

A Parent's Guide to using the  
**Fishing For Phonics™**  
learning toy



**FUNDAMENTALS OF READING**

**VTECH®**

## **Dear Parent,**

You know how important reading is to your child's future. If your child can read, your child can do anything. That's because reading is the foundation upon which all fundamental learning is built. A good beginning is absolutely essential.

That is why VTech designed the Fundamentals of Reading product line to help your child develop language skills, the skills crucial to learning how to read. Our age-appropriate activities will help your child feel successful every step of the way. In fact, we provide three levels of reading progression to help your child move from a Beginning Reader, to a Growing Reader, and finally to an Advancing Reader. Our curriculum begins with letters, letter sounds, and letter formation all the way through vowels, consonants, word recognition – even full sentences. With the Fundamentals of Reading product line, children think they're playing, but they're actually learning. Their confidence grows, their self-esteem grows and their appetite for learning grows, too.

### **How Can You Help?**

You've already started by showing you're interested in your child's reading development. By being a good role model, your child should see you read books, magazines and newspapers. Of course, there are other sources including billboards, grocery lists, recipes and street signs. What's most important is that reading is a fun, interactive experience that should be shared with your child daily.

We encourage you to play the activities in the Fundamentals of Reading product line together. You'll see first hand what progress your child is making. Children love positive reinforcement so praise your child's achievements. As your child embarks on the road to learning, he or she will encounter challenges. This is a natural part of the learning process. Please be patient and if your child needs help, be sure to provide it. Have fun. Remember, learning to read isn't a race. It doesn't matter who gets there first. It's simply "getting there" that really counts.

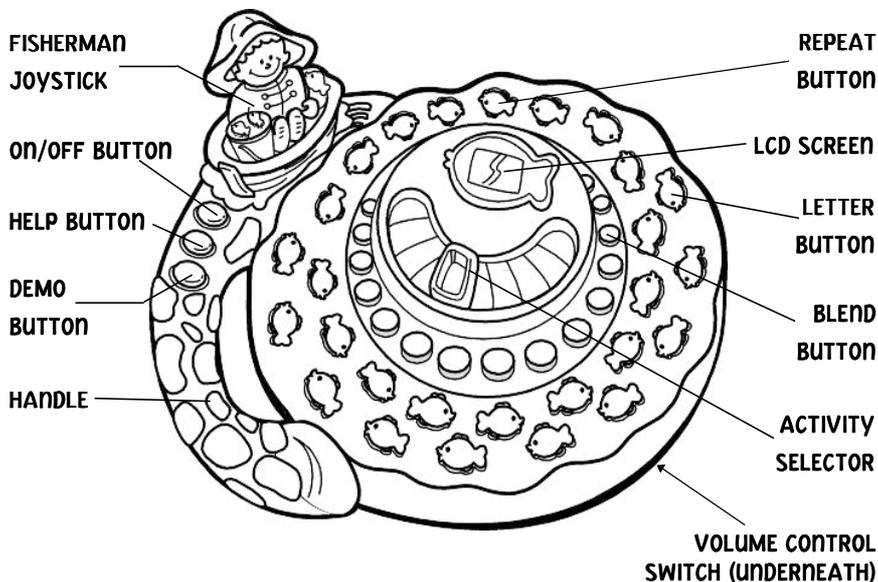
We wish you the best as you help your child get off to a great start in becoming a lifelong learner. As your child grows, count on VTech® to be there with fun, innovative learning toys to help your child do his or her best every step of the way.

We thank you for entrusting us with the responsibility of building your child's future. When your child can read, your child can do anything.

Sincerely,

Your Friends at VTech®

# FISHING FOR PHONICS™

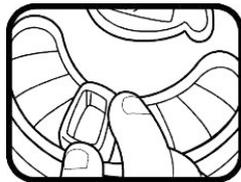


## TO BEGIN PLAY

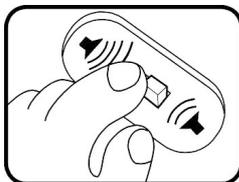
1. To begin play, press the **ON/OFF BUTTON** to turn the unit on. You will hear “Let’s go fishing.” followed by a short tune. The welcome animation and bubble animation will be displayed on the screen.

2. Slide the **ACTIVITY SELECTOR** left or right to select one of the ten built-in activities. A friendly voice will guide you through the following activities.

