

PRACTICE GUIDE

WHAT ARE THE ESSENTIALS THAT I NEED TO LEARN AND PRACTICE BEFORE I TEACH?

Before you can begin teaching or even practicing the exercises and lessons in the book, it is extremely important that you master both pronunciation of the **SOUNDS** and how to **BLEND** them—saying sounds in words slowly without stopping between the sounds. The reason you need to master these two basic elements is that you will be modeling, or demonstrating, them for your child. So, when you introduce a new sound or correct an error, you must produce the sound accurately and consistently yourself. Like your child, you need to be automatic in looking at a symbol and pronouncing the sound it represents. You may already know the sounds for many of the symbols; however, to make learning easier for young children, some sound symbols in *TYC* may be pronounced in a way unfamiliar to you. If you misteach a sound or do not correct errors, your child will have trouble later when trying to read words that include that sound.

For those same reasons, you must learn how to blend so that you can appropriately teach: model, lead, and correct your child the pre-reading blending skills and sounding out words.

How to Learn SOUNDS

The **Sounds Pronunciation Chart** on page 15 includes the key variables that will help you to learn and say the sounds correctly. The sound symbols are presented in the order they are introduced to your child. The column to the right of the sound symbol, labeled “Pronounced,” indicates whether the sound is a **continuous sound** (one that can be held continuously as long as you

have breath) or a **stop sound** (can be said for only an instant).

If a sound can be held or is **continuous**, **three letters** are shown for the sound (such as **mmm** and **sss**). These symbols tell you that you should be able to hold the sound for at least three seconds without distorting it. Note that you are not to say the sound repeatedly (“m-m-m”). You are to take a deep breath and say it one time, holding it for at least three seconds. The continuous sounds are: **m, s, r, th, n, f, l, sh, v, ar, ing, er, oo, wh, qu, x, w, z**, and **all the vowels (a, e, i, o, u, y)** and vowel combinations. Usually continuous sounds are easier for children to learn than stop sounds are.

The column labeled “As in” provides you with a key word for pronouncing the sound. The simplest procedure to learn a sound is to start with the key word of the sound you want to pronounce correctly, without distortion. Say the word slowly and loudly. For example, to figure out how to say the continuous sound **nnn** in isolation, say the word **no** very slowly, holding each sound for at least three seconds: “nnnooo.” The way you say the **nnn** sound in that word is the way you would say the sound **nnn** in isolation. Note that you do not say “nuhooo” or “nihoo.” When you say the **nnn** sound in isolation, you would not say “nnnuh” or “nnnih.” You would say a pure **nnn** with no additional sound tacked onto the end.

The **stop sounds**, or sounds that cannot be held, are shown in the Pronounced column as a **single letter**. Stop sounds are: **t, c, d, g, h, k, p, ch, b**, and **j**. These are said for only an instant. To learn how to say the stop (or quick) sound **d**, say the key word, **mad**, slowly and loudly. Note that you cannot hold the **d** sound. The last sound you say in **mad** is the appropriate pronunciation for the **d** sound. It is a voiced sound. (Feel your throat.) It occurs quickly no matter how long you

hold the **mmm** sound and the **aaa** sound (both of which can be held a long time). Note also that you do not add an additional vowel sound to the

end. You do not say “mmmaaaduh” or mmmaaa-dih.” You should not say “duh” or “dih” when you present the **d** sound in isolation.

How To Pronounce Sounds

Sound	Pronunciation Technique
mmm	mmm . The three letters on the Sounds Pronunciation Chart represent a continuous sound . You can keep on saying a continuous sound until you run out of breath.
t	t . One letter represents a stop sound . You cannot hold a stop sound. You must say it quickly and not add a sound at the end.

The fourth column on the Sounds Pronunciation Chart indicates whether the sound is *voiced* or *whispered*. Voiced letters use the vocal cords to produce the sound, whereas when pronouncing a whispered sound, there is no vibration coming from the voice box. Place your hand on your throat and say the word **fun** slowly and feel your throat. Your throat should not buzz for the **f** sound, but it should for both the **uuu** and **nnn**. All vowels are voiced (e.g., **uuu**). The sound **nnn** is voiced too. Now say the word **run** slowly and feel your throat. Your throat should buzz for all sounds: “**rrruuunnn**.” The **r** is a voiced sound, as are the sounds **uuu** and **nnn**.

Finally, look at the last column of the Sounds Pronunciation Chart. It tells you the lesson number in which each sound is introduced. Be sure that you can accurately say these sounds before you present the lesson to your child. Check the column labeled “As in” to make sure that you are using the right pronunciation for the sound. For example, lesson 1 introduces **m** and **s**. Both sounds are continuous and voiced. In lesson 3, the sound symbol **a** is introduced. It has many different pronunciations when we deal with traditional orthography. For the beginning of this program, the symbol **a** refers to only one sound: the first sound in the key word **and**. Note that you will *never* say “**aaa** as in **and**” to the child. The model word is to show YOU the sound you are to say for **a**.

