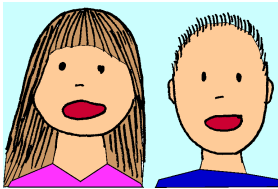


A Sound Story

About Audrey And Brad



A a

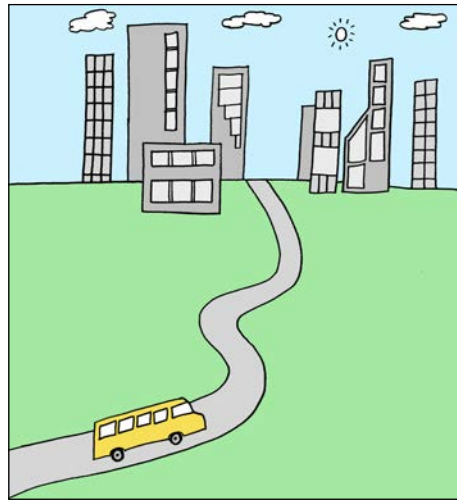
B b

C c

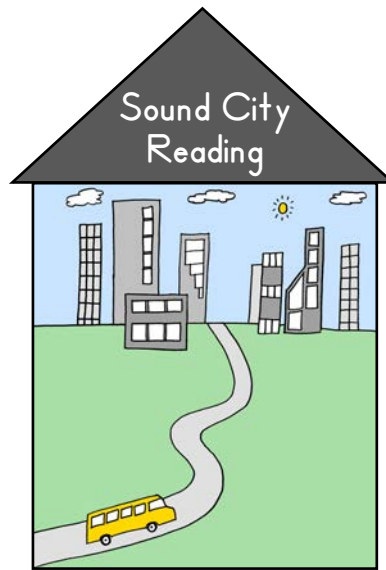
With 8½ By 11 Wall Charts Showing
The Alphabet With Sound Pictures And
Phonogram Patterns With Key Words And Pictures

A Sound Story

About Audrey And Brad



Kathryn J. Davis



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More materials are available at
www.soundcityreading.net.

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

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Sound Charts

The sound charts are printed on one side of the page, left blank on the back, so that the pages can be removed from the book and posted on a poster or wall, making a “Sound City.”

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Teaching Levels In The Sound City Reading Program

Level 1 - The Alphabet - Readiness

Level one is an initial introduction to the alphabet letters and their sounds. Students associate letter sounds with sound pictures from a “sound story.” They trace large and small letter patterns on unlined paper to become familiar with letter formation and to reinforce the letter sounds. Phonological awareness skills, including oral blending, segmenting, rhyming, beginning sounds, and ending sounds are introduced. Eight print awareness lessons are read aloud by the teacher.

Level 2 - Sounds In Words - Advanced Readiness

Students review letter sounds and learn to write the alphabet letters on lined paper. Working with the teacher, they look at pictures and write letters to show the beginning sound, ending sound, or medial short vowel sound. They continue to develop oral blending, segmenting, and rhyming skills. Students learn to pronounce two-sound short vowel letter combinations (ab, ac, ad, af, and ba, ca, da, fa) smoothly, which prepares them to read three-sound words. They listen for the beginning, middle, and ending sounds in short vowel words pronounced by the teacher, then place plastic letters from left to right on a work mat, while saying the sounds, to spell the words.

Level 3 - Short Vowel Words

Students learn to spell and read short vowel words, applying the segmenting and oral blending skills they learned at levels one and two. They learn a few sight words (A, a, as, has, was, I, is, his) and begin reading short vowel sentences. They continue to pronounce two-sound letter combinations and spell words with plastic letters. They also begin to develop syllable awareness using pictures.

Level 4 - Phonics Patterns

Students learn the common vowel patterns, consonant patterns, and syllable patterns, studying one new pattern each day in a series of eight books. Daily review using phonics charts and flashcards helps students lock the patterns into their memory. Students spell and read words with each new pattern. Common words in which the new pattern does not show the expected sound are taught as sight words. Students read fifty-one short practice stories that contain only the patterns and sight words that they have studied. Students also read eleven easy children’s picture books (obtained separately), starting in book five.

Level 5 - Advanced Phonics Patterns

Students study one new vowel pattern, nineteen new consonant patterns, twenty-seven new ending syllable patterns (tion, sion, sure), along with fifteen review patterns. They also study twenty-seven new prefix and suffix pages. In each lesson, students study a list of words and a group of sentences that contain the new or review pattern. Students work as a group with the teacher to analyze each word as they copy it, mark it, and read it. A separate book contains word lists to provide extra decoding practice with multisyllable words, ending syllables, and advanced consonant patterns. The lessons can be coordinated with eighty-two children’s picture books, obtained separately, that have reading levels from grade one through grade four. Students will be able to decode the text in each of the books phonetically, because they will have studied all of the phonics patterns that are needed ahead of time.

Sound City Reading

LEARNING TO READ ONE STEP AT A TIME



ADVANCED
PHONICS
PATTERNS



PHONICS
PATTERNS



SHORT VOWEL
WORDS AND
SENTENCES



EXPLORING
SOUNDS IN
WORDS



LEARNING
THE ALPHABET

Level 1

(Readiness)

Learning The
Alphabet,
Books
1 And 2

A Sound Story
About Audrey
And Brad

Level 2

(Advanced
Readiness)

Exploring
Sounds In
Words,
Books
1 And 2

Picture
Dictionary A-Z

Level 3

Rhyming
Short Vowel
Words And
Sentences

— OR —

Mixed
Short Vowel
Words And
Sentences

— OR —

Two-Page
Short Vowel
Words And
Sentences

— AND / OR —

Basic
Short Vowels

*Additional
Options*

Color-Coded
Short Vowel Lists

Short Vowel Lists
In All Black Print

Short Vowel
Booklets

Level 4

Phonetic Words
And Stories
Books 1-8

— OR —

Basic
Phonics Patterns
Books 1-8

— OR —

Know The
Phonetic Code
Books 1-8

*Additional
Options*

Color-Coded
Phonetic Lists

Phonetic Lists
In All Black Print

Know The
Phonetic Code,
No Stories

Practice Stories
From Books 1-8

At Level 4 students
also read eleven
children's picture
books, obtained
separately.

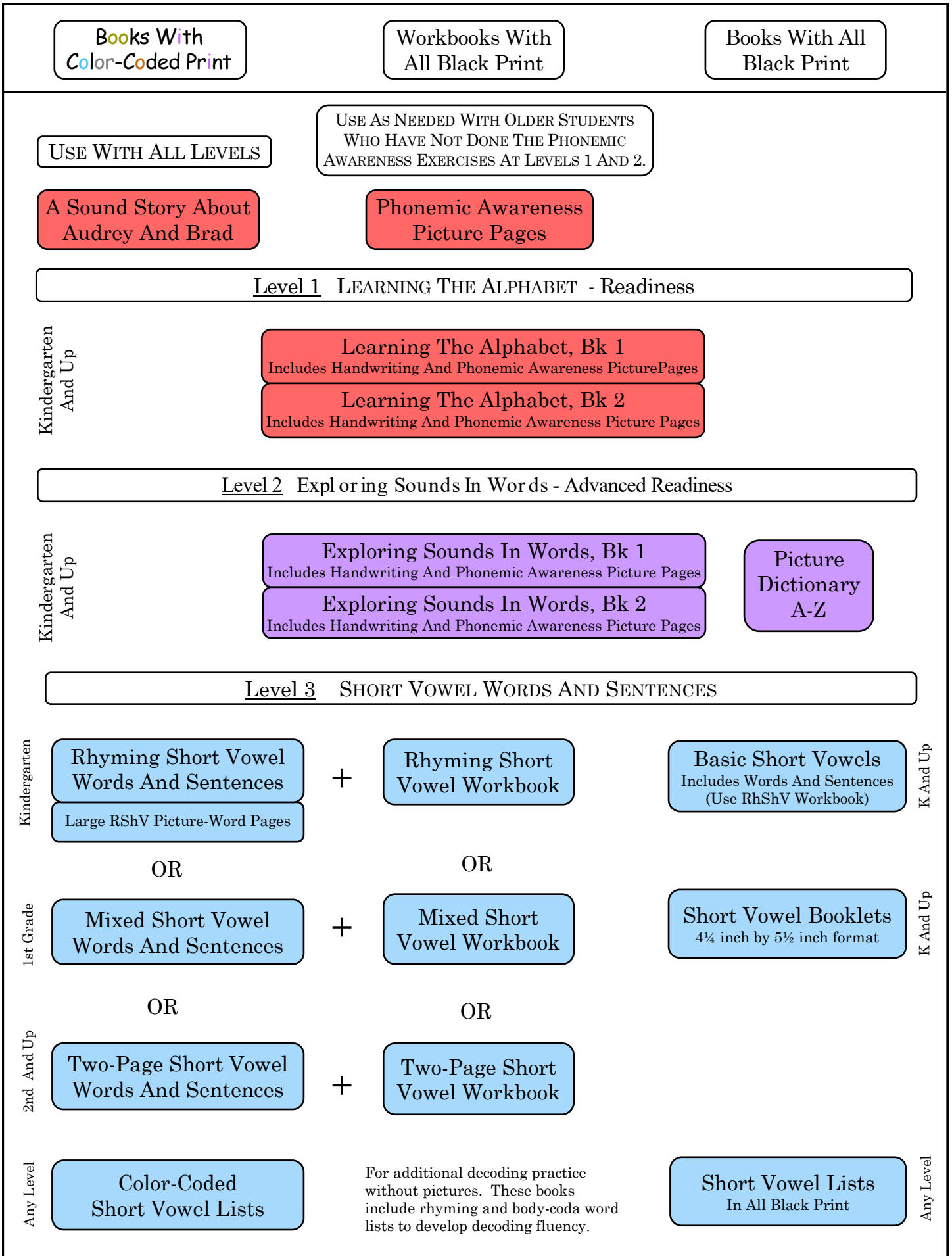
Level 4

Advanced
Phonics
Patterns From
Children's
Books

Advanced
Decoding
Practice

The skills at Level 5
are integrated with
eight-two children's
picture books,
obtained separately.
The books range
from the first
through the fourth
grade reading levels.

Sound City Reading - Flow Chart Showing Levels One, Two, And Three



Books With
Color-Coded Print

Books And Workbooks With All Black Print

Level 4 PHONICS PATTERNS - Integrated With 11 Children's Picture Books, Purchased Separately

Phonetic Words
And Stories
Picture-Word Pages
And Practice Stories

OR

Basic Phonics
Patterns
Illustrated Words, Sentences
And Practice Stories

OR

Know The
Phonetic Code
Word Lists
And Practice Stories

OR

Know The Phonetic
Code, No Stories
Word Lists
For All Patterns

- Book 1
- Book 2
- Book 3
- Book 4
- Book 5
- Book 6
- Book 7
- Book 8

- Book 1
- Book 2
- Book 3
- Book 4
- Books 5-6
- Books 7-8

- Books ShV-1
- Books 2-3
- Books 4-5
- Books 6-8

- Know The
Phonetic Code,
No Stories
- Practice Stories
From Books 1-8

Large Picture/
Word Pages
For Books 1-8

Color-Coded
Phonetic Lists

Phonics Patterns Workbook For Books 1-4

Phonics Patterns Workbook For Books 5-8

Decoding And Comprehension Tests

Phonetic Lists In All Black Print

At levels four and five students read a number of children's picture books, at first grade through fourth grade reading levels, available from bookstores and libraries. These books will be decodable by the students. The text in each book contains only the phonics patterns that have been taught.

Level 5 ADVANCED PHONICS PATTERNS
Integrated With 82 Children's Picture Books, Purchased Separately

Advanced Phonics Patterns
From Children's Books

Advanced Decoding Practice

Know The Phonetic Code, No Stories, from Level 4, may be used to review previously taught phonics patterns and syllable patterns.

EASY HANDWRITING

MANUSCRIPT HANDWRITING

CURSIVE HANDWRITING

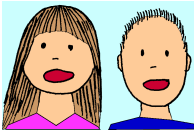




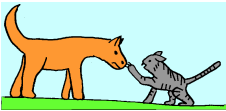






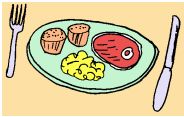


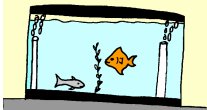
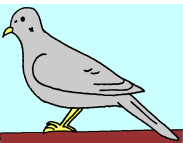
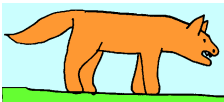
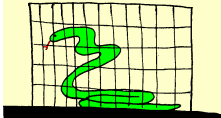


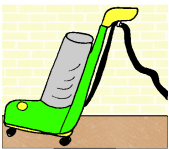

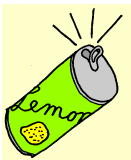


- Manuscript Handwriting Easy Tracing Pages - No Lines
- Manuscript Handwriting Tracing Pages - With Lines
- Exploring Sounds In Words Manuscript Handwriting

- On Letter Sized Paper
- On Legal Paper
- On Ledger Paper

- On Letter Sized Paper
- On Legal Paper
- On Ledger Paper

All of the handwriting books can be used at any level as needed.
The pages in *Manuscript Handwriting Easy Tracing Pages* are already included in *Learning The Alphabet, Books 1-2*.
The pages in *Exploring Sounds In Words Manuscript Handwriting* are already included in *Exploring Sounds In Words, Books 1-2*.

Alphabet Chart - Consonant And Short Vowel Sounds - Say the sound for each letter.

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

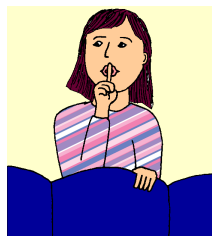
The pictures represent sounds that occur in Part 1 of the sound story. They show the sound for each alphabet letter.

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

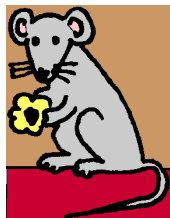
ī



sh



ē



ō



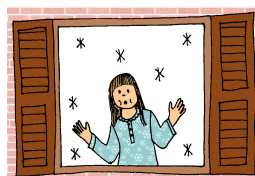
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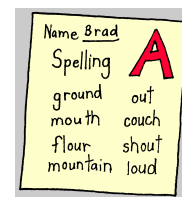
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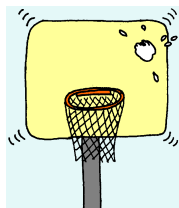
ā



ch



ng



ū



oi oy



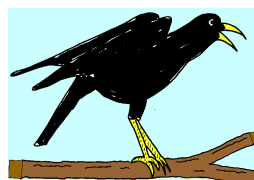
ou ow



ü



ä



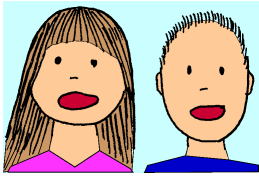
measure, vision,
azure, garage



The pictures represent sounds that occur in Part 2 of the sound story. They show the sound for each letter pattern.

Sound Pictures That Show The Sounds For The Short Vowels

a



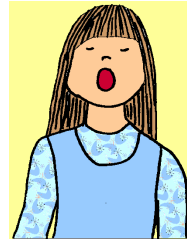
e



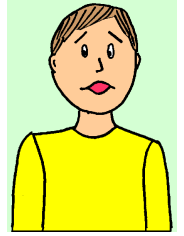
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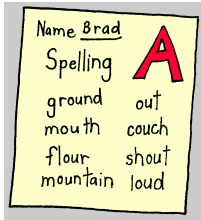


u

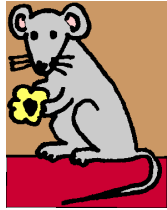


Sound Pictures That Show The Sounds For The Long Vowels

ā



ē



ī



ō

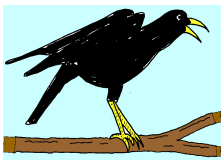


ū

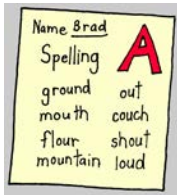


Sound Pictures That Show The Sounds For The Dotted Vowels

ä



ë



ï



ö



ü



Sound Pictures That Show Two Of The "Odd O" Vowel Sounds

ou



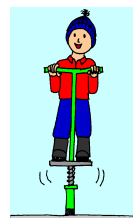
ow



oi

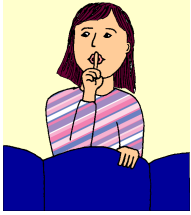


oy



Sound Pictures That Show The Sounds For These Consonant Digraphs

sh



th



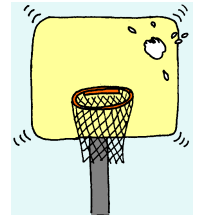
th




ch



ng



Pronunciation Guide - For Parents And Teachers Only - Use the key words to help you pronounce the sounds. You can hear the sounds at www.soundcityreading.net.

