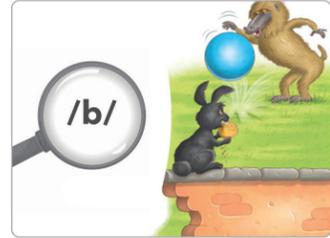
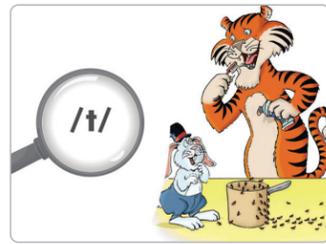
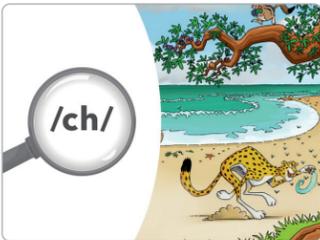
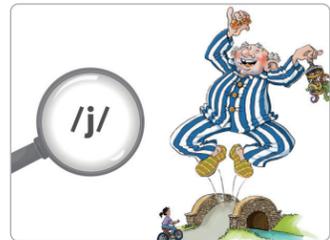
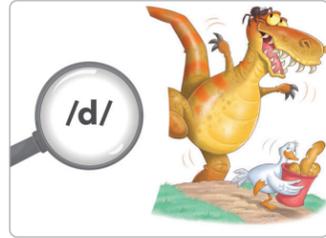
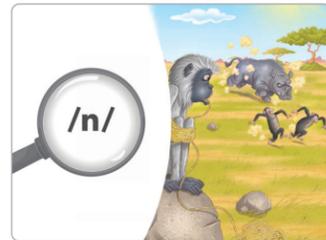
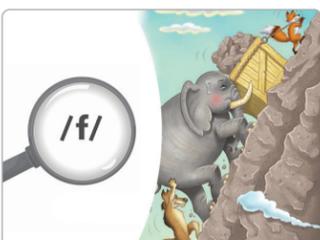
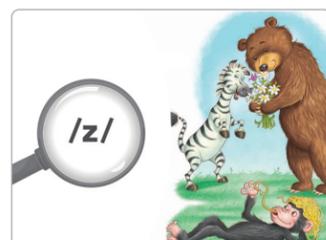


Sound Rhymes

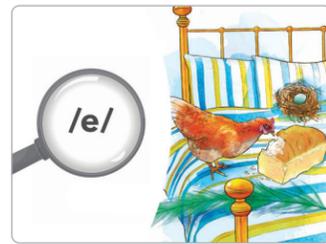
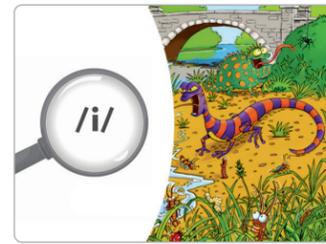
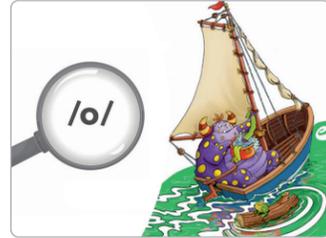
Consonant Sounds

The **46 Sound Rhymes** in this set focus on the sounds of English — 24 consonants, 2 consonant clusters, 6 short vowels, 6 long vowels, and 8 other vowels. See the reverse of this card for more information about these sounds and a suggested order for teaching them.

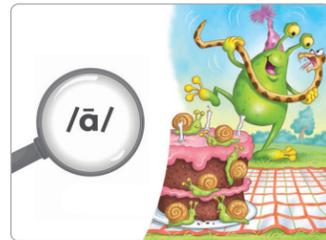
			
			
			
			
			
			
			

Vowel Sounds

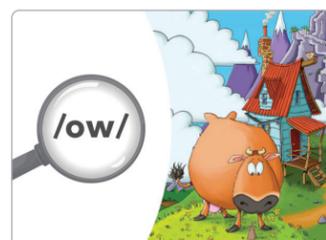
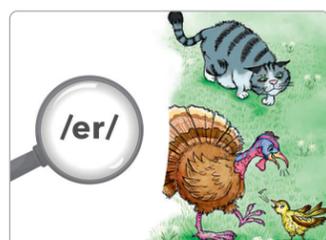
Short Vowels

