

Reader Rabbit
Learn to Read with
Phonics for
Preschool & Kindergarten

V 1.3

User's Guide

ABOUT RIVERDEEP - THE LEARNING COMPANY

Riverdeep - The Learning Company provides highly motivating, dynamic, curriculum-based Internet and CD-ROM learning experiences for children in kindergarten through high school. Our products feature interactive, problem-solving approaches and real-world applications that help develop your child's underlying thinking skills and creativity, while reinforcing important areas of the basic curriculum, such as reading, writing, and mathematics.

Since 1980, The Learning Company's award-winning titles have consistently produced the highest quality educational software available. Every product under the Reader Rabbit® brand undergoes extensive research and testing, with input from educational professionals, parents, and children. Each product features a precise balance of educational content and entertainment value, so your child has fun while learning!

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In the interest of product improvement, information and specifications represented here are subject to change without notice.

READER RABBIT® LEARN TO READ WITH PHONICS FOR PRESCHOOL & KINDERGARTEN

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HARDWARE AND SYSTEM REQUIREMENTS

Windows®

Runs on: PC and compatibles—Pentium® 166 MHz or better

With:

- 32 MB of memory (RAM)
- Hard disk with 100 MB of free disk space*
- 4X CD-ROM drive
- 16-bit color monitor capable of 800 x 600 resolution
- Windows 95, 98, Me, 2000**, XP**
- Windows-compatible sound card
- Speakers
- Mouse

Recommended:

- Browser, such as Netscape® Navigator® 4.0 or Microsoft® Internet Explorer® 4.0 or higher
- 28.8 Kbps modem
- Printer (color preferred)

**An additional 7 MB of disk space may be required to install Adobe® Acrobat® Reader.*

***If you are running Windows 2000 or Windows XP, you must have administrative privileges to install this program correctly.*

Macintosh®

Runs on: PowerPC® Macintosh or better

With:

- 32 MB of memory (RAM)
- Hard disk with 100 MB of free disk space*
- 4X CD-ROM drive
- Thousands color monitor capable of 800 x 600 resolution
- System 8.6 to System 9.1
- Speakers
- Mouse

Recommended:

- Browser, such as Netscape Navigator 4.0 or Microsoft Internet Explorer 4.0 or higher
- 28.8 Kbps modem
- Printer (color preferred)

SETTING UP AND STARTING THE PROGRAM

Reader Rabbit Learn to Read With Phonics runs from your CD-ROM drive. However, you need 100 MB of free hard disk space to store some program files.

Installing the Program

Some program files for *Reader Rabbit Learn to Read With Phonics* will be installed on your computer. If needed, the TLC Learning Launcher will also be installed on your computer. (See *Using the TLC Learning Launcher*.)

Windows®

AutoPlay is usually enabled when you install Windows on your computer. (See your Windows documentation for more information.)

To install the program with AutoPlay on:

1. Insert the program CD into your CD-ROM drive.
2. Follow the onscreen instructions to complete the setup process. Once you've completed the setup, the program will run automatically any time you insert the program CD into the CD-ROM drive.

To install the program with AutoPlay off:

1. Insert the program CD into your CD-ROM drive.
2. Double-click **My Computer**.
3. Double-click on the CD-ROM icon.
4. Follow the onscreen instructions to complete the setup process.

Macintosh®

To install the program with the AutoPlay extension on:

1. Insert the program CD into your CD-ROM drive.
2. Follow the onscreen instructions to complete the setup process.

To install the program with the AutoPlay extension off:

1. Insert the program CD into your CD-ROM drive.
2. Double-click on the Reader Rabbit Learn To Read icon in the open window.
3. Follow the onscreen instructions to complete the setup process.

STARTING THE PROGRAM

Windows®

To start the program with the AutoPlay extension on:

1. Insert the program CD into your CD-ROM drive.
2. At the TLC Learning Launcher, click **Play**.

There are two ways to start the program with the AutoPlay extension off:

You can choose to follow either set of instructions

1. Insert the program CD into your CD-ROM drive.
2. Double-click on **My Computer**.
3. Double-click on the CD-ROM icon.
4. Double-click on **Play**.
5. At the TLC Learning Launcher, click on **Play**.

To start the program with AutoPlay off (Option 2):

1. Insert the program CD into your CD-ROM drive.
2. Click on the **Start** button. Then choose **Programs**, **The Learning Company**, **Reader Rabbit**, and **Learn To Read** in that order.
3. At the TLC Learning Launcher, click on **Play**.

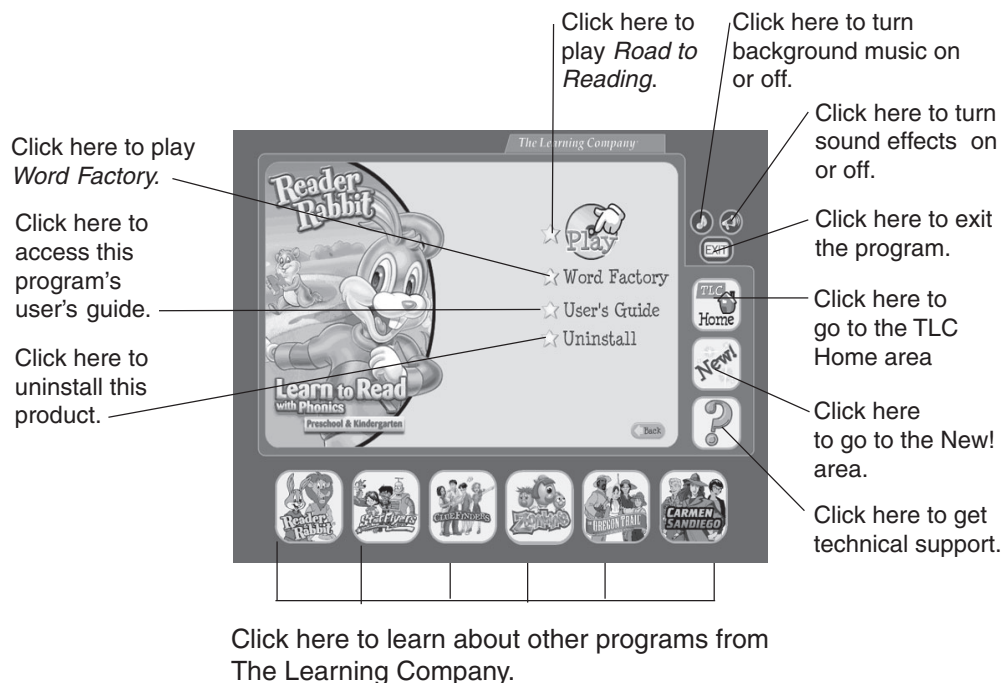
Macintosh®

To start the program with the AutoPlay extension on:

1. Insert the program CD into your CD-ROM drive.
2. At the TLC Learning Launcher, click on **Play**.

To start the program with the AutoPlay extension off:

1. Insert the program CD into your CD-ROM drive.
2. Double-click on the program icon.
3. At the TLC Learning Launcher, click on **Play**.

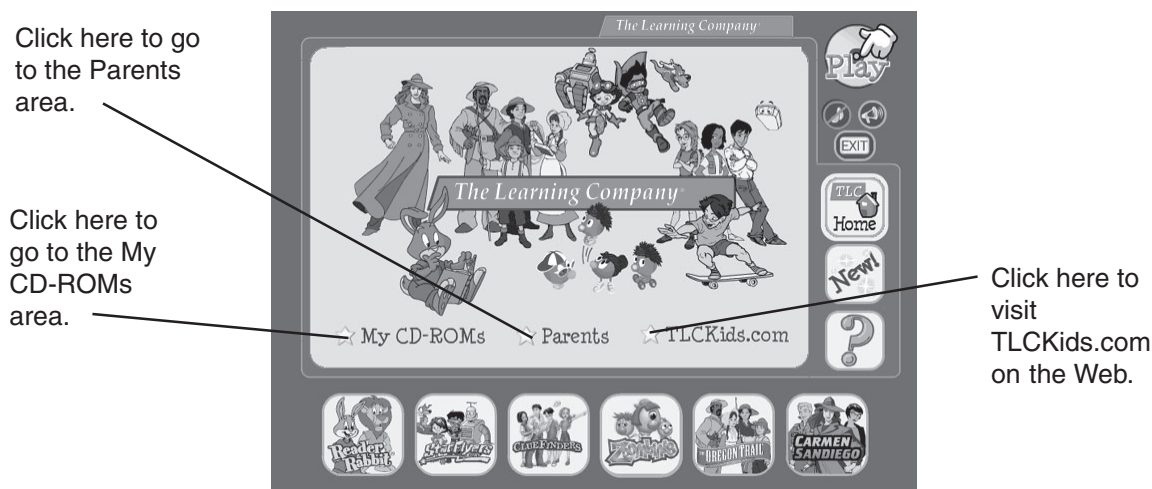


USING THE TLC LEARNING LAUNCHER

The TLC Learning Launcher is your gateway to *Reader Rabbit Learn To Read* and other programs from The Learning Company.

If you are not yet ready to begin playing *Reader Rabbit Learn To Read*, take some time to explore the other areas of the TLC Learning Launcher. The TLC Learning Launcher provides an innovative interface with convenient tools to update and organize your Learning Company educational software through The Learning Company's secure server. On the Automatic setting, the launcher will ask if you would like to receive an update. On the Manual setting, you can click on the *New!* button any time you want to receive the latest updates.

Note: The online services advertised as part of this product may be changed or discontinued at any time.



MY CD-ROMs AREA

If you have purchased and installed other products from The Learning Company, you may be able to access those products in the My CD-ROMs area.

