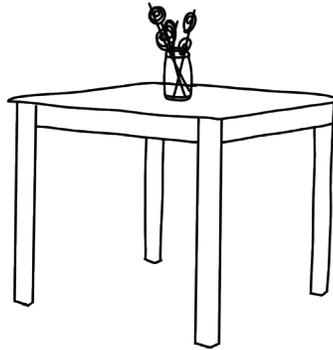


NOTES ON THE LESSONS

- The Sacred Name of the Creator has been changed to יהוה throughout this book. Since your child will be learning to read the Hebrew letters, you can begin to teach him what the letters in God’s name are. While the authors of this curriculum pronounce His name “Yehovah,” other pronunciations are possible. We feel it is not to be a divisive issue.
- We use the male gender for your child throughout this book (“he,” “him,” etc.). This is done because we want to be consistent in our use of English grammar. It becomes messy to say “he or she” each time, and it is incorrect to use “they” for only one student.
- You will see that the lessons are quite repetitive. First-grade students love predictable routines, and we urge you not to skip activities simply because an adult might find them boring.
- We occasionally recommend the use of a white board. We recently read research that indicated writing on a chalkboard or large piece of paper might actually be better for the brain development of young children, simply because the friction involved helps form brain pathways. If you only have a white board, we recommend purchasing sidewalk chalk and occasionally doing lessons outside!



LESSON ATMOSPHERE

We recommend short, easy lessons. We suggest keeping school subjects to 15-30 minutes each. Attempt to change to a new activity before interest wanes.

Try to have your daily reading, writing, and spelling lessons at the same time and place each day. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have a few minutes of uninterrupted time with your beginning reader.)

Have your student face in the same direction each day, working at a comfortable table. This will help orient your student in space and in the awareness of left-right directionality.

We found the many ideas listed in this article to be of huge benefit. We highly recommend that you read it: donpotter.net/pdf/shortcut_to_manuscript.pdf

SUPPLIES NEEDED

- Pencil with an attached eraser
- Flashcards
- Stickers
- Word Power Reader 1
- Flashcards, stickers, and the reader are scheduled in each lesson and are available from foundationspress.com/product/word-power.

Optional:

- Pencil grips
- Dry-erase board with markers, or chalkboard and chalk
- Magnetic letters

AGES

This curriculum is intended primarily for children ages 4-9 who are first learning to read. You may easily use it with older children (or adults) to teach remedial reading, but you will probably be able to move much more quickly through the lessons.

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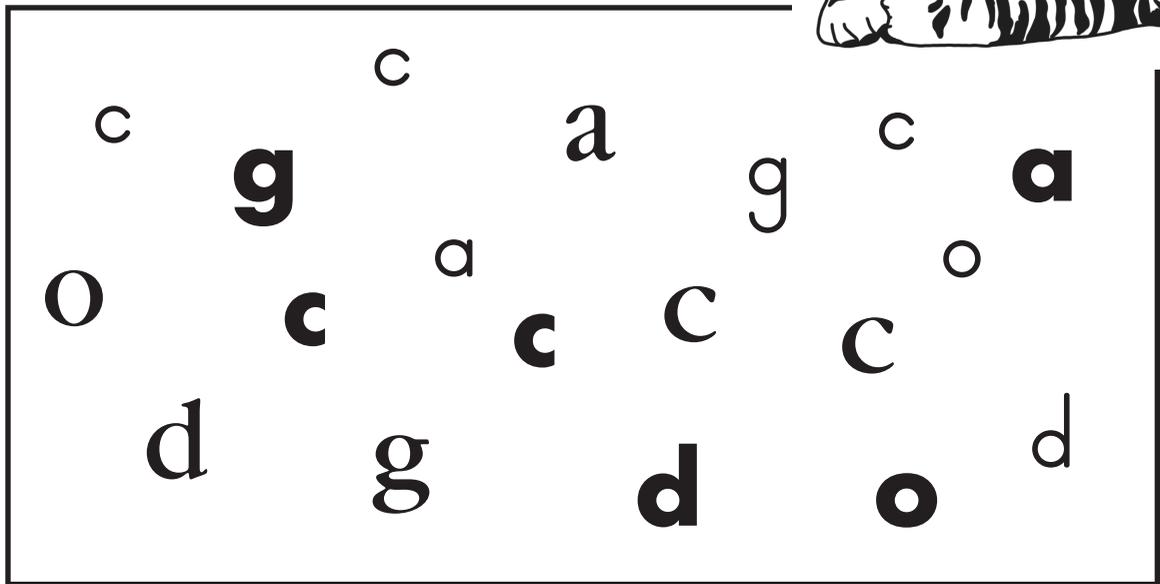
c in cat

TO THE TEACHER:

- Show the flashcard for c. Teach your child that “c says /c/ in cat.”
- Can you think of any other words that start with /c/? (cab, cake, can, coat, cup, cone, cut, cute, etc.)
- Sing the Alphabet song.¹



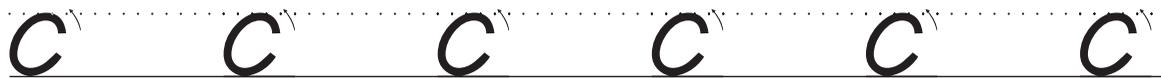
Circle all the c's. Can you find 7?



