

Technical Manual for PhonicsTutor® Classic™

PhonicsTutor Classic is a computerized method of teaching students to read and spell phonetically. You will immediately see that phonics is the word that best describes **PhonicsTutor** as it provides step-by-step instructions from the beginning of phonogram recognition until a student can read any word from “scholastic” or “synthetic” to “atrocious” or “ferocious”.

Please read the instructions before installing **PhonicsTutor** on your hard drive.

Contents

Setup Instructions	3
Launching PhonicsTutor the First time	3
Running PhonicsTutor Application	4
The Status Bar	4
Saving PhonicsTutor	5
An Overview of PhonicsTutor	5
Moving between Lessons and Modes	6
ORDER OF LESSONS	7
• Unit I Lessons 1-14 Single Letter Consonants	7
• Unit II Lessons 15-28 Short Vowels	7
• Unit III Lessons 29-42 Consonant Diagrams	7
• Unit IV Lessons 43-57 Ending Blends	8
• Unit V Lessons 58-71 Beginning Blends	8
• Unit VI Lessons 72-86 Long A	9
• Unit VII Lessons 87-100 Long E & Long I	9
• Unit VIII Lessons 101-117 Long O & Long U	10
• Unit IX Lessons 118-128 Multi-letter Consonant Phonograms	10
• Lesson 129 Phonograms	10
• Lesson 130 Letter Names	10
ACTIVITIES OF PHONICSTUTOR	11
• Presentation Mode	11
• Investigation Mode	11
• Phonics Construction Mode	11
• Word Reading Mode	12
• Word Sounding Mode	12
• Say It Mode	12
• Word Spelling Mode	13
• Presentation Mode for Sentence Instruction	13
• Sentence Spell Mode	13

Teaching with PhonicsTutor	14
The Students who Use PhonicsTutor	14
The Reports	15
PhonicsTutor Writing Activities.....	15
Definitions.....	16
Software Limited Warranty	17
License Agreement	18
We Want to Hear from You.....	19
Customer Service	19
Information about Products Distributed by 4:20 Communications.....	20

Setup Instructions on Windows

First, make sure no floppy diskette is in the floppy drive.

Insert the PhonicsTutor CD-ROM into the CD drive. Open the Control Panel, choose “Add/Remove Programs.” Follow the instructions to install PhonicsTutor.

If you are unfamiliar with this method, refer to Windows Help for assistance under “install, applications”.

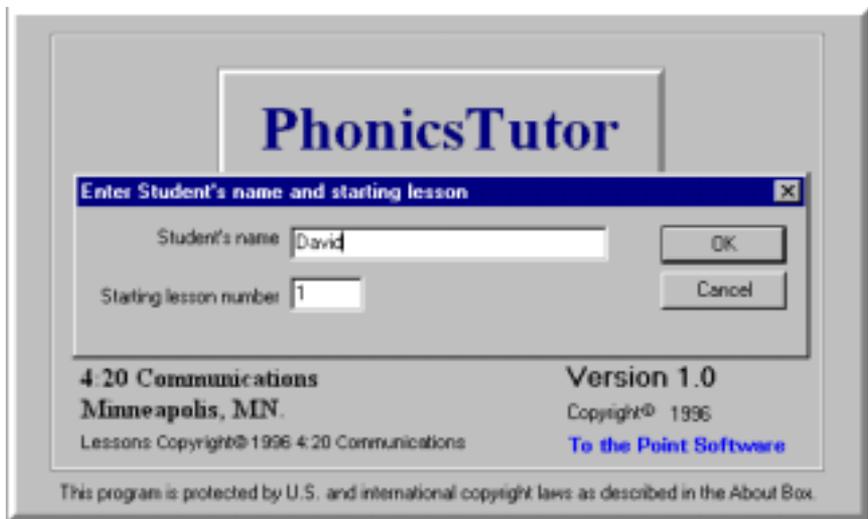
Note: If you have installed a **PhonicsTutor demo**, do the following before installing the PhonicsTutor CD:

- Un-install the demo.
- Do a **Find** for any PhonicsTutor documents and folders. Remove them all, i.e., PhonicsTutor folder, PhonicsTutor.ini.

