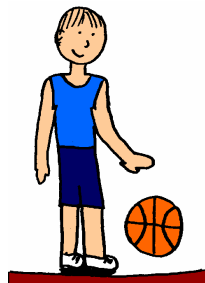
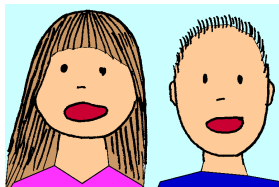


# A Sound Story

About Audrey And Brad

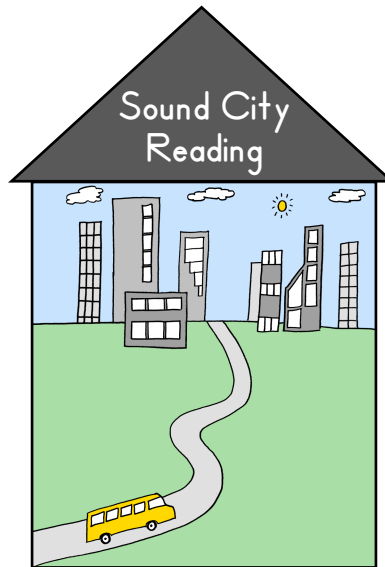


A a

B b

C c

With 8½ By 11 Wall Charts Showing  
The Alphabet With Sound Pictures And  
Phonogram Patterns With Key Words And Pictures



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Germantown, TN 38138  
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More materials are available at  
[www.soundcityreading.net](http://www.soundcityreading.net).

The handwriting fonts used in this book are available from  
Educational Fontware, Inc, 1-800-806-2155,  
<http://www.educationalfontware.com>

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# Teaching Notes

## What Is The Purpose Of The Sound Story?

The sound story is used to introduce the alphabet sounds and the “beyond the alphabet” sounds, using pictures. It is relatively easy for students to learn a sound represented by a picture, because the picture represents a sound heard in real life. After students understand the picture/sound relationship, they can then associate each sound picture with the matching capital and lower case letters. This provides an intuitive way for students to understand that letters are written symbols for sounds.

## How To Use The Sound Story

The sound story should be read aloud to students by the teacher or parent. Students are not expected to be able to read the story for themselves.

As you read each section of the sound story aloud to your students, point to the picture, say the sound, and have the students repeat.

Explain that the letters above and below the picture represent the same sound. Talk about capital and lower case letters, and show which letters are capitals and which are lower case. Explain that they all represent the same sound.

Point out the differences between the top pair of letters and the bottom pair. The top pair shows the letters the way we usually write them. The bottom pair of letters shows how they are often printed in books. (For very young children I say, “This is a letter family. This is the mommy letter, this is the sister letter, this is the daddy letter, and this is the brother letter.” This approach makes sense to a young child.)

Use sound picture cards and letter cards to review the pictures and letters after they have been introduced in the sound story. Students say the sound for each card. Model and repeat the sound for any cards that are not yet remembered. A good exercise is to have students match letters to the related sound pictures in a pocket chart.

The sound pictures are used in the two *Learning The Alphabet* books and the *Exploring Sounds In Words* book to help students remember the alphabet letters and their sounds. The remaining books in the Sound City Reading program use the sound pictures on sound charts to show the correct sound for each letter and letter pattern being taught.

## Why Use The Sound Story?

Some students cannot hear the beginning sounds in words as isolated sounds. They hear each word as a single sound chunk. For example, when they hear the word *cat*, they don’t hear the sound /c/ at the beginning of the word.

This makes it difficult for them to learn the alphabet using the traditional a/ apple, b/bus, c/cat method of teaching the sounds. The sound story solves this problem by teaching just the sound, related to a picture instead of a key word. Because environmental sounds make sense to all of the students with just a little explanation (a dog growling, a snake hissing), with a little practice they are able to look at the pictures and remember the sounds. Then they can learn to associate each letter or letter pattern with the picture that represents that sound.

## **Parts One And Two Of The Sound Story**

Part one of the sound story includes all of the consonant sounds, the short vowel sounds, and the long *i* sound. After learning these sounds students will be able to begin reading short vowel words. After learning a few sight words (a, was, as, has, is, his, and I) students will be able to read simple sentences with short vowel words. Knowing the long *i* sound will help students read the sight word *I*.

After students have learned all the letters of the alphabet and have begun reading short vowel words, they will be ready to learn the sounds in part two of the sound story. This part of the story includes the rest of the sounds we use when we speak, read, and write. This includes the long vowel sounds, dotted vowel sounds, and consonant digraphs.

Our alphabet doesn't have enough letters to show every sound in the English language. To solve this problem, the vowel letters (a, e, i, o, u) are used to show more than one sound. For example, the letter *a* can sound like a/ant, ā/apron, or ä/all.

This program uses the traditional straight line, called a macron, over a vowel to indicate the long vowel sound. The long vowels sound just like the name of the vowel. For the short vowel sound, no mark is used. I have found that this helps to avoid confusion. (The terms short and long are arbitrary terms; neither the letters nor the sounds are actually short or long in the traditional meaning of the words.) Each vowel also has a third sound which is neither long nor short. The Sound City Reading program uses a pair of dots, called an umlaut (a German term), to indicate the third or "dotted" sound. The umlaut means "not the regular sound." There are also two "Odd O" vowel sounds that are represented by vowel pairs, ou/ouch-ow/cow and oy/boy-oi/oil. The patterns are "odd" because they do not represent the typical sounds for the letter o.

We also don't have enough letters to show all the consonant sounds. Pairs of consonants, called consonant digraphs, are used to show the extra "beyond the alphabet" consonant sounds. The letters in these pairs do not keep their original sounds, but work together to represent completely new sounds: sh/ship, th/thumb, th/this, ch/chicken, ng/ring. There is one more

consonant sound that is not represented by a specific letter pattern. It's the sound you hear in *vision*, *measure*, *garage*, and *azure*. The dictionary shows this sound as *zh*.

## Getting Ready To Teach

Look over the alphabet, vowel, and consonant charts in this book. To help teachers and parents learn the sounds, I've added a pronunciation guide with key words below each vowel and consonant digraph picture. The correct vowel or consonant sound is heard in the word. Practice saying each word, then pronounce the sound by itself. You can also listen to the sound story and sound charts at [www.soundcityreading.net](http://www.soundcityreading.net) to hear the correct pronunciation for each letter and letter pattern.

Key words are helpful for adults because they already know how to read. But don't use the key words with beginning students who are just learning the alphabet. They will be less confused if you use sound pictures to teach the letter sounds, not key words. Key words will be introduced later on, after students have completed the short vowel level and begun to learn the phonics patterns at Level 4.

Letter sounds have often been taught with a slight "uh" sound attached. Try to avoid this common practice. Students will be using the letter sounds to read and spell words phonetically. For this process to work properly, students must first learn a single, isolated sound for each letter. For example, say /l/, not /luh/, say /r/, not /ruh/, and say /w/, not /wuh/. (The slash marks around letters tell you to say the letter sounds instead of the letter names.)

When you're listening to the sounds on the website, if some of the letters without the /uh/ sound seem strange to you, remember that students will find it easier to use those sounds when they begin to read and spell words. For instance, if students say /cuh/ /a/ /tuh/ when reading the word cat, putting those sounds together won't sound like the word cat. But if they say /c/ /a/ /t/, without the /uh/ sounds added to the consonants, they will be able to learn, with practice, to slide those sounds together smoothly to pronounce the word normally. The result will really sound like the word cat.

## Teaching The "Beyond The Alphabet" Sounds

After students have learned all the alphabet letters and their sounds, and they have learned to read short vowel words, read each section in part two of the sound story aloud. Model the sound for each picture, and point out the letter or letter pattern that represents that sound.

Use the *Sound Story Pictures, Part 2*, and the *Beyond The Alphabet Letter Cards* daily to review the pictures and letter patterns that have been taught. Have students say just the sound for each picture or pattern. Cards that show both the picture and the letters are also available.

## **Using The Sound Charts At The Beginning Of This Book**

After students have heard all of part one of the sound story read aloud, use the *Alphabet Sounds* chart at the beginning of this book to review the letter sounds. The related sound picture is shown with each letter to help students remember the correct sound. Point to each letter and have students say the sound. Students should not say the letter names.

After students have heard part two of the sound story read aloud, use the *Beyond The Alphabet Sounds* chart to review the remaining letters and letter patterns. Point to each letter or pattern and have students say the sound. The pictures will help students remember any sounds that they forget. Model and assist as needed.

## **Working At Level Four - Phonics Patterns**

After learning the beyond the alphabet sounds from part two of the sound story, it will be relatively easy for students to learn the various letter patterns that can represent that sound. For example, after students have learned the long *ā* sound (a picture of a graded spelling paper with an A at the top), they can learn the *ai*/rain, *ay*/play, and *a\_e*/safe patterns by relating them to the same sound picture. At this point, students will start using key words on some of the charts in their books to help them remember the patterns and differentiate between them.

To introduce and review these patterns, point to each pattern in the sound charts in each book and show the *Phonics Patterns Sound Cards* one at a time, showing only the patterns that have been taught. Students say the sound for each pattern. If the pattern always appears in a certain position in a word, teach students to include that information. For example, for the *ai* pattern, say “/*ā*/ in the middle.” For the *ay* pattern, say “/*ā*/ at the end.”

A large set of wall charts, suitable for use with a whole class, is available at [www.soundcityreading.net](http://www.soundcityreading.net). The wall charts are identical to the charts in the Level 4 phonics patterns books.

## **Using The “Sound City” Charts At The End Of This Book**

There are sound charts at the end of this book showing the alphabet and beyond the alphabet sounds. These are not in the same format as the charts at the beginning of this book. If you wish, you can post these charts on the wall to create a “Sound City.” The letters are arranged in the same order in which they are introduced in the sound story. The charts are relatively small, but can be used with individual students or small groups if they are sitting close to the charts. Use the charts as a sound review for the alphabet letters and beyond the alphabet sounds that have been taught. Point to each letter or letter pattern



while students say the sounds.

The remaining charts at the end of this book show vowel and consonant patterns taught in the *Phonetic Words And Stories* books, the *Basic Phonics Patterns* books, and the *Know The Phonetic Code* books. The charts show all the letter patterns that can be used to represent the sound for a particular sound picture. Letters and letter patterns that represent the same sound are grouped together. These charts have key words and pictures that illustrate those words. Don't use them until students have begun the phonics patterns level. Then the charts will make sense.

These sound charts help students create a mental framework for understanding the phonetic structure of our language. They can be used as a reference, if needed, when students are saying phonogram sounds from flashcards, when they are spelling and writing, and when they are reading words and stories.

### **Color-Coded Vowels**

There are many vowel patterns in the English language. Some patterns look different, but represent the same sound, as in a/raven, ai/rain, ay/play, and a\_e/safe. Other patterns look the same but represent different sounds, as in ea/eat, ea/head, and ea/steak. In some of the books in this program, including this one, the vowels are color coded. This is to provide beginning readers with a visual reference to help them become aware of the various vowel patterns and their sounds. The colors help students in the following ways.

- 1) The use of color has a positive emotional effect on students.
- 2) Students notice the specific letter (or group of letters) that make up the vowel and become aware of the position of the vowel within the word.
- 3) Students can see which vowel patterns represent the same sound, because they are printed in the same color.
- 4) Students can see that identical vowel patterns sometimes represent different sounds. In spite of the fact that the letter patterns use the same letters, the different sounds are obvious because the patterns are printed in different colors.

At the short vowel level, the colors will just help students notice the vowels. The message at this level is "all of the vowels that are the same color represent the same sound," and "vowels that are different colors represent different sounds." Points 2 and 3 will become relevant when students begin learning the various phonics patterns, after they complete their study of short vowels.

It is not necessary to “teach” the vowel colors specifically. Students will become accustomed to the colors as they practice saying the sounds from the sound charts. Students must first and foremost focus on the letter shapes and their sounds.

The color coding, while helpful for many students, is of secondary importance. You don’t want to draw a lot of attention to the colors, because you want the students’ thinking processes to be uncluttered, so to speak. You don’t want students to think, “What is the sound for this color?” You want students to think, instinctively, “This letter (or letter pattern) shows the \_\_\_\_ sound.”

If younger students ask why some letters are printed in color, respond as follows.

“The colored letters are a special kind of letter called vowels. Vowels are so important that they are printed in color so that you will notice them in words. If you see a group of words and the vowels are printed in the same color, you will know that those vowels represent the same sound. If you see a group of words and the vowels are printed in different colors, you will know that the vowels represent different sounds.”