Add a sticker to your path on the map!



C says /c/ in cat. Say /c/ while you trace each letter. Always start at the top, then go around the circle to the left.



Trace the letter and write 5 more. Say the sound while you write each letter.



¹ <https://youtu.be/KFKGPOMusZk>

Trace the alphabet.

a b c d e f g

h i j k l m n o p

q r s t u v w x y z

Trace the cursive letter and write 5 more. Say the sound while you write each letter.

c

Trace the capital letter and write 5 more. Say the sound while you write each letter.

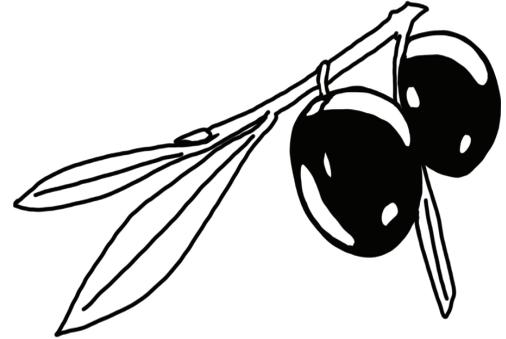
C

Make up a sentence about a cat. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

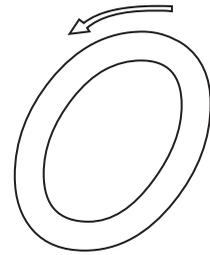
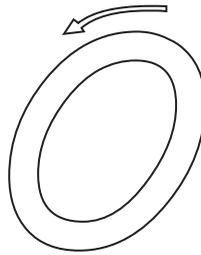
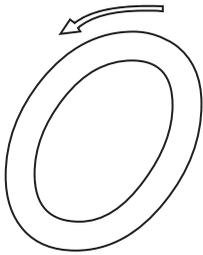
o in olive

TO THE TEACHER:

- Show the flashcard for O. Teach your child that “o says /ō/ in olive.” O is a vowel.
- Can you think of any other words that start with /ō/? (ostrich, ox, odd, opposite, etc.)
- Review the flashcard for C.
- Using a white board, say a sound (/c/ or /ō/) and ask your child to write the letter that makes that sound. After your child writes each letter, say, “C says /c/” or “o says /ō/” while pointing to the letter together. This procedure is in preparation for when we begin to spell words.
- Sing the Alphabet song.



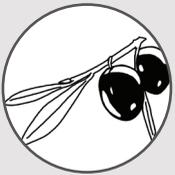
Trace with your finger.



O says /ō/ in olive. Say /ō/ while you trace each letter. Always go around the circle to the left.



Add a sticker to your path on the map!



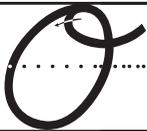
Draw black olives on the olive tree.



Trace the cursive letter and write 5 more. Say the sound while you write each letter.



Trace the capital letter and write 5 more. Say the sound while you write each letter.



Make up a sentence about an olive. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

Four sets of handwriting lines (top, middle-dotted, bottom) are provided for writing a sentence.



Read Reader,
p. 3.

TO THE TEACHER:

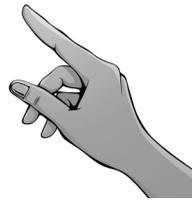
- Use sidewalk chalk (or water and a paint brush) to draw the letters on cement outside.
- Make the letter shapes with play dough. Always say the sound when forming a letter.

TO THE TEACHER:

- Use your finger to point under each letter, starting on the left side.
- Point under the o and say /ō/. Slide your finger to the next letter, and say its sound. Continue sliding and saying sounds across the entire first line.
- Now start again on the second line. When you get to the "oc" combination, say the /ō/ sound, then the /c/ sound. Then say say /ōc/ slowly.
- Sound out the "oc" combination again, and slide your finger more quickly this time. Say /ōc/ quickly.
- This will be the pattern you use as you practice blending sounds together. "Say it slow, then say it fast."

