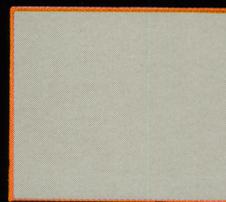
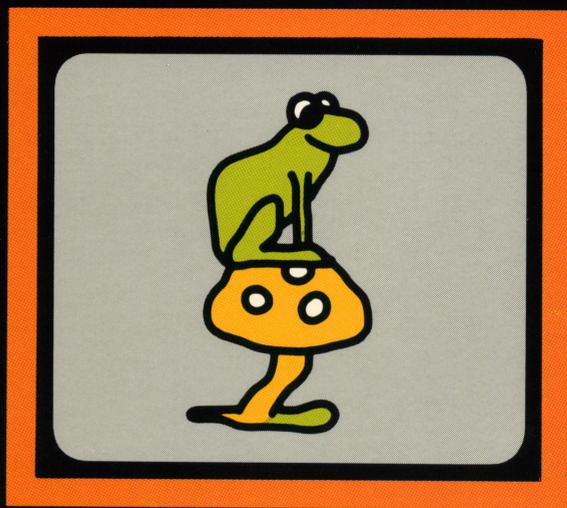


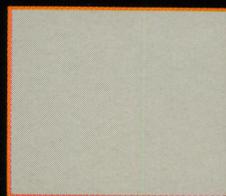
Sound Ideas

Word Attack

Early Reading Speechware™



play



He loved to hop and play.



Teacher's Edition

Listen and Learn Series

Sound Ideas

Word Attack

Houghton Mifflin Company, Educational Software Division
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EDUCATIONAL CONSULTANTS

George Manolakes
Professor
New York University

Marie Jepson Scian
Coordinator of Elementary Education
Westfield, New Jersey

Software Produced by Laureate Learning Systems Inc.

Programming: Brent Magnant and Sara Jean Witherow

Graphics: Angela Faeth

Cover Design by Geoffrey Hodgkinson
Design and Production by PC&F, Inc.
Activity Book illustrations by Dave Blanchette

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PHILOSOPHY AND GOALS OF SOUND IDEAS: WORD ATTACK

THE PHILOSOPHY. Educators generally agree that language mastery comes initially through the ears rather than the eyes and that beginning reading is facilitated by an understanding of the relationship between speech sounds and the representation of those sounds in print. The *Sound Ideas* program is based on the belief that the microcomputer can serve the teacher as a tireless ally in this teaching-learning process, providing a combination of capabilities available in no other medium.

Sound Ideas is a phonics program in software form, designed by experienced teachers and computer specialists. Through a unique combination of computer-generated speech, exciting graphics, and activity book exercises, the program provides the learner—even at the pre-literate level—with learning experiences not possible with other instructional aids.

THE GOALS. *Sound Ideas: Word Attack* continues and extends the instructional sequence begun in *Sound Ideas: Consonants* and *Vowels*. Where *Consonants* stressed single consonant sounds in the initial positions of a word, *Word Attack* introduces consonant clusters and digraphs in both the initial and terminal positions. Where *Vowels* introduced the long and short vowel sounds, *Word Attack* uses vowel digraphs that have both invariant and variant sounds. Most importantly, *Sound Ideas: Word Attack* stresses the use of phonics and sentence context in the decoding of words.

BENEFITS OF THE PROGRAM. *Sound Ideas* can contribute to the quality of your teaching-learning environment in many ways.

- The learning process takes advantage of the child's established ability in aural comprehension. All instructions are spoken by the computer.
- Because the needed computer operation is simple—requiring four or fewer keys—children can work independently with *Sound Ideas*, with no need for direct teacher supervision. Alternatively, either two children working together or a small group of children under teacher guidance may use the program.
- Colorful, child-oriented graphics present the practice so necessary for reinforcement of regular classroom instruction—in a setting that motivates and invites participation.
- The interactive format provides an opportunity for immediate error correction.
- The child sees an evaluation of his or her performance in a colorful display. Because the microcomputer is an objective evaluator, learning takes place in a non-scolding, non-threatening, private setting.
- For the teacher, *Sound Ideas* records individual student progress.
- Because the program is self-pacing, each child can progress at a rate appropriate to her or his development.
- *Activity Book* exercises are integrated with the software, providing a unique opportunity to extend the computer lesson without extending computer time.
- Classroom tests have shown that children find *Sound Ideas* to be an enjoyable learning experience while, at the same time, they gain familiarity with microcomputer operations.

INTRODUCTION

Computer Readiness

In many instances, *Sound Ideas* will be a child's first experience with the microcomputer. For this reason, there should be a brief "readiness" program before any "hands-on" activity begins. For example, the children should be allowed to examine the computer and to learn the names of

the major parts. You may even want to have the children draw a picture of the system.

HANDLING DISKETTES. It is most important that the children learn how to properly care for and handle the diskettes.

Here are a few important rules that can prevent unnecessary damage to diskettes:

1. Do not touch the surface through the open slot.
2. Do not write on the outside wrapping.
3. Do not leave a diskette close to any source of heat, such as a radiator or in a sunny window.
4. Avoid spilling liquids, such as milk or a soft drink, on the diskette.
5. When not in use, keep the diskette in a covered container that protects it from dust.
6. Do not put the diskette near operating electrical equipment.

USING THE DISK DRIVE. Each child should have a chance to insert a diskette in the disk

drive to bring the program up on the screen. Machine instructions are included in the program binder.

USING THE KEYBOARD. A computer keyboard can look formidable to the inexperienced. Before a child actually begins to use *Sound Ideas*, he or she should learn about the keys that will give instructions to the computer.

Only four keys are required for the child to operate this *Sound Ideas* program: the **SPACE** bar, the **H** key, the **R** key, and the **RETURN** key. Precious computer time can be saved if the children are familiarized with the keys in advance. For the first few lessons, you might want to highlight these keys with small colored stickers.

Classroom Strategies

IMPLEMENTING SOUND IDEAS. *Sound Ideas* may be the first computer-based program you have used with your children. If so, the experiences of other teachers may be of value to you.

1. Every child using the computer should be familiar with the proper procedures for starting and stopping the system, handling diskettes, and using the disk drives. Some teachers have found it useful to test the child on these procedures and issue a "computer license" when mastery of the procedures has been demonstrated.
2. Develop and discuss a set of ground rules on the use of the computer and software. For example:
 - How much time can each person spend at the computer?
 - How will each know when time is up?
 - Where will the diskettes be stored?
 - Who is responsible for getting diskettes and putting them back in the binder?
 - How is progress recorded?Be sure to select procedures that are consistent with the regular activities in your classroom. If children are to carry out their computer sessions in a central lab, you and the center supervisor will want to develop joint procedures to discuss with the children.
3. Have a schedule that provides time with the computer and with the accompanying *Activity Book*. Children can then check to see who is listed in the daily schedule.

4. The specifics for planning computer involvement by the children in a class is affected by the availability of equipment and materials. Whether you have the luxury of your own classroom computer, share one that is transported from room to room, or use some central facility, good planning will help extend the range of independent activities.

INSTRUCTIONAL TIPS. *Sound Ideas* is a tool for the teacher. It is designed to supplement, not replace, classroom instruction. The program is most effective when the child has been introduced to the lesson concept before he or she sees it on the computer. The computer lesson can then provide additional practice and reinforcement in a high-interest setting.

In most classrooms, the child's time on the computer is likely to be brief. The *Activity Book* can serve as a valuable adjunct to this instruction. The *Activity Book* lessons are closely tied to the computer lessons; many require the same kinds of comparisons as in the just-completed computer lesson. Because of these similarities, the *Activity Book* can serve to extend the computer lesson without extending computer time.

Although children usually use the *Activity Book* after they have successfully completed the computer lesson, you may also want to work through the *Activity Book* lesson with children who could not successfully complete the computer lesson. The *Activity Book* page could be a topic for one-on-one instruction before the child

tries the computer lesson again.

As you and the children gain experience with the computer and the routines for effective class use, you may want to consider adding software programs in other subject areas.

A FINAL NOTE. *Sound Ideas* is designed to be fun for the child. A "talking computer" with colorful graphics and animated characters can be the basis for many creative and enjoyable classroom activities.

Glossary of Computer Terms

THE VOCABULARY OF COMPUTING. Shown below is a beginner's glossary of terms used in the world of computers. Introduce these words as the need arises in discussing the computer and the *Sound Ideas* program. You and your children will need to know these words to talk about your computer. Also, these words will initiate a technical vocabulary, which, with additions in successive years, will form an important part of the child's progress toward computer literacy.

Boot: The first step in starting most programs. In many computers, it is done automatically by the program.

Cursor: A marker on the computer screen to show you your current position.

Diskette: A round sheet of plastic, inside a permanent plastic sleeve. Diskettes are used for storing information from a computer. Sometimes they are called a "floppy disk(ette)" or just "disk."

Disk Operating System (DOS): A program the computer uses to keep track of information on a diskette.

Hardware: Another name for the computer and all of the things plugged into it (i.e., monitor, disk drive, and printer).

Menu: A list of things a computer program can do. Like a restaurant menu, a computer menu allows you to easily pick which part of the program you wish to use.

Monitor: A television-like screen used to display information from the computer.

Prompt: A message, printed or spoken by the computer, that tells you what the program wants you to do.

Program: A set of instructions that tells the computer what to do. Computer programs are sometimes called software.

Speech Synthesizer: The part of a computer that enables it to talk.

SCOPE AND SEQUENCE

Sound Ideas: Word Attack has six diskettes covering the following topics:

- | | |
|------------|---|
| Diskette 1 | Ending Consonants: <i>k, d, t, n, p, and g.</i> |
| Diskette 2 | Initial Consonant R Clusters: <i>br, cr, dr, fr, gr, pr, and tr.</i> |
| Diskette 3 | Initial Consonant L Clusters: <i>bl, cl, fl, gl, pl, and sl.</i> |
| Diskette 4 | Initial and Terminal S Clusters and Three-letter Clusters: <i>sc, sm, sn, sw, st, sk, sp, str, scr, and spr.</i> |
| Diskette 5 | Initial and Terminal Consonant Digraphs: <i>sh, ch, th, ck, wr, kn, and mb.</i> |
| Diskette 6 | Vowel Digraphs: <i>ai, ee, oa, ea, and oo.</i> |

PROGRAM DESCRIPTION AND OPERATION

Program Description

Each diskette in *Sound Ideas: Word Attack* has three parts: A Tutorial, a Practice session, and a

Story. These parts can be used individually or can be combined.

TUTORIAL

The tutorial introduces the lesson topic. To make sure the student understands the letter-sound correspondence, he or she must identify the pictures whose names share similar sounds.

The first part of the tutorial introduces a *keyword* containing the letter-sound correspondence. The tutorial presents the keyword in three ways: by a concrete, pictorial representation of a word containing the sound; by the printed form of the word, with the letters for the sound highlighted; and by the spoken word. In the sample tutorial screen for the *dr* cluster, shown in Figure 1, the keyword is *dress*. If the student needs help in later parts of the program, the keyword can be quickly recalled as a reminder of the letter-sound correspondence.

Following this introduction, two comparison pictures are displayed beneath the keyword. The student must move the cursor to the picture whose name contains the same sound as the keyword. Pressing the **SPACE** bar moves the cursor between pictures. To repeat the keyword, press the **H** key. To repeat the comparison picture's name, press the **R** key. When the cursor is on the desired selection, pressing the **RETURN** key enters the choice.

In Figure 1, the correct picture is the dragon. When the student chooses correctly, he or she sees the next keyword tutorial. When the student chooses incorrectly, he or she sees the same keyword with a new pair of comparison pictures and is asked to try again. If the student responds in-

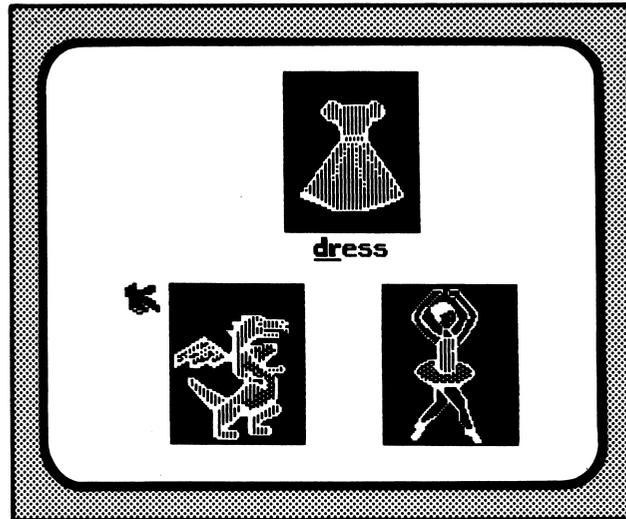


Figure 1

correctly once again, the tutorial moves to the next keyword. The tutorial proceeds in this manner until all keywords have been introduced and tested.

When all of the comparisons are answered correctly, the program advances to its next part. However, if the student misses more than one comparison across all keywords, the program tells the student to see the teacher for more help before proceeding further.

PRACTICE

The second part of *Sound Ideas: Word Attack* provides practice with the letter-sound correspondence. The practice exercises use a colorful game format to maintain the student's interest. The games, *Sailing*, *Comet Quiz*, and *Clowns*, can be used interchangeably for practice on any of the lesson topics.

Games Description

SAILING. In *Sailing*, the goal is to maneuver the ship from its home dock to the island. During the journey, the sailboat encounters such obstacles as giant squids, pirates, and schools of fish.

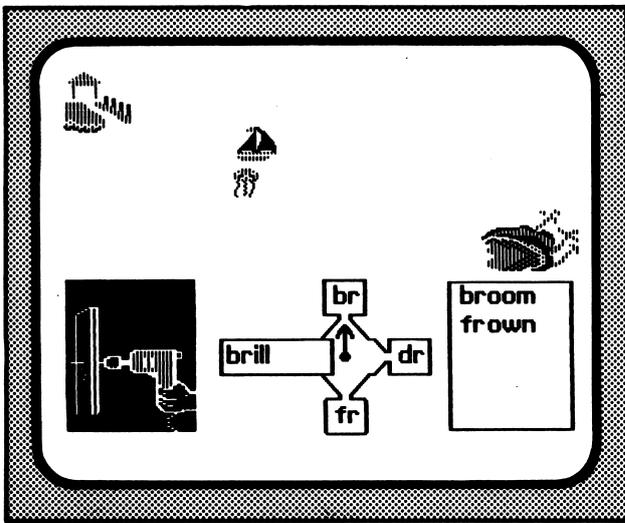


Figure 2

The student progresses in the journey by correctly completing words to match target pictures. In Figure 2, the student must construct the word *drill* by selecting the appropriate consonant cluster. Moving the **SPACE** bar rotates the pointer to each cluster. Pressing the **RETURN** key registers the choice. When the student chooses correctly, the sailboat moves in the direction indicated by the pointer. The correctly completed word is then added to the correct word list in the lower corner of the screen. After five complete words, the ship arrives at the island.