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	rāven	th	thumb
ē	bēgin	th	this
ī	līlac	sh	ship
ō	rōbot	ch	chicken
ū	tūlip, mūsic	ng	ring
Dotted Vowel Sounds		Consonant Sound With No Set Pattern	
ä	äll	 <p>measure vision azure garage</p>	<p>Note For Teachers: Beginning students will not use this pronunciation chart. They will learn the sounds from the sound story and review them from the sound charts and sound cards. They will not use key words until later in the program.</p>
ë	ballët (same as ā)		
ï	pïzza (same as ē)		
ö	tö (same as ū/tulip)		
ü	büşh		




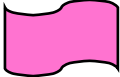



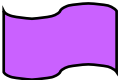
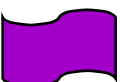








Color-Coding Chart



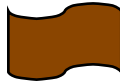

In this program, each vowel sound is represented by a specific color. This serves several purposes.

1. Students can readily distinguish between vowels and consonants in the words.
2. The vowel or vowel pattern stands out clearly in each word, making it easier to see and easier to remember.
3. For multi-letter vowel patterns, students are able to see which letters work together to show the vowel sound.
4. Sometimes more than one vowel or vowel pattern can represent the same sound. Students will quickly be able to see which patterns sound the same, because the colors will be the same.
5. Sometimes a single vowel or vowel pattern represents more than one sound. Students will be able to see that those patterns have different sounds because they will be printed in different colors.

a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, happy	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, car, sorry, father	light orange
ō	go, horse, boat, toe, home, snow, four, gold, bolt, troll, yolk	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	bush, book, should	olive green
oi	coin, boy	gold
ou	ouch, cow	brown
	bird, her, turtle, dollar, tractor, early, journal, worm	gray

How I Chose The Colors I picked the vowel colors so that I could remember them easily. I started with the long vowel colors. I matched each long vowel sound with a color name. For example, the color for the long ē sound is green. Then I added the same colors, in a lighter shade, for the short vowel sounds. I didn't want the long ā sound to be gray, so I used the key word a/apple and chose bright red for the short a sound and a darker red color for the long ā sound. The oi/oy and ü sounds also use key words. I used gray for the r-controlled patterns in which the vowel is not heard.

Short Vowels Lighter Colors	Long Vowels Darker Colors	Dotted Vowels
a  Apple 	ā Dark Red 	ä A color variant of red 
e Light Green 	ē Dark Green 	ë Borrows the long ā sound 
i Light Violet 	ī Dark Violet 	ï Borrows the long ē sound 
o Light Orange 	ō Dark Orange 	ö Borrows the ū/tulip sound 
u Light Blue 	ū Dark Blue ū/tulip ū/music 	ü Bush  

oi oy  Gold Coin 	ou ow Brown 	ir er ur Gray = "No Color" The vowels in these patterns are not pronounced. You only say the /r/ sound. 
--	--	---

Notes About The Alphabet

We have forty-one 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, ï/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. 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 as sight words. In this program, sight words are taught after phonetically regular words are taught with the same pattern. For example, the sight word *said* is taught after students have learned to read words with the ai pattern: rain, wait, sail.

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

Information About Letters And Sounds

Each vowel has both a short sound and a long sound. The terms short and long are arbitrary terms used to designate two different sounds for each vowel. For the short vowel sound, in this program, no mark is used. I have found that this helps to avoid confusion. For instructional purposes, a straight line, called a macron, can be placed over a vowel to show that it represent its long vowel sound. The long vowel sounds are the same as the names of the vowels.

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.” Note that the dotted sounds in this program are not the same as the dotted sounds found in a dictionary.

There are also two vowel sounds that are represented by vowel pairs. The first sound is heard in the words oi/oil and oy/boy. The second sound is heard in the words ou/ouch and ow/cow.

We don't have enough consonants to show all of the consonant sounds in English. 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 a completely new sound: sh/ship, th/thumb, th/this, ch/chicken, and 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*, but the *zh* pattern does not appear in words.

The pictures and letter symbols for all of the sounds in parts one and two of the sound story are shown on charts in this book.

How To Pronounce The Letters And Letter Patterns

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 on page seventeen. The correct vowel or consonant sound is heard in the word. Practice saying each word, then pronounce the sound by itself.

Key words are helpful for adults because they already know how to read. But don't use the key words from the pronunciation guide with beginning students who are just learning the alphabet. They will be less confused if you use the sound pictures in this book to teach the letter sounds.

For some phonics patterns in level four, key words and pictures will be introduced on the students' sound charts after they have been introduced to charts that use sound pictures for that pattern. At this point in the program, key words can help students distinguish between multiple sounds for the same pattern. Key words and pictures are also used on some of the advanced phonics patterns charts.

You can listen to the sound story read aloud and hear the sounds on many of the sound charts at www.soundcityreading.net. Look under the audio and video

headings on the menu. You will be able to hear the correct pronunciation for each sound picture, letter, and letter pattern. This will help you pronounce the sounds correctly. If you don't find the chart you're looking for, look at the sound charts for the advanced phonics patterns book. It includes all of the patterns taught in the whole Sound City Reading program.

You will notice that some letter sounds don't sound familiar. The sound for each letter is pronounced in a certain way so that students will be able to spell and read words easily. The letters *w* and *qu* in particular may sound strange to you. Listen carefully and practice until you can pronounce all of the letters correctly.

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 learn a single, isolated sound for each letter. For example, say /l/, not /luh/, say /r/, not /ruh/, and say /w/, not /wuh/. 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 *c-a-t*, putting those sounds together won't sound like the word *cat*. But if they say /c/ /a/ /t/, without the /uh/ sounds, they will be able to slide the sounds together smoothly to pronounce the word. The result will really sound like the word *cat*.

The Importance Of Saying The Sounds When Spelling

Saying the sounds correctly is also important when students are spelling. In this program, students don't spell words by saying the letter names. They spell by segmenting the word, which means that they say each sound in the word individually, one at a time, with a slight pause between each sound. This is not the usual practice in many reading programs. It may seem strange to you at first. However, in practice saying the sounds instead of the letter names makes it much easier for students to learn to spell words. All they have to do to spell any phonetic word is listen carefully to the word, say the individual sounds, and write the letter symbol for each sound. They no longer have to rely on rote memory.

Words are a sequence of written sound symbols. The symbols (letters and letter patterns) are arranged in the order in which they are pronounced when the word is spoken. When students spell words by segmenting them aloud, they are using the alphabetical nature of the English language to spell.

Preparation for this method of spelling instruction starts when students first begin the Sound City Reading program. While students are learning the alphabet, they are also learning to segment words into their individual sounds orally, using pictures instead of words. When they learn to write the alphabet letters, the teacher dictates the sound for each letter to write, not the letter name. Students always repeat the sound as they write the letter. Students will

be able to apply this experience automatically as they begin to spell words.

You may be concerned about what happens when students spell a word with sounds that are spelled with multi-letter patterns, such as ai/rain or igh/night. This does not turn out to be a problem. Whenever a new pattern is introduced, before students use it to spell words, they write the pattern by itself when given the sound by the teacher. During a daily dictation period, the teacher dictates the sound for a new pattern and also a number of previous patterns. This prepares students to spell words with the new patterns. Students always say the sound for each pattern as they write it. They don't write the patterns by naming the letters. For example, for the ai/rain pattern, students write the two letters while saying the /ā/ sound.

This may sound difficult for the students but it is not. This program uses a multisensory method to teach the letters. When they first learn to write the letters, students trace large letter patterns repeatedly while saying the letter sound. Using this process, students learn to write letters correctly and confidently. It becomes second nature.

Students who begin this program after they have learned to read and write will be able to begin spelling by saying the letter sounds with careful instruction. Following the lesson plans in each book will help them make the transition.

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. The pattern 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, when followed by a consonant, 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.



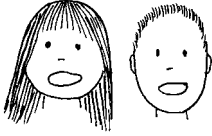
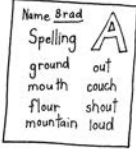


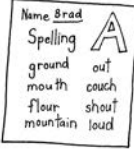
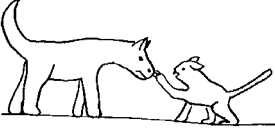


An umbrella over a vowel means "Say the short u sound."

Information About The Summary Sound Chart

The summary sound chart on the following pages shows all of the sound pictures paired with the letters and letters patterns that show the same sound. For example, the picture of a spelling test with an *A* on it shows the long *ā* sound. Letter patterns that represent the long *ā* sound in words are shown beneath the sound picture: *a/raven*, *ai/rain*, *ay/play*, and *a_e/safe*.





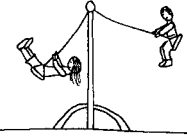


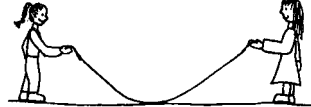
This chart is provided so that teachers can see how the sound pictures can be used to show the sounds for all of the letters and letter patterns from beginning to advanced levels. Students will not see this chart until they reach Level 5, Advanced Phonics Patterns.

Summary Sound Chart

a	ā	ä	b
			
a ant	a raven ai rain ay play a_e safe	au Paul aw saw all ball al salt alk talk wa wasp swa swan qua quarrel squa squash ought bought	b bus bu building ^x b debt
ë	f	g	h
			
ei veil ey they ea steak eigh sleigh e ballet	f fan ph phone ugh laugh	g gum gh ghost gu guess ^x gh straight	h hat wh who ^x h herb




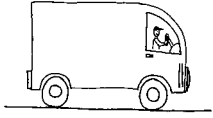
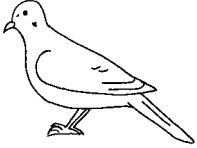
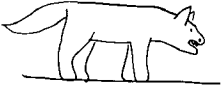
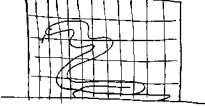
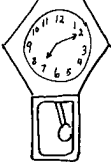
Say each sound and keyword. In some sections, exceptions are shown below the line.

Summary Sound Chart

c	d	e	ē
			
c cat ck Jack ch chorus qu antique	d dog	e egg ea head	e secret ee feet e_e these ei ceiling ey key ea eat
i	ī	ï	j
			
i in y gymnastics	i lilac i_e pine ie pie igh night ind find ild child	i pizza ie shield	j jet dge fudge ge gem gi giant gy gym _ge hinge
y i onion			



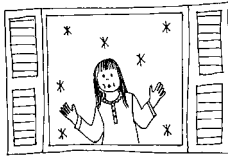
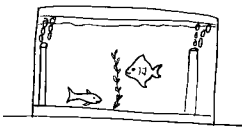



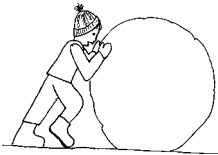


Say each sound and keyword. In some sections, exceptions are shown below the line.

Summary Sound Chart

k	l	m	n
			
k kick ck Jack ch chorus qu antique	l leg	m mop mb lamb mn autumn	n nut kn knife gn sign
qu	r	s	t
			
qu quilt	r run wr wren rh rhino	s sun c cent c city c cycle _se mouse sc scissors	t tag th thyme
k qu antique		z s his	x t castle

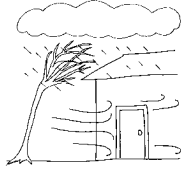
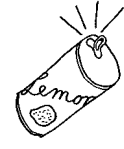



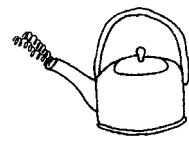

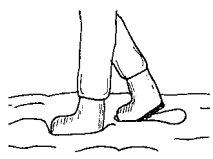
Say each sound and keyword. In some sections, exceptions are shown below the line.

Summary Sound Chart

o	ō	ö	p
			
<p>o ox</p> <p>a father</p>	<p>o robot</p> <p>oa boat</p> <p>oe toe</p> <p>o_e home</p> <p>old gold</p> <p>olt bolt</p> <p>oll troll</p> <p>olk yolk</p> <p>ou four</p> <p>ow snow</p>	<p>o to</p> <p>oo moon</p> <p>ou soup</p>	<p>p pig</p> <hr/> <p>^xp pterodactyl</p> <p>^xp receipt</p>
u	ū	ü	v
	 		
<p>u up</p> <p> a what</p> <p>a_ across</p> <p>_a panda</p> <p>o son</p> <p>o_e love</p> <p>ou country</p>	<p>u tulip</p> <p>u music</p> <p>ui fruit</p> <p>ue glue</p> <p>ue cue</p> <p>u_e flute</p> <p>u_e cube</p> <p>ew flew</p> <p>ew few</p> <p>eu neutron</p> <p>eu Europe</p>	<p>u push</p> <p>oo book</p> <p>ould should</p>	<p>v van</p> <p>_ve give</p>




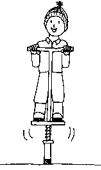

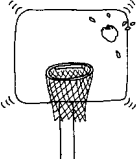
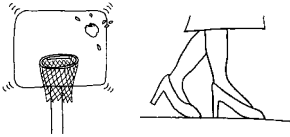



Say each sound and keyword. In some sections, exceptions are shown below the line.

Summary Sound Chart

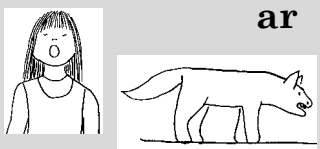

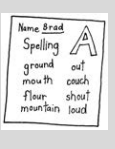




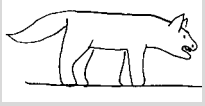
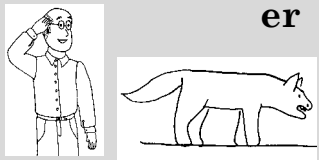




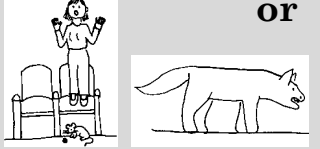
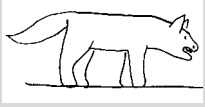
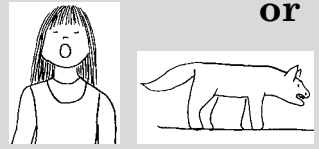



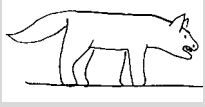

w	x	y	y
			
w wig wh when	x box gz x exhaust z x xylophone	y yo-yo i onion	y candy
sh	th	th	ch
			
sh ship ch chef tion addition tial initials tient quotient tious nutritious cial special cian magician cious delicious sion mansion sia Russia sure pressure	th thimble	th this	ch chair tch match nch bench ture nature tu spatula

Say each sound and keyword. In some sections, exceptions are shown below the line.

Summary Sound Chart

y	z	ou, ow	oi, oy
			
<p>y my ye rye y_e type</p>	<p>z zip s his _se cheese _ze freeze x xylophone</p> <hr/> <p> z azure</p>	<p>ou ouch ow cow</p>	<p>oi oil oy boy</p>
ng	nk	(zh)	Ending Syllables
			
<p>ng ring</p>	<p>nk wink</p>	<p>sure measure sual unusual sion television sia freesia g garage z azure</p>	<p>ive detective ice notice ine medicine ite opposite</p> <hr/> <p> ace necklace ate pirate age luggage</p>



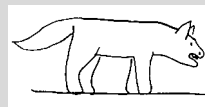


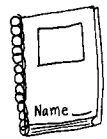
Say each sound and keyword. In some sections, exceptions are shown below the line.

 <p>ar</p>	 <p>är</p>	  <p>ār</p>
 <p>car</p>	 <p>dollar</p>	 <p>carrot</p>
	 <p>ēr</p>	 <p>er</p>
	 <p>her</p>	 <p>heron</p>
	 <p>īr</p>	
	 <p>bird</p>	
 <p>ōr</p>	 <p>ōr</p>	 <p>or</p>
 <p>horse</p>	 <p>tractor</p>	 <p>sorry</p>
	 <p>ūr</p>	
	 <p>turtle</p>	

Summary Chart R-Controlled Patterns

With Sound Pictures
And Key Words

Students' first instruction
with R-controlled patterns
uses sound pictures.
After that, key words
are used.

 <p>wör</p>
 <p>worm</p>
 <p>ēār</p>
 <p>early</p>
 <p>ōūr</p>
 <p>journal</p>

Teaching Notes

What Is The Sound Story?

The sound story is a story that is used to introduce all of the sounds in the English language, along with the letter symbols that represent those sounds. This is done by using pictures within the story. Each picture represents a specific sound. For example, a clock ticks, a dog growls, and a ball bounces. The teacher reads the story aloud to the students. After students have learned the sound for a new picture in the story, they are taught the related letter or letter pattern that represents that sound in words. This process provides an intuitive way for students to understand that letters are written symbols for sounds. The sound pictures are used on alphabet and phonics pattern charts in the student books and on larger versions of the same charts posted in the classroom. The teacher reviews the charts with the whole class daily. Students can look at the charts during independent study periods if they forget the sound for a letter or pattern. The pictures serve as pronunciation cues to help students remember the sounds.

Are The Pictures In The Sound Story Used As Key Words?

The sound story pictures are not used as key words. The pictures represent actual sounds from the story. Some pictures show sound from the environment, for example the wind blowing or a knock on the door. Other pictures represent spoken exclamations, for example “Oh” and “Ow!”

It won't work to use the sound pictures as key words. For example, the picture of a delivery truck does not represent the t/truck sound. It represents the sound of the engine as it might really be heard, nnnnnn. The picture of a dove does not show the d/dove sound. It shows the sound of the dove's call, cooo, cooo.

