

Hay-Wingo Reading with Phonics.

Teacher's Manual

The Audio Discrimination, Visual Discrimination, and Writing Sections

(Phonemic Awareness at its best!)

A Truly Multisensory Approach to Teaching Reading and Spelling

From the 1960 Teacher's Edition

Typed and Edited

By Donald L. Potter

www.donpotter.net

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The Short Vowel Sounds

The Short “a” Sound

AUDITORY DISCRIMINATION

Have the children arrange their chairs in a reading circle. Speak and move quietly, particularly for the auditory exercises. A quiet manner will tend to promote a more receptive mood on the part of the children.

Say, “Children, have you ever made different sounds with a whistle? Have you heard birds make different sounds? Even cars on the streets make different sounds, as does a piano, an organ, or a violin. Can you think of other things that make different sounds? (The sounds we make with our voices are perhaps the most wonderful sounds of all.)

“Today we’re going to play two listening games. We’ll listen for different sounds in our own voices. We’re going to listen for one particular sound. Then, we shall know this sound whenever we hear it, and when we are ready, we shall learn the letter that makes this sound.”

Listening Game 1. “I’m going to say words that begin with an **ă**, like the **ă** at the beginning of **a:p:ple**.” (*Note:* In these listening games and other auditory exercises, always refer to the letter as the “**a** sound.”)

Say, “We’ll play this game with our eyes closed. Now, close your eyes (for better concentration) and listen carefully for each word that begins with an **ă** sound. If you hear a word that does not begin with an **ă** sound, please raise your hand.”

Pronounce this group of words, being careful not to change emphasis or the tempo of your voice in saying words that begin with a sound other than **ă**. Allow a slight time lag (indicated here by a colon) between the initial sound and the rest of the word:

a:p:ple	a:c:tion	a:t:om	a:t
a:n:imal	a:n:drew	a:d:d	a:n:tenna
A:g:nes	a:m	o:l:ive	A:l:ex
s:i:lver	m:a:rble	a:t:hlete	a:l:l:igator
a:s	a:c:ting	a:c:t	a:m:bulance
f:e:llo	a:x	a:c:cident	a:n:thony
e:l:ement	a:c:robat	a:n:k:le	a:c:t:ive

“Open your eyes, children. Thank you for your very good attention.”

Is there any question as to whether or not the children can recognize the **ă** sound, repeat the exercise until the children are familiar with this sound. Use the preceding list of words or the following supplemental list (*Note:* In using these lists, be sure to change the order of giving words when you repeat them. Children remember sequence and if you fail to vary it, the exercise will become a memory activity.)

a:ster	A:lice	a:dmiral	m:oney
A:nnie	r:ocker	a:nd	a:ctress
a:nt	a:ngle	s:un	f:amily
a:ctor	u:gly	a:nkle	a:bsent
a:spirin	a:shes	a:t	a:nchor
a:dding	o:dd	a:lphabet	e:lbow

Listening Game 2. “We are now ready to play a different listening game. This time we’ll play it with our eyes open. Now, children, watch my lips closely and say each word that begins with an **ā** sound after me. If I say a word that does not begin with an **ā**, put your finger on your lips.”

Repeat either of the above lists, emphasizing and prolonging the initial sound in each and also varying the word sequence. Then, encourage each child to give a word that begins with **ā**.

Continue, “Does your name begin with an **ā** sound? Does your father’s name begin with an **ā** sound? Your mother’s? Your brother’s? Your friend’s?”

“Now, can you think of an animal whose name begins with an **ā** sound? (**alligator, ant, antelope**) Can you think of food that begins with an **ā** sound?” (**apple, applesauce, avocado**).

VISUAL DISCRIMINATION

Show the phonetic picture card of an apple. (*Note:* If you do not have a set of these cards, ask the children to open their books to the page which has a picture of an apple, page 5.) Point to the symbols beneath the apple and say, “Perhaps some of you know the name of this letter. You may have learned it in kindergarten or at home. Can anyone say the name of this letter? Yes, it is **ā**. Sometimes we write it like this - **a** (demonstrate at board), and sometimes like this - **A** (demonstrate at board). Can anyone tell when we write the big **A** (or capital **A**)? Yes, when it is the first letter in a name, as in **Alice, Andrew, Albert, Ann**, etc.

“As we go along, we shall hear that **ā** has other sounds, but most often it says **ā**. For the time being, let’s concentrate on learning its short sound, **ā**, which is the sound we have been listening for at the beginning of words. The picture of this apple will help you remember that this letter makes an **ā** sound, the same sound we hear at the beginning of the word **a:pple**.”

Have the children open their books to the picture of the apple and place a finger under **a** and then under **A**. Ask them to say the **ā** sound for each. In this manner, the children learn to match sight and sound. (*Note:* Children must match sounds with printed and written symbols many times if they are to recognize and associate sounds and letters. Otherwise, they will fail to learn to read.)

Write five columns of words on the chalkboard. Have the children take turns in finding and circling the **ā** that begins a word, and drawing a line through any word that begins with another sound. Also, whenever a child circles an **ā**, he should say, “This word begins with **ā**.” The following is a suggested list for this chalkboard work:

on	am	as	odd	Alex
at	Ann	did	add	Bob
it	us	ax	and	up

Writing. Extensive use of the chalkboard is essential. Ask the children to write the letter for the **ă** sound on the board. After writing the letter, ask the child to place a finger under the letter and say, “This is **ă**.” Or children may write and say the letter-sound at the same time, timing the saying of the **ă** sound as they make the dominant stroke of the letter.

Children may also trace the small letter **a** in the air and say **ă** as they trace it. Writing and saying the letter-sound helps the child to associate sound and symbol.

The Short “e” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “Today we are going to listen for a different sound. I am going to say words that begin with the ě sound, like the ě at the beginning of **e:lephant.**” (*Note:* in these listening games and other auditory exercises, always refer to the latter as the “ě” sound.)

“We’ll play this game with our eyes closed. Now, close your eyes and listen carefully for all the words beginning with an ě sound. If you hear a word that does not begin with an ě sound please raise your hand.

Pronounce this group of words, being careful not to change emphasis or tempo of your voice in saying words that begin with a sound other than ě. Allow a slight time lag (indicated here by a colon) between the initial sound and the rest of the word.

e:lephant	e:ffort	e:mpty	e:nd
E:thel	a:nimal	o:x	a:lligator
s:andwich	e:lbow	E:sther	e:xtra
E:skimo	e:scape	e:nemy	E:ddie
a:ttic	E:lmer	E:velyn	e:gg
e:xpect	e:ngine	e:very	a:dmiral

“Open your eyes, children. Thank you for your very good attention.”

If there is any question as to whether or not the children can recognize the ě sound, repeat the exercise until the children are familiar with this sound. Use the preceding list of words or the following supplementary list.

e:ngineer	e:cho	e:ntertain	e:lse
e:xit	a:m	e:levator	e:ntire
e:xercise	e:nter	l:eather	a:dmit
a:t	e:ver	m:atches	a:ngry
E:llen	a:ction	e:njoy	e:mploy

VISUAL DISCRIMINATION

Show the phonetic picture card of an elephant.

Point to the symbol beneath the elephant and say, “Perhaps some of you know the name of this letter. Can anyone say the name of the letter? Yes, it is ě. Sometimes we write it like this – e (demonstrate at the board), and sometimes like this - E (demonstrate at the board). Can anyone tell when we write the big E (or capital E)? Yes, when it is the first letter in a name as in **Edward, Ellen, Ethel,** etc.

“As we go along, we shall learn the ē has other sounds, but most often it says ě. For the time being, let’s concentrate on learning its short sound, ě, which is the sound we have been listening for at the beginning of words. The picture of the elephant will help you remember that this letter makes the ě sound, the same sound we hear at the beginning of the word **e:lephant.**”

Have the children open their books to the picture of the elephant. Have them place a finger under e and E and say the ě sound for each. In this manner, the children learn to match sight and sound. (*Note:* As previously mentioned, children must match their sounds with the printed and written symbol many times if they are to recognize and associate sounds and letters.

Write five columns of words on the chalkboard. Have children take turns in finding and circling the ě that begins a word, and draw a line through any word that begins with another sound. Also, whenever a child circles an e, he should say, “This word begins with ě.” The following is a suggested list for this chalkboard work:

end	echo	and	Emma	elm
egg	add	Edward	if	elk
at	else	edge	Eskimo	on

Writing. Ask the children to write the small letter for the ě sound on the board. After writing the letter, ask them to place a finger under letter and say, “This is ě.” Or, children may write and say the letter-sound at the same time, timing the saying of the sound as they make the dominant stroke of the letter.

Children may also trace the small letter e in the air and say ě as they trace it. Writing and saying the letter helps the child to associate sound and symbol.

The Short “i” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “I am going to say words that begin with the ĩ sound, like the ĩ at the beginning of **I:ndian**. We’ll play this game with our eyes closed. Now, close your eyes and listen carefully for all words beginning with ĩ, lease raise your hand.

I:ndiana	i:tch	I:sabelle	i:mp
i:nto	i:diot	i:n	i:nches
i:gloo	i:ll	i:llness	a:m
i:t	i:nvite	e:merald	i:nform
a:lley	e:nter	i:ndeed	e:levator
i:f	i:mage	i:nk	i:nvent

If the children fail to discriminate between the ĩ sound and other sounds, repeat the word list until they become familiar with the ĩ sounds. Use the preceding list of words or the following supplemental list.

I:llinois	i:magine	i:nitial	i:nside
i:ifant	i:mitate	sh:ark	i:njure
a:ct	e:nd	i:tch	i:nky
i:nfection	i:nhale	i:interrupt	i:intent
I:ndiana	i:nto	s:oak	i:nsect

Listening Game 2. “We are now ready to play another listening game. This time we’ll play it with our eyes open. Now, children, watch my lips and say each ĩ word after me. If I say a word that does not begin with an ĩ sound, put your finger on your lips.

Repeat either of the above lists of word, emphasizing and prolonging the ĩ sound. Then, encourage each child to give a word that begins with ĩ.

Congtinue, “Does your name begin with an ĩ sound? Does your father’s name begin with an ĩ sound? Your mother’s? Your brother’s? Your friend’s?”

VISUAL DISCRIMINATION

Show the phonetic picture card of an Indiana.

Point to the symbols under the Indiana and say, “Can anyone say the name of this letter? Yes, it is ĩ. Sometimes we write it like this – i (demonstrate on the board); always remember, the small i has a dot over it. Sometime we write it like this – I (demonstrate on the board). Can anyone tell me when we write the big I (or capital I)? Yes, when it is the first letter in a name, such as Isabelle, Ichabod, etc.

“As we go along, we shall learn that **i** has other sounds, but most often it says **ī**, which is the sound we have been listening for at the beginning of words. The picture of this Indian will help you remember that this letter makes an **ī** sound, the same sound we hear at the beginning of the word **Indian**.”

Have the children open their book to the picture of the Indian and place a finger under **i** and then under **ī** and say the sound **ī**. (*Note:* Children must match their sounds many times with the printed and written symbols if they are to recognize and associate sounds and letters.)

Write five columns of words on the chalkboard. Have the children find and circle the letter for the **ī** sound that begins any word and draw a line through each word that does not begin with an **ī**. Each time a child circles **i** he should say, “This word begins with an **ī**.”

igloo	if	is	elf	itch
imp	of	it	in	etch
end	dill	on	inch	in

Writing. Extensive use of the chalkboard is essential. Ask the children to write the letter for the **ī** sound on the board. After writing the letter, ask the child to place a finger under the letter and say, “This is **ī**.” Or children may write and say the letter-sound at the same time, timing the saying of the **ī** sound as they make the dominant stroke of the letter.

Children may also trace the small letter **i** in the air and say **ī** as they trace it. Writing and saying the letter-sound helps the child to associate sound and symbol.

The Short “o” Sound

AUDITORY DISCRIMINATION

Follow the teaching procedures used for the other short vowel sounds and adapt the instruction to the **ō** sound.

In playing the listening games, used words from these two lists.

o:st ri ch	A:ndy	o:p po s it e	a:m
o:dd	o:live	o:x fo rd	o:ct e t
E:th e l	o:ct o p u s	o:xy ge n	i:n f ant
o:n	O:lga	o:t t er	a:nd
o:cc u py	o:x	o:pe r a	o:bs t inate
o:pe r ate	O:scar	o:bs t acle	w:all
O:ct o ber	o:pt i m i st	o:x e n	A:lbert
i:gl o o	I:sab e lle	O:t t o	o:ct a ne
o:dd l y	f:arm	O:l i ver	o:bl o ng
o:n w ard	o:x t ail	A:b n er	o:st r ich
m:ask	o:p o posite	o:pt i cal	A:lex
o:nt o	o:pe r ation	a:ct r ess	e:nd l ess

VISUAL DISCRIMINATION

Follow the teaching procedures for the short **ā**; adapt the instructions to the **ō** sound.

Write five columns of words on the chalkboard. Have children find and circle the **ō** that begins any word and draw a line through each word that does not begin with **ō**. When a child circles an **o**, he should say, “This word begins with an **ō** sound.”

on	as	Alice	Olga	otter
odd	opera	Otto	ax	and
add	olive	Oscar	if	ox

Writing. Follow the teaching procedures for the short **ā**; adapt the instructions to the **ō** sound.

The Short “u” Sound

AUDITORY DISCRIMINATION

Follow the teaching procedures used for the other short **ă** vowel sound and adapt the instruction to the **ũ** sound.

In playing the listening games, used words from these two lists.

u:mbrella	u:sher	u:pon	u:nequal
u:ndress	u:p	u:npack	u:phill
u:s	o:stich	o:dd	u:pside
u:nitl	u:gly	a:m	o:tter
a:pple	u:pper	u:ncover	o:pera
u:nwrap	o:n	u:pset	u:tter
O:tto	u:nable	u:nless	u:proar
u:nlock	u:nlucky	s:nake	u:nfit
o:dd	u:pstairs	u:nknown	u:nclean

VISUAL DISCRIMINATION

Follow the teaching procedures for the short **ă**; adapt the instructions to the **ũ** sound.

Write five columns of words on the chalkboard. Have children find and circle the **ũ** that begins any word and draw a line through each word that does not begin with **ũ**. When a child circles an **u**, he should say, “This word begins with an **ũ** sound.”

us	if	under	usher	umbrella
untie	ugly	on	umpire	odd
as	up	upper	imp	uncle

Writing. Follow the teaching procedures for the short **ă**; adapt the instructions to the **ũ** sound.

Ten Consonant Sounds

Introduce the consonant sounds in this manner: “What family of sounds and letters do we know? Yes, we know a family of sounds called vowels.” Have a child write the vowel family on the board and ask the class to say each vowel sound.

Then say, “Today, we are going to learn another sound, but this sound belongs to a new family called the *consonant* family.” Have the children repeat the word *consonant*.

The “s” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “Today we’re going to play a game listening for the consonant (sound) **s**, like the sound at the beginning of **s:quirrel**.” (Note: In these listening games, as well as other auditory exercises, refer to the letter as the **s** sound.)

“We’ll play this game with our eyes closed. I will say some words. If you hear a word, which does not begin with (sound) **s**, please raised your hand. Listen carefully to these words.”

s:quirrel	s:econd	s:almon	s:ound
s:eed	s:alad	s:ample	s:ilver
s:upper	f:idle	s:imple	s:and
s:ing	s:ubmarine	f:ather	s:ad
m:elon	s:ell	s:ong	e:levator
s:un	s:end	s:um	a:nd

If there is any question as to whether or not the children can recognize the **s** sound at the beginning of words, repeat the above list of words or use the following supplementary list:

s:ack	s:ailor	S:unday	s:mile
s:oap	s:ock	s:ee	s:oup
s:ignal	s:outh	w:ater	i:nto
r:adish	s:afe	s:urprise	t:rap
S:am	S:aturday	s:ecret	s:ilk
s:oft	s:ix	n:ap	s:ound

Listening Game 2: “Now we’ll play a different listening game. We’ll play it with our eyes open. Children, watch my lips and say each (sound) **s** word after me. If I say a word that does not begin with a (sound) **s**, put your finger on your lips.”

