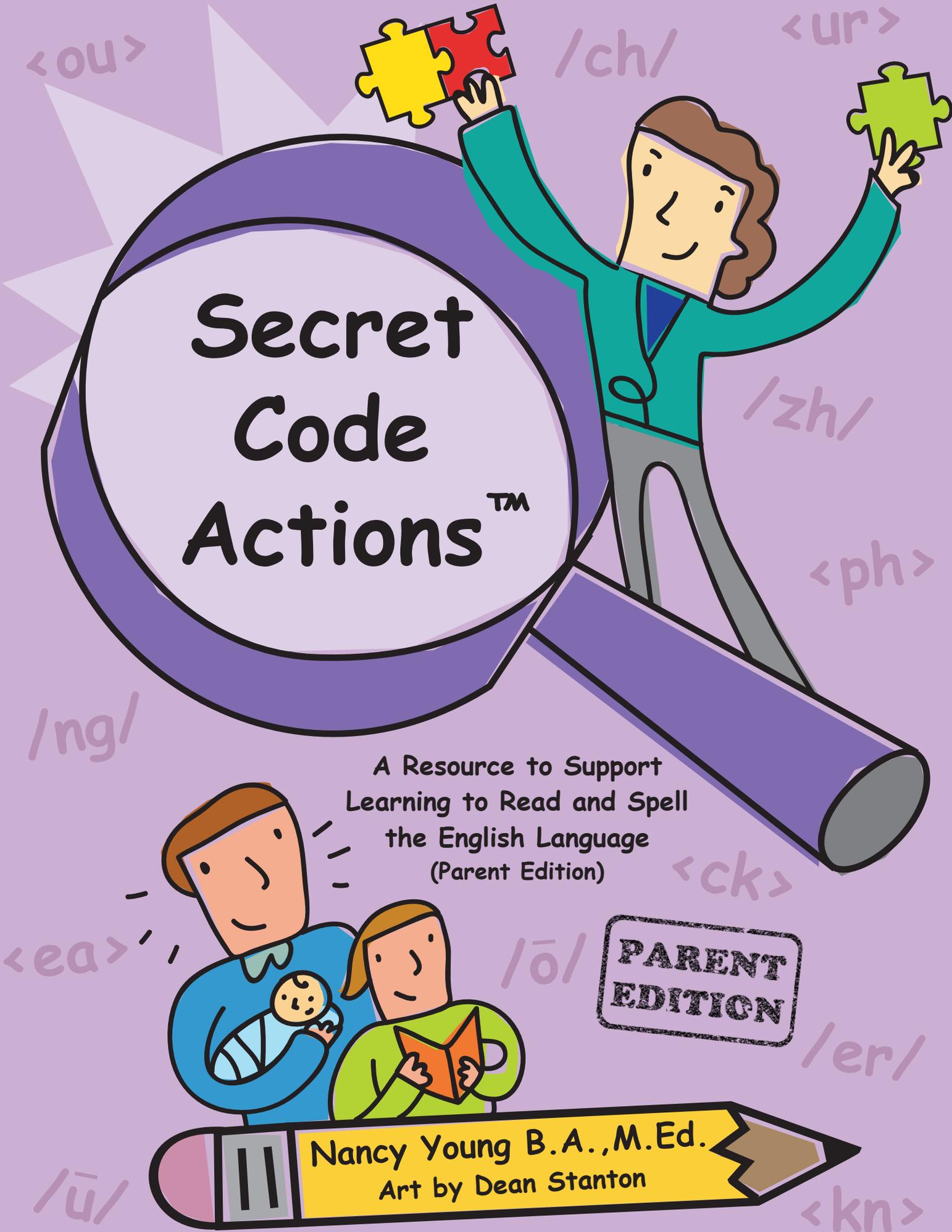


Secret Code Actions™

A Resource to Support Learning to Read and Spell the English Language (Parent Edition)

PARENT EDITION

Nancy Young B.A., M.Ed.
Art by Dean Stanton



Secret Code Actions™ Parent Edition

Use what you need – when you need it! Some of the many ways that **Secret Code Actions™** helps to build skills and achieve reading and spelling success:

*I have been told that learning to separate out the sounds in words helps my child **get ready to read**, so how do I help my child do this?*

- Follow the simple suggestions for building your child’s ability to hear, isolate and play with the speech sounds in words (“Building Awareness of Sounds” on page 5; Clues and Alerts under Sounding in Chapter 1).

