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Welcome to Phonics Fun, a child-pleasing way to teach reading through phonics. The Phonics Fun Program teaches important phonics skills using colorful, motivating lesson cards and unique Ace—the Talking, Teaching Dog™. "Ace" plays 23 cool phrases and fun sound effects and his eyes glow green and red for answer reinforcement. Phonics Fun gives children a head start in reading that can result in a love of learning throughout school and throughout life.

The phonics method teaches a child to read by sounding out words. With phonics, the child learns to make a connection between a written symbol (a letter or group of letters) and a specific sound. When these "symbol to sound" connections are learned, a child will be able to read.

The Phonics Method

Here’s What’s Included in the Phonics Fun Program

Touch and Learn Cards

The Phonics Fun Program comes with five card sets each containing 32 colorful and motivating lessons. When used with Ace—the Talking, Teaching Dog™, these stimulating cards provide a fun-filled way for children to learn reading—the phonics way. Each card set focuses on a basic phonics skill:

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Ace—the Talking, Teaching Dog™

"Ace" adds fun and excitement to the Phonics Fun Program by giving instant feedback to each answer. Touch the dot next to a correct answer on a Touch and Learn Card and you are instantly rewarded with a cool phrase, a variety of motivating sounds, or alternating speech and sounds. Touch an incorrect answer and "Ace" gently acknowledges it with encouraging words, different sounds, or alternating speech and sounds. PLUS, his eyes glow—GREEN for correct answers and RED for incorrect answers.

Before using "Ace," insert 2 AAA batteries, following the instructions on page 24 of this guide.

Special Features

"Ace" plays 23 cool phrases and fun sounds and glows for answer reinforcement.

Press this 3-position button to select the type of sounds you want to hear.

♫ Press to hear speech, sound effects, or a mix of speech and sound effects.

 várias Press this 3-position button to choose volume level: low, high, or mute (no sound).

How to Position "Ace"

"Ace" works best when he's straight up and down. Make sure the tip of "Ace" sits flat on the surface of the answer dot as shown on the left.

Phonics Fun Lesson Guide

This guide gives you step-by-step instructions for teaching phonics skills in easy-to-learn, easy-to-manage lessons. It tells what you will find on each Touch and Learn Card, provides guidelines for using the cards, and gives ideas for meeting a child's learning needs.

Play and Learn Activities

A series of Play and Learn Activities, designed to reinforce each Touch and Learn Card set and skill, is also included in the Lesson Guide. These activities let the child practice skills and have fun at the same time. The easy-to-do activities are designed to be played before, during, or after using the Touch and Learn Cards.

Use these guidelines to make the best use of the Play and Learn Activities:

• Review the Play and Learn Activities for the phonics skill. Choose one that seems the most appropriate and sounds like fun.

• Plan the activity ahead of time. Gather materials and make any other necessary preparations.

• During the activity, find opportunities to offer lots of praise and encouragement.
Getting Started

Demonstrate how to use the cards and "Ace."

The Touch and Learn Cards in this kit are easy to use with just a little practice. Use Card 1 from Set One: Let’s Learn the Sound Alphabet to demonstrate how to use “Ace” with the Touch and Learn Cards. (The object of Card 1 is to choose pictures that begin with the sound of the letter A.)

1. Place Card 1 on the table. Point to the letters (Aa) and the picture of the apple at the top of the card. Ask the child to identify them. (“A, apple”) Now say the sound the letter makes. (“A makes the /a/ sound in apple.”) Have the child listen carefully, repeating the sound and the word.

2. Next, point to each picture in the first row and have the child say its name (alligator, banana). Ask, “Which one begins with the sound of the letter A—/a/? Point to it.” (The child should point to the alligator.)

3. Show “Ace” to the child. Press the music note ( ) to choose "speech." Demonstrate what happens when the tip of "Ace" is pressed on the dot next to the alligator. Just like magic "Ace" glows green, and speaks a correct answer phrase. Adjust the volume level as necessary by pressing the volume button ( ). Let the child use "Ace" to touch the correct answer.

4. Now show the child what happens when the tip of "Ace" is pressed to a dot beside an incorrect answer (banana). "Ace" glows red and speaks an incorrect answer phrase. Have the child use "Ace" to touch the dot next to the incorrect answer.

5. Complete the other rows on Card 1 together. Then let the child try it again—alone! Allow the child plenty of time to experiment with this card and get familiar with the positive and negative phrases "Ace" speaks.

6. Depending on the age and experience of your child, you may wish to demonstrate how to change "Ace" from "speech" to "sound effects" or to alternating "speech" and "sound effects" during this first lesson, or during subsequent lessons.