PARENTS AREA

Go to the Parents area to learn more information about the TLC Learning Launcher. Here you can change the Launcher setting to manual. You can also find out which products from The Learning Company are appropriate for different age groups.

TLC KIDS.COM

In the TLC Kids.com area, be on the lookout for fun movies and demos of new products. You may also find updates that you can download for your program.

Road to Reading

EDUCATIONAL FOCUS

Welcome to *Reader Rabbit Road to Reading*! Depending on your child’s age and maturity, you can use this delightful program to help your child acquire important reading readiness skills or actually learn to read. Experts recognize that children need certain skills in order to become successful readers. This program teaches these skills in carefully sequenced lessons that culminate in engaging books that reinforce these skills.

Keys to Reading Success

Today’s researchers say that there are four basic ingredients that enable children to become successful readers:

- Explicit instruction in letters and their sounds
- Instruction in phonemic awareness—the conscious awareness of the sounds in spoken words
- Practice with “sight” words—those high frequency words such as “the” and “what” that are important but often unpredictable
- Exposure to a wide variety of engaging texts written at the child’s own reading level

Reader Rabbit Road to Reading provides these ingredients. Here is what the program accomplishes:

- Develops letter-pattern recognition and letter-sound association.
- Develops letter formation skills.
- Helps children sound out words and put sounds together to make new words.
- Meets a young reader’s need to manipulate words.
- Develops a basic sight word vocabulary.
- Gives children immediate success and builds confidence in reading.
- Gives children books they can read independently.
- Helps children appreciate books in a variety of genres.

Here are the primary skills that are taught in the program:

Phonics and Decoding

- letter recognition
- initial and final consonant sounds
- short vowel sounds
- high-utility phonograms (onsets and rhymes)

Phonemic Awareness

- rhyming words
- blending sounds to create words
- identifying initial sounds in words
- identifying final sounds in words
- identifying middle sounds in three-letter short vowel words

Concepts about Print

- matching spoken words to print
- tracking print from left to right
- distinguishing between letter, word, and sentence
- recognizing where words and sentences begin and end
- recognizing end punctuation

Vocabulary

- recognizing key high frequency sight words

Comprehension

- reading for meaning
- reading for information
- noting details
- recognizing sequence
- making predictions
- recognizing cause and effect
- following directions
- differentiating between real and make-believe
- using context to complete sentences

Spelling

- early spelling/completing three-letter short vowel words

Reader Rabbit Road to Reading teaches phonemic awareness, letter names and sounds, blending sounds to form words, words in word families, and sight words. The program also contains 26 interactive, easy-to-read storybooks as well as creativity projects, periodic assessments, a progress chart, and reward certificates.

THE READER RABBIT READING READINESS TOOL: EVALUATING YOUR CHILD'S MATURITY LEVEL

As a parent, you know that different children mature at different rates. Before you begin using *Reader Rabbit Road to Reading* with your child, use the guidelines below to evaluate your child's maturity level. These guidelines describe what research tells us about what is generally seen with children between the ages of three and seven. Once you've evaluated your child, use *Reader Rabbit Road to Reading* in the suggested way.

Group 1: Pre-Readers

- Know that alphabet letters are not just pictures, but are a separate category of graphics with individual names.
- Know that the print is what is read in stories.
- Can identify 10 alphabet letters, usually including those from his or her own name.
- Pay attention to language sounds that can be separated and repeated, such as those in Peter, Peter, Pumpkin Eater.
- Can follow oral directions.
- Show an interest in books and reading.
- "Write"(scribble) messages.
- May begin to pay attention to beginning or rhyming sounds.

Group 2: Ready to Read

- Recognize and can name all uppercase and lowercase letters.
- Can write most letters when they are dictated.
- Recognize a few words by sight, including some very common ones, such as “I,” “the,” and “is.”
- Given a word, can produce another word that rhymes with it.
- Given a set of words such as “pat, pat, pet,” can tell that the first two are the same and the third is different.
- Given a set of words such as “pat, map, fed,” can tell that the first two share a sound.
- Can write many uppercase and lowercase letters independently.
- Know the functions of different parts of a book.
- Begin to track the words when listening to a known text being read or when reading his or her own writing.
- Recognize that the order of letters in a written word represents the order of sounds in the spoken word.

Group 3: Active Readers

- Move from emergent to “real” reading.
- Can accurately sound out one-syllable real and nonsense words (for example, “quot” or “zot”) that contain regular letter-sound correspondences.
- Can use letter-sound correspondences to sound out words that have not previously been seen.
- Recognize high frequency sight words, such as “the,” “is,” “have,” and “two.”
- Have a reading vocabulary of between 300 and 500 words.
- Write own materials to be read by others.
- Can read and follow simple written instructions.
- Can correctly spell simple three- and four-letter, short vowel words.
- Can recognize and self-correct for errors in reading by noticing when a word does not match letter-sound cues or does not fit into the surrounding context.

Why doesn’t *Reader Rabbit Road to Reading* present the letters in alphabetical order? A goal of this program is to launch children into reading real books as early as possible. Nothing motivates a child more than being able to read an entire book on his or her own.

Certain letters, such as *m*, *a*, *p*, *o*, *t*, and *n* appear very often in the words early readers are likely to meet. Other letters, such as *v*, *y*, *x*, *q(u)*, and *z* appear far less often. The program begins with those letters that occur most often and quickly teaches children how to sound out words containing their sounds. By the second Letter Land, for example, children have learned the sounds of *a* and *m* and are sounding out the word *am*. By the sixth Letter Land, they have learned the sounds of *short a*, *m*, *p*, *short o*, *t* and *n* and are sounding out the words *am*, *an*, *ant*, *map*, *mat*, *pat*, *tap*, *tan*, *man*, *pan*, *Nan*, *on*, *mom*, *pop*, *top*, *mop*, *not*, *pot*, and *tot* and reading them in stories. The sounds for the letters *v*, *y*, *x*, *q(u)*, and *z* are taught only toward the end of the program.

See the appendix *The Road to Reading* for additional information on using the program with your child, and also see *Reader Rabbit's Reading Tips* for suggestions on extending the learning away from the computer.

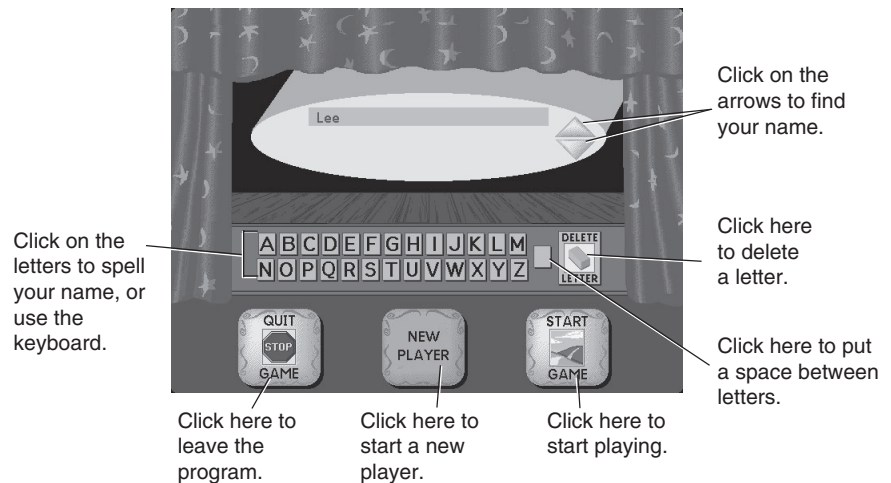
Using *Reader Rabbit Road to Reading*

THE OPENING MOVIE

Once players start the program, they discover that Mat the Mouse has a problem. She needs to read maps and signs at the carnival to get around—but she can't read! Overcome by frustration, she makes a fateful wish: she wishes that there were no more words to read in all of Wordville. When Mat's wish comes true, Mat learns that she must collect all the letters of the alphabet to complete a secret message and undo her wish.

SIGNING IN

To start playing the program, the child needs to sign in by entering his or her name. The sign-in screen lists all players who have already entered their names.



To play *Reader Rabbit Road to Reading*, you'll need to sign in by entering your name. The sign-in screen lists all players who have already entered their names.

First, click on **NEW PLAYER**. Type your name in the name box, and then click on **START GAME**. You can use up to 16 letters. If you've played *Reader Rabbit Road to Reading* before, your name will already be in the player list. If you don't see your name in the name box, click on the arrows to scroll through the list. Then click on **START GAME** to continue on your way. (If you complete the program

and want to start over at the beginning, sign in using a different name or add a number or letter to the end of your sign-in name.)

When the sign-in list has 99 names, you'll need to remove a name before you can add a new one. Removing a name will permanently erase that player's name and game information from the hard disk. Click on the name you want to remove. Then press **Ctrl+R** (Windows) or **control+R** (Macintosh).

TWO MODES OF PLAY

Once players click to start the game, they are given a choice of ways to play—**Road to Reading** or **Pick and Play**.



The child who chooses **Road to Reading** will join Reader Rabbit, Mat the Mouse, and four hilarious hamsters on their quest to bring all the words back to Wordville. During this journey, the child will learn to read, one step at a time, by accruing more and more reading skills. As they proceed down the Road to Reading, children add letters to the secret message and are periodically rewarded with songs and certificates marking their progress.

Pick and Play contains the same books, songs, and kinds of activities found in Road to Reading. However, in Pick and Play, these items can be chosen from a menu screen and explored in any order. Here are other differences:

- The content of the activities is slightly different.
- New letters and words appear as long as the child continues playing.
- Once a child completes all the material for an activity at one level, the program automatically moves the child to the next level.