“After you have learned to read words with short vowels, you’re going to learn some letter patterns with two or more letters working together to show one vowel sound. (Write the words feet and rain on the board, and underline the vowel patterns, so students can see what you mean. Say each sound in the words slowly, emphasizing the vowel sounds.) When you read words with these patterns, the colored letters will show you exactly which letters are working together.”

# Notes About The Alphabet

We have forty-two sounds in our language, but the alphabet has only twenty-six letters. This means that students cannot just study the alphabet when learning to read. It is also necessary for students to learn the “Beyond the Alphabet” sounds, which include long vowel sounds, dotted vowel sounds, and consonant digraph sounds.

Students must learn the following information about the sounds in our language in order to be able to process words when reading.

1. Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball

e/egg, ē/emu, ë/ballet

i/in, ī/island, ÿ/pizza

o/ox, ō/ocean, ö/to

u/up, ū/uniform, ü/push

2. There are two vowel sounds represented by vowel pairs.

Sound # 1 ou/ouch, ow/cow

Sound # 2 oi/oil, oy/boy

3. There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern.

sh/ship

th/thumb

th/this

ch/chicken

ng/ring

The sound in vision, measure, azure, and garage

4. There can be more than one letter pattern to represent a particular sound.

Vowels: a/apron, ai/rain, ay/play, a\_e/safe

Consonants: f/fan, ph/phone, ugh/laugh

5. Sometimes single consonants represent more than one sound.

c/cat, c/cent

g/gum, g/giant

x/box, x/xylophone

6. Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup

Consonants: ch/chicken, ch/chorus, ch/chef

7. The letter *r* after a vowel affects its sound.

ar/car, ar/dollar, ar/carrot      er/her, er/heron      ir/bird  
or/horse, or/tractor, or/sorry      ur/turtle      wor/worm, ear/early, our/journal

8. The placement of a vowel within a syllable affects its sound.

rab-bit, ra-ven      sev-en, se-cret      sil-ly, si-lent  
rob-in, ro-bot      muf-fin, mu-sic

9. These vowel patterns sometimes have the short u sound. They are rulebreakers. In this program, they are called “umbrella” sounds.

a/what      a/away      a/panda      o/son      o\_e/love      ou/country

10. Some words cannot be read phonetically. Letters in these words do not represent the expected sounds. These words must be memorized.

said      been      any      bury      friend

11. Some ending syllables must be learned as whole units; they cannot be read in the usual way.

sion/mansion      sion/vision      ture/future      cle/circle      ate/pirate

12. Words can be combined with prefixes, suffixes, or other words to modify their meaning.

Prefix: unhappy

Suffix: sleeping

Compound Word: mailbox

Contraction: doesn't

## Understanding The Markings On The Sound Charts At The End Of This Book



This broken ruler shows that a letter pattern is a rule breaker. It doesn't represent the sound that you would expect.



An x placed above a letter tells you that the letter is not pronounced. It is "silent."



When you see this arrow going under a vowel in a word, go directly from the preceding consonant to the following consonant, skipping the vowel. The vowel does not have its regular sound. It is hardly pronounced at all, because it is in an unaccented syllable. This is called the schwa sound.



A single vowel with no markings means "Use the short vowel sound."



A straight line above a vowel means "Use the long vowel sound."



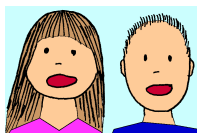
Two dots over a vowel means "Not the usual sound." The sound is neither long nor short.



An umbrella over a vowel means "Say the short u sound."

Alphabet Sounds - Consonants And Short Vowels - Say the sound for each letter.

A a



B b



C c



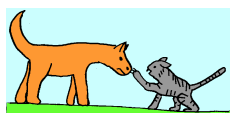
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F f



G g



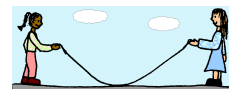
H h



I i



J j



K k



L l



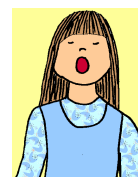
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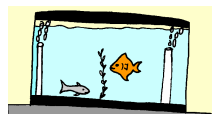
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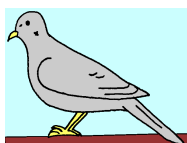
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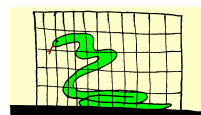
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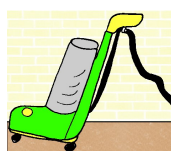
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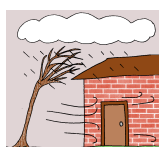
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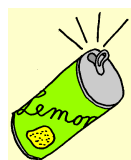
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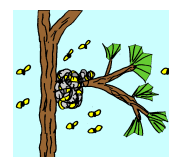
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Y y

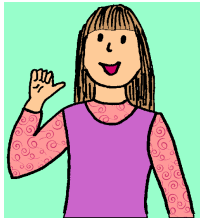


Z z

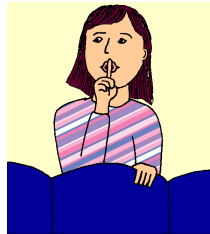


"Beyond The Alphabet" Sounds - Say the sound for each letter or letter pattern.

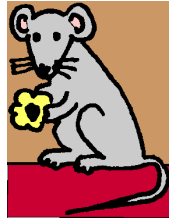
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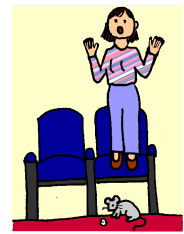
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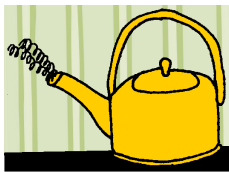
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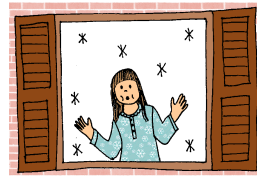
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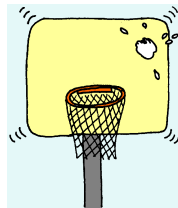
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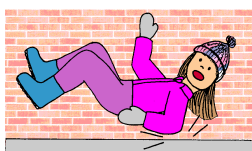
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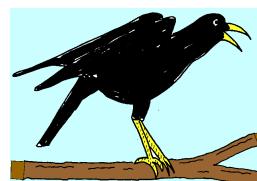
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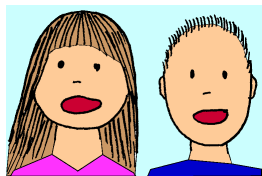


measure, vision,  
azure, garage

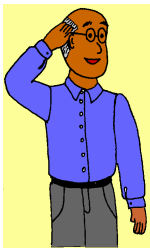


## Short Vowels

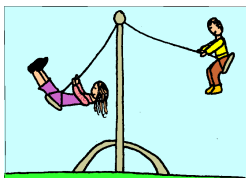
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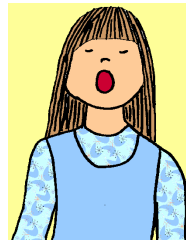
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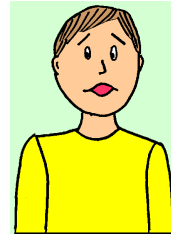
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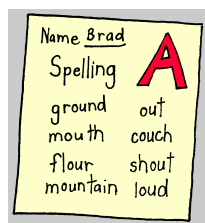


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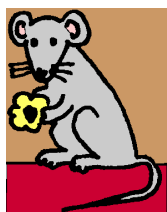


## Long Vowels

ā



ē



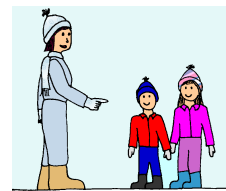
ī



ō

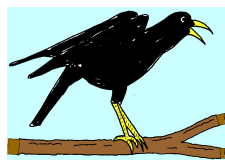


ū

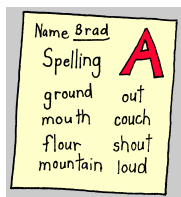


## Dotted Vowels

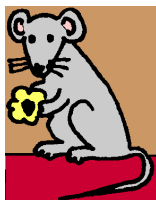
ä



ë



ï



ö



ü



## Odd O Vowels

ou



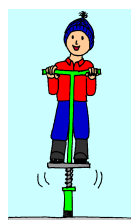
ow



oi



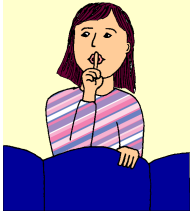
oy



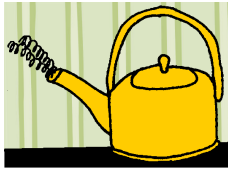


## Consonant Digraphs

sh



th



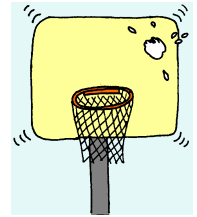
th



ch




ng




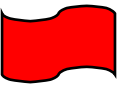
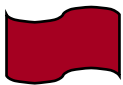
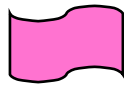
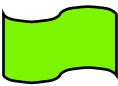
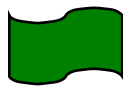
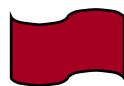
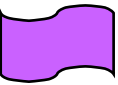
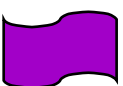
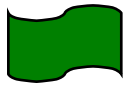

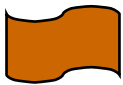


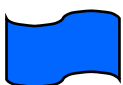


### Pronunciation Guide - For Parents And Teachers



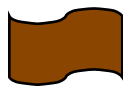

Use the key words to help you pronounce the sounds.

Short Vowel Sounds		Odd O Vowels	
a	ax	ou	ouch
e	egg	ow	cow
i	in	oi	coin
o	ox	oy	boy
u	up		
Long Vowel Sounds		Consonant Digraph Sounds	
ā	apron	th	thumb
ē	emu	th	this
ī	island	sh	ship
ō	ocean	ch	chicken
ū	uniform	ng	ring
Dotted Vowel Sounds		Consonant Sound With No Set Pattern	
ä	all	 <p>measure garage vision azure</p>	<p>Teachers and parents can use these key words to help them learn the sounds for the pictures and letters. Students learn the sounds from the pictures in the sound story first, and are introduced to key words later.</p>
ë	ballet		
ï	pizza		
ö	to		
ü	bush		

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, funny	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night, find, wild, my	dark violet
ï	shield, pizza	dark green
o	ox, sorry, car, father	light orange
ō	go, boat, toe, home, snow, four, gold, bolt, troll, yolk, horse	dark orange
ö	to, moon, soup	dark blue
u	up, what, across, panda, son, love, country	light blue
ū	fruit, cue, cube, few, Europe	dark blue
ü	push, book, should	olive green
oi, oy	coin, boy	gold
ou, ow	ouch, cow	brown
	bird, her, purse, dollar, tractor	gray
	worm, early, journal	gray

**How I Chose The Colors** I picked the vowel colors so that I could remember them easily, long before I wrote the sound story. I started with the long vowel colors. This was easy; I just matched each long vowel sound with a color name. For example, the color for the long e sound would be green. Then I added the same colors, but lighter, for the short vowel sounds. Except I didn't want the long a sound to be gray, so I set up the short a sound with a bright red color for a/apple, and chose a darker red color for the long a sound. I reserved gray for the r-controlled patterns in which the vowel is not heard. The ū and ö sounds are both the same color blue because the sounds are almost the same.

Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
a   apple	ā darker red 	ä a color variant of red 
e lighter green 	ē green 	ë 
i lighter violet 	ī violet 	ï 
o lighter orange 	ō orange 	ö 
u lighter blue 	ū blue 	ü  bush 

oi oy  gold coin 	ou ow brown 	er ir ur Gray = "no color" The vowels in these patterns are not pronounced. 
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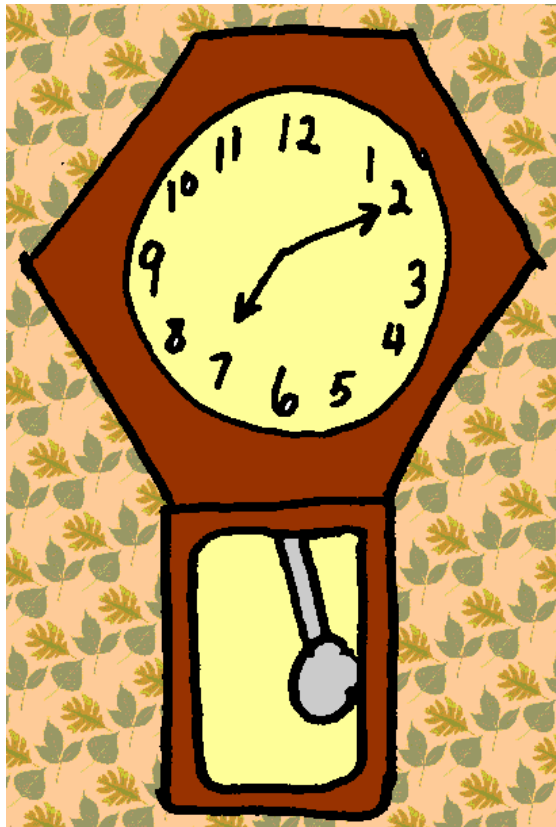
# Part 1

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/tag)

T

t



T

t

“Hey, Mom,” said Brad.  
“Can we walk down to the  
park?”

