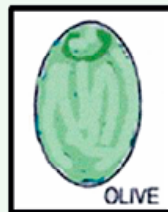


TRAINING WHEELS

COLOR ME



SPOT



TOPS



POTS



ALPHABET BOOK

The Training Wheels Alphabet Book

A Unique, Space-Age Approach
to Learning to Read and Write

Text and Illustrations

by

Wendell H. Hall

ISBN 1-4196-2309-5

1. Education. 2. Teaching Methods & Materials 3. Reading

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Dedicated with admiration and love to granddaughter Charlotte Brooks Parker,
the first teacher to use this book (preliminary version) in her classes.

Introduction

English is a very difficult language to learn to read and write. The root of the problem is that our alphabet has only 26 letters and at least half that many more are required in order to represent all of our language's phonemes or contrasting sets of sounds. This has given rise to all kinds of strange combinations of vowels and consonants, including silent letters and other unnecessary complications and confusions. A detailed study by Godfrey Dewey* demonstrates that instead of an ideal one to one grapheme-phoneme relationship of 40-40, we have 561 for 40.

A teacher or tutor cannot always be standing by to guide learners through the complexities of a spelling that has been thoroughly mixed up and messed up for centuries, nor is it feasible to expect children to memorize and apply rules that baffle, confuse, and turn off adults. Moreover, there are aggravating exceptions to every rule that can trip up the best of spellers. A totally wierd predicament, right? Or is that *weird*? So much for "I before E except after C."

No one could climb on a bike put together from 26 parts functioning in 561 unpredictable ways and learn to ride it smoothly and effortlessly within a year or even ten years. Analogously, is it any wonder that approximately 30% of our high school graduates lack proficiency in reading and that an estimated 40,000,000 Americans above the age of 15 are functional illiterates, unable to read and fill out relatively simple job applications? Shouldn't it mortify us to the very core to know that so-called third-world countries like Bolivia and Cuba are leaving us behind in terms of literacy, thanks mainly to the fact that Spanish has a nearly perfect spelling system? Can anyone doubt therefore that we urgently need to reform our English system?


So what do we do to help a little child learn to ride even a perfect bicycle? The answer is simple: We get some training wheels for them and then stay right at their side, lending instant support, encouragement and praise, steadying them as necessary, keeping them from falling or getting discouraged and doing our utmost to help them experience the thrill of going it alone as speedily and effectively as possible. As teachers, parents, tutors and other helpers, we fully share in their sense of achievement—along with a touch of pride—and make our feelings unambiguously known to them.


The Training Wheels Alphabet Book takes the embarrassing, scandalous mess of our centuries-old English spelling and makes it glide along as though it had only 26 simple, uncomplicated parts—one function per part. The only exceptions allowed are the digraphs *ck*, *ff*, *ll*, *nn*, *tt* and *zz*. Our traditional English spelling is so irregular that only by accepting a few relatively minor aberrations like this is it possible to put together more than a hundred or so coherent, only slightly irregularly-spelled words and sentences. The remaining bizarre, absurdly excessive letter-sound correspondences (561 minus 26) are introduced with **The Look, Mom, No Hands! Alphabet Book** and **Easy Speedy Readers®**.

*English Spelling: Roadblock to Reading. Teachers College Press. Teachers College, Columbia University. New York. 1971.

The 26 letter-sound correspondences employed in **The Training Wheels Alphabet Book** are the most frequent ones. For example, the letter A stands for its sound in *at* rather than *ate, above, or always*; E represents that of *met*, not *meet, meat* or *deceit*; I is as in *lit* not *light* or *kilo*; O, *tot* not *tote, toot, took* or *love*; U, *cut* not *cute* or *dude*. The sound of S is always as in *hiss*, never *his, sugar, pleasure*, etc. The spellings *psychology, schism, sword* and such, naturally, are absent. Exceptions: *ax, fox*, etc., which really should have *ks*, but *x* remains to save a keystroke and for math. Any task as complex as learning to read, spell and write English should start with the known, simple and easy and lead only gradually to the unfamiliar, complex and difficult. To assure mastery, each step should be repeated several times and reviewed periodically. Memory aids should be employed to the fullest extent. Words and letters should be tied phonetically, denotatively, grammatically and visually by means of matching sounds, synonyms, antonyms, subjects-verbs, verbs-objects, adjectives-nouns, etc. plus numerous non-complex graphic representations.

An ancient mnemonic device (aid to memory) has been resurrected as a key element of instruction. Though the history of writing has been the object of much research, the origin of the alphabet remains somewhat obscure. Some experts believe that acrophony* entered into its development. This is somewhat analogous (in reverse) to vocally converting single letters to single words for clarification against a background of static or noise. For example, *Infantry Company A* becomes *Able* or *Alpha* and *Company B* is *Baker* or *Bravo*.

In acrophony, single sounds are represented in the opposite way. Borrowing Semitic symbols that stood for the initial sounds of the words *ox, house, camel*, etc., the Greeks developed the letters from which (through Latin) our modern ABCs are basically derived. Semitic *alef* (ox) and *beth* (house) became Greek *alpha* and *beta*, from which the word *alphabet* was coined. In some examples of ancient writing, an apparent evolution from picture to phonetic symbol is present. Although not all authorities agree that this happened with *alef*, it takes little imagination to picture the head of an ox, with ears and horns, in the symbol .

This was altered by the Greeks and Romans until it became A. The use of memory aids was highly developed in ancient times and it has been theorized that , for example, might have been consciously designed to suggest an *aleph's* head as a cue to phonetic [a]. In modern times this idea has been used very successfully by the great promoter of literacy Charles L. Laubach for rapidly teaching different alphabets to millions of learners around the world. (Everyone should read his fascinating, stimulating book *The Silent Billion*. With “billion” he makes reference to all those around the world who have little voice in anything at all because they are unable to read and write. **The Training Wheels Alphabet Book** makes further, modified use of a

*The ingenious idea to let graphic depictions of selected things stand not for the items themselves but for the initial sounds. So a pictograph for “snake” could eventually come to indicate only the first sound, S.

system which evidently had its origin in the remote past.

To reiterate a point already made above, along with good training wheels, nothing is more important than a loving mother or father, older brother or sister, teacher, tutor or friend to run alongside lending words of encouragement and appreciation, giving pats on the back, helping to get the bike over rough spots, difficult turns and slippery turf. Learning to ride a bike is one of the greatest thrills of childhood, not far behind taking our first step. In both instances, without the admiring applause of people who care, the achievement lacks the luster it ought to have. In the future, when these materials are computerized, they will be programmed for interaction with others to assure that this element is not lacking. Yes, the computer can “morph” a snake right into an S, produce speech, the hissing of a snake or other sounds indicative of phonetic values and provide all kinds of ways to applaud correct answers and calculate and display scores. But if learners are deprived of appreciative, attentive, caring support and confirmation directly from other humans, give me paper over electronics anytime.

To facilitate dialog and interaction and to clarify what a given picture is intended to represent, inasmuch as graphic ambiguity is difficult to eliminate, brief notes are given at the bottom of each page. They are intended only to stimulate adlibbing superior to mine on the part of teachers and tutors. Examples:

Page 1. Point to the belt. “What does this look like? A belt... It has a funny shape, like a belt that had to fit inside a suitcase or something. What’s the first sound of *belt*? That’s right. Buh...” (Pronounce it *buh*, not *bee*, with just a slight, unstressed vowel—the most common vowel in English, for which we have no letter and which can be spelled many different ways, for example as *e* in *open* or the second *o* of *option*. Linguists refer to it as *schwa* and give it this symbol: ə. /ti/ in the above example has the value of sh, or ʃ in the International Phonetic Alphabet.) “Try that again. Bə... bə... bə... Belt.”

Learners should be taught the traditional name of each letter, but these are not very helpful in terms of sounding out words, so the consonants are pronounced with an accompanying schwa and a, e, i, o, u are rendered as indicated above; i.e., as in *at*, *met*, *it*, *cot*, *cut*.

“Now look at this one. Can you tell what it is? Let me give you a hint. If I say it’s something used to cook with, you’ll know right off that it’s a... Right! A pan. Or maybe it’s a pot. I think a pan has a long handle like this and a pot has a little handle on each side, or something like that. Anyway, what’s the first sound of pan or pot? Pə... Pot. Pə... pə... Pan. That’s an easy one, isn’t it? A pan, hanging from a hook.

“The last one here is a little harder. It looks like someone might have used it to wrap a pretty package. Do you think it’s a piece of... Ribbon! You guess right every time! It’s shaped like maybe it went around a present once and there are two loose ends where it was tied. Can you say ribbon again? Very good! Ribbon.” (If a child has difficulty with this sound and says “wibbon,” that’s quite O.K. for for now.) “What’s the first sound of ribbon? Rə... rə... rə... ribbon. That’s great! I can see I won’t have to tie a ribbon around your finger for you to remember that.

“Now look at this (the P). Does it remind you of a belt, a pan, or a ribbon? A

A pan... Or maybe it's a pot. I think a pan has a long handle like this and a pot has a little handle on each side, or something like that. Anyway, what's the first sound of pan or pot? Pə... Pot. Pə... pə... Pan. That's an easy one, isn't it? A pan, hanging from a hook.

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"What's the first sound of ribbon? Rə... Rə... Rə... Ribbon. That's great! I can see I won't have to tie a ribbon around your finger for you to remember that.

"Now look at this (the P). Does it remind you of a belt, a pan, or a ribbon? A pan... It looks a little bit like a pan, hanging from a peg. What's the first sound of pan again? Pə... Take a good look at this letter. It's part of what we call the alphabet or the ABCs. It stands for pə. When you are reading and see this letter, called P (pea), you'll know that almost always it's for pə. Very soon we'll put pə together with other sounds so that they'll say something. Maybe top or pop or spot.

"Take a good look at these pictures. I'm sure you know what each thing is, but in order to learn alphabet sounds we're going to choose some names over others. We could call this one a hat or a cap, but we're going to say cap. Can you guess why? Is there a pə sound in hat? No. But... Yes, you're absolutely right. There is in cap.

