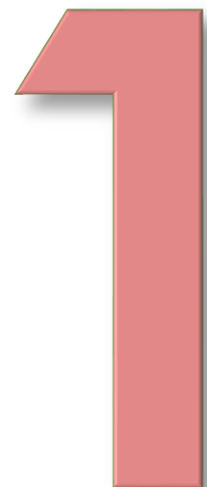


Initial Sounds

Phonics Stories 1-10

- *Activities for each sound and phonics story*
- *Teacher instructions and activity scripts*
- *Links to videos*
- *Link to initial sound flashcards*
- *Answer key*



Student Workbook



Rationale





This workbook is a companion resource for *Phonics Stories 1-10*.

The stories can be found on the TIES Literacy Centre of Expertise website at <https://literacycentre.immigrant-education.ca/reading-skills-stories/phonics-stories/initial-sounds/>

Learners will practice


1. hearing individual sounds
2. producing individual sounds
3. aurally discriminating between two sounds
4. matching sounds to their printed form
5. using initial sounds to guess at words from *Phonics Stories 1-10*

Workbook Contents

Page #	Sections	Highlights
2 - 10	Section 1: Body Parts	-Body part activities list -Warm-up Video 
11 - 86	Section 2: Sounds	-Teacher instructions -Videos for each sound 
87 - 88	Section 3: Review	-Sound Review Video  -Randomized sound list -Initial sound flashcards 
89 - 99	Section 4: Answer Keys	-Letter-by-letter teacher scripts -Activity answers




Section 1: Body Parts Activities

1. Follow the leader flashcard activity
 - As a whole class (*teacher-supported*): Learners take turns leading the activity. Learners say “show me nose...lips...etc....” They take turns asking and showing flashcards.
 - Repeat in pairs (*independently*).
2. Play Simon Says
 - Model first for learners (“Touch your ____, touch your ____”). As a class, learners take turns leading the activity.
3. Guess the body part
 - Learners take turns making sounds with one body part (i.e. clicking tongue) while the rest of the class guesses which body part was used.
4. Mouth warm-up 
 - Follow along with the warm-up video. Review every day at the beginning of your lesson.
 - 👉 Turn voice on (hum in throat). Turn voice off (stop humming).
 - 👉 Make air “move” (/hhh/) and “stop” (/h/h/h/) from your mouth.
 - 👉 Lips open/closed/round.
 - 👉 Teeth closed/on lip.
 - 👉 Touch tongue to front/back of mouth.
 - 👉 Make air “move” and “stop” from your nose.


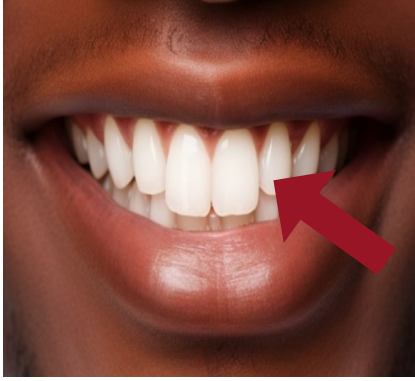



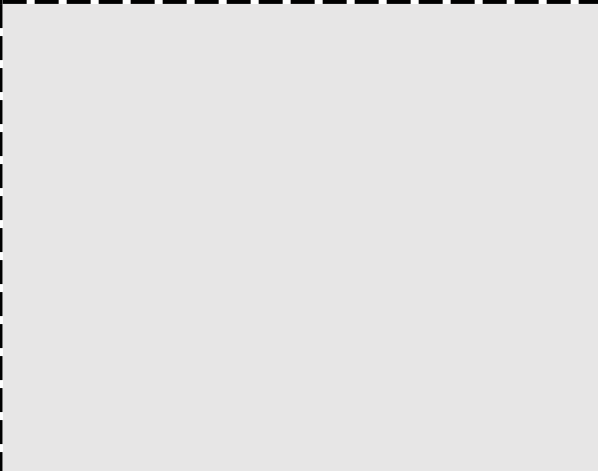


When we talk, we use 5 parts of our body.

What parts of your body can you name?


 out the body parts flashcards.



<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 
<p>5.</p> 	

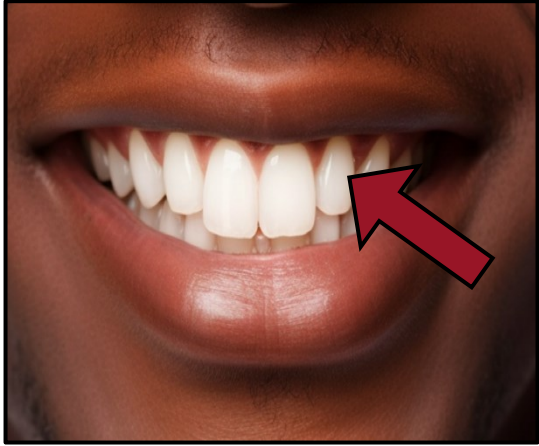
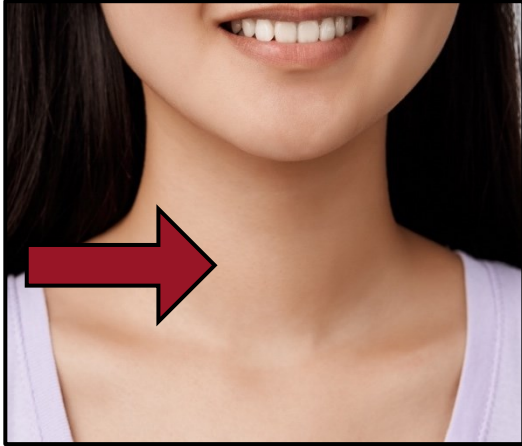


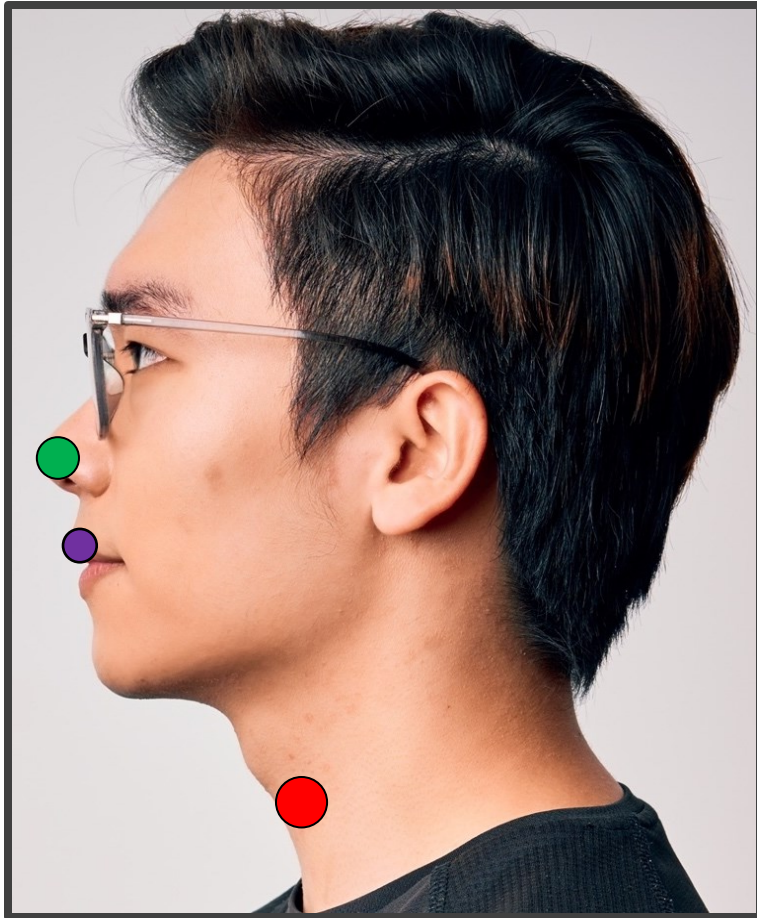
Note: 1. lips 2. teeth 3. throat 4. tongue 5. nose

 to your teacher and point to the 5 body parts that you hear e.g., “nose”, then practice with a partner.



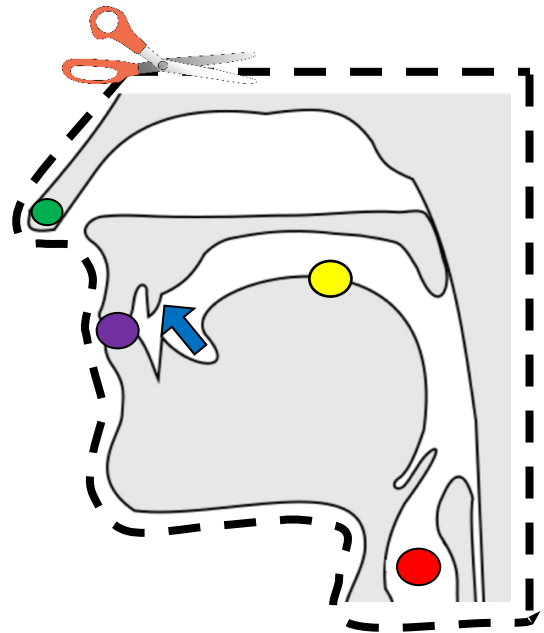
What sounds can you make with your...?




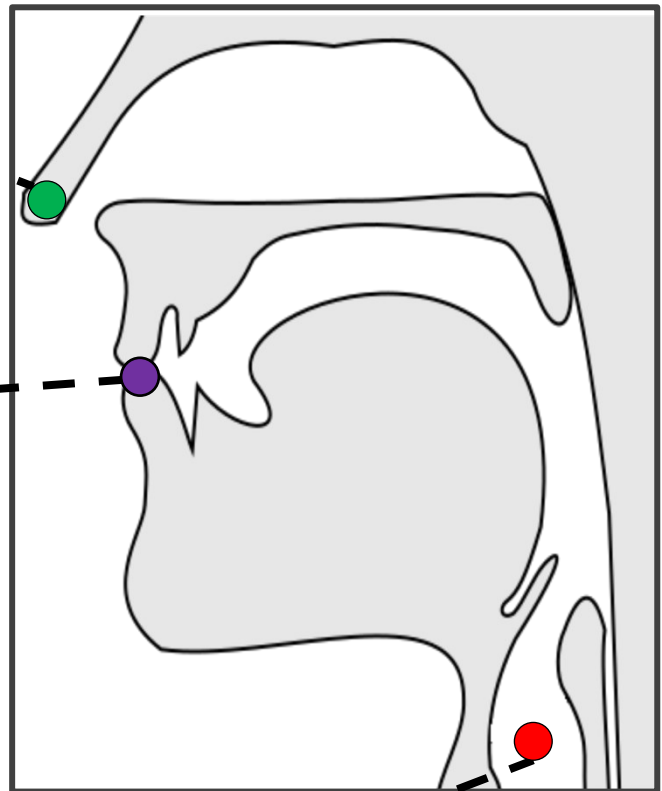
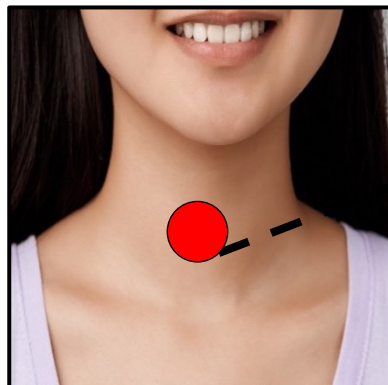
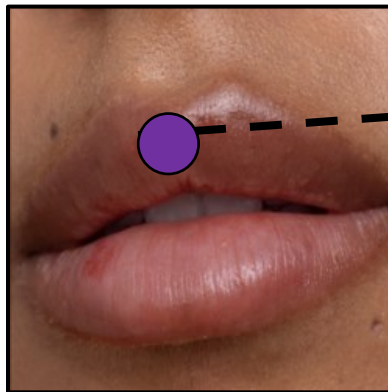
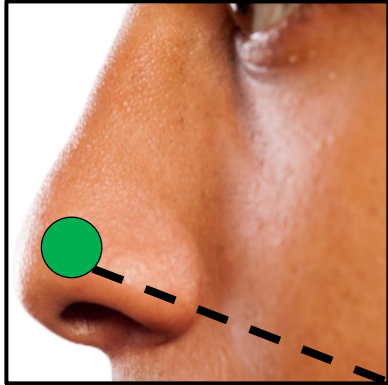



We are going to use this drawing to help us make sounds.

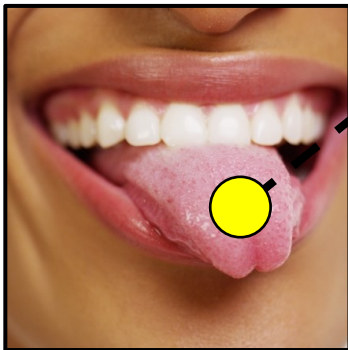
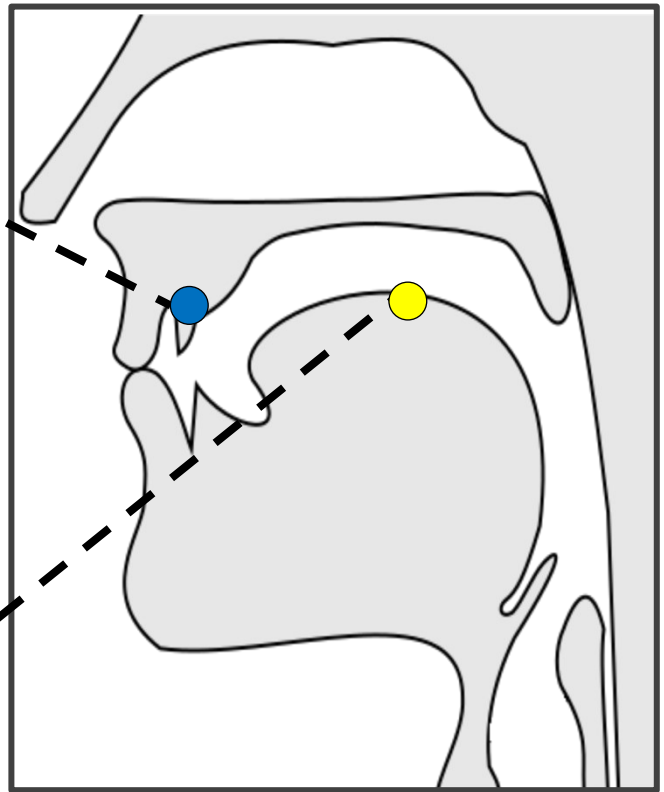
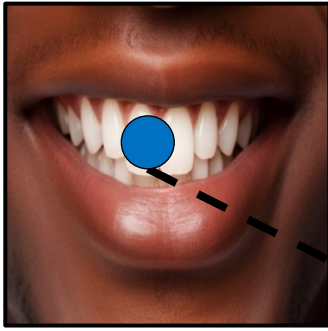
Cut it out and put it on top of the face in the picture above.