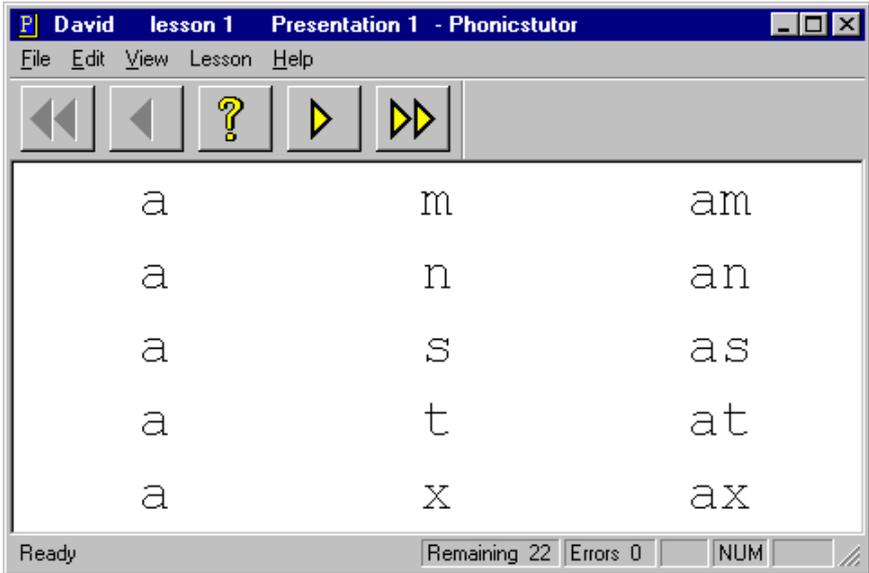
Launching PhonicsTutor the First Time

Click on the **Start** button and point to **Programs**. Under the PhonicsTutor group choose **PhonicsTutor**.

The window displaying the PhonicsTutor name and copyright information will be followed by a dialog box asking for the **student’s name** and **starting lesson**. This is required information necessary for PhonicsTutor to work.



Choose Lesson 1 for new readers. Go to: **The Students who use PhonicsTutor** for help in determining a starting point for other students. After filling in the information, click **OK** or press **Return**.



Running the Application

To get started, instruct students on three things:

- 1 The question mark is your friend. Click it for instructions for an activity **and** for help in spelling the current phonogram or word.
- 2 Students should speak as an echo or in chorus with the Presentation by the computer. This improves activity scores, and therefore, reading ability.
- 3 Use the single left toolbar arrow to return to the Presentation mode associated with an activity if that activity is too difficult to complete.

The first activity of most lessons is the Presentation mode in which individual words are highlighted as they are spoken by PhonicsTutor. It begins automatically. After the lesson is presented, **click or double click to investigate** and review the phonograms and words. Or use the **right mouse button** to hear just the word. To continue, click the single right arrow on the **toolbar** to move to the next activity.

The Status Bar

 The **status bar** is at the bottom of the screen. It shows the number of words left in an activity and the number of errors. A detailed log of errors is stored in the **Reports folder**.

When a student exits and saves PhonicsTutor, a bookmark file is created. Double click on this file to return to the last unfinished activity. PhonicsTutor also creates a Reports folder and within that Reports folder, will create a **Student Folder** which will contain a record of the student's performance.

Saving PhonicsTutor

To leave PhonicsTutor, choose Exit from the File menu. A Save screen will appear asking where to save it. PhonicsTutor files do not have to be saved to the PhonicsTutor folder, although that is usually the most convenient location. Choose a location and Save, PhonicsTutor will remember where the student left off. When opened again, PhonicsTutor will start at the beginning of the last unfinished activity.

If you have problems saving your file, call 612-323-8257 for help.

An Overview of PhonicsTutor

Each lesson or part of a lesson in PhonicsTutor is taught through eight modes/activities. Most lessons begin with the **Presentation** mode which places new phonograms, words or sentences on the screen. A student then studies the material in the **Investigation** mode by clicking on the phonograms or words until it becomes familiar. Six other modes provide writing (typing) and reading exercises to increase mastery and to help the student and the teacher identify learning difficulties. The other modes are **PhonicsConst**, **WordReading**, **WordSounding**, **Sayit**, **WordSpelling** and **SentenceSpell**.

Longer lessons are divided into smaller sections for presentation and study so younger students can finish at least one section before becoming distracted.

Lesson 129 teaches an **extended Orton Gillingham phonogram list** with their associated rules. A student should begin studying Lesson 129 after completing Lesson 28. Younger children will benefit from Lesson 130. See below. Use Lesson 129 along with the lessons to increase mastery of all phonograms and their sounds. Others find starting Lesson 129 at the beginning is the best approach.

Lesson 130 teaches the **names of the letters**, both capital and small, and their common sounds. This lesson may be used before beginning Lesson 1 if a child cannot yet find letters by name on the keyboard.

