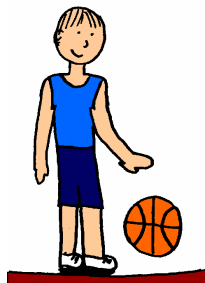
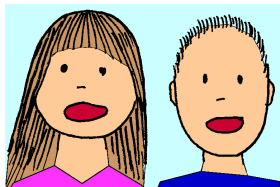


A Sound Story

About Audrey And Brad



A a

B b

C c

Sound City Reading

Note: You will see the following symbols in this book.



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

x

An x placed above a letter tells you that the letter is not pronounced in a word or letter pattern. 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 sound. The vowel does not have its regular vowel sound. It is hardly pronounced at all.

ö

Two dots over a vowel means “not the usual sound.”



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sh ē ō th th ö ā ch ng ū ü oi/oy ou/ow ä	

Sound Charts

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

Long A Patterns	95
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Teaching Notes

What Is The Purpose Of The Sound Story?

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

How To Use The Sound Story

The sound story should be read aloud to students by the teacher or parent. Students are not expected to be able to read the story for themselves. Before reading the story aloud for the first time, the teacher should listen to the sounds at www.soundcityreading.net to learn the correct pronunciation for each sound.

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

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

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

Use letter cards to review the letters after they have been introduced in the sound story. Students say the sound for each card. Model and repeat the sound for any cards that are not yet remembered.

The two *Learning The Alphabet* books have various exercises and related games to help students remember the alphabet letters and their sounds.

Why Use The Sound Story?

Some students cannot hear the beginning sounds in words as isolated sounds. They hear the words as a single chunk of sound. For example, when

they hear the word *cat*, they don't hear the sound /c/ at the beginning of the word. This makes it difficult for them to learn the alphabet using the traditional a/apple, b/bus, c/cat method of teaching the sounds. The sound story solves this problem by teaching just the sound, related to a picture instead of a key word. Because environmental sounds make sense to all of the students (a dog growling, a snake hissing), with a little practice they are able to look at the pictures and remember the sounds. Then they can learn to associate each letter or letter pattern with the picture that represents that sound.

Beyond The Alphabet Sounds

Our alphabet doesn't have enough letters to show every sound in the English language. To solve this problem, the vowel letters (a, e, i, o, u) can be used to show more than one sound. For example, the letter *a* can sound like a/ant, ā/apron, or ä/all. This program uses the traditional straight line, called a macron, over a vowel to indicate the long vowel sound. For the short vowel sound, no mark is used. I have found that this avoids confusion. (The terms short and long are arbitrary terms; neither the letters nor the sounds are actually short or long in the traditional meaning of the words.) Each vowel also has a third sound which is neither long nor short. The Sound City Reading program uses a pair of dots, called an umlaut (a German term), to indicate the third or "dotted" sound. The umlaut means "not the regular sound." There are two more "Odd O" vowel sounds that are represented by vowel pairs, ou/ouch-ow/cow and oy/boy-oi/oil. The patterns are "odd" because they do not represent any of the typical sounds for the letter o.

We also don't have enough letters to show all the consonant sounds. Pairs of consonants are used to show the extra "beyond the alphabet" consonant sounds. These pairs do not keep their original sounds, but represent a completely new sound: sh/ship, th/thumb, th/this, ch/chicken, ng/ring. There is one more consonant sound that does not have a standard letter pattern. It's the sound you hear in *vision*, *measure*, *garage*, and *azure*. The dictionary shows this sound as *zh*.

Getting Ready To Teach

Look over the alphabet, vowel, and consonant charts on the next few pages. To help teachers and parents learn the sounds, I've added key words below each vowel and consonant pair picture. The correct vowel or consonant sound is heard in the word. The letters and key words are also listed in a separate chart. Practice saying each word, then pronounce the sound by itself.

Key words are helpful to adults because they already know how to read. Don't use the key words with the students who are just learning the alphabet. They will be less confused if you only use the sound pictures to teach the letter sounds.

Teaching The “Beyond The Alphabet” Sounds

After students have learned all the letters of the alphabet and have mastered short vowel words, they will be ready to learn the sounds in part two of the sound story. Read each section aloud, model the sound for the sound picture, and point out the letter or letter pattern that represents that sound. Once students have learned a sound picture and the basic letter pattern that represents that sound, it will be easier to learn the remaining letter patterns. For example, after students have learned the long *ā* sound (a picture of a spelling paper with an A grade), they can easily learn the *ai*/rain, *ay*/play, and *a_e*/safe patterns using the same sound picture. At this point, students will be able to use key words to help them remember and recognize the patterns.

Use phonogram cards daily to review the patterns that have been taught. Have students say the sound or sounds for each pattern (no key words). If the pattern appears in a certain position in a word, include that information. For example, for the *ai* pattern, say “/*ā*/ in the middle.” For the *ay* pattern, say “/*ā*/ at the end.”

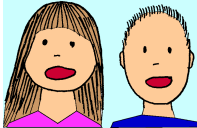




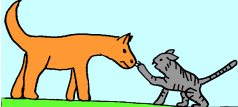



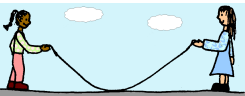

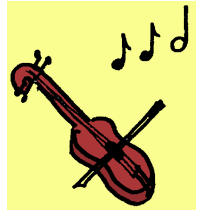


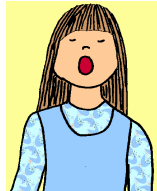
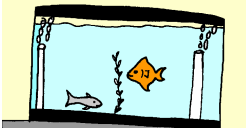
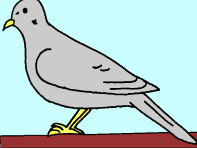
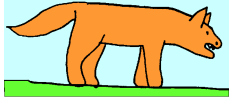
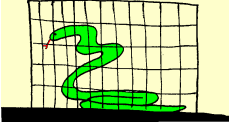
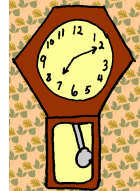

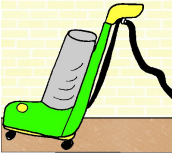



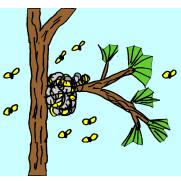
Students will also practice these sounds from the charts in their books as they progress through the program.

The “Sound City” Charts

There are sound charts at the end of this book showing vowel patterns along with key words and pictures. Don't use these charts until students have finished the short vowel level. After students have started the *Phonetic Words And Stories* books, the charts will begin to make sense to them. As you study each new set of patterns, you can show students the related sound chart, so they can see how the patterns are related. Letters and letter patterns that represent the same sound are grouped together. The sound charts help create a mental framework for understanding the phonetic structure of our language.

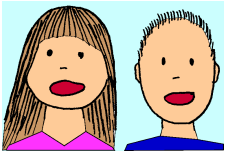
If you wish, you can remove the charts from the book and post them on the wall to create a “Sound City.” They can be used for easy reference when students are saying phonogram sounds from flashcards, when they are spelling and writing, and when they are reading words and stories.

These are the consonant and short vowel sounds in alphabetical order. Practice saying the sound for each letter.

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

Short Vowels

a



a / ant

e



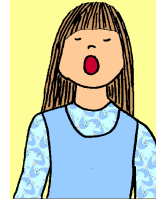
e / egg

i



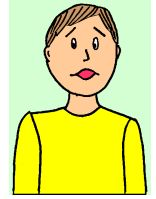
i / in

o



o / ox

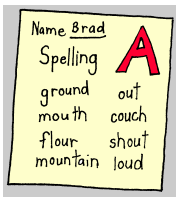
u



u / up

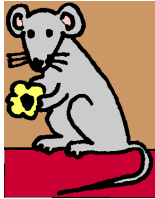
Long Vowels

ā



a/apron

ē



e/emu

ī



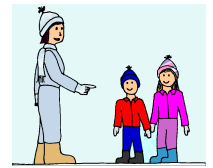
i/island

ō



o/ocean

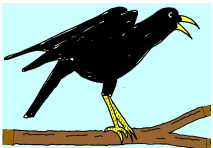
ū



u/uniform

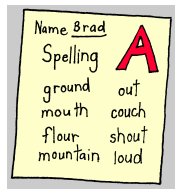
Dotted Vowels

ä



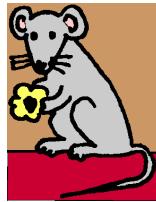
a / all

ë



e / ballet

ï



i / pizza

ö



o / to

ü



u / bush

Odd O Vowel Pairs

ou



ou / ouch

ow



ow / cow

oi



oi / oil

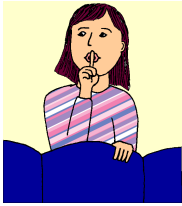
oy



oy / boy

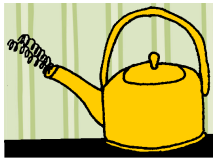
Consonant Digraphs

sh



sh / ship

th



th / thumb

th



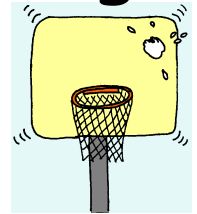
th / this

ch



ch / chicken


ng



ng / ring

Pronunciation Guide

For teachers and parents; how to pronounce the sounds.