Sound out the following letters:

O O C C O C O
 O C OC O C OC



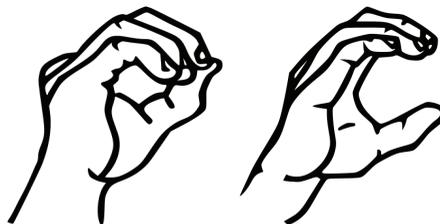
Now let's practice writing in cursive. Say /c/ while you trace each letter.

c c c c c c

Trace the letter and write 5 more. Say the sound while you write each letter.

c

Can you learn
American Sign
Language?



O

C

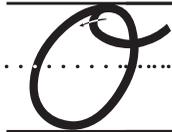
Trace the letters and write 2 more. Say /ōc/ while you write each letter. Notice that cursive letters reach out to "tag" the next letter.



Trace the letters and write 3 more. Say /ōc/ while you write each letter.



Trace the capital letter and write 5 more. Say the sound while you write each letter.



Review flashcards.

Ask your teacher to write your name in cursive. The first letter of your name starts with a capital letter. Copy your name onto the second line.

Blank handwriting lines for writing a name in cursive.



Read Reader, p. 4.

TO THE TEACHER:

- Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- Sing the Alphabet song.

Now let's practice writing in cursive. Say /ō/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.



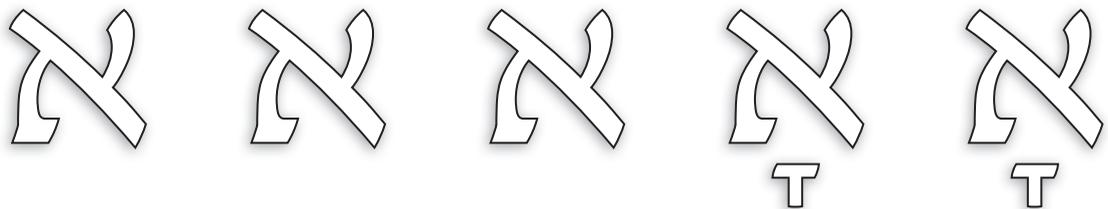
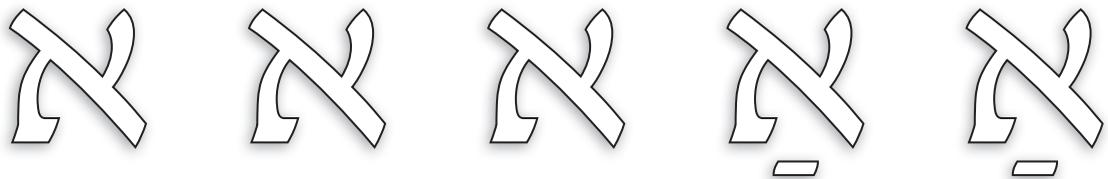
Trace the letters and write 2 more. Say /ōc/ while you write each letter. Notice that cursive letters reach out to "tag" the next letter.



TO THE TEACHER:

- In Hebrew, when a small line is placed under a consonant to make a *patach*, it is a vowel that says /ō/. Another vowel, called a *kamets*, makes a similar sound. It looks like a tiny T.
- Hebrew is read and written from right to left.

Trace the vowels and make three more.



Read Reader,
p. 4 again.

TO THE TEACHER:

- Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- Sing the Alphabet song.

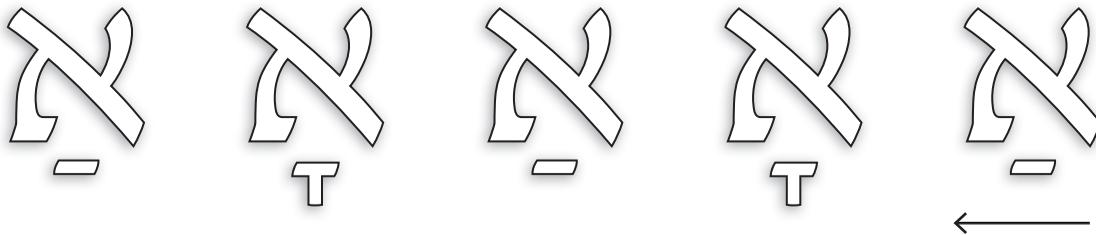
Practice writing your letters. Remember to say the sound as you write.

O C O C O C O C

Trace the letter and write 5 more. Say the sound while you write each letter.