The *PhonicsTutor Classic Teacher's Manual* divides the curriculum into units with contents, goals and additional instructions in using PhonicsTutor Classic. It shows all Presentation screens and all Sentence Spell phrases and sentences. Lesson by lessons Additional phonics and instructional information plus the .

Use the **Reports file** to evaluate a student. The *PhonicsTutor Classic Teacher's Manual* provides guidelines on student progress. Consult a seasoned teacher or reading specialist if you have additional concerns.

Most students benefit from 2-3 shorter sessions per day on PhonicsTutor rather than one longer session. Introducing new phonograms and listening to the Presentation of tomorrow's word list increases retention. Use time to measure a session rather than the number of activities.

Moving between Lessons and Modes



Using the Toolbar



The double left arrow on the toolbar moves PhonicsTutor to the beginning of the previous lesson, e.g., if the student is in Lesson 5, Sayit mode, pressing the "<<" box will move the student to the beginning of Lesson 4.



The single left arrow moves PhonicsTutor to the previous mode/activity, e.g., from Lesson 3, WordReading mode to Lesson 3, PhonicsConst mode; or Lesson 5, Presentation mode to Lesson 4, SentenceSpell mode.



Help Button: The question mark gives the student context sensitive help. Whenever a student is unsure of what to do, he should click on the question mark ("?") box for help. It gives both directions about the mode and help with the current phonogram, word or sentence.



The single right arrow moves PhonicsTutor to the next mode in the same lesson.



The double right arrow moves PhonicsTutor to the beginning of the next lesson.

Using the Lesson Menu

There is also a **Go to...** feature on the **Lesson Menu** which enables movement to any lesson in PhonicsTutor.

ORDER OF LESSONS

LESSON

Unit I

1. Short **a**; consonants **m, n, s, t, x**
2. Initial consonants **S, m, h, s, t**
3. Review sentences
4. Consonants **d, D, w**
5. Alphabetic word building
6. Short **a** sentences; punctuation
7. Consonant blend **nd**; consonant **l**
8. Consonants **l, b, c, g, j, f**
9. Consonants **p, t, r, v, y, z**
10. Review of short **a** words
11. Consonant digraph **ck; qu**
12. **a** as a word
13. Sentences
14. Review of short **a** words and syllables

Unit II

15. Short vowels, **a, e, i, o, u**
16. Short **e** words
17. Short **e** sentences
18. Short **e** words and syllables
19. Short **i** words; **ph** as **f**
20. Short **a, e, i** sentences
21. Consonant digraph **th**
22. Sentences
23. Short **o** words
24. Short **o** sentences
25. Plural **s, es, and 's**
26. Sentences
27. Short **u** words
28. Short **u** sentences, consonants **b** and **d**

Unit III

29. Consonant digraph **sh**
30. Consonant digraph **ch**

31. Consonant digraph **wh**
32. Review of **sh, ch, wh** words
33. Sentences
34. Verbs **to be** and **to have**
35. Sentences
36. Contractions
37. Sentences with contractions
38. Two-syllable, short-vowel words
39. Sentences with two-syllable, short-vowel words
40. **a** as in **all**; sentences
41. Consonant blend **ng; ing** words
42. Sentences with **ing** words

Unit IV

43. Final consonant blends **nd, nt**
44. Sentences
45. Final syllable **er; er** words and sentences
46. Final consonant blends **nk, nc, nch**
47. Sentences
48. Final consonant blends **ct, ft, pt, xt**; sentences
49. Final consonant blends **sk, sp, st**; sentences
50. Final consonant blends **lb, ld, lf, lk**
51. Final consonant blends **lm, lp, lt**
52. Final consonant blend **mp**
53. Final consonant blend **tch**; sentences
54. Final consonant blend **dge**
55. Final consonant blends **nce, nse**
56. Review of words with final consonant blends
57. Two-syllable words with consonant blends

Unit V

58. Initial consonant blends **bl, br**
59. Initial consonant blends **cl, cr**
60. Initial consonant blends **dr, dw**
61. Initial consonant blends **fl, fr**
62. Initial consonant blends **gl, gr, gw**
63. Initial consonant blends **pl, pr**
64. Initial consonant blend **sl**

65. Initial consonant blends **shr, sm, sn**
66. Initial consonant blends **sp, spr**
67. Initial consonant blends **st, str**
68. Initial consonant blends **sw, sc, sk, scr**
69. Initial consonant blends **tr, thr, tw**
70. Words with consonant blends
71. Sentences

