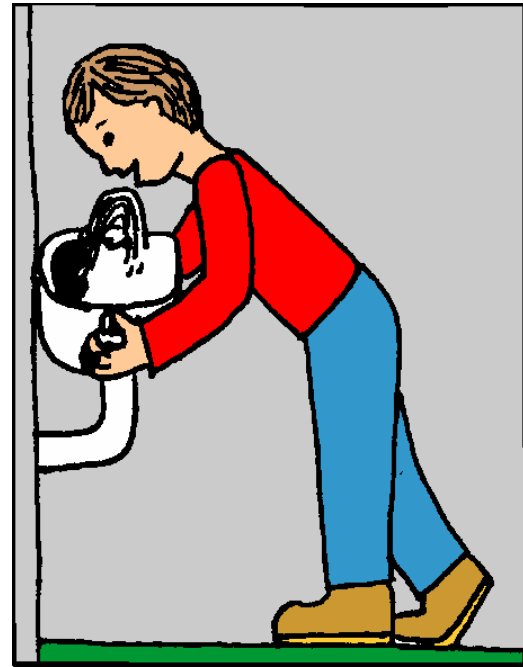
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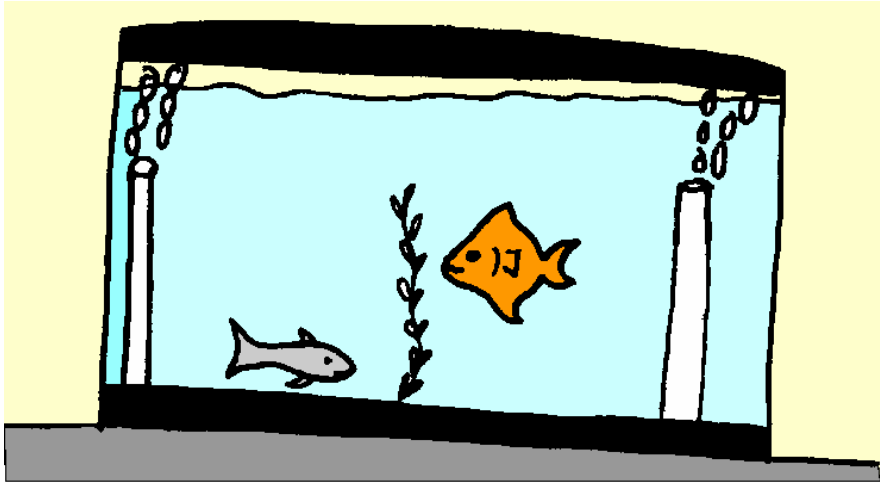


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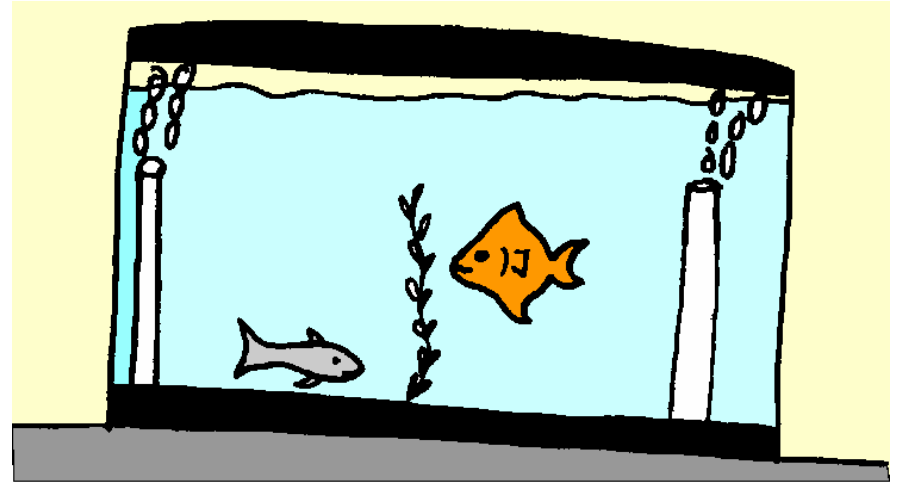


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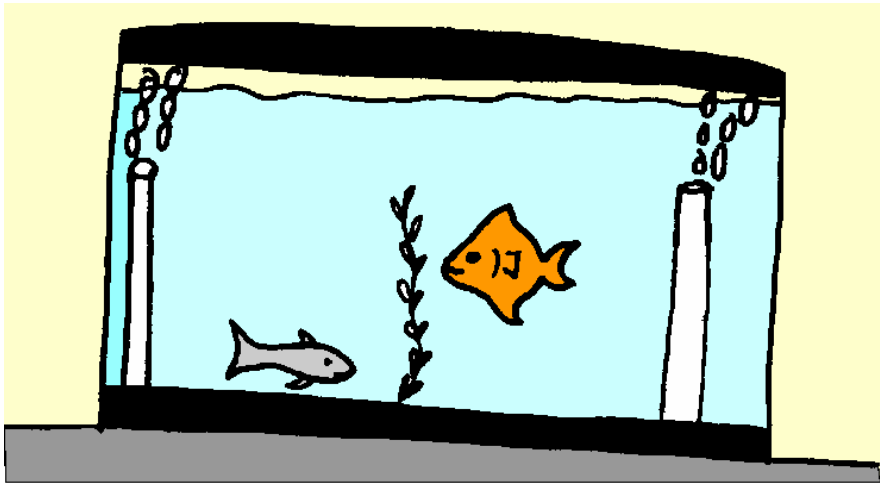