1. Letters and Blends
2. Find the Letters and Blends
3. Before and After
4. Missing Vowels
5. The Blender
6. Spelling
7. Word Guess
8. Object Match
9. Memory Challenge
10. Music



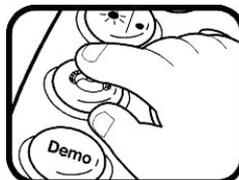
3. To adjust the volume, slide the **VOLUME CONTROL SWITCH** (located on underside of the cabinet) up for higher volume or down for lower volume.



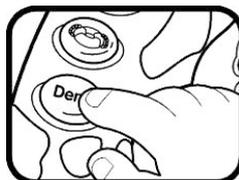
4. Press the **REPEAT BUTTON** to repeat the previous response or question.



5. Press the **HELP BUTTON** to learn the correct answer.



6. Press the **DEMO BUTTON** to see and hear a sample of the activity you have selected.



7. The **TIMER FUNCTION** in activities 2 through 9 allows one minute for the child to answer each question. The "Tick Tock" sound effect starts after each question is asked and speeds up when 30 seconds have elapsed. At the end of one minute, a "Time's Up!" screen appears and the answer is revealed.



8. In the timed activities (Activities 2-7 and Activity 9), pressing the **FISHERMAN CHARACTER** will stop the timer. In Object Match, it provides the means for selecting from among the scrolling objects.



9. To turn the learning toy off, press the **ON/OFF BUTTON**. You will see a closing animation on the LCD screen.



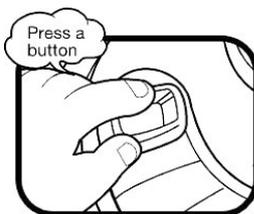
## ACTIVITY 1 - LETTERS AND BLENDS

This activity introduces the 26 letters and 23 frequently used blends. This activity reinforces that letters make sounds and some letters make more than one sound! Every time your child presses a letter or blend button, the voice will tell your child the sound(s) of the letter or blend and show a related animation. This is a free exploration activity. Your child may randomly select which buttons to press.

**Learning Benefits for Your Child** - The Letters and Blends activity is designed to introduce and reinforce letter and blend recognition. Your child may explore at his or her own pace by choosing which letter or blend button to press. Your child will recognize that all of the letters make a certain sound. He or she will learn that some letters even make two different sounds such as the vowels. By pressing the blend buttons, your child will begin to understand that both letters can still be heard in a blend.

### ACTIVITY INSTRUCTIONS:

1. Slide the activity selector to the first activity. You will hear "Let's go fishing!" followed by a short tune, the activity name and the instructions "Press a button."



2. When a letter button is pressed, you will hear the letter identified along with its accompanying phonetic sound or sounds. A word beginning with the chosen letter will also be announced. Animations will simultaneously provide visual reinforcement of the letter and the sample word or words.



3. When a blend button is pressed, you will hear the blend sound as animations reinforce the written blend as well as a sample word containing the blend.



## ACTIVITY 1 - LETTERS AND BLENDS (continued)

### How Can You Help?

- Allow your child plenty of free time to explore this activity. Ask your child to find the letters and the blends on this game. He or she should say the name of the letters and blends once he or she has found them. Then he or she should press down the button to see if he or she guessed the correct answer and also to hear the sound the letter or blend makes.
- When your child presses a key, a sample word will be given to demonstrate how the letter or blend sounds in a word. Ask your child to think of additional words that begin with that letter or contain that blend.
- In everyday life, be sure to ask your child what sound he or she hears at the beginning of certain words. For example: family names, store names, friends' names, articles of clothing, etc.

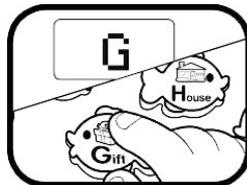
## ACTIVITY 2 - FIND THE LETTERS AND BLENDS

This activity reinforces knowledge of letters and blends. Your child will be asked to find a certain letter or blend on the keyboard after hearing its phonetic sound. He or she should then press that button to answer.

**Learning Benefits for Your Child** - Find the Letters and Blends is designed to apply the skills that were taught in the first activity. Your child will be asked to find letters and blends based on the phonetic sounds he or she hears. Your child will be exposed to both beginning and ending blends including CL, GL, SL, FL, PL, BR, DR, CR, GR, FR, PR, SM, SP, ST, SN, SC, SW, SK, ND, NG, TR, BL and LP. This activity will help children develop auditory discrimination.