Short Vowel Sounds		“Odd O” Vowel Pairs	
a	ant	ou	ouch
e	egg	ow	cow
i	in	oi	oil
o	ox	oy	boy
u	up		
Long Vowel Sounds		Consonant Digraph Sounds	
ā	apron	th	thumb
ē	emu	th	this
ī	island	sh	ship
ō	ocean	ch	chicken
ū	uniform	ng	ring
Dotted Vowel Sounds		Consonant Sound With No Set Pattern	
ä	all		measure
ë	ballet		garage
ï	pizza		vision
ö	to		azure
ü	bush		

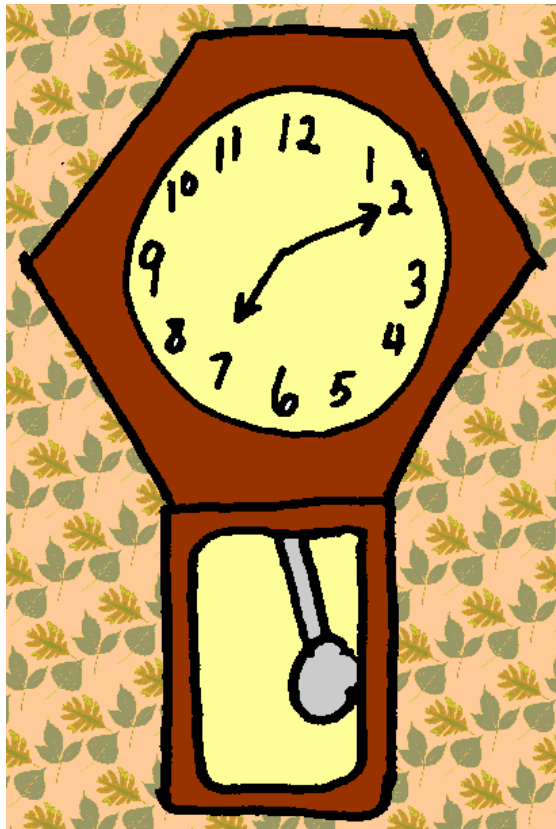
Part 1

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

(t/tag)

T

t



T

t

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

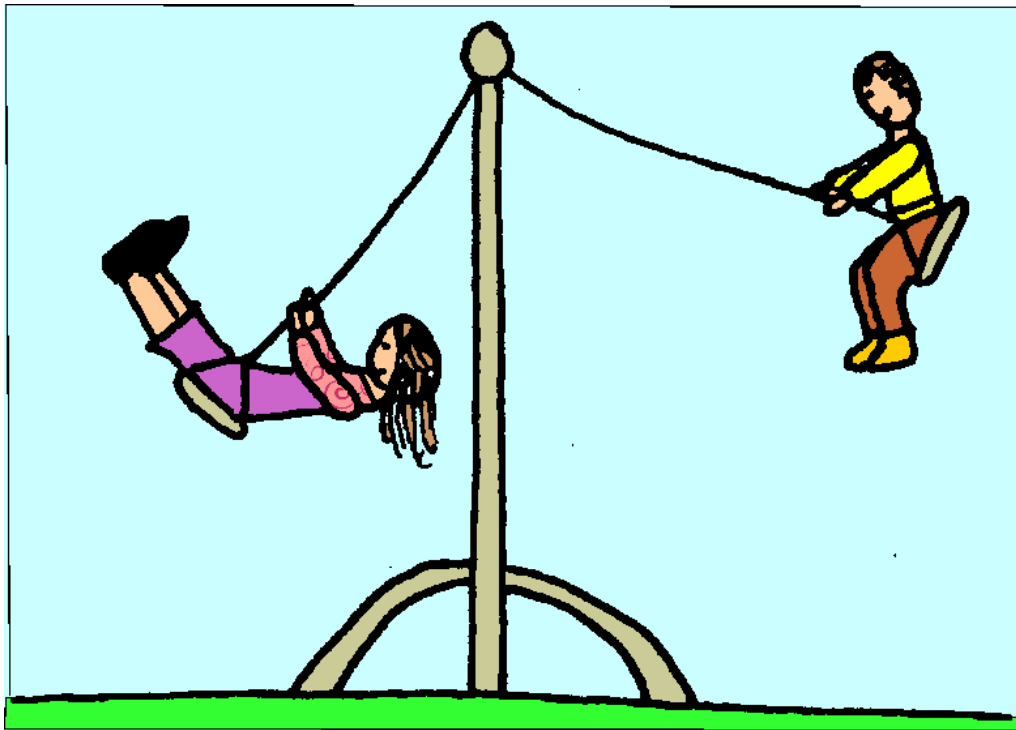
“Yes,” said Mom. “But we
must be back in time for your
violin lessons.”

Soon Audrey and Brad were
swinging as high as they could
at the park. They could hear
the loud sound of the chains
screeching as they went back
and forth, “I, i, i, i, i.”

(i/in)

I

i



I

i

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

(h/hat)

H h



H h

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

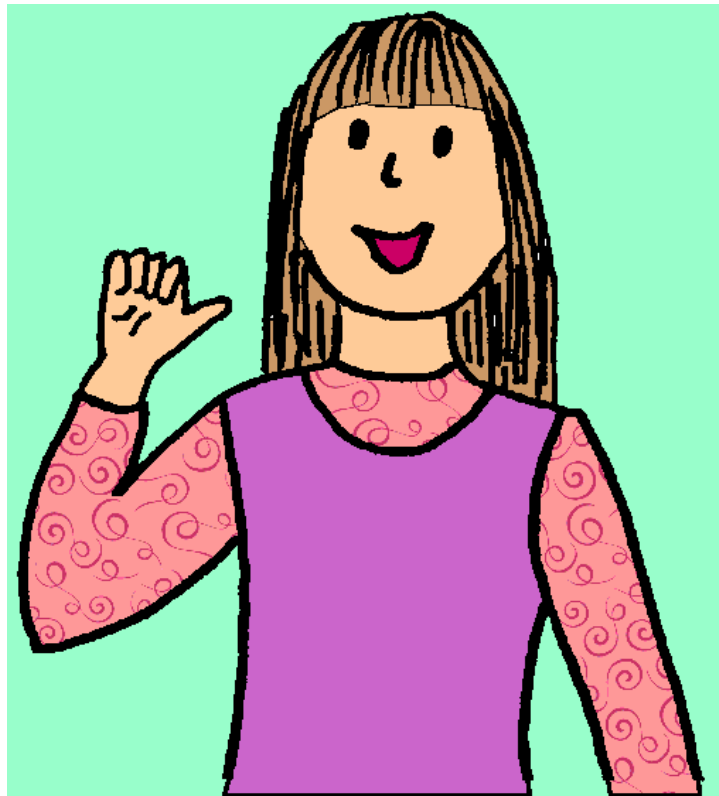
“Did you practice every day?” she said.

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

(i/island)

I

i



I

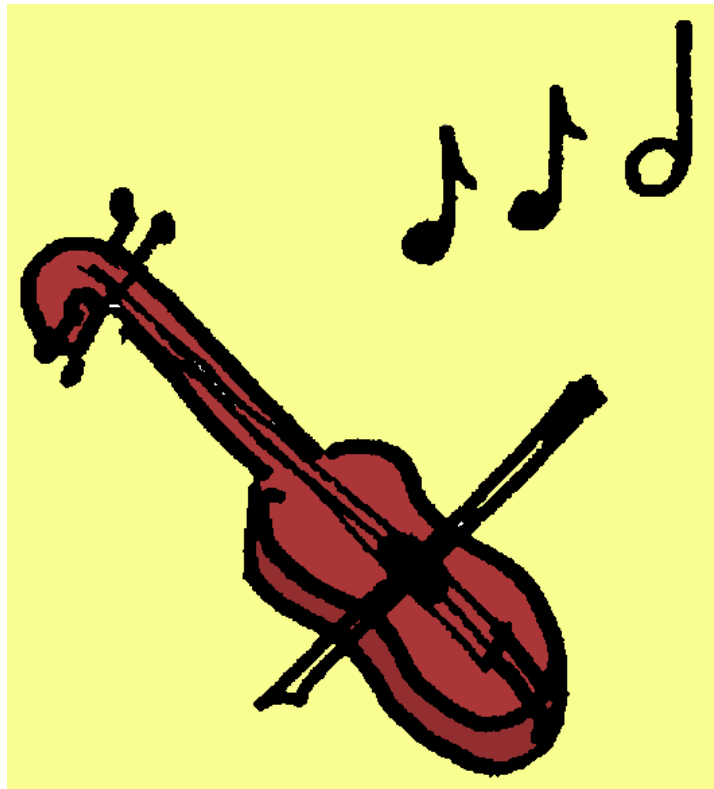
i

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

(l/leg)

L

l



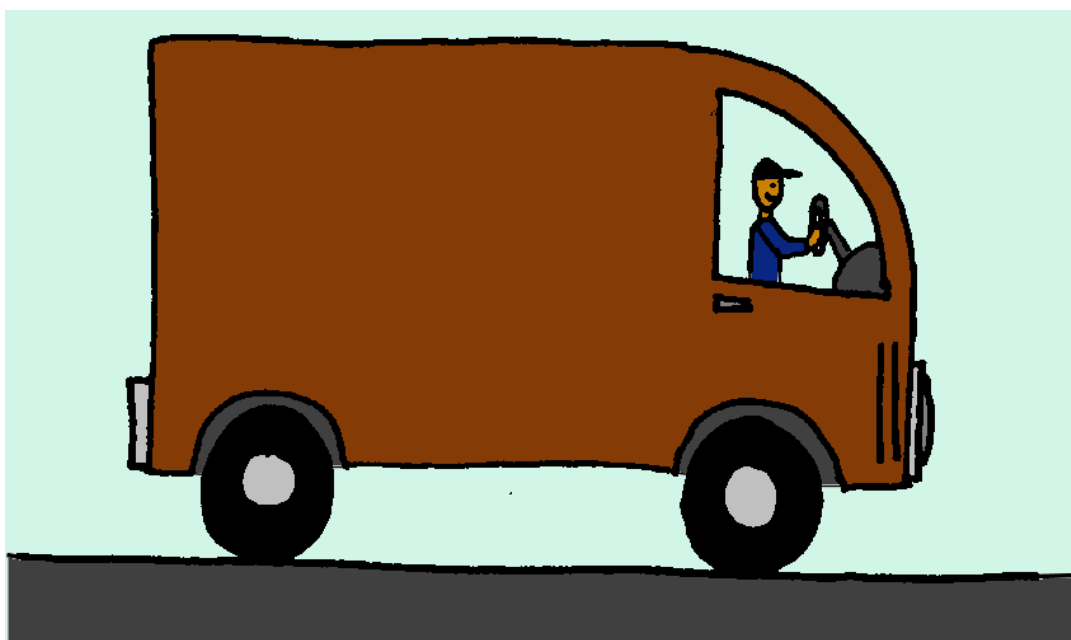
L

l

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

(n/nut)

