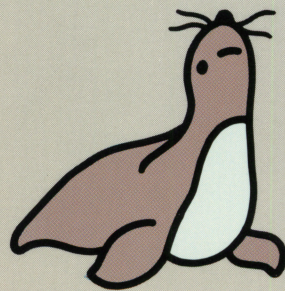
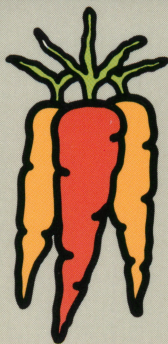


# Sound Ideas

## Vowels

Early Reading Speechware™

a



Teacher's Edition

Listen and Learn Series



# Sound Ideas

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## Vowels



Houghton Mifflin Company, Educational Software Division  
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# PHILOSOPHY AND GOALS OF SOUND IDEAS

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**THE PHILOSOPHY.** There is general agreement among educators that language mastery comes initially through the ears rather than the eyes and that beginning reading is facilitated by an understanding of the relationship between speech sounds and the representation of those sounds in print. The *Sound Ideas* program is based on the belief that the microcomputer can serve the teacher as a tireless ally in this teaching-learning process, providing a combination of capabilities available in no other medium.

*Sound Ideas* is a phonics program in software form, designed by experienced teachers and computer specialists. Through a unique combination of computer-generated speech, graphics, and print, the program provides the learner—even at the pre-literate level—with self-paced learning experiences not possible with other instructional aids.

**THE GOALS.** The program has several educational goals:

- To help develop aural discrimination and ability to identify consonant and vowel sounds.
- To help develop consonant letter/sound correspondences.
- To assist in the recognition of letter combinations frequently associated with each vowel sound.
- To provide practice in using letter/sound correspondence as a cue in identifying unfamiliar words.
- To provide early experiences with computer operation and applications.

**BENEFITS OF THE PROGRAM.** *Sound Ideas* can contribute to the quality of your teaching-learning environment in many ways.

- The learning process takes advantage of the child's established ability in aural comprehension. All instructions are spoken by the computer. Help is also provided orally.
- Because the needed computer operation is simple—requiring only three command keys—children can work with *Sound Ideas* independently, with no need for direct teacher supervision. Alternatively, the program may be used by two children working together or by a small group under teacher guidance.
- The practice so necessary for reinforcement of regular classroom instruction is presented through colorful, child-oriented graphics, in a setting that motivates and invites participation by the user.
- The interactive format provides opportunity for immediate error correction by the child.
- Immediate evaluation of every lesson is presented to the learner in a colorful display. Because the microcomputer is an objective evaluator, learning takes place in a non-scolding, non-threatening, private setting.
- For the teacher, *Sound Ideas* records individual student progress.
- Because the program is self-pacing, each child can progress at a rate appropriate to her/his development.
- Classroom tests have shown that children find *Sound Ideas* an enjoyable learning experience while, at the same time, they gain familiarity with microcomputer operations.

# INTRODUCING SOUND IDEAS TO YOUR CHILDREN

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## Computer Readiness

In many instances, *Sound Ideas* will be a child's first experience with the microcomputer. For this reason, there should be a brief "readiness" program before any "hands-ons" activity begins. For example, the children should be allowed to examine the computer and to learn the names of the major parts. You may even want to have the children draw a picture of the system.

**HANDLING DISKETTES.** It is most important the children learn how to properly care for and handle the diskettes.

Here are a few important rules that can prevent unnecessary damage to diskettes.

1. Do not touch the surface through the open slot.
2. Do not write on the outside wrapping.
3. Do not leave a diskette close to any source of heat, such as a radiator or in a sunny window.
4. Avoid spilling liquids, such as milk or a soft drink, on the diskette.
5. When not in use, keep the diskette in a covered container that protects it from dust.

6. Do not put the diskette near operating electrical equipment.

**USING THE DISK DRIVE.** Each child should have a chance to insert a diskette in the disk drive, and bring the program up on the screen. Machine instructions are included in the program binder.

**USING THE KEYBOARD.** A computer keyboard can look formidable to the inexperienced. Before a child actually begins to use *Sound Ideas*, he or she should learn about the keys that will give instructions to the computer.

Only three keys are required for the child to operate the *Sound Ideas* program: the **SPACE** bar, the **H** key, and the **RETURN** key. Precious computer time can be saved if the children are familiarized with the keys in advance. For the first few lessons, you might want to highlight these keys with small colored stickers.

## Glossary of Computer Terms

**THE VOCABULARY OF COMPUTING.** Shown below is a beginner's glossary of terms used in the world of computers. Introduce these words as the need arises in discussing the computer and the *Sound Ideas* program. You and your children will need to know these words to talk about your computer. Also, these words will initiate a technical vocabulary which, with additions in successive years, will form an important part of the child's progress toward computer literacy.

**Boot:** The first step in starting most programs. In many computers it is done automatically by the program.

**Cursor:** A marker on the computer screen to show you your current position.

**Diskette:** A round sheet of plastic, inside a permanent plastic sleeve. Diskettes are used for storing information from a computer. Sometimes they are called a "floppy disk(ette)" or just "disk".

**Disk Operating System (DOS):** A program the

computer uses to keep track of information on a diskette.

**Hardware:** Another name for the computer and all of the things plugged into the computer (i.e., computer, monitor, disk drive, and printer).

**Menu:** A list of things a computer program can do. Like a restaurant menu, a computer menu allows you to easily pick which part of the program you wish to use.

**Monitor:** A television-like screen used to display information from the computer.

**Prompt:** A message, printed or spoken by the computer, that tells you what the program wants you to do.

**Program:** A set of instructions that tells the computer what to do. Computer programs are sometimes called software.

**Speech Synthesizer:** The part of a computer that enables the computer to talk.

# Classroom Strategies

**IMPLEMENTING SOUND IDEAS.** *Sound Ideas* may be the first computer-based program you have used with your children. If so, the experiences of other teachers may be of value to you.

1. Every child using the computer should be familiar with the proper procedures for starting and stopping the system, handling diskettes, and using the disk drives. Some teachers have found it useful to test the child on these procedures and issue a "computer license" when mastery of the procedures has been demonstrated.
2. It will be useful to develop and discuss a set of ground rules on the use of the computer and software. For example:
  - How much time can each person spend at the computer?
  - How will each know when time is up?
  - Where will the diskettes be stored?
  - Who is responsible for getting diskettes and putting them back in the binder?
  - How is progress recorded?Be sure to select procedures that are consistent with the regular activities in your classroom. If children are to carry out their computer sessions in a central lab, the classroom teacher and the center supervisor will want to develop joint procedures to discuss with the children.
3. Have a schedule that provides time with the computer and with the accompanying *Activity Book*. Children can then check to see who is listed in the daily schedule.
4. A wall chart and sheets of stickers are supplied with each *Sound Ideas* package. The chart may be posted in the classroom. Upon finishing each lesson, a child receives the sticker for that lesson and places it on the chart.
5. The specifics for planning computer involvement by the children in a class is affected by the availability of equipment and materials. Whether you have the luxury of your own classroom

computer, share one that is transported from room to room, or use some central facility, good planning will help extend the range of independent activities.

**INSTRUCTIONAL TIPS.** *Sound Ideas* is a tool for the teacher. It is designed to supplement, not replace classroom instruction. The program is most effective when the child has been introduced to the lesson concept prior to seeing it on the computer. The computer lesson can then provide additional practice and reinforcement in a high-interest setting.

In most classrooms, the child's time on the computer is likely to be brief. The *Activity Book* can serve as a valuable adjunct to this instruction. The *Activity Book* lessons are closely tied to the computer lessons, many require the same kinds of comparisons as in the just completed computer lesson. Because of these similarities, the *Activity Book* can serve to extend the computer lesson without extending computer time.

Although the computer refers the child to the *Activity Book* only after they have successfully completed the computer lesson, you may also want to work through the *Activity Book* lesson with children who could not complete the computer lesson. The *Activity Book* page could serve as topic for one-on-one instruction before the child tries the computer lesson again.

As you and the children gain experience with the computer and the routines for effective class use, you may want to consider adding software programs in other subject areas.

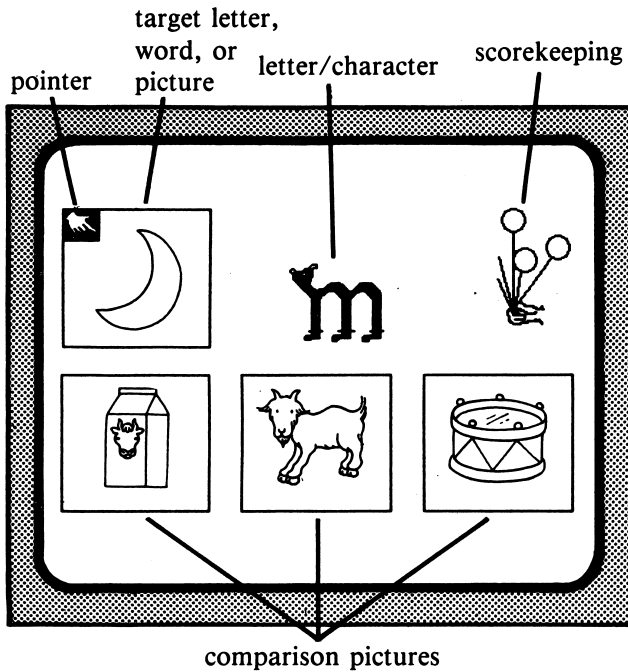
**A FINAL NOTE.** *Sound Ideas* is designed to be fun for the child. A "talking computer" with colorful graphics, animated letter/characters, and stickers can be the basis for many creative and enjoyable classroom activities.

# PROGRAM SEQUENCE AND OPERATION

## Program Sequence

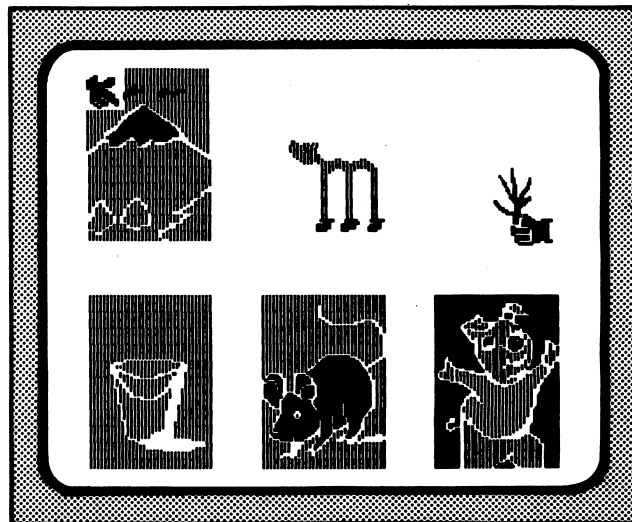
*Sound Ideas* progresses through different levels of lesson difficulty. The earliest lessons start with simple auditory discrimination of letter sounds. This is followed by a gradual introduction of the letter or

letters which correspond to that sound. The most difficult task requires that the child apply his/her knowledge of the letter-sound correspondence in a simple decoding task.

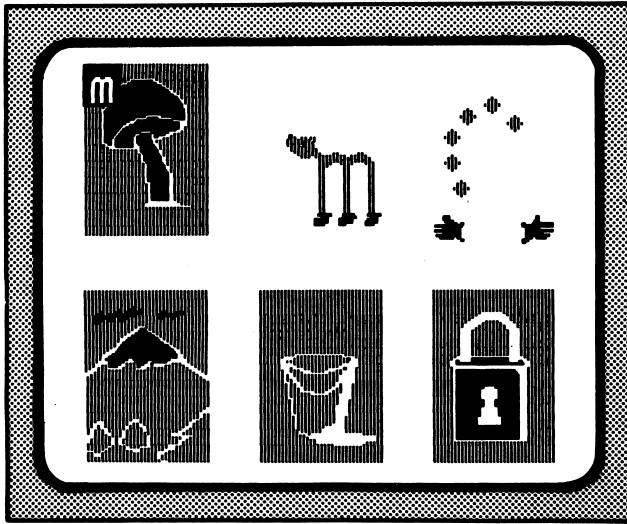


**PROGRAM STRUCTURE.** All lessons in *Sound Ideas* are variations of the format shown here. In each consonant or vowel lesson, the computer's voice asks the child to make a comparison between a target item and three pictures. Depending on the level of difficulty, the target item may be a picture, a picture with a letter, a letter, or a word. There are four basic formats used in *Sound Ideas*.

**LEVEL 1.** At the earliest level, the child is shown a target picture and must identify which of the comparison picture names has the same beginning sound as the target picture name. For this level, no reference is made to the letter(s) that might make that sound. The target in this example is a picture of a mountain and the three pictures are **pail**, **mouse** (the correct answer), and **pig**.

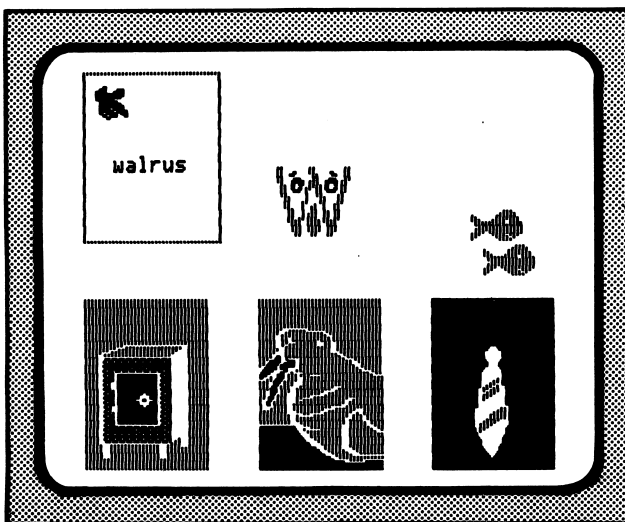
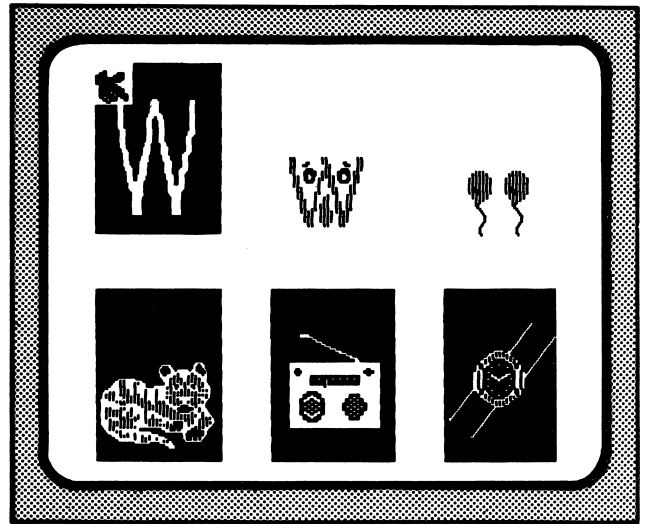




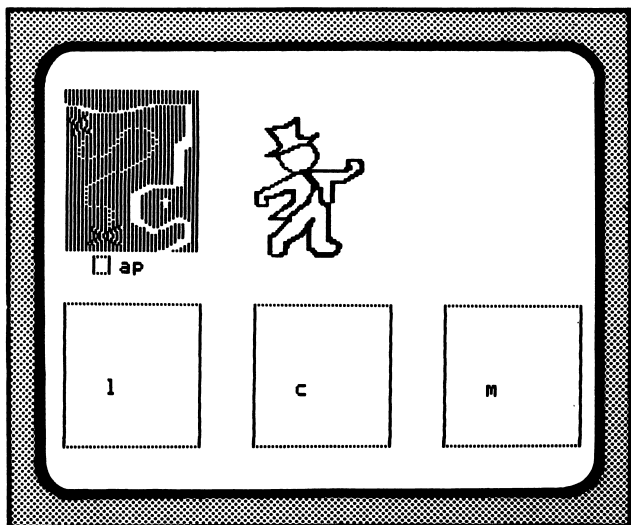


**LEVEL 2.** This level also uses a picture target, but only as a reference. The child's primary task is to find the comparison picture whose name begins with the sound for a target letter. In the example, the correct picture is that of a mountain. A small image of the target letter replaces the pointing finger as the cursor. In some of the Level 2 lessons, the word form is shown (e.g., **mountain**, **pail**, and **lock** would be printed under the picture after they were picked) as part of the reinforcement message.

**LEVEL 3.** Now the picture reference is removed, and the child must make the comparison solely on the basis of the letter or letters. If extra help is needed, a target picture can be briefly recalled to aid the child in making their choice. This help feature is more fully described in the section describing the extra help key. In *Vowels*, the target is a word containing the vowel and its pictorial representation. As in *Consonants*, the child must find the comparison picture that has the same vowel sound.

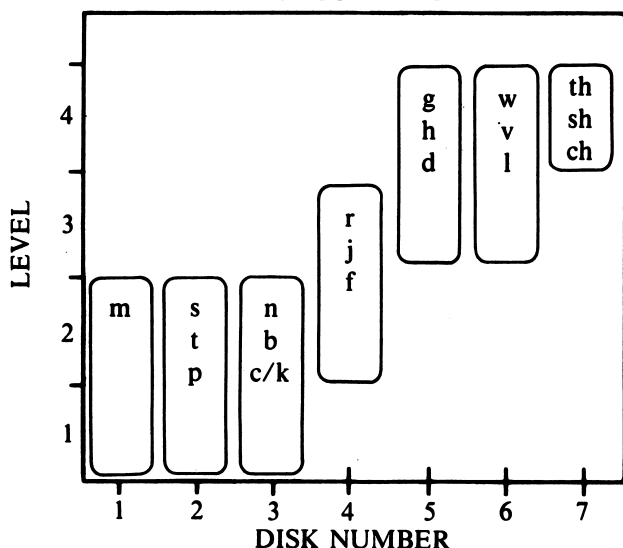


**LEVEL 4.** The letter is now placed within the context of a word and the student is encouraged to use the letter as a cue in matching the target word with its picture. Comparison pictures are selected to insure that the correct choice can be made solely on the basis of the target letter. In this example, only **walrus** begins with the appropriate initial sound.



**CONSONANT REVIEW.** *Sound Ideas: Consonants* finishes with a lesson reviewing all of the consonant sounds. The review tests the child's ability to combine the consonant sound with a phonogram. In this example they move the **ap** phonogram to the box containing the letter **m** to construct the picture name **map**. This task serves as a natural bridge to the vowel sounds introduced in *Sound Ideas: Vowels*.

### CONSONANTS

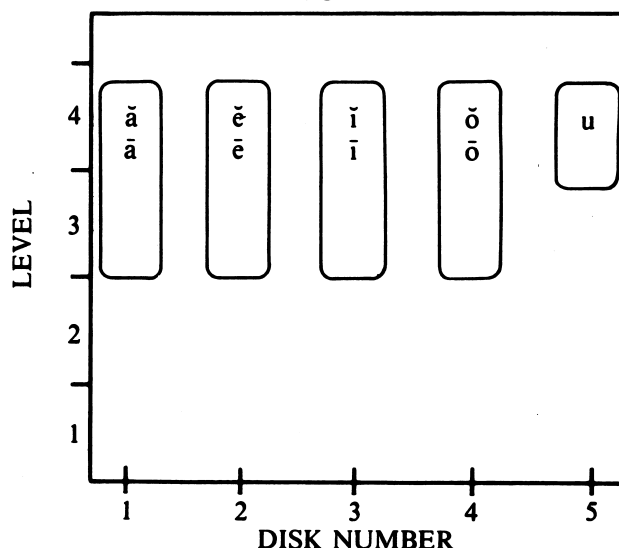


Each lesson begins with a brief tutorial to introduce the child to the concept. Progression through levels is gradual. As the chart shows, the first three diskettes of *Sound Ideas: Consonants* use Levels 1 and 2 formats. Diskette 4 uses Levels 2 and 3. Starting on diskettes 5 and 6, only Levels 3 and 4 are used. The blends **sh**, **th**, and **ch** on diskette 7 use only Level 4.

Vowels, by their very nature, require a slightly different approach. In *Sound Ideas: Vowels*, the vowel sounds for **a**, **e**, **i**, and **o** are contained on diskettes 1 through 4. Each of these diskettes teach the short vowel sound in one lesson, the long vowel sound in a second lesson, and review both vowel sounds in a third lesson.

The short and long vowel lessons use Levels 3 and 4. Rather than using a single letter as the target in Level 3, these lessons use a picture and the picture's name, e.g., a picture of a cage with the word **cage** underneath. The task remains the same, to match a

### VOWELS



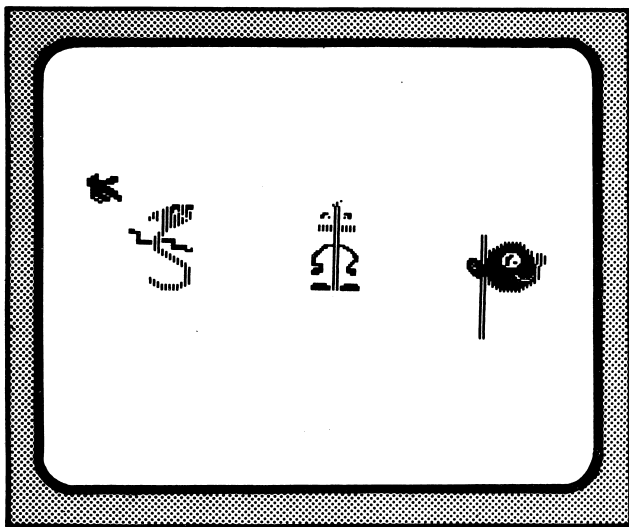
comparison picture sound to the target vowel sound. The incorrect choices will always have different vowels, never the different form of the same vowel; the incorrect choices for **cage** would never be words with a short **a** sound. Level 4 presentations are the same as those used in *Sound Ideas: Consonants*.

