

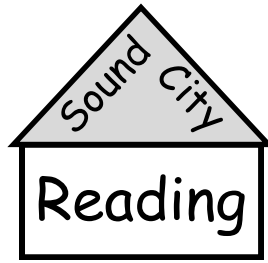


Manuscript Handwriting

Aa Bb Cc

For Beginners

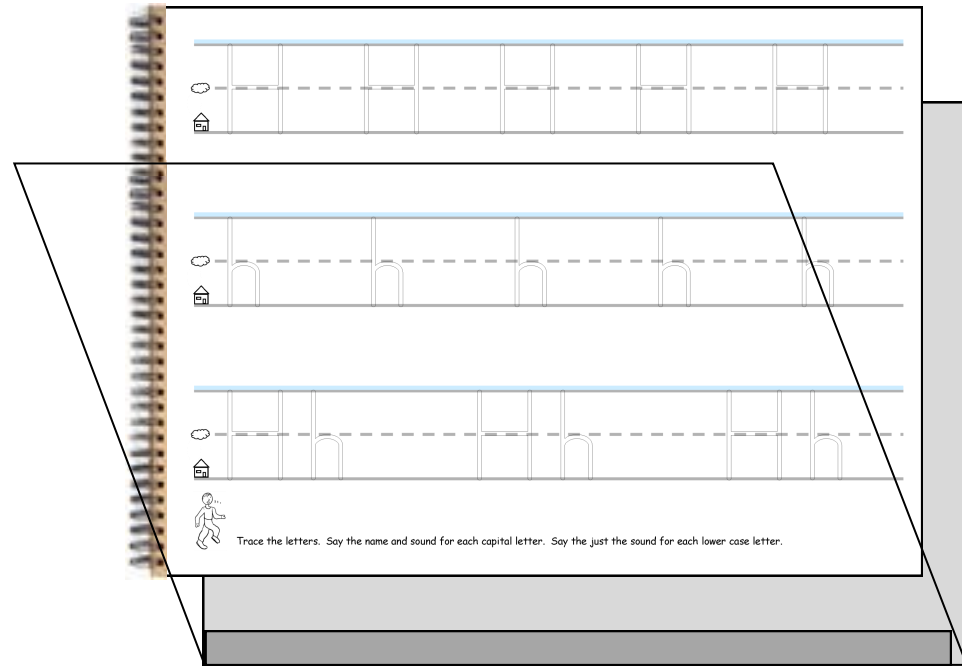
Trace Large And Small Letter Outlines On Lined Paper



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To use these pages with dry-erase markers, tape a clear plastic cover sheet to a piece of cardstock along the bottom edge, so that the two pieces open like a hinge. Place this over a page in this book, with the clear sheet lying flat on the work sheet, and the card stock behind the worksheet. Students can use a fine tipped dry-erase marker to trace the letters. You can use the clear cover sheet over the blank lines for students to practice writing letters without the letter models.

More materials and information may be found www.soundcityreading.net.

The fonts used in producing this book can be purchased from Educational Fontware, Inc, at 1-800-806-2155 or <http://www.educationalfontware.com>.

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Teaching Notes

1. Read the related section of the sound story aloud for each letter as you introduce it. A larger version of the sound story is available. Point to each picture and say the sound. Have students repeat. Explain that these letters represent the same sound in words. Point to each letter and have students repeat the sound. Point out that there are two versions of each letter, capital and lower case.
2. Work directly with the students as they complete the handwriting pages. Assist as needed.
3. The large letter patterns are to be finger traced. Demonstrate the correct letter formation several times, explaining where to start, which direction to go, and where to stop, bump, change directions, or retrace. Have students trace the large letter patterns with one or two pointed fingers, moving their entire arm. They should name the capital letter and give its sound, "Capital T, /t/," each time they trace. They should only say the sound for lower case letters. Each pages shows the correct letter formation.
4. The small letter patterns may be traced with a pencil. Show students how to hold the pencil correctly. Demonstrate again how to form each letter. Assist students as needed to help them trace the letters correctly.
5. If you prefer, place a clear cover overlay over the page with the small letters. Students may trace the letters using a dry-erase marker instead of writing with a pencil.
6. Follow up by having students write new and review letters with a pencil on plain lined paper. If a student has trouble forming a letter, write a model letter with a red pencil for the student to trace and then copy.
7. Students may also write on a clear cover sheet over the large or small lines in this book using a dry-erase marker. Give the sound for each letter, and have students repeat the sound while writing the letter. Continue to model and assist as needed. Mistakes can be easily erased and rewritten by the student.
8. The handwriting introduction pages in this book are included in *Learning The Alphabet, Books 1 and 2*.



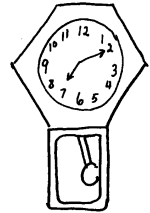
A Sound Story

About Audrey and Brad

Part 1

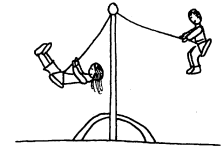
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.

T t



"Hey, Mom," said Brad. "Can we walk down to the park?"
 "Yes," said Mom. "But we must be back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)

I i



Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."

H h



They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)

I i



Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."

L l



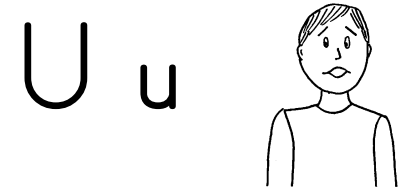
Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.



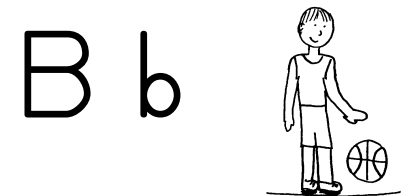
As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing its way into the house around the front door, “wwwww.”



“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)



They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.



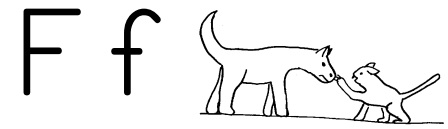
After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.



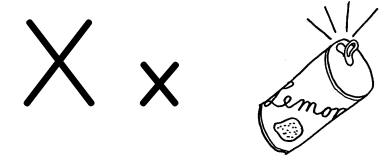
Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



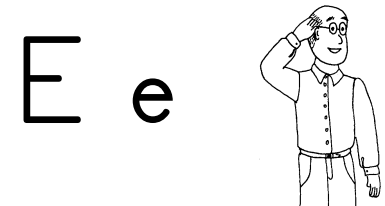
The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.



After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)



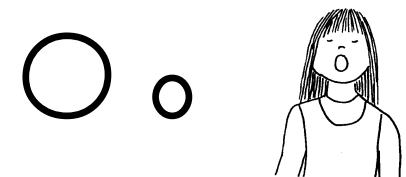
The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.



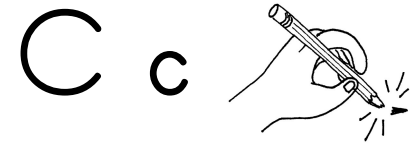
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.



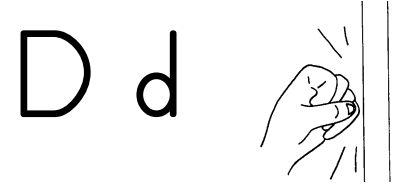
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)



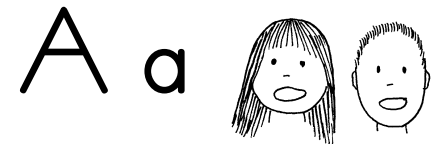
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.



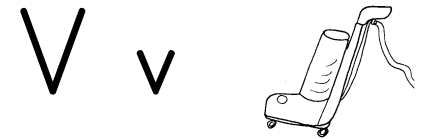
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.



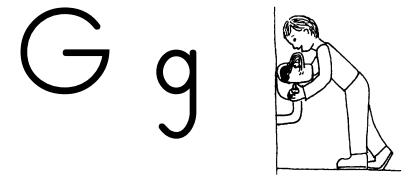
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up."
(a/ant)



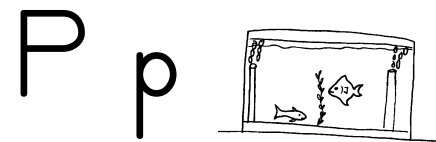
The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."



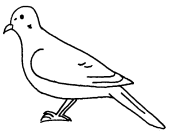
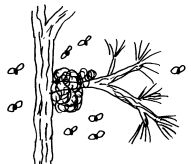


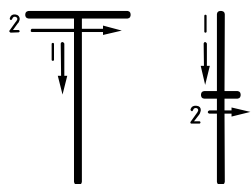
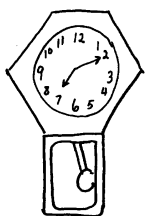
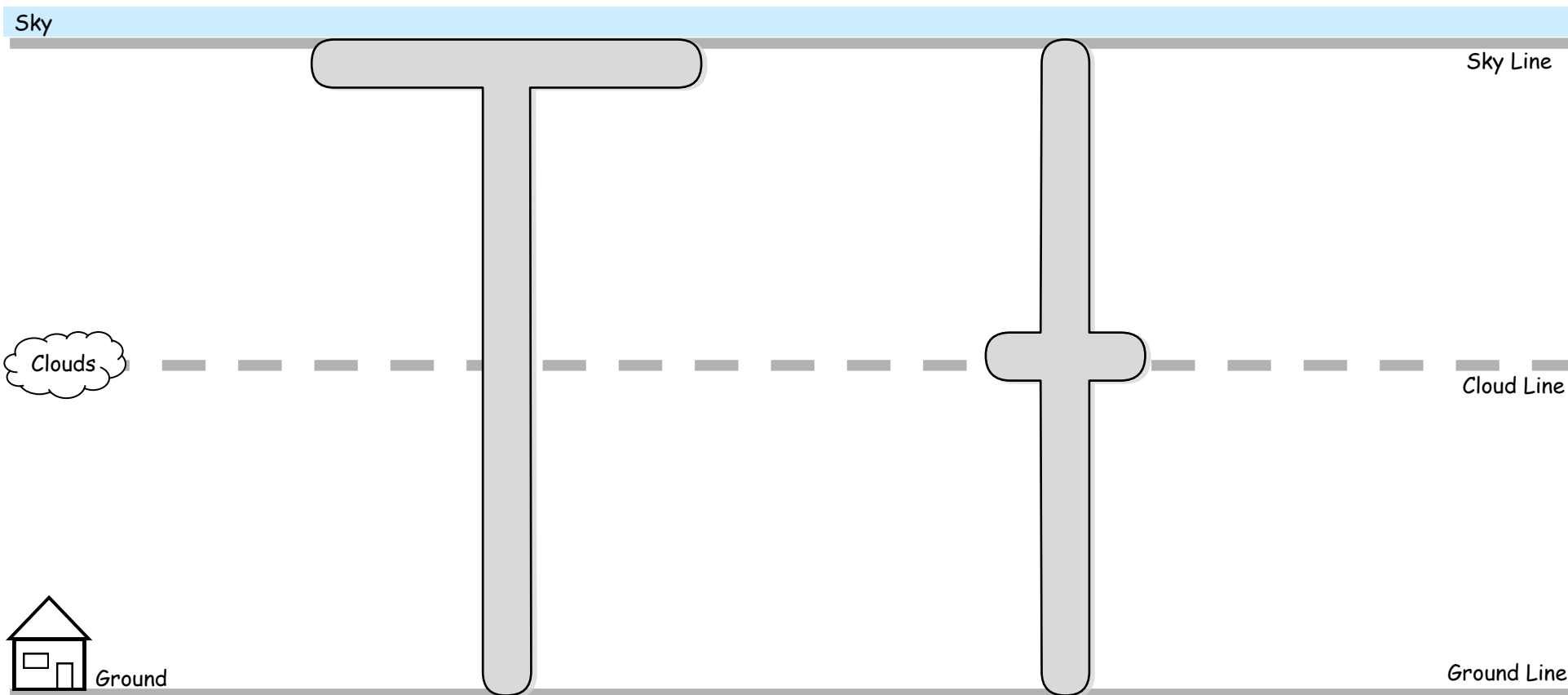
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.



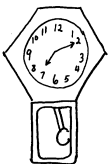
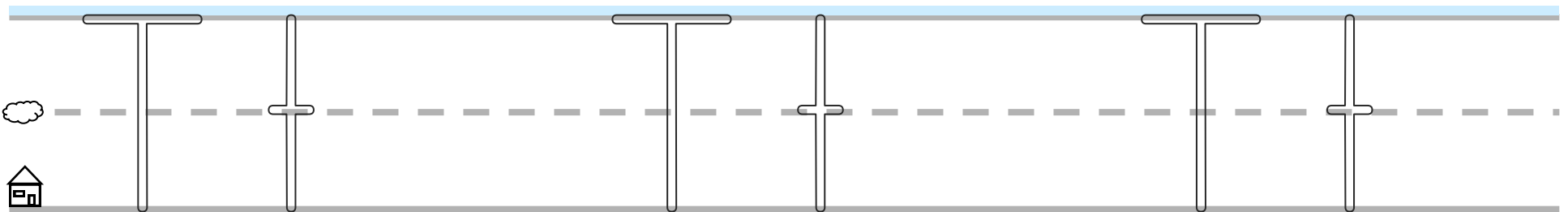
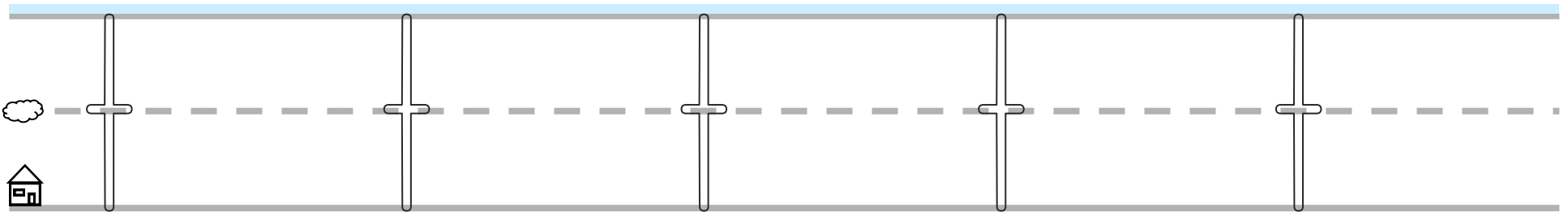
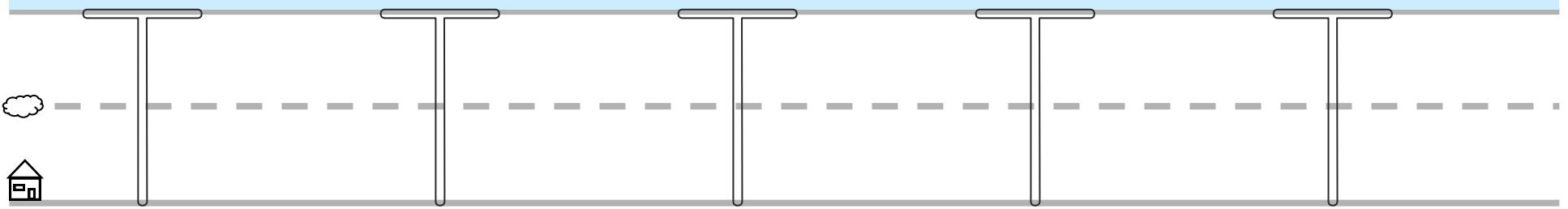
When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air pump pushing air into the water.



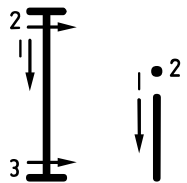
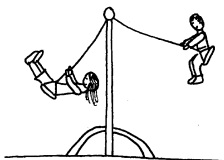
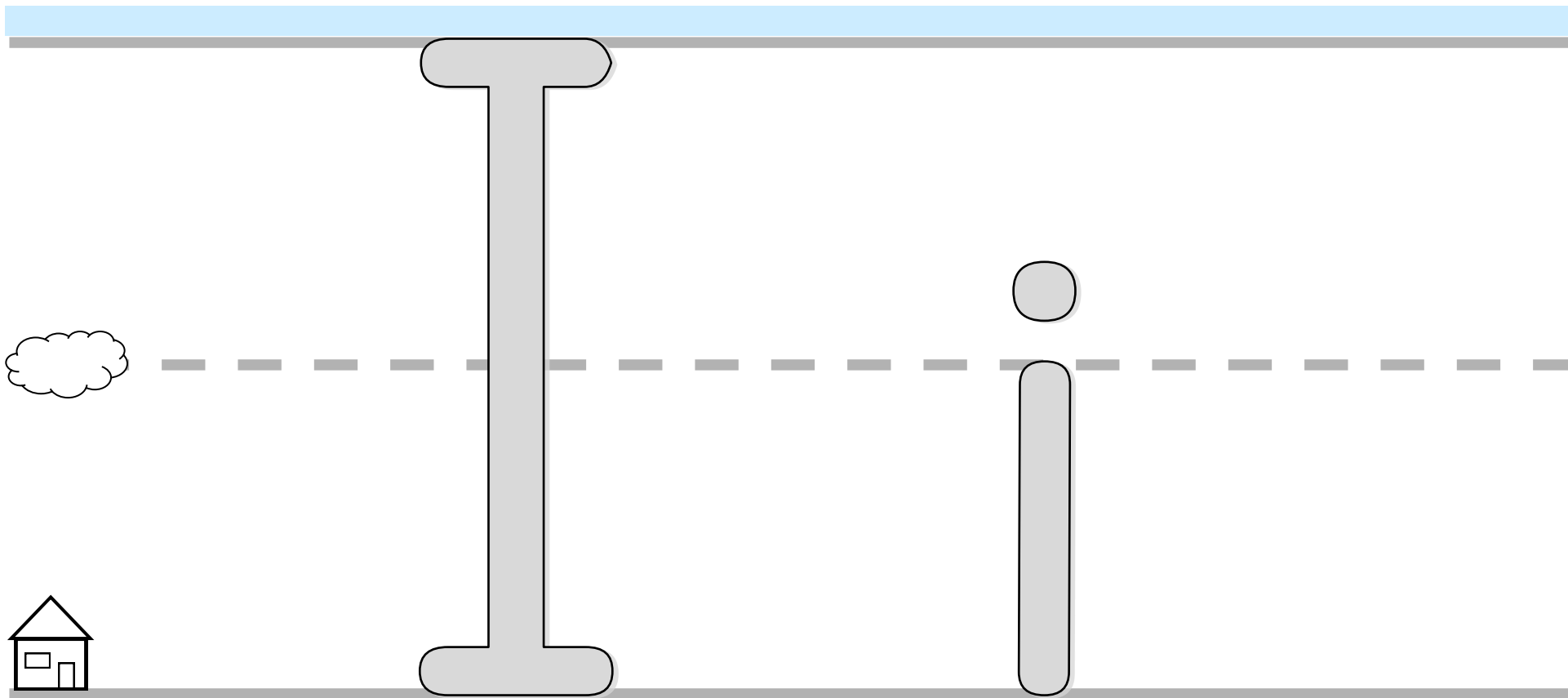
<p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>	<p>K k </p>
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>	<p>Y y </p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."</p>	<p>Q q </p>
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>	<p>Z z </p>
<p>Read this story aloud to the students so that they will become familiar with the sounds for the sound pictures and related capital and lower case letters. Explain that the sound picture shows us the sound for each letter.</p>	



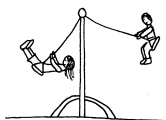
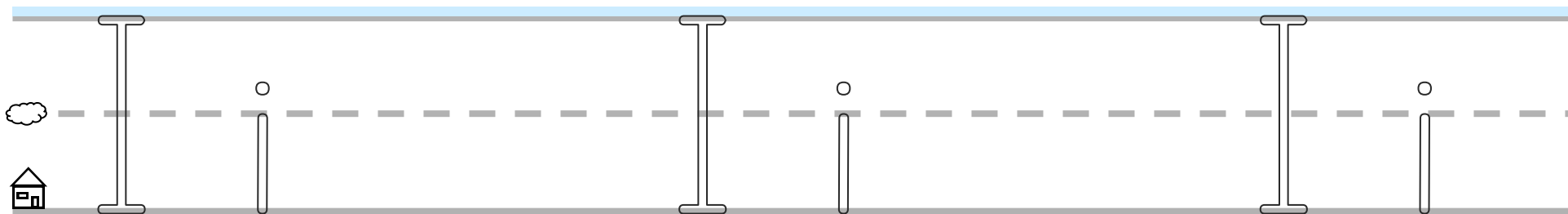
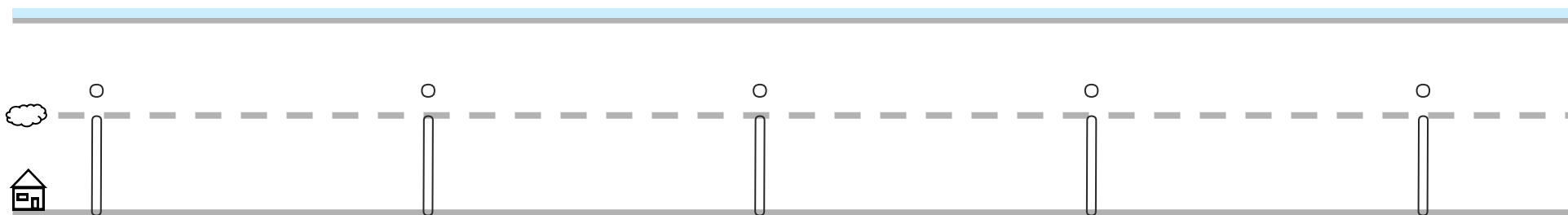
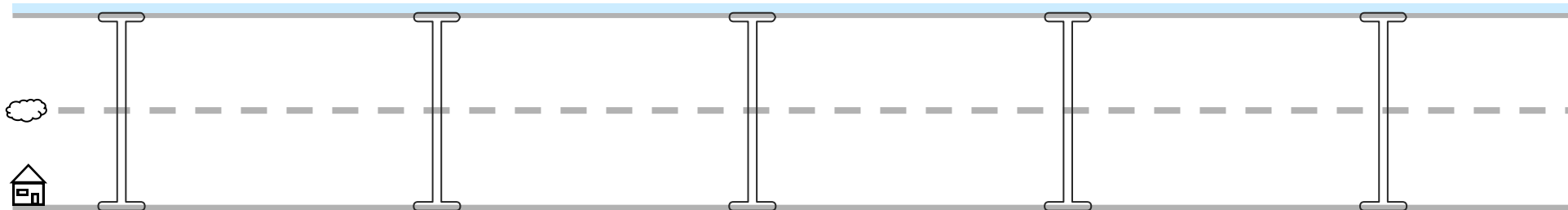
Trace each letter several times using one or two fingers. Say the letter name and sound for each capital letter every time you trace it. Say the just the sound for each lower case letter every time you trace it.



