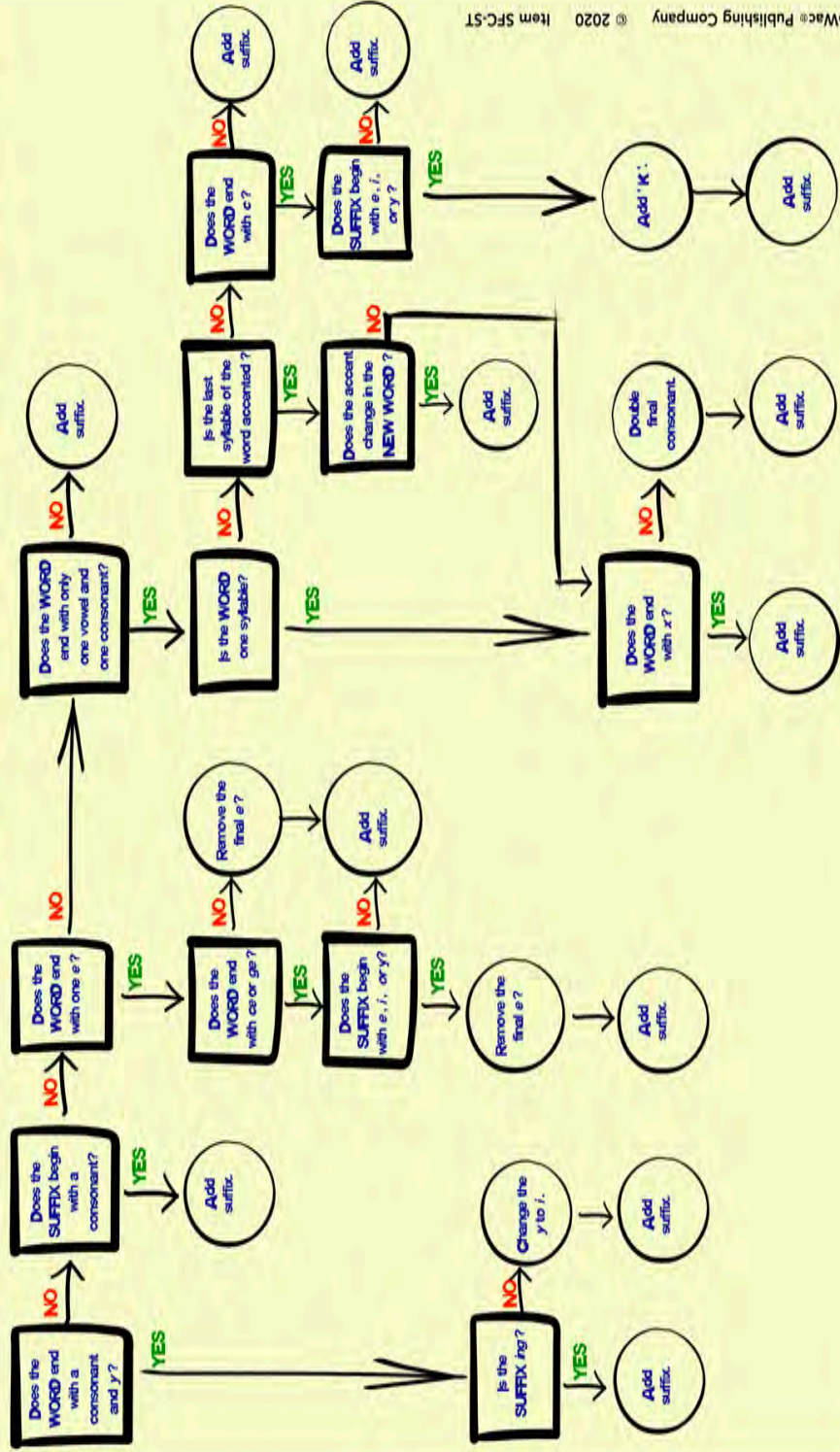


Parent's
QUICK!
Guide[®]
to
VoWac[®]



Suffix Flow Chart



Final Note

There are few greater gifts a parent can give their child than the skill of reading. Another great gift a parent can give is the gift of time. Spend some of that time reading.

As your child becomes an avid reader, they will be able to go places only limited by their imagination. To that, we say, "Fun travels!"

VoWac® was designed to be user friendly for student, teacher, and parent. It is OK if you do not know exactly how to answer a question your child might have about VoWac®. Be sure to ask your child's teacher or give VoWac® a quick call (605 • 598 • 4492). We will do our best to remove any difficulties that arise.

