

READ

in

40

Hours or Less!

Volume

1

Work Out With
the Alphabet



Second Edition



R. L. HIGGS

Work Out With The Alphabet

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What You Will Learn

What You Will Learn	Why
The sounds of the alphabet	Letters of the alphabet represent sounds.
How letters are made	Sounds must be learned first.
Short and long vowel sounds	Phonics is the foundation for spelling, writing and reading.
To read over 850 words	We must be taught how to do the things we learn to do before we do them.
This is a very straightforward phonics program, not just a reading program. When you learn phonics first, then reading is easy!	<p>The lessons are thoroughly explained. An adult or older child should read the directions for a person who is having difficulty. After that, the student will be off and running.</p> <p>Basically, that's all there is to it. Simply read the directions to your student when necessary.</p>




If directions are followed exactly, the student will show great ability to:

- See the relationship between letters and sounds
- Recognize long and short vowel sounds
- Read and write one syllable words
- Apply the skills to independent reading

Lesson 1

The Awesome Alphabet

Directions:

<p>See the letter that represents the sound</p> 	<p>Say the letter that represents the sound</p> 	<p>Write the letter that represents the sound</p> 
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The alphabet is composed of 26 letters.

A B C D E F G H I J K L
M N O P Q R S T U V W X
Y Z

There are 21 consonants.

B C D F G H J K L M N P
Q R S T V W X Y Z

There are 5 vowels.

A E I O U

Lesson 1

The Awesome Alphabet

Directions: Trace each letter.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Lesson 3

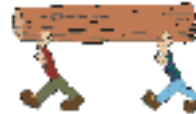
Consonant Sounds

k has the sound that starts



kite

l has the sound that starts



log

m has the sound that starts



moon

n has the sound that starts



nails

p has the sound that starts



pots

q has the sound that starts



queen

r has the sound that starts


















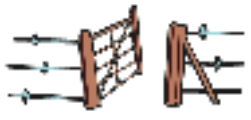
rabbits

Lesson 3

Consonant Sounds

Remember to **SEE, SAY, and WRITE** the letter sounds in all the lessons.

Directions: Write the consonant that starts each picture.
















 1. <u>g</u> _____	 2. _____	 3. _____	 4. _____
 5. _____	 6. _____	 7. _____	 8. _____
 9. _____	 10. _____	 11. _____	 12. _____
 13. _____	 14. _____	 15. _____	 16. _____

Lesson 4

Mixed Review

Directions:

Say the name of each picture. Write the first sound in the box.

 13. ____ h ____	 14. _____	 15. _____
 16. _____	 17. _____	 18. _____
 19. _____	 20. _____	 21. _____
 22. _____	 23. _____	 24. _____
 25. _____	 26. _____	 27. _____

Lesson 4

Short Vowel Ä

The way to tell if a vowel has a short sound or a long sound is to know this rule:

**When a vowel is followed by a consonant,
the vowel is short**

Directions:

Say the name of each picture. **Circle** the name in the box.

1. band  tap	händ sand	2. bag  tag	pat cat	3. mat  man	fan pack
4. jacks  map	ax nap	5. lamp  ant	had sack	6. ham  cap	bat cat
7. can  bat	lap sad	8. tan  ham	fat pan	9. bath  mad	had fan








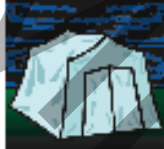








Lesson 5

Short Vowel Ę

The short vowel rule is: _____

Directions:

Say the name of each picture. Write the beginning and ending consonants on the line.

1.  b l _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____
13.  _____	14. Draw a pin _____	15.  _____
16.  _____	17. Draw a pot _____	18.  _____

Lesson 5

Short Vowel Ę

Directions:

Read the words that are part of the sentence, then complete the sentence using all the words in the word bank.

Word Bank

1. Ed fell and **cut his leg** _____

his
cut
leg

2. Ted and Ed _____

test

3. Ben, Ted, and Ed _____

Ben
pen
the

4. Let the men lend _____

the
bell
on

5. The net fell _____

hen
eggs
ten

6. Hand us _____

bed
to
went

7. The well hen _____

test
nest
the

8. The hen had to _____

tent
the
in

9. He met Ed _____

the
well
in

10. The pen was not _____













Lesson 6

Short Vowel **ö** and Beginning Sounds

Directions:

Öctopus has the sound of short vowel **ö**. **Öctopus is the key word for short vowel ö**. Say **Öctopus**.. Say it again. Now say the **ö** sound by itself. Say the **ö** as in **öctopus** a few more times.

