Go Phonics®

Systematic, Multisensory Phonics Reading Program with K-2 Language Arts

◆ Alphabet
◆ Phonemic Awareness
◆ Systematic Phonics
◆ Reading (decoding)
◆ Spelling (encoding)
◆ Handwriting
◆ Vocabulary Enrichment
◆ Comprehension
◆ Fluency
◆ Language Arts …

For all beginning readers and effective for dyslexia/LLD

Integrated Tools:
7 Volumes of Phonetically Sequenced Decodable Stories supported by Lessons, Workbooks, 50 Phonics Games, and more…

Foundations for Learning, LLC
INTEGRATED TOOLS FEATURE:

50 Phonics Games for reading fluency
This is fun, hands-on practice sounding out many words with the new code. It helps to more automatically identify the codes in words when reading a body of text. Many of these words will appear in the new story and in future stories.

Workbooks with phonics and language arts
They cover phonemic awareness/phonics, handwriting, and skills needed for the decodable story: grammar, punctuation, comprehension, and language arts.

7 Decodable Storybook Volumes
They support each explicit phonics lesson, following an Orton-Gillingham based phonics sequence that minimizes confusion. At least 93% decodable, they build on the skills for ongoing reinforcement.

Go Phonics Reading Program
Systematic, Multisensory Phonics with K-2 Language Arts

Give your struggling and beginning readers the phonics skills they need to succeed as readers and spellers. Go Phonics empowers educators and parents to directly teach their students by providing integrated tools and guided lesson plans. Compatible with the Orton-Gillingham approach, phonics lessons steer the course — explicit, systematic, sequential, and multisensory, using strategies effective for dyslexia/LLD. It’s a primary phonics based literacy foundation that connects ALL the language skills. From start: Alphabet (name, formation, sound)… to finish: More Vowel Pairs, students are phonetically spelling and reading words, then stories. Lessons include phonemic awareness, phonics, reading, spelling, rules, handwriting, vocabulary enrichment, fluency, comprehension, and language arts… They’re all taught in support of each phonics lesson. In building block fashion students learn, practice, then apply skills in meaningful, decodable stories they can really read. Confidence soars!

“My oldest daughter has dyslexia and I struggled through many different programs. Go Phonics turned her failures into triumphs. She’s reading at grade level and her confidence has soared! I started my younger one at age 5 and she has loved the program, especially the stories. I would heartily recommend Go Phonics. The success it has achieved with two very different learning styles attests to its versatility and effectiveness.”

Kim King, home school advisor/17-year home educator
For beginning readers who struggle, have dyslexia, or need a hands-on approach:

Some students, no matter how bright and motivated, experience reading, spelling, and/or writing difficulties. They exhibit weakness in auditory and/or visual processing of the language. These students need to be taught the sounds of the language and the letters which represent them. They need to learn how to put them together and take them apart—slowly and thoroughly. They have to use their hands, eyes, ears, and voices simultaneously, with lots of practice and repetition—to consciously organize and retain their learning. An Orton-Gillingham approach (explicit, systematic, simultaneous multisensory phonics instruction) can be vital to their success.

“I wanted to use an Orton-Gillingham approach, so I invested in the Go Phonics Program because all the work has been done for me. It’s all planned out in the Teacher’s Guide, with materials I can use to reach these kids. When they come to me for reading, they’re excited about it because they know they can do it.”

D. Evans - Resource Teacher

For ALL students to become accurate, fluent, comprehending readers:

Some students can easily memorize the primary words. Teach them a word and they remember it forever. They rely on word memorizing/naming to read and spell. Any phonics instruction is often minimal, incidental, or poorly sequenced.

Without phonics, there are bottlenecks from 3rd grade on:

Students who haven’t learned and practiced the sound/letter relationships struggle with longer words and guess. Rather than looking at the letters and phonetically decoding the word, they look at the whole word—thus confusing words like house and horse. Example: A student with poor phonics skills glanced at the word hummingbird and read aloud: “Once a hamburger perched on her red jacket...” Because of this, accuracy and comprehension suffer.

“I wanted a phonics program with books our kids can really read, and practice sounding out meaningful text. Otherwise, they rely on memorizing and guessing. With Go Phonics, they apply the skills in each phonics lesson to read a delightful story that’s more than 90% decodable. That’s about as pure as it gets in decodable text.”

F. Troutman, Curriculum Dir.

Students can have problems with spelling (encoding), not having learned the many choices for spelling a sound. Example: long a can be spelled a-consonant-e (rake), ai (rain), ai (hay), ei (vein), eigh (eight), ey (obey). If they don’t know the choices for spelling a word, they can’t use the dictionary to independently look up and learn the correct spelling. Writing suffers. In addition, they don’t know how certain words can be pronounced when reading them aloud.

With phonics, they can keep going!
Strategies & Tools Beginning Readers Need to Succeed

Our mission: Sylvia S. Davison (author/veteran teacher) and daughter, Holly L. Davison (designer/illustrator) created Go Phonics with love and a dream to empower teachers, tutors, and parents to teach ALL beginning readers, especially those who struggle or have dyslexia.

Getting on track with the right approach: Sylvia draws from her training, insights, and experience as a veteran teacher for more than 40 years. She taught 2nd grade for 25 years. During the first 7 years, she used the district’s core language arts curriculum. Each year she saw how some students just weren’t “getting it.” She wanted to do something about it, so she trained in an Orton-Gillingham approach: systematic, simultaneous multisensory phonics instruction (effective for dyslexia). For the next 18 years she taught whole classes of struggling/dyslexic 2nd graders (and some years had some gifted students as well). Since retirement, she has tutored for more than 20 years, averaging 22 students a week.

Decodable stories — the missing link: To achieve success, students have to APPLY the phonics skills AS THEY ARE TAUGHT in stories they can REALLY READ. The basal texts (leveled readers) have had too many sight words that must be memorized. The phonic readers have been either too simple, introduced too many codes at once, or have had a poor sequence. When Sylvia retired and began tutoring, she partnered with Holly to do something about it. Go Phonics was born. Sylvia designed the phonics sequence to be Orton-Gillingham compatible as well as maximize the writing of over 90 decodable stories to support the explicit phonics lessons.

Make the practice fun — 50 phonics games: Lessons and integrated tools (workbooks, games, charts, songbook...) were created for a seamless flow of strategized instruction that builds on the phonics skills. Now students can make the connection as they learn, practice, then apply phonics and language arts to successfully read each decodable story.

KEY FEATURES

◆ A comprehensive primary phonics reading program

◆ Connects all the language skills: Alphabet, phonemic awareness/phonics, reading, spelling, rules, handwriting, fluency, comprehension, K-2 language arts...

◆ Explicit, systematic, multisensory phonics approach: Orton-Gillingham based/compatible for direct instruction—one on one and groups leveled by ability

◆ Research based: Fulfills National Reading Panel findings and is an evidence based intervention program

◆ Effective for dyslexia/LLD: Remedial K–4th and older (doesn’t talk down to those missing this foundation)

◆ Guided lessons and strategies help solve problems with reversals, directionality, handwriting, spelling, retention...

◆ Streamlined learning for mainstream students: It’s a seamless flow of strategized instruction for decoding rather than memorizing words (especially multi-syllable), and for learning the multiple ways sounds can be spelled.

◆ Engaging integrated tools feature:

50 phonics games that build fluency for reading
7 volumes of decodable stories that build on skills for reading accuracy, fluency, and comprehension

◆ A phonics sequence that minimizes confusion and shows the patterns, for a well organized system of codes that can be accessed more automatically

◆ A balanced text-to-life perspective: It’s secular yet Christian friendly (no fantasy or mysticism); approved by the California Dept. of Ed. for legal and social compliance.
At a Glance: Go Phonics Integrated Tools

- **Assessments** for phonemic awareness, phonics, nonsense syllables, spelling, reading, comprehension, to know where to start, find gaps and measure progress.

- **User-friendly Teacher’s Guide** is teacher-developed for direct instruction by parents, teachers, tutors, aides... There are 79 guided lesson plans that steer your course, taking it one step at a time, using strategies and valuable teaching tips gained over years.

- **Word Lists book** serves as the instructor’s desk companion for daily use to make comparisons to students, make spelling lists, create activities/games...

- **4 Chart Set: 3 Key Word Charts** have 96 key words for teaching sounds/spellings (in the order they appear in the stories). They come with a **Prefix & Suffix Chart**.

- **108 Letter Cards** for daily visual review of sounds taught—vowels, consonants, digraphs, trigraphs, and phonograms.

- **5 Workbooks** (Levels 1-5) include phonics, grammar, punctuation, language arts, and comprehension skills as they apply to each story.

- **Songs for Learning to Read** has phonemic awareness, rhyme, phonetic rules, and helps students grasp/retain language concepts (nouns, verbs, adjectives...)

The students go through an amazing process with the games. Rather than use flash cards, or dive right into reading, they decode words with the new sound/spelling by playing a game.

*At first they can’t....then they stumble....then they can! It’s fun, builds confidence, and is preparation for reading success!*

- **Minimal prep time:** Approximately 3.5 hours initial set-up, and minimal to moderate prep for each lesson; **Daily lesson time:** Can vary from 25 to 45 minutes, and can span over days.

- **50 Phonics Games** (over 1400 cards, 4 spinners, 12 boards) provide the practice and repetition students need to fluently decode words with the new sound (including blends)—many to appear in the new story and in future stories.

