An Introduction to
Sounds & Symbols
Early Reading Program
The First 3 Lessons
Ronald Goldman & Martha E. Lynch
Dear Professional:

Welcome to the world of High Hat! This booklet contains the first three lessons of the *Sounds & Symbols Early Reading Program*, featuring a lovable character named High Hat and his many friends. This program provides an entertaining introduction to reading as well as an engaging vehicle for speech improvement. The program emphasizes phonics training and phonemic awareness as your students learn the sounds and symbols of a slightly modified alphabet. (See page 40 for a complete list of the sounds and symbols introduced in this program.)

With *Sounds & Symbols*, children are taught to:

- discriminate speech sounds
- determine sound positions (initial, medial, final)
- segment or sound out syllables and words
- delete and substitute sounds in syllables and words
- blend sounds and symbols into words and sentences

*Sounds & Symbols* is mainly for children from preschool through third grade. It also can be used with older children who have various kinds of reading, speech, or phonemic difficulties. The activities can be used with a group or one-on-one. The program was created for speech-language pathologists and classroom teachers working independently or collaboratively on early reading development, remedial reading, or articulation therapy.

This booklet includes the manual lessons, stories, character cards (one of the story illustrations), reproducible masters, and sheet music for the first three lessons of the *Sounds & Symbols* program. The only components you won’t have are the High Hat puppet and the flash cards. However, you can write the flash card symbols on the board.

Here’s what you will need for the lessons:

- **Lesson 1**: lesson on pp. 2–4; story on pp. 12–19; character card on p. 14; masters on pp. 34–35; music on p. 39
- **Lesson 2**: lesson on pp. 5–8; story on pp. 20–27; character card on p. 20; masters on pp. 36–37; music on p. 38
- **Lesson 3**: lesson on pp. 9–11; story on pp. 28–33; character card on p. 32; music on p. 38

Try these lessons with your students. You will see that the *Sounds & Symbols Early Reading Program* is an effective and fun phonemic awareness program that provides an excellent introduction to the written word. It will give your students the skills necessary to become proficient readers.

Ronald Goldman
Martha E. Lynch
Authors
Lesson 1 • High Hat

Objectives
To introduce High Hat
To introduce pictorial representations
To introduce left-to-right progression of visual symbols

Materials
✓ Storybook 1: Story 1, “High Hat”
✓ Track 2, “The Naming Game”
✓ Track 3, “The Direction Song”
✓ High Hat puppets
✓ Character Card 1 or 40
✓ Flash Card 1 or 40 (arrow)
✓ Master 1-1: Make one copy and cut apart into six separate picture cards.
✓ Master 1-2: Make one copy for each student to take home.

Activities
1. Introducing High Hat

◆ Display Character Card 1, High Hat. ◆

📖 Read Story 1, “High Hat,” showing the illustrations.

◆ After reading the story, put one of the High Hat puppets on your hand and introduce the puppet to the children. Explain that you’re going to play a game with High Hat.

🎵 Tell the children to listen carefully as you play “The Naming Game” (Track 2). Play the song, and then ask the children the name of the child introduced to High Hat on the recording (Pammy).

◆ Play the song again, this time singing your name after the spoken question, “What’s your name?”

◆ Repeat the song several times, each time asking different children to introduce themselves to High Hat.

Optional Activity
Wear the High Hat hat (available separately) throughout the lesson to help introduce the character of High Hat.

Optional Materials
High Hat hat (available separately from AGS)
Optional Master 1-A: Make one copy for each student.
Optional Master 1-B: Make one copy for each student to take home.
2. Identifying Objects and Actions

- Say: We are going to play a game. I will name two things in the room; then I will ask one of you to point to the things that I name.

- Select and name two simple objects in the room such as table and chair. Have a child point to the objects in the order in which you named them.

- Repeat the activity with four or five children, using different objects.

- Have the picture cards available from Master 1-1. Hold up the picture card of a boy laughing and say: Pictures tell us things. Sometimes we can do what a picture shows us. This picture shows a boy laughing. Let’s all laugh.

