

# Welcome to the eReadingPro Instructional Guide with Flashcards!

Here is some important information to get you started:

## Categories:

1. Adobe Reader
2. Video: How to Maneuver Through the PDF Instructional Guide and Flash Cards
3. Video: Step By Step with Denise MacDonald
4. Differences Between the Complete Reading Kit and The Downloadable Program
5. Materials You Will Need to Get Started

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### 1. Adobe Reader

In order to use the Instructional Guide with Flashcards you will need to have Adobe Reader installed on your computer. This is a free program and most computers already have it preloaded. If you do not have an Adobe Reader, it can be downloaded from: <http://get.adobe.com/reader/>.

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### 2. Video: How to Maneuver Through the PDF Guide and Flash Cards

Watch our [short 17-minute video](#) on how to maneuver through the PDF Guide and flash cards. Even if you have used PDF files before, our video can provide you with shortcuts on how to efficiently use our guide and more importantly, the built-in flashcards. [You can watch it now by clicking here](#). This video is a lot like a "Quick Start Guide" as it will show you how to begin using the program right away.

Note: **Disregard the first small part (first 2 minutes) about the login security.** This portion does not apply to the downloadable version or newer CDs.

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### 3. Video: Step By Step with Denise MacDonald

The video: Step By Step with Denise MacDonald **was created for use with the eReadingPro Complete Kit**. Therefore, you will notice that **some parts of the video may not be applicable**, such as:

- A. You may omit parts of the section “How to Write Out Flashcards”, as you will simply be printing the cards off on your printer. You will, however, still need to create the labels to go on the back of each flashcard. This is essential for flashing the cards, as well as for organizational purposes.
- B. The section called ‘How to Organize Your File Box will be applicable, however you can use a ‘bankers box’ (or one approximately that size) to store your 8 ½” x 11” flashcards.

#### **CHOOSE A SECTION AND CLICK BELOW:**

- [Introduction](#)
- [Program Components](#)
- [How to Write Out Flashcards](#)
- [How to Prepare and Assemble Your Little Booklets](#)
- [How to Organize Your File Box](#)
- [How to Flash the Cards Effectively](#)
- [How to Progress Through the Program](#)
- [Bonus Visuals](#)

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### 4. Differences between the Complete Reading Kit and this The Downloadable Program

1. The PDF can be used to print off parts of the Instructional Guide, flashcards and booklets, OR to show the flashcards directly to the student from the computer screen;
2. All of the ‘Names’ in Set A have been provided for you on the PDF (rather than you inserting your own familiar names);
3. The words are smaller when printed from the CD than they would be if you were writing out the 20” x 4” flashcards;

4. Opposites: The image for each opposite has been inserted immediately after each word. This will not affect anything if you are printing the cards and flashing them, as you should show the set of words first, and then review the images that represent them. However, if you are presenting the words to your child directly from the computer, they will see each image immediately after the word it represents.
5. The image for each sentence has been placed directly after sentence for each book level. If you are printing sections, be aware that the images are present within all three levels (basic, intermediate and challenger). You may not wish to print them three times.
6. On Page 34 of the Instructional Guide it refers to 'Changing Print Size'. You may disregard this section, as the font size has already been adjusted for all three book levels.

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## 5. Materials You Will Need to Get Started

### 8 1/2" x 11" Card Stock

You will require approximately 700 pages of sturdy card stock to complete the entire program. (If you wish to only begin printing all the necessary materials for Books 1, 2 & 3 of the program first, then you will only need approximately 260 pages to begin with). These cards will be shown many times and so should be made from sturdy material. The size and uniformity of the flashcards is very important to the success of the program.

### 1" Book rings

18 – 1" book rings will be needed to bind the phrase booklets and the sentence booklets once they are printed. Alternately, you can bind the books (loosely) with string if book rings cannot be obtained.

### Finger stall / rubber thumb

1 rubber thumb for helping with flashing the cards. This item is useful but not mandatory.

### Avery labels

30 sheets of Avery #5160 labels (2.625" wide x 1" high) for printing the card labels for all single words, couplets, phrases and sentences. These labels contain the words and corresponding numbers that will go on the back of each flashcard. Alternatively, you could either i) print the label pages on paper and paste them on the back of the flashcards or; ii) hand-write the words and corresponding numbers on the back of the flashcards.

### File box

You will need a file box to store your program in. We suggest a box that would hold typical files containing 8 1/2" x 11" documents (such as a 'banker's box'). You may use simple file-folders to hold each grouping of flashcards.

a reading program for children who learn differently.



# Dedication

## Dedication to my family

My family is a never-ending source of inspiration for me. It is because of their patience, understanding, and support that eReadingPro was created. They understand how important it is for me to follow my dreams, as it not only fulfills my dreams, but those of many other parents who wish to teach their children to read.

Thank you!

**"The future belongs to those who believe in the beauty of their dreams."**

Eleanor Roosevelt

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# Materials

## What materials will you need to get started?

This reading program was designed for success. The original kit comes with everything you need in the box and weighs approximately 20 lbs. This new version of our program has been made available in order to make it more accessible and less expensive for materials.

In order to make the program ready to print, we have chosen 12 names that will be used throughout the first third of the program (rather than the customer adding names of their choice).

### Detailed List

- 8 ½" x 11" Card Stock

You will require approximately 700 pages of sturdy card stock to complete the entire program. (If you wish to only begin printing all the necessary materials for Books 1, 2 & 3 of the program first, then you will only need approximately 260 pages to begin with). These cards will be shown many times and so should be made from sturdy material. The size and uniformity of the flashcards is very important to the success of the program.

- 1" Book rings

18 – 1" book rings will be needed to bind the phrase booklets and the sentence booklets once they are printed. Alternately, you can bind the books (loosely) with string if book rings cannot be obtained.

- Finger stall / rubber thumb

1 rubber thumb for helping with flashing the cards. This item is useful but not mandatory.

- Avery labels

30 sheets of Avery #5160 labels (2.625" wide x 1" high) for printing the card labels for all single words, couplets, phrases and sentences. These labels contain the words and corresponding numbers that will go on the back of each flashcard. Alternatively, you could either i) print the label pages on paper and paste them on the back of the flashcards or; ii) hand-write the words and corresponding numbers on the back of the flashcards.

5 sheets of Avery #5264 labels for printing abstract images. Alternatively, you can print the abstract image pages, cut out the images and paste them on the back of the flashcards.

- File box

You will need a file box to store your program in. We suggest a box that would hold typical files containing 8 1/2" x 11" documents (such as a 'banker's box'). You may use simple file-folders to hold each grouping of flashcards.

## Introduction

With the growing understanding of how the brain works comes the understanding of how to increase brainpower. Scientists have concluded that babies are born with approximately 100 billion brain cells at birth. From birth, synaptic connections begin to take place with these cells that represent what the child is learning. Young children have a tremendous capacity to learn from the moment they are born.

Teaching your child to read not only opens up a whole new world for them, but it also enables their brain to make more connections earlier, thus increasing their capacity to learn in future years!

## The Whole Language Approach vs. The Phonetic Approach to Reading


There are many different beliefs of what the 'best' way of teaching a child to read is, and on-going debates persist regarding which method is more effective. The eReadingPro system is based solely on the whole-word approach.

Our belief is that small children are often visual learners, and can therefore typically learn to read easier using the Whole Language approach. Scientific studies have shown that children with learning difficulties, such as dyslexia, typically learn to read words as 'pictures' or whole units. In fact, studies have also shown that most children with Down syndrome are visual learners, and therefore also read words as pictures. Many children learn to read words before they can actually speak them! In learning to read via the Whole Language approach, children begin to understand that a word represents a 'thing'. Use this approach to 'ease' your child into phonics!

## How this program works...

When we speak to our young children and teach words orally, we speak clearly, precisely and repetitively. The concept behind eReadingPro is that it focuses on teaching written words in this same clear, precise and repetitive manner.

The eReadingPro vocabulary begins with individual words that represent your child's 'world' (i.e. names, food, colors, actions, etc.). These words are presented on flashcards and are presented quickly and enthusiastically, representing a 'fun game'. These flashcards need to be shown quickly and precisely for only ONE second each session. Words are presented numerous times as single words and are combined to create couplets, phrases, sentences and books. An easy to follow Presentation Schedule is included in the kit to ensure you and your child stay on track. This schedule takes your child through a timely progression from



single words to books, clearly outlining which flashcards to present and exactly how often to present them.

This Instructional Guide provides a detailed explanation for presenting all the vocabulary for Books 1, 2 & 3. Then, using the Presentation Schedules, simply follow similar guidelines for Books 4, 5 & 6 and again for Books 7, 8 & 9. This system has been specifically designed to accommodate the different age-groups and achievement levels.

## eReadingPro Founder

**Denise MacDonald** B.A. (Hon.) Psych.

Denise MacDonald is the President and Founder of eReadingPro, Peterborough, Ontario. As a result of her extensive background in administering psycho-educational assessments of young children in the school system, Denise became concerned about the growing number of students struggling with traditional educational methods. In 2004, armed with both a clinical and real-life understanding of neuropsychology, Denise set out to make a difference. Through her former company, Out of the Box Reading Inc., and now currently with eReadingPro, Denise has created an amazing reading system for use with all individuals who may be struggling with reading.

## eReadingPro

Denise's dream is that all children learn to read before they begin school.


Through workshops, guest speaking engagements, personal outreach, and [www.ereadingpro.com](http://www.ereadingpro.com), it is the intent that this exceptional program reaches parents and educators around the world, thus making a difference in the lives of a multitude of children.

This easy to follow program provides parents with the tools they need to give their children the greatest gift ever - the gift of learning.

# Important

## Important Points to Consider Before You Begin:

- Approach this program as a 'fun game'.
- Print all of your flashcards before you begin Day 1 of the program.
- Set up your file box. It is extremely important that this box stay organized! File the flashcards (at least for Books 1, 2 & 3) according to sets. Follow the list of labels that is in the Appendix. For example, Set A will consist of Names, then Actions, Basic Phrases, Intermediate Phrases, Challenger Phrases and Sentences. Continue to prepare Sets B & C in the same fashion.
- File your 'Semi-Retired' flashcards for subsequent use. When a flashcard is no longer being used on a daily basis (according to the Presentation Schedule), place it in your file box according to its group theme, i.e. Names, Actions, etc.
- Designate word stations within your home where you will present each flashcard set. Be sure that you vary the locations where you present the flashcards to stimulate your child's interest. Choose areas in your home that will 'trigger' use of the applicable words.
- Present flashcards quickly and enthusiastically.
- Consider taking flashcards with you on excursions out of the home. View the flashcards as you would a toy. For example, take them to the park, to Grandma's house or present them at the bus stop!
- Present flashcards only during times when both you and your child are happy!
- Only present one set of flashcards per session, then stop and put the cards away out of reach. Why? To keep your child wanting more!
- Avoid having the television or radio on in the same room when you present flashcards, as these can be a distraction.
- Check off / highlight each day on the Presentation Schedule as you complete it. This practice will ensure that you stay 'on track'.
- DO NOT repeat a day simply because you are not sure your child comprehends. Consistent exposure to information is the key! Remember, they will see the words again further in the program as Couplets, Phrases and Sentences.

- 
- DO NOT jump ahead! Follow the Presentation Schedule carefully. Jumping ahead may lead to confusion and frustration.
  - Consistency is important to the success of your child's reading program. If a day is missed (i.e. due to illness), begin where you left off (do not repeat prior days).
  - DO NOT TEST your child! Present this program as a fun and positive experience.
  - Have FUN!!

### **How to Use This Program to Progress from the Whole-Word Approach to Letter Recognition and Phonics:**

- Once your child has mastered a whole word, take it and 'dissect' it.
- For example: banana - b a n a n a
- Discuss the different letters that make up the word.
- Have the child match individual letters up underneath the flashcard to make or 'reassemble' the word.
- Discuss the sounds of each letter.
- Discuss the phonetic components that make up the word: ba na na
- Then 'reassemble' the word: banana
- Use the child's own name and other words they are familiar with (that may not be part of this program) in a similar process.

# Preparation

## Preparation of Flashcards for Single Words:


1. Print off all the Single Words for Books 1, 2 & 3 (Sets A, B and C) onto 8 1/2" x 11" card stock. The words have been prepared for print in red for all single words, couplets and phrases. It is highly recommended that they are printed in color, as the red font has a greater impact than black and will attract your child's attention.
2. Print the labels for all Single Words in Sets A, B & C onto Avery #5160 labels (2.625" wide x 1" high).
3. Remove a word label from label sheet, and place it in the middle of the back, of each flashcard. (Alternately, you may simply write the words and corresponding label numbers on the back of each card.)
4. You will need a box to store your program in. We suggest a file box that would hold typical files containing 8 1/2" x 11" documents (since your flashcards will be this size). You may use simple file-folders within the file box to hold each grouping of flashcards. Set up your file box accordingly. For Books 1, 2 & 3 you will need individual folders for: Set A, Set B, Set C, Names, Foods, Actions, Colors, Opposites, Couplets, Basic Phrases, Intermediate Phrases Set A, Intermediate Phrases Set B and Challenger Phrases.

You will initially file ALL Single Word flashcards under their specific Set:

Set A • Set B • Set C

After you have completed the initial presentation cycle according to the Presentation Schedule, you will file the flashcards according to the categories below (this is explained in the section 'Adding & Retiring Words'):

Names • Foods • Actions • Colors • Opposites

- 
5. Use pictures on the back of the flashcards when presenting abstract words in order for your child to make the connection between what the word means and what it actually is. Note that pictures for all 'Opposites' have been supplied. These can be printed on Avery #5264 labels. Then place the appropriate image on the back of each card.
  6. Set up word stations where you will present flashcard sets within your home/school.

START ahead & STAY ahead!

# Technique

## Presentation Technique:

- Announce at the beginning of each session – “It’s word time!” or “It’s time for the Word Game!”
- Hold the flashcards down until you are completely ready to begin. Then raise the cards, and begin to draw the flashcards from the back of the deck, making sure that your fingers are out of the way.
- Only expose each flashcard to your child for no longer than 1 second. Why only 1 second? Because children learn quickly, and are quickly bored!
- Glance at the label on the back of the flashcard as you are bringing it forward.
- As you place the flashcard at the front of the deck, say the word clearly and precisely, making sure to focus on your child’s face with enthusiasm. (Your child will hear & see the word at the same time). DO NOT track or move the flashcard when presenting, as this may cause difficulty for your child in focusing on the written word(s).
- After each set, tell your child how smart they are!
- Leave approximately 10 minutes between flashcard sets.

## \*\*Notes:

- Avoid presenting similar-looking words together or present words beginning with the same letter.
- DO NOT ask your child to repeat words back to you.
- Shuffle the flashcards so that your child does not simply memorize the order.
- Follow the Presentation Schedule to ensure proper order and consistency. As you complete each day, highlight it. This will make it easy for you to know where you are in the program at all times.

## Introduction of **SINGLE** Words:

### Days 1 & 2

- On Days 1 & 2, you will introduce two flashcards from Sets A & B.

Introduce Set A - Names:

- Begin with flashcards labeled A1 & A2.
- When presenting each flashcard, say: "This word says..."

### Reminder:

- Expose the flashcards for only one second each.
- You will present these words three separate times each day, as per your Presentation Schedule.
- Present each flashcard clearly, precisely and enthusiastically!
- Put each set of flashcards up and away from reach when not in use.

Introduce Set B - Foods:


- Begin with flashcards labeled B1 & B2.
- Continue to precede each flashcard with "This word says..."
- You will present these words three separate times each day, as per your Presentation Schedule.

In summary, on Days 1 & 2 you will be presenting:

Set A	Set B
A1-A2	B1-B2

### Days 3 & 4

- On Days 3 & 4 you will add a third flashcard to each Set A and B, as per the Presentation Schedule.



In summary, on Days 3 & 4, you will now be presenting:

Set A	Set B
A1-A3	B1-B3

- Now you will just say the word, eliminating “This word says...”.
- Continue to show each set of flashcards three separate times each day.

### Days 5 & 6

- On Days 5 & 6, add a fourth flashcard to each Set A and B, as per the Presentation Schedule.

In summary, on Days 5 & 6 you will now be presenting:

Set A	Set B
A1-A4	B1-B4

- Continue to show each set of flashcards three separate times each day.

### Days 7 & 8

- On Days 7 & 8, add a fifth flashcard to each Set A and B, as per the Presentation Schedule.

In summary, on Days 7 & 8 you will now be presenting:

Set A	Set B
A1-A5	B1-B5

- Put each set of flashcards up and away from reach when not in use.
- Continue to show each set of flashcards three separate times each day.

## Adding & Semi-Retiring Words:

- When each flashcard has completed its initial cycle within the Presentation Schedule it will become a Semi-Retired word.
- Be sure to carefully file all Semi-Retired words into their appropriate section at the back of your file box as they will be called upon at a later time during the program.
- On Day 9, you will begin Semi-Retiring some flashcards and adding in new flashcards.

## Days 9 & 10

- Remove one flashcard from Set A (A1) and replace it with a new flashcard (A6). Follow this same procedure with Set B.

In summary, on Days 9 & 10 you will now be presenting:

Set A	Set B
A2-A6	B2-B6

- Continue to show each set of flashcards three separate times each day.

# Abstract Concepts

## Introduction of Abstract Concepts (Actions, Colors, Opposites):

Beginning on Day 29 you will introduce Actions, Colors & Opposites as new categories into Sets A, B & C.

NOTE: You will still be presenting ALL THREE SETS three separate times each day.

Example:

Set A  
A13-A14

Set B  
B13-B14

Set C  
C1-C2

- Abstract concepts need further explanation AFTER flashcards have been presented.
- For colors and opposites, add a representation of these abstract concepts on the back of the flashcards, in order to reflect the meaning of each. AFTER you have presented the full set of flashcards, flip the cards over and present the full set of representations, saying each word aloud once again. Discuss these concepts during conversation throughout the day with your child.

Example of Opposites:

happy



sad



- For actions, be prepared to illustrate each action AFTER presenting the full set of flashcards. For example, enthusiastically say, "Mommy is jumping!" while you jump. Provide examples for ALL the words in the current set you are using. If your child is old enough, they will love to jump with you! Have fun with this set of words!
- Remember to present flashcards quickly, precisely and enthusiastically!

## Introduction of **COUPLETS**:

- Couplets are introduced as two-word combinations that are on the same flashcard, creating a thought. (For Books 1, 2, & 3, this will take place on Day 57.)
- Couplet Cards will be shown in all three sets A, B & C, and be presented three separate times each day.
- Set up a folder for Semi-Retired Couplets before you begin this group.

You will need folders for:

Couplets – Set A  
Couplets – Set B  
Couplets – Set C

Keep unused Couplet Cards in your file box to ensure organization when semi-retiring and adding flashcards.

## Introduction of **PHRASES**:

Guidelines for deciding which Phrase Level is appropriate for your child:

Phrase Level	
Level I - Basic	All children to complete this level.
Level II - Basic	All children to complete this level.
Level III - Challenger	This level is optional. Consider presenting this set of Phrases IF you feel your child would thrive with a challenge.

# Phrases

NOTE: The Challenger Phrases are intended for older children, approximately three years of age and up, who would have a more mature visual pathway. This is due to the number of words on each card, and the print size that this entails.

## Preparation of Flashcards for Phrases:

- Use the same size of flashcards that you have used for single words and couplets.
- Set up folders for Semi-Retired Phrases before you begin this group.

You will need folders for:

Basic Phrases  
Intermediate Phrases Set A  
Intermediate Phrases Set B

Keep unused Phrases in your file box to ensure organization when retiring and adding flashcards.

## LEVEL I – Basic Phrases:

The introduction of Phrases at this point provides a stepping stone for your child to progress into full sentences. A phrase is defined as “a sequence of two or more words arranged in a grammatical construction and acting as a unit within a sentence”.

Beginning on Day 113 you will introduce Level I – Basic Phrases into Sets A and B. (In place of Set C you will be introducing the Phrase Game.)

Within the Basic Phrase section, one new connector word will be added to your child's program. E.g. "and" "is" and "the" are examples of connector words. You do not need to teach connector words separately, as these words do not have specific meanings. However, it is necessary for your child to recognize that these words have an important role in building sentences.

ALSO beginning on Day 113, you will begin to play the 'Basic Phrase Game' with retired words. This game is a crucial to your child understanding connector words.

### The Basic Phrase Game for Books 1, 2 & 3

Print one 

and
-----

 flashcard.

Beginning on Day 113 you will play the Phrase Game with your child by introducing the 'and' card.

1. Using your retired Single Word flashcards, choose one category (Names, Foods, Actions, or Colors).
2. Divide the category set into two groups of six flashcards. You will now have one pile of six flashcards, one 

and
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 card in the middle, and then another pile of six flashcards.
3. Choose one card from the first pile and place it to the left of the 

and
-----

 card, and choose one card from the second pile, placing it to the right of the 

and
-----

. Read the phrase aloud to your child.

At a glance, an example would look like this:

Emily	and	Christopher
Heather	and	Susan
Michael	and	Tyler
Amanda	and	Elizabeth
Jack	and	David

4. Continue this process until all six cards have been used from each pile. Have your child participate in choosing the cards and forming the phrases.
5. Once the pile has been depleted, put the cards away for use the next time.

Play this game three times each day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used. The longer you and your child play the Phrase Game, the more confident your child will become with moving words around.

Note: Your child is never too young to play the Phrase Game! (You can move the flashcards for them yourself until they are able.)

## The Basic Phrase Game for Books 4, 5 & 6

**Beginning on Day 256** Basic Phrases will be introduced. You will play the Phrase Game with your child by introducing 'are' and continuing to use 'is'. Play this game as you did in Books 1, 2 & 3.

### Option #1 (ARE)

1. Using your semi-retired Single Word flashcards, choose the following cards: A81, A82, and A88. These will form the group of cards that will be placed to the left of the are card.
2. Place the are card next to the above group of words.
3. Using your semi-retired Single Word flashcards, choose cards C3 – C12 from the single words used in Books 1, 2 & 3, and from Books 4, 5 & 6 choose flashcards C39 – C44.
4. Choose six of these cards, and place them in a pile to the right of the are card. (You will interchange words for this second pile, as you do not want to show ALL of those cards in one sitting.)
5. Choose one card from the first pile and place it to the left of the are card, then choose one card from the second pile, placing it to the right of the are card.
6. Continue to play the Phrase Game as you did for Books 1, 2 & 3.

shoes (A81)	are	dirty (C39)
pyjamas (A82)	are	clean (C40)
boots (A88)	are	wet (C41)
(repeat)	are	dry (C42)
	are	dirty (C39)
	are	clean (C40)

## Option #2 (IS)

1. Using your semi-retired Single Word flashcards, choose the following cards: A77-A80. These will form the group of cards that will be placed to the left of the 

is
----

 card.

2. Place the 

is
----

 card next to the above group of words.

3. Using your semi-retired Single Word flashcards, choose the flashcards C39-C42 and place these to the right of the 

is
----

 card.

book (A77)	is	dirty (C39)
sweater (A78)	is	clean (C40)
pillow (A79)	is	wet (C41)
blanket (A80)	is	dry (C42)

OR

In alternate sessions, follow this same procedure with cards B77-B88 as follows:

1. Using your semi-retired Single Word flashcards, choose cards C3 – C12 from the single words used in Books 1, 2 & 3, and from Books 4, 5 & 6 choose flashcards C39 – C44.

2. Choose six of these cards, and place them in a pile to the right of the 

is
----

 card. (You will interchange words for this second pile, as you do not want to show ALL of those cards in one sitting.)

3. Choose one card from the first pile and place it to the left of the 

is
----

 card, then choose one card from the second pile, placing it to the right of the 

is
----

 card.

4. Continue to play the Phrase Game as you did for Books 1, 2 & 3.

refrigerator (B77)	is	dirty (C39)
bathtub (B78)	is	clean (C40)
door (B79)	is	wet (C41)
bed (B80)	is	dry (C42)
table (B81)	is	empty (C43)
shelf (B82)	is	full (C44)
window (B83)	is	little (C3)
floor (B84)	is	big (C4)
chair (B85)	is	cold (C5)
sink (B86)	is	hot (C6)

lamp (B87)	is	on (C7)
picture (B88)	is	off (C8)
(repeat cards)	is	in (C9)
	is	out (C10)
	is	over (C11)
	is	under (C12)

Play the Phrase Game at least once a day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used.

***Remember to always adhere to the rule, always stop before your child wants to stop!***

### The Basic Phrase Game for Books 7, 8 & 9

Beginning on Day 369 you will play the Basic Phrase Game with your child by using 'are' and continuing to use 'is'. Play this game as you did in Books 4, 5 & 6.

#### Option #1 (ARE)

1. Using your semi-retired Single Word flashcards, you will be using words that are plural. A130, A131, A133, A134, A135, A136, A137 & A141. These will form the group of cards that will be placed to the left of the are card.
2. Place the are card next to the above group of words.
3. Using your semi-retired Single Word flashcards, choose cards C68 – C77.
4. Place these in a pile to the right of the are card.
5. Choose one card from the first pile and place it to the left of the are card, then choose one card from the second pile, placing it to the right of the are card.
6. Continue to play the Phrase Game as you did for Books 4, 5 & 6.

hands (A130)	are	soft (C68)
ears (A131)	are	hard (C69)
arms (A133)	are	enormous (C70)
feet (A134)	are	miniature (C71)
knees (A135)	are	long (C72)
toes (A136)	are	short (C73)

legs (A137)	are	open (C74)
eyes (A141)	are	closed (C75)
(repeat cards)	are	smooth (C76)
	are	wrinkly (C77)

## Option #2 (IS)

- Using your semi-retired Single Word flashcards, choose the following cards from the category Body Parts: A132, A138, A139 & A140 along with the following cards from the category Animals: B130 – B141. (Alternate categories each time you play). These will form the group of cards that will be placed to the left the 

is
----

 card.
- Place the 

is
----

 card next to the above group of words.
- Using your semi-retired Single Word Flashcards, choose the flashcards C68-C73 & C76-C77 and place these to the right of the 

is
----

 card.
- Choose one card from the first pile and place it to the left of the 

is
----

 card, then choose one card from the second pile, placing it to the right of the 

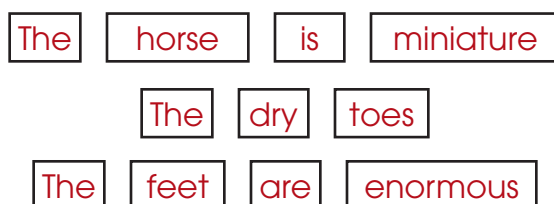
is
----

 card.
- Continue to play the Phrase Game as you did for Books 4, 5 & 6.

mouth (A132)	is	soft (C68)
nose (A138)	is	hard (C69)
hair (A139)	is	enormous (C70)
belly (A140)	is	miniature (C71)
chicken (B130)	is	long (C72)
bird (B131)	is	short (C73)
squirrel (B132)	is	open (C74)
dog (B133)	is	closed (C75)
horse (B134)	is	smooth (C76)
cat (B135)	is	wrinkly (C77)
mouse (B136)	is	(repeat cards)
pig (B137)	is	
hippopotamus (B138)	is	
dinosaur (B139)	is	
elephant (B140)	is	
cow (B141)	is	

Beginning on Day 397, you will play the Phrase Game with your child by introducing 'The' while continuing to use 'is' and 'are'. Play this game as you did in Books 4, 5 & 6, only now you can make either three-word OR four-word phrases.

Some examples:



Play the Phrase Game at least once a day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used.

***Remember to always adhere to the rule, always stop before your child wants to stop!***

## Level II - Intermediate Phrases

### Introduction of Intermediate Phrases

- On day 145 you will begin to introduce Intermediate Phrases.
- Intermediate Phrases consist of two sets (A & B) of 3-word phrases.
- These are phrases that can be presented as thoughts individually, but will then be put together to form Level I sentences
- Continue presenting these flashcards 3 times per day.

*\* Although these new combinations are grammatically correct, they will be very silly concepts. Laugh with your child at how silly you can make them, and your child will love them even more!*

### The Intermediate Phrase Game for Books 1, 2 & 3

Beginning on Day 145, you will play the Phrase Game with your child by introducing 'is' and 'the'.

To introduce 'is', proceed as follows:

1. Using your semi-retired Single Word flashcards, choose Name or Food

words. These will form the group of cards that will be placed to the left of the 

is
----

 card.

2. Place the 

is
----

 card next to the above group of words.

3. Using your semi-retired Single Word flashcards, choose Colors or Opposites and place these to the right of the 

is
----

 card.

4. Choose one card from the first pile and place it to the left of the 

is
----

 card, then choose one card from the second pile, placing it to the right of the 

is
----

 card.

5. Continue to play the Phrase Game as you did previously.

Some examples:

Emily (A1)	is	happy (C1)
Christopher (A2)	is	sad (C2)
Heather (A3)	is	little (C3)
Susan (A4)	is	big (C4)
Michael (A5)	is	cold (C5)
Tyler (A6)	is	hot (C6)
Amanda (A7)	is	on (C7)
Elizabeth (A8)	is	off (C8)
Jack (A9)	is	in (C9)
David (A10)	is	out (C10)
Luke (A11)	is	over (C11)
Victoria (A12)	is	under (C12)

Other examples:

milk (B1)	is	white (B13)
cheese (B2)	is	black (B14)
juice (B3)	is	green (B15)
toast (B9)	is	spotted (B16)
cereal (B12)	is	pink (B17)
<b>(repeat cards)</b>	is	yellow (B18)
	is	brown (B19)
	is	red (B20)

	is	striped (B21)
	is	purple (B22)
	is	gray (B23)
	is	blue (B24)

To introduce 'the', proceed as follows:

1. Using your semi-retired Single Word flashcards, choose the following Opposite words: on, off, in, out, over, under (C7 – C12) or the following Action cards: drinking, throwing, eating (A13 – A15). These will form the group of cards that will be placed to the left the 



 card.
2. Place the 



 card next to the above group of words.
3. Using your semi-retired Single Word flashcards, choose the Food cards (B1 – B12) and place these to the right of the 



 card.
4. Choose one card from the first pile and place it to the left of the 



 card, then choose one card from the second pile, placing it to the right of the 



 card.
5. Continue to play the Phrase Game as you did previously.

Some examples:

on (C7)	the	milk (B1)
off (C8)	the	cheese (B2)
in (C9)	the	juice (B3)
out (C10)	the	pancakes (B4)
over (C11)	the	sandwich (B5)
over (B12)	the	banana (B6)

### The Intermediate Phrase Game for Books 4, 5 & 6

Beginning on Day 264, you will play the Phrase Game with your child by introducing 'the' and 'The' while continuing to use 'is' and 'are'. Play this game as you did in Books 1, 2 & 3, only now you can make either three-word OR four-word phrases.

Some examples:

dirty (C7)	the	boots (A88)
clean (C8)	the	spoon (A85)
wet (C9)	the	toothbrush (A84)
dry (C10)	the	cup (A87)
empty (C11)	the	bowl (A86)
(repeat cards)	the	sweater (A78)
	the	pillow (A79)
	the	blanket (A80)
	the	shoes (A81)
	the	pajamas (A82)
	the	ball (A83)
	the	book (A77)

OR

The	refrigerator (B77)	is	dirty (C39)
The	bathtub (B78)	is	clean (C40)
The	door (B79)	is	wet (C41)
The	bed (B80)	is	dry (C42)
The	table (B81)	is	empty (C43)
The	shelf (B82)	is	full (C44)
The	window (B83)	is	(repeat cards)
The	floor (B84)	is	
The	chair (B85)	is	
The	sink (B86)	is	
The	lamp (B87)	is	
The	picture (B88)	is	

Play the Phrase Game at least once a day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used.

## The Intermediate Phrase Game for Books 7, 8 & 9

Beginning on Day 397, you will play the Phrase Game with your child by introducing 'the' and 'The' while continuing to use 'is' and 'are'. Play this game as you did in Books 1, 2 & 3, only now you can make either three-word OR four-word phrases.

Some examples:

the	soft (C68)	hands (A130)
the	hard (C69)	ears (A131)
the	enormous (C70)	mouth (A132)
the	miniature (C71)	arms (A133)
the	long (C72)	feet (A134)
the	short (C73)	knees (A135)
the	open (C74)	toes (A136)
the	closed (C75)	legs (A137)
the	smooth (C76)	nose (A138)
the	wrinkly (C77)	hair (A139)
the	(repeat cards)	belly (A140)
the		eyes (A141)

OR

The	mouth (A132)	is	soft (C68)
The	nose (A138)	is	hard (C69)
The	hair (A139)	is	enormous (C70)
The	belly (A140)	is	miniature (C71)
The	chicken (A130)	is	long (C72)
The	bird (A131)	is	short (C73)
The	squirrel (A132)	is	open (C74)
The	dog (A133)	is	closed (C75)
The	horse (A134)	is	smooth (C76)
The	cat (A135)	is	wrinkly (C77)
The	mouse (A136)	is	(repeat cards)
The	pig (A137)	is	

The	hippopotamus (A138)	is	
The	dinosaur (A139)	is	
The	elephant (A140)	is	
The	cow (A141)	is	

OR

The	hands (A130)	are	soft (C68)
The	feet (A134)	are	hard (C69)
The	knees (A135)	are	enormous (C70)
The	toes (A136)	are	miniature (C71)
The	legs (A137)	are	long (C72)
The	eyes (A141)	are	short (C73)
The	<b>(repeat cards)</b>	are	open (C74)
The		are	closed (C75)
The		are	smooth (C76)
The		are	wrinkly (C77)

Play the Phrase Game at least once a day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used.

### The Interchangeable Phrase Game for Books 1, 2 & 3

Beginning on Day 155, use retired Intermediate Phrases to reinforce that phrases can be combined to form a variation of sentences, while maintaining grammatical patterns.

You have two choices here:

1. Use the book rings supplied to fasten Set A cards together, and Set B cards together, and you/your child can flip the cards back and forth.

OR

2. Form two separate piles on the floor and interchange them by moving them around.

For example:

Emily is happy	throwing pancakes out.
Christopher is sad	on the banana.
Heather is cold	eating little popsicles.
Susan is happy	over the cheese.
Michael is climbing	under the cookies.
Tyler is jumping	off the sandwich.
Amanda is sleeping	drinking cold milk
Elizabeth is walking	in pink cereal.
Jack is swimming	over the toast.
David is swimming	under the apple.
Luke is hopping	reading big cookies.
Victoria is laughing	off the egg.

drinking (A13)	the	cookies (B7)
throwing (A14)	the	egg (B8)
eating (A15)	the	toast (B9)
(repeat cards)	the	apple (B10)
	the	popsicles (B11)
	the	cereal (B12)

Play the Phrase Game at least once a day. Remember to change the order of the cards in each pile, as well as alternating the categories that are being used.

### The Interchangeable Phrase Game for Books 4, 5 & 6

Beginning on Day 274, use retired Intermediate Phrases to reinforce that phrases can be combined to form a variation of sentences, while maintaining grammatical patterns.

You have two choices here:

1. Use the book rings supplied to fasten Set A cards together, and Set B cards together, and you/your child can flip the cards back and forth.

OR

2. Form two separate piles on the floor and interchange them by moving them around.

For example:

The boots are	on the floor.
The picture is	in the bowl.
The spoon is	off the bed.
The blanket is	under the table.
The cup is	over the chair.
The pillow is	un the bathtub.
The sweater is	on the refrigerator.
The ball is	over the door.
The toothbrush is	out the window.
The shoes are	in the sink.
The pajamas are	under the lamp.
The book is	on the shelf.

### **The Interchangable Phrase Game for Books 7, 8 & 9**

**Beginning on Day 407**, use retired Intermediate Phrases for Books 7, 8 & 9 to reinforce that phrases can be combined to form a variation of sentences, while maintaining grammatical patterns.

You have two choices here:

1. Use the book rings supplied to fasten Set A cards together, and Set B cards together, and you/your child can flip the cards back and forth.

OR

2. Form two separate piles on the floor and interchange them by moving them around.

For example:

The pink cat	nose is soft.
The white pig	belly is enormous.
The striped horse	ears are short.
The brown dog	hair is long.
The green dinosaur	arms are open.
The blue chicken	feet are hard.
The purple hippopotamus	knees are wrinkly.
The red elephant	eyes are smooth.
The yellow bird	legs are wet.
The gray squirrel	hands are miniature.
The spotted cow	mouth is closed.
The black mouse	toes are dry.

### Level III - Challenger Phrases

On Day 173 you will begin introducing Challenger Phrases if you feel your child is ready. Children that began this program with an existing reading vocabulary, or who have completed Level I - Basic and Level II - Intermediate Phrases with ease, may wish to augment their reading skills further. The Challenger Phrases are intended for these children.

For those children who are still quite young, simply omit the Challenger Phrases and move forward to Level I books. Let your child be your guide here. If she is reading Intermediate Phrases aloud with ease, she is ready for a challenge!

#### Presentation of Level III - Challenger Phrases (for Books 1, 2, & 3)

This step is a prerequisite for Level III - Challenger Books and the presentation of this level differs greatly from levels I & II. Challenger Phrases will be ringed together to form booklets.

Set A will consist of flashcards **CP1 - CP8.**

Set B will consist of flashcards **CP9 - CP16.**

Set C will consist of flashcards **CP17 - CP24.**



**Example of Set A:** CP1 - CP8

Emily is happy drinking the

cold white milk.

Christopher is sad throwing the

little black pancakes out.

Heather is cold eating the

little blue and green popsicles.

Susan is happy eating the

big spotted cookies.

Present each set of Challenger Phrases **three times per day**.

# Sentences & Books

## Introduction of **SENTENCES** & Books:

### Level I, Level II & Level III Books

The introduction of sentences will take place using books. This is when the magic happens! Your child now understands that words represent people, objects, actions, etc. They are now ready to learn that a sequence of words now expresses a complete thought and forms a sentence.

After you have completed the full Presentation Schedule for Phrases you will now begin to introduce Sentences using Books. Illustrations are interchangeable with ALL three book levels.

# Book Preparation

Guidelines for deciding which Book Level is appropriate for your child:

Book Level	Approximate Age Level	Reading Level
Level I - Basic	1 year to 3 years	Interested in words, and shows comprehension. Still requires larger print (approximately 2"), as visual pathway may not be completely developed yet.
Level II - Intermediate	3 years to 6 years	Beginning to spontaneously read words aloud. Able to read somewhat smaller (approximately 1 1/2") print.
Level III - Challenger	6 years & up	Shows full comprehension of simple phrases. Needs a challenge! Able to read smaller (approximately 7/8 to 1") print with ease.

\*To ensure that you have chosen the correct level for your child's books, we recommend that you begin by assembling & presenting the first book only. Once you have established which level your child is comfortable with, continue creating the remaining books.

## Preparing Books:

### Step 1: Changing Print Size

In transitioning from phrases to sentences, you will need to begin reducing the print size on the book card so that you can fit all of the words on the page. Choose your print size, according to which level of books you will be preparing (see chart on page 24). You may consider adding additional pages to your child's books, by splitting up longer sentences onto two separate pages.

### Step 2: Moving to Black Print

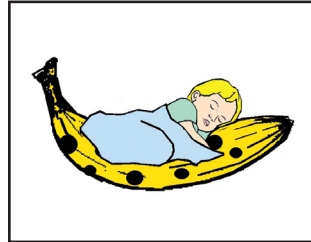
Your child is now ready for the transition from red ink to black ink. Printing in ALL books will now be black, rather than the red that was used for the flashcards. As the words get smaller, black print provides a better contrast on the white book cards than red.

### Example 1: Level I Book

Page 1:

Heather is  
sleeping on  
the banana.

Page 2:



### Example 2: Level I Book (\*IF your child is not ready for smaller print size)

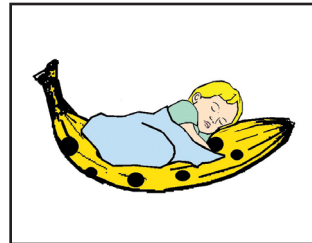
Page 1:

Heather  
is  
sleeping

Page 2:

on the  
banana.

Page 3:

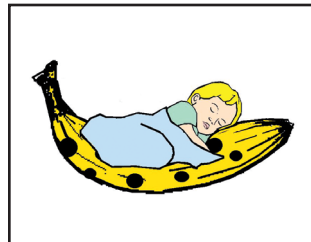


### Example 3: Level II Book

Page 1:

Heather is  
sleeping  
on the little  
banana.

Page 2:

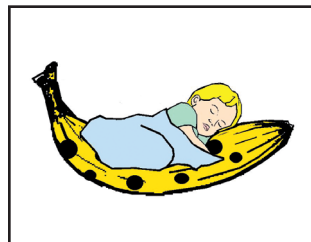


### Example 4: Level III Book

Page 1:

Heather is  
sleeping on the  
little spotted  
banana.

Page 2:





### Step 3: Assembling Books

- Books will consist of four sentences with illustrations to accompany each sentence.
- Always keep print and illustrations on separate pages, so as not to distract your child while reading.
- Page 1 will be the Title Page (Be creative in naming your books. Try to include your child's name in the title).
- Page 2 will be the first sentence of the book (Sentence 1).
- Page 3 will be the illustration reflecting Sentence 1.
- Page 4 will be the second sentence (Sentence 2).
- Page 5 will be the illustration reflecting Sentence 2.

Use these books with your child as an educational toy. They should have fun reading the sentences and looking at the pictures that illustrate these sentences.

FOLLOW THIS GUIDE, ALONG WITH THE APPROPRIATE PRESENTATION SCHEDULE  
FOR BOOKS 4, 5 & 6, AND AGAIN WITH BOOKS 7, 8 & 9.  
THE DAYS WILL BE DIFFERENT BUT WILL BE CLEARLY OUTLINED IN EACH  
PRESENTATION SCHEDULE.

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# Questions

## Frequently Asked Questions:

**Q:** How will I know if the print size is too small when introducing sentences?

**A:** A sign that the print is too small or that there are too many words on a page is that your child may appear distracted and disengaged in the reading process. If you recognize this sign of confusion... take a step back and return to the prior print size. (This does NOT mean repeating cards. However, you may consider breaking longer phrases/sentences into two segments). You should notice your child's eagerness return. Remain at this level as long as you feel it is necessary.

**Q:** Should I suspend the reading program when my child is ill?

**A:** Not if you can help it! Because it takes such little time throughout the day to present the reading program, you want to try and ensure that no days are missed.

**Q:** My child really loves the 'Name' cards and continues to want to revisit them. Should I keep showing them?


**A:** Take advantage of their eagerness! Use the Name cards in the Phrase Game, or form little booklets of your own, adding pictures if you like! However, be sure to continue on with the Presentation Schedule with new words, etc.

**Q:** My child is only 10 months old. How do I know whether he comprehends the longer phrases?

**A:** FAITH. If you are consistently following the Presentation Schedule and method recommended, know that your job is being done. You are presenting him with new information and his brain is growing. Reading is only a by-product of stimulating and growing the brain. Your child will begin to say the words aloud when he has developed the speech and is comfortable to do so.

**Q:** My child is in her teens, and she is still struggling with the Basic Level Phrases. What should I do? Should I continue on with the Presentation Schedule even though I'm not sure she is grasping the longer strings of words?

**A:** First of all, look objectively at your presentation technique and schedule, ensuring that you are flashing the flashcards at only one second per card.



Complete the Level II Intermediate Phrases, ensuring that you are spending ample time with the Phrase Game. This will continue to reinforce the words, while at the same time provide encouragement to your child, by using core words that they are comfortable with. If they begin to show great frustration, simply leave this level for a future time and begin the next set of books with single words again.

See the website [www.ereadingpro.com](http://www.ereadingpro.com) for more answers to commonly asked questions.



# eReadingPro

# Appendix

## Appendix

Page 39

### Appendix 1

Presentation Schedule for Books 1, 2 & 3.....Page 40  
Book 1, 2 & 3 Labels

### Appendix 2

Presentation Schedule for Books 4, 5 & 6.....Page 57  
Book 4, 5 & 6 Labels

### Appendix 3

Presentation Schedule for Books 7, 8 & 9.....Page 70  
Book 7, 8 & 9 Labels

# Schedule 1, 2 & 3

## Presentation Schedule for Books 1, 2 & 3

Names, Foods, Actions, Colors & Opposites

	Set A	Set B	Set C	Notes
	Names	Foods		
Day 1	A1 - A2	B1 - B2		Names begin. Foods begin.
Day 2	A1 - A2	B1 - B2		
Day 3	A1 - A3	B1 - B3		Present ALL Flashcards 3 x per day
Day 4	A1 - A3	B1 - B3		
Day 5	A1 - A4	B1 - B4		
Day 6	A1 - A4	B1 - B4		
Day 7	A1 - A5	B1 - B5		
Day 8	A1 - A5	B1 - B5		
Day 9	A2 - A6	B2 - B6		
Day 10	A2 - A6	B2 - B6		
Day 11	A3 - A7	B3 - B7		
Day 12	A3 - A7	B3 - B7		
Day 13	A4 - A8	B4 - B8		
Day 14	A4 - A8	B4 - B8		
Day 15	A5 - A9	B5 - B9		
Day 16	A5 - A9	B5 - B9		
Day 17	A6 - A10	B6 - B10		
Day 18	A6 - A10	B6 - B10		
Day 19	A7 - A11	B7 - B11		
Day 20	A7 - A11	B7 - B11		
Day 21	A8 - A12	B8 - B12		
Day 22	A8 - A12	B8 - B12		
Day 23	A9 - A12	B9 - B12		
Day 24	A9 - A12	B9 - B12		
Day 25	A10 - A12	B10 - B12		
Day 26	A10 - A12	B10 - B12		
Day 27	A11 - A12	B11 - B12		
Day 28	A11 - A12	B11 - B12		

# Schedule 1, 2 & 3

	Set A	Set B	Set C	Notes
	Actions	Colors	Opposites	
Day 29	A13 - A14	B13 - B14	C1 - C2	Actions begin. Colors begin. Opposites begin.
Day 30	A13 - A14	B13 - B14	C1 - C2	
Day 31	A13 - A15	B13 - B15	C1 - C3	
Day 32	A13 - A15	B13 - B15	C1 - C3	
Day 33	A13 - A16	B13 - B16	C1 - C4	
Day 34	A13 - A16	B13 - B16	C1 - C4	
Day 35	A13 - A17	B13 - B17	C1 - C5	
Day 36	A13 - A17	B13 - B17	C1 - C5	
Day 37	A14 - A18	B14 - B18	C2 - C6	
Day 38	A14 - A18	B14 - B18	C2 - C6	
Day 39	A15 - A19	B15 - B19	C3 - C7	
Day 40	A15 - A19	B15 - B19	C3 - C7	
Day 41	A16 - A20	B16 - B20	C4 - C8	
Day 42	A16 - A20	B16 - B20	C4 - C8	
Day 43	A17 - A21	B17 - B21	C5 - C9	
Day 44	A17 - A21	B17 - B21	C5 - C9	
Day 45	A18 - A22	B18 - B22	C6 - C10	
Day 46	A18 - A22	B18 - B22	C6 - C10	
Day 47	A19 - A23	B19 - B23	C7 - C11	
Day 48	A19 - A23	B19 - B23	C7 - C11	
Day 49	A20 - A24	B20 - B24	C8 - C12	
Day 50	A20 - A24	B20 - B24	C8 - C12	
Day 51	A21 - A24	B21 - B24	C9 - C12	
Day 52	A21 - A24	B21 - B24	C9 - C12	
Day 53	A22 - A24	B22 - B24	C10 - C12	
Day 54	A22 - A24	B22 - B24	C10 - C12	
Day 55	A23 - A24	B23 - B24	C11 - C12	
Day 56	A23 - A24	B23 - B24	C11 - C12	
Day 57	A25 - A26	B25 - B26	C13 - C14	
Day 58	A25 - A26	B25 - B26	C13 - C14	
Day 59	A25 - A27	B25 - B27	C13 - C15	

# Schedule 1, 2 & 3

	Set A	Set B	Set C	Notes
Day 60	A25 - A27	B25 - B27	C13 - 15	
Day 61	A25 - A28	B25 - B28	C13 - C16	
Day 62	A25 - A28	B25 - B28	C13 - C16	
Day 63	A25 - A29	B25 - B29	C13 - C17	
Day 64	A25 - A29	B25 - B29	C13 - C17	
Day 65	A26 - A30	B26 - B30	C14 - C18	
Day 66	A26 - A30	B26 - B30	C14 - C18	
Day 67	A27 - A31	B27 - B31	C15 - C19	
Day 68	A27 - A31	B27 - B31	C15 - C19	
Day 69	A28 - A32	B28 - B32	C16 - C20	
Day 70	A28 - A32	B28 - B32	C16 - C20	
Day 71	A29 - A33	B29 - B33	C17 - C21	
Day 72	A29 - A33	B29 - B33	C17 - C21	
Day 73	A30 - A34	B30 - B34	C18 - C22	
Day 74	A30 - A34	B30 - B34	C18 - C22	
Day 75	A31 - A35	B31 - B35	C19 - C23	
Day 76	A31 - A35	B31 - B35	C19 - C23	
Day 77	A32 - A36	B32 - B36	C20 - C24	
Day 78	A32 - A36	B32 - B36	C20 - C24	
Day 79	A33 - A37	B33 - B37	C21 - C25	
Day 80	A33 - A37	B33 - B37	C21 - C25	
Day 81	A34 - A38	B34 - B38	C22 - C26	
Day 82	A34 - A38	B34 - B38	C22 - C26	
Day 83	A35 - A39	B35 - B39	C23 - C27	
Day 84	A35 - A39	B35 - B39	C23 - C27	
Day 85	A36 - A40	B36 - B40	C24 - C28	
Day 86	A36 - A40	B36 - B40	C24 - C28	
Day 87	A37 - A41	B37 - B41	C25 - C29	
Day 88	A37 - A41	B37 - B41	C25 - C29	
Day 89	A38 - A42	B38 - B42	C26 - C30	
Day 90	A38 - A42	B38 - B42	C26 - C30	
Day 91	A39 - A43	B39 - B43	C27 - C31	

# Schedule 1, 2 & 3

	Set A	Set B	Set C	Notes
Day 92	A39 - A43	B39 - B43	C27 - C31	
Day 93	A40 - A44	B40 - B44	C28 - C32	
Day 94	A40 - A44	B40 - B44	C28 - C32	
Day 95	A41 - A45	B41 - B45	C29 - C33	
Day 96	A41 - A45	B41 - B45	C29 - C33	
Day 97	A42 - A46	B42 - B46	C30 - C34	
Day 98	A42 - A46	B42 - B46	C30 - C34	
Day 99	A43 - A47	B43 - B47	C31 - C35	
Day 100	A43 - A47	B43 - B47	C31 - C35	
Day 101	A44 - A48	B44 - B48	C32 - C36	
Day 102	A44 - A48	B44 - B48	C32 - C36	
Day 103	A45 - A49	B45 - B49	C33 - C37	
Day 104	A45 - A49	B45 - B49	C33 - C37	
Day 105	A46 - A50	B46 - B50	C34 - C38	
Day 106	A46 - A50	B46 - B50	C34 - C38	
Day 107	A47 - A50	B47 - B50	C35 - C38	
Day 108	A47 - A50	B47 - B50	C35 - C38	
Day 109	A48 - A50	B48 - B50	C36 - C38	
Day 110	A48 - A50	B48 - B50	C36 - C38	
Day 111	A49 - A50	B49 - B50	C37 - C38	
Day 112	A49 - A50	B49 - B50	C37 - C38	
Day 113	A51 - A52	B51 - B52	Begin to play the Phrase Game with "and"	LEVEL - I
Day 114	A51 - A52	B51 - B52		BASIC PHRASES BEGIN
Day 115	A51 - A53	B51 - B53		
Day 116	A51 - A53	B51 - B53		
Day 117	A51 - A54	B51 - B54		
Day 118	A51 - A54	B51 - B54		
Day 119	A51 - A55	B51 - B55		
Day 120	A51 - A55	B51 - B55		
Day 121	A52 - A56	B52 - B56		
Day 122	A52 - A56	B52 - B56		
Day 123	A53 - A57	B53 - B57		

