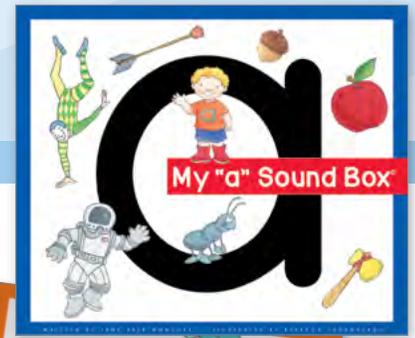


Sound Box® Books Teacher Guide



Welcome to Sound Box® Books! Learning the connections between the 26 letters of the alphabet and their sounds is the beginning of understanding written language. The Sound Box® Books contain stories that provide children with important opportunities to make these connections through oral language, storytelling, and playful print. By gaining authentic experiences in listening, reading, writing, and speaking, beginning readers will develop early literacy concepts and skills that will cultivate a lifelong love of learning!



Getting Started

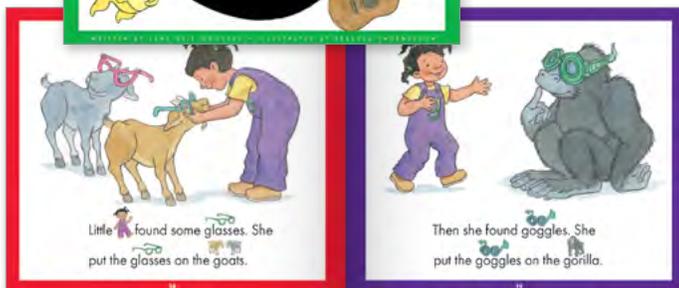
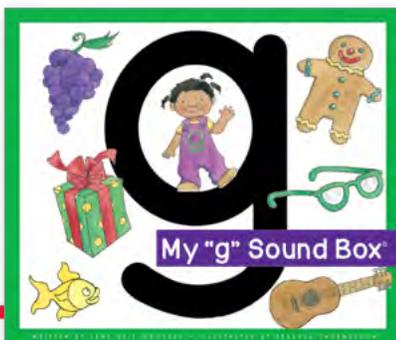
1. Select a Sound Box® Book. This guide applies to every book in the series and the books can be read in any order that supplements your reading program.
2. Introduce the book and the letter. Let's read a story!
3. Discuss the book. What did you learn from the words in the story?

Essential Questions

- What is a letter?
- What is a sound?
- What is a word?
- What is a sentence?
- Why is it important to recognize letters and sounds?
- Why is it important to recognize words and sentences?

Think, Discuss, and Make Connections

- We read print to find out what words say. Point to a sign in the room.
- Letters have sounds. Give examples.
- Words are made up letters.
- Your name has letters in it.
- A letter always has the same name and shape.
- Your name begins with a letter that is always the same.
- What letter does your name begin with? Go around the class to get answers.
- Your name begins with an uppercase letter. The others are lowercase.
- Your name is always written the same way.
- You can find your name by looking for the first letter. Have students come up and find their name on a chart.
- You can write the letters in your name.
- Your name is a word.
- A word is a group of sounds that mean something.
- You can connect your name with other words (e.g. My name is _____).
- Words can be connected to make a message (e.g. I like _____).
- We look at print to read the words in stories.



Guided Reading Lesson Plan

Before Reading

- Read the title and discuss the cover illustration.
- Discuss the letter/sound that you will be reading about.
- Identify and name the pictures on the cover. Write the words on the board.
- What do they all have in common? Circle the beginning letter in each word on the board.
- Read the names of the author and illustrator. Discuss the role of each.
- Take a “picture-walk” through the book.
- Point out that each sentence begins with a letter and ends with a period, exclamation point or a question mark. Identify the difference between a statement, exclamation and a question.
- Discuss the use of pictures for words.
- How do the pictures help you understand what the words say?
- Have students predict what the story will be about.
- Invite students to give examples of words that begin with the sound. Chart responses.

During Initial Reading

Read the story aloud, uninterrupted, as the students follow along. Invite children to sweep their fingers from left to right and top to bottom to show directionality.



During Subsequent Readings

Ask the students to think about . . .

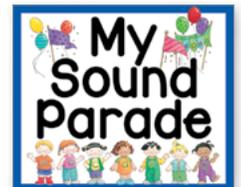
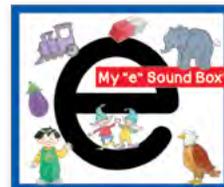
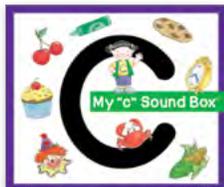
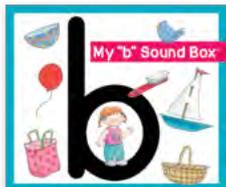
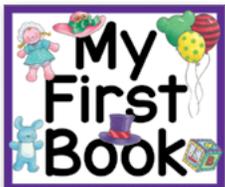
- Who is telling the story? (Point of view)
- Who is this story mostly about? (Main character)
- Where does the story take place? (Setting)
- How the illustrations and words help us understand what the story is about.
- What happens in the beginning, middle, and end of the story?
- Is the story fiction or nonfiction? Could this really happen?
- How does the story change from the beginning to the end of the book?
- Is there a problem in the story?
- How is the problem solved?

After Reading

- Who was the main character in the story?
- What letter and sound was the story about?
- Was the letter a vowel (a, e, i, o, u)?
- Did the letter have more than one sound? What were they?
- What went into the box?
- Why did the things go into the box?
- What happened in the story?
- Tell about a funny part of the book.
- What was your favorite part of the story? Draw a picture.
- Re-tell the story in your own words.
- Complete the worksheets on the following pages.

Instructional Standards and Learning Objectives

- Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Know and apply grade-level phonics and word analysis skills when decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings for the five major vowels.
- Read common high-frequency words by sight.



Name: _____

Uppercase and Lowercase Letters

Directions:

1. Write your name on the line above. Begin your name with an uppercase letter. Use lowercase letters to write the rest of your name.
2. Identify all of the letters in the alphabet below.
3. Circle all of the uppercase letters in **blue**.
4. Circle all of the lowercase letters in **red**.

A a

b B

C c

d D

e E

F f

g G

H h

I i

j J

K k

l L

m M

N n

o O

P p

Q q

r R

S s

t T

U u

v V

W w

x X

Y y

z Z

Name: _____

Create Your Own Sound Box[®]

Directions:

1. Write your name on the line above. Begin your name with an uppercase letter. Use lowercase letters to write the rest of your name.
2. Write the uppercase and lowercase letter from a Sound Box[®] book on the box below.
3. Say the sound of the letter. If the letter is a vowel, does it have a long or a short sound?
4. Cut out or draw pictures that begin with the sound.
5. Share this sheet and the pictures you collected with the class.

