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 79 Lessons, 5 Workbooks,
50 Phonics Games, and more…

Foundations for Learning, LLC
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 guided lesson plans and integrated tools. Utilizing 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 literacy 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!

INTEGRATED TOOLS FEATURE:
50 Phonics Games for reading fluency
This is fun, hands-on practice sounding out many words with the new code. Many of these words will appear in the new story and in future stories. This decoding practice helps to more automatically identify the codes in words when reading a body of text. It’s vital for accurately reading longer, multi-syllable words. Without it, the middle syllable can be misread.

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
As phonics skills are taught, they must be applied in decodable reading—always making the connection. Go Phonics stories follow an Orton-Gillingham based phonics sequence that minimizes confusion — 93% decodable and cumulative for ongoing reinforcement.

“The one word that kept coming up is confidence.
We’re not seeing the frustration at all from the students... and they’re able to build upon what they know!

“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!”

Monica H., 1st grade teacher - WI
**Align with the science of reading to prevent reading and spelling problems:**

Literacy (letters for sounds), like numeracy, is a cultural invention. It is why reading doesn’t come naturally. We have an alphabetic code-based system of 26 letters that are used to represent the 43 individual sounds (phonemes) in words. When the letter-sounds (phonics codes) are blended together we can read (sound out) the words.

In *Proust and the Squid, The Story and Science of the Reading Brain*, Maryanne Wolf explains that reading does not come naturally. It isn’t like its component parts of vision and speech, which are genetically organized (programing passed on through our DNA). To be able to read, write, spell, comprehend written words requires integrating the visual, verbal, auditory, kinesthetic - tactile/motor, and cognitive behaviors. Each time reading is acquired, the brain has to learn how to form the necessary pathways.

Learning our code-based literacy system is a step by step process. The brain must form efficient circuits and pathways among the neurological structures. It can create specialized areas for recognizing patterns of information. With practice, it can connect and recruit the information automatically. Some have an easier time doing this than others.

**Getting on track with the right approach:**

ALL beginning readers 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 need to use their hands, eyes, ears, and voices simultaneously, with lots of practice and repetition, to consciously organize and retain their learning. Using an Orton-Gillingham approach to teach a phonics based literacy foundation (explicit, systematic, multisensory) 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, RTI Teacher - WA

**Without phonics, there are obstacles from 3rd grade on:**

Students who haven’t learned and practiced the sound/letter relationships struggle with the sounds in multisyllable and unfamiliar 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.

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!
Creating the bridge from phonics to reading success:

**Go Phonics** was created to empower teachers, tutors, parent/educators... to effectively teach ALL beginning readers, especially those who struggle, or have dyslexia.

It all began when Sylvia S. Davison returned to the workforce after her 4th child. There was a recession and no jobs for statisticians (with a math major cum laude). She found there WAS a shortage of teachers. Sylvia returned to college for her elementary teaching certificate. (The classes were void of phonics.) She chose 2nd grade, and stuck with it for 25 years.

During the first 2 years of teaching the core whole language curriculum, Sylvia 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, multisensory phonics instruction). The Slingerland Institute’s training was an adaptation of O-G* for classroom use — to meet the needs of students with dyslexia and/or are struggling with their current reading program.

Sylvia was a problem solver (fluent bilingual, strong in language and math). As she used the Orton-Gillingham approach, she refined her lesson plans and strategies. She gathered available materials (few and unrelated), and created what she couldn’t find. Over the years, she developed word lists, songs, stories, games, activities, and worksheets. Teaching and reviewing isn’t enough. The phonetic codes and rules have to be PRACTICED as they are taught, then APPLIED in meaningful, decodable stories the students can READ. The leveled readers had too many sight words. Sylvia’s kids couldn’t memorize all those words. The phonetic readers were either too simple, introduced too many codes at once, or were poorly sequenced.

After 7 years, her experience and success landed her a 2nd grade position in a large Renton, WA school. All of the at-risk readers were assigned to her class (some average and gifted as well). For 18 years her class of 2nd graders (close to 400) got systematic, multisensory phonics. After retirement, she tutored 25+ years. More than 400 of those students got Go Phonics.