"How about these other ones? Do you know what this thing is that looks sort of like a cup with a long handle? I'll give you a clue. It's a də... A dip... A dipper! Yes, and this helps you to remember the sound of P, which most of the time is pə." (There's no need, obviously, to go into spellings like *photo* now—nor of *pneumatic*, *psyche*, etc. until much later.)

Page 2. "What's this? A leg. Can you say Lə? Lə... Lə... Lə... as in *leg*. Beautiful! Can you think of anything else that starts with lə? *Look*? Oh, that's a good one. How about this?" (Point to your lip.) "Right! Lip. Lə.. Lə... Lə... Lip."

Show the learner(s) a ruler. "This next one (point to representation of *inch*) is part of a ruler. A ruler is to measure things with. Let's measure your hand. Why it's almost four inches long! See? One, two, three, and almost four. Each of these is an inch. And this is a drawing of an inch. Let's see if you can say *inch*. Iii... iii... iii... Inch.

"Does this one look like a nail or a tack? Right on! A tack usually isn't as long as a nail and it has a large head—most of the time flat. O.K. You know how we do this. Go right ahead. Tə... Right you are! The first sound of *tack* is tə.

"All right, O.K.! Does *eye* have a tə in it? Does *tie*?" Etc.

Page 3. "See this? It's salty and sometimes these are stuffed with red pimento. It's an... Olive! Ah...*liv*. The first sound is... ah... Say it again.

“I know you don’t need any help with this one. Sure! An umbrella. The first sound of *olive* is *ah* and the first sound of *umbrella* is... Right! *Uh... uh... umbrella*.

“Remember that picture from the other page, the thing with a long handle? This shows only the bottom part of it. It was a *d* ... A dipper! You’re right, as usual. Take a good look at the shape of it. This will help us to learn the sound of another new letter that we’ll come to before very long.

“Here we go again. Which of the three things looks most like the letter in the last frame? This one. The olive! Right again. We call this letter *O* (*oh*) and sometimes it has this sound but most often it’s like the first sound of *olive*.” (In General American English or GA, the name given to the variety of English most widely spoken in the United States, no significant distinction is made between the *a* of *father* and the *o* of *cot*. In geographical regions and instances where these contrast, have learners pronounce the words as they always do.)

“All right. Let’s see. For this lesson, do you think this animal is called a cow, a bull or an ox? Right you are, and this other one could be a dog or a f... A fox! Looks like someone tried to draw a fox. Hmmm. Maybe in preparation for *x* later on.”

(Review the first three letters in the box at the bottom.)

“Does this last one remind you of anything? Something that wriggles or snakes its way along on the ground and makes a hissing sound? *Ssss*. The first sound of its name is also *sssss*. A snake, of course! Well, you’ve learned this letter already, before we even get to its page. It’s probably the easiest one to learn and remember.”

Page 4. “Now the real fun begins, because we’re going to start to put all this together. Look at these three drawings and the letters they help us to remember. They can go together to make words. Look at this one with the number 1 by it. What is the sound of the first letter? *T*! Now the second and the third. *T* *O* [as in hot] *P*. Now say the sounds faster, without separating them. *TOP*! All right ! Hurrah! I’m going to give you a high ⁵! Wonderful! Congratulations! You have just learned one of the most important things you’ll ever learn: The basic key to reading English and all other languages that use an alphabet for reading and writing. The whole world of books and magazines, the worlds of work, of fun... of learning about all there is to learn about will soon be open to you!

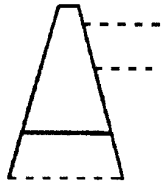
“O.K., you’ve now got a foot in the door to so many things! Now all you have to do is point to the picture that goes with *TOP*.” (As mentioned in the footnotes on several pages, learners may practice the numbers and the letters in giving their answers. If these are written lightly and then erased, it will be easy for other learners to reuse the same materials or for the same ones to reuse them for review.)

These ideas for interaction should be sufficient to get you started. In addition to the illustrations in the book, try to use objects, actions, pantomime, chalkboards, overhead projectors, etc. as much as possible. Also, have learners cut out pictures from magazines for illustrating certain words, brief phrases and sentences. At a more advanced level they thoroughly enjoy putting together color pencil or crayon-

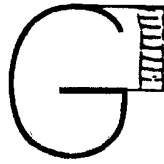
illustrated story books. I have found that the use of labelers to imprint block letters on brightly colored plastic tape is an excellent device to help learners get started with writing—and they love it. They can then stick appropriate labels on pictures, objects and... on Grandpa, I have discovered. Some models of labelers fit smaller hands.

Off to a great start with the help of **Training Wheels**, learners figuratively will soon be racing confidently and smoothly around as well as excitedly doing wheelie boppers. To truly reach that stage, however, they need to complete **The *Look, Mom, No Hands!* Alphabet Book**. Then a series of Easy Speedy Readers® commencing with **Poor Little Sick Boy** will propel them rapidly onward toward full achievement of this goal.

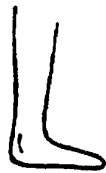
BASIC LETTER SHAPES AND SOUNDS



AX



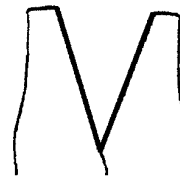
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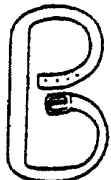
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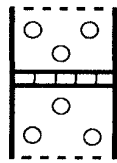
QUINCE



VEST



BELT



HINGE



MOUNTAINS



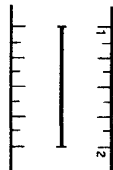
RIBBON



WINGS



COLLAR



INCH



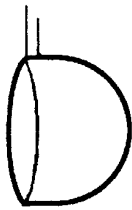
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SNAKE



X-OUT



DIPPER



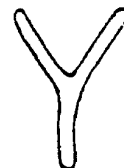
JAR



OLIVE



TACK



YOKE



END TABLE



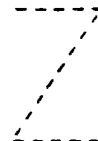
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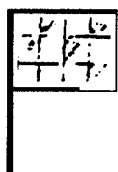
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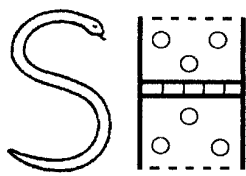
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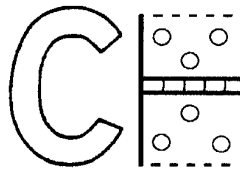
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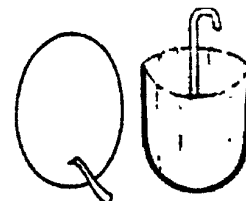
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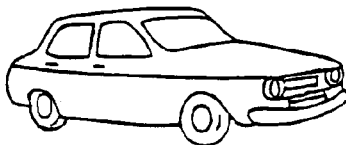
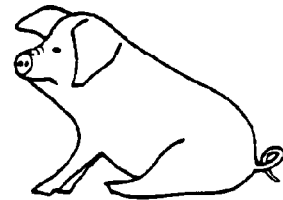
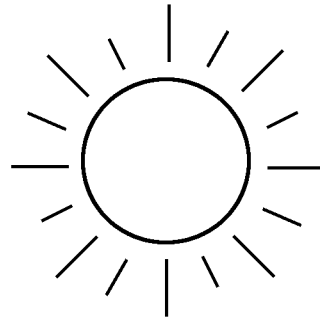
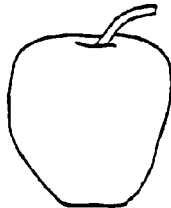
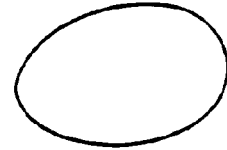
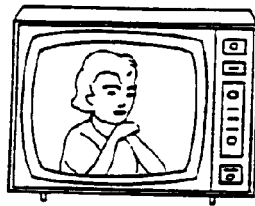
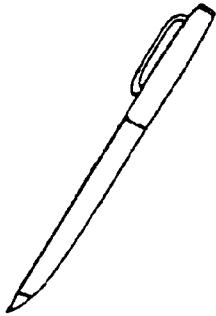
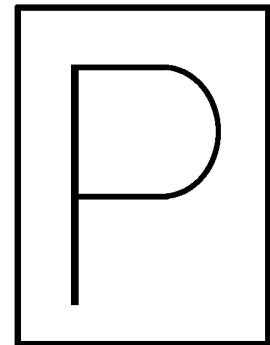
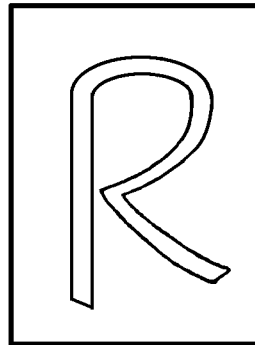
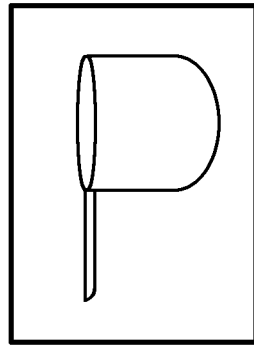
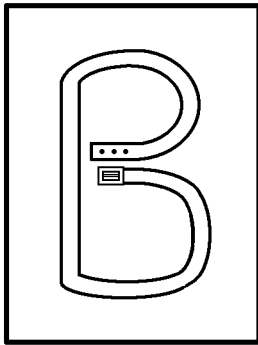
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CHIN

