

Short Cuts To



You Can Teach
Your Child

Adapted by Joan Beck and Becky
Of the Chicago Tribune

From "Listen and Learn With Phonics"
by Dorothy Taft Watson





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INTRODUCTION

Reading is probably the most important skill anyone can learn—it is basic and essential to the entire process of education. The child who masters this skill early in his/her development has his/her life's chances greatly reduced in advantage for life. If the child also enjoys the learning process, reading becomes a lifelong habit and pleasure. Learning to read can be fun if it takes place in a friendly, relaxed atmosphere without compulsion or possibility of failure.

This book is an enjoyable introduction to reading. It is based on the phonics method with simple instructions that may be readily followed by the parent.

Just what is phonics? Phonics is the connection between sounds and writing which makes it possible for us to turn a sound into a written word and then read it back again. Approximately 80% of English words follow a few regular rules of pronunciation. Exceptions fall into groups and almost all English words are at least partly phonetic. A child who is first taught the proper sounds of the letters, then the few basic rules of phonics, will quickly learn to read.

By the age of six, the average child has a vocabulary of between 10,000 and 25,000 words. It is an impossible task to memorize this many words through the sight method. Through phonics the child learns the rules of the reading "game" and develops the ability to read words he has never seen before. He quickly masters a large reading vocabulary and becomes a competent, independent and, above all, an interested reader.

Because phonics is a logical method, based on reasons why, children learn to use their heads and figure things out rather than merely memorize. Phonics teaches children to THINK, not guess.

"Short Cuts To Reading You Can Teach Your Child" is adapted from a proven method—the "Listen and Learn With Phonics" kits developed by Dorothy Taft Watson of Oakland, California, well-known reading expert and member of the national advisory council of the Reading Reform Foundation. Listen and Learn kits for both beginning and remedial reading use are sold by the Career Publishing, Inc., Mundelein, Ill. This cartoon adaptation was done by Joan Beck, staff feature writer of the Chicago Tribune and author of the syndicated column "You and Your Child," and Becky, staff illustrator of the Tribune.

This series should be presented to your child as a game the two of you can play together. Under each strip you will find directions and suggestions for that particular letter or idea. How fast and how far you go each day will depend upon the child—how old he is, how interested he is. Generally speaking, the length of the periods in minutes should not exceed the age of the child. For example, if the child is three years old, spend three minutes at a time, if six, six minutes. How many periods per day you spend will likewise depend upon the child but also upon you—how much time you can or wish to devote to the sessions.

A pre-school child will probably not want to continue beyond page 35. At this point he will have learned all of the consonants and the main vowels and vowel phonograms. And he will have actually

learned to read. He will want to practice his skill before proceeding further. The older child will speed through the early pages since he "knows all that." Starting with page 28 he will begin to find many things that he does not know. And if your older child is not a good speller, he will be able to review the early pages because you can be sure he does not really know as much as he would have you think. Very few adults, including teachers, can go through this entire book without learning something about the English language they did not know before.

Here are Mrs. Watson's instructions:

How To Teach Pre-Schoolers

It's important to teach your pre-schooler the sounds made by each letter—not the name of the letter. When your youngster sees the letter "H," for example, you don't want him to think of the name of the letter, but of the voiceless, out-of-breath sound the letter makes, as in "hat." If you aren't quite sure of some of the letter sounds yourself, you'll find key words to help you in each strip.

A very young child usually does better if he doesn't even know names of the letters at first except for the vowels, which sometimes make the same sound over and over again. You can easily teach your child to master the alphabet by means of the familiar alphabet song. The first comic strips will contain a number of just-for-listening words. Your child is not expected to learn to read these, altho a few children may without conscious effort. You should read these words to your child, encouraging him to listen for the particular sound he is learning. You can probably think up other games and happy ways to give him extra practice.

Remember that for pre-schoolers phonics is still very much a game—just as learning to walk and talk were games. Keep it light, happy, and relaxed. He has no deadlines to meet, no tests to pass, no possibility of failure.

Read each comic strip over carefully before you begin working with your child. Don't be surprised if you learn a few things yourself, especially in the later part of the series.

Keep work periods short. Five or 10 minutes at first is ample. A few minutes at a time several times a day is worth far more than a longer period when your child becomes tired or restless. The more a child enjoys these materials the more he will learn. The more he learns the more he will want to work at it.

Let your child repeat the letter sounds over and over, as often as he likes. But don't let him tire in any one session. A pre-schooler's attention span is usually very short. It's better to stop while he is still interested than to go on too long. It makes all the psychological difference in the world if you can arrange to have the child take the initiative and ask to play. Altho each session should be short, have them as often as he wishes.

Your child will often forget the sounds of the letters, particularly at first. Tell him at once. Don't make him guess or wail. You want to enhance his feelings of success, not to make him feel discouraged or a failure. You can help him, too, by thinking up ways to impress each sound on his mind.

When your child begins putting consonants and vowels together to make words, it's important that he learn to do it smoothly and quickly, so he will recognize the word he is sounding out. You may have to work with him several days before this comes easily and naturally. Tell him he need not sound out a word he already knows. He should just read it right off.

Praise your child delightedly for each sound he learns and each word he sounds out. But don't disparage him when he forgets. Just tell him the right answer, knowing that he will learn it correctly the next time—or the time after. Your child will learn far faster when he's motivated by praise.

Some children learn best even at a very early age by writing. See if your youngster responds to this approach. Let him try tracing letters, if he enjoys it. However, most pre-kindergarten children do very well just hearing and saying the sounds and seeing them as letters.

Encourage Your Child

Encourage your child to find the letter he knows in newspapers, magazines, and books and on grocery shelves, billboards, and televisions. Don't limit his learning to sessions with the comic strips.

Use games to keep your child interested. This book includes several simple reading games your youngster can play. You'll find it easy to make up others yourself.

The amount of specific phonics training needed depends largely on your child's age. Generally, pre-school and primary-age youngsters will never need to be taught all the details and special rules included in "Short Cuts To Reading You Can Teach Your Child." Once given the basics—the first eight weeks or so of comic strips—they can proceed independently, absorbing most of the rest unconsciously from practice. Or, you may want to save the strips, let your child use them later on, chiefly as an aid to spelling.

Most important, always praise and encourage your child. Share his excitement at his own cleverness and the new world that is opening to him.

Instructions for Teaching Older Children

If your child is already in school and having reading problems, he needs your special attention. He has missed the ideal time for learning; he has missed the ideal method. If this were not so, he would not be having trouble.

Anyone from the 3rd grade up who cannot read independently with ease and pleasure needs remedial help. Parents should recognize that a child with a reading disability is badly handicapped in all of his school work and in all areas of his life. He will be forever inferior. He will be thwarted at every turn. He may never be accepted into college. He will find decreasing chances at well-paying and interesting jobs. Furthermore, there seems no question that reading problems increase the chances of a child becoming delinquent. It is desperately important to teach these children to read. And the longer you wait, the more difficult it will be.

The only way you can be sure there are no gaps in his basic knowledge is to go thru all of the comic strips with him. He will probably be able to breeze thru the first few rather quickly; he may need several days with later strips before he can use their principles automatically and easily.

You can usually convince him that the comic strips can help by asking him a few questions such as these: Why is there a "d" in words like "fudge" and "bridge"? When does "c" make an "s" sound? Why is "cat" spelled with a "c" and "kitty" with "k"?

The older child is probably suffering some degree of frustration or defeatism or both as a result of his reading difficulties. Does his teacher say that he doesn't try? Or that he is disinterested, or lazy, or a little retarded, or that he has special problems? These symptoms tend to be the *result* of his reading problems, not the *cause*. There may also be behavior problems for the same reason. How would we feel if we had been handicapped in our daily work for months or years on end, not knowing why, but certain that we were falling farther behind every day? The brighter the child, moreover, the more he is aware of this and the greater is his distress.

The brighter the child, too, the more he needs the reasoning process of phonics and the greater his difficulty without it.

Remedial teachers will tell you that many of their pupils are well above average in intelligence, the typical one being a very bright, mathematically-minded 4th-grade boy whose trouble came to light when he first encountered "thought problems." Then even his arithmetic seemed to fall apart. Of course it did! He couldn't read the problems!

Explaining the "Secret Code"

Also, the bright child has more imagination and sensitivity. He is more self-critical. He worries more. He is more vulnerable to failure. He knows whether or not he can read adequately, no matter what grown-ups or report cards may say. These children, then, are not only more susceptible to reading disability due to lack of phonics, but they suffer more emotional disturbance as a result.

This is the reason that a parent and above all more encouragement than the confident little preschooler who has never known failure. The older child needs his battered confidence restored. He may even be convinced by now that he is "dumb." Don't let him believe it! Tell him that it is often the very brightest people who have this particular problem, because bright people need *reasons*, which he hasn't had. You can point out also that this is not his fault, that it happened because he was never taught in the best way for him. Reading isn't just a matter of wild guessing, but a reasonable process with rules to it—rules that he can master.

It helps if you tell your child that there is a "secret code" which unlocks the meaning of printed words, that he was never taught this code, but that once he has learned it, reading will no longer be a mystery to him. Boys, especially, like the idea of learning a secret code.