Repeat either of the above lists of words, emphasizing and prolonging the sound of **s** in each. Then, encourage each child to give a word beginning with **s**. (If the children give words beginning with **sh**, be sure and explain that this is a different sound.)

Continue, “Does your name begin with a (sound) **s** sound? Does your father’s name begin with a (sound) **s**? Your mother’s? Your brother’s. Your friend’s?”

“Now, let’s think of some foods that begin with the (sound) **s** sound (**salt, salad, sandwich, sauce, sausage, steak, soup, spinach, strawberries**, etc.).” Adapt this question to clothing (**socks, sandals, sash, slippers, snake**, etc.), and animals (**squirrel, salmon, seal, serpent, snake**, etc. (*Note:* If a child gives shirt, sheep, or any word beginning with the **sh** sound, be sure to explain that this is a different sound.)

VISUAL DISCRIMINATION

Show the phonetic picture card of a squirrel.

Point to the symbols for the **s** sound, say, “This is how the (sound) **s** looks in print. The name of this letter is ‘**ess**.’ This is the small ‘**ess**’ and this is the big, or capital, ‘**ess**.’ Another word for big letter is capital letter. The picture of this squirrel will help you remember that his letter makes a (sound) **s** sound – the same sound we hear at the beginning of **s:quirrel**.”

Have the children open their books to the picture of the squirrel and place a finger under **s** and then under **s** and say the **s** sound for each. In this manner, the children learn to match letter and sound.

Write three columns of words on the chalkboard. Have the children take turns finding and circling the **s** that begins with another sound. When a child circles an **s**, he should say, “This word begins with an **s**, as in squirrel” (if he knows the letter-name), or ‘This word begins with the same consonant, (sound) **s**, as in **squirrel**.”

sun	sand	sell	cat	sock
sink	Ann	zip	sat	bed
at	Santa	sad	sing	sit

Writing. Ask the children to write the small letter for the **s** sound on the board. After writing the letter, ask the children to place a finger under it and say, “This is (sound) **s**.” Or, children may write and say the letter-sound at the same time, timing the saying of the sound as they make the dominant stroke of the letter.

Children may also trace the small letter **s** in the air and say the sound as they trace it.

The “m” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **m** sound. Use the following list of words for the listening game.

m: onkey	s: alty	m: eat	O: ctober
M: onday	m: iddle	m: iss	m: e
m: uffin	m: arch	m: end	u: gly
M: ary	E: skimo	m: ud	m: uscle
m: ush	m: ill	m: oney	m: other
m: atch	m: ean	m: arble	n: ail
m: inute	m: ark	m: agic	m: edicine
m: illion	m: anners	s: ecret	f: ield
m: en	s: ock	m: ap	m: orning
m: ay	m: agnet	s: end	m: oon
n: ibble	m: ad	m: aster	m: ix

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **m** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **m** sound that begins a word and draw a line through any word that does not begin with **m**. When a child circles an **m**, as in **monkey**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **f**, as **fox**.”

men	nest	hat	mud	wag
mop	muff	mat	bud	mess
not	man	miss	milk	may

Writing. Adapt the writing instructions for the **s**, to the letter **m**.

The “f” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound to the teaching of the f sound. Use the following list of words for the listening game.

f:ox	f:urniture	f:unnel	w:ait
f:eather	f:ind	a:nimal	f:ast
s:ap	m:usic	s:even	m:itten
f:our	f:ive	f:unny	f:ood
f:ace	f:ig	f:ence	f:ell
f:an	f:ielld	f:eed	f:udge
f:ollow	s:oft	f:ill	f:amily
f:old	f:ix	f:ence	s:mall
f:ern	f:ight	s:ift	f:all
f:awn	m:oney	w:inter	f:ellow
s:ock	f:ur	f:ell	f:airy
f:ish	f:at	f:aault	f:ar

VISUAL DISCRIMINATION

Follow the teaching procedures for the s sound, adapting the instructions to the f sound.

Write these columns of words on the board. Have the children find and circle the letter for the f sound that begins a word and draw a line through any word that does not begin with f. When a child circles an f, as in fox. (if he knows the letter-name), or “This word begins with the same consonant (sound) f, as fox.”

fish	fell	bit	Fanny	fit
fat	Ted	fill	sip	Tom
hat	fun	fog	fuss	fan

Writing. Adapt the writing instructions for the s, to the letter f.

The “r” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **g** sound. Because it may be difficult for you to isolate this sound, it is suggested that your instruction as follows: “Today we’re going to play a listening game for the consonant sound we hear at the beginning of **r:abbit**. Say **r:abbit** after me. Now, say these words after me: **r:adio, r:ing, r:un.**”

Use the following list of words for the listening games:

r:abbit	r:ain	r:obe	r:ug
r:eal	r:iver	r:oller	f:oot
r:aspberry	sh:op	r:ocking	r:ag
w:ag	R:obert	r:ose	r:azor
r:ing	r:ather	s:lipper	r:attle
sh:adow	m:ountain	w:oman	s:even
r:un	r:escue	r:ice	r:ound
r:ead	r:est	r:ope	r:ule
r:ow	r:ifle	r:ooster	r:ibbon
r:each	r:oad	r:iddle	w:arm

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **r** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **r** sound that begins a word and draw a line through any word that does not begin with **r**. When a child circles an **r**, as in **rabbit**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **r**, as **rabbit**.”

rod	red	rub	bad	rag
nod	mop	ran	rip	from
rap	run	hub	rib	fed

Writing. Adapt the writing instructions for the **s**, to the letter **r**.

The “n” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **n** sound. In the listening games, refer to the letter by the letter-sound.

Use the following list of words for the listening games:

n:est	n:et	m:en	n:ap
n:ot	n:o	n:eck	f:an
n:orth	m:ice	n:ear	n:ame
m:ud	n:ickel	n:arrow	n:ighbor
n:oon	n:oodles	m:ice	N:ovember
n:umber	n:ew	m:arch	n:ext
n:ose	i:nto	m:any	n:ut
n:eedle	n:ewspaper	n:urse	m:elt
n:obody	n:ight	n:umber	n:ursery
n:ine	n:ever	n:early	n:ow
n:one	s:ink	n:othing	n:otice
S:anta	n:oise	w:ife	n:atural

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **n** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **n** sound that begins a word and draw a line through any word that does not begin with **n**. When a child circles an **n**, as in **nest**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **n**, as **nest**.”

not	nest	nut	mud	nag
nap	red	sat	net	nod
map	Nick	nip	Nancy	hat

Writing. Adapt the writing instructions for the **s**, to the letter **n**.

Review of s, m, f, r, and n

Auditory and Visual Review. The five prolonged consonants have now been covered. Review these consonants by writing **s**, **m**, **f**, **r**, and **n** on the board in this manner.

Pronounce some words beginning with the consonant sounds, such as: **nest**, **marble**, **sun rock**, **feather**, **rain**, **men**, **said**. Have a child identify the beginning sound of each word: “The word begins with (sound) **n**.” Then, he writes **n** in the proper column, points to the letter he has written, and says, “This is **n**.” Be sure to give the words in an irregular order, not in the order you have written the consonants on the board.

The “g” Sound

The **g** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **g** as a sound, and not as a letter-name, you will make a **gŭ** sound. Try to minimize the **ŭ** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **g** sound. Use the following lists of words for the auditory games. Because the **g** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

goat	guess	basket	go
gobble	give	gang	duck
gas	kite	going	gift
bat	good	goose	got
gum	gallop	golden	sift
gate	gone	boat	gull
garden	get	golf	guilty
catch	girl	good-by	block
game	curl	guide	giggle
garbage	gold	gush	geese

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **g** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **g** sound that begins a word and draw a line through any word that does not begin with **g**. When a child circles an **g**, he should say, “This word begins with the letter **g** (if he knows the letter-name). It has the same beginning sound as the word **goat**.” If the child does not know the letter-name, he should say the last sentence.

get	gas	gulf	Gus	girl
den	bad	dip	his	gone
give	God	gun	go	quit

Writing. Adapt the writing instructions for the **s**, to the **g** letter.

The “b” Sound

The **b** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **b** as a sound, and not as a letter-name, you will make a **bŭ** sound. Try to minimize the **ŭ** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **b** sound. Use the following lists of words for the auditory games. Because the **b** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

bear	beat	bench	beautiful
bark	boot	ticket	best
bat	candy	bell	bill
gum	bean	barber	bird
bug	bed	garden	biscuit
basket	bee	better	giggle
boat	butter	bulb	bottom
bottle	card	big	boss
both	busy	gift	bonnet
kind	burn	buffalo	target
bowel	bunch	bump	bone
bush	bullet	penny	boil

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **b** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **b** sound that begins a word and draw a line through any word that does not begin with **b**. When a child circles an **b**, he should say, “This word begins with the letter **b** (if he knows the letter-name) or “This word has the same beginning sound as the word **bear**.”

bed	sat	bug	Ben	and
bat	bib	bit	dim	Betty
dig	bag	get	big	bad

Writing. Adapt the writing instructions for the **s**, to the **b** letter.

The “t” Sound

The **t** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **t** as a sound, you will make a **tū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **t** sound. Use the following lists of words for the auditory games. Because the **t** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

tiger	tank	tunnel	cry
ten	ticket	book	today
tap	puff	terrible	tiny
tall	tape	tulip	to
done	team	tell	time
talk	teacher	top	tail
torch	tired	gaga	tumble
town	toe	tent	tick
do	go	tip	toad
touch	tooth	tie	told
tin	turn	test	Tom
turtle	tongue	table	taste

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **t** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **t** sound that begins a word and draw a line through any word that does not begin with **t**. When a child circles an **t**, he should say, “This word begins with the letter **t** (if he knows the letter-name). It has the same beginning sound as the word **tiger**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **tiger**.”

ten	top	bud	tom	tab
tag	fog	tip	Dick	tin
fat	tan	tug	tot	lag

Writing. Adapt the writing instructions for the **s**, to the **t** letter.

The “p” Sound

The **p** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **p** as a sound, you will make a **pū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **p** sound. Use the following lists of words for the auditory games. Because the **p** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

pig	peck	pass	peel
park	butter	partner	take
puddle	paddle	patch	pear
pet	pepper	bunch	people
poodle	party	piece	pony
Polly	rush	pale	push
penny	turkey	person	police
pancake	pick	breach	turtle
pep	pink	pole	point
doesn't	tangle	pumpkin	post
pickle	pin	parent	pocket
pillow	pipe	part	paint
punch	ranch	ten	punish

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **p** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **p** sound that begins a word and draw a line through any word that does not begin with **p**. When a child circles an **p**, he should say, “This word begins with the letter **p** (if he knows the letter-name). It has the same beginning sound as the word **pig**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **pig**.”

pet	dig	pen	bat	peg
bet	Pat	pin	pit	pot
pan	pig	hen	pad	dog

Writing. Adapt the writing instructions for the **s**, to the **p** letter.

The “d” Sound

The **d** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **d** as a sound, you will make a **dū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **d** sound. Use the following lists of words for the auditory games. Because the **d** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

dog	dance	dinner	dig
deep	barn	dollar	dozen
dark	danger	borrow	depend
daddy	date	December	describe
tell	David	decide	don't
dairy	dentist	parcel	tassel
double	dull	discover	dish
door	Dan	during	pearl
bear	day	duty	does
down	doctor	dagger	porch
dust	bank	battle	donkey
dump	dizzy	daisy	defeat

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **d** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **d** sound that begins a word and draw a line through any word that does not begin with **d**. When a child circles a **d**, he should say, “This word begins with the letter **d** (if he knows the letter-name). It has the same beginning sound as the word **dog**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **dog**.”

dig	din	dug	hug	bad
big	Don	bug	tan	dip
dad	pen	Dan	did	dish

Writing. Adapt the writing instructions for the **s**, to the **d** letter.

Review of Stopped Consonants

Follow the suggestions on pages 32-33 (p. 16 this document) of the Manual (“Review of **s**, **m**, **f**, **r**, and **n**), adapting the instructions to the five stopped consonants (**g**, **b**, **t**, **p**, and **d**). Since the stopped consonants are difficult to make isolation, have the children repeat the word whose beginning sound is to be identified.

The Short Vowel Blends

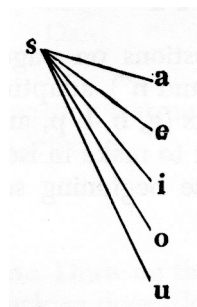
Before starting page 20 (8 in this document) of *Reading with Phonics*, give the following chalkboard introduction to the blends. Write s and the vowels on the board in this manner:

s

a
e
i
o
u

Ask the child to give the sounds of each letter. Then, ask which letters are vowels and which is a consonant. Say, “I know most of you like the playground slide. Today I want to show you a new way to slide, and you can do it with your voice, using consonants and vowels. We slide from the consonant to join the vowel sound. We’ll start this sliding game using the (sound) **s** (circle **s** on the board)

Listen carefully so that you can learn how to slide with (sound) **s** to each of the vowels, using one breath. (*Note:* The breath stream must not be interrupted between the saying of **s** and **a** – or **ě**, **ĩ**, **õ**, **ũ** – or the result will not be a blending of the two sounds.) Now, say **s** as you draw a line from **s** to **a** and say **ǎ** when the chalk lines touches the vowel. Continue to slide from **s** to **ě**, **s** to **ĩ**, **s** to **õ**, and **s** to **ũ**. The chalkboard will look like this.



Have the class slide from **s** to each of the vowels. Next, call in individual children, asking the following questions:

“Who can slide from (sound) **s** to **ǎ**?”

“Who can slide from **s** to **ě**?”

“Who can slide from **s** to **ě**?”

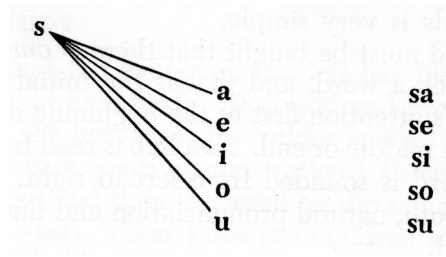
“Who can slide from **s** to **ĩ**.”

“Who can slide from **s** to **õ**?”

“Who can slide from **s** to **ũ**?”

“Children, be sure to say the helper in one breath, **sǎ**.”

Ask the class again to slide with s to each vowel, and, as they do so, write the blends to the right of each vowel.



AUDITORY DISCRIMINATION

Explain that **să**, **sě**, **sĩ**, **sŏ**, and **sũ** are called helpers because they help to make words. Call attention to the ladder formation of the helpers on the right.

Ask the class to listen for the vowel as you say one of the helpers; for example **sŏ**. The child called on should say, "I heard the (sound) **ŏ**." And go to the board and locate the blend (by sliding a finger or pointer under the blend) and say, "This is **sŏ**." Counting with other blends in this manner.

WRITING HELPERS

Write the vowels on the board, separating them in this manner:

a		e		i		o		u
---	--	---	--	---	--	---	--	---

Say, "Children, I am going to say the **s** helpers. Listen for the vowel so that you'll know under which vowel to helper is to be written (give **si**). Yes, the vowel is **ĩ**, and the helper belongs in the **ĩ** column" Write **si** in the **ĩ** column.

a		e		i		o		u
				si				

Dictate more blends in an irregular vowel order. Call on children to identify the vowel to write the blend in the proper column.