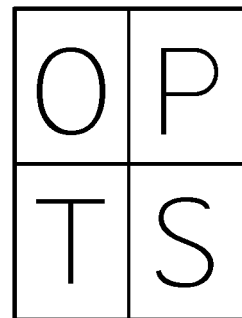
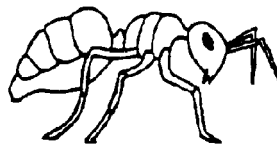
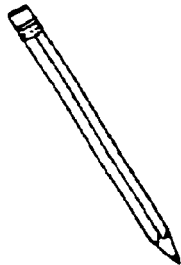
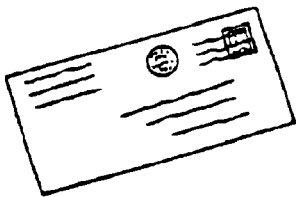
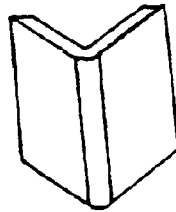
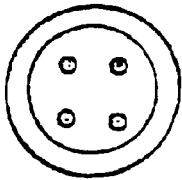
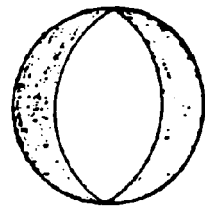
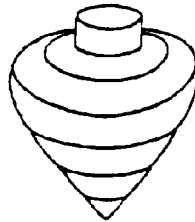
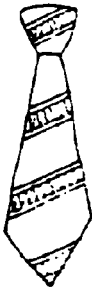
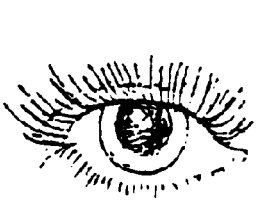
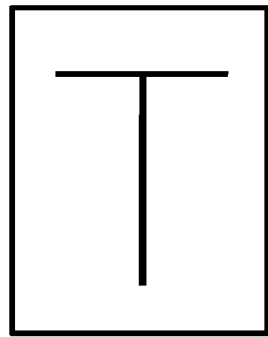
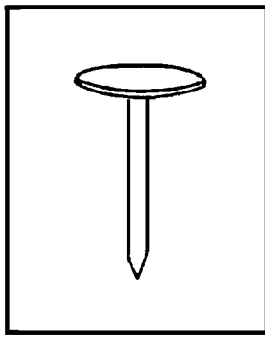
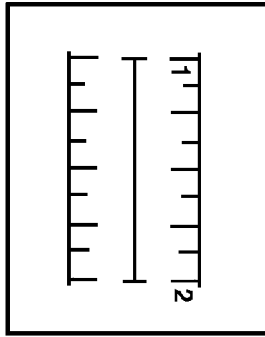
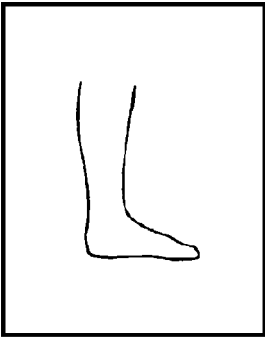


QUINCE

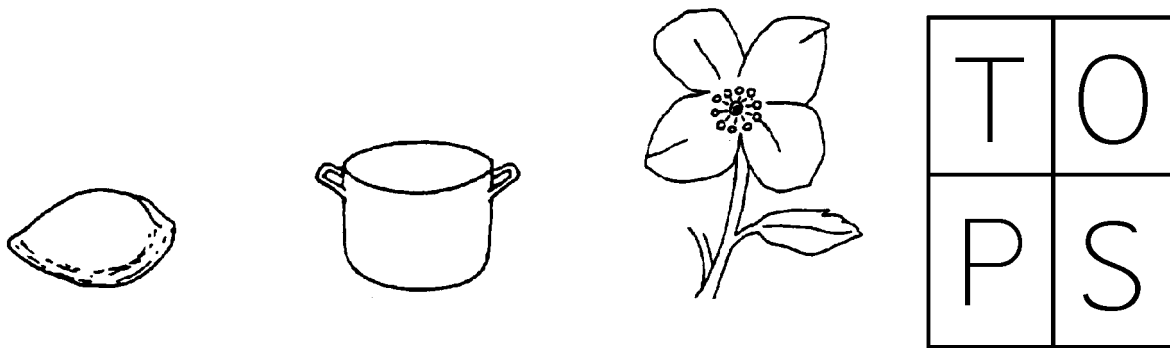
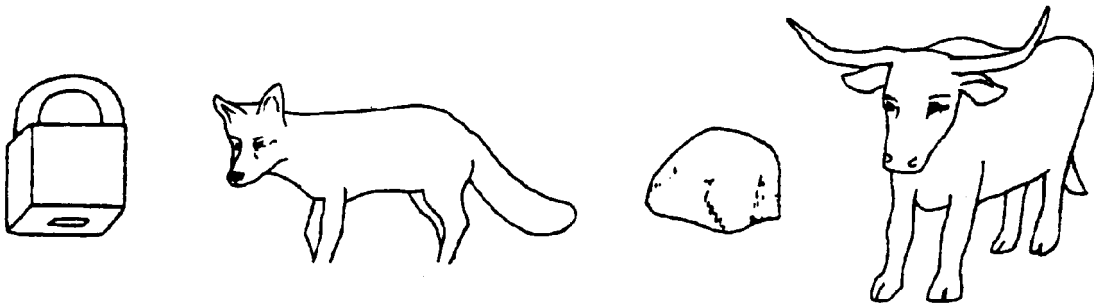
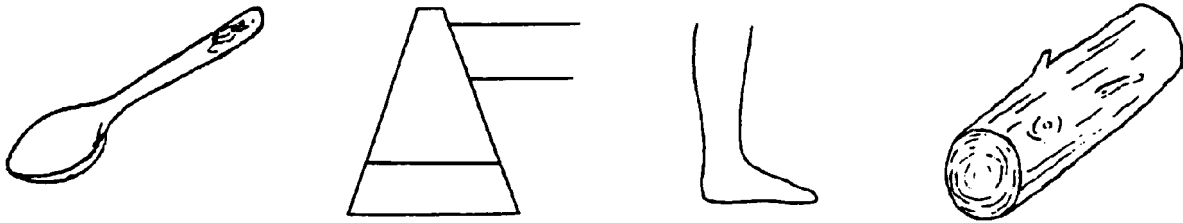
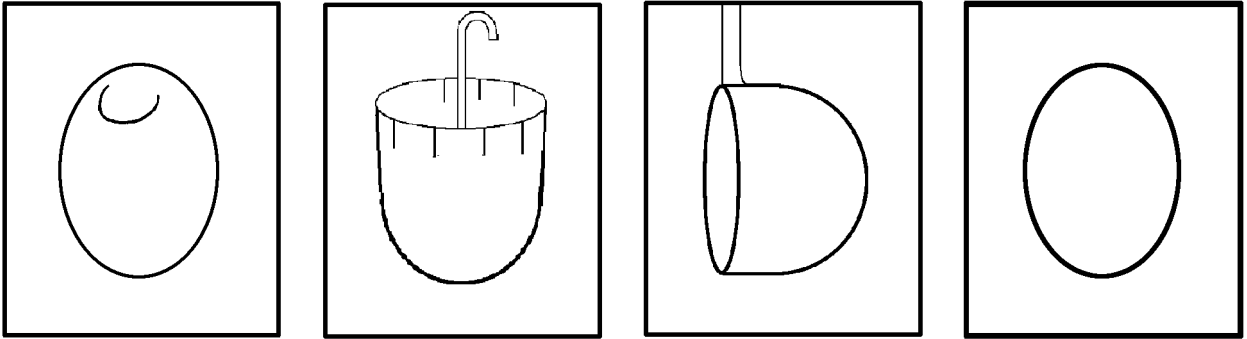


T	P
S	O

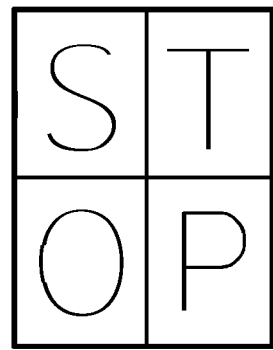
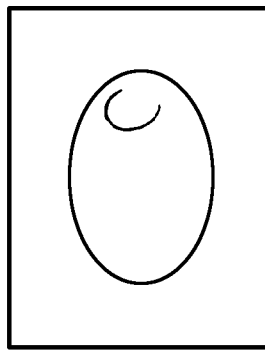
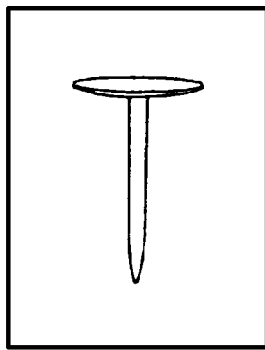
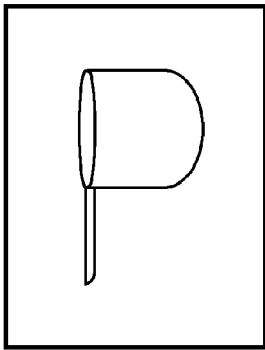
BELT POT RIBBON P PEN TV CAP EGG SOCK APPLE SUN PIG CAR POP DIPPER.
 Identify with the learners the items at the top and have them give the first sound of each. Ask in which of the others there is a sound P and, optionally, have them write a small erasable P by these for later evaluation.



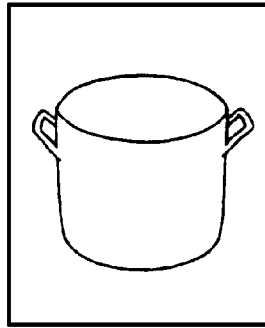
LEG INCH TACK T EYE TIE TOP BALL BUTTON DOG BOOK HAT LETTER PENCIL ANT.
 Identify with the learners the items at the top and have them give the first sound of each. Ask in which of the others there is a sound T and, optionally, have them write a small erasable T by these for later evaluation.



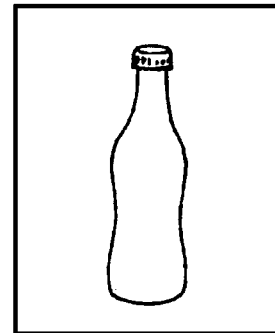
OLIVE UMBRELLA DIPPER O SPOON LOCK LEG LOG AX FOX FLOWER OX NUT POT ROCK.
 Identify with the learners the items at the top and have them give the first sound of each. Ask in which of the others there is a sound O and, optionally, have them write a small erasable O by these for later evaluation.