Work together.

Most children need guidance using the Touch and Learn Cards. Be prepared to give encouraging help if needed. Always read any directions on the card aloud. Look over the card together. Explain any unfamiliar words and make sure the child can identify all the pictures on the card before working alone.

Short daily sessions are best.

Set aside a specific period of time each day to work on Phonics Fun lessons. Because early learners may have short attention spans, you may want to limit sessions to about five to ten minutes at first, and then increase learning time as the child’s skills and interest increase.

Take your time.

Begin with just a few cards from a set. As cards are mastered, set them aside. Start the next learning session by reviewing the mastered cards and then introduce some new ones. This way each session will begin with a positive tone.

Be flexible.

When a child seems to have trouble learning a new skill, take a break. Often a change in plan is in order. You may want to introduce the skill with one of the Play and Learn Activities. It always helps to review previously mastered skills, and then move on to the new skill.
Remember to offer praise.
Words of praise and encouragement are very important to a child. Look for opportunities to offer compliments, praise, and approval of efforts as well as successes. A child is motivated by achievement and self-confidence, not by criticism or disapproval.

**SET ONE**

*Let’s Learn the Sound Alphabet*

*Using the Touch and Learn Cards*

Set One introduces each letter of the alphabet and its special sound (for example: A—/a/ and B—/b/). In the Phonics Fun Program, these 26 sounds are called the *Sound Alphabet.*

Learning the Sound Alphabet is the first step in learning to read with phonics. Once a child learns that c says /c/, a says /a/, and t says /t/, she’ll be ready to put these sounds together to read words: “/c/—/a/—/t/ is cat.” By mastering the Sound Alphabet, a child will be ready to start sounding out and reading the words presented in Sets Two, Three, Four, and Five.

### PHONICS FUN FACT

The Sound Alphabet

Each letter of the alphabet makes at least one sound. Learning these sounds is an important part of sounding out words phonetically.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>apple</td>
</tr>
<tr>
<td>B</td>
<td>bear</td>
</tr>
<tr>
<td>C</td>
<td>cat</td>
</tr>
<tr>
<td>D</td>
<td>doll</td>
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<tr>
<td>E</td>
<td>egg</td>
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<td>F</td>
<td>fish</td>
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<td>G</td>
<td>girl</td>
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<td>I</td>
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<td>jump</td>
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<td>K</td>
<td>kitten</td>
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<td>L</td>
<td>lion</td>
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<td>M</td>
<td>monkey</td>
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<td>N</td>
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<td>O</td>
<td>octopus</td>
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<td>pig</td>
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<td>queen</td>
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<td>wagon</td>
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<td>X</td>
<td>ox</td>
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<tr>
<td>Y</td>
<td>yacht</td>
</tr>
<tr>
<td>Z</td>
<td>zoo</td>
</tr>
</tbody>
</table>

Cards 1 to 26 introduce the 26 letters of the Sound Alphabet. At the top of each card is a letter in both capital and lowercase form, and a picture that begins with the sound of that letter (for example: Aa and a picture of an apple). These cards have a consistent format that children quickly understand and enjoy. Use this simple method to introduce each of these cards:

1. First, have the child read the letter and identify the picture at the top of the card.
2. Then, say the sound of the letter. (For example, “The sound of a is /a/ as in apple.”) Have the child repeat the letter, sound, and picture name.
3. Now, have her name the remaining pictures on the cards.
4. Finally, have the child use “Ace” to touch the dots beside the pictures that begin with this card’s letter sound.
Cards 27 to 32 review the entire Sound Alphabet. On each card have the child name the letter, say its sound, and then choose the picture that begins with that sound.

All of the letters in the Sound Alphabet are taught as beginning sounds with the exception of the letter x. The letter x is unusual. Not many words begin with x, so it is taught on Cards 24 and 32 only as an ending sound as in the word six.

Don’t go too fast! Limit sessions to a few new cards per day. If the child has a difficult time distinguishing the Sound Alphabet, try some of the Play and Learn Activities that follow.

**PLAY AND LEARN ACTIVITIES**

**The Sound Alphabet**

Mastering the Sound Alphabet is an important step in learning to read through phonics. If the child needs more practice, use any or all of these readiness activities to introduce, practice, and review the sounds of the letters.

