

Phonemic Awareness  
for reading & spelling

the  
**Lindamood<sup>®</sup> Program**

The **LiPS<sup>®</sup>** Program

- Consonants
- Vowels
- Tracking sounds in syllables
- Reading
- Spelling

# Phoneme Sequencing for reading & spelling

the

# Lindamood<sup>®</sup> Program

The LiPS<sup>®</sup> Program

## CD-ROM User Guide

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Lindamood Phoneme Sequencing® Program CD-ROM  
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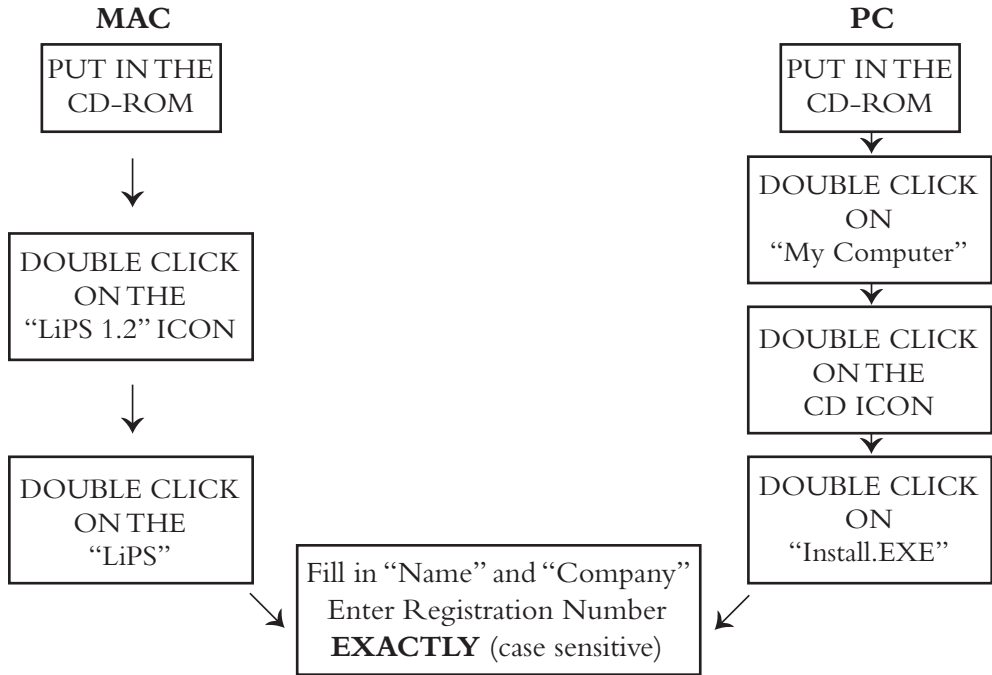
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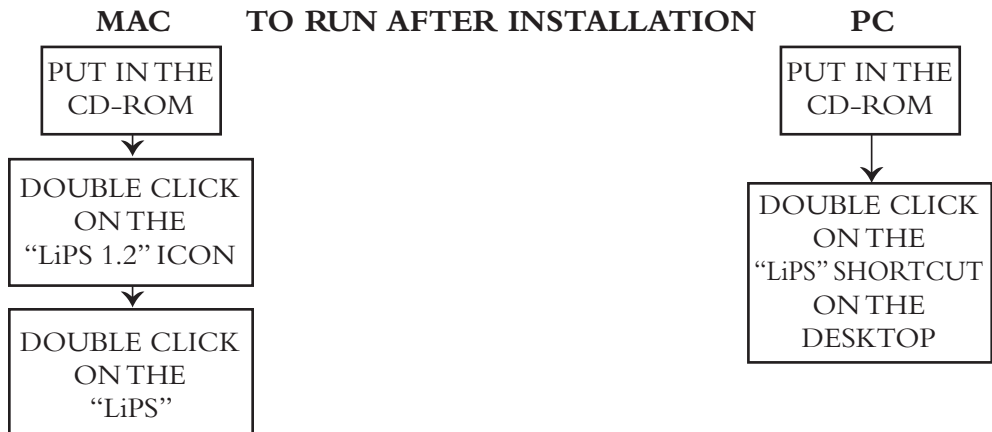
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# BASIC INSTALLATION INSTRUCTIONS



**PUT IN A PASSWORD YOU WILL REMEMBER.**



## GOOD THINGS FOR YOU TO KNOW

### 1) Getting to the Menu Bar Options:

**To be able to access the menu bar options, you must press, in Windows, the “control” key, or in Mac OS the command key, and the “m” key simultaneously** and then enter the password you put in with your first installation. You have to do this every time you want to access a menu option.

