

# The Art of Reading

Book A



Letters  
Consonant Sounds  
Short Vowels

# ★ Your Reading Magic Helpers

They will help you learn to read and cheer you on!



Hi, I'm Ms. Pat- a Reading Teacher. I'll be here to make reading easier for you.



Hi, I'm Dr. Ricky. Maybe we can play some computer games.



Hiiiiiiiiiiii! I'm Vowel Singer. I'll bring music to words so you can sing them.



Hhhihhh! I'm Consonant Man. I make words with Vowel Singer.



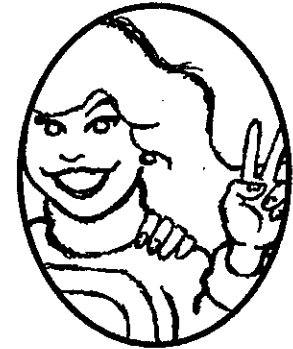
Hi, I'm Brenda Blender. I help you blend sounds together to make words. I'm a Reading Cheerleader



Hi, I'm Rhonda Rhymer. I help you with sounds that are alike. I'm a Reading Cheerleader too.



Hi, I'm Irene Elizabeth Majun ( I. E. Majun). I'm here to help you see what you read.



Hi, I'm Polly Part-On. I show you how words are put together. We're all your Cheerleaders.



Hi! I'm Keisha! We can learn to read together! I love to draw and color. We'll have fun!



Hi! I'm Kenji! I like to cut and paste and I like to play games. I hope you do too.



Hi! I'm Juanita! I like music! I like the sounds of words in songs and poems.



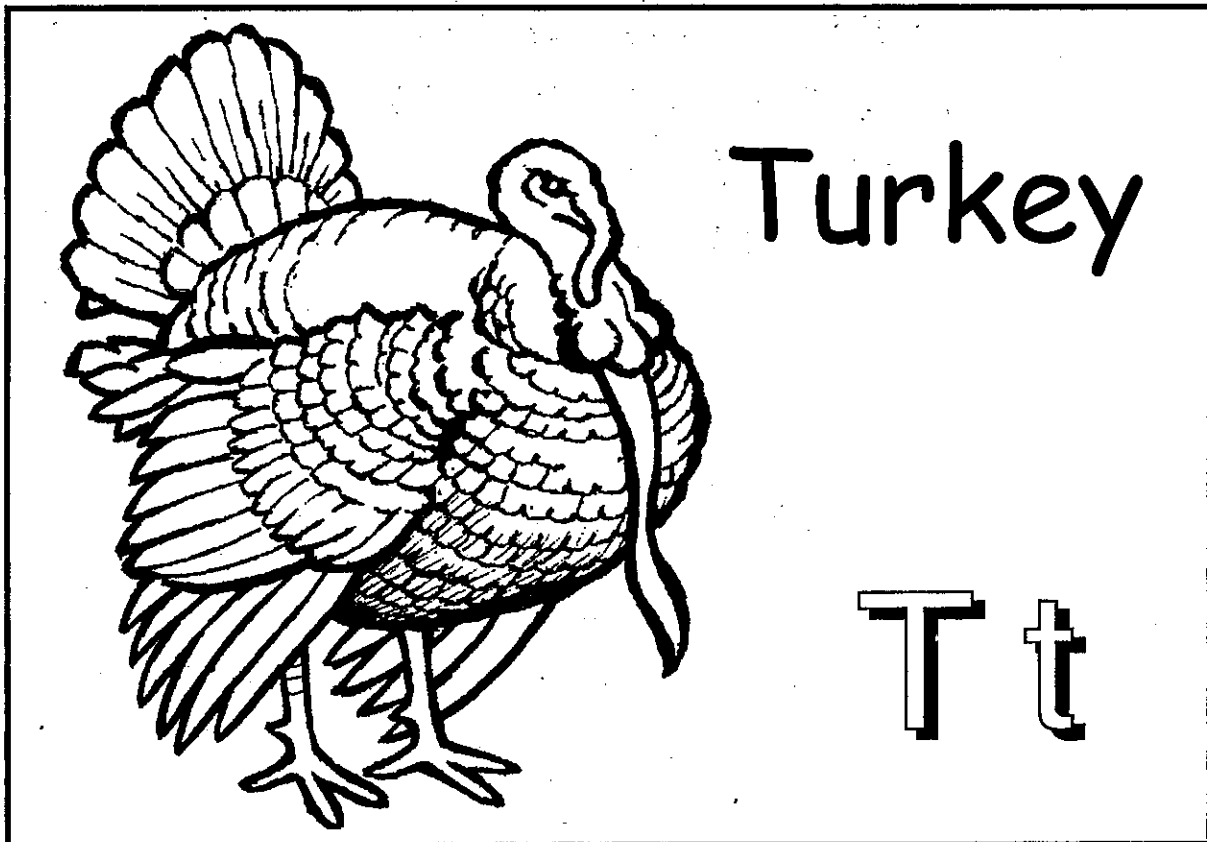
Hi! I'm Jon! I like to retell stories and act them out. I like to make up my own stories too.



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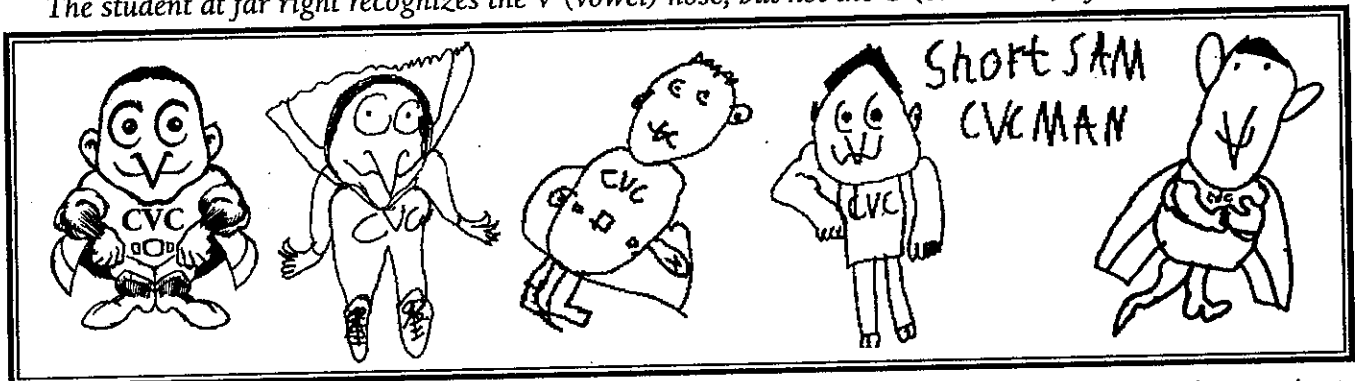
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# How this Book Works

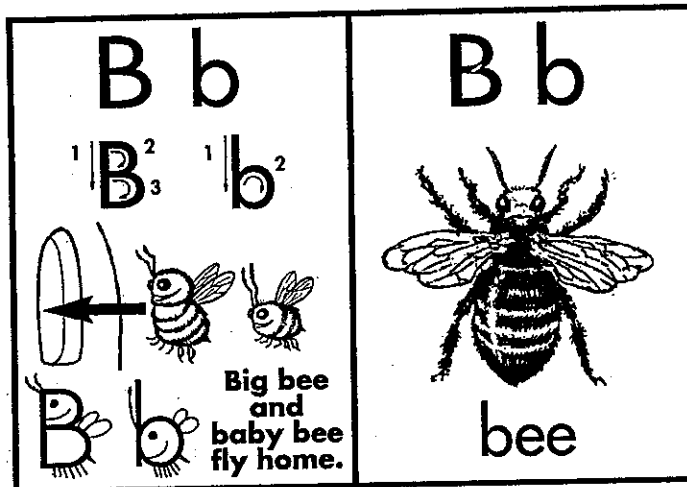
There are all kinds of books. This book is an activity learning book made so learning to read and write can be fun. It is a **One-to-one** program. One reader (mom, dad, grandparent, friend) commits to one student. **Student** (and **tutor**) are involved in **drawing and coloring** and **cutting and pasting** these materials for learning. This involvement can be fun. There is no Magic Way to learn to read and write, but the skills of reading and writing are certainly magical. Short Sam the CVC Man character used helps teach short vowel consonant-vowel-consonant pattern words. These are drawings students wanted to make of Short Sam the CVC Man.

The student at far right recognizes the V (vowel) nose, but not the C (consonant) eyes on either side.



On each page, the ★ starred ★ information is to be read by the tutor to the student. Sometimes there is extra information that the student may not yet be ready for (too much information at one time can be confusing). This advanced information is marked with a circled star Ⓢ. Too much information too soon can be confusing. The tutor is advised not to read the Ⓢ part unless the student asks about it or seems prepared for it. (See example below.)

Ⓢ Example: Alphabet flash cards: to color, cut, fold, paste, and play games with.



Ⓢ Color the bees yellow bee color. This is letter B. Letter B can stand for the begin- ning sound in bee. Say "b" like a fish under water (b-b-b-b). Not BUH. (It's not a BUH-EE.) See how the bees both fly home in the same direction? See how to print capital B and small b? Both B and b have the circles on the same side. Big B is a little b with another circle piled on top like a snowman. Ⓢ The Bb's both flying home are to prevent confusion with Dd or even p and q. More reminders to prevent confusion are on the bdpq confusion page. Teach the tricks from the beginning to prevent later student confusion.



★ You'll have other helpers and playmates too. Here are just a few of them: (l-r) Keisha- another reading student, Ms. Pat- a reading teacher, I. E. Majun- a reading cheerleader, and Dr. Ricky -linguist and computer helper.



# ★ How this Book Works (continued...)



Language, for the most part, comes pretty naturally to kids. Reading must be learned.



Music comes naturally, and we use it in language and reading. We sing the ABC song. Vowels are letter sounds we sing.



Drawing is also a natural talent to use to teach reading and writing.



When being read to, students can become involved with print and pictures



or close their eyes and listen and imagine...



...or act out what they've just heard and imagined and make it come alive (and become involved in creative authorship).



Games make learning to read fun. Game prizes are nice, but the real reward is knowing you can do it.



Coloring and drawing and cutting and pasting and playing together is instructive and fun for both tutor and student.



Printing and spelling and writing and reading and visually depicting language are all parts of language arts and are all included in this Reading Program.



# ★ Learning your ABC's

★ It's time to learn the alphabet. You can have fun with your teacher coloring and cutting and pasting and learning to print all 26 letters. You can play some games, too!

1. Learn to **recognize** the letters.

(Learning the letters in **your name** is a good place to start. Can you **name** them?)

2. Learn to **copy** the letters (the bdpq page may help).

Learn the capitals first, then learn the small letters.

3. **Color and cut out and fold and paste** the Alphabet cards with your teacher. The cards show:

(1) The letters (capital and small)

(2) How to print them

(3) A picture icon that shows the sound the letter represents

(4) Memory pictures to help you learn

4. Learn to **recognize** all of the letters and say their name.

5. Learn the Alphabet **song**. Sing it together.

6. Get magnetic letters for the refrigerator door. We call our fridge Ms. Freezy.

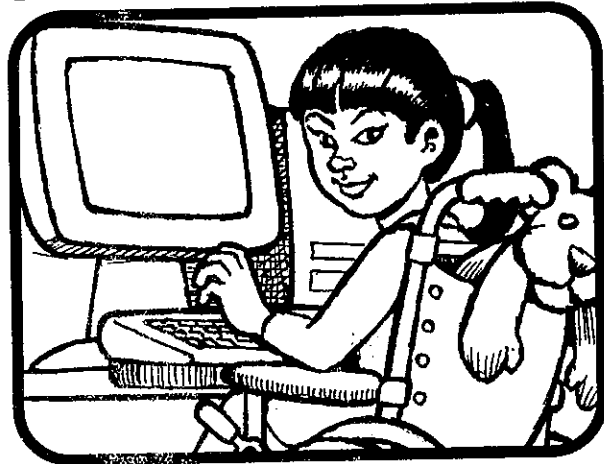
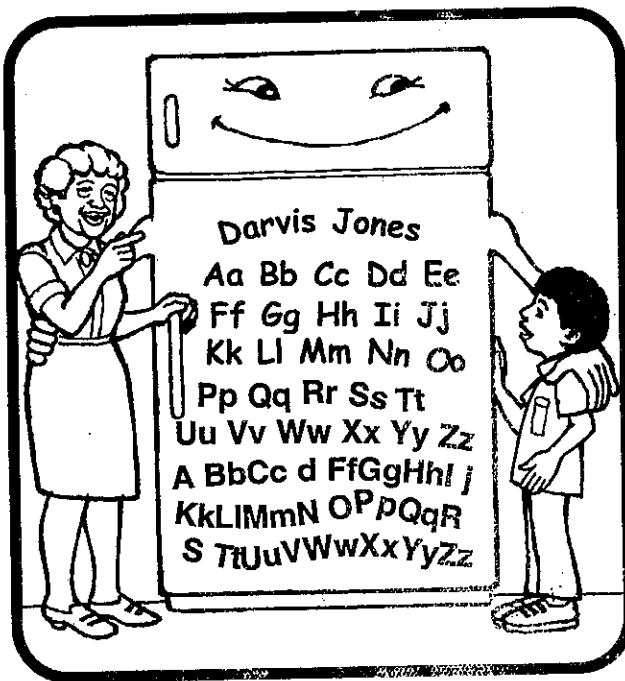
7. Learn to **spell** your name with the magnetic letters.

8. Play the **ABC order game**. (Teacher puts a letter out of order- or hides a letter. You have to find what's wrong and fix it. Now its your turn to be teacher.)

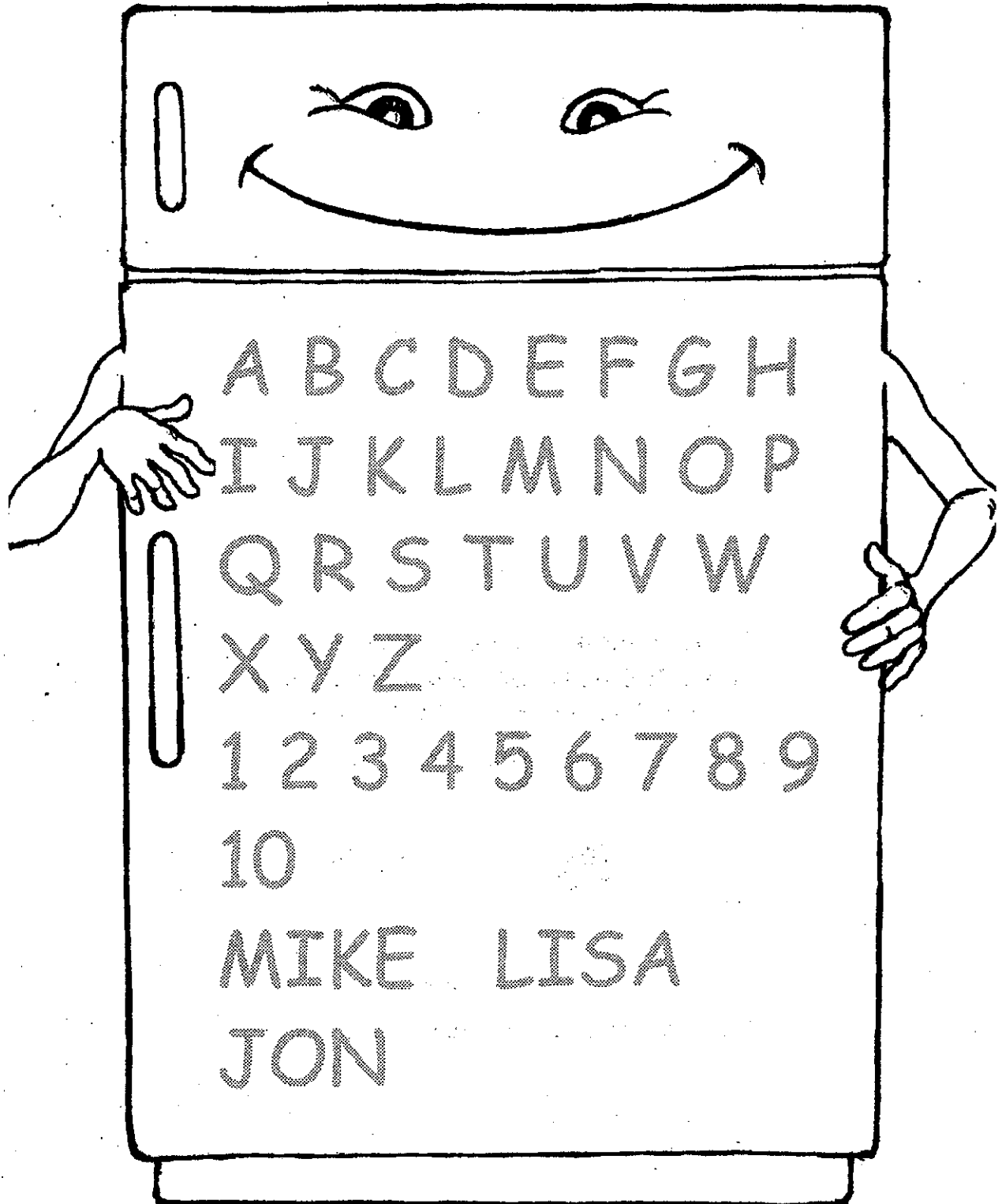
9. Learn to say or sing the whole alphabet from memory.

10. Learn to print the whole alphabet from memory (Capital letters first- then both caps and small letters).

11. There are fun alphabet computer games to play with your teacher too.



★ Ms. Freezy says: "Put your magnetic letters on my door and practice learning the alphabet. Remember, the SOUND the letter represents in a word is different than the NAME of the letter. Then try spelling words!"





★ Some pages in this book are printed on one side only. These are pages you cut out to make flash cards.



★ Color the pictures as you like. The tutor will help with the cutting, folding and pasting. Keep the finished cards in a box or envelope for practice and playing games.

★ The tutor and the student may practice together or students may practice together. Put words known in 1 pile and words still not known in another pile. Review regularly.



★ The pages printed on both sides are work pages. Leave these in the book and color and print right on them.

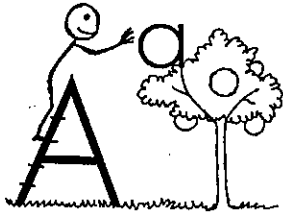
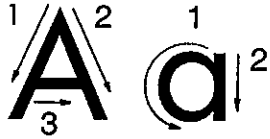
★ When you're finished with this book, you should have boxes or envelopes full of practice cards that you have made -and- a book full of completed worksheets and practice pages and printing and spelling practice and your own drawings and colored pictures. Keep all of this when you go on to the next *Art of Reading* books.



**ABCD Alphabet flash cards: to color, cut, fold, paste, play with and learn.**

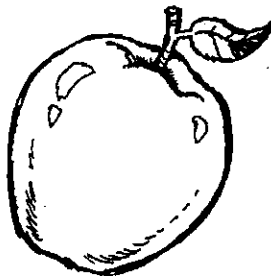
© Tutor: This page is for cutting out alphabet letter cards to practice with. Cut on the heavy solid lines and fold on the broken lines to make 4 cards (A-D). More letter-sound-printing pages follow. Teach the name of the letter and the sound it can stand for (the 1st sound of the picture icon). Use the short sound of A (as in apple) for now. Use the K sound of C for now. Do not teach *buh* or *duh* as the sound for letter B or D.

A a



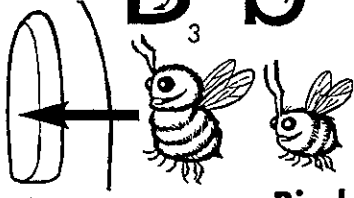
Abe ate an apple

A a a



apple

B b



Big bee and baby bee fly home.

B b



bee

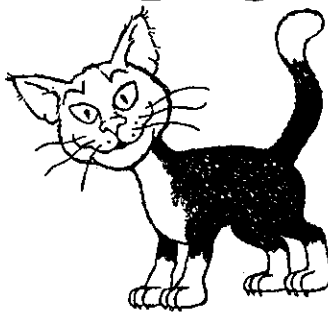


C c



cool cat

C c

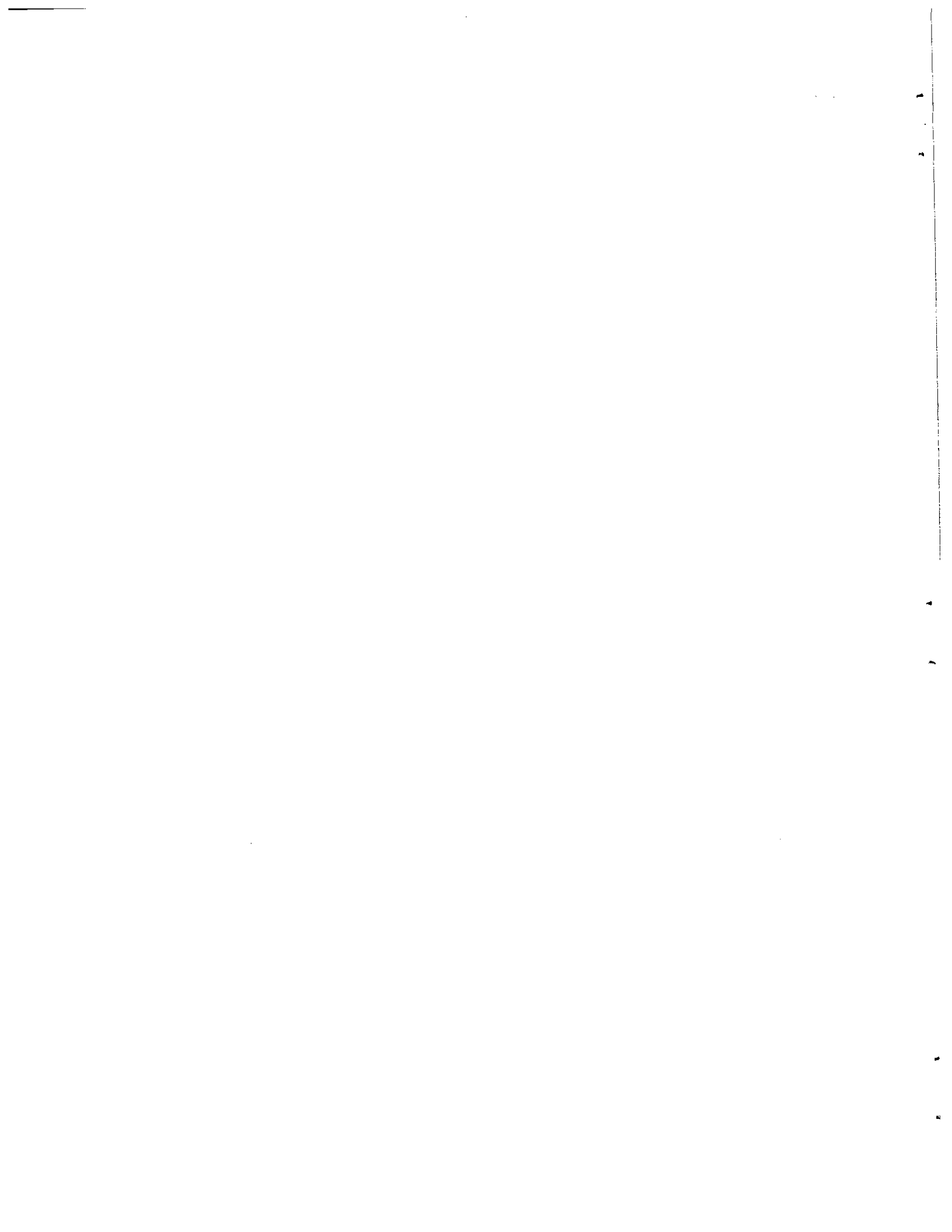


cat

D d



dog



**EFGH Alphabet flash cards: to color, cut, fold, paste, play with and learn.**

**E e**

Elephant  
sees  
Ed  
eat

**E e**

elephant

⊙ Tutor: Keep it simple at first. Just use the "short" sound of e as in elephant. If the student asks, tell e is a vowel and has several sounds including "long" e as in eat. Just use the "hard" sound of "g" as in goat. If the student asks, tell that "g" also has a "soft" sound like "j", and you find the "j" sound of "g" in giraffe, giant, and general. In the picture, the "g" fish hook entering the Goldfish's mouth is to show that the "monkey tail" on "g" goes left.

**F f**

Flag and flower

**F f**

fish

horse

Y H

**G g**

Goldfish caught by gum guy

**G g g**

goat

**H h**

House of the horse

1998

★IJKL Alphabet flash cards: to color, cut, fold, paste, play with and learn.

I i

I eat ice cream

I i

igloo

⊙ Tutors: Students should not add “uh” to J, K, L or M. (example: it’s not “luh-ion”, it’s “lion”.) Try to keep instruction simple for easier learning. But if the student asks the question - (1) “i” is a vowel and has several sounds, including the short “i” in igloo and the long “i” in ice cream. An igloo is a home made of ice where Eskimos live. (2) Capital J may wear a “cap” on top or not. You’ll see it printed both ways.

J j

The jellyfish family.  
Junior is crying.

J j

jellyfish

U O I

I I

K k

Kids kick the ball.

K k

kangaroo

L l

Leg hurt? Use a stick.

1000  
1000  
1000

**MNOP Alphabet flash cards: to color, cut, fold, paste, play with and learn.**

M m



2 Mountains  
2 mountain climbers

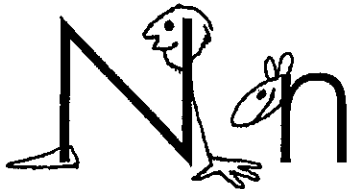
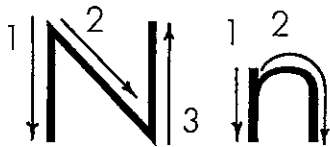
M m



mouse

⊙ **Tutors: Remember to keep it simple for easier learning.** (1) Make sure the student doesn't add "uh" to the sound of m, n, or p; it's "panda", not "puh- anda". (2) If the student asks: "O" is a vowel and has several sounds. The "short" sound o represents is the beginning sound in octopus. The "long" sound of o is the beginning sound in oval. (3) If the student asks: knees is spelled with a silent k.

N n



Needle knees Ned and his tailless dog Nubs

N n



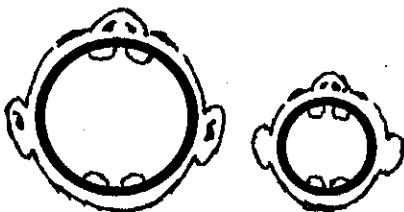
nest

ppudd



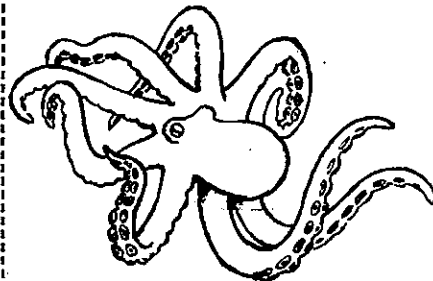
d d

O o



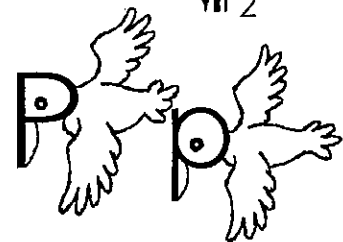
Oh! oh! Open mouths.

O o

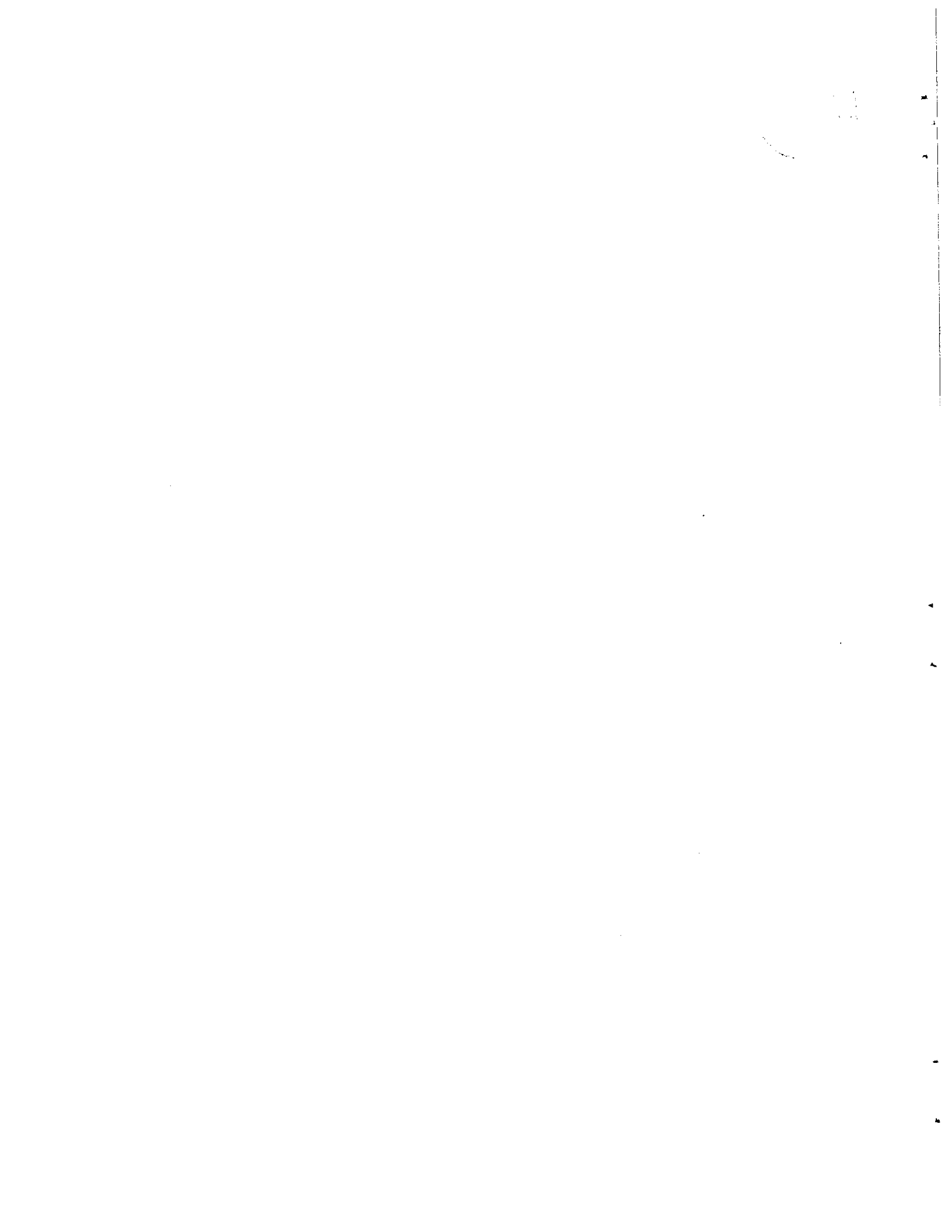


octopus

P p



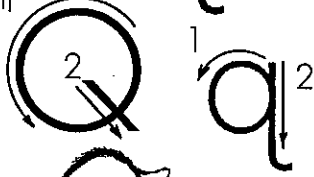
Pelicans in a pair.





★QRST Alphabet flash cards: to color, cut, fold, paste, play with and learn.

Q q q



Quiet cats

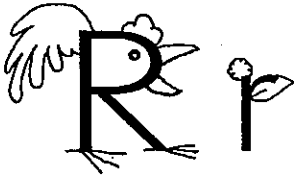
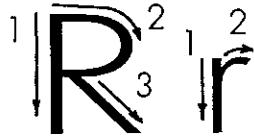
Q q q



Queen

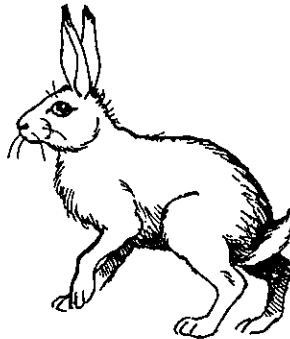
⊗ Tutors: Students learn in many ways. Keep the doors open for students to discover the strategies that best suit their style of learning. Remember to keep it simple for easier learning. (a) The “t” sound is like the ticking of a clock. (1) If the student should ask: Q never appears without the letter u following it (Queen, quiet). But “u” can appear without q (under, use). “Qu” sounds like “kw”.

R r



Rodney Rooster eats a raspberry

R r



rabbit

tiger

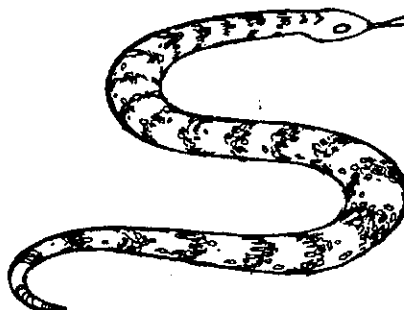


S s



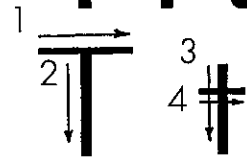
Snakes go ssssssssss!

S s

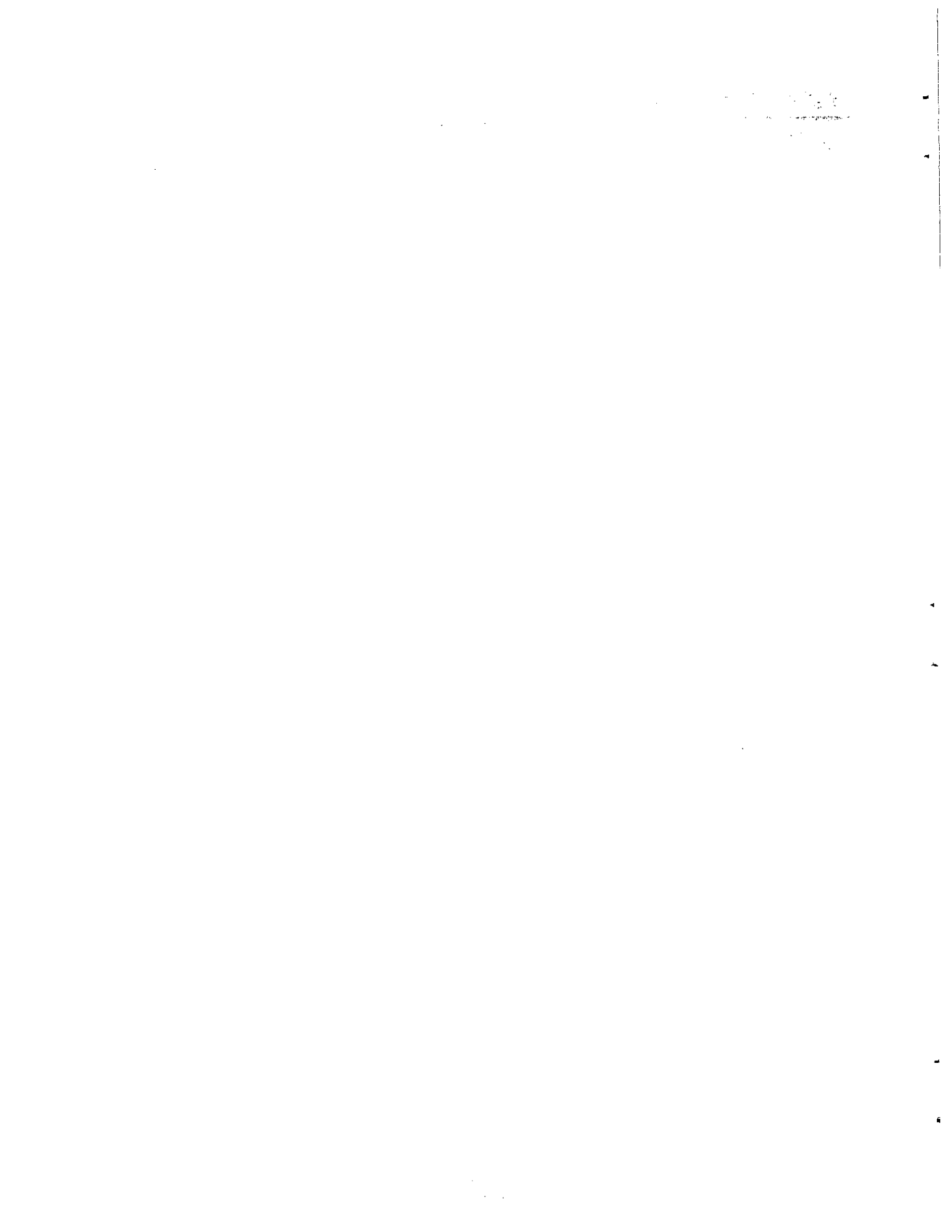


snake

T t t



Timmy Tiger sits at the table.



★UVWX Alphabet flash cards: to color, cut, fold, paste, play with and learn.

U u u

U guys under umbrellas

U u u

umbrella

⊙ Tutor: Remember to keep it simple for easier learning. But if the student should ask: (1) "U" is a vowel and has several sounds. The "u" in umbrella is the "short" sound of u. The "long" sound of u is the beginning sound in unicorn. (2) "X" has 3 sounds. (a) The "ks" sound (a kiss without the ih) at the end of fox; (b) the X letter name sound in X-ray; and (c) the "Z" sound in xylophone and Xerxes.

V v

Valleys between Volcanoes

V v

volcano

x of

X X

W w

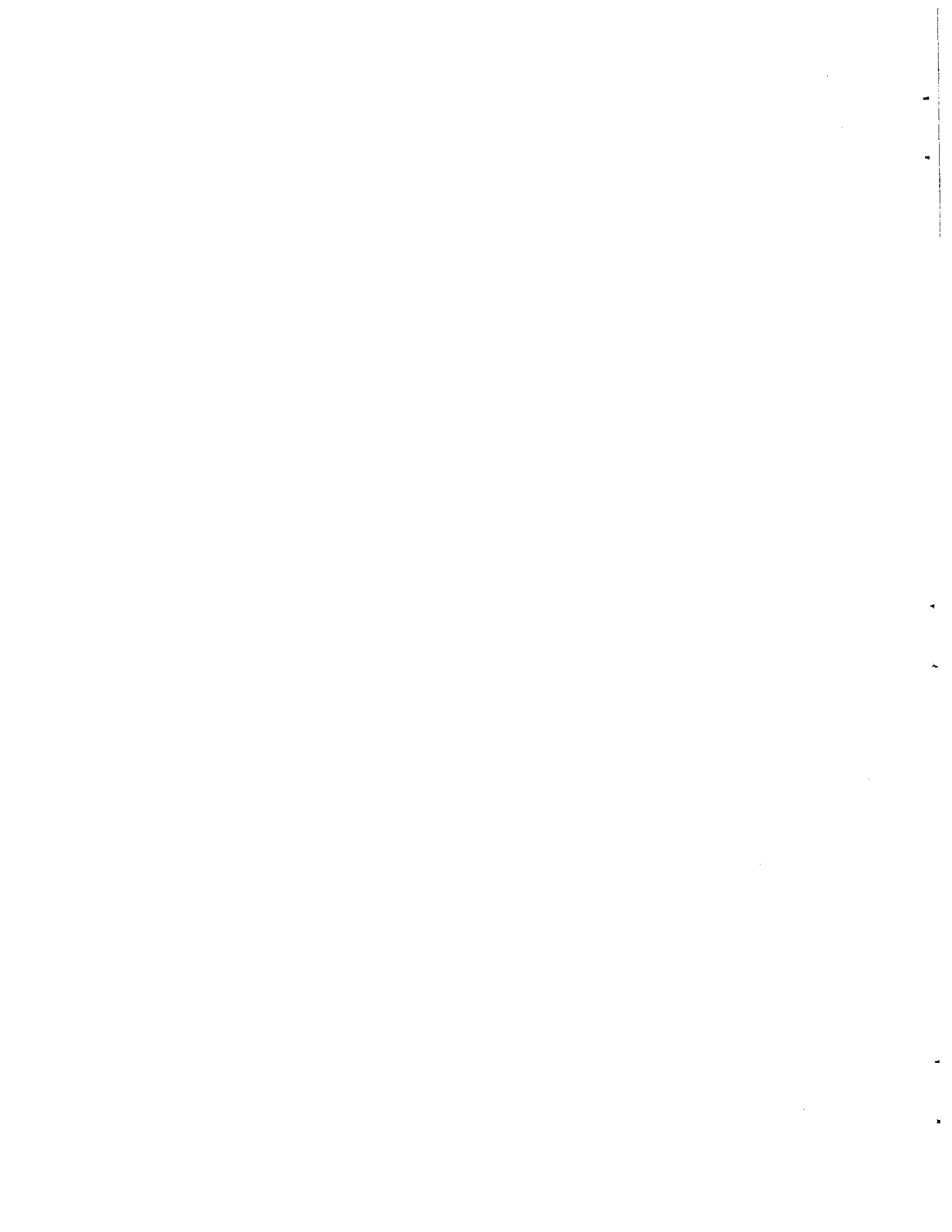
Wart Hog rides the waves.

W w

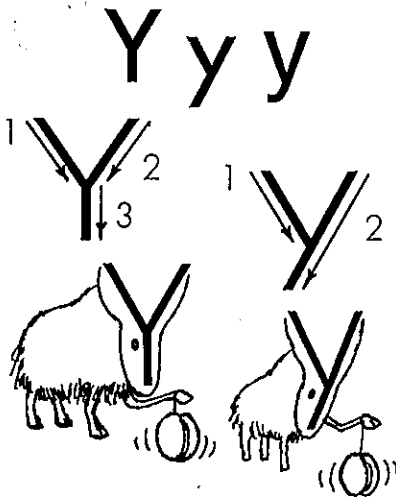
wart hog

X x

The fox in the box has rocks in his socks.



★YZ Alphabet flash cards: to color, cut, fold, paste, play with and learn.



