

# The Phonics Sound Box

**Description:** Senari's Phonics Sound Box consists of a series of matching labels and pictures for most of the sounds found in the English Language. Each page of the file contains pictures and labels for two sounds.

The Wordlists section has sets of rhyming words for students to use when practicing writing and/or specific vowel sounds.

**Use:** These files are designed to be printed, cut apart, and used as manipulatives. For students who cannot yet write, they can be used with a moveable alphabet.

The wordlists can be used as writing practice or keyboarding practice.

## *Contents of Phonics Sound Box*

### *Beginning Consonants*

b, c, d, f, g, h  
j, k, l, m, n, p  
qu, r, s, t, v, w  
y, z, g=j, c=s

### *Ending Consonants*

b, ck, c, ce, d, f  
g, ge, k, l, m, n  
p, r, s, s=z, x, dge, t, ve

### *Middle Consonants*

b, c, d, f, g, g=j  
c=s, k, ck, l, m, n  
p, r, s, h, ph=f, j

### *Blends and digraphs:*

cl, cr, bl, br, fl, fr  
gl, gr, pl, pr, sc, st  
tr, sp, sw, sl, sn, scr, dr, sk  
Beginning ch, sh, th, wh;  
Ending ch, sh, th;  
Middle th

### *Vowels*

#### **Short vowels:**

a, e, I, o, u, y=e

#### **Long Vowel Patterns:**

aCe, ee, iCe, oCe, uCe, y=I

ai, ay, a, ie = e; ey=e, e

I, ie=I; o, oa, u, ie=e

ea=e; ow=o;

#### **Other Vowel Patterns:**

ea=short e, ow, long oo, short oo

#### **'R' controlled vowels:**

ar, er, ir, or, ur, wor

## *Contents of Phonics Sound Box*

<i>Wordlist – Sounds_a – Notes</i>	Pages 21 – 23 of the file
<b>Rhyming patterns</b>	<p>ab, ace, act, ack, ad, ade, ane, aft, age, aint, ag, aid, ain, aise, air, asm, ail, alt, alk, ake, ale, all, anch, aff, am, ame, amp, ang, an, ave, ance, and, ane, ang, ask, ant, ank, ap, ape, ar, ard, arge, ast, are, ark, art, awl, arp, ark, ase, ash, aste, ass, atch, at, ate, ape, asp, arm, ath, ave, aunt, aw, aze, ax, ay, ey, ear, eigh</p>

<i>Wordlist – Sounds_e - Notes</i>	Pages 16 – 18 of the file
<b>Rhyming Patterns</b>	<p>eave, ealth, eak each, eam, edge, ear, eem, eigh, eed, eap, ead, ear, eal, ee, ead, eat, eal, ean, eech, ea, east, eck, ead, eat, erge, eld, erve, ed, eek, eel, een, eep, eeze, eer, eft, eet, eg, ell, elt, em, en, ench, ence, ern, elp, end, ense, ess, erk, esh, ent, est, ep, et, ept, etch, ey, ew</p>

<i>Wordlist – Sounds_i - Notes</i>	Pages 16 – 18 of the file
<b>Rhyming Patterns</b>	<p>ibe, ib, ied, ist, ief, ice, ies, ice, id, ile, ick, ike, ift, ide, ie, ir, irk, irth, ile, in, ink, im, ime, ine, ife, iff, ield, i_er, ig, ight, int, ire, ilt, im, ight, imp, ild, ill, ind, ime, ike, ince, in, igh, ird, inch, ill, inge, ise, isp, ix, ing, ink, ip, ite, ipe, ish, irt, isk, iss, it, itch, ive</p>

<i>Wordlist – Sounds_o - Notes</i>	Pages 19 – 22 of the file
<b>Rhyming Patterns</b>	<p>o=oo, oam, oar, o (long o), oach, oad, oak, oal, oan, oat, ode, og, ond, ood, oof, ob, od, oke, oe, obe, oast, oor, orch, ost, ook, oom, ose, oin, oist, oll, ock, oil, ole, ort, old, olt, ome, one, ong, ood, omp, ool, oon, oot, oop, ore, oose, orm, ost, op, ope, ord, ot, ore, oss, ouch, ork, ote, oth, orn, ore, otch, ounce, our, oud, ough, ould, ought, ound, ove, oup, ouse, out, ow, owl, ow=o, ox, ove, oy</p>

<i>Wordlist – Sounds_u - Notes</i>	Pages 11 – 12 of the file
<b>Rhyming Patterns</b>	<p>uck, ub, ube, ulk, ull, um, uff, ude, uff, ug, udge, ue, um, umb, ump, un, unk, ug, unk, url, ur, ust, y=I, ung, up, unt, urn, une, ung, urse, urt, us, utch, ush, ut, ye, aught, ull, utt, ute, ud, unch, aunch, ull</p>

## Assembling the Phonics Sound Box

- Preparation:**
1. Assemble the materials that you will need.
  2. Find an appropriate storage box.

