

Sound Hunts

The **39 Sound Hunts** in this set focus on the sounds of English — 24 consonants, 2 consonant clusters, 6 short vowels, 6 long vowels, and 8 other vowels. Some sounds are combined on a single card. See the reverse of this card for more information about these sounds and a suggested order for teaching them.

Consonant Sounds



Vowel Sounds

Short Vowels



Long Vowels



Other Vowels



Using the Sound Hunts

The **39 Sound Hunts** in this set give students the opportunity to identify and isolate the sounds of English in different positions in words as they develop other foundational reading skills, such as learning phoneme-grapheme relationships, applying this knowledge to decode and blend words, and recognizing high-frequency words.

Simple activities for supporting language and literacy skills are included on the reverse side of every card. These activities develop vocabulary and oral language, phonological and phonemic awareness, knowledge of the alphabetic code of English, and word recognition and decoding skills, which together build a strong foundation for learning to read.



3 Look for a duck in a cup.

HUNT SIDE

The hunt side of the card features an illustration that includes things containing the focus sound or sounds.

1 Each illustration contains multiple examples of the focus sound for students to find, along with many opportunities to build oral language and vocabulary by talking about the picture. Although some hunts represent two sounds, students will work with one sound at a time.

2 The focus phoneme is written between slashes inside the magnifying glass, alongside an animal that represents the sound. Short vowels are written /a/, and long vowels are written /ā/.

3 The sentence helps students practise recognizing high-frequency words and working out decodable words.

i Take care when pronouncing individual sounds. For example, avoid saying 'kuh' for /k/. Say key, but stop before saying ey.

i A blue dot means one letter represents one sound. A dash means the letter cluster represents a sound.

REVERSE SIDE

The reverse side provides suggestions for using the card. Begin with the Sound Hunt activity. Then select other activities as appropriate.

1 Guide students as they describe the illustration, name the animal and its sound, and find the animal in the picture. Students then hunt for more things with the focus sound and say where in each word the sound occurs.

2 Read the sentence, pausing at the words with dots and dashes. Model how to decode each word, helping students blend the sounds together.

3 Practise reading the high-frequency words aloud, asking students to join in when they can. Begin with word pairs; then point to the words randomly.

4 Build decoding skills by working through the word pairs. Point to each letter or letter cluster and say the sound; then blend the sounds together. The pairs have different initial sounds, then final sounds, then medial sounds.

5 The solution lists words with the focus sound at the start, inside, and at the end. Use the word lists to support students in their search and to build vocabulary.

6 The Code Cards show the most common grapheme(s) for each focus sound. When appropriate, additional graphemes and example words are also listed to illustrate the diversity of the code.

Hunt for /k/

1 Sound hunt

Ask two or three questions about the picture. For example:
 What is happening in this picture?
 Where do you think this is taking place?
 What makes you think that?

Point to the kiwi below the picture.
 What animal is this? Let's look for it in the picture.
 What sound does kiwi start with? (/k/)

Ask students:
 What else can you find in the picture that has a /k/ sound?
 Who found something that starts with /k/? What is it?
 Who found something that ends with /k/? What is it?
 Who found something that has /k/ inside? What is it?

2 Using the code

Read the sentence on the front of the card, pointing to each word.
 When you come to a word with dots or dashes underneath, pause to model decoding the word one grapheme at a time.
 Look for a...

Point to the word duck and say:
 We can work out this word by sounding it out.

Point to each grapheme as you say the sound: /d/ /u/ /k/.
 Blend the sounds together: /d/ /u/ /k/ — duck!
 Look for a duck in a...

Point to the word cup and say:
 We can work out this word by sounding it out: /k/ /u/ /p/.
 Blend the sounds together: /k/ /u/ /p/ — cup!
 Look for a duck in a cup.
 Can you find it in the picture?

3 Words to remember

Point to and say these words.
 Ask students to join in if they know the word.
 Choose words in pairs initially (For, for, in, in; etc.) and then randomly, once students recognize the words more readily.

For in look a
In A for Look

4 Working-out words

Show the words below and tell students:
 We can work out these words by saying each sound.
 Point to each letter in cap as you say the sound: /k/ /a/ /p/.
 Blend the sounds together: /k/ /a/ /p/ — cap!

Point to tap and say:
 Let's say a sound for each letter in this word: /t/ /a/ /p/.
 Blend the sounds together: /t/ /a/ /p/ — tap!

Continue with the remaining pairs of words.

cap
• • •

tap
• • •

cup
• • •

top
• • •

pit
• • •

pick
• • •

cup
• • •

cap
• • •

5 Sound hunt: solution

The illustration includes the following items with the /k/ sound. Encourage students to identify examples of words they know.

/k/ at the start	/k/ inside	/k/ at the end
cabbages	cook	backdrop
cactus	cookies	backpack
cake	cord	cake
camel	corks	clock
camera	corncoke	clock
candleabra	cow	cook
candies	cowboy	cupcake
car	crocodile suit	duck
caravan	cucumber	gok
carrots	cupcakes	
castle	eggs	
cat	custion	
clapperboard	kangaroo	
climber	lentils	
clock	kilt	
clothes	king	
clown	kitens	
coffee	kiwi	
colossus	koala	
columns		

6 The code for /k/

These are some common graphemes for the /k/ sound that beginning readers and writers might meet.

c

k

ck

Other graphemes for /k/ include: cc, ck, que (as in soccer, school, unique).

SCHOLASTIC

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Teaching the Sounds of English

The Code-Ed approach starts with spoken words, teaches children to recognize and manipulate the sounds that make up these words, and then guides them to associate these sounds with how they are written in print. This **speech-to-sounds-to-print approach** allows students to very quickly learn the alphabetic code of English.

While the sounds can be introduced in any order, it is helpful to start with the sounds that are written most simply and reliably and to introduce them in groups according to the way they are pronounced. This helps students learn to pronounce the sounds correctly and distinguish between similar sounds.

Suggested Order

- Plosives or stops (short bursts of sound) — unvoiced /p/, /t/, /k/ and voiced /b/, /d/, /g/
- Short vowel sounds (vowel sounds made with a burst of sound from the throat) — short /a/, /e/, /i/, /o/, /u/, /oo/
- Mixed sounds (continuous and stop) — unvoiced /ch/ and voiced /j/
- Nasal sounds (continuous sounds made through the nose) — /m/, /n/, /ng/
- Continuous sounds (fricatives) — unvoiced /s/, /th/, /sh/, /f/, /h/ and voiced /v/, /z/, /th/, /zh/
- Long vowel sounds (continuous vowel sounds often made with two sounds, e.g., /ā/ /ē/ for long /ā/) — long /ā/, /ē/, /ī/, /ō/, /ū/, /ōō/
- Continuous sounds (approximants) — voiced /l/, /r/, /y/, /w/
- Other vowel sounds (continuous vowel sounds often made with two sounds, e.g., /ō/ /ē/ for /oy/) — /oy/, /ow/, /aw/, /er/, /or/, /ar/, /ear/, /air/
- Two consonant sounds commonly heard consecutively — /k/ /w/ (qu), /k/ /s/ (x)

i You can feel voice by touching your throat while pronouncing the sound. If you feel a vibration, the sound is voiced. If not, the sound is unvoiced.

Digital and printable versions of the Sound Hunts are also available, which allows them to be projected for the whole class or printed out for each student.

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