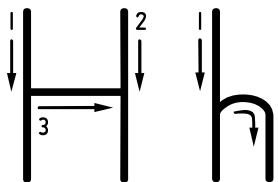
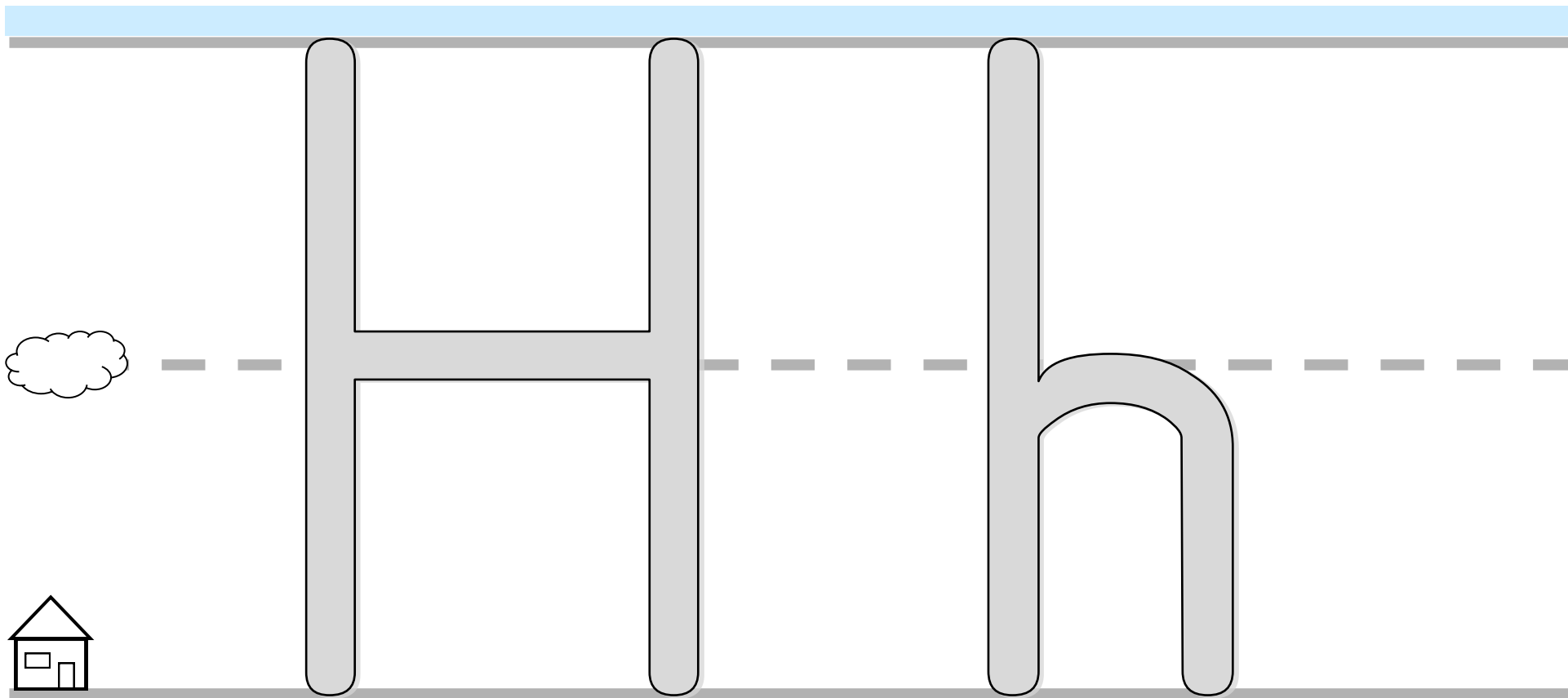
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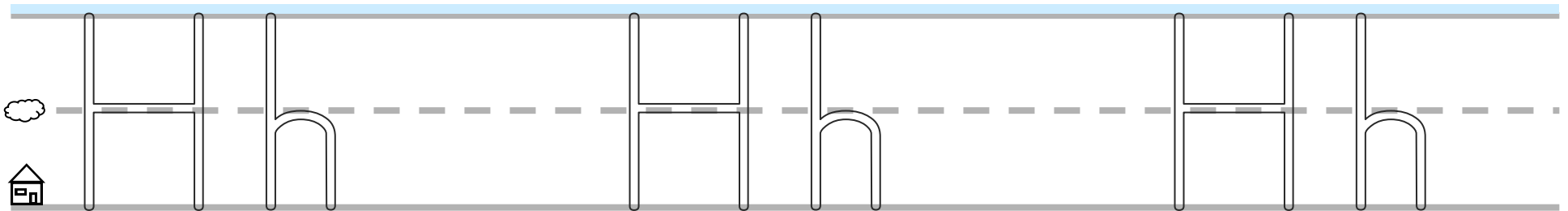
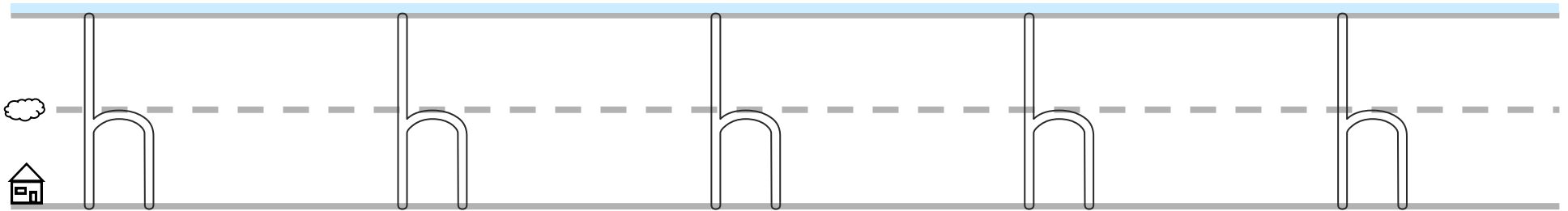
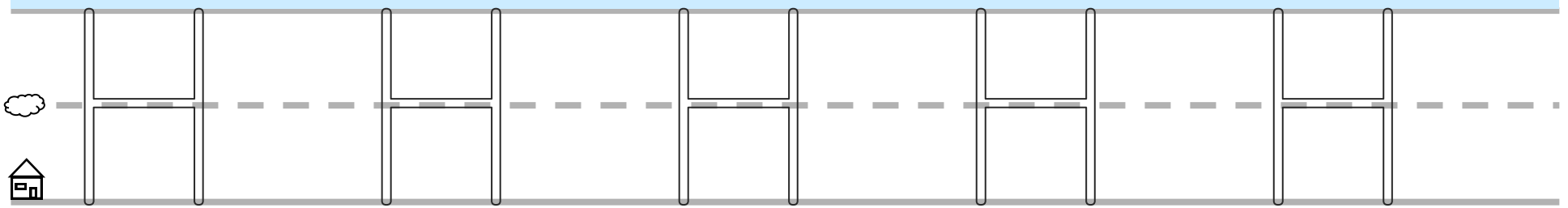
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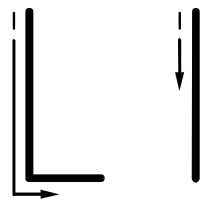
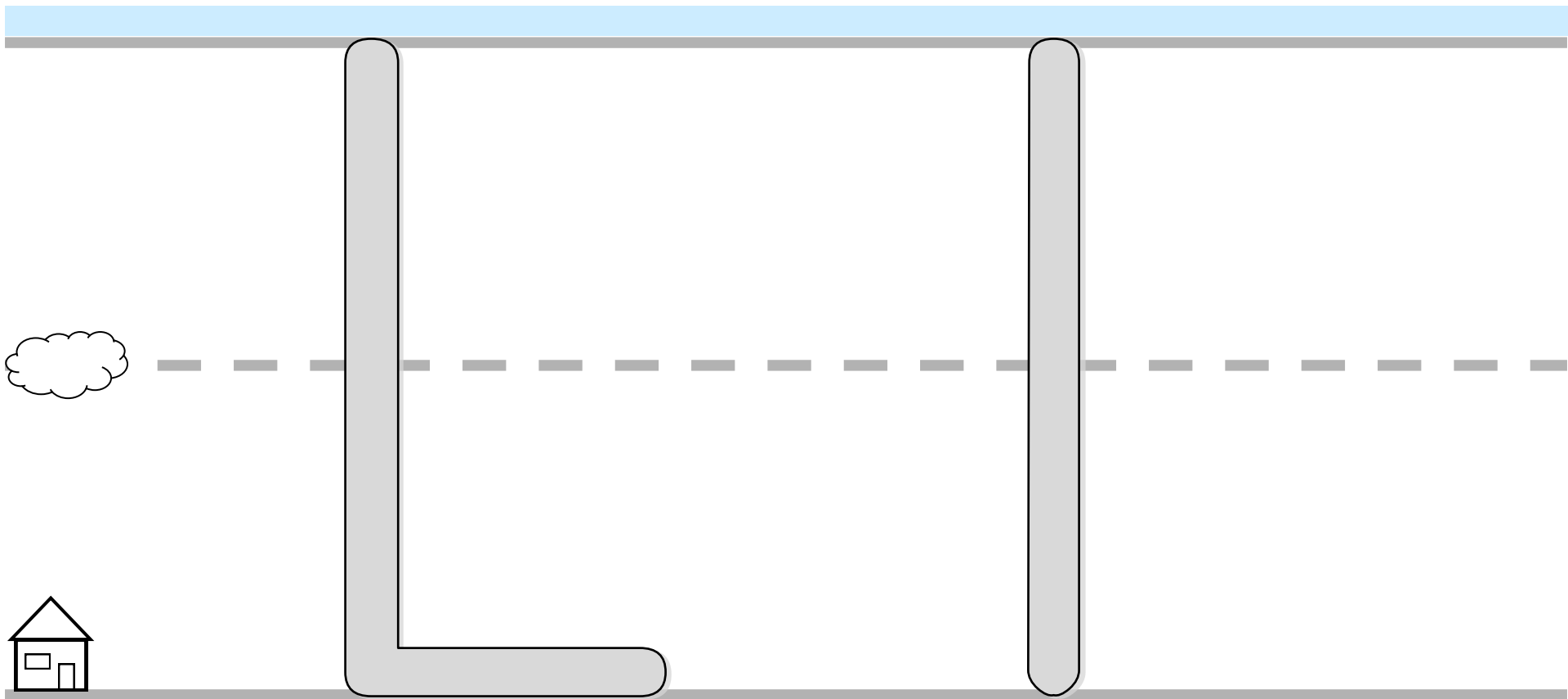
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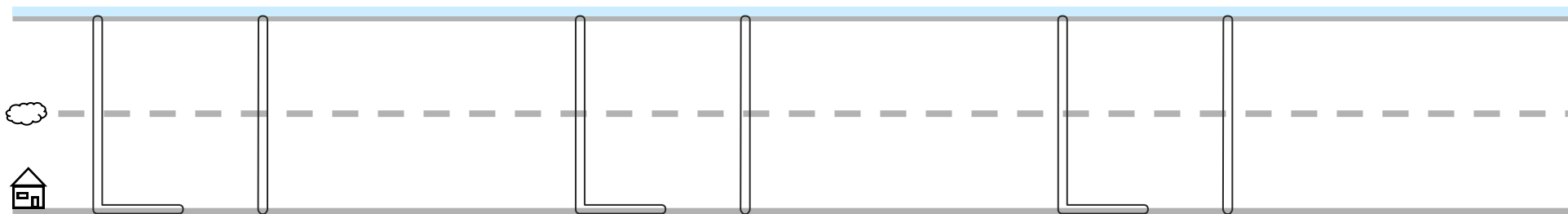
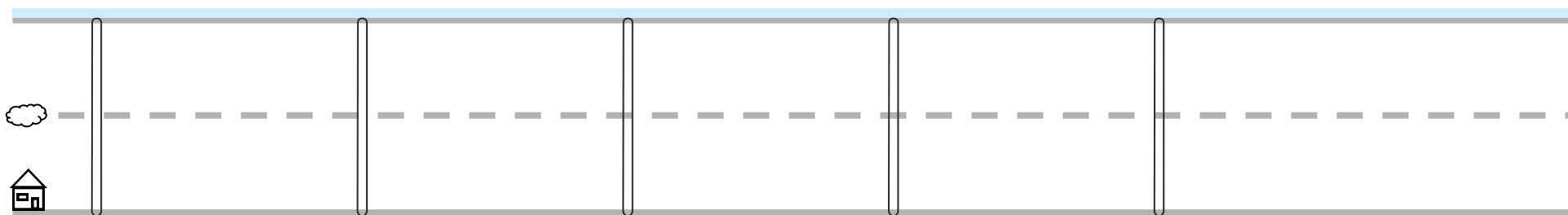
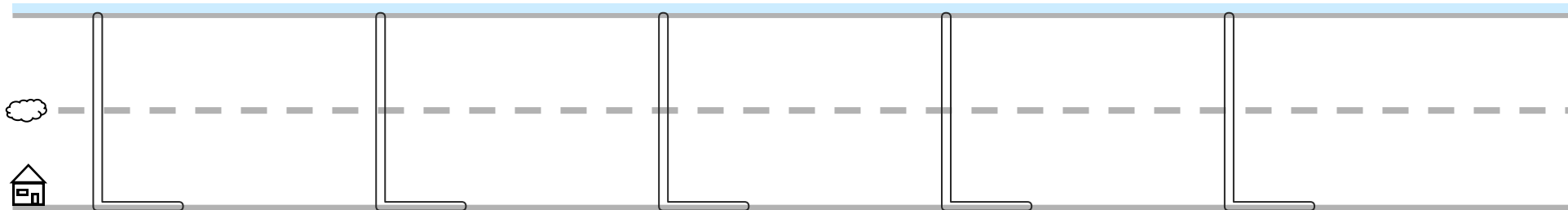
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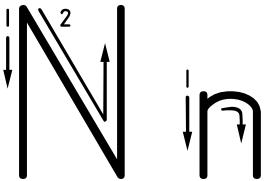
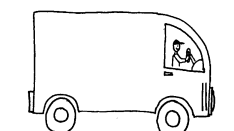
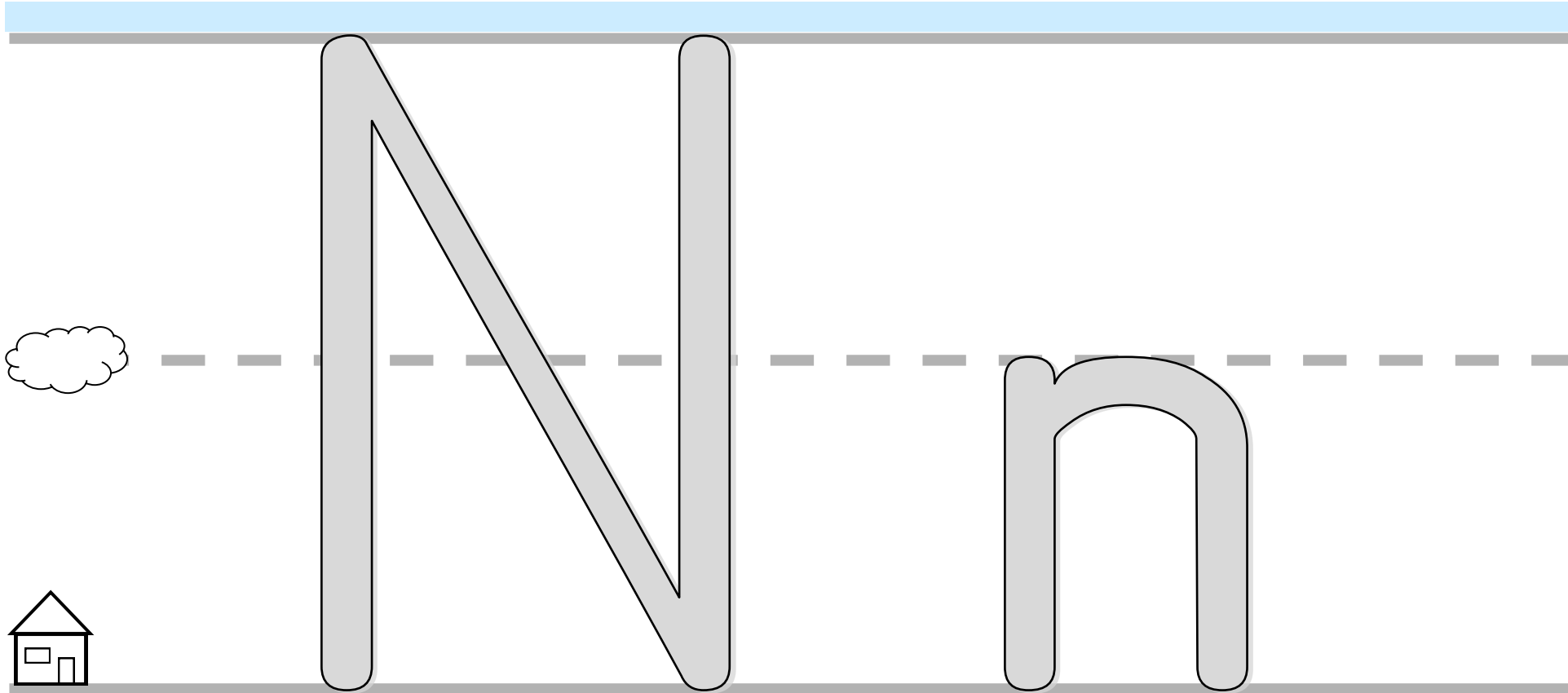
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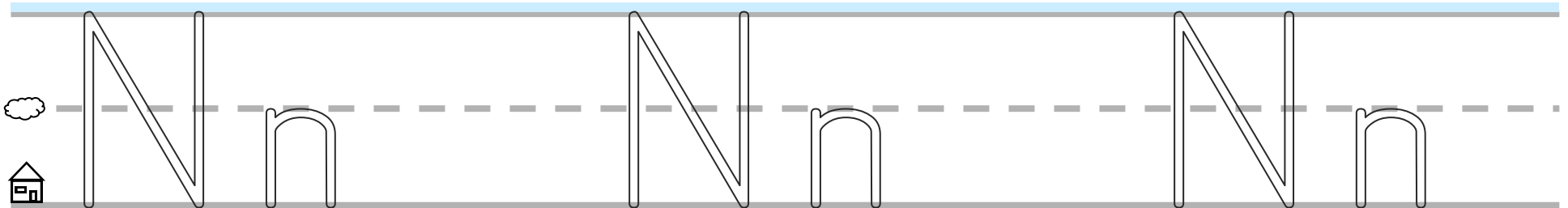
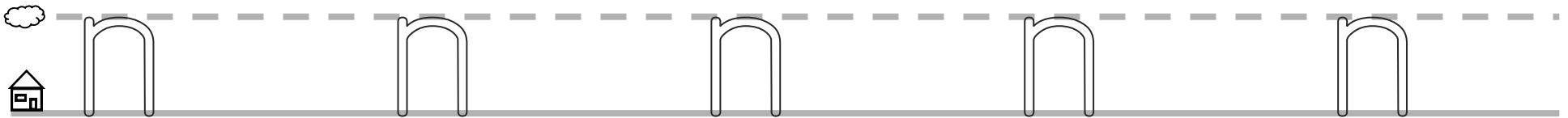
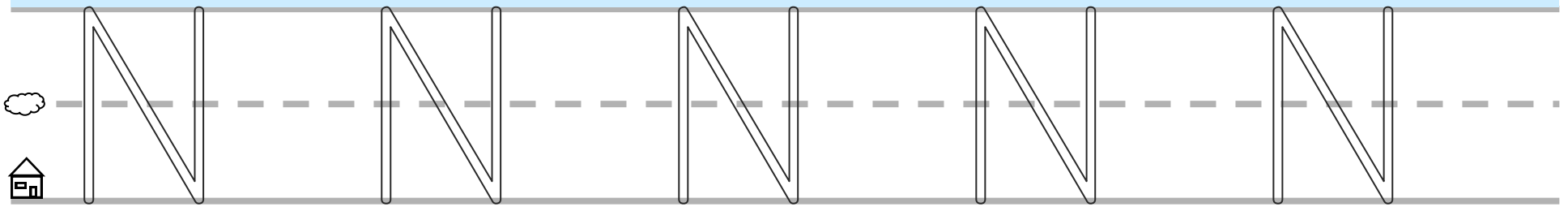
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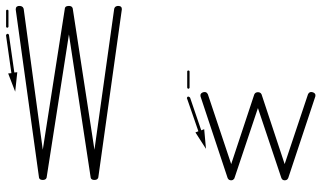
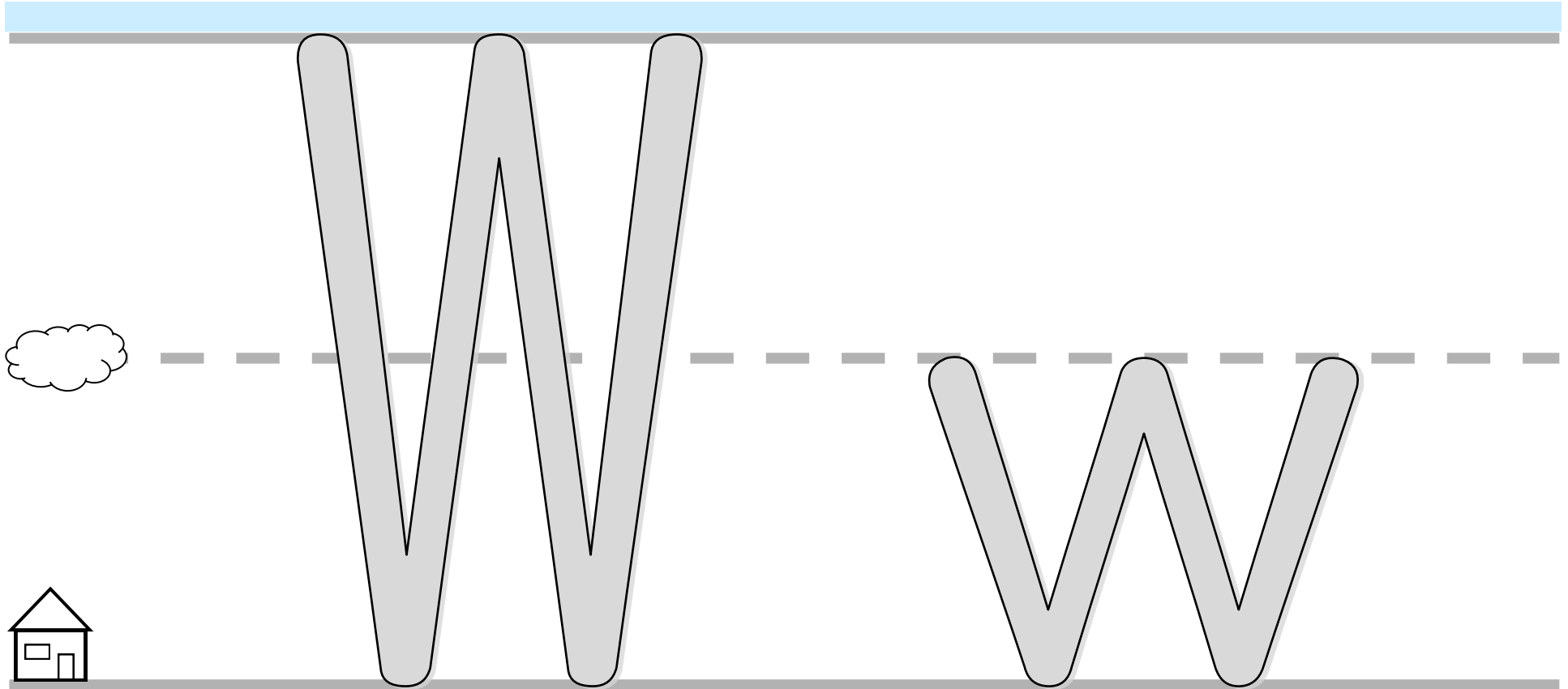
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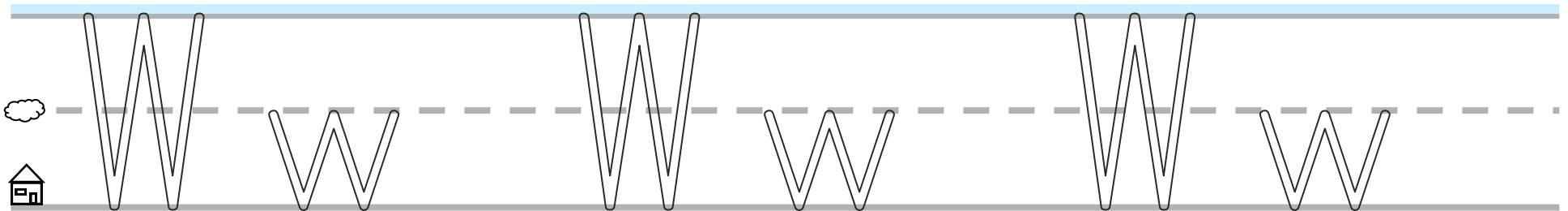
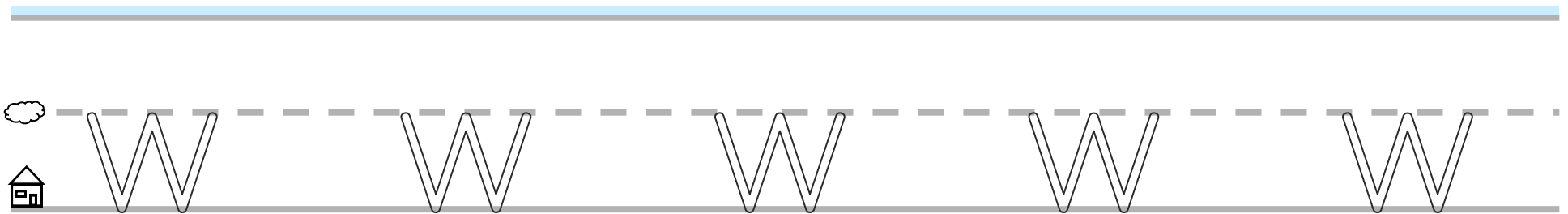
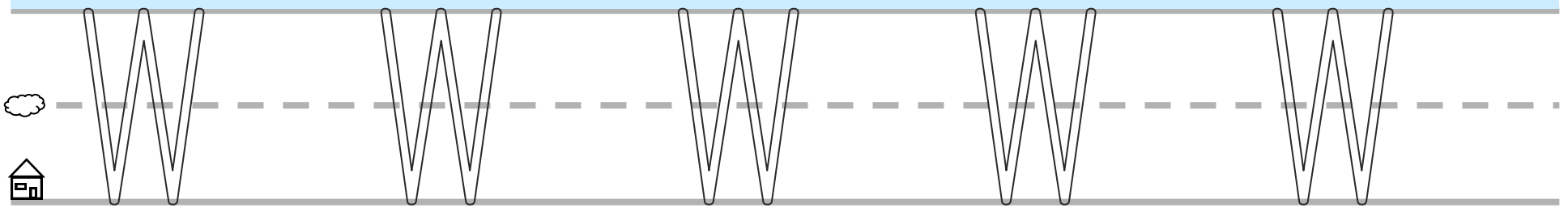
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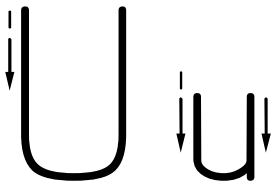
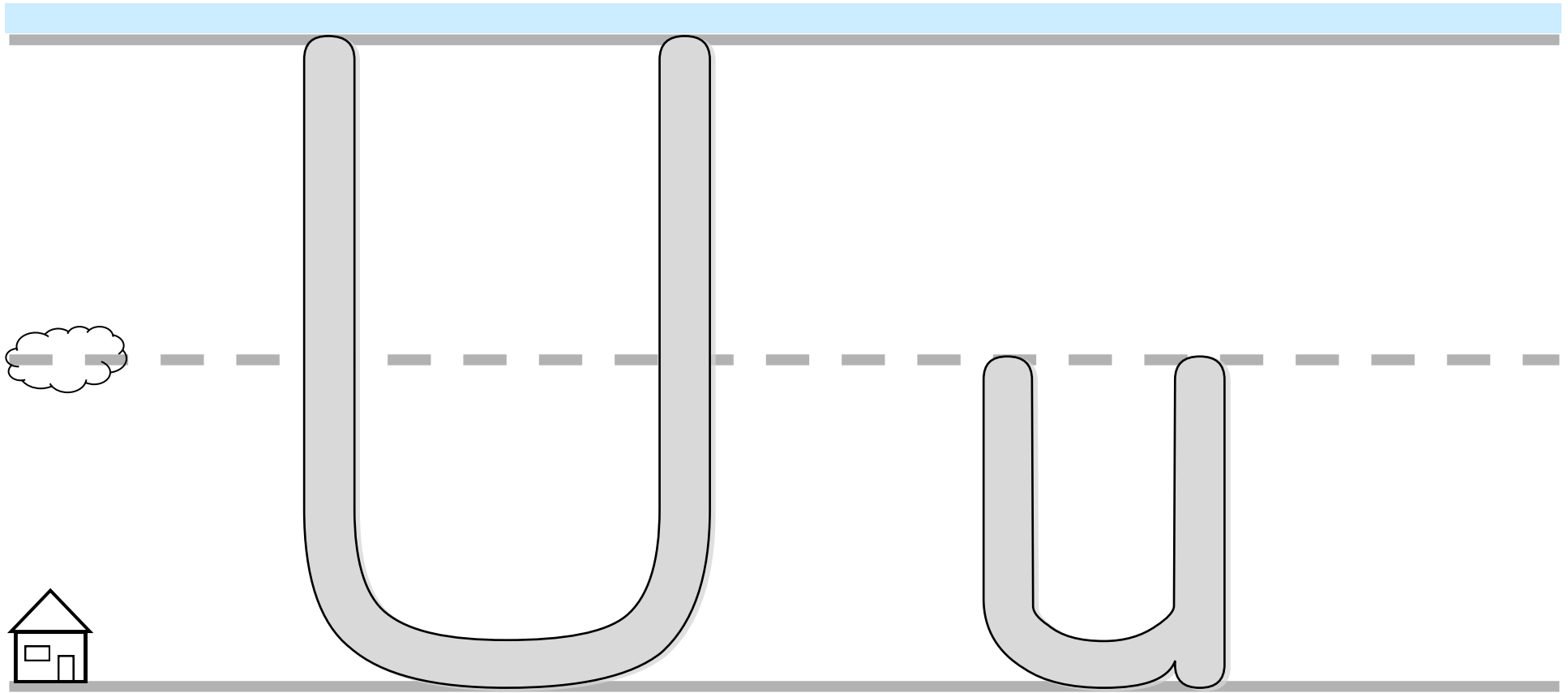
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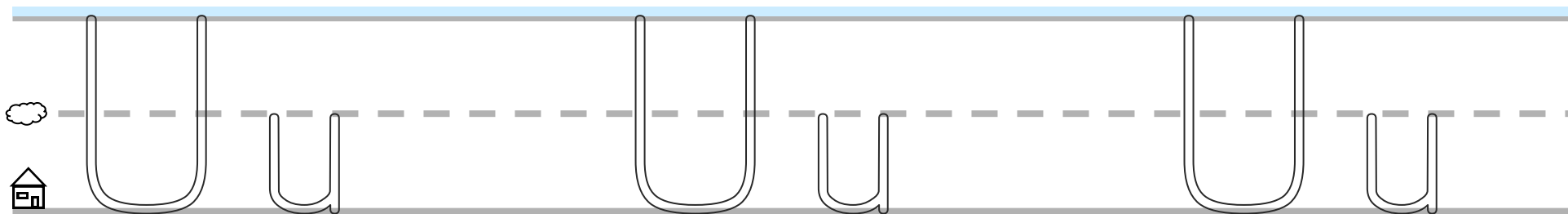
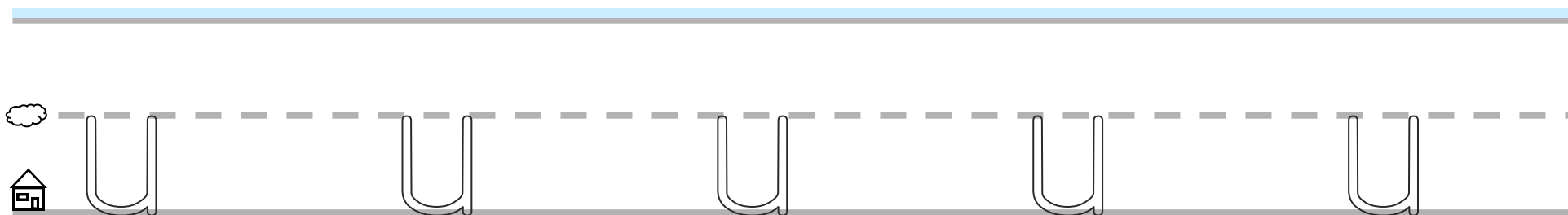
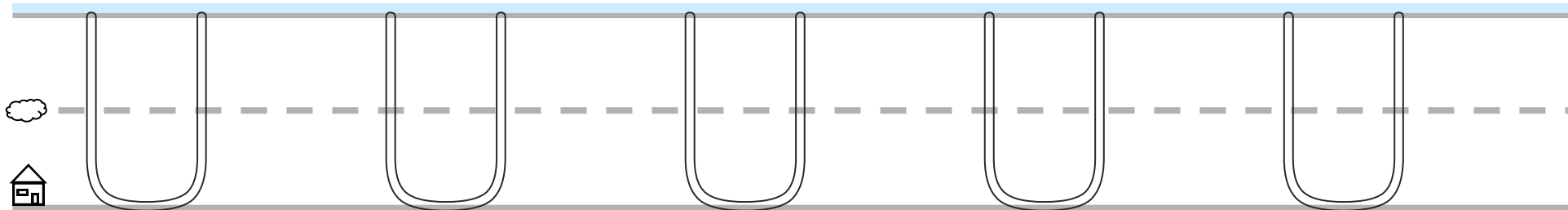
Trace each letter several times using one or two fingers. Say the letter name and sound for each capital letter every time you trace it. Say the just the sound for each lower case letter every time you trace it.