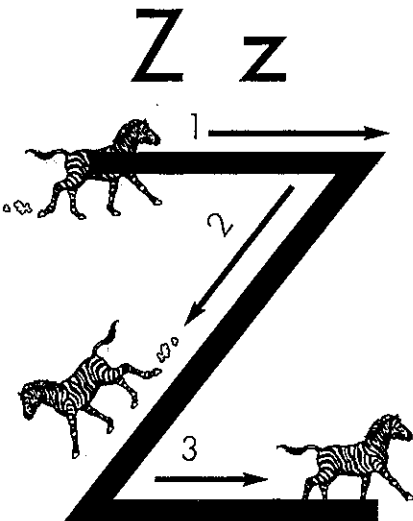
Yaks with yo-yos go  
yakity-yakity-yak

Y y y



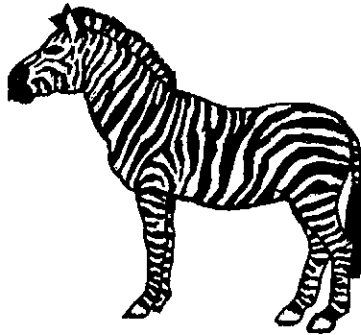
yak (yakity yak)

⊗ Tutor: Remember to keep it simple for easier learning. Wait till the student learns the letters before you introduce the concept of vowels and consonants. But if the student should ask: "Y" can represent several sounds. At the beginning of words or syllables it is a consonant and sounds like "Ee" in Yak and Yo-Yo. Elsewhere in words or syllables it is a vowel and can sound like long i (my) or long e (baby).



Zebras go zig-zag

Z z



zebra

Y  
and sometimes  
S T V W X Z  
k l m n p q r  
b c d f g h i  
consonants.  
Letters that are  
not vowels are  
consonants.

These letters are called

vowels

The letters are:

a e i

o u

and usually

y

vowels

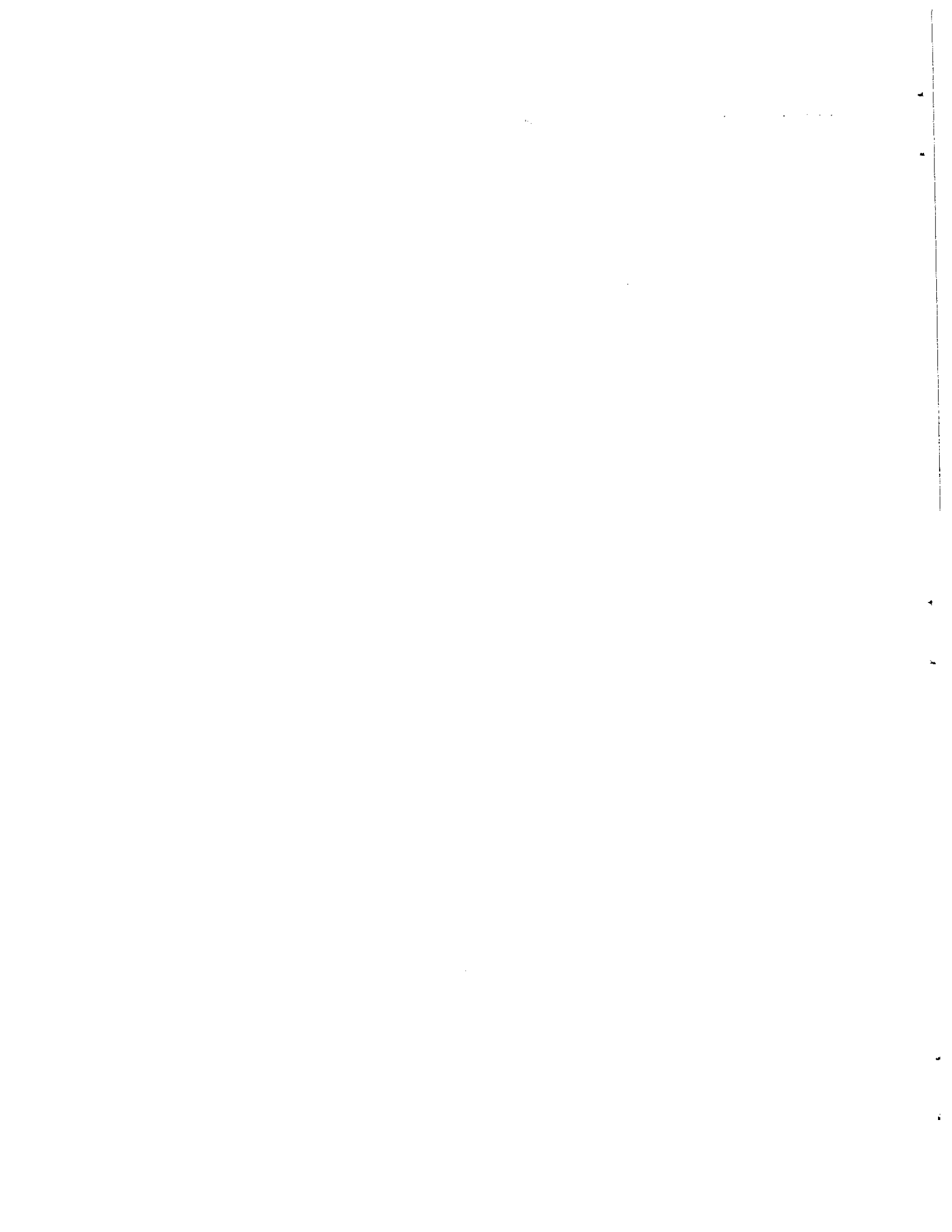


If you can sing the lettersound with your mouth wide open, and teeth or tongue or lips don't get in the way, its a vowel sound.

consonants



If your teeth or tongue or lips or throat get in the way when trying to sing the letter sound, its a consonant.



# Vowels and Consonants

This is the alphabet. 26 letters

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

These letters represent vowel sounds.

a e i o u and usually y

These are the consonants y is a consonant when it's at the beginning of a word or syllable.

b c d f g h j k l m n p q r s t v w x y z



**Vowels:** Vowel letter sounds are sounds you can sing out with your mouth wide open like an opera singer and your tongue or teeth or lips don't get in the way.



**Consonants:** Consonant letter sounds are sounds you can't sing out from a wide open mouth because your lips or teeth or tongue or throat get in the way.

The **SHORT** Vowel sounds are:

**a**



apple

**e**



elephant

**i**



igloo

**o**



octopus

**u**



umbrella

★ You learned the short vowel sounds with the alphabet letter cards.

The **LONG** Vowel sounds : each letter says its own name.

**a**



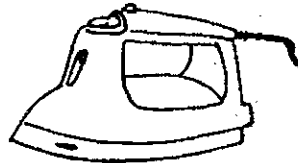
ape

**e**



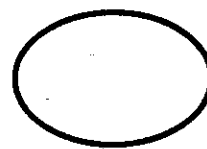
eel

**i**



iron

**o**



Oval

**u**



unicorn

★ You will learn and use the long vowel sounds later.


★ Don't confuse the name of a letter with the sound it represents.

# The SOUNDS of the CONSONANTS


**B** bee



**C** cat  
like **K**




**C** like **S** circle



**D** dog



**F** fish



**G** goat




G has 2 sounds: G like goat-

C has 2 sounds. C sounds like K or S.


**G** giraffe  
like **J**



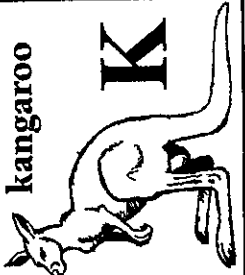
**H** horse



**J** jelly-fish




kangaroo **K**



**L** lion




**M** mouse



U - and G like J in giraffe.


**N** nest




**P** panda



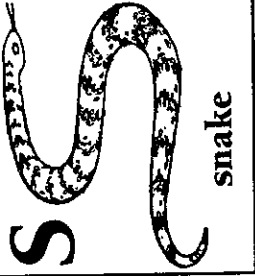
**Q** queen




rabbit **R**



**S** snake




**T** tiger



q always has u along


**V** volcano



**W** wart hog



fox **X**



**Y** yak



zebra **Z**



Y at the beginning of a word or syllable is a consonant. Otherwise, it is a vowel. It is usually a vowel.

X can also sound like Z.



# Vowel Man

A E I O U and usually Y

If you can sing a letter sound with your mouth wide open and your tongue or your teeth or your lips don't get in the way, then the letter is a vowel.



Vowel Man can sing the vowel sounds with his mouth wide open because his tongue or his teeth or his lips don't get in the way!

# Consonant Man

BCDFGHJKLMNPQRSTVWXY (at the beginning of words) Z  
You can't sing these letter sounds without your tongue or your  
teeth or your lips getting in the way!



Consonant Man can't sing the letter sounds with his mouth wide open because his tongue or his teeth or his lips get in the way!

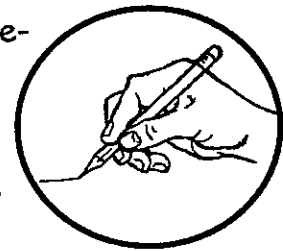


## ★ The Art of Reading: Drawing Letter Sound Words

The next pages present the sounds of letters as they appear in words. Then students draw things (words) which contain that sound. Students also practice printing the letter in both capital and small case, so that the drawing box usually contains printed letters and things that start with that letter. The drawing of sound-related letters and pictures is a great way to

Develop the alphabetic principle of certain letters indicating certain sounds in reading and spelling. It is assumed that students have already used the letter-sound iconcards presented on pages 7-13. Here are several things to be aware of:

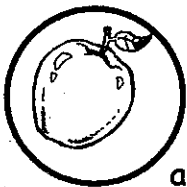
**1. Printing:** Most children will already have developed a preferred hand, and that handedness is usually appropriate. However, make sure the pencil is held in a tripod grip which includes (1) the pencil point, (2) little fingers, and (3) the heel of the hand. Trace over and practice strokes for the letters. Encourage the student to copy words.



### **2. The letter name and the sound the letter represents:**

Make clear that the name of a letter is different than the sound a letter represents. For example:

The name of the letter is **A** like you'd say it when reciting the alphabet or singing the alphabet song.



The sound letter **A** represents is the sound at the beginning of apple (the sound-icon picture) or the sound a sheep makes (b-aaaa, b-aaaa). (We'll do other a sounds later.) Also try to keep students from adding extra consonant sounds to consonants- like adding *uh* to *b* to make *buh*. (It is not a *buh-at*. It's a *bat*.)

### **3. Sounds at the beginnings of words:**

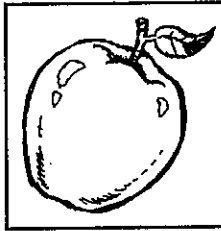
The first row of pictures on a letter page shows things that **begin** with the targeted letter sound. The second row of pictures shows things that contain the letter sound, but elsewhere than at the beginning. The second row is meant to help the kids learn to examine the whole word, and not just the first letter of a word. However, if a student finds this confusing, then just concentrate on beginning sounds for now.

**4. Keep it fun!** Have fun thinking about letter-sound words you can put in the drawing box. If a student chooses a word with a different initial sound, call their attention to the letter-sound their choice begins with so it becomes a learning activity- then restimulate them to think of a word that begins with the target letter. Try to get the student to routinely print some target letters in the box along with the drawings of words with the target letter sound. A drawing of the letter-sound picture icon (example: a tiger for the T sound) can be a great reinforcer. Praise liberally!



# ★ The Short Vowel Sound of Aa:

© Dave Schluenz 2002



Letter A stands for many A vowel sounds you can sing. We will learn the short vowel sound of A for now. The short vowel A sound is like the a at the beginning of apple, or sounds like the aa in the baa of sheep.



☆ Can you hear the short vowel A sound at the beginning of these words?



Apple



Alligator



Axe



Anchor

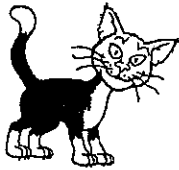


Ant



Antlers

☆ Can you hear the short vowel A sound in these words?



cat



bat



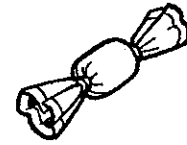
can



hat

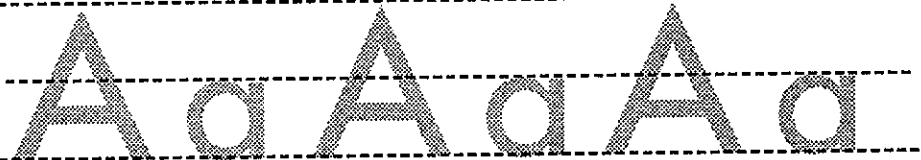


hand



candy

☆ Is there a short vowel A sound in your name? (The tutor will help with this.)

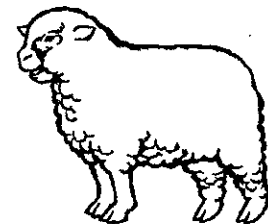


☆ Can you print the capital (large) and the small case (little) a? Always start at the top of the letter and draw your pencil or pen down. Your tutor will show you how to hold your pencil in the tripod grip to help you print. Trace over the lightly shaded letters above. Make the strokes in the order shown. You will practice printing Aa more on the next page.

☆ Are you right-handed or left-handed?

☆ Now can you draw a picture of something that has a short A vowel sound? You decide what it will be. How about one of the things pictured on this page? Or how about a man? A rat? A fan? A tack? A pan? Some sand? A cap? A dad? A champ? A flag? A map? A mask? Some grass? A van? Another short a vowel word? You decide what short a thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

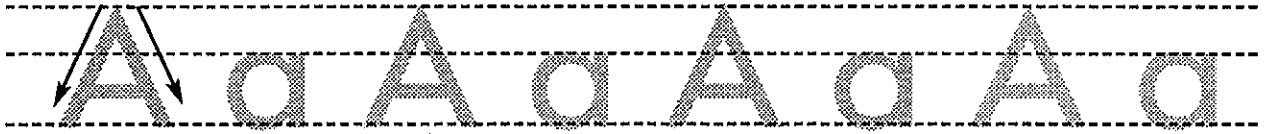
baaa - baaa - baaa



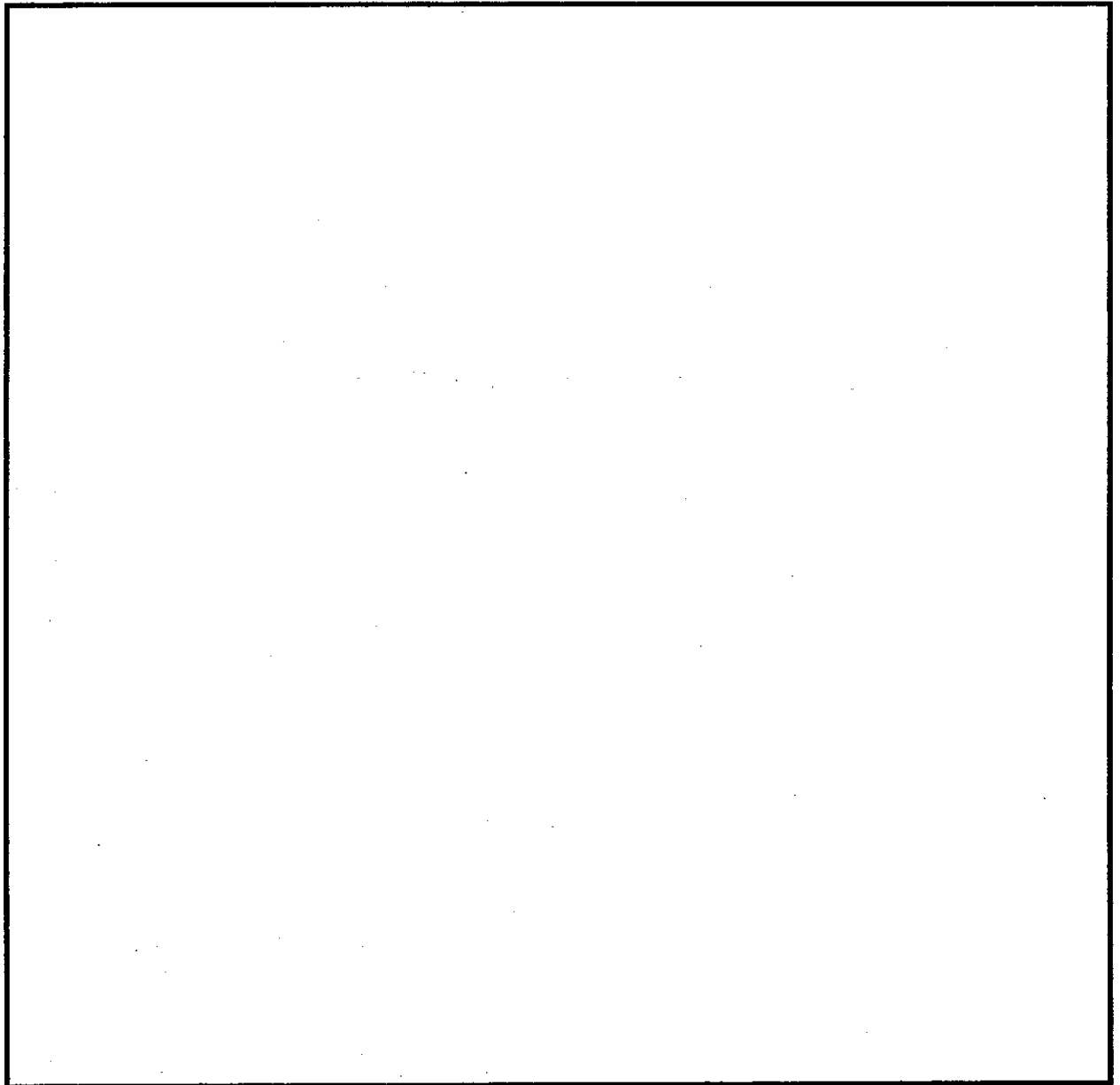
Hear the sheep make the short a sound after the b? baa- baa

★ The Short Vowel Sound of Aa: (continued from previous page).

☆ Practice printing letter A below.



☆ Now draw a picture of something that has a short a vowel sound.



# ★ The Sound of Consonant Bb:



Letter B has one sound. Do not add a vowel sound to make the B sound. The sound is "b", not "buh". The consonant B sound is like the b at the beginning of bee, or sounds like the b sound a fish can make under water.



★ Can you hear the consonant B sound at the beginning of these words?



Bee



Bunny



Bed



Bat



Bow



Bug



Book

★ Can you hear the consonant B sound in these words?



baby



bubbles



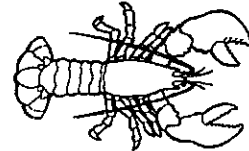
table



tub

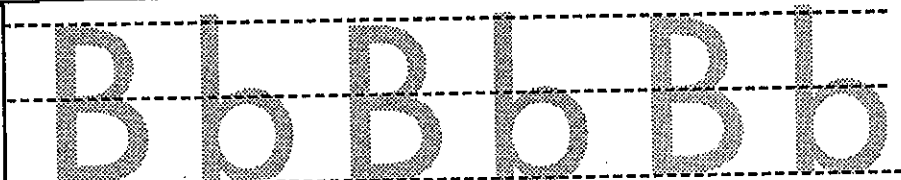
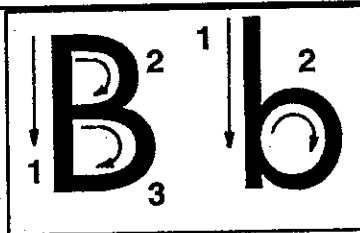


crab



lobster

★ Is there a consonant b sound in your name? (The tutor will help with this.)

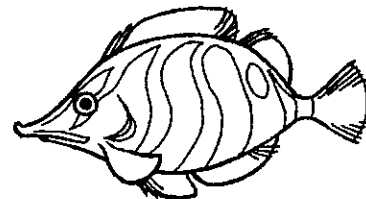


★ Can you print the capital (large) B and the small case (little) b? Always start at the top of the letter and draw your pencil or pen down. Your tutor will show you how to hold your pencil in the tripod grip to help you print. Trace over the lightly shaded letters above. Make the strokes in the order shown.

★ Are you right-handed or left-handed?

★ Now can you draw a picture of something that has a consonant b sound? You decide what it will be. How about one of the things pictured on this page? Or how about a bear? A ball? A bike? A bird? A boat? A boy? A butterfly? A beach? A beast? A crib? A sub? A cab? A cub? Another consonant b word? You decide what b thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

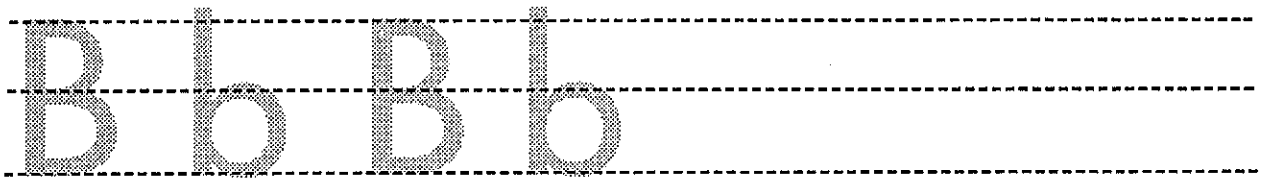
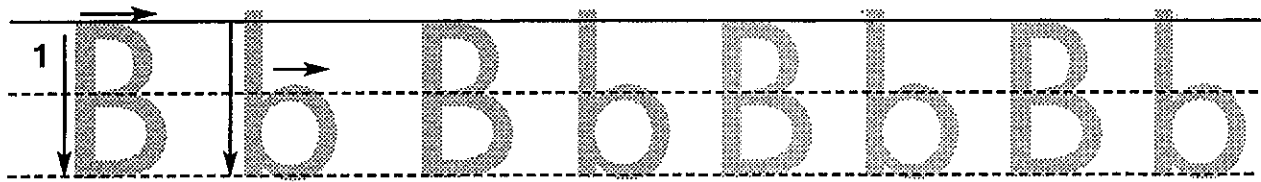
"b" "b" "b" "b"



The fish does not go "buh" "buh" "buh".  
The fish goes "b" "b" "b".

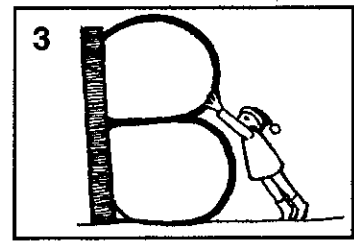
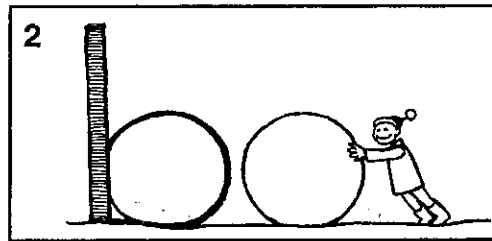
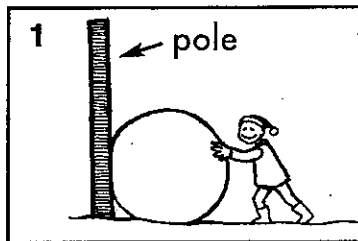
★ The Consonant of Bb: (continued from previous page).

☆ Practice printing letter Bb below.

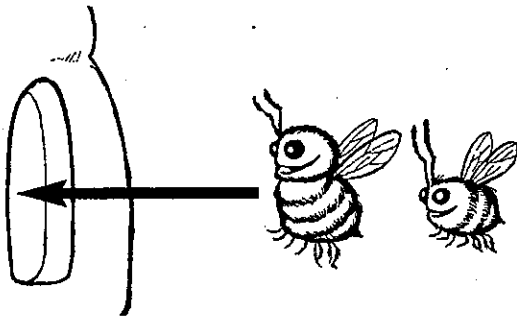


☆ Remember. The circles on letter Bb are on your right side of the pole. Here are some ways to help you remember "B right" (Be right).

☆ Remember. The snowballs pile up **right** (upright).



☆ Remember. The bees fly **right** back to the hive. (Circles are on the **right** of the pole.)



**B b**

The Bees look like B's.  
The circles are on the right side of the Bb pole.

☆ Some people confuse b and d. Remember. The direction you read is from left to right. →



Your Left Hand

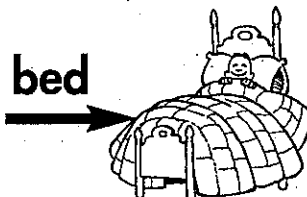
**b**

This is your left side. Your hand makes the B circles on the right side of the pole.

**Put your thumbs in the air for the b and the d.**

Make a bed from b-d and stick up your thumbs to remind you what side to put the circles for b and d.

**bed**



**d**

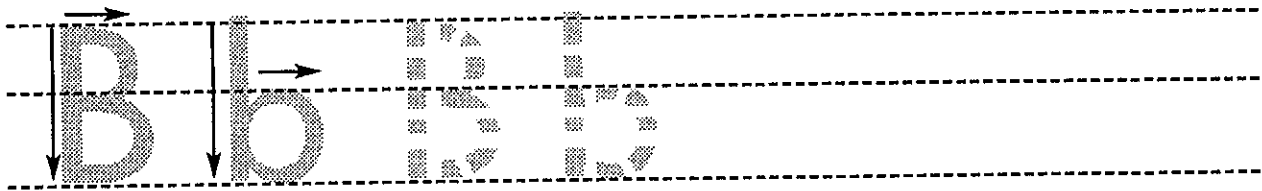
This is your right side. Your hand makes the d circle on the left side of the pole.



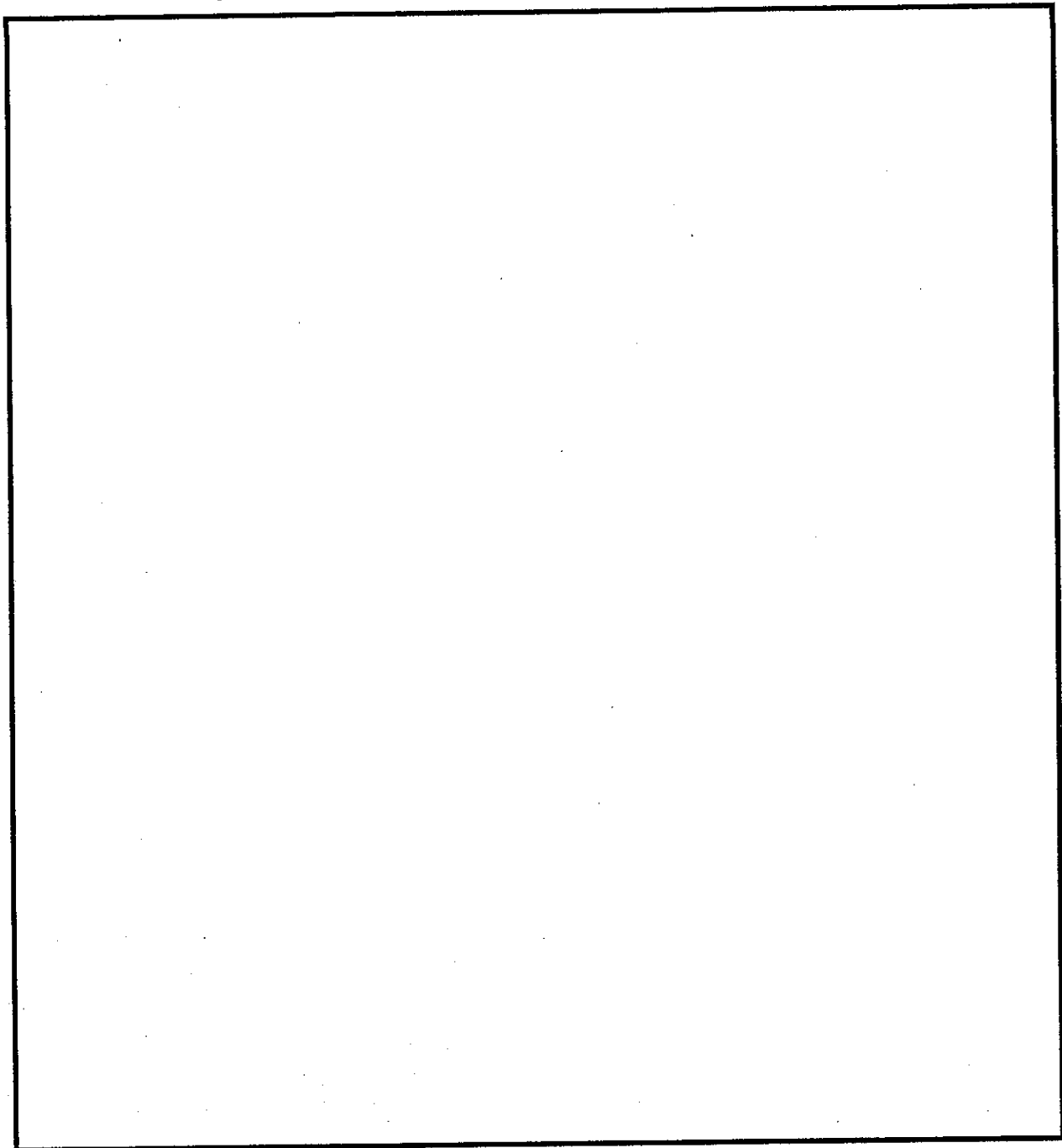
Your Right Hand

★ The Consonant of Bb: (third page of 3)

☆ Practice printing letter Bb below.

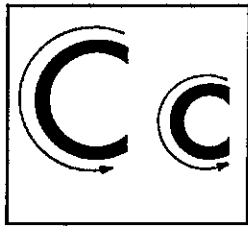


☆ Now draw a picture of something that has the B sound.

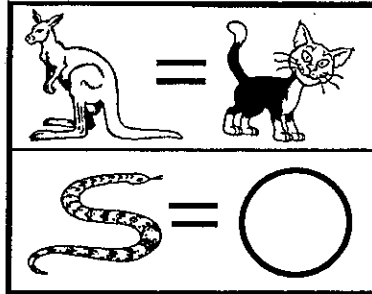




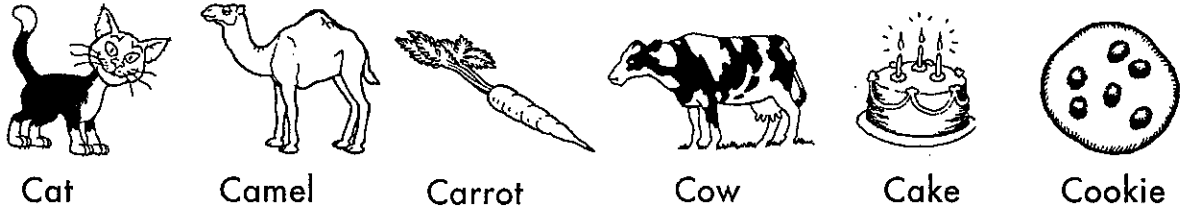
# ★ The 2 Sounds of Consonant Cc:



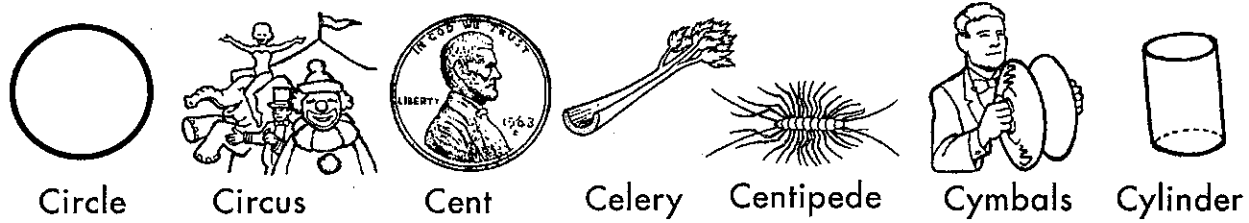
Letter C borrows the sounds of K (called the "hard" sound of c -as in cat) and S (called the soft sound-as in circle). So the K of kangaroo is the icon for the c of cat, and the S of snake is the icon for circle.



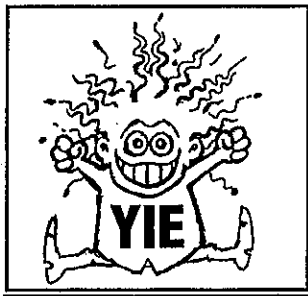
★ Can you hear the hard K sound of letter C at the beginning of these words?



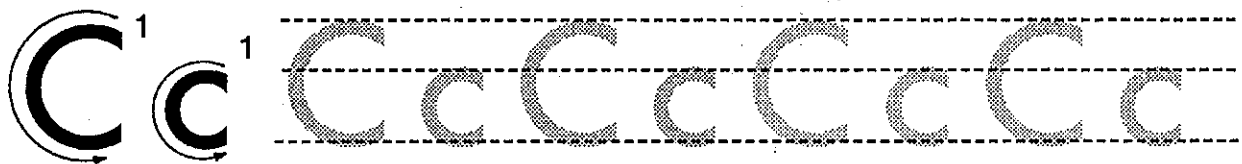
★ Can you hear the soft S sound of letter C at the beginning of these words?



★ How can you tell if the C is hard like K or soft like S when you read it?



The **YIE GUY** can help. If the C is followed by **Y, I, or E** the C usually has the soft **S** sound. (Look at the "soft S sound of C words" above and see if this isn't true.) If the C is followed by some other letter other than **Y, I, or E**, the C is usually the hard sound of **K**. (Look at the hard K sound of C words above to see if this isn't true.) So use the **YIE GUY** to help you know if the C is hard (K) or soft (S).

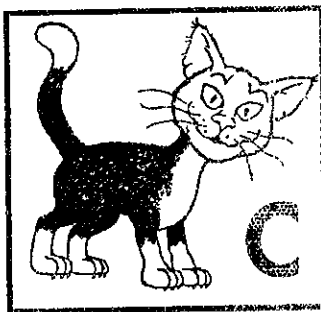


★ Can you print capitol (large) and small case (little) C? They are easy. Always start at the top. Always make the C counter-clockwise (opposite the way the hands move on a clock). Trace these letters.  
 ★ Is there a C sound in your name? Is the C sound spelled with a C or K or S?  
 ★ The picture icons for letter C sound are a Cat or Kangaroo (hard cough sound of K as in cat) and a Snake or Circle (soft s-s-s sound of S in circle).

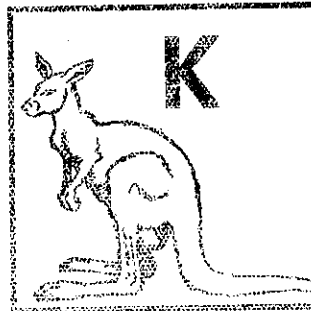


# ★ Letter C has no sound of its own!

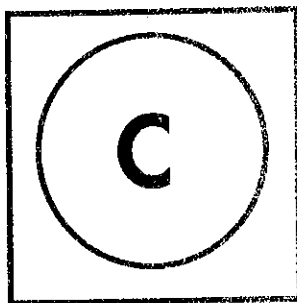
Letter C has to borrow sounds from letter K and letter S.



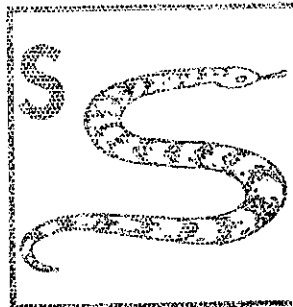
To be the C of CAT, letter C has to borrow the sound of K from KANGAROO.



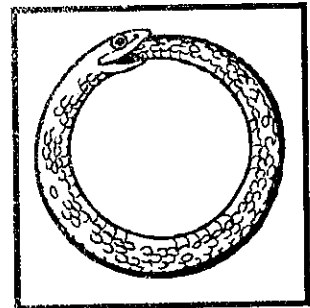
The K of KANGAROO and the C of CAT go together.



To be the C of CIRCLE, letter C has to borrow the sound of S from SNAKE.



The C of CIRCLE and the S of SNAKE go together.



## Why doesn't letter C have its own sound?

One letter didn't always listen to the teacher at letter school. He liked to daydream. Now, daydreaming can be a nice thing. But a student has to learn how to pay attention to what the teacher says, and this little student letter hadn't learned how to do that yet.

One day, the teacher announced to the class, "Be sure all of you get to class on time tomorrow, because I am going to give each of you 26 students your letter name."

Well, all of the students listened to the teacher and all of them remembered to get to class on time and the teacher gave each student their letter name: A, B... and our little boy was named letter C... and the teacher went on giving the students their letter names... D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y and Z. All the letters were happy with their names.

The next day, the teacher announced to the class, "Be sure all of you letters get to class on time tomorrow, because we are going to do something very important." But letter C was daydreaming, and didn't pay any attention to what the teacher said, and didn't hear the announcement.

The next day, as soon as the school bell rang, the teacher announced, "Today all of you student letters will be given the sound you will have forever. When I call your name, each student letter come forward and receive your sound." The students were all very excited. This was the day they had been waiting for.

But letter C wasted time and was late for school. Letter C didn't know the teacher was giving the letters their sounds. By the time letter C arrived at class, all of the sounds had been given out. There were no sounds left for letter C.

When letter C learned what had happened, tears began to flow. "I should have listened to my teacher!" sobbed letter C. "Now I don't have a sound."

The rest of the class liked letter C and felt bad this had happened.

Letter K raised her hand. "You can borrow my sound whenever you want to," she said.

Letter S raised his hand. "You can borrow my sound too," he said.

"That is very nice of you," said the teacher. And letter C was very happy. And that is how letter C has no sound of its own, but gets to borrow the sound of letter K and the sound of letter S.






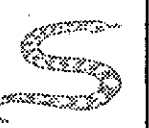
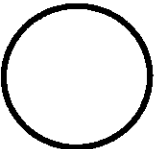













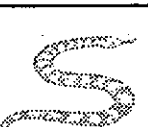


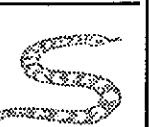


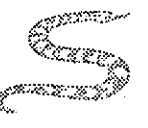



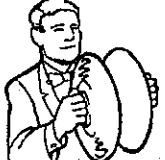

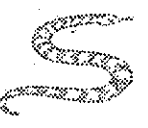


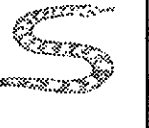
And that is how letter C learned to pay attention in school.

# ★ The 2 Sounds of Consonant Cc:

© Dave Schluenz 2002



★ Can you tell HARD C (like the K sound in cat) from SOFT C (like the S sound in circle)? Check if you hear a HARD K or SOFT S sound below.

C Word	Hard C like K ?	Soft C like S	C Word	Hard C like K	Soft C like S
1  cat	 Hard C like K ?	 Soft C like S ?	7  cup	 Hard C like K ?	 Soft C like S ?
2  circle	 Hard C like K ?	 Soft C like S ?	8  circus	 Hard C like K ?	 Soft C like S ?
3  camel	 Hard C like K ?	 Soft C like S ?	9  crow	 Hard C like K ?	 Soft C like S ?
4  cent	 Hard C like K ?	 Soft C like S ?	10  celery	 Hard C like K ?	 Soft C like S ?
5  cake	 Hard C like K ?	 Soft C like S ?	11  can	 Hard C like K ?	 Soft C like S ?
6  cymbals	 Hard C like K ?	 Soft C like S ?	12  coyote	 Hard C like K ?	 Soft C like S ?

★ Tutors: This is a teaching tool. Make sure they get it right, but help as little as possible.

# ★ The YIE GUY

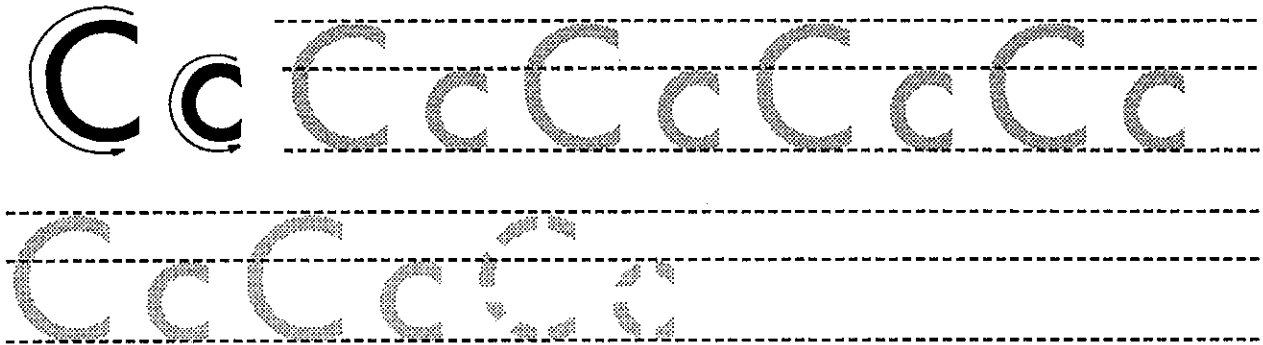


★ When letter *C* is followed by the vowels *Y*, *I*, or *E*,  
then the *C* borrows the sound of letter *S* :  
cycle, city, center.