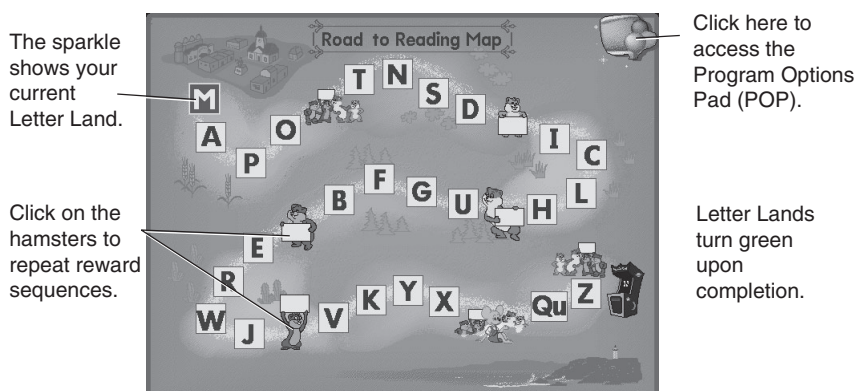
ALONG THE ROAD TO READING

Along the Road to Reading, children will find 26 Letter Lands. Each Letter Land has a different letter to play with, new words to learn, and a new book to read.

Using the Road to Reading Map

Once children click on **Road to Reading**, they see a map showing the 26 Letter Lands. Sparkles around a Letter Land indicate the child's current Letter Land. Letter Lands turn green as they are completed, and the map gives children access to any Letter Land they have already been through.

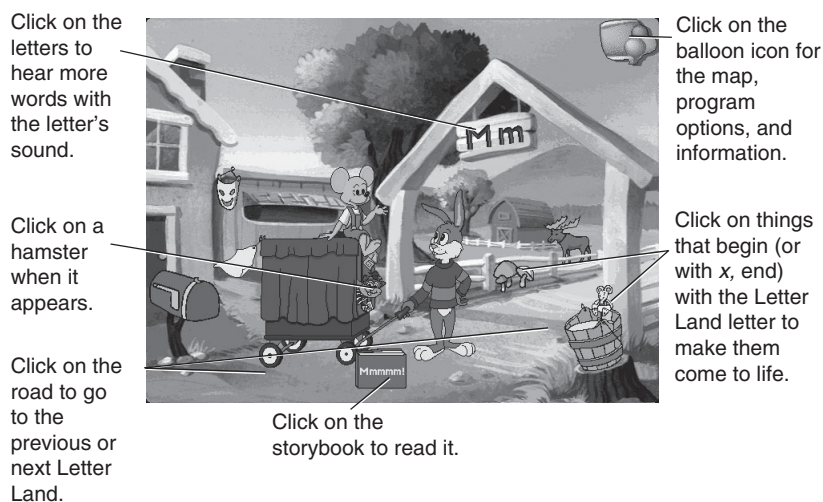
Children can return to a Letter Land via the map at any time. However, they must complete a Letter Land before moving on to the next one. (See the section called *Using the Program Options Pad (POP) and the Teach1 Option* for information about how to allow children to visit Letter Lands in any order.)



Pictures of the hamster characters from the program appear in six places on the map. These pictures show the intervals at which children are rewarded with songs and certificates. (See the section *Songs and Certificates* for more information about these rewards.) Once children have heard a song and received a certificate during their journey, they can repeat the experience by clicking on the picture on the map.

Working with LETTER SOUNDS

Letter Screens. Each Letter Land opens with a letter screen introducing a consonant or vowel and its sound. Each screen contains five objects beginning (or in the case of the letter *x*, ending) with the letter's sound, and children can click on the objects to see them come to life. These often surprising discoveries motivate children to explore the letter screens and associate words with their beginning (or ending) letter sounds. Letter screen explorations also expand children's vocabularies as they associate pictures with the new words they hear.

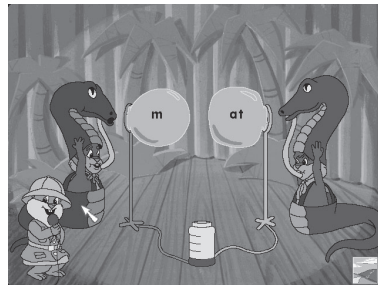


Working with PHONICS AND WORD FAMILIES

Bubble Blend. By the second Letter Land (Letter Land A), children know the sounds of the letters *a* and *m*. Now they are ready to blend the sounds of these letters to form the word *am*. The child's first experience with blending occurs in this Letter Land. In later Letter Lands, Bubble Blend activities focus children on blending initial consonant sounds with two- and three-letter ending phonograms* such as *-ad* and *-est*. Words with the target phonogram then play an important part in the book for that Letter Land.

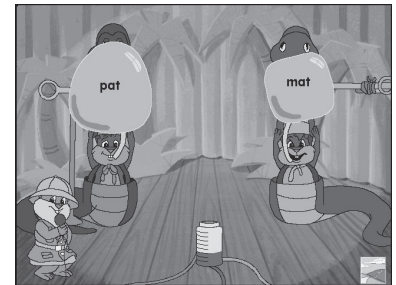
Starting with Letter Land T, Bubble Blend activities have two parts. In Part 1, children focus on blending. In Part 2, they discriminate among similar-looking words by identifying the word Nellie the hamster says.

Part 1



Say the word parts that appear on the bubbles. Then click on them to make a word.

Part 2



Click on each word that Nellie says and see the bubbles grow.

* Phonograms are series of letters that occur with the same sounds in several words. This program focuses heavily on phonograms because vowel sounds within phonograms tend to be stable and reliable, making phonograms an ideal object for the beginning reader to study. In addition, almost 500 primary grade words can be derived from just 37 phonograms. All of the phonograms in this list of 37—made up of short vowels plus individual final consonants or the final consonants *ll*—are taught in this program.

Sorter Magic. Children often use known words and word parts to figure out new words. For example, a child might use the known word “fill” to figure out the new word “hill.” This is often referred to as learning new words by analogy. This approach underlies Bubble Blend and is the focus of Sorter Magic, which first appears in Letter Land N and then alternates with Bubble Blend. Our hamster friend Nellie shows phonograms and words and asks the child to sort the words by their endings. If words have the matching ending, they should go into the magic box. If not, they should go into the trash can. Words from Sorter Magic are emphasized in the book for the Letter Land.



Move the word to the magic box if it has the ending shown on the sign. Move it to the trash can if it doesn't.

Working with SIGHT WORDS

Costume Creator. The Costume Creator activity in each Letter Land introduces three to five sight words. Children learn two kinds of sight words: (1) high frequency words that are irregular or contain sound elements not yet taught and (2) content words that are important in the book that follows and contain sound elements not yet taught. All sight words taught in a Letter Land appear in the book.

Costume Creator activities have two parts. In Part 1, our hamster friend Calhoun introduces words. Part 2 varies. In the first sixteen Letter Lands, Calhoun has children click three times on the word he says. In the remaining eight Letter Lands, he asks children to use some of the new words to complete sentences.

Part 1



Say the word that Calhoun says. Then click on the word. Help a hamster get into costume.

Part 2 (Letter Lands 1–16)



Click on the three doors that show the word Calhoun says. Help three hamsters get dressed.

Part 2 (Letter Lands 17–20)



Click on the word that best completes the sentence. Use the picture as a clue.

Working with EARLY SPELLING

Music Labeler. Starting in the fifth Letter Land (Letter Land T), Lefty, the hamster with the attitude, asks children to use their knowledge of letter sounds to complete words. Children need to move letters to complete words that label decorative pictures on the organ.

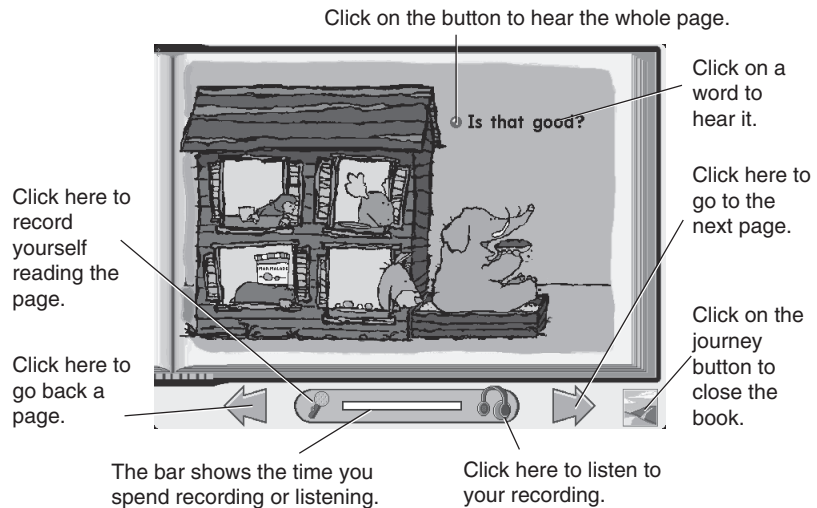


Drag the letter to the correct space. If you want to hear a picture's name, click on the picture. If you want to hear a letter's sound, click on the letter.

Reading the Storybooks

A book pops out of the ground in a letter screen once the child has completed the phonics, sight word, and early spelling activities. The child must click on the book to open it. The book will automatically be read aloud unless the Automatic Book Reading setting is turned off. (See *Using the Program Options Pad (POP): Settings*.)