### 2) Keeping Track of Performance:

The program, by default, keeps a record of how you or your students are doing. This causes the computer to make each User log-in, or choose his or her name from the list. If you do not want to keep a record, choose the “Preferences” menu and select the “Unscored Record” option.

### 3) Get Someone to Help You / Gray Screen Overlay:

If a User has too much difficulty, the computer will freeze the program, put up a translucent gray overlay on the current screen display and tell the User to get help. **To proceed, you must press the “shift” key and the “p” simultaneously**, at which point the program will begin executing right at the spot where the User had the problem.

That should get you started. Enjoy the software.

# COMPUTER CONFIGURATION INFORMATION

## Mac OS™ systems

Apple® Macintosh LC III or better (PowerPC is strongly recommended) with System 7.1 to 9.2.2.

QuickTime 2.1.

CD-ROM drive, double speed (quad-speed is strongly recommended).

12" RGB or larger monitor (color set to 256).

8 megabytes of physical RAM (16 megabytes is strongly recommended).

## Windows™ systems

486 or better PC (recommend a Pentium PC) with Windows™ 3.1, 95, 98 or ME; MS-DOS 6.0 or greater.

QuickTime for Windows 2.0.1.

Sound Blaster Pro [or 100% Sound Blaster compatible] sound card (8 bit minimum) and speakers.

CD-ROM drive, double speed (quad-speed is strongly recommended).

VGA monitor capable of 640 x 480 pixel display at 256 colors, local bus Windows™ video accelerator card.

8 megabytes of physical RAM (16 megabytes is strongly recommended), and all appropriate drivers for sound card, CD-ROM drive, etc.

On both Mac OS™ and Windows™ systems, this software requires at least 5 megabytes of available RAM to launch.

## Installing the Program

The first time you launch the software (see “[Starting the Program](#)” on the next page) you will get a registration screen.

Put your Name, Company, and Registration Number in the boxes displayed on-screen. The registration number is on the envelope the CD came in.



You can use the “tab” key or click in a box to move between the different entry fields.

Press the “enter” or the “return” key, or click the “OK” button, when you have finished all entries.

That’s all you have to do to install the program.

NOTE: You must put something in the “Company” box, such as an X if you are an individual rather than a company or school.

Please fax or mail in your completed registration form in order to be eligible for support services.

## **Starting the Program**

### Mac OS™ System

- 1) Place Lindamood® CD in CD-ROM drive.
- 2) Double click CD icon on the desktop.
- 3) Double click “begin” icon.

### Windows™ 3.1

- 1) Place Lindamood® CD in CD-ROM drive.
- 2) Open Windows 3.1 (if not already open).
- 3) Open “Main” (if not already open).
- 4) Open “File Manager” (if not already open).
- 5) Select CD-ROM drive (usually “d” or “e”).
- 6) Double click “begin.exe” icon.

### Windows™ 95

- 1) Place Lindamood® CD in CD-ROM drive.
- 2) Double click “My Computer” icon.
- 3) Double click CD-ROM drive (usually “D:” or “E:”).
- 4) Double click “begin.exe” icon.

# MENUS

## Menu Explanation

There are four menu options in the program itself. Most Users will never need to do anything with the menus. But for those who may use them, below is a brief explanation. It is very important to remember that you must use your password to access the menu selections. If you have not put in your password the options will be grayed-out and unavailable. Also, remember that you must use the password each time you want to make a menu selection.

## File

“New User” is an option that restarts the program from the entrance of the red hen. That way, new persons can enter their names. This is automatically done as a User exits the program, so it will be rare to use this menu option.

“Quit” is the only menu option that does not require use of the password to access. A User can always quit the program.

## Edit

“Delete names” is the option you use to remove Users from the list. This is the only method to take a name away. *Please remember that if you delete a User name from the list, you also lose all the records of that User’s performance.*

## Preferences

“Scored Record” is the default setting your program will have after initial installation. This means each User is required to log in with name, age, and grade level. The log-in process creates a record for that User’s name where performance information is kept (see section on Scores) so it is possible to get some kind of report.

“Unscored” is the setting to use if you do not want to keep track of User performance. If this is selected, the program asks each User to put in a name at the start of the session. **NO RECORDS ARE KEPT** in this mode.

“Change Password” is the third setting in this menu. At the time the program is installed a password must be entered. This is where you can change that password, or any subsequent password. (You do have to know the existing password).

## **Reports**

“Get Reports” takes you to the reports section of the program. There you have access to the performance records of any Users showing up on the names list when “Scored Record” is the active option. Just follow the screen directions after you select this option.

