



Kindergarten Phonics Lessons Guide

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Overview

Our kindergarten teacher-led lesson plans are designed to align seamlessly with any core curriculum, focusing on foundational literacy skills. Each lesson includes a detailed script for teachers, offering step-by-step guidance, formative feedback to address student misconceptions, and materials needed for implementation. While primarily intended for kindergarten classrooms, these lessons are versatile and can also be used for intervention in later kindergarten, first grade, or beyond.

The lessons are categorized into the following types:



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- **Consonants:** Students learn the letter name, its corresponding sound, and how to form the letter.
- **Short Vowels:** Students are introduced to the vowel name, its short sound, and how to form the letter.
- **Digraphs:** These lessons focus on teaching digraph graphemes (two letters representing one sound) and their corresponding phonemes. Students also practice identifying digraphs in words.
- **Word Families:** Covering VC (vowel-consonant) word families, these lessons help students learn the letter-sound correspondences for the word family and practice identifying and reading CVC words within that family.
- **Regular and Irregular High Frequency Words:** These high-utility words are taught individually. Students learn the letter-sound correspondences with particular emphasis on any irregularities in the words.

How to Use These Lessons in Your Classroom

Our lesson plans are designed to supplement your core curriculum, providing targeted support for foundational skills. They can be used flexibly to reinforce concepts when students, whether individually or as a group, need additional instruction and practice. Each lesson is written in several segments that can be taught all together or separately, making it easy for teachers to instruct on particular skills, if needed. The lessons provide teachers with the necessary instructional resources: Letter and Digraph Cards (found below) and picture cards, handwriting pages, and word boxes (found in each individual lesson plan).

Each lesson aligns directly with Lalilo's online program, offering one-to-one support that allows students to transition seamlessly between guided instruction and independent practice. This integration ensures that the instruction is reinforced through practice, and teachers can access data from the online program to monitor student progress and identify areas needing further support.



Kindergarten Scope and Sequence

The scope and sequence of these lessons is designed to systematically build foundational literacy skills, progressing from basic letter sounds to more complex phonics concepts. Each lesson provides opportunities for practice and mastery with flexibility for whole-class instruction, small group interventions, or individualized support. To view samples and accompanying resources, click the underlined lesson titles, or any ★ symbol to view teacher led lesson plans or student led instruction activities.

Color Key

Phonics	Phonology	High Frequency Words	Vocabulary	Word Families	Decodables, Fluency, & Independent Reading	Listening Comprehension	Grammar & Conventions
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#		Lesson Name	Where to Find it	Teacher Led Instruction	Student Led Instruction
1		Training Lesson	Training Lesson		
2		letter "m"	Consonants-1	★	
3		letter "t"	Consonants-1	★	
4		short "a"	Short Vowels	★	
5		letter "s"	Consonants-1	★	
6		Letter Review 1: MSTA	Consonants-1	★	
7		Sight and High-Frequency Word: at	Sight and High-Frequency Words-1	★	
8		letter "f"	Consonants-1	★	
9		letter "d"	Consonants-1	★	
10		Short a Blending	Short Vowels	★	
11		Short a Word Book	Fluency		
12		Sight and High-Frequency Word: am	Sight and High-Frequency Words-1	★	
13		On My Way to Kindergarten	Grade K Listening Comprehension		
14		short "i"	Short Vowels	★	
15		letter "r"	Consonants-1	★	
16		Letter Review 2: FDR1	Consonants-1	★	
17		Short i Blending	Short Vowels	★	
18		Short i Word Book	Fluency		
19		Sight and High-Frequency Word: it	Sight and High-Frequency Words-1	★	
20		See, Hear, Smell, Taste, Touch	Grade K Listening Comprehension		
21		hard "c"	Consonants-1	★	
22		letter "b"	Consonants-1	★	
23		Sounds and Words	Phonology-K		★
24		hard "g"	Consonants-1	★	
25		Cat! Short a & Short i Decodable	Fluency		



26		short "o"	Short Vowels	★	
27		Letter Review 3: CBGO	Consonants-1	★	
28		Short o Blending	Short Vowels	★	
29		Counting Words	Phonology-K		★
30		One Blue Crayon	Grade K Listening Comprehension		
31		letter "n"	Consonants-1	★	
32		letter "l"	Consonants-1	★	
33		letter "p"	Consonants-1	★	
34		Short o Word Book	Fluency		
35		Distinguishing Similar Words	Phonology-K		★
36		short "u"	Short Vowels	★	
37		Letter Review 4: NLPU	Consonants-1	★	
38		Sight and High-Frequency Word: an	Sight and High-Frequency Words-1	★	
39		Compound Words	Phonology-K		★
40		Sight and High-Frequency Word: in	Sight and High-Frequency Words-1	★	
41		Harvest Time	Grade K Listening Comprehension		
42		letter "h"	Consonants-2	★	
43		Sight and High-Frequency Word: up	Sight and High-Frequency Words-1	★	
44		letter "k"	Consonants-2	★	
45		letter "w"	Consonants-2	★	
46		Sight and High-Frequency Word: on	Sight and High-Frequency Words-1	★	
47		letter "j"	Consonants-2	★	
48		Letter Review 5: HKWJ	Consonants-2	★	
49		Short u Blending	Short Vowels	★	
50		Short u Word Book	Fluency		
51		Distinguishing Letters and Words	Print Concepts		
52		Hog and Pug: Short o & Short u Decodable	Fluency		
53		short "e"	Short Vowels	★	
54		letter "v"	Consonants-2	★	
55		Directionality of Print	Print Concepts		
56		letter "z"	Consonants-2	★	
57		Sight and High-Frequency Word: can	Sight and High-Frequency Words-1	★	
58		What is Climate Change?	Grade K Listening Comprehension		
59		letter "y"	Consonants-2	★	
60		letter "x"	Consonants-2	★	
61		Sight and High-Frequency Word: and	Sight and High-Frequency Words-1	★	
62		letter "q"	Consonants-2	★	
63		Letter Review 6: EVZYXQ	Consonants-2	★	
64		Short e Blending	Short Vowels	★	★