*Guessing strategies are being “taught” at my son’s school. I want him to learn phonics, to be able to read by **sounding things out**, not by guessing and looking at the pictures!*

- Teach your child the components of the reading code (“Say it! See it! Move it!” on page 6 and “See it! Say it! Move it!” on page 7; Chapters 1 and 2).
- Weave in the essential components of Sounding, Spelling and Meaning (Page 4; Chapters 1 and 2).
- Follow a systematic process (Pages 6 to 9 and suggestions at SecretCodeActions.com Parent Edition Link).
- Provide fun ways to practice (All chapters).

*My daughter seems to be able to read single syllable words most of the time, but she starts to **struggle with longer words**:*

- Teach her how to break words into syllables systematically (Chapter 3).
- Build her knowledge of units of meaning in words (Chapter 2 Meaning Clues and Alerts).

*My son brings home a **spelling list** every Monday. I want to help him practice the words in ways that will be effective – and avoid whole word memorization!*

- Learn the ways speech sounds are matched with written symbols (Chapter 1).
- Discover the connection between word origin and spelling (Chapter 2).
- Practice the spelling “rules” that apply most of the time (Chapter 4).

*My son’s school tells us that our son (diagnosed as having **ADHD**) **needs more repetition** to master reading and spelling.*

- Bring movement into the learning and practicing of skills (All chapters).
- Provide extra repetition through active and fun skill-based games (Chapter 5).

*My two daughters have very different needs. **One is a strong reader and one has dyslexia**. I need to devote lots of time to practicing skills with my dyslexic daughter, but I don’t want my other daughter to feel left out. How can I maximize the time and **build skills and knowledge in fun ways for both children?***

- Teach both children the Elaborations, Silly Stories and movements for each of the sounds and symbols, as well as the MOTTs, and then everyone can play games together to practice these (Chapters 1, 2, 4 and 5).
- With both children, explore the Clues and Alerts under Meaning (Chapters 1 and 2).
- Assign your strong reader Detective Enrichment activities (Chapters 1 and 2), and then have her share her findings with both you and your other daughter.

Secret Code Actions™

**A Resource to Support
Learning to Read and Spell
the English Language
(Parent Edition)**

**Nancy Young B.A., M.Ed.
Art by Dean Stanton**

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This book is dedicated -

To my amazing family
Randy, Rod, Clare, Byron and Natalie
without whose constant support
and help in countless ways
this book would never have become a reality.

And

To Gillian and Tannis
two incredibly impressive Canadian teenagers
who represent
both the challenge of dyslexia
and the huge strengths
that many people with dyslexia have to offer
when given the opportunity.

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Most of all, I thank my husband Randy, my children Rod and Clare and my son- and daughter-in-law Byron and Natalie. The two editions of *Secret Code Actions* and supporting website would not have been completed without your valuable feedback, constant encouragement and never-ending belief in my ideas, not to mention your expertise in technology, communications and business! Not only have you continuously shared your time and your incredible talents throughout the long journey, but you have also embraced my wish, and the need, to inform the world about dyslexia. Thank you for your patience during family dinners and board games as I continually went off on a tangent explaining the reasons for certain spelling patterns! May <ou> always make you smile!

Contents

Dedication

Acknowledgements

Why Use This Book? 1

Key for *Secret Code Actions* Parent Edition 2

How to Use *Secret Code Actions* Parent Edition 3

Chapter 1: *Secret Code Actions* for Sound-to-Symbol Correspondences

Index 10

Overview 11

Sound-to-Symbol Concepts 12

Sound-to-Symbol Master Reference Chart 100

Chapter 2: *Secret Code Actions* for Symbol-to-Sound Correspondences

Index 102

Overview 103

Symbol-to-Sound Concepts 104

Symbol-to-Sound Master Reference Chart 280

Chapter 3: *Secret Code Actions* for Syllables

Index 284

Overview 285

Syllable Concepts 286

Dividing Words Into Syllables 300

Chapter 4: *Secret Code Actions* for MOTTs

Index 302

Overview 303

MOTT Concepts 304

Chapter 5: Putting *Secret Code Actions* Together

Index 332

Overview 333

Energizers 334

Additional Activities 342

Glossary 362

Resources 367

“*There is no point in describing the delights of reading to children if they are not provided with the means to get there.*”

- Stanislas Dehaene, *Reading in the Brain*

Why Use This Book?

