

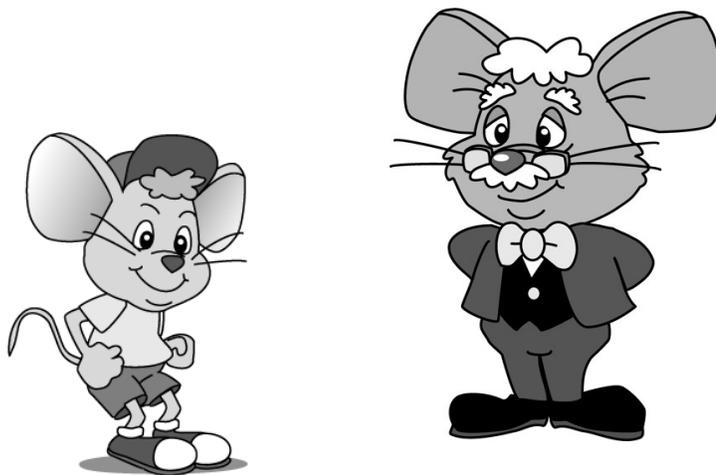
---

## 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.

Carol Murphy, M.A., C.C.C.  
Licensed Speech-Language Specialist  
Registered Educational Therapist  
Credentialed Learning Disability Specialist

## **COLOR PHONICS TABLE OF CONTENTS**

---

Getting Started	
Color Phonics at a Glance	4
Presentations and Student Activities	5
Installation	7
Technical and Troubleshooting	7
Frequently Asked Questions	8
Color Phonics	
Startup Screen	
Setting up Students	10
Playing the Game	11
Reference	11
ABC Buttons	12
Teacher Center Button	12
Teacher Center	
Menu Bar	13
Control Panel and Reports	14
Options	16
Focus Learning	17
Color Phonics Overview of Disks and Chapters	18
Color Phonics Exercises	
How to Use	21
Disk 1 - Consonants	22
Disk 2 - Consonant Blends	24
Disk 3 - All Vowel Sounds	26
Disk 4 - Long Vowels and Diphthongs	31
Disk 5 - Short Vowels and Schwa	59
Appendixes	
Pronunciation and Spelling Helps	86
English as a Second Language	96
Color Phonics Song	98
Cast of Characters	99
Philosophy of Education	102
From the Author	
Biblical Foundation and Content	103
Is My Child Ready to Read?	107
Color Phonics	114
Vocabulary List	118
Legal Statements	124
Index	126

## **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**



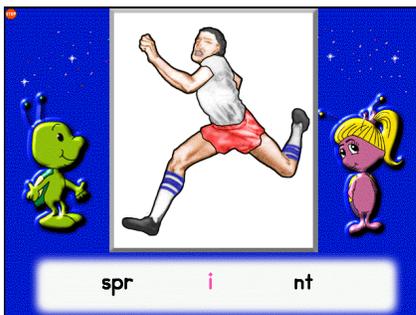
### Sound Presentation

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.



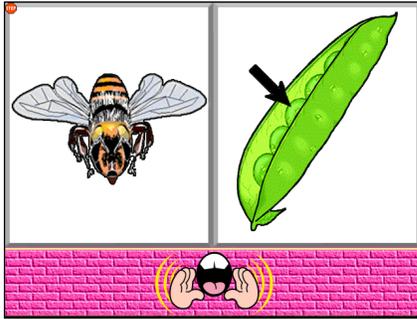
### Text Presentation

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.



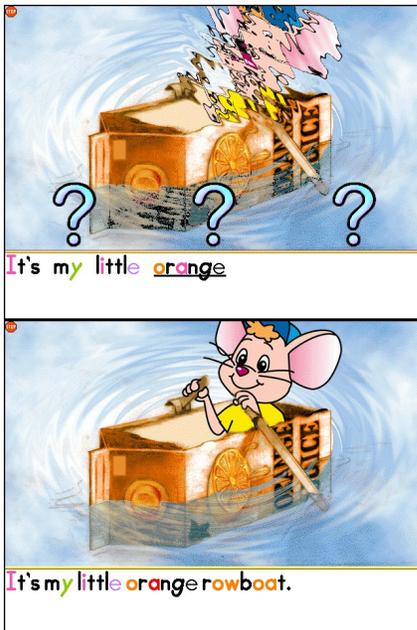
### Listening for Sounds

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/.

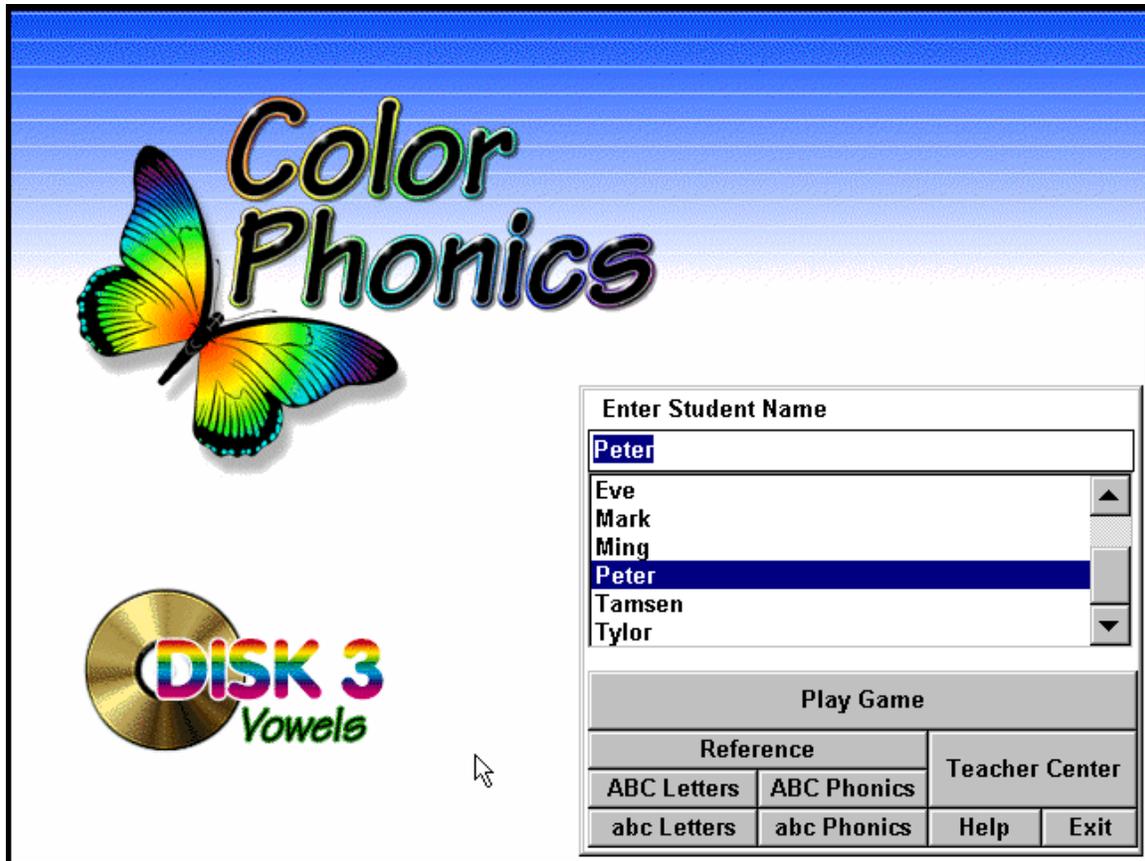
### Who are all these people that I hear about in the game: Doc, Clicker, Zack...?