# Schedule 1, 2 & 3

	Set A	Set B	Set C	Notes
Day 124	A53 - A57	B53 - B57		
Day 125	A54 - A58	B54 - B58		
Day 126	A54 - A58	B54 - B58		
Day 127	A55 - A59	B55 - B59		
Day 128	A55 - A59	B55 - B59		
Day 129	A56 - A60	B56 - B60		
Day 130	A56 - A60	B56 - B60		
Day 131	A57 - A61	B57 - B61		
Day 132	A57 - A61	B57 - B61		
Day 133	A58 - A62	B58 - B62		
Day 134	A58 - A62	B58 - B62		
Day 135	A59 - A63	B59 - B63		
Day 136	A59 - A63	B59 - B63		
Day 137	A60 - A64	B60 - B64		
Day 138	A60 - A64	B60 - B64		
Day 139	A61 - A64	B61 - B64		
Day 140	A61 - A64	B61 - B64		
Day 141	A62 - A64	B62 - B64		
Day 142	A62 - A64	B62 - B64		
Day 143	A63 - A64	B63 - B64		
Day 144	A63 - A64	B63 - B64		
Day 145	A65 - A66	B65 - B66	Begin to play the Phrase Game with "is" and "the"	LEVEL II - INTERMEDIATE PHRASES
Day 146	A65 - A66	B65 - B66		
Day 147	A65 - A67	B65 - B67		
Day 148	A65 - A67	B65 - B67		
Day 149	A65 - A68	B65 - B68		
Day 150	A65 - A68	B65 - B68		
Day 151	A65 - A69	B65 - B69		
Day 152	A65 - A69	B65 - B69		
Day 153	A66 - A70	B66 - B70		
Day 154	A66 - A70	B66 - B70		

# Schedule 1, 2 & 3

	Set A	Set B	Set C	Notes
Day 155	A67 - A71	B67 - B71	Begin to use Intermediate Phrases in an interchangeable fashion. (see Guide)	
Day 156	A67 - A71	B67 - B71		
Day 157	A68 - A72	B68 - B72		
Day 158	A68 - A72	B68 - B72		
Day 159	A69 - A73	B69 - B73		
Day 160	A69 - A73	B69 - B73		
Day 161	A70 - A74	B70 - B74		
Day 162	A70 - A74	B70 - B74		
Day 163	A71 - A75	B71 - B75		
Day 164	A71 - A75	B71 - B75		
Day 165	A72 - A76	B72 - B76		
Day 166	A72 - A76	B72 - B76		
Day 167	A73 - A76	B73 - B76		Get ready, get set! Begin creating books!
Day 168	A73 - A76	B73 - B76		
Day 169	A74 - A76	B74 - B76		
Day 170	A74 - A76	B74 - B76		
Day 171	A75 - A76	B75 - B76		
Day 172	A75 - A76	B75 - B76		
Day 173	CP1 - CP8	CP9 - CP16	CP17 - CP24	LEVEL III - CHALLENGER PHRASE GROUPINGS BEGIN (see Guide)
Day 174	CP1 - CP8	CP9 - CP16	CP17 - CP24	
Day 175	CP1 - CP8	CP9 - CP16	CP17 - CP24	
Day 176	CP1 - CP8	CP9 - CP16	CP17 - CP24	
Day 177	CP1 - CP8	CP9 - CP16	CP17 - CP24	
	BEGIN PRESENTING BOOKS			

# Flashcard Labels - Books 1, 2 & 3

## Set A

### Names

A1 - Name

Emily

A2- Name

Christopher

A3- Name

Heather

A4- Name

Susan

A5 - Name

Michael

A6 - Name

Tyler

A7 - Name

Amanda

## Set B

### Foods

B1 - Food

milk

B2 - Food

cheese

B3 - Food

juice

B4 - Food

pancakes

B5 - Food

sandwich

B6 - Food

banana

B7 - Food

cookies

## Set C

A8 – Name

Elizabeth

B8 – Food

egg

A9 – Name

Jack

B9 – Food

toast

A10 – Name

David

B10 – Food

apple

A11 – Name

Luke

B11 – Food

popsicles

A12 – Name

Victoria

B12 – Food

cereal

## Actions

## Colors

## Opposites

A13 – Action

drinking

B13 – Color

white

C1 – Opposite

happy

A14 – Action

throwing

B14 – Color

black

C2 – Opposite

sad

A15 – Action

eating

B15 – Color

green

C3 – Opposite

little

A16 – Action

jumping

B16 – Color

spotted

C4 – Opposite

big

A17 – Action  
reading

B17 – Color  
pink

C5 – Opposite  
cold

A18 – Action  
climbing

B18 – Color  
yellow

C6 – Opposite  
hot

A19 – Action  
sleeping

B19 – Color  
brown

C7 – Opposite  
on

A20 – Action  
running

B20 – Color  
red

C8 – Opposite  
off

A21 – Action  
walking

B21 – Color  
striped

C9 – Opposite  
in

A22 – Action  
swimming

B22 – Color  
purple

C10 – Opposite  
out

A23 – Action  
hopping

B23 – Color  
gray

C11 – Opposite  
over

A24 – Action  
laughing

B24 – Color  
blue

C12 – Opposite  
under

Couplets  
Set A

Couplets  
Set B

Couplets  
Set C

A25 – Couplet Card  
Emily drinking

B25 – Couplet Card  
apple juice

C13 – Couplet Card  
happy reading

A26 – Couplet Card

Christopher throwing

B26 – Couplet Card

cheese sandwich

C14 – Couplet Card

sad egg

A27 – Couplet Card

Heather eating

B27 – Couplet Card

white toast

C15 – Couplet Card

little pancakes

A28 – Couplet Card

Susan reading

B28 – Couplet Card

black pancakes

C16 – Couplet Card

big cookies

A29 – Couplet Card

Michael climbing

B29 – Couplet Card

green popsicles

C17 – Couplet Card

cold milk

A30 – Couplet Card

Tyler jumping

B30 – Couplet Card

spotted banana

C18 – Couplet Card

hot toast

A31 – Couplet Card

Amanda sleeping

B31 – Couplet Card

pink cereal

C19 – Couplet Card

on banana

A32 – Couplet Card

Elizabeth running

B32 – Couplet Card

yellow cheese

C20 – Couplet Card

off sandwich

A33 – Couplet Card

Jack walking

B33 – Couplet Card

brown toast

C21 – Couplet Card

in milk

A34 – Couplet Card

David swimming

B34 – Couplet Card

red apple

C22 – Couplet Card

throwing out

A35 – Couplet Card

Luke hopping

B35 – Couplet Card

striped cookies

C23 – Couplet Card

over toast

A36 – Couplet Card  
Victoria laughing

B36 – Couplet Card  
purple egg

C24 – Couplet Card  
under cookies

A37 – Couplet Card  
drinking milk

B37 – Couplet Card  
gray striped

C25 – Couplet Card  
happy drinking

A38 – Couplet Card  
throwing  
pancakes

B38 – Couplet Card  
blue popsicles

C26 – Couplet Card  
sad throwing

A39 – Couplet Card  
eating popsicles

B39 – Couplet Card  
white milk

C27 – Couplet Card  
little banana

A40 – Couplet Card  
reading cookies

B40 – Couplet Card  
black toast

C28 – Couplet Card  
big cheese

A41 – Couplet Card  
climbing over

B41 – Couplet Card  
green apple

C29 – Couplet Card  
cold eating

A42 – Couplet Card  
jumping off

B42 – Couplet Card  
spotted cookies

C30 – Couplet Card  
hot sandwich

A43 – Couplet Card  
sleeping on

B43 – Couplet Card  
pink milk

C31 – Couplet Card  
on toast

A44 – Couplet Card  
running in

B44 – Couplet Card  
yellow banana

C32 – Couplet Card  
off cheese

A45 – Couplet Card  
walking over

B45 – Couplet Card  
brown egg

C33 – Couplet Card  
in juice

A46 – Couplet Card  
swimming under

A47 – Couplet Card  
hopping off

A48 – Couplet Card  
laughing under

A49 – Couplet Card  
happy Emily

A50 – Couplet Card  
sad Christopher

## Level I Basic Phrases Set A

A51 – Basic Phrase  
running in milk

A52 – Basic Phrase  
throwing little  
pancakes

A53 – Basic Phrase  
climbing big  
cheese

A54 – Basic Phrase  
jumping off  
sandwich

B46 – Couplet Card  
red juice

B47 – Couplet Card  
striped egg

B48 – Couplet Card  
gray cookies

B49 – Couplet Card  
blue cheese

B50 – Couplet Card  
purple juice

## Level I Basic Phrases Set B

B51 – Basic Phrase  
drinking white milk

B52 – Basic Phrase  
eating green  
popsicles

B53 – Basic Phrase  
climbing yellow  
cheese

B54 – Basic Phrase  
under gray  
cookies

C34– Couplet Card  
pancakes out

C35 – Couplet Card  
over cheese

C36 – Couplet Card  
under juice

C37 – Couplet Card  
big apple

C38 – Couplet Card  
little popsicles

Phrase Game  
and

A55 – Basic Phrase  
happy drinking  
milk

A56 – Basic Phrase  
sleeping on  
banana

A57 – Basic Phrase  
running in cereal

A58 – Basic Phrase  
walking over toast

A59 – Basic Phrase  
swimming under  
apple

A60 – Basic Phrase  
hopping off egg

A61 – Basic Phrase  
laughing under  
cookies

A62 – Basic Phrase  
climbing over  
cheese

A63 – Basic Phrase  
swimming under  
juice

A64 – Basic Phrase  
jumping off  
cheese

B55 – Basic Phrase  
reading spotted  
cookies

B56 – Basic Phrase  
eating blue  
popsicles

B57 – Basic Phrase  
little black  
pancakes

B58 – Basic Phrase  
black pancakes  
out

B59 – Basic Phrase  
pink cereal milk

B60 – Basic Phrase  
blue and green

B61 – Basic Phrase  
little blue  
popsicles

B62 – Basic Phrase  
sad throwing  
pancakes

B63 – Basic Phrase  
cereal and milk

B64 – Basic Phrase  
under apple juice

## Level II Intermediate Phrases - Set A

A65-Intermediate Phrase  
Emily is happy

A66-Intermediate Phrase  
Christopher is sad

A67-Intermediate Phrase  
Heather is cold

A68-Intermediate Phrase  
Susan is happy

A69-Intermediate Phrase  
Michael is  
climbing

A70-Intermediate Phrase  
Tyler is  
jumping

A71-Intermediate Phrase  
Amanda is  
sleeping

A72-Intermediate Phrase  
Elizabeth is running

A73-Intermediate Phrase  
Jack is walking

## Level II Intermediate Phrases - Set B

B65-Intermediate Phrase  
drinking cold milk.

B66-Intermediate Phrase  
throwing  
pancakes out.

B67-Intermediate Phrase  
eating little  
popsicles.

B68-Intermediate Phrase  
reading big  
cookies.

B69-Intermediate Phrase  
over the cheese.

B70-Intermediate Phrase  
off the sandwich.

B71-Intermediate Phrase  
on the banana.

B72-Intermediate Phrase  
in pink cereal.

B73-Intermediate Phrase  
over the toast.

Phrase Game  
is

Phrase Game  
the

A74-Intermediate Phrase

David is  
swimming

A75-Intermediate Phrase

Luke is  
hopping

A76-Intermediate Phrase

Victoria is  
laughing

## Level III Challenger Phrases

Challenger Phrase 1

Emily is happy  
drinking the

Challenger Phrase 4

little black  
pancakes out.

Challenger Phrase 7

Susan is happy  
reading the

Challenger Phrase 10

big yellow  
cheese.

Challenger Phrase 13

Amanda is  
sleeping on the

Challenger Phrase 16

pink cereal and  
milk.

B74-Intermediate Phrase

under the juice.

B75-Intermediate Phrase

off the egg.

B76-Intermediate Phrase

under the  
cookies.

Challenger Phrase 2

cold white milk.

Challenger Phrase 5

Heather is cold  
eating the

Challenger Phrase 8

big spotted  
cookies.

Challenger Phrase 11

Tyler is  
jumping off the

Challenger Phrase 14

little spotted  
banana.

Challenger Phrase 17

Jack is walking  
over the

Challenger Phrase 3

Christopher is sad  
throwing the

Challenger Phrase 6

little blue and  
green popsicles.

Challenger Phrase 9

Michael is climbing  
over the

Challenger Phrase 12

hot cheese  
sandwich.

Challenger Phrase 15

Elizabeth is running  
in the

Challenger Phrase 18

hot brown toast.

Challenger Phrase 19  
David is  
swimming under the

Challenger Phrase 22  
sad purple egg.

## Level I Basic BOOKS

### BOOK 1

Basic Book 1 - Sentence 1  
Emily is drinking milk.

Basic Book 1 - Sentence 2  
Christopher is throwing  
pancakes.

Basic Book 1 - Sentence 3  
Heather is eating popsicles.

Basic Book 1 - Sentence 4  
Susan is reading  
cookies.

Challenger Phrase 20  
red apple juice.

Challenger Phrase 23  
Victoria is  
laughing under the

### BOOK 2

Basic Book 2 - Sentence 1  
Michael is climbing  
cheese.

Basic Book 2 - Sentence 2  
Tyler is jumping off the  
sandwich.

Basic Book 2 - Sentence 3  
Amanda is sleeping  
on the banana.

Basic Book 2 - Sentence 4  
Elizabeth is running in the  
cereal.

Challenger Phrase 21  
Luke is  
hopping off the

Challenger Phrase 24  
gray striped  
cookies.

### BOOK 3

Basic Book 3 - Sentence 1  
Jack is walking over  
the toast.

Basic Book 3 - Sentence 2  
David is swimming  
under the juice.

Basic Book 3 - Sentence 3  
Luke is hopping off  
the egg.

Basic Book 3 - Sentence 4  
Victoria is laughing  
under the cookies.

## Level II Intermediate BOOKS

### BOOK 1

### BOOK 2

### BOOK 3

Intermediate Book 1–Sentence 1

Emily is happy drinking  
the cold milk.

Intermediate Book 1–Sentence 2

Christopher is sad throwing  
the pancakes out.

Intermediate Book 1–Sentence 3

Heather is cold eating the  
little popsicles.

Intermediate Book 1–Sentence

Susan is happy reading  
the big cookies.

## Level III Challenger Book

Challenger Book 1–Sentence 1

Emily is happy drinking  
the cold white milk.

Challenger Book 1–Sentence 2

Christopher is sad throwing the  
little black pancakes out.

Challenger Book 1–Sentence 3

Heather is cold eating the  
little blue and green popsicles.

Challenger Book 1–Sentence 4

Susan is happy reading  
the big spotted cookies.

Intermediate Book 2–Sentence 1

Michael is climbing over  
the big cheese.

Intermediate Book 2–Sentence 2

Tyler is jumping off the  
hot sandwich.

Intermediate Book 2–Sentence 3

Amanda is sleeping on  
the little banana.

Intermediate Book 2–Sentence

Elizabeth is running in the  
pink cereal.

Challenger Book 2–Sentence 1

Michael is climbing over  
the big yellow cheese.

Challenger Book 2–Sentence 2

Tyler is jumping off the  
hot cheese sandwich.

Challenger Book 2–Sentence 3

Amanda is sleeping on the  
little spotted banana.

Challenger Book 2–Sentence 4

Elizabeth is running in the  
pink cereal and milk.

Intermediate Book 3–Sentence 1

Jack is walking over the  
hot toast.

Intermediate Book 3–Sentence 2

David is swimming  
under the apple juice.

Intermediate Book 3–Sentence 3

Luke is hopping off the  
sad egg.

Intermediate Book 3–Sentence

Victoria is laughing under  
the striped cookies.

Challenger Book 3–Sentence 1

Jack is walking over  
the hot brown toast.

Challenger Book 3–Sentence 2

David is swimming  
under the red apple juice.

Challenger Book 3–Sentence 3

Luke is hopping off  
the sad purple egg.

Challenger Book 3–Sentence 4

Victoria is laughing  
under the gray striped cookies.

# Schedule 4, 5 & 6

## Presentation Schedule for Books 4, 5 & 6

	Set A	Set B	Set C	Notes
	Belongings	Environment	Opposites	
Day 178	A77 - A78	B77 - B78		Belongings begin. Environment begin.
Day 179	A77 - A78	B77 - B78		
Day 180	A77 - A79	B77 - B79		Present ALL Flashcards 3 x per day
Day 181	A77 - A79	B77 - B79		
Day 182	A77 - A80	B77 - B80		
Day 183	A77 - A80	B77 - B80		
Day 184	A77 - A81	B77 - B81		
Day 185	A77 - A81	B77 - B81		
Day 186	A78 - A82	B78 - B82		
Day 187	A78 - A82	B78 - B82		
Day 188	A79 - A83	B79 - B83		
Day 189	A79 - A83	B79 - B83		
Day 190	A80 - A84	B80 - B84		
Day 191	A80 - A84	B80 - B84		
Day 192	A81 - A85	B81 - B85		
Day 193	A81 - A85	B81 - B85		
Day 194	A82 - A86	B82 - B86		
Day 195	A82 - A86	B82 - B86		
Day 196	A83 - A87	B83 - B87		
Day 197	A83 - A87	B83 - B87		
Day 198	A84 - A88	B84 - B88	C39-C44	Opposites begin
Day 199	A84 - A88	B84 - B88	C39-C44	
Day 200	A85 - A88	B85 - B88	C39-C44	
Day 201	A85 - A88	B85 - B88	C39-C44	
Day 202	A86 - A88	B86 - B88	C39-C44	
Day 203	A86 - A88	B86 - B88	C39-C44	
Day 204	A87 - A88	B87 - B88	C39-C44	
Day 205	A87 - A88	B87 - B88	C39-C44	

## Schedule 4, 5 & 6

	Set A	Set B	Set C	Notes
Day 206	A89 - A90	B89 - B90	C45 - C46	Couplets begin.
Day 207	A89 - A90	B89 - B90	C45 - C46	
Day 208	A89 - A91	B89 - B91	C45 - C47	
Day 209	A89 - A91	B89 - B91	C45 - C47	
Day 210	A89 - A92	B89 - B92	C45 - C48	
Day 211	A89 - A92	B89 - B92	C45 - C48	
Day 212	A89 - A93	B89 - B93	C45 - C49	
Day 213	A89 - A93	B89 - B93	C45 - C49	
Day 214	A90 - A94	B90 - B94	C46 - C50	
Day 215	A90 - A94	B90 - B94	C46 - C50	
Day 216	A91 - A95	B91 - B95	C47 - C51	
Day 217	A91 - A95	B91 - B95	C47 - C51	
Day 218	A92 - A96	B92 - B96	C48 - C52	
Day 219	A92 - A96	B92 - B96	C48 - C52	
Day 220	A93 - A97	B93 - B97	C49 - C53	
Day 221	A93 - A97	B93 - B97	C49 - C53	
Day 222	A94 - A98	B94 - B98	C50 - C54	
Day 223	A94 - A98	B94 - B98	C50 - C54	
Day 224	A95 - A99	B95 - B99	C51 - C55	
Day 225	A95 - A99	B95 - B99	C51 - C55	
Day 226	A96 - A100	B96 - B100	C52 - C56	
Day 227	A96 - A100	B96 - B100	C52 - C56	
Day 228	A97 - A101	B97 - B101	C53 - C57	
Day 229	A97 - A101	B97 - B101	C53 - C57	
Day 230	A98 - A102	B98 - B102	C54 - C58	
Day 231	A98 - A102	B98 - B102	C54 - C58	
Day 232	A99 - A103	B99 - B103	C55 - C59	
Day 233	A99 - A103	B99 - B103	C55 - C59	
Day 234	A100 - A104	B100 - B104	C56 - C60	
Day 235	A100 - A104	B100 - B104	C56 - C60	
Day 236	A101 - A105	B101 - B105	C57 - C61	
Day 237	A101 - A105	B101 - B105	C57 - C61	

# Schedule 4, 5 & 6

	Set A	Set B	Set C	Notes
Day 238	A102 - A106	B102 - B106	C58 - C62	
Day 239	A102 - A106	B102 - B106	C58 - C62	
Day 240	A103 - A107	B103 - B107	C59 - C63	
Day 241	A103 - A107	B103 - B107	C59 - C63	
Day 242	A104 - A108	B104 - B108	C60 - C64	
Day 243	A104 - A108	B104 - B108	C60 - C64	
Day 244	A105 - A109	B105 - B109	C61 - C65	
Day 245	A105 - A109	B105 - B109	C61 - C65	
Day 246	A106 - A110	B106 - B110	C62 - C66	
Day 247	A106 - A110	B106 - B110	C62 - C66	
Day 248	A107 - A111	B107 - B111	C63 - C67	
Day 249	A107 - A111	B107 - B111	C63 - C67	
Day 250	A108 - A111	B108 - B111	C64 - C67	
Day 251	A108 - A111	B108 - B111	C64 - C67	
Day 252	A109 - A111	B109 - B111	C65 - C67	
Day 253	A109 - A111	B109 - B111	C65 - C67	
Day 254	A110 - A111	B110 - B111	C66 - C67	
Day 255	A110 - A111	B110 - B111	C66 - C67	
Day 256	A112 - A117	B112 - B117	Begin to play the Phrase Game with "is" and "are"	LEVEL - I BASIC PHRASES BEGIN
Day 257	A112 - A117	B112 - B117		
Day 258	A112 - A117	B112 - B117		
Day 259	A112 - A117	B112 - B117		
Day 260	A112 - A117	B112 - B117		
Day 261	A112 - A117	B112 - B117		
Day 262	A112 - A117	B112 - B117		
Day 263	A112 - A117	B112 - B117		
Day 264	A118 - A119	B118 - B119	Add to the Phrase Game "the" and "The"	LEVEL - II INTERMEDIATE PHRASES BEGIN
Day 265	A118 - A119	B118 - B119		
Day 266	A118 - A120	B118 - B120		
Day 267	A118 - A120	B118 - B120		
Day 268	A118 - A121	B118 - B121		
Day 269	A118 - A121	B118 - B121		

# Schedule 4, 5 & 6

	Set A	Set B	Set C	Notes
Day 270	A118 - A122	B118 - B122		
Day 271	A118 - A122	B118 - B122		
Day 272	A119 - A123	B119 - B123		
Day 273	A119 - A123	B119 - B123		
Day 274	A120 - A124	B120 - B124	Begin to use Intermediate Phrases in an interchangeable fashion. (see guide)	
Day 275	A120 - A124	B120 - B124		
Day 276	A121 - A125	B121 - B125		
Day 277	A121 - A125	B121 - B125		
Day 278	A122 - A126	B122 - B126		
Day 279	A122 - A126	B122 - B126		
Day 280	A123 - A127	B123 - B127		
Day 281	A123 - A127	B123 - B127		
Day 282	A124 - A128	B124 - B128		Get ready, get set! Begin creating books!
Day 283	A124 - A128	B124 - B128		
Day 284	A125 - A129	B125 - B129		
Day 285	A125 - A129	B125 - B129		
Day 286	A126 - A129	B126 - B129		
Day 287	A126 - A129	B126 - B129		
Day 288	A127 - A129	B127 - B129		
Day 289	A127 - A129	B127 - B129		
Day 290	A128 - A129	B128 - B129		
Day 291	A128 - A129	B128 - B129		
Day 292	CP25 - CP32	CP33 - CP40	CP41 - CP48	LEVEL III - CHALLENGER PHRASE GROUPINGS BEGIN (see Guide)
Day 293	CP25 - CP32	CP33 - CP40	CP41 - CP48	
Day 294	CP25 - CP32	CP33 - CP40	CP41 - CP48	
Day 295	CP25 - CP32	CP33 - CP40	CP41 - CP48	
Day 296	CP25 - CP32	CP33 - CP40	CP41 - CP48	
BEGIN PRESENTING BOOKS				

# Flashcard Labels - Books 4, 5 & 6

## Set A

## Set B

## Set C

### Belongings

### Environment

A77 - Belongings  
book

B77 - Environment  
refrigerator

A78 - Belongings  
sweater

B78 - Environment  
bathtub

A79 - Belongings  
pillow

B79 - Environment  
door

A80 - Belongings  
blanket

B80 - Environment  
bed

A81 - Belongings  
shoes

B81 - Environment  
table

A82 - Belongings  
pajamas

B82 - Environment  
shelf

A83 - Belongings  
ball

B83 - Environment  
window

### Opposites

C39 - Opposites  
dirty

A84 - Belongings  
toothbrush

B84 - Environment  
floor

C40 - Opposites  
clean

A85 - Belongings  
spoon

B85 - Environment  
chair

C41 - Opposites  
wet

A86 - Belongings  
bowl

B86 - Environment  
sink

C42 - Opposites  
dry

A87 - Belongings  
cup

B87 - Environment  
lamp

C43 - Opposites  
empty

A88 - Belongings  
boots

B88 - Environment  
picture

C44 - Opposites  
full

## Couplets

A89 - Couplet  
dry blanket

B89 - Couplet  
empty bathtub

C45 - Couplet  
picture window

A90 - Couplet  
clean sweater

B90 - Couplet  
full refrigerator

C46 - Couplet  
bed pillow

A91 - Couplet  
dirty pillow

B91 - Couplet  
big door

C47 - Couplet  
floor lamp

A92 - Couplet  
empty bowl

B92 - Couplet  
little shelf

C48 - Couplet  
refrigerator door

A93 – Couplet  
big pajamas

B93 – Couplet  
clean bed

C49 – Couplet  
book shelf

A94 – Couplet  
wet ball

B94 – Couplet  
dirty window

C50 – Couplet  
table lamp

A95 – Couplet  
full cup

B95 – Couplet  
empty chair

C51 – Couplet  
pajamas under

A96 – Couplet  
dry toothbrush

B96 – Couplet  
full bathtub

C52 – Couplet  
spoon in

A97 – Couplet  
wet boots

B97 – Couplet  
wet table

C53 – Couplet  
ball in

A98 – Couplet  
dirty shoes

B98 – Couplet  
dry sink

C54 – Couplet  
toothbrush in

A99 – Couplet  
empty spoon

B99 – Couplet  
big chair

C55 – Couplet  
picture over

A100 – Couplet  
picture book

B100 – Couplet  
little refrigerator

C56 – Couplet  
shoes on

A101 – Couplet  
clean pillow

B101 – Couplet  
clean door

C57 – Couplet  
ball out

A102 – Couplet  
empty cup

B102 – Couplet  
dirty floor

C58 – Couplet  
sweater over

A103 – Couplet  
big sweater

B103 – Couplet  
empty refrigerator

C59 – Couplet  
cup under

A104 – Couplet  
dirty toothbrush

B104 – Couplet  
full table

C60 – Couplet  
blanket over

A105 – Couplet  
wet blanket

B105 – Couplet  
wet bathtub

C61 – Couplet  
little picture

A106 – Couplet  
clean shoes

B106 – Couplet  
dry chair

C62 – Couplet  
book on

A107 – Couplet  
wet cup

B107 – Couplet  
clean window

C63 – Couplet  
full sink

A108 – Couplet  
full bowl

B108 – Couplet  
dirty bed

C64 – Couplet  
dry bowl

A109 – Couplet  
dirty shoes

B109 – Couplet  
full shelf

C65 – Couplet  
lamp off

A110 – Couplet  
little pajamas

B110 – Couplet  
empty sink

C66 – Couplet  
boots out

A111 – Couplet  
dry spoon

B111 – Couplet  
clean floor

C67 – Couplet  
pillow off

## Level I Basic Phrases

A112- Basic Phrase  
picture is on

B112 – Basic Phrase  
book is on

Phrase Game  
is

A113 – Basic Phrase  
toothbrush is in

B113 – Basic Phrase  
sweater is over

Phrase Game  
are

A114 – Basic Phrase  
blanket is over

B114 – Basic Phrase  
pillow is off

A115 – Basic Phrase  
spoon is in

B115 – Basic Phrase  
ball is in

A116 – Basic Phrase  
cup is under

B116 – Basic Phrase  
shoes are on

A117 – Basic Phrase  
boots are out

B117 – Basic Phrase  
pajamas are  
under

## Level II Intermediate Phrases

A118- Intermediate Phrase  
The boots are

B118- Intermediate Phrase  
on the floor.

Phrase Game  
the

A119 - Intermediate Phrase  
The picture is

B119 - Intermediate Phrase  
in the bowl.

Phrase Game  
The

A120 - Intermediate Phrase  
The spoon is

B120 - Intermediate Phrase  
off the bed.

A121 - Intermediate Phrase

The blanket is

B121 - Intermediate Phrase

under the table.

A122 - Intermediate Phrase

The cup is

B122 - Intermediate Phrase

over the chair.

A123 - Intermediate Phrase

The pillow is

B123 - Intermediate Phrase

in the bathtub.

A124 - Intermediate Phrase

The sweater is

B124 - Intermediate Phrase

on the  
refrigerator.

A125 - Intermediate Phrase

The ball is

B125 - Intermediate Phrase

over the door.

A126 - Intermediate Phrase

The toothbrush is

B126 - Intermediate Phrase

out the window.

A127 - Intermediate Phrase

The shoes are

B127 - Intermediate Phrase

in the sink.

A128 - Intermediate Phrase

The pajamas are

B128 - Intermediate Phrase

under the lamp.

A129 - Intermediate Phrase

The book is

B129 - Intermediate Phrase

on the shelf.

Level – III  
Challenger  
Phrases

Challenger Phrase 25

The clean sweater is

Challenger Phrase 26

over the big door.

Challenger Phrase 27

The wet boots are

Challenger Phrase 28

out the dirty  
window.

Challenger Phrase 29

The dirty shoes  
are

Challenger Phrase 30

on the clean floor.

Challenger Phrase 31

The wet ball is

Challenger Phrase 32

in the full bathtub.

Challenger Phrase 33

The full cup is

Challenger Phrase 34

under the wet  
table.

Challenger Phrase 35

The empty spoon  
is

Challenger Phrase 36

in the dry bowl.

Challenger Phrase 37

The little picture is

Challenger Phrase 38

on the full  
refrigerator.

Challenger Phrase 39

The dry  
toothbrush is

Challenger Phrase 40

in the empty sink.

Challenger Phrase 41

The picture book  
is

Challenger Phrase 42

on the little shelf.

Challenger Phrase 43

The dry blanket is

Challenger Phrase 44

over the empty  
chair.

Challenger Phrase 45

The big pajamas  
are

Challenger Phrase 46

under the floor  
lamp.

Challenger Phrase 47

The dirty pillow is

Challenger Phrase 48

off the clean bed.

Level I  
Basic Book  
Sentences

BOOK 4

BOOK 5

BOOK 6

Basic Book 4 - Sentence 1  
The sweater is over the  
door.

Basic Book 4 - Sentence 2  
The boots are out the  
window.

Basic Book 4 - Sentence 3  
The shoes are on the floor.

Basic Book 4 - Sentence 4  
The ball is in the bathtub.

Basic Book 5 - Sentence 1  
The cup is under the  
table.

Basic Book 5 - Sentence 2  
The spoon is in the bowl.

Basic Book 5 - Sentence 3  
The picture is on the  
refrigerator.

Basic Book 5 - Sentence 4  
The toothbrush is in the  
sink.

Basic Book 6 - Sentence 1  
The book is on the shelf.

Basic Book 6 - Sentence 2  
The blanket is over the  
chair.

Basic Book 6 - Sentence 3  
The pajamas are under  
the lamp.

Basic Book 6 - Sentence 4  
The pillow is off the bed.

## Level II Intermediate Book

### BOOK 4

Intermediate Book 4  
Sentence 1  
The sweater is over the  
big door.

Intermediate Book 4  
Sentence 2  
The wet boots are out the  
window.

Intermediate Book 4  
Sentence 3  
The shoes are on the  
clean floor.

Intermediate Book 4  
Sentence 4  
The ball is in the full  
bathtub.

### BOOK 5

Intermediate Book 5  
Sentence 1  
The full cup is under the  
table.

Intermediate Book 5  
Sentence 2  
The empty spoon is in the  
bowl.

Intermediate Book 5  
Sentence 3  
The little picture is on the  
refrigerator.

Intermediate Book 45  
Sentence 4  
The toothbrush is in the  
empty sink.

### BOOK 6

Intermediate Book 6  
Sentence 1  
The book is on the little  
shelf.

Intermediate Book 6  
Sentence 2  
The dry blanket is over the  
chair.

Intermediate Book 6  
Sentence 3  
The pajamas are under  
the floor lamp.

Intermediate Book 6  
Sentence 4  
The dirty pillow is off the  
bed.

# Level III Challenger Book

## BOOK 4

Challenger Book 4

Sentence 1

The clean sweater is over  
the big door.

Challenger Book 4

Sentence 2

The wet boots are out the  
dirty window.

Challenger Book 4

Sentence 3

The dirty shoes are on the  
clean floor.

Challenger Book 4

Sentence 4

The wet ball is in the full  
bathtub.

## BOOK 5

Challenger Book 5

Sentence 1

The full cup is under the  
wet table.

Challenger Book 5

Sentence 2

The empty spoon is in the  
dry bowl.

Challenger Book 5

Sentence 3

The little picture is on the  
full refrigerator.

Challenger Book 5

Sentence 4

The dry toothbrush is in  
the empty sink.

## BOOK 6

Challenger Book 6

Sentence 1

The picture book is on the  
little shelf.

Challenger Book 6

Sentence 2

The dry blanket is over the  
empty chair.

Challenger Book 6

Sentence 3

The big pajamas are  
under the floor lamp.

Challenger Book 6

Sentence 4

The dirty pillow is off the  
clean bed.

# Schedule 7, 8 & 9

## Presentation Schedule for Books 7, 8 & 9

	Set A	Set B	Set C	Notes
	Body Parts	Animals	Opposites	
Day 297	A130 - A131	B130 - B131		Body Parts begin. Animals begin.
Day 298	A130 - A131	B130 - B131		
Day 299	A130 - A132	B130 - B132		Present ALL Flashcards 3 x per day
Day 300	A130 - A132	B130 - B132		
Day 301	A130 - A133	B130 - B133	C68-C69	Opposites begin
Day 302	A130 - A133	B130 - B133	C68-C69	
Day 303	A130 - A134	B130 - B134	C68-C70	
Day 304	A130 - A134	B130 - B134	C68-C70	
Day 305	A131 - A135	B131 - B135	C68-C71	
Day 306	A131 - A135	B131 - B135	C68-C71	
Day 307	A132 - A136	B132 - B136	C68-C72	
Day 308	A132 - A136	B132 - B136	C68-C72	
Day 309	A133 - A137	B133 - B137	C69-C73	
Day 310	A133 - A137	B133 - B137	C69-C73	
Day 311	A134 - A138	B134 - B138	C70-C74	
Day 312	A134 - A138	B134 - B138	C70-C74	
Day 313	A135 - A139	B135 - B139	C71-C75	
Day 314	A135 - A139	B135 - B139	C71-C75	
Day 315	A136 - A140	B136 - B140	C72-C76	
Day 316	A136 - A140	B136 - B140	C72-C76	
Day 317	A137 - A141	B137 - B141	C73-C77	
Day 318	A137 - A141	B137 - B141	C73-C77	
Day 319	A138 - A141	B138 - B141	C74-C77	
Day 320	A138 - A141	B138 - B141	C74-C77	
Day 321	A139 - A141	B139 - B141	C75-C77	
Day 322	A139 - A141	B139 - B141	C75-C77	
Day 323	A140 - A141	B140 - B141	C76-C77	
Day 324	A140 - A141	B140 - B141	C76-C77	

## Schedule 7, 8 & 9

	Set A	Set B	Set C	Notes
Day 325	A142 - A143	B142 - B143	C78 - C79	Couplets begin.
Day 236	A142 - A143	B142 - B143	C78 - C79	
Day 327	A142 - A144	B142 - B144	C78 - C80	
Day 328	A142 - A144	B142 - B144	C78 - C80	
Day 329	A142 - A145	B142 - B145	C78 - C81	
Day 330	A142 - A145	B142 - B145	C78 - C81	
Day 331	A142 - A146	B142 - B146	C78 - C82	
Day 332	A142 - A146	B142 - B146	C78 - C82	
Day 333	A143 - A147	B143 - B147	C79 - C83	
Day 334	A143 - A147	B143 - B147	C79 - C83	
Day 335	A144 - A148	B144 - B148	C80 - C84	
Day 336	A144 - A148	B144 - B148	C80 - C84	
Day 337	A145 - A149	B145 - B149	C81 - C85	
Day 338	A145 - A149	B145 - B149	C81 - C85	
Day 339	A146 - A150	B146 - B150	C82 - C86	
Day 340	A146 - A150	B146 - B150	C82 - C86	
Day 341	A147 - A151	B147 - B151	C83 - C87	
Day 342	A147 - A151	B147 - B151	C83 - C87	
Day 343	A148 - A152	B148 - B152	C84 - C88	
Day 344	A148 - A152	B148 - B152	C84 - C88	
Day 345	A149 - A153	B149 - B153	C85 - C89	
Day 346	A149 - A153	B149 - B153	C85 - C89	
Day 347	A150 - A154	B150 - B154	C86 - C90	
Day 348	A150 - A154	B150 - B154	C86 - C90	
Day 349	A151 - A155	B151 - B155	C87 - C91	
Day 350	A151 - A155	B151 - B155	C87 - C91	
Day 351	A152 - A156	B152 - B156	C88 - C92	
Day 352	A152 - A156	B152 - B156	C88 - C92	
Day 353	A153 - A157	B153 - B157	C89 - C93	
Day 354	A153 - A157	B153 - B157	C89 - C93	
Day 355	A154 - A158	B154 - B158	C90 - C94	
Day 356	A154 - A158	B154 - B158	C90 - C94	

# Schedule 7, 8 & 9

	Set A	Set B	Set C	Notes
Day 357	A155 - A159	B155 - B159	C91 - C95	
Day 358	A155 - A159	B155 - B159	C91 - C95	
Day 359	A156 - A160	B156 - B160	C92 - C96	
Day 360	A156 - A160	B156 - B160	C92 - C96	
Day 361	A157 - A161	B157 - B161	C93 - C97	
Day 362	A157 - A161	B157 - B161	C93 - C97	
Day 363	A158 - A161	B158 - B161	C94 - C97	
Day 364	A158 - A161	B158 - B161	C94 - C97	
Day 365	A159 - A161	B159 - B161	C95 - C97	
Day 366	A159 - A161	B159 - B161	C95 - C97	
Day 367	A160 - A161	B160 - B161	C96 - C97	
Day 368	A160 - A161	B160 - B161	C96 - C97	
Day 369	A162 - A163	B162 - B163	Begin to play the Phrase Game with "is" and "are"	LEVEL - I BASIC PHRASES BEGIN
Day 370	A162 - A163	B162 - B163		
Day 371	A162 - A164	B162 - B164		
Day 372	A162 - A164	B162 - B164		
Day 373	A162 - A165	B162 - B165		
Day 374	A162 - A165	B162 - B165		
Day 375	A162 - A166	B162 - B166		
Day 376	A162 - A166	B162 - B166		
Day 377	A163 - A167	B163 - B167		
Day 378	A163 - A167	B163 - B167		
Day 379	A164 - A168	B164 - B168		
Day 380	A164 - A168	B164 - B168		
Day 381	A165 - A169	B165 - B169		
Day 382	A165 - A169	B165 - B169		
Day 383	A166 - A170	B166 - B170		
Day 384	A166 - A170	B166 - B170		
Day 385	A167 - A171	B167 - B171		
Day 386	A167 - A171	B167 - B171		
Day 387	A168 - A172	B168 - B172		
Day 388	A168 - A172	B168 - B172		

# Schedule 7, 8 & 9

	Set A	Set B	Set C	Notes
Day 389	A169 - A173	B169 - B173		
Day 390	A169 - A173	B169 - B173		
Day 391	A170 - A173	B170 - B173		
Day 392	A170 - A173	B170 - B173		
Day 393	A171 - A173	B171 - B173		
Day 394	A171 - A173	B171 - B173		
Day 395	A172 - A173	B172 - B173		
Day 396	A172 - A173	B172 - B173		
Day 397	A174 - A175	B174 - B175	Add "The" to the Phrase Game	LEVEL - II INTERMEDIATE PHRASES BEGIN
Day 398	A174 - A175	B174 - B175		
Day 399	A174 - A176	B174 - B176		
Day 400	A174 - A176	B174 - B176		
Day 401	A174 - A177	B174 - B177		
Day 402	A174 - A177	B174 - B177		
Day 403	A174 - A178	B174 - B178		
Day 404	A174 - A178	B174 - B178		
Day 405	A175 - A179	B175 - B179		
Day 406	A175 - A179	B175 - B179		
Day 407	A176 - A180	B176 - B180	Begin to use Intermediate Phrases in an interchangeable fashion. (see guide)	
Day 408	A176 - A180	B176 - B180		
Day 409	A177 - A181	B177 - B181		
Day 410	A177 - A181	B177 - B181		
Day 411	A178 - A182	B178 - B182		
Day 412	A178 - A182	B178 - B182		
Day 413	A179 - A183	B179 - B183		
Day 414	A179 - A183	B179 - B183		
Day 415	A180 - A184	B180 - B184	Get ready, get set! Begin creating books!	
Day 416	A180 - A184	B180 - B184		
Day 417	A181 - A185	B181 - B185		
Day 418	A181 - A185	B181 - B185		
Day 419	A182 - A185	B182 - B185		
Day 420	A182 - A185	B182 - B185		

## Schedule 7, 8 & 9

	Set A	Set B	Set C	Notes
Day 421	A183 - A185	B183 - B185		
Day 422	A183 - A185	B183 - B185		
Day 423	A184 - A185	B184 - B185		
Day 424	A184 - A185	B184 - B185		
Day 425	CP49 - CP56	CP57 - CP64	CP65 - CP72	LEVEL III - CHALLENGER PHRASE GROUPINGS BEGIN (see Guide)
Day 426	CP49 - CP56	CP57 - CP64	CP65 - CP72	
Day 427	CP49 - CP56	CP57 - CP64	CP65 - CP72	
Day 428	CP49 - CP56	CP57 - CP64	CP65 - CP72	
Day 429	CP49 - CP56	CP57 - CP64	CP65 - CP72	
BEGIN PRESENTING BOOKS				

# Flashcard Labels - Books 7, 8 & 9

## Set A

### Body Parts

A130 – Body Parts  
hands

A131 – Body Parts  
ears

A132 – Body Parts  
mouth

A133 – Body Parts  
arms

A134 – Body Parts  
feet

A135 – Body Parts  
knees

A136 – Body Parts  
toes

## Set B

### Animals

B130 – Animals  
chicken

B131 – Animals  
bird

B132 – Animals  
squirrel

B133 – Animals  
dog

B134 – Animals  
horse

B135 – Animals  
cat

B136 – Animals  
mouse

## Set C

### Opposites

C68 – Opposites  
soft

C69 – Opposites  
hard

C70 – Opposites  
enormous

C71 – Opposites  
miniature

C72 – Opposites  
long

A137 – Body Parts

legs

B137 – Animals

pig

C73 – Opposites

short

A138 – Body Parts

nose

B138 – Animals

hippopotamus

C74 – Opposites

open

A139 – Body Parts

hair

B139 – Animals

dinosaur

C75 – Opposites

closed

A140 – Body Parts

belly

B140 – Animals

elephant

C76 – Opposites

smooth

A141 – Body Parts

eyes

B141 – Animals

cow

C77 – Opposites

wrinkly

## Couplets

A142 – Couplet

chicken feet

B142 – Couplet

soft hair

C78 – Couplet

smooth belly

A143 – Couplet

bird legs

B143 – Couplet

hard toes

C79 – Couplet

wrinkly legs

A144 – Couplet

squirrel hands

B144 – Couplet

enormous belly

C80 – Couplet

open arms

A145 – Couplet

dog hair

B145 – Couplet

miniature hands

C81 – Couplet

closed mouth

A146 – Couplet  
horse ears

B146 – Couplet  
long nose

C82 – Couplet  
enormous knees

A147 – Couplet  
cat nose

B147 – Couplet  
short ears

C83 – Couplet  
miniature hands

A148 – Couplet  
mouse eyes

B148 – Couplet  
open eyes

C84 – Couplet  
long hair

A149 – Couplet  
pig belly

B149 – Couplet  
closed hands

C85 – Couplet  
short dinosaur

A150 – Couplet  
hippopotamus  
knees

B150 – Couplet  
wet legs

C86 – Couplet  
wet mouth

A151 – Couplet  
dinosaur arms

B151 – Couplet  
dry toes

C87 – Couplet  
dry feet

A152 – Couplet  
elephant toes

B152 – Couplet  
smooth eyes

C88 – Couplet  
soft nose

A153 – Couplet  
cow mouth

B153 – Couplet  
wrinkly knees

C89 – Couplet  
hard feet

A154 – Couplet  
gray hands

B154 – Couplet  
striped horse

C90 – Couplet  
brown hair

A155 – Couplet  
striped ears

B155 – Couplet  
white pig

C91 – Couplet  
white belly

A156 – Couplet  
yellow legs

B156 – Couplet  
pink cat

C92 – Couplet  
black eyes

A157 – Couplet  
green arms

B157 – Couplet  
black mouse

C93 – Couplet  
red elephant

A158 – Couplet  
blue feet

B158 – Couplet  
brown dog

C94 – Couplet  
yellow bird

A159 – Couplet  
purple knees

B159 – Couplet  
spotted cow

C95 – Couplet  
gray squirrel

A160 – Couplet  
red toes

B160 – Couplet  
green dinosaur

C96 – Couplet  
purple  
hippopotamus

A161 – Couplet  
spotted mouth

B161 – Couplet  
blue chicken

C97 – Couplet  
pink nose

## Level I Basic Phrases

A162– Basic Phrase  
hands are  
miniature

B162 – Basic Phrase  
blue chicken feet

Phrase Game  
is

A163 – Basic Phrase  
ears are short

B163– Basic Phrase  
yellow bird legs

Phrase Game  
are

A164 – Basic Phrase  
mouth is closed

B164 – Basic Phrase  
gray squirrel  
hands

A165 – Basic Phrase

arms are open

B165 – Basic Phrase

brown dog hair

A166– Basic Phrase

feet are hard

B166 – Basic Phrase

striped horse ears

A167 – Basic Phrase

knees are wrinkly

B167 – Basic Phrase

pink cat nose

A168 – Basic Phrase

toes are dry

B168 – Basic Phrase

black mouse eyes

A169 – Basic Phrase

legs are wet

B169 – Basic Phrase

white pig belly

A170 – Basic Phrase

nose is soft

B170 – Basic Phrase

purple  
hippopotamus  
knees

A171– Basic Phrase

hair is long

B171 – Basic Phrase

green dinosaur  
arms

A172 – Basic Phrase

belly is enormous

B172 – Basic Phrase

red elephant toes

A173 – Basic Phrase

eyes are smooth

B173– Basic Phrase

spotted cow  
mouth

## Level II Intermediate Phrases

A174 – Intermediate Phrase

The pink cat

B174 – Intermediate Phrase

nose is soft.

Phrase Game

The

A175 – Intermediate Phrase

The white pig

B175 – Intermediate Phrase

belly is enormous.

A176 – Intermediate Phrase

The striped horse

B176– Intermediate Phrase

ears are short.

A177 – Intermediate Phrase

The brown dog

B177 – Intermediate Phrase

hair is long.

A178– Intermediate Phrase

The green  
dinosaur

B178 – Intermediate Phrase

arms are open.

A179 – Intermediate Phrase

The blue chicken

B179 – Intermediate Phrase

feet are hard.

A180 – Intermediate Phrase

The purple  
hippopotamus

B180 – Intermediate Phrase

knees are wrinkly.

A181 – Intermediate Phrase

The red elephant

B181 – Intermediate Phrase

eyes are smooth.

A182 – Intermediate Phrase

The yellow bird

B182 – Intermediate Phrase

legs are wet.

A183 – Intermediate Phrase  
The gray squirrel

A184 – Intermediate Phrase  
The spotted cow

A185 – Intermediate Phrase  
The black mouse

B183 – Intermediate Phrase  
hands are  
miniature.

B184 – Intermediate Phrase  
mouth is closed.

B185 – Intermediate Phrase  
toes are dry.

## Level – III Challenger Phrases

Challenger Phrase 49  
The pink cat nose  
is

Challenger Phrase 52  
enormous and  
smooth.

Challenger Phrase 55  
The brown dog  
hair is

Challenger Phrase 58  
open and short.

Challenger Phrase 61  
The purple  
hippopotamus  
knees are

Challenger Phrase 64  
dry and hard.

Challenger Phrase 50  
soft and long.

Challenger Phrase 53  
The striped horse  
ears are

Challenger Phrase 56  
long and soft.

Challenger Phrase 59  
The blue chicken  
feet are

Challenger Phrase 62  
wrinkly and  
enormous.

Challenger Phrase 65  
The yellow bird  
legs are

Challenger Phrase 51  
The white pig  
belly is

Challenger Phrase 54  
short and  
miniature.

Challenger Phrase 57  
The green  
dinosaur arms are

Challenger Phrase 60  
hard and dry.

Challenger Phrase 63  
The red elephant  
toes are

Challenger Phrase 66  
wet and wrinkly.

Challenger Phrase 67  
The gray squirrel  
hands are

Challenger Phrase 70  
closed and wet.

## Level I Basic Book Sentences

### BOOK 7

Book 7 – Basic Sentence 1  
The cat nose is soft.

Book 7 – Basic Sentence 2  
The pig belly is enormous.

Book 7 – Basic Sentence 3  
The horse ears are short.

Book 7 – Basic Sentence 4  
The dog hair is long.

## Level II Intermediate Book

### BOOK 7

Challenger Phrase 68  
miniature and  
closed.

Challenger Phrase 71  
The black mouse  
eyes are

### BOOK 8

Book 8 – Basic Sentence 1  
The dinosaur arms are  
open.

Book 8 – Basic Sentence 2  
The chicken feet are  
hard.

Book 8 – Basic Sentence 3  
The hippopotamus knees  
are wrinkly.

Book 8 – Basic Sentence 4  
The elephant toes are  
dry.

### BOOK 8

Challenger Phrase 69  
The spotted cow  
mouth is

Challenger Phrase 72  
smooth and  
open.

### BOOK 9

Book 8 – Basic Sentence 1  
The bird legs are wet.

Book 8 – Basic Sentence 2  
The squirrel hands are  
miniature.

Book 8 – Basic Sentence 3  
The cow mouth is closed.

Book 8 – Basic Sentence 4  
The mouse eyes are  
smooth.

### BOOK 9

Intermediate Book 7

Sentence 1

The pink cat nose is soft.

Intermediate Book 7

Sentence 2

The white pig belly is enormous.

Intermediate Book 7

Sentence 3

The striped horse ears are short.

Intermediate Book 7

Sentence 4

The brown dog hair is long.

## Level III Challenger Book

### BOOK 7

Challenger Book 7

Sentence 1

The pink cat nose is soft and long.