65		Short e Word Book	Fluency		
66		Sight and High-Frequency Word: the	Sight and High-Frequency Words-1	★	
67		Ten Men: Short "e" Decodable	Fluency		
68		Word Family: -at	Word Families-1	★	★
69		What Do I See?	Grade K Decodable Text		
70		Sight and High-Frequency Word: I	Sight and High-Frequency Words-1	★	
71		Word Family: -am	Word Families-1	★	★
72		Sam and Jan: "am" Decodable	Fluency		
73		Sight and High-Frequency Word: a	Sight and High-Frequency Words-1	★	
74		Pat and Nat and the Pup: Short Vowels Decodable	Fluency		
75		How to Plant a Seed	Grade K Listening Comprehension		
76		Word Family: -it	Word Families-1	★	★
77		Word Family: -ad	Word Families-1	★	★
78		I Can	Grade K Decodable Text		
79		Sight and High-Frequency Word: we	Sight and High-Frequency Words-1	★	
80		Word Family: -ag	Word Families-1	★	★
81		Sight and High-Frequency Word: my	Sight and High-Frequency Words-1	★	
82		Word Family: -ot	Word Families-1	★	★
83		Sight and High-Frequency Word: go	Sight and High-Frequency Words-2	★	
84		We Can Go	Grade K Decodable Text		
85		Count and Blend Syllables	Phonology-K		★
86		Sight and High-Frequency Word: is	Sight and High-Frequency Words-2	★	
87		Capitalization of word: I	Capitalization & Punctuation-K		★
88		Colors	Grade K Decodable Text		
89		Onsets and Rimes	Phonology-K		★
90		Sight and High-Frequency Word: see	Sight and High-Frequency Words-2	★	
91		Word Family: -op	Word Families-1	★	★
92		The Story of a Seed	Grade K Listening Comprehension		
93		Sight and High-Frequency Word: like	Sight and High-Frequency Words-2	★	
94		Capitalization-Beginning of Sentence	Capitalization & Punctuation-K		★
95		In the Sky	Grade K Decodable Text		
96		Word Family: -ip	Word Families-1	★	★
97		Hearing Rhymes	Phonology-K		★
98		Sight and High-Frequency Word: me	Sight and High-Frequency Words-2	★	
99		Punctuation (.)	Capitalization & Punctuation-K		
100		I Like Me	Grade K Decodable Text		



101		Word Family: -ug	Word Families-2	★	★
102		A Cool Treat	Grade K Listening Comprehension		
103		Sight and High-Frequency Word: to	Sight and High-Frequency Words-2	★	
104		Punctuation (?)	Capitalization & Punctuation-K		
105		Mom and I	Grade K Decodable Text		
106		Word Family: -ut	Word Families-2	★	★
107		Punctuation (!)	Capitalization & Punctuation-K		
108		My Pet	Grade K Decodable Text		
109		Word Family: -et	Word Families-2	★	★
110		Who Am Eye?	Grade K Listening Comprehension		
111		Categories - Kinder	Categories		★
112		Sight and High-Frequency Word: you	Sight and High-Frequency Words-2	★	
113		Capitalization Review	Capitalization & Punctuation-K		★
114		I Can Do It	Grade K Decodable Text		
115		Word Family: -ed	Word Families-2	★	★
116		Making Rhymes	Phonology-K		★
117		Cars	Grade K Decodable Text		
118		Word Family: -ap	Word Families-2	★	★
119		Sight and High-Frequency Word: he	Sight and High-Frequency Words-2	★	
120		Punctuation Review	Capitalization & Punctuation-K		
121		Let's Get Ready	Grade K Decodable Text		
122		Up in the Sky	Grade K Decodable Text		
123		Shades of Meaning K	Synonyms & Antonyms		★
124		Word Family: -an	Word Families-2	★	★
125		Sight and High-Frequency Word: for	Sight and High-Frequency Words-2	★	
126		The Mud Pit	Grade K Listening Comprehension		
127		Nouns	Parts of Speech-K		★
128		For You	Grade K Decodable Text		
129		Beginning Sounds	Phonology-K		★
130		Consonant Digraph "sh"	Digraphs	★	
131		The Shim Sham Man: Digraph "sh" Decodable	Fluency		
132		Sight and High-Frequency Word: no	Sight and High-Frequency Words-2	★	
133		Word Family: -in	Word Families-3	★	★
134		Let's Put on a Play!	Grade K Listening Comprehension		
135		Consonant Digraph "ch"	Digraphs	★	
136		The Chill Chimp: Digraph "ch" Decodable	Fluency		
137		Sight and High-Frequency Word: has	Sight and High-Frequency Words-3	★	
138		Verbs	Parts of Speech-K		★
139		Consonant Digraph "th" (Voiceless)	Digraphs	★	



140		Sight and High-Frequency Word: do	Sight and High-Frequency Words-3	★	
141		Sight and High-Frequency Word: come	Sight and High-Frequency Words-3	★	
142		Sight and High-Frequency Word: are	Sight and High-Frequency Words-3	★	
143		Antonyms - K	Synonyms & Antonyms		★
144		Word Family: -ig	Word Families-3	★	★
145		Consonant Digraph "th" (Voiced)	Digraphs	★	
146		A Bath of Broth: Digraph "th" Decodable	Fluency		
147		Sight and High-Frequency Word: have	Sight and High-Frequency Words-3	★	
148		Nouns and Verbs	Parts of Speech-K		★
149		Plenty of Pumpkins	Grade K Listening Comprehension		
150		Ending Sounds	Phonology-K		★
151		Consonant Digraph "wh"	Digraphs	★	
152		What's Up with Pat? Digraph "wh" Decodable	Fluency		
153		Word Family: -un	Word Families-3	★	★
154		Sight and High-Frequency Word: so	Sight and High-Frequency Words-3	★	
155		Be an Earth Champion!	Grade K Listening Comprehension		
156		Consonant Digraph "ph"	Digraphs	★	
157		Simple Plurals	Parts of Speech-K		★
158		Consonant Digraph "ck"	Digraphs	★	
159		No Luck with Socks: Digraph ck Decodable	Fluency		
160		Animal Ears	Grade K Decodable Text		
161		Homonyms - K	Multiple Meaning Words		★
162		Word Family: -og	Word Families-3	★	★
163		Consonant Digraph "ng"	Digraphs	★	
164		I Can Sing: ang & ing Decodable	Fluency		
165		Ask Miss Wong: ong & ung decodable	Fluency		
166		Homophones – K	Multiple Meaning Words		★
167		Prepositions (Kinder)	Parts of Speech-K		★
168		Which Bin Do I Put It In?	Grade K Listening Comprehension		



Supporting Emergent Bilingual Students

To effectively teach Emergent Bilingual students, you can apply these **Universal Design for Learning (UDL)** principles to ensure your instruction is accessible, engaging, and celebrates the rich cultural and linguistic assets of your students. It might also be helpful to do a quick formative assessment to determine which letter-sound correspondences your students may already know and if they are able to decode simple words in their home language. If they already know letter-sound correspondence and can decode, you can use this instructional time to emphasize building vocabulary for those students with the words in each lesson and also emphasize any letter-sound correspondences that differ or do not exist in their home language.

You can see a guide for supporting Spanish-speaking students within each lesson plan.