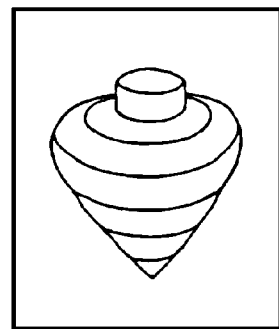
1 TOP



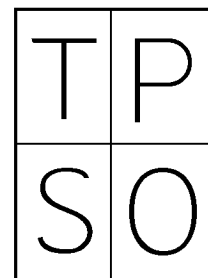
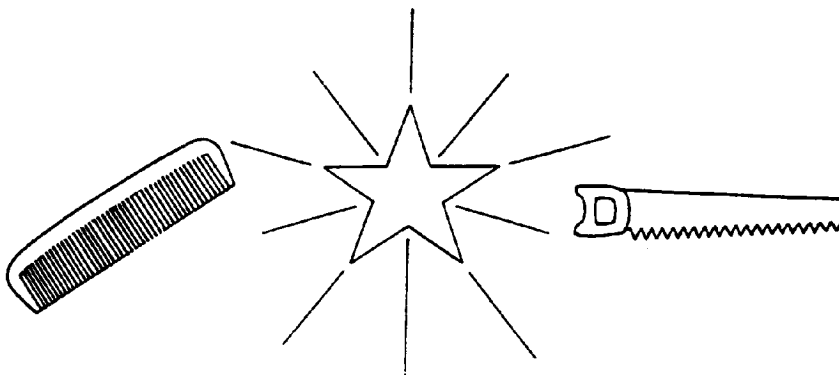
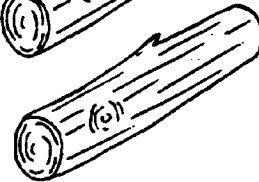
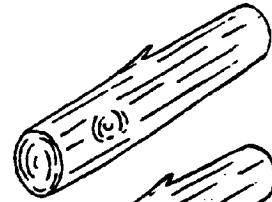
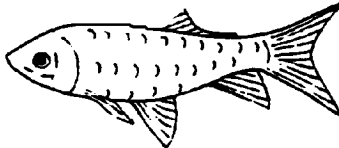
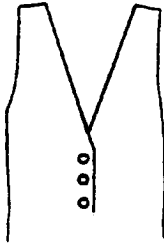
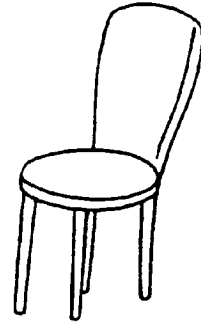
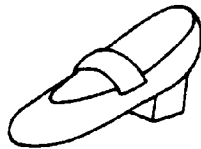
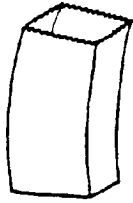
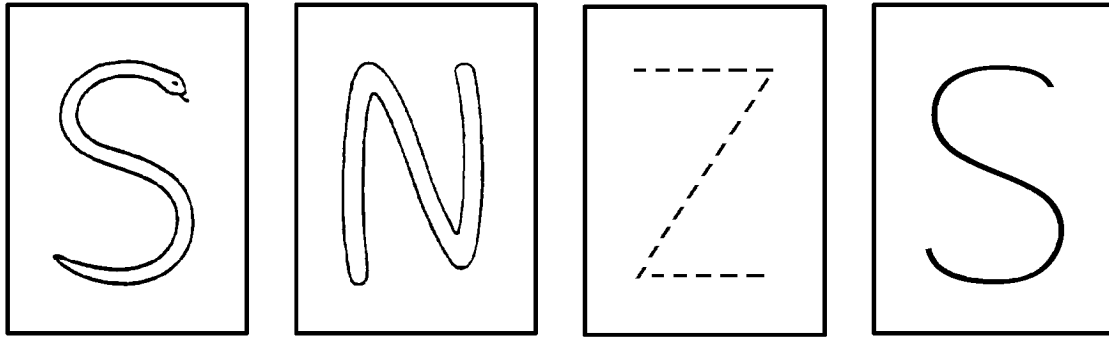
2 POT



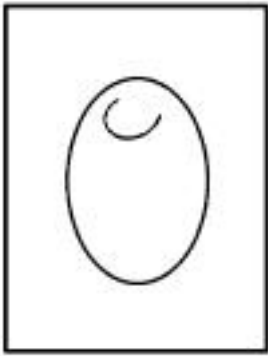
3 POP



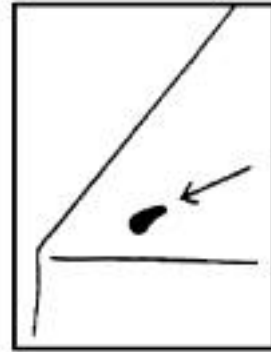
POT TACK OLIVE. Ask learners to name the items at the top, give the first sound of each and match them with the corresponding letter. Ask what the letter S reminds them of of. What sound does a snake make? Sssss. Have them sound out or read each word and point to the paper drawing. Have them practice writing 1, 2, and 3 and, optionally, write a small erasable number by the drawings for later evaluation.



SNAKE NOODLE ZIG-ZAG S. SACK SLIPPER GLASS CHAIR VEST FISH LOCKS LOGS COMB STAR SAW. Identify with learners the items at the top and have them give the first sound. Ask which looks like the letter at the right. Have them practice writing S. Ask in which of the rest there is a sound S and, optionally, have them write an erasable S by these to check later.



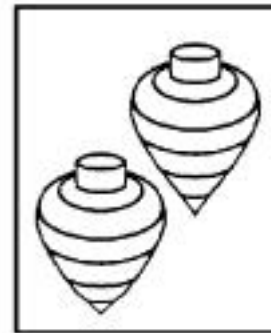
1 POTS



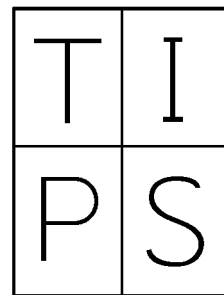
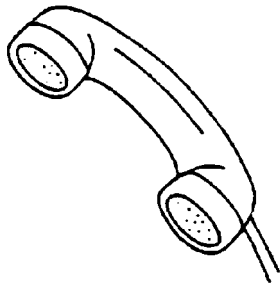
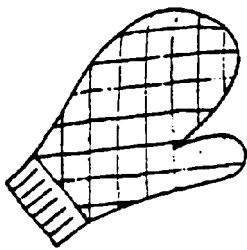
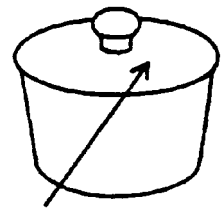
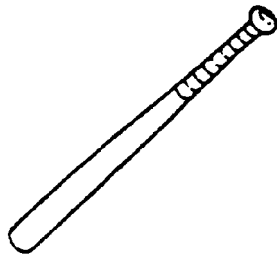
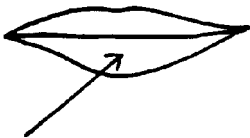
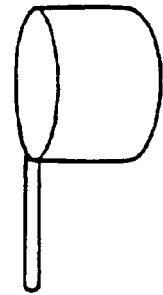
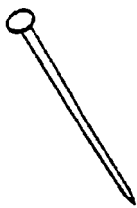
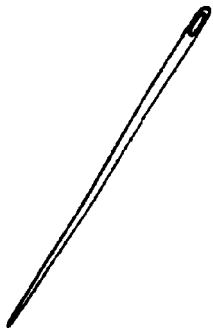
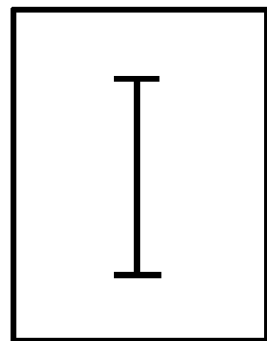
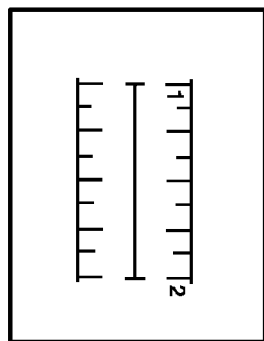
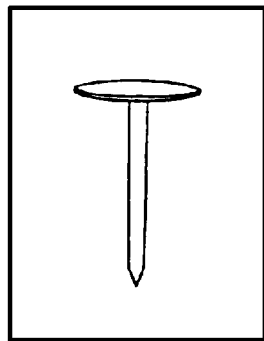
2 TOPS



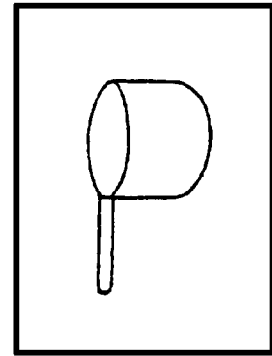
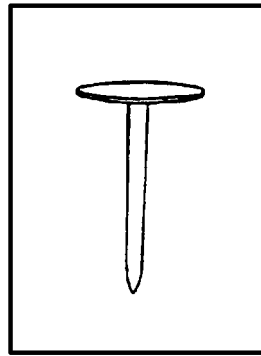
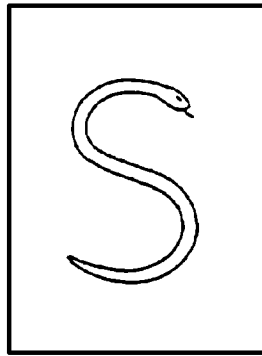
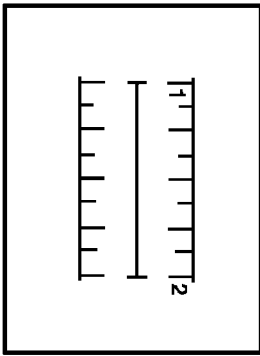
3 SPOT



INCH SNAKE TACK POT Ask learners to name the items at the top and give the first sound of each. Have them sound out or read each word and point to the corresponding drawing. Have them practice writing 1, 2, 3, and optionally, write a small erasable number by the right images for later evaluation.



