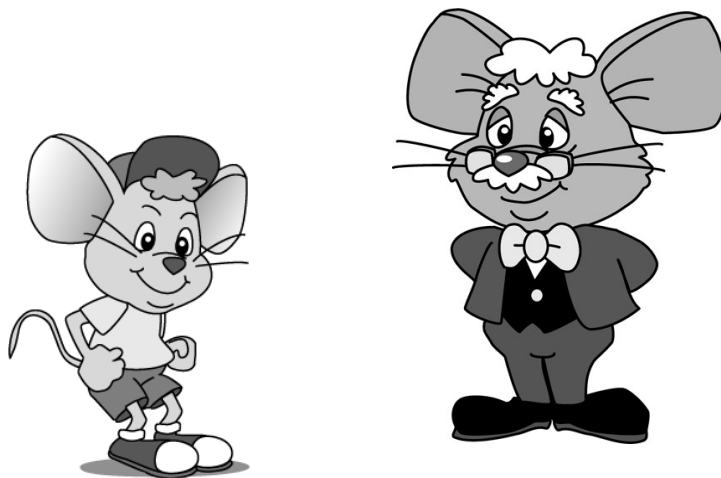

INTRODUCTION

Color Phonics® is a comprehensive learn-to-read system that associates vowel sounds with colors in order to simplify phonics rules. Three fonts and fourteen assonant colors replace the confusing diacritical marks and rules of traditional phonics. The five disks teach the alphabet, consonants, consonant blends, vowels, and spelling patterns in a systematic and simplistic manner.

Traditional phonics programs digress from letters back to sounds, whereas Color Phonics® advances from sounds forward to letters. The goal is to teach proper pronunciation prior to reading, because if you can't say it, you probably can't read it.

Color Phonics® guides the student from auditory and visual discrimination of American English sounds, to blending those sounds into over 1,300 words, and reading those words in stories. Revver and his "Amazing Book" friends make learning to read fun and easy, and ensure mastery of basic concepts.



SPEECH AND READING

The Color Phonics program combines elements from current oral language and reading research, a "back to basics" educational philosophy, and new strategies for teaching reading. It's multi-modal, easy, and just plain fun.

Current research on literacy development stresses the importance of "phonological awareness" which is directly tied to speech perception and production. A vast number of children who had speech-language issues in preschool will emerge again in elementary school with reading, writing, and spelling problems. Study after study of these children clearly has demonstrated that there is an oral to written language continuum which begins in infancy.

The current trend toward "collaborative education" and working with these children right in the classroom emphasize the importance of integrating previously fragmented teaching strategies. I am excited that such a program for teaching reading combines this current research understanding and can be used to help those children who are having problems as well as instructing average and foreign learners of English.

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Color Phonics at a Glance

Color Phonics is an easy program to use - just point and click with the mouse. The opening screen displays the main activities in the program.

Playing the Game

Type in a student name and press enter, or click on 'play game'. The program begins with the start of Revver's Race. The student is prompted to "Help Revver win" and the race begins. By answering correctly in the activities, students help Revver race ahead of Franklin Bug.

The phonics concepts are separated into chapters and progress through a series of presentations and activities. The presentations often consist of an introduction to a sound, such as orange, the long 'o' sound or a concept, such as blending. The activities vary according to reading level and CD ROM. They are a mixture of choosing pictures, text words, or spoken words. When one CD is completed, go on to the next. (You will have to re-enter the student names.)

English as a Second Language

In addition to playing the game, specific help for people of various language backgrounds can be found in the Reference section. Just click on the top menu that reads 'Color Phonics' and a language list will appear. Choose the appropriate language and the bottom menu will display a list of lessons. By working through these lessons, the English as a Second Language student will get extra pronunciation help.

Hearing, Speech, and Language Deficiencies

The special reference section reviews sound production and pronunciation through the use of computer animation. Students will be given extra help in making sounds and discriminating between sounds. Choose Color Phonics in the top menu and choose specific lessons in the bottom menu.

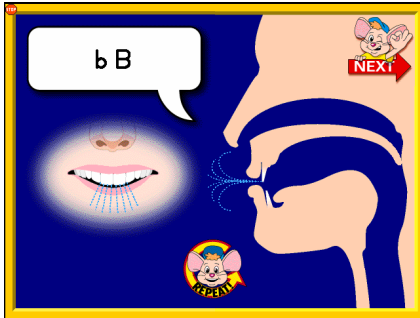
Alphabet Review

For alphabet letter review, click on the appropriate ABC button. This will begin a fishing game where letters are inscribed on the swimming fish. The student is directed to click on the correctly lettered fish to catch it. Five fish must be caught to win. All the fish escape if a wrong selection is made. (Revver does not race in this game.)

Teacher Center

The Teacher Center is the control center. You can set the chapter, lesson, session time, and more for each student. If the student has difficulty with a chapter, you can clear the chapter and have the student repeat it. Click on the "Student" pull down menu and select "clear grade for current chapter". You can also click on Focus Learning in the Options screen for automatic reviews of missed lessons.

Presentations and Student Activities



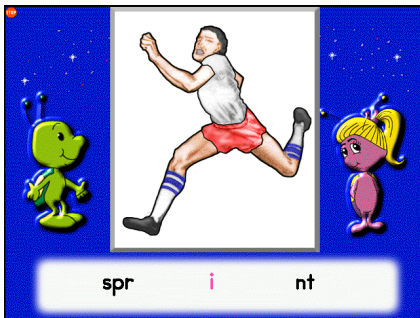
Sound Presentation

Proper sound production and pronunciation is demonstrated through the use of an animated head profile. Students will be able to see how sounds are made as well as hear the sounds.



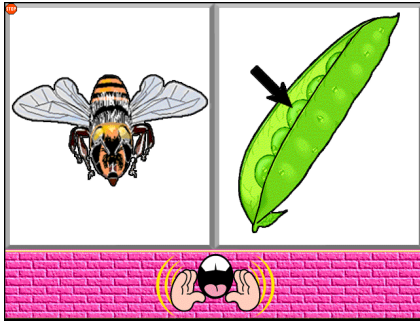
Text Presentation

Just like in a classroom, white boards are used to teach letter patterns. The Amazing Book cast of characters demonstrate various spellings for each phonics sound.



Blend Presentation

Letter groups are placed apart on the screen and, through animation, combine to form words. The letter groups are sounded out on their own, then pronounced as a complete word.



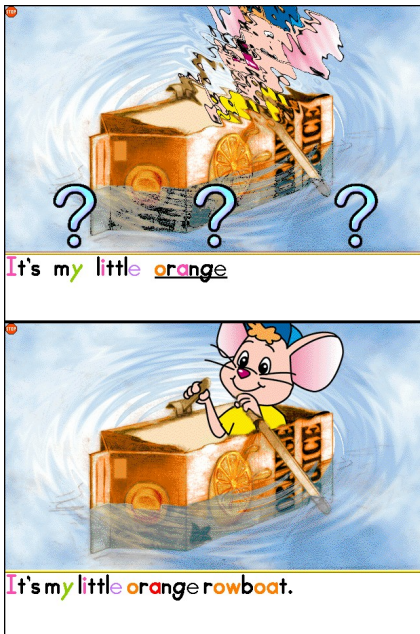
Listening for Sounds

After a sound presentation, the student will be directed to “click on” an object. Similar sounds are paired to test sound discrimination. In this example, “Click on bee” or “Click on pea”. The instructions are repeated by clicking on the mouth symbol at the bottom. The student hears the name of the object when the arrow passes over it.



Looking for Letters

As the student advances in reading skills, pictures are replaced with words. In early lessons, the student hears the name of the word as the arrow passes over it. In later lessons, the oral clues are dropped. This activity increases in difficulty, for example, the student is directed to “Click on the word that begins with /spl/” before being directed to “click on splash”. The instructions are repeated by clicking on the mouth symbol at the bottom.



I-Read-You-Read

Just like a parent reading with a child, the story teller reads the unfamiliar words aloud, pausing at the underlined word to let the student read. The picture starts out all jumbled up and three question marks appear on the screen. When the pointer passes over a question mark, one of three similar words is spoken. Only one of these matches the underlined word. When the student chooses correctly, the picture becomes clearer.

Installation

You should set your display to at least 256 colors (we do not recommend 24-bit color or 16-bit color for playing the game). 640 x 480 mode is also recommended, but it will play quite well in higher resolutions.

From Windows 3.10

From the "File" pull down menu in Program Manager, choose "Run" and type d:\setup.exe (where d is the letter of your CD-ROM drive) Setup will create a Program Group with appropriate icons.

From Windows 95

It will "autorun". If you hold down the shift key while inserting the CD-ROM to prevent the autorun, you can right-click on the Disk Icon (from Explorer, for example), and display a menu that will allow you to go to the game, the Teacher Center, Help, and Install (optional). The only thing that the Install does is add icons to your Start menu.

Captain Bible and Bible Builder Demos

We have included the shareware versions of Captain Bible in Dome of Darkness and Bible Builder on the first CD-ROM. Captain Bible is a Bible-based action adventure game intended for older children and adults. Bible Builder is a Bible trivia game for all ages. They won the Christian Computing Reader's Choice Award for Best Christian Games. See Readme.txt in Free folder to install. They are fully usable, but smaller versions of our full products. There are self-extracting archives of each game in FREE\CPSETUP and FREE\BB.SETUP Please share it with your friends.

Technical and Troubleshooting

Technical

CD-ROM Multimedia PC:

386/20MHz or better
8 Megabytes of RAM or better
8 or 16 Bit sound card capable of 22,050 KHz or better
SVGA Video Card capable of 640x480 by 256 colors
CD-ROM drive (any speed)

Directories

The program (even without using Install) creates a directory (folder) in your Windows directory named "CP" where it puts the grade records (CP1.GRD - CP5.GRD). This is the only place that it writes to your hard drive, and only uses a few K. When the Teacher Center is run, it copies CP1.GRD to CP1.OLD. This could be useful in case of a system crash. If you wish to remove all of the Color Phonics line from your computer, you can delete the CP directory and remove any program groups.

Display

You should set your display to at least 256 colors (we do not recommend 24-bit color or 16-bit color for playing the game). 640 x 480 mode is also recommended, but it will play quite well in higher resolutions.

Troubleshooting

I just get a black screen when I exit from Help or the Teacher Center!

This happens when you have another program running that stays on top all of the time, such as the Microsoft Office Control Panel or the Perfect Office Control Panel. Either stop these programs while playing the game, or just click on the black area when it happens.

Continued...

Troubleshooting continued...

I do not seem to be able to sign in.

You may need to click on the box just below "Enter Student Name" before you start typing the student's name.

The colors look weird.

Set the display to 256 color mode.

The timing seems to be off in the animations, and sometimes the words are clipped.

This is usually caused by a computer that is running very low on memory. Check your system's virtual memory settings.

Need more help?

Call technical support at:
1-800-622-3070 or (602) 940-5777
fax (602) 940-8924
or write to:
Bridgestone Multimedia Group
300 N. McKemy Ave
Chandler, AZ 85226-2618



Frequently Asked Questions

How was the pronunciation of a word determined?

Pronunciation of each word was based upon several dictionaries (including "talking" ones) and the author's judgment.

The speaker's dialect and accent are different from my family's. Won't that confuse my children?

The speaker had to alter her own dialect and accent in order to pronounce several words according to accepted standard American English pronunciations. These pronunciations should help your children read standard English text, which is the goal. If your children understand the various accents heard on radio and television broadcasts, this program will not confuse them. The pronunciations are not intended to belittle or make fun of anyone's dialect or accent.

What are the ABC buttons?

They are the fishing games for alphabet review. They allow the student to practice the alphabet without being graded. All other activities are graded.

How do I save my student's grades?

You do not have to, it is done automatically.

Can I skip over the Title Animation?

Yes, just click with the computer mouse.

What is the race all about?

This is an overview game played indirectly. As the student shows proficiency in each activity, Revver takes the lead. Incorrect answers result in Revver tripping. After three incorrect answers in a row, the program will mark that lesson for review at the end of the chapter and proceed to the next lesson.

Why are some words pronounced inconsistently in the stories?

Some words are pronounced differently in order to add emphasis just as (gray) 'a' emphasizes the next word more than (plum) 'a'. Words with prefixes 'be-' and 're-' have a green 'e' when emphasized, pink 'e' when not.

Frequently asked questions continued...

What do I do when my student complains that the game is too hard or too easy?

Adjust the difficulty of the game using the Options in the [Teacher Center](#). Specifically, set the Timed Game mode along with the speed. Keep the student challenged but not frustrated.

How can I set the program to review my student's weak areas?

The program automatically reviews the weak areas in that chapter, but you can select a particular lesson in [Options](#) in the [Teacher Center](#) when Focus Learning is turned off.

Why did it stop before I got through an entire lesson?

The game is set to end after an elapsed timed limit, set under [Options](#) in the [Teacher Center](#).

Why did the session last longer than I expected?

The [Session Time](#) indicates the minimum time that the session lasts. At the end of each lesson, the program checks to see if the time is over. If the time is not over, it will go on to the next lesson in the chapter.

How do I exit the game?

Usually, you can press the [Esc Key](#). You can also click on the little stop sign that appears in the left hand corner of the screen. Using "Type QUIT to exit" mode in [Options](#), just type the letters Q U I T in sequence. This makes it difficult for small children to exit the program and disturb your computer files.

Why does nothing happen when I type QUIT?

The program is busy loading the next lesson or, if you see the game running, you may have toggled to a different program that has become active instead of Color Phonics.

Why does the word repeat when I go to click on the correct word or object?

The name of the word or object is voiced when the pointer is placed over it (whether it is the correct answer or not).

How do I get the oral command to repeat?

Click on the repeat button, on the background, or on the mouth picture.

On the animated heads, why are some letters above and others below?

The letter(s) in the bubble above are the most common spelling. The letter(s) in the notebook below are other spellings.

Why is the word "disc" spelled with a 'c' in the program, but appears as "disk" on the title screen and cover? (disks 1 and 2)

"Disc" is a valid alternative spelling of "disk", and represents the /k/ sound of 'c' at the end of a word.

Aren't the vowel sounds in "pink" and "green" the same?

No, not according to the dictionaries. When /ih/ is followed by /nk/, /ng/, or /g/; as in pink, ping, and pig, the /ih/ vowel may tend toward an /ee/ sound. This is why some dialects leave off the 'g' in '-ing' endings in order to produce a pure /ih/ sound. When /ah/ or /eh/ are followed by /nk/, /ng/, or /g/; as in bank, bang, bag and egg, the vowel tends toward /ay/.

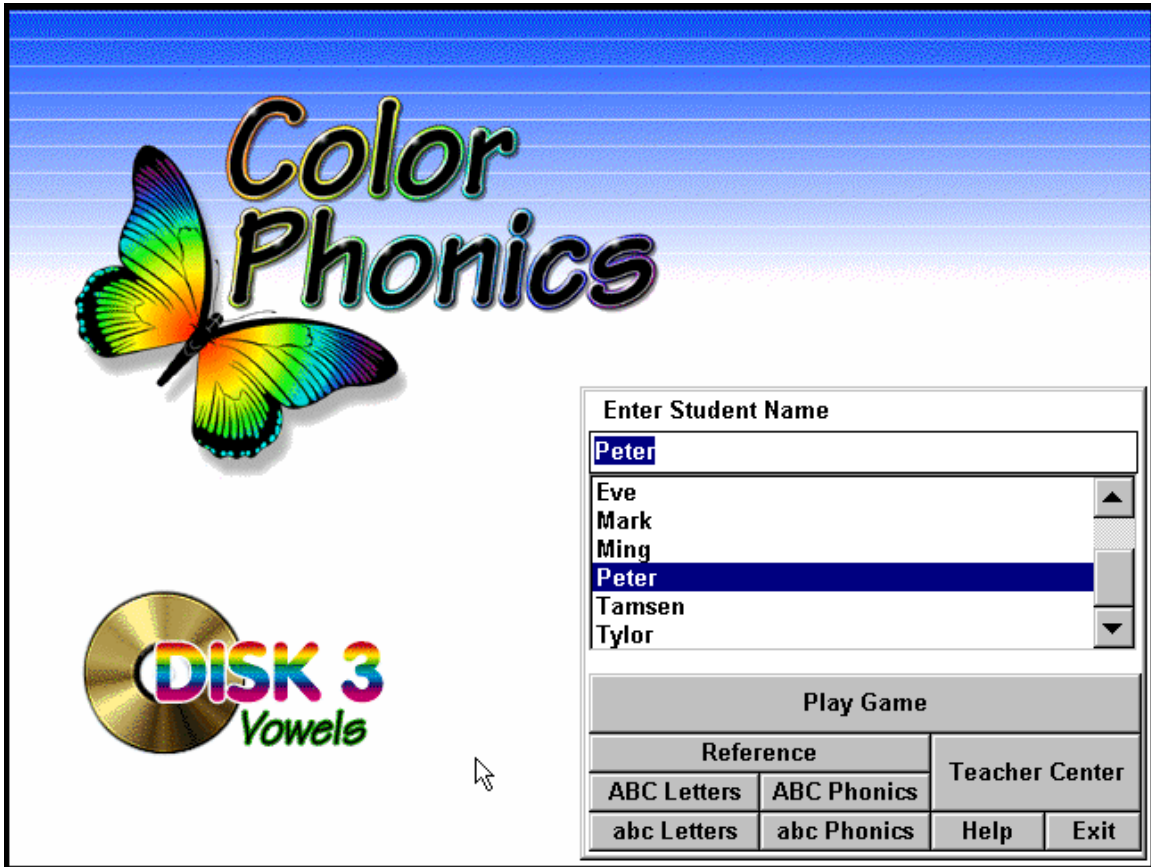
Who are all these people that I hear about in the game: Doc, Clicker, Zack...?

They are our Cast of Characters from the [Amazing Book](#) video series, also available through Bridgestone Multimedia Group

Are there any other CD's with Revver?

Yes! Rev-Up for Reading, Rev-up for Writing, and Rev-up for Arithmetic. There are also video tapes available. To order, you can write Bridgestone Multimedia Group, 300 N. McKerny Ave. Chandler AZ 85226-2618, or call 1-800-622-3070.

Color Phonics Startup Screen



Setting Up Students

When the game begins in the Startup Screen, you will be prompted to "Click on your name, then press the ENTER key." You will see a list of student names (if any). Click on a name to select it, and press the Enter key (or click on "Play Game").

You may enter a new name in the box under the words "Enter Student Name", and press Enter to play the game with the new student. If you wish to enter several students at once or perform other setup functions, click on the Teacher Center button.

When you enter a new name, it will remember the case (Uppercase / Lowercase) for display, otherwise it considers case to be unimportant: John, JOHN, john, and JoHn are all the same name. We suggest you consistently capitalize student names in the normal manner.

You may enter up to 50 students. The names will automatically be put in alphabetical order.

Playing The Game

Sequence

After the Startup Screen, the program performs the following in sequence as default:

- Start of Revver's Race.
- A dynamic mixture of presentations and activities until Session Time is over.
- Good Bye or Graduation -- when all student work is up to proficiency in all chapters, the graduation scene will occur. If the same student continues work in the program, Focus Learning will turn off and the last chapter will repeat.

Presentation

Through animation, such as speaking head profiles or letters on white boards, chapter related concepts are introduced and enhanced. The Color Phonics Song is a memory aide for the Color Phonics Pronunciation System.

Activity

The student must select (click on) the correct picture or word (answer). Incorrect answers are followed by three tries to answer correctly, then the program will review, and/or continue. Focus Learning repeats the current chapter until proficient in all lessons.

Revver's Race

This is an overview game played indirectly. As the student shows proficiency in each activity, Revver takes the lead. Incorrect answers result in Revver tripping. After the next correct answer, Revver gets up and keeps on running.

Timed Game

If the game is set to "timed game" in Options, there will be a limited time for the student to make a selection. If the student is too slow, a wrong answer (trip) will be counted. Setting the game to timed mode allows the advanced student to improve his skills.

See Also: Options

Reference

Color Phonics

This is a quick reference guide to the Color Phonics system and is found in the start-up screen on all disks

"Introduction" displays a white board with all the colors to describe the selected consonants or vowels.

"Speak" uses the animated head profile to explain how to pronounce the selected letter.

"Spell" introduces various spelling patterns for sounds of the selected letter.

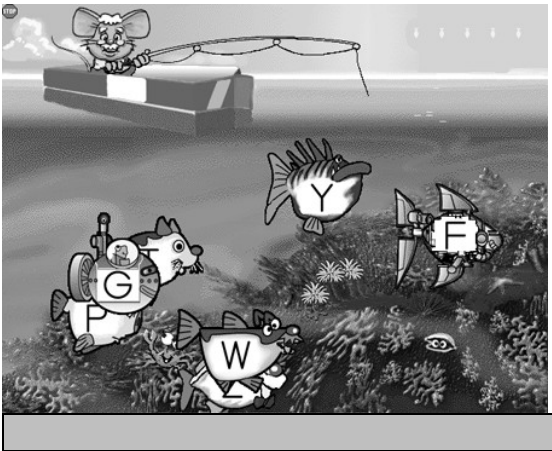
English as a Second Language

When a language is selected, the menu below will list important lessons to be reviewed. These lessons concentrate on specific sounds which may be difficult for someone of that language background to pronounce.

