

Sound Pronunciation Guide

Symbol	Sound	As in	Type
a	ăăă āāā	and ate	continuous continuous
b	b	hub	stop
c	k	sack	stop
d	d	rid	stop
e	ěěě ēēē	end me	continuous continuous
f	fff	fit	continuous
g	g	leg	stop
h	h	he	stop
i	īīī īīī	if bite	continuous continuous
j	j	jump	stop
k	k	sack	stop
l	lll	lip	continuous
m	mmm	mat	continuous
n	nnn	not	continuous
o	ōōō ōōō	odd note	continuous continuous
p	p	sap	stop
qu	kwww	quit	continuous
r	rrr	run	continuous
s	sss	sat	continuous
t	t	got	stop
u	ūūū ūūū	up use	continuous continuous
v	vvv	van	continuous
w	www	will	continuous
x	kss	ox	continuous
y	yēēē	yell	continuous
z	zzz	zip	continuous
ai	āāā	paint	continuous
al	all	fall	continuous
ar	ar	art	continuous
au	aw	auto	continuous

Symbol	Sound	As in	Type
aw	aw	awful	continuous
ce	sss	ice	continuous
ci	sss	circle	continuous
ch	ch	chip	stop
cial	shull	special	continuous
ck	k	sack	stop
ea	ēēē ēēē	eat head	continuous continuous
ee	ēēē	feel	continuous
er	er	her	continuous
ge	j	age	stop
gi	j	giant	stop
igh	īīī	night	continuous
ing	ing	sing	continuous
ir	er	stir	continuous
kn	nnn	knot	continuous
oa	ōōō	boat	continuous
oi	oy	boil	continuous
ol	ol	cold	continuous
oo	oo	soon	continuous
or	or	fort	continuous
ou	ow	out	continuous
oul	ōō	could	continuous
ow	oh	show	continuous
sh	shshsh	ship	continuous
tch	ch	catch	stop
th	ththth	them math	continuous continuous
tial	shull	partial	continuous
tion	shun	nation	continuous
ur	er	burn	continuous
ure	ure	pure	continuous
(w)a	aw	wash	continuous
wh	www	when	continuous

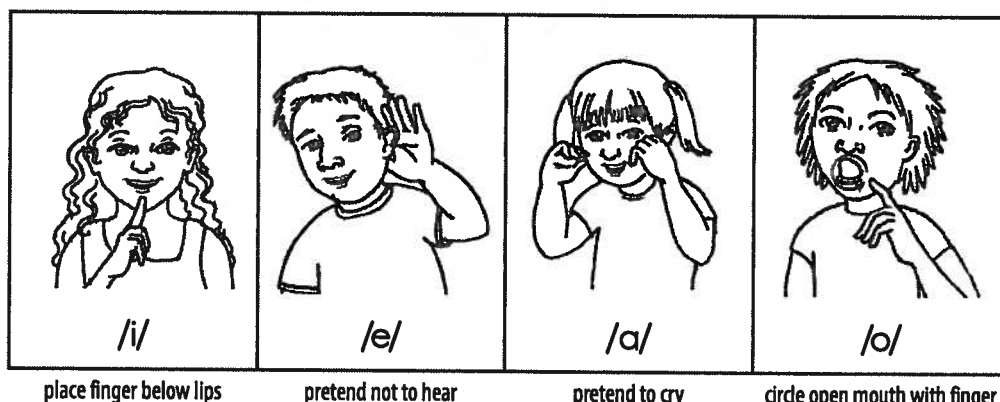
The Short Vowel Sounds and Sound/Spelling Review

If students need additional practice distinguishing the short vowel sounds, you may complete the Pausing Point exercise "Erase the Spellings" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

Part A

- Display the Large Cards for 'i', 'e', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *not* in this order and in reverse order before saying the sounds in isolation.



Part B

If students are ready to review more than 20 spellings, use the cards for all of the spellings taught.

- Review the Large Cards and Sound Poster listed in the At a Glance chart.
- Introduce the Sound Poster for 'w' and Sound Card 21 (*wig*).

Introducing the Sound

10 minutes

Tongue Twister

5 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 5" and the activities in Unit 5, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /j/.
- Have students say the /j/ sound several times.
- Ask students to repeat a number of words having the /j/ sound at the beginning: *job*, *joy*, *jazz*, *jug*, *Jill*.
- Ask students to repeat a number of words having the /j/ sound at the end: *cage*, *large*, *fudge*, *page*, *urge*.
- Ask students if /j/ is a vowel or a consonant sound. (It is a consonant sound.)