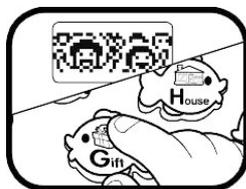
### ACTIVITY INSTRUCTIONS:

1. Slide the activity selector to the second activity. You will hear "Let's go fishing." followed by a short tune, the activity name and instructions such as "What letter says 'guh'?" or "What blend says 'bl'?" The timer will then begin as a "Tick Tock" sound effect is heard.
2. Your child must press a letter or blend button to answer the question. The fisherman should then be pressed to stop the timer. If your child forgets to stop the timer, he or she will be prompted to do so soon after a button has been pressed.

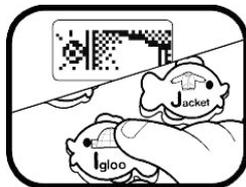


## ACTIVITY 2 - FIND THE LETTERS AND BLENDS (continued)

3. The correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



4. An incorrect answer will elicit an encouraging response. Your child will then be given another chance as the learning toy repeats the question. After the third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



### How Can You Help?

- Let your child create an ABC book by using a notebook or paper folded together to make a book. Have him or her write each letter of the alphabet in bold letters at the top of each page. Next, ask him or her to look through old magazines, catalogs, newspapers, etc. and find pictures that begin with the letter sounds. Your child could then glue the pictures on the appropriate pages. This could be an ongoing activity. Encourage your child to find pictures for all of the letter sounds.
- Play a blend memory game using all of the blends taught in *Fishing for Phonics™*. First, using an index card or some other type of small paper, write the name of each blend down two times and then cut them apart to make two cards. Mix up all of the cards and lay them face down. Next, your child should pick up two cards and say the sounds of the blends. If they are the same blend, he or she has made a match, may keep the pair, and take another turn. If the two blends are different, he or she should lay the cards down in their original spots, and you may take a turn following the same procedure as outlined above. The game is over when all of the cards have been matched. The winner is the person who has the most blend pairs!
- When reading books aloud with your child, try to point out blends in the stories and ask him or her to tell you what sound is heard when the blend is said. Do the same with beginning letters in words. You may also ask your child to look for a blend on a particular page in a book and then tell you what sound the blend makes.
- This skill takes lots and lots of practice. Remember to remain positive and praise your child when he or she can tell you the sound of a given letter or blend.

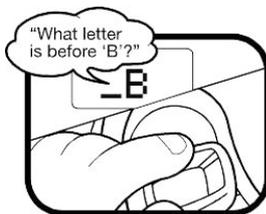
## ACTIVITY 3 - BEFORE AND AFTER

This activity strengthens alphabetical order skills. Your child will recognize that the letters of the alphabet are arranged in a certain order. He or she will have opportunities to tell which letter comes before or after certain letters. Your child will be asked specific questions such as, “What letter is before B?” He or she will then need to look for the fish button with the correct letter on it. The correct button should then be pressed, and the fisherman pressed to stop the timer.

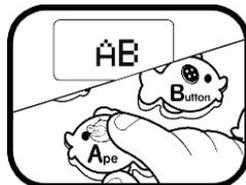
**Learning Benefits for Your Child** - Before and After has been designed to familiarize your child with the sequence of the alphabet. Your child will demonstrate his or her knowledge of the words “before” and “after”.

### ACTIVITY INSTRUCTIONS:

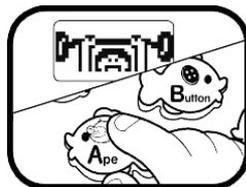
1. Slide the activity selector to the third activity. You will hear “Let’s go fishing!” followed by a short tune, the activity name and a question such as “What letter is before B?” or “What letter is after A?” The timer will then begin as a “Tick Tock” sound effect is heard.



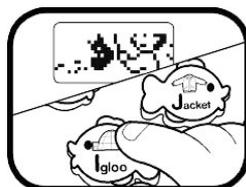
2. Your child may answer the question by pressing a letter button. The press of a blend button will result in an “invalid key” response. After inputting an answer, press the fisherman to stop the timer.



3. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



4. An incorrect answer will elicit an encouraging response. Your child will then be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



**ACTIVITY 3 - BEFORE AND AFTER** (continued)*How Can You Help?*

- *In order to be successful while playing this activity, your child must know what the words “before” and “after” really mean. Practice this skill with your child. You may wish to use objects that your child is familiar with (i.e. colored blocks, small toys, etc.) Next, lay three or four objects out in a line and talk about “before” and “after” in regards to those particular objects. This should help your child grasp the concept of “before” and “after”.*
- *Try the above activity using magnetic letters to make the transfer of this concept to the alphabet. Ask your child, “What letter comes before the letter C?” Repeat alternating your questions with the words “before” and “after”.*
- *Remind your child that “before” and “after” are words that also apply to other activities besides alphabetical order. Together brainstorm with your child times when “before” and “after” are very important (i.e. daily routine, following a recipe, driving a car, etc.) and then discuss them. You may even ask your child to divide a paper into three sections. Label the first section “Before.” Leave the middle section blank and label the final section “After.” Next, ask your child to draw a picture of something he or she likes doing in the blank section. Then on the side labeled “Before” draw something that he or she may do just before that particular activity. Then in the section labeled “After,” ask him or her to draw a picture showing what he or she would do after the activity was over.*

**ACTIVITY 4 - MISSING VOWELS**

This activity strengthens spelling skills by challenging your child to find the missing vowel(s) in a word. Your child will be shown a word with one or more blank spaces somewhere within the word. Your child must look at the yellow vowel buttons and decide which vowel(s) is missing. Once he or she has found the answer, press the vowel button followed by the fisherman character to enter and receive a response.

**Learning Benefits for Your Child** - The Missing Vowels activity provides a good review of letter and sound recognition. Your child must rely on his or her knowledge of both long and short vowel sounds to find the missing vowel(s) in the words. This activity also reinforces the distinction between vowels and consonants.

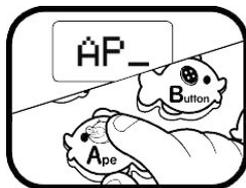
**ACTIVITY INSTRUCTIONS:**

1. Slide the activity selector to the fourth activity. You will hear “Let’s go fishing!” followed by a short tune and the instruction “Find the missing vowel(s)”. A word containing one or more blanks representing the missing vowel(s) will appear on the screen. The timer will then begin as a “Tick Tock” sound effect is heard.



## ACTIVITY 4 - MISSING VOWELS (continued)

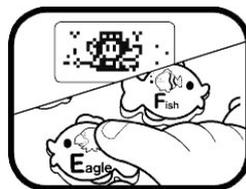
2. Your child must press letter buttons to fill in the missing letters in the word. The letters must be entered in order from left to right. His or her choices are limited to the vowel buttons, which are differentiated as yellow fish buttons in contrast to the pink consonant buttons. Pressing a consonant or blend button will elicit an invalid key sound effect.



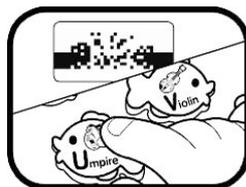
3. Each correct letter will replace a blank in the word. When all the vowels are correctly filled in, the fisherman should be pressed to stop the timer.



4. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



5. An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



### How Can You Help?

- *Remind your child that the vowels in the game Fishing for Phonics™ are all printed on yellow fish. Review the names of the vowels: A, E, I, O, and U. Practice saying the long and short vowel sounds with your child. Remind your child that long vowels say their own names.*
- *While reading books, magazines, signs, etc. to your child, draw attention to the vowels in the words. Have your child tell you what the vowel is in different words. Ask if the vowel says its long or short sound.*
- *Make a vowel booklet using two pages for each vowel: one for the long sound and one for the short. When your child is introduced to new words with vowel sounds, he or she can write the word on the appropriate page. He or she may even wish to draw a picture to go with each word entry.*
- **PLEASE NOTE:** *y is also considered a vowel in some cases. However, in introducing the topic of vowels to a Growing Reader, we have simplified the lesson to A, E, I, O, and U, the letters which are always recognized as vowels.*

## ACTIVITY 5 - THE BLENDER (continued)

This activity reinforces knowledge of blends by asking your child to find the missing blend in a word. Your child will be shown a word with a blank space where the missing blend should be. He or she must determine which of the yellow blend buttons shows the missing blend. Once found, your child should press the blend button that he or she believes is the correct answer. After selecting the correct answer, press the fisherman character to stop the timer.

