

# INTRODUCTION

The *Sound It* program is a multimedia series of 24 lessons designed to develop auditory discrimination of the sounds of the consonants and vowels. This supplementary reading readiness program consists of two separate sections. The first section, Unit I, contains 12 lessons which provide practice in recognizing the sounds of the consonants in the initial, medial, and final positions. (All consonants are included except Q and X.) The second section, Unit II, consists of 12 lessons which introduce the long and short vowel sounds and the common vowel digraphs and diphthongs.

*Sound It* is an audiovisual learning tool that will combine with your knowledge of the early learning process to lay a strong foundation on which to build the listening, speaking and reading skills of your students. The program is intended to aid you in carrying out the critically important task of making the child ready to read. The program is designed to aid your students in communicating more effectively by

- acquainting the child with the sounds of the letters
- providing him or her with ear-training in sound differences
- giving practice in using the correct sounds of standard English.

Although the program is designed to be used in kindergarten through second grade, it can be a valuable tool in remedial work at higher grade levels. It may also be used to good advantage with learning disabled children at the primary and intermediate grade levels.

Materials needed to complete each lesson include audio media, one or more reproducible activity sheets, and a pencil or crayon.

## USING THE PROGRAM

### THE AUDIO

Each audio lesson introduces a particular sound or set of sounds. The narrator gives specific examples of the letter sound, asks for oral responses to encourage the learner to imitate the sound, then repeats the sound for reinforcement of the correct pronunciation. Careful directions for the games and activities which involve the listener in written responses are included. Timed pauses are built into the audio to allow the student to complete the responses on the activity sheets. The lessons, each approximately 12 minutes long, may be used by individual students or in small or large group instruction. Headsets are recommended for individual and small group use of the program.

## BLACK-LINE REPRODUCIBLE ACTIVITY RESPONSE SHEETS

Each audio lesson is accompanied by one or more illustrated response sheets. As the student listens to the lesson, he records his written responses on the sheets by marking pictures. No reading is required of the student and all work is corrected by the narrator, thus ensuring immediate correction and reinforcement.

## THE TEACHER'S GUIDE

This guide includes individual summaries of the 12 lessons in Unit I. Summaries of Unit II lessons can be found in the guide for Unit II of the program.

Each lesson in the guide contains a brief summary of the taped lesson, followed by reproductions of the response sheets, with correct answers overprinted. Also included in this guide are follow-up activities and enrichment exercises. These activities include games, listening exercises, and riddles which are designed to be used over a four-day period following each listening session.

## WORD LISTS

A list of words containing the sounds taught in each lesson is provided at the end of each lesson in this guide. These lists can be used in a variety of ways to reinforce discrimination of the sounds taught in the program. A few suggestions follow:

- Construct riddles around appropriate words. For instance, referring to the word fish from the list for f, you might say, "I am thinking of something that swims in the water. The beginning sound in the word is f." Or, "I am thinking of something you might do when you have a bad cold. The ending sound is f." (cough)
- Write words on large sheets of paper and ask the children to make matching illustrations. If the children cannot read, assign the words orally.
- Select words from the list and ask children to say a rhyming word for them.
- Select several key words from the list and ask the children to use the words in a sentence or in a simple story.
- Say a sentence but leave out the key word. Ask a child to say the missing word correctly.
- Play a bingo sound game. Prepare bingo cards with five vertical and five horizontal rows of squares. In each square, write a letter for one of the sounds you are teaching. (If children are immature, you might substitute pictures that match the sounds.) Be sure the distribution pattern of sounds differ on each card. Instruct the children to mark an X on the square that matches a sound in the word as you read from the list.

\*As a variation of the bingo game, you might play a train game. Prepare bingo cards with only three vertical rows and four horizontal rows of squares. In the top row, put a picture of an engine in the first square, a picture of a boxcar in the middle square, and a picture of a caboose in the last square. In each of the remaining squares, write, in random order, the letters for the sounds you are teaching. Tell the children to listen for the sounds of the letters as you read the words from the list. Be sure to read the words slowly. If the sound of the letter is heard at the beginning of a word, the player must mark that letter under the engine. If the sound is heard in the middle of the word, he must mark that letter in the column under the boxcar. If the sound is heard at the end of the word, he must mark that letter under the picture of the caboose. For instance, if you say *monkey* he must mark the letter M in a square under the engine. If you say *lemon* he must mark the letter M under the boxcar. If you say *Sam*, he would mark the letter under the caboose.