Challenger Book 7

Sentence 2

The white pig belly is enormous and smooth.

Challenger Book 7

Sentence 3

The striped horse ears are short and miniature.

Challenger Book 7

Sentence 4

The brown dog hair is long and soft.

Intermediate Book 8

Sentence 1

The green dinosaur arms are open.

Intermediate Book 8

Sentence 2

The blue chicken feet are hard.

Intermediate Book 8

Sentence 3

The purple hippopotamus knees are wrinkly.

Intermediate Book 8

Sentence 4

The red elephant toes are dry.

### BOOK 8

Challenger Book 8

Sentence 1

The green dinosaur arms are open and short.

Challenger Book 8

Sentence 2

The blue chicken feet are hard and dry.

Challenger Book 8

Sentence 3

The purple hippopotamus knees are wrinkly and enormous.

Challenger Book 8

Sentence 4

The red elephant toes are dry and hard.

Intermediate Book 9

Sentence 1

The yellow bird legs are wet.

Intermediate Book 9

Sentence 2

The gray squirrel hands are miniature.

Intermediate Book 9

Sentence 3

The spotted cow mouth is closed.

Intermediate Book 9

Sentence 4

The black mouse eyes are smooth.

### BOOK 9

Challenger Book 9

Sentence 1

The yellow bird legs are wet and wrinkly.

Challenger Book 9

Sentence 2

The gray squirrel hands are miniature and closed.

Challenger Book 9

Sentence 3

The spotted cow mouth is closed and wet.

Challenger Book 9

Sentence 4

The black mouse eyes are smooth and open.

**Emily**

**Christopher**

**Heather**

**Susan**

**Michael**

**Tyler**

**Amanda**

**Elizabeth**

**Jack**

**David**

**Luke**

**Victoria**

**drinking**

**throwing**

**eating**

**jumping**

**reading**

**climbing**

**sleeping**

**running**

walking

**swimming**

**hopping**

**laughing**

Emily  
drinking

Christopher  
throwing

Heather  
eating

Susan  
reading

Michael  
climbing

Tyler jumping

Amanda  
sleeping

Elizabeth  
running

Jack walking

David  
swimming

Luke  
hopping

**Victoria**  
**laughing**

**drinking milk**

throwing  
pancakes

eating  
popsicles

reading  
cookies

climbing  
over

jumping off

sleeping on

running in

walking over

swimming  
under

hopping off

laughing  
under

happy Emily

sad

Christopher

running in  
milk

throwing little  
pancakes

climbing big  
cheese

jumping off  
sandwich

happy

drinking milk

sleeping on  
banana

running in  
cereal

walking over  
toast

swimming

under apple

hopping off  
egg

laughing  
under  
cookies

climbing

over cheese

swimming  
under juice

jumping off  
cheese

Emily is happy

Christopher is sad

Heather is cold

Susan is happy

**Michael is climbing**

Tyler is jumping

Amanda is sleeping

**Elizabeth is running**

Jack is walking

David is swimming

Luke is hopping

**Victoria is laughing**

**milk**

**cheese**

juice

**pancakes**

**sandwich**

**banana**

**cookies**

egg

**toast**

apple

**popsicles**

**cereal**

**white**

**black**

**green**

**spotted**

**pink**

**yellow**

**brown**

red

**striped**

purple

**gray**

**blue**

apple juice

cheese  
sandwich

white toast

black  
pancakes

green

popsicles

spotted  
banana

pink cereal

yellow  
cheese

**brown toast**

red apple

striped  
cookies

purple egg

gray striped

blue

popsicles

**white milk**

**black toast**

green apple

spotted  
cookies

**pink milk**

yellow

banana

**brown egg**

red juice

striped egg

gray cookies

blue cheese

purple juice

drinking  
white milk

eating green  
popsicles

climbing

yellow

cheese

under gray  
cookies

reading

spotted

cookies

on toast

eating blue  
popsicles

little black  
pancakes

black  
pancakes  
out

pink cereal

milk

blue and  
green

little blue  
popsicles

sad throwing  
pancakes

cereal and  
milk

under apple  
juice

drinking cold milk.

throwing pancakes  
out.

eating little  
popsicles.

reading big cookies.

over the cheese.

**off the sandwich.**

on the banana.

in pink cereal.

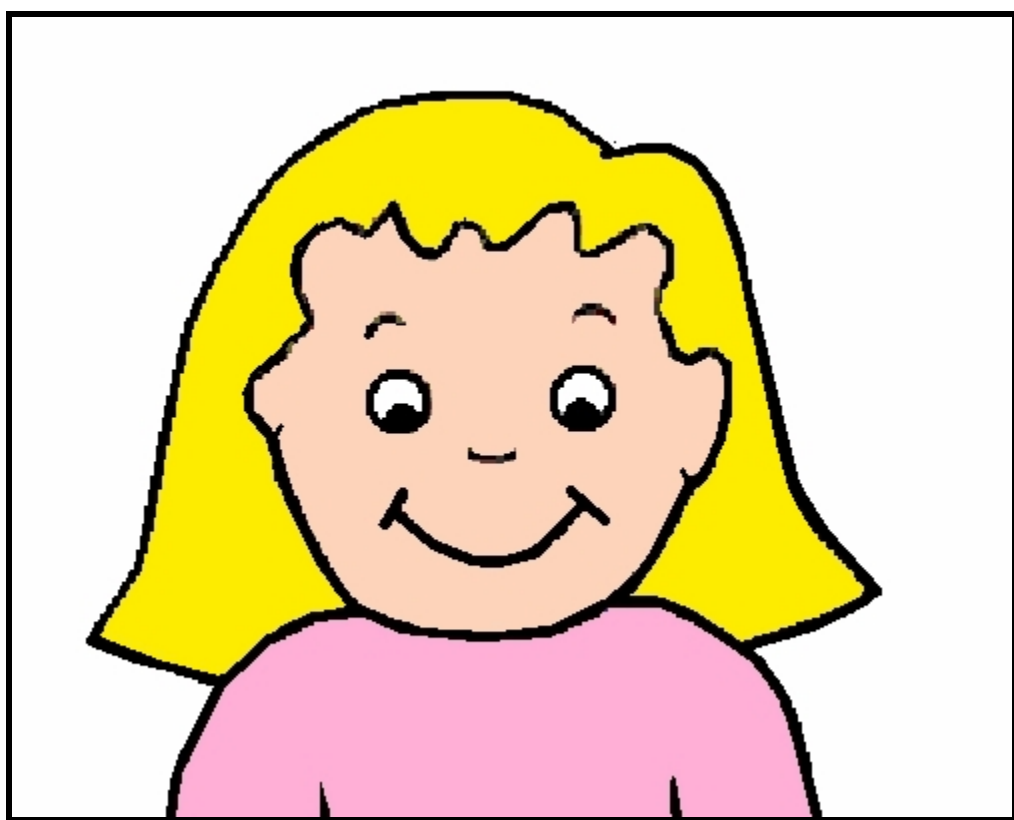
over the toast.

under the juice.

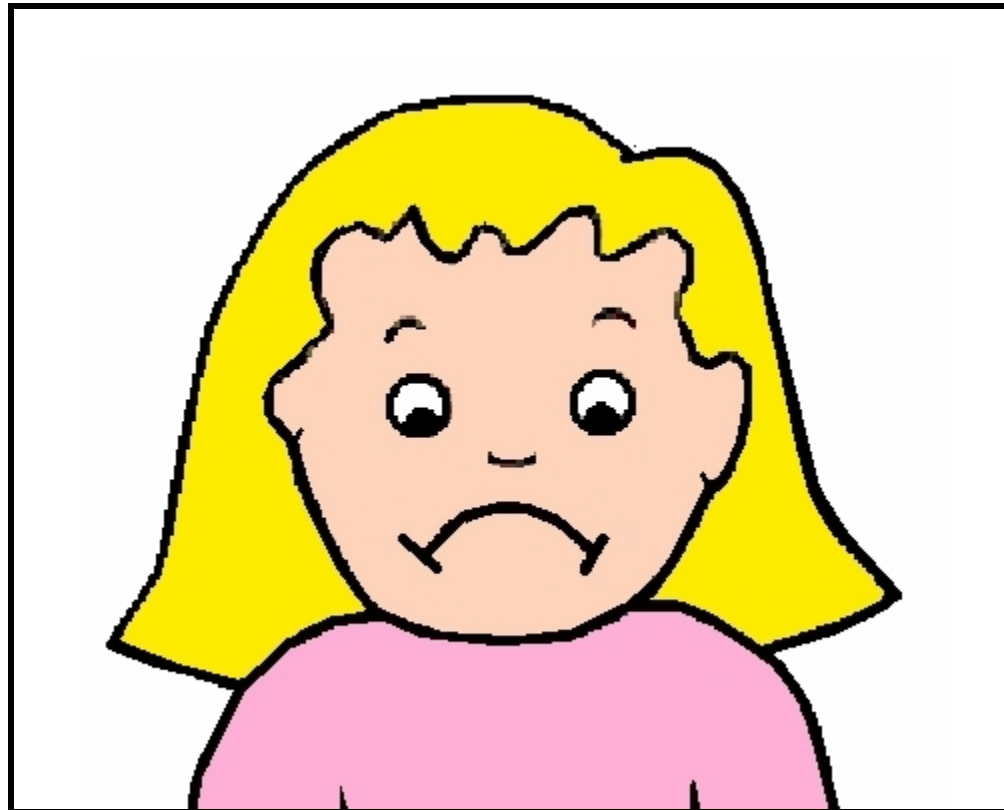
off the egg.

**under the cookies.**

**happy**



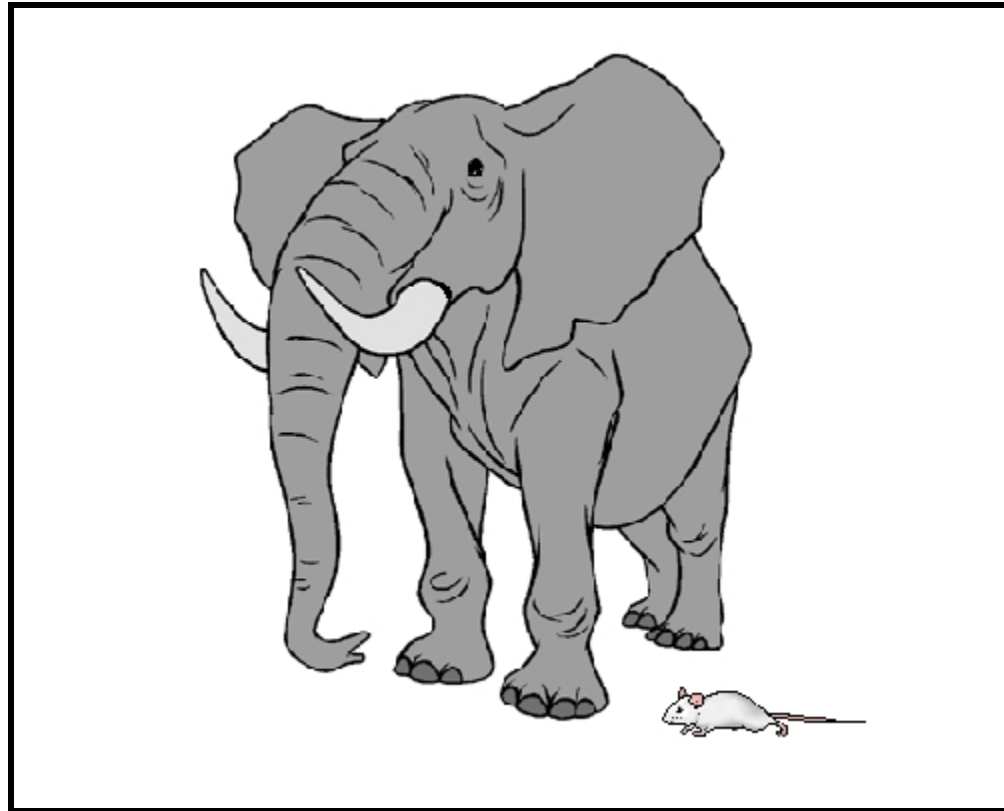
**sad**



little



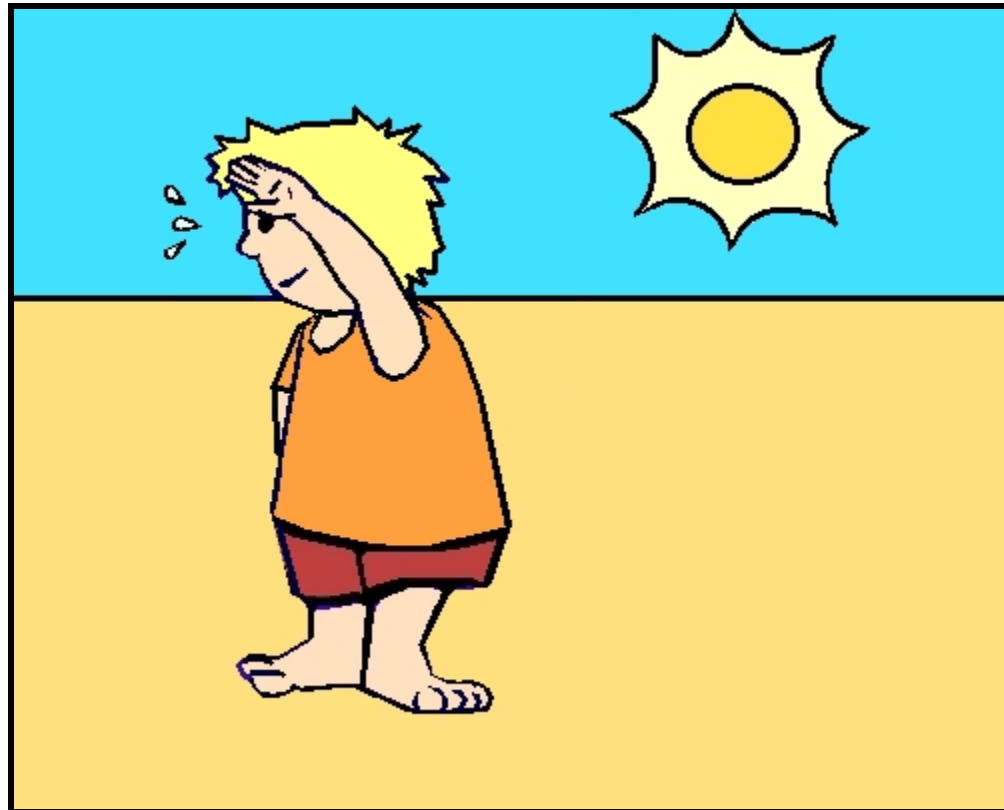
**big**



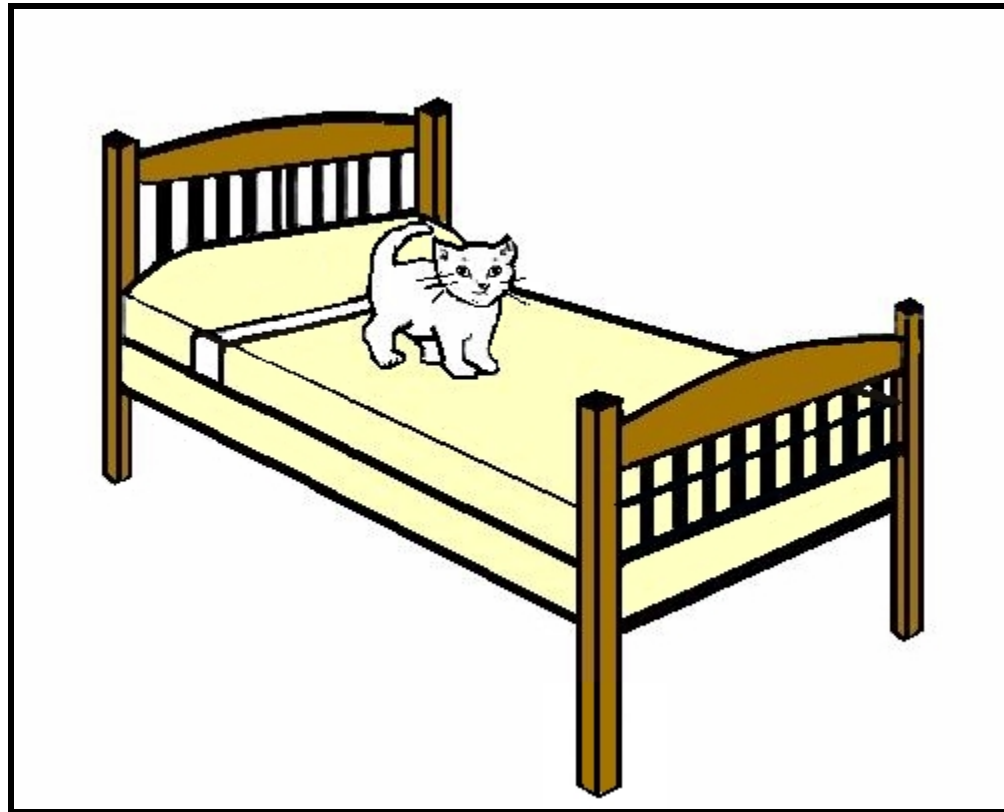
**cold**



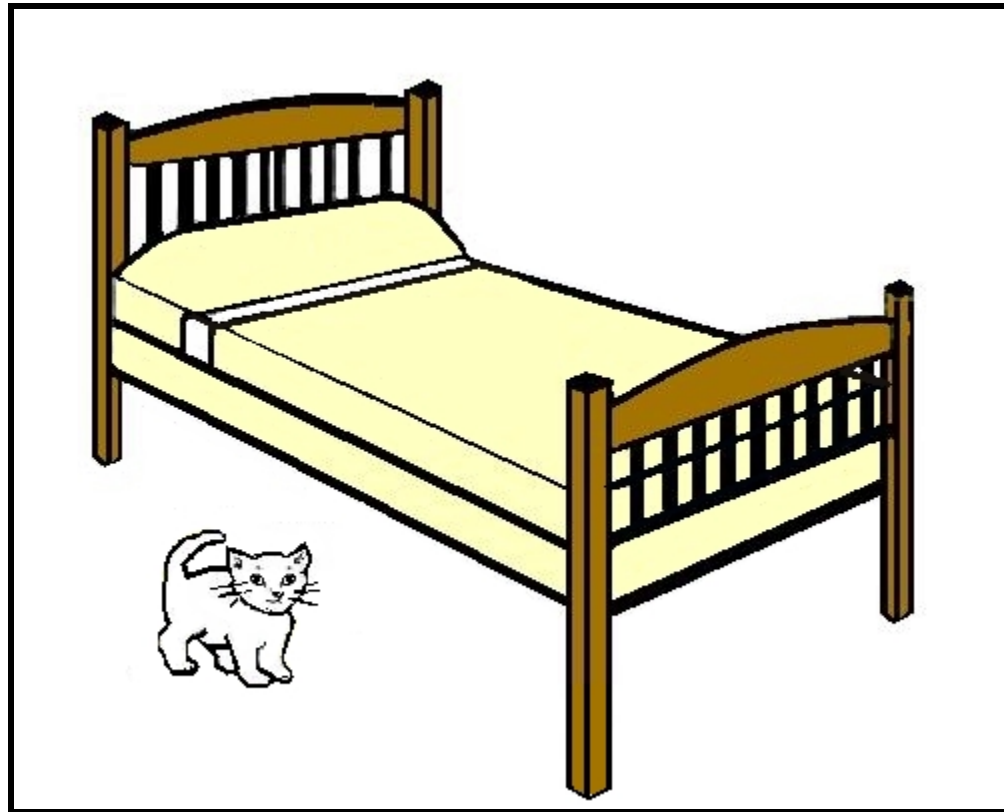
**hot**



**on**



**off**



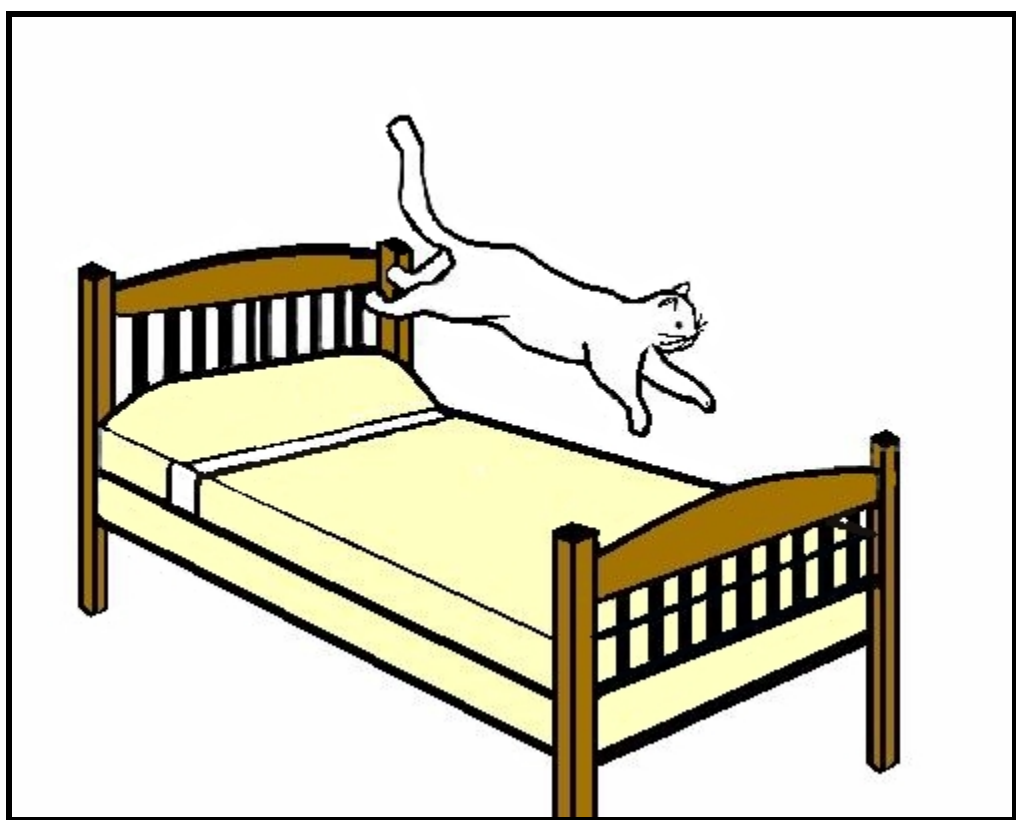
**in**



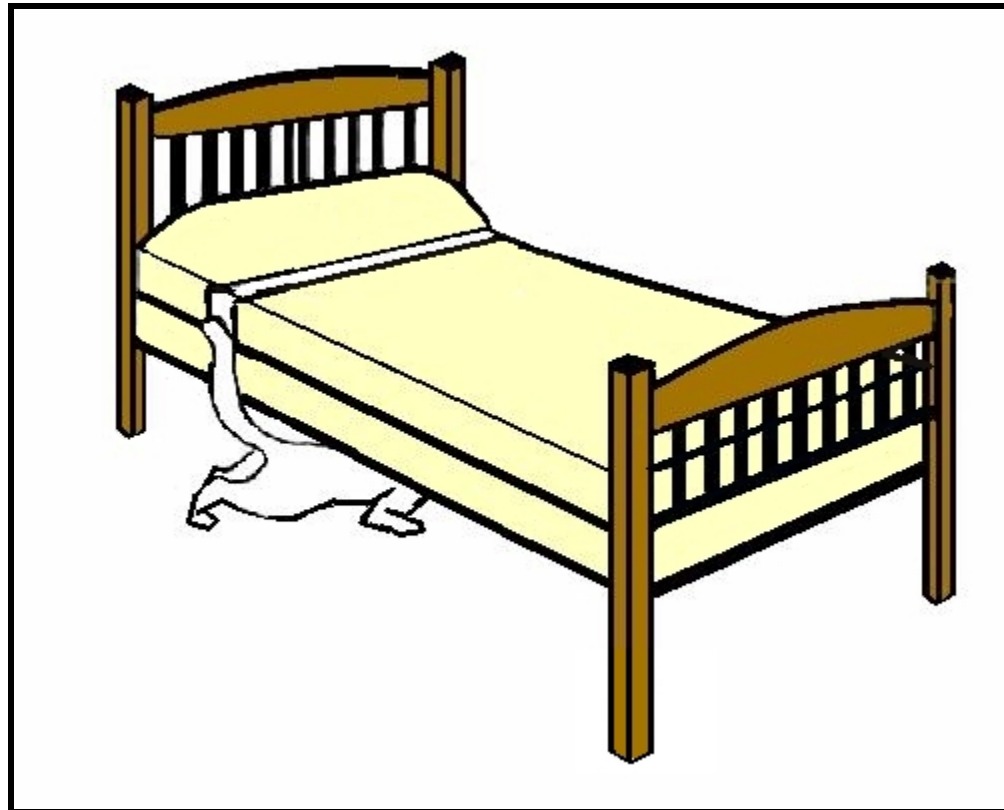
**out**



**over**



**under**



happy  
reading

sad egg

little

pancakes

**big cookies**

**cold milk**

hot toast

on banana

off sandwich

**in milk**

throwing out

over toast

under  
cookies

happy  
drinking

sad throwing

little banana

big cheese

cold eating

hot sandwich

on toast

off cheese

in juice

pancakes

out

over cheese

under juice

big apple

little

popsicles

**and**

**is**

the

Emily is happy  
drinking the

**cold white milk.**

Christopher is  
sad throwing the

little black  
pancakes out.

Heather is cold  
eating the

little blue and  
green popsicles.

Susan is happy  
reading the

big spotted  
cookies.

Michael is  
climbing over  
the

big yellow  
cheese.

Tyler is jumping  
off the

hot cheese  
sandwich.

Amanda is  
sleeping on the

little spotted  
banana.

Elizabeth is  
running in the

**pink cereal and  
milk.**

Jack is walking  
over the

hot brown toast.

David is  
swimming under  
the

red apple juice.

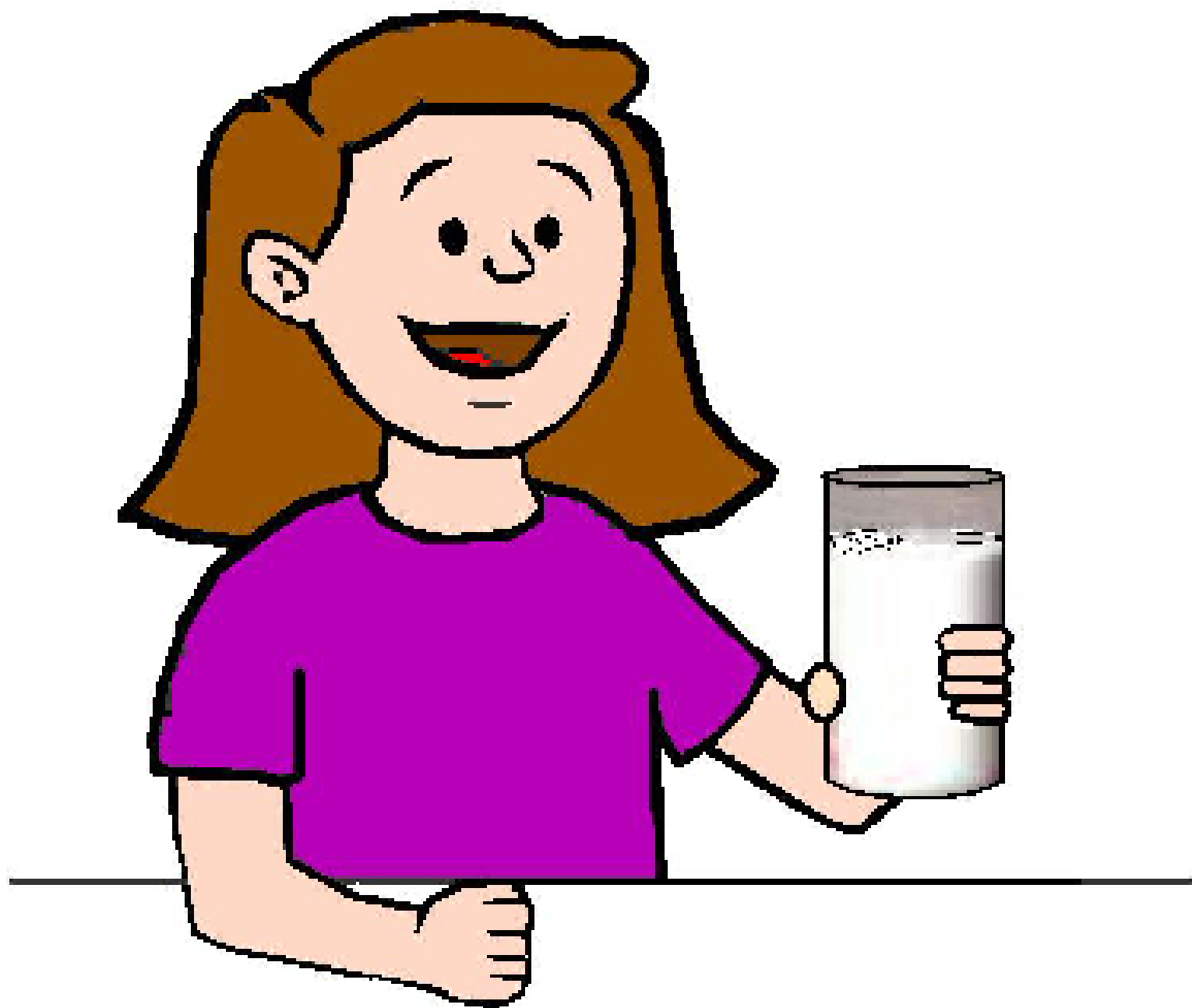
Luke is hopping  
off the

sad purple egg.

Victoria is  
laughing under  
the

gray striped  
cookies.

**Emily is drinking  
milk.**



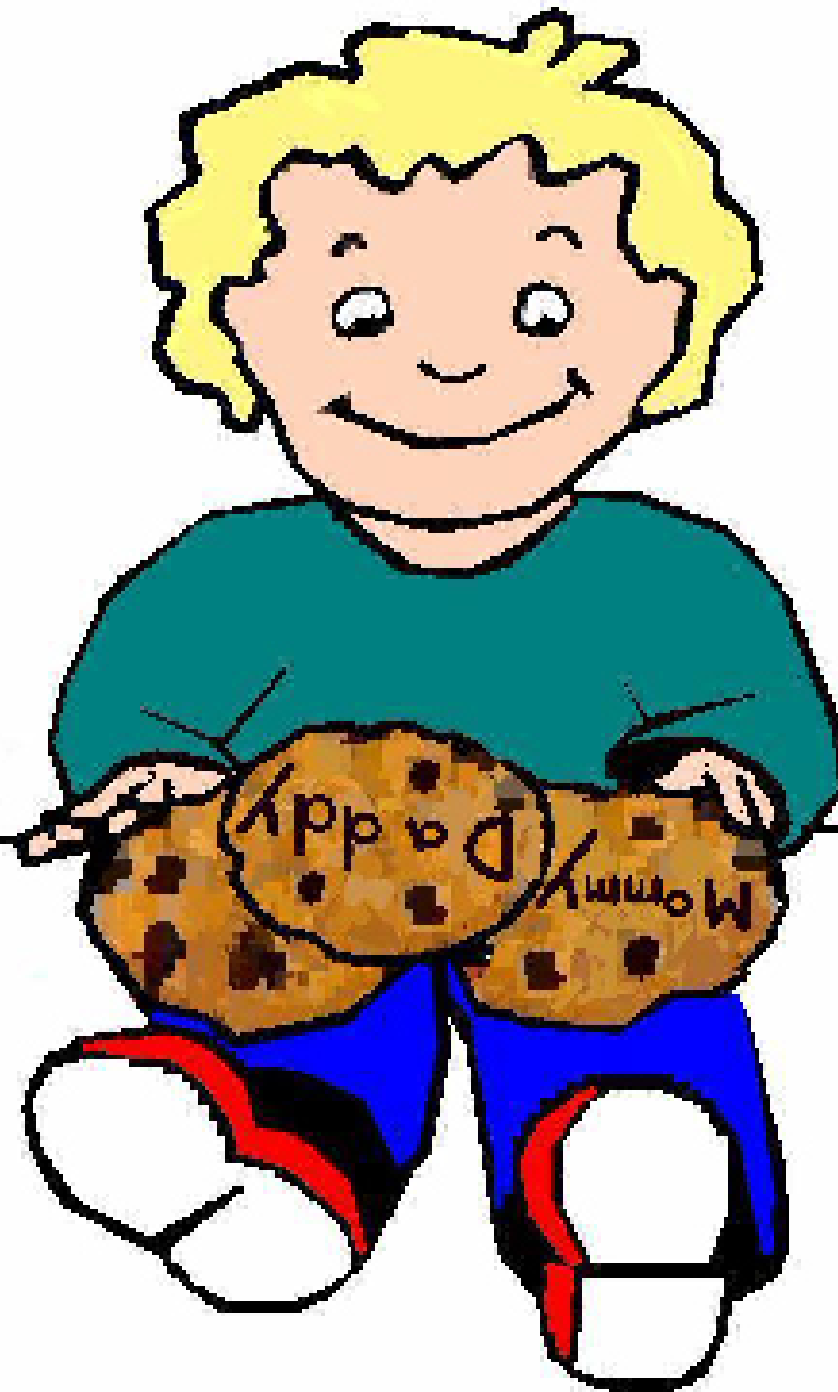
Christopher is  
throwing  
pancakes.



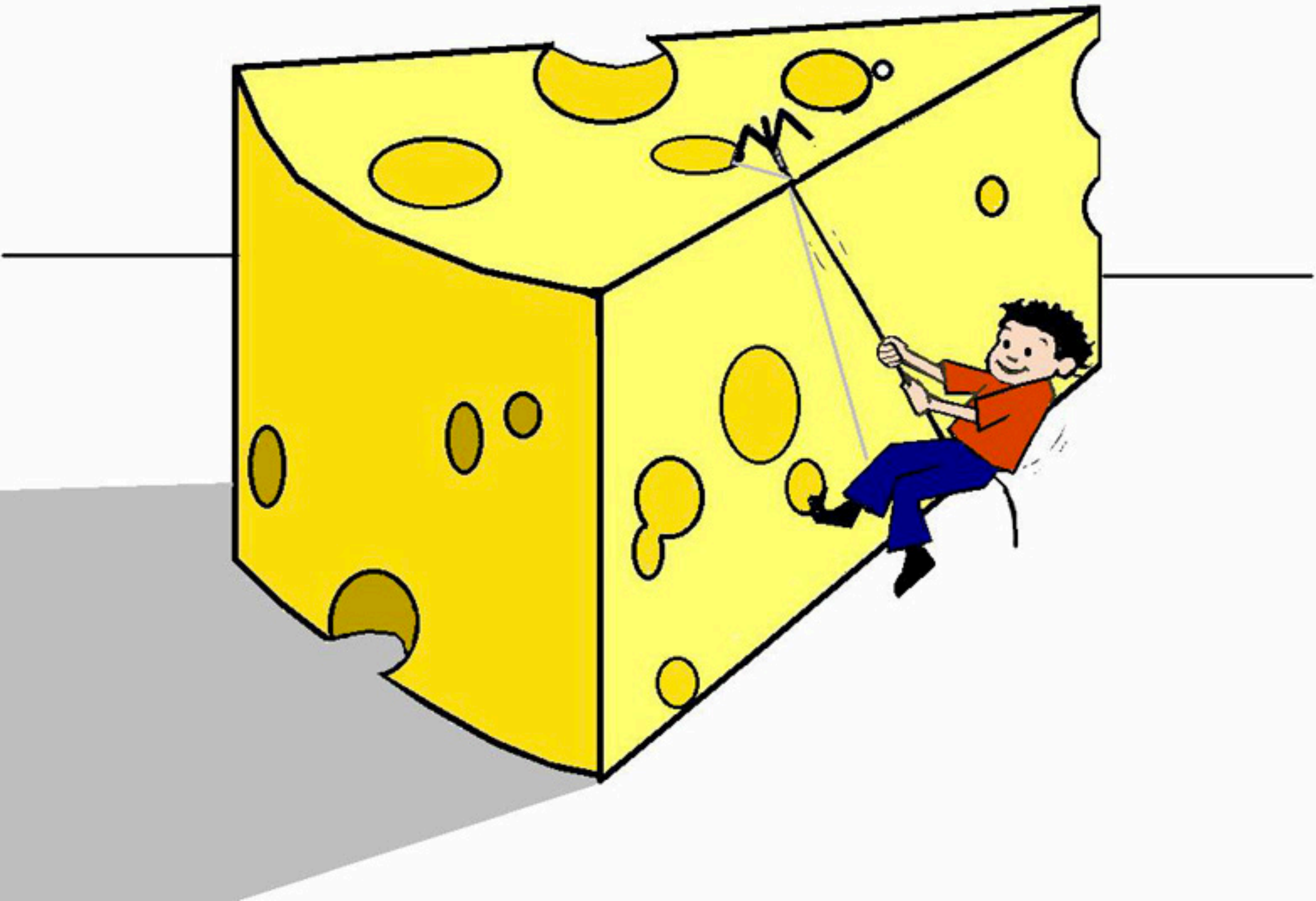
Heather is  
eating  
popsicles.



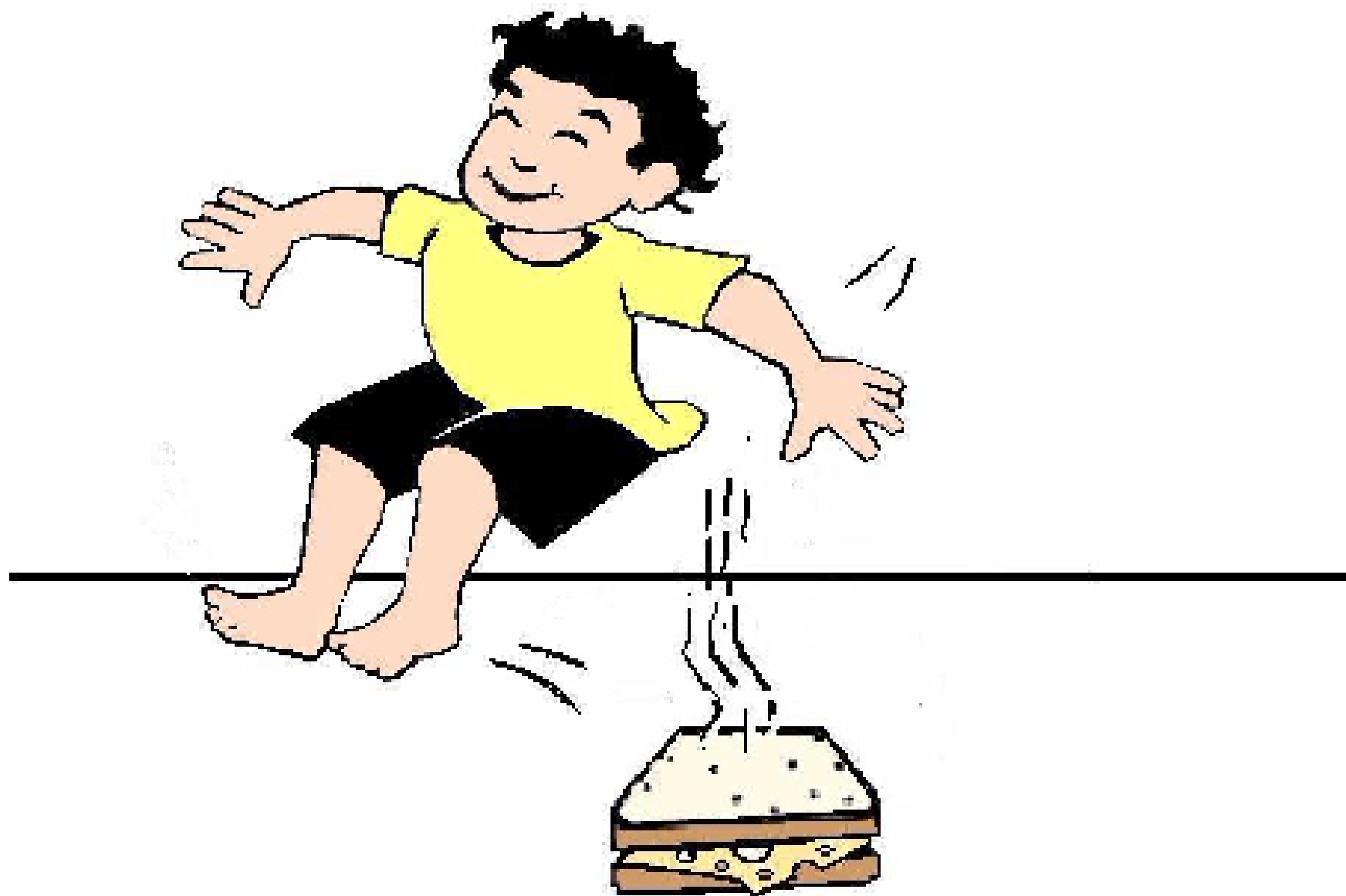
**Susan is reading  
cookies.**



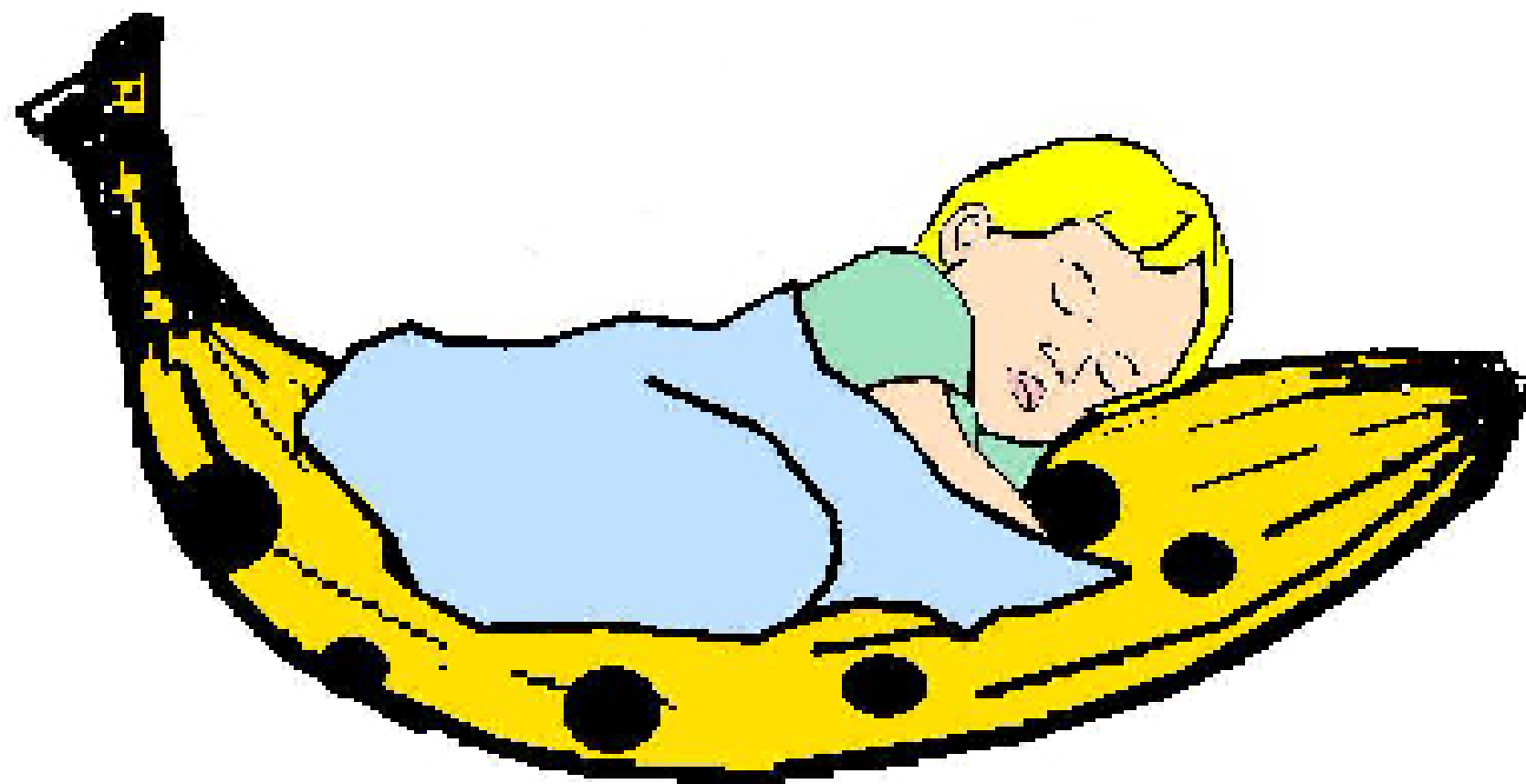
Michael is  
climbing  
cheese.



Tyler is jumping  
off the  
sandwich.



Amanda is  
sleeping on the  
banana.



Elizabeth is  
running in the  
cereal.



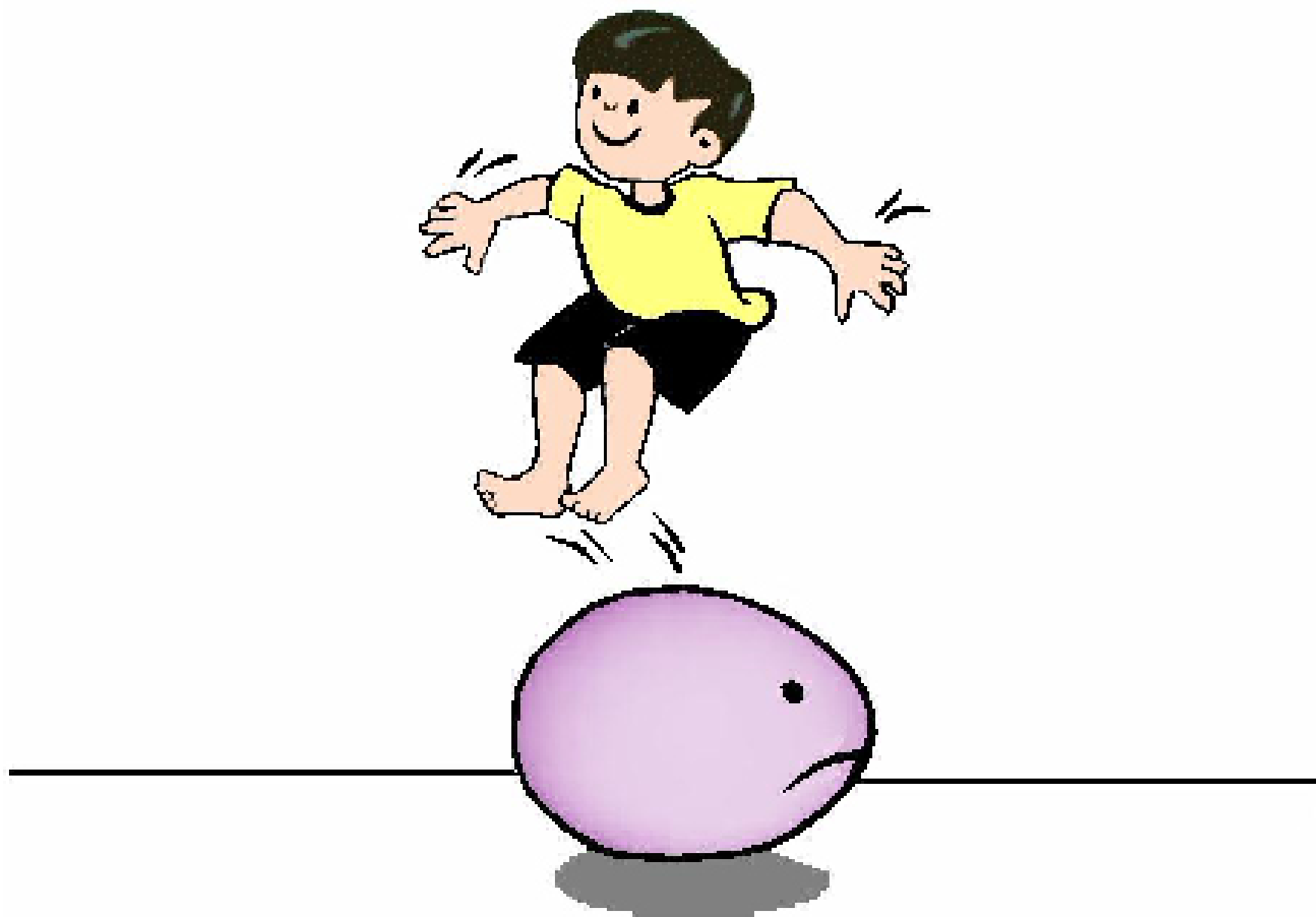
Jack is walking  
over the toast.



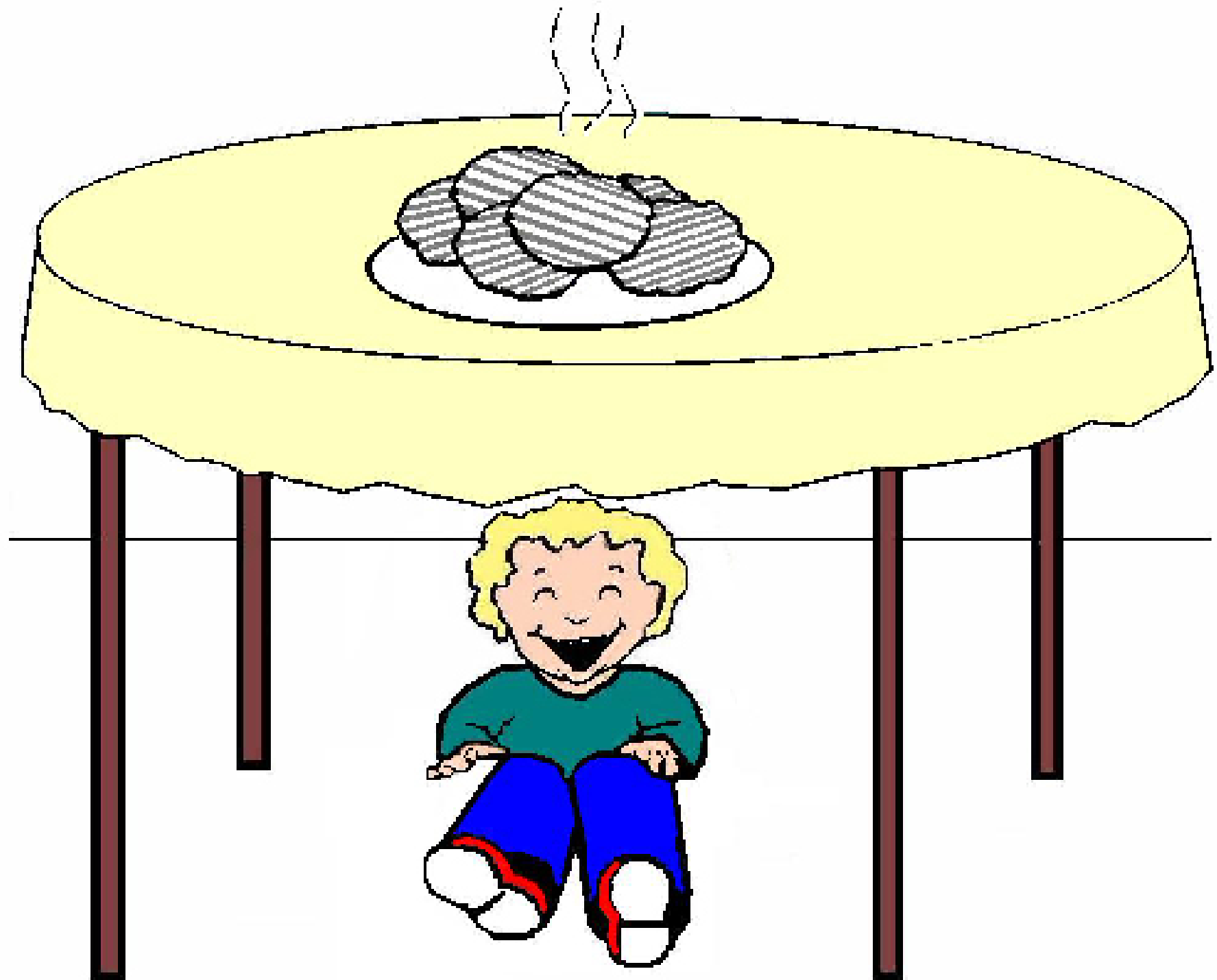
David is  
swimming  
under the juice.