WRITING WORDS

When these helpers are mastered, and the consonant sounds have been well learned, the adding of final consonants to form words is very simple.

The child must be taught that there is *one*, and only *one* place to attack a word, and that is the initial blend. Always draws a child's attention to the beginning of a one-syllable word, and not the middle or end. As a line is read from left to right, so, too, a word is sounded from left to right. Only in doing so can a smooth, natural pronunciation and fluency in reading be developed.

Write the vowels on the board in this manner.

a		e		i		o		u
----------	--	----------	--	----------	--	----------	--	----------

Dictate blends and words in the following manner: **sŭ – sun, sĕ – set, sǎ – sad**, etc. (Or, you may dictate the words with a slight pause between the blend and final consonant: **su:n**.) The child listens for the vowel in the word and then writes the word in the proper column:

a		e		i		o		u
sad		set						sun

Also demonstrate on the chalkboard how two letters can be added to a blend such as **nd** to **sǎ** and **sĕ**, to make four-letter words.

LANGUAGE ACTIVITY

Word meanings. Say the following orally. The response may be oral, written, or both:

“What s helper do you think of when I say:

1. what you use a soda straw for? (**sip**)
2. unhappy? (**sad**)
3. shines in the sky during the day? (**sun**)
4. to cry very hard? (**sob**)
5. a boy's name? (**Sam**)
6. resting in a chair? (**sit**)
7. what will the sun do at the day's end? (**set**)

The “s” Blends and Words: Page 20 (9)

WORD STUDY

Point out that the ladder on the left has blends and the ladder on the right has words. (If considered necessary, point out that **să** is at the bottom of the ladder instead of the top as it was in the chalkboard demonstration.) Have the children first say the helper and then the word on the same ladder rung to the right (**să – sat**). Then have the children say the words up and down the ladder; ask them to say the word on any rung you specify. (*Note:* A dash followed by a helper indicates it is also a word.)

INTRODUCTION TO READING STORIES

After the children have learned to blend correctly the consonant **s** with the five short vowels, and to build words by adding the final consonant, they are ready to read the story which has words beginning with **s** blends. Phonics, of course, is a means to an end, and that end is *reading*.

The first reading lesson will be made up of words which the children can sound out using: (1) the helpers made with **s** and short vowels, plus an ending consonant they have learned, and (2) some sight words (which are called to your attention before the story is read.)

Help the child to develop good reading habits from the start. To promote fluency and smoothness in reading, emphasize that “reading is simply talking written down.” Here are some habits to encourage.

1. smooth and fluent diction;
2. correct voice inflection and observance of punctuation marks;
3. silent reading, without movement of lips and vocal cords;
 - (a) Usually **the** is pronounced with the vowel unstressed. Examples: **the** (thŭ) **apple**; **the** (thŭ) **store**. At this point of the reading program, teach **thŭ** as the pronunciation of **the**.
 - (b) The article **a** should always be unstressed and should be given the **ŭ** sound, as in **umbrella**.

STORY (page 20 – 9)

“First, let’s look at the picture on the page with our helpers and words.” Discuss the picture very briefly with the children, only long enough to elicit these sight words from the children: **the, he, makes, and house**.

Write each sight words on the board and have children say it slowly so that they get the feel of the sound elements in it.

The following is a suggested teaching pattern which you may use for sight words. It develops the child’s analytic skill, which is an important goal of Reading with Phonics. The degree to which you will be able to use this suggested procedure will, of course, depend on your group and their abilities.

Point to the **th** on the board. Ask children to say the word slowly, and underline **th** when the children say **th** and the **e** when they say **ũ**. Then point out that it takes two letters (point to **th**) to make the (sound) **th** sound and that the **e** (point to it) does not make the sound you might expect, but makes an **ũ** sound.

Point to the on the board. Underline the **h** and then the **e** as the children say he slowly. Explain that there is a new letter (point to **h**) to this word which they will soon have; also explain that the symbol for the **e** sound makes the **ē** sound in **he**, and **ē** is also the letter-name.

Point to makes and, as the children say the word slowly, underline the letters except the **e**. Ask why you didn't underline the **e**. Explain that when letters say nothing, we call them silent letters. Draw a slant line through the silent **e**. You may ask, "Which letters do you know the sound of?" Point to **k** and say this is a new consonant that they soon will be having.

Point to house and, as the children say the word slowly, underline all letters except silent **e**. Ask why you did not underline the **e**. Ask what new letter (**h**) in house appears in another word on the board. Point out that **ou** work together to make the **ou** sound in **house** – the same sound as in **out** - and that they will learn more about this sound later.

"Words such as **the**, **he**, **makes**, and **house**, we learn by looking at all the letters together. We will call them 'sight words.'"

After all sight words are taught, ask different children to read the first and second lines to find out what Sam is doing. (*Note:* Whenever stories are read, stress reading for meaning.) Then have one child read both lines of the story.

You may write the story on the board and say, "Look at the first line or sentence. Find the underline and art that says 'in the sun.'" After this phrase has been correctly underlined, say that this is a phrase – it does not make a complete idea. (Explain that a sentence is a group of words that make a complete idea.) Then write the second sentence on the board and ask the children to find the phrase "a sand house,"

SEAT WORK

1. Ask the children to build the paired words from the text or from the board.
2. Ask the children to write the word in the proper vowel columns.

The “m” Blends and Words - Page 21 (9)

INTRODUCTION – The “m’ Blends

Before starting page 21 (Page 9), adapt the chalkboard introduction on the **s** blends to the **m** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **m** blends.

LANGUAGE ACTIVITY

“What m helper word do you think of when I say:

1. very angry? (**mad**)
2. Your father is one? (**man**)
3. soft, wet, sticky ground (**mud**)
4. what mother uses to dust the floor (**mop**)
5. something you use to help you from getting lost when traveling (**map**)
6. something on which to wipe muddy shoes?” (**mat**)

WORD STUDY

Follow instructions for the **s** blends and words. Point out that **must** and **miss** are four-letter words; asks what helpers start each; also, ask how the words differ in their two ending consonants. Point out that most short vowel words that end in **f** or **s** have a double consonant at the end, as **muff** and **miss**.

STORY (page 21, 9)

Before reading the story, discuss the picture. During the discussion, try to get the children to mention these sight words: **said**, **come**, **play**. (**Play** is a phonetic word, but as this point in the program teach it as a sight word.) In teaching the sight words, stress the phonetic parts and point out the unphonetic parts.

1. With **said**, the children know the sound of **s**, **ai** is unphonetic and makes the sound of **ě**, and **d** has the same beginning sound as **dog**.
2. With **come**, **c** makes the “**k**” sound as that which begins **cart** (the children will learn more about this later), the **o** is unphonetic and has a sound of **ũ**, as in **umbrella**; and the **e** is not sounded.
3. With **play**, point out that this word begins with two consonants and that the **ay** makes the sound of the letter-name **ā**.

After the story is read, you may wish to review the meaning of the “sentence” and “phrase” by writing the sentence on the board and asking a child to underline a phrase in each sentence.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “f” Blends and Words - Page 22 (10)

INTRODUCTION – The “f” Blends

Before starting page 22 (page 10), adapt the chalkboard introduction on the **s** blends to the **f** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **f** blends.

LANGUAGE ACTIVITY

“What **m** helper word do you think of when I say:

1. it cools us in hot weather? (**fan**)
2. a farmer feeds corn to a pig to make him this way? (**fat**).
3. a part of a fish that helps it swim? (**fin**)
4. a small lie? (**fib**)
5. a kind of fruit (**fig**)
6. said of clothes that are the right size?” (**fit**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **f** blends and words. In the first row of paired words, each pair of words ends with the same consonant. In the second row, each pair of words ends with different consonants. “How do all words in the first row (or two lines) end? Do the words in the second row of paired words end with the same consonant?”

STORY (page 22, 10)

Before reading the story, discuss the picture. Review these sight words: **the** and **said**. Teach these sight words: **funny** (**ny** is unphonetic at this point in the program), **do**, **you**, **want**, **to**, **four**. Always stress the unphonetic parts of any sight word, calling attention to the sounds that will be learned later. As you teach a sight word, write it on the board and have the children read it. Also, write the phonetic words which are new to the children on the board and have the children unlock them. (**pig**, **peg**). Then have the story read. After reading, check on comprehension.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “r” Blends and Words - Page 23 (10)

INTRODUCTION – The “r” Blends

Before starting page 23 (Page 10), adapt the chalkboard introduction on the **s** blends to the **r** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **r** blends.

LANGUAGE ACTIVITY

“What **r** helper word do you think of when I say:

1. a color? (**red**)
2. to go fast? (**run**)
3. something on the floor? (**rug**)
4. to make something that doesn’t belong to us? (**rob**)
5. to knock on a door? (**rap**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **r** blends and words.

STORY (page 23, 10)

Before reading the story, discuss the picture. Review **said**; teach **after** as a sight word. Write each sight word on the board and then have children read it. Write the phonetic words on the board and have children unlock them. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “n” Blends and Words - Page 24 (11)

INTRODUCTION – The “n’ Blends

Before starting page 24 (Page 11), adapt the chalkboard introduction on the **s** blends to the **n** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **n** blends.

LANGUAGE ACTIVITY

“What **n** helper word do you think of when I say:

1. something a squirrel would like? (**nut**)
2. Something made of string to catch fish (**net**)
3. something we take when we are sleepy (**nap**)
4. birds usually lay eggs in it? (**nest**)
5. a boy’s name? (**Ned**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **n** blends and words. In the first row of paired words, each pair of words ends with the same consonant. In the second row, each pair of words ends with different consonants. “How do all words in the first row (or two lines) end? Do the words in the second row of paired words end with the same consonant?”

STORY (page 24, 11)

Before reading the story, discuss the picture. Review **he**, **wants**, **to**, and **play** as sight words. Teach the following as sight words: **has**, **cap**. (Although **cap** is phonetic, at this point in the program it must be taught as a sight word.) Write **but** on the board; this word is phonetic, and the children should be able to unlock it at this point. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the text or from the board.
2. Ask children to write the words in the proper vowel columns.

The “g” Blends and Words - Page 25 (11)

INTRODUCTION – The “g’ Blends

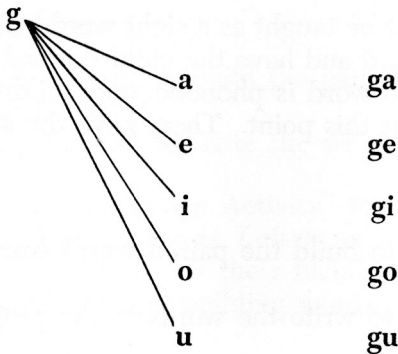
Before starting page 25 (Page 11), adapt the chalkboard introduction on the **s** blends to the **g** blends.

INTRODUCTION – The “g” Blends and Words

Since **g** (as well as **b**, **t**, **p**, and **d**, and also symbols for the “**k**” sound) is not prolongable, the procedure for blending is slightly different from that previously used.

Instead of sliding to a vowel, have children play the role of “Jack-be-nimble,” jumping over a candlestick. (The game of Toss-a-ring or Ten Pins uses the same jumping action and would also be appropriate to use in blending the stopped consonants with the vowels.) Tell the children that no sound is made until the vowel is reached, and then the jump is completed. In short, the consonant position is held until a vowel is reached. Then, the vowel is said from the consonant position. Ask children to watch as you say the blends. (Write **g** on the board with the vowels, as was done with **s** and the vowels.) Draw a chalk line from **g** to a (**e**, **i**, **o**, and **u**) and make the **g** sound at the same time (released in the same breath.) as the **ǎ** (**ě**, **ĩ**, **õ**, **ũ**) sound.

Ask the class to jump from **g** to each vowel. As they do so, write the blends to the right of each vowel. The chalkboard should then look like this:



AUDITORY DISCRIMINATION

Ask the class to listen for the vowel as you say one of the **g** helpers. The child called on should say, “I heard the (sound) **õ**,” and go to the board and locate the blend and say, “This is **gõ**.” Continue with the other blends in this manner.

AUDITORY DISCRIMINATION

Write the vowel on the board, separating them in this manner.

a	e	i	o	u
---	---	---	---	---

Say, “Children, I am going to say the **g** helpers. Listen for the vowel so that you know under which vowel the helper is to be written (give **gĕ**). Yes the vowel is **ĕ**, and the helper belongs in the **ĕ** column.” Write **ge** in the **e** column.

a	e ge	i	o	u
---	---------	---	---	---

Dictate more blends in an irregular vowel order. Call on children to identify the vowel and to write the blend in the proper column.

FORMING THREE-LETTER WORDS

Tell the children that they can make words by adding a consonant sound to the helpers. Write the helpers on the board, and add consonants studied (such as **t, s, n, m**). When a child has changed a helper into a word, ask him to use the word in a sentence. Response may be oral or written.

WRITING WORDS

Write the vowels on the board in this manner

a	e	i	o	u
---	---	---	---	---

Dictate blends and words in the following manner: **gŭ – gun, gĕ – get, gă – gas, gŏ – got**. (Or, you may dictate the words with a slight pause between the blend and the final consonant: **gu:n**.) The child listens for the vowel in the word and then writes the word in the proper column.

LANGUAGE ACTIVITY

“What **g** helper word do you think of when I say:

1. it is used in a car (**gas**)
2. something to chew (**gum**)
3. a cowboy has this? (**gun**)
4. a sudden, strong wind?” (**gust**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **g** blends and words.

STORY – (page 25, 11)

Before reading the story, discuss the picture. Review **said** and **to** as sight words. Teach these sight words: **toy**, **what**, and **like**. (Point out that **oy** in **toy** is a sound they will learn later in more words; that **wh** in **what** is also a sound they will learn later and that the **a** is unphonetic and has the **ō** sound; that **i** in **like** makes the sound of the letter-name and the **e** is silent, as it was in **likes**, which was learned on page 20.) Write each sight word on the board and have the children read it. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the text or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Have children copy and complete the following, selecting the word that makes sense in each.

I like (**gas**, **gum**)

This is a toy (**gun**, **gum**)

I will get a (**gun**, **got**)

Did she A new doll? (**get**, **got**)

The “b” Blends and Words - Page 26 (12)

INTRODUCTION – The “b’ Blends

Before starting page 26 (Page 12), adapt the chalkboard introduction on the **s** blends and adapt them to the **b** blends.

LANGUAGE ACTIVITY

“What **b** helper word do you think of when I say:

1. a boy’s name? (**Bob**)
2. Used to hit a baseball? (**bat**)
3. used at night to sleep in? (**bed**)
4. Another word for large? (**big**)
5. another word for naughty? (**bad**)
6. another word for sack? (**bag**)
7. a baby wears this? (**bib**)
8. took a bite? (**bit**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **b** blends and words.

STORY – (page 26, 12)

Before reading the story, discuss the picture. Review the following sight words: **said, the, what, do, you, like**. There are no new sight words in this story. Write each sight word on the board and ask children to read it.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.
4. You may wish to ask children to make drawings of a bat (baseball), bus, and bed; ask them to label their drawings.

The “t” Blends and Words - Page 27 (13)

INTRODUCTION – The “t’ Blends

Before starting page 27 (page 13), adapt the chalkboard introduction on the **s** blends and adapt them to the **t** blends.

LANGUAGE ACTIVITY

“What **t** helper word do you think of when I say:

1. it is used for a bath (**tub**)
2. a boy’s name (**Tom, Tim, Ted**)
3. a child’s game? (**tag**)
4. cans are made of this? (**tin**)
5. a toy that you can spin? (**top**)
6. a number? (**ten**)
7. another name for a young child? (**tot**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **t** blends and words.