Unit VI

72. Long **a**
73. Long **a** as **a-e**
74. Sentences with long **a** words
75. Long **a** as **ai**
76. Long **a** sentences
77. Long **a** as **ay** and **ey**
78. Long **a** sentences
79. Long **a** as **ei, eigh**; sentences
80. Review of words with long **a** spellings
81. Long **a** homonyms
82. Two-syllable words with long **a** syllables
83. Vowel spellings **au, aw**
84. Sentences with **au, aw** words
85. **a** as in **ma, car**
86. Sentences with **a** as **ah** words

Unit VII

87. Long **e** as **ee**
88. Long **e** sentences
89. Long **e** as **ea**
90. Long **e** sentences
91. Long **e** as **e-e**; sentences
92. Long **e** as **ie**; sentences
93. Long **e** as **y**
94. Long **e** as **y** sentences
95. Plural **ies**
96. Review of long **e** words
97. Long **e** sentences
98. Long **i** as **i-e, y, ie**

- 99. Long **i** sentences
- 100. Long **i** as **igh**; sentences

Unit VIII

- 101. Spelling forms **ough** and **augh**
- 102. **gh** as **f**
- 103. Long **o** as **o-e**
- 104. Long **o** sentences
- 105. Long **o** as **oa**; sentences
- 106. Long **o** as **ow**; sentences
- 107. Long **o** as in **old**; sentences
- 108. Common irregular words
- 109. **oo** as in **good food**
- 110. Sentences with **oo** words
- 111. Spelling form **ould**; sentences
- 112. **ow** and **ou** as in **cow** and **ouch**
- 113. Sentences
- 114. **oy** as in **boy**; **oi** as in **oil**; sentences
- 115. Long **u** as **u-e**; sentences
- 116. Long **u** as **ue** and **ui**; sentences
- 117. Long **u** as **ew** and **eu**; sentences

Unit IX

- 118. **er, ir, or, ur, ear**; sentences
- 119. Words ending in **le**; silent **t**; sentences
- 120. **ph** as **f**
- 121. **sc, ci, si, ti, xi, su, tu** as **sh, ch, zh**
- 122. **kn** as **n**
- 123. **mb** as **m**; **bt** as **t**
- 124. Silent **h**
- 125. **wr** as **r**
- 126. **st** as **s**; **ft** as **f**
- 127. **ch** as **k**; **ps** as **s**
- 128. **y** as short **i**

Appendix

- 129. **Extended list of Orton-Gillingham phonograms with associated spelling rules (see manual)**
- 130. **Letter names and their most common sounds**

Activities of PhonicsTutor

Presentation Mode: All phonograms, words and punctuation are first presented. PhonicsTutor says each phoneme, word or sentence as it is highlighted. Students should read/speak the words along with PhonicsTutor. This is the primary instructional element of PhonicsTutor. All material is presented to the student before any response is required. **Print Presentation screens for students to read for fluency.** For instructional help, consult the PhonicsTutor Teacher's Manual, which shows all Presentation screens and Sentence Spell phrases and sentences.

Investigation Mode: Without a change in the screen, a student may now begin investigating the words or phonograms presented.

- Click on any phonogram or word to hear the phonemes or special information.
- Double-click on a word to hear first the phonemes, then the word said as a whole.
- Hold down the "option" key and click to hear only the word.

Encourage the student to spend time in the Investigation mode to practice reading and to see the word patterns. It is in this mode that a student may explore the patterns of the English language at his discretion and which will ultimately enable him to read even the most difficult book or journal.

NOTE: The title "Investigation" will not appear at the top of the screen. It will continue to say "Presentation".

Advance to the next mode by clicking on the right, single arrow.

PhonicsConst Mode: The student phonetically constructs each word of the lesson. PhonicsTutor says a word. The student then types the phonograms to construct the word, one phonogram per box. PhonicsTutor repeats each phoneme until the student completes the phonogram. A phonogram box is sized to the length of the phonogram. Remember that a phonogram may be more than one letter, e.g., "th", "ea", or "ough". After a phonogram is correctly entered, PhonicsTutor says the next phoneme.

- **Incorrect Responses:** Each time the student types a correct letter for a phonogram, it will appear in the box. When an incorrect letter is typed, nothing happens, since any visual or audible indication of an incorrect letter response becomes fatiguing to the student and those near the computer. This same principle is used in the WordSpelling and SentenceSpell modes. NOTE: If the student is having trouble, click on the "?" box to hear the names of the letters to enter.
- **Capitalization:** In Lesson 3, names and sentences are introduced. Knowledge of the capitalization rule for names and proper nouns is necessary. For example, PhonicsTutor does not recognize a small "b"

typed for a capital "B" in the name "Ben" in PhonicsConst, WordSpell or SentenceSpell modes.