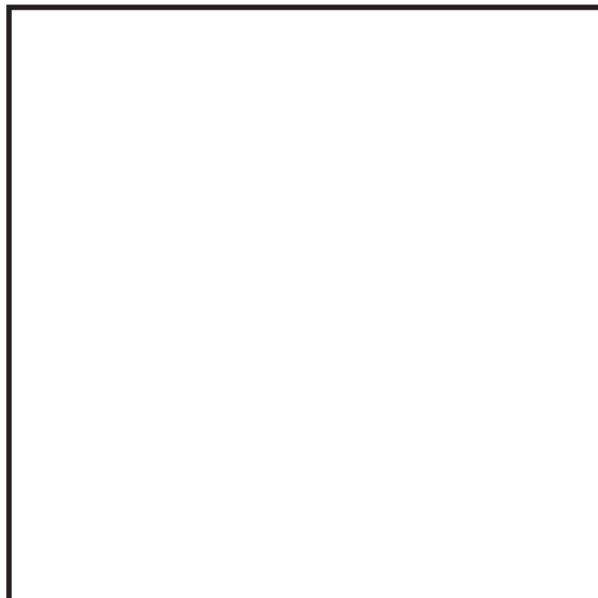
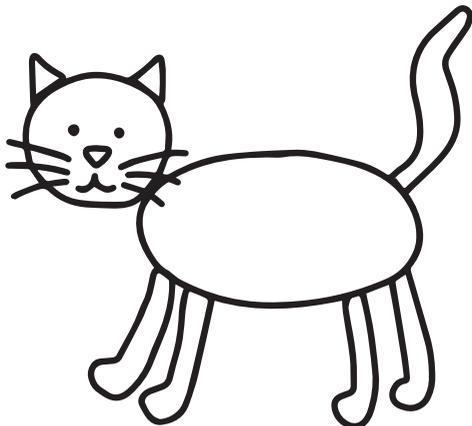
c o o c o c o c

Do you remember how to make an /ō/ sound in Hebrew?
Trace the vowels. Remember to write from right to left.



Read Reader,
p. 5.

Use the shapes to draw a cat in the square.



Add a
sticker to
your path on
the map!



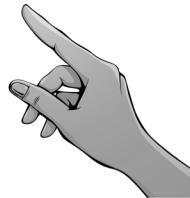
compound

TO THE TEACHER:

- Show the flashcards learned so far. The child should respond to each with the proper sound. (If the child cannot respond correctly, have him trace the letter with his finger on the card, while you make the sound and say "c says /c/ in cat," for instance.)
- Make the sound of each letter learned so far. Your child should respond to each by naming it and writing it.
- Sing the Alphabet song.
- List the 5 vowels: a, e, i, o, u.

Sound out the following words:

sun set sunset
bath tub bathtub



Now let's practice writing in cursive. Trace and then copy.

sun

set

sunset

words

Read the following words:

sun	set	sunset
bath	tub	bathtub
can	not	cannot
pig	pen	pigpen
cat	nip	catnip
dish	pan	dishpan
with	in	within
sun	tan	suntan

Choose one of the compound words above and make up a sentence about it. Ask your teacher to write it here:

.....

.....

.....



Read Reader,
p. 95.

TO THE TEACHER:

- Sing the alphabet song.
- Have your child spell the following words on the lines below:
 - bath tub
 - bathtub
 - cat fish
 - catfish
 - bob cat
 - bobcat

Write the words your teacher says.

.....

.....

.....

.....

.....

.....

.....

Draw a line between the two words that make up the compound word.

p i g p e n
c a s h b o x
c a t n i p
r a m r o d
i n l e t

Copy the missing words.

Yes, your law is
within my heart.

, your law
my heart.



Read Reader,
p. 96.

Psalm 40:8

Day 3

Finish the sentence your teacher dictates.

T

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are two such sets of lines provided for dictation practice.

Practice making cursive capital letters. Trace and then copy.

A B C

D E F

G H I

J K L

M N O

TO THE TEACHER:

- Help your child write this sentence: The den is dim at sunset.

Draw a line between the two words that make up the compound words. Read each word.

cannot

upset

cashbox

upshot

hotbed

catfish

bedbug

bobcat

ramrod

within

inlet

whiplash

Can you remember what the 5 vowels are? Write them here:

Practice writing your letters. Remember to say the sounds as you write.

chin shin thin



Read Reader,
p. 97.

Day 4

Finish the sentence your teacher dictates.

.....

.....

Practice making cursive capital letters. Trace and then copy.

P *Q* *R*

S *T* *U*

V *W* *X*

Y *Z*

TO THE TEACHER:

- Help your child write this sentence: The shot upset the bobcat.

Sound out the following letters:

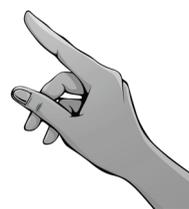
hat them rob wet

ax shed hap nip

cut wax quid rub

rod kith sun zip

shun quip when fan



Trace the Hebrew consonants and vowels. Can you say all the sounds?

בגד הוזטי

כלמנספ

קרת



Read Reader,
p. 98.

Finish the sentence.

comes before _____
 and _____, before the
 other three:

_____ , _____ .

Sound out the following letters:

ca ke ki co cu

cat Ken kit cob cud

cash keg kid cod cup

Sound out the Hebrew letters. Write the word using English letters.

