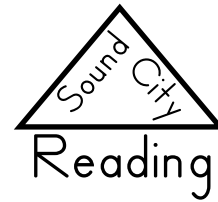
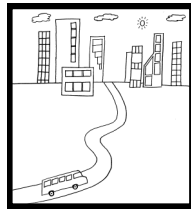


Sound City Reading
Vowel Code Cards

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Vowel Code Cards

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Sound City Reading
Vowel Code Cards

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Vowel Code Cards

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Instructions

1. Begin using the vowel code cards after introducing the u/uniform sound in part two of the sound story.
2. The cards are numbered, but after practicing for a few days, mix up the cards so that students have to think carefully about each sound.
3. The long vowels are marked with a straight line. The special vowels are marked with two dots. Do not use the dotted *ë* and dotted *ï* cards until they are needed in *Phonics Patterns And Stories, Book 6*.
4. The umbrella vowels a/what and o/son are marked with an umbrella to show that they have the short u sound. This sound can be heard at the beginning of the word *umbrella*. These are rule-breaker sounds.

Instructions

1. Begin using the vowel code cards after introducing the u/uniform sound in part two of the sound story.
2. The cards are numbered, but after practicing for a few days, mix up the cards so that students have to think carefully about each sound.
3. The long vowels are marked with a straight line. The special vowels are marked with two dots. Do not use the dotted *ë* and dotted *ï* cards until they are needed in *Phonics Patterns And Stories, Book 6*.
4. The umbrella vowels a/what and o/son are marked with an umbrella to show that they have the short u sound. This sound can be heard at the beginning of the word *umbrella*. These are rule-breaker sounds.

Instructions

1. Begin using the vowel code cards after introducing the u/uniform sound in part two of the sound story.
2. The cards are numbered, but after practicing for a few days, mix up the cards so that students have to think carefully about each sound.
3. The long vowels are marked with a straight line. The special vowels are marked with two dots. Do not use the dotted *ë* and dotted *ï* cards until they are needed in *Phonics Patterns And Stories, Book 6*.
4. The umbrella vowels a/what and o/son are marked with an umbrella to show that they have the short u sound. This sound can be heard at the beginning of the word *umbrella*. These are rule-breaker sounds.

Instructions

1. Begin using the vowel code cards after introducing the u/uniform sound in part two of the sound story.
2. The cards are numbered, but after practicing for a few days, mix up the cards so that students have to think carefully about each sound.
3. The long vowels are marked with a straight line. The special vowels are marked with two dots. Do not use the dotted *ë* and dotted *ï* cards until they are needed in *Phonics Patterns And Stories, Book 6*.
4. The umbrella vowels a/what and o/son are marked with an umbrella to show that they have the short u sound. This sound can be heard at the beginning of the word *umbrella*. These are rule-breaker sounds.

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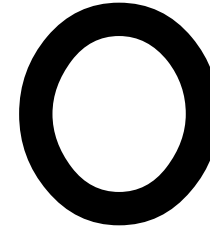
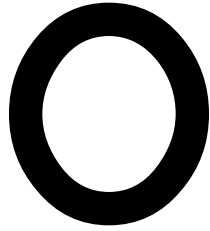
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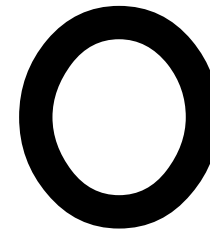
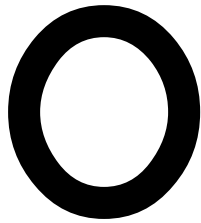


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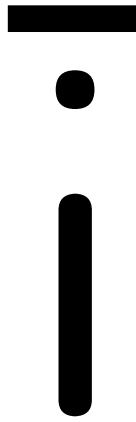
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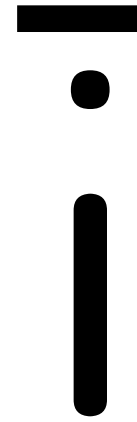
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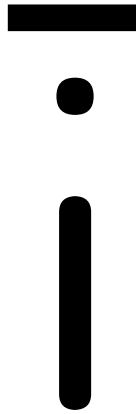
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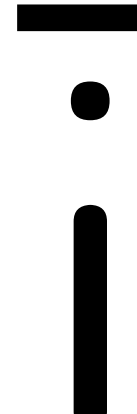
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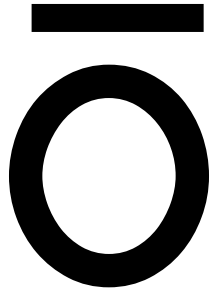
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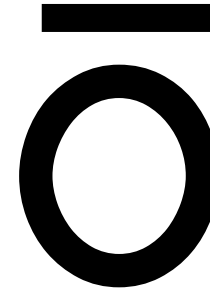
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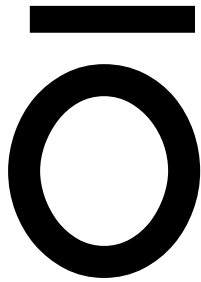
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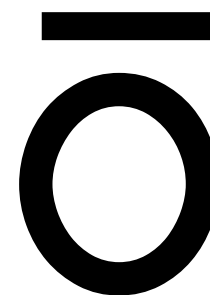
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Wait until Phonics Patterns Book 6 to introduce this card.