After the short and long vowel lessons have been mastered, the child is given the opportunity to review both sounds. The review lesson uses a Level 4 format. Unlike the short and long lessons, the review lesson always contain a short and long vowel alternative among the choices. For example, the child might be shown the target word **cage**. The comparison pictures might include a **cage** (the correct choice) a **calf** (short **a** alternative) and a **cot**.

Diskette 5 contains one lesson contrasting the **ü** and **ū** sounds in a level 4 format. Also on this diskette is a brief lesson on **y** as both a consonant and a vowel sound.

# Program Operation

**LESSON SELECTION.** After a diskette has been booted, the title screen appears, followed by the menu from which lesson selection is made. In the menu, each lesson on the diskette is represented by an animated letter. The training and review lessons are represented by the "Master of Ceremonies" image.



This is how the menu for the diskette containing the letters **s**, **t**, and **p** would appear. Pressing the **SPACE** bar moves the cursor between the letters. When the cursor is at the desired letter, pressing the **RETURN** key loads that lesson. The lesson begins at the lowest level for the selected letter. If that level had been successfully completed in a previous session, it can be skipped by typing **2** when the title screen first appears.

**COMPLETING A LESSON.** The child selects pictures by moving the cursor from box to box. The cursor moves to the next box by pressing the **SPACE** bar. When the cursor is on the child's choice of answers, the **RETURN** key is pressed. The choice may be changed before **RETURN** is pressed.

**GETTING EXTRA HELP.** A child may get help by pressing the **H** key. At Levels 1 and 2 this causes the computer's voice to say the name of the picture (either target or comparison) at which the cursor is pointing. At Level 3, pressing **H** when the cursor is on the target letter will show a picture whose name begins with the target letter. For example, on the letter **m**, the computer responds to **H** by showing a picture of a

mountain and saying "Mountain begins with the sound for the letter **m**." At Level 4, the child is supposed to read the target word and, for this reason, the **H** key will not read the target word in Level 4.

**THE TRAINING UNIT.** To assist in the learning of these keys, a child's guide for the completion of computer lessons appears at the beginning of the first diskette in *Sound Ideas: Consonants*. This training unit slowly takes the child through each of the keys and how they are used in the lesson. If the child forgets how to use a key, a spoken prompt reminds him or her. When the training session is completed, the child is automatically introduced to the first lesson, **m**. During the **m** lesson, the spoken prompts are still maintained to insure complete understanding of the key functions. The prompts are removed in the remainder of the lessons in *Sound Ideas*.

**MOVING FROM LEVEL TO LEVEL.** The program closely monitors the child's performance to insure that they are not presented with the next level of the task before they have mastered the current level. For each level the child is given five sets of target/comparison items. If he or she answers at least four correctly, the program automatically moves them to the next lesson level. If they finish the lesson successfully, the computer will refer them to the appropriate page in the activity book.

If they answer fewer than four correctly, they are given a brief tutorial and then five more target/comparison items are shown. If they still fail to answer at least four correctly they are given another tutorial sequence and one more set of five items. If they have not met the criteria of four out of five on the third set, the program will tell them to see their teacher for more help.

The teacher can stop the lesson at any time by pressing **CTRL/C**. (Hold down the **CONTROL** key and simultaneously press the **C** key.) When stopped in this way, the program immediately stores and then displays the child's performance up to that point.

The Consonant Review, Diskette 7, varies slightly from the standard consonant progression. The intent of the Consonant Review is to test each of the 20 consonant sounds and blends. Each sound is presented once. Any consonant sounds that were missed are presented again in a second cycle. If they are missed again, they are repeated in a third cycle. This progression continues until all of the consonant sounds have been answered correctly.

# Performance Monitoring

**FOR THE CHILD.** The child can follow his or her performance during each activity. The score is shown by a variety of non-numerical images: accumulating balloons, juggling balls, and so on.

**FOR THE TEACHER.** When the child finishes a lesson, the program will not allow them to continue until the teacher has looked at their performance report. Any key the child presses will cause the computer to repeat the *Activity Book* assignment. To obtain a performance report at session's end, type **CTRL/C**. The reports will be similar to the ones shown below.

STUDENT REVIEW		
	SETS	MASTER
LONG A	2	Yes
SHORT A	1	Yes

In the vowel review lesson, performance would be shown separately for the long and short vowel forms. In this example, the child passed the short a after one set of five and the long a after two sets.

STUDENT PERFORMANCE				
Sound: V				
	Sets			
Level	1st	2nd	3rd	Master
3	2	5	0	Yes
4	1	3	3	No

This report is for the letter v. It presents the number of correct answers for each set of five presentations. From this report you could see that the child mastered Level 3 after two sets, getting two correct in the first set and five in the second. The child failed to master Level 4, getting one, three, and three correct in the first second and third sets.

REVIEW STUDENT PERFORMANCE							
SND	ATT	SND	ATT	SND	ATT	SND	ATT
M	1	S	1	T	1	P	1
N	1	*B	3	C	1	K	1
R	1	*J	3	F	2	G	1
H	1	D	1	W	1	V	1
L	1	TH	1	SH	1	CH	1

For the Consonant Review, each of the 20 consonant sounds is displayed. Beside each is the number of times the student attempted (ATT) the sound prior to mastery. An asterisk beside the letter indicates that the child had not mastered that lesson before the session was completed. In this example, b and j had not yet been mastered (with three attempts) when the lesson was halted.

The teacher has the option of printing these reports before clearing the screen. The program will not present another lesson until the **CTRL/C** report sequence is done. The *Sound Ideas* program always records the most recently completed lesson results on the diskette. If the teacher was unable to record the prior student's results, it can be recalled by pressing **P** when the title screen is displayed.

Only one lesson is saved in this manner and each new lesson will displace the prior results on the diskette.

STUDENT PERFORMANCE		
SOUND: THE BLENDS		
SOUND	SETS	MASTER
TH	1	YES
SH	2	YES
CH	2	YES

When only Level 4 is used, as in the **th/sh/ch** lesson and the vowel review lessons, performance is shown separately for each blend or vowel sound. In this example, the child passed **th** after one set, **sh** after two, and **ch** after three.

# ACTIVITY BOOKS OVERVIEW

The *Activity Books* are an important part of the *Sound Ideas* program. They are correlated with the computer program. The *Activity Books* provide transfer of phonics principles developed by the software to an environment of books and print, not unlike the materials children use in their regular reading program.

There are several features of the *Activity Books* that the teacher will find useful.

- **Integration with software:** The activity lessons are introduced by the software lessons. As each child successfully completes a computer activity, the computer will provide spoken reference to a specific page of the *Activity Book*. Among the illustrations on that page will be a rendering of one of the computer images as one of the correct choices.
- **Perforated pages:** The teacher may choose to have the children share their work with parents, establishing an important link in a home/school partnership.
- **Circle the correct answers:** Each of the activities are completed by the same procedure of circling the correct answer(s). All confusion as to what a child is supposed to do is eliminated, and the focus can be directly on the task.
- **Left-to-Right, Top-to-Bottom:** Activities are presented in a setting that promotes the Left-to-Right, Top-to-Bottom approach so important in learning to read.
- **Letter formation:** Throughout the program, children will find an appropriate model for the formation of upper and lower case letters. All letters reflect the shapes and sizes found in the handwriting programs for young children.
- **Progress record:** The inside back cover offers an interesting record-keeping system. The teacher will be able to see at a glance how far each child has progressed. Each child will have a handy reminder of what he or she has completed and where to begin the next computer lesson.
- **Black line masters:** A set of black line masters are included in the Teacher's Edition of the *Activity Book*. Permission is granted for these to be reproduced. Some extend the phonic principles, while others provide for new experiences in other reading skills and activities.
- **Letter to parents:** Among the black line masters at the back of this Teachers' Edition, you will find a letter you may wish to distribute to parents to describe this new computer software program to them.

# ACTIVITY BOOK FOR INITIAL CONSONANTS

S s

seesaw

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**5**

DIRECTIONS: Look at the picture in the large box. Think of the sound seesaw begins with. Circle the small pictures that begin with the same sound as seesaw. (Disk 2:5)

**THE INSTRUCTIONAL CYCLE.** With the exception of the initial consonant **m**, the first to be presented, the *Sound Ideas* software program introduces the initial consonants in groups of three.

The *Activity Book* uses the same grouping of consonants. Each set of three consonants is organized into an instructional cycle of ten pages.

The first page always introduces an initial consonant.

Each initial consonant is introduced by a large illustration of the key word that begins with the sound of the initial consonant.

Eight smaller illustrations are arranged around this large illustration. The first of these is always one of the illustrations from the software program. A dashed line encircles the computer illustration as a sample of what is expected of the learner.

**Task of the learner:** to circle each small illustration whose name begins with the same sound as the name of the large illustration.

In the upper left corner, the initial consonant is printed in upper and lower case forms. The name of the picture is printed in manuscript form at the bottom of the large illustration.

**6**

DIRECTIONS: Look at the picture of the seesaw. Circle the other pictures whose names have the same beginning sound as seesaw. (Disk 2:5)

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The second page always provides practice with the consonant.

At the top of the page, a drawing of a listener alerts the learner that this page is a listening/sound-alike activity.

A reduced copy of the large illustration is used to remind the learner of the sound of the initial consonant.

**Task of the learner:** to circle all of the illustrations on this page whose names begin with the same sound as the name of the reduced illustration at the top of the page.

The same format is used with the additional two consonants in each group:

The third page always introduces the second consonant.

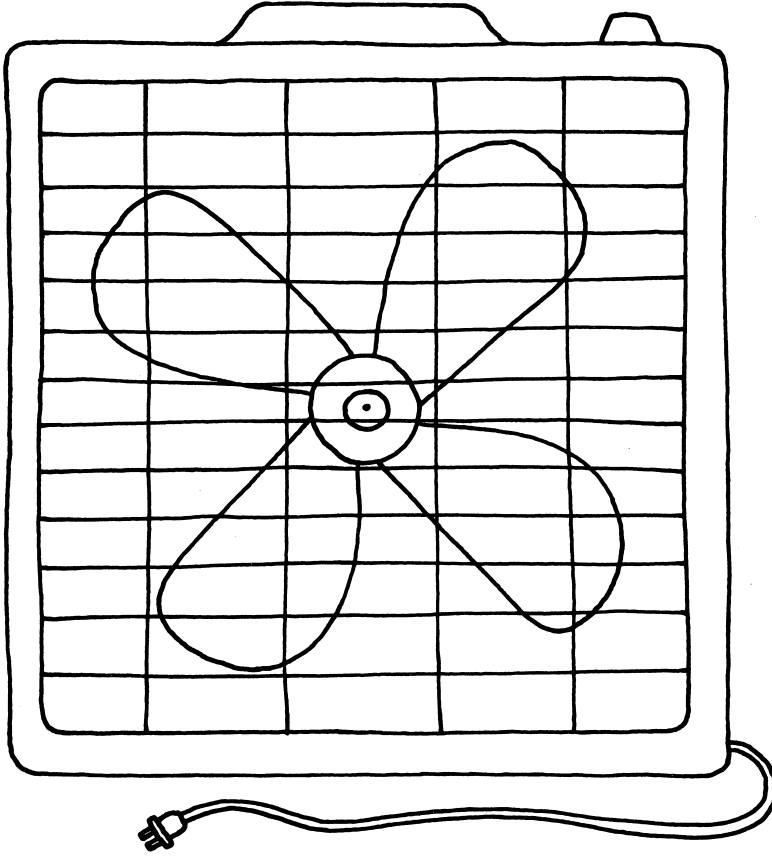
The fourth page always provides practice with the second consonant.

The fifth page always introduces the third consonant.

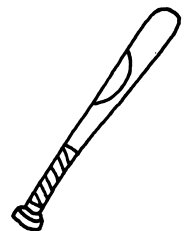
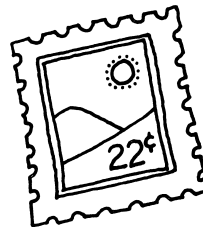
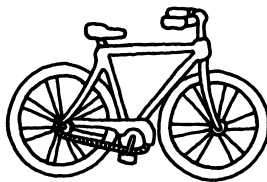
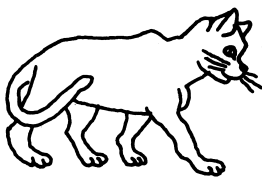
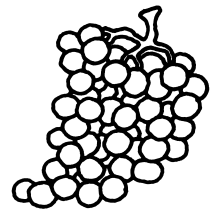
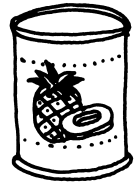
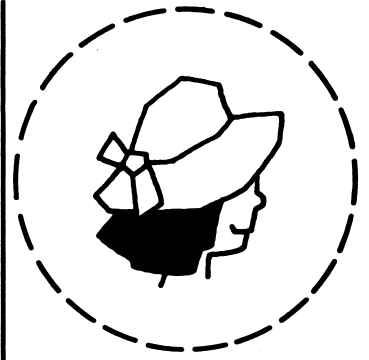
The sixth page always provides practice with the third consonant.

**The Teacher's Edition pages continue after the sample Activity Book.**

A a

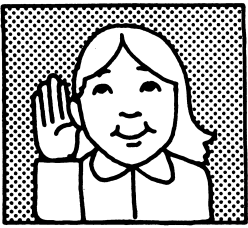


fan

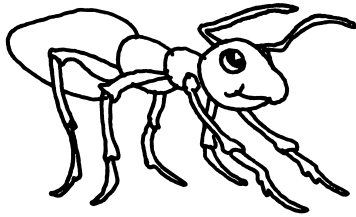
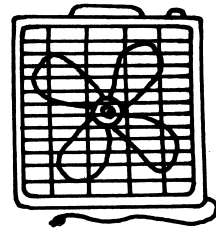


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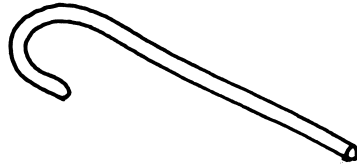
**DIRECTIONS:** Circle each picture whose name has the same sound of *a* as in the word *fan*.  
**(Disk 1: short a)**



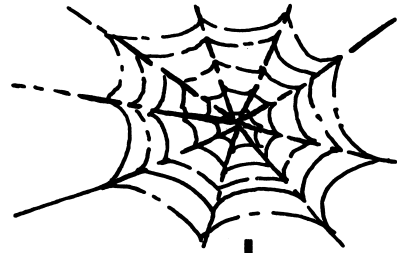
# fan



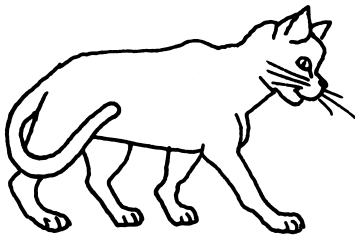
ant



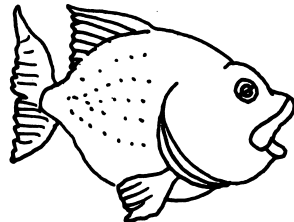
cane



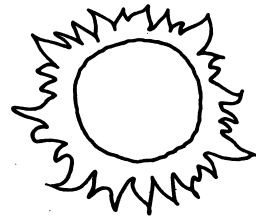
web



cat



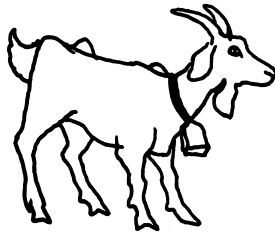
fish



sun



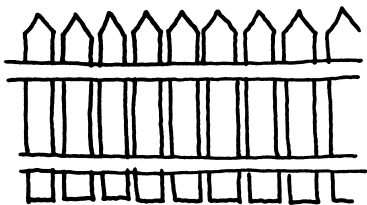
key



goat



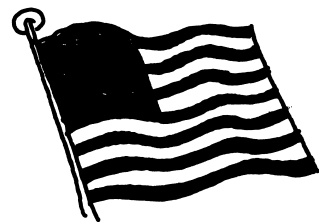
hat



fence



cage



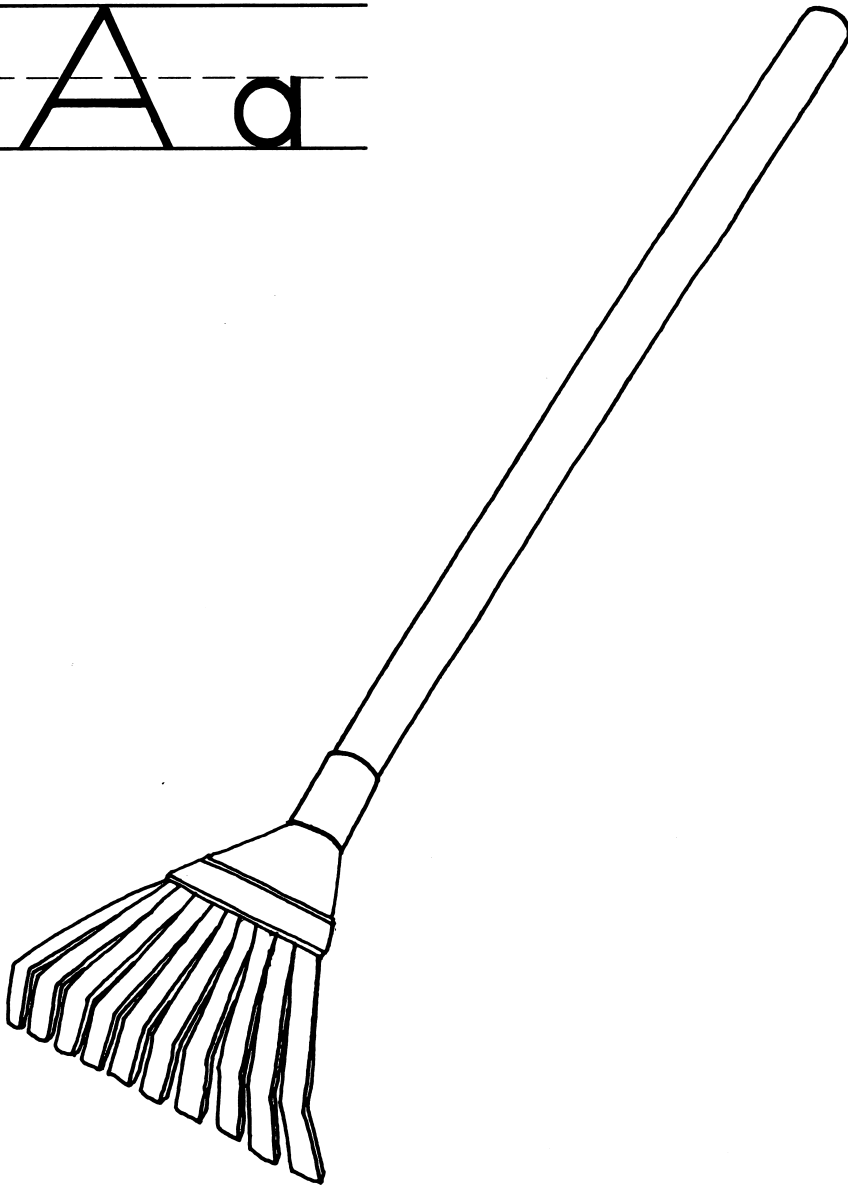
flag

2

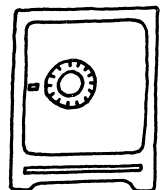
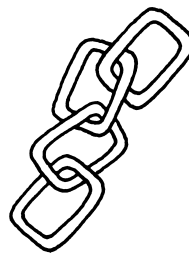
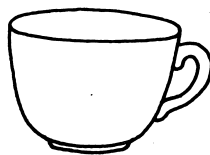
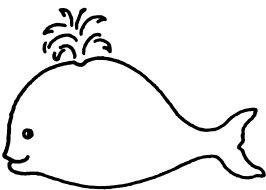
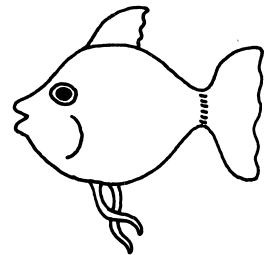
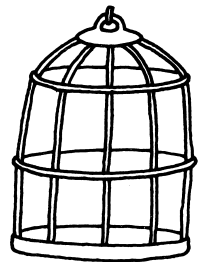
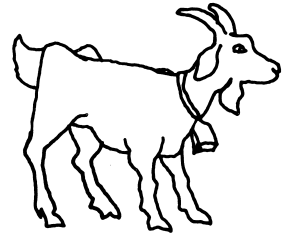
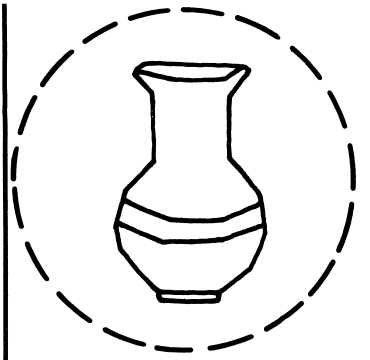
DIRECTIONS: Circle each picture whose name has the same sound of *a* as in the word *fan*.  
(Disk 1: short a)



A a

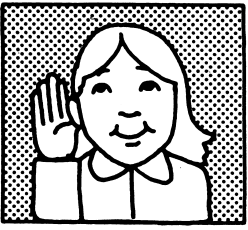


rake

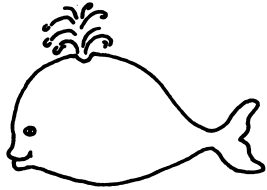


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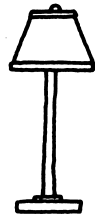
**DIRECTIONS:** Circle the pictures that have the same sound of *a* as in the word *rake*.  
**(Disk 1: long a)**



