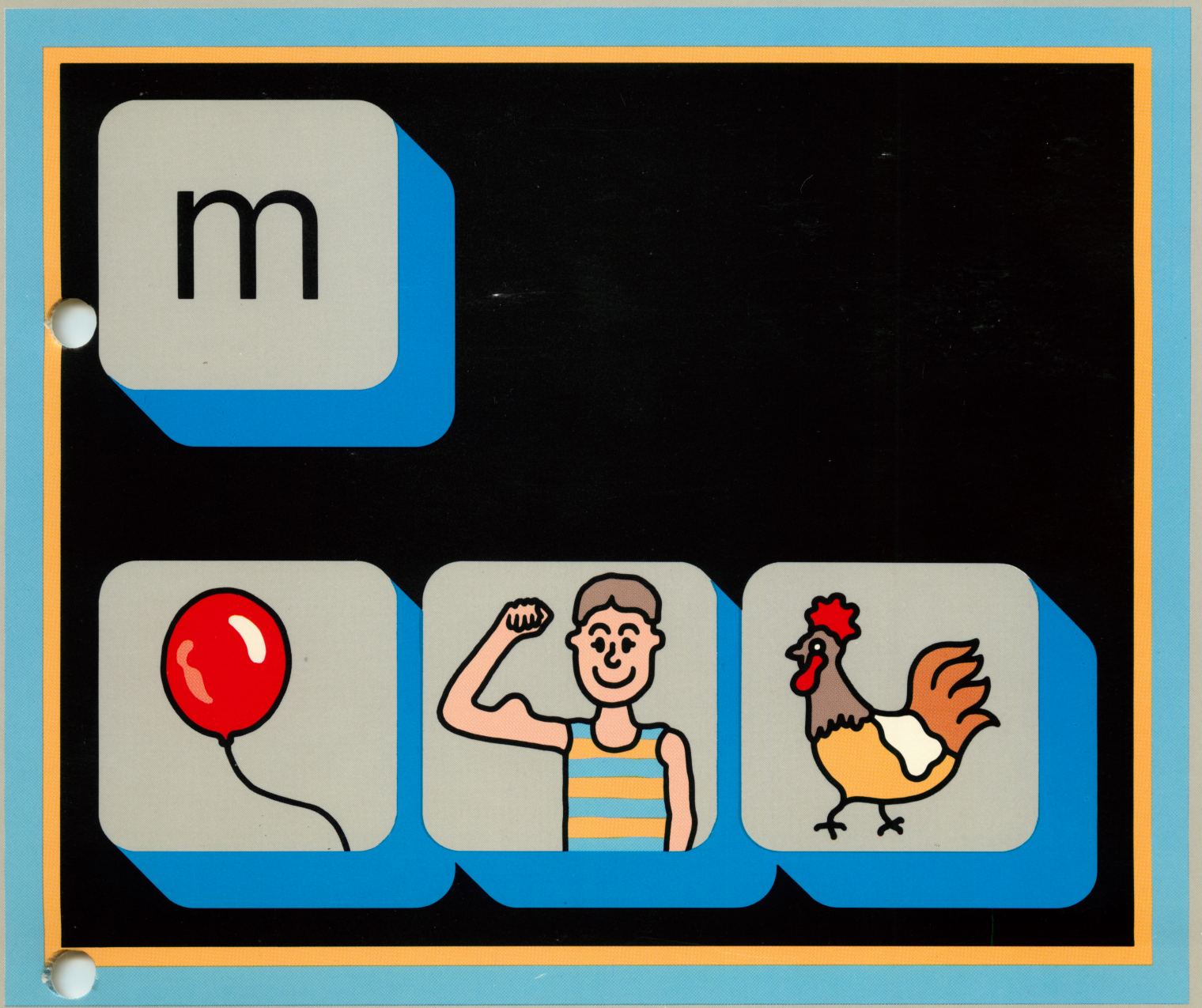
# Sound Ideas

## Consonants

Early Reading Speechware™




HOUGHTON MIFFLIN COMPANY

# INSTRUCTIONS FOR USING SOUND IDEAS ON APPLE® COMPUTERS

## Machine Requirements

*Sound Ideas* can be used on Apple® IIe, Apple II Plus (with a 16K RAM Card), Apple IIc, and Apple IIGS computers equipped with a single or double disk drive, a color or monochrome monitor, and an Echo+™ or Cricket™ speech synthesizer.

## The Echo+ Speech Synthesizer

*Sound Ideas* requires an Echo+ speech synthesizer, made by Street Electronics Corporation. We suggest you consult the Echo+ guide for instructions on installation.

If you are using *Sound Ideas* with an Apple IIc computer, you must substitute the Cricket synthesizer, also made by Street Electronics, for the Echo+. Please consult the Cricket guide for instructions on installation.

Headphones (purchased separately) may be used with *Sound Ideas*. The Echo+ and Cricket have headphone jacks for 1/8" mini-plug headphones.

## Starting Sound Ideas

To start *Sound Ideas* on an Apple computer:

1. Turn on the power switch on the video monitor.
2. Insert the selected *Sound Ideas* diskette into disk drive 1.
3. Turn on the Apple computer.
4. The system will read the diskette in the drive and will start *Sound Ideas*. After a brief pause, you will see the introductory screen for *Sound Ideas*.
5. On an Apple IIe or IIc, make sure the **CAPS LOCK** key is down.

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Echo+ and Cricket are trademarks of Street Electronics Corporation.

9-91239

# SOUND IDEAS
## Summary of Keys and Their Functions

| | KEY | FUNCTION |
|---|---|---|
| **For All Packages** | | |
| | **SPACE BAR** | Moves the cursor. |
| | **RETURN** | Enters an answer. |
| | **CONTROL/C** | Terminates a lesson and displays student's performance screen. |
| **For Consonants & Vowels** | | |
| When the title page is displayed: | **2** | To skip first level of instruction. |
| | **P** | To view previous child's performance. |
| During lesson: | **H** | Repeats the name of the picture on which the cursor is placed. |
| **For Word Attack** | | |
| When the title page is displayed: | **CONTROL/T** | Displays the teacher menu. |
| During tutorial: | **R** | Repeats the name of the picture on which the cursor is placed. |
| | **H** | Repeats the name of the keyword picture. |
| During practice: | **R** | Repeats the name of the picture on which the cursor is placed. |
| | **H** | Recalls the keyword picture and name for the letters on which the cursor is placed. |
| During story: | **R** | Repeats the hidden word on which the cursor is placed. |
| | **H** | Repeats the context sentence. |

Teacher's Edition

Listen and Learn Series

# Sound Ideas

## Consonants

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

**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

## 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.

**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.

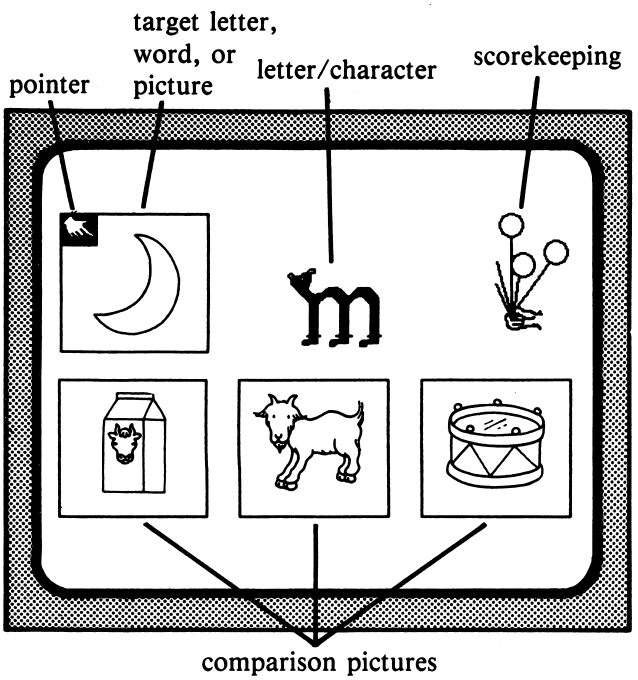
As you and the children gain experience with the computer and the routines for effective class use, you may want to consider adding software programs in other subject areas.

**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

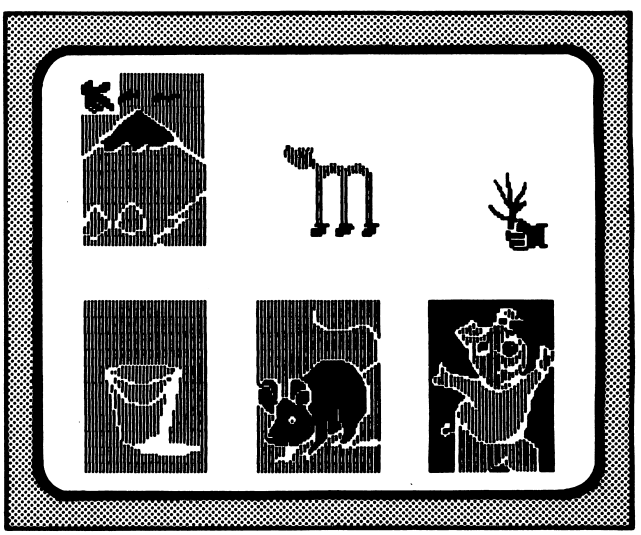
## Program Sequence

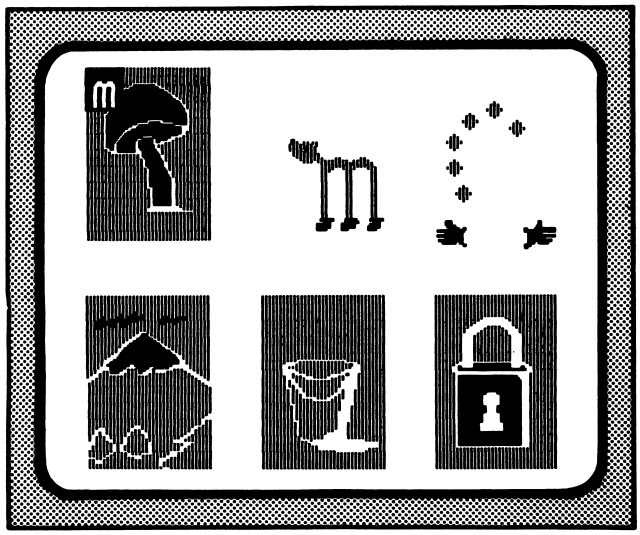
*Sound Ideas* progresses through different levels of lesson difficulty. The earliest lessons start with simple auditory discrimination of letter sounds. This is followed by a gradual introduction of the letter or letters which correspond to that sound. The most difficult task requires that the child 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.*

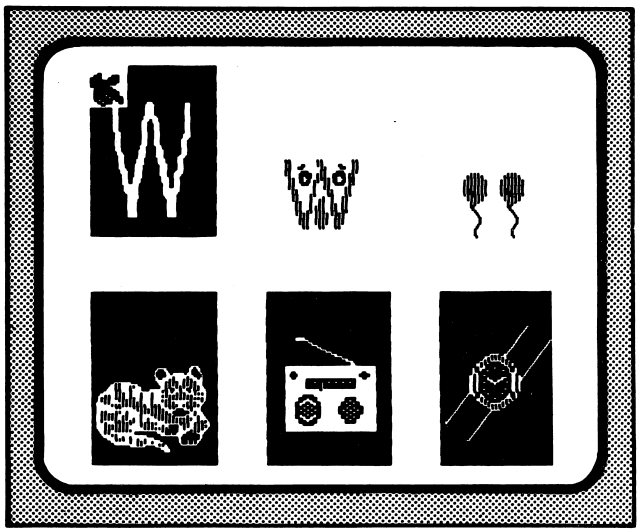
**LEVEL 1.** At the earliest level, the child is shown a target picture and must identify which of the comparison picture names has the same beginning sound as the target picture name. For this level, no reference is made to the letter(s) that might make that sound. The target in this example is a picture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

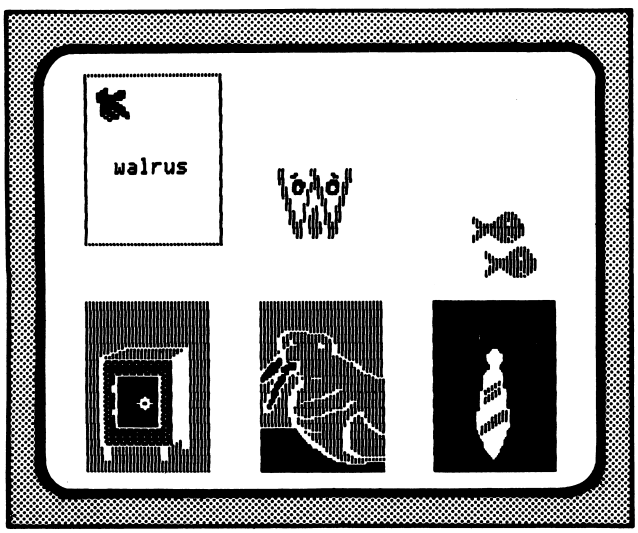




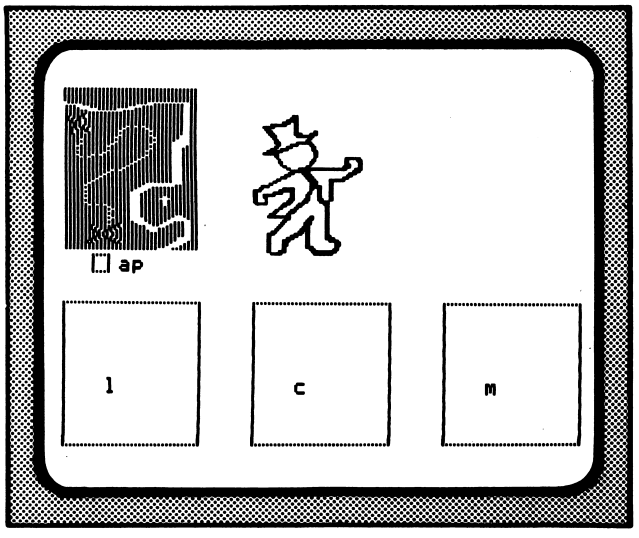

**LEVEL 2.** This level also uses a picture target, but only as a reference. The child's primary task is to find the comparison picture whose name begins with the sound for a target letter. In the example, the correct picture is that of a mountain. A small image of the target letter replaces the pointing 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.

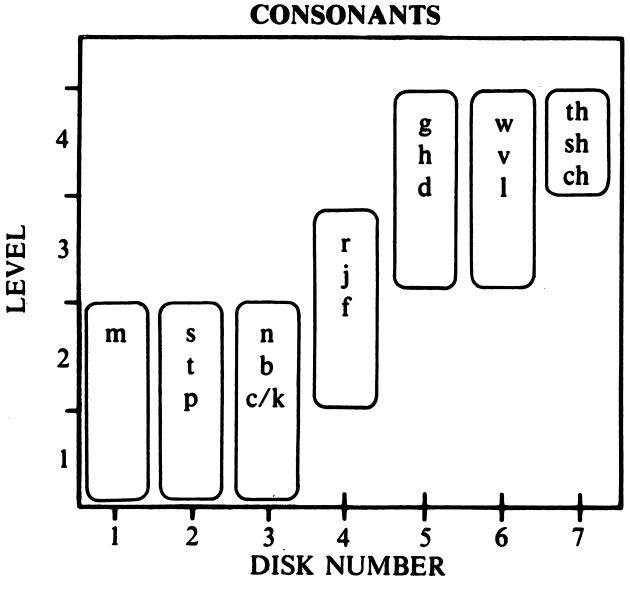


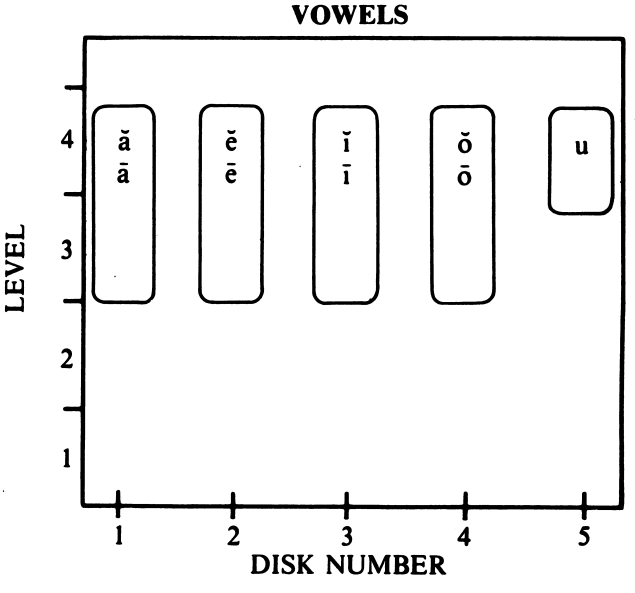




**LEVEL 4.** The letter is now placed within the context of a word and the student is encouraged to use the letter as a cue in matching the target word with its picture. Comparison pictures are selected to insure that the correct choice can be made solely on the basis of the target letter. In this example,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




**CONSONANT REVIEW.** *Sound Ideas: Consonants* finishes with a lesson reviewing all of the consonants 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.*




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.

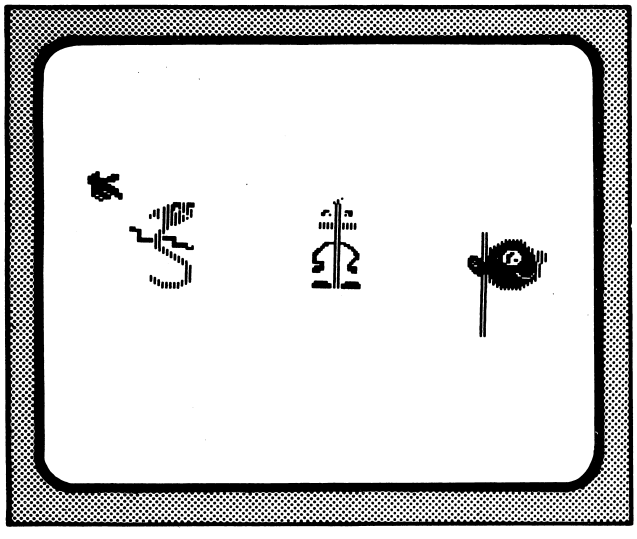
The short and long vowel lessons use Levels 3 and 4. Rather than using a single letter as the target in Level 3, these lessons use a picture and the picture's name, e.g., a picture of a cage with the word **cage** underneath. The task remains the same, to match a comparison picture sound to the target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

**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.

**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.

**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.

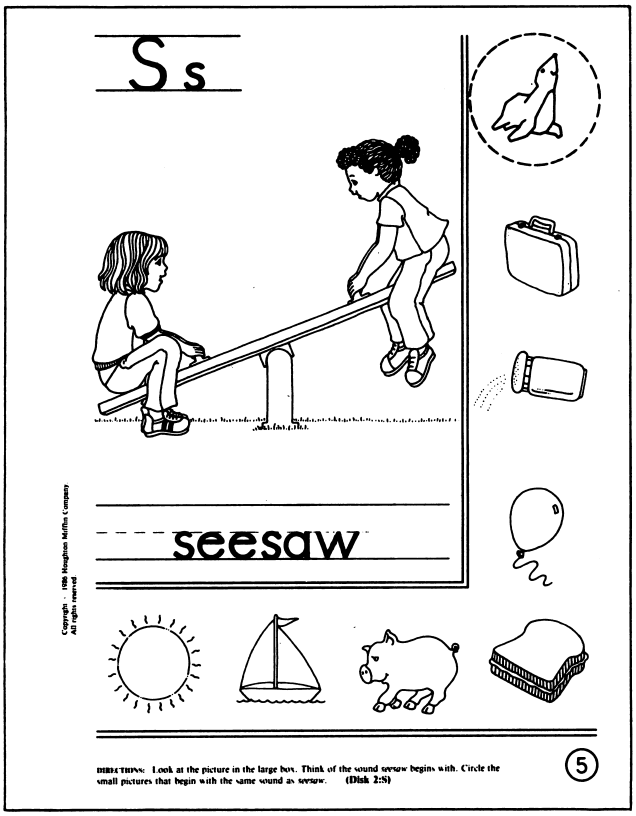
# ACTIVITY BOOKS OVERVIEW

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




**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.

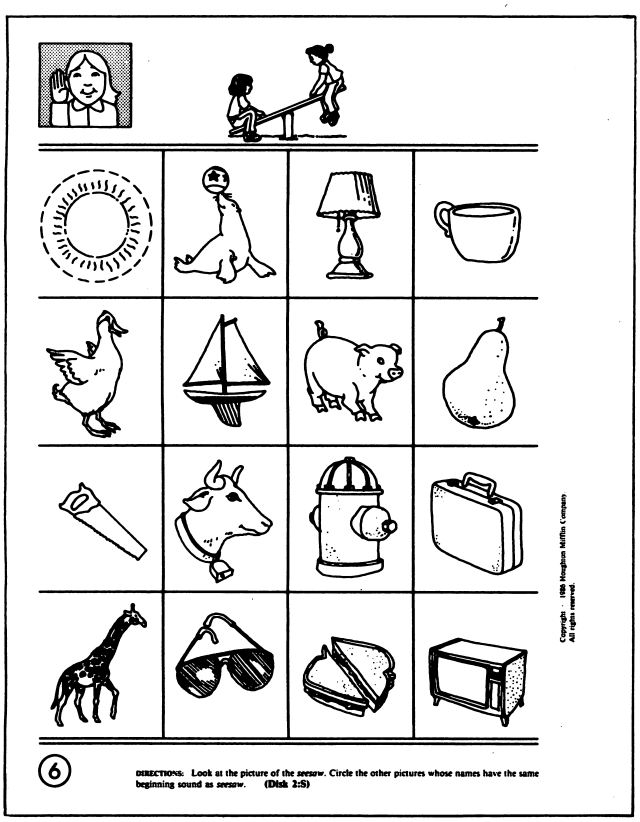
The first page always introduces an initial consonant.

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.




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:

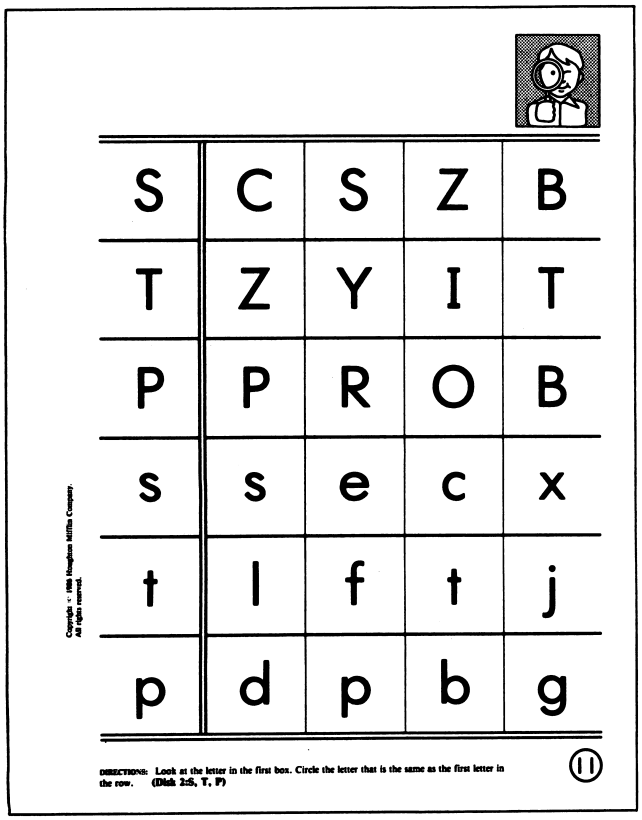
The third page always introduces the second consonant.

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*.**



| | | | | |
|---|---|---|---|---|
| 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:S, T, P)

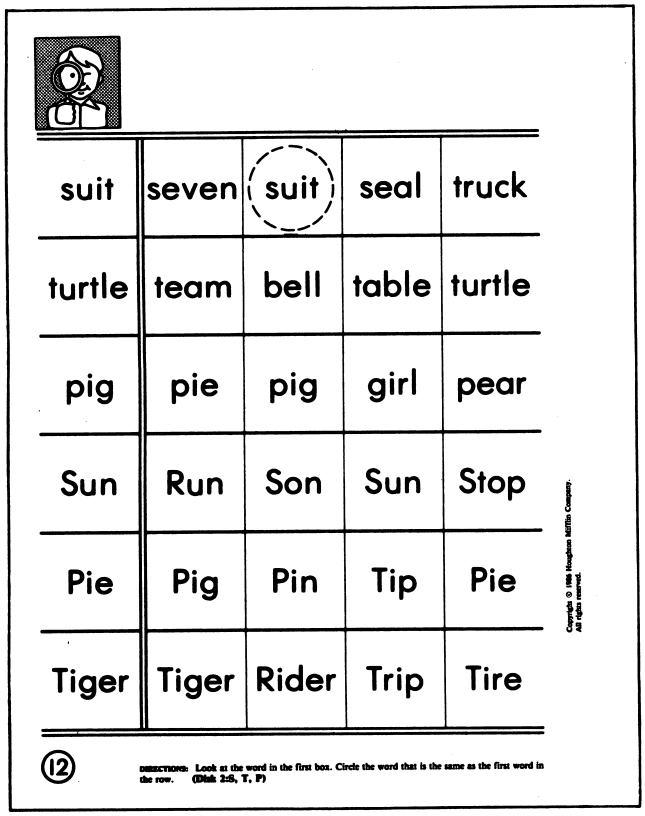


The seventh page of the instructional cycle always reinforces the visual forms of the three consonants that have been introduced in each group.

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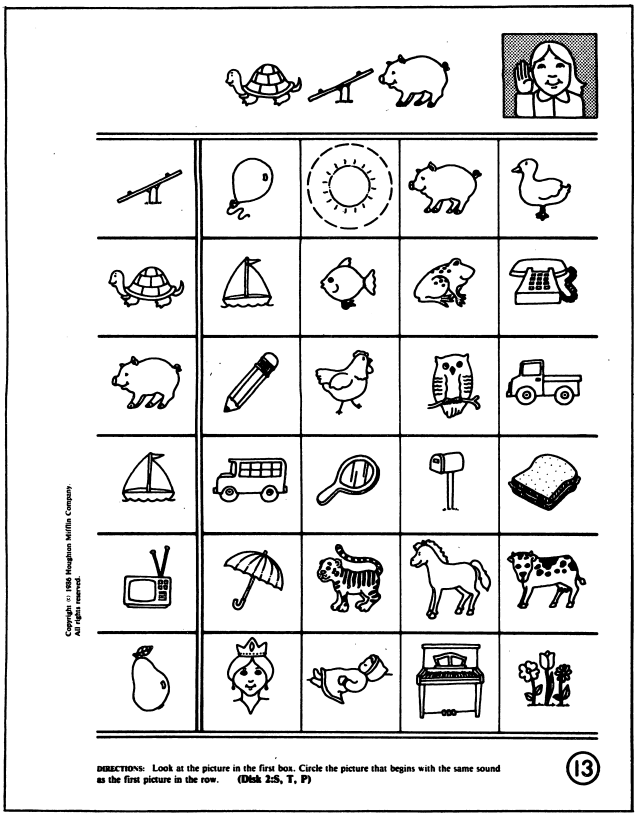
DIRECTIONS: Look at the word in the first box. Circle the word that is the same as the first word in the row. (Disk 2:S, T, P)

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.

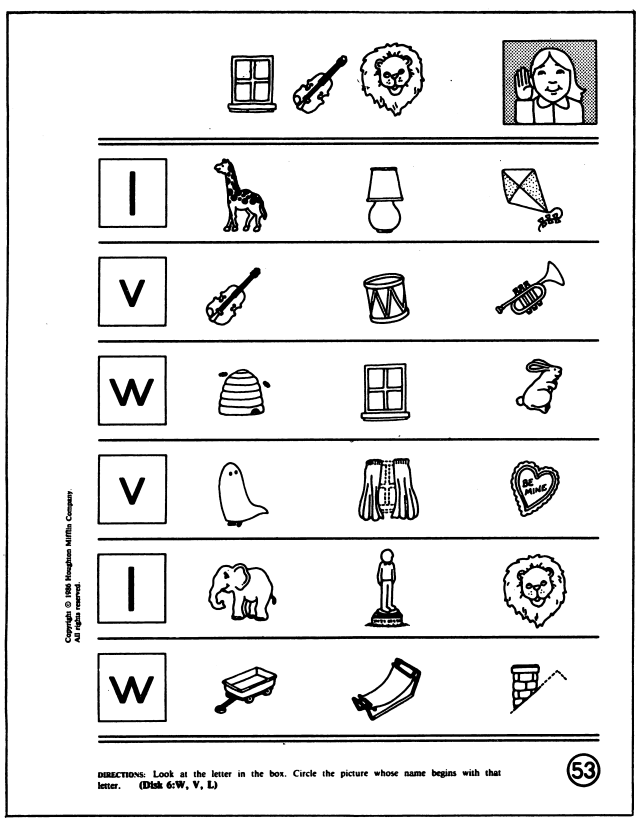
Task of the learner: to circle the word forms in each row that look exactly the same as the word in the left margin.




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.




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.

# 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.

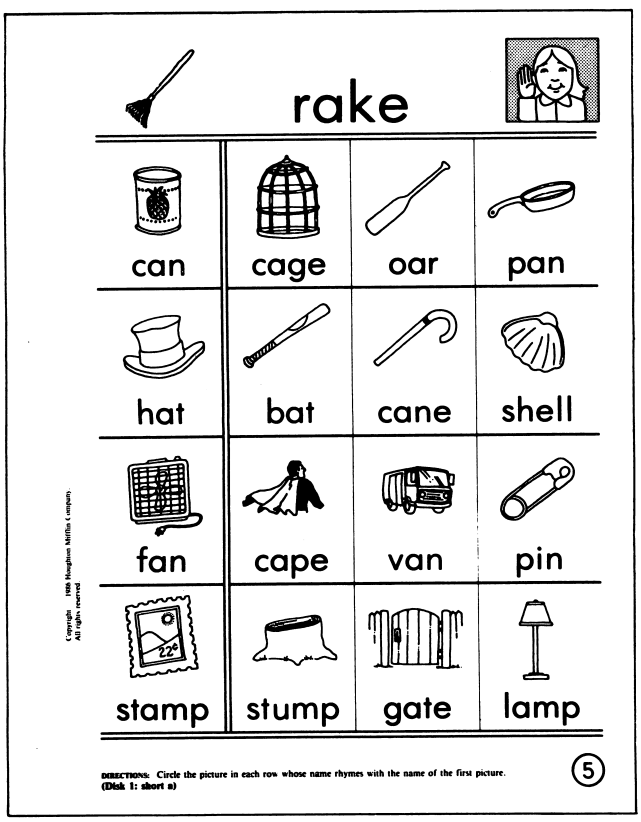
Using the same format and task employed in the consonants (see example on page T-10), the learner must circle all of the illustrations whose names have the same sound of the short vowel as the name of the reduced illustration at the top of the page.

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.