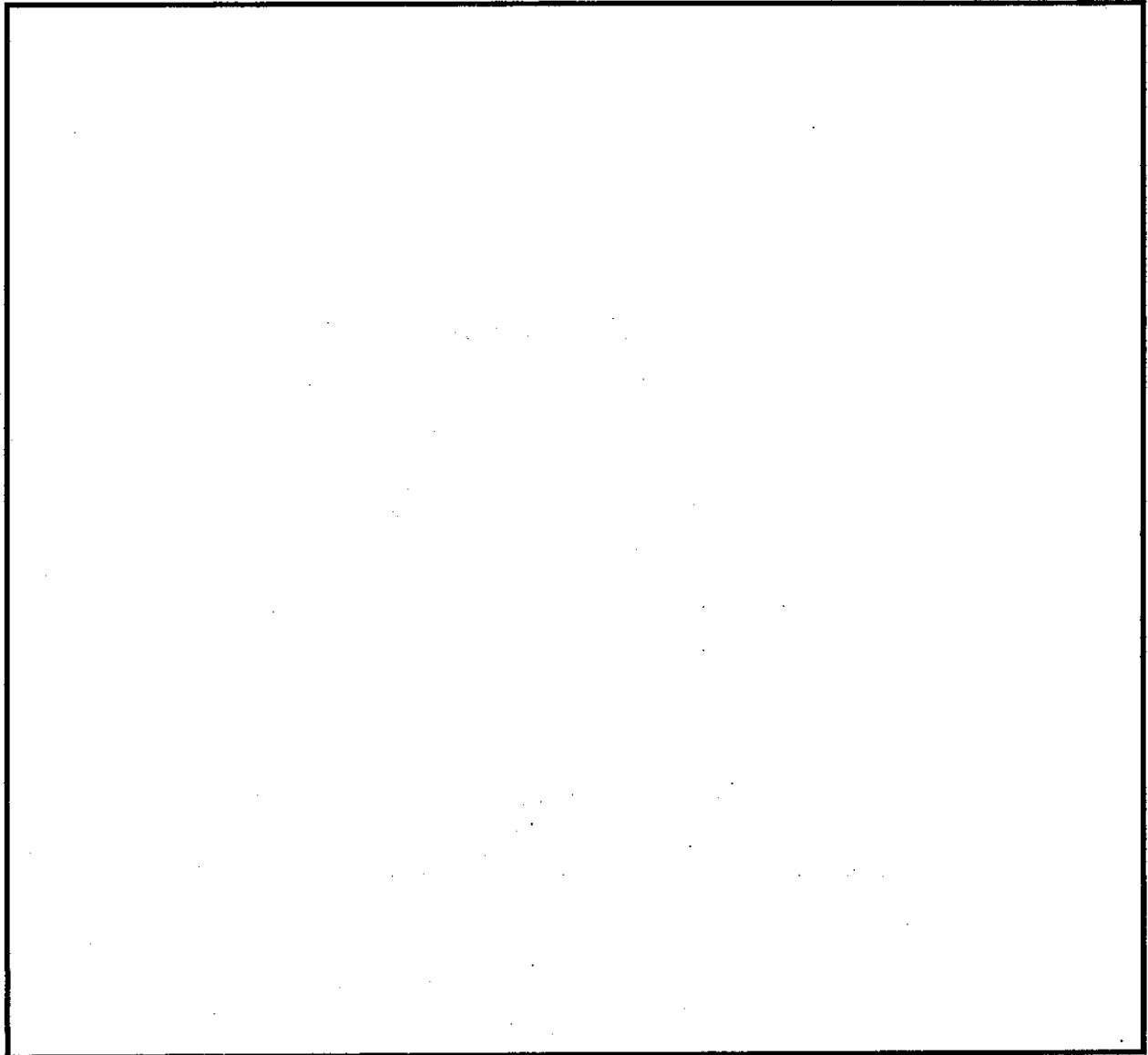
When letter *C* is not followed by the vowels *Y*, *I*, or *E*,  
the letter *C* borrows the sound of *K* :  
cat, cold, cut

★ The 2 Sounds of Consonant Cc:

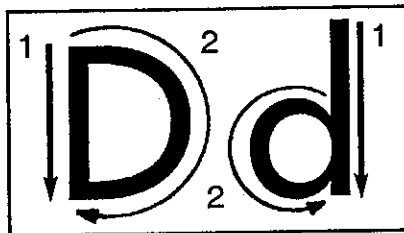
★ Practice printing letter C.



★ Now draw a picture of something that has the C sound. It can be the hard C sound of K (as in cat) or the soft C sound of S (as in circle). You choose.



# ★ The Sound of Consonant Dd:



Letter D has one sound. Do not add a vowel sound to make the D sound. The sound is "d", not "duh". The consonant D sound is like the d at the beginning of dog, or sounds like the d-d-d sound a woodpecker makes.



★ Can you hear the consonant D sound at the beginning of these words?



Dog



Dolphin



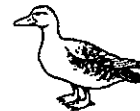
Dragonfly



Do-Do bird



Donut

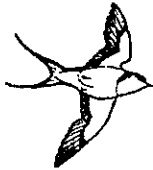


Duck



Deer

★ Can you hear the consonant D sound in these words?



bird



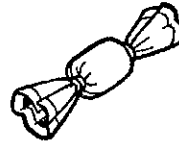
Dad



panda



bed



candy

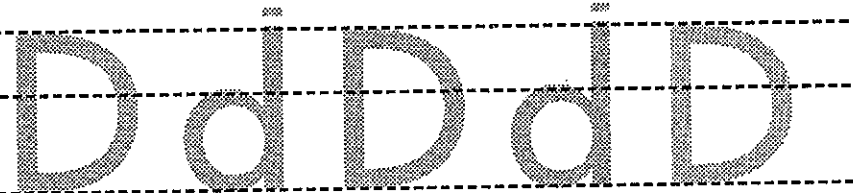
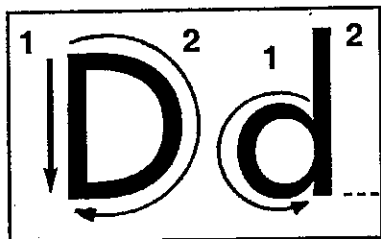


dime



kid

★ Is there a consonant d sound in your name? (The tutor will help with this.)



★ Can you print the capital (large) D and the small case (little) d?

★ Some people get b and d confused. If this happens, tell them to stick out their hands and point their thumbs in the air. Then think of bed. The fingers make the letter circles.



Put your thumbs in the air  
for the b and the d  
and then  
think of bed.



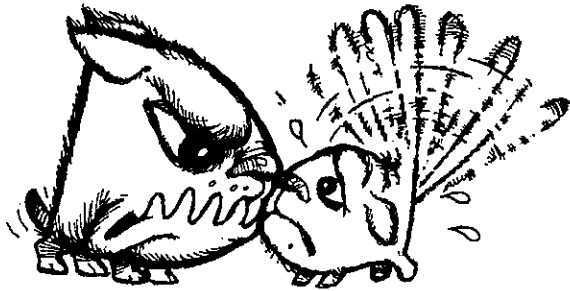
d-d-d-d-d-d-d-d-d-d



The woodpecker pounds the tree with its beak.

# ★ The Sound of Consonant Dd:

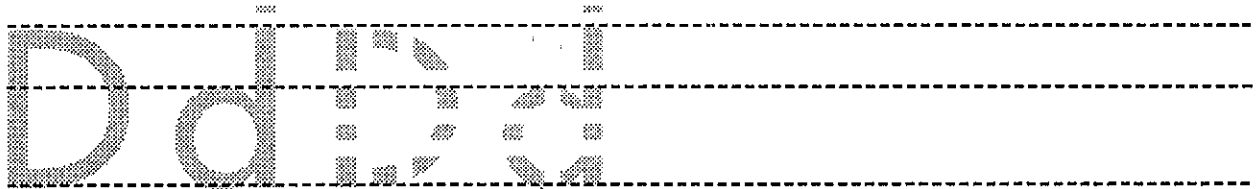
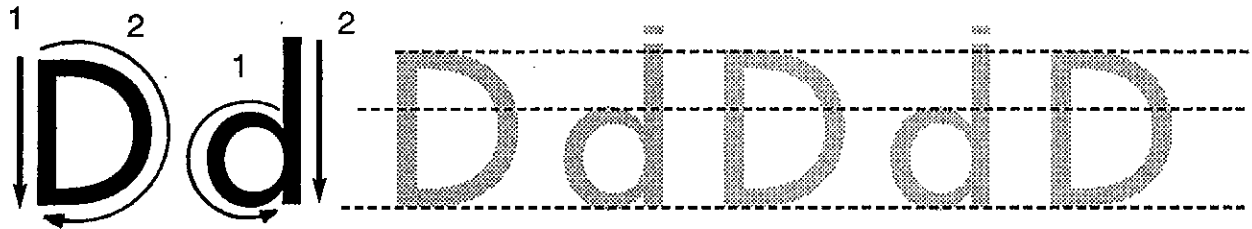
☆ Here's another way some folks remember how to make the capital D and small d.



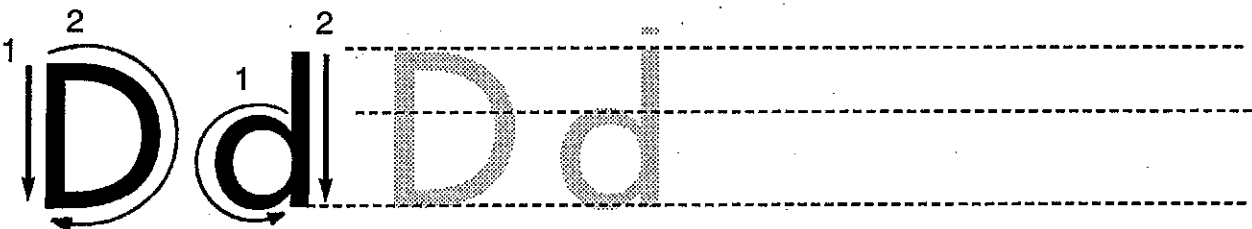
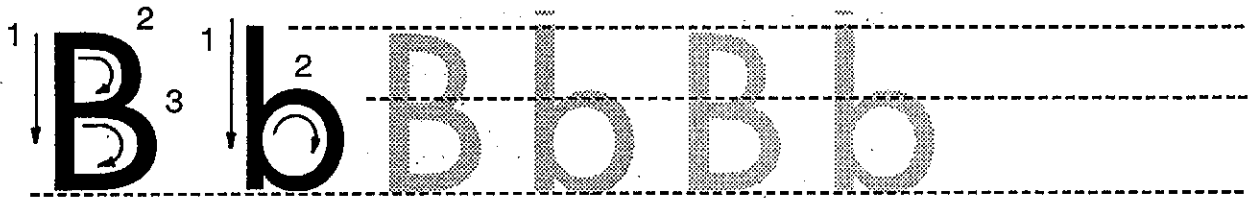
# Dd

## Dueling Dogs

The big dog capital D is trying to pick a fight with the little dog small d. See how the 2 curved parts face each other?

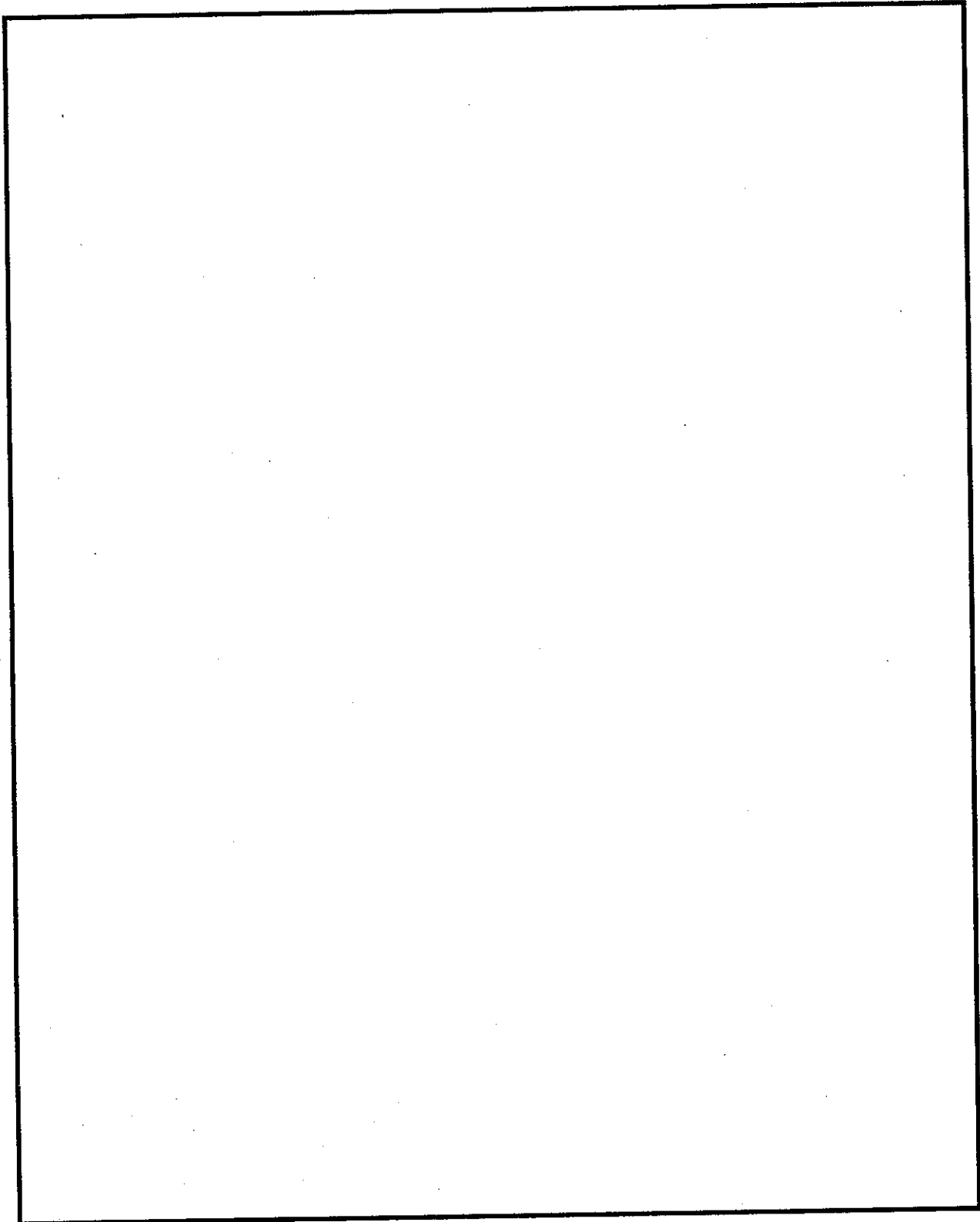


☆ Now see if you can do both Dd and Bb without any problems.



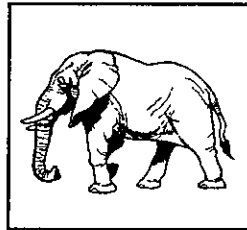
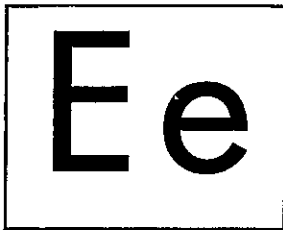
## ★ The Sound of Consonant Dd:

☆ Now draw a picture of something that has a D sound. You can copy any of the Dd word pictures or choose a word of your own. How about a *dog*? A *dragon*? A *Panda*? A *dollar* bill (with *your* face on it)? A *dinosaur*? A *doll*? A *dream*? A *toad* on a *sled*? You *decide*.





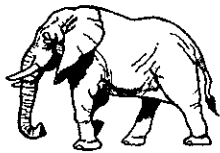
# ★ The Short Vowel Sound of Ee:



Letter E stands for many E vowel sounds you can sing. We will learn the short vowel sound of E for now. The short vowel E sound is like the a at the beginning of elephant, or sounds like the eh? when someone can't quite hear what you say.



★ Can you hear the short vowel E sound at the beginning of these words?



Elephant



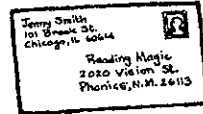
Egg



Elm



Elbow



Envelope



Edge

★ Can you hear the short vowel E sound in these words?



net

ten



bed



jet

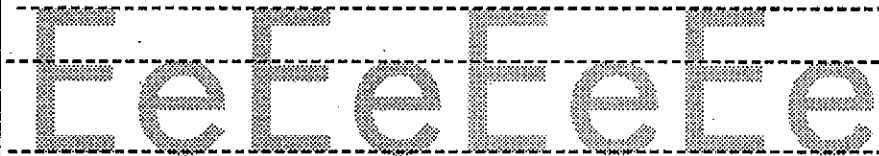


pen



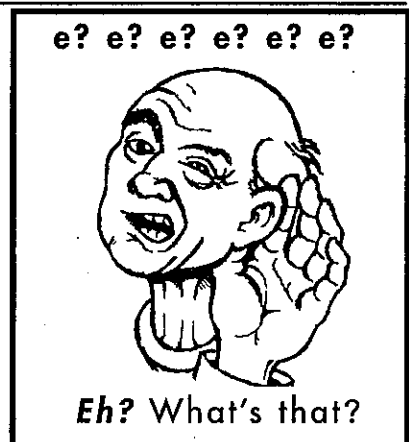
cent

★ Is there a short vowel E sound in your name? (The tutor will help with this.)



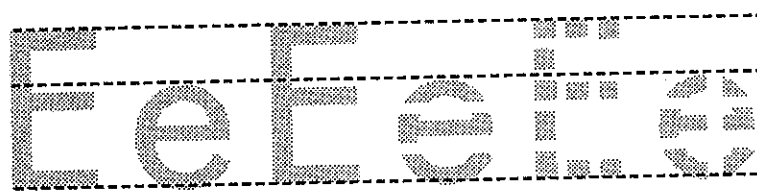
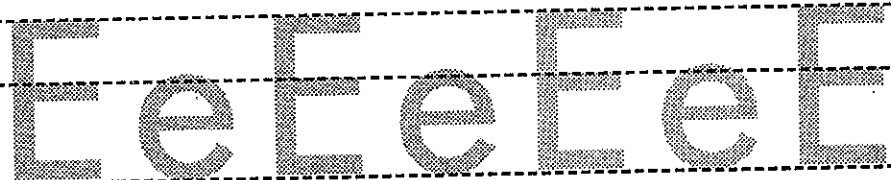
★ Can you print the capital (large) and the small case (little) E? Always start at the top of the letter and draw your pencil or pen down. Your tutor will show you how to hold your pencil in the tripod grip to help you print. Trace over the lightly shaded letters above. Make the strokes in the order shown. You will practice printing Ee more on the next page.

★ Now can you draw a picture of something that has a **short E** vowel sound? You decide what it will be. How about one of the things pictured on this page? Or how about an elf on a sled? A pet at the Vet? An elephant in bed? A desk? A hen on the fence? A bell? A shell? A tent? A web? A vest? A pet with 6 legs and no neck? A wreck? Some other **short vowel e** word? You decide what **short e** thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

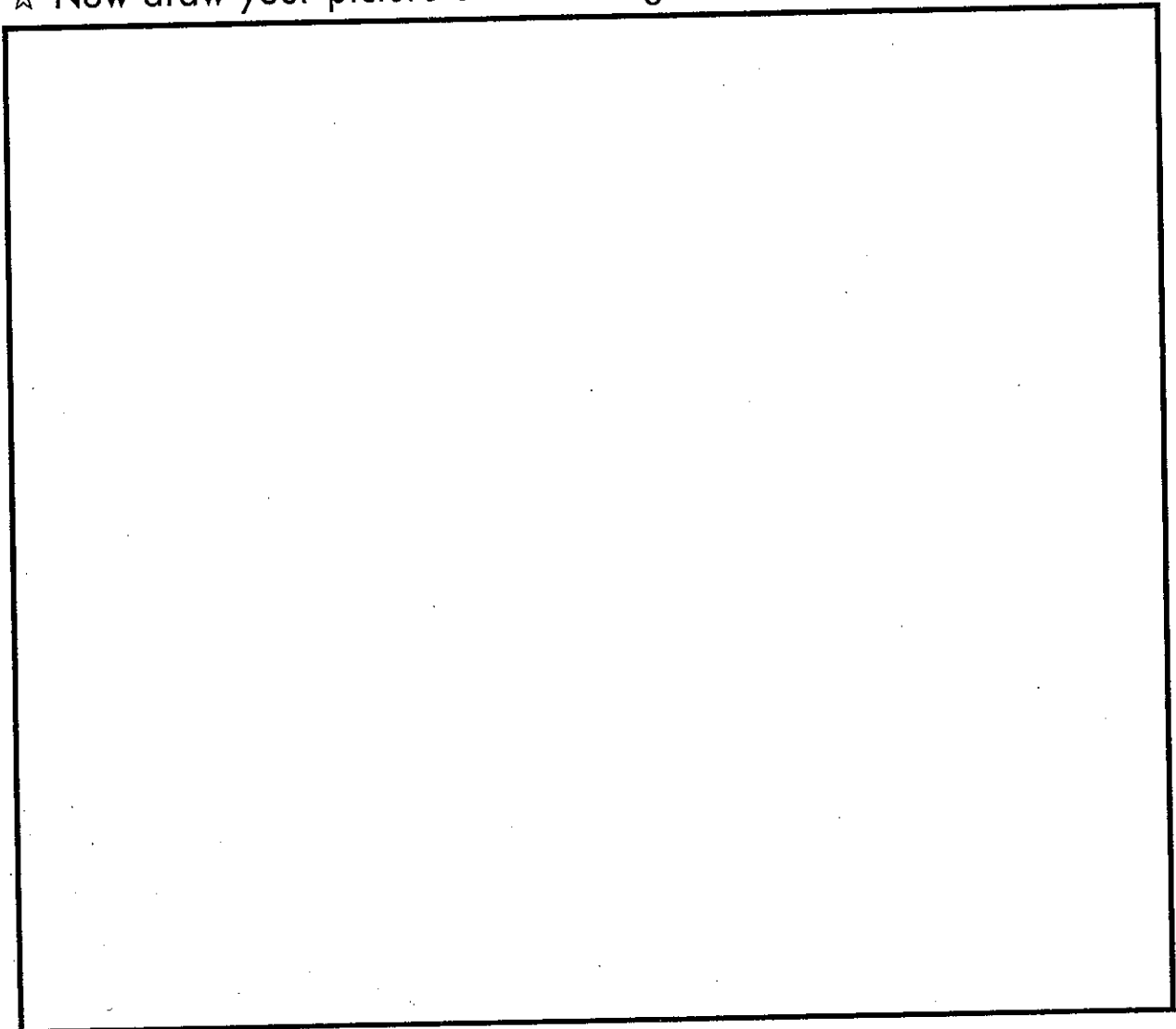


★ The Short Vowel Sound of Ee (continued)

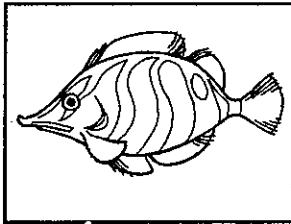
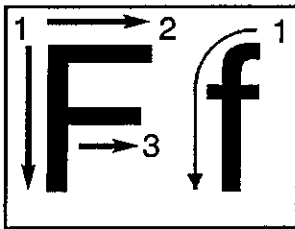
☆ Practice printing Ee.



☆ Now draw your picture of something with a short e sound.



# ★ The Sound of Consonant Ff:



★ Letter F has one sound. The Fish is the picture icon for the sound of F. The f-f-f sound is made when blowing up a balloon.



★ Can you hear the consonant F sound at the beginning of these words?



Fish



Five



Fox



Flag

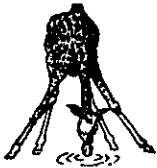


Fingerprint



Fairy

★ Can you hear the consonant F sound in these words?



Giraffe



Griffin



Sifaka



Starfish



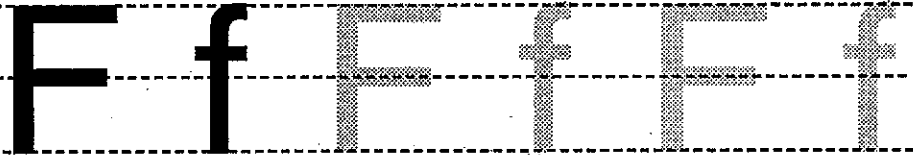
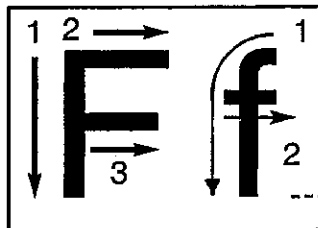
Snowflake



Kingfisher



Leaf



★ Can you print the capital (large) F and the small case (little) f ?

★ Is there an F sound in your name?

★ Now, on the next page can you draw a picture of something that has a **consonant F** sound? You decide what it will be. How about one of the things pictured on this page? Or how about an *elf* with a *face* like a *football*? A *wolf* with *four furry feet*? A *farm* with *fences* and *forests* and a *waterfall*? A *frisky fox* playing a *fiddle*? A *fiddler* on the *roof*? Another **consonant F** word? You decide what **F** thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun. (★ Tutor: The F sound can also be spelled *ph* as in alphabet or phonics or elephant. The F sound can also be spelled *ugh* as in laugh or rough or enough.)

f-f-f-f-f-f f-f-f-f-f-f

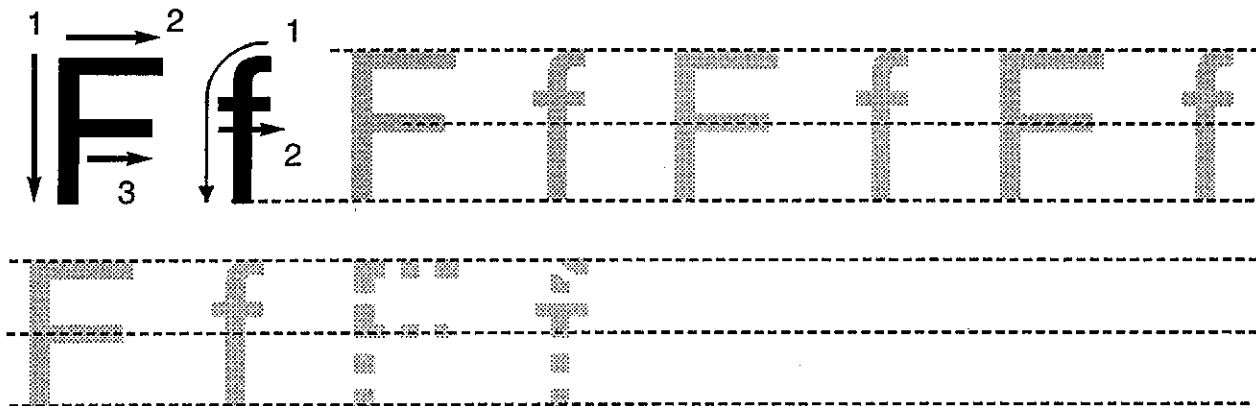


When the clown blows up the balloon, he makes the sound of f-f-f-f-f-f-f-f-f-f-f-f.

The Sifaka is fun to watch. Sifaka has an f sound in it.

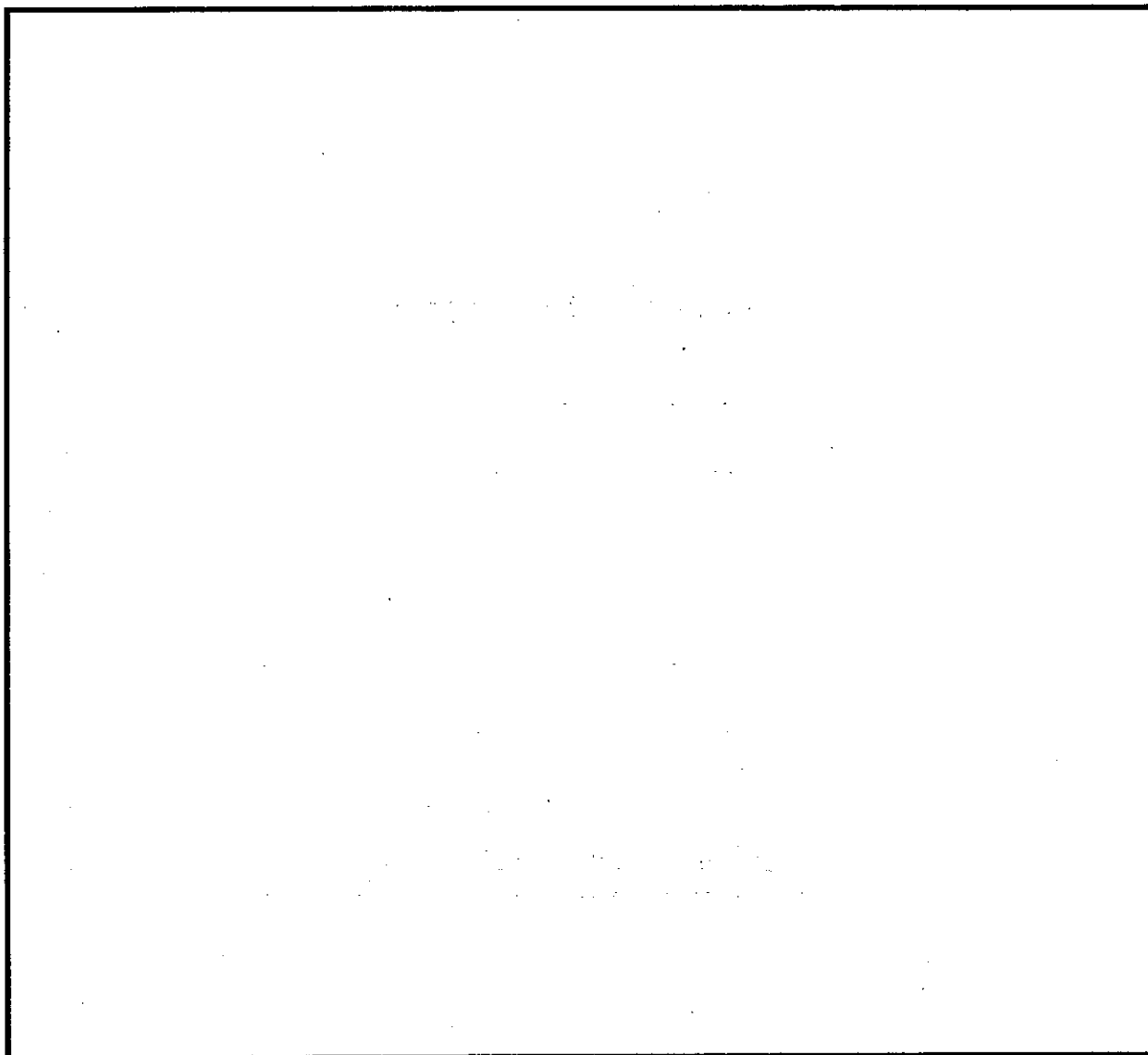


★ The Sound of Consonant Ff: (page 2 of 2)



☆ Can you print capital F and small case f?


☆ Now draw a picture of something that has the Ff f-f-f-f-f sound.




# ★ The 2 Sounds of Consonant Gg:



★ Letter G has 2 sounds. G has a "hard" sound (as in Goat), and a "soft" sound that is like the sound of letter J (as in Giraffe). The YIE guy you used to tell hard C (cat) from soft C (circle) will help you know if the G is hard or soft.



**G hard sound**  
**Goat**



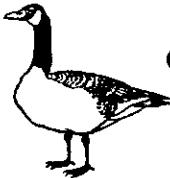
**G soft sound like J**  
**Giraffe**



★ Can you hear the hard G sound of letter G in these words?



Goat



Goose



Glasses



Gooney bird



Egg

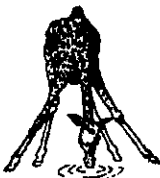


Guitar



Geyser

★ Can you hear the soft J sound of letter G in these words?



Giraffe



Gem



Gingerbread



Gypsy



Giant

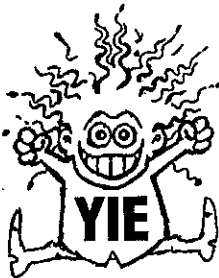


Garbage



Edge

★ How can you tell if the G is hard like Goat or soft like J in giraffe when you read it?



★ The YIE GUY can help. If the G is followed by Y, I, or E the G usually has the soft J sound. (Look at the "soft J sound of G words" above and see if this isn't true.) If the G is followed by some other letter other than Y, I, or E, the G is usually the hard sound of G. (Look at the hard G sound words above to see if this isn't true.) YIE doesn't always work. Some exceptions: Girl, get, give, gill, gift, gynecology.

★ Is there a hard G sound or soft G (J) sound in your name? \_\_\_\_\_


**Soft G (J)**  
g-g-g-g-g-g-g



The man files the wood

★ Can you remember the hard sound of G (as in goat) and the soft sound of G (as in giraffe or gypsy)? It may help if you draw a picture of a goat gargling and a giraffe or a gypsy or a giant or a gingerbread man filing wood. This can help you to remember the sounds, and it's fun to do besides. You are the artist, so you decide what to draw.

**Hard G**  
g-g-g-g-g-g-g

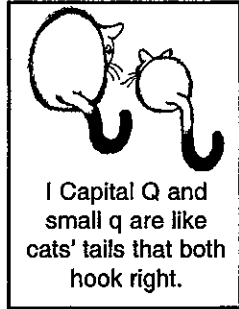
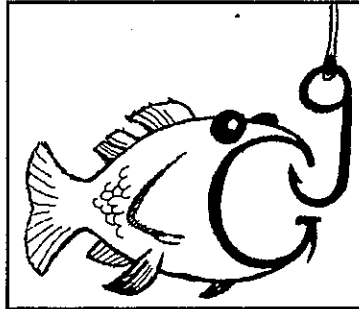


The man gargles.

# ★ The 2 Sounds of Consonant Gg: (page 2 of 3)

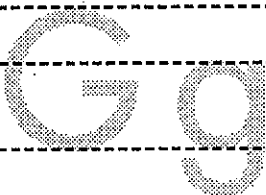
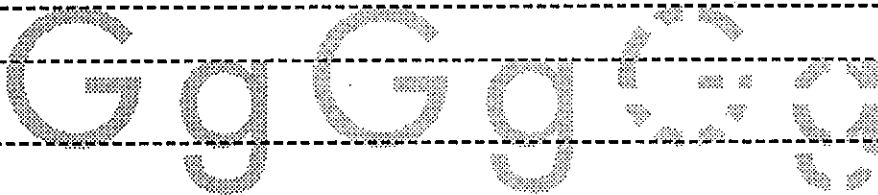
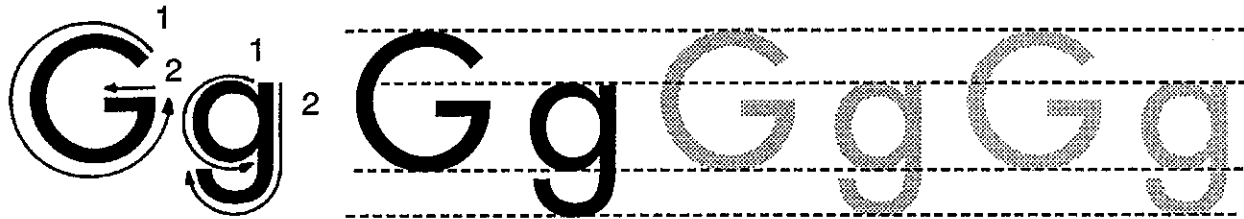
g  
q  
q  
q

☆ Sometimes new students can get **g** and **Q** confused. If you remember the small **g** hook catches the capital **G** Goldfish like this picture, it may solve any problem. The **g** hooks left. When the **q** hooks, it hooks right.



I Capital Q and small q are like cats' tails that both hook right.

☆ Can you print capital G and small g?



☆ Now on the next page draw 2 pictures. Draw a picture of something that has the hard sound of G (like Goat) in the top picture frame. Then draw a picture of something that has the soft J sound of G (like giraffe) in the second picture frame.

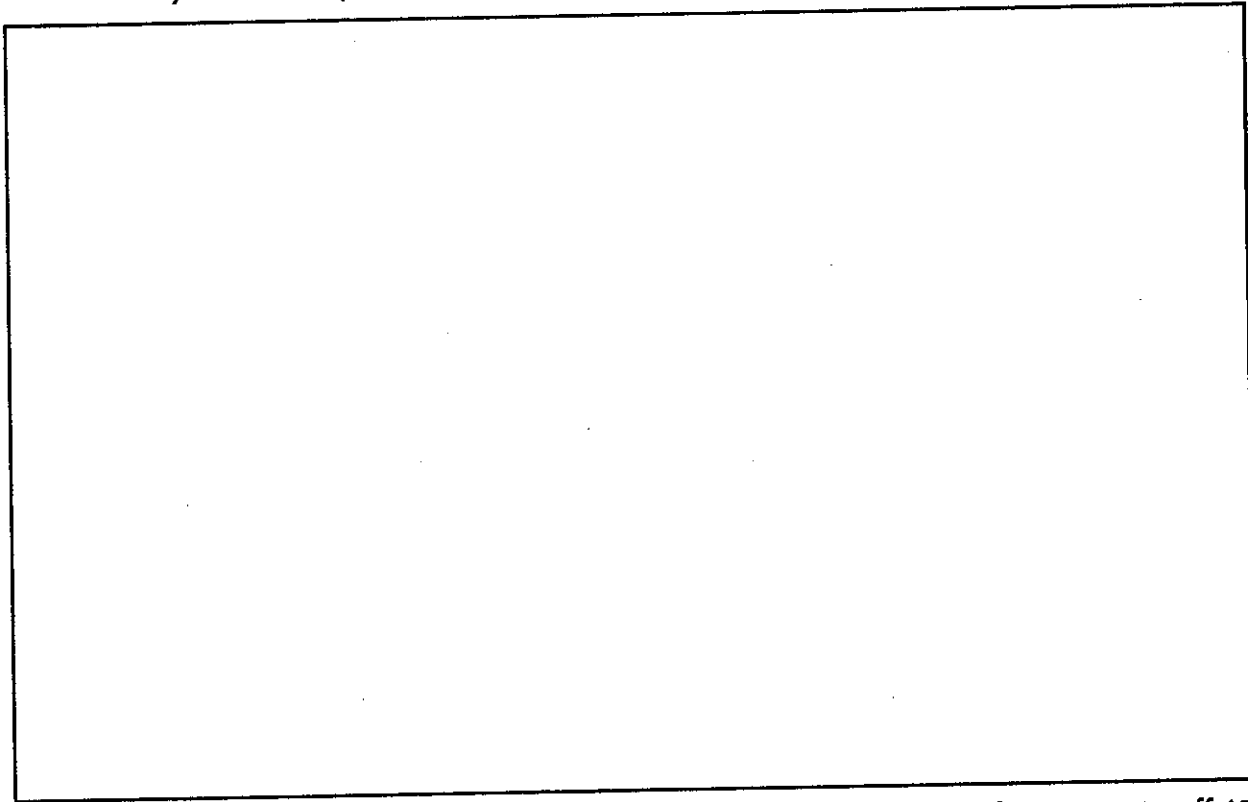
For the hard sound of G you may wish to draw a goat, or any of the other hard G things on the Gg page before this page. Or, you may wish to draw some gum, a golfer or a golfball, a game, a gate, a bug, a dog, a frog, a pig, a wig, a glove, a wagon, a garden, some sugar or a girl.

For the soft J sound of G, you may wish to draw a giraffe or any of the other soft G (J) things on the last page. Or, you may wish to draw a gym, a gentle giant, a germ, a general, a bridge, a village, a large vegetable or a strange engine.

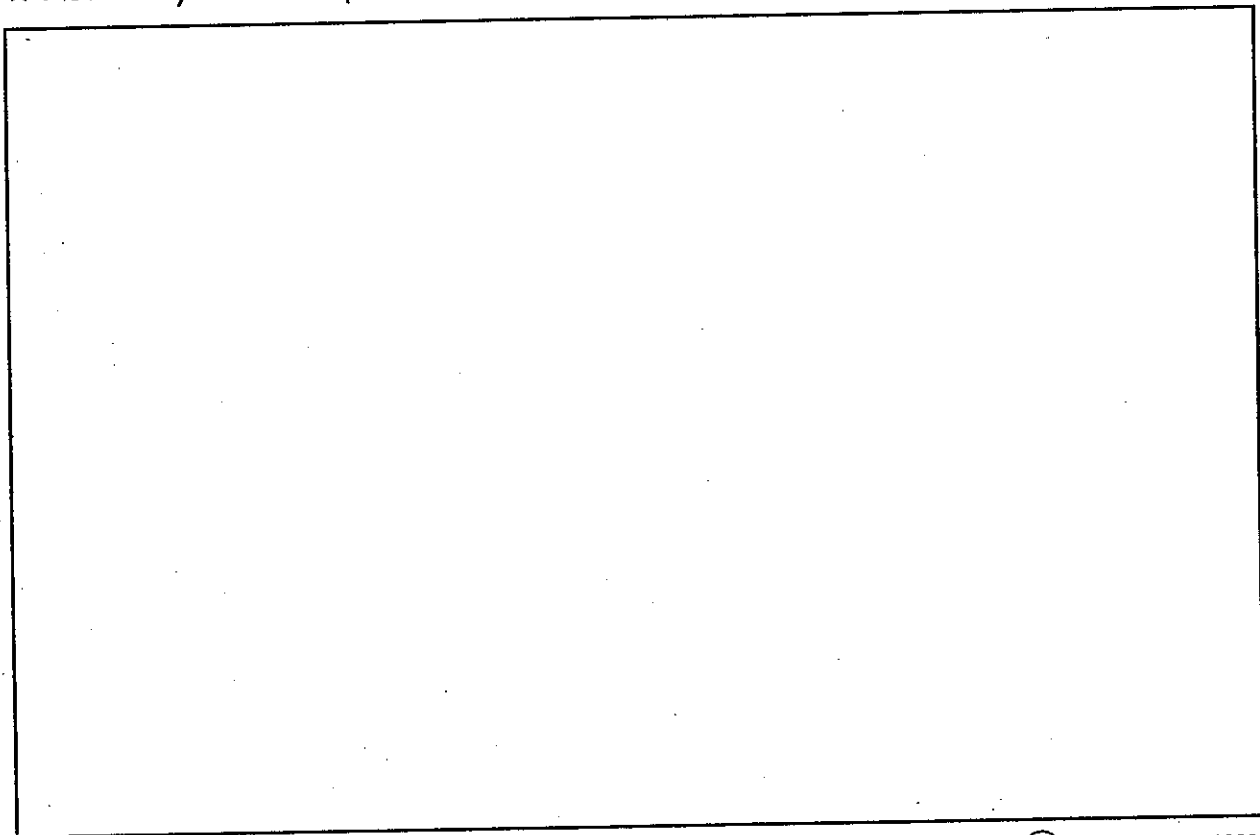
Or you may want to draw more than 1 picture in each frame. You decide.

# ★ The 2 Sounds of Consonant Gg: (page 3 of 3)

☆ Now can you draw a picture of something that has the hard sound of G (as in Goat)?

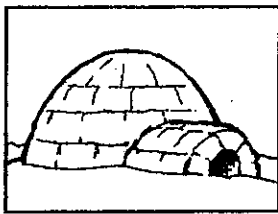
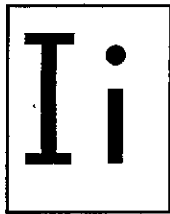


☆ Now can you draw a picture of something that has the soft J sound of G (as in Giraffe)?