ABC Buttons

This is the optional alphabet review. Both lower and upper case letters and lower and upper case phonics (sounds) are reviewed.

Doc is fishing from a rowboat. There are letters inscribed on the swimming fish. The student is directed to click on the correctly lettered fish to catch it. He must catch five fish to win. If he clicks on the wrong fish, then any fish that he has already caught escape and he starts over.



Teacher Center Button

Starting Teacher Center

- 1) Click on the "Teacher Center" button in your startup screen for the Color Phonics program, OR
- 2) Choose File: Run: and typing d:\teacher.exe (where d is the letter of your CD-ROM drive) OR
- 4) (In Windows95) Right-click on the CD-ROM icon and select "Teacher Center" from the pull down menu.

Purpose of the Teacher Center

The Teacher Center puts parents or teachers in total control of what the student learns, the pacing of his progress, what features/lessons are accessible to the student, and exactly what percentage of mastery the student must achieve.

The Teacher Center "print" option may be used to print data from each or all student records.

The default mode gives optimized options, and does not utilize the Focus Learning or Timed Game modes.

See Also: Menu Bar
 Control Panel
 Options



Teacher Center Menu Bar

Students Pull Down Menu

New Student

Prompts for new student name. It will not allow you to create a new student with the same name as an existing student (even if the Case is different).

Remove Student

Select the student(s) you wish to remove beforehand. This will delete them and their grade data.

Rename Student

Allows you to correct the name(s) of selected student(s) without changing grades or settings.

Reset Student's Options

Changes the options for all selected students back to the default condition.

Clear Student's Grade

This will erase the recorded grading information of all selected students and give the students a "clean slate".

Clear Grade for Current Chapter

This also clears the student's grade, but only for the current chapter (this can be set in Options).

Cancel All Changes

Causes everything you changed during the current session to revert back to what it was the last time you quit the Color Phonics Teacher Center or played the game.

Exit

Allows you to close the program. There is also a button on the control panel which allows you to do the same thing. Note that grades are automatically saved.

Help Pull Down Menu

Contents

Displays this help file.

About

Displays Copyright Notice.

See Also:

Control Panel
Options

Teacher Center Control Panel and Reports

Disk 3: Vowels

Student Help

Mark
Ming
Peter

Select All
Select None

Overview
All Chapters

Options
Current Chapter

Print
Done

12/13/96 Overview Report

Name	Chapter	5	10	15	20	25	30	35	40
Dan		•							
David								•	
Denise									•
Eve									•
Mark									•
Ming								•	
Peter		•							
Tamsen									•
Tylor									•

Mastered
 Needs Review
 Not Begun
 • Current Chapter
 Click in grid to view specific chapter(s).

List Window

This is the list of Student names that allows you to select which student record(s) you want to work with. You can have up to 50 students. When there are too many students to fit in the box, a scroll bar will appear and allow you to move the list up or down. You can select and de-select (make not selected) students by clicking on their names. Note: this selection is for working with the student records within the Teacher Center: it does not affect whether or not a student can play the game.

Select All

Clicking causes all of the student names to be selected.

Select None

Clicking causes all of the student names to be de-selected.

Overview Report

Clicking the Overview button causes the Overview report to pop up (see above). With this report you can see which chapters are mastered, need review, or are not yet begun for the selected students. A blue (mastery) square will be displayed in the Overview mode only when the student has proficiency in every lesson of the chapter. The current chapter is shown as a dot in the appropriate square. If you click on a square in the overview chart, the program will select that student (with all others de-selected) and display the All Chapters report located at the chapter where you clicked. If you click on a name, it will do the same thing except that it will display the All Chapters report from the first chapter.

Teacher Center Control Panel and Reports Continued...

The screenshot shows a software window titled "Disk 3: Vowels" with a sub-window for "Peter: TAN, The ah Sound". The interface includes a menu bar with "Student" and "Help", a list of students (Mark, Ming, Peter), and buttons for "Select All", "Select None", "Overview", "All Chapters", "Options", and "Current Chapter". A "Print" button and a "Done" button are also present. A colorful butterfly icon is displayed. The main area shows a report for "12/13/96" titled "All Chapters Report" for "Student: Peter" on "TAN, The ah Sound". The proficiency is 80. A legend indicates "Mastered" (blue bar) and "Needs Review" (gray bar). A horizontal bar chart shows the proficiency level for the "ah" sound, with a dark vertical line at 80. Below this, a table shows the proficiency for various "TAN Words":

Word	0	10	20	30	40	50	60	70	80	90	100
and											
as											
at											
had											
has											
have											
that											
add											
had											
can											
ran											
tan											
van											
gas											

All Chapters Report

Clicking the All Chapters button brings up the All Chapters Report (see above). This displays all the chapters for the selected students. A graph shows the percentage of correct responses which are represented as a horizontal bar. The program draws a blue bar if the child has reached the proficiency level for that lesson. If the program draws a gray bar, then the student needs review. The name of the lesson is grayed out if the student has not yet begun the lesson. The required proficiency is indicated by the dark vertical line. You can change the proficiency level from the options menu. There will be a dot next to the current lesson.

Options

Click this button to view or change your options. It allows you to customize the program to suit your needs and needs of each particular student.

Current Chapter Report

Clicking on the Current Chapter button draws the Current Chapter Report. It displays the current chapter for all of the selected students. These are the chapters on which the students are currently working. It has the same format as the All Chapters Report. There will be a dot next to the current lesson.

Print

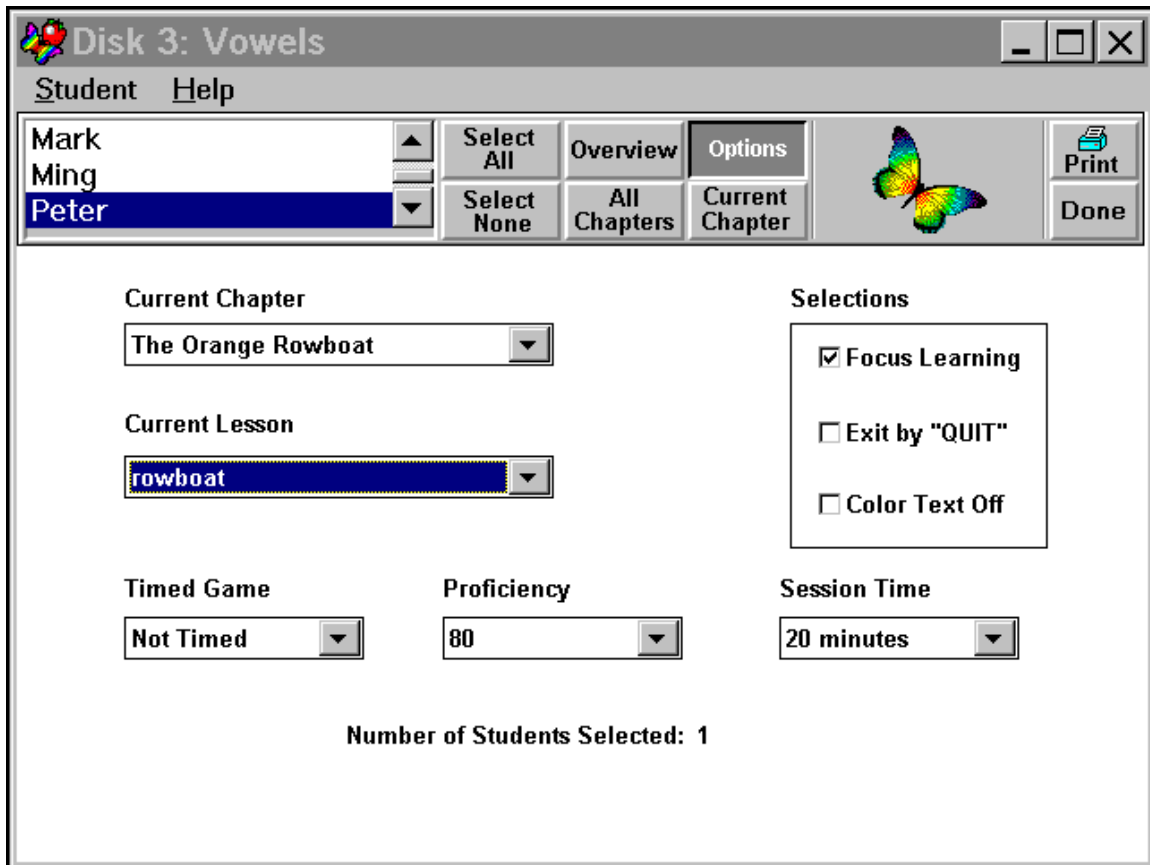
Clicking the Print button opens the print dialogue box. It will print the currently displayed report in its entirety.

Done

Saves any changes and exits the Teacher Center, returning to the game or Windows.

See Also: Menu Bar
Options

Teacher Center Options



Number Of Students Selected

This shows how many students you have selected in the student selection window. It cannot be edited. If you select more than one student, the Options will affect all of the selected students. If the settings for the selected students differ from each other, the corresponding option controls will be blank or grayed. This does NOT prevent you from changing these selections: just click as you would normally, and the program will set the data.

Current Chapter

This menu changes the current chapter that the student will start on when he/she plays the game. It also affects the current chapter report.

Current Lesson

This menu changes the current lesson the student will start on in the game.

Session Time

Click in this box to choose how long the student will work before the game exits automatically. If you don't want the program to quit by itself, then click "Doesn't stop". Note that this time is approximate: the program will finish the current lesson before stopping.

Proficiency

This allows you to choose how high you require the student(s) to score. 100 is perfect, 0 is way below random clicking. 80 is the default setting. Each error will take a percentage from 100 percent, depending entirely upon the number of questions

Teacher Center Options Continued...

presented in the lesson. If 5 questions are asked, each is worth 20 points. If 10 questions are asked, each is worth 10 points, and so on.

Timed Game

Selects timed game mode and adjusts the difficulty. It ranges from "Not Timed" to "Very Fast". Setting the game to timed mode allows the advanced student to improve his skills.

Focus Learning

If checked, sets the game to play in "Focus Learning" mode. This causes the program to repeat the current chapter until the student has achieved proficiency in all of the lessons in that chapter

Exit Game by "Quit" Only.

If checked, prevents the student from exiting the game by pressing the "Esc" key (so he doesn't erase anything important on the computer). Whether it is checked or not, you can always quit the game by typing the word 'quit' on the keyboard.

Color Text Off

If checked, all text will be standard black text. After the student has completed the program using the color aided pronunciation, the teacher can turn off the color text to evaluate the student's ability to read normal text.

See Also:

Menu Bar
Control Panel
Playing The Game

Focus Learning

The term **Focus Learning** means that the product automatically reinforces those areas where the student is weak, and is implemented as follows:

When the student plays for the first time, the grade scores for all of the lessons are set to 0. The program continues from the first to the last chapter, updating the scores as it goes. The program will repeat the current chapter until the student has achieved proficiency in all of the lessons in that chapter, and will skip any lessons that have proficiency or better. This system helps the student focus on his weak areas.

If Focus Learning is disabled (not checked), the game automatically advances one lesson to the next, one chapter to the next, regardless of how well the student completed the activity.

This process takes many sessions: it picks up the lesson where the game stopped at in the previous session. Don't expect the student to get to the final lesson on the first day.

If you turn off Focus Learning in Options, then the program will just continue, giving the student up to three opportunities to select the proper answer.

Scoring

Each Activity starts with 100 points. Points are subtracted for clicking a wrong picture or word, to a minimum of 0. In the Overview Report, all of the enabled activities in a chapter must be mastered in order for the chapter to be mastered. Disabled activities are ignored.

See Also: Playing The Game
Options

COLOR PHONICS: OVERVIEW OF DISKS AND CHAPTERS

ABC Buttons (Alphabet review on all disks) Doc is fishing from a rowboat and there are letters inscribed on the swimming fish. The student is directed to click on the correctly lettered fish to catch it. Five fish must be caught to win. If a wrong fish is chosen, any fish already caught escape and the game starts over.

DISK 1: A picture book teaching consonant sounds (p.22-23)

1. **Consonant pictures** (Auditory Discrimination)
Presents Head Profile (p.86) and Consonants in Color Phonics Text.
Example: (*pictures* of a bear and a pear) "Click on pear". The name of the object will be voiced when the pointer passes over it and the verbal request is repeated when you click on the mouth symbol.
2. **Sound out words** (with consonant sounds in initial and final position)
3. **Consonant words** (Visual Discrimination)
Example: (*words* 'bear' and 'pear') "Click on bear"
4. **Sounds presented with their special letters** and then tested within words

DISK 2: A picture book teaching consonant blends (p 24-25)

1. **Consonant blend pictures** (Auditory Discrimination)
Example: (*pictures* of skid and squid) "Click on skid"
Presents blends in groups and presents words as phonemes:
Sliders, Gliders, and Windy Campfires
2. **Sliders** (Auditory and Visual recognition of blends with 's' and /z/)
3. **Beginning Gliders** (Auditory and Visual recognition of blends with 'l' and 'r')
4. **Ending Gliders** (Auditory and Visual recognition of blends with 'l' and 'r')
5. **Windy Campfires** (Recognition of blends with 'w', 'n', 'c', 'm', 'p' and 'f')
6. **Consonant blend words** (Visual Discrimination)
Example: (*words* 'skid' and 'squid') "Click on squid"
7. **Consonant blend words** (Tests Recognition)

DISK 3: Easy stories teaching all vowel sounds (p.26-30)

For each vowel color:

1. **A. Pronunciation presentation**
 - B. **Vowel auditory discrimination**
 - C. **Presentation of words** with various spellings of the vowel sound
2. **Vocabulary words** including sight words (if any) in vowel color (p26-27)
3. **Story** - I-Read-You-Read system: The story teller reads the printed text aloud, leaving out the underlined word. The student must pass the pointer over the three mouth symbols, listen carefully to the words, and click on the mouth that says the underlined word. With each correct answer, the 'messed up' picture above the text becomes clearer.

1. **Tan** Sound

Tan Words

"The Tan Van" (p.28)

2 **Red** Sound

Red Words

"My Red Sled" (p.28)

3 **Pink** Sound

Pink Words

"The Pink Pig" (p.28)

4 **Blond** Sound

Blond Words

"My Blond Doll" (p.28)

5 **Plum** Sound

Plum Words

"Dot's Plum Rug" (p.28)

6 **Brook** Sound

Brook Words

"The Brook Hook" (p.29)

7 **Purple** Sounds

Purple Words

"The Purple Bird" (p.29)

8. **Gray** Sound
Gray Word
"The Gray Train" (p.29)

9. **Green** Sound
Green Words
"The Green Tree" (p.29)

10. **Lime** Sound
Lime Words
"Key Lime Pie" (p.29)

11. **Orange** Sound
Orange Words.
"My Little Orange Rowboat"
(p.30)

12. **Blue** Sound
Blue Words
"My Blue Shoe" (p.30)

13. **Brown** Sound
Brown Words
"My Brown House" (p.30)

14. **Turquoise** Sound
Turquoise Words
"Turquoise Toys" (p.30)

DISK 4: Intermediate stories teaching long vowels and diphthongs
(p.31-58)

I-Read-You-Read system: The story teller reads the printed text aloud, leaving out the underlined word. The student must pass the pointer over the three mouth symbols, listen carefully to the words, and click on the mouth that says the underlined word. With each correct answer, the 'messed up' picture above the text becomes clearer.

1. **GRAY** practice words (p.31)
- Dot's Sale
2. **GREEN** practice words (p.34)
- What's in the Box?
3. **LIME** practice words (p.38)
- I'll Try
4. **ORANGE** practice words (p.40)
- The Dickory Home
5. **BLUE** practice words (p.42)
- Who's at the Zoo?

6. **BROWN** practice words (p.45)
 - Farm Limericks

 7. **TURQUOISE** practice words (p.47)
 - Clubhouse

 8. **LONG VOWEL** review words (p.49)
 - Doc's Retirement Party
- BONUS BIBLE STORIES:** (optional)
- ORANGE** practice words (p.52)
 - The Lord of Glory
 - GRAY** practice words (p.55)
 - The Cross, The Grave,
The Throne

DISK 5: Intermediate stories teaching short vowels and schwa
(p.59-85)

I-Read-You-Read system: see above

1. **TAN** practice words (p.59)
 - I Can't
2. **RED** practice words (p.63)
 - Circus
3. **PINK** practice words (p.66)
 - If you . . . Will It?
4. **BLOND** practice words (p.69)
 - Gone to the Mall
5. **PLUM** practice words (p.74)
 - Zack's Puns

6. **BROOK** practice words (p.77)
 - Scamp On A Hook
7. **PURPLE** practice words (p.79)
 - Vicky's Audition
8. **SHORT VOWEL** review words (p.81)
 - Huck's Farm, Slick's City

BONUS BIBLE STORY : (optional)
PURPLE practice words (p.84)

- Seventy Disciples

HOW TO USE WORD LISTS AND STORIES

After your student has finished a practice words chapter in the program, you may want to review the word list with him.

- Have him read a grouping of words and ask him if he can think of any other rhyming words for that group.
- Model an oral sentence for the first word of that group. Then ask him to use each word in an oral sentence.

Example (from disk 1, Consonants):

1. Have the student read the words “bear/ pear, bee/ pea, bowl/ pole, cab/ cap, rib/ rip, robe/ rope. “
2. Ask, “Can you think of any other words that begin with /b/?”
“Words that end with /b/?”
“Can you think of any other words that begin with /p/?”
“Words that end with /p/?”
3. Model a sentence such as: “The bear was asleep in its den.”
4. Ask the student to think of his own sentences.

Note: If the student uses a word incorrectly, such as “I have a ‘pear’ of blue shoes.” You can congratulate your student for finding a *homonym* (a word that sounds alike but has a different meaning). Write out the new spelling ‘pair’, tell your student the correct definition of “pear” (a fruit), and ask him to use the word in a sentence. Since the words on the disk are coupled with pictures, this scenario is unlikely to occur.

- Review the next group of rhyming words in the same manner. This will aide his vocabulary use and comprehension. Reading the standard black text will also verify that Color Phonics is an aide in reading and not a permanent crutch.
- You may also want your student to use the word lists for printing practice. Printing out the word lists for each story is excellent language reinforcement.

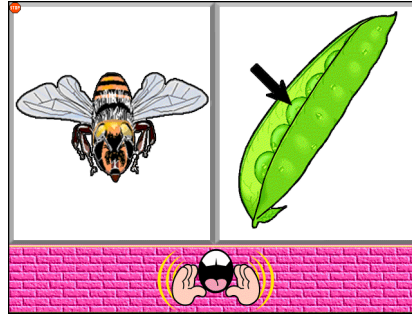
When your student has mastered the practice words, let him continue the program which uses those words in the story. After he completes the story chapter, he can be a team-reader with you.

- You read the small type in the story, and pause for the student to read the large type.

- Try to read your part at a rate that keeps the student from being frustrated or bored. You can help build his confidence as a reader.

Disk 1 - CONSONANT WORD PAIRS

(in order of appearance)



“Click on...bee”

Color Phonics Overview

/b/-/p/

bear, pear
bee, pea
bowl, pole
cab, cap
rib, rip
robe, rope

/d/ - /t/

deer, tear
dime, time
down, town
sad, sat
pod, pot
bead, beet

/g/ - /k/

gab, cab
gauge, cage
goal, coal
bag, back
log, lock
dug, duck

/v/ and /f/

van, fan
vase, face
save, safe
leave, leaf
five, fife

/z/ and /s/

zag, sag
zip, sip
zoo, Sue
saws, sauce
buzz, bus
eyes, ice

/m/ and /n/

map, nap
mitt, knit
mows, nose
ram, ran
lime, line
foam, phone

/ng/ and /nk/

bang, bank
wing, wink
stung, stunk

/l/ and /r/

lamb, ram
lock, rock
lake, rake
bell, bear
ball, bar
eel, ear

/y/ and /w/

yell, well
yacht, watt
yay, weigh
yolk, woke

/h/ and /hw/

hen, when
hip, whip
hair, where
hut, what
height, white

/kw/ and /ks/

quack, ax
quilt, box
quake, cakes
queen, ducks
quart, books

/j/ and /ch/

jet, chess
gym, chin
jeep, cheep
bridge, switch
judge, crutch
page, peach

CONSONANT WORD PAIRS CONT'D...