Using Key Words

Letter Name → Keyword → Sound

Many programs use key words to show the letter sounds. The sound for a given letter is the sound of the first letter in the key word.

ā ax  /a/


z zip  /z/


c cat  /c/


Using Sound Pictures

Sound → Sound Picture → Letter Symbol

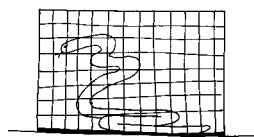
First students hear the sound for the sound picture while listening to the story. The picture shows the person or thing creating the sound. Then students are introduced to the letter or letter pattern that represents that sound in words.

The children miss the bus and say /a/. 

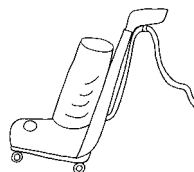
The bees buzz, making the /z/ sound. 

The pencil point breaks, making the /c/ sound. 

There are a few sound pictures for which the name of the picture starts with the sound it represents. However, this is accidental. The picture still shows a sound, and is not being used as a key word.



The picture shows the /s/ sound. The word snake starts with the /s/ sound. But the picture represents the sound of the snake when it hisses....ssssss.



The picture shows a vacuum cleaner, which begins with the /v/ sound. But the picture shows the sound of the vacuum while its turned on.

A few of the pictures are designed to look similar to the letter shape. This can be pointed out to the students, especially for the letters b and d.



b



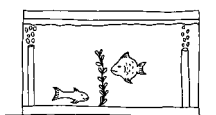
c



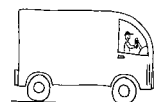
d



h



p



n

Why Use Sound Pictures Instead Of Key Words?

Reason One - Sometimes students cannot hear the beginning sounds in words. They hear words as a single sound chunk. For example, when they hear the word *cat*, they are not aware of the /c/ sound 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 key word method. The sound story solves this problem by teaching just the sounds, shown with pictures that illustrates those sounds. Students can hear the sound clearly, without having to separate it from a key word.

Reason Two - Using the sound story allows students to begin learning the alphabet letters and their sounds while they are being taught to hear the individual sounds in words. For beginners and even some older students this skill may not come

easily. In this program, a series of exercises develop phonemic awareness gradually over a period of time. An ability to hear the separate sounds in words is called phonemic awareness.

Reason Three - Compared to learning the sounds for letter symbols, it is easier for students to learn the sounds for the sound pictures. The shapes of letters have no intrinsic meaning. The sound pictures make sense because the environmental sounds and oral expressions come from real life experiences.

Reason Four - Using sound pictures makes it possible to de-emphasize the letter names when teaching the alphabet. In order for beginning students to understand the phonetic nature of our language, it's important to focus on the letter sounds, not the letter names. While students are introduced to the letter names initially, along with their sounds, they say the letter sounds during the daily review period, using both sound charts and flashcards. That is because associating the letters and letter patterns with sounds is exactly what is needed when reading and spelling words phonetically. If students think of the letter names first when they see them, they must go through the cumbersome process of translating their names to sounds as they spell and read. While some students can do this fairly readily, for some students adding this extra step to the reading process provides a significant roadblock to learning.

Why Are There Two Parts To The Sound Story?

Part one of the sound story teaches the sounds for the letters of the alphabet, including the consonant sounds and short vowel sounds. The long *i* sound is also taught in part one to help students remember how to pronounce the sight word *I*.

Part one of the story is used with students who are working at Level One, Learning The Alphabet, Level Two, Exploring Sounds In Words, and Level Three, Short Vowel Words And Sentences.

Part two of the sound story teaches the “beyond the alphabet” sounds. This includes the rest of the long vowel sounds, other vowel sounds, and consonant digraph sounds. To be able to read from regular books, students will need to learn the sounds for these letters and letter patterns in addition to the alphabet.

Part two of the sound story is used with students who are working at Level Three, Phonics Patterns, and Level Four, Advanced Phonics Patterns.

How Many Sound Pictures Are In The Sound Story?

There are twenty-seven sound pictures in part one of the sound story and fifteen sound pictures in part two of the story. That makes forty-two sound pictures all together, to show forty-one sounds in the English language. (The letters *c* and *k* show the same sound, but they each have their own sound picture.)

- Twenty-one pictures show the twenty sounds for the consonants.

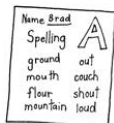
- Five pictures show the short vowel sounds a/ax, e/egg, i/in, o/ox and u/up.
- Six pictures show the five long vowel sounds. (The long u sound can be pronounced in two slightly different ways, as heard in tulip and music. Each sound has its own picture.)
- Two pictures show the dotted vowel sounds ä/all and ü/bush. The remaining dotted vowels ë/ballet, ï/pizza, and ö/to borrow long vowel sounds, along with the related sound pictures.
- Two pictures show the vowel diphthong sounds oi/oil and ou/ouch.
- Five pictures show the consonant digraph sounds sh/ship, th/thumb, th/this, ch/chicken, and ng/ring.
- One sound picture shows the zh sound, which can be heard in the words measure, azure, vision, and garage. There is not a specific letter pattern to show this sound.

Note that not all programs agree on the number of sounds in English. Some programs include r-controlled patterns, such as ar/car and or/horse, as distinct sounds. In this program, the sounds for the r-controlled patterns are depicted using combinations of one or more of the other sound pictures.



What About All The Letter Patterns That Are Not Included In The Story?

The sounds for all of the remaining phonics patterns can be shown using the forty-two sound pictures from the sound story. For example, one sound picture can show the sound for a number of different patterns.

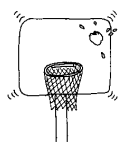


ā ai ay a_e ë ëi ëigh

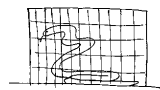
Some phonics patterns are shown with a combination of two or more sound pictures.



nk



swa



Encouragement For The Teacher

It helps to remember that the sound for each sound picture is absolute. It never changes. That is why the pictures are so useful when teaching the sounds for the many letters and letter patterns, which can often represent more than one sound.

If this system seems confusing at first, that is because you have already learned to read. It will become much clearer as you begin teaching the lessons. Everything is taught step-by-step, starting with the easiest skills and working gradually towards more advanced skills. The sound pictures are integrated into the instruction. You will learn with the students. For students who are learning to read, students who are in the process of learning all of the phonics patterns, and students who need extra help to catch up in reading and spelling, the sound pictures will make sense. For them, the sound pictures will make it easier to understand the phonetic system in the English language.

In What Order Are The Sound Pictures/Letters Introduced?

Part One

In part one of the sound story, the alphabet letters are not introduced in alphabetical order. They are introduced in this order. The second *i* is the long *ī* sound.

t i h ī l n w u b m r f x e
s j o c d a v g p k y q z

This order has been determined based on two factors.

The letters that are easiest to write are taught early in the sequence. As students learn the basic strokes needed to write the beginning letters, they develop the eye-hand coordination needed for the letters that are more difficult to write. The earlier letters contain simple strokes. Once mastered, these strokes can be used when writing more complex letter forms. For example, students learn to write the letters *i* and *j* before the letter *g*. They learn to write the letter *c* before learning to write the letters *d*, *a*, *g*, and *q*.

i j g c d a g q

The order for introducing the letters is also based in how frequently the letters appear in words. The letters needed to begin spelling common short vowel words are taught first. The letters that are least likely to be needed to spell short vowel words are placed at the end of the sequence. This allows students to begin spelling and reading many words quickly after the first letters are taught.

Part Two

Part two of the sound story is introduced when students begin Level 4, Phonics Patterns. Like the letters in part one, the letters and letter patterns in part two are introduced in the order in which they are taught to the students.

Level four includes eight phonics patterns books. The first ten sound pictures and patterns from part two are taught in book one. The sequence chart for book one shows when to read each section of the sound story in order to match the lessons in the students' books. The order is shown below. There are two sounds taught for the *th* pattern.

sh ē ō th th
ö ā ch ng ū

The last five sound pictures and patterns from part two are not taught until book four. This is to avoid confusion when students are learning the long vowel sounds in books two and three. The sequence chart in book four shows when to introduce each pattern. The order is shown below.

oi and oy ou and ow ü ä The sound heard in vision.

You can see keywords that will help you know how to pronounce these sounds on page thirteen.

In What Ways Are The Sound Pictures Used With The Students?

The sound pictures are used in the following ways.

1. They are used to introduce the letters of the alphabet and their sounds.
2. They are used to introduce all of the phonics patterns and their sounds.
3. They are used on the introductory handwriting pages so that students can remember to say the correct sound when writing new letters.

4. They are used in games and activities in which students match letters or letter patterns with the related sound pictures.
5. They are used on sound charts in the students' books and on larger wall charts for the classroom. There are a number of different charts, including alphabet letters, single vowel sounds, several types of vowel patterns, consonant patterns, and advanced ending syllable patterns. Each letter or letter pattern on the charts is paired with one or more sound pictures to show the correct pronunciation. These charts are useful in several ways. First, students say the sounds for letters or patterns on selected charts each day, providing the needed review so that students will remember the many patterns taught. Second, the patterns are arranged in logical groups on the charts; for example long vowel sounds are grouped together, consonant digraph sounds are grouped together, and so on. This gives the students an excellent framework for understanding the English phonetic system. Third, students who are working independently can look at the wall charts or the charts in their books to find a letter or letter pattern that they can't remember. They will be able to remember the sound by looking at the associated sound picture.
6. Some letters and letter patterns can represent more than one sound. Sound pictures are used on the sound charts to show all of the possible sounds for each pattern.
7. Some sounds can be represented by more than one letter or letter pattern. In these cases, the sound picture is shown with all of the patterns that represent that sound.

Note: After students say the sounds from the sound charts each day, they also say the sounds from letter and phonics patterns cards. They say the sounds from the charts first, with the help of the sound pictures. Then they say the sounds from letter cards without the benefit of the sound picture cues. This prepares the students to recognize and respond to the letters and patterns in words.

Which Students Should Use The Sound Story?

The sound story can be used at all levels, from Level 1, *Learning The Alphabet*, through Level 5, *Advanced Phonics Patterns*. The Summary Sound Chart in this book shows all of the letters and letter patterns taught through Level 5 along with their related sound pictures.

Which Version Of The Sound Story Should I Use?

A small version of the sound story is included in all of the student books. You can use these pages for instruction if you are teaching just one student, or possibly a very small group.

The *Learning The Alphabet* and *Exploring Sounds In Words* books have full

page sound story sections built into the student books. These pages have pictures and letters that are large enough so that they can be read aloud to a larger group.

A separate full page book, *A Sound Story About Audrey And Brad*, is available. It is recommended for students at all levels. It can be used with individuals and large or small groups. It has extra large letters and pictures, so that students can see them easily. The sound pictures are printed in color. The book includes letter-sized sound charts that show each of the sound pictures with the letters and letter patterns that represent that sound.

Using The Sound Charts At The End Of This Book

The sound charts at the end of this book show the alphabet and beyond the alphabet sound pictures along with the letters and letter patterns that represent those sounds. They provide a good overview of the sound pictures and related patterns and are useful for review. These are not exactly the same format as the charts found in the students' books, but they are similar. Individual students or small groups can use the charts directly from the student books. If you wish, you can remove the charts from the books and put them on poster board, a bulletin board, or a wall to create a "Sound City."

The charts are relatively small, but can be used with small groups if they are sitting close to the charts. The charts could also be displayed from the PDF file for this book on a large screen, using a laptop and a projector or a smart board. This would allow a larger group to use the charts.

Use the charts as a sound review for the alphabet letters and beyond the alphabet sounds that have been taught. They are arranged in the same order in which they are introduced in the sound story. A second set of alphabet letters arranged in alphabetical order is also included. When working with any of these charts, point to each letter or letter pattern while the students say the sounds. Model and assist as needed. Review the charts on a regular basis.

The remaining charts show vowel and consonant patterns taught at level four 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 the words. Have the students say the sound and key word for each pattern going down the chart, in unison. The charts will help students create a mental framework for understanding the phonetic structure of our language. They can be used as a reference, as needed, when students are saying phonogram sounds from flashcards, when they are spelling and writing, and when they are reading words and stories. When you are studying the charts with beginning readers, work with just the patterns that have been taught. With older students who are already reading, students can study all of the charts, introducing a maximum of one chart per day.

What Can I Use For Wall Charts When Working With The Whole Class?

When working with a larger group, a set of large wall charts is recommended.

PDF files for large wall charts printed on eleven by seventeen inch paper are available at www.soundcityreading.net. These charts have color pictures and match the appearance of the charts in the students' books. These charts are used in the same way as the smaller charts described above. Point to each letter and letter pattern that has been taught. Students say the sounds. Many of the charts show sound pictures for each letter or letter pattern. Some of the charts show letter patterns and key words. For these charts, students say the sounds and key words.

There are two sets of the larger wall charts. The first set is for students who are studying levels one, two, and three. The second set of charts includes the same basic charts and adds all of the other charts needed to teach the phonics patterns at level four.

A few of the large wall charts are shown below.

Aa 	Bb 	Cc 	Dd 	Ee 	Ff
Gg 	Hh 	Ii 	Jj 	Kk 	Ll
Mm 	Nn 	Oo 	Pp 	Qu 	Rr
Ss 	Tt 	Uu 	Vv 	Ww 	Xx
Yy 	Zz 		Alphabet		

Short Vowels	Long Vowels	Dotted Vowels
a 	ā 	ä
e 	ē 	ë
i 	ī 	ï
o 	ō 	ö
u 	ū 	ü

sh 	th 	ch
	th 	
wh 	ce 	ge
wh 	ci 	gi
	cy 	gy

ck 	tch 	nch
ack	atch	anch
eck	etch	ench
ick	itch	inch
ock	otch	onch
uck	utch	unch
ng 	nk 	dge
ang	ank	adge
ing	ink	idge
ong	onk	odge
ung	unk	udge

Beginning Consonant Blends

st	cl	pr
sp	fl	tr
sm	gl	br
sn	pl	cr
sc	sl	dr
sk	bl	fr
sw	spl	gr
squ	tw	scr
	dw	spr
		str

ē

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

ä

au		Paul
aw		saw
all		ball
al		salt
aik		talk
wa		wasp
swa		swan
qua		quarrel
squa		squash
ought		bought

Odd O Patterns

oi	oy	
ow	ow	
ou	ou	ou
	oo	oo
	ould	ought

ā

ā		raven
ai		rain
ay		play
a_e		safe

ö

ö		to
oo		moon
ou		soup

Why Are The Vowels Printed In Color?

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. To make it easier for students to learn vowel patterns, some of the books in this program, including this one, use a color-coding system to print the vowels. The color-coding is used to provide support for the students in several 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 because they stand out against the consonants, which are printed in black.
- 3) Students easily see the position of the vowel within the word.
- 4) Students can see words with different vowel patterns and realize the patterns all represent the same sound, because they are all printed in the same color.

ai/rain

ay/play

a_e/safe

- 5) Students can see words with the same vowel pattern that are printed in colors and realize that the pattern represents different sounds in each of those words.

ea/eat

ea/head

ea/steak

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 the sounds they represent. In fact, one of the reasons that color-coding the vowels is so useful, is that the letter shapes stay the same.

The color coding, while helpful for many students, is of secondary importance. You don’t have to draw too much 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, “This letter (or letter pattern) shows the ____ sound.”

Which Colors Are Used For The Vowels?

In this book you can see a list of the colors used for each vowel and vowel pattern on page fourteen. On page fifteen, you can see the rationale for how the colors were chosen. Each vowel sound is assigned a particular color, using fifteen different colors.

The gray color is used for r-controlled vowels in which the vowel is not pronounced, as in er/her, ir/bird, and ur/turtle. Only the letter *r* is pronounced in these patterns.

Vowels in unaccented syllables that have the schwa sound are hardly pronounced at all. They are printed in black.

Which Books Have Color-Coded Vowels?

The chart below shows which of the Sound City Reading books have color-coded vowels and which books have all black print.

	Books With Color-Coded Vowels	Books With All Black Print
Any Level	<ul style="list-style-type: none"> • <i>A Sound Story About Audrey And Brad</i> 	<ul style="list-style-type: none"> • <i>Phonemic Awareness Picture Pages</i>
Level One		<ul style="list-style-type: none"> • <i>Learning The Alphabet, Books 1-2</i>
Level Two		<ul style="list-style-type: none"> • <i>Exploring Sounds In Words, Books 1-2</i> • <i>Picture Dictionary A-Z</i>
Level Three	<ul style="list-style-type: none"> • <i>Rhyming Short Vowel Words And Sentences</i> • <i>Mixed Short Vowel Words And Sentences</i> • <i>Two-Page Short Vowel Words And Sentences</i> • <i>Color-Coded Short Vowel Lists</i> 	<ul style="list-style-type: none"> • <i>Rhyming Short Vowel Workbook</i> • <i>Mixed Short Vowel Workbook</i> • <i>Two-Page Short Vowel Workbook</i> • <i>Basic Short Vowels</i> • <i>Short Vowel Lists In All Black Print</i>
Level Four	<ul style="list-style-type: none"> • <i>Phonetic Words And Stories, Books 1-8</i> • <i>Color-Coded Phonetic Lists</i> 	<ul style="list-style-type: none"> • <i>Phonics Patterns Workbook For Books 1-4</i> • <i>Phonics Patterns Workbook For Books 5-8</i> • <i>Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8</i> • <i>Decoding And Comprehension Tests</i> • <i>Know The Phonetic Code, Books 1-8</i> • <i>Phonetic Lists In All Black Print</i>
Level Five		<ul style="list-style-type: none"> • <i>Advanced Phonics Patterns From Children's Books</i> • <i>Advanced Decoding Practice</i>

Explaining Color-Coded Vowels To Students At Levels One, Two, And Three

At the *Learning The Alphabet*, *Sounds In Words*, and *Short Vowel* levels, the color-coded vowels in the sound story book promote interest and help students remember which letters are vowels. The message at these levels is as follows.