- **7 Storybook Volumes** Levels 1-5 (93% decodable/cumulative) support the phonics sequence and lessons. They build on skills for ongoing practice. There are over 90 stories and 600+ pages. **Scat! Short a Stories** are for Level 1-Alphabet reading early on in. Levels 2-5 stories introduce a new vowel, digraph, trigraph or phonogram and build on the skills. Text-to-life, they launch creative telling/writing.
SYNERGY: Linking Proven Strategies

Intricately woven into Go Phonics are key strategies. They create a synergy that’s effective for students with dyslexia/language learning difficulties. By using them, your students will learn properly and thoroughly, and your job of teaching them is going to be a lot easier.

◆ Using simultaneous multisensory techniques helps all learning styles. All students learn differently. Rarely is a student strong in both reading and spelling.

   A visual learner may be a good reader but have poor auditory skills for spelling.
   An auditory learner may be a good speller but have trouble with reading.
   Learners extremely weak in one or both areas struggle to learn and are often diagnosed as having a language learning difficulty (LLD/dyslexia).

Hands, eyes, ears, and voice are used together. Example: As the student names the letter, she forms it on the desk. It calls the different senses into action. This sends a stronger message to the brain for a deeper impression and greater retention. Students who struggle can learn using the stronger sense, while strengthening the weaker ones.

◆ Teaching handwriting adds the important kinesthetic-tactile sense which helps retain the visual (reading) and auditory (spelling). As letters are formed with fingers on a rough surface and with full arm motion, they are spoken, seen, (and heard) for a simultaneous multisensory effect. This creates a multisensory triangle for a gateway to learning.

Handwriting can trigger the correct spelling and reading response.

These are two of my everyday experiences:

Carson was reviewing the letters. When I showed him j he said, “You never taught me that.” My lesson plans said I had. I asked him to form the letter on his board. As he wrote, he exclaimed, “j, /j/. When I wrote it, it came to my head.” Those are powerful words!

Cassidy read the word pant for paint. I asked her to write the phonogram ai on the table— reciting “ai, /aɪ/...Oh, paint.” She instantly corrected herself!

Sylvia Davison, Go Phonics author

◆ The stick and clock approach to proper letter formation (not ball and stick), helps with directionality (writing from left to right) and to prevent inverting and reversing letters that often get confused (like b/d, u/n, and p/b). The Go Phonics type style and the way these letters are formed allows for a smooth transition into cursive writing.

◆ Spelling is part of every lesson. In Go Phonics, it starts early, after short a is taught (Level 1 - lesson 8). Each lesson includes a list of spelling words that review the phonics codes already taught including nonsense syllables and red flag (non-decodable) words. They are presented in sequential order to strengthen sound-spelling word analysis (sack, snack, cap, camp, sad, sand...). When a lesson is done over several days, spelling some of these words should be done for a few minutes each day. It also serves as preparation for reading the decodable story which will include these codes.
“In reviewing our experience with Go Phonics, the one word that kept coming up again and again is confidence! We’re not seeing the frustration from the students (or the teachers). The ones who aren’t interested to begin with, the games pull them in!”

Monica H., 1st grade teacher - WI

Teaching the choices for spelling a sound is an important part of the program. A yellow card is created and you add the choices as you go. With each lesson that teaches another spelling for that sound, the code is added to the yellow card. In building block fashion, students gradually learn the major sound-spellings as well as the rules—to know what the likely choices will be.

Wesley, a 3rd grade student shared with his tutor that he was writing a paper in class and wanted to use the word weigh. He asked the teacher how to spell it, and she told him to go look it up in the dictionary. “I had no idea what to look up!” he exclaimed.

Fluency is practiced with 50 phonics games. To support each explicit phonics lesson, students need to practice decoding words. The Go Phonics games make the practice fun and memorable. There are far more code base words in a game than could ever be written into a story that would make sense. The games include consonant blends like scrub, lunch, hunt, stump... Even if a student has memorized some of these primary words, they are training the brain to more quickly process the codes. This builds fluency (automaticity) when reading text so it flows with greater meaning.

Word play using the games provides vocabulary enrichment. The Game Rules Guide tells how this is done. Reading a word and pronouncing it correctly is only part of it. Words have meaning. In fact some have MANY meanings. A 1st grade teacher shared:

“I didn’t realize the power of the games until I really started using them. It’s fluency work! It’s grammar work! It’s vocabulary work! They’re not the dessert. They’re like the appetizers, getting you ready to eat!”

Worksheets don’t just cover the phonics skills. They include language arts that will be in the story, preparing students in advance. Example: For Pam’s Black Jam, worksheets include ‘s for possessive and the colors (for teaching black), and ck words that rhyme.

The phonics sequence minimizes confusion. It shows the patterns and relationships which helps those with good logical thinking math skills. Students better understand the rules for reading, and learn good strategies for spelling. More words can be read sooner, and so this allowed for more words to be used to write interesting, decodable stories.

Decodable stories are the main course. With over 90 text-to-life stories, students build on the phonics skills for ongoing reinforcement. Each story is at least 93% decodable.

ACCURACY is the area of strength in this beginning reading program. With this method of teaching each phonics skill, every part of the lesson is preparation for reading: daily review with the letter cards, using the key word charts, handwriting with spelling and in worksheets, word decoding practice in the games...THEN reading the decodable story. Students are applying their decoding skills to read the words accurately. At the same time you’re tying in vocabulary, fluency, comprehension, and grammar basics. Strategies are being applied during reading for content knowledge. They’re becoming stronger readers!
Go Phonics Basic Kit:
- Teacher’s Guide with strategies, lesson plans
- Go Phonics Basic Skills Assessments
- 1 Set of 5 Workbooks Levels 1-5
- 1 Set of 7 Storybook Volumes Levels 1-5
- Letter Card Set of 108
- Key Word Chart Set: 3 Key Word Charts (96 key words), 1 Prefix & Suffix Chart
- Songbook with audio CD
- Word Lists book
  (Also sold separately)

Add for Reading Groups:
- Key Word Card Set of 96 5.5” x 7.5” ideal for groups

Go Phonics 50 Game Set
- 1400+ sturdy full color cards: word decoding fluency practice (prep for reading), with 63 phonetic codes, beginning & ending blends, multi-syllable & compound words...
- 12 game boards
- 4 spinner cards
- Game Rules
- game pieces
- card trays

Go Phonics Reading Program

Go Phonics Basic Kit —
(left) the instructional tools to teach a student

1 Set of 7 Storybook Volumes is included in the kit.

For reading groups: order enough storybooks to teach a group, along with the Key Word Card Set of 96.

Home Edition: consumable workbooks (to be written in)

Teacher Edition: includes blackline master permission to duplicate the worksheets and assessments for multiple students in that teacher’s classroom, along with some included masters

For the complete program package add:

Go Phonics 50 Game Set —
to build word decoding fluency for reading and increase automaticity when decoding new words

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INTEGRATED TOOLS

Go Phonics Tutorials — est. Fall 2015
Author Sylvia S. Davison provides valuable insights beyond what’s in the Teacher’s Guide. Ask for current information or visit our web site: www.gophonics.com

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Set of 7 Storybook Volumes:
- L1: Scat! - Short a Stories 8 stories/110 pages
- L2: The Fat Cat - Short Vowel Stories 22s/86p
- L2: Jack’s Cap - More Short Vowel Stories 22s/96p
- L3: Sue and Joe’s Pies - Long Vowel Stories 9s/64p
- L3: Noses and Roses - More Long Vowel Stories 9s/64p
- L4: My Turn - Stories w/Vowels Controlled by r & l 10s/88p
- L5: Cooking on the Front Burner - Stories with More Vowel Pairs 13 stories/118 pages

Go Phonics 50 Game Set
- 1400+ sturdy full color cards: word decoding fluency practice (prep for reading), with 63 phonetic codes, beginning & ending blends, multi-syllable & compound words...
- 12 game boards
- 4 spinner cards
- Game Rules
- game pieces
- card trays
Integrated Tools That Support

Go Phonics 50 Game Set
These interactive phonics games are an engaging way to master word decoding and fluency skills. They also provide opportunities to enrich students’ vocabulary and expand comprehension of word meanings. The games focus on the vowels, digraphs, trigraphs, and phonograms, with beginning and ending blends sprinkled throughout. As they learn a new code, a game exposes them to many words with that code. They get lots of practice sounding them out to read them. This prepares them for reading the words more fluently in a body of decodable text, so it flows with greater meaning.

The games are the highlight of every lesson. “Do we get to play a game today?” Many of the words will appear in the new story and future stories. If the student falters with some words during reading, just pull out the game for that code and play it again. The games can be played one-on-one, in small groups, on game days, or as an after school activity. There are 12 boards, 4 spinners, and 1400+ cards that when disassembled store in 2 trays. GPGM2100

Each game has a different twist:

Big Foot card game  oo = /ɔə/ The cards in this game have the foot of a chicken, dog, duck, person, etc. The object is to get as many matching pairs as you can. Cards are placed face up on the table (words showing). A student draws a card, reads it (shook, hook, or crook…). He reads the teacher’s cards too but she gets her points. The card with Big Foot is a wild card. It is saved until the end and used to make a pair with any unmatched foot but the sneaker. Points are added at the end. This is preparation for reading the story Cooking on the Front Burner.

Fat Cat card game has larger cards for practicing reading phrases and sentences with short a words, and gaining extra points for words that rhyme, form a sentence, show ownership… The phrases also tie-in to the story “Brad’s Rash,” as preparation for reading.