Long Vowels

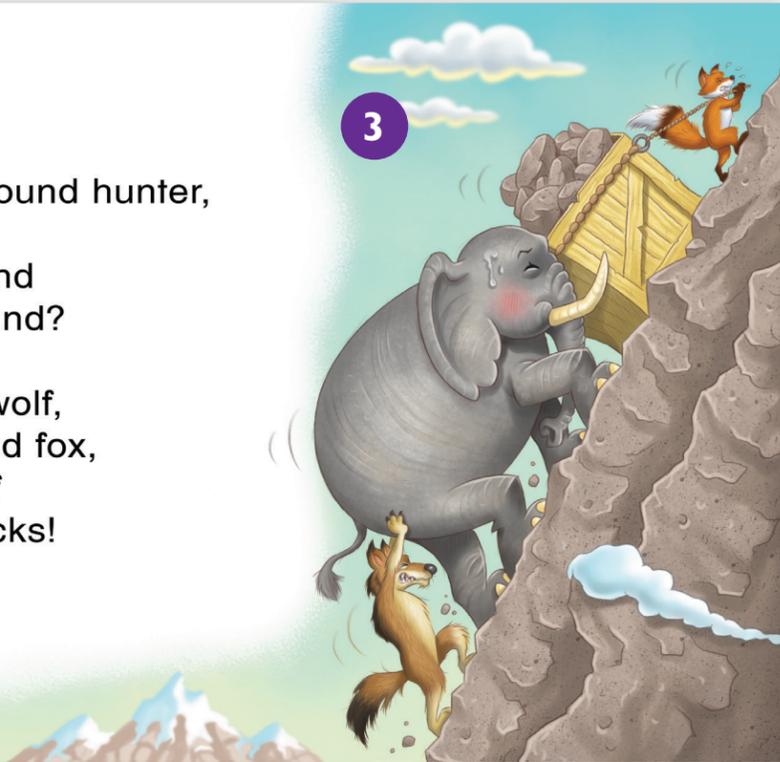
Other Vowels

Using the Sound Rhymes

The **46 Sound Rhymes** in this set give students the opportunity to listen for the sounds of English in different positions in words as they develop other foundational literacy skills, such as rhyming, segmenting syllables, blending phonemes, and learning phoneme-grapheme relationships.

Simple activities for each rhyme are included on the reverse side of every card. These activities build phonological and phonemic awareness, oral language, and print knowledge, providing students with a solid platform for understanding the alphabetic code.



1 /f/

2 Sound hunter, sound hunter, hunt all around. What can you find with a /f/, /f/ sound?

An elephant, a wolf, and a fluffy-tailed fox, puffing up a cliff with a box of rocks!

3

RHYME SIDE

The rhyme side of the card features an illustrated rhyme to read aloud.

- The phoneme that is the focus of the rhyme is written between slashes inside the magnifying glass. Short vowels are written /a/, and long vowels are written /ā/.
- Each rhyme focuses on a single sound of English, with words that contain the sound in different positions. When reading the phonemes aloud, be sure to pronounce the sound, not the letter name.
- Students can explore the colourful and captivating illustrations for things that contain the focus sound.

- i** Take care when pronouncing individual sounds. For example, avoid saying 'kuh' for /k/. Say key, but stop before saying ey.
- i** Show students where to start reading and slide your finger under the text as you read. Point out a letter, a word, the spaces between words, and punctuation marks, and explain what they mean.

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/, /ō/
- Continuous sounds (approximants) — voiced /l/, /r/, /j/, /w/
- Other vowel sounds (continuous vowel sounds often made with two sounds, e.g., /ō/ /ē/ for /oy/) — /oy/, /owl/, /awl/, /er/, /or/, /arl/, /earl/, /air/
- Two consonant sounds commonly heard consecutively — /kl /wl (qu), /lk /sl (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.

REVERSE SIDE

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

- Read the rhyme aloud and ask students to listen for the sound in different positions in words.
- Help students recognize and produce rhyming words.
- Clap the syllables in words and in the rhyme.

- Ask students to blend the sounds in two, three, and four-sound words.
- Help students discover one or more ways to write the focus sound.
- Using the printable rhymes, encourage students to find the spelling patterns in the rhyme, create their own illustration, and make up a new verse using the spelling patterns they have learned.

- The graphemes (spelling patterns) for the focus sound are set in bold to support the Code Hunt activity.
- The most common grapheme(s) for the focus sound are shown using the Code Cards. When appropriate, additional graphemes and example words are listed underneath the Code Cards to illustrate the diversity of the code.

Rhyme for /f/

- Sound hunt**
Read the rhyme aloud. Ask students: Find the words that start with /f/. (find, fluffy, fox)
Find the words that end with /f/. (wolf, cliff)
Find the words with /f/ inside. (elephant, fluffy, puffing)
Ask students to find other things in the environment with the /f/ sound.
- Rhyme hunt**
Read the rhyme aloud and then say: Find the words that rhyme with fox. (box, rocks)
What other words rhyme with fox? (blocks, clocks, knocks, locks, mocks, ox, shocks, socks)
- Syllable hunt**
Say these words. elephant wolf fluffy fox
puffing
Read the rhyme one line at a time. Have students repeat each line and clap the syllables.
An elephant, a wolf,
and a fluffy-tailed fox,
puffing up a cliff
with a box of rocks!
- Word hunt**
Pronounce each sound and ask students to guess the word. Guess what word I'm saying.
/w/ /f/ /h/ — with
/f/ /o/ /k/ /s/ — fox
/r/ /o/ /k/ /s/ — rocks
/k/ /l/ /i/ /f/ — cliff
/b/ /o/ /x/ /s/ — box
- Code hunt**
Tell students that the /f/ sound can be written in different ways. Write these spelling patterns on the board: **f**, **ff**, **ph**.
Read the rhyme aloud. Have students find the words that have these patterns for the /f/ sound. (See solution on the right.)
Have students practise writing each pattern and a word that goes with it.
f — find, wolf, fluffy, fox
ff — fluffy, cliff, puffing
ph — elephant
- Creating**
Give each student a printable version of the rhyme. Read the rhyme together. Encourage students to find the spelling patterns for /f/. Students can also illustrate the rhyme and make up their own verse with words that have the /f/ sound.
- Code hunt: solution**
Sound hunter, sound hunter, hunt all around. What can you find with a /f/, /f/ sound?
An elephant, a wolf, and a fluffy-tailed fox, puffing up a cliff with a box of rocks!
- The code for /f/**
These are some common graphemes for the /f/ sound that beginning readers and writers might meet.
f **ff** **ph**
Other graphemes for /f/ include: **gh** (as in rough).

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

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