- Silent Phonograms: PhonicsTutor tells which letters are silent in words. For example, PhonicsTutor says, "silent final e" for the "e" in "bake".
- Review of Incorrect Responses: When all words have been constructed, words that were typed with extra or wrong key strokes are repeated. Incorrect responses are also reviewed in the WordReading, WordSounding, Sayit and WordSpelling modes.

When the review is complete, the next mode automatically begins.

WordReading Mode: The WordReading mode displays a selection of words from the lesson, along with additional similar words to fill the matrix. PhonicsTutor says one of the lesson words. The student is to read/find that same word and click on it.

- Incorrect Responses: If the student clicks on the wrong word, the correct one will be highlighted. The answer will be counted as incorrect and the word will be reviewed. Again, clicking on the "?" box will give the student sufficient help to continue.

After the review, PhonicsTutor automatically begins the next mode.

Word Sounding Mode: This mode is similar to Word Reading except it allows for homonyms. At some point in most Word Sounding modes the student will be expected to choose two or more words that sound alike but are spelled differently, e.g., "weight" and "wait". Most lessons have only Word Reading or Word Sounding, not both.

After the review, PhonicsTutor automatically begins the next mode.

Say It Mode: This mode works like a set of flash cards with the computer and student working together to evaluate correct pronunciation. A word appears on the screen. The student says the word out loud before clicking on the word. If the student has said the word correctly, i.e., the same as the computer said it, he then presses the "Yes" button. If the student said the word incorrectly, the "No" button should be pressed.

- Regional Differences: Teachers and parents should instruct students to allow for regional language differences in evaluating the correctness of a word. If a word pronounced by the student is understood to be the same word as spoken by PhonicsTutor, he has given a correct response, e.g. if a student says /guarda/, as many Easterners do, for the word spelled "quarter", it is a correct response.

A student with any motivation to read has little difficulty in honestly clicking the "Yes" or "No" buttons.

"No" responses are reviewed before automatically beginning the next mode.

Word Spelling Mode: The final mode in most lessons is Word Spelling. PhonicsTutor asks the student to spell each word of the lesson. When a student is having difficulty, the complete word is repeated. If a student is unsure of which phonogram to type, he may click on the "?" box to hear the next phoneme. Misspelled words will be reviewed.

In advanced lessons, spelling is more challenging than reading. Therefore, students usually will not score as high in this mode as compared to the others.

After Word Spelling is completed, PhonicsTutor automatically begins the next lesson or mode.

Presentation Mode for Sentence Instruction: Some sentences are placed on the screen in the Presentation mode for the purposes of instruction. After PhonicsTutor reads them, the student may study the sentences by clicking on them. With a single click PhonicsTutor will instruct the student on the concepts to be learned, such as:

- **Capitalization:** See previous comment on the case sensitivity of PhonicsTutor. The first word of a sentence or any proper noun must be capitalized for a student's input to be considered correct.
- **Space Bar:** The student must press the "space bar" to separate each word from the next. In Sentence Spell PhonicsTutor will not say the next word until the "space bar" is pressed unless punctuation immediately follows the word. When two sentences are dictated together, two spaces must be typed before the second sentence will be dictated.
- **Punctuation Keys:** The use of most of punctuation marks such as a period or question mark are taught to the student when they are introduced.

Use the single right arrow to begin the next mode.

Sentence Spell Mode: The sentences are dictated to the student in the Sentence Spell mode. Each word is repeated until it is fully typed along with the space following the word. The **PhonicsTutor Teacher's Manual** contains a complete list of all Sentence Spell phrases and sentences along with all Presentation screens, instructional details, phonics charts, plus the teacher's edition for the **PhonicsTutor Student Reader** and the **PhonicsTutor Student Workbook**.

- **Font and Size:** You will sometimes find a period or comma begins a line of dictation. This can be corrected by choosing a different font or changing the size of the font. PhonicsTutor will use any font installed on your computer. As students progress they will want to choose different fonts for variety and to check their ability to decode words typed in different styles.

Incorrectly typed sentences are not reviewed.

After all sentences have been dictated, PhonicsTutor automatically moves to the next activity or lesson.

Teaching with PhonicsTutor

PhonicsTutor was designed to be a **teacher-directed program**. Success comes from teacher involvement combined with ample time for each student to master the material. Do not abandon a student to a computer program. Rather, maximize your time by combining teacher instruction with computer-assisted instruction.