COMET QUIZ. In *Comet Quiz*, the student must also complete words to match target pictures. As in *Sailing*, the **SPACE** bar advances the cursor to each choice, and the **RETURN** key registers that

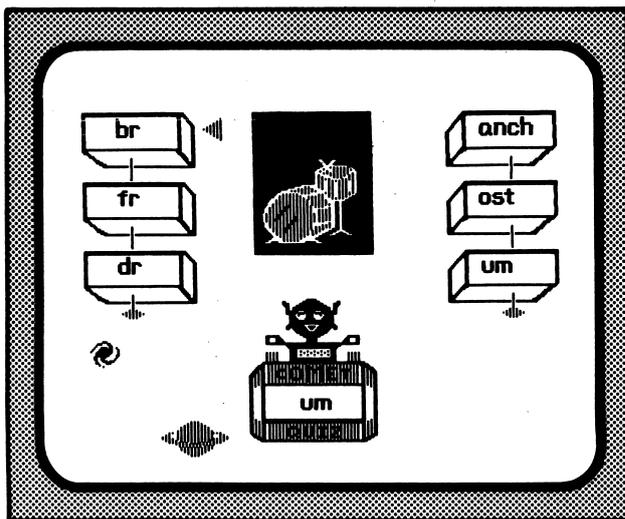


Figure 3

choice. When the student makes the correct choice (for example, choosing the *dr* cluster in Figure 3), one of a variety of reinforcing animation sequences is displayed. Correctly completed words are listed; after five words have been completed, the game ends.

CLOWNS. In *Clowns*, completing a word helps two clowns play hide-and-seek. One clown hides under a square in a matrix constructed from beginning and ending word parts (Figure 4). The square under which he hides is the only one in the matrix that makes the name of the target picture. In the example, the clown is hiding under the square in the *fr* row and the *og* column. The **SPACE** bar moves the cursor (a question mark), and the **RETURN** key registers the answer. Correct words are listed as they are completed (*frost*, in this example); the game ends after five complete words.

Incorrect Answers

The program monitors progress in all of the games and provides help if the student experiences difficulty. Two errors during a game will stop it and will return the student to the tutorial for a brief refresher. After the relevant tutorial exercises have been redone, the program returns the student to the game he or she was using, removes all previously completed words from the word list, and starts the game again.

Extra Help

Two additional features are available in all of the games. If the student didn't understand or forgot

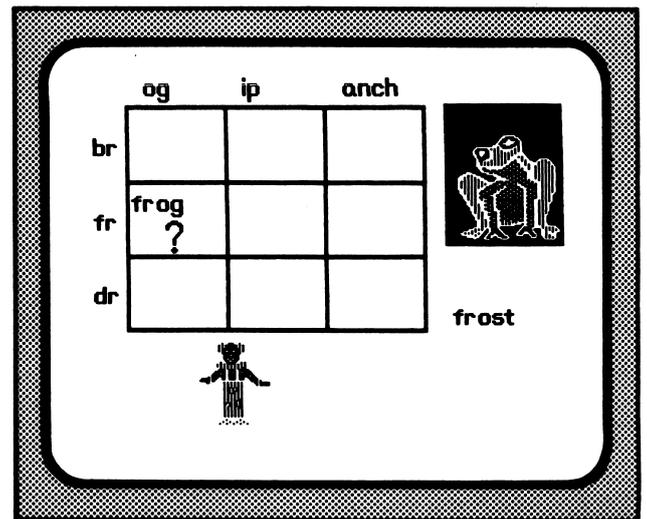


Figure 4

the name of the target picture, pressing the **R** (for repeat) key will repeat the target name as often as needed. If students need help with one of the word parts from which they are selecting, pressing the **H** (for help) key re-displays the keyword for the letter(s). In *Sailing* and *Comet Quiz*, press-

ing the **H** key displays and says the keyword for the letter(s) currently selected by the pointer or cursor. In *Clowns*, pressing the **H** key displays and says the keyword representing the letter(s) in the margin of the row or column in which the cursor is positioned (*fr* in Figure 4).

STORY

After all the topics on the diskette have been covered, they are reviewed in the context of a story. The story stresses the importance of phonics and sentence context in the decoding of words.

A sample story screen is shown in Figure 5. In all stories, the student must identify the underlined word. All other words in the sentence are spoken. In this example, the computer sets the context by saying "He loved to hop and . . ." and then underlines, but does not say, the word *play*. The student must then identify *play*. Pressing the **H** key repeats the context sentence.

The student is given a choice of three possible words, each represented by a box on the right side of the screen. Pressing the **SPACE** bar moves the cursor between boxes. As the cursor comes to each box, the word represented by the box is spoken but not displayed. Pressing the **R** (for repeat) key repeats the word. When the cursor is on the desired word box, pressing the **RETURN** key registers the answer.

When the student selects a word, the box opens to display the printed form of that word (Figure 6). If the selection is correct, the word is repeated within the sentence, and that portion of the story is animated. If the choice is incorrect, the student is given a second chance, with the choice restricted to the two remaining alternatives.

The three alternative words are carefully chosen to preclude an over-reliance on either context or phonics. In the previous example, the three choices are *play*, *plate*, and *paint*. *Play*, the correct choice, fits the context ("He loved to hop and *play*.") and contains the correct consonant cluster. *Plate* contains the same consonant cluster but does not fit into the context. Although *paint* fits the context, it does not begin with the sound of *pl*. Thus, the student must rely on context to distinguish between *play* and *plate* and on a knowledge of the *pl* letter-sound correspondence to distinguish between *play* and *paint*.



Figure 5

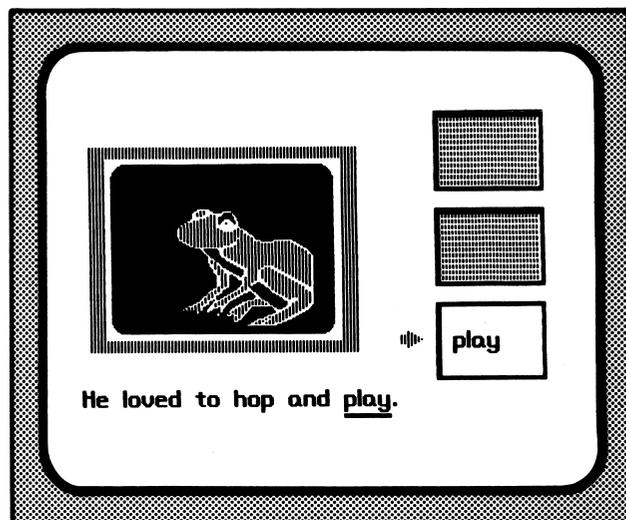


Figure 6

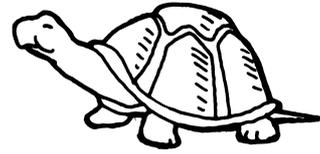
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The Teacher's Edition pages continue after the sample *Activity Book*.

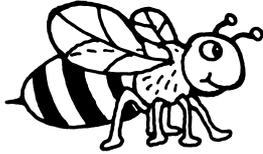
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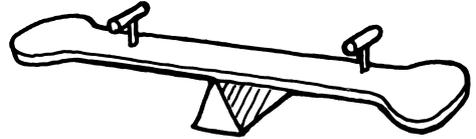
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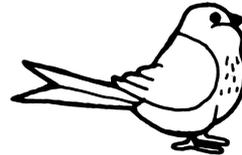
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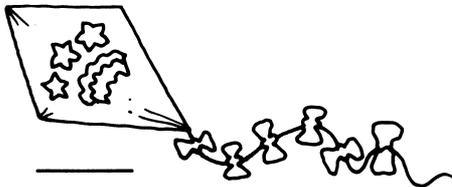
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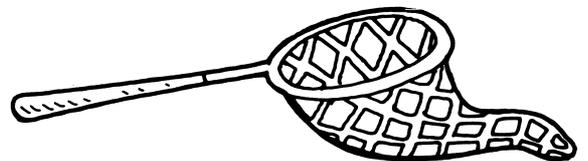
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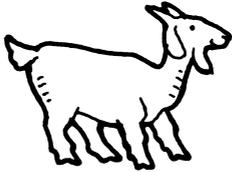
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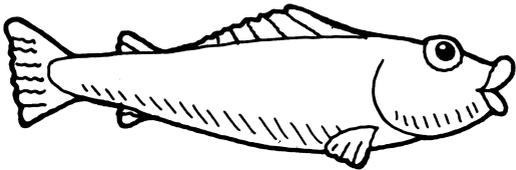
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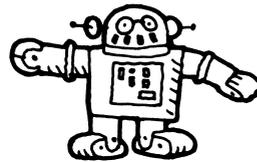
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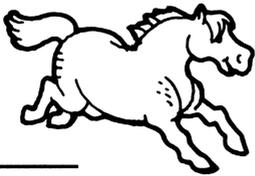
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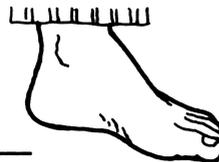
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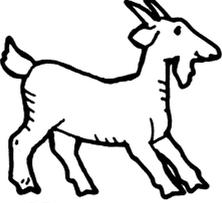
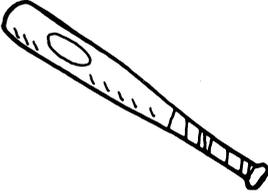
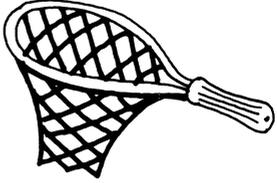
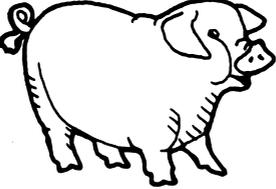
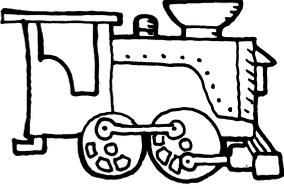
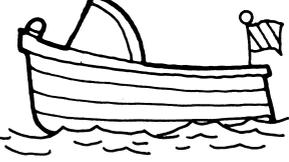
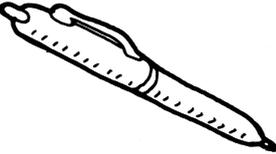
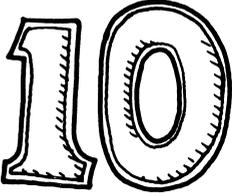
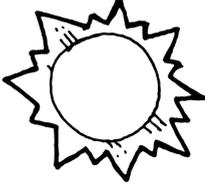
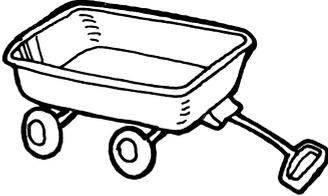
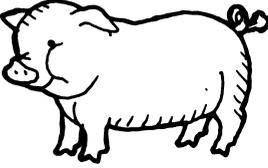
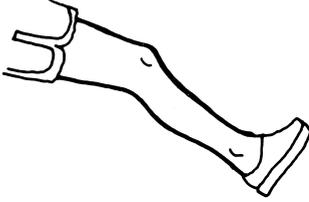
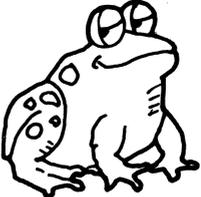


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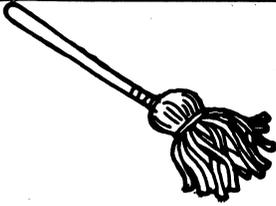
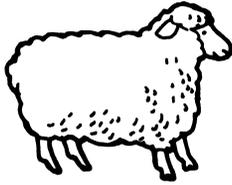
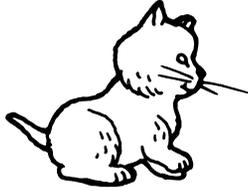
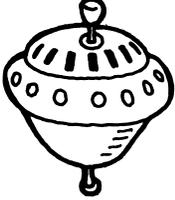
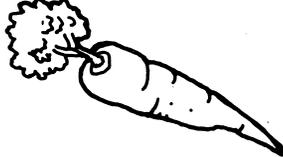
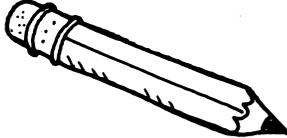
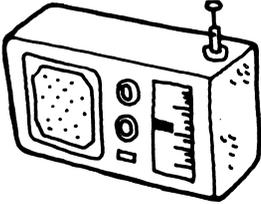
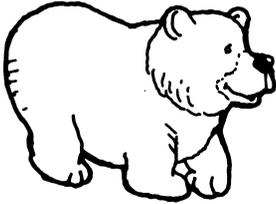
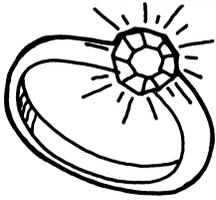
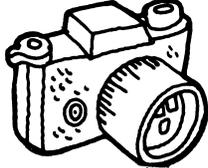
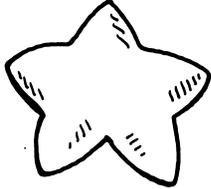
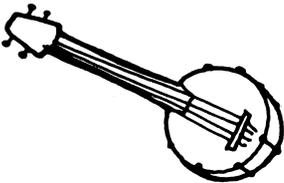
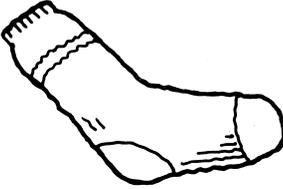
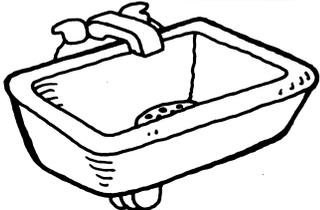
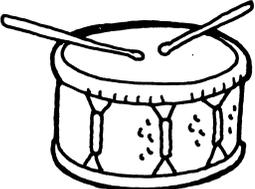
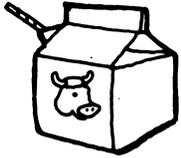
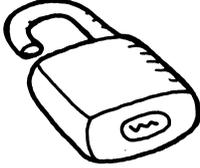
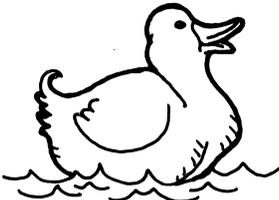
__
_ _
elly

t, n, g

 <input checked="" type="radio"/> yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no