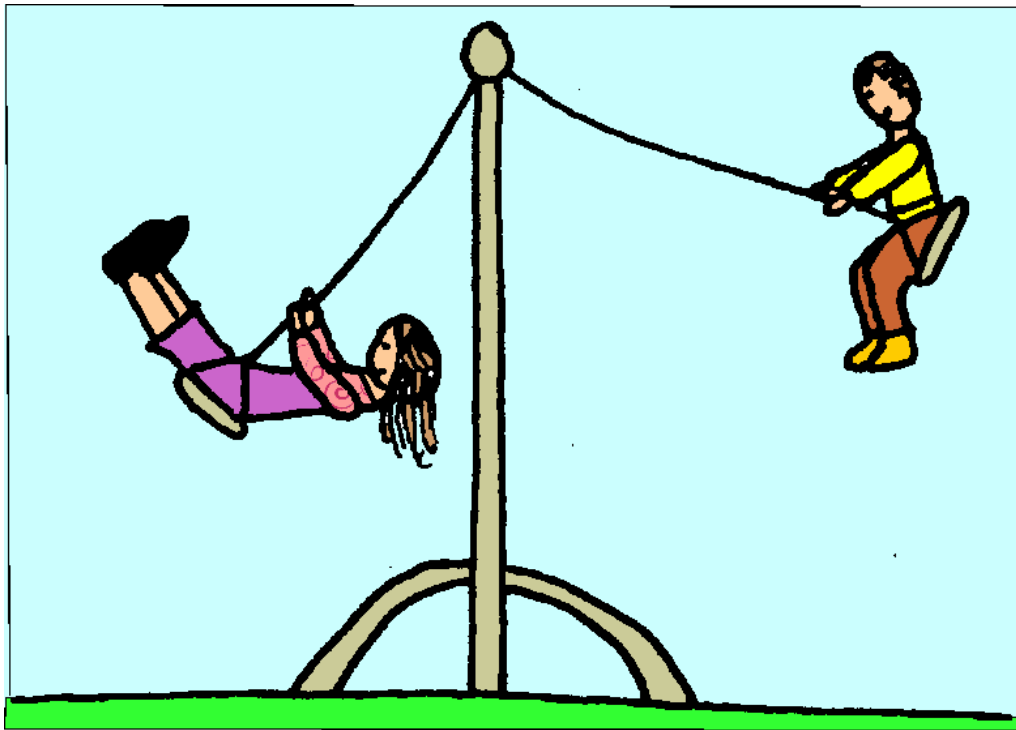
“Yes,” said Mom. “But we  
must be back in time for your  
violin lessons.”

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.”

( i/in)

I

i



I

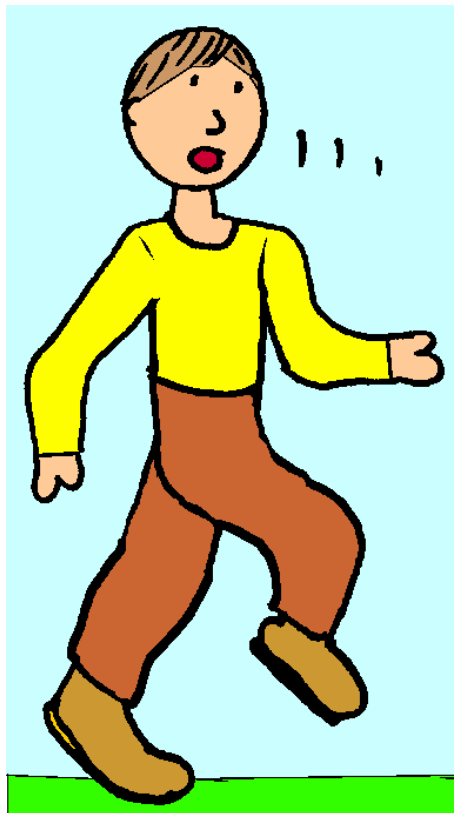
i

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/hat)



H h



H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them.

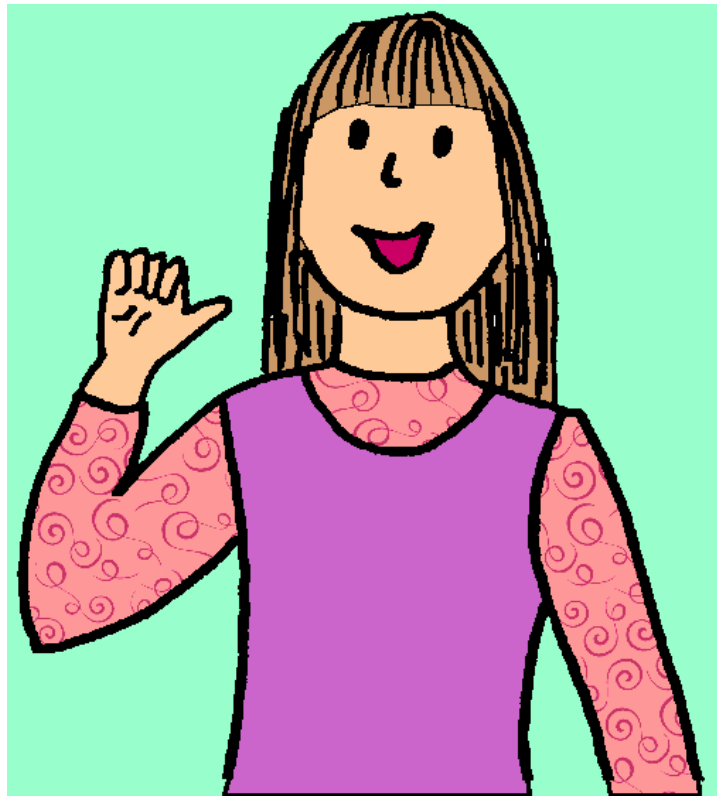
“Did you practice every day?” she said.

“I did,” said Audrey quickly. Brad replied that he had practiced, too.

( i/island)

I

i



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/leg)

L I

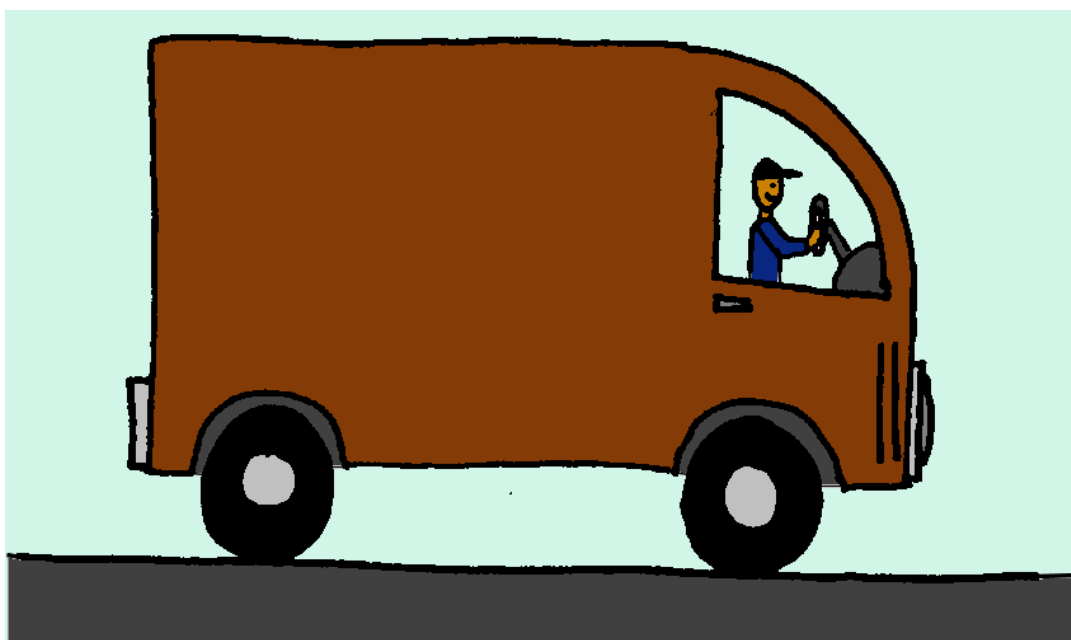


L I

Just as they arrived home from their music lesson, they heard the “N, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.

( n/nut)

N n



N n

As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, "Wwwwww."  
( w/wig)



W

w



W

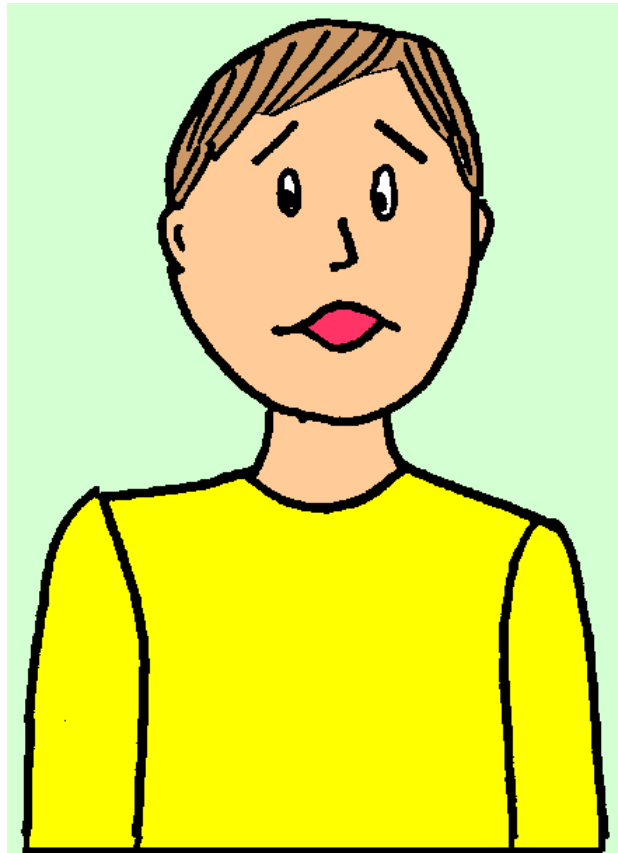
w

“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.

( u/up)

U

u



U

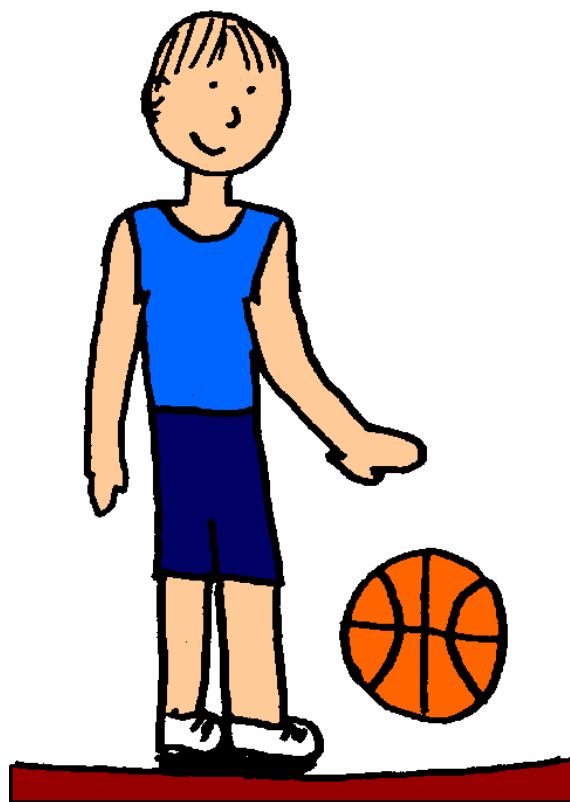
u

They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.