4 Chart Set: 3 Key Word Charts and 1 Prefix and Suffix Chart
These full-color wall charts have key words for letters of the alphabet (in alphabetical order), and for digraphs, trigraphs, and phonograms (in the order they are taught and appear in the Go Phonics stories). The most commonly used prefixes and suffixes (with definitions) are part of the set. (11” x 17.5”) GPCH4001
Set of 5 Workbooks* Levels 1-5
As sounds are taught, worksheets include Level 1 writing practice for proper letter formation and picture identification with the letter/sound (phonemic awareness). Worksheets flow in sequence with the Go Phonics stories to provide practice in the phonics, grammar, punctuation, and language arts that will be in the reading. Worksheets also include blends, rhyme, words with the same beginning/different ending (phonemic awareness), and simple sentences. There are exercises in writing compound words, contractions, abbreviations, suffixes, doing crossword puzzles, reading phrases for comprehension...

GPWBC105 consumable  GPWBB205 blackline master permission

Teacher’s Guide for all 5 phonics levels includes techniques, rules, definitions, reference charts, how to teach spelling, phonics, grammar, punctuation, comprehension…◆ 79 lesson plans for direct instruction ◆ Rules for spelling and reading as they can be applied ◆ How to hold a pencil ◆ Explicit instruction in proper letter formation (U & L case) ◆ Reinforcement activities for teaching the letters ◆ Spelling lists ◆ Quick reference charts for procedures in teaching a letter, reading a word, spelling ◆ Questions during reading for comprehension and language skills (in addition to the worksheets) including making predictions and inferences, sequencing events ◆ Suggestions for creative writing activities (working off the story) GPTG5001

108 Letter Cards are for auditory and visual review of letters, capitals, vowels, consonants, digraphs, trigraphs, and phonograms. They have head, belt, and foot lines. Cherry for vowels and white for consonants 4.25” x 5.5” GPLC0108

96 Key Word Cards A supplement to the kit, the 5.5” x 7.5” color cards are ideal for group instruction. GPCD9602

Worksheets address skills that will be coming up in the story—like the use of ’s for possessive. Lessons also address these skills with questions during oral reading.
Songs for Learning to Read

Songbook with audio CD has songs, poems, and raps that are used in the lessons. They include phonemic awareness, rhyming words, letter recognition, punctuation, color recognition, short vowel sounds recognition, digraphs ck, ch, sh, nouns, adjectives, verbs, ing, syllables... GPSON1001

Go Phonics Basic Skills Assessments

These are designed for leveling prior to instruction and monitoring progress. They go level by level and include:

A Knowledge of Phonics level by level:
- Phonemic Awareness and Phonics — sound/letter recognition
- Nonsense Syllables — using parts of words to check decoding skills
- Choices for Spelling Sounds — listing the ways a given sound can be spelled
- Red Flag Words — reading non-decodable words

Applied Phonics level by level:
- Reading a Decodable Story — containing most of that level’s phonics skills
- Comprehension — answering questions about the story
- Phonetic Spelling — words written, with student’s handwriting observed

See more about assessing on page 17 - Knowing Where to Start.

Users Manual and Student Book print from a file. GPBSA200

Go Phonics Word Lists Book – 2nd Edition Revised

Categorized by the Phonetic Sounds of the English Language

This is the phonics instructor’s desk companion with useful reading and spelling rules, and over 140 phonetically based lists. It’s a time saver when developing games, spelling lists, and text for phonics instruction—primary level and beyond. Use it to write additional phrases or phonetically based stories. You can also use it during daily instruction to show the lists to students to compare the more likely choices for spelling.

GPWL2100
**7 Leveled Volumes of Decodable Stories**

*by Sylvia S. Davison*

The stories are a big advantage: They're uniquely written with highly controlled vocabulary (93% decodable or better) that supports the phonics lessons. There are just a few non-decodable words to be taught in advance. Everything else can be decoded based on skills learned thus far in this phonics sequence. Seven volumes (over 90 stories/600+ pages) help students apply what they've just learned and practiced, in a meaningful story they can really read. Text-to-life, the stories include people of all ages and nationalities, making them acceptable to older beginning readers as well.

1 Set of all 7 volumes: GPSB7000

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**L1: Scat! — Short a Stories**

These stories help apply *Level 1– Alphabet* skills. As the 15th letter is taught, students begin reading the first of 8 meaningful stories. 110 pages, 8 stories GPSBL101

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**L2: The Fat Cat — Short Vowel Stories**

Short vowels a, i, o, u, and e and gradual introduction of consonant blends, digraphs, trigraphs 86 pages, 22 stories GPSBL201

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**L2: Jack’s Cap — More Short Vowel Stories**

These stories, written in the same sequence as *The Fat Cat*, extend the short vowel reading practice for each lesson. 96 pages, 21 stories GPSBS201

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**L3: Sue and Joe’s Pies — Long Vowel Stories**

Long vowels include vowel-consonant-e (a-e, i-e, o-e, u-e, e-e) and vowel pairs (ee, ie, oe, ue, ea, oa, ai, ay) 64 pages, 9 stories GPSBL301

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**L3: Noses and Roses — More Long Vowel Stories**

These stories, written in the same sequence as *Sue and Joe’s Pies*, extend the long vowel reading practice for each lesson. 64 pages, 9 stories GPSBS301
Non-decodable words, shown at the beginning of each story, are taught in advance.

Muffin from Jack's Cap Storybook:
This is a story about a cat named Muffin who is left with Gran while the family goes on vacation. Gran has a big dog, which Muffin doesn’t like. When the family returns, and Jan and Gran hunt for Muffin, it’s fun to discover how Muffin has resolved her issue with the big dog.

Reading Specialist: “Your books are... funny, they’re text-to-world... You introduce the mechanics of our language at a very early level. You have prepositional phrases... The stories get longer as you get more advanced, (to) do book reports. I truly have not seen anything that matches your books for teaching beginning reading on a phonics level.”
Kathy Jensen, reading specialist–NY

L4: My Turn—Stories with Vowels Controlled by r and l
Sequence: ar, or, er, ir, ur, ear, (w)or, a(l), y = /i/ and /e/, igh = /i/ 86 pages, 10 stories GPSBL401

L5: Cooking on the Front Burner—Stories with More Vowel Pairs
Sequence: oo, ow, ou, ew, aw, au, oi, oy, ea = /e/, ey, ie = /i/, ei, and eigh... 118 pages, 13 stories GPSBL501
With over 90 decodable stories, students apply the learning in meaningful reading that builds on the phonics skills for ongoing reinforcement.

### Jack’s Cap

**extended reading:**

1. The Rat
2. Jack’s Cap
3. Pat’s Van
4. The Big Pit
5. Milk and Chips
6. The Bat
7. A Big Bash
8. Mitch’s Hat
9. The Back Pack
10. At Camp
11. A Big Hit
12. The Fog
13. The Frog
14. Mixed Up!
15. A Duck’s Luck
16. Lumps! Mumps!
17. Stuck in the Muck
18. Muffin
19. Red is Best
20. The Trunk in the Attic
21. Hot Pads

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**Lessons/Stories Sequence**

#### Level 1: Letters of the Alphabet— *Scat! book* ............... Page 27

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**Quick Reference Charts:**

- Procedure for Teaching a Letter: 33
- Procedure for Reading and Spelling Words: 52-53

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#### Level 2: Short Vowels— *The Fat Cat book* ............... Page 91

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<tr>
<td>2. Pam’s Black Jam Dan’s Cab</td>
<td><em>ck</em> = /k/, possessive–’s, compound word, ss</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>3. Brad’s Rash</td>
<td><em>sh</em></td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>4. A Big Pig</td>
<td>/i/, th, ll</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>5. Masks and Shin Pads</td>
<td><em>ch</em> = /ch/</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>6. Tab and Jip</td>
<td><em>tch</em> = /ch/</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>7. Jill’s String</td>
<td>ing, anq</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>8. Hank</td>
<td><em>ink, ank</em> 2-syllable word (closed syllable)</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>9. The Snack</td>
<td>suffix ing</td>
<td>113</td>
<td></td>
</tr>
<tr>
<td>10. A Hot Pot</td>
<td>/ə/, suffix es, contractions with is (’s)</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>11. Mom’s Tom-tom</td>
<td>hyphenated word, *c(e) =/s/</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>12. The Picnic</td>
<td>1-1-1 rule</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>13. Dot Jogs</td>
<td>abbreviations</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>14. The Clock</td>
<td></td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>15. The Bug Jug</td>
<td>/ʊ/, ong, ung</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>16. The Dump Truck</td>
<td><em>onk</em> (Level 2 Workbook), <em>unk</em></td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>17. The Fish Pond</td>
<td>suffix ed, contractions with not (n’t)</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>18. The Skunk</td>
<td></td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>19. A Wet Pet</td>
<td>/ɛ/</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>20. Ted’s Trunk</td>
<td></td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>21. The Camp Robber</td>
<td>suffix er, wh</td>
<td>137</td>
<td></td>
</tr>
</tbody>
</table>
Go Phonics
Lesson Sequence
continued

“Go Phonics gives me a clear progression of skills, and lots of built in practice. It provides more flexibility so I can have more students in a level and fewer reading groups.”

Monica H., 1st grade teacher

Go Phonics Levels 1-5 rough correlation w/ LLI Reading Levels A to K...

Level 1 - LLI level A, B
Level 2 - LLI level C, D, E, F, G
Level 3 - LLI level H, I, J
Levels 4 and 5 – LLI level K and up

*In this story, an inspector solves the mysteries to prove the house is not haunted.