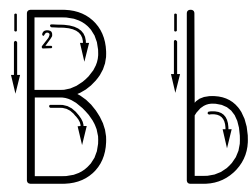
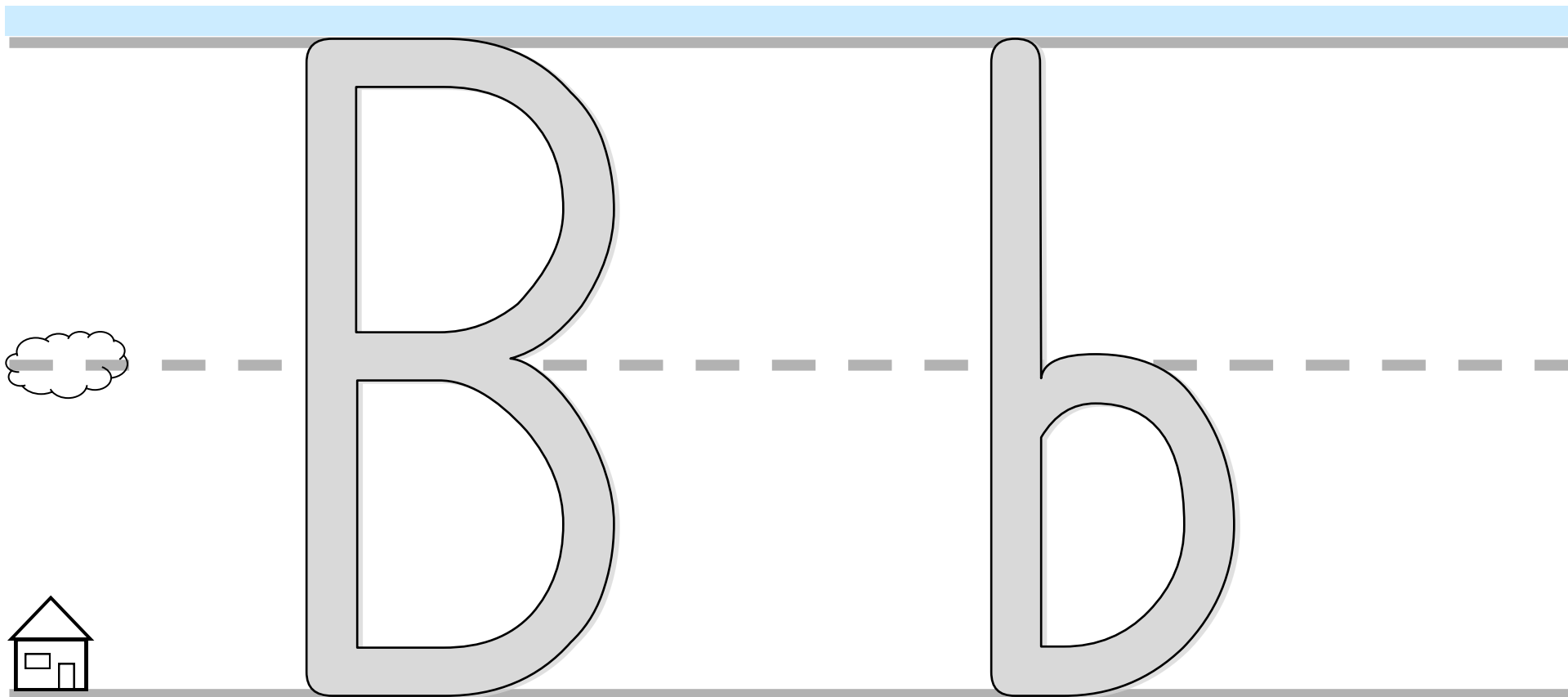
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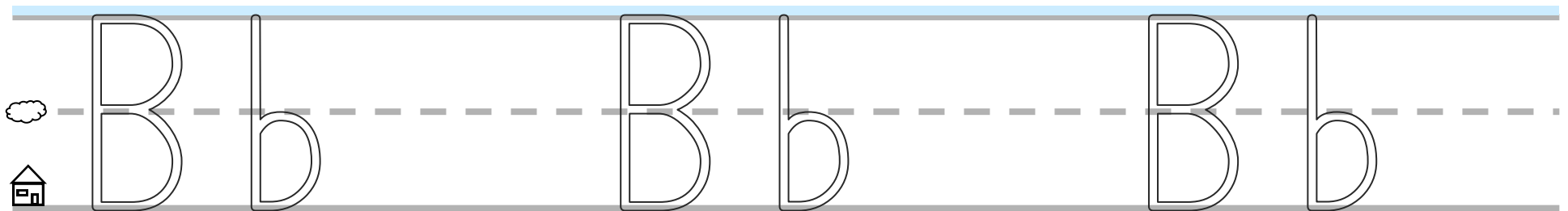
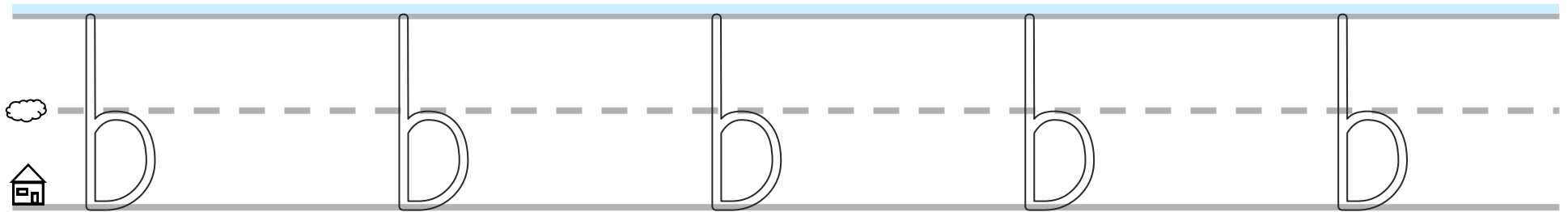
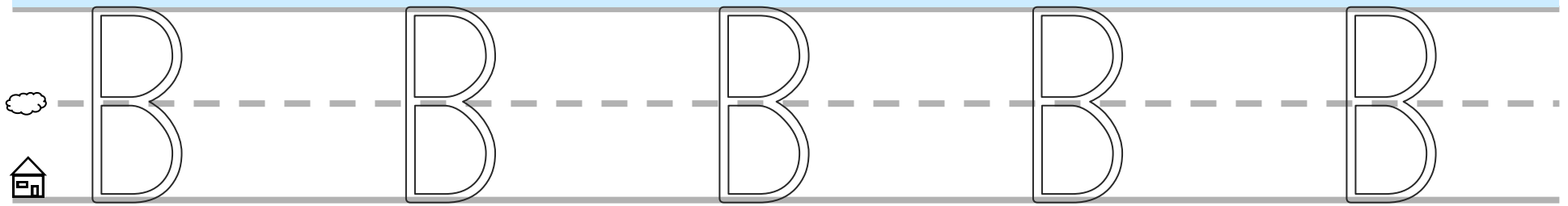
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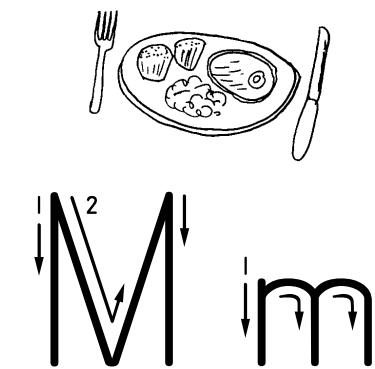
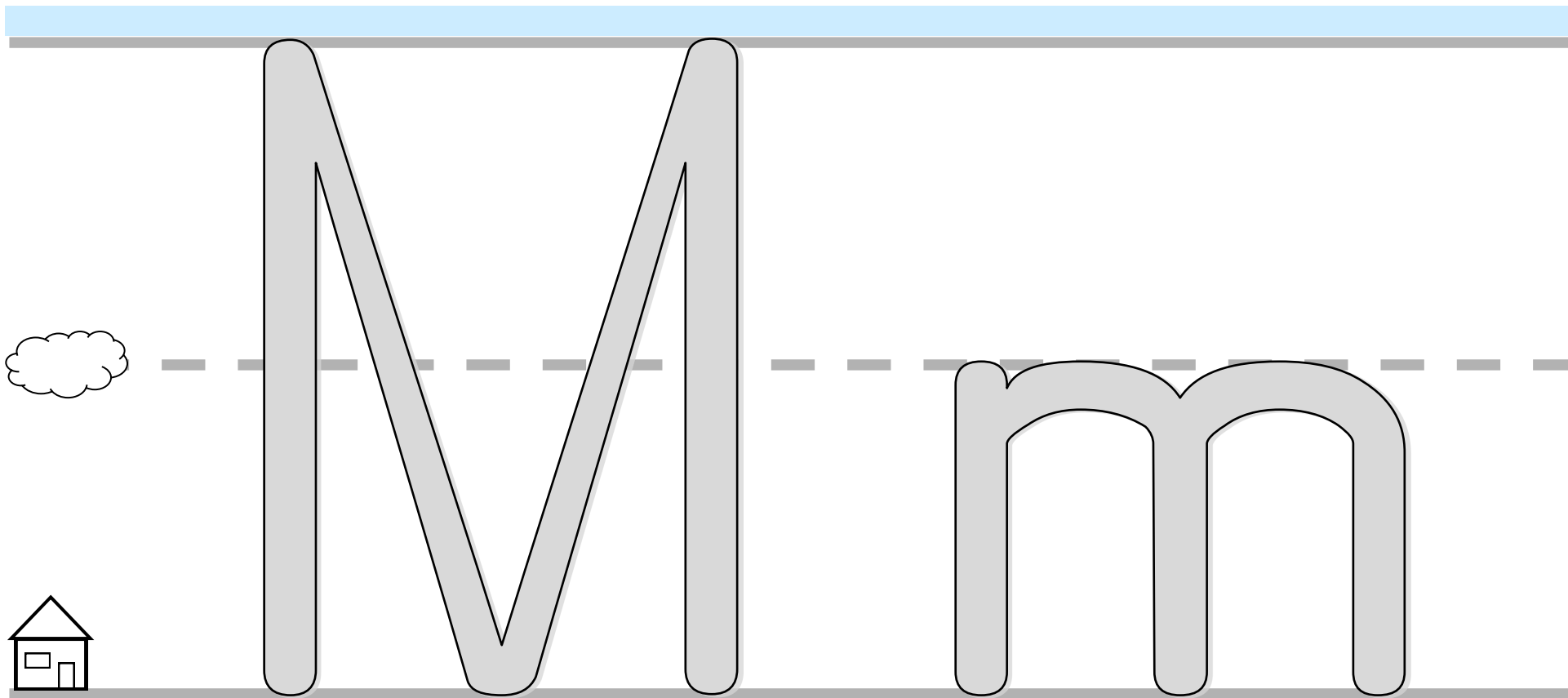
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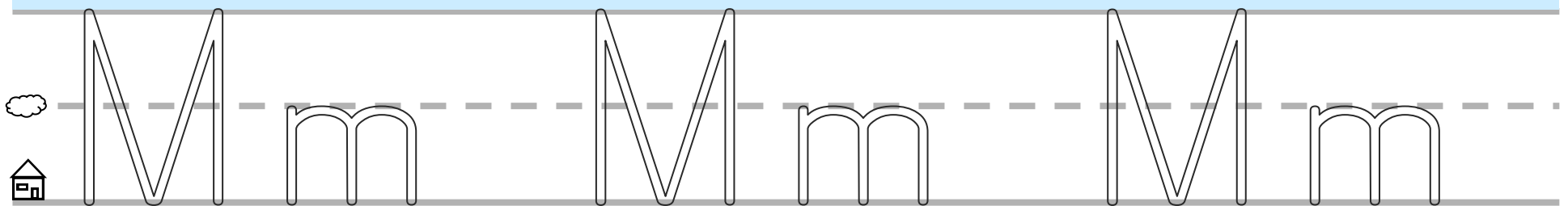
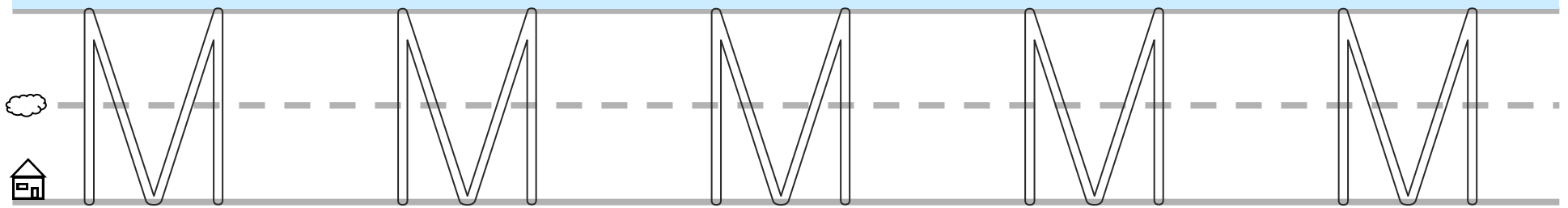
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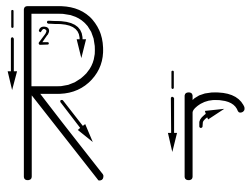
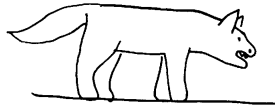
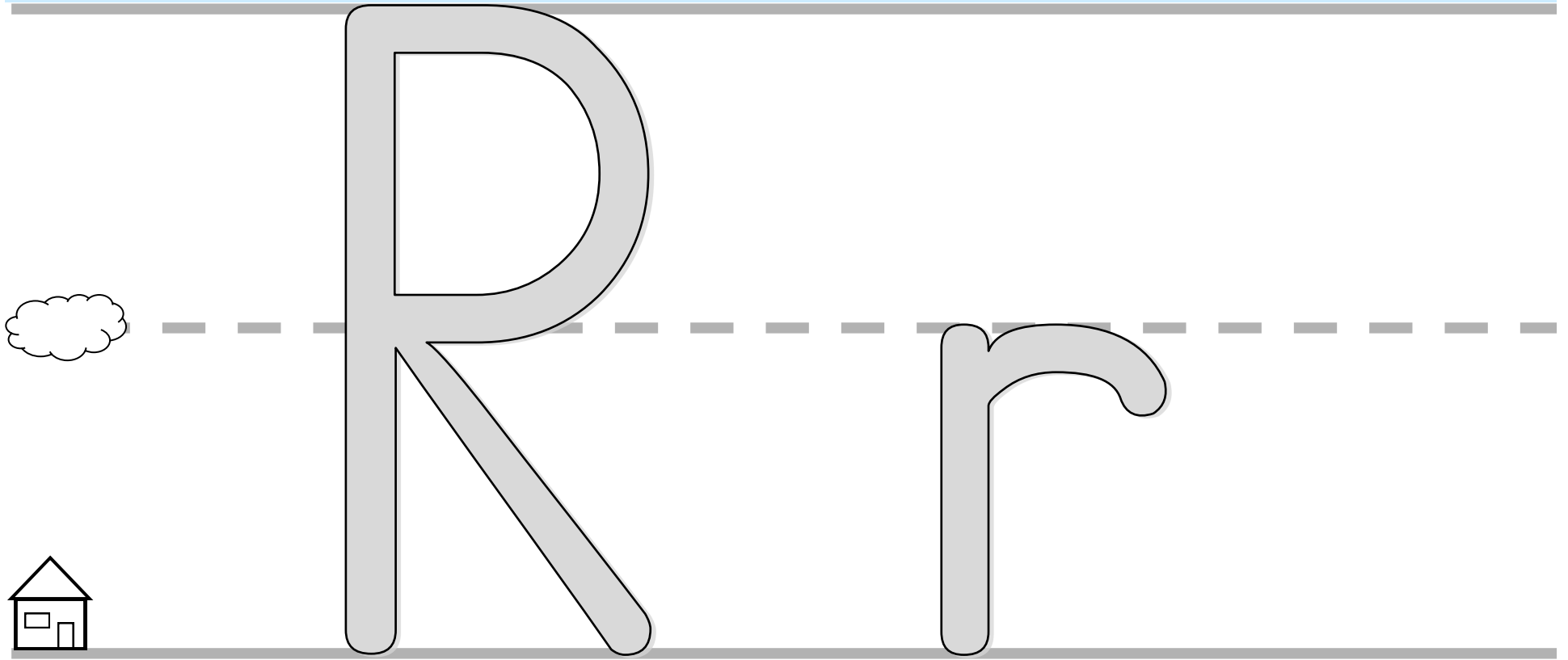
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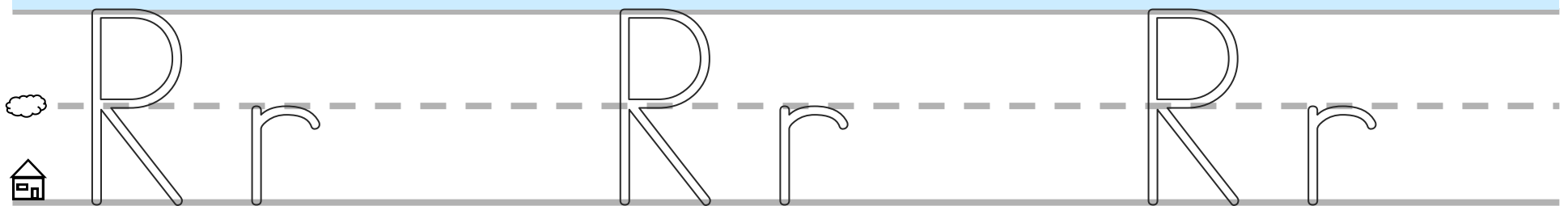
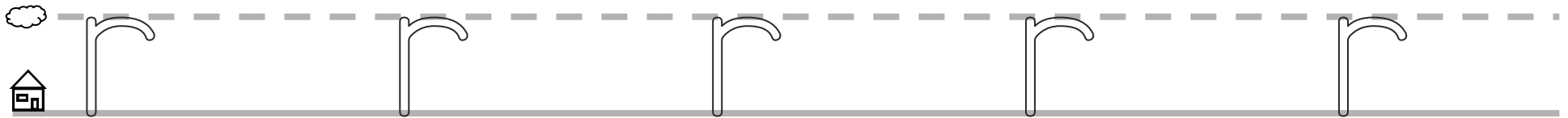
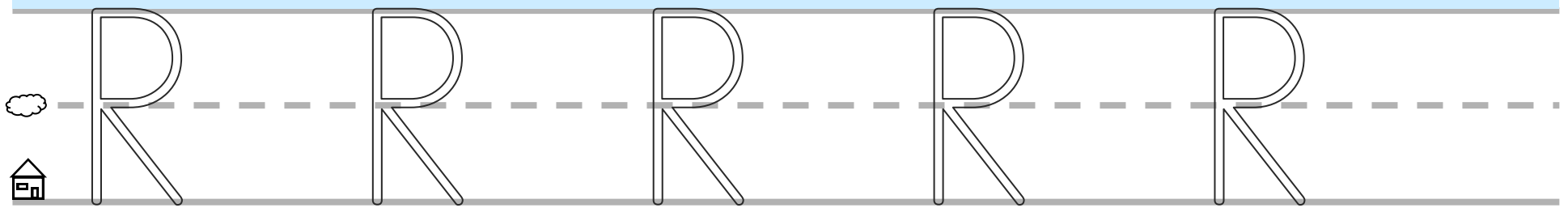
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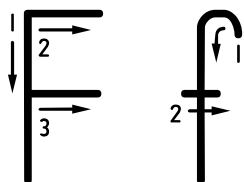
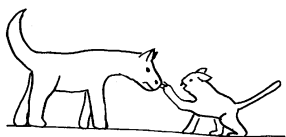
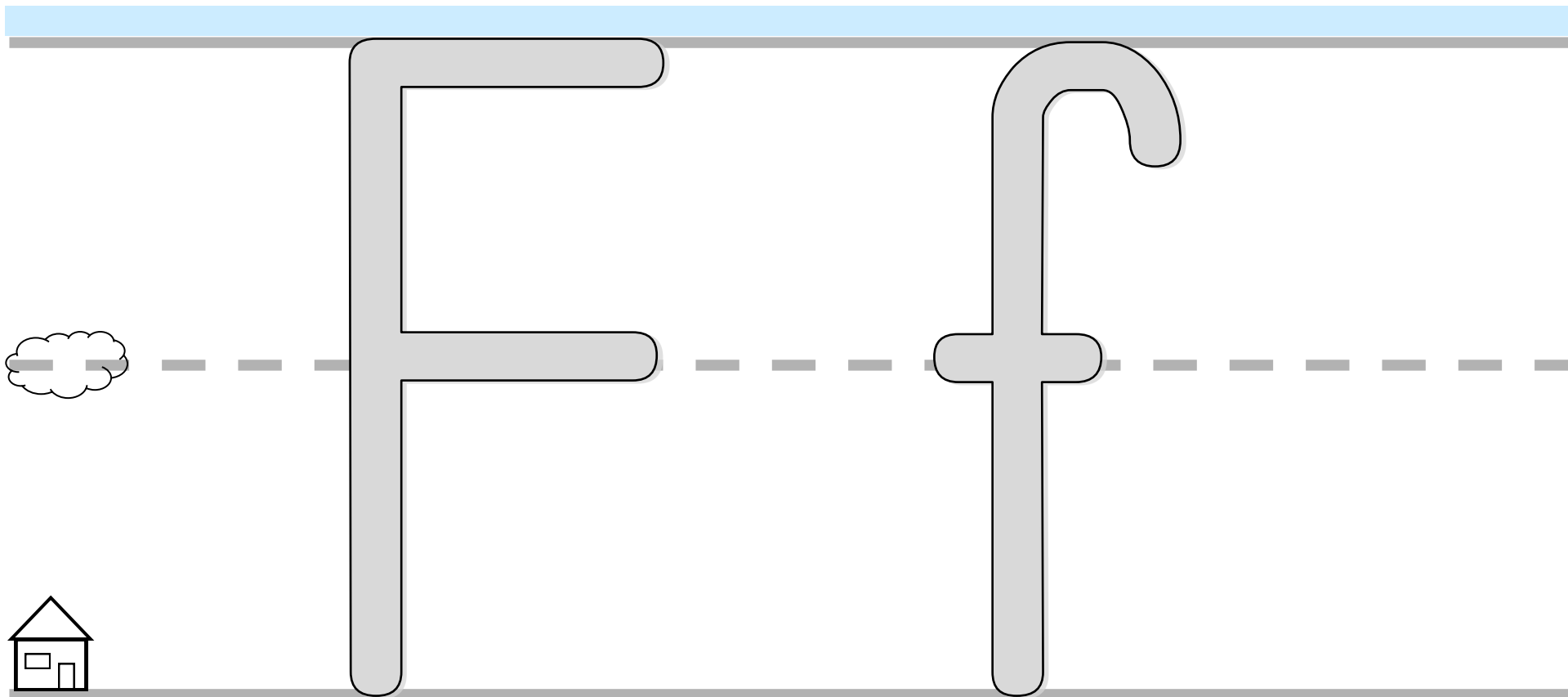
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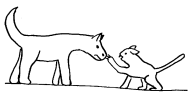
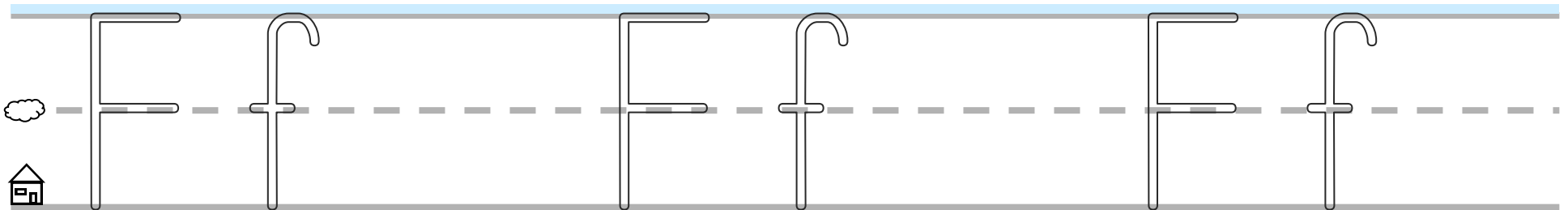
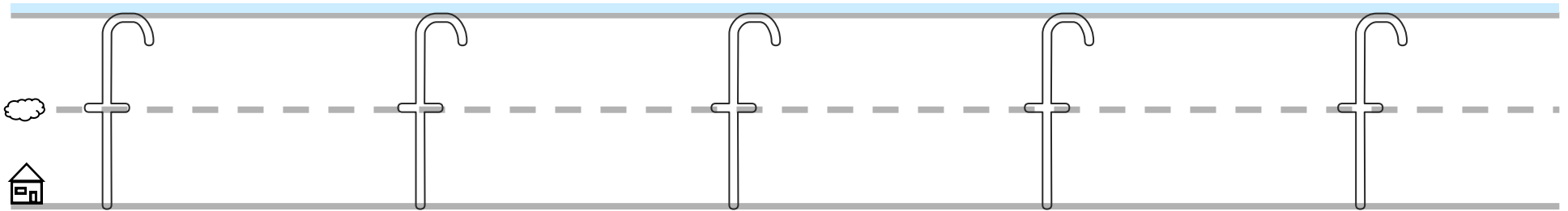
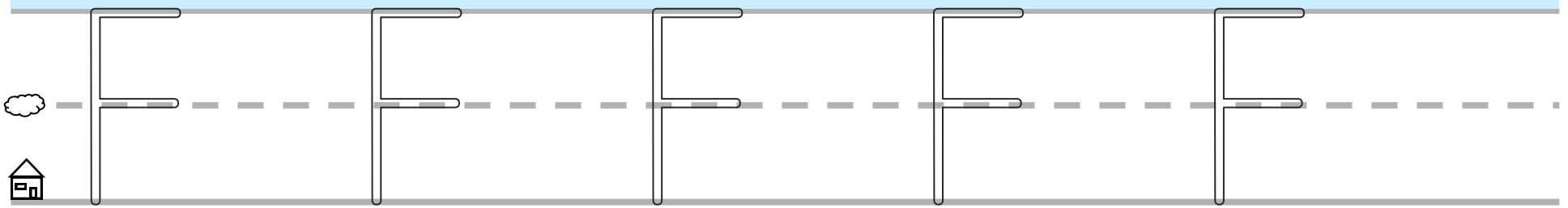
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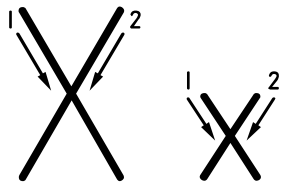
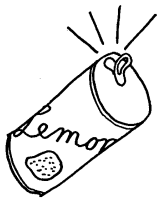
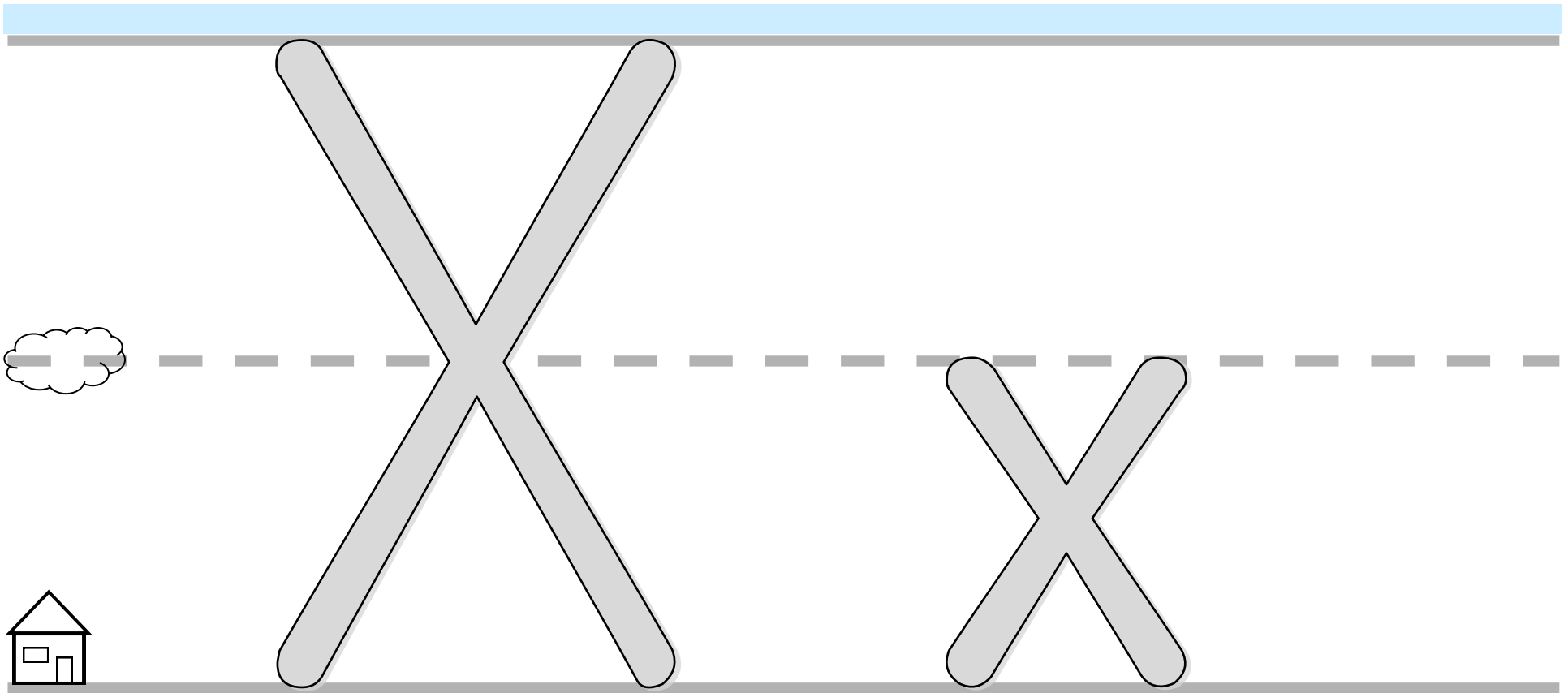
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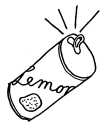
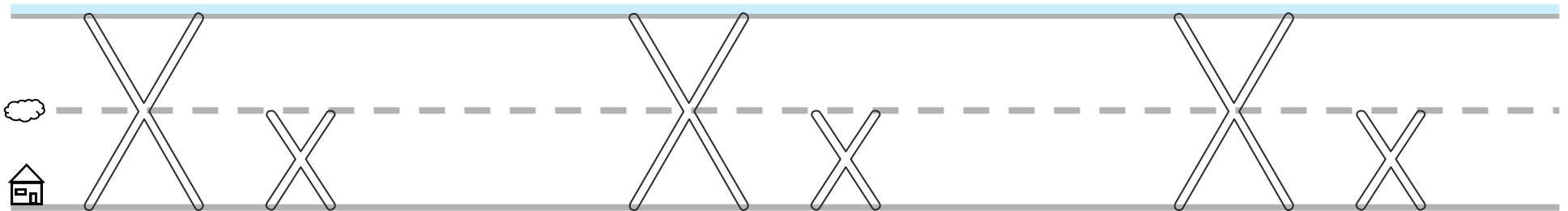
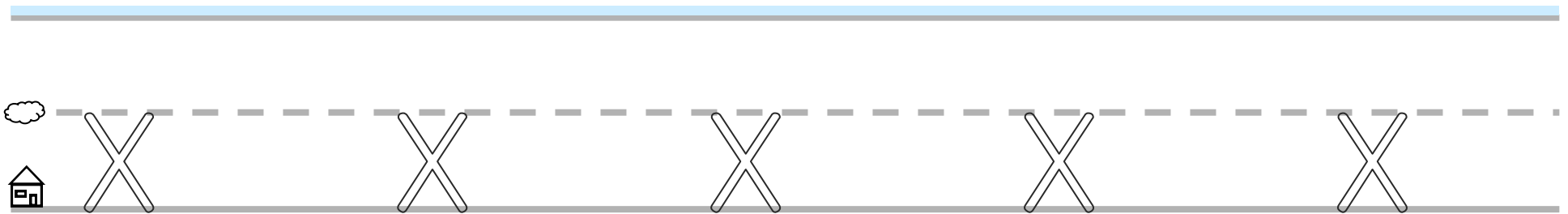
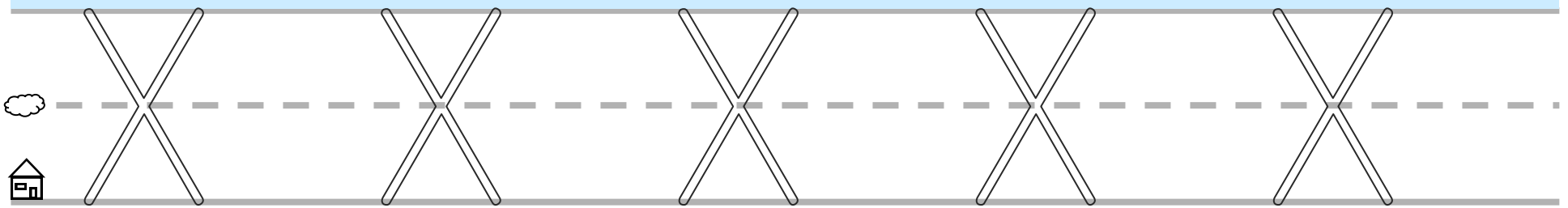
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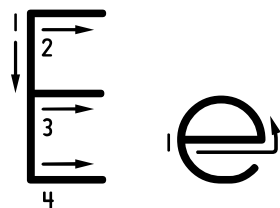
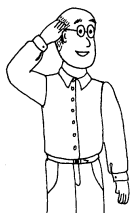
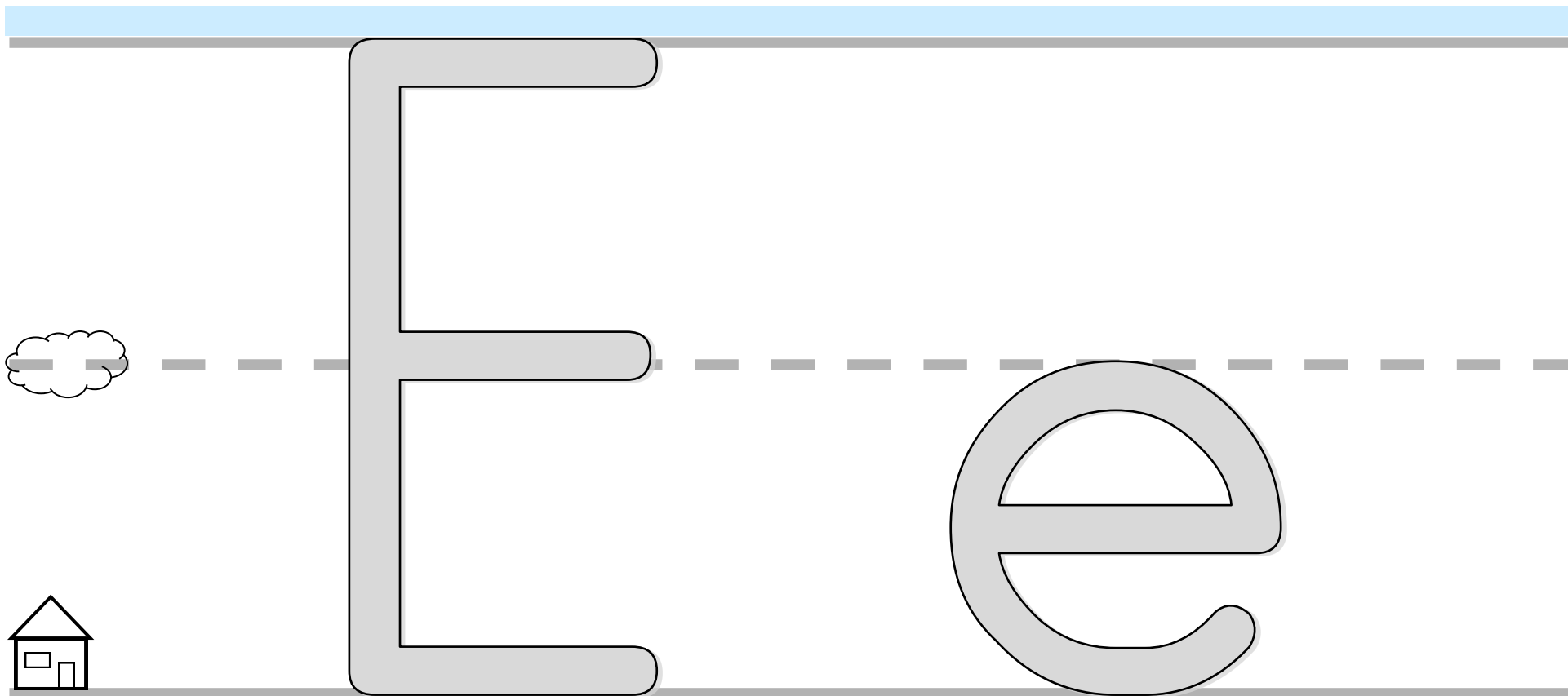
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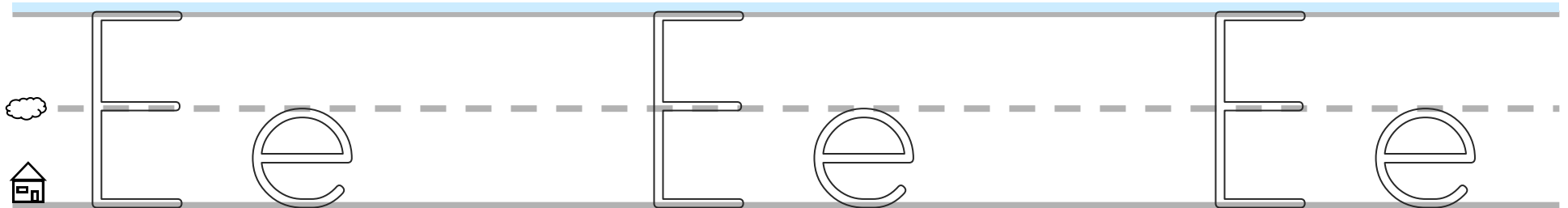
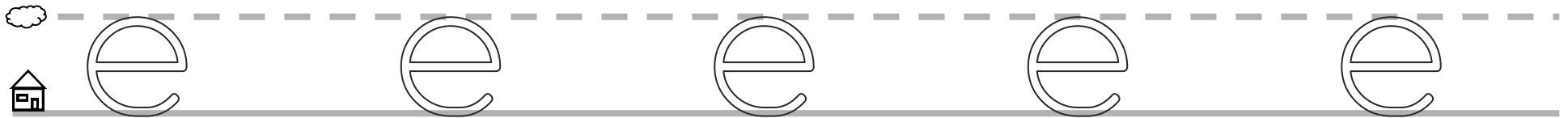
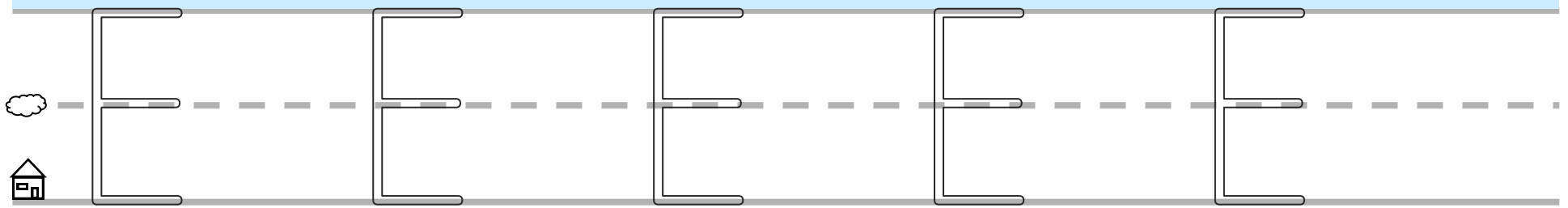
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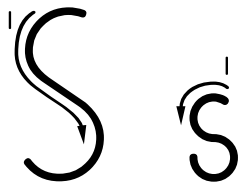
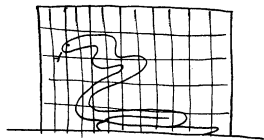
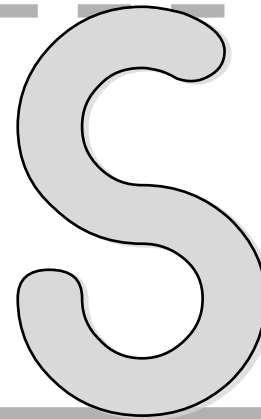
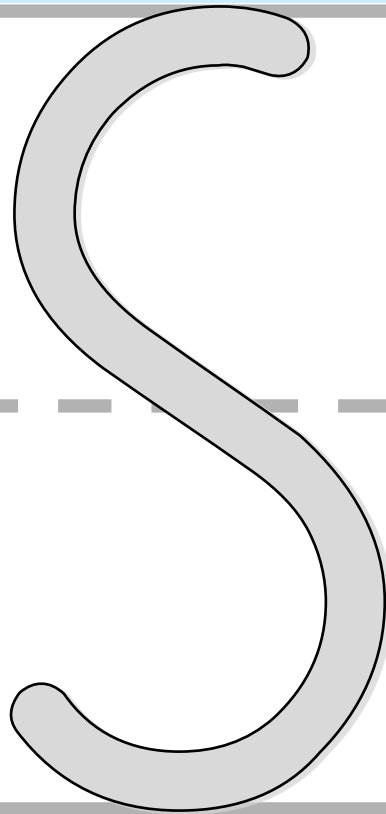
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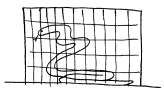
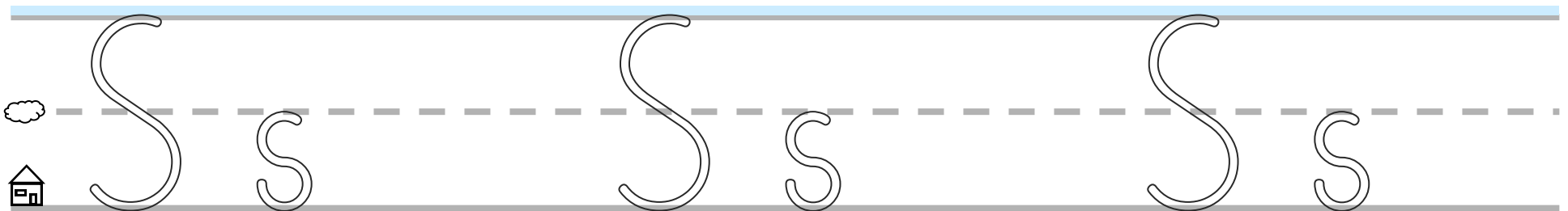
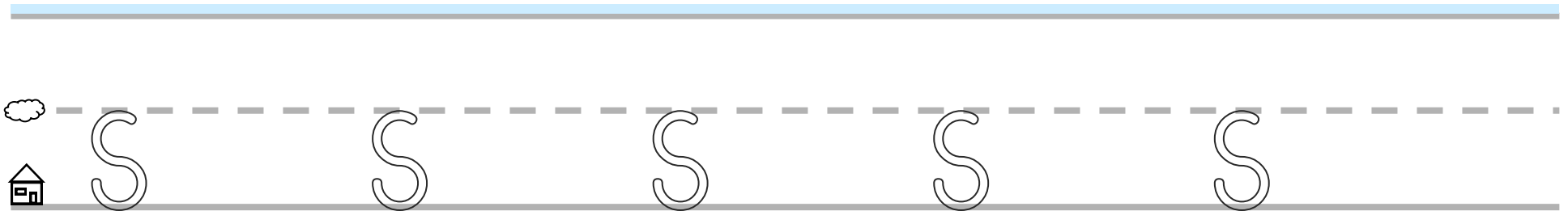
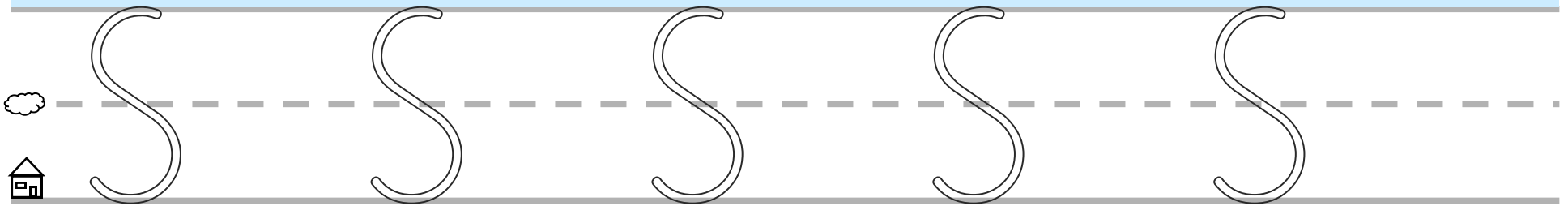
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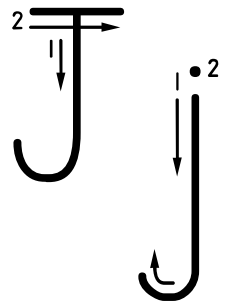
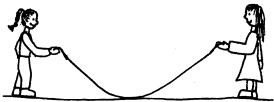
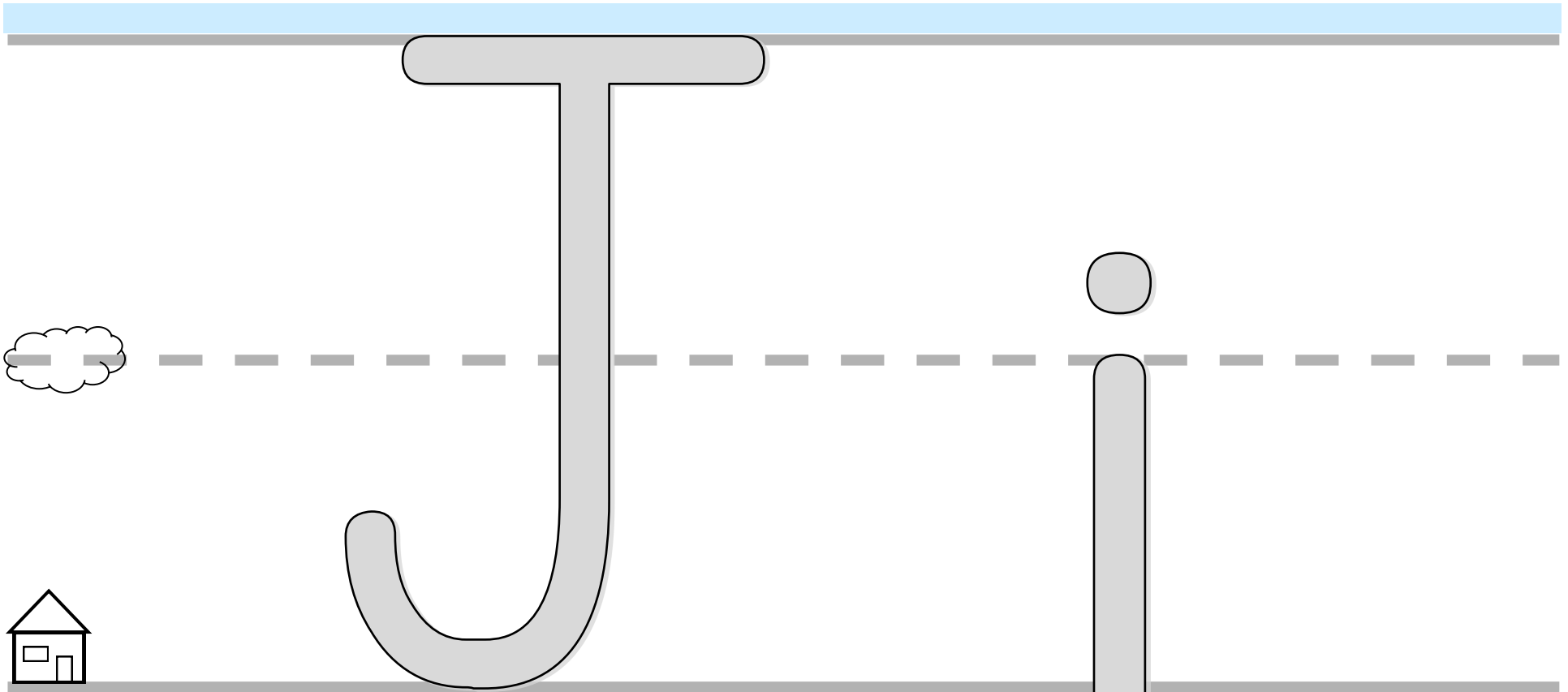
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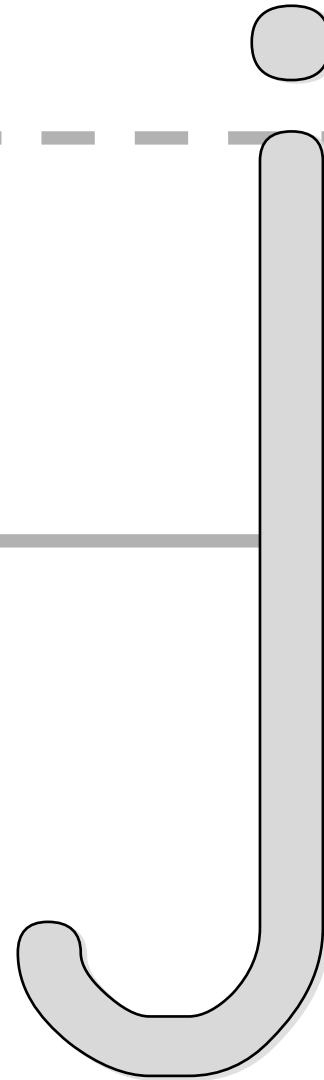
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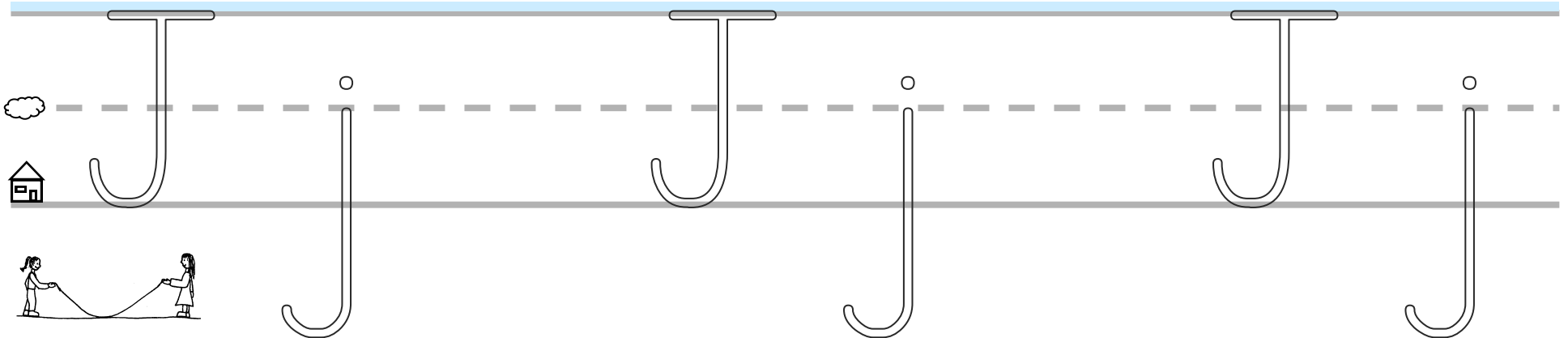
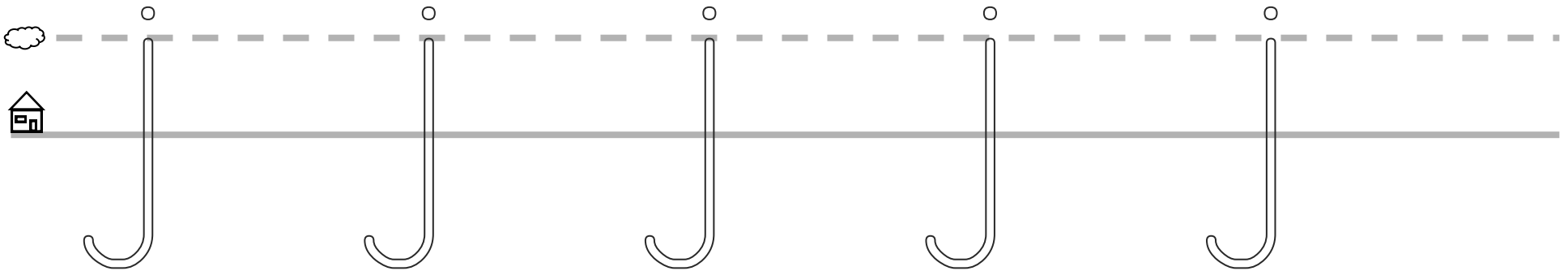
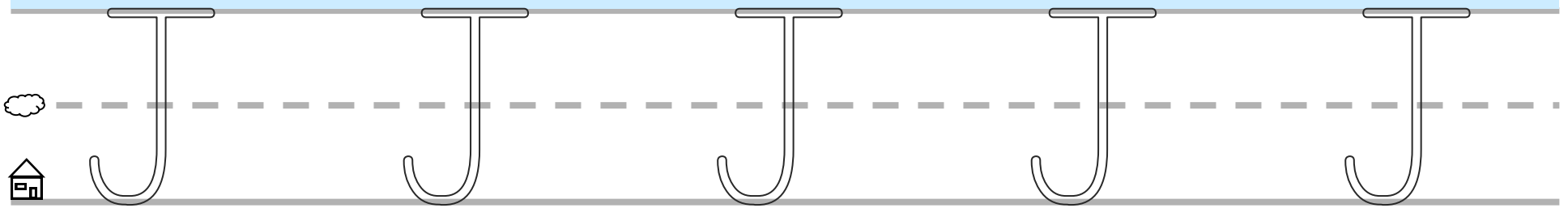
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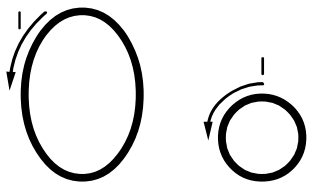
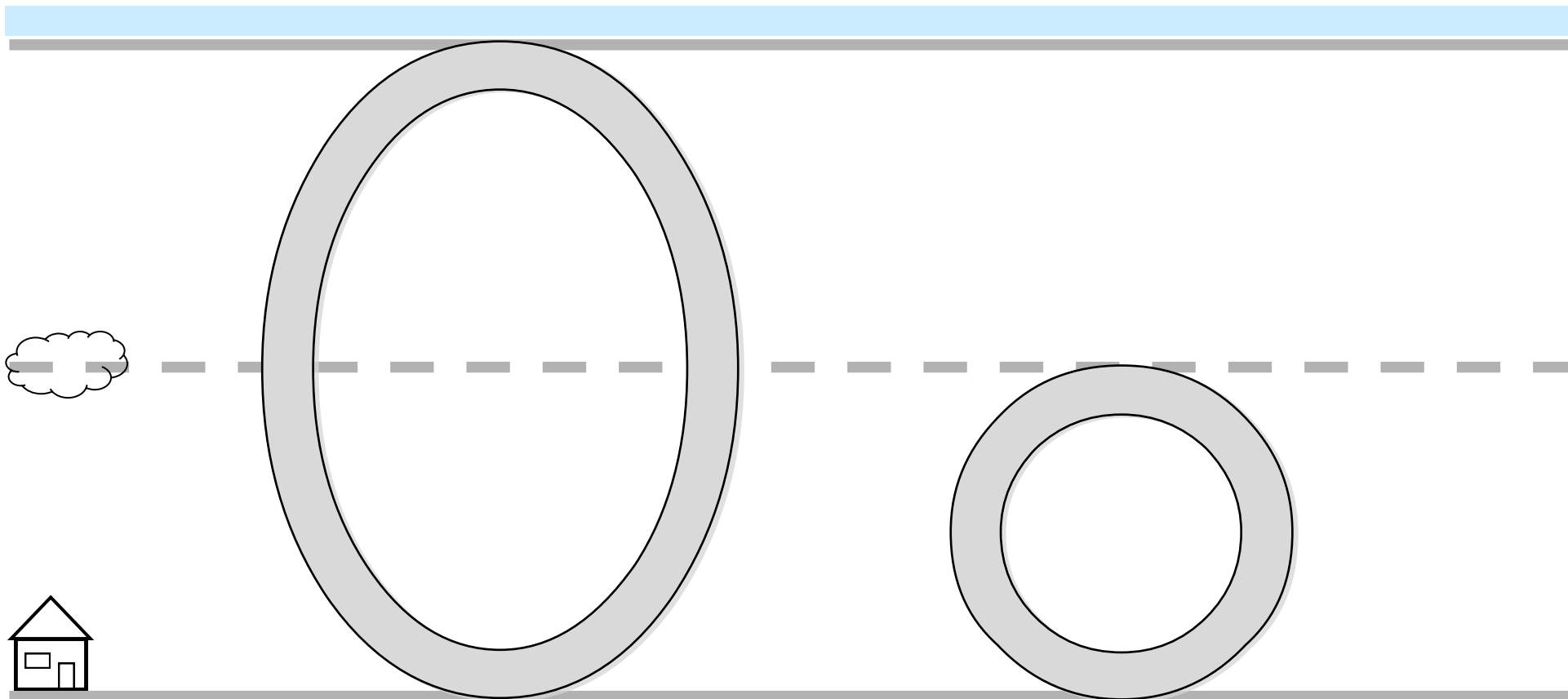