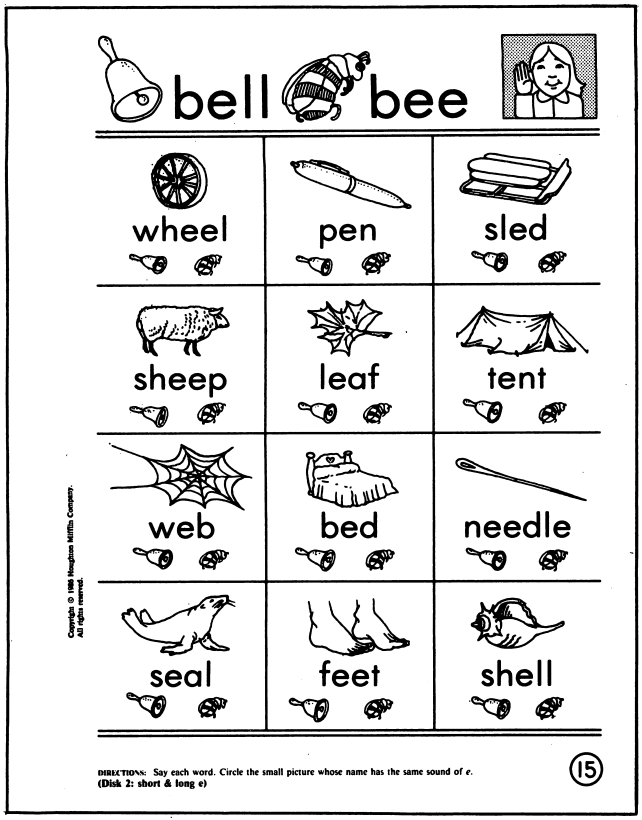
The form is similar to that used with the short vowel form. The illustration at the top of the page is a reduced copy of the key image from the previous page.




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.




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,

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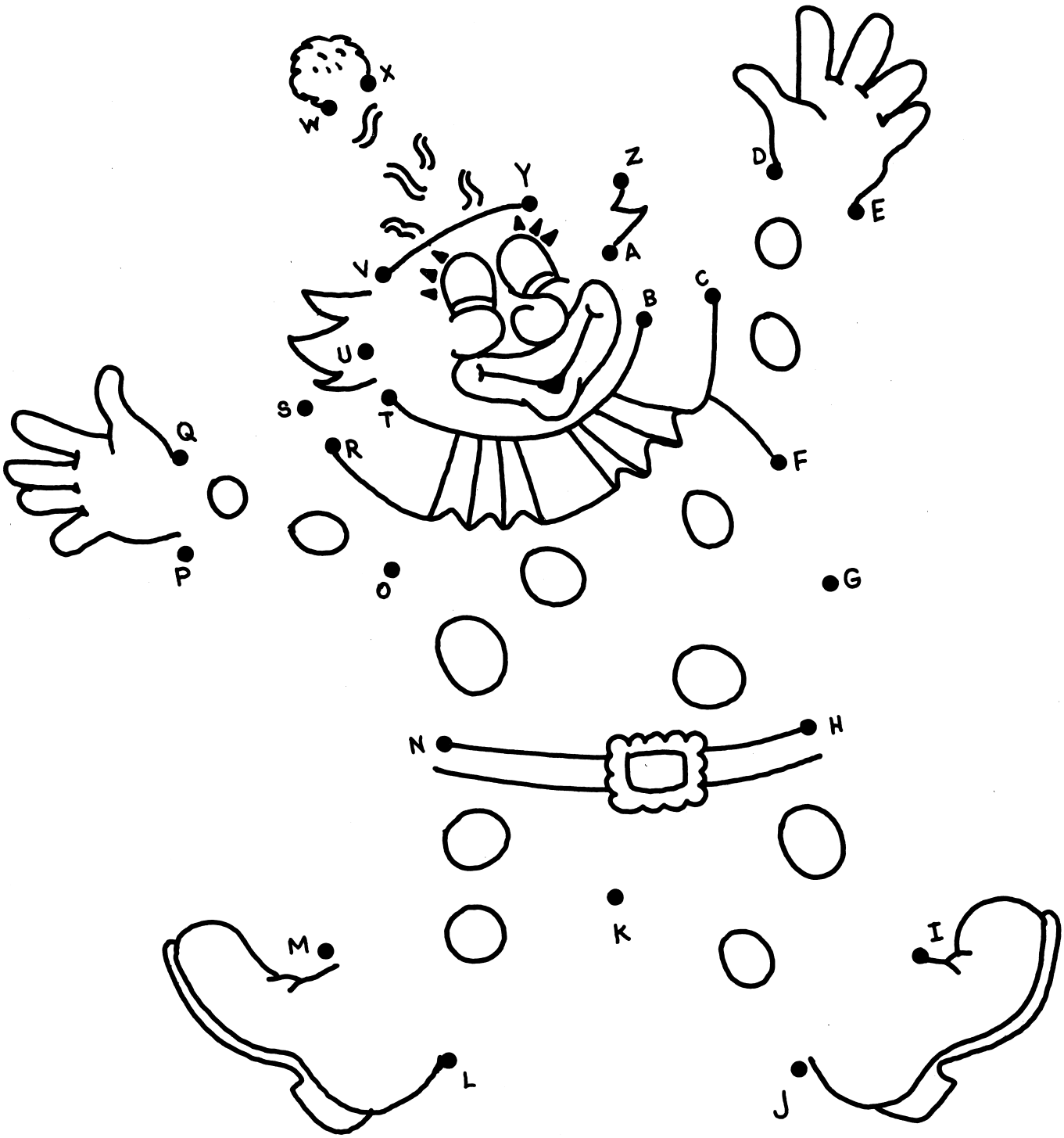
# FOLLOW THE ALPHABET




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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**DIRECTIONS:** Follow the letters of the alphabet to make a picture.

# 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 |

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**DIRECTIONS:** Find the hidden words.

# 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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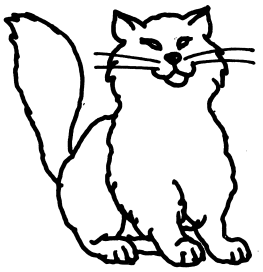
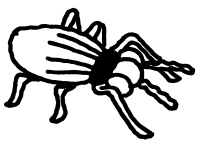
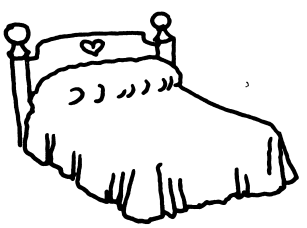
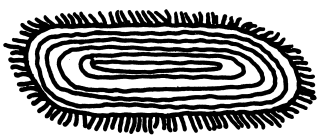
**DIRECTIONS:** Find the hidden words.

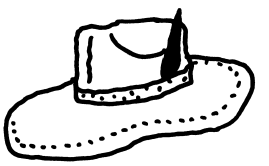
# FIND A RHYMING WORD

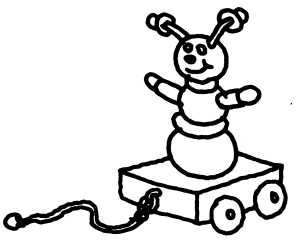


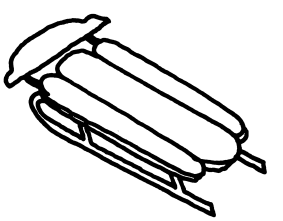












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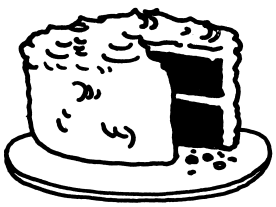
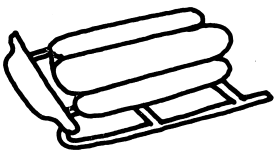
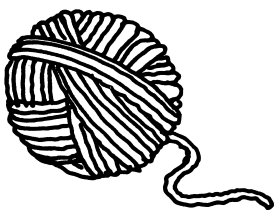
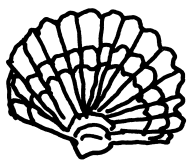
**DIRECTIONS:** Find the words that rhyme. Draw a line between each.

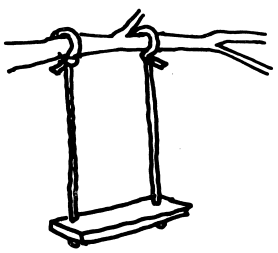
# FIND A RHYMING WORD

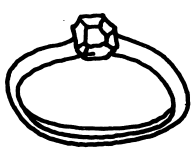


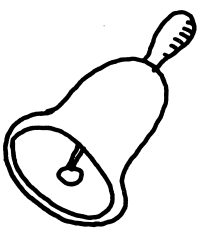


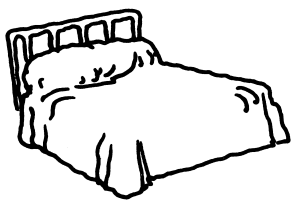


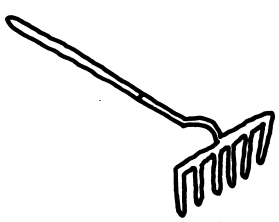












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**DIRECTIONS:** Find the words that rhyme. Draw a line between each.

# 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 |

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**DIRECTIONS:** Find the hidden words.

# 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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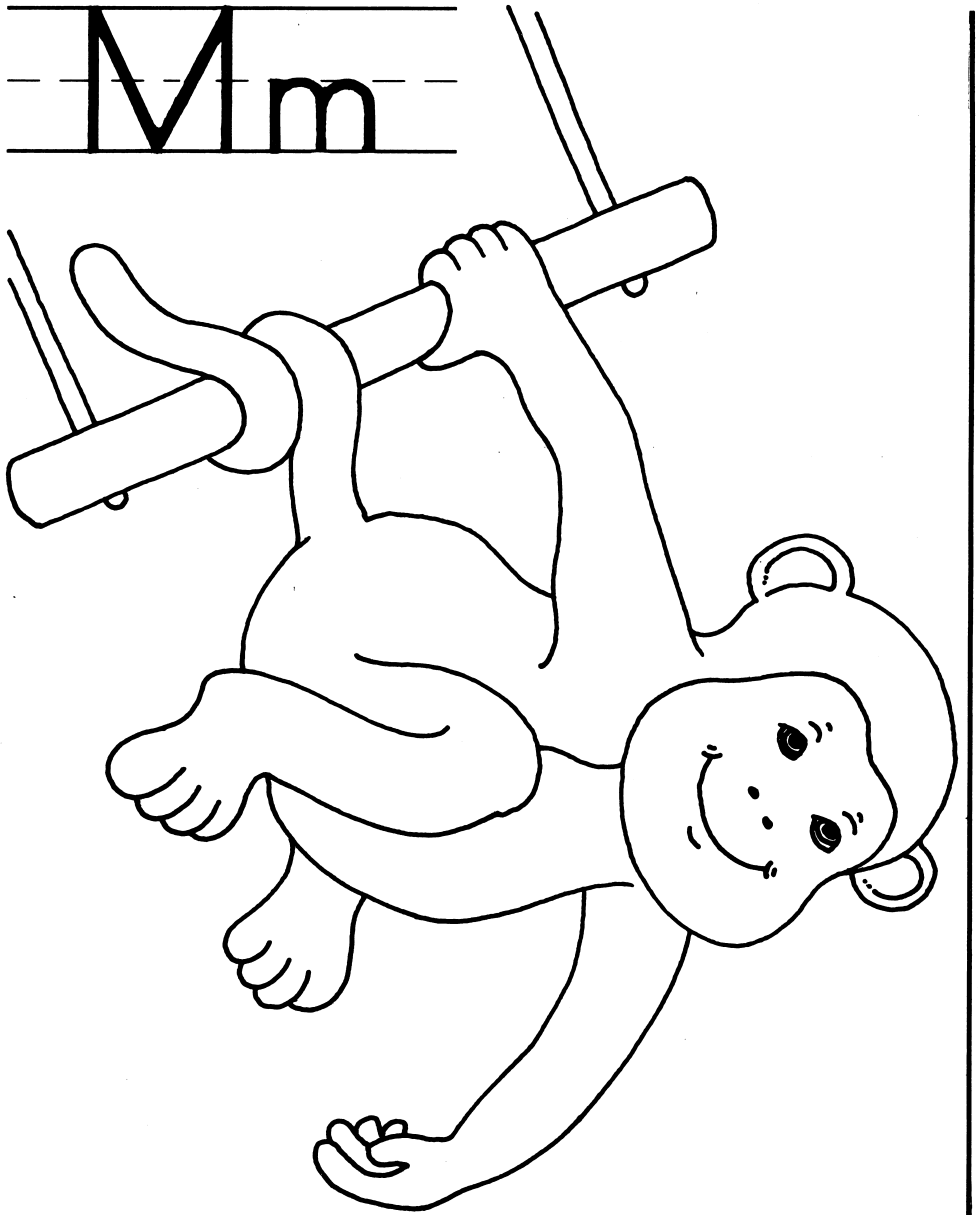
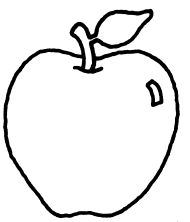
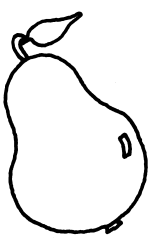
**DIRECTIONS:** Follow the letters of the alphabet to make a picture.

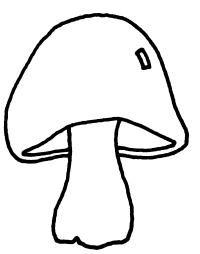
# Mm

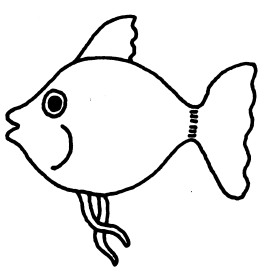


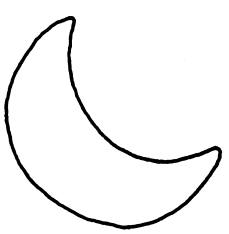
monkey

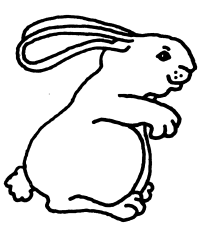












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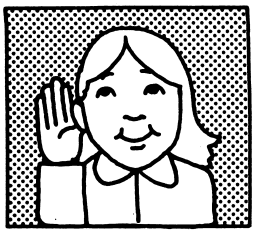
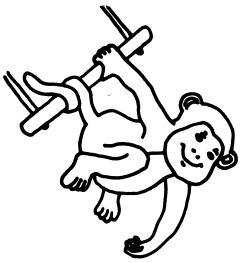
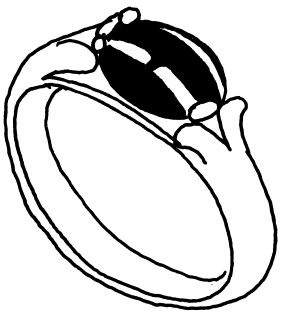
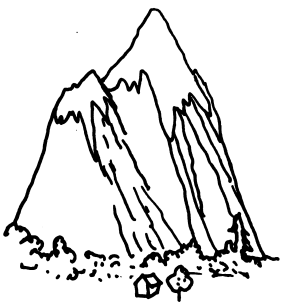
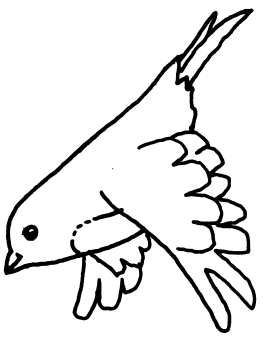
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *monkey* begins with. Circle the small pictures that begin with the same sound as *monkey*. **(Disk 1:M)**

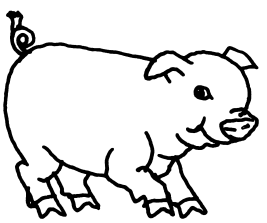


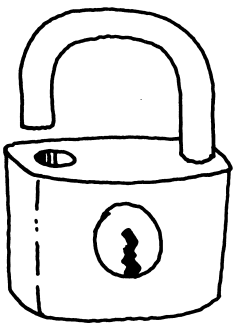


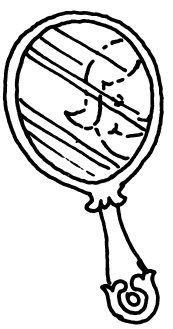


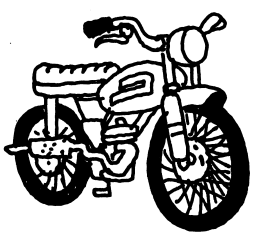


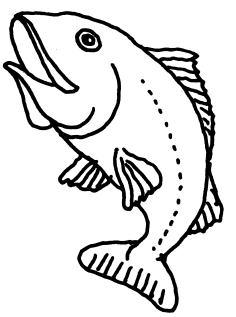












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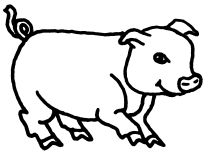
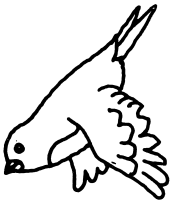
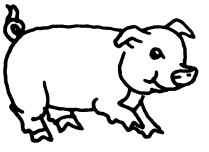
**DIRECTIONS:** Look at the picture of the *monkey*. Circle the other pictures whose names have the same beginning sound as *monkey*. **(Disk 1:M)**

| | | | | |
|---|---|---|---|---|
| |  | |  | |
| | | |  | |
| m | n | u | m | v |
| M | N | P | Y | M |
| map | nap | pan | map | may |
| Mary | Maria | Mary | May | Molly |

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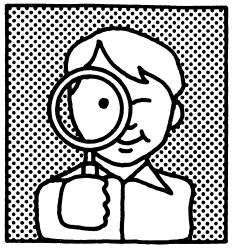
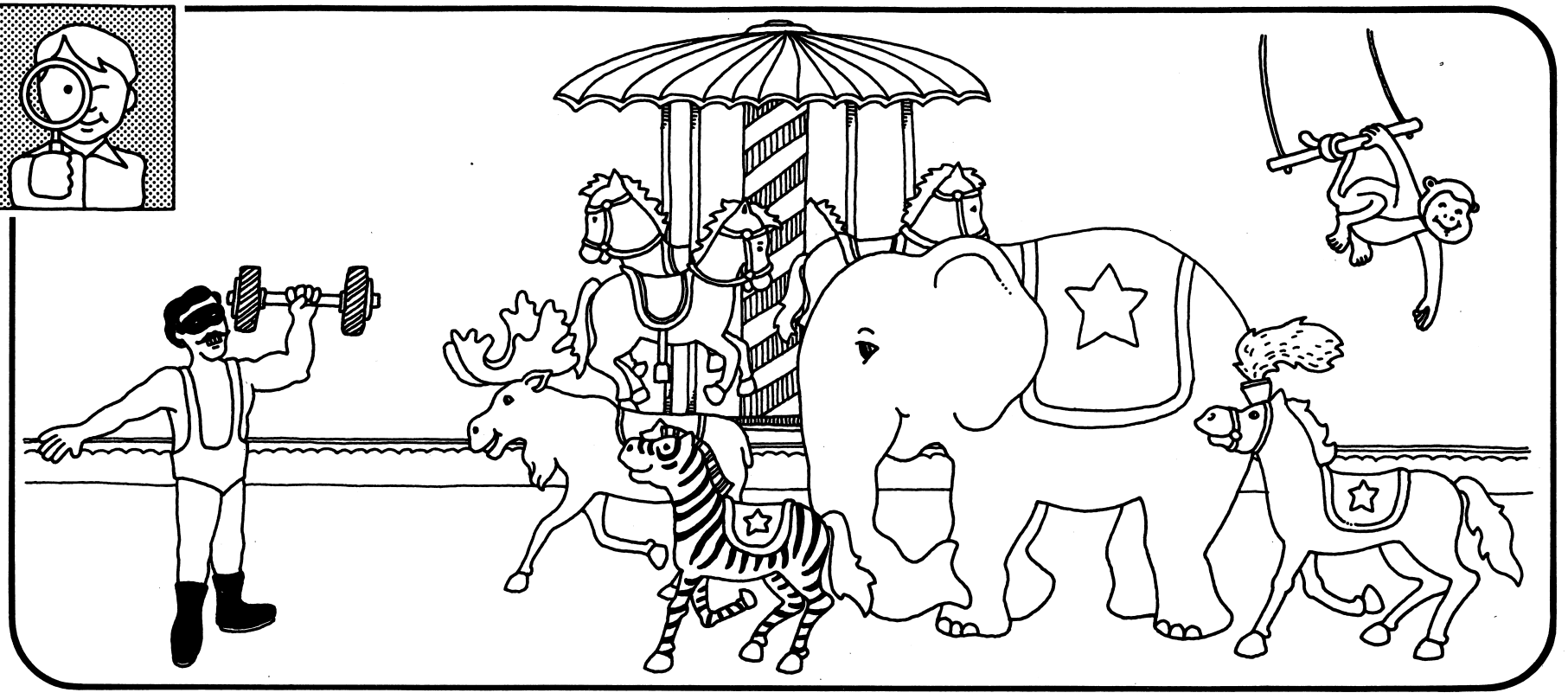
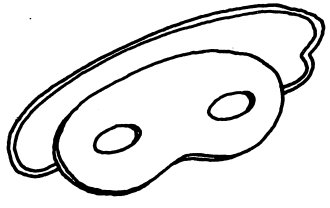
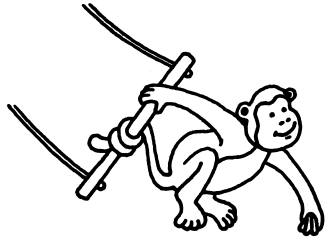
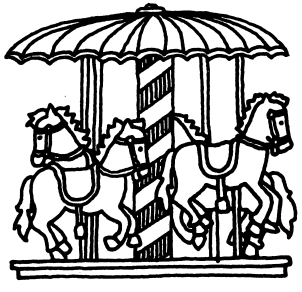
**DIRECTIONS:** (For the first two rows) Look at the picture in the first box. Circle the picture that is the same as the first picture in the row. (Second two rows) Now look at the letter in the first box. Circle the letter that is the same as the first letter in the row. (Last two rows) Now look at the first word in the row. Circle the word that is the same as the first word in the row. **(Disk 1:M)**

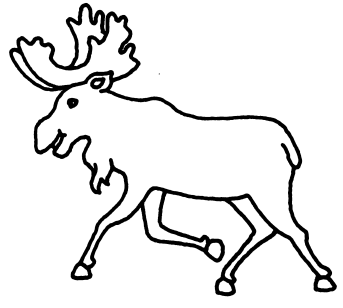












**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 1:M)**

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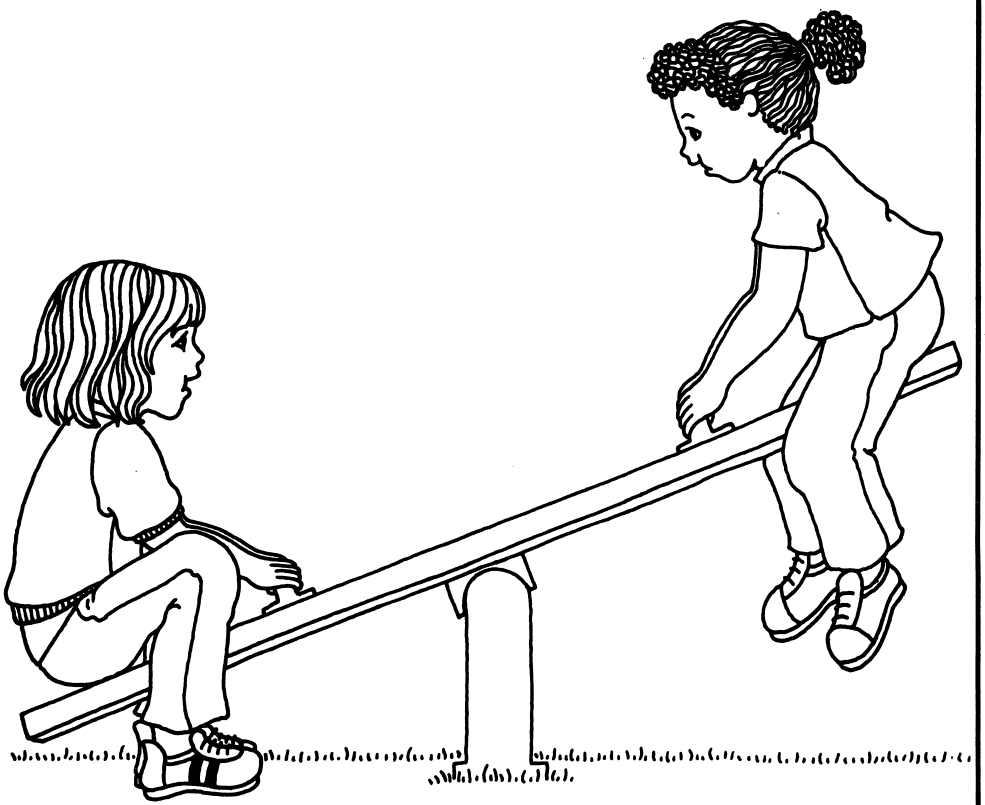
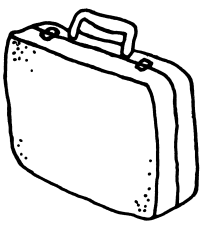
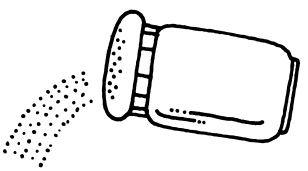
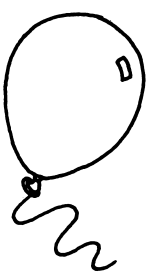
# S s

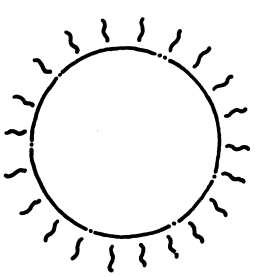


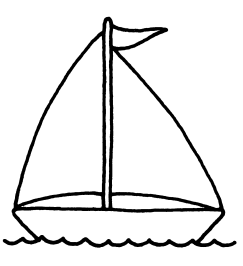


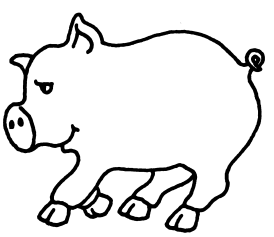


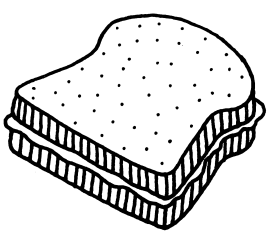


seesaw









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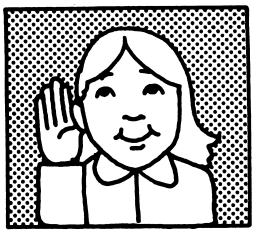
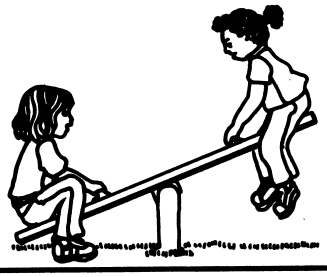
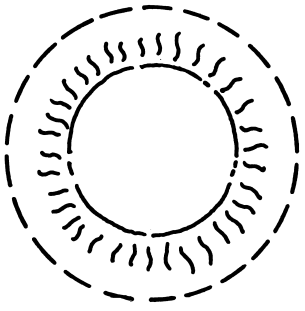
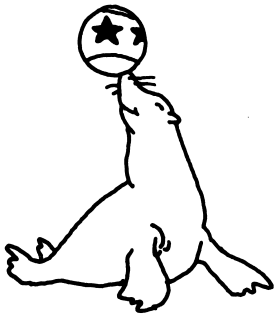
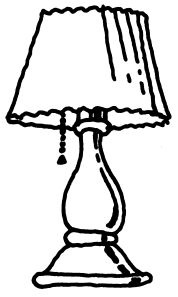
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *seesaw* begins with. Circle the small pictures that begin with the same sound as *seesaw*. **(Disk 2:S)**

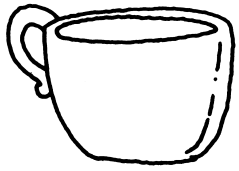


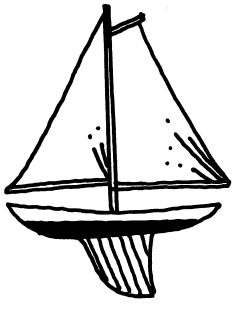


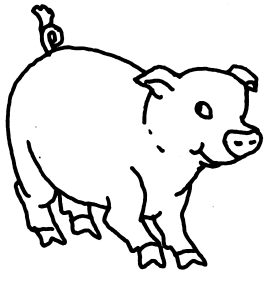


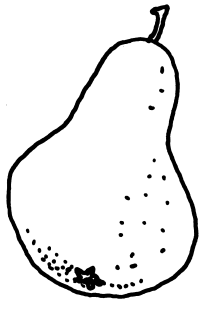


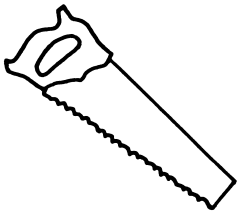


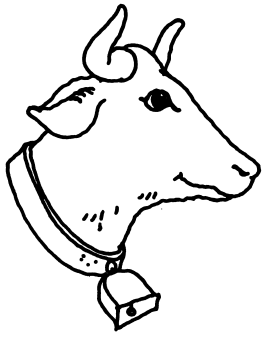


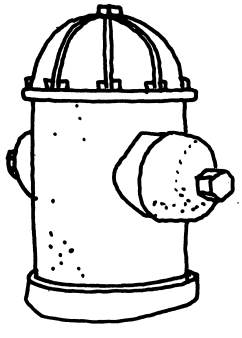


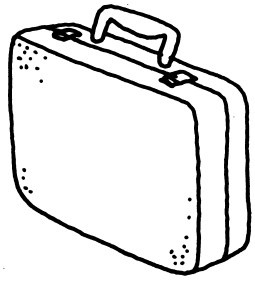


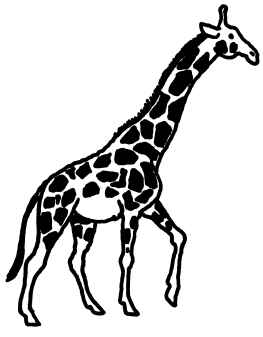


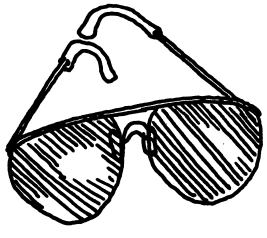


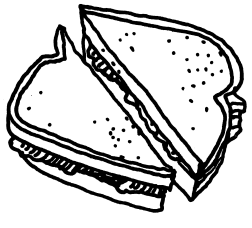


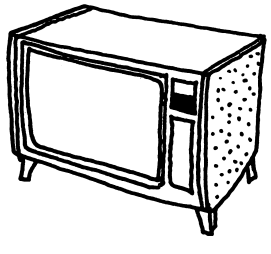












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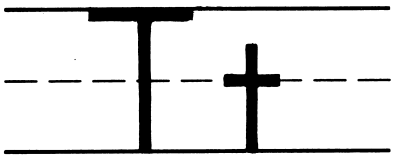
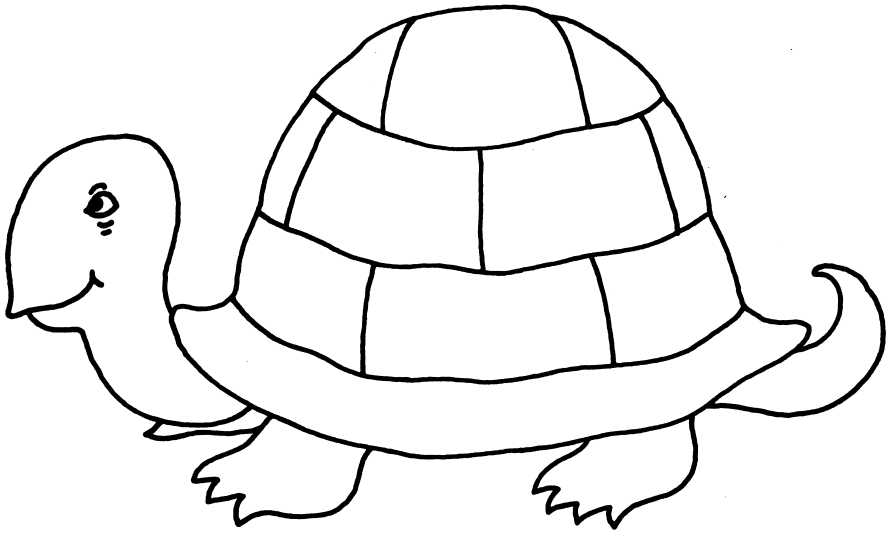
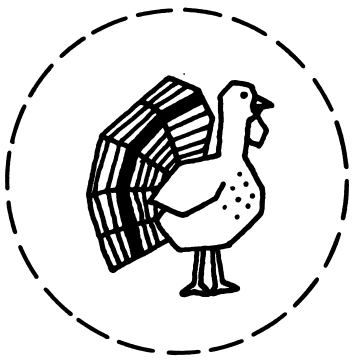
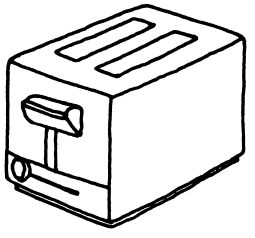
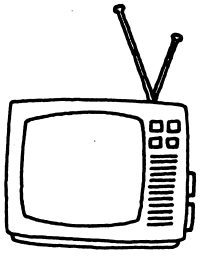
**DIRECTIONS:** Look at the picture of the *seesaw*. Circle the other pictures whose names have the same beginning sound as *seesaw*. **(Disk 2:S)**