- Repeat the activity, showing the remaining five picture cards while labeling the activity shown on each card (hopping, drinking, eating, reading, and writing).

- Place the picture cards facedown on a table.

- Ask a child to select a picture card and to pantomime the action shown.

- Have the group guess the action.

- Repeat for each picture card.

3. Introducing Left-to-Right Progression

- Put on the High Hat puppet.

- Say: High Hat has a pointing hand. A pointing hand tells us which way to look. Watch carefully and look in the direction of my pointing hand.

- Point to the ceiling with one of the puppet hands. Say: The hand tells us to look up.

- Point toward the floor. Say: Now it tells us to look down.

- Point in different directions: up, down, left, and right. When pointing left or right, turn your back to the children so as not to confuse them about left and right.

- Encourage children to look in the direction of the puppet’s pointing hand. Let children take turns wearing the second puppet and pointing as you do.

**Optional Activity**

Copy Master 1-1 for each student. Have students color the six pictures and cut them apart. Let them play the pantomime game in pairs or small groups.
Say: High Hat has a song about pointing. Look and listen as I play the song. High Hat will point in the direction given in the song.

Play “The Direction Song” (Track 3) pointing the puppet hand as directed in the song.
Up and down and in and out,
Left and right and all about.
Follow the pointer wherever it shows.
That’s the way that High Hat goes.

Display Flash Card 1 (arrow) or draw an arrow pointing from left to right (➞) on the board and say: This arrow can tell us which way to look or go.

Display three of the picture cards from this lesson. Draw a left-to-right arrow to the left of each picture card.

Say: Arrows can tell us which picture to look at first.

Imitate the action of each picture card, going from left to right (as if you were reading the three actions).

Then change the order of the picture cards, leaving the arrows in place. Select a child to act out the three actions in this new order.

Continue, using other picture cards in varying order until several children have had a turn.

4. Informing Parents

Pass out Master 1-2 to every student. Have students take home the letter to parents.

Optional Activities

Copy Optional Master 1-A for each student. Have students color the four story pictures of High Hat. The pictures may be cut apart and used for a story sequencing activity.

Copy Optional Master 1-B for each student. Have students take home the High Hat story.
Lesson 2 • Marti Mouse

Objectives
To introduce the m sound and symbol
To introduce auditory and visual discrimination of sounds and symbols
To develop the concept of likenesses and differences in pictures and symbols

Materials
✓ Storybook 1: Story 2, “Marti Mouse”
✓ Track 1, “The High Hat Song”
✓ High Hat puppets
✓ Character Cards 1 and 2
✓ Flash Card 2 (m)
✓ Master 2-1: Make one copy for each student.
✓ Master 2-2: Make two copies and cut each into six separate picture cards.
  (Note: This master is the same as Master 1-1 used in the previous lesson.)
✓ Pairs of identical objects such as pencils, books, balls

Additional Activities (Materials available separately from AGS)
✓ High Hat and His Friends Return: 38 Encore Stories
✓ Reproducible master of Marti Mouse encore story

Activities
1. Introducing “The High Hat Song”
   ✨ Play “The High Hat Song” (Track 1) as you display the High Hat puppet and Character Card 1. ✨
   ♦ Play the song again, this time asking the children to listen for things the song says about High Hat. (He is back again today. He has games to play. He has something in his pocket. He is smiling.)
   ♦ Then say: There is a word near the end of the song that we say when we are happy about something. Do you know the word I mean?

✓ Optional Materials
High Hat hat (available separately from AGS)
Optional Master 2-A: Make one copy for each student.
Optional Master 2-B: Make one copy for each student.
Optional Master 2-C: Make one copy for each student to take home.

♦ Optional Activity
Wear the High Hat hat throughout the lesson to help reinforce the character of High Hat.
If no one responds with “hooray,” introduce the word by saying: The word “hooray” means we are very excited and happy about something. Let’s sing the song with High Hat. We will sing part of the song, and High Hat will sing part of the song. We’ll sing these lines:

Here comes High Hat, oh ho!
Here comes High Hat, ah ha!
Here comes High Hat, hooray!

After singing the song this way, have the children sing the entire song with High Hat.