**Phonetically sequenced decodable stories they can READ!**

Sylvia longed for a cohesive set of materials with the missing link: decodable readers in a good O-G sequence. When she retired and began tutoring, still not much was available. Daughter Holly Davison (a veteran graphic designer, illustrator...) suggested, “Why don’t you write a program the way you think it should be. I’ll design and illustrate it.” Go Phonics was born.

Sylvia designed the Go Phonics Reading Program framework with a phonics building block sequence that’s O-G compatible. From her experience, she fine-tuned it to minimize the confusions beginning readers have. They could read/decode more words sooner; and she’d have more words to write good stories — challenging, meaningful, and 93% decodable. The stories are phonetically sequenced to support each lesson and build on the skills for ongoing reinforcement. They’re text-to-life experiences, fostering comprehension and creative writing.

**It’s all planned out:** Guided lessons with strategies, the rules... keep teachers on track. Engaging practice includes 50 phonics fluency games, songs, workbooks (the phonics and language arts in each story). Each lesson provides the preparation and practice for success reading the story. With phonics being the focus, students are getting an introduction to a high percentage of the K to 1st/2nd language arts common core standards. This prepares them to transition into core reading with confidence (while continuing to review the phonics skills.)
Go Phonics®
INTEGRATED TOOLS

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 from the author, 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...)

◆ **50 Phonics Games** (over 1400 cards, 4 spinners, 11 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.

*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

A Big Pig

A big pig sat in a pit.
The big pig had snacks, and snacks, and snacks.
That pig was a big FAT pig.

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.
Go Phonics® STRATEGIES

AUDITORY

VISION

KINESTHETIC

Multisensory Triangle

If kinesthetic is not used, the gateway collapses—auditory and visual are greatly diminished.

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.

◆ Simultaneous multi-sensory techniques help all learning styles.

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.

Kinesthetic - tactile/motor learners need it to be tangible: capable of being realized through the sense of touch (material). Using their motor skills (hands, arms, muscles, sense of touch) helps them make sense of the learning.

When the hands, eyes, ears, and voice are used simultaneously, there is a synergistic effect. It raises the functioning of the brain to a higher level. 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 are learning through the stronger sense, while strengthening the weaker ones.

◆ Teaching handwriting (in Level 1) adds the kinesthetic-tactile/motor sense which helps connect the visual (reading) to 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 multi-sensory effect. This multi-sensory triangle is their gateway to learning.

◆ Typing on a key board is NOT kinesthetic!

You’re not distinguishing between the shapes of the letters by pushing a button.

Handwriting helps 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, lj. 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, lăi...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 the primary words, this is training the brain to more rapidly sound out consonant blends and the six syllable types (needed for solving unfamiliar/difficult multi-syllable words). It’s building accuracy and fluency so text flows with greater meaning.

Word play using the games supports 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. This allowed for more words to be used to write meaningful, decodable stories.

Decodable stories support the sequence and lessons (see pages 12-15). With over 90 stories (93% decodable/cumulative), students apply skills to reading as they are taught.

Increasing ACCURACY: With this method of teaching each phonics skill, every part of the lesson is preparation for reading: using simultaneous multi-sensory techniques for the daily reviews with the letter cards (auditory, spelling, and visual review), using the key word charts, handwriting (in spelling and the worksheets), word decoding practice in the games (fluency and enrich vocabulary)…THEN applying skills to read the decodable story.

COMPREHENSION grows reading these real life stories. The Teacher’s Guide includes questions to ask during reading and creative writing suggestions based on a story.
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 blackline masters

For the complete program package add:

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

INTEGRATED TOOLS

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 consonant blends, multi-syllable, compound words...
◆ 11 game boards - laminated ◆ 4 spinner cards
◆ Game Rules ◆ game pieces ◆ card trays ◆ carry case

Go Phonics E-Learning —
Author Sylvia S. Davison guides the teacher through 79 lessons, and adds insights beyond what’s in the Teacher’s Guide. Contact us to order. Visit gophonics.com to view sample segments. Details: pg 29
“This is a tremendous program. The lesson guides have been very clear. It’s all right there. My daughter has really glommed-on to the games. What really makes it for us is the games.”