**Learning Benefits for Your Child** - The Blender is designed to help your child recognize the use of blends in everyday words. This activity also reinforces the phonetic sounds of blends and helps your child understand that both letters can still be heard when combined in a blend. Your child will be exposed to several frequently used beginning and ending blends.

### ACTIVITY INSTRUCTIONS:

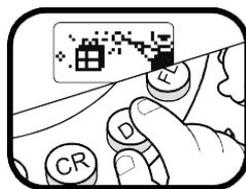
- Slide the activity selector to the fifth activity. You will hear "Let's go fishing!" followed by a short tune, the activity name and the instruction "Find the missing blend." A word will appear on the screen with a blank representing the missing blend that your child must find. The timer will then begin as a "Tick Tock" sound effect is heard.



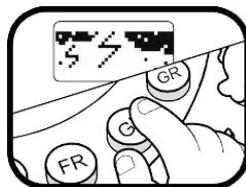
- Press the blend button that completes the word.



- A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



- An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



## ACTIVITY 5 - THE BLENDER (continued)

### How Can You Help?

- Together with your child create sentences using blend words taught in Fishing for Phonics™. Your child may wish to use a different color crayon/marker when writing the blend word in the sentence so that it stands out from the rest of the words.
- Create puzzle pictures with blends. Have your child write a word with a blend on an index card, being careful to leave room on one half of the card for an illustration to go along with the word. Then, your child could draw a squiggly line to divide the blend word and the picture. Next, he or she should cut the card in half by following the squiggly line. Continue with about nine more words learned in Fishing for Phonics™. Mix all of the cards up and try to match the illustrations to the words. Every time your child makes a match, he or she should say the word and tell what blend is in the word. Continue until all words have been matched with their illustrations.
- Ask your child to look at the Fishing for Phonics™ learning toy and then say the names of all of the blends. Ask your child to think of one word for each blend in the learning toy. Write them down as your child says them. See if he or she can go around the circle again saying a different word for each blend. Try and see how many words your child can come up with for each blend. Your child may be surprised to find out how many blend words he or she knows!

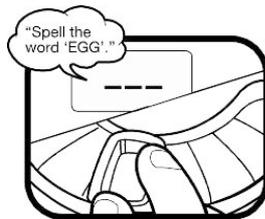
## ACTIVITY 6 - SPELLING

This activity explores spelling skills. Your child must rely on his or her knowledge of letters and sounds in order to sound out and spell simple words. Your child will be asked to spell the word shown on the screen. He or she will be able to determine how many letters are in the word by looking at the number of blanks on the screen. Your child will then need to enter in the letters of the word in the proper order.

**Learning Benefits for Your Child** - The Spelling activity ties together all the skills of letter and sound recognition that your child has been practicing in activities 1-5. Your child should be able to spell simple words using the skills taught throughout Fishing for Phonics™.

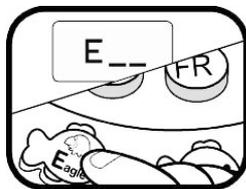
### ACTIVITY INSTRUCTIONS:

1. Slide the activity selector to the sixth activity. You will hear "Let's go fishing!" followed by a short tune, the activity name and instructions to spell a word. An animation of the word will appear on the screen as well as blanks representing the number of letters in the word. The timer will begin as a "Tick Tock" sound effect is heard.

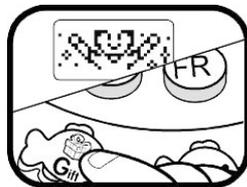


## ACTIVITY 6 - SPELLING (continued)

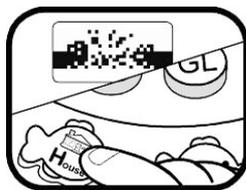
2. Use the letter buttons to spell the word in order from left to right. Each correct letter will appear one at a time, replacing the blanks on the screen. When the word is complete and all the blanks are filled, press the fisherman to stop the timer.



3. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



4. An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



### How Can You Help?

- After your child has spelled a word correctly on the learning toy, ask him or her to tell you the meaning of the word. This is a great way to check for comprehension of the word.
- Have your child write some of the words from Fishing for Phonics™ down on paper. Your child may wish to use paint, crayons, markers, etc. to show the words that he or she is now able to spell.
- Your child could practice reading the words that he or she can now spell from Fishing for Phonics™. Together with your child, say the entire word. For instance: with the word “egg” say, “E, G, G spells ‘EGG!’”