2. Introducing the m Sound and Symbol

Display Character Card 2, Marti Mouse, and write the m symbol on the board above the card.

Read Story 2, “Marti Mouse,” showing the illustrations.

After the story, point to the m written on the board and say: This sound is m. (Say the m sound, not the letter name.) This is Marti Mouse’s sound. The m sound is in her name. Listen carefully. Marti Mouse.

Write the m symbol on the board four more times. Point to each m as you prolong each sound. Have the children say the sound with you.

Say: Now I am going to say a sound. When I call your name, come to the board and point to the sound I say. Listen carefully. Say the m sound and call on a child to point to the sound.

After the child has pointed to the m sound, say: Now I will point to the sound, and you will say it. Point to the sound and check the child’s ability to produce the m sound. Continue until several children have had a turn.

Then check production of the m sound in the children still seated. Leave the m symbols on the board for use in Activity 3.

Encourage children to look for objects in the room that have the m sound in their names.
3. Identifying the m Sound and Symbol

◆ Use the m symbols written on the board during the previous activity. At random, write the symbols t, p, and f among the m symbols.

◆ Ask a child to come forward. Say: Point to the m sound. (Say the sound m, not the letter name.)

◆ When the child responds correctly, say: Yes, that is the m sound.

◆ Repeat, asking several children to point to the m sound.

◆ Say: I am going to write some sounds on the board. Some of the sounds will be m, Marti Mouse’s sound. Each time you see and hear the m sound, clap your hands. Write the following symbols on the board one at a time: m, s, m, m, p, f, m, d, and m. Say each sound as you write its symbol. For each sound, wait for the children to respond by clapping or not clapping. Continue until the children are discriminating the m sound correctly.

◆ Repeat the activity, but this time hold the Marti Mouse character card in front of your mouth so the children can’t read your lips.

◆ Say: Listen to these words. Each time you hear Marti Mouse’s m sound, pretend to be the cheese meter and say mmm. Say these words one at a time, waiting for the children to respond after each word: me, too, mow, tea, moo, toe.

◆ Repeat with these words: she, beam, see, time, team, boat.

4. Associating the m Sound with the m Symbol

◆ Put Flash Card 2 (m) in the pocket of the High Hat puppet.

◆ Say: I am going to say some words that have Marti Mouse’s sound in them. What is Marti Mouse’s sound?

◆ When the children say the m sound, hold up Flash Card 2. Say: I am going to put this m (say the sound, not the letter name) in High Hat’s pocket. When I say a word that has the m sound in it, you will take the card out of High Hat’s pocket and show it to the class. If the word doesn’t have the m sound, you can shake High Hat’s hand but leave the card in High Hat’s pocket. You need to listen carefully so you will know whether to take the card out of his pocket or leave it inside.
Ask a child to come forward. Say: **Man. Did you hear the m sound?** If you did, **take the card out of High Hat’s pocket and show it to everyone.** Continue the activity with the following words: *meat, house, map, mouse, car, money, milk, tree, mail, monkey.*

Pass out Master 2-1 to every student. Say: **In all the words we heard, m was the first sound in the word.** Sometimes the *m* sound is in the middle of the word, and sometimes it is the last sound in the word. I’ll point to some pictures on your worksheet and say the words. Listen for the **m sound.** Have the children tell you if they hear the **m** sound.

5. Identifying Objects that are Alike or Different

Display two identical objects (such as two pencils, two books, or two balls) as you say: **These two things are the same. They look exactly alike. They are just the same.**

Display two different objects and say: **These two things are not the same. They are not alike.**

Have the duplicate picture cards available from Master 2-2. Display a pair of cards and ask a child whether or not they are the same. Repeat, alternating the pairs of picture cards so that some are alike and some are different.

Write the symbols **m p** on the board. Say: **Do these look the same? Are they the same?** (Pause.) You’re right. These are not the same. They are different.

Repeat for the following pairs of symbols: **f f, m b, m m, t f, t t.**

**Optional Activity**

Have students color the pictures on Master 2-1 that have the **m** sound in them.