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.

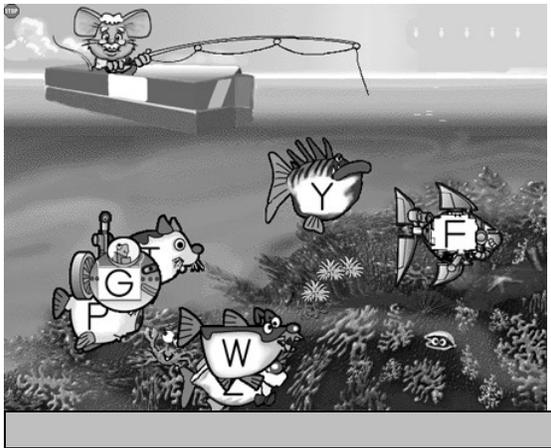
### English as a Second Language

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 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 Peter on "TAN, The ah Sound" with a proficiency of 80. The report includes a horizontal bar chart for the "ah" sound and a grid for "TAN Words" (and, as, at, had, has, have, that, add, had, can, ran, tan, van, gas). A dark vertical line at 80 indicates the proficiency level. A legend indicates that blue bars represent "Mastered" and gray bars represent "Needs Review".

**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**

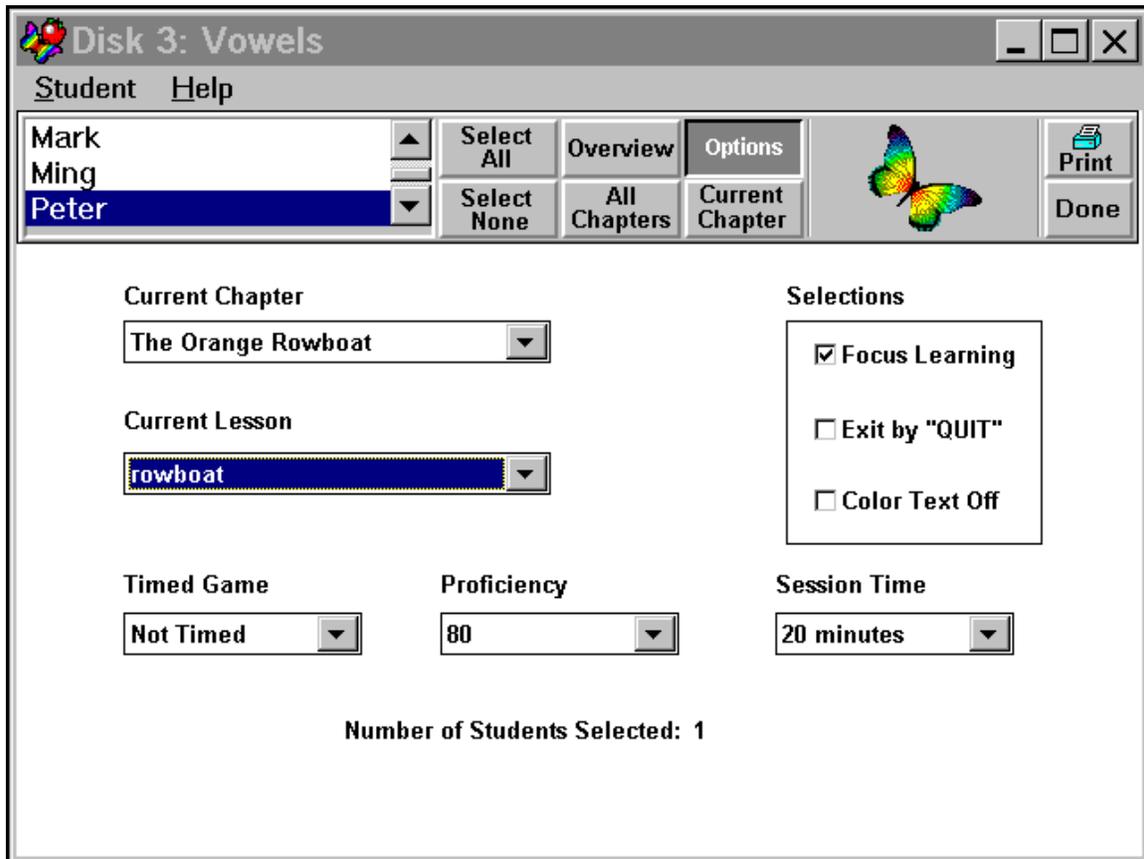
Clicking the Print button opens the print dialogue box. It will print the currently displayed report in its entirety.