/zh/ and /sh/

azure, shirt
measure, shark
treasure, trash
leisure, leash

/th/ and /th/

there, thank
this, thumb
those, thorn
bathe, bath
breathe, breath
teethe, teeth

/b/ - /m/

bath, math
bee, me
lab, lamb
rib, rim

/b/ - /d/

bay, day
robe, road

/d/ - /j/

deep, jeep
dog, jog
head, hedge_

/d/ - /n/

deer, near
doze, nose
head, hen
bead, bean

/g/ - /ng/

wig, wing
bag, bang

/n/ - /ng/

win, wing
stun, stung

/n/ - /nk/

win, wink
stun, stunk

/l/ - /wl/

lake, wake
link, wink

/l/ - /yl/

lamb, yam
Lou, you

/r/ - /wr/

rake, wake
ring, wing

/r/ - /yl/

ram, yam
ray, yay

/j/ - /yl/

gel, yell
jam, yam

/v/ - /wv/

vine, wine
vase, waist

/v/ - /bv/

vat, bat
rove, robe

/t/ - /kt/

tab, cab
tub, cub
bat; back
beet, beak

/t/ - /nt/

tear, near
toes, nose
beet, bean
rat, ran

/t/ - /pt/

tea, pea
ten, pen

cat; cap
wrote, rope

/s/ - /sh/

save, shave
self, shelf
class, clash
lease, leash

/ch/ - /sh/

cheep, sheep
match, mash

/s/ - /th2/

sank, thank
bass, bath

/d/ - /th/

doze, those
teed, teethe

/f/ - /th/

fair, there
brief, breathe

/f/ - /th2/

first, thirst
reef, wreath

/v/ - /th/

vat, that
sheave, sheathe

/sh/ - /th2/

shirt, thirst
mash, math

DISK 2 - BEGINNING AND ENDING BLENDS

SLIDERS: 'S' and 's' (34 words)

/sk/, /skw/

skid, squid
skin, squint
skirt, squirt

/sl/, /sl/

sleep, sleeve
sphere, sphinx

/sm/, /sn/

smack, snack
smoke, snake
smile, snarl

/sp/, /st/

spill, still
spool, stool
asp, wasp

/sw/, -/zm/

sweat, swim
swan, swirl
chasm, prism

-/sk/, -/st/

cask, cast
mask, mast
passed, kissed

GLIDERS: 'L' AND 'R' (54 words)

/bl/, /br/

bled, bread
bloom, broom
blush, brush

/kl/, /kr/

clash, crash
clock, crock
cloud, crowd

/fl/, /fr/

flock, frock
flame, frame
flute, fruit

/gl/, /gr/

glass, grass
glows, grows
glue, grew

/pl/, /pr/

plank, prank
play, pray
plume, prune

/spl/, /spr/

splash, spray
splint, sprint
spleen, spring

/skr/, /shr/

script, shrimp
screen, shrine
scrub, shrub

/dr/, /tr/

dress, tread
drew, true
drip, trip

/str/, /thr/

street, three
stripe, thread
string, through

Color Phonics Overview



BEGINNING AND ENDING BLENDS CONT'...

ENDING GLIDERS: 'L' AND 'R' (68 words)
--

-/lb/, -/ln/

bulb, kiln

-/rj/, -/rsh/

barge, marsh

-/ld/, -/rd/

build, bird

called, card

shield, stirred

-/lf/, -/rf/

self, surf

scarf, shelf

wolf, wharf

-/lk/, -/rk/

elk, ark

milk, mark

silk, shark

-/lm/, -/rm/

elm, arm
film, farm
palm, worm

-/lp/, -/rp/

help, harp
kelp, carp
scalp, sharp

-/lt/, -/rt/

malt, mart
salt, sort
colt, cart

-/lth/, -/rth/

health, hearth
wealth, earth
filth, fourth

-/lv/, -/rv/

shelve, curve
twelve, nerve
solve, swerve

-/rl/, -/rld/

pearl, twirled
whirl, world

-/lch/, -/rch/

gulch, arch
belch, church
mulch, march

-/rn/, -/rst/

fern, first
thorn, thirst
burn, burst

WINDY CAMPFIRE: (31 words)

/tw/, /dw/

twig, dwarf
twin; dwell;

/st/, /sf/

stamp, sphinx
stump, skunks

-/nd/, -/nt/

mind, mint
mound, mount

Color Phonics Overview

-/nch/, -/nth/

wrench, tenth
lunch, month
inch, ninth

-/nj/, -/ns/

hinge, fence
singe, prince

-/pt/, -/kt/

script, act, packed
ripped, crypt

-/st/, -/ft/

cast, raft
last, laughed

DISK 3 - PRACTICE WORDS

TAN /a/

and
as
at
had
has
have
that
add
Dad
can
ran
tan
van
gas
fast

RED /eh/

an
any
very
says
said
air
hair
there
head
bled
sled
sped
ten
when
went
mend
fence
help

PINK /i/

if
in
is
it
his
this
which
will
pig
thick
licked
tripped
lips
spill
spilt
milk
drink
pink
been

BLOND /aw/

all
fall
small
swap
are
doll
on
blond
drop
stop
cost
lot
not

PLUM /u/

a
was
the
of
one
from
come
some
done
but
tub
scrub
stuck
mud
rug
plum
dumped
sun
bunch
just

BROOK /oouh/

could
would
should
cook
hook
look
took
crook

PURPLE

schwa /er/ /ul/

her
were
other
people
purple
bird
heard
word
worth
church
perch
turn
verse
chirp
twirp

GRAY /ay/

A
hay
say
way
gray
they
sleigh
eight
hate
late
train
wait

Disk Three Practice Words cont'd...

GREEN /ee/

be
he
me
we
she
the
feet
tree
meal
kneel
stream
green
keep
sleep
clear
dear
hear
here
near
beat
heat

LIME /i/

I
buy
by
my
try
pie
lime
thyme

ORANGE /o/

so

for
or
your
orange
boat
slow
rowboat
towboat
showboat

BLUE /oo/

do
to
two
you
shoe
blue
new
room
broom
boot
suit

BROWN /ow/

couch
grouch
brown
down

frown
round
house

TURQUOISE /oy/

joy
boys
toys
noise

DISK 3 - STORIES

THE TAN VAN

Dad had a **tan van**.
Dad can drive the **tan van**.
The **tan van ran** out of **gas**.
Dad can add **gas** to the **tan van**.
The **tan van can** go **fast**.

MY RED SLED

My **red sled sped** down the hill.
The cold **air went** through my **hair**.
I yelled for **help when** I saw the **fence**.
My **head bled**, and the doctor **said**,
"It will take **ten** stitches to **help** it **mend**."

THE PINK PIG

The **pink pig** took a **drink** of the cat's **milk**.
It tripped on the **tin** and made the **milk spill**.
The **pink pig hid** in the **thick** mud and **licked its lips**.
"Don't hide over **spilt milk**."

MY BLOND DOLL

My **blond doll cost** a lot,
So I try **not** to **drop** it.
I will **not swap** it.
It may be **small**, but it's my **blond doll**.

DOT'S PLUM RUG

Dot **dumped a bunch of** rags into **the tub** to **scrub** them.
Then she **stuck** them in **a tub** that looked like purple **mud**.
She hung them in **the sun** to dry.
She **just** wove them together, and **the plum rug was done**.

Disk 3 Stories cont'd...

THE BROOK HOOK

A **crook** cast a **hook** into the **brook**.
He hoped to **hook** a fish to **cook**.
The fish **took** a **look** at the **brook hook**.
The fish **took** a **look** above the **brook**
And saw the **crook**.
The **crook would** not **cook** a fish tonight.

THE PURPLE BIRD

The **purple bird** sat on a **perch** outside the **church**.
The **purple bird heard** every **word**, and sang in **turn**.
The **purple bird** would **chirp** and **twirp** at every **verse**;
Yet I'm **worth** more than sparrows or **purple birds**.

THE GRAY TRAIN

The **gray train**, number **eight** was never **late**.
Oh, no! Some **hay** was in his **way**!
Would he have to **wait**?
That is something he would **hate**.
Hurray! The **hay** was on a **sleigh**!

THE GREEN TREE

The **stream** is **clear**; fish teem I **hear**, **near** the big **green tree**.
We can **beat** the **heat** and get off our **feet**, **near** the big **green tree**.
First we'll **kneel** and have our **meal**, **near** the big **green tree**.
We'll **keep** our gear and **sleep** right **here**, **near** the big **green tree**.

KEY LIME PIE

"Key **lime pie**, key **lime pie**.
Come and **try my** key **lime pie**.
Key **lime pie**, key **lime pie**.
Come and **buy my** key **lime pie**."

Disk 3 - Stories cont'd...

MY LITTLE ORANGE ROWBOAT

It's not a **showboat** or a **towboat**,
It's my little **orange rowboat**.
It's not a fast **boat** or a **slow boat**,
It's my little **orange rowboat**.

MY BLUE SHOE

I can't find my **new blue shoe**.
I'll get the **broom** and sweep my **room**.
I found my **boot** and jogging **suit**,
And then I found my **new blue shoe**.

MY BROWN HOUSE

You can sit on the **couch** in my **brown house**.
No one is a **grouch** in my **brown house**.
You can laugh or **frown** in my **brown house**.
No one puts you **down** in my **brown house**.
You can be flat or **round** in my **brown house**,
For love abounds in my **brown house**.

TURQUOISE TOYS

What brings children lots of **joy**? **Toys**.
What gets smiles from girls or **boys**? **Toys**.
Some are quiet, and some make **noise**. **Toys**.
What can we share with lots of **joy**? **Toys**.



DISK 4 - WORD LISTS AND STORIES

“DOT’S SALE” (long a) GRAY WORDS

Color Phonics Overview

-ay

day
pay
pray
say

-aid

aid
paid
shade
trade

-age

page
rage
stage
wage

-ake

break
cake
rake
take

-ale

pale
quail
sale
whale

-ame

came
fame
frame
game

Color Phonics Overview

-ane

cane
plane
sprain
vane

-ange

change
strange

-aint

paint
quaint

-ape

drape
tape

-ace

face
place
space
vase

-ate

date
eight
great
late

-ave

gave
save

DOT'S SALE

“Dot, here’s a new **vase**,
But why the sad **face**?” (said Zack to Dot)
“There’s not enough **space**
To give it a **place**.”

“But no time to be **pale**,
It’s time for a **sale**.
That picture of **quail**,
And Revver’s toy **whale**.” (replied Dot)

“Let’s set up the **stage**
To add to your **wage**.”
Dot wrote on a **page**,
‘Dot’s Sale’s the **rage**!

Saturday’s the **date** --
The time is at **eight**.
The prices are **great**!
Don’t be **late**.”

Before the big **day**
They all knelt to **pray**
For kind words to **say**
Regardless of **pay**.

Dot’s sale gained **fame**,
And lots of folks **came**.
One bought a **game**,
Another, a **frame**.

Some came to **trade**,
While others just **paid**.
Vicky gave **aid**.
Dot sat in the **shade**.

“Just use some **paint**
To make that desk **quaint**.
Some thread and some **tape**
Will fix that nice **drape**.” (Vicky to customer)

“You’ll need a good **cane**
In case of a **sprain**.
Or maybe a **plane**
Or old weather **vane**.”

It was not **strange**
That Revver gave **change**.
Whatever they **gave**,
Zack said they’d **save**.

When someone did **take**
The very last **rake**;
They all took a **break**
And had tea and **cake**.



“WHAT’S IN THE BOX?” (long e) GREEN WORDS

ee

be
bee
flea
flee
free
he
key
knee
me
plea
sea
see
she
tea
thee
three
tree
we
wee

-each

each
preach
speech

-eed

agreed
creed
deed
feed
heed
lead
need
seed
speed
weed
we'd

Color Phonics Overview

-ief

grief
thief

-eak

creak
peek
seek
shriek
sneak
speak
squeak
weak
week

-eel

deal
eel
feel
meal
peel
seal
squeal
steal
steel
wheel
zeal

-eam

seem
stream

-een

green
seen

-eep

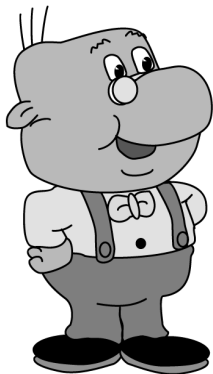
creep
sleep
sweep
weep

-ear

cheer
clear
dear
ear
fear
hear
here
jeer
near
peer
rear
spear
tear
year

-eace

geese
peace



Color Phonics Overview

-east

ceased
feast

-eat

cheat
compete
deceit
eat
greet
meet
neat
repeat
seat
street
sweet
treat

-eeze

breeze
cheese
ease
freeze
please
sneeze
squeeze
wheeze



WHAT'S IN THE BOX?

Franklin and Doc and I, we **three**,
Were having **tea** up in the **tree**.

We could **see** a **wee flea** and **bee**
Locked in a clear box upon a boy's **knee**.

He must have heard their tearful **plea**,
Because **he** set them **free** with his **key**.

It pleased **me** that he let them **flee**.
We sipped our **tea** and looked out to **sea**.

We saw some **geese**
And were at **peace**.

We felt the **breeze** and were at **ease**,
And had our fill of tea and **cheese**.

Doc's nose did **squeeze**, then let out a **sneeze**.
He did not want to **freeze** and **wheeze**.

Our **feast ceased**.

"Dewey," said Doc, "**We'd** better **weed**
Our garden where we've sown new **seed**."

We'd better **feed** it what it **needs**,
Fertilizer and water, with great **speed**."

"Yes, on our **creed** we are **agreed**:
'Take **heed** to **lead** by doing a good **deed**.'"

We hope **green beans** will soon be **seen**.
We also **seek leeks** before next **week**.

Then we heard a **creak** and then a **shriek**.
Vicky had wanted to **sneak** a **peek**
At Doc's fun box, and was now so **weak**
That she could neither **squeak** nor **speak**.

"Thou shalt not lie' you've heard me **preach**,
So once you have regained your **speech**,
Vicky, I'd like to **hear**, my **dear**,
What caused you to **peer** inside and **fear**."

"Grampa, I know every **year**,
Kids guess what's in your box by **ear**.

The one who guesses right, they **cheer**;
The one who guesses wrong, they **jeer**.

I wanted **cheers**, and so came **here**
But still could not **hear** very **clear**.

I put my hand in **near** the **rear**
And felt something sharp like a **spear**.

I **screamed** and tears began to **stream**
Because I knew that it would **seem**

Like I'm a **thief**,
And it brought me **grief**.

I'm sorry that I tried to **cheat**
And I repent of my **deceit**."

"I forgive you too, my **Sweet**.
To your parents you must **repeat**
What you've told me, and next we **meet**,
You'll receive my blessings when we **greet**."

Vicky walked back down her **street**.
She told Dad and Mom, then it was time to **eat**.

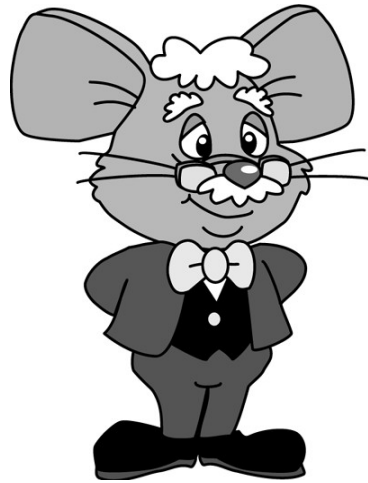
She did not **weep**
As she went to **sleep**
For God would **sweep**
Away guilt that **creeps**.

Vicky didn't tell Revver at the morning **meal**,
That she had already had a **feel**
Inside Doc's fun box: she'd made a **deal**
Not to spoil the mystery, "Thou shalt not **steal**."

They drove down to Doc's, with Zack at the **wheel**.
"I wonder if it's slippery like a **seal** or an **eel**."

Each child rattled and listened with **zeal**.
One girl guessed right and let out a **squeal**.
The box contained a statue of **steel**
In the pointy shape of a banana **peel**.

Color Phonics Overview



“I’LL TRY” (long I) LIME WORDS

-eye

buy
cry
dry
eye
fly
high
pie
sky
tie
try

-ide

glide
hide
pride
ride
side
slide
tried
wide

-ime

chime
climb
dime
grime
I'm
prime
rhyme
slime
time

-ice

ice
lice
mice

Color Phonics Overview

nice
price
rice
slice
spice
twice

-ite
bite
bright
fight
flight
kite
light
might
sight
white
write



I'LL TRY

“Do you know how to **fly high** in the **sky**,
Or bake a **pie**, or **buy a tie**,
Or **dry** the **eye** of babes that **cry**?”

“No, but I'll **try**.”

“Can you **sight** the **white kite** in **flight**,
Or the dogs that **bite** and **fight** with **might**;
Or **write** about a **light** that's **bright**?”

“Yes, I **might**.”

“Did you **hide** your **pride** after you **tied**
The longest **glide** down the tallest **slide**
That was **wide**, **side** to **side**?”

“Well, I **tried**.”

“Could you **climb** a pole with **grime** and **slime**,
And ring the **chime** and get down in **time**
To solve the **rhyme** and win the **dime**?”

“Yes, I'm **prime**.”

“Would you eat **lice** and **rice** with **mice**,
Chew an apple **slice** with a clove of **spice**,
Or lick shaved **ice** at a very **nice price**?”

“Yes, you don't have to ask me **twice**.”

“THE DICKORY HOME” (long o) ORANGE WORDS

Color Phonics Overview

-ow

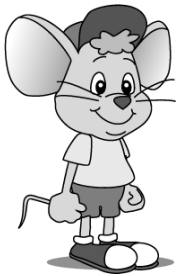
glow
low
sew
yo-yo

-oke

folk
joke

-ole

hole
stroll



-old

mold
told

-ome

foam
home

-ore

chore
door
floor
war



Color Phonics Overview

-orch

porch

torch

-orm

storm

warm

-orn

horn

warn

-orse

course
source

-oast

roast
toast

-ove

cove
stove

THE DICKORY HOME

The Dickory **home**
Has beds of **foam**.

And what is the **source**?
Insulation, of **course**.

The walls, we're **told**,
Do not have **mold**.

It's Vicky's **chore**
To clean the **floor**.

Rever guards the **door**
When the cat makes **war**,

Or takes a **stroll**
Too near their **hole**.

He'll blow a **horn**,
The others to **warn**,

Then take a **torch**
To escape through the **porch**.

A candle in the **stove**
In the kitchen **cove**;

Quite able to **roast**
Or make some **toast**.

A sofa that's **low**
Where Dot can **sew**,

Lit by the **glow**
Of a new **yo-yo**.

They're kept safe and **warm**
From every **storm**.

Zack makes no **joke**,
They're blessed **folk**.

“WHO’S AT THE ZOO” (long u) BLUE WORDS

Color Phonics Overview

-ew

chew

clue

ewe

gnu

knew

moo

new

shrew

to

through

who

you

zoo



-ude

dude
feud
food
mood
rude
you'd

-ool

cool
fool
mule
pool
school
you'll

Color Phonics Overview

-oom

bloom
groom
plume
room

-oon

moon
noon
raccoon
spoon

-oose

goose
juice
moose
use

-ute

cute

mute

newt

scoot

-ews

choose

lose

mews

news

snooze

who's

WHO'S AT THE ZOO?

Who's at the **zoo**?

I'll give **you** a **clue**.

Some of them like grass to **chew**:

A female sheep is called a **ewe**,

A wildebeest is called a **gnu**;

And what animal says "**moo moo**"?

A cow, you're right. Good for **you**.

See that animal at the **pool**

Drinking some water and keeping **cool**?

Horses and donkeys **you'll** learn at **school**,

But take a guess, 'cause you're no **fool**.

Put them together, you have a **mule**.

Bigger than the mule, with calls louder than a **goose**;

He's drinking at the pool, wishing it was **juice**.

His great antlers have a decorative **use**.

Do you know his name? Yes, he's a **moose**.

Who's taking a **snooze**

Making "purrs", not "**mews**"?

You will not **lose**

If the biggest cat you **choose**.

Yes, the lion makes the **news**.

And you'd better not **feud**

With that **dude** about his **food**.

He can be really **rude**

When he's in a bad **mood**.

There's the peacock with his **plume**;

His feathers look like flowers in **bloom**.

And picking off pests in the other **room**

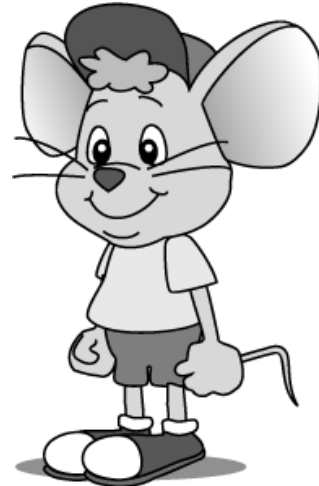
Are monkeys. You can watch them **groom**.