- Materials:**
1. Snack size zip-lock bags
  2. Permanent marker
  3. 8 ½" x 11" Adhesive Label Paper (Avery #5353) for printing labels.
  4. Scissors
  5. 3 x 5 cards in 6 different colors

- Procedure:**
1. Print a set of files. (beginning consonants, for example)
  2. Print the label file for the set on adhesive label paper.
  3. Choose a color of 3 x 5 cards for this set. (These cards will go in the snack bags with the pictures and labels to serve as an index and inventory for the Phonics Sound Box.)
  4. Cut the sections of the label sheets apart. On the front of each card, paste the label for one sound. Example: "c \_ \_" for beginning 'c.' On the back of the card, paste the label containing the words for that letter.
  5. Put each card into a zip-lock bag. Arrange the bags in alphabetical order in your storage box.
  6. Print the picture files on a color printer.
  7. Write the name of each picture on the reverse side of the picture. (If the marker "bleeds" through, you may want to laminate the sheets first.) If you are using the "Writing Road to Reading," to teach Phonics, you may want to divide each word into syllables and mark it according to Mrs. Spaulding's system.
  8. Laminate each picture sheet.
  9. Cut the sheets apart. Put the pictures and their labels into the appropriate zip-lock bags.

- Adding Words and Pictures:**
1. The label files are in RTF format so that you may add your own words and pictures if you like.
  2. A template for the picture files in Microsoft Word 95 for Windows is provided so that you can add your own pictures from clip-art. This file may be used with any newer version of MS Word.

## Lesson Plan for Phonics Sound Box

**Objectives:** The student will learn to differentiate sounds presented in the pictures.  
The student will learn to spell some of the words presented in the pictures.

**Materials:**

1. Two envelopes from the Phonics Sound Box.  
(for example, beginning consonants: **d** \_\_ and **f** \_\_)
2. Pencil and paper.

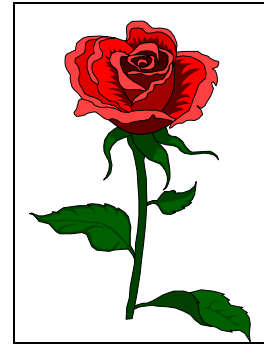
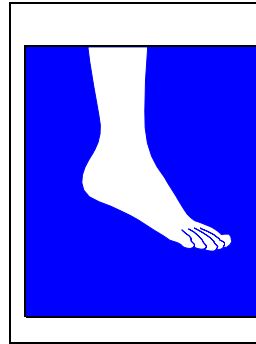
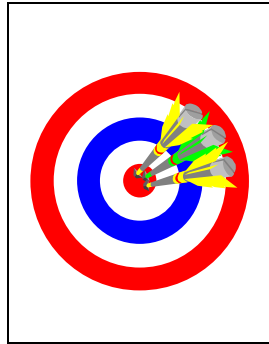
**Procedure:**

1. Place the headers at the top of the desk, one on the left and one on the right.
2. Place all of the pictures to the right, and at the top of the desk Ask the child to make the amount for each number in stamps.
3. Place all the names in a stack, below the pictures
4. Use the 3 period lesson to teach the student the names of the pictures, if necessary.
5. With each picture, say something like: “Does ‘door’ begin with the ‘d’ sound or the ‘f’ sound? (Use the sound, not the letter name.) If the student says, ‘f,’ then ask, “Is it a ‘foor?’ Have the child place the card under the correct heading.
6. Take the first label card, (‘door’ for instance) and say, ‘This word begins with the ‘d’ sound and ends with the ‘r’ sound. Put it on the right picture.” Observe the student’s work, but **do not correct it** if the label is misplaced.
7. When the student has placed all the labels, say, “Now turn over the pictures and check your work.” Student should find his/her mistakes, if any in this manner. (This is the **control of error**.)
8. Student may write the heading and words on paper.

## Lesson Plan for Phonics Sound Box (Con't.)

**d**    \_\_\_    \_\_\_

**f**    \_\_\_    \_\_\_



**door**

**darts**

**foot**

**flower**

Following is a sample page from Beginning Consonants.