# LINDAMOOD® PROGRAM PHILOSOPHY AND STEPS

## Goal

The overall goal of the Lindamood® Phoneme Sequencing Program, formerly the Auditory Discrimination in Depth (ADD) Program, is *direct development of phonemic awareness—the ability to think about and manipulate the identity, number, and order of individual sounds within words—and application of phonemic awareness for independence and self-correction in spelling and reading.* Phonemic awareness is critically related to mastering the use of our alphabet code, in which sequences of sounds in words are represented by sequences of letters for spelling and reading. Research indicates, however, that some children and adults are genetically endowed with phonemic awareness, while others are not. For this reason it is best to directly stimulate its development, so that individuals can have this support in accessing their full potential for written language.

## Steps

In the total Lindamood® Program there are five processing steps to be mastered:

### • Consonants • Vowels • Tracking • Spelling • Reading

The Program develops phonemic awareness by introducing students to *articulatory feedback*—the feeling of the mouth movements as sounds are produced. Students are questioned to bring the mouth actions that produce consonant and vowel sounds to conscious attention. They are helped to integrate oral-motor feedback with visual and auditory feedback to track and verify the identity, number, and order of sounds within spoken words. The tracking step, in which sounds in words are concretely coded with mouth pictures, and then with colored blocks, is a unique feature of the Lindamood® Program. The development of this ability to judge sounds and their order in words enables *comparator function*, the ability to *hold and compare* one spoken word with another, or compare a spoken word with its written form. As the students become able to sequence and compare sounds within words, they are helped to apply that judgement for independence and self-correction in spelling and reading single syllable words, multisyllable words, sight words, and context.

## PREPARING STUDENTS TO USE THIS SOFTWARE

The modules on this CD provide problem-solving activities to reinforce the concepts presented in the Lindamood® Phoneme Sequencing Program: that consonants and vowels can be *felt*, first just as single sounds, then as sequences of sounds within words. Before students go to the computer, it is extremely important for an instructor to use the questioning process illustrated in the sample dialogues in the Lindamood® Program manual and/or the Training Video Tapes to help students *discover* they can *feel* consonant and vowel sounds. (See Product Information page 19.)

If the instructor *tells* this sensory information about mouth movements, students can only memorize it. There is no physical reality—no oral-motor kinesthetic feedback—for them to use in self-correction. If interactive questioning *elicits* this sensory-cognitive thinking and reasoning base, the computer problem-solving activities can further reinforce this base. They can stimulate comparator function and the application of this multisensory feedback for self-correction in reading and spelling, and also in speech. *Please give full attention to the development of this sensory-cognitive base, so the multisensory feedback and comparator function become an automatic process in the student's central nervous system and activate self-correction.*

## CD MODULE DESCRIPTIONS

This CD—Consonants, Vowels, Picture Tracking, Reading Game, and Cat Spelling—is designed for practicing concepts introduced by an instructor using the Lindamood® Phoneme Sequencing Program, formerly the Auditory Discrimination in Depth (ADD) Program. Guidance and modeling in introducing these concepts is offered in the Lindamood® Program manual and in the Training Video Tapes. (See Product Information, page 19.)

### Consonants

Depending on which groups of consonants have been introduced, Users can select individual groupings (for example, just the Lip Poppers or just the Nose Sounds) or a range (for example, the first 5 Pairs or the Other Consonant Groups). Users also select how many times they will practice each item—from 1 to 3 times.

A stimulus (a label, mouth picture, letter, or sound) is presented on-screen and Users are asked to match the other components. The stimulus is selected randomly, so there is no predicting whether the task will be matching a sound to the letter, mouth picture, and label or matching a label to the sound, letter, and mouth picture, etc. This prevents responses from becoming just a rote memorized list or array.

### Vowels

This Module has 4 basic elements.

1. *Mouth Pictures and Label Practice* asks students to match mouth pictures to given labels, and place the mouth pictures where they go on the vowel circle. Example: “Which picture goes with the Opens? Click and drag it to its place on the vowel circle.”
2. *Sound to Picture Practice* asks students to match sounds to mouth pictures. Example: “Which picture matches when I say /i/?”
3. *Letter Placement Practice* asks students to sort sounds and their letter symbols into the labeled groups and then order

the sounds/ symbols within the group. Example: “Drag this sound close to its picture.” Then, “Let’s put the letters in order in each group.”

4. *Receptive Practice* checks sound to symbol associations on the vowel circle. Example: “Click the letter that says /e/.”

Users select which categories of vowels to practice. For example, Users may practice just Smiles, or Smiles and Rounds, or all categories.