N n



N n

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

W

w



W

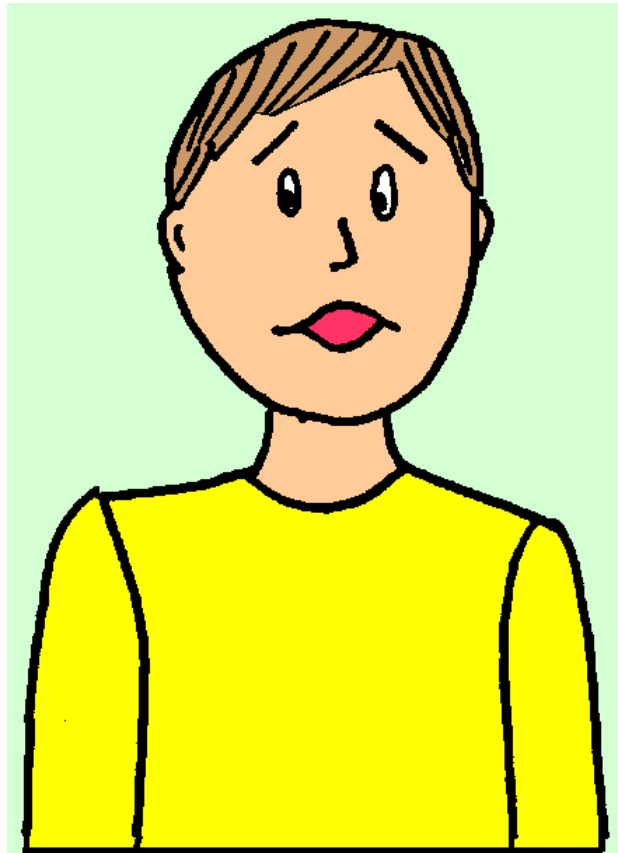
w

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

(u/up)

U

u



U

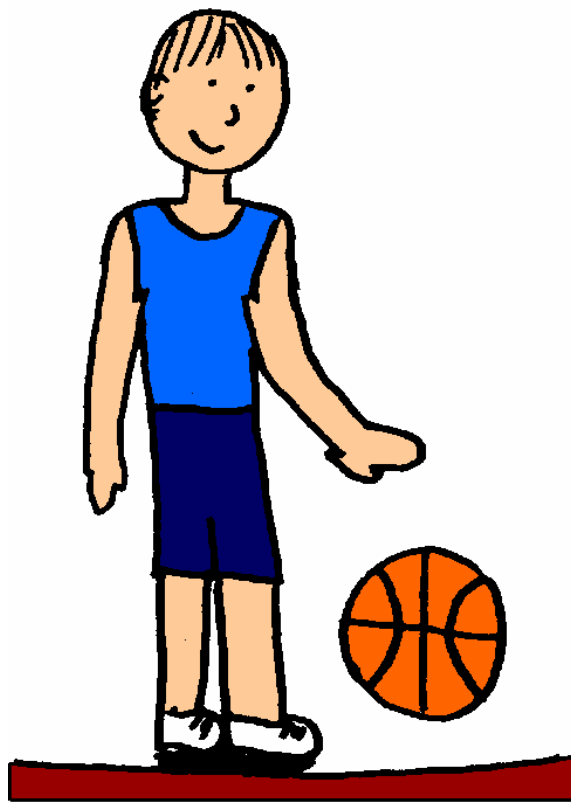
u

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

(b/bus)

B

b



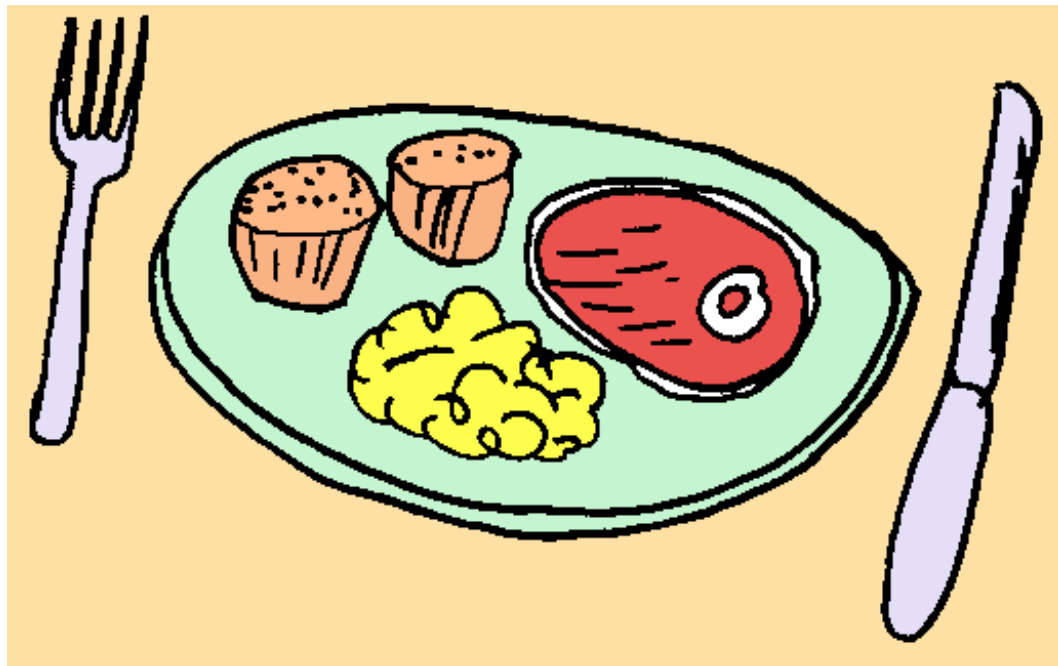
B

b

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

(m/mop)

M m

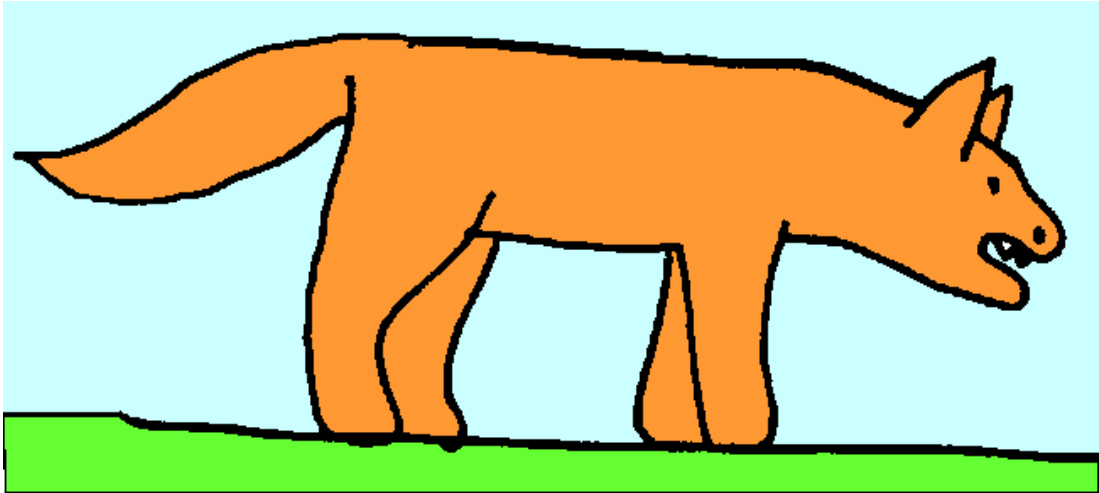


M m

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

(r/run)

R r

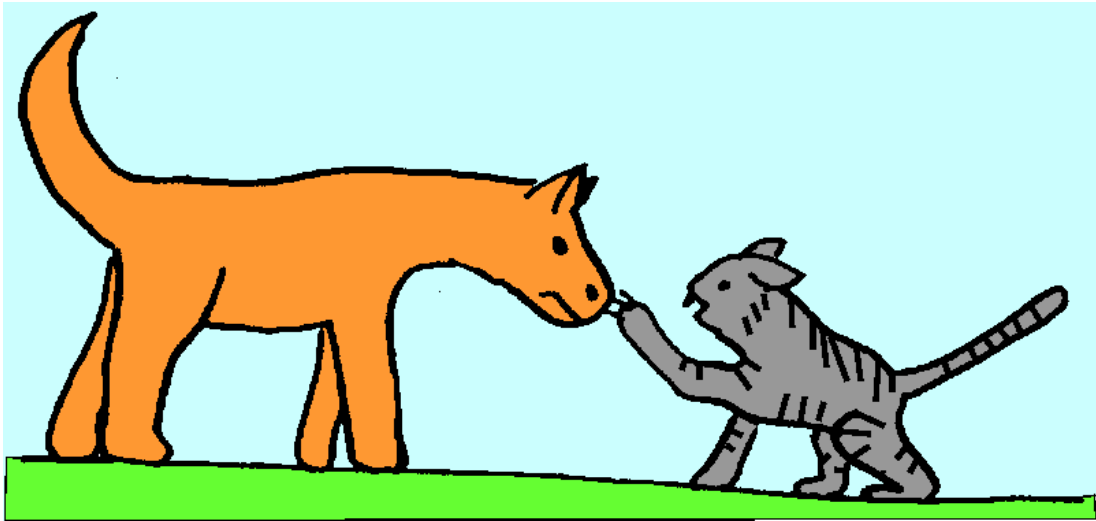


R r

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

(f/fan)