- 1) The vowels are very important letters so they are printed in color.
- 2) Vowels that are printed in the same color have the same sound.
- 3) Vowels that are printed in different colors have different sounds.
- 4) The letter *i* has two sounds, so it is printed in two different colors, light violet for the “short” sound and dark violet for the “long” sound. (Students should understand that the terms *short* and *long* are just the agreed upon names for the two different sounds. They do not refer to shorter or longer printed letters and they do not refer to the length of the sounds when pronounced.)

How To Introduce A New Section Of The Sound Story

Have students sit close to you in a group. Read the new sound story section aloud. Hold the book so that students can see the sound picture and related letters while you’re reading. The new sound will be pronounced as part of the story. Be sure to emphasize this sound, pronouncing it clearly. For example, when reading the first section of the sound story, the /t/ sound will be introduced. (Remember that a letter between two slash marks indicates the sound, /t/, not the letter name.)

After reading the text, point to the sound picture and say, “This picture shows the /t/ sound. You say it.” The class repeats the sound in unison.

Then point to the letters above and below the picture.

Say, “These are the letters that show the same sound in words, /t/. Say the sound as I point to each letter.”

The students say, “/t/, /t/, /t/, /t/” as you point to each letter, in unison.

Say, “The name of this letter is tee. But when we read and write it we always say its sound, /t/. You say it.”

The students repeat the sound, “/t/,” in unison.

Additional Information To Teach During The First Lessons

During the first few lessons explain that there are two ways that letters are printed. You will also introduce the concept of capital and lower case letters. Review these concepts occasionally as you teach new letters.

Point to the letters above the picture.

Say, “These are the basic shapes of the letters. When we write letters, they will look a lot like this.”

Point to the letters below the picture.

Say, “Sometimes the letters look like this when they are printed in books. Notice that there are small points or curves that stick out from the letters. These little lines that stick out are called serifs.”

Say, “Notice that there are two letters above the picture. They don’t look exactly the same.”

Point to the capital letter.

Say, “This is a capital letter. It is used at the beginning of words that are names, like person’s names or the names of restaurants, streets, or cities. It is also used at the beginning of every sentence.”

Point to the lower case letter.

Say, “This is a lower case letter. You will use this letter most of the time when you read and write.

Point out the capital and lower case letters below the picture, as well.

Additional Information To Teach For The Letters A a and G g

Point to the lower case *a* above and below the sound picture. Explain that the lower case *a* can be printed in two different ways. They will need to recognize both forms of the letter. Do the same with the lower case *g*.

Integrating Handwriting With The Sound Story

With students in the early grades and with students at any level who are beginning the Sound City Reading program, handwriting is integrated with the sound story. After being introduced to a new letter in the sound story, students learn or review how to write it. They learn by first tracing large lowercase letters repeatedly, saying the sound each time they trace. Then they trace and write smaller letters, again saying the sound. They repeat the process with capital letters, this time saying both the name and the sound, “Capital T, /t/” as they write and trace. Students in kindergarten and first grade write manuscript letters. Students in third grade and up write cursive letters, if desired. The teacher or school decide which form to use in second grade.



Teaching students to write the letters as they learn them is advantageous in several areas.

Letter Recognition, Handwriting Mastery, And Letter/Sound Awareness - Without instruction, the letter shapes themselves have no obvious meaning. For many students, it is difficult to remember the letter shapes in the English alphabet consistently. Consider the letters shown below, which have similar shapes.

M W T J d b p u n g q ✂ ✂

Sometimes the only difference is the orientation of the letter. This makes them difficult to distinguish visually. The only difference between the letter d and the letter b is that they are flipped. The only difference between u and n is that they are rotated. In real life, objects don't change when they are flipped or rotated. It would be like telling a student that a pair of scissors is called one thing when they are pointing to the right, and something different when pointing to the left. Fortunately, this difficulty can be overcome by teaching students how to write the letters. Each letter requires specific muscle movements to write it. Muscle memory is developed when students trace or write a letter repeatedly. This provides a way for students to remember and recognize each letter. As an added benefit, students will be able to write the letters automatically while doing their work, without having to stop and think. Having student say the letter sound each time they trace or write it adds another layer to the instruction. They will now be saying the sound, hearing the sound, seeing the letter as it is formed, and feeling the movement of their arm muscles and fingers, all at the same time. This process of linking the sound to the visual image and to the motor memory is called multisensory instruction.

Spelling And Reading Readiness - After learning to write the letters, students can apply this skill by writing the letters from dictation, when given the sound for each letter by the teacher. This prepares students to begin spelling words. Students will also be able to write letters to show the beginning and ending sounds in words, when given a set of pictures.

Spelling And Reading Short Vowel Words - Being able to hear letter sounds and write the related letters will prepare students to spell short vowel words. To spell a word, students listen carefully for the individual sounds in a word when the teacher pronounces it. Then they pronounce the sounds one at a time, while writing a letter to represent each sound. Saying each sound in a word individually is called segmenting the word. After spelling words in this way, students will find it much easier to read the same words when they see them. Note: In this program, students do not say the names of the letters to spell, because the letter names do not map the sounds in the word. In order to spell phonetically, students must pay attention to the sounds.

Spelling And Reading Words With Phonics Patterns - At level four, students will learn one new phonics pattern or syllable pattern each day. They will continue to use the same spelling technique to write words with each new pattern. This prepares them to read many new words with the same pattern.

Some Thoughts About Handwriting Instruction For Young Students

There is a conundrum involved when teaching the alphabet to young children. On one hand, they are still in the process of developing eye-hand coordination and fine motor skills, making it a challenge to teach handwriting. On the other hand, learning to write the letters helps the students learn the alphabet and is an important skill which prepares students to read, spell, and write.

Without early handwriting instruction students often begin copying letters on their own. This can lead to inefficient letter formation habits, which makes written work in the long run more difficult. As school demands begin to require more writing, students will not be able to think about their work if they are having to think about how to write the letters.

There are several ways to solve this problem, and they work well together. First, young students are using their eyes and the muscles in their arms and hands together when they draw, paint, color, work with clay or dough, work puzzles, and build original creations with construction toys. These activities prepare students for writing and should be a daily part of the curriculum. Second, some letters are less complex and easier to write than others. If students study these letters first, guided by the teacher, they will learn to make the basic handwriting strokes, build motor skills as they learn, and develop confidence. Each new letter introduced lays the groundwork for

more complex letters that are taught later. By the time the more complex letters are taught, students will be able to learn them more easily. Third, multisensory instruction can be used to make learning handwriting easier. Using this method, students hear a sound, say the sound, write the related letter, and see the letter they have written all at the same time. They trace large letters first, using the large muscles in their arms, and then trace smaller letters. This involves multiple sensory-motor pathways that work together to strengthen learning.

This program makes use of all of these concepts. Letters are taught one at a time, using multisensory techniques, with letters that are easiest to write taught first. Letters that are less common or more difficult to write are taught later. Students are given time to work with art and construction materials daily.

Students in general benefit from the approach used in this program. However some students particularly need this method to learn. If they receive the right early training, they will experience success. Without it, they will struggle.

Notes About Teaching Handwriting At Levels One, Two, And Three

Level One - Learning The Alphabet - Handwriting lines are not used at level one. Students will spend three days studying each new letter. Students are not expected to write the letters independently, They will have teacher guidance and letter patterns to trace in every lesson. On day one, students trace large lower case and capital letters on the chalkboard and in their books. On day two, students retrace the large letters in their books, and then trace smaller lowercase and capital letters. On day three, students trace small lowercase review letters in their books.

Level Two - Exploring Sounds In Words - At level two, students learn how to write the letters on handwriting lines. To study each letter, they begin by tracing large letter models on widely spaced handwriting lines on the chalkboard. They continue by tracing large letters in their books. Next they trace and copy medium and smaller letters in their books. With each set of smaller letters, students practice both the new letter and several review letters. Students also write the letters they have learned on lined handwriting paper during a daily dictation period. The teachers says the sound for each of the letters that have been introduced. Students repeat the sound as they write the related letter.

Level Three - Short Vowel Words And Sentences - Students will study short vowel words in kindergarten and again in first grade. In kindergarten they will receive handwriting instruction as they complete the *Learning The Alphabet* and *Exploring Sounds In Words* books. After learning to write the letters, they will

study the *Rhyming Short Vowel Words And Sentences* book. In first grade students will have matured and will be able to study letter formation using *Manuscript Handwriting On Legal Paper*. The handwriting lessons are integrated with short vowel instruction, using the *Mixed Short Vowel Words And Sentences* book.

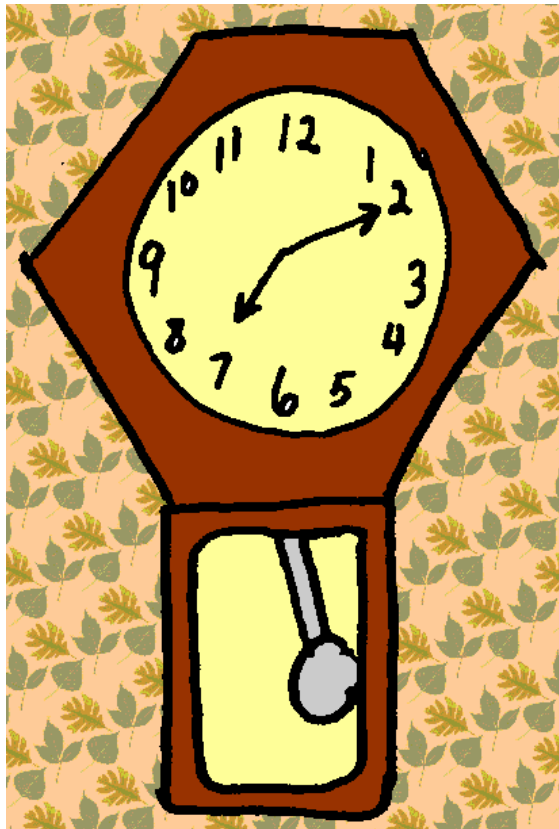
Part 1

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?”

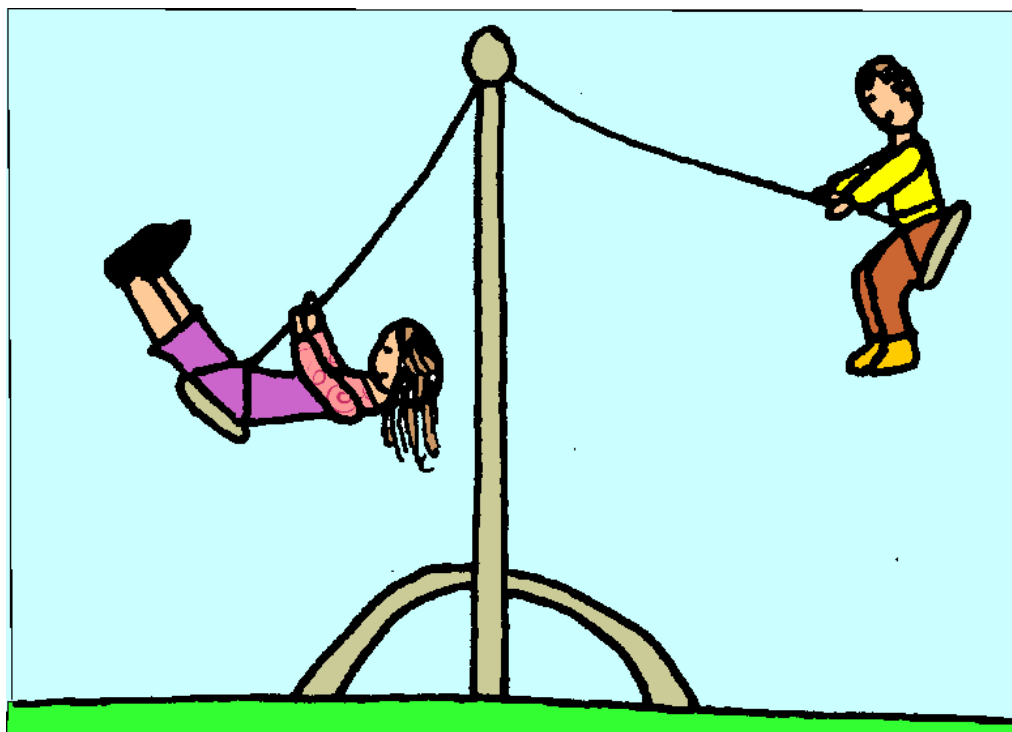
“Yes,” said Mom. “But we
must be back in time for your
violin lessons.”

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.

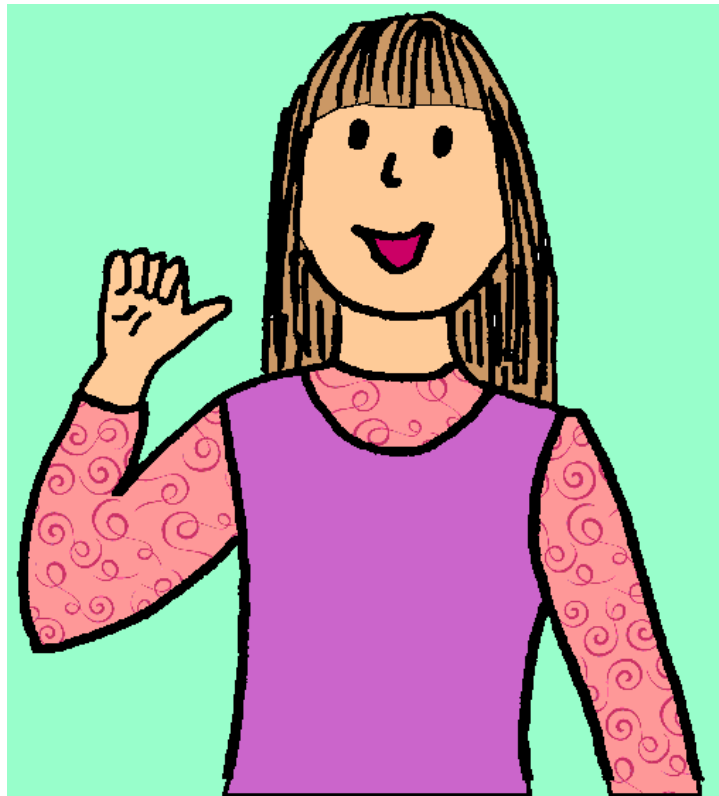
“Did you practice every day?” she said.