Teachers know that almost all remedial pupils have to some degree

two problems, closely connected. One is the habit of wild guessing, which strengthens with every day it is practiced. The other is that the pupil usually has not the least idea of how to sit down and concentrate, or to use his head. His attention span is short. He makes two random guesses, twists his legs around the chair, wants a drink of water, changes the subject, fiddles with a pencil, remembers a TV show he wants to see, and asks if he hasn't worked long enough.

He will continue to guess wildly long after he's learned the logical concepts of phonics. These habits are hard to break and will probably be the major hurdle.

But don't let your child get away with guessing—even when he happens to guess right. Encourage him to think. If he guesses at a word and gets it right, it is important to be sure he knows the sounds and rules involved and then make him do it the right way. Do this firmly, patiently, and with humor.

You may be able to devise other teaching helps to make re-learning easier. You know your own child. Remember, too, that with almost any child a touch of humor will break tension and make it easier for him to get rid of mental blocks.

Playing word-building games can also help and this book contains many such games. These are extremely useful mental training, but they are also fun. They release tension, build confidence, and can give a child the thrill of winning. You might end a session of study with one of these games, or use it as a kind of recess if you see him becoming tense.

The first hurdle is the highest and most important; it is here that we must avoid discouragement. It may seem for a time as if he isn't learning, retaining anything, as if you'll never break thru the barrier. The older your child is, the longer it will take. This is the time to praise every small bit of progress—and stick with it. When things begin to happen—and they will—it may seem almost like a miracle. He may astonish you and himself one day by displaying all the knowledge you thought hadn't sunk in at all.

Depending upon the child's personality, you may want to protect his pride by saying, "I just want you to know that he's making certain he has the basic down pat. Or, you can face the issue squarely and say: "This is something you should have learned at about the age of 5. You would have enjoyed it then; you'll probably find it rather a chore now. But the best thing to do is get busy and learn it now without wasting any more time." It is urgently important, especially with an older child, that you let him know you have complete confidence that he will learn. Make sure he experiences at least one or two successes in a single session—and do this even if success is slow in coming. If you find some rule or word pattern you didn't know yourself, be sure to tell him. It will be most encouraging to him. Sometimes it's best to drop oral—or even silent—reading as such until the child has a solid basis in phonics. Then let him start reading again, beginning with something well within the range of his new skill, so that he will discover that reading is, after all, easy and enjoyable. In the meantime, let him practice sounding out single words.

When he does start oral reading, don't let him struggle. If he runs into trouble with a word, help him, even if he ought to know it. Let the mood be one of relaxation and pleasure.

If he goes haywire in oral reading at first from sheer habit—that is, mis-reads perfectly simple words like "a" for "the" or "breakfast" for "lunch" or "in" for "at," don't be horrified or scold him. He isn't being stupid. He is just continuing to do what he has done for a long time and while he has—unintentionally or deliberately—been trained to do. Treat these lapses with a good laugh. Or, if your child is very tense about the whole thing, just let it go or gently correct him when necessary, until he acquires more confidence.

Teaching Tips For All Parents

DO: Be sure your child understands that you are giving him the tools that will enable him to master new words he encounters in reading. [This particularly applies to children getting remedial work.]

DO: Encourage the child for each small success. Remember, not knowing a sound is not a failure. The sound just hasn't been mastered yet. Next time the child will know it.

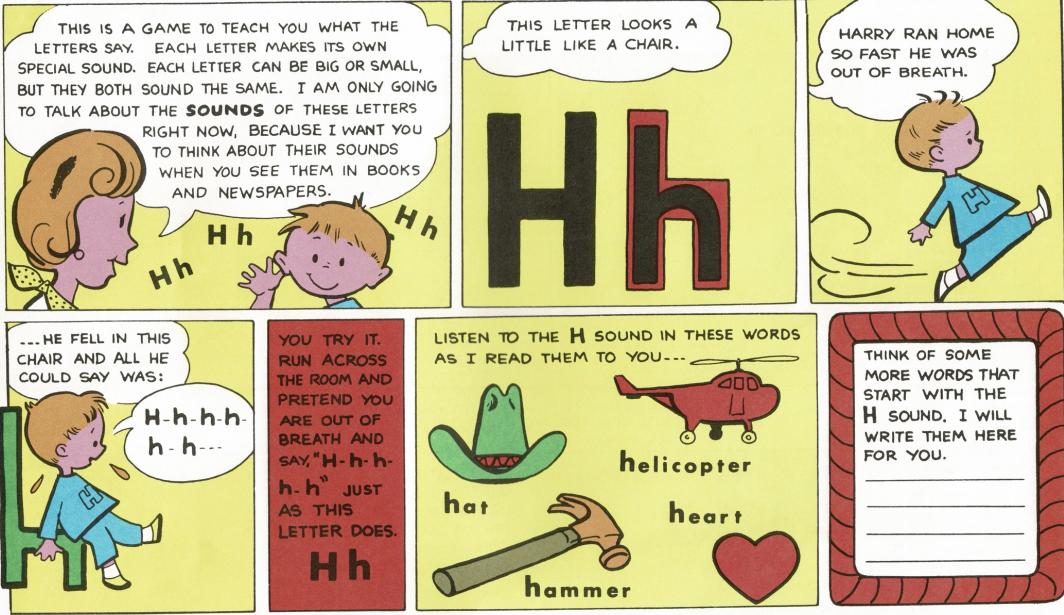
DO: Work for smooth sounding of words. Once a child has sounded out a word help him say it smoothly and quickly. Remind him that when he has learned a new word, he no longer needs to sound it out but can read it right off.

DO: Tell your child how proud you are of him. Believe in him and let him know. Be sure to let him show off his new skill—particularly the remedial pupil who until now has been ashamed of his lack of skill and needs to get back his self-respect.

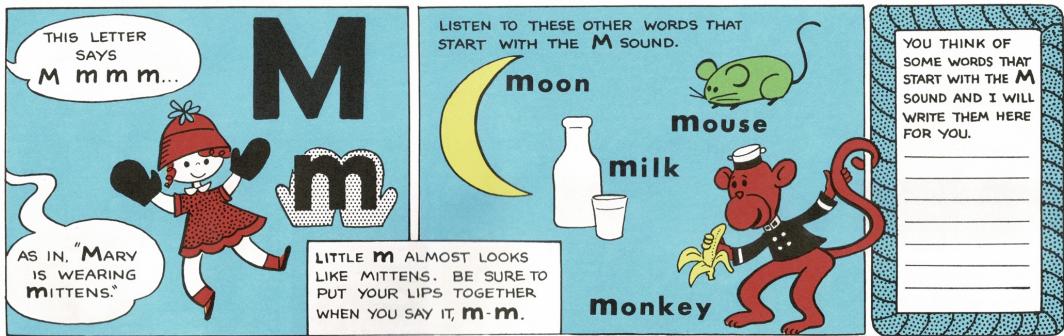
DO NOT: Criticize the effort of any child. If he forgets, tell him you know that next time he will remember. If correction is necessary with remedial work, don't let it bruise him.

DO: Let the child sound words any time he asks to try, but be ready to help him if he starts to flounder. Remember, learning is a gradual process. Give him help whenever needed.

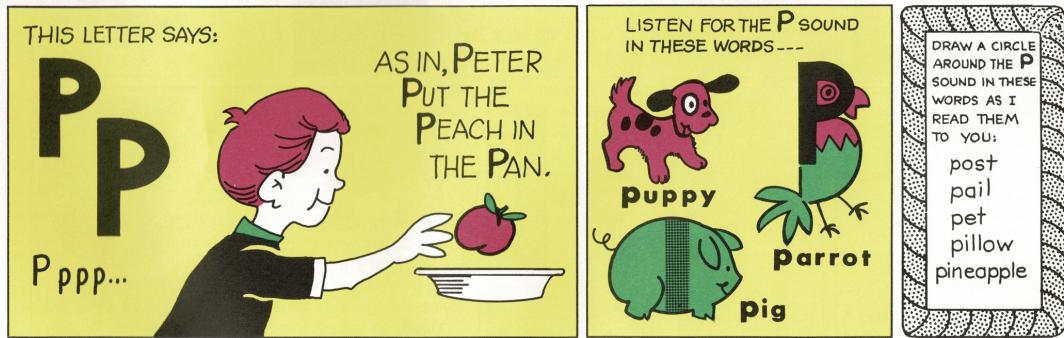
MOST IMPORTANT: Enjoy working with your child—and help him enjoy it, too.



Don't teach a pre-school child the names of the letters at first; teach him the sounds instead.



Use only the sound of the letter, not its name. Tell your child: "This letter says **M,m,m,m . . .**"



Play the game of letter sounds several short times a day. Look for each sound on boxes or cans in your kitchen, at the supermarket, on highway signs — everywhere.



Find these letter sounds in old newspapers and magazines. You can cut them out and paste them in a notebook.



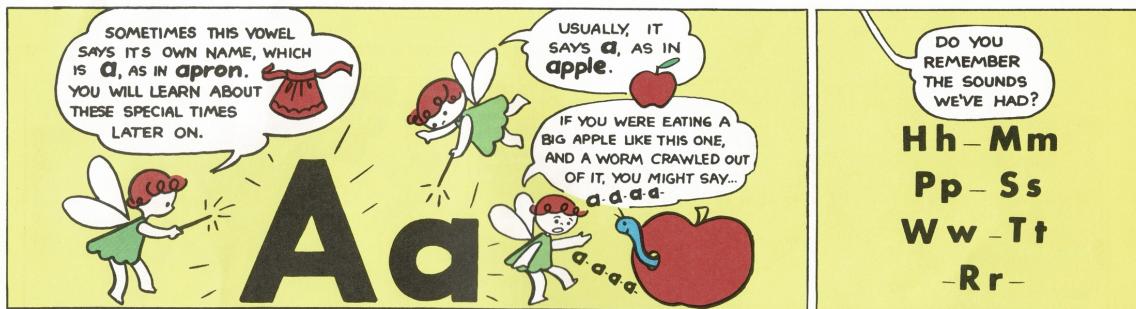
Remember not to use the name of the letter you are teaching your child, but only the sound it makes.



