

Educator's Guide

About the Series

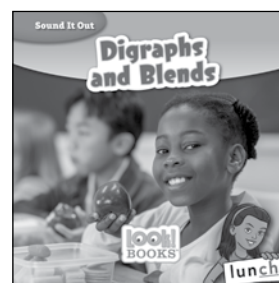
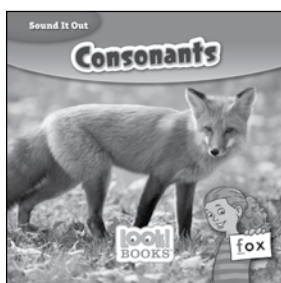
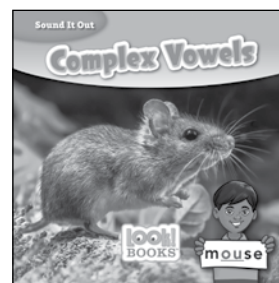
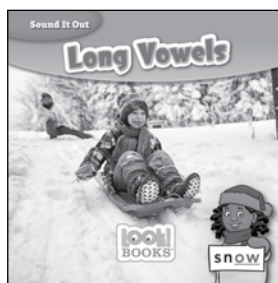
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Sound It Out is a six-book series by phonics specialist Wiley Blevins, author of phonics instructional programs and teacher resource books such as *A Fresh Look at Phonics* and *Phonics from A to Z*.

Each book in the series addresses one key aspect of the phonics foundational skills generally taught to children in Pre-Kindergarten through Grade 2. It's the mastery of these critical foundational skills that is essential for developing children's early reading abilities. Combined with strong vocabulary and background building through rich read-alouds and discussions about books, these skills put children on the path to reading success.

Reading Options

- **Read Aloud:** Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the sounds when prompted.
- **Read Together:** On repeated readings, have children join in on parts they feel comfortable reading aloud.
- **Read Independently:** Allow children to explore the book on their own. Encourage them to think about words they know with each letter-sound.
- In the "Let's Build Words" part of the book, provide children with letter cards to build the words on a nearby desk or table.



Consonants

Big Ideas

- The English alphabet has 21 consonants.
- Some of the consonants stand for sounds that can be stretched, such as *f, l, m, n, r, s*. These are called continuous sounds. It is easier for children to sound out simple words that begin with continuous sounds when first learning to read because they can more easily string together (or sing) the sounds.
- Some of the consonants stand for sounds that cannot be stretched, such as *b, c, d, p, t*. These are called stop sounds. When modeling how to sound out words, be careful not to add “uh” at the end of these sounds. For example, say /b/ not /buh/.
- The consonants covered in this book are the most frequent, or high-utility.

Interactive Reading

- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the consonant sounds when prompted.
- Have children trace the letter in the book with their finger multiple times as they say the sound.
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what sound each picture name begins with. Then ask them what letter they write for the sound.

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *a, d, i, m, s, t*. See the Letter Card reproducible.

Extend the Learning

- Provide other letter card sets for children to build words with the target consonants, such as this sequence of words: *man, fan, can, cat, cap, tap, map, mat, bat, bad*.
- Have children find and keep a list of words with the target consonants in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Play Letter-Sound Match. Use the letter and picture cards provided.














Letter Card Reproducible: Consonants

a	d	i
m	s	t

Letter-Sound Match

Put the cards into two piles—letters and pictures. Turn each card facedown. Select one card from each pile. If the letter matches the first sound in the picture name, you keep the cards. If not, turn the cards facedown again. Play until all letter and picture matches have been made.

m	s	f
l	n	r
p	t	c
b	d	
		
		
		
		

More Consonants

Big Ideas

- The English alphabet has 21 consonants.
- The consonants covered in this book (*g, h, j, k, q, v, w, x, y, z*) are less frequent than those in *Consonants*. However, children need mastery of all the consonants to become a skilled, efficient reader.
- The consonant *x* usually stands for two sounds put together: /ks/. The letter *x* more frequently appears at the end of a simple word, such as *box* and *fix*.

Interactive Reading

- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the consonant sounds when prompted.
- Have children trace the letter in the book with their finger multiple times as they say the sound(s).
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what sound each picture name begins (or ends) with. Then ask them what letter they write for the sound.

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *a, g, h, i, s, t, w, x*. See the Letter Card reproducible.

Extend the Learning









- Provide other letter card sets for children to build words with the target consonants, such as this sequence of words: *jet, get, got, hot, hit, sit, sip, zip; yell, well, wet, vet, yet, yes*.
- Have children find and keep a list of words with the target consonants in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Play Letter-Sound Match. Use the letter and picture cards provided.