Level 3: Long Vowels — Sue and Joe’s Pies book .......................... Page 141

<table>
<thead>
<tr>
<th>Lesson/Story</th>
<th>New Phonetic Elements and Grammar</th>
<th>Lesson Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At the Lake</td>
<td>a-consonant-e = /ă/, contractions with are (‘re) silent e rule, 2-syllable word (open syllable)</td>
<td>144</td>
</tr>
<tr>
<td>2. Mike’s Kite</td>
<td>i-consonant-e = /ĭ/, c before e, i, y = /s/</td>
<td>148</td>
</tr>
<tr>
<td>3. Spot’s Bones</td>
<td>o-consonant-e = /ŏ/</td>
<td>151</td>
</tr>
<tr>
<td>4. Isn’t That Cute</td>
<td>u-consonant-e = /ŭ/ and /ʊ̆/, e-consonant-e = /ĕ/, ph</td>
<td>153</td>
</tr>
<tr>
<td>5. You’ll See</td>
<td>ee = /ĕ/, contractions with will (‘ll)</td>
<td>155</td>
</tr>
<tr>
<td>6. Sue and Joe’s Pies</td>
<td>ie = /ĭ/, oe = /ŏ/, ue = /ŭ/ and /ʊ̆/</td>
<td>157</td>
</tr>
<tr>
<td>7. The Beanbag</td>
<td>ea = /ĕ/</td>
<td>159</td>
</tr>
<tr>
<td>8. The Goat</td>
<td>oa = /ŏ/</td>
<td>161</td>
</tr>
<tr>
<td>9. Kay’s Braids</td>
<td>ai = /ă/, ay = /ă/</td>
<td>163</td>
</tr>
</tbody>
</table>

Level 4: Vowels Controlled by r and l — My Turn book ............ Page 167

<table>
<thead>
<tr>
<th>Lesson/Story</th>
<th>New Phonetic Elements and Grammar</th>
<th>Lesson Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fun on the Farm</td>
<td>ar = /ăr/, shwa, suffix ful</td>
<td>168</td>
</tr>
<tr>
<td>2. The Big Storm</td>
<td>or, (w)ar. = /ŏr/, (qu)ar = /ăr/ (Level 4 Workbook)</td>
<td>172</td>
</tr>
<tr>
<td>3. A Gift for Mom</td>
<td>er = /ĕr/</td>
<td>174</td>
</tr>
<tr>
<td>4. Cupcakes and Birds</td>
<td>ir = /ĭr/</td>
<td>176</td>
</tr>
<tr>
<td>5. My Turn</td>
<td>ur = /ŭr/</td>
<td>178</td>
</tr>
<tr>
<td>6. Earthworms</td>
<td>ear-, (w)or, ar and or (not accented) = /ăr/</td>
<td>180</td>
</tr>
<tr>
<td>7. Not Bad at All</td>
<td>a(l) = /ă/, g before e, i, y = /j/, possessive with s, suffix est</td>
<td>182</td>
</tr>
<tr>
<td>8. A Harvest Party</td>
<td>silent e syllable, change f to v rule, suffix ly</td>
<td>184</td>
</tr>
<tr>
<td>9. Why?</td>
<td>y = /ĭ/, y = /ĕl/, y as a suffix</td>
<td>186</td>
</tr>
<tr>
<td>10. Night Light</td>
<td>igh = /ĭl/, suffix en, prefix un</td>
<td>188</td>
</tr>
</tbody>
</table>

Level 5: More Vowel Pairs — Cooking on the Front Burner ............ Page 191

<table>
<thead>
<tr>
<th>Lesson/Story</th>
<th>New Phonetic Elements and Grammar</th>
<th>Lesson Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raccoons</td>
<td>oo = /oʊ̆/, ch = /k/, dge = /dʒl/, suffix or</td>
<td>194</td>
</tr>
<tr>
<td>2. Cooking on the Front Burner oo = /oʊ̆/, ind words</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>3. Snowflakes</td>
<td>ow = /ɔ̆/, homographs, antonyms, (w)a, (qu)a = /ɔ̆/, ui = /ʊ̆/</td>
<td>198</td>
</tr>
<tr>
<td>4. The Shoemaker</td>
<td>ow = /ɔ̆l/</td>
<td>200</td>
</tr>
<tr>
<td>5. A Mouse in Our House ou = /ɔŭl/, w̆f = /r/, tion = /ʃʊ̆n/, suffix tion, prefix non</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>6. Everything Old is New ew = /oʊ̆/ and /ʊ̆/, suffix est</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>7. Awful or Awesome?</td>
<td>aw = /ă/, u = /oʊ̆/, sion = /ʃʊ̆n/ or /zhŭn/ suffixes al, ful, some, contractions with would (‘d’)</td>
<td>206</td>
</tr>
<tr>
<td>8. The Haunted House</td>
<td>au = /ăl/, suffix age</td>
<td>208</td>
</tr>
<tr>
<td>9. Noisy Boys</td>
<td>oi = /oɪl/, oy = /oɪl/, -m̆b = /l/, suffixes ness and ward, ture = /chʊ̆r/</td>
<td>210</td>
</tr>
<tr>
<td>10. Weather Reporter</td>
<td>ea = /ĕl/, prefixes fore, dis</td>
<td>212</td>
</tr>
<tr>
<td>11. Funny Money</td>
<td>ey = /ĕl/, y = /ĭl/</td>
<td>214</td>
</tr>
<tr>
<td>12. A Piece of Cake</td>
<td>ie = /ĕl/</td>
<td>216</td>
</tr>
<tr>
<td>13. Soup’s On</td>
<td>ou = /oʊ̆l/, ei = /ăl/, eigh = /ăl/</td>
<td>218</td>
</tr>
</tbody>
</table>
Go Phonics® Scope & Sequence

LEVEL 1: Alphabet ★ ★
Scat! Short a Stories
l  L lamp /l/
t  T turtle /t/
f  F fish /f/
h  H house /h/
b  B bat /b/
c  C cake /k/
a  A apple /a˘/
d  D duck /d/
g  G goat /g/
r  R rug /r/
n  N nest /n/
m  M mittens /m/
s  S sun /s/
p  P pig /p/
i  I igloo /ı ˘/
v  V vase /v/
j  J jam /j/
o  O octopus /o˘/
z  Z zebra /z/
x  –X box /ks/
e  E elephant /ë/
k  K kite /k/
qu QU queen /c˝/n/

LEVEL 2: Short Vowels
The Fat Cat stories
Jack’s Cap stories
With gradual introduction of consonant blends—bl, br, gl...
a  a– apple /a˘/ ★★
ck sock /k/ ★
sh ship /sh/ ★
i  i– igloo /ı ˘/
th thimble /th/ ★★
th there /ıth/ ★
cho chair /cloth/ ★
tch catch /cloth/ ★
ing ring /ıng/ ★
ang bang /ıng/ ★
ink sink /ınk/ ★

ank bank /ınk/ ★
o– octopus /ı˘/ ★
ong song /ıng/ ★
u– umbrella /ı˘/ ★
un lung /ıng/ ★
onk honk /onk/ ★
unk junk /unk/ ★
e– elephant /ı˘/ ★
wh wheel /ıwh/ ★

LEVEL 3: Long Vowels
Sue and Joe’s Pies stories
Noses and Roses stories
a-e rake /ı˘/ ★
i-e pine /ı˘/ ★
kn knife /n/ ★
c(e,i,y) cent /ı/ ★
o-e bone /ı˘/ ★
ph phone /ı/ ★
u-e cube /ı˘/ ★
ee feet /ı˘/ ★
ie tie /ı˘/ ★
oe hoe /ı˘/ ★
u-e barbecue /ı˘/ ★
u-e blue /ı˘/ ★
dream /ı˘/ ★
oa boat /ı˘/ ★
ai– rain /ı˘/ ★
ay hay /ı˘/ ★

LEVEL 4: Vowels Controlled by r and l
My Turn stories
ar star /ı˘r/ ★
or corn /ı˘r/ ★
(w)ar warm /ı˘r/ ★
er fern /ı˘r/ ★
ir girl /ı˘r/ ★
ur burn /ı˘r/ ★
ear– earth /ı˘r/ ★
(w)or worm /ı˘r/ ★
(l) walk /ı˘l/ ★
g(e,i,y) angel /ı˘l/ ★
dle candle /ı˘l/ ★
y– fly /ı˘/ ★
y– baby /ı˘l/ ★
igh night /ı˘l/ ★

LEVEL 5: More Vowel Pairs
Cooking on the Front Burner stories
oo moon /ı˘o/ ★
cho school /ı˘/ ★
–dge bridge /ı˘/ ★
oo book /ı­o/ ★
ow snow /ı˘/ ★
ui– fruit /ı­o/ ★
(w)a– watch /ı­/ ★
ow cow /ou/ ★
ou– ouch /ou/ ★
yr wrist /ı­/ ★
tion lotion /ı­n/ ★
ew pew /ı­/ ★
ew screw /ı­/ ★
av saw /ı­/ ★
u– bull /ı­/ ★
sion mansion /ı­n/ ★
also: sion vision /ı­n/
au– saucer /ı­/ ★
oi oil /ı̄/ ★
oy boy /ı̄/ ★
ture picture /ı’re/ ★
m Thief thumb /ı̄/ ★
e– bread /ı˘/ ★
sure treasure /ı˘n/ ★
ey money /ı˘/ ★
y– crystal /ı˘/ ★
ie– shield /ı˘/ ★
ou soup /ı­/ ★
ei reindeer /ı˘/ ★
eigh eight /ı˘/ ★

Consonant sound
Vowel sound
Go Phonics Game

Note: These are foundational primary phonics codes. Some codes are not taught in Go Phonics because they’re not in the program’s stories and there are only a few words with that code. Examples: cho (chef) /sh/; ough (dough) /ı˘/ The Word Lists book, with over 140 phonetically based lists, includes these.
Knowing Where to Start

Go Phonics Basic Skills Assessments help you find dyslexic tendencies (directionality—seeing letters flipped or reversed), difficulties, and gaps. They help establish a base line and know where to start. They check skills level by level. For those who can read common words they’ve memorized, Levels 2-5 have a Nonsense Syllables assessment. These “non-words” have to be decoded (read aloud) based on a knowledge of phonics. They are parts of real words, but are not words by themselves. These will reveal the student who has a high sight word memory, but doesn’t have the phonics skills to sound out longer words. Choices for Spelling assessments give you further insights.