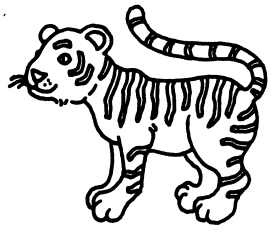


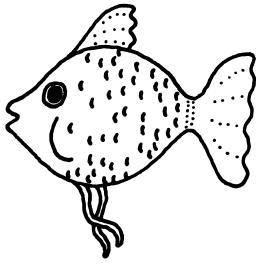


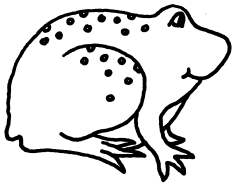


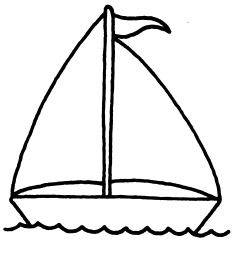












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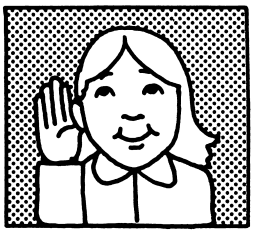
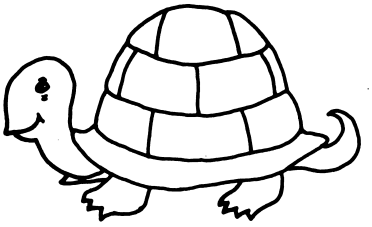
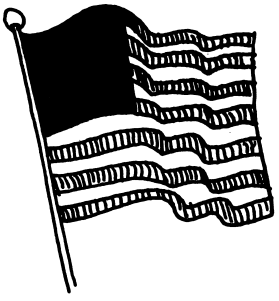
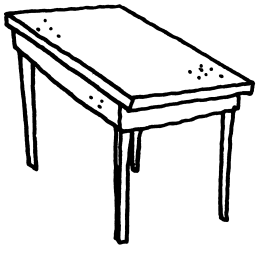
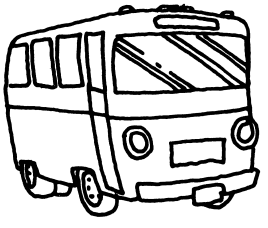
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *turtle* begins with. Circle the small pictures that begin with the same sound as *turtle*. **(Disk 2:T)**

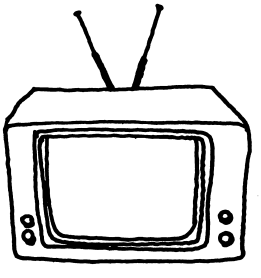


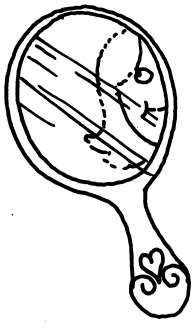


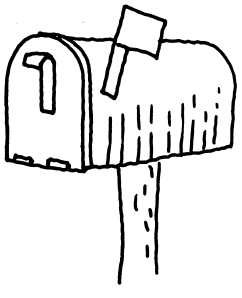


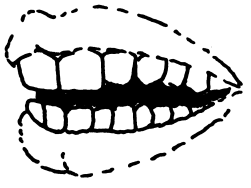


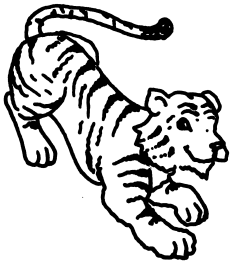












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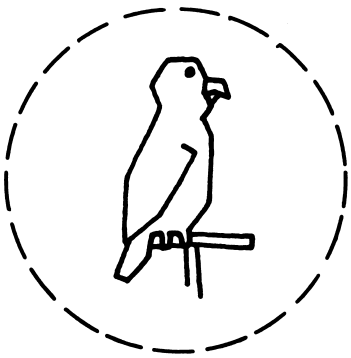
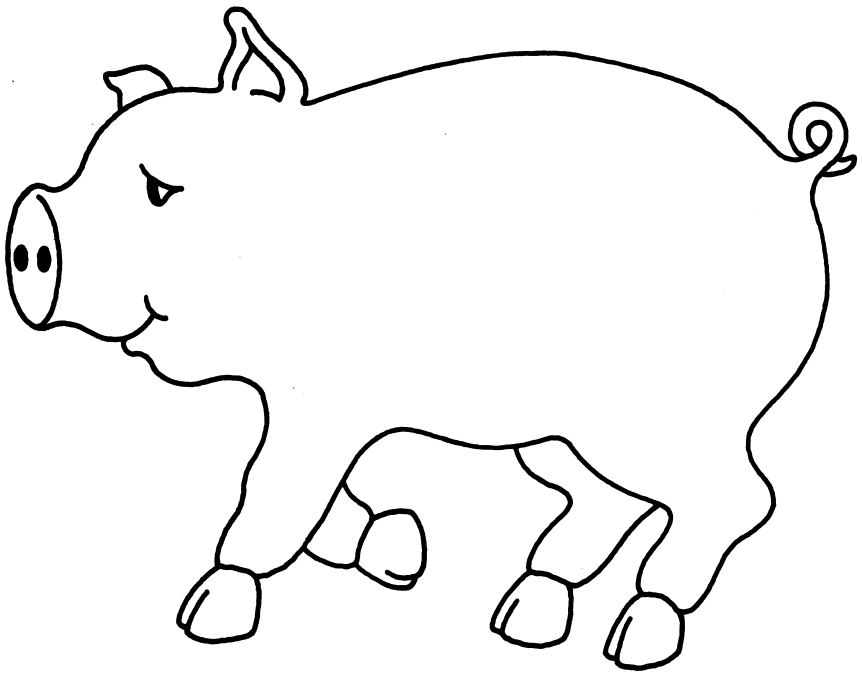
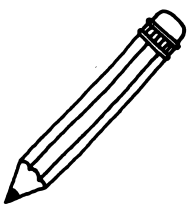
**DIRECTIONS:** Look at the picture of the *turtle*. Circle the other pictures whose names have the same beginning sound as *turtle*. **(Disk 2:T)**

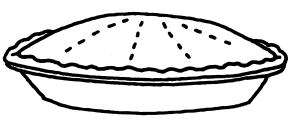
# Pp

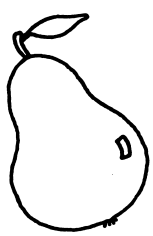


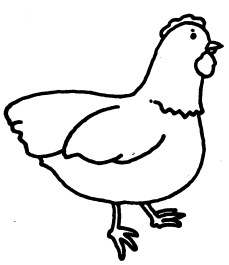


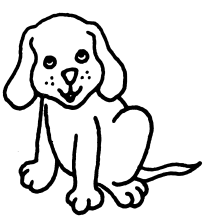


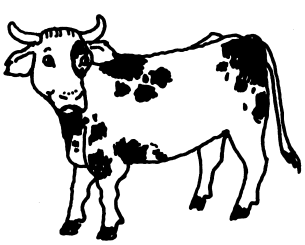
pig











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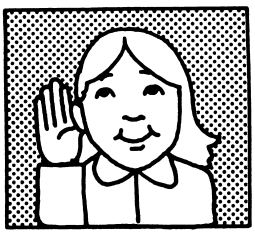
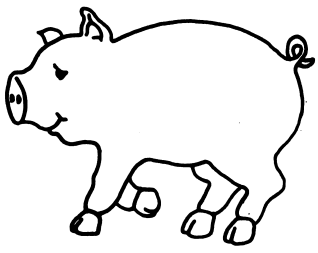
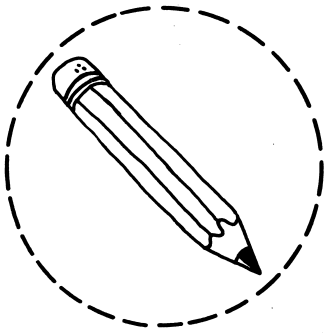
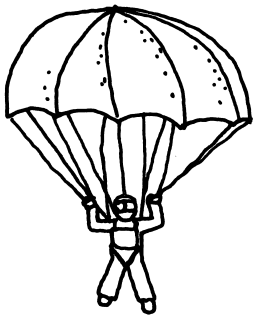
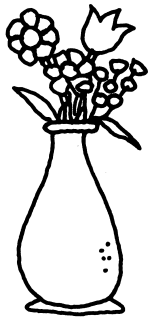
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *pig* begins with. Circle the small pictures that begin with the same sound as *pig*. **(Disk 2:P)**

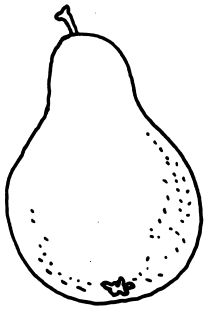


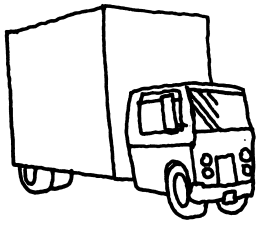


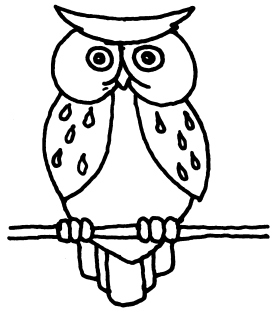


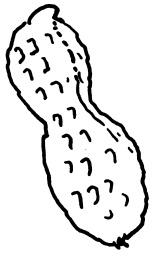


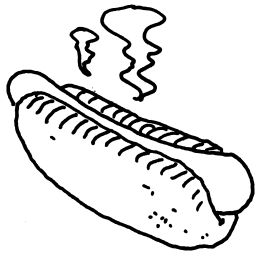


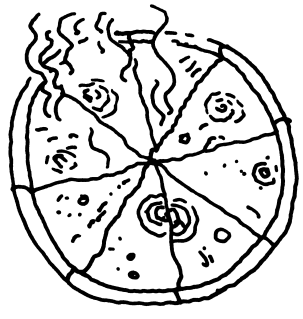


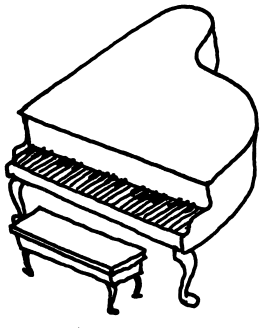


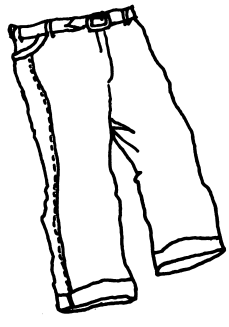












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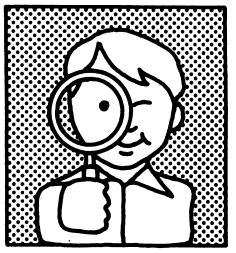
**DIRECTIONS:** Look at the picture of the *pig*. Circle the other pictures whose names have the same beginning sound as *pig*. **(Disk 2:P)**



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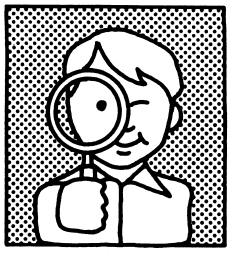
**DIRECTIONS:** Look at the letter in the first box. Circle the letter that is the same as the first letter in the row. **(Disk 2:S, T, P)**



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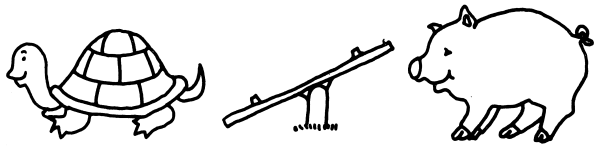
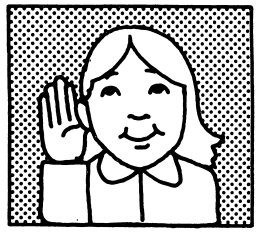
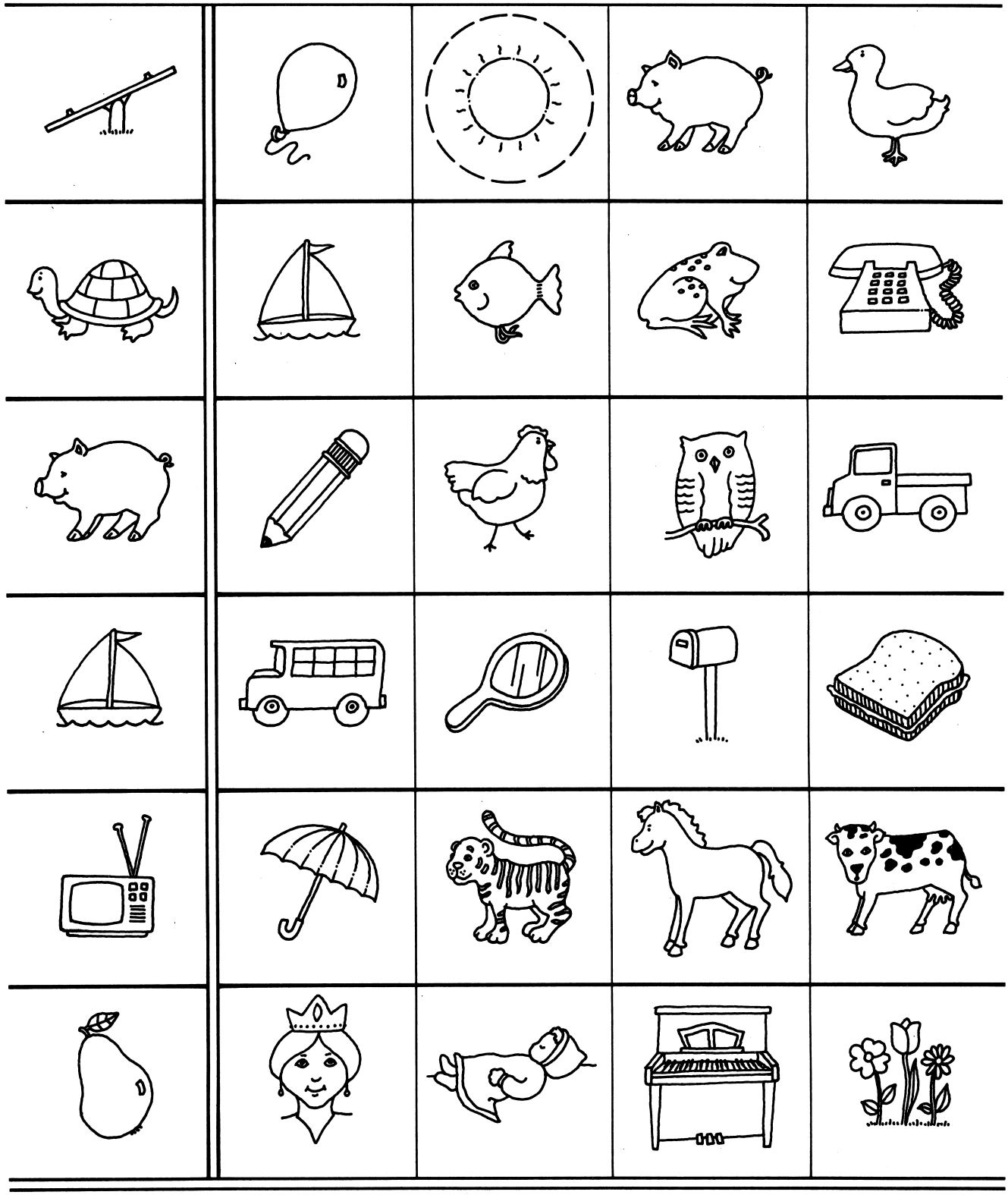
DIRECTIONS: Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 2:S, T, P)**







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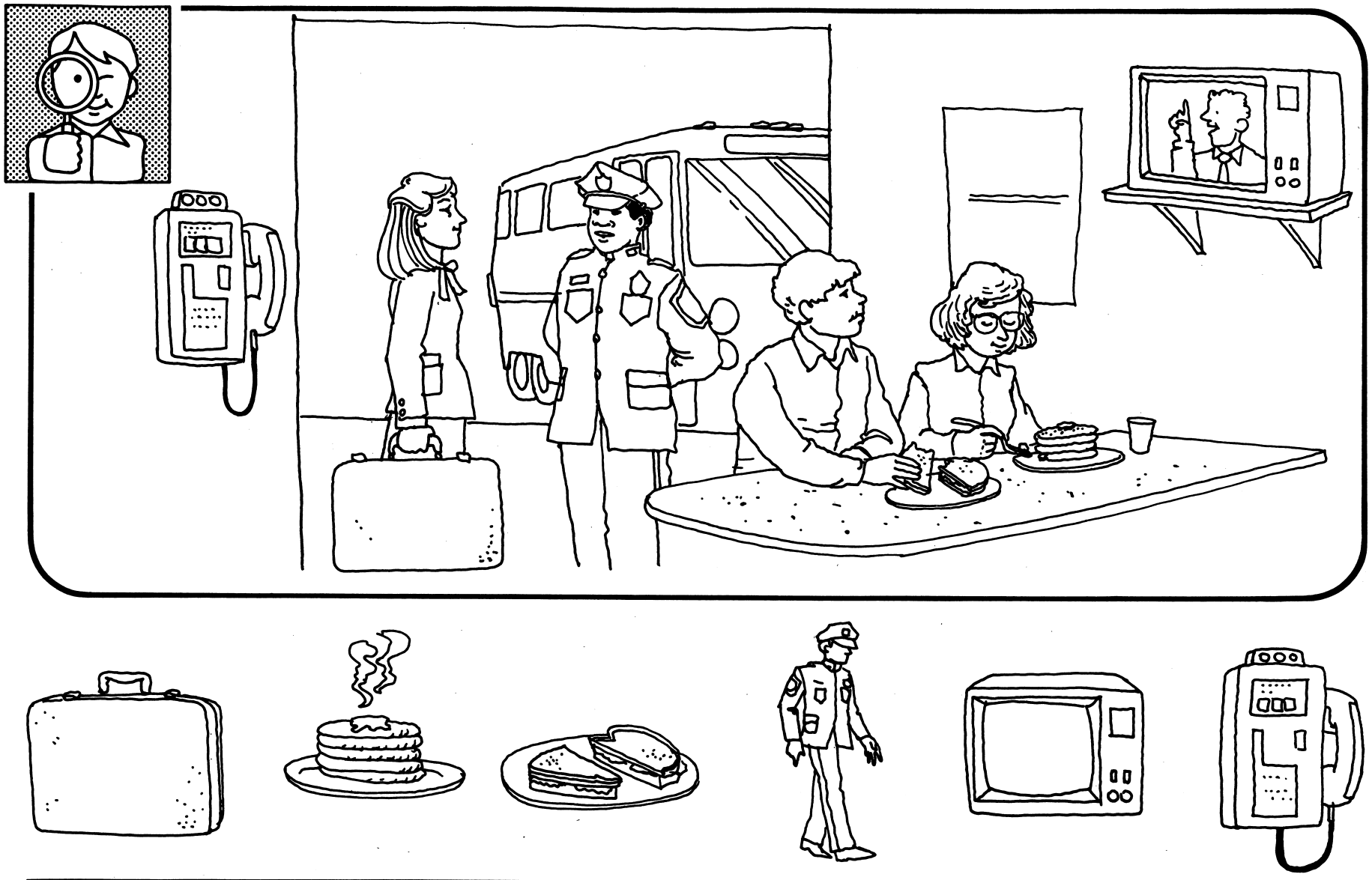
**DIRECTIONS:** Look at the picture in the first box. Circle the picture that begins with the same sound as the first picture in the row. **(Disk 2:S, T, P)**



**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 2:Review)**

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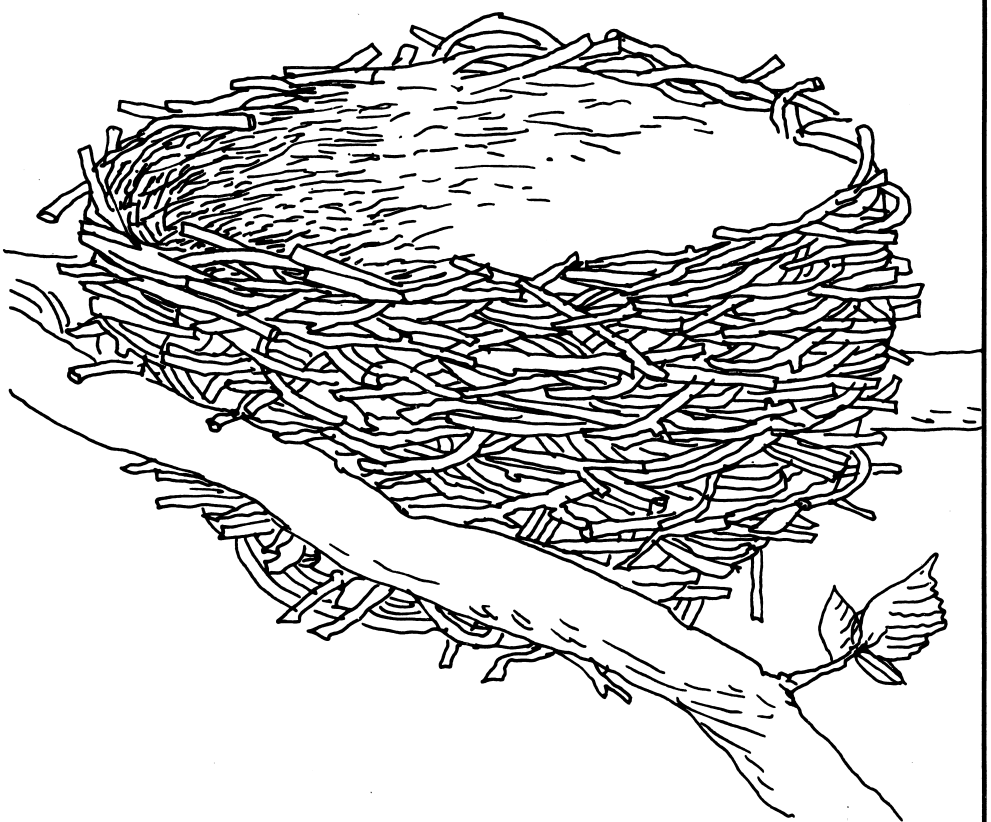
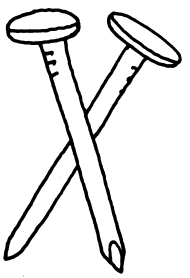
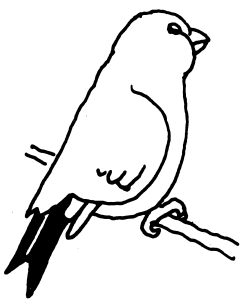
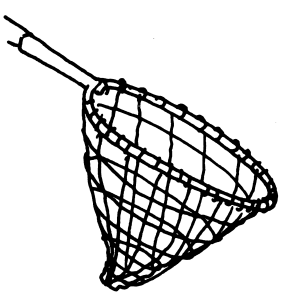
# Nn

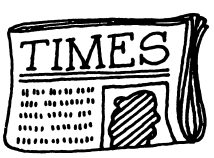


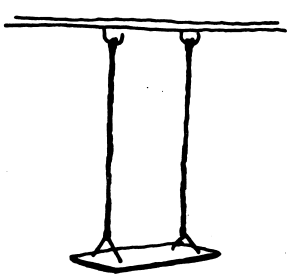
nest









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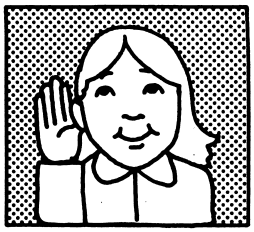
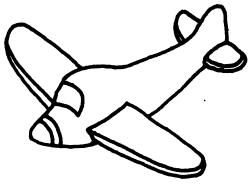
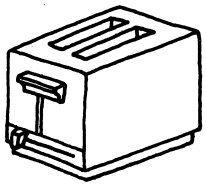
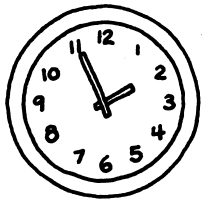
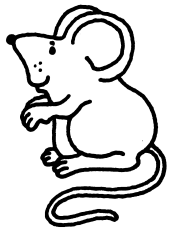
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *nest* begins with. Circle the small pictures that begin with the same sound as *nest*. **(Disk 3:N)**

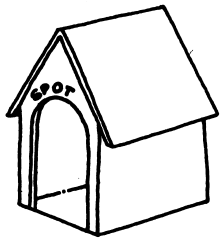


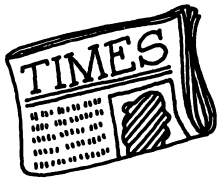


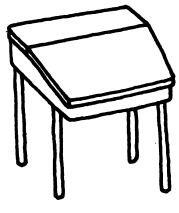


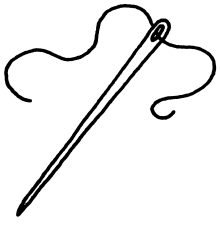


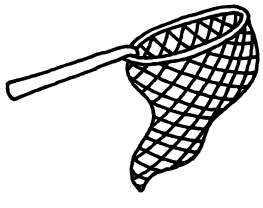



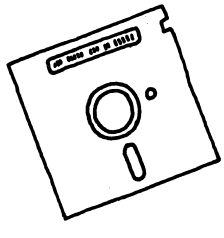


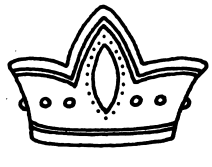












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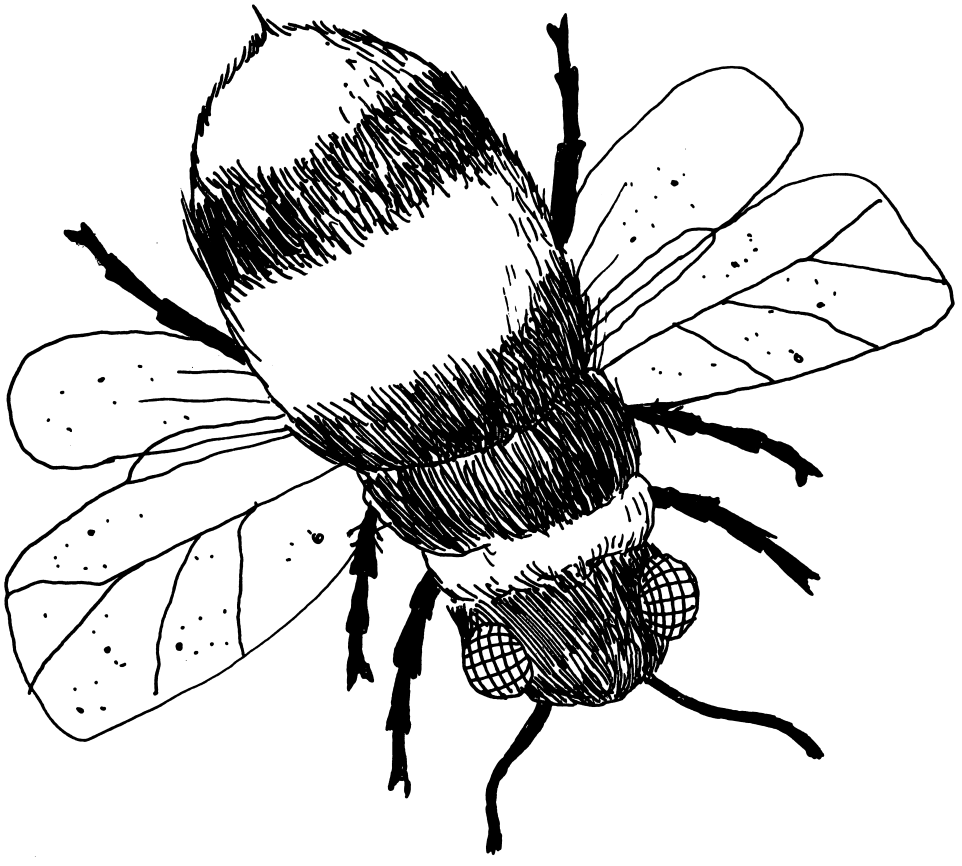
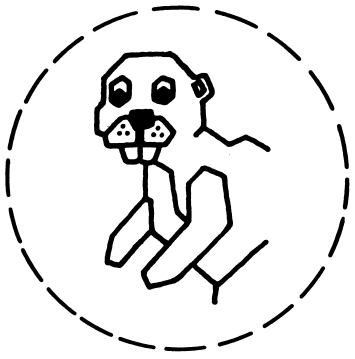
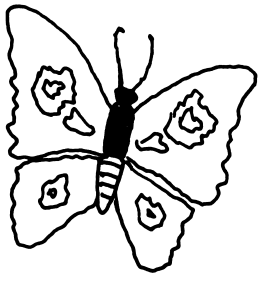
**DIRECTIONS:** Look at the picture of the *nest*. Circle the pictures whose names have the same beginning sound as *nest*. **(Disk 3:N)**

