This program, included in Effective Reading Programs, serves approximately 500 pupils in kindergarten through grade six who are eligible for Title I services. About 50 percent of the students are black and about 50 percent are white. Pupil selection is based on low reading capability as determined by test scores, pupil performance, or teacher judgment. The program's content and instructional system were developed by the project coordinators using a commercially available phonics program. They divided the content into 25 modules that described terminal behaviors. A series of tasks for each module was prepared. For each task a set of pupil performance objectives was generated, and from the objectives, Quality Control Check Tests were developed. The program is carried out by the regular classroom teacher, who ensures that 30 minutes a day is devoted to the program. The instructional system consists of six steps: becoming familiar with the task, teaching the skills, performing the skills, taking the Quality Control Check Tests, recycling the particular tasks, and achieving mastery. Following mastery of the materials, the student goes on to become a peer instructor for other students entering the sequence. (WR/AIR)
P.I.P. The Peer Instructional Program

IMPLEMENTATION MANUAL

by

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INTRODUCTION

The Peer Instructional Program (P.I.P.) allows the teacher to truly individualize instruction. Too often individualization has meant that the teacher must prepare a diagnosis, a prescription, and a set of learning activities appropriate for each pupil—a crushing chore. Or, the teacher has had to follow an instructional program that offered only a skeletal framework. Further, many existing programs are either vague or misleading with respect to procedural matters, or the content has not been systematically organized and sequenced.

An approach to individualization that has enjoyed some success recently is computer-aided instruction (CAI). In spite of the potential of CAI, many years of research and development must yet be completed before the necessary library of software is commercially available. The cost of installation and maintenance must also be brought within the financial means of local school districts.

In the interim, the Peer Instructional Program offers a quality assured method of individualizing instruction that is systematically structured and easily managed. The content of the Peer Instructional Program is organized into a series of modules. Pupils progress from module to module at their own learning rate. Prior to completion of each module, the pupil must demonstrate mastery of the module's content or skill at the absolute criterion—100%. So then, each pupil progresses through the instructional program, not on the basis of a rigid time schedule, but on the basis of having mastered and demonstrated mastery of each preceding step in the instructional sequence.

Once the pupil has demonstrated his proficiency at a given skill, he has an opportunity to teach one of his peers. This cycle of learning and teaching is repeated throughout the entire program.
THE INSTRUCTIONAL SYSTEM

The instruction model, upon which this program is constructed, was developed and field tested by Weingarten, Hungerland, and Brennan.\(^1\) Pilot studies using various content areas have been conducted on sites in various parts of the country, including the River Rouge, Michigan Public Schools. In all cases the model has been found to efficacious.

The procedures employed in the instructional system include:

1. Observation  
2. Skill Acquisition  
3. Skill Performance  
4. Quality Control  
5. Peer Instruction  
6. Administration

Beginning with a series of modules, each containing a set of pupil performance objectives, and sequencing them according to difficulty and complexity, the pupil first observes another student (or teacher) performing the task(s) contained in the objective. This step is to familiarize the pupil with the skill he is to learn to perform.

After a short period of observation, the pupil goes on to acquire the necessary skills. He is actually taught the skills to be mastered. Errors occurring in pupil performance can be detected immediately and corrected on the spot. This teaching step can be done by the teacher when new material is presented, or it can be performed by a pupil who has already acquired mastery of the task. (Peer Instruction)

When both pupil and peer instructor (PI) are convinced that he (the pupil) has learned the required content, they report to the teacher for a proficiency or mastery test (Quality Control). The pupil is scored on a pass-fail basis; either he has mastered with 100% accuracy the assigned task, or he has not.

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When the pupil passes his proficiency test, he becomes a peer instructor (PI) for the next pupil beginning the same module. After the peer instruction phase, the PI, before going on to the next module where he becomes a student once again, spends one day in an administration phase.

This final activity in the sequence is a day set aside when the PI can help in the administration of the program. He can take over the teaching phase for an absent pupil, help the teacher with clerical duties, or engage in enrichment activities.

This entire cycle—observation, skill acquisition, quality control, and teaching—is repeated until each pupil completes every module in the program.
PRIMING THE SYSTEM

Because of the Program's modular design, pupils can be phased into any module in the sequence. The entry point into the sequence, of course, is dependent upon skills and knowledge already possessed by the pupil. However, for illustrative purposes the pupil will begin with the first module in the sequence.

For optimum results, it is best to start with one or two pupils, preferably one. The teacher begins by performing each of the objectives (skills) of Module 1, Task a, while the pupil observes. Next, the teacher teaches the pupil to perform the skills she just demonstrated. If, as he attempts the skills, the pupil makes errors in performance, the teacher can instantly detect and correct them. When the teacher feels the pupil has had sufficient teaching, he is asked to perform all of the skills of the particular task.

When the pupil feels he is ready, he asks the teacher for his proficiency test. Using a quality control check list, the teacher evaluates the pupil's performance on a pass-fail basis. If the pupil fails any portion of the quality control test, the teacher re-teaches (re-cycles) only the skills not mastered. As soon as the pupil passes quality control for Module 1, Task a, he moves on to Module 1, Task b, following the very same procedures described above.

As soon as Module 1, Task a and b are completed at the 100% mastery level, the pupil becomes a peer instructor (PI) for the next pupil who is waiting to enter Module 1.

Following the same steps employed by the teacher for Module 1, (skill performance and teaching), the PI teaches his pupil the same skills he learned in Module 1. A memory aid (PI Directions) is supplied to the PI to insure that he will remember and follow all critical procedures and teach all aspects of the particular skill. When the new pupil and his PI feel that he has learned the skill, the pupil goes to the teacher for his quality control test. The pupil's PI is also present at this time to obtain feedback on the effectiveness of his teaching.

When the pupil passes the quality control test, he becomes a PI for the next pupil beginning Module 1. If the pupil does not pass the quality control test, his PI gives more instruction until mastery is achieved.
While the second pupil, now a PI, engages in teaching his pupil Module 1, the recently retired PI now becomes a student learning the skills of Module 2. After achieving mastery of Module 2, he becomes a PI for the next pupil entering Module 2. This, then, is the system in operation.

Before going further, the teacher must take note of a crucial aspect of the system: Quality Control. Mastery of a skill has been set at the absolute criterion - 100% accuracy. There is a compelling justification for setting this level. Anything less than 100% accuracy leads to a breaking down of the system and creating frustrated learners.

If, for example, a pupil is allowed to complete a module at less than mastery (100% accuracy), an error factor is introduced. Uncorrected, the error factor tends to compound itself as one pupil teaches another. Soon the number of teaching and learning errors have multiplied to point where pupils are proceeding from module to module without learning the required skills. It is at this point that the system has ceased to function. Thus, the insistence on mastery at the 100% level.
CONTENTS OF THE PROGRAM

The PI Program has been prepared to provide the teacher with a complete package of materials and procedures for ease of implementation and assurances of success. The program contents consist of:

1. A set of pupil performance objectives for each module.
2. Quality Control Check Lists for each module.
3. Peer Instructor Directions
4. Pupil Progress Charts
5. Instructional booklets and charts.

Central to the PI Program is the set of pupil performance objectives. The objectives serve to specify what is to be learned, under what conditions, and standards of performance. Theoretically and in actual practice the objectives tell where you are going, and when you get there.

The content of the program is divided into two parts: consonants and vowels. Each part is made up of a series of modules. Each module is further divided into tasks. Finally, each task is composed of a set of pupil performance objectives. Another way of looking at the organization of the content is to think of a module as a terminal objective and a task as a set of enabling objectives. The terminal objective describes the gross learning behaviors, and the enabling objectives form the step-by-step procedure for achieving the terminal behavior.

An individual module has been constructed such that the amount of content is readily handled by the pupil. It is neither too large nor too small in terms of skills to be learned. Furthermore, the size of the module provides the pupil with ample opportunity for timely feedback and reinforcement.

Modules are organized in a hierarchial sequence, proceeding from the simple to the complex. Mastery of Module 1 is necessary for undertaking Module 2. Mastery of Module 2 is a prerequisite for Module 3, etc.

The objectives of each task have been stated in pupil performance terms. That is, the objectives tell what it is that the pupil must be able to do at the conclusion of an instructional segment. Possessing the specifications of precise objectives, they give the conditions by which the learning is to occur, the behavior the pupil must exhibit, and the acceptable level of performance.
Acknowledgement and approval of pupil efforts and successes are a necessary condition for effective learning. Therefore, pupils engaged in learning need reinforcement. And, the reinforcement must be systematically and consistently applied.

There are several powerful and effective reinforcement procedures interwoven into the PI Program. Most important is the reinforcement or satisfaction the pupil receives when he successfully masters a module. Coupled with the inner feeling of achievement, the pupil also receives the verbal praise of the teacher.

The opportunity to teach a peer is another highly prized reinforcer. Probably the most potent reinforcement occurs as the peer instructor watches his pupil successfully pass a module.

Some pupils, because of various causes, find the intrinsic rewards described above as inadequate. For this reason several external motivational practices are employed. A star can be placed on the pupil's PI Progress Chart for the completion of each task. Mastery of a module earns a star on the class Module Monitor.

The most highly regarded external reinforcer is the PI badge. When the pupil functions in the capacity of a peer instructor, he is entitled to wear a PI badge. Each time the peer instructor successfully teaches another pupil a star or hash mark can be placed on his badge. The accumulated stars or hash marks on the PI badge attest to the pupil's competency as a teacher and become a source of pride to the pupil. It should be noted, in this case, that the pupil is not being primarily reinforced for his own learning, but rather for teaching someone else.

Another useful and effective practice is that of marking the numbers of the completed modules on the PI's badge. This provides recognition to the pupil with respect to his progress in the program. From the teacher's point of view, a quick glance can tell which modules a given pupil is qualified to teach. This information, quickly obtained, can be helpful in assigning peer instructors to pupils.
Associated with each task is a proficiency test termed the Quality Control Check List. This is a test of the pupil's ability to perform the desired skills. As stated earlier, skill performance (learning) is judged on a pass-fail basis. In order to successfully complete both a task and a module, mastery at the 100% level is required of the pupil.

PI DIRECTIONS

Once a pupil achieves mastery of a given module, he becomes a peer instructor (PI) for the next pupil entering that module. It is the peer instructor's responsibility to teach his pupil the skills of the module and bring him to mastery.

To assist the peer instructor in his teaching a set of PI Directions is provided. These directions serve as a memory aid for the peer instructor so that he does not omit important content or learning sequences his pupil must acquire.
SPECIAL FEATURES OF PROGRAM

The PI Program incorporates several principles basic to learning and the systems analysis approach into an effective instructional system. As such, each aspect of the system is interdependent and necessary for effective functioning and for realizing the greatest yield in pupil learning.

1. Performance orientation. The keynote of significant improvement in learning is a clear specification of what the pupil is expected to learn. The learning process then, must focus on pupil performance objectives. The pupil must actively participate in the process, performing activities rather than hearing or reading about them. The evaluation of proficiency, correspondingly, must focus on the pupil’s ability to perform the various skills that make up the task rather than answer questions about these tasks.

2. Learning in a functional context. In learning skills to be applied in particular circumstances (reading), pupils will, in general, learn better and faster if those circumstances are present in the learning situation. This would avoid an undesirable temporal separation of receiving information and putting the information into practice.

3. Individualized instruction. For various reasons, including differential aptitude, some pupils are capable of learning faster than others. Instructional methods, such as the group presentation, that fix the pace at which learning must take place, leave some pupils behind and bore others. Consequently, self-pacing is desirable.

4. Feedback. Teaching methods that permit only delayed feedback to the pupil (a unit test, for example) compound misunderstanding and often produce negative effects on motivation. It is always preferable for pupils to experience a sense of security in what they have already learned before they proceed to learn something else. This implies that accurate feedback should be presented to pupils at the earliest possible moment and at each critical step of the learning process. Feedback, therefore, must be both rapid and detailed.
5. **Peer instruction.** Research has shown that peers can be extremely useful and effective in the performance of instructional duties. Having just learned a set of skills, the peer instructor is particularly well acquainted with the skills. With regard to teaching, peers also have "a way" of teaching each other. In other words, they have a communication system that is immensely more effective than that between a teacher and a pupil. Empirical evidence reveals that not only do peers do a more effective job of teaching, but they do it in a shorter period of time.

6. **Absolute criterion.** The weakness of fixed-pace teaching methods is clearly evidenced by the frequency with which large numbers of pupils fail to master the skills they are being taught. Clearly, then, the crucial aspect of the instructional system is its insistence on mastery at the 100% level. To accept anything less than the absolute criterion is to court a steady and progressive deterioration in the functioning of the system. Error is compounded by error until pupil learning takes on a meaningless function.

Additionally, since the system comprises a series of modules, each of which is necessary for success in succeeding modules, mastery must be maintained to avoid the deleterious effects of mislearnings that may appear in later learning.
While the PL Program is designed primarily for use from kindergarten through grade 6, with slight modifications it can be used with pupils in pre-school, junior and senior high school, and adult education programs.