Shirley H., home educator - AK

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 discuss a word’s many meanings and how it can be used. The games focus on the vowels, digraphs, trigraphs, phonograms, with beginning and ending consonant 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. This helps them more automatically recognize the codes in words to more fluently read 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, 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. 11 laminated boards, 4 spinners, 1400+ cards that when disassembled store in 2 trays. GPGM3100

Each game has a different twist:

Big Foot card game  oo = /ʊ/  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
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... GPSO1001

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 files. 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
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

1. 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

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

Pam’s Black Jam
Pam has a glass. The glass has black jam in it. Sam pats the glass. The glass has a crack.

A Duck’s Luck
Bud and Max are going to the pond. They have a sack. They have hot dogs and buns in the sack.

The Beanbag
Jean was six years old. Her mother baked a cake. Six of her friends came to her home for games, and cake and ice cream. It was a lot of fun. Each of Jean’s friends had a gift for her. She liked her gifts. There was one she liked best. It was a green beanbag shaped like a frog.

When Jean tossed the frog up, it seemed as if the frog was leaping.

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

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

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

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

Mom’s Scare
Mom was gone on fishing trips, but she was not going on this one. Her club had planned a bake sale. She had to bake cakes and help at the sale.

Mom made cakes all day. She was glad to get to bed. She was just nodding off when there was a tapping on the pane. Was it a robber?

Kate and Max were going on a fishing trip. They planned to be at the lake for 2 days. They jog on the grass. Max runs fast. Bud can toss the sack up. It will land back in his hand.

Bud and Max are going to the pond. They have a sack. They have hot dogs and buns in the sack.

Mom’s Scare
A Duck’s Luck
The Beanbag
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

So Muffin was at Gran’s. But Muffin did NOT think it was o.k. If the big dog was in, Muffin ran and hid. She had just the spot.

Now Heather is twenty-two years old. She has finished her schooling. She has a job at the TV station in her town. What kind of job do you think she has? You’re right! She’s Heather the Weather Girl on the morning news.

There was so much more to learn about weather. Heather kept asking and learning. She visited weather stations and studied the weather maps spread on the wall. She listened to weather forecasts on the news daily.

It was that same year that Heather started asking about rainbows. Her grandma gave her a prism. She explained that sunlight was made of six colors. Sunlight shining through the prism was broken up into six colors. The same thing happens when sunlight shines through raindrops. That prism became one of Heather’s dearest treasures.

When Martin wiped dishes, if she yelled, “My turn,” he let her wipe the silver.

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 = /e/, ei, and eigh... 118 pages, 13 stories GPSBL501

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
Lessons/Stories Sequence

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

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Go Phonics®
Level 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 with 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

Noses and Roses
extended reading:

1. Mom’s Scare
2. A Gift for Dad
3. Noses and Roses
4. Pete and His Flute
5. Hide and Seek
6. Sue’s Blue Vase
7. Like Peas in a Pod
8. Frog or Toad?
9. Rain, Rain Go Away!

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

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3. Spot’s Bones | o-consonant-e = /ō/ | 151
4. Isn’t That Cute | u-consonant-e = /ū/ and /ū/) e-consonant-e = /ē/, ph | 153
5. You’ll See | ee = /ē/, contractions with will (‘ll) | 155
6. Sue and Joe’s Pies | ie = /ī/, oe = /ō/, ue = /ū/ and /ū/) | 157
7. The Beanbag | ea = /é/ | 159
8. The Goat | oa = /ō/ | 161
9. Kay’s Braids | ai = /ā/, ay = /ā/ | 163

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

Lesson/Story | New Phonetic Elements and Grammar | Lesson Page
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3. A Gift for Mom | er = /ēr/ | 174
4. Cupcakes and Birds | ir = /ūr/ | 176
5. My Turn | ur = /ūr/ | 178
6. Earthworms | ear-, (w)or, ar and or (not accented) = /ār/ | 180
7. Not Bad at All | a(l) = /ōl/, g before e, i, y = /j/, possessive with s’, suffix est | 182
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Level 5: More Vowel Pairs — Cooking on the Front Burner . . . Page 191