One of VoWac®'s goals is to help teach every child how to read. If necessary, we are prepared to do that one child at a time.

Getting kids "academically dressed for success" since 1983 It's what we do!

Happy Reading!

John Pfeifer, President
VoWac® Publishing Company



VoWac® is an acronym that stands for Vowel Oriented Word Attack Course. A mouthful for sure! Don't worry so much about what it stands for. This booklet is to help you understand some of the terminology so you can provide some support to your child.



VoWac® is an Orton-Gillingham (OG) based approach to teaching word attack and spelling. OG teaches to a child's learning strength or "modality".



The three basic learning styles are visual, auditory, and kinesthetic. Any one or all of these modalities are used by children (and adults) when learning all of the various academia.

When children are allowed to learn through their learning strengths, it creates several advantages. First, it makes it easier and more enjoyable to learn. Second, content learned through a strength will more often be remembered (mastered). Retention of skills allows for a natural progression of difficulty. In addition to these, your child will gain more and more confidence in their own reading skills.



OG has proven to be one of the most effective teaching approaches over the last seven or eight decades. It is especially effective when teaching to dyslexics of all ages.

If you would like more information on learning modalities and their characteristics, *Growing Up Learning*,

by Dr. Walter Barbe, is available exclusively through VoWac®.



Your modality and your child's modality may not be the same.

One of the tools available in *Growing Up Learning*, is a set of checklists for various ages that will help identify your own modality as well as your child's.

Please feel free to contact VoWac® for a variety of informational and teaching resources that can be used at home. We are a telephone call away to answer your questions or direct you to someone who might better assist you.

Your child will also learn consistent spelling patterns for /k/ sound using the letters 'ck'. It will help to know when you come to the /k/ sound in a one-syllable word with a short vowel sound, the /k/ will be spelled with a 'ck'. The catch phrase taught in school will be "-ck, /k/, after one short vowel in a one-syllable word."

Sam Likes Fried Zebra

Your child will be introduced to Sam, who likes fried zebra.



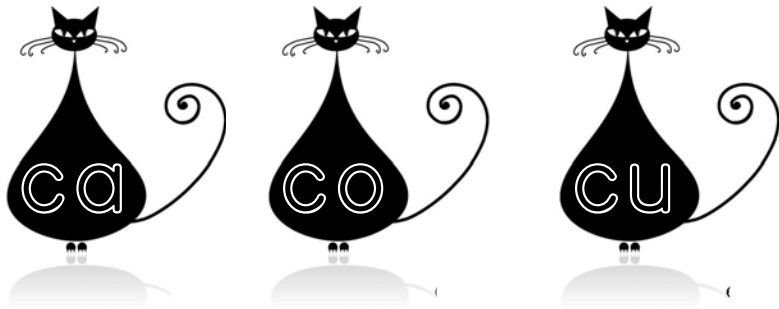
As silly as "Sam likes fried zebra.", may sound, it is only used to help remember the spelling patterns of words ending with the /s/, /ll/, /f/, and /z/ sounds. Words that end with these sounds will usually have a double 's', 'll', 'ff', or 'zz', when spelled out.

Jake and June will bike to Grove Lake.
 Dean has a green-blue sailboat.
 Barb runs the supermarket on the corner.
 Tickle a poodle and see her wiggle.

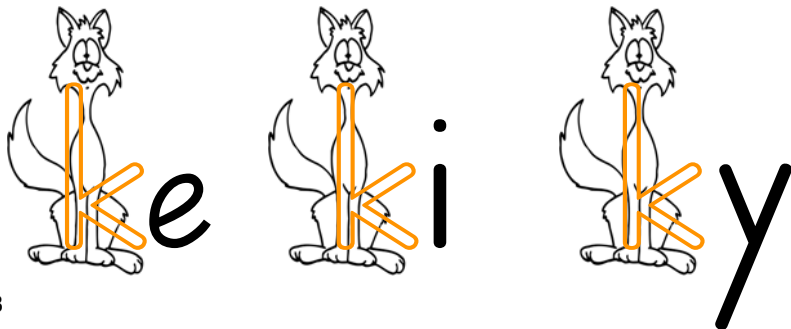
Without a doubt, your child will be coming home with some different characters relating to VoWac®. Let's introduce you to a few of them.