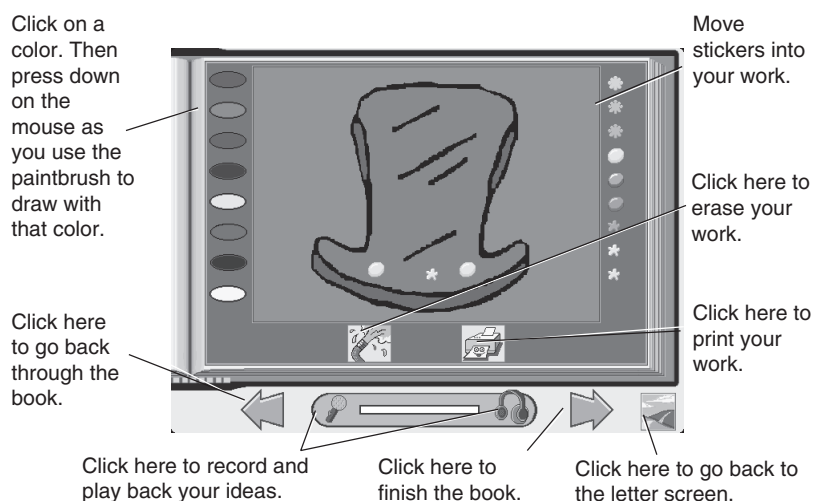
All book pages contain one or more interactivities. The child must click on at least one interactivity in order to move to the next page in a book.



Record and Playback is available on each book page. Children can record themselves as they read the book. To do so, they just click on the microphone icon and start reading. A time bar shows how much time they are using as they record and how much time they have left.

When they are finished recording, children just click on the earphone icon to hear what they have recorded. The bar shows the time that has been spent listening. To stop recording or listening, the child just clicks anywhere outside the buttons. Note that only one whole book can be recorded at one time. Each time a child records a page of a new book, the recording of the corresponding page of the previous book is erased.

Creativity Pages appear at the end of six of the storybooks. These pages give children opportunities to extend the reading experience by creating their own versions of items from the stories. Children have the opportunity, for example, to decide what to feed an alien, to decorate cookies, and to design a story quilt. Creativity pages are based on a simple drawing tool.



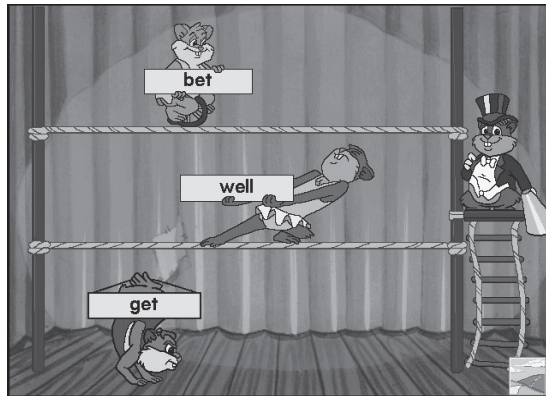
A key goal of *Reader Rabbit Road to Reading* is to support children's interest in and capacity for independent reading. Toward creating a solid foundation in reading, once a small number of basic sight words have been introduced early in the program, all the subsequent books in the program are "decodable books;" all are made up mainly of words containing previously taught sound-letter correspondences. However, in addition, children should be able to read all the books in the program independently because all book words can either (1) be decoded, or sounded out, on the basis of known letter-sound elements or (2) be read because they have been previously presented as sight vocabulary. The book that appears at the end of a Letter Land focuses on words with the target letter/sound and the target phonogram of that Letter Land as well as the new sight words.

Each book in the program is also interactive. Unlike the books in many other multimedia programs, the interactivities in the books in *Reader Rabbit Road to Reading* support comprehension. The child must understand what is in the text in order to interact appropriately with the graphics.

Because children need opportunities to practice reading with many types of books, the 26 books in the program include both fiction and nonfiction. Some of the books tell stories. Some call on children to follow directions or locate objects. Still others present information. Some books include rhymes. One leads to a tongue twister. Each book provides a unique, interactive experience.

Assessment

The Great Race. At the end of every fourth Letter Land (Letter Lands O, D, H, B, and J) and the last Letter Land (Letter Land Z), the child participates in a “race” that tests progress up to that point. A hamster named Milton has his three hamster friends race to the finish line as children identify the words the hamsters are carrying. These races include words taught in the previous four Letter Lands, or in the case of Letter Land 26, the previous two Letter Lands. You can use the results of the Great Race to evaluate how well your child is doing in the program because the percentage of correct Great Race responses is recorded in the Progress Report.



Click on the word Milton says to make the hamsters move.
Who will be the winner?

Progress Report

The Progress Report lists the results of the last Road to Reading Great Race activity the child completed. To reach the Progress Report, click on the balloon icon that appears on all “Road to Reading” letter screens, the map, and on other screens. Children can retake a Great Race at any time to improve a score; the Progress Report score for each Great Race reflects only the latest time the child attempted that Great Race activity.

Click on the Great Race you're interested in.

Great Race	Score	Date
Great Race 1 MAPO	100 %	2/26/99
Great Race 2 TNSD	100 %	2/26/99
Great Race 3 ICLH	--	--
Great Race 4 UGFB	--	--
Great Race 5 ERWJ	--	--
Great Race 6 VKYX	--	--
Great Race 7 QUZ	--	--

Click here to print the Progress Report.

Click here to go to the Study Words for the highlighted Great Race.

Click here to return to the Program Options Pad (POP).

The report includes scores and dates.

Study Words. The Progress Report includes a Study Words page for each Great Race. These pages list the words tested in the Great Races. Words that have been missed are marked with asterisks. The asterisks disappear when the child retakes the Great Race activity and identifies these words correctly. Study Words lists can be printed out and used for independent word study.

Asterisks mark words that were missed.

You-Can-Read Words	Sight Words
but *cut hut nut Tut	are cookie fish get like make out rat set stem thing to too tree
*bug dug lug mug Pug tug	
*grass gun Gus	
bun fun *gun pun sun	
fast fin frog	
bump dump hump lump pump stump	
bag big	

Click here to print the Study Words.

Click here for more information about Great Races, Study Words, "You-Can-Read Words," and "Sight Words."

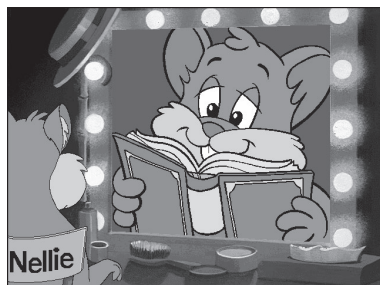
Click here to go back to the Progress Report.

Study Words lists include two categories of words: "You-Can-Read Words" and "Sight Words." "You-Can-Read Words" are words containing sounds that children have been taught. Children should be able to "decode" these words. They should be able to sound them out.

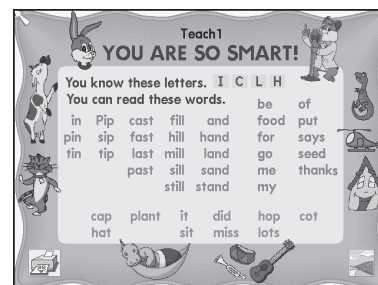
The sight words in the Study Words lists are words that either do not follow regular letter-sound rules or contain sounds that have not yet been taught in the program. Children need to learn them "by sight." There is overlap between these sight words and the "100 most frequently used words in written English;" however, the overlap is not complete.

Songs and Certificates

After completing a Great Race, children are rewarded with a song and a certificate. The songs explain the value of reading and give background information about Mat the Mouse and the hamsters she travels with. The certificates, which can be printed out, list many of the words introduced in the previous Letter Lands.



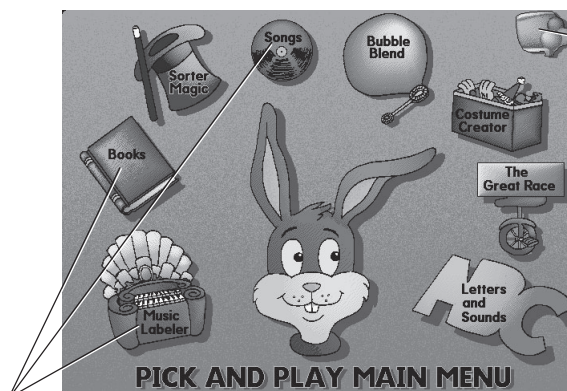
Listen to the songs, and find out why it's important to know how to read.



Print out the certificate, and put it on the refrigerator. Use it to practice your words.

IN PICK AND PLAY

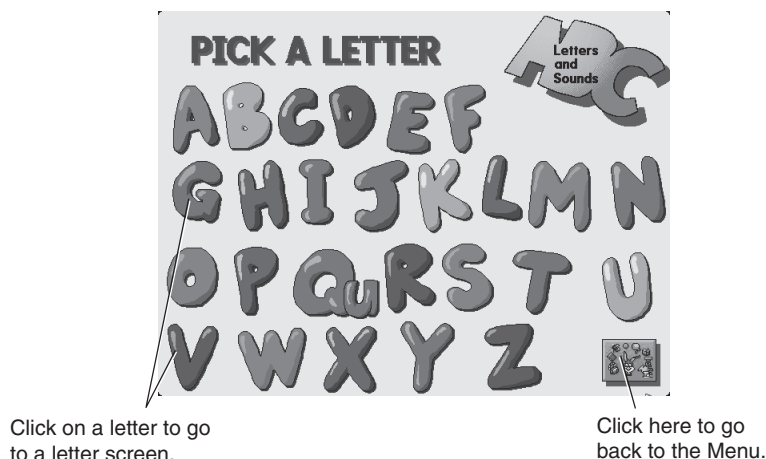
Pick and Play includes the same letter screens, books, songs, and kinds of activities found along the **Road to Reading**. However, in Pick and Play, these items can be chosen from a menu screen and explored in any order.