**Optional Activities**

Copy Optional Master 2-B for each student. Have students color the four story pictures of Marti Mouse. The pictures may be cut apart and used for a story sequencing activity.

Copy Optional Master 2-C for each student. Have students take home the Marti Mouse story.

**Additional Activities** (Materials available separately from AGS)

- Read or play the recording of the Marti Mouse story from *High Hat and His Friends Return: 38 Encore Stories.*
- Copy the Marti Mouse encore story master for students to take home.
Objectives

To introduce the ẹ sound and symbol
To teach discrimination between the m and ẹ sounds and symbols
To introduce the concept of sound sequencing

Materials

- Storybook 1: Story 3, “Eli Eel”
- Track 1, “The High Hat Song”
- High Hat puppets
- Character Card 3
- Flash Cards 2 (m) and 3 (ẹ)

Additional Activities (Materials available separately from AGS)
- High Hat and His Friends Return: 38 Encore Stories
- Reproducible master of Eli Eel encore story

Activities

1. Introducing the Lesson

Put on the High Hat puppet and encourage children to sing along as you play “The High Hat Song” (Track 1). Each day you may want to let the children take turns holding the second High Hat puppet during the song.

2. Introducing the ẹ Sound and Symbol

Display Character Card 3, Eli Eel, and write the ẹ symbol on the board above the card.

Read Story 3, “Eli Eel,” showing the illustrations.

After the story, point to the ẹ written on the board and say: This sound is ẹ. (The letter name and the sound are the same.) This is Eli Eel’s sound. The ẹ sound is in his name. Listen carefully. Eli Eel.
Write the şa symbol on the board several times. Point to each şa as you prolong each sound. Have the children say the sound with you.

Say: **Now I am going to say a sound. When I call your name, come to the board and point to the sound I say. Listen carefully.** Say the şa sound and call on a child to point to the sound.

After the child has pointed to the şa sound, say: **Now I will point to the sound, and you will say it.** Point to the sound and check the child’s ability to produce the şa sound. Continue until several children have had a turn.

Then check production of the şa sound in the children still seated.

3. **Discriminating Sounds and Symbols**

Display Flash Cards 2 (m) and 3 (ə). Ask a child to come forward.

Say: **Listen carefully as I say one of these sounds. (Point to the sounds.) Then find the sound that you hear and give it to me.**

Say one of the sounds. After the child has handed you the appropriate card, return the card and repeat the activity with another child. Continue the activity until several children have had a turn. Assist as needed.

4. **Discriminating and Sequencing Sounds and Symbols**

Write five m and five ə symbols on the board in random order. Ask a child to come to the board.

Say: **I am going to say two sounds. Listen carefully for the first sound and the last sound I say. Draw a circle around the first sound you hear. Then draw a circle around the last sound.**

Say two sounds, pausing between them. When the child has drawn the circles in the correct order, erase them and repeat the activity with another child. Continue until several children have had a turn. Assist as needed.

Write the symbols m ə and ə m on the board. Draw a circle around each syllable (for example, m ə) to represent a balloon. Then draw a small arrow, pointing to the right, under each syllable, as shown. Ask a child to come to the board.

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*If children have difficulty producing the ə sound, check Appendix C for suggestions on teaching vowel sounds.*
Say: I am going to say the sounds in one of these balloons. Look and listen carefully for each of the sounds. Then find the balloon with the sounds in the right order and draw a string beneath that balloon.

Say the sounds of one of the syllables, pausing between sounds (for example, m . . . ō). When the child draws a string beneath the correct balloon, erase the string and repeat with another child. Continue, saying the syllables in random order until several children have had a turn.

5. Discriminating Sounds in Words

Say: Listen for Marti Mouse’s and Eli Eel’s sounds. What is Marti Mouse’s sound? Wait for the children to respond. Then ask: What is Eli Eel’s sound? Wait for their response.

Say: Now I’m going to say some words. Some of the words will have Marti Mouse’s sound, and some of them will have Eli Eel’s sound. When you hear a word with the m sound, pretend to chew like a mouse eating cheese (demonstrate). When you hear a word with the ō sound, move your hand like an eel moving through water (demonstrate). Say these words, waiting each time for the children’s response: eat, mat, mow, eagle, even, moo, mug, easy, meat, east, more, evening.