\*Play a chain game with children whose vocabulary is adequate. Read a word from the list and ask a child to repeat your word and then say another word that begins with (or ends with) the sound you are teaching.

### INDIVIDUALIZED INSTRUCTION

The final decision of how to individualize instruction must rest with the teacher. A few guidelines are included here to assist you with the task. An informal inventory will help you determine the specific deficiencies of individual children. You may then select the audio lesson which corresponds with the errors your students are making. However, educationally disadvantaged children whose speech is substandard will benefit from the entire program.

In all cases, it is suggested that you check the activity sheets after an audio lesson has been completed. If the child has had great difficulty with a lesson, use should be made of the additional work included in this guide. Children who have had severe difficulty should repeat the audio lessons after participating in the follow-up activities included in this guide.

## NOTES ON SOUNDS AND SYMBOLS

In this guide, a marking system has been used to aid you in reading the sample sentences correctly.

All capital letters represent names of letters. For example, P is the letter between O and Q.

All underlined small letters represent the sounds of letters. For example, p denotes the unvoiced sound made with the lips, as in the word pet. On page 3, a list of consonant key words is given. This may be helpful in getting the child to differentiate between sounds. As he goes through the lessons, the child should become aware that most of the consonant sounds in English are paired. With a few exceptions, an unvoiced sound has a voiced counterpart. Here is a list of the unvoiced sounds and their voiced counter-parts.

Not Voiced	Voiced
<u>p</u>	<u>b</u>
<u>wh</u>	<u>w</u>
<u>f</u>	<u>v</u>
<u>t</u>	<u>d</u>
<u>s</u>	<u>z</u>
<u>ch</u>	<u>j</u>
<u>k</u>	<u>g</u>

The other sounds are h (not voiced), m, n, and l, r, y (voiced).

X is included on the key word list for the teacher's convenience. It is not a sound in itself but a combination of the k and s sounds. The only two letters of the alphabet not used in either the consonant or vowel key words are Q and C. The sound that Q makes in a word is a combination of the k and w sounds as in queen (kween). C can be soft and have the sound of s, or it can be hard and have the sound of k. C sounds like s when it is followed by an E, I, or Y; e.g., *cent*, *city*, *cycle*, *fence*, *Nancy*. C sounds like k when it is at the end of a word or when it is followed by an A, O, U, or by a consonant. (There are exceptions such as C followed by "ious" in *precious*.)

It should be stressed that although all unvoiced sounds can be made easily in isolation, some of the voiced sounds cannot be made in isolation, without an added vowel sound, even when cut very short. For example, b, d, g, even when made very quickly, end with an u vowel which is not really part of the sound. These sounds in their pure form can be heard best at the end of a word; teachers should therefore try to make the isolated sound as it would be heard at the end of a word. For example, the b sound should be presented as it sounds in cab, the d sound as in nead, and the g sound as in dog. Avoid the tendency to say *buh*, *duh* or *guh* since this is, in effect, adding a vowel sound and distorting the sound; e.g., *bed* into *buh-ed*. In addition, it is strongly recommended that you do not turn the unvoiced sounds such as p into *puh*, nor the unvoiced f into *fuh*.

## CONSONANT KEY WORDS

Note: Throughout this guide the sound of the letter is indicated by the underlined, lower case letter. Read capital letters as names of the letters.

p is for pig so round and fat.

b is for ball to go with bat.

m is for moon and that is that.

w is for wagon so shining and bright.

f is for fish, who like to swim.

v is for vase so tall and slim.

t is for top, a fine bright toy.

d is for dog for girl or boy.

l is for lamp to light the night.

n is for nail to build things right.

s is for sun, up in the blue.

z is for zebra we see at the zoo.

j is for jug, whether old or new.

k is for kite that flies away.

g is for girl who brightens the day.

r is for rabbit, who hops and hops.

y is for yard that starts where a house stops.

h is for hat we wear to a celebration.

x (ks) is in box — it's the K-S combination.