You won't find this ringtail out at **noon**.
This masked bandit likes the **moon**.
He eats with his hands, not a **spoon**.
Yes, you know his name, **raccoon**.

On land or water, its four feet **scoot**.
It makes grunts and noises; it's not **mute**.
Looks like a lizard; red spots are **cute**.
Yes, you're right. It's called a **newt**.

This pointy-nosed mammal likes to **chew**,
So I hope he doesn't get mad at **you**.
It's not a mouse, so think it **through**.
You're right, it has to be a **shrew**.

I'm glad **you** enjoyed our time at the **zoo**.
Were **you** surprised how many animals **you knew**?
I hope **you** also learned something **new**,
And look forward **to** your next trip **to** the **zoo**.



“FARM LIMERICKS” (ow) BROWN WORDS

-ow

brow

cow

plow

sow

wow

-ouch

couch

crouch

slouch

Color Phonics Overview

-owl

fowl

howl

jowl

owl

prowl

-ound

around

found

ground

hound

mound

round

-ounce

ounce
pounce

-ouse

grouse
house
louse
mouse

-out

about

doubt

snout

trout

FARM LIMERICKS

The **hound** walked **around** on the **ground**.
He **found** something near the **round mound**.
He shoved it **about**,
With his long, cold **snout**.
Without a **doubt**; he'd found a **trout**.

The trout weighed more than an **ounce**.
The hound got ready to **pounce**.
He was no **slouch**.
He leapt from his **crouch**,
And now he can't jump on the **couch**.

Farmer **Brown** was wiping his **brow**,
After being all day at the **plow**.
He then fed the **cow**.
Near the compost, said, "**Wow**,
I'll feed this trout to the big **sow**."

A small pesky bug called a **louse**
Hitched a ride on the back of a **mouse**.
A bird called a **grouse**
Chased the **mouse** to the **house**,
And now safe are the **mouse** and the **louse**.

This **mouse** later went on the **prowl**,
Storing some food in its **jowl**.
The old **hound** did **howl**
When he spotted an **owl**;
The **mouse** and **louse** hid from the **fowl**.

“THE CLUBHOUSE” (oy) TURQUOISE WORDS

-oy

boy
coy
joy
toy

-oil

spoil
toil

Color Phonics Overview

-oin

coin

join



-oice
choice
voice

-oist

hoist

joist

THE CLUBHOUSE

Give **voice**
To your **choice**.

Just one **coin**
Let's you **join**

In the **spoil**
Of our **toil**

When we **hoist**
Each **joist**.

Come on **boy**,
Don't be **coy**.

Here's a **toy**.
Shout for **joy**.

“DOC’S RETIREMENT PARTY” (long vowel) WORDS

-ake

bake
cake

-ails

fails
sales
tails

-ape

shape
tape

-ate

late
eight

-eed

need
read

Color Phonics Overview

-eer

engineer
career
dear

-eech

teach
preach
speech

-ife

knife
life
wife

-ime

I'm
time

-ize

surprise
prize

-old

cold
told

-ome

home
roam

-ote

note
quote

-u

too
you

Color Phonics Overview

-oon

June
spoon

-oop

group
whoop

-ooze

cruise
snooze

-uths

truths
youths

DOC'S RETIREMENT PARTY

"What kind of gift does Grampa **need**;
Skates for speed, or books to **read**?"

"Revver, though Doc's in great **shape**,
He'd prefer books or an audio **tape**."

"I'm writing him a special **note**
Inside his card with a Bible **quote**."

"Your cousin Huck said, 'Don't be **late**.
We're walking in with Gramps at **eight**.'
We can't ruin the surprise, so I'm
Making sure we're there on **time**."

"Shh. The key's unlocking . . . **Surprise!**
A party as your retirement **prize**."

"Well, bless my soul, what a **whoop** --
All of my kin in one big **group**:

My son Dicker, in used car **sales**.
His wife Deedee helps mice with hurt **tails**.
Clicker does right, but Slick often **fails**.

My son Hickory, who chose country **life**;
Farms the land, and made Holly his **wife**.
Huck harvests the crop with a Swiss army **knife**.

My son Zack, construction **engineer**,
Gave my brightest student, Dot, the best **career**:
Raising Vicky and Revver, grandchildren so **dear**.

Bible college is a joy to **teach**,
But children make you practice what you **preach**."

"OK Dad, that's enough of a **speech**."

Slick and Clicker decided to **bake**
One of your favorites -- lemon **cake**."

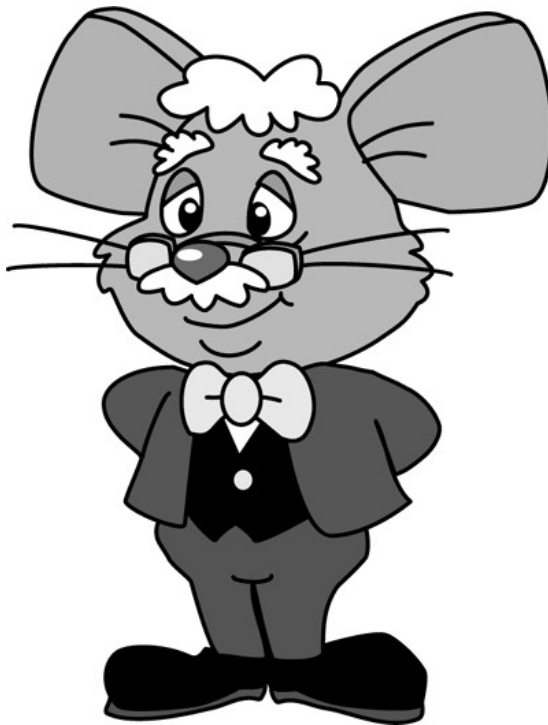
"Grampa, here's a present for **you**."
"And here's the card, with a note in it **too**."

"So, Dad, after you've had a long **snooze**,
What will you do, go on a **cruise**?"

"Why, yes. We plan to be gone most of **June**.
I would like some ice cream, please hand me a **spoon**."

"It will be very **cold**
In Alaska I'm **told**.
But after we've come **home**
We probably won't **roam**."

There are still plenty of **youths**
Who need to hear Bible **truths**."



“THE LORD OF GLORY” (long o) ORANGE WORDS

Color Phonics Overview

-ow

flow
glow
go
know
low
no
show
slow
sow
though
woe

-oke

cloak
folk
spoke
woke

-ole

foal
scroll
soul
stroll
whole

-old

cold
fold
gold
old
told

-own

known
own
shone
shown
throne

-ore

chore
door
floor
for
more
or
roar
sores
store
swore
war
your

Color Phonics Overview

-ord

cord

Lord

-orm

storm

warm

-orn

born

morn

shorn

torn

-oast

coast

host

most

toast

-oat

boat
float
moat
throat

-ove

drove
stove

-oze

chose
doze

THE LORD OF GLORY

The **Lord** of **glory** who sits on His **throne**
Created the universe and all that is **known**.
He made man in His image. His mercy was **shown**
When He became human to make us His **own**.

Our **Lord** was **born** in a stable **low**,
With **no warm stove** or fire **glow**.
As **cold** as night, **no** welcome would **flow**
Except from some shepherds who came to **know** . . .

From an angel that **shone**, the Christ was **born**.
They would find the babe, **clothed** in garments **torn**,
In the town of David where temple sheep are **shorn**.
They left their flocks; they would not wait for **morn**.

And there lay Jesus in the feeding trough so **old**,
Wrapped in rags as the angel had **told**.
The shepherds spread the good news and returned to the **fold**.
When Jesus moved to a house, wise men brought Him **gold**.

To Jesus' father, in a dream, God **spoke**,
"My Son's in danger, grab your **cloak**,
Escape to Egypt, to foreign **folk**."
Joseph quickly obeyed when he **woke**.

When Herod died, they traveled **north** up the **coast**.
Jesus grew to a man who was kinder than **most**.
At a wedding in Cana with no more wine to **toast**,
Jesus made some from water; quite a gift for the **host**.

Before the Passover Feast, Jesus had a **chore**
To clean His Father's house, which looked like a **store**.
He made a whip of **CORDS** and **drove** them out the **door**;
Their precious money scattered across the **floor**.

Some Jews demanded proof for their **sores** with a **roar**.
“Destroy this temple, and in three days I’ll raise it,” Jesus **swore**.
Though He **spoke** of His **own** body, the Pharisees declared **war**;
And plotted to kill Him before His followers became **more**.

Jesus taught in the synagogue, and was handed a **scroll**,
“God’s Spirit is upon Me to make men **whole**.”
“Today it’s fulfilled for each believing **soul**.”
And while they tried to kill Him, Jesus took a safe **stroll**.

Once Jesus **chose** to **doze** on a **boat**.
A great **storm** arose; they could just barely **float**.
They **woke** Him up, and He cleared His **throat**,
“Be still,” He commanded. It was calm as a **moat**.

Jesus taught people; good seed did He **sow**.
He loved them and healed them; God’s goodness did **show**.
Horses for victors, but a **foal** who went **slow**
Carried the **Lord** of **glory** amidst praises before **woe**.

**“THE CROSS, THE GRAVE, THE THRONE”
(long a) GRAY WORDS**

-ay

away

day

gray

May

obey

pay

pray

say

stay

they

way

-aid

aid

fade

laid

made

Color Phonics Overview

-ake

awake
break
quake
sake
shake
take

-ail

fail
hail
nails
pale
tale
trail
veil

-ame

blame
came
name
shame

-ain

gain
pain
plain
rain
reign
sane
slain
stain
vein

-ace

case
face
grace
place

Color Phonics Overview

-ate

ate
date
gate
great
hate
late
plate
straight
wait

-ave

brave
cave

-aves

graves
saves

-aze

daze
praise
raise

THE CROSS, THE GRAVE, THE THRONE

It happened one **day**
In April or **May**,
That Jesus did **pray**,
“This cup, take **away**.”
But the cross was the only **way**
For Jesus to **pay**
For our sins when we **stray**,
So He said, “Father, I’ll **obey**.”

Soldiers took Him **straight**
To the high priest, very **late**.
They closed the **gate**
And shouted **hate**.

They struck His **face**
And made a **case**
Against the Man of **grace**.
Then took Him to Pilate’s **place**.

Jesus said He did **reign**,
And made it quite **plain**
That by truth we all **gain**.
But they wanted Him **slain**.

That’s the reason Christ **came**:
To carry our **shame**
And take all our **blame**
If we call on His **Name**.

At the end of Calvary’s **trail**,
With the cross and the **nails**,
Our Lord did not **fail**.
His death tore down the **veil**.

Christ's suffering and **pain**,
And blood shed from His **vein**,
Paid the debt for sin's **stain**
And cleanses like **rain**.

A rich man who was **brave**
Put Him in his own **grave**
(That was sort of a **cave**).
Soon all would know "Jesus **saves**."

The guards were **awake**
When the ground did **quake**.
In fear did they **shake**
As the angel did **take**
The stone, and did **break**
The seal for our **sake**.

As darkness began to **fade**,
The women came to lend **aid**
With the spices they **made**.
They saw the place where He **laid**.

An angel did **hail**,
"Do not fear or be **pale**.
You can't keep God in **jail**.
He is risen! Tell the **tale**."

Unto the women later that **day**,
Jesus appeared with greetings, and **they**
Worshipped Him, and were told to **say**
To the brothers, He was on His **way**.

The brothers, in fear and **pain**,
Thought the women were not **sane**.
That night Jesus made it **plain**
He was alive, though He'd been **slain**.

At first they acted in a **daze**,
Then believed that He could **raise**
Himself and others from their **graves**.
They bowed their knees and gave Him **praise**.

He asked for food, which He **ate**.
There was no doubt when He cleaned the **plate**
That they would eat at heaven's **gate**.
After forty days, He told them to **wait**
In Jerusalem for a power so **great**
It would change the world and people's **fate**.

Then He ascended in clouds white and **gray**,
To His throne in heaven as King to **stay**;
And, on our behalf, continually **pray**
To make us ready for His return some **day**.

DISK 5 - WORD LISTS AND STORIES

“I CAN’T” (short a) TAN WORDS

-ab

cab
crab
dab
drab
flab
gab
grab
jab
lab
nab
slab
stab
tab

-ack

back
pack
sack
shack
smack
snack
stack
track
whack

-acks

jacks
tacks
quacks
ax
sax
wax

-ad

Dad
had
lad
mad
sad

Color Phonics Overview

-aft

craft
draft
laughed
raft

-ag

crag
flag
gag
nag
rag
snag
tag
wag

-am

cram
ham
jam
ram
tram
yam

-amp

camp
clamp
damp
lamp
ramp
Scamp
stamp
tramp

-an

ban
bran
can
fan
man
plan
tan
van

-and

and
band
grand
land
planned
sand

-ang

bang
clang
fang
pang
rang
sang
sprang
twang

-ank

bank
prank
spank
thanks

-ant

can't
chant
pant
rant

Color Phonics Overview

-ap

cap
chap
clap
flap
gap
lap
map
nap
sap
slap
snap
tap
zap

-ash

brash
cash
clash
flash
slash
trash

-ask

ask
task

-ass

brass
class
crass
sass

-ast

blast
cast
fast
last
passed

-at

bat
brat
chat
fat
flat
mat
gnat
pat
rat
splat

-atch

match
patch
scratch

-ath

bath
math
path

I CAN'T

Dad had a lad named Scamp. It's **sad**.
When asked a question, Scamp got **mad**.

Instead of trying to do a **task**,
He'd say, "**I can't**," when Dad would **ask**.

Since Scamp got paid to dump the **trash**,
You'd think he'd do it in a **flash**.
But Scamp was **brash** and **rash** to **clash**
So quickly, that his Dad would **slash**
Scamp's privileges and withhold **cash**.

Scamp got a **spank** for his **cranky prank**.
The money in his **bank**; it **shrank**.
He would not obey or tell Dad, '**thanks**'.

Scamp kept up his **brass, crass sass**.
Where reason failed, maybe rhymes in **mass**
Would help Scamp learn respect with **class**.

"Can you **cram a ham** with a **yam**,
Or **ram a tram** in a traffic **jam**?"
"**I can't, I can't, I can't**," he'd **chant**.

"Can you **blast passed** planets **fast**,
Or run in a **cast** and end up **last**?"
"**I can't, I can't, I can't**," he'd **pant**.

"Can you **whack** and **smack** a **stack**
Of **jacks** or **tacks** inside a **shack**?"
"**I can't, I can't, I can't**," Scamp **cracked**.

“Can you do **math** in a **bath** on a **path**,
Or do a **craft** in a **draft** on a **raft**?”
“**I can’t, I can’t, I can’t**,” he **laughed**.

“Can you **jab** and **stab** a **crab**
Upon a **slab** in the science **lab**?”
“**I can’t, I can’t, I can’t**,” he’d **gab**.

“Can you **nab** a **dab** of **flab**
To pay the **tab** of a **cab** you **grab**?”
“Daddy, this is getting **drab**.”

“Can you **scratch** and **match** a **patch**,
Or **wax** an **ax** or play a **sax**?”
“**I can’t, I can’t, I can’t**,” Scamp **quacks**.

“Can you **trap** a **chap** with **sap**
Who doffs his **cap** to find his **map**
To take a **lap** around the **gap**?”

“Can you **clap** and **slap** and **flap**
And **snap** and **rap** and **tap** and **zap**?”
Scamp said, “**I can’t**,” and took a **nap**.

“Could you **clang** a **fang** that **rang**, ‘**Twang**’,
Or have a **pang** which **sprang** from a **bang**?”
“**I can’t, I can’t, I can’t**,” he **sang**.

“Could you **snag** and **tag** a **nag**,
Or **wag** a **flag** high on a **crag**?”
“Daddy, is this just a **gag**?”

“Could you **tramp** through **camp** with a **lamp**,
Or **clamp** a **damp stamp** on a **ramp**?”
“**I can’t, I can’t**,” said Scamp with **camp**.

“Could you play in a marching **band**,
Or **land** in the **sand** with a **grand handstand**?”

“I might if it had been well **planned**.”

“Could you **pat** a **fat rat** or **bat**,
Or **splat** a **gnat flat** upon a **mat**?”
“**I can’t**,” said Scamp, “Let’s stop this **chat**.”
“Forgive me if I’ve been a **brat**.”

I did not mean to rave and **rant**.
Please help me do the things **I can’t**.”

“Then, young **man**, I have a **plan**:
We’ll take a ride in our **tan van**.
Now that you are **back** on **track**,
I’ll **pack** a **sack** with your favorite **snack**.
Because I am your biggest **fan**,
I’ll help you do the things you **can**.”



“THE CIRCUS” (short e) RED WORDS

-ed

instead

led

pled

said

sped

-ell

bell

fell

knell

spell

swell

well

yell

-eld

held

quelled



Color Phonics Overview

-en

ten

men

-ench

bench

drench

quench

stench

-end

end

friend

-ent

cent

gent

pent

scent

sent

spent

tent

vent

went

-ept

crept

swept

-air

air
bare
blare
care
chair
dare
flare
glare
hair
lair
prayer
scare
stair
there
where
wear

-ares

bears
mares

-ess

dress
guess
mess
press
yes

Color Phonics Overview

-est

best

blest

breast

chest

crest

jest

rest

vest

zest

-et

get

let

net

pet

sweat

vet

wet



THE CIRCUS

The circus was coming to town today.
Revver and Vicky knelt to pray.;
“We’d like to go to the circus, God.”
They asked Dad and Mom who gave a nod.

“Rev, Rev, Revverlutionary!” Revver **said**.
“Mouse Terrific!” Vicky **said**.
“Go get dressed,” Dad **said**.
“In your best,” Mom **said**.

Revver put on his **best vest**
With a **crest** across each **breast**.
“It’s not a lie; it’s not a **jest**:
I like my clothes, and I run with **zest**.”

Vicky said, “I’ll **press** my **dress**
With bright red thread across the **chest**.
Of all the **rest**, this is the **best**.
Thank you, Lord, I’m truly **blest**.”

Dad and Mom warned, “Do not **mess**
Your special clothes.” The kids said, “**Yes**.”

They drove to the circus with great **care**;
An answer to the children’s **prayer**.

The tigers and the **bears** were **there**,
And dogs that leapt from **stair** to **stair**,
And elephants were **everywhere**.
Ten men **swept** up to keep floors **bare**.

The animals made such a **stench**.
We held our noses and clenched the **bench**.
We hoped the firemen clowns would **drench**
Us all with water, and the fire **quench**.

They **let** some clowns **get** very **wet**,
While our family sat in **sweat**.
One clown played a **vet** with a **pet**
Which ran away and got snared in a **net**.

The lion **crept** out of its **lair**
And roared; its claws slashed through the **air**.
Would the tamer truly **dare**
To touch its **hair** with whip or **chair**?

A fire hoop was lit with a **flare**.
It made the lion roar and **glare**.
It gave the audience quite a **scare**
When the lion jumped through at a trumpet **blare**.

A pair of pure-bred **mares** were **led**
Into the ring, and fast they **sped**
Around, until their trainer **pled**
For them to slow their pace **instead**.

With the **knell** of the **bell** our hearts did **swell**.
The acrobats began to **yell**.
Our eyes were caught in their flying **spell**,
But **quelled** as one of them **fell**. He's **well**!

We **spent** not one **cent** in the big top **tent**.
Though we were **pent** with that awful **scent**
Without a **vent**; we were glad we **went**.
Then we were **sent** by the top hat **gent**.

“Our circus time was at an **end**,
But we can't wait to tell a **friend**.”

“IF YOU . . . WILL IT . . . ?” (short I) PINK WORDS

Color Phonics Overview

-ib

bib
crib
fib
rib

-ick

flick
pick
quick
sick
tick
trick

-id

did
hid
kid
lid
rid
slid
squid

-if

cliff
if
skiff
sniff
stiff
whiff

-ift

drift
shift

-ig

big
brig
dig
jig
pig
rig
sprig
twig
wig

-ill

chill
ill
pill
skill
still
will

-im

gym
limb
slim
swim
trim
vim

-in

been
bin
chin
inn
thin
tin

-ing

ding
ping
ring
sing
spring
sting
thing
ting

-ink

blink
chink
clink
kink
link
sink
slink
think
wink

-ins

pins
skins

-int

glint
hint
squint

-ip

hip
rip
skip
slip
tip
trip

-iss

bliss

hiss

kiss

this

-it

bit

fit

hit

it

kit

mitt

sit

slit

spit

-itch

pitch

stitch

IF YOU . . . , WILL IT . . . ?

Zack and Dot were sitting on their porch in the **mist**.

"Dot, thank you for your **kiss**,
But I must simply ask you **this** . . .

If you put a **bib** on a babe in a **crib**,
Will it still dribble down its chin and **rib**?"

"Oh yes, it will; and that's no **fib**."

"If you **slid** a **lid** on the **squid**,
Will the smell be **hid** from every **kid**?"

"Yes, it **rid** the smell; it **did**!"