All kindergarten students should be assessed at the beginning of the K year to reveal a knowledge of letter names, letter sounds, proper formation of letters, and ability to decode short vowel a words.

Here are some examples of placement in Go Phonics:

1. A K student failed the Letter Name Recognition assessment. His parents insisted he knew the alphabet. It turned out that he knew only capital letters. Knowing lower case letters is most essential, since those are the predominant letters appearing in the reading. He started at the beginning, learning name, formation, and sound of the letters (emphasis on lower case).

2. A 1st grade boy, a non-reader, knew all the letters and their names but none of the sounds. He began in Level 1: Alphabet, but moved more quickly than the K student mentioned above.

3. A 1st grade student knew letter names and sounds, but was not reading. He could, however, spell any 3-letter word. His auditory skills were exceptionally strong and visual skills very poor. If given a list of words to spell, he did it correctly, but could not read the words back. The solution: As lessons were taught, he was asked to spell one or two words at a time, read them back, then find them on the workbook page. Gradually, he was able to read back more words at a time, and with daily visual and auditory review (using the letter cards), was able to improve reading.

4. A 2nd grader did well until Vowel-Consonant & Vowel-Consonant-e discrimination. She began at the end of Level 2: Short Vowels (to instill confidence), then on to Level 3.

5. A 3rd grader made errors on the long vowels, but when asked to read a story, did well. Further observations, showed that her handwriting and spelling were very poor. She had memorized words and had no phonics skills. She began at Level 3: Long Vowels, with and emphasis on phonics, handwriting (addressed in Level 1), and spelling.

6. A 6th grade girl had memorized many words she needed to read but didn’t have the phonics skills to decode a multi-syllable word she had never seen. She needed to go through the explicit phonics lessons to get the necessary saturation with each code. This trained her brain to recognize and distinguish between the codes in words more automatically. (Without this ability, the 2nd syllable in a word can be misread and the meaning lost.) Based on the assessment, instruction started with the long vowels. Daily review was part of this, using the letter cards and yellow cards (for adding the multiple spellings).

If help is given in 4th grade, rather than in late kindergarten, it takes four times as long to improve the same skills by the same amount.

From Straight Talk about Reading by Susan Hall and Louisa Moats
The Teaching Process

Phonics-based lesson plans guide you each step of the way. A carefully prescribed series of 79 strategized lessons are designed for direct instruction. The lessons are divided into 5 phonics levels. Explicit and systematic, guided directions help both beginning and experienced teachers maximize instruction. Study the introduction with strategies and techniques. There are quick reference charts for procedures you’ll be using. Each level begins with the guidance you’ll be needing to teach that level. The first lesson in that lesson is done in greater detail for reference.

Start at the beginning - Level 1 to work with a non-reader that’s at the Pre-K to K level. If a student has some knowledge at this level, you may move more quickly bypassing the activities. Some will simply need a review of the letters, focusing on handwriting—proper letter formation using the stick and clock approach. Tie-in the key word/sound as you go.

Levels 2-5 flow in this manner:

1. **Daily auditory review** with letter cards, of sounds/letters already taught
2. **Daily spelling with handwriting** segmenting/writing words with phonics skills learned
3. **Daily visual review** with letter cards of letters already taught
4. **Teaching a new phonics skill** with reading and spelling rules
5. **Playing a phonics word decoding game** to blend/read words with the new skill
6. **Worksheets** include phonics, rhyme, same beginning sounds, sentence structure, punctuation, vocabulary, crossword puzzles, language arts, phrases from the story...
7. **Teaching the non-decodable words** that will be in the story
8. **Oral reading of the text-to-life decodable story** with new and previous skills

**Questions** are provided that include vocabulary, comprehension, language arts. **Creative telling/writing suggestions** connect the story to their world.

---

The Pace:

The teaching pace will vary with the age, maturity, ability, and attitude of the student. It can range from taking several sessions to teach one letter and sound, to teaching several letters and sounds in one session.

This sample lesson planner page (master provided) shows how a lesson can be taught over a week or several days. Adjust your lesson plan to fit the best pace for that student or group.

The time spent teaching a lesson can be 20 minutes for a 4 to 5 yr. old, 30 minutes for a 6 or 7 year old, and possibly 45 minutes for an older student. Work with the student to determine the best pace.

The time to complete the course can take from 1-1/2 to 3 years, depending on the age, ability, and maturity of the student.
**Reading begins early on.**

This story is called *Ham and Yams.*

It’s read after *y* is taught.

**Activities and Games**

This *Scat Cat* game provides practice reading words with short *a* as letters are taught.

**Level 1 - Letters of the Alphabet**

This level focuses on explicit and systematic instruction in each letter—its name, proper formation, key word, and sound—all taught in the same lesson. In this way, phonemic awareness, phonics, and handwriting are integrated from the start. Students practice the new letter-sound in spelling, worksheets (including letter writing practice), phonics games, activities, suggested read-alouds, and songs. The letter sequence starts with the simplest one to form—I, then related letters based on stroke. Lower case letters are stressed.

**Handwriting instruction, spelling, and reading**

happens at this level. Once 7 letters have been taught, students can read 5 rhyming words: *at, fat, hat, bat, cat.*

As soon as short *a* has been taught, spelling and reading words is a part of every lesson. Lessons progress to words with the same beginning and different ending: *cat, can, cap...* As soon as 15 letters have been taught in the *Go Phonics* sequence, students begin reading the 8 short *a* stories. By the end of *Level 1,* students are able to name each letter as they form it, then give the sound. They’re able to read, write, and spell 3-letter words with short *a.*

**Go Phonics**

SAMPLE LESSON

**Lesson: y Y /lɛ/**

**Auditory Review:** *o, y, m, r, n* (See Reference Chart—page 53.)

**Spelling Words:** *hat, ham, rat, ram, han* (consonant)

**Teach the New Letter:** *[Three-Copy-Write]*

**Lower Case:** To make the letter *y,* put your fingers on the belt line on the left side of the letter space. Follow the directions for making *y.* When you get to the foot line on the right side of the letter space, continue below the foot line with a “fishhook” or “candy cane” curving to the left one letter space, and stop.

**Teaching Note:** The sound of the letter *y* is often taught as *jy.* When this sound is used in decoding words beginning with *y,* the word is distorted. It is preferable to use the sound /i/. This makes *y* sound like a vowel. Like *w,* the *y* is not a true vowel because it is never followed by a consonant at the beginning of a word, and is not always the most prominent sound in a syllable. *Y* is more like a vowel than a consonant.

**Capital:** To make capital *Y,* put your fingers on the head line on the left side of the letter space. Make a line slanting down to the belt in the middle of the letter space, and stop. Pick up your fingers and put them on the head line on the right side of the letter space. Make a line slanting back to the belt line and to the middle of the letter space, and stop. Without lifting your fingers, make a straight line down to the foot line, and stop.

**Teach the Key Word and Sound:** *y, yellow, /lɛ/*

**Worksheets:**

*Workbook pages 53 and 54—These may be done on subsequent days.
Workbook page 5—Do Mini-Crosswords 7 and 8 (Use capitals.)]

**Reinforcement Activities:** These can be spread over several days, with DAILY visual review of the letters. Choose from the list (pp 36-38), note here:
Short Vowel Lesson Profile — Digraph ck

A step a time you are giving your student the practice and preparation for reading success.

**Step 1 Auditory Review:**
The sounds /a/, /h/, /t/, /f/, /c/, /s/

Hold the letter card so the student doesn’t see it.

Teacher: “What says /a/?”

Student: “a, apple, /a/”

naming the letter as she forms it on
the work surface

The teacher then shows the card.

**Step 2 Spelling with Handwriting:**

j, am, p, ad, m, g, r...

Teacher: “jam” using word in sentence, then repeating word

Student: “jam, /a/,” a

writing the letter in the air or on the work surface as she names it

Teacher says: “Repeat the word.” “jam” “What do you hear (that opens your throat)?” “/a/” “How do you spell it?” “a” while forming it on a surface. Student then writes the word on primary paper, as she says the sounds of the letters softly. If she falters, the teacher asks, “What do you hear first? ...last?” After spelling it, the student reads the word.

**Step 3 Visual Review:**
The teacher shows the letter cards one at a time, reviewing the letters taught to date.

Student: “f, fish, /f/”

writing the letter on the work surface as she names it

**Step 4 Teach the Digraph ck:**

As you refer to the Key Word Chart, teach that ck will come after one short vowel. Explain that digraphs are two consonants that have a unique sound, not the individual sound of the separate letters. Use the marker to add ck to the yellow card for the sound /k/ (started in Level 1 instruction).

Teacher: “What says /k/?”

Student: “c, cake, /k/...k, kite, /k/...ck, sock, /k/”

Each letter is written on the work surface as it is named.

**Step 5 Phonics Games:**

Play two Go Phonics games, one to practice decoding short a words with blends and another with ack words.

