# 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**

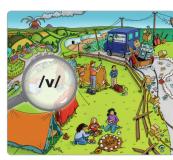


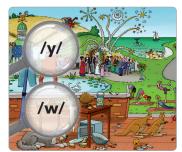
















# **Vowel Sounds**



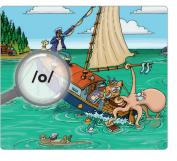
Short Vowels

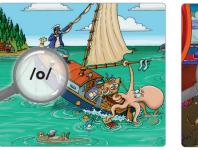
Long Vowels

Other Vowels





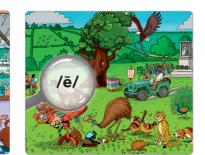










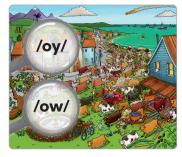


















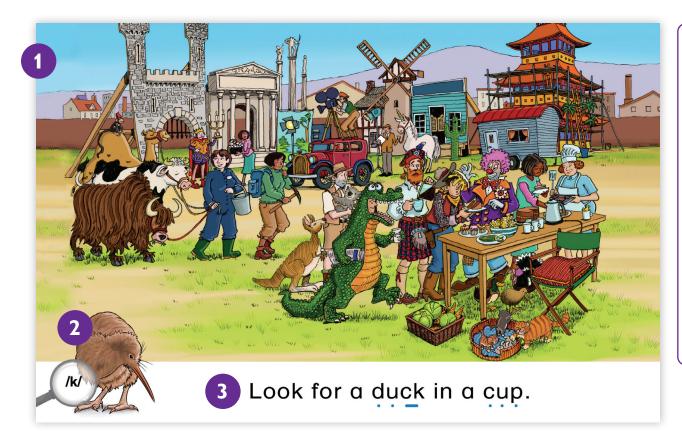




#### **Using the Sound Hunts**

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 phonemegrapheme 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.



#### **HUNT SIDE**

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

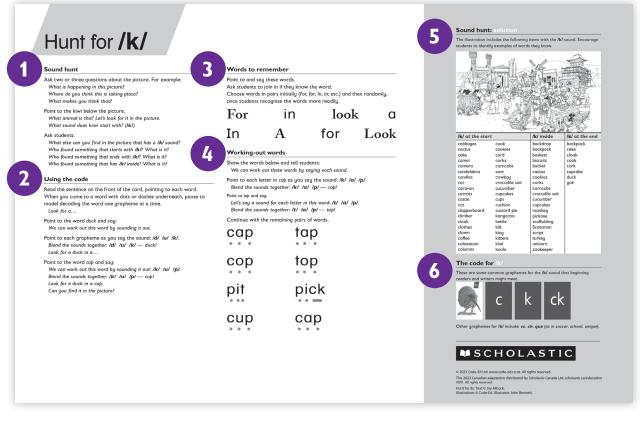
- 1 Each illustration contains multiple examples of the focus sound for students to find, along with many opportunities to build oral language and vocabulary by talking about the picture. Although some hunts represent two sounds, students will work with one sound at a time.
- 2 The focus phoneme is written 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 highfrequency words and working out decodable words.
- (i) Take care when pronouncing individual sounds. For example. avoid saying 'kuh' for Ikl. 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.

sounds.

- 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. build vocabulary.
- 4 Build decoding 6 The Code Cards skills by working show the most through the word pairs. Point to each letter or letter cluster When appropriate, and say the sound; then blend the sounds and example words together. The pairs are also listed to have different initial sounds, then final of the code. sounds, then medial
- **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
  - common grapheme(s) for each focus sound. additional graphemes illustrate the diversity



#### **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/
- (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.
- 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.,  $|\bar{\mathbf{a}}|$   $|\bar{\mathbf{e}}|$  for long  $|\bar{\mathbf{a}}|$  — long  $|\bar{\mathbf{a}}|$ ,  $|\bar{\mathbf{e}}|$ ,  $|\bar{\mathbf{i}}|$ ,  $|\bar{\mathbf{o}}|$ ,  $|\bar{\mathbf{u}}|$ ,  $|\bar{\mathbf{o}}|$
- 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)

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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