## ACTIVITY 7 - WORD GUESS

This activity challenges your child to guess the word, based on a picture clue and some of the letters in the word. He or she will need to rely on his or her vocabulary and phonics skills in order to complete the words.

**Learning Benefits for Your Child** - Word Guess helps to enforce word comprehension by asking your child to determine words by viewing animations. It also enhances spelling skills by having your child fill in missing letters to correctly complete the words.

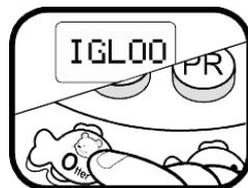
## ACTIVITY 7 - WORD GUESS (continued)

### ACTIVITY INSTRUCTIONS:

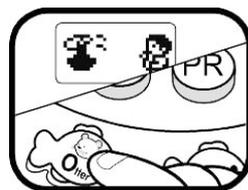
1. Slide the activity selector to the seventh activity. You will hear “Let’s go fishing!” followed by a short tune and the instruction “Guess the word.” An animation will be shown as a visual clue. The timer will begin as a “Tick Tock” sound effect is heard.



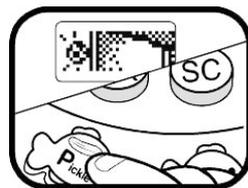
2. To answer the question your child will need to press the letter buttons to fill in the blanks one at a time from left to right.



3. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



4. An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



### How Can You Help?

- When your child is playing this activity, remind him or her to use the picture clue to help determine the word. Ask your child to slowly say the word and think about what sounds he or she hears when saying the word. Next, ask your child to locate the letter or letters on the learning toy.
- Practice this activity without using the learning toy by having your child guess what letter is missing from a word that you have written down. Use words from *Fishing for Phonics™*. It may be helpful to provide letter choices.
- When reading a book to your child, choose a word and cover up one of the letters in that particular word. Ask your child to tell you what letter is missing. Repeat with additional words.

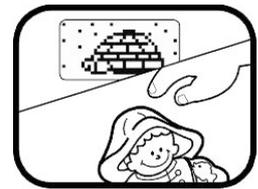
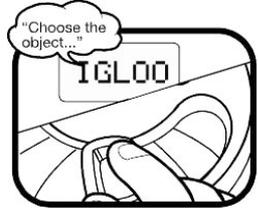
**ACTIVITY 8 - OBJECT MATCH (continued)**

This activity builds vocabulary skills. Your child will need to determine which object matches the word as three different pictures scroll across the screen.

**Learning Benefits for Your Child** - Object Match tests your child's knowledge of the vocabulary presented in Fishing for Phonics™. Your child will have a chance to learn several object words and demonstrate his or her comprehension by associating the pictures with the written word.

**ACTIVITY INSTRUCTIONS:**

1. Slide the activity selector to the eighth activity. You will hear "Let's go fishing!" followed by a short tune and the instruction "Choose the object that matches the word by pressing the fisherman." A word will appear followed by three object pictures. The timer begins as a "Tick Tock" sound effect is heard.
2. Press the fisherman to select the correct graphic when it scrolls across the screen.



3. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.
4. An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.

*How Can You Help?*

- *Make up riddles about the vocabulary words used in Fishing for Phonics™. For instance, say, "I'm used to telling time and can be found on a person's wrist. What am I?" Your child should be able to guess "WATCH"! Continue with other words from this game. Give your child a chance to make up some riddles for you to guess also!*
- *When reading stories with your child, check for understanding of the words that are being read to him or her. Ask questions to make sure your child is understanding the vocabulary in the story. If he or she is unclear, be sure to point out clues in the story that may help him or her determine the meaning of a certain word.*
- *Create a word dictionary with your child. Allow one page for every letter in the alphabet. Keep it handy when you are reading to your child. When your child learns a new word, enter it into his or her word dictionary. Periodically, your child should reread the dictionary that he or she has created to review the words and their meanings.*

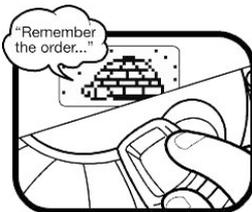
## ACTIVITY 9 - MEMORY CHALLENGE

This activity challenges your memory, sequencing and spelling skills. Your child will have an opportunity to test his or her memory as he or she is asked to remember the spelling of a word. The letters are voiced one at a time. He or she must then repeat the letters in order by pressing the letter buttons.