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

(ī/lilac)

i

i



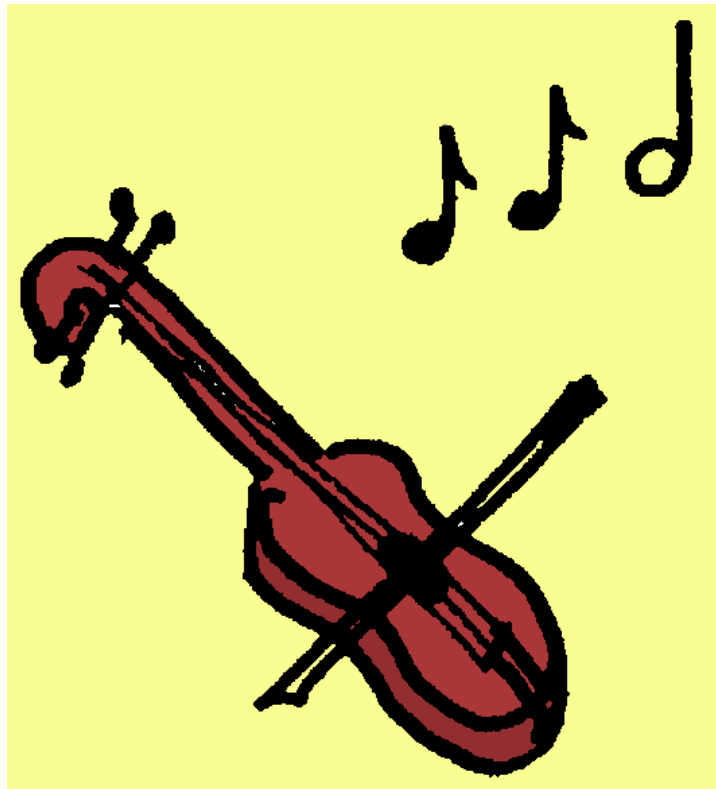
i

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

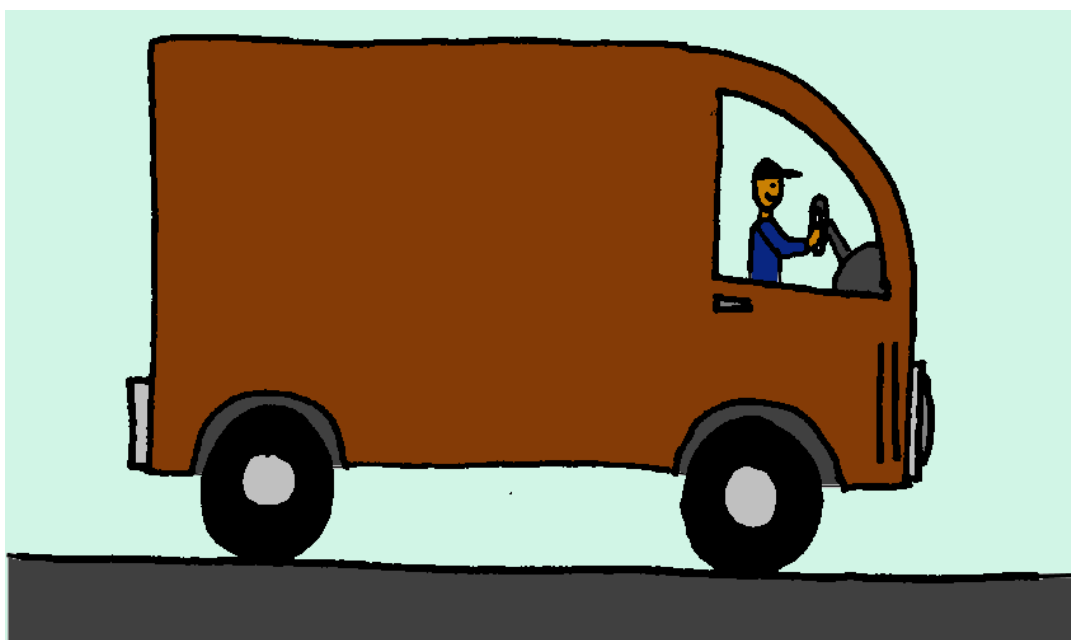


L I

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

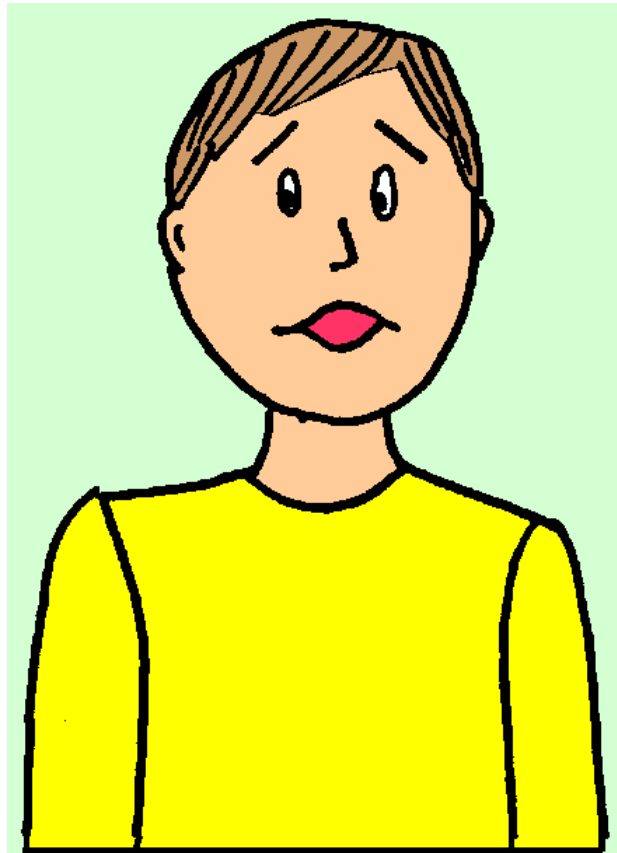
w

“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

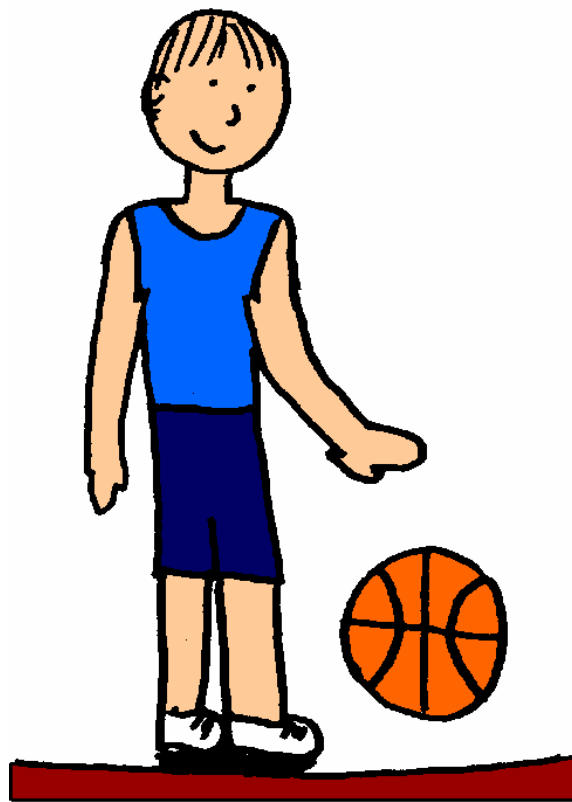
u

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



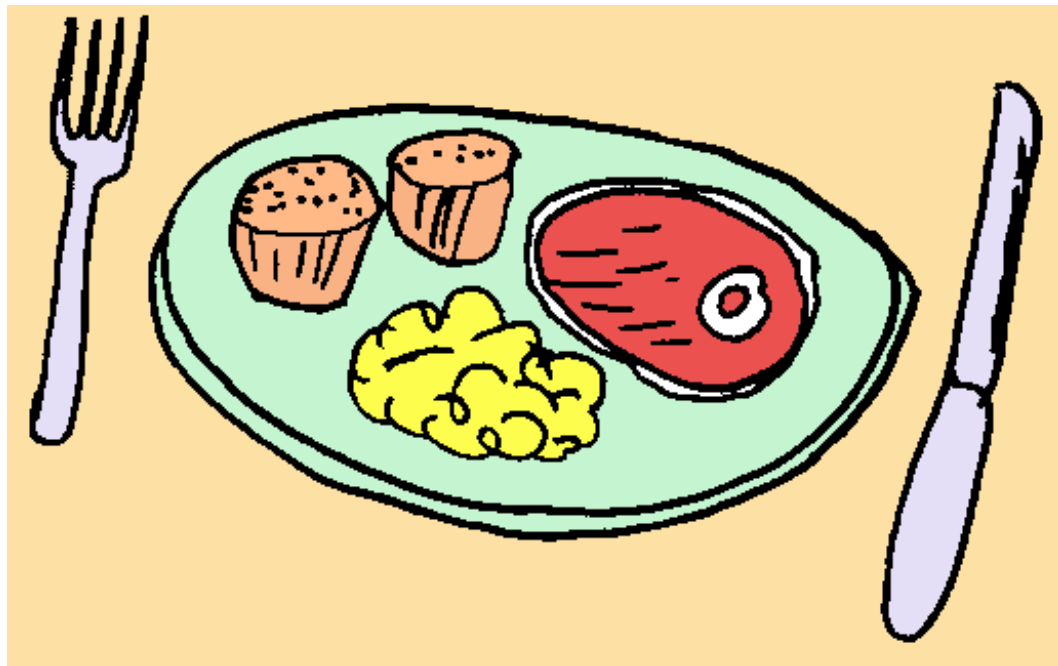
B

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

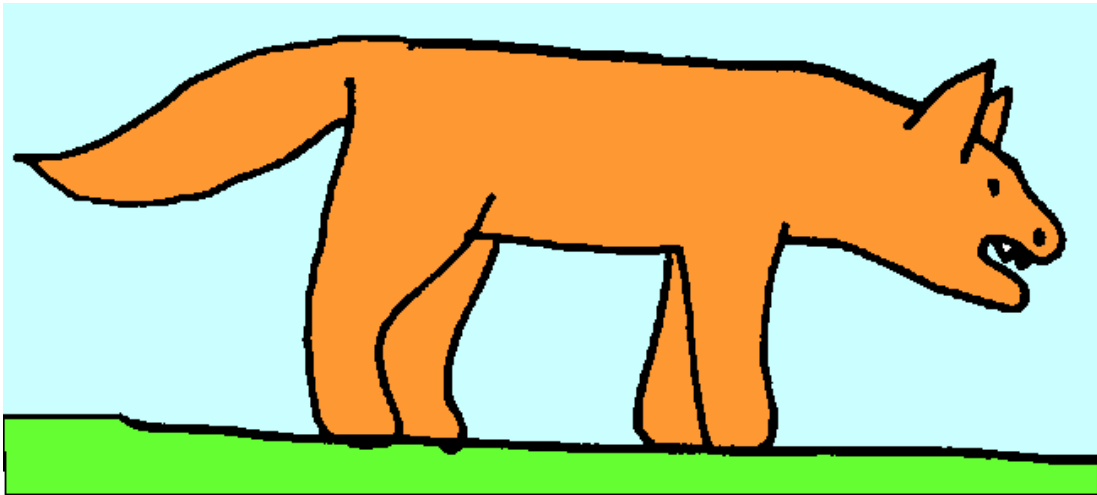
Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard.

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

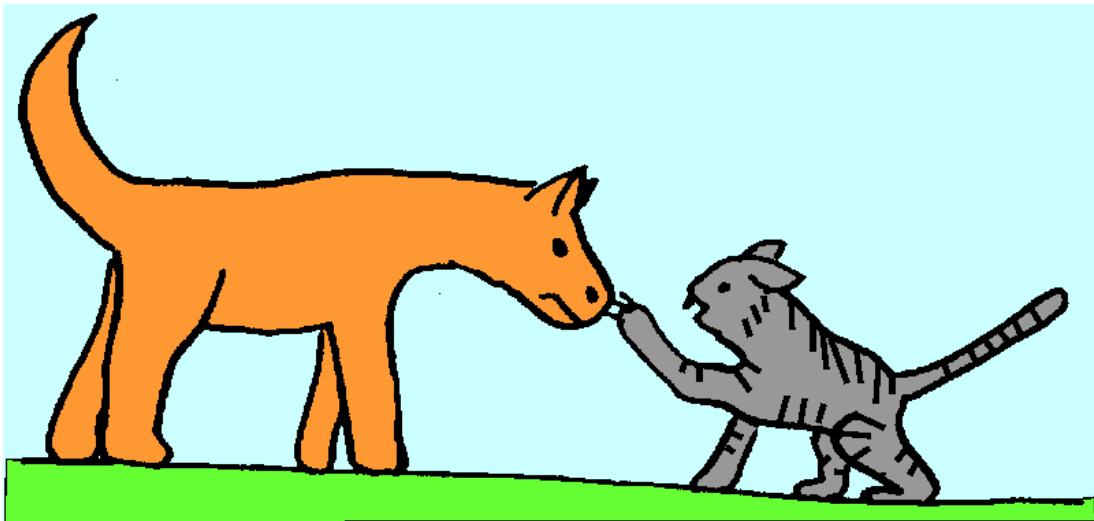


R r

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



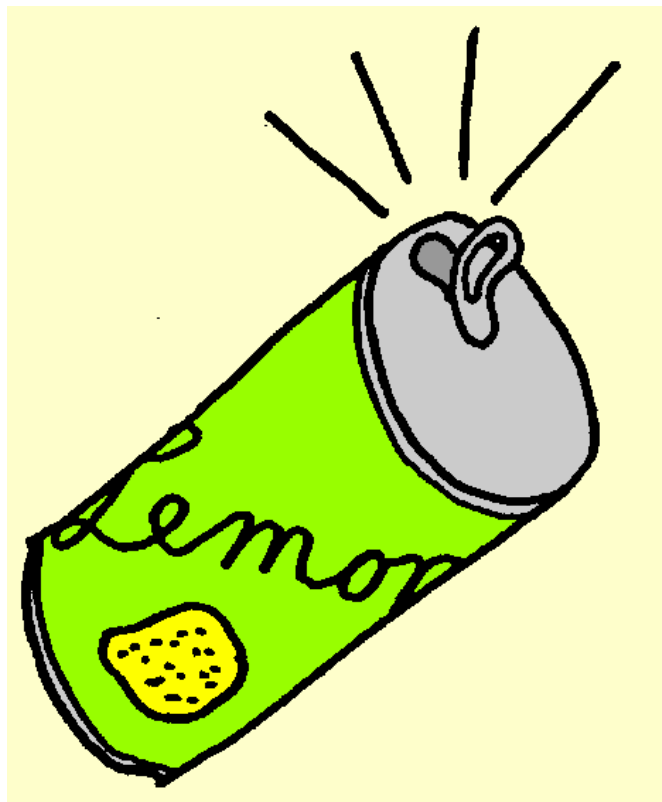
F f

“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

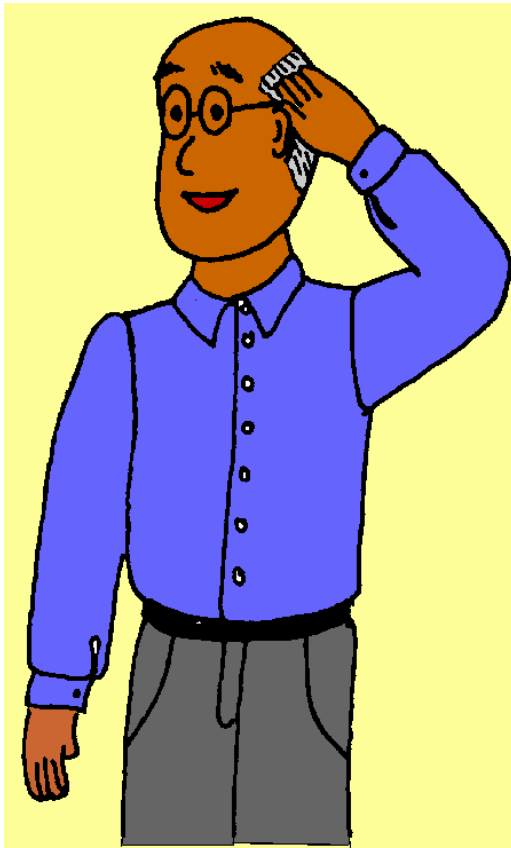
x

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

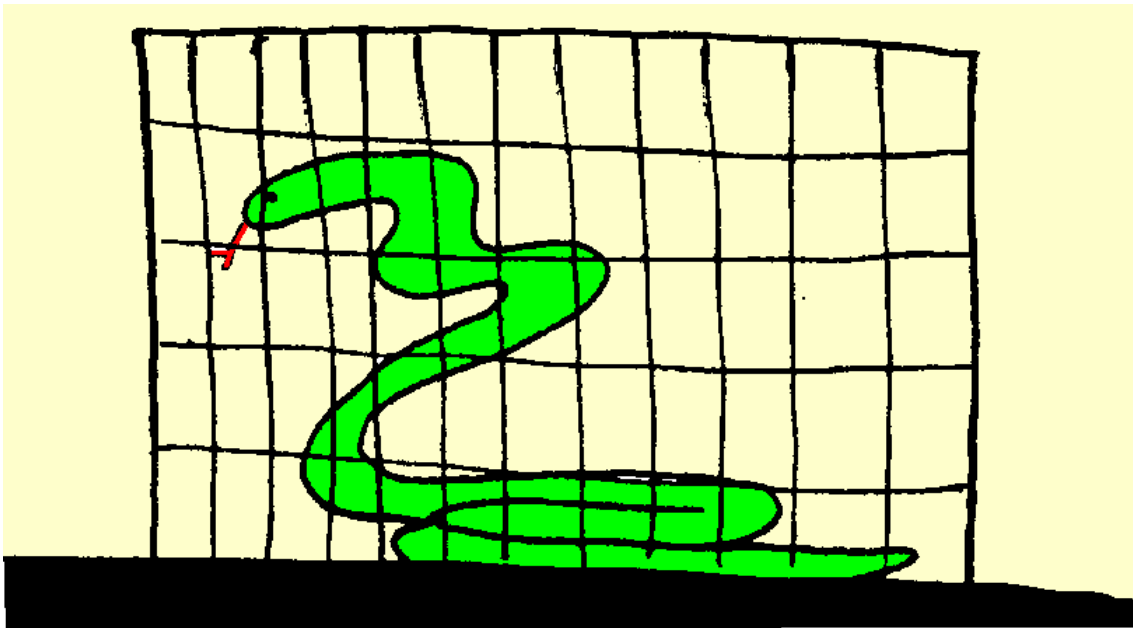
At School

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



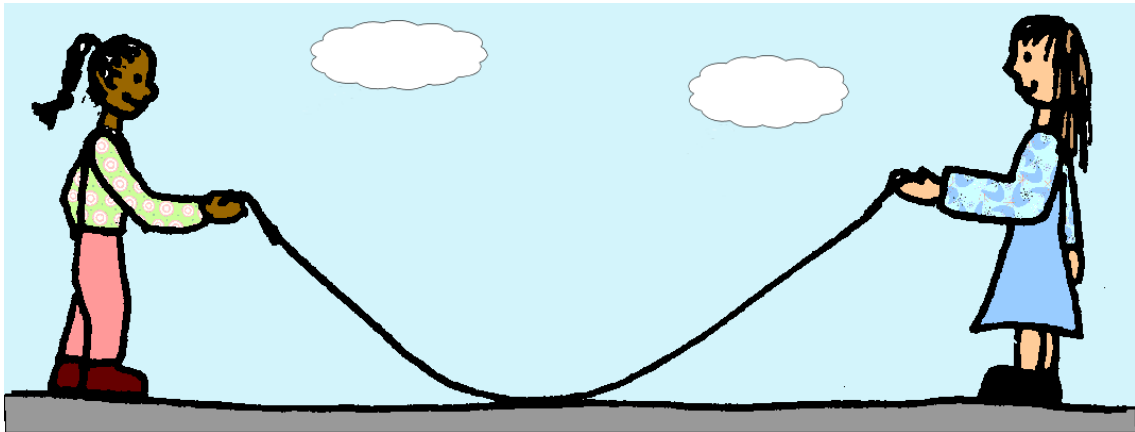
S

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)