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Wait until Phonics Patterns Book 6 to introduce this card.

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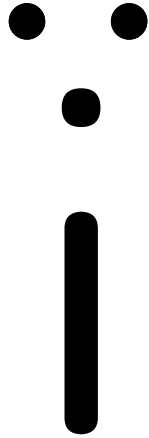
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Wait until Phonics Patterns Book 6 to introduce this card.

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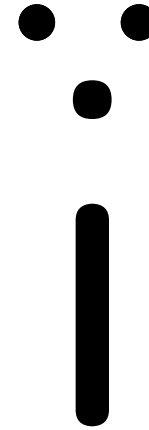
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Wait until Phonics Patterns Book 6 to introduce this card.



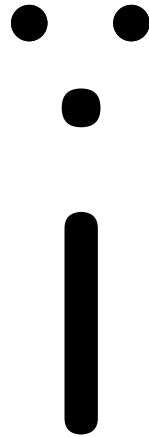
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Wait until Phonics Patterns Book 6 to introduce this card.



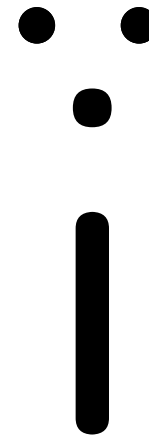
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Wait until Phonics Patterns Book 6 to introduce this card.



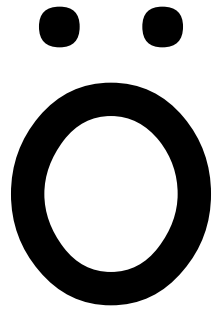
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Wait until Phonics Patterns Book 6 to introduce this card.

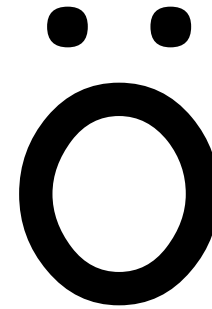


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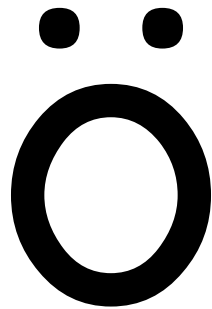
Wait until Phonics Patterns Book 6 to introduce this card.



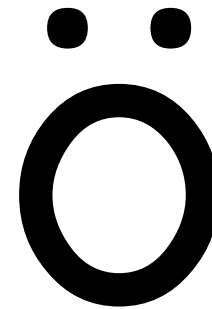
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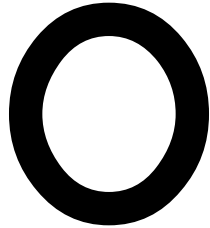
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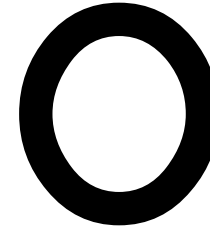
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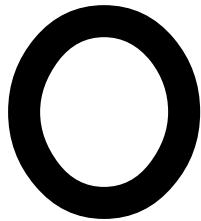
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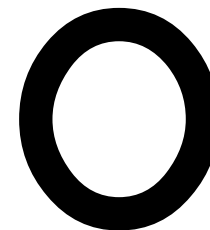
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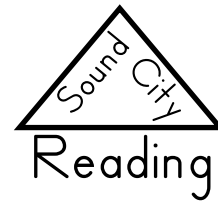
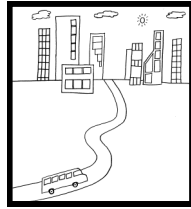
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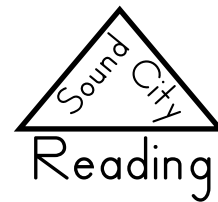
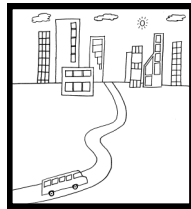