# ★ The Short Vowel Sound of Ii:



★ Letter I stands for many I vowel sounds you can sing. We will learn the short vowel sound of I for now. The short vowel I sound is like the i at the beginning of igloo, and an igloo is the picture icon for the short vowel i sound.



★ Can you hear the short vowel I sound at the beginning of these words?



Igloo



Insect



Iguana



Infant



Illinois



Index finger

★ Can you hear the short vowel E sound in these words?



fish



kid



six



pin



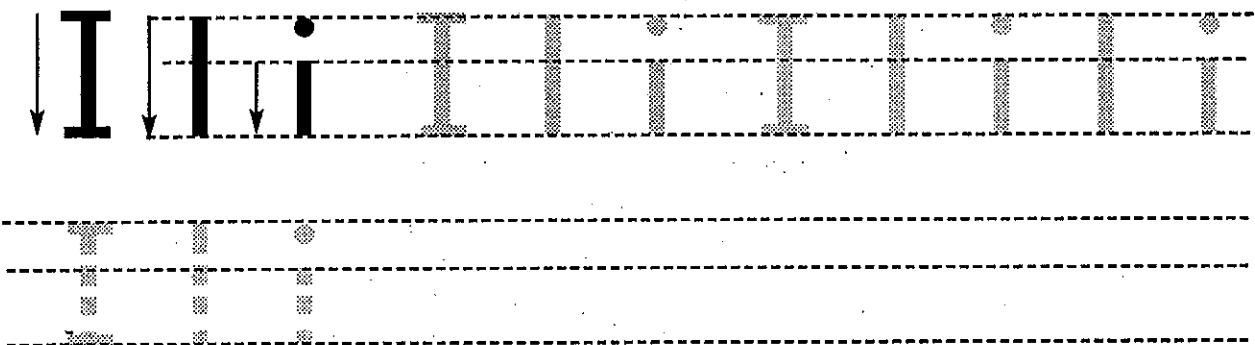
fiddle



pig

★ Do you have a short vowel i sound in your name? (Your tutor will help you with this.)

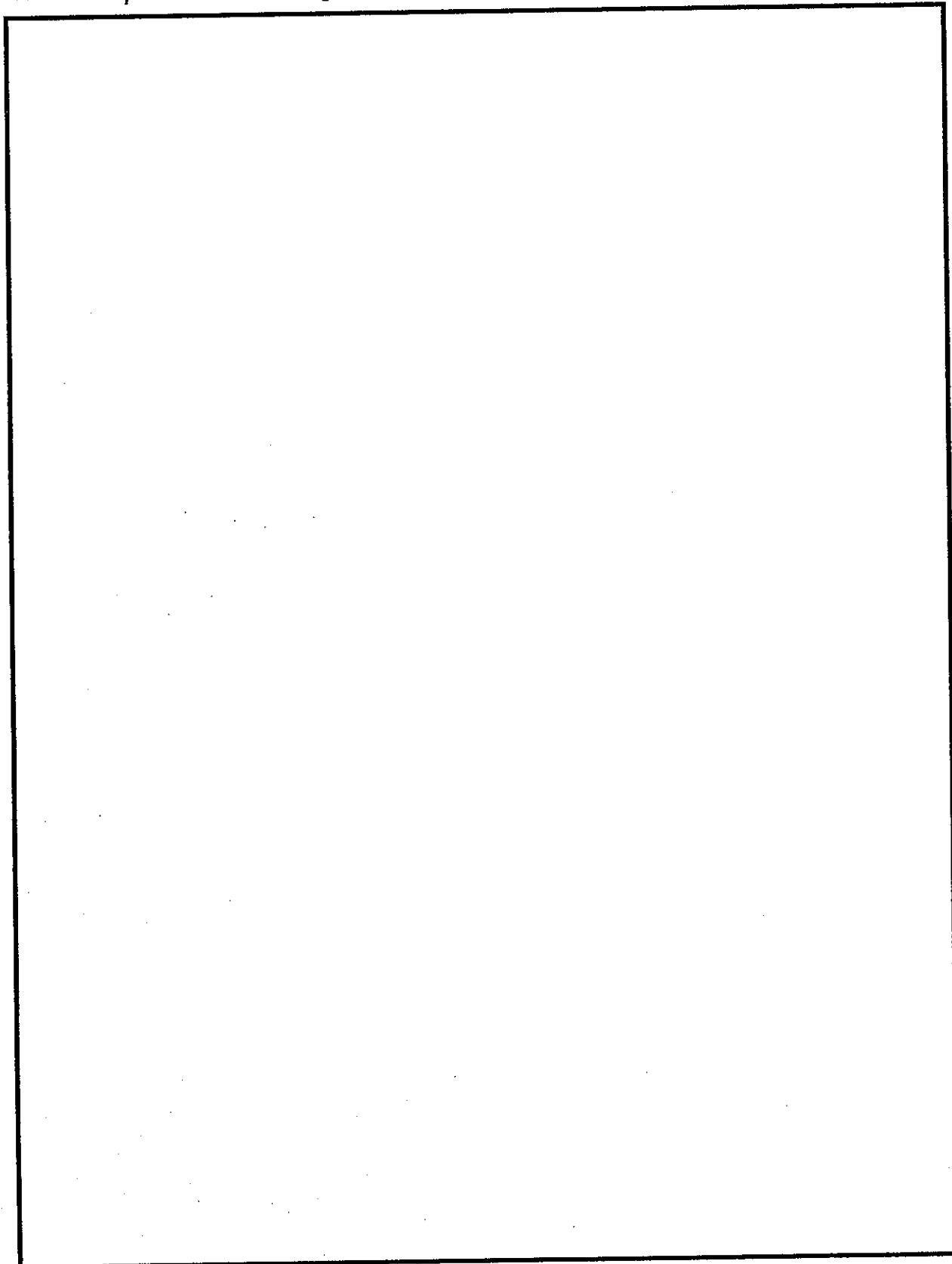
★ Often the capital letter I is made with crossbars across the top and bottom (see below) to keep it from being confused with small case L. But many books use I for capital I and l for small L. If you know that capital I and small I can look the same, you'll be prepared and probably won't get confused. Remember, I standing alone is always I (as in "I am." ).



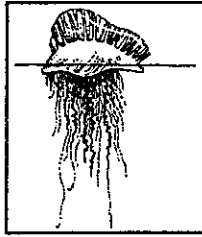
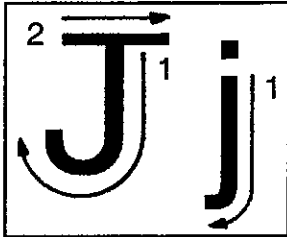
★ On the next page, draw a picture of something that has the sound of *short i* in it. You may choose to draw one of the things shown on this page, or you may draw a different *short vowel i* word. How about a *pink pig in a blimp*? An *Iguana in a wig*? A *Prince giving a gift to the Princess*? An *infant with a bib playing in the ink*? A *chicken dancing a jig*? A *dish (running away with the spoon)*? A *quick kid riding a big slick fish*? A *gift*? *Mister Pickle swimming to India. It isn't easy is it?* You decide what to draw. Have fun.

# ★ The Short Vowel Sound of I i:

☆ Draw a picture of something that has a *short i* sound.



# ★ The Sound of Consonant Jj:



★ Letter J is the sound at the beginning of JELLYFISH and the picture icon for this J sound is a jellyfish. The sound of J-J-J is like the sound made filing on wood. When the J sound is at the beginning of a word, it is often spelled with a G. (G borrows the sound of J.)



★ Can you hear the consonant J sound at the beginning of these words?



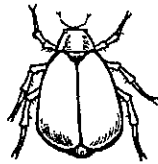
Jellyfish



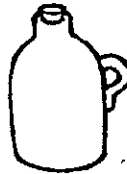
Jet



Jaguar



Junebug



Jug



Jaybird

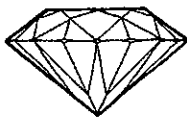


Jewel

★ When the J sound appears at the beginning of a word, it is usually spelled with a G. (G followed by Y, I and E usually has the consonant J sound.) Can you hear the J sound spelled with a G in these words?



Giraffe



Gem



Gypsy



Gingerbread



Garbage



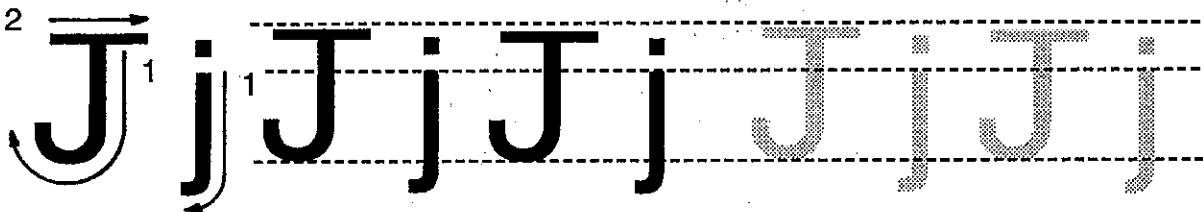
Bridge



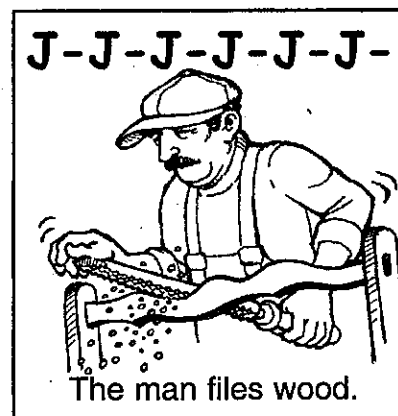
Badger

★ Is there a consonant J sound in your name? Is it spelled with a J or a G?

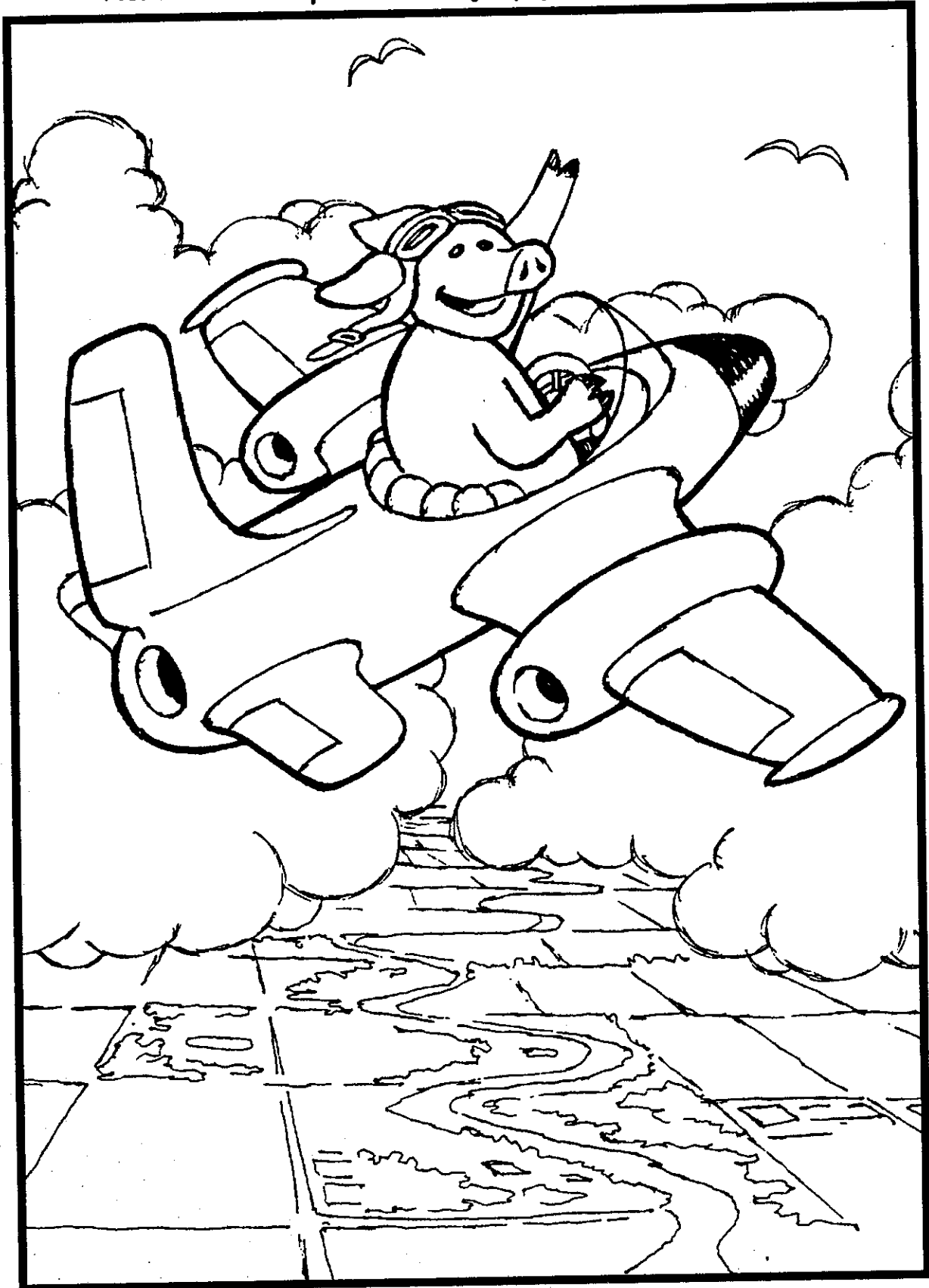
★ Can you print capital J and small j? Sometimes capital J has a cap like this J. Sometimes not. Sometimes small j looks like this: j. Sometimes small j looks like this: j.



★ On the next page you will practice printing large and small letter J and then draw a picture of something that has the J Jellyfish sound. You may copy any of the pictures on this page. Or, would you like to draw some other J word? How about a *Junebug jumping* with a *jump rope*? A *jug of Joy juice*? A *jiggily jeep jerking* down the road? A *jury* doing a *joyful jig*? *Jon* in his new *jacket*? You may want to draw more than one J thing. Or, you may want to add some soft G words with the J sound (like a gentle General jumping into a jeep. You decide.

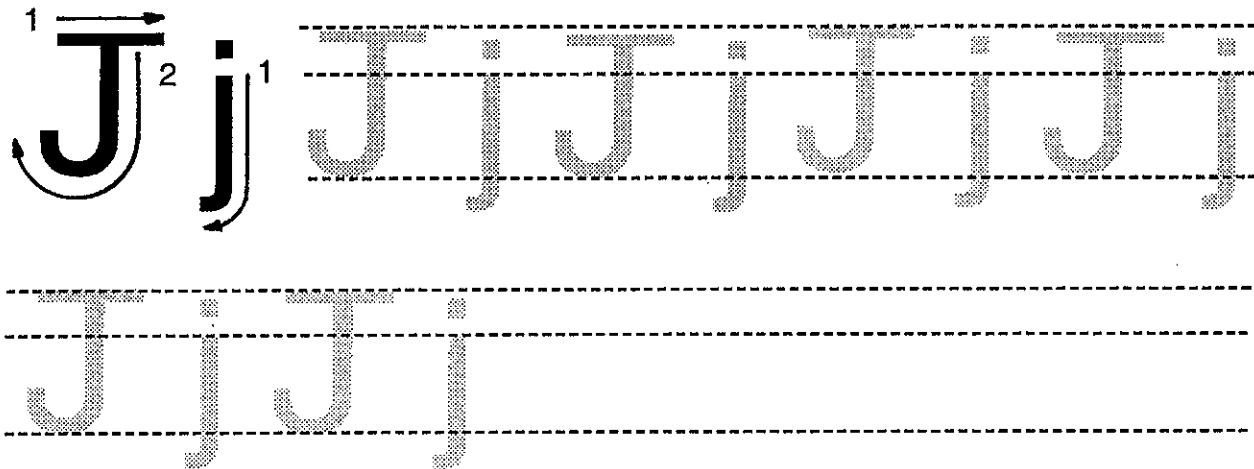


Here is a Jet plane. The jolly pig can fly the jet.

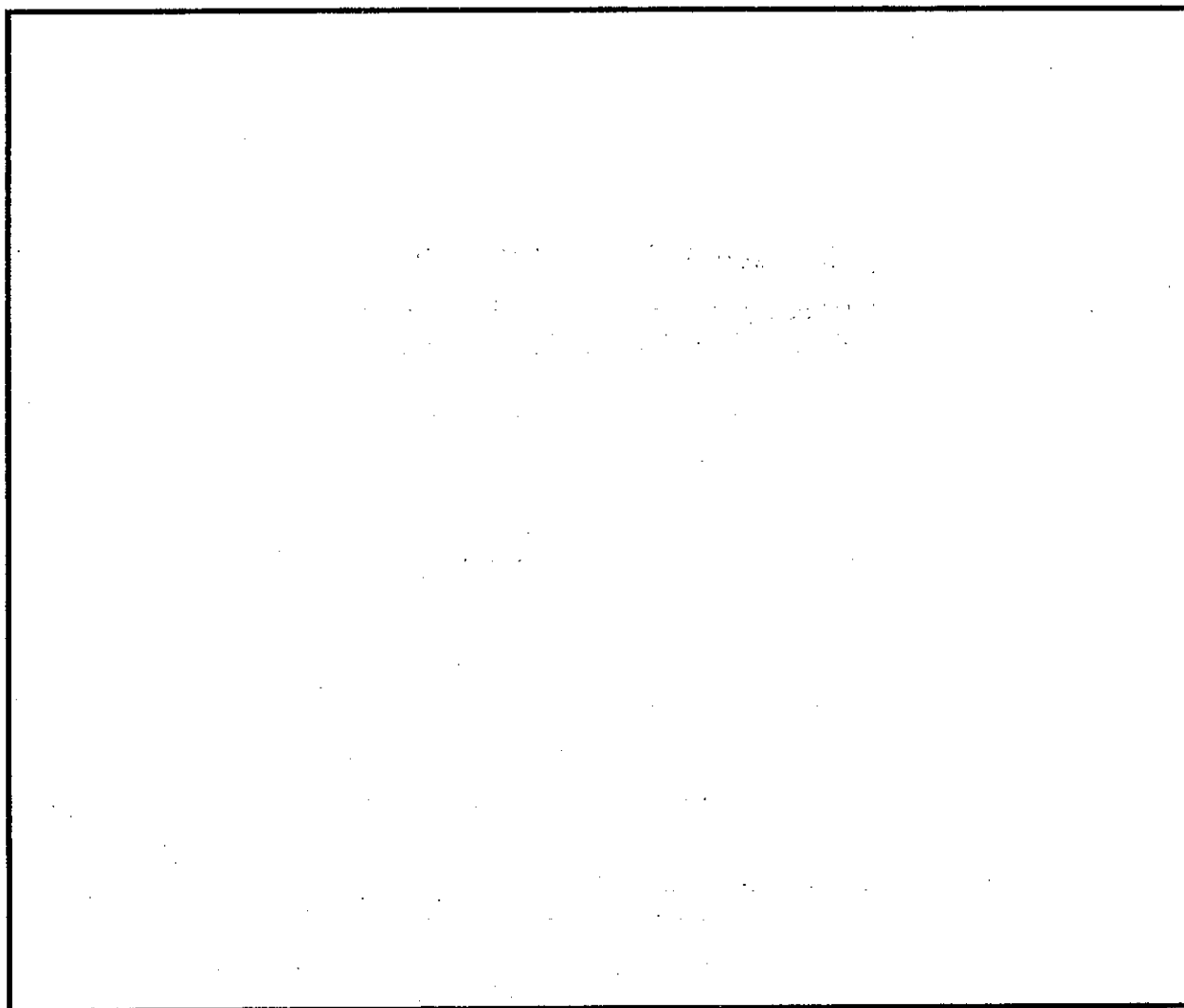


# ★ The Sound of Consonant J j (page 2 of 2)

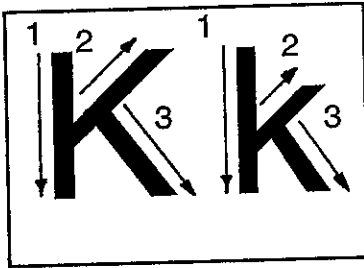
☆ Practice printing capital J and small case j. Remember; capital J may have a top bar like this (J) or no top bar like this (J). Small case can look like this ( j ) or this ( j ).



☆ Now draw a picture of one or more things that have the J sound.



# ★ The Sound of Consonant Kk: page 1 of 2



Consonant K has the sound of K in **KANGAROO**. Letter C sometimes borrows the sound of K. Letter K sounds like a Cold Cat trying to say **K-K-K-COLD**. Sometimes K is silent, as in Knight.



★ Can you hear the consonant **K KANGAROO** sound at the beginning of these words?



Kangaroo



Kite



Koala



King



Key



Kid



Kayak

★ Can you hear the consonant **K KANGAROO** sound in these words?



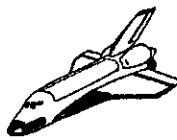
Clock



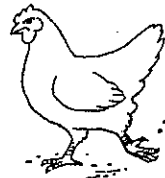
Hook



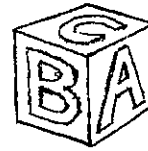
Skunk



Rocket



Chicken



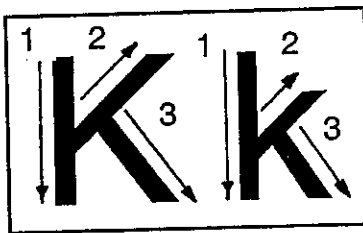
Block



Nickle

★ Can you hear the consonant **K KANGAROO** sound in your name? Is the **K** sound spelled with a **K**? Your tutor will help you with this.

★ Can you print capital **K** and small **k**?



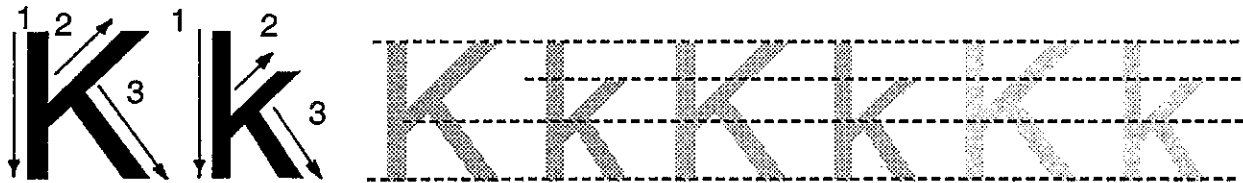
★ See the **Cold Kitty-Cat**? **Cold Kitty-Cat** is trying to say that it is **COLD**, but all that comes out is the **K-K-K** sound. This is the **K** sound of letter **K KANGAROO**. Poor Kitty. All Kitty can say through chattering teeth is **K - K - K - K - K!**

★ On the next page you will draw something that has the **K** of **KANGAROO** with the **K-K-K** sound of **Cold Kitty-Cat**.



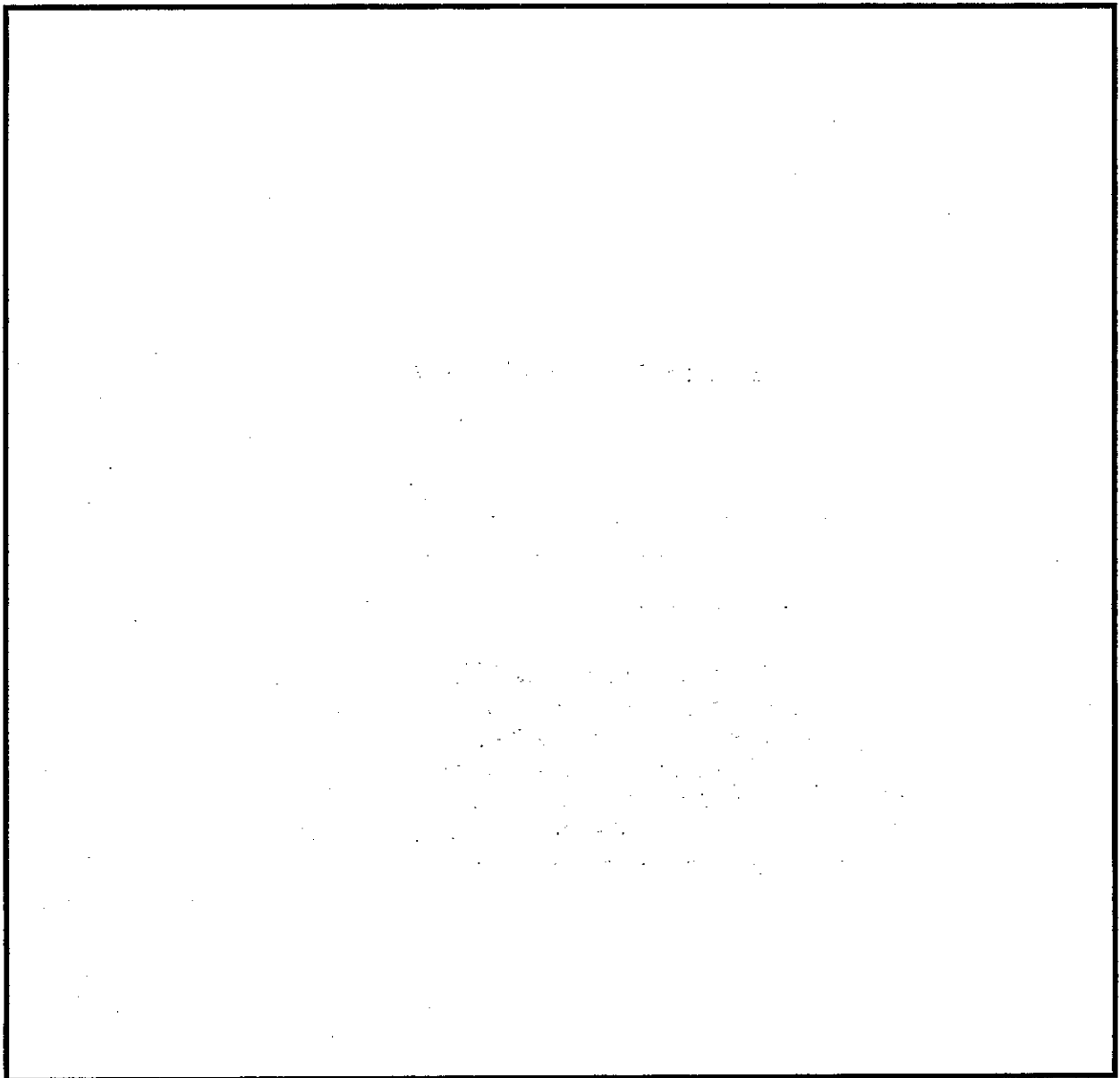
# ★ The Sound of Consonant Kk: page 2 of 2

☆ Practice printing capital K and small k.

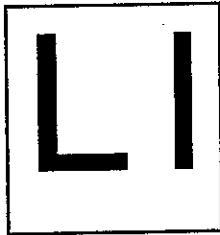


☆ Now draw a picture of a **K KANGAROO** word. Draw something or some things from the previous page. Or draw something else that has a K. How about a *blaCK duCK* saying *quaCK*? *JaCK* driving a *truCK*? ( Notice the K sound is often spelled **CK**.) A *skunK* eating a *steaK* with a *forK*? You decide what to draw. Your tutor will help you with spelling.

⊛ Other spellings of the K sound are CH ( Chemistry, Chorus ) and QU (opaque, liquor) and CU (biscuit). OK. Draw your picture(s). Have fun.



# ★ The Sound of Consonant L:



⊕ Letter L has the sound is the sound at the beginning of LION, and the picture icon for this L sound is a lion. Sometimes, L is silent, as in words like calf, yolk, and could. You only hear one L sound in words like yellow and doll.



★ Can you hear the consonant L sound at the beginning of these words?



Lion



Leaf



Ladybug



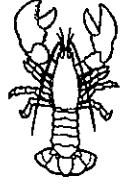
Lemur



Lyre



Lizard



Lobster

★ Can you hear the consonant L sound in these words?



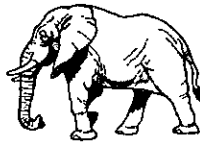
Alligator



Camel



Flag



Elephant



Eagle



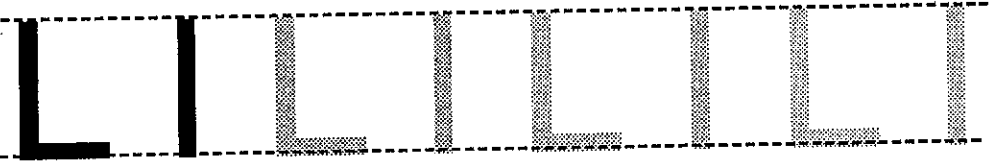
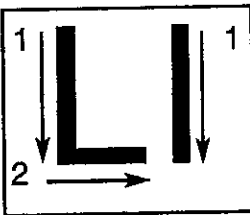
Apple



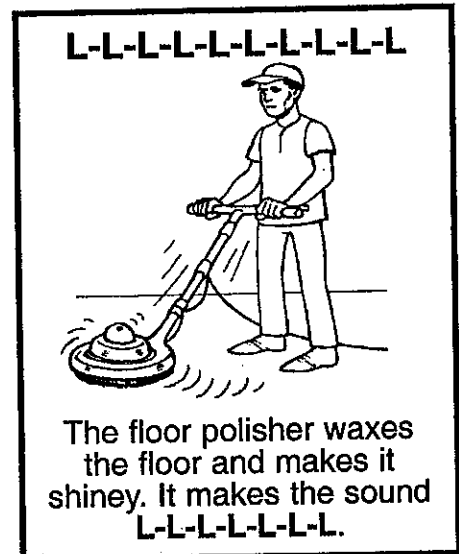
Clock

★ Is there a consonant L sound in your name?

★ Can you print the capital L and the small l? Remember, capital **L** is sometimes printed so it looks like **I** and can be confused with small **l**.



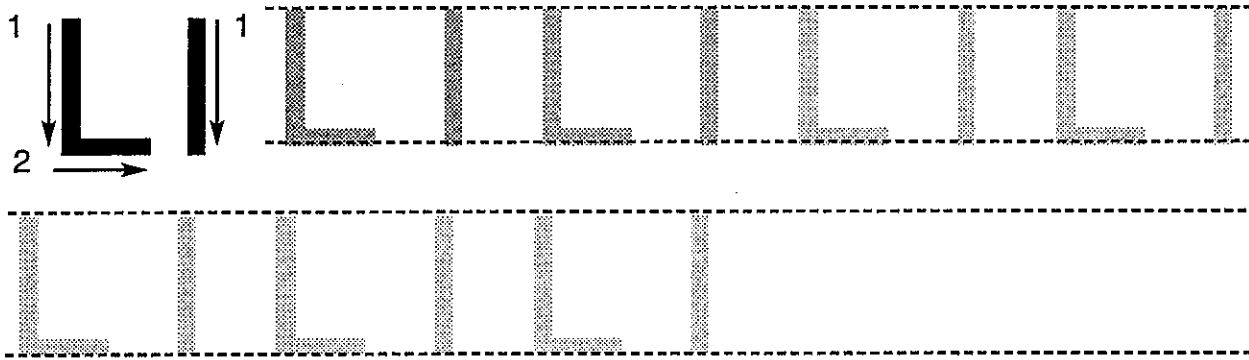
★ On the next page you will practice printing large and small letter L and then draw a picture of something that has the **L Lion** sound. You may copy any of the pictures on this page. Or, would you like to draw a *Lemur leaping up a ladder*? An *American flag*? A *Leopard with lots and lots of spots*? A *lazy child*? A *Lion riding on an Elephant*? An *Alligator sitting at the table eating pretzels and meatballs*? *Loud Lizards playing marbles*? Your *school*? An *Owl flying with an Eagle*? Your last *nickle*? How about *little kids playing in a pile of leaves*? In fact, you may wish to draw more than one L thing in your picture. Have fun.



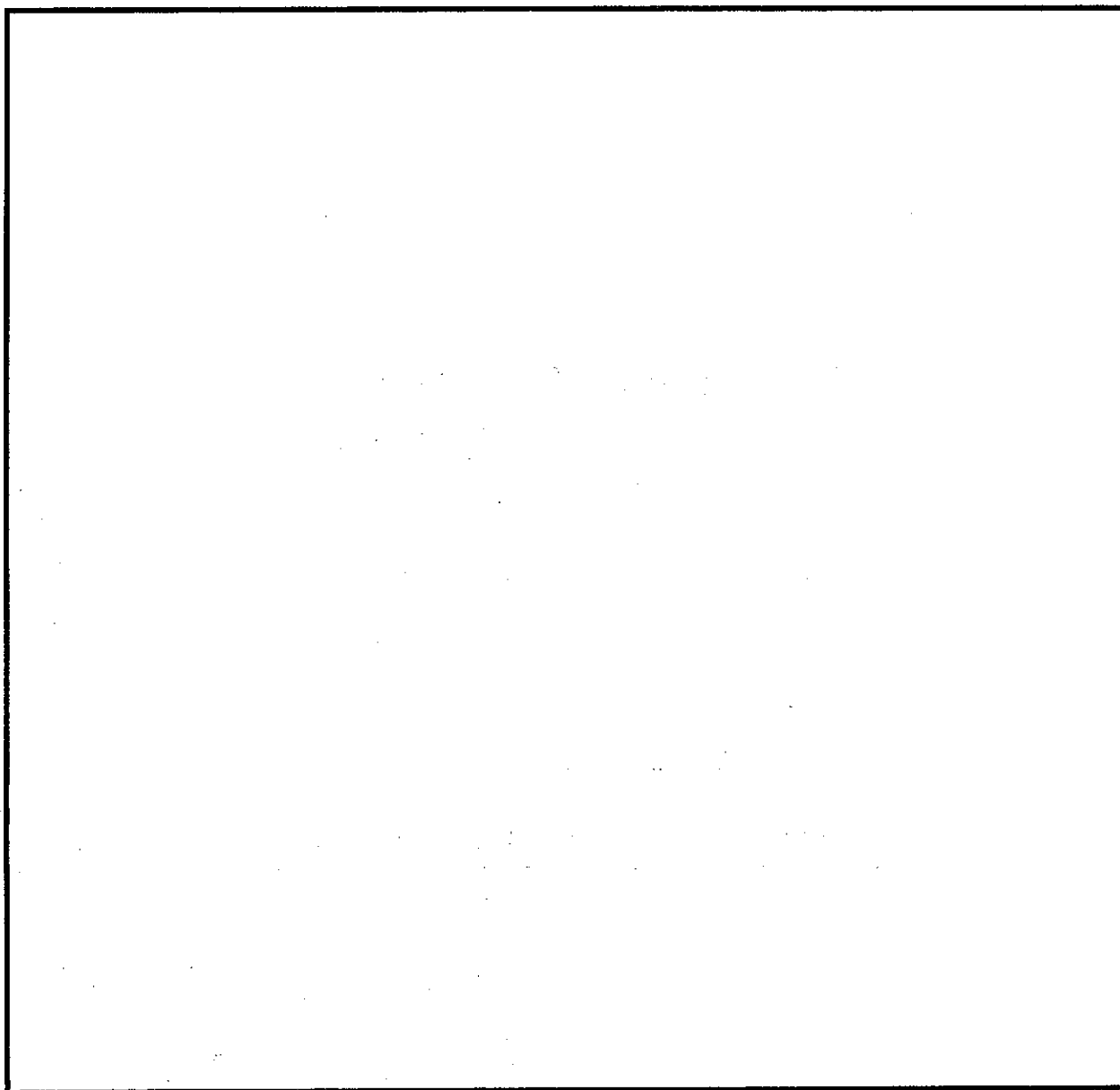


# ★ The Sound of Consonant Ll: (page 2 of 2)

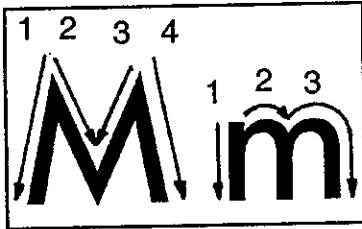
☆ Now practice making capital L and small l.



☆ Now draw your picture of something that has L and the L lion sound.



# ★ The Sound of Consonant Mm:



Letter M usually has the sound one makes when food tastes very good. The icon picture for this M sound is a mouse. Though you can hum the M sound, you cannot sing it with your mouth open, so M is a consonant.



★ Can you hear the consonant M sound at the beginning of these words?



Mouse



Mom



Music



Moose



Mosquito



Man



Mask

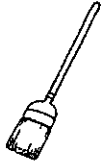
★ Can you hear the consonant M sound in these words?



Camel



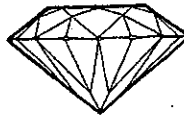
Worm



Broom



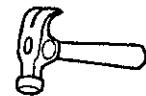
Hummingbird



Diamond



Emu

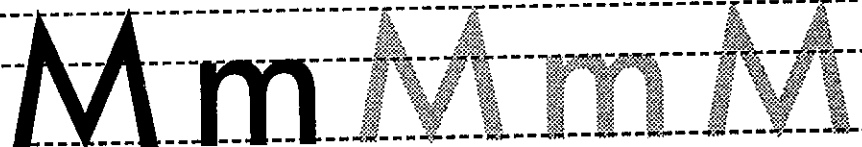
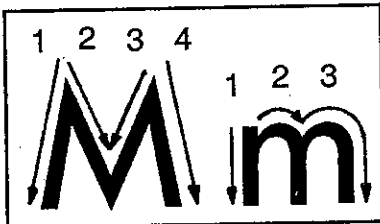


Hammer

★ Is there a consonant M sound in your name?

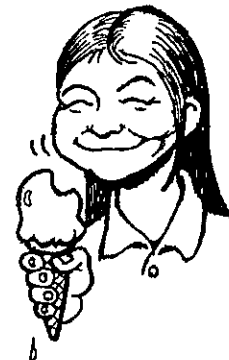
★ Can you print the capital M and the small m?

*Remember: M points up like 2 Mountains. W dips down like Waves in Water.*



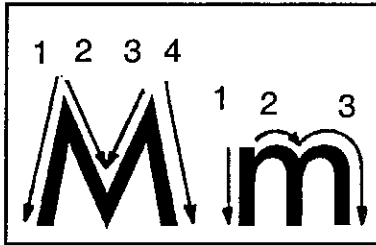
★ On the next page you will practice printing large and small letter M and then draw a picture of something that has the **M Mouse** sound. You may copy any of the pictures on this page. Or, would you like to draw a *merry monkey* on a *motorcycle*? A certain *famous American mouse* whose name begins with letter **M**? "OH *Grandmother!* What a big *mouth* you have!" ? The *moon* looks like a *meatball!* A *marble*? Do you see a *monkey* there in the *mirror*? How about a *dream*? Your *room*? A *marching band* of *mice*? Your favorite *meal*? A *muddy muf*? You decide. Have fun.

m-m-m-m-m-m-m-m

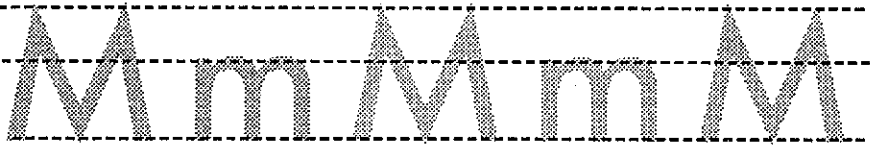


It tastes so good!  
Yum-m-m-m-m-m-m-m!

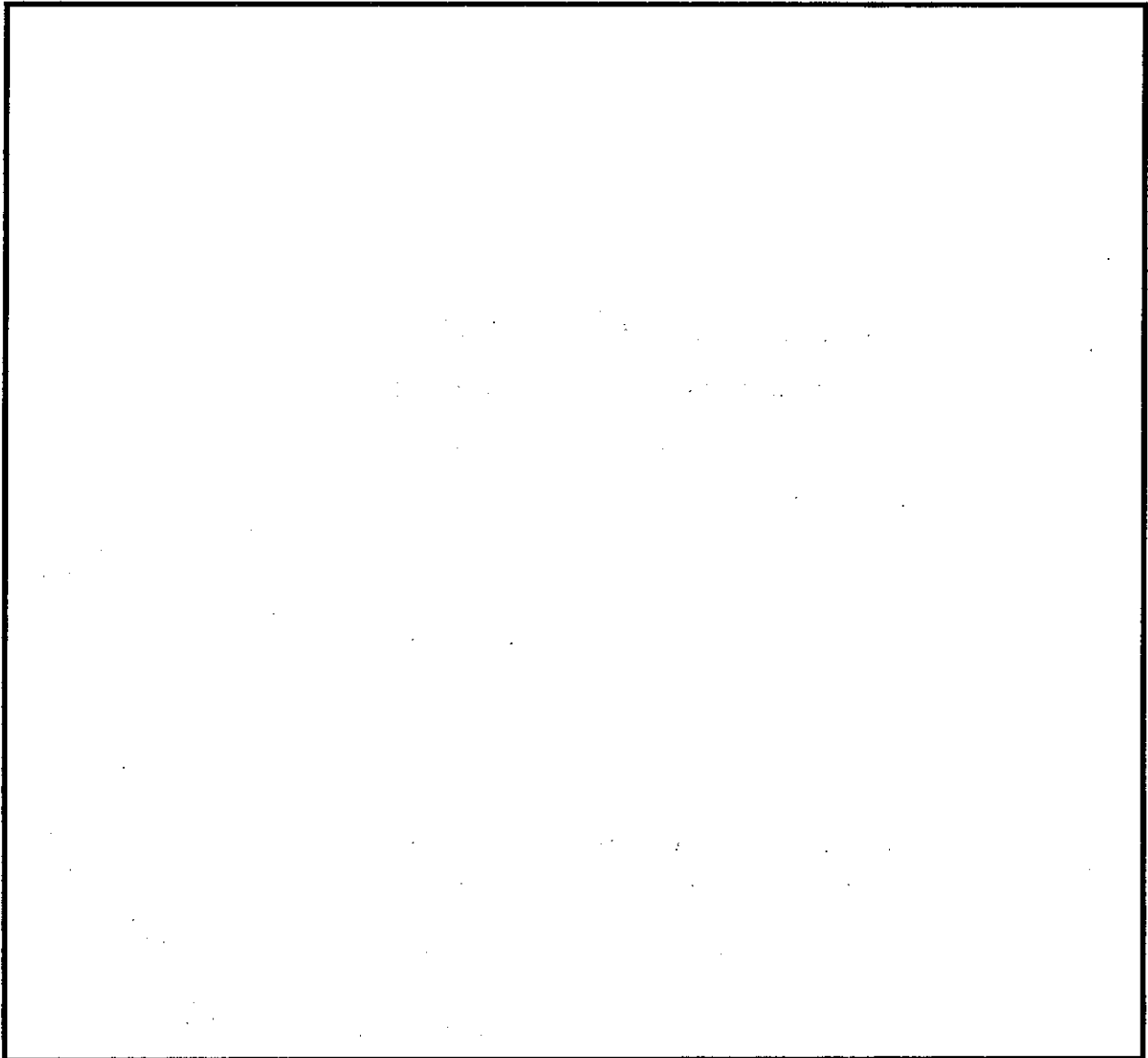
# ★ The Sound of Consonant Mm (page 2 of 2)



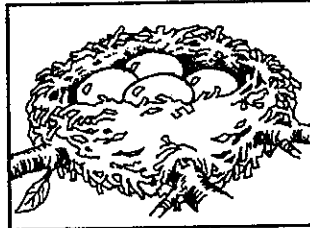
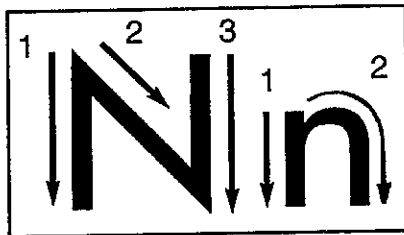
★ Practice printing Capital M and small m.