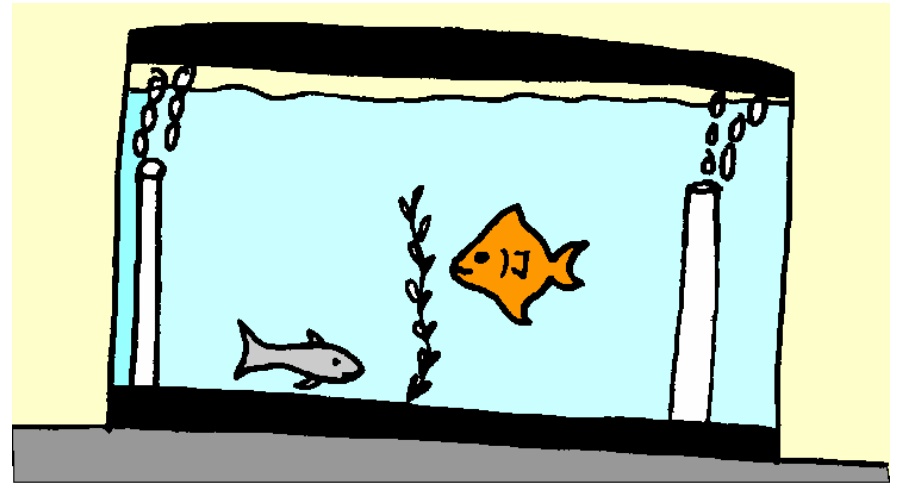
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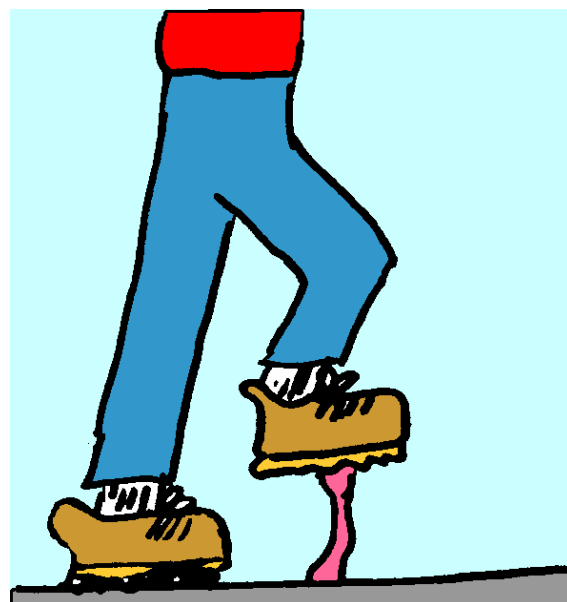
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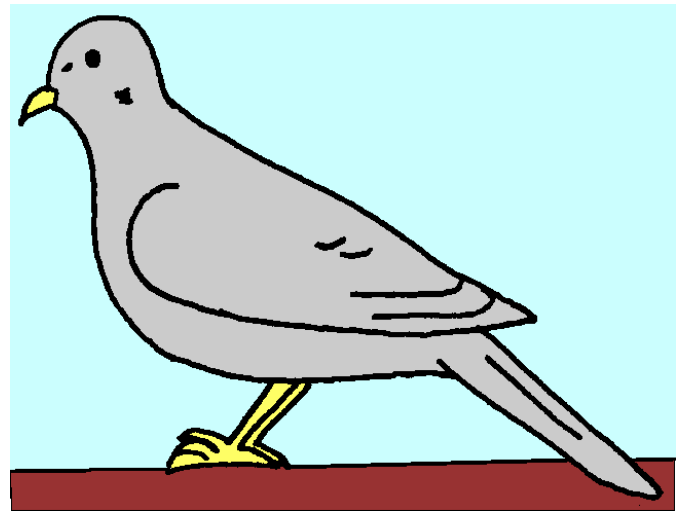
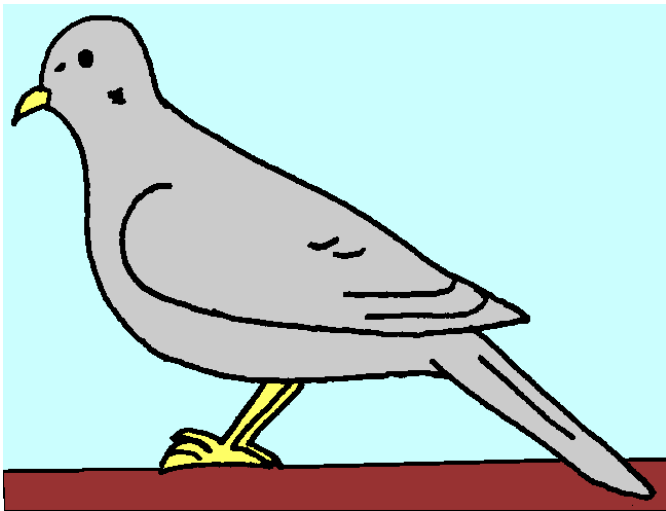
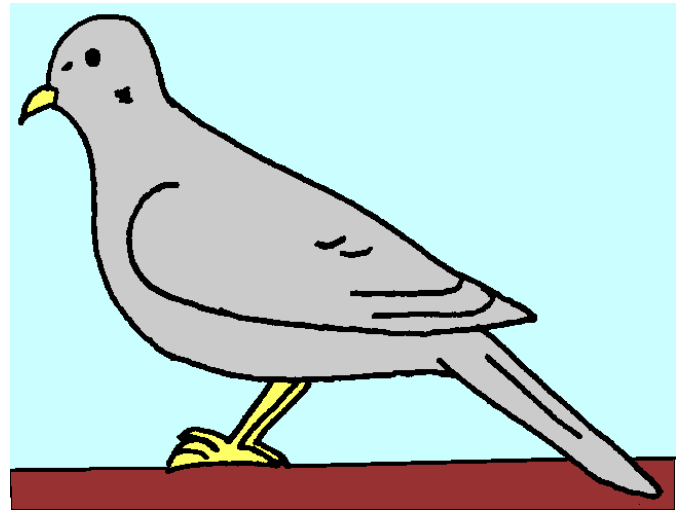
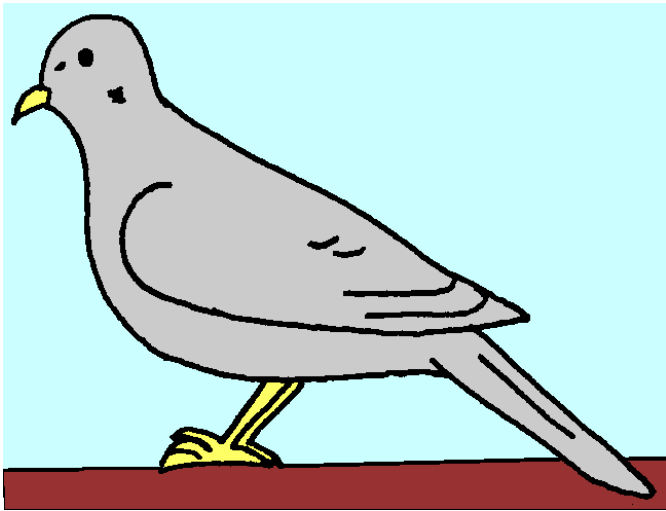
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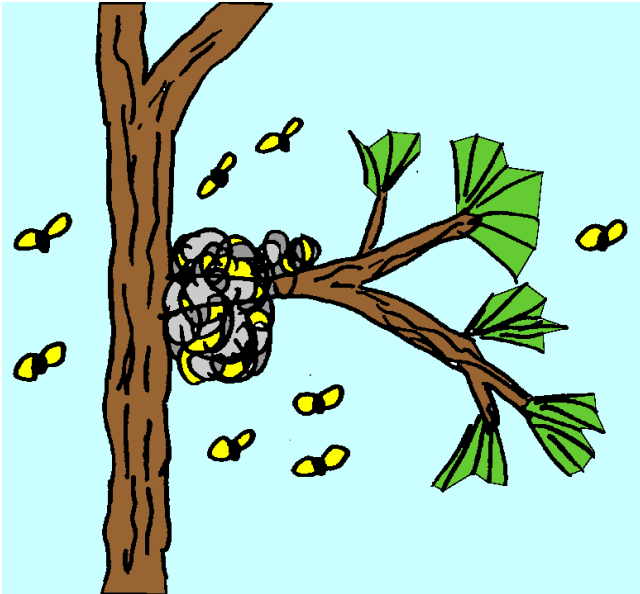


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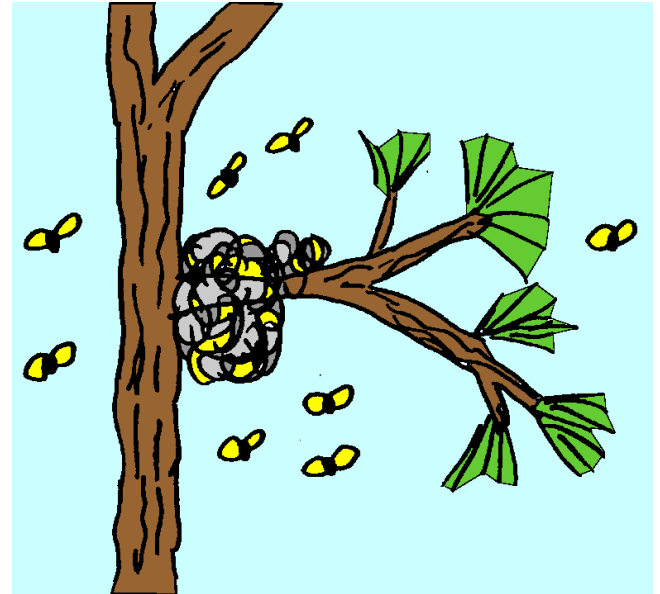


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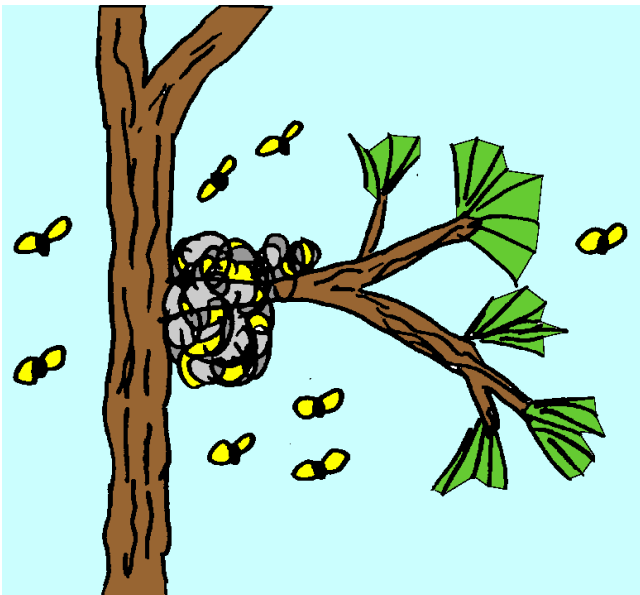