DIRECTIONS: Say each picture name. Does it end with the final consonant t, n, or g? Answer by circling yes or no.

p, r, k

 <input checked="" type="radio"/> yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no
 yes no	 yes no	 yes no	 yes no

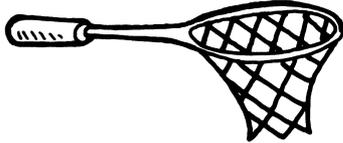
t, n, g



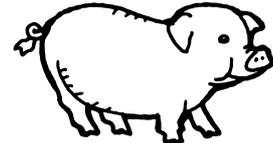
ha



goa



ne



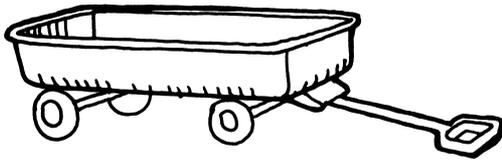
pi



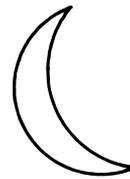
fro



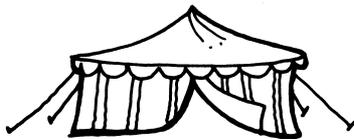
pe



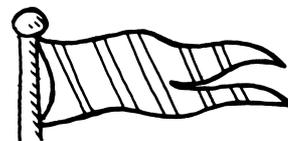
wago



moo

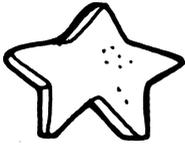


ten



fla

p, r, k



sta _ _



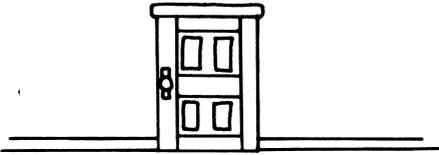
ca _ _



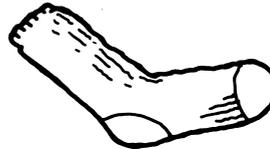
mo _ _



sin _ _



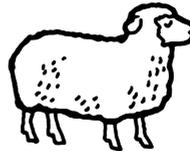
doo _ _



soc _ _



in _ _



shee _ _

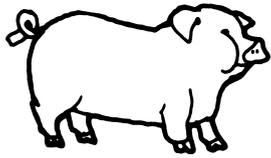


lam _ _



bea _ _

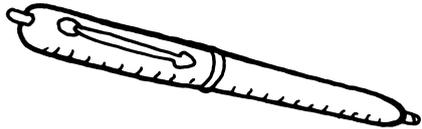
f, n, p, m, c, r, s, b, g, j, r



p i g



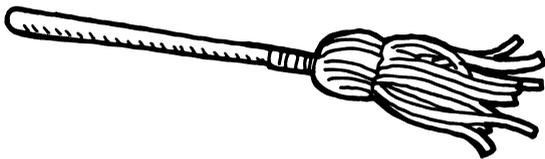
a



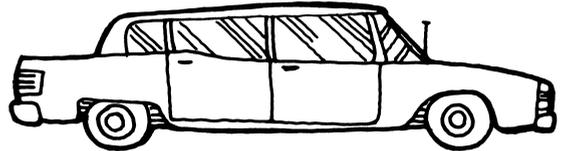
e



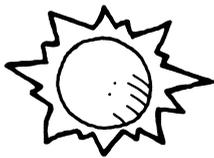
i



o



a



u



u



a

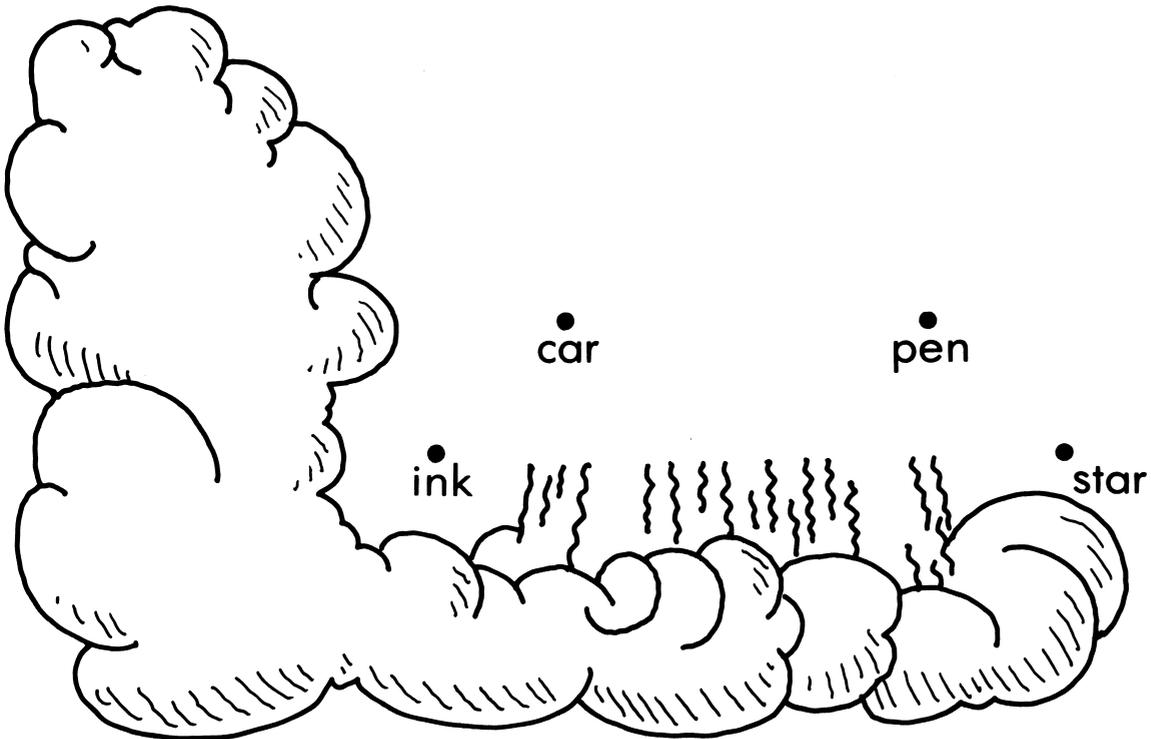


a

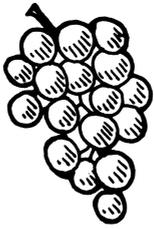
Draw a Line

<u>From</u>	<u>To</u>
tent	cup
ink	car
cap	pen
boat	cup
pen	star
car	pen
boat	tent
ink	star
egg	car
cap	cup
tent	egg

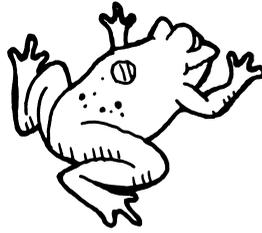
boat



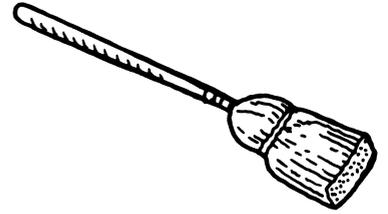
br, cr, dr, fr, gr, pr, tr



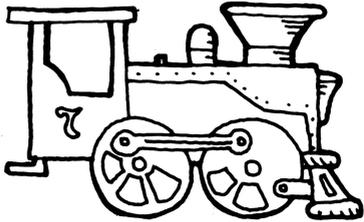
tr (gr) br



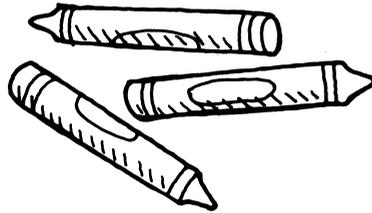
fr gr pr



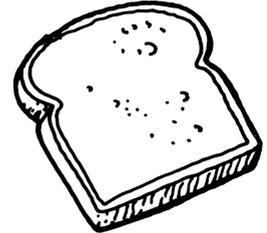
dr pr br



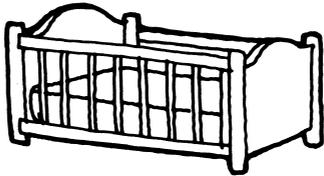
br cr tr



fr pr cr



br fr gr



fr pr cr



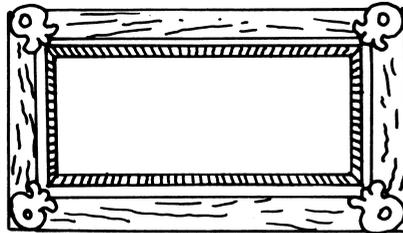
gr tr fr



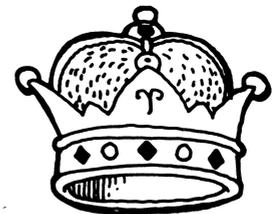
fr br pr



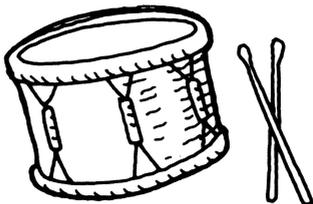
dr pr gr



gr fr br



cr tr br



br dr fr



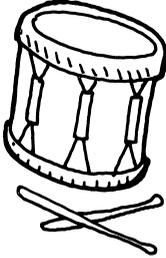
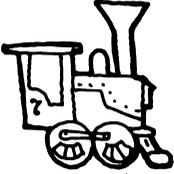
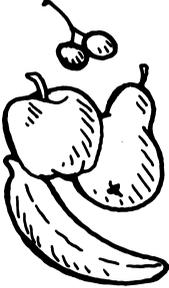
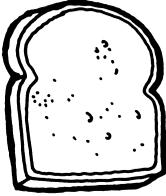
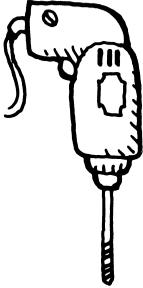
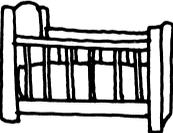
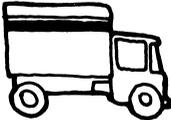
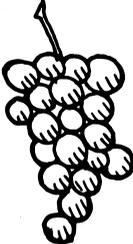
tr fr dr



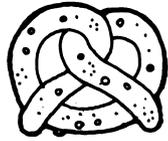
dr fr gr

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that have the sound of the beginning cluster.

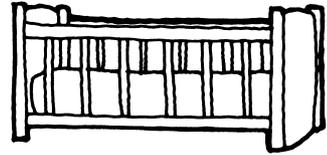
br, cr, dr, fr, gr, pr, tr

 <p>(bridge) drip wheel</p>	 <p>branch drum strum</p>	 <p>pitch pretzel freeze</p>
 <p>crab knife trap</p>	 <p>train think crane</p>	 <p>tree broom fruit</p>
 <p>bread bead dream</p>	 <p>drill brick wall</p>	 <p>fly frog train</p>
 <p>trim crib grip</p>	 <p>climb crank truck</p>	 <p>grapes sharp trap</p>
 <p>brown town crown</p>	 <p>drapes children grass</p>	 <p>slide bracelet frame</p>

br, cr, dr, fr, gr, pr, tr



pr etzel



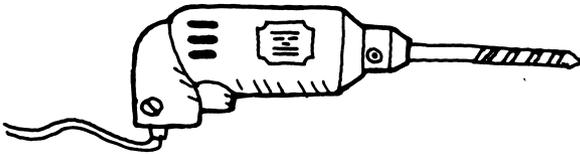
ib



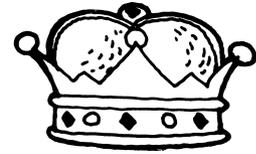
ee



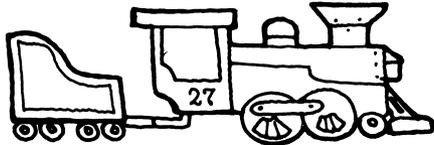
apes



ill



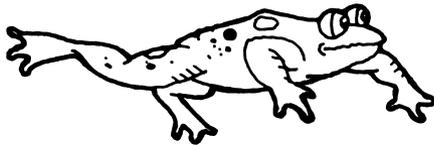
own



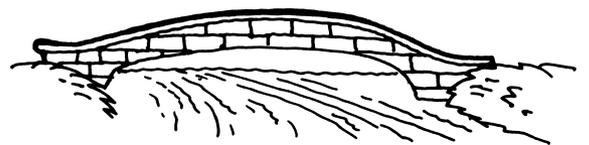
ain



ip



og

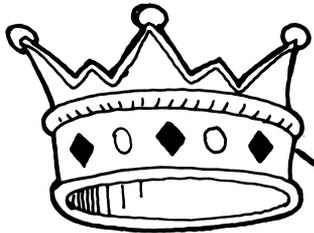
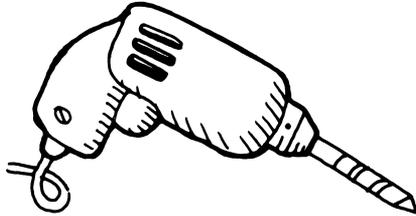
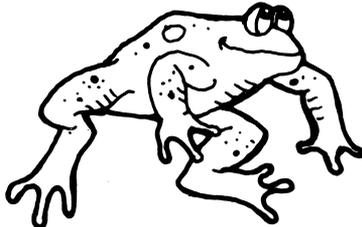
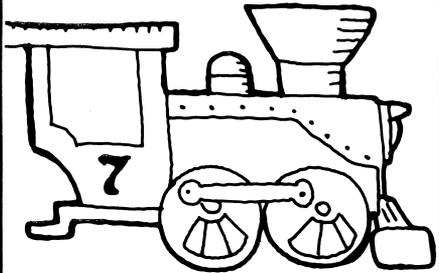
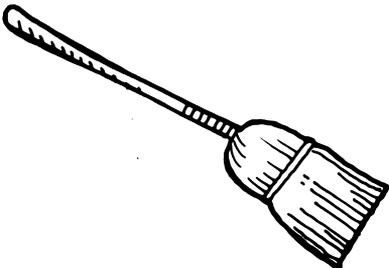
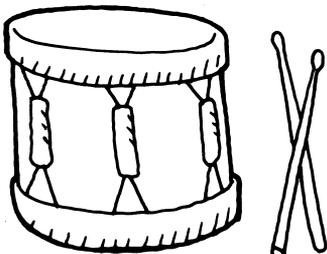
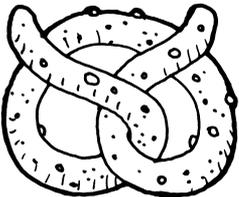
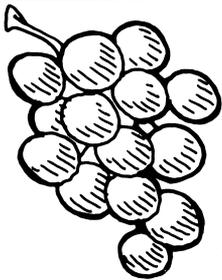
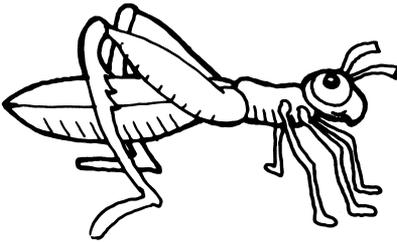


idge

br, cr, dr, fr

1. The <u>f</u> <u>r</u> <u>o</u> <u>g</u> is in the water.	(frog) crib
2. The King wore his _____. _____	crown broom
3. Her _____ makes a loud noise. _____	present drum
4. The baby is in the _____. _____	crib dress
5. The cars are on the _____. _____	bridge pretty
6. Tom likes to eat _____. _____	drum grapes
7. Mary gave Juan a birthday _____. _____	freeze present
8. John plays the _____. _____	trumpet crib
9. Joan wore a red _____. _____	broom dress
10. The _____ fell on the floor. _____	trip broom

br, cr, dr, fr, gr, pr, tr

	<p>br</p> <p>cr</p> <p>dr</p> <p>fr</p> <p>gr</p> <p>pr</p> <p>tr</p>	
		
		
		
		
		

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DIRECTIONS: Say name of each picture. Draw a line from each picture to the letters that begin its name.