Lesson/Story | New Phonetic Elements and Grammar | Lesson Page
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2. Cooking on the Front Burner oo = /ōō/, ind words | 196
3. Snowflakes | ow = /ō/, homographs, antonyms, (w)a, (qu)a = /ō/, ui = /ū/) | 198
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5. A Mouse in Our House ou = /ou/, wr = /r/, tion = /shūn/, suffix tion, prefix non | 202
6. Everything Old is New | ew = /ēw/ and /ē/, suffix est | 204
7. Awful or Awesome? | aw = /ō/, u = /ō/, sion = /shūn/ or /zhūn/ suffixes al, ful, some, contractions with would (‘d) | 206
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9. Noisy Boys | oi = /o/, ou = /ou/, m-b = /mb/, suffixes ness and ward, ture = /chūr/ | 210
10. Weather Reporter | ea = /ē/, prefixes fore, dis | 212
11. Funny Money | ey = /ē/, y = /ī/ | 214
12. A Piece of Cake | ie = /ē/ | 216
13. Soup’s On | ou = /ōō/, ei = /ā/, eigh = /ā/ | 218

*In this story, an inspector solves the mysteries to prove the house is not haunted.
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 /i/ 
v  V vase /v/ 
j  J jam /j/ 
• o  O octopus /o/[
z  Z zebra /z/ 
w  W wagon /o/[
u  U umbrella /u/ 
y  Y yellow /y/ 
x  X box /ks/ 
i  E elephant /e/ 
k  K kite /k/ 
qu  QU queen /c/[

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

ank bank /ank/ ★
o– octopus /o/ ★
ong song /ong/ ★
• u– umbrella /u/ ★
ung lung /ung/ ★
onk honk /onk/ ★
unk junk /unk/ ★
e– elephant /e/ ★
• wh wheel /wh/ ★

LEVEL 3: Long Vowels
Sue and Joe’s Pies stories
Noses and Roses stories
• a– rake /æ/ ★
i– pine /i/ ★
kn knife /n/ ★
o– octopus /o/ ★
• e– elephant /e/ ★

LEVEL 4: Vowels Controlled by r and l
My Turn stories
• ar star /a/ ★
• or corn /o/ ★
• (w)ar warm /o/ ★
• er fern /e/ ★
• ir girl /i/ ★
• ur burn /u/ ★
• ear– earth /e/ ★
• (w)or worm /o/ ★
• a(l) walk /a/ ★
g(e,i,y) angel /a/ ★

LEVEL 5: More Vowel Pairs
Cooking on the Front Burner stories
• oo moon /o/ ★
cho school /k/ ★
–dge bridge /d/ ★
• oo book /o/ ★
• ow snow /o/ ★
u– fruit /u/ ★
• (w)a– watch /a/ ★
• ow cow /ow/ ★
• ou– ouch /ow/ ★
yr wrist /r/ ★
• tion lotion /shn/ ★
• ew pew /e/ ★
• ew screw /o/ ★
• aw saw /o/ ★
• u– bull /o/ ★
• sion mansion /shn/ ★
also: sion vision /zhu/ ★
• au– saucer /o/ ★
oi oil /o/ ★
• oy boy /o/ ★
ture picture /chur/ ★
mb thumb /m/ ★
• ea– bread /e/ ★
sure treasure /zhur/ ★
ey money /e/ ★
y– crystal /i/ ★
• ie– shield /i/ ★
• ou soup /o/ ★
• ei reindeer /e/ ★
• eigh eight /e/ ★

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) /o/. The Word Lists book, with over 140 phonetically based lists, includes these.
dle candle /dl/ ★
y fly /i/ ★
y baby /e/ ★
igh night /i/ ★
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).
Go Phonics®
TEACHING PROCESS

“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 with Level 1 with a non-reader that’s at the K level (on average, 5 years or older). 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: sounds already taught (prep for spelling)
2. Daily spelling with handwriting segmenting/writing words with phonics skills learned
3. Daily visual review with letter cards of letters already taught (prep for reading)
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 real 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 personal 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 5 yr. old, 30 minutes for a 6 or 7 year old, and possibly 45 minutes for an older student. Work with the student(s) 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.
Go Phonics®
LEV1: Lesson 22.1

Visual Review of letters taught to date (Do this every day.)

Game: Play a version of the Scat Cat! game, adding the word yam.

Oral Reading & Teaching the Stories:
The next story has a plural word. Teach the student that we often add s to a word to make it mean more than one. Practice with ear, cat, rat, pan, pan, pan, pan, yam, yams.