★ Now draw a picture of one or more things that have the consonant M mouse sound.



# ★ The Sound of Consonant Nn:



Letter N has one sound. The picture icon for N is a nest. The consonant N sound is like the sound a mosquito makes when it flies through the air.



★ Can you hear the consonant D sound at the beginning of these words?



Nest



Note



Nose



Nickle



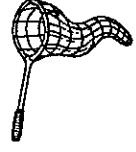
Nurse



Nuts

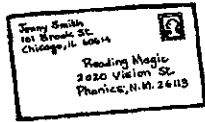


Neck



Net

★ Can you hear the consonant N sound in these words?



Envelope



panda



dinosaur



hand



crayon

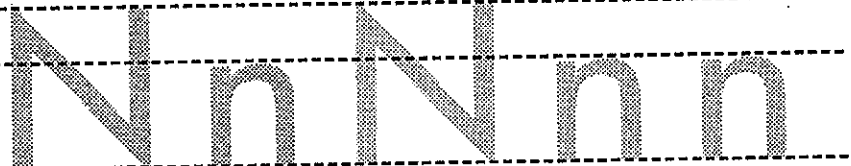


king



Nine

★ Is there a consonant n sound in your name? (The tutor will help with this.)



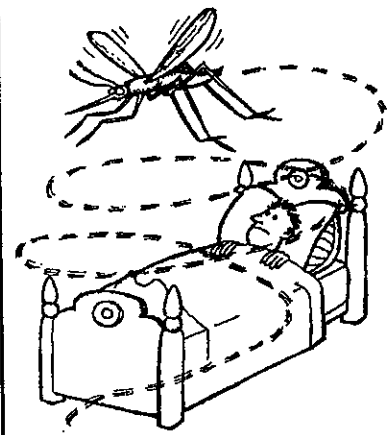
★ Can you print the capital (large) N and the small case (little) n?

★ Is there an N in your name?

★ On the next page you can practice printing capital N and small n.

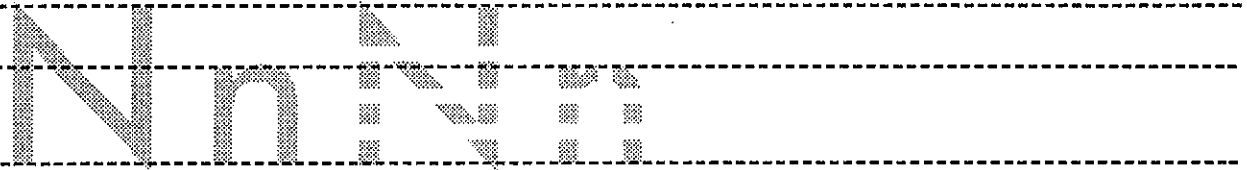
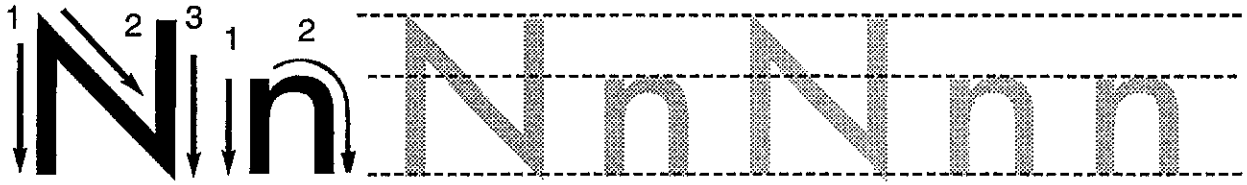
★ Then make a drawing of something that has an n sound in it. You may draw any of the n pictures on this page, or you may choose to draw some other n word. How about a lion reading a *newspaper*? The king blowing up a *balloon*? A dragon sitting *in* its *nest*? The queen in her *wagon*? A *nice* nurse pinching her long *nose*? Mother *Nature* wearing *new* mittens? *Nancy* or *Ned* playing the violin? *Nellie* eating ten *nuts*? You choose what *n* word you want to draw.

n-n-n-n-n-n-n-n-n-n

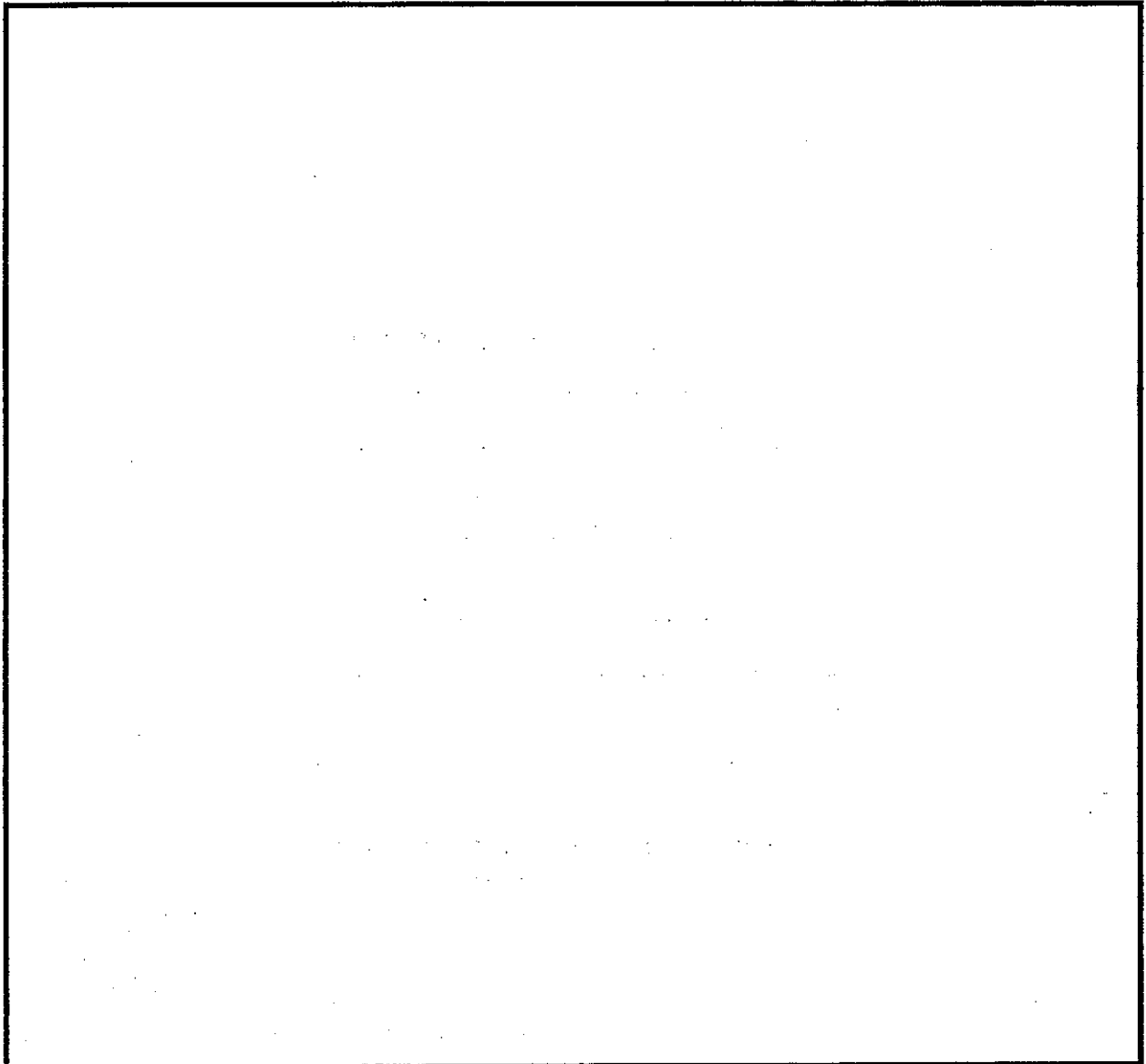


The mosquito makes an *nnn* sound when it flies.

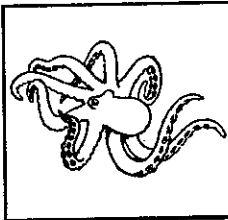
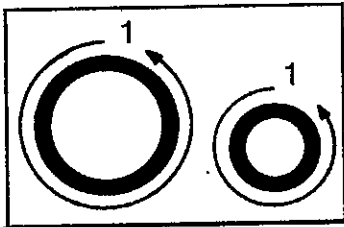
★ The Sound of Consonant Nn:



☆ Now draw a picture of something that has an N sound in it.



# ★ The Short Vowel Sound of Oo:



★ Letter O stands for many O vowel sounds you can sing. We will learn the short vowel sound of O for now. The short vowel O sound is like the O at the beginning of Octopus.



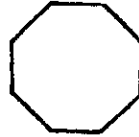
★ Can you hear the short vowel O sound at the beginning of these words ?



Octopus



Ostrich



Octagon



Otter



Opera

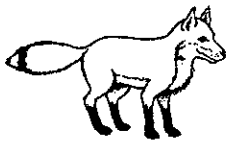


Oxen



Olive

★ Can you hear the short vowel O sound in these words ?



Fox



Clock



Mom



Stop



Spot



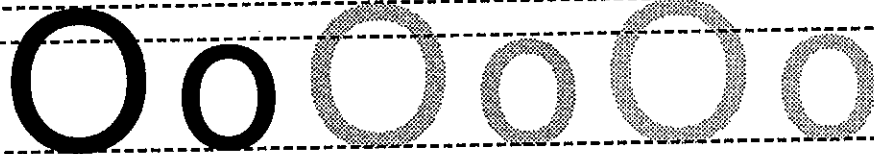
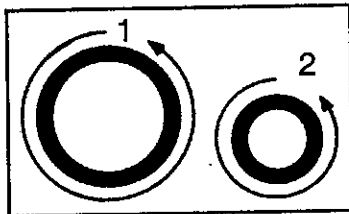
Knot



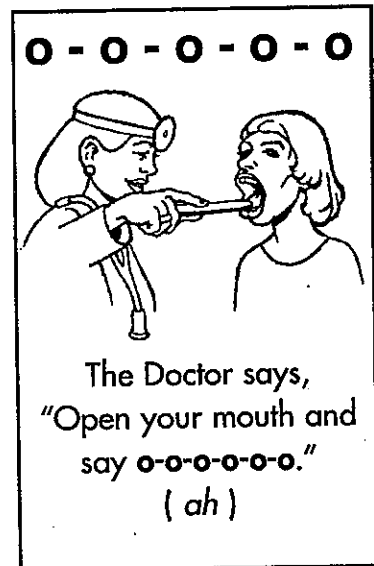
Mop

★ Do you have a short vowel O sound in your name? (Your tutor will help you with this.)

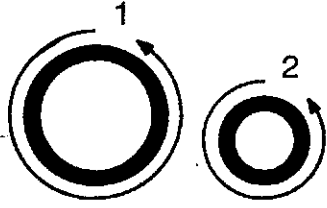
★ Can you print The capital O and the small o ?



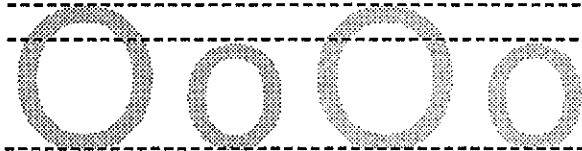
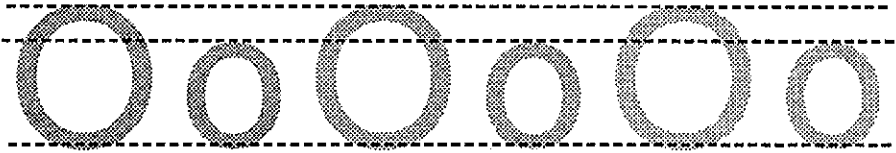
★ On the next page, draw a picture of something that has the **O octopus short vowel o sound**. Copy something from this page or draw any **short vowel o** word of your choice. How about an **ostrich hopping in socks**? An **ox** with a **fox** in a **box**? A **spotted octopus flopping onto the dock**? Dear **mom** **mop**-ping up the **slop** **pop** dropped. A **frog** hopping on a **log** on the **pond**? A **shop** full of **dolls** and toys? Something that happens in **October**? (How about Halloween?) An old stinky **sock**? A **flock** of geese? You decide what short vowel O word you want to draw. Maybe you want to draw more than one thing. Have fun.



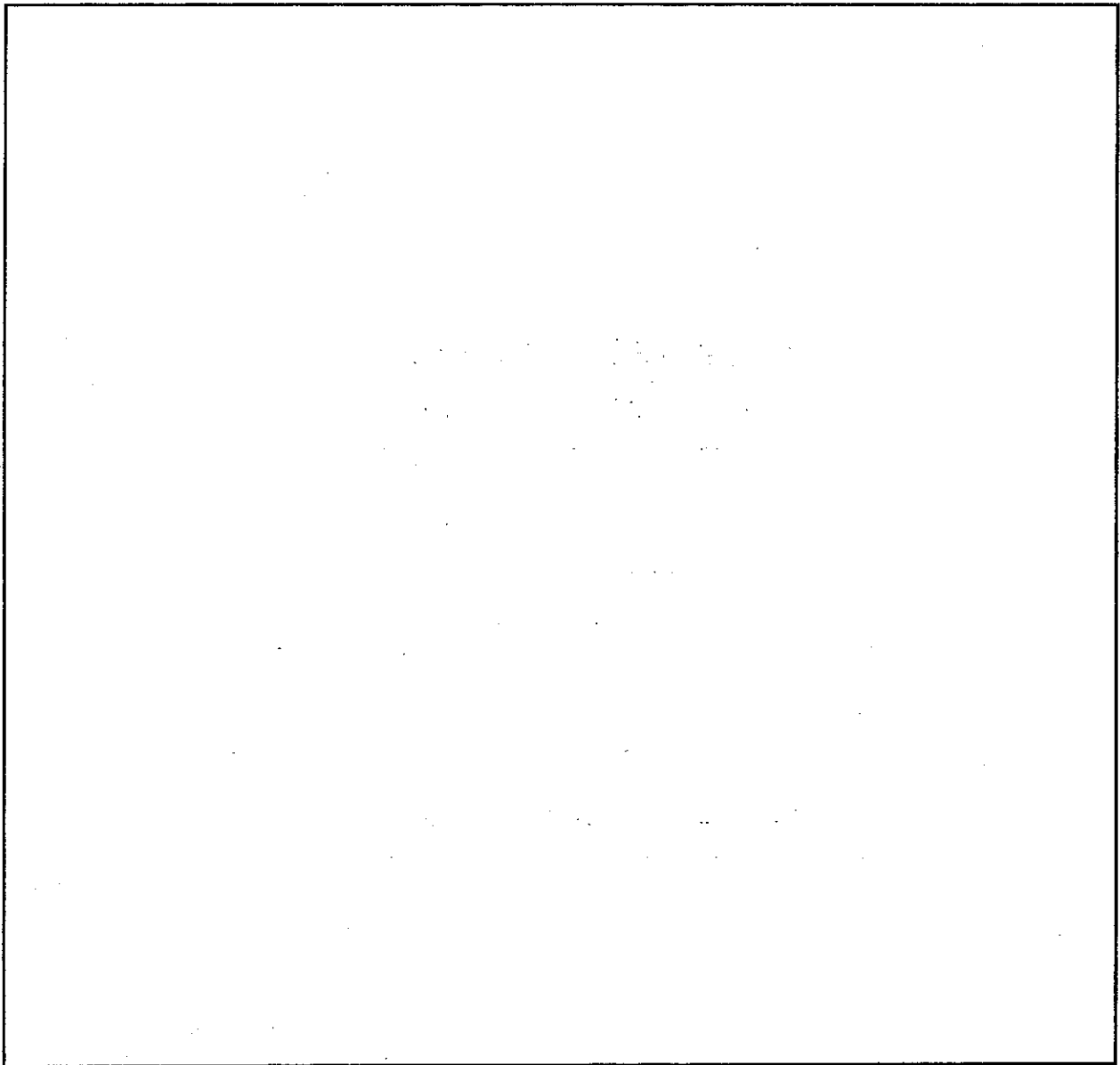
★ The Short Vowel Sound of Oo: (page 2 of 2)



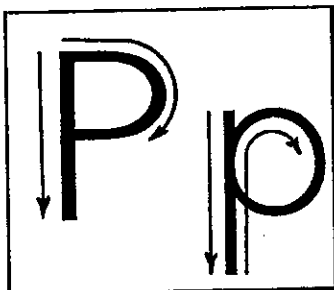
★ Can you print capital O and small o?



★ Now draw your picture of one or more things with short vowel O.



# ★ The Sound of Consonant Pp: page 1 of 2



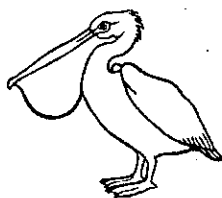
⊛ The sound of letter P is usually the sound of P in **PANDA**. But sometimes letter P is silent. When P is followed by N, S or T ( as in pneumonia, psychology or ptomaine ) it is usually silent. The P sound is also like **popcorn popping**.



★ Can you hear the consonant P sound beginning these words?



Panda



Pelican



Pan



Penny



Pin



Pig



Pears

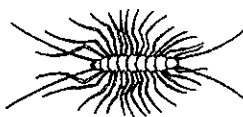
★ Can you hear the consonant P sound in these words?



Apple



Fingerprint



Centipede



Piano



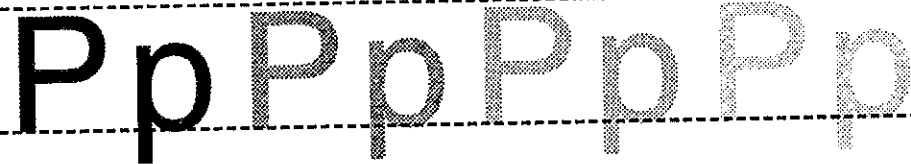
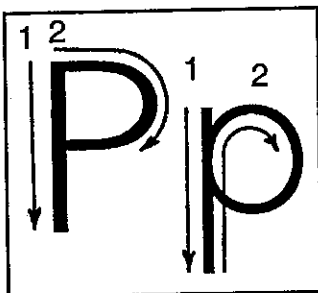
Octopus



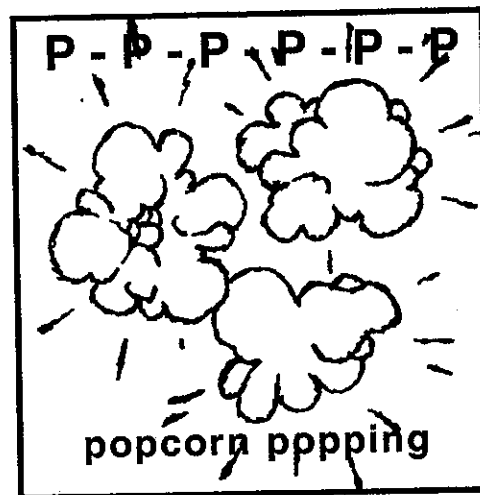
Lamp

★ Is there a consonant p sound in your name? (The tutor will help with this.)

★ Can you print the capital (large) P and the small case (little) p ?



⊛ P is a voiceless sound made with a puff of breath. (When the vocal chords are added, the P becomes a B. ) So remember, its the sudden explosion of air, that can be loud- like the popping of popcorn. Its the vowel that follows the P puff of air that gets the vocalization. And remember: P can be silent when it is followed by N, S or T (pneumonia, psychology, ptomaine). Later we'll learn that when p and h are combined as a consonant digraph in a syllable, the ph can sound like F (photo, philosophy).



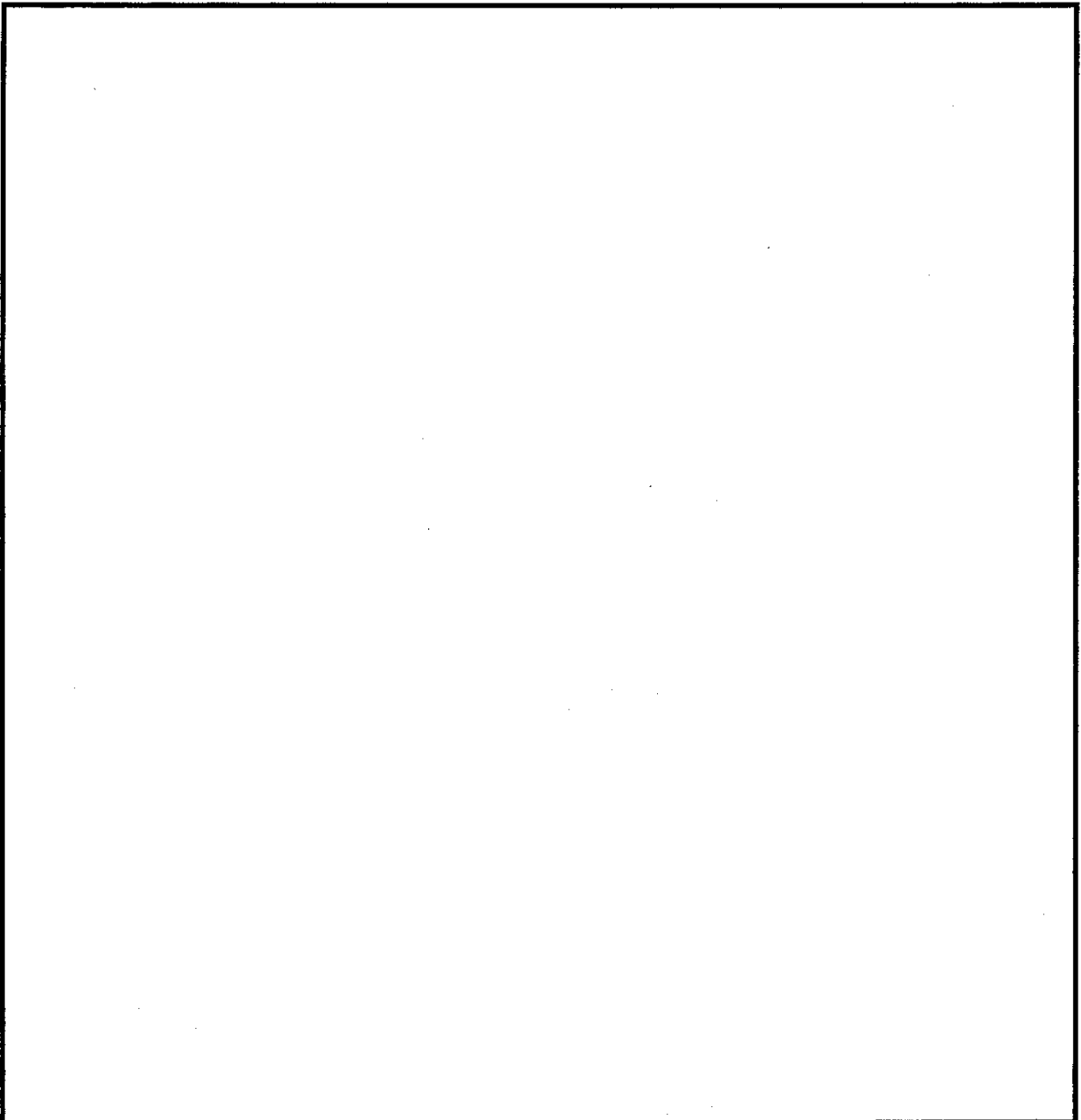


## ★ The Sound of Consonant Pp: page 2 of 2

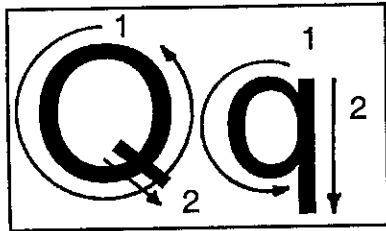


☆ Now draw a picture of a **P PANDA** word. You can copy any of the pictures on the previous page. Or you may choose something else. How about a **Purple Panda** in **Pink Pants** **puffing** on a **Pipe** in its **paw**? A **pet Ape** doing a **hip hop flip flop**? (whatever that is); **Mr. Potato Head** **pushing** **Mr. Pickle Nose** through a **puddle**? **Pete** counting **jumping sheep** to get to **sleep** on his **pillow**? **Penny** making a **picture** with **pencil**, **pen** and **paint**? . Or how about **Peter Piper** **picking** a **peck** of **pickled peppers**?

It's a **puzzle** isn't it. Well **please** don't **pout**. Just **pick** something that has a **P** sound and enjoy drawing it. Add some letter **ps** to the picture while you're at it.



# ★ The Sound of Consonant Qq:



⊙ Letter Q is the sound at the beginning of QUEEN and the picture icon for this Q sound is a queen. The sound of Q-Q-Q is like the sound made by a duck preparing to quack. In English, Q is followed by vowel U.



★ Can you hear the consonant QU sound at the beginning of these words?



Queen



Quarter



Quail



Quilt



Question Mark



Quiet



Quick

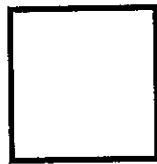
★ Did you hear the QU "kwuh" sound? See that Q is always followed by U? Now see if you can hear the QU sound in these words.



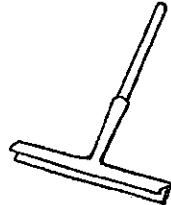
squirrel



squid



square



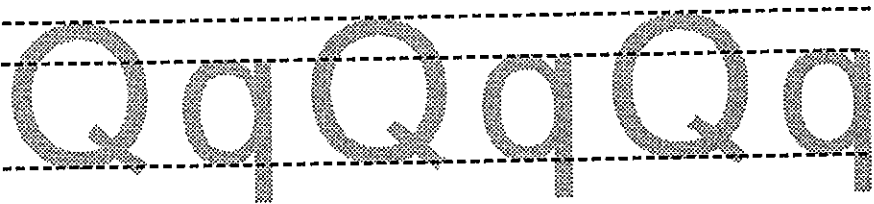
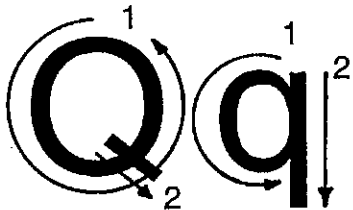
squeegee



squirt



squeeze



★ Can you print capital Q and small q ?

★ Do you have a Q in your name?

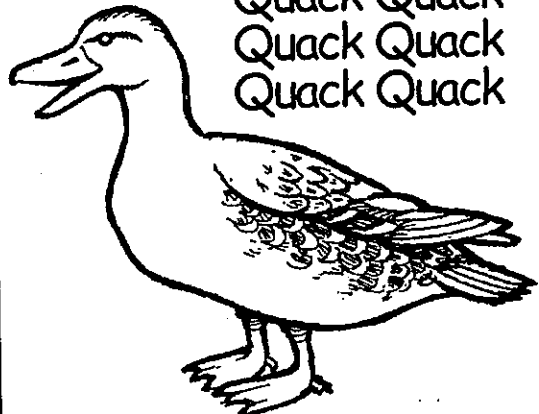
★ The Qu Queen icon stands for the Qu sound, which is like the duck sound in Quack.

★ Now can you draw a picture of a word with a **Qu Queen** sound? You may copy any of the pictures on this page. Or, would you like to draw some other **Qu** word? How about a duck **Quacking** or a mouse **squeaking** or a snake **squirring**?

How about an **earthquake**? How about **equipment** on the **equator**? Or should I **quit** making suggestions? You decide what **qu** word or words you want to draw. Have fun.

Qu - Qu - Qu - Qu - Qu

Quack Quack  
Quack Quack  
Quack Quack

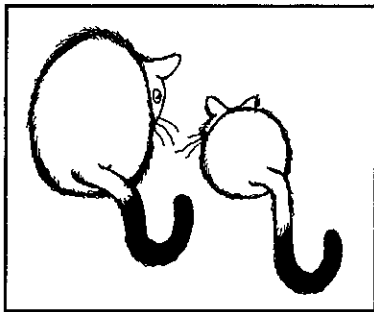


The duck goes **Quack Quack**.

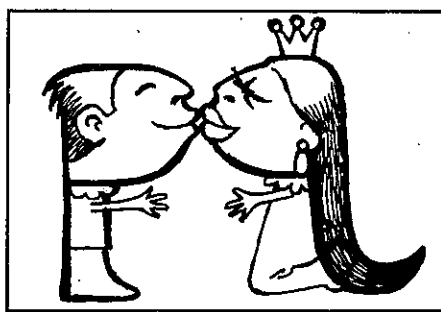
# ★ The Sound of Consonant Qq: page 2 of 3

- ★ Remember: small q usually appears with a straight downleg like this: **q**
- ★ But because q can be confused with p, many make small q with a hook like this: **q**
- ★ This can help later when learning cursive, because cursive **q** looks like: **q**
- ★ Be careful not to confuse **q** and **g** (in print), **g** and **g** (in cursive).

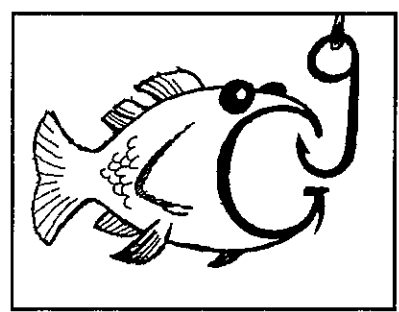
★ These pictures may help you to remember the directions when printing the letters.



★ The **Q q** cats: both tails hook to the right.



★ **p q** The prince kisses his mother, the queen.

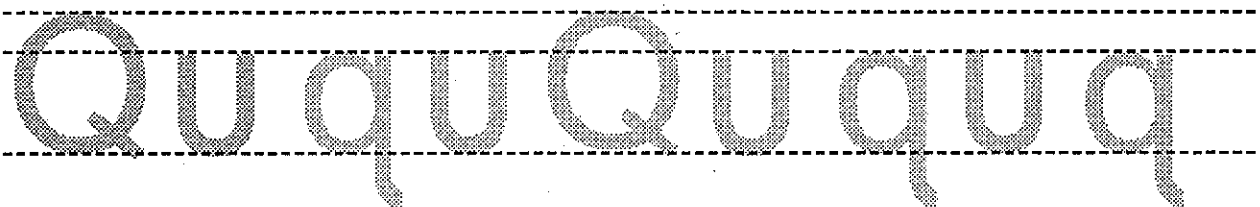
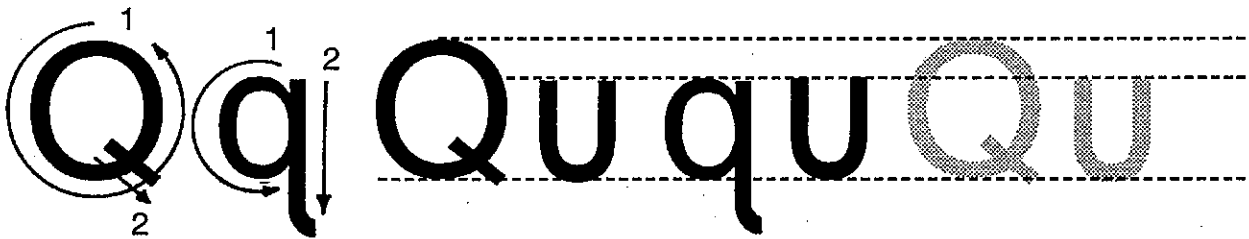


★ **G g** The small g hook catches the big Goldfish.

★ Here's a test. Circle all of the large and small letter Qs.

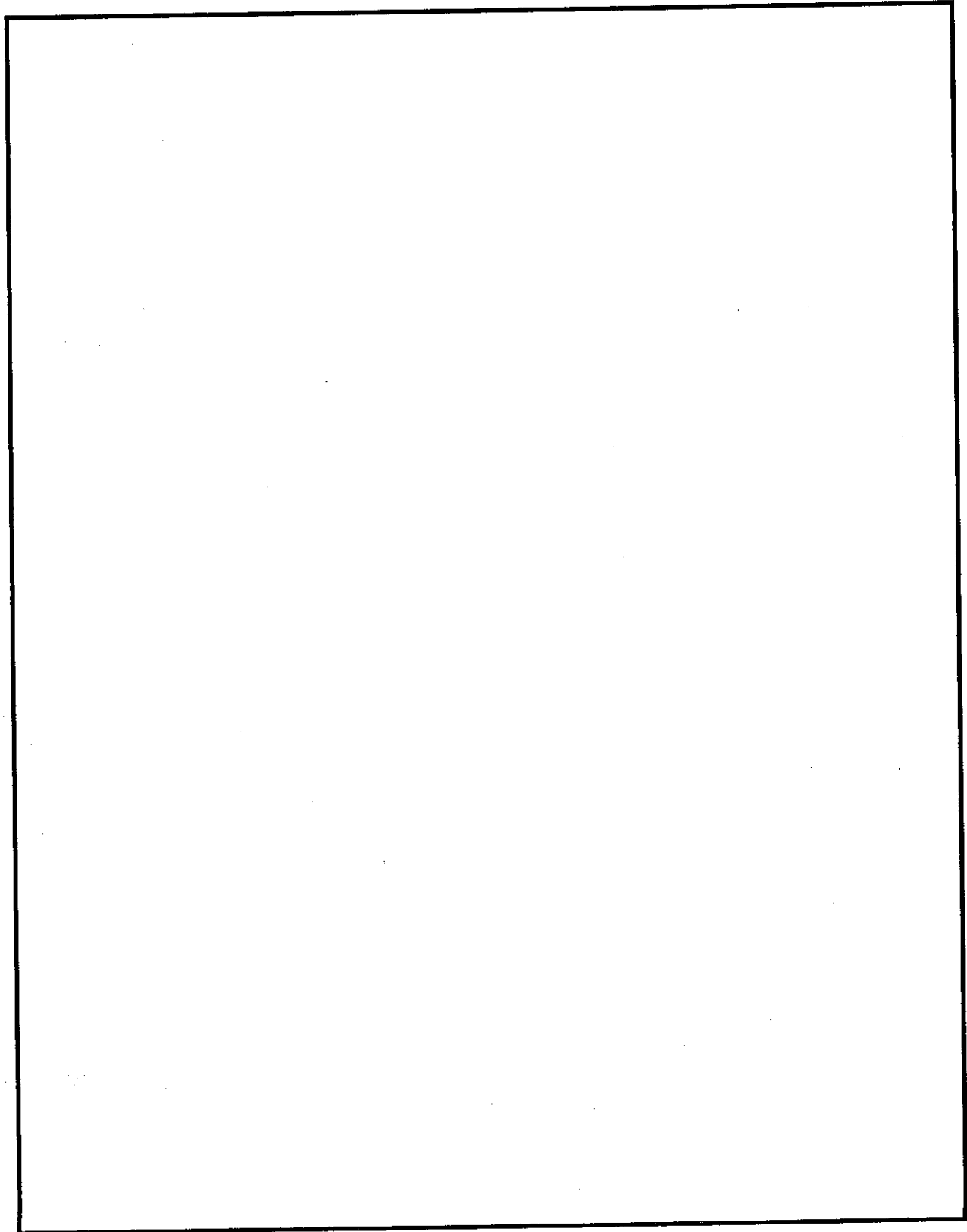
q p q g q p q q Q O Q q q p g Q Q q q

★ Now print capital Q and small q and u.

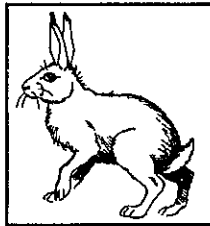


# ★ The Sound of Consonant Qq :page 3 of 3

☆ Now draw a picture (or pictures) of something or some things that have Qu and qu in them. Have fun. Do you have the colors you need?



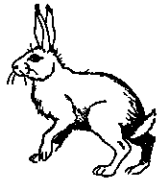
# ★ The Sound of Consonant Rr:



★ Letter R is the sound at the beginning of RABBIT, and the picture icon for this R sound is a rabbit. The sound of R-R-R is like the growling of a dog. Sometimes the R sound is spelled WR but the W is silent (as in write, wrong, wrap, wrist, wreck).



★ Can you hear the consonant R sound at the beginning of these words?



Rabbit



Rat



Raccoon



Ring



Rope

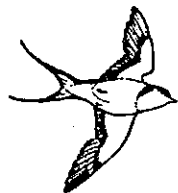


Racquet



Rain

★ Can you hear the consonant R sound in these words?



Bird



Crab



Worm



Carrot



Ear



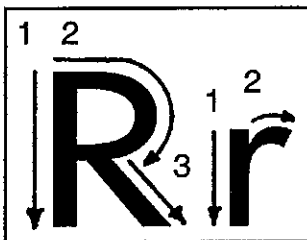
Four



Earth

★ Is there a consonant R sound in your name?

★ Can you print capital R and small r?

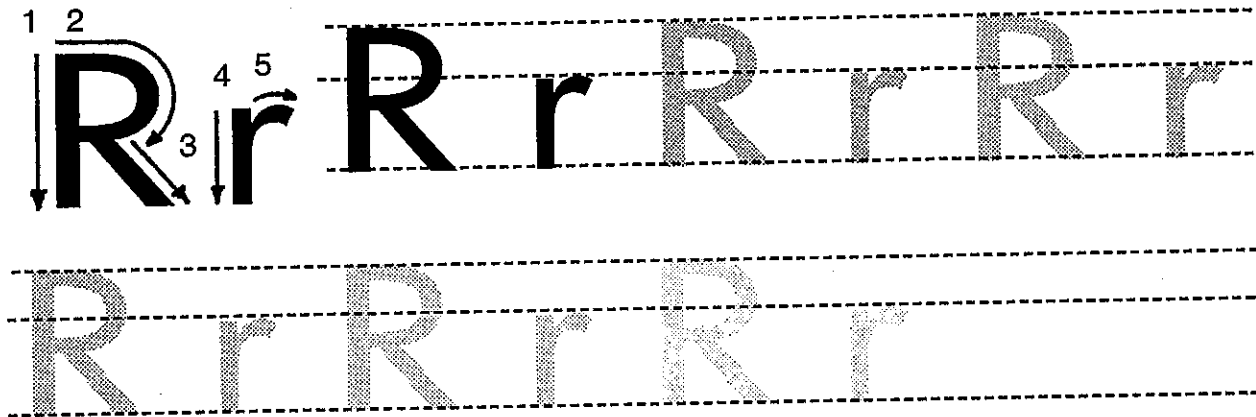


★ On the next page you will practice printing large and small letter R and then draw a picture of something that has the **R Rabbit** sound. You may copy any of the pictures on this page. Or, would you like to draw a **Red spider running recklessly**? A really **Red Ruby**? An earnest **Raccoon** playing **Racquetball**? A **Reindeer**? An **American Rocket** (or the Space Shuttle with its lift-off rockets)? **Rain** on the **Roof**? **Raggedy Ann** and **Raggedy Andy**? A **rambunctious Deer** on the road? How about a **wrinkled Alligator** ( stayed in the water too long)? A **rapidly racing Rabbit**? You decide. Have fun.