**Sound Alphabet Detective**

Children love guessing games and this one is perfect for practicing beginning sounds. Begin by saying, “I’m thinking of something in this room that begins with the sound (for example) of the letter b.” Depending on the age of the child, give clues. (For example, “The thing I’m thinking of begins with the /b/ sound and you can bounce it.”) The child scans the room, looking for b objects. When she spies one, she asks, “Is it a ball?” When she finds the right one, give her lots of praise and then play again. Play this game in different rooms and various locations. A walk outside can provide lots of new words. Vary the game by letting the child think of words and having you guess!
Snip-and-Say Scrapbook
Make a Sound Alphabet scrapbook using pictures from old magazines, books, or catalogs. For this activity you’ll need 26 pieces of construction paper, a pair of safety scissors, and nontoxic glue. Begin by having the child label the upper right corner of each page with a letter of the alphabet. Then sit together and look through the magazines, books, and catalogs. Have her “snip” out a variety of interesting pictures. Then have her choose any picture and say its name. Ask her to say the sound she hears at the beginning of the word (for example, “penguin, /p/”). Ask her to name the letter in the alphabet that makes that sound. Finally have her paste the picture on the appropriate letter page for the scrapbook. The goal is to have at least one picture for each letter page, so this project may take a while to complete. When they are completed, punch holes in the pages and bind the scrapbook together with brads, yarn, or string.

The Sound Walk
This active game is a great way to learn and practice the Sound Alphabet during playtime. All you need is a piece of chalk and a large space to play. Using the chalk, print all of the letters (either capital or lowercase) in alphabetical order on a cement or blacktop area. Make your letters about five inches (13 cm) tall and space them at least a foot (30 cm) apart.
1. Start with the A. Step on the letter and say its name, the sound it makes, and a word that begins with that letter. For example, step on the A and say, “A, /a/, apple.” Continue until you reach the letter E.
2. Now encourage the child to follow your lead. Just as you did, have her say each letter, the sound it makes, and a word that begins with that letter as she steps on it.
3. Once the child completes E, introduce five more letters and have her follow in your footsteps.
4. When you reach the end of the alphabet, turn around and let her lead the way back (Z, Y, X, W, V and so on) until she reaches the beginning of the alphabet.
Play a new version of the game by challenging the child to locate specific letters as you call them out in random order. For example, call out the letter M. The child steps on the letter M and says, “M, /m/, moon.”
Short Vowels

Using the Touch and Learn Cards

Set Two introduces the short vowel sounds of a, e, i, o, and u. All words contain vowels. Vowels are the letters that “hold words together.” All vowels have both a short sound and a long sound. (The vowel a has the short sound in *mad* and the long sound in *made*.) It is important that a child learn to distinguish both sounds as he learns to read. When he learns the vowel sounds he will find that he can “sound out” many words. Sounding out the letters in words is the key to learning to read through phonics.

The short vowel sounds and consonant sounds should be familiar to the child from his work with the Sound Alphabet. If he is still not sure of the Sound Alphabet, review the Set One Touch and Learn Cards and do the Play and Learn Activities before beginning Set Two.

**PHONICS FUN FACT**

Short Vowels

When a one-syllable word contains only one vowel, that vowel is usually short.

Examples: cat, bed, pig, dog, nut

Cards 1 to 6 introduce the short vowel sound of a (/a/) and many short a words. As the child works through these cards, have him pay special attention to the vowel sounds.

**Card 1** introduces the short sound of a. The object of this card is to find the pictures whose names contain the short a sound. Here’s how to work with Card 1:

1. Place the card on the table. Ask the child to point to the picture of the cat at the top of the card.
2. Now say, “Cat has the short sound of a. The short sound of a is /a/ as in cat.” Pronounce *cat* slowly so that the short a sound is clearly heard (/c/-/a/-/t/).
3. Point to the pictures below the line. Have the child name each one (bed, hat, can, bat, fan, sun).
4. Now say, “Find each picture with the /a/ sound.”
5. The child touches “Ace” to the dot for each short a picture.

On **Card 2** the child practices sounding out short vowel words and matching each picture to its name. Here’s how to work with Card 2:

1. Place the card on the table. Point to the picture in the first box and have the child name it (“can”).
2. Now say, “What short vowel sound do you hear in the word can?” The child answers /a/. (Give help if needed.)
3. Next say, “Let’s sound out the words written under the picture.”
Point to the words below the picture. Sound out each word as you point to the letters in it. Say “/c/-/a/-/n/” as you touch the letters in the word can, and say “/c/-/a/-/n/” as you touch the letters in the word con.
4. Have the child touch each letter and repeat after you.
5. Now say, “Which of these words spells can? Use the "Ace" to touch its dot.”
6. Repeat these steps for each picture on the card.
On Cards 3, 4, and 5 the child matches pictures to words. At the top of each card is a sample short a word and its picture. Say the word for the child before he begins to work on the card. While working through the card the child should first say the name of the picture in a row, and then sound out the two words in the row to find the picture’s name.