Ham and Yams—Mini-story
Note: Have a raw yam and a can of sliced yams to show the student.

What are yams? Have you ever had them for Thanksgiving dinner? Did you like them?

Page 3: What's in the bowl? (Cat up yams)

LEV1: Lesson 22.2

Go Phonics
Activities and Games
This Scat Cat game provides practice reading words with short a as letters are taught.

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... They’re able to read, write, and spell 3-letter words with short a. After the 15th letter is taught in the Go Phonics sequence, students begin reading the “Scat!” book with 8 short a stories. Just short a is used, to give them consonant practice (sounding out the beginning and ending of each short a word).

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.

Go Phonics®
SAMPLE LESSON

Lesson: y Y = /ï/!

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.

Worksheets provide phonemic awareness, vocabulary enrichment, and handwriting practice.
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:**
jam, pat, mad, grab...

*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/, ki, 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. Tell 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...

The worksheets prepare students for reading the story.

Pam’s

Sam’s

The pan is black.
The bag is blue.
The cab is yellow.
The hat is blue.
The pad is yellow.
The tag is red.

Pam’s Black Jam
Pam has a glass.
The glass has black jam in it.
Sam pats the glass.
The glass has a crack.

Jack’s Cap
Jack has a sack.
Jack’s cap is in the sack.
A tag is on the cap.

Sam has black jam, and black jam, and black jam.

Go Phonics

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Lesson 2 - Short Vowels:

The short vowels are the hardest to learn. 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 order is a, i, o, u, and e. In Level 2 the first 7 stories have just short a words. Words with consonant blends (like flat and grab) have been added (with fun practice decoding these words in the games). The digraphs and trigraphs are taught one at a time. (These are two or three consonants that make their own sound like sh in ship and tch in catch.) These lessons are inserted between the short vowel lessons. This extends the reading practice as each short vowel is added. 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 able to spell/write these words, read them fluently (decoding practice—17 games). They will have read 43 meaningful short vowel stories that build comprehension skills (with language arts supported in the worksheets).

Go Phonics®
SAMPLE LESSON

Level 2 - Short Vowels:

Pam's Black Jam

Pam has a glass. The glass has black jam in it. Sam pats the glass. The glass has a crack.
Lesson 1 – At the Lake (Detailed Instructions)

Materials Needed:
- Letter cards a, e, i, o, u, sh, wh
- New cherry card a-e
- Snake Snack card game
- Workbook pages 1 to 7

Reminder:
- Bold letter indicates the letter name.
- a-e
- sh, wh

Demonstrate what the dash stands for in a-e.
- (It stands for a consonant.)
- Consonants are letters that are not vowels. The following are all a-consonant-e words with different consonants.
  - safe
  - same
  - show
  - same
  - sale

Auditory Review: /a/, /e/, /i/, /o/, /u/, /sh/, /wh/

Teacher holds cards so they can’t be seen.

Teacher: “What says /a/?”
Student: “a, apple, /a/”
writing the letter with fingertips on the work surface as she names it
Teacher shows the letter card.
This procedure is repeated for each letter.

Spelling: For spelling, use some or all from the list provided, or use words from the Word Lists book.

- hot, pot, top, stop, stoppage, mess, fees, res, less (nonsense), dress, jug, hug, rug, sug (nonsense), shug, jump, jump, lump, fun, mun (nonsense), run, run, running, swim, swam, splash, hen, when, hip, whip, red flag words: was, one, were

Teacher: “hot” (Else it is in a sentence, then repeat the word.)
Student: “hot /a/”
writing the letter in the air as she names it
Student writes the letter a on primary paper. On the next line she writes the spelling word, and reads it aloud “hot.” When writing the spelling word, the student should segment it, saying each sound in a whisper as she writes the letter for that sound. Whisper: “/h/-/o/-/t/” Student reads the word.
This procedure is repeated for each word.

Visual Review: Use letter cards for vowels, digraphs, and triphones taught to date. As phonograms are taught, add them to the visual review. Example:
Teacher shows the card with the letter u.
Student: “u, umbrella, /u/”
writing the letter with fingertips on the work surface as she names it

Phonogram: Teach the phonogram a–e, rake, /æ/.
On the Key Word Chart, remove the Post-it note from a–e.