6. Sequencing Sounds

Ask a child to come to the board. Write m ō on the board, saying the sounds with a short pause between them.

Say: Now you say each sound as I point to it. Point to the sounds m and ō. After the child says the sounds, have the child turn away from the board. Then ask: What sounds did you say? Encourage the child to repeat the sounds in the proper order.

Erase the m and ō symbols and continue the activity with other children, using these sequences: ō m, m ō m, ō m ō, m m ō, ō ō m.

Additional Activities (Materials available separately from AGS)

Read or play the recording of the Eli Eel story from High Hat and His Friends Return: 38 Encore Stories.

Copy the Eli Eel encore story master for students to take home.
As I was walking along one sunny afternoon, I saw the most surprising thing. Sitting beside the road was a tall, tall hat. Well, it’s not so surprising to see a hat by the side of the road. But this hat was sitting on two big green shoes!

Suddenly the hat began to rise up . . . up . . . up. Out of the hat came two legs . . . a big coat . . .
...and a very friendly-looking face. I had to smile when I saw those two twinkling eyes and that furry moustache.

I said, “Oh, hello there. Why are you so happy?”

He said, “I am happy because, more than anything else, I like to make people happy. High Hat is my name, and helping people is my game. I can find almost anything you need in this high hat of mine.”
“And if I can’t find something in my big hat, it is sure to be somewhere in my special pocket. Would you like a singing bird… or a jet-propelled rocket?”
Then High Hat showed me how he gets from place to place in his hatmobile. He just turns his hat into a car. I think a hatmobile is even better than a car, because you always have it with you.

If High Hat needs to float or fly, his hat can turn into a parachute, a boat, or a helicopter. What a wonderful way to get around! I wish I had a hat like that.

High Hat told me that he loves to help people. In fact, all he ever does is look for people to help by using things from his special pocket and hat. But how does he know where to find people who need his help? He always goes this way from here (point from children’s left to right) to here. High Hat promised to tell me about some of the people he has helped. I’ll tell you what—(whisper) when he tells me, then I’ll tell you.
More than anything else, Marti Mouse loves to nibble on cheese. She says, “Cheese is so yummy it almost melts in my mouth.” Like most mice, Marti Mouse doesn’t have enough money to buy cheese. She must find her cheese around the house. Marti Mouse has one main problem with finding cheese. Her memory is so bad she can’t remember where the cheese is kept! She looks and looks from here to there (point from children’s left to right) but can’t find a single piece of cheese.
One morning Marti had looked and looked. She couldn’t find any cheese at all. She sat down by a rock and began to cry. She was so hungry. Her tummy was starting to hurt.

A friend of ours was spending his summer vacation nearby. High Hat was staying in his hanging hat-house. He heard Marti Mouse crying.

“Hey! Please don’t cry,” called High Hat from the window of his hat-house. “I’ll come down this moment and help you solve your problem. Please stop crying.”

When Marti Mouse told High Hat about her problem, High Hat said, “Finding cheese? Why, that’s no problem at all! What you need is a cheese meter.”
High Hat reached into his special pocket and brought out a yellow machine. It was made in the shape of a big piece of cheese.

“All you have to do is turn on this machine. Then follow the sound,” said High Hat. He flipped the switch. The cheese meter began to make a very quiet sound: mmmmmmmmm (quietly say the m sound, not the letter name).

High Hat and Marti Mouse moved through the house. Soon the sound from the cheese meter grew louder: mmmmmmmmm (say louder).

“We’re getting mighty close now,” said High Hat. “We’ll have cheese in a few more minutes.” Then the cheese meter made a very loud humming sound: mmmmmmmmm (say loudly)!
Marti Mouse looked up and saw a whole table full of cheese!

“Whenever you need more cheese,” said High Hat, “just turn on your cheese meter. Then follow the mmmmmmmmm.”

Marti Mouse was so happy. High Hat had solved her problem with the marvelous cheese meter.