On Card 6 the child sounds out each short a word and then matches this word to its correct picture.

Cards 7 to 12 teach the short vowel sound of e. Follow the same steps used for Cards 1 to 6 with these short e cards.

Cards 13 to 18 teach the short vowel sound of i. To use these cards follow the same steps used for working with Cards 1 to 6.

Cards 19 to 24 teach the short vowel sound of o. Follow the same steps used for Cards 1 to 6 with these short o cards.

**Touch and Learn Tip**

Be sure to go over each card with the child before letting him work on his own. Work on only one short vowel sound per session, and don’t forget to offer praise and encouragement.
Short Vowels

Every word in the English language contains at least one vowel, so mastering vowel sounds is an important skill. Here are some exciting activities that provide hours of fun practice with short vowels.

**Short Vowel Scavenger Hunt**

To plan a “Short Vowel Scavenger Hunt” all you need are some self-stick notes, a pencil, and a little preparation. The object of the hunt is for the child to find objects in the room that have the same short vowel sound (for example, short a) and tag them. Fill the room with a variety of short a items such as a hat, mat, bag, can, fan, jam, map, rag, pan, bat, and wax. Mark each of these items by placing a blank self-stick note on it. Give the child several self-stick notes, each labeled with the letter a. Ask him to find all the short a items you have marked and replace the blank tag with a tag marked a. Set the timer for three minutes. When the timer rings, have the child name each item he found. Then help him name items left with blank tags. Write the words on a piece of paper. When this is complete, take the list to a table and have him read the words to you.

Here are some suggestions for short vowel scavenger hunt items:

**Short e:** pen, desk, bell, leg, net, pet, cent, ten

**Short i:** bib, crib, mitt, lid, pig, wig, bin, lip, kit

**Short o:** pot, doll, box, block, cot, mop, lock, log, sock, top

**Short u:** tub, rug, cup, jug, bun, cuff, nut, mug, pup

**Cards 25 to 30** teach the short vowel sound of u. To use these cards follow the same steps used for working with Cards 1 to 6.

**Cards 31 and 32** review all of the short vowels. On Card 31 the child must choose the correct name for each picture. On Card 32 he must complete the word by choosing the correct vowel.

**PLAY AND LEARN ACTIVITIES**

Don’t go too fast! Limit sessions to a few new cards per day. If the child has a difficult time recognizing colors and color patterns, try some of the Play and Learn Activities that follow.
Make-A-Word

Write a short vowel word on a piece of paper or a chalkboard, leaving a blank line where the vowel would be (for example, t__p). Have the child make a real word by filling in the blank with a vowel. For example, the child writes an o in the blank space to form the word top. Encourage him to read his newly formed word by sounding out each letter. If the child writes a vowel that doesn’t form a real word (for example, tep), have him sound out the “wacky word” anyway. Then ask him to write another vowel that might form a real word (for example, tip).

Here are some incomplete short vowel words to use in this activity:

\[
\begin{array}{cccc}
p & t & b & g \\
h & m & t & n \\
d & g & t & p \\
l & g & c & t \\
c & b & c & p \\
\end{array}
\]

Rhyme Time

Children love rhyming games. Here’s an activity that reinforces short vowels and encourages rhyming. Write a short vowel word on a piece of paper (for example, fan). Ask the child to read the word and then say as many words as he can think of that rhyme with fan—tan, man, ran, can, van. Write these words below fan for the child to practice reading. Play this rhyming game with a variety of short vowel words.

Here are some Rhyme Time words to get you started:

\[
\begin{array}{cccc}
cab & bed & bib & job \\
bag & leg & lid & dog \\
ham & hem & wig & mop \\
fan & pen & rim & tot \\
map & jet & pin & box \\
bat & net & sip & hot \\
wax & red & fix & pot \\
\end{array}
\]
Long Vowels

Using the Touch and Learn Cards

Set Three introduces long vowel sounds. The words *note* and *boat* both have the long *o* sound, but each word has a different letter pattern. Many long vowel words end in silent *e* as in the word *note*. Other long vowel words contain vowel pairs in which the first vowel says its name and the second vowel is silent as in the word *boat*. The cards in this set introduce long vowel patterns.

**PHONICS FUN FACT**

Long Vowels

When a one-syllable word contains a vowel pair, the first vowel is usually long and the second vowel is silent.

Examples: *rain*  *meat*  *pie*  *boat*  *cue*

An *e* at the end of a one-syllable word often makes the vowel long and the *e* silent.

Examples: *make*  *five*  *home*  *tube*

**Cards 1 to 8** show various ways to spell the long vowel sound of *a*. For example, long *a* words include *cake*, *tail*, and *day*.