- **Visual Supports:** Use clear visuals like the **letter cards** and **picture cards** provided to connect letters and sounds. Emergent Bilingual students may benefit from seeing objects labeled in both languages (e.g., *mapa* and *map*). When available, use real objects or point out objects in the classroom that begin with the target letter or sound in English and other common languages in your classroom.
- **Bilingual Labeling:** Offer **bilingual instruction** where possible. For example, when introducing the target sound, mention if it is similar to the sound the letter makes in the students' home language (ex: Mm makes the same sound in Spanish and English). For Spanish speakers, we provide a list of Spanish words in each lesson where applicable. When asking students to identify words with the target sound, use familiar words from their native language (e.g., *mesa*, *mamá*) alongside English words (*moon*, *mug*). Allow students to **respond in either language** or mix languages when they identify the target sound. By acknowledging target sounds that are the same in both languages, students can use both languages to reinforce their understanding of the sound and its corresponding grapheme, making it easier for Emergent Bilingual students to connect what they already know in their home language to new English words.
- **Vocabulary Bridges:** Introduce words that are cognates between the students' home language and English, such as *minuto* (minute) or *madre* (mother), to reinforce their understanding of the grapheme and sound. You can find Spanish-English cognates in the Spanish word list in each lesson as applicable. When appropriate, highlight differences between the cognates in each language. This facilitates cross-linguistic connections and metalinguistic skills and helps students think deeply about language.
- **Modeling and Gestures:** Gestures and physical cues help bridge language barriers. Be sure to use the Total Physical Response (TPR) motion indicated in the lesson plan to reinforce the phoneme and explicitly model how to form the letter through step-by-step demonstrations.
- **Words in Context:** As students practice decoding new words, help them understand the meaning by using the words in sentences. (ex: if students decode the word *shed*, say *A shed is where you keep your tools.*). Invite students to make their own sentences with the words and say them in both English and their home language.



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- **Choral Responses:** Use group repetition activities and choral response where all students respond together. This strategy allows for both practice and modeling in a low-risk environment and fosters peer collaboration. Give opportunities to repeat the sounds of words in both English and students' home languages.
- **Cultural Connections:** Connect the lesson to familiar cultural contexts. For example, for Spanish speakers, integrate examples like *mango* or *música*. Names are a great way to make connections to letters and sounds. **Highlight students in your class who have the target sound in their names (or the names of family or friends) to engage them with familiar words and sounds.
- **Encourage Peer Collaboration:** Group students into pairs or small groups during the lesson or independent practice, mixing both English only and Emergent Bilingual students. This helps students support one another while practicing language skills.



Total Physical Response (TPR) Strategy

Total Physical Response (TPR) is a teaching approach that combines physical movement with learning to enhance memory and engagement. Our letter lessons include TPR to help students connect letter names and sounds with meaningful actions. By associating physical motions with specific letters, students can activate multiple areas of the brain, making it easier to retain and recall the information.

Why We Use TPR in Letter Lessons

1. **Multisensory Learning:** TPR engages visual, auditory, and kinesthetic learning modalities simultaneously, which supports diverse learners and reinforces learning.
2. **Memory Enhancement:** Associating movements with letters and sounds helps solidify the connection in students' minds, improving recall.
3. **Engagement and Fun:** TPR adds an element of play to learning, keeping young children motivated and actively participating in lessons.
4. **Physical Energy Release:** For young learners, incorporating movement into lessons provides an outlet for physical energy while maintaining focus on the learning objective.

How to Use TPR in Letter Lessons

Each letter lesson includes a suggested TPR motion for teachers to introduce and use as they work through the lesson. These motions are simple, memorable, and designed to align with the shape, sound, or meaning associated with each letter. Below is a list of the TRP motions used in these lessons:

Total Physical Response (TPR): Digraphs

These are suggestions. If you already have a TPR motion you have used with your students, use that motion to be consistent.

Ch is for chair Pump your fist up and down like a choo-choo train.	Ck is for click Move your finger like you are clicking a mouse.	Ng is for ring Make a circle or an o shape like a ring with your hands.	Ph is for phone Hold your hand up to your ear like you are talking on the phone.
Sh is for ship hold your finger to your lips like you are shying "shhh"	Th is for thumb Hold up both thumbs.	Wh is for whale Place your hands together with thumbs touching and wave your hands like a whale fin swimming through the water.	



Total Physical Response (TPR): Consonants & Vowels

Aa is for apple Hold a hand in front of mouth like you are taking a bite out of an apple	Bb is for ball Put your hand out like you are bouncing a ball	Cc is for cat* Pinch thumb & pointer fingers together on both hands to make whiskers.	Dd is for dance Move pointer fingers in the air like you are dancing.	Ee is for elephant Make a sweeping gesture with your pointer finger from your nose outward like you are outlining an elephant trunk.
Ff is for fan Wave your hand like you are fanning your face.	Gg is for go Arms by your body, like you are power-walking	Hh is for hop Put both hands in front of you like a hopping bunny. Make a hopping motion.	Ii is for inside Point both pointer fingers into an imaginary box in front of you,	Jj is for jump Use both hands and twirl at each side of you like you are jumping rope.
Kk is for kitten* Pinch thumb & pointer fingers together on both hands to make whiskers.	Ll is for lion Lick the side of your hand to imitate a lion licking his paw.	Mm is for milkshake Rub your tummy like you are enjoying something yummy.	Nn is for nose Touch your nose.	Oo is for octopus Wiggle your arms like an octopus.
Pp is for popcorn Use both of your hands to "pop" open for a total of 3 times.	Qq is for quack Make a duckbill out of your hand and "quack" 3 times.	Rr is for robot Do a robot dance!	Ss is for snake Hold your hand flat, with your thumb facing up. Make a squiggly wave going away from your body.	Tt is for timer Place both forearms on top of each other, parallel to ground in front of you. The arm on top moves like a clock hand.
Uu is for under Use both hands with palms up and make a motion that shows hands going under.	Vv is for vacuum Push 1 hand like you are pushing a vacuum.	Ww is for wash Hold out hand like you are washing a window with a washcloth	Xx is for x-ray Make an X by crossing your arms and hands.	Yy is for yell Place both hands around your mouth like you are yelling.
Zz is for zipper Make motion with hands that look like you are zipping up a jacket.	*/c/ and /k/ have the same sound and motion.			



Handwriting & Letter Formation

Research highlights that teaching children to form letters starting at the top supports their fine motor development and prepares them for increased writing demands as they grow. Forming letters from the top promotes smoother, more fluid writing, which becomes essential as students tackle longer writing tasks. Make it a priority to address the common habit of students “dragging” their letters upward, gently correcting and reinforcing proper techniques.

For instructional purposes, letter formation will be taught using a framework of top, middle, and bottom lines:

- **Capital letters** always begin at the top line and touch the bottom line.
- **Lowercase letters** begin at either the top or middle line, with all lowercase letters touching the bottom line except for g, j, p, q, and y. These five letters are known as “hanging low.”

Handwriting Practice Pages

Each letter lesson includes an independent practice page to help students form the letter with guidance and support. Printable practice pages for each letter are included within the lesson plans.

Pencil Grip

When entering Pre-K or Kindergarten, students aged 4-5 will often hold crayons or pencils in various ways. By the end of the first few months of Kindergarten, the goal is for students to feel comfortable using a traditional **Tripod Grasp**, where the pencil is held between the thumb, index, and middle fingers. If students struggle to develop this grasp, and it affects their letter formation, consider consulting your school or district’s occupational therapist for guidance and support.