For the most complete information on PhonicsTutor, call 888-420-READ to order the complete PhonicsTutor Teacher's Manual which includes all Presentation screens all phrases and sentences dictated in Sentence Spell, phonics charts, instructional detail, plus the teacher's editions of both the PhonicsTutor Student Reader and the PhonicsTutor Student Workbook. These additions to PhonicsTutor extend, expand, and challenge students in their phonics knowledge and reading comprehension.

The goal of Phonics Tutor is to teach a student to read and spell by focusing on English phonograms and phonemes. Teaching the phonics code will enable a student to read any written text, not just vocabulary controlled materials. Most students will learn the phonograms and vocabulary in a lesson through the activities as presented. Those needing additional study can easily review any lesson or part of a lesson by moving back through the lessons using the left double and single arrows. For students who are especially quick to understand the phonics "code", modes or parts of modes may be passed over by using the right single arrow.

The Students who Use PhonicsTutor

Young Students: Have young children sit in the parent's lap if possible. Go through a lesson or part of a lesson together, making it enjoyable for both. Quit after 10-15 minutes, or when the child starts to become distracted. Print word lists for practice reading to improve fluency. As a child becomes more comfortable working on the computer and gains confidence in his or her reading ability, expand their independent study time. Begin penmanship and writing activities when the child has the needed dexterity.

If a child lacks dexterity or has physical limitations but is eager to learn to read, work can still be done in PhonicsTutor. Students can progress in reading even if writing is limited. However, penmanship and writing activities should commence as soon as is physically possible.

For additional guidance call 888-420-READ to order the comprehensive PhonicsTutor Teacher's Manual.

Older Students: Older children and adults will need less supervision than young readers once they have been introduced to the computer and PhonicsTutor. Because there are no childish graphics, PhonicsTutor is the ideal program for older children or adults who may be self-conscious about their reading proficiency. This self-consciousness keeps many from seeking the help

they need to overcome reading difficulties. PhonicsTutor has been designed to allow the self-conscious student to learn to read with a great deal of independence; not to bypass an instructor but to provide opportunity for a mastery of reading that may not occur when a student must constantly ask for help in decoding.

When students can work independently on PhonicsTutor, we recommend that parents and teachers focus on penmanship so students can produce legible written communications. Both students and others need to be able to read a student's handwriting. This is an essential skill for employment and personal endeavors. Read **PhonicsTutor Writing Activities** for suggestions on writing activities that will increase decoding, reading and comprehension.

Resources: *PhonicsTutor Classic Teacher's Manual*

The Reports

To review a student's performance on PhonicsTutor open the student's folder in the Report folder. Double click on the appropriate lesson number. The report will open in Notepad, WordPad or a similar word processor application.

PhonicsTutor reports are key-stroke precise. This means that each time the student typed something incorrectly, it was noted in the report document. This allows for an instructor to see specifically what problems the student is experiencing. Is it with capitalization? Is it with misplaced fingers on the keyboard? Is it a phoneme consistently misspelled? Are they inattentive and just typing anything?

Reports give the date and time the lesson was accessed. If a lesson is repeated, the report will contain results for each performance.

PhonicsTutor Writing Activities

Learning to read should not happen at the computer alone. Call 888-420-READ to order the new **PhonicsTutor Student Read** and **PhonicsTutor Student Workbook**.

The following activities are additional writing and comprehension exercises.

- Print a Presentation screen. Make three copies, preferably on paper that has lines for writing at the bottom. On the first copy the instructor should number the words in random order. The student should look at the second copy as the instructor gives a short, one sentence definition for the first numbered word. The student is to find the word that matches the definition and put a "1" by it. Continue with the second word and so on until most words have been used or until the student is having difficulty. Discuss or look up in the dictionary any words that were incorrectly matched or not defined. (Look below to see two variations on this activity.) Select a few words for the student to use in sentences to be written at the bottom of the page.