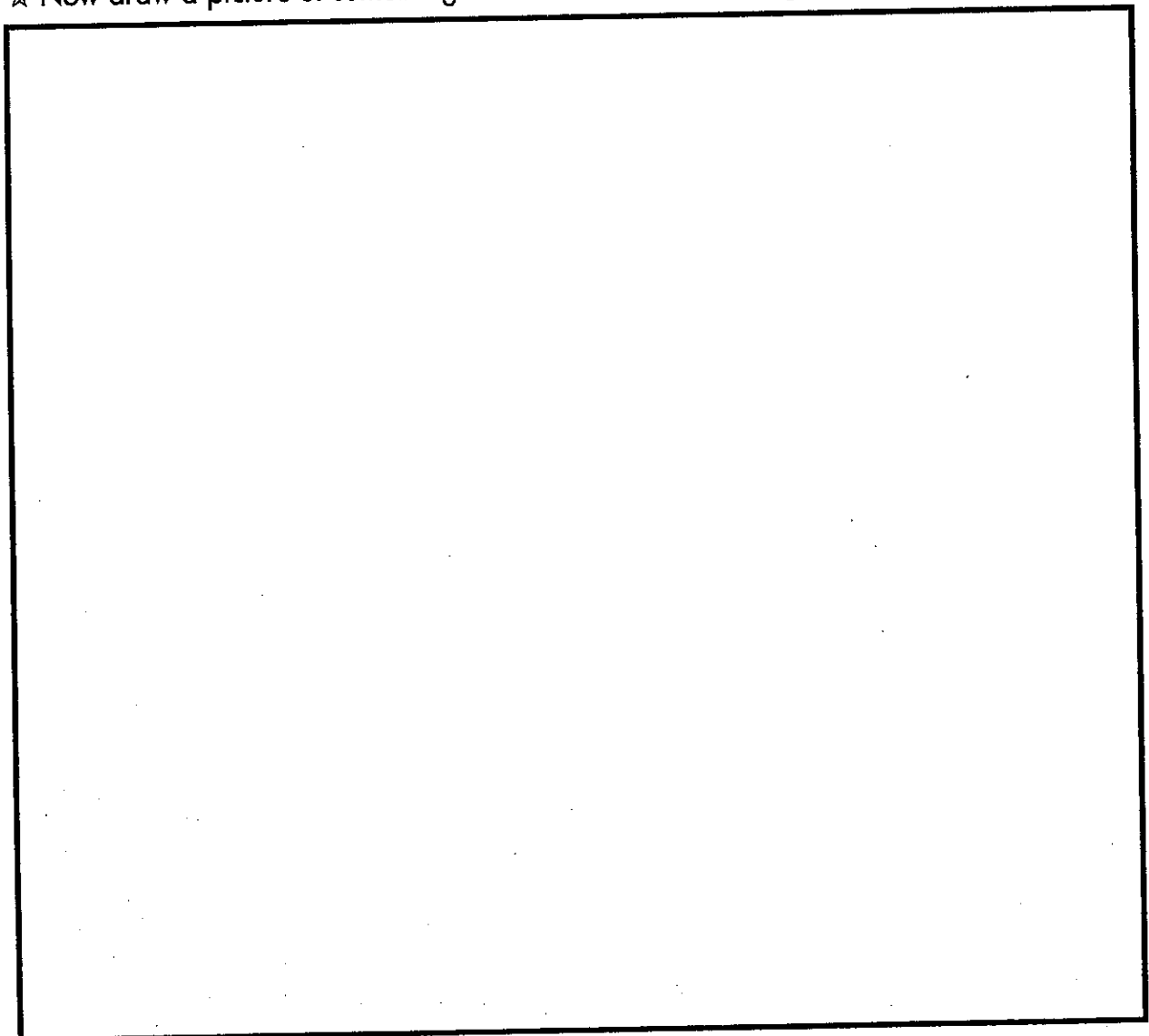


# ★ The Sound of Consonant Rr: (page 2 of 2)

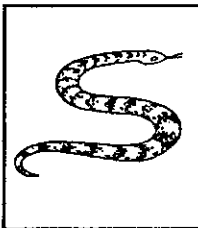
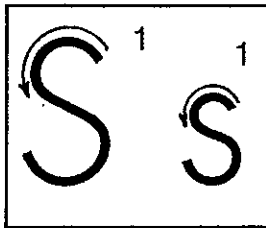
☆ Can you print capital R and small r?



☆ Now draw a picture of something that has the R rabbit and growling dog sound.



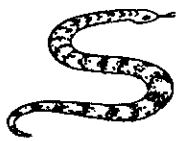
# ★ The Sound of Consonant Ss:



★ Letter s usually has the sound of a hissing snake s-s-s-s-s. So a snake is the sound picture icon. But s can also sound like the sound of letter z in words like was, rose, is, dessert, reason and in some plurals like dogs, fingers, pages, etc. It may sound like sh (sure, sugar, pressure) or zh (pleasure, measure, treasure).



★ Can you hear the consonant S sound at the beginning of these words?



Snake



Six



Square



Sun



Snowflake



Skunk



Seven



Seahorse

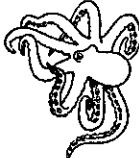
★ Can you hear the consonant S sound in these words?



Insect



Nest



Octopus



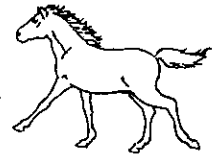
Bubbles



Fist



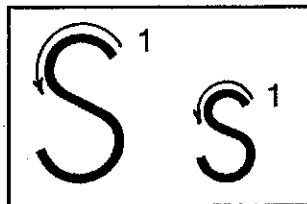
Goose



Horse

★ Can you hear the consonant S sound in your name?

★ Can you print the capital S and small s?



★ On the next page draw a picture of something that has the *s snake sound*. You may copy any of the pictures on this page. Or, would you like to draw a *skunk playing a song on a saxophone*? An *octopus swimming with a submarine*? *Santa sailing in his sleigh through the stars*? A *salamander eating a sausage sandwich*? *Vowel Singer*? A *circus*? A *mess*? *Stinkie socks*? A *Sifaka*? *Six silly squirrels skipping in the sunshine*? You decide which **S** thing to draw. In fact, you may wish to draw more than one **S** thing in your picture. Have fun.

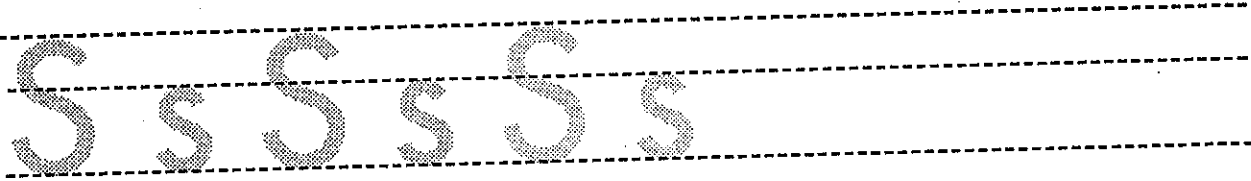
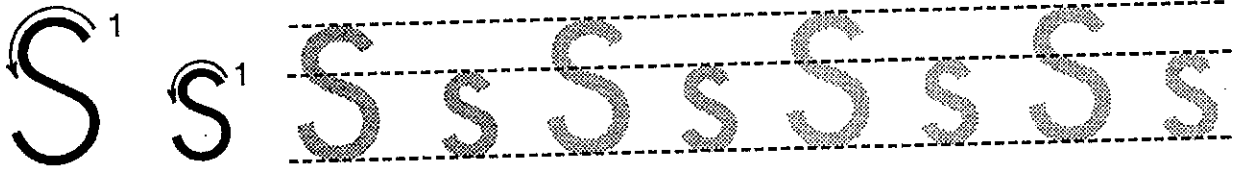
S-S-S-S-S-S-S-S-S



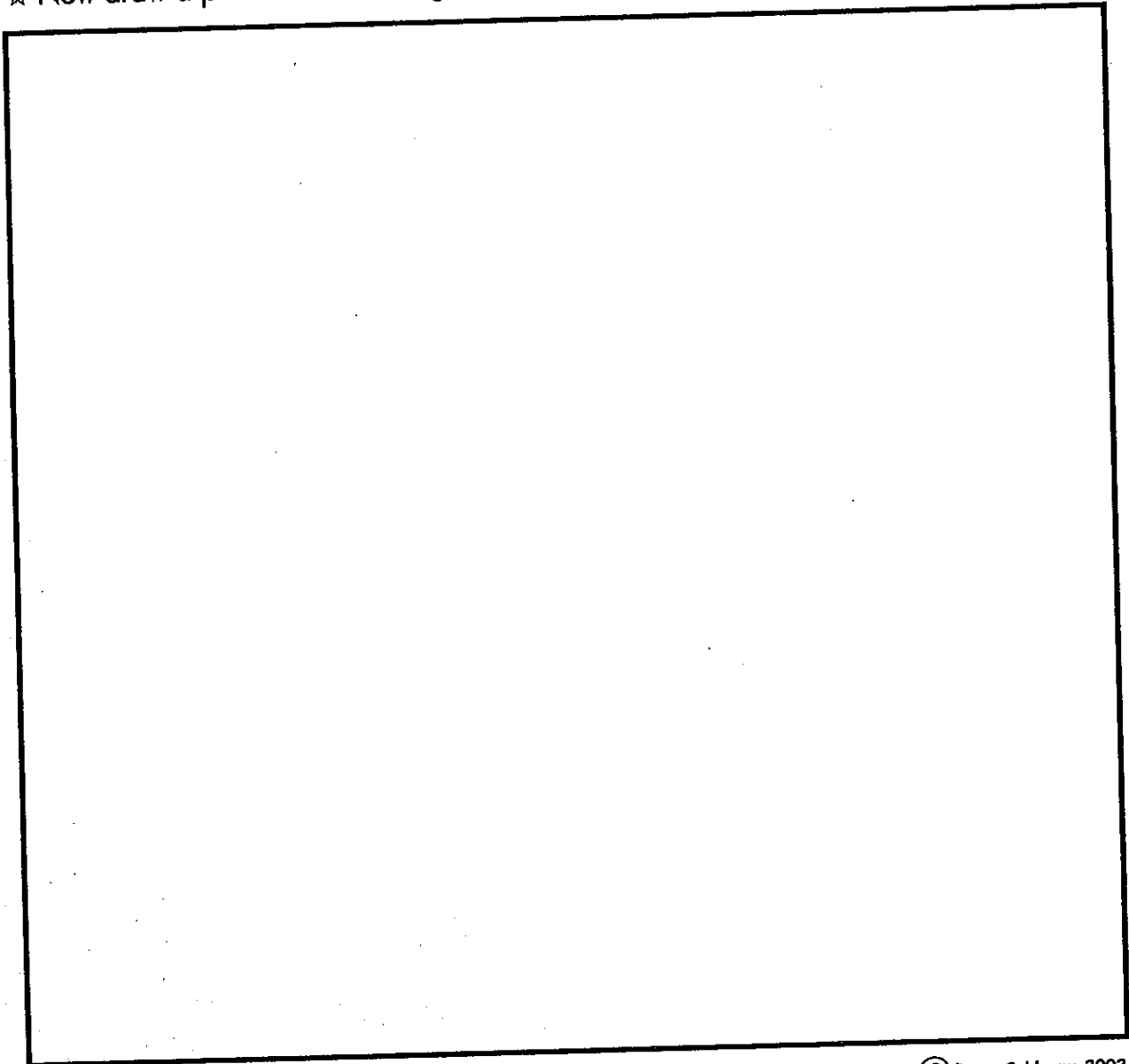
The snake hisses the sound of S.

# ★ The Sound of Consonant Ss:

☆ Now practice printing capital S and small s.

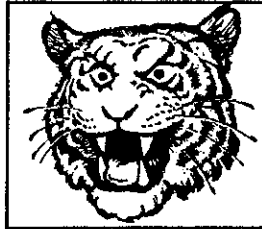
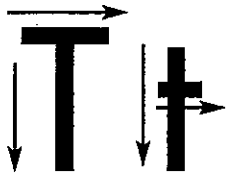


☆ Now draw a picture of something that has the s with the snake sound in it.





# ★ The Sound of Consonant Tt:



Letter T has one sound when it is not paired with h (th) or ch (tch). The Tiger is the picture icon for the sound of T. A ticking clock makes the t-t sound.



★ Can you hear the consonant T sound at the beginning of these words?



Tiger

10

Ten



Toes



Tuna



Tub



Table



Tree

★ Can you hear the consonant T sound in these words?



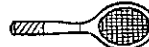
Cat

22

Twenty-two



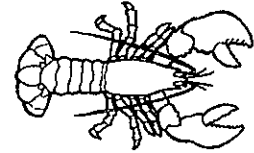
Valentine



Tennis racquet

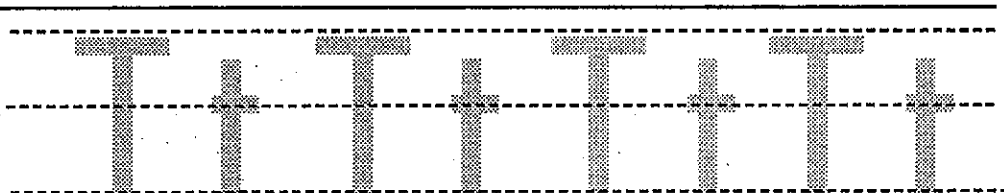
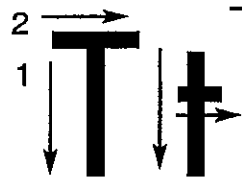


antlers



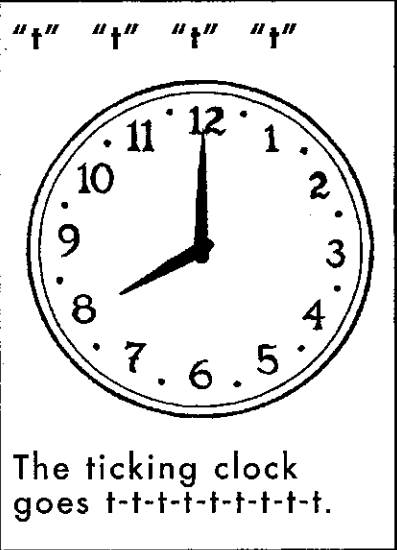
lobster

★ Is there a consonant T sound in your name? (The tutor will help with this.)



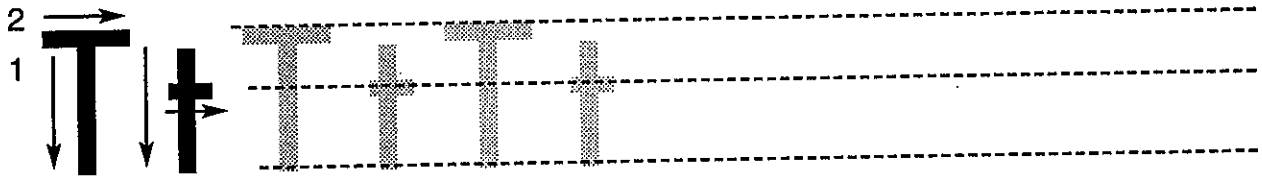
★ Can you print the capital (large) T and the small case (little) t?

★ Now, on the next page can you draw a picture of something that has a consonant T sound? You decide what it will be. How about one of the things pictured on this page? Or how about a turkey? A top? A TV set? An ant? An anteater? A turtle? A tomato? A rocket? A boat? A bat? A tent? A pet? A hat? Another consonant T word? You decide what T thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

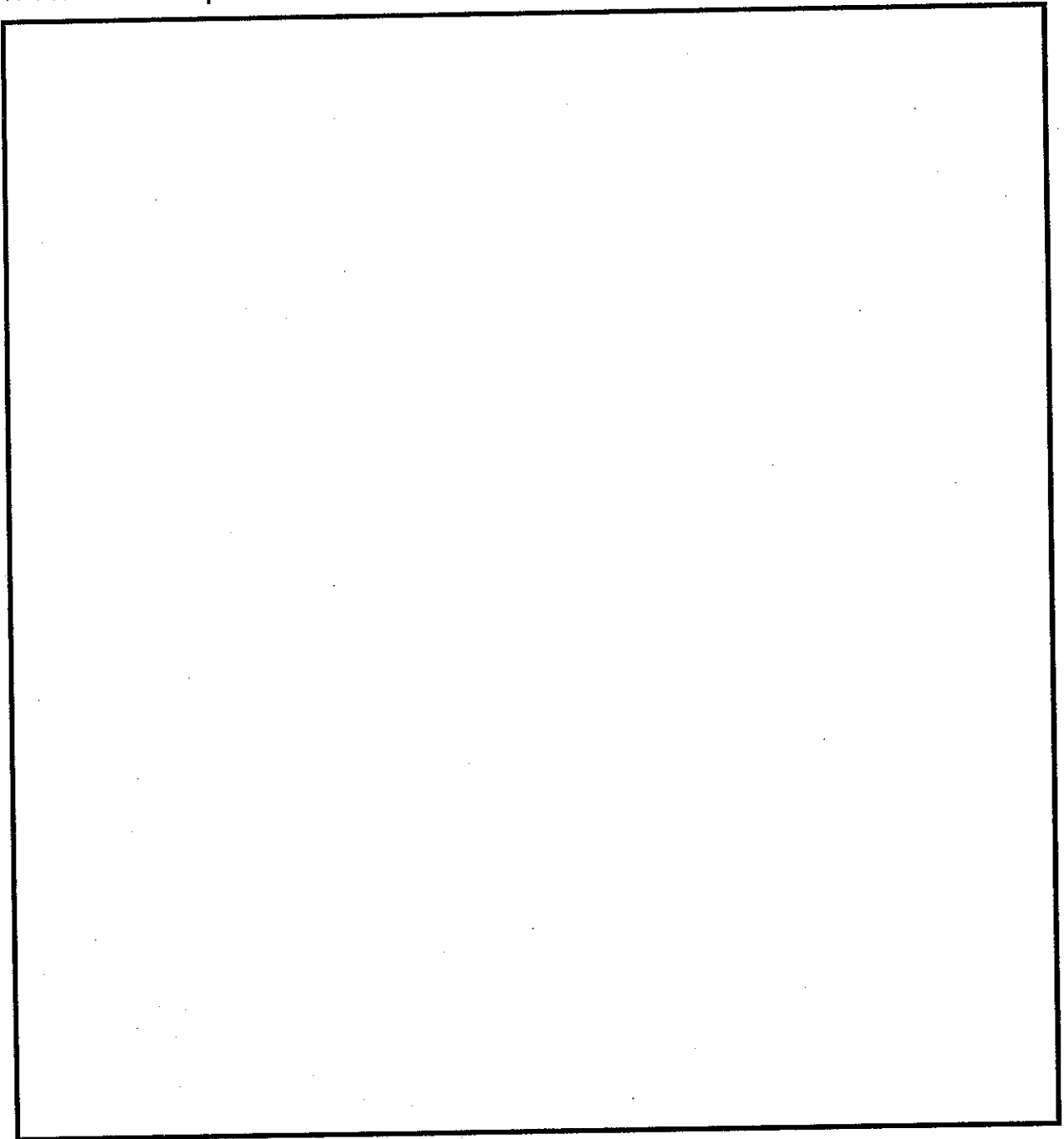


# ★ The Sound and Look of Consonant Tt:

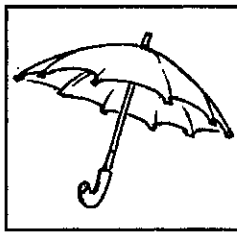
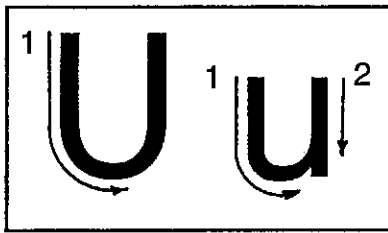
☆ Can you print the capital (large) T and the small case (little) t? Trace over these letter T's and then make some of your own.



☆ Now draw a picture of something that has the T sound.



# ★ The Short Vowel Sound of Uu:



⊕ Letter U stands for many U vowel sounds you can sing. We will learn the short vowel sound of U for now. The short vowel U sound is like the U at the beginning of Umbrella and like a weight lifter.



★ Can you hear the short vowel U sound at the beginning of these words ?



Umbrella



Uncle Sam



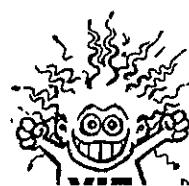
Unhappy



Uphill



Undershirt



Uncombed



Umpire

★ Can you hear the short vowel U sound in these words ?



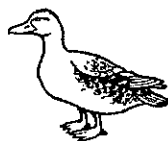
Cup



Tub



Bug



Duck



Skunk



Number



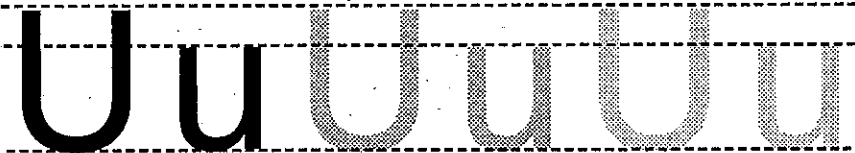
Nuts



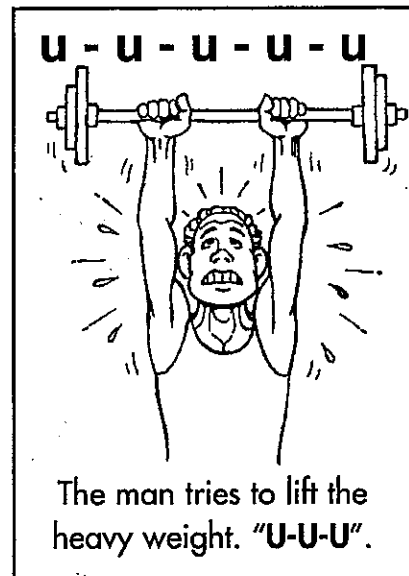
Hug

★ Do you have a short vowel U sound in your name? (Your tutor will help you with this.)

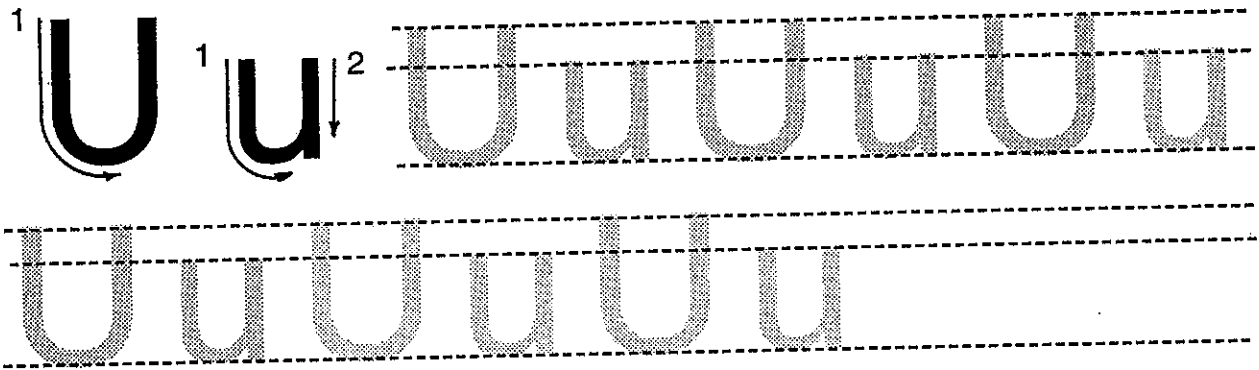
★ Can you print capital U and small case u?



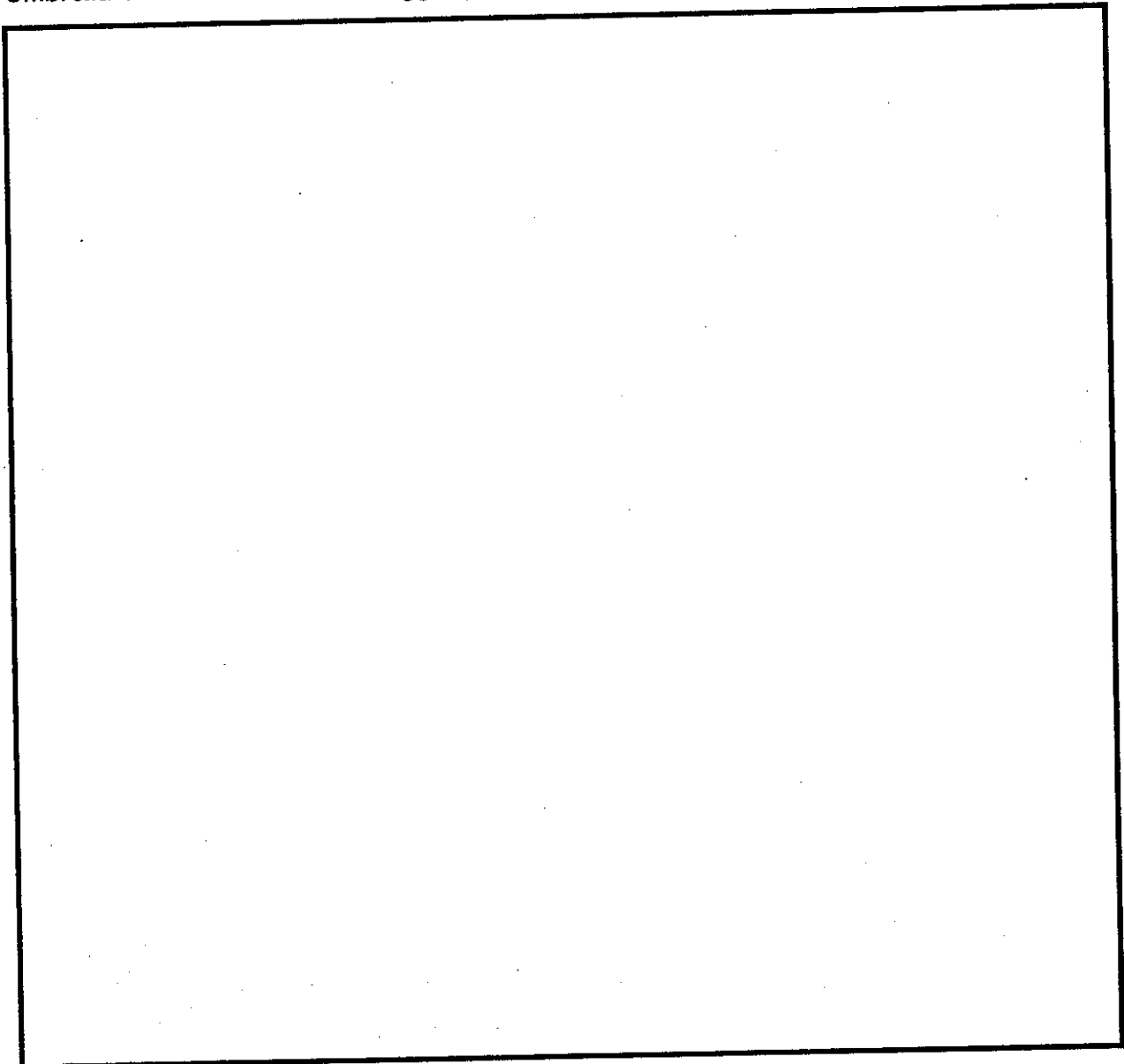
★ On the next page, draw a picture of something that has the **U umbrella short vowel u sound**. Copy something from this page or draw any **short vowel u** word of your choice. How about an **ugly uncle**? A **bug beating a drum**? The **tusks and trunk** on an elephant? **Snug as a bug in a rug**? A **bus full of ducks**? A bear **cub** having **fun up** the trunk of a tree? A **skunk** in the **tub**? A **slug** on a **stump**? You decide what **short vowel U** word you want to draw. Maybe you want to draw more than one thing. That sounds like **fun**.



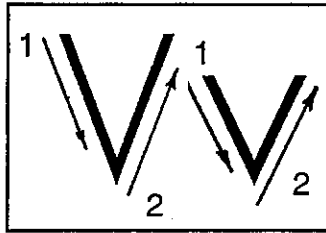
★ The Short Vowel Sound of Uu: (page 2 of 2)



★ Now draw a picture of something that has the short vowel u sound like the beginning of Umbrella or the sound of the struggling weight lifter.



# ★ The Sound of Consonant Vv: page 1 of 2



☛ Letter V is the sound at the beginning of **VOLVANO** and the picture icon for this V sound is a volcano. The sound of V-V-V is like the sound made by a vacuum cleaner. Trying to sing the V sound may make your ears tickle.



★ Can you hear the consonant V sound at the beginning of these words?



Volcano



Valentine



Violin



Vest



Veil



Vowel



View

★ Can you hear the consonant V sound in these words?



Beaver

5

Five



Van

12

Twelve



Glove



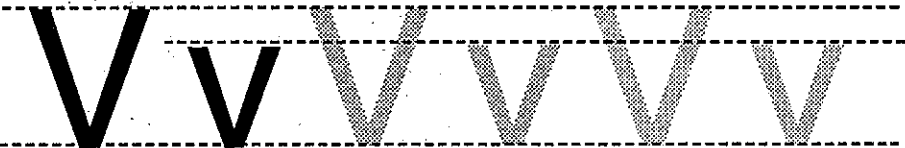
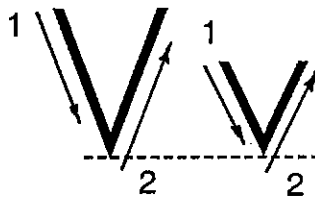
Sleeve



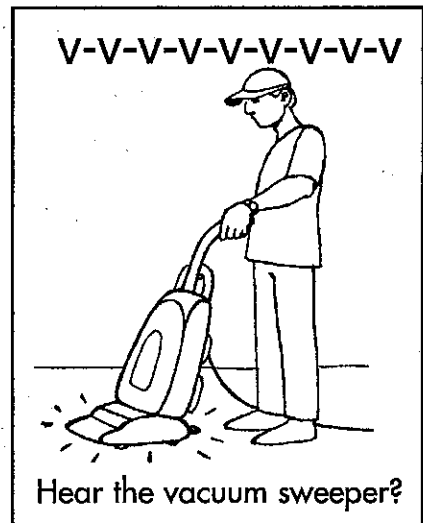
Cave

★ Do you have a V sound in your name? (Your tutor will help you with this.)

★ Can you print capital V and small case v?

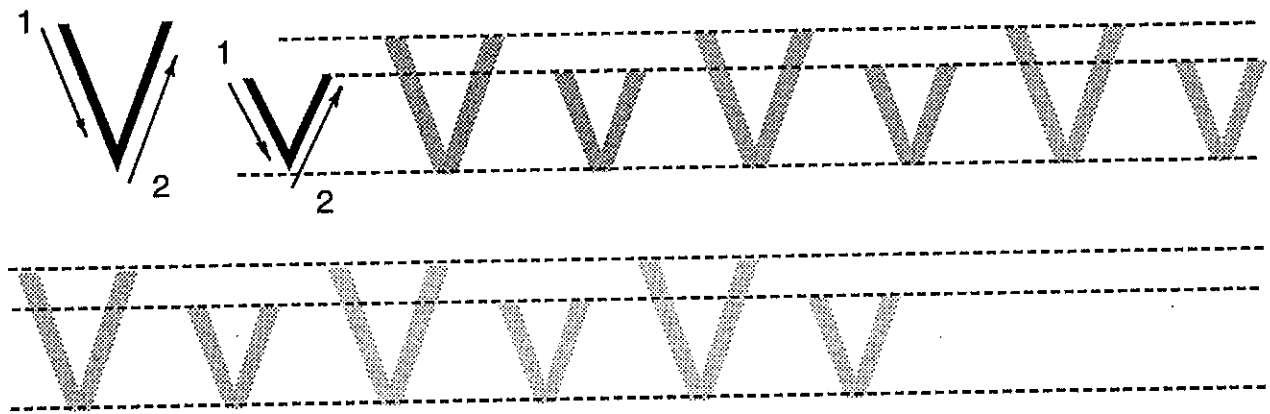


★ On the next page, draw a picture of something that has the **V Volcano consonant v sound**. Copy something from this page or draw any consonant v word of your choice. How about *five very lovely Valentines*? How about *Steve diving bravely into the waves of the river*? A baseball *glove*? A *stove*? A *cave*? *Twelve Vases*? What about a *Visit* to a *Very lively bee hive*? You decide what consonant V word you want to draw. Maybe you want to draw more than one thing to *prove you have the V sound*. ☛ The V sound can also be spelled f (of), ph (Stephen) and lv (halve).

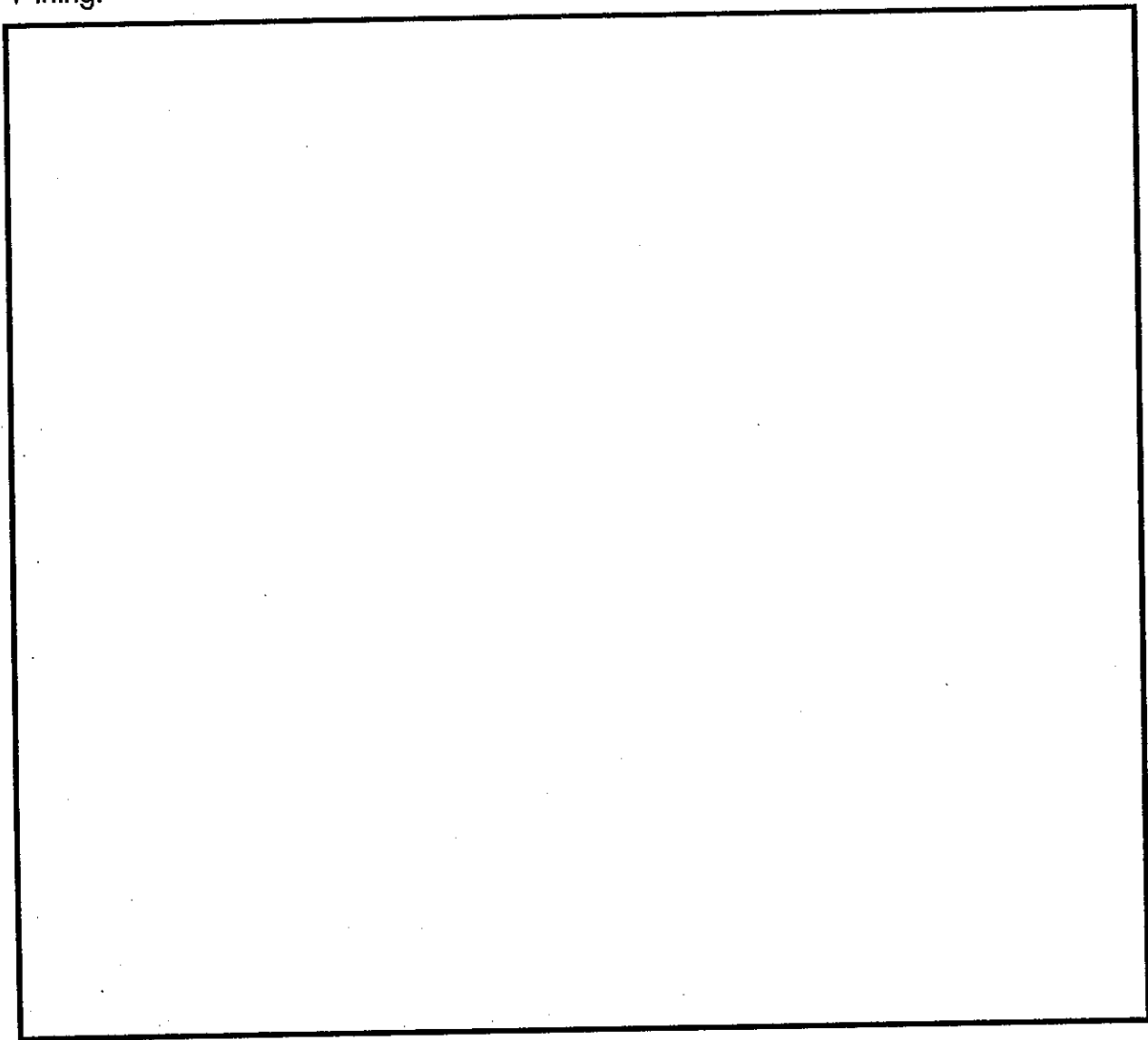


# ★ The Sound of Consonant Vv: page 2 of 2

☆ Can you print t aapital V and small case v?



☆ Now draw a picture of something that has the V sound. You may draw more than one V thing.



★ The Sound of Consonant Ww: page 1 of 2



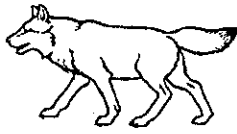
★ Consonant **W** has the sound of **W** in **WARTHOG**. The **W** sound sounds like the **WAILING WIND**. **W** can also act as a vowel when it follows another vowel (as in **blow**) and then its sound is different. For now we will just study the **W WARTHOG** sound.



★ Can you hear the consonant **W WARTHOG** sound at the beginning of these words?



Warthog



Wolf



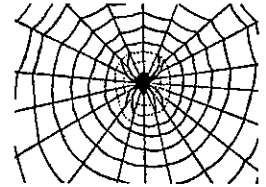
Wasp



Walrus



Weasel



Web

★ Can you hear the consonant **W WARTHOG** sound in these words?

12



Twelve

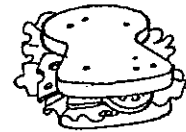
Swan



Swallow

20

Twenty



Sandwich



Highway

★ Be careful. When **W** and **H** combine to make the digraph **WH**, The **WH** sounds like **HW**. The **H** sound makes a puff of air before the **W** sound. **These are NOT W WARTHOG words. The WH words are WHALE DIGRAPH words.** We will study these later. But for now, here are examples of **WH DIGRAPH** words that are **NOT W WARTHOG** words.



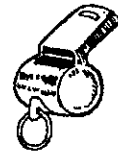
Whale (HWALE)



Whip-poor-will  
HWIP-poor-will

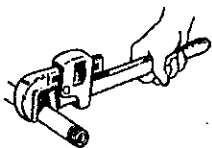


Wheelchair  
(HWEELCHAIR)

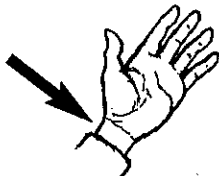


Whistle  
(HWISTLE)

★ Also. Be Careful. When **W** is followed by **R**, the **WR** sounds like **R**. The **W** has no sound. We'll study this more later. But for now, here are examples of **WR** with silent **W**.



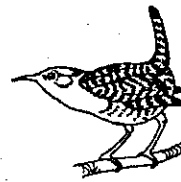
Wrench  
(RENCH)



Wrist  
(RIST)



Write  
(RITE)



Wren  
(REN)



Wreath  
(REATH)

★ Now we are studying consonant **W** in **WARTHOG**. Consonant **W** has the sound of the **WAILING WIND**. We will study **WH**, **WR**, and **W** following vowels at a later time.

# ★ The Sound of Consonant Ww: page 2 of 2

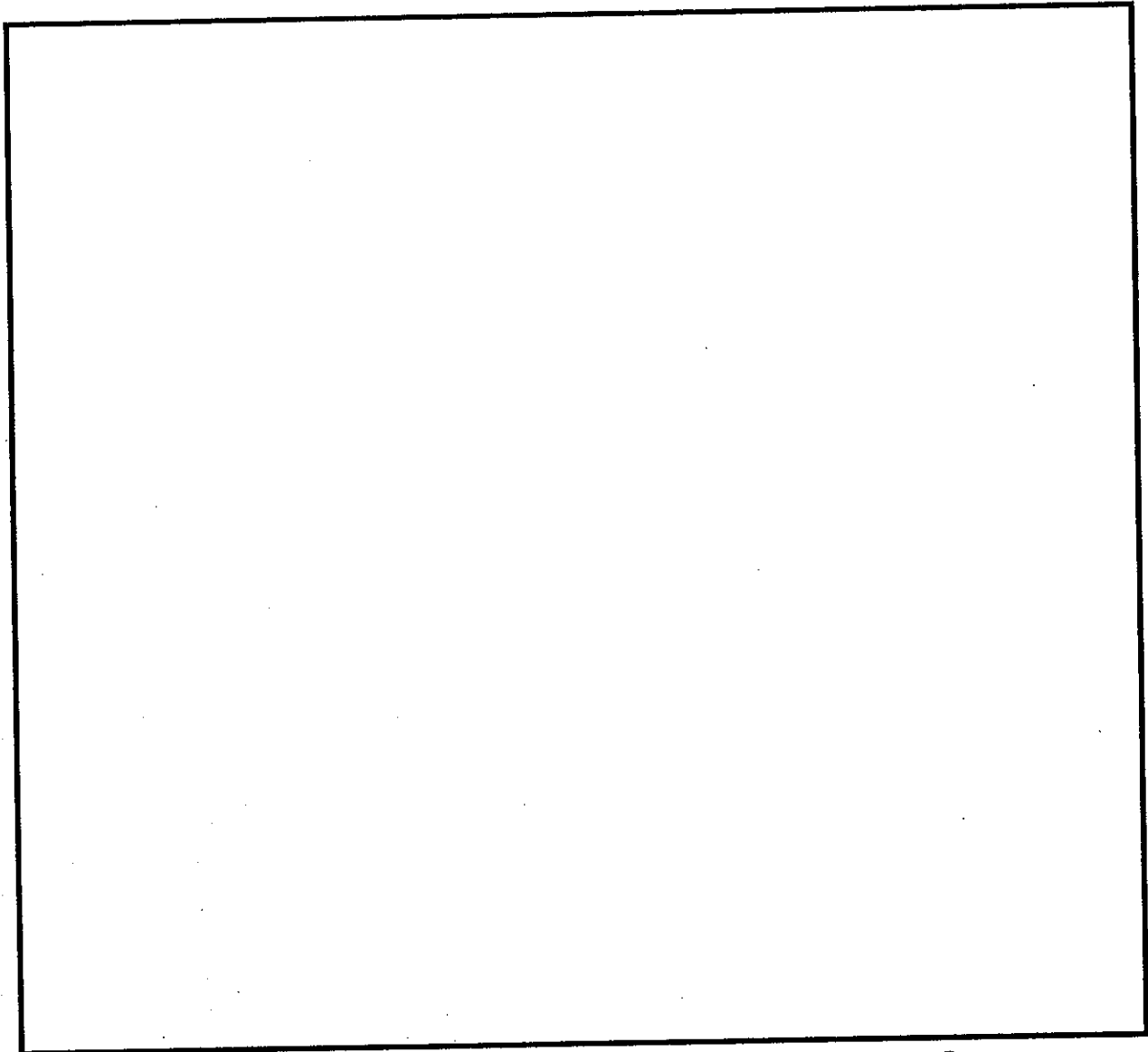
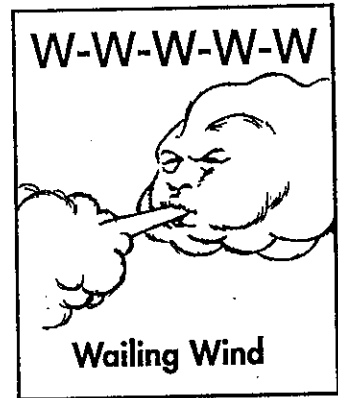


☆ The consonant **W** in **WARTHOG** has a sound like the **WAILING WIND**.

☆ Do you have a **WARTHOG W** with the **WAILING WIND** sound in your name?

☆ Can you print capital W and small w?