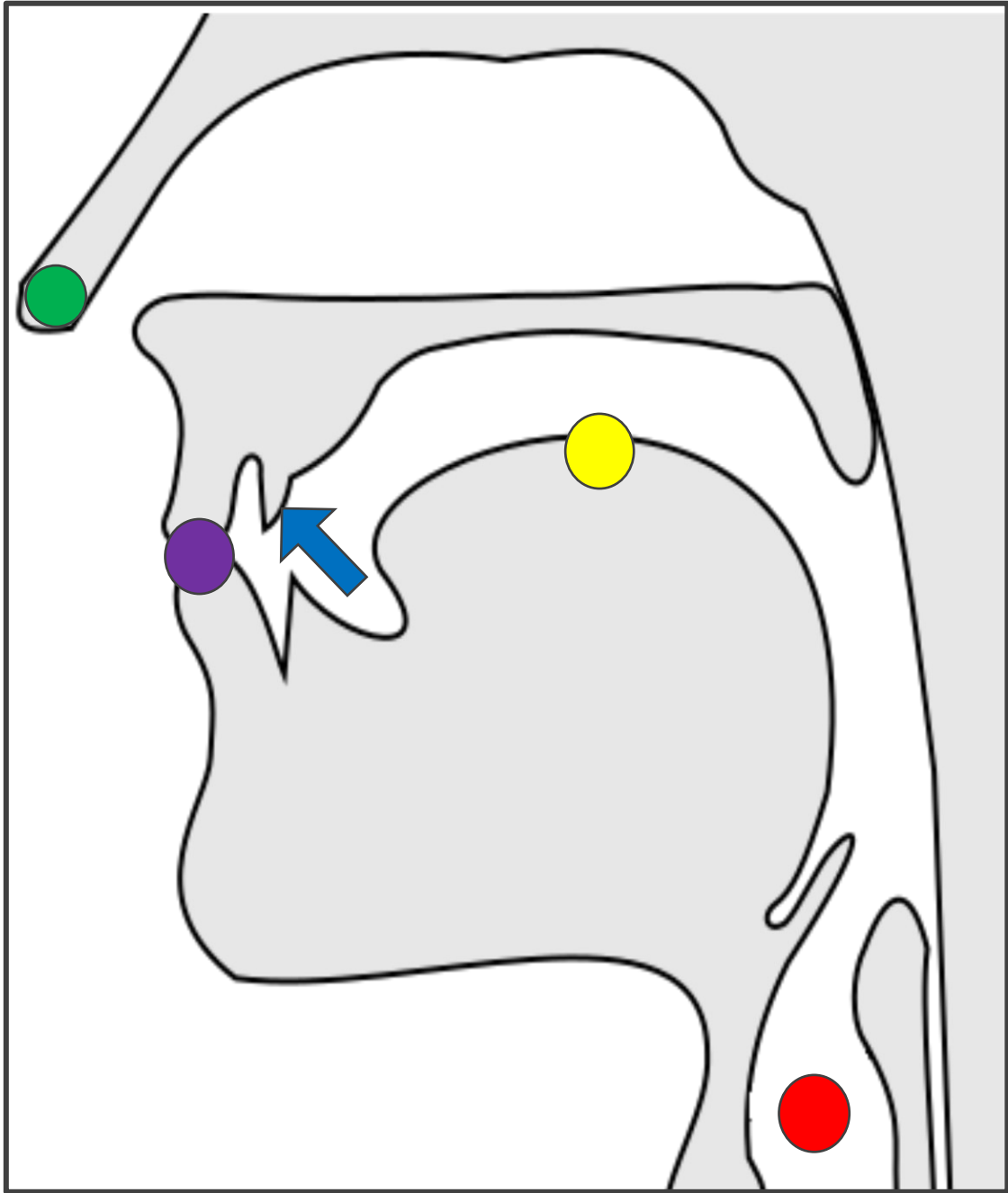
Trace  the lines and say the body parts.



Trace  the lines and say the body parts.



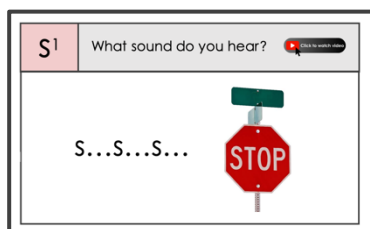
 to your teacher and point to the 5 body parts that you hear e.g., "nose", then practice with a partner.






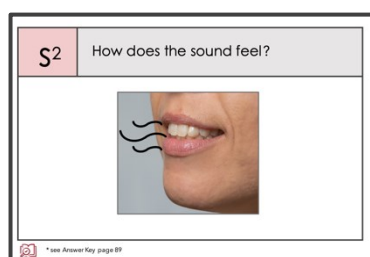
Section 2: Sound Activities

Every letter is introduced in the same way, so learners have a predictable routine. Prior to introducing new sounds, complete the mouth warm-up (from **page 2**) and review previously taught sounds.



Activity 1: Hearing individual sounds

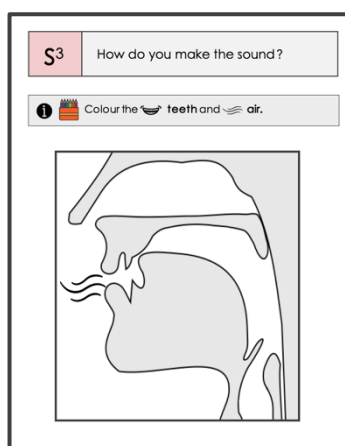
Slowly, produce the sound on its own and in the anchor word *for* your learners i.e. /sss/sss/sss/ssstop/. Click on the video link  to hear the sound.



Activity 2: Producing individual sounds

Produce the sound *with* your learners. For every sound, ask the following 5 questions.

1. Is your voice on or off?
2. Is the air moving (/hhh/) or stopping (/h/h/h/)?
3. Are your lips/teeth open or closed?
4. Is your tongue touching at the **front** or **back**?
5. Are you using your nose, **yes**, or **no**? Guide learners with the teacher scripts found in the answer key in **Section 4**.



Activity 3: Producing individual sounds

Focus on how each sound is made by colouring the body parts used to produce each sound. If possible, use the same colours as the drawing on **page 10** for consistency. *The drawings are especially helpful for sounds (like /k/g/, /t/d/ and /r/) where learners cannot see the placement of your tongue inside your mouth.

Activity 4: Aurally discriminating between two sounds



S4 Do the two pictures have the same beginning sound?

1.

2.

3.

Say both words for your learners. Learners listen and circle the when they hear the same beginning sound. Answers are in the answer key in **Section 4**. Extend this activity by orally brainstorming other words that start with the same sound (e.g., Syria, Saturday, school, etc.)

Review

1. out the pictures. Glue the pictures in the boxes with the same beginning sound.

s	m
---	---

1. 2. 3. 4.

Review: Sorting sounds/ matching to their printed form
Say each word for your learners. As a class, in pairs, or on their own learners can decide where to place the pictures.

Extend: Matching sounds to their printed form

Use the initial sounds flashcards [Click for flashcards](#) to reinforce matching letter sounds to their printed form. Learners glue each letter to the flashcard with the corresponding anchor word.

Look in the book

1. Scan to see the digital story.

1. What words begin with the sound s?
2. What words begin with the sound m?

Signs

Look in the book: Using initial sounds to guess at words
As a class, listen and read the suggested *Phonics Story* which features the target sound(s). *If you haven't read the story prior to completing the workbook, listen and read through once or twice to familiarize your learners with the story. Then, focus learners on the target sounds. For example, "let's listen for the /s/ sound. Does stop have a /s/? Does "push...recycle...?" Repeat with the written words. Does "stop" start with the letter 's'? Learners can use their initial sound flashcards to find the target letters on each page.

S1

What sound do you hear?

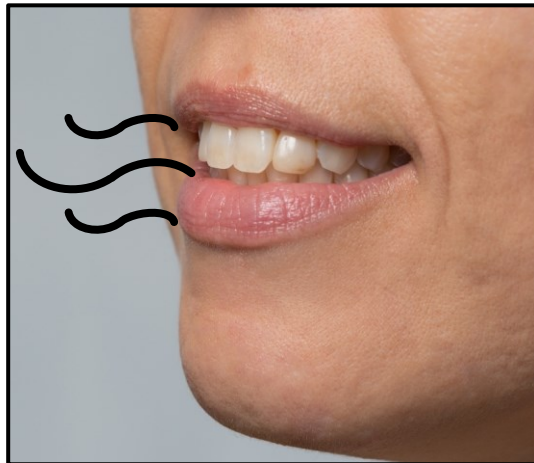


S...S...S...



S2

How does the sound feel?




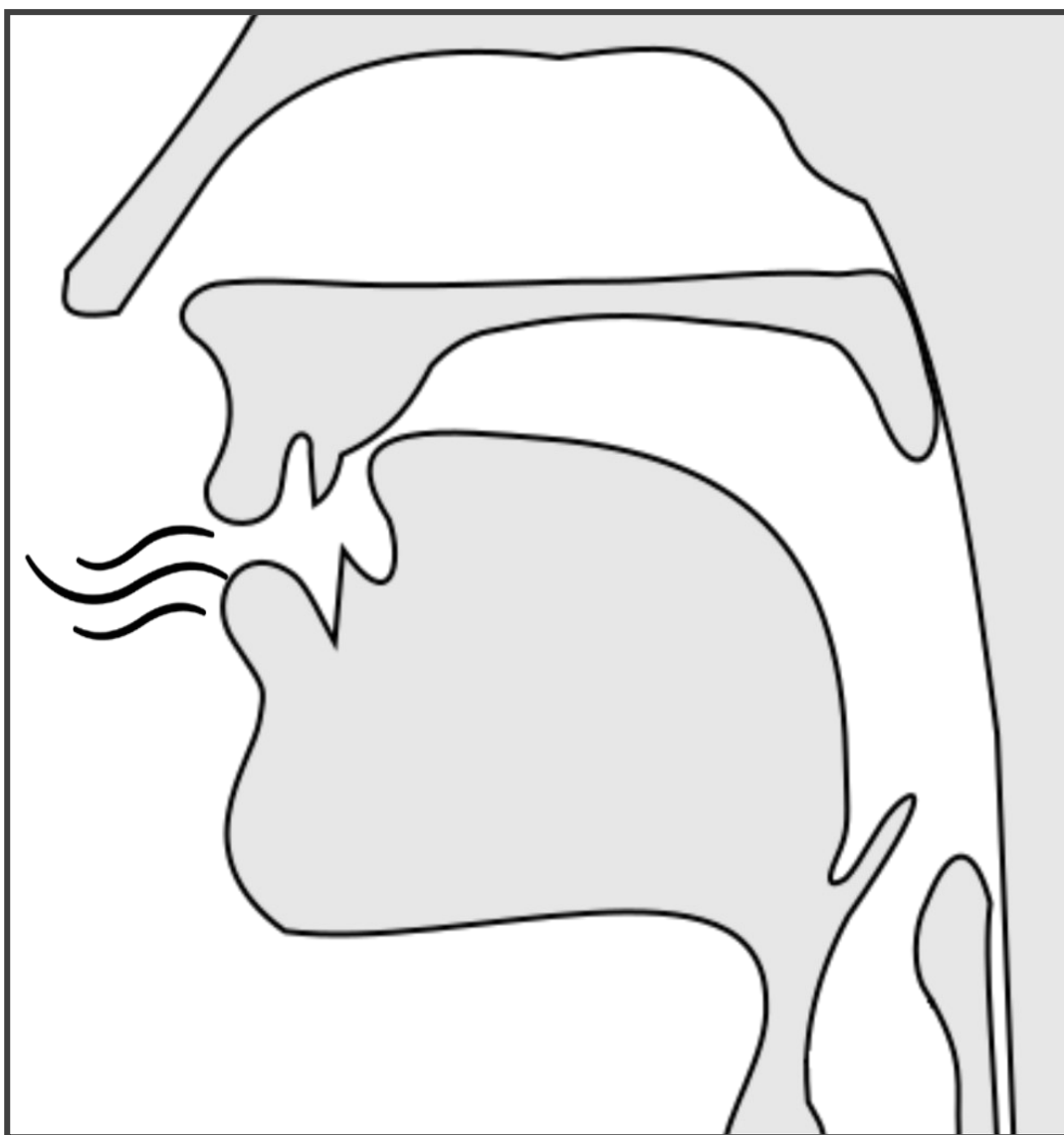
* see Answer Key page 89

§3

How do you make the sound?

















Colour the  teeth and  air.



S4

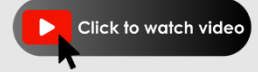
Do the two pictures have the same beginning sound?

i  to your teacher.  if the beginning sounds are the same or **X** if they are different.

1.  	 
2.  	 
3.  	 

m¹

What sound do you hear?



m...m...m...



m²

How does the sound feel?



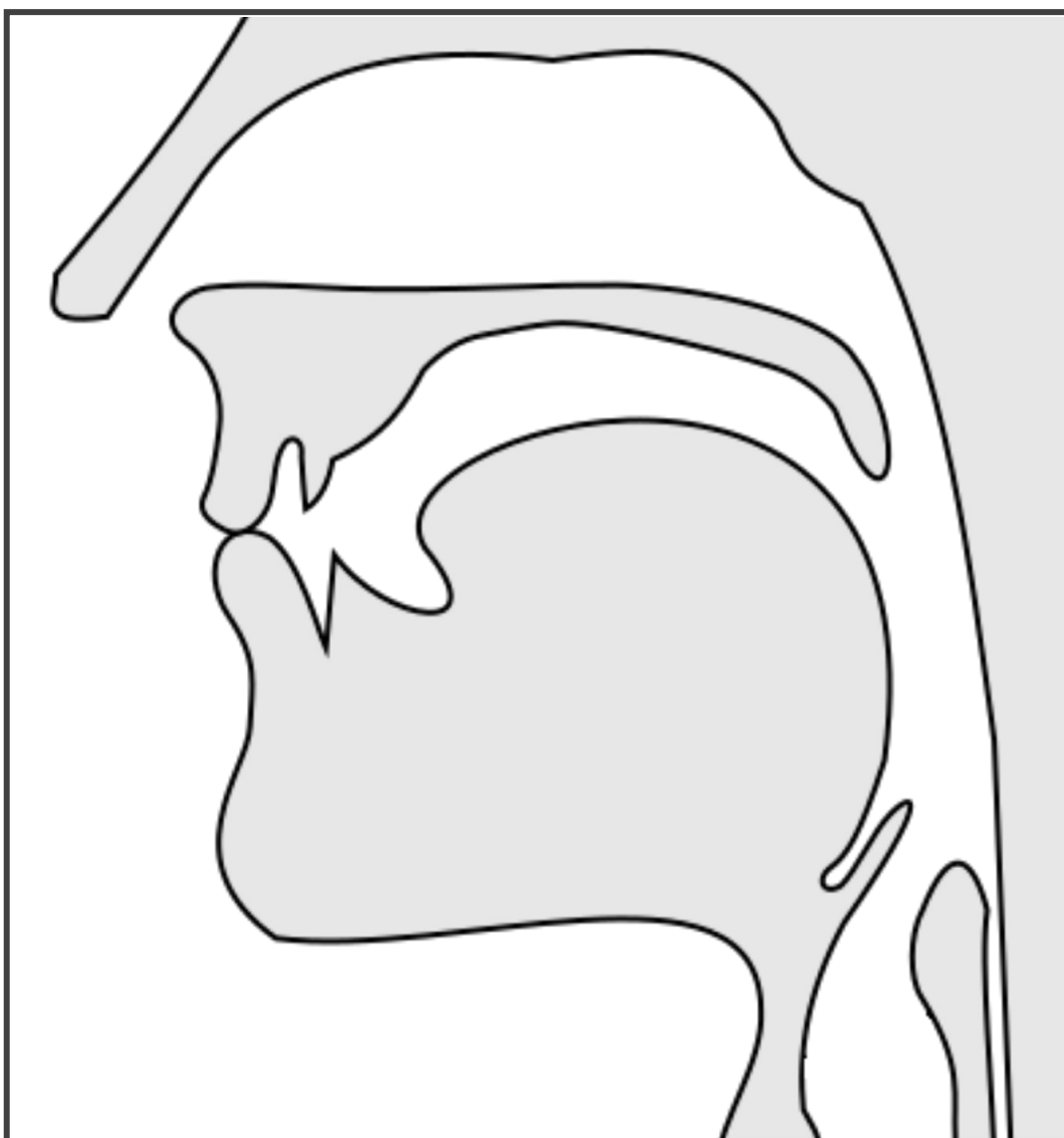
* see Answer Key page 89

m³

How do you make the sound?















Colour the  nose,  lips, and  throat.






m⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.  	 
2.  	 
3.  	 

Review

  out the pictures  Glue the pictures in the boxes with the same beginning sound.

s



m



1.



2.



3.



4.



