

SMARTIX!

VoWac® Publishing Co.

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PILOT PROGRAM INCLUDES FREE WORKBOOKS!

If you look closely at your reading series, you'll find just enough phonics lessons to let you introduce the skills without actually teaching for mastery. That shouldn't come as a big surprise. It's been happening for decades. Now you and your colleagues are spending more time looking for supplementals to take care of the skills that should have been included in the first place.

ORTON-GILLINGHAM BASED

Enter VoWac. This supplemental skills program uses an Orton-Gillingham (OG) approach. OG methods are a language-based approach that is multisensory, structured, sequential, cumulative, cognitive, and flexible.

Used since the 1930's, OG is an intensive program that teaches to a child's learning modality, or pathways, through



which people learn - visual, auditory, and kinesthetic. Unlike many other scripted programs, VoWac allows for much flexibility. This lets teachers use their best teaching skills and practices to be most effective in their classroom.

FREE WORKBOOKS

If your school has never used VoWac before, it is eligible to receive up to 18

consumable skills workbooks for two classrooms absolutely free - just to try it for an entire school year. That's over \$600 in free workbooks! VoWac will even loan your school teaching kits.

Use it. Teach it. Compare it. If you can find a more effective skills program than VoWac, you better buy it!

There's a reason why over 95% of the schools participating in our pilot since 1983 have adopted VoWac in part or whole - it works!

Contact VoWac today for details.



Fall / Winter, 2019

Say What?!?

What a few others think about VoWac



**Tara Korth -1st Gr. Teacher
Humphrey Public School
Humphrey, NE**

I have seen huge benefits to this phonics program. VoWac has been able to meet all the different needs of my students; from my

visual learners to my active learners. The program provides jingles for students to use in order to help them learn rules to reading and spelling English words. These rules are reinforced and added on as students progress through school making reading and spelling a natural progression.

The program is set up so that an educator can go back to specific lesson(s) to easily reteach students who still may struggle with certain concepts. I have seen the power of this program do wonders for my students. Most importantly, it provides a reason as to why we read and spell words the way we do. My students can spell, read, and write thanks to this program.

**Basil Knebel - Special Education Teacher
Langford Public School
Langford, SD**

I am the product of VoWac from it's earlier years and have greatly enjoyed teaching it for many.

I clearly see the benefits it provides, increasing students' ability to read and spell. This is a great program for students struggling with dyslexia and other learning disabilities.

Combining VoWac Phonics and VoWac Spelling helps build the spelling patterns and helps the students become more successful.



**Cyndy Grange -
Classroom Teacher
Yuma Adventist Christian School, Yuma AZ**



I have used VoWac for the last fourteen years. After searching for many years prior, I found that VoWac was the only word attack program that **WORKED!** Because of the results it

gives, It made perfect sense to make VoWac the first piece of curriculum I put in play at my new location. VoWac fits very nicely in my multi-grade setting.

The lessons are easy to prepare and teach. My students easily transfer use of the VoWac decoding skills throughout the entire day. The scope and sequence allows for mastery. The spelling goes hand-in-glove with the skills. VoWac offers support with a personal touch.

I wouldn't teach without it!



"If I could, I'd want to be able to teach every child in the world to learn how to read....one child at a time if I had to"

-Mary Gomer, original author of VoWac



ACCENT or STRESS

Accent (or stress) is when we say a word or part of a word a little bit **louder**, hold the sound a little bit **longer**, and our mouths open a little bit **wider**.

Here's an easy way to identify an accented or stressed syllable in a word.

Place your hand under your chin. Say the word. Do you feel where your jaw drops?

When saying a word, which ever syllable your jaw drops the furthest is the accented syllable. This will be true for every word in the English language!



Three
reasons
you should
improve your
word stress

1. Stressing the right syllable helps us understand you, even if you mispronounce a sound.
2. Stress is an essential part of the natural rhythm of the English language.
3. Stress helps you figure out how to say new, unfamiliar words.

DIS cus
VS.
dis CUSS



Just like a ninja - The Silent E



The stealthy Silent E is everywhere, yet often doesn't say a thing. Like a ninja, it moves through the language, willing its power within words. Usually, we tell kids, "Silent E makes the vowel say its own name." There's a bit of a problem with that, as students will come across hundreds of words that don't fit that easy pattern.

So just what does this ninja-like letter do? Well, it has several functions. Perhaps some of these explanations will help them understand the many things the silent E does.

It's true, one of its first jobs is to make the vowel sound before it long, as in *like*, *state*, and *bone*. It also helps the 'c' and 'g' say the soft sound; like in the words *fence* and *gorge*. As an added bonus, in the word *race*, the silent 'e' does double duty, making the 'a' long and the 'c' soft. The same hold true for *page* and *cage*.

There are NO words in the English language that end with 'i', 'u', or 'v'. Thus the 'e' at the end of *pie*, *blue*, and *gave*. The silent 'e' can also show that a word is not plural. For example, *dense*, *tease* and *lapse*, might otherwise look like *dens*, *teas*, and *laps*.

The silent 'e' is very important, as it adds a vowel to consonant-le syllables, as in *marble*, *sparkle*, *tickle*. In a bit more subtle use, the silent 'e' makes the 'th' say its second sound /th/, in words like **breath**e and **teeth**e.

Last but not least, it provides clarification to meanings of some word pairs, for example, *by* and *bye*, or *aw* and *awe*.

Sometimes the reason for the silent 'e' isn't quite as obvious. You're well aware that our language has all kinds of rule breakers. Such is the case for words like *are*, *come*, *where*, *were*, *shoe*, and *one*.

Teaching all of the functions of the silent 'e' will help students use the consistencies in our language to attack the inconsistencies.