**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.

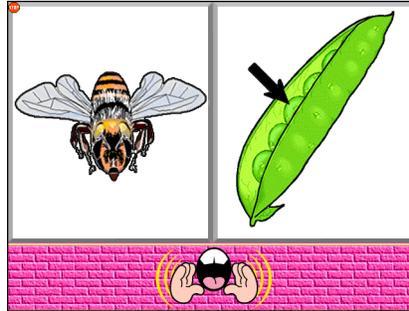
When your student has mastered the practice words, let him continue the program which uses those words in the story. After he completes the story chapter, he can be a team-reader with you.

- 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/ - /w/**

lake, wake  
link, wink

**/l/ - /y/**

lamb, yam  
Lou, you

**/r/ - /w/**

rake, wake  
ring, wing

**/r/ - /y/**

ram, yam  
ray, yay

**/j/ - /y/**

gel, yell  
jam, yam

**/v/ - /w/**

vine, wine  
vase, waist

**/v/ - /b/**

vat, bat  
rove, robe

**/t/ - /k/**

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

**/t/ - /n/**

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

**/t/ - /p/**

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'...**

<b>ENDING GLIDERS: 'L' AND 'R'      (68 words)</b>
--

**-/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**

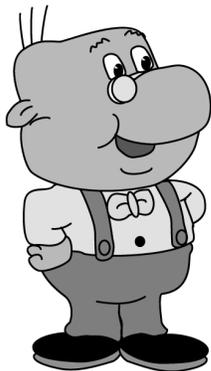
creep  
sleep  
sweep  
weep

**-ear**

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

**-eace**

geese  
peace



**-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**."

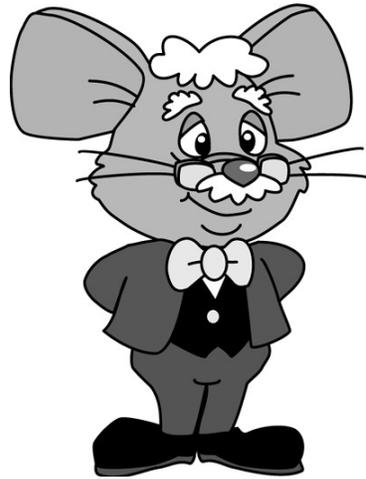
Vicky walked back down her **street**.  
She told Dad and Mom, then it was time to **eat**.

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**.





**“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**

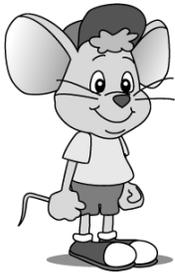
folk

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**

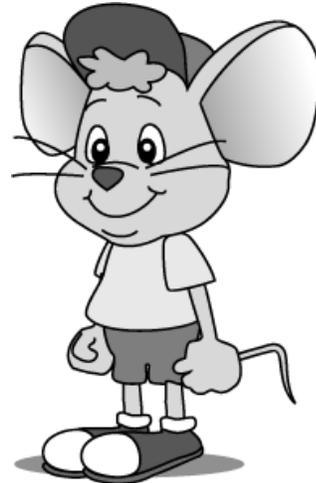
Are monkeys. You can watch them **groom**.

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**."

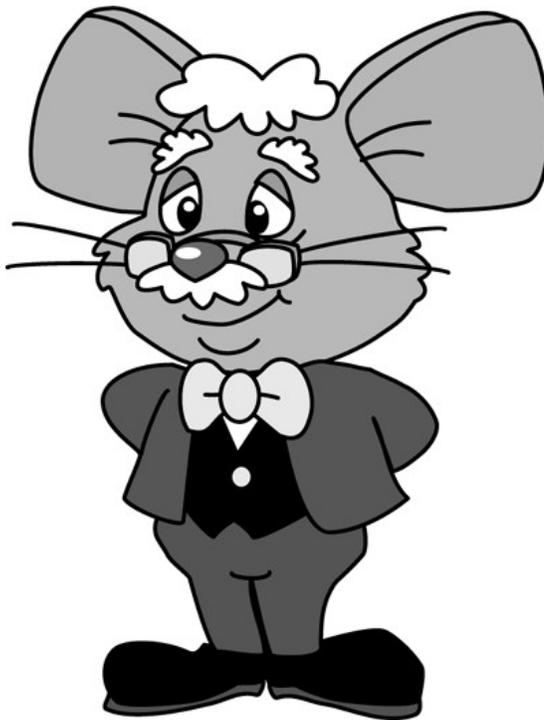
"Grampa, here's a present for **you**."  
"And here's the card, with a note in it **too**."

"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**.