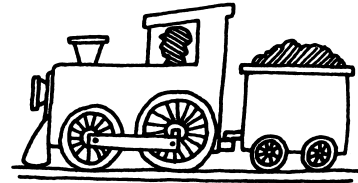
# rake



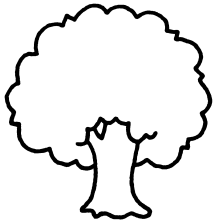
whale



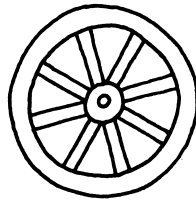
lamp



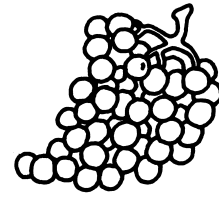
train



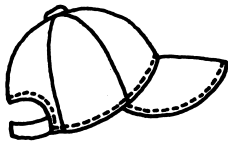
tree



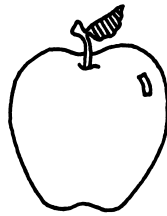
wheel



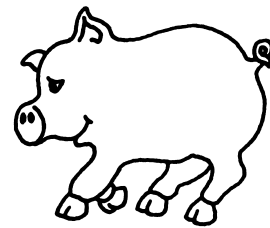
grapes



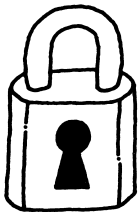
cap



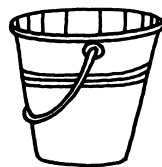
apple



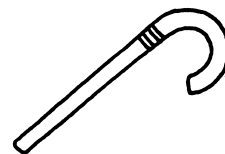
pig



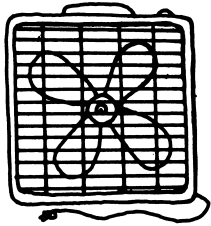
lock



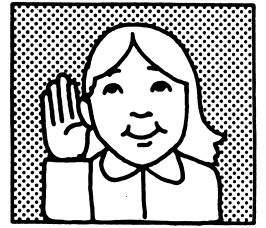
pail



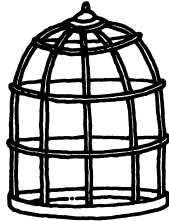
cane



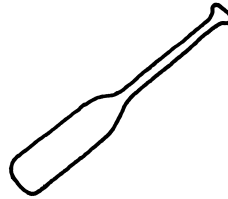
# fan



can



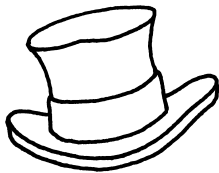
cage



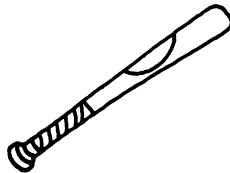
oar



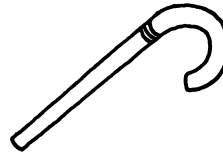
pan



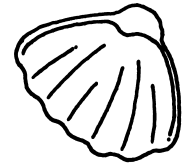
hat



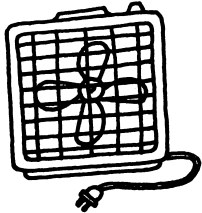
bat



cane



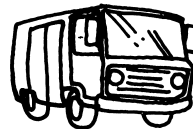
shell



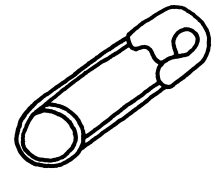
fan



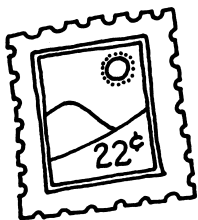
cape



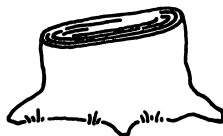
van



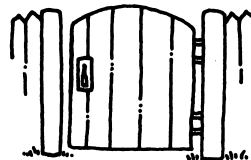
pin



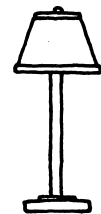
stamp



stump



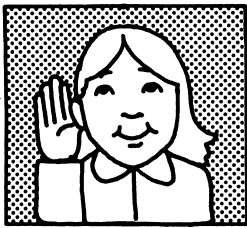
gate



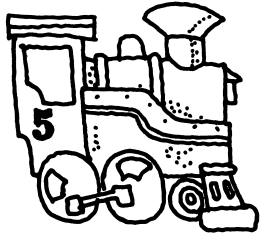
lamp

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**DIRECTIONS:** Circle the picture in each row whose name rhymes with the name of the first picture.  
**(Disk 1: short a)**



# rake



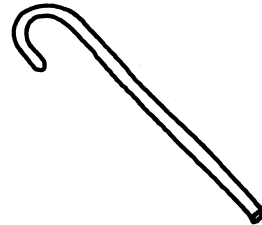
train



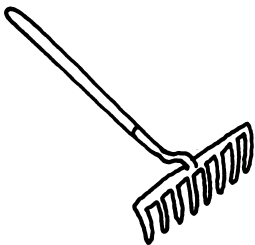
clown



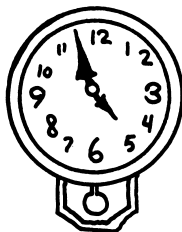
three



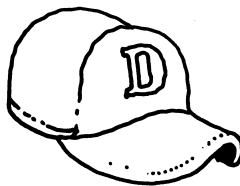
cane



rake



clock



cap



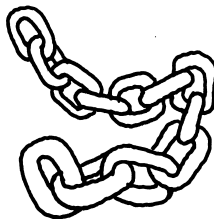
cake



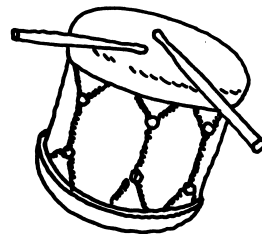
rain



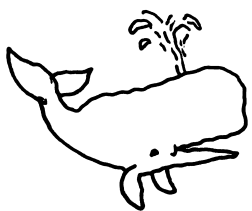
hat



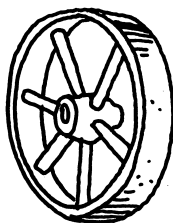
chain



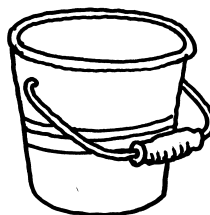
drum



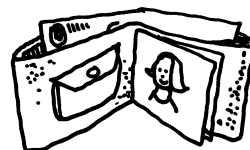
whale



wheel



pail

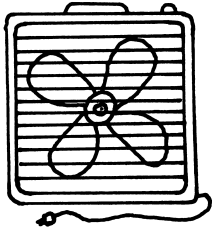


wallet

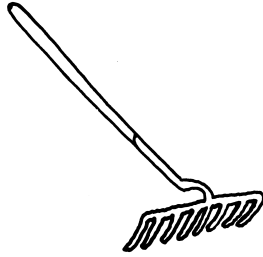
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6

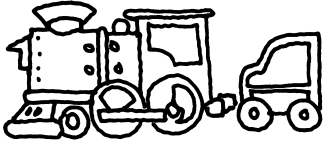
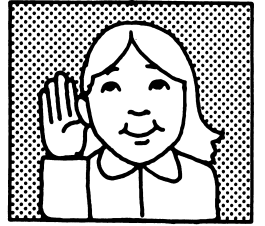
DIRECTIONS: Circle the picture in each row whose name rhymes with the name of the first picture.  
(Disk 1: long a)



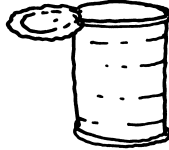
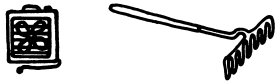
fan



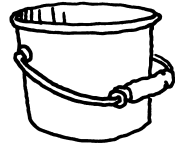
rake



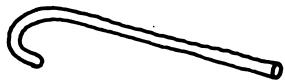
train



can



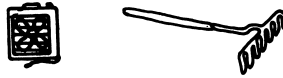
pail



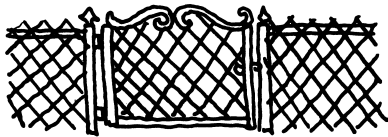
cane



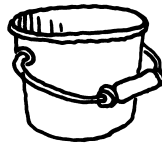
cap



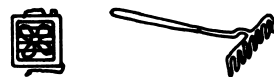
hat



gate



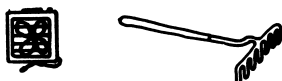
pail



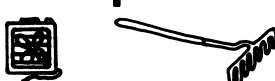
man



cat

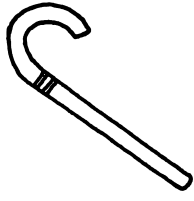
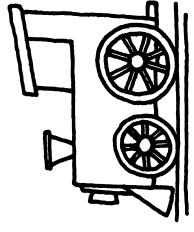
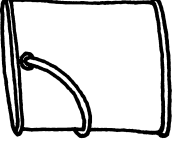
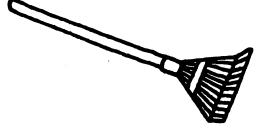
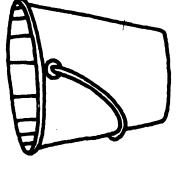
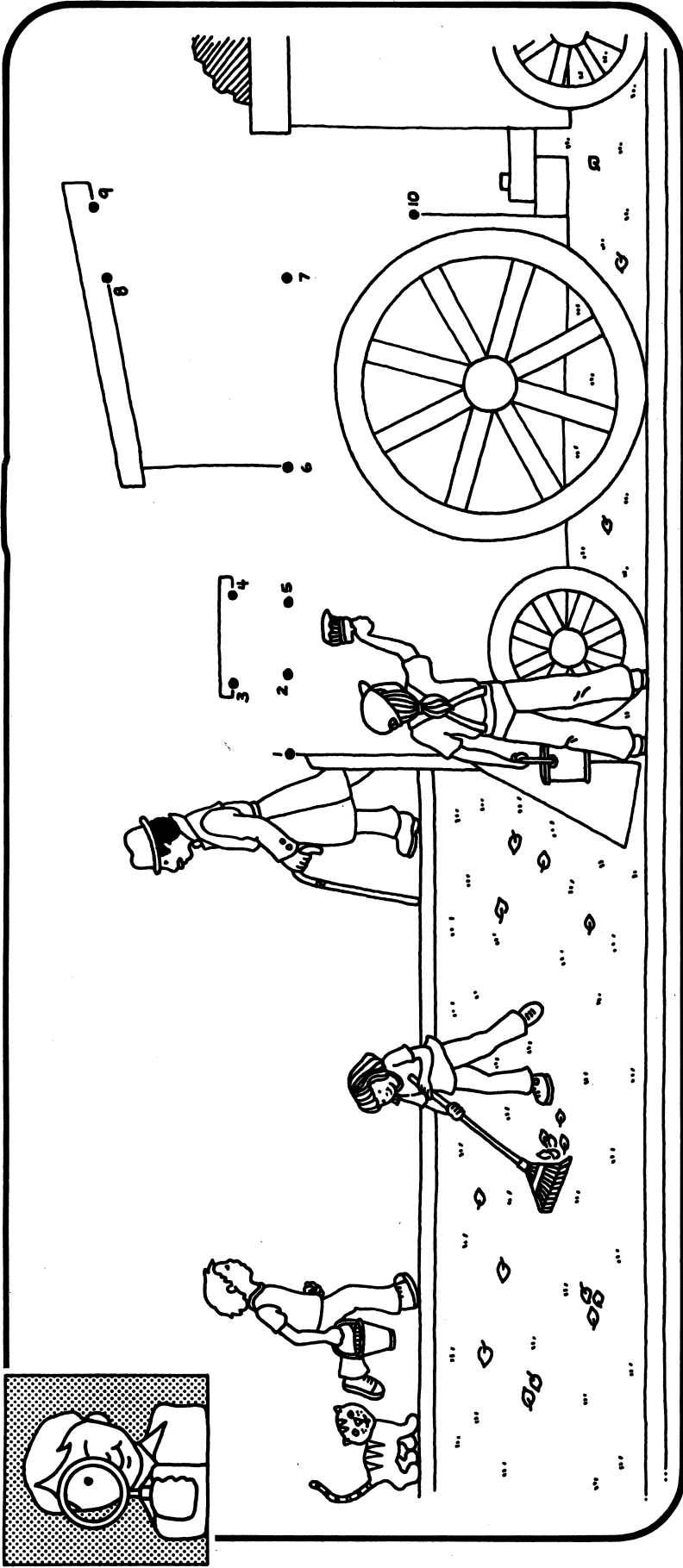


cape



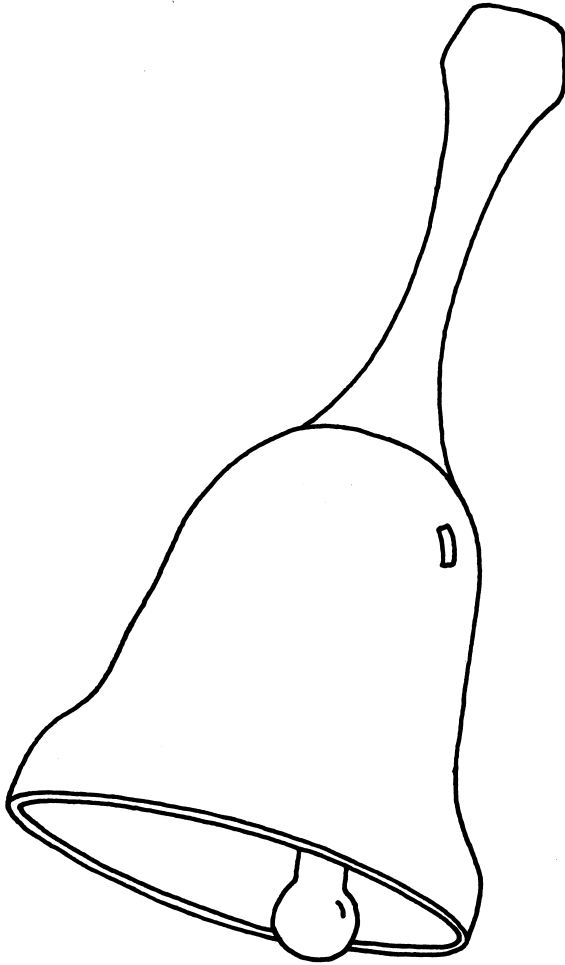
rain



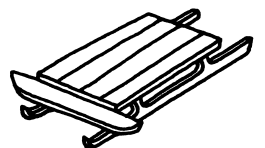
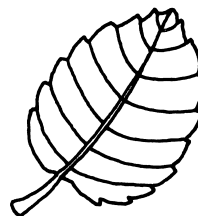
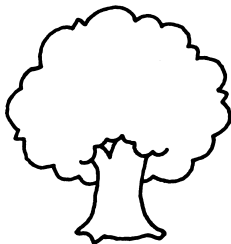
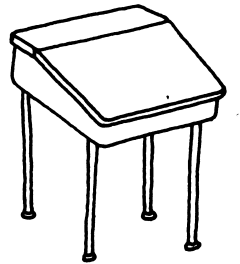
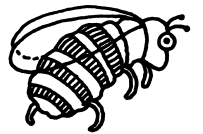
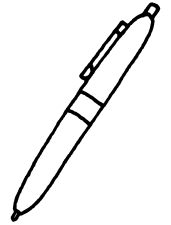
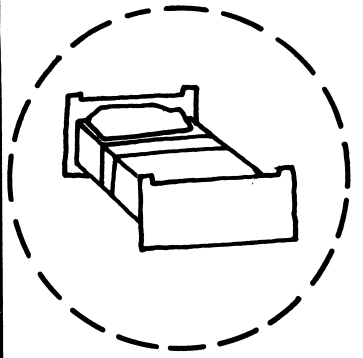


DIRECTIONS: Connect the dots to complete the picture. Find each small picture in the big picture.  
Draw a circle around it.  
(Disk 1: review)

E e

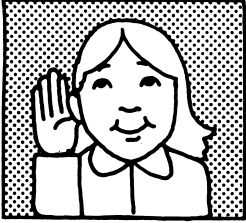


bell

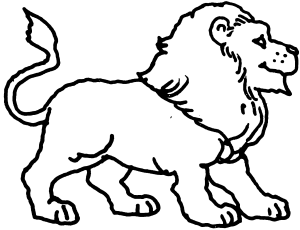
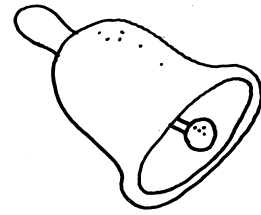


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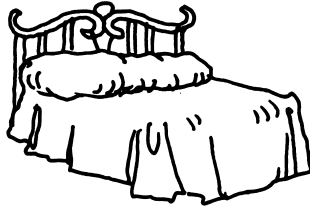
**DIRECTIONS:** Circle the pictures that have the same sound of *e* as in the word *bell*.  
**(Disk 2: short e)**



bell



lion



bed



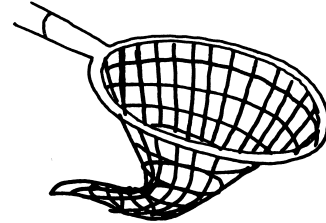
bus



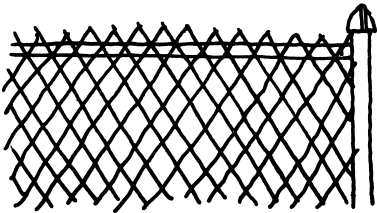
mask



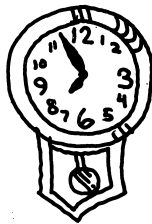
doll



net



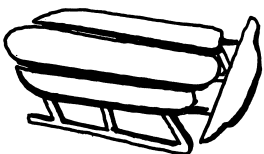
fence



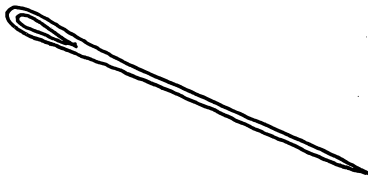
clock



king



sled



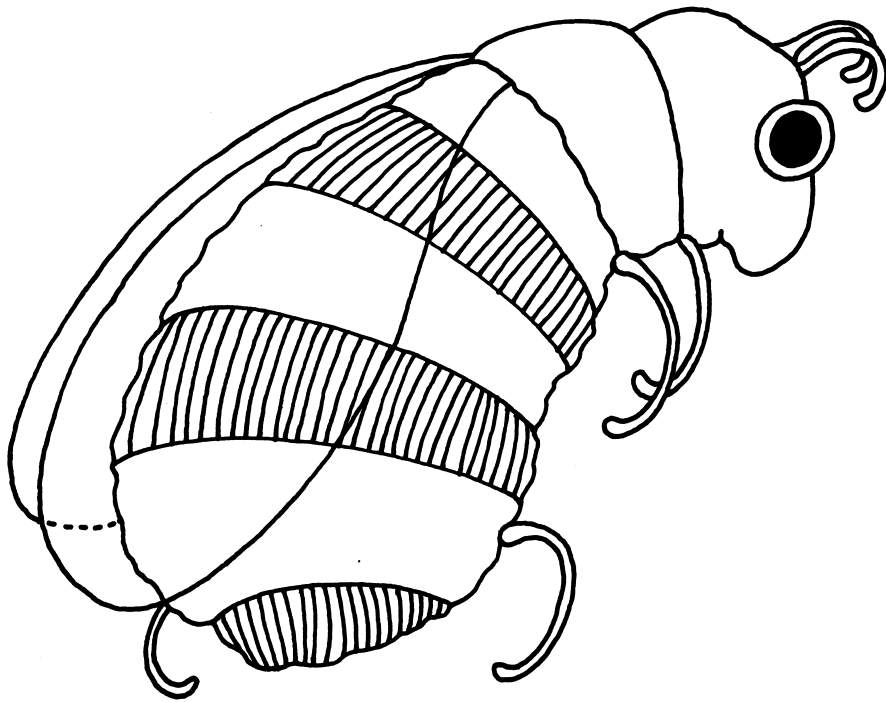
needle



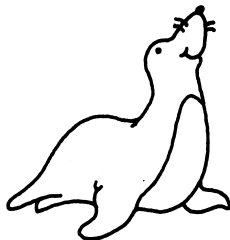
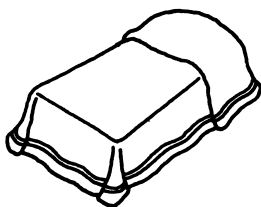
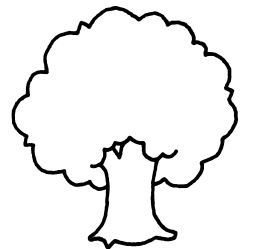
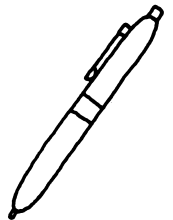
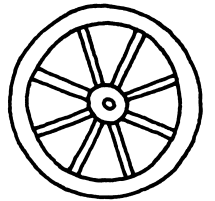
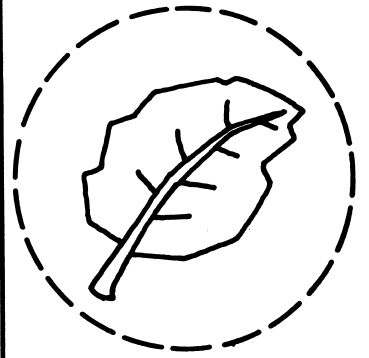
bird



E e

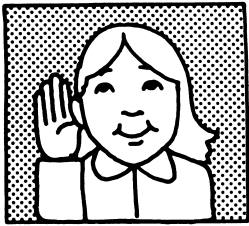


bee



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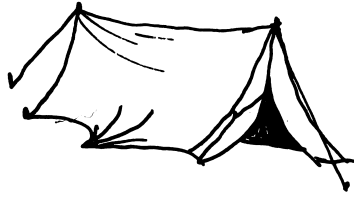
**DIRECTIONS:** Circle the pictures that have the same sound of *e* as in the word *bee*.  
(Disk 2: long e)