STORY – (page 27, 13)

Before reading the story, discuss the picture. Review the following sight words: **the**, and **said**. Teach these sight words: **put**, **into** (point out that this is a compound word they have had), **my** (point out that **y** has the same sound as the letter-name), **spin** (point up **pin** in this word and the two consonants at the beginning of **spin**), **will**. Write each sight word on the board and have the children read it. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.
4. You may wish to ask children to make drawings of a **tub**, **top**, or **tot**, and to label their drawings.

Page 28 – Review of Blends and Words

The word groupings on page 28 (14) may be studied with these three points in mind.

1. Are the helpers the same?
2. Are the final consonants the same?
3. What are the words?

Say, “Children, we are going to study each row (to promote left-to-right eye progression) to find and say all the helpers that have an **ā** vowel.” Call on different children to say all the helpers that have an **ā** vowel.” Call on different children to say all the helpers in the first row that have an **ā** vowel in them. Then proceed in the same way for the other vowels and the other rows.

Now, say, “Below the helpers are words. We are going to say the helpers in each pair of words. Then, we’re going to tell if the helpers are the same or different. Look at the first pair of words. What is the helper in the first word? (**sē**) What is the helper in the second word? (**sī**) Are the helpers the same? (No, the helpers are different because the vowels are different.) Are the final consonants the same or different? (the same) Now, say the words.” Continue in this way through the first two groups (**sat – sit** through **run – ran**).

Words in the next section (**Sam – sit** through **tan – tag**) are grouped for final consonant discrimination. Words in the third section (**sat – mat** through **bed – fed**) are grouped for beginning consonant discrimination. Continue to study all pairs in the manner described.

You may wish to dictate each pair of words to different children to write at the board. Say, “I am going to dictate a pair of words. You repeat the pair of words and then write them on the board.” In dictating, ask the child to watch your lips as you say the words. Prolong the blend slightly in each to enable the child to hear the two sound sequences.

The “p” Blends and Words - Page 29 (15)

INTRODUCTION – The “p’ Blends

Before starting page 29 (page 15), adapt the chalkboard introduction on the **s** blends and adapt them to the **p** blends.

LANGUAGE ACTIVITY

“What **p** helper word do you think of when I say:

1. a small dog? (**pup**)
2. your mother uses this to cook in? (**pan, pot**)
3. a farm animal? (**pig**)
4. to stroke gently (**pat**)
5. a cat or dog may be this (**pet**)
6. it comes in a bottle? (**pop**)
7. a pig lives in this? (**pen**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **p** blends and words.

STORY – (page 29, 13)

Before reading the story, discuss the picture. Review **you** and **like** as sight words. Teach **his** and **are** as sight words. Test the children on said; at this point it has been covered a number of times in the stories and should be part of their known sight vocabulary. You can test children by writing these sentences on the board and asking children to write the word said in each blank space:

Sam _____, “My top is red.”

“My top is blue, “ _____ Bob.

“Mother _____, “come and help me!”

“I will help you, “ _____ Ned.

Then have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.
4. You may wish to ask children to make drawings of a **pan, pet, or pig**, and to label their drawings.

The “d” Blends and Words - Page 30 (15)

INTRODUCTION – The “d’ Blends

Before starting page 30 (Page 15), adapt the chalkboard introduction on the **s** blends and adapt them to the **d** blends.

LANGUAGE ACTIVITY

“What **d** helper word do you think of when I say:

1. a boy’s name (**Dan, Don**)
2. A girl’s nickname? (**Dot**)
3. another name for a father? (**dad**)
4. To make a hole in the ground (**dig**)
5. a small round mark at the end of a sentences which means stop (**dot**)
6. a word that means not bright? (**dim**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **p** blends and words.

STORY – (page 30, 15)

Before reading the story, discuss the picture. Review these sight words: **come** and **what**. Teach these sight words: **help, shall, we** (point up similarity of vowel sound in **we** and **he**), **for, asked**. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to writer the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.

The “k” Blends and Words - Page 31 (16)

INTRODUCTION

The teaching of the sound **k** (pronounced **kū**, minimizing as much as possible the **ū** sound) is very important, as there are three symbols to represent it. They are **c**, **k**, and the consonant digraph **ck**. This sound and its symbol give little or no trouble in word recognition, but much trouble in spelling.

Handle the **k** sound as a beginning sound of words first.

AUDITORY DISCRIMINATION

Listening Game 1. Say, “Children, I am going to say words which begin with a **k** sound, as in cat. If you hear a word which does not begin with **k**, please raise your hand.” (*Note:* In the listening games, refer to the letters as the **kū** sound.)

Say, “we’ll play this game with our eyes closed. Now, close your eyes and listen carefully for each word that begins with a **k** sound. If you hear a word that does not begin with a **k** sound, please raise your hand.”

Pronounce this group of words being careful not to change the emphasis or the tempo of your voice in saying words that begin with a sound other than **k**:

cat	candle	copper	mister
castle	giggle	candy	camel
funny	king	bumper	copy
kitchen	muffler	cuddle	Billy
rabbit	kitty	ketchup	kept
cotton	never	cupboard	calf

“Open your eyes, children. Thank you for your very good attention.”

If there are any questions as to whether or not the children can recognize the **k** sound, repeat the exercise until the children are familiar with this sound. Use the preceding list of words or the following supplementary list, being careful to change the order each time you say the words:

cat	cactus	marble	money
can	best	cake	kin
cut	kill	camera	big
keep	camp	cannot	call
kind	cabin	bird	carry

Listening Game 2. “Now let’s play our second listening game. We’ll play this with our eyes open. Now, children watch my lips and say each word that begins with a **k** sound after me. If I say a word that does not begin with a **k** sound, put your finger on your lips.”

Repeat either of the previous lists of words. Encourage each child to give a word that begins with **k**.

Continue, “Can you think of a name that begins with a **k** sound?” (**Carl, Cathy, Katherine, Kate**).

“Can you think of some animals that begin with a **k** sound?” (**cat, camel, kangaroo, canary**) “Can you think of a food that begin with a **k** sound?” (**cake, candy, cabbage, caramel, carrot, cookie**)

VISUAL DISCRIMINATION

Show the phonetic picture card of cat, kid, and sock. (Note: If you do not have a set of cards, ask the children to open their books to the page which has a picture of a cat at the top of the page, page 31.)

“Children, the **k** sound you have been listening for can look like this (Point to the small and capital **c**). This makes the same sound as the first sound in **cat**. But there is a second way that the **k** sound can be printed or written (point to the small and capital **k**). This makes the same sound as the first sound in **kid**.” (Repeat **cat – kid** and point out that both have the same beginning sound.) “This is the first sound for which we have two letters, or symbols that make the same sound. These two letters make the **k** sound at the beginning of words.

“When we hear a **k** sound at the beginning of words (point to the picture of a sock on page 31) we put the two letters for the **k** sound together and use this symbol (point to **ck**) at the end of the word.

“To the right of each **k** letter is a little number. The **k** as I cat has a ‘one,’ the **k** as in kid has a ‘two,’ and the **k** as in sock has a ‘three,’ We use these numbers to help us know which of the **k** symbols we mean. We’ll call this **k** symbol (point to **c₁**) **k one**. This (point to **k₂**) we’ll call **k two**. And this (point to **ck₃**) we’ll call **k three**.”

Have the children open their books to page 31 and put their fingers under **c₁**, **k₂**, and **ck₃** and say the sounds in this manner: “**k one** as in **cat**, “**k two** as in **kid**,” and “**k three** as in **sock**.”

“Children we have learned about a sound that can be written in three different ways. What is the sound? Yes, the sound is **k**. Who would like to write the three different ways in which the **k** sound may be written? (Have a child write on board.) When we want to show which **k** sound we mean to say, we add numbers this way: **k one**, (point to **c** and add a sub ₁), **k two** (point to **k** and add a sub ₂) or **k three** (point to **ck** and add a sub ₃).”

Write these words on the board. Have the children take turns in circling the **c₁** words and boxing the **k** words. Each time a child circles a word he should say, “This word begins with a **k two**.” Each time he boxes a **k₂** word he should say, “This word begins with a **k two**”)

cat	cut	kept	cake	castle
keep	can	kitty	kill	kitchen
kin	king	call	can’t	candy.

Writing. Follow the suggestions for **s** and adapt to the activities for the **k** sound letters – **c** and **k**.

WRITING HELPERS

“Only two of the letters for the **k** sound can join with the vowels to make a family of **k** helpers (circle **c**₁ and **k**₂). This (put a box around **ck**₃) has other important work to do which I’ll tell you about a little later.

“Right now, we must learn which vowels **k one** will work with to make helpers and which vowels **k two** will work with to make helpers.” Write the vowels on the board in this manner:

a
e
i
o
u

“We use **k one** before **ă** (write **c** before **a**). What helper does this make? (**că**) We also use **k one** before **ō** (write **c** before **o**). What helper does this make? (**cō**) And we use **k one** before **ũ** (write **c** before **u**). What helper does this make? (**cũ**).

“Now children, I want you to tell me when we use a **k one**. Repeat after me, ‘We use a **k one** before **ă** (point to **c** and **a**), before **ō** (point to **c** and **o**), and before **ũ** (point to **c** and **u**).’ Look carefully now, and tell me which vowels we have left for **k two** (**e** and **i**). Yes, we use **k two** before **ě** (write **k** before **e**) and **i** (write **k** before **i**). Repeat after me, ‘We use **k two** before **ě** (point to **k** and **e**) and before **i** (point to **k** and **i**).’”

There should be this arrangement of letters on the board:

c	a
k	e
k	i
c	o
c	u

Now say, “Children, we are going to cross the bridge from these two consonants (point to **c**₁ and **k**₂) to each of the vowels. I will show you how to do it. I will get ready to make a **k** sound by humping the back of my tongue against the roof of my mouth. As I move my pointer from a **k** symbol to a vowel you will hear no sound. When the pointer reaches the vowel, my tongue drops and out comes a strong breath of air and the vowel sound. (*Note: The position for the **k** sound is held until the pointer reaches the vowel, and the **k** sound is released at the same time as the vowel is. In other words, each **ck** blend is made with *one breath*.) You may join me in crossing this bridge if you think you know how to make the sounds,” As you and the class join the **c**₁ and **k**₂ with each vowel. Write the blend to the right of the vowel.*

Ask the children to cross from **c**₁ to **ă**, **k**₂ to **ě**, **k**₂ to **ĩ**, **c**₁ to **ō**, and **c**₁ to **ũ**. Repeat until the children can sound smoothly in one breath each of the helpers.

“Here is our new family of helpers (point to them on the board). Let us say them (point to them in irregular order.”

Erase the helpers from the board and ask children. “When do we use a **k one** (**c₁**) When do we use a **k two** (**k₂**)? (We use **k one** before **ă, ǒ, ũ**. We use **k two** before **ě, ĭ**.)

WRITING WORDS

Write the vowels on the board in this manner:

a | **e** | **i** | **o** | **u**

Say words in the following manner: **cŭ-cup, kĭ-kiss, cǎ-cap**, etc. The children listen for the vowel in the words and then write the word in the proper column.

LANGUAGE ACTIVITY

“What **k** helper word do you think of when I say:

1. an animal or pet (**cat, kid**)
2. Something worn on the head (**cap**)
3. a young goat? (**kid**)
4. something that we can drink from? (**cup**)
5. another word for a small bed? (**cot**)
6. something a knife can do?” (**cut**)

The “c” and “k” Blends - Page 32 (17)

WORD STUDY

Follow the instructions for **s**, adapting them to **c₁** and **k₂** blends and words.

STORY (page 32, 16)

Review the sight words: **funny, make**, (**makes** has been previously studied), **my**, and **four**. Teach these new sight words: **have** (point out that **have** has an **ă** vowel and **ě** is not sounded) and **three** (point out that **ee** makes the **ē** sound, the letter-name). Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “ck” as an Ending Sound - Page 33 (17)

INTRODUCTION

Write **ck**₃ on the board and say, Remember, I told you that this (point to the letters) has important work to do which I would tell you about. Now, let’s find out what work these letters for the **k** sound do.

“What do we call this? (**k three**) A **k three** is used after **ă, ě, ĭ, ō** and **ŭ**, and is usually found at the end of a word. Repeat with me, ‘We use **k three (ck)**₃ after **ă, ě, ĭ, ō**, and **ŭ**, and it is usually found at the end of a word’”.

Pronounce words (such as **cat, sock, tick, cap, rock, sack**, etc.). Each time the children locate a **k** sound at the end of a word, write it on the board under the **ck**₃. Call attention to the fact that **ck**₃ follows **ă, ě, ĭ, ō, ŭ** in the word you have written.

Review when **k one (c)**₁, **k two (k)**₂, and **k three (ck)**₃ are used. This review should consist of stating these three rules.

1. In **că, cŏ, and cŭ**, we use **k one (c)**₁
2. In **kĕ** and **kĭ**, we use **k two (k)**₂
3. After **ă, ě, ĭ, ō, and ŭ**, we use a **k three (ck)**₃, and a **k three** usually comes at the end of a word.

WORD STUDY

Near the top of page 33 (17), the initial consonant and vowel (or blend) are in red and the consonant digraph (**ck**) is in black.

Direct the children’s attention to the two rows of paired words at the top of page 33 by saying, “Children, look at each pair of words and tell me what is alike in all these words? (They all end in a **k three – ck**)₃ does a **k three** come before or after a vowel? (after a vowel)

“Look carefully at the helpers in each pair of words. Are they alike or unlike? Call on children to say each pair of words.

You may wish to dictate pairs of words and have children take turns writing the words at the board.

Review of Helpers. In the upper hand section of page 33 (14) (**pa** through **co**), review the fifteen helpers printed in red. Have the class or individuals (or both) pronounce the helpers in this section.

Then, write these helpers on the board or dictate each to different children to write. After all helpers are on the board, have the class suggest an appropriate final consonant to change each into a word.

After this has been done and the words have been read, erase the final consonants and ask for a different consonant to make each helper printed a different word.

Here are some of the possibilities:

pa	pat, pad, pass, pan, Pam
de	den, deck
cu	cup, cut, cuff, cub, cud
da	Dan, dan, dab, dad
ke	keg, keep
pi	pick, pin pig, pit
ca	can, cab, cat, cap, cad
pe	peck, pen, pet, pep
di	Dick, dim, dig, din, dip, did
po	pod, pop, pot
ki	kick, kin, kid, kiss, kit
do	dock dot, Don
pu	puff, pun, puff
co	cot, cob, cop

Note: If children give such words as put and dog, accept these, and point out that the vowels are not exactly the same as the sounds learned, but they are near enough to accept. However, if a child mentions dumb, write it on the board and explain that **b** is silent.)

After this pronunciation exercise, you may write the eight pairs of words on the board. Then, have a child locate each word as you say it. Or, you may dictate these words, a pair at a time, for children to write.

In the next two rows (**pan-pat** through **kid-kick**), the words are grouped for final consonant discrimination. Ask the class to study this group of words and tell what is different about them. (The final consonants are different.) Ask children to read the pairs of words in this section.

“Now, look at each pair of words in the last two rows of words. What is the difference about them?” (The beginning consonants are different.) Ask children to read the word in this section at the bottom of the page.

Then dictate a pair of words at a time for individuals to write on the board. You may print a number of these pairs of words and read off a pair for a child to locate and say. Or, you may print simple sentences in this manner, asking the children to circle the word that belongs in the sentence:

1. My (cat cap) likes to play?
2. I have a (big bag) cup?
3. (Did Dad) he help you?

Write words that can be pictured, such as **cap, duck, pan**, etc., on the board. Ask children to draw the picture the word suggests.