F f



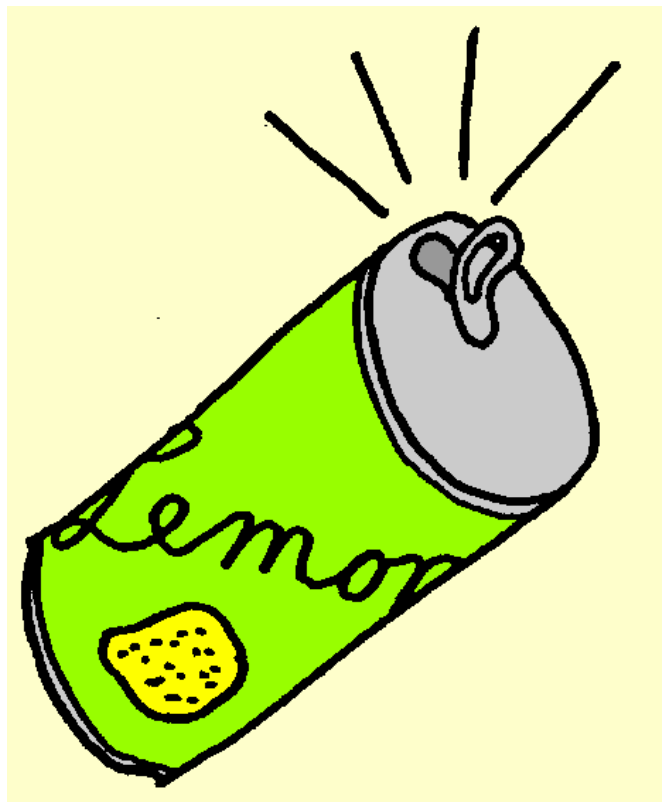
F f

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

(x/box)

X

x



X

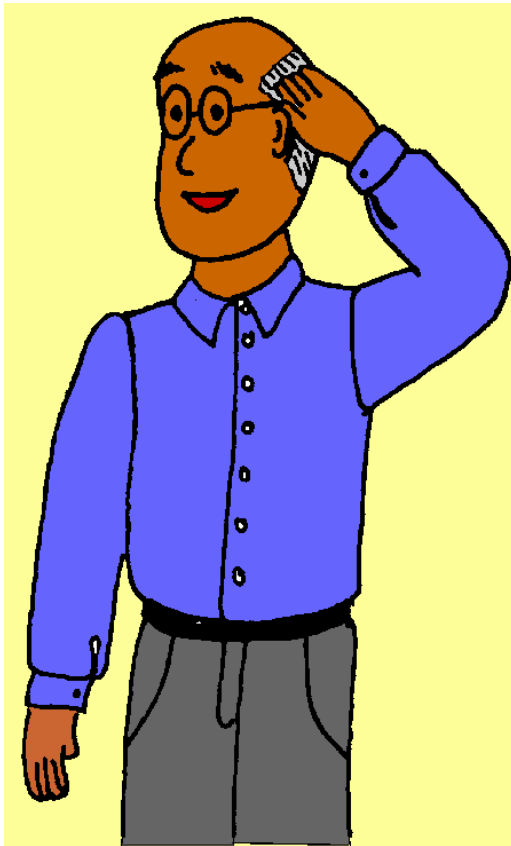
x

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

(e/egg)

E

e



E

e

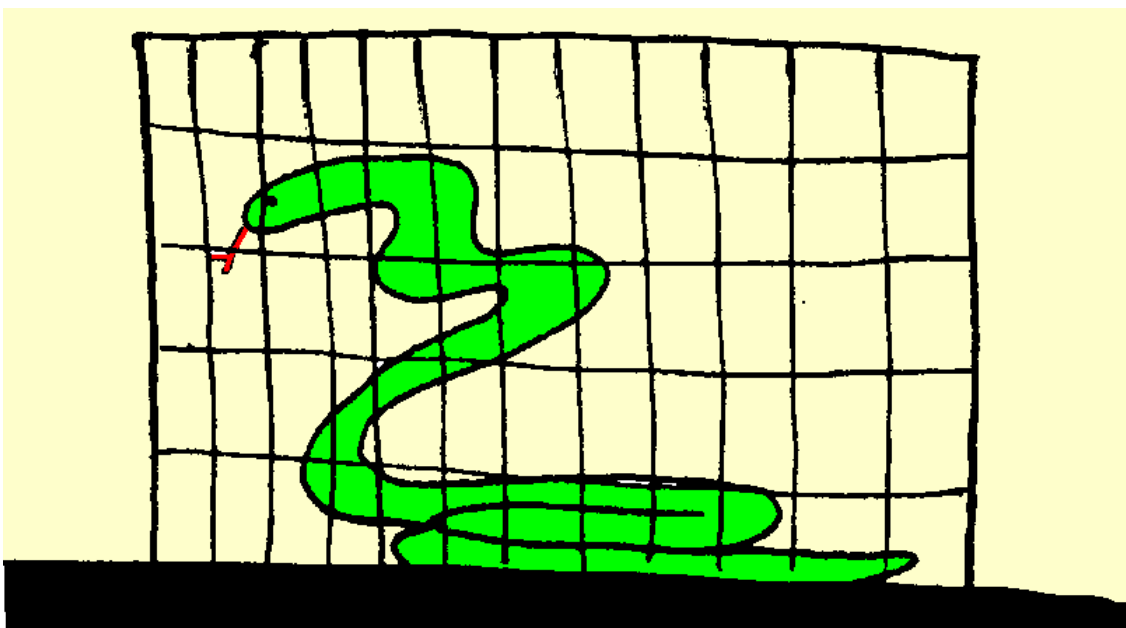
At School

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

(s/sun)

S

s



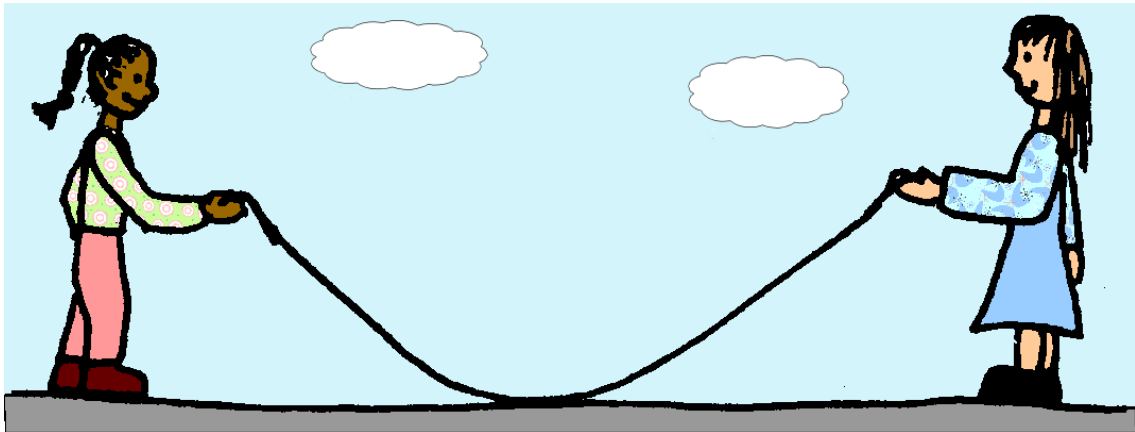
S

s

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

(j/jam)

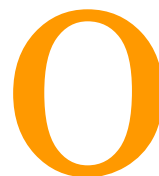
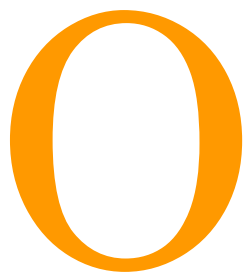
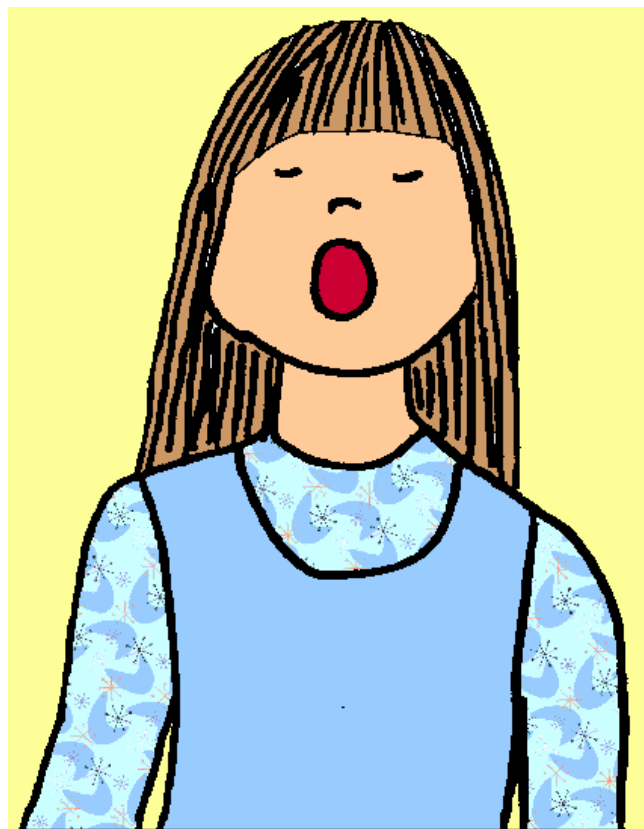
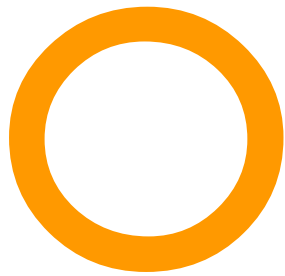
J j



J j

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

(o/ox)