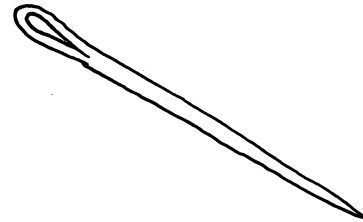
bee



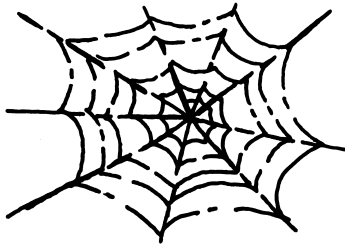
nest



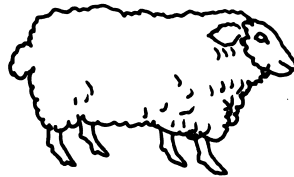
tent



needle



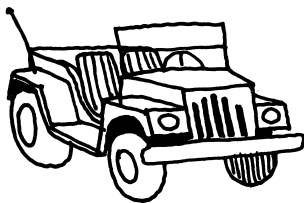
web



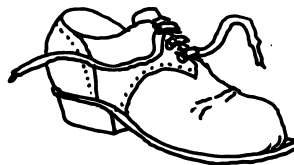
sheep



eggs



jeep



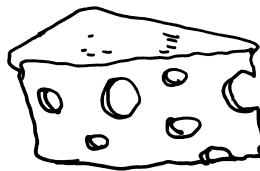
shoe



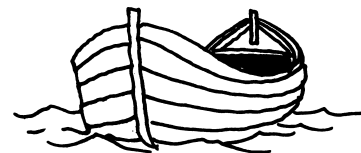
milk



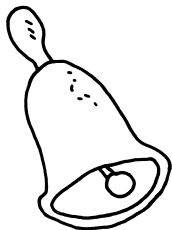
duck



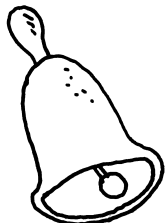
cheese



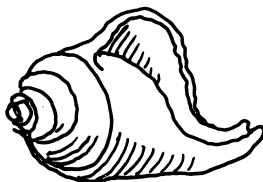
boat



# bell



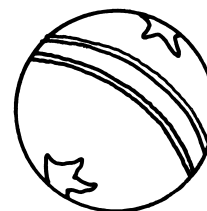
bell



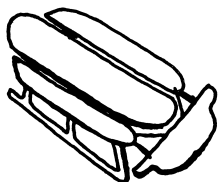
shell



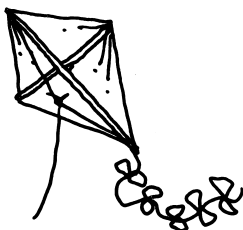
tree



ball



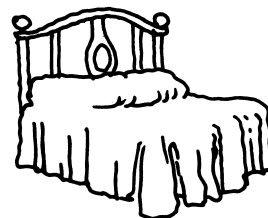
sled



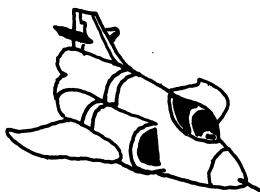
kite



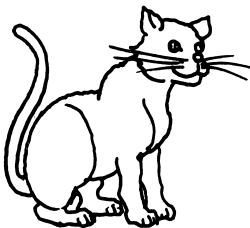
leaf



bed



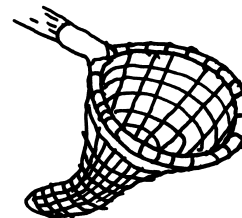
jet



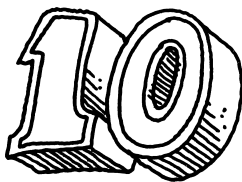
cat



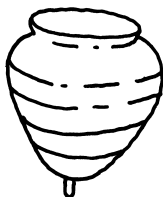
three



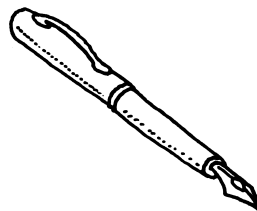
net



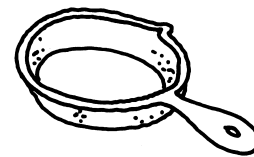
ten



top



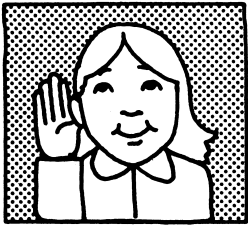
pen



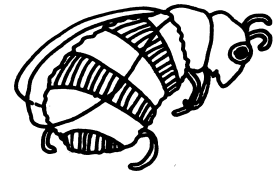
pan

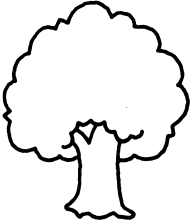
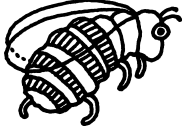
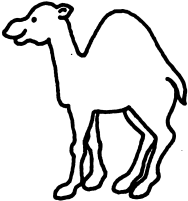
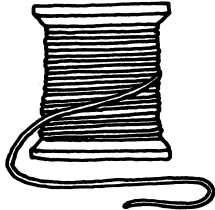


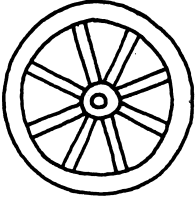

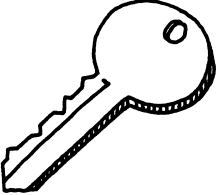
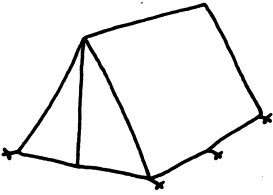
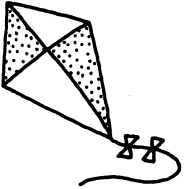
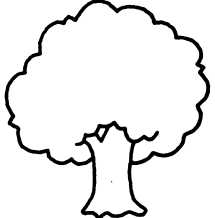


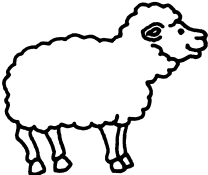
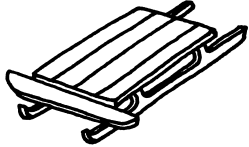
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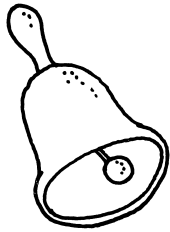
DIRECTIONS: Circle picture in each row that rhymes with the first picture.  
(Disk 2: short e)



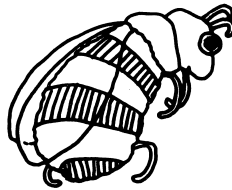
bee



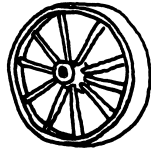
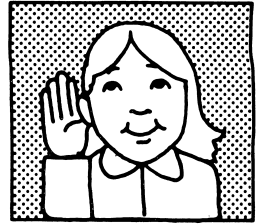
 tree	 bee	 camel	 thread
 seal	 snail	 wheel	 seven
 key	 tent	 kite	 tree
 sleep	 shoe	 sheep	 sled



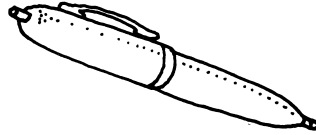
bell



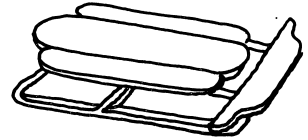
bee



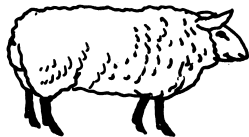
wheel



pen



sled



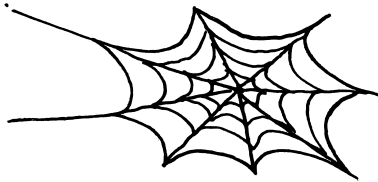
sheep



leaf



tent



web



bed



needle



seal

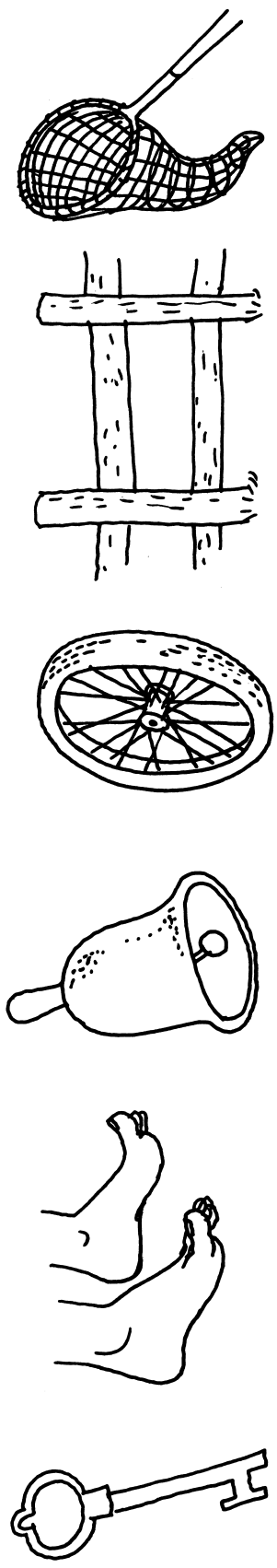
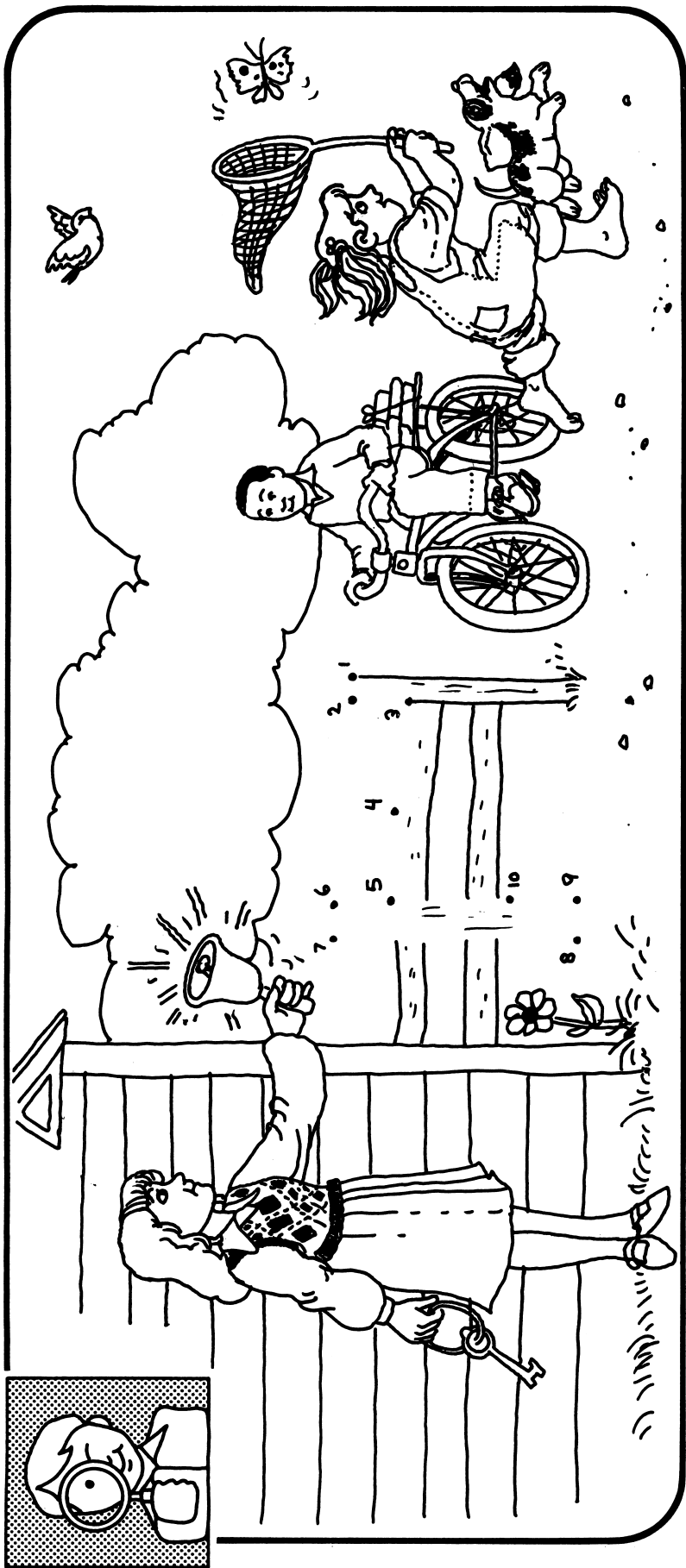


feet



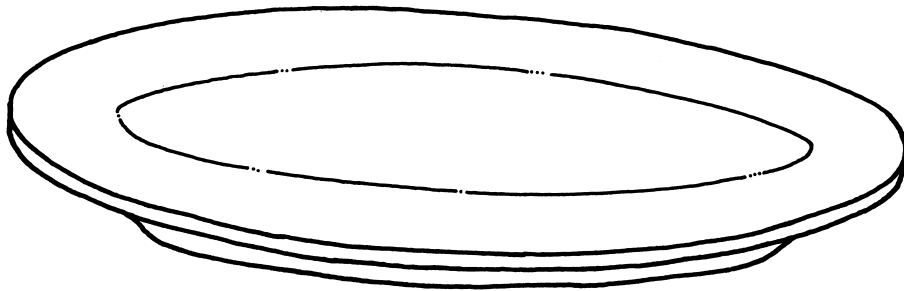
shell



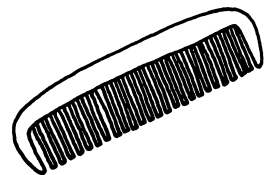
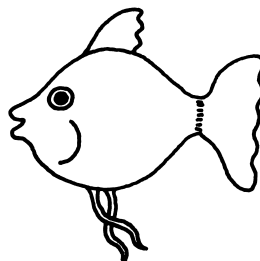
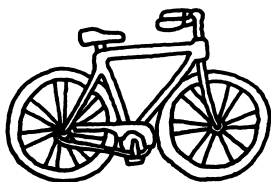
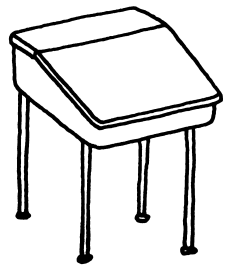
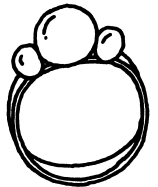


DIRECTIONS: Connect the dots to complete the picture. Find each small picture in the big picture. Draw a circle around it. (Disk 2: review)

I i

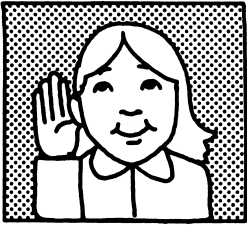


dish

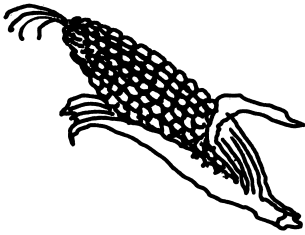


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**DIRECTIONS:** Circle the pictures that have the same sound of *i* as in the word *dish*.  
**(Disk 3: short i)**



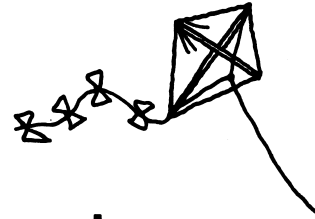
dish



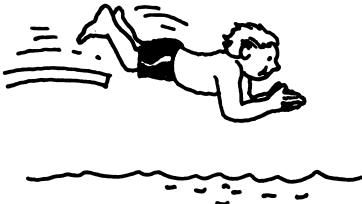
corn



six



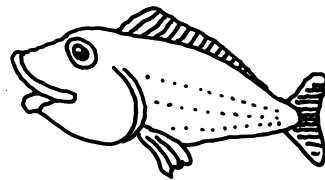
kite



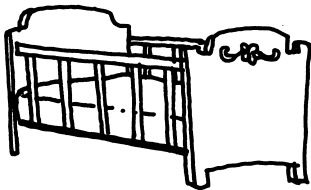
dive



king



fish



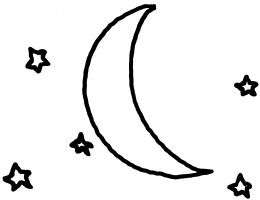
crib



hill



clown



moon



skunk

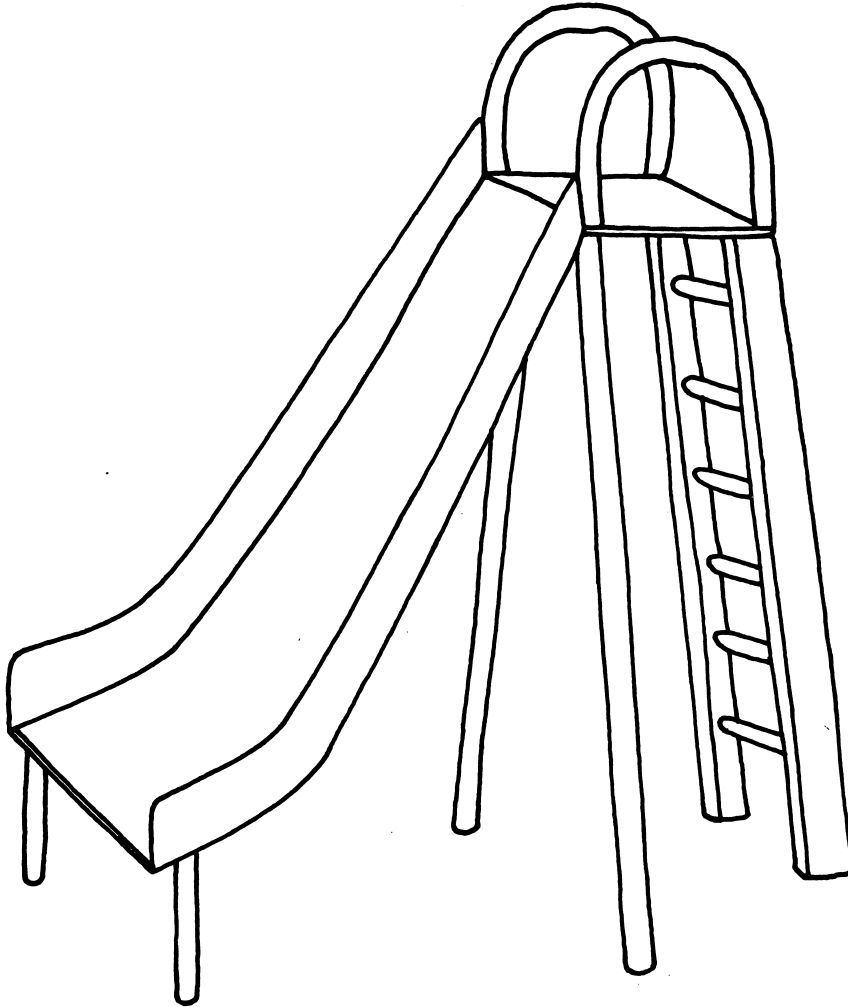


witch

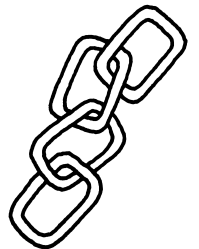
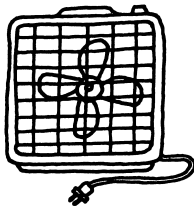
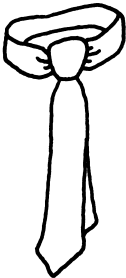
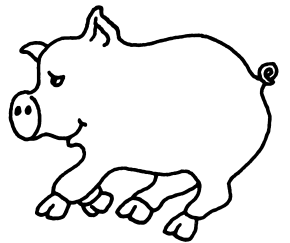
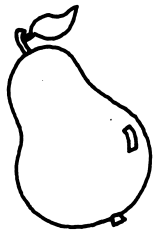
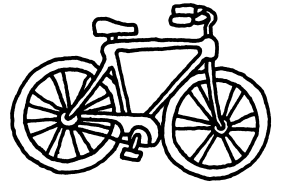
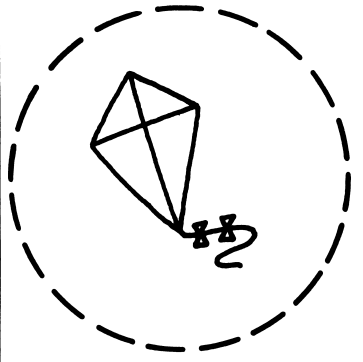
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I i

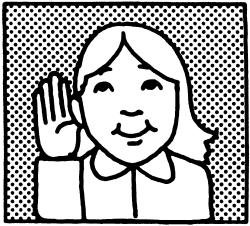


slide

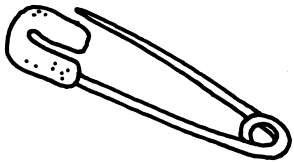


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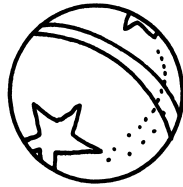
**DIRECTIONS:** Circle the pictures that have the same sound of *i* as in the word *slide*.  
**(Disk 3: long i)**



slide



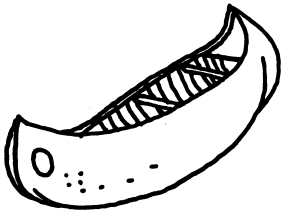
pin



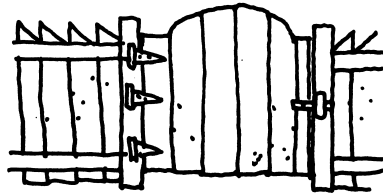
ball



five



canoe



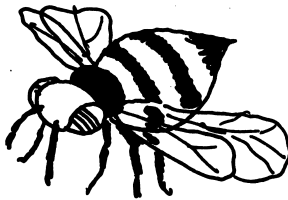
gate



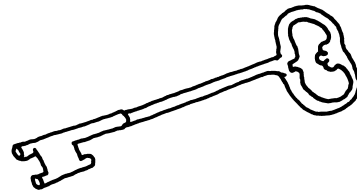
fire



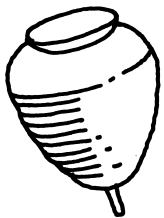
mice



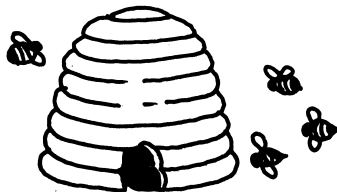
bee



key



top



hive

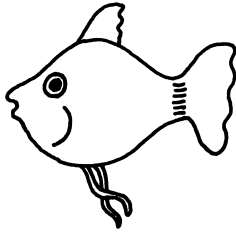
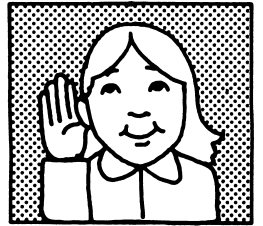


mouse

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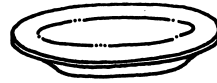
# dish