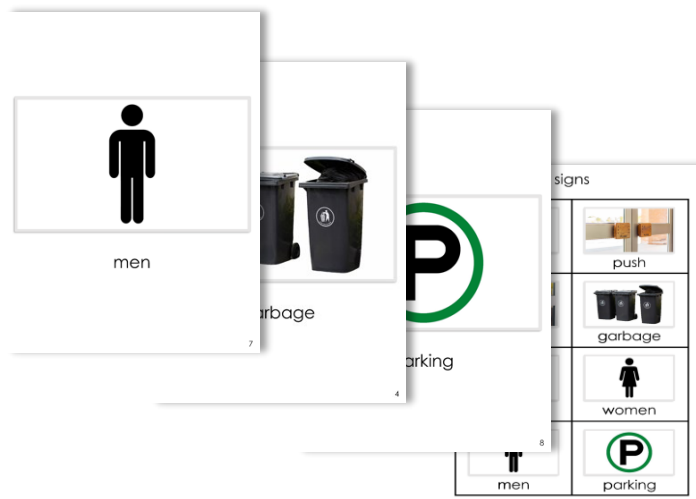
Look in the book



Scan to see the digital story.



1. What words begin with the sound s?
2. What words begin with the sound m?



f₁

What sound do you hear?

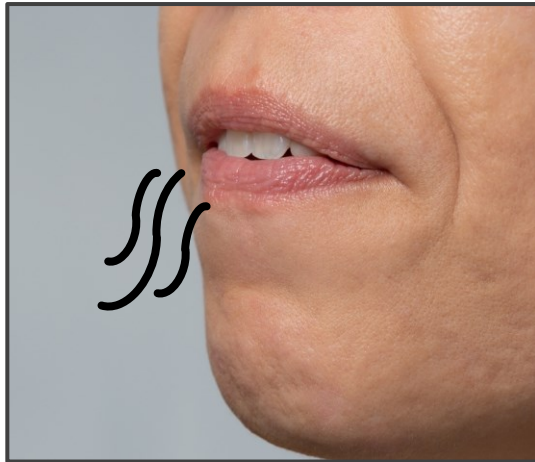


f...f...f...



f₂

How does the sound feel?






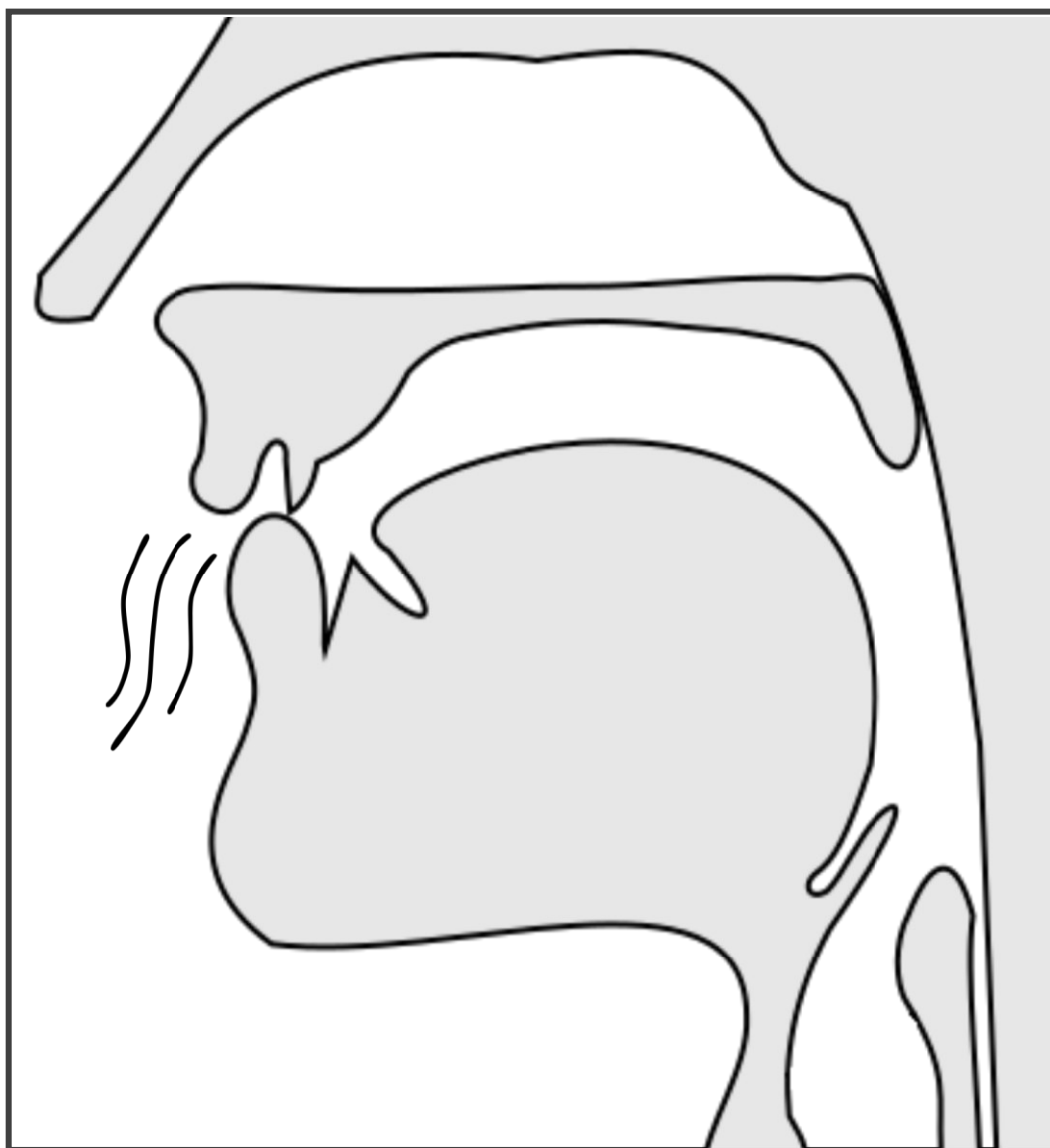
* see Answer Key page 90

f3

How do you make the sound?








Colour the  teeth,  lips, and  air.



f₄

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.



3.



d¹

What sound do you hear?



d...d...d...



d²

How does the sound feel?



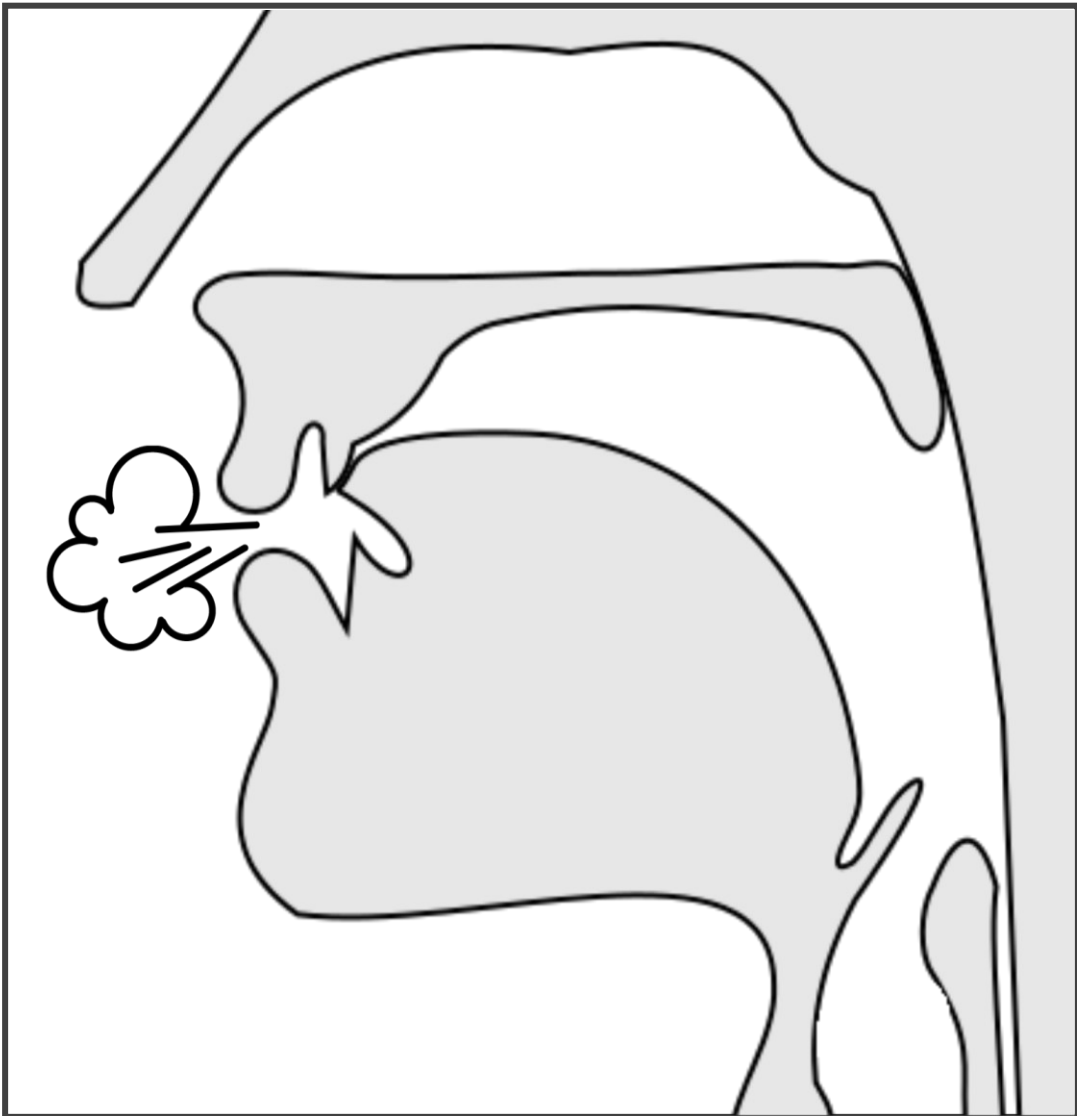
* see Answer Key page 90

d³

How do you make the sound?








Colour the ☺ teeth, U tongue, ≡ air, and 🗑️ throat.



d⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures  Glue the pictures in the boxes with the same beginning sound.

f



d



1.



2.



3.



4.



Look in the book



Scan to see the digital story.

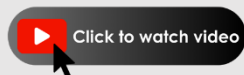


1. What words begin with the sound f?
2. What words begin with the sound d?



p¹

What sound do you hear?

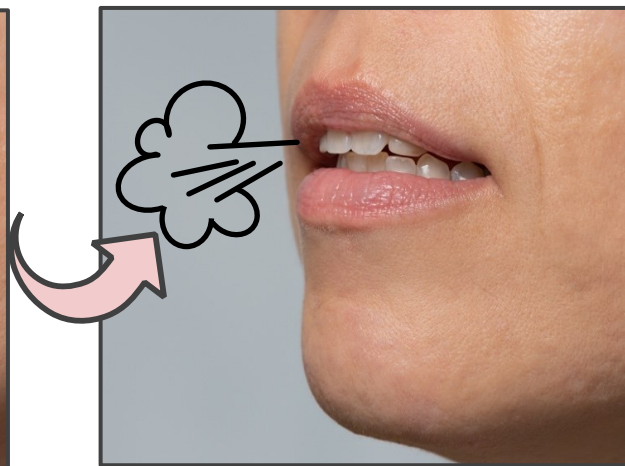


p...p...p...



p²

How does the sound feel?



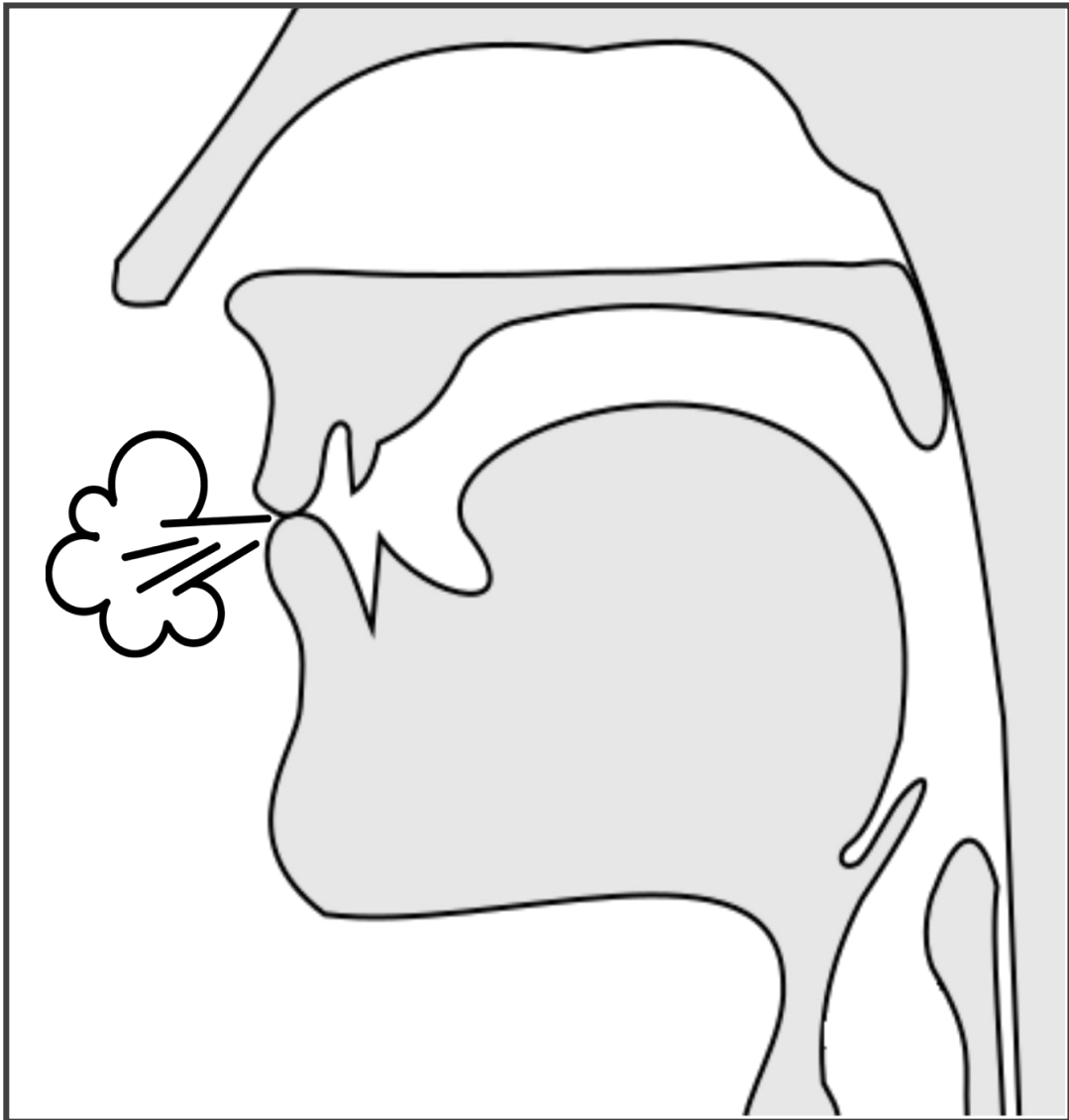
* see Answer Key page 91

p³

How do you make the sound?



Colour the  lips, and  air.



p⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures on page 33.  Glue the pictures in the boxes with the same beginning sound.

d



s



f



p














m



* see Answer Key page 91



1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 		

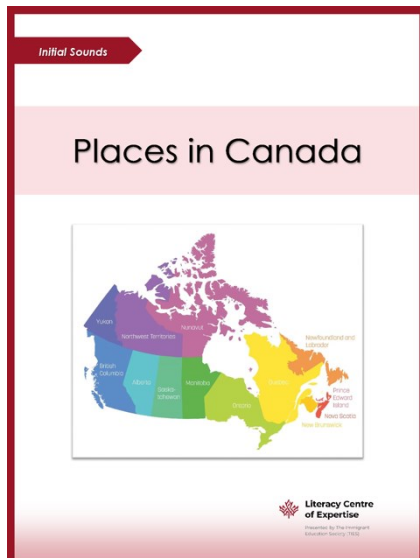
Look in the book



Scan to see the digital story.



1. What words begin with the sound p ?



I see a mountain.



a park.



a hospital.

see a



lake



school



bus



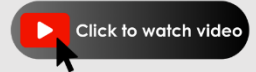
train



hospital

k¹

What sound do you hear?