You will get to meet the "Fat Cat" and the "Skinny Kitty". No, you will not need to go out and buy a litter box! The Fat Cat and Skinny Kitty help your child to decide what vowel letters to use when spelling a word starting with 'c' or 'k'.

When the letter 'c' is used to spell the /k/ sound, the vowel following the 'c' will probably be 'a', 'o', or 'u'. These are the "Fat Cat" vowels.



The "Skinny Kitty" refers to the letter 'k' used to spell the /k/ sound. The letters, 'e', 'i' and 'y' will then usually follow. These vowels are learned as the "Skinny Kitty" vowels.



VoWac® 101 (The crash course!)

Introduction to VoWac®

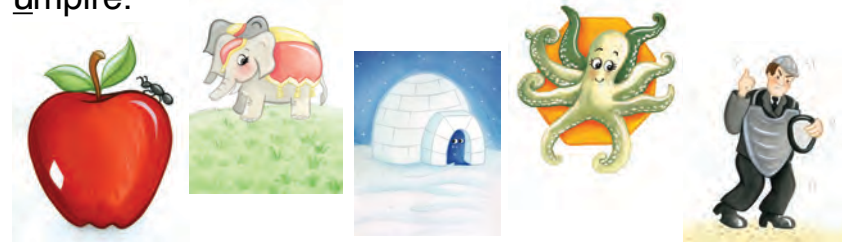


VoWac® teaches the six most commonly used vowel patterns in the English language. The patterns are taught in order and frequency in which the language is learned.

There are only a few special markings used to help indicate the specific vowel patterns. You will learn all of the markings as you continue through this booklet.

The vowels by themselves, are quite easy to identify; "A", "E", "I", "O", and "U". The letter "Y" can also be a vowel. Identifying them usually isn't the problem. Kids often find it confusing when they have to sound them out, either by themselves or when used in combination with other letters.

The basic vowel sounds are either short or long. The short vowel sounds are: /ă/ as in ant on apple, /ĕ/ as in Ed and Edna Elephant, /ĭ/ as in It is in the igloo, /ŏ/ as in Ollie Octopus on an octagon, and short /ŭ/ as in ugly umpire.





The long vowel sounds are quite easy. They simply say their own name. The long vowel sounds are: /ā/ as in Amy the angel, /ē/ as in Edith the emu, /i/ as in I am I, /ō/ as in O.K., and /ū/ as in unicorn in ulups.



The letter 'y', when used as a consonant, is quite straight forward. Its sound is like that in "yellow yarn". "Y" can also be used as a vowel. When 'y' is found at the end of a one-syllable word, it will usually take the /ī/ sound (by, my, cry).

At the end of a two or more syllable word, the 'y' will take the /ē/ sound (lady, ivy, very).

In later VoWac® skill levels, students will learn that 'y' between two consonants will usually take the /ī/ sound. They will also be introduced to the 'y' in an R-control syllable

Notice the markings over the short and long vowel. The marking above the short vowel sound is called a breve (\breve{a}). The long vowel mark is called a macron (\bar{a}).

Try these words:

rob / in

robin

Ne / bras / ka

Nebraska

a / bout

about

The 'in' in the word 'robin' is usually pronounced as /ūn/, seldom /in/. But the 'rob' in 'robin' is pronounced /rob/. There is not much of a question on the pronunciation

The same holds true for 'Nebraska'. It is not pronounced /nē • brās • kā/. It is pronounced /nū • brās • kū/, with the accent on the second syllable. (The first and last syllable actually contain the schwa sound, which is like a guttural short 'u' sound.) It is the second syllable that has the truest CLOVER marking and that is the syllable that is voiced with more stress.

Here's another way to identify an accented or stressed syllable in a word. Place your hand under your chin just like the woman in the picture. Now say the words from above: *robin Nebraska about*



Do you feel where your jaw drops? When saying a word, which ever syllable your jaw drops the farthest (it may only be a slight drop) will be the accented syllable. This will be true for every word in the English language!

When pronouncing unfamiliar words with the C-le pattern, it will help to syllabicate first. Identify the C-le, count back three and divide.

If the word contains a 'ck', then count back two and divide.

There have yet to be any exceptions to this pattern.

YOUR TURN.....

Syllabicate any multi-syllabic words and CLOVER mark all of the words/syllables.

Tickle a poodle and see her wiggle.

The purpose of learning CLOVER is to be able to decode unfamiliar words. Words you already know do not need to be decoded. Use CLOVER to decode words you do not know or are not certain.