A clock really doesn't say "tick-tock" but T-T-T. Let your child listen to your watch or clock and hear the T-T-T sound.



Review the sounds already given: Hh, Mm, Pp, Ss, Ww, Tt



DO YOU
REMEMBER
THE SOUNDS
WE'VE HAD?

Hh - Mm
Pp - Ss
Ww - Tt
-Rr-



BE SURE YOUR CHILD BLENDS THE LETTERS SMOOTHLY TOGETHER
ONCE HE HAS SOUNDED OUT A WORD. TELL HIM HE NEEDS TO SOUND
OUT A WORD ONLY UNTIL HE KNOWS IT....THEN JUST READ IT RIGHT OFF!

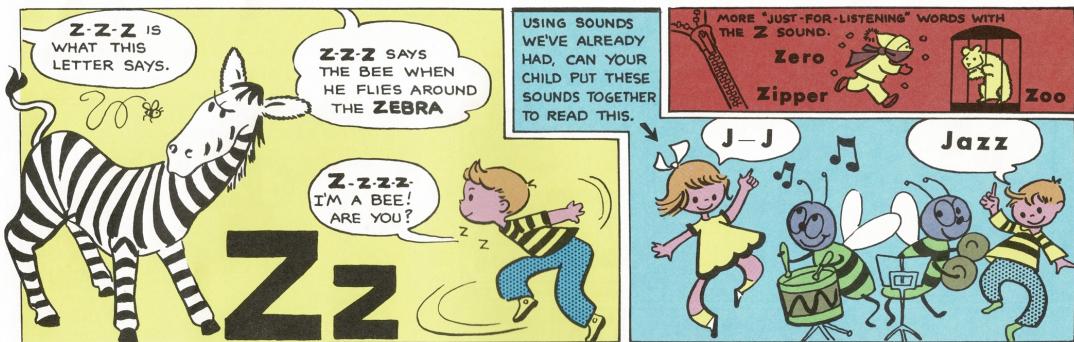
Now we're going to learn a special kind of letter called a vowel. Sometimes we call vowels "fairy letters" because they are so important. Every word must have at least one vowel. Once you have learned a vowel, you can begin putting letter sounds together to make words.



You have now taught your child a single vowel so he can begin sounding simple words. Be sure your child blends these sounds together smoothly.



Put your tongue high in your mouth when you say the sound this letter makes: L - I - I - I.



This letter is hard to find on labels on pantry shelves. But it is fun to let your child pretend he is a bee: Z-Z-Z.



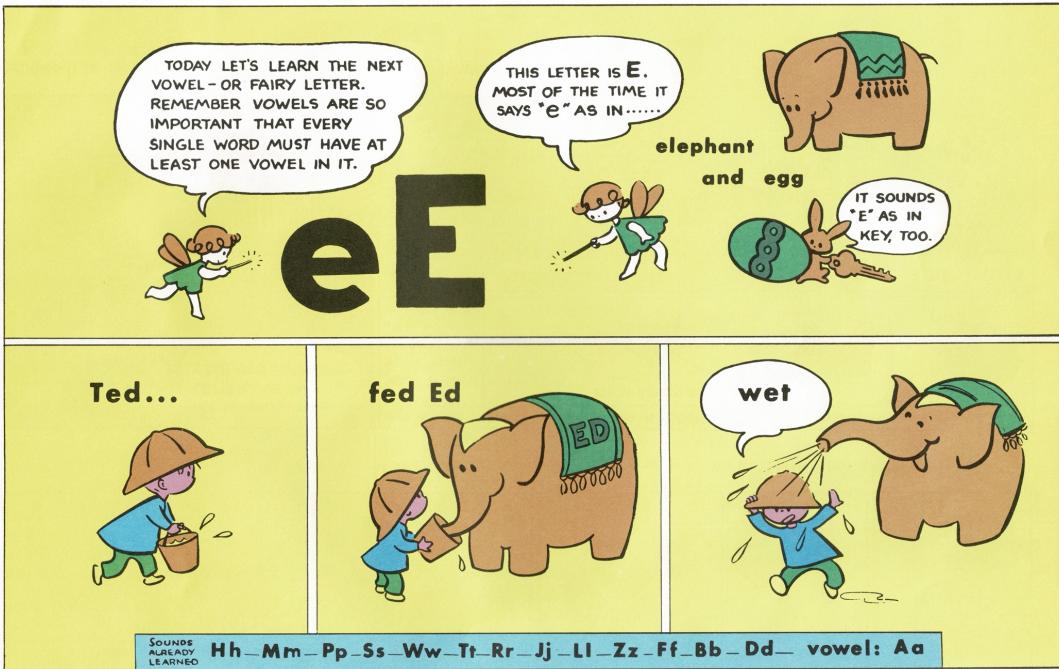
This angry cat lifts his back high in the air and says F-f-f-f, and makes the same sound as this letter does: f-f-f, as in "frog" and "fish."



When we say the **b** sound, we tend to push out the lips like the bottom of the letter **b**. Always use the sound of the letter—not the name.



Let your child act out the **d** sound by beating a pretend drum around the room saying: D-D-d-d-d in rhythm. This is fun!



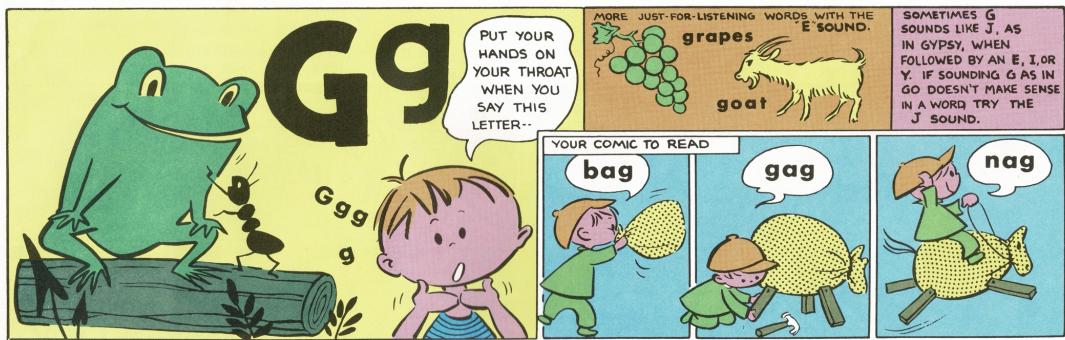
This is the second vowel to teach your child.



The letters c and k and ck all sound the same, except when the c is followed by e-i or y or by h. We will learn these special patterns later.



Sometimes it is not possible for a "new reader" to learn a new sound each day. Do not hurry the child.



Grandfather Frog sits on a log and says g-g-g, deep down in his wide throat.



V is the Valentine sound. We love it, don't you?



Praise your child when he masters a new letter.



See how many of these words you can sound out without help. All are based on the sounds you have had already.

THE NEXT VOWEL—OR FAIRY LETTER—is "I".

Ii THIS IS THE LETTER "I". IT SAYS "i" MOST OF THE TIME, LIKE THE "i" SOUND IN INDIAN.

--AND PIG-- I AS IN ICE-CREAM, TOO.

His

kick

wins

MAKE-A-WORD GAME

	a	m	i	t
	e	t	a	t
	i	n	a	g
	a	b	a	d
	e	n	e	g
	i	g	e	d
			i	s

COPY THESE LETTERS

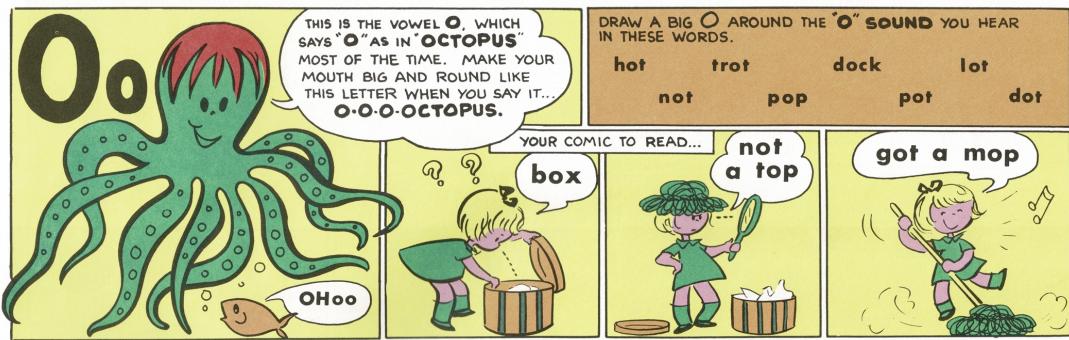
b	j
f	m
d	n
p	v
w	g
h	l
t	r
s	

GAME RULES:

COPY THE LETTERS IN THE RED COLUMNS

TURN LETTERS FACE DOWN AND PICK UP THREE. SEE IF YOU CAN PUT THEM IN THE BLANK YELLOW SPACES TO MAKE WORDS. SCORE ONE POINT FOR EACH WORD. TURN LETTERS OVER AND PICK UP THREE MORE.