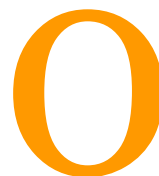
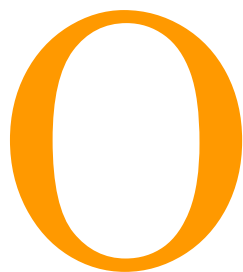
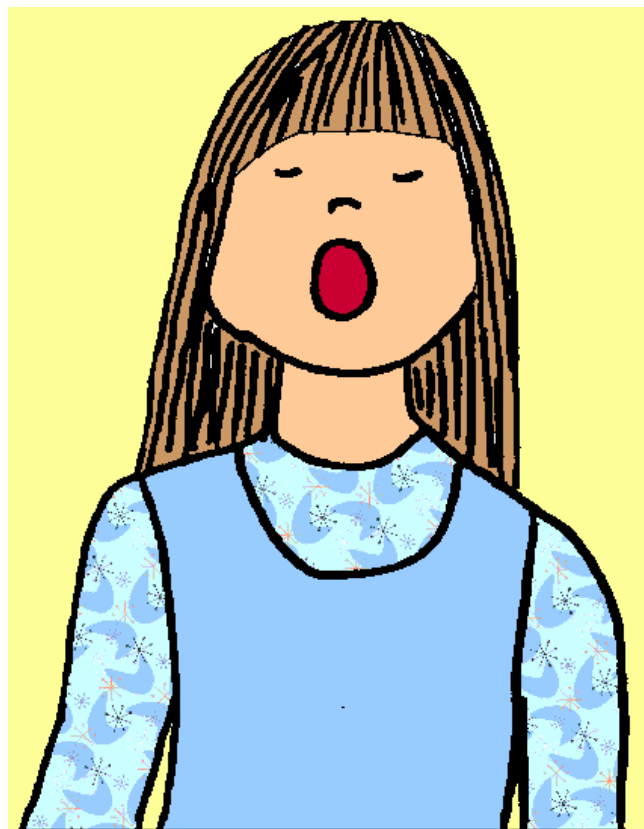
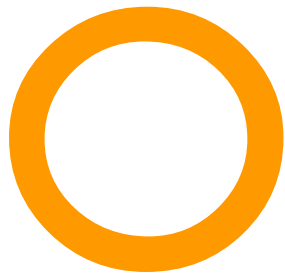
J j



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

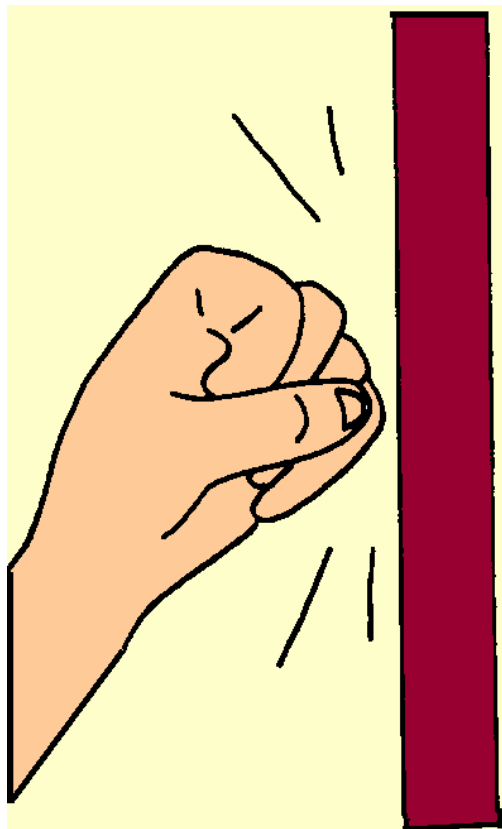
c

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.

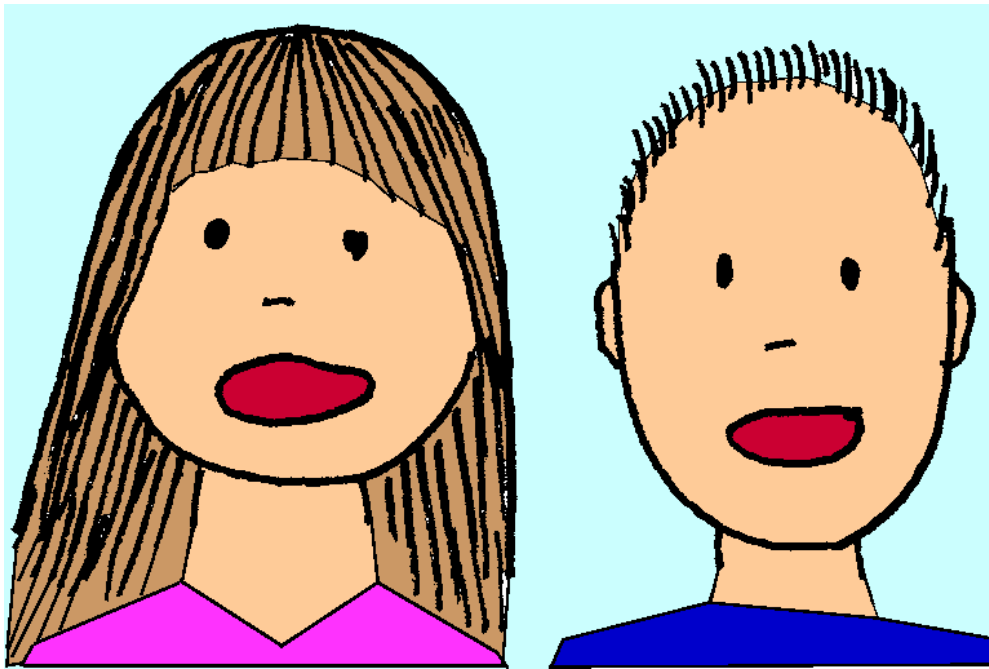
“AAAaaa!” screamed Audrey and Brad. All the children were upset. “It’s OK,” said the teacher.

“We’ll call your parents to come pick you up.”

(a/ax)

A

a



A

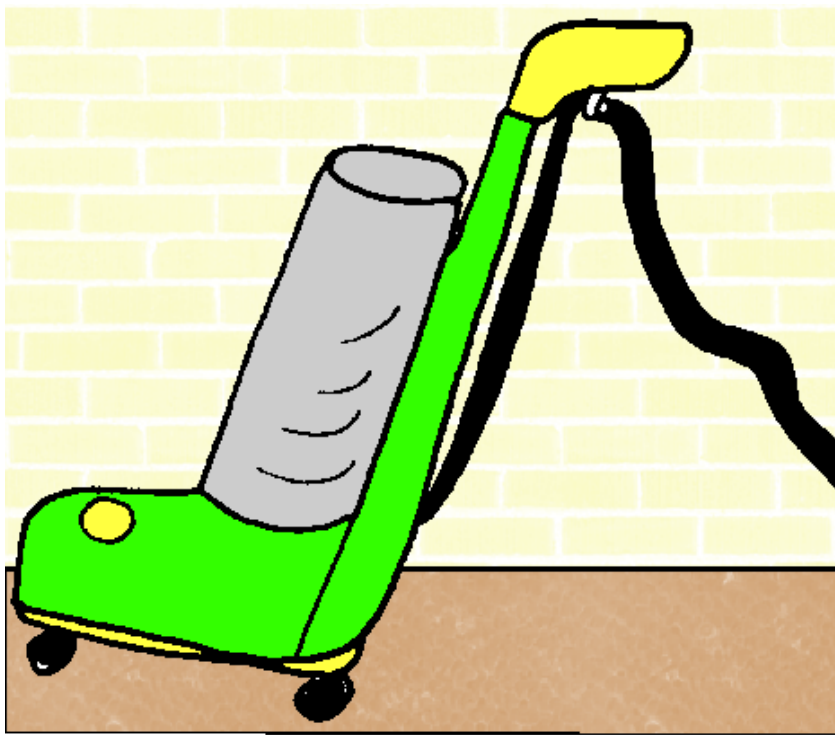
a

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

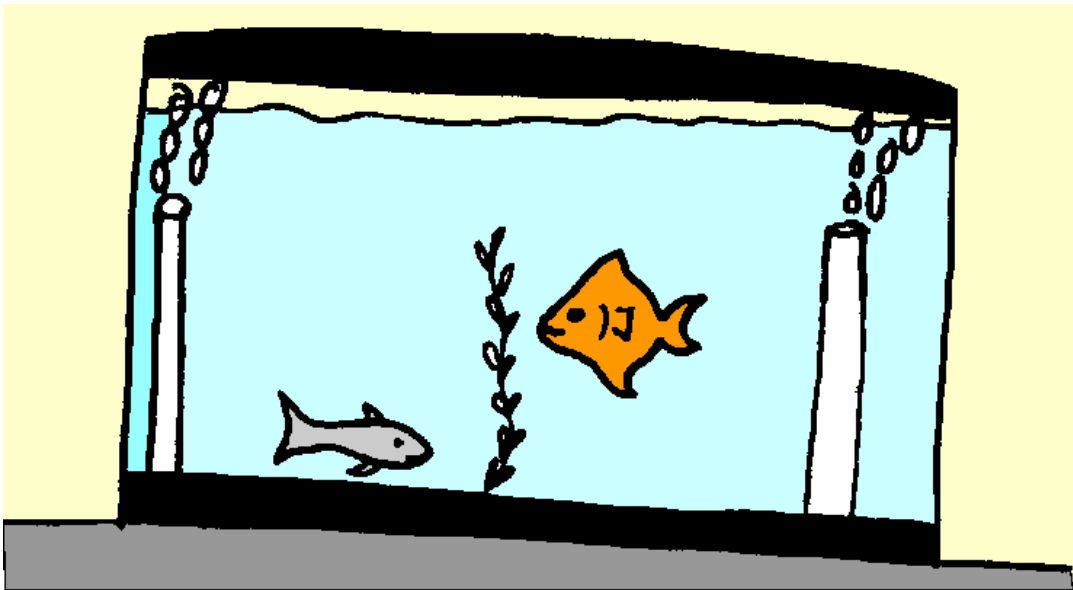
g

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



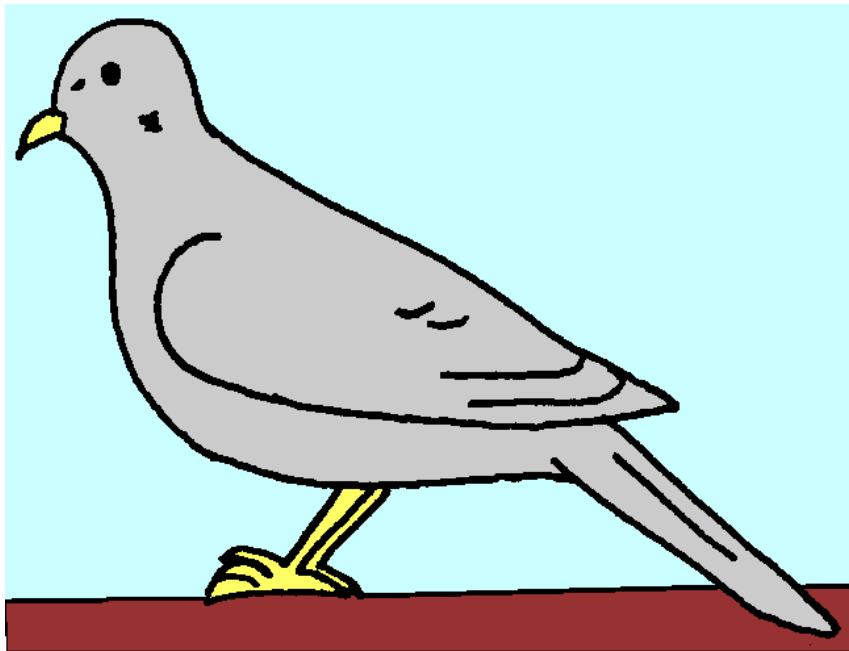
Y

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

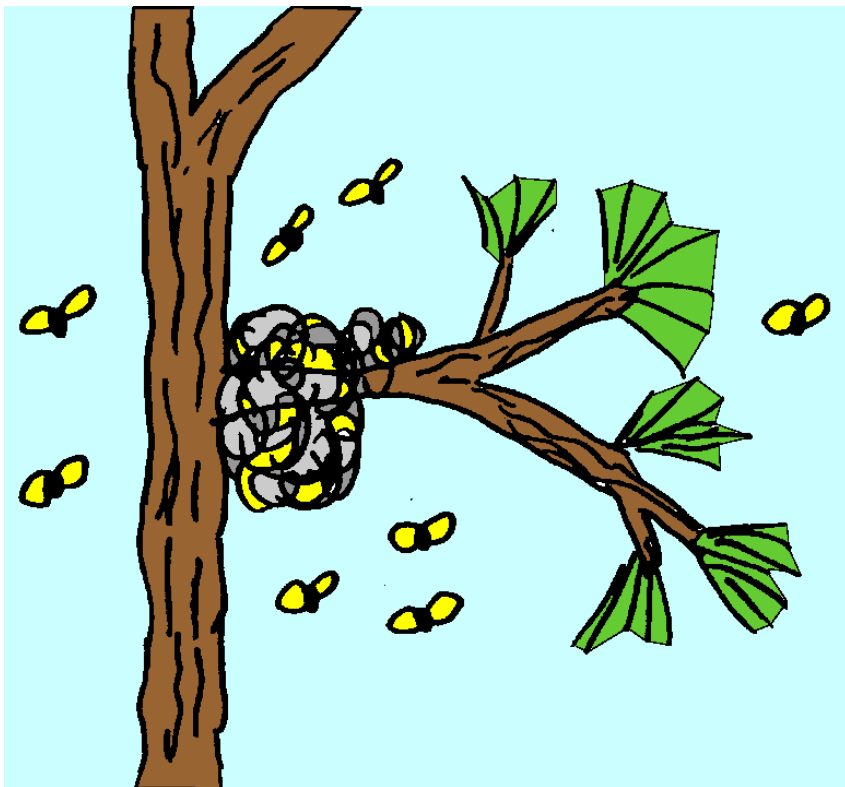


Qu qu

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

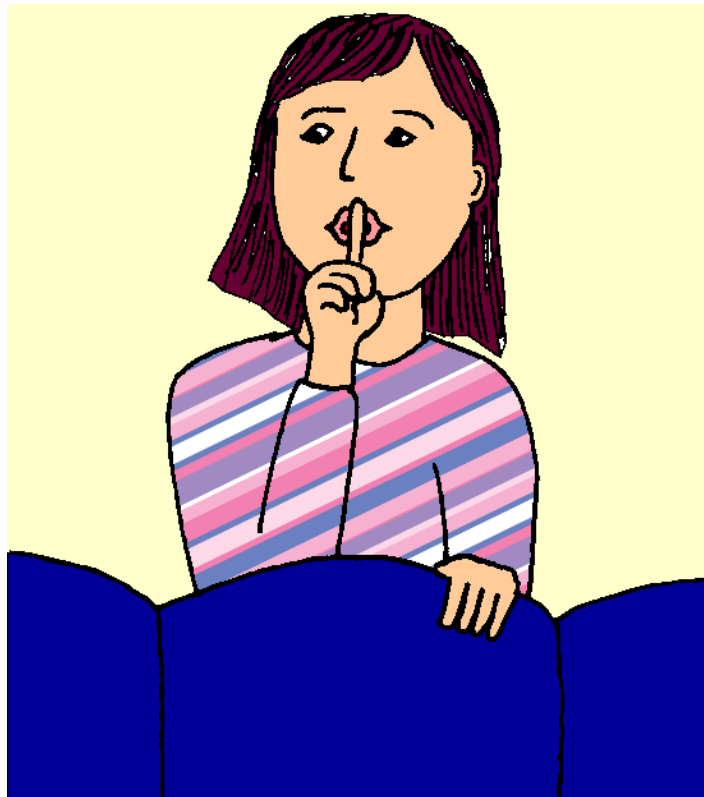
A Trip to the Movies

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



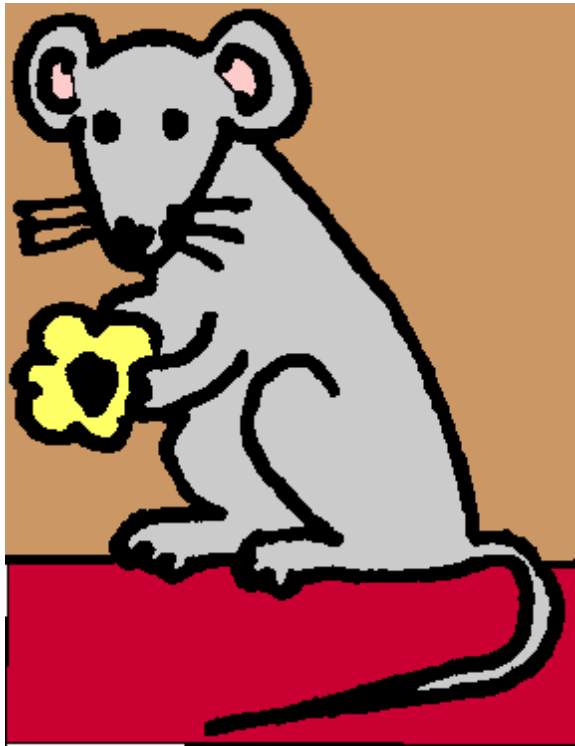
Sh sh

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.