In pilot studies across a wide range of pupil abilities the program has been found to be successful for pupils with learning disabilities, emotional disorders and educational disadvantage.

With respect to utilization in the classroom, the program will stand by itself as the sole source of instruction. Or, the program can be used as a means of re-cycling pupils who, after conventional instruction, have not mastered the content.
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1. Point to complete column.

2. 

3. Name letter only.

4. Have the pupils listen and watch your lips as you say each sentence before they attempt to say the sentence. Always start at the top of the chart (or with the first sound of the module).

5. Give each of these sounds out of order on the chart.

6. Example of a mistake: "This is a pig." (give sound of 'g-'). Always start at the top. The pupil will begin to see and hear the visual-aural pattern.

7. Write sound on scrap paper (not necessary to keep).
Task a

CONSONANTS: p-, wh-, f-, th-, t-

OBJECTIVES

1. Shown the consonant chart, the pupil will point to the first column and identify the letters as whisper sounds.

2. Given the five whisper sounds (p-, wh-, f-, th-, t-) the pupil will respond by saying that these are whisper sounds because the voice box is not used. The teeth, tongue, lips and jaws are used.

3. Shown the consonant chart, the pupil will say the names of the letters for the five whisper sounds, (p-, wh-, f-, th-, t-) in the order in which they appear on the chart with no errors.

4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:
   - p- "This is a pig." (Give sound of p)
   - wh- "This is a wheel." (Give sound of wh)
   - f- "This is a fan." (Give sound of f)
   - th- "This is a three." (Give sound of th)
   - t- "This is a top." (Give sound of t)

5. Given any of the first five (5) whisper sounds, the pupil will point to the correct sound on the consonant chart with no errors.

6. Given any of the first five (5) whisper sounds deliberately incorrect, the pupil will identify the mistake and correct it.

7. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write each beginning letter sound.
Module 1

Task A

**TEACHER DIRECTIONS**

**QUALITY CONTROL**

1. Teacher will point to each sound. Pupil will give sound.

*ALWAYS DATE QUALITY CONTROL CHECK-OFFS*

3. The pupils may use regular writing paper for their written test. The same paper may be used for the first six modules and can be placed in pupil's own folder.

   Teacher should use these test words in a sentence as well as in isolation.
1. Each child will be given a picture while the P.I. is speaking. When each name is called, the child will write the correct letter for only the "P." picture terms. The others will be crossed out.

Quality Control

The child will give the sound as he thinks it to each picture. It is not necessary to name only the "P." Picture Term has failed to mark a picture, the others are checked. If all "P." sound pictures are checked correctly, the child will be passed on to the next level checked.
MODULE 1
WORKSHEETS: p-, wh-, f-, th-, t-
Task b

OBJECTIVES

1. Given a worksheet for each sound (p-, wh-, f-, th-, t-), the pupil will mark only the pictures that begin with the same sound as the key pictures after each worksheet is read orally.

QUALITY CONTROL

1. When all five (5) pages of worksheets are completed, the pupil gives his work to the teacher to be corrected. PI is present during this Quality Control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 1, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check in with the Student Monitor. (See Appendix A)
OBJECTIVES

It is not necessary to include, as a task, the definition of a whisper sound, but pupils need to be reminded that Module 2 sounds are whisper sounds.

1. Name letter only.

2. Have pupils listen and watch your lips, as you say each sentence, before they attempt to say the sentence.

3. Give each sound - out of the order on the chart.

4. Always use complete sentences and start at the beginning of the module sound (s-).

Example: "This is a saw." (Give sound of s-)

May write sound on board or paper. (Not necessary
CONSONANTS: s-, sh-, ch-, k-, h-

Task a

OBJECTIVES

1. Shown the consonant chart containing letter sounds (s-, sh-, ch-, k-, h-) the pupil will say the names of the letters in the order in which they appear on the chart with no errors.

2. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:
   - s-: "This is a saw." (Give sound of s)
   - sh-: "This is a ship." (Give sound of sh)
   - ch-: "These are cherries." (Give sound of ch)
   - k-: "This is a key." (Give sound of k)
   - h-: "This is a horn." (Give sound of h)

3. Given any of the consonant sounds (s-, sh-, ch-, k-, h-) the pupil will point to the correct letters on the consonant chart with no errors.

4. Given any of the five (5) whisper sounds, deliberately incorrect, the pupil will identify the mistake and correct it.

5. Shown five (5) picture cards, each beginning with a different whisper sound, the pupil will write the beginning letter sound with no errors.
1. Teacher points to sound on chart.

2. Test can be taken on same paper as Module 1.
QUALITY CONTROL

1. The pupil will pronounce each of the five sounds (s-, sh-, ch-, k-, h-) correctly.

2. The pupil will write the beginning sound for each whisper sound pronounced by the teacher.

   1. spring  s-
   2. keen    k-
   3. cheese  ch-
   4. shake   sh-
   5. heard   h-
   6. charm   ch-
   7. keg     k-
   8. shoe    sh-
   9. hatch   h-
  10. soft    s-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task a, on "My P.I.P. Progress Chart."
MODULE 2

TEACHER DIRECTIONS

Task b

OBJECTIVES

1. Follow directions for Module 1, Task b.

If a pupil writes a k sound for a c spelling, credit may be given. This is not a test of spelling.

MODULE 2

QUALITY CONTROL

Task b

1. Follow directions for Module 1, Task b, Quality Control
MODULE 2 WORKSHEETS: s-, sh-, ch-, k-, h-
Task b

OBJECTIVES:

1. Given a worksheet for each sound (s-, sh-, ch-, k-, h-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 2 QUALITY CONTROL
Task b

1. When all five (5) worksheets of Module 2 are completed, the pupil gives his work to the teacher to be corrected. The PI is present during this Quality Control phase.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2; Task b, on "My P.I.P. Progress Chart."
There will be a test for beginning and ending sounds at the end of each of the four columns of the chart.

This test may also be taken on the same paper as Module 1, Task a, and Module 2, Task a.

Again, use word in a sentence as well as in isolation.

The ending sounds used in all of the consonant modules are the ones most frequently missed. This type of lesson is excellent for auditory discrimination.
MODULE 2  BEGINNING AND ENDING CONSONANTS FOR WHISPER SOUNDS

Task c

OBJECTIVES

1. Given a series of pictures that begin and end with whisper sounds, the pupil will write the beginning and ending whisper sound for each picture with no errors.

MODULE 2  QUALITY CONTROL

Task c

1. The pupil will write the beginning and ending whisper sounds for each word pronounced by the teacher.

   1. thought  th - t
   2. what      wh - t
   3. speech    s - ch
   4. tap       t - p
   5. huff      h - f
   6. chart     ch - t
   7. plump     p - p
   8. feast     f - t
   9. taught    t - t
  10. kept      k - t

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 2, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 2 on the Module Monitor.
OBJECTIVES

1. Pupil should point to the complete second column.

2. Make sure the pupil can feel the vibrations on throat.

3. Pupil names letters only.

4. Have pupils listen and watch your lips. They should place their hands on throats to feel vibrations when they say sentence.

5. Use complete sentences and the order of the chart.

6. You may use Phonovisual picture cards.
CONSONANTS: b-, w-, v-, th-, d-

OBJECTIVES

1. Shown the consonant chart the pupil will point to the second column and identify them as voiced sounds with no errors.

2. Given the five (5) voiced sounds (b-, w-, v-, th-, d-) the pupil will respond by saying that these are voiced equivalents of the whisper sounds because the voice box is used. The pupil will also place his hand on the voice box to feel the vibrations.

3. Shown the consonant chart, the pupil will say, by name, the letters of the five (5) voiced sounds (b-, w-, v-, th-, d-) in the order in which they appear on the chart with no errors.

4. Given the voiced sounds from the consonant chart, the pupil, in reciting, will precede each sound with the sentence:

   b- "This is a bear." (Give sound of b)
   w- "This is a wagon." (Give sound of w)
   v- "This is a valentine." (Give sound of v)
   th- "This 'this'." (Give sound of th)
   d- "This is a duck." (Give sound of d)

5. Given any of the five (5) voiced sounds, the pupil will point to the correct sound on the consonant chart with no error.

6. Given any of the first five (5) voiced sounds (b-, w-, v-, th-, d-) deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

7. Shown five (5) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.
1. Point to sound on chart.
Pupil responds.

Note lesson on Module 1 and 2.
QUALITY CONTROL

1. The pupil will pronounce each of the five (5) sounds (b-, w-, v-, th-, d-) correctly.

2. The pupil will define a voiced sound as using teeth, tongue, lips, and jaw - and voice box.

3. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

   1. victor   v-  
   2. breeze   b-  
   3. there    th- 
   4. world    w-  
   5. drive     d- 
   6. they     th- 
   7. drop      d-  
   8. blew      b-  
   9. verse     v-  
  10. wag       w- 

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 3, Task a, on My I.E.P. Progress Chart.
MODULE 3
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions.

QUALITY CONTROL

1. Follow previous directions.
MODULE 3
WORKSHEETS: b-, w-, v-, th-, d-

Task b

OBJECTIVES

1. Given a worksheet for each sound (b-, w-, v-, th-, d-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 3
Task b

QUALITY CONTROL

1. When all five (5) worksheets of Module 3 are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this Quality Control step.

When the pupil achieves 100% mastery, he may check off Module 3, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 3 on the Module Monitor.
MODULE 4  
Task a

TEACHER DIRECTIONS

OBJECTIVES

1. Follow previous directions. Name letter.

2. - 4.
   Do the same as you did for Module 1, 2, and 3.

5. Picture Cards from Phonovisual.
MODULE 4

CONSONANTS: z-, j-, g-

Task a

OBJECTIVES

1. Shown a consonant chart containing the voiced sounds (z-, j-, g-) the pupil will identify each letter in the order they appear on the chart with no errors.

2. Given a consonant sound, the pupil, in reciting will precede each sound with the sentence:
   
   z- "This is a zebra." (Give sound of z)
   j- "This is a jar." (Give sound of j)
   g- "This is a goat." (Give sound of g)

3. Given any of the three (3) voiced sounds (z-, j-, g-) the pupil will point to the correct letter on the consonant chart with no errors.

4. Given any of the three (3) voiced sounds (z-, j-, g-) deliberately incorrect, the pupil will identify the mistake and correct it.

5. Shown three (3) picture cards, each beginning with a different voiced sound, the pupil will write the beginning letter sound with no errors.
QUALITY CONTROL

1. The pupil will pronounce each of the three voiced sounds (z-, j-, g-) correctly.

2. The pupil will write the beginning sound for each voiced sound pronounced by the teacher with no errors.

   1. zinna  z-
   2. gift    g-
   3. jig     j-
   4. game    g-
   5. zero    z-
   6. grin    g-
   7. joy     j-
   8. zinc    z-
   9. gain    g-
  10. jog     j-

TASK COMPLETION

When the pupil achieves 100% mastery, the teacher should sign off on the task completion.
1. Follow previous instructions.
MODULE 4 WORKSHEETS: z-, j-, g-

Task b

OBJECTIVES

1. Given a worksheet for each of the sounds (z-, j-, g-) the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

MODULE 4 QUALITY CONTROL

Task b

1. When all three worksheets of Module 4, Task b, are completed, the pupil will give his work to the teacher to be corrected. The PI is present during this quality control step.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task b, on "My P.I.P. Progress Chart."
1. Follow directions for Module 2, Task c, Quality Control.
OBJECTIVES

1. Shown a series of pictures, the pupil will write the beginning and ending for each picture with no errors.

QUALITY CONTROL

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

<table>
<thead>
<tr>
<th>Word</th>
<th>Ending Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>vanish</td>
<td>v - sh</td>
</tr>
<tr>
<td>that</td>
<td>th - t</td>
</tr>
<tr>
<td>jerk</td>
<td>j - k</td>
</tr>
<tr>
<td>grass</td>
<td>g - s</td>
</tr>
<tr>
<td>both</td>
<td>b - th</td>
</tr>
<tr>
<td>watch</td>
<td>w - ch</td>
</tr>
<tr>
<td>jot</td>
<td>j - t</td>
</tr>
<tr>
<td>zip</td>
<td>z - p</td>
</tr>
<tr>
<td>vouch</td>
<td>v - ch</td>
</tr>
<tr>
<td>zest</td>
<td>z - t</td>
</tr>
</tbody>
</table>

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 4, Task c, on "My P.R.C. Progress Chart."

MODULE COMPLETION

When Task a, b, and c, are completed check off Module 4, on the Module Monitor.
MODULE 5
Task a

TEACHER DIRECTIONS

OBJECTIVES

2. Make sure each pupil can feel the nasal vibrations.

4. -ng is an ending sound because the sline (-) is before the sound letters.

5. This chart may be printed on the board. It is important here that the pupil sees and hears the difference between the endings.

6. Follow same as previous directions.
MODULE 5

CONSONANTS: m-, n-, -ng

Task a

OBJECTIVES

1. Shown a consonant chart the pupil will point to the third column and identify the letters as nasal sounds with no error.