"If you **flick** or **pick** a **tick** out **quick**,
Will its head **stick** and make me **sick**?"

"Yes, but heat will do the **trick**."

"If you **drift swiftly** in a **skiff**
Will you **sniff** a **whiff** of flowers from the **cliff**?"

"It depends if the winds **shift** or are **stiff**."

"If a **pig** used a **sprig** or **twig** to **dig**,
Will it wear a **big wig** and dance a **jig**?"

"If it climbs the **rig** or guards the **brig**."

"If you feel **ill** and have a **chill**,
Will you **still** need to take a **pill**?"

"That question needs a doctor's **skill**."

"If you **swim** and work each **limb**,
Will you get **slim** and **trim** at the **gym**?"

"If you diet with equal **vim**."

"If you have **been** to the **bin** at the **inn**,
Will it have **pins** or **skins** or **tin**?"

"The **bin** at the **inn** has **tin** hammered **thin**."

"If you hear a **thing ring**, 'Ding, ping, ting,'
Will it make you **sing** and think of **spring**?"
"Only if it does not **sting**."

"If there's a **kink** or **chink** in a chain's **link**,
Will it still **clink** when dropped in the **sink**?"
"Even if you **blink**, I **think**."

"If you **slip** or **trip** when you **skip**,
Will you **rip** your clothes or hurt your **hip**?"
"You might, so 'Be careful' is my **tip**."

"If a **mitt** gets **hit** with a **pitch** that **splits it**
Will you **sit** and **stitch** the place that's **slit**?"
"I'll use my **kit** and make it **fit**."

"Zack, dear, I don't mean to **hiss**;
These questions aren't exactly **bliss**.
I would rather sit and **kiss**."

Then Zack's eyes did **squint** and **glint**,
"Dot, I like the way you **hint**."

Color Phonics Overview



“GONE TO THE MALL” (short o) BLOND WORDS

Color Phonics Overview

-ob

job
knob
mob

-od

awed
broad
God
plod
prod
quad
shod
trod

-off

off
prof
scoff

-og

dog
fog
frog
hog
jog
log

-ok

balk
block
clock
Doc
frock
gawk
hawk
knock
shock
smock
sock
stock
talk
walk

-ox

box
frocks
socks

-all

ball
brawl
call
hall
haul
mall
shawl
small
sprawl
stall
tall
wall

Color Phonics Overview

-on

dawn
drawn
fawn
gone
lawn
on

-ong

long
throng
wrong

-aunt

flaunt
taunt
want

-op

drop
flop
mop
plop
prop
shop
slop
stop
swap

-ark

bark
dark
mark

-art

chart
smart
start

-auze

cause
clause
claws
gauze
pause

-ost

cost
frost
tossed

-ot

bought
brought
caught
Dot
fought
hot
not
ought
sought
spot
taught
thought
trot

-oth

broth
cloth
moth

-ots

dots
knots
pots

GONE TO THE MALL

"Dad took Revver to his **job**.
I'll leave a note upon the **knob**."
(I hope the mall won't have a **mob**.)

"Vicky and Dot have
Gone to the **mall**.
Later, we'll **call**."

"We'll **walk** and **talk**
And **gawk** and **balk**
As sellers **hawk** their ware.

Let's sing a **song**.
It won't be **long**.
Soon we will be there.

Dad has the **car**,
But it's not that **far**.
Well, here we **are**.

We're at the **mall**
Where shoppers **brawl**
And **sprawl** to buy a **shawl**.

Let's be **smart**
Before we **start**;
Look at the **chart**.

With our feet **shod**
We'll **trod** and **plod**,
Throughout the **quad**."

(Dot to Vicky)

“You need some new **frocks**

With matching **socks**

Like these in this **box.**”

“Go into this **stall.**”

“Oh, it’s too **small**” (Vicky to Mom)

“You’re getting **tall.**”

“These frocks fit. Which will it be . . .

The **frog** on the **log**,

The **hog** in the **fog**,

Or the **dog** on a **jog?**”

“I like all three.”

“Mom, I want to buy a **ball**

For Revver to throw at the **wall.**

I saw some down this **hall.**”

“I’m getting **hot.**

Let’s **stop** this **trot**

And **flop** in this **spot.**”

“What pretty **pots**

With colorful **dots**

Hanging from ropes with **knots.**”

“And a lovely **fawn**

In the **dawn on a lawn.**

Is all hand-**drawn.**”

“I need some more **cloth**

Because of a **moth.**

But first let’s get some **broth.**”

(Dot to seller)

“And how much does it **cost**

For a soda **frost**.”

“Thank you,” she **tossed**.

“I need to **stop**.

My feet to **prop**;

My bags to **drop**.”

“Look at the **slop**

In that **swap shop**.

They need a **mop**.”

(Vicky to Mom)

“I see **Doc**.

He will **knock**

That **clock** off its **block**.”

(Dot to Doc)

“Are you in **shock**?”

“No, I’ve taken **stock**; (Doc to Dot)

The **clock** goes tick-**tock**.”

“You see, I **sought** it,

Fought and **caught** it,

And soon will have **bought** it.”

(Dot, smirking to Doc)

“You **ought not** have **brought**

Such witty **thought**.”

“I **taught** you well, **Dot**.” (Doc to Dot)

(Dot to Doc)

“I would never **scoff**

At my old **prof**.

Come, let’s be **off**.”

(Dot to Doc)

“Doc, for what **cause**

Do you need **gauze**?”

There was a **pause**.

(Doc to Dot and Vicky)

“As I studied a **clause**,

I got scraped by cat **claws**.

That’s why I need the **gauze**.”

Dot and Vicky stood **awed**,

“Well, thanks be to **God**

The cat’s aim was so **broad**.”

(Doc to Dot and Vicky)

“It left its **mark**,

Then heard a **bark**.

My, it’s getting **dark**.”

(Dot to Vicky)

“It’s time that we **call**

Your Dad, and then **haul**

Our stuff home from the **mall**.”

Color Phonics Overview





“ZACK’S FUN PUNS” (short u) PLUM WORDS

Color Phonics Overview

-ub

rub
scrub
sub
tub

-uch

crutch
much
such
touch

-uck

duck
Buck
muck
puck
struck
truck

-ud

flood
mud
spud
thud

-udge

budge
fudge
grudge
judge
nudge
sludge
smudge

-uff

bluff
huff

-uff

puff
rough
stuff
tough

-ug

bug
dug
jug
mug
plug
rug
snug

-um

come
crumb
from
hum
rum
some
strum
thrum
tum

-ums

chums
drums
thumbs

-ump

clump
jump
plump
rump
stump
ump

Color Phonics Overview

-un

fun
gun
none
one
pun
run
son
sun
won

-uns

runs
tons

-unch

crunch
lunch
munch
punch

-ung

sung
young

-ungs

lungs
tongues

-unk

hunk
junk
skunk
stunk
trunk

-unt

bunt
hunt
punt
runt

-us

bus
cuss
fuss
thus

-ust

bust
dust
just
must

-ut

but
cut
hut
mutt
nut
shut
strut

-uzz

buzz
does
fuzz

ZACK'S FUN PUNS, JOKES, AND TONGUE TWISTERS

The **plump ump** set his **rump** upon a **stump**,
but a **clump** of **bumps** made him **jump**.

The **runt** could **bunt** and **punt** and **hunt**.

How many **runs** did it take for the baseball team to win?

Just **won**.

If only **one run won** the **fun** game, then the team that lost got **none**.

When **does fuzz buzz**?

When it's a hairy bee or an electric razor.

Which **son** will never be **stunned** by a water **gun**?

The **sun** that weighs a million **tons**.

Some **chums hum** and **strum** with **thumbs**;
others **thrum** on **drums**, 'rum tum tum'.

We have **sung** with **young lungs** and **tongues**.

Crunch and **munch** your **lunch** with **punch**.

Where did that **crumb** come from?

Just dust the **bust**.

Don't **smudge sludge**, or **nudge fudge**,
or hold a **grudge**, or **budge** a **judge**.

Rub and **scrub** a **sub** in the **tub**.

If a **duck clucks**, will a hen **quack**?

A **hunk** of **junk** in our **trunk** was sprayed by a **skunk**, and it **stunk**.

After the **flood**, a **spud** fell '**thud**' into the **mud**.

Huck struck the **puck** under the **truck** and into the **muck**.

You must **touch such** a **crutch much**.

Don't **cuss** and **fuss thus** at the **bus**.

The **mutt cut** the **nut**, **but shut** the **hut**.

The **bug dug** the **snug plug** out of the **jug**,
then **tugged** a **mug** across the **rug**.



“SCAMP ON A HOOK” (short oo) BROOK WORDS

-ood

could
good
hood
should
stood
wood

-ook

brook
hook
look
shook
took

-ush

bush
push

-oot

foot
put

would

SCAMP ON A HOOK

By a **bush** Scamp **stood**,
Near a fence of **wood**.
He didn't know if he **should**,
Or what **would** happen if he **could**.

Scamp **put** his **foot** on the **bush**,
Then he gave it a **push**.
But he fell into the **brook**,
And got snagged on a **hook**.

Huck's fishing pole **shook**.
And when Huck **took** a **look**,
He knew that Scamp **should**
Have been careful and **good**.



“VICKY’S AUDITION” (er) PURPLE WORDS

Color Phonics Overview

-ul

little

-er

her

whir

-ird

blurred

heard

stirred

third

-irk

shirk

work

-irl

curl

girl

twirl

whirl

-irm

firm

squirm

-urn

learn

turn

-irt

skirt

shirt

-irst

first

worst

-erve
nerve
swerve

-orth
earth
worth



VICKY'S AUDITION

"Majorette auditions . . ." Vicky **heard**,
"Will be next week." Her desire **stirred**.

She knew she still had much to **learn**:
To throw and catch and spin and **turn**.

But every day she planned to **work**
At all the moves, she would not **shirk**.

Work every muscle and every **nerve**,
From her practice she would not **swerve**.

Of all the things to do on **earth**,
Right now, this one had great **worth**.

The day arrived, and with her **skirt**,
Vicky wore her favorite **shirt**.

A bit of make-up, a **little curl**;
She knew she was a pretty **girl**.

The pressure didn't make her **squirm**.
She walked out tall; the baton held **firm**.

Her routine began with a **twirl**.
She threw and caught it in a **whirl**.

The audience could hear the '**whir**'.
Her parents were so proud of **her**.

They were surprised, "I think I'm **third**,"
Said Vicky with her vision **blurred**.

Zack said, "Dear, that's not the **worst**."
Then they announced, "Vicky is **first**!"

“HUCK’S FARM, SLICK’S CITY” WORDS
(a review of the short vowel sounds using the -ck endings)

-ack

attack

back

crack

quack

rack

sack

shack

smack

snack

stack

track

yak



Color Phonics Overview

-ick

brick
click
Clicker
flick
kick
pick
prick
quick
sick
Slick
stick
thick
trick

-icks

chicks
nicks
picks

-eck

neck
peck
trek
wreck

-ock

block
cock
clock
dock
flock
knock
mock
o'clock
shock
smock
stock

Color Phonics Overview

-uck

buck
cluck
duck
Huck
luck
muck
pluck
shuck
suck
stuck
struck
truck
tuck

-uch

much
such



HUCK'S FARM, SLICK'S CITY

The hen went "**cluck**" and pecked at a **duck**
 Which had come too close to her **chicks**.
 The **duck** returned to the pond and **muck**,
 It went "**quack**," and tended its **nicks**.

Slick's mother clucked, "Son, you need to **duck**
 When walking near workmen with **picks**."
Slick said, "I did, but still I was **struck**."
 He tended his cuts and his **nicks**.

Huck checked the **stock**, and heard the **cock**
 And cackling hens **back** by the **shack**.
 No one dare **mock** the cock's own **flock**,
 Or feel the **smack** of its **attack**.

Slick checked the **clock** and ran past the **dock**
 To reach his new shop, the Shoe **Shack**.
 Supplies running low, he ordered more **stock**
 Shoes not on the **rack**, he'd **stack**.

Huck felt a **prick** as he bent to **pick**
 Some berries, red and **thick**.
 He knew the **trick** was to give a **flick**
 Of his wrist, and pull **back quick**.

Slick heard a **click** as he bent to **pick**
 A pair of shoes up with one **flick**.
 He turned and saw Clicker roll in and **kick**
 Her feet, demanding shoes **quick**.

Ears of corn, **Huck** would **pluck** and **shuck**.
 He **stuck** them in bags to put on his **truck**.
 Then to the city, where **Huck** hopes, with **luck**,
 To visit his cousins and make a **buck**.

Slick puckered his lips and let out a **chuckle**,
 "Clicker, you scared me, but I think that **Huck** will
 Be driving by shortly in his pick-up **truck**.
 We'll go see a movie for less than a **buck**."

It was quite a **trek** with his old **wreck**
To the city's farmer's **block**.
Beads of sweat flecked his **neck**,
And it wasn't yet twelve **o'clock**.

But the next **truck** was the delivery **truck**.
"Oh, let me take these to the **back**."
So **Slick** piled some shoes on her lap with a **tuck**;
Clicker rolled **back** and put them in a **stack**.

Huck put on his **smock**, and blocked the **dock**
So he could sell his **corn**.
He was so shocked, a **sack** did **knock**
Over when a car blared its **horn**.

A customer came to the door, '**knock, knock**.'
Said he needed shoes and **such**.
He looked at the prices with a pleasant **shock**;
Good shoes would not cost him too **much**.

Huck sold his corn and packed his **truck**.
He was feeling a little **sick**.
He ate some honey, gave a lemon a **suck**,
And went to visit his cousin **Slick**.

Slick said, "Thank you, and come again, **sir**.
It's a pleasure to serve at Shoe **Shack**."
The man left his wallet, and Clicker yelled, "**Sir**,
Wait! Here's your wallet **back**."

Huck drove by buildings **thick** with **brick**,
And as he crossed the **track**,
He saw Slick's shop, and just as **quick**,
Turned the truck around and went **back**.

"Clicker, **Slick**, so good to see **you**,
But we don't have much time to **yak**.
Come on, get in my **truck** you **two**.
And before the **flick** we'll get a **snack**."

“THE SEVENTY DISCIPLES” (er) PURPLE WORDS

Color Phonics Overview

-eard

cured
heard
word

-erk

jerk
shirk
work

-irl

earl
girl
pearl

-irm

firm
squirm
term

-urn

learn
turn
yearn

-urse

curse
purse
verse

Color Phonics Overview

-irst

cursed

first

worst

-urch

church

search

-irth
birth
earth
worth

THE SEVENTY DISCIPLES

(see Luke 10:1-24)

Jesus told them to take no **purse**
As they spoke kingdom **verse**
To those under the **curse**.

If in return, they were **cursed**,
They should shake their **sandals first**;
Then that town would get the **worst**.

Whether to a slave or an **earl**,
A young boy or a **girl**;
They shared God's kingdom **pearl**:

Of a spiritual **birth**,
Resurrection from **earth**,
And of lives of great **worth**.

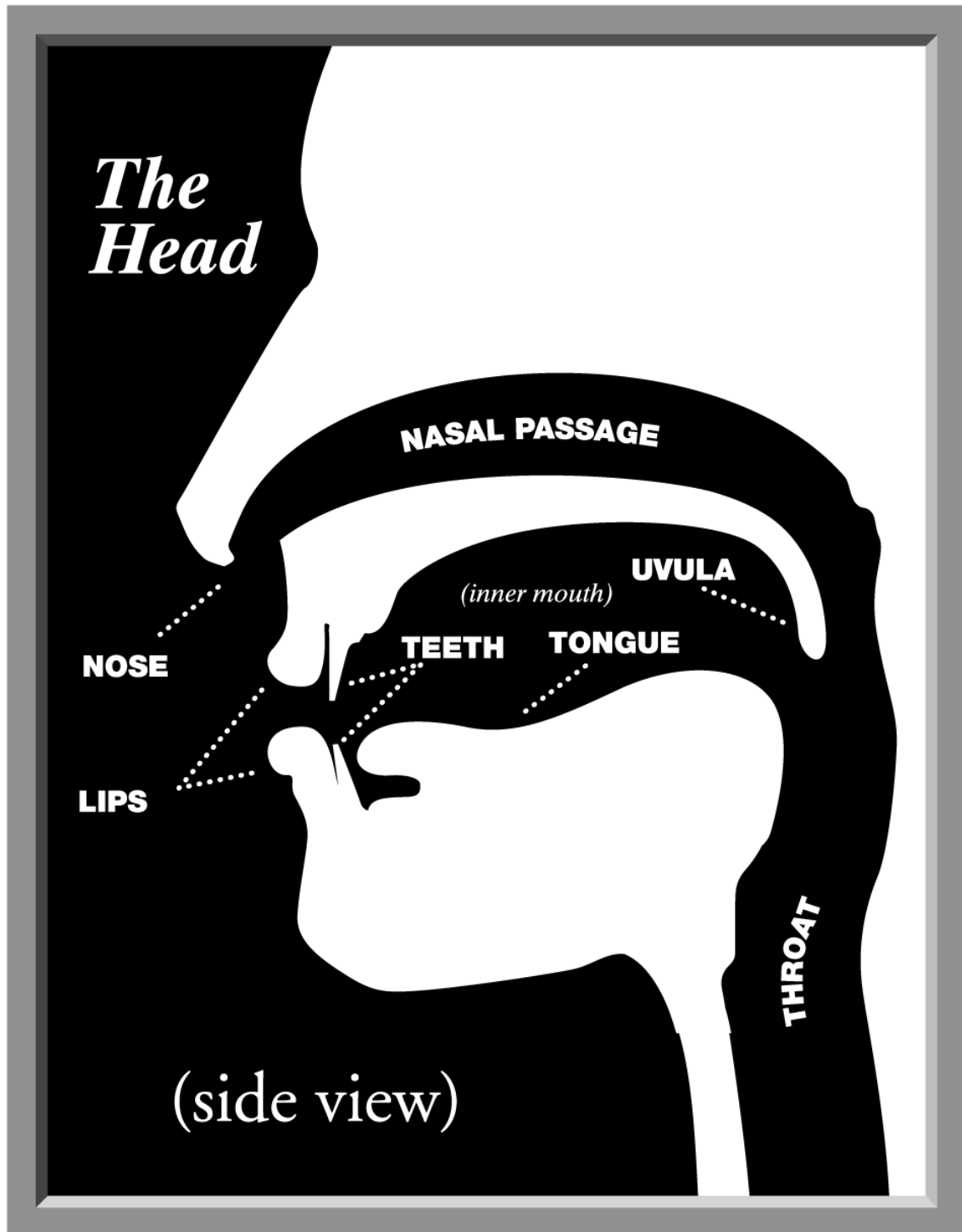
Some people would **squirm**
At the "Messiah" **term**,
But Christ's friends held **firm**.

When pestered by a **jerk**
The disciples wouldn't **shirk**
From God's holy **work**.

Many did **yearn**
Of the Savior to **learn**,
And from sins did they **turn**.

They spread the good **word**
'Til all Jerusalem **heard**.
And many were **cured**.

After the long wait and **search**,
These temple-goers became a **church**.



SOUND PRODUCTION

(As heard on Disk 1 - Consonants)

- /p/** Puff air from behind your lips.
- /b/** Use your voice to puff air from behind your lips.
- /t/** Put the tip of your tongue behind your top front teeth. Puff air from behind your tongue.
- /d/** Put the tip of your tongue behind your top front teeth. Use your voice to puff air from behind your tongue.
- /f/** Put your top teeth on your bottom lip. Blow through your teeth.
- /v/** Put your top teeth on your bottom lip. Use your voice to blow through your teeth.
- /k/** Put the back of your tongue on the top of your mouth. Puff air from behind your tongue.
- /g/** Put the back of your tongue on the top of your mouth. Use your voice to puff air from behind your tongue.
- /s/** Put your teeth together. Put your tongue close to your front teeth. Blow air through your teeth.
- /z/** Put your teeth together. Put your tongue close to your front teeth. Use your voice to blow air through your teeth.
- /sh/** Put your tongue close to the top of your mouth. Blow air through your teeth.
- /zh/** Put your tongue close to the top of your mouth. Use your voice to blow air through your teeth.
- /ch/** Put the tip of your tongue behind your top front teeth. Puff air from behind your tongue and through your teeth.
- /j/** Put the tip of your tongue behind your top front teeth. Use your voice to puff air from behind your tongue and through your teeth.

Consonants cont'd...

/th/ Put the tip of your tongue between your top and bottom teeth. Use your voice to blow air through your teeth.

/th2/ Put the tip of your tongue between your top and bottom teeth. Blow air

/h/ Blow air through your open mouth.

/hw/ Make round lips. Blow air through your mouth.

/l/ Put the tip of your tongue behind your top front teeth. Use your voice (mmm) to let air go past your tongue.

/r/ Put your tongue in the back of your mouth. Use your voice.