Reversals

Reversals occur when letters are written backward or upside down, which is developmentally appropriate for children aged 4-7. This is especially common with letters that have similar shapes, such as **b, d, p, and q**. To support students, provide a visual ABC chart at their eye level. This gives them a reference point to check their writing and self-correct when needed.



Handwriting Instructions

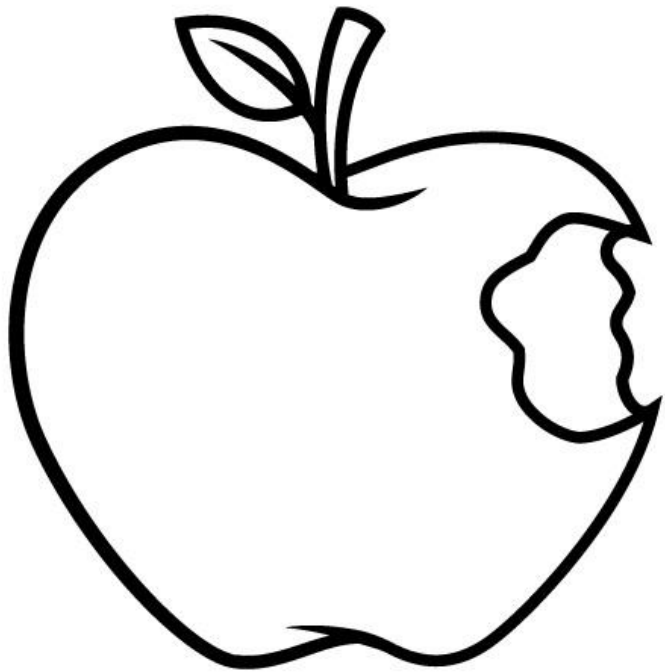
M	Big line down, pick it up. Slide down, slide up. Big line down.	m	Little line down, little arm all the way down, little arm all the way down.	N	Big line down, pick it up. Slide down, slide up.	n	Little line down, little arm, all the way down.
Ss	Curve up and around. curve down and around.			L	Big line down, little line across.	l	Big line down.
Tt	Big line down, pick it up. Little line across.			P	Big line down, pick it up. Little curve.	p	Big line down, hangs low. Little curve.
A	Big slide down, pick it up. Big slide down, pick it up. Little line across.	a	Little curve, pick it up. Little line down.	O	Big circle.	o	Little circle.
F	Big line down, pick it up. Little line across, pick it up. Little line across.	f	Candy cane, pick it up. Little line across.	H	Big line down, pick it up. Big line down, pick it up. Little line across.	h	Big line down, little arm all the way down.
D	Big line down, pick it up. Big curve.	d	Big line down, little curve	W	Big slide down. Up, down, up.	w	Little slide down Up, down, up.
R	Big line down, pick it up. Little curve, slide down.	r	Little line down, little arm.	J	Big line down and curve around.	j	Little line down, curve around, hang low, pick it up. Dot.
E	Big line down, pick it up. 3 little lines across.	e	Little line across, curve up and around.	Uu Big line down, curve around, and big line up.			
C	Big curve.	c	Little curve.	V	Big slide down. Big slide up.	v	Little slide down. Little slide up.
Kk	Big line down, pick it up. Slide in, slide out.			Zz Little line across, slide down, little line across.			
B	Big line down, pick it up. Little curve, little curve.	b	Big line down, pick it up. Little curve	Y	Little slide down, pick it up. Little slide down. Little line down.	y	Little slide down, pick it up. Little slide down and hang low.
G	Big curve. Little line in.	g	Little curve, pick it up. Line down and curve around, hang low.	X	Big slide down, pick it up. Big slide down.	x	Little slide, pick it up. Little slide.
I	Big line down, pick it up. Little line across, pick it up. Little line across.	i	Little line down, pick it up. Dot.	Q	Big circle, little slide.	q	Little curve, pick it up Line down, hang low, little tail.



Letter & Digraph Cards

Each letter and digraph lesson includes references to using letter cards during instruction. Feel free to use any letter or sound-spelling cards you already have, or print the provided cards below for use with each letter and digraph lesson. Posting these cards in the classroom where students can reference them daily is highly beneficial for reinforcing their learning.