Here is a simple word game that will be fun for your child to play.



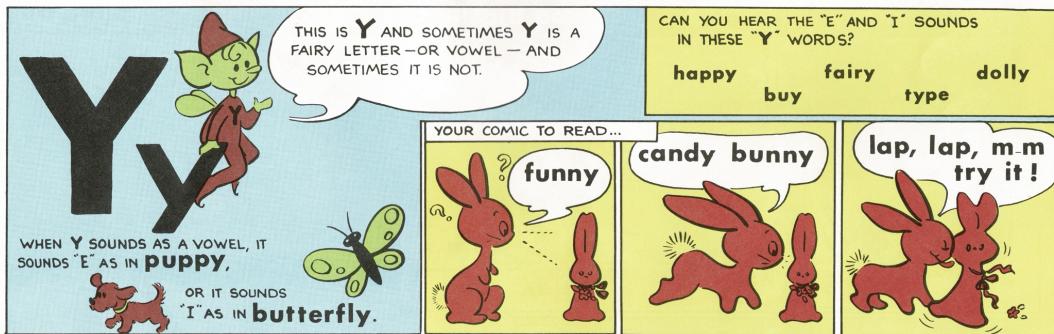
The sound of O as in "overalls" is a different sound—do not let your child become confused.



U also has the sound it makes in "unicorn."



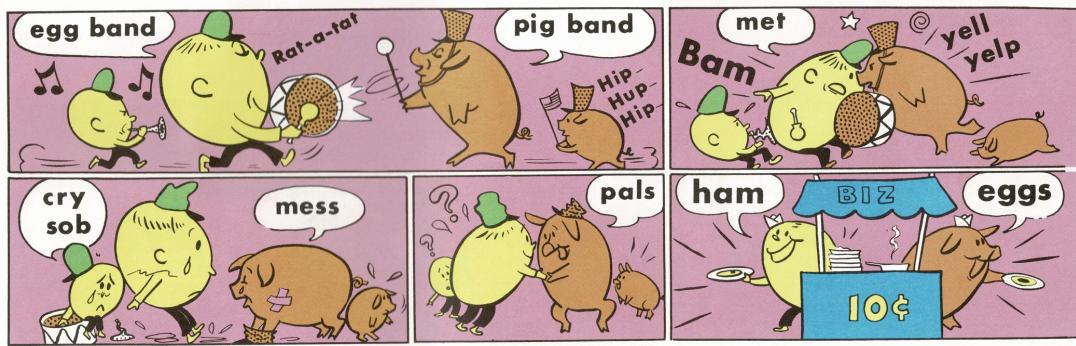
The young reader will get the correct vowel sounds easier when he says them in actual words rather than in individual sounds.



You can tell an older child y sounds like e when it is used at the end of a word of more than one syllable. Sometimes y has the short i sound as in the word "syllable."

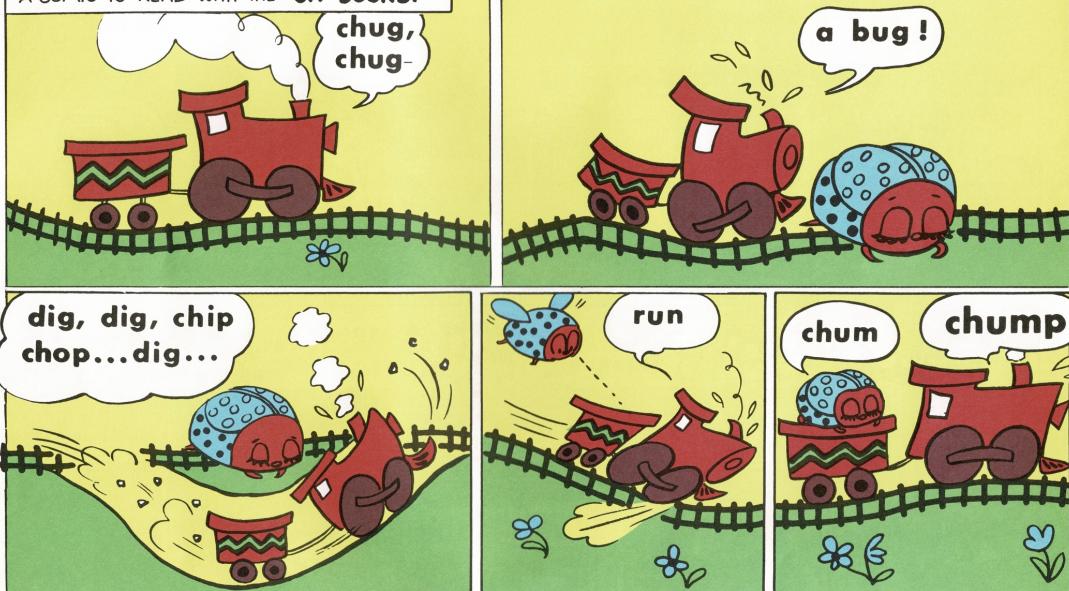


Here we learn the sound of **y** as a consonant.



See how much of this comic your child can read by himself. It is all written using sounds already covered. If he can't read it all, have fun with it anyway.

A COMIC TO READ WITH THE "CH" SOUND.



Sometimes two letters together make a special sound of their own. Here is the sound of ch as in "church." A bright, older child may think of exceptions. Just tell him what the words mean. He can learn about these special patterns later.



We are now learning that sometimes two letters together make a special sound of their own.



Q always has u beside it, and together they say kw as in "Queen." Explain to an older child: qu always has another vowel right after the u.



Tell an older child: If you listen carefully you can sometimes hear **th** make a different sound, as in "then" and "this." You may have to try out both sounds when you find **th** in a new word.



Be sure to help your child blend sounds together smoothly and quickly.

wh

THIS IS A WINDY SOUND
LIKE THE SOUND YOU
MAKE WHEN YOU BLOW
OUT CANDLES —

wh----

LISTEN TO THE WH SOUND IN THESE WORDS.

whale

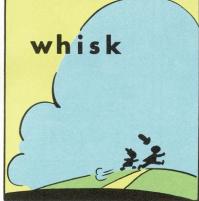


whistle



wheat

YOUR COMIC TO READ—



Tell an older child: wh when followed by o sometimes has the sound of h—as in "who" and "whole."

OW AND OU

ARE SOMETIMES CALLED
'PINCH' LETTERS

LISTEN FOR THE OW AND OU SOUND IN THESE WORDS.



cow



hound



mouse



crown

YOUR COMIC TO READ:

round cow



went to town



met owl



and a clown



Tell an older child: Ow and ou sometimes make a long o sound as in "slow" and "soul." You may have to experiment to find the right sound.

A PHONGRAM IS A PART OF A WORD THAT ALMOST ALWAYS **SOUNDS** THE SAME. LEARNING PHONGRAMS IS A GOOD SHORT CUT TO QUICK AND EASY READING.

OOK

THESE THREE LETTERS TOGETHER SAY "OOK" AS IN LOOK.

book nook hook
cook took brook

"SPOOK" IS A NAUGHTY LITTLE WORD THAT DOESN'T FOLLOW THIS RULE.

OVER-THE MOUNTAIN GAME



ONE AT A TIME, TAKE EACH WORD-PICKER OVER THE MOUNTAIN PASS.

AS HE COMES TO EACH ROAD BLOCK HE STOPS AND TRIES TO MAKE A WORD.

HE COUNTS A POINT IF HIS SOUND - AND THE ROAD BLOCK SOUND - MAKE A WORD.

WHICH WORD-PICKER, MR. RED - MR. BLUE - MR. YELLOW OR MR. GREEN, MAKES THE HIGHEST SCORE?

r p
l i
h

YOU CAN COPY THESE TO HELP YOU MAKE WORDS AS YOU GO OVER THE MOUNTAIN.

Your child will learn rapidly playing this and other word building games.

ank

THESE LETTERS
SAY "ANK" AS
IN BANK AND
SPANK.

YOU PUT LETTERS
BEFORE THESE
"ANK" SOUNDS
AND MAKE WORDS
YOURSELF!

bank
ank

ank
ank ank

YOUR COMIC TO READ

my bank



fix up a tank
with this bank



Now we have started learning phonograms. A phonogram is a part of a word that almost always sounds the same. Learning them is a short cut to easy reading.

PUT AN "S"
IN FRONT-
AND THE
WORD
IS---

Sink

PUT A
"dr" BEFORE -
--AND THE
WORD IS---

drink

YOU ADD LETTERS
BEFORE THESE
"ink" SOUNDS.
ink ink



pink, slinky mink



The letters **ink** always say "ink"

THESE THREE LETTERS SAY **ing**

THIS PHONGRAM CAN BE THE MAIN PART OF SUCH WORDS AS:

sing **ring**

SOMETIMES YOU CAN USE THESE LETTERS AT THE END OF A WORD. IF YOU ADD "ing" ON SING, YOU WILL MAKE THE WORD SINGING.