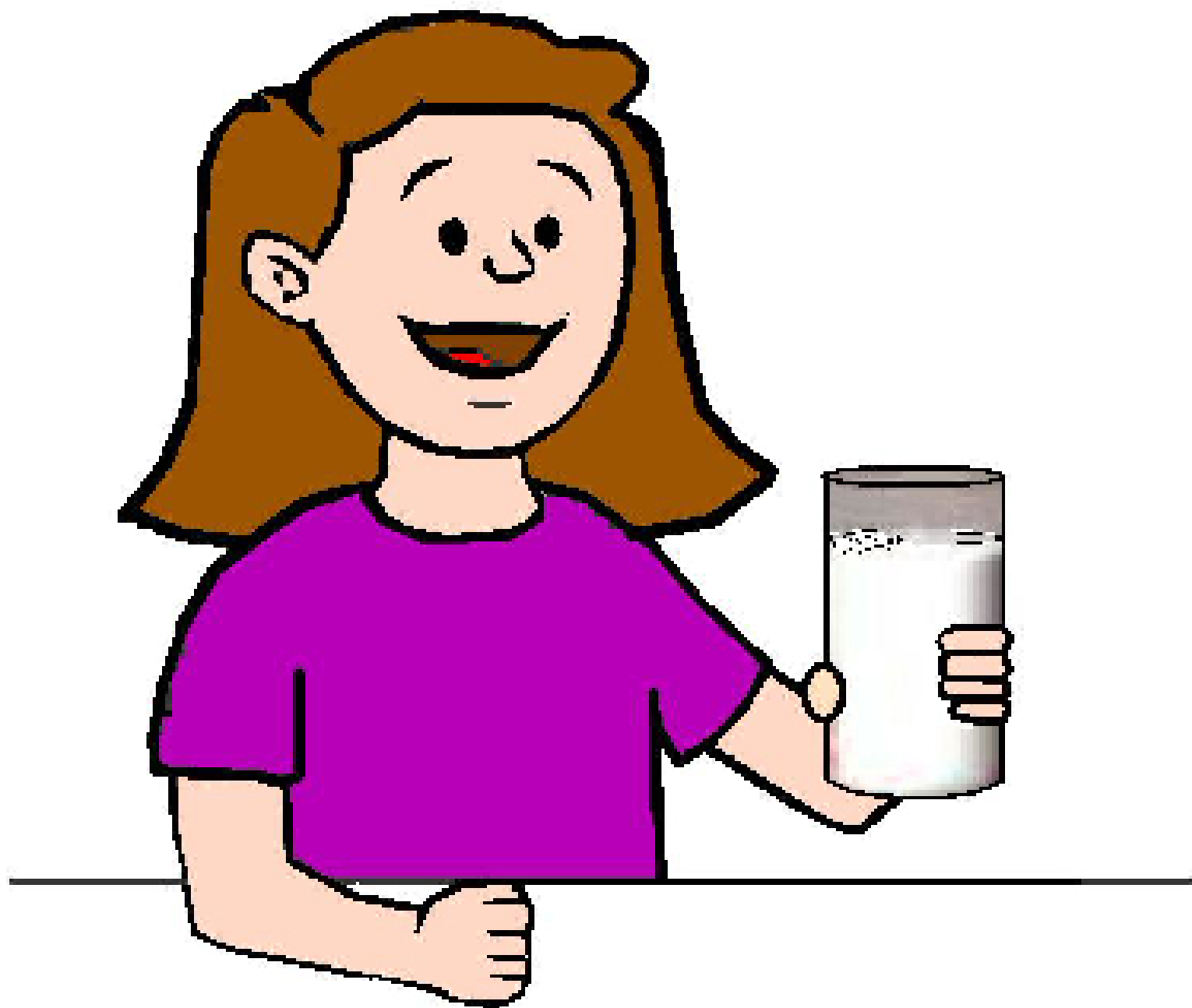
Luke is hopping  
off the egg.



Victoria is  
laughing under  
the cookies.



Emily is happy  
drinking the cold  
milk.



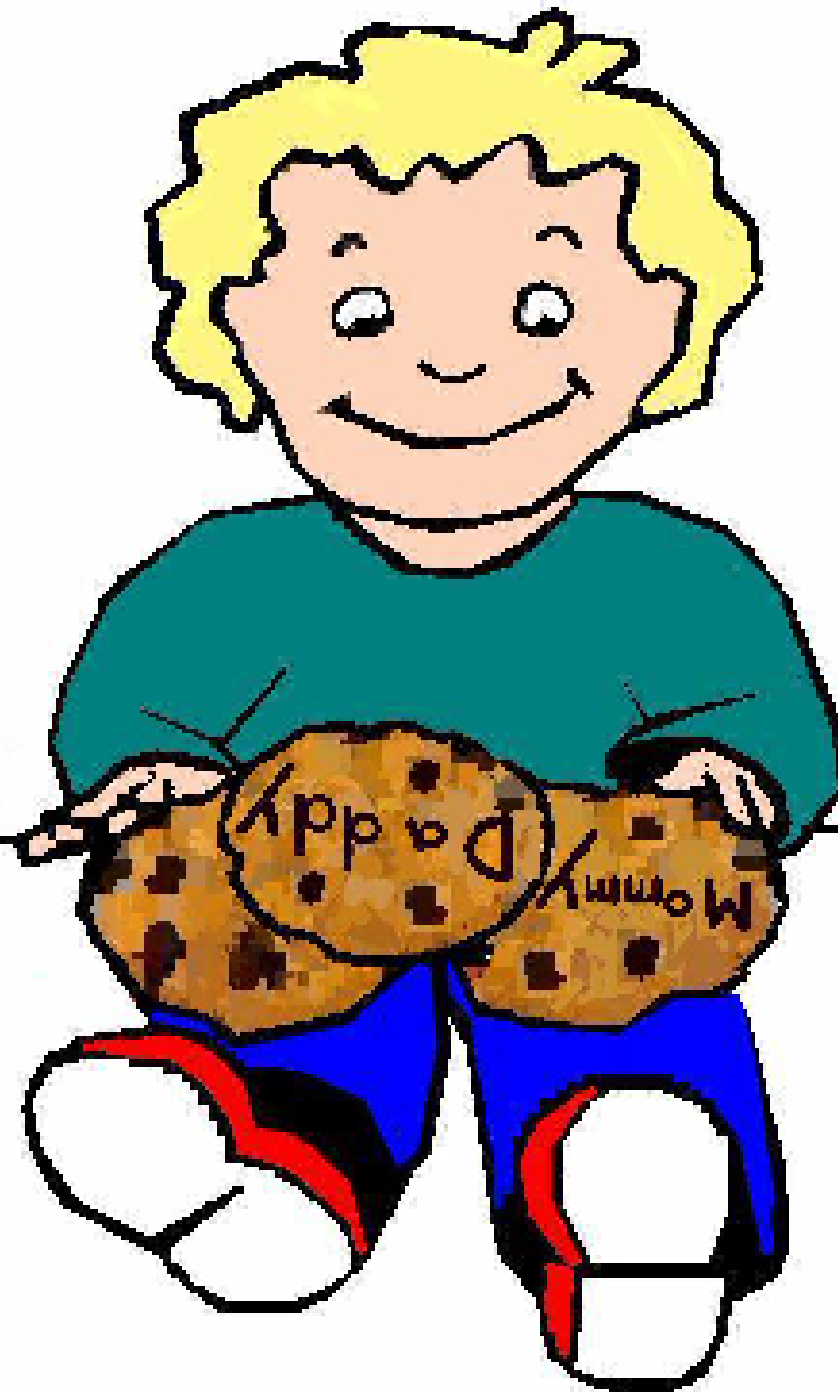
Christopher is  
sad throwing the  
pancakes out.



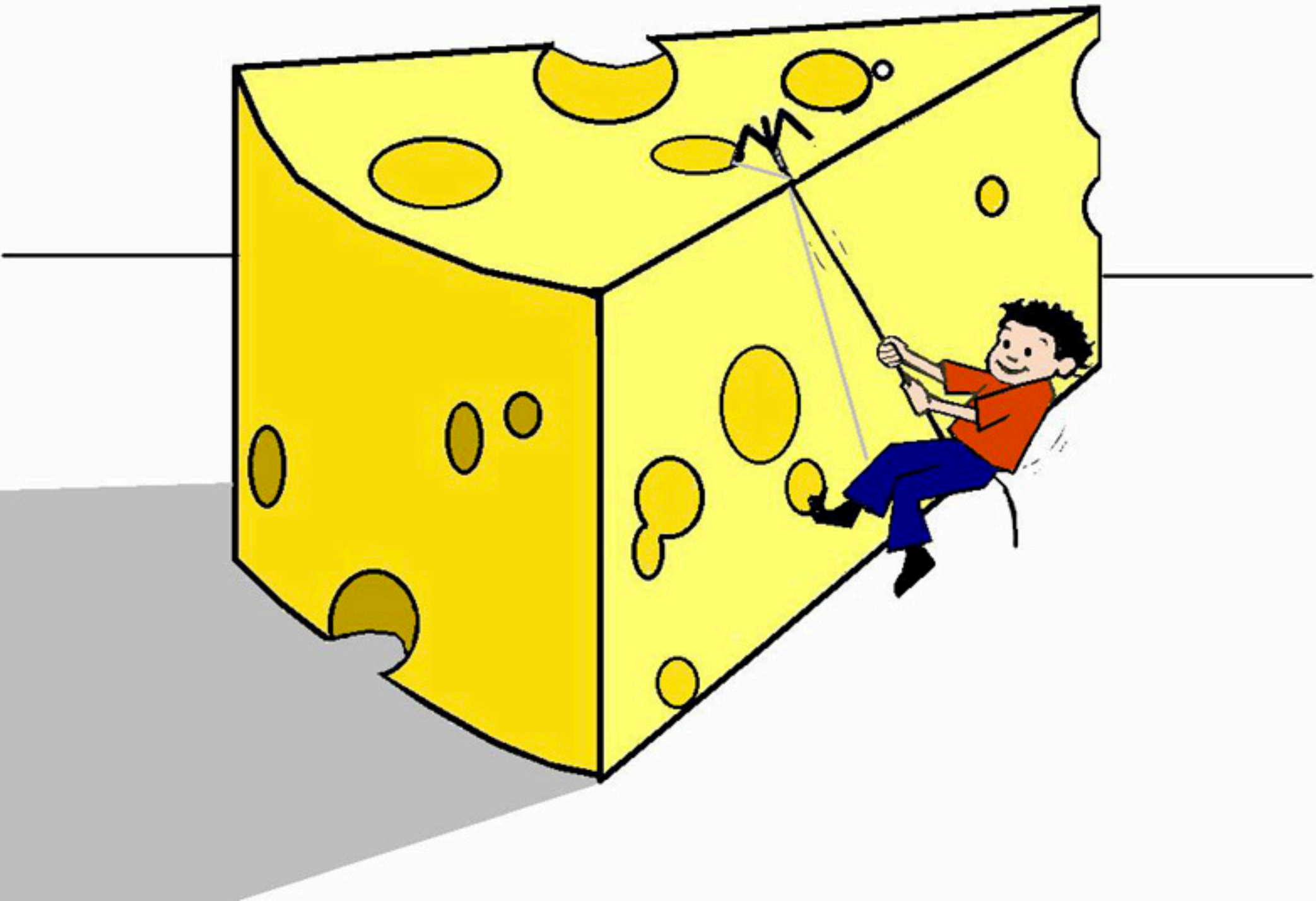
Heather is cold  
eating the little  
popsicles.



Susan is happy  
reading the big  
cookies.



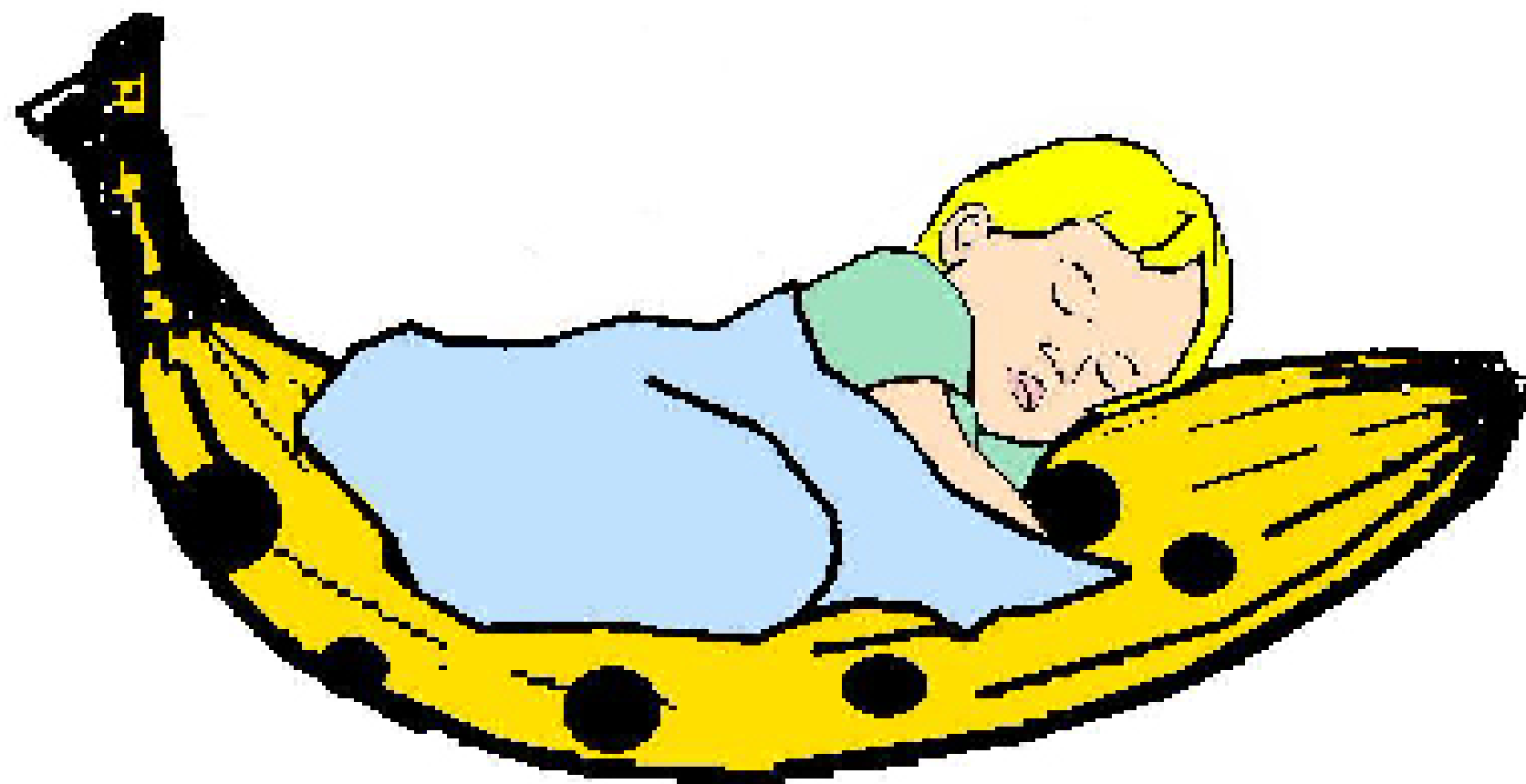
Michael is  
climbing over  
the big cheese.



Tyler is jumping  
off the hot  
sandwich.



Amanda is  
sleeping on the  
little banana.



Elizabeth is  
running in the  
pink cereal.



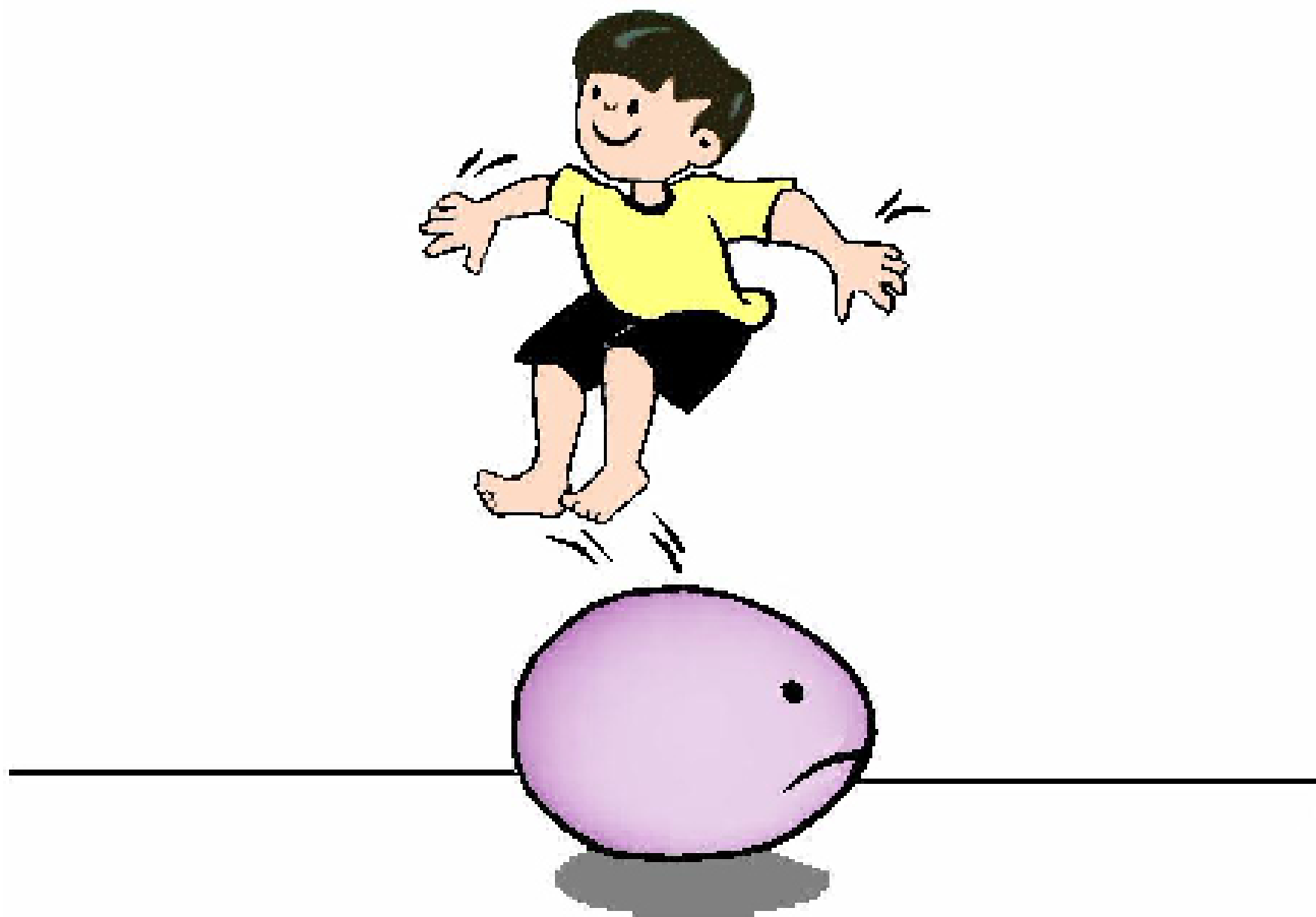
Jack is walking  
over the hot  
toast.



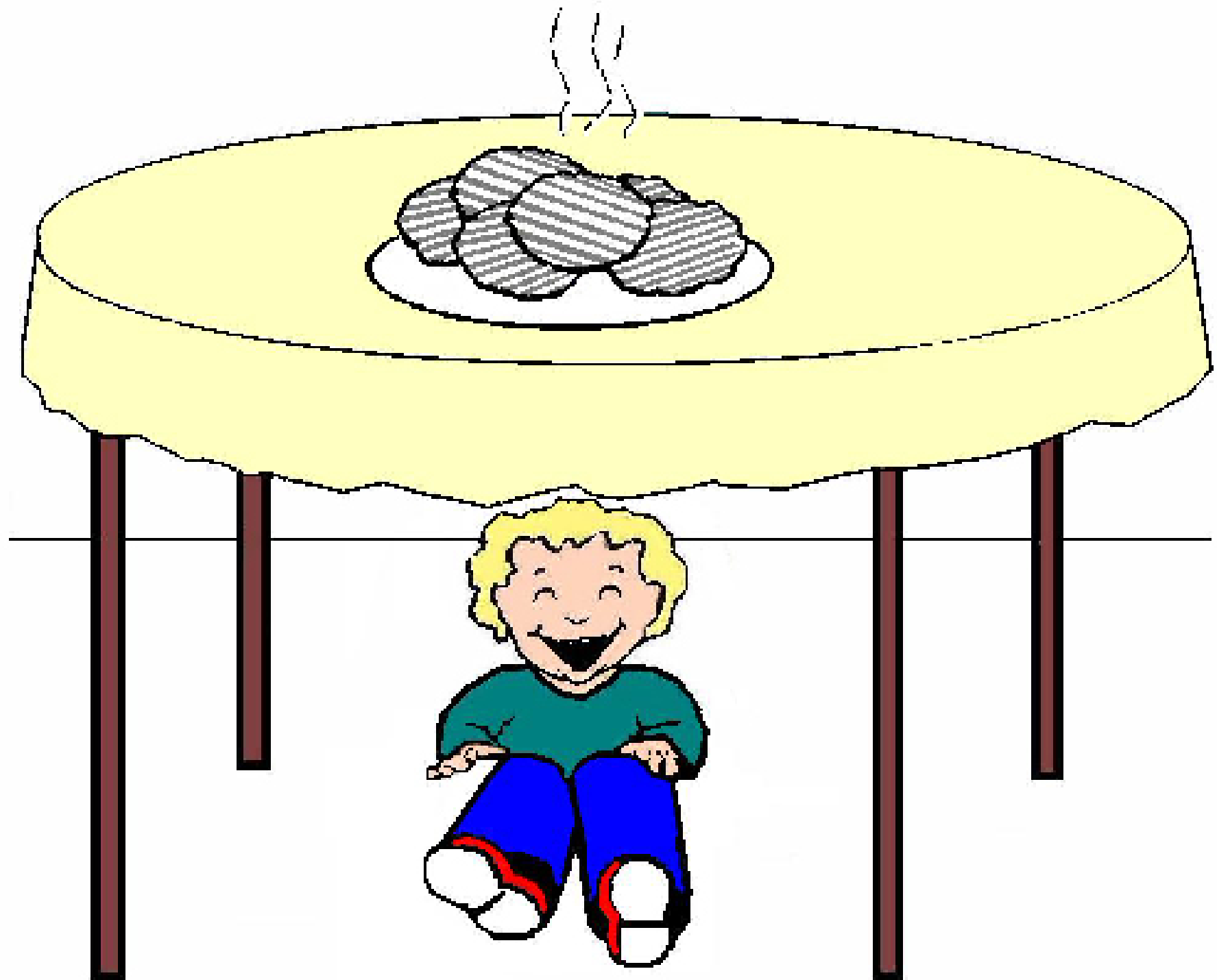
David is  
swimming under  
the apple juice.



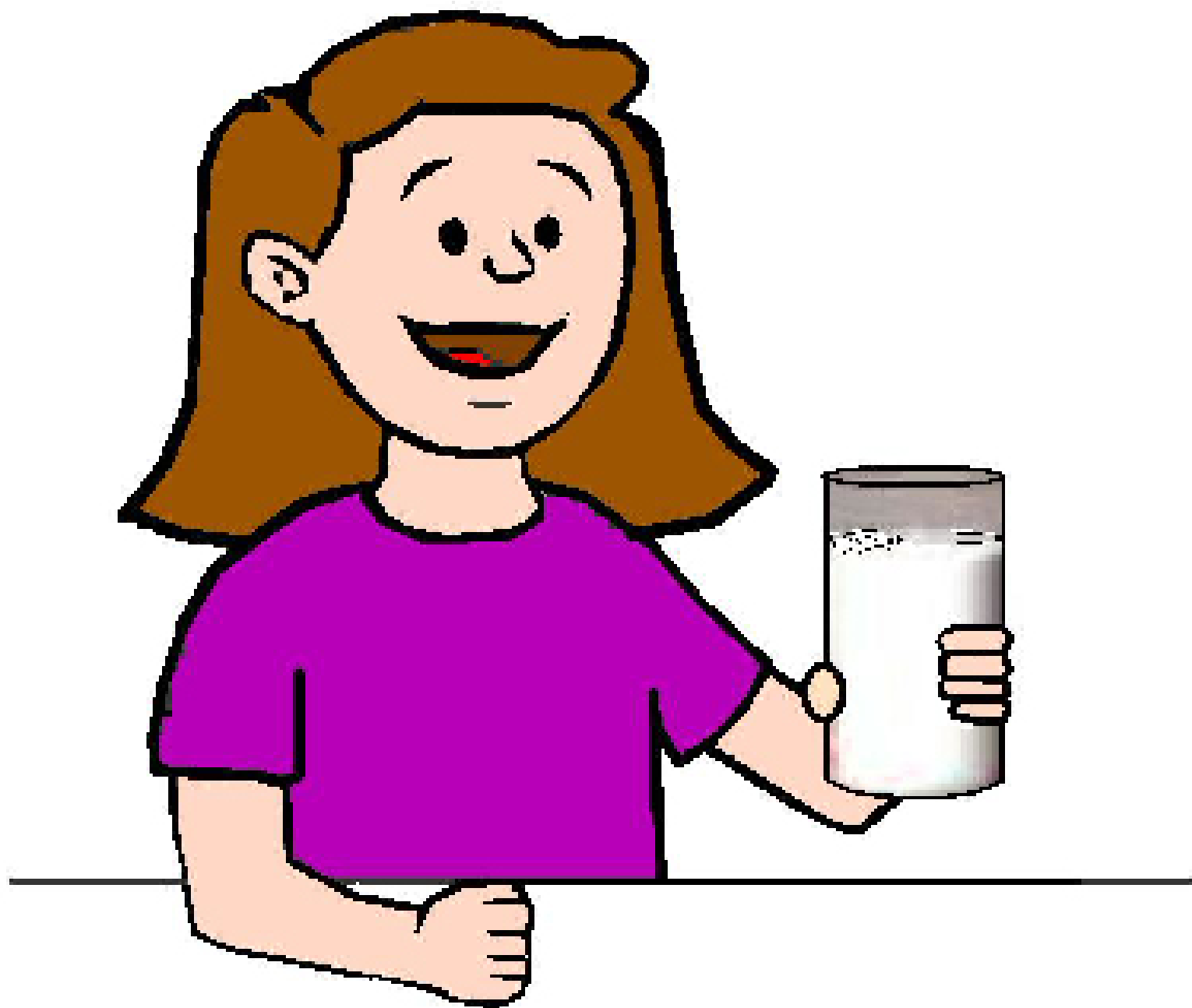
Luke is hopping  
off the sad egg.



Victoria is  
laughing under  
the striped  
cookies.



Emily is happy  
drinking the cold  
white milk.



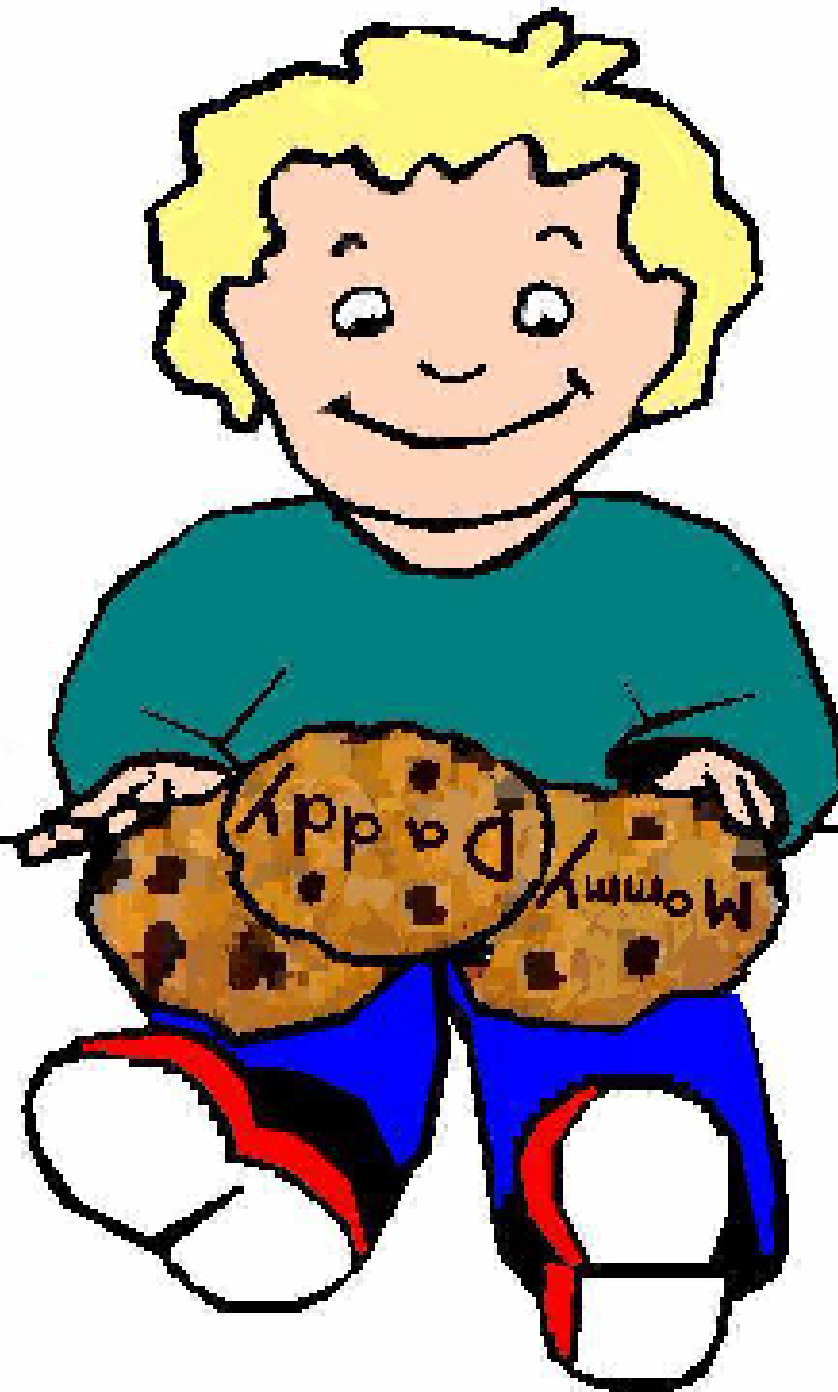
Christopher is sad  
throwing the little  
black pancakes  
out.



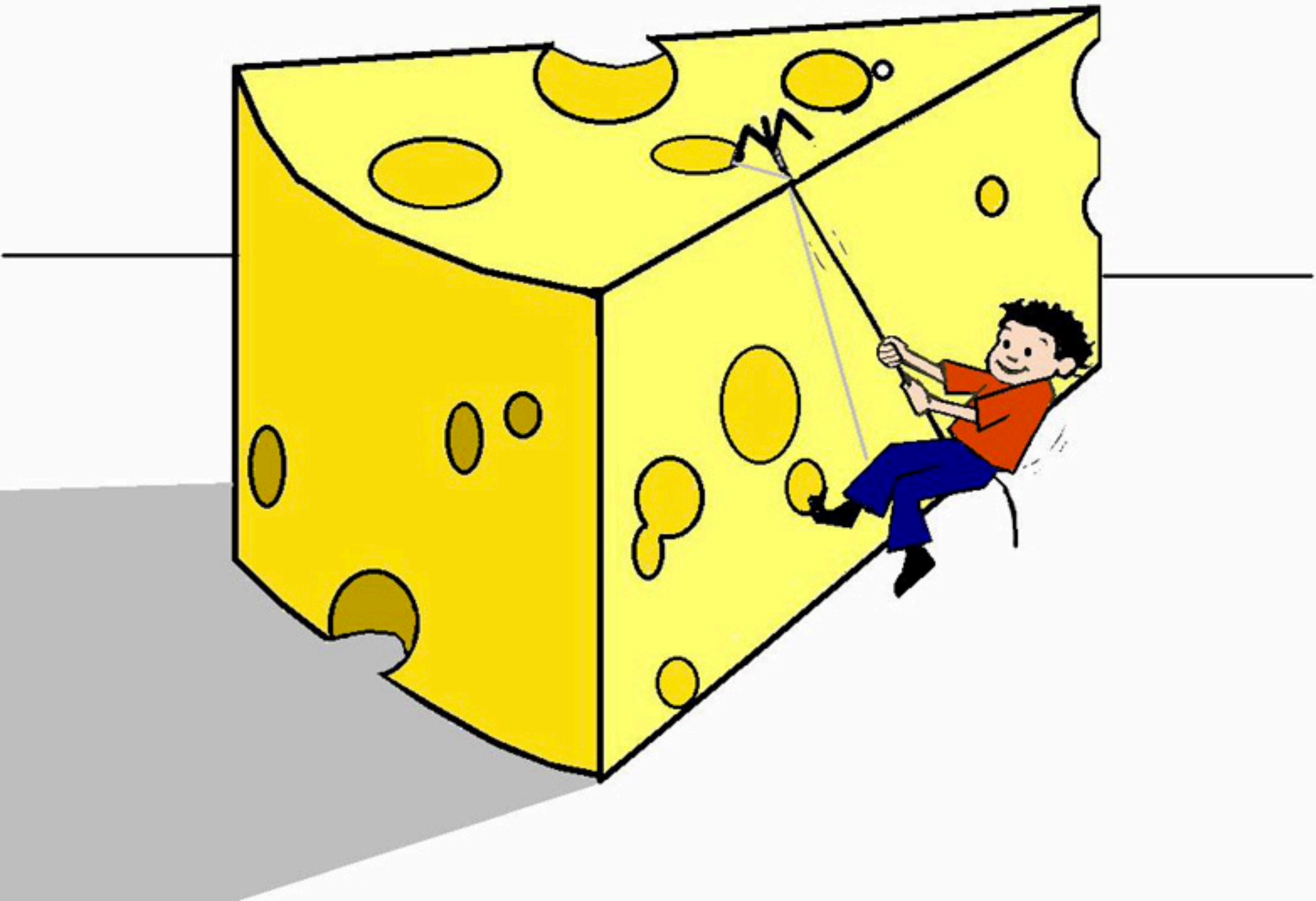
Heather is cold  
eating the little  
blue and green  
popsicles.



Susan is happy  
reading the big  
spotted cookies.



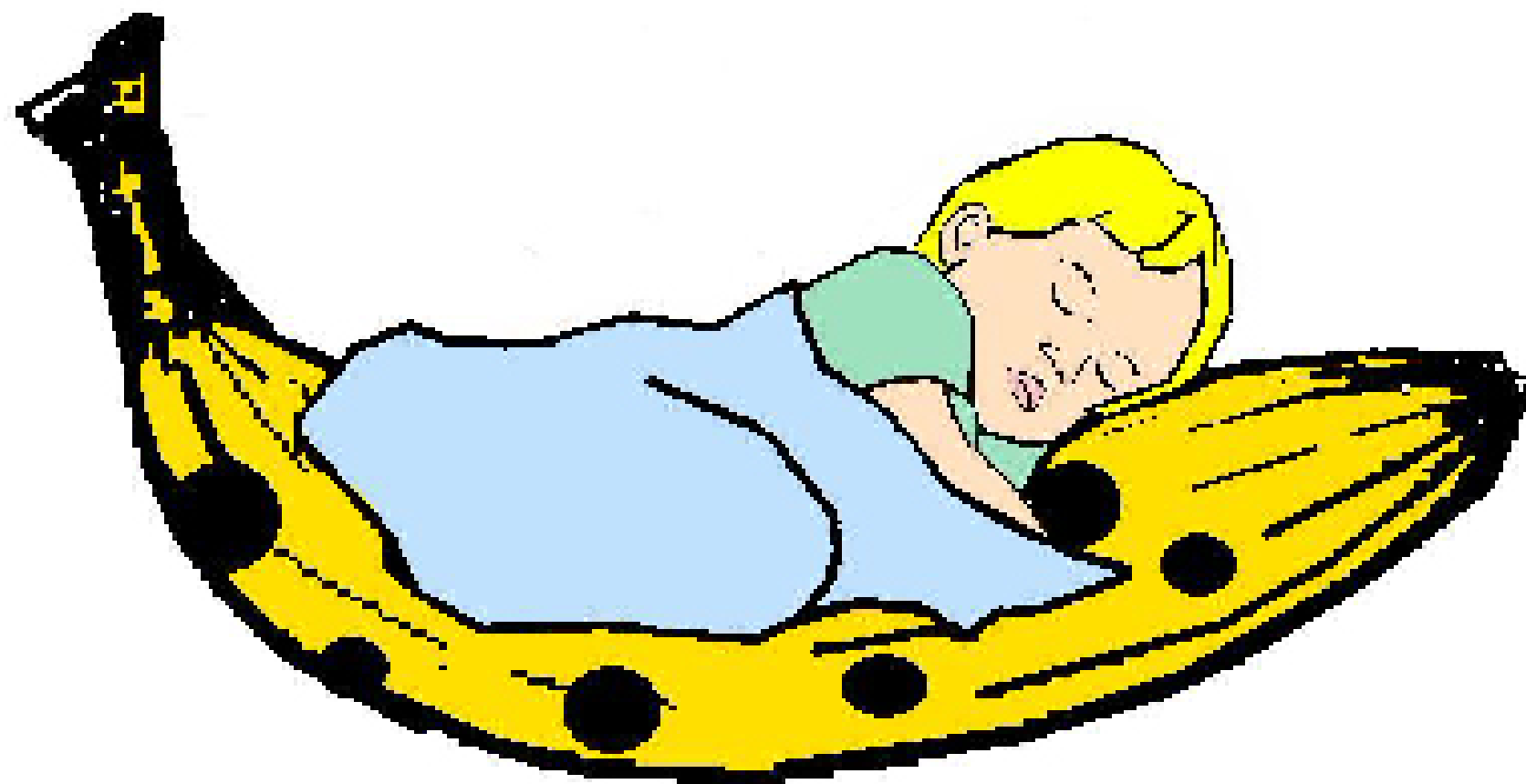
Michael is  
climbing over the  
big yellow  
cheese.



Tyler is jumping off  
the hot cheese  
sandwich.



Amanda is  
sleeping on the  
little spotted  
banana.



**Elizabeth is  
running in the pink  
cereal and milk.**



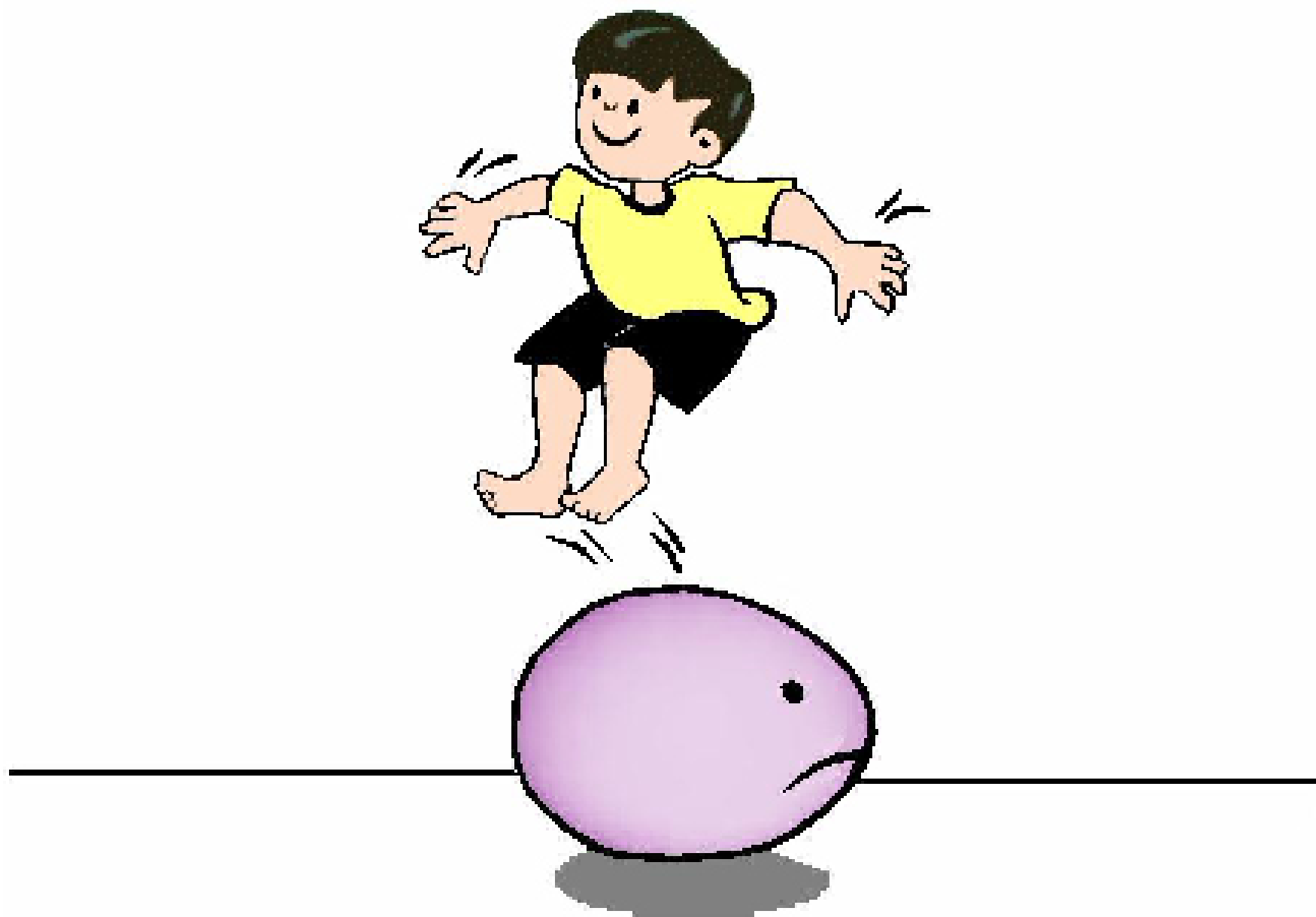
Jack is walking  
over the hot  
brown toast.



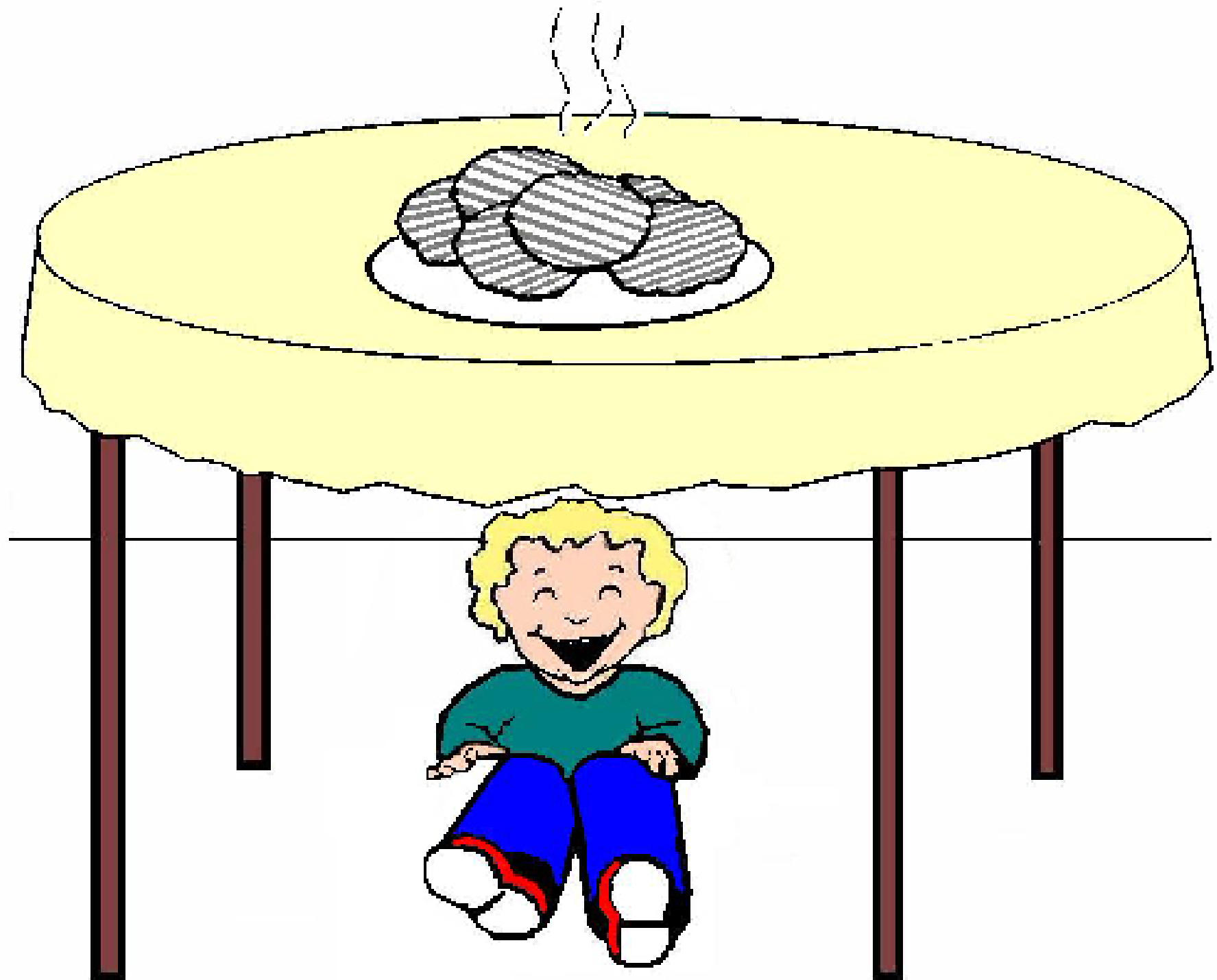
David is swimming  
under the red  
apple juice.



Luke is hopping  
off the sad  
purple egg.



Victoria is  
laughing under  
the gray striped  
cookies.



**book**

**sweater**

**pillow**

**blanket**

shoes

**pajamas**

**ball**

**toothbrush**

**spoon**

**bowl**

cup

**boots**

**dry blanket**

clean  
sweater

**dirty pillow**

empty bowl

big pajamas

wet ball

full cup

dry

toothbrush

wet boots

dirty shoes

empty spoon

picture book

**clean pillow**

empty cup

big sweater

dirty

toothbrush

wet blanket

clean shoes

wet cup

**full bowl**

dirty shoes

little

pajamas

**dry spoon**

picture is on

toothbrush is  
in

blanket is  
over

spoon is in

cup is under

**boots are out**

The boots are

The picture is

The spoon is

**The blanket is**

The cup is

**The pillow is**

**The sweater is**

**The ball is**

**The toothbrush is**

The shoes are

The pajamas are

The book is

**refrigerator**

**bath tub**

door

bed

**table**

**shelf**

**window**

**floor**

**chair**

**sink**

**lamp**

picture

empty

bathtub

full  
refrigerator

**big door**

little shelf

clean bed

**dirty window**

empty chair

**full bathtub**

wet table

**dry sink**

big chair

little

refrigerator

clean door

**dirty floor**

empty  
refrigerator

**full table**

wet bathtub

**dry chair**

**clean  
window**

dirty bed

**full shelf**

empty sink

**clean floor**

book is on

sweater is  
over

**pillow is off**

ball is in

shoes are on

pajamas are  
under

on the floor.

**in the bowl.**

off the bed.

under the table.

over the chair.

**in the bathtub.**

on the refrigerator.

over the door.

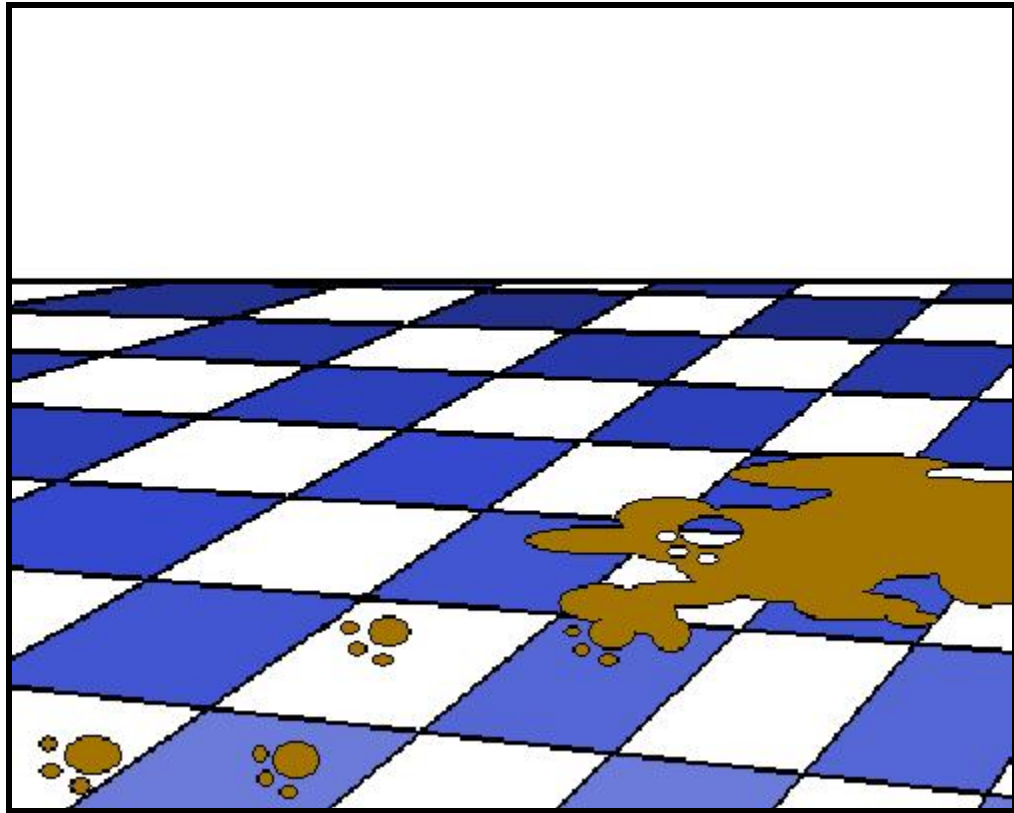
out the window.