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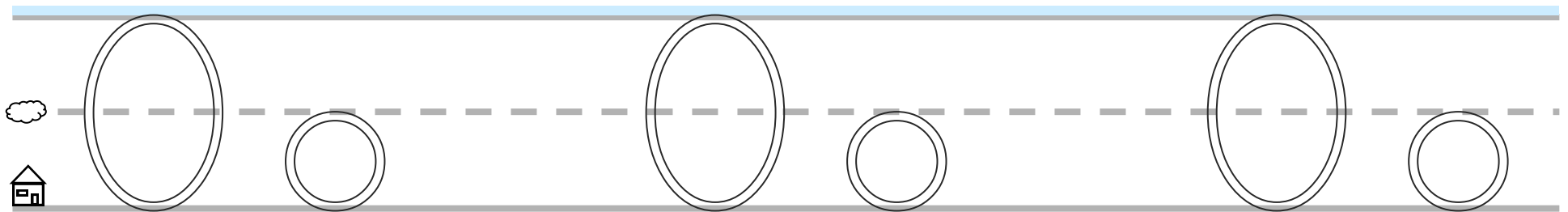
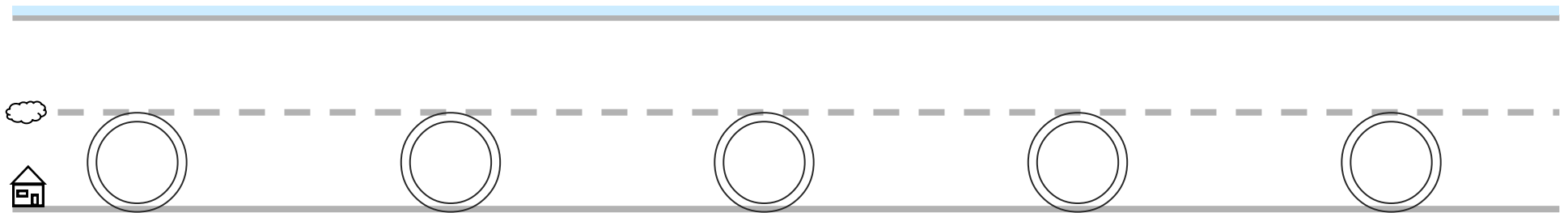
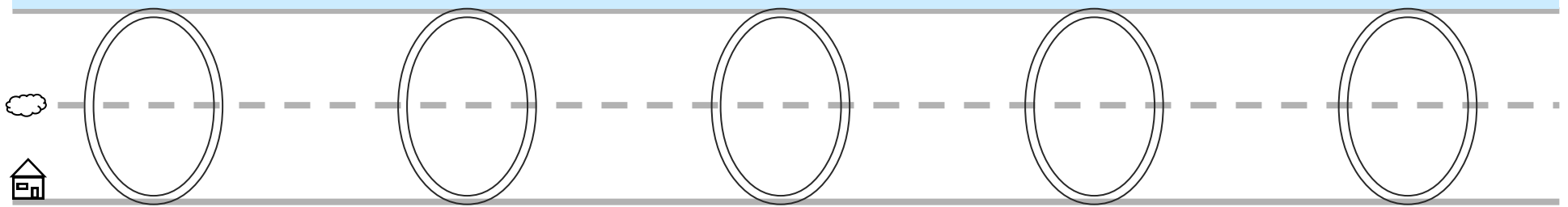


