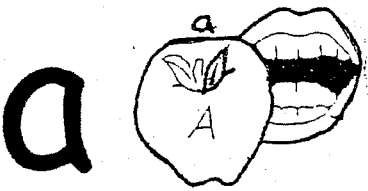

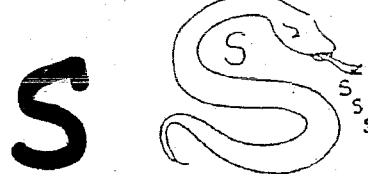

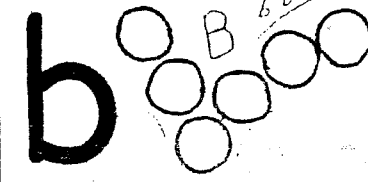

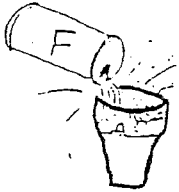



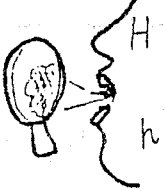

Sound/Symbol Association Clues

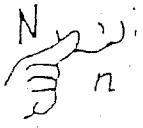
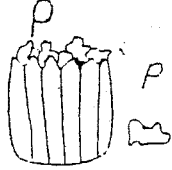
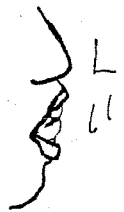
UNIT 1

	<p>Open mouth wide and take a big bite out of a red juicy aaaaaapple.</p> <p>Pull sound gently out of the mouth with your hand.</p>
	<p>Tongue tapper.</p> <p>Attention should be made to where the tongue is placed when making the sound and how the tongue taps the top bump in the mouth.</p>
	<p>Snake sound.</p> <p>As you make the /ssssss/ sound, move hand in the motion of a slithering snake.</p>
	<p>Mmm mmm good.</p> <p>Rub your stomach.</p>
	<p>Bouncing ball sound.</p> <p>Using your hand, make the motion as bouncing a ball.</p>


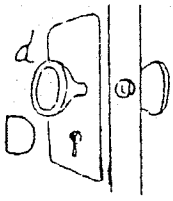
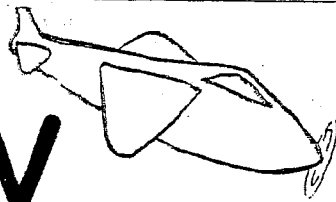
<p>c</p> 	<p>Fat cat c.</p> <p>As you make the sound, touch throat with hand and make sound. You are pretending to have something caught in your throat.</p>
<p>f</p> 	<p>Fizzy sound.</p> <p>As you make the sound, act as if you are popping the top on a soft drink can and hold it up to your ear to hear /ffffff/</p>

UNIT 2

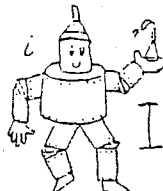
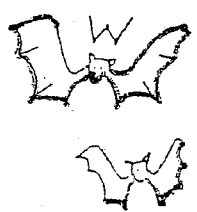
<p>r</p> 	<p>Growling dog sound.</p> <p>Story of "My old dog" I have an old dog who hates the mailman. He waits by the door and the minute he hears the mailman he begins to growl /rrrrrrr/. Picture is of the dog begging. He looks like the letter r. Put hands by body in same position</p>
<p>h</p> 	<p>Hot air sound.</p> <p>Need a mirror to show the condensation of hot breath from mouth on mirror. Students hold up hand to feel hot air.</p>
<p>j</p> 	<p>Jumping jack.</p> <p>Do about four jumping jacks.</p>

<p>n</p> 	<p>Nose sound.</p> <p>Student should take writing hand and place on side of nose and say /nnnnnnnnnn/.</p>
<p>p</p> 	<p>Popcorn sound.</p> <p>Use three fingers to represent the "popping" in the air.</p>
<p>l</p> 	<p>Singing sound.</p> <p>Lock fingers together like an opera singer.</p>