Follow the instructions for **s**, adapting them to **c₁** and **k₂** blends and words.

Continue, “We are going to listen very carefully for the vowel sounds.” Select five children to

listen, one for each vowel sound. Give words in an irregular vowel order – such as **sit, mud, fat, red, top, tell, run, pin, cat, not**, etc. Each child should listen for his vowel sound, say the word after you, and then go to the board and write the word he has said. (*Note:* You may wish to give a few words containing unknown vowel sounds, such as *bake, seed, dark*. Etc. If so, earn the children.)

The “l” Sound – page 34 (18)

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound, to teaching the **l** sound Use these lists of words for the listening game.

lion	lock	milk	lick
lamb	luck	lunch	lump
let	cat	land	list
kiss	led	little	rest
lamp	lady	sick	long
man	lap	lot	learn

laugh	back	large	dollar
melody	look	last	like
dance	lose	pill	live
London	lake	listen	call
lesson	sick	least	loud
letter	leader	leave	lion

VISUAL DISCRIMINATION

Follow the instructions for **s** sound, adapting them to the **l** sound.

Write these words on the chalkboard. Have the children take turns in finding and circling the **l** that begins a word, and drawing a line through any word that begins with another sound. When a child circles an **l**, he should say, “This word begins with **l**, as in **lion**” (if he knows the letter-name), or “This word begins with the same consonant sound as lion.”

lap	lamp	tell	lamb	lend
bill	let	look	tent	less
in	jet	land	lick	into

The “l” Blends and Words - Page 35 (18)

INTRODUCTION – “l” Blends

Follow the instructions for the **s** blend, adapting them to the **l** blends.

LANGUAGE ACTIVITY

“What word with the **l** helper or sound do you think of when I say:

1. You walk on this? (**leg**)
2. Another word for boy? (**lad**)
3. You can find this on the face? (**lip**)
4. It is on a door? (**lock**)
5. another word for earth? (**land**)
6. it can sing ring? (**bell**)
7. to say? (**tell**)
8. another word for a piece of land (**lot**)
9. good fortune? (**luck**)

(Note: Depending on our group, you may wish to divide this into (1) **h** helper words and (2) words that end in the **h** sound.)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **l** blends and words. Point out that most short vowel words which end in **l** have a double consonant at the end.

STORY (PAGE 35, 18)

Review the sight words: **you, are, do, like, what, and my**. Some of these sight words, because they have been reviewed a snubber of times, may now be part of the known sight vocabulary. Write each sight word on the board and have a child read it. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to writer the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.

The “h” Sound – page 36 (18)

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound, to teaching the **h** sound. Use these lists of words for the listening game.

horse	Harry	hunt	dish
hot	Henry	hungry	had
hill	pig	Sam	have
lend	hat	help	hang
hop	hen	hush	bill
hug	best	fish	heaven

horn	toy	harbor	hand
hospital	happen	cap	heard
ball	happy	hope	health
hall	happy	hope	healthy
ball	her	hundred	heavy
hotel	fur	hunt	little
house	hide	hurry	hurt

VISUAL DISCRIMINATION

Follow the instructions for **s** sound, adapting them to the **h** sound.

Write these words on the chalkboard. Ask the children to take turns finding and circling the **h** that begins a word and draw a line through any word that begins with another sound. When a child circles an **h**, he should say, “this word begins with an **h**, as in horse” (if he knows the letter-name), or “This word begins with the same consonant sound as the word horse.”

hill	bell	hunt	bug	hand
ham	hen	hop	hug	not
Dan	help	band	had	hot

Writing. Follow the suggestions for **s**, adapting the activities to the **h** sound and letter.

The “h” Blends and Words - Page 37 (18)

INTRODUCTION – “h” Blends

Follow the instructions for the **s** blend, adapting them to the **h** blends.

LANGUAGE ACTIVITY

“What word with the **h** helper or sound do you think of when I say:

1. a farm animal? (**hen, hog**)
2. it is worn on the head? (**hat**)
3. very warm? (**hot**)
4. a kind of meat? (**ham**)
5. to skip? (**hop**)
6. to strike? (**hit**)
7. part of the arm? (**hand**)
8. to make a sound like an (sound) **m** without opening the mouth?” (**hum**)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **h** blends and words.

STORY (PAGE 35, 18)

Review the sight words: **after** and **will**. Teach these sight words: **went, grasshopper** (be sure to stress **hop** as phonetic; also **grass** although **gr** has not been taught), **down, hungry**. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.

Page 38 (19)

Say, “We are going to play Jack-in-the-Box. The clown is holding a card upon which the word **ten** is printed. Jack is hiding in a box on the floor in front of a table. In the right-hand picture, Jack has jumped out of his box. He has a card with a sound on it. Who wants to be Jack and say the word he has helped to make?”

Review the point that many short vowel words which end in **f, s, or l** have a double consonant at the end. In such words as **mill** or **miss**, tell the children that one **l** or one **s** is dropped before

adding another sound, as in **mill – milk, miss – mist**.

In such words as milk and silk, tell the children that where the k sound on the end is not “next door to the vowel,” a **k two (k₂)** symbol is correct. If the k sound on the end of the words is “next door to the vowel,” a **k three (ck₃)** symbol is correct. It would be wise to stop and place on the board such words are **back, duck, sick**, etc., to show the position of the **ck₃** relative to the vowel. At the same, write such words as **milk, bulk**, etc., and point out that the **k** sound is separated from the vowel by another consonant, **l**, and that in a case like this the, **k₂** is the correct symbol to use.

Page 38 (19)

The words on this page appear in black print. However, children should be able to unlock them, despite the fact that the blend does not appear in red. Direct children’s attention to the first three rows of paired words at the top of page 39 (19) (**sand** through **fund**) by saying, “Children, look at the helpers in each pair words in the first row (the second row, the third row). Are the helpers alike? (Yes.) You are right. These words have been put in pairs for you to discover if the vowels or consonants are different. What would seeing a vowel difference be called? Now let us hear the difference. Who is ready to say the first pair of words (the second pair, etc.)”

Continue, “The pairs of words in the next three rows (**band** through **rent**) have been paired for other reasons. Let’s see what is different about them. Look at the first row in the middle section. Are the helpers the same? (No.) What makes them different? (The beginning sound.) Yes, this time the vowels are alike, but the beginning, or initial, consonants are different. What can you tell me about the final consonants? (They are alike)

“Children, look at the last row of paired words in the middle section. Are the helpers the same? (Yes.) Are the final consonants the same? (No.)”

Have each pair of words pronounced. Then, dictate any of the pairs of words in either page 38 or the top of page 39.

Following this, write pairs of word on the chalkboard, which you or a child reads. The object is to have the pairs located. The child who successfully locates a pair of words gets a turn to read another pair of words from the screen.

In the lower section of page 39 (19), there are twenty words that should be used as a test for the sounds taught in the upper and middle sections of page 39 (19).

First, have this group of words pronounced. Some comment should be made about the first word, can’t. Explain that in this word the apostrophe indicates the omission for two letters. (Another form of this word is cannot.)

Write the vowels across the board, separating each vowel from the other by a vertical line. Instruct children to listen for the vowel in order to know under which vowel the word is to be written. Have the child repeat the word you dictate and write it, then slide his finger under the word the as written and say it. Say, “I am going to dictate some words. Listen for the vowel so that you will know under which vowel to write each word.” Dictate the words slowly.

Page 40 (20) – Review

Seventy-Two words appear on this review page. Some words begin with helpers and some are important words that begin with a short vowel sound.

VISUAL ACTIVITIES

1. Ask individuals to pronounce one row, reading left to right, of four words. Do this until all rows are read.
2. Ask children to find the pronounce the words that begin with **ă** sound in the first column.
3. Ask children to find the helpers with an **ă** in them the first column. Continue for columns two, three, and four. Use the same procedure for finding and pronouncing helpers with **ě**, **ĩ**, **õ**, and **ũ**.
4. Ask children to find the words that begin with **ĩ** in the second column. The words that begin with **ũ** in the third column.
5. Ask children to locate and pronounce the words in each column that begin with a capital letter.
6. Ask children to locate and pronounce the words in each column that end with a **k three** sound (**ck₂**).

AUDITORY ACTIVITIES

1. Write the five vowels across the chalkboard. Select five children, each of whom is to listen for a different vowel sound. Give words in an irregular vowel order.
Say, “Please face me and listen for your vowel.” The children should listen for their vowel sounds. For example, the teacher may say, “**sit**.” In this case the child listening for the **ĩ** sound would say, “**sit**,” and would write the word on the board.
2. Dictate proper names from page 40 (20). Ask different children to write the names on the board.

The “j” Sound - Page 41 (21)

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound, to teaching the j sound. Use these lists of words for the listening game.

jug	James	rob	Dick
Job	John	Jean	Jill
luck	top	just	join
Jack	Julie	jeep	June
Jam	met	jig	jet
journey	January	Jim	jumping
jar	journal	justice	joyful
got	joy	justify	last
judge	boy	must	justify
justice	judgment	back	gust

VISUAL DISCRIMINATION

Follow the instructions for s, adapting them to the j sound.

Write these words on the chalkboard. Have children take turns in finding and circling the **j** that begins a word and drawing a line through any word that begins with a letter other than **j**. When a child circles a **j**, he should say, “This word begins with a **j**, as in **jug**” (if he knows the letter-name), or “This word begins with the same sound as the word **jug**.”

bet	jam	Jim	just	John
jet	gas	Jane	got	judge
jump	joy	Laddy	join	into

Writing. Follow the suggestions for s adapting the activities to the j sound and letter.

The “j” Blends and Words - Page 42 (21)

INTRODUCTION – “h” Blends

Follow the instructions for the **s** blend, adapting them to the **j** blends.

LANGUAGE ACTIVITY

“What word with the **j** helper or sound do you think of when I say:

1. may be spread on bread? (**jam**)
2. a fast airplane? (**jet**)
3. to leap in the air? (**jump**)
4. a lively dance? (**jig**)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **j** blends and words.

STORY (page 42, 21)

Review the sight words: **like, no, down, you**. (You may wish to test the on you, say it now may be part of the known sight vocabulary.) Teach **fly** and **jump** as sight words (point out that **y** in **fly** has the same **i** sound as in **my**; stress **jump** as a phonetic word the children know). Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.

The “w” Sound - Page 43 (21)

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound, to teaching the w sound. Use these lists of words for the listening game.

wagon	would	wish	we
west	wage	want	wear
melt	vest	mend	woman
will	wash	water	wolf
should	watch	work	bark
wet	bet	Billy	pump
Walter	window	went	witch
jump	winter	was	bat
well	duck	web	worth
wag	William	wilt	worst

VISUAL DISCRIMINATION

Follow the instructions for s, adapting them to the w sound.

Write these words on the chalkboard. Have children take turns in finding and circling the **j** that begins a word and drawing a line through any word that begins with a letter other than **j**. When a child circles a **w**, he should say, “This word begins with a **w**, as in **wagon**” (if he knows the letter-name), or “This word begins with the same sound as the word **wagon**.”

wet	wind	mile	were	walk
will	mill	wish	mash	milk
met	west	wash	wore	wall

Writing. Follow the suggestions for s adapting the activities to the w sound and letter.

The “w” Blends and Words - Page 44 (21)

INTRODUCTION – “w” Blends

Follow the instructions for the **s** blend, adapting them to the **w** blends.

LANGUAGE ACTIVITY

W will be blended only with **ă**, **ě**, and **ĩ**. (*Note:* In some words such as **woman** and **wolf**, and **wo** as in **wō** sound; in others, such as **won** in **wonder**, the **wo** as in **wũ** sound. There are only a few rare words in which **u** follows **w**. Therefore, stress the short vowel sounds in words given on page 44, 21)

1. to swing from side to side, as a dog’s tail (**wag**)
2. a covering of hair for the head? (**wig**)
3. damp? (**wet**)
4. to gain or succeed? (**win**)
5. a movement of air?” (**wind**)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **w** blends and words. Explain the absence of blends and words for the **wō** and **wũ** rungs.

STORY (PAGE 44, 21)

Review the sight words: **come** and **into**. Teach **kite** and **sky** as new sight words (point out the **sky** has an **i** sound as in **my** and **fly**). Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercise.

v, qu, y, z – page 45 (22)

INTRODUCTION

The sound of **v**, **qu**, **y**, and **z** will be seen taught from the picture of a valentine, queen, ball, of arm, and zebra. The sound of **v** and **qu** may be introduced in the same phonics period.

Q is never used alone, but always with **u**, and has the sound of **kw**. It is not one of the 44 elementary sounds but, because it is one of the 26 symbols for our alphabet **q** in combination with **u** is treated as a unit. It has a digraph form, and is so considered by some; however, the **qu** unit represents two sounds.

Y, when it occurs initially, is a consonant. In any other position, it is a vowel, having either the long **i** sound, as in **my** or the short **i** sound, as in **funny**. Only the consonant sound of **y** will be considered here.

The “v” Sound - Page 45 (22)

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound, to teaching the v sound. Use these lists of words for the listening game.

valentine	whiskers	valley	Virginia
velvet	vanish	sandwich	vessel
vinegar	volunteer	vegetable	vase
funny	fender	voyage	village
very	visit	vulture	voice
Vaseline	vacation	marbles	fall
value	volume	vast	van
variety	vain	wish	vision
family	valuable	vanilla	fish
victory	west	velvet	violent
vote	various	wagon	view
wall	vacant	wage	Venus

VISUAL DISCRIMINATION

Follow the instructions for s, adapting them to the v sound.

Write these words on the chalkboard. Have children take turns in finding and circling the v that begins a word and drawing a line through any word that begins with a letter other than j. When a child circles a v, he should say, “This word begins with a v, as in **valentine**” (if he knows the letter-name), or “This word begins with the same sound as the word **valentine**.”

vote	vim	vast	voice	went
nest	vest	vase	very	vanish
van	web	rest	not	vessel

Writing. Follow the suggestions for s adapting the activities to the v sound and letter.

The “qu” Sound - Page 45 (22)

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound, to teaching the **kw (qu)** sound. Begin, “Children, I am going to say words which begin the **kw**, as in **queen**. If you hear a word which does not begin with **kw** sound, please raise your hand.” Use this list of words for the listening games:

queen	quiver	quick	water
question	quibble	quartet	quit
quickly	whisper	quaint	quarrel
kitten	quackery	Quaker	quite

VISUAL DISCRIMINATION

Have the children open their books to the picture of the queen. Pointing to the symbols **qu**, say, “Children, this is how the **kw** sound looks in print. This is the small **kw** and this is the capital **kw**. Neither of them looks like what you expected. The first letter, that looks something like a **g** without a tail. They make the same sound as the first two sounds in **queen**.” (emphasize the two sounds **kw** as you pronounce **queen**.)

quit	queen	quiet	quite
gum	gust	quaint	gush
quiz	quick	gulley	quilt

Writing. You may wish to have children practice writing the symbol for the **q** letter.

Have the children write **qu** on the board.

Only the auditory and visual exercise are necessary for **qu**, **y**, and **z**, as there are only a few monosyllables beginning with these letters and containing the short vowels that are within the vocabulary of the primary grades.

At this point, explain that although there are two other letters and sounds on this page (45, 22), you will come back to them later. “Now, let us make helpers with the (sound) **v** and **kw (qu)** sound.

The “v” and “qu” Blends - Page 46 (22)

INTRODUCTION

In this activity the letter **v** will be blended with **ă, ě, ĭ, ō,** and **ũ**; the letter **qu** will be blended with **ă, ě, ĭ, ō,** and **ũ**; the letter **qu** will be blended with **ă, ě, ĭ,** and **ō**.