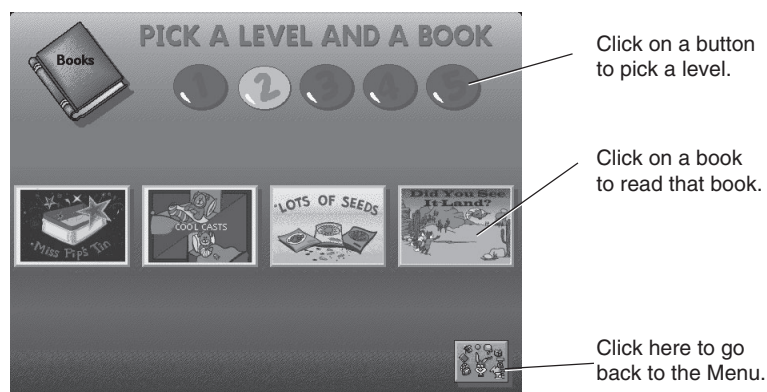
Click on a button to go to books, songs, or activities.

Click here to go back to the Program Options Pad (POP).

Letter Screens. Children can click on **Letters and Sounds** and then pick any letter to explore.



Books. Children can click on **Books** and then choose a book level and an individual book to read.



Books are leveled as follows:

Level 1 (8 books) Each book page contains 1–2 sentences. Sentences are between one and five words long.

Level 2 (4 books) Each book page contains 1–3 sentences. Most sentences are between three and six words long.

Level 3 (4 books) Each book page contains 1–4 sentences. Most sentences are between three and seven words long.

Level 4 (4 books) Each book page contains 1–4 sentences. Sentences are longer, and vocabulary is more complex.

Level 5 (6 books) Each book page contains 2–5 sentences. Sentences are longer, and vocabulary is more complex.



Click on a button to pick a level.

Click here to go back to the Menu.

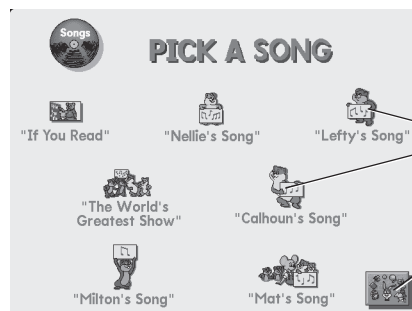
Activities. Children can click on **Music Labeler**, **Sorter Magic**, **Bubble Blend**, **Costume Creator**, or **The Great Race**, choose one of five challenge levels, and play the game. Activities in Pick and Play differ from their Road to Reading counterparts in the following **general** ways:

- New letters and words appear in the activities as long as the child continues playing.
- Activities are auto-leveled. Once a child completes all the material for an activity at one level, the program automatically moves the child to the next level.

Apart from these differences, Bubble Blend, Sorter Magic, and Music Labeler contain the same content found along the Road to Reading. The remaining activities differ in these **specific** ways:

- **Costume Creator.** Calhoun presents the 100 most frequently used words in written English. These are words children should learn to recognize by sight in order to become fluent readers. Twenty new words are presented at each level. Some of these words are decodable; that is, they follow regular sound-letter rules. However, many are not. Many, but not all, of the words presented at a particular level appear in the books for that level.
- **The Great Race.** Instead of acting as an assessment, The Great Race provides practice with story words for the books on the same level.

Songs. Children can choose to hear any of the program's seven songs.



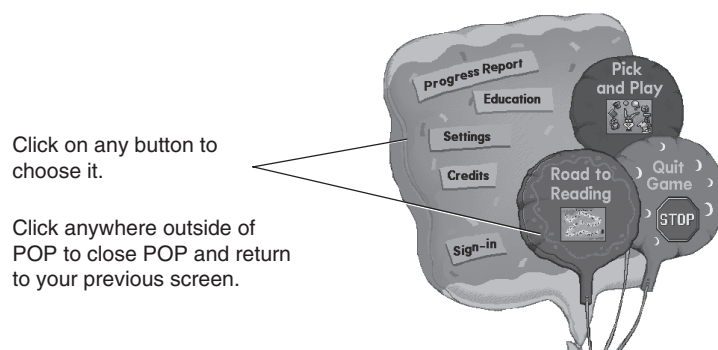
Click on a song to hear it.

Click here to go back to the Menu.

USING THE PROGRAM OPTIONS PAD (POP) AND THE TEACH1 OPTION

The Program Options Pad

A balloon icon appears on many screens throughout the program. Clicking on this icon takes players to the Program Options Pad (POP), which gives access to program information and program options.



POP Buttons

Road to Reading. This button takes you to the Road to Reading map.

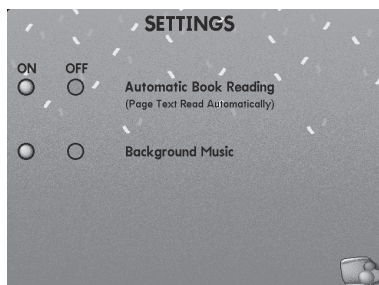
Pick and Play. This button takes you to the Pick and Play Main Menu.

Quit Game. This button lets you leave *Reader Rabbit Road to Reading* and automatically saves your game.

Progress Report. This button brings up the Progress Report, which displays the scores on the latest Great Race assessments. See the earlier section called *Progress Report* for additional information about the Progress Report and the Study Words screens.

Education. This button takes you to information about recent research in reading, how the program approaches reading, and what you as a parent can do to turn your child into a successful reader.

Settings. This button takes you to options for book reading and sounds.



Automatic Book Reading lets you choose whether or not the storybooks are read aloud automatically. Choose **On** for automatic reading or **Off** to turn off this feature. Either way, players can still click on the red button on any book page to have all the text on that page read. They can also click on individual words to hear them read.

Background Music lets you choose whether or not the music plays.

Credits. This button shows you a listing of the people who helped create the program.

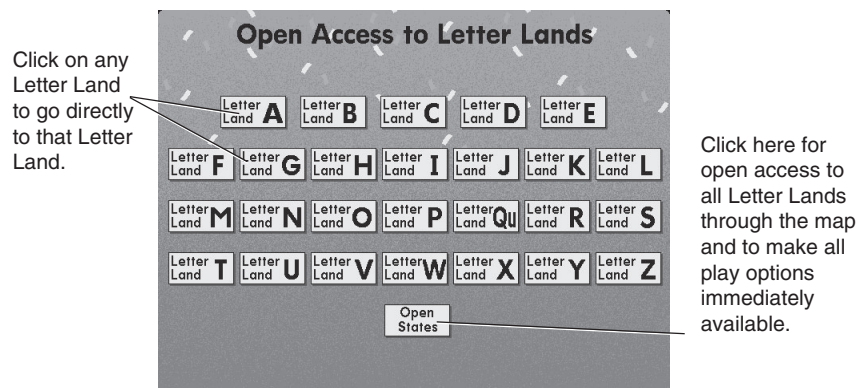
Sign-in. This button returns you to the sign-in screen.

The Teach1 Option

The Teach1 Option gives parents an additional customization option. It allows parents access to a choice screen that leads directly to any of the program's 26 Letter Lands. A child can be placed in any Letter Land and play through the sound-picture matching activity, the hamster games, and then the book for that Letter Land.

To use the Teach1 option, parents or children need to type **Teach1** in the name box at the sign-in screen. When they click on **START GAME**, a listing of all 26 Letter Lands appears on the screen. Players can then click on any Letter Land to go directly to that Letter Land.

The Open States button at the bottom of the screen also allows players to access all Letter Lands via the map. In addition, clicking on **Open States** lets players duplicate the situation they find when they have completed a Letter Land. The book is immediately available, and all hamster activities for the Letter Land become simultaneously available once Reader Rabbit has completed his opening speech.



Word Factory

EDUCATIONAL FOCUS

There are many ingredients in learning how to read. Phonics instruction is one of them. Phonics instruction provides training in associating letters and groups of letters with the sounds that they make. It exposes youngsters to common spelling patterns and word syllables, and it develops word-recognition skills to help children become fluent readers.

Reader Rabbit Word Factory gives children a playful, multisensory way to practice important phonics reading skills. Using more than 200 three-letter words, along with speech and sound effects and delightful color graphics, the program's four activities help children

- improve visual and auditory discrimination,
- associate letters with sounds,
- increase vocabulary,
- improve spelling, and
- sharpen memory and concentration skills.

The words in the activities are clearly pronounced so that each letter can be heard distinctly. Clarity in speech helps children isolate letter sounds and recognize letter patterns in the words they see—skills that help them become better readers. And because the young, lively voices of Reader Rabbit and Mat the Mouse sound like those of other children, players feel that they are learning from a friend!

In the first activity, **Matchup**, children learn to associate pictures with words, identify letters, and associate letters with letter sounds. By matching pictures with pictures, words, or parts of words, children have an opportunity to name pictures, which increases their vocabulary and ultimately their reading comprehension. In Matchup, they also get a chance to apply their visual and auditory discrimination skills while they improve their memory and concentration skills.

In the second activity, **Sorter**, children practice recognizing letters and letter sounds and their locations in consonant-vowel-consonant (C-V-C) words with short vowels. Since quick identification of letters is an important skill in differentiating words, the speed of the game can be increased to further improve reading fluency.

In the third activity, **Labeler**, children work with beginning, middle, and ending letters to spell words. Since children become better spellers and more confident writers when they can isolate letter sounds and recognize letter patterns, Levels 1 through 3 focus on individual components of words. Level 4 challenges children to identify and locate all three letters of a word, spelling the word completely on

their own. Like Matchup, Labeler gives children an opportunity to name pictures, helping to build their vocabulary and reading comprehension.