Lock also has the short **ö** vowel sound. Below, say the picture's name, then write the **beginning** sound.. Follow the example below.

1.  b _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____

Lesson 6

Short Vowel Ö

Directions:

Write the **beginning** and **ending** consonant sounds in the box.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____

Lesson 6

Short Vowel Ő Mixed Review

Directions:

Answer the questions in the space provided.

1. What is the key word for short vowel Ő? _____
2. What is the sound that starts the word ox? _____
3. What is the short vowel rule ? _____

Directions:













Decode the following words by printing the word, then placing the short vowel Ő over the Ő vowel

1. pop pŏp _____	2. box _____	3. Bob _____	4. Don _____
5. fond _____	6. fox _____	7. cot _____	8. cob _____
9. God _____	10. got _____	11. hot _____	12. dot _____
13. hop _____	14. job _____	15. jot _____	16. top _____
17. mob _____	18. mom _____	19. mop _____	20. nod _____

Lesson 8

Short Vowel U

Directions: Say the name of each picture. Print the vowel that is missing

10.  b_x	11.  s_n	12.  f_x
13.  c_t	14.  l_dd_r	15.  dr_m
16.  h_nd	17.  h_m	18.  _nt
19.  b_t	20.  n_ts	21.  m_p

Lesson 9

Long Vowels

(Read this page to your student.)

Each of the following groups of words gives practice in articulating long vowel sounds. As you read the words to your student aloud, make each sound clear and distinct.

All the words in this group have the same, or nearly the same vowel sound. Have your student practice reading each word aloud until able to pronounce them all correctly. Listen carefully while your student reads to you. Have the student practice the pronunciation of these words as much as necessary.

Be sure to tell your student which words you had difficulty understanding. Have your student make a list of the words she or he has difficulty pronouncing, and practice saying them correctly. Once you feel they are being pronounced correctly, dictate a few of them. As you say each word, have your student write those words down on a piece of paper.

Do not become discouraged if the student does not get them all correct. If your student misses many words, then she or he is not enunciating them correctly. Remember, people write and spell the way they speak. After a brief rest, have your student repeat each word slowly. Exaggerate and drag out each letter in every word, and give another dictation. Listening is the very key to learning to read.

It's the short vowel sounds that trip up most people. It takes practice, but learning to hear the difference in vowel sounds can be mastered very, easily and quickly. After all, if the vowel is not long, then it must be short!

ā	ē	ī	ō	ū
cake	bee	Mike	boat	use
bake	me	bike	coat	lube
fake	see	line	oats	fuse
rake	tea	mine	slow	cute
tame	pea	time	soap	flu
fame	Lee	slime	toe	sue
wave	flea	fine	flow	mule

Students Read Like a Ph. D.

A companion book to *Read in 40 Hours or Less! The Word's Greatest Secrets*

Students learn:

- Prefixes, suffixes and combining forms
- Lessons in dictionary skills
- The 8 parts of speech
- Punctuation
- Writing & spelling traps are thoroughly explained
- Meanings for over 80 root words, prefixes and suffixes

After completing the series, the ability to listen, analyze words, apply phonics to independent reading, comprehension, verbal expression, and fluency in reading will greatly improve. Well over 2,500 collegiate words to decode.

What others are Saying...

*"No more Special Ed class for our son. Now he's reading just fine, and in just 3 months his reading score went up 4 grade levels! We are so grateful to **Read in 40 Minutes or Less** and his teacher for helping our son learn to read so fast!" –Mr. & Mrs. R. Johnson.*

*"Six months ago our 13 year old son read at the 2nd grade level. But after giving him all of the **Read in 40 Books**, he is above grade level in all his subjects and is getting straight A's in history, science and math!" –Mrs. McGhee.*

Adult Learners: *"I am 47 years old. I dropped out of school many years ago, because I thought I couldn't learn. Then I heard about **Read in 40** and decided to give it a try. I did, and I learned to read in the privacy of my home and without being embarrassed. I also learned the parts of speech. Just me and the books. I just passed the driver's written test and got a huge promotion on my job." –Mr. Shelby.*

Kurkus Book Review says: *"...**Read in 40 Hours or Less** builds reading skills in a short time and gives students a taste of success..."*