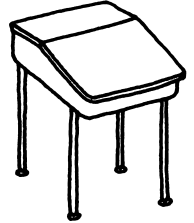
fish



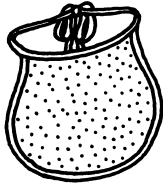
five



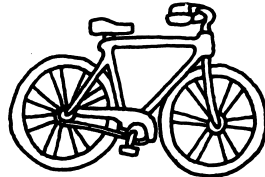
dish



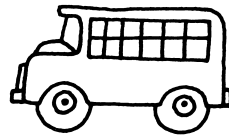
desk



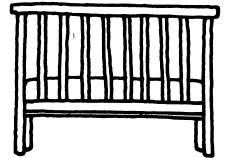
bib



bike



bus



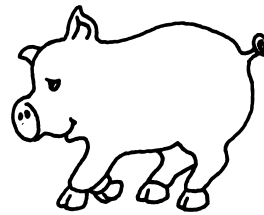
crib



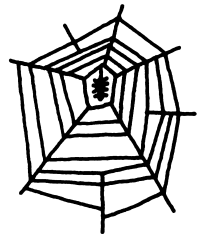
wig



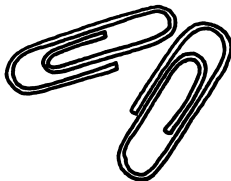
hive



pig



web



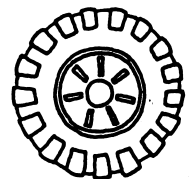
clips



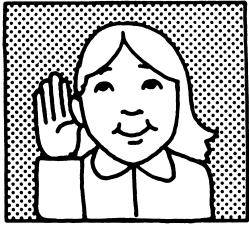
lips



clown

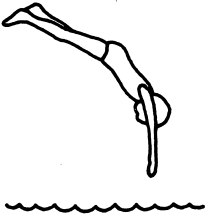

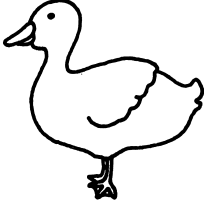
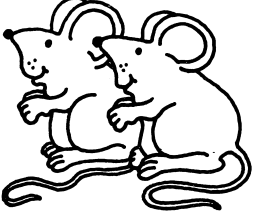
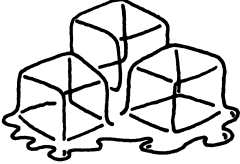
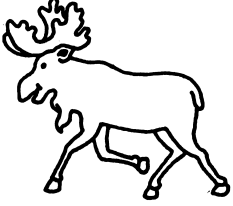





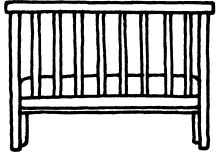
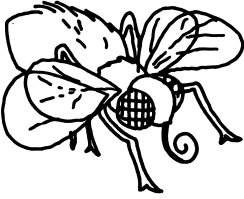



tire

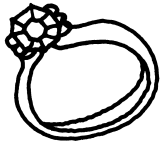


# slide

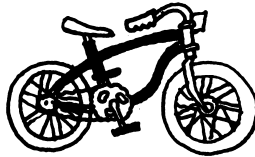


 dive	 dish	 duck	5 five
 mice	 ice	 moose	 bird
 bride	 radio	 fist	 slide
 eye	 crib	 fly	 eggs

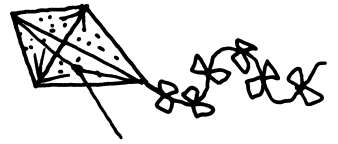
 dish  slide 



ring



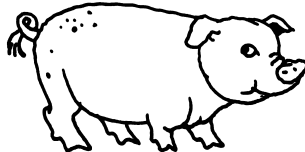
bike



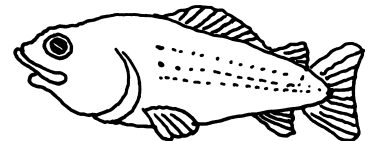
kite



tie



pig



fish



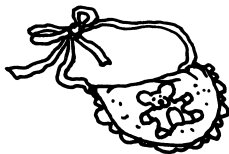
milk



lips



nine



bib



dime

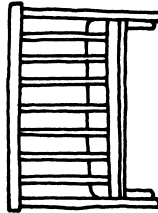
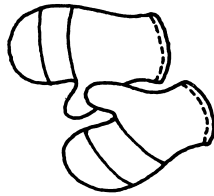
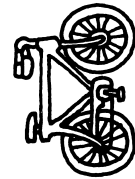
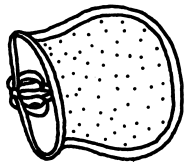
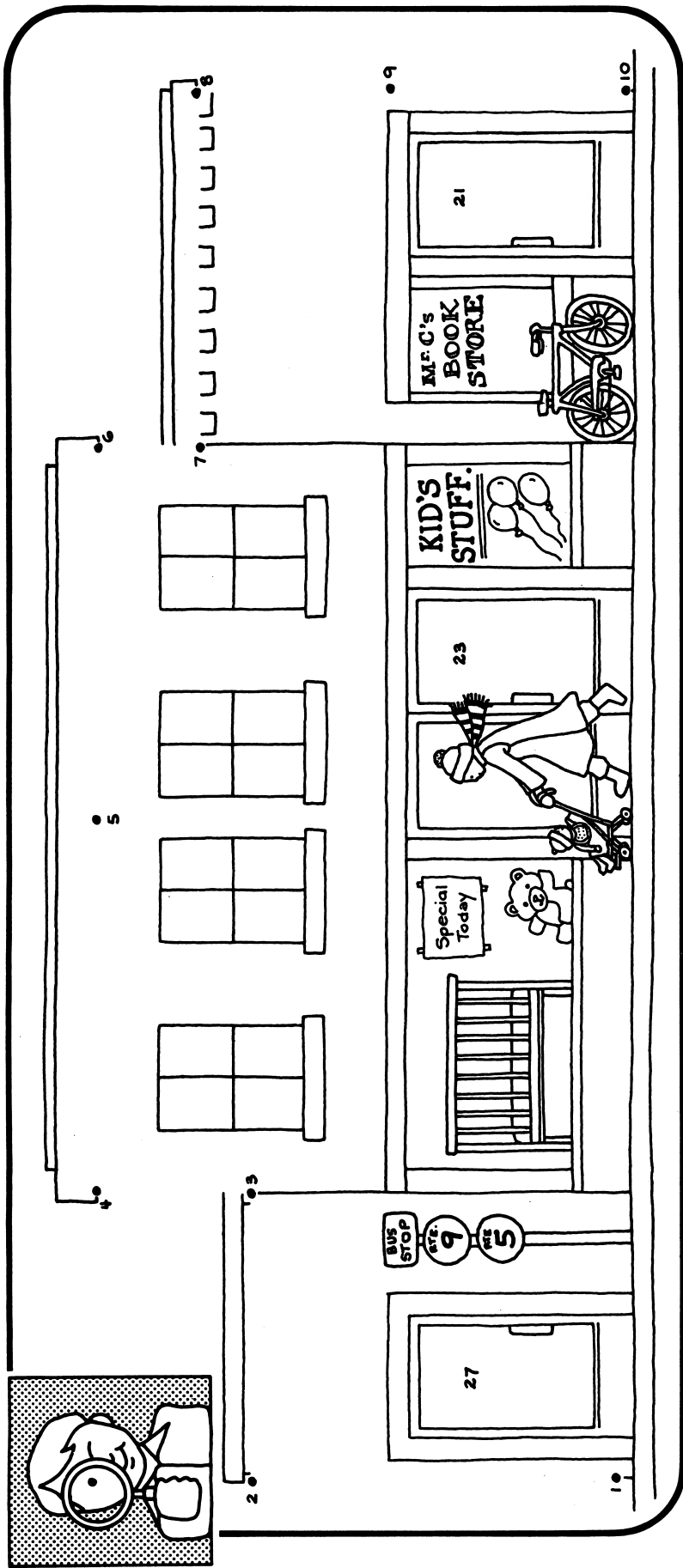


six

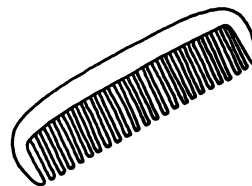
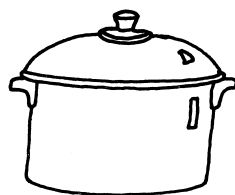
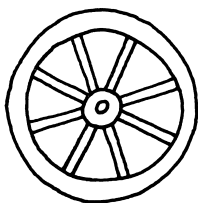
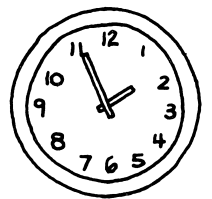
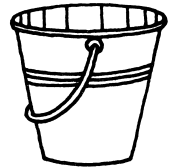
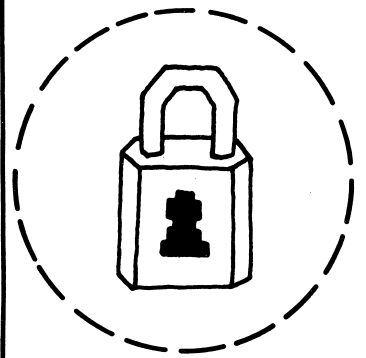
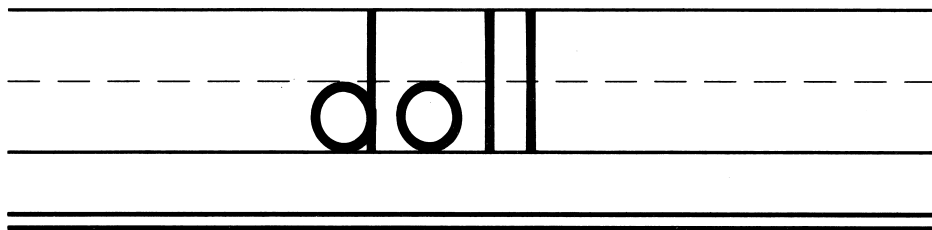
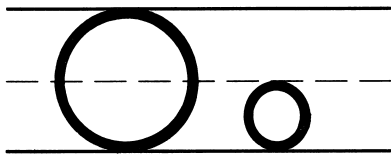


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**DIRECTIONS:** Say each word. Circle the small picture which has the same sound of *i*.  
(Disk 3: short & long i)

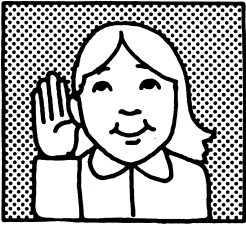


**DIRECTIONS:** Connect the dots to complete the picture. Find each small picture in the big picture.  
 Draw a circle around it.  
**(Disk 3: review)**

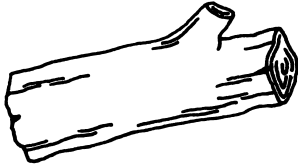


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**DIRECTIONS:** Circle the pictures that have the same sound of *o* as in the word *doll*.  
**(Disk 4: short o)**



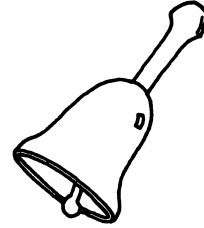
# doll



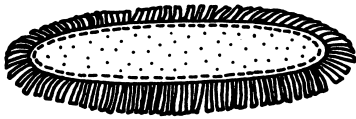
log



clock



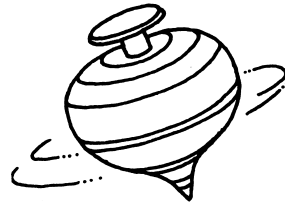
bell



rug



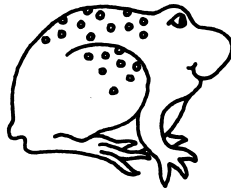
boots



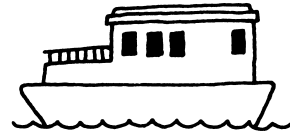
top



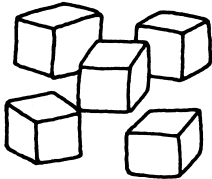
nurse



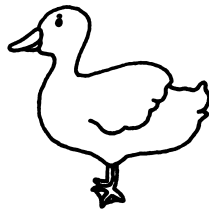
frog



boat



blocks

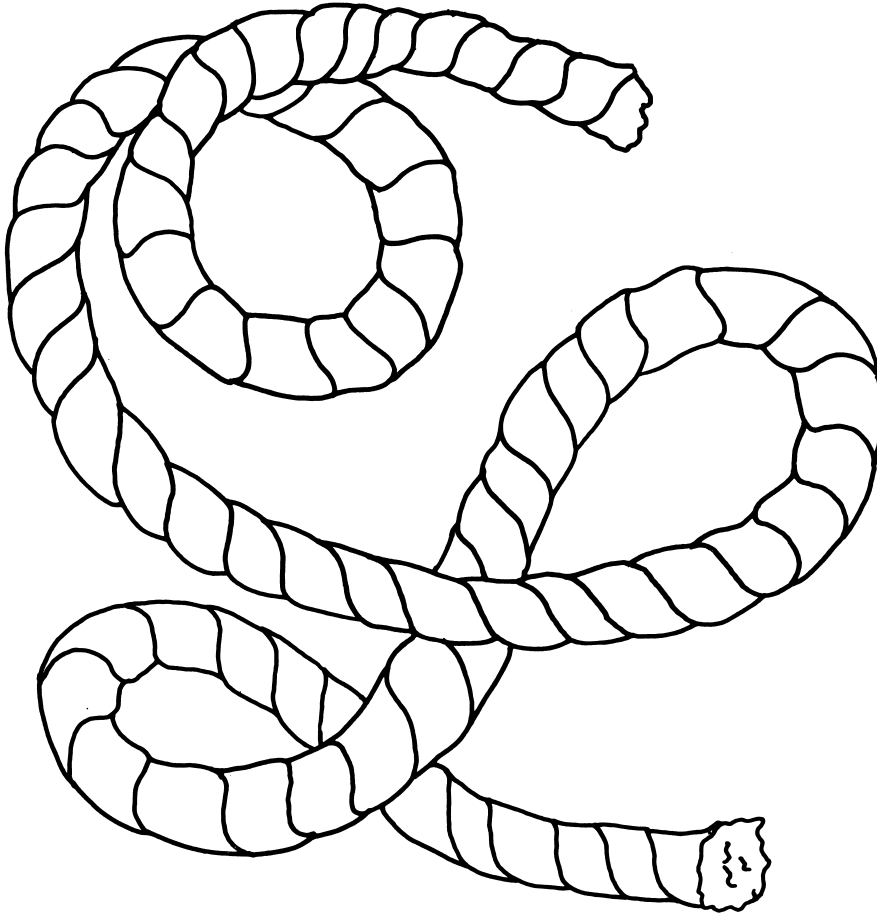
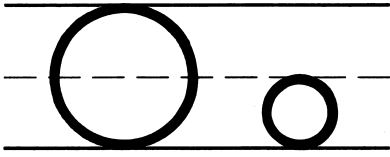


duck

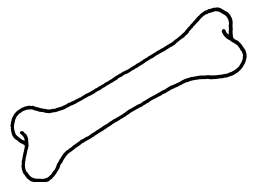
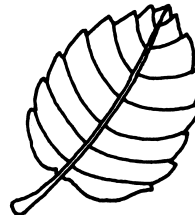
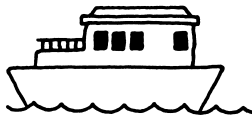
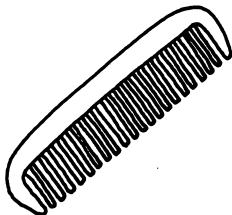
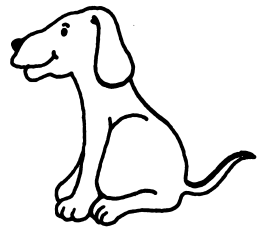
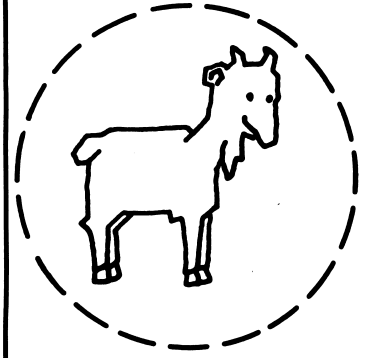


foot



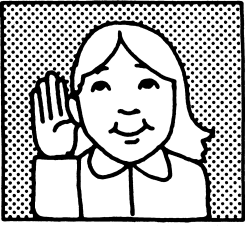


rope

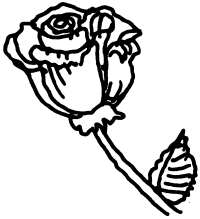
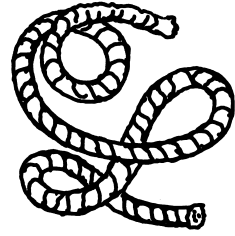


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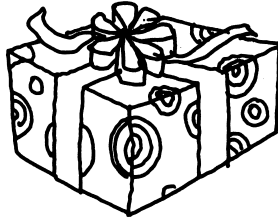
**DIRECTIONS:** Circle the pictures that have the same sound of *o* as in the word *rope*.  
(Disk 4: long o)



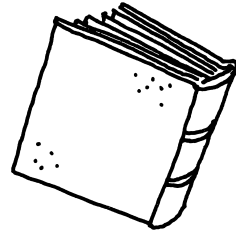
rope



rose



gift



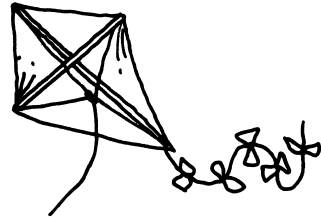
book



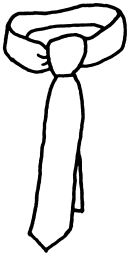
globe



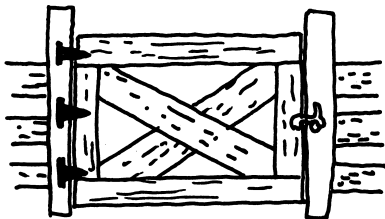
skates



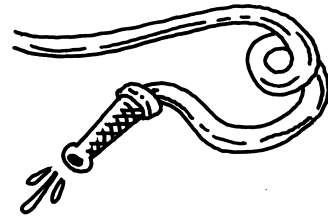
kite



tie



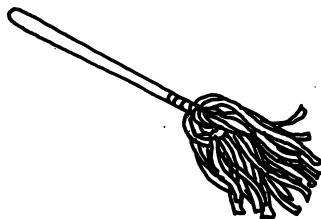
gate



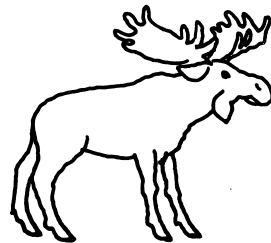
hose



nose



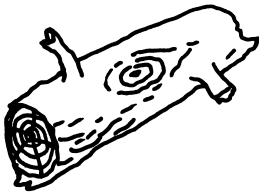
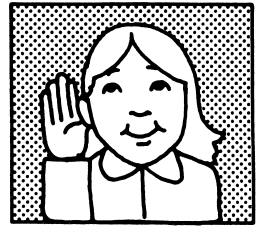
mop



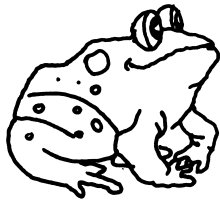
moose



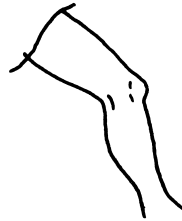
# doll



log



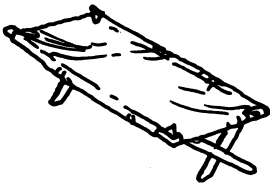
frog



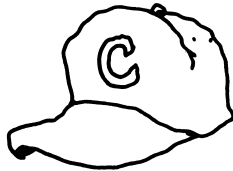
leg



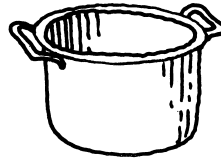
coat



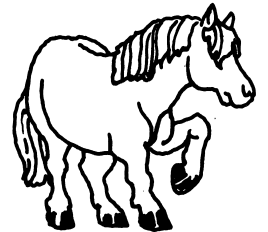
cot



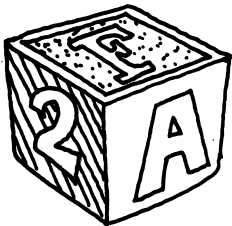
cap



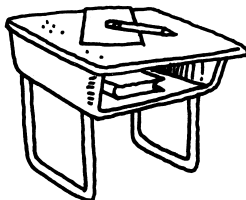
pot



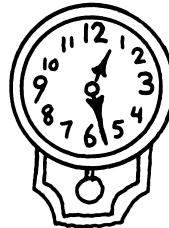
pony



block



desk



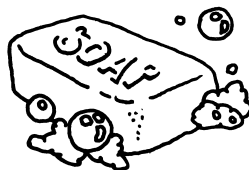
clock



road



stop



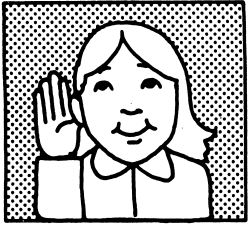
soap



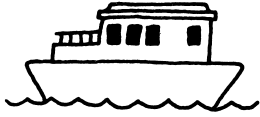
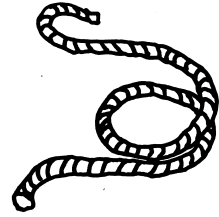
star