### **Picture Tracking**

In this activity the User tracks the phonemes within syllables using the Consonant and Vowel mouth pictures. The User selects the level of syllable to be tracked, from vc/cv syllable structure up to ccvcc. Also, the types of change can be selected, so the User can choose to track substitutions only, or up to all five types of change—additions, omissions, substitutions, repetitions, and shifts. All tracking tasks are in chains of ten items. The software advises Users when they should try the challenge of harder chains.

### **Marvin Mouth Reading Game**

This is decoding practice presented in a game format. Marvin is an odd looking green character with a big mouth. He reads a word presented on-screen and the User judges Marvin’s accuracy.

There are various levels of judgment the User can select. *Easy* means only choosing if Marvin matched or not. *Sort of Hard* has the User judge if Marvin matched or if he erred by substituting or omitting a sound. At the *Hard* level, the User must judge if Marvin matched or not, and if not, exactly how he failed to match. The User must decide if Marvin made his error by adding, omitting, substituting, repeating, or shifting a sound-letter relationship.

## Cat Spelling

This is encoding practice also offered in a game format. Marvin is presented as busy, so his cat takes over to help the User do the spelling activity.

As with the reading game, the spelling game has various levels of difficulty.

1. The simplest level is spelling nonsense patterns. The cat will accept any phonetically reasonable representation.
2. The next level contains nonsense words and real words that are phonetically consistent. The cat accepts any phonetically reasonable spelling for the nonsense words. For the real words, the cat will acknowledge a phonetically reasonable spelling (*fase* for *face*), but will guide the User to a correct spelling with questions and, if necessary, by spelling it herself.
3. At the most difficult level the User is also required to spell real words that are phonetically inconsistent (*is*, *said*).

These are the elements of this CD. Details not covered in this explanation are generally explained within the software by on-screen information, spoken presentations, or print-out options.



## TYPES OF REPORTS

There are three types of reports to choose from in the Reports menu. *Scores are only reported if the “Scored Record” option is selected in the menu. (This is the default setting at original installation.) Otherwise, no record is kept of User performance.*

- **The Most Recent Activity Report** shows results from all the activities during the User’s most recent session (e.g. on 12/5/97 Johnny did Consonant, Vowel, and Picture Tracking activities, then exited. The Most Recent report will show the results of those 3 activities).
- **The User’s Cumulative Report** shows all the results for the single selected activity in reverse chronological order (e.g. You want to see how Johnny has been doing with the Consonants. You pick this report and select Consonants and the results of all the Consonant activities Johnny has done are displayed. (The display is arranged with the most recent date at the top).
- **The Group’s Cumulative Report** shows all the scores for each User in the data collection. The Users are listed alphabetically and the scores for each User are grouped by activity. Within each activity group for each User, the scores are listed in reverse chronological order.

# INTERPRETING REPORTS

## Consonants

The consonant practice scores show as a fraction:

$$\frac{\text{Top \#} = \text{responses correct on first try}}{\text{Bottom \#} = \text{total possible to be earned}}$$

The bottom number, *total possible*, is always a multiple of four or five, because Users are asked to match four and five things to the stimulus given. For example, if the User practiced the Lip Poppers one time the score would be  $x/4$ . If the stimulus was the letter **p** and the User matched the correct sound, label, mouth picture, and its “brother” the **b**, the User would get  $4/4$ . If the User did not match the label on the first try, the score would be  $3/4$ . If the User chose to practice the Lip Poppers 3 times, the score would be  $x/12$ .

Labels that were not chosen for practice are indicated by “N/A.” The scores are listed left to right, top to bottom.

### Sample Report: Consonants

Jack Bell				
1/15/97				
Popper N/A	Tapper N/A	Scraper N/A	L.Cooler N/A	
T.Coolers N/A	Skinny 8/8	Fat 8/8	Fat Push 6/8	
Nose 8/10	Lifters 7/8	Winds 10/10		

*Important Note:* If the student quits the Consonant Practice before practicing each item selected the chosen number of times, the scores will indicate the number of correct responses divided by the number of tasks *originally* selected. Consequently, this will not give you an accurate impression of the number of incorrect responses.

## Vowels

Performance on all vowel activities is reported with a plus or minus for each sound or label selected to practice. For example, if Users are practicing Sound and Mouth Picture associations for Smiles and Opens, each item (/ee/, /i/, /e/, etc.) is scored plus if they accurately match a sound and label on the first try and minus if they don't.

The report for the Vowel Circle Practice may show scores for as many as six activities, depending upon what the User chose to practice:

1. *Mouth Pictures and Labels*—which results in a two-part report because there are two steps in the activity: *Label to Picture Association* and *Picture Placement*.
2. *Sound to Picture*
3. *Letter Placement*—also results in a two-part report because there are two steps in the activity: *Letter to Group Association* and *Letters Order on Vowel Circle*.
4. *Receptive Practice*

Users select which categories of vowels to practice. For example, Users may practice just the Smiles, or Smiles and Rounds, or all categories.