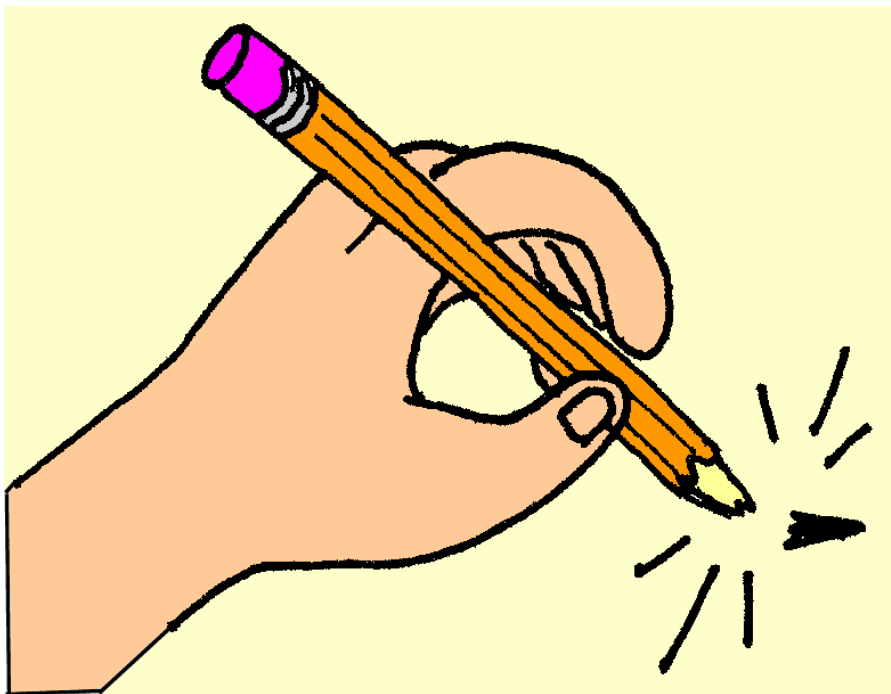


Back in the classroom,
Audrey picked up her pencil to
begin her afternoon assignment.
“Ccc,” the lead broke on her
pencil as soon it touched the
paper. She reached into her
desk to get out another
sharpened pencil. It was a good
thing she had an extra one.

(c/cat)

C

c



C

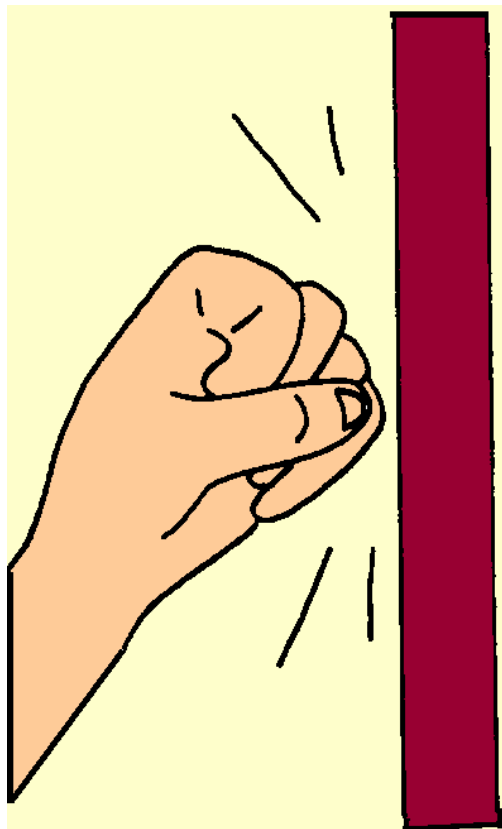
c

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

(d/dog)

D

d



D

d

At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called.

As they stepped outside, they could barely see their bus in the distance, already on its way.

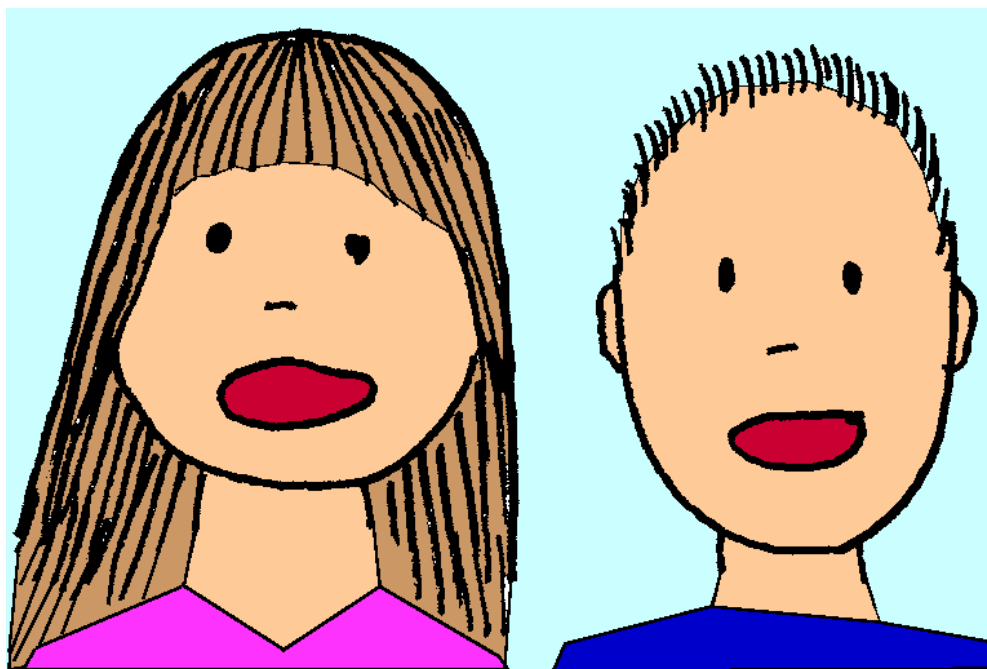
“AAAaaa!” screamed Audrey and Brad. All the children were upset. “It’s OK,” said the teacher.

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

(a/ant)

A

a



A

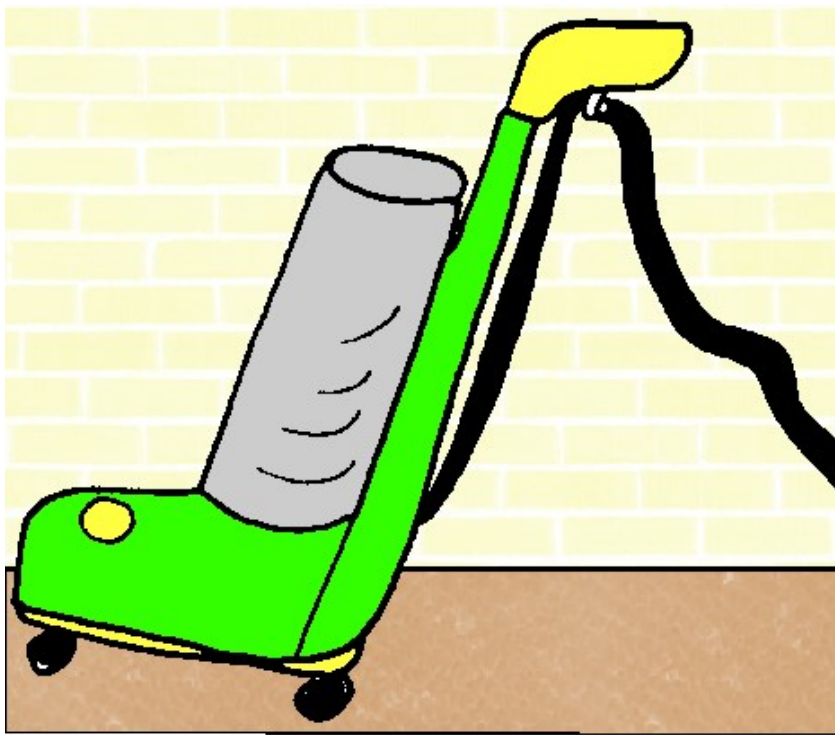
a

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

(v/vest)

V

v



V

v

Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water.

“G, g, g, g,” went the water as it streamed out of the faucet.

“G, g, g, g,” went his throat as he guzzled the water.

(g/gum)

G

g



G

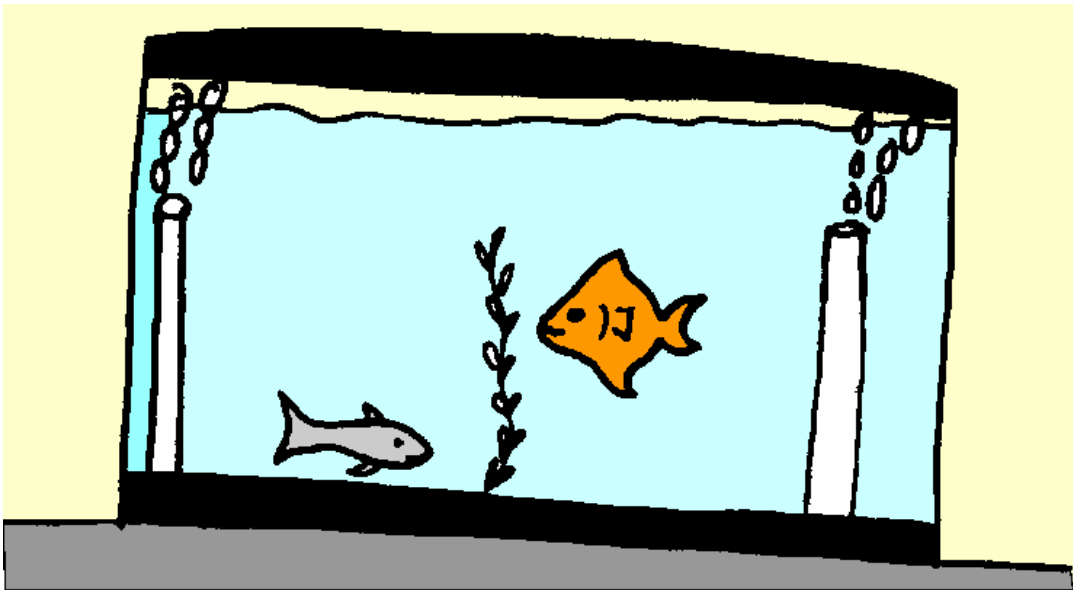
g

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

(p/pig)

P

p



P

p

Audrey looked up when she heard the “K, k, k” sound of the receptionist’s heels stepping across the tile floor.