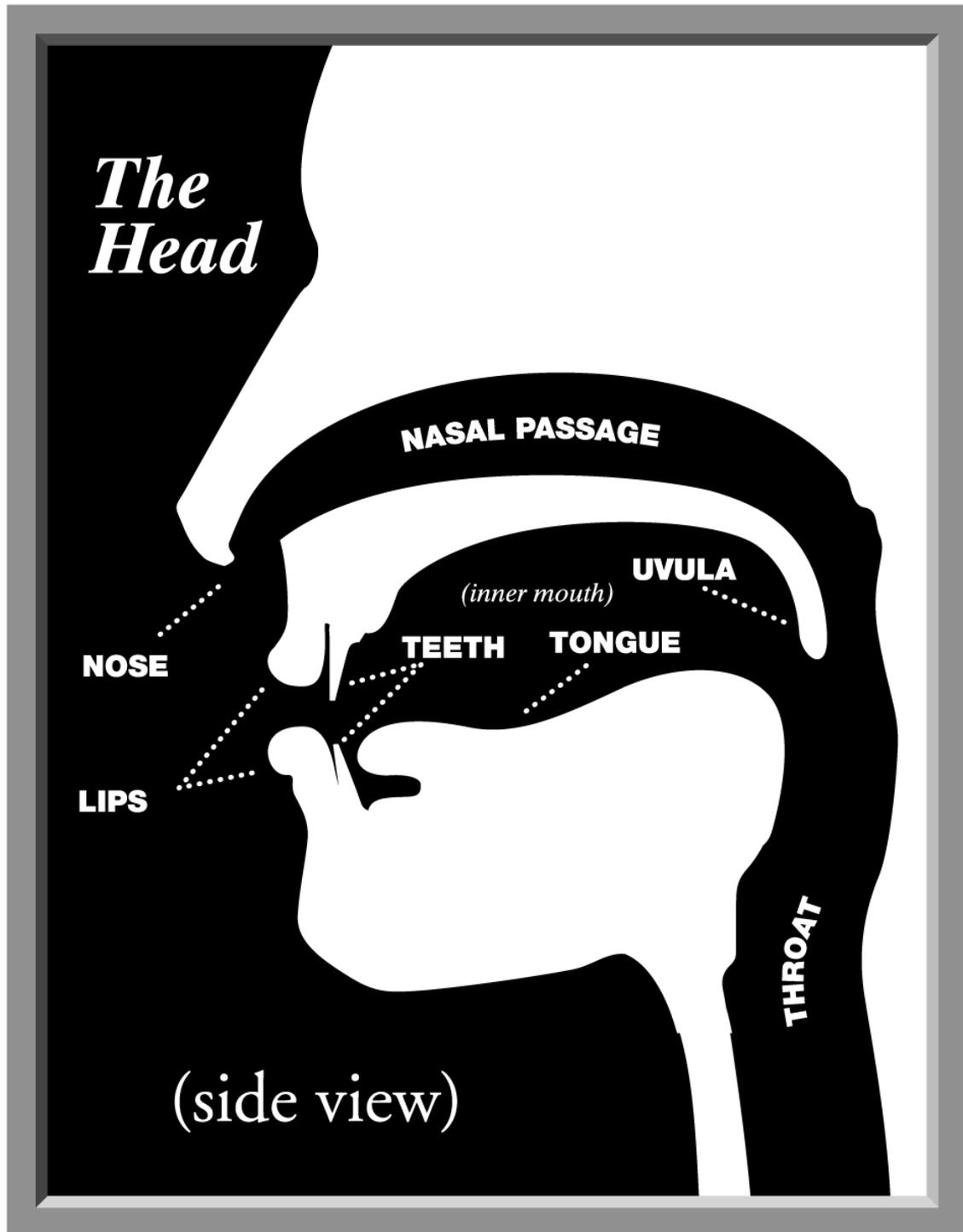
Some people would **squirm**  
At the "Messiah" **term**,  
But Christ's friends held **firm**.

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

<b>Letter 'b'</b>	is often silent after an 'm', as in 'lamb', 'limb', 'climb' and 'comb'.
<b>Letter 'c'</b>	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'.
<b>Letter 'd'</b>	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'.
<b>Letter 'f'</b>	besides /f/, letter 'f' can sound /v/ in 'of'. Letters 'gh' and 'ph' also make the /f/ sound in 'cough' and 'phone'.
<b>Letter 'g'</b>	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.
<b>Letter 'h'</b>	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'.
<b>Letter 'k'</b>	is often silent before 'n', and is often coupled with 'c' at the end of a syllable as in 'knock'.
<b>Letter 'l'</b>	'-le' at the end of word is pronounce /el/, as in 'apple'
<b>Letter 'q'</b>	is often followed by 'u', and sounds /kw/ as in 'queen'.
<b>Letter 's'</b>	besides /s/, letter 's' can sound /z/ as in 'has', or /zh/ as in 'treasure', or /sh/ in 'sure', 'sugar' and '-sion' suffixes.
<b>Letter 't'</b>	besides /t/, letter 't' can sound /ch/ in 'picture' and 'nature', or /sh/ in '-tion' suffixes.
<b>Letter 'w'</b>	is often silent before 'r' as in 'write' and 'wrong'.
<b>Letter 'x'</b>	can sound /ks/ as in 'fox', /gz/ as in 'exam', or /z/ as in 'xylophone'.
<b>Letter 'y'</b>	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'.
<b>Letter 'z'</b>	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*.

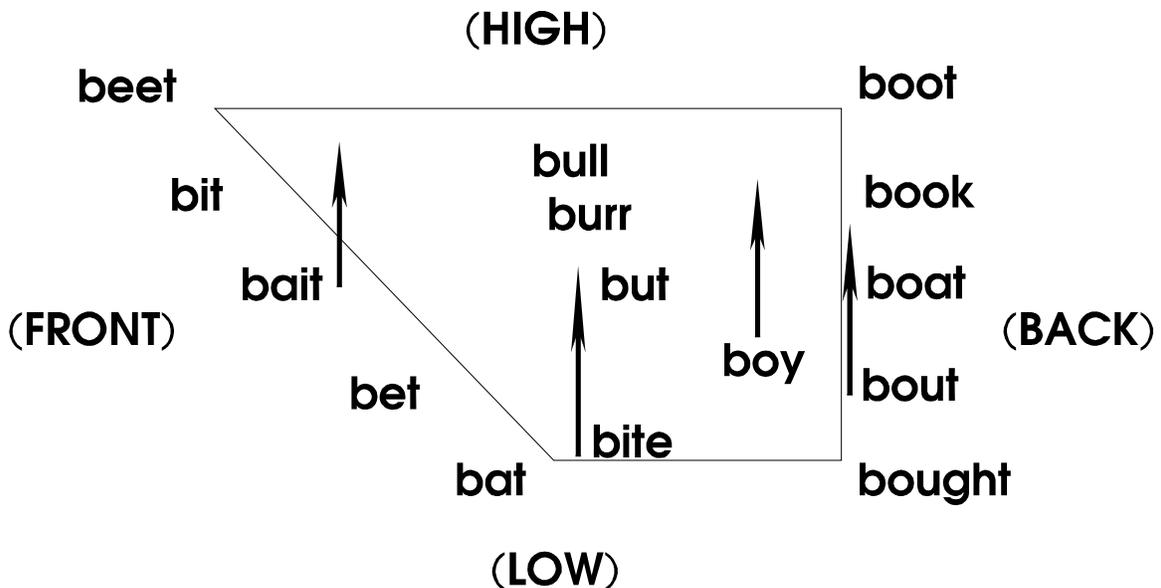
## VOWEL CHART FOR REMEDIAL SPEECH

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

---

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

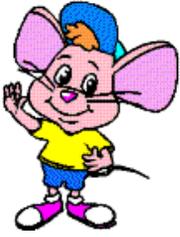
Color Phonics is a way  
to make reading easy.