Author Sylvia Davison plays Stuck Truck with a student to give her practice decoding words with ck. She sweeps a finger across the word on the card to encourage smoother blending of the sounds.
Step 6  **Worksheets and instruction for phonics and language arts**

- **Workbook Page 5:** rhyming words
- **Workbook Page 6:** Teach possessive case 's  
  (Explain that 's does two jobs — contraction for is)
- **Workbook Page 7:** Teach or review primary colors.

**Go Phonics Songbook**

- *Let’s Rap with ck*
- *Who is Wearing Red?*
  (Use colors red, yellow, black, and blue.)

Step 7  **Teach Red Flag Words:**

Write each non-decodable word (appearing under the title of each story) on a 3” x 5” white index card. Join the student what the word is and have her repeat it.

**Play Grab Bag:**

If the student needs many repetitions to learn the words, place the cards in a grab bag. Players draw cards in turn and earn points. Points are based on the number of letters in a word. If playing with a teacher, the student reads all the words. Additional options are provided.

Step 8  **Student Reads Aloud:**

*Pam’s Black Jam, Dan’s Cab,* and *Jack’s Cap* stories are read. They include words with short a and ck. Beginning and ending blends in the story are practiced in the games and worksheets—*glass, black, glass...*

**The Teacher’s Guide provides questions** that include grammar, punctuation, making predictions, making inferences, sequencing events. There are also suggestions for creative writing, and doing activities for teaching across the curriculum.

**More Teaching Strategies Added:**

Word play, vocabulary enrichment, modeling the story, word search with the game cards...
Level 2 - Short Vowels:

In Level 2 the first few short stories have short a and words with consonant blends (like flat and grab). The games give decoding practice prior to reading. There are several stories for each vowel. The order is: a, i, o, u, and e. The sound of short e is often confused with short a and short i, and so it is taught last because it is the most difficult. The digraphs and trigraphs (two or three consonants that make their own sound like sh in ship and tch in catch) are taught one at a time, and sprinkled throughout the instruction.

By the time Level 2 is completed, students will know the name, formation, and sound of each short vowel, digraph, and trigraph. They will be reading stories, and writing and spelling words with these sounds.

Lesson for ck = /k/

The pan is black.
The bag is blue.
Sam’s hat is blue.

Pam’s Black Jam

The glass has black jam in it.

Sam’s Black Jam

The glass has a crack.

The cab is yellow.

Who is Wearing Red?

Go Phonics®
SAMPLE LESSON

Lesson 2 - Pam’s Black Jam, Dan’s Cab

Auditory Review: ai, add any consonants that are in the spelling words

Spelling: has, jam, put, read, grab, ran, bought, read, cab

Materials Needed:

Yellow card for ck

Teaching Note

The white cards are used for auditory review.

The yellow card will be used for auditory review.

Oral Reading & Teaching the Stories:

Teach or review the non-decodable words in Pam’s Black Jam—am, Dan’s Cab—am, and Jack’s Cap—am, on, have.

Pam’s Black Jam—The Fat Cat book pages 6-8

Note: The meaning of ‘a’ in the title (ownership—posessive case).

Review vowels and consonants. Teach that it is common to have double a after one vowel (grand) and ck after one vowel (black).

page 6: What mischief is Sam into now?

page 7: Does Sam like jam? How can you tell?

page 8: How does Pam feel? How does she solve the problem?

Why is Pam sunglasses? What word on this page has 2 words in it? (cupping)

Teach that adding the suffix /ck/ changes the sound. (Refer to the Key Word Chart.)

Letter cards for auditory review:

Materials Needed:

Letter cards for auditory review

For visual review use letter cards for the letters in the alphabet

NEW: letter card digraph ck

Apple 2 game

Workbook pages 5, 6, 7

Prepare:

Yellow card for ck

Use the marker to write ck on the yellow card made in level 1.

Materials Needed:

Letter cards for auditory review

For visual review use letter cards for the letters in the alphabet

NEW: letter card digraph ck

Apple 2 game

Workbook pages 5, 6, 7

Go Phonics® Songbook

Suggested Use:

Let’s Rap with ck

Teaching Note

The white cards for ck, k, ck will be used for visual review only.

The yellow card will be used for auditory review.

Go Phonics® Songbook

Suggested Use:

Who is Wearing Red?

See Lesson Profile, page 20.
Level 3 - Long Vowels starts with the vowel-consonant-e pattern, with e-e last, to smoothly move into the next pattern of sounds: take the consonant out of e-e and you have ee. This makes the same sound. This is done to the other vowels—ie, oe, ue all have the long sound. This pattern is also taught: that ee will often end a word, but more often will be followed by a consonant. The others always come at the end of words. This provides a good strategy for spelling. Students learn that ai and ay function in the same way. The i and y can be called twins. When students see that ai is always followed by a consonant, and ay is at the end of a word or syllable, they gain additional spelling strategies.
Mom's Scare

She had to be brave.

Mom made cakes all day.

She began to shake.

She had to be brave.

Mom lifted the shade a bit.

There was not a thing there, so she went back to bed.

There was a lot of wind.

Mom got under the blankets and nodded off, but not for long.

There it was, the tapping on the pane. She jumped up and lifted the shade a bit.

Oh my! Mom had to grin.

It was just a shrub with long branches. The branches waved in the wind. They were hitting the pane of glass. Mom went back to bed, still grinning.

Mom spent the next day at the bake sale. She got back to work, just as Kate and Dad came in. They had a lot of fish. They all helped to fix a grand fish dinner.

Reading the Decodable Stories: Students read aloud—

At the Lake (Sue and Joe's Pies book),

Mom's Scare (Noses and Roses book)

Stories are read several times, focusing on accuracy, fluency, and comprehension.
Level 4 - Vowels Controlled by r and l starts with the phonogram ar. This is one of the few sounds in English for which there is only one spelling. There are two ways to spell the or sound. Then come the other vowels and combinations to make the common sound er. An important concept taught here is that of all of these, er is the most important. True, the list of one-syllable words is short, but er comes at the end of hundreds of multi-syllable words. More importantly, it is used as a suffix to turn a verb into a noun, and make adjectives comparative.

Lesson for: y = /i/,
y = /e/, y as a suffix

Why?

Why does a spider spin a web? The spider spins a web so it can catch a fly. The web is sticky. When a fly gets stuck on it, the spider grabs it and eats it.

Why do birds sing? We use words to talk. Birds use songs. They may be singing, “This is my place.” The male may sing to a female, “Say, pretty bird, will you be my wife?” Sometimes birds sing to another bird, “Take care! There’s a kite under your tree. Spying on you.”

Who, What, Where, When?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. when a fly gets stuck</td>
<td>2. a slippery body</td>
<td>3. under your tree</td>
</tr>
<tr>
<td>4. a little baby</td>
<td>5. near you</td>
<td>6. a tiny airplane</td>
</tr>
<tr>
<td>7. a different pattern</td>
<td>8. at night</td>
<td></td>
</tr>
</tbody>
</table>

In these two levels, worksheets focus more on vocabulary and comprehension.

Lesson for: ou = /ou/, wr = /r/, tion = /shun/, suffix tion, prefix non

Level 5 - More Vowel Pairs has a pattern worth noting. These pairs of phonograms are taught: ow – ou, ew – eu, aw – au. These pairs make the same sounds, but the ones with u never occur at the end of words—another strategy for spelling. With oi and oy, the i and y are acting like twins again. The oi is always followed by a consonant, and oy comes at the end of a word or syllable.
**Go Phonics alignment with the core standards:**

As I go through the year teaching Go Phonics, I check off the standards being covered as I go. It’s all there within the instruction and materials—except the non-fiction vs. fiction component is missing. To address that, I supplement with leveled books and discuss it during creative telling and writing.

Monica H., 1st grade teacher - WI

**Go Phonics Kits** and books were purchased mid-school year for use by 50 elementary teachers to support the Anchorage School District Multisensory Program. “These first grade classrooms are definitely being utilized for placement of at-risk students for learning to read, write, and spell. The data shows that teachers using Go Phonics in the classroom had a 37% increase in proficient readers.”  

Vicki Hodge - Anchorage SD, AK

**Classroom:** I used the Go Phonics Kit during a long-term substitute position for 7 months of the school year, teaching 2nd grade struggling readers. I was introduced to Go Phonics at a workshop by the Anchorage School District. I found the games to be a great benefit. The students loved them. It improved their vocabulary, reading skills and thinking skills. The books are wonderful. The words in the games are tied to the books. I loved what I experienced in working with this program. All of my students were reading at grade level by the end of the year. I attribute this to this wonderful program.”  

Mary Duer, reading specialist - AK

**Home Education:** I homeschooled my daughter using your program. She entered public school this year as a 3rd grader. As I knew, she was put in special ed. The amazing part is the teachers and the principal noticed what a good reader she was. They all said she would not be at grade level if it was not for homeschooling. This is my daughter who could not read 3 letter words at the beginning of 1st grade. They are keeping her in special ed so she does not fall behind. Her main teacher commented on what a good reader she was and how she could tell I worked with her. This is only possible because of your amazing program!!!”  

Christina B., home educator - AK

**Learning Center:** With the addition of the Go Phonics Multisensory Reading Program, Clever Minds is equipped to teach students who are having a difficult time learning to read due to speech and language delays and/or learning disabilities. It walks students through 5 levels of reading through games, books, and activities. We invested in Go Phonics for many reasons. It has a strong correlation with the National Reading Panel’s (reading research) recommendations. With the program’s strong phonics foundation, students will learn to decode and encode words to better increase fluency and comprehension. Go Phonics is also consistent with the Houghton Mifflin Reading Curriculum provided in TTUSD. Finally, this program is regarded... as one of the best tutoring tools available to teach students with dyslexia.”  