Letter Card Reproducible: More Consonants

a	g	h
i	s	t
w	x	

Letter-Sound Match

Put the cards into two piles—letters and pictures. Turn each card facedown. Select one card from each pile. If the letter matches the first sound in the picture name, you keep the cards. If not, turn the cards facedown again. Play until all letter and picture matches have been made.

g	h	k
j	w	v
y	z	q
		
		
		

Digraphs and Blends

Big Ideas

- When consonants are put together in a word, they can behave in one of two ways.
- Some consonant teams retain their sounds and are blended together. These are called consonant blends. There are three categories of consonant blends commonly taught: l-blends (e.g., *bl, cl, fl, pl*), r-blends (e.g., *br, dr, fr, tr*), and s-blends (e.g., *sk, sm, sp, st*).
- Some consonant teams stand for a new sound—different from the two (or more) individual sounds of the letters. These are called consonant digraphs. The most common digraphs taught are *sh, ch, tch, th, wh, ph*, and *ng*.
- The digraph *ng* appears at the end of a word or syllable, never at the beginning (e.g., *ring, singing*).
- The digraph *tch* also appears at the end of a word or syllable. It is usually, but not always, preceded by a single vowel with a short vowel sound.
- The digraph *th* stands for two sounds, as in *thick* and *this*.
- The digraph *wh* is common in question words, such as *what, where, why, when*.
- The digraph *ph* is less common in simple English words. It becomes more important in words from Greek roots (e.g., *graph, biography, geographic*).

Interactive Reading

- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the sounds when prompted.
- Have children trace the letter teams in the book with their finger multiple times as they say the sound or sounds.
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what sound or sounds each picture name begins with. Then ask them what letters they write for the sound(s).

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *c, d, h, o, p, r, s, t*. See the Letter Card reproducible.

Extend the Learning

- Provide other letter card sets for children to build words with the target digraphs and blends, such as this sequence of words: *hop, chop, shop, ship, chip, whip, win, chin, thin, thing, wing; lip, slip, flip, flop, drop, drip, trip, trap, strap, slap, clap*.
- Have children find and keep a list of words with the target digraphs and blends in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Use the Build-a-Word reproducible.

Letter Card Reproducible: Digraphs and Blends

c	d	h
o	p	r
s	t	

Build-a-Word

Use the letter teams in the box to make words. Draw a picture of each word you made.

sh ch wh th ph st sl sw bl cl fl cr dr tr

Add a Letter Team	Word Part	Draw a Picture
_____	op	
_____	ock	
_____	ip	
_____	ack	
_____	ing	
_____	uck	

Short Vowels

Big Ideas

- There are five vowels in the English alphabet: *a*, *e*, *i*, *o*, and *u*.
- Sometimes consonants can stand for vowels on their own or in vowel teams, such as *y* (*fly*, *play*) and *w* (*cow*, *few*).
- It is important that children can readily identify the five vowels and distinguish them from the consonants.
- The vowels have two sounds—short and long.

Interactive Reading

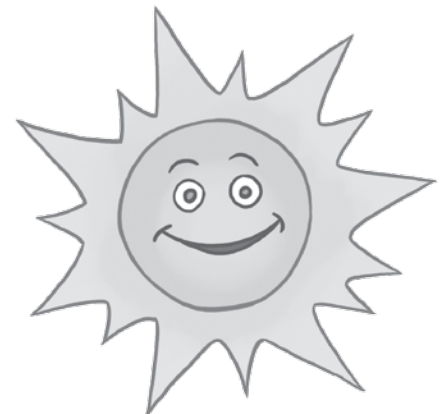
- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the sounds when prompted.
- Have children trace the letter in the book with their finger multiple times as they say the vowel sound.
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what vowel sound each picture name has. Then ask them what letter they write for the sound.

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *a*, *b*, *d*, *e*, *f*, *g*, *i*, *m*, *n*, *o*, *p*, *r*, *s*, *t*, *u*. See the Letter Card reproducible.

Extend the Learning

- Provide other letter card sets for children to build words with the target short vowels, such as this sequence of words: *sat*, *bat*, *hat*, *hit*, *hut*, *hot*, *not*, *net*, *bet*, *beg*, *bag*, *big*, *bug*, *rug*, *run*, *sun*, *fun*, *fan*, *pan*, *pin*, *pit*, *pot*, *not*.
- Have children find and keep a list of words with the target short vowels in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Use the Build-a-Word reproducible.



