1. Lesson 6 & 7: Have Jacqueline rerecord the /r/ sound so the (very subtle) vowel sound is after the “r” rather than before. For example, now it sounds like /er/. We’d like it to sound more like /ruh/. Audio edit
2. Lesson 9, activity 10: Jacqueline: rerecord “Beg” with more emphasis on the beginning sound. Audio edit
3. Lesson 7, activity 3 : Ill and Hill are pretty hard to differentiate. Perhaps we should use a different word in place of Hill? **\*\*\*Use bell.**

Switched bell for hill

1. Lesson 7, activity ? : Knot and Nut are hard for me to differentiate. Perhaps we should use a different word in place of Knot? **\*\*\*Use nap.**

done

1. Lesson 7, activity 8 : Men and Man are hard for me to differentiate. Perhaps we should use a different word in place of Man? **\*\*\*Use map.**

done

1. Lesson 9, activity 2: The instructions need the short /a/ sound, but are currently using the short /o/ sound. The target sound is not played in the instructions after activity 1. The target sound must be played for each Lesson 9 activity.

Lesson 9 is for the short e sound

1. Lesson 10, activity 2 The target sound is not played in the instructions after activity 1. The target sound must be played for each Lesson 10 activity.

Full instructions played in all activities

1. Lesson 10, activity 20: Injure and Enter are pretty tuff to differentiate. Should we replace Enter with another word? **\*\*\*Use elm.**

done

1. Lesson 11: When I used the Admin/Score to jump to Lesson 11, the lesson did not play.

Couldn't reproduce

1. Lesson 12, activity 2: The target sound is not played in the instructions after activity 1. The target sound must be played for each Lesson 12 activity.

fixed

1. Lesson 14: Show one pair of images on the screen at a time. Currently, we show the first pair, but leave them on the screen when we show the next pair.

done

1. Lesson 14, activity 1: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /a/ in Cat with /u/, then the new word is?” Currently, Jacqueline says “If you replace the /o/ in Cat with /u/, what is the new word is?” The /a/ file just sounded like /o/. Should be fixed with new recordings. Same for issues 13-23
2. Lesson 14, activity 2: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /i/ in Bid with /a/, what is the new word?” Currently, Jacqueline says “If you replace the /i/ in Bid with /o/, what is the new word?”fixed
3. Lesson 14, activity 3: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /o/ in hot with /i/, what is the new word?” Currently, Jacqueline says “If you replace the (long) /o/ in Hot with /i/, what is the new word?”fixed
4. Lesson 14, activity 4: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /a/ in Cap with /o/, what is the new word?” Currently, Jacqueline says “If you replace the /o/ in Cap with /o/, what is the new word?”fixed
5. Lesson 14, activity 5: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /e/ in Pet with /o/, what is the new word?” Currently, Jacqueline says “If you replace the /e/ in Pet with (long) /o/, what is the new word?” fixed
6. 32.\*\*\*\* Also, the word “Pat is not announced in Jacqueline’s instructions.
7. Lesson 14, activity 6: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /a/ in Tap with /i/, what is the new word?” Currently, Jacqueline says “If you replace the /o/ in Tap with /i/, what is the new word?”fixed
8. Lesson 14, activity ?: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /i/ in Ship with (short) /o/, what is the new word?” Currently, Jacqueline says “If you replace the /i/ in Ship with (long) /o/, what is the new word?”fixed
9. Lesson 14, activity 12: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the (short) /o/ in Flop with /i/, what is the new word?” Currently, Jacqueline says “If you replace the (long) /o/ in Flop with /i/ what is the new word?”fixed
10. Lesson 14, activity 13: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /a/ in Track with /u/, what is the new word?” Currently, Jacqueline says “If you replace the /o/ in Track with /u/ what is the new word?”fixed
11. Lesson 14, activity 14: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /i/ in Fist with /a/, what is the new word?” Currently, Jacqueline says “If you replace the /i/ in Fist with /o/ what is the new word?”fixed
12. Lesson 14, activity 15: Jimmy is calling the wrong sound in the instructions. Jacqueline should be telling students “If you replace the /u/ in Butter with /a/, what is the new word?” Currently, Jacqueline says “If you replace the /u/ in Butter with /o/ what is the new word?”fixed
13. Lesson 15: Dave’s instructions are incomplete. Jacqueline’s instructions are incomplete. Fixed
14. 40.\*\*\*\* We should probably put one more letter space between the lowercase a and the uppercase A on the screen during Dave’s lesson. Increased space
15. Lesson 15, activity 2: I cannot drag the “a” to any of the answer choices. Fixed