Teacher: “In words ending in a-consonant–e, the e is almost always silent. It changes the sound of a from the short sound /æ/ to the long sound /a/.
Different consonants can be used. Examples: can, cane, top, tops, mop, rope.”
Have the student use her fingertips to practice writing a–e on the work surface. She will say “a-consonant–e” (as she writes).

Lesson for a–e = /æ/

1–1–1 Rule
- dig, digging
- pop, popping
- run, running
- drip, dripping
- that is, that’s
- here is, here was
- stop, stopping
- we are, were
- not, are not
- we, you are
- vane, snake

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 aie and ay function in the same way. The i and y can be called twins. When students see that aie 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

Mom had fun on fishing trips, but she was not going on this one. Her club had planned a bake sale. She had to bake cakes and help at the sale.

Mom made cakes all day. She was glad to get to bed.

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.

The lesson continues with questions that can be asked as the student reads both stories.

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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 the few sounds in English for which there is only one spelling. There are two ways to spell the 'er' sound. With other letters or sounds, there are at least two spellings. But the ones with er never occur at the end of a word or syllable.

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

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:


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.

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Go Phonics

Lesson for:

1. when a fly gets stuck
2. a slippery body
3. under your tree
4. a little baby
5. near you
6. a tiny airplane
7. a different pattern
8. at night
**District Level:** 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

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We accept school purchase orders.
Phone: 1-800-553-5950 Pacific Time
Fax: 1-877-687-8804
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 half way 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 I, 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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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

Kindergarten Class
In August
5 students: Did not know names of letters or sounds
8 students: Knew the names of letters
4 students: Knew letter names and sounds
ALL students started at Level 1: Alphabet–name, formation, sound
Mid March
12 students: halfway through Level 2, reading short vowel stories
5 students: beginning Level 3, reading long vowel stories

Go Phonics® REVIEWS & RESULTS

“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 (i.e.; tr sounding like chr). This knowledge allows us as teachers to better prevent or correct these errors.”

Monica H., 1st Grade Teacher - WI
Go Phonics Scope of Phonics with Language Arts:

Common Core: The Go Phonics focus is to systematically build a phonics pathway of codes (structure of written language), and gradually introduce the CCSS K-2 language arts — applying those skills in reading and writing as they are taught.

Assessments: to check for dyslexic tendencies; for placement; to track progress in letters, sounds, encoding, decoding, nonsense syllables, spelling choices, reading a decodable story (containing skills learned) ◆ red flag non-decodable words by level (regular and irregular words)

Level 1: Alphabet
name, formation, key word, and sound of all lowercase and capital letters (identify and match phonemes) ◆ avoids a sequence of aurally or visually similar sounds and letters ◆ 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 ( ) ◆ make predictions ◆ distinguish difference between phrases and sentences (capital letter/period) ◆ 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

Level 2: Short Vowels
word attack skills: match short vowel sounds, learn name, formation, sound (multi-sensory) AND read and spell words with these codes: short vowel sounds a, i, o, u, and e cvc words with digraphs and a trigraph: ck=/k/, sh, th, ch=/ch/, tch=/ch/ ink, ank, ong, kn, ung, onk, unk, wh beginning and ending consonant blends, riming words and onset (same beginning code) read and write using quotations, exclamation mark, possessive (’s), compound word, ss, ll, statement and question, suffixes s, ing, ed, er read/divide two syllable words (closed syllable), contractions with is (’s), hyphenated word, double ff, (’s) possessive, learn 1-1-1 rule, abbreviations, contractions with not (n’t) learn/read primary colors