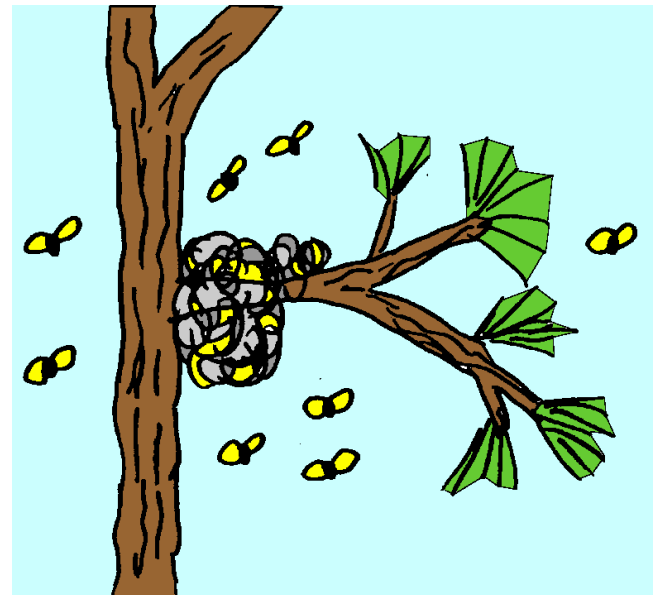
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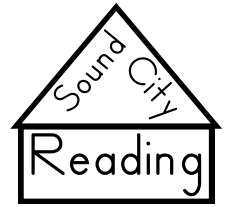
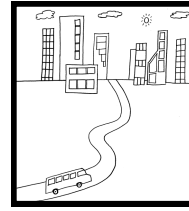
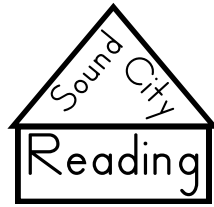
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Sound Story Pictures

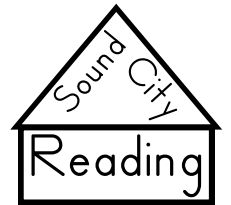
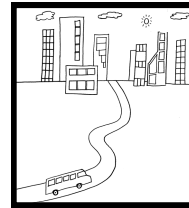
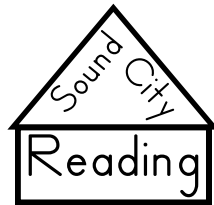
Part 2 - "Beyond The Alphabet"

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Sound Story Pictures

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Sound Story Pictures

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Sound Story Pictures

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Instructions - Part 2

1. These are the sound pictures from part two of the sound story, in the order in which they are introduced. They are introduced in the same order in *Phonetic Words And Stories, Book 1 and Book 3*.
2. Read part two of the sound story aloud to the students. Model the sound for each picture. Explain that the letters with the picture represent the same sound in words.
3. Review the pictures and their sounds with these flashcards. As soon as possible students should say the sounds without the need for modeling by the teacher.
4. It works well to choose a group of about eight to twelve picture cards and letter cards and use them to play a matching game. Place the cards in random order on a table or in a pocket chart. Students take turns selecting a letter and placing it on top of the matching sound picture card, saying the sound.
5. The next card shows the letter or letter pattern that corresponds with each picture, with a key word to indicate the sound. Do not use the key words with the students. They are for teacher reference to show the correct sound. Be careful not to add "uh" to the sounds. Say /th/, not /thuh/.

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Beyond The Alphabet Sounds

1. sh / ship
2. ē / emu
3. ō / ocean
4. th / thumb
5. th / this
6. ö / tö
7. ā / apron
8. ch / chicken
9. ng / ring
10. ū / uniform
11. oi / oil
12. ou / ouch
13. ü / büsh
14. ä / all
15. There is no specific pattern that indicates this sound. The dictionary shows it as zh. The sound is heard in these words: vision, measure, azure, garage.

Review from part 1: ī / island

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Beyond The Alphabet Sounds

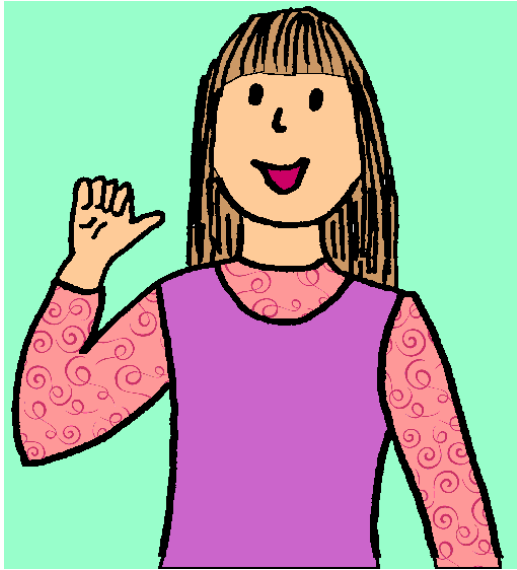
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Review from part 1: ī / island

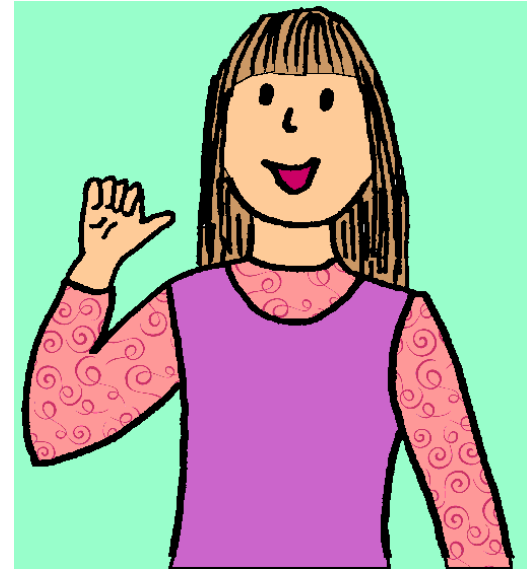
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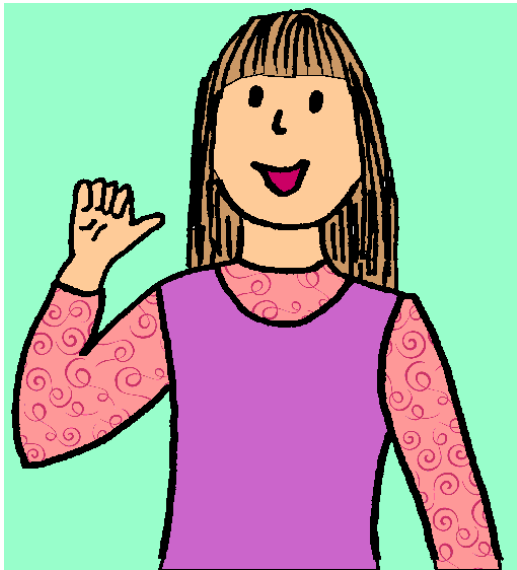
Review from part 1: ī / island