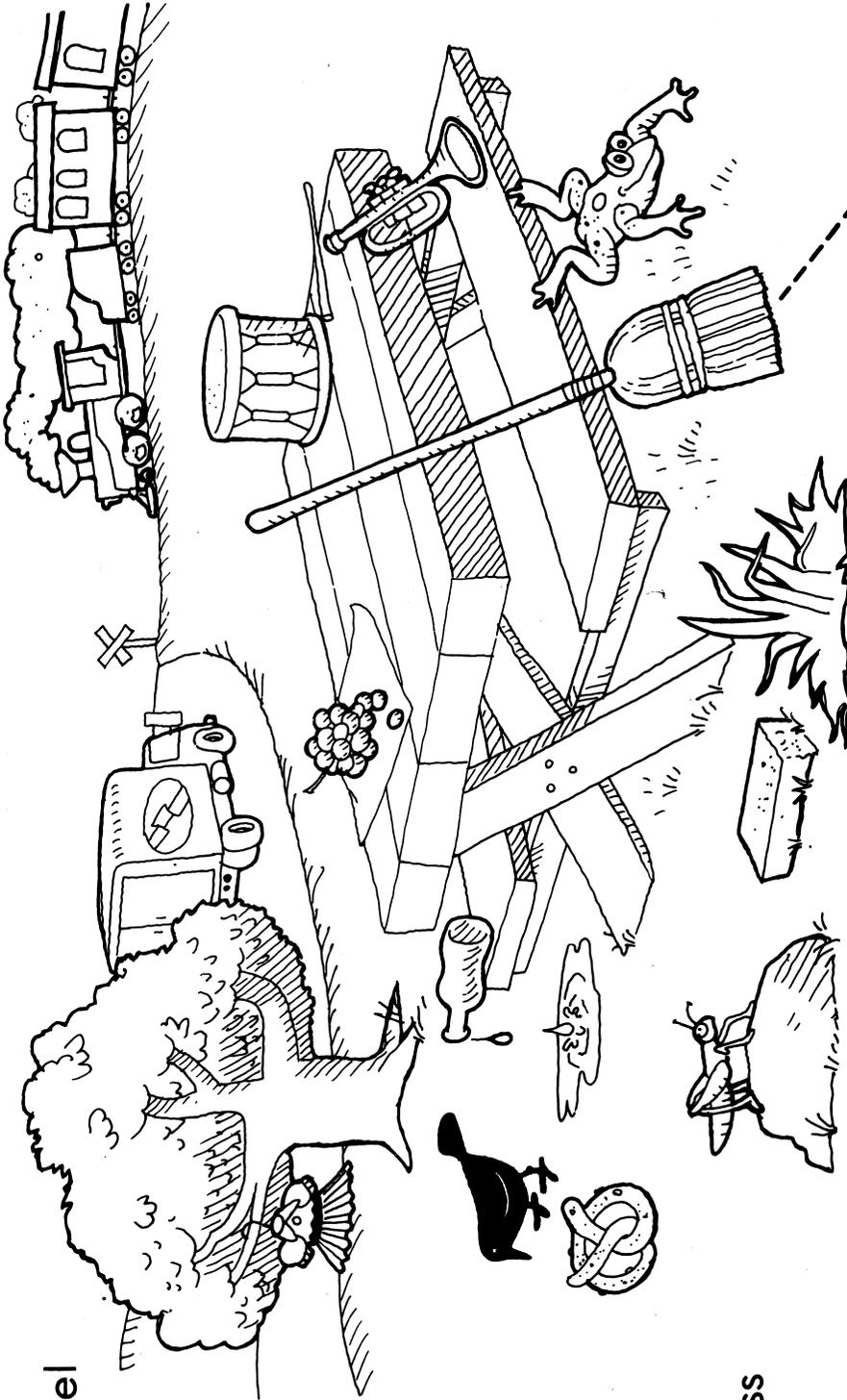
DIRECTIONS: Each word is the name of something in the picture. Draw a line from each picture to its name.

grasshopper trumpet train drip branch

frog

grapes

drum



pretzel

tree

grass

broom

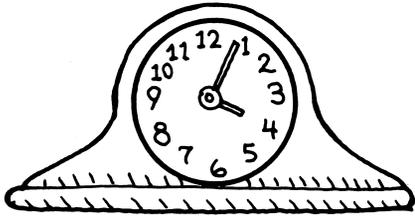
brick

dress

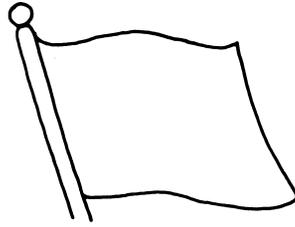
truck

crow

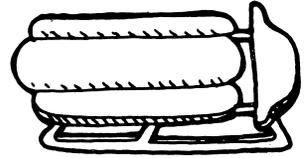
bl, cl, fl, gl, pl, sl



cl fl pl



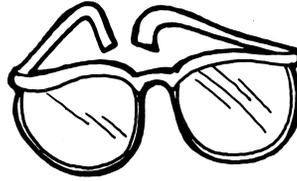
bl gl fl



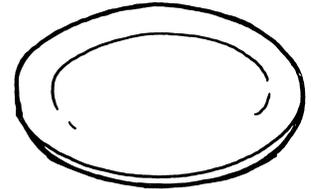
fl sl gl



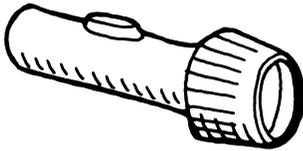
bl fl sl



cl fl gl



cl gl pl



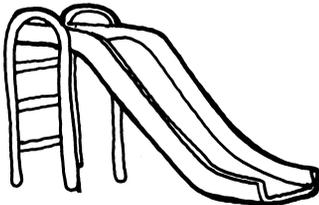
fl bl gl



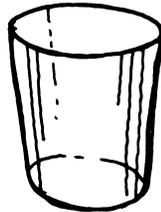
cl gl sl



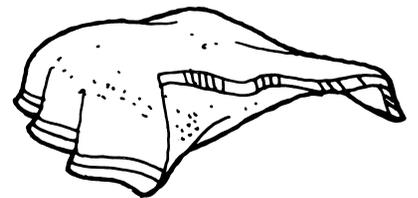
gl sl fl



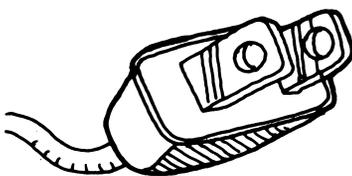
pl cl sl



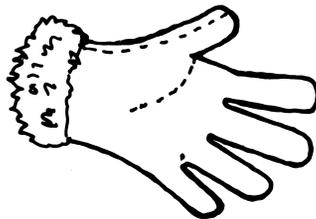
pl cl gl



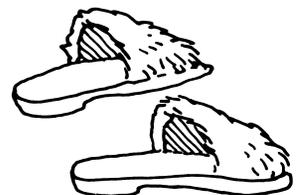
pl bl sl



cl pl sl



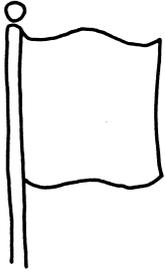
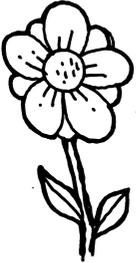
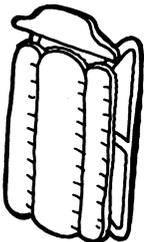
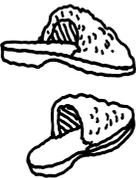
sl gl cl



gl sl cl

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that have the sound of the beginning cluster.

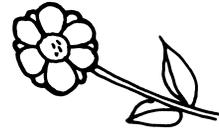
bl, cl, fl, gl, pl, sl

 <p>clocks blocks picks</p>	 <p>flag horse play</p>	 <p>slant frame plant</p>
 <p>plow flower crow</p>	 <p>sled steep flame</p>	 <p>slippers ship clippers</p>
 <p>glide bride slide</p>	 <p>clay fly fry</p>	 <p>block clock dock</p>
 <p>plug rug glad</p>	 <p>plump bump blimp</p>	 <p>slope floor gloves</p>
 <p>plays glass pass</p>	 <p>blanket cover slant</p>	 <p>loud cloud aloud</p>

bl, cl, fl, gl, pl, sl



_____ide



_____ower



_____ock



_____y



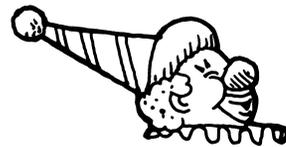
_____ate



_____oud



_____oves



_____own



_____ant



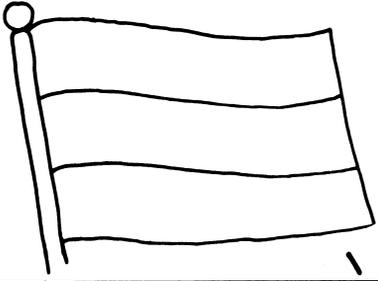
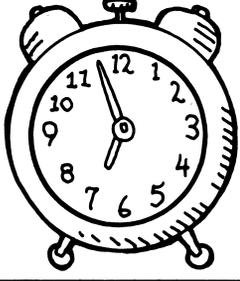
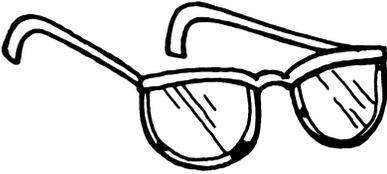
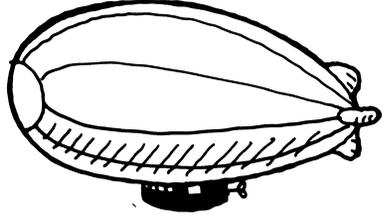
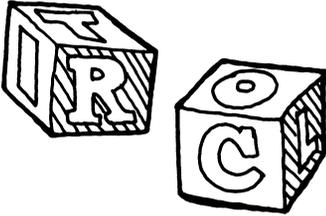
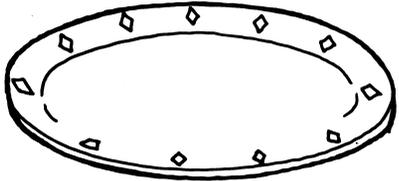
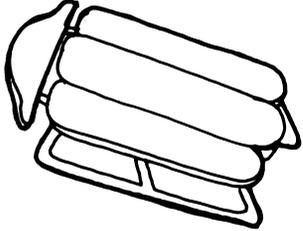
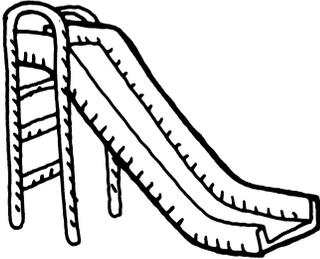
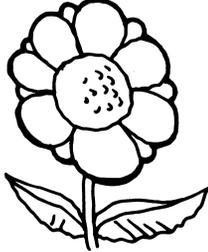
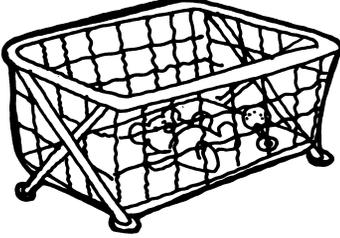
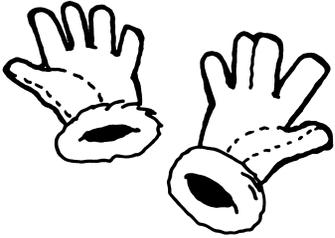
_____eeve

bl, cl, fl, gl, pl, sl

<p>1. Brian saw a <u>blimp</u> fly above.</p>	<p>(blimp) climb</p>
<p>2. Rose sees the _____ on the wall.</p>	<p>clock tree</p>
<p>3. Tim takes his _____ to camp.</p>	<p>plenty flashlight</p>
<p>4. Alice has a new pair of _____.</p>	<p>glasses flower</p>
<p>5. The _____ needs water.</p>	<p>sleep plant</p>
<p>6. The _____ is very funny.</p>	<p>flag clown</p>
<p>7. Jerry broke his new _____.</p>	<p>sled play</p>
<p>8. Mother put a _____ on the baby.</p>	<p>glue blanket</p>
<p>9. Children played on the new _____.</p>	<p>blimp slide</p>
<p>10. Roberto has a new pair of _____.</p>	<p>gloves clock</p>