Clever Minds Educational Services - Truckee, CA

**Home Education:** We started Go Phonics when my daughter started Kindergarten. We have absolutely loved it! I became interested in using Go Phonics shortly after I was diagnosed with dyslexia as an adult. It was my daughter’s difficulty with learning the alphabet that led to my own diagnosis, so I wanted to start out with a strong, Orton Gillingham based program. Go Phonics has been wonderful! We have loved the games, the multisensory approach, the well-illustrated stories with interesting characters, and the workbooks with just the right balance of being visually interesting without being distracting.  

“My daughter has developed an avid love for reading --it is her favorite subject in school. It has meant the world to me to see her eagerness to read anything she can get her hands on. What a gift to have had such a strong program starting out, and not to have gone through the heartache of reading being a burden and struggle!”  

A. Weber, home educator - MN

Foundations for Learning, LLC
Call us, order by mail with the Order Form, or order on-line at www.gophonics.com
We accept school purchase orders.
Phone: 1-800-553-5950 Pacific Time
Fax: 1-877-687-8804
info@gophonics.com

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“Teachers need to better understand the science of reading. Our district is focusing on this research. As elementary teachers, we’ve been getting LETRS training. What we’re learning aligns well with the way Sylvia Davison has designed the Go Phonics Program. She does such a wonderful job preparing teachers in the Teacher’s Guide for common student misconceptions (ie: tr sounding like chr). This knowledge allows us as teachers to better prevent or correct these errors.”

Monica H., 1st Grade Teacher - WI

**Kindergarten:** “This has been the second year I have used Go Phonics in my kindergarten classroom and I want to shout from the roof top how well my kids are reading and writing! Their accomplishments have been absolutely amazing. Your methods started them from day one holding their pencils the correct way, and have eliminated letter reversals. As of mid-March, one group is now halfway through Level 2 (short vowels). I also have another group in Level 3 (long vowels) reading with ease. This program is so very teacher friendly and it supplies everything needed to teach no matter what the individual student’s needs are. That is essential today when we teachers are given students with such a wide array of beginning capabilities and special needs.”

Rita Newmarker, kindergarten teacher—GA

**1st Grade Classroom:**

The following are results from the Woodcock Johnson III Diagnostic Reading Battery given to 9 first grade students from two classrooms. Students were tested at the beginning of the school year (9/24) for skills shown. The Go Phonics Program (First Edition) was used as the core reading curriculum during this 2004-05 school year. NOTE: As of mid-March, students began transitioning into Open Court (adopted program) as they completed Go Phonics Level 4–Vowels Controlled by r and l, and supplemented with Level 5–More Vowel Pairs.

Woodcock Johnson III Diagnostic Reading Battery  
St. Joseph’s School in Issaquah, WA

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<td>K.8</td>
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<td>5.3</td>
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<tr>
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<td>3.4</td>
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<td>1.3</td>
<td>2.6</td>
<td>3.0</td>
<td>4.4</td>
</tr>
<tr>
<td>Spelling of Sounds</td>
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<td>2.0</td>
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<td>1.6</td>
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<td>3.9</td>
<td>1.9</td>
<td>3.0</td>
<td>1.6</td>
<td>5.9</td>
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<tr>
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<td>1.2</td>
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<td>2.3</td>
<td>K.6</td>
<td>1.8</td>
<td>K.2</td>
<td>3.7</td>
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**2nd Grade Classroom:**

“I’m not a remedial teacher... I’m a classroom teacher with an intense desire to see kids succeed in school. Many of the children in my 2nd grade class started the school year reading at below beginning 1st grade level (<1.0). I used Go Phonics as my prime reading program (supplemented with read-alouds from our district’s anthology). With Go Phonics, I saw the positive results first hand.”

Kristine Kukla, 2nd grade teacher—NY

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<thead>
<tr>
<th>Student #1</th>
<th>Sept.</th>
<th>Jan.</th>
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<td>2.8</td>
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<td>Student #4</td>
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<td>1.1</td>
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<tr>
<td>Student #5</td>
<td>&lt;1.0</td>
<td>1.7</td>
<td>2.2</td>
</tr>
<tr>
<td>Student #6</td>
<td>&lt;1.0</td>
<td>2.2</td>
<td>3.5</td>
</tr>
<tr>
<td>Student #7</td>
<td>&lt;1.0</td>
<td>2.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Student #8</td>
<td>&lt;1.0</td>
<td>1.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Student #9</td>
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<td>Student #10</td>
<td>&lt;1.0</td>
<td>1.6</td>
<td>2.0</td>
</tr>
<tr>
<td>Student #11</td>
<td>1.2</td>
<td>2.7</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Go Phonics Scope of Phonics & K-2 Language Arts CCSS Requirements:

Skills in a level are repeated in higher levels.

**Level 1: Alphabet**
- name, formation, and sound of all lowercase and capital letters (identify and match phonemes)
- read, write, spell 2 and 3 letter words with short a (ending in a consonant)
- identify and read (decode) rhyming words with short a
- identify rhyming sounds in print
- reading short a stories
- schwa sound of a
- make predictions
- distinguish difference between phrases and sentences
- know use of capital letters for proper nouns, beginning of sentence, titles of books
- become acquainted with nouns, verbs
- give sequence of events in a story
- identify the main characters in a story
- red flag words taught — all 5 levels

**Level 2: Short Vowels**
- apply word attack skills:
  - match short vowel sounds
  - read and spell short vowel words
  - with sequence short a, i, o, u, and e
  - make correct sentence fragments
  - identify descriptive and action words
  - differentiate statements from questions
  - analyze reading selections:
    - predict actions of characters
    - evaluate character's moral orientation
    - apply context clues to draw conclusions
    - identify facts
  - evaluate reading selections:
    - predict actions of characters
    - evaluate character's moral orientation
    - apply context clues to draw conclusions
    - identify facts
- use present tense to indicate current action
- write declarative sentences
- use period to end declarative sentence
- capitalize proper nouns: a person's name, the pronoun "I," geographic names
- use commas with salutations of letter
- use plural and singular forms of pronouns
- match personal pronouns to person
- (he/she, it, they, etc.)
- summarize stories:
- identify main idea of story (uncued)
- make inferences about lesson stories:
- infer (unstated) character emotions from story elements
- describe character attribute
- draw conclusions from reading:
- comprehends action not directly described
- analyze character motivation
- use context clues to comprehend new words
- comprehend literal meaning of lesson stories:
- comprehend sequence of events
- identify events in a story
- identify characters in story and story detail
- evaluate story elements:
- predict what character may say or do next
- writing process:
- write a very short story
- sentences follow in sequence
- story sticks to subject

**Level 4: Vowels Controlled by r and l**
- the phonograms ar, or, er, ir, ur, ear-, (w)or-, a(l), g(e, i, y), -dle
- y (as in my), (as in baby), silent e (as in candle)
- letter combination igh
- suffixes ful, y, en, prefix un
- possessive with 's
- to v rule
- subject and predicate
- punctuate the ends of sentences:
- declarative sentences with period
- end of interrogative sentences with a question mark
- differentiate statements from questions
- apply rules of capitalization:
- first person singular, proper nouns, the first word of a sentence
- the greeting in a friendly letter
- use commas correctly
- use commas to punctuate close of a letter
- apply rules for use of personal pronouns:
- match pronoun to its antecedent in number
- match pronoun to its antecedent in gender
- differentiate types of literature:
- identify the conventions of storybooks
- read stories with several paragraphs in length
- demonstrate grade level vocabulary
- comprehension: apply synonyms, apply antonyms
- use context clues to discern word meaning
- deconstruct the literal meaning of metaphors and idioms
- apply common adjectives
- analyze reading selections:
- draw unstated conclusion
- generalize details to draw conclusions
- synthesize details, and draw inferences
- infer abstract meaning from concrete statements
- recall stated information in grade level story:
- tell what happened, and identify events
- tell who the characters are in the story
- identify facts
- evaluate reading selections:
- predict actions of characters
- evaluate character's moral orientation
- apply information about story to hypothetical event
- analyze words (word study):
- identify compound words, root words of verbs
- identify root words of adjectives/adverbs
- identify descriptive and action words
- deconstruct contractions into original word group
- Teaching open and closed syllable words

**Level 3: Long Vowels**
- read and spell long vowel words
- with vowel-consonant-e: a-e, i-e, o-e, u-e, e-e
- read and spell words with vowel pairs:
  - ee, ie, oe, ue, ea, oa, ai, ay
- able to distinguish short vowel words from long vowel words
- apply word attack skills
- match long vowel sounds
- silent e rule, contractions with are ('re) 2-syllable words (open syllable)
- ph=fl, (g)=fl
- contractions with will ('ll)
- write basic sentences correctly:
- identify, correct sentence fragments with missing subjects
- use present tense to indicate current action
- write declarative sentences
- use period to end declarative sentence
- capitalize proper nouns: a person's name, the pronoun "I," geographic names
- use commas with salutations of letter
- use plural and singular forms of pronouns
- match personal pronouns to person
- (he/she, it, they, etc.)
- summarize stories:
- identify main idea of story (uncued)
- make inferences about lesson stories:
- infer (unstated) character emotions from story elements
- describe character attribute
- draw conclusions from reading:
- comprehends action not directly described
- analyze character motivation
- use context clues to comprehend new words
- comprehend literal meaning of lesson stories:
- comprehend sequence of events
- identify events in a story
- identify characters in story and story detail
- evaluate story elements:
- predict what character may say or do next
- writing process:
- write a very short story
- sentences follow in sequence
- story sticks to subject