**Card 1** introduces long *a* words that end in silent *e*. Follow these steps when working with this card:

1. Place Card 1 on the table. Ask the child to point to the picture of the cake.
2. Now say, "*Cake* has the long sound of *a*. The long sound of *a* is the same as the letter’s alphabet name."
3. Point to the pictures below the line and ask the child to name each (gate, plane, cane, grapes, six, tape, paste).
4. Now say, "Find each picture with the long sound of *a*.”
5. The child touches "Ace" to the dot below each picture that has the sound of long *a*.

On **Cards 2 to 4** the child learns to recognize the long *a* sound when the *a* and the final *e* are separated by a consonant as in the word *cake*. As you work through these cards, point out that all the long *a* words end in silent *e*. 
Cards 5 and 6 teach the long a sound made by the vowel pair ai as in the word snail.

Cards 7 and 8 show the long a sound made by the vowel pair ay as in the word hay. Note: In this case, the letter y is a vowel.

On Cards 9 to 12 the child learns that the long sound of e can be made by the vowel pair ee in the word bee and by the vowel pair ea in the word leaf.

On Cards 13 to 15 the child learns to recognize the long i sound when the i and the final e are separated by a consonant as in the word mice. As you work through these cards, point out that all the long i words end in silent e.

Card 16 provides practice in reading words with the long vowel sounds of a, e, and i.
On Cards 17 and 18 the child learns to recognize the long o sound when the o and the final e are separated by a consonant as in the word bone. As you work through these cards, point out that all these long o words end in silent e.

Cards 19 and 20 teach the long o sound made by the vowel pair oa as in the word goat.

On Cards 21 and 22 the child learns to recognize the long u sound when the u and the final e are separated by a consonant as in the word tube. As you work through these cards, point out that all these long u words end in silent e.

On Cards 23 and 24 the child learns that the long sound of u can be made by the vowel pair ue as in the word blue.

Card 25 provides practice in reading words with the long vowel sounds of o and u.

Cards 26 to 32 provide practice in reading words with long vowel sounds.

Don’t go too fast! Limit sessions to a few new cards per day. If the child has a difficult time recognizing colors and color patterns, try some of the Play and Learn Activities that follow.
Long Vowels

Once a child has mastered short and long vowels, she’ll soon be ready to start reading simple sentences and stories. Use these activities to teach vowel patterns and to practice reading long vowel words.

Categories

What do the words feet, nose, and toe have in common? First, they are all long vowel words. And second, they are all parts of the body. In this game, the child reads long vowel words and places them in the correct categories. Here’s how to play:

1. Choose two categories, for example Boys’ Names and Girls’ Names. Write the title of each category on separate index cards.

2. On additional index cards, write at least three long vowel names that belong in each category (for example, Dave, Neal, Mike and Rose, Jane, Gail). Write each name on a separate index card.

3. Place the category title cards on the table. Shuffle the six long vowel name cards together. Give the cards to the child. Have her sound out each long vowel name and then place it under its correct category title card.

4. As the child becomes more proficient at reading and categorizing, add more categories.

Here is a starter list of category titles and words:

**Body Parts:** nose, toe, knee, face, heel, feet

**Animals:** goat, toad, ape, eel, jay, doe, seal, mice

**Vehicles:** train, plane, boat, jeep, bike

**Plants:** tree, rose, leaf, weed, vine

**Food:** meat, pea, tea, cake, beet, rice, pie

**Numbers:** five, nine, three

**Clothes:** coat, cape, tie, jeans

**Things in a Garage:** nail, rake, pipe, kite, hoe, rope, hose, fuse
Mail Carrier, Mail Carrier

This read-and-do activity provides practice in reading both short and long vowel words. The goal is for the child to read a “postcard” and place it in the correct “mailbox” so it gets “mailed” to either Short Vowel City or Long Vowel Village. You’ll need two shoe boxes, index cards, and a pencil. Write one short vowel word on each of ten index cards. Then write one long vowel word on each of the other ten index cards. The child’s job as mail carrier is to sort the postcards into the correct mailboxes. All short vowel words go into the shoe box labeled Short Vowel City and all the long vowel words go into the shoe box labeled Long Vowel Village.

Here are postcard word suggestions:

**Short Vowels:** cab, wag, bed, van, nap, pass, pot, tax, sad, Pam, Ken, Tim, Don, Gus

**Long Vowels:** wade, see, page, take, try, tea, home, cue, bone, pie, leaf, Jane, Mike, Sue

Circles and Slashes

This is a perfect chalkboard game. Write three long vowel words on the board (for example: game, home, June). Ask the child to read the first word aloud and circle the vowel that she hears in the word. Then ask her to put a slash mark through the vowel that is silent. Have her circle and slash the rest of the vowels in the words. To ease a child in to reading sentences, have her circle and slash the vowels in some phrases and sentences.