CLOVER will also help you with pronunciation and accent. Accent is simply the syllable that is voiced with more emphasis (stress). Very often we mispronounce words because of vocal stress or inflection.

Keep in mind, regional dialects (southern, eastern, northeastern, etc.) often cause variations in pronunciation.

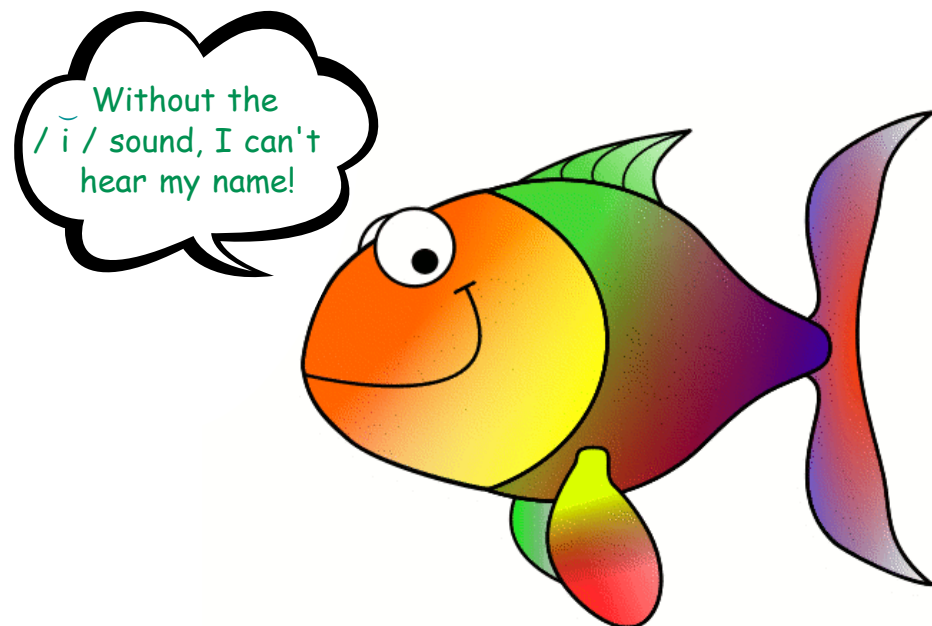
The syllable with the truest CLOVER marking will be the accented syllable.

What exactly does a vowel do?

Let's discuss the function of a vowel. The vowel(s) in a word give the word its voice.

Say the word 'fish' aloud. Do you hear all of the sounds? You should be able to hear the / f /, / ǐ /, / sh /.

Now say 'fish' again, leaving out the short 'i' sound.



About all you have is the sound of "f - sssshhhhhh", similar to that of air rushing out of a bag..... "f - sssshhhhhh". Without the vowel sound you have no volume to the word.

So it is easy to understand how vowels give the word its voice.



What makes the chameleon so special?

If you said that it changes its color or appearance based on its surroundings, you're right!. Depending on where it is at and what surrounds it will help determine what it looks like.

There is a simple commonality between a chameleon and vowels.



Where vowel(s) are located within a word and what surrounds them, will help determine what they say.

The sixth and final most commonly used vowel pattern is consonant-le (C-le). This pattern contains a specific consonant followed by *-le*. Typically this pattern will be made up of *-ble*, *-dle*, *-fle*, *-gle*, *-ple*, *-tle*, or *-zle*. Also included are *-cle*, *-kle*, and *-ckle*.

The C-le pattern can be found with open, closed, vowel teams and r-control, syllables. It will make its own final syllable in words: (*can / dle*, *a / ble*, *mar / ble*, *ea / gle*).

When you come across this pattern, simply count back three and divide.

candle ➔ *can / dle*
 ↑³ ↑² ↑¹

marble ➔ *mar / ble*
 ↑³ ↑² ↑¹

The ONLY exception to counting back three is when you use 'ck'. Then you only count back two

tackle ➔ *tack / le*
 ↑² ↑¹

This pattern is easier to identify and learn with a cadence. Start a steady snap with your fingers.
snap - snap - snap (keep snapping)
 "Consonant LE count back three and divide, 1 - 2 - 3.
 Except for 'ck', count back two and divide, 1 - 2."

CLOVER

Now that you know a vowel will make a certain sound depending on its surroundings, it is time to learn about CLOVER.

CLOVER is an acronym that stands for the six most commonly used vowel patterns in the English language.