2. Given any of the three (3) nasal sounds, the pupil will respond by saying that these are nasal sounds because of the vibration felt by placing his finger along side of his nose when making the sound of m-, n-, -ng.

3. Shown the consonant chart above, the pupil will say the names of the letters of the nasal sounds (m-, n-, -ng) with no errors.

4. Shown the -ng sound on the consonant chart, the pupil will say that -ng is used only as an ending sound. (The dash (-) preceding the -ng indicates that the sound is an ending one.)

5. Given the Module 5, Task a, discrimination chart, the pupil will repeat each word partner pronounced by the teacher with no errors.

(See discrimination chart on next page.)

6. Given the nasal sounds (m-, n-, -ng) the pupil, in reciting, will precede each sound with the sentence:

   m- "This is a monkey." (Give sound of m)
   n- "This is a nest." (Give sound of n)
   -ng "This is a swing." (Give sound of -ng)

7. Given any of the three (3) nasal sounds (m-, n-, -ng) the pupil will point to the correct sound on the consonant chart with no errors.

8. Given any of the three (3) nasal sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.
3. Pupil may need help with the first column, but must be able to add the -ng sound in the second column.
MODULE 5

CONSONANTS: m-, n-, -ng

Task a:

OBJECTIVES

9: Shown a series of picture cards, each with a different nasal sound, the pupil will write the nasal sound with no errors.

MODULE 5

Task a

QUALITY CONTROL

1. The pupil will pronounce each of the three (3) nasal sounds correctly.

2. The pupil will define a nasal sound with no error.

3. The pupil will read the Module 5, Task a, discrimination chart with no errors.

4. The pupil will write the nasal sound for each word pronounced by the teacher with no errors.

   1. move  m-
   2. new  n-
   3. mask  m-
   4. rang -ng
   5. noise n-
   6. thing -ng
   7. long -ng
   8. mouth m-
   9. sing -ng
  10. ned n-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task a, on "My P.I.P. Progress Chart."

33
TEACHER DIRECTIONS

OBJECTIVES

1. Follow same as previous directions.

MODULE 5  QUALITY CONTROL
Task b

1. Follow same as previous directions.
MODULE 5 WORKSHEETS: m-, n-, -ng
Task b

OBJECTIVES

1. Given a worksheet for each nasal sound, the pupil will mark only the pictures that have the same sound as the key picture - after each worksheet is read orally.

MODULE 5 QUALITY CONTROL
Task b

1. When all three (3) worksheets of Module 5, Task b, are completed, the pupil will give his work to the teacher to be corrected.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task b, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Follow directions for Module 2, Task c.
MODULE 5 QUALITY CONTROL

Task c

1. The pupil will write the beginning and ending sounds for each word pronounced by the teacher with no errors:

   1. sang  s - ng
   2. drum  d - m
   3. green  g - n
   4. thing  th - ng
   5. north  n - th
   6. dong   d - ng
   7. bloom  b - m
   8. chicken ch - n
   9. should sh - d
   10. plan  p - n

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 5, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module 5 on the Module Monitor.
The -x ending is really two whisper sounds, ks. The qu- sound is the same as kw.
MODULE b
CONSONANTS: -qu-, l-, r-, y-, -x

Task a

OBJECTIVES

1. Shown a consonant chart, the pupil will point to the fourth column and identify the letters as combination sounds with no error.

2. Given the sounds of column four, the pupil will describe combination sounds as using both whisper, voiced, and ending sounds.

3. Shown the consonant chart, the pupil will identify, by saying, the combination letter names in the order in which they appear on the chart with no errors.

4. Given a consonant sound, the pupil, in reciting, will precede each sound with the sentence:
   - qu- "This is a queen." (Give sound of qu)
   - l- "This is a leaf." (Give sound of l)
   - r- "This is a rabbit." (Give sound of r)
   - y- "This is a yard." (Give sound of y)
   - -x- "This is a box." (Give sound of -x).

5. Given any of the five (5) combinations sounds on the consonant chart, the pupil will point to the correct sound with no errors.

6. Given any of the combination sounds deliberately pronounced incorrect, the pupil will identify the mistake and correct it.

7. Shown a series of picture cards, each with a different combination sound, the pupil will write the sound with no error.
Task a

QUALITY CONTROL

1. - 3.
   Follow previous directions.
QUALITY CONTROL

1. The pupil will pronounce each of the five (5) combination sounds correctly.

2. The pupil will define a combination sound.

3. The pupil will write the combination sound for each word pronounced by the teacher:

- learner  l-
- younger y-
- risk r-
- quarrel qu-
- lunch i-
- wax -x
- quilt qu-
- fox -x
- yawn y-
- reach r-

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task a, on "My P.I.P. Progress Chart."
TEACHER DIRECTIONS

MODULE 6
Task b

OBJECTIVES

1. Follow previous directions:

MODULE 6
Task b

QUALITY CONTROL

1. Do not mark wrong any ks sound the pupil gives for the -x spelling, i.e. sticks, books, socks, locks, sacks. Although the spelling is incorrect, pupils are still hearing the correct sound, which is more important than spelling at this point.
**OBJECTIVES.**

1. Given a worksheet for each of the combinations' sounds, the pupil will mark only the pictures that begin with the same sound as the key picture after each worksheet is read orally.

**MODULE 6**

**QUALITY CONTROL**

1. When all five (5) pages are completed, the pupil gives his work to the teacher to be corrected.

**TASK COMPLETION**

When the pupil achieves 100% mastery, he may check off Module 6, Task 1, on "My E.T.P. Progress Chart."
OBJECTIVES

1. Follow previous directions.

QUALITY CONTROL

1. Follow previous directions.
MODULE 6
Task c

OBJECTIVES

1. Shown a series of pictures, containing beginning and ending sounds, the pupil will write the beginning and ending for each picture with no errors.

QUALITY CONTROL

1. The pupil will write the beginning and ending sound for each word pronounced by the teacher with no errors.

   1. youth y - th
   2. roast r - t
   3. lunch l - ch
   4. mix m - x
   5. room r - m
   6. leaf l - f
   7. year y - n
   8. quiet qu - t
   9. round r - d
   10. quick qu - k

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 6, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 6 on the Module Monitor.
MODULE 7

TEACHER DIRECTIONS

OBJECTIVES

1. Point to ee on chart.

2. Explain to pupil that ee says e (it's own name).

3. Auditory pattern - give sounds in isolation. Pupil can use board, if handy, or scrap paper.

4. Same as No. 3.

5. Write on board or paper to show pupil.

6. Put on board or paper. Pupil may write on same.

7. It is not necessary for the pupil to read all 64 "ee" words. Make sure pupils know the meanings of the less frequently used words as some will be used later in the booklet they will read and illustrate. You may pick the words at random or use the entire list. Do at least 24 words. Keep in mind that for some pupils this will be their first time blending sounds. This is also an excellent review of previously taught consonants.
OBJECTIVES

1. Shown the vowel -ee- on the vowel chart, the pupil will identify the vowels as the letter ee with no errors.

2. Given the ee in the word, tree, the pupil will identify the ee sound by saying the long e sound with no error.

3. Given the word sh ee p in an auditory pattern, the pupil will write the sh sound first, the ee sound second, and the p sound last with no errors.

4. Given the word keep, the pupil will write the three (3) auditory sounds (k- ee -p) with no errors.

5. Shown the words meet, seed and keep the pupil will pronounce the sounds of each word slowly so as to blend the sounds into the correct pronunciation. Then the pupil will repeat the blending sound a second time at a more rapid rate with no errors.

6. Given the word keep, the pupil will change the word to peep by substituting a p for the k. The pupil will also underline the vowel ee.

   Change peep to say sheep.
   Change sheep to say sheet.

   Underline the vowel ee in each word.

7. Given a list of 64 ee words, the pupil will orally make up a sentence for each of 24 selected words. The word must be used correctly in each sentence.
Pupil will read each word.

This test may be taken on regular writing paper and kept in pupil's folder. For some of the younger pupils it is helpful to have them underline the "ae" vowel pattern in the word.
OBJECTIVES

CHART 1

<table>
<thead>
<tr>
<th>peel</th>
<th>seen</th>
<th>bee'</th>
<th>feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>peep</td>
<td>seep</td>
<td>beef</td>
<td>heed</td>
</tr>
<tr>
<td>queen</td>
<td>sheep</td>
<td>beet</td>
<td>heel</td>
</tr>
<tr>
<td>reed</td>
<td>sheet</td>
<td>cheek</td>
<td>jeep</td>
</tr>
<tr>
<td>reef</td>
<td>teeth</td>
<td>deed</td>
<td>keen</td>
</tr>
<tr>
<td>reel</td>
<td>wee</td>
<td>deep</td>
<td>keep</td>
</tr>
<tr>
<td>see</td>
<td>weed</td>
<td>eel</td>
<td>meek</td>
</tr>
<tr>
<td>seed</td>
<td>week</td>
<td>fee</td>
<td>meet</td>
</tr>
<tr>
<td>seek</td>
<td>weep</td>
<td>feed</td>
<td>need</td>
</tr>
<tr>
<td>seem</td>
<td>wheel</td>
<td>feel</td>
<td>peek</td>
</tr>
<tr>
<td>sleep</td>
<td>steep</td>
<td>bleed</td>
<td>glee</td>
</tr>
<tr>
<td>sleek</td>
<td>street</td>
<td>breed</td>
<td>green</td>
</tr>
<tr>
<td>speech</td>
<td>sweep</td>
<td>creek</td>
<td>greet</td>
</tr>
<tr>
<td>speed</td>
<td>sweet</td>
<td>creep</td>
<td>screech</td>
</tr>
<tr>
<td>spleen</td>
<td>three</td>
<td>flee</td>
<td>screen</td>
</tr>
<tr>
<td>steel</td>
<td>tree</td>
<td>fleet</td>
<td>sleek</td>
</tr>
</tbody>
</table>

QUALITY. CONTROL

1. Using the Module 7 ee chart, the pupil will read aloud each word on the chart without error.

2. Using the list of words containing the ee vowel pattern below, the pupil will write each word from dictation with no errors.

1. creep
2. eel
3. fleet
4. leech
5. meek
6. reef
7. screen
8. sleet
9. tree
10. weep

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 7, Task a, on "My P.I.P. Progress Chart."
MODULE 7
Task b

OBJECTIVES

1. Given THE PEEK BOOK, the pupil will read the sentence on each page. On the opposite page the pupil will draw a picture that illustrates the sentence.

MODULE 7
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE PEEK BOOK.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off MODULE 7, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 7 on the Module Monitor.
TEACHER DIRECTIONS

OBJECTIVES

1. Letter recognition - the letter -a- as a vowel.

2. Use chart, or put on board, whatever is most convenient for you.

3. Point to each a- on the chart and pronounce the short a sound. Then going over the chart again, deliberately make a mistake in pronunciation at random. Go through the list several times.

4. Write a-- on the board. Say "at". Have pupil add a 't' to the a- on the board. Next, say "am" - pupil will add 'm' to the a-. Continue until all six are written. Some pupils will need more practice than others. Note the line (--) after each of the a's. Remind pupil that the line means a consonant is missing.

5. Erase board and have pupil write the six words from dictation. Pupil may write on board or paper.
AYWELL: -a- as in CAT

OBJECTIVES

The pupil will identify the vowel -a- (as in cat).

Shown in sections of each letter of Chapter 6.

CRAFT

Given the following words (at, am, an, and, ask, and): from dictation, the pupil will write each word correctly.
OBJECTIVES

6. Pupil should read list orally. Make sure he knows the meaning of all the words.

QUALITY CONTROL

1. Pupil will orally read each word.
6. Shown the short -a- words below, the pupil will pronounce each word correctly by blending the sounds together.

<table>
<thead>
<tr>
<th>Word</th>
<th>Fan</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lap</td>
<td>Hat</td>
<td>Sad</td>
</tr>
<tr>
<td>Sad</td>
<td>Sap</td>
<td>Rat</td>
</tr>
<tr>
<td>Bag</td>
<td>Hat</td>
<td>Add</td>
</tr>
<tr>
<td>Cap</td>
<td>Gap</td>
<td>Add</td>
</tr>
<tr>
<td>Man</td>
<td>Map</td>
<td>Nap</td>
</tr>
<tr>
<td>An</td>
<td>At</td>
<td>Dad</td>
</tr>
<tr>
<td>Lamp</td>
<td>Lamp</td>
<td>Dad</td>
</tr>
<tr>
<td>Rap</td>
<td>Tap</td>
<td>Band</td>
</tr>
<tr>
<td>Fat</td>
<td>Am</td>
<td>Had</td>
</tr>
<tr>
<td>Camp</td>
<td>Camp</td>
<td>Run</td>
</tr>
<tr>
<td>Wag</td>
<td>Tap</td>
<td>Lag</td>
</tr>
<tr>
<td>Can</td>
<td>Can</td>
<td>Cab</td>
</tr>
<tr>
<td>Last</td>
<td>Last</td>
<td>Mad</td>
</tr>
<tr>
<td>Pal</td>
<td>Pal</td>
<td>Slam</td>
</tr>
<tr>
<td>And</td>
<td>And</td>
<td>Mat</td>
</tr>
<tr>
<td>Pan</td>
<td>Pan</td>
<td>Pad</td>
</tr>
<tr>
<td>Sap</td>
<td>Sap</td>
<td>Past</td>
</tr>
</tbody>
</table>

MODULE 8
Task a

1. Shown the short -a- Quality Control chart below, the pupil will pronounce each word by blending the sounds with no errors.