The following Sample Report shows a session where the User chose to practice all four vowel activities. To see whether you understand the report, take the Quick Quiz that follows—cover the key until you are ready to check your answers.

## Sample Report: Vowels

Melia Maddaloni

1/15/97

### Label to Picture Association

#1	+ Smiles	- Opens	- Rounds	+ Sliders
#2	+ Smiles	+ Opens	+ Rounds	+ Sliders

### Picture Placement

#1	+ Smiles	- Opens	- Rounds	+ Sliders
#2	+ Smiles	+ Opens	+ Rounds	+ Sliders

### Sound to Picture Association

#1	Smiles	+ /ee/	+ /i/	+ /e/	+ /ae/	- /a/	- /u/
	Opens	+ /o/	+ /aw/				

### Letters to Group Association

#1	Smiles	+ /ee/	+ /i/	+ /e/	+ /ae/	+ /a/	+ /u/
#2	Smiles	+ /ee/	+ /i/	+ /e/	+ /ae/	+ /a/	+ /u/

### Letters Order on Vowel Circle

#1	Smiles	+ /ee/	- /i/	- /e/	+ /ae/	+ /a/	+ /u/
#2	Smiles	+ /ee/	+ /i/	+ /e/	+ /ae/	+ /a/	+ /u/

### Receptive Practice

#1	Smiles	+ /ee/	- /i/	- /e/	+ /ae/	- /a/	- /u/
#2	Smiles	+ /ee/	- /i/	- /e/	+ /ae/	+ /a/	+ /u/
#3	Smiles	+ /ee/	+ /i/	+ /e/	+ /ae/	+ /a/	+ /u/

Mouth  
Pictures  
&  
Labels  
Practice

#s show how  
many times  
User chose  
this activity

Letter  
Placement  
Practice

### **Quick Quiz on Vowel Reports (refer to sample report)**

1. How many times did Melia practice positioning pictures on the vowel circle?
2. Which mouth pictures gave her trouble?
3. Which Smiles was she weak at labeling?
4. Which Smiles was she weak at ordering?
5. In Receptive Practice, which kind of sounds did she work on and how many tries?

### **Quick Quiz Answers**

1. She practiced positioning vowel pictures twice, indicated by the numbers under Mouth Pictures & Labels Practice.
2. She had trouble finding and placing the Open and Round pictures, as shown by the minuses under Label to Picture Association.
3. Under Sound to Picture Association she has minuses for /a/ and /u/.
4. Under Letters Order on Vowel Circle she has minuses for /i/ and /e/.
5. She practiced the Smiles three times.

## Picture Tracking

The report for Picture Tracking shows an overall score (a fraction showing the number correct out of ten words) and a list of the syllables tracked. A plus or minus shows whether the User accurately tracked each syllable on the first try. The syllable structure level that was selected is also shown (i.e., “CV/VC”, “CVC”, “CCV/VCC”, etc.).

### Sample Report: Picture Tracking

Melia Maddaloni Report by Type- Picture Tracking				
1/15/97				
10/10	CV/VC			
+ ip	+ ig	+ og		
+ ot	+ ok	+ op		
+ ap	+ ak	+ ok	+ op	

*Note: The chain is listed in a left-to-right, line-by line fashion, not top-to-bottom, column-by-column.*

## Marvin Mouth Reading Game

As in the Picture Tracking Report, an overall score shows the number correct out of the ten stimuli offered, and each word attempted is listed with a plus or minus. In addition, the selected syllable structure and selected difficulty level are indicated.





The three difficulty levels are:

Level 1. The User is only asked to determine whether Marvin correctly decoded the stimulus word.

Level 2. The User is asked to determine whether Marvin correctly decoded the stimulus word and, if not, whether he added a phoneme or omitted a phoneme.

Level 3. The User is asked to determine whether Marvin correctly decoded the stimulus word and, if not, whether he added, omitted, substituted, repeated, or shifted a phoneme.

### Sample Report: Reading Game

Melia Maddaloni	Report by Type of Activity - Reading			
1/15/97				
7/10	CCV/VCC level 3			
+ free	+ oft	+ sle		
+ ump	- ske	+ aft		
+ tree	- ooks	- oint		+ ble





### Cat Spelling

Similar to the Picture Tracking report and the Reading Game report, the Spelling Game report gives an overall score (x/10). The selected syllable structure is given (cv, cvc, ccvcc, etc.) and each spelling word attempted is listed with a plus or minus score.