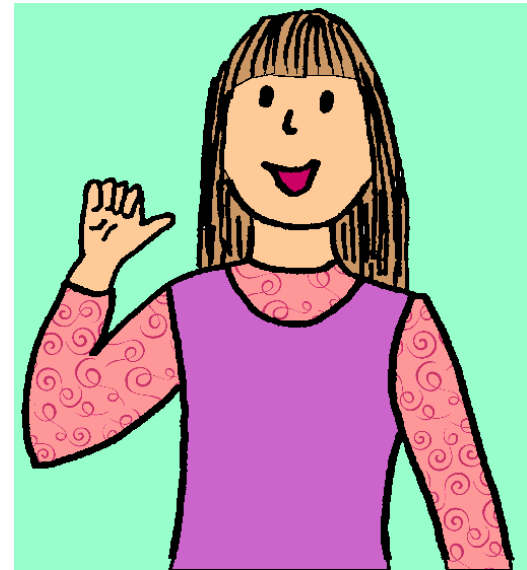
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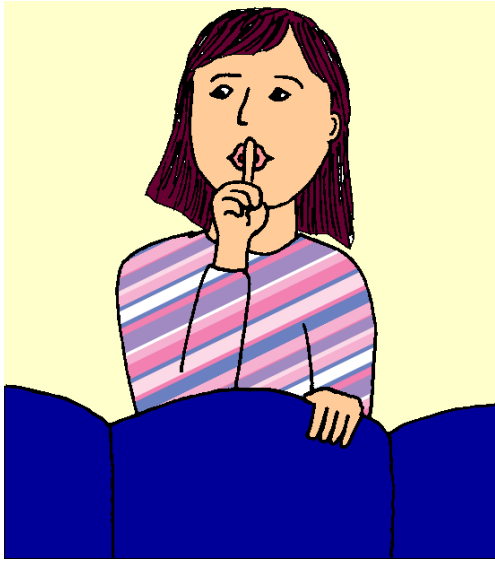
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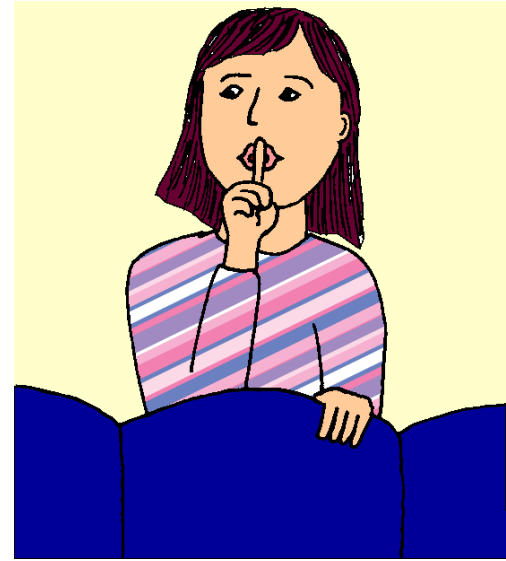
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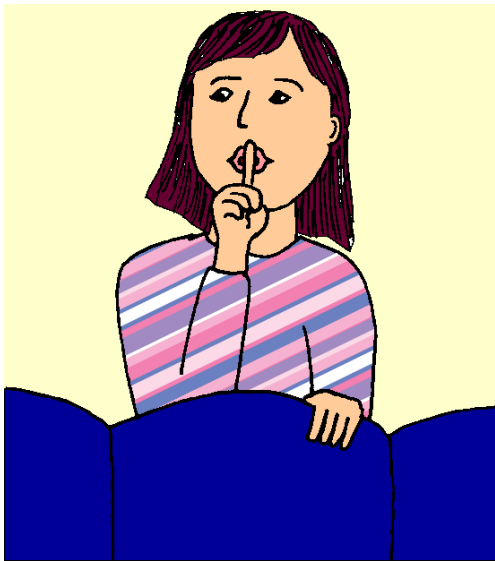
Review From Part 1