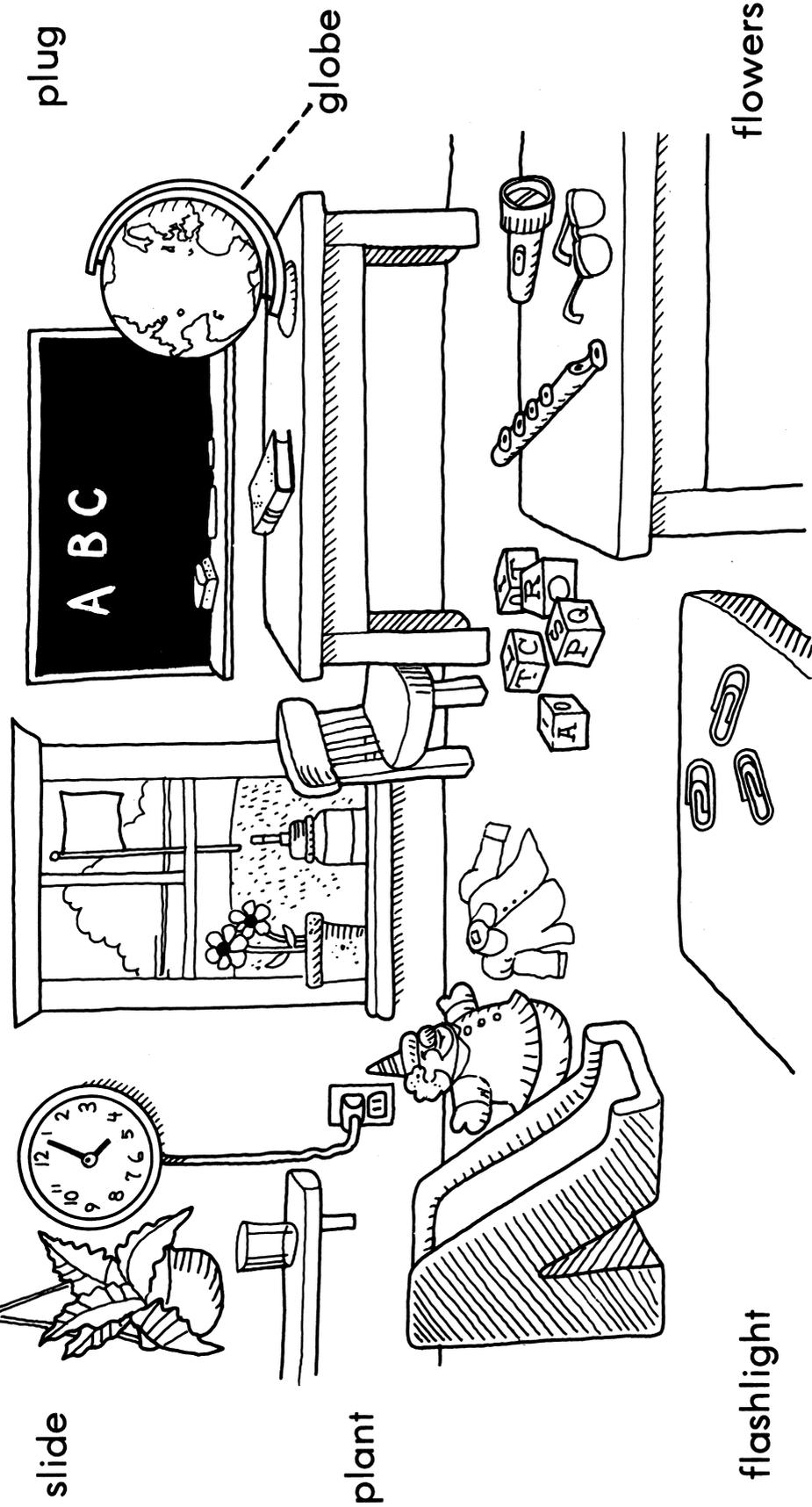
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bl, cl, fl, gl, pl, sl

	bl		
		cl	
		fl	
	gl		
	pl		
	sl		

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DIRECTIONS: Say name of each picture. Draw a line from each picture to the letters that begin its name.



flute blackboard blocks flag clock glasses

slide plug globe

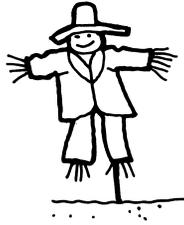
plant

flowers

flashlight

glass clown blouse glue clips floor

sc, sm, sn, sw



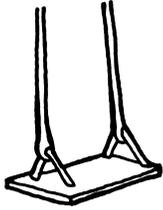
sn **sc** sw



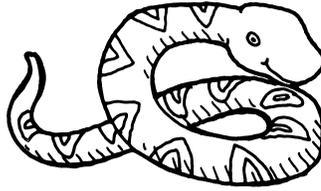
sm sw sc



sc sn sw



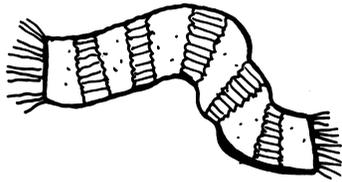
sw sn sm



sn sm sc



sc sm sw



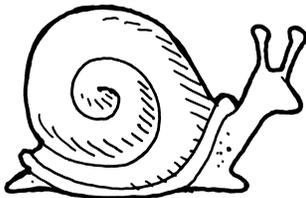
sm sc sn



sc sn sw



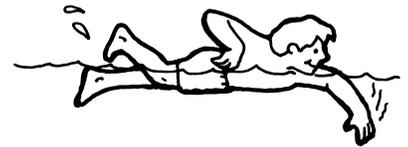
sn sm sw



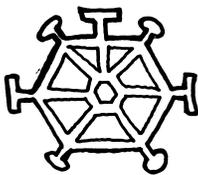
sm sc sn



sc sm sn



sm sw sn



sc sn sm



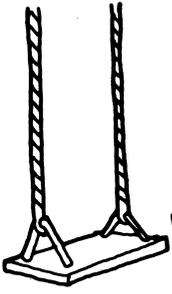
sm sc sn



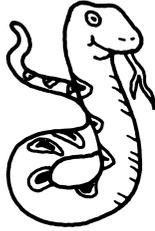
sn sm sc

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that have the sound of the beginning cluster.

sc, sm, sn, sw



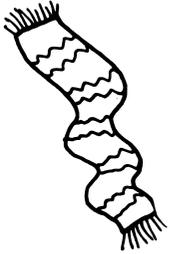
snake
wheel
swing



spoil
snake
scow



where
smile
bring



scarf
sweet
chair



smog
fruit
scout



trumpet
snail
scrub



smock
scow
truck



scissor
clock
swim



school
sweep
gloves



swallow
scales
flag



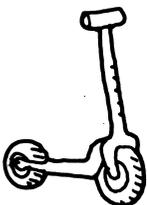
smash
plate
swan



smoke
crib
scout



snowflake
blimp
smash



plane
scooter
small



sneeze
pretzel
sweep

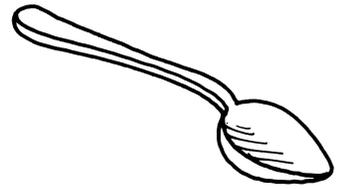
st, sk, sp



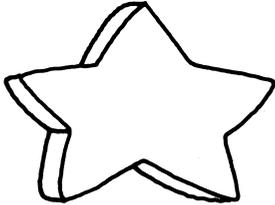
sk sp (st)



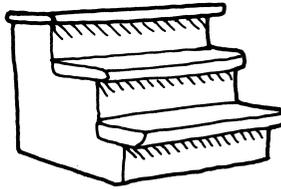
sk sp st



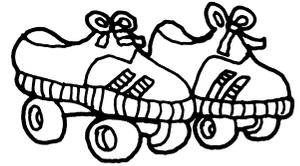
sk sp st



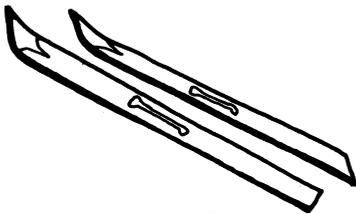
sk sp st



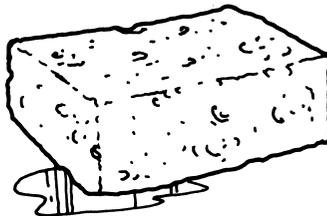
sk sp st



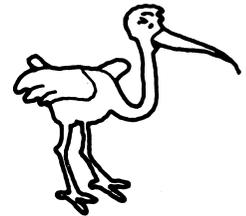
sk sp st



sk sp st



sk sp st



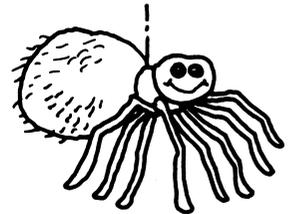
sk sp st



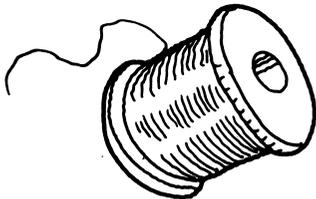
sk sp st



sk sp st



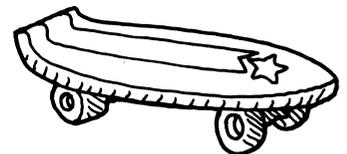
sk sp st



sk sp st



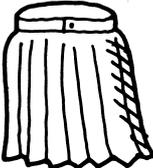
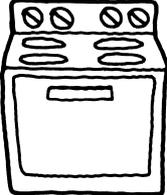
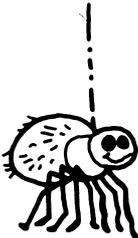
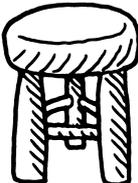
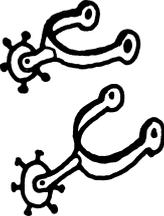
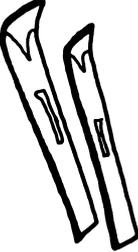
sk sp st



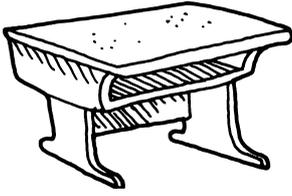
sk sp st

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that have the sound of the beginning cluster.

sp, sk, st

 <p>spoon story phone</p>	 <p>skates spite wagon</p>	 <p>bear scar star</p>
 <p>mask skirt start</p>	 <p>move spare stove</p>	 <p>bring stood skunk</p>
 <p>robin spider steak</p>	 <p>stool spool when</p>	 <p>stone down spurs</p>
 <p>stump jump bump</p>	 <p>skip stamp risky</p>	 <p>spots stilts reindeer</p>
 <p>skis ask spar</p>	 <p>sheep harp steps</p>	 <p>stork spark alone</p>

sk, st, nt, nk, mp, lk, lf



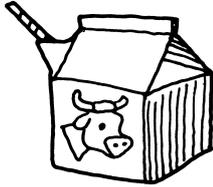
nt ld (sk)



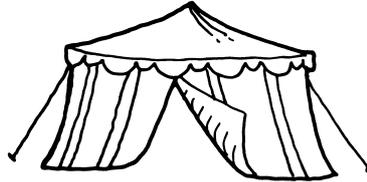
sp nt st



nd lf nt



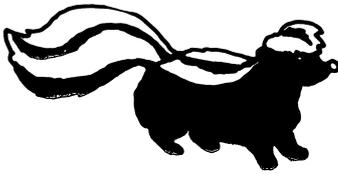
nd lk nk



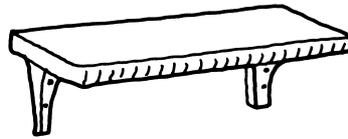
nt mp st



sc st mp



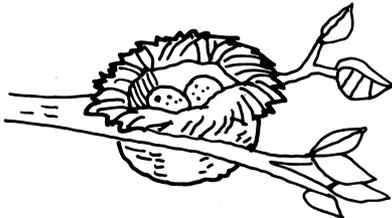
nk mp nt



ld lf nt



sp nt nk



st sp nt



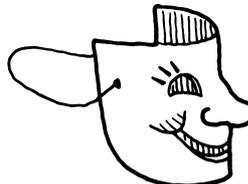
mp lk nt



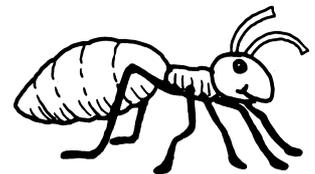
sk st lk



sp mp lf



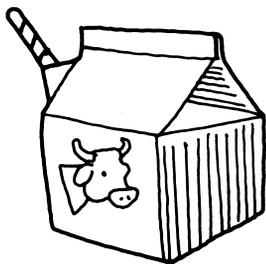
sk st nd



nk mp nt

DIRECTIONS: Say the name of the picture. Draw a circle around the letters that have the sound of the ending cluster.

lk, mp, lf, nk, nt, st



- milk
- black
- milk
- silk
- monkey
- sister



- stamp
- step
- toad
- splint
- lamp
- broom



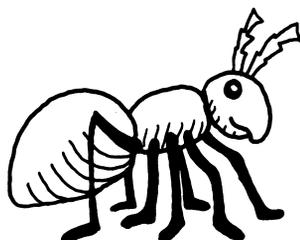
- elf
- rag
- old
- shelf
- crib
- grapes



- stump
- ink
- flag
- crown
- clock
- wink

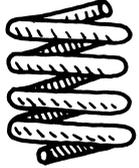
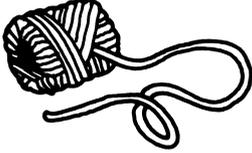
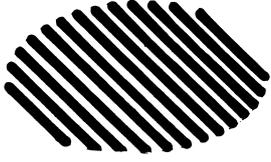
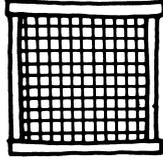
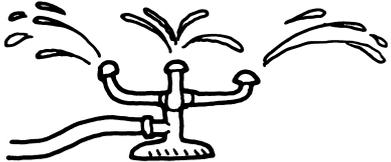


- ghost
- bush
- desk
- toast
- slipper
- gloves



- star
- lamp
- ant
- glass
- plant
- ash

scr, spr, str

 scr (spr) str	 scr spr str	 scr spr str
 scr spr str	 scr spr str	 scr spr str

DIRECTIONS: Say the name of the picture in each box. Draw a circle around the letters that have the sound of the beginning cluster.

1. Please give me the ball of _____. _____ _____	stars string
2. Tom turned on the water _____. _____ _____	space sprinkler
3. The wagon was missing a _____. _____ _____	screw school
4. The flag has many _____. _____ _____	steeple stripes
5. Brian opened the _____ door. _____ _____	screen score
6. Flowers grow in the _____. _____ _____	spinach spring

DIRECTIONS: Read each sentence. Draw a circle around the word that best completes the sentence. Write the word on the line.