Here are some fun examples to read and say aloud:

- nice mice
- five dive
- mule rule
- see a bee
- Duke ate a bean.

- green bean
- road toad
- bee tree
- make a face
- Mike rode a bike.

- fine line
- lone cone
- teen queen
- wait in line
- Jay bakes a cake.
Blends and Digraphs

Using the Touch and Learn Cards

Set Four introduces consonant blends and digraphs. The words *skate* and *dress* begin with consonant blends. The words *shine* and *chair* begin with consonant digraphs. These consonant pairs appear in thousands of words. Once a child masters these, his reading vocabulary will increase dramatically.

**Blends and Digraphs**

A **consonant blend** is two or more consonants next to each other in a syllable. In a blend each letter says its own sound. If you say the word *club*, you can hear the sound of *c* and the sound of *l*.

Examples: **play**  **brave**  **drop**  **free**  **train**

A **consonant digraph** is two consonants that, when paired together, make a single consonant sound. When you say the word *chair*, each letter doesn’t say its own sound. Instead, the letters *ch* combine to make a single sound.

Examples: **chin**  **shake**  **thank**  **whip**

**Cards 1 to 4** introduce these consonant blends—*sn*, *sk*, and *sm*.

On **Cards 1, 2, and 3** the child chooses pictures that begin with the same consonant blend that is shown at the top of the card. Follow these steps when working with Cards 1 to 3:

1. Place Card 1 on the table. Point to the picture at the top of the card and ask the child to say its name (*sneaker*).  
2. Read the sentence at the top of the card. (“The word *sneaker* begins with the sound made by *s* and *n blended* together.”)  
3. Now ask him to say the sound made by these letters. (The child should answer /s/ and /n/.)  
4. Have the child name each picture on the card.  
5. Now say, “Find each picture that begins with *sn*.”  
6. The child touches “Ace” to the dot for each appropriate picture.  
7. Follow the same steps for Cards 2 and 3.

**Touch and Learn Tip**

Although “Ace” gives a congratulatory response when a correct answer is chosen, don’t forget to give your own special words of praise. Learning phonics can be difficult and children need lots of encouragement to keep up their enthusiasm.
On Card 4 the child sounds out words beginning with consonant blends and matches a picture to the correct word. Follow these steps when working with Card 4:

1. Place Card 4 on the table. Point to the picture in the upper left corner and ask the child to say its name (snake).
2. Now have the child sound out each word below the picture.
3. Then say, “Find the word that spells snake.”
4. The child touches “Ace” to the dot below the appropriate word.
5. Follow the same steps for the other pictures on the card.

Once the child has mastered these s blends, continue with the following cards. Don’t forget to review the pictures on each card before the child begins to work independently. Follow the same steps as you did when using Cards 1 to 4.

On Cards 5 to 8 teach the consonant blends sp, st, and sw.

Cards 9 to 12 teach the consonant blends bl, cl, and fl.

Cards 13 to 16 teach the consonant blends gl, pl, and sl.

Cards 17 and 20 teach the consonant blends br, cr, and dr.

Cards 21 to 24 teach the consonant blends fr, tr, and gr.
**Cards 25 to 31** introduce the consonant digraphs—*sh, th, ch,* and *wh.* These digraphs appear in thousands of words and mastery of them is very important. Take time to introduce and review each digraph sound.

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**PHONICS FUN FACT**

**Teaching Digraph Sounds**

A child will more readily remember the sound of each digraph if he learns some sentence memory triggers. Model these gestures for the child.

**SH:** Put your finger to your lips and say, “*Shhh,* the baby is sleeping.”

**TH:** Bend at the waist and say, “*Thank you!*”

**CH:** Pull on an imaginary train horn and say, “*Choo choo,* here comes the train.”

**WH:** Put an index finger to your cheek and say, “*Where oh where can it be?*”

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On **Cards 25 to 31** the child chooses pictures that begin or end with the consonant digraph pictured at the top of the card. Follow these steps when working with these cards:

1. Place Card 25 on the table. Point to the picture at the top of the card and ask the child to say its name (*sheep*).
2. Read the sentence at the top of the card. (“*The word sheep begins with the sound made by s and h together.*”)
3. Now ask him to say the sound he hears at the beginning of the word. (The child answers *sh.* Point out that this sound is a new sound.
4. Have the child name each picture on the card (*shoe, shell, kite, shirt, shovel, ship, shark*).
5. Now say, “Find each picture that begins with *sh.*”
6. The child touches “Ace” to the dot below each appropriate picture.
7. Follow these same steps for Cards 26 to 31.