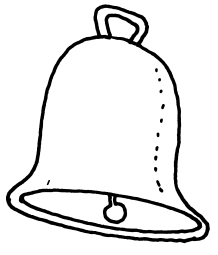
# Bb

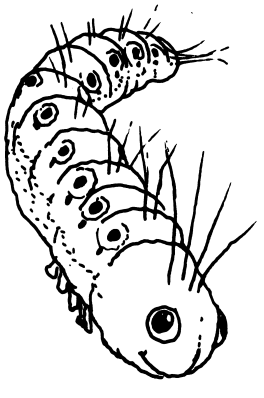


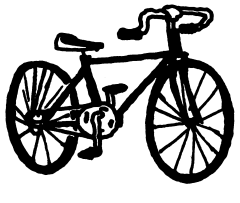
bee

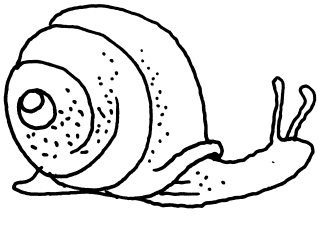


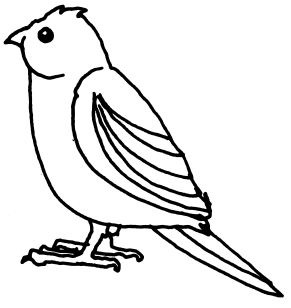


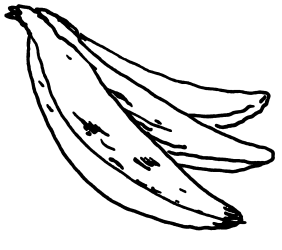












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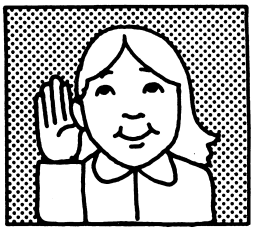
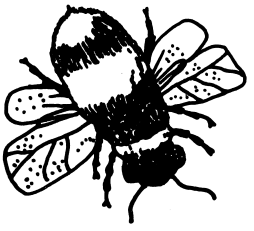
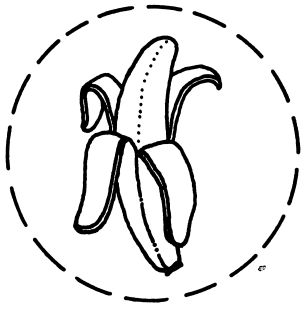
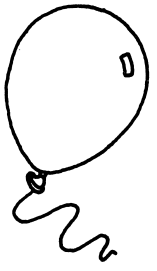
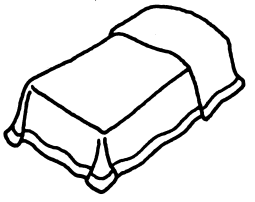
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *bee* begins with. Circle the small pictures that begin with the same sound as *bee*. **(Disk 3:B)**

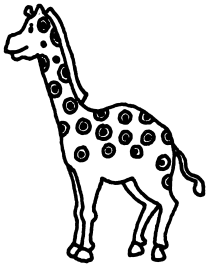


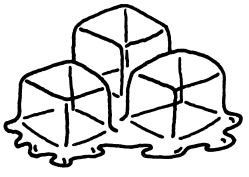


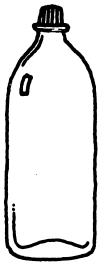


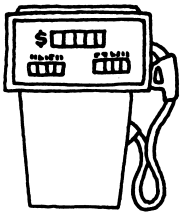


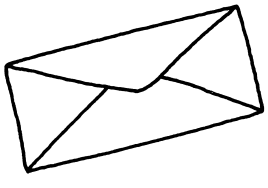


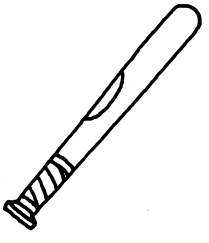


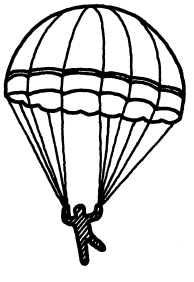


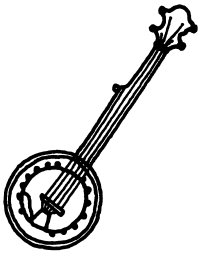


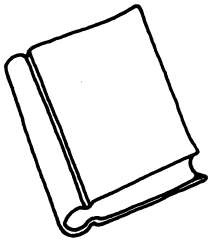


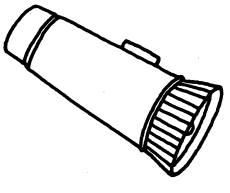


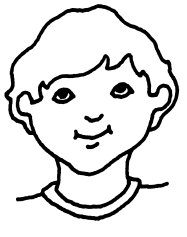


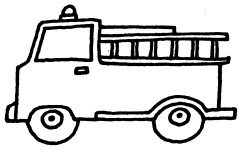












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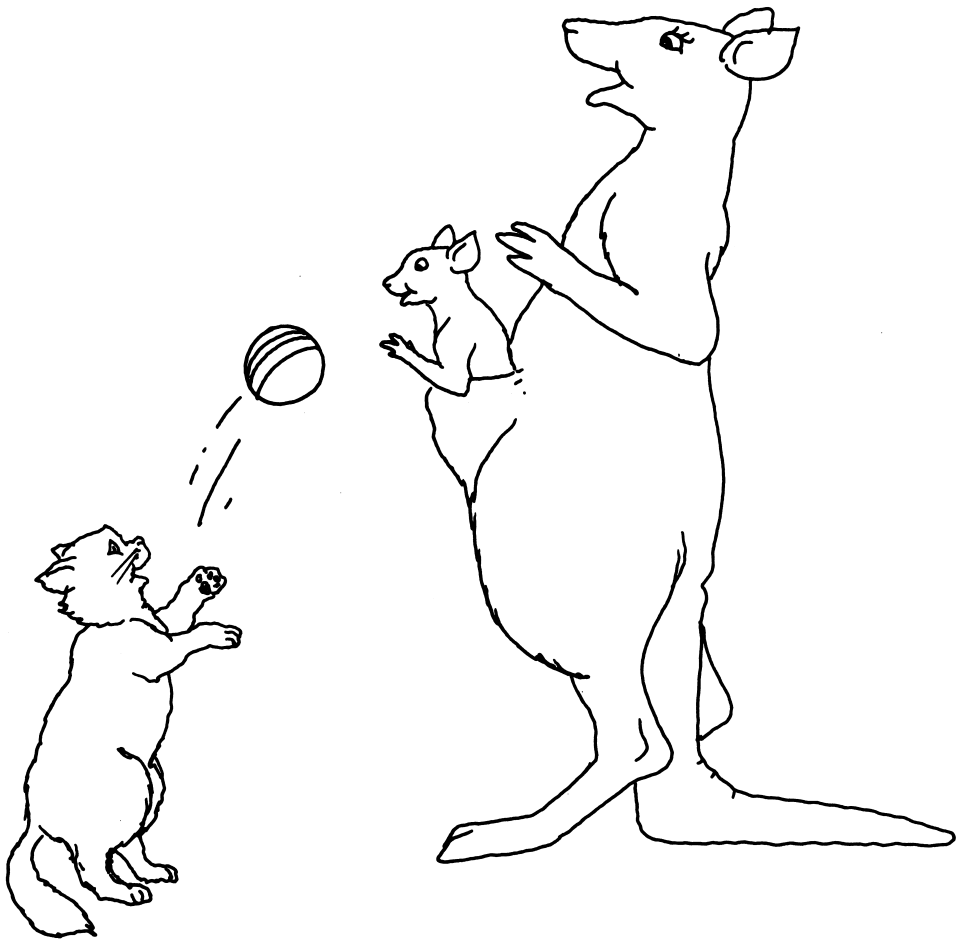
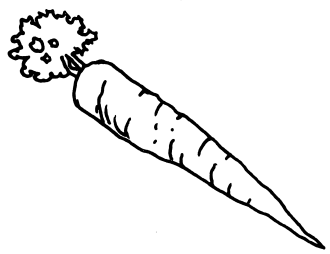
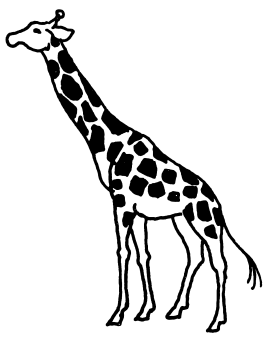
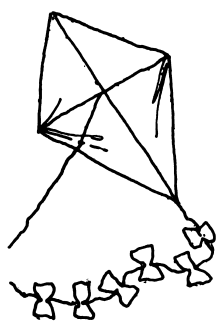
**DIRECTIONS:** Look at the picture of the *bee*. Circle the pictures whose names have the same beginning sound as *bee*. **(Disk 3:B)**

# Cc Kk

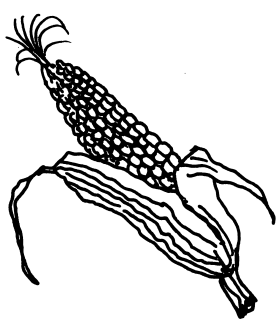


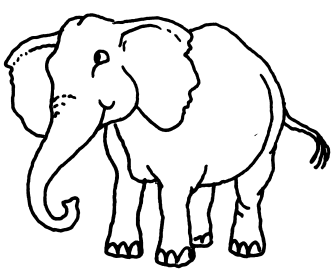






cat kangaroo





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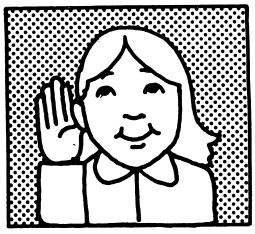
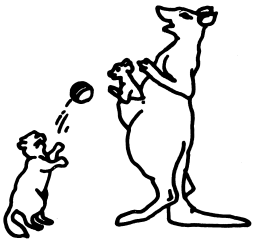
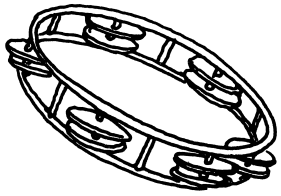
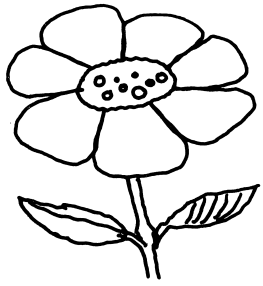
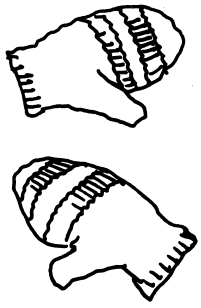
**DIRECTIONS:** Look at the pictures in the large box. Think of the sounds *cat* and *kangaroo* begin with. Circle the small pictures that begin with the same sounds as *cat* and *kangaroo*. **(Disk 3:C, K)**

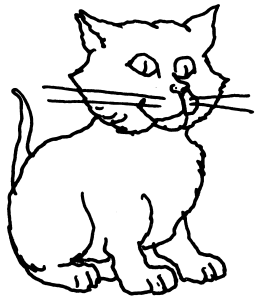


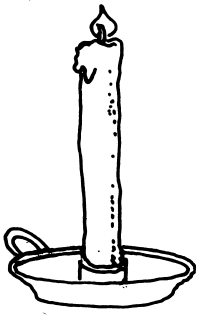


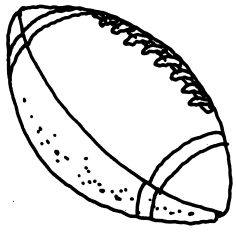


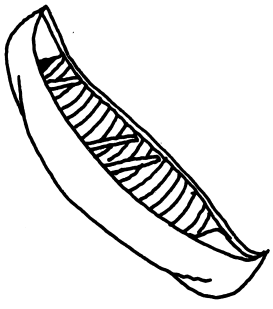


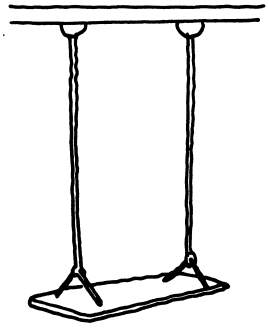


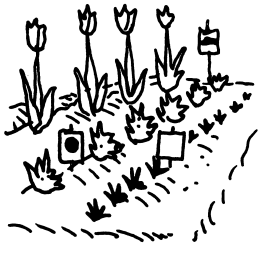


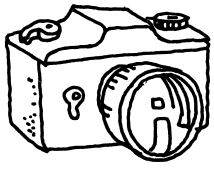


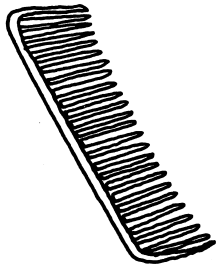












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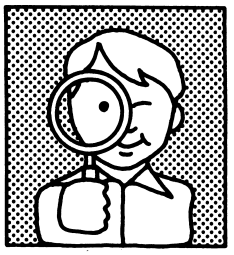
**DIRECTIONS:** Look at the pictures of the *cat* and *kangaroo*. Circle the pictures whose names have the same beginning sound as *cat* and *kangaroo*. **(Disk 3:C, K)**



| | | | | |
|---|---|---|---|---|
| N | M | N | W | V |
| B | R | B | P | E |
| K | Z | Y | X | K |
| b | p | d | b | g |
| n | n | m | u | h |
| c | e | o | a | c |

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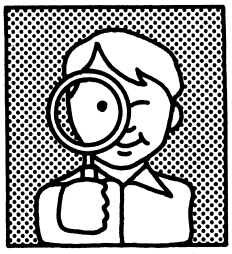
**DIRECTIONS:** Look at the letter in the first box. Circle the letter that is the same as the first letter in the row. **(Disk 3:N, B, K)**



| | | | | |
|---|---|---|---|---|
| boat | boot | boat | goat | bait |
| canoe | cane | canoe | cage | piano |
| nest | neck | nest | deck | next |
| comb | boat | cold | come | comb |
| Nancy | Mary | Nancy | Nan | Fran |
| Bed | Bed | Bee | Fee | Bad |

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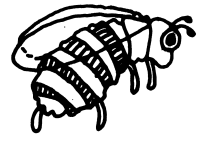
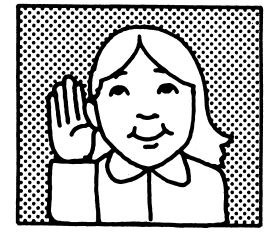
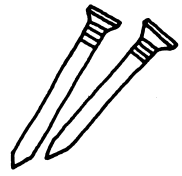
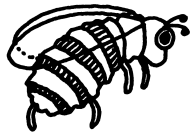
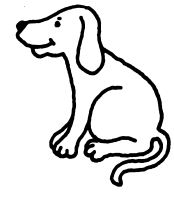
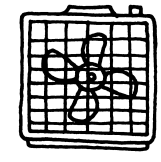
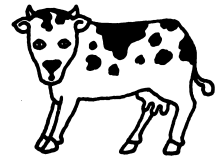
**DIRECTIONS:** Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 3:N, B, K)**

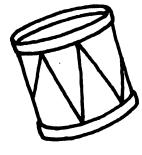
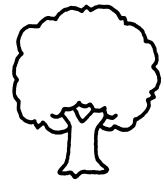
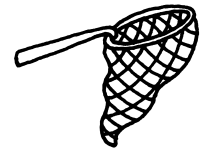



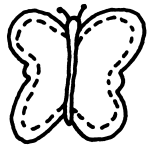
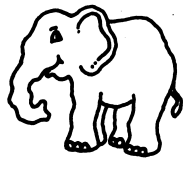


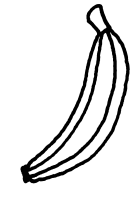


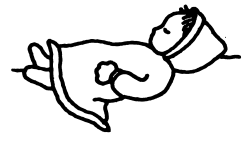
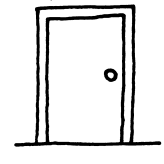







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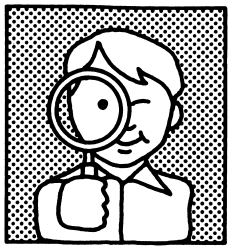
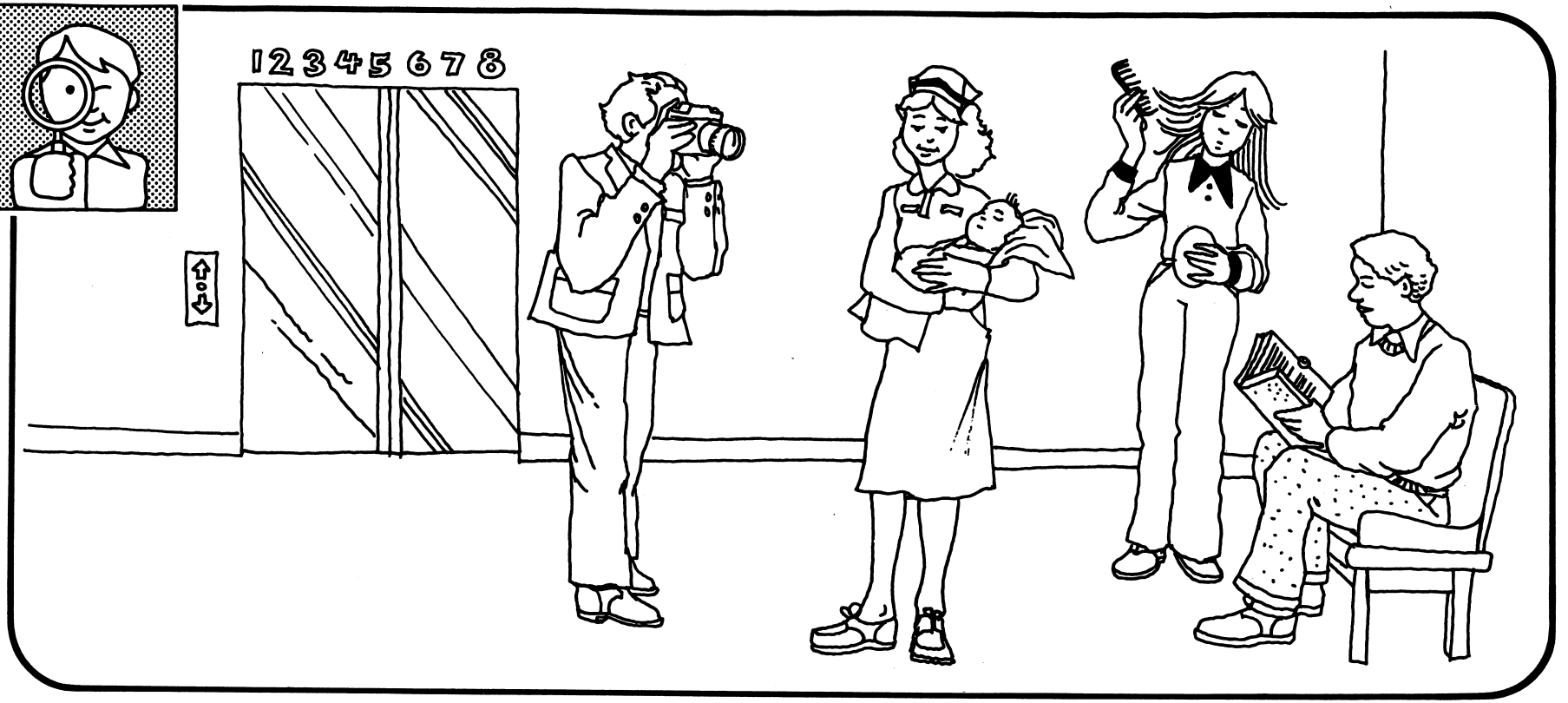
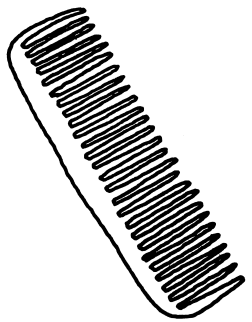
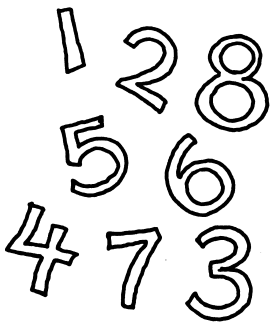
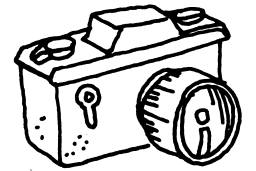
**DIRECTIONS:** Look at the picture in the first box. Circle the picture that has the same beginning sound as the first picture in the row. **(Disk 3:N, B, K)**

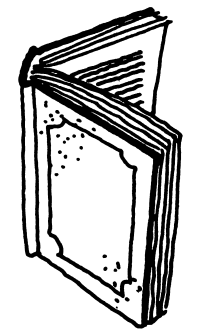










**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 3:Review)**

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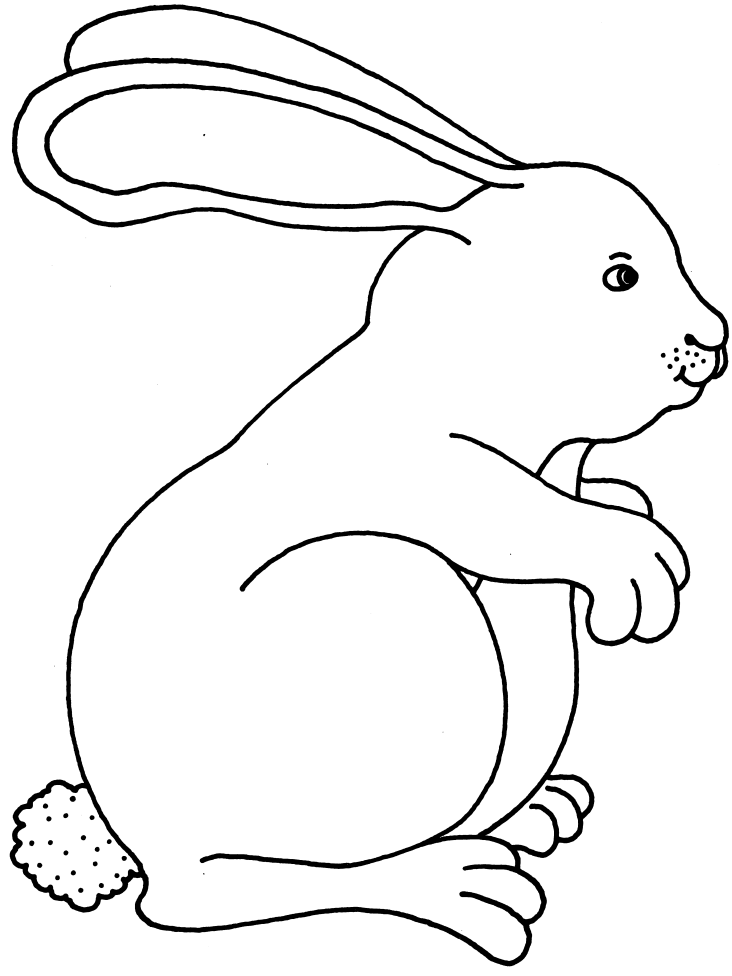
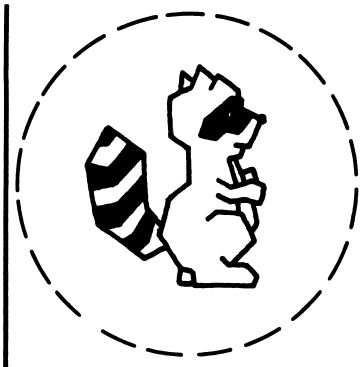
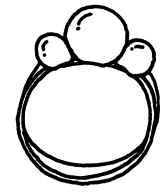
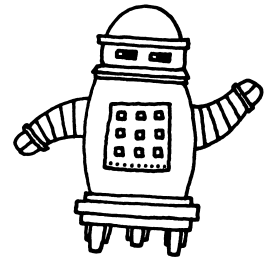
# Rr

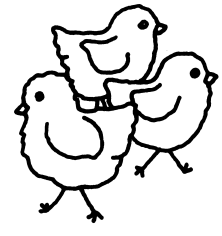


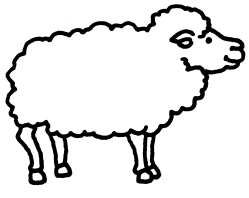
rabbit

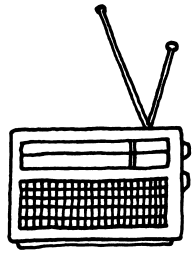


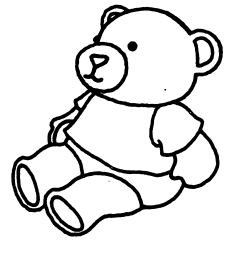


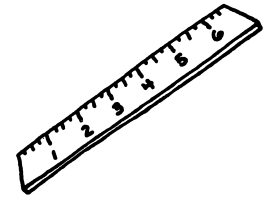












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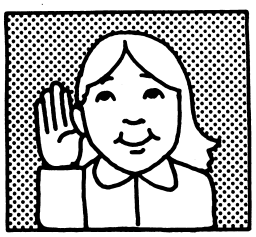
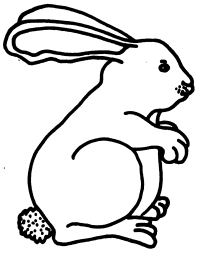
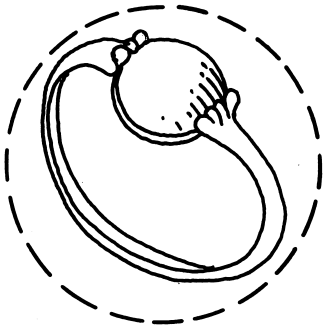
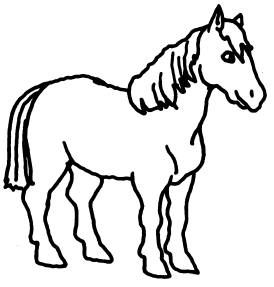
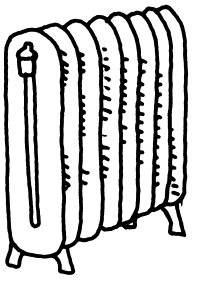
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *rabbit* begins with. Circle the small pictures that begin with the same sound as *rabbit*. **(Disk 4:R)**

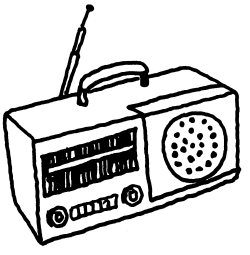


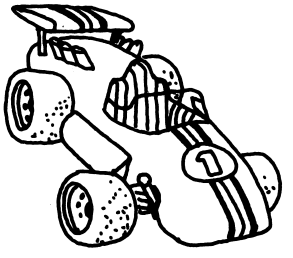


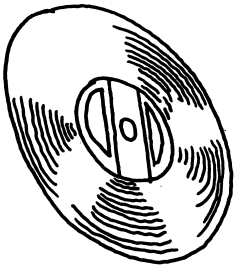


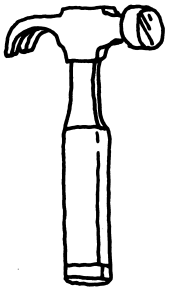


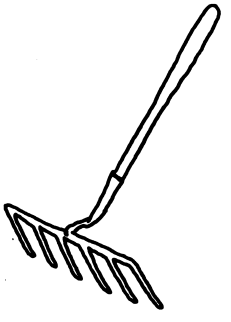


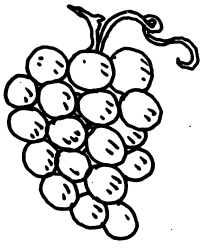


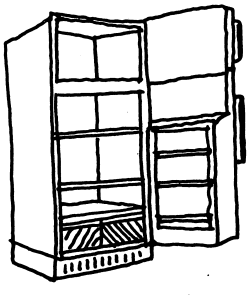


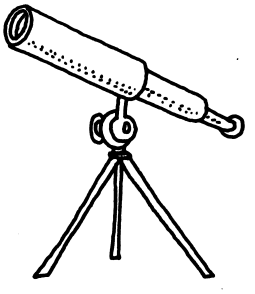












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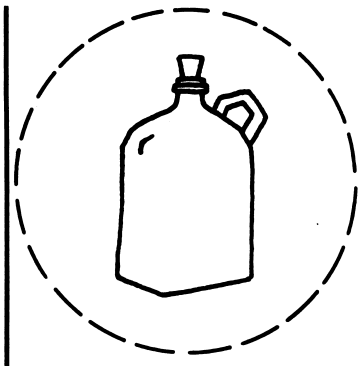
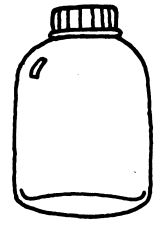
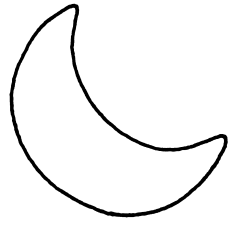
**DIRECTIONS:** Look at the picture of the *rabbit*. Circle the pictures whose names have the same beginning sound as *rabbit*. **(Disk 4:R)**

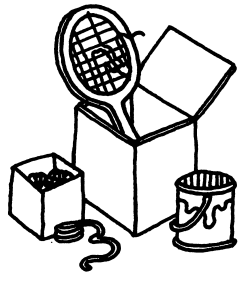
# Jj

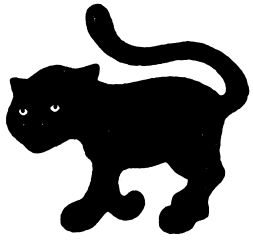
jack-o-lantern











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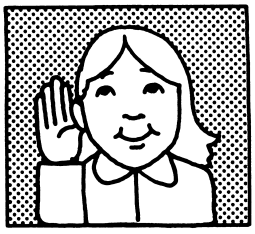
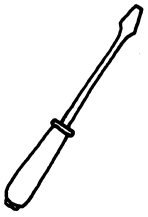
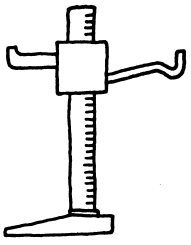
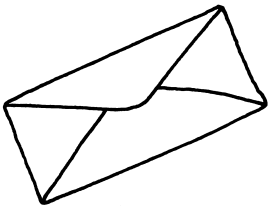
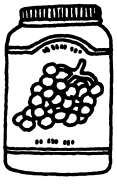
**DIRECTIONS:** Look at the pictures in the large box. Think of the sound *jack-o-lantern* begins with. Circle the small pictures that begin with the same sound as *jack-o-lantern*. **(Disk 4:J)**