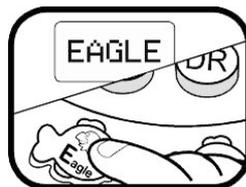
**Learning Benefits for Your Child** - Memory Challenge allows your child to sharpen his or her listening skills while trying to repeat the spelling of a word in the proper sequence. Your child will develop problem-solving strategies as he or she devises a way to remember the order in which the letters were presented and in the process learn to spell the words.

### ACTIVITY INSTRUCTIONS:

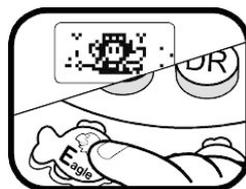
1. Slide the activity selector to the ninth activity. You will hear "Let's go fishing!" followed by a short tune, the activity name and the instruction "Remember the order and press the buttons." A letter sequence will be heard that spells out a word and then blanks will appear on the screen to represent each of the spoken letters. The timer will begin as a "Tick Tock" sound effect is heard.



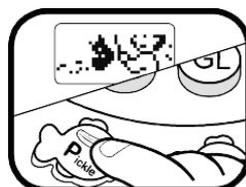
2. Press the letter buttons to fill in the letters in the same order as you heard them. The fisherman should then be pressed to stop the timer.



3. A correct answer will elicit a positive response as well as a reiteration of the correct answer for added reinforcement.



4. An incorrect answer will elicit an encouraging response. Your child will be given another chance as the learning toy repeats the question. After a third incorrect attempt, the unit will reveal the correct answer, and a new question will be asked.



## ACTIVITY 9 - MEMORY CHALLENGE (continued)

### How Can You Help?

- Allow your child to retell a story that he or she has read, or one that has been read to him or her. Be sure that your child can tell the story in the correct sequence. Encourage your child to use words such as “next,” “after that,” “third,” “finally,” etc. when retelling a story.
- While you are reading to your child, be sure to ask questions regarding events that happened before you got to this point in the story. Also, have your child predict what he or she thinks will occur next in the story.
- Together with your child, think about daily activities that he or she does throughout the course of a day (i.e. getting ready for school, preparing meals, playing games, watching movies, etc.) Use these opportunities to discuss the sequence of events.

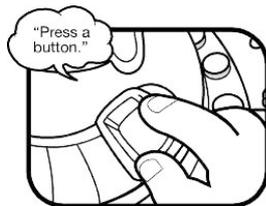
## ACTIVITY 10 - MUSIC

This activity stimulates creativity by allowing your child to play cheerful melodies as well as musical notes. By pressing the letter buttons, your child will be able to hear different melodies. By pressing the blend buttons, your child can hear different musical notes. Perhaps your child could even create a song by playing the musical notes in a certain order.

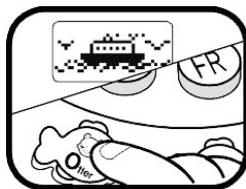
**Learning Benefits for Your Child-** The Music activity provides your child with an opportunity to have some fun! Your child will hear several popular children's songs while also engaging in free play of the various musical notes.

### ACTIVITY INSTRUCTIONS:

1. Slide the activity selector to the tenth activity. You will hear “Let’s go fishing!” followed by a short tune, the activity name and the instruction “Press a button.”

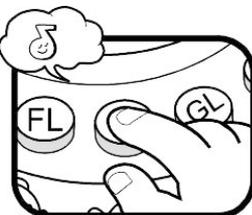


2. When a letter button is pressed, you will hear a melody as an accompanying animation is displayed on the screen.

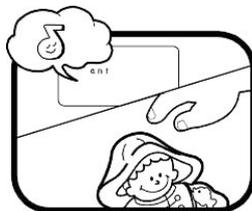


## ACTIVITY 10 - MUSIC (continued)

3. When a blend button is pressed, you will hear a single music note played.



4. Pressing the fisherman will replay the last melody or music note.

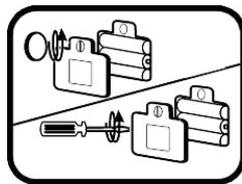


### How Can You Help?

- Provide plenty of time for your child's creative expression. Ask your child to think of new words to accompany the melodies. Encourage your child to share his or her new creation with others!
- Have your child draw or paint a picture about a song from Fishing for Phonics™. Your child may wish to draw or paint a series of pictures that tell about a song.
- Ask your child if he or she recognizes the song being played. Encourage your child to sing along if he or she knows the words. If the song is unfamiliar to him or her but familiar to you, be sure to teach the song to your child!