Write two columns of vowels on the board. To the left of, and in line with, the **i** in the one column, write a **v**; to the left of, and in line with, the **i** in the second column, write the **qu**.

Say, “Let us cross the bridge with **v** (point to **v**). Follow my pointer as we cross the **v** to each of the vowels.” As the class blends **v** with each vowel, write each blend as it is completed to the right of the vowel involved in the blending. After the blending has been completed, ask the class to say the new **v** helpers as you point to them in any sequence.

Then say, “Now, let us cross the bridge with **qu** (point to **qu**). Follow the pointer as we cross the **qu** to each of the vowels to be sure we are matching sound and symbol. When the class completes blend **qu** with **ō** say, “This is where we stop. A **qu** never joins up with an **ũ** (erase **u**). Since **qu** won’t make a helper with **ũ**, I’ve erased it. Now, let us say our new **qu** helpers.” Guide the saying of **qu** blends, using a pointer and pointing to them in any sequence.

Write appropriate consonants after **va, ve,** and **vi**. Explain that, at this time, the **vō** and **vũ** will not be changed into words. Ask the class or individuals to say the helpers and add the final consonant as you slide the pointer under the blend and final consonant or consonants. Final consonants should be changed until all possible words have been formed.

Write appropriate consonants after the **qua, que,** and **qui** blends. Tell the class that the **quō** will not be changed into a word. Have the class or individuals say the helpers and add the final consonant under the blends and final consonants. Final consonants should be changed until all possible words have been formed.

WORD STUDY

Call on individuals to say the blend and then the whole word. Do this first with **v** words and then with **qu** words. A child will say, “**vă – van,**” the next child will say, “**vă – vat,**” etc. After each word is pronounced, ask for the meaning of the word and supply it when necessary.

The “y” Sound - Page 45 (22)

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound, to teaching the y sound. Use these words for the listening game.

yarn	yet	youngster	yolk
year	you	yourself	queen
yellow	your	watch	youthful
wind	quit	yolk	yell

VISUAL DISCRIMINATION

Have the children open their books to the picture of the yarn. Pointing to the symbols y, say, “Children, this is how the y sound looks in print. This is the small y and this is the capital y.” Have the children point to the small letter and say, “This is the letter for the sound that begins yarn.” Have children write y on the board.

Write these words on the board. Ask children to take turns in finding and circling the y that begins a word and drawing a line through any word that begins with another sound. When a child circles a y, he should say, “This word begins with a y, as in **yarn**.” (if he knows the letter-name), or “This word begins with the same sound as the word **yarn**.”

yes	you	yelp	yolk	folk
vest	yell	vat	quit	yarn
yet	jell	yellow	year	young

Writing. You may wish to have children practice writing the symbol for the y letter.

The “z” Sound - Page 45 (22)

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound, to teaching the **z** sound. Use these words for the listening game. (*Note:* The position of lips, tongue, and teeth are the same as for the **s**, but **z** has a buzzing sound.) Ask children to place their fingers lightly on their throats and say **z**. “Do you hear the buzz? Now, say the **s** sound. Can you hear the difference?” use these words for the listening games:

zebra	zoom	chicken	zest
zigzag	shadow	Zulu	zinc
zero	zone	zeppelin	zinnia
saddle	zoo	Saturday	saw
Sunday	zip	sell	self

VISUAL DISCRIMINATION

Have the children open their books to the picture of the zebra. Pointing to the symbol for the **y** sound, say, “Children, this is how the (sound) **z** sound looks in print. This is the small **z** and this is the capital **z**.” Have the children point to the small letter and say, “This is the (sound) **z**, as in **zebra**.” Have children write **z** on the board.

Write these words on the chalkboard. Ask children to take turns in finding and circling the **z** that begins a word and drawing a line through any word that begins with another sound. When a child circles a **z**, he should say, “This word begins with a **z**, as in **zebra**.” (if he knows the letter-name), or “This word begins with the same sound as the word **zebra**.”

yes	sad	sip	zoom	Zulu
zoo	zero	zone	Sunday	Kate
zip	certain	zebra	zest	self

Writing. You may wish to have children practice writing the symbol for the **z** letter.

The “y” and “z” Blends - Page 46 (22)

INTRODUCTION

In this activity the letter **y** will be blended with **ă, ě, ĭ, ō, and ũ**; the letter **z** will be blended with **ă, ě, ĭ, ō, and ũ**; the letter **qu** will be blended with **ă, ě, ĭ, and ō**.

Write two columns of vowels on the board. To the left of, and in line with, the **i** in the one column, write a **y**; to the left of, and in line with, the **i** in the second column, write the **z**.

Say, “Let us cross the bridge with **y** (point to **y**). Follow my pointer as we cross the **z** to each of the vowels.” As the class blends **v** with each vowel, write each blend as it is completed to the right of the vowel involved in the blending. After the blending has been completed, ask the class to say the new **v** helpers as you point to them in any sequence.

Continue, “Now, let us cross a bridge with **z** (point to **z**). Follow the pointer as we cross from **z** to each of the vowels to be sure we are matching sound with symbol. As each blend is completed, write the blend to the right of the vowel involved in the blending. When the class was blended **z** with **ō**, say, “This is where we stop, because **z** joined with **ū** will note say **zū**. Since **z** does not make a helper with **ū**, I’ll erase this vowel (erase **u**). Let us say our **z** helpers.” Use the pointed to indicate the sequence in which the blends are to be said.

Add final consonants after **ya, ye, yi, and zi**. Explain that the helpers **yō, yū, ză, and zō** will not be changed into words at this time.

WORD STUDY

Call on individuals to say the blend and then the whole word. A child will say, “**yě – yes.**” The next child will say, “**yě – yet.**” Do this with all **y** and **z** words. After each word is pronounced, ask for the meaning of the word, and supply it when necessary.

REVIEW TEST

In the lower part of page 46 (22) is a test. This is a mixed practice test in which the blends do not appear in reading. Primarily, it is a review of the **j, w, v, qu, y, and z** bends; however, other beginning blends are included for purposes of discrimination. Words whose blends begin with small and capital consonants are included.

The test may consist of (1) pronunciation, (2) writing these words from dictation, and (3) classifying them in the five vowel categories.

TELLING AND WRITING STORIES

[At this point the authors have the students begin to write short original stores using phonetic words and a few sight words. Example. I have a *cat*. She is *not big*. She likes *milk* She *can run*. The teacher is to write these stories on the board. (pages 94f)]

Consonant Digraphs and Other Letter Combinations

The “sh” Sound - Page 47 (23)

AUDITORY DISCRIMINATION

“Children, I am going to say words which begin with (sound) **sh**, as in **sheep**. (You may wish to explain that two consonants that make one sound are called consonant digraphs. In the word digraph, “di” means “two” and “graph” means “to write.”) Continue by adapting the instruction for the s sound, to the teaching of the **sh** sound. Use these lists of words for the listening game.

sheep	sent	silk	shin
ship	sheet	shape	cheat
shot	zest	zip	lend
sip	sharp	shade	shock
sip	sharp	shade	shock
shine	shut	sun	shoe
shop	short	shame	shook

shall	hush	show	sick
salary	she	shoulder	shadow
share	shore	should	sight
shell	save	sailor	shirt
shelter	shut	shout	shove

VISUAL DISCRIMINATION

Follow the instruction for **s**, adapting them to the **sh** sound.

Write these words on the chalkboard. Have the children taken turns in finding and circling the **sh** that begins a word and drawing a line through any word that begins with a different sound. When a child circles a **sh**, he should say, “This word begins with a **sh** sound, as in sheep.

ship	she	sick	shirt	shine
hot	he	shall	hurt	stop
shot	shed	shell	show	shop

Writing. Follow suggestions for **s**, and adapt the letters for the **sh** sound.

The “sh” Blends - Page 48 (23)

INTRODUCTION – “w” Blends

Follow the instructions for the **s** blend, adapting them to the **sh** blends.

LANGUAGE ACTIVITY

Follow the instructions for the **s** blend, adapting them to the **sh** blend. Also follow the steps give up to “Language Activity,” on page 46.

1. to close? (**shut**)
2. another word for store? (**shop**)
3. a sailing vessel? (**ship**)
4. the part of the leg below the knee? (**shin**)
5. another word for shed? (**shack**)
6. a plate? (**dish**)
7. quiet, or a command to be quiet? (**hush**)
8. your mother may do to potatoes?” (**mash**)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **sh** blends and words.

STORY (PAGE 48, 23)

Review the sight words: **my, what, to, do** (**my, what,** and **do** may be part of known sight vocabulary. Teach these sight words: **or, sail, could**. Then, have them read the story.

SEATWORK

1. Ask children to put the vowels from letter boxes across the top of their desks. Then have them find the symbol for **sh**.
2. Have the children build simple words beginning with **sh**. They may use the word on textbook page 48 (23)

The “ch” Sound - Page 49 (24)

AUDITORY DISCRIMINATION

“Children, I am going to say words which begin with (sound) **ch**, as in **chick**. Let us close our eyes and listen for the sound. If you hear a word that does not begin with **ch**, please raise your hand.”

chicken	chin	chill	choose
chop	chase	sad	choice
cheat	lap	check	shoes
sheep	Charles	chum	charm
chip	sharp	chest	chief
chirp	chat	cheese	children

If necessary, use the following list in teaching the **ch** sound:

China	chance	cheer	cheek
chose	shine	castle	chalk
chair	change	Chinese	careful
chain	charge	chili	chosen
share	shade	chum	shall
chap	kind	church	cherry

VISUAL DISCRIMINATION

Have the children open their books to the picture of the chick. Pointing to the picture of the chick, and then to **ch**, say, “Children, this is how **ch** looks in print. It makes the same sound as the first sound in **chick**. These two letters make a **ch** sound, and have a special name – *consonant digraph*. (Review meaning of *consonant digraph*.)

“The **ch** we are learning now we will call **ch one (ch₁)**. Later, we’ll learn another way to spell this word. Write these words on the chalkboard. Have the children take turns in finding and circling the **ch** that begins a word and drawing a line through any word that begins with another sound. When a child circles a **ch**, he should say, “This word begins with a **ch** sound, as in chick”

chop	sad	chain	shade	chum
chip	chest	share	change	chat
ship	cheer	chose	charge	hat

When children complete the exercise, you may wish to ask them to box the words that begin with **sh**.

At the conclusion of this exercise, ask children to tell where the **ch one (ch₁)** has been used. The desired generalization to be made is, “We use **ch one (ch₁)** at the beginning of words.”

Writing. Follow suggestions for **s**, and adapt the letters for the **ch** sound.

The “sh” Blends - Page 50 (24)

INTRODUCTION – “ch” Blends

Follow the instructions for the **s** blend, adapting them to the **ch** blends.

LANGUAGE ACTIVITY

Follow the instructions for the **s** blend, adapting them to the **ch** blend. Point out that **ch** can begin a word or follow an **n** sound in a word. Tell children to extend the original generalization (“We use **ch** at the beginning of words,) to “We use **ch one (ch₁)** at the beginning of word and after the letter **n**.”

1. a pal? (**chum**)
2. a cold feeling that makes one shiver? (**chill**)
3. a part of the body? (**chart**)
4. another word for baby chicken? (**chick**)
5. a friendly talk? (**chat**)
6. a lower part of the face? (**chin**)

WORD STUDY

Follow the instructions for **s** blends, adapting them to **ch** blends and words. Point out that **ch** can begin a word or follow an **n** sound in a word. Help children to extend the original generalization (“We use **ch₁** at the beginning of words”) to “We use **ch one (ch₁)** at the beginning of words and after the letter **n**.”

STORY (PAGE 50, 24)

Review the sight words: **down, we, ask, no**. Teach these sight words: **this** and **tree**. Then, have the story read.

SEATWORK

1. Ask the children to build helpers and word groups from the book or from phonetic flash cards placed on the wall pocket chart. Words should begin with **ch** or end in **ch** which follows the letter **n**.
2. Have the children build simple words beginning with **sh**. They may use the word on textbook pager 49 (24)

“tch” - Page 49 (24)

“Children, we have learned that **ch one** (**tch₁**) comes at the beginning of words. We have also learned that **ch one** (**ch₁**) comes after **n** in words. Now, we shall learn about a second way a **ch** sound can be written. It has the same sound as **ch one** (**ch₁**), but it has three letters instead of two – like this (write **tch** on board). We will call it **ch two** (**tch₂**). It does *not* come at the beginning of words. It comes at the end of words, after **ă, ě, ĭ, ō,** and **ũ**. We call this **ch** (point to **tch₂**) a consonant trigraph because it has three consonants.”

Have the children open their books to page 49 and say, “**ch two**, as in **witch**.”

“tch” in Words- Page 51 (24)

In the first two lines of page 51 (24 bottom) are words that end with **tch**. These are grouped for vowel discrimination. In each pair of words, the beginning consonant is the same; consequently, these are not paired for initial consonant discrimination.

The words **rich, such, much,** and **which** (in red) are exceptions. In these words, **ch₁** instead of **tch₂** follows the short vowel. Have the children write these words on the board give them sentences in which each is used. Point out that **touch** (with the **ou** makes the **ũ** sound) is also a word in which **ch one** (rather than **tch**) follows the short vowel.

GAME

Send four children to the chalkboard. Ask the first child to listen for **ch one** (**ch₁**) at the beginning of words. If he hears a word that begins with **ch one** (**ch₁**), he writes the word on the board. The second child is to listen for **ch one** (**ch₁**) at the end of words. He is to write any word ending in **ch one** (**ch₁**) on the board. The third child is to listen for **ch two** (**tch₂**) after **ă, ě, ĭ, ō,** and **ũ**. and write such words on the board. Have the fourth child listen for words which are exception (**rich, such, much, which, touch**)

Dictate these words:

catch	punch	chick	chop	touch
pinch	chill	which	hatch	pitch
chest	such	match	much	chip
rich	hitch	lunch	bench	ranch

The “ng” Sound - Page 51 (25)

AUDITORY DISCRIMINATION

Write **m** and **n** on the board and ask, “Children, we learned the sounds of these letters a long time ago. What sound does each make (point to each)? Let’s make this sound (point to **m**) again, and as you make it, notice carefully how you make it. How did you make it? (With lips closed.) Since the lips were closed, the sound did not come from the mouth. From where did the sound come?”

“Now, let us make this sound (point to **n**) and, as you make it. Were your lips closed like they were when you made an **m**? (No.) What helped make an **n** sound? Where did you place the tip of your tongue? Make the sound again to find out. This time we’ll make an **n** sound, and we will each cover our mouth with our hand. Could that sound come out of your mouth? (No, we had our hand over our mouth.) From where did the **n** sound come?”

“We know that the sounds **m** and **n** come out through the nose. Today we are going to learn about one other sound, a new, (sound) **ng**, that comes out through the nose like an **m** and an **n**. You will never hear **ng** at the beginning of a word, but only at the end of a word, as in **king**. I want you to notice carefully how I make the **ng** sound. Notice whether my lips close as they do for an **m**, or if I place the tip of my tongue behind my upper teeth as for an **n**. Or, if I make it in an entirely different way.

Sit close to the class so that all can observe the manner in which the **ng** is made. Say words ending in **ng**, such as **king, ring, sung, dong, bang, rang** – as many as necessary for the children to observe the placement of the tongue. The class should be able to make three observations: (1) the lips are not closed as in making an **m**; (2) the tongue tip is not up behind the upper front teeth. The humping of the back of the tongue may not be too obvious; therefore, say, “The back of the tongue is humped up against the roof of my mouth.”