( b/bus)

B

b



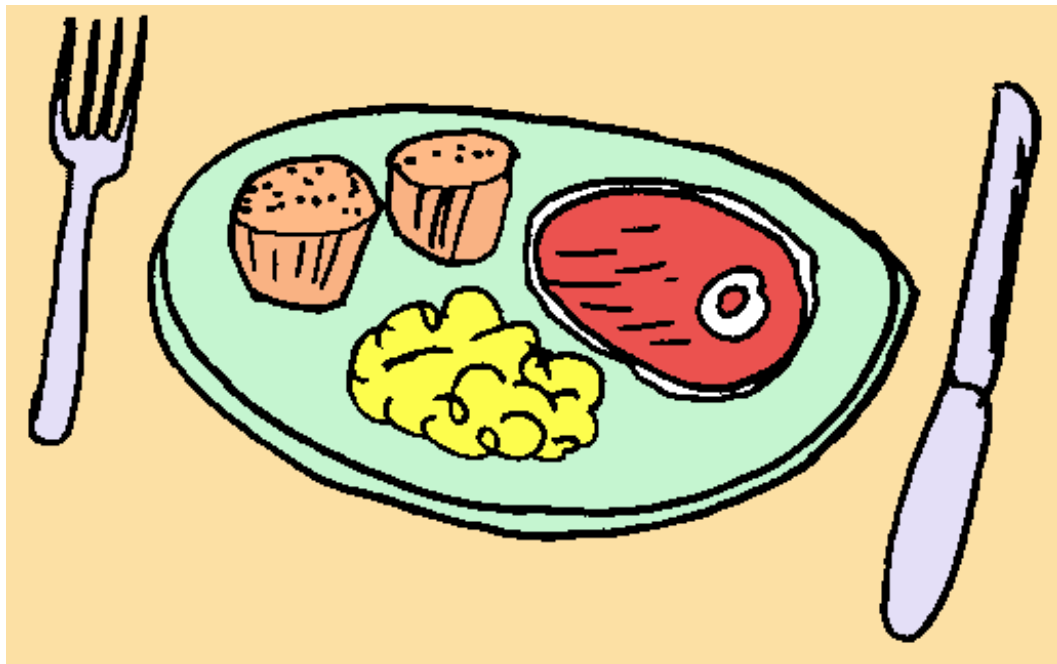
B

b

After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.

( m/mop)

M m



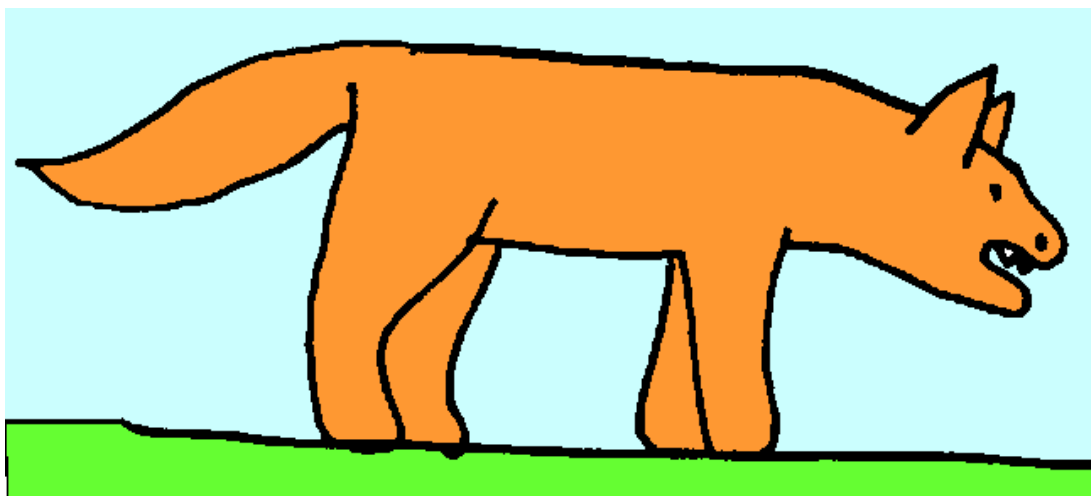
M m

Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.

( r/run)



R r



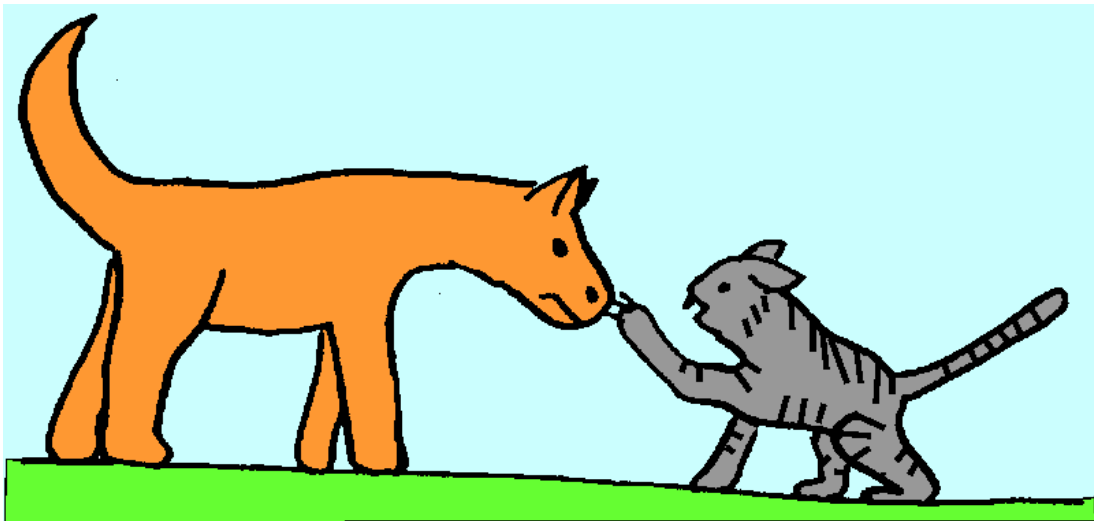
R r

The cat had no intention  
of putting up with Chewie.  
She reached out and scratched  
Chewie right on the nose,  
“Ffff.” Chewie cried out in pain  
as the cat quickly jumped over  
the fence and ran away.

( f/fan)

F

f



F

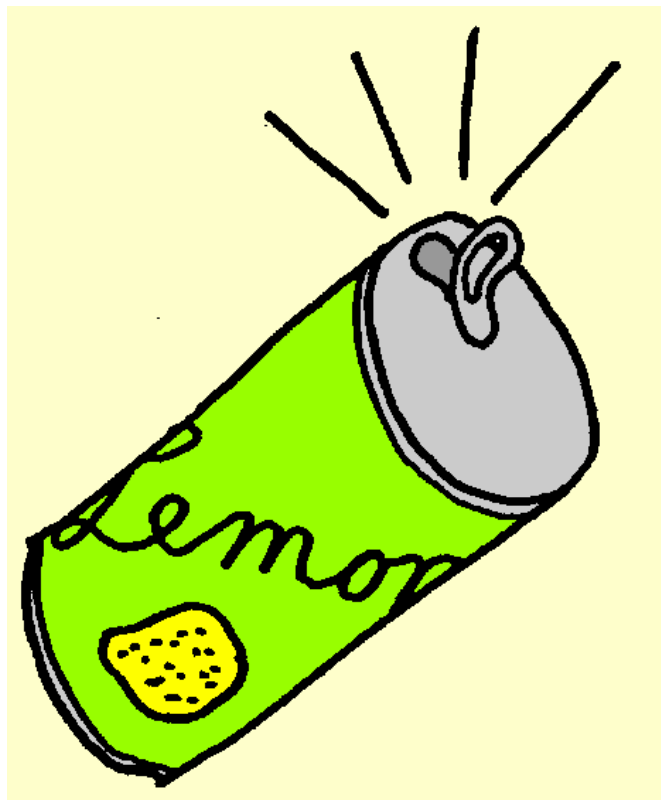
f

“Poor, Chewie!” said  
Brad. “She’ll know to leave  
cats alone, next time.” He  
reached into the refrigerator  
and pulled out a soft drink.  
“Kssss,” was the sound of the  
air rushing out as he pulled the  
tab off the can.

( x/box)

X

x



X

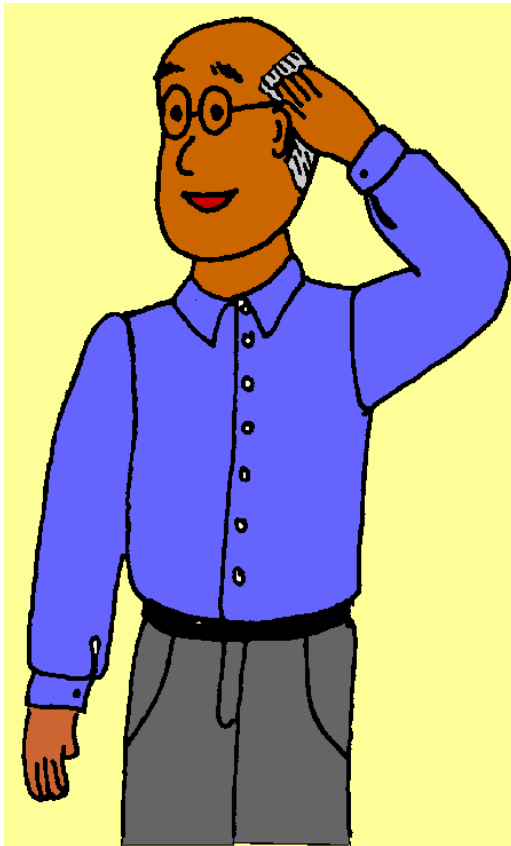
x

After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them."

( e/egg)

E

e



E

e

## At School

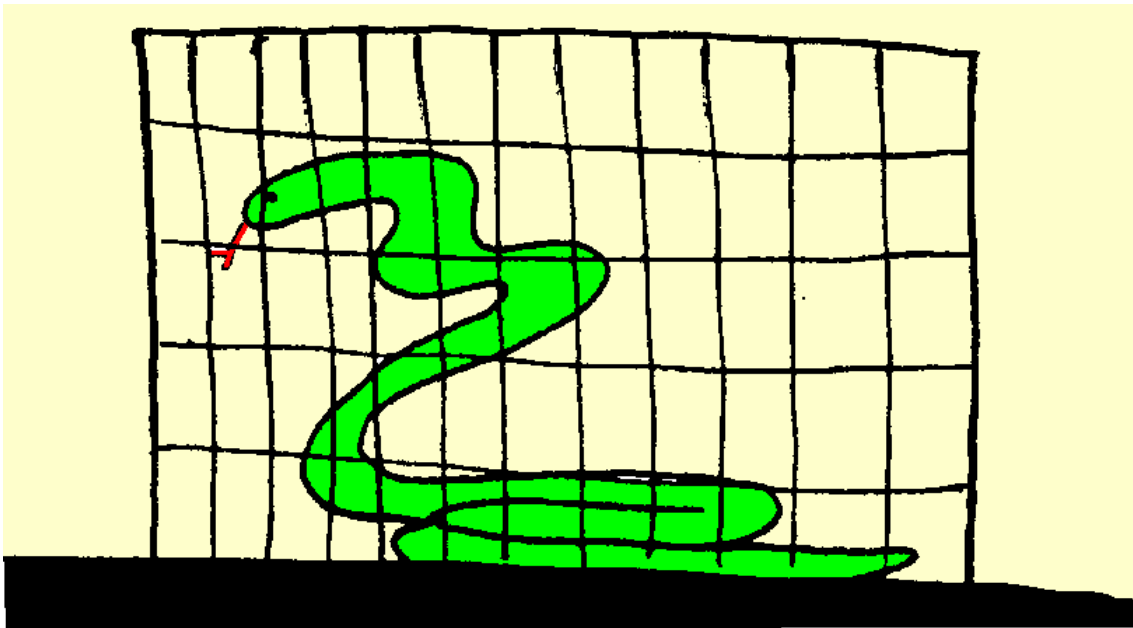
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “Sssss” sound.