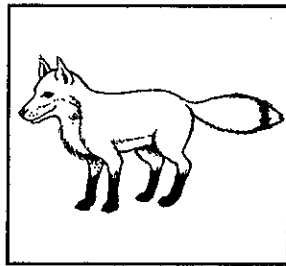
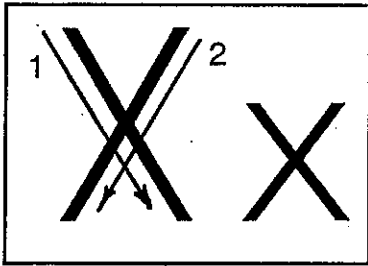
☆ After you practice printing Ww, Draw a picture of a **W WARTHOG** word. You may copy the **WARTHOG** pictures from the previous page. Do **NOT** copy the **WH** or **WR** word pictures. Need more W words? Water? Women? Waves? Wig? Watch? Wagon?





# ★ The 3 Sounds of Consonant Xx:

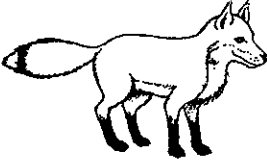




⊕ Tutors: If it appears that 3 sounds of X may be too much for right now, just use the X sound of fox now - the KS sound of X.



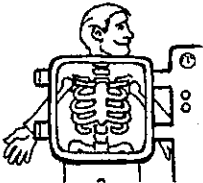



⊕ Letter X has 3 sounds.  
 1. **KS** The KS sound in **fox** is the most common sound of X.  
 2. **EX** The sound of X in **x-ray**.  
 3. **Z** The sound of X in **Xerox**.  
 There aren't many X words, but the **KS FOX** sound is the most common sound.





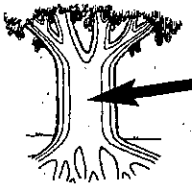

★ Can you hear the **KS** consonant X sound like the X in **FOX** in these words?

<b>KS</b>		<b>6</b>				
	Fox	Six	Axe	Ox	Tuxedo	Wax

★ Can you hear the **EX** consonant X sound like the X in **X-ray** in these words?

<b>EX</b>			<b>EXIT</b>		
	X-ray	Texas	Exit	Hexagon	Exercise

★ Can you hear the **Z** sound of consonant X like the X in **Xylophone** in these words?

<b>Z</b>				
	Xylophone	Xerxes	Xylem	Xerox

★ Can you hear any of the sounds of X in your name? Is the sound spelled with an X?  
 (Your tutor will help you with this).

★ Can you print capital X and small x?

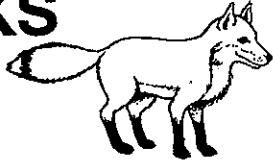
Tracing practice for uppercase X and lowercase x. It includes a stroke order guide for both, followed by a row of dashed lines containing several uppercase X's and lowercase x's for tracing.

★ Now go on to the next page and draw an X word.

## ★ The 3 Sounds of Consonant Xx: page 2 of 2

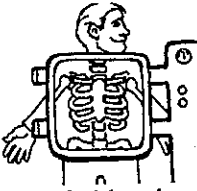
★ Now you know that consonant X has 3 sounds: Know also that some Chinese words are being spelled with even different x sounds.

**KS**




★ The KS sound, like the sound at the end of fox, is the most common x sound.

**EX**



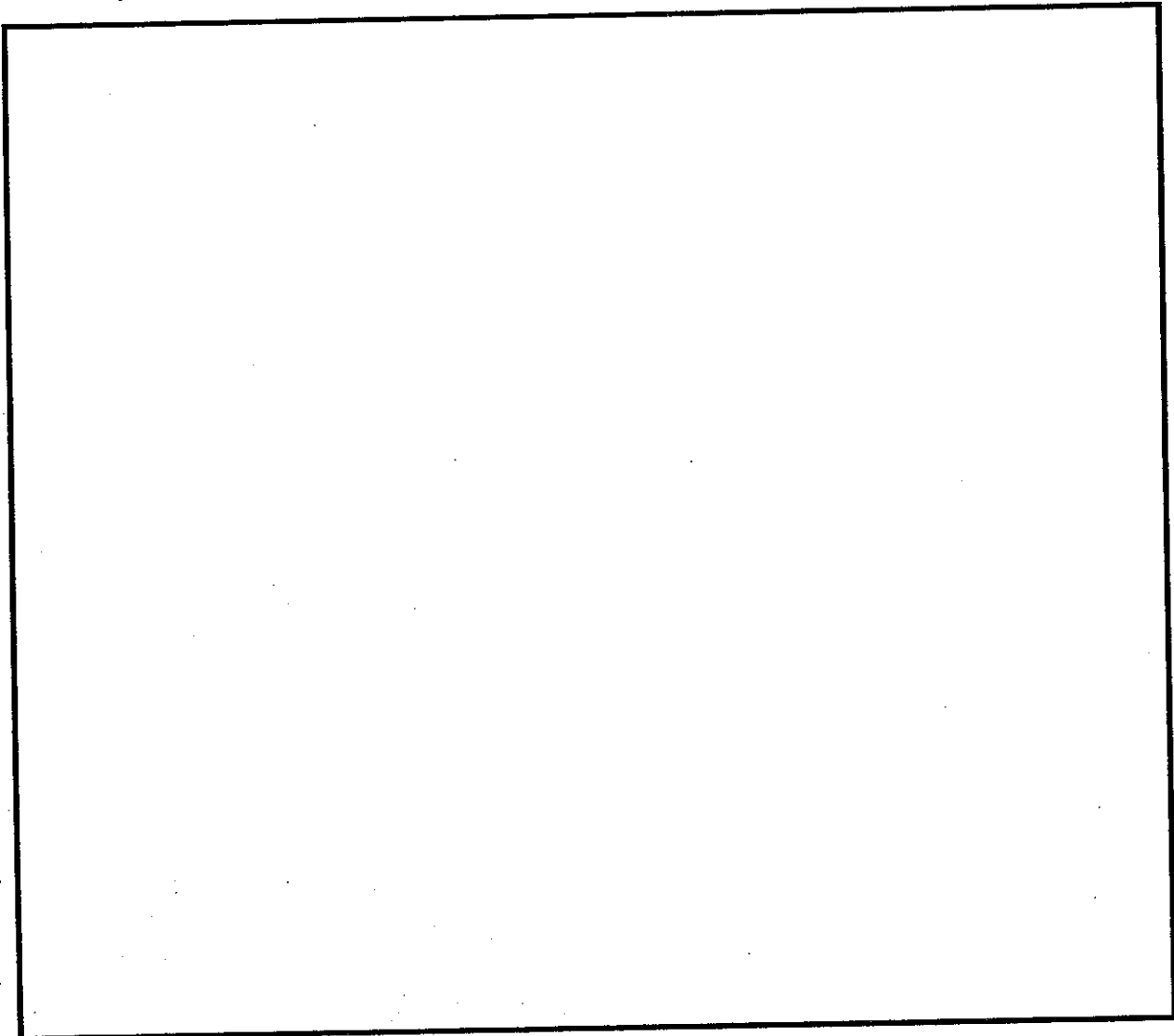
★ The EX sound, like the sound at the beginning of X-ray is heard often.

**Z**

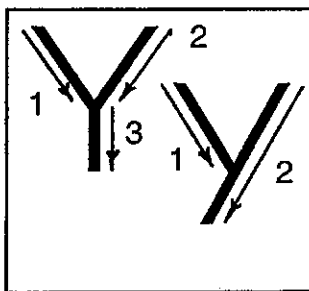


★ The Z sound, like the sound at the beginning of Xylophone, is uncommon.

★ Now draw a picture of something that has one of the X sounds spelled with an X. You may draw *six foxes from Texas in boxes*. (Sound like Dr. Seuss? ) What about a *mix of perplexed oxen* paying their *taxes*? *Relax* Just draw one or more X things. You can copy from the previous page or make up your own thing. How about *Vax*, the man from Mars?



# ★ The Sound of Consonant Yy: page 1 of 2



⊛ Y can be a consonant or a vowel. When Y occurs at the beginning of a word, it is a **consonant** and sounds like the beginning of the word **YAK**. Most of the time Y is *not* at the beginning of a word. Then it is usually a vowel, and has different sounds. For now we will just study the **consonant** sound like Y in **YAK**.



★ Can you hear the consonant Y **YAK** sound at the beginning of these words?



Yak



Yolk



Yellow Jacket



Yew tree



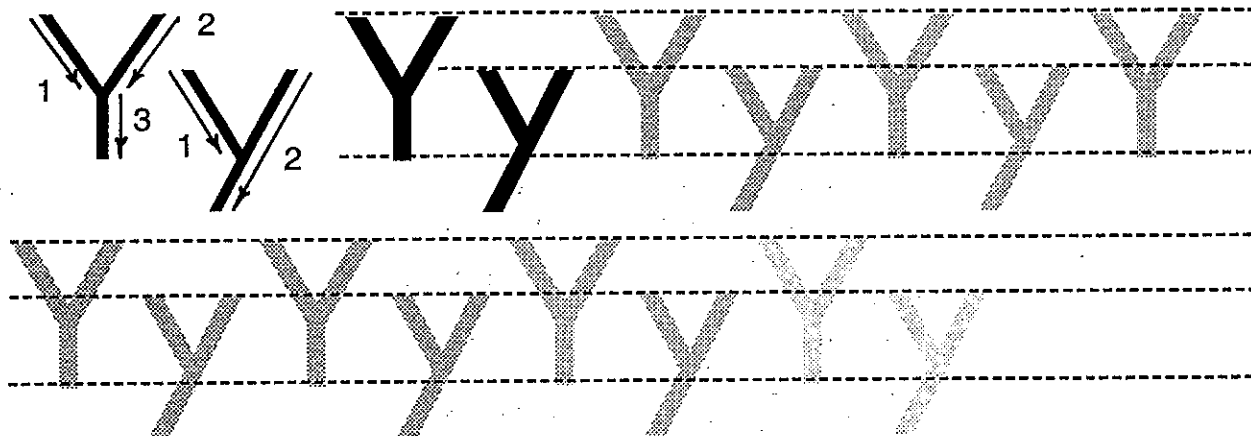
Yo-Yo



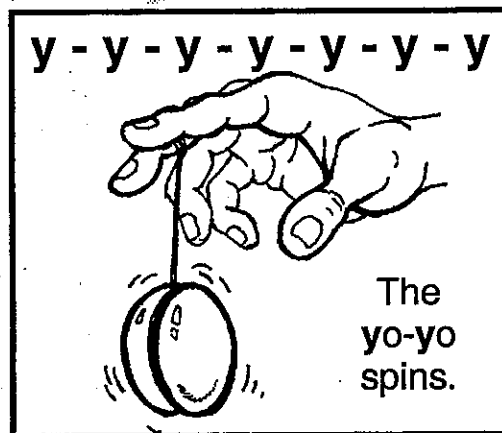
Yarn

★ Can you hear the **consonant sound of Y (as in YAK)** in your name? Remember, if the Y is not at the beginning of your name, it will **NOT** have **the consonant Y YAK sound**. (Examples: Yancy Young = OK, but Betty or Ty or Sylvester do NOT have the consonant Y YAK sound because the Y is NOT at the beginning of the name. )Your tutor will help you with this. (We'll learn these other Y sounds later.)

★ Can you print capital Y and small y?



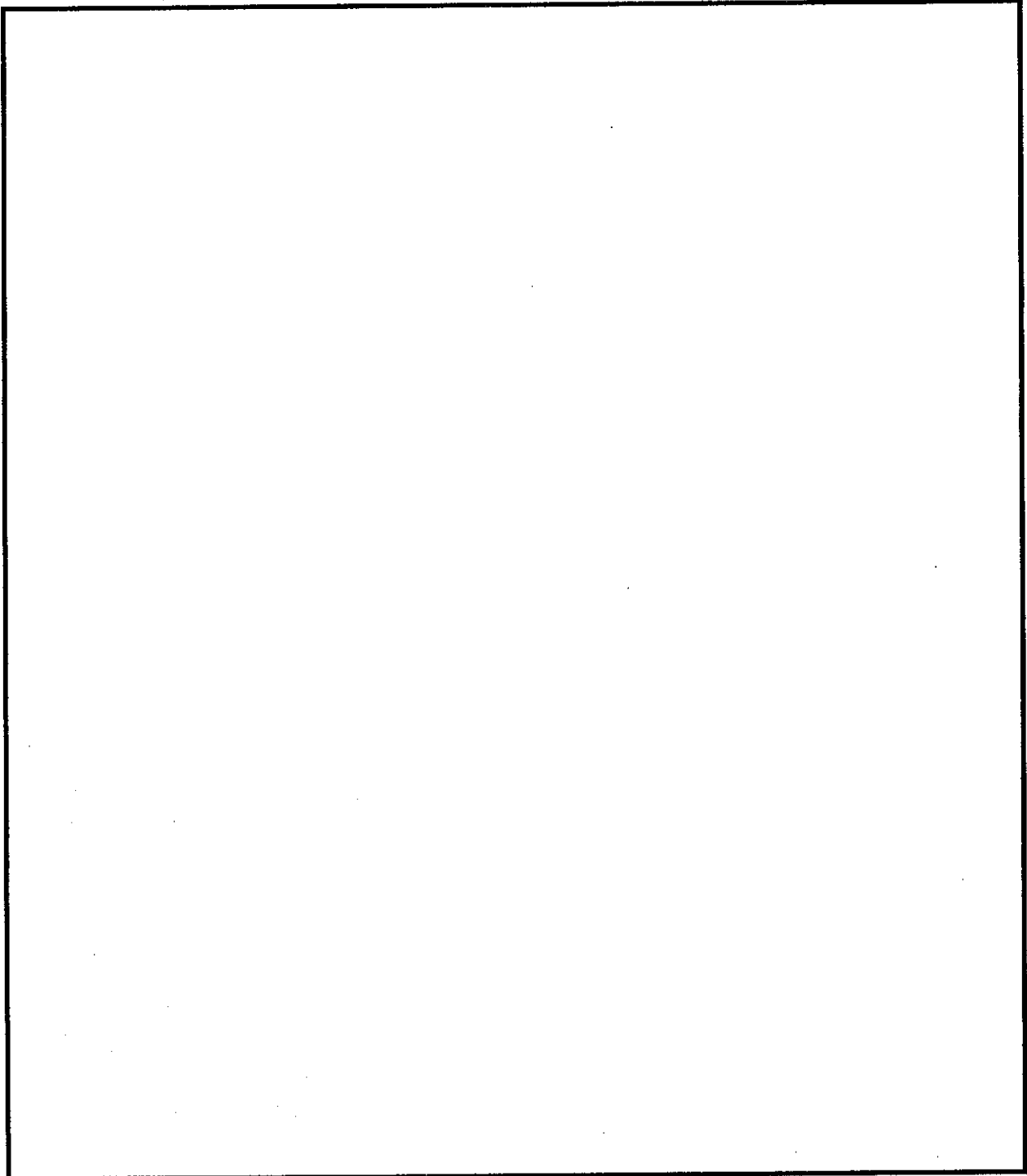
★ The **consonant sound of Y** seen and heard at the beginning of the word **YAK** also sounds like the rapid spinning sound of some Yo-Yos. (But not all yo-yos make the same sound when spinning and whirling.)



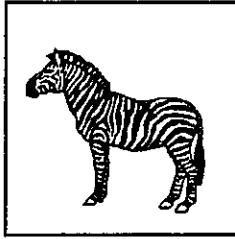
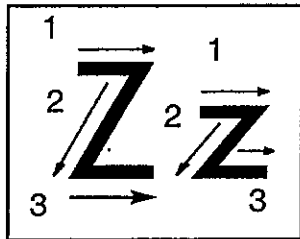
## ★ The Sound of Consonant Yy: page 2 of 2

☆ Now draw a picture of something that begins with the **Y YAK** spinning **Yo-Yo** sound. Remember: the Y has to be at the beginning of the word to be a Y YAK consonant. If the Y is **NOT** at the beginning of the word ( which is most of the time), the Y has a different sound than Y YAK and is not a consonant but is a vowel. We'll study this later.

O.K. Draw any **Y** word from the previous page, or try one or more of these: How about **You**? Draw a picture of **Yourself**. Or how about a **Yawning Youth**? **Mr. Yuck**? A **Yelling** or **Yodeling Youngster**? A **Yacht**? **Your Yard**? You decide what to draw. Have fun.



★ The Sound of Consonant Zz: page 1 of 2



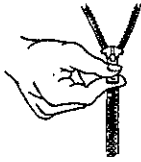
★ Consonant Z stands for the sound of Z in Zebra. But the Zzzz sound is more often spelled with an S, and sometimes even with an X. The Z Zebra sound sounds like the ZZZZ of an electric razor.



★ Can you hear the consonant Z Zebra sound spelled with letter Z in these words?



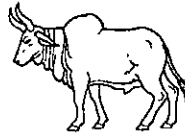
Zebra



Zipper

0

Zero



Zebu Bull



Buzzard

12

Dozen

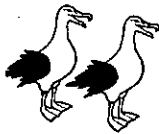


Squeeze

★ Can you hear the consonant Z Zebra sound spelled with S in these words?



Nose



birds



Rose



Daisy



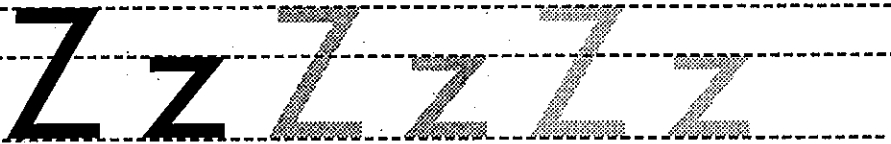
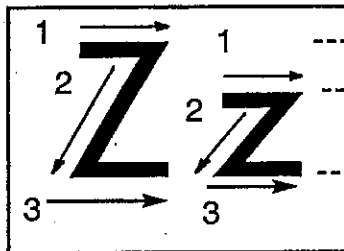
Wise

has is was  
as does

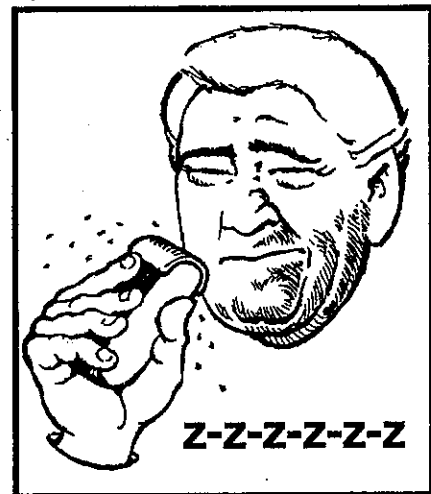
S sounds like Z words

★ Can you hear the consonant Z Zebra sound in your name? Is the Zebra sound spelled with a Z or with an S? (Your tutor will help you with this.)

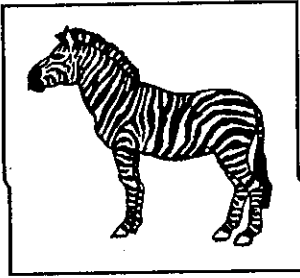
★ Can you print capital Z and small z?



★ See the man shaving with his electric razor. The razor makes the sound of z-z-z-z-z-z-z, like the sound at the beginning of Zebra. Actually, the Z sound is spelled with an S more times than with a Z. Here are some examples of Z sounds spelled with an S: as, has, is, was, those, these, has, nose, hoes, does, scissors, fuse, cheese, suppose, please, and many plural forms such as shoes, birds, toys, words, cabs, girls, boys, ladies, cars, pencils, pens, papers, lessons, classes, teachers, etc. Sometimes the Z Zebra sound is even spelled with an X as in Xylophone, Xerxes, Xylem and Xerox. Other spellings of the Z sound are found in clothes, raspberry, asthma, business and czar.



# ★ The Sound of Consonant Zz: page 2 of 2



★ The consonant **Z** in **Zebra** has a sound like an electric razor.

★ Remember: The sound of letter **Z** is spelled more often with an **S** than a **Z**.

**Z-Z-Z-Z-Z-Z-Z**



**Electric Razor**

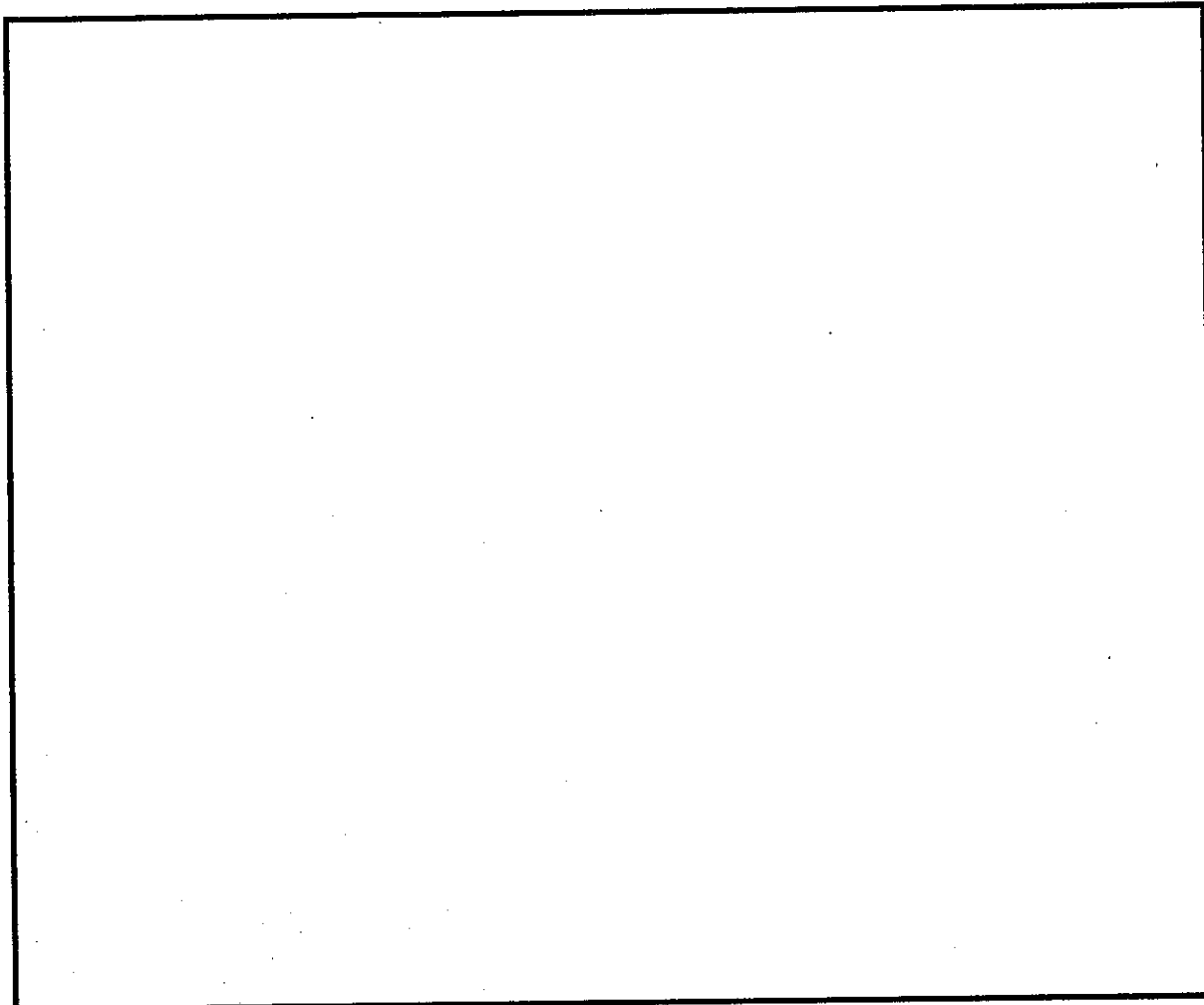
★ Now draw a picture of something that has the letter **Z** sound in it.

★ If you want a letter **Z** sound spelled with a letter **Z** then how about:

A Zig-Zagging Zebra in the Zoo, or a Buzzard in a blizzard, or a Dozen Sneezing Zombies? You decide.

★ Or if you want to draw something with the sound of letter **Z** but spelled with an **S**, how about: Noisy boys teasing wise girls? Dogs wearing shoes? Ladies with noses like hoses? Kids teasing bees on roses? You decide.

Okay. Now draw a picture of some things that have a **Z** Zebra sound.



Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 10

# Which Way do they Go? How to Prevent b d p q confusion.

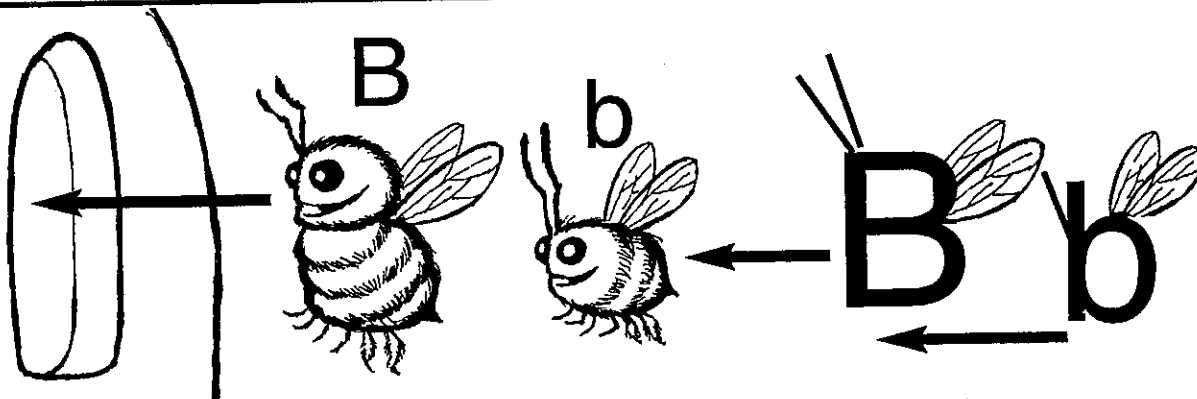
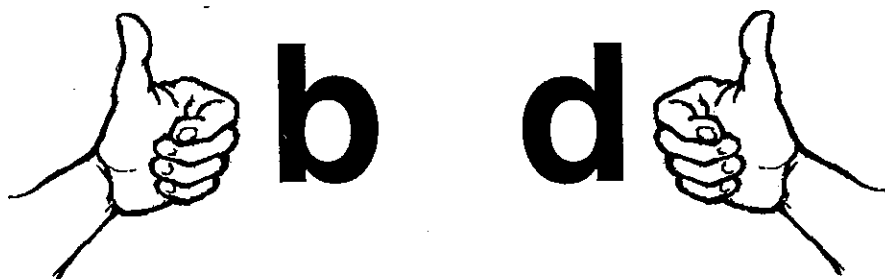
★ There are several ways to help remember where the lines and circles go in seeing and printing b d p and q. Here are a few:

## ★ A SONG:

(Put both hands out in front of you and stick up your thumbs and sing...)

Point your thumbs in the air for the **b** and the **d**:

Point your thumbs to the ground for the **p** and the **q**.

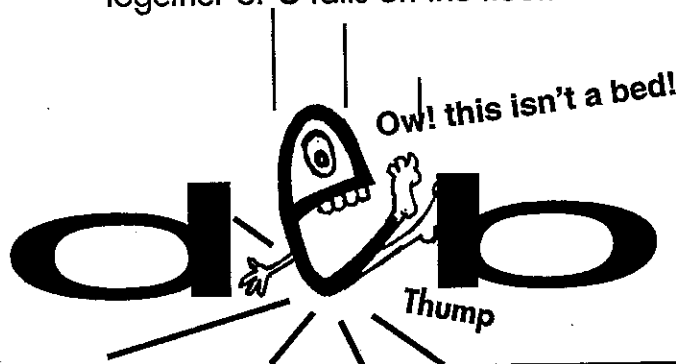


**B b** Big B and little b face in the same direction to fly home.

**bed**: The circles have to go together to make a bed, so the **e** can sleep.



**bed**: The circles of the **b** and **d** have to go together or **e** falls on the floor.

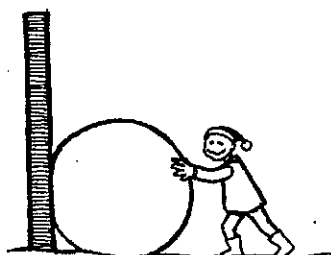




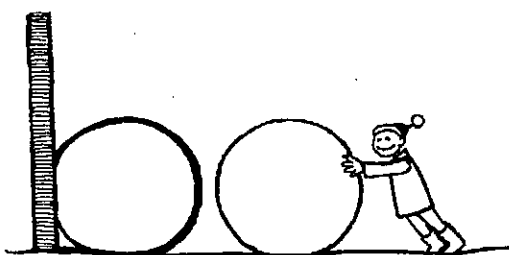
❖ Which Way do they Go? How to Prevent b d p q confusion.

★ There are several ways to help remember where the lines and circles go in seeing and printing b d p and q. Here are a few:

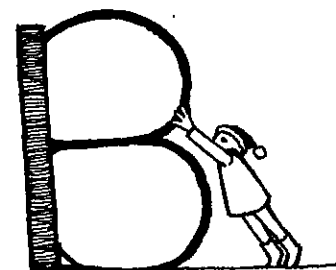
Stacking snowballs against the same side of a pole: Little b becomes big B



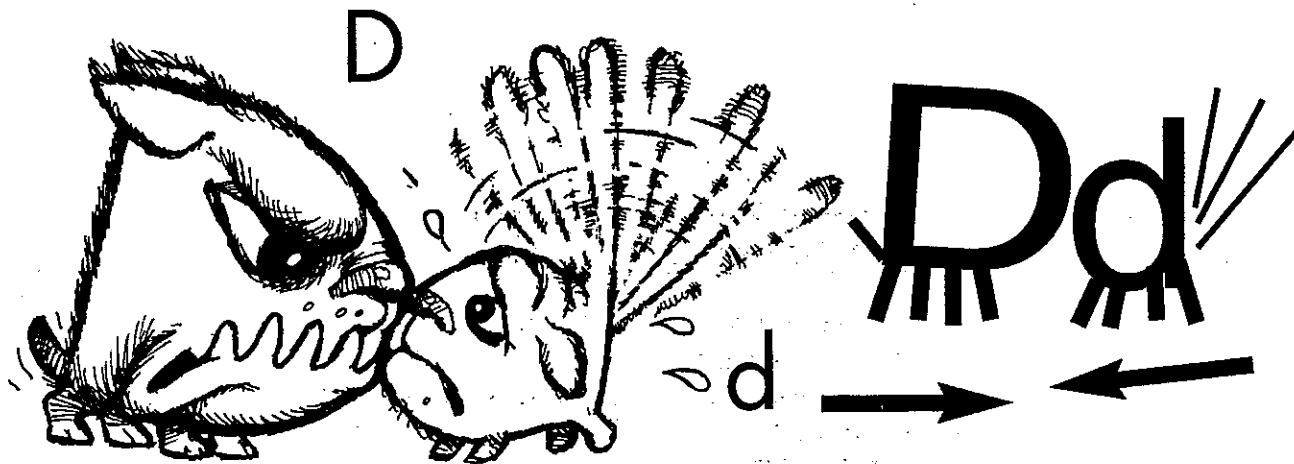
Push one snowball against the pole: b



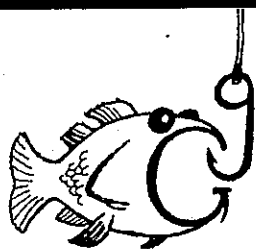
Get another snowball. Push it up next to the first one



Put it on top of the b to make B.

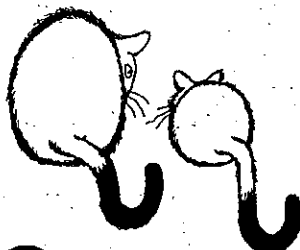


**Dueling dogs:** The big **D** fights with the little **d**. They face each other.



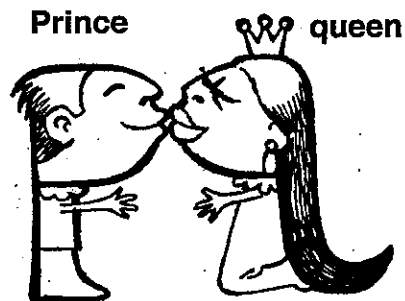
Gg

The tail on small **g** hooks into big **G**'s mouth.



Qq

The tails on **q** and **Q** both swing right.



Pq

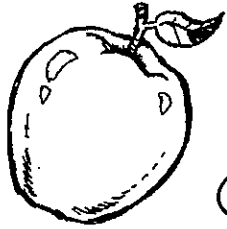
**P** and **q**: The Prince kisses the queen.



# ★ Can you find the right letter?

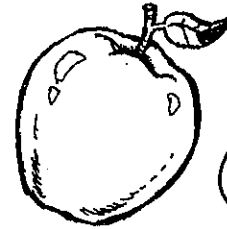
Choose the right letter for the icon picture. Circle it.

Ms. Pat says...



apple

a b c d

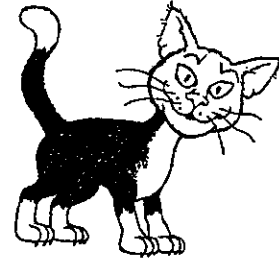


Apple

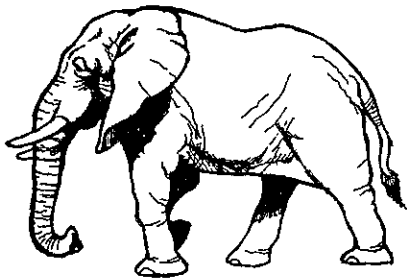
A B C D



a b c d



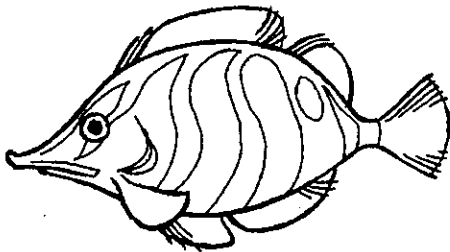
a B c D



B c d E



b C D e



c D e F



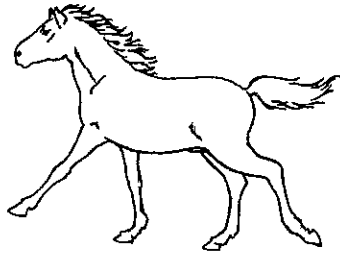
E f g H



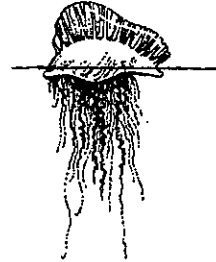
Dr. Ricky  
says...

# ★ Can you find the right letter?

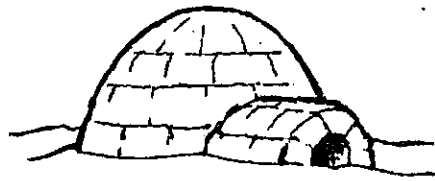
Choose the right letter for the icon picture and circle it.



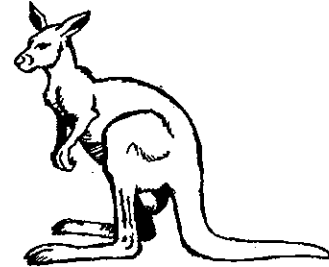
G H i J



J k L m



i j k l



j k L M



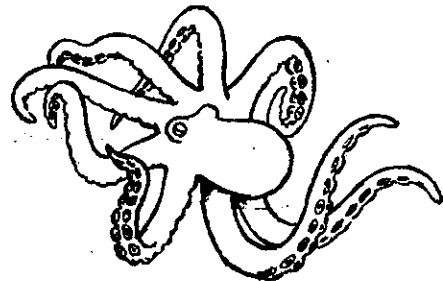
L m N o



i J k L



l m n o



O p Q r



Ms. Pat  
says...

# ★ Can you find the right letter?

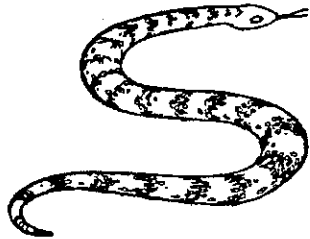
Choose the right letter for the icon picture and circle it.



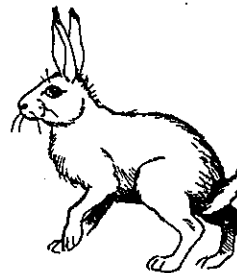
m n o p



q r s t



q r s t



r s t u



s t u v



s t u v



u v w x



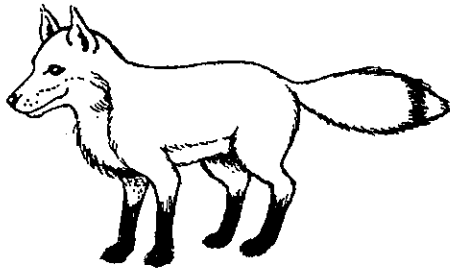
v w x y



# ★ Can you find the right letter?

Choose the right letter for the icon picture and circle it.

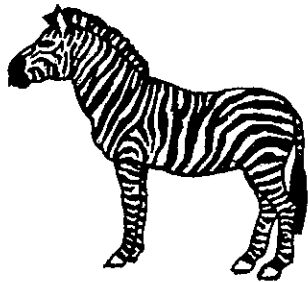
Keisha  
says...



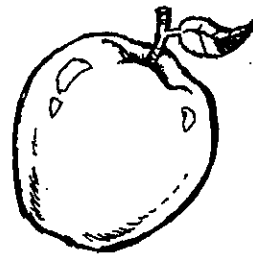
w x y z



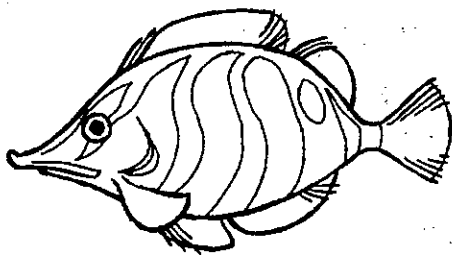
w x y z



w x y z



a b c d



e f g h



i j k l



m n o p



q r s t



★ Ms. Pat says... Some of these letters are made wrong.  
Can you find the letters that are made backwards?

Circle the letter that is backwards.

E E E E E E

YES! This letter is backwards

★ Circle all of the letters that are made backwards.

A a B B b b C D d d

E F F f G g H h I J

K K k L L M N n

O P P p Q q R R r

S S s T t U V W

w X Y Z Z Z z z



Hi. I'm Brenda Blender. I bring consonant and vowel sounds together to make words.

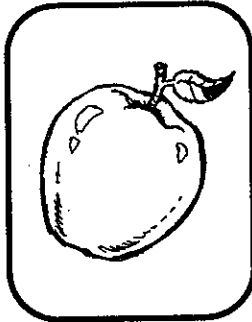
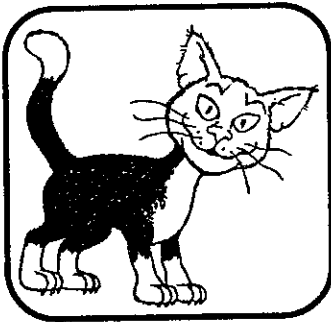
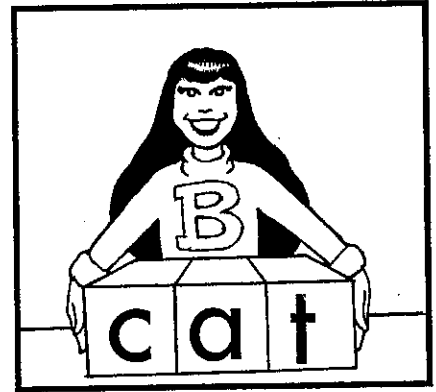
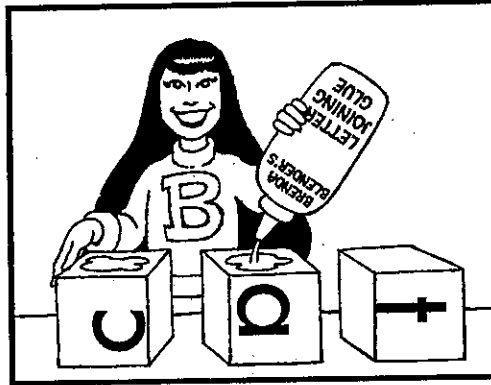
See how we blend the sounds of letters B, A, and T to make the word BAT



 consonant <b>b</b>	 vowel <b>a</b>	 consonant <b>t</b>	 <b>bat</b>

★ Brenda Blender tells how to join the letter sounds together to make words.

# ★blending letter sounds



**c**

say the  
consonant sound  
of c (cat = k)



**a**

sing the  
short vowel sound  
of a (as in apple)



**t**

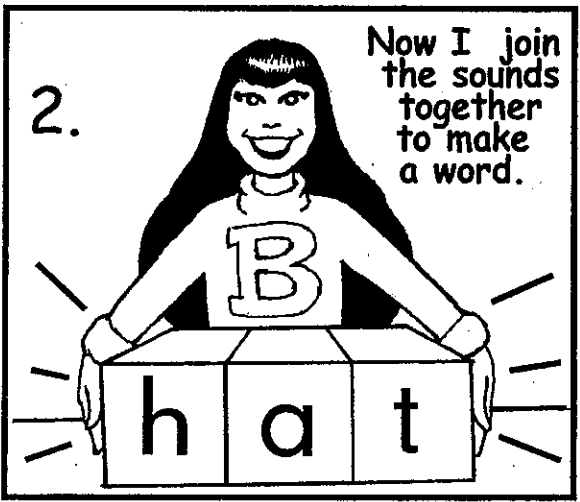
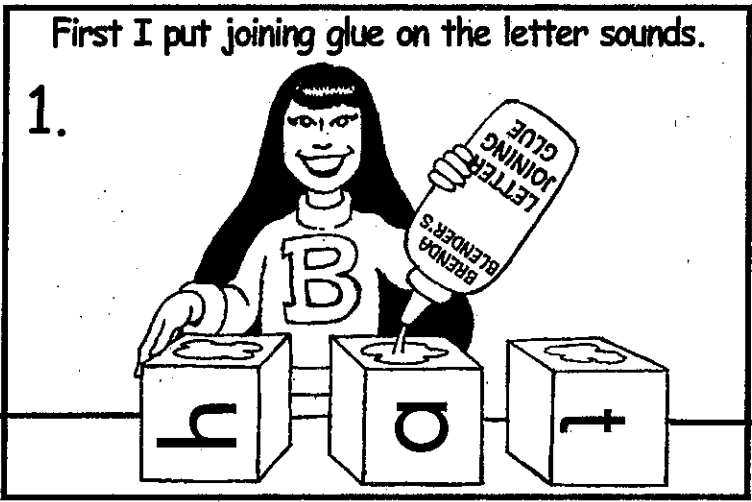
say the  
consonant sound  
of t (as in tiger)



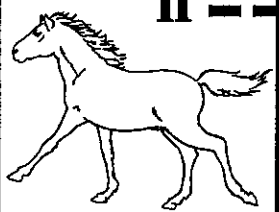


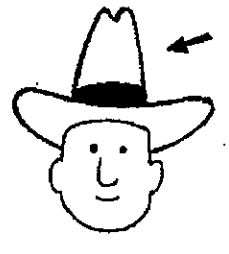


# ★ Blending Letter Sounds into Words: Brenda the Blender

Brenda glues the letters and letter sounds together to make blended sounds words.