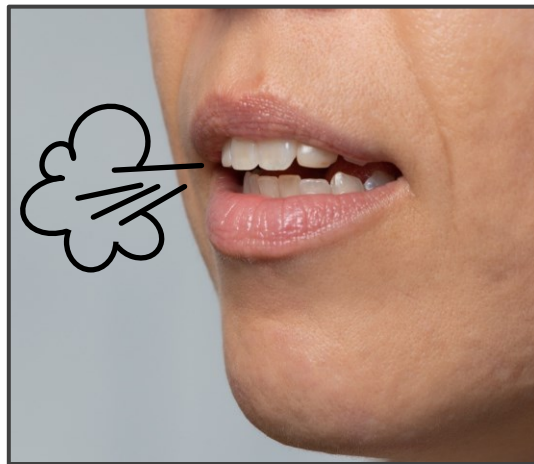


k...k...k....



k²

How does the sound feel?





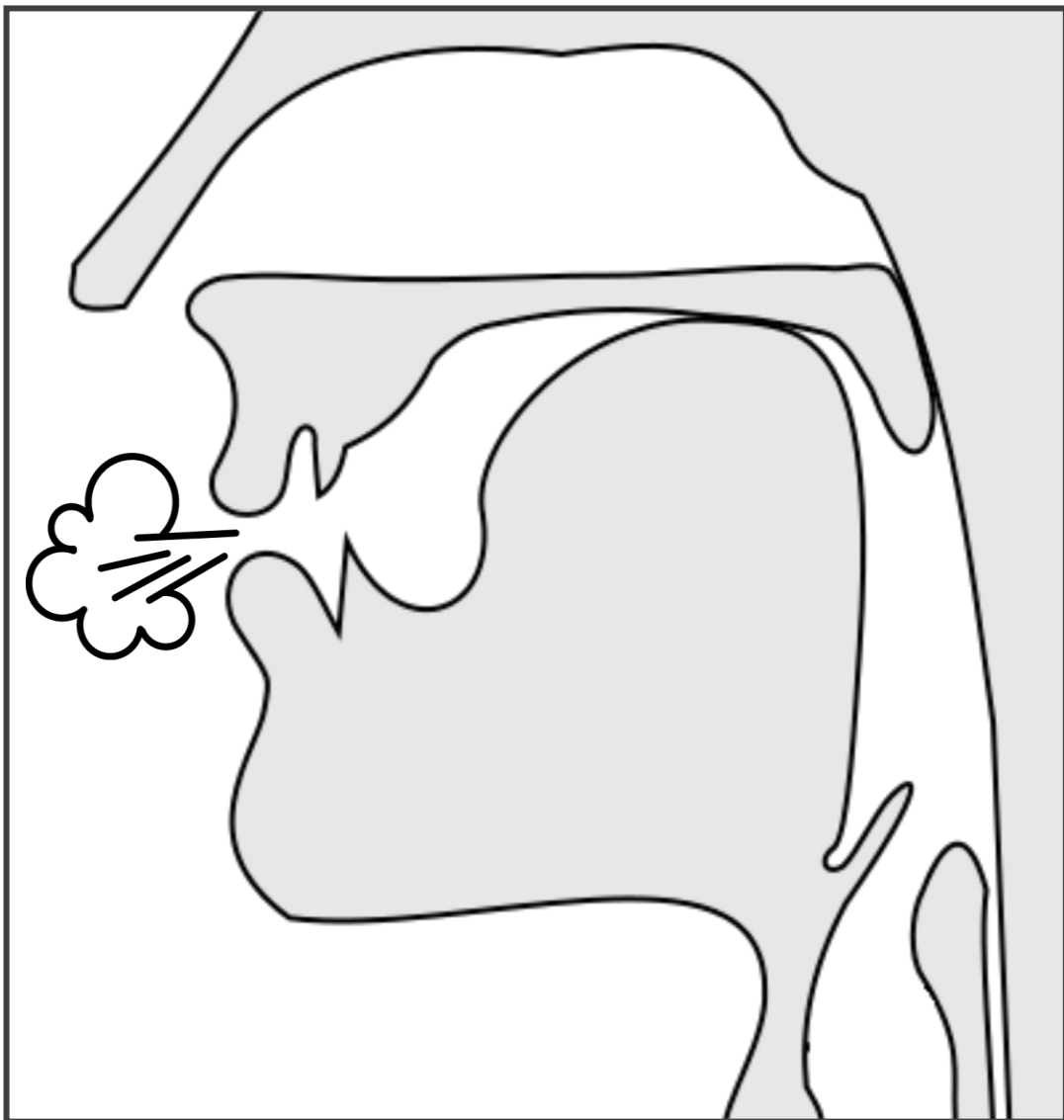
* see Answer Key page 92

k3

How do you make the sound?



Colour the  tongue, and  air.



k4

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.

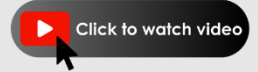


3.



C¹

What sound do you hear?

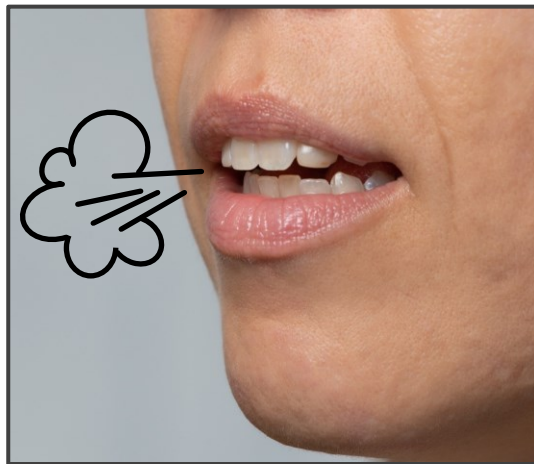


C...C...C...



C²

How does the sound feel?





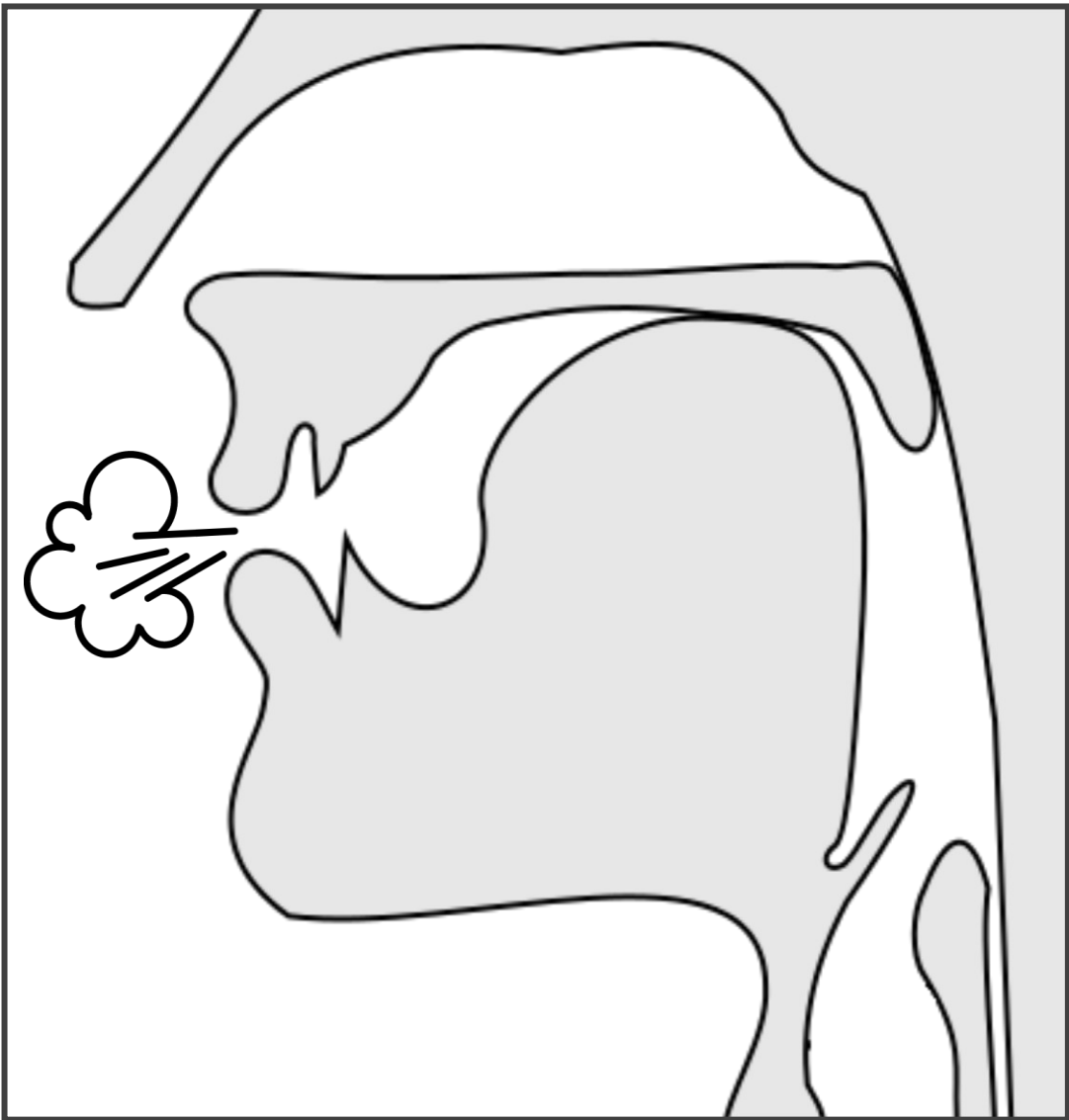
* see Answer Key page 92

C3

How do you make the sound?



Colour the  tongue, and  air.



C4

Do the two pictures have the same beginning sound?

i Listen to your teacher.     if the beginning sounds are the same or  if they are different.

1.



2.



3.



Look in the book



Scan to see the digital story.




1. What words begin with the sound c?

Initial Sounds

I Can



Literacy Centre of Expertise
Funded by the Hong Kong Education Authority 1998

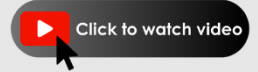


I can

- cook
- dance.
- fold laundry.
- text
- fold laundry
- sh
- spek Ukrainian
- play

n¹

What sound do you hear?

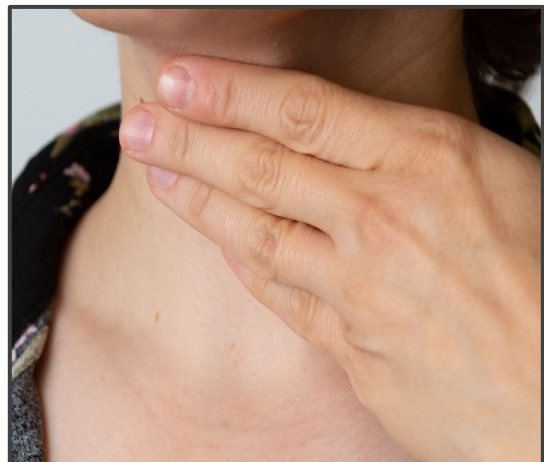


n...n...n...



n²

How does the sound feel?



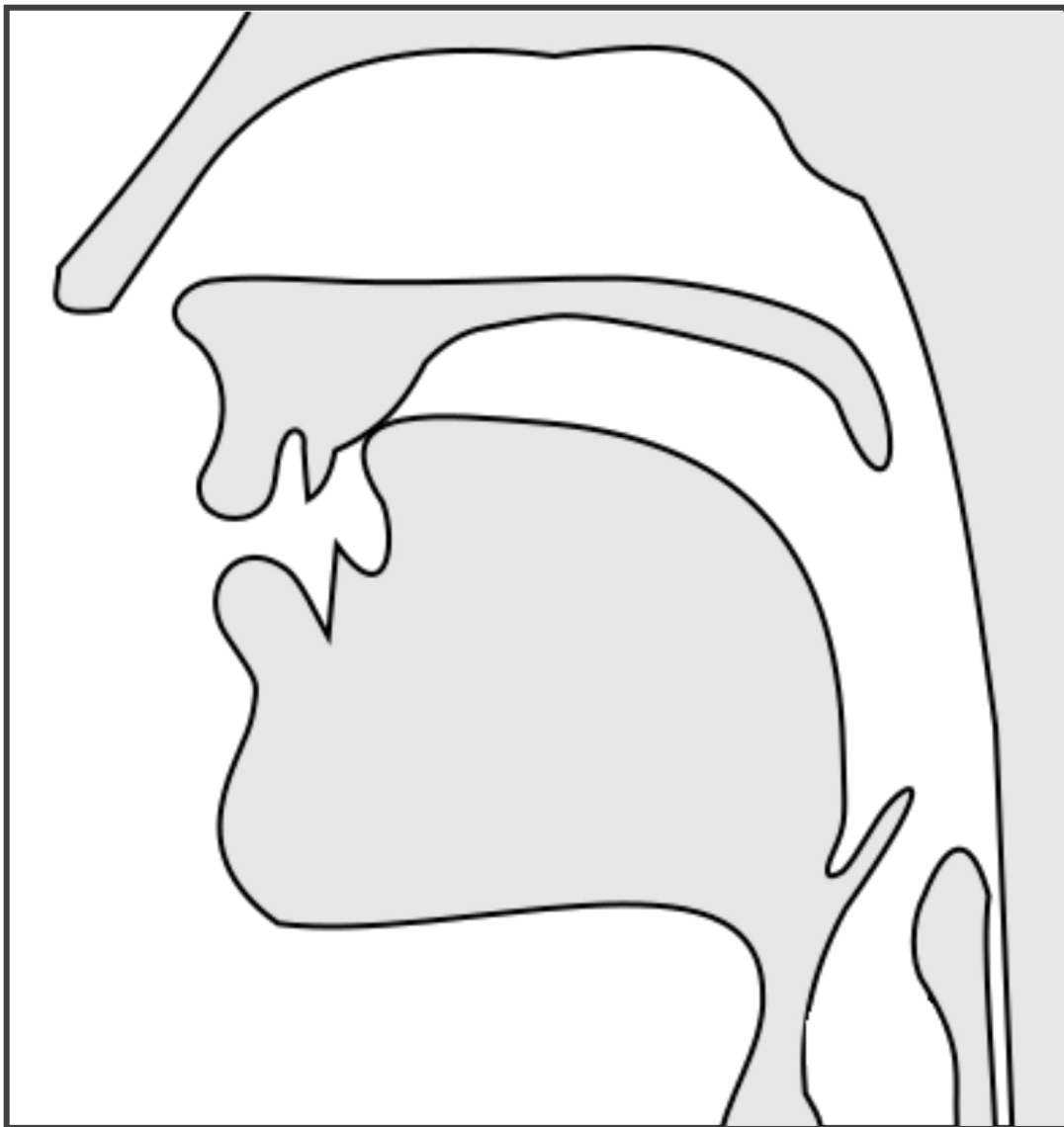
* see Answer Key page 93

n³

How do you make the sound?








Colour the  nose,  tongue, and  throat.



n⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.

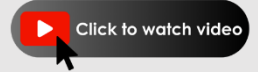


3.



b¹

What sound do you hear?

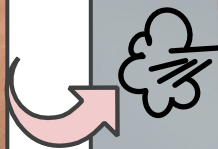


b...b...b...



b²

How does the sound feel?