_____ סָן

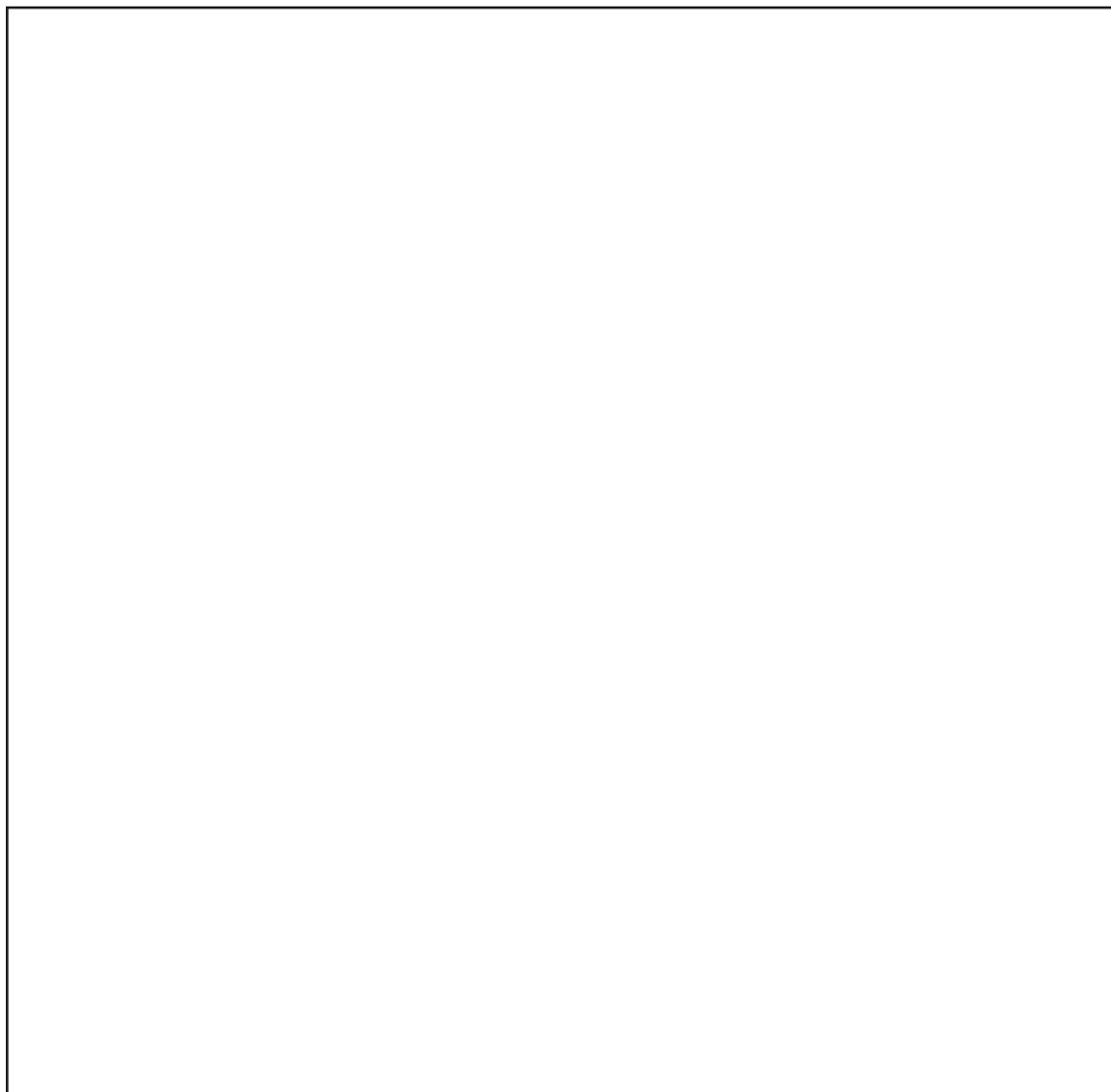
_____ טָן

_____ בָּן

_____ נָן

Finish the sentence your teacher dictates.

Draw a picture to illustrate the sentence.



TO THE TEACHER:

- Help your child write this sentence: Jim cannot sit in the bathtub.
- Use watercolor paints to make a picture of a sunset.

Add a sticker to your path on the map!