YOU PUT "ing" ON THESE WORDS AND SOUNDS.

s w	l ook
r	t hink

YOUR COMIC TO READ...

a singing king

has a fling

ow, ouch that stings

Don't feel your child must learn a new sound each day. Not all children learn at the same rate.

all --AS IN BALL AND TALL.

"**all**" IS A WORD IN ITSELF. IT IS ALSO FOUND AS A PART OF MANY WORDS.

DRAW A CIRCLE AROUND THE "all" SOUND IN THESE:

wall **stall** **call**
fall **squall** **hall**

YOUR COMIC TO READ TODAY

I am small

I am tall

oo-ooo

fall

bad ball

When reading new words, be sure to look for familiar blends and phonograms. Knowing these "word parts" is a short cut to easy reading.

ight

THESE LETTERS ALWAYS SAY "ight". WE HAVE MANY "ight" WORDS, SUCH AS LIGHT AND SIGHT.

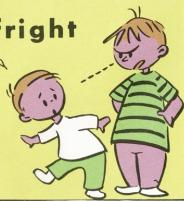


THIS **knight** WANTS YOU TO DRAW A FLAG AROUND THE "ight" SOUND IN THESE WORDS:

bright tight
right light

YOUR COMIC TO READ

fright



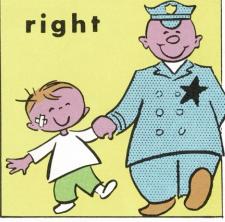
fight



might



right



The phonogram "ight" is an important one.
It is a short cut in reading and always says the same thing no matter where it's found.

atch

NOW WE HAVE "atch", AS IN MATCH AND CATCH. MANY WORDS HAVE "atch" IN THEM.



LISTEN FOR THE "atch" SOUND IN THESE WORDS scratch match
thatch latch patch hatchet

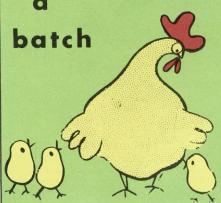
YOUR COMIC TO READ...



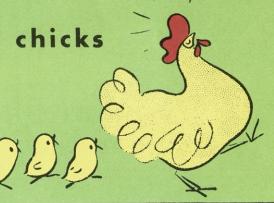
hatched



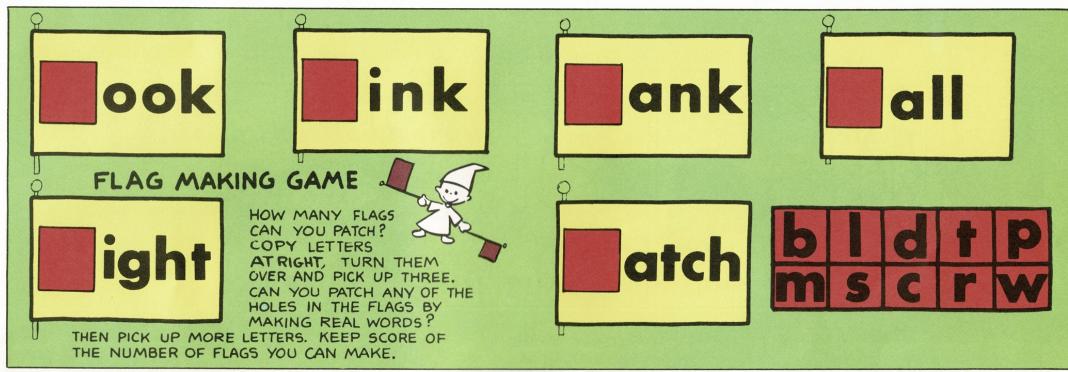
a batch



of chicks



Help your child blend the sounds in new words smoothly and quickly. Remind him not to sound out words he already knows, but just to read them right off.



The letter **r** always changes the sound of the vowel it follows. When **r** comes after **a**, it makes a phonogram that says **ar**, as in "car." Listen and look for the **ar** sound in these words: far barn shark farm year start.

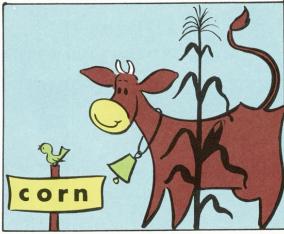
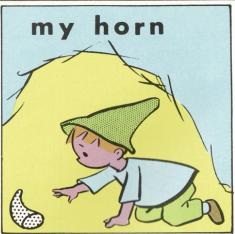
or

THE PHONGRAM "OR" IS ALSO THE WORD **OR**. THIS SOUND IS FOUND AT THE BEGINNING OF SOME WORDS, AS IN "**ORDER**"—AND AT

THE END OF OTHERS, AS IN "**COLOR**" AND SOMETIMES WITHIN A WORD, AS IN THE WORD "**SPORT**".

LISTEN, AND LOOK FOR, THE **OR** SOUND IN THESE WORDS:

for **lord** **fork**
corn **cord** **cork**



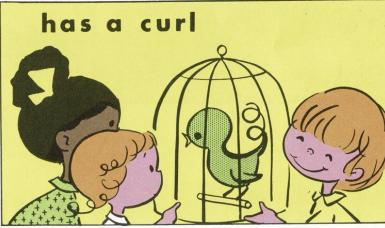
Note for an older child: Remember that r usually changes the sound of the vowel coming just before it.

er ir ur

THESE COMBINATIONS OF LETTERS ALL SOUND THE SAME — JUST THE SAME AS THE SOUND OF THE LETTER "R" ALONE.

LOOK AT AND LISTEN TO THE "r" SOUND IN THESE WORDS.

er	ir	ur
her	dirt	burn
fern	first	turn



Spelling tip: When you hear this sound at the end of a word of more than one syllable it's almost always spelled er.

aw **au**

THESE TWO COMBINATIONS OF LETTERS BOTH SOUND THE SAME. THEY SAY "AW" AS IN **SAW** AND "AU" AS IN **HAUNT**.

LOOK AT, AND LISTEN TO, THE **AW-AU** SOUND IN THESE WORDS:

haunt haul
jaw raw yawn

this squaw



can draw



her pet



... Paul



Spelling tip: **aw** can come in the middle or at the end of a word, but **au** comes usually in the middle. Both can come at the beginning.

oo and ew

THESE COMBINATIONS OF LETTERS USUALLY HAVE THE SAME SOUND: THE SOUND HEARD IN **MOON** AND **THREW**.

LISTEN TO, AND LOOK AT, THE "**OO-EW**" SOUND IN THESE WORDS.

tooth new broom
boom stew brew



Loopy's balloon



grew and grew



wind blew



Loopy flew



Note for an older child: Sometimes **ew** can have the regular long **u** sound we hear in "mew, few, and pew."

oy AND oi

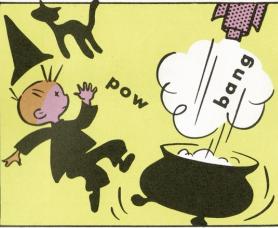
THESE COMBINATIONS OF LETTERS BOTH HAVE THE SAME SOUND - "OY" AS IN TOY AND "OI" AS IN OIL.

LOOK AT, AND LISTEN TO, THE "OY-OI" SOUND.
 coin joy point
 soil enjoy coy

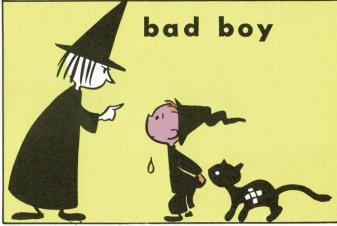
a boy toy



boil in oil



bad boy



Spelling tip: When this sound comes at the end of a word it's usually spelled **oy**. In the middle of a word, it's **oi**.

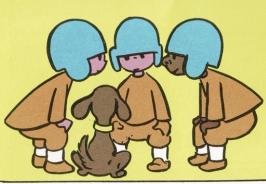
ce AND ci

WHEN "e" OR "i"
COME AFTER "C",
THEY MAKE THE "C".
SAY "S" AS IN CITY.

cy

WHEN "C" COMES
JUST BEFORE "Y"
IT SAYS "S", TOO.

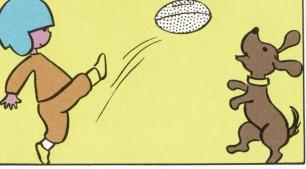
center



this is a
cinch



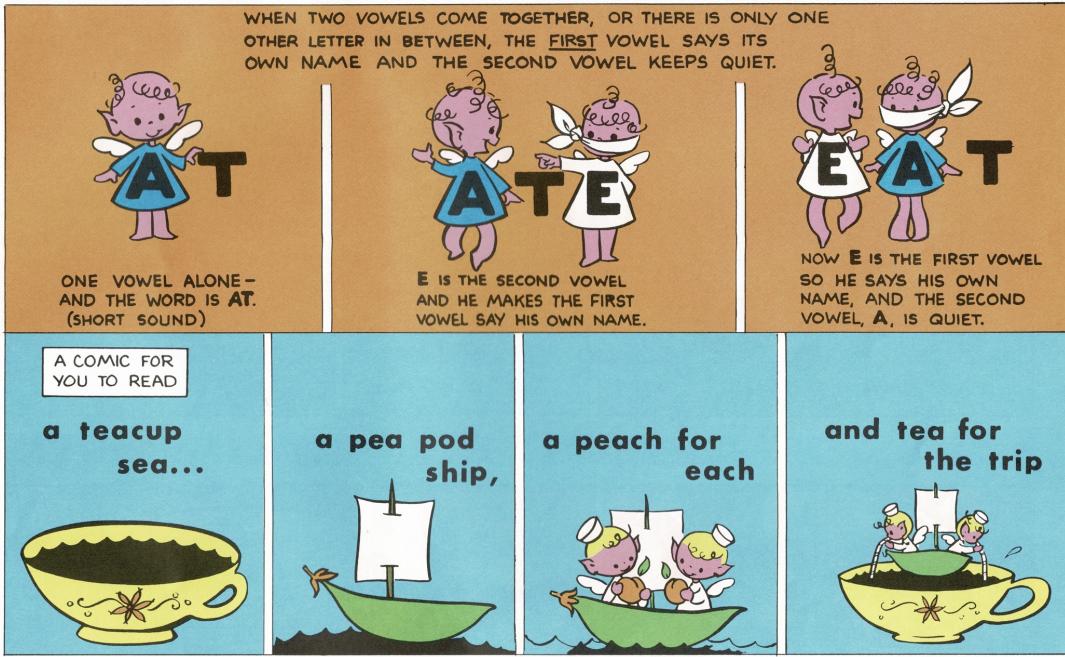
fancy kick



winner!