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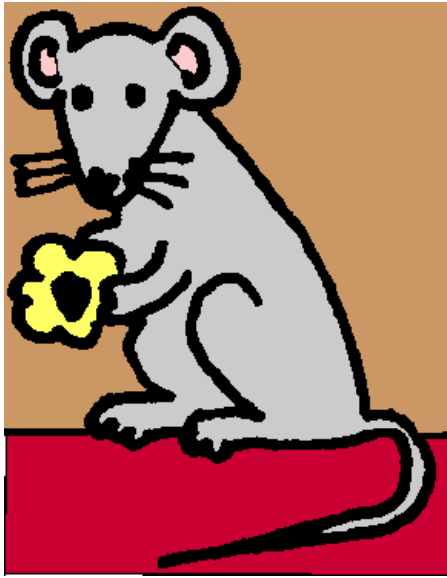
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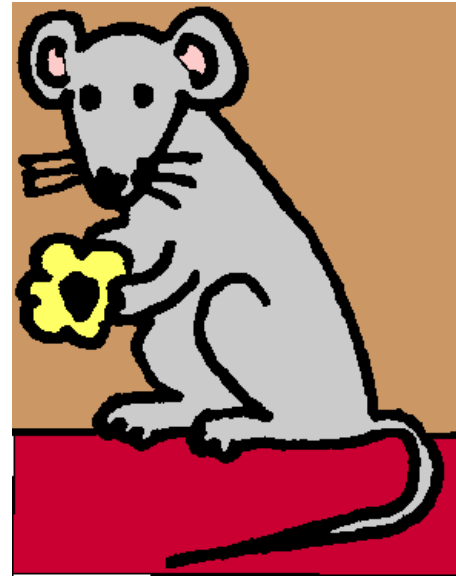
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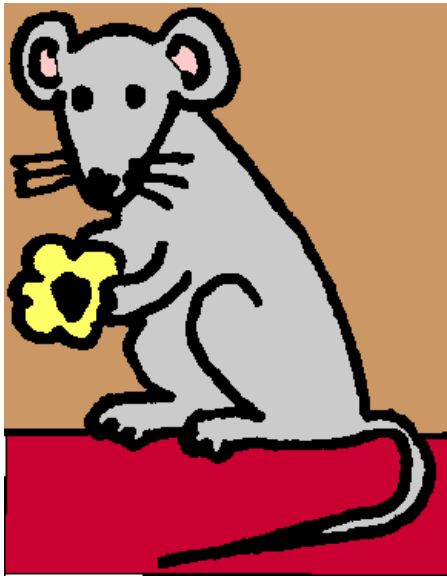
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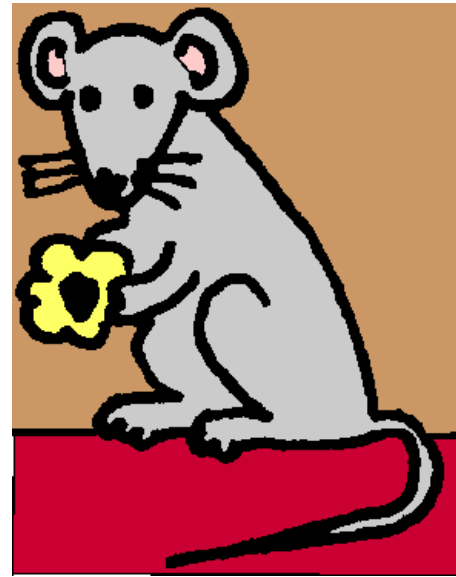
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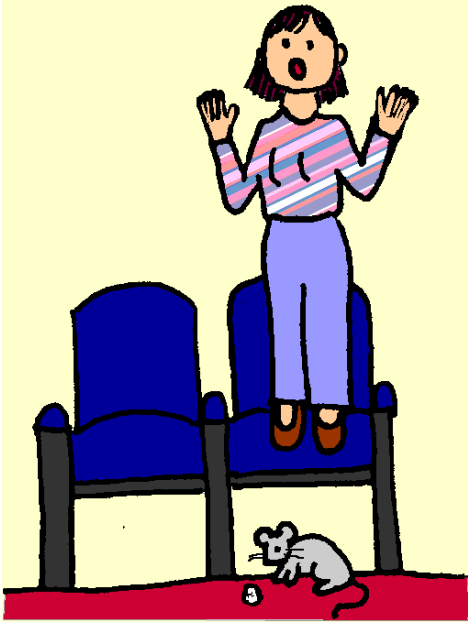
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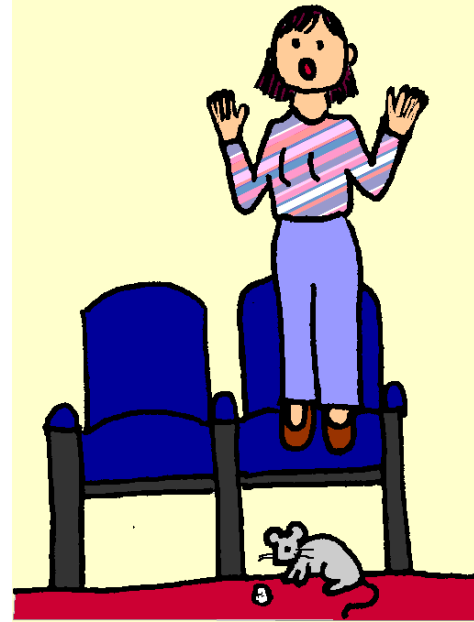
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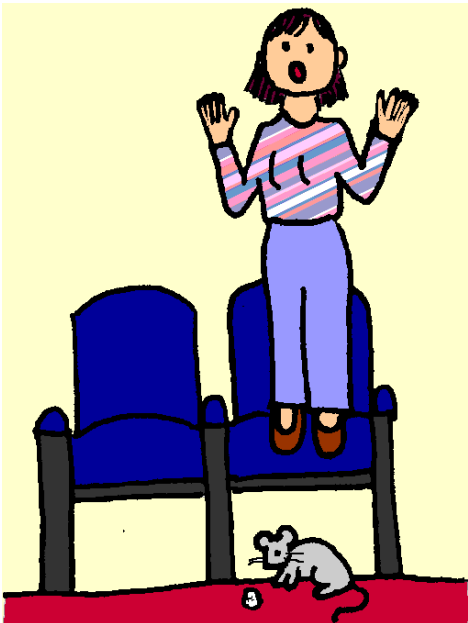
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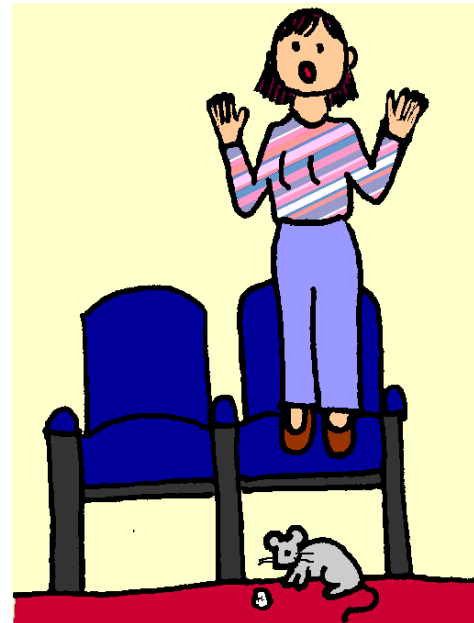