<table>
<thead>
<tr>
<th>Word</th>
<th>Wax</th>
<th>Cash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand</td>
<td>Sand</td>
<td>Whack</td>
</tr>
<tr>
<td>Clap</td>
<td>Clap</td>
<td>Raft</td>
</tr>
<tr>
<td>Gab</td>
<td>Gab</td>
<td>Slam</td>
</tr>
<tr>
<td>And</td>
<td>And</td>
<td>Hash</td>
</tr>
</tbody>
</table>
2. Words may be written on test paper used for Module 7.
2. Given the following short -a- words from dictation, the pupil will write each word with no errors.

pad back
lamp tab
blast ham
an tax
gas trash

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task a, on "My P.I.P. Progress Chart."
1. Help pupil with any words he is having trouble with. Stress that the picture should show what the sentence says. They may be colored, etc. These booklets are for the pupils to keep after the quality control check.)
MODULE 8
Task b

OBJECTIVES

1. Given THE MAD BOOK, containing short a vowels, the pupil will read each sentence. On the opposite page he will draw a picture that illustrates the sentence.

MODULE 8
Task b

QUALITY CONTROL

1. The pupil will read each sentence aloud from THE MAD BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 8, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 8 on the Module Monitor.
OBJECTIVES


2. These letters may be put on the board, if it is easier. Note the line (-). The line is where the consonants will be placed.

3. Point to each i and say the short i sound. Deliberately make a mistake at random. Have the pupil raise his hand when he hears the wrong sound, and correct it.

4. Use scrap paper - or the board for pupil to write the words.

5. Use new scrap paper - or erased board to write words immediately.
MODULE 3
VOWEL: -i- as in FISH

TASK a.

OBJECTIVES

1. Shown the vowel -i- on the vowel chart, the pupil will identify the vowel as the letter i (as in fish).

2. Shown a series of -i-'s on Chart 1:

**CHART 1**

<table>
<thead>
<tr>
<th>i-</th>
<th>i-</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-</td>
<td>i-</td>
</tr>
<tr>
<td>i-</td>
<td>i-</td>
</tr>
</tbody>
</table>

the pupil will repeat the short i sound (as in fish) with no errors after the teacher points to each -i- and says the sound.

3. Using the series of -i-'s (see No. 2 above) the teacher will point to each -i- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Given the -i- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

**CHART 2**

<table>
<thead>
<tr>
<th>in</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>if</td>
<td>him</td>
</tr>
<tr>
<td>it</td>
<td>pig</td>
</tr>
</tbody>
</table>

5. Given the following words (in, if, it, fish, him, pig) from dictation, the pupil will write each word with no errors.
6. Pupil should know the meanings of each of these words.
OBJECTIVES.

6. Shown the short i words below, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

is   it   dig
hid' sip rib
limp lip pit
rid risk hip
bib milk big
pig lid lit
his dip bill
bid till if
pin kiss hint
him tin rim
in dim silk
fill fist will
did sit bill
ill mill rip
fit kill wig
hit sift tip
bit miss pill
lift fin win
Task a

1. Read orally.

2. Pupil may use test paper in folder to write words.
MODULE 9
Task a.

QUALITY CONTROL

1. Shown the short i chart below, the pupil will pronounce each word by blending the sounds with no errors.

SHORT i CHART

fix, zip
wig pitch
chin silk
grip trick
rim shrimp

2. Given the following short i words from dictation, the pupil will write each word with no errors.

spin bib
rip grit
print him
mix sing
rich win

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task a, on "My P.I.P. Progress Chart."
1. Again, help may be given for any word a pupil does not know. Encourage pupils to read each sentence carefully—watching for words like on, in, over, etc. These words can affect the pictures.
OBJECTIVES

1. Given THE IN-BOOK, containing short i vowels, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE IN BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 9, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 9 on the Module Monitor.
OBJECTIVES

1. This is for auditory discrimination. Read each word orally. The Pupil must point to the correct vowel - a or i.

2. Read each word. The pupil will write only the correct vowel, a or i, for each word dictated. Use scrap paper - or the board. Some pupils are going to need more practice than others. For those pupils, refer to the short vowel lists in the modules.
MODULE 10  
VOWELS: -a-, -i-, DISCRIMINATION

OBJECTIVES

1. Given a series of words orally containing short a and i (see below), the pupil will point to the correct vowel on the vowel chart.

   **CHART 1**
   
   glad  twist
   stick  blimp
   skim  class
   flag  grim
   crab  grab

2. Given a list of words containing short a and i, the pupil will write the correct vowel for each word.

   **CHART 2**
   
   pit  flip
   skip  clam
   last  slid
   trim  crack
   brand  fact
MODULE 10
Task a

TEACHER DIRECTIONS

QUALITY CONTROL

1. Pupil writes only the correct vowel sound. Use own test paper in folder.
QUALITY CONTROL

1. Given a series of words containing short -a- and -i- from dictation, the pupil will write the correct short vowel sound for each word.

1. grass  5. stag
2. drill  7. scan
3. slick  8. frīsk
4. yam  9. vast
5. glint 10. whisk

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 10, Task a, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Task a, is completed, check off Module 10 on the Module Monitor.
OBJECTIVES

1. Letter identification - the letter -a- which is the vowel in duck.

2. These may be put on the board if more convenient. Watch the line (-) representing a consonant sound. Make sure pupil knows what the (-) means.

3. Deliberately make a mistake on one vowel while going through list. Have pupil raise hand when he hears the incorrect sound. Go through the list several times.

4. Use scrap paper or board. Have pupil listen carefully to see if the consonants come before or after the vowel sound.

5. Use either paper - or the board.
VOWEL: -u- as in DUCK

OBJECTIVES

1. Shown the vowel -u- on the vowel chart, the pupil will identify the vowel as the letter u (as in duck).

2. Shown a series of -u-'s on Chart 1:

CHART 1

\[-u- \quad u- \quad -u- \quad u- \quad -u-\]

the pupil will repeat the sound of -u- (as in duck) after the teacher points to each -u- and says the sound.

3. Using the series of -u-'s (see No. 2 above) the teacher will point to each -u- and pronounce some of the letters correctly and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

4. Shown the -u- columns on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

CHART 2

\[\text{up} \quad \text{rug} \]
\[\text{us} \quad \text{dust} \]
\[\text{cup} \quad \text{spun} \]

5. Given the following words (up, us, cup, rug, dust, spun) from dictation, the pupil will write each word with no errors.
6. Make sure pupil knows the meaning of each of these short u words - as well as being able to sound them out.
6. Shown the short -u- words below, the pupil will pronounce each word with no errors by blending the sounds together.

**CHART 3**

<table>
<thead>
<tr>
<th>hub</th>
<th>us</th>
<th>hum</th>
</tr>
</thead>
<tbody>
<tr>
<td>hut</td>
<td>must</td>
<td>fund</td>
</tr>
<tr>
<td>pump</td>
<td>fuss</td>
<td>muss</td>
</tr>
<tr>
<td>rug</td>
<td>hump</td>
<td>mumps</td>
</tr>
<tr>
<td>tub</td>
<td>mug</td>
<td>fun</td>
</tr>
<tr>
<td>hug</td>
<td>lug</td>
<td>tug</td>
</tr>
<tr>
<td>rub</td>
<td>up</td>
<td>bump</td>
</tr>
<tr>
<td>bug</td>
<td>dump</td>
<td>cup</td>
</tr>
<tr>
<td>lump</td>
<td>suds</td>
<td>bunt</td>
</tr>
<tr>
<td>but</td>
<td>rut</td>
<td>dust</td>
</tr>
<tr>
<td>sum</td>
<td>mud</td>
<td>nut</td>
</tr>
<tr>
<td>gum</td>
<td>puff</td>
<td>sulk</td>
</tr>
<tr>
<td>dug</td>
<td>sun</td>
<td>bun</td>
</tr>
<tr>
<td>bud</td>
<td>pup</td>
<td>cub</td>
</tr>
<tr>
<td>gun</td>
<td>tuck</td>
<td>luck</td>
</tr>
<tr>
<td>run</td>
<td>bum</td>
<td>bus</td>
</tr>
<tr>
<td>rust</td>
<td>cuff</td>
<td>cut</td>
</tr>
<tr>
<td>runt</td>
<td>dull</td>
<td>duck</td>
</tr>
</tbody>
</table>
QUALITY CONTROL

1. Point to each word: Pupil should pronounce the words without hesitation.

2. Pupil may take test on test paper kept in his folder.
1. Shown the short -u- chart below, the pupil will pronounce each word with no errors by blending the sounds.

**MODULE 11 - QUALITY CONTROL CHART**

<table>
<thead>
<tr>
<th>rust</th>
<th>bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuff</td>
<td>lunch</td>
</tr>
<tr>
<td>luck</td>
<td>bump</td>
</tr>
<tr>
<td>bug</td>
<td>nut</td>
</tr>
<tr>
<td>drum</td>
<td>cup</td>
</tr>
</tbody>
</table>

2. Given the following short u words from dictation, the pupil will write each word with no errors.

<table>
<thead>
<tr>
<th>rush</th>
<th>plug</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>fun</td>
</tr>
<tr>
<td>sum</td>
<td>pump</td>
</tr>
<tr>
<td>bud</td>
<td>must</td>
</tr>
<tr>
<td>rut</td>
<td>trust</td>
</tr>
</tbody>
</table>

**TASK COMPLETION**

When the pupil achieves 100% mastery, he may check off Module 11, Task a, on "My P.I.P. Progress Chart."
1. Follow directions given for the other booklet.
OBJECTIVES

1. This is for auditory discrimination of the three vowels learned previously. The pupil must point to the correct vowel on chart.

2. Write only correct vowel.
MODU LE 11  VOWELS: -a-, -i-, -u-  DISCRIMINATION

Task c

OBJECTIVES

1. Given a series of words (see below), containing short -a-, -i-, -u- (see below), the pupil will point to the vowel on the vowel chart with no errors.

   CHART 1
   
   tilt
   brag
   stub
   spank
   mint
   slug
   bluff
   drank
   buck
   tusk

2. Given a list of words containing short -a-, -i-, -u-, the pupil will write the vowel for each word with no errors.

   CHART 2
   
   skid
   skull
   dump
   grand
   brag
   plug
   pick
   swim
   brad
   plum
QUALITY CONTROL

1. Use test paper from pupil's folder.
1. Given a series of words containing short -a-, -i-, -u- from dictation, the pupil will write the short vowel sound for each word with no errors.

1. graft 6. quiz
2. flinch 7. snub
3. hunch 8. rag
4. pulp 9. grim
5. flash 10. flying

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module II, Task c, on "M.T.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c, are completed, check off Module II on the Module Monitor.
OBJECTIVES

1. Follow same directions given for the previous vowels.
VOWELS: -o- as in TOP

OBJECTIVES

Shown the vowel -o- on the vowel chart, the pupil will identify the vowel as the letter o- and as having the sound of -o- (as in top).

Shown a series of -o-'s on Chart 1:

CHART 1

-0-

-o-

-0-

The pupil will repeat the sound of -o- (as in top) after the teacher points to each -o- and says the sound.

With a series of -o-'s (see No. 2 above) the teacher will point to each -o- and pronounce some words, then have the pupil repeat and pronounce the words correctly, and shall will be repeated exactly. The pupil must identify all vowels in correct pronunciation.
6. Make sure the pupil knows the meaning of each of these short words.
OBJECTIVES

6. Shown the short -o- words below, the pupil will pronounce each word by blending the sounds together with no errors.

<table>
<thead>
<tr>
<th>Chart 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>odd</td>
</tr>
<tr>
<td>not</td>
</tr>
<tr>
<td>sop</td>
</tr>
<tr>
<td>hop</td>
</tr>
<tr>
<td>rob</td>
</tr>
<tr>
<td>gob</td>
</tr>
<tr>
<td>dot</td>
</tr>
<tr>
<td>rot</td>
</tr>
<tr>
<td>stop</td>
</tr>
<tr>
<td>pond</td>
</tr>
<tr>
<td>rod</td>
</tr>
<tr>
<td>spot</td>
</tr>
<tr>
<td>lot</td>
</tr>
<tr>
<td>top</td>
</tr>
<tr>
<td>drop</td>
</tr>
<tr>
<td>doll</td>
</tr>
<tr>
<td>God</td>
</tr>
<tr>
<td>flop</td>
</tr>
</tbody>
</table>
TEACHER DIRECTIONS

QUALITY CONTROL

1. Follow directions for Module 11-a.

2. Take test on test paper kept in folder.
QUALITY CONTROL

1. Shown the short -o- chart below, the pupil will pronounce each word by blending the sounds with no errors.

2. Given the following short -o- words from dictation, the pupil will write each word with no errors.

TASK COMPLETION

When 100% mastery, he may check off on "My P.I.P. Progress Chart."
1. Follow previous directions for using booklets. (Modules 8 - 9 - 10, Task b).
MODULE 12
Task b

OBJECTIVES

1. Given THE GLOB BOOK, containing short 0 words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE GLOB BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task b, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Have pupil point to correct vowel on chart.