Letter Card Reproducible: Short Vowels

a	b	d
e	f	g
i	m	m
n	o	p
r	s	t
u		

Build-a-Word

Choose one letter from each row to make words. Draw a picture of each word you made.

Row 1	Row 2	Row 3
b	a	d
d	e	g
f	i	n
r	o	p
s	u	t

Word	Picture

Long Vowels

Big Ideas

- There are five vowels in the English alphabet: *a, e, i, o, and u*.
- The long vowel sounds say the vowel's name.
- Each long vowel sound can be represented by many different spellings (e.g., long e: *e, ee, ea, ey, y, ie*). Teaching children the most common spellings for each long vowel sound and key words for each is important in developing their early reading skills.

Interactive Reading

- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the sounds when prompted.
- Have children trace the letter or letters in the book with their finger multiple times as they say the long vowel sound.
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what vowel sound each picture name has. Then ask them what letter or letters they write for the sound.

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *a, b, e, e, i, m, n, r, t*. See the Letter Card reproducible.

Extend the Learning

- Provide other letter card sets for children to build words with the target long vowels, such as this sequence of words: *ran, rain, brain, train, tray, ray, lay, play; met, meat, seat, beat, bead, read, red, fed, feed, seed; got, goat, coat, boat, bow, row, grow, slow, show*.
- Have children find and keep a list of words with the target long vowels in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Use the Word Ladder reproducible.



Letter Card Reproducible: Long Vowels

a	b	e
e	i	m
n	r	t

Long Vowel Word Ladder (Focus: Long a spelled a_e)

Read the clues, then write the words.

Start at the bottom and climb

What a bat lives in
Change one letter.



What you put candles
on for your birthday
Change one letter.



To cook in the oven
Change one letter.



A small body of water
with fish and boats
Change one letter.



A small street; a car
must stay in its ____
Take away one letter.



Flies in the air; you
can ride on it
Change one letter.



What you put your food on
Add one letter.



Not early
Change one letter.



The opposite of love
Add one letter.



h a t

Complex Vowels

Big Ideas

- There are 44 sounds in English—consonants, consonant digraphs, short vowels, long vowels, and complex vowels.
- Complex vowels are vowel spellings that are neither short sounds nor long sounds. These include r-controlled vowel spellings in which the consonant *r* affects the preceding vowel sound (e.g. *ar, er, ir, or, ur*), diphthongs in which the vowel sound glides or moves in the mouth (e.g., *ou, ow, oi, oy*), and other complex vowel sounds and spellings (e.g., *oo, au, aw*).
- These vowel spellings need to be taught as teams. Some contain consonants acting as vowels (e.g., *y* and *w* as in *oy* and *ow*), which can be challenging for some children.
- The complex vowel spelling *oo* stands for two different sounds, as in *book* and *food*.

Interactive Reading

- Read aloud the book the first time for children to enjoy. Guide them to interact with the text by saying the sounds when prompted.
- Have children trace the letter team in the book with their finger multiple times as they say the complex vowel sound(s).
- When finished reading, flip through the book. Point to photos and illustrations. Ask children what vowel sound each picture name has. Then ask them what letter they write for the sound.

Word Building

- You might wish to provide children with the following letter cards to build the words for the “Let’s Build Words” part of the book: *a, b, e, h, k, m, n, o, o, r, s, t, u*. See the Letter Card reproducible.

Extend the Learning

- Provide other letter card sets for children to build words with the target complex vowels, such as this sequence of words: *cat, car, cart, part, park, pork, fork, for, far, fur; now, town, down, clown, cloud, shout, out, south, mouth, mouse*.
- Have children find and keep a list of words with the target complex vowels in the book. Encourage them to look at environmental print (e.g., signs), in books, and any print they see on TV.
- Use the Word Ladder reproducible.

Letter Card Reproducible: Complex Vowels

a	b	e
h	k	m
n	o	o
r	s	t
u		

Complex Vowel Word Ladder (Focus: ar)

Read the clues, then write the words.

Start at the bottom and climb

An ocean animal with large, sharp teeth

Change one letter.



What you are if you know a lot

Change one letter.



Another word for "begin"

Add one letter.



Something shiny in the night sky

Change one letter and add one letter.



The opposite of close or near

Take away one letter.



Where a farmer lives, often has a barn and tractor

Add one letter.



The long part of your body above the hand

Take away one letter and change one letter.



The building where a horse or cow lives

Change one letter.



The sound a dog makes

Change one letter.



d a r k