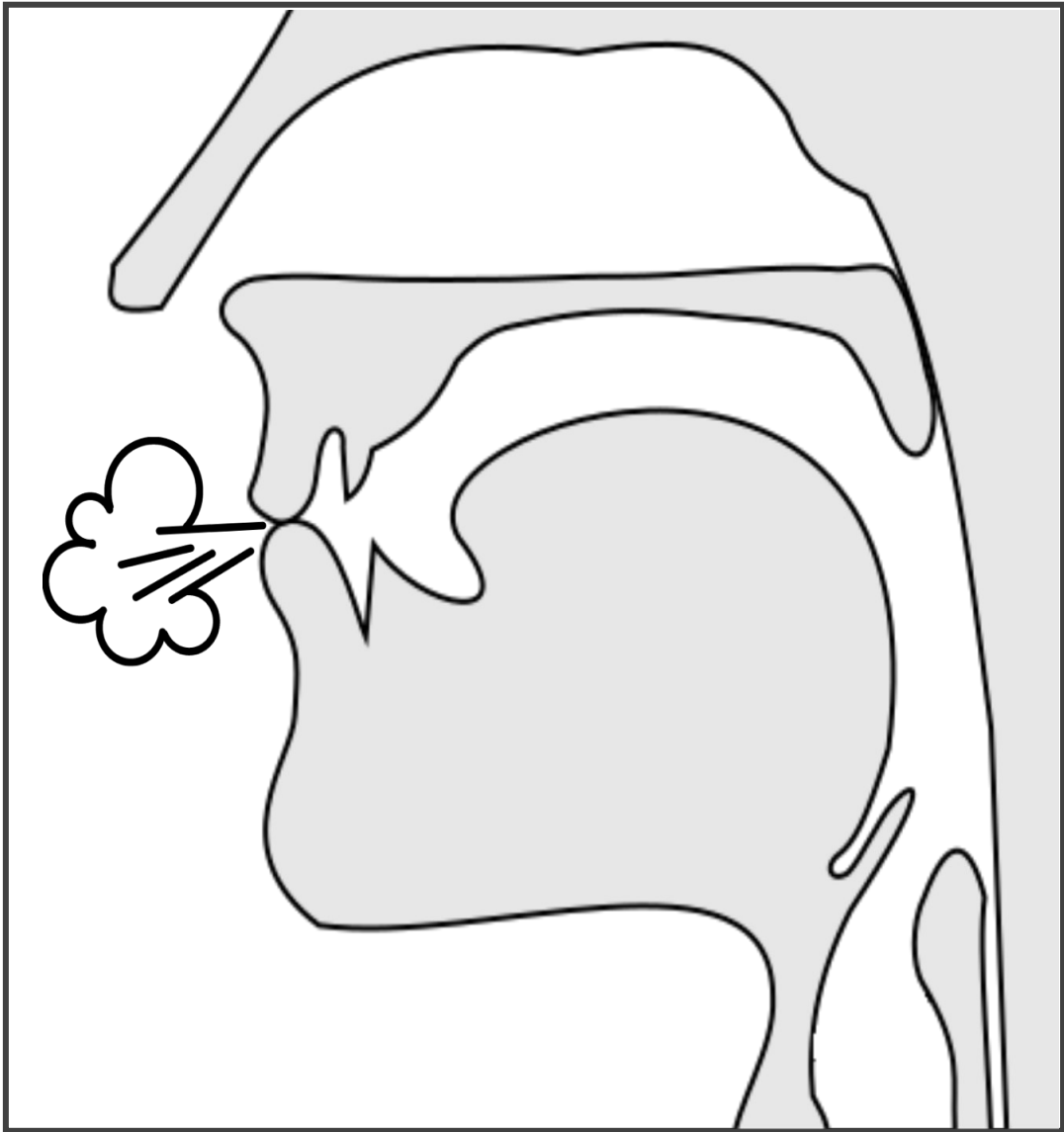
* see Answer Key page 93

b³

How do you make the sound?








Colour the  lips,  air, and  throat.



b⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures.  Glue the pictures in the boxes with the same beginning sound.

n



b



1.



2.



3.



4.



Look in the book



Scan to see the digital story.



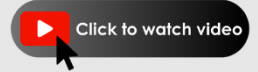
1. What words begin with the sound n?

2. What words begin with the sound b?



h¹

What sound do you hear?

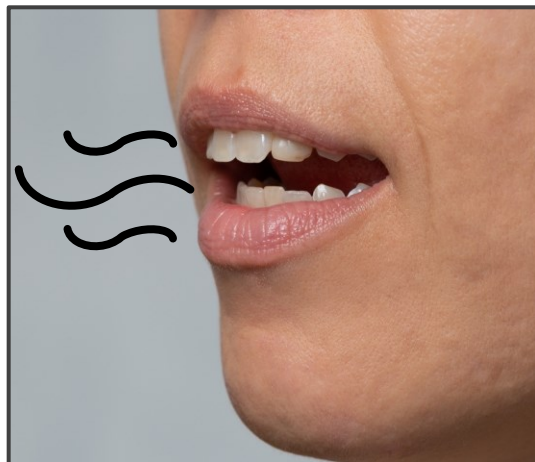


h...h...h...



h²

How does the sound feel?



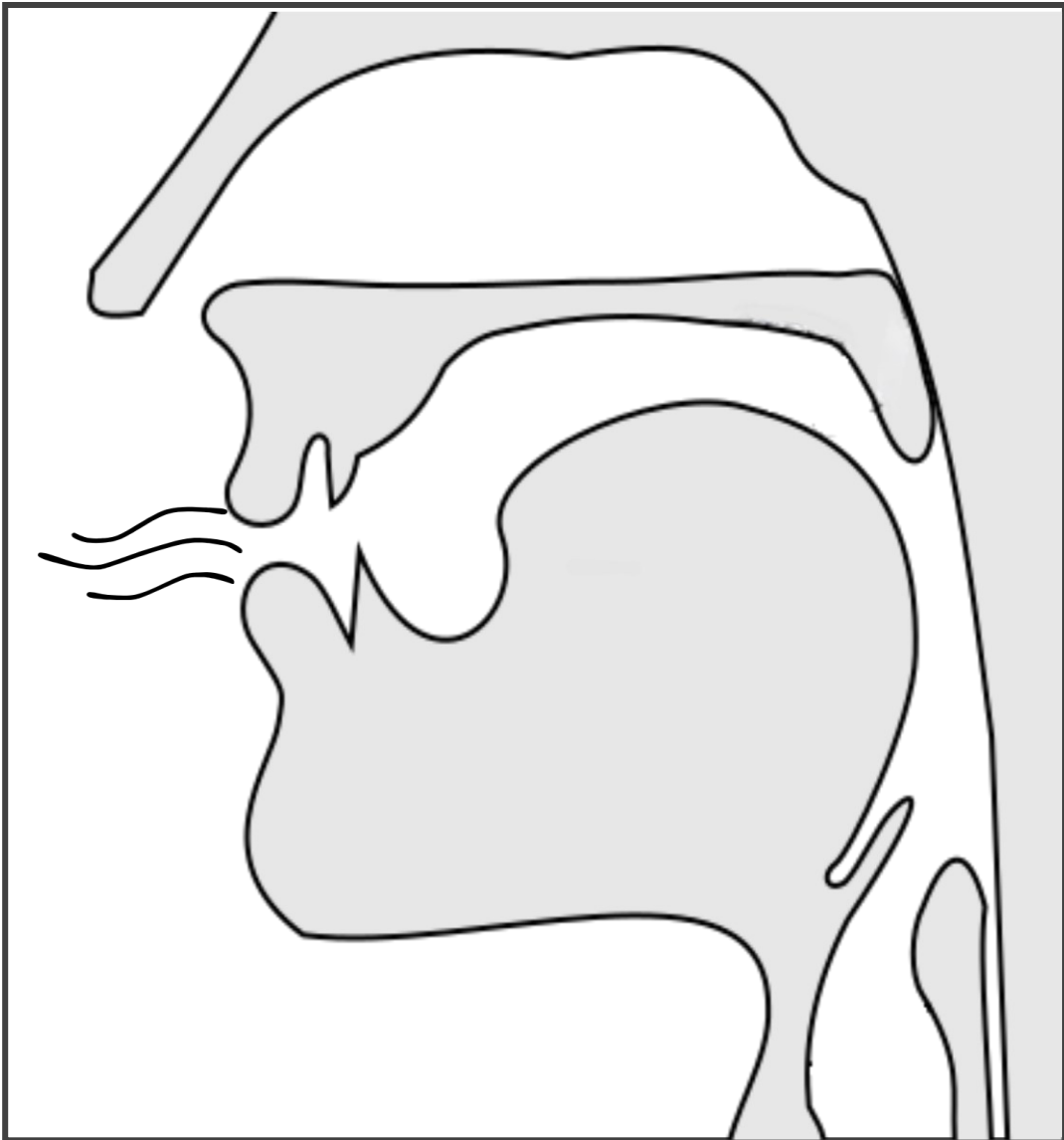
* see Answer Key page 94

h³

How do you make the sound?



Colour the  lips, and  air.



h⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.

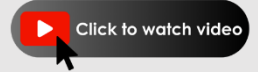


3.



†1

What sound do you hear?

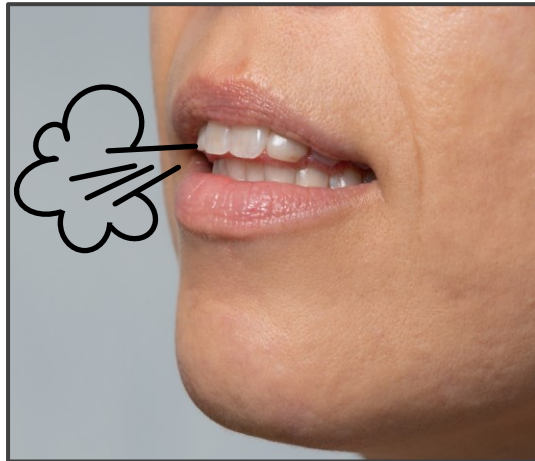


t...t...t...



†2

How does the sound feel?



* see Answer Key page 94

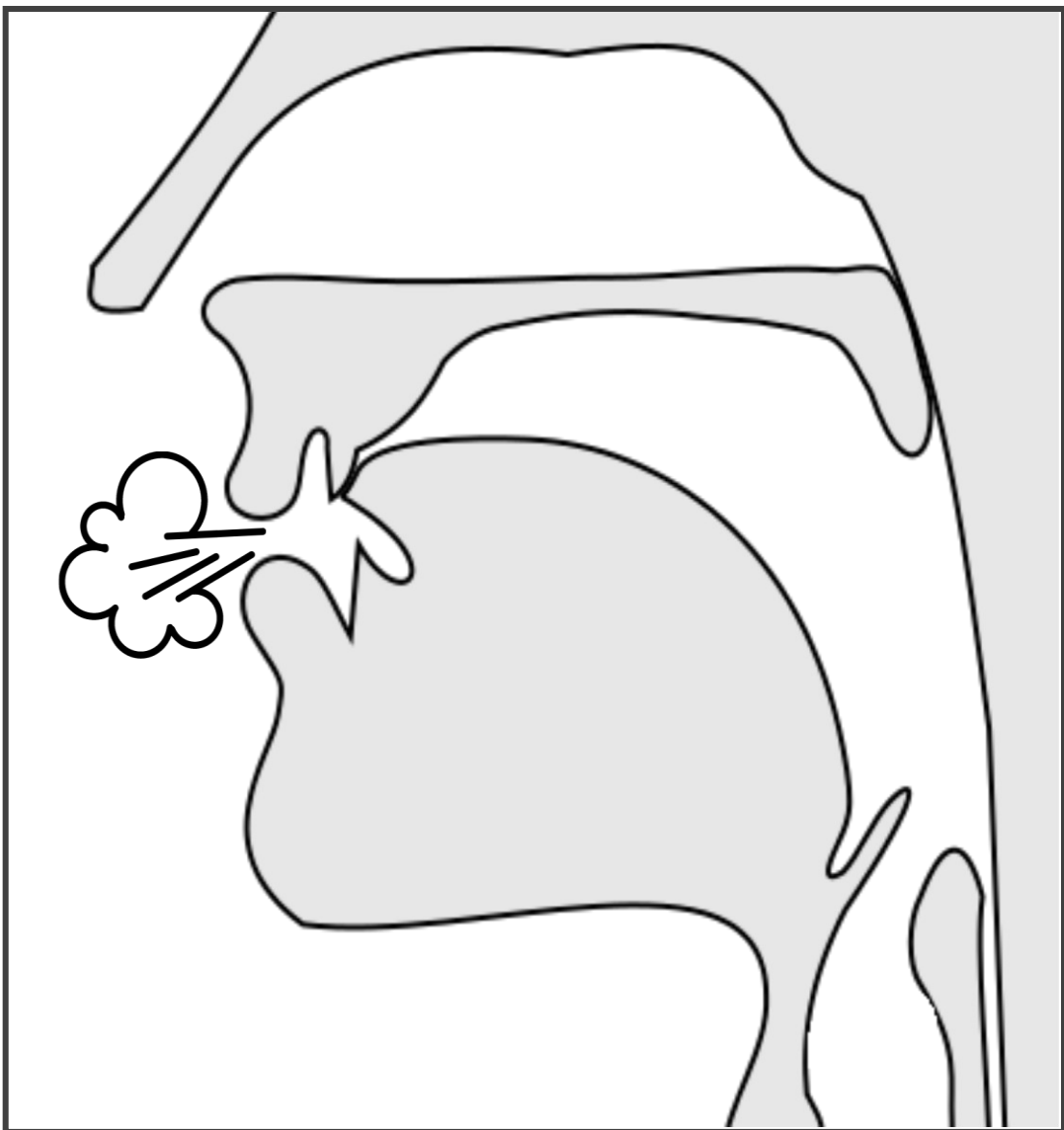
†3

How do you make the sound?

i







Colour the ☺ teeth, ☺ lips, and ☺ air.



†₄

Do the two pictures have the same beginning sound?

i  to your teacher.   if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures on page 57.  Glue the pictures in the boxes with the same beginning sound.

n



b



t



c









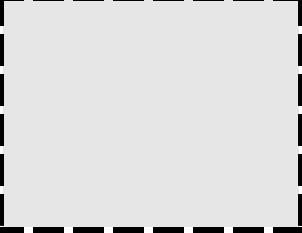


h



* see Answer Key page 95



1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 		

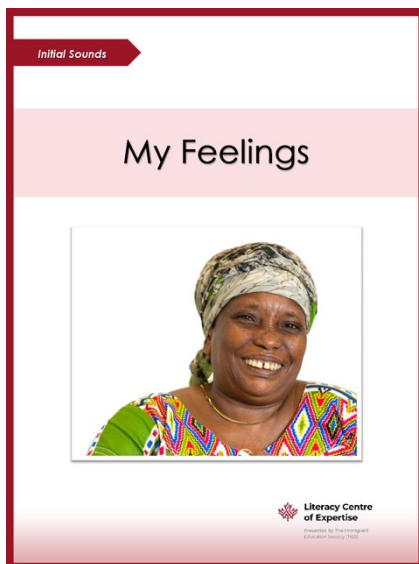
Look in the book



Scan to see the digital story.



1. What words begin with the sound h?
2. What words begin with the sound t?



g¹

What sound do you hear?

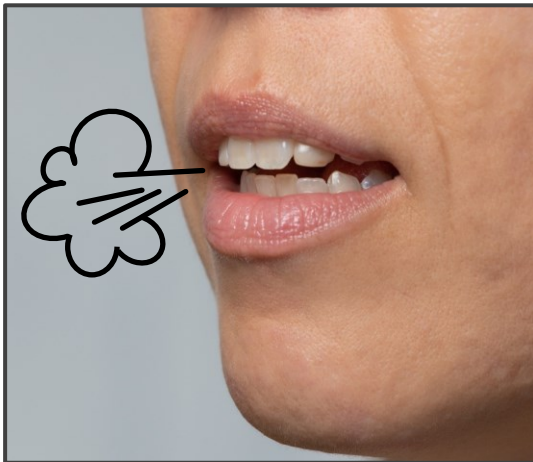


g...g...g...



g²

How does the sound feel?