2. Use the board - or scrap paper. If much difficulty is noted in this discrimination level, pick additional words from previously given short vowels lists, for additional practice.
MODULE 12

VOWELS: -a-, -i-, -u-, -o-

DISCRIMINATION

Task c

OBJECTIVES

1. Given a series of words orally, containing short -a-, -i-, -u-, -o-, the pupil will point to the correct vowel on the vowel chart with no errors.

CHART 1

<table>
<thead>
<tr>
<th>flop</th>
<th>still</th>
</tr>
</thead>
<tbody>
<tr>
<td>gasp</td>
<td>mob</td>
</tr>
<tr>
<td>crisp</td>
<td>plus</td>
</tr>
<tr>
<td>trunk</td>
<td>blot</td>
</tr>
<tr>
<td>smack</td>
<td>flip</td>
</tr>
</tbody>
</table>

2. Given a list of words containing short -a-, -i-, -u-, -o-, the pupil will write the vowel in each word with no errors.

CHART 2

1. flat  6. stack
2. lamp  7. cuff
3. rot   8. grill
4. block 9. bond
5. gum  10. lift
1. Take test on test paper kept in pupil's folder.
QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o- from dictation, the pupil will write the short vowel sound for each word with no errors.

   1. stop
   2. pants
   3. 'ill
   4. 'on
   5. must
   6. hint
   7. rub
   8. drank
   9. romp
  10. dock

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 12, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 12 on the Module Monitor.
TEACHER DIRECTIONS

MODULE 13
Task a

OBJECTIVES

1. - 4. Follow directions as given for Module 11-a.

5. Use board or scrap paper.
Shown the vowel -e- on the vowel chart, the pupil will identify the vowel as the letter e and as having the sound of -e- (as in bed).

Shown a series of -e-'s on Chart 1.

<table>
<thead>
<tr>
<th>Chart 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-</td>
</tr>
<tr>
<td>e-</td>
</tr>
<tr>
<td>e-</td>
</tr>
<tr>
<td>e-</td>
</tr>
</tbody>
</table>

The pupil will give the sound of -e- (as in bed) as the teacher points to each -e- with no errors.

Using a series of -e-'s (see No. 2 above), the teacher will point to each -e- and pronounce some of the letters correctly, and some will be pronounced incorrectly. The pupil must identify and correct the incorrect pronunciations.

Show the -e- column on Chart 1 and given a word from dictation, the pupil will write the missing letter(s) with no errors.

<table>
<thead>
<tr>
<th>Chart 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>end</td>
</tr>
<tr>
<td>elm</td>
</tr>
<tr>
<td>elf</td>
</tr>
<tr>
<td>beg</td>
</tr>
<tr>
<td>jet</td>
</tr>
<tr>
<td>leg</td>
</tr>
</tbody>
</table>

Given the following words (end, elm, elf, beg, jet, leg) from dictation, the pupil will write each word with no errors.
OBJECTIVES

6. Make sure pupils know the meanings of each of these words.
MODULE 13
Task a

QUALITY CONTROL

1. Shown the short -e- chart below, the pupil will pronounce each word with no errors by blending the sounds.

<table>
<thead>
<tr>
<th>test</th>
<th>self</th>
</tr>
</thead>
<tbody>
<tr>
<td>keg</td>
<td>pelt</td>
</tr>
<tr>
<td>lend</td>
<td>fresh</td>
</tr>
<tr>
<td>neck</td>
<td>elm</td>
</tr>
<tr>
<td>zest</td>
<td>mess</td>
</tr>
</tbody>
</table>

2. Given the following short -e- words from dictation, the pupil will write each word with no errors.

| pest   | jet   |
| went   | test  |
| yet    | web   |
| help   | pen   |
| bent   | sled  |

TASK COMPLETION:

When the pupil achieves 100% mastery, he may check off Module 13, Task a, on "My P.I.P. Progress Chart."
MODULE 13
Task b

TEACHER DIRECTIONS

OBJECTIVES

1. Follow directions for Module 8-b.
OBJECTIVES

1. Given THE CHECK BOOK, containing short -e- words, the pupil will read the sentence on each page. On the opposite page he will draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHECK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task b, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Have pupil point to correct vowel on chart

2. Use board or scrap paper. If additional practice is needed, take words from previously given short vowel lists.
OBJECTIVES

1. Given a series of words orally containing short -a-, -i-, -u-, -o-, -e-, the pupil will point to the vowel on the vowel chart with no errors.

   CHART 1
   
   bud       rich
   lamp      test
   must      crop
   lot       yet
   sing      ham

2. Given a list of words containing short -a-, -i-, -u-, -o-, -e-, the pupil will write the vowel for each word with no errors.

   CHART 2
   
   cliff     truck
   swam      plop
   plod      wind
   left      suds
   wept      slap
1. Take test on test paper kept in pupil's folder.
MODULE 13
Task c.

QUALITY CONTROL

1. Given a series of words containing short -a-, -i-, -u-, -o-, -e- from dictation, the pupil will write the short vowel sound for each word with no errors.

   1. strip
   2. blunt
   3. blend
   4. stack
   5. trust
   6. smack
   7. blond
   8. stock
   9. wilt
  10. wed

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 13, Task c, on "My P.I.P. Progress Chart."
MODULE 14  VOWEL: a-e as in CAKE

Task a

OBJECTIVES

1. Shown the vowels a-e on the vowel chart, the pupil will identify the vowels as a-e and say that they have the sound of a (as in cake).

2. Shown the a-e pattern on the vowel chart, the pupil will say that the a sounds its own name, and the e is silent.

3. Shown a series of a-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

<table>
<thead>
<tr>
<th>CHART 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-e</td>
</tr>
<tr>
<td>a-e</td>
</tr>
<tr>
<td>a-e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHART 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
</tr>
<tr>
<td>rate</td>
</tr>
<tr>
<td>take</td>
</tr>
</tbody>
</table>

4. Shown the a-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

<table>
<thead>
<tr>
<th>CHART 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
</tr>
<tr>
<td>*hate</td>
</tr>
<tr>
<td>*cake</td>
</tr>
<tr>
<td>*ate</td>
</tr>
<tr>
<td>base</td>
</tr>
<tr>
<td>*rake</td>
</tr>
<tr>
<td>*whale</td>
</tr>
<tr>
<td>made</td>
</tr>
<tr>
<td>*chase</td>
</tr>
<tr>
<td>*lame</td>
</tr>
<tr>
<td>take</td>
</tr>
<tr>
<td>*late</td>
</tr>
<tr>
<td>safe</td>
</tr>
<tr>
<td>*cane</td>
</tr>
<tr>
<td>*male</td>
</tr>
<tr>
<td>fame</td>
</tr>
<tr>
<td>shake</td>
</tr>
<tr>
<td>*name</td>
</tr>
<tr>
<td>stake</td>
</tr>
<tr>
<td>blade</td>
</tr>
<tr>
<td>spade</td>
</tr>
<tr>
<td>stake</td>
</tr>
<tr>
<td>blade</td>
</tr>
<tr>
<td>spade</td>
</tr>
<tr>
<td>*sale</td>
</tr>
<tr>
<td>bake</td>
</tr>
<tr>
<td>*snake</td>
</tr>
<tr>
<td>*skate</td>
</tr>
<tr>
<td>*lake</td>
</tr>
<tr>
<td>*shape</td>
</tr>
<tr>
<td>*grade</td>
</tr>
<tr>
<td>*plane</td>
</tr>
</tbody>
</table>

*Words used in BAKE booklet.
QUALITY CONTROL

1. Shown the a-e pattern on the vowel chart, the pupil will identify a as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

   QUALITY CONTROL
   a-e CHART
   
   shame          blade
   base           cake
   trade          ate
   mate           shape
   pale           cane

3. Given the a-e patterned words below from dictation, the pupil will write each word correctly.

   1. take          6. safe
   2. shade         7. lame
   3. pale          8. base
   4. late          9. crate
   5. ate           10. shake

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 14, Task a, on "My P.I.P. Progress Chart."
MODULE 14
Task b

OBJECTIVES

I. Given THE BAKE BOOK, containing a-e words, the pupil will read the sentence on each page. On the opposite page, draw a picture that illustrates the sentence.

MODULE 14
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE BAKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task b, on "My P.T.P. Progress Chart."
OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short a (as in cat) and long a-e (as in cake) sounds, the pupil will point to the correct vowel on the chart.

<table>
<thead>
<tr>
<th>Chart 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>pal</td>
</tr>
<tr>
<td>ate</td>
</tr>
<tr>
<td>man</td>
</tr>
<tr>
<td>sat</td>
</tr>
<tr>
<td>hate</td>
</tr>
</tbody>
</table>

2. Given the short a words below, the pupil will change each to a long vowel a word by adding an e.

<table>
<thead>
<tr>
<th>Chart 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
</tr>
<tr>
<td>pan</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>rat</td>
</tr>
</tbody>
</table>
QUALITY CONTROL

1. Given the words below, orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

1. fast  
2. sale  
3. flame  
4. can  
5. shape  
6. mad  
7. ham  
8. make  
9. hate  
10. sand

2. Given the -a- and a-e words below orally, the pupil will write each word correctly.

1. rate  
2. pat  
3. lake  
4. gas  
5. ate  
6. nap  
7. man  
8. snake  
9. late  
10. lad

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 14, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 14 on the Module Monitor.
MODULE 15

VOWEL: -i-e as in FIVE

Task a

OBJECTIVES

1. Shown the vowels i-e on the vowel chart, the pupil will identify the vowels as i-e and say that they have the sound of I (as in five).

2. Shown the i-e pattern on the vowel chart, the pupil will say that the i sounds its own name, and the e is silent.

3. Shown a series of i-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

i-e
i-e
i-e

CHART 2

nine
file
hide
pipe
shine
white

4. Shown the i-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*mile twine *tribe
*awhile drive *side
*line life *quite
*chime *bite *fine
*lime *smile *glide
*wire *time *prize
*vine *wife *glide
*pile *pride *strike
*hike *pine tide
*tile spine *kite
*dine *nine *pipe
*five *like *ride

*Words used in SMILE booklet.

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MODULE 15
Task a.

QUALITY CONTROL

1. Shown the i-e pattern on the vowel chart, the pupil will identify i as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

<table>
<thead>
<tr>
<th>QUALITY CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-e CHART</td>
</tr>
<tr>
<td>five</td>
</tr>
<tr>
<td>dime</td>
</tr>
<tr>
<td>smile</td>
</tr>
<tr>
<td>bite</td>
</tr>
<tr>
<td>hike</td>
</tr>
</tbody>
</table>

3. Given the i-e patterned words below from dictation, the pupil will write each word correctly.

1. mile
2. ride
3. nine
4. pride
5. fine
6. white
7. dime
8. smile
9. pipe
10. twine

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 51, Task a, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Given THE SMILE BOOK, containing i-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE SMILE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, on "My F.I.F. Progress Chart."
MODULE 15  -i- and i-e DISCRIMINATION

Task c

OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short i (as in fish) and long i-e (as in five) sounds, the pupil will point to the correct vowel on the chart.

   CHART 1
   
   hike       bit
   lid        line
   mile       time
   kite       sit
   hip        pin

2. Given the short i words below, the pupil will change each to a long vowel i-e word by adding an e.

   CHART 2
   
   spit  spit_  dim  dim_
   shin  shin_  kit  kit_
   rid   rid_   pip  pip_
   rip   rip_   pin  pin_
   fin   fin_   sit  sit_

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MODULE 15
Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

   1. smile  
   2. lid  
   3. fine  
   4. tide  
   5. sit  
   6. pride  
   7. thick  
   8. shin  
   9. spine  
  10. dish  

2. Given the -i- and i-e words below orally, the pupil will write each word correctly.

   1. ship  
   2. hike  
   3. side  
   4. pit  
   5. him  
   6. dime  
   7. tin  
   8. pine  
   9. ripe  
  10. chin  

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 15, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 15 on the Module Monitor.
MODULE 16  VOWEL:  u-e as in MULE
Task a

OBJECTIVES

1. Shown the vowels u-e on the vowel chart, the pupil will identify the vowels as u-e and say that they have the sound of ū (as in mule).