Note for an older child: The word "circus" is a good example of both c sounds. The first c is softened by the i which follows. The second c remains hard when followed by u.



You remember we said vowels are "fairy letters" because they can do so many special things. Here is one of the important things vowels can do.

Note for an older child: The long vowel sound is marked like this . . ē. The short vowel sound is marked like this . . ē.

WHEN TWO VOWELS
HAVE ONLY ONE
OTHER LETTER IN
BETWEEN THEM,
THE FIRST VOWEL
SAYS ITS OWN
NAME AND THE
SECOND VOWEL
IS QUIET.



ride



hide



slide



cried

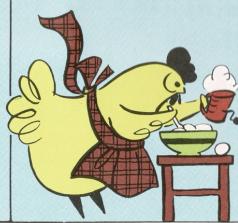


Remember: when two vowels go walking, the first does the talking. The first vowel usually says its own name, and the second vowel keeps quiet.

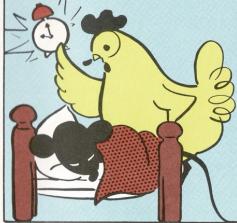
IT MAY HELP
AN OLDER CHILD
TO CROSS OUT
THE SILENT "e"
AND MARK
THE LONG
VOWEL....

take
rake
cake
fake
brake

**bake a
cake**



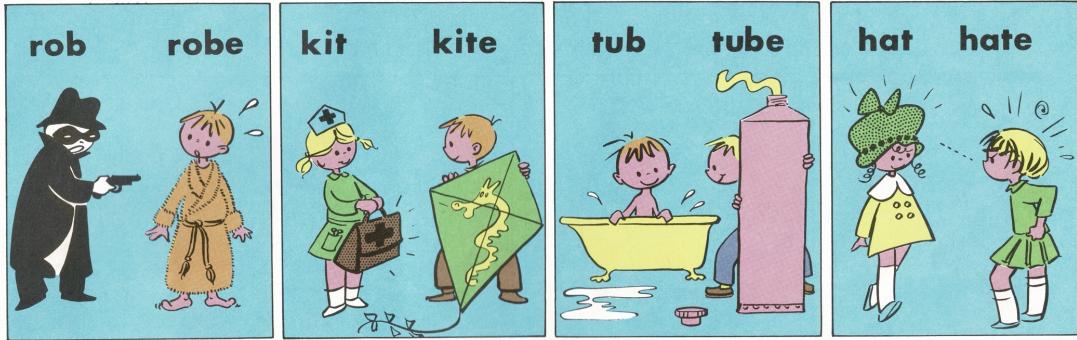
**wake up
Jake**



**jig, shake and
cel-e-brate**



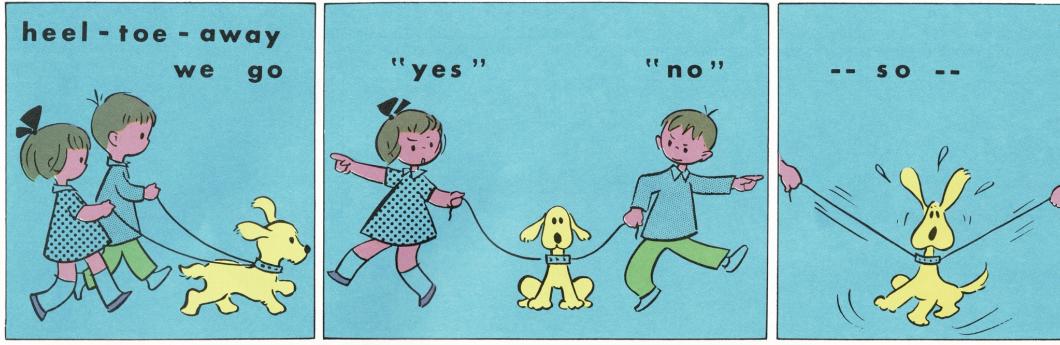
In these words e keeps quiet and helps a say its own name.



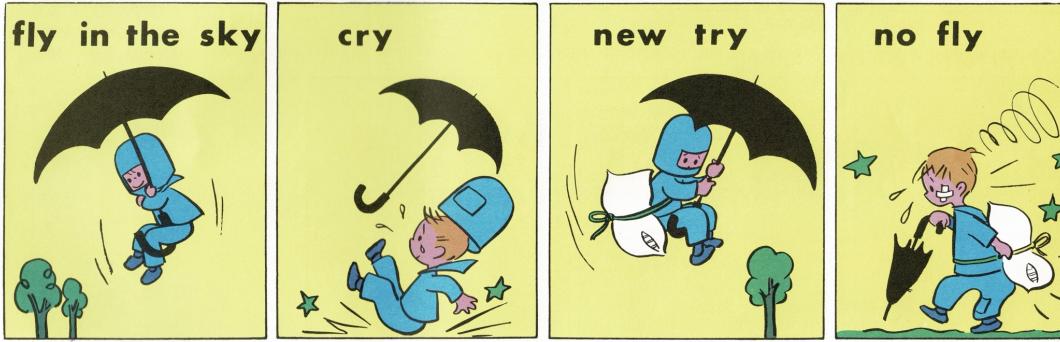
Remember: When two vowels come together or have only one other letter in between, the first usually says its own name and the second vowel is quiet.



Do you remember when a vowel says its own name and when it doesn't? This shows what happens to words when a second vowel is next to the first one—or separated by just one letter.



When e or o is the only vowel in a short word and comes at the end of that word, it usually says its own name. no be so we



Y at the end of a short word usually says long i when it is the only vowel. For example: sly dry by my

MEMO TO PARENT:

THERE ARE A FEW SIMPLE WORDS YOUR CHILD WON'T BE ABLE TO PRONOUNCE USING SOUNDS HE'S LEARNED SO FAR. IT'S EASIEST JUST TO TELL HIM WHAT EACH WORD SAYS WHEN HE COMES ACROSS IT AND HAVE HIM LEARN IT AS A SIGHT WORD.

SOME COMMON
SIGHT WORDS ARE:

any once too
been one very
busy pretty were
could said where
do says who
does shoe women
father sugar would
friend sure you
many there your
of to

PLAY DETECTIVE AND
FIND TWO SIGHT WORDS
IN THIS COMIC.



**my new pink
sugar shoes**



I like them



I suck them



**no pink
sugar shoes**



Don't try to teach your child these sight words. Just tell him these are some words that do not follow rules.

IF YOU CAN'T
DECODE A
WORD IN THE
USUAL WAY, TRY
THIS SPECIAL
PATTERN.

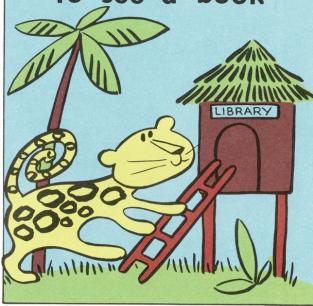
SOMETIMES
I WON'T
HELP YOU!

E A

**stealthy leopard
went in bad weather**



to see a book



**all bound
in leather**



Sometimes when two vowels come together, the second one is naughty and won't help the first one say its own name. So the first vowel must make its **short** sound.

**seven clever devils
cook clover**



**they give some
to brave cow**



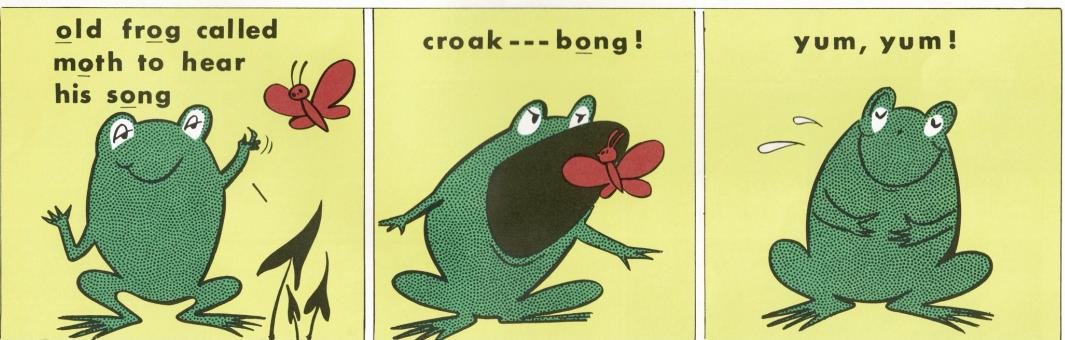
**never cook
my clover!**



Most exceptions to phonic rules fit into patterns which an older child can learn easily. For example: **v** always has a vowel right after it, but sometimes **v** is naughty and won't let this vowel help the first vowel say its own name. So when you see a new word with **v**—use your head. If a long sound for the first vowel doesn't sound right, try the short sound.