/m/ Close your lips. Use your voice to let air go through your nose.

/n/ Put your tongue on the top of your mouth. Use your voice to let air go through your nose.

/ng/ Put the back of your tongue on the top of your mouth. Use your voice to let air go through your nose, then puff air from behind your tongue.

/nk/ Put the back of your tongue on the top of your mouth. Use your voice to let air go through your nose. Stop your voice as you puff air from behind your tongue.

/w/ Make round lips. Use your voice.

/y/ Lift the middle of your tongue. Use your voice.

/kw/ Make round lips. Put the back of your tongue on the top of your mouth. Puff air from behind your tongue, then use your voice.

/ks/ Put your teeth together. Put the back of your tongue on the top of your mouth. Puff air from behind your tongue and through your teeth.

Note: **/kw/** and **/ks/** are consonant blends, but because 'q' and 'x' are single letters, we included them here. Some consider **/ng/** to be a single sound, but **/nk/** as a definite blend.

By the age of three, most children can discriminate the following minimal pairs.

CONSONANT SOUNDS

COMMON SOUND

ALTERNATE SPELLING(S)

/b/ as in bib

/p/ as in pop

/d/ as in dad

/t/ as in tot

'd' as in *passed* (which rhymes with *past*)

/g/ as in giggle

/k/ as in kick

'c' as in *cat*, and 'ck' as in *kick*

/v/ as in vine or live

/f/ as in fluff

'f' as in *of*

'ph' as in *phonograph*, and 'gh' as in *cough*

/z/ as in zoo or ooze

/s/ as in sis

's' as in *has*, and 'x' as in *xylophone*

'c' as in *city* or *price*

/m/ as in mom

/n/ as in nine

/ng/ as in *sing*

/nk/ as in *sink*

/l/ as in little

/r/ as in roar

/w/ as in wow

/y/ as in *yes* and *use*

/h/ as in hug

/hw/ as in *which*

/kw/ as in queen

/ks/ as in *kicks*

'x' as in *fox*

/j/ as in *jog* or *banjo*

/ch/ as in *church*

'g' as in *gem* or *cage*; 'd' as in *soldier*

't' as in *picture*

/zh/

/sh/ as in *shop* or *push*

'z' in *azure*, 's' in *treasure*, and 'g' in *beige*

's', 'c', 't'; and 'fion', 'cian', sion in suffixes

/th/ as in *there* or *bathe*

/th/ as in *thing* or *with*

CONSONANT LETTERS in ALPHABETICAL ORDER

LETTER	SOUND
B	<i>/b/</i> as in bib
C	<i>/k/</i> as in cat and <i>/s/</i> as in city; <i>/sh/</i> in ocean
D	<i>/d/</i> as in dad, <i>/t/</i> as in passed
F	<i>/f/</i> as in fluff; <i>/v/</i> in of
G	<i>/g/</i> as in giggle, and <i>/j/</i> as in gem and cage
H	<i>/h/</i> as in hug
J	<i>/j/</i> as in jog or banjo
K	<i>/k/</i> as in kick
L	<i>/l/</i> as in little
M	<i>/m/</i> as in mom
N	<i>/n/</i> as in nine
P	<i>/p/</i> as in pop
Q	<i>/kw/</i> as in queen
R	<i>/r/</i> as in roar
S	<i>/s/</i> as in sis; <i>/z/</i> in has; <i>/sh/</i> in sure; <i>/zh/</i> in measure
T	<i>/t/</i> as in tot; <i>/sh/</i> in nation; <i>/ch/</i> in nature
V	<i>/v/</i> as in vine and live
W	<i>/w/</i> as in wow
X	<i>/ks/</i> as in fox; <i>/z/</i> in xylophone
Y	<i>/y/</i> as in yes
Z	<i>/z/</i> as in zoo and ooze

CONSONANT PATTERNS

Letter 'b'	is often silent after an 'm', as in 'lamb', 'limb', 'climb' and 'comb'.
Letter 'c'	can sound /k/ when followed by 'a', 'o' or 'u' as in 'cat', 'cot' and 'cut'; or 'c' can sound /s/ when followed by 'e', 'i', or 'y' as in 'cent', 'city', and 'cyst'; or letter 'c' can sound /sh/ in 'ocean' or '-cian' suffixes. It rarely sounds /ch/ as in 'cello'.
Letter 'd'	sounds /d/ when it follows /b/, /m/, /v/, or /z/, as in 'robed', 'hemmed', 'waved', and 'prized'. Letter 'd' sounds /t/ when it follows /f/, /k/, /p/, or /s/, as in 'laughed', 'raked', 'taped', and 'passed'. Letter 'd' can sound /j/ in 'soldier' or 'educate'.
Letter 'f'	besides /f/, letter 'f' can sound /v/ in 'of'. Letters 'gh' and 'ph' also make the /f/ sound in 'cough' and 'phone'.
Letter 'g'	sounds /g/ when followed by 'a', 'o', or 'u', as in 'gab', 'got', and 'gulp'. Letter 'g' can sound /j/ when followed by 'e', or 'y' as in 'gem' and 'gym'. Letter 'g' is often silent before 'n' as in 'gnat' and 'sign'. Rarely, letter 'g' sounds /zh/ as in beige, rouge, and garage.
Letter 'h'	besides /h/, letter 'h' following 'c', 'g', 'p', 's', 't', or 'w' can create a new sound: /f/ in 'cough' and 'phone', /ch/ in 'church', /sh/ in 'shop', /th/ in 'there' and 'bathe', /th/ in 'thin' and 'with', and /hw/ in 'where'.
Letter 'k'	is often silent before 'n', and is often coupled with 'c' at the end of a syllable as in 'knock'.
Letter 'l'	'-le' at the end of word is pronounce /el/, as in 'apple'
Letter 'q'	is often followed by 'u', and sounds /kw/ as in 'queen'.
Letter 's'	besides /s/, letter 's' can sound /z/ as in 'has', or /zh/ as in 'treasure', or /sh/ in 'sure', 'sugar' and '-sion' suffixes.
Letter 't'	besides /t/, letter 't' can sound /ch/ in 'picture' and 'nature', or /sh/ in '-tion' suffixes.
Letter 'w'	is often silent before 'r' as in 'write' and 'wrong'.
Letter 'x'	can sound /ks/ as in 'fox', /gz/ as in 'exam', or /z/ as in 'xylophone'.
Letter 'y'	besides /y/, letter 'y' can sound /i/ or /e/ as in 'sky' and 'sunny'. /y/ invisibly precedes many /oo/ vowels as in 'use' and 'feud'.
Letter 'z'	besides /z/, letter 'z' can sound /zh/ as in 'azure'.

VOWEL SOUNDS

SHORT

/a/ as in tan van
/e/ as in red sled
/i/ as in pink pig
/o/ as in blonde doll
/u/ as in plum rug
(special word: one)

LONG

/a/ as in gray train
/e/ as in green tree
/i/ as in lime pie
/o/ as in orange boat
/u/ as in blue shoe
(special word: *use*)

IRREGULAR

/oo/ as in brook hook (special word: sugar)
/ow/ as in brown house
/oy/ as in turquoise toy
/er/ as in purple bird (special word: sure)
/ul/ as in purple animal

Note: italicized vowels indicate an initial */w/* or */y/* sound, as in one and *use*.

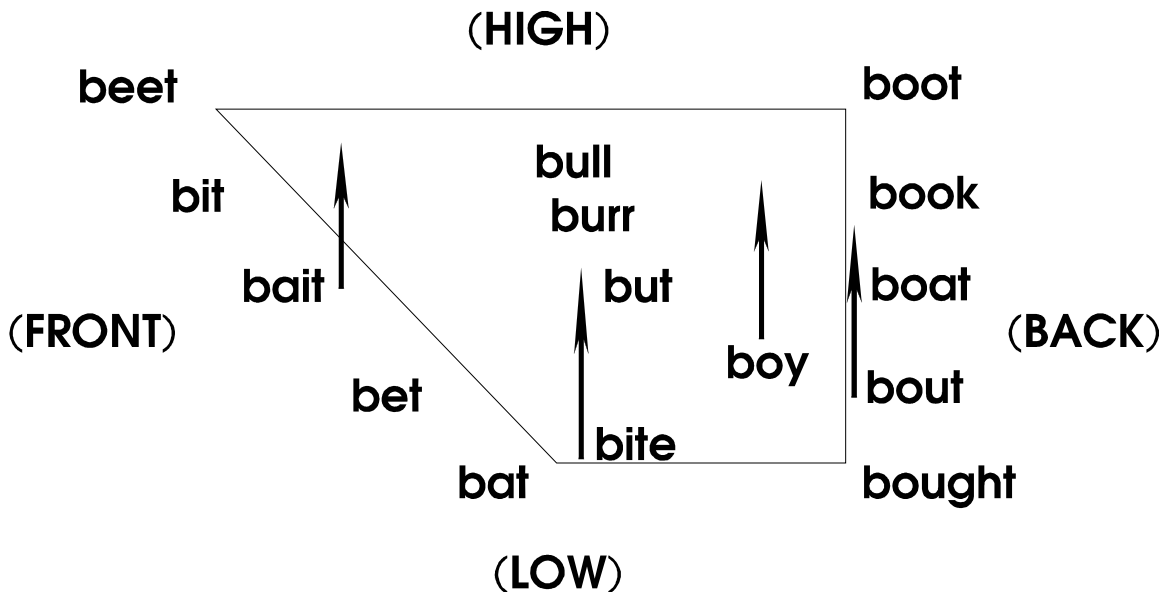
VOWEL CHART FOR REMEDIAL SPEECH

Such charts were first invented to help the deaf learn to speak. Children who can already produce the vowel sounds of American English should not use this chart. Tongue and jaw positions of natural American speakers varies widely. This chart is a guide for those who need help in producing the vowel sounds.

Jaw's Degree of openness	Tongue's Position		
	Front	Middle	Back
Barely	beet	bull (tongue)	boot (lips)
Slightly (1/4)	bit	burr (tongue)	book (lips)
Halfway	bait	but	boat (lips)
Mostly (3/4)	bet	boy (lips)	bout (lips)
Fully	bat	bite	bought

Arrows indicate upward jaw movement on diphthongs (complex speech sounds that begin with one vowel sound and move to another within the same syllable).
 Phoneticists differentiate between closed and open /aw/, but Americans use only one /aw/ sound. Some phoneticists consider /ah/ as the diphthong /ah-ih/.

Relative Tongue Positions of Vowels



VARIOUS SPELLINGS OF FIFTEEN VOWEL SOUNDS

(Memorize these sentences to help learn the different spellings)

Short /a/	a (man), ai (plaid), au (laughed)	The man in the plaid suit laughed.
Short /e/	e (fell), ea (head), u (bury), ei (heir), ie (friend), ai (said), ay (says)	The maid said the heir bumped his head and fell down dead; and his friend says we must bury him today.
Short /i/	i (pit), ui (built), y (gym)	They built a trampoline pit in the gym.
Short /o/	a (watched), au (caused), aw (drawing), o (blot), ou (cough), ua (guard)	I watched as the guard coughed and thus caused a blot upon the famous drawing.
Short /u/	a (a), o (come), oe (does), oo (blood), ou (touch), au (because), u (just)	Does blood come just because of a touch?
Long /a/	a (face), ai (saint), ay (say), ei (vein), et (sachet) ey (they), ea (yea),	Yea, verily, they say the saint with the sachet prayed so hard the veins in her face would appear.
Long /e/	ea (plead), ey (key) ee (agreed), ei (seized), i (police), ie (piece), ui (suite), y (guilty), e (we)	We agreed to plead guilty when the police seized a piece of the stolen key from our suite.
Long /i/	i (likes), ie (pie), ui (guide), uy (buy), y (my)	My guide likes the pie I buy when we go for a hike.
Long /o/	a (war), ew (sew), ow (show) o (no), oa (coat), oe (foe), oh (oh), oo (door), ou (your), eau (beau), au (haute)	Oh, no haute beau or lowly foe would show up at your door and ask you to sew his coat during the war.
Long /u/	eau (beautiful), eu (feud), ew (grew), o (to), oo (zoo), ou (you), u (dunes), ue (blue), ui (suit)	The feud grew between me and you because I got sand on your blue suit as we walked by the beautiful dunes to the zoo.
/oo/	oo (look), ou (could), u (put)	I put my keys down; could you help me look for them?
/ow/:	ou (couch), ow (cow)	No, the cow can't sleep on the couch.
/oy/:	oi (coin), oy (boy)	Give the boy a coin.
/er/:	ear (earn), er (vermin), ir (third), or (work), ar (collar) ur (furry), yr (martyred), our (courage)	The third furry cat without out a collar had no courage and did not work to earn the martyred vermin.
/ul/:	al (animal), el (angel), il (April), ol (police), ul (fearful), le (little)	Last April an angel kept an animal from attacking a fearful child until the police pulled the little girl away.

VARIOUS SOUNDS OF LETTERS AND LETTER GROUPS

Color Phonics Overview

Letter 'a'	can sound /ah/ in 'van', /aw/ in 'swan', /ay/ in 'tape', or /oh/ in 'war'.
Letter 'e'	can sound /eh/ in 'sled', or /ee/ in 'she'.
Letter 'i'	can sound /ih/ in 'pig', /i/ in 'like', or /ee/ in 'police'.
Letter 'o'	can sound /aw/ in 'doll', /oh/ in 'bone', /uh/ in 'done', or /oo/ in 'do'.
Letter 'u'	can sound /uh/ in 'rug', /oo/ in 'tune', or /oo-uh/ in 'put'.
Letter 'y'	can sound /ih/ in 'gym', or /i/ in 'sky', or /ee/ as in 'happy'.
Letters 'ai'	can sound /ah/ in 'plaid', /eh/ in 'said', or /ay/ in 'saint'.
Letters 'au'	can sound /ah/ in 'laugh', /aw/ in 'haul' or /uh/ in 'because'.
Letters 'aw'	only sounds /aw/ as in 'jaw'.
Letters 'ay'	can sound /eh/ in 'says', or /ay/ in 'say'.
Letters 'ea'	can sound /eh/ in 'bread', or /ee/ in 'beat'.
Letters 'eau'	can sound /oh/ in 'beau', or /yoo/ in 'beauty'.
Letters 'ei'	can sound /eh/ in 'heir', /ay/ in 'vein', or /ee/ in 'seize'.
Letters 'eu'	only sounds /yoo/ in 'feud'.
Letters 'ew'	can sound /o/ in 'sew', or /oo/ in 'blew'.
Letters 'ey'	can sound /ay/ as in 'they', or /ee/ as in 'key'.
Letters 'ie'	can sound /ee/ in 'piece', /i/ in 'pie', or /eh/ in 'friend'.
Letters 'oa'	only sounds /o/ as in 'boat'.
Letters 'oe'	can sound /uh/ in 'does', or /o/ in 'toe'.
Letters 'oi'	can sound /oy/ in 'coin'; but is two syllables in 'doing' and 'going'.
Letters 'oo'	can sound /o/ in 'door', /oo/ in 'zoo', or /oo-uh/ in 'wood'.
Letters 'ou'	can sound /aw/ in 'cough', /uh/ in 'touch', /oh/ in 'your', /oo/ in 'you', /oo-uh/ in 'could', /ow/ in 'ouch', and /er/ in 'courage'.
Letters 'ow'	can sound /o/ in 'snow', and /ow/ in 'cow'.
Letters 'oy'	only sounds /oy/ as in 'boy'.
Letters 'ua'	sounds /o/ in 'guard', /waw/ as in 'guava', /wih/ in 'language', and /wul/ in 'lingual'.
Letters 'ue'	only sounds /oo/ as in 'glue'.
Letters 'ui'	can sound /ih/ in 'build', or /i/ in 'guide'. In French words it can sound /wih/ in 'cuisine', /wee/ in 'suite'.
Letters 'uy'	only sounds /i/ as in 'buy'.

SILENT E

In pair form: can, cane; man, mane; pin, pine; rob, robe; cut, cute

Pattern: A word or syllable in the form consonant/vowel/consonant usually has a short vowel sound. can, man, pin, rob, cut

Pattern: A word in the form consonant/vowel/consonant/'e' usually has a long vowel sound. cane, mane, pine, robe, cute

English as a Second Language

This list is provided to direct those who speak foreign languages to the Reference lessons most necessary for review. The lessons can be found in the Reference section on each disk. This compilation has been derived from chapter 8 of *Teaching American English Pronunciation* by Peter Avery and Susan Ehrlich. In this list, /th2/ is the one which is not voiced.

Arabic

/p/, /v/, /d/, /j/, /r/, /ng/, /ch/, /th/, /th2/, /b/-/p/, /v/-/f/, /j/-/ch/, /n/-/ng/, /d/-/t/, /d/-/th/, /s/-/z/, /s/-/th2/, and all consonant blends.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also /eh/ with /ih/.

Chinese

/y/, /p/, /t/, /k/, /b/-/p/, /d/-/t/, /g/-/k/, /l/-/r/, /l/-/w/, /r/-/w/, /m/-/n/, /n/-/ng/, /v/-/w/, /th/-/th2/, /f/-/th/, /v/-/th/, and all consonant blends.

Listen to the differences between /l/ and /n/; and /z/ and /zh/ with /j/.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also /eh/ with /ah/, and /uh/ with /aw/.

Farsi

/r/, /v/-/w/, /th/-/th2/.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also /eh/ with /ah/, and /uh/ with /aw/.

French

/p/, /t/, /k/, /r/, /h/, /j/, /ch/, /j/-/ch/, /sh/-/zh/, /j/-/sh/, /ch/-/zh/, /d/-/t/, /d/-/th/, /s/-/th2/, and silent h.

Listen to the differences between /d/ and /t/ with /th2/; and /s/ and /z/ with /th/.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also /eh/ with /ah/, and /uh/ with /aw/.

German

/r/, /b/, /d/, /j/, /g/, /v/, /z/, /th/, /th2/, /zh/, /j/-/ch/, /j/-/y/, /v/-/w/, /t/-/th2/, and /s/-/th/.

Listen to the differences between the long vowel pronunciations: /ay/, /ee/, /i/, /oh/, /u/.

Also /eh/ with /ah/, and /uh/ with /aw/.

Greek

/p/, /t/, /k/, /r/, /h/, /s/-/sh/, /z/-/zh/, /j/-/ch/, /k/-/nk/, /g/-/ng/, /s/-/z/, and ending consonant blends.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also /ah/ and /uh/ with /aw/.

Hindi and Punjabi

/p/, /t/, /k/, /b/-/p/, /v/-/f/, /v/-/w/, /v/-/b/, /f/-/p/, /t/-/th/, /d/-/th2/ and all consonant blends.

Also /eh/ with /ah/ and /ay/.

Italian

/p/, /t/, /k/, /r/, /h/, /zh/-/sh/, /j/-/ch/, /s/-/z/, /j/-/sh/, /t/-/th/, and /d/-/th2/

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/ and /ay/.*

Japanese

/s/-/sh/, /l/-/r/, /w/-/y/, /v/-/b/, /t/-/ch/, and all consonant blends.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/, and /uh/ with /aw/.*

Korean

/z/, /g/-/k/, /b/-/p/, /s/-/sh/, /l/-/r/, /v/-/b/, /f/-/p/, /t/-/th2/, /th/-/th2/ and all consonant blends.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/, and /uh/ with /aw/.*

Polish

/p/, /t/, /k/, /r/, /b/, /d/, /j/, /g/, /v/, /z/, /th/, /th2/, /zh/, /v/-/w/, /l/-/w/, /t/-/th/, /d/-/th2/, /k/-/ng/.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/ and /ay/.*

Portuguese

/s/-/sh/, /l/-/w/, /zh/-/sh/, /m/-/n/, /n/-/ng/, /j/-/zh/, /t/-/th/, /d/-/th2/. special /t/ d, and all consonant blends.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/, and /uh/ with /aw/.*

Spanish

/p/, /t/, /k/, /r/, /j/-/y/, /s/-/z/, /m/-/n/, /n/-/ng/, /ch/-/sh/, /v/-/b/, /t/-/th/, /d/-/th2/, and consonant blends with 's'.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/.

Also */eh/ with /ah/, and /uh/ with /aw/.*

Vietnamese

/p/, /t/, /k/, /b/, /d/, /g/, /b/-/p/, /f/-/th/, /f/-/th2/, /v/-/f/, /z/-/s/, /v/-/th/, /v/-/th2/, /t/-/th/, /d/-/th2/, /s/-/z/, /j/-/sh/.

Listen to the differences between the long and short vowel pronunciations:

/ay/ with /ah/, /ee/ with /eh/, /i/ with /ih/, /oh/ with /aw/, /u/ with /uh/. Also /eh/ with /ah/.

Color Phonics Song

(Original Amazing Book music by Betsy Hernandez, lyrics by Eve Engelbrite)

Color Phonics is a way
to make reading easy.
Skinny type for silent sounds.
Revver thinks it's cheesy.

