

# SoundCheck: an overview

## Book 1 Units

The 26 units in this book focus on short-vowel sounds and consonant sounds represented by single letters and digraphs.

Each unit consists of:

- notes outlining the teaching focus
- suggestions for phonemic awareness activities
- known and new sounds
- teaching tips

Each *SoundCheck* unit gives Challenge word lists and space is provided for teachers to generate additional words to provide new challenges. The number of lessons for each unit depends on the needs of the group of children. Each unit offers scope to provide enough practice to achieve mastery.

A *SoundCheck* session should be completed in no more than 30 minutes from start to finish.

## Progressive learning

The sequence of units has been designed for practical, successful teaching and learning. Only one new element is added at a time and each unit builds on skills already learnt. Children's skills grow pyramid-style, building gradually from a solid foundation.

Single letter/sound combinations are paced over a number of units to let the children become confident with consonant/vowel/consonant (CVC) blends before moving on.

Units 1 to 12 cover single consonant sounds and short vowel sounds.

Units 13 to 26 introduce the letter patterns associated with the consonant blends (for example: cr, bl, st, tw, nd) and digraphs (ck, sh, ch and th).

Each digraph is taught in a unit separately before being linked with other digraphs.

## Progressive introduction of vowels

Short-vowel sound discrimination can be particularly difficult for children. The most important distinguishing characteristic of a vowel is its place of articulation, that is, the position in the mouth from which the sound is produced. You can check this out by saying the sounds yourself. The most confusing short-vowels sounds are /a/ and /u/, and /e/ and /i/.

The differences between these sounds are subtle. For this reason /a/ and /u/ and /e/ and /i/ are not introduced in succession. Each is consolidated in a unit before being contrasted with other known short vowel sounds.

## Small groups work best

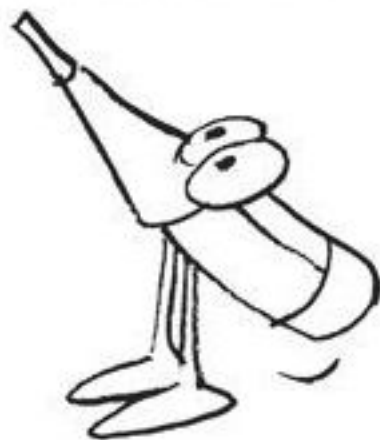
Keeping classroom groups to ten or fewer allows the teacher to roam freely and check that each child is circling the correct sequence of sounds. Small group teaching also allows for more interaction and lets the teacher observe which literacy strategies are most successful. *SoundCheck* also works well at home, or in other one-to-one teaching situations.

## The secret of success is success

*SoundCheck* is designed to let children experience success in meeting challenges with reading and spelling.

It's easy to pace the program to suit the needs of different children. It is not necessary to use the units strictly in order. You can choose units to suit your children's needs.

If children need extra practice in some areas, you can keep repeating units without losing their interest simply by changing the cue words and sentences. The number of times a unit can be repeated is limited only by the number of cue words and sentences you come up with.



## Unit 1.1 Blending two and three sounds; introducing short-vowel /a/

**New Sounds:** /a/ /h/ /d/ /k/ /m/ /s/ /t/

**Letters:** a c d h m s t



### Phonemic Fun

**Secret Sound:** Explain to the children that they are going to play a talking word game. You will say three words with the same initial sound. You want them to listen and identify the sound. For example, if you say tap, toys, tiptruck, children should respond /t/. Make sure they say the sound /t/, not the letter name.

Try to use sounds from this unit. Here are some sets of words to help:

*cup, cone, cake*  
*mum, mud, most*  
*hut, hem, hop*  
*ant, angle, ambulance*  
*tall, top, telephone*  
*sun, sick, sausage*  
*dog, dance, doll*  
*tip, tape, tuckshop*

# cup!



#### Teaching Focus

This unit is designed to help children to become familiar with the way *SoundCheck* works. It uses only seven sounds, which allows the students to practise the routine before they need to attend to a broader range of sounds.

Follow the step-by-step procedure carefully. Each step has been devised to ensure effective teaching and learning.

Create your own cue words from the lists under Challenge 1 and Challenge 2 and write them in the blank spaces. Remember to make up new sentences for the new lists before the next session.

### Challenges

#### Challenge 1

1. mat
2. hat
3. ham
4. has
5. dad
6. sad
7. mad

#### Challenge 2

1. dad
2. am
3. had
4. sat
5. dam
6. at
7. cat

#### Challenge 3

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Challenge 4

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



sound check

Name \_\_\_\_\_

1	d m	a	d t		1
2	h d	a	t m		2
3	s h	a	m d		3
4	h s	a	s t		4
5	d t	a	d m		5
6	s c	a	t d		6
7	c m	a	d t		7
8					8
9					9
10					10