## **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** “<sup>3</sup> How that by revelation he made known unto me the mystery; (as I wrote afore in few words, <sup>4</sup> 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** <sup>4</sup> Hear, O Israel: The LORD our God *is* one LORD: <sup>5</sup> And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. <sup>6</sup> And these words, which I command thee this day, shall be in thine heart: <sup>7</sup> 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. <sup>8</sup> And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. <sup>9</sup> 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*).<sup>1</sup> 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.<sup>2</sup> 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*

---

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

<sup>2</sup> 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." <sup>3</sup> 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.

---

<sup>3</sup> 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.<sup>4</sup> 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).

---

<sup>4</sup> 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.

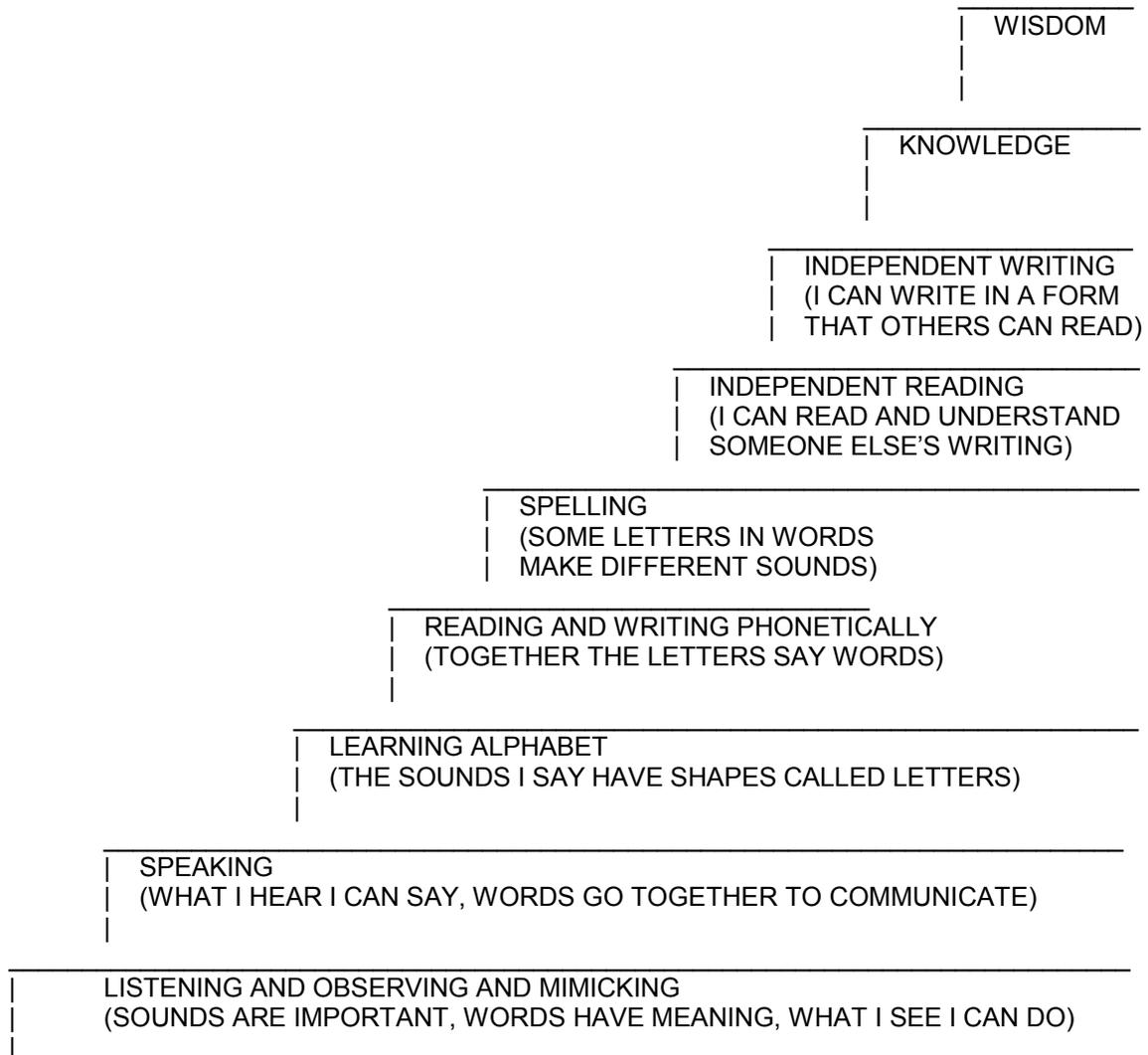
Some of the last sounds an American English speaking child acquires are /l/, /r/, /s/ and /th/; can your child pronounce them? Some letters and letter combinations utilize the vocal cords and you can feel your larynx (voice box or Adam's apple) vibrate when you say them. There is the commonly "voiced" /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><b><u>In Womb</u></b> hearing physically moving and sensing</p>	<p><b><u>30 Months</u></b> can draw circles beginning to use other parts of speech can pronounce all vowels</p>
<p><b><u>Birth</u></b> turning to sound and visually focusing vocalizing increased moving and sensing</p>	<p><b><u>36 Months (3 years)</u></b> recognizing shapes and colors responds to complex sentences asks, "Why?"</p>
<p><b><u>6 Months</u></b> listening, distinguishing words imitating speech purposeful moving and sensing</p>	<p><b><u>42 Months</u></b> 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><b><u>12 Months</u></b> scribbles says first words walking and exploring learns "who" people are</p>	<p><b><u>48 Months (4 years)</u></b> recognizing numbers and letters adding 'ed' to verbs for past tense asks, "Where?"</p>
<p><b><u>18 Months</u></b> uses two word phrases (noun/verb) names objects says "No" often</p>	<p><b><u>54 Months</u></b> practicing printing adding "ing" and "er" to verbs consonants acquired: d, t, n, g, k, j, y</p>
<p><b><u>24 Months (2 years)</u></b> understanding basic grammar/ syntax responds to simple sentences asks, "What?"</p>	<p><b><u>60 Months (5 years)</u></b> 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 /i/, **orange** has /o/, **blue** has /oo/, **brook** has /oooh/, **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.