## BATTERY INSTALLATION

1. Make sure the unit is **off**.
2. Locate the battery cover on the bottom of the unit. Use a coin or screwdriver to loosen the screw. Insert 3 "AA" (UM-3/LR6) batteries following the diagram inside the battery box. (The use of new alkaline batteries is recommended for maximum performance.)
3. Replace the battery cover and tighten the screw to secure the battery cover.



## BATTERY INSTALLATION (continued)

### BATTERY NOTICE

- *Install batteries correctly observing the polarity (+, -) signs to avoid leakage.*
- *Do not mix old and new batteries.*
- *Do not use batteries of different types.*
- *Remove exhausted or new batteries from the learning toy when it will not be used for an extended period of time.*
- *Do not dispose of batteries in fire.*
- *Do not attempt to recharge ordinary batteries.*

**WE DO NOT RECOMMEND THE USE OF RECHARGEABLE BATTERIES.**

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### AUTOMATIC SHUT - OFF

To preserve battery life, the Fishing for Phonics™ learning toy will turn off automatically after several minutes without input. The unit can be turned on again by pressing the **ON/OFF BUTTON**.

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**NOTE:** If for some reason the program/activity stops working, then please follow these steps:

1. Please turn the unit off.
  2. Interrupt the power supply by removing the batteries.
  3. Let the unit stand for a few minutes; then, replace the batteries.
  4. Turn the unit on. The unit will now be ready to play again.
- 

If the problem persists, please call our Consumer Services Department at 1-800-521-2010 in the U.S., 1-800-267-7377 in Canada or 01235-546810 in the U.K.

**WARNING:** All packing materials such as tape, plastic sheets, wire ties and tags are not part of this toy and should be discarded for your child's safety.

## CARE AND MAINTENANCE

1. Keep the unit clean by wiping it with a slightly damp cloth.
2. Keep the unit out of direct sunlight and away from any direct heat source.
3. Remove the batteries when the unit is not in use for an extended period of time.
4. Do not drop the unit on hard surfaces.
5. Do not expose the unit to moisture or water.

### IMPORTANT NOTE:

*Creating and developing the Fundamentals of Reading product line is accompanied by a responsibility that we at VTECH® take very seriously. We make every effort to ensure the accuracy of the information which forms the value of our products. However, errors sometimes can occur. It is important for you to know that we stand behind our products and encourage you to call our Consumer Services Department at 1-800-521-2020 in the U.S., 1-800-267-7377 in Canada or 01235-546810 in the U.K. with any problems and/or suggestions that you might have. A service representative will be happy to help you.*

### Note:

This equipment generates and uses radio frequency energy and if not installed and used properly - that is, in strict accordance with the manufacturer's instructions - it may cause interference to radio and television reception. It has been type tested and found to comply within the limits for a Class B computing device in accordance with the specifications in Sub-part J of Part 15 FCC Rules, which are designed to provide reasonable protection against such interference in a residential installation. However, there is no guarantee that interference will not occur in a particular installation. If this equipment does cause interference with radio or television reception, which can be determined by turning the equipment off and on, the user is encouraged to try to correct the interference by one or more of the following measures:

1. Reorient the receiving antenna.
2. Relocate this product with respect to the receiver.
3. Move this product away from the receiver.

# Look for these additional products in the Fundamentals of Reading product line



**My Silly Mix 'n Match  
Pages™**  
3-5 years  
80-38000



**Alphabet Apple™**  
3 years and up  
80-26800



**Flip For Phonics™**  
3-5 years  
80-29100



**Alphabert The Ready  
to Read Robot™**  
4-6 years  
80-29400



**Phonics Reading  
Center™**  
5-8 years  
80-26100



**Record 'n Learn™ Pad**  
5 years and up  
80-40700

**Our helpful Consumer Services staff  
is available to answer product  
questions and to assist in finding  
a retailer nearest you**

**USA**  
**1-800-521-2010**  
[www.vtechkids.com](http://www.vtechkids.com)

**CANADA**  
**1-800-267-7377**  
[www.vtechcanada.com](http://www.vtechcanada.com)

**UK**  
**01235-546810**  
[www.vtechuk.com](http://www.vtechuk.com)