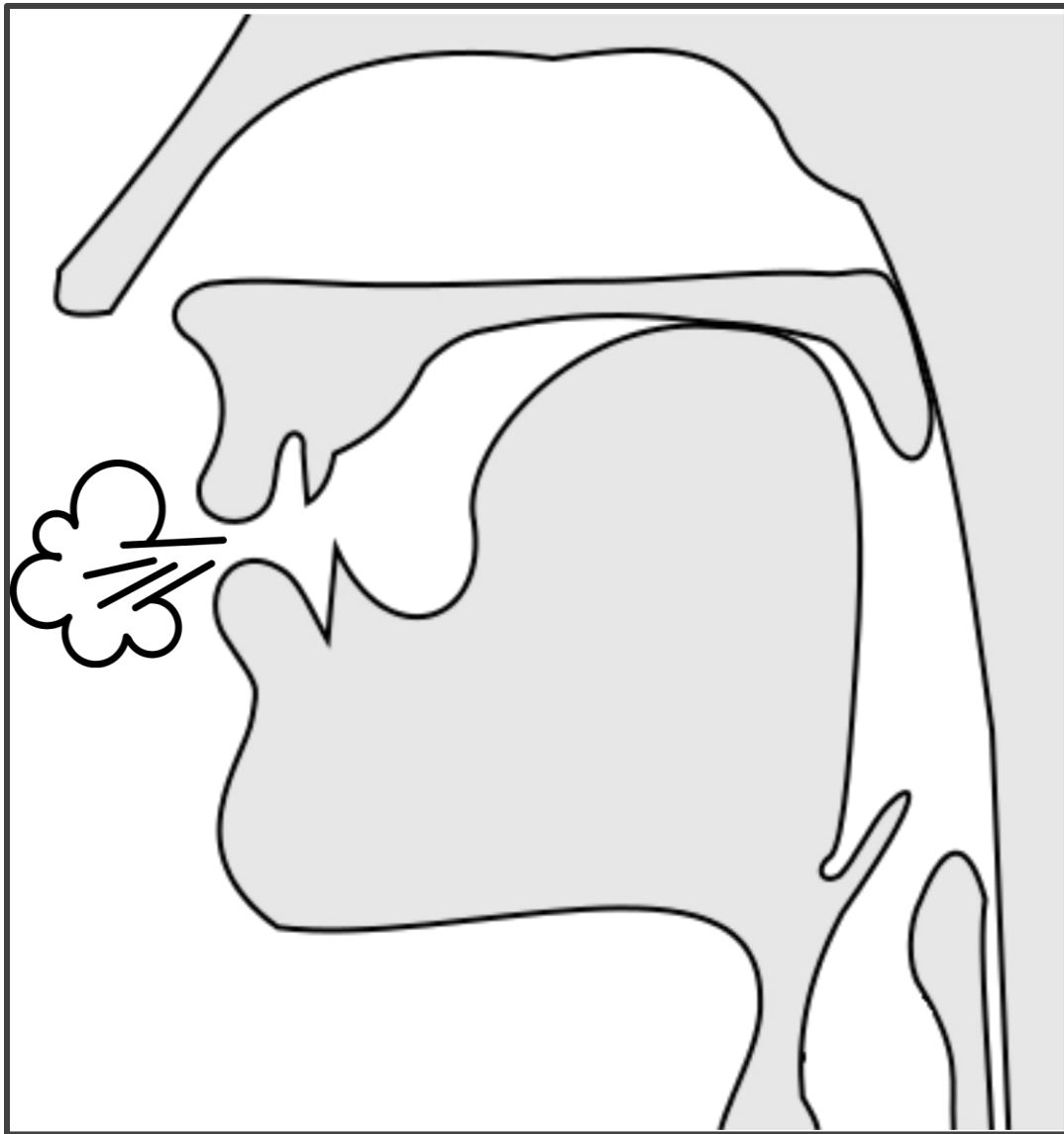
* see Answer Key page 95

g³

How do you make the sound?



Colour the  tongue,  air, and  throat.



g⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.

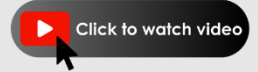


3.



1

What sound do you hear?

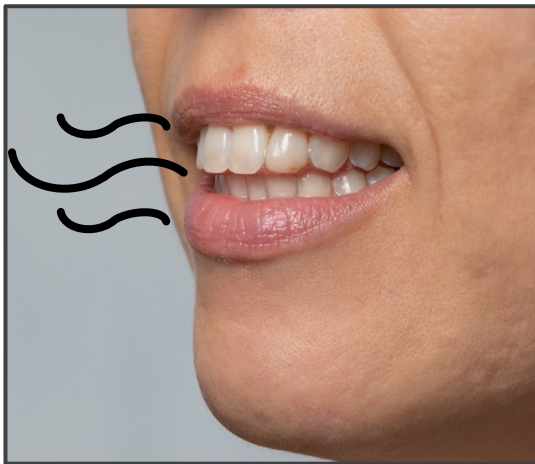


l...l...l...



2

How does the sound feel?







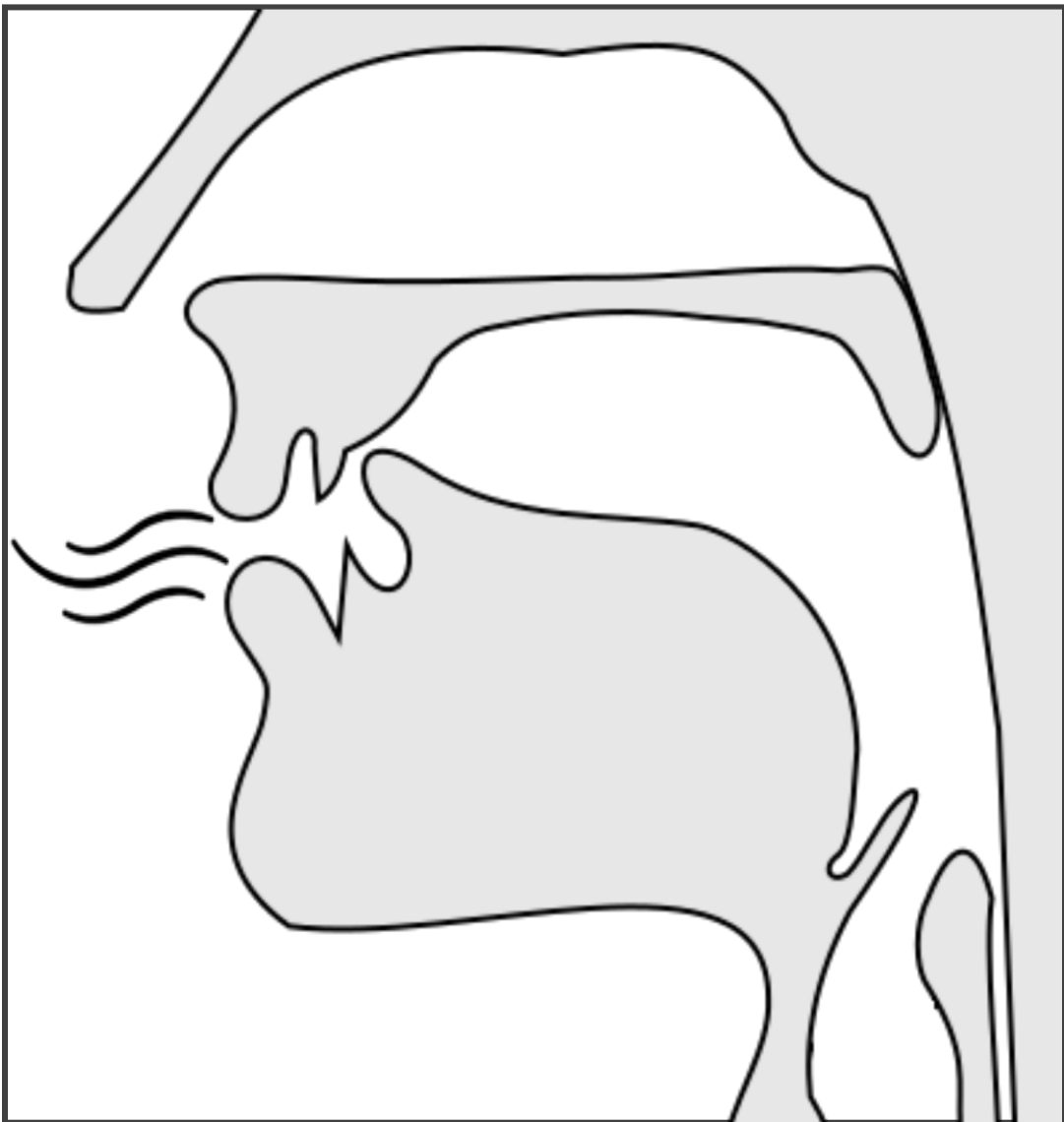
* see Answer Key page 96

3

How do you make the sound?



Colour the  tongue,  teeth,  air, and  throat.



4

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures  Glue the pictures in the boxes with the same beginning sound.

g



l



1.



2.



3.



4.



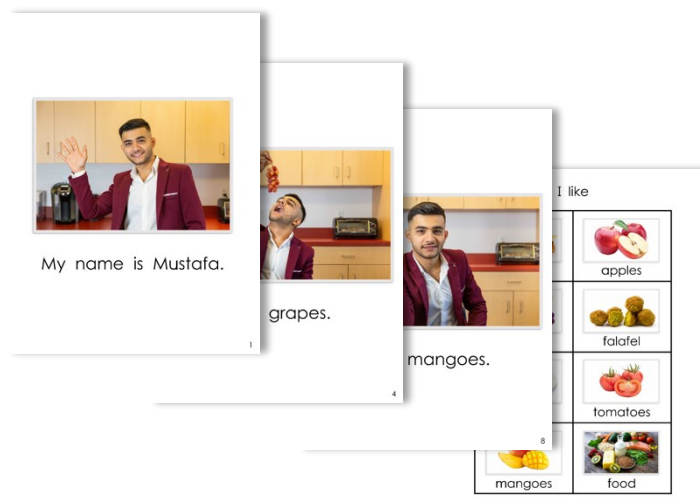
Look in the book



Scan to see the digital story.

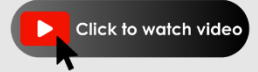


1. What words begin with the sound g?
2. What words begin with the sound l?



W¹

What sound do you hear?

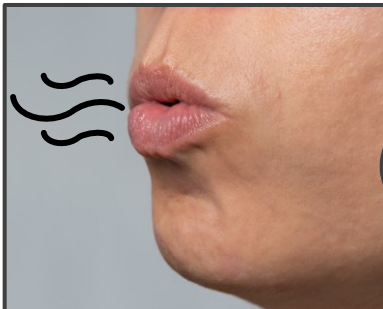


W...W...W...



W²

How does the sound feel?



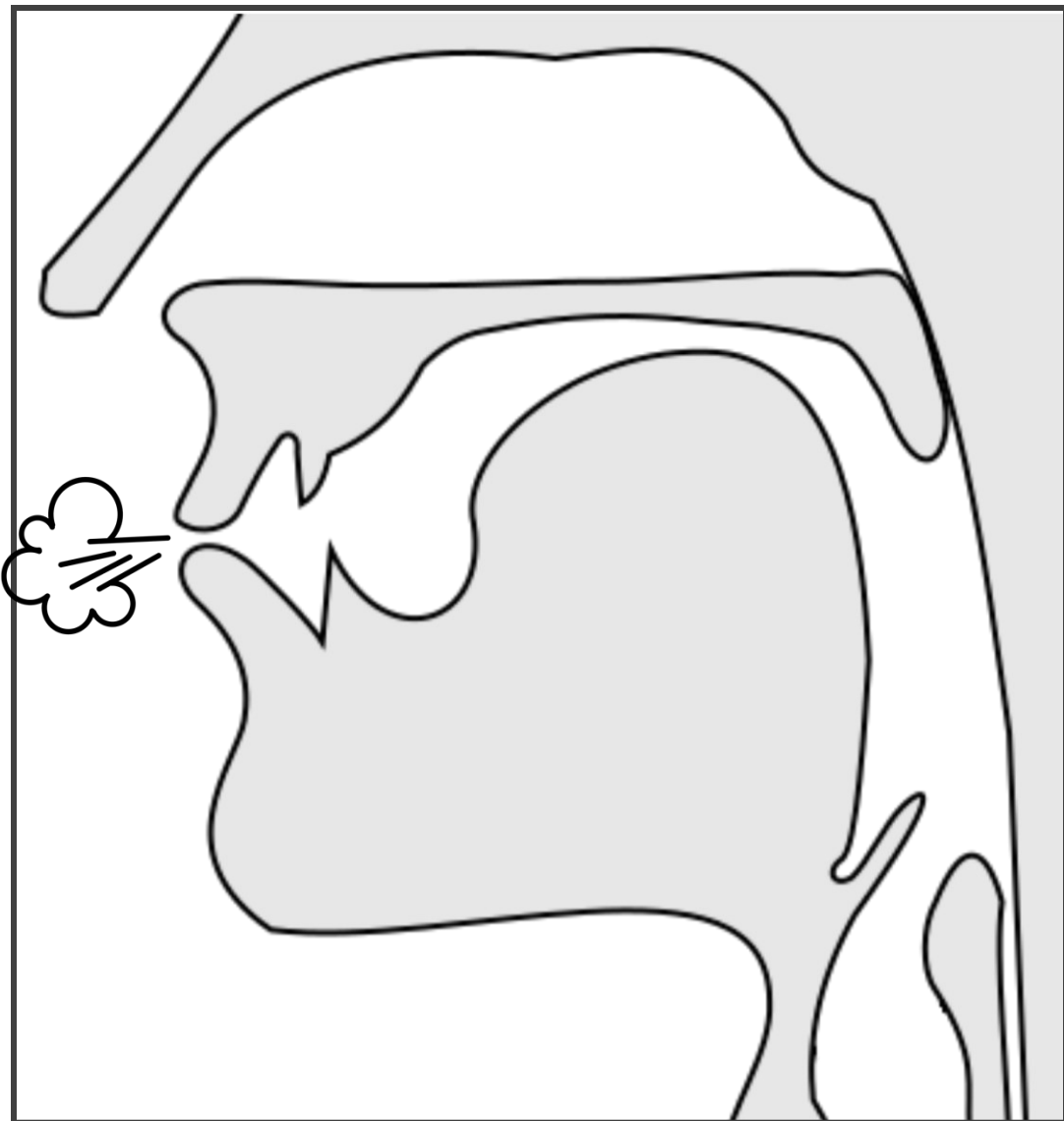
* see Answer Key page 96

W3

How do you make the sound?








Colour the  lips,  air, and  throat.



W4

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.



3.

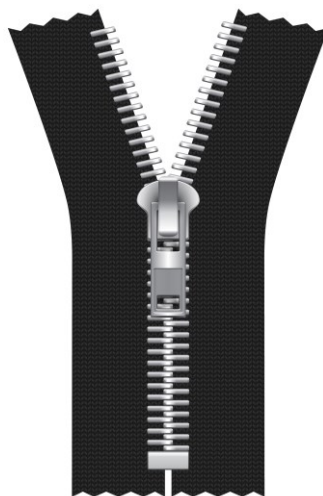


Z¹

What sound do you hear?

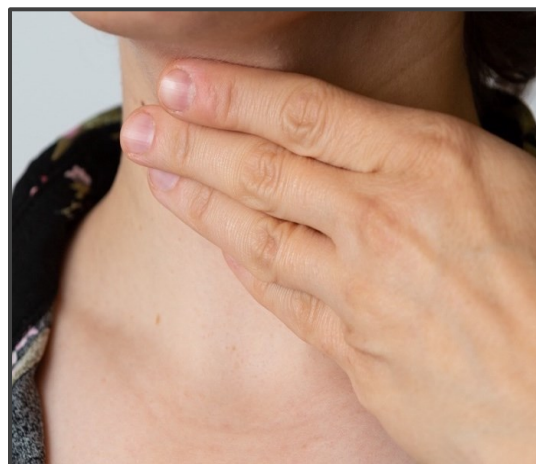
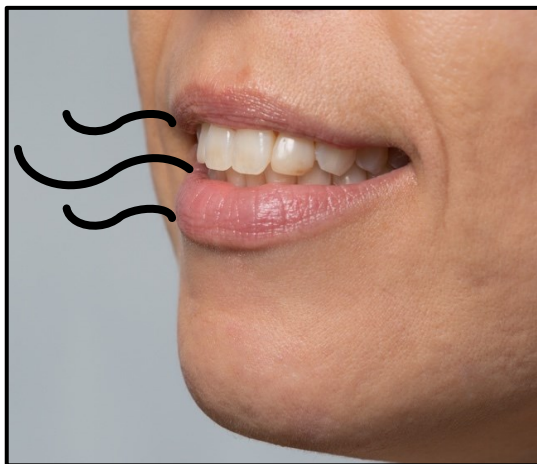


Z...Z...Z...