( s/sun)



S

s



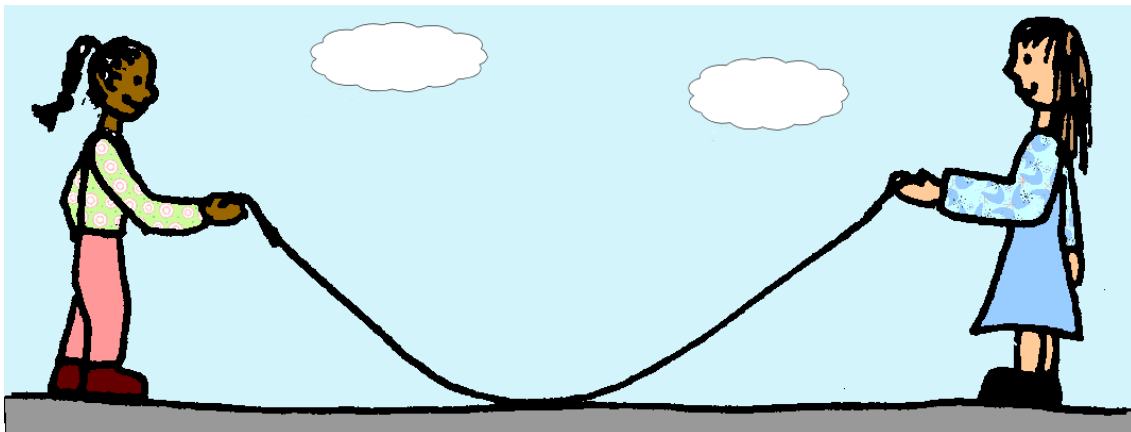
S

s

Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “J, j, j” sound as it slapped the concrete.

( j/jam)

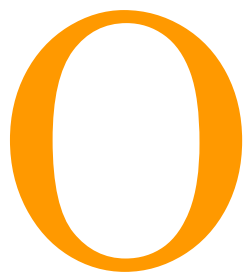
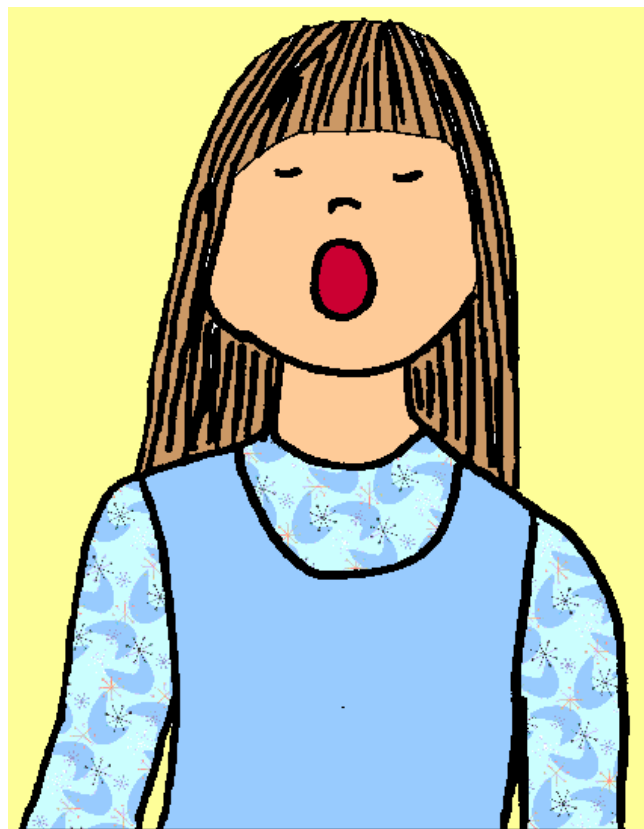
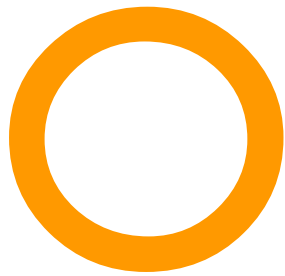
J j



J j

After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.”

( o/ox)



Back in the classroom,  
Audrey picked up her pencil to  
begin her afternoon assignment.  
“Ccc,” the lead broke on her  
pencil as soon it touched the  
paper. She reached into her  
desk to get out another  
sharpened pencil. It was a good  
thing she had an extra one.

( c/cat)

C c



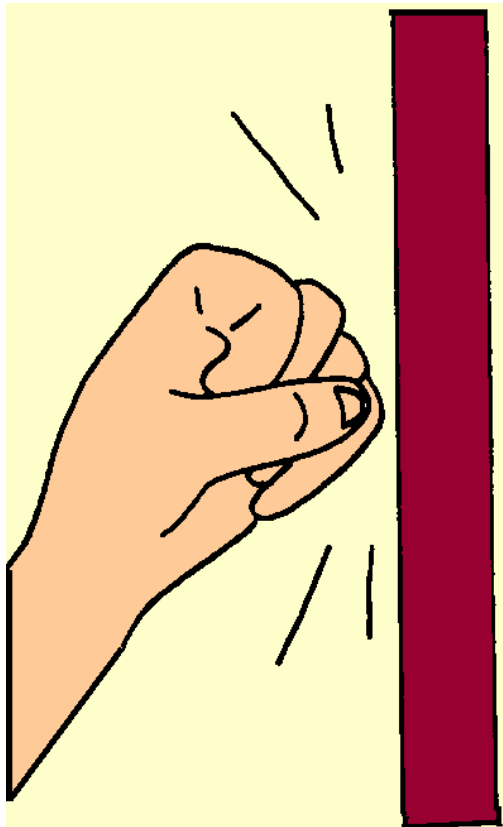
C c

At 2 o'clock, Audrey heard a knock at the door, "D, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.

( d/dog)



D d



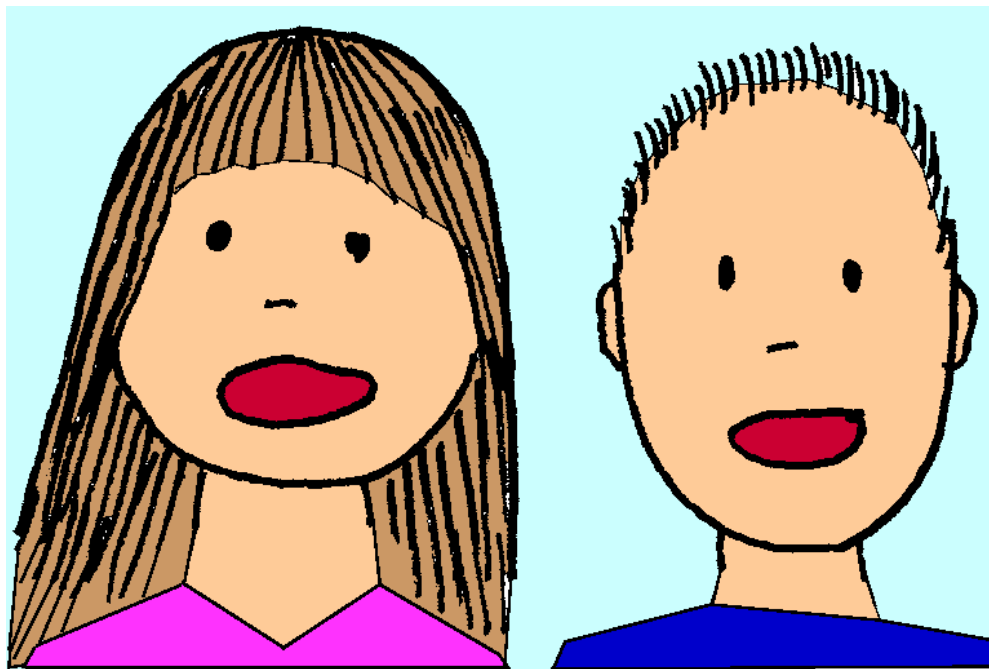
D d

At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. “AAAaaa!” screamed Audrey and Brad. All the children were upset. “It’s OK,” said the teacher. “We’ll call your parents to come pick you up.”

( a/ant)

A

a



A

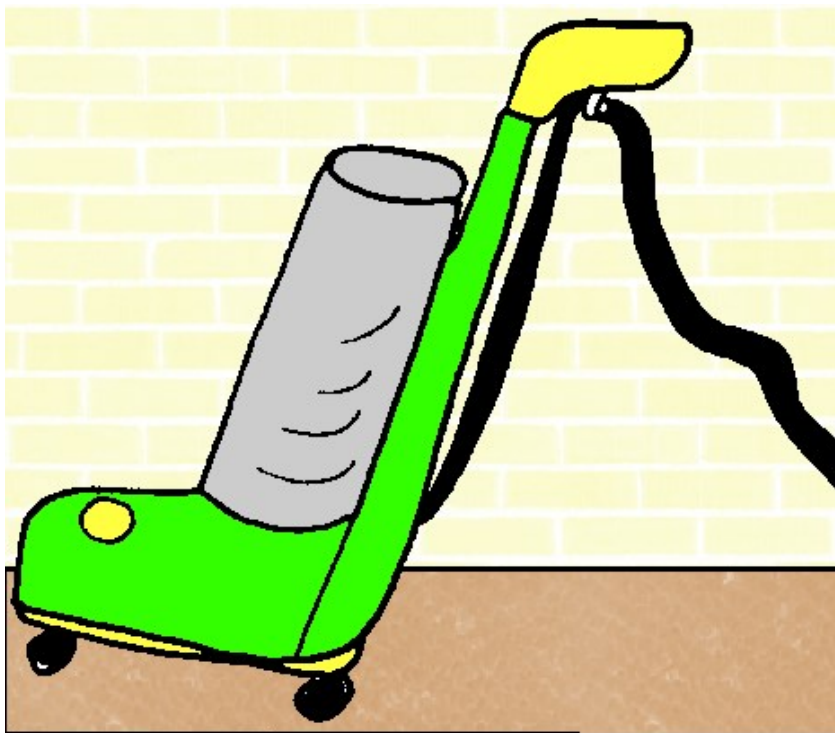
a

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

( v/vest)

V

v



V

v

Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. “G, g, g, g,” went the water as it streamed out of the faucet. “G, g, g, g,” went his throat as he guzzled the water.

( g/gum)

G

g



G

g

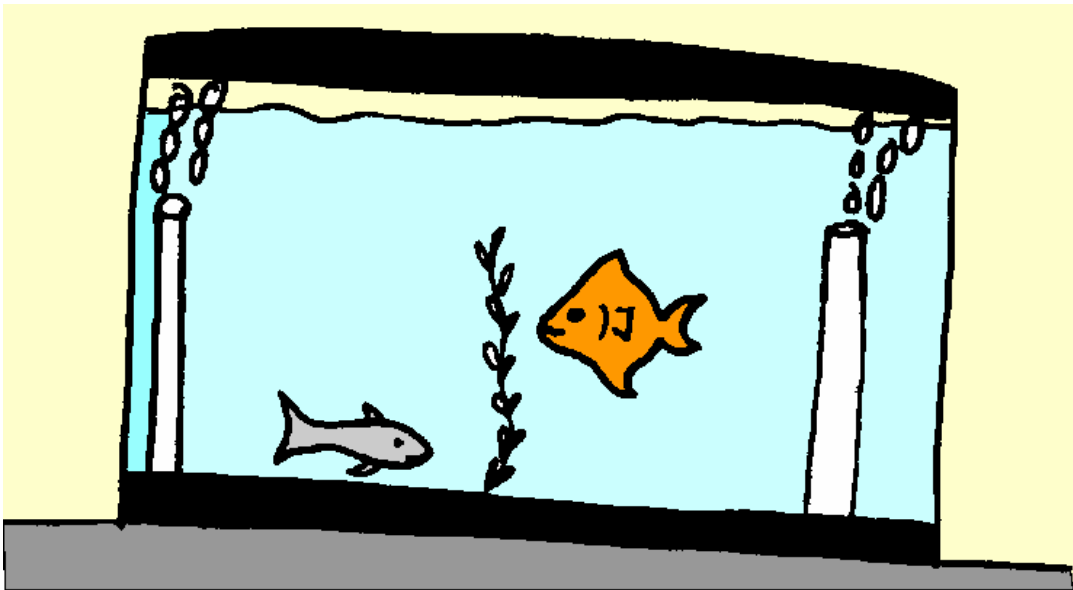
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.

( p/pig)



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.

( k/kick)

K k



K k

When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.