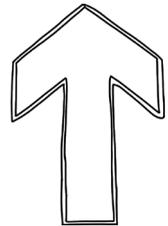
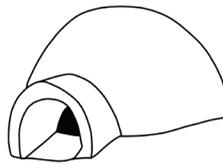
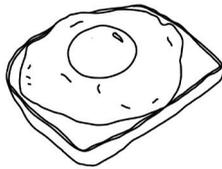
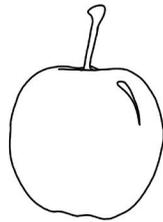
Read Reader,
p. 99.

silent

TO THE TEACHER:

- Find each of the flashcards that contain vowels (a, e, i, o, u). Put them in one pile. Make the sound of each vowel.
- Put all the consonants and blends in another pile. Make the sound of each consonant.
- Use the charts on pp. 260-261 to review the sounds of all the vowels. Page 260 shows all the vowels' short sounds. Page 261 shows the sounds each vowel makes when it "says its names."
- Be ready for this week by watching Anne teach how to make vowel sounds at <https://youtu.be/71jRuN2ke60>.

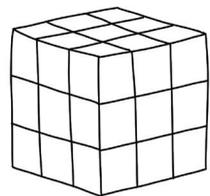
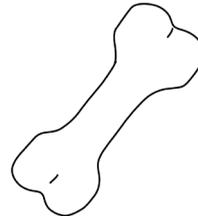
Write the vowel that goes with each picture.



.....

Sometimes a vowel "says its name" instead.

Write the vowel that says its name inside each of these picture words.



.....

Circle all the vowels in the words below.

pin **kit** pal bit tap **not**
 nap **mat** run tin rat rod
 fat mop **bit** pal **map**
 rid

TO THE TEACHER:

- ❑ The concept of “silent e” can be difficult for children. They have learned the short sounds of the vowels. Last week, they learned that vowels can also say their names. This week, they will learn that sometimes vowels can be silent. Thankfully, learning “silent e” will open up a whole world of words that your child can read.
- ❑ Write the following words in big letters on a white board. Show your child that when you place a “silent e” next to each word, it suddenly changes the word. A small **pin** becomes a great **pine**, a **kit** becomes a **kite**, a **pal** becomes **pale**, and a little **bit** of candy becomes a great big **bite**.

pin	pine
kit	kite
pal	pale
bit	bite

Circle the vowel. Add a silent E to the end of each word. The silent E will help the first vowel “say its name.” Read each word.

pin

mat

kit

rod

pal

tap

bit

plan

Let's practice writing syllables. Trace the syllables. Sound them out as you write.

ta te ti to tu



Read Reader,
p. 155.

TO THE TEACHER:

- Sing the alphabet song.
- Name the five vowels: a, e, i, o, u. What two sounds does each vowel make?
- Use the charts on pp. 260-261 to review the sounds of all the vowels.

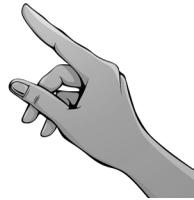
Sound out the following open syllables. Each vowel says its name.

pa pe pi po pu

ba be bi bo bu

la le li lo lu

na ne ni no nu



Let's practice writing words. Watch for silent E.

pine tap

note fat rode

bit made

gap plane

Write the sounds your teacher dictates.

TO THE TEACHER:

- Help your child spell these words. When pronouncing syllables with consonant blends, say it “normal,” and then slowly say each sound so that the consonants and vowels are obvious.

rid ride
tap tape
plan plane

Copy the missing words.

יְהוָה God made the earth and the
heavens.

earth

heavens.



Read Reader,
p. 156.

Genesis 2:4

TO THE TEACHER:

- Review:
 - F, L, S,
 - Don't make a mess!
 - Double the final consonant
 - For F, L, S
 - Zzzzzzzz... (snore loudly!)
- Sing the alphabet song.
- Use the charts on pp. 260-261 to review the sounds of all the vowels.

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

wade

dome

mite

stole

Trace the sentence. Remember to say the sounds as you write.

She got a bite
of cake.

TO THE TEACHER:

- ☐ Help your child make up sentences using the three words on each line.

Trace the words. Remember to say the sounds as you write.

ride go bike

man king he

she name hi

frog jump it



Write your first name. Write your last name.



Read Reader,
p. 157.

TO THE TEACHER:

- Review:
 - F, L, S,
 - Don't make a mess!
 - Double the final consonant
 - For F, L, S
 - Zzzzzzzz... (snore loudly!)
- Sing the alphabet song.
- Use the charts on pp. 260-261 to review the sounds of all the vowels.

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

not

note

mop

mope

bit

bite

Circle the vowels. Underline the phonograms. Cross out the silent E's.
Point to the C-V-C syllables. Now point to the C-V syllables. Good job!

sing

thing

swept

in sect

trum pet

I rish

chil dren

me

he

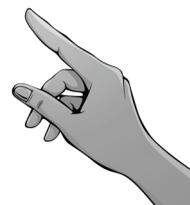
go

rate

pine

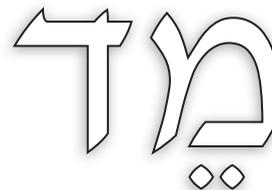
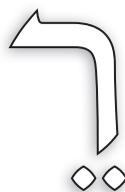
kite

Sam

**TO THE TEACHER:**

- ❑ In Hebrew, two small dots are placed under a consonant to make a *tsere*, the vowel that says /ay/. The two dots look like two balls bouncing on the bay.
- ❑ To read in Hebrew, first say the sound of the consonant, and then read the sound of the vowel under it. Remember to read from right to left.