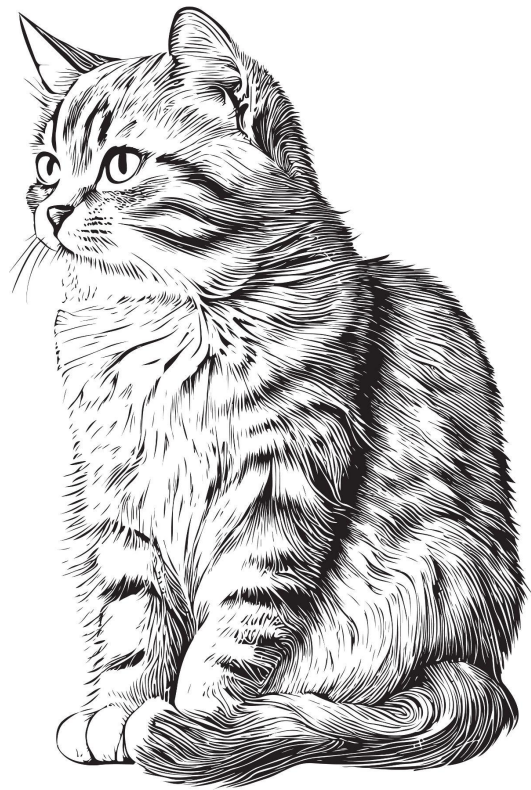
Letter Cards



Ad



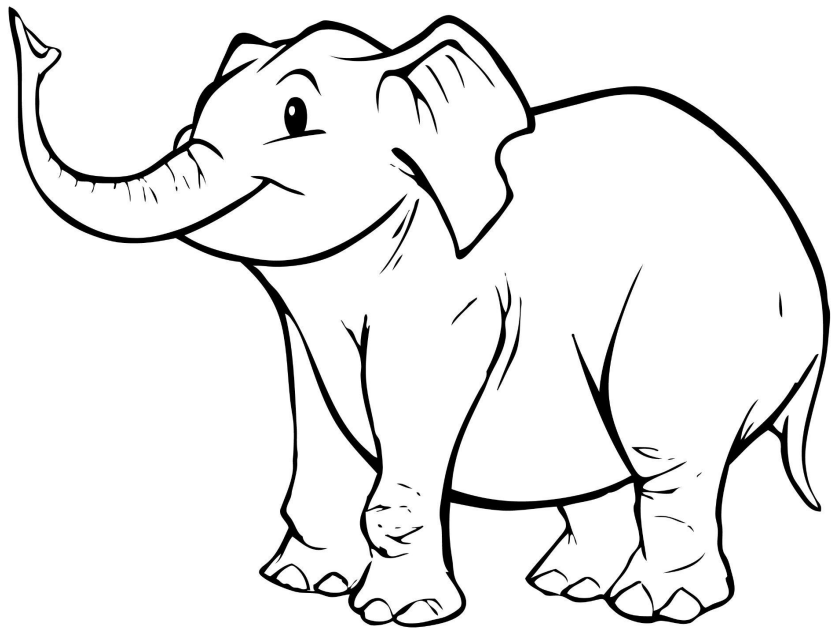
Bb



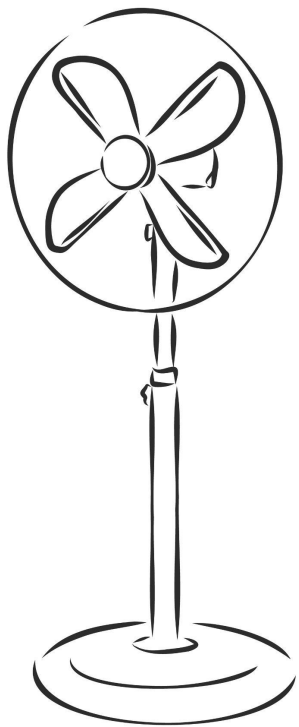
Cc



Dd



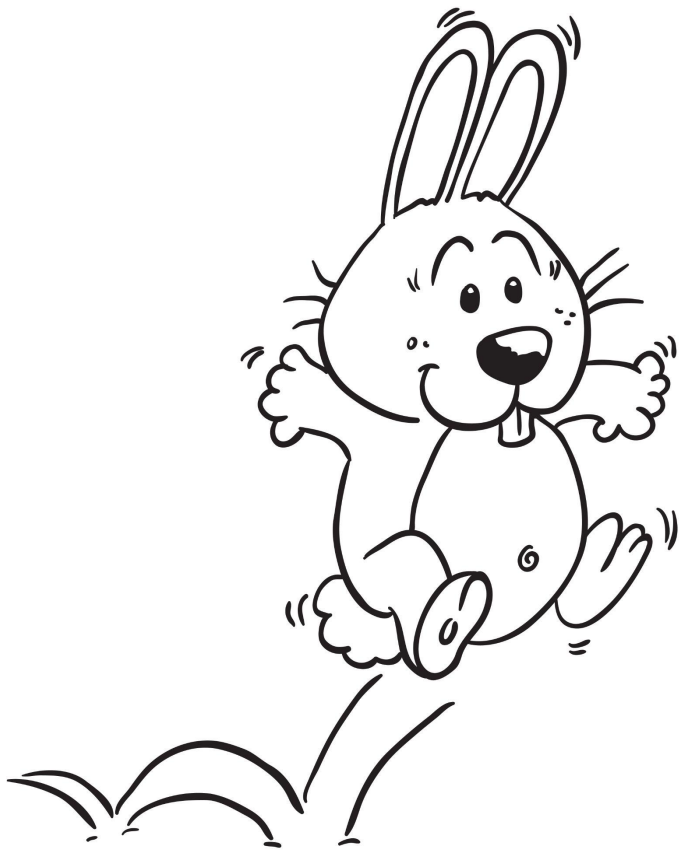
Ee



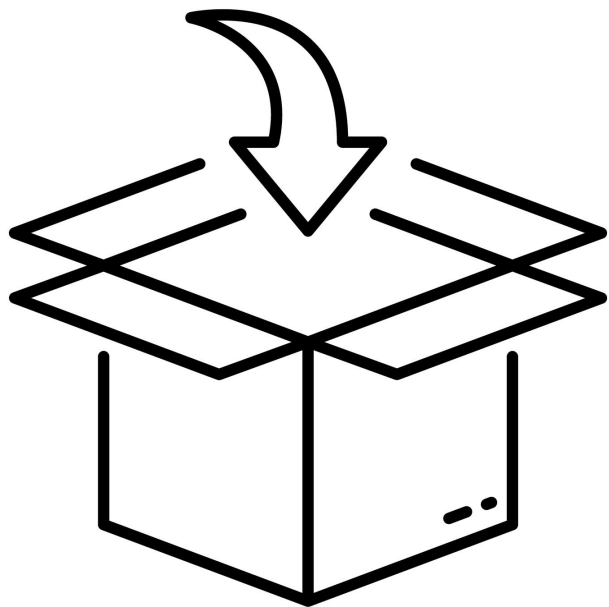
Ff



Gg



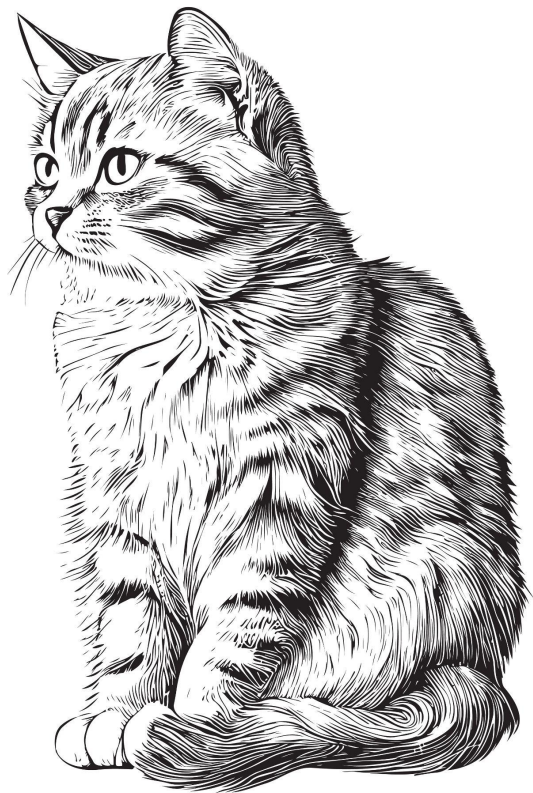
Hh



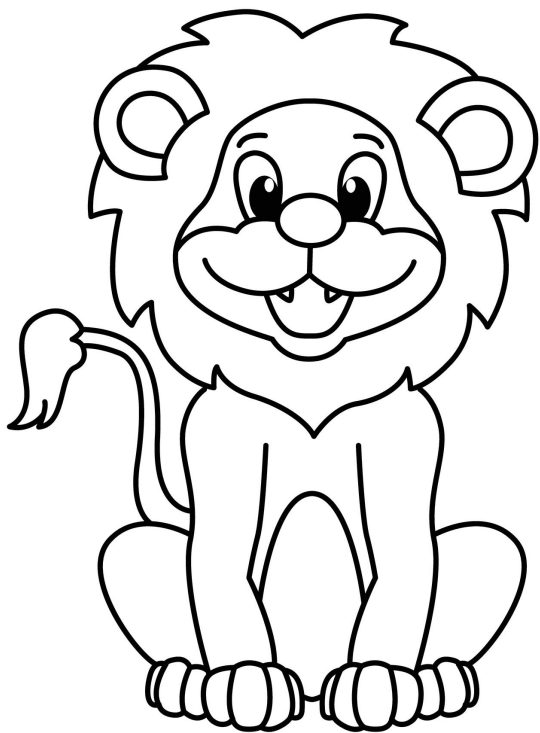
ii



