## It is not adequate to just teach $\mathbf{O}$ as saying $\breve{\mathbf{o}}$ !

| $\breve{\mathbf{o}}$ | $\overline{\mathbf{o}}$ | $\ddot{\mathbf{0}}$ | ow/ou | or/wor |
| :--- | :--- | :--- | :--- | :--- |
| not | no | to | now | $\underline{\text { or }}$ |
| on | go | do | $\underline{\text { out }}$ | for |
| from | so | two | house | work |
| of |  | who | you | your <br> o-ver <br> oth-er |
| more |  | would <br> could <br> should |  |  |

One hundred English words appear in $60 \%$ of text. Twenty-six of them use an O. Only one is a CVC word (not). Four use a clear short-vowel sound. Out of all hundred high frequency words, only five are first sound CVC words (not, but, can, had, him).

A stronger foundation exposes students quickly to the 70 basic phonograms and all their common sounds. Avoid the needless confusion of "so called" rule breaker words. Think-to-spell and all will be well.