When your child finds exceptions and special patterns praise him for being observant. Teach him to use his head and experiment logically with all possible sounds to decode the word.



Sometimes we change the sound of vowels just a little, when we combine them with other sounds, to make them easier to say. For example: o sometimes sounds a little different before g or before two consonants at the end of a one syllable word. It sounds almost like aw. o says its own name usually in front of ld and mb.

SOMETIMES OUGH SOUNDS
LIKE "AUF" AS IN:
cough

AND IT EVEN SOUNDS LIKE
"UFF" AS IN:
rough

SOMETIMES IT SOUNDS LIKE
LONG "O" AS IN:
dough

SOMETIMES IT SOUNDS LIKE
LONG "U" AS IN:
through

OR IT SOUNDS LIKE "OW"
AS IN:
bough

DON'T TRY TO TEACH ALL THESE SOUNDS—BUT AN OLDER CHILD MAY LIKE TO TRY READING THEM IN THIS COMIC.

① **this road is rough enough**



② **going through a tunnel**
is no better



③ **cough cough**



④ **this car costs dough, though**



The trickiest, naughtiest gang of letters is ough. It can steal the sounds of five other groups of letters.

SOMETIMES IT
MAKES READING
EASIER TO
DIVIDE UP A
WORD INTO PARTS.
CAN YOU SOUND
THESE PARTS
AND PUT THEM
TOGETHER INTO
ONE BIG
MAGIC WORD?

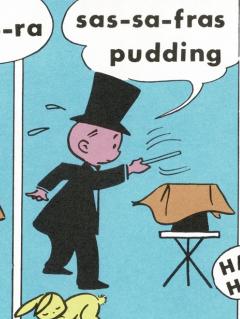
see my magic



ab-ra-ca-dab-ra



**sas-sa-fras
pudding**



bad magic



Don't worry about teaching your child the less common sounds of vowels. He will absorb these shadings automatically.

NOW THAT
YOU KNOW
ALL THE
SOUNDS OF
THE LETTERS,
LET'S LEARN
ALL OF THEIR
NAMES AND
THEIR ORDER
IN THE
ALPHABET.

THIS SONG
IS AN EASY
WAY TO
DO IT.

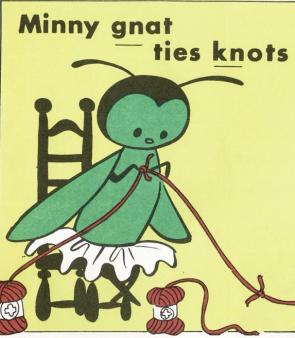


A B C D E F G H I J K L M N O P
a b c d e f g h i j k l m n o p

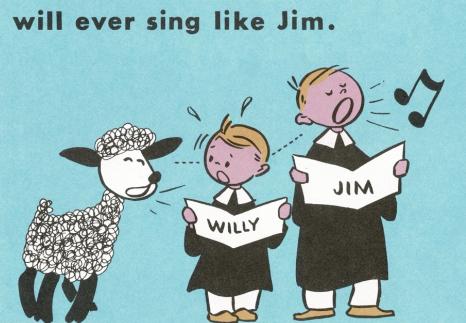
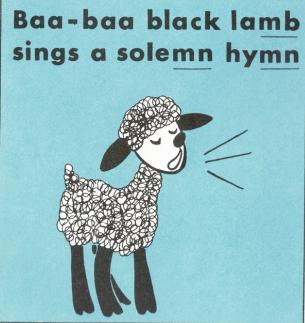
Q and R and S and T U V W X Y Z
q r s t u v w x y z

Now I've said my A B C's, tell me what you think of me.

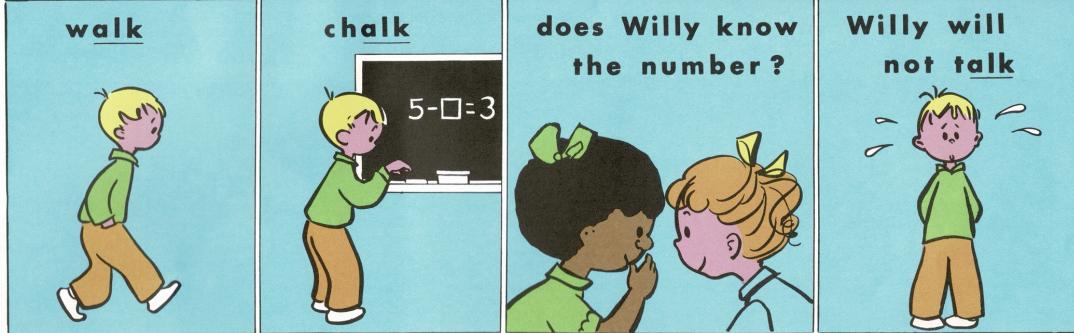
Every child should learn the alphabet.



Sometimes a letter keeps quiet and doesn't say anything. Whenever you see **kn** at the beginning of a word the **k** is silent: knife. The **w** is silent in **wr** words: wreck. The **g** is silent in **gn** words: gnat. The **h** is silent in **rh** words: rhythm.



Sometimes silent letters come at the end of a word. When a word ends in: **mb**—the **b** keeps quiet. **mn**—the **n** keeps quiet. **bt**—the **b** keeps quiet.



alk is a phonogram in which the l is silent and the a sounds like aw.



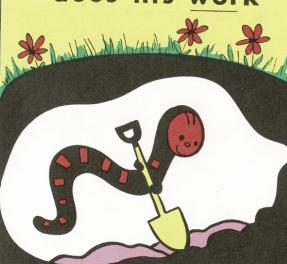
ear—this is a tricky phonogram. But there are only four different sounds it can make. If one doesn't make sense, try another. **ear** can sound like, **eer** as in "dear." Or it can sound **er** as in "learn." **ear** can sound like **air** as in "bear." Or it can sound like **ar** as in "heart."

NOTE TO PARENT:
A PRE-SCHOOL
CHILD DOESN'T
NEED TO
LEARN ALL
THESE SPECIAL
PATTERNS. HE
WILL PICK THEM
UP AUTOMATICALLY
AS HE READS.
BUT AN OLDER
CHILD WILL FIND
THEM HELPFUL.

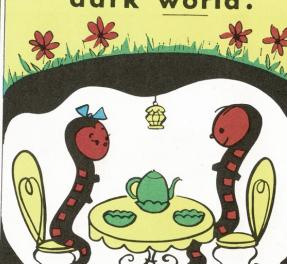
Waldo worm



never worries, does his work



down in his own dark world.



When **wor** is followed by another consonant, it sounds like **wer**.

WHEN A SHORT
a COMES AFTER
w, IT SOUNDS
LIKE SHORT **o**,
OR **au**. SOME
"wa" WORDS ARE:
was
wash
want
wall
walk
"war" SOUNDS
LIKE "wore".

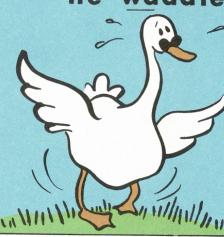
swan likes warm water



watch him swim...



but he looks so silly when he waddles



The same special patterns occur with **qua** and **quar**, too, because **qu** really makes a **kw** sound.

WE HAVE DIVIDED THESE WORDS INTO SYLLABLES SO YOU CAN READ THEM EASILY.

① Ham-ster is a dandy cook,



② flip-ping flap-jacks like the book.



Then a pan-ther

③ he does see, and takes his cook-ing up a tree;