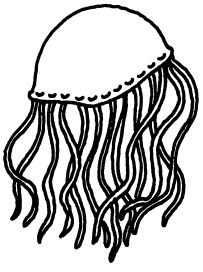


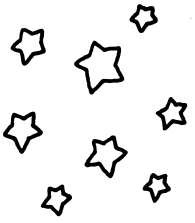


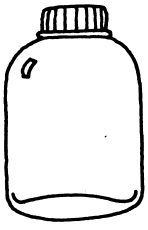


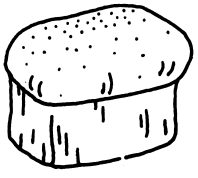


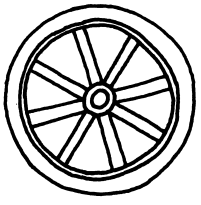


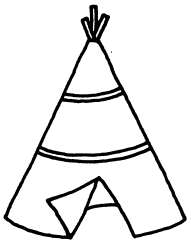


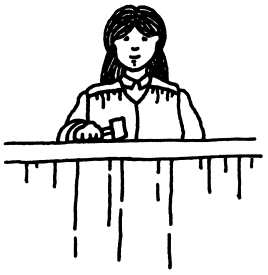


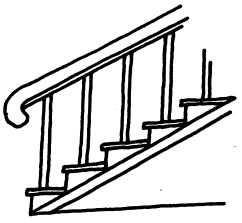


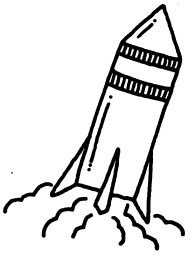












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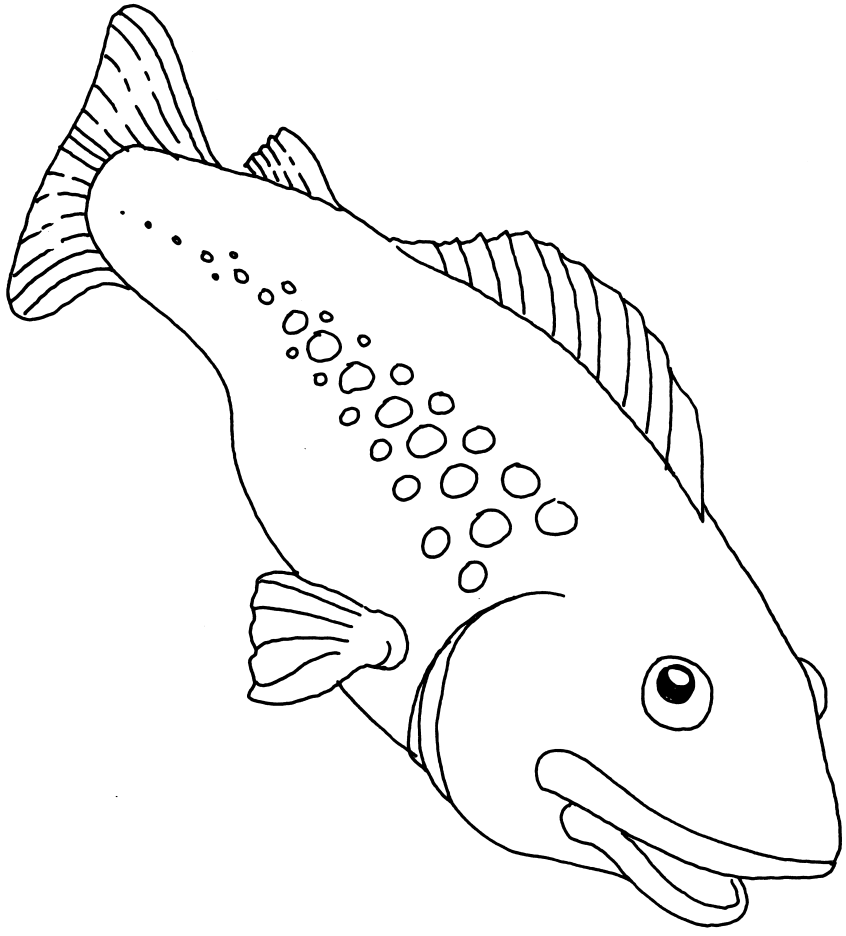
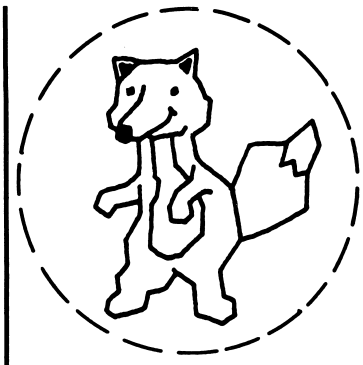
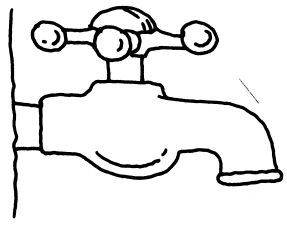
**DIRECTIONS:** Look at the picture of the *jack-o-lantern*. Circle the pictures whose name have the same beginning sound as *jack-o-lantern*. **(Disk 4:J)**

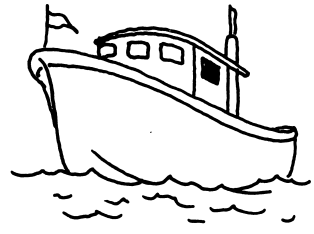
Ff

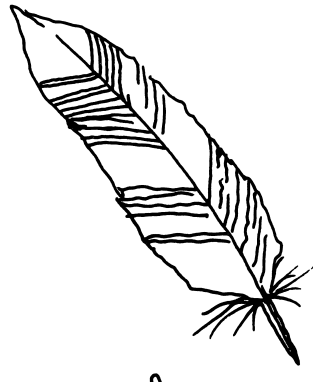


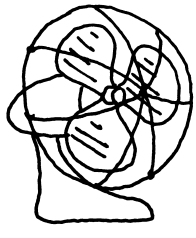
fish

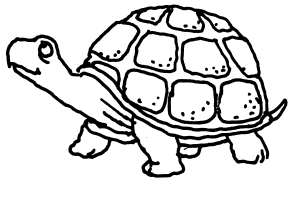


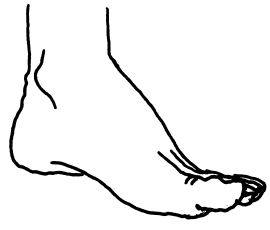


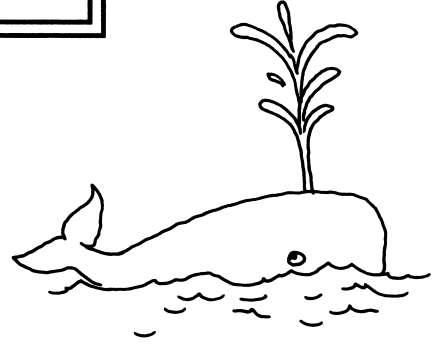












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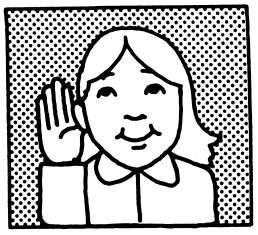
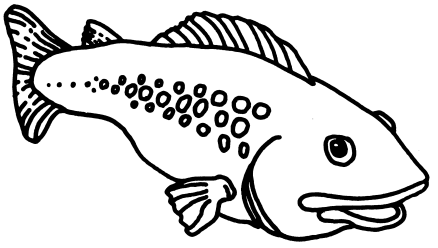
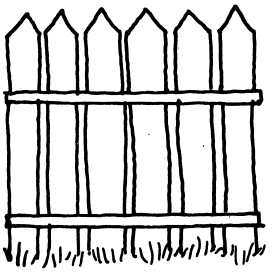
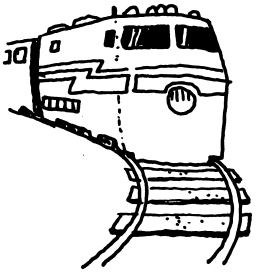
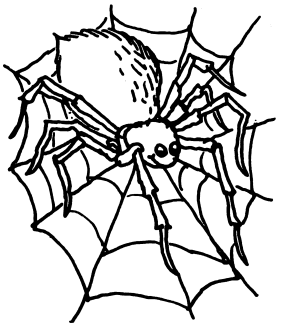
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *fish* begins with. Circle the small pictures that begin with the same sound as *fish*. **(Disk 4:F)**

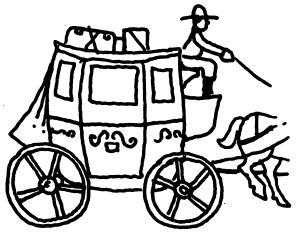


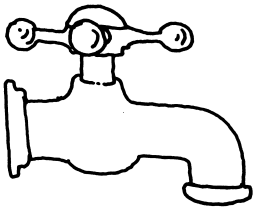


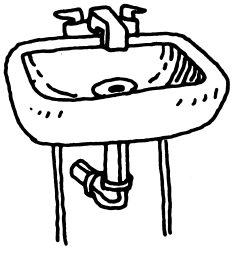


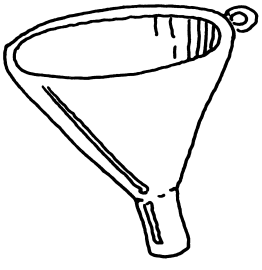


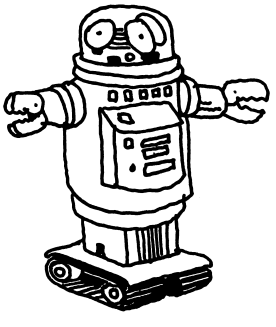


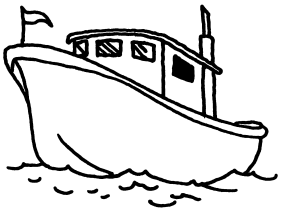


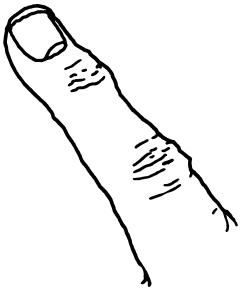












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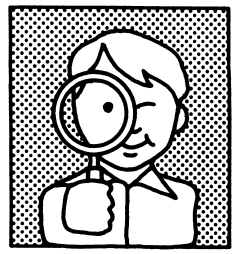
**DIRECTIONS:** Look at the picture of the *fish*. Circle the other pictures whose names have the same beginning sound as *fish*. **(Disk 4:F)**



| | | | | |
|---|---|---|---|---|
| J | J | G | U | Q |
| R | P | B | R | E |
| F | H | F | E | P |
| r | h | n | u | r |
| f | k | b | t | f |
| j | i | j | g | q |

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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 4:J, R, F)**

| | | | | |
|---|---|---|---|---|
| jar | jot | par | jar | pan |
| fan | fun | fan | tan | ton |
| rocket | roost | rock | rocket | north |
| John | John | Jerry | Joan | Jean |
| Fred | Field | Free | Feed | Fred |
| Rick | Rosa | Rick | Raoul | Ruth |

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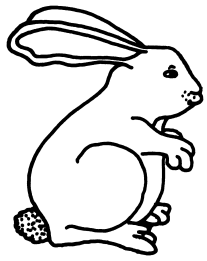
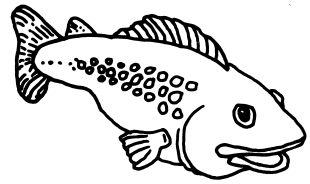
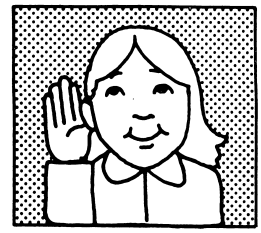
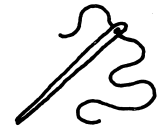
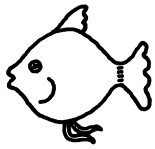
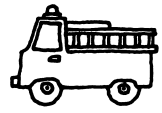
**DIRECTIONS:** Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 4:J, R, F)**



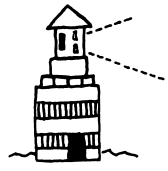
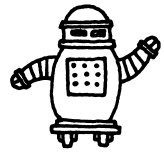




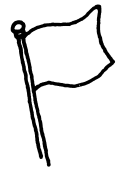
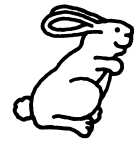


**DIRECTIONS:** Look at the picture in the first box. Circle the picture that begins with the same sound as the first picture in the row. **(Disk 4:J, R, F)**

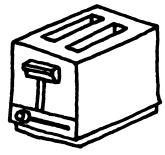
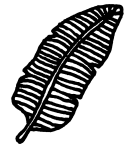
r

j

f

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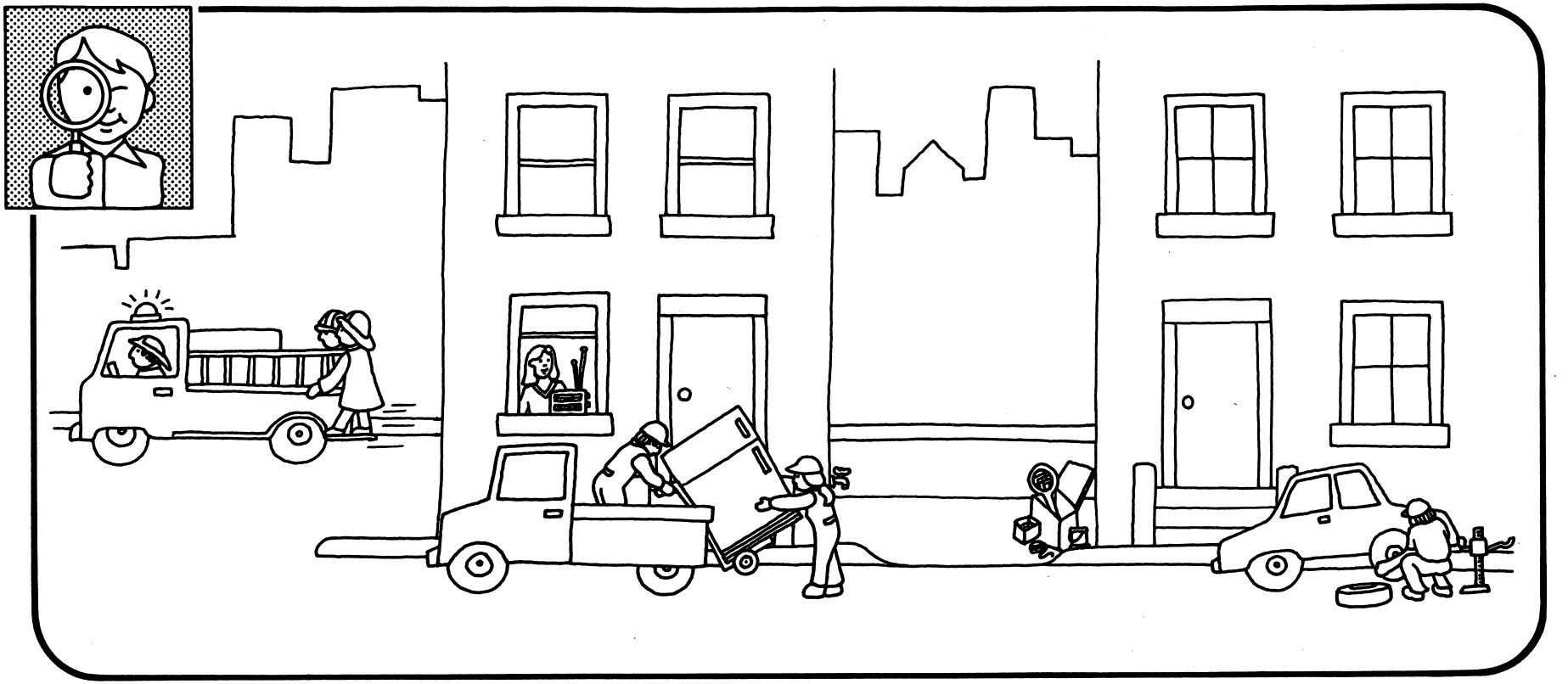
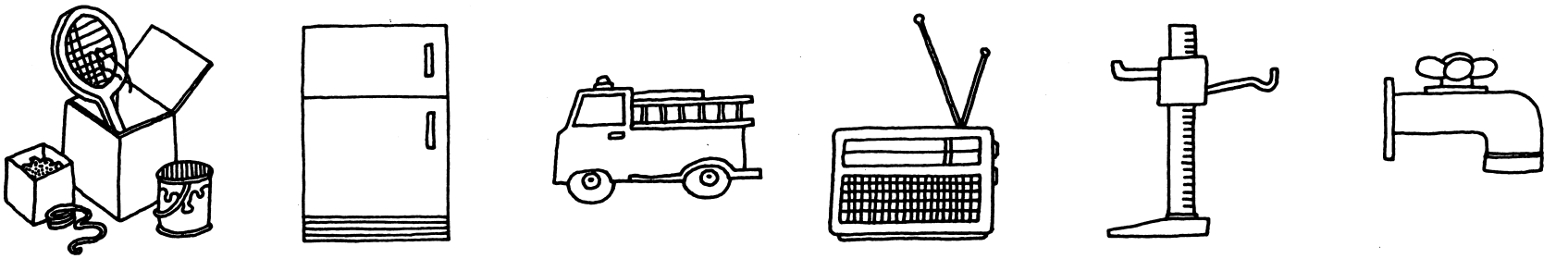
**DIRECTIONS:** Look at the letter in the box. Circle the picture whose name begins with that letter. **(Disk 4:J, R, F)**





**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 4:Review)**

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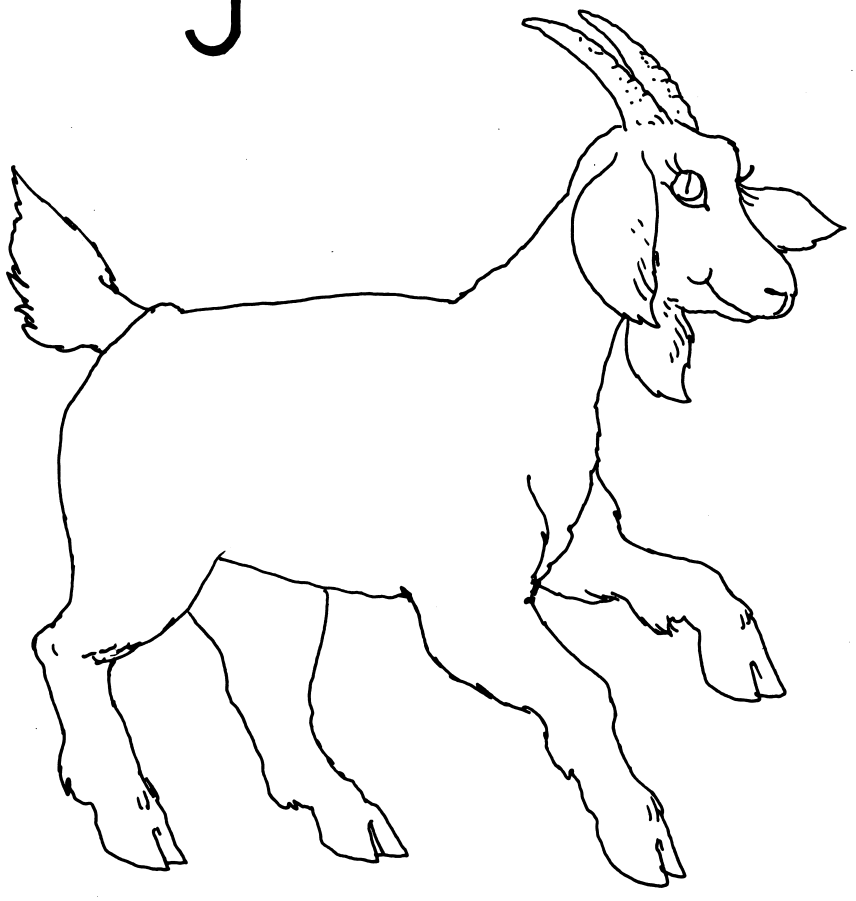
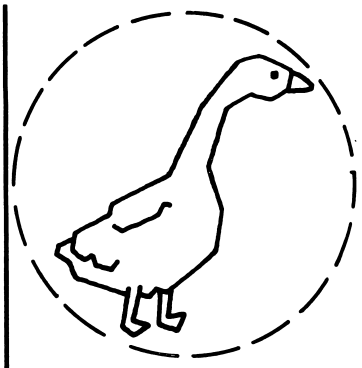
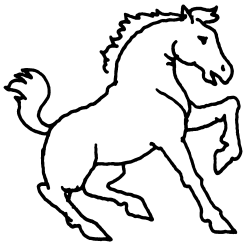
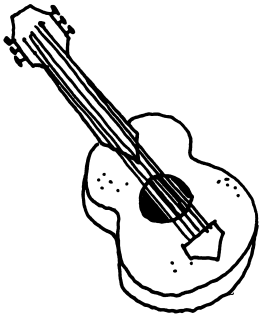
# Gg

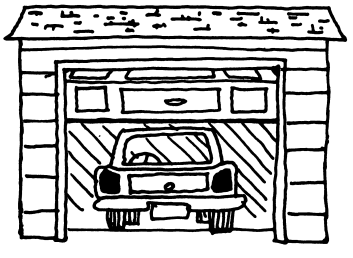


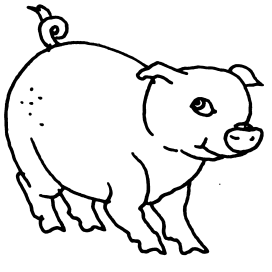
goat

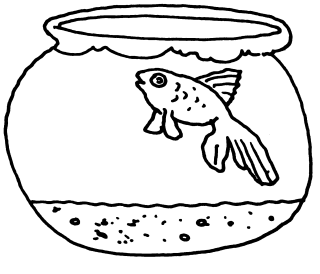












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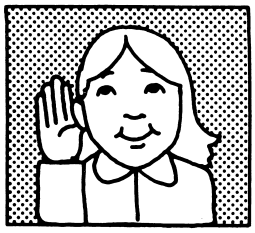
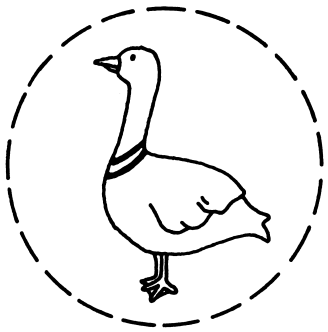
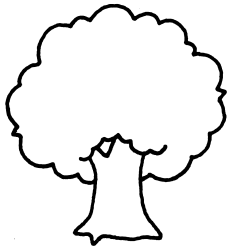
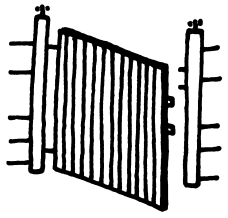
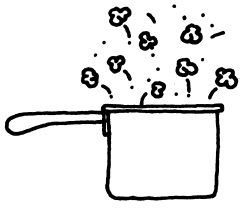
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *goat* begins with. Circle the other small pictures that begin with the same sound as *goat*. **(Disk 5:G)**

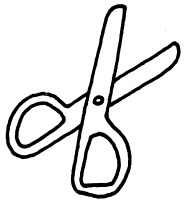


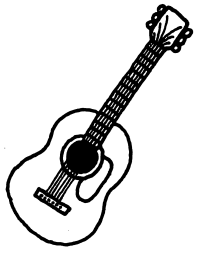


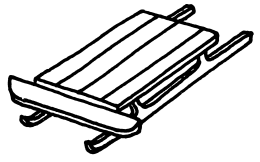


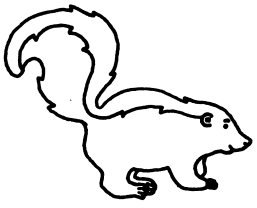


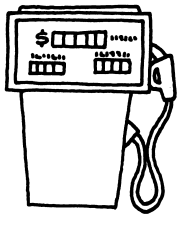


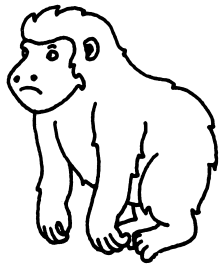


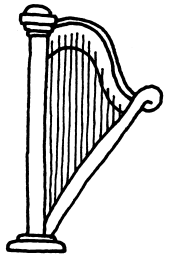


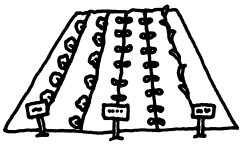


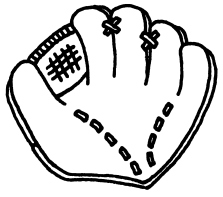












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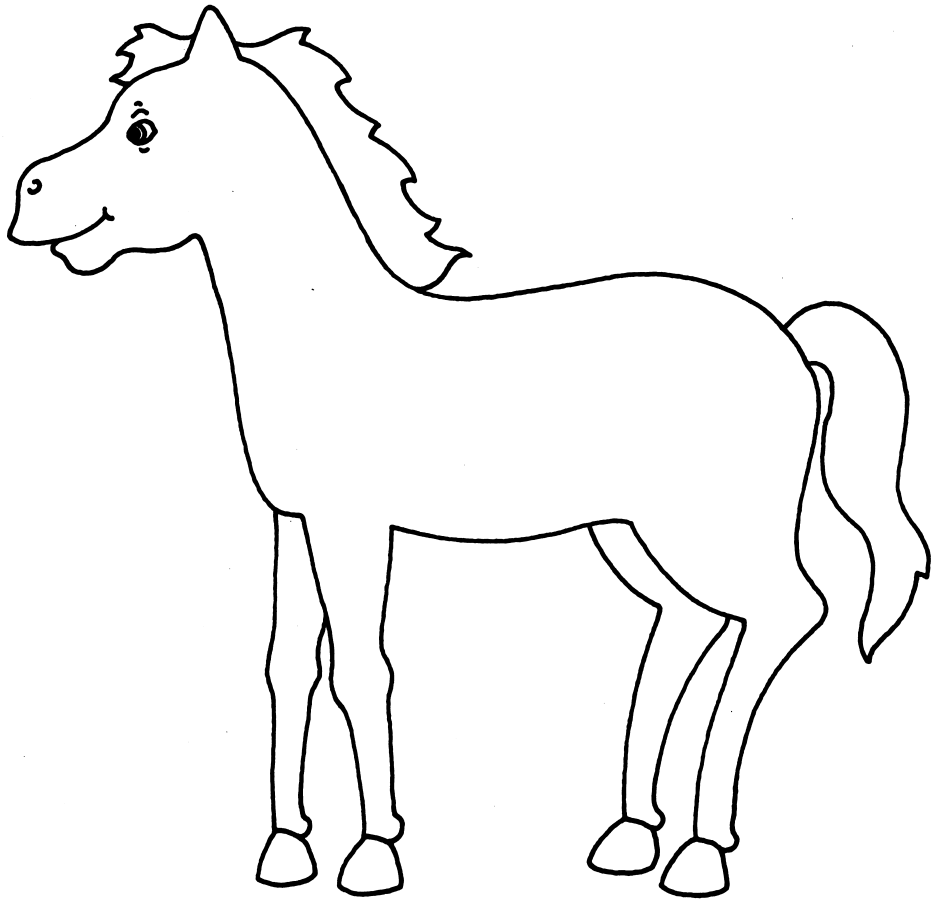
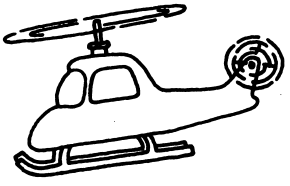
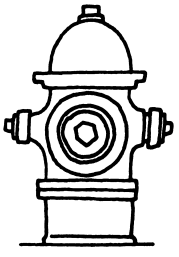
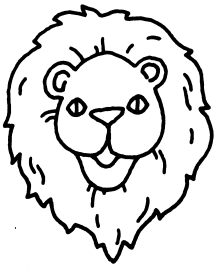
**DIRECTIONS:** Look at the picture of the *goat*. Circle the other pictures whose names have the same beginning sound as *goat*. **(Disk 5:G)**

Hh









horse

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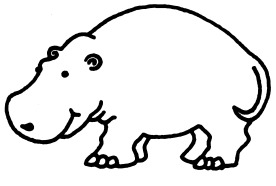
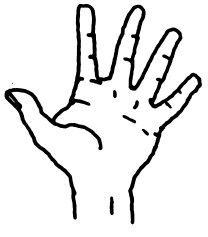
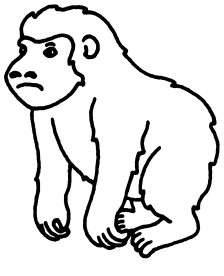
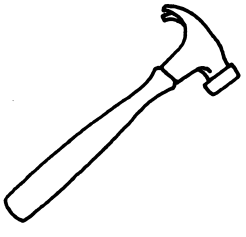
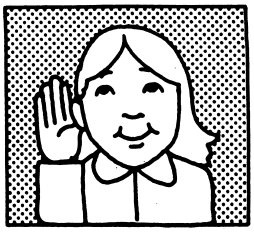


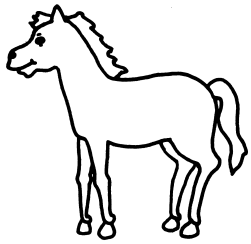


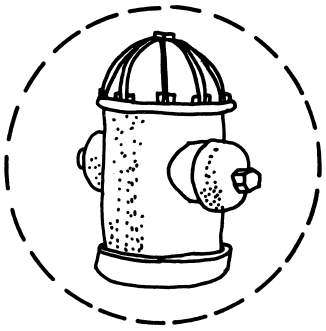


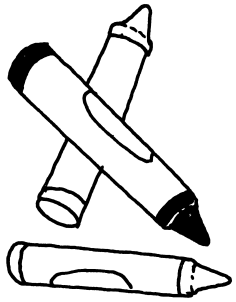


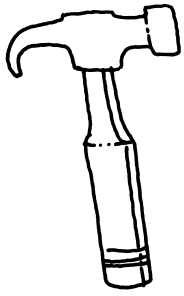
**DIRECTIONS:** Look at the pictures in the large box. Think of the sound *horse* begins with. Circle the small pictures that begin with the same sound as *horse*. **(Disk 5:H)**