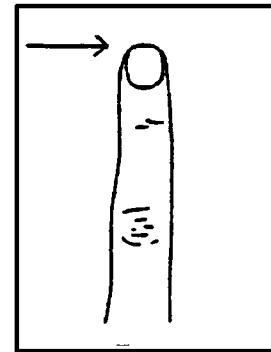
MOUNTAIN TACK INCH I NEEDLE PIN PEN DRIPPING INK POT (PAN) LIP BAT LID
 MITTEN PHONE PILLOW. Help learners name the top row of items and give the first sound
 of each. Help them name the rest and tell which have the I of INCH. Optionally, have them write a
 small erasable I by these to check later.



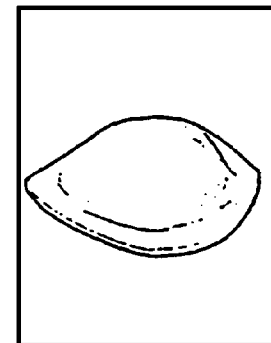
1 PIT



2 TIP

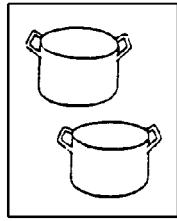


3 SIP

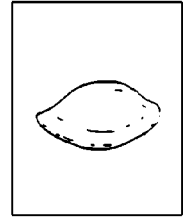


INCH SNAKE TACK POT Go over the items at the top with learners, giving the first sound of each. Have them sound out or read each word and point to the corresponding drawing. Have them practice writing 1, 2, 3, and optionally, write a small erasable number by the right images to check later.

1 POT



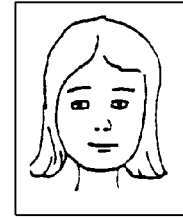
7 SIP



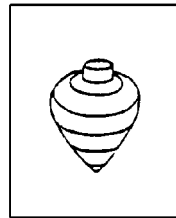
2 PIT



8 SIS



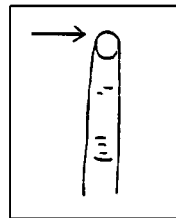
3 TIP



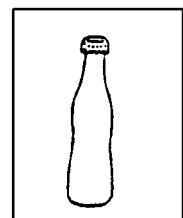
9 POTS



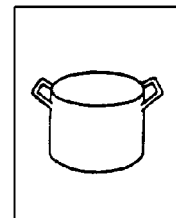
4 TOP



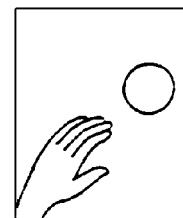
10 SPOTS



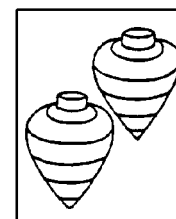
5 POP



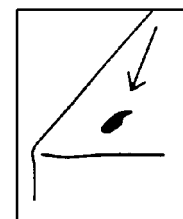
11 TOPS



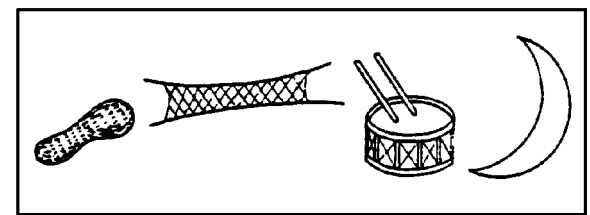
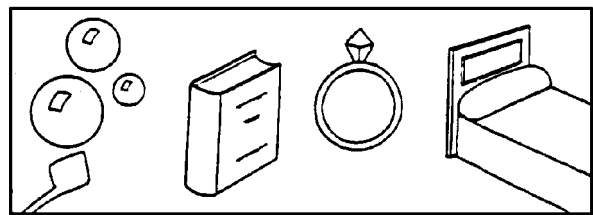
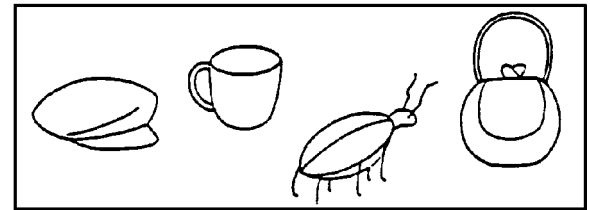
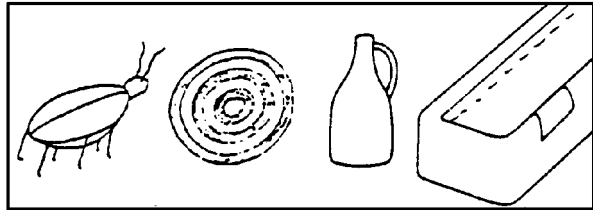
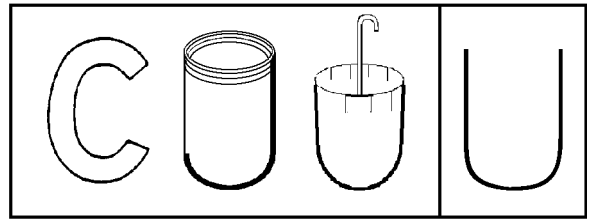
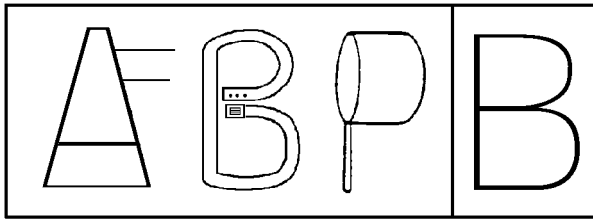
6 SPOT



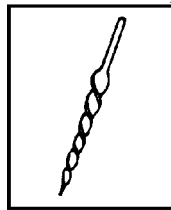
12 TOSS



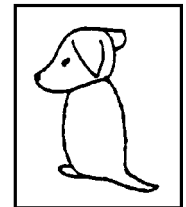
Ask learners to sound out or read each word and point to the corresponding image. Have them practice writing the numbers 1 through 12 and, optionally, write a small erasable number by the appropriate item to check later.



1 BIB



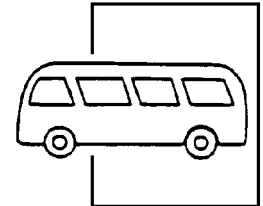
1 BUS



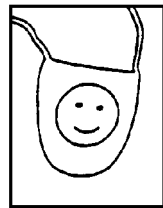
2 BIT



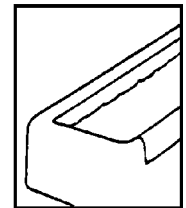
2 TUB



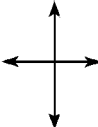

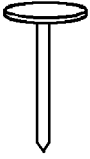
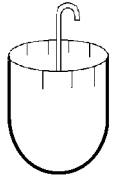

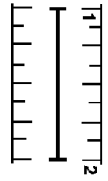
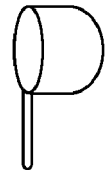
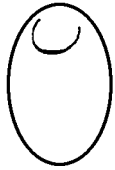
3 SOB



3 PUP

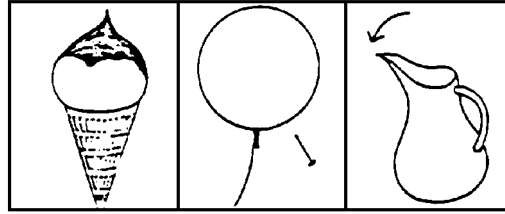


AX BELT POT B BUG RUG JUG TUB BUBBLES BOOK RING BED / COLLAR JAR UMBRELLA U CAP CUP BUG BAG NUT NET DRUM MOON. Help learners to name items, give the first sound and match them with the letters and words. Optionally, have them write a small erasable 1, 2 or 3 by the appropriate image for later evaluation.

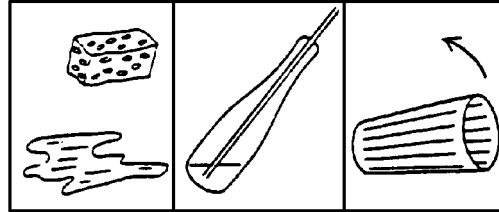
							
S							
I							
O							
P							
B							
T							
U							

BELT TACK UMBRELLA SNAKE INCH POT OLIVE Help students name the items, give the first sound of each and run a finger down from the top until each image and letter matches; then do it across, from left to right. Optionally, have them make check mark or X in the appropriate square for later evaluation.

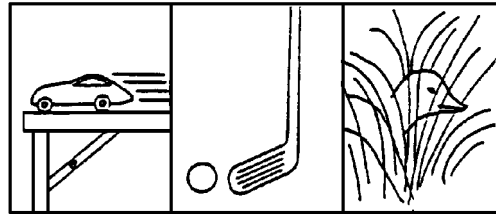
- 1 POP IT!
- 2 TOP IT!
- 3 TIP IT!



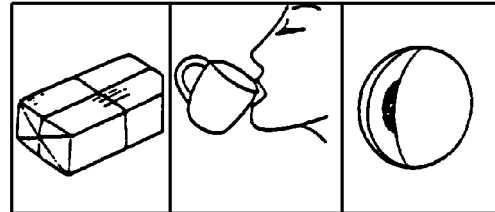
- 1 SIT IT UP!
- 2 SOP IT UP!
- 3 SIP IT UP!



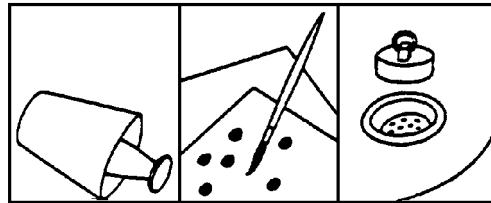
- 1 SPOT IT!
- 2 PUTT IT!
- 3 STOP IT!



- 1 BUS IT!
- 2 SIP IT!
- 3 PIT IT!