I have never met a parent who did not want their child to read well. Parents are acutely aware of the fact that reading is an absolutely essential skill for academic and career success, cultural inclusion, and for their child to experience the joy, wonder and learning that the written word can bring.

Yet I have met countless parents who are worried about their child's reading – and spelling. Is my child ahead? Behind? Does my child have dyslexia? Does he just need to mature? Should I worry, or let it go and trust that she'll "get it" eventually? Should I read more to my child? Practice skills at home? If so, what skills? So many parents are eager to help their child learn to read and spell, but just don't know where to start.

English text is based on a code. Written words (the message) are made up of letters grouped in ways that represent the spoken sounds in words. In a nutshell, to read (gain meaning from text) and write (express thoughts through text) your child needs to know the alphabetic code well enough to be able to go from the symbol to the sound (reading – decoding) and the sound to the symbol (spelling – encoding) accurately, quickly and effortlessly. Skilled readers and spellers do not guess; they know the "secrets" of the code.

Few adults – including many educators – realize that learning the alphabetic code is not easy. Human brains are just not naturally wired for written text. For most learners, building this wiring – mastering the code for reading, spelling and writing – requires explicit and systematic instruction. Yet very few teachers are trained in how to effectively teach this code. Even fewer teachers understand how to optimise their instruction for the 10 to 15% of learners with dyslexia, who may be the brightest in the class despite their difficulty in learning the code. Until our education system is able to address the needs of all learners, and instruction is grounded in evidence-based practices (meaning children are explicitly taught the code – not "taught" to guess!), parents need to play an active role.

Secret Code Actions is a resource which gives parents information about the code's essential concepts. This book is not a program. It is a tool designed to help parents better support their child's school-based learning or to enhance a program parents may already be following on their own. The Clues and Alerts are included not just because they are interesting, but because they provide the essential information some children (especially those with dyslexia) require to achieve reading and spelling success.

Secret Code Actions is also about making reading and spelling mastery more fun. The code-based movements are designed to bring creative physical activity into the learning process while giving those who need many repetitions additional and engaging ways to practice.

Your child's hopes and dreams lie in your hands. If you help your child by using this tool, either by teaching them the skills yourself or by advocating for their needs based on what you learn here, your actions can make the difference between reading success and reading failure – and therefore their entire future.

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nancyyoung.ca

Key for *Secret Code Actions*™ Parent Edition

This book focuses on the sounds and symbols of the English alphabetic code. To help parents understand the information presented, and because there is no audio accompaniment, special markings are used to identify certain features of the concepts being addressed. These features are explained in the key below.

I have also used specific terms to describe aspects of the code, some of which are defined in the key. Additional information about these terms, and other terms used in the book, can be found in the Glossary at the end of the book. Throughout the book, keywords are in **bold** and example words or answers in *italics*.

This	Means	For Example
//	The slashes on either side of a letter indicate a unique speech sound that can be heard/isolated in English words. This speech sound is called a <i>phoneme</i> (“phone” = sound). The number of phonemes varies with English dialect (also called accent). Most Canadians have 43 phonemes in their speech, but Americans generally have 44.	The word <i>sat</i> has 3 speech sounds (phonemes): /s/ /ă/ /t/ The word <i>stretch</i> has 5 speech sounds (phonemes): /s/ /t/ /r/ /ě/ /ch/
< >	The angled brackets on either side of one or more letters indicate the written symbol, or spelling, for a speech sound. A speech sound (phoneme) may be represented by more than one symbol. A written symbol for a phoneme is called a <i>grapheme</i> (“graph” = written).	The word <i>sat</i> is spelled using 3 symbols (graphemes): <s> <a> <t> The word <i>stretch</i> is spelled using 5 symbols (graphemes): <s> <t> <r> <e> <tch>
/ă/	The scoop on top of a vowel letter located inside slashes indicates that the vowel makes a “short” sound. The first sound heard as you say each of the following words is a “short” vowel sound: apple , eddy , icky , opera , up . These are the most common vowel sounds in the English language.	The word <i>cat</i> has 3 phonemes, and the vowel makes a “short a” sound: /k/ /ă/ /t/ The word <i>breath</i> has 4 phonemes, and the vowel makes a “short e” sound: /b/ /r/ /ě/ /th/
/ā/	The line above a vowel letter located inside slashes indicates that the vowel makes a “long” vowel sound. The second sound heard as you say each of the following words is a “long” vowel sound: cake , beach , high , boat , cube , zoom .	The word <i>take</i> has 3 phonemes, and the vowel makes a “long a” sound: /t/ /ā/ /k/ The word <i>break</i> has 4 phonemes, and the vowel makes a “long a” sound: /b/ /r/ /ā/ /k/
/ʊ/	An unusual shape in slashes indicates a different vowel sound (e.g. “short” vowel sound /ʊ/, found in far fewer words than the five other “short” vowel sounds).	The word <i>push</i> has 3 phonemes, and the vowel makes the /ʊ/ sound: /p/ /ʊ/ /sh/ The word <i>wood</i> has 3 phonemes, and the vowel makes the /ʊ/ sound: /w/ /ʊ/ /d/