- Use the third copy to have the student mark the words. Underline multi-letter phonograms. Cross out silent letters. Circle irregular words. Use diacritical markings to mark the pronunciation as found in a prescriptive dictionary. Make this an age appropriate activity. Younger children will be able to mark less than more advanced students. Again, have the student write sentences at the bottom of the page.
- For review lessons, except lessons 14 and 18, have the student print the word lists in a spelling notebook and mark with diacritical markings appropriate for their age.
- Assign students to create their own sentences and short compositions with a word processor. This is especially helpful for students where their reading ability is beyond their writing skill.
- Use typing software to improve a student's typing skills.
- As soon as a child can write cursively, have them begin writing many of the sentence lessons. They should be able to read the sentences back to you in their own handwriting.
- Give oral and written spelling tests of the review lessons. Say the word. Use it in a short sentence. Repeat the word.
- Grammar should be tested through your language arts curriculum.
- With time gained from using PhonicsTutor, read daily to students from a variety of sources and reason about the content to expand vocabulary, elocution and basic knowledge.
- Students should work on diction and elocution by orally reading the sentences in PhonicsTutor.

Definitions

irregular pronunciation: Words which are pronounced in any way different than the phonograms would indicate are said to be irregular. Most of the phonograms will match phonetically, e.g., "was" is pronounced /wuz/, the "w" says /w/, the "s" uses the second sound /z/, but the "a" is irregular because it is pronounced as /short u/. Many irregular words can be decoded phonetically because the usual pronunciation is similar to the phonetic pronunciation. Only 3-10% of English words are irregular.

mode: A separate activity of PhonicsTutor that is unique from other activities. The screen is different and the student actions will be different in each mode.

phoneme: The smallest unit of speech that can be isolated. "Bat" has three phonemes: /b/, /short a/ and /t/. Phonemes do not always have a one-to-one correspondence with the spelling of a word. "Rough" has three phonemes: /r/, /short u/ and /f/. In English, a phoneme may also be represented by more than one phonogram. /F/ is usually written "f", but the correct spelling of some

words requires /f/ to be written "ph" or "gh". These variations usually exist because of different word histories, as is the case of "ph", which comes from the Greek. PhonicsTutor pronounces phonemes in isolation to the best approximation that is easily recognizable by a student as the intended phoneme.

phonics: A method of teaching reading which focuses on the sound-symbol relationship between the alphabetic letters and the sounds they represent.

phonogram: One or more letters used to denote a phoneme, e.g., b, d, f, th, ough. Some phonograms represent more than one phoneme. The phonogram "ch" may indicate any of three different phonemes as seen in church (/ch/), chef (/sh/), or Christ (/k/).

sight word: A word with phonograms that do not match the phonemes. The phonograms and phonemes are so different from one another that the word cannot be phonetically decoded. An example of a sight word is "one". Sight words must be memorized as to their correct pronunciation. There are very few true sight words in English.

silent phonogram: Letters in a word that are not spoken, e.g., the "e" in "late", the "b" in "debt", or the "h" in "heir".

Software Limited Warranty

To the original customer only, 4:20 Communications provides the following warranties:

For thirty (30) days after the date of delivery of the SOFTWARE to you, if you are unable to use the SOFTWARE return the complete product in unsoiled and re-sellable condition to the original place of purchase with your receipt for a full refund. A media charge will apply to damaged materials. Dealer warranty applies to authorized dealers only.

Your sole remedy under this warranty during this thirty (30) day period is that 4:20 Communications will undertake to correct within a reasonable period of time any reported "SOFTWARE Error" (a failure of the SOFTWARE to substantially perform the functions described in the documentation) or damaged media. To make a claim under this warranty you must return the defective item with your receipt to 4:20 Communications or an authorized dealer postage prepaid, within ten (10) days after the warranty period. If 4:20 Communications is unable to replace defective media or provide corrected SOFTWARE within a reasonable time 4:20 Communications will, at its sole and exclusive option either replace the SOFTWARE with a functionally equivalent program at no charge to you or refund the license fee of the SOFTWARE.

THE ABOVE WARRANTIES ARE EXCLUSIVE AND IN LIEU OF ALL OTHER WARRANTIES, WHETHER EXPRESSED OF IMPLIED, THIS INCLUDES IMPLIED WARRANTIES OF MERCHANTABILITY,

FITNESS FOR A PARTICULAR PURPOSE AND NON INFRINGEMENT. NO ORAL WRITTEN INFORMATION BY 4:20 COMMUNICATIONS, ITS EMPLOYEES AND AUTHORIZED DEALERS SHALL CREATE ANY NEW WARRANTIES NOT EXPLICITLY STATED IN THIS WARRANTY STATEMENT. SOME STATES DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT APPLY TO YOU. THIS WARRANTY GIVES YOU SPECIFIC LEGAL RIGHTS AND YOU MAY ALSO HAVE OTHER LEGAL RIGHTS WHICH VARY FROM STATE TO STATE.