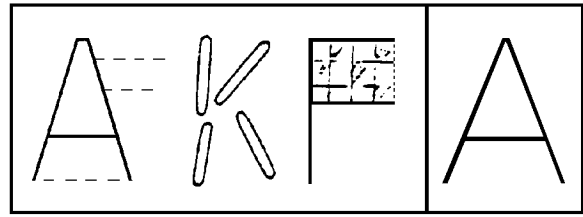
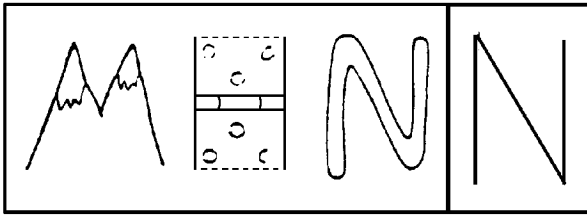
- 1 SPOT IT UP!
- 2 STOP IT UP!
- 3 TIP IT UP!



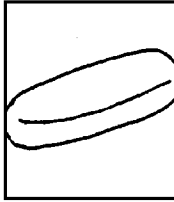
- 1 BOSS IT!
- 2 TOSS IT!
- 3 BUTT IT!



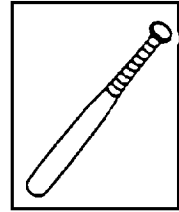
Have learners sound out or read each sentence and point to the drawing most closely related to what it says. Help them to describe what the picture depicts. (A balloon that a pin will pop, a straw to sip pop through, a bird hard to spot in the grass, a package to send by bus, a peach with a pit, etc.). Optionally, have them write the appropriate number by each image.



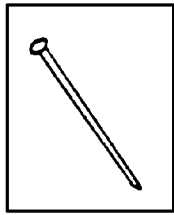
1 NUT



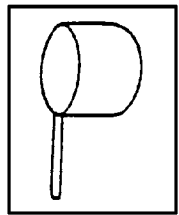
1 ANT



2 PIN



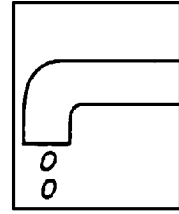
2 PAN



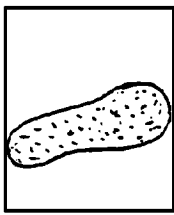
3 SUN



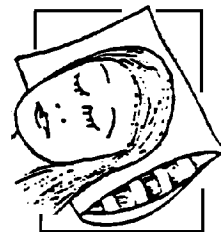
3 BAT



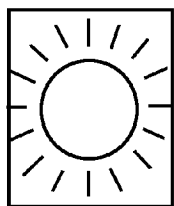
4 NUN



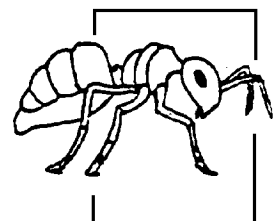
4 TAP



5 BUN



5 NAP



MOUNTAIN HINGE NOODLE N / AX KINDLING WOOD FLAG A. Help learners to name the items at the top, give the first sound and find which goes with the letter to the right. Have them sound out or read the words and match them with the drawings by pointing or, optionally, by writing a small erasable number.

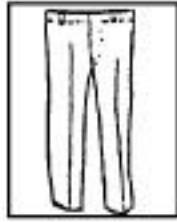
1 TOT



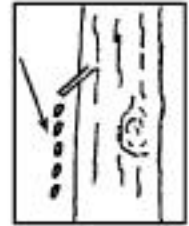
7 SNAP



2 PAT



8 SNIP



3 SUB



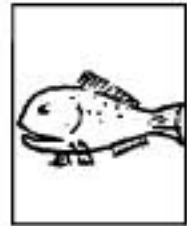
9 PANTS



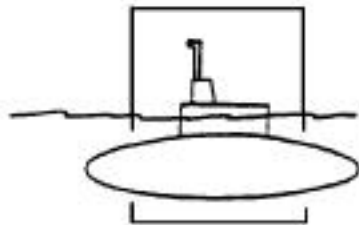
4 BIN



10 SPAT



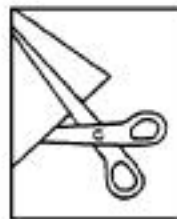
5 SAP



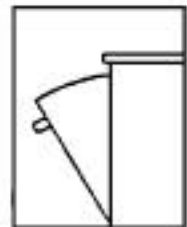
11 STUB



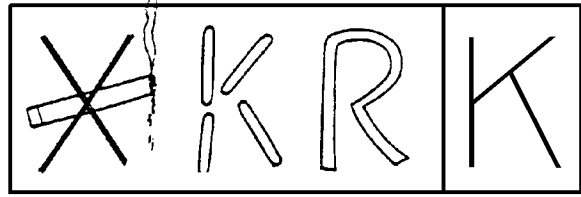
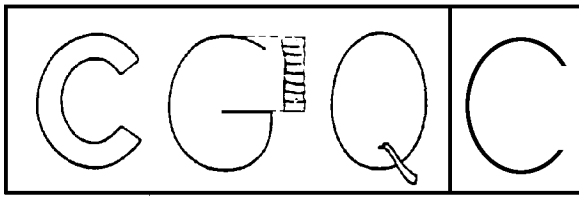
6 BASS



12 STUNT



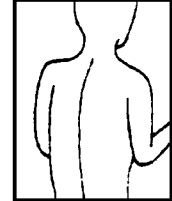
Ask learners to sound out or read each word and point to the corresponding image. (A stub is part of a ticket, a sub is a submarine, a bass is a fish, hanging upside down is a stunt, a tot is a child, a bin is for storing things, sap comes from trees.) Have them practice writing the numbers 1 through 12 and, optionally, write a small erasable number by the appropriate item.



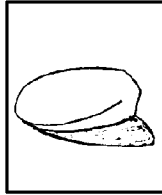
1 CAT



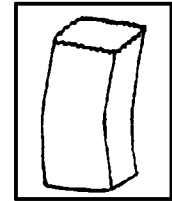
1 TACK



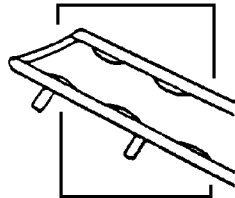
2 CUP



2 SOCK



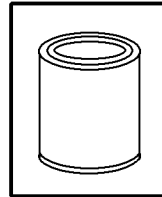
3 CAN



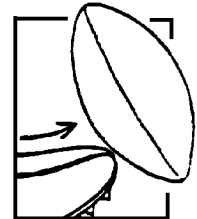
3 SACK



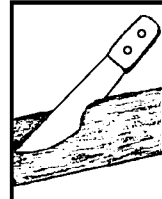
4 CAP



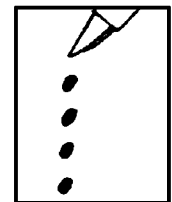
4 INK



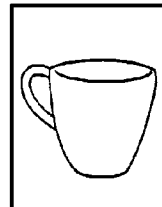
5 COT



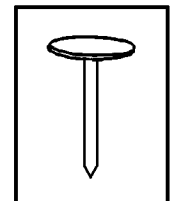
5 KICK



6 CUT

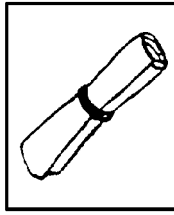


6 BACK

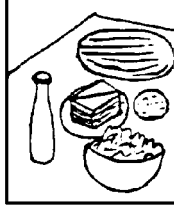


COLLAR GLOVE QUINCE C / X-OUT KINDLING WOOD RIBBON K. Help learners to name the items at the top, give the first sound and find which looks like the letter to the right. Have them sound out or read the words and match them with the drawings by pointing or, optionally, by writing a small erasable number.

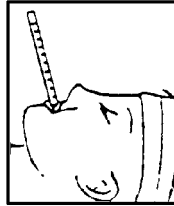
1 COB



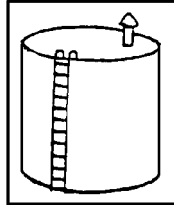
2 CAB



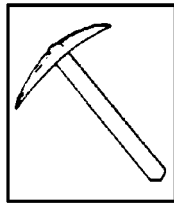
3 PICK



4 PACK



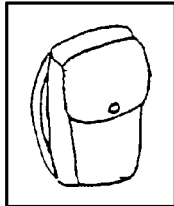
5 SICK



6 SINK



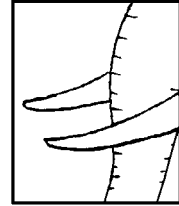
7 TANK



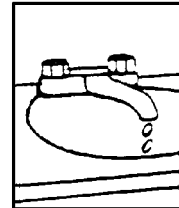
8 KISS



9 BUNK



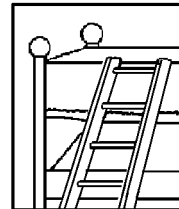
10 SKUNK



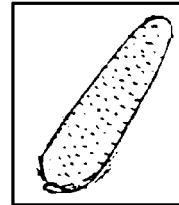
11 STICK



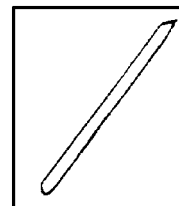
12 TUSKS



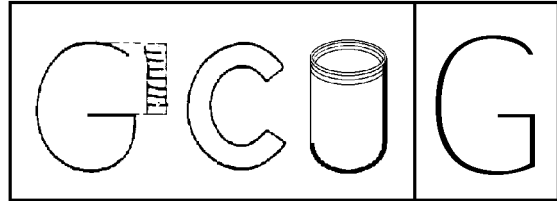
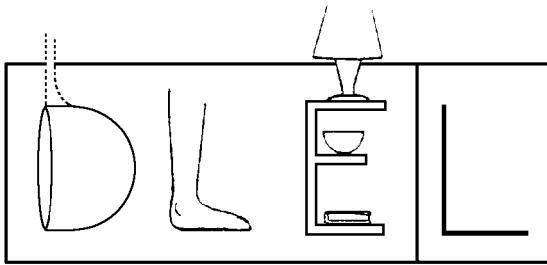
13 PICNIC



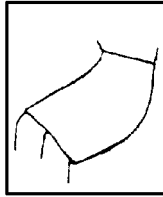
14 NAPKIN



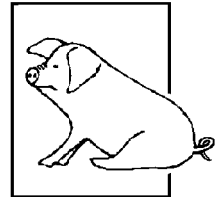
Ask learners to sound out or read each word and point to the corresponding image. (A cab is a taxi, a napkin may be rolled up with a ring around it, a pick is to dig with, an elephant has tusks, a sick child may have a thermometer in its mouth.) Have them practice writing the numbers 1 through 12 and, optionally, write a small erasable number by the appropriate number to check later.



