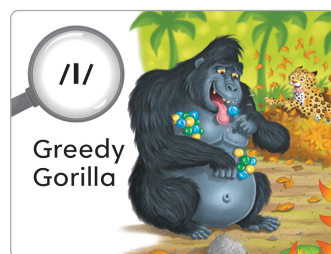
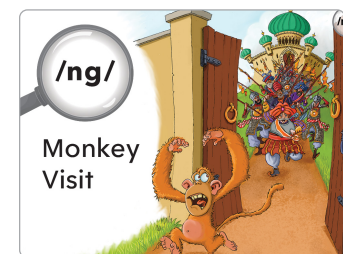
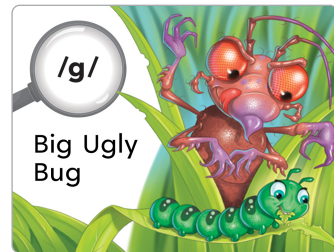


# Sound Poems

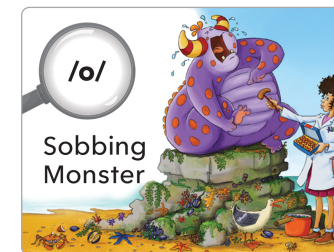
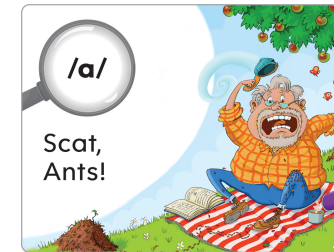
## Consonant Sounds

The **46 Sound Poems** in this set focus on the sounds of English — 24 consonants, 2 consecutive sounds, 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.

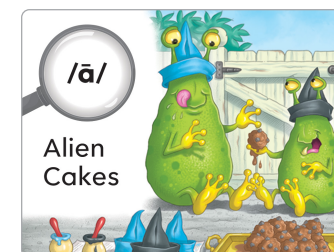


## Vowel Sounds

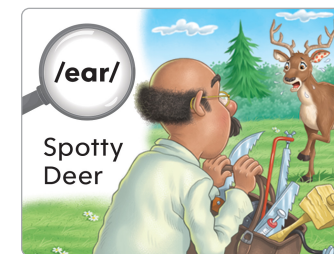
### Short Vowels



### Long Vowels



### Other Vowels





Using the Sound Poems

The **46 Sound Poems** in this set give students the opportunity to listen for the sounds of English in different positions in words and to learn different ways they are written. The poems and supporting activities develop key foundational knowledge and skills, providing students with a solid platform for understanding the conventions of written English.

2

Sobbing Monster

The monster sat on top of a pile of rocks. He sobbed and he said, "I have lost my socks."

Up came a doctor with a big orange pot. "Stop sobbing," she said. "You are sobbing a lot!"

"I have a hot dog and chocolates in a box." "No!" sobbed the monster. "I just want my socks."



1

/o/

3

1

POEM SIDE

The poem side of the card features an illustrated poem for shared reading.

1 The phoneme that is the focus of the poem is written between slashes inside the magnifying glass. Short vowels are written /a/, and long vowels are written /ā/.

2 Each poem focuses on a single sound of English, with words that contain the sound in different positions and written with different graphemes for students to identify.

3 Colourful and captivating illustrations support the text of each poem and include many things with the focus sound.

When reading phonemes between slashes, be sure to pronounce the sound, not the letter name. Avoid adding an extra schwa sound, such as 'kuh' for /k/.

Point out the title, capitalization, punctuation marks, and bold print, 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.

Students will be building their knowledge of the diversity of the alphabetic code, learning that most sounds can be represented by more than one letter or combination of letters. While the sounds can be taught in any order, it is helpful to start with the ones that are written most simply and reliably and to teach similar sounds together, which helps students learn to pronounce the sounds correctly and to recognize patterns in the ways they are written.

Suggested Order

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

You can feel voice by touching your throat while pronouncing the sound. If you feel a vibration in the vocal cords, the sound is voiced. If not, the sound is unvoiced. All vowel sounds and some consonant sounds are voiced. Some sounds only differ because one has voice (/b/) and the other does not (/p/).