Spelling Levels are

1. Nonsense words
2. Nonsense words and phonetic real words
3. Nonsense words, phonetic real words and unphonetic real words

### Sample Report: Spelling

Melia Maddaloni	Report by Type of Activity - Spelling			
1/15/97				
8/10	CCV/VCC level 3			
- grew	+ uesk	+ pree		
+ sle	+ end	+ poi		
+ elf	+ esk	+ draw		- youths

## SOFTWARE SUPPORT

Contact regarding support ***must*** start through voice mail, fax, or e-mail.

Voice Mail (805) 541-5523

FAX (805) 782-0488

E-Mail - support@ganderpublishing.com

**BE SURE to include your registration number, your name, a description of the problem or your question, and how to contact you.**

## TRAINING AND TREATMENT INFORMATION

For information on professional training workshops in Lindamood-Bell® programs or treatment, call (800) 233-1819 or (805) 541-3836.

## PRODUCT INFORMATION

Gander Publishing® is the publisher and/or distributor of Lindamood-Bell® programs and products. We offer many additional materials to implement these programs in one-to-one, small group, and classroom settings. To order materials or to receive a catalog, call (800) 554-1819 or (805) 541-5523.





# Word Lists

- Picture Tracking Syllables
- Reading Game Word List
- Spelling Word List

# Picture Tracking Syllables

## CV/VC CVC Simple Syllables

ip op ap af ak ok ek ev et ot ut ug og ig  
op ot ok ak ap op ok ek et ot ok  
ip op og ot et ek ok ak ap op ok ot og ig  
pi thi tho tha fa ba bo be ve de do di gi  
ip op ap af fa ba bo be ve ev et ot ut ug og ig gi pi  
ip pi thi tho tha fa af ak ok ek ev ve de do di gi ig  
te et ev ve de do di gi ig og op ap af fa ba bo be  
ip pi di do de ve ev ek ok og ig gi thi tho bo be te et ot op  
vok vek bek bef tef tof thof thaf thak vak vap vop thop thep thek thok  
vok vek thek thep thop thof thok thak vak vap vop  
bek thek thok vok vak vap vop thop thof tof tef bef  
vok ok ek bek bef tef tof thof tho tha thak vak  
thok ok ak vak vap vop thop thof tof tef te be bek vek vok  
thaf af ap vap vop thop thok thek ek ok vok vek bek be te tef tof thof  
vok vek bek bef tef tof thof thaf thak vak vook sook sek sep tep tej tes thes thos thok  
tep thep thek thok thop vop vap vak vok vook sook sek bek bef tef tej  
vak vook sook sek sep ses thes thos chos chosh chash vash vav vaz voz vok  
vok vek bek ek ok ak thak thaf tha ba bo be bef tef tof thof tho thok  
vook ook sook sek bek be te tej tes thes thos tho tha thak vak  
vek ve be bef tef tes thes thos thok ok ook sook sek sep thep thek

## CV/VC CVC CCV/VCC Simple and Complex Syllables

oths ooths ooks oosk esk esp eps ets eths oths ooths ooks oosk esk esp eps ets eths  
oths thos thes eths ets eps esp sep spe ske sek sook oosk ooks ooths  
ets et ek esk esp sep spe ske sek bek be te tes  
ooks ook oosk sook skoo ske sek sep esp esk oosk  
ooks ook ek sek ske sek bek be te tep sep spe spoo skoo sook oosk  
spoo skoo ske sle ble blou flou floo froo shroo shree dree pree pro prou frou flou flae  
floi sloi spoi spe  
spoo skoo ske sle ble blou flou frou prou pro pree dree shree shroo froo floo flou flae  
floi sloi spoi spe  
spoo skoo ske sle ble blou flou flae floi sloi spoi spe  
flou floo froo shroo shree dree pree pro prou frou  
esk oisk oist oint oinz onz ovz avz uevz uelz uelk uesk  
oths ooths ooks oosk esk oisk oist oint oinz onz ovz avz uevz uelz uelk uesk esk esp eps  
ets eths  
oths ooths ooks oosk esk uesk uelk uelz uevz avz ovz onz oinz oint oist oisk esk esp eps  
ets eths  
oosk ook sook skoo ske sle ble be te et ets eps esp esk ek sek sook  
oths eths ets et ek esk oisk oosk ook ooks ooths