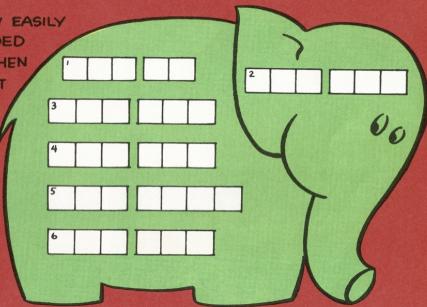


④ up goes pan-ther, gone are flap-jacks and the ham-ster



YOU WILL SEE HOW EASILY WORDS ARE DIVIDED INTO SYLLABLES WHEN YOU FILL IN THIS FAT

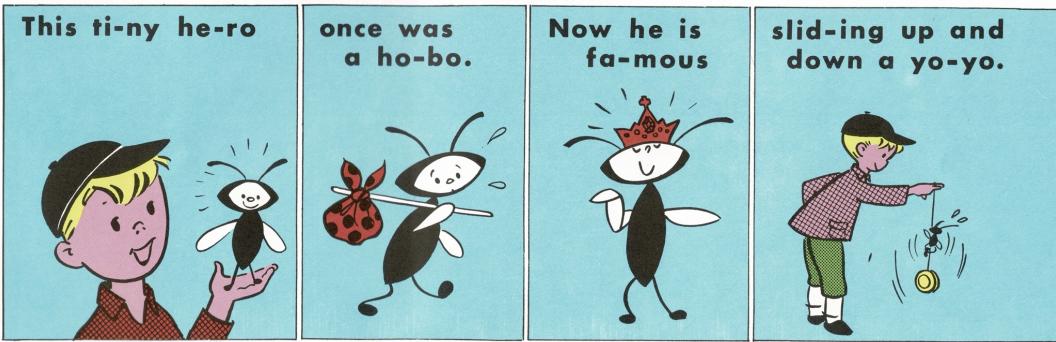
ELEPHANT PUZZLE



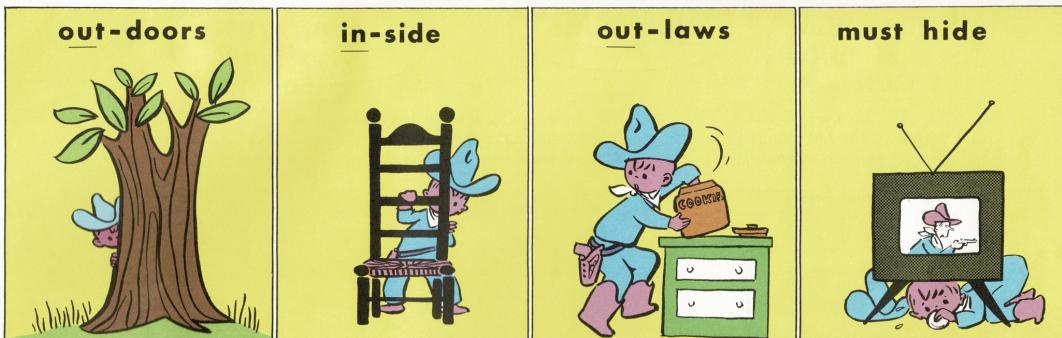
Sometimes a long word is easier to read, if you divide it up into parts, or syllables. Each syllable, or word part, must have a vowel and this vowel sound is usually the same as it would be if this syllable were a short word.



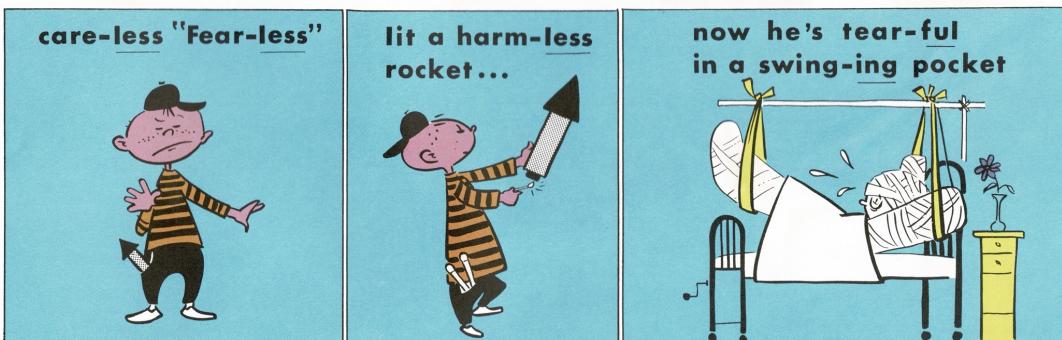
To make a word easier to read, you can separate the word into parts or syllables. You can divide a word between a double consonant. You can usually divide a word between two consonants coming together between two vowels. Do not divide two consonants that go together to make one sound, like sh or ck.



Sometimes you divide a word into syllables between a consonant and a vowel. When a syllable ends with a vowel, the vowel often says its own name, if it is the only vowel in the syllable. he-ro.



A prefix is a syllable that goes in front of a word to change its meaning and make a new word like: un-happy, en-joy. When you are reading a word with a prefix, the secret is to look for the basic word itself, find the prefix, and then read the whole word smoothly.

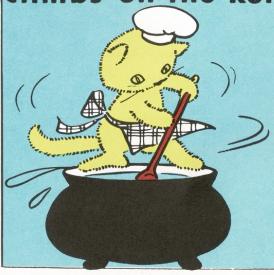


A suffix is a letter or syllable that goes at the end of a word to change its meaning and make a new word like: joy-ful, tooth-less.

Kitty Cooker



climbs on the kettle

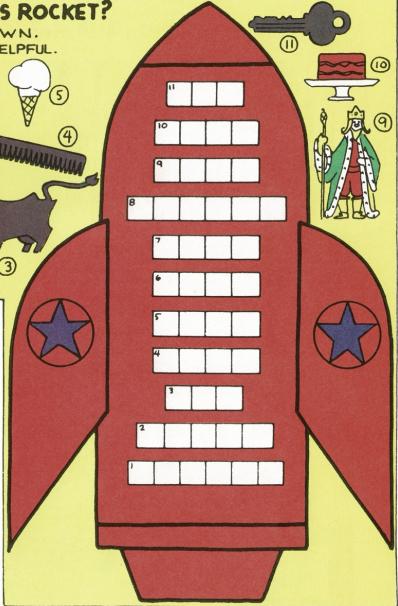


CAN YOU LAUNCH THIS ROCKET?

SPELL ALL THE WAY DOWN.
THE SPELLING TIP WILL BE HELPFUL.



to cook creamy
ketchup

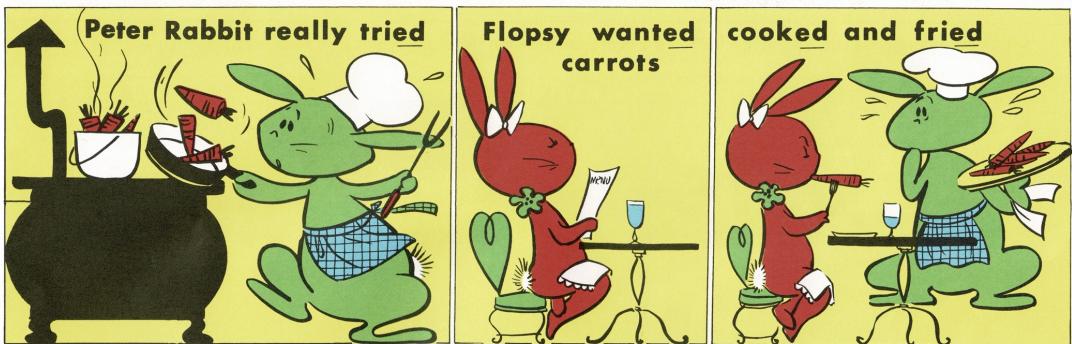


You've been learning that the sounds of letters are a secret code that helps you read. When you spell, you can use this same special code to help you know which letters to use. For example: When the beginning sound in a word is the **k** sound, you usually spell it with the letter **c**. If the next letter is **e**, **i** or **y**, you generally begin the word with a **k**.

WHEN A WORD WITH ONE VOWEL ENDS IN S, F, L OR Z, YOU USUALLY DOUBLE THIS FINAL LETTER.



It's easy to add s to the end of a word as a suffix. But when the word ends in s, x, sh or ch, you usually add es instead. tax—taxes.



ed is a suffix that shows something has already happened. It has three sounds which are just a little different. Sometimes it sounds like **t** as in looked. Sometimes it sounds like **d** as in played. After **t** or **d**, it sounds like **ed**, as in wanted.



CONGRATULATIONS! Now you have earned the key to the magic world of reading. With this key, you can discover for yourself more excitement and adventure than you have ever dreamed about. You can learn from the wisest people of the past and the present. You can find the knowledge to make for yourself any future you want. When you have the magic key of reading, you need never be bored or lonely. It will give you happiness and pleasure and profit as long as you live.

THE MATERIAL IN THIS BOOK HAS BEEN ADAPTED FROM

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Everything your child needs to Learn Reading At Home

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Personally recorded by Dorothy Taff Wilson who started teaching 45 years ago and developed this method in her own kindergarten. Your child will play these tapes on his or her own player. Your child Listen and Learn with Phonics will learn the sounds and words the way they should be pronounced while looking at the matching booklets. The child quickly picks up the easy-to-remember "alphabet rules" and meets the "rule breakers" (vowels).
2. **ILLUSTRATED WORD BOOKS**
A complete set of five word books — four of them in color and all crammed with lively illustrations to catch and keep the attention of a child. Here is a set of new animal friends — Grandfather Frog, Fluff the Cat, a chubfish, a squirrel and many more. Playing with a host of boys and girls to illustrate sounds, words, long and short vowels and letter combinations.
3. **A PARENT'S GUIDE**
This separate guide gives complete instructions on using the materials plus suggestions for such projects as "building good reading habits," better child-parent relationships. Hints on developing correct attitudes toward common problems, "how to give encouragement and credit."
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A word box where as well as dozens of "phonograms" (parts of words that usually go together, as "ight," for example) enable your child to build his or her own words. Word strips provide the child with a vocabulary bank for his word box. By collecting his own words — words with a personal meaning (such as his own name, the name of a pet), the child participates actively in the learning process.
5. **THE WORD BOX**
A word box in which the child keeps his or her very own words. The words are graded and selected himself. Here is tangible evidence of his success — a storehouse of precious words that belong to him. Let the child experience the joy of success and praise for his achievement.
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Short Cuts To



You Can Teach
Your Child

Adapted by Joan Beck and Becky
Of the Chicago Tribune

From "Listen and Learn With Phonics"
by Dorothy Taft Watson