**Card 32** reviews the consonant digraphs by having the child sound out words containing consonant digraphs and matching a picture to the correct word. Follow these steps when working with Card 32:

1. Place the card on the table. Point to the picture in the upper left corner and ask the child to say its name (*shell*).
2. Now have the child sound out each word below the picture.
3. Then say, “Find the word that spells *shell.*”
4. The child touches “Ace” to the dot for the appropriate word.
5. Follow the same steps for the other pictures on the card.

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Don’t go too fast! Limit sessions to a few new cards per day. If the child has a difficult time with uppercase and lowercase letters, try some of the Play and Learn Activities that follow.
Blends and Digraphs

Learning blends and digraphs can be difficult. Here are some games and activities to help in the mastery of these important phonics skills.

Consonant Blend Draw

This game provides practice with words containing blends. You will need 18 index cards—one for each of the following blends: sn, sk, sm, sp, st, sw, bl, cl, fl, gl, pl, sl, cr, br, dr, fr, gr, and tr. Write a different blend on each card. Next, shuffle the cards and place them face down in a pile. Have the child start by drawing a card from the pile. Have him look at the blend on the card and say a word that begins with that blend. For example, if the sn card is drawn he might say “sneeze.” Now write the word on a sheet of paper and underline the blend. Take turns with the child drawing cards and saying words. When there are no more cards left in the draw pile, play again. This time try not to repeat the words that were used in the first game.

Listen and Clap

This listening game is a great way to practice recognizing the sound of a digraph in a word. Prepare for the game by choosing a digraph (for example, th) and writing it on an index card. Next write a list of words—some should begin with th and some should not. To begin, show the th card to the child and tell him that you are going to say some words out loud. Some of these words will begin with the sound of th. Others will begin with other sounds. He is to listen for words that begin with the sound of th. Whenever he hears a th word, he is to clap his hands. Ask him to keep his eyes on the th card as he listens to the words. When you have read through your list, repeat the activity using the digraphs sh, ch, and wh.

TIP: Look at Cards 25–31 from the Set Four Touch: and Learn Cards for words. You can also use a dictionary for more word choices.
It's a Match!

This word-building game is perfect for practicing digraphs and blends while brushing up on short and long vowel skills. For this activity you need index cards or paper strips in two different colors (for example, yellow and blue). On each yellow card write a different consonant digraph or blend from the list below (for example, sk). On each blue card write a short or long vowel word ending from the list below (for example, ate). The object of the game is to match up a beginning digraph or blend with a word ending to form a real word (skate).

Yellow Cards

- sn
- sk
- sm
- sp
- st
- sw
- bl
- cl
- fl
- gl
- pl
- sl
- br
- cr
- dr
- fr
- tr
- gr
- sh
- ch
- th
- wh

Blue Cards

- an
- ate
- at
- ade
- ake
- ed
- ell
- ean
- eam
- ess
- in
- ip
- ick
- ill
- ine
- og
- op
- ot
- oke
- ove
- ug
- ut

Here’s how to play:

1. Place all the blue cards face down in a pile.
2. Deal five yellow cards to each player.
3. Player One turns over a blue card (for example, ate) and tries to create a word with the ending on this card using one of his yellow cards (for example, sk).
4. If the player can make a word, he reads it aloud and then places it on the table. If he is unable to form a word, the blue card goes to the bottom of the pile and the next player takes a turn.
5. The first player to use all of his yellow cards to form words is the winner.

Easy Match

For an easier version of It’s a Match, use yellow cards with consonants instead of blends and digraphs. This makes a great short and long vowel activity.
Let’s Read

Using the Touch and Learn Cards

Set Five introduces sentences and basic reading comprehension. Most of the words on these cards can be sounded out using the phonics skills taught in Sets One to Four. Some words can’t be sounded out phonetically. We call these words sight words. Before working on this set, introduce these sight words to the child so that she is familiar with them before beginning to use the Touch and Learn Cards.

Sight Words

The best way to teach reading is by using both the phonics method (sounding out the letters in a word) and the sight word method. In the sight word method a child learns to read a word by memorizing the pattern of written letters, rather than by sounding out each letter in the word. Words that frequently appear in a child’s vocabulary (such as I, the, to, my, we, and has) are easier to learn to read as sight words.

Repetition is the key to mastering sight words. Make flash cards to help the child memorize these words. Let the child keep the cards and encourage her to read them often. Playing games with flash cards is also a good way to practice. For example, add more words to your sight words flash card set and have the child form sentences with the flash cards.