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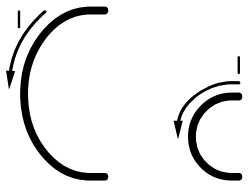
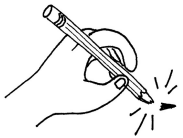
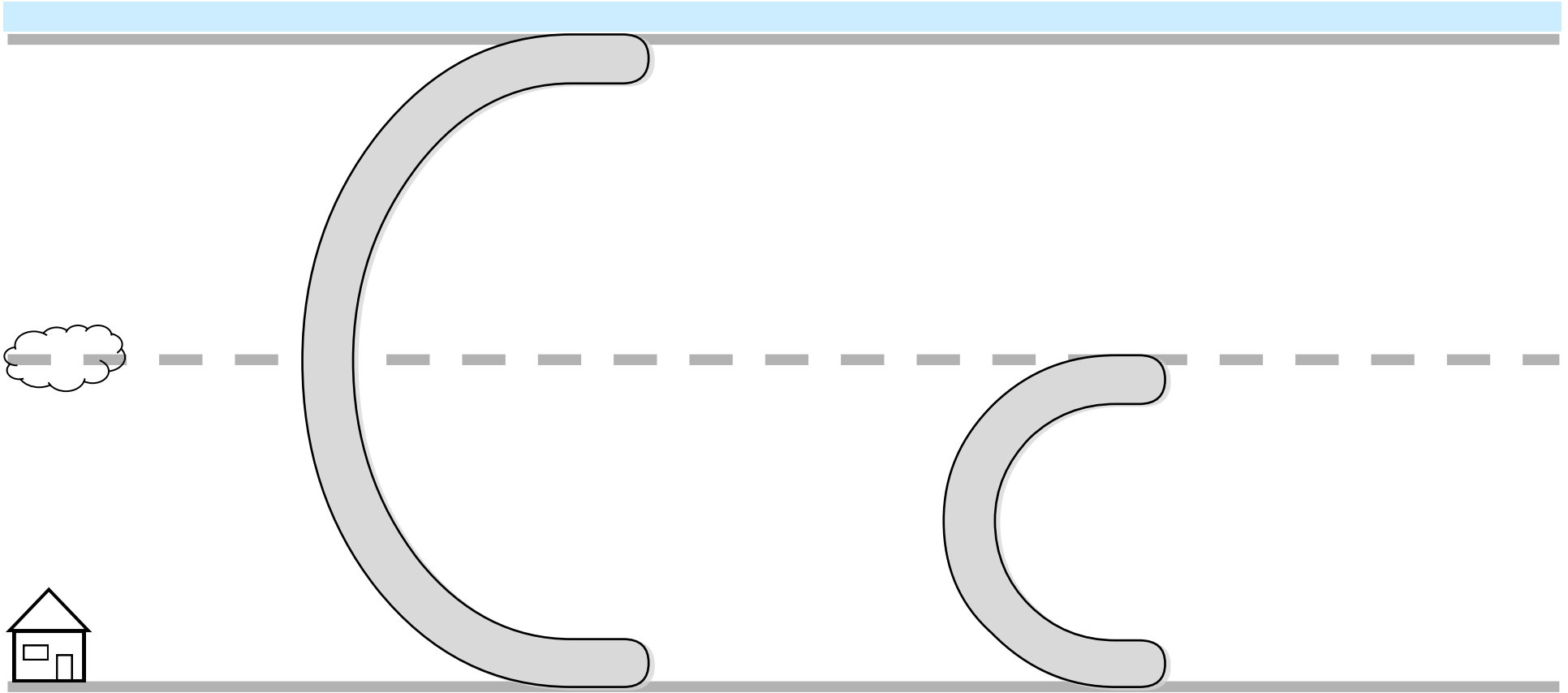




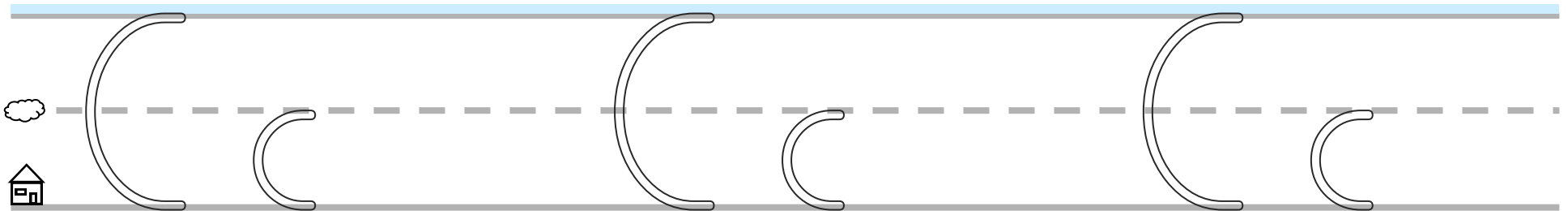
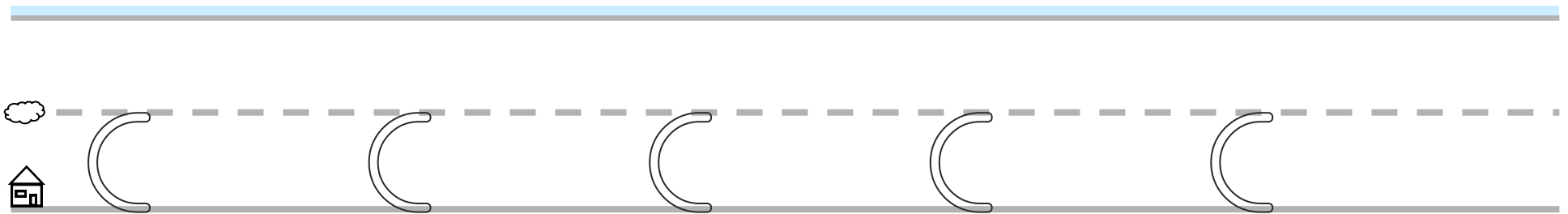
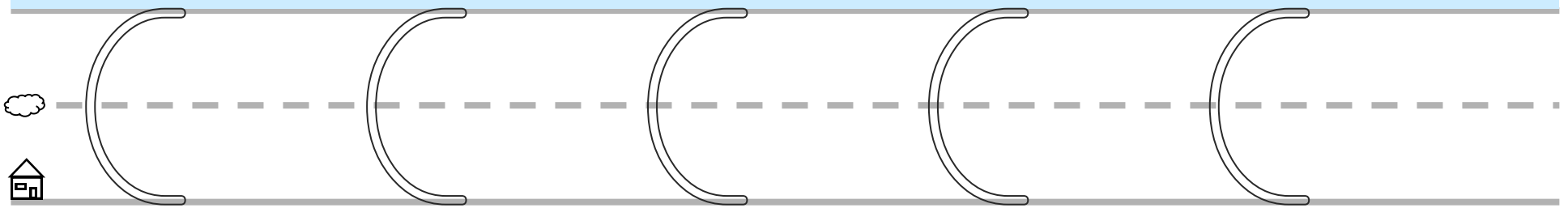
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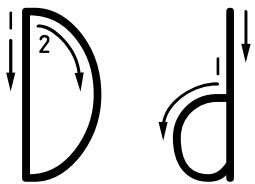
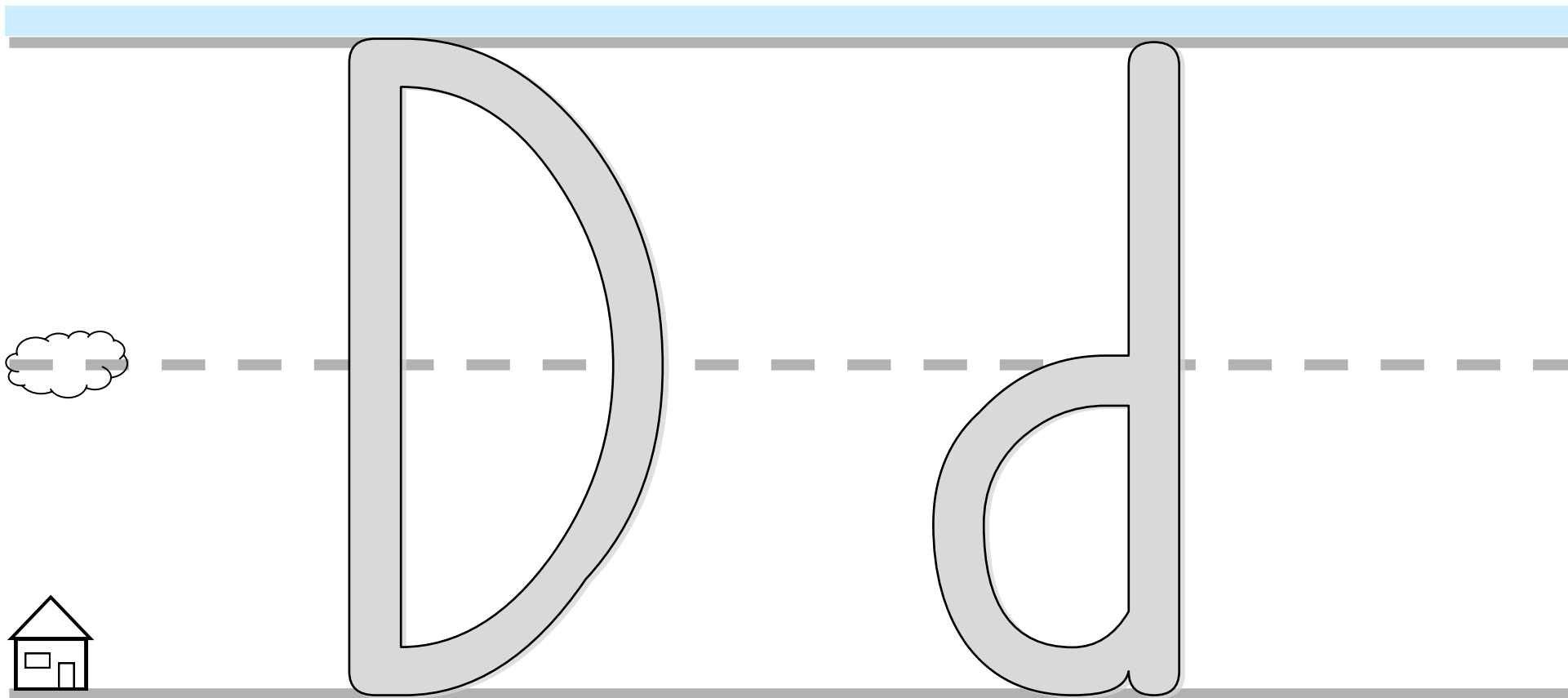
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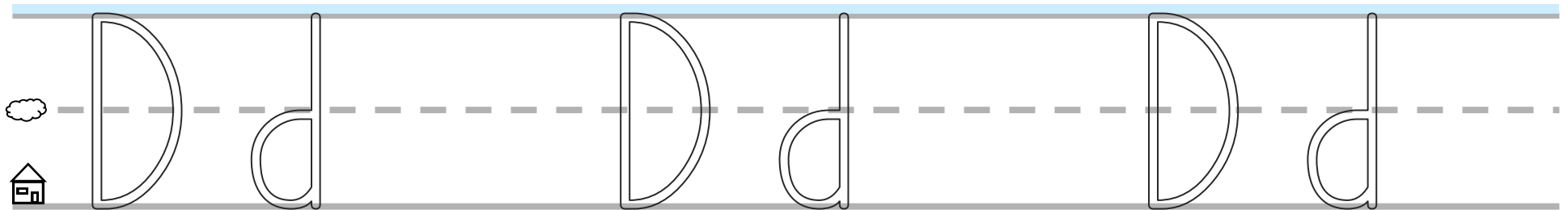
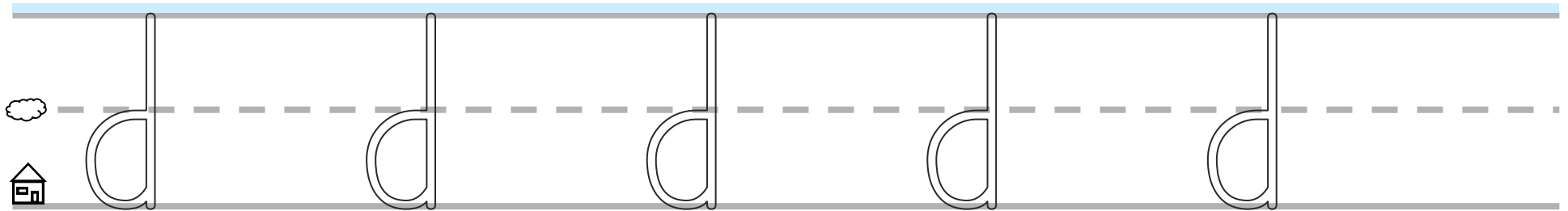
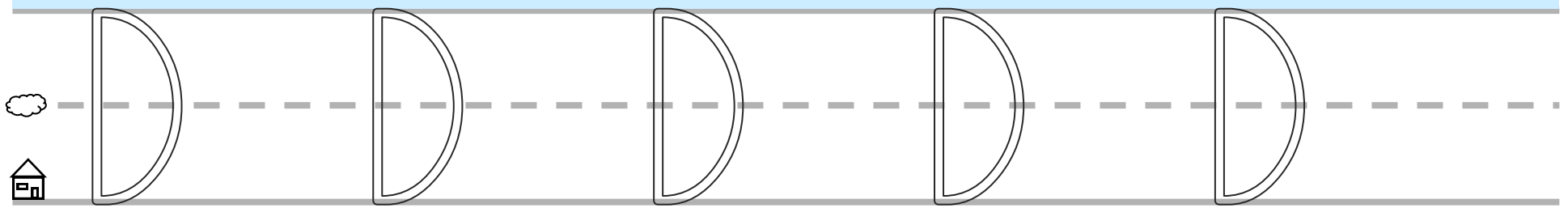
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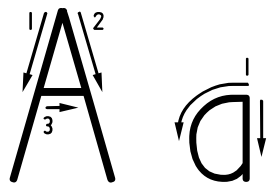
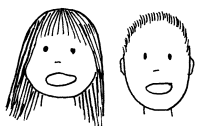
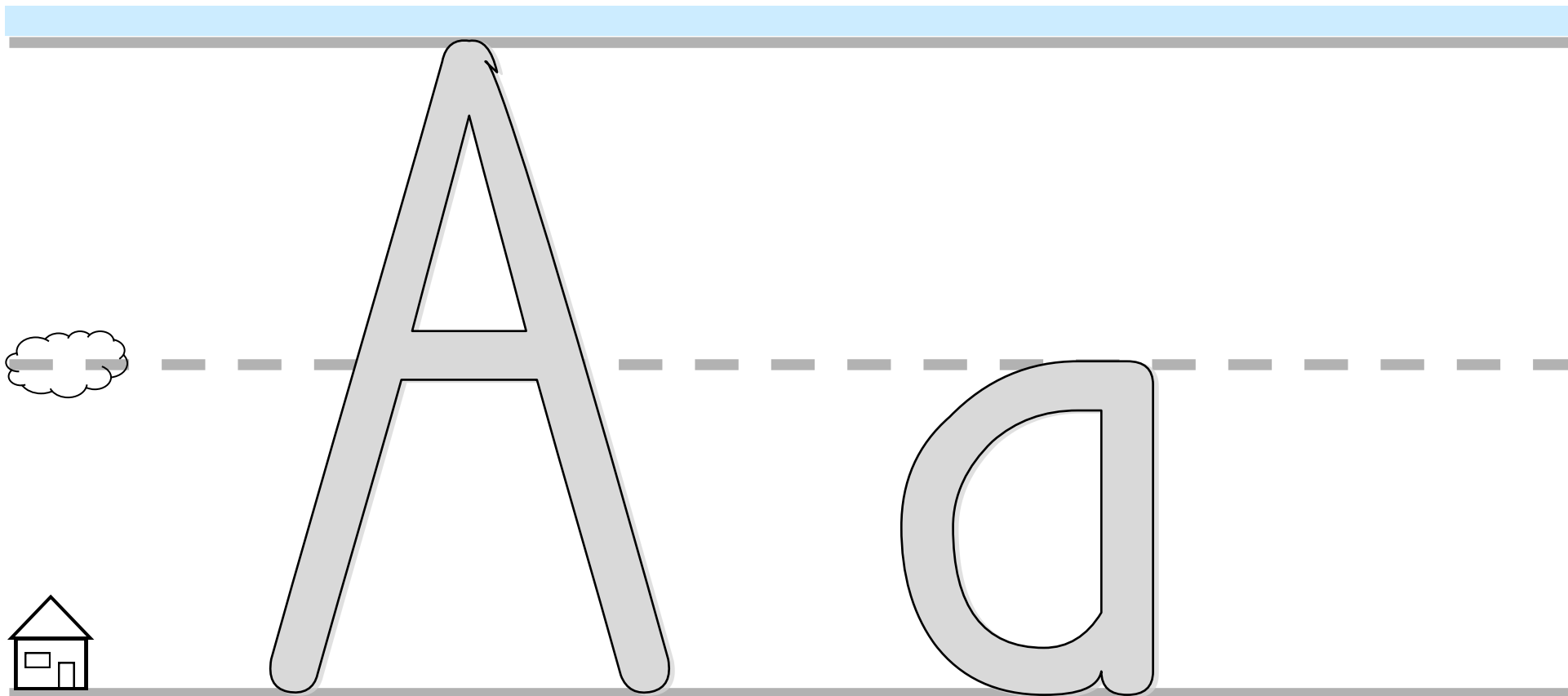
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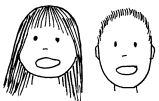
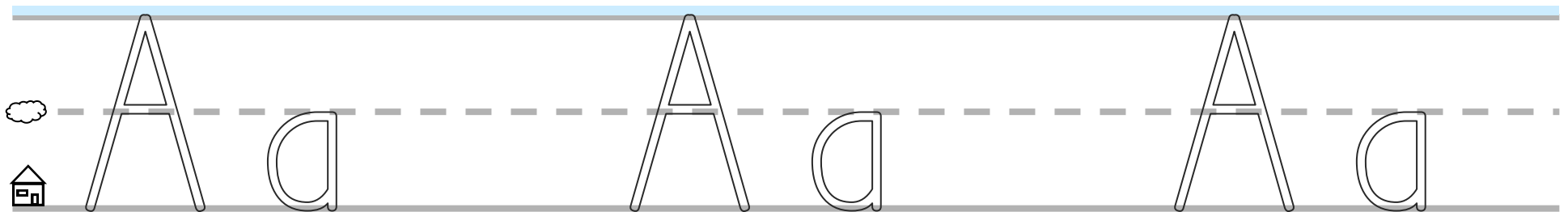
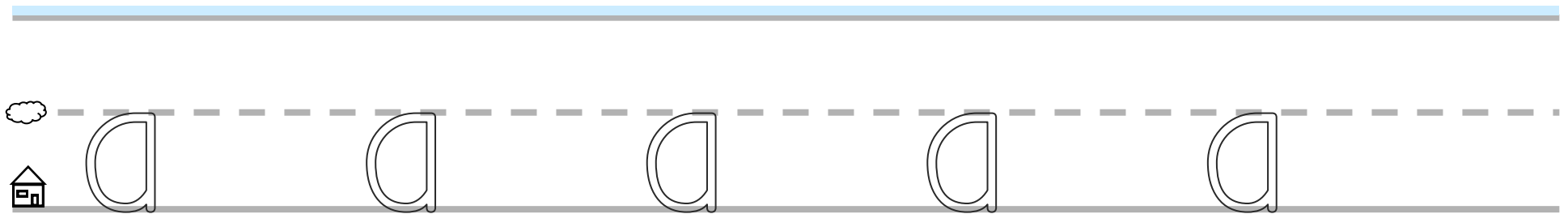
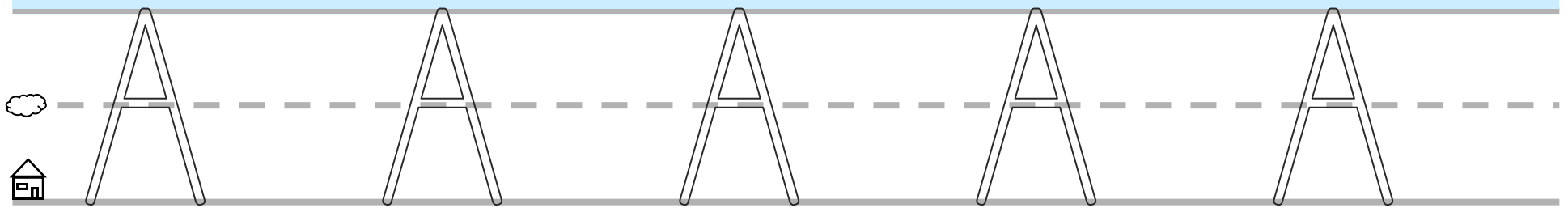
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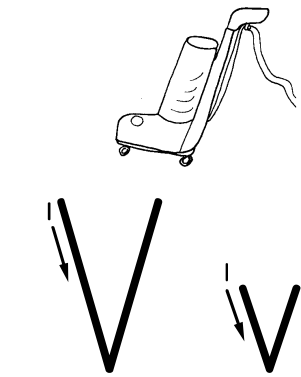
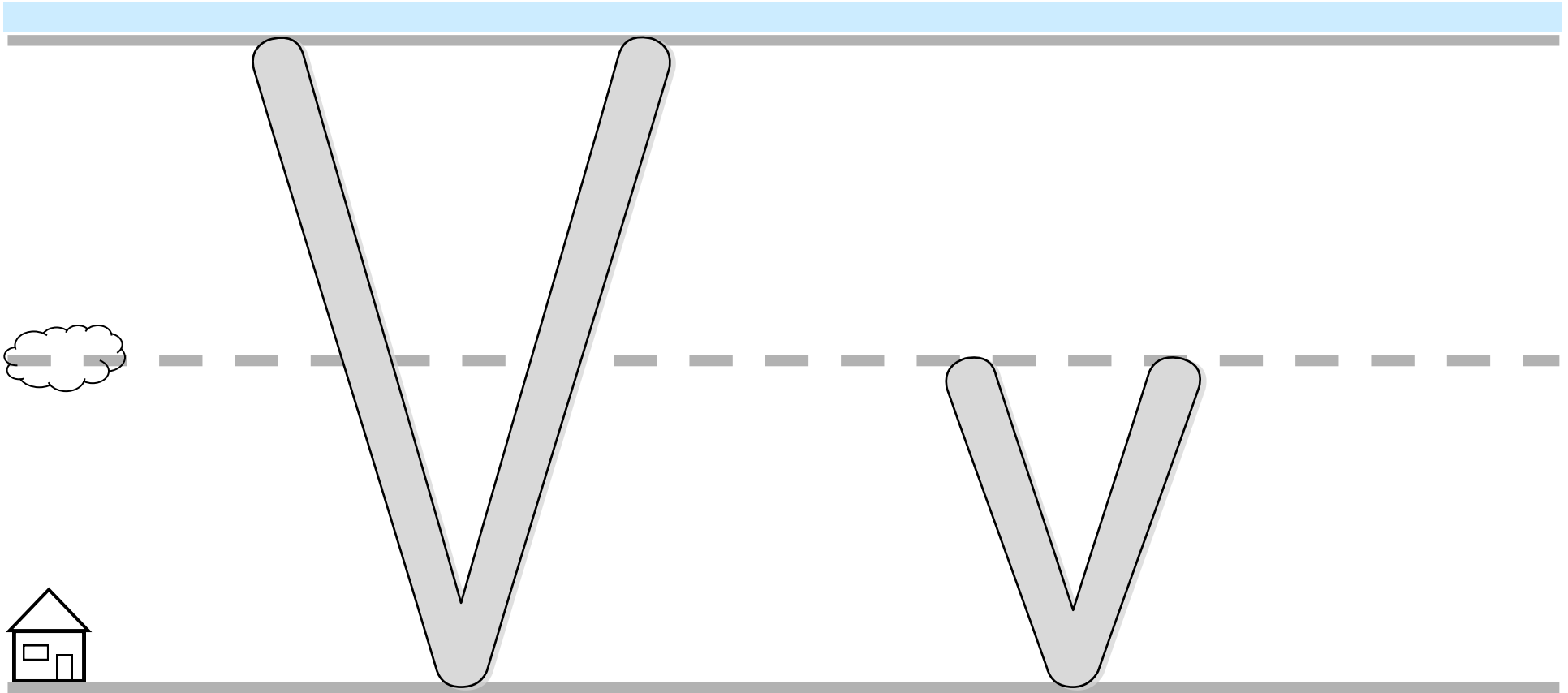
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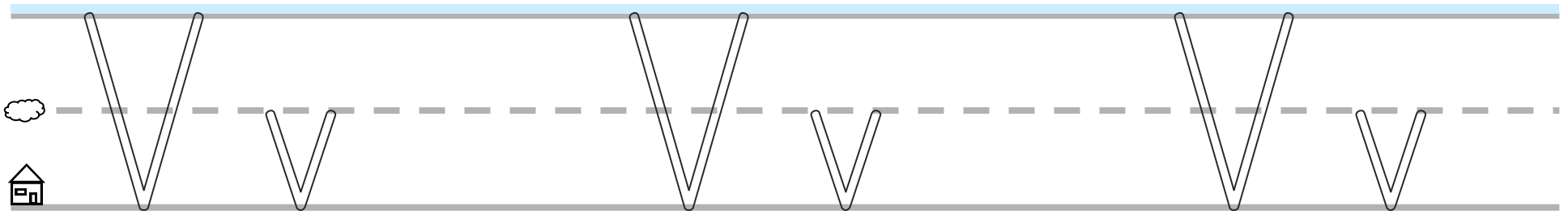
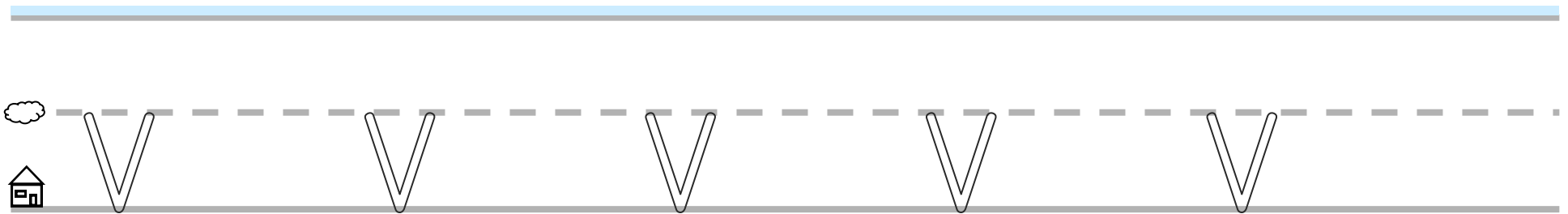
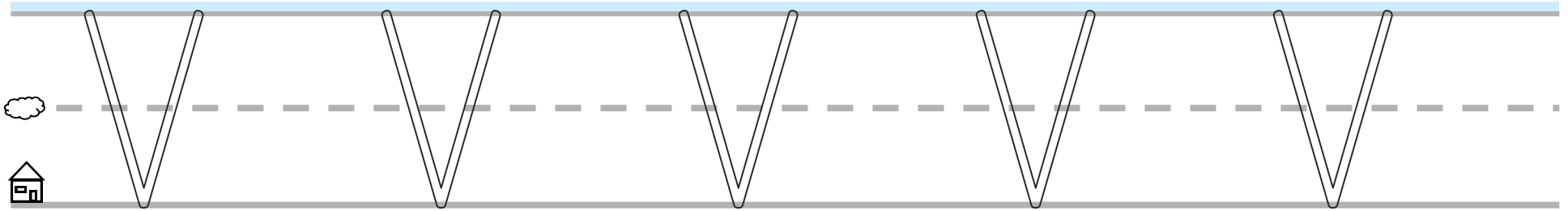
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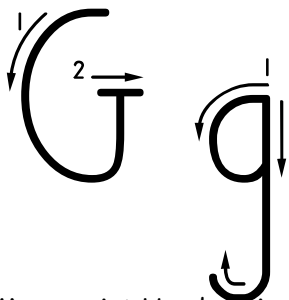
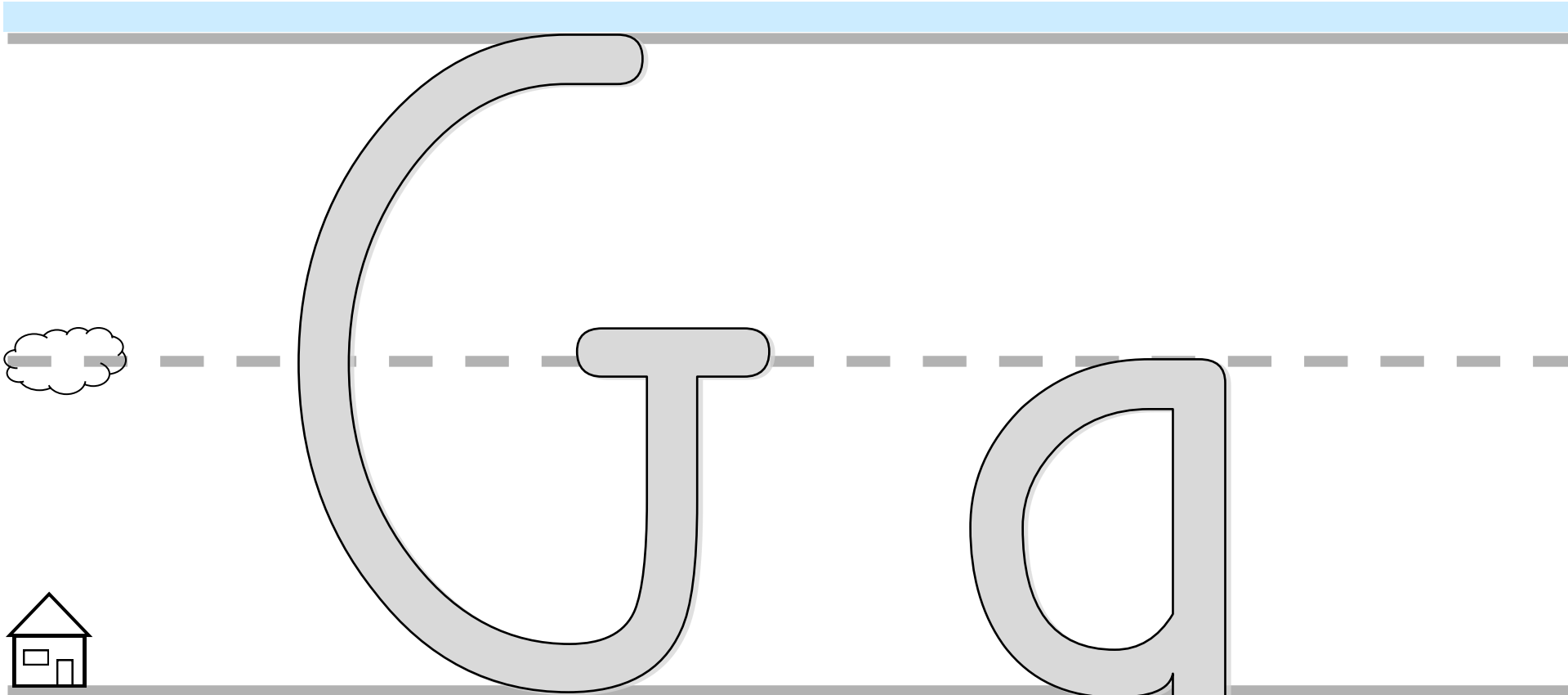
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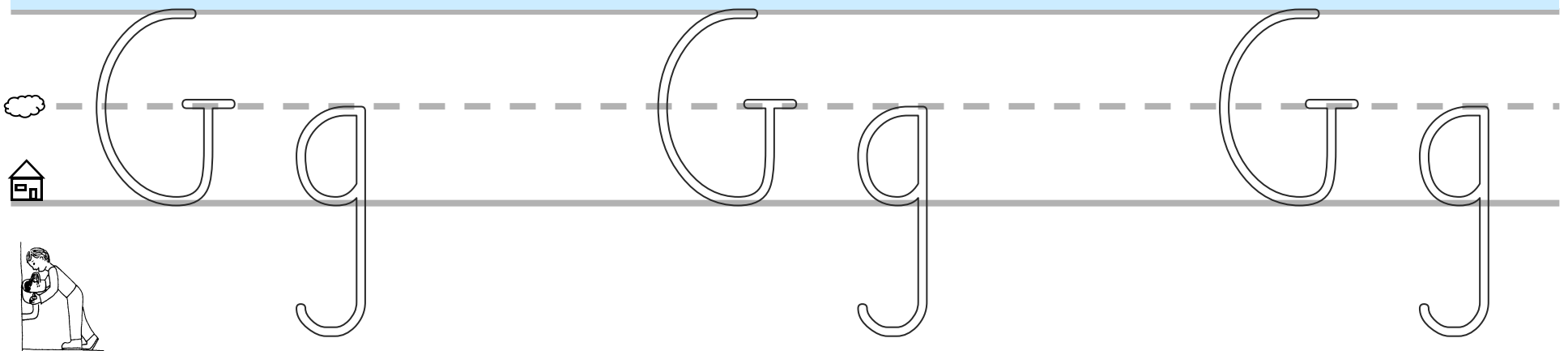
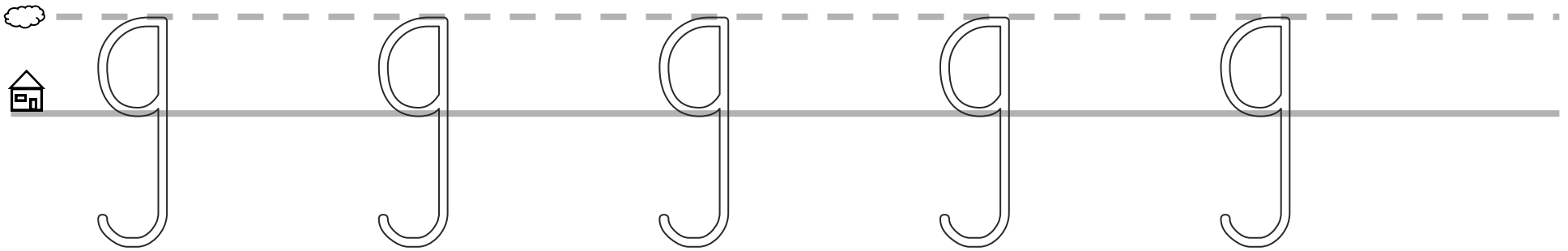
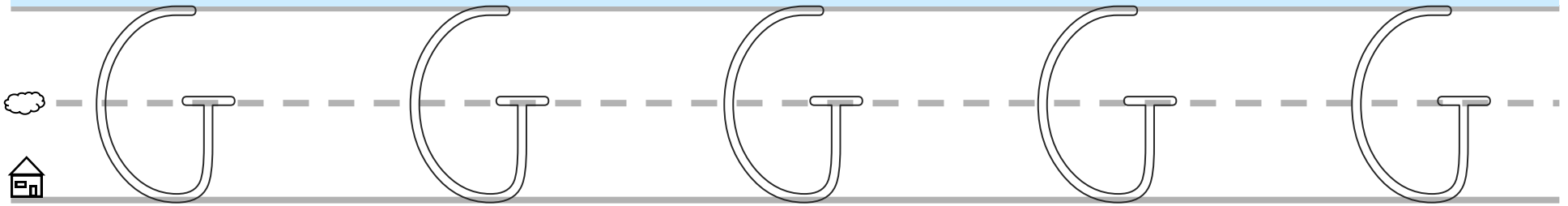