Common type for common sounds like **/k/** (c), and **/s/** (s) and **/t/** (t).
Slanted type for special sounds like **/s/** (c), and **/z/** (s), and **/sh/** (t)

Tan says **/ah/**,
Red says **/eh/**,
Pink says **/ih/** in Vicky.
Blond says **/aw/**,
Plum says **/uh/**,
Brook says **/oo/** in cookie.

Purple says the tiny sounds you hear in **/er/** and **/ul/**,
It's so stuck to 'R' or 'L', it's barely there at all.

Gray says **/ay/**,
Green says **/ee/**,
Lime says **/i/** in flyer.
Orange says **/oh/**,
Blue says **/u/**,
Brown says **/ow/** in flower.

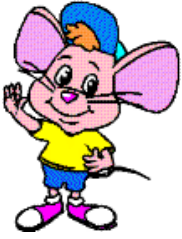
Turquoise says a double sound, combining **/oh/** and **/ee/**;
Blend them fast and they make **/oy/** in light blue that you see.

Color Phonics is a way
to make reading easy.

Our Cast of Characters

Many of our characters have appeared in the films of "The Amazing Bible" series!

Color Phonics Overview



Revver Dickory

He is a young boy mouse who has a passion to run fast. He loves Jesus, and hearing about the Amazing Book, the Bible. He is our "lead" character. He is an adopted child.



Doc Dickory

He is a kind old gentle mouse, and often functions as our narrator. He is the father of Zachary, and the grandfather of Revver and Vicky. He likes to fish, lives in a grandfather clock, and is a full professor at the local mouse college.



Vicky Dickory

She is Revver's little sister. She enjoys sharing the adventures with Revver and his friends.



Zack Dickory

He is the father of Revver and Vicky. He is the son of Doc, and is a very wise loving father. He is an engineer and designs all sorts of mouse-type constructions.



Franklin Bug

He is Revver's bug buddy. He shares all Revver's fun. He speaks in bug-talk. He may not say words, but he can still be understood.



Dot Dickory

She is the mother of Revver and Vicky. She is compassionate and loves to cook.



Dewey Decimole

Dewey is a book mole. He has a habit of reading every book in a library. He is a storehouse of interesting facts. He is a close friend of Doc's.



Clicker Dickory

She is a cousin to Revver and Vicky, and is in a wheelchair as a result of an accident. She still gets into the middle of many things. She is very computer literate, and has a connection to the Internet from her wheelchair.

Color Phonics Overview



Huck Dickory

He is a cousin to Revver, Vicky and Clicker, Huck is a very simple person. He may look and act like a "hick" but he is really very wise.



Slick Dickory

He is a cousin to Revver, Vicky and Clicker, Slick lives by his wits. He seems to always jump from one get-rich scheme to another.



Scamp Nutwaller

Scamp lives with his uncle and is not related to any of the Dickory's. He is a good squirrel kid at heart, but often gives in to temptation and gets in trouble.



Professor Don Perico

He is a friend of Doc's. He is a college professor who specializes in Hispanic languages. He is also a parrot.

Amazing Bible Series

A captivating, fully-animated video series that teaches children about the world's best-selling Book: The Bible!

- **Amazing Book** -- Join Doc, Revver, and Dewey Decimole's exploration of the stories of the Bible and learn why they are so important. Catchy, upbeat tunes will get children singing as they learn and gain a love for the most amazing Book ever written.
- **Amazing Children** -- In this episode, Rikki and Revver want to be grown up because they just don't think kids count for much. But when Doc and Dewey bring the children of the Bible to life through storytelling and song, they begin to realize that being a kid is one of the greatest blessings of all.
- **Amazing Miracles** -- Children will delight in the exciting adventures of Doc Dickory, Rikki, Revver, and their friends as they discover that even when things look hopeless, God is a God of wonders and miracles.

Our Philosophy of Education:

These are the principles that we use in designing our learning products.

Biblical Perspective

We maintain a Biblical perspective in our products. We are careful to be very non-sectarian, but true to God's Word. Because the Bible is Truth, this also gives us an unshifting basis for educational philosophy. While we realize that all subjects will not share the same amount of Bible content, we will create no product that is unbiblical or anti-Bible.

Accountability

As regarding scope and sequence, appropriateness of content, and educational approach, we submit our products to the Alpha Omega Advisory Group for review. We also listen to our customers: your feedback is an integral part of our decision making process.

Innovation not Experimentation

We are committed to truly understanding a subject before we teach it. As a result, we will often be very innovative, using fresh approaches. However, we are committed to relying on common sense solutions, rather than applying esoteric educational theories.

Enjoyment

Enjoyment is an important part of learning: it motivates, increases retention, and builds a positive attitude. We build fun and interest into a subject; we do not add it on as a sugar coating. We believe that all subjects have interesting aspects and we seek to bring those to light.

Retention Through Understanding

We strive to produce long term comprehension, rather than be satisfied with short term retention of rote facts which are soon forgotten. We seek to instill understanding of the subject.

Relevant Learning

We believe that learning is an ongoing, practical advancement of living skills. We emphasize those areas that the student will actually use in real life. We make sure that the main subject is covered well before exploring side subjects. If possible, we contact non-educators who are doing actual work in the subject, who may have a direct insight into the subject.

Complete Concepts

Once we open a subject, we complete the concept to the extent that it really makes sense. We never teach half-truths on the basis that the whole truth is too complicated for the student.

Flexible Format

Different children learn different subjects at different rates and in different ways. We strive to make our learning products flexible so that we adapt to your student rather than forcing your student to adapt to us.

BIBLICAL FOUNDATION AND CONTENT

HISTORY OF LANGUAGE

God created the ancient world's languages at the Tower of Babel in order to humble humanity and to force people to fill and subdue the whole earth as He had commanded (Genesis 1:28; 11:1-9). Since God's creation is ordered and purposeful, it can be assumed that the original languages were well ordered and able to fulfill the purpose of communication. The Scriptures do not indicate if God helped each language group invent a written form of communication, but many languages did develop written forms. The Hebrews were so literate that God could command them to write His precepts on their posts and gates so that parents and their children could learn them (Deut. 6:9).

Christians are not directly commanded to learn reading and writing skills, but many Biblical passages allude to literacy (Col. 4:16 and 1 Thess. 5:27, and 1 Cor. 7:1). In the dark ages Christians were not allowed to read the Bible in their own languages, and as a result suffered many abuses and false doctrines. Similarly, today many illiterate Christians can not read the Bible for themselves, suffering needless abuses and forfeiting a deeper understanding of Christ:

Ephesians 3:3-4 “³ How that by revelation he made known unto me the mystery; (as I wrote afore in few words, ⁴ Whereby, when ye read, ye may understand my knowledge in the mystery of Christ).”

TEACHERS AND TECHNIQUES

God is the Creator of the universe and our Teacher. He rightly demands our respect and obedience. God's universe is worth knowing because He is worth knowing. Knowledge of created things separated from the context of the Creator and His purposes leaves students hopeless and unmotivated.

The first word of the *shema* is “hear”. Until people listen and prepare their hearts to receive instruction, they will not be taught.

Deuteronomy 6:4-9 ⁴ Hear, O Israel: The LORD our God *is* one LORD: ⁵ And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. ⁶ And these words, which I command thee this day, shall be in thine heart: ⁷ And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. ⁸ And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. ⁹ And thou shalt write them upon the posts of thy house, and on thy gates.”

God commanded Hebrew parents and grandparents to teach their children how to love God and others (Deut. 4:9-10). This knowledge was to be transferred from parental hearts that cherished God's commands (Deut. 6:4-6).

We cannot truly teach what we do not know, and we cannot motivate children to learn something we do not personally value. Teaching was a part of the normal, daily routine (Deut. 6:7). The ability to speak and write one's own language was assumed. The Hebrew's house and personal ornamentation were full of written language on the most vital subject, God's Word (Deut. 6:8-9). The walls of a Hebrew home might be compared to today's bulletin boards.

God used feasts (dramatic festivals) to teach spiritual concepts (Deut. 16). He made a world full of color and movement for us to explore. God created creatures both immense and microscopic for us to consider.

Jesus taught others through stories (Matt. 13:34-35), object lessons (Matt. 22:15-22), personal dialogue (John 3:1-15; 4:7-26), similes (Matt. 13:40), metaphors (Matt. 5:14), hyperbole (Matt. 7:3), and puns (Matt. 23:24; in Aramaic gnat is *galma* and camel is *gamla*).¹ The Color Phonics stories are full of funny and interesting rhythms and rhymes, and godly morals.

COLOR PHONICS FOR EVANGELISTIC EDUCATION

Jesus lived on the earth during a time when one language, Greek, in the midst of many languages and cultures, dominated the world. Now English is recognized as the main business language, and many foreign schools require their students to take several years of English.

In 1992, the U.S. Department of Education sampled a population of 190 million adult Americans and found 30% could read between the 6th and 8th grade levels. Less than 20% could read at a high school level, and of those, only 3.5% could read at a college level.² So, in 1992 just half of the adult population could read at or above the sixth grade level, and of those, only one million could read at the college level.

Even though there are some Bibles printed at the sixth grade reading level, roughly half of the adult population cannot readily read the Bible for themselves. I would like to eventually enable the world to read a simplified English Bible for themselves.

TEACHING ENGLISH AS A SECOND LANGUAGE

¹ James Reed and Ronnie Prevost, *A History of Christian Education*. Nashville, Tennessee: Broadman and Holman, 1993, pp. 65-67.

² David Ayers, "Public Education Is Doomed, Part 2," *Practical Homeschooling*, Vol. 2, # 3, 1994, pp. 14-15.

For those within and outside of our county's borders, the demand for an easy American English pronunciation and reading system is overwhelming. Tragedies like the 1996 airplane crash in India, the result of confused languages between the tower and the pilots, could be reduced with a common aviation phrase book in color phonics.

Many missionaries teach English as a second language to support themselves while they evangelize. They need simple, easy to use material that will teach American English. I pray the Color Phonics reading program, with its bonus gospel stories (contained in disks 4 and 5), will find its way into these classrooms. The world-wide applications are numerous.

SUNDAY SCHOOLS

Historically in Christian countries, if children did not learn to read the Bible at home, they were taught to read the Bible in Sunday School. The purpose of the first British Sunday School was to break the poverty-crime cycle by teaching poor children to read the Bible. The first American Sunday Schools purposed to educate Christian children in their faith, to promote the gospel, and to elevate the poor. The first Sunday Schools in the West were efficient enough at teaching people to read, that Congress debated whether the need for public education existed.

LITERACY PROGRAMS

The secular world offers many volunteer literacy programs. Churches might consider using Color Phonics to meet the needs of those in their communities who are struggling to learn how to read. Churches can reclaim "Literacy for the Lord," and develop stronger Christians who can read the Bible for themselves.

THE BIBLE AS TEXTBOOK

Noah Webster hoped to unite the hearts of his countrymen by standardizing the spelling and pronunciation of American English. He often quoted the Bible in his 1828 dictionary. Webster said, "The Bible was America's basic text book in all fields." (Dr. Ruth Haycock's *Encyclopedia of Bible Truths for School Subjects* exemplifies this postulate.)

One generation prior to Webster's Bible-textbook quote, Congressman Fischer Ames stated, "Should not the Bible regain the place it once held as a schoolbook? It's morals are pure, its examples are captivating and noble In no Book is there so good English, so pure and so elegant, and by teaching all the same they will speak alike, and the Bible will justly remain the standard of

language as well as of faith." ³ Each generation has its own struggle to give the next generation a Bible-based education.

HOME SCHOOLING

The pioneers taught their children to read using an English primer and a King James Bible (which has a high school reading level). Their ingenuity to bridge the gap between the two books should encourage the parents of today. The early Christian homeschoolers of our country maintained a literate citizenry, yet with all our technology and educational materials, some homeschooled children are struggling to read.

The available reading programs often combine reading with writing, thus teaching two new difficult skills simultaneously. I believe new skills and information should be built upon prior skills and knowledge. I wanted a reading program that was built upon the child's speaking and listening skills, so that when a child read aloud he would be clearly understood. Like other home school moms, when I couldn't find what I wanted, I made it myself. I incorporated some of the information I found in early primers such as the Lord's Prayer with the pronunciation key found in Webster's blue-backed speller. I believe Color Phonics is the "English primer" homeschoolers have been looking for.

REMEDIAL READING

Color Phonics gives students greater confidence in reading by giving them the tools they need to read more naturally. It establishes a firm speech foundation and then builds upon it. The activities are focused and simple. The desire to win the race motivates the child. The teacher can set the timer for only a few minutes, enabling those with attention deficits to be successful within a short time. The teacher can set the student to study one particular word or sound. The Reference section on the disks is specially designed for personal tutoring and review.

³ William J. Federer, *America's God and Country Encyclopedia of Quotations*, pg 26, 676

FOR THOSE WITH SPEECH, HEARING, OR LANGUAGE DEFICIENCIES

With speech, hearing, and language deficiencies in mind, Color Phonics was designed to help teach proper pronunciation. Much care was taken in creating the animated heads for each sound. The speech animations were given thorough evaluation and approval by a licensed speech and language therapist, and the overall product has been designed by educators.

As a certified elementary education teacher who has taught and tutored in both public and private schools for ten years, I've been amazed at the seemingly simple answers to some language problems. Sometimes a student just needs glasses or a hearing aid. One child had dysgraphia (inability to write what he sees), but after he was given a typewriter, incredible stories began to flow as his fingers tapped upon the keys. Some children need to march (right arm and left leg, then left arm and right leg) to stimulate the interaction between the two hemispheres of their brains. Some students just need to find their natural speaking voice so as not to strain.

God knows how He created each person, and what each person needs in order to communicate.

Moses said to the LORD, "O Lord, I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue." The LORD said to him, "Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the LORD? Now go; I will help you speak and will teach you what to say." (Exodus 4:10-12 NIV)

IS MY CHILD READY TO READ?

LANGUAGE DEVELOPMENT

God created humans with the ability to learn and to communicate. Some people are born blind, deaf, mute, or with other challenges to communication. We hope this reading program may be helpful to them in some ways.

Most babies are born with the ability to reproduce every sound in every language in the world. As they become immersed in the language(s) of their home, unnecessary sounds are dispelled.

Just as God asked Adam to name the animals, parents demonstrate through daily living that people and objects have specific names. Most babies are able to hear sounds and observe what is happening when the sounds are made. Toddlers soon associate sound combinations with certain objects or actions, and can perform simple verbal commands (see *Developmental Building Blocks* p.110). Eventually, most toddlers teach themselves how to talk. They decipher and practice patterns and rules of speech (like adding 's' to form plurals) without being formally taught. The ability to understand and to express an oral language is an attribute and gift of our Creator.

It is wise to refrain from teaching a toddler rules of speech and grammar until the child becomes a confident speaker. Then parents should begin to bring the inconsistencies of our language to the attention of the child ("went" is substituted for "goed"). Color Phonics is built upon the foundation of speech acquisition. The program provides an environment of understandable print while delaying many of the reading, writing, and spelling rules.

Children must be taught to read and write a language of symbols. The questions are "When?" and "How?" According to Jean Piaget, Raymond Moore, and thousands of early childhood studies, most children are not mentally mature enough to read independently before the age of seven or eight.⁴ It is possible for children younger than seven to read independently. Some children even teach themselves to read at early ages. Other children show no interest in reading at all. Reading education begins in infancy with listening and then speaking. When to begin teaching the symbols of reading is a difficult decision. The following may help you determine whether or not your child is ready to learn the symbols of reading (letters).

⁴ Bulletin from Hewitt Research Foundation, January 1, 1984.

HEARING AND LISTENING

Is your child's hearing adequate? Does he talk loudly all the time? Does he ask you to repeat things or turn up the volume of the radio and television? Some counties provide free hearing tests for children (even if they are home-schooled) through the school districts.

When you correct your child regarding the proper pronunciation of a word, can he discern the distinction and then say the word correctly? Can your child carry out reasonable verbal commands?

SPEECH AND TALKING

Can your child speak in sentences? Can he retell a story or explain an event to you? Is he understood by those outside your immediate family?

If your child has a speech impediment, it is wise to begin correcting it early. Check the [Language Development chart \(p.111\)](#) to see if your child has mastered the consonant sounds at his or her age. If not, you might model the correct way of saying a sound when your child uses that sound in a word.

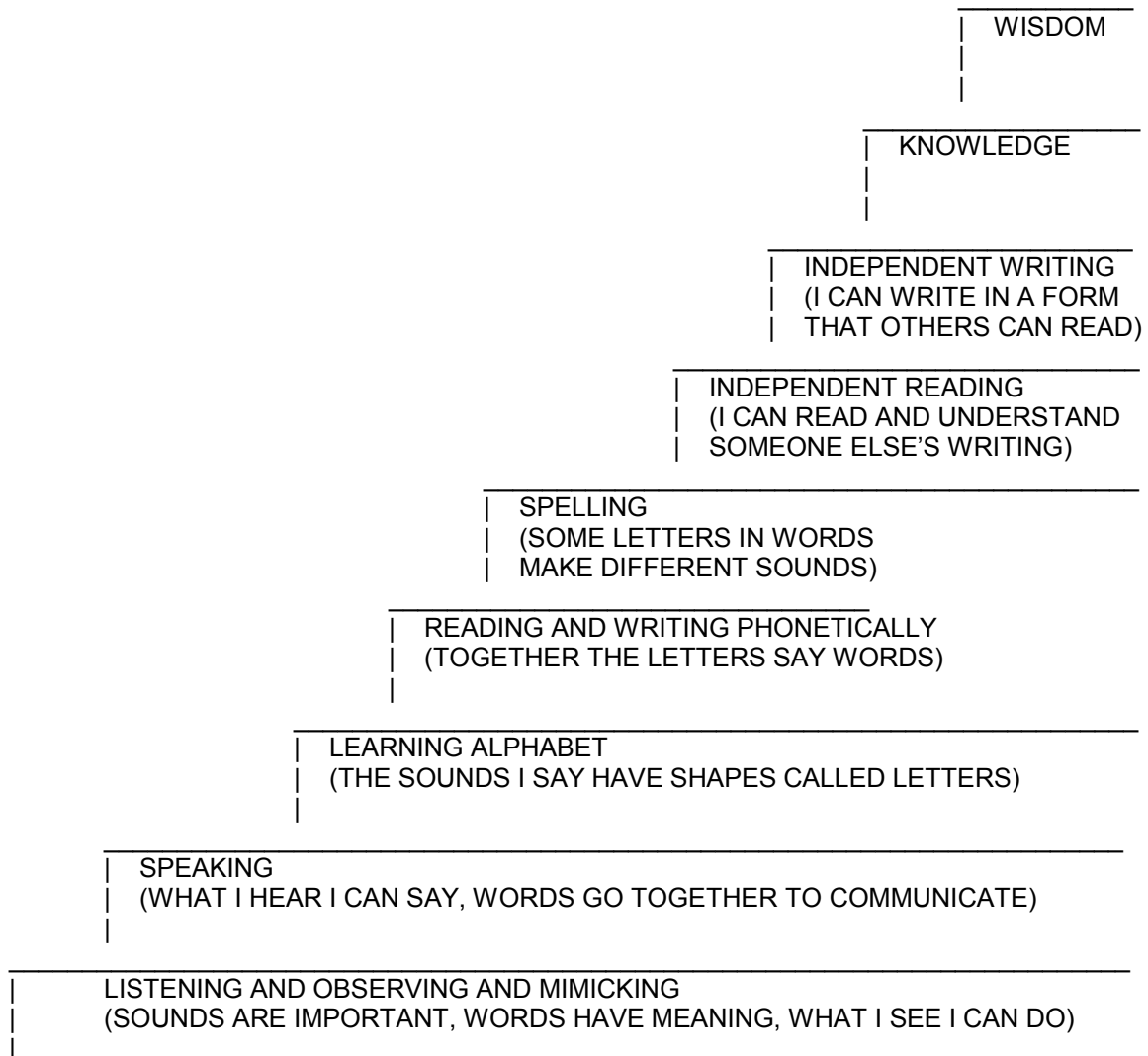
Some of the last sounds an American English speaking child acquires are /l/, /r/, /s/ and /th/; can your child pronounce them? Some letters and letter combinations utilize the vocal cords and you can feel your larynx (voice box or Adam's apple) vibrate when you say them. There is the commonly "voiced" /th/ as in the word "the", and the "unvoiced" /th/ as in the word "with". Review with your child the letter sounds on the [Sound Production - Consonant list \(p.87\)](#).

Note: It is not necessary for a child to have mastered all the consonant sounds before using this program.