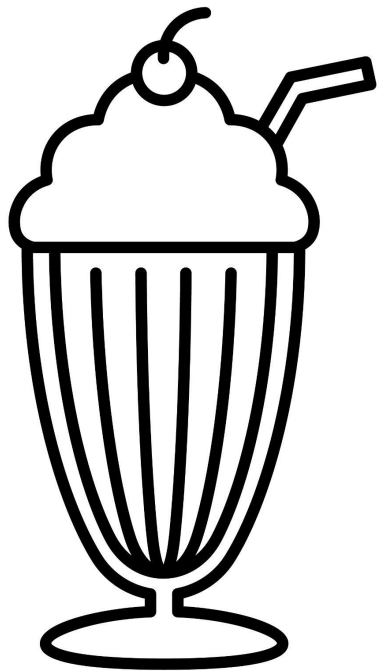
زج



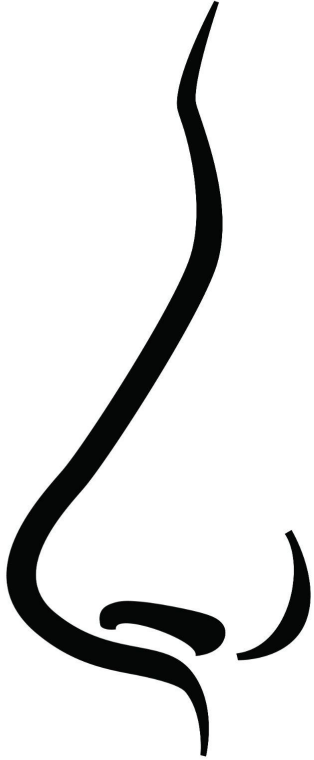
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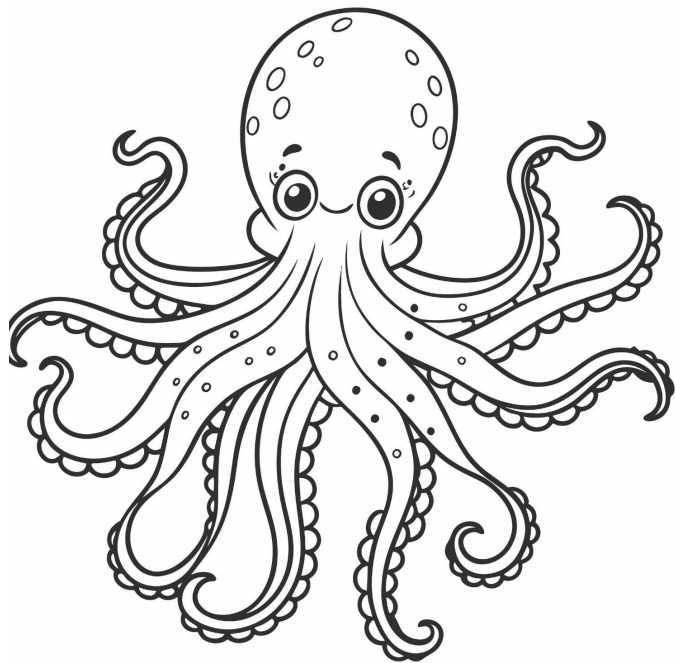
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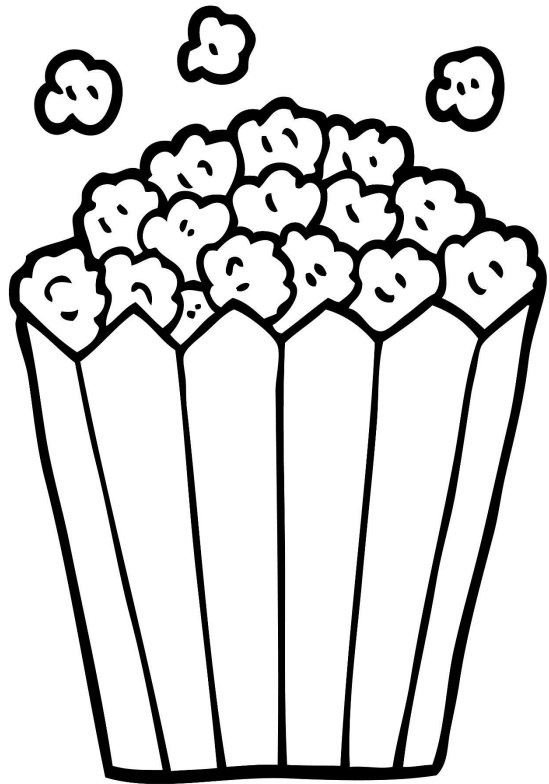


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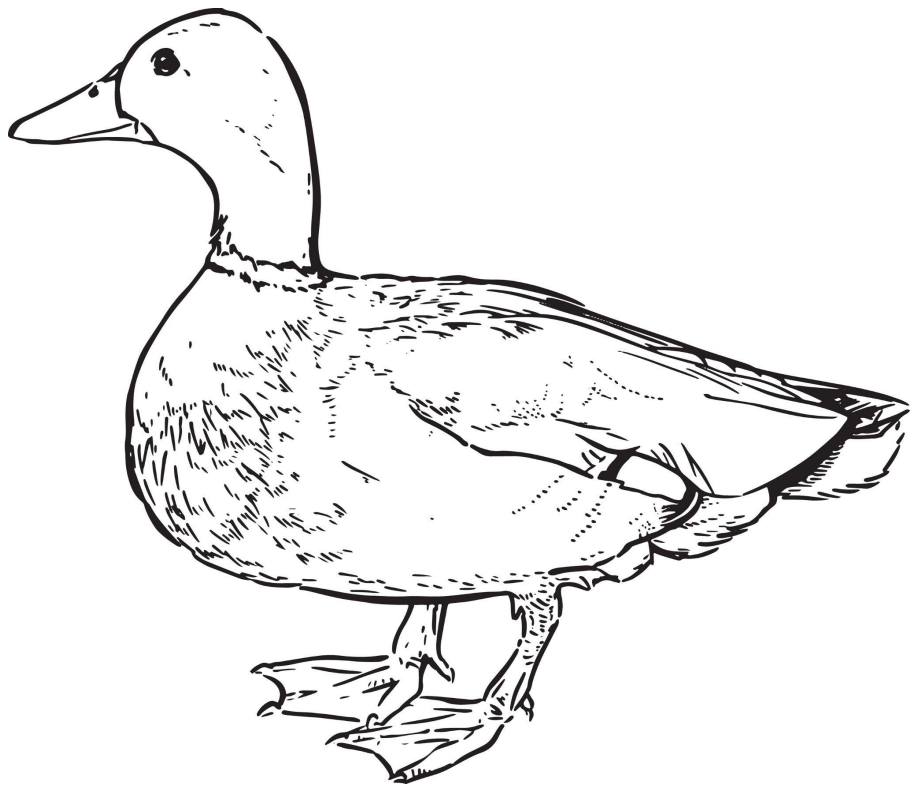