- C** - Closed syllables
- L** - Consonant 'le' syllables
- O** - Open syllables
- V** - Vowel team syllables
- E** - Vowel - consonant - silent 'e' syllables
- R** - R-Control

CLOVER syllables are taught in the order in which they are used as vocabulary is developed. The most frequent pattern (open) is taught first.

There are CLOVER marks used to help identify the syllable type.



Albino chameleon, one of the "top 10 rarest albino animals in the world".

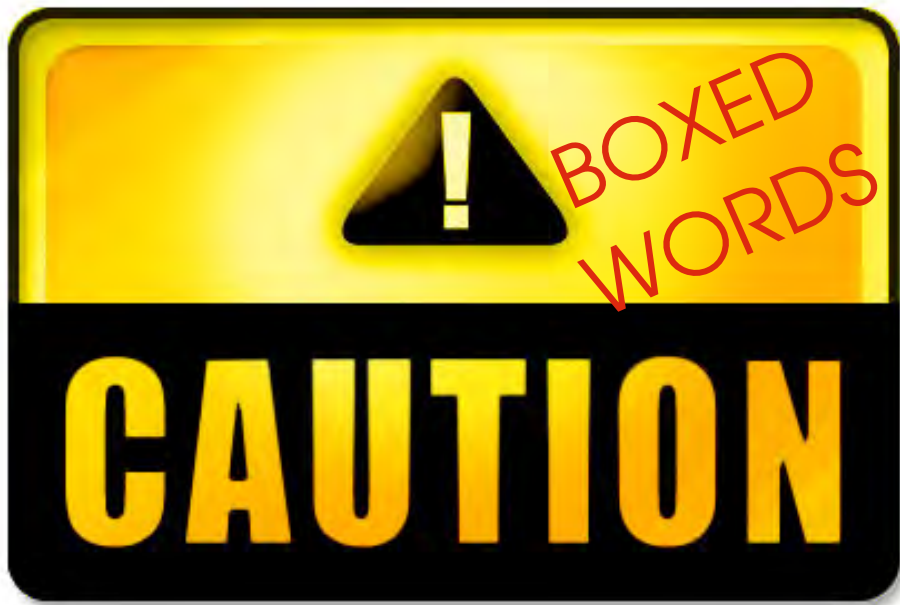


An R-control syllable is a vowel pattern of one vowel followed by the letter 'r' (ar, er, ir, or, and ur). It is labelled with an "R" under the pattern.

barn corn turn tī / ger
R R R O R

Ahoy, matey! Don'tcha be no landlubber! Grab up some ink and be CLOVER markin' this sentence....and don'tcha go forgettin' yer syllabication! Arrrrr!

Barb runs the supermarket
on the corner.



NOT ALL SYLLABLES will fall into a CLOVER category. These words are often called the exceptions, rule breakers, red words, outlaw words, pirate words and a multitude of other names. It is recommended that you find out what name your child's teacher uses, and use that. No matter what these types of words are called, they will be marked by drawing a box around them.

Most sight words are prime examples of boxed words; such as *the*, *do*, *to*, and *a*. By themselves or when found in a sentence, these words would be marked like this:

the *do* *to* *a*

If a child comes across a syllable or word that uses a vowel pattern that is unfamiliar or has not been taught, he would box it.

Vowel teams make up the fourth most commonly used syllable pattern. Vowel teams consist of two or more letters together that make one sound.

Label vowel teams with a 'V' under the letters that make the one sound.

There are two types of vowel teams: **regular** and **irregular**.

Regular vowel teams take on the long vowel sound of the first vowel (sometimes called predictable vowel teams).

boat **paint** **meat**

Irregular vowel teams (also called diphthongs) have their own unique sound.

toy **point** **ought**



Earn a starting position on the Vowel Team. CLOVER mark this sentence.

**Dean has a green
and blue sailboat.**

The third most commonly used vowel pattern in the English language is the Vowel - consonant - silent E. This vowel pattern has acquired some additional titles over the years.....

V-dash-E, magic E, silent E, and a personal favorite; Ninja E: powerful and silent!



This syllable pattern consists of one vowel followed by one consonant and a silent e.

The vowel has a long vowel sound. Label this pattern by placing a macron over the vowel that makes the long sound, place a slash through the silent e, and write V_E under the letter pattern.

tā~~e~~
V_E

bī~~e~~
V_E

tū~~e~~
V_E

Here's another chance for you to practice. CLOVER label all of the words in the sentence below. To check your progress, you'll find the correct CLOVER markings toward the back of this book.