“It will be easy for you to make an **ng** sound by repeating the words I’m going to say that have **ng** in them: **ki:ng, si:ng, ba:ng, go:ng, so:ng, wi:ng, thi:ng, ra:ng, pa:ng**. Where do you hear the **ng**? You say the words that ends in **ng**.”

“Now, children, I am going to say pairs of words of which only one will end in **ng**. You say the word that ends in **ng**.”

“Let’s close our eyes and listen for the word in each pair that ends in **ng**.”

king	sung	hum	wing	hang	ran
kin	sun	hung	win	ham	rang
pan	gone	tang	tin	ring	fang
pang	gong	tan	ting	rim	fan

If the children fail to discriminate between words ending in **ng** and words not ending in **ng**, repeat the words (changing the order) until they become familiar with the sound **ng**.

Say, “Now, children, watch my lips and say these words after me. Put your finger on your lips if I say a word not ending with **ng**. Repeat the list, prolonging the **ng** sound. Encourage each child to give a word ending in **ng**.”

VISUAL DISCRIMINATION

Write **ng** on the board and say, “Children, this is how **ng** looks in print. How many consonants does an **ng** have? How many sounds does it make? What other consonant digraphs have we had? This consonant digraph, **ng** has two letters that we know, and **n** and a **g**, but it says neither **n** or **g**. but a new sound, **ng**. it makes the same sound as the last sound in **king** or **ring**.” (Prolong the sound of **ng** as you pronounce **king** and **ring**.)

Have the children put their fingers under **ng** and sound it. They are now matching letters to sounds.

WRITING WORDS

Print the following helpers on the board:

sa	ra	ha	fa	ki
si	ri	hu	ga	wi
su	ru			

“Children, where did we learn that our **ng** sound would be found in a Word? Yes, an **ng** is usually found at the end of a word. When I call on you, go to the board and write an **ng** in back of one of the helpers and then say the word you have made.” (Or you may say, “Change **sa** to **sang**,” etc.)

After **ng** has been added to all helpers, ask the class to say each word as you slide the pointer under it. Then say, “Children, look at these words again. Where do you see the **ng** in these words? Because **ng** has two consonants that make one sound what is it called? (Consonant digraph.)

Dictate the words for individuals to write on the board. A child will the word, print it on the board, and slide his finger under it as he pronounces it.

Words ending in “ng” - Page 51 (25)

WORD STUDY

Have the children place a finger under **ng** which heads the **ng** group of words. Then, have the class study the first row of paired words. Have each pair of words pronounced. Then, have children read the next row of paired words. You may wish to dictate the words for children to write on the board.

You may also wish to dictate simple sentences having an **ng** word in each, such as: “Mother said, ‘Hang up your coat’”; “She rang the bell”; “She sang a lullaby to the baby”; and “The king had a big castle.” Have the children listen for and write the **ng** word. Or, you may write simple sentences and have a child fill in the appropriate **ng** word, using the text of the sentence to aid him in determining what word is appropriate.

Before leaving this lesson, review what a consonant digraph is: two consonants that make one sound. Review the consonant digraphs (**ck**, **sh**, **ch**) that have been studied thus far. Also review what a trigraph (**tch**) is.

The “nk” Sound - Page 51 (25)

INTRODUCTION

Ask a child to write bang on board. “There are other words which have an (sound) **ng** followed by a (sound) **k** sound, such as **bank**. How do you think we spell these words?”

If children spell the word **bangck**, **bangc**, or **bangk**, write the word on the board in this manner, or in the several suggested ways. It is possible that a child will remember which sound is used if the **k** is not “next door” to the vowel (**k₂**)

If not, say, “Children, look at this word (point to **bangck**). Is the letter next door to a vowel? Does anyone remember when we played the jack-in-box game what **k** sound was used when we changed **mill** to **milk**?” If this doesn’t help the children to recall which **k** symbol was used, tell them that **k₂** is used when the **k** sound is not next door to the vowel. (Erase **gek** in **bangck**, **ge** in **bange**, or **gk** in **bangk** and write a **k**.)

“Now, let’s see if we remember which **k** we use when the sound is next door to a vowel.” Ask some child to write back on the board. If the wrong **k** symbol is used, ask the child. “Which **k** follows **ǎ** (point to **a** in **back**), **ě**, **ĩ**, **õ**, and **ũ**?” When the rule is recalled, write the **ck₃** after **ba**. Then ask, “Is this **k** next door to the vowel (point to **a** and **ck₃** in **back**), or is it separated from the vowel, as in the work **bank** (point to **bank**)?”

Stress, “When we hear a **k** sound next door to a vowel, **k three (ck₃)** follows the vowel. When the **k** sound is not next door to the vowel, **k two (k₂)** is used (point to **bank**).

“Whenever an **ng** sound is followed by a **k** sound, the **g** is left out (cross out the **g** in **ng**) and we write in **nk**.”

Dictate words ending in **nk** (**pink**, **rink**, **sunk**, **king**, **wink**, **rank**). Ask children to write the words on the board. If a child writes a word incorrectly, remind him of the rule.

“How many consonants does **nk** have? What do we call two consonants that make one sound? (Consonant digraph.) Now, **nk** looks like a digraph, but it really isn’t one, because it makes two sounds instead of only one.”

Words ending in “nk” - Page 51 (25)

WORD STUDY

Have the children place a finger under **nk** which heads the **nk** group of words. Have them make each sound, noting how many sounds they make. Then, have the class study the first row of paired words. Have each pair of words pronounced.

Then, have children read the next line of words. You may wish to dictate words for children to write on the board. You may also wish to dictate simple sentences having an **nk** word in each: “I have a bank”; “My hat is pink”; “Put the dishes in the sink”; and “I can wink.” Have the children listen for and write the **nk** word.

Before leaving the lesson, have the class state the rule for the spelling of words which end in the **ng** sound followed by a **k** sound.

The “th” Digraph - Page 51 (25)

INTRODUCTION

Say, “Children, I am going to say words that begin with (sound) **th**, as in **thimble**. Watch closely how I make the new sound, **th**. (Note: Sit close to the class so they can watch you make the sound.) I place the tip of my tongue on the edge of my upper front teeth so that my tongue peeks out a little. Now, you place the tip of your tongue on the edge of your upper front teeth so that I can see the tip of your tongue. When we blow, our breath will come out through a narrow slit between our tongue-tip and teeth. Now, blow a breath to make the **th** sound (unvoiced).

“Don’t mistake an **f** sound for the **th**. Watch me make an **f** and tell me if my tongue peeks out as it does when I make a **th**. (make both sounds) I want you to make an **f** sound and, as you do, notice that your tongue doesn’t help at all to make an **f**. Now, make a **th** sound. Be sure to remember where to place the tip of your tongue.”

AUDITORY DISCRIMINATION

“Now, we’re ready to listen for words beginning with the new sound, **th**. Let’s close our eyes and listen for the **th** sound at the beginning of words. If you hear a word which does not begin with **th**, please raise your hand.”

thank	thirteen	thousand	follow
fumble	third	thief	thorn
thirst	figure	spread	thankful
thin	thing	tell	thump
family	thirty	thirsty	thunder
think	thought	finish	thimble
fell	thick	thistle	thump

If the children fail to discriminate between words beginning and words not beginning with **th**, repeat the exercise until they are familiar with the sound of **th**.

Play the second listening game; adapt the instruction on the s sound to the **th** sound.

THE “TH” (VOICED)

“Now, I want you to listen to the sound a sound **th** can make when I make it with a buzzing sound, as in **that**. Did you hear the buzzing sound I made? The (sound) **th** is made exactly like the **th** in **thimble**, but in that it has a buzz. I want you to remember that this digraph can be made without a buzz, as in **thimble**, or with a buzz, as in **that**.”

“Whenever we see a word in our books that starts with this digraph (write **th** on board), and you don’t know whether it’s a **th** without a buzz or a **th** with a buzz, I will help you by saying, ‘The digraph does not make a buzz,’ or ‘The digraph makes a buzz.’”

“Let’s practice making this digraph sound without a buzz, and then with a buzz.” Say these words: **that, then, this, they, thus, them**; also, the **th** words (without a buzz) from the previous list of words, to promote auditory discrimination between the voiced and unvoiced **th**.

VISUAL DISCRIMINATION

Write **th** on the board and say, “Children, this is how **th** looks in print. It makes the same sound as the first sound of **thimble**. How many consonants does a (sound) **th** have? How many sounds does it make? When two consonants make one sound, the two symbols make a ...?” (Consonant digraph.)

INTRODUCTION – The “th” Blends

If you consider it necessary, adapt the instructions for the **s** blends to the **th** blends. If so, make two sets of blends – one family of blends with the unvoiced **th** and other other with the voiced **th**. The **th** words without a buzz that can be made at this time are: **thank, thin, thick, think, thug, thud, thump, thatch**. The **th** words with a buzz that can be made are: **that, then, than, them, this, thus**.

WORD STUDY (page 51)

“Now, let’s find the letters for **th** (unvoiced) and **th** (voiced) sounds. Put your fingers under these letters and say, ‘**th** as in **thimble**,’ and ‘**th** as in **this**.’ Now, let’s read the first two lines of words under the letters for the **th** sound.” Have different children read the different pairs of words. (Review the **ng** in **thin** and the **nk** in **thank** and **think**.) then have children read the next line of words (**this, thus**, etc.), giving the **th** as a buzzing sound in each.

You may wish to dictate words beginning with voiced and unvoiced **th** for children to write on the board. Or you may dictate simple sentences, such as, “I think pigs are funny,” “I like this hat.” After a child has written the word (or sentence), he may say, for example, “In **think** the **th** does not have a buzz,” “In **this** the **th** does have a buzz.”

The “wh” Sound - Page 51 (25)

AUDITORY DISCRIMINATION

“Children, I am going to say words that begin with **wh** (sound as **wh**), as in **whip**. The new sound **wh** is made by pushing a little breath against a **w**, like this: **h** (a short breath) **w**. The breath is really a short (sound) **h**. I want you to make a **wh**. Start with a (sound) **h** – a short **h** – and then say, **wh** in one breath. Let’s say **wh** together.

“Let us close our eyes and listen carefully for the **wh** sound at the beginning of words I say. If you hear a word that does not beginning with **wh**, please raise your hand.

whip	what	white	whirl
while	where	help	when
whiff	which	whistle	hen
whether	witch	him	why
his	whatever	whiz	whisper

If the children fail to discriminate between words beginning and words not beginning with **wh**, repeat the exercise (varying the list) until they become familiar with the sound of **wh**.

Say, “Now, children, watch my lips and say these words after me. Put your finger on your lips if I say a word not beginning with **wh**.” Repeat the above list, changing the order of words.

VISUAL DISCRIMINATION

Write the **wh** on the board and say, “Children, this is how a (sound) **wh** looks in print. Doesn’t it look like the same sound as the first sound in **whip**. Does it look like you thought it would? Since the should is **wh** (sound as **hw**), we would expect to see the (sound) **h** first and the (sound) **w** last. Instead, you see the **w** first and **h** last How many consonants does **wh** have? How many sounds does **wh** make? (the response will undoubtedly be “two.”) The little breath we push against the **w** in **wh** that sounds like an **h** is too short to be called an **h**. So you see **wh** really makes one sound. What are two consonants that make one sound called? Yes, **wh** is a consonant digraph.”

INTRODUCTION – The “wh” Blends

If you consider it necessary, adapt the chalkboard introduction to the **s** blends to the **wh** blends. These are some words that can be made at this time with **wh** helpers: **whim, when, whip, whisk, whiz, which** (review **ch** sound at end)

WORD STUDY (page 51, 25)

Have the children open their books to page 51 (25). “Let’s find the letters for the **wh** sound on this page. Put your finger under these letters and say, ‘**wh** as in **whip**.’ Now let’s read the words here.

You may wish to dictate words for children to write on the board, or to dictate simple sentences, such as “Which boy is going?” “When will he go?” “Will a dog like you if you whip him?”

The Letter “x” - Page 52 (25)

The symbol **x** does not represent one of the 44 elementary sounds (Note: The medial sound **zh** – as in **pleasure, garage, azure** – is not presented in *Reading with Phonics* because of spelling variability). **X** will be taught because it is a new symbol and because it is one of the letters in our alphabet. It is a spelling variation for the sounds **ka, gz, and z**. The letter **x** generally stands for the sound **ks**, as in **extra**. (However, when a stressed vowel immediately follows as, for example, in **exist**, it has a **gz** sound. When **x** is at the beginning of a word, we simplify **gz** to **z**.)

Only the **ks** sound of **x** will be taught at this time. Print the letter **x** on the board. Explain that some words which end in the sound of **ks** are spelled with **x**.

WORD STUDY

Point out that **tacks** and **tax** have the same sound, but not the same spelling or meaning. Explain the meaning of each. Have the children read the three lines of words at the top of page 52 (bottom of 25). Ask the children which words do not begin with helpers (consonant-vowel combinations). Also ask where they find the **ks** substitute (**x**) in each word. Explain that the **ks** substitute may also be found in the middle of a word, as in next.

REVIEW - page 53 (26)

The words are listed from left to right in each line, in alphabetical order. (There are no words for **x**.) There need be no reference at this point to alphabetical order. In each pair of words, the first word has an initial small letter and the second has a capital letter. Ask the children which consonant digraphs they see, for example, in the first line (**ch** and **sh**). Stress particularly **sh, ch, ng** as well as **nk** ending (**nk** is not a digraph).

Plural Endings – page 53 (26)

You may wish to cover the plural endings first. If so, select the first, third, fourth, and sixth rows of words. Point out that the top word in each pair shows one. When we want to make a word show more than one, we add an **s**. Have children read the rows of words.

Without stating any rules, point out that the **s** at the end of some words has an **s** sound; at the end of other words the **s** has the **z** sound.

The following rules are for your information only:

1. An **s** makes an **s** sound when the base of a noun or verb ends in a voiceless consonant sound – **p, t, k, f, and th**.
2. An **s** makes a **z** sound when the base of a noun or verb ends in a voiced consonant – **b, d, g, v, m, n, ng, l** – or any vowel sound.

Possessives – page 53 (26)

“We also use **s** at the end of a word to show that something belongs to someone. Only when we want to show that someone belongs to someone, we put an apostrophe before the **s**.” (Illustrate at board: **Mary’s cat, John’s pup, Fred’s pig**.)

Have the children read the second and fifth rows of words on page 53 (26). They should read **Jap – Jap’s**, etc.

Two Consonants Before a Vowel

Introduction – Page 54 (27)

A blend of two consonants *before* a vowel is more difficult than two consonants *after* a vowel.

On page 54 (27) there are thirty blends of two consonants before the vowels in which **l** immediately precedes the vowels. These blends are called “giant helpers.”

Begin with a known helper, which will be the key for the new helper having two consonants before a vowel.

AUDITORY DISCRIMINATION

Write the **l** family of blends (**la, le, li, lo, lu**) on the board in ladder form and say, “Children, here is a family of helpers which I’m sure you remember. Say, then. (Point to each blend.) How many consonants can you count here the vowel? Today, I’m going to show you how we change these little helpers (point with sweep of hand to the ladder of **l** blends) into “giant helpers” by adding another consonant in front of (point to space in front of each **l** blend as you say “in front of”) each of these **l** helpers. Two consonants in front of a vowel will make a ‘giant helper.’; Here are the consonants that will, when added in front of the **l** helpers, make giant helpers (write **b, c, f, g, p, s** on the board.) Each of these consonants (point to them) will be joined with a family of **l** blends to make a giant helper family. The consonant **b** (point to it) will be joined with each of these **l** blends (write **b** to the left of and in line with the **li** helper).”