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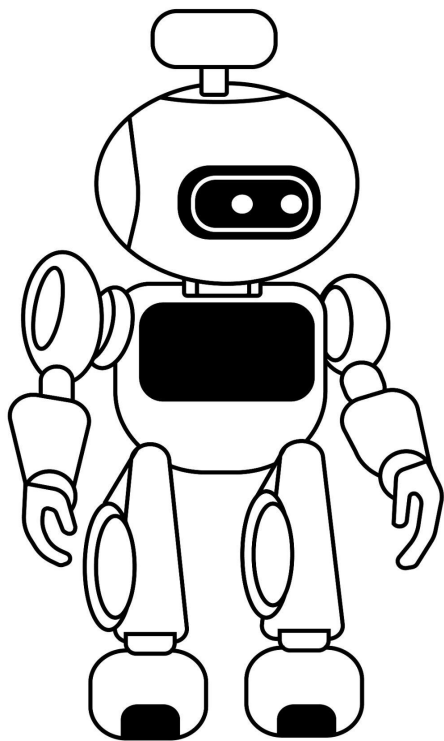




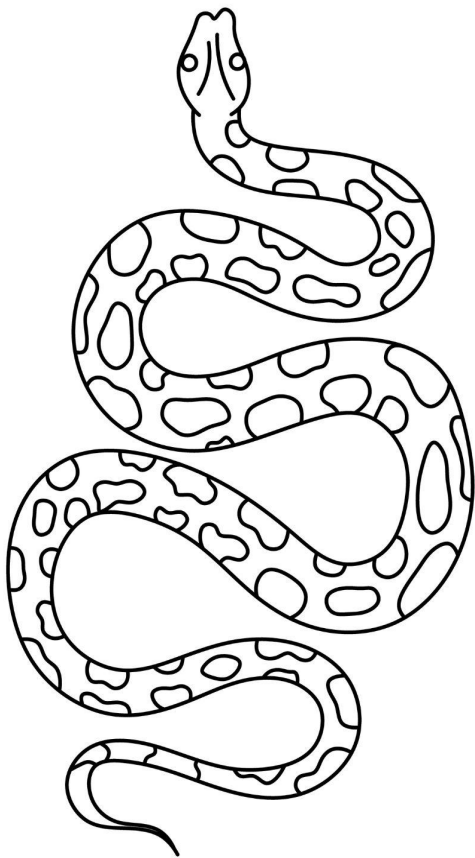
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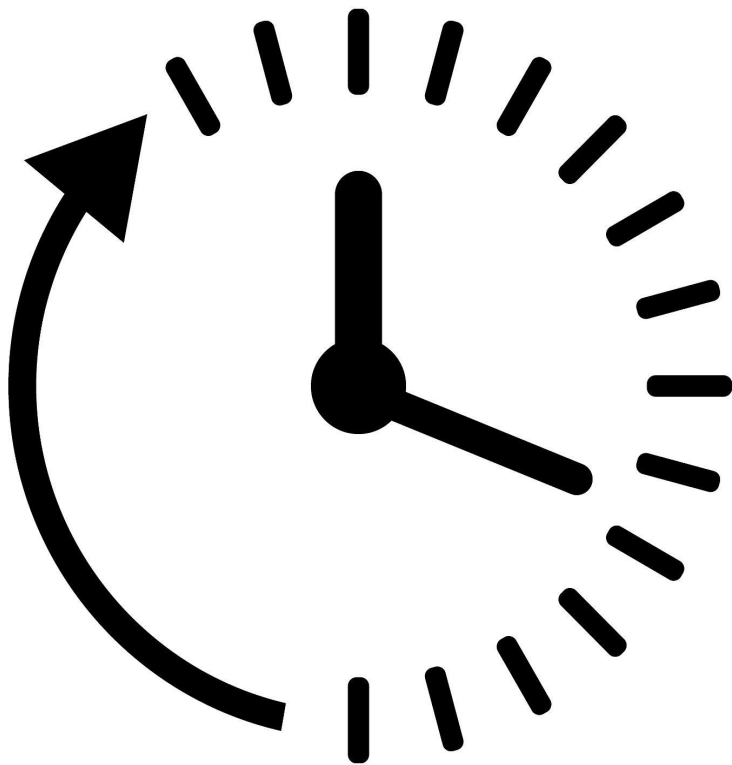
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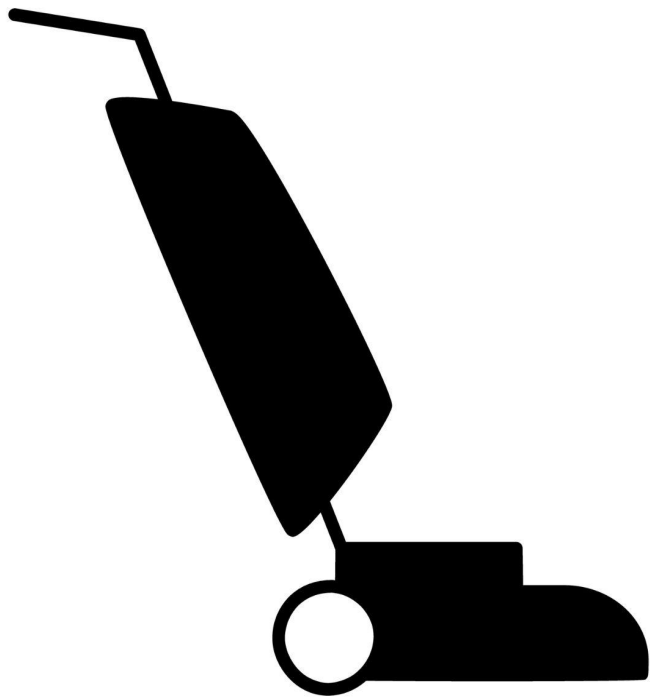
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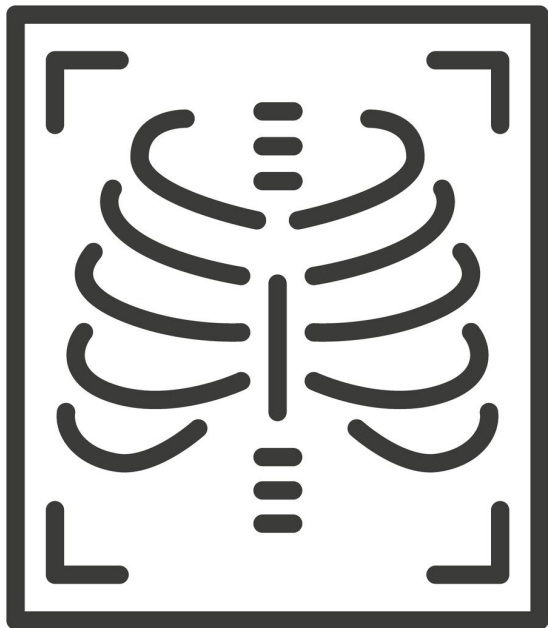
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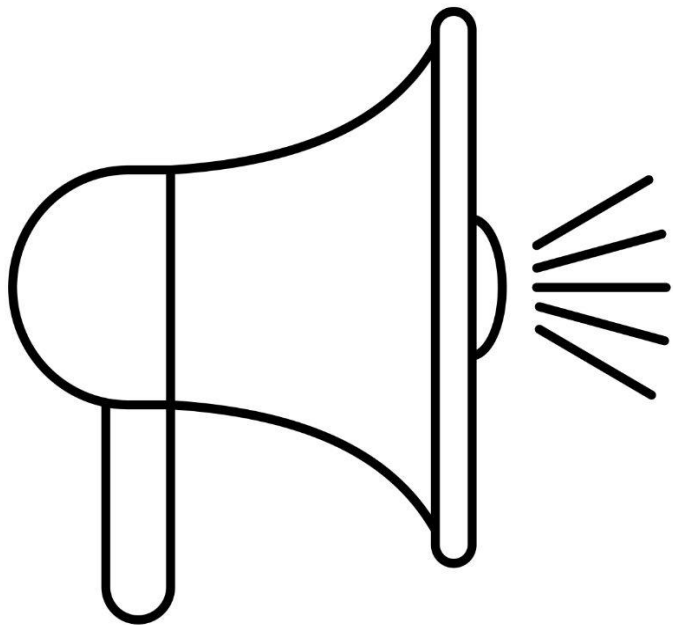
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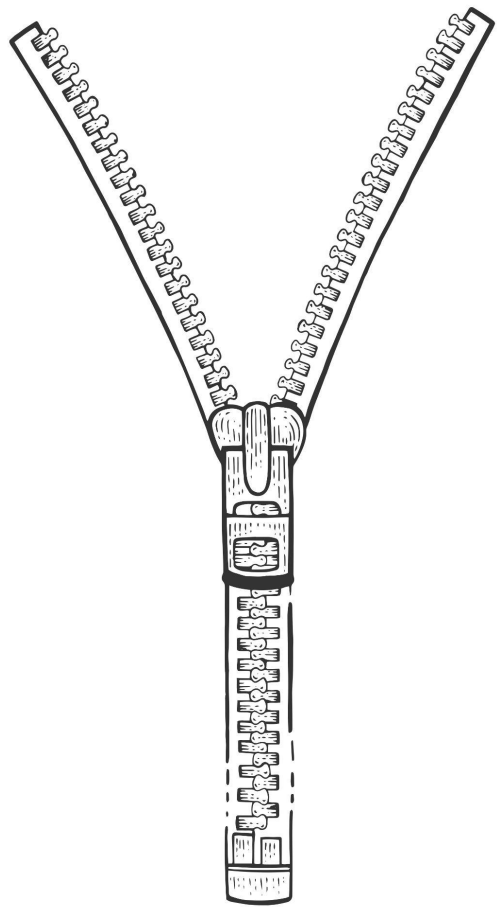
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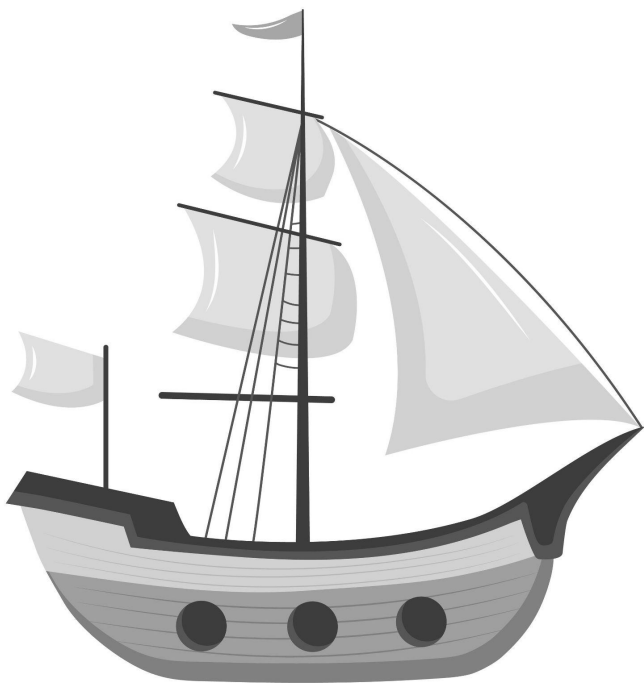