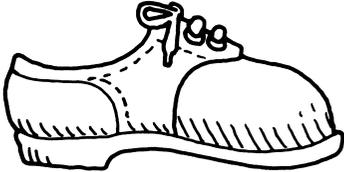
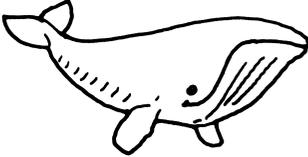
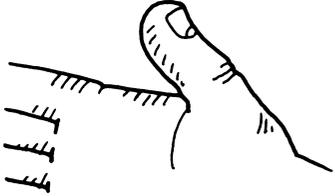
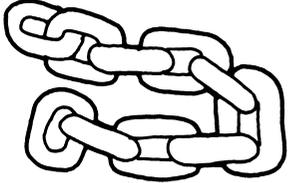
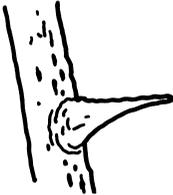
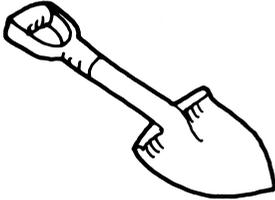
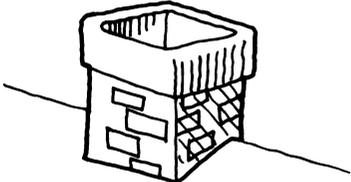
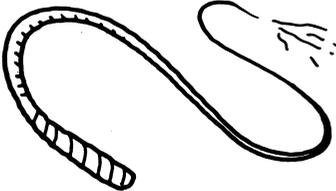
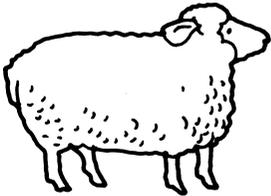
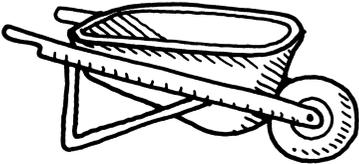
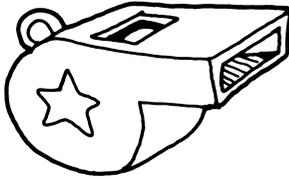
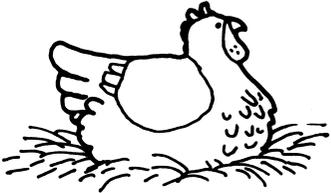
All of these words are hiding. Find each word and draw a line under it. There is only one word in each line.

snowman
sneeze
ghost
stamp
sweater

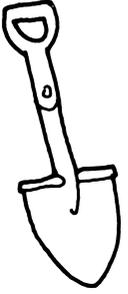
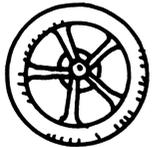
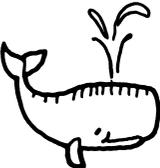
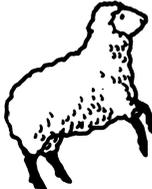
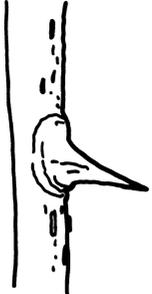
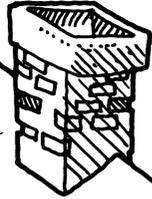
spider
spring
ink
milk
smile

skunk
desk
golf
screw
stripes

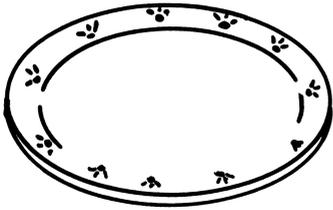
sh, th, wh, ch, ph

 th ph (sh)	 wh ch ph	 th ch sh
 sh th ch	 ph sh wh	 ch sh wh
 th ph wh	 th wh sh	 ch sh th
 wh ph th	 th sh wh	 ph sh wh
 th ch wh	 wh sh ph	 wh ch th

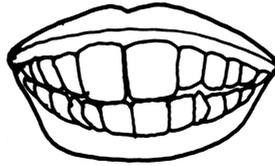
sh, th, ch, wh, ph

 <p>shovel three oven</p>	 <p>finger shop thumb</p>	 <p>sheep wheel grass</p>
 <p>rain chain shirt</p>	 <p>wick shelf thimble</p>	 <p>this whistle grand</p>
 <p>chair short main</p>	 <p>grow whale shell</p>	 <p>shower tower chick</p>
 <p>chorus fly sheep</p>	 <p>book crayon ship</p>	 <p>crack chicken where</p>
 <p>chimes last shadow</p>	 <p>wolf tree thorn</p>	 <p>chimney rabbit thing</p>

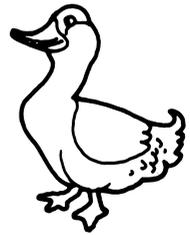
sh, th, ch, ck, mb



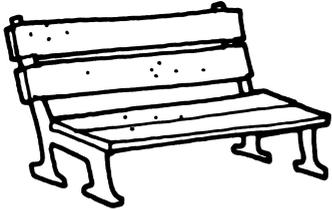
(sh) mb th



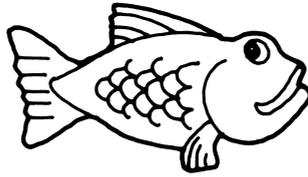
ch ck th



sh ck th



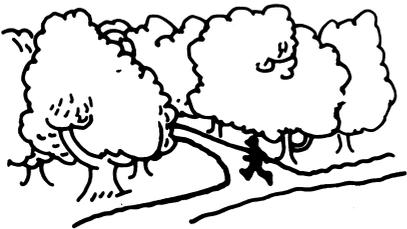
ph mb ch



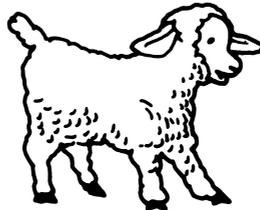
sh th ck



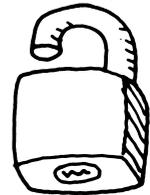
mb sh ch



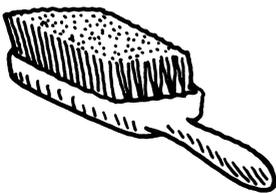
ck ph th



sh th mb



ck ch mb



sh th ph



ck ph ch



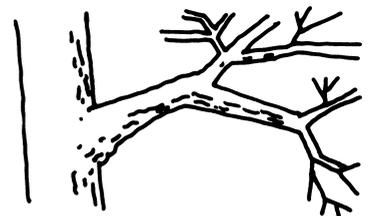
mb sh ch



th sh ph

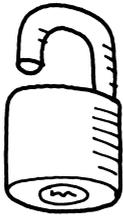
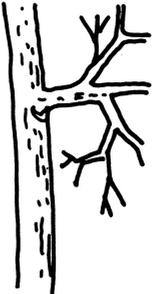
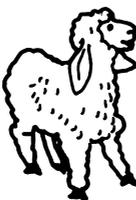


ck ph ch



th mb ch

sh, th, ch, ck, mb

 <p>draw rich <u>comb</u></p>	 <p>lily lock hook</p>	 <p>fine ship fish</p>
 <p>duck fall dumb</p>	 <p>bold teeth take</p>	 <p>bring earth branch</p>
 <p>wrap wreath reel</p>	 <p>clock thumb grasp</p>	 <p>then thumb strum</p>
 <p>brick crisp brush</p>	 <p>patch wish path</p>	 <p>bench bend rush</p>
 <p>cough coach clash</p>	 <p>land hump lamb</p>	 <p>watch grapes reach</p>

sh, ch, wh, th, ph



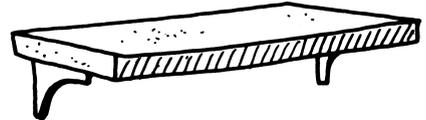
chicken



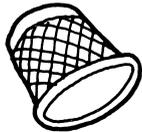
mouth



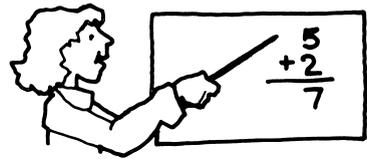
telephone



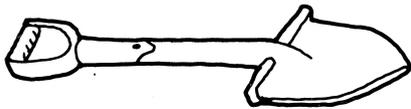
shelf



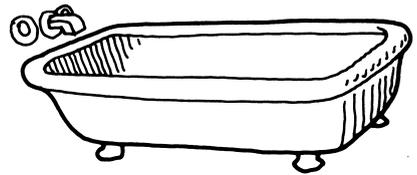
basket



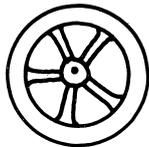
teacher



shovel



bath tub

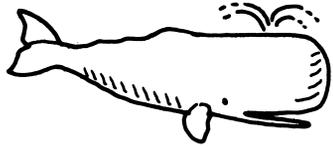


wheel

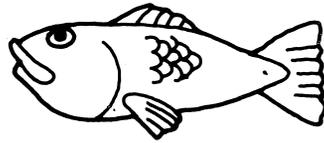


watch

wh, sh, th, ch



whale



fi



feather



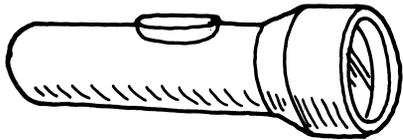
mother



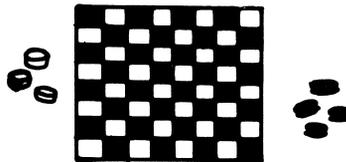
tooth



father



flashlight



checkers

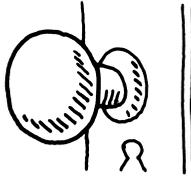
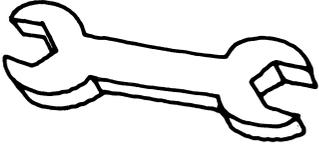
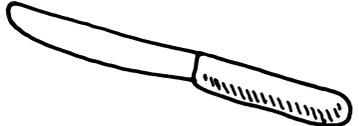


chipmunk



sea shells

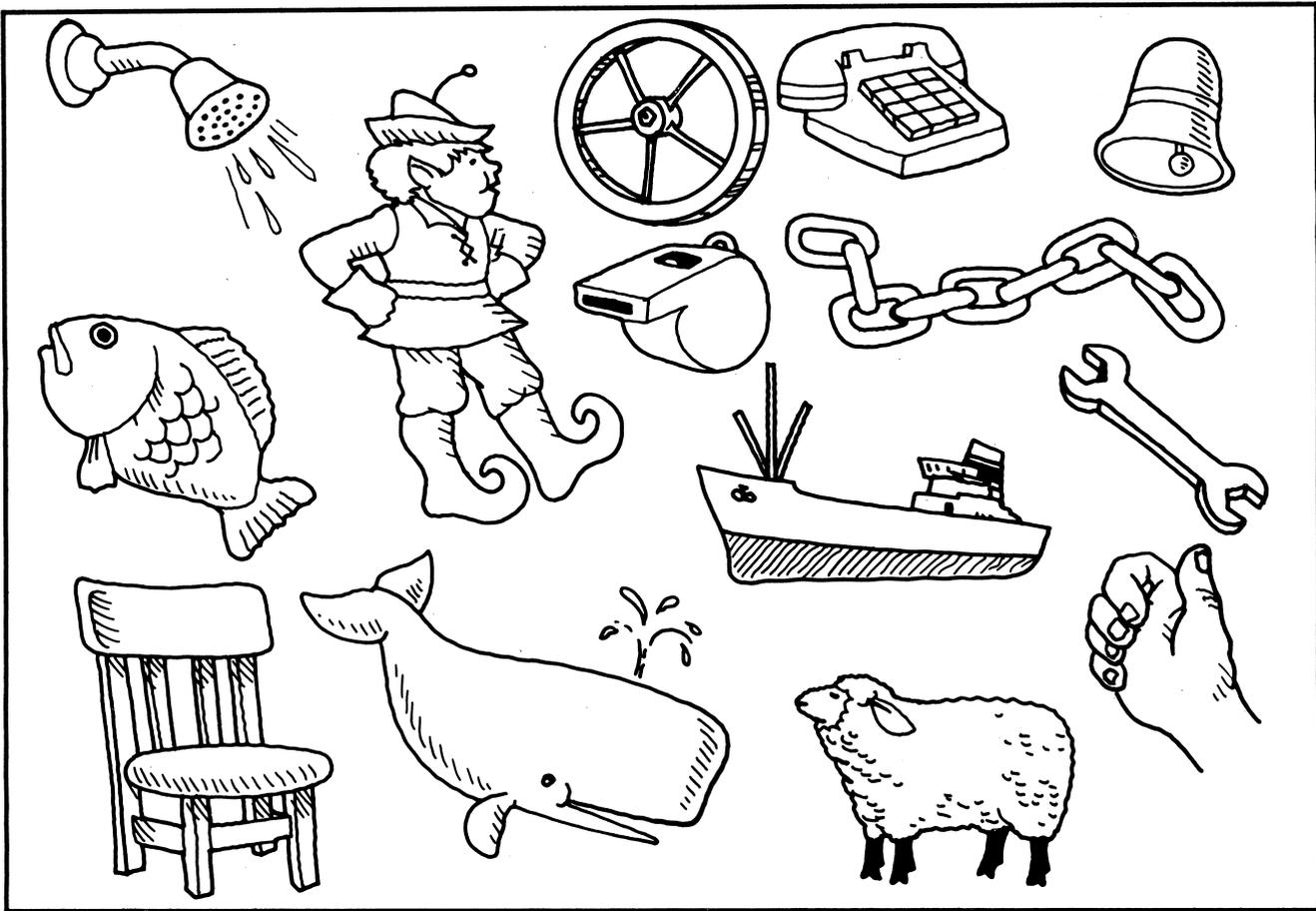
wr, kn

 <p>kn wr</p>	 <p>kn wr</p>	 <p>kn wr</p>
 <p>kn wr</p>	 <p>kn wr</p>	 <p>kn wr</p>

DIRECTIONS: Say the name of the picture in each box. Draw a circle around the letters that stand for the beginning sound.