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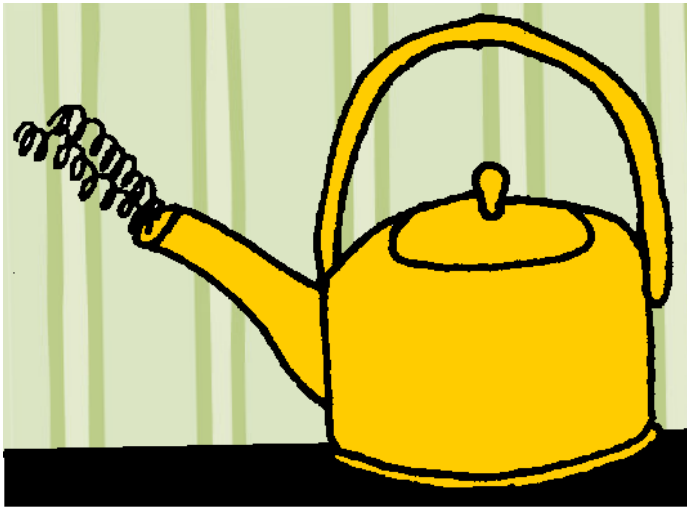
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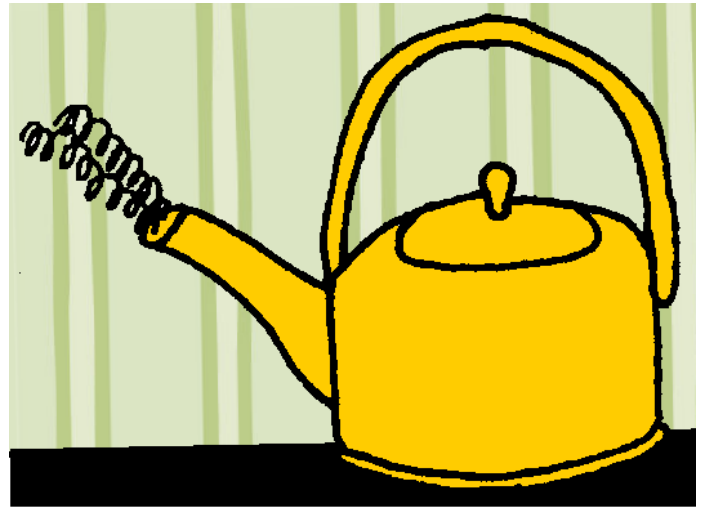
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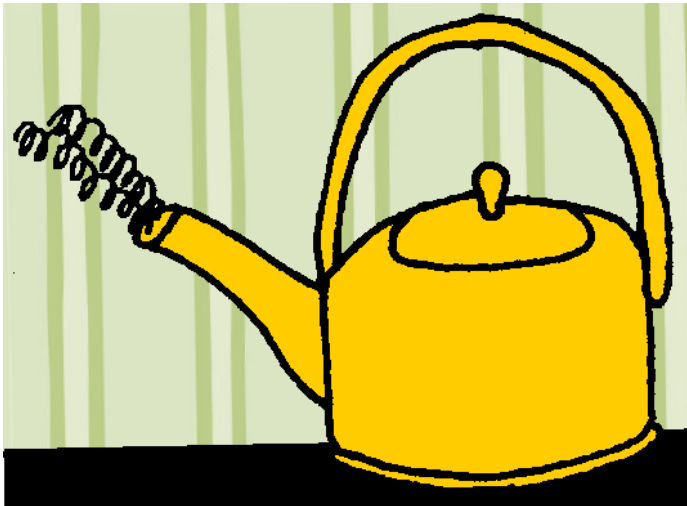
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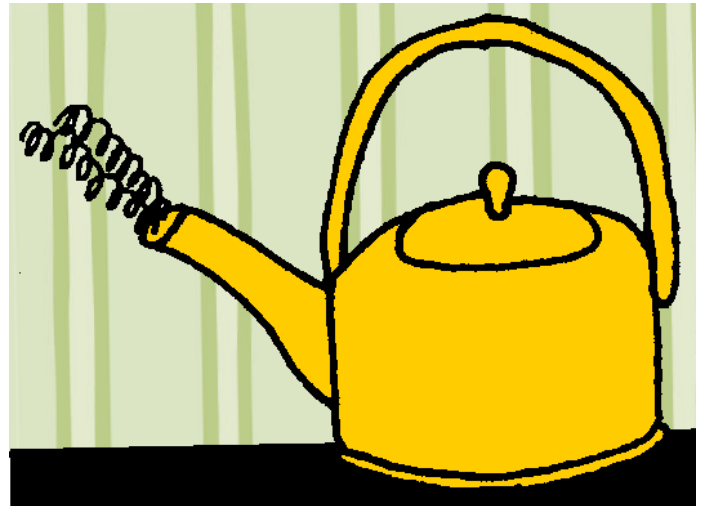
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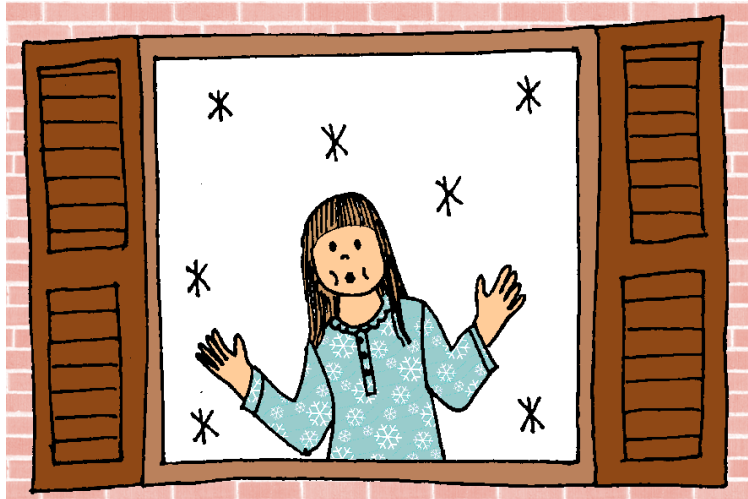
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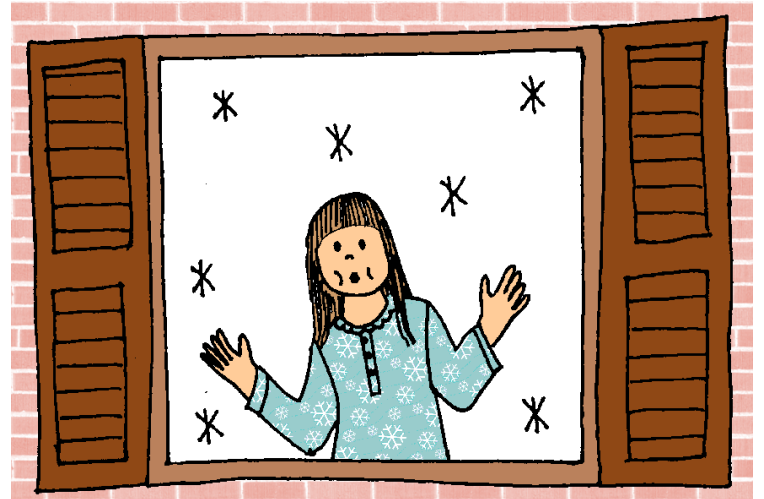
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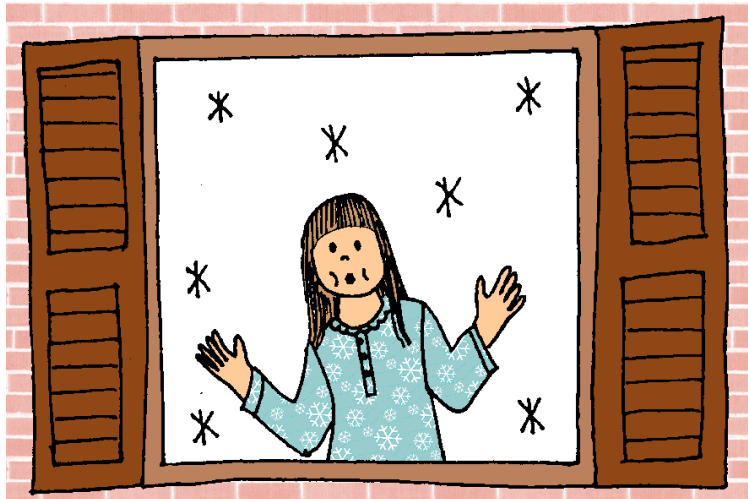
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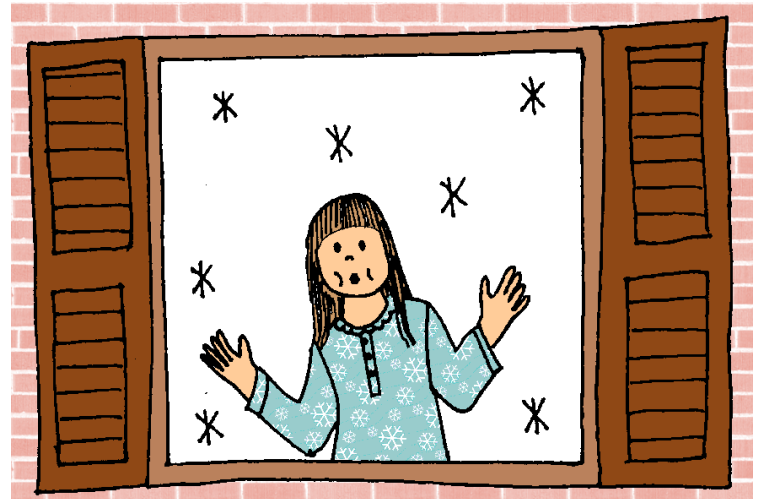
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6