Sound City Reading
Beyond The Alphabet
Cards

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Instructions

1. This set of cards includes the vowels, consonant digraphs, and special vowel pairs learned in part two of the sound story. These are called the "beyond the alphabet" sounds.
2. The cards are in the order in which they are introduced.
3. After teaching all the letters of the alphabet, the teacher should read aloud part two of the sound story. Introduce one new letter or letter pattern each day. Read the section in the story, show the sound picture, and model the sound. Students repeat. Show the sound card and have each student say the sound individually. Then go through all the cards that the students have learned, in order. Students say the sound for each card in unison.
4. The long i sound is taught in part one of the sound story but is included here as well.
5. The "umbrella sound" a/what and o/son sounds are included also.
6. The ng pattern is shown by itself, and then repeated as ang, ing, ong, and ung.

Instructions

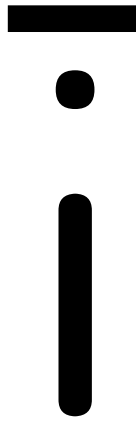
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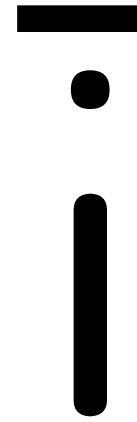
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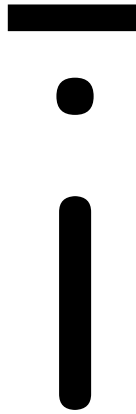
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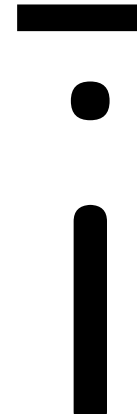
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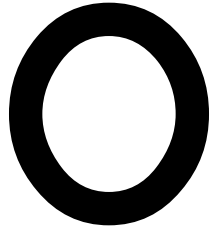
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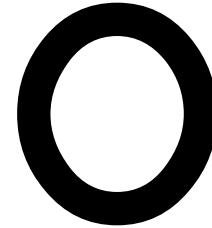


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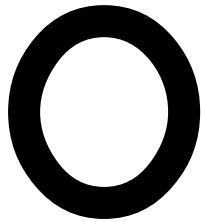
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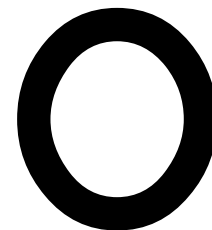
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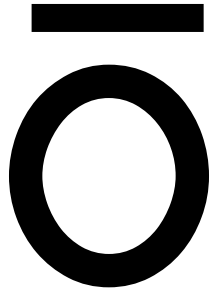
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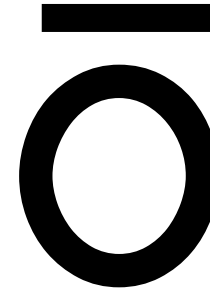
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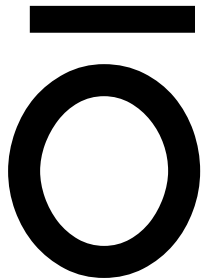
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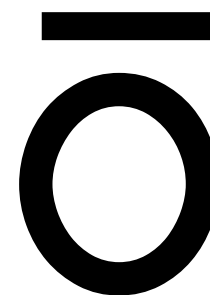
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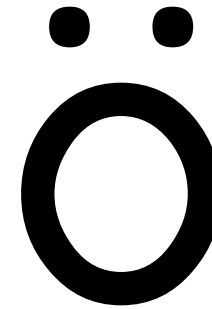
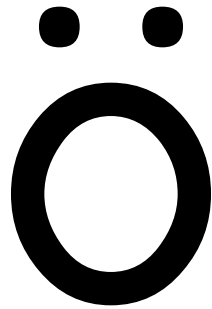
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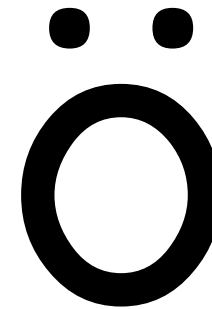
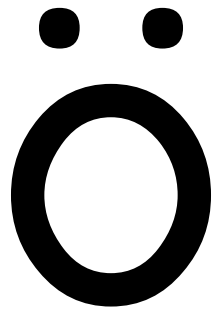
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