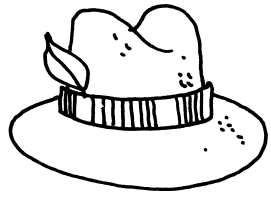


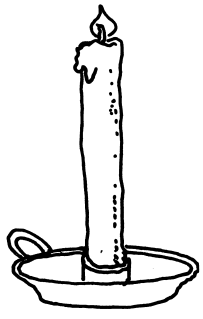


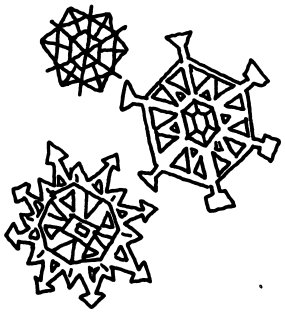


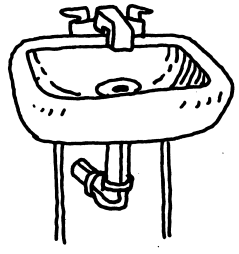


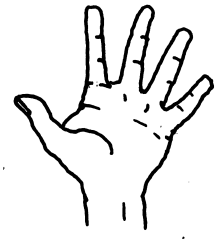


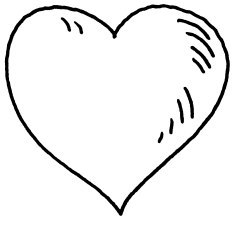


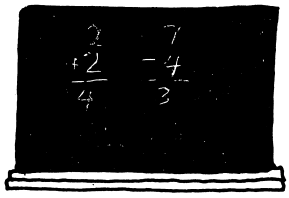


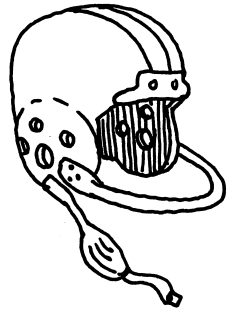










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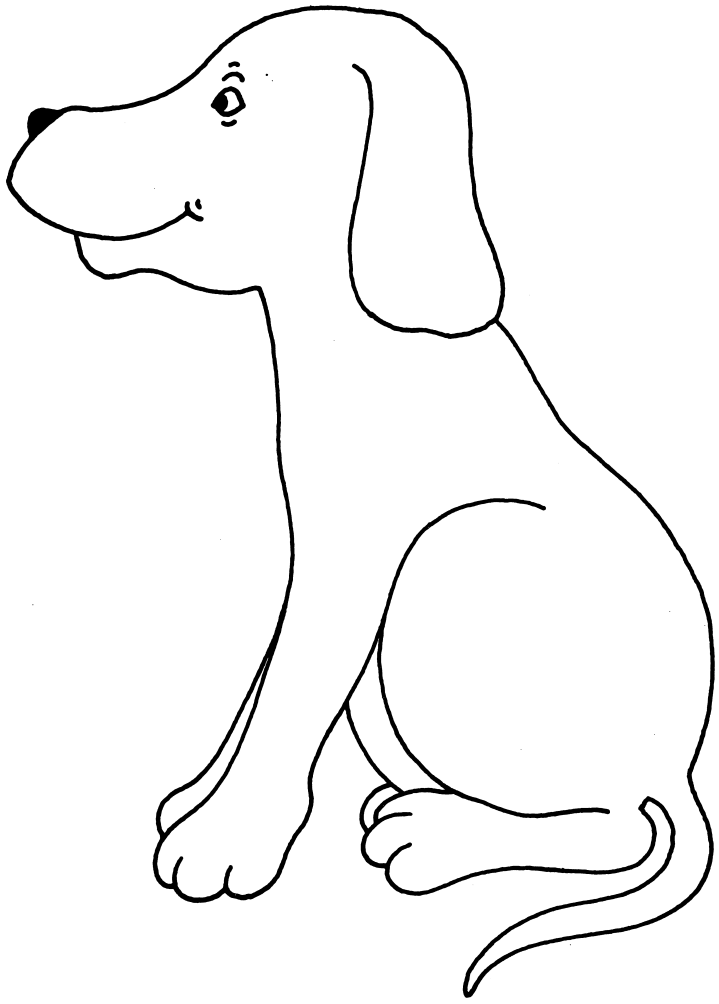
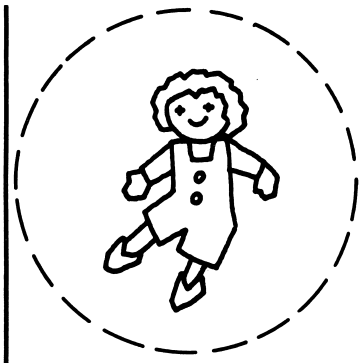
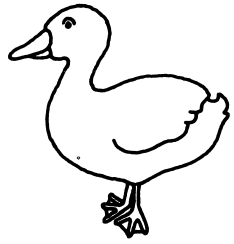
**DIRECTIONS:** Look at the picture of the *horse*. Circle the other pictures whose names have the same beginning sound as *horse*. **(Disk 5:H)**

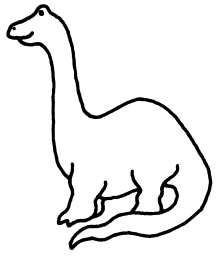
# Dd

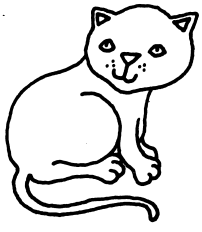


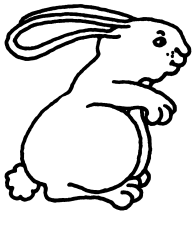
dog

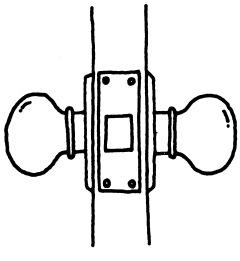


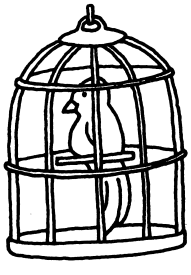












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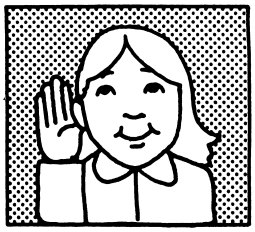
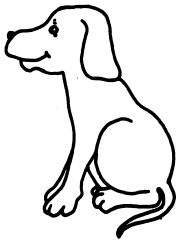
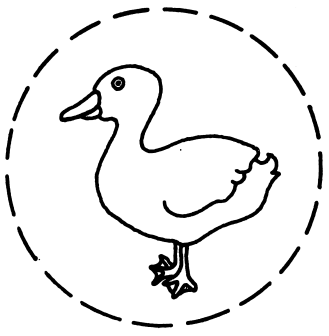
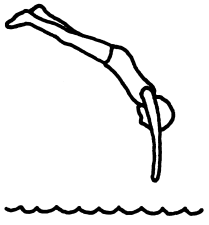
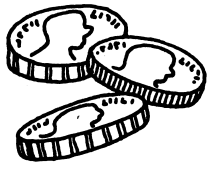
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *dog* begins with. Circle the other small pictures that begin with the same sound as *dog*. **(Disk 5:D)**

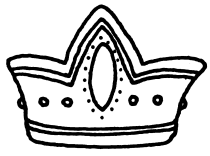


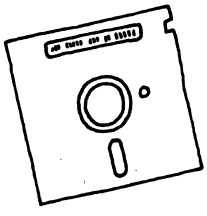


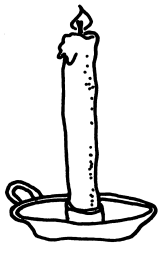


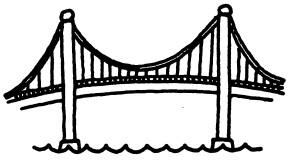


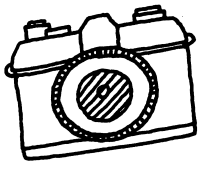


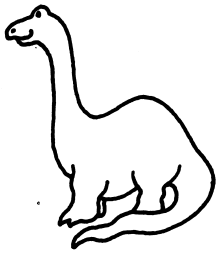


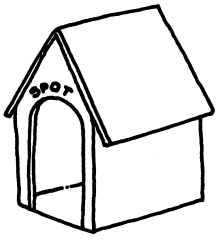


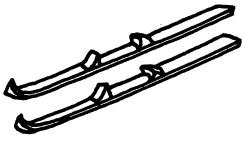


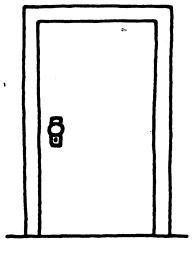


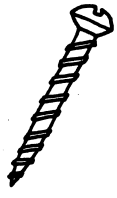










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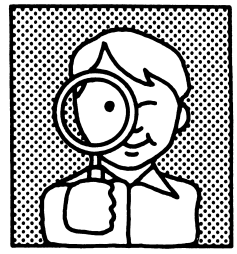
**DIRECTIONS:** Look at the picture of the *dog*. Circle the other pictures whose names have the same beginning sound as *dog*. **(Disk 5:D)**



| | | | | |
|---|---|---|---|---|
| g | q | g | p | b |
| D | O | C | Q | D |
| H | H | B | T | F |
| d | b | d | p | g |
| G | C | G | Q | O |
| h | h | n | m | b |

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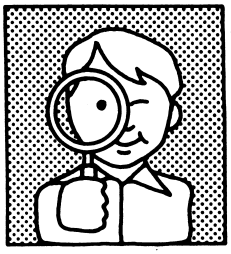
**DIRECTIONS:** Look at the letter in the first box. Circle the letter that is the same as the first letter in the row. **(Disk 5:G, H, D)**



| | | | | |
|---|---|---|---|---|
| guitar | guilt | guitar | goat | quit |
| Gary | Gene | Gerry | Gina | Gary |
| horse | hose | horse | harp | north |
| duck | deck | puck | duck | buck |
| Harry | Harry | Hurry | Helen | Heart |
| Don | Dan | Don | Ron | Della |

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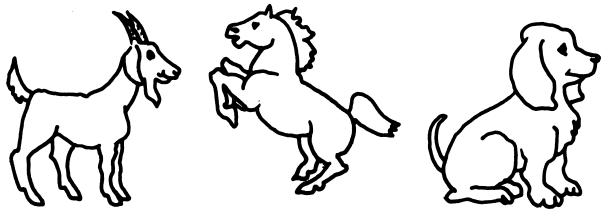
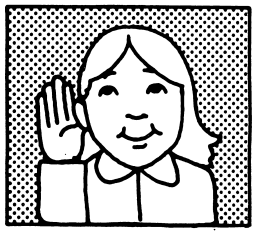
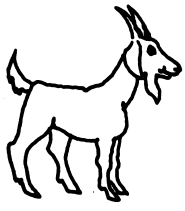
**DIRECTIONS:** Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 5:G, H, D)**

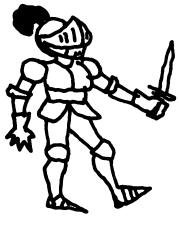



g

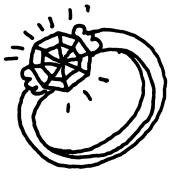


h

d

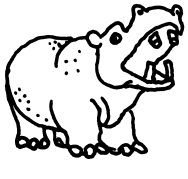


h



g

d



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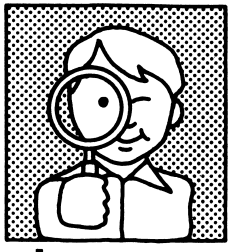
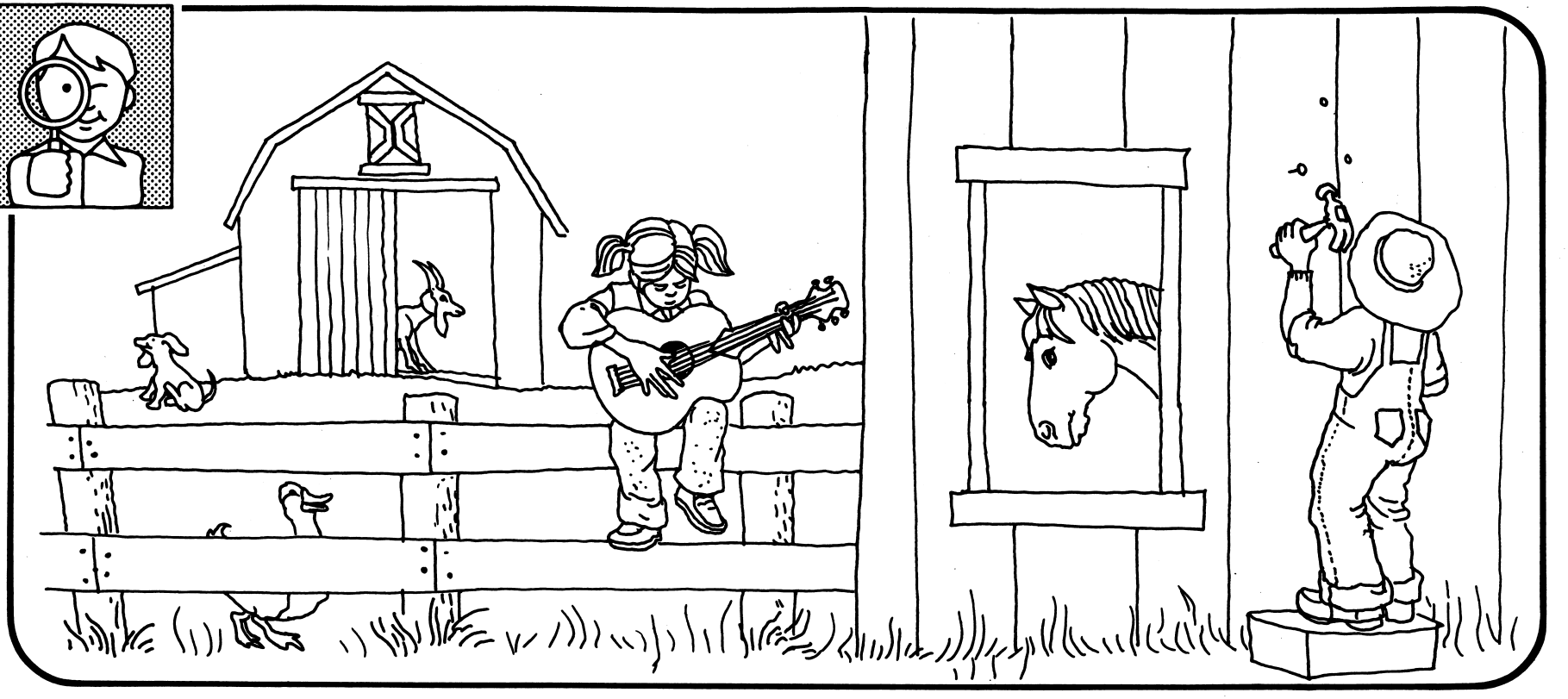
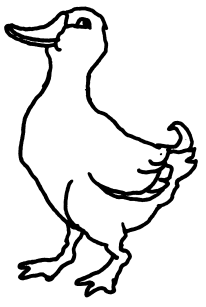
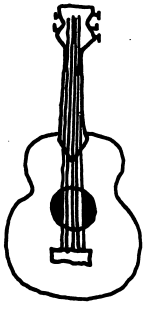
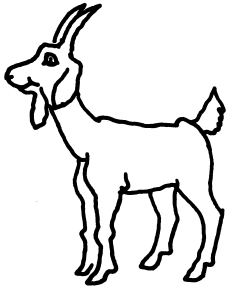
**DIRECTIONS:** Look at the letter in the box. Circle the picture whose name begins with that letter. **(Disk 5:G, H, D)**

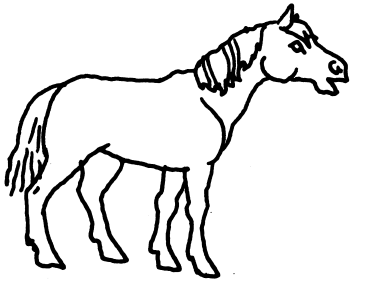


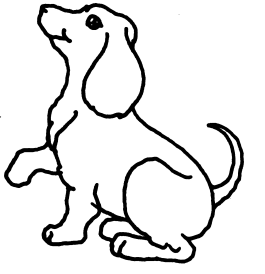


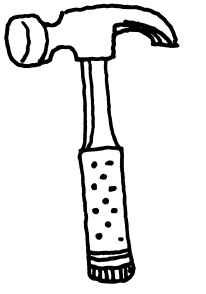












**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 5:Review)**

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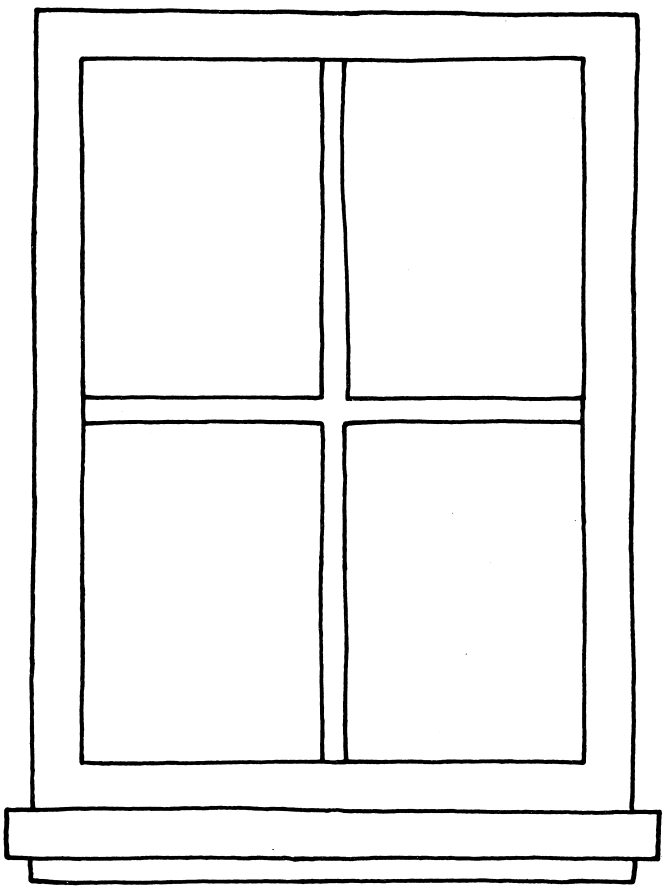
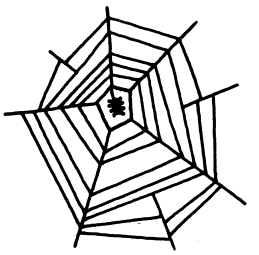
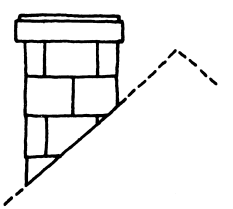
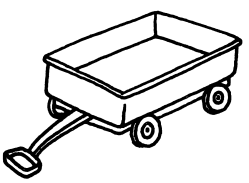
# Ww

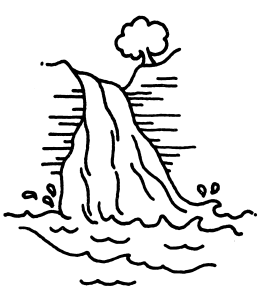


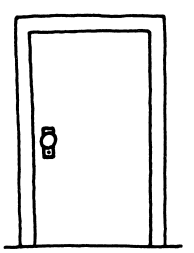


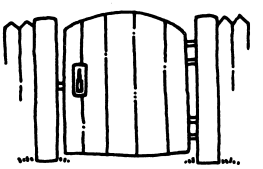


window









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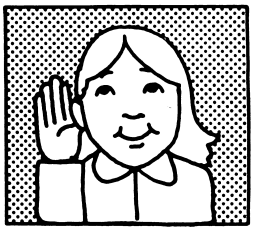
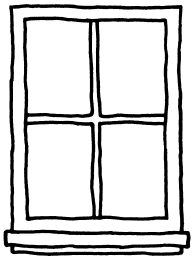
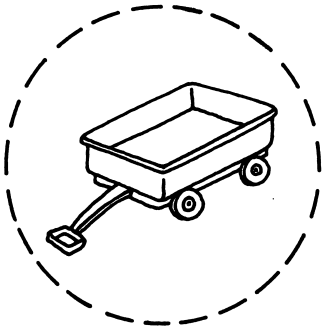
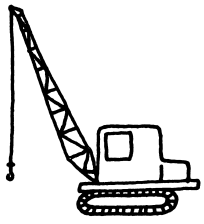
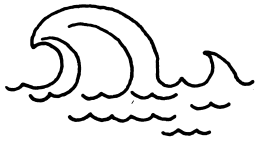
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *window* begins with. Circle the small pictures that begin with the same sound as *window*. **(Disk 6:W)**

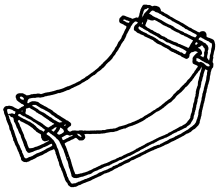


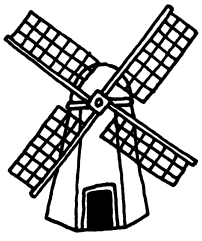


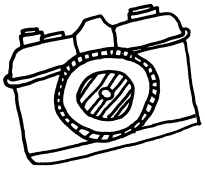


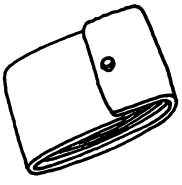


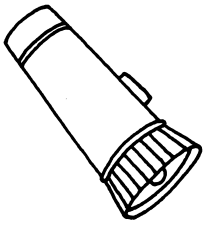


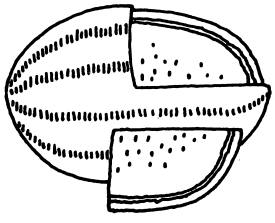


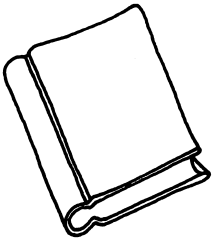


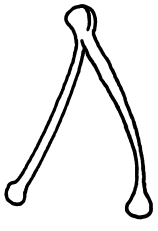


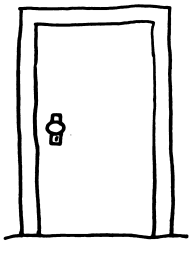












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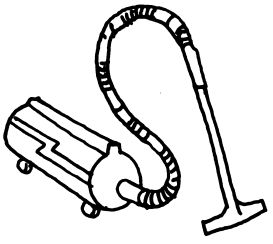
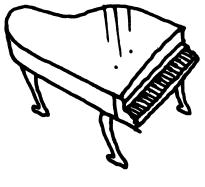
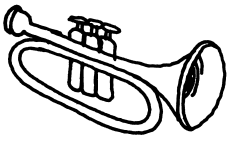
**DIRECTIONS:** Look at the picture of the *window*. Circle the pictures whose names have the same beginning sound as *window*. **(Disk 6:W)**

# Vv

violin







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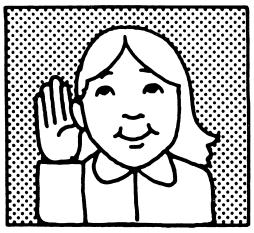
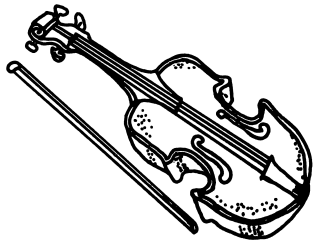
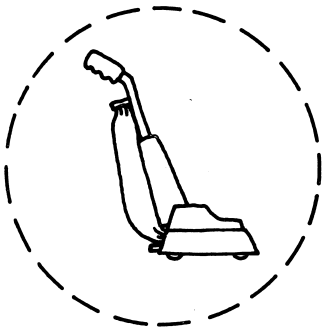
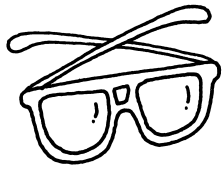
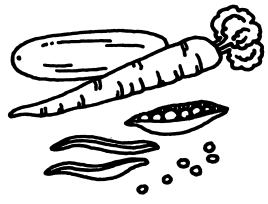
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *violin* begins with. Circle the small pictures that begin with the same sound as *violin*. **(Disk 6:V)**

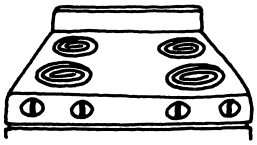


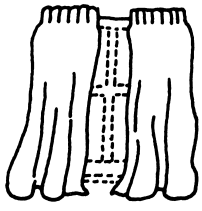


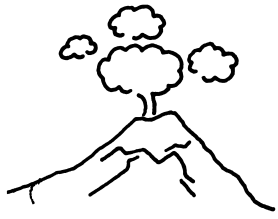


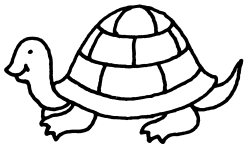


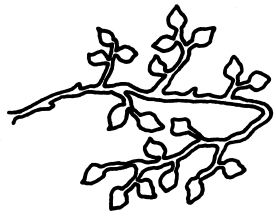


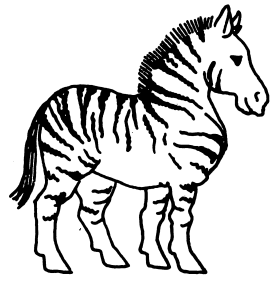


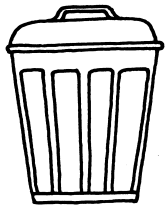












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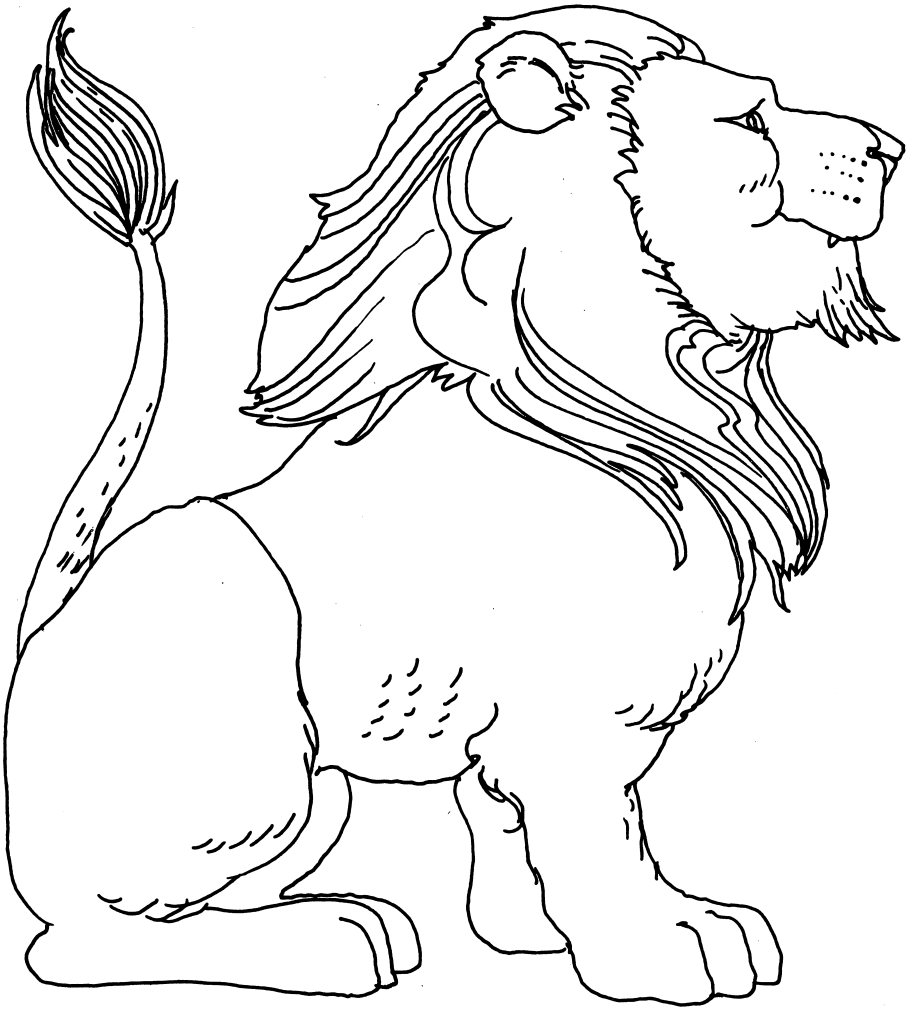
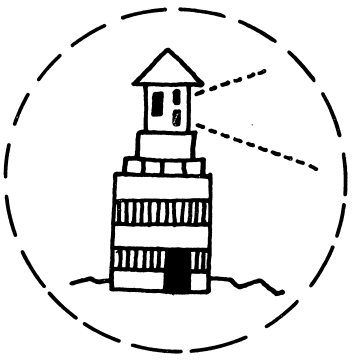
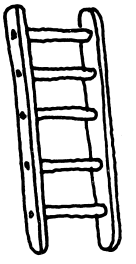
**DIRECTIONS:** Look at the picture of the *violin*. Circle the pictures whose names have the same beginning sound as *violin*. **(Disk 6:V)**

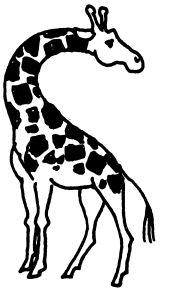
L l

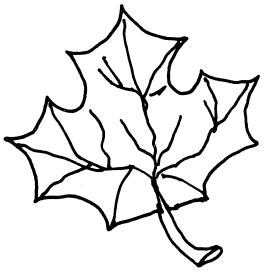


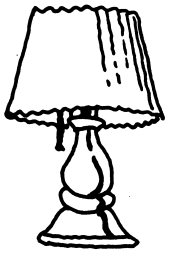
lion

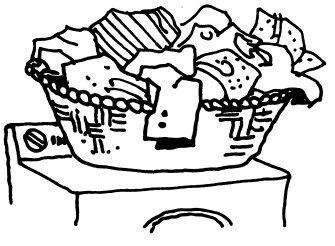


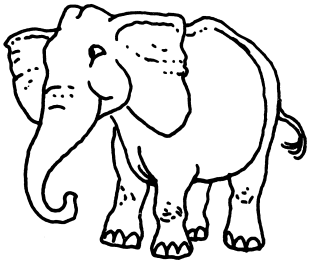












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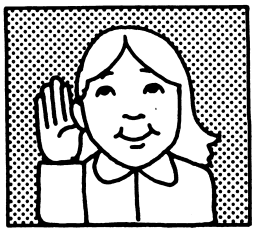
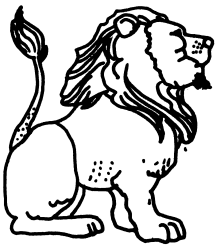
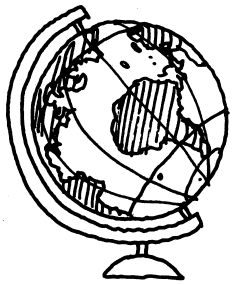
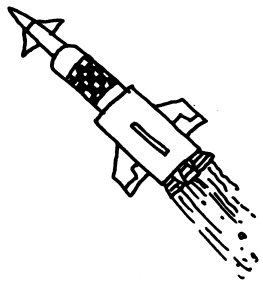
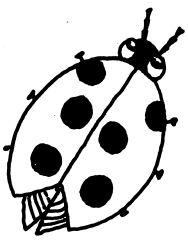
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *lion* begins with. Circle the small pictures that begin with the same sound as *lion*. **(Disk 6:L)**