UNIT 3

<p>g</p> 	<p>Gargling sound.</p> <p>Get a glass of water and gargle. The sound symbol will be tipping the head back as if gargling.</p>
<p>d</p> 	<p>Door knob sound.</p> <p>"What do you touch first to go out the door?" the door knob This will help them visually recognize the correct direction of the letter and help with writing it.</p>
<p>v</p> 	<p>The airplane sound.</p> <p>Arms out. Attention should be made to where the teeth are on their lips and how it feels. It should be a vibration or tickling on the lower lip.</p>

UNIT 4

<p>i</p> 	<p>Icky oil. Talk about the tin man from "Wizard of Oz" and why he was sad. He was rusty and needed oil to make him move. Dorothy picked up the oil and put it in him. Students will feel oil (if possible). Signal: thumb under chin (touch index finger to nose).</p>
<p>w</p> 	<p>/www/ scary sound. Interlock thumbs, flutter fingers like a bat flying. Attention to the fact that not much air is coming out of the mouth when you say this sound. It will be very important when you introduce the WH sound.</p>


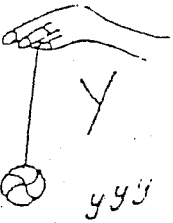

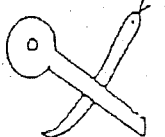
UNIT 5

<p>k</p> 	<p>Skinny Minnie /k/ sound Use the first two fingers and turn it as if you were opening the lock on a door. Teach the place value of this letter - it goes before the skinny vowels (i e y). Refer to special instructions.</p>
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UNIT 6

<p>ck</p>	<p>Teach the place value of the letters together. Always at the end of a short vowel word.</p>
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UNIT 7

<p>qu</p> 	<p>Queen sound</p> <p>Picture a quiet queen waving her scepter. As you say /qu/, hand waves as if holding a scepter.</p> <p>Tell children qu will always be together because the q has a broken leg and the u must be there to hold it up.</p>
<p>y</p> 	<p>Yo-yo sound.</p> <p>As you say sound, flip yo-yo hand over and out like you are doing a yo-yo trick. Not normally or it will look like a bouncing ball.</p>
<p>z</p> 	<p>Buzzzzzzing bee sound.</p> <p>As you say sound, two fingers up skywriting the letter z shape.</p>
<p>x</p> 	<p>The sound of /x/ is /ks/.</p> <p>Two fingers up skywriting the letter x. First stroke makes the /k/ sound and second stroke makes the /s/ sound.</p>

UNIT 8

<p>o</p> 	<p>Miss odd puppet.</p> <p>She is called miss Odd because her hair is red, her face yellow, and her nose is long. Miss Odd sings in the opera. Discuss this type of music. Make a circle around mouth with the index finger.</p>
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UNIT 9

ss, ll, ff, zz	Rule: double the letters s, l, f, and z at the end of most one syllable short vowel word. To help you remember: <i>Jeff will pass buzz.</i>
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Unit 10

ng	Always attaches to a vowel. Draw attention to how the back of the tongue goes up to the roof of the mouth to say /n/ and then slides back even further for /g/. Students should take hands and push back under throat as they say /ng/.
nk	Always attaches to a vowel. Draw attention to how the back of the tongue goes up to the roof of the mouth to say /n/ and then slides up for the /k/ sound. Students should take hands and push out under throat as they say /nk/.

Tell the story about a beautiful day at the park and what happened while you were there. While you were at the park you wanted to get on your favorite thing - the slide. You couldn't because at the top of the slide was Ms. /a/. She was afraid to come down the slide, because she thought she might fall off. Well, along comes Mr. /ng/ and says, "Don't be afraid, I'll come bring you down." As Mr. /ng/ reaches the top of the slide to help Ms. /a/, she gets behind him and they go down together. Say /ang/. Mr. /ng/ had to leave, but /i/ and /o/ were there to help too.