## References

- Abercrombie, David, editor, *Fifty Years in Phonetics* (selected papers), Edinburgh, U.K.: Edinburgh University Press, 1991
- Ayers, David, "Public Education Is Doomed, Part 2," *Practical Homeschooling*, Vol. 2, # 3, 1994.
- Beechick, Ruth, *A Biblical Psychology of Learning*, Colorado Springs, Colorado: Accent Publications, 1982.
- Beechick, Ruth, *A Home Start in Reading* (Grades K-3), Pollock Pines, Colorado: Arrow Press, 1985.
- Beechick, Ruth, *The Language Wars and Other Writings for Homeschoolers*, Pollock Pines, Colorado: Arrow Press, 1995.
- Federer, William J., *America's God and Country Encyclopedia of Quotations*, Coppell, Texas: Fame Publishing, 1994.
- Holy Bible*, New International Version, Grand Rapids, Michigan: Zondervan Corporation, 1978
- Jones, Daniel, *Everyman's English Pronouncing Dictionary*, New York, New York: E.P. Dutton & Co., Inc., 1967.
- Kenyon, John Samuel and Knott, Thomas Albert, *A Pronouncing Dictionary of American English*, Springfield, Massachusetts: G & C Merriam Co., 1953.
- Novey, M.D., Donald, and Cowin, M.A., C.C.C., Eileen, *Perfect English Pronunciation* (videos 1 and 2), Northbrook, Illinois: Skills International, 1990.
- Pride, Mary, *The New Big Book of Home Learning*, Westchester, Illinois: Crossway Books, 1988.
- Reed, James and Prevost, Ronnie, *A History of Christian Education*. Nashville, Tennessee: Broadman and Holman, 1993.
- Silverstein, Alvin and Virginia, *Wonders of Speech*, New York, New York: William Morrow and Co., Inc., 1988.
- SoftKey's *The American Heritage Talking Dictionary* (cd-rom) from *American Heritage Electronic Dictionary*, ©1992 Houghton Mifflin Company. SoftKey International Inc., Cambridge, Massachusetts, 1994.
- Thomas, Charles Kenneth, Ph. D., *The Phonetics of American English* (2nd edition), New York, New York: The Ronald Press Co., 1958.
- Trustees of Columbia University, *The Columbia University College of Physicians and Surgeons Complete Guide to Early Child Care*, New York: NY, Crown Publisher, 1990.
- Kenyon, John Samuel and Knott, Thomas Albert, *A Pronouncing Dictionary of American English*, Springfield, Massachusetts: G & C Merriam Co., 1953.
- Webster's New Universal Unabridged Dictionary*, New York, New York: Simon and Schuster, 1983.

## **Color Phonics Vocabulary List**

**A**

a  
about  
act  
add  
agreed  
aid  
air  
all  
an  
and  
any  
arch  
are  
ark  
arm  
around  
as  
ask  
asp  
at  
ate  
attack  
awake  
away  
awed  
ax  
azure

**B**

back  
bag  
bake  
balk  
ball  
ban  
band  
bang  
bank  
bar  
bare  
barge  
bark  
bass  
bat  
bath  
bathe  
bay  
be  
bead  
beak  
bean  
bear  
bears  
beat

## Color Phonics Overview

---

bee  
been  
beet  
belch  
bell  
bench  
best  
bib  
big  
bin  
bird  
birth  
bit  
bite  
blame  
blare  
blast  
bled  
blest  
blink  
bliss  
block  
blond  
bloom  
blue  
bluff  
blurred  
blush  
boat  
books  
boot  
born  
bought  
bowl  
box  
boy  
boys  
bran  
brash  
brass  
brat  
brave  
brawl  
bread  
break  
breast  
breath  
breathe  
breeze  
brick  
bridge  
brief  
brig  
bright  
broad  
brook

broom  
broth  
brought  
brow  
brown  
brush  
buck  
budge  
bug  
build  
bulb  
bunch  
bunt  
burn  
burst  
bus  
bush  
bust  
but  
buy  
buzz  
by

**C**

cab  
cage  
cake  
cakes  
call  
called  
came  
camp  
can  
can't  
cane  
cap  
card  
care  
career  
carp  
cart  
case  
cash  
cask  
cast  
cat  
caught  
cause  
cave  
ceased  
cent  
chair  
change  
chant  
chap  
chart

## Color Phonics Overview

---

chasm  
chat  
cheat  
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  
cold  
colt  
come  
compete  
cook  
cool  
cord  
cost  
couch  
could  
course

cove  
cow  
coy  
crab  
crack  
craft  
crag  
cram  
crash  
crass  
creak  
creed  
creep  
crept  
crest  
crib  
crock  
crook  
crouch  
crowd  
cruise  
crumb  
crunch  
crutch  
cry  
crypt  
cub  
cured  
curl  
curse  
cursed  
curve  
cuss  
cut  
cute

**D**

dab  
Dad  
damp  
dare  
dark  
date  
dawn  
day  
daze  
deal  
dear  
deceit  
deed  
deep  
deer  
did  
dig  
dime  
ding  
do