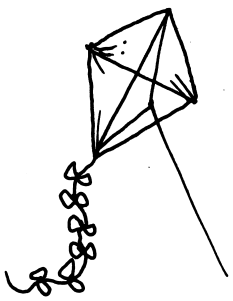


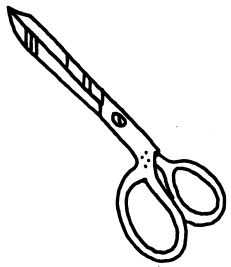


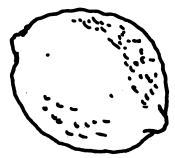


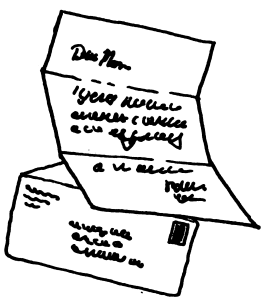


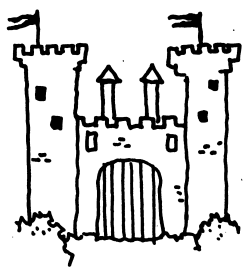


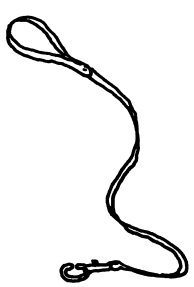


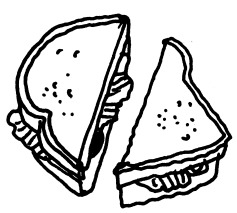


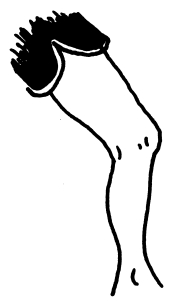












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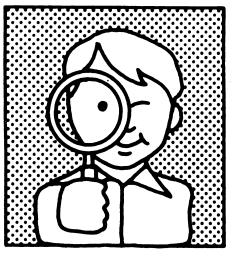
**DIRECTIONS:** Look at the picture of the *lion*. Circle the other pictures whose names have the same beginning sound as *lion*. **(Disk 6:L)**



| | | | | |
|---|---|---|---|---|
| v | u | v | w | z |
| W | N | M | W | V |
| V | V | Y | X | U |
| w | v | z | m | w |
| L | I | E | F | L |
| l | h | l | b | f |

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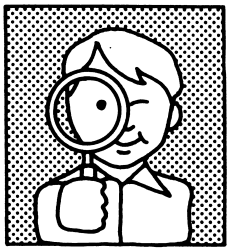
**DIRECTIONS:** Look at the letter in the first box. Circle the letter that is the same as the first letter in the row. **(Disk 6:W, V, L)**



| | | | | |
|---|---|---|---|---|
| lamp | damp | lamp | lump | dump |
| violin | voice | vine | violin | violet |
| wheel | wheel | well | whee | heel |
| Vera | Very | Victor | Mary | Vera |
| Lana | Larry | Lynn | Lana | Dana |
| Win | Will | Walt | Wilt | Win |

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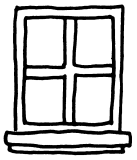
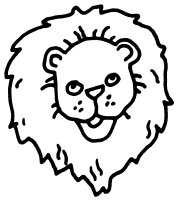
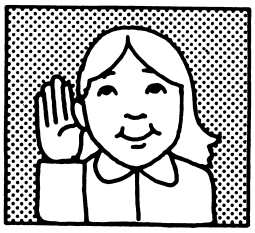
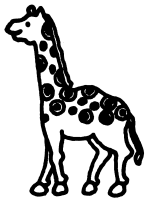
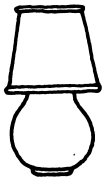
**DIRECTIONS:** Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 6:W, V, L)**

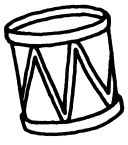


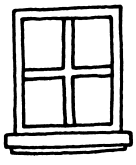
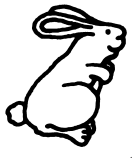
l

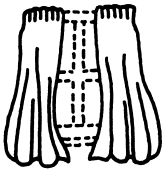
v



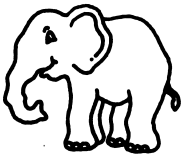
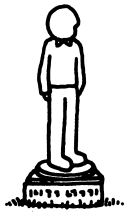
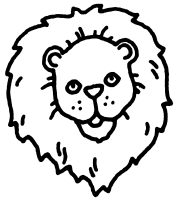
w

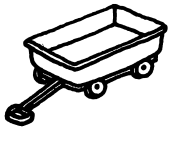
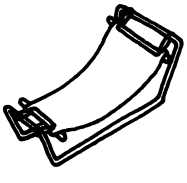
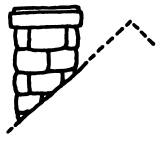
v



l

w

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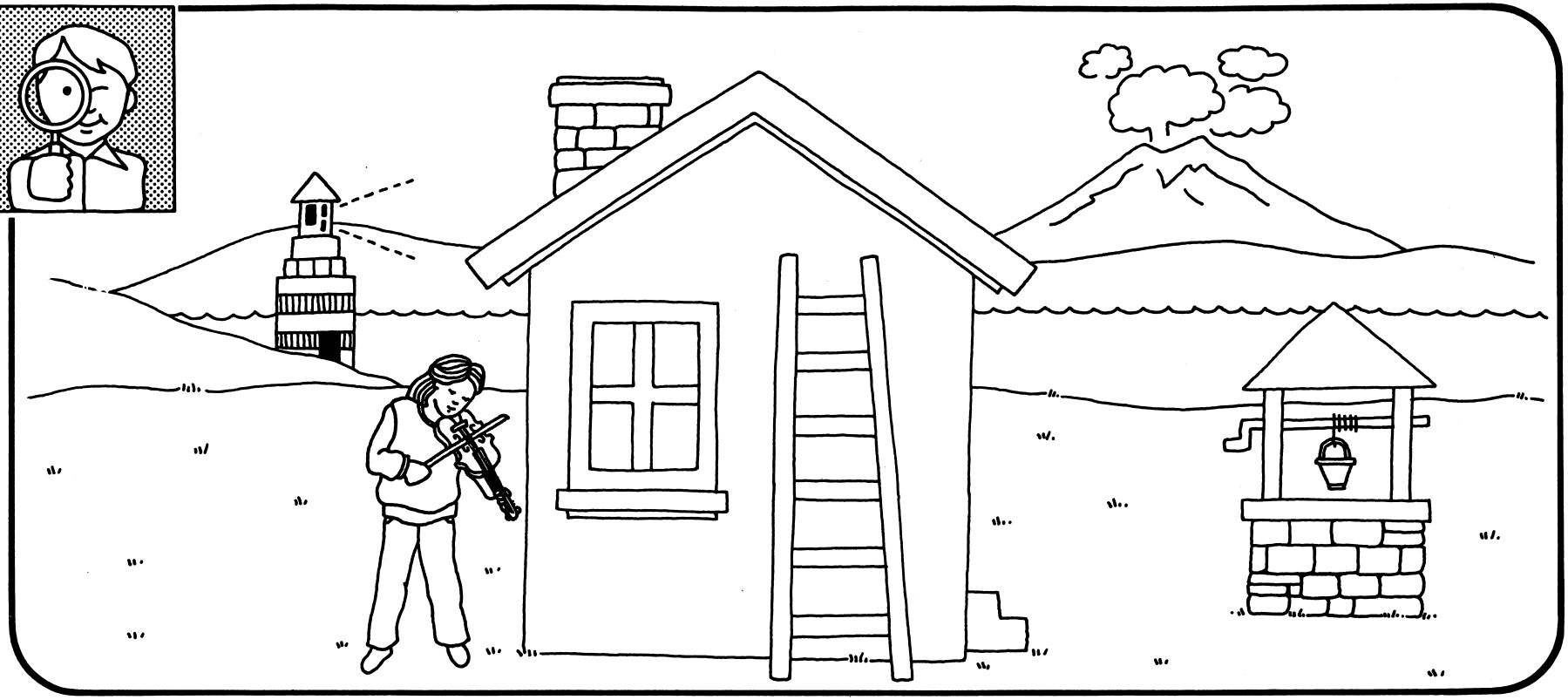
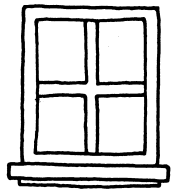
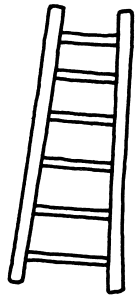
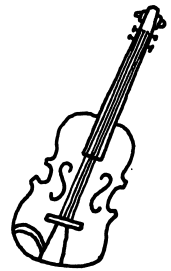
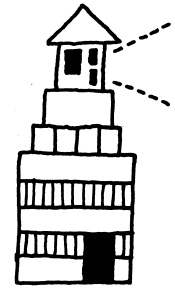
**DIRECTIONS:** Look at the letter in the box. Circle the picture whose name begins with that letter. **(Disk 6:W, V, L)**

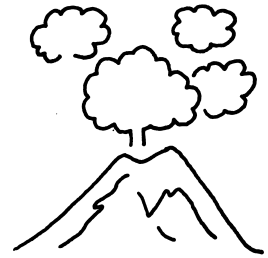












**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 6:Review)**

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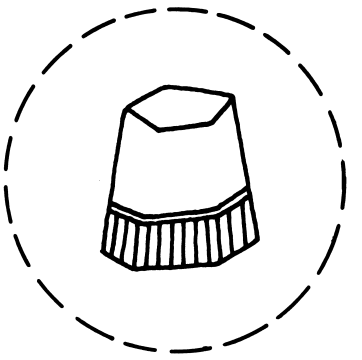
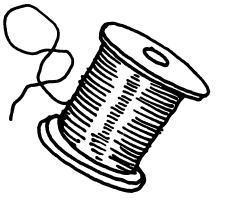
# TH th





thumb

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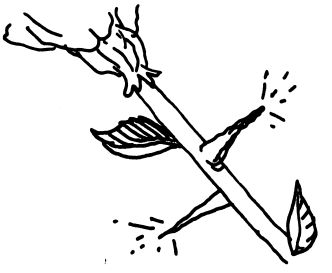
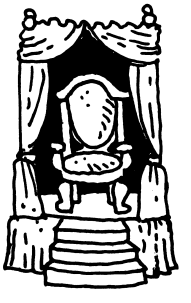
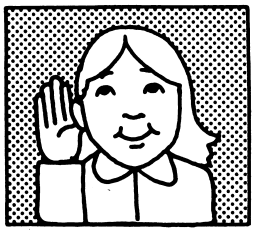
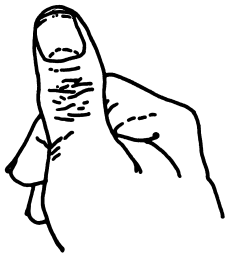
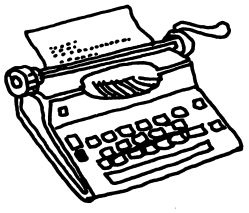


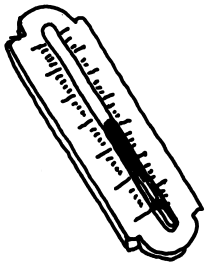


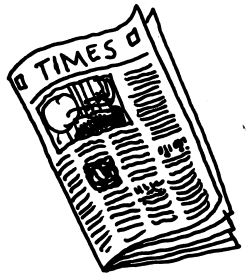
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *thumb* begins with. Circle the small pictures that begin with the same sound as *thumb*. **(Disk 7:TH, SH, CH)**

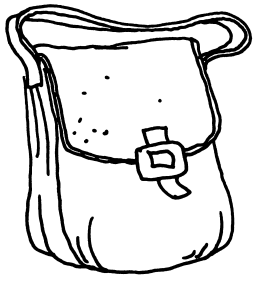


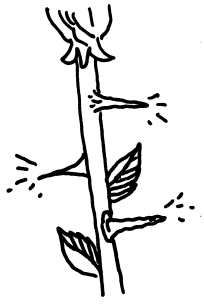


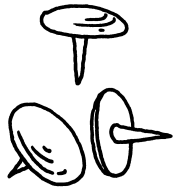


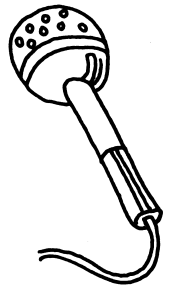


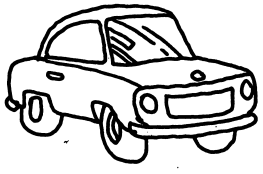


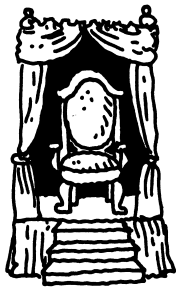



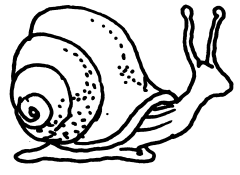


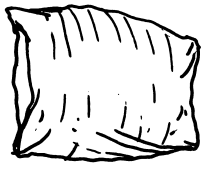


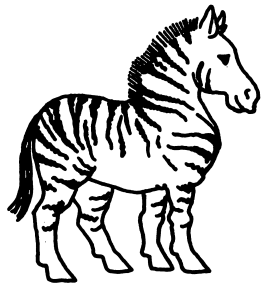












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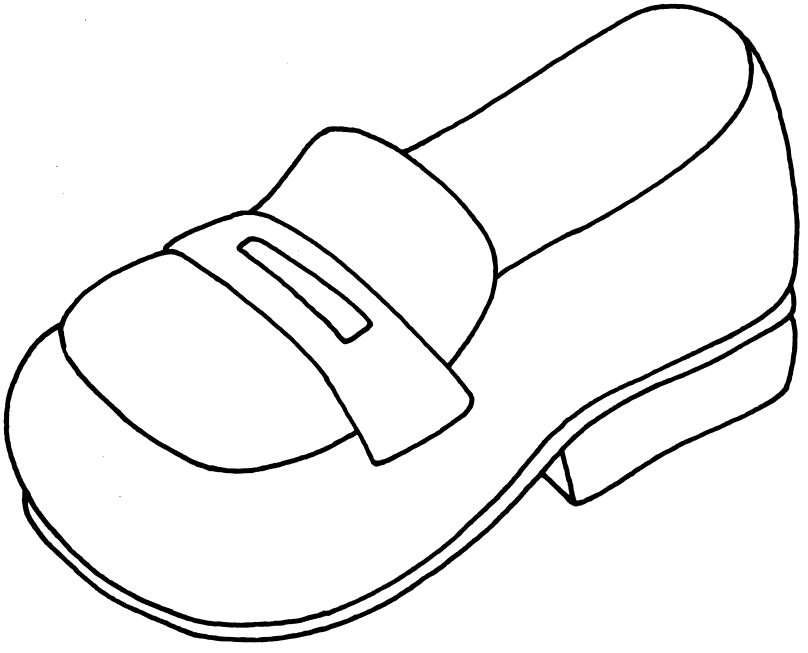
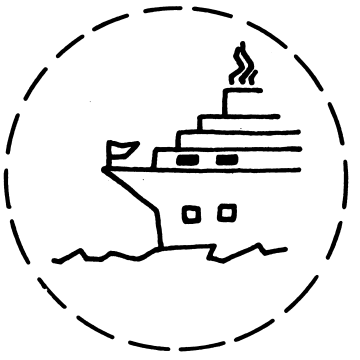
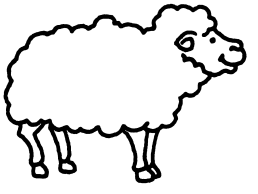
**DIRECTIONS:** Look at the picture of the *thumb*. Circle the pictures whose names have the same beginning sound as *thumb*. **(Disk 7:TH, SH, CH)**

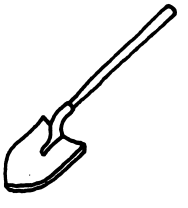
SH sh

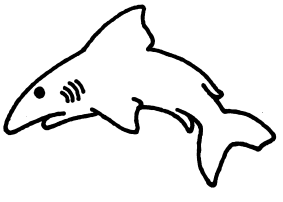


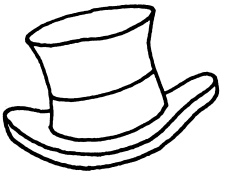
shoe

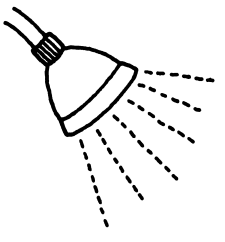












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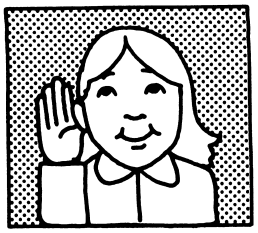
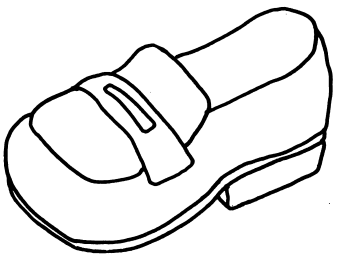
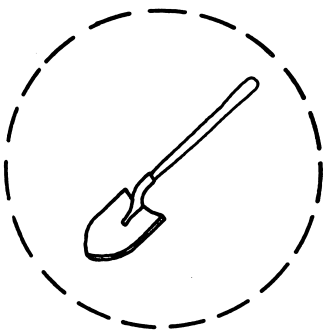
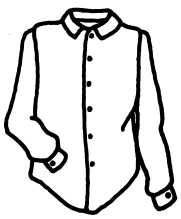
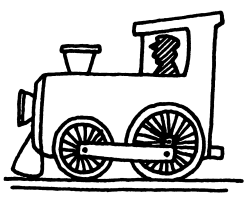
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *shoe* begins with. Circle the other small pictures that begin with the same sound as *shoe*. **(Disk 7:TH, SH, CH)**

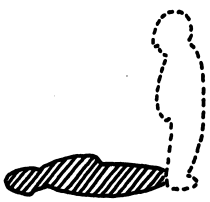


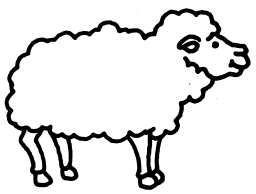


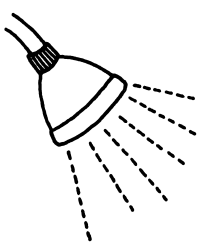


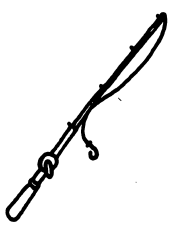


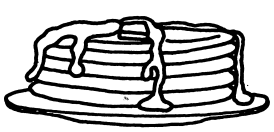


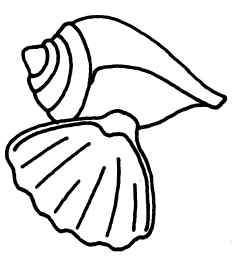


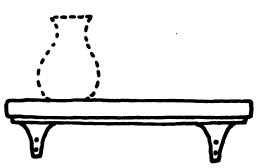


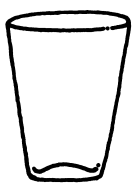












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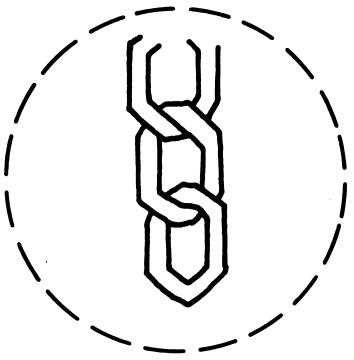
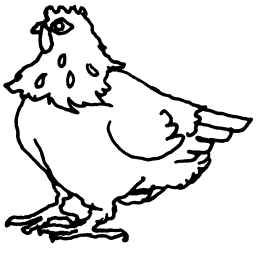
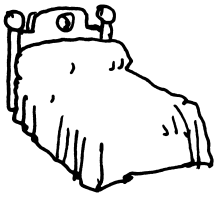
**DIRECTIONS:** Look at the picture of the *shoe*. Circle the other pictures whose names have the same beginning sound as *shoe*. **(Disk 7:TH, SH, CH)**

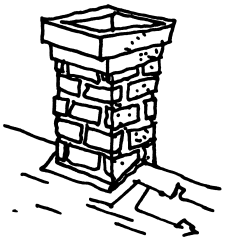
CH ch







chairs



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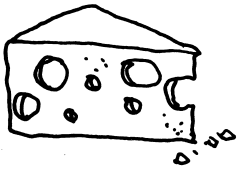
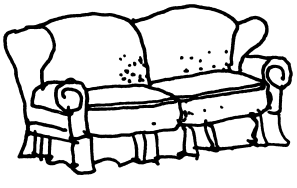
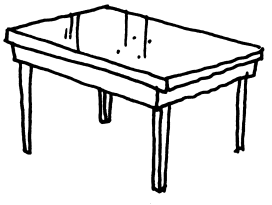
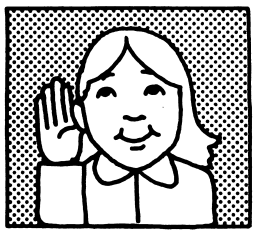
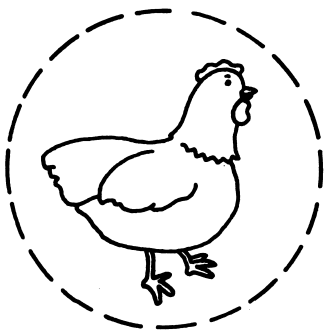


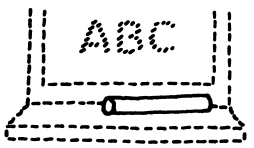


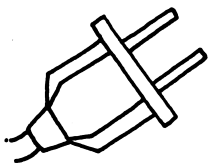


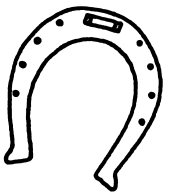
**DIRECTIONS:** Look at the picture in the large box. Think of the sound *chairs* begins with. Circle the other small pictures that begin with the same sound as *chairs*. **(Disk 7:TH, SH, CH)**

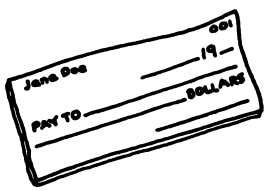


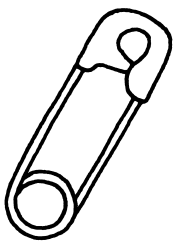


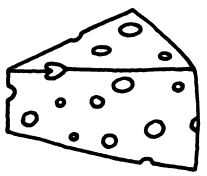


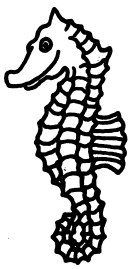



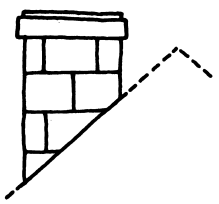


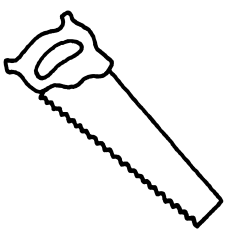


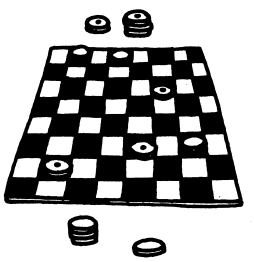



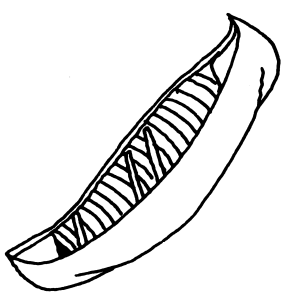


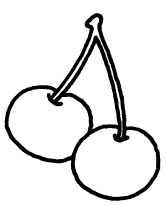


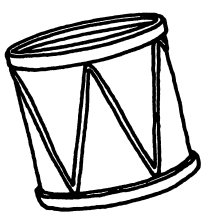


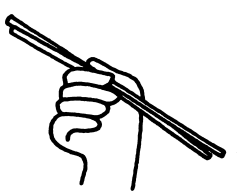












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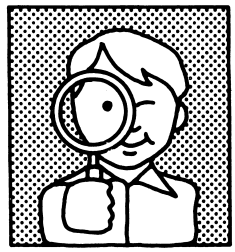
**DIRECTIONS:** Look at the picture of the *chairs*. Circle the pictures whose names have the same beginning sound as chairs. **(Disk 7:TH, SH, CH)**



| | | | | |
|---|---|---|---|---|
| ch | hc | ch | oh | eh |
| SH | SF | HS | SH | SE |
| sh | sh | xh | nh | hs |
| th | fh | ht | tk | th |
| CH | CH | HC | CK | CQ |
| TH | HT | FH | TH | HF |

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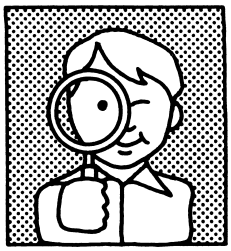
**DIRECTIONS:** Look at the letters in the first box. Circle the letters that are the same as the first letters in the row. **(Disk 7:TH, SH, CH)**



| | | | | |
|---|---|---|---|---|
| shoe | shoo | hoes | spot | shoe |
| them | them | then | thee | when |
| chick | check | click | deck | chick |
| There | Their | Third | There | These |
| Shop | Shove | Shop | Show | Shell |
| Cheer | Cheer | Chief | Cheek | Check |

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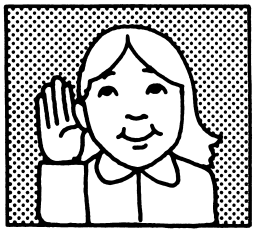
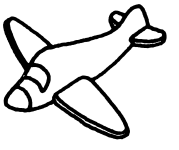
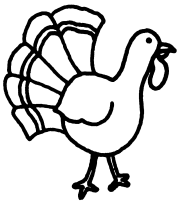
**DIRECTIONS:** Look at the word in the first box. Circle the word that is the same as the first word in the row. **(Disk 7:TH, SH, CH)**



sh

th

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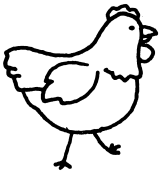
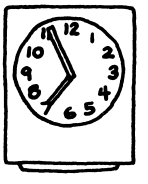
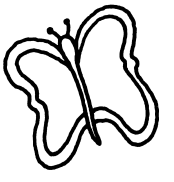

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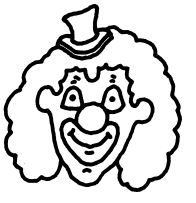

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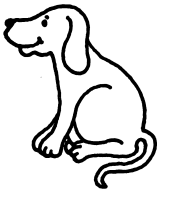
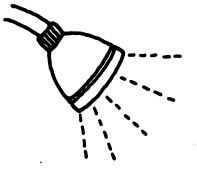
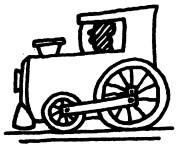
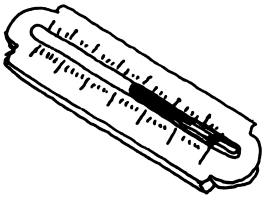
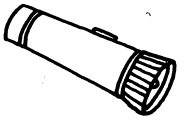



th

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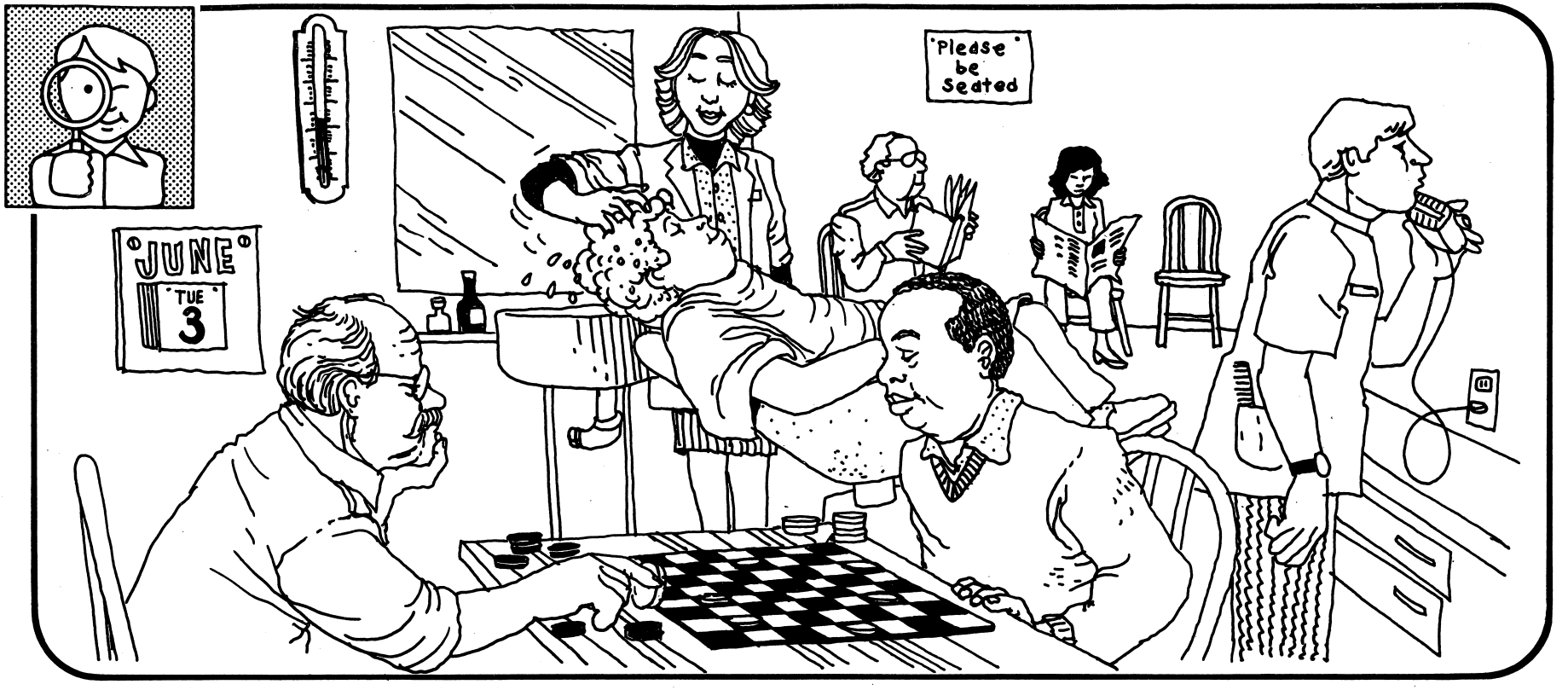
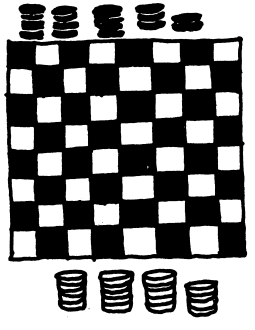
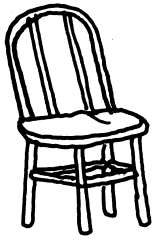
**DIRECTIONS:** Look at the letters in the box. Circle the picture whose name begins with those letters. **(Disk 7:TH, SH, CH)**







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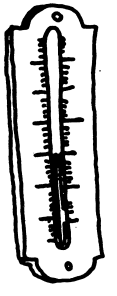

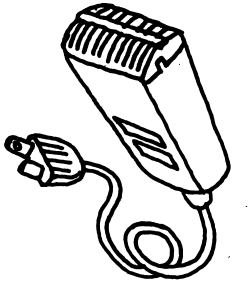

**DIRECTIONS:** Draw a line from the small picture to the same thing in the big picture. Remember, the pictures may not be exactly the same. **(Disk 7:Review)**

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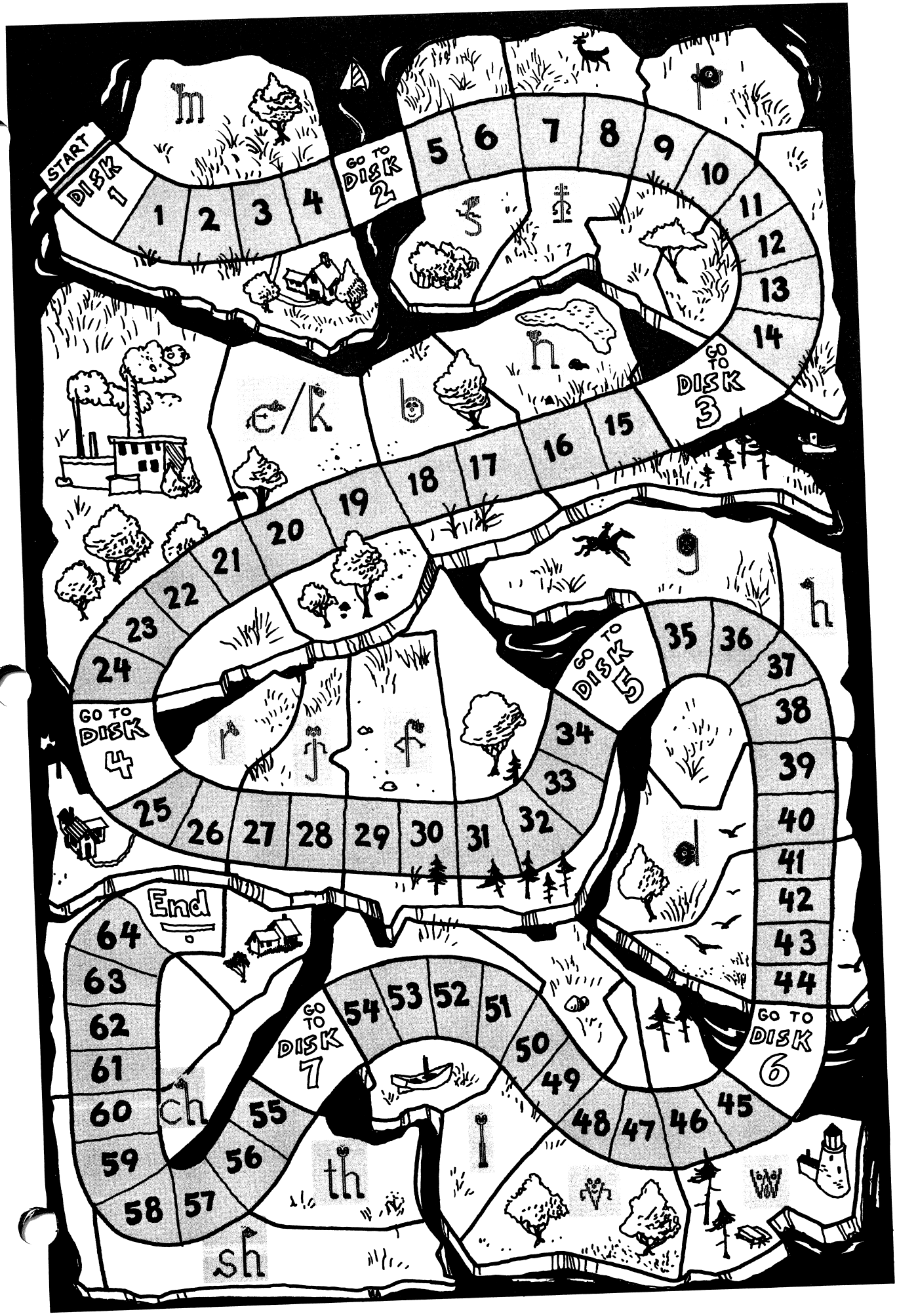
START
DISK 1
1
2
3
4
GO TO DISK 2
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GO TO DISK 3
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GO TO DISK 5
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GO TO DISK 6
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GO TO DISK 7
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63
64
End
ch
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sh

# Supplemental Tips for

# Sound Ideas

*Sound Ideas* effectively supports any broad-based reading curriculum. By coordinating it with other supplemental activities, a teacher can transfer computer-assisted learning to language arts activities presented in more traditional, instructional formats. This manual contains a number of activities that use the decoding strategies from *Sound Ideas;* they have been developed by an experienced teacher to extend the learning processes presented in the software. Readers are welcome to contribute their own ideas for activities that will successfully complement the *Sound Ideas* program.