(ē/begin)

È

è



È

è

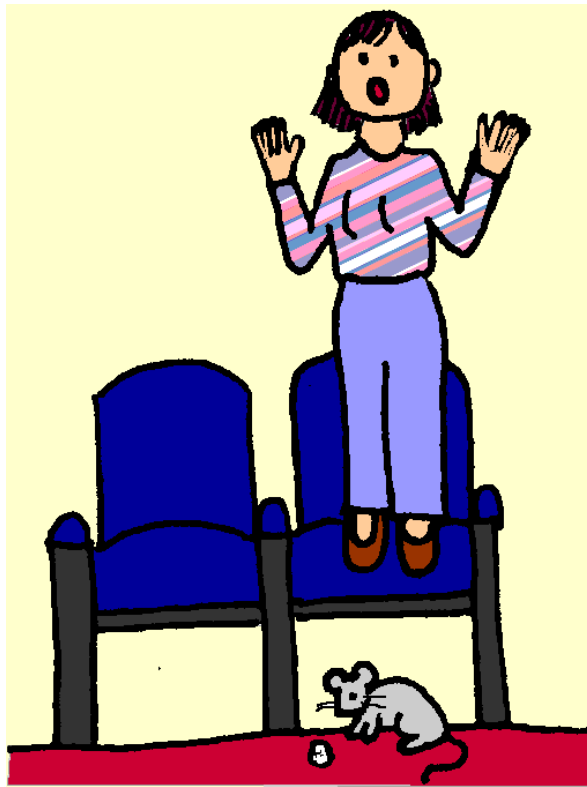
At first, they didn't see the mouse. Then it ran right by Mom's foot. "**Oh!**" she exclaimed, jumping up on the nearest seat. "It's a mouse!"

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

(ō/robot)

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

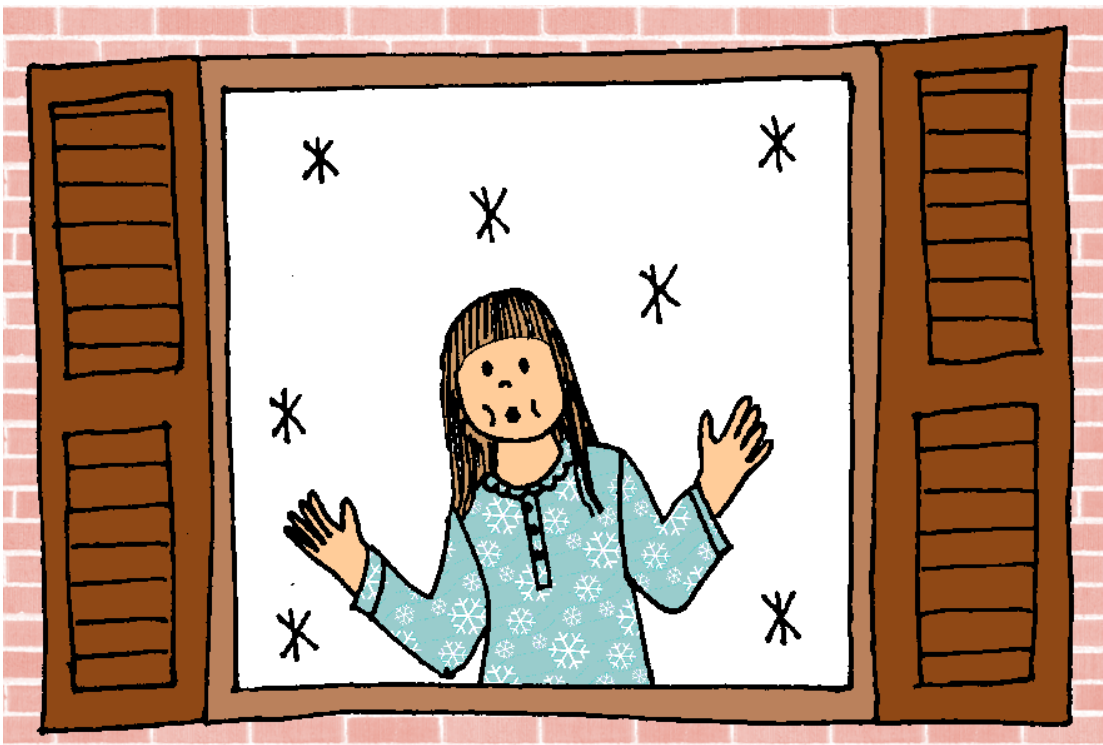
Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground.

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

(ö/to)

Ö

ö



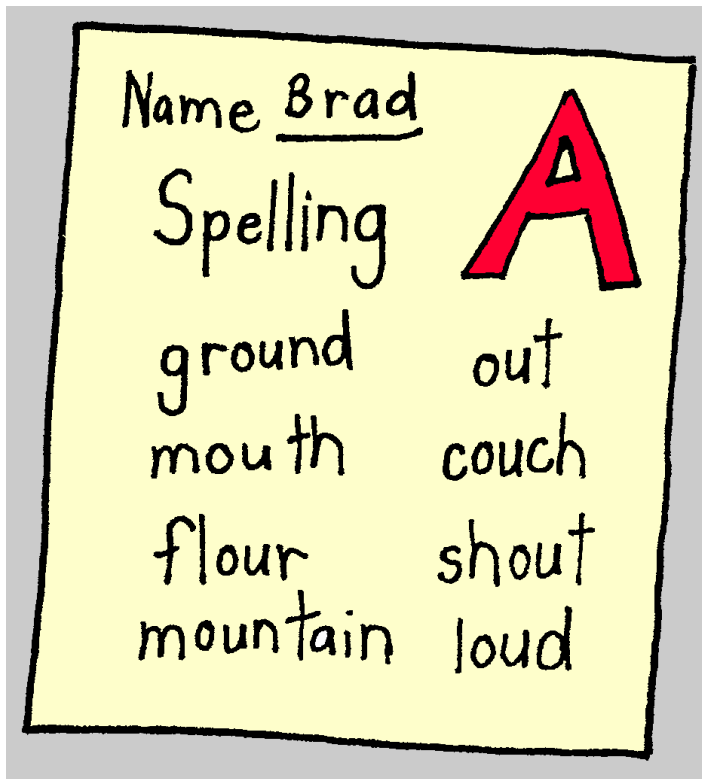
Ö

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**.

(ā/raven)

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



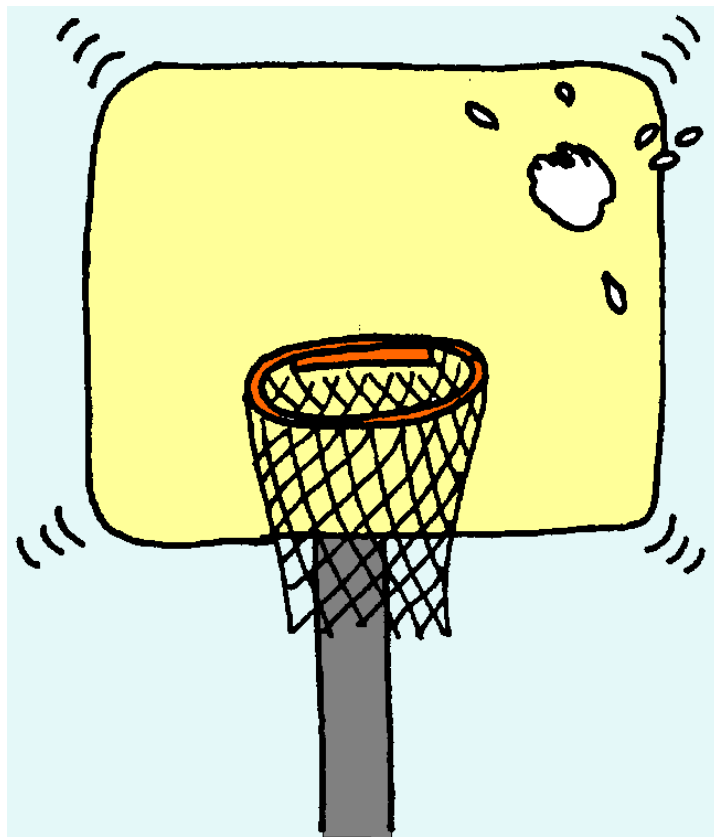
Ch ch

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.

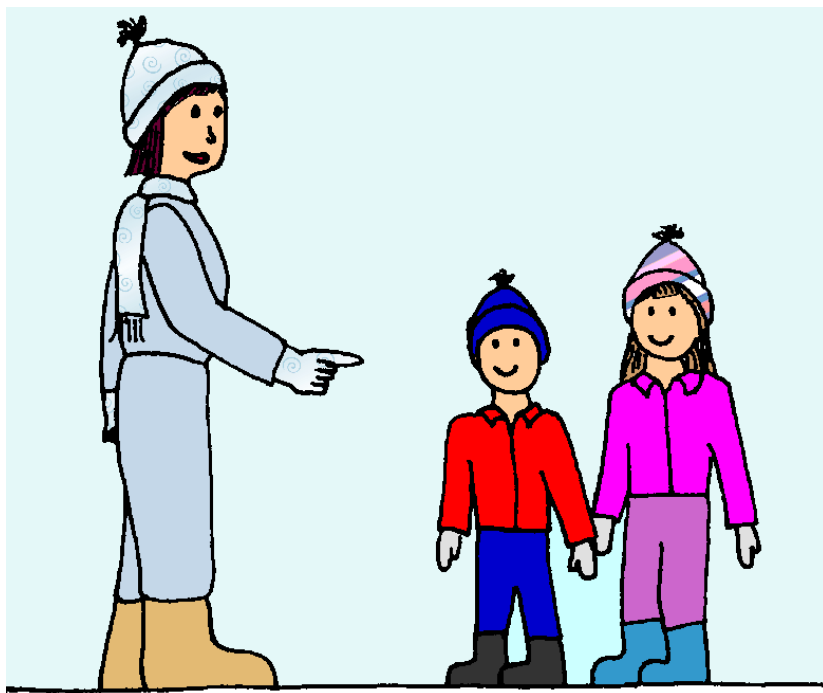
Audrey and Brad worked hard, too. After a long time, the driveway was clear.

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

(ū/music)

Note: The long ū sound can be pronounced in two slightly different ways. The first is the ū/tulip sound, which is pronounced like the ö/to sound. It shares the ö/to sound picture. The second is the ū/music sound, shown on this page. Both sound pictures are used to show the long ū sound on the sound charts.

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/coin, oy/boy)

oi

oy



oi

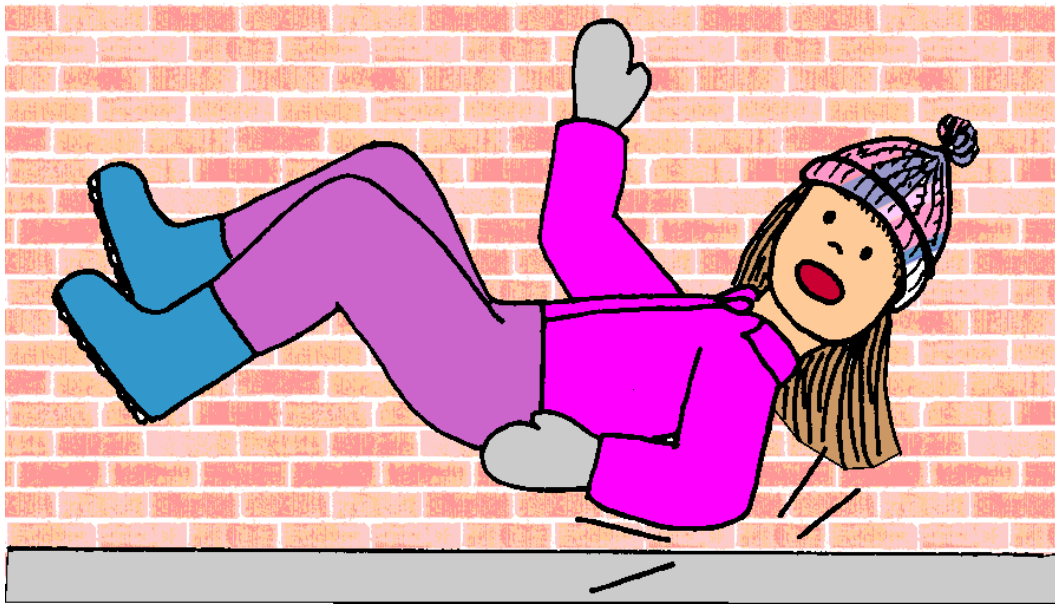
oy

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, ow/cow)

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."

(ü/bush)

Ü

ü



Ü

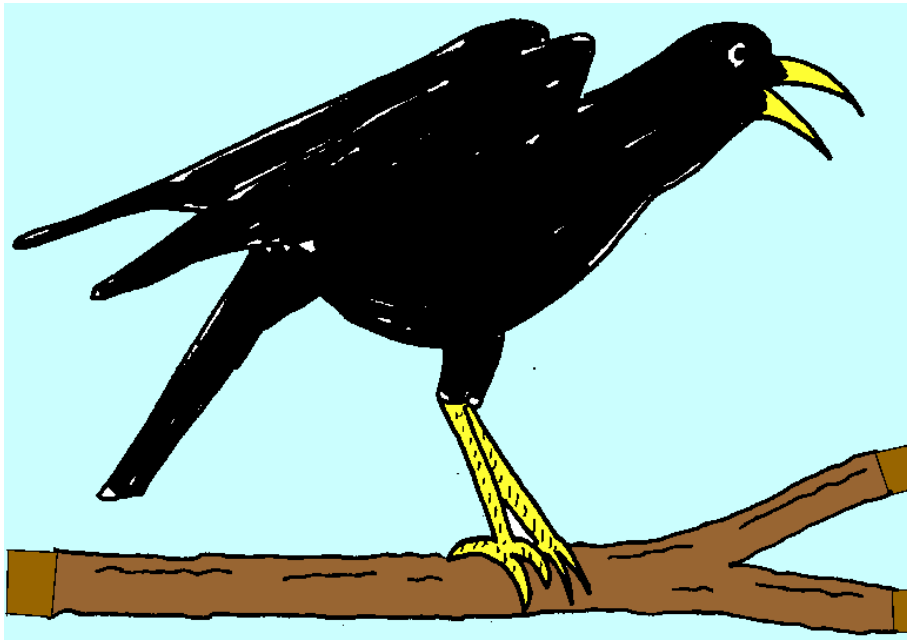
ü

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.

(ä/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.

(measure, vision, azure, garage)

measure

vision

azure

garage



measure

vision

azure

garage








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

The End



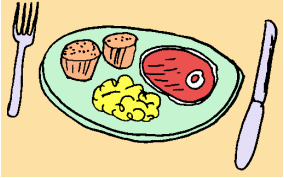
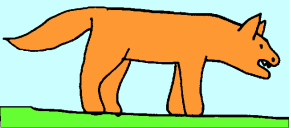
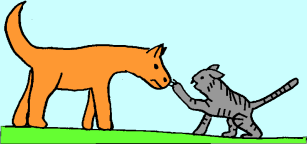
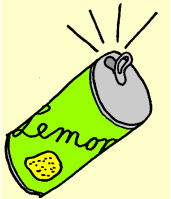
This side of the page is blank so that the charts on the other side can be removed from the book and posted on the wall.

On these charts, letters are shown in the order in which they are introduced in the sound story, going down each column. Point to each letter and have students say the sounds.