6



6

Name Brad **A**
Spelling
ground out
mouth couch
flour shout
mountain loud

7

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8



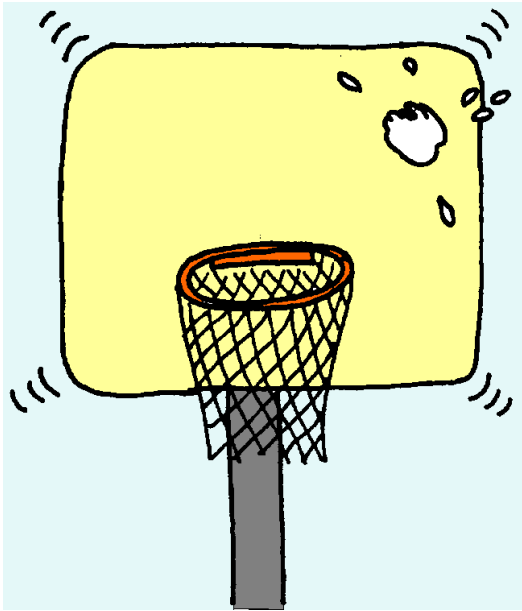
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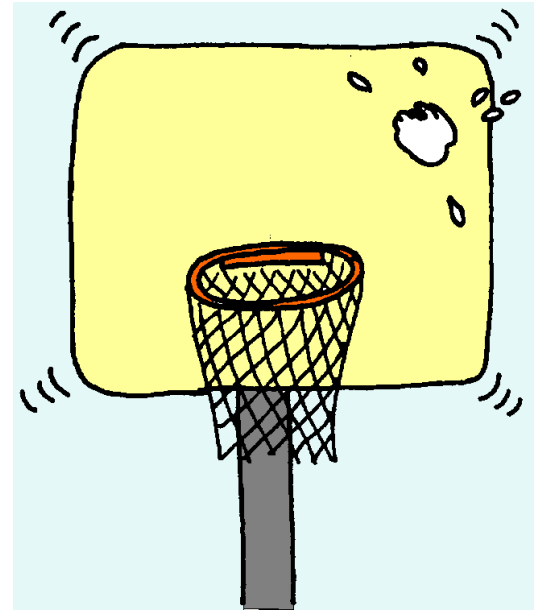
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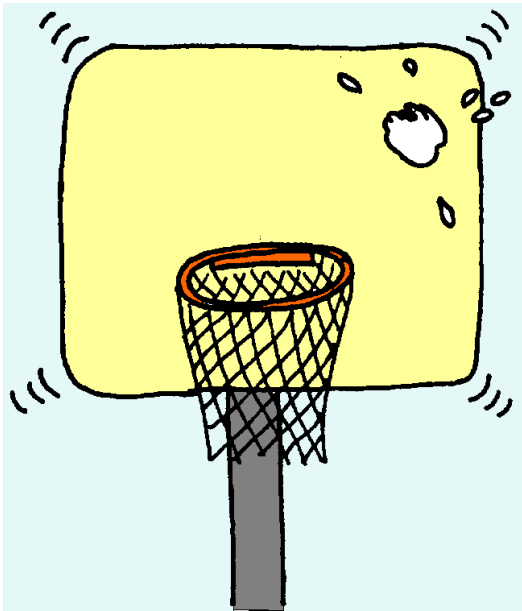
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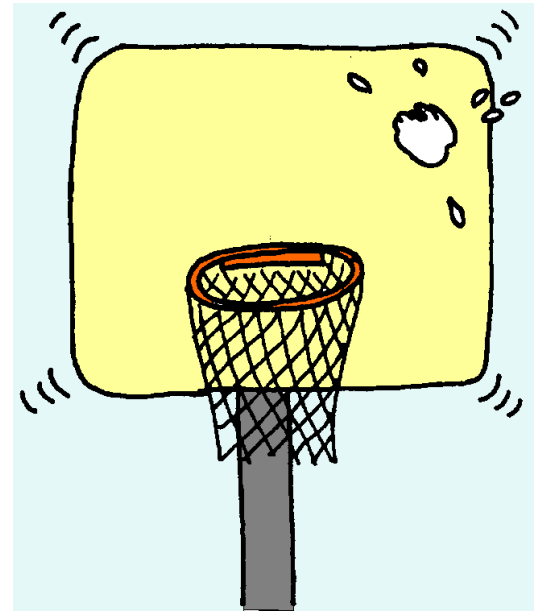
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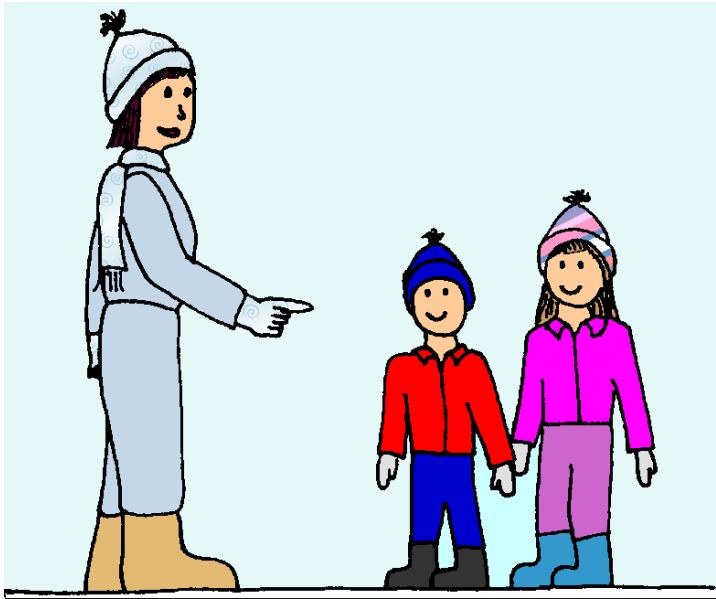
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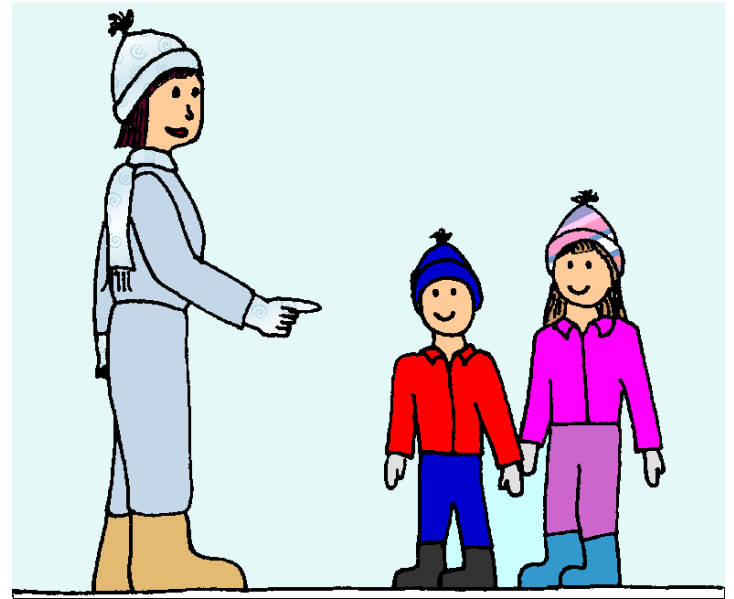
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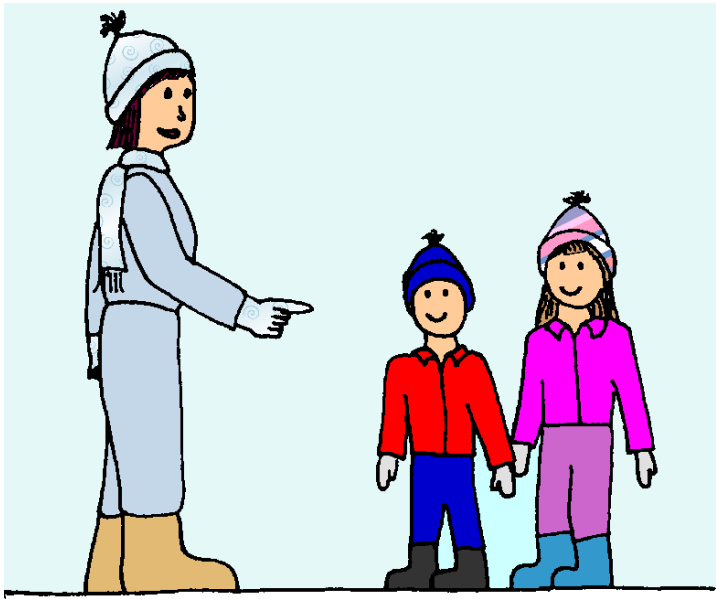
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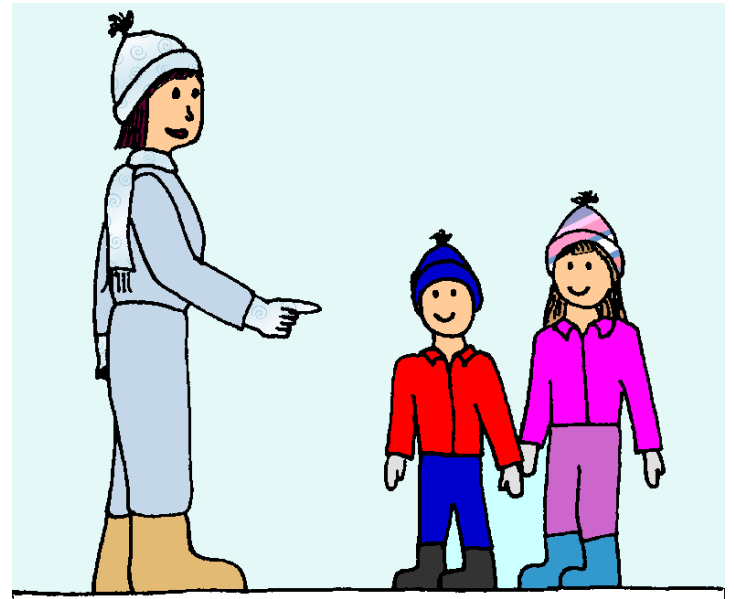