# Picture Tracking Syllables

## CVC CCV/VCC CCVC/CVCC Simple and Complex Syllables

snoet snoep snoes sloes ploes ples sles slek slet sket skep snep snet snoit snoif snof slof  
blof blef blek lek sles skes skoos skies skiet sniet  
snoet snoep snoes sloes ploes ples sles slek lek blef blof slof snof snoif snoit snet snep  
skep sket slet lek sles skes skoos skies skiet sniet  
snoet snoep snoes sloes ploes ples sles slek lek blef blof slof snof snoif snoit  
snoet snoep snoes sloes ploes ples sles skes skoos skies skiet sniet  
lek lek blef blof slof snof snoif snoit snet snep skep sket slet  
snoet snoep snoes sloes ploes ples sles lek lek blef blof slof snof snoif snoit  
snit snet snep skep sket slet lek sles skes skoos skies skiet snit snoet  
skoos sooks sieks skies skiet sket snet snit snoet snit snit sket skes  
vooks voosk voisk thoisk thoist thoint soint snit snoet snit skiet skies sieks sooks tooks  
toops voops  
skoos skoo ske sket skep sep tep tepe tepe teft teft bef blef lef sles lek sek ses skes  
vooks voosk vook sook sooks tooks toops tepe tes tep tepe tepe teft toift toint oint soint  
snit snoet snit skiet skies sieks sooks ooks

## CCVC/CVCC CCVCC Complex Syllables

throisk throist throest proest ploest plest slest snest snesp snoesp sloesp gloesp gloisp  
groisp groisk  
throisk throist throest proest ploest plest plets plets ploofs ploofs prooks prooks preeks preekt  
pleekt gleekt gloikt groikt groist groisk groisp gloisp gloesp sloesp snoesp snesp snest  
slest slets slets blefs blefs blofs brofs broks troks trooks troosk troisk  
throisk throist throest proest ploest plest plets slets slest snest snesp snoesp sloesp gloesp  
groisp groisp groisk  
throisk throist throest proest ploest plest plets plets blefs blofs brofs broks troks trooks  
troosk troisk  
throisk troisk troosk trooks prooks ploofs ploofs plets slets slest plest ploest proest  
throest throist groist groisk  
blofs blof blef blefs slets slet snit snest snesp snoesp sloesp sloes ploes ploest plest  
slest lost bloft  
throist thoist thoisk throisk troisk troosk trooks prooks ploofs ploofs plets ples sles slest  
snest snesp snoesp sloesp sloes ploes ploest proest throest

# Marvin Mouth Reading Game Word Lists

Each word is used many times as Marvin makes different errors on the same word.

## Nonsense Words CV/VC

ap	ig	pi
ba	og	ut
et	op	ug
ip	ot	

## Real Words CV/VC

at  
bee  
it  
up

## Nonsense Words CVC

bek	thop
sep	thok
tep	vap
thak	vook

## Real Words CVC

bad	pit	tap
bat	pop	top
bet	pot	
big	tip	
pat		

## Nonsense Words CCV/VCC

ble	pree
esk	sle
oint	ske
ooks	

## Real Words CCV/VCC

aft      ump  
free  
off  
tree

## Nonsense Words CCVC/CVCC

blek	sooks
blof	soint
snep	toops
skep	thoist

## Real Words CCVC/CVCC

freed      pots  
loft      pump  
past      tried  
pets

## Nonsense Words CCVCC

blofs	snoesp
plefs	trooks
ploest	throist
slest	

## Real Words CCVCC

blots      slept  
proofs      slots  
plops      troops  
plots

# The Cat Spelling Word Lists

## Nonsense Words

<u>CV/VC</u>	<u>CVC</u>	<u>CCV/VCC</u>	<u>CCVC/CVCC</u>		<u>CCVCC</u>	
af	bef	avz	besk	sooks	blefs	snest
ap	bek	ble	blef	tefs	blofs	snoesp
ba	chash	dree	blek	teft	bloft	throest
bo	chos	eps	blof	teps	blost	throisk
de	chosh	esk	jeps	thask	brofs	throist
di	sek	esp	jept	thoint	broks	trievd
eeb	sep	eths	joipt	thoipt	gleekt	troisk
ek	ses	ets	joops	thoisk	gleosp	troks
et	sook	floi	paft	thoist	gloikt	trooks
ev	tef	frou	ples	toift	gloisp	troosk
fa	tej	oint	ploes	toint	groikt	
gi	tep	oinz	plos	tooks	groisk	
ig	tes	oisk	preek	toops	groisp	
ip	thaf	oist	proos	voisk	groist	
og	thak	onz	sept	vooks	pleekt	
ok	thek	ooks	sieks	voops	plefs	
ook	thep	oosk	sient	voosk	plest	
op	thes	ooths	sieps		plets	
pi	thof	oths	siept		ploest	
ree	thok	ovz	skep		ploofs	
ta	thop	plo	skes		plooks	
te	thos	pree	sket		plost	
tha	tof	pro	skiet		prast	
thi	vak	shree	skoos		preeks	
ug	vap	ske	slef		preekt	
ut	vash	skoo	slek		prievd	
ve	vav	sle	slep		proest	
voo	vaz	sloi	sles		prooks	
	vek	spe	slet		proops	
	vok	spoi	sloes		slefs	
	vook	spoo	slos		slest	
	vop	uelk	snep		slets	
		uelz	snet		sloesp	
		uesk	snoep		slost	
		uevz	snoes		snept	
		usp	snoet		snesp	
		ust	snof			
			snoif			
			snoit			
			soint			