**in the sink.**

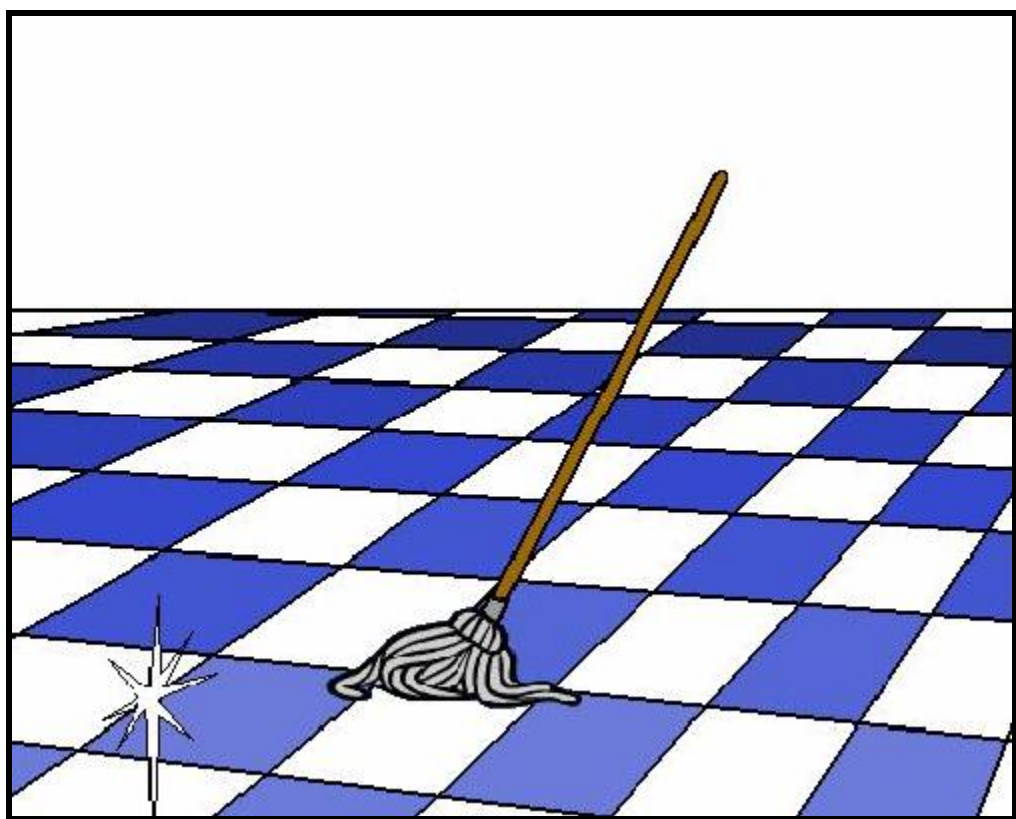
under the lamp.

on the shelf.

**dirty**



**clean**



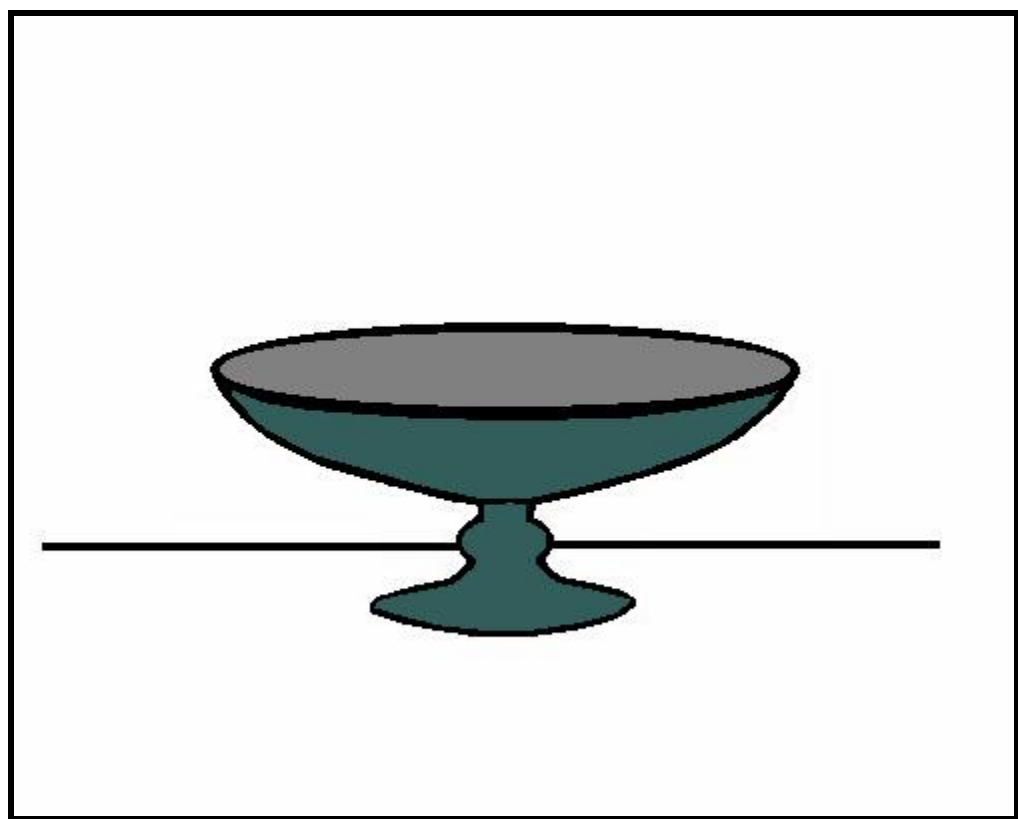
**wet**



**dry**



**empty**



**full**



picture  
window

bed pillow

**floor lamp**

refrigerator  
door

**book shelf**

table lamp

pajamas  
under

spoon in

ball in

toothbrush in

picture over

shoes on

ball out

*sweater over*

cup under

blanket over

little picture

**book on**

**full sink**

**dry bowl**

lamp off

**boots out**

**pillow off**

**is**

**are**

the

**The**

The clean  
sweater is over

the big door.

The wet boots  
are

out the dirty  
window.

The dirty shoes  
are

on the clean  
floor.

**The wet ball is**

in the  
full bathtub.

**The full cup is**

under the wet  
table.

The empty  
spoon is

in the dry bowl.

The little  
picture is

on the full  
refrigerator.

The dry  
toothbrush is

in the empty  
sink.

The picture  
book is

on the little shelf.

The dry blanket  
is

over the empty  
chair.

The big pajamas  
are

under the floor  
lamp.

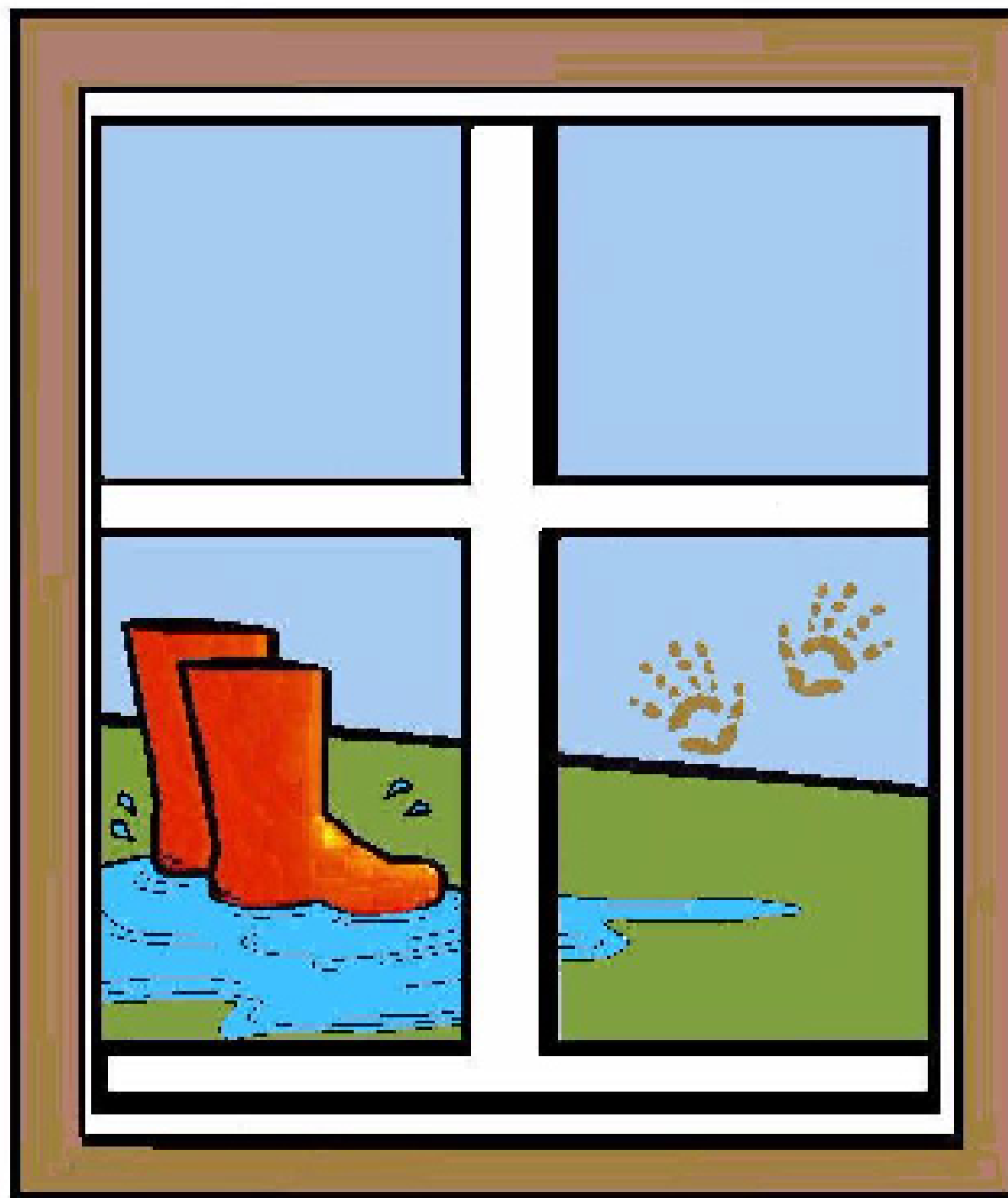
**The dirty pillow is**

off the clean  
bed.

The sweater is  
over the door.



**The boots are  
out the window.**



The shoes are  
on the floor.



**The ball is in the  
bathtub.**



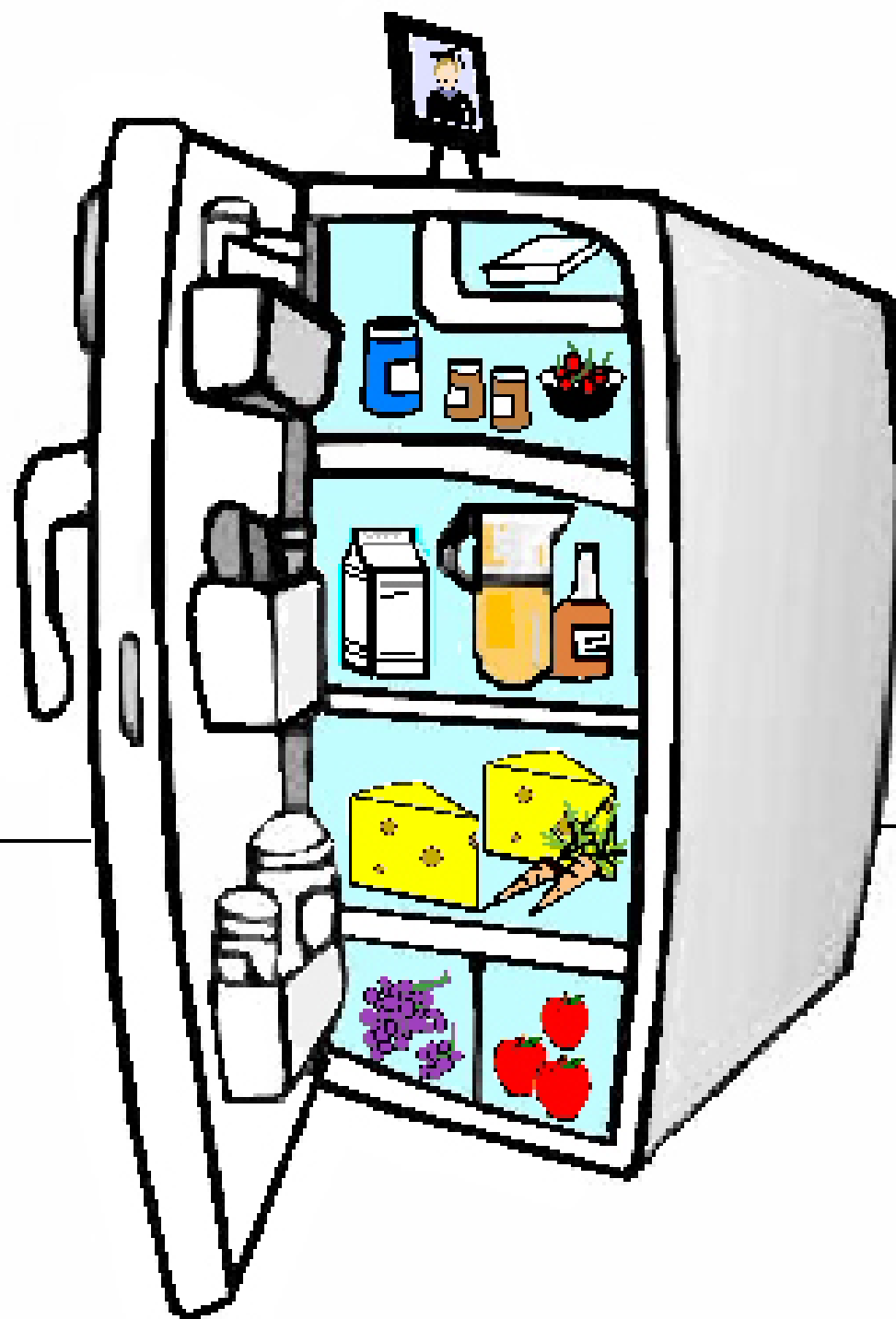
The cup is under  
the table.



The spoon is in  
the bowl.



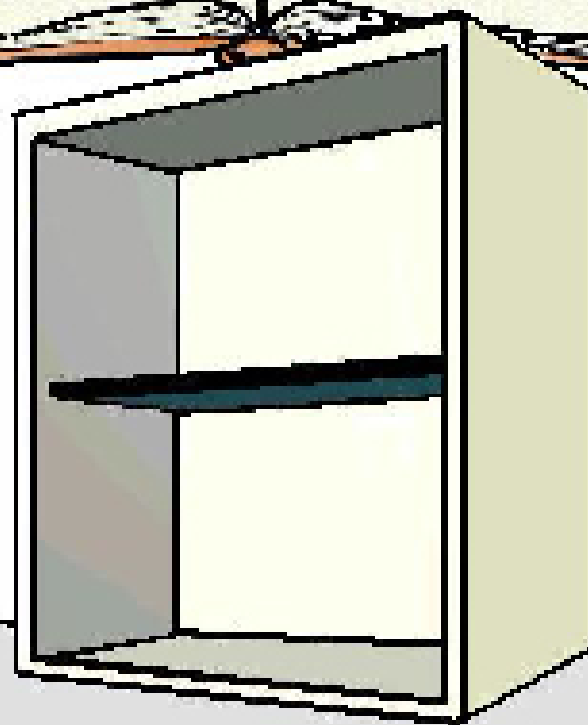
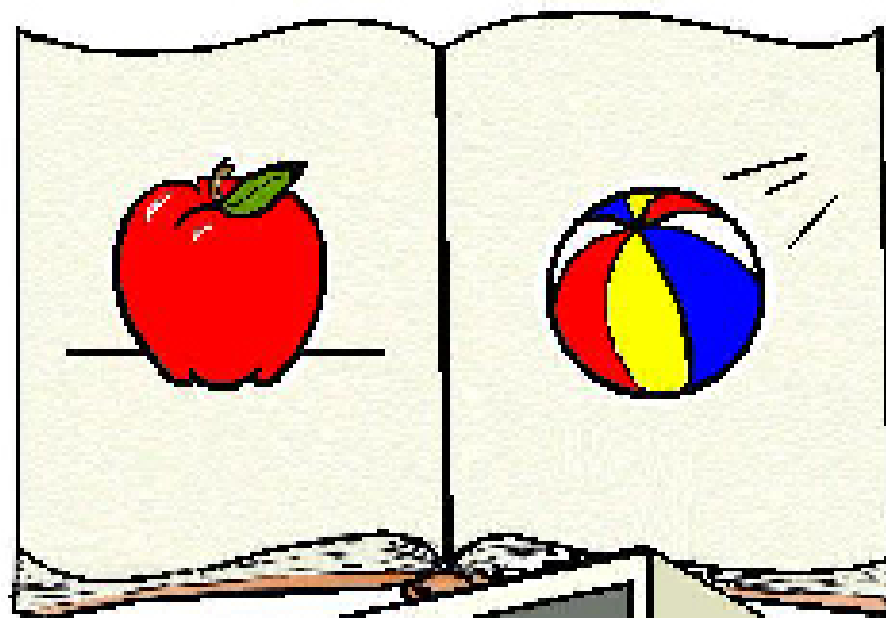
The picture is on  
the refrigerator.



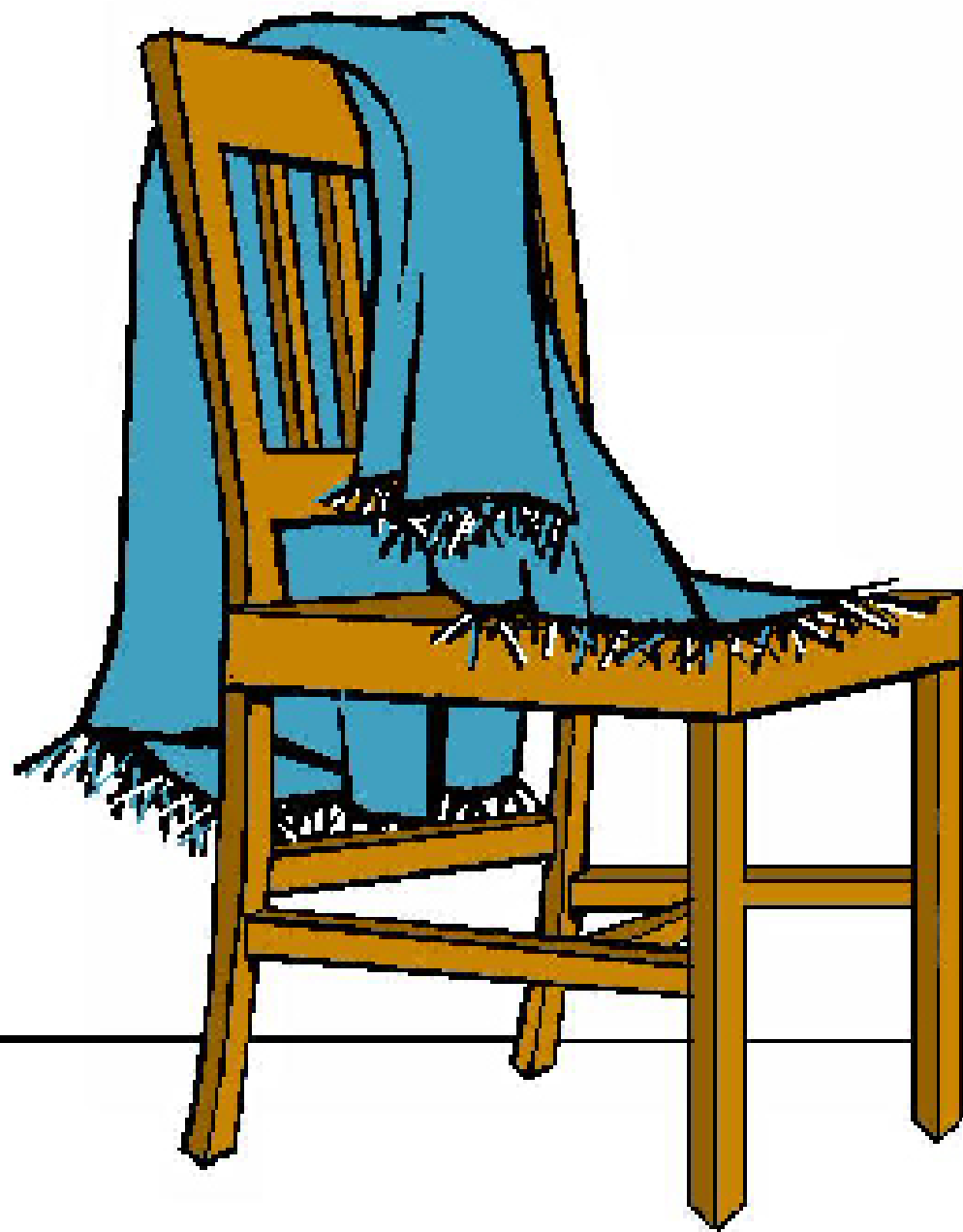
**The toothbrush  
is in the sink.**



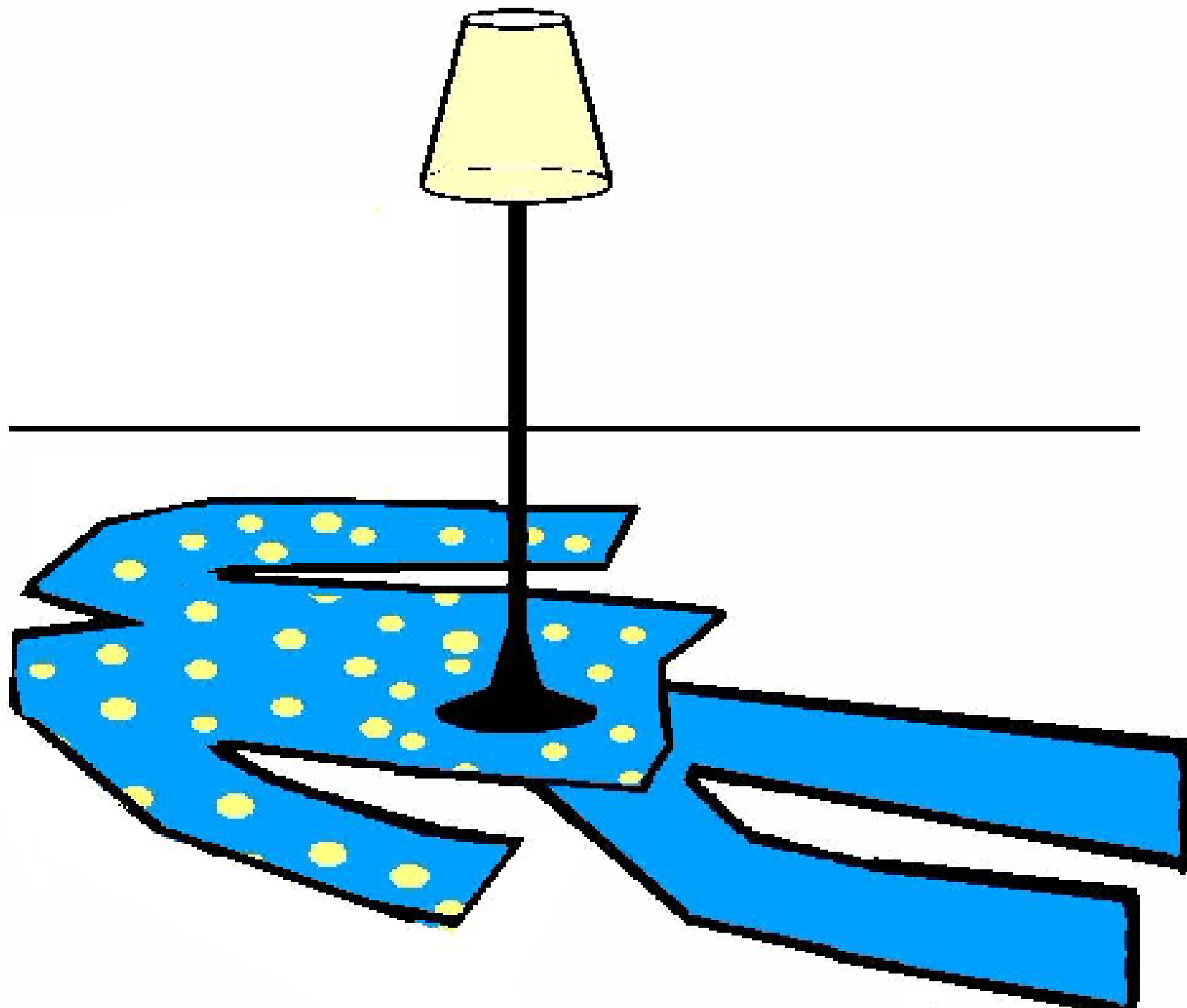
The book is on  
the shelf.



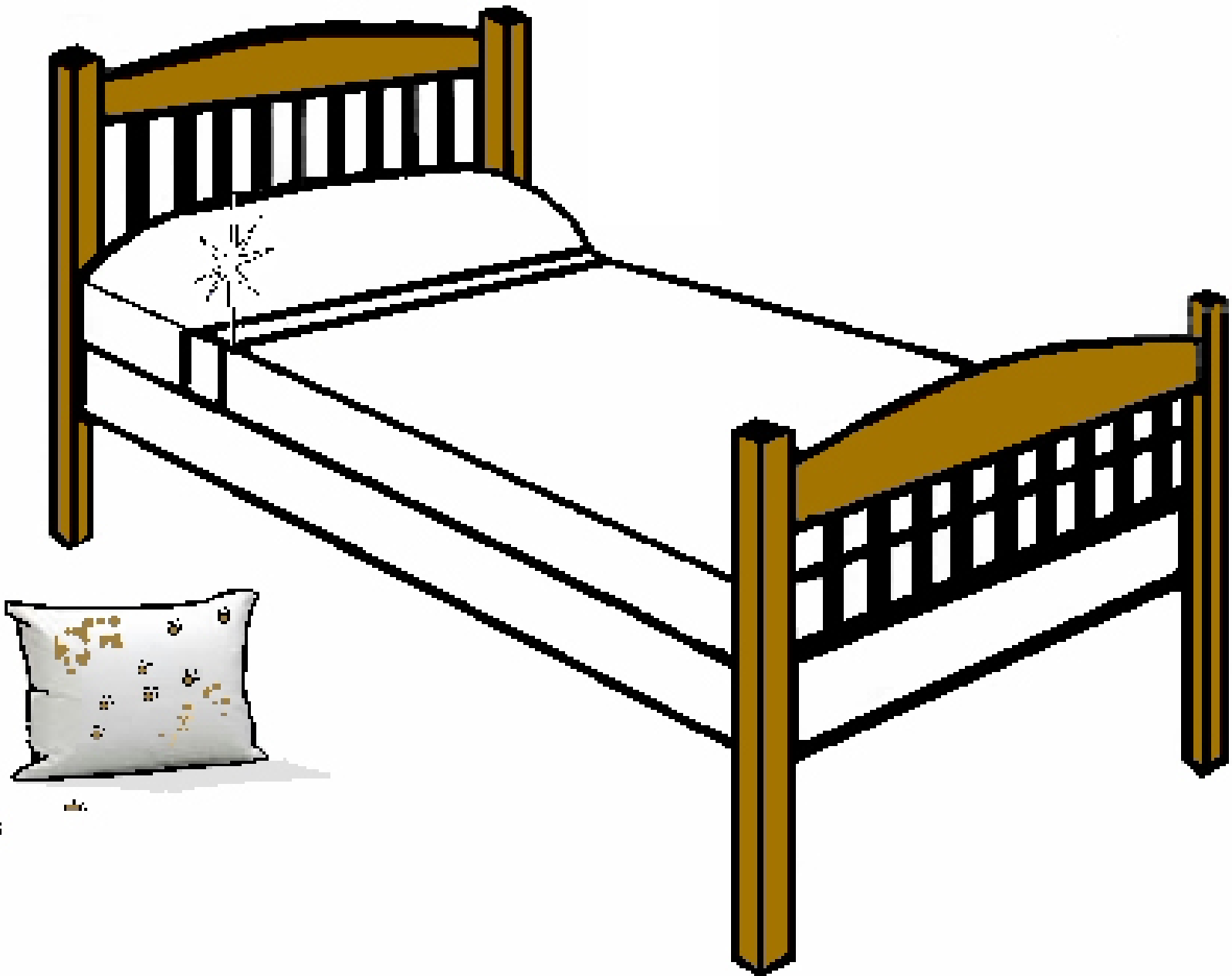
**The blanket is  
over the chair.**



The pajamas  
are under the  
lamp.



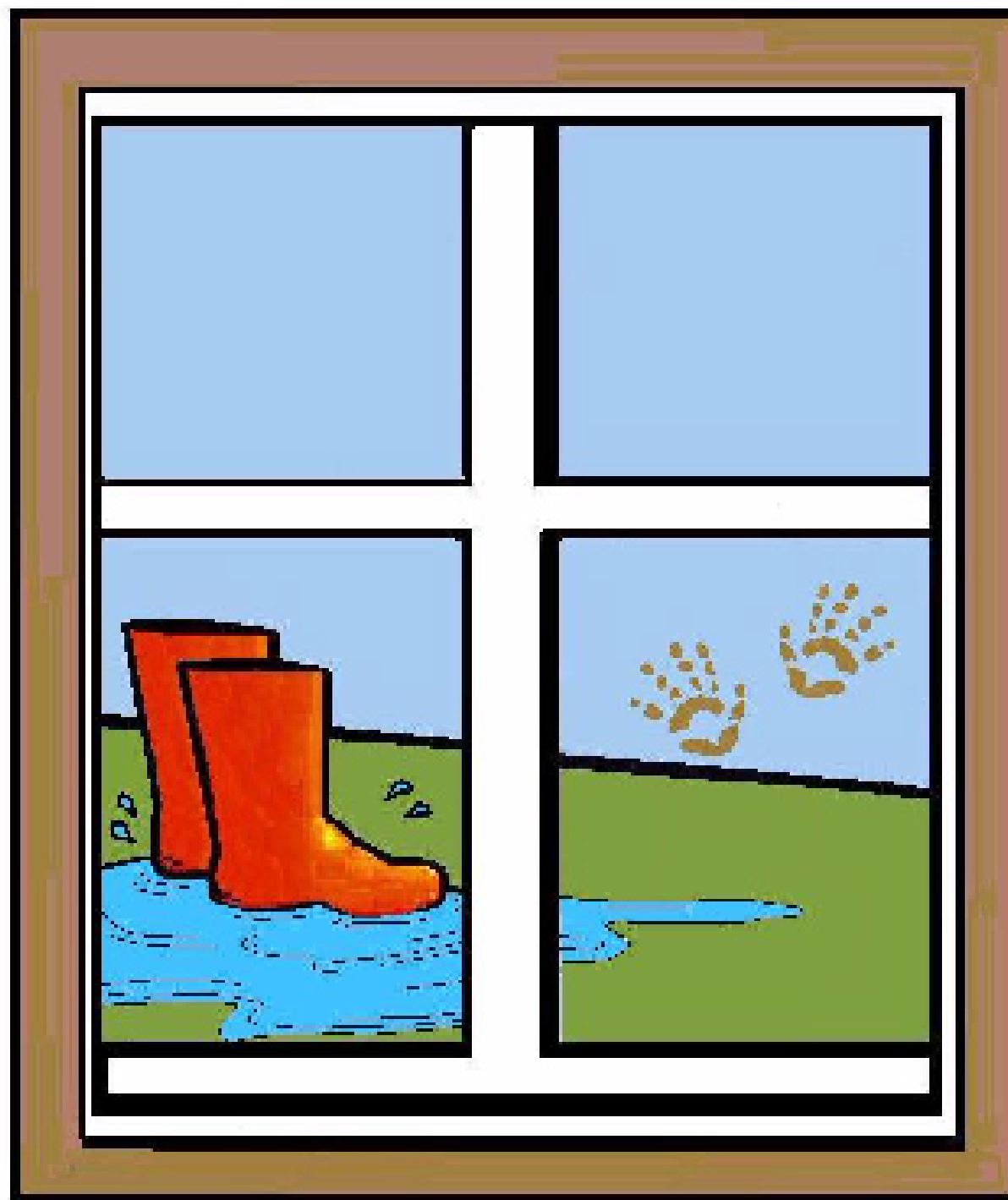
The pillow is off  
the bed.



The sweater is  
over the big  
door.



The wet boots  
are out the  
window.



**The shoes are on  
the clean floor.**



**The ball is in the  
full bathtub.**



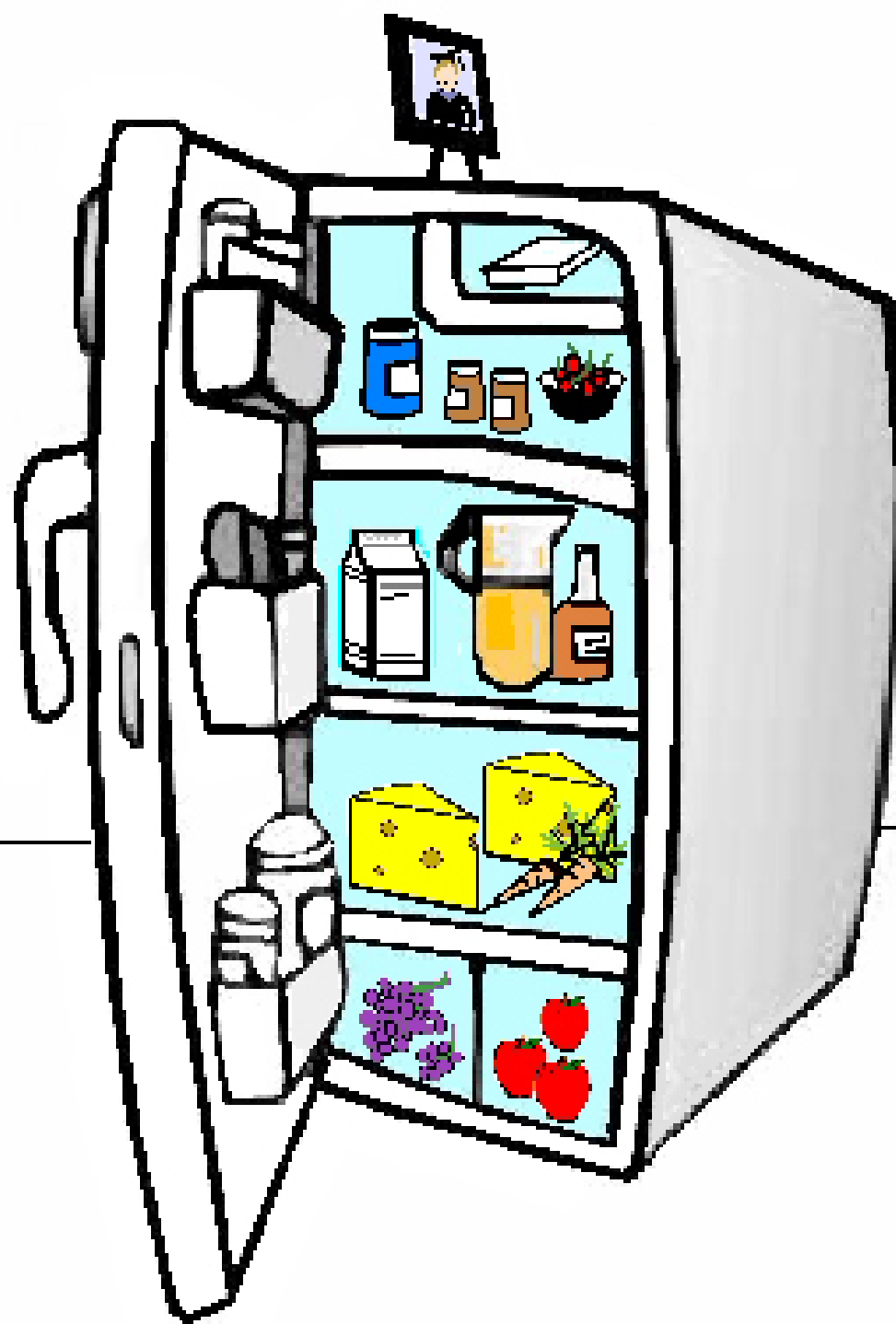
The full cup is  
under the table.



The empty spoon  
is in the bowl.



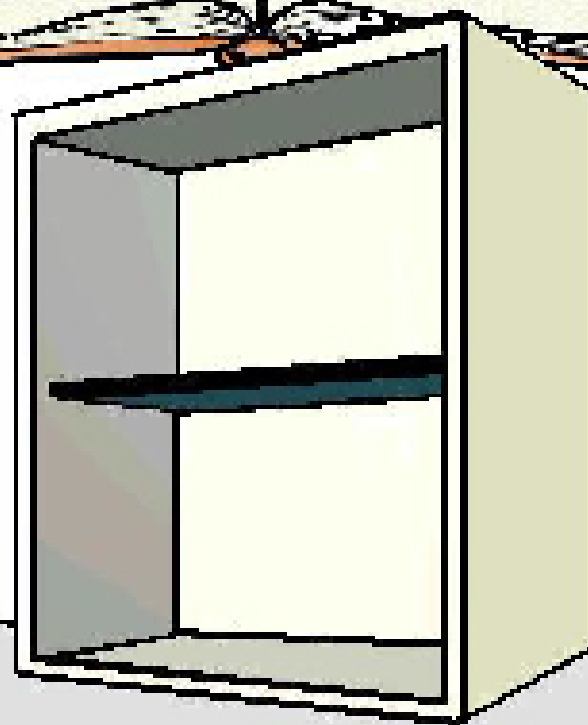
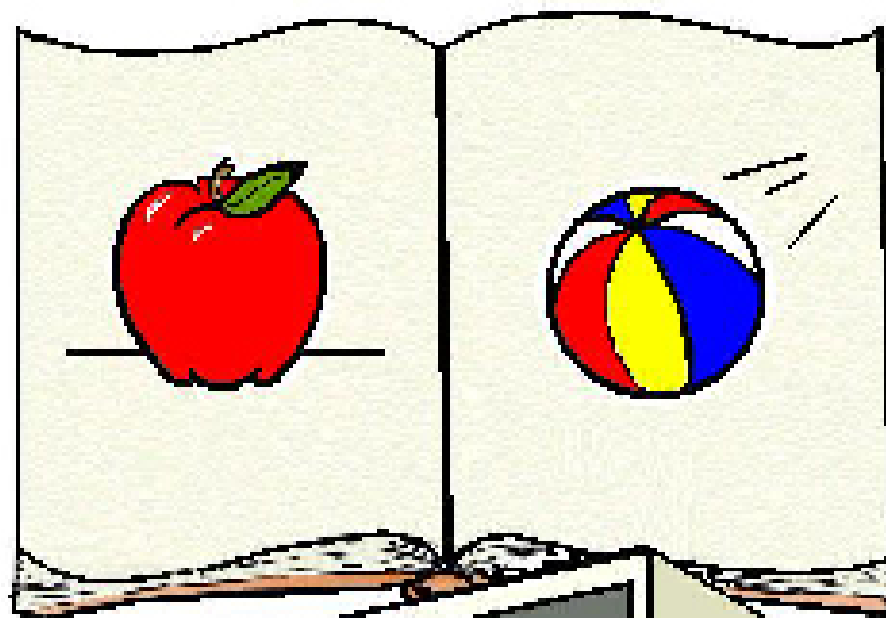
The little picture  
is on the  
refrigerator.



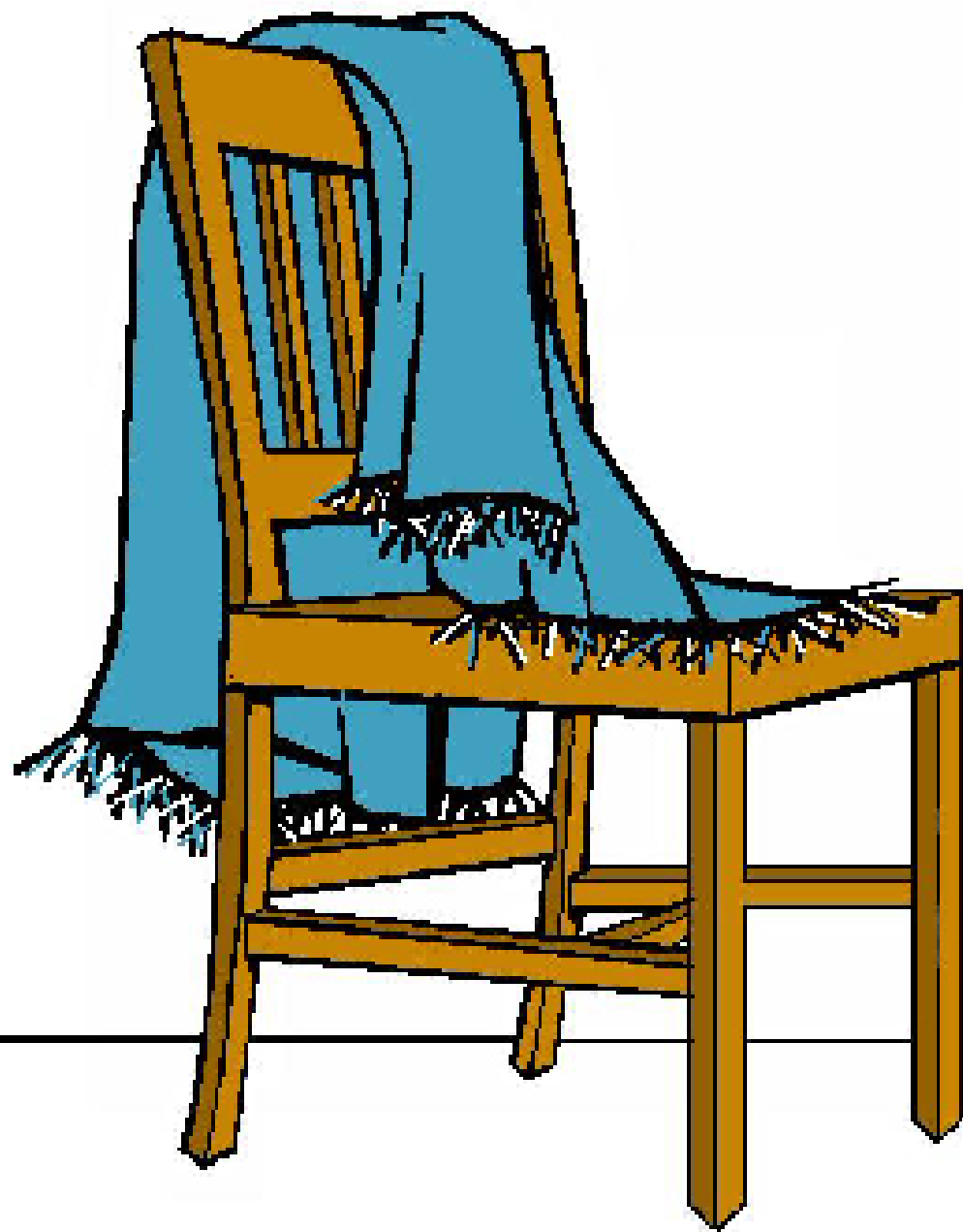
The toothbrush is  
in the empty  
sink.



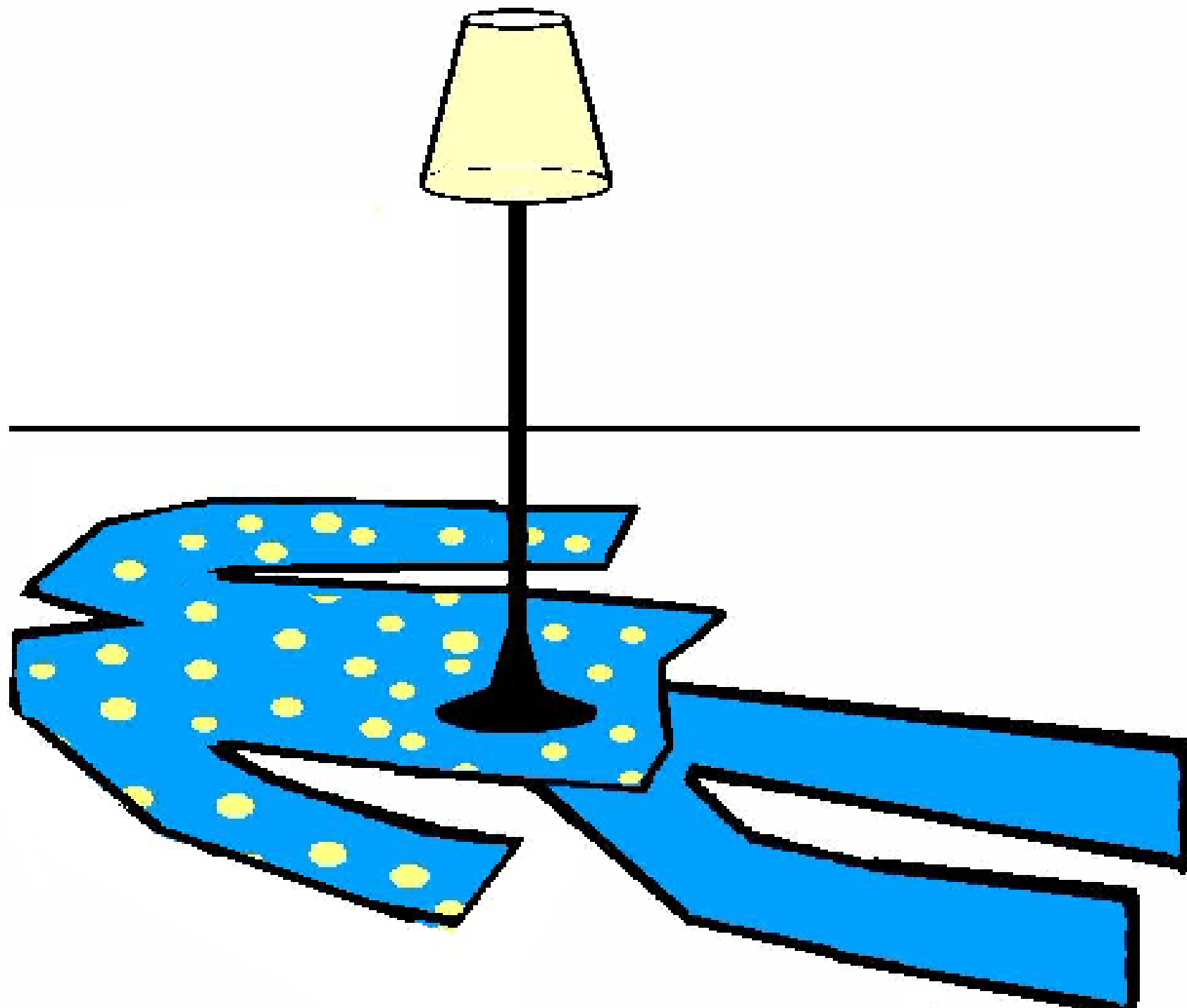
**The book is on  
the little shelf.**



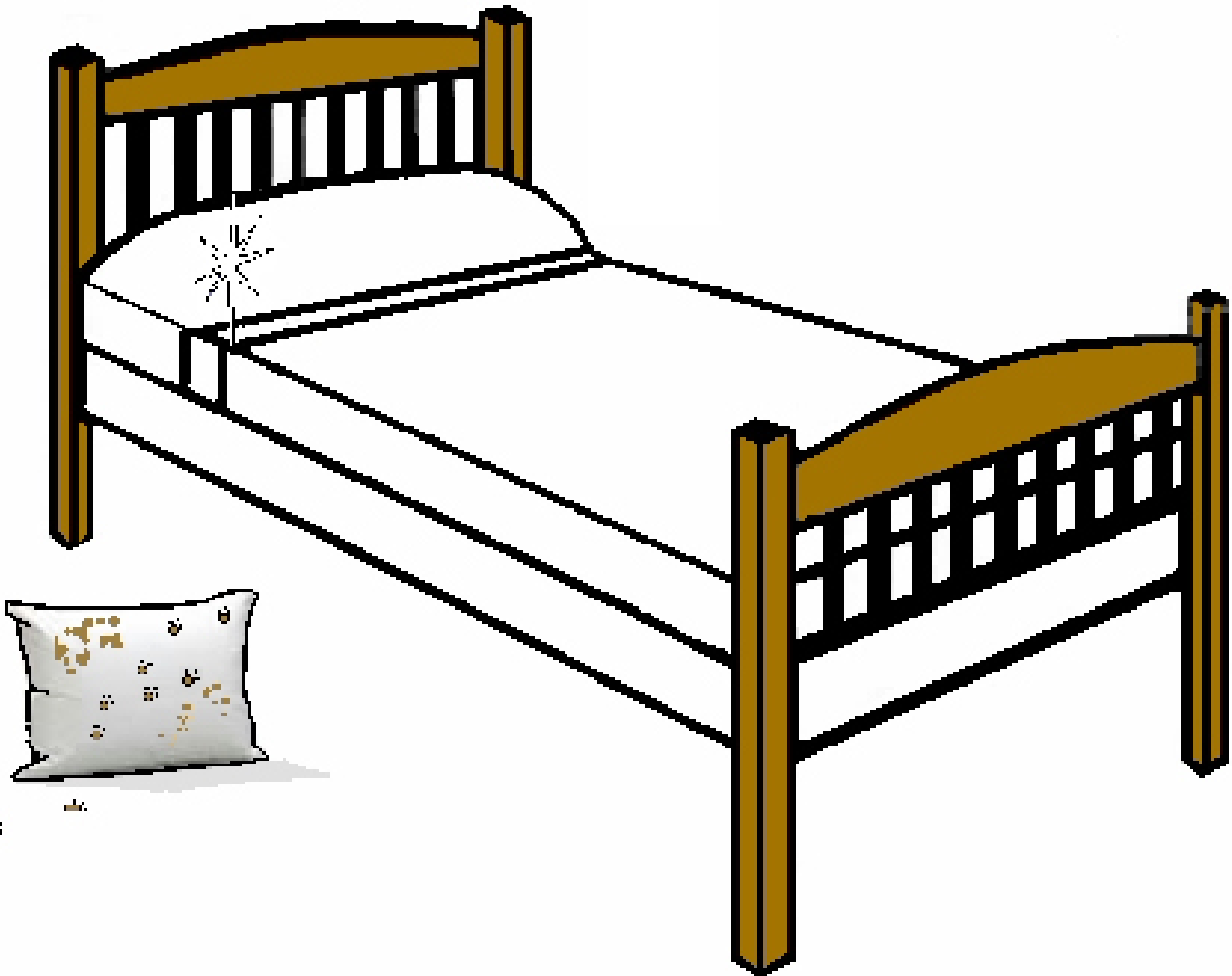
The dry blanket  
is over the chair.



The pajamas are  
under the  
floor lamp.



The dirty pillow is  
off the bed.