Level 3: Long Vowels
read and spell long vowel words with vowel-consonant: e-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) c(e,i,y) = /ls/, ph=/fl/, g(e) = /lj/ 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 decodable text-to-life 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 write a very short story: sentences follow in sequence, story sticks to subject level 4: Vowels Controlled by r and l the phonograms or, or, er, ir, ur, ear-, (w) or-, a(l), g(e,i,y), and ye (as in my), y (as in baby) silent e syllable (as in candle) letter combination igh suffixes ful, y, en, prefix un possessive with s’ silent e syllable, accented and unaccented syllables f to v rule, schwa ( ) 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 the first word of a sentence proper nouns 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, 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: identify compound words, root words of verbs identify root words of adjectives/adverbs identify descriptive and action words deconstruct contractions into original word group level 5: More Vowel Pairs read and spell words with: the two sounds of oo, two sounds of ou — ow, ou, eow, aw, au the vowel pairs oi, oy, ey, ei the letter combination eigh, the short sound of ea ch=/k/, dge=/lj/, ind words, wr, mb suffixes ion, or, est, al, ful, some, age, ness, word prefixes non, fore, dis u=/u/, sion=/shən/ (w)a=/w/, ey=/e/, y=/j/, ie— =/ə/ homographs, antonyms contractions with would (’d) additional reinforcement of skills previously taught rules of syllable division and practice
Go Phonics Program - Ordering Guide 2019
Foundations for Learning, LLC - Publisher

Go Phonics®

Go Phonics (Basic) Kit:
- Basic Skills Assessments
- Teacher’s Guide
- Set of 5 Workbooks Levels 1-5
- 108 Letter Cards Set
- Key Word Chart Set:
  3 Key Word Charts (96 KW)
  1 Prefix and Suffix Chart
- Songbook with audio CD
- Word Lists book
- 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 9st./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

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- 11 game boards, now laminated - 5mil. matte
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- game pieces
Some deperforating & assembly
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Key Word Card Set 96 full color cards, ideal for group instruction (same images as Key Word Charts in kit)

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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 (key word, prefix/suffix, letter formation).
- Teacher Edition Basic Kit Levels 1-5
- Go Phonics 50 Game Set now with 11 game boards, all laminated

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  Add a student, order more workbooks (by the set or by title/level)
  • Go Phonics 50 Game Set now with 11 game boards, laminated

ADD E-Learning Tutorials:
Author, Sylvia S. Davison has taught systematic phonics to at-risk beginning readers for over 40 years (class: 18 yrs., one-to-one: 22 yrs.). She has developed this course to enhance direct instruction by teachers and parents using Go Phonics.
You’ll learn techniques, strategies, ways to organize and save time.
She explains concepts in simplified terms you can use with students.

Getting the strategies first hand and building instructor confidence:
This professional development course flows with the Go Phonics Teacher’s Guide and program materials. Each segment online can be viewed before teaching a lesson. Review any segment whenever you need to. Lesson by lesson she explains, demonstrates, and shares her experiences. Filmed in her tutoring classroom, the information can be adapted to group instruction.

Go Phonics E-Learning data base includes over 7 hours of video in segments averaging 7-13 minutes, and free download printables for more practice.
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Level 1: Alphabet, Level 2: Short Vowels (digraphs, trigraphs, consonant blends)
Tutorials Part 2 Levels 3: Long Vowels, 4: r/l Controlled..., 5: More Vowel Pairs

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A Test Preview is provided to make sure you are able to watch the videos, and to acquaint you with the viewing process.

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Go Phonics

Price List 2019

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Basic Kits - Also Sold Separately:

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<td>Teacher's Guide (Strategies, techniques, rules, lesson plans... for levels 1–5)</td>
<td>58.00</td>
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<td>GPBSA200</td>
<td>Basic Skills Assessments CD or download pdf Manual/Student Bks (non-refundable)</td>
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<td>GPHC4001</td>
<td>Key Word Chart Set (3 Key Word Charts/1 Prefix &amp; Suffix Chart)</td>
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<td>Letter Cards Set of 108</td>
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7 Story Book Volumes:

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<td>L1 Scat! - Short a Stories volume</td>
<td>110 pg/8 stories</td>
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<td>L2 The Fat Cat - Short Vowel Stories volume</td>
<td>86 pg/22 stories</td>
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<td>GPSB301</td>
<td>L2 Jack's Cap - More Short Vowel Stories volume</td>
<td>96 pg/21 stories</td>
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<td>L3 Sue and Joe's Pies - Long Vowel Stories volume</td>
<td>64 pg/9 stories</td>
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<td>88 pg/10 stories</td>
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<td>Shipping &amp; handling</td>
</tr>
<tr>
<td>PHONE:</td>
<td>WA, NJ residents sales tax</td>
</tr>
<tr>
<td>E-MAIL:</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Use this form to mail-in or fax orders, accompanied by credit card phone order or school/district purchase order.