High Hat was glad he could help Marti Mouse, because more than anything else, High Hat likes to make people happy.
One day High Hat decided to explore the bottom of the sea. He put on his green diving hat and swam down . . . down . . . down.

There, deep in the sea, High Hat found his old friend Eli Eel. Poor Eli Eel was feeling about as sad and uneasy as an eel can feel. High Hat always wants to help everyone in need. He asked Eli, “What seems to be the problem, my eely friend? I would love to help you if I can.”

“Oh, High Hat,” said Eli Eel, “I feel so lonely. When my friends come near me, my electricity shocks them. They all scream ‘Eeeeeeel!’ (say the ē sound as in eel).”
“Don’t worry about that anymore, Eli,” said High Hat. “I have just what you need!” He reached into his special pocket and pulled out an electrical switch!
He put the switch on Eli’s back and said, “Now, whenever any friends come over to play with you, you can just switch off your electricity. They won’t scream ‘Eeeeeeeeee’ anymore. After they’re safely gone, you can turn on your electric power again.”

Eli Eel was so relieved. He thanked High Hat and swam eagerly away to see his friends.

High Hat was glad he could help Eli Eel, because more than anything else, High Hat likes to make people happy.
laughing, hopping, drinking, eating, reading, writing
Sounds & Symbols Early Reading Program

“High Hat, High Hat, that’s my name,
High Hat, High Hat, that’s my name!
What is yours? Is it the same?”

Dear Parent,

High Hat is the leading story character in the Sounds & Symbols Early Reading Program. We are using this program to give your child an introduction to reading, instruction in phonics, and a foundation of basic reading skills.

The Sounds & Symbols Early Reading Program teaches children a systematic relationship between letters and sounds. For example, the letter m is used to represent the sound mmm. Children will learn that words and sentences are read from left to right, and as they learn new sounds, they will sound out words, read unfamiliar words, and begin to read sentences.

High Hat will introduce the new sounds and symbols by telling stories of his adventures with his friends. The first three stories are about Marti Mouse, Eli Eel, and Fannie Fox. You may be seeing copies of these stories in the near future plus additional stories throughout the year.

You might want to ask your child to tell you about the High Hat stories and to tell you the new sounds she or he is learning at school. When you have time, give your child helpful practice by looking around your home together for things that have a particular sound in their name. In the Sounds & Symbols Early Reading Program, we say the sounds, not the names of the letters; for example, for m, we say the sound mmm, not the letter name, em.

From time to time, I will send you letters to tell you about the sounds and symbols your child is learning in the Sounds & Symbols Early Reading Program.

Sincerely,
lamb, camel, comb, tree, fork, broom
laughing, hopping, drinking, eating, reading, writing
The High Hat Song

Dorothy Chapman

Here comes

High Hat, oh ho! He's back again today. Here comes

High Hat, ah ha! With games for us to play. He has

something in his pocket, And a smile upon his face, Here comes

High Hat, hooray! It's time to take your place.
The Naming Game

Eleanor Yackel

F Bb C F
High Hat, High Hat, that's my name, High Hat, High Hat,

Bb C F Bb
that's my name. What is yours? Is it the same?

Chant: What's your name? (clap) (clap) (Child sings his/her name), that's my name.

The Direction Song
(Sung to the tune of "The Naming Game")

Up and down and in and out,
Left and right and all about,
Follow the pointer wherever it shows,
That's the way that High Hat goes.
# Sound Sheet for *Sounds & Symbols Early Reading Program*

<table>
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<th>Order in which sound is introduced</th>
<th></th>
<th>Character</th>
<th>First Sound</th>
<th>Middle Sound</th>
<th>Final Sound</th>
<th>Lesson in which sound is introduced</th>
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<tbody>
<tr>
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<td>m</td>
<td>Marti Mouse</td>
<td>me</td>
<td>hammer</td>
<td>time</td>
<td>2</td>
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<td>Eli Eel</td>
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<td>f</td>
<td>Fannie Fox</td>
<td>five</td>
<td>coffee</td>
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* = The sound does not commonly occur in this position.
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