05

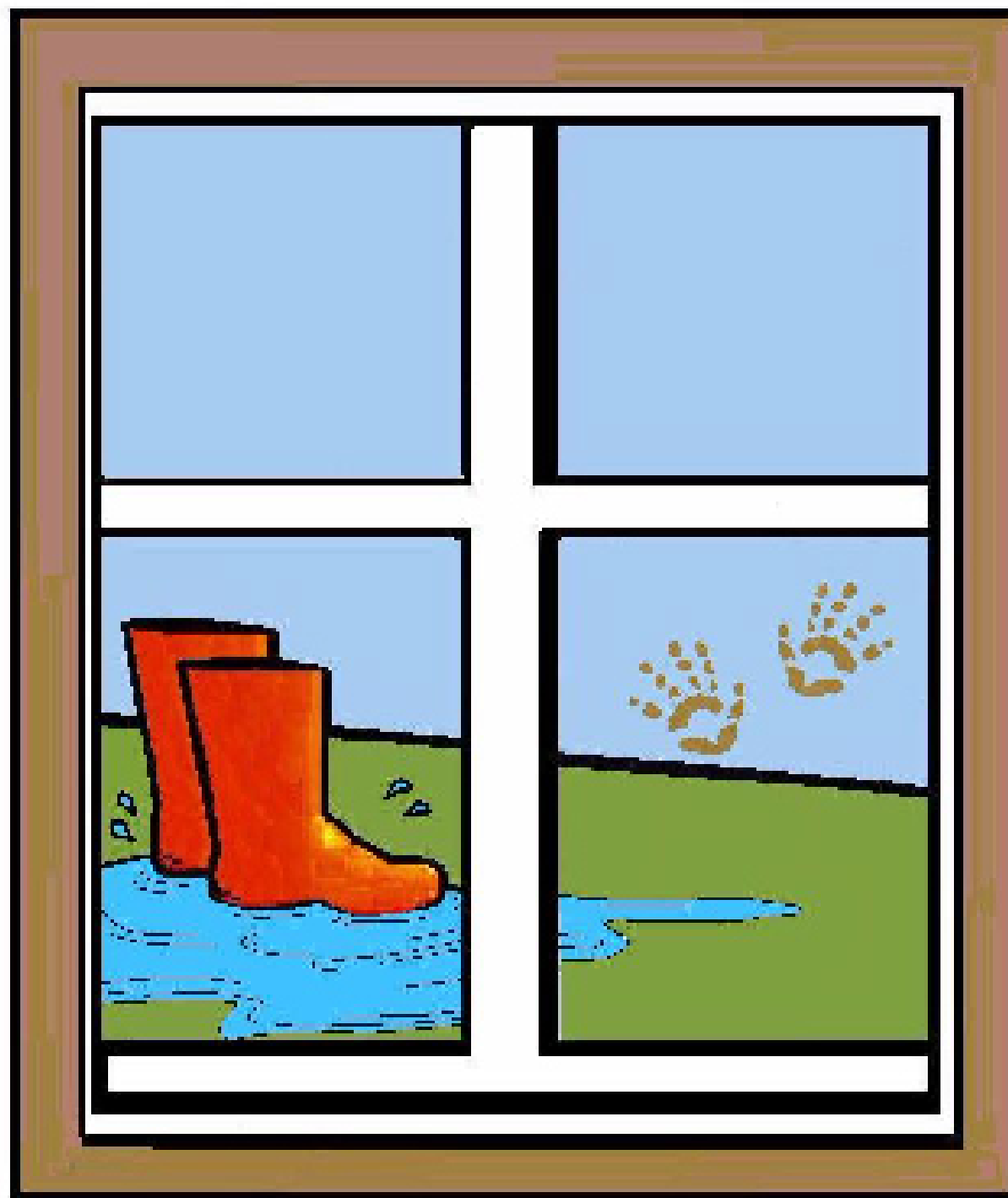
06

07

The clean sweater  
is over the  
big door.



The wet boots  
are out the  
dirty window.



**The dirty shoes  
are on the  
clean floor.**



**The wet ball is in  
the full bathtub.**



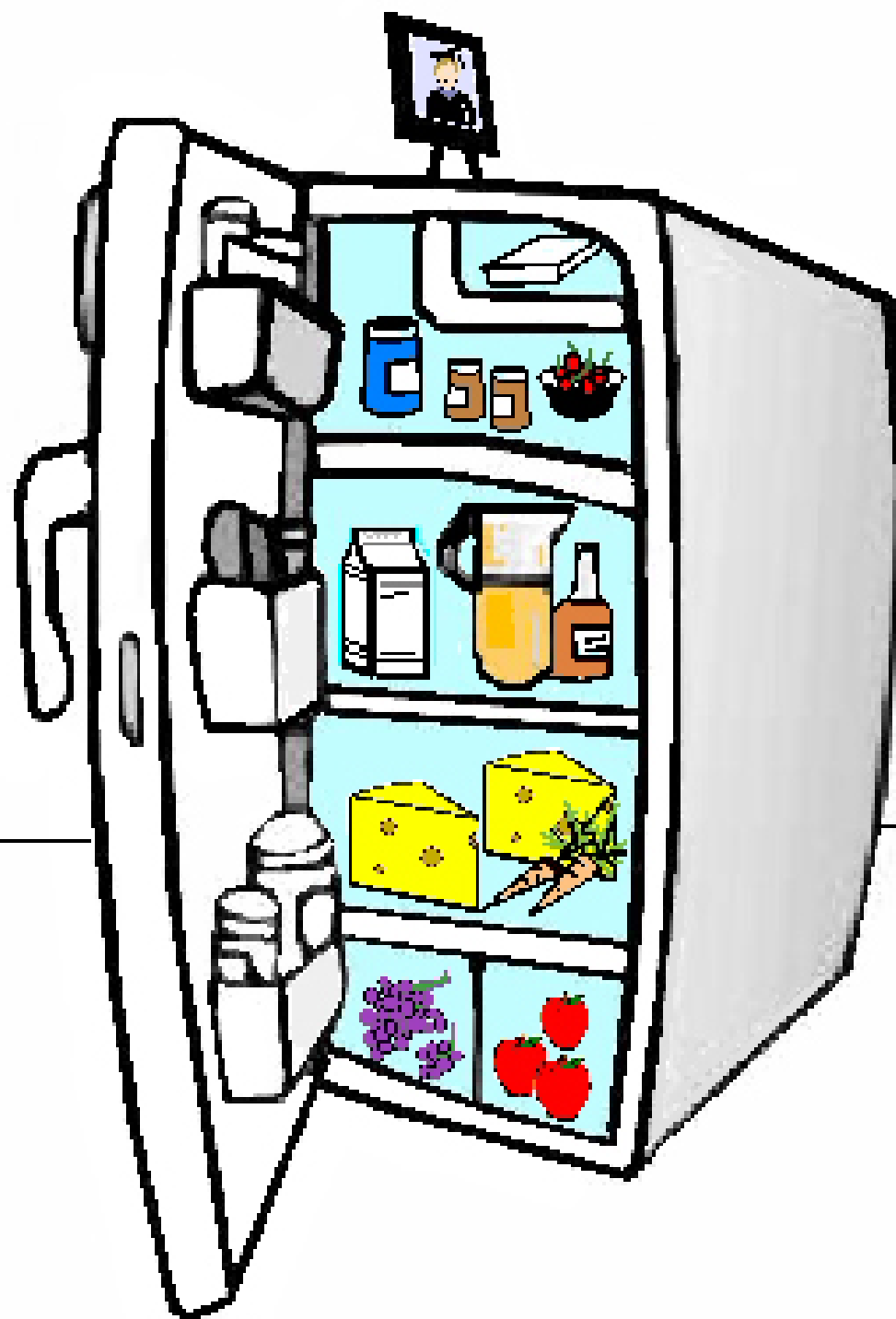
The full cup  
is under the  
wet table.



The empty spoon  
is in the dry bowl.



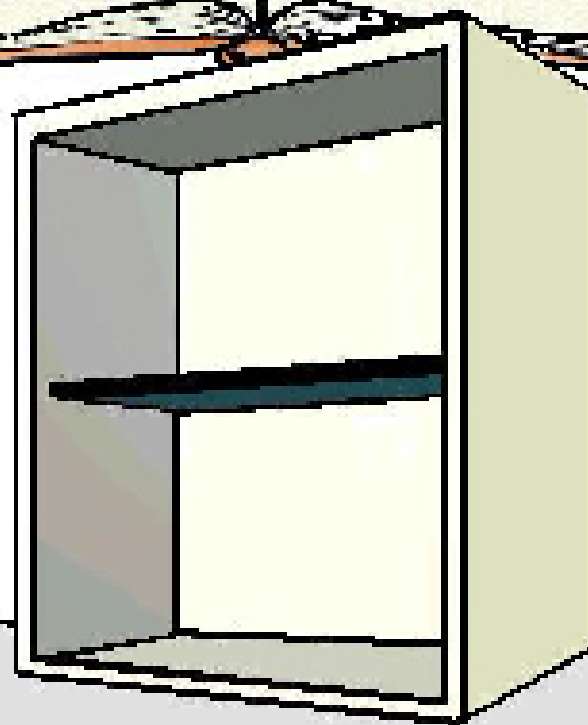
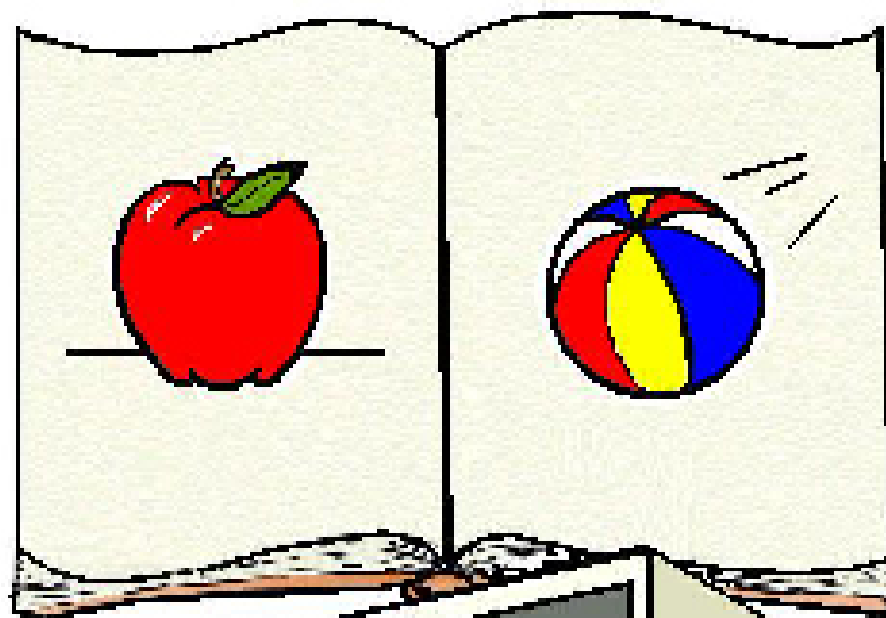
**The little picture  
is on the full  
refrigerator.**



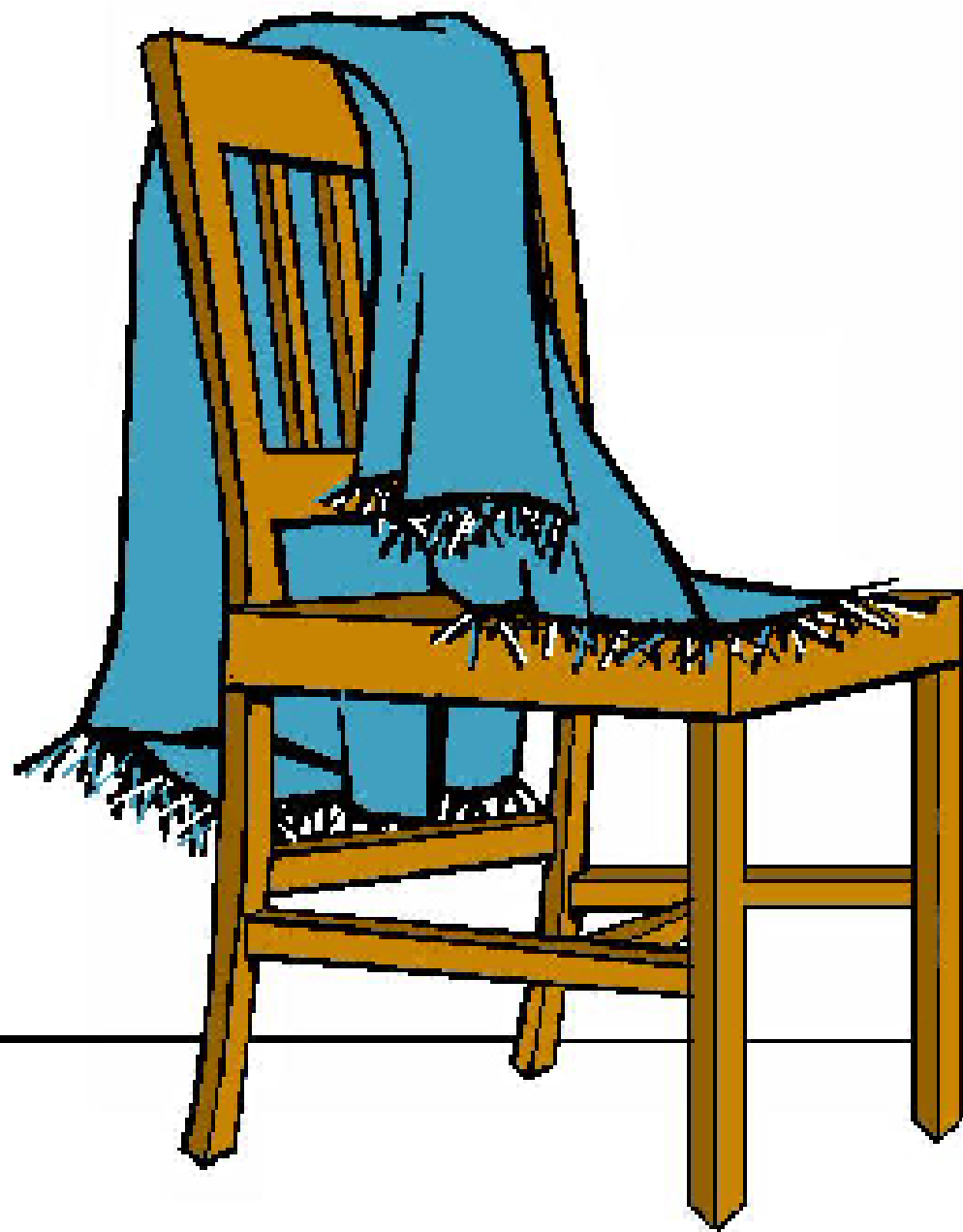
The dry toothbrush  
is in the  
empty sink.



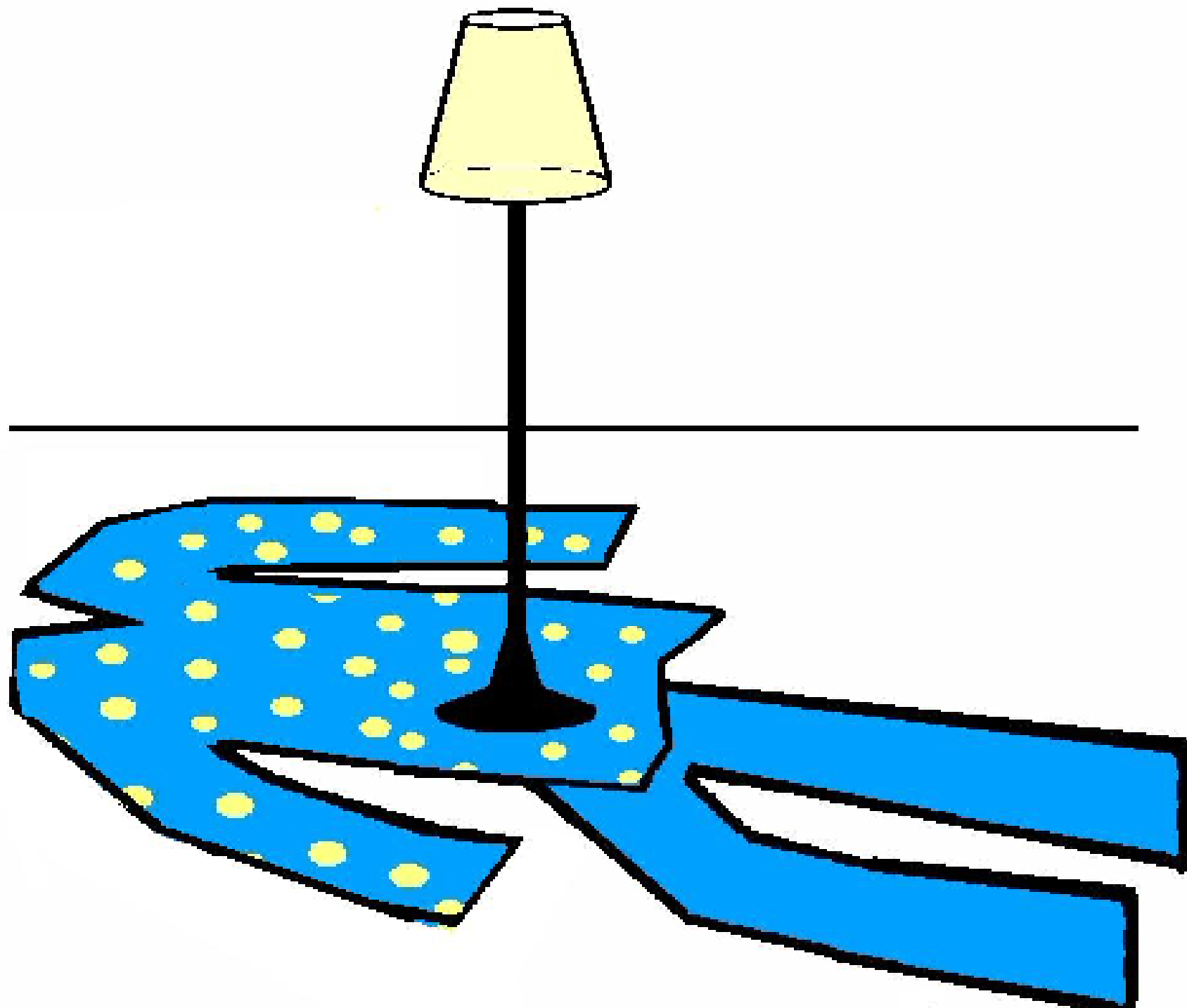
**The picture book  
is on the  
little shelf.**



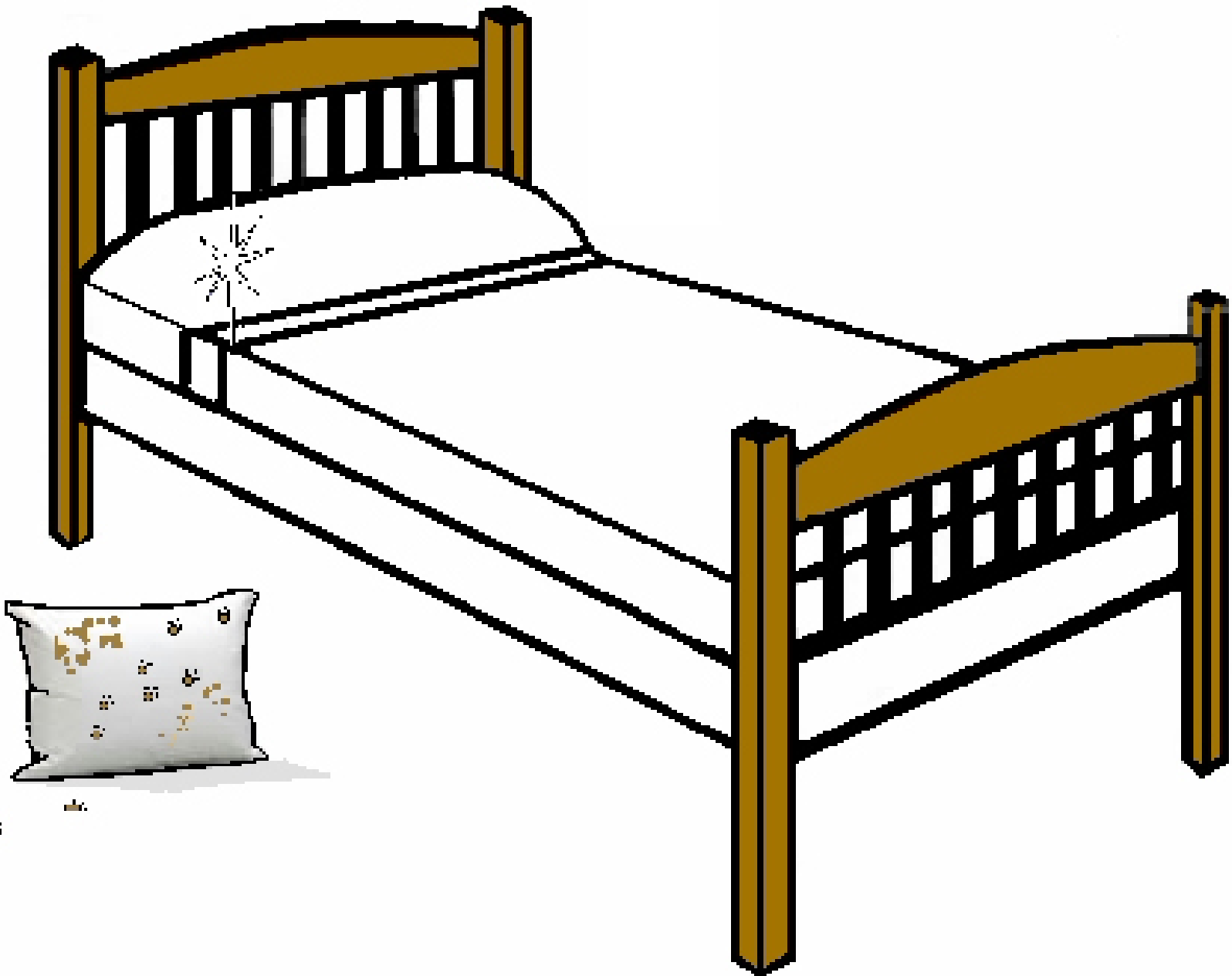
The dry blanket  
is over the  
empty chair.



The big pajamas  
are under the  
floor lamp.



**The dirty pillow is  
off the clean bed.**



cat.

cat.

cat.

**hands**

**ears**

**mouth**

**arms**

**feet**

**knees**

toes

legs

**nose**

hair

belly

**eyes**

chicken feet

bird legs

squirrel  
hands

dog hair

horse ears

cat nose

mouse eyes

pig belly

hippopotamus

knees

dinosaur

arms

elephant

toes

cow mouth

gray hands

striped ears

yellow legs

green arms

blue feet

purple knees

red toes

spotted  
mouth

hands are  
miniature

ears are  
short

**mouth is  
closed**

arms are

open

feet are hard

knees are  
wrinkly

toes are dry

legs are wet

**nose is soft**

hair is long

belly is

enormous

eyes are  
smooth

The pink cat

**The white pig**

The striped horse

The brown dog

The green dinosaur

**The blue chicken**

The purple  
hippopotamus

The red elephant

The yellow bird

The gray squirrel

**The spotted cow**

**The black mouse**

chicken

**bird**

**squirrel**

dog

horse

**cat**

**mouse**

**pig**

hippopotamus

**dinosaur**

**elephant**

**cow**

soft hair

hard toes

enormous

belly

miniature  
hands

long nose

short ears

open eyes

closed  
hands

wet legs

**dry toes**

smooth eyes

wrinkly

knees

striped horse

white pig

pink cat

**black mouse**

**brown dog**

spotted cow

green  
dinosaur

blue chicken

blue chicken

feet

yellow bird

legs

gray squirrel  
hands

brown dog

hair

striped horse  
ears

pink cat

nose

black mouse

eyes

white pig

belly

purple

hippopotamus

knees

green  
dinosaur  
arms

red elephant  
toes

spotted cow  
mouth

nose is soft.

belly is enormous.

ears are short.

hair is long.

arms are open.

feet are hard.

knees are wrinkly.

eyes are smooth.

legs are wet.

**hands are miniature.**

**mouth is closed.**

toes are dry.

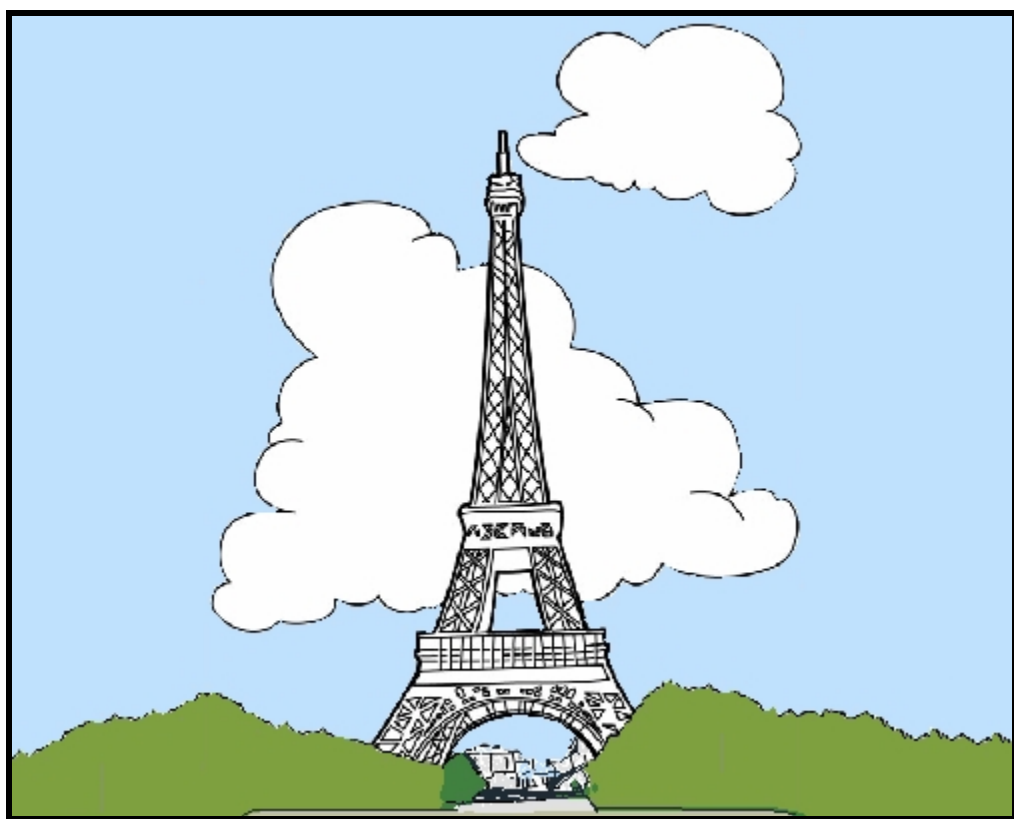
**soft**



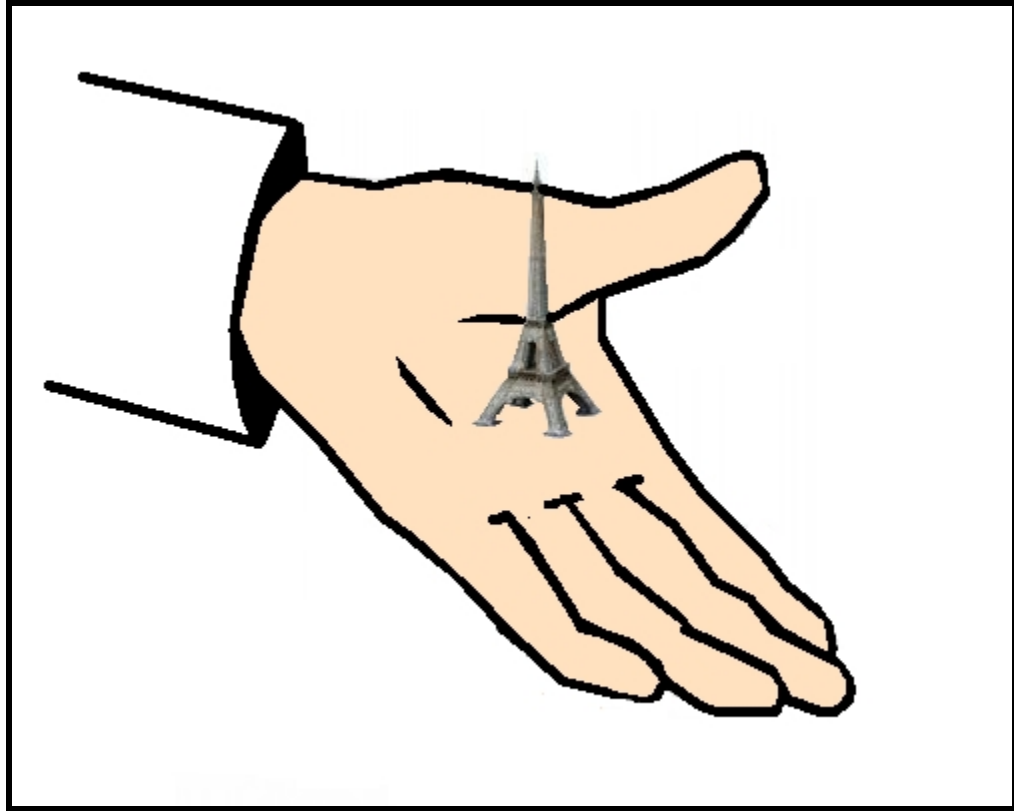
**hard**



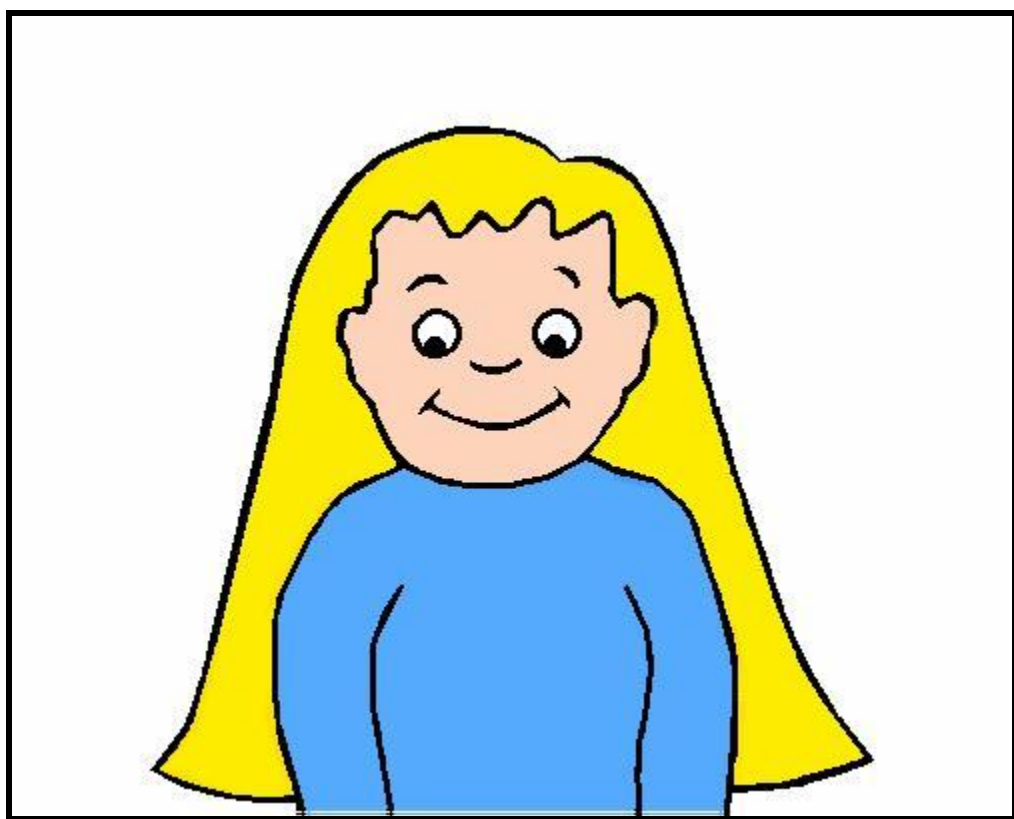
**enormous**



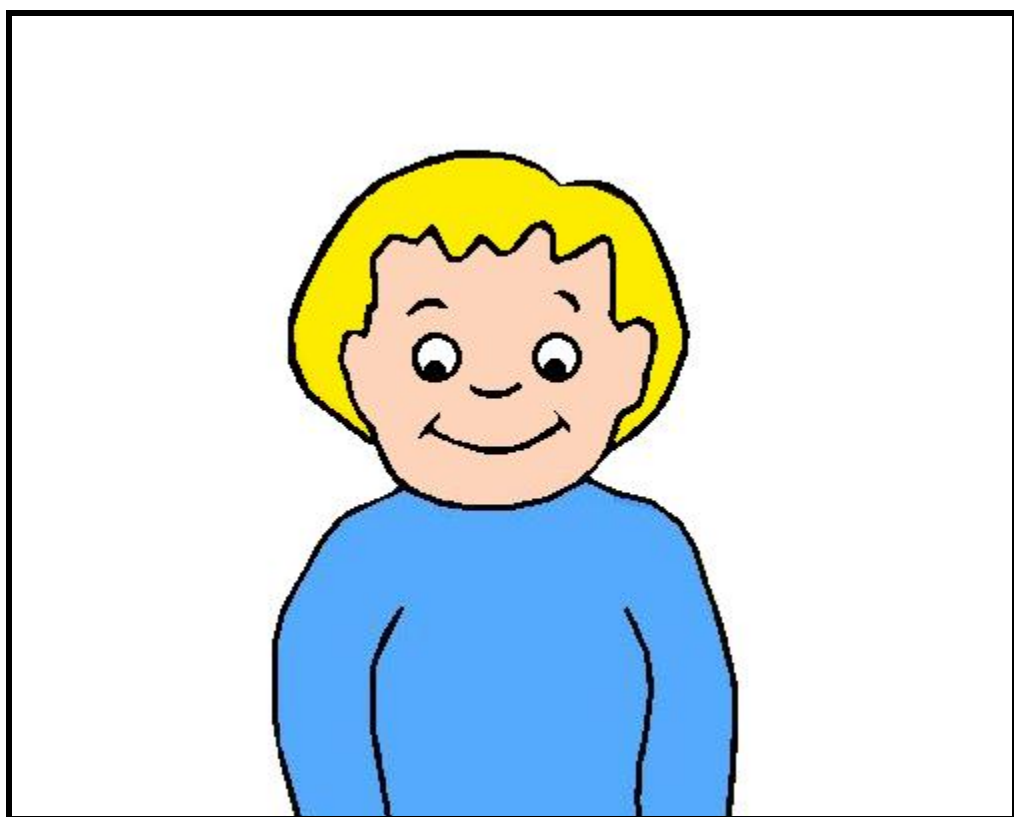
**miniature**



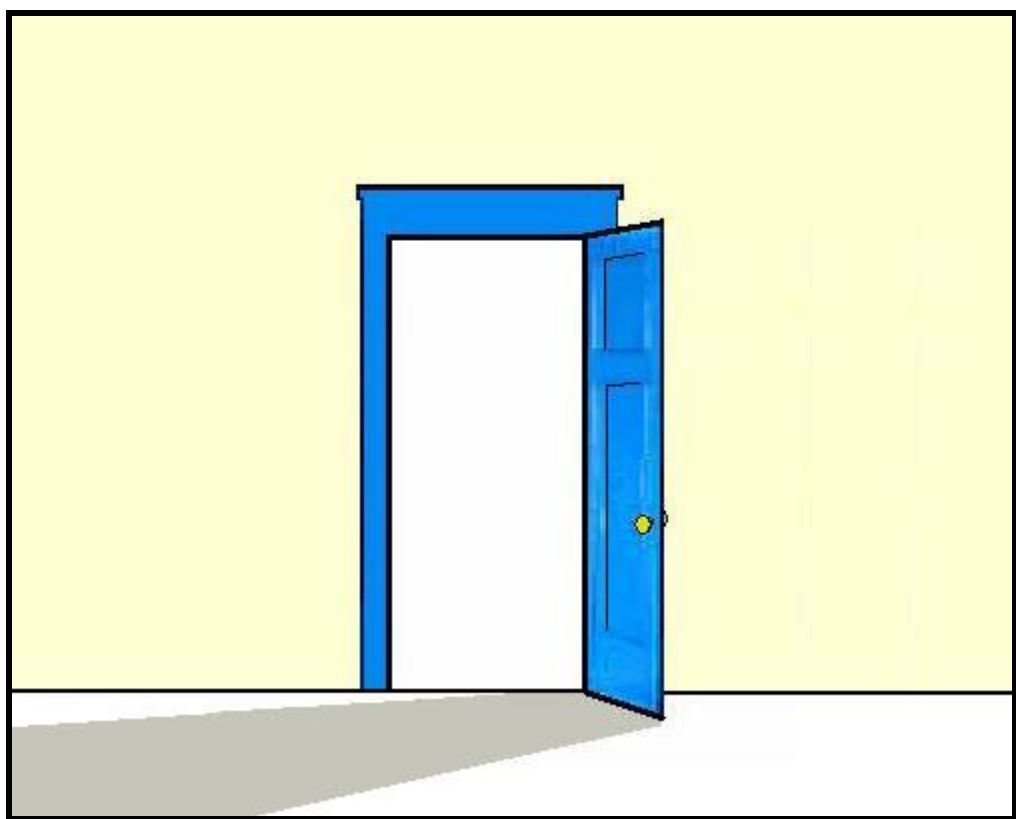
**long**



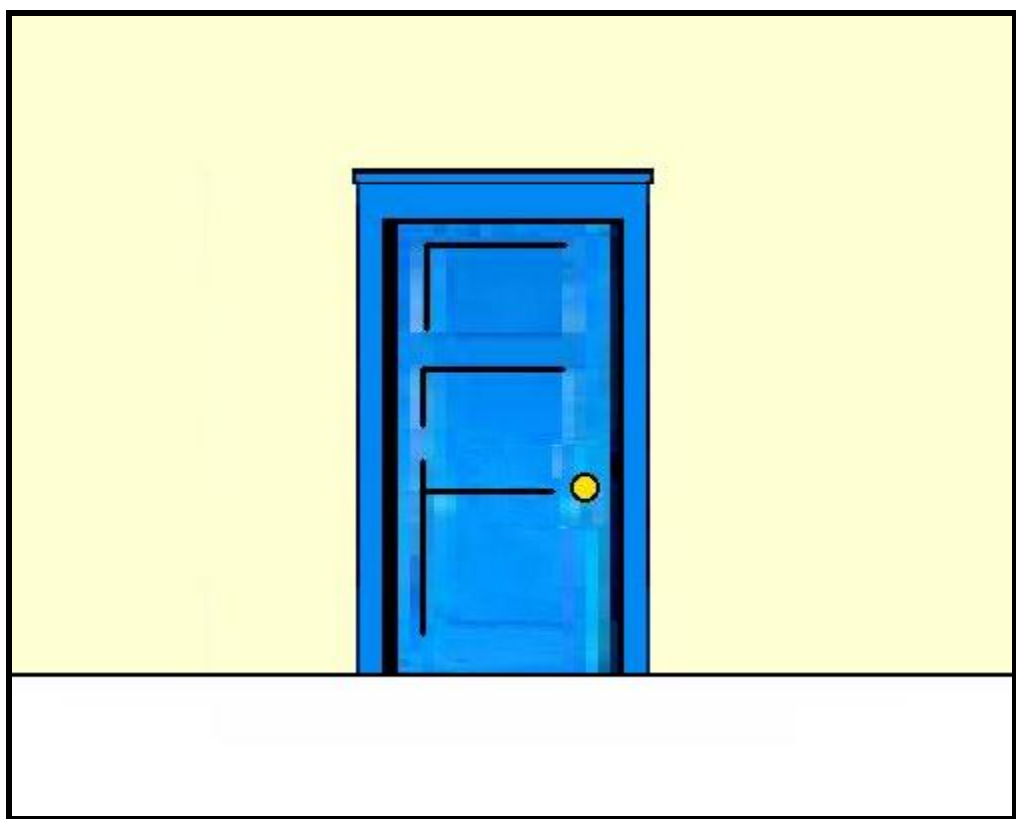
**short**



**open**



**closed**



**smooth**



**wrinkly**



smooth belly

wrinkly legs

open arms

closed  
mouth

enormous

knees

miniature  
hands

long hair

short

dinosaur

wet mouth

**dry feet**

**soft nose**

hard feet

**brown hair**

**white belly**

black eyes

red elephant

**yellow bird**

gray squirrel

purple

hippopotamus

**pink nose**

**is**

**are**

**The**

The pink cat  
nose is

soft and long.

The white pig  
belly is

**enormous and  
smooth.**

The striped  
horse ears are

short and  
miniature.

The brown dog  
hair is

long and soft.

The green  
dinosaur arms  
are

open and short.

The blue  
chicken feet are

hard and dry.

The purple  
hippopotamus  
knees are

wrinkly and  
enormous.

The red  
elephant toes  
are

**dry and hard.**

The yellow bird  
legs are

wet and wrinkly.

The gray squirrel  
hands are

miniature and  
closed.

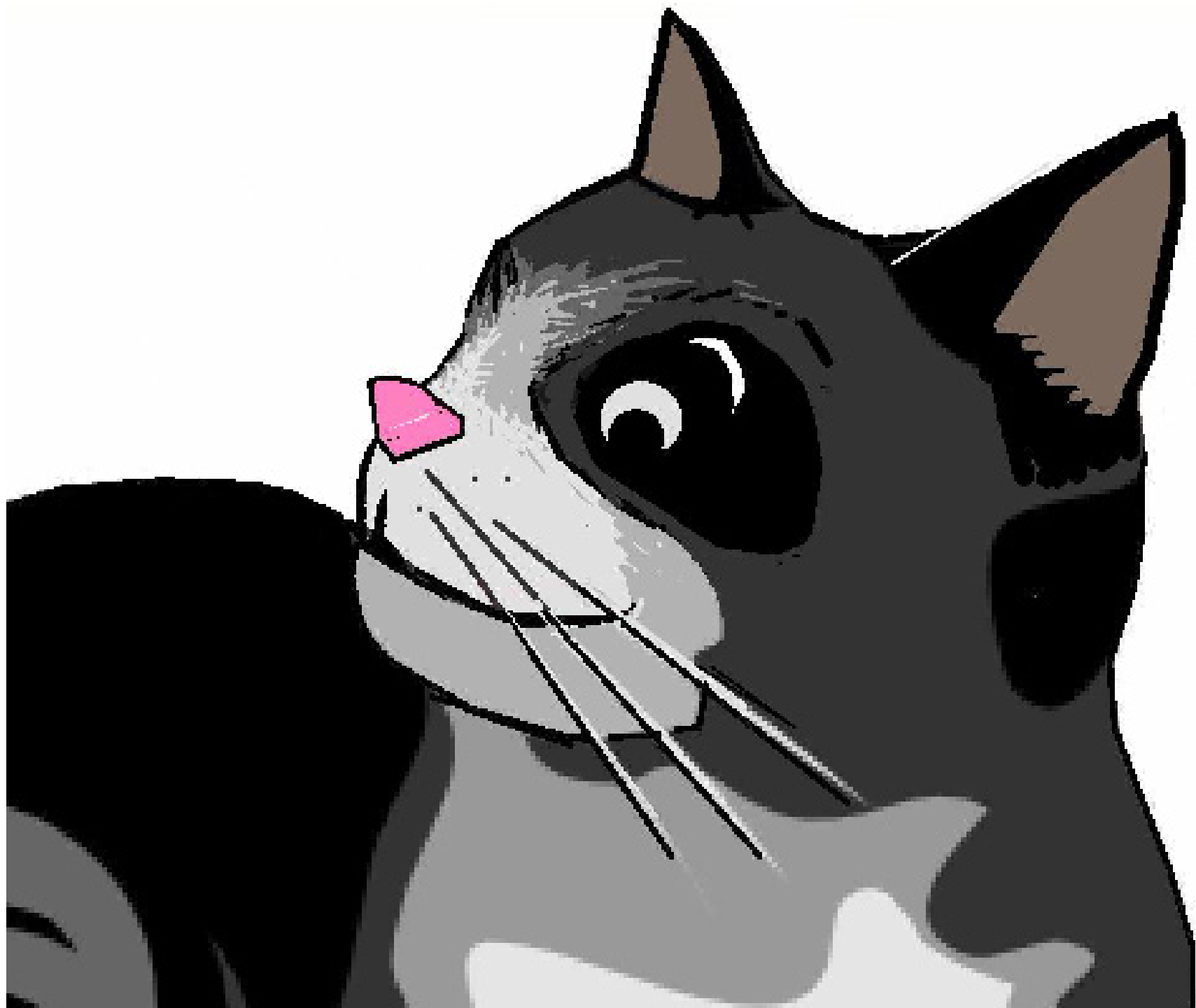
The spotted cow  
mouth is

closed and wet.

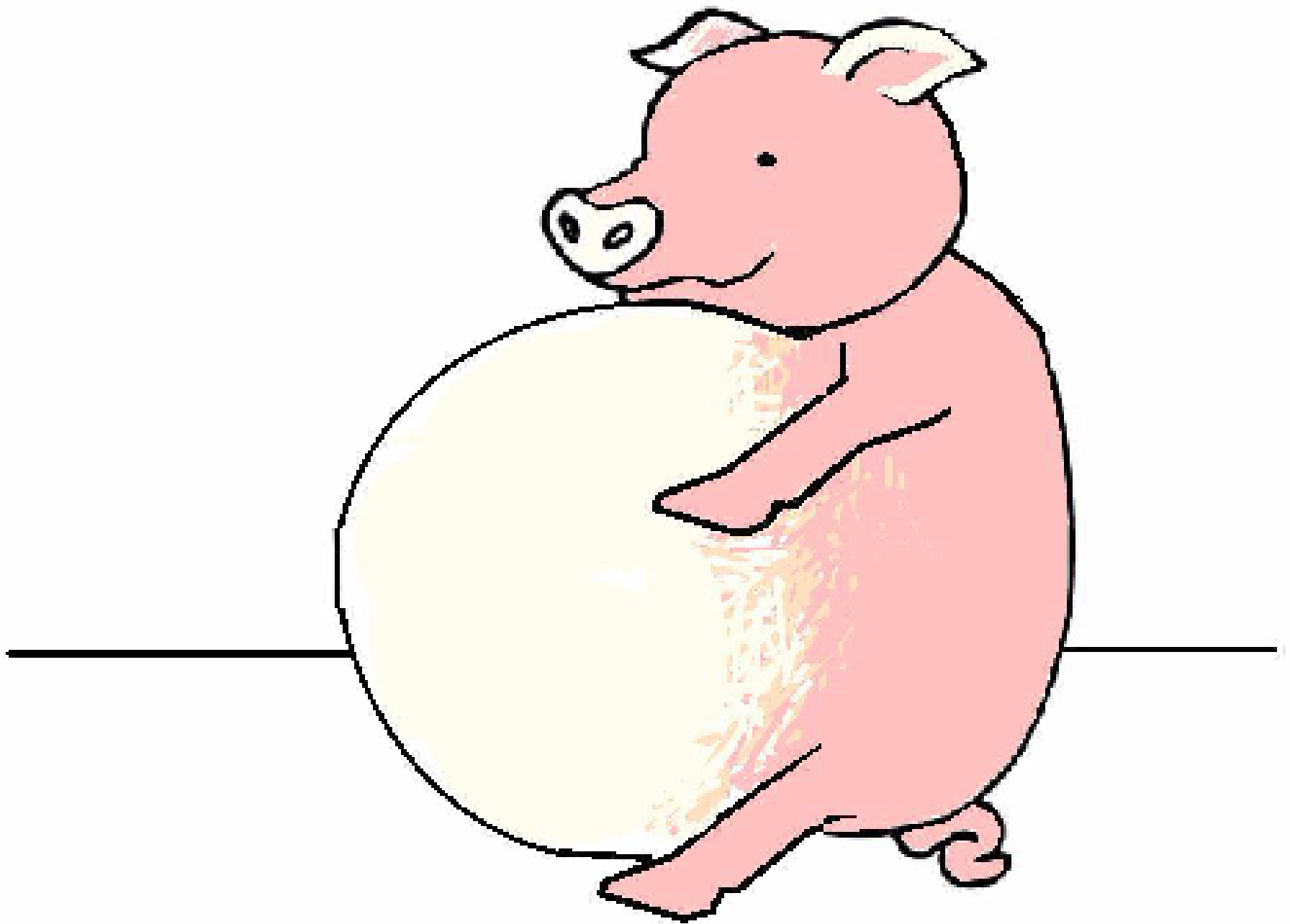
The black  
mouse eyes are

smooth and  
open.

**The cat nose  
is soft.**



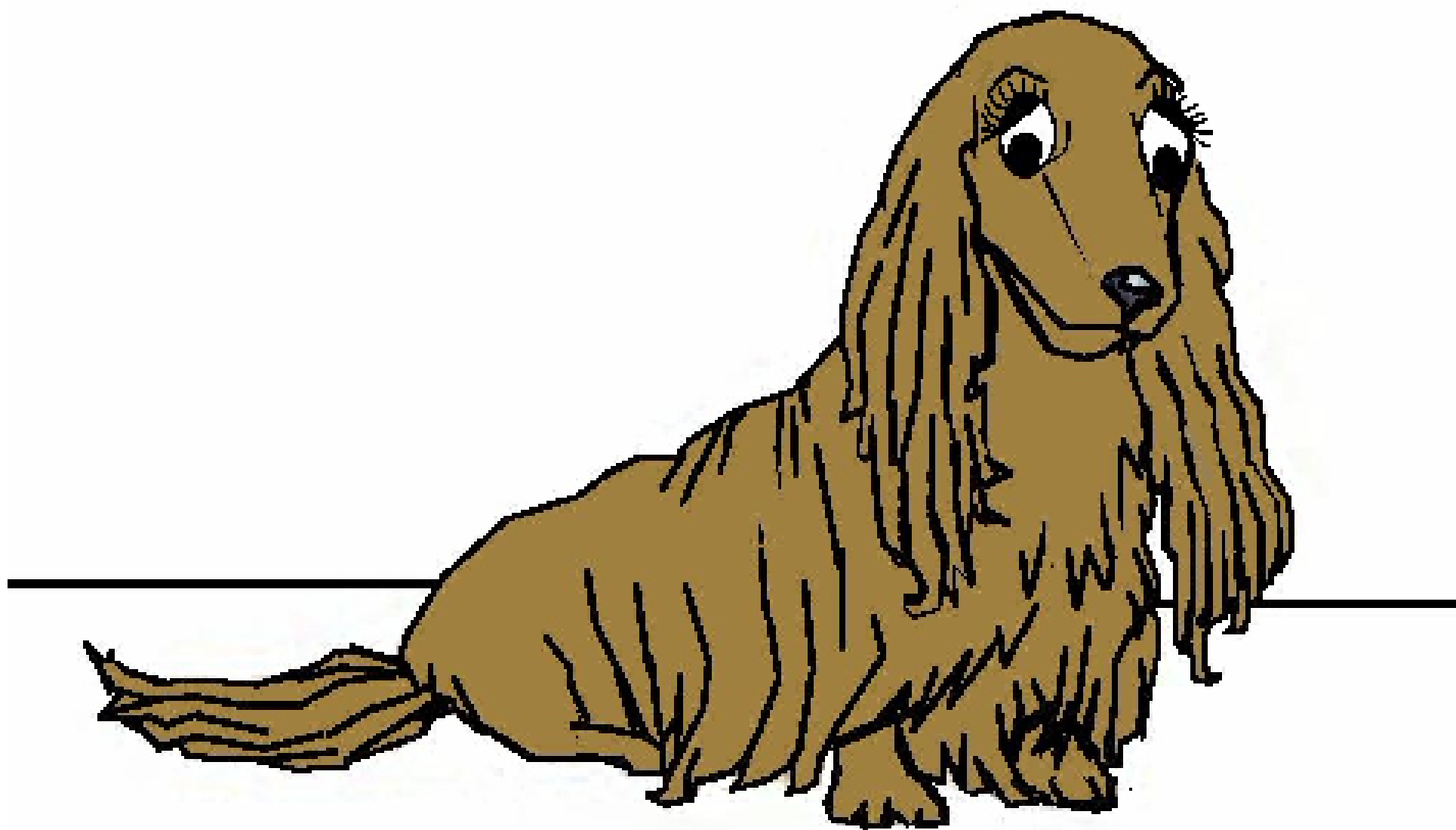
The pig belly is  
enormous.