However, it is important to note that there are regional differences in pronouncing sounds, especially vowels, so you say the sounds the same

way you pronounce them in words when you speak.

Helpful Hints for YOU to Learn the Sounds

Pay particular attention to the pronunciation of the following sounds.

- **r**. Do not say “urrr” for this symbol, or your child will have a lot of trouble reading words such as **rat**. Your child will try to say the word “urat.” This sound at the beginning of a word is a single sound, said with puckered lips: **rrr**.
- **th**. The sound that is taught in the program for this symbol is *voiced*. The voiced sound occurs in words such as **them**, **then**, **that**, and **those**. The one that is not taught in the program is a whispered **th** for words like **math** and **thing**.
- **h**. The **h** sound is very tricky. It is produced quickly by letting out a little air *with no voice*.
- **y**. The sound we use for this symbol occurs only at the beginning of words such as **yard**. It is quite similar to the sound **eee** (as in **eat**) but starts a bit differently.
- **oo**. This symbol refers to the sound in **boo**, **moon**, and **toot**, not to the sound in **look** or **book**.
- **wh**. This sound is pronounced differently in different parts of the country. In the East, it is unvoiced. In the Midwest and the West, it is voiced. Use the pronunciation that is appropriate for your area.
- **qu**. To make sounding out easier, this sound is taught as a continuous sound: **kooo**.

Sounds Pronunciation Chart

Symbol	Pronounced	As in	Voiced or Whispered	Introduced in Lesson
m	mmm	<u>man</u>	v	1
s	sss	<u>sat</u>	w	1
a	aaa	<u>and</u>	v	3
ē	ēēē	<u>eat</u>	v	5
t	t	<u>cat</u>	w	7
r	rrr	<u>run</u>	v	9
d	d	<u>mad</u>	v	12
i	iii	<u>if</u>	v	14
th	ththth	<u>this</u> (not thing)	v	16
c	c	<u>tack</u>	w	19
o	ooo	<u>ox</u>	v	21
n	nnn	<u>no</u>	v	23
f	fff	<u>fun</u>	w	25
u	uuu	<u>under</u>	v	27
l	lll	<u>late</u>	v	29
w	wooo	<u>we</u>	v	31
g	g	<u>tag</u>	v	33
I	(the word I)		v	34
sh	shshsh	<u>she</u>	w	35
ā	āāā	<u>ate</u>	v	37
h	h	<u>hat</u>	w	39
k	k	<u>tack</u>	w	41

Symbol	Pronounced	As in	Voiced or Whispered	Introduced in Lesson
ō	ōōō	<u>over</u>	v	43
v	vvv	<u>very</u>	v	45
p	p	<u>tap</u>	w	48
ar	ōör	<u>arm</u>	v	49
ch	ch	<u>touch</u>	w	50
e	ěěě	<u>end</u>	v	52
b	b	<u>grab</u>	v	64
īng	īiing	<u>sing</u>	v	56
ī	īīī	<u>ice</u>	v	58
y	yēēē	<u>yes</u>	v	60
er	urrr	<u>brother</u>	v	62
oo	oooooo	<u>moon</u> (not look)	v	65
J	j	<u>judge</u>	v	67
wh	wooo	<u>why</u>	w	69
ȳ	ȳȳȳ	<u>my</u>	v	71
ū	ūūū	<u>use</u>	v	74
qu	kooo	<u>quick</u>	v	74
x	ksss	<u>ox</u>	w	75
z	zzz	<u>buzz</u>	v	75
ea	ēēē	<u>eat</u>	v	79
ai	āāā	<u>rain</u>	v	88
ou	owww	<u>loud</u>	v	89

KEY

- Letters are referred to as *sounds* until lesson 73, when letter names are introduced.
- Throughout most of *TYC*, each symbol stands for a unique sound. For example, the symbol **a** stands for the **aaa** sound in **and**, not for the **a** sound used in *ate*, *all*, or *father*.
- To allow your child to read more words as regular words, four conventions are followed:
 - Several sounds are represented by joined letters: **th**, **ch**, **sh**, **wh**, **qu**, **er**, and **oo**.
 - Macrons (long lines over vowels) differentiate long vowels from short vowels.
 - Some symbols are modified to prevent confusion between pairs that appear very much alike in traditional print: **a/d**, **h/n**, **f/t**, **j/i**.
 - Only lowercase letters are taught first, so that your child will not have to learn two symbols for each sound.
- Starting at lesson 77, all letters are printed in traditional orthography.