Yy



Zz

Digraph Cards



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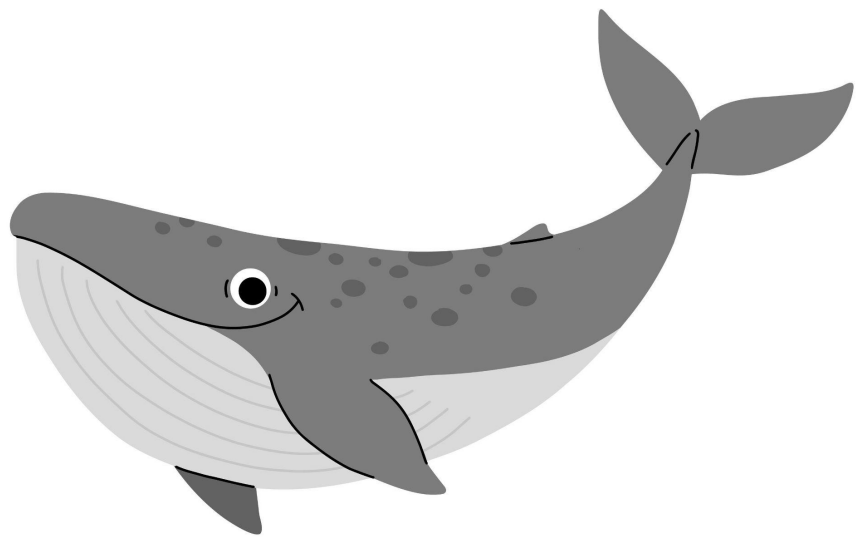
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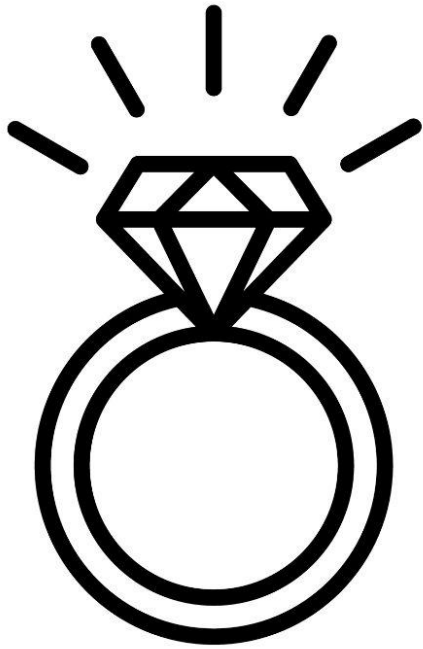
wh



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