

Welcome to the ScholarSkills® Sound and Say Phonics® system. This program will help you teach your child to read through a systematic, phonetic approach.

There are two components to the Sound and Say Phonics® program:

1. Sound and Say phonogram cards: each card has a letter or a letter combination on the front and a QR code on the back. Students can use any device to scan this code which reveals the sound corresponding with the letter or letters on the front of the card. These cards actually “say” their sounds. Use these cards to prepare for the corresponding Sound and Say Interactive Video Lesson. Parents and other educators can also use these phonogram cards in various creative ways. We have suggested a few activities. But any creative teacher can find multiple ways to use these cards to help students develop the “phonics reflex.” By “phonics reflex,” we mean that students automatically start seeing letters as sounds and words as blended sounds. Instead of seeing whole words or pictures, they begin seeing words according to their true phonetic (or sound-symbol) structure.

2. Sound and Say Interactive Video Lessons: each lesson introduces a new sound and shows the student how to use that sound and other sounds to create words. These “Word-building Workshops” are addressed directly to students and train them to identify letters with sounds and create words by combining sounds and their symbols. Students should review and do. Sound and Say Phonics is an active learning program. We believe that students learn more effectively when actually “doing and creating” instead of passively watching.

Note:

Remember that you are not just teaching your child or student how to read, but how to learn anything that must be learned. You’re showing them how everything can and should be learned systematically. The alphabet, and the alphabetic system of writing and reading, are the first (and undoubtedly the most important) things children learn. When we systematically teach them the building blocks of language, we train their minds to think logically about the learning experience itself.

The alphabetic principle (or sound-symbol relationship)

Here's how to introduce learners to the letter-sound (or sound-symbol) relationship, the only proper foundation for reading and writing.

Begin by watching the alphabet video with the student. This video explains what the alphabet is and why it's so important.

Next, review the information in the video. Show the student the alphabet once again. Then say:

"These letters stand for sounds. Letters are symbols for sounds."

(Use the example of a red heart to convey what a symbol is: this heart stands for love. This red heart represents love. If I give it to someone, they'll know that I am saying, "I love you.")

"In a similar way, letters are symbols for sounds. They represent sounds. They stand for sounds. Each letter has a name, and each letter stands for a sound. These letters help us to write down sounds and turn them into words. We create words that make sense by saying sounds together when we speak. We translate or turn the letter combinations back into sounds that make sense as words when we read. We sound out the words in our minds or with our lips. Writing is recording the sounds of letters that have been combined to create words. Reading is interpreting and saying those sounds as words. Now let's start learning about the sounds that each letter or combination of letters represents.

Sound and Say Phonics Lessons:

Objective: Students will develop the phonetic reflex by learning the sounds that letters represent and by making words with those sounds. This active, participatory process will help them learn to read more effectively.

Quick Start Guide

Students should do the following:

1. Watch the Sound and Say video.
2. Make words by combining sounds while watching or reviewing the video.

Here's the guide in greater detail:

- I. Prepare for each video lesson by assembling the "Sound and Say" cards (phonograms) that are going to be used during that lesson. Preview the lesson by scanning the QR code on the back of each card to hear the sound that the letter or letter combination represents.
- II. Play the video. Help the learners make the words in the way they are being made in the video. Feel free to pause the video to make the words. Making words with sounds is essential. If students cannot make the words while watching the video the first time, have them review the video and pause it to make the words by combining the correct sounds; then, encourage the learners to repeat the sounds until they have mastered them.
- III. Continue to help students review the sounds on each sound card used within the lesson. This will help students develop the phonetic reflex, which means that they will automatically see letters as sounds and words as combinations of those sounds.

Here are the Sound and Say Word-Building phonograms that the learner will need to gather before each lesson. Phonograms are the printed letters or combinations of letters that represent spoken sounds. Each lesson consists of self-teaching video and phonograms.

Lesson 1:

a, m, n, s, t, x

Lesson 2:

S, h, a, m, n, x, t, s

Lesson 3:

D, a, d, w, x, n

Lesson 4:

a, h, s, l, d, b, n

Lesson 5:

S, H, C, A, c, d, b, s, l, n, t, a, h

Lesson 6:

g, a, b, f, l, j

Lesson 7:

y, a, m, v, r, t, z, p, g, n

Lesson 8:

p, a, ck, r, y, l, t, t, q, u, b

Lesson 9:

a, e, i, o, u, b, d, g

Lesson 10:

R, Ph, ph, a, i, l, f

Lesson 11:

B, b, th, i, n, ck, e

Lesson 12:

c, sh, d, b, a

Lesson 13:

ch, i, r, e, ck, o, u

Lesson 14:

wh, ch, i, m, c, e, n

Lesson 15:

a, u, i, r, ng, s

Lesson 16:

e, nt, a, b, p, nd

Lesson 17:

er, f, t, b, e, d, n, s

Lesson 18:

r, p, m, u, a, nc, nk, nch, h, z, i

Lesson 19:

p, nc, z, i, l, m, nch, h, b, a, r, u

Lesson 19a:

pt, ct, ft, g, i, a

Lesson 20:

sk, b, h, m, u, a, t

Lesson 21:

st, e, a, f, p, t, b

Lesson 22:

lb, ld, lf, lm, lp, lk, f, b, m, i, a, u, e, h

Lesson 23:

mp, b, u, a, d

Lesson 24:

tch, e, i, a, m, c, d

Lessons 25 and 26:

dge, nge, a, e, i, o, d, b, r

Lesson 27:

nse, nce, e, i, a, m, d

Lesson 28:

bl, d, a, b, e

Lesson 29:

br, sh, a, g

Lesson 30:

cl, a, p, sp

Lesson 31:

cr, sh, u, tch

Lesson 32:

dr, u, e, dge

Lesson 33:

fl, a, x, b, t

Lesson 34:

fr, i, st, o, nge

Lesson 35:

gl, a, n, d

Lesson 36:

gr, a, n, d

Lesson 37:

pl, o, a, d, n

Lesson 38:

pr, l, o, nt, d

Lessons 39 and 40:

sl, ck, ng, i

Lesson 41:

shr, i, nk, mp

Lesson 42:

sm, a, sh

Lesson 43:

sn, i, a, p

Lesson 44:

spr, nt, ng, i

Lesson 45:

sp, a, u, i, n

Lesson 46:

st, a, sh

Lesson 47:

str, p, i, a

Lesson 48:

sw, i, sh, ng

Lesson 49:

sc, a, b

Lesson 50:

sk, d, p, i

Lesson 51:

scr, a, tch

Lesson 52:

tr, p, i, a

Lesson 53:

thr, i, l, l

Lesson 54:

tw, i, n, g

Lesson 55:

Long a, a, e, t, m

Lesson 56:

Long a, e, g, l, t

Lesson 57:

Long a, ai, d, t, l, m

Lesson 58:

ay, ey, l, d, wh

Lesson 59:

ei, eigh, n, r, t

Lesson 60:

au, aw, e, t, n

Lesson 61:

Long e, ee, d, r, p, b

Lesson 62:

ea, d, t, p, r

Lesson 63:

Long e, e, e, m, r, g, n

Lesson 64:

ie, p, t, r, n

Lesson 65:

Long e, y, l, long a, z

Lesson 66:

Long i, p, e, c, t, y, r

Lesson 67:

Long i, igh, m, f, r, t

Lesson 68:

augh, ough, f, c, t

Lesson 69:

f, gh, o, u, c, t

Lesson 70:

Long o, m, e, h, d

Lesson 71:

oa, s, r

Lesson 72:

ow, s, r

Lesson 73:

old, m, c

Lesson 74:

oo, f, m, h, g, d

Lesson 75:

ould, c

Lesson 76:

ow, ou, s, ch, c

Lesson 77:

oy, oi, b, l, t

Lesson 78:

Long u, s, e, f, m

Lesson 79:

ui, ue, f, t, r, c, bl

Lesson 80:

eu, ew, f, d

Lesson 81:

ur, ir, or, er, ear, h, w, d, n, f, s

Lesson 82:

le, c, b, f, long a

Lesson 83:

Ph, n, long o, y, e

Lesson 84:

ti, ci, sc, si, xi, l, n, o, m, long a, f, long u

Lesson 85:

kn, i, t, o

Lesson 86:

mb, d, u, n

Lesson 87:

bt, d, e

Lesson 88:

h, o, u, r

Lesson 89:

wr, a, p, y

Lesson 90:

st, n, i, l, e

Lesson 91:

ft, o, e, n

Lesson 92:

ch, long o, r, u, s

Lesson 93:

ps, ch, y, e

Lesson 94:

g, y, m

Suggested activities:

1. **Name that Sound:** Use the Sound and Say™ phonogram cards to create phonics flashcards.

Turn each card for each lesson over to the QR code on the back. Scan the code with a mobile device to hear the sound. When the student hears the sound, ask him or her to repeat the sound. Then ask: “What letter would we use to spell and write this sound?” Then have the learner turn the card over to see if he or she was correct. Repeat this process until the student identifies the letter (or letters) with its corresponding sound or sounds.

This exercise can also be done by showing the student the front of the card and asking him or her the following key question: “What sound does this letter represent?” Then have the learner turn the card over to see if he or she was correct. Repeat this process until the student identifies the letter (or letters) with its corresponding sound or sounds.

2. **Sound and Say™ Words:** Use the Sound and Say™ phonogram cards to create words.

Have the student watch the Sound and Say™ video lesson. Then have him or her recreate the words in that lesson with the corresponding sound cards.

3. **Sound and Spell:** Ask the student to spell words based on their sounds.

Choose a word. Say it’s sounds or have the student say the sounds. Then have the student write or say the letter (or combination of letters) for each sound. Then say or write the complete word.

4. **Supply the Sound:** Complete the word by supplying the missing sound.

Select a word. Show the student two letters if the word is a three-letter word. Next, arrange two sound cards with their QR codes facing upwards. Then, ask the student to complete the word by choosing the correct sound. This exercise can also be done by giving the student the sounds and then asking him or her to supply the missing letter name.

5. **Order the Sounds:** Unscramble the sounds to create a word.

Select a word. Turn the cards over so that the QR code faces the student. Ask the student to place the sounds in order so that they will create a word. You may want to give the student a clue by telling him or her the first letter of the word.

6. **Sound, Sense, & Nonsense:** Give the students vowel sounds and consonant sounds and ask them to create their own words. Some of these can be nonsense words or original words that the students create from various consonant vowel combinations.