How to Use *Secret Code Actions*™ Parent Edition

Secret Code Actions is a tool all parents can use to support their child’s reading and spelling journey at any time, age and stage of learning. It is an English alphabetic code resource which presents important information that is often unknown to adults as well as children (a secret!), and often missing from classroom instruction. It is a source of specific ways to combine movement with learning. Here are a few of the many possible ways that parents can use this book:

If your child is a preschooler (or younger!):

- Play with words (your child just listening and speaking). Play with the sounds in words, using the Sounding Clues and Alerts in Chapter 1. Play with the meanings in words to create awareness of words and their parts, using the Meaning Clues and Alerts in Chapters 1 and 2.
- Perform the movements for the specific sounds and keywords in Chapter 1 (your child just listening and speaking). Act out the Elaborations and Silly Stories (goofy manner is more fun!), emphasizing the sound that is the focus of each keyword. Learning these ahead will set your child up to connect the words and actions to the written code later.

If your child is just starting to learn to read:

- If your child is receiving systematic “phonics” instruction at school (being directly taught the sounds made by individual letters or groups of letters – the code), ask for the teaching order. Following along with the school’s order of code instruction, teach the keyword(s) and movement(s) for each concept as it is introduced at school (use the indexes at the beginning of each chapter). Follow the suggestions in the Clues and Alerts. Practice the related activities and games in Chapter 5.
- If your child’s school is not directly and systematically teaching the code (as is the case in many schools), you will need to play an active role at home to ensure your child is mastering the code for both reading and spelling.
 - Read pages 1 through 9.
 - Read the Overviews for each chapter.
 - Glance through Chapter 1 (note the suggested order of introduction on page 8).
 - Go to SecretCodeActions.com (Parent Edition link) for suggestions on ways to get started (including a sample lesson).
 - Continue to refer to the Parent Edition link for ways to use the other chapters.

If your child is learning to read or spell more slowly than you expected:

- Read pages 1 through 9. Read the Overviews for each chapter.
- Show this book to your child’s teacher, and refer to the book while asking: “Where in code mastery is my child struggling? Phonemic awareness? (Page 5) Difficulty reading (decoding) or spelling (encoding)? (Chapters 1 and 2) Using syllables? (Chapter 3) Which specific code concepts does my child need to practice? (Chapter Indexes)”
- For concepts needing practice, use the corresponding pages. Use the strategies suggested on pages 4 through 9. Perform the energizers and play a game daily (Chapter 5).
- Go to SecretCodeActions.com (Parent Edition link) for further suggestions that will help you support your child’s learning (including suggested reading materials for your child).

If your child is older and struggling to read – or your child has dyslexia:

Has your child been assessed (using standardized tests) to determine reading, spelling and writing skills? Your child may require a comprehensive program (taught by you or a professional) which includes very explicit instruction targeting specific weaknesses as determined by the assessment. *Secret Code Actions* can enhance any of these programs by:

- Providing your child (and your child’s teacher or tutor) with fun movement-based ways to practice the code. (Some step-by-step programs are viewed as boring by children, and encompass little physical movement. Show this book to your child’s teacher or tutor.)
- Helping you increase the pace of your child’s learning by strengthening your child’s word analysis skills and knowledge of the English language.
- Showing you which pieces should be taught systematically – so you know what to ask for if hiring a professional, and how to evaluate the progress once lessons begin.