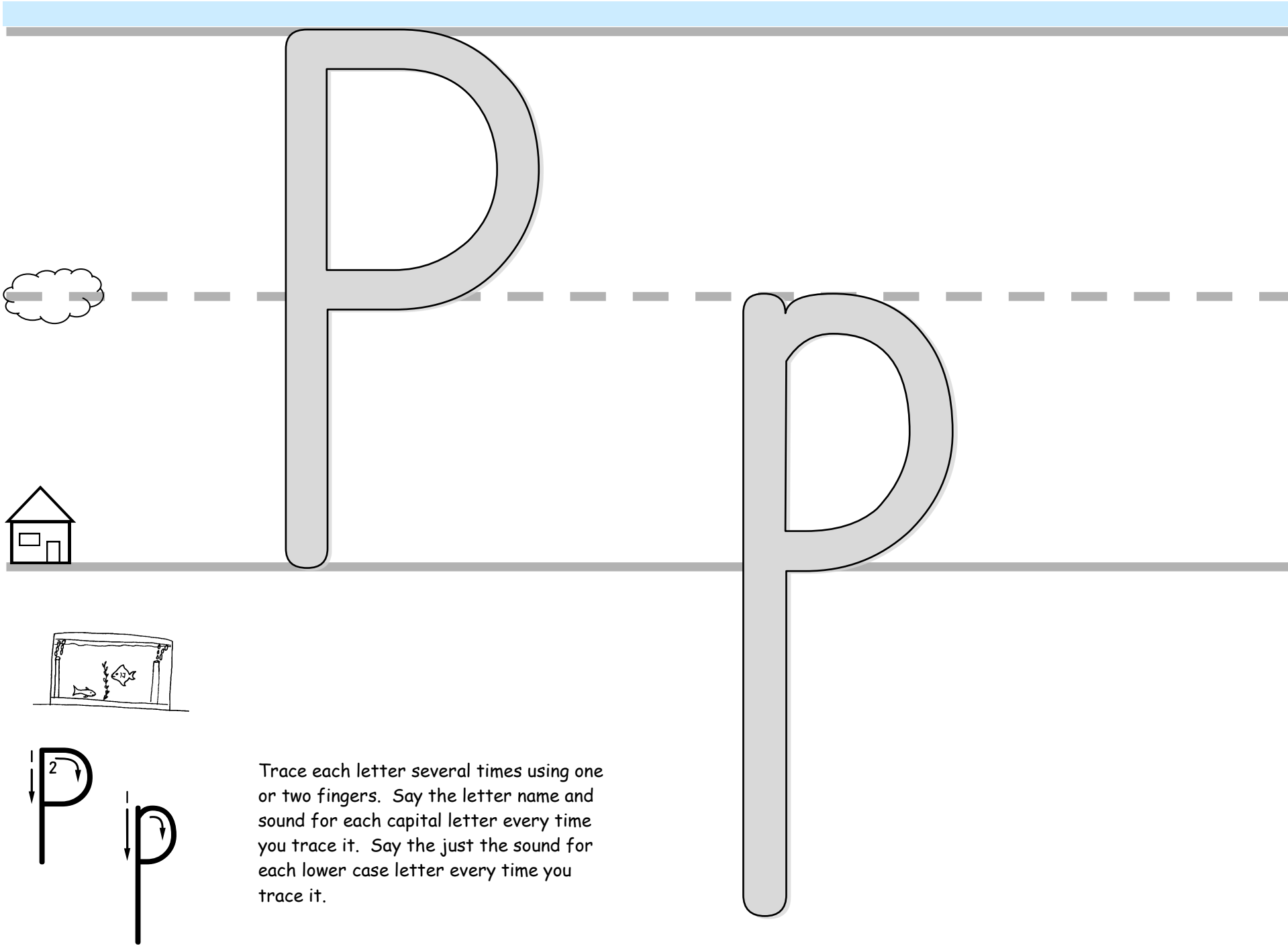
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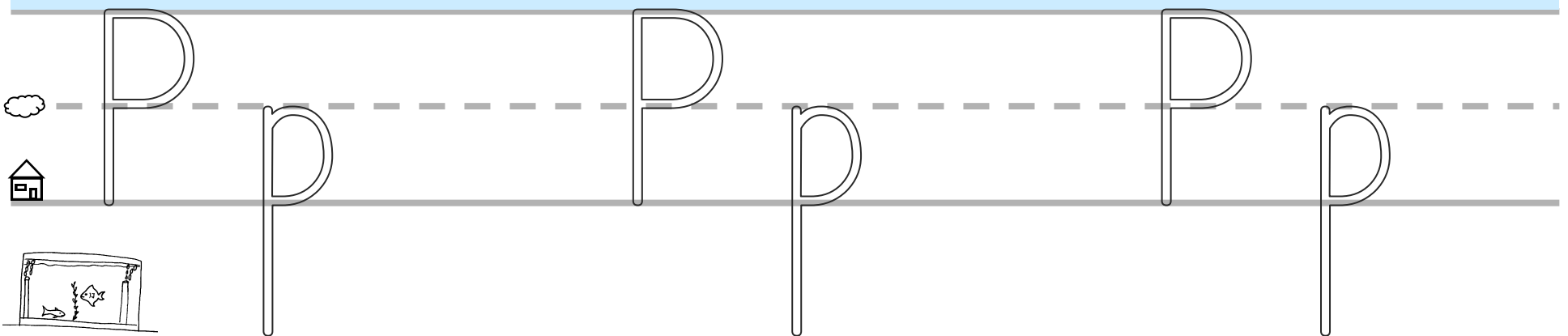
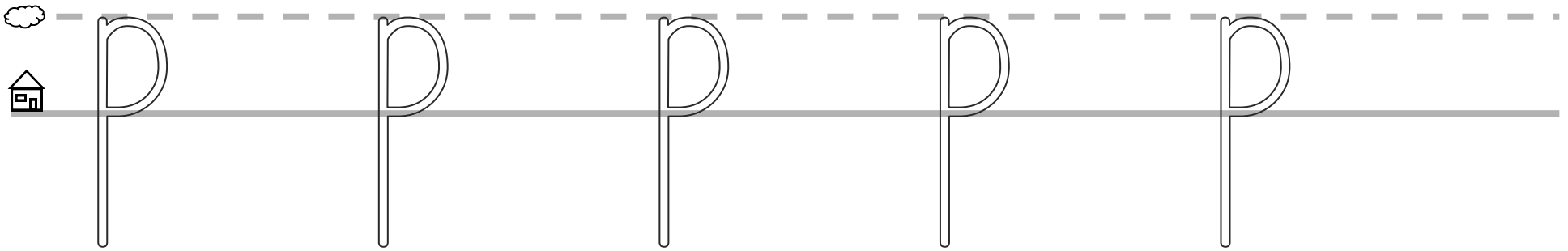
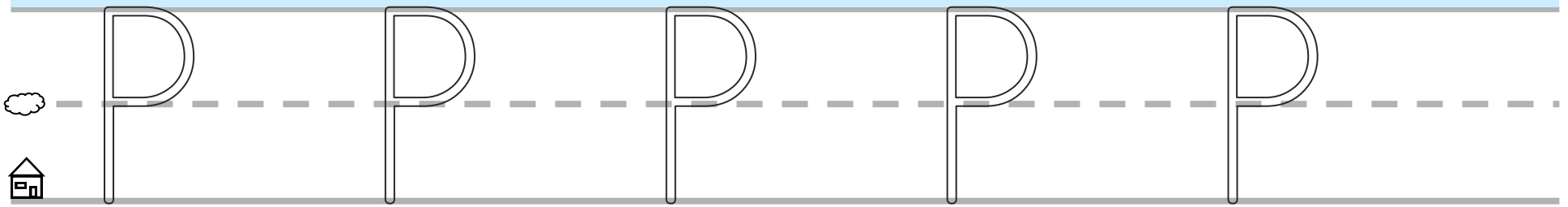
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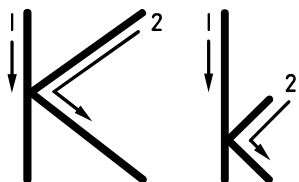
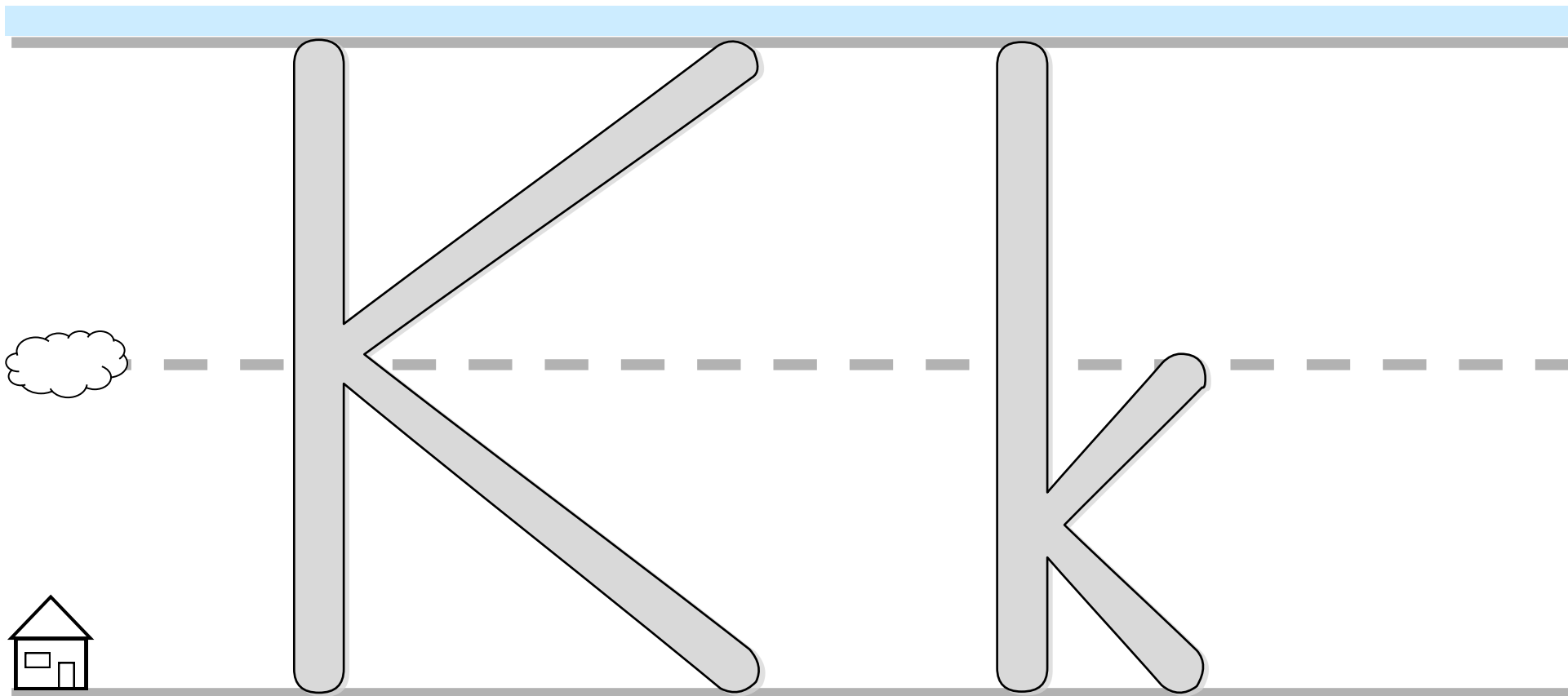




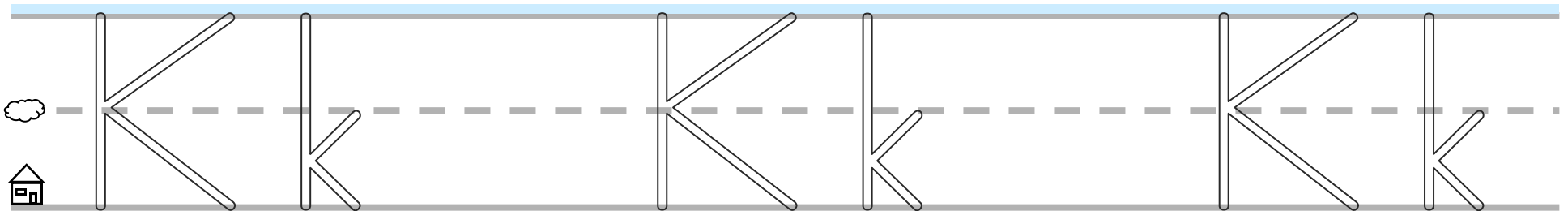
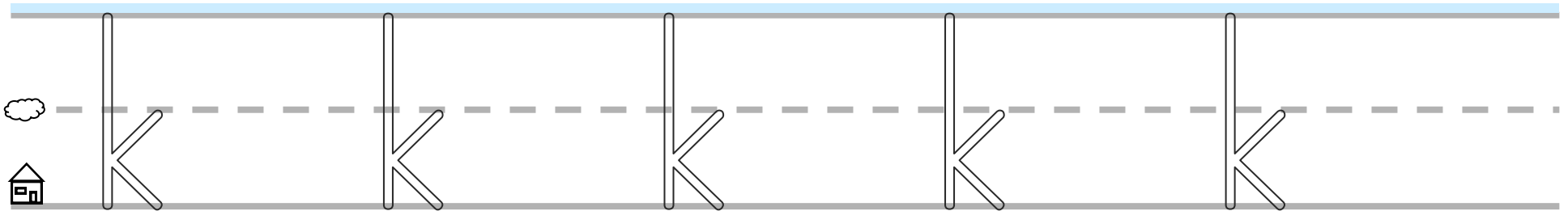
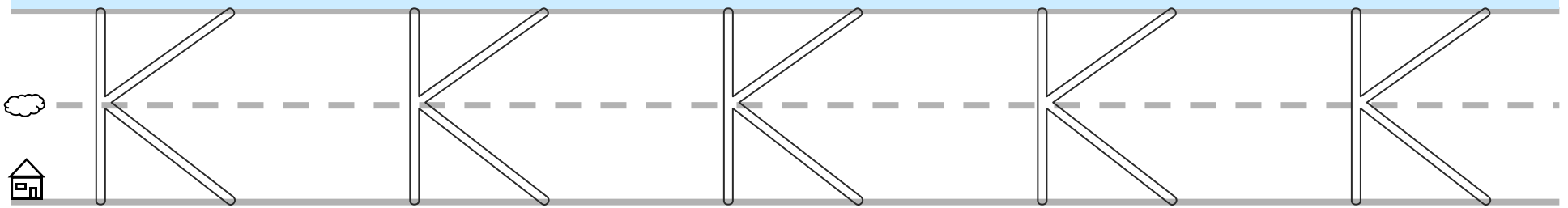
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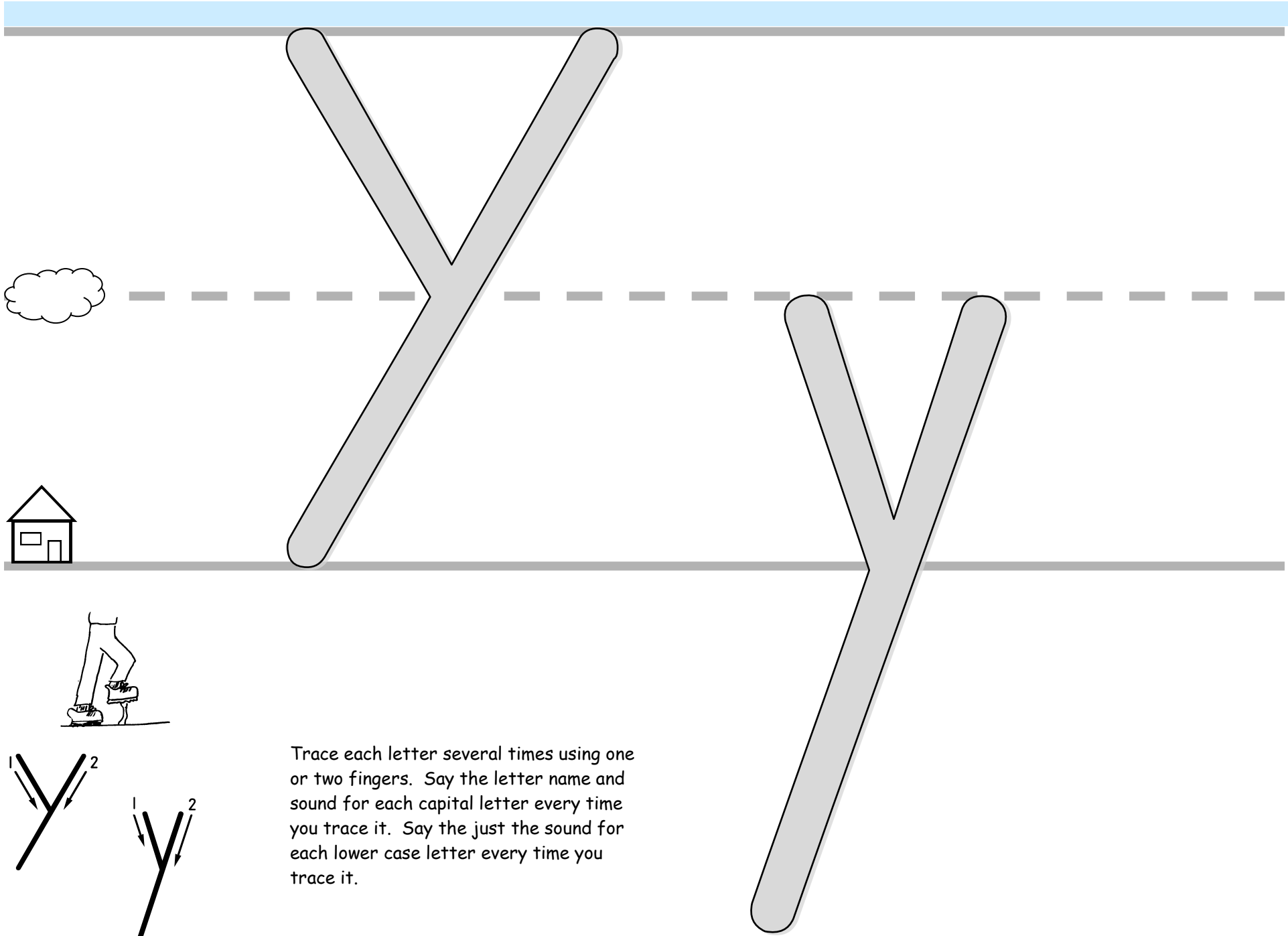