Alphabet 1

T t	
I i	
H h	
I i	
L l	
N n	
W w	

Alphabet 2

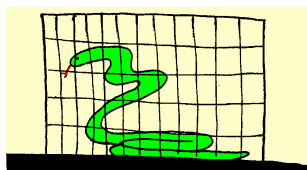
U u	
B b	
M m	
R r	
F f	
X x	

Alphabet 3

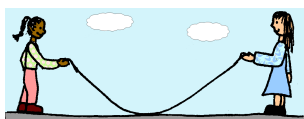
E e



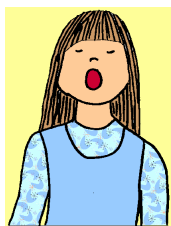
S s



J j



O o



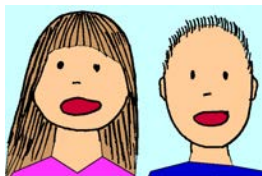
C c



D d

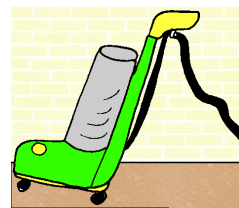


A a



Alphabet 4

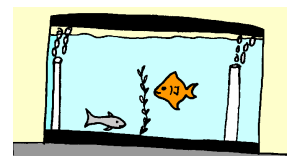
V v



G g



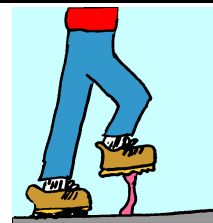
P p



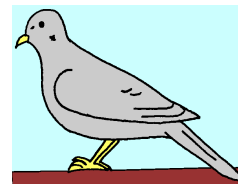
K k



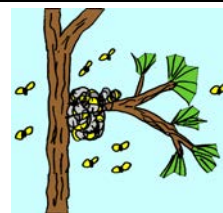
Y y



Q q



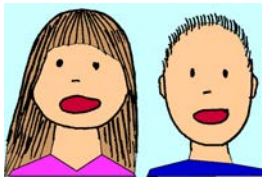
Z z



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This side of the page is blank so that the charts on the other side can be removed from the book and posted on the wall.

A a



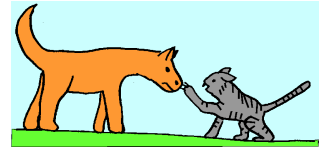
B b



E e



F f



I i



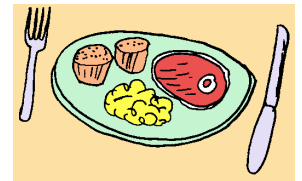
I i



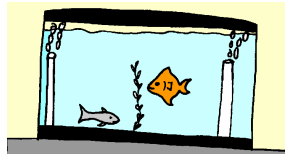
L l



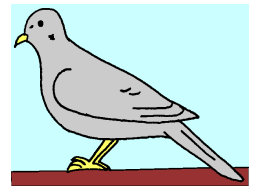
M m



P p



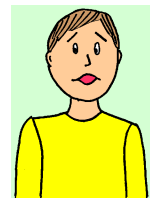
Q u qu



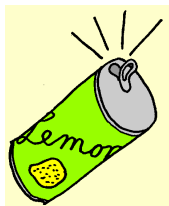
T t



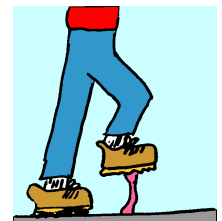
U u



X x



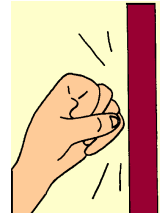
Y y



C c



D d



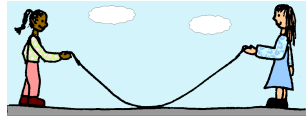
G g



H h



J j



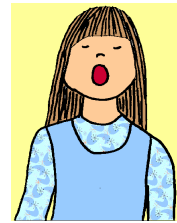
K k



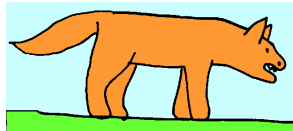
N n



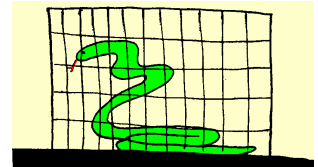
O o



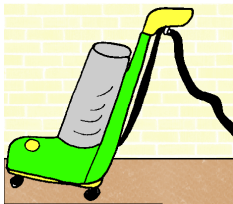
R r



S s



V v



W w



Z z



Point to each letter and have students say the sounds. On this chart, the letters of the alphabet are shown in alphabetical order, going across both pages. The long ī sound is taught in part one of the sound story, and it is included on this chart after short i. Note: There are two black roofs at the end of this book that can be cut out and placed at the top of these charts if they are placed on a poster or wall.

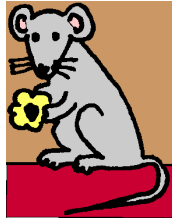
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Beyond The Alphabet

sh



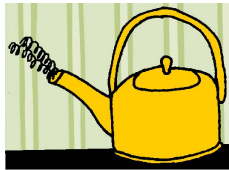
ē



ō



th



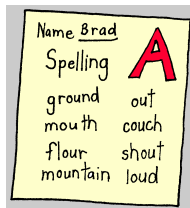
th



ö



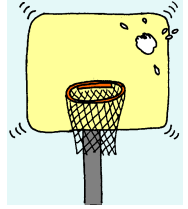
ā



ch



ng



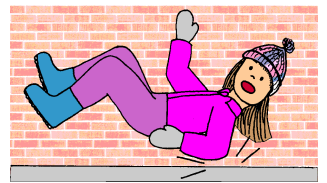
ū



oi oy



ou ow



ü



ä



measure,
vision, azure,
garage



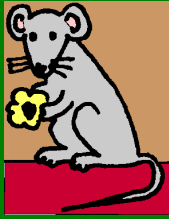
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Long Ā Patterns

<p>Name Brad Spelling A ground out mouth couch flour shout mountain loud</p>		ā
ā		ra ve n
ai		ra in
ay		pla y
a_e		sa fe

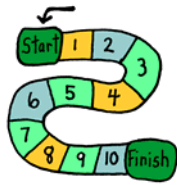
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Long E Patterns



ē

ē



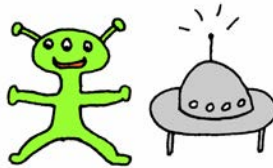
begin

ee



feet

ei



weird

ey



key

ea



eat









e_e



these


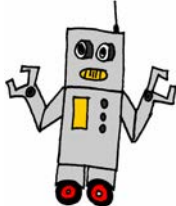





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Long Ī Patterns

		
ī		lilac
ie		pie
i_e		pine
igh [*]		night
ind		find
ild		child



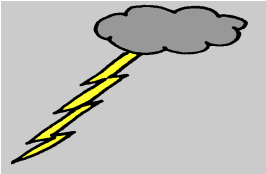


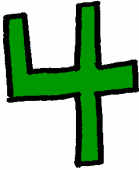

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Long Ō Patterns 1

		
ō	robot	
oa		boat
oe		toe
o_e		home
old		gold





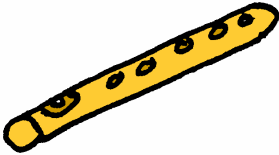



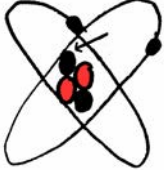
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Long Ō Patterns 2

		
olt		bolt
oll		troll
olk		yolk
ou		four
ow		snow




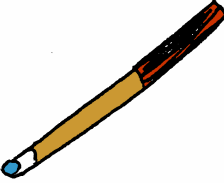





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Long Ū Patterns 1

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

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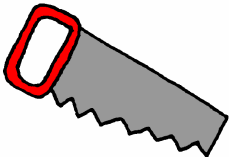
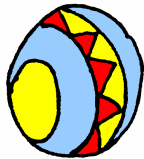
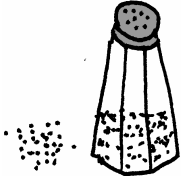

Long ū Patterns 2

		
<p>ū</p>		<p>music</p>
<p>ue</p>		<p>cue</p>
<p>u_e</p>		<p>cube</p>
 <p>ew</p>		<p>few</p>
 <p>eu</p>		<p>Europe</p>

The ui pattern does not show this sound in words.

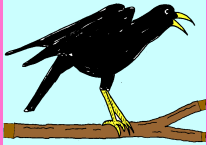




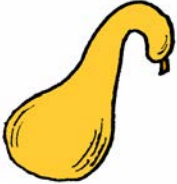


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Dotted Ä Patterns 1

	ä	
au		Paul
aw		saw
all		ball
al		salt
a [*] lk		talk

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Dotted Ä Patterns 2

		
wa_		wasp
swa_		swan
qua_		quarrel
squa_		squash
 ought		bought

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Dotted E Patterns

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

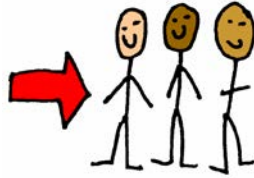
ë

ei



veil

ey



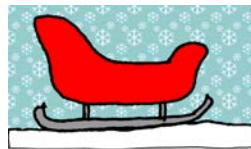
they

ea



steak

eigh^{*}



sleigh

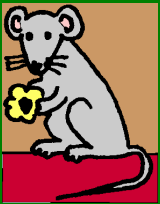
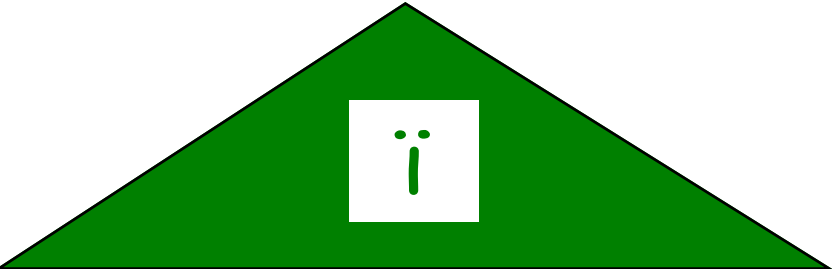

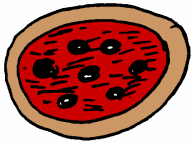




ë



ballet^{*}

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Dotted ï Patterns

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Dotted O
Patterns



ö

ö



to

oo



moon

ou



soup



ü

Dotted U
Patterns

ü



bush

oo



book






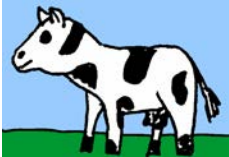
ould



should


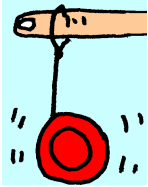









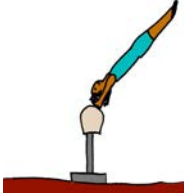
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Odd O Patterns

		
oi	oi	oy
oy	oy	oy
		
ou	ou	ow
ow	ow	ow
ouch	ouch	ouch
cow	cow	cow








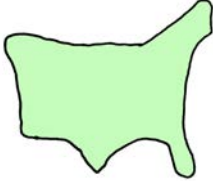
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Sounds For y

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

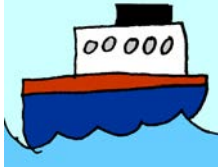





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The Story About The Umbrella Vowels - One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because *umbrella* starts with his “uh” sound. The other letters, A, E, I, and 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.

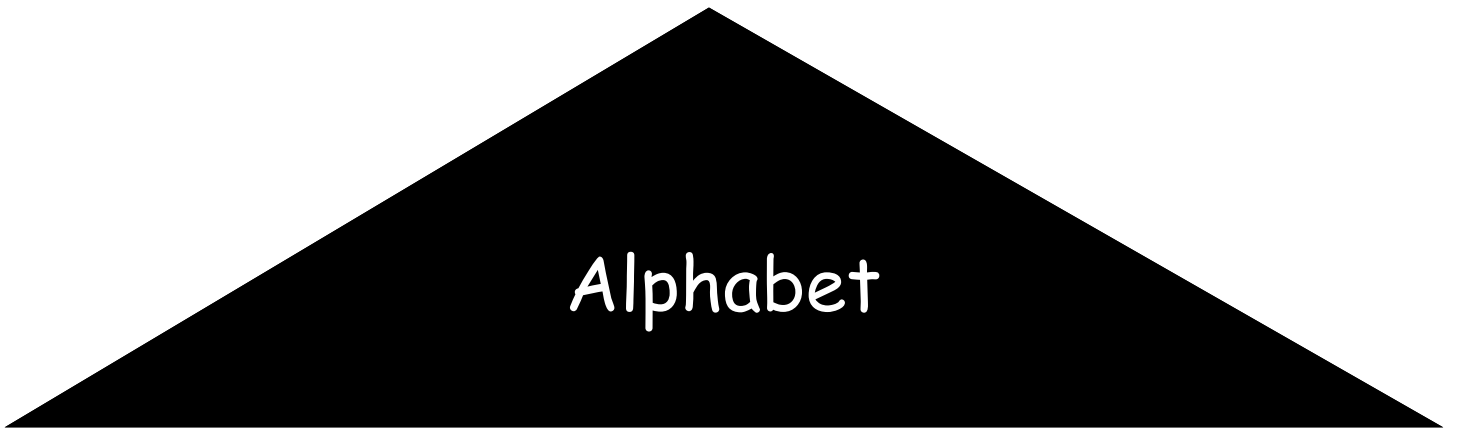
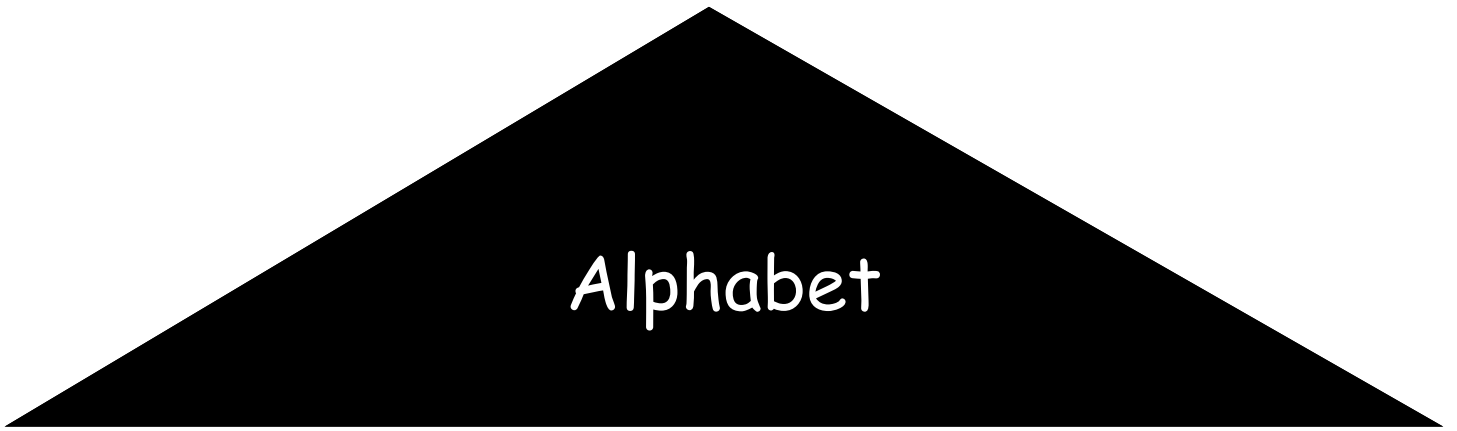
	 Umbrella Patterns	
a		what
a_		across
_a		panda
o		son
o_e		love
ou		country

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Consonant Digraphs

sh		sh <u>i</u> p
th		th <u>u</u> m <u>b</u> [*]
th		th <u>i</u> s
ch		ch <u>i</u> ck <u>e</u> n
ng		r <u>i</u> ng
<p>There are a variety of words that have this sound, but there is no set pattern to show it. Students will learn words with this sound when they study advanced ending syllables.</p>		measure, vision, azure, garage

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If you put the two-page alphabet chart that is in alphabetical order on a poster or wall, cut out these two roofs and place them on the top of the charts.

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, ending sounds, and rhyming.

Exploring Sounds In Words, Workbooks 1 And 2 and **Picture Dictionary A-Z** - Students use these books together to learn to write the alphabet letters on lines independently, say their sounds, pronounce two-sound letter combinations, and write letters to show 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. Students spell and read short vowel words, studying ten color-coded words at a time. They play a an oral blending “robot” game to find pictures and words, then they read the same words. Students learn a few sight words and begin reading short vowel sentences. A separate workbook is available for each book.

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

Short Vowel Booklets - These ten *Short Vowel Booklets* are 4¼ by 5½ inches, with either 24 or 28 pages. On the front of each page, students read a few rhyming short vowel words. Students 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 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. They study ten color-coded words for each pattern. Students spell new words, play the “robot” game to find words and pictures, and then read the words. After learning a series of new patterns, students read a short decodable practice story containing words with those patterns. As they work through the materials, students will be able to read several children’s picture books for beginning readers (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, Books ShV-1, 2-3, 4-5, 6-8 - 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 both one and two-syllable words from the beginning of the sequence. The stories and sound charts are illustrated, but the words are not.

Advanced Phonics Patterns From Children’s Books and **Advanced Decoding Practice** - Students learn less common consonant patterns, advanced ending syllables, and new suffix and prefix patterns. Instruction is coordinated with a number of popular children’s picture books (obtained separately), from first through fourth grade reading levels. The *Know The Phonetic Code, No Stories* book can be used to provide a complete or selective review of previously taught patterns.