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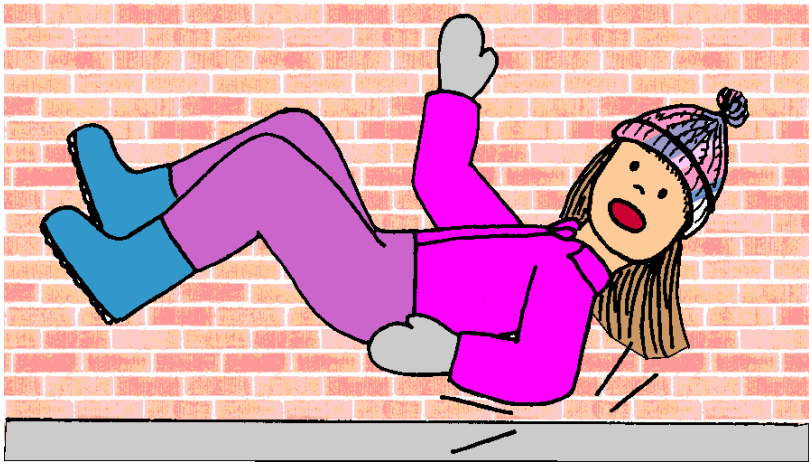
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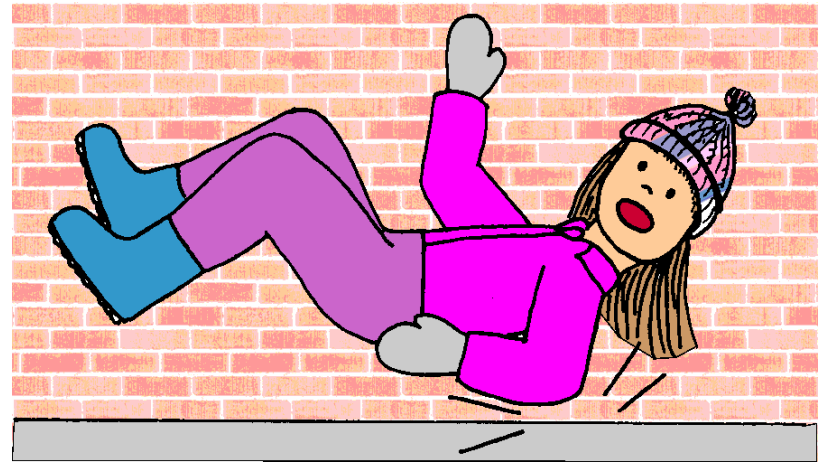
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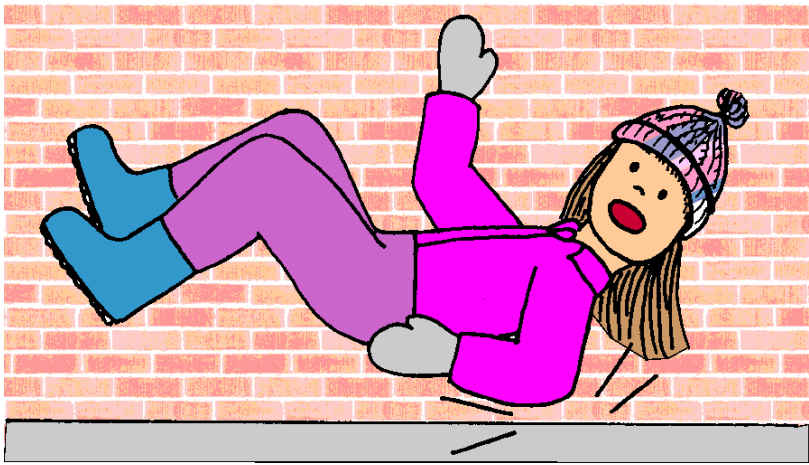
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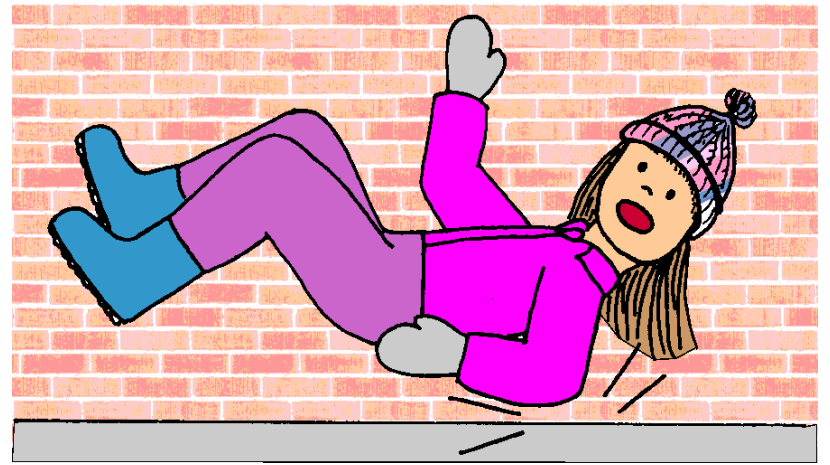
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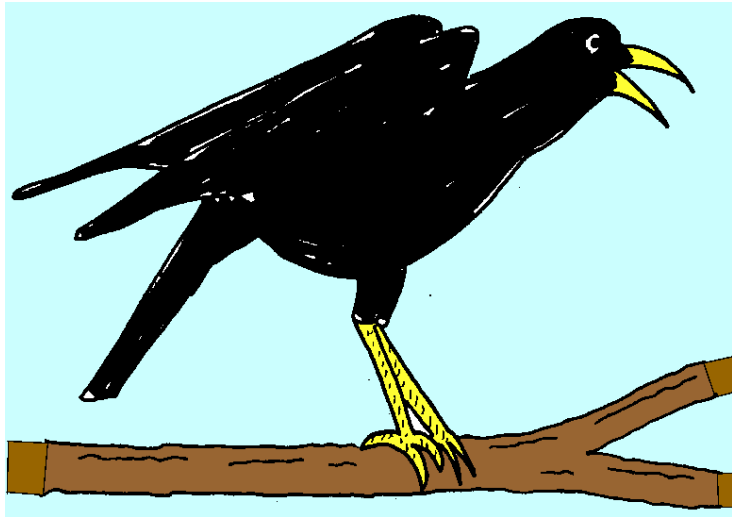
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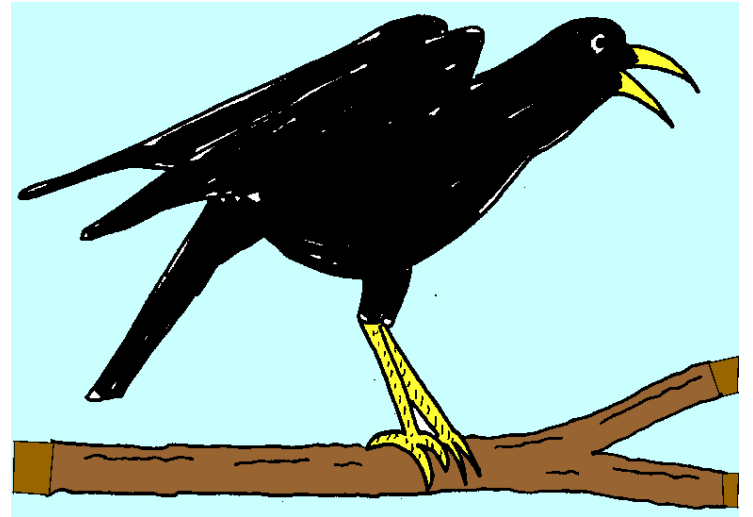
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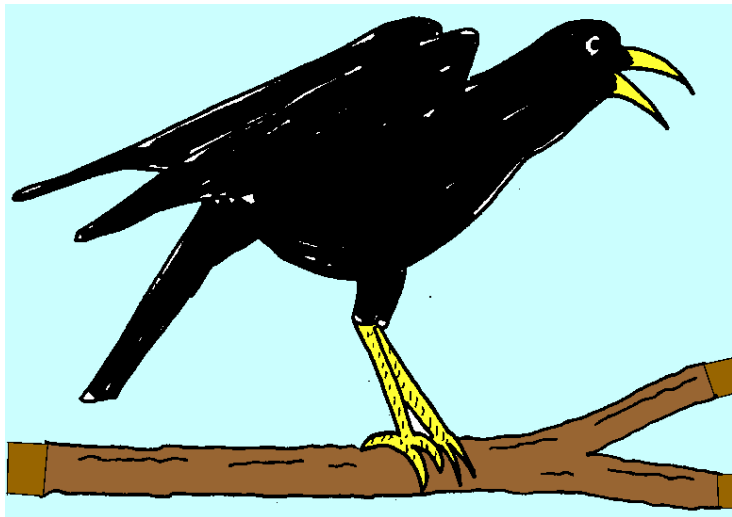
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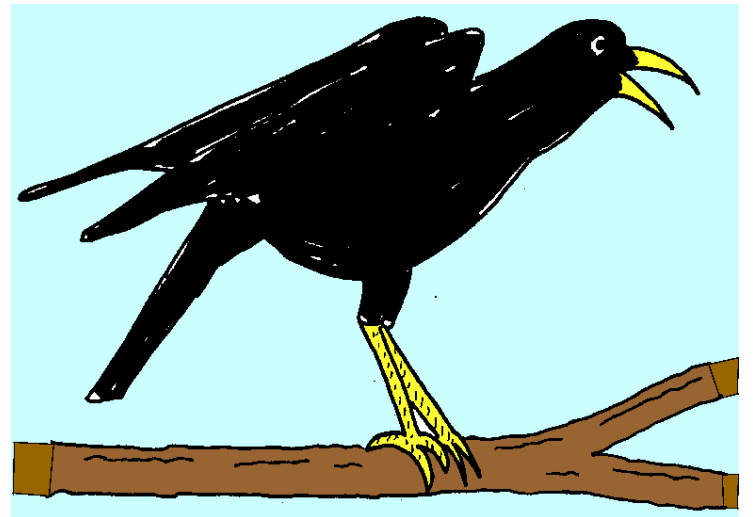
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