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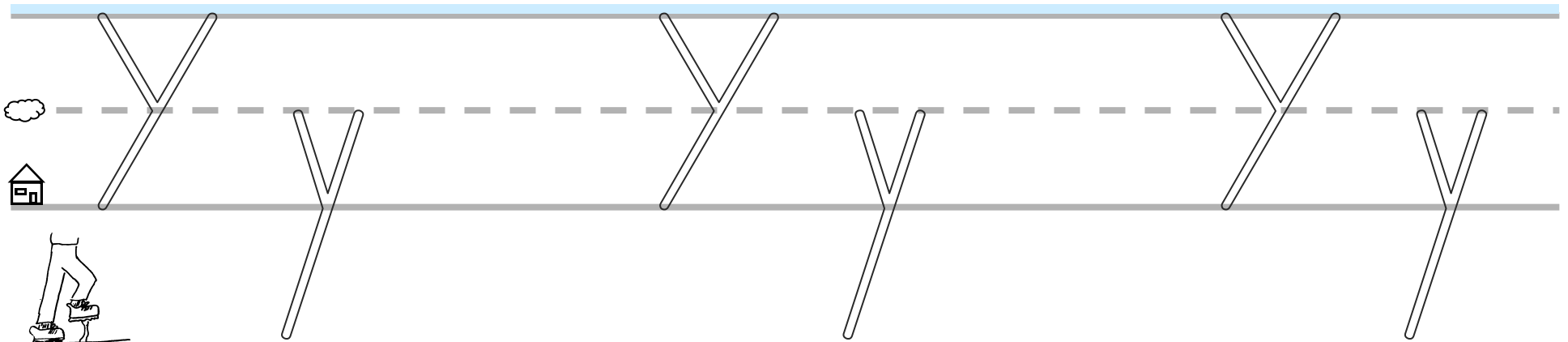
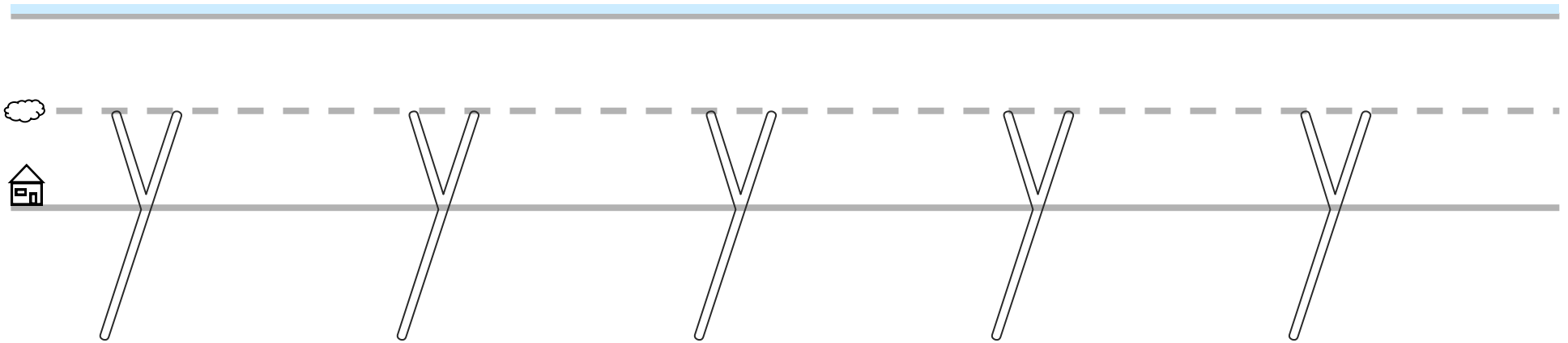
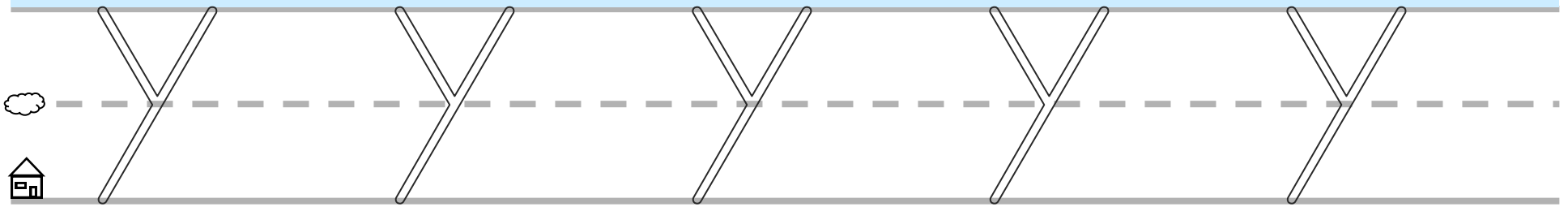


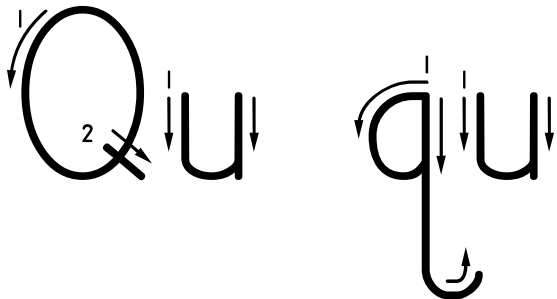
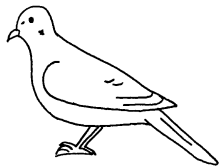
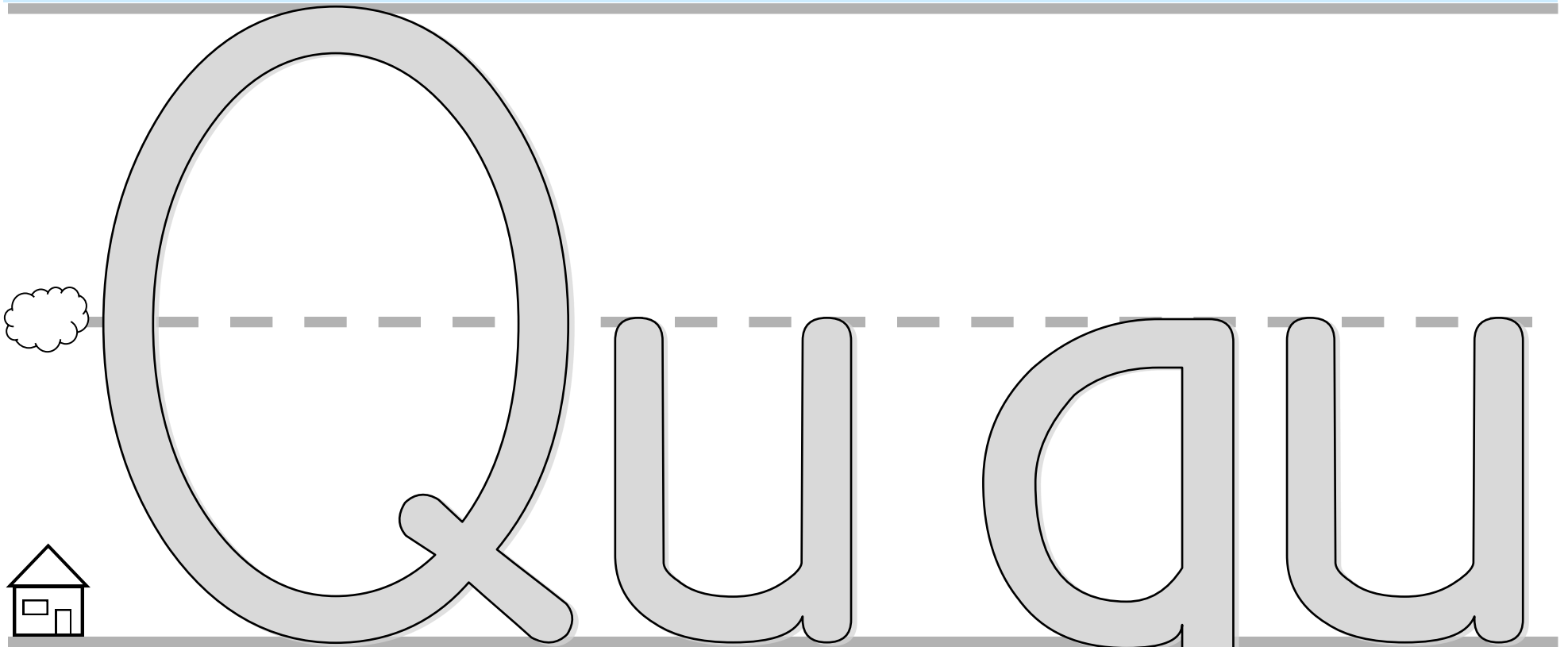
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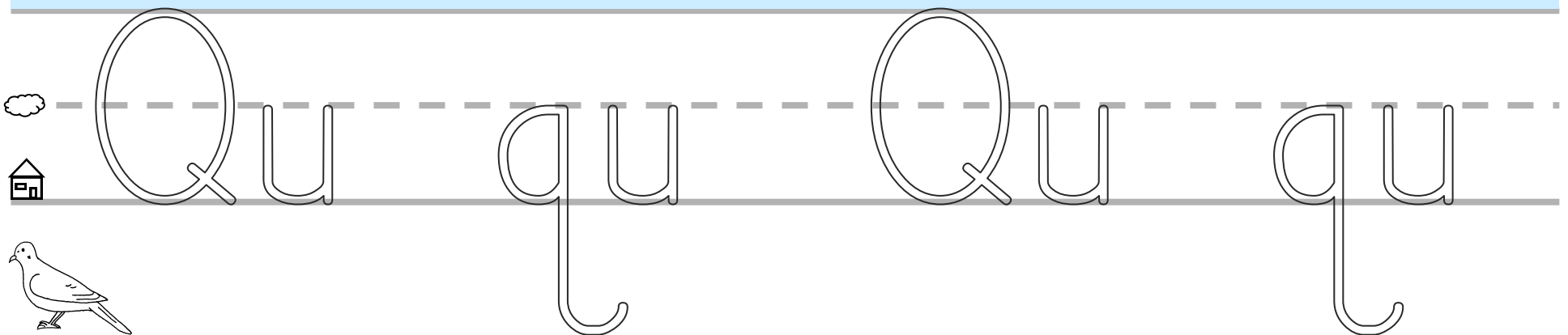
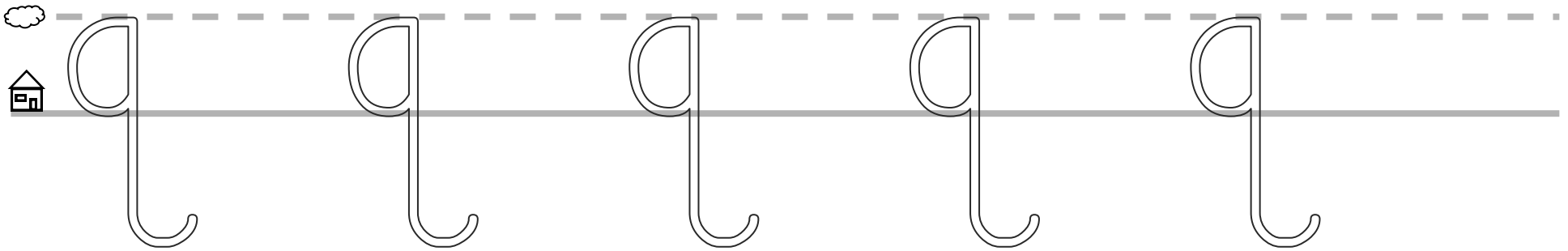
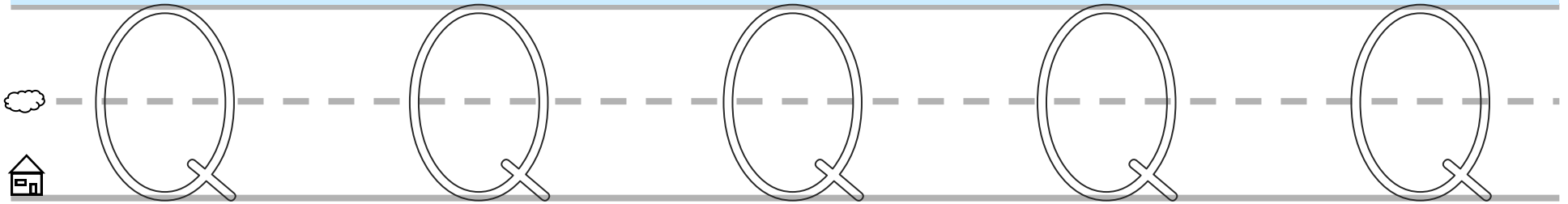
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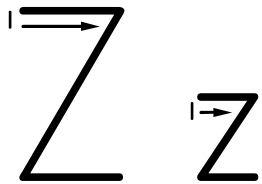
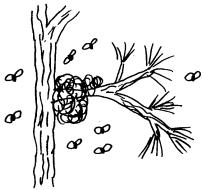
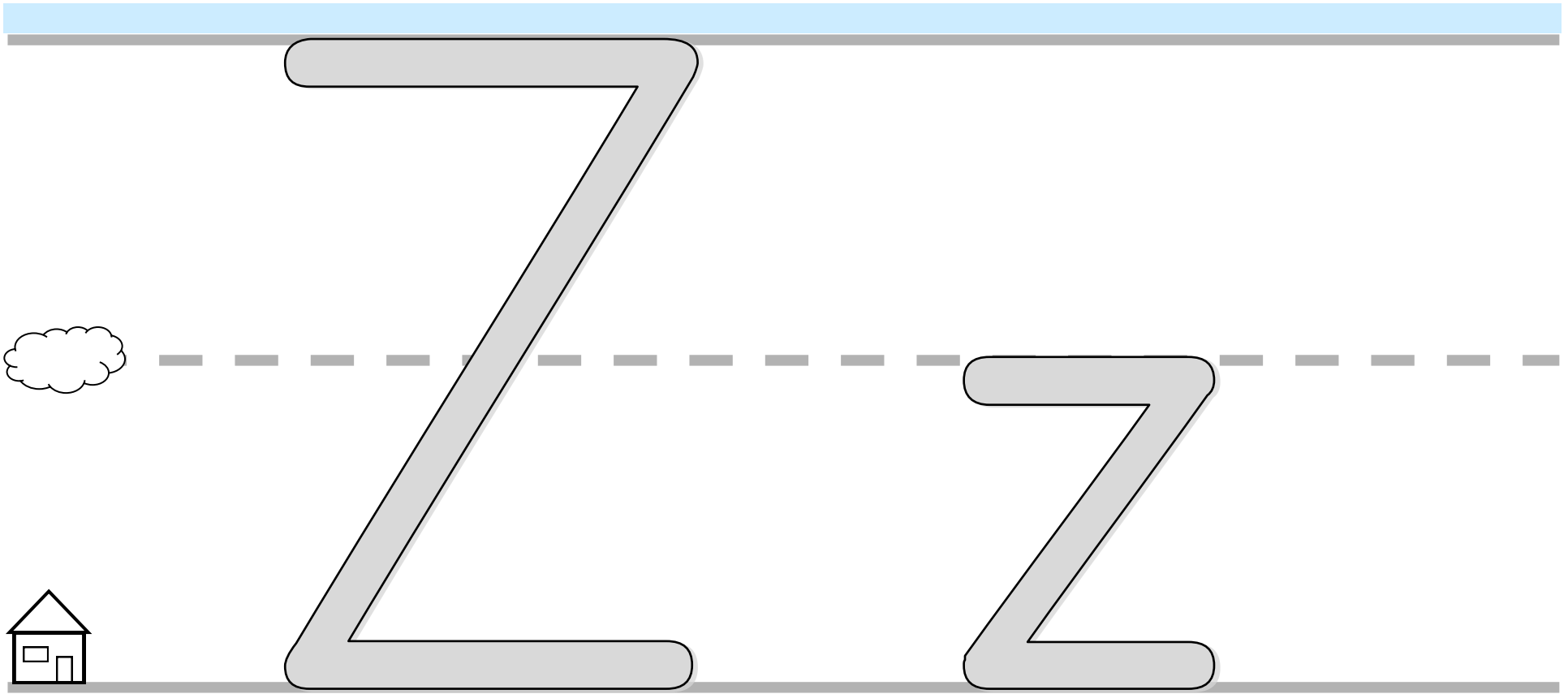




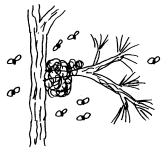
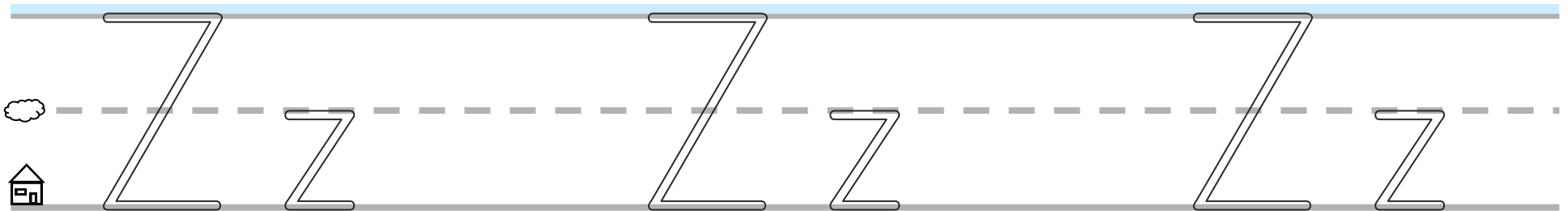
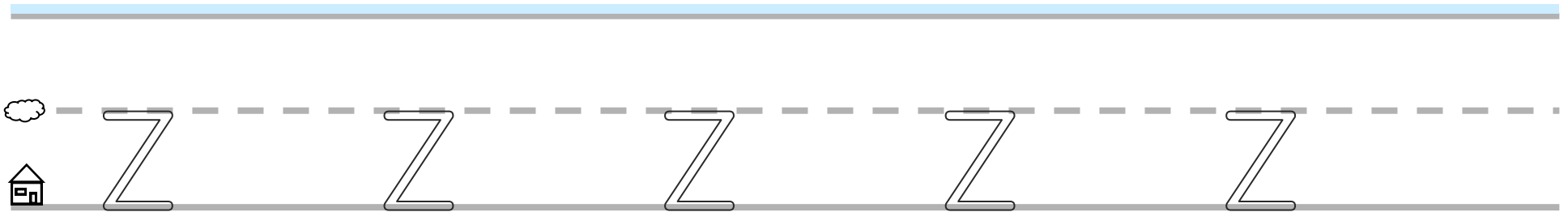
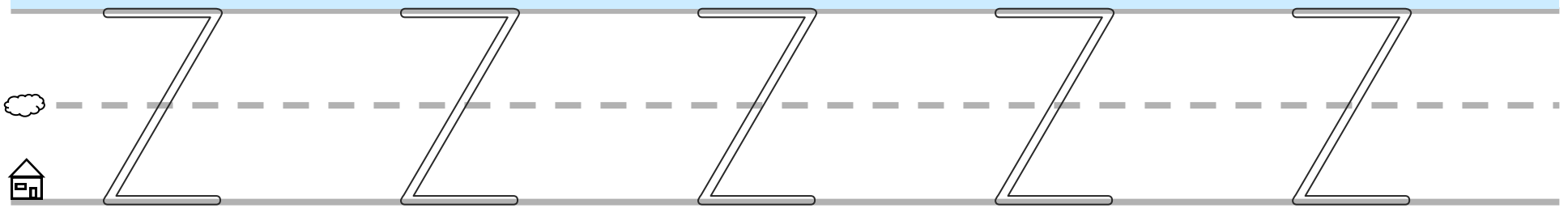
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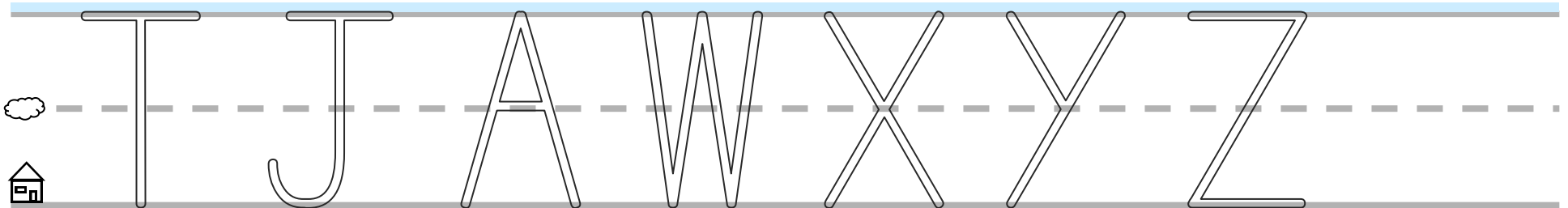
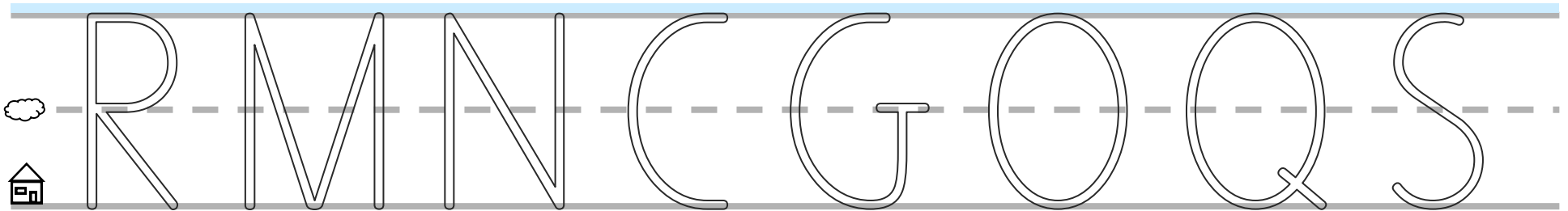
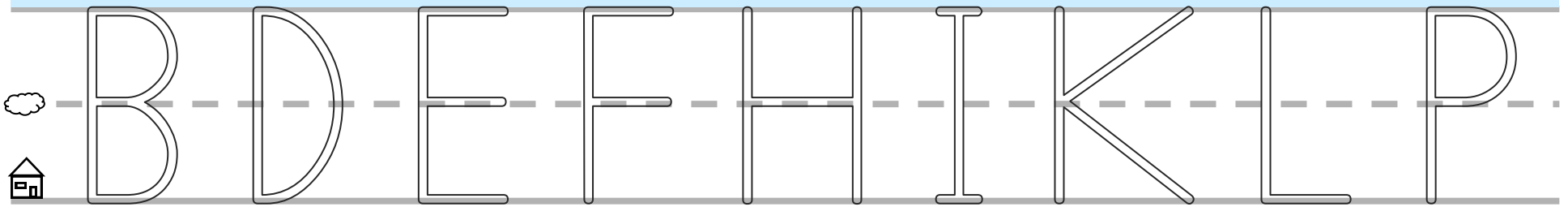


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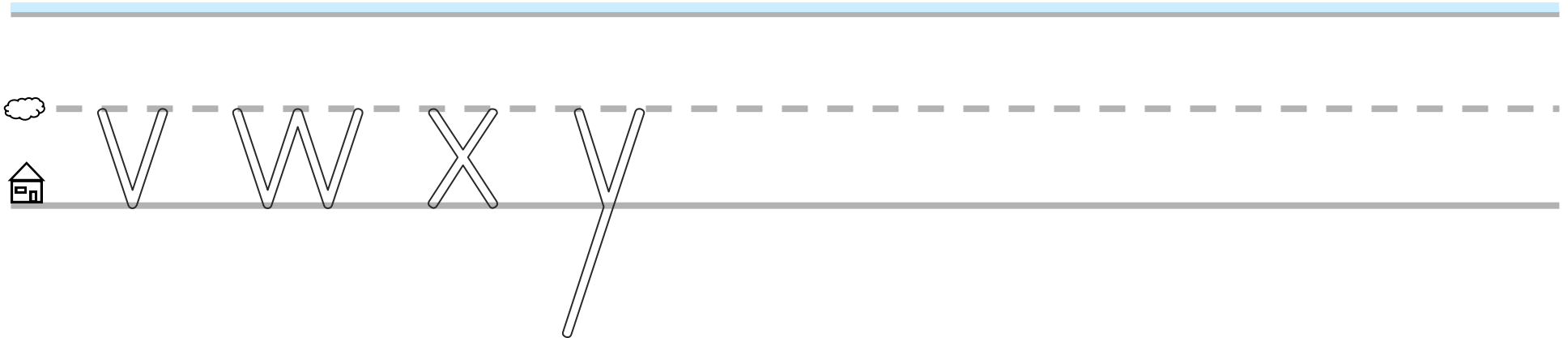
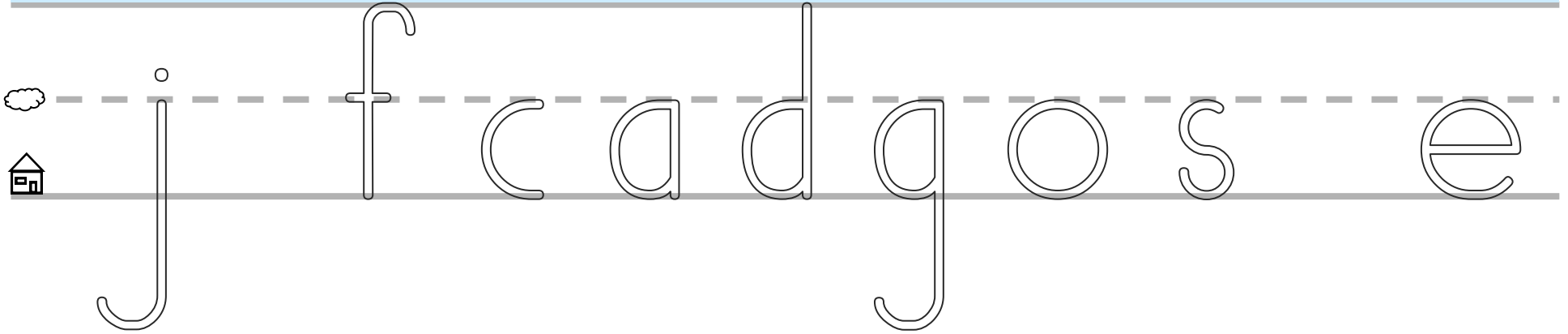