<p>1. He bruised his _____ playing ball.</p>	<p>(wrist) whale</p>
<p>2. A pretty _____ hung on the door.</p>	<p>white wreath</p>
<p>3. She needed the _____ to loosen it.</p>	<p>window wrench</p>
<p>4. The _____ was on his horse.</p>	<p>knight kangaroo</p>
<p>5. The sharp _____ cut the rope.</p>	<p>key knife</p>
<p>6. The _____ on the door was broken.</p>	<p>knob kind</p>

DIRECTIONS: Read each sentence. Draw a circle around the word that best completes the sentence. Write the word on the line.



What Do You See?

(fish) or a dish?

bone or a phone?

rain or chain?

chair or hair?

whip or a ship?

shelf or an elf?

bench or a wrench?

whale or a nail?

thumb or a crumb?

shower or a tower?

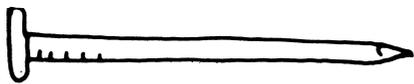
reel or a wheel?

shell or a bell?

whistle or a thistle?

sheep or a heap?

ai, ay



n ai l



r ai n



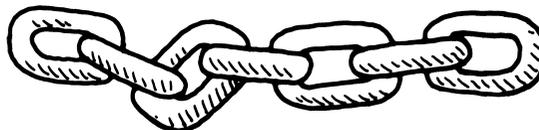
h ay



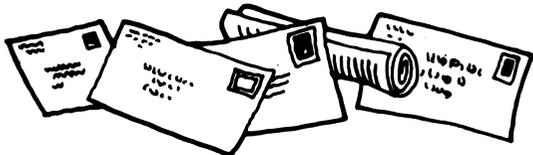
p ai l



br ai d



ch ai n



m ai l



tr ai n



sn ai l

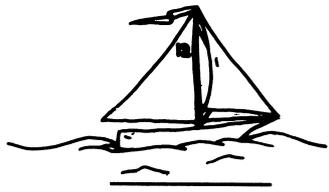


p ai nt

ai, ay

<p>1. The <u>train</u> came into the station.</p>	<p>train trunk</p>
<p>2. Jerry likes to _____ with his dog.</p>	<p>flag play</p>
<p>3. Kim forgot to _____ her letter.</p>	<p>mail mill</p>
<p>4. Tom put his lunch on the _____.</p>	<p>trip tray</p>
<p>5. She chased a fly with a _____ can.</p>	<p>spring spray</p>
<p>6. The _____ was full of water.</p>	<p>pull pail</p>
<p>7. He put his _____ in the barn.</p>	<p>hay hill</p>
<p>8. The _____ moved very slowly.</p>	<p>snap snail</p>
<p>9. The _____ helps the flowers grow.</p>	<p>reel rain</p>
<p>10. The dog pulled at his _____.</p>	<p>chain chill</p>

ee, ey, oa



b oa t



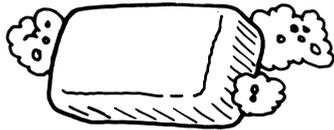
tr _____



f _____ t



k _____



s _____ p



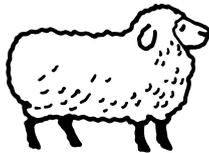
g _____ t



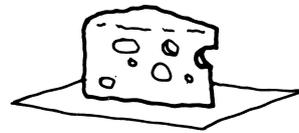
turk _____



c _____ t



sh _____ p

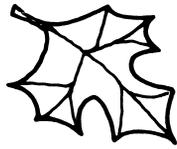


ch _____ se

ee, ey, ea

<p>1. John locks his door with a <u>key</u>.</p>	<p>kite key</p>
<p>2. Ola hangs her _____ on the hook.</p>	<p>colt coat</p>
<p>3. Tom's cat was caught in a _____.</p>	<p>tree thick</p>
<p>4. The _____ on his bike was bent.</p>	<p>where wheel</p>
<p>5. Al's _____ hurt after the hike.</p>	<p>fast feet</p>
<p>6. The _____ was sinking.</p>	<p>boat belt</p>
<p>7. On Thanksgiving, I had _____.</p>	<p>turkey turnip</p>
<p>8. Sue loves to eat _____ for lunch.</p>	<p>cheese chain</p>
<p>9. The smoke rose from the _____.</p>	<p>chimney chimes</p>
<p>10. The _____ were eating the grass.</p>	<p>shop sheep</p>

ea, ie, oo



(leaf)

l e a f

loaf



fort

f t

foot



pea

p

pie



chief

ch f

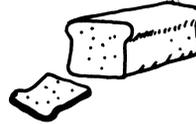
chaff



bank

b k

beak



breed

br d

bread



head

h d

hand



time

t

tie



moan

m n

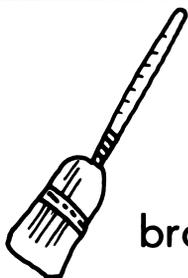
moon



thread

thr d

three



broom

br m

brim



beak

b k

book

ea, ie, oo

1. The bird with the big beak lost some feathers.
 2. The teacher asked Harry to clean up his desk.
 3. Frank spilled ice cream on his new sweater.
 4. The box of leather shoes was very heavy.
 5. Randy did not want Tom to tease the dog.
 6. It is easy to get a good seat if you get there early.
-

DIRECTIONS: Underline every word that has an *ea* in it. Circle all words where the *ea* sounds like the *ea* in *leaf*.

1. Sam stood by the bookcase until he finished his cookies.
 2. Rosa wore her new cowboy boots to school on Monday.
 3. The boys looked at the brook in the woods.
 4. The rooster took his food into the chicken coop.
 5. The roof of the house shook when the train tooted its whistle.
-

DIRECTIONS: Underline every word that has an *oo* in it. Circle all words where the *oo* sounds like the *oo* in *foot*.

1. The fire chief tried to put out the flames.
 2. The babies cried when they heard the loud horns.
 3. His father flies his own plane every week.
 4. The police caught the thief who took Mark's tie.
 5. The wet spot in the field had dried.
-

ea, ie, oo

<p>1. Jennifer likes apple <u>pie</u>.</p>	<p>thief (pie)</p>
<p>2. Tom saw the _____ on the table.</p>	<p>good spoon</p>
<p>3. I had strawberries and _____.</p>	<p>cream feather</p>
<p>4. The baby _____ all night.</p>	<p>cried field</p>
<p>5. The _____ called to his firemen.</p>	<p>cried chief</p>
<p>6. The box was very _____.</p>	<p>heavy heater</p>
<p>7. He fell asleep reading his _____.</p>	<p>book noose</p>
<p>8. Sal picked fresh green _____.</p>	<p>beans breath</p>
<p>9. The _____ crows every morning.</p>	<p>stood rooster</p>
<p>10. Terry spread butter on the _____.</p>	<p>bread grease</p>

DIRECTIONS: Read each sentence. Draw a circle around the word that best completes the sentence.

1. bee

Sometimes this can sting!

2. hay

Cows like to eat this.

3. key

This can unlock some doors.

4. book

It has many words and pages.

5. head

A good place to put your hat.

6. hammer

You can hit it with a hammer.

7. train

It runs on a track.

8. spoon

Use it to eat your soup.

9. butter

It tastes good with butter.

The Sheep That Would Not Eat

There was an old woman who had a white sheep. The sheep was sad and thin. The woman gave it bowls of soup and plates of meat. She even made it a delicious steak. But the sheep would not come out of the barn.



The woman's heart was broken. "If you don't eat, I'll have no wool for my yarn." Said the sheep, "Your food is not for me. All I need is a clean stall and fresh green clover." The woman smiled and gave the sheep a big hug, and they sat down to a meal of clover and eggs.

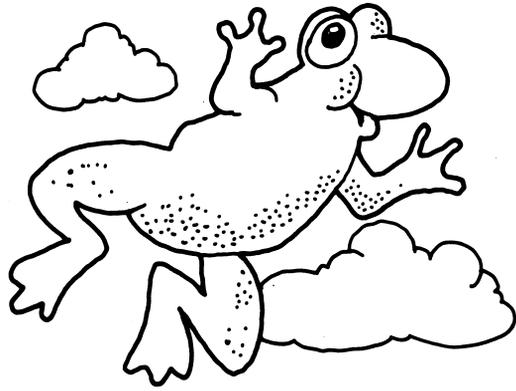
The Costume Party

Who will get the prize for the best costume? Jenny came as a dragon. Michael looked like a prince. Sophie didn't know how to dress. She could come as a crow, but she would need a tree. She could come as a princess, but she would need a crown. She could come as a train, but she would need some track. She could come as a bride, but she would need a groom. Then she thought of a great costume. First, she made a trunk. Then, she painted it grey. Her friend gave her some ears. She made a tail from a broom. What was she? An elephant!



Clancy the Flying Frog

This is Clancy. He loved to hop and play. He always wanted to fly. One day he hopped to the top of a cliff. He hoped to glide through the air. He closed his eyes, waved his flippers, and sailed into the clouds. Just then, a strong wind began to blow. Clancy did a flip and began to fall. Luckily, he was saved by a passing blimp. Now Clancy stays close to the ground. "It may be slow, but it is safe."



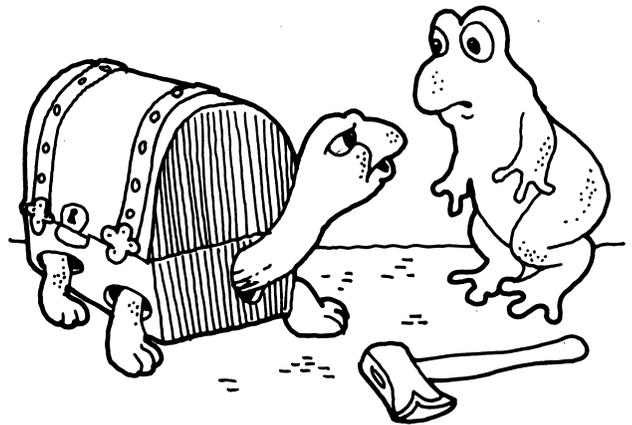
The Circus

Every spring, the circus comes to our town. We watch the animals march down the street and see the lion tamer snap his whip. My brother loves the man on the high stilts. I watch the girl ride on the elephant's tusk. We all laugh at the clown's stunts. Sometimes we sneak inside the big tents to watch the acrobats twist through the air. We get scared because they are up so high. When it's all over, we skip back home and talk about the circus until we go to school. I love the circus.



Clancy's Treasure

Clancy found an old chest in the swamp. He thought it might contain a sack full of gold. He would be as rich as a king! First, he must open the lock. Maybe he could chop it off. Before his axe could reach it, the chest shuffled away. Before he had the chance to try again, a thick turtle came out of the chest. "My own shell was too small, so I chose this instead. Next time you think your wish has come true, check before you chop!"



Clancy in the Kitchen.

Clancy loves to boast. "I am the best cook in the swamp," said Clancy. "May I taste your food," asked a tiny mouse? "Why, I will make you a tasty feast."

Clancy put some noodles in a pot. Then, he added fresh cream, and tossed in some beans. "If you like," said Clancy, "you may toast the bread and peel some apples." The mouse began to groan. "This meal may be fit for a king, but I prefer cheese!"



Program Operation

Sound Ideas: Word Attack has two levels of operation: one level is accessible only to the teacher, and one level is accessible to the student. Each level has its own menus and options. Once the program has been booted and the title page displayed, pressing the **CONTROL** key while simultaneously pressing the **T** key accesses the teacher menu. Pressing the **SPACE** bar starts the student session.

Teacher Menu

The first screen on the teacher menu displays the diskette's current configuration (Figure 7). This page displays which of this diskette's three tasks (Tutorial, Practice, Story) and six clusters are currently selected. Change the selected tasks by using option 1; change the selected topics by using option 2. Option 3 displays the last student's performance report, and option 4 returns you to the title page.

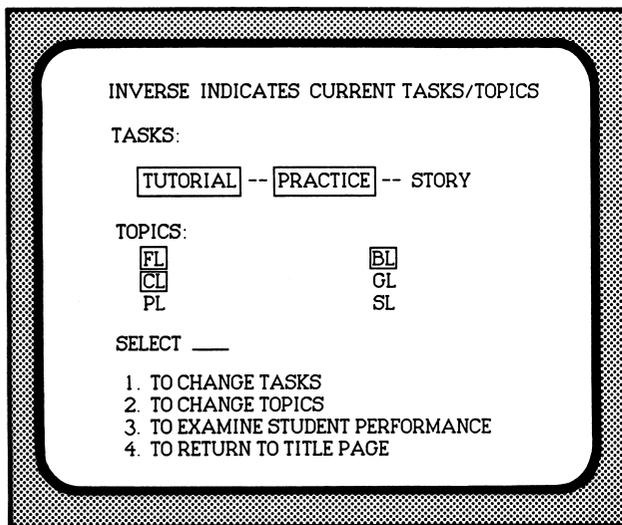


Figure 7

SELECTING TASKS. When you choose option 1, the computer displays the menu shown in Figure 8. To choose a task, type **A**, **B**, or **C**. Once you choose a task, its display entry is highlighted. The choice of tasks is stored on the diskette and remains in effect until you change it.

By using this option, you can control the pace of the lesson. For example, when a student has just started the diskette, you may want to use only the tutorial and practice options, holding the story option until the student has had experience with all of the topics on the diskette.

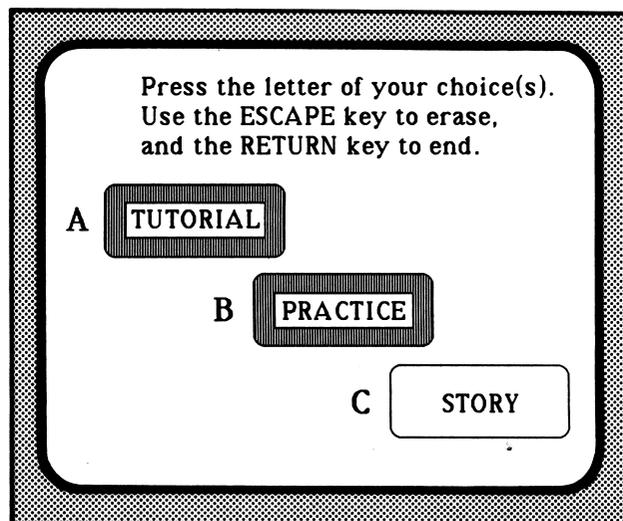


Figure 8

SELECTING TOPICS. Option 2 allows you to select the topics to be used with the program. Figure 9 shows a sample select topic page from the *L-Cluster* diskette. The topics currently selected are highlighted. Pressing **ESC** (ape) will free up all the topics to allow you to select a new set.