( y/yo-yo)

Y

y



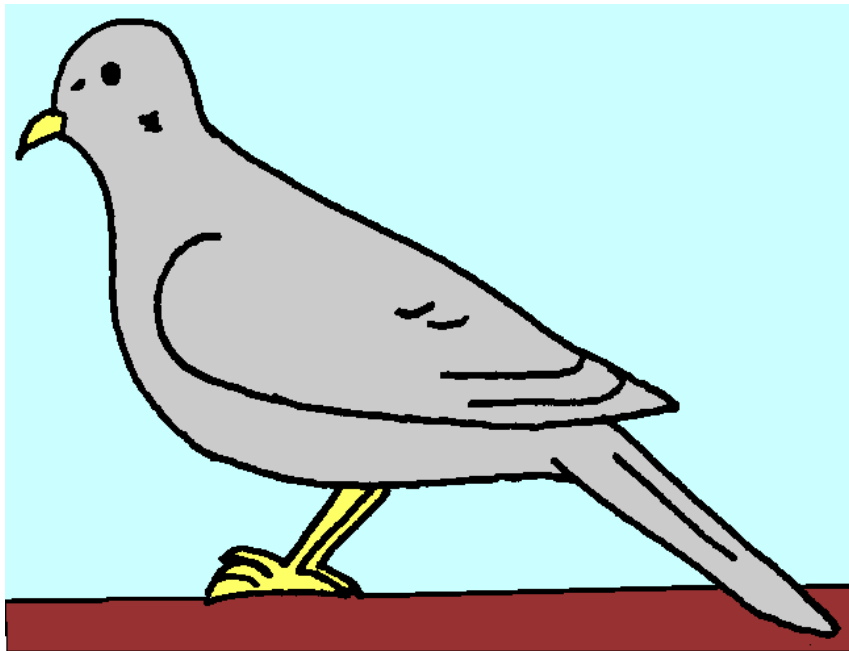
Y

y

Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “Coo, coo, coo.”

( qu/quilt)

Qu qu



Qu qu

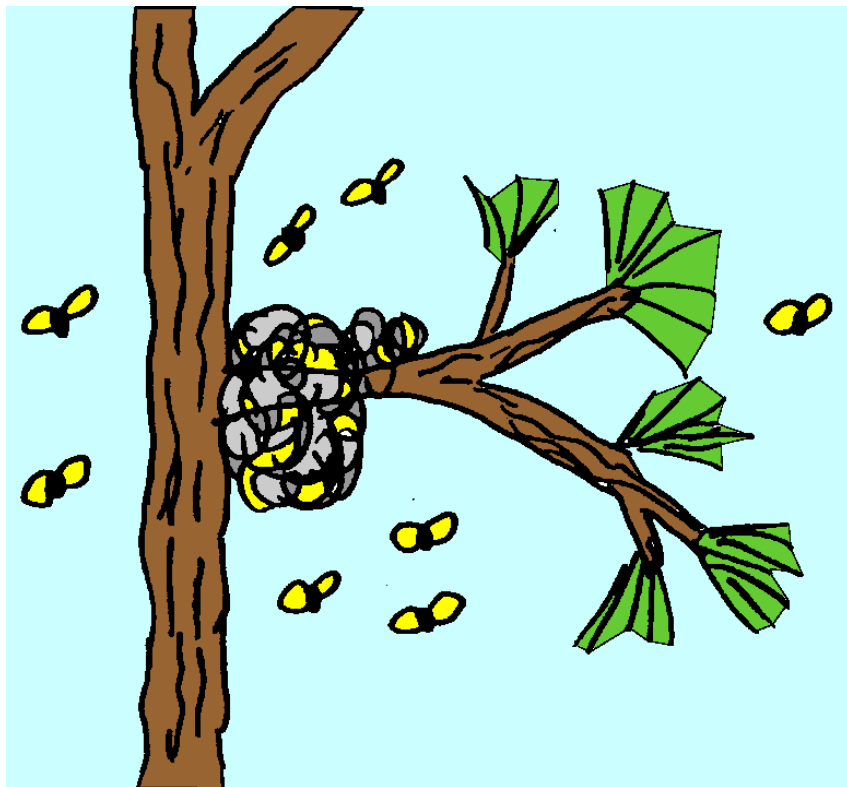
Suddenly they heard a loud  
buzzing sound, “Zzzzzzzzzz.

They turned to see an  
enormous swarm of bees  
moving through the air. It  
landed in a pine tree near  
their picnic table. Other bees  
flew around in the air nearby.  
“Let’s go home,” they all yelled  
in unison. And that is exactly  
what they did.

( z/zip)



Z z



Z z

## Part 2

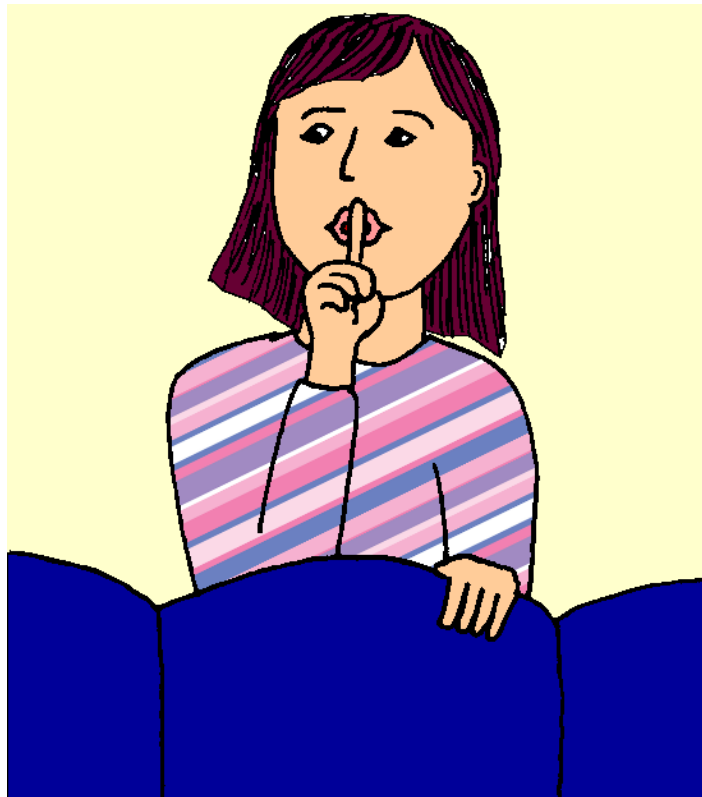
### A Trip to the Movies

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)

Sh sh



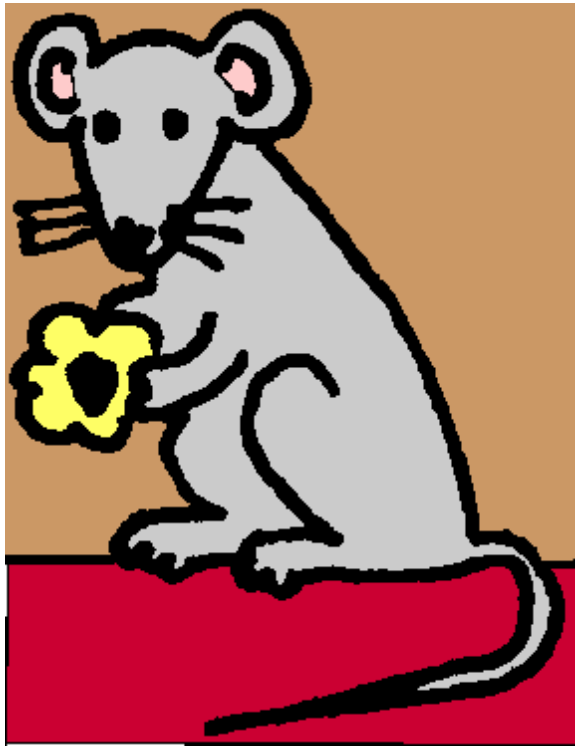
Sh sh

The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, “Eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn.

( e/emu)

È

è



È

è

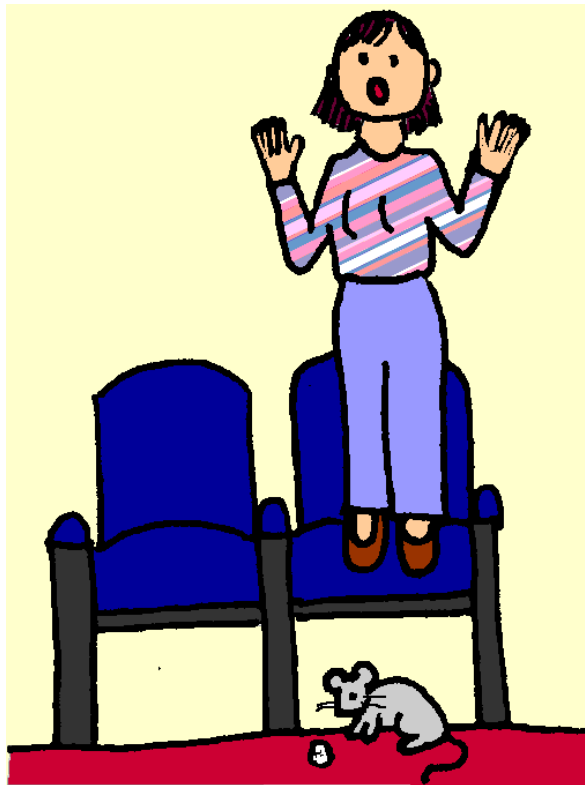
At first, they didn't see the mouse. Then it ran right by Mom's foot. "**Oh!**" she exclaimed, jumping up on the nearest seat. "It's a mouse!"

Audrey and Brad giggled a little. They were not afraid of a mouse.

( o/ocean)

Ō

ō



Ō

ō

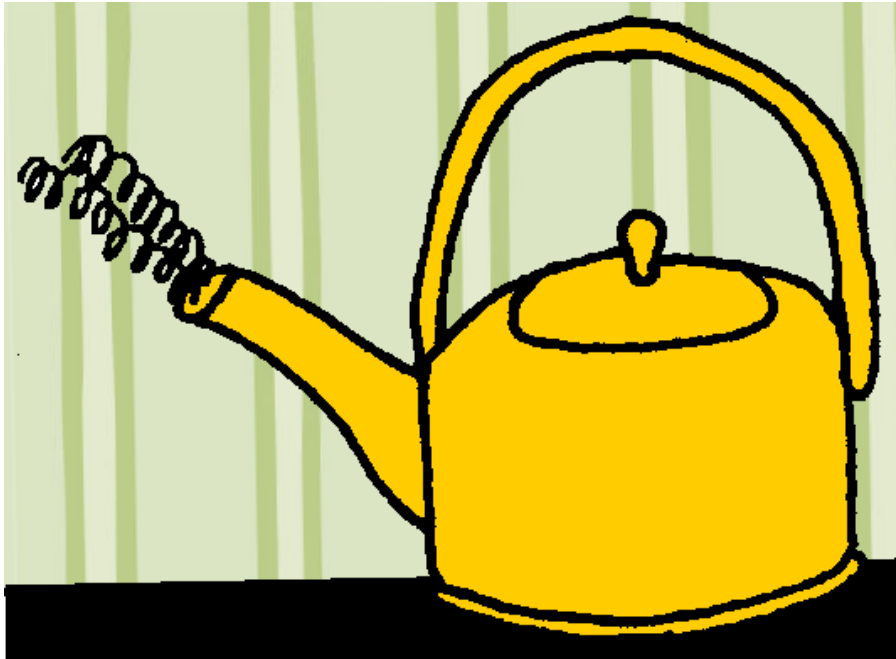
## A Snowy Day

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 "Th" sound could be heard as the steam escaped from the tea kettle.

( th/thumb)



Th th



Th th

Dad was up early, too.  
After his shower, he shaved  
with an electric razor. “Th,”  
was the sound that it made as  
he trimmed off his whiskers.