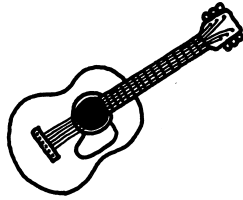
mop



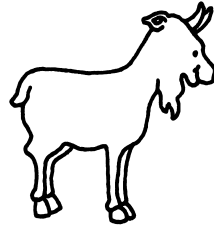
# rope



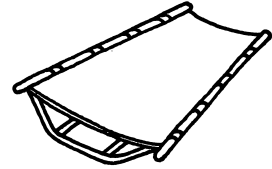
boat



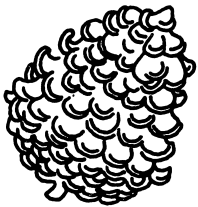
guitar



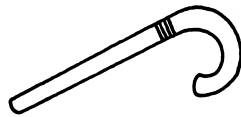
goat



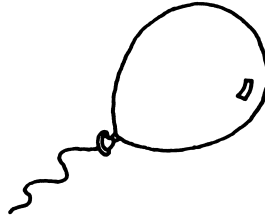
cot



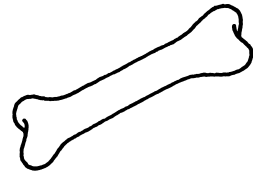
cone



cane



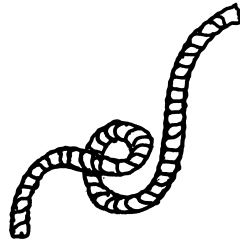
balloon



bone



soap



rope



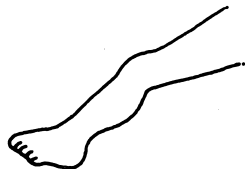
mop



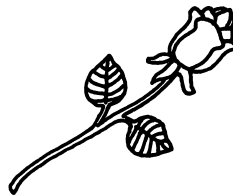
seven



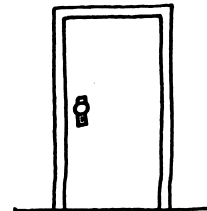
nose



leg



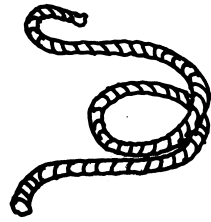
rose



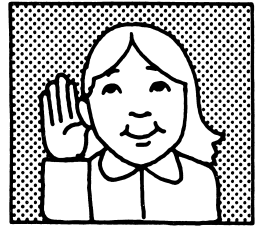
door



doll



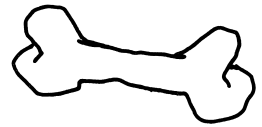
rope



pot



comb



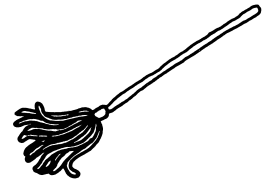
bone



boat



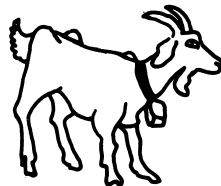
clock



mop



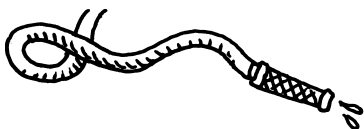
lock



goat



nose



hose



socks

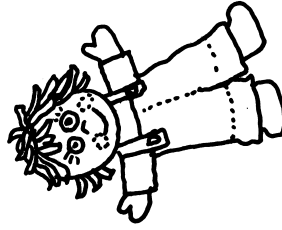
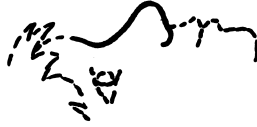
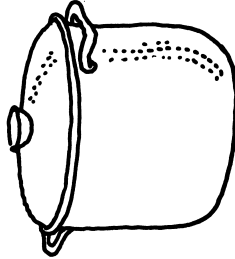
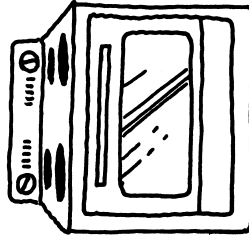
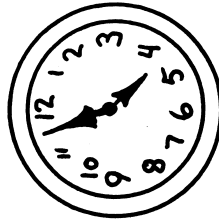
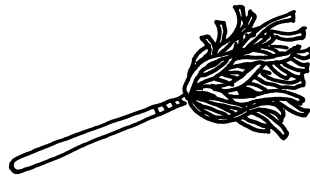
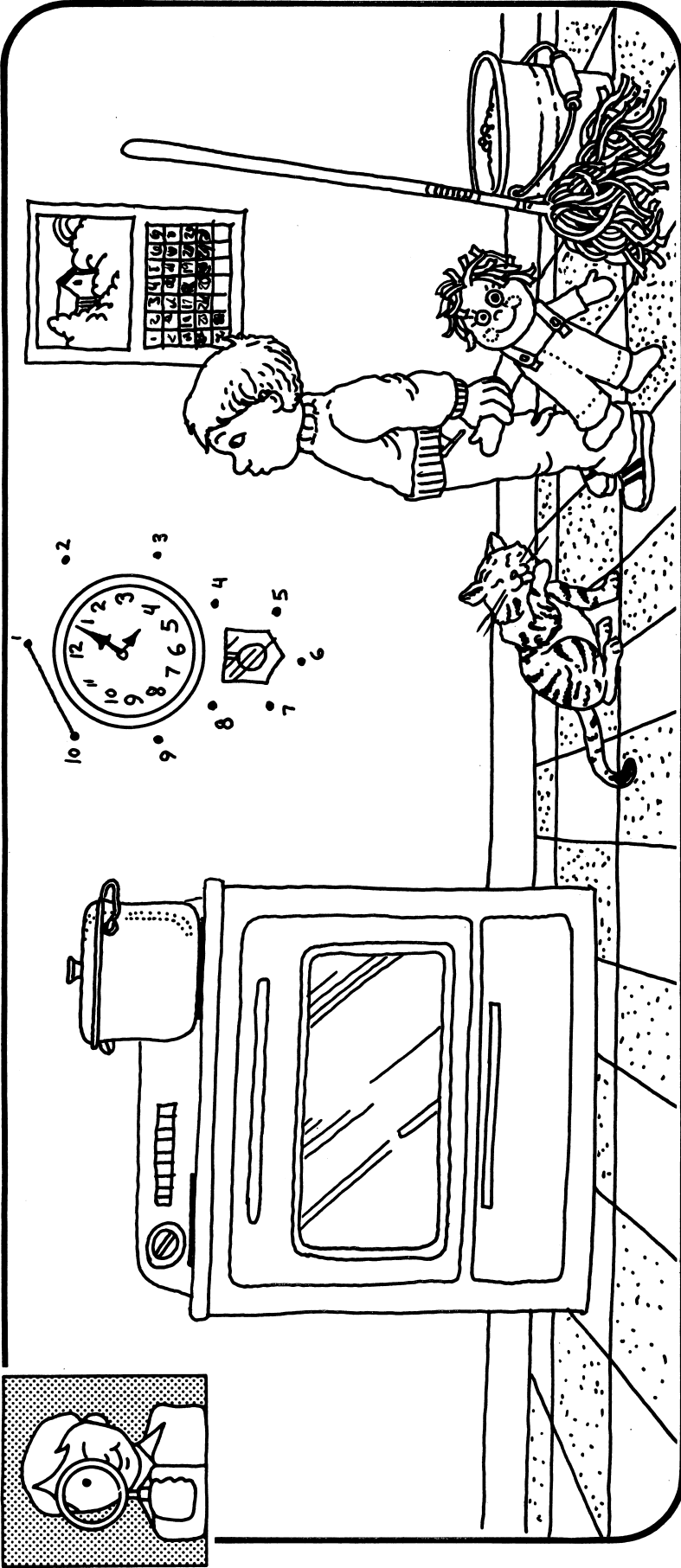


frog



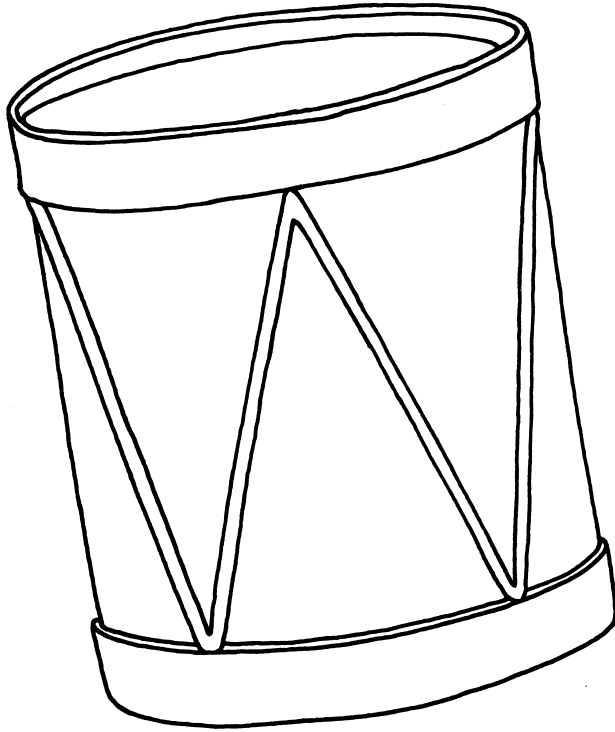
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**DIRECTIONS:** Say each word. Circle the small picture which has the same sound of *o*.  
(Disk 4: short & long o)

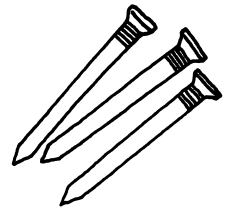
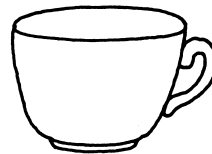
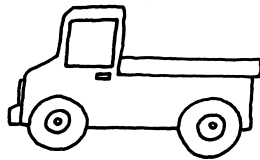
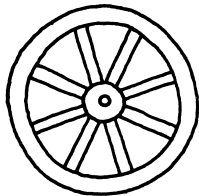
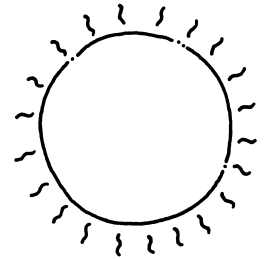
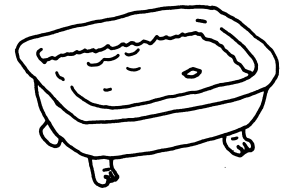
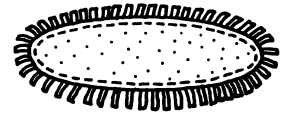
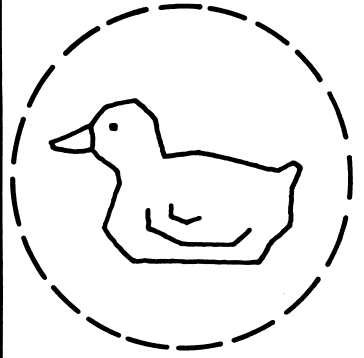


**DIRECTIONS:** Connect the dots to complete the picture. Find each small picture in the big picture.  
 Draw a circle around it.  
**(Disk 4: review)**

U u

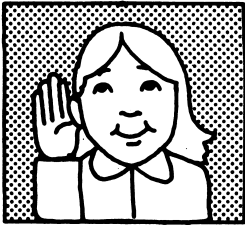


drum

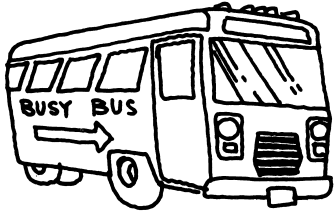


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**DIRECTIONS:** Circle the pictures that have the same sound of *u* as in the word *drum*.  
**(Disk 5: short & long u)**



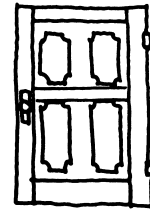
# drum



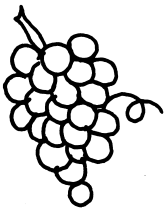
bus



fruit



door



grapes



tooth



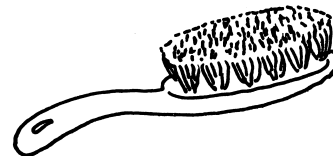
nuts



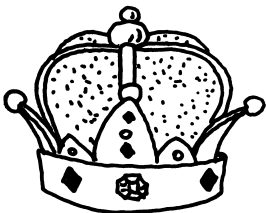
suit



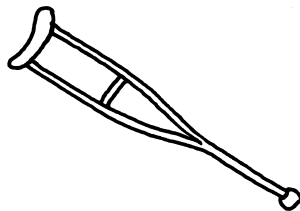
frog



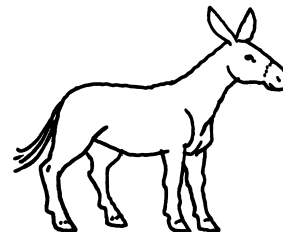
brush



crown



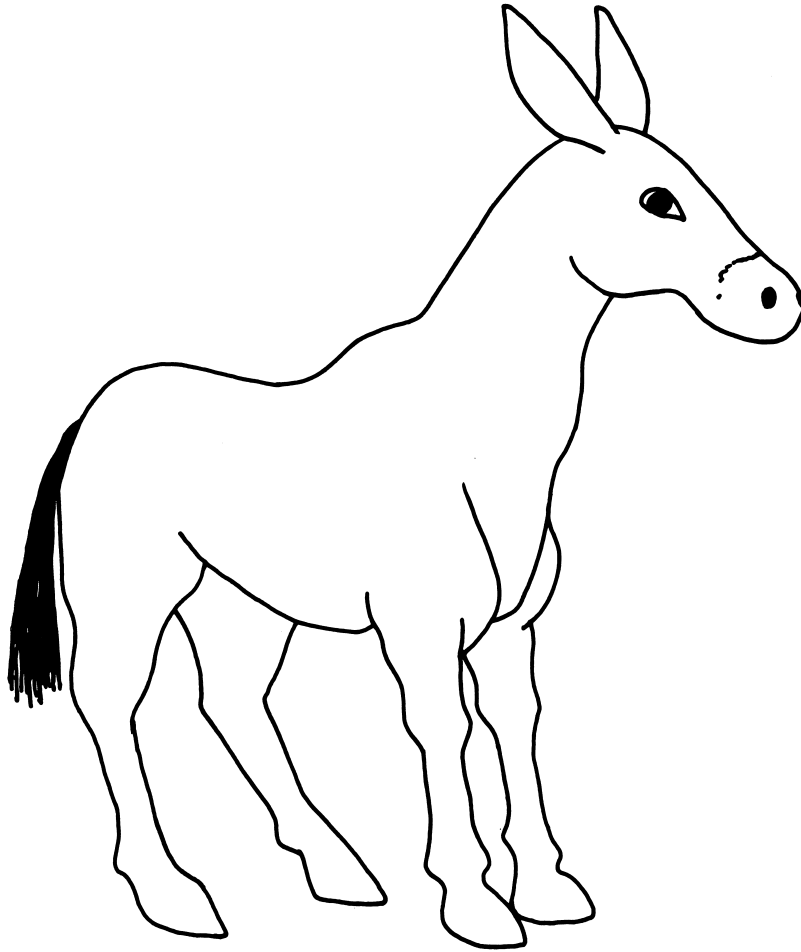
crutch



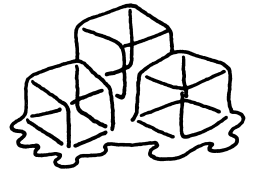
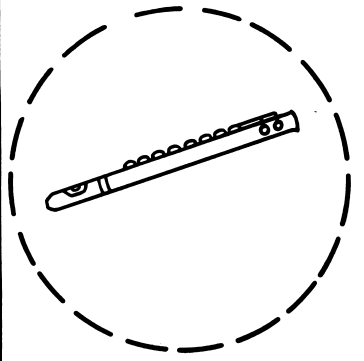
mule



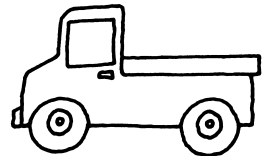
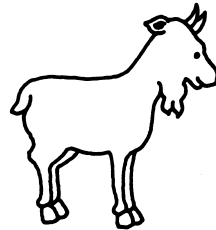
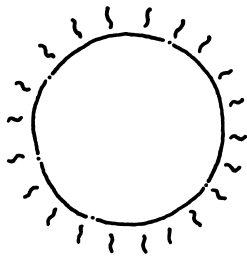
U u



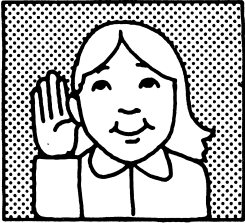
mule



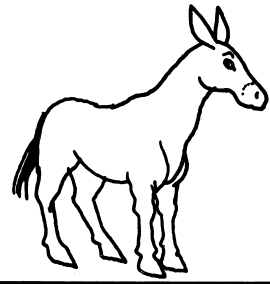
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**DIRECTIONS:** Circle the pictures that have the same sound of *u* as in the word *mule*.  
(Disk 5: short & long u)



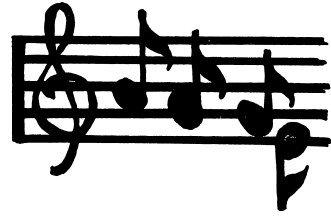
# mule



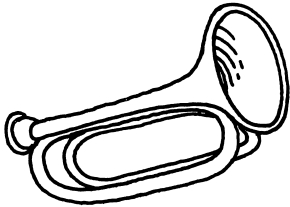
doll



lock



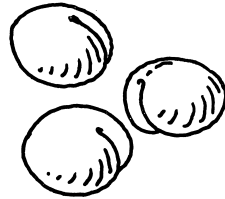
music



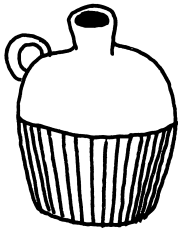
bugle



lamp



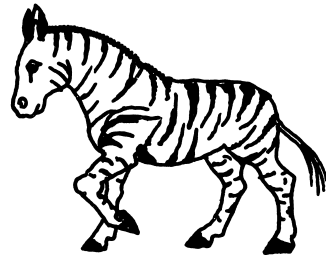
plums



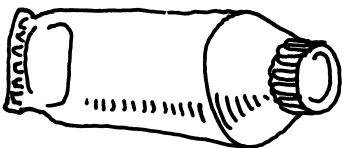
jug



harp



zebra



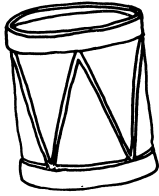
tube



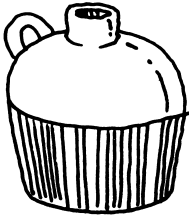
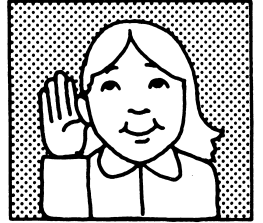
clown



ghost



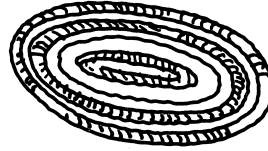
# drum



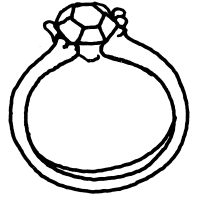
jug



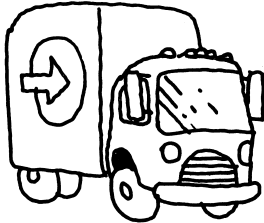
jar



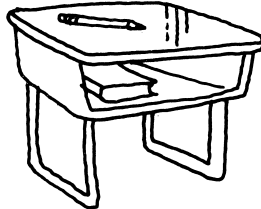
rug



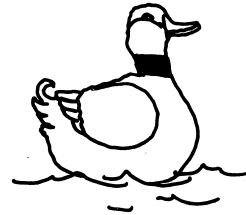
ring



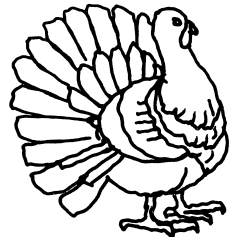
truck



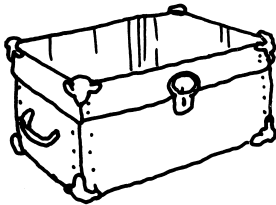
desk



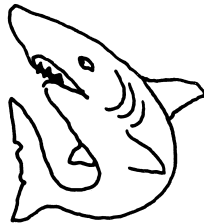
duck



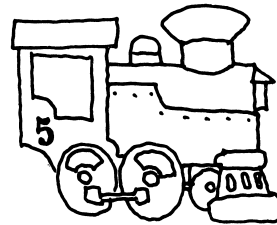
turkey



trunk



shark



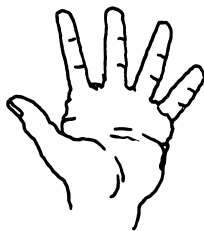
train



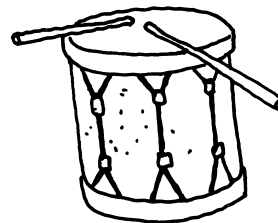
skunk



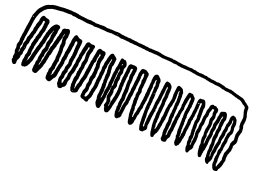
thumb



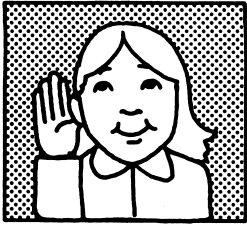
hand



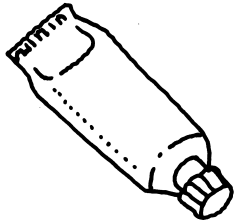
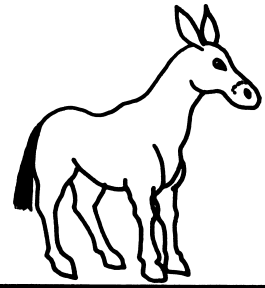
drum