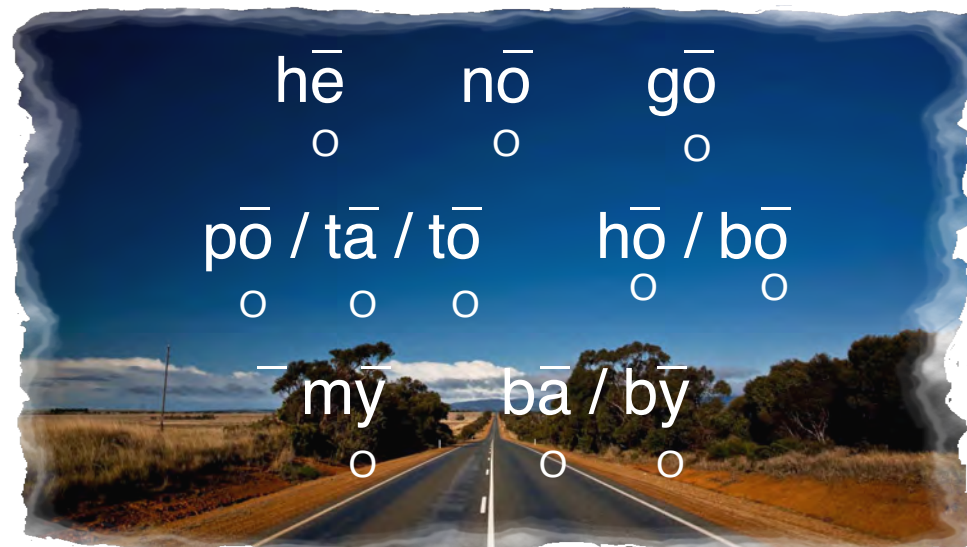
Jake and June will bike to Grove Lake.

Let's jump into CLOVER. We'll have you practice a few sentences to give you a better feel for what your child is doing in school.

OPEN Syllables

The first syllable type introduced in VoWac® is called an "Open Syllable". An open syllable has one vowel at the end of the word or syllable. The vowel sound is long. Like an open highway, that long vowel sound could go on and on for as long as you have air in your lungs.

Label the syllable with a macron above the vowel and an upper case "O" below the long vowel.



Notice the 'y' in the words *my* and *baby*. The 'y' is labelled as an open syllable. The sound of the 'y' in *my* has the /i/ sound. In *baby*, the 'y' has the /e/ sound.

'Y' at the end of a one syllable word will usually take on the long 'i' sound; at the end of a two-syllable word, long 'e'.

The second most commonly used syllable type is called a "Closed Syllable". A closed syllable has only one vowel at the beginning or in the middle of the word or syllable. The vowel sound has a short sound.

Fi / do is a big he / ro.
 O O C C O O

CLOSED syllables are labelled with a breve

above the vowel making the short vowel sound and an upper case "C" under the vowel.



hat top inch stretch
 C C C C

The final letter(s) in these words force us to stop and say the sounds they make. Do you remember the chameleon? The environment or surroundings have changed. The vowel sound has now changed.

Your turn! Label the sentence below. Don't forget about boxed words. Any syllable or word that does not follow the CLOVER pattern is boxed. No peeking!

Fi / do is a big he / ro.

Look at the next page and see how well you did.

How did you do? There are a couple of words that may have given you a problem. Let's break down each word of the sentence .

'Fido' is quite easy. The word is divided into syllables for you. Both vowels take on a long vowel sound. They are marked as open syllables.

The word 'is' is a decodable word. The 'i' in 'is' can be decoded. Don't let the 's' confuse you. "IS" may be considered a sight word if the sound of / z / spelled with an 's' has not been taught. For now, let's focus on the vowels. In 'is', the 'i' has a short sound and labelled as closed.

The word 'a' is boxed. It is actually pronounced / ũ /, not / ā /. The word 'a' is usually labelled in the dictionary as a schwa sound. When in doubt - look it up! A dictionary right about now would be very handy. Don't be afraid to look up simple words. 'Big' is easy....it's a closed syllable.

Just as in 'Fido', 'hero' follows the same pattern. Both syllables are open.

Don't worry. You'll get more chances to practice. You don't need to get it right the first time. By the time you're done, you'll be a CLOVER marking champ!