In the fourth activity, **Word Train**, children use simple logic and spelling pattern recognition to put words in a given sequence using the beginning, middle, and ending letters of words. Here they identify similarities and differences between words using more complex visual discrimination skills than the other activities require. And their use of logic, a critical-thinking skill, is a basic building block to developing reading proficiency.

Throughout the activities, Reader Rabbit provides appropriate and important instructional feedback. The child may click on Reader Rabbit at any time during an activity to hear helpful hints that will encourage independent learning. Children respond best to short, simple verbal instructions and inflection in voice. This is the developmentally appropriate way in which both Reader Rabbit and Mat the Mouse speak.

Each of the activities can be played at different levels of difficulty, allowing children to learn one concept at a time—at their own pace—and use the skills they learn to master new ones. As children progress through an activity, the program automatically moves the child to the next highest skill level for that activity. You can manually change the skill level of an activity at any time by clicking on POP.

The number on Ernest the Engine at the bottom of every screen in each activity tells players at which level they are currently playing. It also “keeps score” for the player: Every time the child completes a turn, a word crate is loaded onto Ernest the Engine. When Ernest is full, the player automatically moves up to the next challenge level.

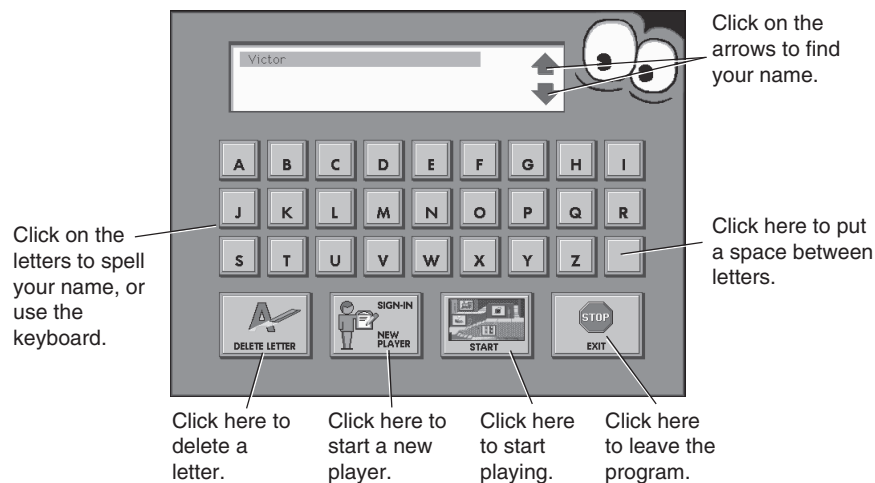
The activities in *Reader Rabbit Word Factory* help both visual and auditory learners because children see and hear the letters and words. For slower readers and children whose native language is not English, *Reader Rabbit Word Factory* offers a safe environment in which they can work with individual phonics sounds and words without the distraction of attending to context. It also puts children in the driver’s seat on the road to reading. By choosing their own level of play, and in some cases the speed and picture and word sets, children are in charge of their own learning experience. What better way to build reading skills—and self-esteem—at the same time?

See the appendix *Reader Rabbit’s Reading Tips* for suggestions on extending the learning away from the computer. See the appendix *Word Factory Word List* for a list of the words used in the program.

GETTING STARTED

Signing In

To start playing the program, the child needs to sign in by entering his or her name. The sign-in screen lists all players who have already entered their names.



To play *Reader Rabbit Word Factory*, you'll need to sign in by entering your name. The sign-in screen lists all players who have already entered their names.

First, click on **NEW PLAYER**. Type your name in the name box, and then click on **START**. You can use up to 16 letters. If you've played *Reader Rabbit Word Factory* before, your name will already be in the player list. If you don't see your name in the name box, click on the arrows to scroll through the list. Then click on **START** to continue on your way. (If you complete the program and want to start over at the beginning, sign in using a different name or add a number or letter to the end of your sign-in name.)

When the sign-in list has 99 names, you'll need to remove a name before you can add a new one. Removing a name will permanently erase that player's name and game information from the hard disk. Click on the name you want to remove. Then press **Ctrl+R** (Windows) or **control+R** (Macintosh).

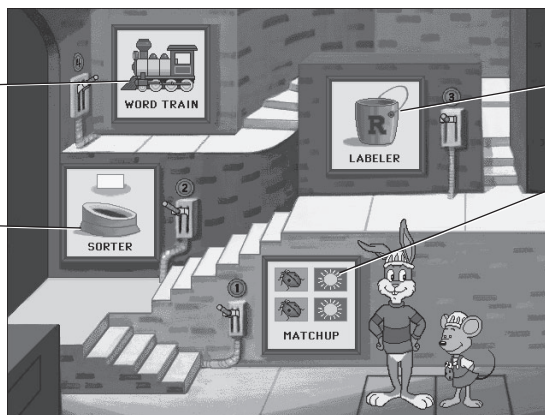
Choosing an Activity

After you sign in, you'll see Reader Rabbit at the Main Menu inside the Word Factory. This is where you choose an activity. To play an activity, click on the activity you want to play.

The first time you choose an activity, and each time you start a new level, Reader Rabbit will tell you how to play. To skip his explanation, click the mouse.

Click here to load the train with words that have special letter patterns.

Click here to sort words by their first, middle, or last letter.



Click here to spell words.

Click here to match pictures, words, or parts of words.

Using the Program Options Pad (POP)

From the Main Menu or any activity, you can access POP, the Program Options Pad. POP contains program information and program options that let you see the educational benefits of the program, set the challenge levels, go to the Sign-In screen, return to the Main Menu, and exit the program. Depending on where you are in the program, different buttons may be available to you.

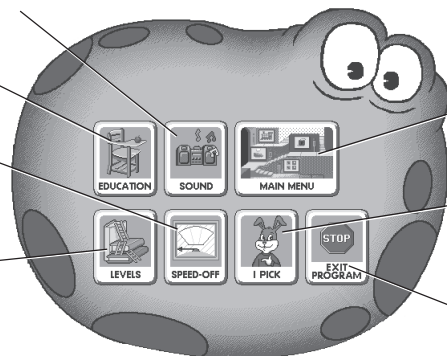
- To open POP, press **Ctrl+P** (Windows) or **control+P** (Macintosh).
- To close POP, click on POP's eyes or anywhere on the screen outside of POP.
- To choose a button, click on it.

Turn the music, sound effects, and speech off or on.

Read about the program's educational content.

Control the amount of time it takes a word to fall into the trash can in Sorter.

Change the difficulty level of an activity.



Return to the Main Menu.

Decide whether Reader Rabbit picks the letter to use in Sorter (I Pick) or you do (You Pick).

Leave the program.

THE WORD FACTORY ACTIVITIES

Take a trip through the fabulous Word Factory with Reader Rabbit and Mat the Mouse. Along the way, you'll meet their friends Sam the Lion and Mit the Monkey. In the Matchup room, help Reader Rabbit match words, letters, and pictures on crates. Then sort words with the Sorter machine. Stop by the Labeler room to label the crates for shipping. Then move to the loading dock to load Ernest the Engine with the words you made.

Before you play an activity for the first time, Reader Rabbit will tell you how to play. If you get stuck while you're playing, click on Reader Rabbit for a hint.

Each activity begins at Level 1. The picture of Ernest the Engine at the bottom of the screen in each activity tells you which level you are currently playing. When Ernest is loaded up with word crates, you move on to the next challenge level.

Matchup

What's inside the crates upstairs in the Word Factory? Go to the Matchup room to find out!

Here your job is to find all the crates that match. Open the crates to match pictures, words, or parts of words. Listen to Reader Rabbit say the words and letter sounds.

To change the pictures and words on the crates for your next round, click on **Categories** in POP and select the kinds of pictures or words you want.

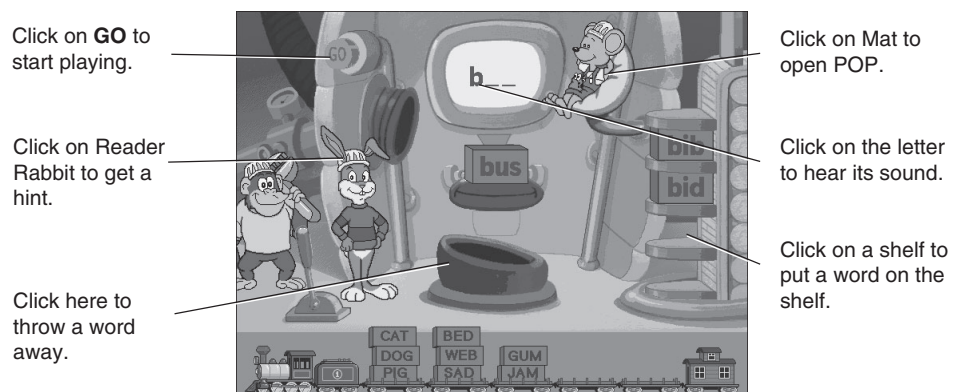


Sorter

Help Reader Rabbit run the Sorter machine and put words where they belong.

Your job is to sort words that have the same letter in the same place as the letter shown on the small screen at the top of the machine. Put words that match on the shelves. Throw away words that don't match. Fill all five shelves with words that match.

The first time you play Sorter, Reader Rabbit picks the letters for you to match. The machine speed is set to off, so you have to throw away the words yourself. To change these two options, click on **You Pick** or **Machine Speed** in POP.

