It is not adequate to just teach O as saying ŏ!				
ŏ	$ar{\mathbf{o}}$	ö	ow/ou	or/wor
not	no	to	n <u>ow</u>	<u>or</u>
on	go	do	<u>ou</u> t	f <u>or</u>
from	SO	two	h <u>ou</u> se	w <u>or</u> k
of		who	y <u>ou</u>	
	o-ver		y <u>ou</u> r	
some	more		w <u>ou</u> ld	
oth-er			c <u>ou</u> ld	
			sh <u>ou</u> ld	

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. © 2015 Wanda Sanseri