Sound Poems, developed by Joy Allcock. © 2025 Code-Ed Ltd. 6 Mitchelson Street, Ellerslie, Auckland 1051, New Zealand www.code-ed.co.nz

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REVERSE SIDE

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

1 Read the poem aloud and ask students to listen for the sound in different positions in words. Then ask students to clap the syllables in words from the poem and to identify the vowel sounds in each syllable.

2 Re-read the poem and use it to teach language and vocabulary skills.

3 Read the poem together and have students find the spelling patterns for the focus sound.

4 Give each student a copy and have them re-read the poem, find the spelling patterns, write their own stanza or poem, and proofread for capitalization, punctuation, and spelling.

5 The graphemes (spelling patterns) for the focus sound are set in bold to support the Code Hunt activity.

6 The most useful grapheme(s) for the focus sound are shown on each card. When appropriate, additional graphemes and example words are listed to illustrate the diversity of the code.

Poem for /o/

1 Sound hunt

Read the poem aloud. Ask students: Find the word that starts with /o/. (on) Find the words with /o/ inside. (sobbing, monster, top, rocks, sobbed, socks, doctor, pot, stop, lot, hot, dog, chocolate, box, want)

Ask students to find other things in the environment with the /o/ sound and to say where in the word they hear the sound. Tell students you are going to say a word from the poem, and they should clap the syllables. Say: The word is sobbing. Clap the syllables in sobbing. (s, o, b, b, i, n, g) Two claps, two syllables. Every syllable has a vowel sound. Say the first syllable. (sob) What is the vowel sound in sob? (/o/) Say the second syllable. (ing) What is the vowel sound in ing? (/i/) So the vowel sounds in sobbing are /o/ and /i/. Two vowel sounds, two syllables. Continue with these words as time permits: doctor (/d/, /e/, /r/), monster (/m/, /o/, /n/, /s/, /t/, /e/, /r/)

2 Word hunt: Understanding pronouns

Read the poem aloud, inviting students to read along with you. After reading, say: Who are the characters in this poem? (the monster and the doctor) Write the words monster and doctor on the board. Who sobbed in the first stanza? (the monster) Instead of saying, "the monster sobbed" and "the monster said," the poet has used another word instead of monster. What is it? (he) He is called a pronoun. We use pronouns so we don't have to keep saying the same nouns (naming words) over and over. Write he under monster. When the monster is talking about his socks, what does he say? (I have lost my socks.) He could have said "The monster has lost the monster's socks." Which words does he use instead of the monster? (I, my) Write I and my under monster. Instead of saying, "Stop sobbing," the doctor said, "the poet used another word instead of the doctor. What is it? (she) Write she under doctor. Who do you think the doctor is talking about when she says, "You are sobbing a lot?" (the monster) Write you under monster. He, I, you, and my are pronouns used instead of the monster, and she is a pronoun used instead of the doctor.

3 Code hunt

Display the spelling patterns for the /o/ sound. Tell students: Today we are hunting for the code for /o/. When you hear the /o/ sound in a word, look for the code. Read the poem together. (See solution on the right.) Have students practise writing these spelling patterns for /o/ and the words from the poem that go with them: o — sobbing, monster, on, top, rocks, sobbed, socks, doctor, pot, stop, lot, hot, dog, chocolate, box. a — want

Challenge students to think of more words with these spelling patterns and add them to each list.

4 Creating

Give each student a printable version of the poem. Read the poem together. As you read, have students circle the spelling patterns for the /o/ sound. Then ask students to write their own stanza or poem for the /o/ sound. Challenge them to include as many words with /o/ as they can. Encourage students to use interesting verbs (doing words) and adjectives (describing words) in their writing. At the end of the writing time, give students a few minutes to proofread their stanza or poem. Ask: Does each sentence start with a capital letter? Does each sentence end with a period, question mark, or exclamation mark? Did you use o to write the /o/ sound at the start and inside words? Did you use a to write the /o/ sound after /w/? Who used the word lists in their writing? Did it look like this: I for /f/, o for /o/, t for /t/, s for /s/? Have you checked your other words to remember?

5 Code hunt: solution

Sobbing Monster The monster sat on top of a pile of rocks. He sobbed and he said, "I have lost my socks." Up came a doctor with a big orange pot. "Stop sobbing," she said. "You are sobbing a lot!" "I have a hot dog and chocolates in a box." "No!" sobbed the monster. "I just want my socks."

6 The code for /o/

These are the most common graphemes for the /o/ sound that early readers and writers will meet.

o a

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