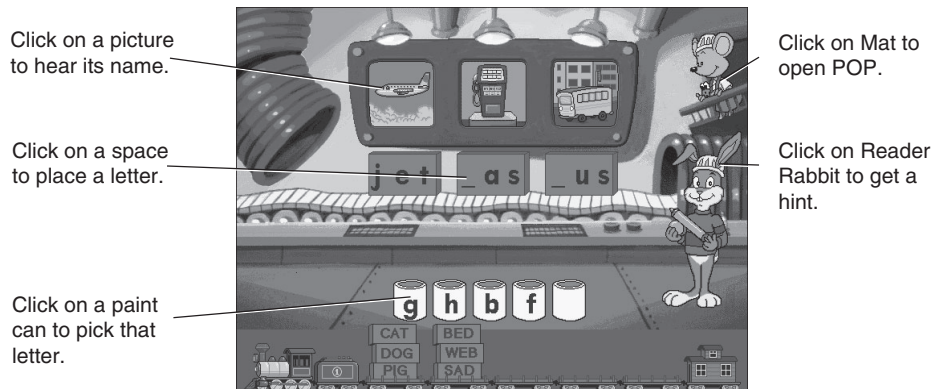


Labeler

No crate can leave the Word Factory without a label, so go to the Labeler room to name those crates!

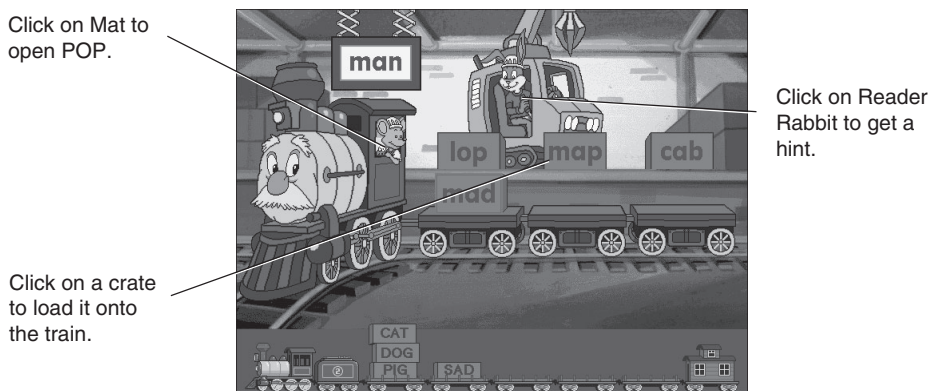
Your job is to label crates to match the pictures inside them. Click the mouse to move the letters from the paint cans to the blank spaces on the labels. When all of the letters are in the correct places, the labels will spell the names of the pictures.

To change the pictures and words on the crates for your next round, click on **Categories** in POP and select the kinds of pictures or words you want.



Word Train

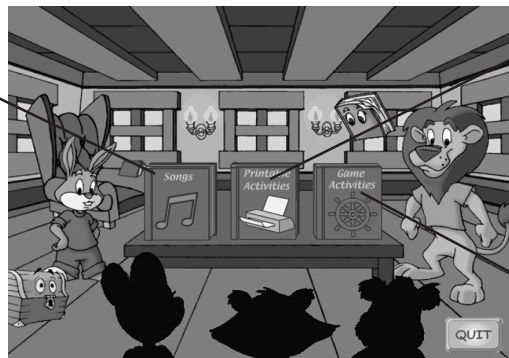
Hurry to the loading dock! Ernest the Engine is waiting there for you to fill his cars with words. Your job is to load the train with special words. Each word you put on a train car must have two of the same letters in the same places as the word on the sign. Fill the train with words so Ernest can be on his way to Wordville.



Dreamship Tales™ CD

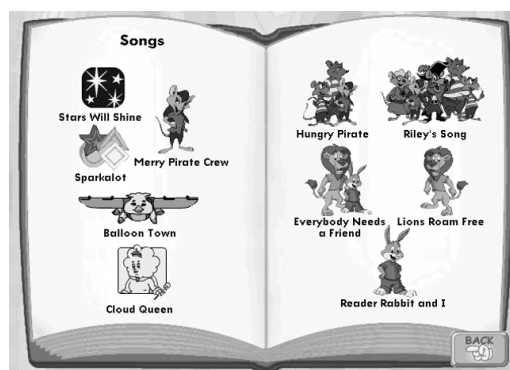
The *Dreamship Tales* CD features 104 printable activities that can be done away from the computer. The CD also offers additional Reader Rabbit games to play, and music videos to watch. These songs from the adventures of Reader Rabbit and friends can also be played on an audio CD player.

Click here to watch music videos!

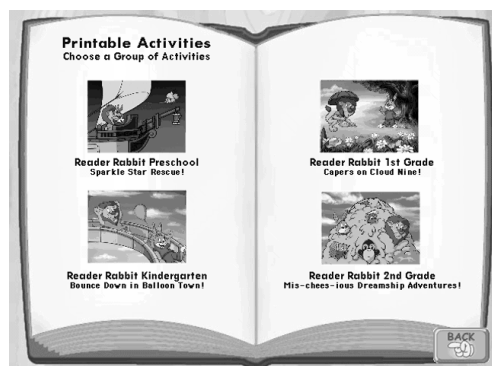


Click here to print activities to do away from the computer!

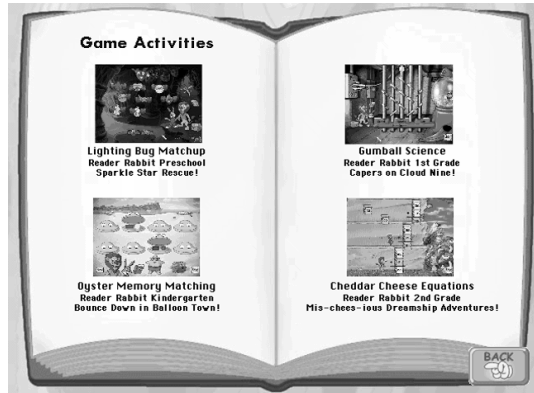
Click here to play additional activities!



Click on a song to watch a music video!



Choose a group of printable activities themed to each adventure!



Choose a game activity to play from each adventure.

Accessing the Songs on the *Dreamship Tales* CD

The songs on the *Dreamship Tales*™ CD can be played on an audio CD player or on a computer. It may be necessary to advance the CD to Track 2 if the audio CD player does not do so automatically.

To play the songs on a computer:

Windows®

1. Insert the program CD into your CD-ROM drive.
2. Click the Start button. Then choose **Programs**, **Accessories**, **Entertainment**, and **CD Player** in that order.
3. At the CD Player, click **Play**.

Macintosh®

1. Insert the program CD into your CD-ROM drive.
2. Choose the Apple CDAudio Player in the Apple menu if it is not already visible.
3. At the CD Player, click **Play**.

TROUBLESHOOTING

Try this first! If you have problems running the program, try cleaning the CD. Gently remove any fingerprints and dust using a clean, soft, lint-free cloth dampened with water or a CD-cleaning solution. Avoid using materials such as tissue, which may scratch the CD.

Windows®

1. **The *Reader Rabbit Learn to Read With Phonics* program icon does not appear on the desktop or in the Start menu.**

- Reinstall the program.

2. **You get a message telling you that there is not enough available space on the hard disk.**

Reader Rabbit Learn to Read With Phonics requires 100 MB of available hard disk space for the program's data and executable files.

- Compress some files on your disk, or remove some files after backing them up.
- Adjust the Windows Virtual Memory setting to take up less hard disk space. (See your Windows documentation for information.)

3. **You see a message telling you that there is not enough memory to run the program.**

Reader Rabbit Learn to Read With Phonics needs at least 32 MB of installed memory (RAM) to run. Your computer's memory may be filled with other programs that are running in the background. Try to increase available memory and then start the program again.

- Close any other applications that are running.

4. **The mouse doesn't seem to work.**

There are times in the program when the animation or sound cannot be interrupted. You will see the hourglass cursor on the screen, and any key presses or mouse clicks will be ignored.

- Wait until the animation or sound stops and your normal cursor returns. Then try pressing the keys or clicking the mouse again.

5. **Program speed is very slow.**

Reader Rabbit Learn to Read With Phonics needs at least a Pentium 166 MHz computer with a 4X CD-ROM drive for basic performance.

- Close any other applications that are running.
- Make sure that you have the latest Windows video drivers for your graphics card. (Contact the manufacturer to obtain the latest drivers.)
- If your computer has a turbo switch to increase speed, make sure the switch is on. (See the documentation that came with your computer.)

6. **You do not hear music, sound, or speech.**

- Check that the speakers are properly connected to your computer.

Be sure they are getting power and are turned on, and that the volume is turned up.

- Make sure that your sound card is Windows compatible and is properly installed for Windows. Be sure that the sound card is specifically designed to work with the version of Windows you are using. Also check that the volume is properly set. (See the manufacturer's documentation for more information relating to your sound card.)
- Check for IRQ or DMA conflicts between your sound card and other add-on peripherals. (See the documentation for your sound card, CD-ROM drive, and other add-on peripherals.)
- Make sure the mixer level setting is correct.

Click on the **Start** button. Choose **Programs** from the Start menu. Next choose **Accessories**. Then choose **Multimedia** (Windows 95) or **Entertainment** (Windows 98), and choose **Volume Control**. Make sure that the sliders on the mixer control panel are all the way up and that no mute buttons are selected.

7. Strange graphics appear onscreen; the game action stops unexpectedly.

- Try using the 800 x 600, 16-bit-color display mode driver that came with your video card. (See your Windows documentation for more information.)
- Make sure you have the latest Windows video drivers installed. (Contact your video card manufacturer for more information.)

8. Colors don't look right.

- Adjust your monitor's color and brightness.
- Make sure the color display is set to 16-bit.
- Turn off your screensaver.
- Close any other applications that are running.
- Make sure you have the latest graphics drivers installed.
(Contact your video card manufacturer for more information.)

9. The program window is too small.

The program window will not fill the entire screen.