“I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter.

(k/kick)

K k



K k

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

(y/yo-yo)

Y

y



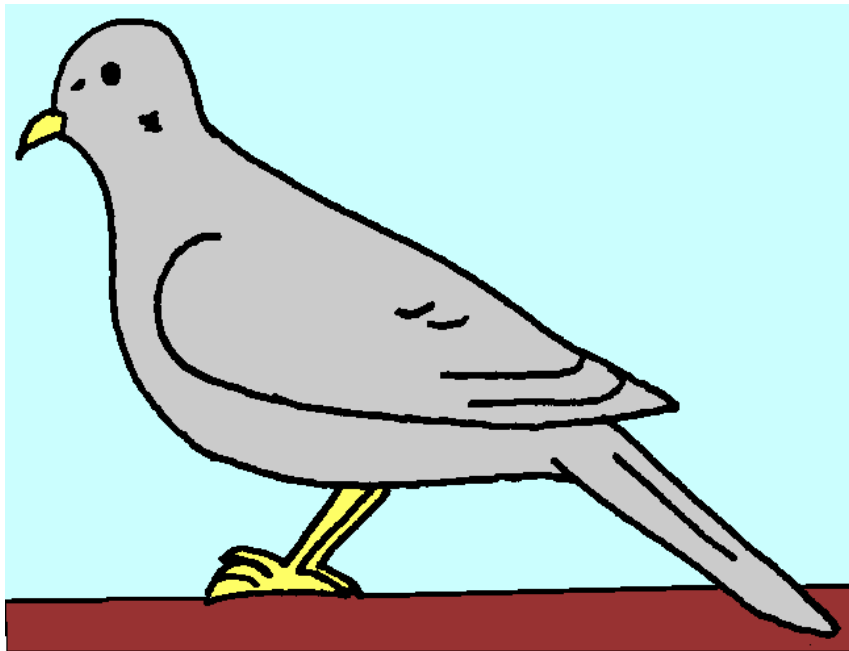
Y

y

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

(qu/quilt)

Qu qu

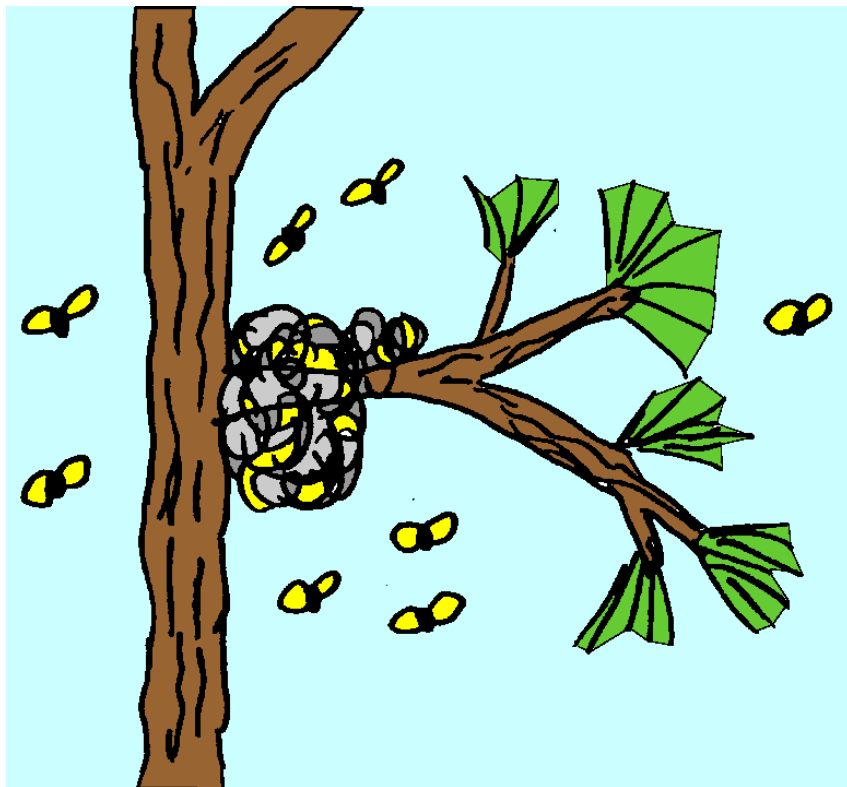


Qu qu

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

(z/zip)

Z z



Z z

Part 2

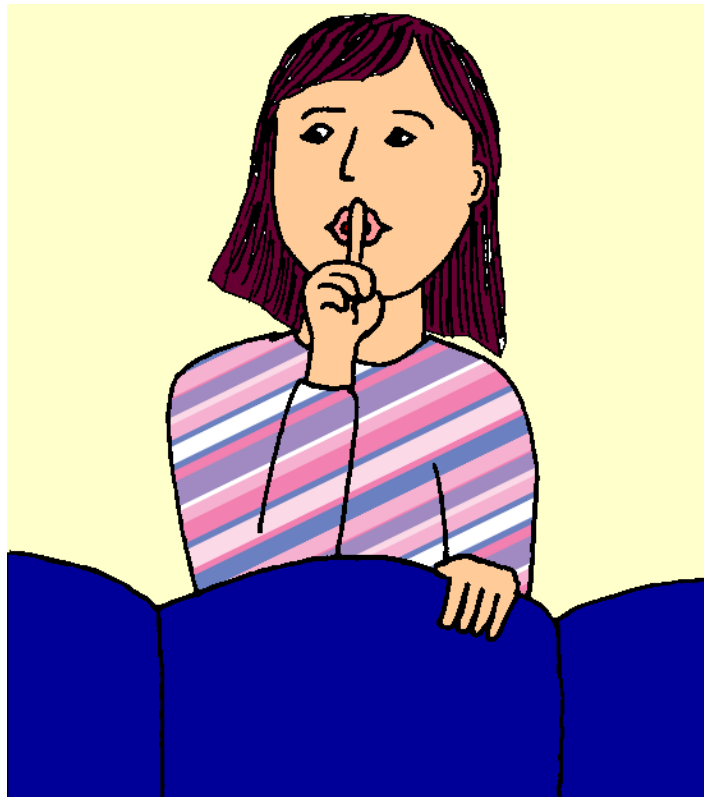
A Trip to the Movies

A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater.

At the theater, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat.

(sh/ship)

Sh sh



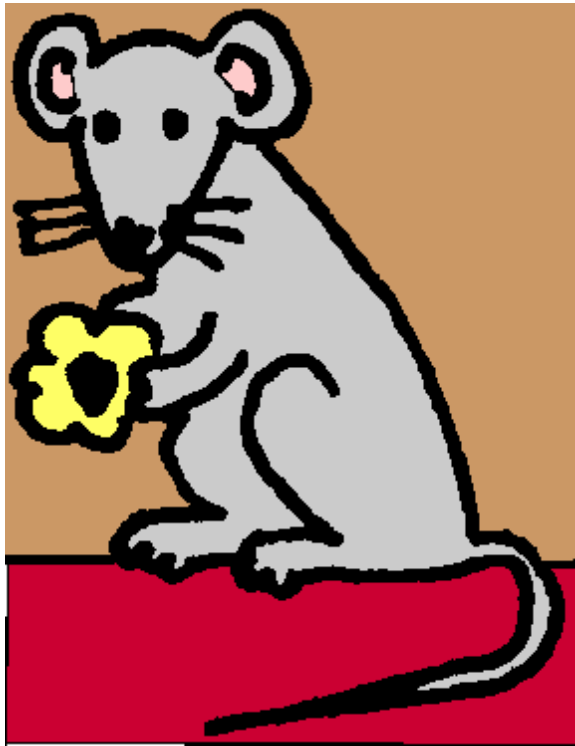
Sh sh

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

(e/emu)

È

è



È

è

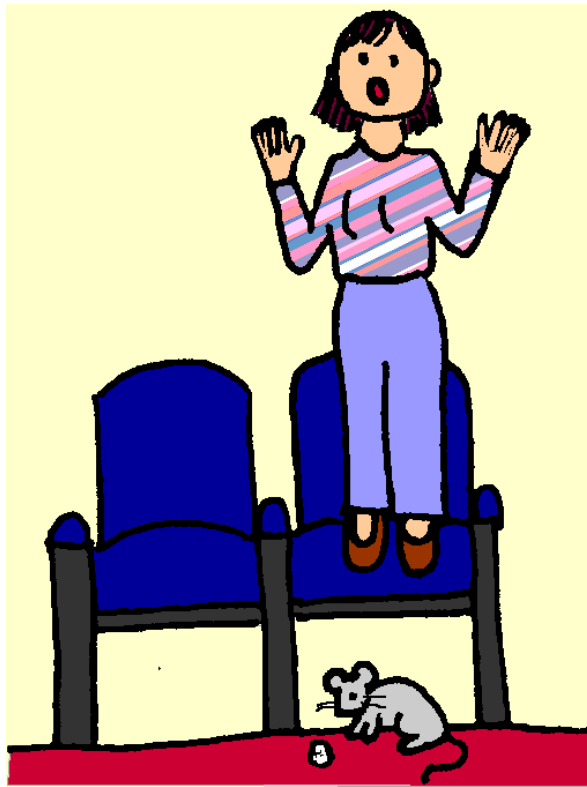
At first, they didn't see the mouse. Then it ran right by Mom's foot. "**Oh!**" she exclaimed, jumping up on the nearest seat. "It's a mouse!"