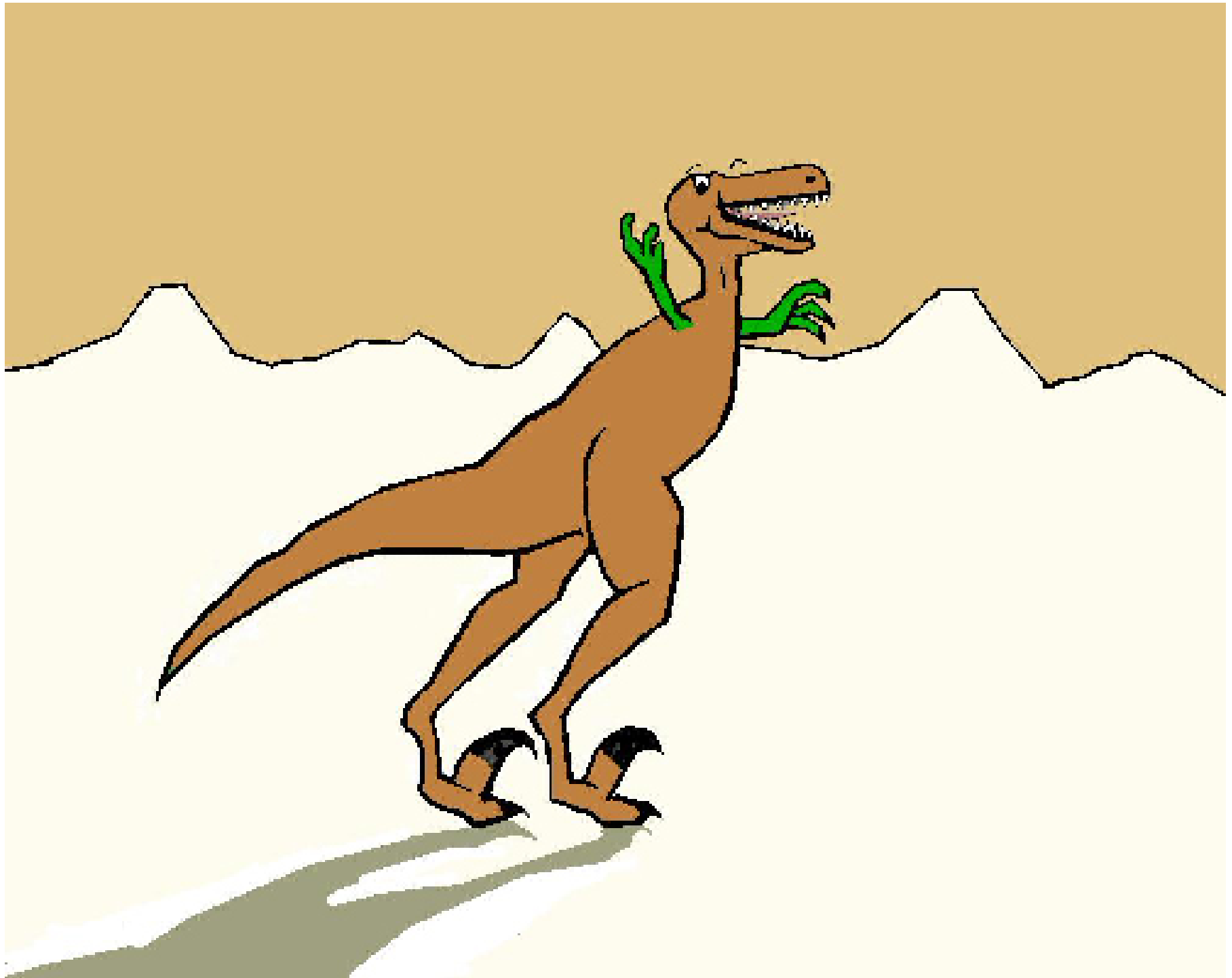
**The horse ears  
are short.**



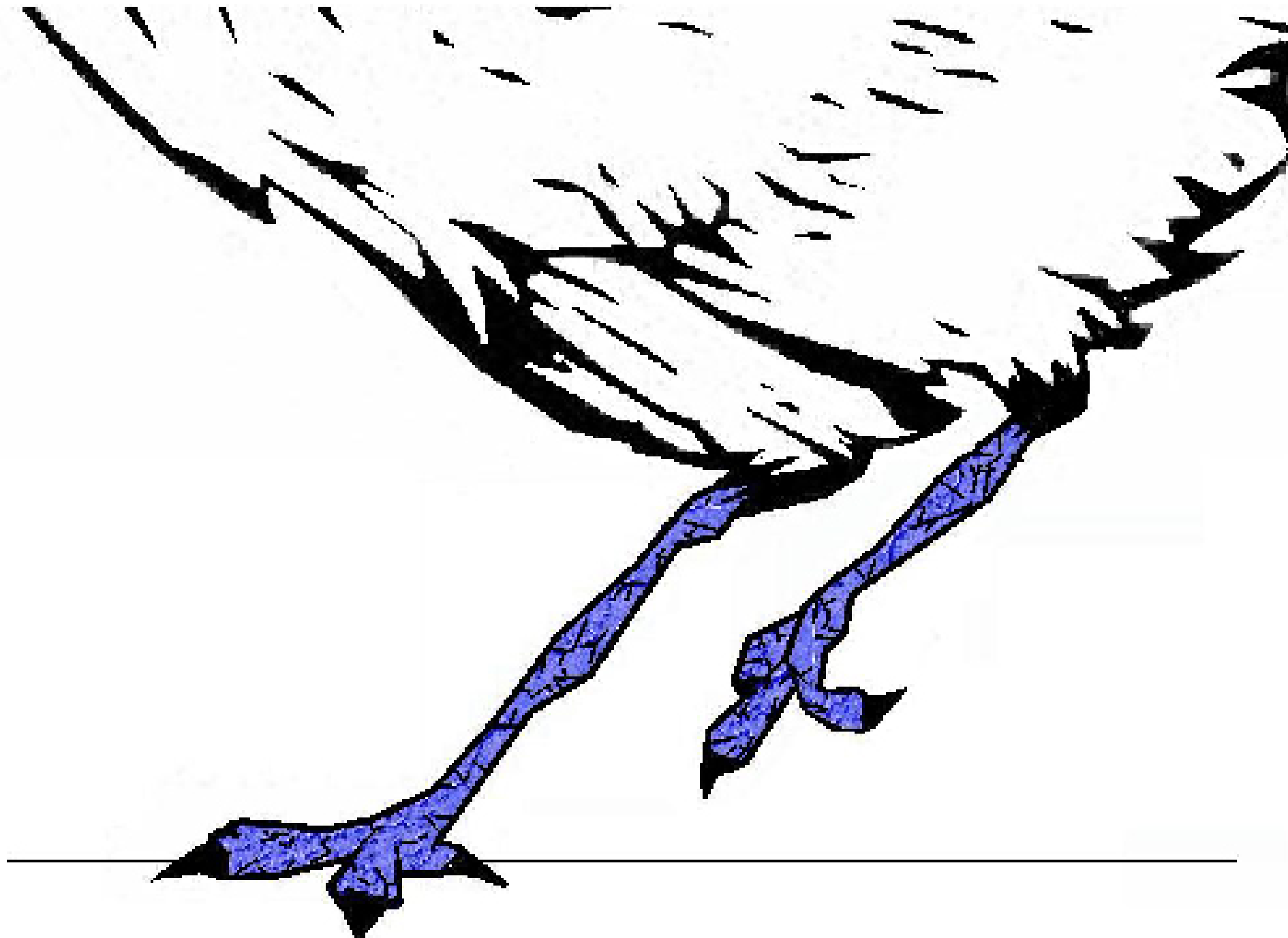
The dog hair  
is long.



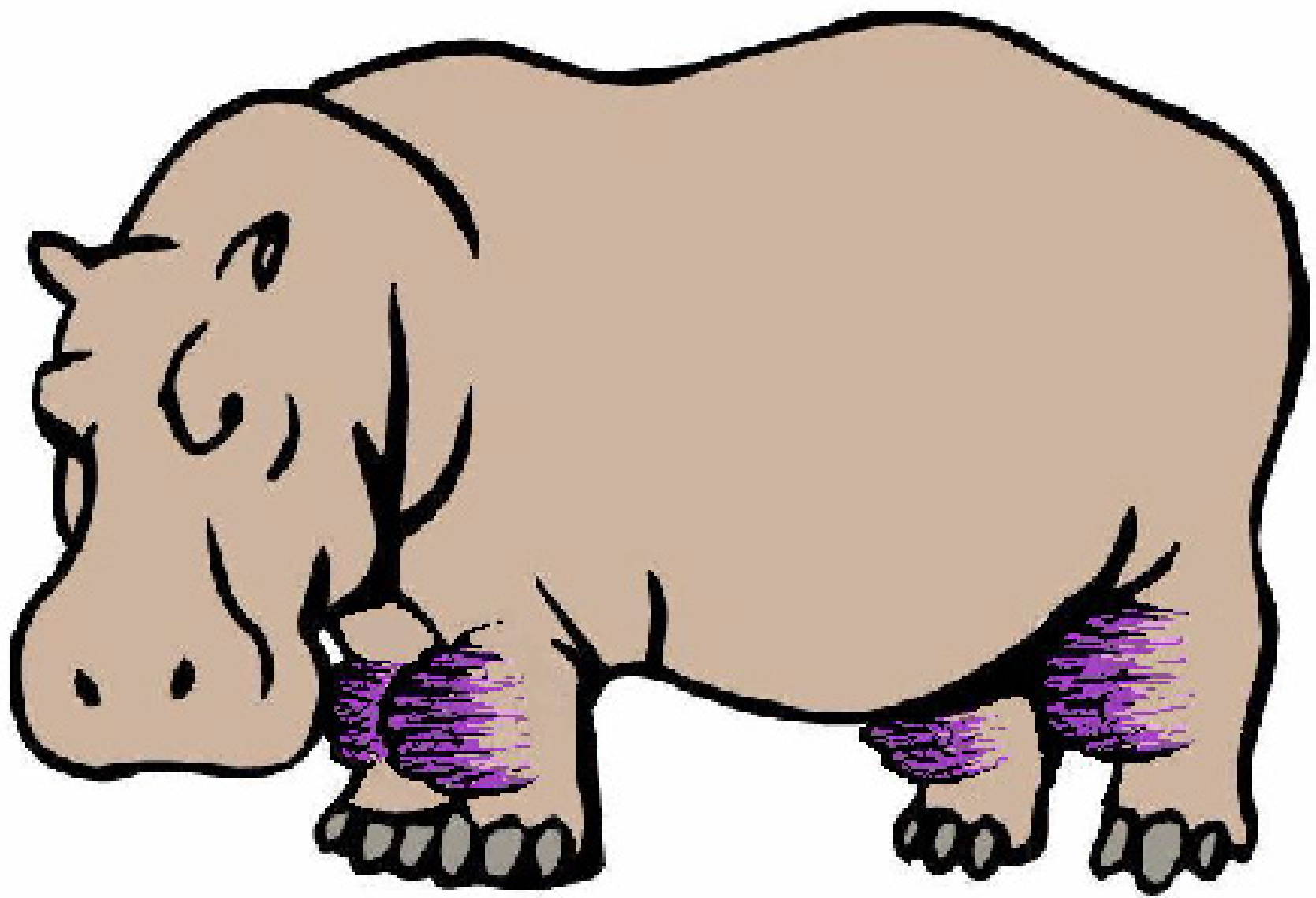
**The dinosaur  
arms are open.**



The chicken  
feet are hard.



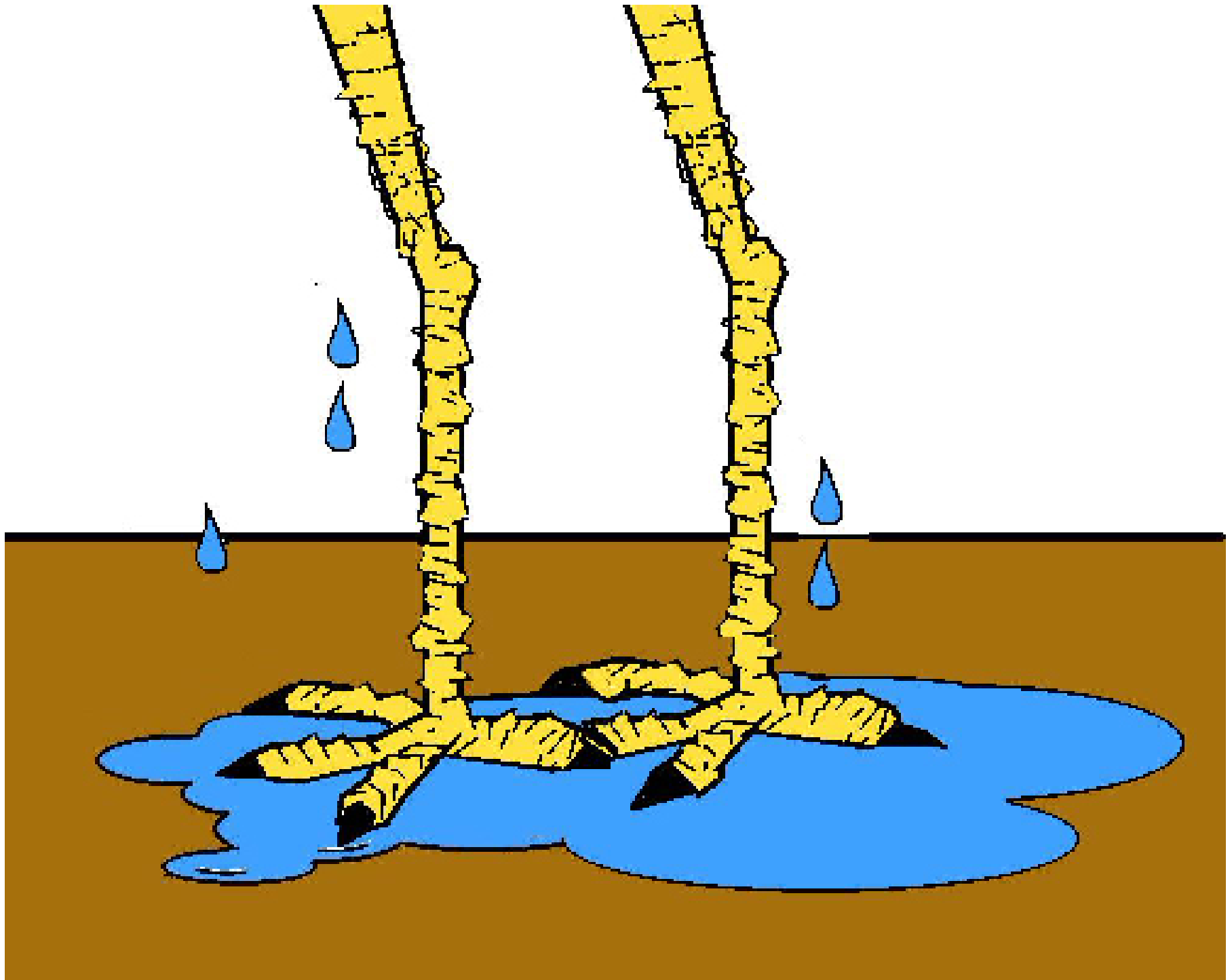
The  
hippopotamus  
knees are  
wrinkly.



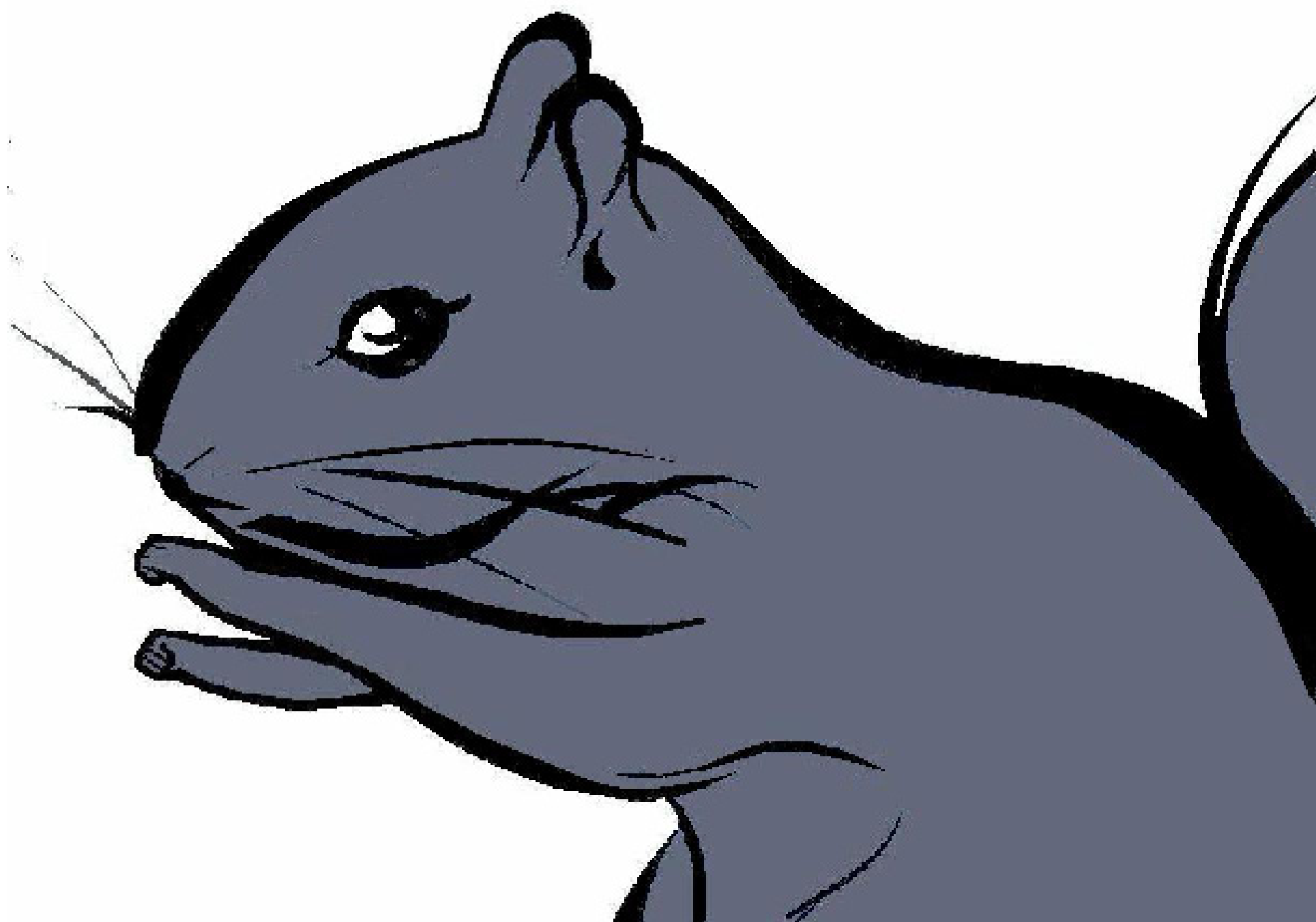
The elephant  
toes are dry.



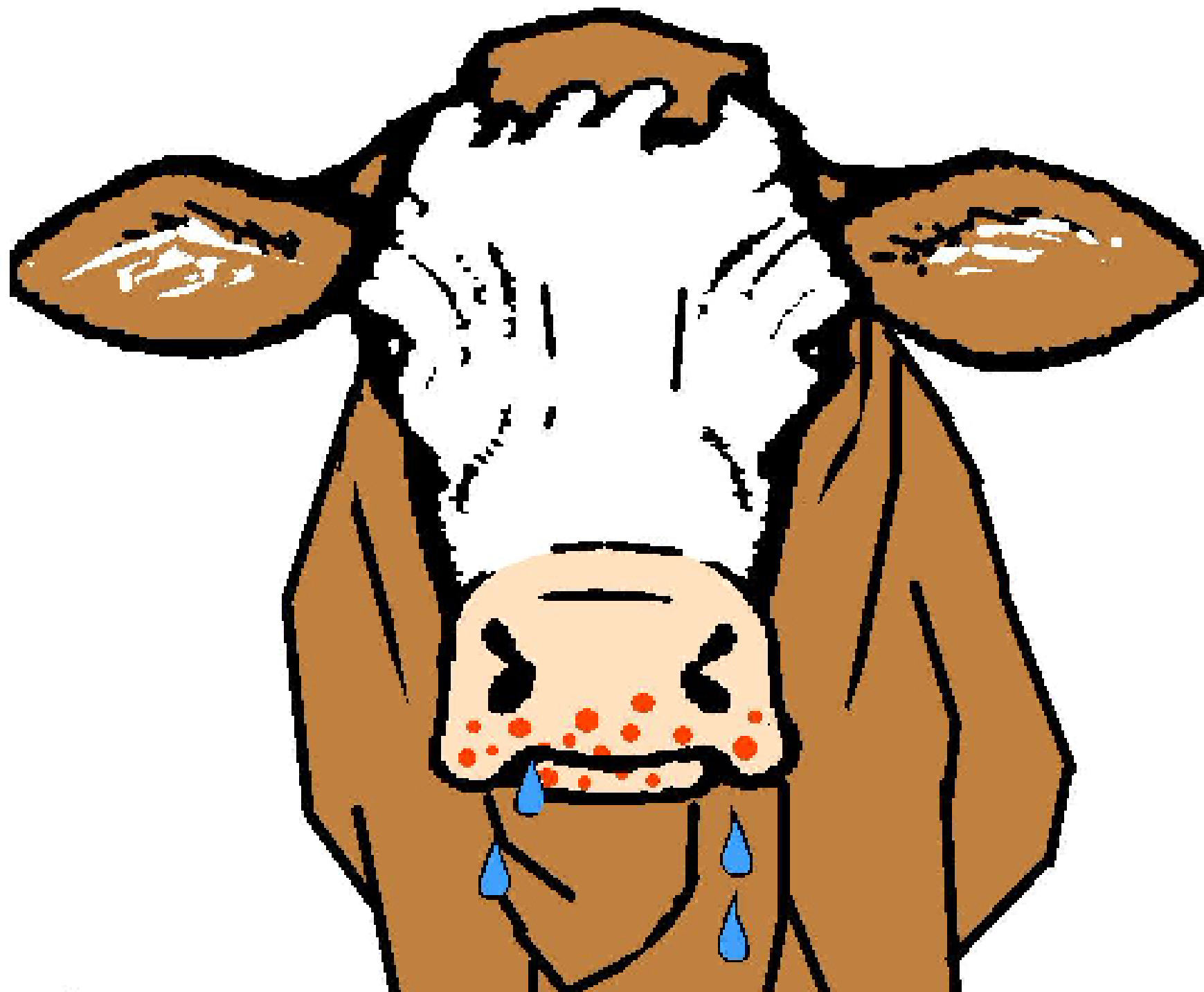
The bird legs  
are wet.



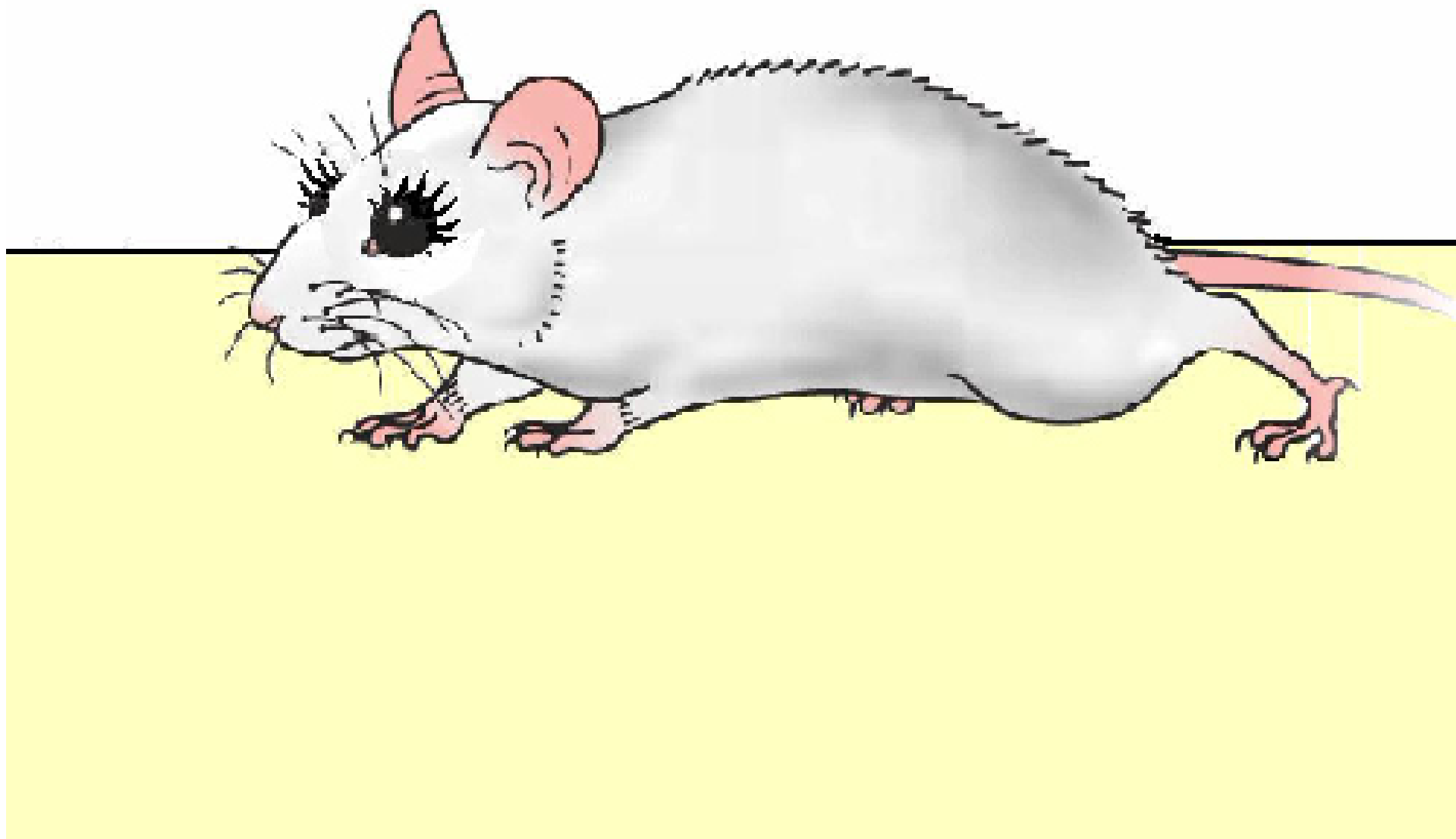
The squirrel  
hands are  
miniature.



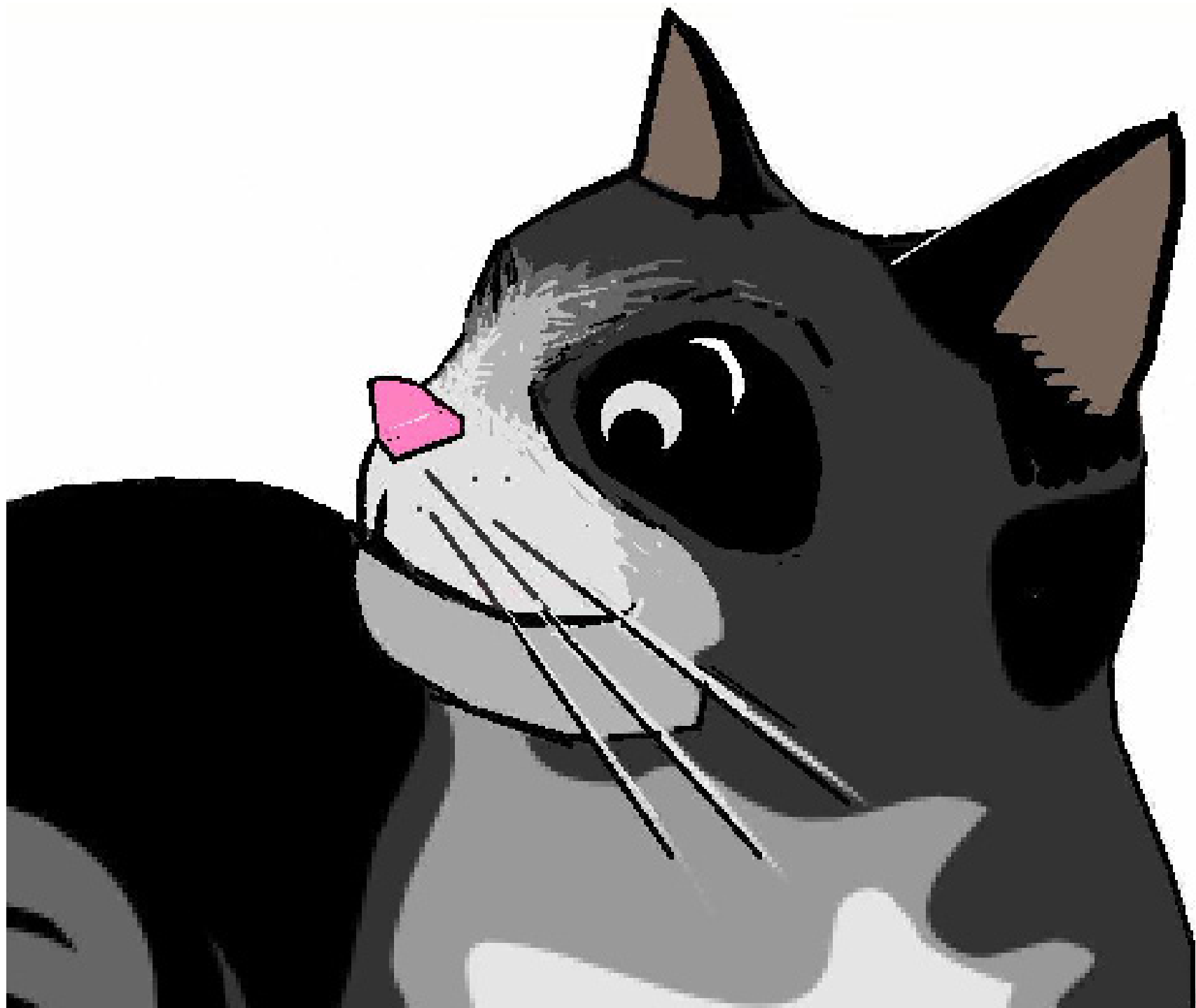
**The cow mouth  
is closed.**



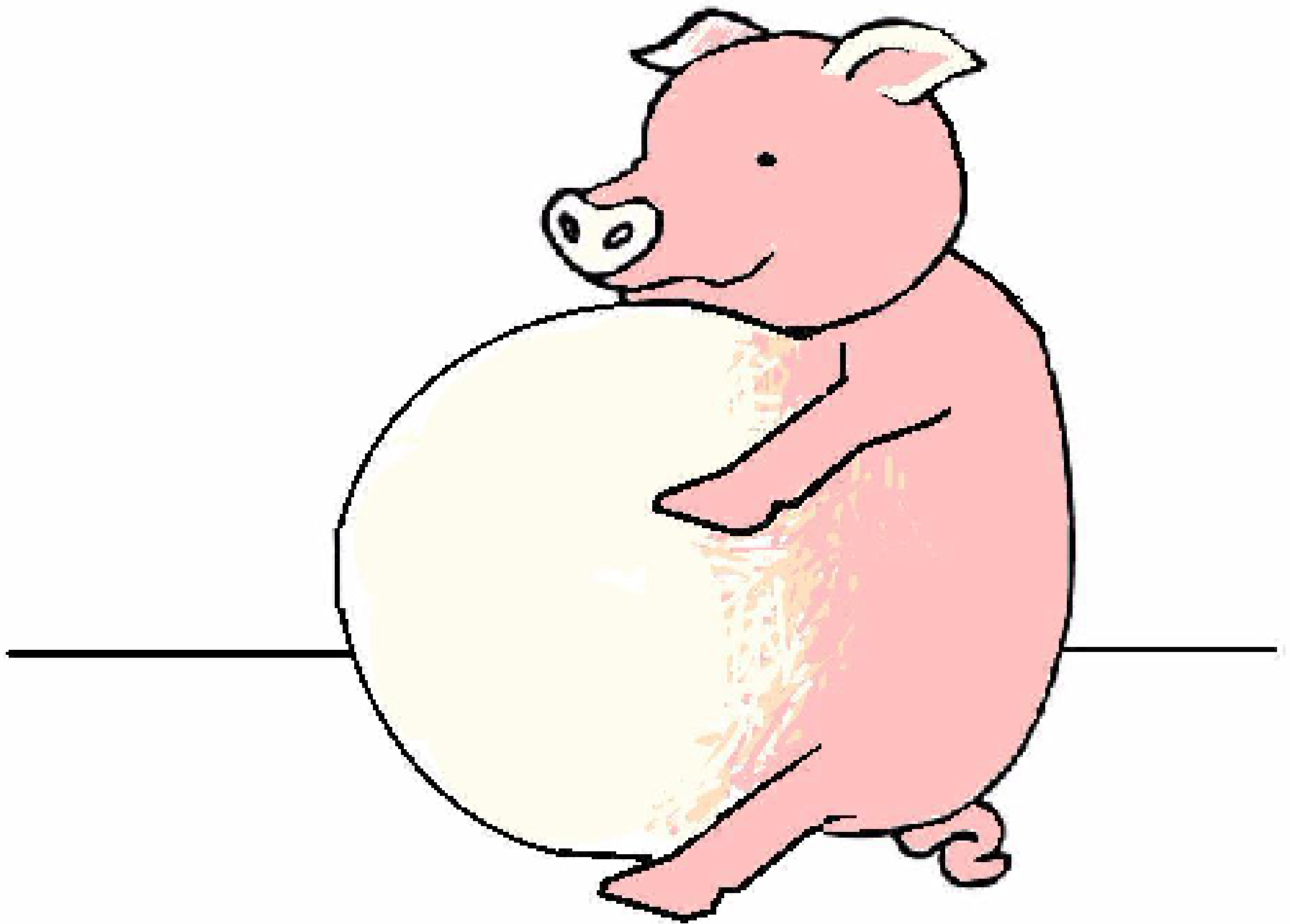
The mouse eyes  
are smooth.



The pink cat  
nose is soft.



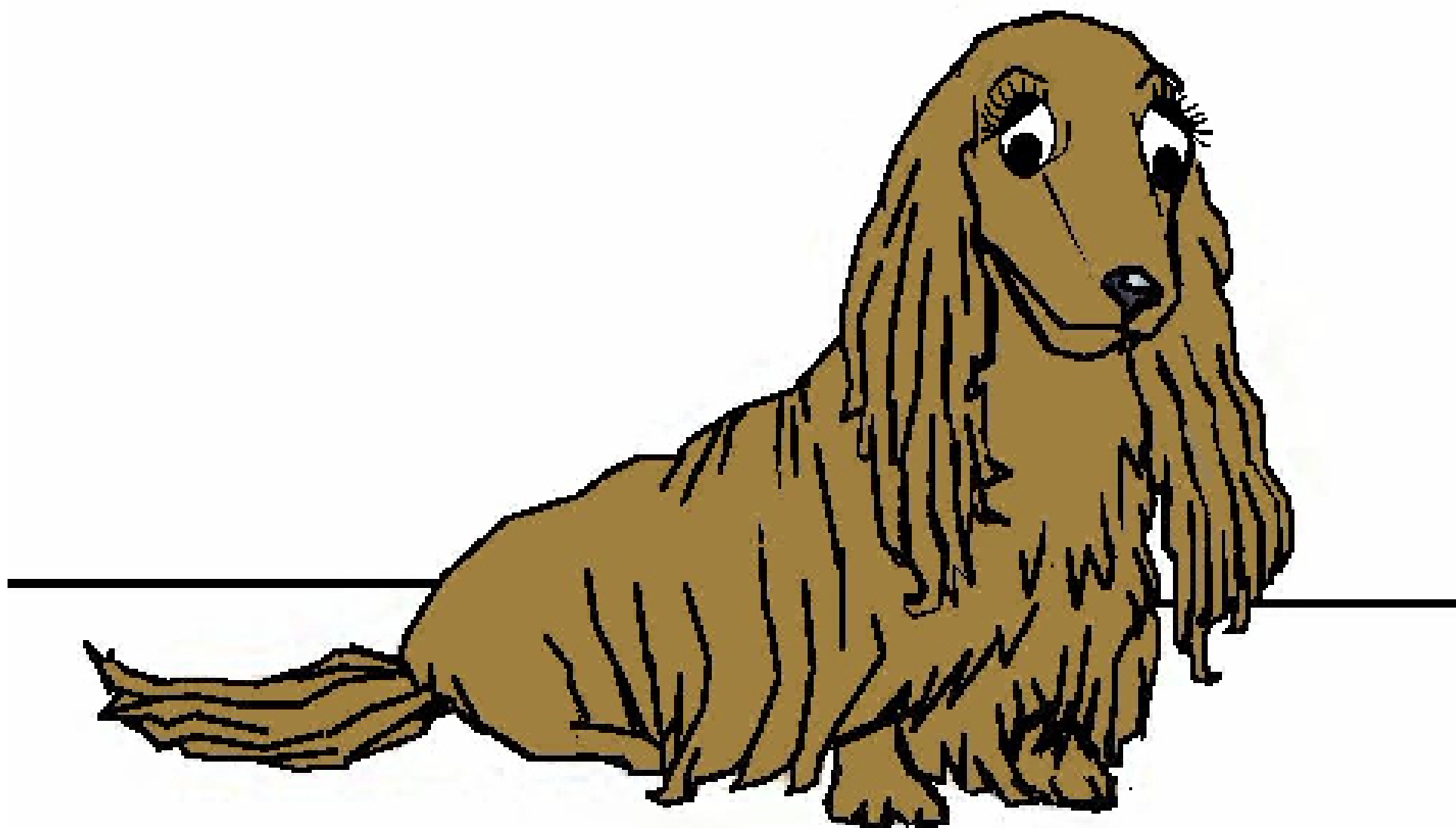
The white pig  
belly is  
enormous.



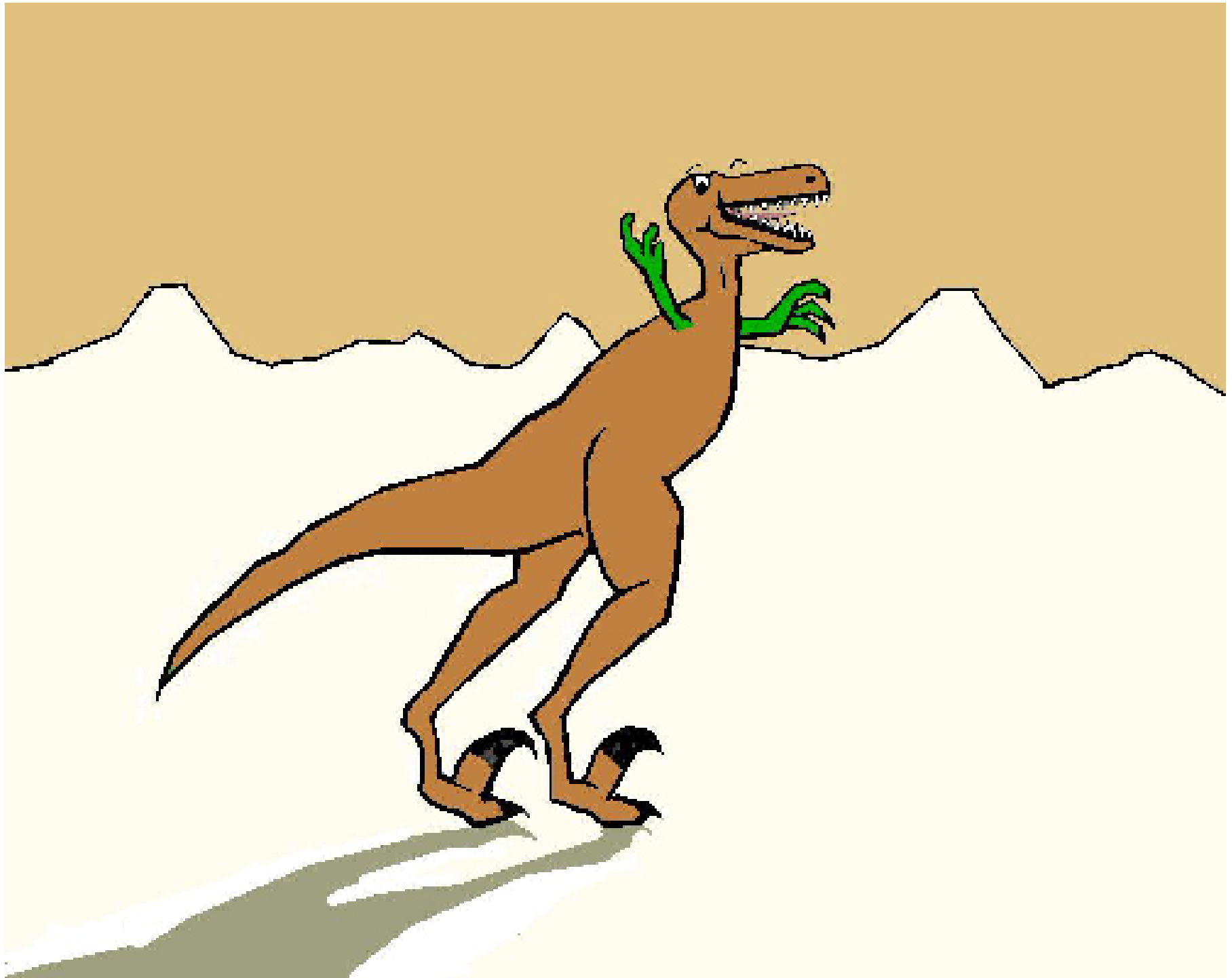
The striped horse  
ears are short.



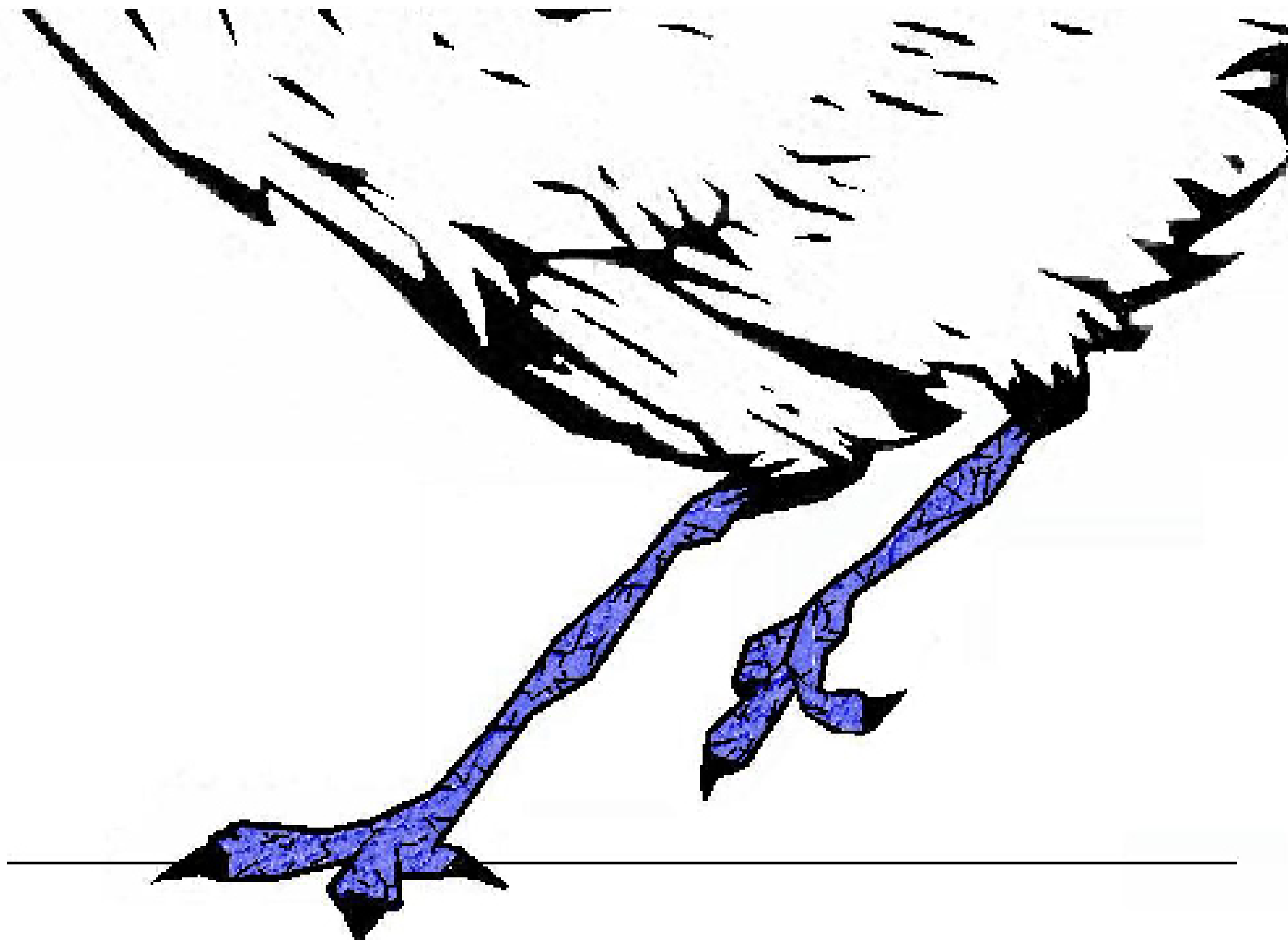
The brown dog  
hair is long.



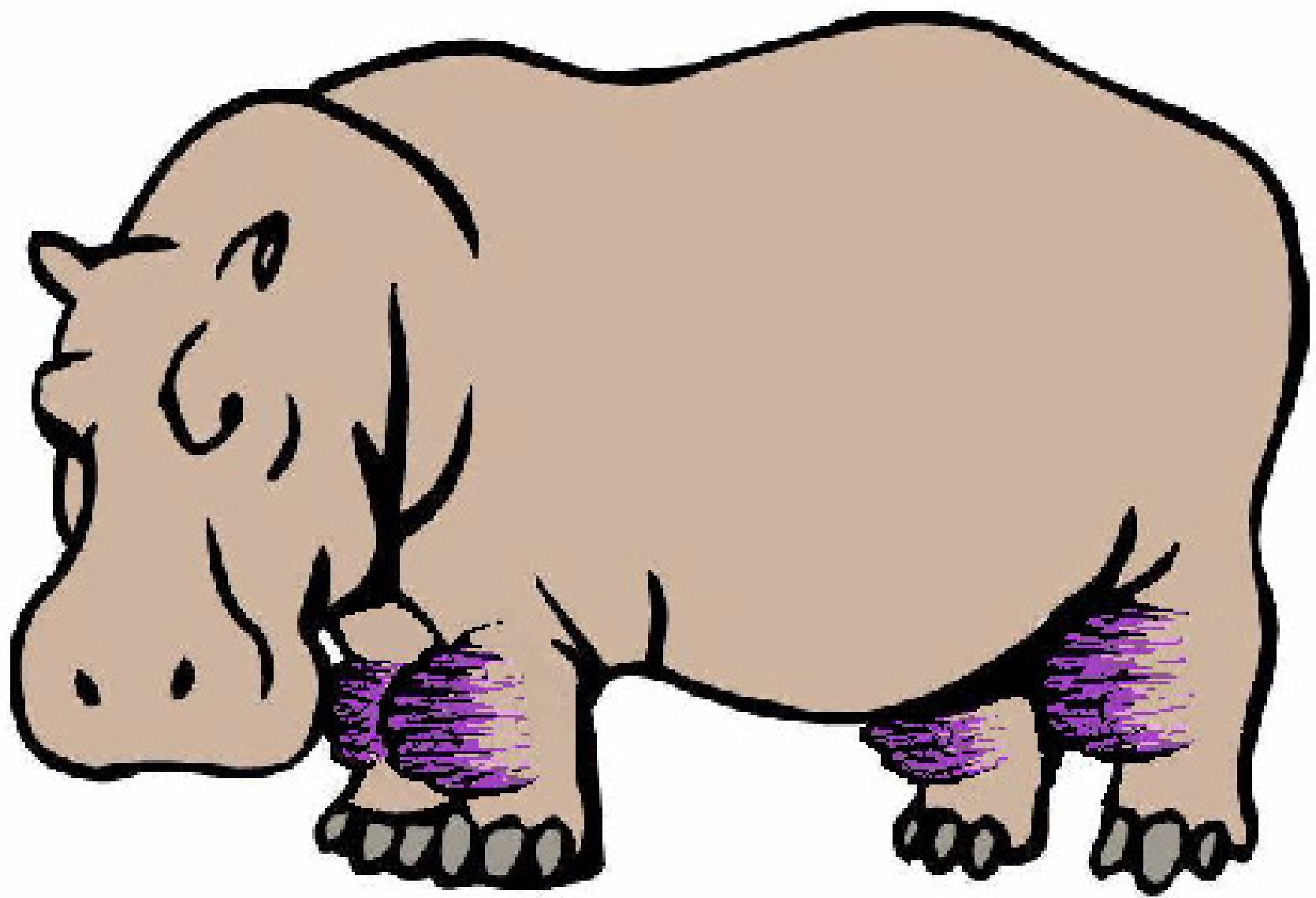
The green  
dinosaur arms  
are open.



The blue chicken  
feet are hard.



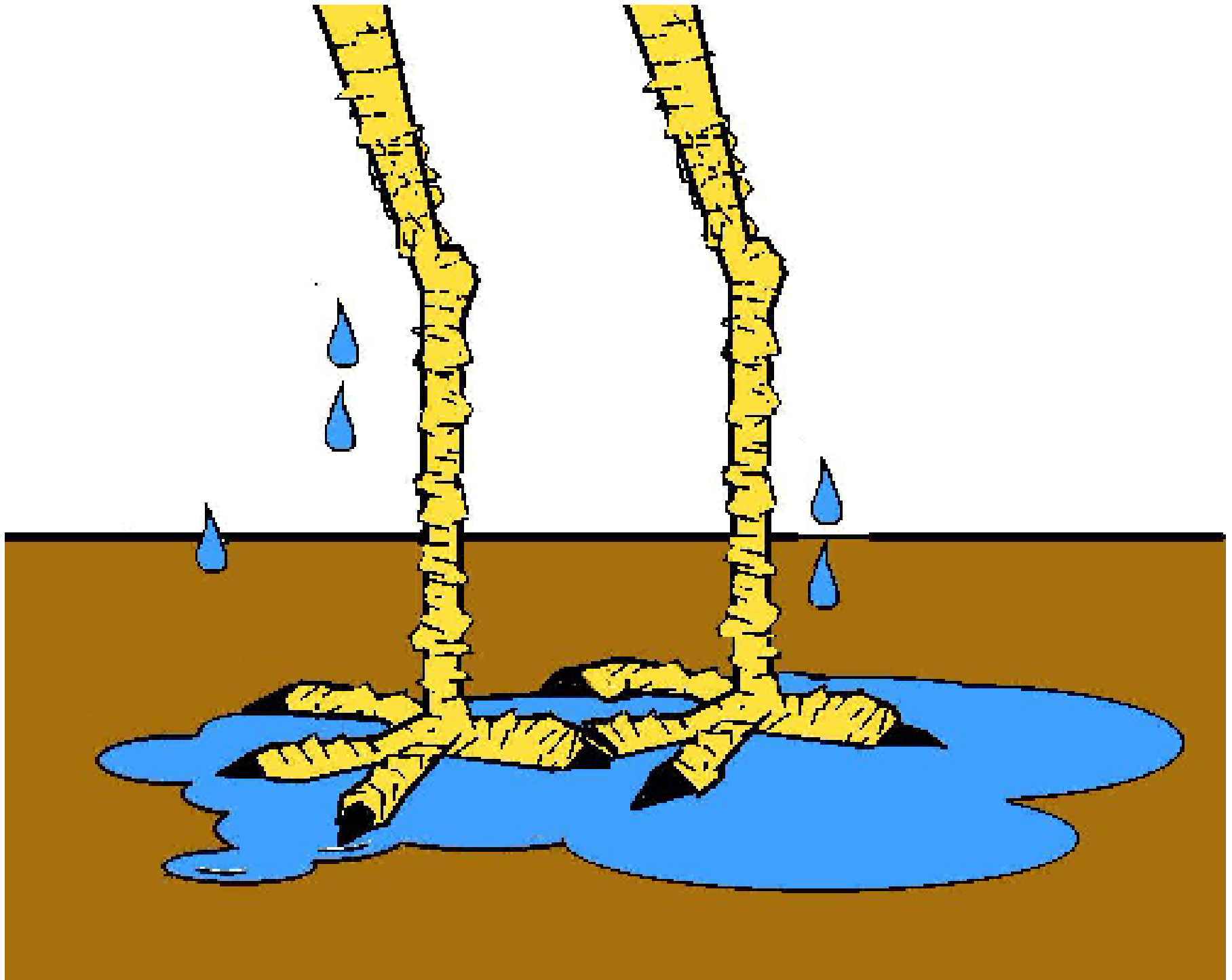
The purple  
hippopotamus  
knees are  
wrinkly.