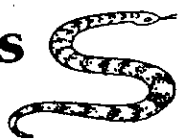


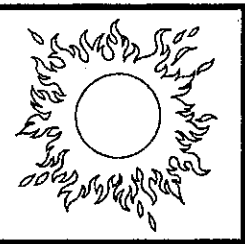


⊛ For help use the **SOUNDS** of the **CONSONANTS** page and the **SOUNDS** of the **VOWELS** page.


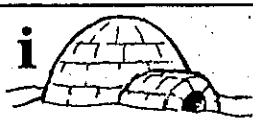


<p><b>h</b> ———→</p>  <p>hhh like the first sound in horse</p>	<p>————→ <b>a</b> ———→</p>  <p>aaa like the first sound in apple. Now blend h and a to make haaa.</p>	<p>————→ <b>t</b></p>  <p>"t" like the first sound in tiger. Not "tuh" with "uh" on the end. Now blend haaa t</p>	<p>=</p>  <p>h a t</p>
--	---	--	--

⊛ Tutor: Can the student blend these sounds to make words? Remember: Don't add "uh" to the end of letter sounds. Start with the basic letter sound and blend it with the next basic letter sound.

1.

<p><b>s</b></p>  <p>sssss like the first sound in snake</p>	<p><b>u</b></p>  <p>"u" like the first sound in umbrella</p>	<p><b>n</b></p>  <p>"nnn" like the first sound in nest</p>	<p>=</p> <p>sss+uu+nnn</p> <p>————→</p>	 <p>s u n</p>
--	---	---	---	--

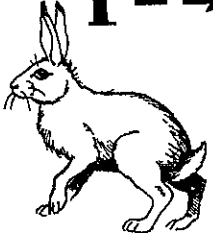



2.

<p><b>p</b></p>  <p>"p" in panda (not "puh")</p>	<p><b>i</b></p>  <p>"i" like the first sound in igloo. Join with p for "pih".</p>	<p><b>g</b></p>  <p>"g" like the first sound in goat. (not guh)</p>	<p>=</p> <p>p+iii+g</p> <p>————→</p>	 <p>p i g</p>
---	--	--	--------------------------------------	--

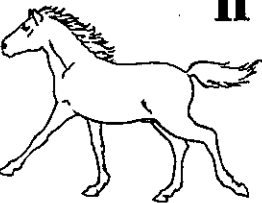




★ Brenda Blender says: Can You Blend these letter sounds into words?








☛ What is this word? Blend the letter sounds together. rrr-aaa-t. RAT! Use the consonant sound sheet and the vowel sound sheet to help. Can you figure out all of these words?



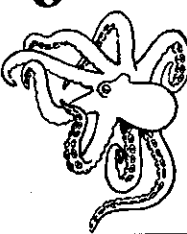


r	a	t	.....	rat
			=	

b	u	g	=	bug
			=	

h	a	n	d	=	hand
				=	

f	l	a	g	=	flag
				=	

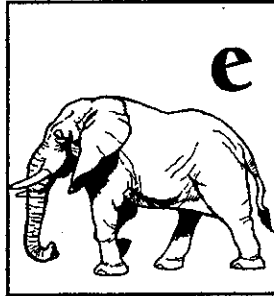
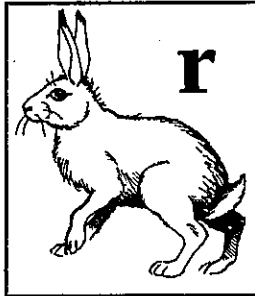
© Dave Schluenz 2002

s	t	o	p	=	STOP
				=	

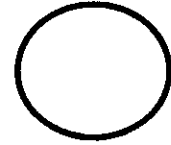
# Brenda Blender says: Can You Blend these letter sounds into words?



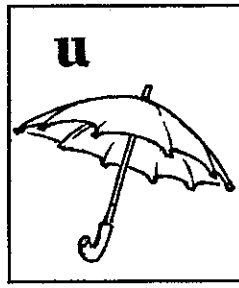
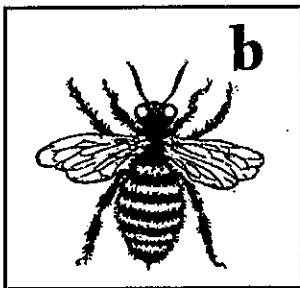
What is this word? Blend the letter sounds together. rrr-eee-d. RED! Use the consonant sound sheet and the vowel sound sheet to help. Can you figure out all of these words?



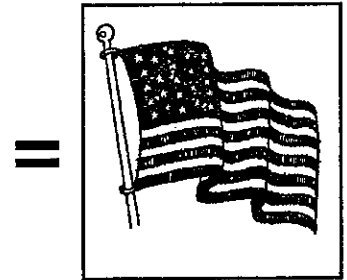
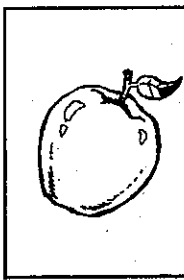
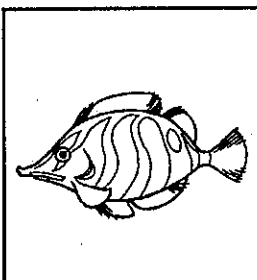
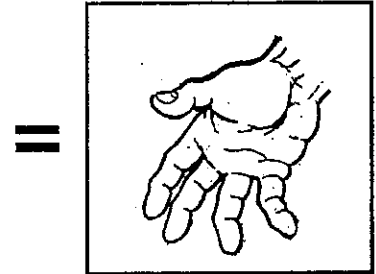
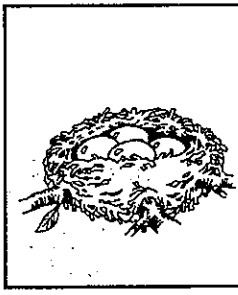
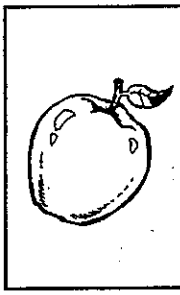
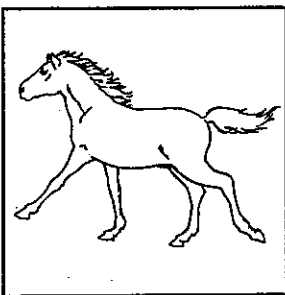
rrr-e-d



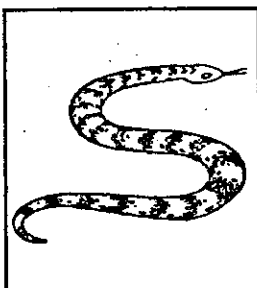
★Color this red.



Can you blend these letter sounds to make a word?



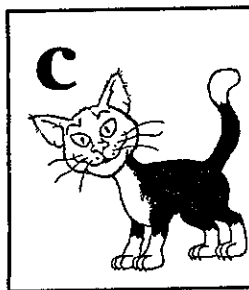
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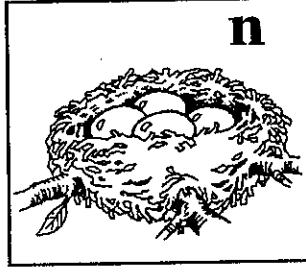
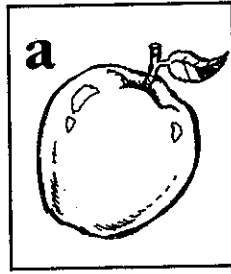
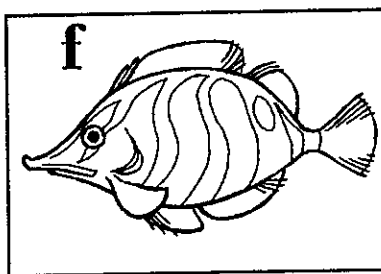
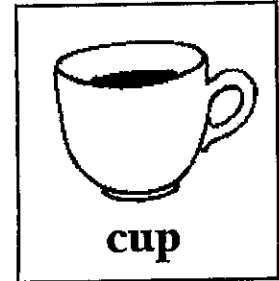
# ★ Brenda Blender says: Can You Blend these letter sounds into words?



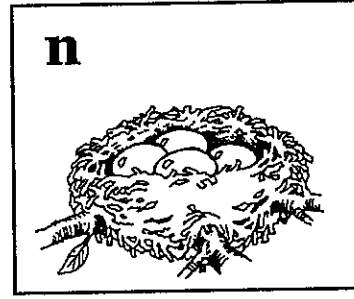
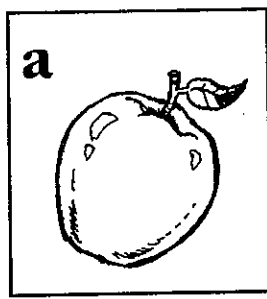
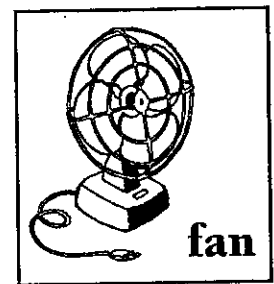
⊛ What are these words? Can you tell the sound in each letter box? Can you blend the sounds together to make a word? Can you say the word for the last picture?



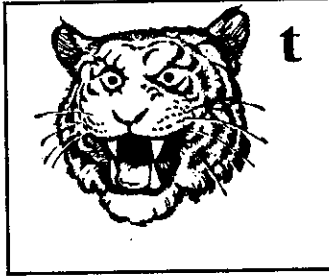
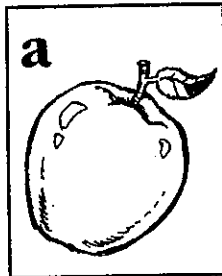
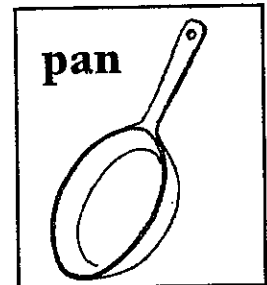
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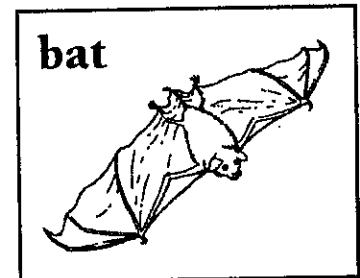
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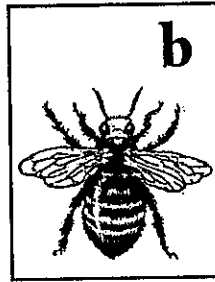
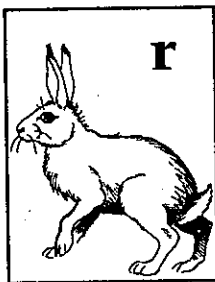
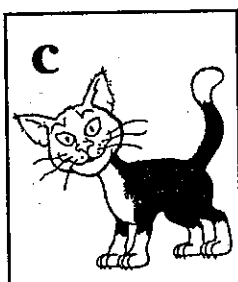
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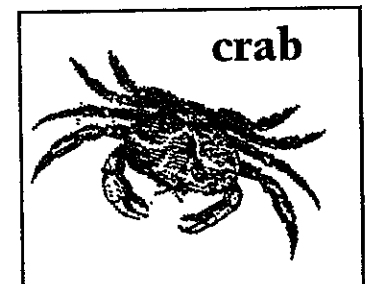
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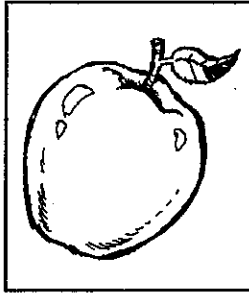


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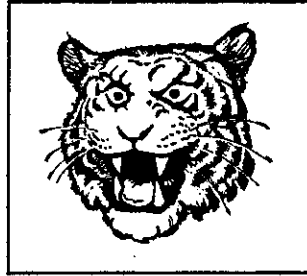
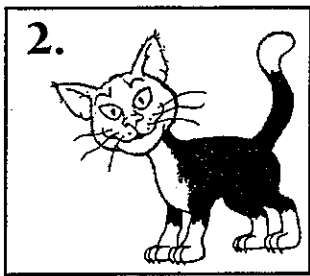
★ Brenda Blender says: Can You tell what words these sounds make?

★ What are these words? Use the consonant sound sheet and the vowel sounds sheet to sound out the word. Blend the sounds together. Then circle the right word in the box.



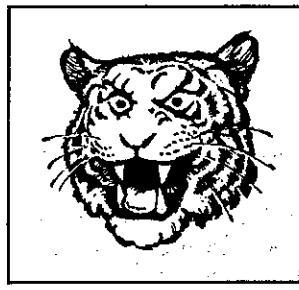
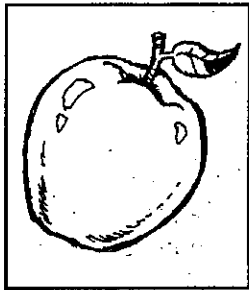
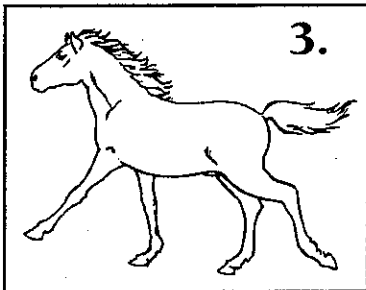
=

fun  
big  
mad



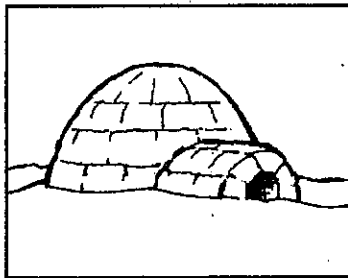
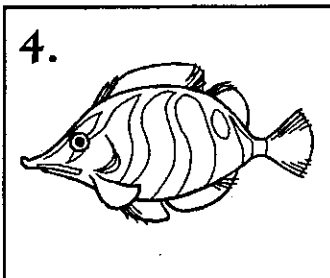
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dog  
rat  
bit



=

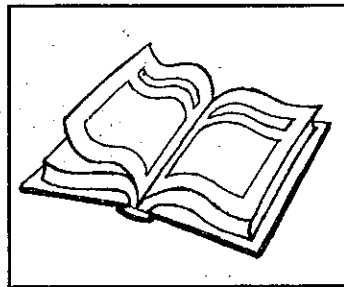
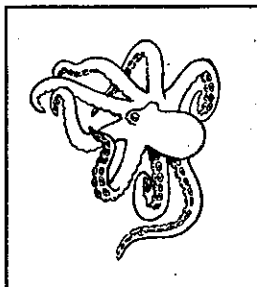
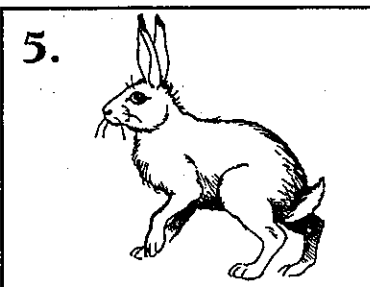
tag  
hat  
hit



=

rib  
fin  
fan

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=


rat  
rip  
red


# ★ Brenda Blender says: Can You tell what letters make these sounds?

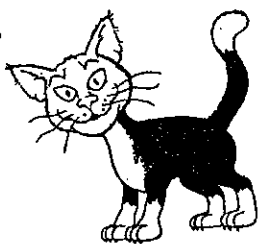
★ Which letter in the box represents the first sound of each picture.  
 Circle the right letter. Now can you figure out the word?  
 Use the vowel and consonant charts to help.





1.  s  
m  
f  
h

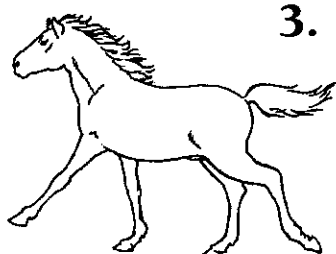


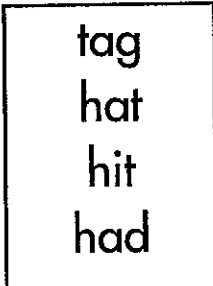
 c  
a  
b  
z

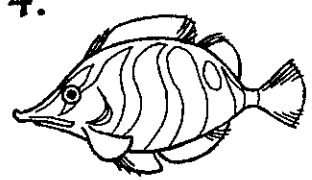


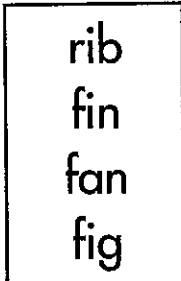
 d  
f  
s  
m

2.  v  
x  
c  
p

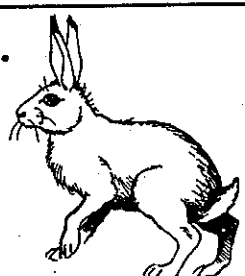
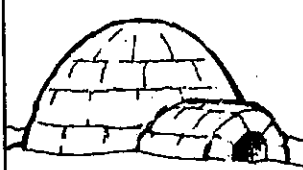

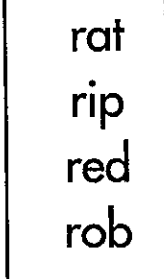
 u  
r  
g  
m

 x  
y  
t  
w

3.    = 

4.    = 

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5.    = 

★ For the Tutor/Mentor/Parent:

## Your Student's Drawings

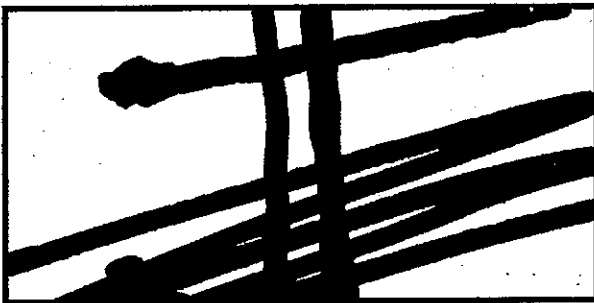
The drawings a student makes for this book are important because they are the student's own. The student has decided what to draw and how to draw it. The student can employ and develop critical and analytical thinking skills and has ownership of the sound and word for better understanding and recall- and hopefully learning has been natural and fun. Praise the student's drawing and repeat the sound and word as reinforcement as the drawing is done. Have the student verbally "title" the sound and word picture when finished. Have fun re-viewing (and praising) the student's old pictures as practice and reinforcement.



Children develop individually as artists. Be sensitive to their age and preferences and stage of development. Drawings will be as different and individual as are children. Some students may appear to be "ahead of" or "behind" others. Don't make drawing competitive. Drawing can be a natural and very personal activity- a way of discovering the world and interacting with it and recording it all on paper, and that's why a student's drawing can mean so much to them. Viktor Lowenfeld has divid-

ed a child's artistic development into five stages. They are briefly presented here so that you can get a better understanding of your student and their drawings. (See Lowenfeld: *Creative and Mental Growth*). Appreciate and praise what your student does, but at the same time don't be afraid to discreetly foster analytical thinking ("Oh! He looks so happy!...Let's see now...how many legs does a puppy have?") Help the feel good about their drawings.

### ★ Stage 1: The Scribble Stage (about age 2 to 4 years)



Longitudinal scribble markings

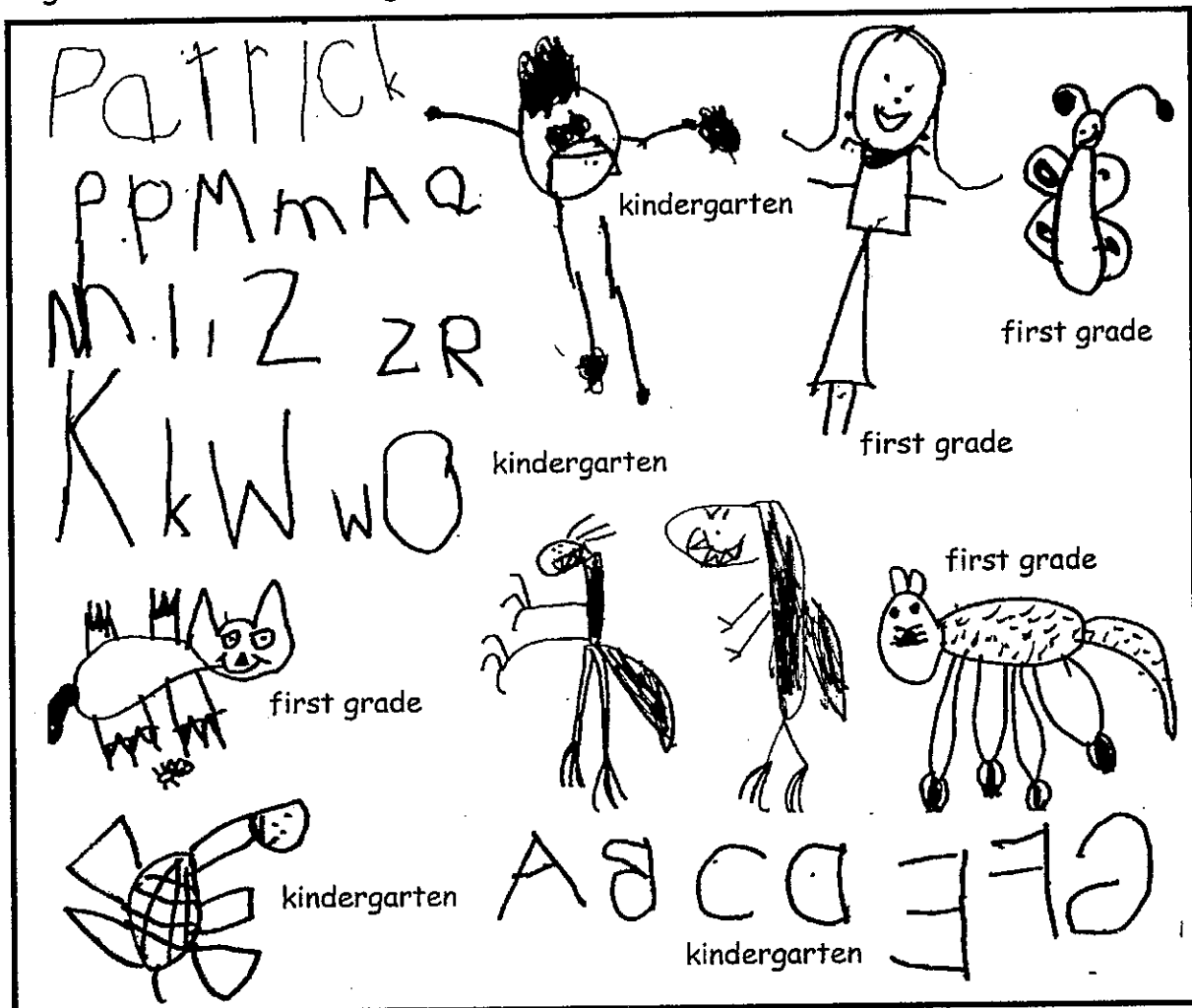


Circular scribble markings

★ The Scribble Stage has 4 sub-stages:(1) **Disordered** scribble markings with little motor control. The child is learning to make marks where none existed before. (2) **Longitudinal** scribble markings: the student has discovered lines and is learning control. Awareness and enjoyment of kinesthetic movement is developing. (3) **Circular** scribbles: the student is gaining ability to make more complex forms. (4) **Naming**: The child is learning to visualize in pictures and will tell stories about their scribbles. The child is moving from kinesthetic motions to imaginative thinking in terms of pictures. Letters will come later.

## ★ Stage 2: The Preschematic Stage (about age 4 to 6)

The preschematic stage is when visual ideas or schema are developing. Circular images with lines may suggest a human or animal. What the child perceives as most important is shown. There is little understanding of space; objects may be placed haphazardly; and color is more emotional or investigative than logical. These children have usually entered Kindergarten or may be in First Grade and are learning to print letters and say their sounds. They are developing phonemic awareness. They are learning to print their names and read and write words and sentences. This is a good time to begin **The Art of Reading Program**.



★ The samples above are of some preschematic stage drawings and printing. Some students in this age group will appear more advanced than others. Some can print the entire alphabet, capitals and small case, correctly. Others will take more time learning. Don't panic if a student confuses b and d or prints saw for was. They are learning. Some students in this age group may not have developed their drawing skills much beyond scribbling. This is OK.



★ For the Tutor:

### Stage 3: The Schematic Stage (about ages 7 to 9)



In the schematic stage, the child demonstrates an awareness of space. There is an up and down on the page and objects are placed accordingly. Shapes and objects are easily definable and their relative size may reflect the artist's feelings about their importance. The student is usually in first thru third grade and is reading and usually beginning to write in cursive by third grade. Students usually begin keyboarding on

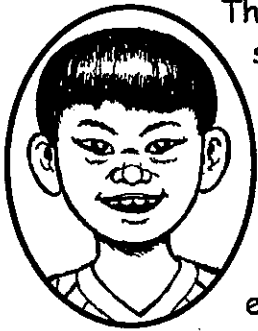
the computer during this period. For students who have not yet developed a good arsenal of phonics strategies, **The Art of Reading** can be excellent.

The collage consists of several panels:

- Top Left:** A drawing of a child with arms raised, labeled "grade: age 9".
- Top Middle:** A drawing of a child with a crown, labeled "I love Mom" and "grade 2 age 7".
- Top Right:** Handwriting samples of cursive letters: "Aa Bb Cc Dd", "Ee Ff Gg Hh", "Ii Jj Kk Ll Mm", "Nn Oo Pp Qq Rr", "Ss Tt Uu Vv", "Ww Xx Yy Zz", labeled "grade 3 age 8".
- Middle Left:** A list of uppercase and lowercase letters: "Aa Bb Cc Dd Ee", "Ff Gg Hh Ii Jj", "Kk Ll Mm Nn", "Oo Pp Qq Rr", "Ss Tt Uu Vv", "Ww Xx Yy Zz", labeled "grade 2 age 7".
- Middle Center:** A drawing of a child with a name tag that says "CVC", labeled "Veronica".
- Middle Right:** A drawing of a landscape with mountains, a sun, and a house, labeled "grade 4 age 9".
- Bottom Left:** A drawing of a landscape with a sun, clouds, and a person, labeled "grade 2 age 8".
- Bottom Middle:** A drawing of a cat and a dog, labeled "grade 2 age 8".
- Bottom Right:** A drawing of a large building complex, labeled "arrangement of buildings in space: grade 3 age 9".

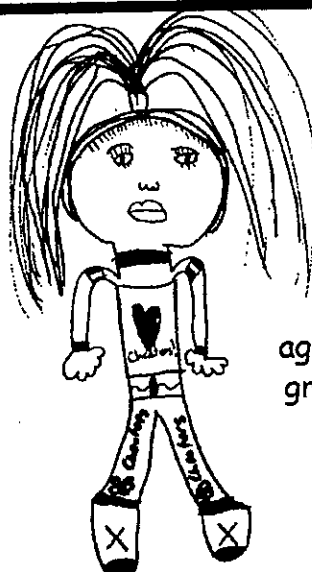



★ For the tutor...

## Stage 4: Dawning Realism (about ages 9 to 11)



The Dawning Realism stage is also known as "the gang age". Same sex group friendships are very important to students. They become aware that they are not able to create photographic realism and they explore ways to better represent what they see. This may include copying from other drawings or photos or using computer graphics. This is a period of self-awareness, and a child can be extremely self-critical. They explore perspective, shading, overlapping, size relative to distance, and creating individual traits of subjects (sex, age, physical characteristics).

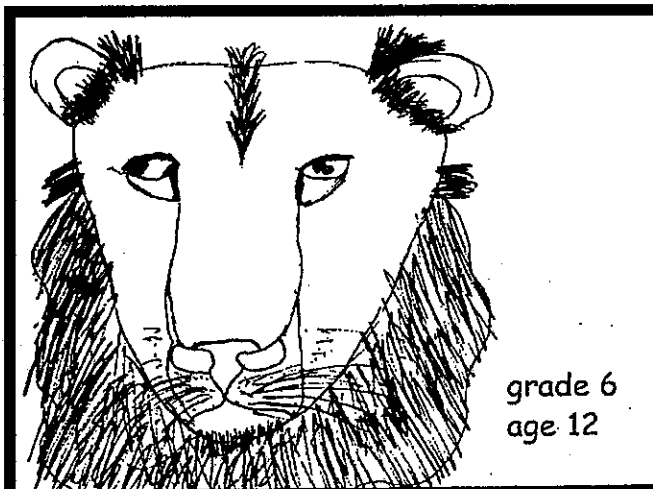
Because the student has become self-critically aware of a lack of ability and is exploring ways to improve, drawings may become "stiff" and less spontaneous. But at the same time, the student is developing critical and analytical skills. Use the student's drive to explore and investigate. Get students examining words for spelling, syllabication, letter patterns, and meaning. Synonyms, antonyms and homophones can be fun now. Writing meaningful sentences and paragraphs is a goal. These students are usually in fourth through sixth grades and are writing in cursive and keyboarding on the computer.

 <p>age 10 grade 5</p>	<p>age 11 grade 5</p> 	 <p>age 9 grade 4</p>
<p><i>I Pledge of Allegiance to the Flag Of the United States of America and to the republic, for which it stands, one nation, under God, inseparable, with liberty and justice for all.</i></p> <p>age 11 grade 6</p>	 <p>age 11 grade 4</p>	

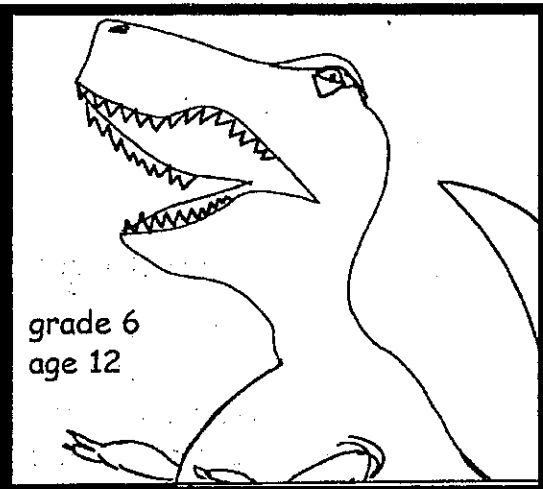
★ For the tutor...

## Stage 5: The Pseudorealistic Stage (about ages 11 to 13)

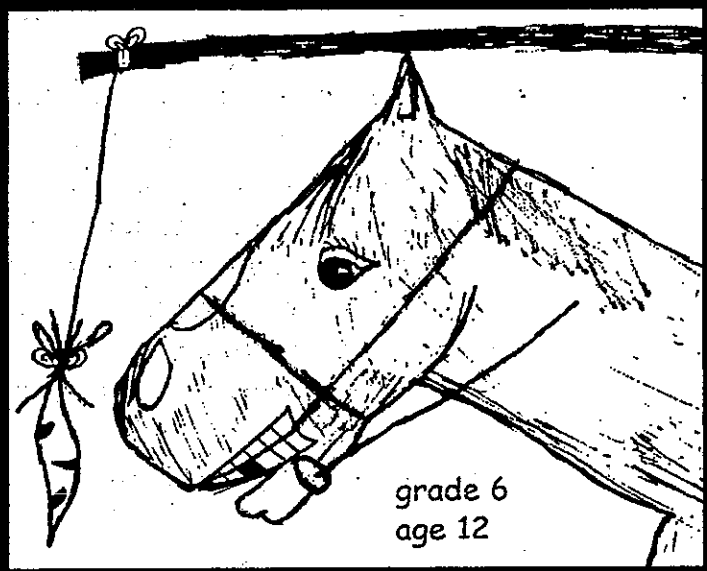
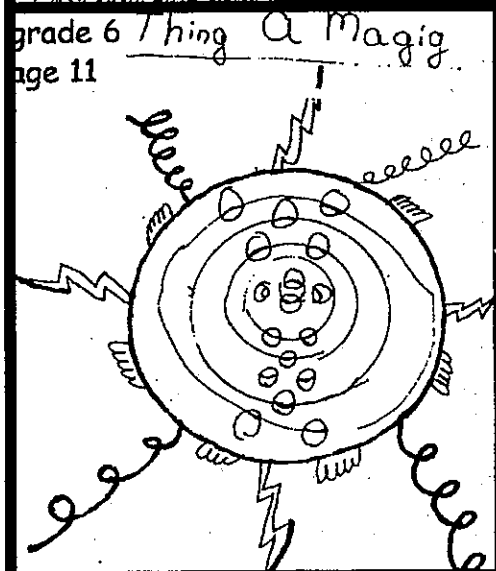
In the Pseudorealistic stage 5, the art product may become more important than the process of making it. Students who are psychologically more visual are inspired by what they see and present their drawing as if on a stage for spectators. Students who are more psychologically subjective may be less stimulated by what they see visually and more stimulated by what they feel emotionally. Subjective students may regard their work more personally, and may be less concerned about presenting their work on a stage of spectator criticism. Pseudorealistic students are usually in 6th grade or Junior or Middle High School and are reading books, magazines, newspapers and the internet as well as writing stories and reports in cursive and on the computer. After this stage, students may develop in a great variety of artistic directions including design, photography, video and computer graphics. Reading games from **The Art of Reading Activity Book** can be involving and instructional for students at this time.



grade 6  
age 12



grade 6  
age 12



grade 6  
age 12

⊙ Here's a language game you can play to increase the student's phonemic awareness.

# Zhurova's Sound Bridge Game

Zhurova was a Russian educator who used a Sound bridge game to teach kids to be aware of sounds in words they already know. In order for toy animals to safely cross a bridge, the animals had to tell a wise old crow certain sounds in their name. "O.K. cow, what's the beginning sound in your name?" ("kuh"). "Take away the "kuh" from your name, what's left?" ("ow"). Answer correctly, you can cross the bridge. An incorrect answer drops the animal into the river (where alligator awaits).

STOP! In order to cross my bridge you must answer a question about your name. Get it wrong and the 'gater gets you!

YES! Oh Boy oh Boy!  
Come to Papa!

Take the beginning "KUH" sound away from COW.. What's left? Oh! OW?

C'mon! I'm sooo hungry!

CORRECT! You can cross my bridge! YIPPEE! Hooray!

ulp!

STOP! In order to cross my bridge you must answer a question about your name. Get it wrong and the 'gater gets you!

Yikes!

Oh Boy OH Boy! I love piggie!

You are a PIG! Take away the "PI H" sound at the beginning of your name and what is left? Yikes!

YES! I'm sooo hungry!

If you don't know the answer, the alligator gets you!

Will pig know the answer?

Come to papa!

Do you know the answer? Does pig know the answer? Don't you feel sorry for the poor hungry alligator? Will pig get eaten? What do you think?



## ☼ Phonemic Awareness \*

**\* Becoming more consciously aware of the SOUNDS in words you already know and can say.**

**phoneme:** (phon=sound, eme= the smallest unit of) -a phoneme is the smallest unit of sound

**grapheme:** (graph=writing, eme=smallest unit of) -the representation of the sound; the spelling of a phoneme. (Careful: the number of graphemes and the number of letters in a word are not always the same. See chart below.)

**morpheme:** (morph=meaning), (eme=smallest unit of)- units of meaning in a word. (Meaning is critical in reading. We'll talk more about meaning later.)

example words	number of phonemes (sounds)	graphemes (sound representations)
1. cat	3 - /k/ + /a/ + /t/	3 - <c> + <a> + <t>
2. man	3 - /m/+/a/+/n/	3 - <m> + <a> + <n>
3. to, too	2 - /t/+/o/ or /t/+/o/	2-<t>+<o> or 2-<t>+<oo>
4. three	3 - /th/ + /r/ + /e/	3 - <th> + <r> + <ee>
5. shade	3 - /sh/+/a/+/d/ ( e is silent )	3- <sh> + <a> + <d> ( e is silent )
6. dough	2 - /d/ + /o/	2 - <d> + <ough>

The best predictor of good reading and spelling achievement by the end of first grade was how well the students knew the uppercase and lowercase letters of the alphabet when they entered<sup>1</sup>. The students must learn to rapidly recognize letters so they can go on to rapidly see word letter patterns. The second best predictor of success was how well the student could discriminate between the phonemes (sounds) of words. Knowledge of phonemes is necessary so that the child becomes aware that these abstracted sounds are components of language that can be manipulated. A baby's brain actually develops in response to the sounds of language it hears. No similar development occurs naturally in response to graphemes.

There are several ways a tutor can further develop a child's phonemic awareness:

- 1. Rhyming Words:** The student recognizes words that sound the same. Jack and Jill, went up the hill.
- 2. Oddity Tasks:** The student finds the word which is different than the others.  
(beginning sound) dog day man dirt  
(ending sound) cat first mitt girl (middle sound, etc.)
- 3. Blending Phonemes Together or Splitting Syllables down into Phonemes:** The student understands that phonemes can be blended or combined into "larger" sounds, or that syllables can be broken down into "smaller" phonemes. (see Zhurova's Bridge Game)
- 4. Phonemic Segmentation:** The student can correctly segment a word into its component phonemes. (see Zhurova's Sound Bridge Game)
- 5. Phonemic Manipulation:** The student can add, delete, move or substitute phonemes in words to make new words. (see Phonanimals)

<sup>1</sup>. U.S. Office of Education Cooperative Research First Grade Studies, 1967



★ In Book A, we go through the alphabet learning (1) the name of the letter, (2) the sound or sounds of the letter, (3) if the letter is a vowel or a consonant, and (4) how to print the letter. For each letter, you got to draw a picture of something that has the letter and the letter sound in its name.

★ **Book B: Single Letters**

These pages concerned just one letter and the sound or sounds of that letter. We are just using the short sounds of the vowels for now. Sound-picture icons and examples of the sound (the sheep makes the baaa sound with short a.) help in remembering the letter sound. You get lots of examples of words that begin with the letter sound and words that contain the letter sound. You also explore the sounds in your name. You practice printing the letter. And you draw your own pictures of things that have the letter and the letter sound. You will take all of this information you learn and use it to develop more reading skills in Book B.

★ The Short Vowel Sound of Aa: © Dave Schluenz 2002

Letter A stands for many A vowel sounds you can sing. We will learn the short vowel sound of A for now. The short vowel A sound is like the a at the beginning of apple, or sounds like the aa in the baa of sheep.

★ Can you hear the short vowel A sound at the beginning of these words?

Apple Alligator Axa Anchor Ant Antlers

★ Can you hear the short vowel A sound in these words?

cat bat can hat hand candy

★ Is there a short vowel A sound in your name? (The tutor will help with this.)

★ Can you print the capital (large) and the small case (little) A? Always start at the top of the letter and draw your pencil or pen down. Your tutor will show you how to hold your pencil in the tripod grip to help you print. Trace over the lightly shaded letters above. Make the strokes in the order shown. You will practice printing Aa more on the next page.

★ Are you right-handed or left-handed?

★ Now can you draw a picture of something that has a short A vowel sound? You decide what it will be. How about one of the things pictured on this page? Or how about a man? A rat? A lion? A lock? A pan? Some sand? A cap? A dad? A champ? A flag? A map? A mask? Some grass? A van? Another short A vowel word? You decide what short a thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

baaa - baaa - baaa

Hear the sheep make the short a sound after the b! baa- baa

★ Letters and Sounds to Learn: Aa Bb Cc Tt

Aa apple vowel

Bb bee cat

Cc cat

Tt tiger

consonants

c a t

Blending sounds

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★ **Book B: Brenda Blender Word pages**

These pages have one vowel letter and several consonant letters that have already been presented on Single letter pages. These consonant sounds are blended with the vowel sound to make words. The picture icons are placed above the letters to help you remember the sounds and blend them. These pages are followed by several more word card pages with words and sound picture icons and also the meaning of the word with pictures to help in understanding. Cut out the word cards and play practice with them till you know them. Also practice printing the words. ( You already know how to print the letters from Book A.)



# About The Author



## In Loving Memory of David H. Schluenz

June 16, 1938 – December 12, 2003

Father, Teacher, Friend

Dave Schluenz is remembered by all who knew him for his love of teaching and love of life. He enjoyed traveling the world, creating art and spending time with friends. Dave attended Augustana College and the Art Institute in Chicago, where he received a Bachelor of Fine Arts degree. He also served in the United States Navy. Mr. Schluenz taught life skills and creative courses at Reedsburg High School in Wisconsin for 15 years. He also taught reading and art to children at U.S. military installations in Japan and Germany during the 14 years he was employed by the Department of Defense Education Activity. While teaching at an elementary school on Yokota Air Base Japan, Mr. Schluenz developed and oversaw a hugely successful one-to-one adult volunteer after-school tutoring program and began creating *The Art of Reading* incorporating techniques he honed through his years of devoted teaching. He worked diligently toward its completion through his battle with amyotrophic lateral sclerosis (ALS), and left these books as his legacy. Any tutor-student pair who fully embraces *The Art of Reading* is sure to enjoy a positive experience for the duration of the process of learning to read. It was Mr. Schluenz's wish to have *The Art of Reading* made available at no cost to the tutor. Anyone who finds his work useful is invited to make a donation to the Greater Philadelphia Chapter of the ALS Association (details below).

Memorial Contributions can be made to:

The ALS Association  
Greater Philadelphia Chapter  
Springhouse Corporate Center  
321 Norristown Road, Suite 260  
Ambler, PA 19002

Donations can be made online at:

<https://www.alsphiladelphia.org/donate-online>





# The Art of Reading Book A

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_