**Level 5: More Vowel Pairs**
- read and spell words with the two sounds of oo, two sounds of ou —
  - ow, ou, ew, aw, au
- the vowel pairs oi, oy, ey, ei
- the letter combination eigh,
- the short sound of ea
- ch=/k/, dge=/f/, ind words, wr, mb
- suffixes ion, or, est, al, ful, some, age, ness, ward
- prefixes non, fore, dis
- u=/oʊ/, sion=/shuːn/
- (w)a=/ɔː/, ey=/æ/,
- y=/ɪ/,
- ie— /eɪ/
- homographs, antonyms
- contractions with would (‘d)
- more reinforcement of skills previously taught

**Levels 2-5: Practice/review dividing between and decoding 2 syllable words**
- words with 2 consonants in middle (vc/cv)
- words with 1 consonant in middle, accent on
- 1st syllable: short (vc/v) and long (v/cv)
- words with silent e syllable
- words with accent on the second syllable
- open syllable words (cv/vc), 1st vowel - long sound

CCSS: Common Core State Standards
**Go Phonics (Basic) Kit:**
- 7 Storybook Volumes Levels 1-5:
  - Level 1: Scat! Short a Stories 8 stories/110p
  - Level 2: The Fat Cat - Short Vowel Stories 22 stories/86p
  - Level 2: Jack's Cap - More SV Stories 21 stories/96p
  - Level 3: Sue and Joe's Pies - Long Vowel Stories 91st/64p
  - Level 3: Noses and Roses-More LV Vowel Stories 9/64p
  - Level 4: My Turn - Vowels Controlled by r & l 10 st./88p
  - Level 5: Cooking on the Front Burner - More Vowel Pairs 13 stories/118pages
- Teacher's Guide
- Set of 5 Workbooks Levels 1-5
- 108 Letter Cards Set
- Key Word Chart Set: 3 Key Word 1 Prefix and Suffix Chart
- Songbook with audio CD
- Word Lists book
- 2 Level One Card Games**
**When purchased without game set

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**Go Phonics 50 Game Set**
- Valuable word decoding fluency practice Levels 1-5
- 1400+ cards
- 12 game boards
- 4 spinner cards
- Game Rules Guide
- 2 card trays, carry case
- 1400+ cards
- Levels 1-5: Fluency practice
- Valuable word decoding

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**Program Package** Curriculum for 1 Student:
- Go Phonics Kit with Go Phonics 50 Game Set

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**Go Phonics is Ideal for Teachers:**
Ideal for teachers, tutors, aides, it includes blackline master permission* to duplicate/use with multiple students: the Assessments, the 5 workbooks, 3 Level 1 story masters, 5 B&W charts (word, prefix/suffix, letter formation)

**Teacher** Program Package for curriculum includes:
- Teacher Edition* (Basic) Kit reg. price GPTB2105 $325.00*
- Go Phonics 50 Game Set reg. price GPGM2100 $179.00
*Blackline Master Permission for multiple student use (to duplicate, copy, project on whiteboard...) on-site use in a classroom or by a tutor/teacher.

**ADD** for groups/class: **Set of 96 Key Word Cards** color GPCD9602 $29.00

**Program Also Ideal for Parents, Home Educators**
Ideal for home/school use, this is the same kit but the workbooks are consumable (written in). Lesson plans with strategies, tips, are user friendly.

**Home Program Package** for curriculum includes:
- Home Ed. (Basic) Kit (consumable workbooks) reg. price GPHB2106 $270.00
- Go Phonics 50 Game Set reg. price GPGM2100 $179.00

**To reduce start-up costs** you can get the Go Phonics Kit first and start with Level 1: Alphabet instruction (two Level 1 card games are included). When you’re ready to start Level 2: Short Vowels, get the 48 phonics games that support Levels 2-5 lessons. Use the Special Offer that comes with a basic kit purchase: $10 off Go Phonics 50 Game Set. This offer is good for 1 year from date of purchase (non-transferable).
- Go Phonics 50 Game Set GPGM2100 $179.00 (- $10 Offer = $169.00)
For a 2nd student, add 1 set consumable workbooks GPWBC105 $ 43.00

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**Sample Reading Group Book Purchases:**
Set 1 = 1 of each of title listed. Add sets based on the number in a reading group.

- **Pre-K:** 5 Storybook Volumes Levels 1-3 GPSB0123 $ 84. per set
  - Level 1: Scat! Short a Stories,
  - Level 2: The Fat Cat, Jack's Cap
  - Level 3: Sue and Joe's Pies, Noses and Roses (69 stories in all)

- **1st/2nd Grade:**
  - 4 storybook volumes Levels 2-5 GPSB4000 $ 78. per set
    - Level 2: The Fat Cat,
    - Level 3: Sue and Joe's Pies, Noses and Roses (54 stories in all)
    - Level 4: My Turn,
    - Level 5: Cooking on the Front Burner
  - 6 storybook volumes Levels 2-5 GPSB6000 $113. per set
    - Level 2: The Fat Cat, Jack's Cap
    - Level 3: Sue and Joe's Pies, Noses and Roses
    - Level 4: My Turn
    - Level 5: Cooking on the Front Burner (84 stories in all)

- **Intervention Options**
  - All 7 storybook volumes Levels 1-5 GPSB7000 $127. per set
    - (7 titles, 92 stories in all)

**APPLY Storybook Volume Discount** based on total book order: $77 - $300: 5% $301 - $600:10% $601 and up: 15%

**2014 Prices** - See the Price List page for more ordering options.

**Foundations for Learning, LLC**
246 W. Manson Hwy., PMB 144 • Chelan, WA 98816
Email: info@gophonics.com • Order on-line: gophonics.com (MC/Visa/Disc), send School P.O., or call: 800-553-5950 • 509-687-1513 Pacific Time

Updated: 08/11/15
## Go Phonics (Basic) Kit contents:
- Phonics levels 1-5 (Add set of 50 Phonics Games for complete program package.)
- Teacher’s Guide
- Go Phonics Basic Skills Assessments
- 5 Workbooks (Levels 1-5)
- Word Lists book
- 108 Letter Cards

### Return Policy:
- Refunds due to return failures or damages within 30 days of delivery.
- Items must be in salable condition.
- Restocking fees may apply for damaged items.

### Shipping Guidelines:
- Prices are based on goods returned in salable condition within 30 days of delivery.
- Don’t send the game cards, but can remove the clear wrap before return.
- Items must be in salable condition.

### Pricing:
- Prices are subject to change.
- USPS insured for smaller packages.
- Shipping and handling are additional.

#### GST:
- A 5% GST is added to prices.

### Key Words:
- **L1** Scat! - Short a Stories volume
- **L2** The Fat Cat - Short Vowel Stories volume
- **L3** Jack’s Cap - More Short Vowel Stories volume
- **L4** Sue and Joe’s Pies - Long Vowel Stories volume
- **L5** Noses and Roses - More Long Vowel Stories volume
- **L6** My Turn - Stories with Vowels Controlled by r or l volume
- **L7** Cooking on the Front Burner - More Vowel Pairs volume

### Orders:
- **PACIFIC TIME USE SECURE ON-LINE ORDER FORM, OR CALL 1-800-553-5950**
- **SIGNATURE REQUIRED**

### Order Form:
- **Provide Your Preferred Shipping Method:**
  - [ ] P.O. [ ] CHECK [ ] MONEY ORDER
  - CREDIT CARD: [ ] VISA [ ] MASTER [ ] DISCOVER
  - USE SECURE ON-LINE ORDER FORM, OR CALL 1-800-553-5950 PACIFIC TIME
  - OR: UPS GROUND [ ] w/SIGNATURE RELEASE [ ]

- **P.O. # HARD COPY OF P.O. MUST BE ATTACHED VIA FAX, EMAIL, OR US MAIL = w/SIGNATURE RELEASE CERT.**

### Included Items:
- **Teacher* Program Package**
  - Basic Kit w/BLMP*, 50 Phonics Games
  - 10% off remaining 48 Phonics Games in Set - Good for 1 yr./non-transferable

### Additional Items:
- **Go Phonics Basic Skills Assessments**
  - CD with printable Manual/Student Bk

### Discount:
- **Storybook Volume Discount**
  - 5% Discount applies to sets and a la carte.
  - For 7 Book Volumes: (127.00 x # of sets = 127.00 x 1 = 127.00)

### Supplementary Items:
- **Key Word Card Set of 96 color for groups (not in kit/pkt.):**
  - 29.00

### Kit Options/Packages:
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### Subtotal Order Form:
- **Provide Your Preferred Shipping Method:**
  - [ ] P.O. [ ] CHECK [ ] MONEY ORDER
  - CREDIT CARD: [ ] VISA [ ] MASTER [ ] DISCOVER
  - USE SECURE ON-LINE ORDER FORM, OR CALL 1-800-553-5950 PACIFIC TIME

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  - [ ] P.O. [ ] CHECK [ ] MONEY ORDER
  - CREDIT CARD: [ ] VISA [ ] MASTER [ ] DISCOVER
  - USE SECURE ON-LINE ORDER FORM, OR CALL 1-800-553-5950 PACIFIC TIME

- **Additional Item Order Form:**
  - **Teacher* Program Package**
    - Basic Kit w/BLMP*, 50 Phonics Games
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- **Check the Program Packages page for more prices/options.