Z²

How does the sound feel?






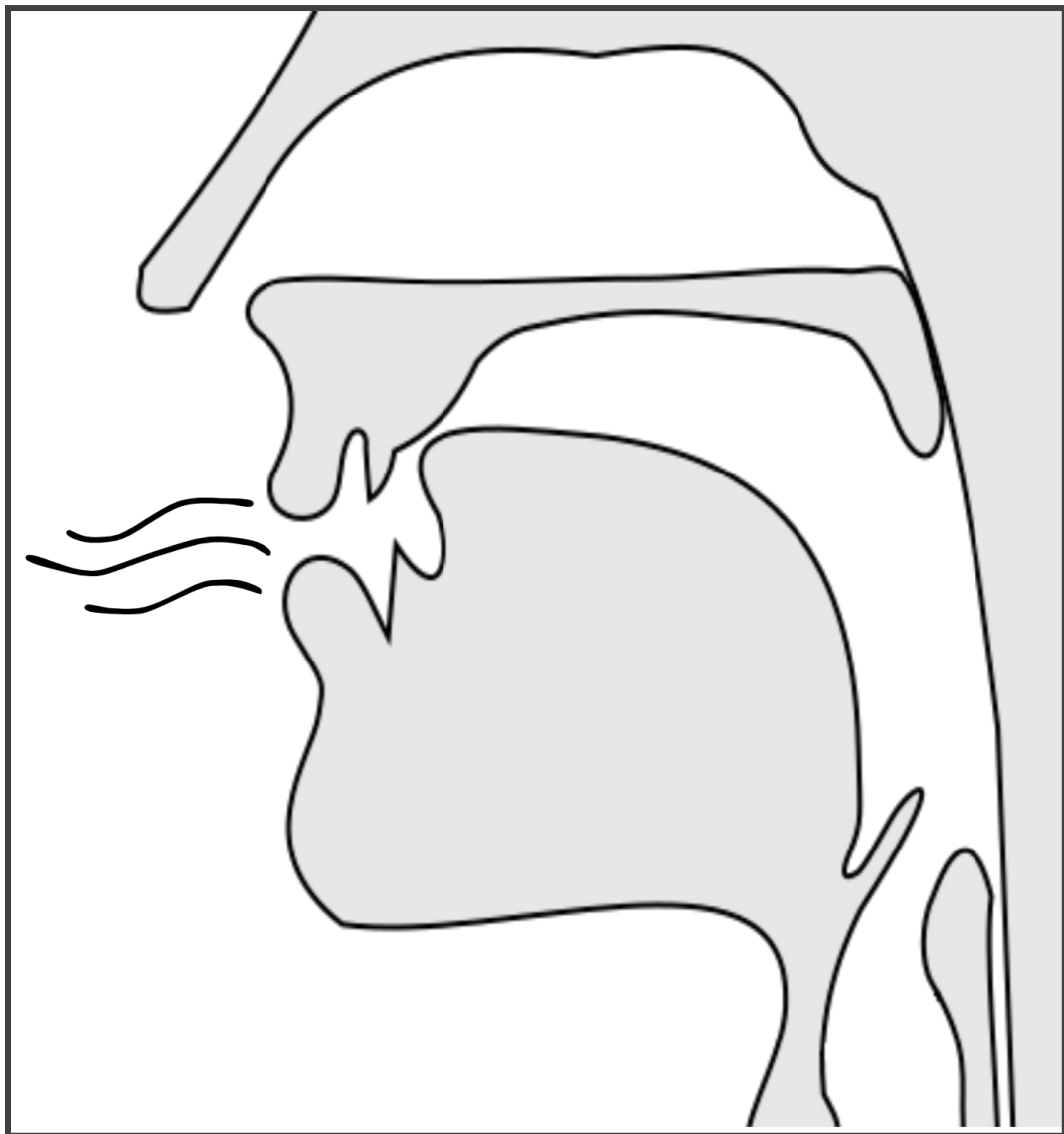
* see Answer Key page 97

Z3

How do you make the sound?



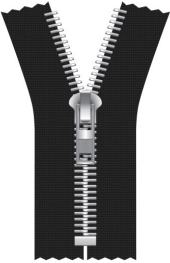



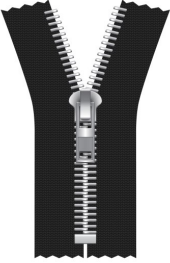







Colour the  teeth,  air, and  throat.



Z⁴

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.  	 
2.  	 
3.  	 

Look in the book



Scan to see the digital story.



1. What words begin with the sound w?

Initial Sounds

Where am I?



Literacy Centre of Expertise
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I see a kid.

a laptop.

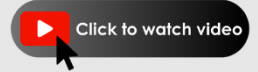
grocery store.

see a

	kid
	box
	egg
	pen
	bag

j¹

What sound do you hear?

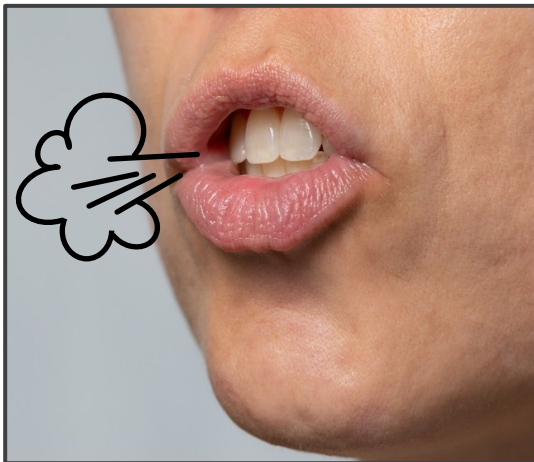


j...j...j...



j²

How does the sound feel?



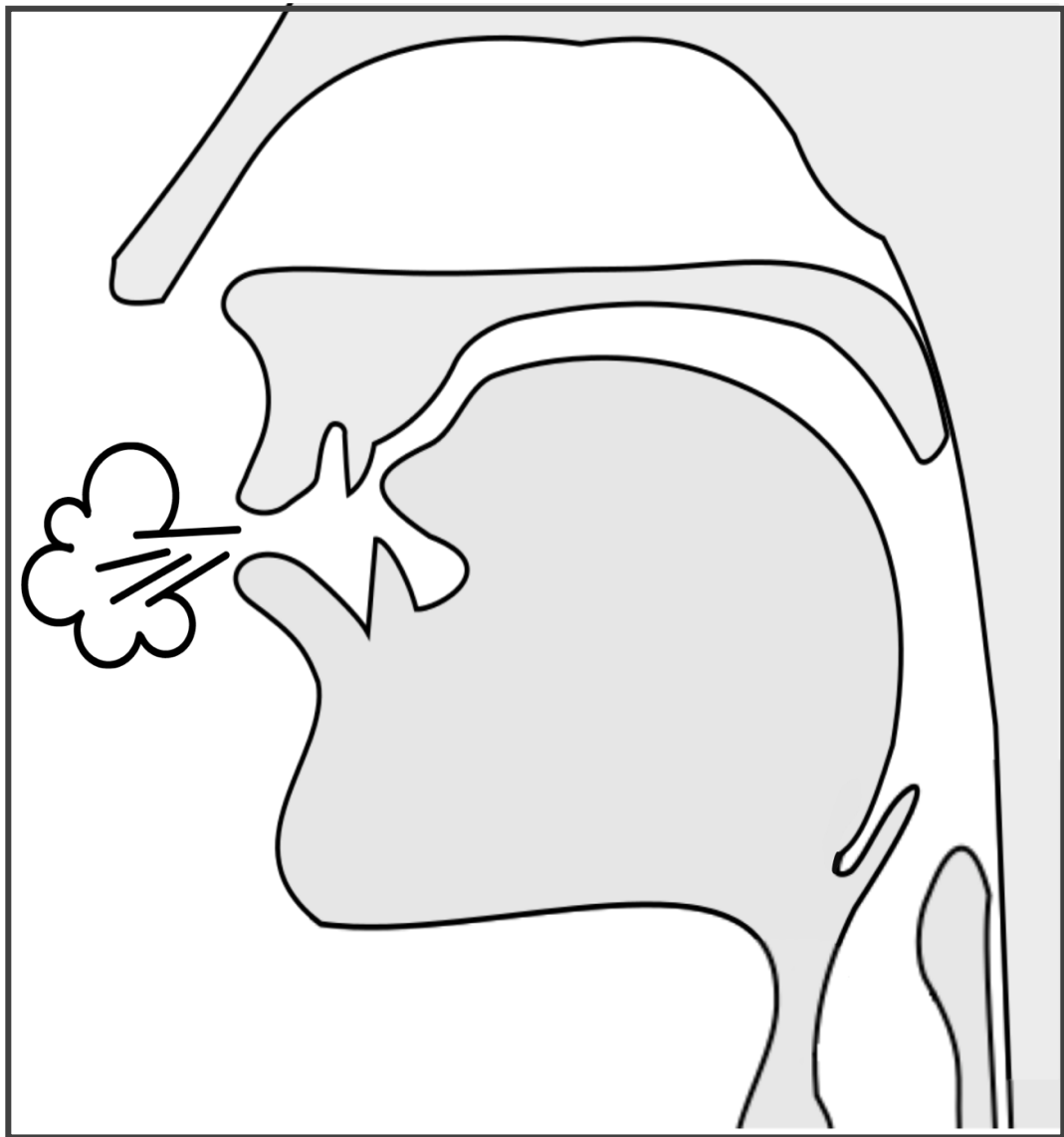
* see Answer Key page 97

j3

How do you make the sound?



Colour the  lips,  teeth,  air, and 




j⁴

Do the two pictures have the same beginning sound?

i



to your teacher.   if the beginning sounds are the same or  if they are different.

1.



2.



3.



V1

What sound do you hear?



V...V...V...



V2

How does the sound feel?



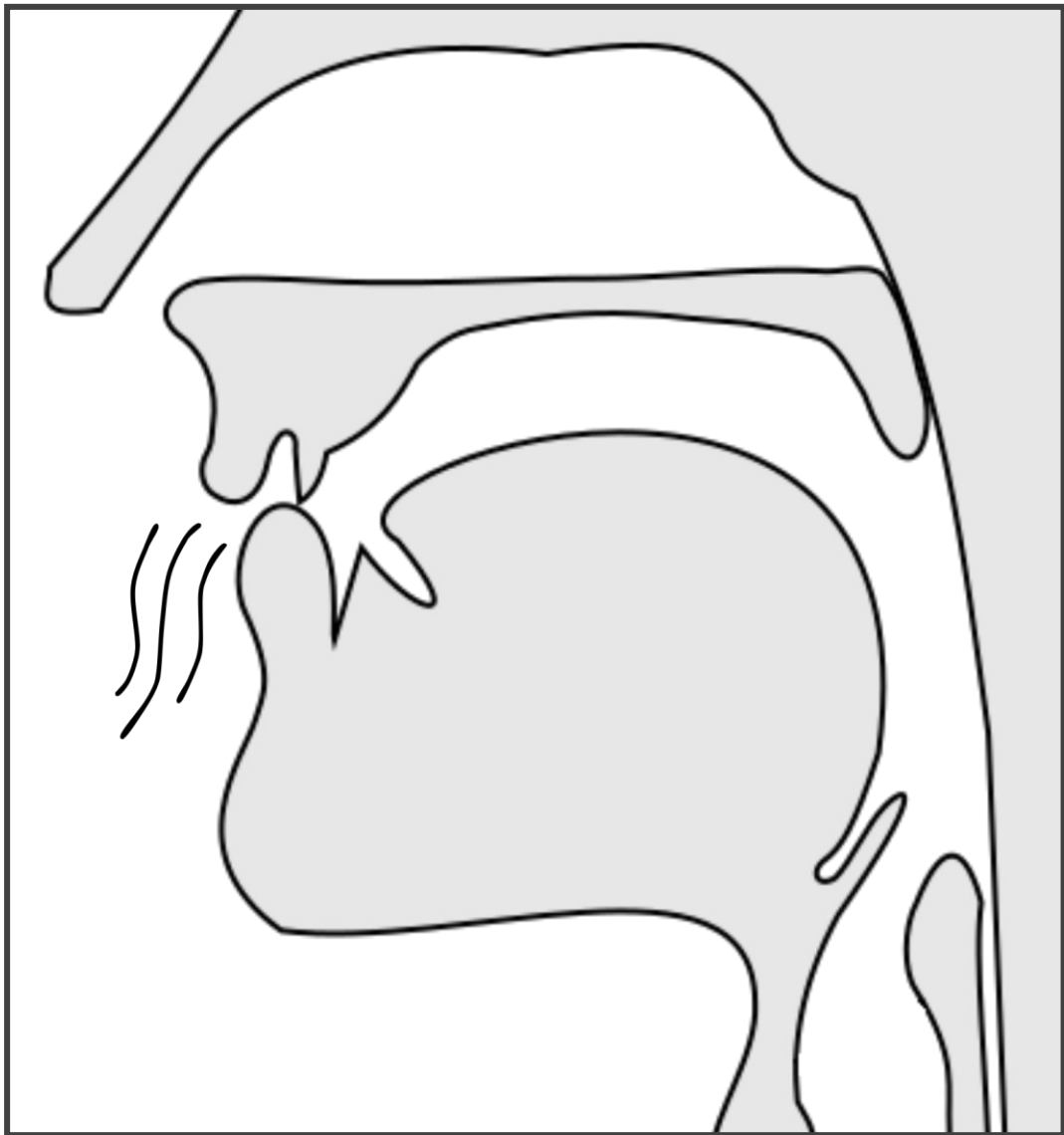
* see Answer Key page 98

V3

How do you make the sound?



Colour the  teeth,  lips,  air, and  throat.



V4

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.



2.



3.



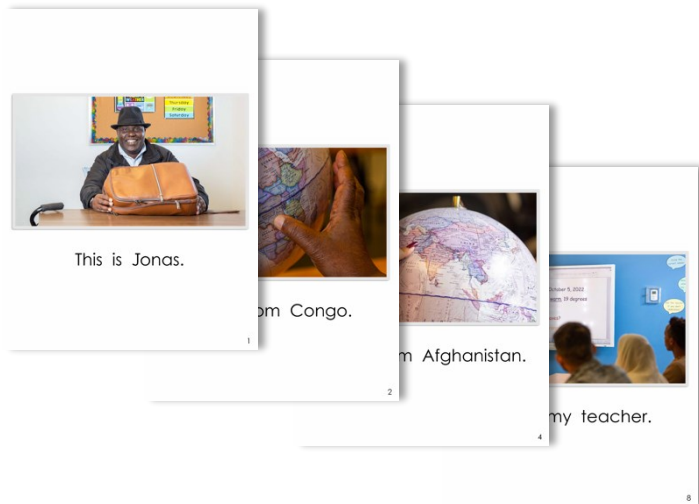
Look in the book



Scan to see the digital story.

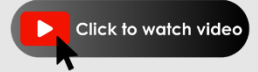


1. What words begin with the sound j?



r¹

What sound do you hear?