2. Shown the u-e pattern on the vowel chart, the pupil will say that the ū sounds its own name, and the e is silent.

3. Shown a series of u-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

<table>
<thead>
<tr>
<th>u-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>u-e</td>
</tr>
<tr>
<td>u-e</td>
</tr>
</tbody>
</table>

CHART 2

<table>
<thead>
<tr>
<th>mule</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
</tr>
<tr>
<td>fuse</td>
</tr>
</tbody>
</table>

4. Shown the u-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

*cube  fuse  *dune
*cure  *mule  *tune
*duke  mute  *fume
*cute  *tube  *use

pure  *use

*Words used in CUTE booklet.
MODULE 16
Task a

QUALITY CONTROL

1. Shown the u-e pattern on the vowel chart, the pupil will identify u as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
u-e CHART

duke mute
use pure
fume mule
cube cure
tube cute

3. Given the u-e patterned words below from dictation, the pupil will write each word correctly.

1. mule
2. use
3. cute
4.治愈
5. dune
6. fuse
7. tune
8. pure

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task a, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Given THE CUTE BOOK, containing u-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CUTE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 16, Task b, on "My P.I.P. Progress Chart."
MODULE 16  -u- and u-e DISCRIMINATION

Task c

OBJECTIVES

1. Shown the vowel chart and orally given a series of words containing short u (as in tug) and long u-e (as in mule) sounds, the pupil will point to the correct vowel on the chart.

   CHART 1
   
   fuse       mule
   us         tug
   hut        cure
   fume       use
   plush      bud

2. Given the short u words below, the pupil will change each to a long vowel u-e word by adding an e.

   CHART 2
   
   us        us-
   us        tub  tub-
   cub-      cub-
   cut       cut-
   fus(s)    fus-
   mut       mut-
MODULE 16
Task c

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

   1. just  6. struck
   2. mule  7. fuse
   3. tube  8. cube
   4. use  9. much
   5. jug  10. plush

2. Given the -u- and u-e words below orally, the pupil will write each word correctly.

   1. run  6. mud
   2. cute  7. rush
   3. duke  8. mule
   4. bus  9. us
   5. fuse  10. use

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 16, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 16 on the Module Monitor.
MODULE 17

VOWEL: o-e as in ROSE

Task a

OBJECTIVES

1. Shown the vowels o-e on the vowel chart, the pupil will identify the vowels as o-e and say that they have the sound of © (as in rose).

2. Shown the o-e pattern on the vowel chart, the pupil will say that the © sounds its own name, and the e is silent.

3. Shown a series of o-e patterns on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

| o-e | o-e | o-e | o-e |

CHART 2

| bone | choke |
| hole | joke |
| note | vote |

4. Shown the o-e patterned words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

| poke | *smoke | *robe |
| *tote | *stole | *pole |
| *hope | *drove | *spoke |
| *rose | *noté | woke |
| rope | *broke | *mole |
| *vote | *throne | *coke |
| *choke | stove | *rode |
| *globe | *those | *cone |
| *froze | *stone | zone |
| *home | slope |

*Words used in JOKE booklet.
MODULE 17
Task a

QUALITY CONTROL

1. Shown the o-e pattern on the vowel chart, the pupil will identify o as being a long vowel and the e as being silent.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

   QUALITY CONTROL
   o-e CHART

   hole     home
   vote     those
   choke    stone
   smoke    robe
   cone     note

3. Given the o-e patterned words below from dictation, the pupil will write each word correctly.

   1. hope     6. froze
   2. tote    7. poke
   3. pole    8. stone
   4. those   9. home
   5. mole    10. stove

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task a, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Given THE JOKE BOOK, containing o-e words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOKE BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 17, Task b, on "My P.I.P. Progress Chart."

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OBJECTIVES

1. Using the vowel chart and orally given a series of words containing short o (as in 'hop') and long o-e (as in 'rose') sounds, the pupil will point to the correct vowel on the chart.

CHART 1

| coke | mop |
| hole | bone |
| sock | spoke |
| sole | got |
| lot  | hope |

2. Given the short o words below, the pupil will change each to a long vowel o-e by adding an e.

CHART 2

| hop  | hop_ | not  | not_ |
| cop  | cop_ | cod  | cod_ |
| rod  | rod_ | slop | slop_ |
MODULE 17.
Task c.

QUALITY CONTROL

1. Given the words below orally, the pupil will point to the correct vowel on the wall chart and identify the vowel sound as long or short.

   1. pole
   2. rock
   3. zone
   4. mob
   5. smoke
   6. rope
   7. pot
   8. drop
   9. grove
  10. on

2. Given the -o- and o-e words below orally, the pupil will write each word correctly.

   1. coke
   2. pole
   3. top
   4. rode
   5. fox
   6. those
   7. pop
   8. cot
   9. woke
  10. rob

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 17, Task c, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a, b, and c are completed, check off Module 17 on the Module Monitor.
OBJECTIVES

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in saw).

2. Shown a series of aw vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

   CHART 1
   
   -aw
   -aw
   -aw

   CHART 2
   
   saw
   paw
   thaw
   yawn
   hawk
   shawl

3. Shown the aw words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

   CHART 3
   
   *saw  *claw  *yawn
   *law  *crawl  *hawk
   *paw  *pawn  *bawl
   raw  *shawl  *draw
   *jaw  *straw  *lawn
   *thaw  *dawn  *squaw
   drawn  *flaw  spawn

*Words used in LAW booklet.
MODULE 18
Task a

QUALITY CONTROL

1. Shown the vowels aw on the vowel chart, the pupil will identify the vowels as aw and say that they have the sound of aw (as in 'saw).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
aw CHART

flaw law
jawpawn
hawkthaw
strawdawn
sawclaw

3. Given the aw words below from dictation, the pupil will write each word correctly.

   1. lawn
   2. raw
   3. yawn
   4. thaw
   5. dawn
   6. paw
   7. crawl
   8. hawk
   9. jaw
  10. straw

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task a, on "My P.I.P. Progress Chart."
MODULE 18
Task b

OBJECTIVES

1. Given THE LAW BOOK, containing aw words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 18
QUALITY CONTROL
Task b

1. The pupil will read aloud each sentence from THE LAW BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 18, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 18 on the Module Monitor.
MODULE 19  VOWEL: oo as in MOON

Task a.

OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).

2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

   CHART 1
   
   -oo
   -oo
   -oo-

   CHART 2

   *zoo
   too
   room
   food
   *broom
   shoot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

   CHART 3

   *boot
   *tool
   *roof
   *bloom
   *cool
   *food
   *fool
   *root
   *noon
   *soon
   droop
   gloom
   boost
   *toot
   coop
   *tooth
   *pool
   .proof
   spool
   hoot
   smooth
   #*stool
   spoon
   *room
   mood
   swoop
   *troop
   snoop
   booth
   loot

*Words used in TOOT booklet.
MODULE 19
Task a.

QUALITY CONTROL

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in moon).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
oo CHART

<table>
<thead>
<tr>
<th>roof</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoon</td>
<td>shoot</td>
</tr>
<tr>
<td>room</td>
<td>broom</td>
</tr>
<tr>
<td>pool</td>
<td>tooth</td>
</tr>
<tr>
<td>food</td>
<td>bloom</td>
</tr>
</tbody>
</table>

3. Given the oo words below from dictation, the pupil will write each word correctly.

   1. moon  6. tooth
   2. boot  7. fool
   3. zoo   8. room
   4. droop 9. proof
   5. cool 10. spoon

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 19, Task a, on "My P.I.P. Progress Chart."
MODULE 19
Task b

OBJECTIVES

1. Given THE TOOT BOOK, containing oo words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 19
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE TOOT BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 19, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed check off Module 19 on the Module Monitor.
MODULE 20

VOWEL: ur as in FUR

Task 1

OBJECTIVES

1. Shown the vowels ur on the vowel chart, the pupil will identify the vowels as ur and say that they have the sound of ur (as in fur).

2. Shown a series of ur vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-ur
(ur-
-ur-
-ur-
-ur

CHART 2

fur hurl
hurt burn
turn *curb

Shown the ur words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

purfur
*church *churn
*turn *curb
*hurl spur
*hurt *blur
*burn burn
*burst *furl
*curl *surf
*turf slur

*Words used in BLUR booklet.
MODUKE 20
Task a.

QUALITY CONTROL

1. Shown the vowels 'ur' on the vowel chart, the pupil will identify the vowels as 'ur' and say that they have the sound of 'ur' (as in fur).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL

| turn | church |
| curl | blur |
| hurt | churn |
| turf | hurl |
| burn | pur(r) |

3. Given the 'ur' words below from dictation, the pupil will write each word correctly.

1. fur
2. burn
3. curb
4. burst
5. blur
6. spurt
7. surf
8. turn
9. hurt
10. churn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task a, on "My P.I.P. Progress Chart."
MODULE 20
Task b

OBJECTIVES

1. Given THE BLUR BOOK, containing ur words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 20 QUALITY CONTROL
Task b

1. The pupil will read aloud each sentence from THE BLUR BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 20, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 20 on the Module Monitor.
MODULE 21

VOWEL: ar as in CAR

Task a

OBJECTIVES

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).

2. Shown a series of ar vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

<table>
<thead>
<tr>
<th>ar-</th>
<th>-ar</th>
<th>-ar-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHART 2

<table>
<thead>
<tr>
<th>arm</th>
<th>*march</th>
</tr>
</thead>
<tbody>
<tr>
<td>*tar</td>
<td>harm</td>
</tr>
<tr>
<td>*cart</td>
<td>*yarn</td>
</tr>
</tbody>
</table>

3. Shown the ar words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

<table>
<thead>
<tr>
<th>part</th>
<th>*yard</th>
<th>lark</th>
</tr>
</thead>
<tbody>
<tr>
<td>*spark</td>
<td>*star</td>
<td>*markt</td>
</tr>
<tr>
<td>*harp</td>
<td>*marsh</td>
<td>*park</td>
</tr>
<tr>
<td>scar</td>
<td>farm</td>
<td>*shark</td>
</tr>
<tr>
<td>dart</td>
<td>darn</td>
<td>*scarf</td>
</tr>
<tr>
<td>*car</td>
<td>card</td>
<td>*tart</td>
</tr>
<tr>
<td>art</td>
<td>*dark</td>
<td>*start</td>
</tr>
<tr>
<td>bark</td>
<td>*jar</td>
<td>hard</td>
</tr>
<tr>
<td>sharp</td>
<td>*chart</td>
<td>starch</td>
</tr>
<tr>
<td>smart</td>
<td>*far</td>
<td>charm</td>
</tr>
</tbody>
</table>

*Words used in CHARM booklet.*
QUALITY CONTROL

1. Shown the vowels ar on the vowel chart, the pupil will identify the vowels as ar and say that they have the sound of ar (as in car).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL

ar CHART

mark start
yard sharp
arm jar
charm harp
art farm

3. Given the ar words below from dictation, the pupil will write each word correctly.

1. part
2. chart
3. dark
4. art
5. farm
6. yard
7. sharp
8. card
9. march
10. barn

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task a, on "My P.I.P. Progress Chart."
MODULE 21
Task b

OBJECTIVES

1. Given THE CHARM BOOK, containing ar words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 21
Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE CHARM BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 21, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 21 on the Module Monitor.
MODULE 22  VOWEL: oo as in BOOK
Task a

OBJECTIVES

1. Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book).

2. Shown a series of oo vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

-oo-
-oo-
-oo-
-oo-

CHART 2

took  wool
*good  shook
*book   foot

3. Shown the oo words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together:

CHART 3

*nook   *book
*look   *haod
*brook  *foot
*stood  *cook
*hook   *hoof
*wood   *wool
*good   *shook
*took   *crook

*Words used in LOOK booklet.
MODULE 22
Task a

QUALITY CONTROL

1. "Shown the vowels oo on the vowel chart, the pupil will identify the vowels as oo and say that they have the sound of oo (as in book)."

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

   QUALITY CONTROL
   oo CHART
   cook          brook
   stood         took
   good          foot
   hood          wool
   nook          look

3. Given the oo words below from dictation, the pupil will write each word correctly.
   1. wood          6. hood
   2. shook         7. look
   3. stood         8. brook
   4. good          9. wool
   5. cook          10. foot

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 22, Task a, on "My P.I.P. Progress Chart."
OBJECTIVES

1. Given THE LOOK BOOK, containing 100 words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE LOOK BOOK with no errors.

TASK COMPLETION

When the pupil achieves 100% mastery, he may check off Module 22, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check Module 22 on the Module Monitor.
MODULE 23   VOWEL: ow as in COW

Task a

OBJECTIVES

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sound of ow (as in cow).

2. Shown a series of ow vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

CHART 1

\[
\begin{array}{cc}
\text{ow} & \text{ow} \\
\text{ow} & \text{ow} \\
\text{ow} & \text{ow}
\end{array}
\]

CHART 2

\[
\begin{array}{ccc}
\text{owl} & \text{now} \\
\text{cow} & \text{how} \\
\text{how} & \text{*gown}
\end{array}
\]

3. Shown the ow words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

CHART 3

\[
\begin{array}{ccc}
\text{*how} & \text{*down} & \text{*now} \\
\text{*growl} & \text{*fowl} & \text{*town} \\
\text{*clown} & \text{*drown} & \text{*prowl} \\
\text{*brown} & \text{*crowd} & \text{*bow} \\
\text{*plow} & \text{brow} & \text{*crown} \\
\text{*howl} & \text{*owl} & \text{*frown} \\
\text{*cow} & \text{*gown}
\end{array}
\]

*Words used in HOWL booklet.
MODULE 23
Task a.