A chart correlating *Sound Ideas* with Houghton Mifflin Reading begins on page 10 of this manual. Also available is Houghton Mifflin Phonics, a series of five workbooks that provide extensive, independent practice of all phonic elements. In four- and six-page lesson segments, children practice saying and hearing each sound, associating the sound with its letter representation, and reading words that contain the letter-sound association. Lessons can be used in any order, but they follow the phonics sequence of Houghton Mifflin Reading. Minimal teacher direction is required. For more information, contact your local Houghton Mifflin representative.

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# MANAGEMENT MADE EASY

Bulletin boards are a great way to display student work, manage behavior, teach skills, and direct learning sequences. When combined with computerized drill activities, bulletin boards can serve as "classroom aides," effectively freeing the teacher for direct instructional activities. Some ideas you may want to try are:

- **LETTER OF THE DAY** - This bulletin-board display assists in daily lesson planning. Design a board depicting a large computer with a monitor. As the school year progresses, post different vowels and consonants on the monitor to show which of the *Sound Ideas* skills are to be practiced during individualized computer work times. Provide students with a visual representation of the rules they have already mastered by posting completed vowel and consonant elements to one side.

- **SOUND STATION** - An independent student work area designed for supplemental learning, the bulletin board can hold self-contained packets of directed practice lessons that complement specific *Sound Ideas* decoding rules. Select brightly colored storage folders, number and display them in sequence, and arrange the students' lessons. As specific needs arise, students can be assigned different stations for either enhanced or remedial instructional activities.

- **TIMELY TIPS** - Whatever scheduling method is selected for planning and routing students through the lab area, reserve a corner of a bulletin board to display the planned time lines. If using an Unscheduled Format , have students tack their names onto the board to reserve lab space for that day. If using a Block-Time Format that involves either a daily or a weekly rotation schedule, post names next to the specified time slots. A clock with movable hands will keep lab users on schedule during Time-Use Relays. No matter which of these time management systems you select, both you and the students will stay on task and on time!

- **OVER AND OUT** - Develop a file of picture-word cards to use for posttesting. Each group of 15 cards, attached by a large ring, should highlight specific vowel or consonant decoding principles. After completing a particular *Sound Ideas* lesson, encourage students to sort through the corresponding "Over and Out" card pack, to read each word, and to identify to a partner those items that incorporate the selected phonics rule. When ready to test their skills before signing off on the *Sound Ideas* mastery chart, go through the cards with the students.

# SOUND IDEAS: CONSONANTS

## Program Objectives

To reemphasize various rules of phonics related to single consonants and consonant digraphs in a word's initial position.

## Related Activities

### A. ALPHABET ANIMALS

Preparation Time: 1 min. Assignment Time: 0 min.

With students working in teams, have them demonstrate their understanding of encoding principles specific to initial single consonants by giving them clues to the word you've chosen (see examples below). Keep score on the board, listing correct answers for each team. A variation of this activity is to have one team think up their own sentence clues to test the other team.

**Examples:**

1. Name a whiskered house pet whose name begins with the "c/k" sound. (CAT)
2. Name a forest animal that has antlers and whose name begins with the "d" sound. (DEER)
3. Name a long-necked jungle animal whose name begins with the "j" sound. (GIRAFFE)
4. Name a fat farm animal whose name begins with a "p" sound. (PIG)
5. Name a giant sea animal that is bigger than a ship and whose name begins with a "w" sound. (WHALE)

### B. CONCENTRATE ON CONSONANTS

Preparation Time: 10 min. Assignment Time: 10 min.

Make a deck of matching-word card pairs that highlight consonant sound(s). Establish rules for "Concentration." Have students find the matching words. Students must correctly read the matching pairs before keeping the cards. The player with the most cards at the end of the game is the winner.

### C. TOPIC TEASERS

Preparation Time: 5 min. Assignment Time: 15 min.

Choose a topic; have students work in teams, listing and/or drawing items that begin with a consonant sound. Teams can compete against each other to generate the longest list in a set period of time. Variations on this activity include selecting larger sound groupings for a single topic area and/or creating picture collages by content and sound area.

**Example:**

List all the FOODS you can think of that begin with the following sounds:
**M** - (meat, milk, margarine, mayonnaise, malts)
**T** - (tomatoes, tea, tacos, trout, turkey)
**F** - (fruit, fish, fig)
**H** - (ham, honey)

## D. CONSONANT BINGO

Preparation time: 20 min. Assignment Time: 15 min.

Have students play "bingo" to review specific decoding and encoding principles for individual consonants. Create different game cards (as shown in the example below). One student acts as group leader, selecting choices of consonants from a container. The leader then reads the choice to the other students, highlighting the sound the consonant makes: "Find the letter that makes the _____ sound." Students mark their cards, working to be the first to complete a row of consonants on his or her card. The winner can become the next leader.

**Example of card:**

| CONSONANT BINGO | | | | |
|---|---|---|---|---|
| M | P | R | F | C/K |
| V | D | S | Z | TH |
| G | Q | CH | H | L |
| Y | J | T | X | W |
| SH | N | B | R | F |

## E. BOARD BOGGLE

Preparation Time: 25 min. Assignment Time: 0 min.

Using popular board games or blank boards, have students build and play games that emphasize initial consonant sounds. One example would be to mark game-board squares with different consonants or digraphs; students would then choose cards with words or pictures on them. After identifying the consonant sound on the chosen card, the students would move his or her marker to the game-board square with the corresponding single consonant or consonant digraph.

## F. CRAZY CONSONANT CRITTERS

Preparation Time: 20 min. Assignment Time: 15 min.

To stress word differences based on initial consonant sounds, play a rhyming riddle game that involves animal characteristics. Give students a clue to help them solve the riddle. Students must think of a pair of rhyming words that vary by the sound of their initial consonants. Students can work in teams to create their own "Consonant Critters."

**Examples:**

1. Think of a rhyming name for a plump kitty. (FAT CAT)
2. Think of a rhyming name for an unusual grizzly. (RARE BEAR)
3. Think of a rhyming name for a large hog. (BIG PIG)
4. Think of a rhyming name for a plastic viper. (FAKE SNAKE)
5. Think of a rhyming name for a stingy lamb. (CHEAP SHEEP)
6. Think of a rhyming name for a lazy insect. (SLUG BUG)

# SOUND IDEAS: VOWELS

## Program Objectives

To reemphasize various rules of phonics related to vowels within and across short- and long-vowel families.

## Related Activities

Using words from the *Sound Ideas* program or using related words that emphasize the same decoding principles, develop a worksheet or game series that reemphasizes the skills presented in *Sound Ideas*.

### A. VOWEL-BOUND SPELL-DOWN

Preparation Time: 10 min. Assignment Time: 0 min.

Divide students into two groups, and engage them in a spelling bee that emphasizes specific vowel families. Spelling focuses on encoding strategies; using similar vowel types reinforces decoding principles.

**Examples:**

1. short *a:* man, rat, bag
2. short *e:* leg, bed, ten
3. short *i:* lip, six, ship
4. short *o:* box, mop, hot
5. short *u:* bus, cup, gum
6. long *a:* cake, mail, take
7. long *e:* feet, wheel, leaf
8. long *i:* white, pine, dime
9. long *o:* rope, boat, note
10. long *u:* ruler, glue, June

### B. FAMILY FLASH FACTS

Preparation Time: 15 min. Assignment Time: 10 min.

Make flash cards of word pairs that highlight the distinct decoding and encoding principles for short-vowel words versus those for long-vowel words using the silent "e." Be sure to place the short-vowel item on one side of the card and the corresponding long-vowel answer on the flip side. Working in pairs, have students change each item into the appropriate short- or long-vowel answer.

**Examples:**

1. HAT (HATE)
2. PIN (PINE)
3. ROD (RODE)
4. CUB (CUBE)
5. TAP (TAPE)
6. MOP (MOPE)
7. DIM (DIME)
8. KIT (KITE)

### C. READING RACERS

Preparation Time: 15 min. Assignment Time: 10 min.

Using pairs of empty cans marked for given long- and short-vowel families, have students sort word cards by the corresponding phonics rule. Teams of students can compete against each other, working to correctly and

completely sort their stack of cards first. When both teams have finished, each may check the accuracy of the other's work by reading through their short- and long-vowel cans.

**Examples:**

1. *a* Vowel Family - bag, cake, flag, bat, rake, rain, ham, pail
2. *e* Vowel Family - bed, feet, team, ten, pet, stem, wheel, bead
3. *i* Vowel Family - dime, six, hip, zipper, tie, write, flip, pin
4. *o* Vowel Family - top, rope, close, hot, boat, fox, goat, stop
5. *u* Vowel Family - blue, gum, mud, club, ruler, tune, bunny, sub

## D. RHYME RIDDLES

Preparation Time: 5 min. Assignment Time: 10 min.

To reinforce the principle of short- or long-vowel families, develop a worksheet series that highlights specific vowel and consonant patterns. Students provide the missing sound(s) to complete each rhyming-word family. They can work alone or compete against the clock to find the most combinations that rhyme.

**Examples:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. | CAT | (B)AT | (F)AT | (H)AT | (M)AT | (P)AT | (R)AT | (S)AT | (FL)AT |
| 2. | DIKE | (B)IKE | (H)IKE | (L)IKE | (M)IKE | (P)IKE | (STR)IKE | | |
| 3. | BED | (F)ED | (L)ED | (R)ED | (W)ED | (SL)ED | (SH)ED | (FL)ED | |
| 4. | HOLE | (M)OLE | (P)OLE | (R)OLE | (ST)OLE | (WH)OLE | | | |
| 5. | CUT | (B)UT | (H)UT | (N)UT | (R)UT | (STR)UT | (SH)UT | | |

## E. TONGUE TWISTER

Preparation Time: 10 min. Assignment Time: 10 min.

Using large sheets of bulletin-board paper, make a giant grid-like game board, five boxes across by five boxes down. Place a vowel symbol on each space in the grid. If short vowels are to be highlighted, use individual letter symbols. If long vowels are to be highlighted, note either the silent "e" or a digraph combination. Students play "Twister" in teams of three. One person gives commands, telling players to place specific body parts (hand, knee, foot, etc.) on the vowel marker that makes the "_____" sound. Whole words can also be used, with players matching the appropriate grapheme to the vowel sound in a sample word. Play continues until a student loses his or her balance and falls to the ground.

## F. WORD WIZARDS

Preparation Time: 10 min. Assignment Time: 0 min.

To review specific decoding principles, have students generate word lists for specific vowel families. (This could be planned as either an oral or a written task.) Divide students into teams that will compete against each other to create the longest list of related words.

**Examples:**

1. List all the short *a* words you can think of.
2. List all the long *u* words you can think of.
3. List all the long *e* words you can think of.

# SOUND IDEAS: WORD ATTACK

## Program Objectives

To reemphasize various rules of phonics related to initial and final consonant clusters and digraphs as well as those related to variant and invariant vowel digraphs. To stress the role of context in decoding words.

## Related Activities

Using words from the *Sound Ideas* program or using related words that emphasize the same decoding principles, develop a worksheet or game series that reemphasizes the skills presented in *Sound Ideas*.

### A. SUNNY SOUNDS

Preparation Time: 10 min. Assignment Time: 10 min.

Draw a large sun surrounded by six rays. Select various initial and final consonant clusters, and place each cluster in the center of the sun. Using a prepared bank of cards and some paper clips, have students sort the cards and attach them to the rays to demonstrate the selected decoding principle. By working in pairs, students can exchange their "Sunny Sounds" to check each other's work. Teams can also take turns explaining the phonics rule and reading the corresponding words to the larger group.

**Examples:**

1. initial *sp:* spurs, spark, spots, spider, spoon, spool
2. initial *fl:* flag, flower, floor, fly, flashlight, flute
3. initial *pl:* plow, plant, plays, plump, plate
4. final *st:* cast, ghost, nest, toast, vest, fast
5. final *mp:* lamp, stump, stamp, plump, camp, blimp
6. initial *str:* string, stripes, street, strong, strap, straw

### B. RODEO ROUNDUP

Preparation Time: 15 min. Assignment Time: 0 min.

Use selected consonant-digraph or consonant-cluster principles for each day's roundup activity. Read from a prepared list; have students shout "Ole´" when they hear a word that highlights the phonics rule in either its initial or its final position. To receive credit, the student must be able to spell the word. Clues in sentences can also be used, with students listening for the word within the body of a complete sentence.

**Examples:**

1. initial *scr:* scream, screw, scrape, scratch, screen, scribble
2. final *sh:* wish, bush, dish, flash, brush, fish
3. final *ck:* clock, truck, block, duck, brick, snack
4. initial *wr:* wrench, wreath, wrist, write, wrapper, wrong
5. initial *kn:* knight, knife, knows, knee, knob, knot
6. final *th:* teeth, mouth, path, wreath, earth, health

## C. SOUNDABOUT

Preparation Time: 20 min. Assignment Time: 0 min.

Divide students into two teams; give them clues for similar word pairs that demonstrate the students' understanding of decoding principles specific to vowel digraphs, consonant digraphs, and consonant clusters. Keep score on the board, listing correct answers for each team. The winning team must read its completed list correctly and must provide a definition for each word before claiming its victory.

**Examples:**

1. Which one do you eat from, a fish or a dish?
2. Which one rings, a phone or a bone?
3. Which one cleans you, a flower or a shower?
4. Which one do you cut, a chair or your hair?
5. Which one hurts your finger, a whistle or a thistle?

## D. MIXING MATCH-UPS

Preparation Time: 15 min. Assignment Time: 20 min.

This activity uses "flip books" to drill all vowel and consonant decoding strategies. Bind a seven-layer stack of construction paper together on one long edge, and cut it into three equal parts along the other long edge. Write the initial consonant clusters and digraphs in the left-hand section, the vowels and vowel digraphs in the middle section, and the final consonant markers in the right-hand section of the flip book. Have students work in pairs, flipping various section pages and listing as many "real word" combinations as possible. Pairs of student can also play against each other to create the longest list of "Mixing Match-ups." Several flip books can be made with different sound combinations for each type of skill practice.

**Examples:**

1. initial consonant clusters and digraphs: *pl, st, tr, sp, dr, br, cl*
2. single vowels and vowel digraphs: *a, ai, ee, i, o, oo, u*
3. final consonant markers: *p, sh, t, nk, ck, t, m*

   Word Bank: plop, plush, plot, plank, plumb, steep, stoop, stool, stash, stunk, stack, stick, stock, stuck, steel, stop, trap, trip, troop, trash, trot, trunk, trail, tram, trim, spat, spit, spank, spunk, spool, drip, droop, drop, drank, drink, drunk, drum, brash, brush, brat, brink, brick, brook, brim, broom, clap, clip, clop, clash, clock, cluck, clam, claim, clank

## F. BOUNTIFUL BLENDS

Preparation Time: 15 min. Assignment Time: 10 min.

To reinforce the concept of initial consonant clusters, develop a worksheet series that highlights word variations based on changing the initial consonant blends. Given the word endings, students provide the missing clusters to complete each sound family. Have students list on the board all the initial consonant clusters they can think of. The resulting list can be used as a reference for generating word families.

**Examples:**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | (CL)OWN | (BR)OWN | (FR)OWN | (CR)OWN | (DR)OWN | | | |
| 2. | (SK)ATE | (CR)ATE | (GR)ATE | (SL)ATE | (PL)ATE | (ST)ATE | | |
| 3. | (SW)ING | (ST)ING | (BR)ING | (STR)ING | (FL)ING | (SL)ING | (CL)ING | |
| 4. | (BL)OW | (CR)OW | (GR)OW | (FL)OW | (GL)OW | (SL)OW | (SN)OW | (ST)OW |
| 5. | (ST)AG | (FL)AG | (CR)AG | (BR)AG | (SN)AG | (SW)AG | | |

## G. VOWEL PALS

Preparation Time: 10 min. Assignment Time: 10 min.

To review advanced decoding and encoding principles, prepare a set of flash cards for students to use. Select words that begin with consonant clusters and that can independently form new words by simply removing one letter from the initial blend. Incorporate clues in sentence context to help students find the hidden "Vowel Pals." These cards can be used for self-drill, or students can work in pairs, reading clues and developing answers as a team.

**Examples:**

1. SNAIL Take away a letter to make a word that means something you hit with a hammer. (NAIL)
2. WHEEL Take away a letter to make a word that means a part of your foot. (HEEL)
3. SPOOL Take away a letter to make a word that means something you swim in. (POOL)
4. STREAM Take away a letter to make a word that means something that makes teapots whistle. (STEAM)
5. SWAY Take away a letter to make a word that means "to speak." (SAY)
6. BLOAT Take away a letter to make something that you sail in. (BOAT)

## H. WHEEL OF WORDS

Preparation Time: 15 min. Assignment Time: 15 min.

Prepare several cardboard circles, 12" in diameter, with a spinner attached to the center by a brad. Divide each circle into "pie slices," with the number of slices varying according to the number of selected sound combinations. For each slice of a given circle, write in the word-family combinations that highlight differences in either the initial or the final word markers. Different circles can provide encoding practice for either vowels or consonants.

**Examples:**

1. vowel digraph *ai:* ain, -ail, -ait, -aid, -air, -aint, -aist
2. vowel digraph *ee :* -eed, -eek, -eel, -eem, -een, -eep, -eer
3. final consonant *th :* -ath, -ith, -oth, -eeth, -ooth
4. final consonant *ck :* -ack, -eck, -ick, -ock, -uck
5. initial cluster *st :* sta-, stai-, ste-, stee-, stea-, sto-, stu-
6. initial cluster *tr :* tra-, trai-, tri-, tro-, troo-, tru-

# PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

While valuable for all beginning readers, *Sound Ideas* is especially beneficial to those students with specific handicaps that limit their mastery of basic skills. Because the program emphasizes overlearning and multisensory instructional strategies, it easily meets the special learning needs of these students. Here are some management suggestions that may assist in the introduction and utilization of *Sound Ideas:*

- **HEADPHONE HOOK-UPS** - *Sound Ideas* is designed for use with two different speech synthesizers. Headphone adaptations can be made easily for students needing increased auditory stimulation with less interference from extraneous noise. By using any available headphone setup with jack conversion for single or multiple headphone usage, these students can hear the computer – not the distractions – at all times.

- **FM AUDITORY** - Hearing-impaired students can listen to the system by using a dual-jack plug to connect the synthesizer to the teacher's FM unit. Computer-generated speech can thereby be transmitted via the most direct route: from the computer itself to the receiving unit of the hearing-impaired student.

- **NUMBER KNOW-HOW** - Students with visual and/or motor learning disabilities or cognitive deficits often become confused over the use of the **SPACE** bar to move the cursor versus the use of the **RETURN** key to finalize an answer. This problem can be eliminated by attaching a sticker marked "#1" to the **SPACE** bar and one marked "#2" to the **RETURN** key. The students will then know to make a selection before locking in a final response, thereby avoiding needless errors because of limited motor planning abilities.

- **FIRMWARE CARD** - For students with more severe motor disabilities, *Sound Ideas* can be used with the Adaptive Firmware Card (available from Adaptive Peripherals, 4529 Bagley Avenue North, Seattle, WA 98103). With the firmware card, severely disabled individuals can emulate keyboard entries by pressing a single switch. The switch can be adapted to head, foot, or finger movements.

  *Sound Ideas* and the firmware card can also be used with the Unicorn keyboard (available from Unicorn Engineering, 6201 Harwood Ave, Oakland, CA 94618). The Unicorn keyboard has a large touch-sensitive surface on which overlays can be attached. These overlays, which could be of enlargements of certain keys or pictures, make a larger, more visual entry device than the standard keyboard.

- **RF MODULATORS** - Although the graphics in *Sound Ideas* are large, clear, and detailed, the printed words may not be large enough for students with significant visual impairments. A standard, large-screen television can be used with an RF modulator to bypass the computer's smaller monitor. With the television positioned next to the computer and at the student's eye level, even the smallest print is enlarged enough to be read with ease.

# CORRELATING SOUND IDEAS WITH HOUGHTON MIFFLIN READING (1986)

## Sounds Ideas: Consonants

| DISK | LEVEL A<br>Getting Ready to Read | LEVEL B<br>Bells | LEVEL C<br>Drums | LEVEL D<br>Trumpets | LEVEL E<br>Parades |
|---|---|---|---|---|---|
| Disk 1 - *M* | Lesson 1 | | | | |
| Disk 2 - *P* | Lesson 7 | | | | |
| Disk 2 - *S* | Lesson 1 | | | | |
| Disk 2 - *T* | Lesson 2 | | | | |
| Disk 3 - *B* | Lessons 3, 6 | | | | |
| Disk 3 - *C/K* | Lessons 3, 6 | | | | |
| Disk 3 - *N* | Lesson 2 | | | | |
| Disk 3 - *R* | Lesson 6 | | | | |
| Disk 4 - *F* | Lesson 5 | | | | |
| Disk 4 - *J* | Lessons 3, 4, 6 | | | | |
| Disk 5 - *D* | Lessons 5, 6 | | | | |
| Disk 5 - *G* | Lesson 5 | | | | |
| Disk 5 - *H* | Lesson 5 | | | | |
| Disk 6 - *L* | Lessons 5, 8 | | | | |
| Disk 6 - *V* | Lesson 7 | | | | |
| Disk 6 - *W* | Lesson 7 | | | | |
| Disk 7 - *TH* | | | Lessons 5, 12, 16 | Lesson 5 | |
| Disk 7 - *SH* | | | | Lessons 12, 14 | Lesson 6 |
| Disk 7 - *CH* | | | Lessons 15, 16 | Lesson 5 | |

## Sound Ideas: Vowels

| DISK | LEVEL A<br>Getting Ready to Read | LEVEL B<br>Bells | LEVEL C<br>Drums | LEVEL D<br>Trumpets | LEVEL E<br>Parades |
|---|---|---|---|---|---|
| Disk 1 - short *a* | | | | Lesson 4, 6, 10 | Lesson 3 |
| Disk 1 - long *a* | | | | Lesson 4, 6, 10 | Lesson 3 |
| Disk 2 - short *e* | | | | | Lesson 5, 8 |
| Disk 2 - long *e* | | | | | Lesson 6, 8 |
| Disk 3 - short *i* | | | | | Lesson 8, 11 |
| Disk 3 - long *i* | | | | | Lesson 9, 11 |
| Disk 4 - short *o* | | | | | Lesson 12, 16 |
| Disk 4 - long *o* | | | | | Lesson 14, 16 |
| Disk 5 - short *u* | | | | | Lesson 16, 18 |
| Disk 5 - long *u* | | | | | Lesson 16, 18 |
| Disk 5 - vocalic *y* | | | | | Lesson 19 |

**NOTE:** Extended practice applications correspond to the following lessons:

| | |
|---|---|
| Level F (Carousels) | Lesson 1, 10, 13 |
| Level G (Adventures) | Lesson 6, 8, 12, 14, 21 |
| Level H (Discoveries) | Lesson 16, 22 |
| Level I (Caravans) | Lesson 5 |

# Sound Ideas: Word Attack

| DISK | LEVEL B Bells | LEVEL C Drums | LEVEL D Trumpets | LEVEL E Parades | LEVEL F Carousels | LEVEL G Adventures | LEVEL H Discoveries | LEVEL I Caravans |
|---|---|---|---|---|---|---|---|---|
| **Disk #1 - Ending Consonants** | | | | | | | | |
| *K* | Lessons 10, 12, 15, 17 | Lessons 3, 8 | Lesson 2 | | | | | |
| *D* | Lessons 10 12, 15, 17 | Lessons 7, 8 | Lesson 2 | | | | | |
| *T* | Lessons 4, 6, 9, 17 | Lessons 2, 8 | Lesson 2 | | | | | |
| *N* | Lessons 6, 8, 9, 17 | Lessons 2, 8 | Lesson 2 | | | | | |
| *P* | | | Lesson 2 | | | | | |
| *G* | Lessons 15, 7, 17 | Lessons 7, 8 | Lesson 2 | | | | | |
| **Disk #2 - *R* Blends** | | | | | | | | |
| *BR* | | | Lessons 7, 9, 13 | Lesson 5 | | | | |
| *FR* | | Lessons 7, 9, 11 | Lesson 13 | | | Lesson 13 | | |
| **Disk #3 - *L* Blends** | | | | | | | | |
| *BL* | | | | | Lessons 14, 16, 18 | | | |
| *FL* | | Lessons 7, 9, 11 | Lesson 13 | | Lesson 18 | Lesson 13 | | |
| *GL* | | | | | Lessons 14, 16, 18 | | | |
| *PL* | | | Lessons 9, 11, 13 | | | | | |
| *SL* | | | | | Lessons 14, 16, 18 | | | |

## Word Attack (cont.)

| DISK | LEVEL B Bells | LEVEL C Drums | LEVEL D Trumpets | LEVEL E Parades | LEVEL F Carousels | LEVEL G Adventures | LEVEL H Discoveries | LEVEL I Caravans |
|---|---|---|---|---|---|---|---|---|
| **Disk #4 - *S* Clusters** | | | | | | | | |
| *SC* | | | | Lesson 20 | Lessons 2, 18 | | | |
| *ST* | | | Lessons 10, 12 | Lesson 4 | Lessons 2, 18 | | | |
| *STR* | | | | | | Lessons 12, 14, 17 | Lesson 3 | |
| *SPR* | | | | | | Lessons 12, 14, 17 | Lesson 3 | |
| **Disk #5 - Consonant Digraphs** | | | | | | | | |
| *TH* | | Lessons 5, 12, 16 | Lesson 5 | | | | | |
| *CH* | | Lessons 15, 16 | Lesson 5 | | | | | |
| *SH* | | | | Lessons 12, 14 | Lesson 6 | | | |
| *CK* | | | | Lessons 8, 10, 14 | Lesson 13 | | | |
| *WR* | | | | | Lessons 7, 9, 13 | | | |
| *KN* | | | | Lessons 11, 15 | Lesson 13 | | | |
| *MB* | | | | | | | | |
| **Disk #6 - Vowel Digraphs** | | | | | | | | |
| *AI* | | | | | Lessons 2, 4, 9 | Lesson 3 | | Lesson 18 |
| *EA* | | | | | Lessons 10, 12, 18 | Lesson 6 | | Lesson 20 |
| *EE* | | | | | | | | Lesson 20 |
| *QA* | | | | | Lessons 13, 15, 18 | Lesson 3 | | Lesson 20 |
| *OO* | | | | | Lessons 6, 8, 14 | Lesson 6 | | Lesson 18 |

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