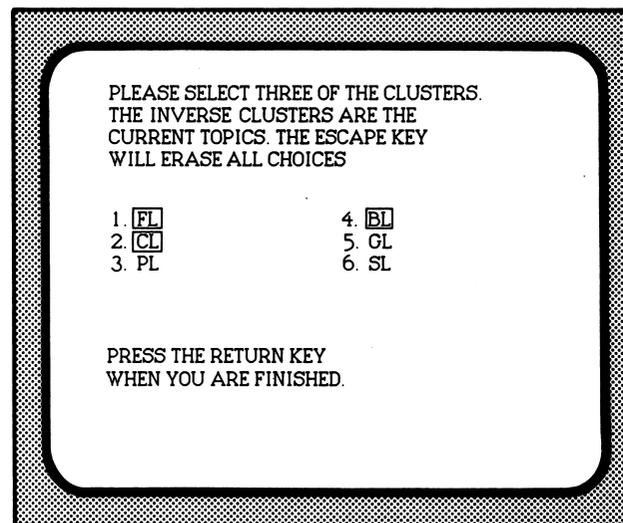


Figure 9

REVIEWING PERFORMANCE. *Word Attack* collects a variety of performance measures during a session. When a session ends, these measures are displayed on the computer screen and can be printed. The program also stores on the diskette the results of the most recent student

session, permitting you to review the student performance either immediately after the session or, if that's not convenient, at a later time. You may recall this report by using option 3.

Student Menu

The student menu, shown in Figure 10, allows students to select the practice game they wish to use. If you have specified the story and the practice options, the story option will appear after the student has successfully completed any one of the games. To choose, the student moves the cursor by pressing the **SPACE** bar. Pressing the **RETURN** key then starts their selection.

Access to the student menu depends on the setting of the teacher menu. If you specify the tutorial be used before the story, the student menu will not be available until the student successfully completes the tutorial. If you specify only the story, the menu is bypassed and the student is placed at the beginning of the story.

Once in the student menu, a student may select any of the three games. When a game is completed, the program returns to the student

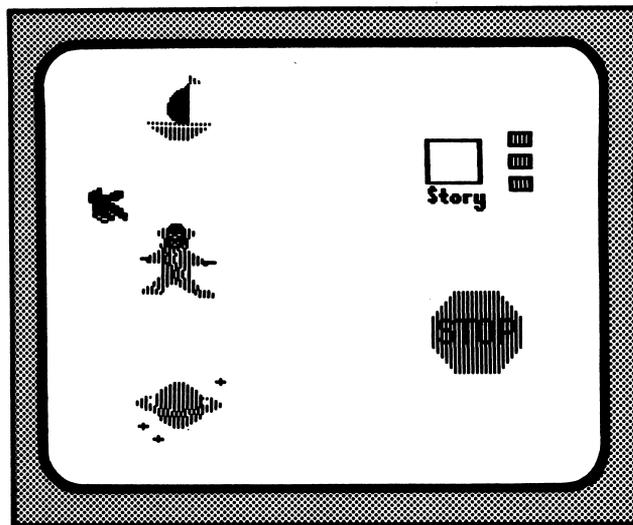


Figure 10

menu, and the game selection may be repeated or the session ended. To stop at any other point of the program, press the **CONTROL** key while simultaneously pressing the **C** key. The program will store and then display the performance to that point.

Performance Monitoring

Sound Ideas: Word Attack tracks student performance in all three tasks. A sample student scoring page is shown in Figure 11. The left side of the report shows the topics (in this case, the clusters *fl*, *cl*, and *bl*). The first column shows the number of errors in the tutorial. In this example, the student missed one *fl* comparison in the tutorial.

The student's performance in practice is displayed for each game. In this example, the student used *Sailing* once and *Comet Quiz* twice. The report shows the cumulative errors as well as the number of times a particular topic appeared. In this example, the student made only one error in *Sailing* (on an *fl* cluster) and one in *Comet Quiz* (on a *cl* cluster).

The lower half of the report shows performance on the story. The errors are printed alongside the correct choice for that sentence. If both the first and second attempts were incorrect, the report shows both responses (e.g., *glass* and *gaze* were both given instead of the correct answer, *glide*).

L--CLUSTER PERFORMANCE				
CLSTR	TUTOR. ERRORS	PRACTICE ERRORS		
		SAIL (1)	COMET(2)	CLOWNS(0)
FL	1	1(2)	0(1)	0(0)
CL	0	0(2)	1(3)	0(0)
BL	0	0(1)	0(6)	0(0)

STORY RESPONSES	
<u>CORRECT: GIVEN</u>	<u>CORRECT: GIVEN</u>
CLIFF : CAVE	
GLIDE : GLASS	GLIDE : GAZE
FLIPPERS: FINS	

Figure 11

In this example, most of the errors fit the context but don't have the correct letter-sound correspondence, suggesting an over-reliance on contextual cues in the story.

ACTIVITY BOOK

Features

The *Activity Books* are an important part of *Sound Ideas: Word Attack*; they are correlated with the computer program. The *Activity Books* transfer phonics principles developed by the software to an environment of books and print, much like the materials children use in their regular reading program.

You will find several features of the *Activity Books* useful.

- **Perforated Pages:** You may choose to have the children share their work with parents, thereby establishing an important link in the home-school partnership.
- **Diversity of Responses:** Students are required to answer in a variety of ways: circling answers, connecting answers with lines, and writing words and word parts. The tasks reflect the increasing maturity of the students and the significant interrelationship between reading and writing.
- **Letter Formation:** Throughout the program, students use appropriate models for the formation of upper- and lower-case letters. The sample activities used to introduce the new tasks provide dotted-line formations for the guidance of the young writer.
- **Left-to-Right, Top-to-Bottom:** Each activity is organized to promote and reinforce the directional requirements of reading and writing.
- **Skills Reference Chart and Progress Record:** The inside back cover provides a complete overview of the relationships between the computer activities and the practice materials in the *Activity Book*. As the student completes each *Activity Book* exercise, he or she can color in the picture representing that exercise page on the progress chart. The chart provides a convenient means of helping children recall those activities that have been completed successfully and provides an efficient record for you to use in appraising the progress of individual children.
- **Black-Line Masters:** A set of black-line masters is included in the Teacher's Edition of the *Activity Book*. Permission is granted for these to be reproduced.
- **Letter to Parents:** Among the black-line masters at the back of the Teacher's Edition is a letter that may be distributed to parents to describe this new computer software program.
- **Certificate of Achievement:** Also part of the black-line masters is an achievement certificate that can be copied for each child. As the child completes each diskette, they can affix the appropriate seal (included with *Sound Ideas: Word Attack*) to their certificate. When all the lessons are completed, they will have a handsome reminder of their accomplishment.

Overview

The *Word Attack Activity Book* presents several different types of activities, each designed to extend the range of student experiences introduced by the software programs. The activities include:

1. Completion of words and sentences by writing the appropriate letters or words.
2. Introduction to decision-making and test-taking through tasks that require a YES or NO choice.
3. Game activities that integrate knowledge from previous exercises and permit the application of conventional learning in an unconventional setting.
4. Associating words with their pictorial representation in a larger scene to reinforce an understanding of the relationship between word forms and their concepts.
5. Practice with letter-sound correspondences for vowel digraphs to introduce the sometimes variant relationship between the vowel pair and its spoken representation.
6. Reading stories, seen originally in the software program, to transfer the experience of the computer stories to another medium.

The following pages contain black-line masters that may be reproduced without permission from Houghton Mifflin Company.

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Dear Parent,

The computer will profoundly influence each child now in this school. Because of the powerful, but relatively inexpensive microcomputer, children can benefit from computer-based education at an early age. Today's parents are sure to see microcomputers play an ever-increasing part in what and how their children learn. It is this school's responsibility to assure that its pupils are educated for life in the computer era and that sound learning principles guide the use of the computer in their education.

Knowing your concern with your child's schooling, we think you will be interested in a recent addition to the materials we use in beginning reading instruction. It is a computer-based phonics program, totally new in form and content, created by a team of reading and computer education specialists. The program, entitled *Sound Ideas*, includes both software for the computer and pupil activity books. Perhaps the most exciting dimension of *Sound Ideas* is the use of computer-generated speech. While operating the computer, your child hears the voice of a teacher giving instructions and help during each step in the learning experience.

Sound Ideas, we believe, will serve a significant role in our school's early reading curriculum. Its unique use of speech, innovative graphics, and correlated activity books augments teacher instruction and the basic textbook. Classroom trials show that the program can motivate the young reader to apply and extend his or her skills. Additionally, by using the simple-to-operate computer software, each child obtains early computing experiences, an important beginning on the road to computer literacy.

Your child will be bringing home completed *Sound Ideas* activity pages. You will also be hearing more and more computer language being spoken by your child. We hope you will share and encourage your child's enthusiasm about computing.

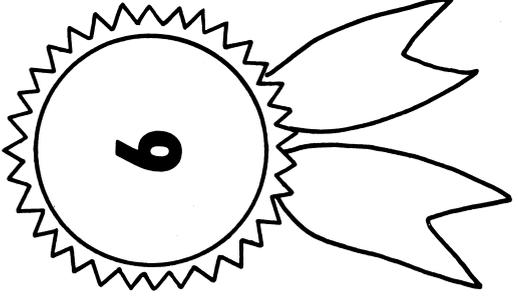
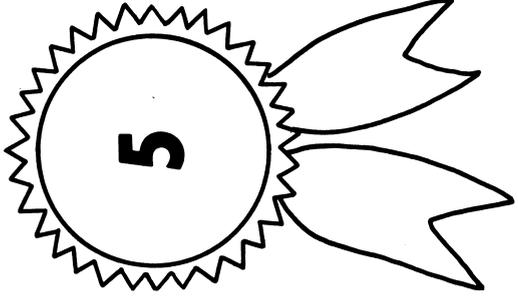
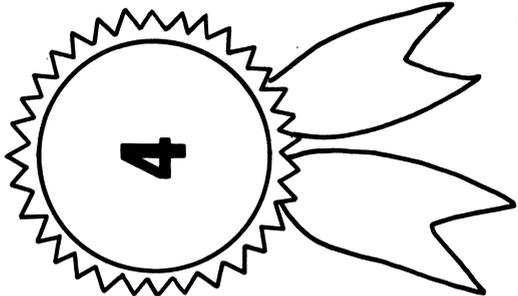
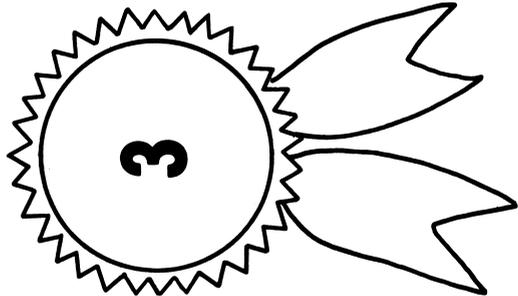
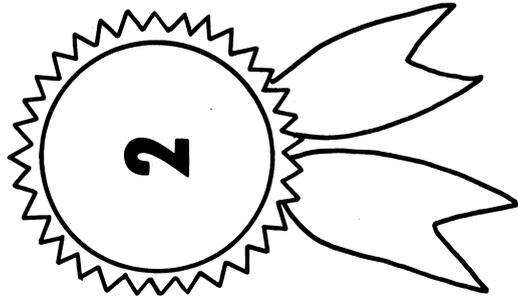
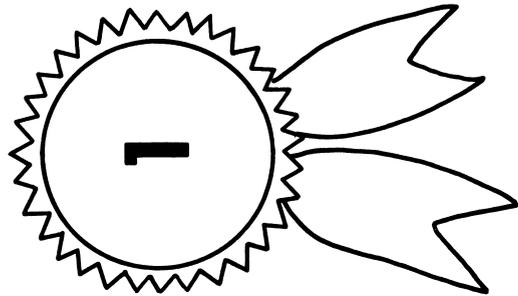
This letter may have aroused your curiosity about this new reading software. If you would like to see it in action, please call me. We'd be delighted to have you visit the classroom when it's in use.

Sincerely,

Certificate of Achievement

_____ has successfully completed

Sound Ideas: Word Attack



Sentences

1. It meows and drinks milk.
2. It barks a lot.
3. The king of the jungle.
4. A cowboy rides on its back.
5. It has a lot of stripes.
6. Cockle-doodle-doo!
7. It has a very long neck.
8. It has a long trunk.

Word List

giraffe

elephant

tiger

lion

dog

cat

horse

rooster

Animal Puzzle

c	a	t							
	o								
	i								
			s						
					g				
					o	o			
							f	f	
							p	h	

Sentences

1. Sleep on it.
2. Ride to school on it.
3. Hit it with a bat.
4. Ring it!
5. Paint with it.
6. Sweep with it.
7. Buy a cake here.
8. Cross over a river on it.

Word List

brush

bell

bridge

bed

broom

bus

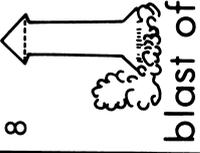
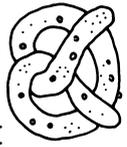
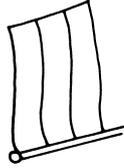
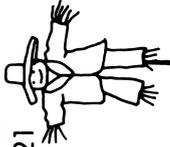
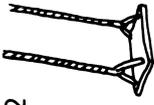
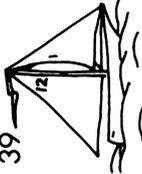
ball

bakery

Word Puzzle

b	e	d					
b							
b							
b							
b							
b							
b							
b							

DIRECTIONS: Read each sentence. Write the word from the Word List that completes each puzzle.

Disk 1 Initial and Final Consonants	1  cat	2  dog	3  goat	4  mop	5  hat	6  star	7  pig	8  blast off!
Disk 2 Two-letter clusters	9  grapes	10  bridge	11  pretzel	12  frog	13  crown	14  broom		
Disk 3 Two-letter clusters	15  clock	16  blocks	17  slide	18  blimp	19  flag	20  globe		
Disk 4 Two- and Three-letter clusters	21  scarecrow	22  swing	23  stamp	24  spoon	25  desk	26  milk	27  spring	28  snowman
Disk 5 Consonant digraphs	29  shoe	30  shovel	31  dish	32  comb	33  chicken	34  whale	35  knight	36  fish
Disk 6 Vowel digraphs	37  nail	38  train	39  boat	40  key	41  leaf	42  beak	43  pie	44  bee