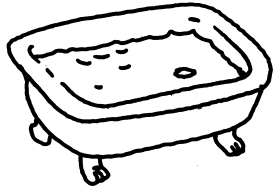
comb



# mule



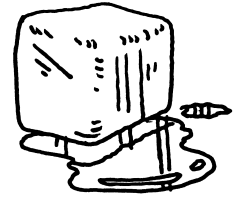
tube



tub



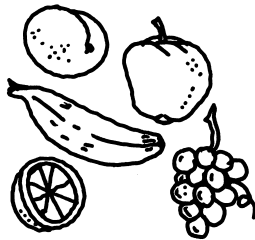
bus



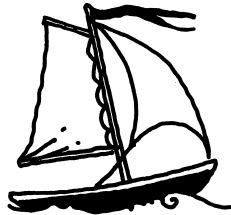
cube



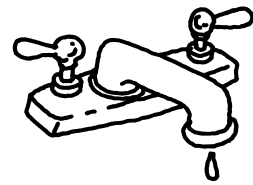
suit



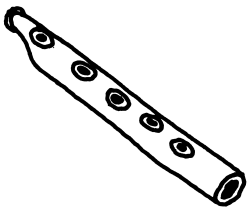
fruit



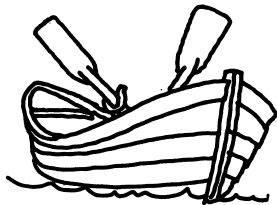
sailboat



faucet



flute



boat



boot



foot



screw



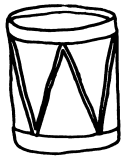
scissors



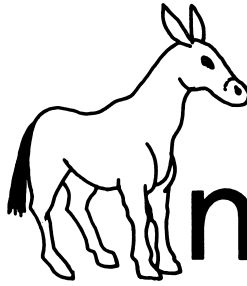
shower



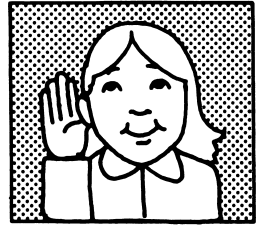
shoe



drum



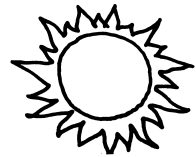
mule



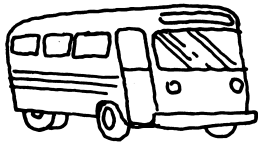
cup



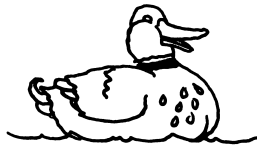
music



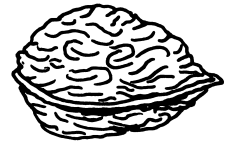
sun



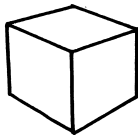
bus



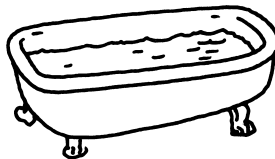
duck



nut



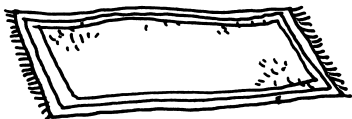
cube



tub



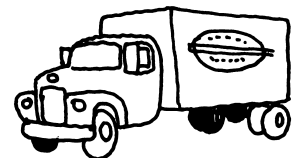
brush



rug



jug

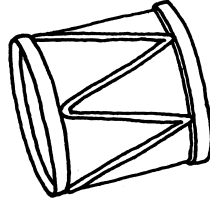
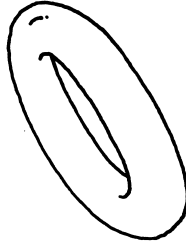
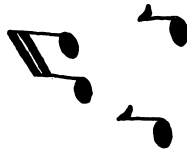
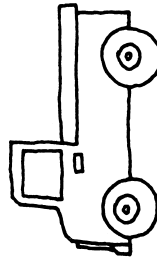
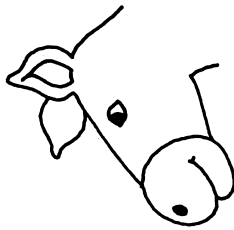
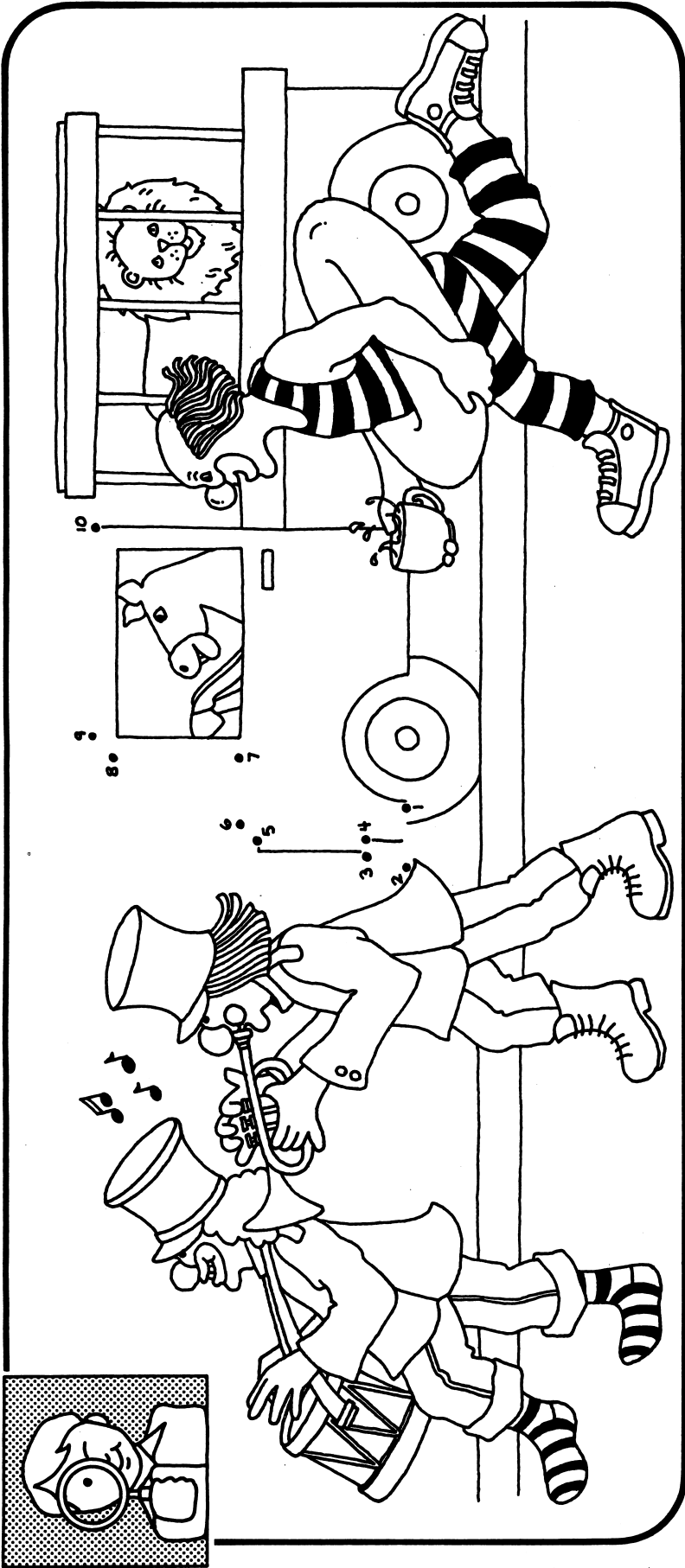


truck



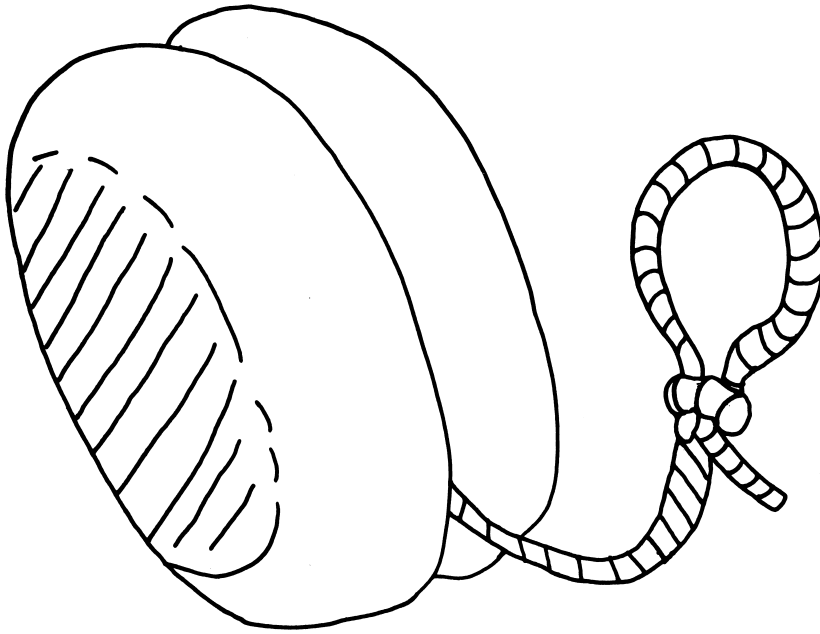
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DIRECTIONS: Say each word. Circle the small picture which has the same sound of *u*.  
(Disk 5: short & long u)

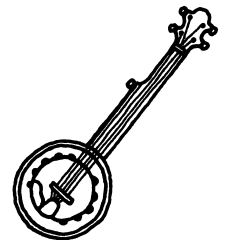
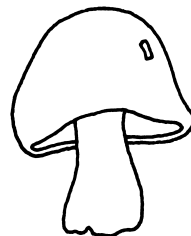
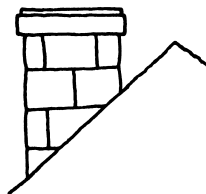
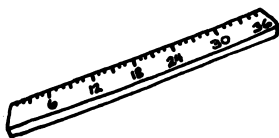
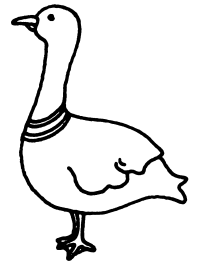
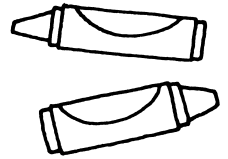
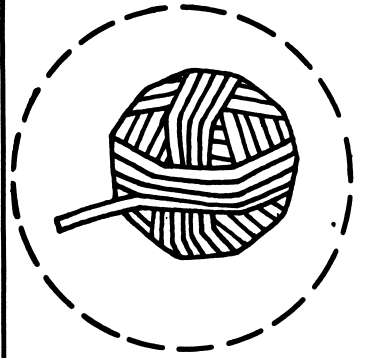


**DIRECTIONS:** Connect the dots to complete the picture. Find each small picture in the big picture.  
 Draw a circle around it.  
**(Disk 5: review)**

Yy

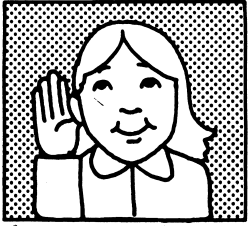


yo-yo

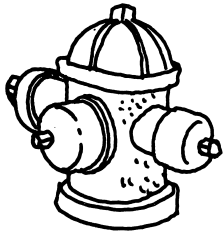
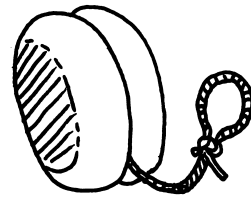


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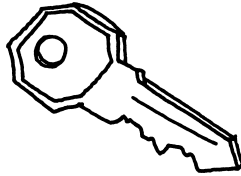
**DIRECTIONS:** Circle the pictures that have the same beginning sound of *y* as in the word *yo-yo*.  
**(Disk 5: y)**



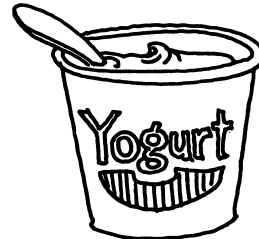
# yo-yo



hydrant



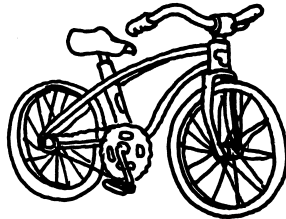
key



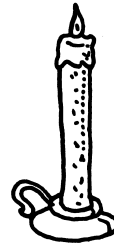
yogurt



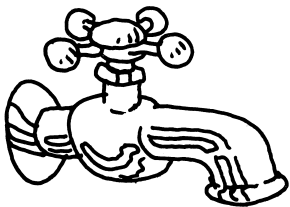
yolk



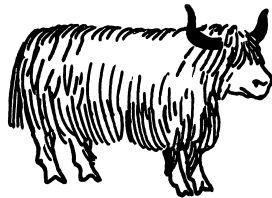
bicycle



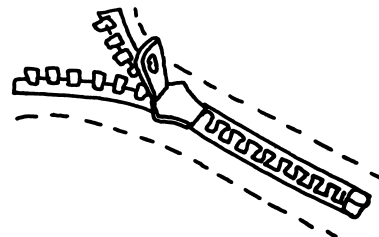
candle



faucet



yak



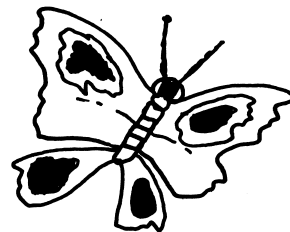
zipper



boy



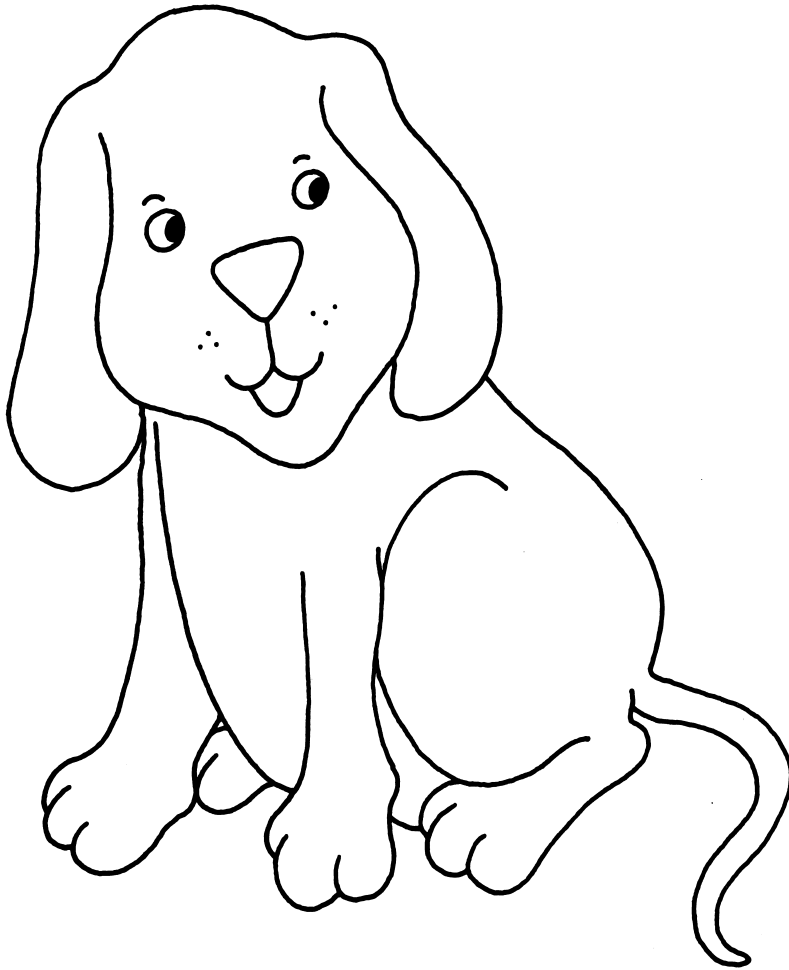
yawn



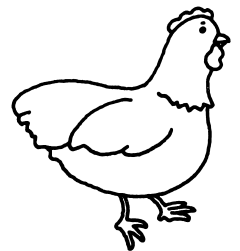
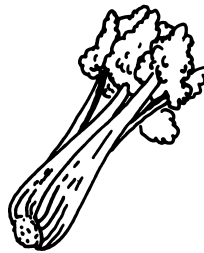
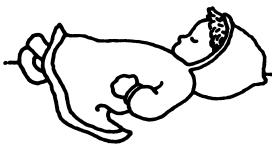
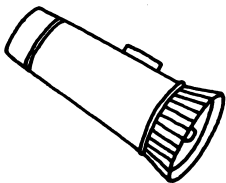
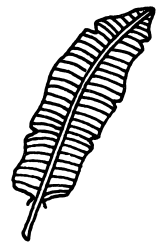
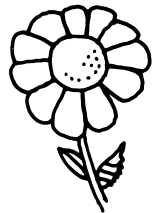
butterfly



Y y

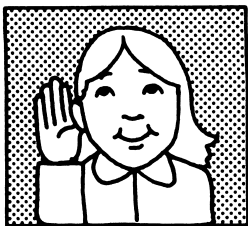


puppy

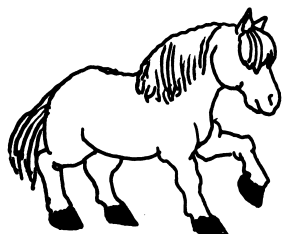
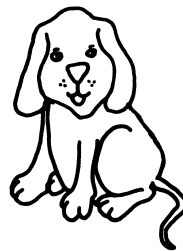


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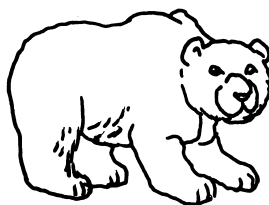
**DIRECTIONS:** Circle the pictures that have the same ending sound of *y* as in the word *puppy*.  
(Disk 5: y)



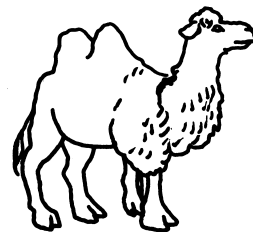
# puppy



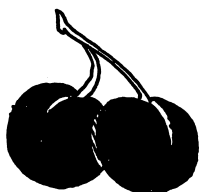
pony



bear



camel



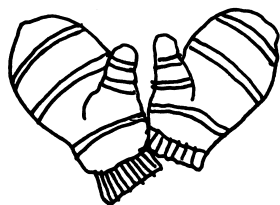
cherry



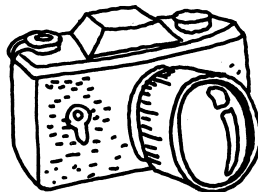
panda



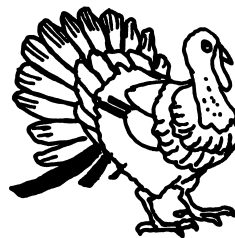
penguin



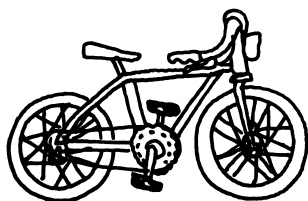
mittens



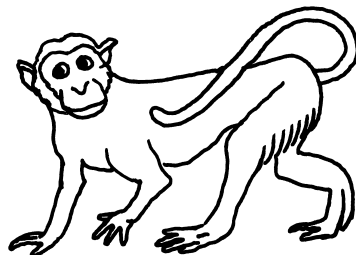
camera



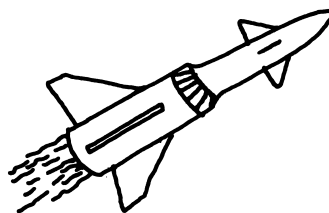
turkey



bicycle



monkey



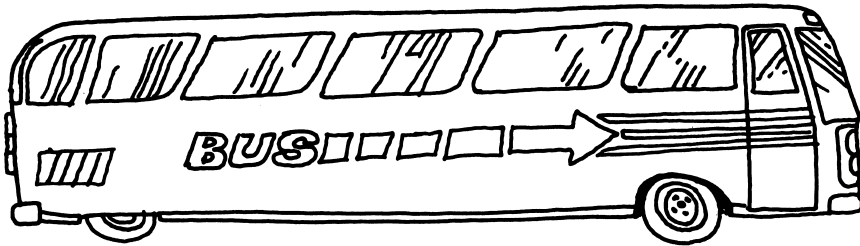
rocket

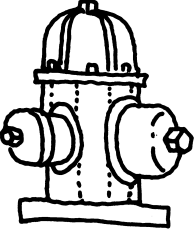

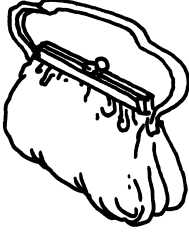

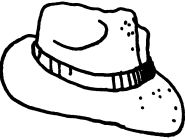
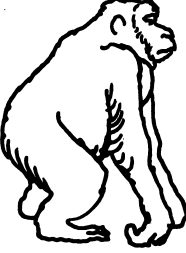