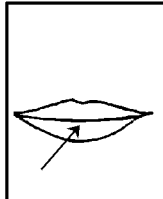
1 LIP



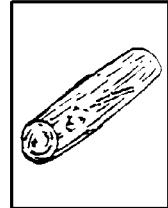
7 BAG



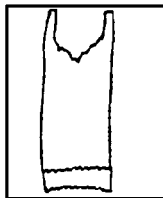
2 LAP



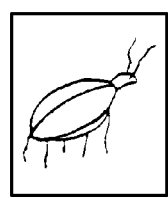
8 BUG



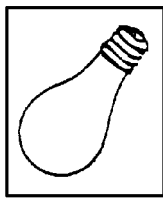
3 PILL



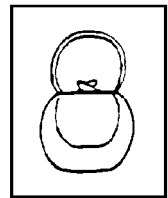
9 GUN



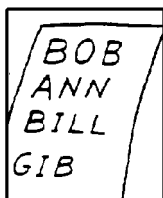
4 LIST



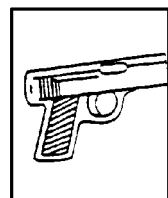
10 PIG



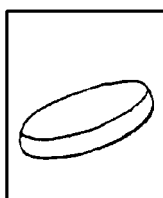
5 SLIP



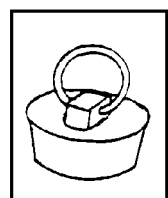
11 LOG



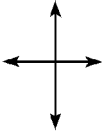
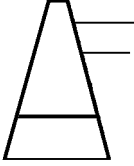
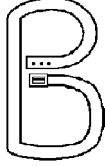

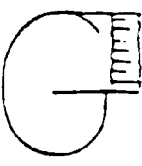




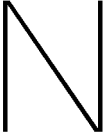
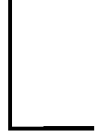
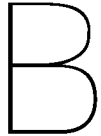


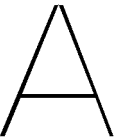
6 BULB



12 PLUG



DIPPER LEG END TABLE L / GLOVE COLLAR JAR G. Help learners to name the items at the top, give the first sound of each and find which looks like the letter to the right. Have them sound out or read the words and match them with the drawings by pointing or, optionally, by writing a small erasable number. (A mother's lap is to sit on, a slip is a petticoat, a list has names, words or numbers, a purse is a bag, a log is cut from a tree, etc.)

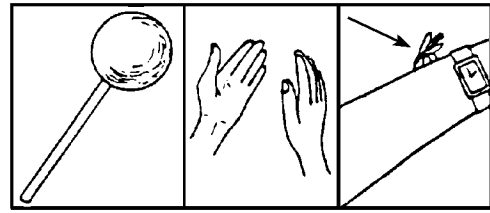
							
							
							
							
							
							
							
							

AX BELT COLLAR GLOVE KINDLING WOOD LEG NOODLE Help students name the items, give the first sound of each and run a finger down from the top until each image and letter matches; then do it across, from left to right. Optionally have them make a check mark or X in the appropriate square for later evaluation.

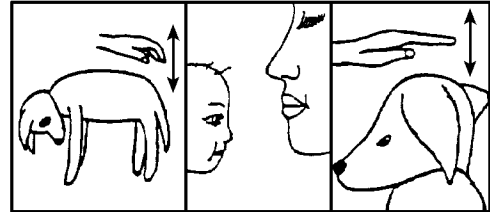
1 PAN			SACK
2 PANTS			TOP
3 COT			SUCK
4 BAG			TOSS
5 CAP			CUT
6 ANT			SPANK
7 SNIP			SLACKS
8 TILT			BUG
9 PASS			TIP
10 SLOP			POT
11 SPAT			SPILL
12 SIP			BUNK

Have the learners sound out or read all of the words and match those that are similar (synonyms) by pointing them out or marking them with a small erasable number. Do the same with the drawings that illustrate each pair. (A cap, here, is the top of a bottle; a cot is a simple kind of bed, like a bunk; slop is a careless way to spill; sip is like suck, etc.)

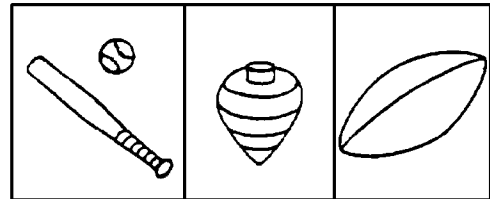
- 1 CLAP!
- 2 SLAP IT!
- 3 SUCK ON IT!



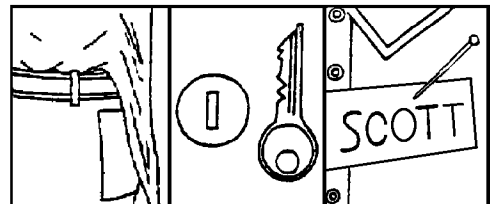
- 1 PAT IT!
- 2 KISS IT!
- 3 SPANK IT!



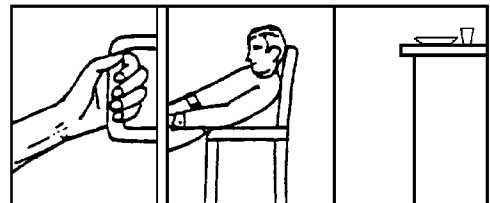
- 1 BAT IT!
- 2 PASS IT!
- 3 SPIN IT!



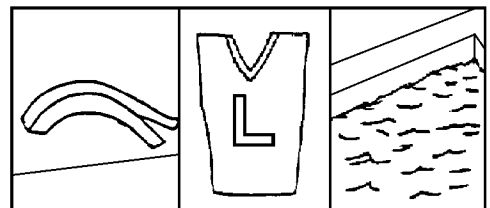
- 1 PIN IT ON!
- 2 TUCK IT IN!
- 3 LOCK IT UP!



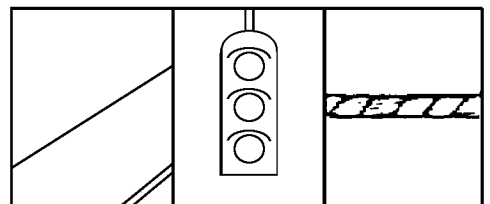
- 1 SIT UP IN IT!
- 2 PULL IN ON IT!
- 3 STAND UP AT IT!



- 1 SINK IN IT!
- 2 MUST NOT SLIP ON IT!
- 3 SLIP IT ON!

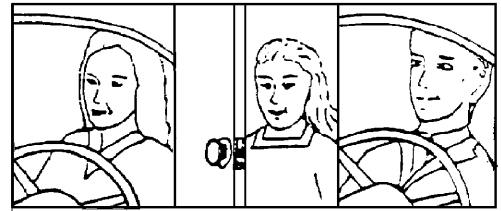


- 1 TUG ON IT!
- 2 STOP AT IT!
- 3 SKIP UP IT!

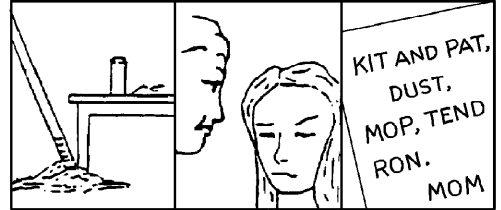


Have learners sound out or read each sentence and point to the drawing most closely related to what it says. Help them to describe simply and briefly what the picture depicts. (A shirt that's not tucked in, a slippery banana peel, a sidewalk to skip up, etc.). Optionally, have them write the appropriate number by each image.

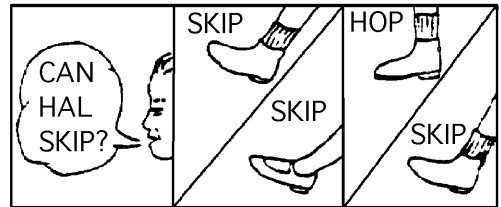
- 1 DAD DROPS US OFF.
- 2 PAM ASKS US IN.
- 3 MOM PICKS US UP.



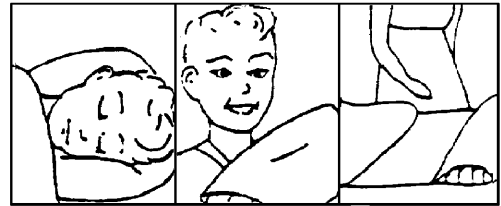
- 1 KIT AND PAT MUST HELP MOM.
- 2 KIT DUSTS AND PAT MOPS.
- 3 KIT'S GLAD BUT PAT'S MAD.



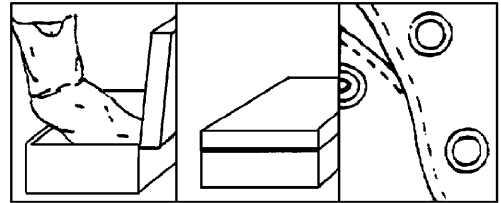
- 1 IF HAL CAN SKIP, TESS CAN.
- 2 DAN ASKS IF HAL CAN SKIP.
- 3 HAL CAN HOP AND SKIP.



- 1 MOM HELPS RON GET IN BED.
- 2 RON MUST NOT ROMP.
- 3 RON MUST REST.