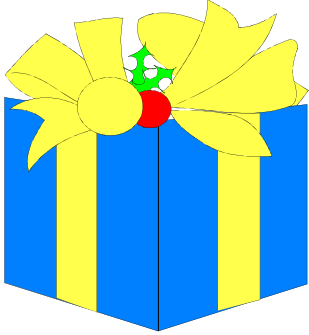
A page from the Word Lists contained in the Sound Box is also in this directory.

g

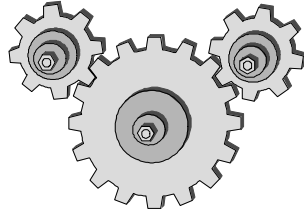
\_\_\_\_\_

h

\_\_\_\_\_



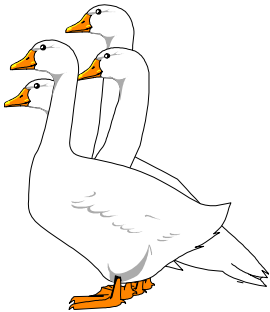
**gift**



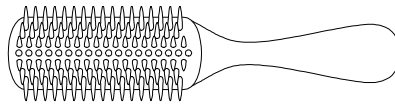
**gears**



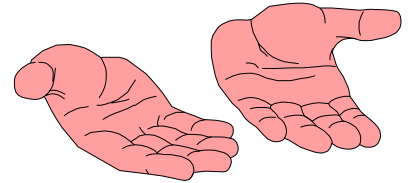
**hammer**



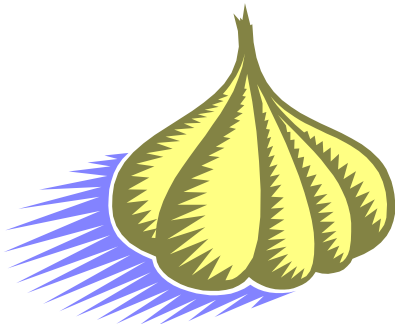
**geese**



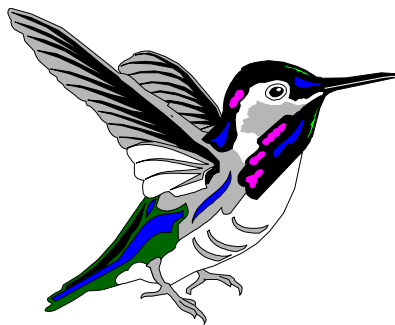
**hairbrush**



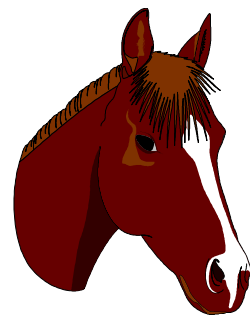
**hands**



**garlic**



**hummingbird**



**horse**

Phonics Sound Box – Wordlist 1

c a b	d a b	g a b
j a b	l a b	n a b
t a b	b l a b	c r a b
d r a b	g r a b	s c a b
s l a b	s t a b	

f <u>a c e</u>	l <u>a c e</u>	f a c t
p a c e	r a c e	p a c t
g r a c e	p l a c e	t r a c t
t r a c e	m a c e	t a c t
b r a c e	s p a c e	

## Notes on Sounds A:

Page 1:

- ‘ab’ – the ‘a’ is short.
- ‘ace’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)
- ‘act’ – the ‘a’ is short

Page 2:

- ‘ack’ – the ‘a’ is short; ck is a phonogram making the sound ‘k,’ so it is underlined.
- ‘ad’ – the ‘a’ is short

Page 3:

- ‘ade’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)
- ‘ane’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)
- ‘aft’ – the ‘a’ is short
- ‘age’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)
- ‘aint’ – the long ‘a’ is formed by ‘ai’ which is underlined

Page 4:

- ‘ag’ – the ‘a’ is short
- ‘aid’ – the long ‘a’ is formed by ‘ai’ which is underlined
- ‘ain’ – the long ‘a’ is formed by ‘ai’ which is underlined

Page 5:

- ‘aise’ – the long ‘a’ is formed by ‘ai’ which is underlined; the final silent e is there for the 5<sup>th</sup> reason – “no job e.”
- ‘ain’ – the long ‘a’ is formed by ‘ai’ which is underlined
- ‘air’ – the long ‘a’ is formed by ‘ai’ which is underlined
- ‘ail’ – the long ‘a’ is formed by ‘ai’ which is underlined

Page 6:

- ‘ail’ – the long ‘a’ is formed by ‘ai’ which is underlined
- ‘ait’ – the long ‘a’ is formed by ‘ai’ which is underlined
- ‘alk’ – the ‘a’ is the 3<sup>rd</sup> sound of ‘a,’ or ‘aw;’ write a 3 over the letter ‘a.’
- ‘ake’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)

Page 7:

- ‘ale’ – the long ‘a’ is formed by the ‘aCe’ pattern (a, Consonant, silent e)
- ‘all’ – the ‘a’ is the 3<sup>rd</sup> sound of ‘a,’ or ‘aw;’ write a 3 over the letter ‘a.’
- ‘alt’ – the ‘a’ is the 3<sup>rd</sup> sound of ‘a,’ or ‘aw;’ write a 3 over the letter ‘a.’
- ‘anch’ – the ‘a’ is short; ‘ch’ is a phonogram, so it is underlined
- ‘aff’ – the ‘a’ is short