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

(o/ocean)

ō

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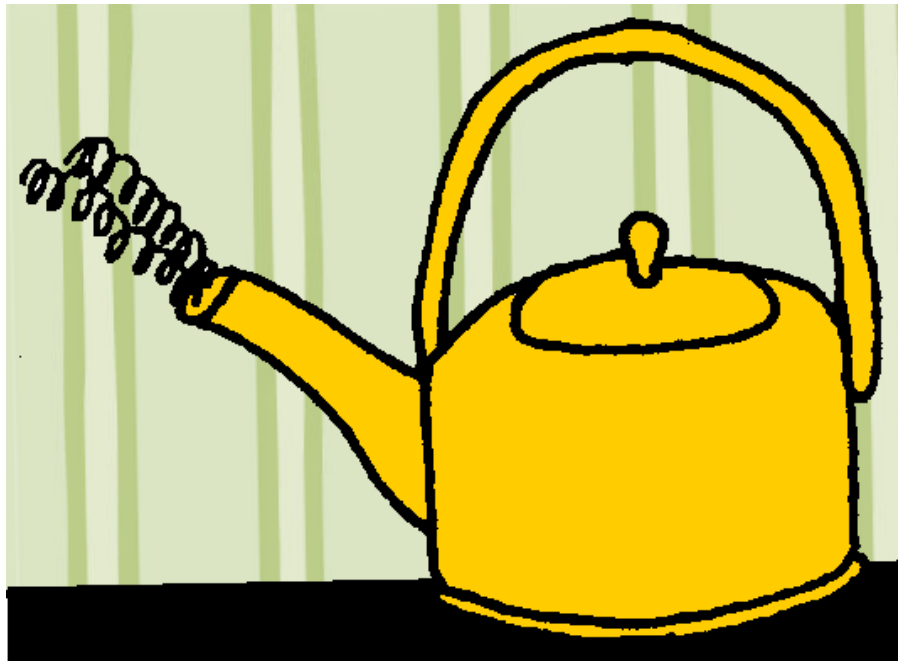
ō

A Snowy Day

The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "Th" sound could be heard as the steam escaped from the tea kettle.

(th/thumb)

Th th



Th th

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

(th/this)

Th th



Th th

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

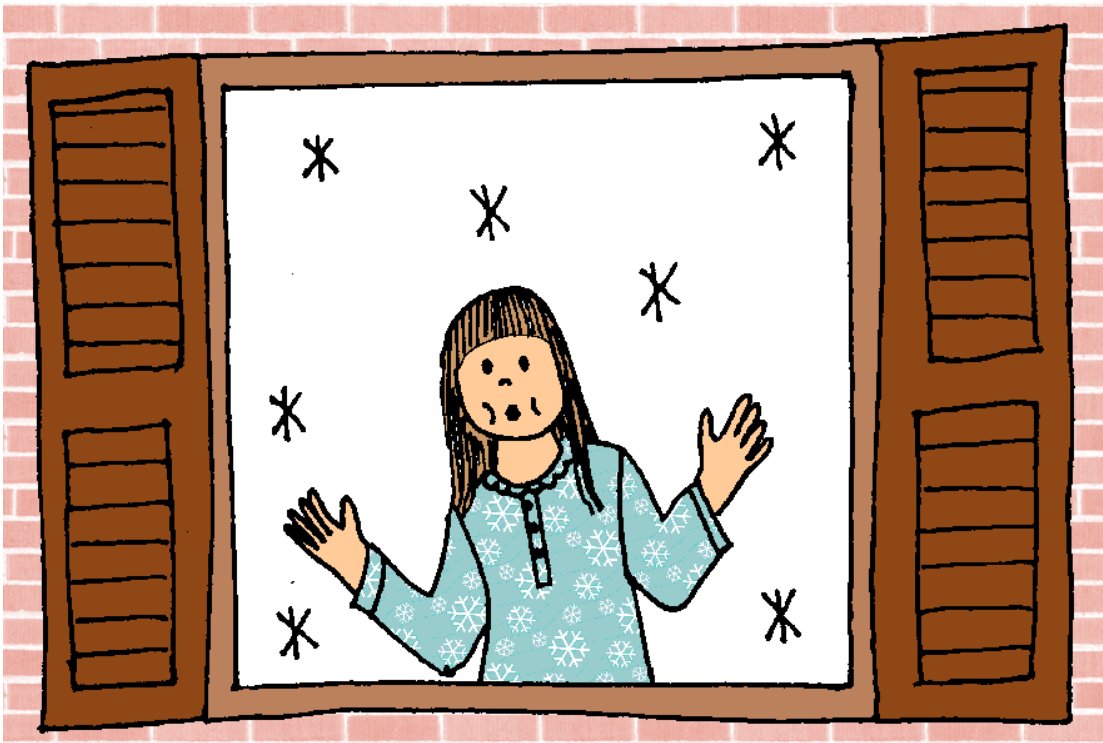
“Ooooo,” she exclaimed.

“It snowed last night!”

(o/to)

Ö

ö



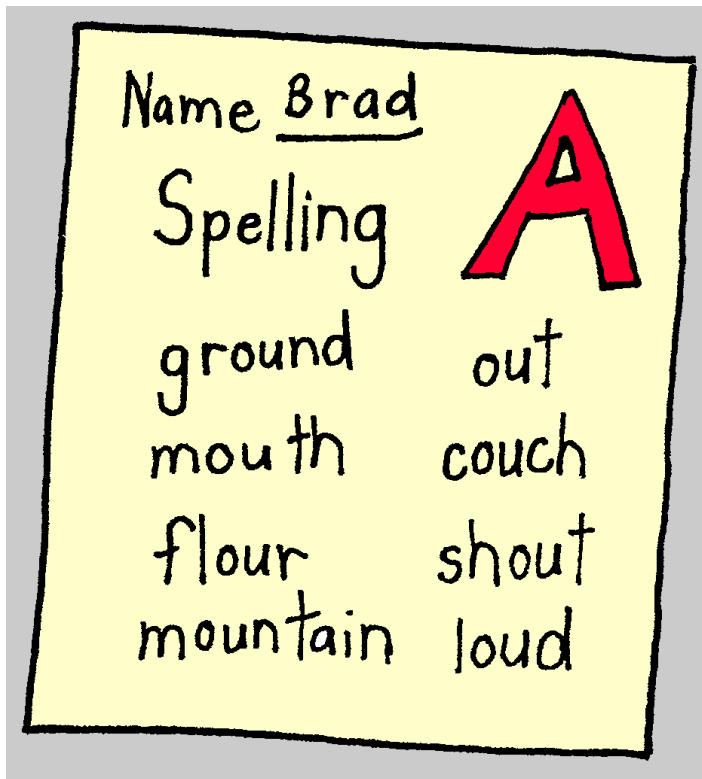
Ö

ö

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

(a/apron)

Ā ā



Ā ā

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

(ch/chicken)

Ch ch



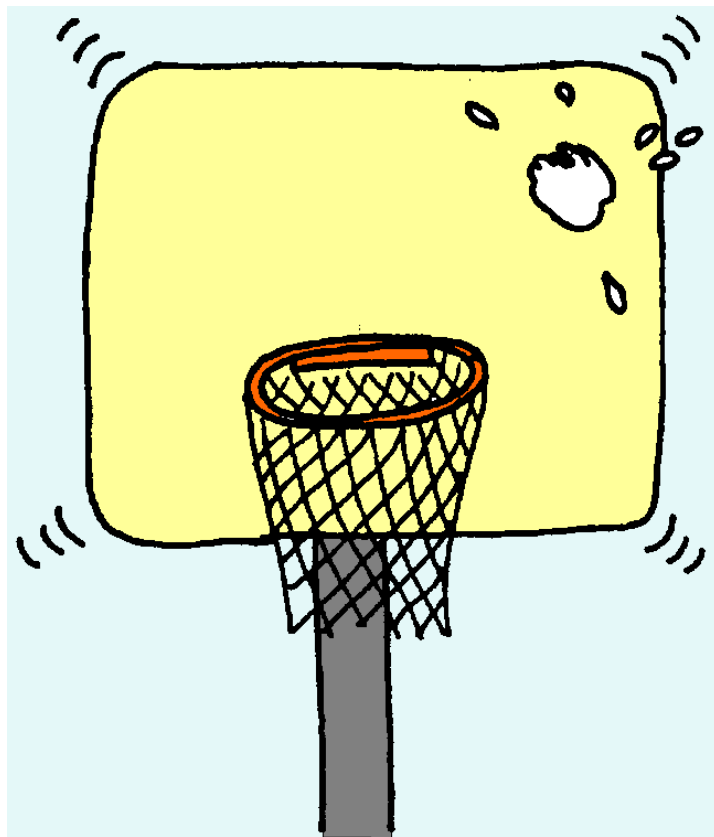
Ch ch

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

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

(ng/ring)

ng



ng

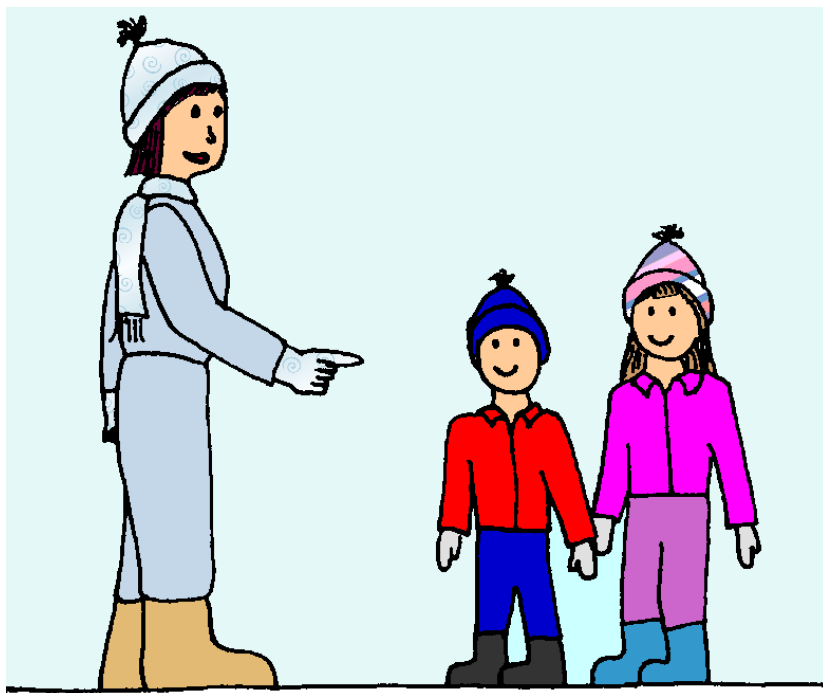
Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow.