Sound out the letters as you trace and copy.



Read Reader,
p. 158.

Day 5

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

hide

plane

shame

Jane

Sound out the Hebrew letters. Write the word using English letters.

.....

.....

.....

.....

.....

.....

כֶּסֶם

פֶּדָה

נֶשֶׁפֶּה

פֶּלֶן

Finish the sentence your teacher dictates.

Draw a picture to illustrate the sentence.

Add a sticker to your path on the map!



Read Reader,
p. 159.

TO THE TEACHER:

- Help your child write this sentence: Can you save the lame dog?
- Read Proverbs 12:10 together. How does a righteous man treat animals? How does a wicked man treat animals?
- Use the charts on pp. 260-261 to review the sounds of all the vowels.

oa in soap

TO THE TEACHER:

- Use the charts on pp. 260-261 to review the sounds of all the vowels. What do the vowels say when they say their names?
- Teach your child two new phonograms today. First, teach your child that “oa says /ō/ in soap.” Also, “oe says /ō/ in toe.”
- Remember, “When two vowels go walking, the first one does the talking.” Example: In the word “soap,” two vowels, oa, are “walking together. The first vowel o says /ō/, and the second vowel, a, is silent. The first vowel “does the talking.”
- Remember, “A vowel is afraid to say its name, so it needs a friend with it.” Example: In the word “toe,” two vowels, oe, are together. The first vowel o says its name, /ō/, and the second vowel, e, is only there to give him courage.
- Review all the flashcards learned so far. Be sure to review both letter sounds and phonogram sounds.

Oa says /ō/ in soap. Say /ō/ while you trace each phonogram. Make 3 more.

Oe says /ō/ in toe. Say /ō/ while you trace each phonogram. Make 3 more

oe oe

Let's practice writing words. Sound them out as you write.

oat oak

roam foam

goat float

Add a sticker to your path on the map!



oe in toe

33

Let's practice writing words. Sound them out as you write.

toe foe

roe hoe

woe doe

boat toast

groan moan

goal coal

coat throat

Add a
sticker to
your path on
the map!



Read Reader,
p. 191.

Let's practice writing words. Sound them out as you write.

croak cloak

soak loaf

soap goad

coast boast

road toad

roe doe



Write the sounds your teacher dictates.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dotted, bottom solid).

TO THE TEACHER:

Help your child spell these words. Let your child know whether you are using the oa or oe phonogram.

goat boat

oak oat

toe hoe

Copy the missing words.

I will never forget your precepts, for
with them, you have revived me.

Handwriting practice lines showing the words from the passage written in cursive script. The words are: never forget, your, for, you have.



Read Reader,
p. 192.

Psalm 119:93

TO THE TEACHER:

- Review:
F, L, S,
Don't make a mess!
Double the final consonant
For F, L, S
Zzzzzzzz... (snore loudly!)
- Sing the alphabet song.

Draw a line between syllables. Read the words.

billboard

steamboat

cocoa

crossroad

oatmeal

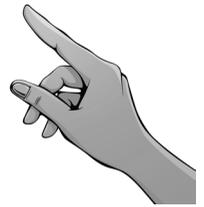
oboe

doeskin

tiptoe

toenail

pekoe



Let's practice writing syllables. Trace the words. Sound out each syllable as you write.

steamboat

crossroad

billboard

oatmeal

TO THE TEACHER:

- When reading a sentence, show by the raising of your tone whether the sentence should end with a period (.) or a question mark (?) or an exclamation mark (!).
- Your child might enjoy using a different color to write punctuation.

Trace the sentences.

I can hear the
toad. If you
stand on tiptoe,
you will see it.

Learn to write the name of your country.

.....

.....



Read Reader,
p. 193.

Several sentences on the same topic make a paragraph.
Practice writing this paragraph.

The boat is

made of oak.

He left the

boat on the

beach. See the

sun on the

shells.



TO THE TEACHER:

- Play "Word Squares" Start in any box and move from one letter to another to make a word. Horizontal, vertical, and diagonal moves are all okay, and letters may be doubled. Do not jump over any letter. Write the words on the whiteboard. Give one point for each letter.

l	s	d
r	oa	k
g	t	n

w	p	m
a	oe	i
x	t	r

TO THE TEACHER:

- The Hebrew vowel *cholem* says /ō/. It looks like this: אָ
- The Hebrew phonogram *cholem vav* also says /ō/. It looks like this: וָ

Sound out the syllables. Copy each one below.