( th/this)

Th th



Th th

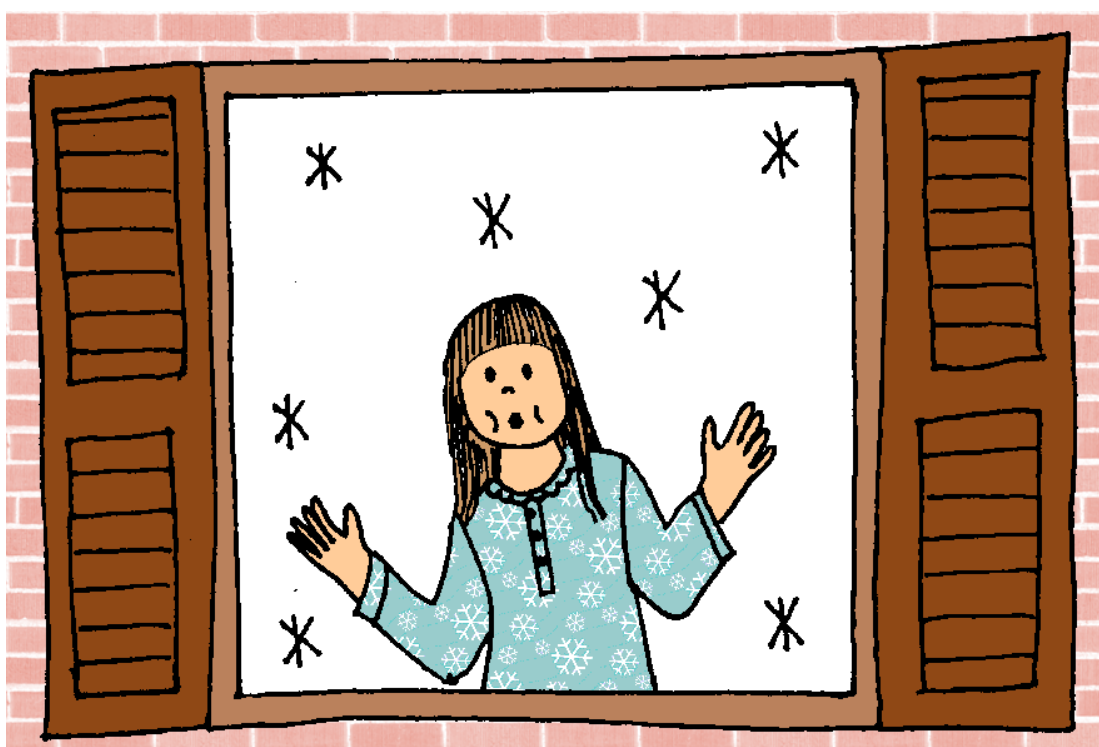
Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground.

“Ooooo,” she exclaimed.  
“It snowed last night!”

( o/to)

Ö

ö



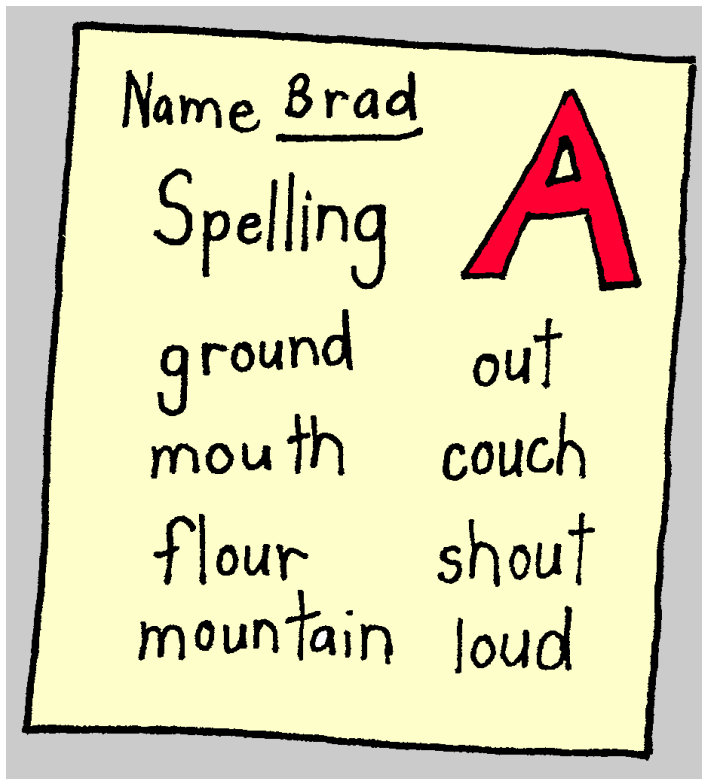
Ö

ö

By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red **A**.

( a/apron)

Ā ā



Ā ā

When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. “Ch, ch, ch, ch.” A few snowflakes were still falling. The whole neighborhood was beautiful.

( ch/chicken)



Ch ch



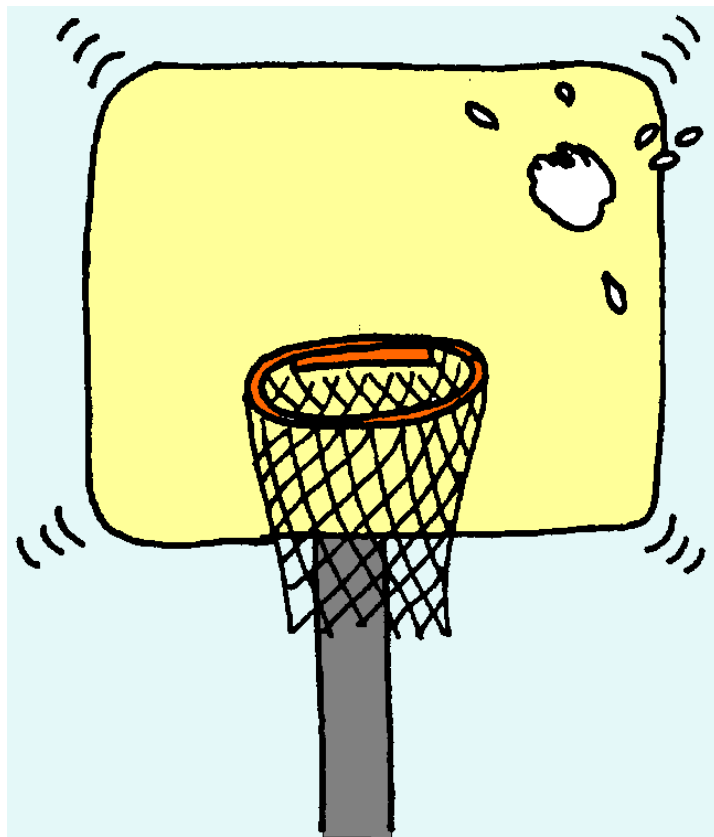
Ch ch

Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway.

“Nnnggg,” went the backboard as Brad’s snowballs hit. “Nnngg,” it sang out again as Audrey’s snowballs hit, too.

( ng/ring)

ng



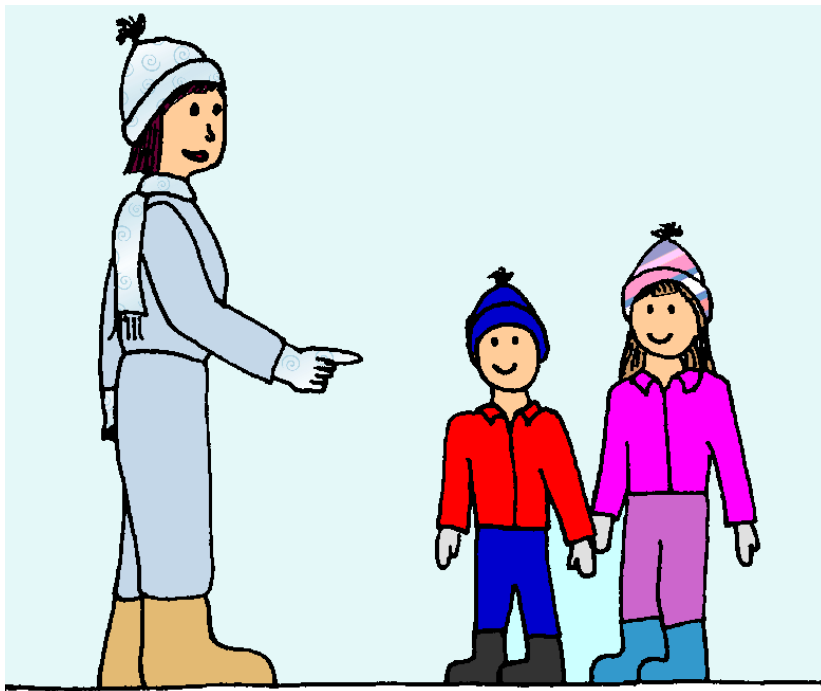
ng

Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear.

**“You** two did a great job,” said Mom. “Thanks for your help.”

( u/uniform)

ū ū



ū ū

“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down.

( oi/oil)

oi

oy



oi

oy

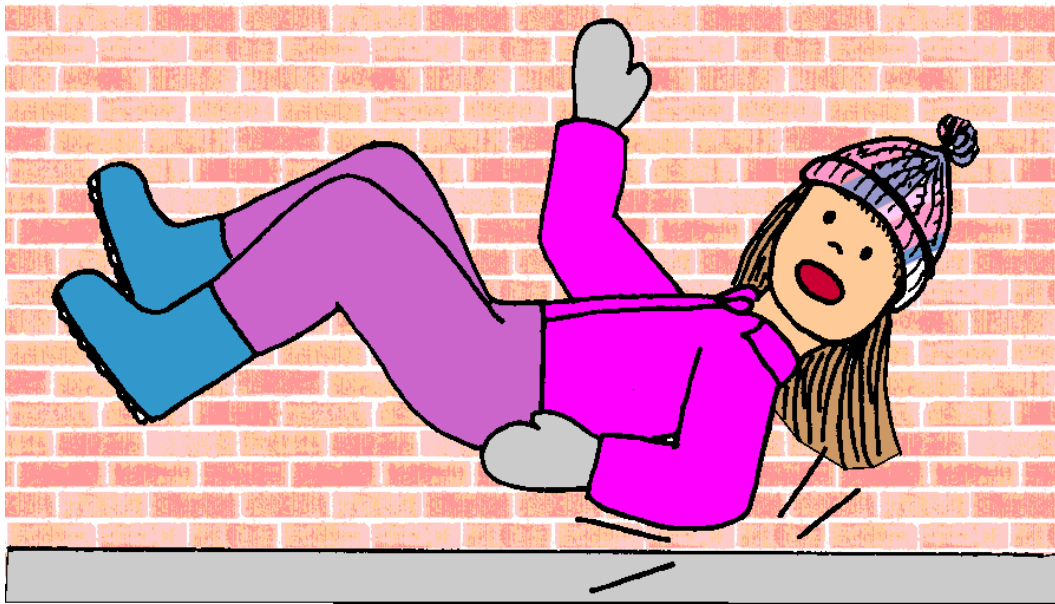
Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were.

( ou/ouch)



ou

ow



ou

ow

Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Then Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Üuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go."

( u/bush)

Ü

ü



Ü

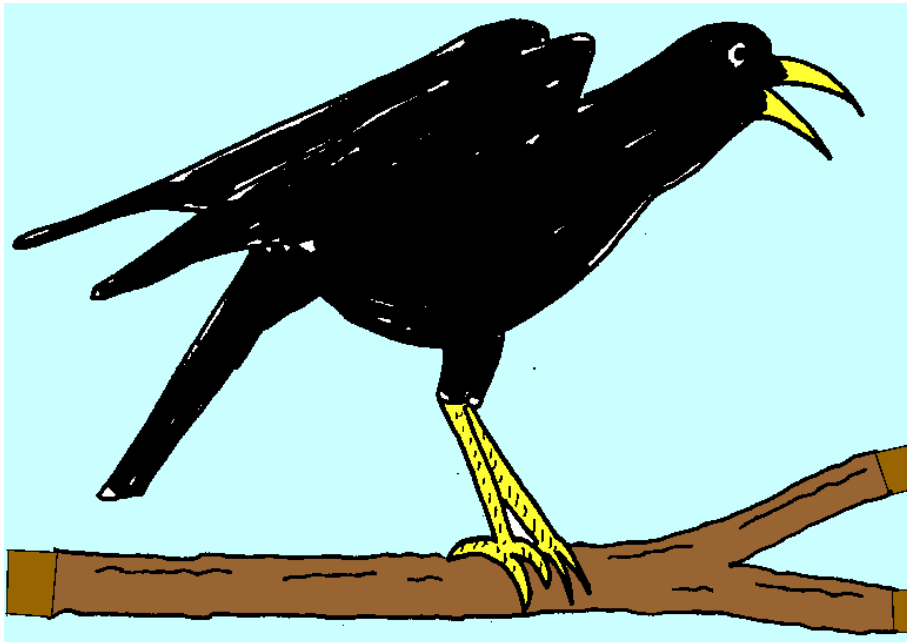
ü

As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “Aw, aw, aw, aw” before he flew away.