To help your child learn the sounds and letters:

- Demonstrate the sound and the written letter.
- Take the child's hand to trace the letter in the carpet, sand, or dry jello.
- Ask the child to repeat the letter sound. If the child has difficulty repeating the sound, explain how the sound is made. If the child is having difficulty between voiced and unvoiced consonants, let him place two fingers gently upon your larynx, allowing him to feel the vibration, or lack thereof, as you say the consonant sounds.
- Face the child at his eye level with a book open towards him. Read and point to the words; ask him to repeat. He will be able to see your lips and mimic your mouth movements. You can also observe the child's pronunciation and correct extraneous movements.
- Sit side by side, and ask the child to tell you the word for each picture.

DEVELOPMENTAL BUILDING BLOCKS



The abilities to hear and to speak a language are given by God to most children, and can be enhanced or discouraged by the language environment of their families. Parents are concerned about the intellectual development of their children. One natural maturation yardstick is tooth eruptions. Writers of baby books often use tooth eruptions to ascertain what skills babies should be able to master. Children usually acquire the first two building blocks before their first permanent tooth erupts. Instruction in the next three building blocks should be based upon the child's strengths from the first two. With proper instruction, children usually attain independent reading and writing by the time all their permanent teeth have erupted. Then they are prepared to research various realms of knowledge. By the time wisdom teeth erupt, children are considered adults who can discern and use knowledge to benefit themselves and others.

Language Development

The best source of language education is the child's own family. In the following chart, note the language development as the child grows:

<p><u>In Womb</u> hearing physically moving and sensing</p>	<p><u>30 Months</u> can draw circles beginning to use other parts of speech can pronounce all vowels</p>
<p><u>Birth</u> turning to sound and visually focusing vocalizing increased moving and sensing</p>	<p><u>36 Months (3 years)</u> recognizing shapes and colors responds to complex sentences asks, "Why?"</p>
<p><u>6 Months</u> listening, distinguishing words imitating speech purposeful moving and sensing</p>	<p><u>42 Months</u> can draw faces and shapes tells stories using adverbs and adjectives consonants acquired: b, p, m, w, h asks "When?" in relation to time</p>
<p><u>12 Months</u> scribbles says first words walking and exploring learns "who" people are</p>	<p><u>48 Months (4 years)</u> recognizing numbers and letters adding 'ed' to verbs for past tense asks, "Where?"</p>
<p><u>18 Months</u> uses two word phrases (noun/verb) names objects says "No" often</p>	<p><u>54 Months</u> practicing printing adding "ing" and "er" to verbs consonants acquired: d, t, n, g, k, j, y</p>
<p><u>24 Months (2 years)</u> understanding basic grammar/ syntax responds to simple sentences asks, "What?"</p>	<p><u>60 Months (5 years)</u> can write name consonants acquired: f asks, "How?"</p>

Consonants at age six: v, th, z, s, sh, l; Consonants at age seven: s, zh, r, th, hw

SIGHT AND SEEING

Does your child squint? Can he distinguish objects that are far away? Does your child sit too close to the television? Does he lean into books? (The Harmon distance to avoid eye strain when reading is to keep the text at the point of your elbow when resting your chin on the back of your hand.) Does he have a wandering eye? A visit to the optometrist for corrective lenses may be a first step. Can your child distinguish colors? (This program will not work well for those who are color blind.)

Can your child distinguish basic shapes? Can he distinguish the letters of the alphabet as being different from each other? Can he distinguish important foreground illustrations from the background? Can he follow the sequence of a comic strip and describe the actions taking place?

MATURITY AND ATTENTION SPAN

Does your child cry or get angry when you try to show him how to do something new? If so, he might not be mature enough yet to handle an onslaught of new information. You can build his confidence by introducing simple new activities on a gradually increasing basis.

Does your child enjoy doing an activity (art, music, watching a show, or listening to a story) for more than fifteen minutes at one sitting? Physical closeness with your child, like an arm around the shoulder, while watching a show or reading him a story may help his body relax and cope with sitting for longer periods of time. Children are graced with energy and movement which must not be squelched. Sit-down lessons and body movement times need to be interspersed.

God verifies our diversified abilities and production levels (Matt. 25:14-30; 13:1-23). Preparing your child to read may take a few months or a few years.

ALPHABET SONGS AND GAMES

Before children can read they must possess confidence in recognition of the shape and common sound of each letter. The ABC Song (to the tune of "Twinkle, Twinkle") added to a visual alphabet has helped many children achieve such confidence. Begin with lower case letters since they compose the bulk of printed material. Make clay or cookie letters with them. Read alphabet books together. Make one letter per sheet of paper and let your child color and scribble all over them.

Using a set of wooden or plastic letters:

- Ask your student to pick out a certain letter (you can also ask what sound(s) the letter makes, and what word begins or ends with that sound or letter)
- Ask your student to place the letters in alphabetical order. The teacher removes a letter while the student's eyes are closed. The student must tell what letter is missing.
- Ask the student to make a word with the letters (The teacher can attempt to sound it out and then rearrange it to make a real word).

The original ABC Song establishes the long vowel sounds. A modified ABC Song can also be learned. It uses the short vowel sounds and the common sounds of the consonants: “a, buh, cuh, duh, eh, fuh, guh, huh, ih, juh, kuh, luh, muh, nuh, aw, puh, quah, ruh, suh, tuh, uh, vuh, wuh, ex, yuh, zuh; Now I know some letter sounds, to read words by leaps and bounds.” (The first sound is /ah/ as in tan.).

King David used the Hebrew alphabet as the basis for a song to teach his children to cherish God's Word (Psalm 119). Some families play the alphabet attribute game in the car; naming all the attributes of God beginning with 'A', progressing through the alphabet. Here are some other ideas:

- “What do you see that starts with the letter B, /b/?”
- “I see three things that end with the letter D, /d/, can you find them?”
- “I spy with my little eye something that ends with T, /t/.”
- “How many words can we rhyme with ‘bat’?”

Note: Most alphabet programs focus the majority of their attention on beginning sounds, so be sure to spend plenty of time on ending sounds.

Children must also be able to recognize basic colors. With this accomplished, the teacher can introduce the Color Phonics Vowel chart. The child will have to learn the difference between plum and purple (lighter) and green and lime (lighter) as well as ‘brook’ for aqua-marine. The teacher reads through the chart saying, “**Tan** has /ah/, **red** has /eh/, **pink** has /ih/, **blond** had /aw/, **plum** has /uh/, **gray** has /ay/, **green** has /ee/, **lime** has /l/, **orange** has /o/, **blue** has /oo/, **brook** has /oouh/, **brown** has /ow/, **turquoise** has /oy/, and **purple** has the schwa sound before /er/ or /ul/.”

READING WITH YOUR STUDENT

When reading a familiar book with your student, try pausing at unexpected times to allow him to fill in the word. In rhyming books, you can read the first line and allow your student to say the rhyming word of the second line.

COLOR PHONICS

Color Phonics® is a tool for aiding a beginning reader to pronounce words before he progresses to standard print. Much like children learn to ride a bike by using training wheels, children can use the Color Phonics Reading Program to ride into independent reading of standard print with confidence.

USING COLOR TO STANDARDIZE VOWEL SOUNDS AND SPELLINGS

Some early written languages are pictorial. In Egyptian hieroglyphics, words and sentences are composed of modified representational pictures. Phonetic alphabets are composed of letters and combinations of letters to represent the sounds of words. The American English language has incorporated words of other languages, such as the Romantic languages, without adapting their spelling to conform to a definite American letter combination and sound system. This has made our language difficult to read and write. For example, the long /o/ can be spelled in the following ways: o, oa, oe, oh, ow, ough, au, and eau.

In order to understand the standard pronunciation guide, one has to learn an extraneous set of symbols. To ask a child to learn the alphabet and its sounds, the pronunciation symbols, the multitudinous spellings for each sound, and all the exceptions to the rules in order for him to read is an overwhelming request. After analyzing many reading programs, I was inspired to colorize the vowels. My husband made the excellent suggestions to italicize abnormal consonants, and to make silent letters skinnier than normal text.

The vowel sound in the name of the color represents that vowel sound on the printed page or computer/video screen: for example, all long /o/ letter combinations would be colored orange. The vowel pronunciation guide is reduced to fourteen colors, one for each distinguished vowel sound. The twenty-eight consonant sounds (including digraphs, pairs of letters representing a single speech sound) are coupled in a way to help discriminate between similar sounds. Consonants are italicized when their sounds are different from the common sound (as when 's' makes the /z/ sound), and silent letters are skinnier than normal text. Each syllable uses only one color.

Traditional phonics digresses from letters back into sounds; but Color Phonics advances from sounds forward to letters. Typical phonics programs teach rules for the many sounds an individual letter or group of letters can make (rules for coding letters into sounds). Some programs also alter the text with extra markings. Color Phonics begins with the 43 sounds of American English, accompanied by the various spellings (sounds to letters). Then textual clues are provided using color and italics, without extraneous marks, to help change letters into sounds. Color Phonics strengthens existing knowledge and

abilities before advancing to new skills. The goal is to teach proper pronunciation prior to reading. Language acquisition progresses from listening to speaking to reading to spelling to writing (composing poetry or prose). Color Phonics focuses on the first three steps.

CONSONANT SOUNDS

The consonant sounds will be taught in such a way for the student to learn to visually and auditorily discriminate between similar consonant sounds. Irregular letters and letter combinations are found with their regular letter sound. Example: *ph* in *phone* and *graph*, and *gh* in *cough* and *tough*, are presented with the /f/ sound in its consonant sound book. The letter 'h' can be presented as the letter that "changes" some other consonants to create new consonant sounds: ch, sh, th, *th*, wh

CONSONANT BLENDS

Consonant blends are divided into four groups. The blends using /s/ and /z/ are presented as "**sliders**": sc, sk, sm, sn, sp, squ, st, sw, and -sm. The blends using /l/ and /r/ are presented as "**gliders**": (beginning) bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sl, scr, spl, spr, str, thr, tr; (ending) -ld, -rd, -lf, -rf, -rg, -lk, -rk, -lm, -rm, -ln, -rn, -lp, -rp, -lt, -rt, -*lth*, -*rth*, -lve, -rve. The sounds /w/, /n/, /k/, /m/, /p/, and /f/ are presented as "**windy campfires**": dw, sw, tw, -nd, -ng, -nk, -nt, -nx, -ct, -mp, -pt, -ft.

After your student becomes proficient with the beginning and ending sounds of words, and consonant blends, he is ready to focus on the middle sounds which are most often vowels. Since he is most familiar with the sounds in his own name, help him to distinguish the beginning, middle and ending sounds.

VOWELS

I have simplified the standard American English to fifteen vowel sounds, including diphthongs, associating color names with the same vowel sounds. (This idea has been around since the 1920's.) To help establish the sound of the vowel with the color, an assonant object is included (ie. tan van, red sled, etc.). As the student studies a certain vowel sound, ask him to tell you other words that have that vowel sound. Do this for each of the vowel colors.

Most "learn to read" stories attempt independent reading from day one. In order to do this, the stories must have controlled vocabularies which lend themselves to unnatural, uninteresting stories. Even if a student was excited

about learning to read, he soon loses interest because of the dull material. Color Phonics stories often rhyme and are interesting enough to read several times. The student is only expected to read certain rehearsed words when the computer prompts him to do so; the rest of the poem or story is read for him. The student is supported as a team reader before he becomes an independent reader.

TURNING REGULAR TEXT INTO COLOR PHONICS TEXT

The 36 Crayola® long colored pencil set contains the Color Phonics colors. All but five are imprinted with the color phonics color names: “golden yellow” is **blond**, “maroon” is **plum**, “aqua green” is **brook**, “sky blue” is **turquoise**, and “orchid” is **purple**. A black pencil can be used for marking silent letters by marking a backslash (\) through them, and by marking italicized letters by underlining them.

You can have your student mark a book as part of his lessons. He colors in the letter(s) that make the short a sound with the tan pencil when studying that sound. He colors in the letter(s) that make the short e sound with the red pencil when studying that sound. After he is finished learning all the sounds, he has a book coded with Color Phonics for easier reading.

There are many American English dialects. The colored pencils enable you to add Color Phonics to regular text in a way that supports your dialect, and thus strengthens your student’s link between speech and reading.

PRINTING PRACTICE

Printing the word lists for each story is good reinforcement. You can also use the word list to practice rhyming words with the student to verify that Color Phonics is an aide in reading and not a permanent crutch.

STORY DICTATION

As the student tells you a story, write it down. Let him copy the story onto paper that has writing lines and room for a drawing. He may then illustrate his story and read it back to you or to another student.

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Color Phonics Vocabulary List

A

a
about
act
add
agreed
aid
air
all
an
and
any
arch
are
ark
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as
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Color Phonics Overview

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Color Phonics Overview

chasm
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cheep
cheer
cheese
chess
chest
chew
chicks
chill
chime
chin
chink
chirp
choice
choose
chore
chose
chums
church
clamp
clang
clap
clash
class
clause
claws
clear
click
Clicker
cliff
climb
clink
cloak
clock
cloth
cloud
cluck
clue
clump
coal
coast
cock
coin
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compete
cook
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dwarf
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earl
earth
ease
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eel
eight
elk
elm
end
engineer
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F
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fawn
fear
feast
feed
feel
feet
fell
fence
fern
feud
fib
fife
fight
film
filth
firm
first
fit
five
flab
flag
flame
flap
flare
flash
flat
flaunt
flea
flee
flick
flight
float
flock
flood
floor
flop
flow
flute
fly
foal
foam
fog
fold
folk
food
fool
foot

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for
fought
found
fourth
fowl
frame
free
freeze
friend
frock
frocks
frog
from
frost
frown
fruit
fudge
fun
fuss
fuzz

G

gab
gag
gain
game
gap
gas
gate
gauge
gauze
gave
gawk
geese
gel
gent
get
girl
glare
glass
glide
glint
glow
glows
glue
gnat
gnu
go
goal
God
gold
gone
good
goose
grab
grace

grand
grass
graves
gray
great
green
greet
grew
grief
grime
groom
grouch
ground
group
grouse
grows
grudge
guess
gulch
gun
gym

H

had
hail
hair
hall
ham
harp
has
hate
haul
have
hawk
hay
he
head
health
hear
heard
hearth
heat
hedge
heed
height
held
help
hen
her
here
hid
hide
high
hinge
hint
hip

Color Phonics Overview

his
hiss
hit
hog
hoist
hole
home
hood
hook
horn
host
hot
hound
house
howl
Huck
huff
hum
hunk
hunt
hut

I

I
I'm
ice
if
ill
in
inch
inn
instead
is
it

J

jab
jacks
jam
jeep
jeer
jerk
jest
jet
jig
job
jog
join
joist
joke
jowl
joy
judge
jug
juice

jump
June
junk
just

K

keep
kelp
key
kick
kid
kiln
kink
kiss
kissed
kit
kite
knee
kneel
knell
knew
knife
knit
knob
knock
knots
know
known

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lab
lad
laid
lair
lake
lamb
lamp
land
lap
last
late
laughed
lawn
lead
leaf
learn
lease
leash
leave
led
leisure
let
lice
licked

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lid
life
light
limb
lime
line
link
lips
little
lock
log
long
look
Lord
lose
lot
Lou
louse
low
luck
lunch
lungs

M

mad
made
mall
malt
man
map
march
mares
mark
marsh
mart
mash
mask
mast
mat
match
math
May
me
meal
measure
meet
men
mend
mess
mews
mice
might
milk
mind
mint
mitt

moat
mob
mock
mold
month
moo
mood
moon
moose
mop
more
morn
most
moth
mound
mount
mouse
mows
much
muck
mud
mug
mulch
mule
munch
must
mute
mutt
my

N

nab
nag
nails
name
nap
near
neat
neck
need
nerve
net
new
news
newt
nice
nicks
ninth
no
noise
none
noon
nose
not
note
nudge

Color Phonics Overview

nut

O

o'clock

obey

of

off

old

on

one

or

orange

other

ought

ounce

owl

own

P

pack

packed

page

paid

pain

paint

pale

palm

pang

pant

passed

pat

patch

path

pause

pay

pea

peace

peach

pear

pearl

peck

peek

peel

peer

pen

pent

people

perch

pet

phone

pick

picks

pie

pig

pill

ping
pink
pins
pitch
place
plain
plan
plane
plank
planned
plate
play
plea
please
pled
plod
plop
plow
pluck
plug
plum
plume
plump
pod
pole
pool
porch
pot
pots
pounce
praise
prank
pray
prayer
preach
press
price
prick
pride
prime
prince
prism
prize
prod
prof
prop
prowl
prune
puck
puff
pun
punch
punt
purple
purse
push

Color Phonics Overview

put

Q

quack
quacks
quad
quail
quaint
quake
quart
queen
quelled
quench
quick
quilt
quote

R

raccoon
rack
raft
rag
rage
rain
raise
rake
ram
ramp
ran
rang
rant
rat
ray
read
rear
reef
reign
repeat
rest
rhyme
rib
rice
rid
ride
rig
rim
ring
rip
ripped
road
roam
roar
roast
robe
rock

room
rope
rough
round
rove
rowboat
rub
rude
rug
rum
rump
run
runs
runt

S

sack
sad
safe
sag
said
sake
sale
sales
salt
sand
sane
sang
sank
sap
sass
sat
sauce
save
saws
sax
say
says
scalp
Scamp
scare
scarf
scent
school
scoff
scoot
scratch
screen
script
scroll
scrub
sea
seal
search
seat
see

Color Phonics Overview

seed
seek
seem
seen
self
sent
sew
shack
shade
shake
shame
shape
shark
sharp
shave
shawl
she
sheathe
sheave
sheep
shelf
shelve
shield
shift
shirk
shirt
shock
shod
shoe
shone
shook
shop
shorn
should
show
showboat
shown
shrew
shriek
shrimp
shrine
shrub
shuck
shut
sick
side
sight
silk
sing
singe
sink
sip
sit
skid
skiff
skill

skin
skins
skip
skirt
skunk
skunks
sky
slab
slain
slap
slash
sled
sleep
sleeve
sleigh
slice
Slick
slid
slide
slim
slime
slink
slip
slit
slop
slouch
slow
sludge
smack
small
smart
smile
smock
smoke
smudge
snack
snag
snake
snap
snarl
sneak
sneeze
sniff
snooze
snout
snug
so
sock
socks
solve
some
son
sores
sort
sought
soul

Color Phonics Overview

source
sow
space
spank
speak
spear
sped
speech
speed
spell
spent
sphere
sphinx
spice
spill
spilt
spit
splash
splat
spleen
splint
spoil
spoke
spool
spoon
spot
sprain
sprang
sprawl
spray
sprig
spring
sprint
spud
squeak
squeal
squeeze
squid
squint
squirm
squirm
squirt
stab
stack
stage
stain
stair
stall
stamp
start
stay
steal
steel
stench
stick
stiff

still
sting
stirred
stitch
stock
stood
stool
stop
store
storm
stove
straight
strange
stream
street
string
stripe
stroll
struck
strum
strut
stuck
stuff
stump
stun
stung
stunk
sub
such
suck
Sue
suit
sun
sung
surf
surprise
swan
swap
sweat
sweep
sweet
swell
swept
swerve
swim
swirl
switch
swore

T

tab
tacks
tag
tails
take
tale

Color Phonics Overview

talk
tall
tan
tap
tape
task
taught
taunt
tea
teach
tear
teed
teeth
teethe
ten
tent
tenth
term
thank
thanks
that
the
thee
there
they
thick
thief
thin
thing
think
third
thirst
this
thorn
those
though
thought
thread
three
throat
throne
throng
through
thrum
thud
thumb
thumbs
thus
thyme
tick
tie
time
tin
ting
tip
to

toast
toes
toil
told
tongues
tons
too
took
torch
torn
tossed
touch
tough
towboat
town
toy
toys
track
trade
trail
train
tram
tramp
trash
tread
treasure
treat
tree
trek
trick
tried
trim
trip
tripped
trod
trot
trout
truck
trunk
truths
try
tub
tuck
tum
turn
twang
twelve
twice
twig
twin
twirl
twirled
twirp
two

U

Color Phonics Overview

ump
use

V

van
vane
vase
vat
veil
vein
vent
verse
very
vest
vet
vim
vine
voice

W

wag
wage
waist
wait
wake
walk
wall
want
war
warm
warn
was
wasp
watt
wax
way
we
we'd
weak
wealth
wear
wee
weed
week
weep
weigh
well
went
were
wet
whack
whale
wharf
what
wheel

wheeze
when
where
which
whiff
whip
whir
whirl
white
who
who's
whole
whoop
wide
wife
wig
will
win
wine
wing
wink
woe
woke
wolf
won
wood
word
work
world
worm
worst
worth
would
wow
wreath
wreck
wrench
write
wrong
wrote

Y

yacht
yak
yam
yay
year
yearn
yell
yes
yo-yo
yolk
you
you'd
you'll
young

Color Phonics Overview

your
youths

Z

zag
zap
zeal
zest
zip
zoo

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