Limitations of Remedies

4:20 COMMUNICATIONS SHALL NOT BE LIABLE FOR ANY INCIDENTAL OR CONSEQUENTIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF BUSINESS, LOSS OF PROFITS, EDUCATIONAL OUTCOMES, AND THE LIKE) WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE, PRODUCT LIABILITY OR THE LIKE, EVEN IF 4:20 COMMUNICATIONS OR ITS REPRESENTATIVES HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF A REMEDY SET FORTH HEREIN IS FOUND TO HAVE FAILED OF ITS ESSENTIAL PURPOSE.

SOME STATES DO NOT ALLOW THE LIMITATION OR EXCLUSION OF LIABILITY FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES SO THE ABOVE LIMITATIONS OR EXCLUSION MAY NOT APPLY TO YOU. **IN NO CASE SHALL 4:20 COMMUNICATION'S LIABILITY EXCEED THE PURCHASE PRICE.**

License Agreement

This Agreement allows you to:

- use 4:20 Communication's **PhonicsTutor Classic** on a single Windows® computer with the operator using or having physical access to the licensed PhonicsTutor CD at all times, i.e., one user of **PhonicsTutor** per CD.
- transfer the 4:20 Communications, Inc. License Agreement and all rights to another party, provided the transferee reads and accepts the terms and conditions of this Agreement.

This Agreement does not allow you to:

- use **PhonicsTutor Classic** over networks.

Contact 4:20 Communications, Inc. for separate agreements for networks and site licenses.

We Want to Hear from You

Quite literally we wish to hear your voice recorded by standard audio cassette, Dolby B or Dolby S preferred. Even though we have made every effort to make the recordings and pronunciations the very best, you will undoubtedly find words or sounds that you would prefer were said differently. In order for us to understand what your specific concern is, please include the following:

1. The lesson number and activity mode (and number if listed at the top of the screen).
2. A printout of the screen at the point of concern.
3. A recording of what PhonicsTutor® is saying at the point of concern.
4. A recording of what you think the word or sound should have said along with any explanation as to why. You may also write the explanation if this is more convenient for the purposes of using diacritical markings like those found in dictionaries.

Also we would appreciate if you would include any references, experience or expertise on which you base your comments.

We will carefully consider what you have told us, but cannot necessarily include your comments in future releases of PhonicsTutor.

Customer Service

Much of the content of this manual can be found in the Help document on the CD and in the PhonicsTutor program group.

The ReadMe file is on the CD and in the programs group. It is a good starting point for help.

For late breaking information on PhonicsTutor check our Web site at <http://www.phonicstutor.com>.

For questions regarding the use of this product or to order additional copies, phone:

phone: 1-763-323-8257

email: info@phonicstutor.com

address: 4:20 Communications, Inc.

P.O. Box 421027

Minneapolis, MN 55442-0027

orders: 888-420-READ

PhonicsTutor Teacher's Manual

PhonicsTutor Student Reader

PhonicsTutor Student Workbook

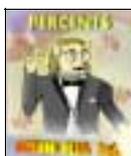
PhonicsTutor Frequent Words CD-ROM

Available phonics products at www.phonicstutor.com



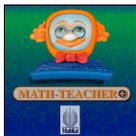
PhonicsTutor™ Classic CD-ROM
PhonicsTutor Classic Teacher's Manual
PhonicsTutor Frequent Words CD-ROM
PhonicsTutor Frequent Words Teacher's Manual
PhonicsTutor Student Reader
PhonicsTutor Student Workbook

Available mathematics products at www.solan-elia-usa.com



Math for Kids—Gr. 1-3, basic arithmetic
Magical Trip—Gr. 1-6, add & subtract using patterns & missing numbers; up to 9,999
Walking Numbers—Gr. 1-6, study of integers, relationship between addition and multiplication
Math Fun—Gr. 2-5, number axis and 100 board, add, multiply, skip counting
Number Conquest—Gr. 2-6, multiplication & division using patterns, including remainders
Fractions 1—Gr. 3-5, parts of a circle, constructing fractions, dividing whole into fractions
Fractions 2—Gr. 4-6, comparison of different denominators, finding common denominator, addition, subtraction & multiplication of fractions
Advanced Math—Gr. 4-6; percents, decimals, +/- axis, addition of positive and negative numbers

Available mathematics products at www.mathkalusa.com



MATH-TEACHER PLUS—Algebra 1
MATH-TEACHER PLUS—Algebra 2
MATH-TEACHER PLUS—Word Problems & Probability
MATH-TEACHER PLUS—Analytic Geometry & Trigonometry
MATH-TEACHER PLUS—Calculus & Linear Programming