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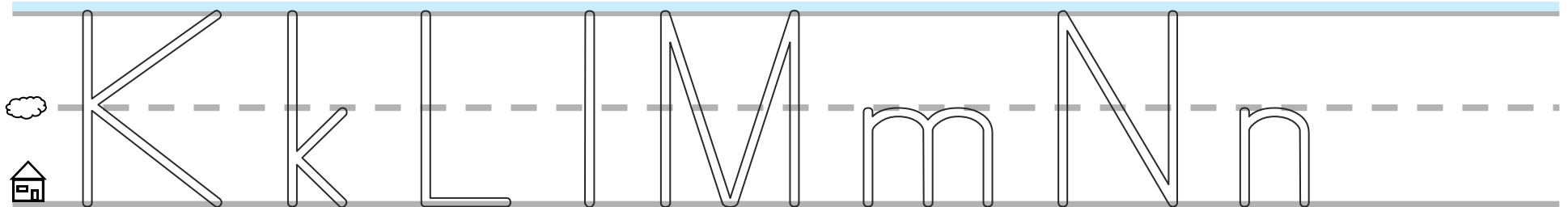
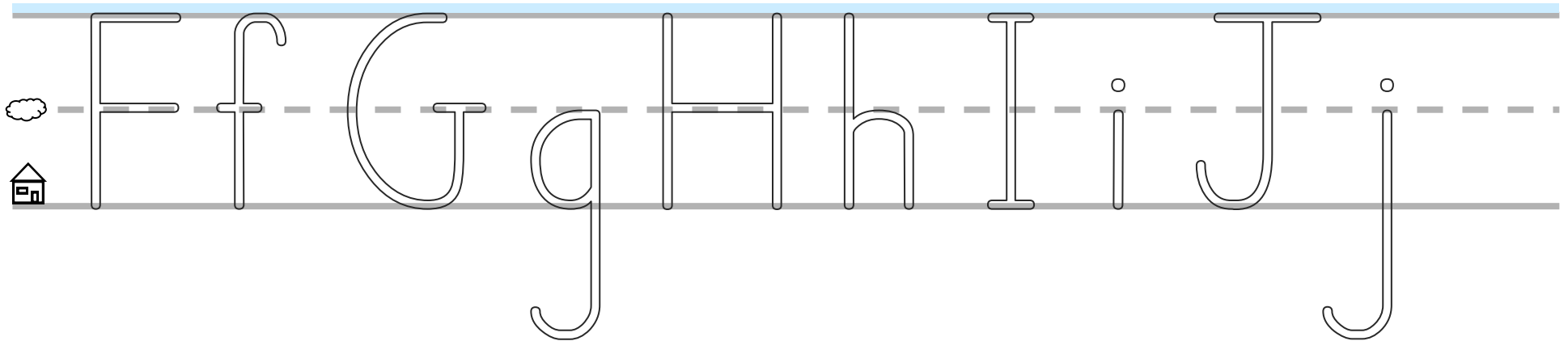
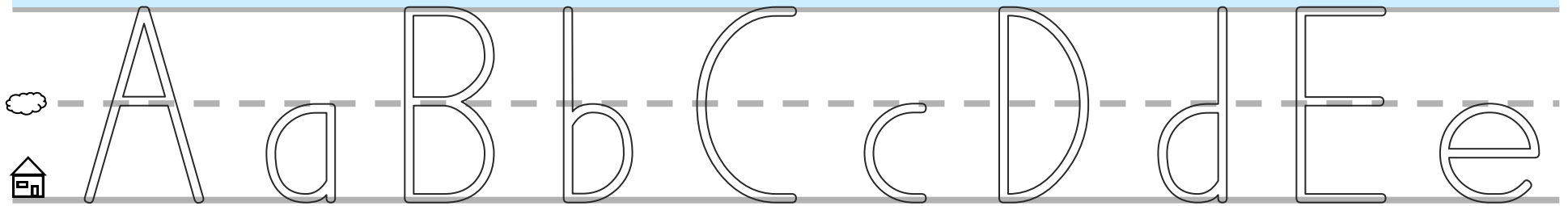
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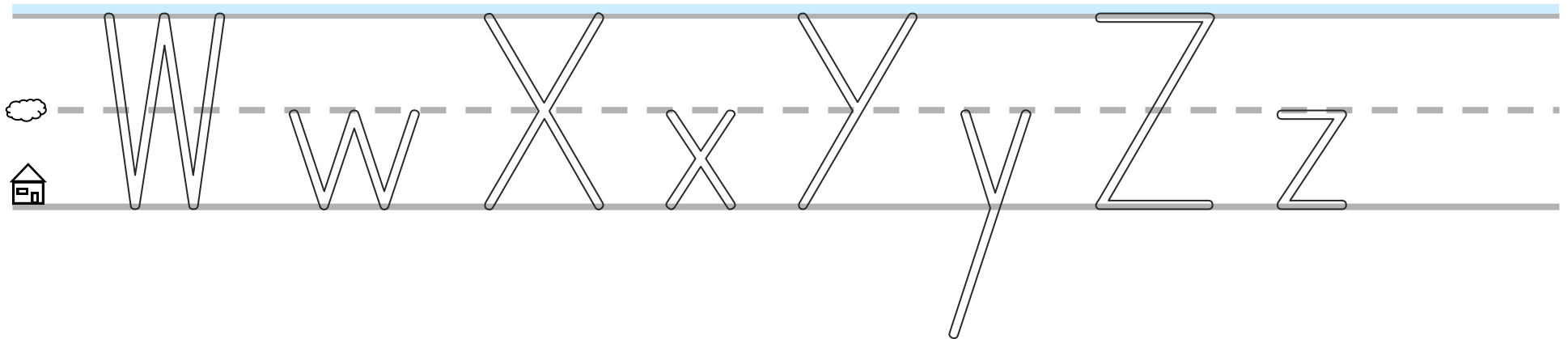
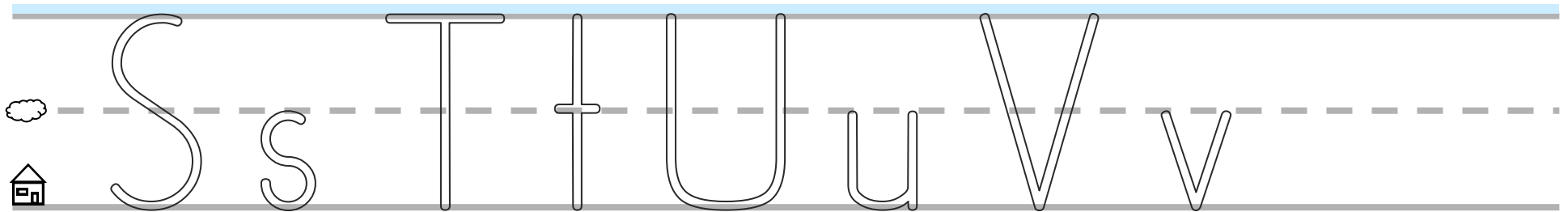
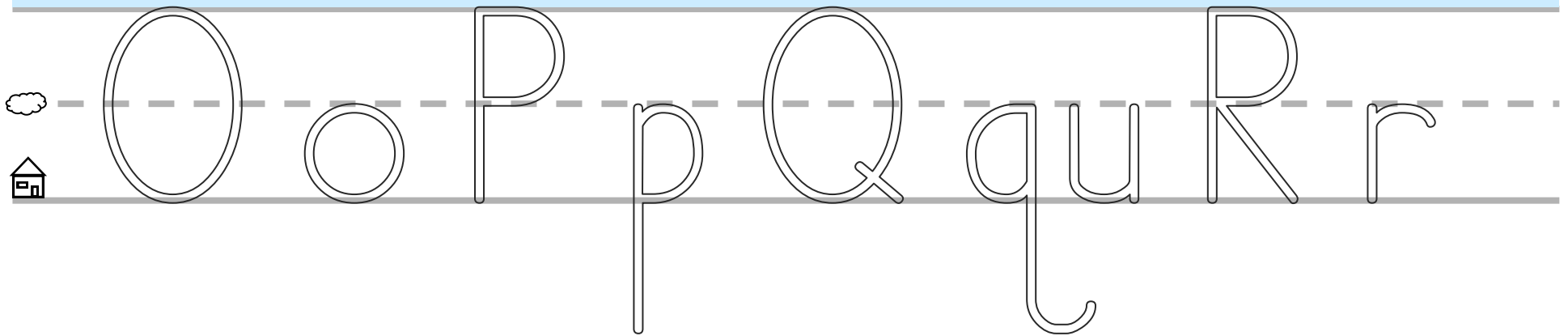
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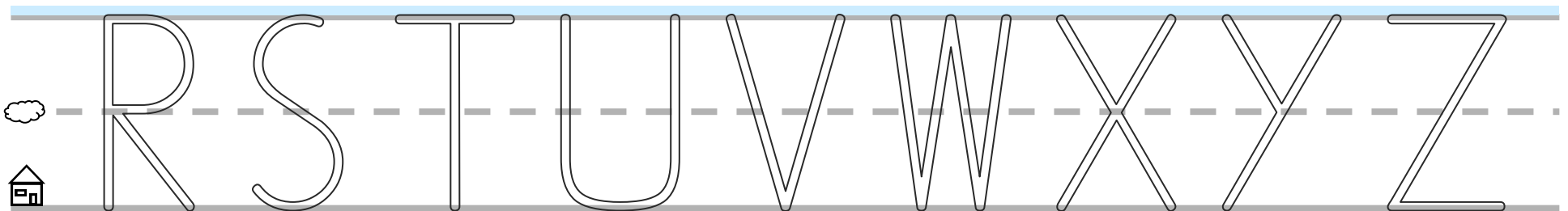
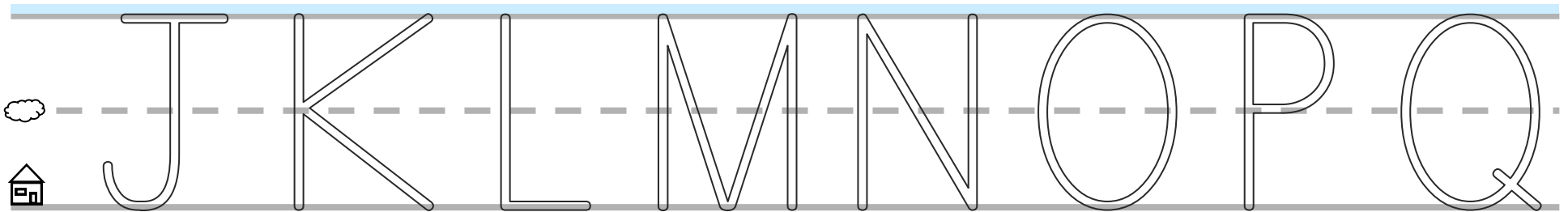
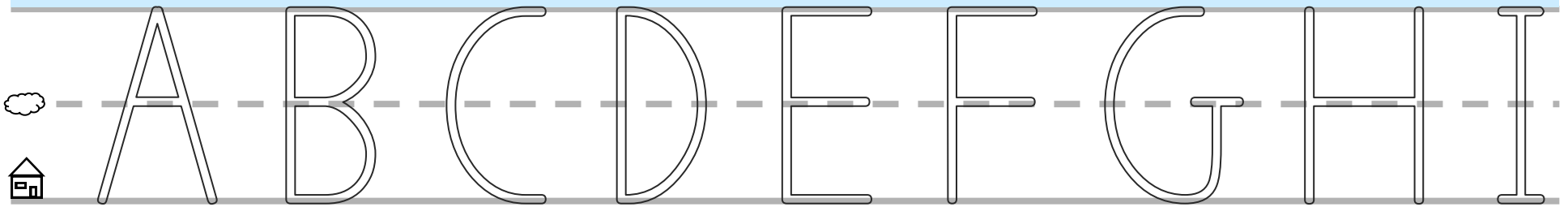
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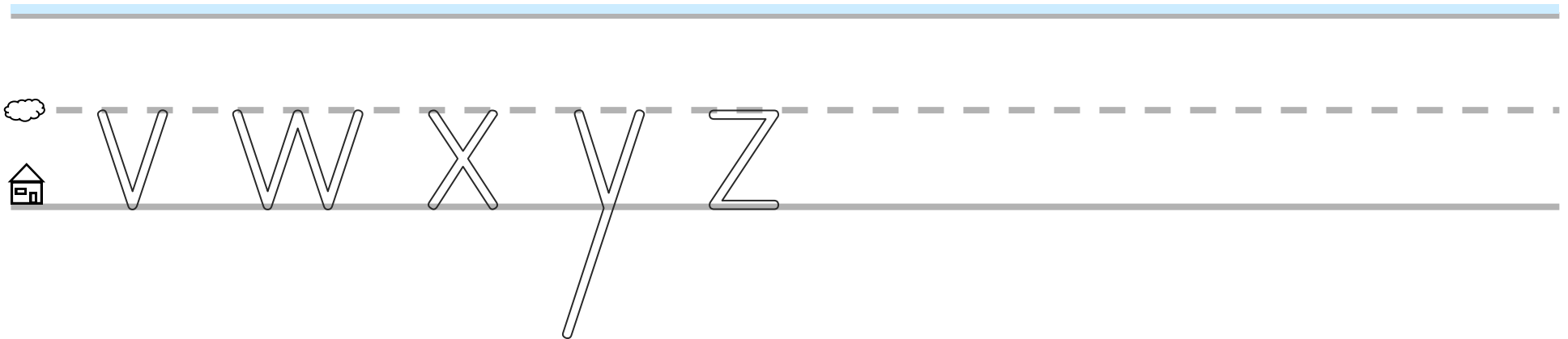
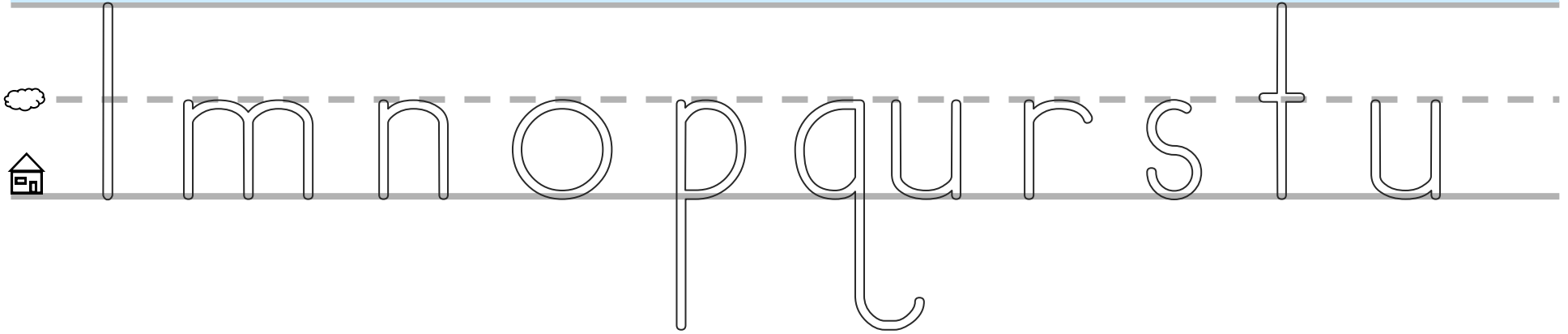
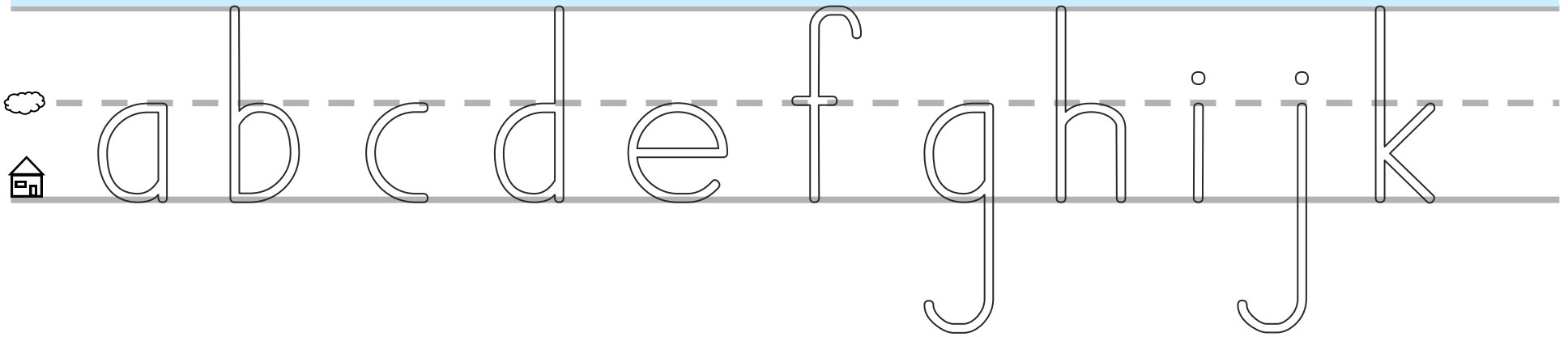
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Trace the letters. Say the name and sound for each capital letter.



Trace the letters. Say the just the sound for each lower case letter.



Listen to your teacher say each word. Trace the letters. Say the just the sound for each lower case letter.

cat fan hop



log sit kit

bun mud jet

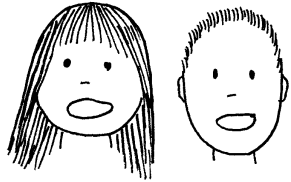
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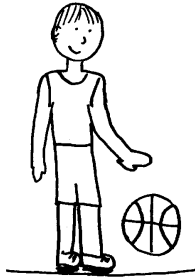
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  quit on up

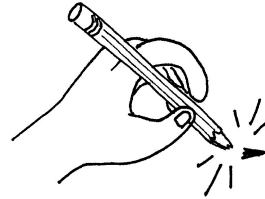
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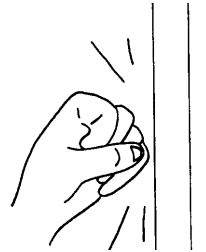
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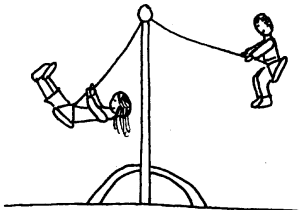
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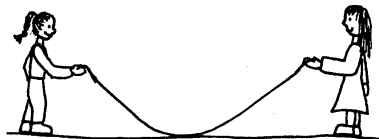
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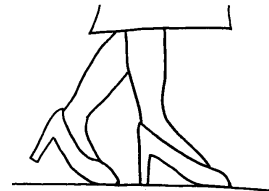
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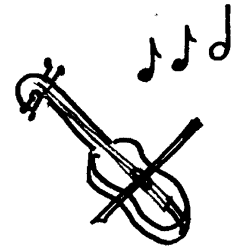
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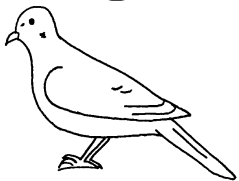
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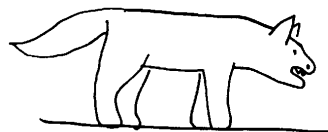
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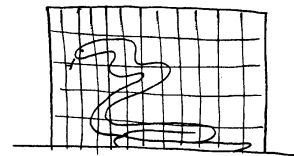
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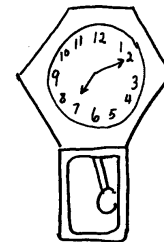
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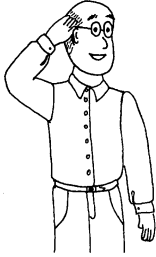
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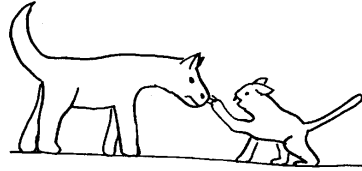
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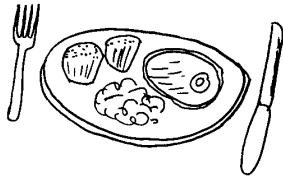
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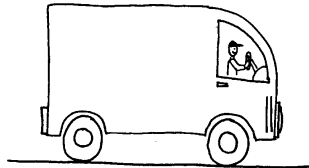
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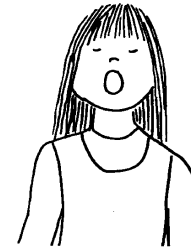
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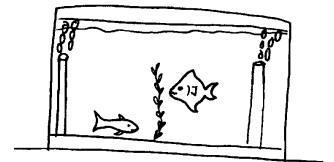
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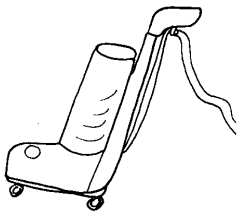
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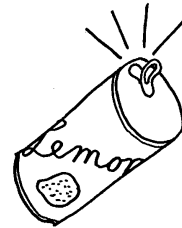
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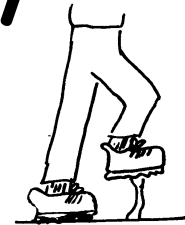
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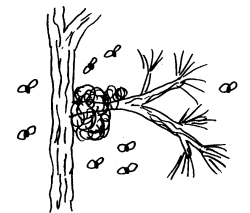
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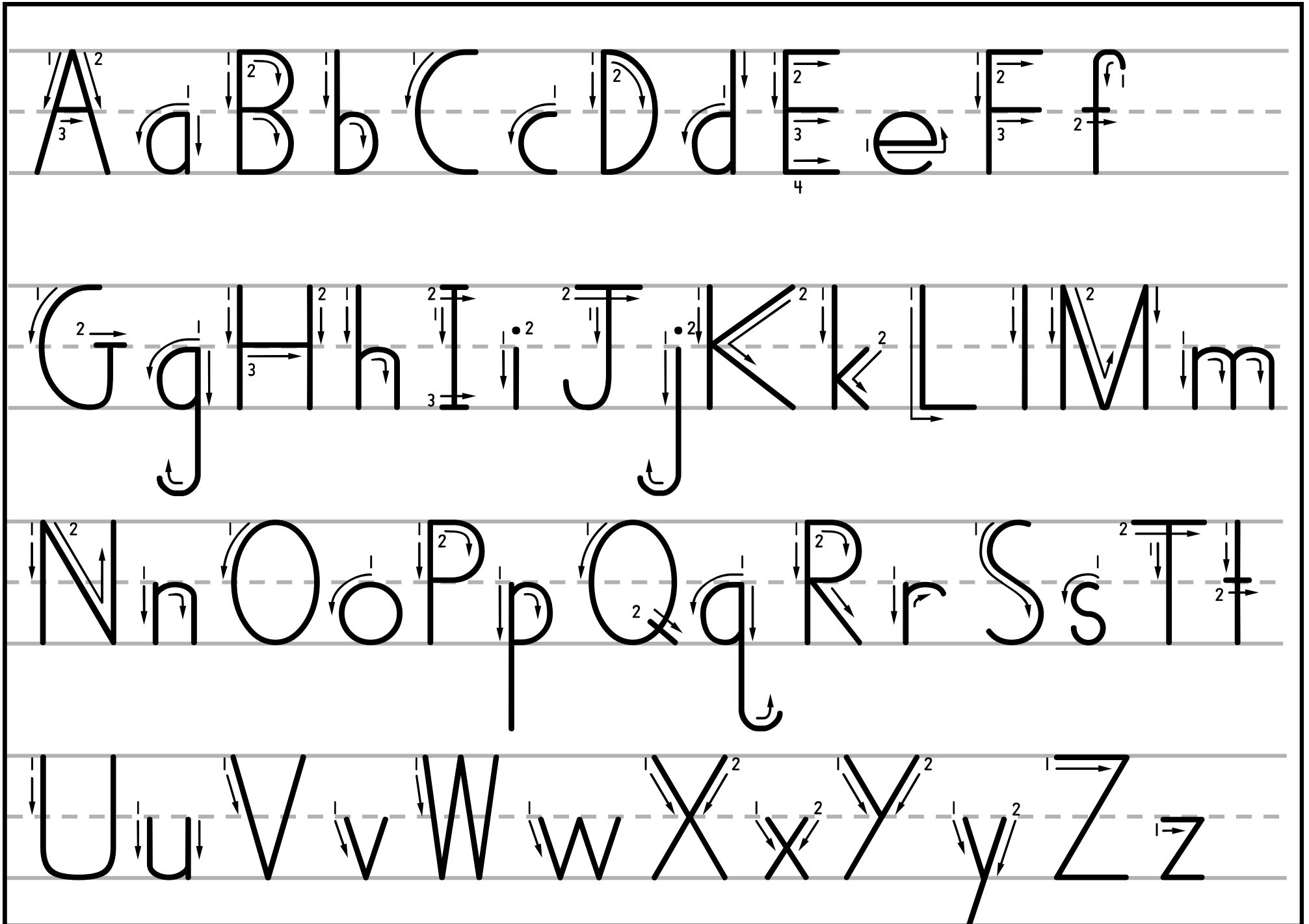


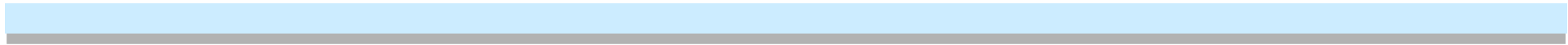
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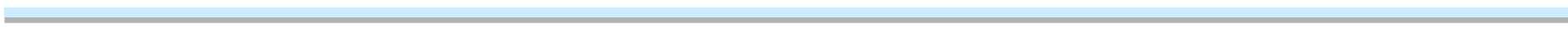


Z z









A B C

Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom. Free PDF downloads are available at www.soundcityreading.net.

Learning The Alphabet (Books 1 and 2)

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words (Books 1 and 2)

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending consonant sounds, and begin to spell simple short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences - K ***Mixed Short Vowel Words And Sentences - 1st***

Students spell and read color-coded short vowel words. Phonemic awareness exercises prepare students to read each set of words. Students say the sounds for each word and find the matching picture. Then they decode the word smoothly. Students learn seven sight words and begin to read simple short vowel sentences.

Basic Short Vowels

Students read illustrated short vowel words and sentences. This book has all black print.

Phonetic Words And Stories (Books 1 - 8)

Students learn common vowel, consonant, syllable, and suffix

patterns, taught in a logical sequence. Phonemic awareness activities are built in to the lessons. Students spell and read words with new patterns, then read easy stories containing the same patterns. Vowel patterns are color-coded. As students progress through the books, they will be able to read eight popular children's books, obtained separately.

Basic Phonics Patterns (Books 1 - 8)

These books and the *Phonics Patterns And Stories* books teach the same skills in the same sequence, but the *Basic Phonics Patterns* books are not color-coded, teach more words for each pattern, and include sentences with each set of words. They include the same set of practice stories, with smaller print and smaller pictures.

Know The Phonetic Code (Volumes 1, 2, 3)

Students study all of the phonics patterns, syllable patterns, and suffix patterns taught in the short vowel books and in Books 1-8 listed above. Students study one new pattern per page, including one-syllable and two-syllable words, where applicable. The same practice stories described above are included.

Advanced Phonics Patterns

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. The lessons are taught in a specific sequence which will prepare students to read eighty children's picture books, reading levels 1.1 through 4.7, obtained separately.

Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read color-coded rhyming lists followed by lists that begin with the same two letters (body-coda lists). The words are not illustrated. Practicing the word lists helps students build fluency when decoding words.