- For maximum window size, make sure that the display mode is set to 800 x 600. (See your Windows documentation for more information.)

10. You are not able to connect to our online Web sites.

This feature requires a browser.

- Make sure that you have a browser properly installed. See your browser and Windows documentation for more information.

Macintosh

1. You do not see the *Reader Rabbit Road to Reading* or *Word Factory* program icons.

- Make sure the CD is inserted in the CD tray, printed side up.
- Try restarting your computer and/or rebuilding your desktop.
- Make sure that the CD-ROM drivers are correctly installed.

2. You get a message that there is not enough space on the hard disk.

Reader Rabbit Learn to Read With Phonics requires 100 MB of available hard disk space for program data files.

- Compress some files on your hard disk, or remove some files after backing them up.
- Adjust the Virtual Memory setting to use less hard disk space. (See your Macintosh documentation for more information.)

3. You see a message telling you that there is not enough memory to run the program.

Reader Rabbit Learn to Read With Phonics requires 32 MB of installed memory (RAM) to run. If you are running OS 8.x, you will need 16 MB or more. Try to increase available memory and then start the program again. (Depending on what Internet browser you use, you may not be able to run your browser and the program in 16 MB).

- Quit any programs that you may be running.
- Turn off or remove from the System Folder all non-Apple® control panels and extensions. (Leave the CD-ROM drivers.) Restart your computer.
- Reduce the size of the disk cache in the Memory control panel. (See your Macintosh documentation for more information.)
- Turn off AppleTalk®.

4. The mouse doesn't seem to work.

There are times in the program when the animation or sound cannot be interrupted. You will see the watch cursor on the screen, and any key presses or mouse clicks will be ignored.

- Wait until the animation or sound stops and your normal cursor returns. Then try pressing the keys or clicking the mouse again.

5. The music and voice in the game are too loud or too soft.

- Choose **Sound** from **Control Panels**. Select the Volumes setting and adjust the system's speaker volume as needed.

6. You do not hear music, sound, or speech.

- Make sure that the Volumes setting in the Sound control panel is not set to zero. (See your Macintosh documentation for more information.)
- Make sure that Music is turned on in POP.
- If you have external speakers, be sure they are turned on and getting power and that they are properly connected to your computer. Also check the speaker volume.
- Turn off or remove from the System Folder all non-Apple control panels and extensions. (Leave the CD-ROM drivers.) Restart your computer.

CONTACTING RIVERDEEP – THE LEARNING COMPANY

If you have questions about your *Reader Rabbit Learn To Read* program, please refer to the Troubleshooting section. If you do not find an answer to your question, visit our Web site at: <http://www.riverdeep.net/learningcompany/support>. Click Product Support. Select the product name from the alphabetical list and check to see if the problem you are experiencing is listed among the FAQs. If you need to speak to a technical support representative, click Contact Us and scroll down to the Technical Support area for the appropriate number.

You may be asked to provide the following information:

- Your contact information (name and email address, plus phone or mailing address if you wish)
- Description of the problem you're having
- Product name and version number (The version number is often printed on the CD label.)
- Brand of computer
- Operating system (for example, Windows 98 or Mac® OS 8.6)
- Processor type and speed
- RAM memory (in MB or megabytes)
- Video card manufacturer
- Sound card manufacturer
- Printer type
- Hard disk space remaining
- Background programs (antivirus programs or screensavers)

SMILES GUARANTEED!

If you are not completely satisfied with this product, Riverdeep – The Learning Company will gladly refund your purchase price. Return the complete package to us at The Learning Company, Dock Door #9, 120 Hidden Lake Circle, Duncan, SC 29334, within 30 days of purchase. Include a copy of the sales receipt, packing slip, or invoice showing the store name and location. Please enclose an explanation for the return. Allow 4-6 weeks for refund. Limit 1 per household. Dealers, wholesalers, and their immediate families are not eligible.

Appendices

THE ROAD TO READING

Before beginning a Letter Land, have your child:

- Match the uppercase and lowercase letter partners.
- Spell the sound-out words together. Have your child say the sounds for each letter alone and then blend the sounds.

Letter Land Letter	Sound-Out Words
M m	
A a	am
P p	map, Pam
O o	mop, Mom
T t	at, mat, pat, tap
N n	man, tan, pan, ant
S s	pot, not, spot
D d	mad, Dad, pad, sad
I i	sip, Pip, pin, tin
C c	cast, past
L l	lot, pot
H h	hand, land, sand, stand
U u	cut, hut, nut, Tut
G g	hug, Pug, mug, dug
F f	fun, sun, gun
B b	bump, dump, hump, lump
E e	hen, men, ten, pen
R r	red, bed, Ned, fed
W w	wet, set, get, net
J j	best, pest, nest, rest
V v	vent, went, bent, sent, tent
K k	kid, rid, lid, hid
Y y	yet, yes
X x	ax, sax, six, mix, ox, box
QU qu	quit, fit, pit, quilt
Z z	zip, rip, dip, flip

Then, have your child:

- Practice the sight words. Have your child repeat the words after you.

.....

Letter Land Letter	High Frequency Sight Words
M m	is, that
A a	who, I, is, that
P p	find, on, the
O o	what, will, this
T t	a, the, this, not
N n	at, an, you, can, there
S s	do, you, can, have, see
D d	find, the, is, why, has
I i	in, it, the, will, that
C c	my, it, on, that, and
L l	of, be, will, this, what
H h	for, did, not, see, find
U u	out, make, like, for, can
G g	up, are, my, why, this
F f	to, up, see, find, are
B b	but, and, what, this, like
E e	no, little, then, for, make
R r	if, or, make, there, that
W w	we, with, so, my, what
J j	one, two, just, do, see
V v	his, make, not, then, for
K k	down, water, have, as, my
Y y	he, him, out, little, are
X x	she, from, these, make, with
QU qu	was, now, when, about, make
Z z	them, they, now, have, like

Have your child go to the Letter Land in *Reader Rabbit Road to Reading* for the letter he or she has reached. While in that Letter Land, here is what your child will do:

- Listen to Reader Rabbit's introduction to the letter and its sound.
- Follow Reader Rabbit's directions to click on four things that start with the sound of the letter.
- Play games that focus on blending sounds, identifying sight words, identifying decodable words, and completing simple words.
- Read and interact with a book.
- Move a new letter into the secret message.

At the end of certain Letter Lands, your child will also listen to songs that give some of the reasons why reading is important and earn certificates that can be printed out and placed on your refrigerator.

READER RABBIT'S READING TIPS

Children learn to read in a variety of ways. Here are tips and activities that you can use to extend and encourage your child's learning while away from the computer.



Read books aloud to your child every day.



Read other things aloud—cartoons, signs, labels, cereal boxes—anything at all.



Model reading behavior. Make sure your child sees you reading and understands how important this activity is in your life.



Talk with your child. Talk about activities, about funny things, about television shows. Listen closely. Talking helps children learn to use language.



Invite your child to make up stories from pictures in storybooks and elsewhere.



Take your child to the local library often. Take advantage of reading hours with the librarian. Have your child pick out books even if he or she can't read them.



Tape-record favorite stories so your child can listen to them over and over.



Put letter magnets on your refrigerator, and encourage your child to practice naming letters, identifying sounds, and putting letters together to form words.



Have your child write letters in all kinds of ways and places—for example, in the sand, with their fingers on your back, or by using his or her body to create the shapes.



Make an alphabet book. Have your child dedicate one page to each letter, and create a book that shows letters and pictures of things that start with the letter's sound.



Encourage your child to draw pictures that tell stories and to “read” the pictures.



Help your child make up silly songs and poems that use a specific letter or letter sound.



Play with rhyming words and non-words. Say a word such as *cat* and ask your child to come with rhyming words, both real and imaginary. Write down the words, or have your child write them down.

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Play letter games with your child, such as finding objects with names that begin with specific letters, or guessing games where you try to guess a word from its beginning letter.



Encourage your child to name letters and read words out in the world. You'll see your child gaining confidence and recognizing the importance of reading in daily life.

WORD FACTORY WORD LIST

These are the words used in the *Word Factory* activities. Many words have pictures associated with them.

bad	bag	ban	bat	bed	beg	bet	bib	bid	big
bin	bit	bog	bop	box	bud	bug	bum	bun	bus
but									
cab	can	cap	cat	cob	cod	cog	cop	cot	cub
cud	cup	cut							
dab	dad	dam	den	did	dig	dim	din	dip	dog
don	dot	dub	dug						
fad	fan	fat	fed	fib	fig	fin	fit	fix	fog
fox	fun								
gab	gag	gap	gas	get	gig	gob	got	gum	gut
had	ham	has	hat	hem	hen	hid	him	hip	his
hit	hog	hop	hot	hub	hug	hum	hut		
jab	jam	jet	jig	job	jog	jot	jug	jut	
keg	kid	kin	kit						
lab	lad	lag	lap	lax	led	leg	let	lid	lip
lit	lob	log	lop	lot	lug				
mad	man	map	mat	men	met	mid	mix	mob	mom
mop	mud	mug							
nab	nag	nap	net	nib	nip	nit	nod	not	nut
pad	pan	pat	peg	pen	pep	pet	pig	pin	pit
pod	pop	pot	pun	pup	put				
rag	ram	ran	rap	rat	red	rib	rid	rig	rim
rip	rob	rod	rot	rub	rug	run	rut		
sad	sag	sap	sat	set	sip	sit	six	sob	sod
sop	sub	sum	sun	sup					
tab	tag	tan	tap	tat	tax	ten	tin	tip	top
tot	tub	tug							
van	vat	vet	vim						
wag	wax	web	wed	wet	wig	win	wit		