These are the sight words used in Set Five: is my the has I we her his

Cards 1 tp 32

Each of the cards in this set follows the same format. At the top of the card is a sentence. Below the sentence are two pictures. The child reads the sentence and chooses the picture that shows its meaning. The pictures are similar so she must read and look carefully in order to make the correct choice. Follow these steps for each of the cards in this set:

1. Place Card 1 on the table. Ask the child to point to each picture and describe it.
2. Ask her to read the sentence: “My hat is red.”
3. Then have her point to the picture that goes with the sentence. The key word in this sentence is red. If she chooses the picture of the boy wearing the brown hat, have her point to the word red and then point to the boy in the red hat.
4. Follow the same procedure for each card.

Don’t go too fast! Limit sessions to a few new cards per day. If the child has a difficult time with uppercase and lowercase letters, try some of the Play and Learn Activities that follow.
Let’s Read

The goal of learning phonics skills is to finally pull it all together and begin reading sentences and books. Your local library is filled with books especially for the beginning reader that are both visually appealing and easy to read. Here are some activities you can do now to extend learning using the cards from Set Five.

Who? What? Where?
You will need the Set Five Touch and Learn Cards for this reading comprehension activity. Pick one card and show it to the child. Then ask a question about the sentence. For example, for Card 5 you might ask: “Where does Jim sit?” or “Who sat on the grass?” The child should read the sentence and then answer the question. Once she has answered the question, talk more about the details of the pictures. This will help her to visualize and think more about what she sees and reads. This is an important step to the enjoyment of reading. For example, ask her: “How do you think the grass feels? Is it soft or is it scratchy?” or “Do you think the butterfly tickles Jim’s toes?”

Sentence Detective
Get the most out of the picture pairs in Set Five by creating additional sentences for each card. Choose words the child can sound out and read independently. Then have her point to the picture that corresponds to the new sentence.

Here’s how:
1. Choose a card (for example, Card 2).
2. Write several new sentences about the pictures on self-stick notes.
   - She can hop.
   - He smiles and hops.
   - She has white socks.
3. Have the child read a sentence and stick the note to the correct picture.

Encore! Encore!
This activity will bring words to life. All you need are the Set Five Touch and Learn Cards. Begin by choosing five cards from the set and reading the sentences together. Then have the child pick one of these cards and read the sentence to herself. (Make sure that she keeps the card a secret from you.) Next the child “acts out” the sentence. For example, if she chose the sentence on Card 5, “I ate an ice cream cone,” she might pretend to lick an imaginary ice cream cone. As the child pantomimes, guess which sentence she is acting out. When a correct guess is made, read the sentence from the card. Take turns with the child acting and guessing sentences.
Congratulations!

By completing all five Touch and Learn Card Sets along with the Play and Learn Activities, you have introduced the most important phonics skills and have helped a child build a solid foundation in reading. You can continue to help a child develop and reinforce these reading skills in several ways:

- Continue to play with the Touch and Learn Cards and do the Play and Learn Activities. Children love to feel success and by repeating the cards and activities the child will have the opportunity to succeed with previously mastered material.
- Read stories aloud together. By reading aloud you help develop a child’s vocabulary, comprehension skills, and imagination.
- Make regular visits to the library with the child. Teach him how to find and borrow books that interest him.
- Be generous with praise and encouragement for all reading efforts. With your positive attitude, the child’s interest in reading will continue to grow.

Caring for “Ace”—the Talking, Teaching Dog™

How to Install and Replace the Batteries

“Ace” requires 2 AAA batteries, not included. To install the batteries, use a coin to unscrew the battery door on back of the "Ace." Turn coin in a counterclockwise motion until door opens. Install 2 fresh AAA batteries as shown in the diagram. Replace door. Use coin to tighten the door. Turn in a clockwise motion until door is secure.

- Do not mix alkaline, standard (carbon-zinc), or rechargeable (nickel-cadmium) batteries.
- Do not mix old and new batteries.

Cleaning Instructions

Clean “Ace” with a damp or dry cloth. Do not immerse or spray liquid or water on “Ace.”

Troubleshooting

If “Ace” does not work the first time you use it:
- Make sure you have installed the 2 AAA batteries.

If “Ace” does not work after using it successfully:
- Take out the batteries and reinsert them, making sure that they are sitting properly inside the battery compartment.
- Install fresh batteries.
- Make sure the battery door is tightly secured.

If “Ace” still does not work:
- Make sure “Ace’s” tip is held straight up and down and is touching the center of the answer dot.