# The Cat Spelling Word Lists

## Phonetic Real Words

<u>CV/VC</u>	<u>CVC</u>		<u>CCV/VCC</u>	<u>CCVC/ CVCC</u>		<u>CCVCC</u>	
am	bad	look	yes	aft	best	pump	bland
at	bag	lot	yet	and	bets	raft	blunt
fee	bat	man	bath	apt	bits	rest	plops
if	bed	men	boot	arm	bled	send	plots
it	beef	much	cheek	ask	blot	sled	plump
on	beg	pat	cheer	end	bunt	sleep	proofs
up	bet	pen	chin	free	drop	slot	props
us	big	pep	chop	oft	fast	spat	slept
an	bit	pet	wheel	oops	felt	sped	slots
tie	bog	pig	win	opt	freed	speed	spots
zoo	book	pit		three	fried	spit	spots
	bug	pop		tree	glad	spot	drift
	did	pot		ump	green	step	blast
	dig	pup		asp	hand	stood	blend
	dip	ran		imp	held	stop	branch
	dog	room		its	help	swim	flint
	dot	run		inch	jump	taps	grand
	dug	sat		glee	just	test	grasp
	fat	set		elk	kept	tips	grunt
	feed	ship		elm	land	tops	plant
	feel	sit		elf	last	trap	print
	fig	soon			left	tried	slant
	fit	such			lest	trip	spend
	fish	tap			loft	vamp	spent
	fit	ten			lost	went	stamp
	fog	than			lots	wind	stand
	food	that			milk		stump
	gap	them			pats		swept
	get	then			pest		tramp
	good	this			pets		blanch
	got	thus			pits		blots
	gut	tip			plan		
	had	took			plop		
	hat	top			plot		
	hit	tug			pomp		
	hot	wag			pops		
	keep	when			pots		
	let	wish			prod		
	long	with			pulp		

# The Cat Spelling Word Lists

## Flex Real Words

(symbol imagery required for “flexed” part)

<u>CV/VC</u>	<u>CVC</u>	<u>CCV/VCC</u>	<u>CCVC/CVCC</u>	<u>CCVCC</u>
day	back	sir	brow	black
each	boat	take	fly	box
eat	can	tell	plow	brain
egg	chair	town	ploy	brass
go	cut	white	true	brave
he	down	wife	try	brown
how	fear	will	plea	church
law	fell	year	eats	drawn
may	fine	far	east	dream
me	fire	jar	play	dress
my	five	nor	tray	frown
now	fill	tar	fray	girl
out	full		stay	third
pay	gave		spay	paint
saw	give		sway	plate
say	have		ox	point
she	her		slaw	press
why	hill		oats	proud
oak	home		oafs	speak
oil	hope		prow	spell
thaw	kill		flay	spoil
	late		flaw	state
	life		draw	train
	like		oaths	dark
	line		arm	farm
	make			hard
	mean			mark
	more			short
	name			sort
	near			star
	nine			spar
	note			yard
	pass			blur
	reach			stir
	ride			
	same			
	shall			
	sick			



# The Cat Spelling Word Lists

## Unphonetic Real Words

(symbol imagery required for “flexed” part)

<u>CVC</u>	<u>CV/VC</u>	<u>CCV/VCC</u>	<u>CCVC/CVCC</u>	<u>CCVCC</u>
both	is	grow	built	front
fight	as	old	brought	grind
goes	few	blow	from	swamp
door	low	glow	kind	trunk
gone	own	snow	most	blind
half	show	ski	month	bleeds
has	the	else	school	blooms
head	they	spa	world	breadth
his	though	throw	blood	breeds
put	ought	brew	breath	brads
wrong	view	grew	flight	broods
said		stew	flood	brags
should		arms	floor	breaths
suit		spew	fold	brims
thought		youths	fruit	drags
what		were	group	drugs
wash			halt	drums
young			heart	flags
live			hind	flogs
			learn	fruits
			palm	friend
			post	plugs
			salt	swarm
			swan	thwart
			thread	ninth
			truth	
			warm	
			wolf	
			word	
			work	