If you are home schooling:

Follow the suggestions which apply to your child within any of the categories above.

IMPORTANT NOTE: If your child is being taught guessing strategies at school (e.g. “reading” a word by looking at the picture and guessing, “reading” by looking at the first letter in the word and guessing the word, or “reading” by skipping words and reading on until the end of the sentence – and then returning to guess), be aware that these guessing strategies do not help children learn to read. Skilled readers don’t guess. Skilled readers decode. Show this book to your child’s teacher and encourage them to purchase a copy of the Teacher Edition to use in their instruction. Many teachers have insufficient knowledge of the code and how to teach it.

Be sure to check out even more suggestions at SecretCodeActions.com (Parent Edition link).

The Essentials All Children Must Learn: Sounding, Spelling and Meaning

Analyzing the sounds, spellings and meanings of words is essential when building and practicing reading and writing skills. The more your child knows about these aspects of a word, the more your child will be able to use that word accurately, quickly and confidently when reading and writing.

Sounding

When people talk, the words flow together – sometimes very quickly with barely a break! To read and spell, however, your child needs to learn that every spoken word can be broken up into individual speech sounds called phonemes (phone = sound). Your child must learn to hear and identify each sound in a word (at the beginning, in the middle, at the end), and then learn to manipulate speech sounds in words. Children with dyslexia usually have difficulty with this, and need specific instruction, but all children will benefit from practice in hearing, identifying and manipulating (when ready) sounds in words.

Spelling

Most learners need to be taught the secrets of the code for both reading (decoding) and spelling (encoding). This requires being able to go in both directions: symbol-to-sound matching and sound-to-symbol matching. Syllable types and allowable positions for letters must be learned as well. Reading and spelling cannot be separated. Spelling takes longer to master, and must be taught and practiced from Kindergarten up.

Meaning

Only learning sounds and symbols is not enough. Your child must learn that many words have more than one meaning, words are used in different ways, and words can be broken into units of meaning (e.g. prefixes and suffixes). Examining a single word in depth, and broadening word and background knowledge, will help improve reading accuracy and speed, reading comprehension and writing.

Detective Enrichment suggestions in this book encourage you and your child to explore the code on an even deeper level, often delving into the history of words via a dictionary or online source. Such learning opportunities are fascinating and valuable (especially for bright children with dyslexia).

Building Awareness of Sounds in Words (Phonemic Awareness)

Before you do the activities on this page, check that your child can do the following:

- Identify words that rhyme (when listening):
E.g. Parent: Which word rhymes with *cat*? *Met* or *mat*? Child: *Mat*
- Break words into their syllables (when listening):
E.g. Parent: *Pancake* has two chunks (clap twice and say *pan cake*). Parent then says: Clap the chunks in *rainbow*. Child: Claps twice and says *rain bow*

Developing Phonemic Awareness by Listening Only

Children who have difficulty hearing, identifying and (more advanced) manipulating the individual speech sounds in words are at risk for developing reading and spelling difficulties. The good news is, parents can help improve this skill! The following information – listed in increasing order of difficulty – gives parents ways to help their child think about the sounds in words. See SecretCodeActions.com (Parent Edition link) for more explanations and ways to practice.

Your child needs to be able to identify the first sound in a word. (Kindergarten)

E.g. Parent: What is the first sound you hear in *nut*? Child: /n/

Your child needs to be able to identify the last sound in a word. (Kindergarten)

E.g. Parent: What is the last sound you hear in *nut*? Child: /t/

Your child needs to be able to identify the middle sound in a word. (Kindergarten – Grade 1)

E.g. Parent: What sound do you hear in the middle of the word *nut*? Child: /ü/

Your child needs to be able to combine the sounds within a word. (Kindergarten – Grade 1)

E.g. Parent: If I joined together the sounds /n/ /ü/ /t/ what word would I have? Child: *nut*

E.g. (Harder) Parent: If I joined together the sounds /p/ /l/ /ā/ /t/ what word would I have? Child: *plate*

E.g. (Harder) Parent: If I joined together the sounds /s/ /n/ /ă/ /ch/ what word would I have? Child: *snatch*

Your child needs to be able to delete sounds within a word. (Kindergarten – Grade 1)

E.g. Parent: Say the word *fat*. Child: *fat* Parent: Now say *fat* without the /f/. Child: *at*

E.g. (Harder) Parent: Say the word *slip*. Child: *slip*. Parent: Now say *slip* without the /l/. Child: *sip*.