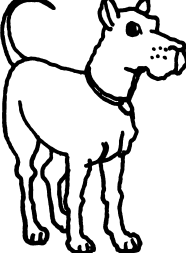
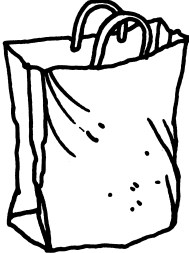

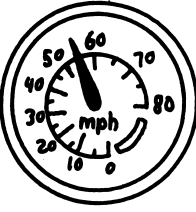


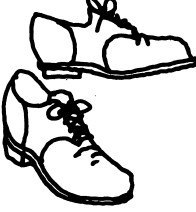
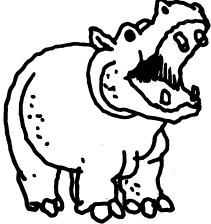

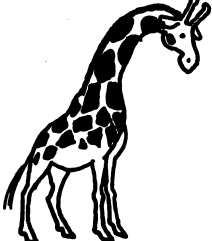
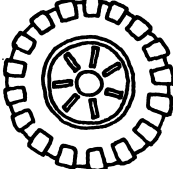

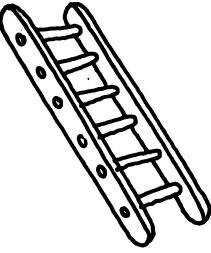


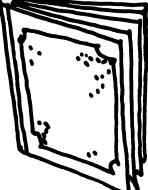

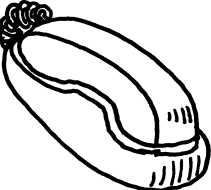


a	a	o	a	a	e	a	a	o
ai	oi	ai	ia	ai	ai	ei	oi	ai
e	c	e	e	o	e	c	c	e
ee	ee	ce	ec	ee	ee	oe	oo	ee
i	i	l	l	i	j	i	i	j
le	ic	ie	ie	ei	io	ie	oi	ie
o	c	o	e	o	o	c	a	o
oa	oa	oa	ao	oo	aa	oa	ao	oa
u	u	n	u	h	n	u	a	u
ui	ue	ui	uu	ui	iu	ni	in	ui
y	y	w	w	y	j	g	y	h
ay	ey	ay	ay	ay	oy	ho	oy	ey

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**DIRECTIONS:** Circle the letter(s) in each row that match the first letter(s) in the row.  
**(Optional exercises)**



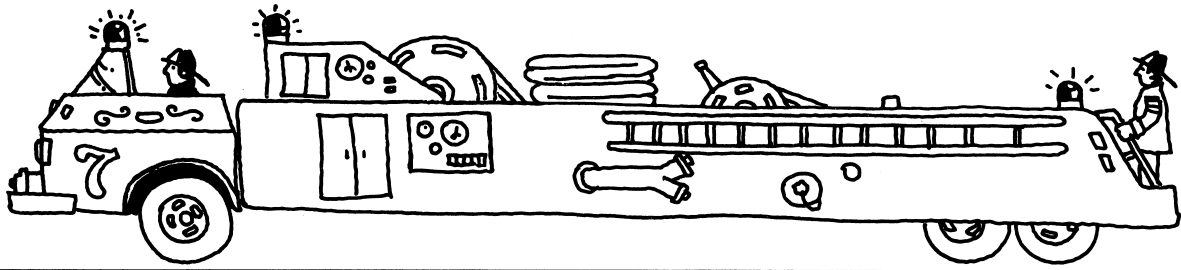
				
				
				
				
				


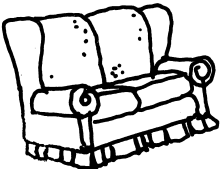
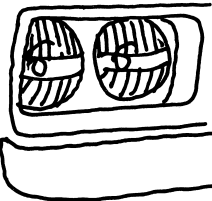


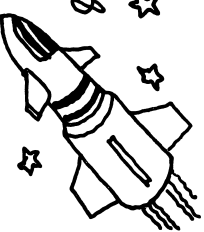
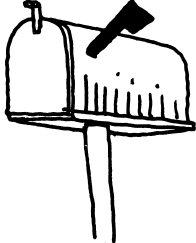
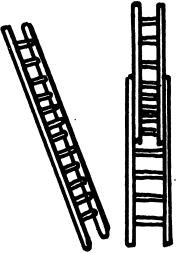

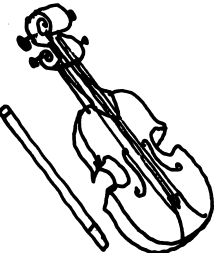
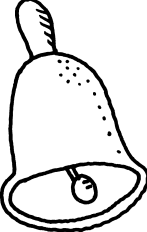

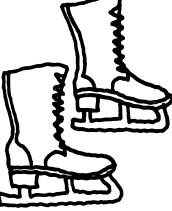

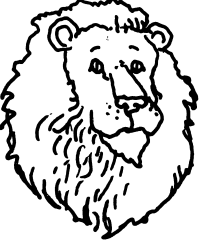
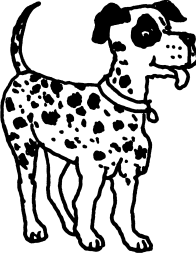


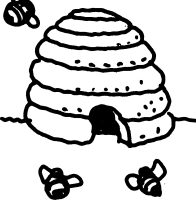
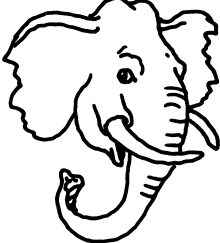
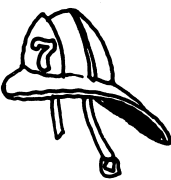

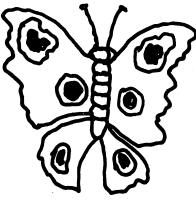

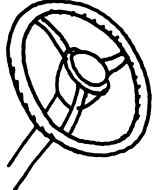
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DIRECTIONS: Circle the persons or things you might expect to find in or on a bus.  
(Optional exercises)



fan	fin	fan	fun	fan
cake	bake	rake	cake	cake
bell	bell	ball	bull	bell
bee	bee	bee	bed	see
dish	dish	dish	disk	fish
pie	pin	pie	tie	pie
doll	dell	doll	dill	doll
goat	boat	coat	goat	coat
mule	rule	mule	mile	male
drum	drum	brim	crumb	drum
yo-yo	your	yolk	yo-yo	you
fairy	furry	fairy	hairy	fairy



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S	C	S	Z	B
T	Z	Y	I	T
P	P	R	O	B
s	s	e	c	x
t	l	f	t	j
p	d	p	b	g

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DIRECTIONS: Look at the letter in the first box. Circle the letter that is the same as the first letter in the row. (Disk 2-5, T, P)

11

The seventh page of the instructional cycle always reinforces the visual forms of the three consonants that have been introduced in each group.

The activity on this page as a looking/seeking experience is signaled to the learner in picture form.

The consonants in the group appear in upper and lower case forms in the left margin. Other consonant forms appear in each row.

Task of the learner: to circle the letter form in each row that looks exactly the same as the initial consonant in the left margin.



suit	seven	suit	seal	truck
turtle	team	bell	table	turtle
pig	pie	pig	girl	pear
Sun	Run	Son	Sun	Stop
Pie	Pig	Pin	Tip	Pie
Tiger	Tiger	Rider	Trip	Tire

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12

DIRECTIONS: Look at the word in the first box. Circle the word that is the same as the first word in the row. (Disk 2-5, T, P)



































The eighth page is essentially the same as the previous page, but on this page, each of the consonants in the group are presented in the left margin as the first letter in a word form. Other word forms appear in each row.

Task of the learner: to circle the word forms in each row that look exactly the same as the word in the left margin.

The ninth page is designed as a review for the three consonants that have been introduced in this group. These reviews are presented in two levels of difficulty.

In the beginning of the *Activity Book*, each row is introduced with an illustration whose name begins with one of the three consonants in the group.

Task of the learner: to circle the illustration in each row whose name begins with the same sound as the illustration in the left margin.

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**DIRECTIONS:** Look at the picture in the first box. Circle the picture that begins with the same sound as the first picture in the row. (Disk 2-5, T, P)

**13**























As competencies develop, this review activity is changed. Instead of illustrations in the left margin, each row is introduced with a letter form representing each of the consonants.

Task of the learner: to circle the illustration in each row whose name begins with the same sound as the letter in the left margin.

The tenth page is a review activity whose purpose is to present these familiar sounds and pictures in a meaningful context.

This review page contains a large illustration of a familiar scene. The name for each six smaller illustrations on the page begins with a consonant studied in the preceding lessons. The small illustrated items also appear within the large picture but may be in different positions and partly obscured by other persons or objects.

Task of the learner: to locate each of the smaller illustrations within the large illustration, and to draw a circle around each of them.

			
<b>I</b>			
<b>V</b>			
<b>W</b>			
<b>V</b>			
<b>I</b>			
<b>W</b>			

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**DIRECTIONS:** Look at the letter in the box. Circle the picture whose name begins with that letter. (Disk 6-W, V, L)

**53**



# ACTIVITY BOOK FOR LONG AND SHORT VOWELS

**THE INSTRUCTIONAL CYCLE.** The long and short forms of each vowel are presented together on each disk of the *Sound Ideas* software program. Vowels are presented in exactly the same order in the *Activity Book*, using an instructional sequences of eight pages.

The first page always introduces the short vowel form.

The short vowel is introduced using a large illustration of a key word containing the short vowel form (e.g. fan, bell, and dish). The page format and task are identical to those used to introduce consonant sounds (see example on page T-10).

The second page always provides practice with the short vowel.

Using the same format and task employed in the consonants (see example on page T-10), the learner

must circle all of the illustrations whose names have the same sound of the short vowel as the name of the reduced illustration at the top of the page.

The third page always introduces the long vowel form.

Form and content are similar to that used to introduce the short vowel form. The key illustration is now always one-syllable words whose long vowel sounds conform with the two-vowel of final *-e* rule.


The fourth page always provides practice with the long vowel.

The form is similar to that used with the short vowel form. The illustration at the top of the page is a reduced copy of the key image from the previous page.


The fifth and sixth page are always a review of rhyming words with short and long vowel sounds respectively.

















At the beginning of each row, there is a word and illustration whose name has the short/long vowel sound being reviewed.

Task of the learner: to circle the illustration and word in each row that *rhymes* with the first picture.






## rake

















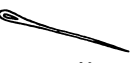









 can	 cage	 oar	 pan
 hat	 bat	 cane	 shell
 fan	 cape	 van	 pin
 stamp	 stump	 gate	 lamp

DIRECTIONS: Circle the picture in each row whose name rhymes with the name of the first picture.  
(Disk 1: short a)

5

 bell
  bee
 

 wheel 	 pen 	 sled 
 sheep 	 leaf 	 tent 
 web 	 bed 	 needle 
 seal 	 feet 	 shell 

DIRECTIONS: Say each word. Circle the small picture whose name has the same sound of e.  
 (Disk 2: short & long e)

15

The seventh page is always a review of both the long and short vowel forms.

At the top of the page, there are reduced copies of the large illustrations that introduced both the long and the short vowel forms.

Each illustration on the page includes an illustration, the word form, and small illustrations of the key words.

Task of the learner: if the name of the illustration has the sound of the long vowel, the learner is to circle the small illustration whose name contains the long vowel sound. If the name of the illustration has the sound of the short vowel, the learner will circle the small illustration whose name contains the short vowel sound.

The eighth page always presents a review activity within a large illustration.

This activity is the same format as the consonant review activity.

Task of the learner: (a) to circle those items in the large illustration that appear in the small illustrations below. As with the consonant review page, some of the illustrations may be partially obscured or shown in other positions; (b) to complete the part of the large illustration whose outline is represented by a series of dots, beginning with number 1.

Dear Parent,

The computer will profoundly influence each child now in this school. Because of the powerful, but relatively inexpensive microcomputer, children can benefit from computer-based education at an early age. Today's parents are sure to see microcomputers play an ever increasing part in what and how their children learn. It is this school's responsibility to assure that its pupils are educated for life in the computer era and that sound learning principles guide the use of the computer in their education.

Knowing your concern with your child's schooling, we think you will be interested in a recent addition to the materials we use in beginning reading instruction. It is a computer-based phonics program, totally new in form and content created by a team of reading and computer education specialists. The program, entitled *Sound Ideas*, includes both software for the computer and pupil activity books. Perhaps the most exciting dimension of *Sound Ideas* is the use of computer-generated speech. While operating the computer, your child hears the voice of a teacher giving instructions and help during each step in the learning experience.

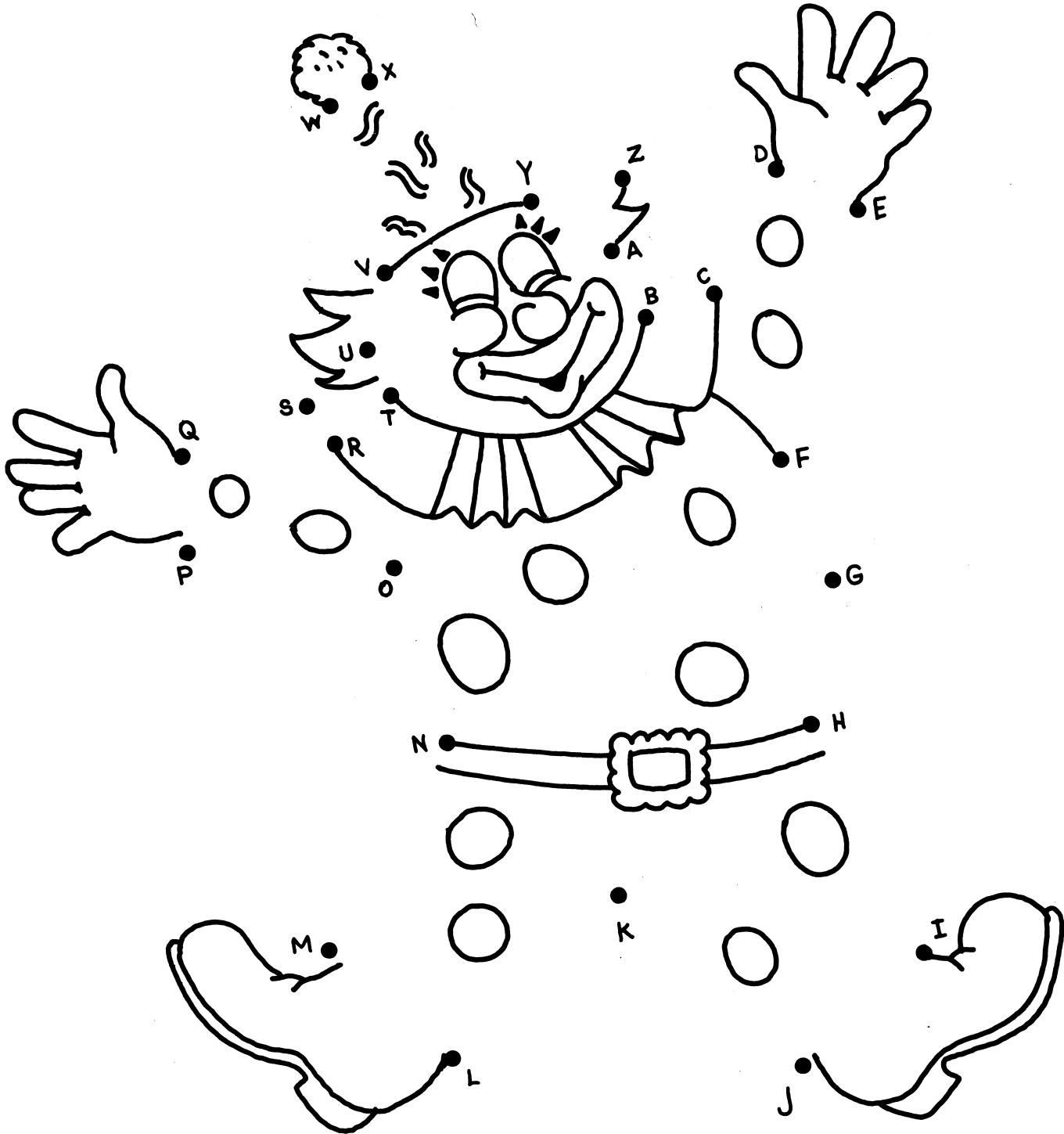
*Sound Ideas*, we believe, will serve a significant role in our school's early reading curriculum. Its unique use of speech, innovative graphics, and correlated activity books augments teacher instruction and the basic textbook. Classroom trials show that the program can motivate the young reader to apply and extend his or her skills. Additionally, by using the simple-to-operate computer software, each child obtains early computing experiences, an important beginning on the road to computer literacy.

Your child will be bringing home completed *Sound Ideas* activity pages. You will also be hearing more and more computer language being spoken by your child. We hope you will share and encourage your child's enthusiasm about computing.

This letter may have aroused your curiosity about this new reading software. If you would like to see it in action, please call me. We'd be delighted to have you visit the classroom when it's in use.

Sincerely,

# FOLLOW THE ALPHABET



A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-  
W-X-Y-Z

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# HIDDEN WORDS

lion

shoe

nest

dog

thumb

rabbit

r	f	x	d	o	g
z	l	i	o	n	p
e	h	n	e	s	t
r	a	b	b	i	t
t	h	u	m	b	m
d	s	h	o	e	c

# HIDDEN WORDS

bee

cat

fish

goat

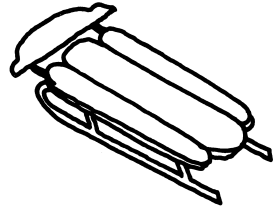
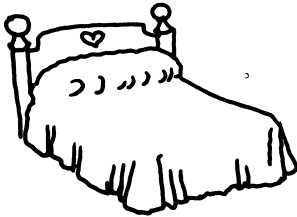
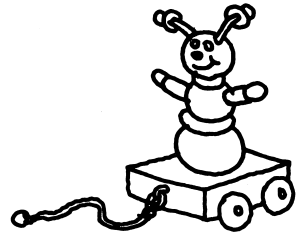
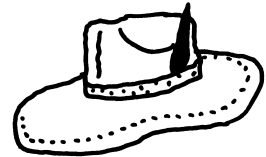
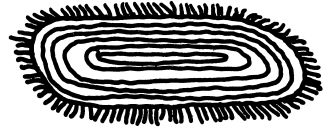
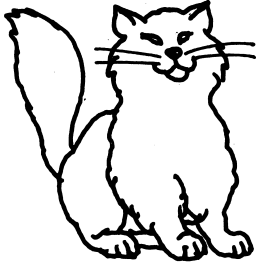
horse

pig

b	e	e	h	i	b
g	c	a	t	m	s
n	x	f	i	s	h
g	o	a	t	l	p
z	h	o	r	s	e
r	c	d	p	i	g

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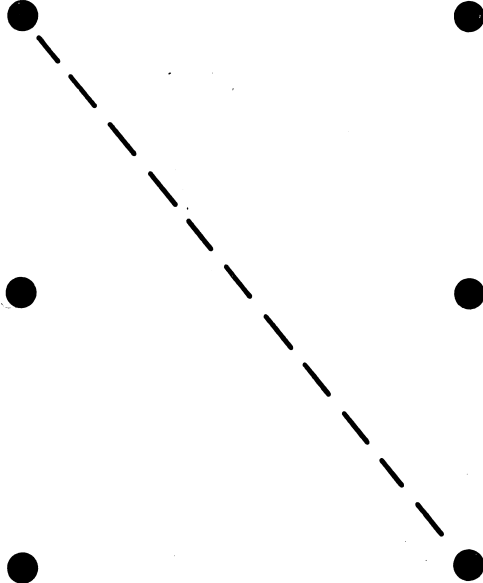
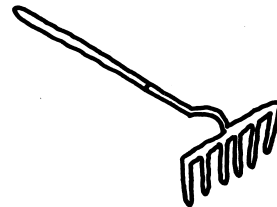
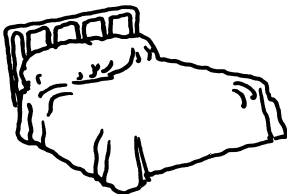
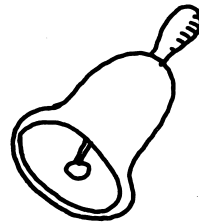
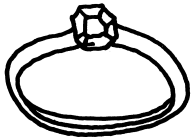
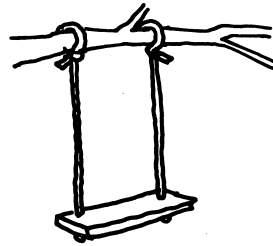
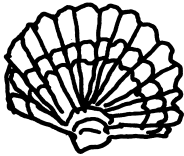
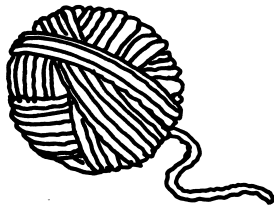
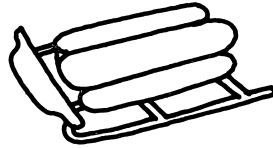
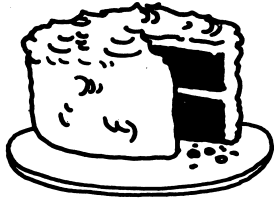
# FIND A RHYMING WORD



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DIRECTIONS: Find the words that rhyme. Draw a line between each.

# FIND A RHYMING WORD



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# HIDDEN WORDS

fan

cake

bell

doll

fairy

dish

k	r	f	f	a	n
c	a	k	e	z	x
b	e	l	l	c	p
u	d	o	l	l	n
o	f	a	i	r	y
m	m	d	i	s	h

# FOLLOW THE ALPHABET



A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-  
W-X-Y-Z

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