שׁוּ

צִ

גּוּ

בָּ



Read Reader,
p. 194.

Write any 4 Hebrew consonants. Add *cholem* or *cholem vav*.
Sound them out.

Trace the sentences.

It is a spill!

Soak the coat

in soap.

Sound out the Hebrew syllables. Write the sounds in English letters.

ט

לו

ה

ב

תי

גד

ני

ש

Finish the sentence your teacher dictates.

Draw a picture to illustrate the sentence.

Add a sticker to your path on the map!



Read Reader,
p. 195.

TO THE TEACHER:

- Help your child write this sentence: He will demonstrate how to make oatmeal.
- There are several large words in this sentence. Help your child break up the words into individual syllables and sound them out.
- Show your child how to make oatmeal. What are your favorite breakfast foods?

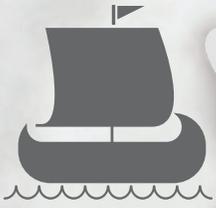


READING HEBREW IN READER 1

For parents who are new to Hebrew, here is an answer key to help as you and your child read. Remember, Hebrew is read from right to left, so we have written the English transliterations from right to left also.

- p. 4 ←
- א א א א א
ah ah ah ah ah
א א א א א
ah ah ah ah ah
- p. 5
- א א א א א
ah ah ah ah ah
א א א א א
ah ah ah ah ah
- p. 8
- ג ג ג ג ד ד ד ד
/g/ /g/ /g/ /g/ /d/ /d/ /d/ /d/
ד ג ד ג ג ד ג ד
/d/ /g/ /d/ /g/ /g/ /d/ /g/ /d/
- p. 9
- ד ג ד ג ד ג
dah gah dah gah dah gah
ג ד ג ד ג ד
gah dah gah dah gah dah
- p. 12
- ד ג ד ג ד ג
dah gah dah gah dah gah
ג ד ג ד ג ד
gah dah gah dah gah dah
- p. 13
- ל מ ל מ ל מ ל
/l/ /m/ /l/ /m/ /l/ /m/ /l/
מ ל מ ל ל מ מ
/m/ /l/ /m/ /l/ /l/ /m/ /m/
- p. 14
- ל ל מ מ ל מ ל מ
la la ma ma la ma la ma
מ ל ד ג מ ל ד ג
ma la da ga ma la da ga
- p. 15
- ל ל ג ג ד ד מ מ
la la ga ga da da ma ma
ל ג מ ל ד ד מ ג
la ga ma la da da ma ga
- p. 17
- ל ל ג ג ד ד מ מ
la la ga ga da da ma ma
- p. 18
- ל ל ג ג ד ד מ מ
la la ga ga da da ma ma
ל ג מ ל ד ד מ ג
la ga ma la da da ma ga
- p. 19
- ל ל ג ג ד ד מ מ
la la ga ga da da ma ma
- p. 20
- ה ה ת ת ה ה
/h/ /h/ /t/ /t/ /h/ /h/
ה ה ג ד ג ד ה ה
ma la da ga ta ha ta ha
- p. 21
- ת מ ל ה ד ג
ta ma la ha da ga
ה ת ד ל מ מ
hot doll mom
- p. 23
- מ ה ת ל ד ג
ma ha ta la da ga
- p. 24
- ה ת ד ל מ מ
hot dol mom
ל ג ת ג ד
God got log
- p. 25
- מ ל ד ג ת ה ת ה
ma la da ga ta ha ta ha
ג ד ה ת ל ג מ מ
God log hot mom

The CONTINENT of NORTH SYLLABICA



Blending Meadows



Alphwich

1

BEIGLAND



Bridge of Shrieking Diphthongs



CENTRAL VERBARIUM

The Mouth of Consonants

Port Runnington



The River Gerund



2

Port de'Gav

PREDICOVIA



3

SOUTH PUMBRIA



Bendsville

VENACULARIUM

The Deadly Marshes



Interjection Bay



9

Shadow Pass

The Gleaming Mountains

7



Switchback Mountain



6



Perilous Pass



The Lost Lake

Dalesville



FRAS

5

Bendcester

Waterby



10

NORTH
ΑΠΟΛΕΣΛΥ



Hills of Green Beans
Straightcastle



Άbleford

11

Lakeham



Pronoun Fjord



ΓΡΑΜΜΑΡΟΠ

The Blessed Ridge



Passworth



14

ΠΡΙΔΑΥΝÉ ΜΕΠΟ

Whispering Plains

Willowy Straits

12

РИМА



Playsborough



Sleepy Pass



13

ΕΡΙΘΗΕΤΟ



Πounland



4

Αυxillary Bay