Your child needs to be able to manipulate sounds within words. (Grade 1 - Grade 2)

Note: This is a more advanced skill but it is a very important skill – and one that can be hard for children with dyslexia to master without explicit instruction and practice.

E.g. Parent: Say the word *mouse*. Child: *mouse*. Parent: Now take off the /m/ and replace it with /h/. Child: *house*. Parent: Now take off the /h/ and replace it with /l/. Child: *louse*.

E.g. Parent: Say the word *met*. Child: *met*. Parent: Now take away the /m/ and replace it with /s/. Child: *set*. Parent: Now replace the /ë/ with /ï/. Child: *sit*. Parent: Now replace the /t/ with /l/. Child: *sill*. Parent: Now replace the /ï/ with /ë/. Child: *sell*.

See more about phonemic awareness, and ways to practice this important skill, at SecretCodeActions.com (Parent Edition link).

“Say it! See it! Move it!” Learning and Practicing the Sounds in Chapter 1

Here are some steps to help you and your child learn/practice the sound-to-symbol correspondences presented in Chapter 1. To start, using /b/ as an example:

Parent only – child watches (Download symbol cards at SecretCodeActions.com)

1. Say it: Parent says, “/b/. /b/ in **bat**. /b/.”
2. See it: Parent points to symbol while doing the first step.
3. Move it: Parent pretends to swing bat while repeating, “/b/” and adding, “**Bat** the ball!”

Parent and child together

1. Say it: Parent says, “/b/. /b/ in **bat**. /b/.” Child repeats, “/b/. /b/ in **bat**. /b/.”
2. See it: Both point to symbol while doing the first step.
3. Move it: Both pretend to swing bat while repeating, “/b/” and adding, “**Bat** the ball!”

Child alone

1. Say it: Parent says, “/b/.” Child says, “/b/. /b/ in **bat**. /b/.”
2. See it: Child points to symbol while doing the first step.
3. Move it: Child pretends to swing bat while repeating, “/b/” and adding, “**Bat** the ball!”

If the sound is represented by more than one symbol (grapheme), add these additional symbols as your child is ready to learn them. Here is an example, using /ě/:

Parent only – child watches (Download symbol cards at SecretCodeActions.com)

1. Say it: Parent says, “/ě/. /ě/ in **eddy**. /ě/. /ě/ in **breath**. /ě/.”
2. See it: Parent points to symbols <e> and <ea> while doing the first step.
3. Move it: Parent whirls while repeating /ě/ and takes a big breath (pressing hands flat against stomach) repeating /ě/, adding, “Let’s **eddy** around the room and then take a big **breath!**”

Parent and child together

1. Say it: Parent says, “/ě/. /ě/ in **eddy**. /ě/. /ě/ in **breath**. /ě/.” Child repeats, “/ě/. /ě/ in **eddy**. /ě/. /ě/ in **breath**. /ě/.”
2. See it: Both point to symbols <e> and <ea> while doing the first step.
3. Move it: Both whirl while repeating /ě/ and take a big breath (pressing hands flat against stomach) repeating /ě/, adding, “Let’s **eddy** around the room and then take a big **breath!**”

Child alone

1. Say it: Parent says, “/ě/.” Child says, “/ě/ in **eddy**. /ě/. /ě/ in **breath**. /ě/.”
2. See it: Child points to symbols <e> and <ea> while doing the first step.
3. Move it: Child whirls while repeating /ě/ and takes a big breath (pressing hands flat against stomach) repeating /ě/, adding, “Let’s **eddy** around the room and then take a big **breath!**”

Once the sound-to-symbol correspondences have been taught, the parent just says the sound of focus and the child performs the steps, using the keyword(s) and movement(s) for that sound. For a quicker practice, shorten the above by having your child just repeat the sound and do the movement(s) (no keyword or elaboration). Take turns being the leader! **It is highly recommended that** your child writes the symbol(s) after doing the movement(s) during some of the practice sessions. **Build a phoneme wall** by placing the symbols under their sounds on a wall as they are learned. Then, for a quick practice in the future, walk along and perform the movements for each phoneme. See example at SecretCodeActions.com (Parent Edition link).

There's a lot more content waiting
for you to explore in the book!

Order your copy today by visiting
secretcodeactions.com