( a/all)

Ä

ä



Ä

ä

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

( vision, measure, garage, azure)

measure

azure

vision

garage



measure

azure

vision

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



## Alphabet 1

T t



I i



H h



I i



L l



N n



W w



## Alphabet 2

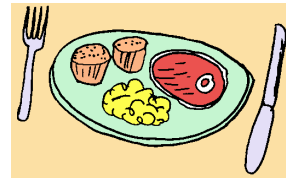
U u



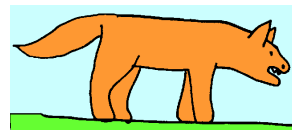
B b



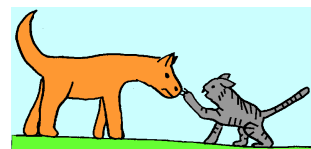
M m



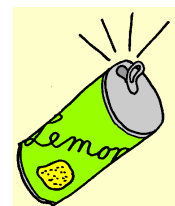
R r



F f



X x



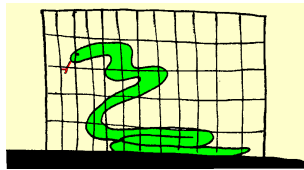
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## Alphabet 3

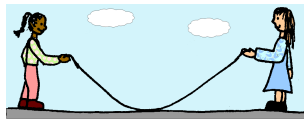
E e



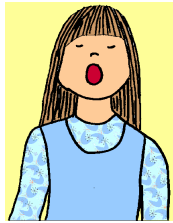
S s



J j



O o



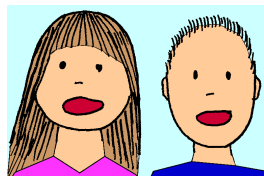
C c



D d

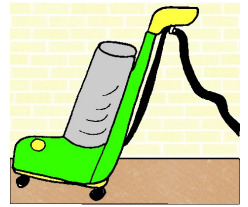


A a

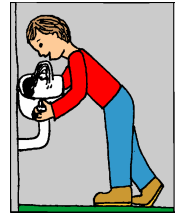


## Alphabet 4

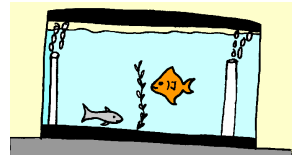
V v



G g



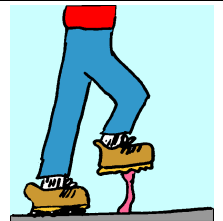
P p



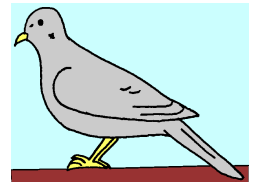
K k



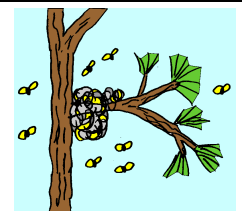
Y y



Q q



Z z



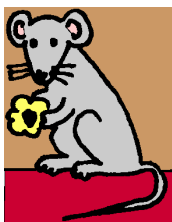
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# Beyond The Alphabet

sh



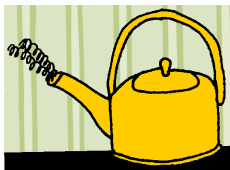
ē



ō



th



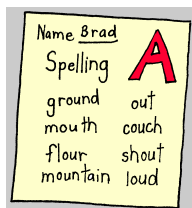
th



ö



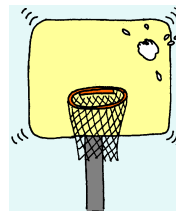
ā



ch



ng



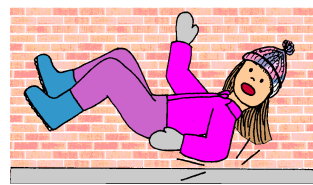
ū



oi oy



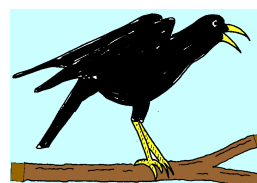
ou ow



ü



ä



measure,  
vision, azure,  
garage



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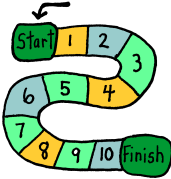

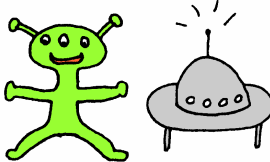



# Long A Patterns

<div>Name Brad Spelling <b>A</b> ground out mouth couch flour shout mountain loud</div>	<div>ā</div>
<div>ā</div>	<div> raven</div>
<div>ai</div>	<div> rain</div>
<div>ay</div>	<div> play</div>
<div>a_e</div>	<div> safe</div>

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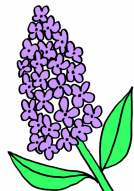
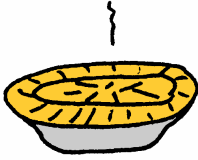






# Long E Patterns


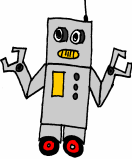

		
ē		begin
ee		feet
ei		weird
ey		key
ea		eat
e_e		these

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# Long I Patterns




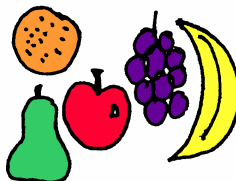

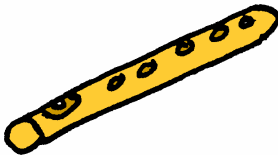



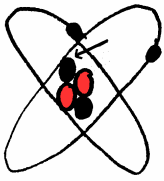
		
i		lilac
ie		pie
i_e		pine
igh		night
ind		find
ild		child

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ō	robot	
oa	boat	
oe	toe	
ou	four	
ow	snow	
o_e	home	
old	gold	
olt	bolt	
oll	troll	
olk	yolk	

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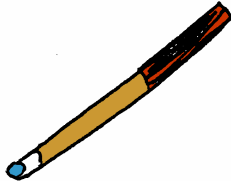
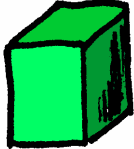




# Long U Patterns 1

	
ū	 tulip
ui	 fruit
ue	 glue
u_e	 flute
 ew	 flew
 eu	 neutron

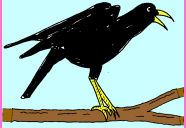



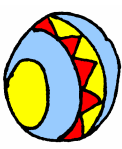
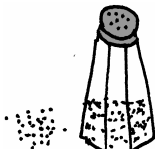




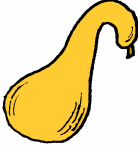


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# Long U Patterns 2

		
		music
The ui pattern does not have this sound in words.		
ue		cue
u_e		cube
 ew		few
 eu		Europe

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au		Paul
aw		saw
all		ball
al		salt
a <sup>*</sup> lk		talk
wa_		wasp
swa_		swan
qua_		quarrel
squa_		squash
 ought		bought

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

ë

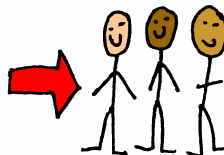
Dotted E  
Patterns

ei



veil

ey



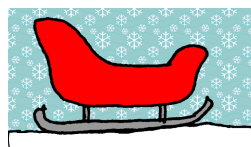
they

ea



steak

eigh<sup>x</sup>



sleigh

ë



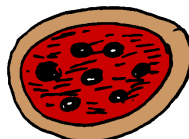
ballet<sup>x</sup>



i

Dotted I  
Patterns

i










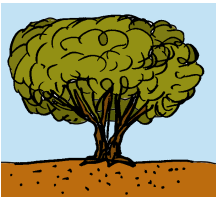


pizza

ie



shield



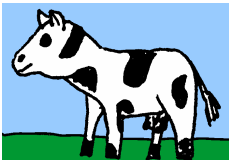



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				Dotted O Patterns	
ö				to	
oo				moon	
ou				soup	
				Dotted U Patterns	
ü				bush	
oo				book	
ould				should	

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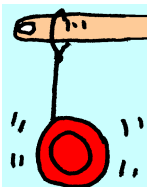









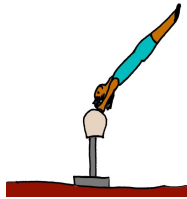


# Odd O Patterns

		
ou		ouch
ow		cow
		
oi		coin
oy		boy

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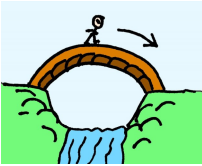







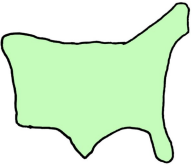
# Sounds For Y

	y		yo-yo
	y		happy
	y		my
	ye		rye
	y_e		type
	y		gymnastics

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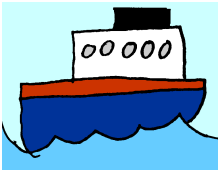


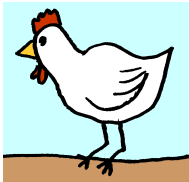


## The Story About The Umbrella Vowels

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

		 Umbrella Patterns
 a		what
 a_		across
 _a		panda
 o		son
 o_e		love
 ou		country

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# Consonant Digraphs

sh		ship
th		thumb <sup>*</sup>
th		this
ch		chicken
ng		ring
<p>There are a variety of words that have this sound, but there is no set pattern. Students will learn these words when they study advanced ending syllables.</p>		<p>measure, vision, azure, garage</p>

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## Overview Of Sound City Reading Books

**A Sound Story About Audrey And Brad** - Students are introduced to the sounds of the letters of the alphabet, including consonant, consonant digraph, and vowel sounds, using a series of sound pictures presented as part of a story. This book includes sixteen 8½ by 11 inch charts that can be posted on the wall, showing each sound picture and the letter or letter patterns that represent that sound.

**Learning the Alphabet, Workbooks 1 And 2** - Students learn to recognize the alphabet letters and give their sounds. The order of introduction is set up so that the letters that are the easiest to write are taught first. Skills include oral blending, segmenting, easy handwriting, letter discrimination, beginning sounds, and rhyming.

**Exploring Sounds In Words, Exploring Sounds In Words Manuscript Handwriting, and Picture Dictionary A-Z** - Students use these three books together to learn to write letters independently, say their sounds, pronounce two-sound letter combinations, and identify beginning and ending sounds in words. Students practice oral blending and segmenting and use these skills to put plastic letters in the correct sequence to form two-letter combinations and short vowel words.

**Phonemic Awareness Picture Pages** - This book has just the phonemic awareness pages from the *Learning The Alphabet* and *Exploring Sounds In Words* books. Students who have already learned the alphabet and even those who are already reading can benefit from these exercises if they have not previously been taught phonemic awareness skills. Topics include oral blending, segmenting, rhyming, and beginning and ending sounds, along with introductory print awareness lessons for younger students and a brief overview of the development of phonetic languages for older students.

**Rhyming Short Vowel Words And Sentences** or **Mixed Short Vowel Words And Sentences** or **Two-Page Short Vowel Words And Sentences** - Choose one of these books depending on your preference. Students read and spell color-coded short vowel words, studying ten words at a time. They play the “robot” game to match words and pictures. Students learn a few sight words and begin reading short vowel sentences. A separate workbook is available for each of these books.

**Basic Short Vowels** - Students read illustrated short vowel words and sentences. It includes both rhyming and body-coda (same beginning sound) word lists. This book has all black print.

**Short Vowel Booklets** - These ten *Short Vowel Booklets* are 4¼ by 5½ inches, with either 24 or 28 pages. Students read a few rhyming short vowel words, then turn the page to see the same words with pictures. Illustrated sentences are also included.

**Color-Coded Short Vowel Lists** and **Color-Coded Phonetic Lists** - Students practice decoding by reading words with color-coded vowels in both rhyming and body-coda (same beginning sound) lists.

**Phonetic Words And Stories, Books 1 - 8** - Students learn to read words with various vowel patterns and consonant patterns. Students play the “robot” game to match words and pictures. They study ten color-coded words for each pattern. After learning a series of new patterns, students read a short practice story containing words with those patterns. After learning enough patterns, students will be able to read a few popular “easy to read” children’s books (obtained separately).

**Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8** - These books follow the same skill sequence as the *Phonetic Words And Stories* books, but they are in a different format with all black print. Students read expanded word lists along with sentences for each new set of phonetic patterns, followed by the same easy practice stories. The words, sentences, and stories are illustrated.

**Know The Phonetic Code, Volumes 1-3** - Students study the same phonics patterns and stories in smaller, all black print, in the same skill sequence found in *Phonetic Words And Stories, Books 1-8*. The word lists include two-syllable words from the beginning of the sequence. Only the stories are illustrated.

**Advanced Phonics Patterns From Children’s Books, and Know The Phonetic Code No Stories** - Students learn less common letter patterns and more syllable and suffix patterns. Instruction is coordinated with a number of popular children’s picture books (obtained separately), from first through fourth grade levels. The *Know The Phonetic Code No Stories* book can be used to provide a complete or selective review of previous patterns.