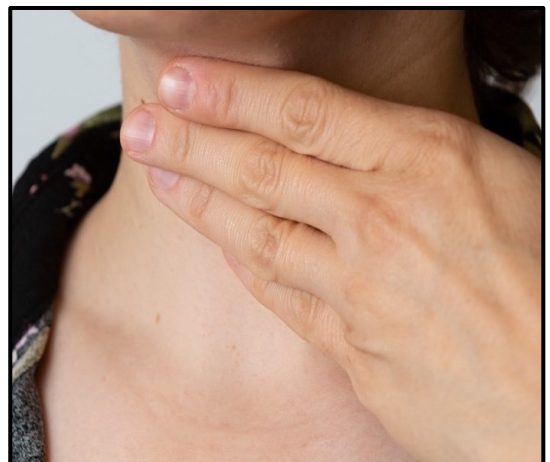
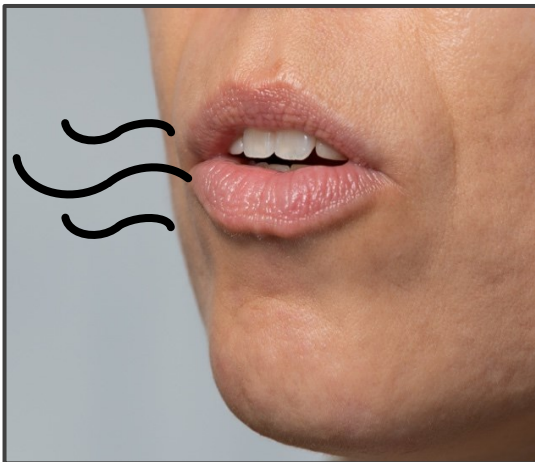


r...r...r...



r²

How does the sound feel?



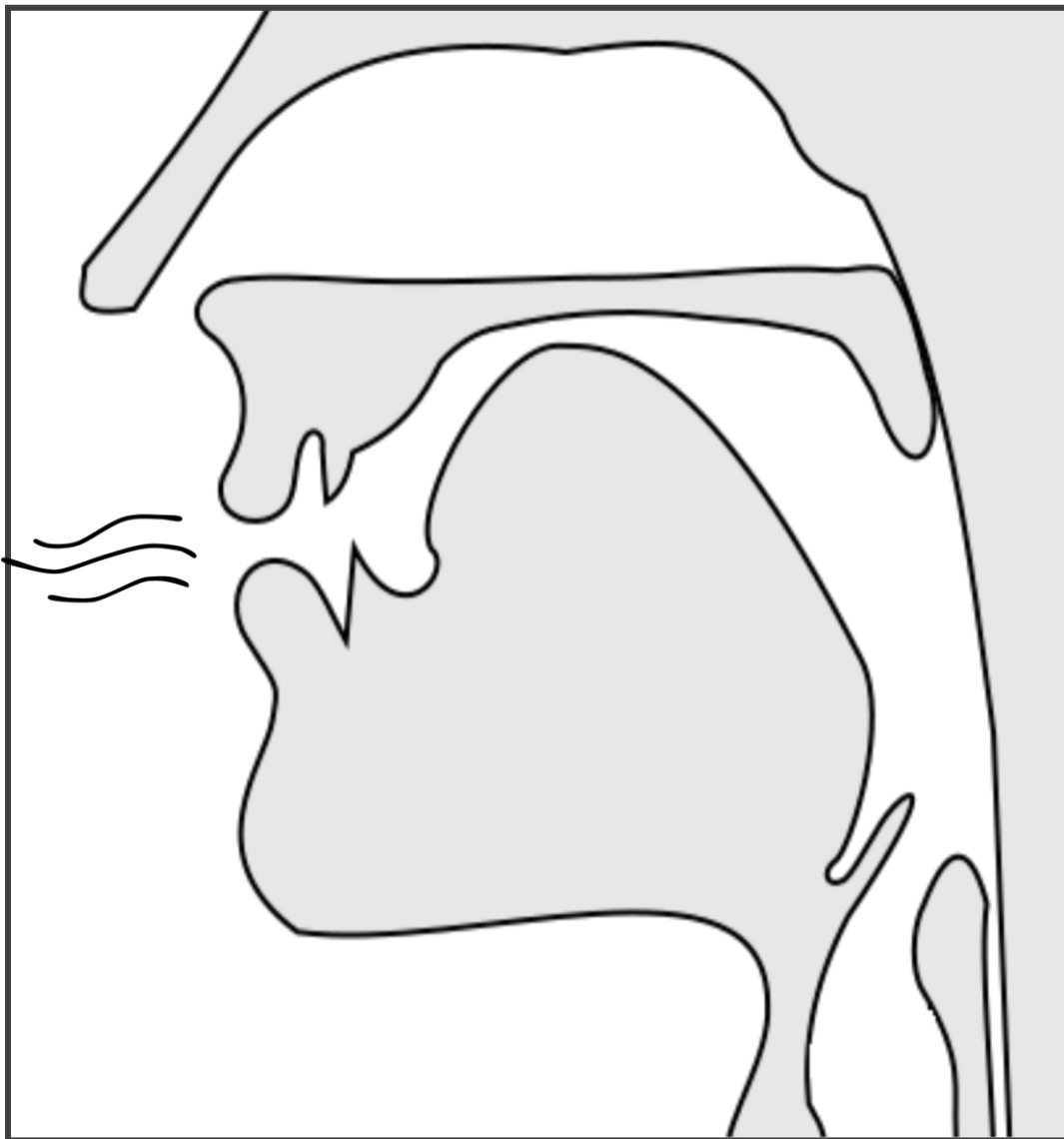
* see Answer Key page 98

r3

How do you make the sound?



Colour the  tongue,  air, and  throat.

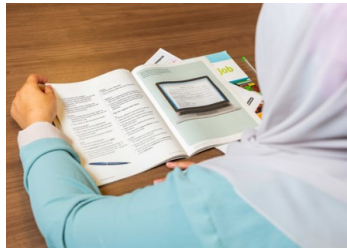


r4

Do the two pictures have the same beginning sound?

i  to your teacher.    if the beginning sounds are the same or  if they are different.

1.





2.



3.



Review

i  out the pictures on page 85.  Glue the pictures in the boxes with the same beginning sound.

z 

j 

w 

r 

v 



* see Answer Key page 99



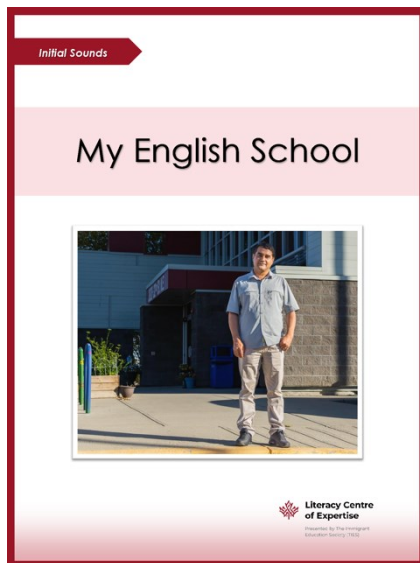
Look in the book



Scan to see the digital story.



1. What words begin with the sound r?





Section 3: Sound Review Activities

1. Sound Review Video



Follow along to review all 18 letter sounds. The sounds are presented in the order they were introduced.

2. Initial Sound Flashcards



Use the initial sound flashcards to match sounds to their printed form. Learners can complete the matching activity as a class, in pairs, or on their own. Once completed, the flashcards can be used as a resource for other review activities.

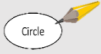
3. How many sounds? Learner Reflection


Instructions:

1. Give learners **page 88** with letters in randomized order.
2. Sit with learners one-on-one. For each letter, ask “what sound does this letter make?”
3. Have learners circle the sounds they can correctly identify then write the total number in the grey box.

This is not a formal assessment. Its purpose is to celebrate progress with your learners and where necessary, establish gaps in learning that require follow-up support.

How many sounds can you make ?



the letter sounds that you know.  the number of sounds in the grey box.

f

m

p

r

s

v

g

k

j

t

h

c

n

l

w

b

d

z

I can make letter sounds.



Section 4: Answer Key

Letter s: pages 13 - 15

s²



How does it feel?

Voice is off.

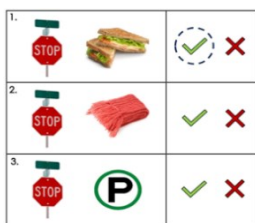
Air is moving.

Lips are open.

Teeth are closed.

No tongue. No nose.

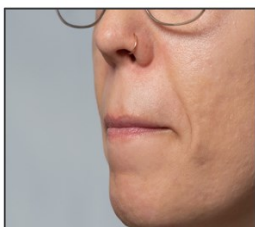
s⁴



- | | |
|------------------|-----|
| 1. stop/sandwich | yes |
| 2. stop/scarf | yes |
| 3. stop/parking | no |

Letter m: pages 16 - 18

m²



How does it feel?

Voice is on.

Air is moving from nose.

Lips are closed.

No tongue. No teeth.

m⁴



- | | |
|---------------|-----|
| 1. mango/mask | yes |
| 2. mango/men | yes |
| 3. mango/stop | no |



Letter f: pages 21 - 23

f²



How does it feel?

Voice is off.

Air is moving.

Teeth are on bottom lip.

No tongue. No nose.

f⁴

1.		✓	✗
2.		✓	✗
3.		✓	✗

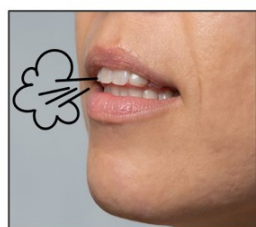
1. fish/farm yes

2. fish/snow no

3. fish/fan yes

Letter d: pages 24 - 26

d²



How does it feel?

Voice is on.

Air stops.

Tongue is at front behind top teeth.

No lips. No nose.

d⁴

1.		✓	✗
2.		✓	✗
3.		✓	✗

1. door/geese no

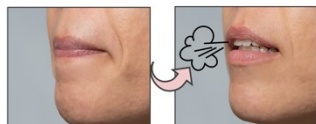
2. door/dogs yes

3. door/donuts no



Letter p: pages 29 - 31

p²



How does it feel?

Voice is off.

Air stops.

Lips start closed. Push lips open.

No teeth. No nose.

p⁴






1.	 	✓	✗
2.	 	✓	✗
3.	 	✓	✗

1. pencil/park **yes**

2. pencil/pot **yes**

3. pencil/school **no**

Review: pages 32 -33

d 	s 	f 
p 	m 	

1. farms

2. pull

3. school

4. men

5. Mountains

6. provinces

7. donuts

8. snow

9. parking

10. maple (leaves)

s: snow, school

m: mountains, men, maple (leaves)

f: farms

p: pull, provinces, parking

d: donuts



Letter k: pages 35 - 37

k²



How does it feel?

Voice is off.

Air stops.

Tongue is at back.

No lips. No teeth. No nose.

k⁴

1.		✓	✗
2.		✓	✗
3.		✓	✗

1. keys/kiwis yes

2. keys/play no

3. keys/dance no

Letter c: pages 38 - 40

c²



How does it feel?

Voice is off.

Air stops.

Tongue is at back.

No lips. No teeth. No nose.

c⁴

1.		✓	✗
2.		✓	✗
3.		✓	✗

1. cook/Canada yes

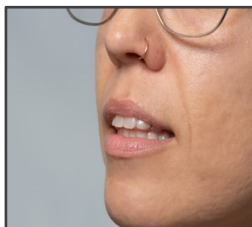
2. cook/fold no

3. cook/cook yes



Letter n: pages 42 - 44

n²



How does it feel?

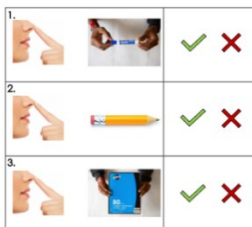
Voice is on.

Air is moving from nose.

Tongue is at front.

No lips. No tongue.

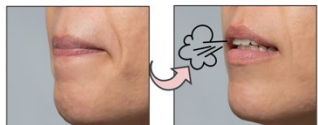
n⁴



- | | |
|------------------|-----|
| 1. nose/marker | no |
| 2. nose/pencil | no |
| 3. nose/notebook | yes |

Letter b: pages 45 - 47

b²



How does it feel?

Voice is on.

Air stops.

Lips start closed. Push lips open.

No teeth. No nose.

b⁴



- | | |
|---------------|-----|
| 1. bus/baby | yes |
| 2. bus/bag | yes |
| 3. bus/pencil | no |



Letter h: pages 50 - 52

h²



How does it feel?

Voice is off.

Air is moving from throat (or stomach).

Lips are open.

Tongue is at the back.

No nose.

h⁴



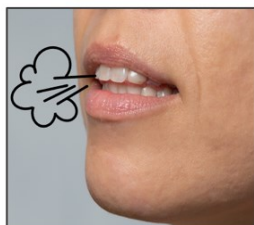
1. hand/hot yes

2. hand/sick no

3. hand/happy yes

Letter t: pages 53- 55

t²



How does it feel?

Voice is off.

Air stops.

Tongue is at front behind top teeth.

No lips. No nose.

t⁴



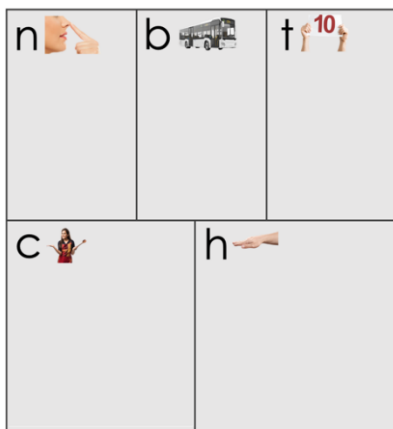
1. ten/tired yes

2. ten/mad no

3. ten/tomatoes yes



Review pages 56 - 57



- | | | |
|-----------|-----------|-------------|
| 1. hungry | 2. text | 3. bag |
| 4. happy | 5. cook | 6. notebook |
| 7. hot | 8. Canada | 9. bus |
| 10. tired | | |

n: notebook

b: bag, bus

h: hungry, happy, hot,

c: cook, Canada

t: tired, text

Letter g: pages 59 - 61

g²



How does it feel?

Voice is on.

Air stops.

Tongue is at back.

No lips. No nose.

g⁴



1. garden/grapes **yes**

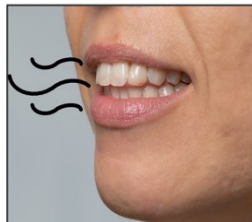
2. garden/nose **no**

3. garden/geese **yes**



Letter l: pages 62 - 64

|2



How does it feel?

Voice is on.

Air is moving

Tongue is at behind top teeth .

No lips. No nose.

|4

1.			✓	✗
2.			✓	✗
3.			✓	✗

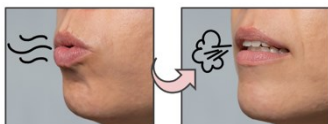
1. lemon/lake yes

2. lemon/laptop yes

3. lemon/letter yes

Letter w: pages 67 - 69

W2



How does it feel?







Voice is on.

Air stops.

Lips start round. Push lips open.

No teeth. No nose.

W4

1.			✓	✗
2.			✓	✗
3.			✓	✗

1. watch/women yes

2. watch/dog no

3. watch/water yes



Letter z: pages 70 - 72

z²



How does it feel?

Voice is on.

Air is moving.

Lips are open.

Teeth are closed.

No tongue. No nose.

z⁴

1.			✓	✗
2.			✓	✗
3.			✓	✗

1. zipper/ten no
2. zipper/zucchini yes
3. zipper/garden no

Letter j: pages 74 - 76

j²



How does it feel?

Voice is on.

Air stops.

Lips are round.

Teeth are closed. Tongue is behind teeth.

No nose.

j⁴

1.			✓	✗
2.			✓	✗
3.			✓	✗

1. jar/jacket yes
2. jar/jam yes
3. jar/Patricia no



Letter v: pages 77 - 79

v²



How does it feel?

Voice is on.

Air is moving.

Teeth are on bottom lip.

No tongue. No nose.

v⁴

1.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1. van/vacuum yes

2. van/watch no

3. van/fish no

Letter r: pages 81 - 83

r²



How does it feel?

Voice is on.

Air is moving

Tongue is in middle.

Lips are open.

No teeth. No nose.

r⁴

1.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1. ring/read yes

2. ring/letters no

3. ring/recycle yes



Review pages 84 – 85

z 	j 	w 
r 	v 	

1. jam

2. women

3. vacuum

4. vest

5. read

6. jacket

7. zebra

8. water

9. recycle

10. zucchini

w: women, water

z: zucchini, zebra

j: jam, jacket

r: read, recycle

v: vest, vacuum

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

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