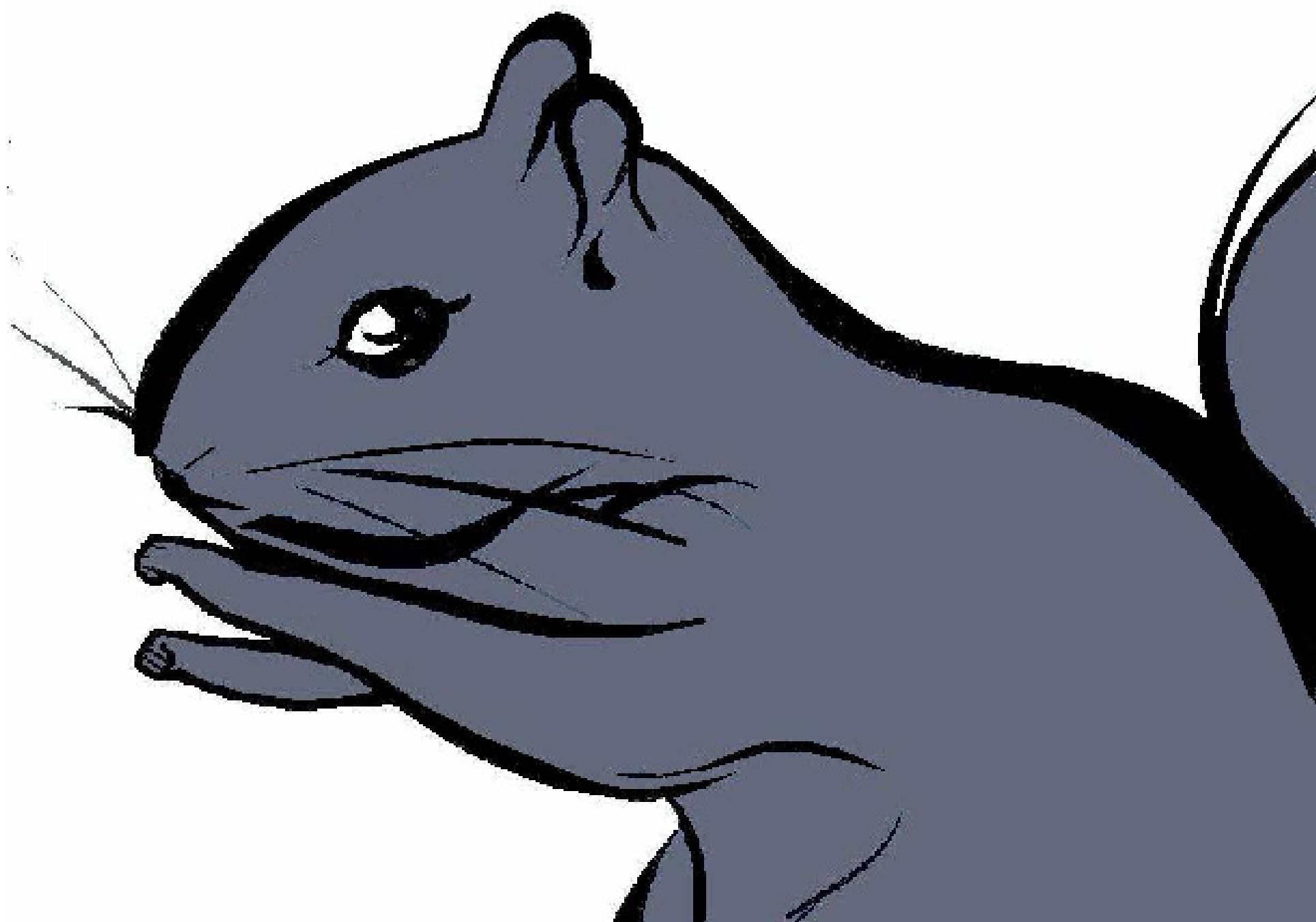
The red elephant  
toes are dry.



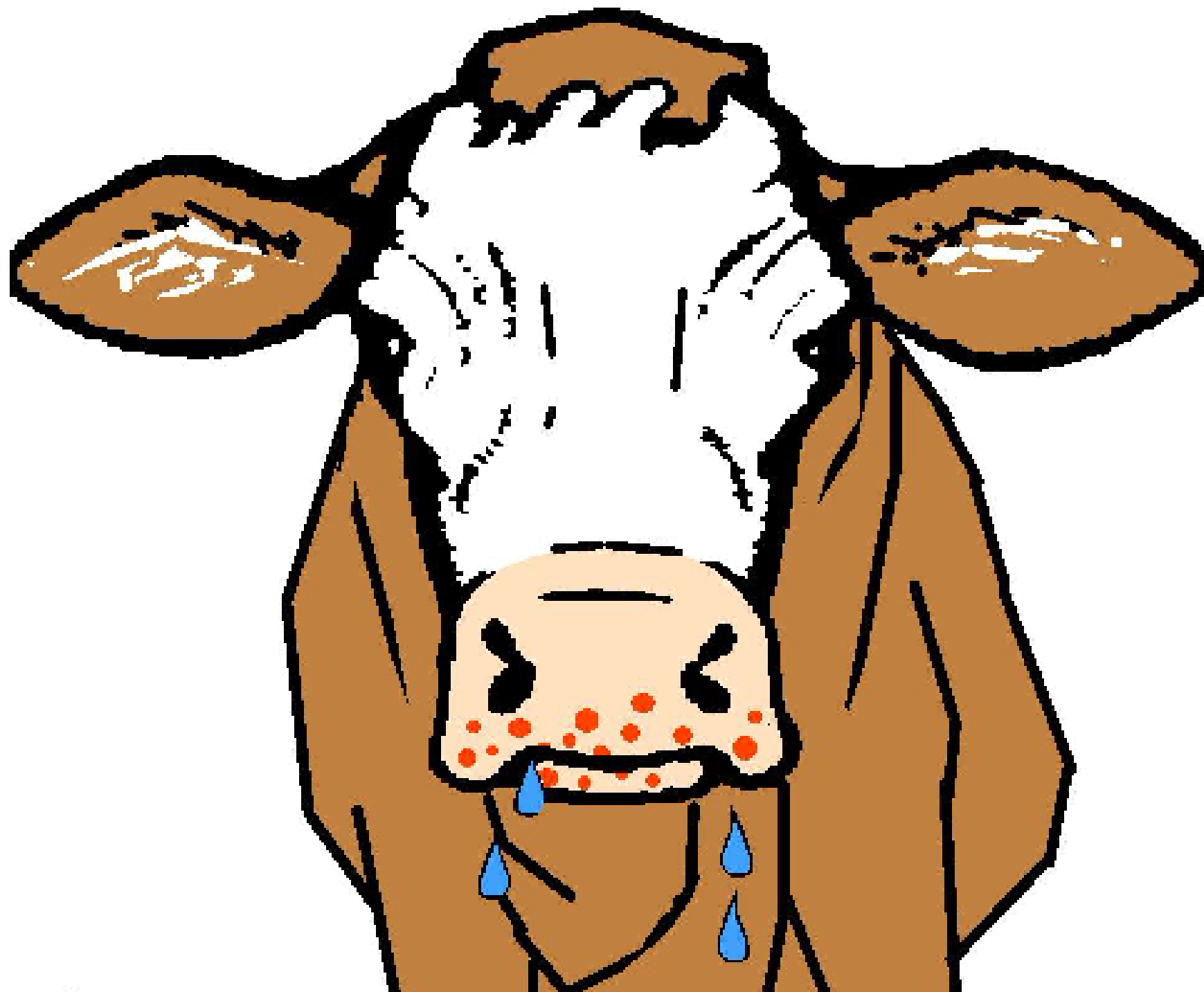
The yellow bird  
legs are wet.



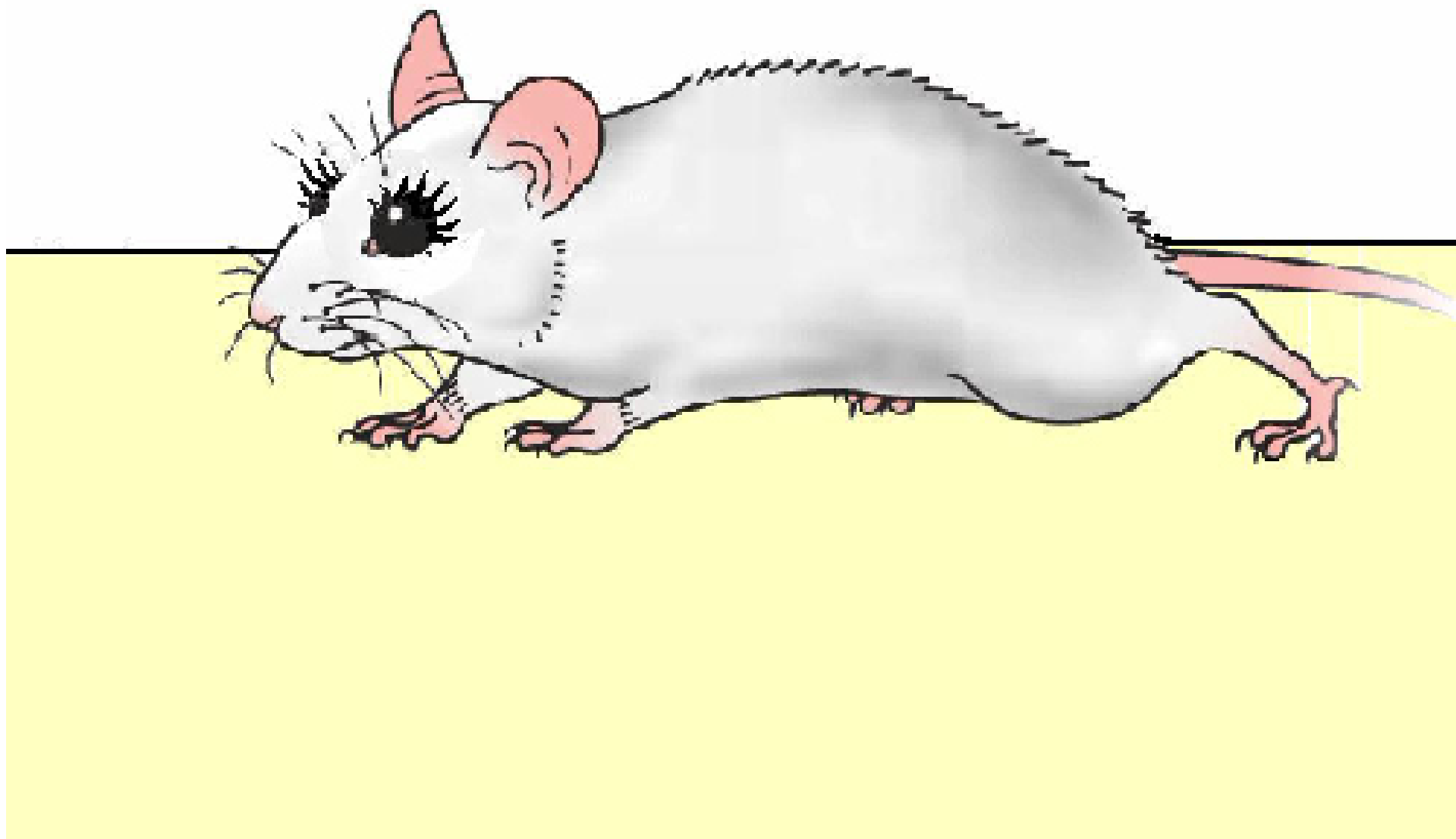
The gray squirrel  
hands are  
miniature.



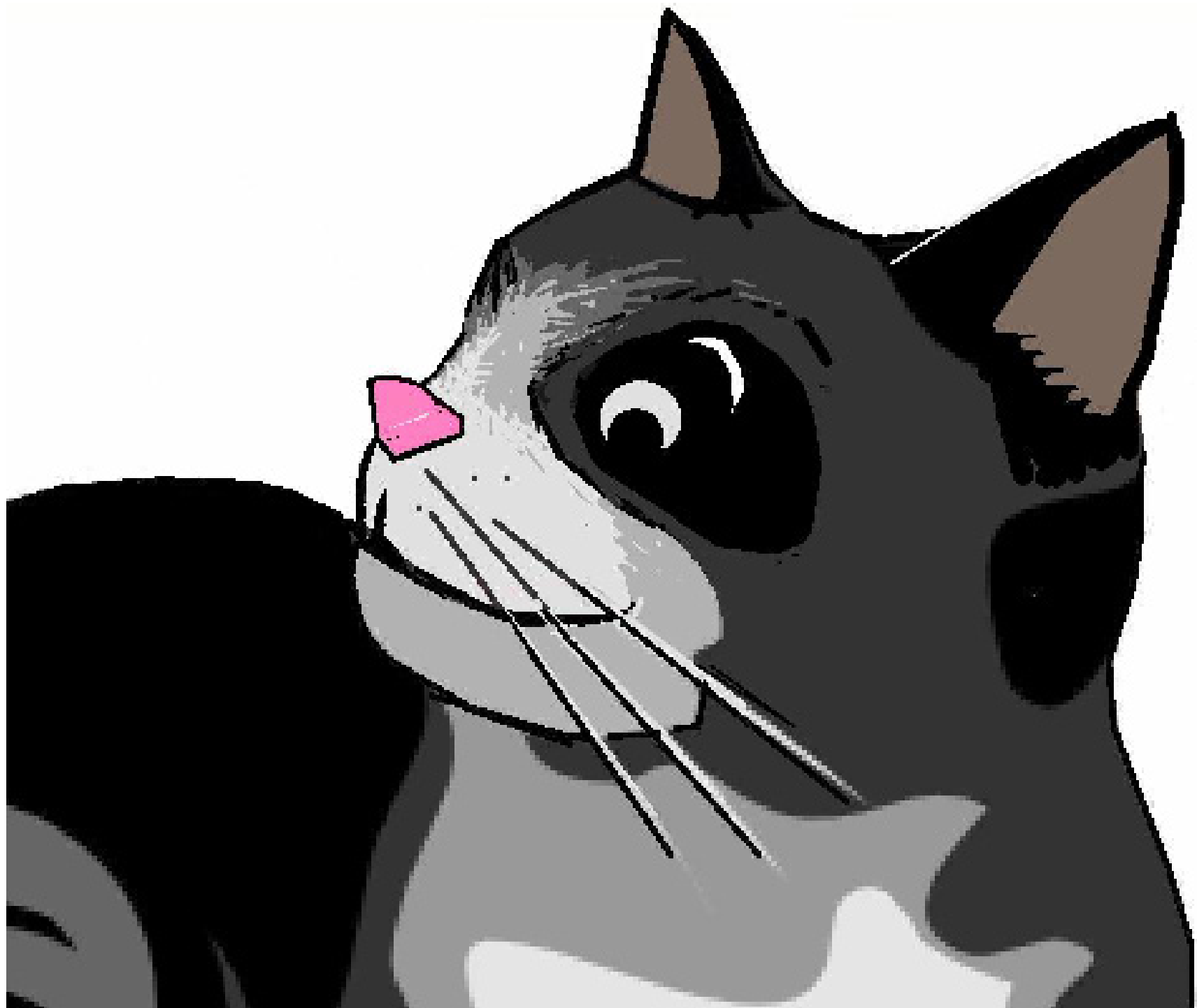
**The spotted cow  
mouth is closed.**



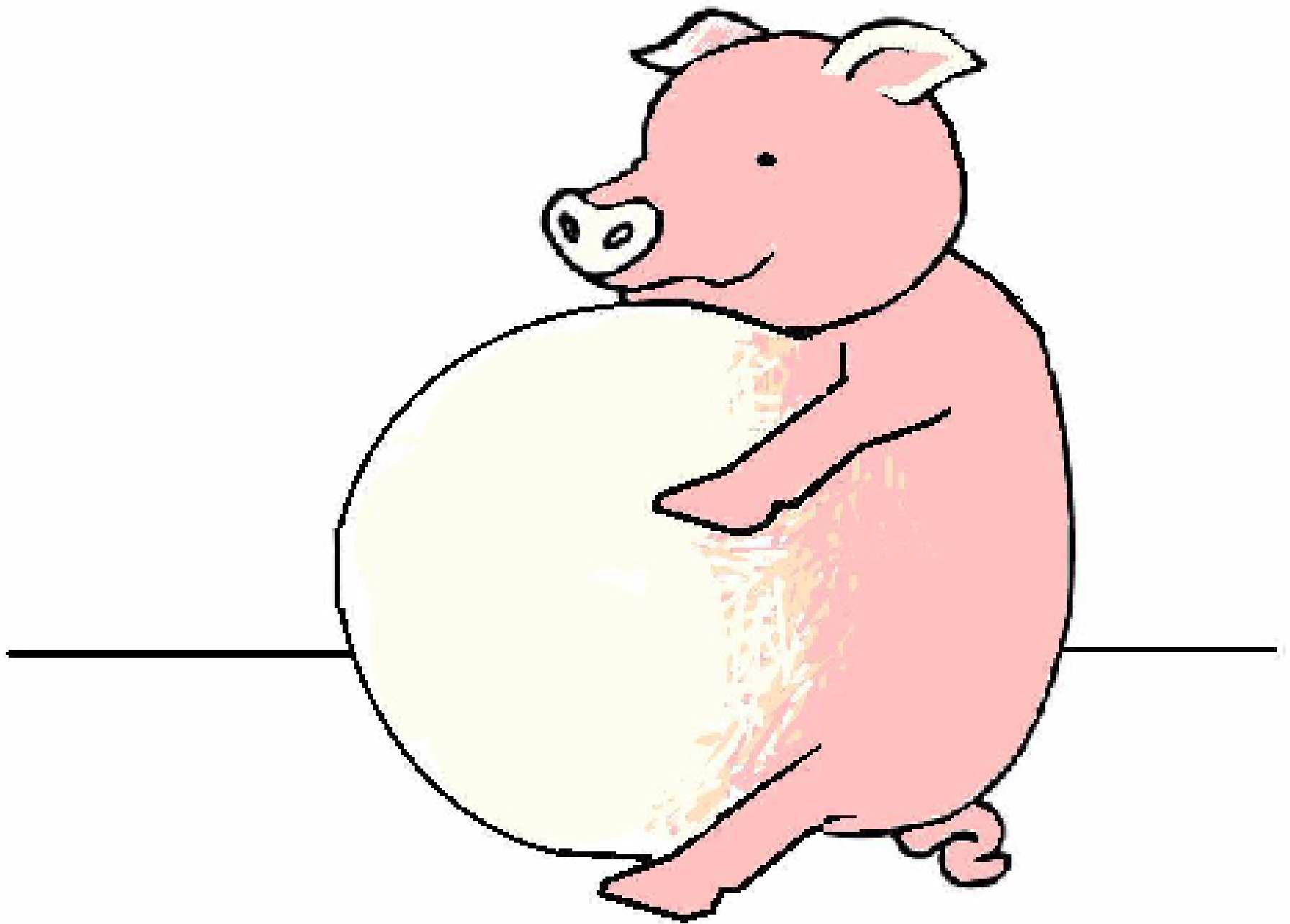
The black mouse  
eyes are smooth.



The pink cat nose  
is soft and long.



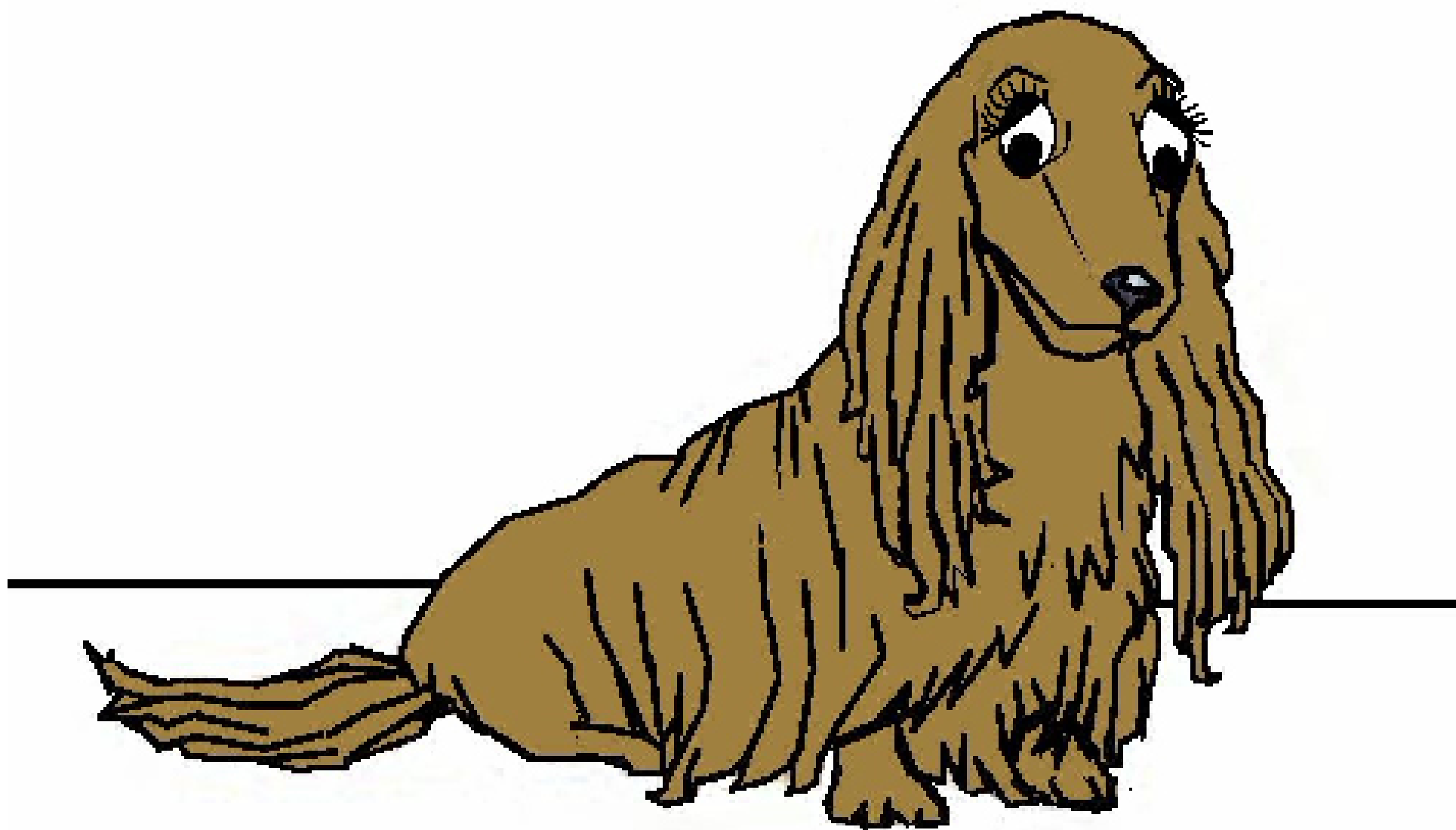
The white pig  
belly is enormous  
and smooth.



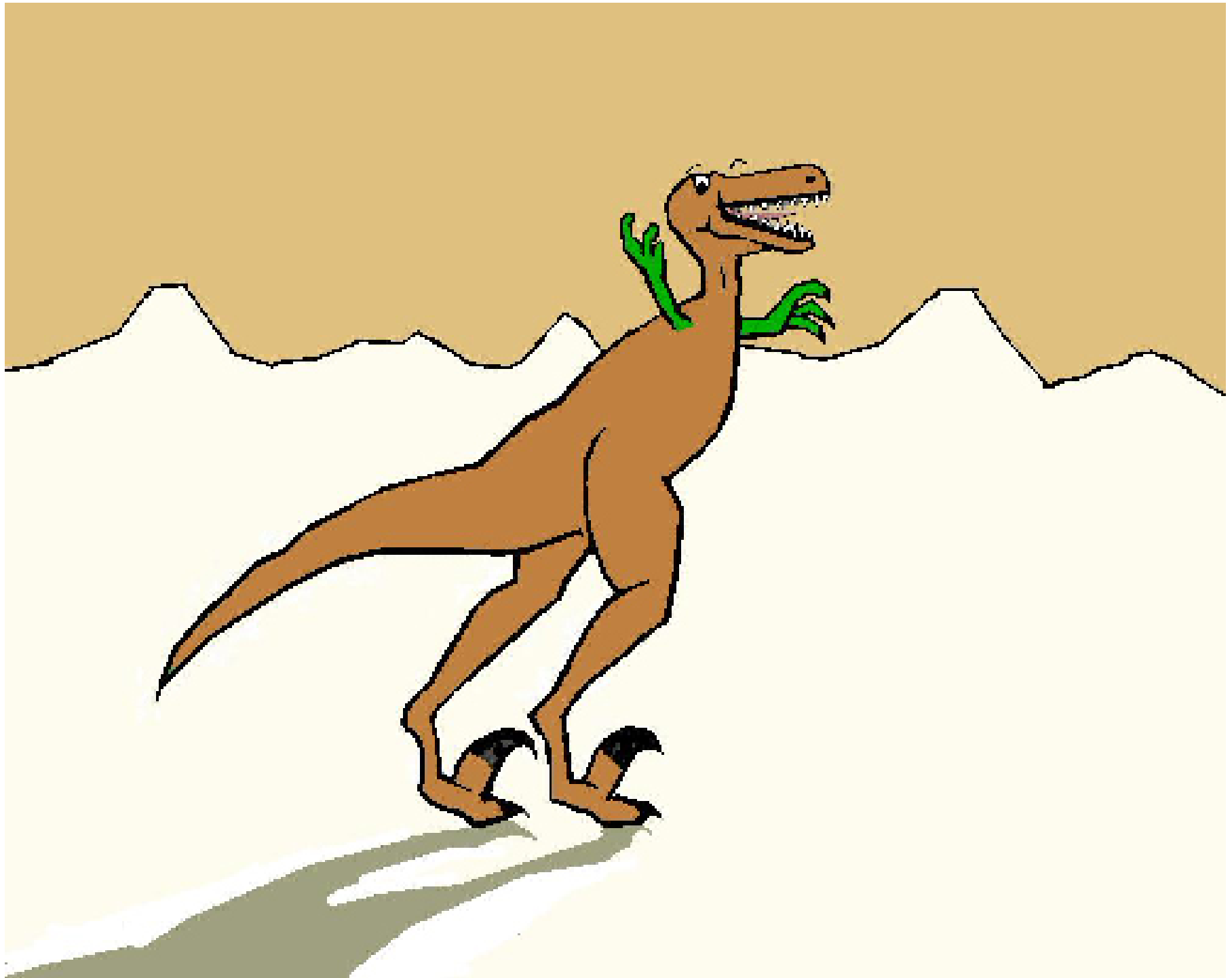
**The striped horse  
ears are short and  
miniature.**



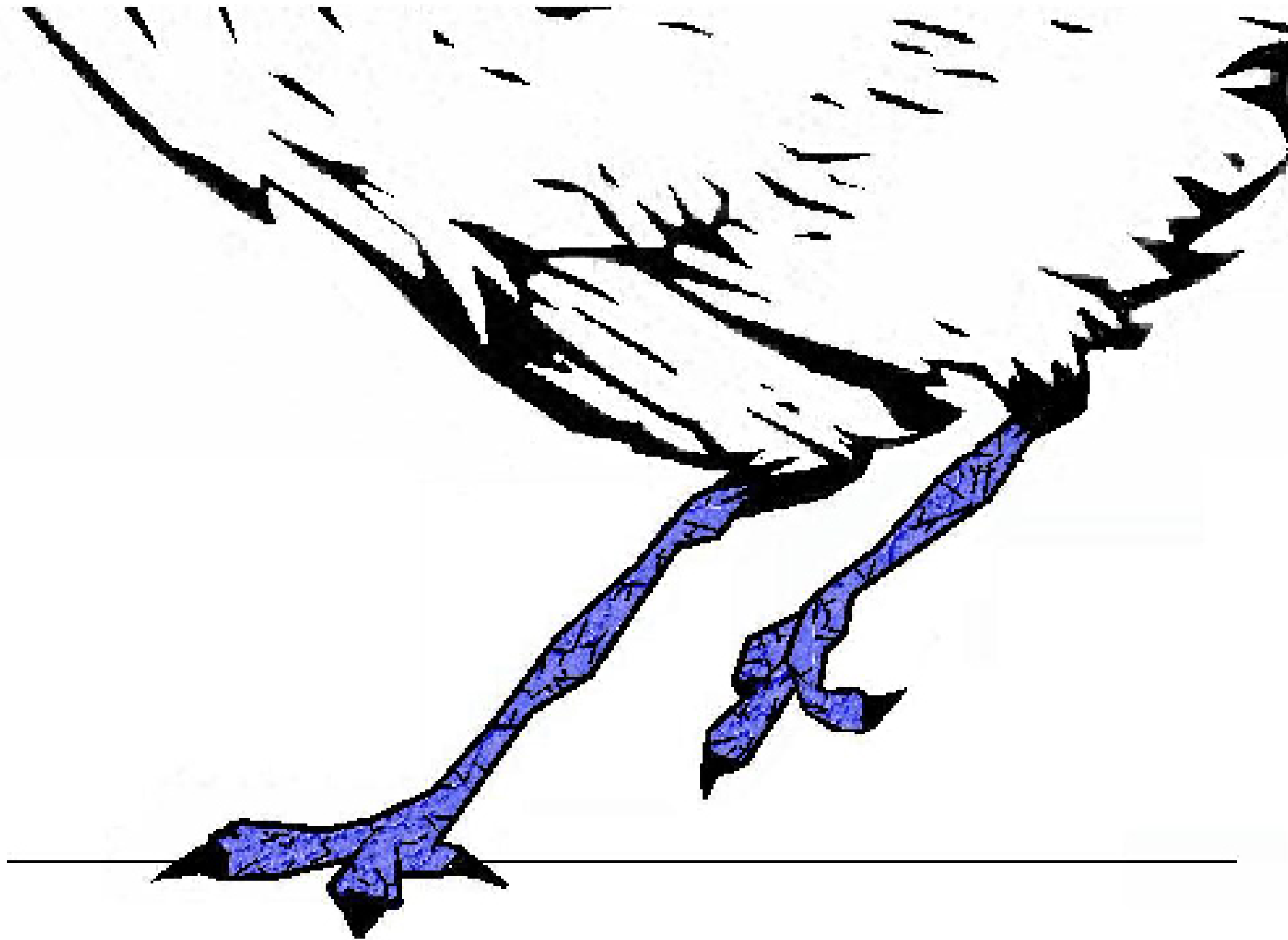
The brown dog  
hair is long  
and soft.



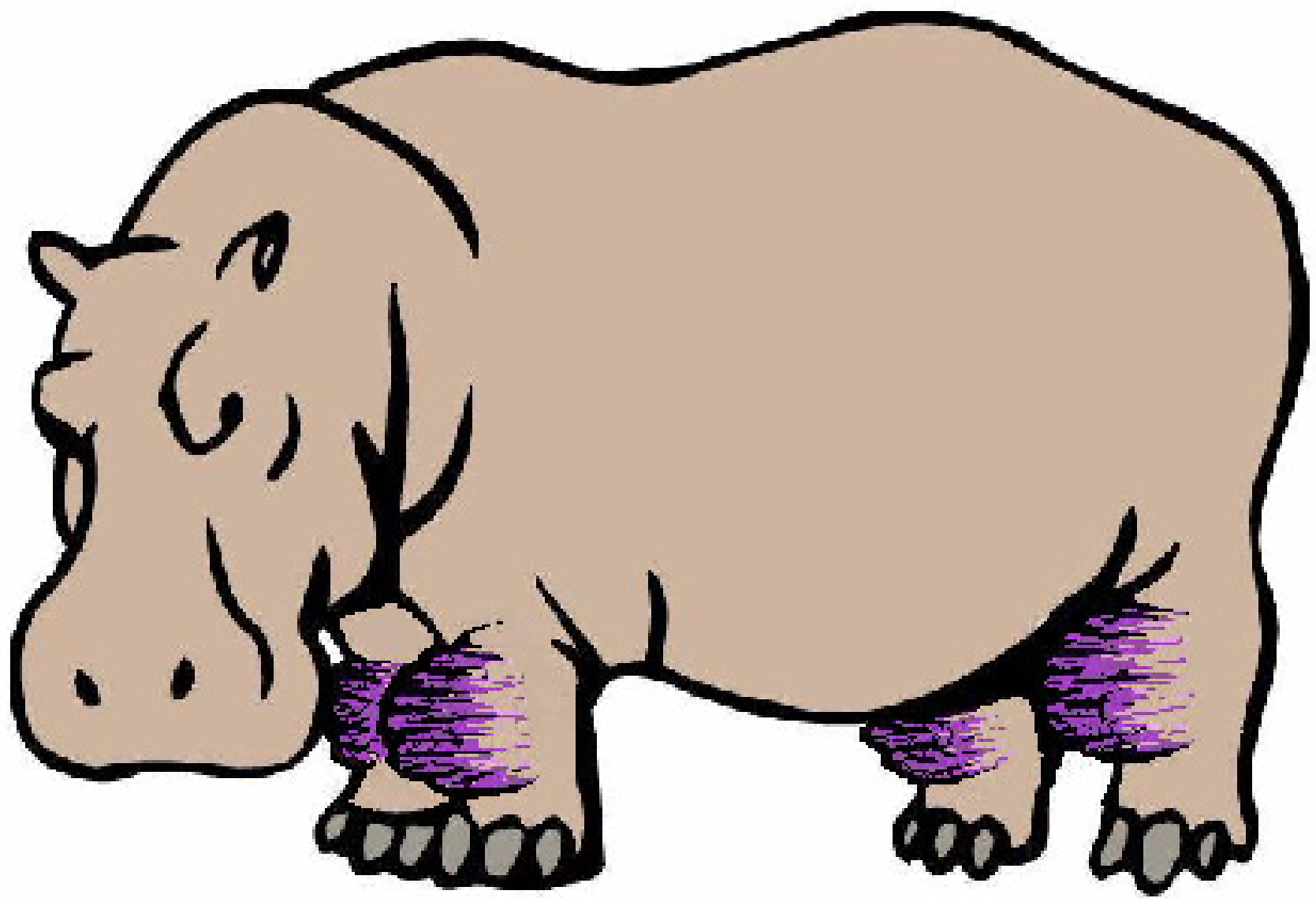
The green  
dinosaur arms are  
open and short.



The blue chicken  
feet are hard  
and dry.



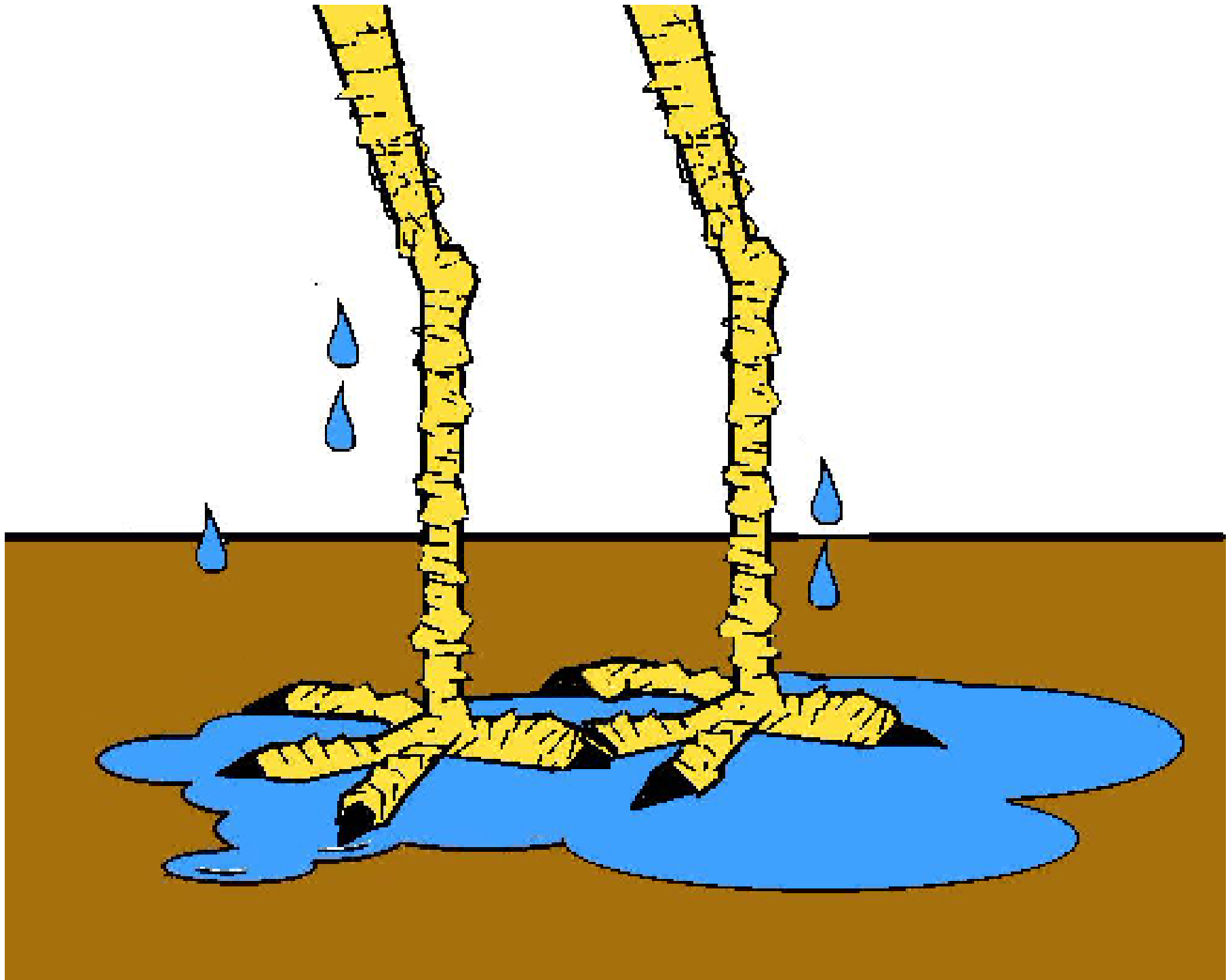
The purple  
hippopotamus  
knees are wrinkly  
and enormous.



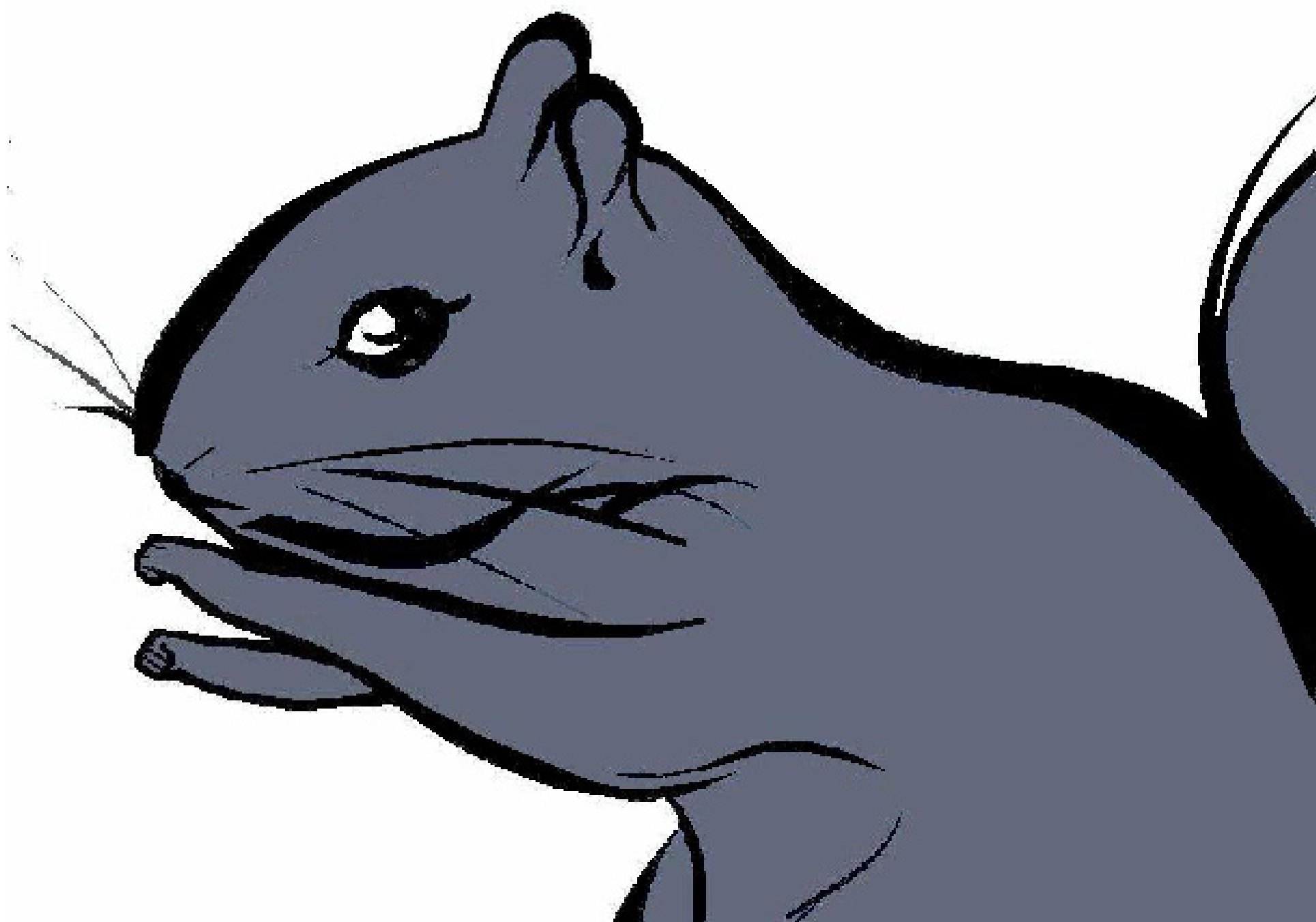
The red elephant  
toes are dry and  
hard.



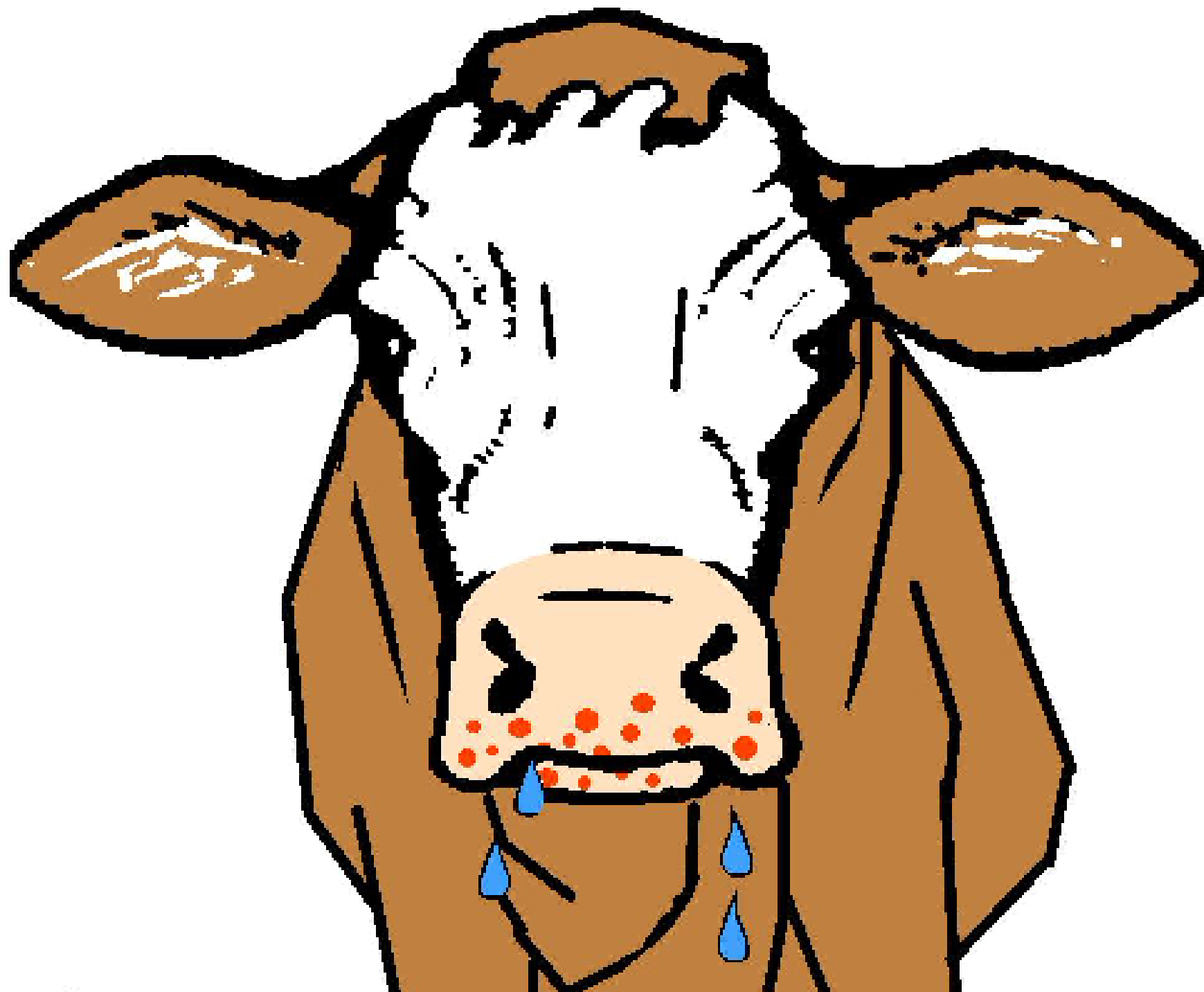
The yellow bird  
legs are wet and  
wrinkly.



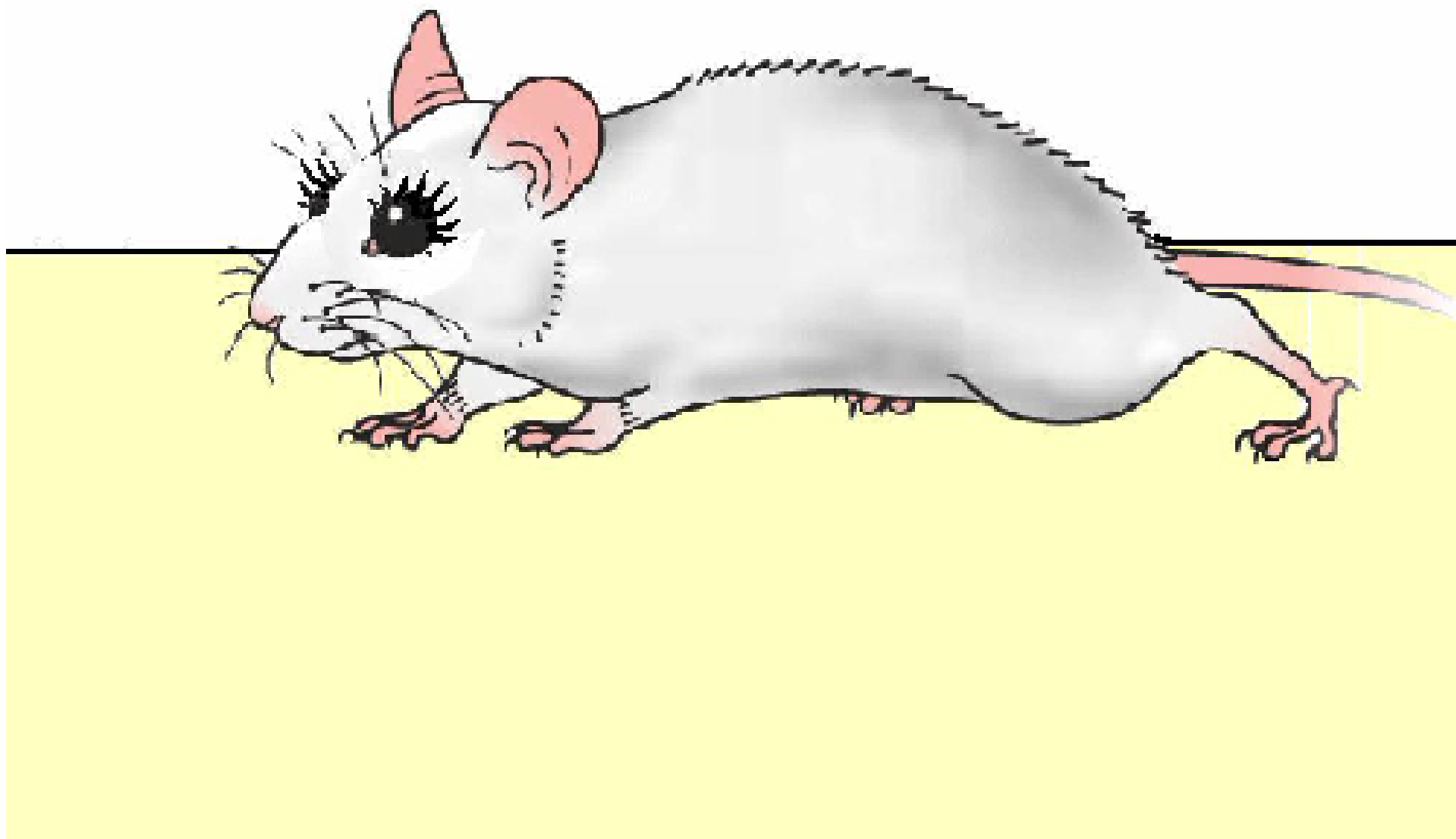
The gray squirrel  
hands are  
miniature and  
closed.



**The spotted cow  
mouth is closed  
and wet.**



The black mouse  
eyes are smooth  
and open.



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