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

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

(u/uniform)

ū ū



ū ū

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

(oi/oil)

oi

oy



oi

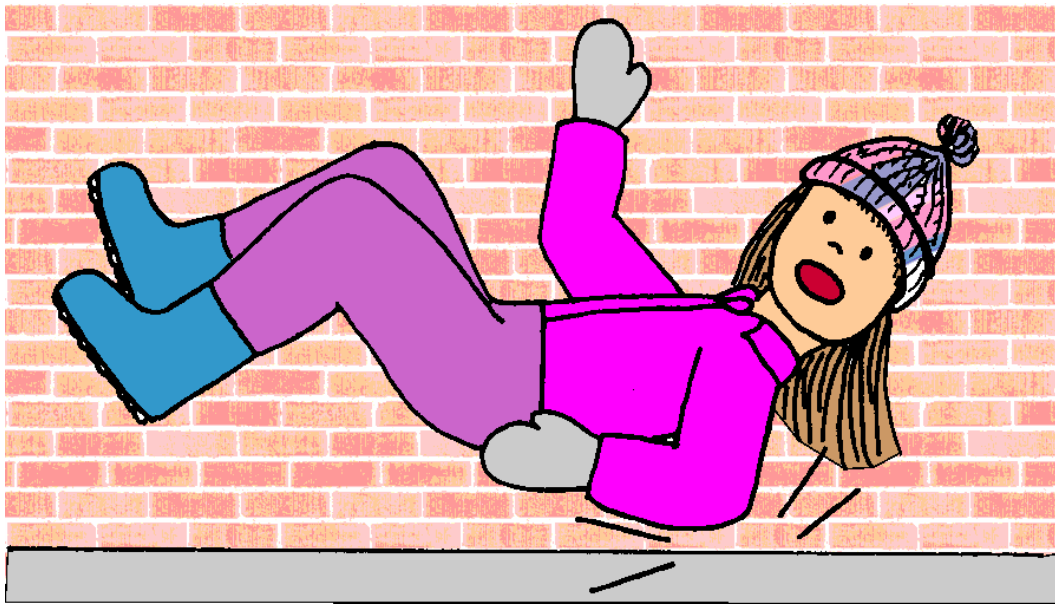
oy

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

(ou/ouch)

OU

OW



ou

ow

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

(u/bush)

Ü

ü



Ü

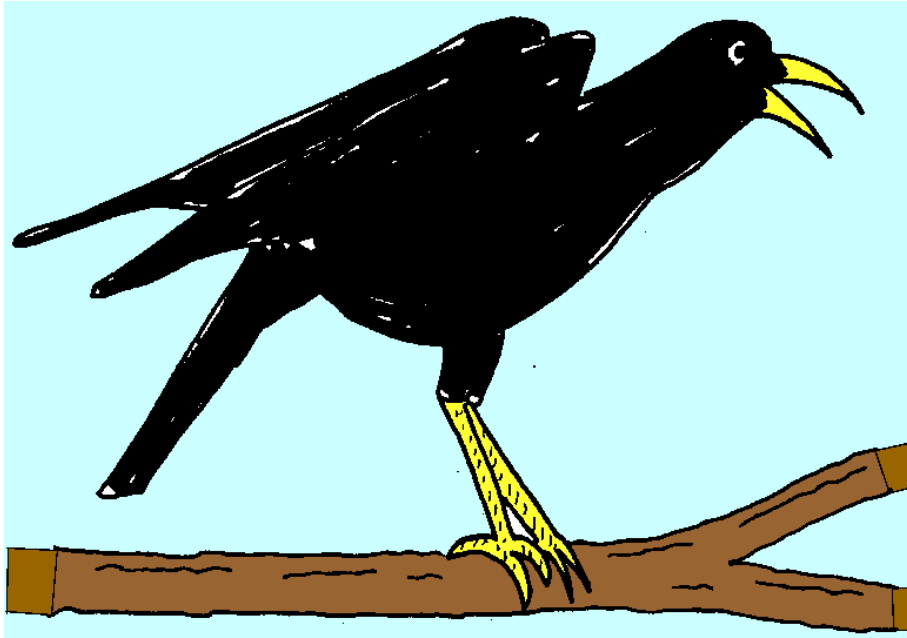
ü

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

(a/all)

Ä

ä



Ä

ä

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

(vision, measure, garage, azure)

measure

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.



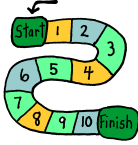

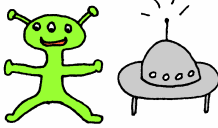



The End

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










ā

ā		raven
ai		rain
ay		play
a_e		safe


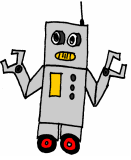






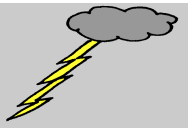

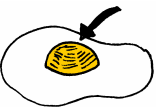
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ē		begin
ee		feet
ei		weird
ey		key
ea		eat
e_e		these

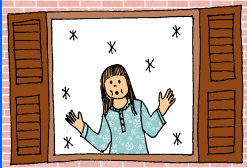

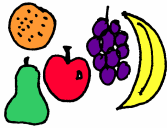

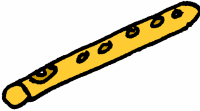

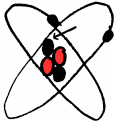
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		lilac
ie		pie
i_e		pine
igh[*]		night
ind		find
ild		child

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

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

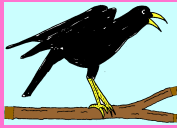


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ū		music
ue		cue
u_e		cube
ew		few
eu		Europe



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ä

au



Paul

aw



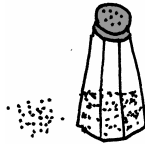
saw

all



ball

al



salt

alk



talk

wa_



wasp

swa_



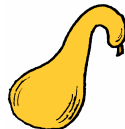
swan

qua_



quarrel

squa_



squash


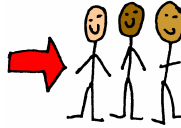

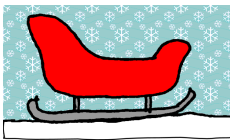

ought


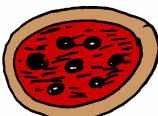



bought













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<p>Name: Brad Spelling A ground out mouth couch flour shout mountain loud</p>	<p>ë</p>	
<p>ei</p>		<p>veil</p>
<p>ey</p>		<p>they</p>
<p>ea</p>		<p>steak</p>
<p>eigh^x</p>		<p>sleigh</p>
<p>e</p>		<p>ballet^x</p>



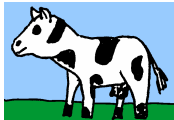
	<p>ï</p>	
<p>ï</p>		<p>pizza</p>
<p>ie</p>		<p>shield</p>




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o		to
oo		moon
ou		soup


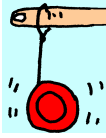
		
u		bush
oo		book
ould ^x		should



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ou		ouch
ow		cow

		
oi		coins
oy		boy

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y		yo-yo








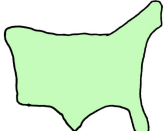
		
y		happy

		
y		my
ye		rye
y_e		type

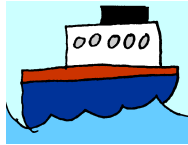


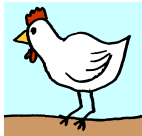

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The Story About The Umbrella Vowels

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.

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

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sh		ship
th		thumb [*]
th		this
ch		chicken
ng		ring

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Books Available From Sound City Reading

All levels include sound charts in the books to help students remember the patterns and their sounds.

Learning the Alphabet - Books 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, handwriting readiness, letter discrimination, beginning sounds, and rhyming.

Exploring Sounds In Words - Books 1 and 2

The letters are taught in the same sequence as above. Students learn to write the alphabet letters, say their sounds, pronounce two-sound letter combinations, identify beginning and ending sounds, and segment three-sound words. Students begin to put two sounds together, and then three sounds, to spell short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences

Mixed Short Vowel Words And Sentences

Students learn to read and spell short vowel words, studying ten words at a time. They play the "Robot" game to match words and pictures. The vowel are color-coded. Each vowel sound is a specific color. Students learn a few sight words and begin reading short vowel sentences.

Color-Coded Short Vowel Lists

Students read color-coded short vowel words in both rhyming and body-coda (same beginning sounds) lists.

Basic Short Vowels

Students read short vowel words from rhyming and body-coda lists. They also read short vowel sentences after learning a few sight words. The words and sentences are illustrated. This book has all black text.

Phonetic Words And Stories - Books 1 - 8

Students learn to read words with long vowel patterns, dotted vowel patterns, r-controlled vowel patterns, consonant digraphs, and consonant blends. Students play the "Robot" game to match words and pictures. They study ten color-coded words for each pattern. After learning each set of new patterns, students read a short practice story containing words with those patterns. Students may also read a few popular "beginning to read" children's books (obtained separately).

Basic Phonics Patterns - Books 1 - 8

Students read expanded word lists and sentences along with the same practice stories found in *Phonetic Words And Stories*. The skill sequence is the same. The format uses smaller print that is all black.

Advanced Phonics Patterns From Children's Books

Students learn less common letter patterns, study syllable and suffix patterns, and read a number of children's picture books (obtained separately) from easy to advanced.

Know The Phonetic Code (Two versions available - with and without practice stories.)

Students review all of the consonant, vowel, syllable, and suffix patterns by reading one and two-syllable words for each pattern.