QUALITY CONTROL

1. Shown the vowels ow on the vowel chart, the pupil will identify the vowels as ow and say that they have the sounds of ow (as in cow).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

   QUALITY CONTROL
   ow CHART

   clown         town
   how           now
   cow           drown
   growl         owl
   plow          brown

3. Given the ow words below from dictation, the pupil will write each word correctly.

   1. bow         6. town
   2. down        7. brown
   3. crowd       8. clown
   4. how         9. now
   5. plow       10. how

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task a, on "My P.I.P. Progress Chart."
MODULE 23
Task b

OBJECTIVES

1. Given THE HOWL BOOK, containing ow words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE HOWL BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 23, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 23 on the Module Monitor.
OBJECTIVES

1. Because of only four oy words (boy, coy, joy, and toy) in this module, the secondary spellings will be given. Please call attention to the 'oi' on the chart and draw a picture like an 'oil can'.

   The sounds of oy and oi are the same.

3. Be sure that the pupil knows the meaning of each of the words on Chart 3. Some of these words are included in THE JOY BOOK, and the pupil must know the words in order to illustrate the sentence.
MODULE 24  VOWELS: oy and oi as in BOY and OIL

Task a

1. Shown the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).

2. Shown a series of oy and oi vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

   **CHART 1**
   
   -oy  -oy
   oi-  -oi-
   -oy  -oi-

   **CHART 2**
   
   boy  joy
   oil  boil
   toy  soil

3. Shown the oy and oi words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

   **CHART 3**
   
   joy  choice  *join
   *soil  *broil  *voice
   oil  *toil  *coil
   *Boy  *hoist  *spoil
   moist  *noise  *boil
   *joint  *point  coin
   *foil  *toy  void

*Words used in the JOY booklet.
Module 24
Task a

Quality Control

1. Show the vowels oy and oi on the vowel chart, the pupil will identify the vowels as oy and oi and say that they have the sounds of oy (boy) and oi (oil).

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

   Quality Control
   'oy' 'oi' Chart
   coin  soil
   broil moist
   joy  oil
   spoil boy
   toy  point

3. Given the oy and oi words below from dictation, the pupil will write each word correctly.

   1. toy  6. boil
   2. foil  7. oil
   3. soil  8. boy
   4. coin  9. void
   5. joy  10. point

Task Completion

When the pupil has achieved 100% mastery, he may check off Module 24, Task a, on "My P.I.P. Progress Chart."
MODULE 24

Task b

OBJECTIVES

1. Given THE JOY BOOK containing oy and oi words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 24

Task b

QUALITY CONTROL

1. The pupil will read aloud each sentence from THE JOY BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check Module 24, Task b, on "My P.L.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 24 on the Module Monitor.
MODULE 25

VOWEL: o(?) as in FORK

Task a.

OBJECTIVES

1. Shown the vowels o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.

2. Shown a series of o(r) vowels on Chart 1 and given the words on Chart 2 from dictation, the pupil will add the missing letters to form the dictated words.

   CHART 1

   -or
   -or-
   -or-

   CHART 2

   for stork
   corn north
   fork fork

3. Shown the o(r) words on Chart 3, the pupil will pronounce each word correctly by blending the sounds together.

   CHART 3

   *pork for scorn
   *fort *cork worn
   *horn *horse *fork
   *or wore soft
   *thorn *storm *cborn
   *sport *stork form
   *north *short snore
   *born *snort *shore

*Words used in CORN booklet.
MODULE 25
Task a

QUALITY CONTROL

1. Shown the 'vowels' o(r) on the vowel chart, the pupil will identify the vowels as o(r) and say that they have the sound of o(r) as in fork.

2. Shown the Quality Control Chart below, the pupil will pronounce each word correctly by blending the sounds.

QUALITY CONTROL
o(r) CHART

north
sort
fork
born
or

sport
horse
snore
wore

cork

3. Given the o(r) words below from dictation, the pupil will write each word correctly.

1. for
2. cord
3. sport
4. pork
5. sort
6. worn
7. short
8. fort
9. corn
10. born

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task a, on "My P.I.P. Progress Chart."
MODULE 25
Task b

OBJECTIVES

1. Given THE CORN BOOK, containing (r) words, the pupil will read the sentence on each page. On the opposite page draw a picture that illustrates the sentence.

MODULE 25
QUALITY CONTROL
Task b

1. The pupil will read aloud each sentence from THE CORN BOOK with no errors.

TASK COMPLETION

When the pupil has achieved 100% mastery, he may check off Module 25, Task b, on "My P.I.P. Progress Chart."

MODULE COMPLETION

When Tasks a and b are completed, check off Module 25 on the Module Monitor.
**MODULE 1**

**Task a-1**

**QUALITY CONTROL CHECK LIST.**

**GIVEN:** Shown each of the whisper sounds below the pupil will

**ACTION:** Pronounce each sound correctly.

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>p-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>th-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
</table>

Pupil

Teacher
Module 1
Task a-2

Quality Control Check List

Given:

Action: Pupil will define a whisper sound

Criterion: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

Definition of whisper sound

Date / Date / Date
### QUALITY CONTROL CHECK LIST

#### GIVEN:
The words below, pronounced by the teacher, the pupil will

#### ACTION:
Write the whisper sound correctly

#### CRITERION: '100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1 Pass/Fail</th>
<th>Test 2 Pass/Fail</th>
<th>Test 3 Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thunder</td>
<td>(th-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. poem</td>
<td>(p-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. feast</td>
<td>(f-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. wheat</td>
<td>(wh-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. turn</td>
<td>(t-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. thimble</td>
<td>(th-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. friend</td>
<td>(f-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. taught</td>
<td>(t-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. whistle</td>
<td>(wh-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. proud</td>
<td>(p-)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: / / Date: / / Date: /
MODULE 1
Task b-1

GIVEN: Five (5) worksheet pages (p-, wh-, f-, th-, t-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Worksheet Page</th>
<th>Test 1 Pass/Fail</th>
<th>Test 2 Pass/Fail</th>
<th>Test 3 Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>p-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>th-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date

DATE

172
MODULE 2
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown each of the whisper sounds below the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>s-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sh-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Date Date
MODULE 2
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN: The ten (10) words below pronounced by the teacher, the pupil will

ACTION: Write the beginning sounds correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spring</td>
<td>(s-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>2. keen</td>
<td>(k-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>3. cheese</td>
<td>(ch-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>4. shake</td>
<td>(sh-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>5. heard</td>
<td>(h-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>6. charm</td>
<td>(ch-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>7. key</td>
<td>(k-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>8. shoe</td>
<td>(sh-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>9. hatch</td>
<td>(h-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>10. soft</td>
<td>(s-)</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

Date: Date: Date:
MODULE 2
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: Five (5) worksheet pages (s-, sh-, ch-, k-, h-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Worksheet Page</th>
<th>Test 1 Pass Fail</th>
<th>Test 2 Pass Fail</th>
<th>Test 3 Pass Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>s-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sh-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Date Date
### MODULE 2

**QUALITY CONTROL CHECK LIST**

**Task c-1**

**GIVEN:** The ten (10) words below, pronounced by the teacher, the pupil will

**ACTION:** Write the beginning and ending sounds correctly.

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1 Pass Fail</th>
<th>Test 2 Pass Fail</th>
<th>Test 3 Pass Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>thought</td>
<td>(th-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>(wh-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speech</td>
<td>(s-ch)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tap</td>
<td>(t-p)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>huff</td>
<td>(h-f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chart</td>
<td>(ch-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plump</td>
<td>(p-p)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feast</td>
<td>(f-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taught</td>
<td>(t-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kept</td>
<td>(k-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

**Date**

**Date**

---

176
MODULE 3

Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: Shown the five (5) sounds below the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>b-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>th-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date | Date | Date

Pupil

Teacher
### MODULE 3

**Task a-2**

**QUALITY CONTROL CHECK LIST**

**GIVEN:**

**ACTION:** Pupil will define a voiced sound

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fail</td>
</tr>
<tr>
<td>Definition of voiced sound</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Pupil

Teacher

Date

Date

Date

178
MODULE 3 QUALITY CONTROL CHECK LIST

Task a-3

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write each sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pass Fail</td>
<td>Pass Fail</td>
<td>Pass Fail</td>
</tr>
<tr>
<td>1. victor (v-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2. breeze (b-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3. there (th-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>4. world (w-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5. drive (d-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>6. they (th-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7. drop (d-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8. blew (b-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9. verse (v-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10. wag (w-)</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Date: ___ / ___ / ___
**MODULE 3**  
**QUALITY CONTROL CHECK LIST**  
**Task b-1**

**GIVEN:** Five (5) worksheet pages (b-, w-, v-, th-, d-) the pupil will

**ACTION:** Complete each page correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Worksheet</th>
<th>Page</th>
<th>Test 1 Pass</th>
<th>Test 1 Fail</th>
<th>Test 2 Pass</th>
<th>Test 2 Fail</th>
<th>Test 3 Pass</th>
<th>Test 3 Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>b-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>th-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date

---

180
MODULE 4  QUALITY CONTROL CHECK LIST
Task a-1

GIVEN:  Shown the letters below, the pupil will

ACTION:  Pronounce each letter correctly

CRITERION:  100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>z</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date / Date / Date
**MODULE 4**  
**Task a-2**  

**QUALITY CONTROL CHECK LIST**

**GIVEN:** The ten (10) words below, pronounced by the teacher; the pupil will

**ACTION:** Write each sound correctly

**CRITERION:** 100% mastery.

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. zinnia</td>
<td>(z-)</td>
</tr>
<tr>
<td>2. gift</td>
<td>(g-)</td>
</tr>
<tr>
<td>3. jig</td>
<td>(j-)</td>
</tr>
<tr>
<td>4. game</td>
<td>(g-)</td>
</tr>
<tr>
<td>5. zero</td>
<td>(z-)</td>
</tr>
<tr>
<td>6. grin</td>
<td>(g-)</td>
</tr>
<tr>
<td>7. joy</td>
<td>(j-)</td>
</tr>
<tr>
<td>8. zinc</td>
<td>(z-)</td>
</tr>
<tr>
<td>9. gain</td>
<td>(g-)</td>
</tr>
<tr>
<td>10. jog</td>
<td>(j-)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Date

182
MODULE 4  
Task b-1  

QUALITY CONTROL CHECK LIST

GIVEN: Three (3) worksheet pages (z-, j-, g-) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Worksheet Page</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>z-</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>j-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date

Date

Date
MODULE 4 QUALITY CONTROL CHECK LIST
Task c-1

GIVEN: The ten (10) words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1 Pass Fail</th>
<th>Test 2 Pass Fail</th>
<th>Test 3 Pass Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. vanish</td>
<td>(v-sh)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. that</td>
<td>(th-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. jerk</td>
<td>(j-k)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. grass</td>
<td>(g-s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. both</td>
<td>(b-th)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. watch</td>
<td>(w-ch)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. jot</td>
<td>(j-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. zip</td>
<td>(z-p)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. vouch</td>
<td>(v-ch)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. zest</td>
<td>(z-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: / Date: / Date:
MODULE 5
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The three (3) letters below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>n-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ng</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Date Date
**MODULE 5**

**Task a-2**

**GIVEN:**

**ACTION:** Pupil will define a nasal sound

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

- Defines a nasal sound

- \(/

- Date

- Date

- Date
QUALITY CONTROL CHECK LIST

Task a-3

GIVEN: Shown each of the words below (Use the MODULE 5, Task a, Discrimination Chart), the pupil will

ACTION: Read each word correctly.

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Pupil reads</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran - rang</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>thin - thing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>win - wing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sun - sung</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sin - sing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date ___________________ Date ___________________ Date ___________________
### QUALITY CONTROL CHECK LIST

**GIVEN:** The words below, pronounced by the teacher, the pupil will...  

**ACTION:** Write the sound for each word correctly  

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>1. move</td>
<td>(m-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. new</td>
<td>(n-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. mask</td>
<td>(m-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. rang</td>
<td>(-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. noise</td>
<td>(n-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. thing</td>
<td>(-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. song</td>
<td>(-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. mouth</td>
<td>(m-)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. sing</td>
<td>(-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. nod</td>
<td>(n-)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: /  
Date: /  
Date: /
**MODULE 5**

**Task b-1**

**QUALITY CONTROL CHECK LIST**

**GIVEN:** Three (3) worksheet pages (m-, n-, -ng) the pupil will

**ACTION:** Complete each page correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Worksheet Page</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>m-</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>n-</td>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>-ng</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
</tbody>
</table>

\[ \int \]

Date: \[ / \]  \ \\ Date: \[ / \]  \ \\ Date: \[ / \]
MODULE 5
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will:

ACTION: Write the beginning and ending sounds correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1 Pass/Fail</th>
<th>Test 2 Pass/Fail</th>
<th>Test 3 Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sang</td>
<td>(s-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. drum</td>
<td>(d-m)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. green</td>
<td>(g-n)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. thing</td>
<td>(th-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. north</td>
<td>(n-th)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. dong</td>
<td>(d-ng)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. bloom</td>
<td>(b-m)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. chicken</td>
<td>(ch-n)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. should</td>
<td>(sh-d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. plan</td>
<td>(p-n)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date / Date / Date
MODULE 6
Task a-l

QUALITY CONTROL CHECK LIST

GIVEN: Shown the combination sounds below, the pupil will

ACTION: Pronounce each sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>qu-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date | Date | Date
MODULE 6  
Task a-2

QUALITY CONTROL CHECK LIST

GIVEN:

ACTION: Pupil will define a combination sound

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Defines a combination sound

- Date
- Date
- Date
QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will.