## Color Phonics Overview

---

Doc  
dock  
does  
dog  
doll  
done  
door  
Dot  
dots  
doubt  
down  
doze  
drab  
draft  
drape  
drawn  
drench  
dress  
drew  
drift  
drink  
drip  
drop  
drove  
drums  
dry  
duck  
ducks  
dude  
dug  
dumped  
dust  
dwarf  
dwell

**E**  
each  
ear  
earl  
earth  
ease  
eat  
eel  
eight  
elk  
elm  
end  
engineer  
ewe  
eye  
eyes

**F**  
face  
fade  
fail

fails  
fair  
fall  
fame  
fan  
fang  
farm  
fast  
fat  
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

## Color Phonics Overview

---

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

**L**

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

## Color Phonics Overview

---

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





## **Legal Statements**

By installing this software package, or using or allowing others to use the contents of this package, you are agreeing to the terms, conditions disclaimer of warranty and limitation of remedies set forth below.

## Software License Agreement

1. Bridgestone Management Group, Inc. "Bridgestone" does not sell any title or ownership rights or interests in or to the enclosed software program. By purchasing this product, you are only purchasing a non-exclusive license to use the enclosed software program. Bridgestone (or other parties from whom it has acquired the software program) reserves and retains all other rights, title and interests (including copyrights, patents, trademarks and service marks) in and to the enclosed software program. The purchase price paid for this product constitutes a license fee, in part, for the use of the enclosed software program. The other part of the purchase price covers the enclosed physical optical disk or other physical media on which the software program is recorded or fixed. Although the purchaser of this product will not own the enclosed software program, the purchaser will own the physical optical disk or other physical media on which the software program is recorded or fixed.

2. The allowed use of the enclosed software program under this License Agreement is limited to the following:

(a) The software program may only be used in a single computer (i.e., with a single CPU) at a single location. If the single computer in which the software program is used is a multi-user system, this License Agreement covers all users on that single system. The enclosed software program, as recorded and fixed on the enclosed optical disk (CD-ROM) or other media, may be physically transferred from one computer to another as long as the software program is only used in one computer at a time. The enclosed software program may not be electronically transferred from one computer to another (over a network or otherwise).

(b) The copying, reproduction, duplication, translation, reverse engineering, adaptation, decompilation, disassembly, reserve assembly, modification or alteration of the enclosed software program (or accompanying written materials) is expressly prohibited without the prior written consent of Bridgestone, regardless of the form or media in/on which the originals or copies may exist. The merger or inclusion of the enclosed software program (or accompanying written materials) with any other computer program, and the creation of derivative works or programs from the enclosed software program (or accompanying written materials), is also expressly prohibited without the prior written consent of Bridgestone.

(c) The enclosed software program is licensed to the purchaser of this product, and may not be rented, leased, sold, assigned, transferred, re-licensed, sub-licensed or conveyed for any monetary or other consideration. The enclosed software program may be given to another as a gift, and the purchaser (or gift recipient) may allow others to use the enclosed software program on a temporary basis. However, any such gift or allowed use shall be subject to the provisions of this Licensing Agreement (and the Disclaimer of Warranty and Limitation of Remedies set forth below), and the purchaser, gift recipient and allowed user shall each be responsible to fully comply with all of the terms of this License Agreement. A copy of this Licensing Agreement and the Disclaimer of Warranty and Limitation of Remedies set forth below must accompany any gift or allowed use of the enclosed software program, and must be agreed to by the gift recipient and allowed user prior to acceptance of the gift or any use of the enclosed software program. Any attempted rental, lease, sale, assignment, transfer, re-license, sub-license, conveyance, gift or other disposition of the enclosed software in violation of the above is null and void.

Any violation of this License Agreement by the purchaser or any user or recipient of the enclosed software program may also violate applicable copyright law and could result in civil and/or criminal prosecution. You may be held legally responsible for any copyright infringement that is caused, encouraged or allowed by your failure to abide by the terms of this License Agreement.

3. This License Agreement shall remain in effect until terminated. This License Agreement will terminate automatically without notice from Bridgestone in the event any provision of this License Agreement is violated by the purchaser or any other recipient or user of the enclosed software program. Upon termination, the purchaser, or any other party in possession of this product, shall destroy the enclosed software program and all accompanying written materials.

4. Bridgestone may create, from time to time, updated versions of the enclosed software program. At its option, Bridgestone will make such updates available at a cost, and on such terms and conditions, as Bridgestone considers appropriate in its sole discretion.

### **Disclaimer Of Warranty And Limitation Of Remedies**

The enclosed software program and accompanying written materials (including instructions for use) are provided "as is" and "with all faults", and without express or implied warranty of any kind. Further, Bridgestone does not warrant, guarantee or make any representations regarding the use or the results of use of the enclosed software or written materials in terms of correctness accuracy, reliability, currentness, or otherwise. The entire risk as to the quality, results and performance of the enclosed software program is assumed by you even if the software program or written materials are defective. You, and not Bridgestone or its dealers distributors, agents, or employees, assume the entire risk and cost of all necessary servicing, repair or correction.

This product is not covered by any warranty of any kind, either express or implied including but not limited to any implied warranties of merchant ability or fitness for a particular purpose (even if Bridgestone or its dealers, distributors, agents, or employees are aware of the intended use of this product). No oral or written information or advice, suggestions, or recommendations given by Bridgestone or its dealers, distributors, agents, or employees shall create a warranty or in any way increase the scope of this warranty and you may not rely on any such information, advice, suggestions, or recommendations. Some states do not allow the exclusion or limitation of certain warranties. You may have other rights which vary from state to state.

Neither Bridgestone nor anyone else who has been involved in the creation, production, distribution, or delivery of this product shall be responsible or liable for any indirect, special, consequential, or incidental damages (including damages for loss of profits business interruption, loss of business opportunity, or information and the like) arising out of the use or inability to use this product even if Bridgestone has been advised of the possibility of such damages. In no event shall Bridgestone ever be liable or responsible for any damages or loss in excess of the purchase price paid for this product. Some states do not allow the limitation or exclusion of certain remedies or damages, so the above limitations and exclusions may not apply to you.