- 1 DOT CAN'T DRESS TILL MOM UNPACKS.
- 2 MOM UNPACKS DOT'S BEST DRESS.
- 3 MOM HELPS DOT SNAP IT UP IN BACK.



- 1 TIM CAN'T UNDESS HIMSELF BUT DON CAN.
- 2 DON CAN UNDESS AND GET IN BED.
- 3 MOM AND DAD HUG HIM AND TUCK HIM IN.



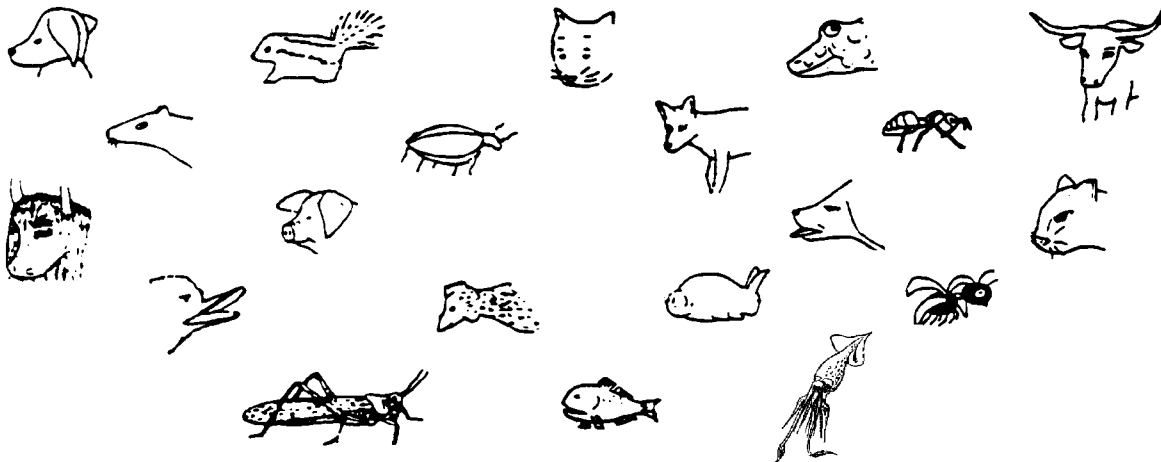
- 1 MOM PACKS KIT'S PINK BAG.
- 2 KIT HELPS MOM STUFF IT FULL.
- 3 KIT LOCKS ITS BRASS CLASPS.



Have learners sound out or read each sentence and point to the drawing most closely related to what it says. Help them to describe what the picture depicts. (A girl at the door, a boy's leg and a girl's leg, one boy's leg twice, a mother pulling back the bed covers, a suitcase or bag—a piece of hand luggage—etc.) Optionally, have them write the appropriate number by each image.

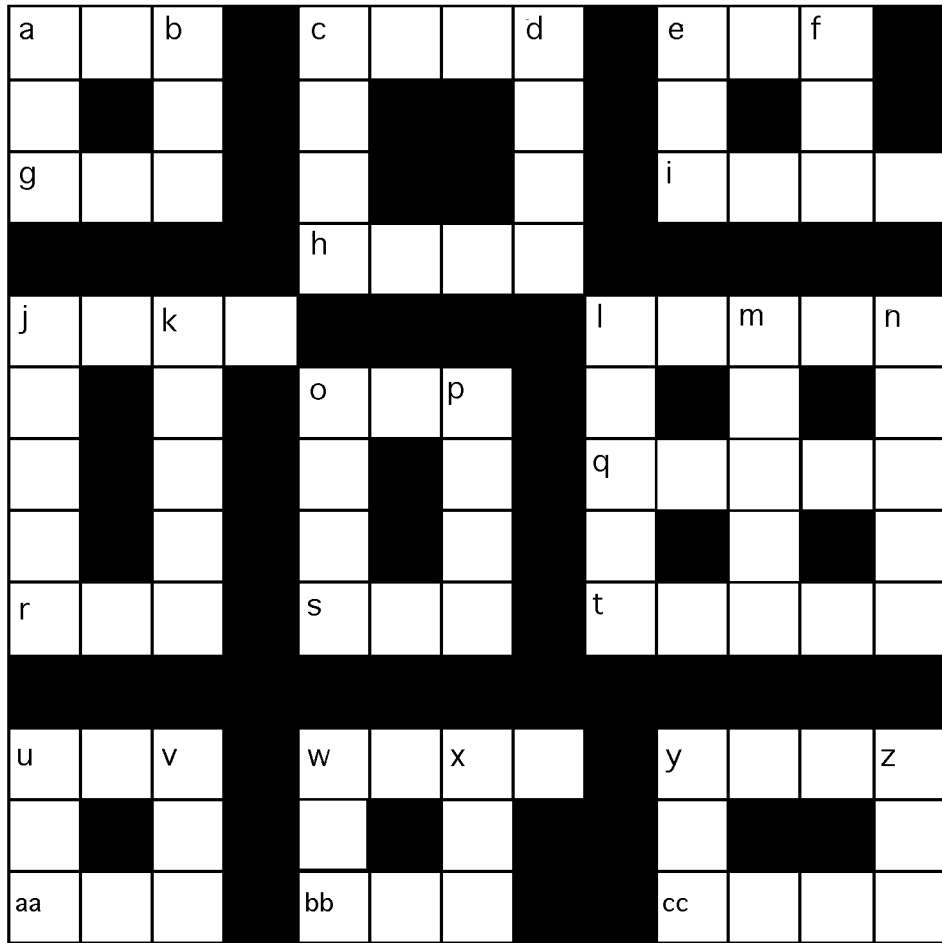


UPP _____ OGD _____ GROF _____ NITTEK _____
 GIP _____ GUB _____ NEH _____ KAY _____
 TAN _____ TAC _____ TIBBAR _____ TINSEC _____
 OFX _____ KUNSK _____ DUISQ _____ SABS _____
 XO _____ TAR _____ KUCD _____ HASSGROPPER _____

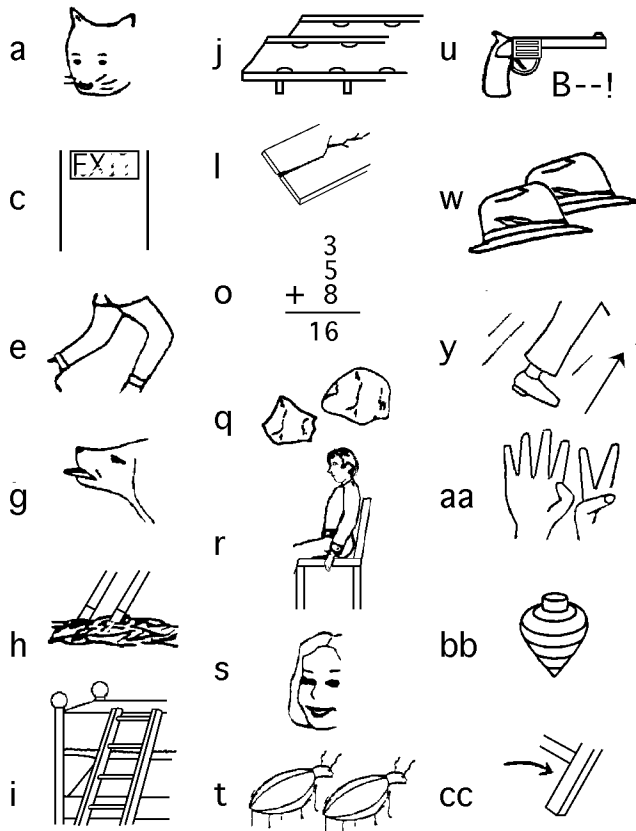


The first step in solving this scrambled word puzzle is to unscramble upp, etc. and write the answer in the blank space. To simplify things, drawings of each of the words are given below. Some learners may need a little help with animals and bugs that look too similar to them. Step two is to find the words above by drawing loops around them. Answers are on page 55.

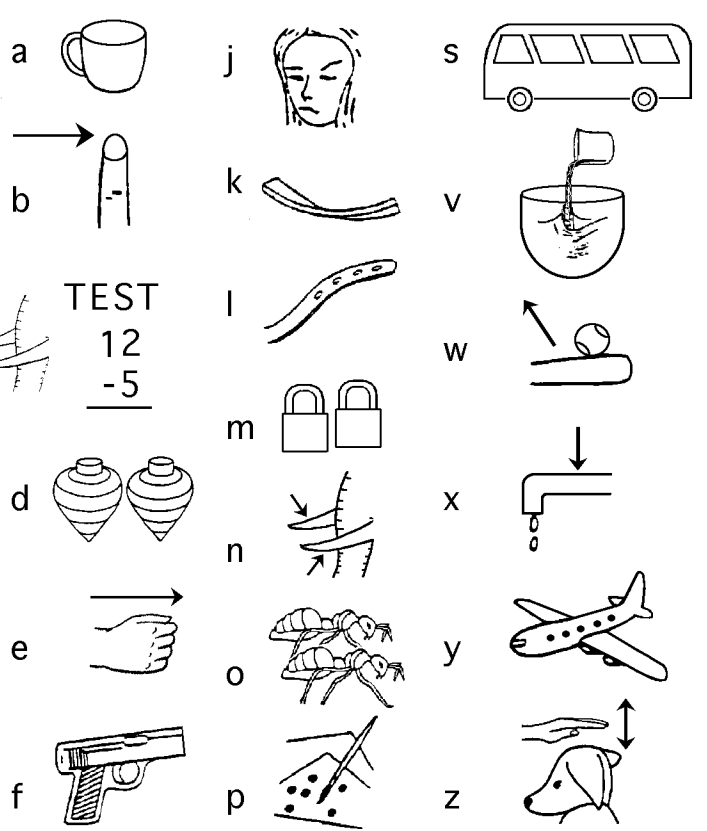
Have learners practice writing small letters in solving the puzzle. Answers p. 55



Horizontal _____



Vertical |



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