ACTION: Write the combination sound correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. learner</td>
<td>(l-)</td>
</tr>
<tr>
<td>2. younger</td>
<td>(y-)</td>
</tr>
<tr>
<td>3. risk</td>
<td>(r-)</td>
</tr>
<tr>
<td>4. quarrel</td>
<td>(qu-)</td>
</tr>
<tr>
<td>5. lunch</td>
<td>(l-)</td>
</tr>
<tr>
<td>6. wax</td>
<td>(-x)</td>
</tr>
<tr>
<td>7. quilt</td>
<td>(qu-)</td>
</tr>
<tr>
<td>8. fox</td>
<td>(-x)</td>
</tr>
<tr>
<td>9. yawn</td>
<td>(y-)</td>
</tr>
<tr>
<td>10. reach</td>
<td>(r-)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Date / Date / Date
MODULE 6 QUALITY CONTROL CHECK LIST

Task b-1

GIVEN: Five (5) worksheet pages (qu-, l-, r-, y-, -x) the pupil will

ACTION: Complete each page correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Worksheet Page</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>qu-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date / Date / Date
MODULE 6  
Task c-1  

QUALITY CONTROL CHECK LIST

GIVEN: The words below, pronounced by the teacher, the pupil will

ACTION: Write the beginning and ending sound for each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. youth</td>
<td>(y-th)</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>2. roast</td>
<td>(r-t)</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>3. lunch</td>
<td>(l-ch)</td>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>4. mix</td>
<td>(m-x)</td>
<td></td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>5. room</td>
<td>(r-m)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. leaf</td>
<td>(l-f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. yearn</td>
<td>(y-n)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. quiet</td>
<td>(qu-t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. round</td>
<td>(r-d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. quick</td>
<td>(qu-k)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date       Date       Date
MODULE 7
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The list of words on the ee Quality Control Chart, the pupil will

ACTION: Read aloud each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Pupil Says</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>peep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>keep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sheep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>queen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheek</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jeep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### MODULE 7
Task a-l (Continued)

<table>
<thead>
<tr>
<th>Pupil Says</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>Pass</td>
<td>Fail</td>
<td></td>
</tr>
<tr>
<td>wheel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date   
Date   
Date
## MODULE 7

### Task a-2

#### QUALITY CONTROL CHECK LIST

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>creep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fleet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

**Teacher**

1986
MODULE 7  QUALITY CONTROL CHECK LIST
Task b-1

GIVEN: THE PEEK BOOK, the pupil will

ACTION: Read aloud each sentence correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Fail</td>
<td>Pass Fail</td>
<td>Pass Fail</td>
</tr>
</tbody>
</table>

Pupil reads each page correctly

Date Date Date
**MODULE 8 QUALITY CONTROL CHECK LIST**

**Task a-1**

**GIVEN:** The words on the Quality Control Short a Chart, the pupil will

**ACTION:** Pronounce each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>wax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>raft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hash</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Date   | Date   | Date   |

---

200
### Module 8
#### Task a-2

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pad</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>2. lamp</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>3. blast</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>4. an</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>5. gas</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>6. back</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>7. tab</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>8. ham</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>9. tax</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>10. trash</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
</tbody>
</table>

**Date**

---

201
**MODULE 8**

**Task b-1**

**QUALITY CONTROL CHECK LIST**

**GIVEN:** THE MAD BOOK, the pupil will

**ACTION:** Read aloud each sentence

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Pupil reads each page correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
</tr>
<tr>
<td>Pass Fail</td>
</tr>
</tbody>
</table>

Date: / Date: / Date:
MODULE 9
Task a-l

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short i Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1 Pass/Fail</th>
<th>Test 2 Pass/Fail</th>
<th>Test 3 Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wig</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>zip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pitch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>silk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shrimp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date

Date

Date

Pupil

Teacher
### QUALITY CONTROL CHECK LIST

<table>
<thead>
<tr>
<th>Task a-2</th>
</tr>
</thead>
</table>

**GIVEN:** The short words below from dictation, the pupil will

**ACTION:** Write each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>1.</td>
<td>spin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>rip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>bib</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>grit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>mix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>rich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>him</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>win</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date | Date | Date
MODULE 9  
Task b-1  

QUALITY CONTROL CHECK LIST

GIVEN:  THE IN BOOK, the pupil will

ACTION:  Read aloud each sentence

CRITERION:  100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupil reads each page correctly

 Date  /  Date  /  Date
**QUALITY CONTROL CHECK LIST**

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write the short vowel sound correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>1. grass</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. drill</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. slick</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. yam</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. glint</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. stag</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. scan</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. frisk</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. vast</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. whisk</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ___________  Date: ___________  Date: ___________
MODULE 11
Task a-1

QUALITY CONTROL CHECK LIST

GIVEN: The words on the Quality Control Short u Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>rust</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>cuff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>luck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bump</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cup</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: / Date: / Date:
**MODULE 11**
**Task a-2**

**QUALITY CONTROL CHECK LIST**

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>1. rush</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. cut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. rut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. plug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. pump</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. trust</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date**

---

208
### Module 11

**Task b-1**

**GIVEN:** THE FUN BOOK, the pupil will

**ACTION:** Read aloud each sentence

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupil reads each page correctly

---

**Pupil**

**Teacher**

---

209
**MODULE 11**

**Task c-1**

**QUALITY CONTROL CHECK LIST**

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write the short vowel sound for each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1 Pass Fail</th>
<th>Test 2 Pass Fail</th>
<th>Test 3 Pass Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. graft</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. flinch</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. hunch</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pulp</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. flash</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. quiz</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. snub</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. rag</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. grim</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. flung</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: [ ] Date: [ ] Date: [ ]
MODULE 12 QUALITY CONTROL CHECK LIST
Task a-1

GIVEN: The words on the Quality Control Short o Chart, the pupil will

ACTION: Pronounce each word correctly.

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>got</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>odd</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date Date Date
MODULE 12  QUALITY CONTROL CHECK LIST
Task a-2

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>1. mop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. pop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. lot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. crop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. trot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. plod</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. tot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. flock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. romp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date /  Date /  Date /
MODULE 12
Task b-1

QUALITY CONTROL CHECK LIST

GIVEN: THE GLOB BOOK, the pupil will

ACTION: Read aloud each sentence

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

Pupil reads each page correctly

Date: _______ Date: _______ Date: _______
MODULE 12
Task c-1

QUALITY CONTROL CHECK LIST

GIVEN: The words below from dictation, the pupil will

ACTION: Write the short vowel sound for each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stop</td>
<td>-o-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. pants</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ill</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. on</td>
<td>-o-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. must</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. hint</td>
<td>-i-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. rub</td>
<td>-u-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. drank</td>
<td>-a-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. romp</td>
<td>-o-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. dock</td>
<td>-o-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date  

Date  

Date
MODULE 13  
Task a-1

GIVEN: The words on the Quality Control Short e Chart, the pupil will

ACTION: Pronounce each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th></th>
<th>Test 1 Pass/Fail</th>
<th>Test 2 Pass/Fail</th>
<th>Test 3 Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>keg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>neck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>zest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pelt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fresh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mess</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date | Date | Date
MODULE 13    QUALITY CONTROL CHECK LIST
Task a-2

GIVEN: The words below from dictation, the pupil will

ACTION: Write each word correctly

CRITERION: 100% mastery

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>1. pest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. yet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. bent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. jet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. pen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. sled</td>
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Date    Date   Date
MODULE 13  QUALITY CONTROL CHECK LIST

Task b-1

GIVEN:  THE CHECK BOOK, the pupil will

ACTION:  Read aloud each sentence

CRITERION:  100% mastery

<table>
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<tbody>
<tr>
<td>Pass</td>
<td>Fail</td>
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Pupil reads each page correctly.

---/ Date ---/ Date ---/ Date ---

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### QUALITY CONTROL CHECK LIST

**MODULE 13**

**Task c-1**

**GIVEN:** The words below from dictation, the pupil will

**ACTION:** Write the short vowel sound for each word correctly

**CRITERION:** 100% mastery

<table>
<thead>
<tr>
<th>Teacher Says</th>
<th>Pupil Writes</th>
<th>Test 1</th>
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<td>2. blunt</td>
<td><em>u</em></td>
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<td>5. trust</td>
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<td>9. wilt</td>
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**Teacher**

**Pupil**

**Pass**

**Fail**

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**Date**

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<tr>
<td>Date</td>
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</table>
THE SUN SET IN THE WEST.

TEN TENTS ARE WET.

HIS LEFT LEG IS BENT.
THE NEST IS BLEST WITH PESTS.

THE SLED IS BY THE SHED.

AN ELF FELT A JET.

THE RED VEST HAS A BELT.
LEN'S DESK HAS A DENT.

KEN SLEPT BENT IN BED.

THE MEN REST NEXT TO AN ELM.
<table>
<thead>
<tr>
<th>Pupil</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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FREDRIK A. BURJERN AND

MARTHA BREITAN
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226
P. I. DIRECTIONS

1. Point to whisper sounds
2. Define whisper sound
3. Name sounds of letters (5)
4. Use sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

1. Listen to each picture being read
2. Write letter for only key-picture sound
P. 1. DIRECTIONS

1. Name letter
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. Write sound from picture

1. Listen to each picture being read
2. Write letter for only key-picture sound

1. Write beginning and ending sound from given pictures
P. I. DIRECTIONS

1. Point to voiced sounds
2. Describe voiced sound
3. Name letters
4. Use Sentences
5. Point to given sound
6. Correct mistakes
7. Write sound from picture

MODULE 3
Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound
P. I. DIRECTIONS

1. Name letters
2. Use sentences
3. Point to given sound
4. Correct mistakes
5. Write sound from picture

Task b

1. Listen to each picture being read
2. Write letter for only key-picture sound

Task c

1. Write beginning and ending sound from given pictures
P. 1. DIRECTIONS

1. Point to nasal sounds
2. Describe nasal sounds
3. Name letters
4. Indicate -ng ending
5. Read chart
6. Use sentences
7. Point to given sound
8. Correct mistakes
9. Write sound from pictures

MODULE 5
Task a

1. Listen to each picture being read
2. Write letter for key-picture sounds
P. I. DIRECTIONS

1. Point to combination sounds
2. Define combination sounds
3. Name letters
4. Use sentences
5. Point to sound
6. Correct mistakes
7. Write sound from picture

MODULE 6
Task b.

1. Listen to each picture being read
2. Write letter for key-picture sounds
P. 1. DIRECTIONS

1. Identify letters
2. Identify sound
   (long e as in tree)
3. Write shee p
4. Write kee p
5. Pronounce meet, seed, keep
6. Change (write)
   keep to peep
   peep to sheep
   sheep to sheet
7. Read ee chart (64 words)
   and use in sentence

MODULE 7
Task b

1. Illustrate THE PEEK BOOK
P. 1. DIRECTIONS

1. Identify letter
2. Identify sound
   (short a as in cat)
3. Correct deliberate mistake
4. Write given letter sound
   on a column to make words
5. Write same words from
dictation
6. Read -a- word list

1. Illustrate THE MAD BOOK
P. 1. DIRECTIONS

1. Identify letter
2. Identify sound (short -i- fish)
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -i- word list

1. Illustrate THE IN BOOK
P. I. DIRECTIONS

(-a-, -i-, Discrimination)

1. Point to correct vowel
2. Write correct vowel
P. I. DIRECTIONS

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -u- word list

MODULE 11
Task c

1. Illustrate THE FUN BOOK

(-o-, -i-, -u-, discrimination)
1. Point to correct vowel
2. Write correct vowel

237
**P. I. DIRECTIONS**

(-o- as in top)

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -o- word list

**MODULE 12**

Task b

1. Illustrate THE GLOB BOOK

**MODULE 12**

Task c

(-a-, -i-, -u-, -o- discrimination)

1. Point to correct vowel
2. Write correct vowel
P. I. DIRECTIONS

(-e- as in bed)

1. Identify letter
2. Identify sound
3. Correct mistake
4. Write given letter sound to make words
5. Write same words from dictation
6. Read -e- word list

MODULE 13
Task b

1. Illustrate THE CHECK BOOK

MODULE 13
Task c

(-a-, -i-, -u-, -o-, -e-, discrimination)
1. Point to correct vowel
2. Write correct vowel