### **Acknowledgment**

You acknowledge that you have read this license agreement disclaimer of warranty and limitation of remedies, understand them, and agree to be bound by their terms and conditions. You also agree that the provisions set forth above are the complete and exclusive statement of agreement regarding this product, and supersede all other advice, suggestions, recommendations, proposals and prior agreements, oral or written, and any other communications relating to this product and the subject matter of this license agreement, disclaimer of warranty and limitation of remedies.

You also acknowledge that, if it were not for the allocation of responsibilities and risks and the limitations and exclusions of warranties, remedies and damages set forth above, the purchase price for this product would be substantially higher.

Should you have any questions concerning the above or this product, or if you desire to contact Bridgestone for any reason, please contact, in writing:  
Bridgestone Multimedia Group, 300 N. McKemy Ave. Chandler, AZ 85226-2618



# Index

## A

ABC buttons p.12, 18  
Adding a new student p.10,13  
All chapters report p.15  
Alphabet  
    review p.4,18  
    songs and games p.112  
Amazing Bible series p.101  
Arabic p.96  
Attention span p.106,112

## B

Bible, as a textbook p.105  
Bible Builder p.7  
Blend presentation p.5  
Blond  
    words p.26,69  
    stories p.28,70  
Blue  
    words p.27,42  
    stories p.30,43  
Brook  
    words p.26,77  
    stories p.29,78  
Brown  
    words p.27,45  
    stories p.30,46

## C

Cancel all changes p.13  
Captain Bible p. 7  
Cast of characters p.99  
Chinese p.96  
Clear student grade p.13  
Color Phonics  
    colors p.113  
    explanation of p.114  
    reason for p.114  
    song p.98  
    turning regular text into p.116  
Color text off p.17  
Consonants  
    blends p.24-25,115  
    common sounds p.89-90,115

disk 1,2 overview p.18  
patterns p.91  
sound production p.87-88  
spelling p.89  
word pairs p.22-23  
Contents (of disks) p.18  
Control panel p.14  
Crayola® pencil use p.116  
Current chapter report p.15  
Current lesson p.16

## **D**

Developmental Building Blocks p.110  
Digraphs p.114  
Diphthongs p.20,45-48,93  
Done p.15

## **E**

English as a second language  
teaching p.4,105  
foreign language list 96  
Evangelistic education p.104  
Exit p.9,13,17

## **F**

Farsi p.96  
Fishing game p. 4,12,18  
Focus learning p.17  
Foreign languages p.4,96,105  
French p.96  
Frequently asked questions p.8

## **G**

German p.96

Graduation p.11

Gray

words p.26,31,55

stories p. 29,32,56

Greek p.96

Green

words p.27, 34

stories p.29,35

## **H**

Head profile p.86

Hearing p.108

Hearing, speech and language  
deficiencies p.4,107

Help p.13

Hindi p.96

History of language p.103

Home schooling p.106

Homonym p.21

## **I**

Installing the program p.7

I-Read-You-Read p.6,19,20

Italian p.97

## **J**

Japanese p.97

## **K**

Korean p.97

## **L**

Language

deficiency p.4, 107

development p.108

chart p.111

Larynx p.109

Lime

words p.27,38  
stories 29,39

List window p.14

Listening for sounds p.6

Literacy program p.105

Looking for letters p.6

**M**

Maturity p.112

Menu bar p.13

**N**

New student p.13

Number of students selected p.16

**O**

Options p.16

Orange

words p.27,40,52  
stories p.30,41,53

Overview (of disks) p.18

Overview report p.14

**P**

Philosophy of education p.102

Phonics rules p.89-95

Pink

words p.26,66  
stories p.28,67

Playing the game p.4-6,11

Plum

words p.26,74  
stories p.28,75

Polish p.97

Portuguese p.97

Practice p.21

Presentations p.5,11

Print p.15

Printing practice p.116

Proficiency p.15

Pronunciation help p.87-95

Punjabi p.96

Purple

words p.26,79,84  
stories p. 29, 80,85

## Q

Quit p.9,13,17

## R

Reading with your student p.21,113

Red

words p.26,63  
stories p. 28,64

Reference p.11

References p.117

Remedial reading p.106

Remove student p.13

Rename student p.13

Reports p.14,15

Reset student options p.13

Revver's Race p.11

## S

Saving scores p. 8

Schwa p.20,79-80,84-85

Scoring p.17

Select p.14

Session time p.16

Setting up students p.10

Shareware p.7

Sight p.112

Silent 'e' p.95

Song p.98

Sound

presentation p.5

production p.87-88,93

Spanish p.97

Speak p.11

Speech p.109

Speech deficiency p.4, 107

Spell p.11

Spelling help p.89,94

Startup screen p.10

Story

dictation p.116

lists p. 19-20

Sunday School p.105

## T

Tan

words p.26,59

stories p.28,60

Teacher center p.4,12-17

Teachers and techniques p.103

Technical support p.7

Text presentation p.5

Timed game p.11,17

Troubleshooting p. 7

Turquoise

words p.27,47

stories p.30,48

## V

Vietnamese p.97

Vocabulary list p.118-123

Vowels

all vowels stories p 28-30

all vowels practice words p.26

disk 3, 4, 5, overviews p.19-20

long (words and stories)

a - p.26,29,31,55

e - p.27,29,34

l - p.27,29,38

o - p.27,30,40,52

ow p.27,30,45

oy p.27,30,47

review p.49

u - p.27,30,42

remedial chart p.93

short (words and stories)

a - p.26,28,59

e - p.26,28,63

er - p.26,29,79,84

l - p.26,28,66

o - p.26,28,69

oo - p.26,29,77

review p. 81

u - p.26,28,74

silent "e" p.95

sounds p.92,95

spelling p.94

## **W**

Webster, Noah p.105,106

Word lists and stories, how to use p.21