“I am going to complete the family of **l** blends for these consonants – **c, f, g, p,** and **s.**” Write five more groups of **l** blends and enter one of each of these consonants **c, f, g, p,** and **s** to the left of and in in line with the **li** helper in each group of **l** lends. The arrangement on the chalkboard will be this:

	lu		lu		lu		lu		lu		lu
	lo		lo		lo		lo		lo		lo
b	li	c	li	f	li	g	li	p	li	s	li
	le		le		le		le		le		le
	la		la		la		la		la		la

“Watch my pointer as I cross the bridge joining **b** (point to it) with **lă, lē, lī, lō, lū.** (Point to blends as you say them.) This time, as I cross the bridge, listen carefully how **b** explodes when I say an **l** helper – and not before – and with the explosion you will hear an **l** helper.” Face the class, still using the pointer, as you blend **b** with the **l** helpers to show how your lips maintain their position for a **b** until the **l** blend is reached and then the **b** is released into the blend (the saying of the **l** blend).

The class may now blend as you use the pointer crossing (not sliding) it from **b** to each **l** blend. If the **b** is not being released into the **l** blend properly, discontinue the class blending and again show how a **b** is released into each **l** blend.

After the class has done the blending, individuals may be called on to blend – with you or a child using the pointer to move from **b** to each blend.

FORMING GIANT HELPERS

“I will write the giant helpers you made when you joined **b** (point to it) with each of these helpers.” (Point to the **l** helpers,). Write **bla, ble, bli, blo, blu** to the right of each **l** blend and say each as you write it. Erase the **b** and **l** blends used in blending. Then, point to the blends **bla, ble, bli, blo, blu** and ask the class to say them in any sequence you indicate with the pointer. Also ask, “Why are these (point to giant helpers) called giant helpers?”

“I am going to say one of these giant helpers (point to **b** giant helpers). You tell me two things when I call you. Tell me which giant helper you heard, go to the board and, as you move the pointer under the giant helper, say it. For example, I may say ‘**blē**.’ You will say, “I hear ‘**blē**,’ and move the pointer under **blē** and say, “This is **blē**.””

Following this, say, “We are not going to change these giant helpers into words at this time. We’ll go on and make the next giant helper family by joining **c** (point to it) with each of these helpers (point to them.)”

Continue with the preceding exercise until the consonants **c, f, g, p,** and **s** have been blended with the **l** blends.

VISUAL DISCRIMINATION

Have the children open their books to page 54 (27). Ask the children to say the helpers and giant helpers in each column. Then, the children should say the helpers and giant helpers from left to right.

Have the children practice pronouncing these blends until they can say them smoothly in one breath. This is a most important lesson, as these blends unlock a great number of words the children are already familiar with in sound and meaning.

Giant Helper Words – pages 55-57 (28-29)

The children are now prepared to say these helpers without the key, and also to add final consonants. Have the children climb the ladder, start with **bla**, and then say the giant helper on any rung you indicate. Have the children to read the giant helper and then the word on the same rung, for example, “**blă – black**.”

Ask the children to read the pairs of words below the ladder. Ask, “who is ready to read the word? Can you use the word in a sentence?”

Complete the ladders and words on pages 55 and 56, as well as the first three lines of words on [page 57, in this manner. After the pronunciation exercise, you may print on the board in mixed order the sets of words grouped under the ladders on pages 55 and 56, as well as the first three lines of word son page 57. You may say, “Box the helpers in the first pair of words. Say the words.” Or, you may dictate any of the pairs of words on these pages and ask a child to repeat the words, write both on the board, box the helpers, and say each helper.

You may also say sentences, ask the children to select the word that makes sense, such as, “My cat is block or black.” (the child should say, “The word should be **black**,” and write the word **black** on the board.) You may wish to write the sentences on the board instead of saying them. Then, have a child underscore the correct giant helper word.

STORY – page 57 (29)

Review **tree** and **no** as sight words. Teach **be** and **hope** as new sight words. Then have the story read. Ask the children to find the words that begin with giant helpers.

TEST OF GIANT HELPER WORDS

At the bottom of page 57 (29) is a test on words containing giant helpers. This is a mixed practice exercise in which the blends do not appear in red. Say, “Look carefully at these giant helper words and tell me what makes them look different from giant helper words on ladders and under ladders? (The giant helpers are not in red.) Since the giant helpers are in black, you will have to look carefully at each word to find the giant helper.

“Look at the first column of words. Find all words whose helpers have an **ă** in them. Who is ready to say the words?” Study the remaining columns to find all the **ă** words, then call on a child to say them. Then, have the class look for the **ě**, words (**ĩ, ō, ũ** words) and call on children to say them.

“now, let’s look for words that have **sh** in them. (Write **sh** on the board.) Look for all the words that have **k three (ck₃)** in them (write **ck** on the board). Find all words that end in an ng sound.” The word in each row or column may be read in the sequence in which they appear.

Following this, you may have the children copy a number of designated words and box the helper in each. Also you may dictate the words and have the children write the words in the correct **a, e, i, o, or u** columns.

Page 58 (30)

AUDITORY DISCRIMINATION

Write the blends with **k** sound (**c** and **k**) – **ca, ke, ki, co, cu** – on the board. Point to these blends and say, “Here is a family of helpers you know. Let us say them. (If necessary, review the rules governing the use of **c₁** and **k₁** This is the only family of helpers (point to them) that begins with a sound for which we use two symbols. We are going to join **s** (write **s** to the left of and in line with **ki** blend) with each of these **k** helpers. Remember, **s** will make a sound only while it is leaping, and when the pointer reaches one of these **k** helpers, we say the helper.” Have the class blend **s** with **că, kă, kī, kě, cō, cŭ** saying, “**sca, ske, ski, sco, scu**” as you move the pointer from **s** to each **k** blend. Then, individuals may be called on to blend, with you are a child moving the pointer from **s** to each **k** blend. Following this, say, “I am going to write the **s** giant helpers you made. (Write **sca, ske, ski, sco, scu** to the right of the **k** blends and say each as you write it. Erase the **s** and **k** blends.) Let us say these new giant helpers as I point to them.” Next say one of these blends and call on a child to say, “I hear... (the blend),” go to the board, move pointer under the correct blend, and say, “This is (the blend).” Continue in this way, teaching the blending of **s** with **m, n, p, t, and w** blends.

Page 59-61 (31-32)

WORD STUDY

The children should now be prepared to say the helpers without the keys, and also to add the final consonants. Have the children climb the ladder of giant helpers first. Then, ask for words on different rungs. Where only a helper (with a dash after it) is shown to the right, explain that there are no words which could be shown on the ladder.

Ask the children to read the words under the ladder. Stress similarities and differences. Ask different children to say the helpers in each pair of words. Ask the children to use the words in sentences. If necessary, supply the meaning of any word they do not know.

Page 62 (33) Review

WORD REVIEW

At the top of the page is a review of words that begin with giant helpers, including all giant helpers taught from pages 55-61 of the text.

Ask the children to read the words from left to right. Then ask them to find the words in each column whose giant helper has an ä vowel (ě, ě, ō, ů).

STORY - page 62 (33)

Test the children to see if these words are part of their known sight vocabulary: **myself** (**my** has been reviewed a number of times and **self** is phonetic; point out that this is a compound word – one made up of two little words), **down**, **fly**, **to**. Review **trees** and **houses** as sight words (**tree** and **house** have been previously taught as sight words). Teach these new sight words: **by**, **suddenly**, **go**, **begins**, **snow**. Write each word on the board and have children read it (review any similar words taught – such as **my**, **fly**, and **sky**, with **by**). Then, have the story read. Ask the children to read the story again to find words that begin with giant helpers.

Long Vowel Sounds

INTRODUCTION

Write **a, e, i, o,** and **u** on the board. Ask, "To what family do these letters belong? (The vowel family.) Now, say the short sound of each as I point to the letter (**ă, ě, ĭ, ǫ, ŭ**). Who can say the letter-name for this (point to **a**)? Yes, this is **ā**, and when you say the letter-name you make the long sound of this vowel. Give me the short and long sound of this vowel (**ă – ā**)." Point to the other vowels in the same manner and ask for the letter-name, then the short and long sounds of the vowel. "Now, as I point to each vowel, give me both the short and long sound of that vowel (**ă – ā, ě – ē, ĭ – ī, ǫ – ō, ŭ – ū**).

"I am going to say pairs of words with long and short vowels. You say the word that has the long sound. Remember to wait until I say both pairs."

cane	hat	not	cute	ride
can	hate	note	cut	rid
dime	pet	hide	tub	kite
dim	Pete	hid	tube	kit

Choose five children to go to the board to write these words: **can, pet, hid, not, cut, cap**. Ask children to say the words and say whether the vowel is long or short.

"Now, I will show you now we can make a long vowel of each of these words. We add an **e** at the end of **can** to get **cane** (write **cane** under **can**). Say this word (point to **cane**). What vowel did you hear? No, the **e** is silent. (Have children read both words) Now, when we change **pet** to **Pete**, we have to make a capital **P** because this is a boy's name (write **Pete** under **pet**). Say this word (Point to **Pete**). Which vowel did you hear? (The first **e**). Did you hear the final **e** in the word? (Follow this procedure with **hide, note, cute, and cape**.)

"All these words have one sounded vowel and one silent vowel. What is the silent vowel in each? Yes, it is **e**. So we can make this rule: If a word has two vowels and the second one is a final **e**, then the first vowel is usually long and the final **e** is silent Now repeat the rule after me (say the rule with children).

"Let's see how well you know the rule." (Send some children to the board and dictate these words for them to write: **cake, game, nine, five, lake, cone, woke, joke, paste, chase, cube, gave**.) "Can you find a short vowel word in any of these? No. Let's read the words and say which vowel is long. Does our rule still apply to these words? (If considered necessary, ask the children to give the rule.)

Now, write the three **k** symbols (**c₁**, **k₂**, and **ck₃**) and a column of vowels on the board. Point to **c₁** and ask, “When do we use **k one**?” Prompt the class if necessary, “In **că**, **cǒ**, and **cũ**, we use **k one** (**c₁**). (Write **ca**, **co**, **cu** on board.) Now that we know the long sound of each vowel, I want you to include the long vowel sounds and say, “In **că** – **cā**, **cǒ** – **cō**, **cũ** – **cū**, we use a **k one** (**c₁**).”

“When do we use **k two** (point to **k₂**)? Yes, in **kě** and **kĩ** we use a **k two** (**k₂**).

“Tell me again when we use **k one** and **k two**. Now, can you tell me when we use this point to (**ck₃**)?” Prompt the children, if necessary, as follows: “After **ă**, **ĩ**, **ǒ**, an **ũ**, we use a **k three** (**ck₃**) and **k three** is usually found at the end of a word. After the long vowels, **ā**, **ē**, **ī**, **ō**, and **u**, we must use a **k two** (point to **k₂** on the board).”

Write the vowels on the board, and then under each write a short vowel word ending in **ck**, like this:

a	e	i	o	u
back	neck	lick	pock	duck

“Children, say these words as I point to each. Do you know what the word ‘pock’ means? It means “a spot on the skin.” Now, who can give me a “twin” word for **back**? (When the word **bake** is given, write just the blend **ba** and stop). I cannot use **k three** (**ck₃**), after a long vowel, **k three** is used after a short vowel, as in **back**. A **k two** (**k₂**) is used after a long vowel, and then the words must end in a silent **e** (write **k** and **e** after **ba** blend.)” Write **bake** under **back** and have children supply, in a similar manner, the companion long vowel words for **lick**, **pock**, and **duck**.

Then, have the class repeat the rules for the use of **c₁**, **k₂**, **ck₃**. Prompt, if necessary, by saying; “In **că** – **cā**, in **cǒ** – **cō**, and in **cũ** – **cū**, we use a **k one** (**c₁**). In **kě** – **kē** and in **kĩ** – **kī**, we use a **k two** (**k₂**). After **ā**, **ē**, **ī**, **ō**, and **ū** we use a **k two** (**k₂**). After **ă**, **ě**, **ĩ**, **ǒ**, and **ũ** we use **k three** (**ck₃**), and **k three** is usually found at the end of a word.

In giving these rules, use the same wording each time. For reinforcement, these rules should be repeated several times a day for at least a week, and then repeated occasionally. As each rule is given, words showing the application of the rule should be written on the board. These words illustrate the rules.

1. In **că** – **cā** a **k one** (**c₁**) is used, as in **can** – **cane**.
 In **cǒ** – **cū** a **k one** (**c₁**) is used, as in **cod** – **code**.
 In **cũ** – **cū**, a **k one** (**c₁**) is used, as in **cut** – **cute**.
2. In **kě** – **kē** a **k two** (**k₂**) is used as in **keg**. (*Note:* There is no example of a **kē** word that may be used.
3. In **kĩ** – **kī** a **k two** (**k₂**) is used as in **bake**, **like**, **poke**, **duke**. (*Note:* No example for **ē** can be given
4. After **ă**, **ě**, **ĩ**, **ǒ**, **ũ**, a **k three** (**ck₃**) is used, as in **black**, **neck**, **lick**, **sock**, **duck**.

Page 63 (34) – Long “a” Words

Have the children open their books to page 63 (34). “Look at the first row of paired words. In each pair of words, the first word does not end in **e**. What will the vowel say? Yes, the first word in each pair will have an **ā** vowel. The second word in each pair ends in an **e**, which is printed in red. What will the vowel in each word say? Yes, the second word in each pair will have an **ā** vowel. Is the second vowel, or final **e**, sounded? (No, the final **e** is silent) Let us say each pair.” After the class has pronounced each pair, individuals may be called on to say a pair (or all pairs in the row). Call attention to the last pair in the first row: “Why is **k three (ck₃)** used in used in back? Why is **k two (k₂)** used in bake?” Whenever a pair of words ends in **ck₃** and **k₂** (and **e**), ask why each of these **k** symbols is correct. Have the class study rows 2, 3, and 4 in the same manner as suggested for row 1.

In the net group of words, the words are grouped in threes. All vowels in the words are long. Say, “Look at the words grouped in threes. Do you see any words without an **e** at the end? All the words grouped in threes have a silent **e**. What sound will the vowels make? Yes, all the vowels **ā**. We see no **ā** words. Let us say the first group of three words.” After all groups of three words are pronounced by the class, individuals may be called on to say a group of three words.

“Now, what words do we see in the last line on this page? (As children have had most of these as sight words, they should be able to read them.) In these short words for **e** is not silent; it makes an **ē** sound. Every word must have at least one vowel that is heard. So, when we see a word in which **e** is the only vowel and we see it at the end of the word, it will have the **ē** sound.” Have the children read the words, then give a sentence using each.

Page 64 (35) – Long “i” Words

Follow the directions for page 53 (35), long **a** above. Point out the vowel differences in **k₂** and **ck₃** words and review the rules as to when each is used.

Page 65 (36) – Long “o” and “u” Words

Follow the directions for page 53 (35), long **a** above. Point out the vowel differences in **k₂** and **ck₃** words and review the rules as to when each is used.

Page 66 (37) – Other Long Vowel Words

Have the children open their books to page 66 (37). Direct their attention to the vowels the clown is juggling. Say, “Give me the short sound of each vowel. Now give me the long sound.

“Look at the words in the first column. Do these words end with an **e**? (Yes.) Will the vowels in these words make their short sounds, **ă, ě, ĭ, ō, ŭ**, or their long sounds, **ā, ē, ī, ō, ū**?

“Now study the first column and find every word with this vowel (write **a** on the board). What will this vowel say? Who is ready to pronounce all the words with **ā** in them?”

Have the children study the remaining columns in this manner. Then, have each column studied to find all the **ē, ī, ō, and ū** words.

Ask which words in each column end in **k**, and silent **e**. Have the children find the giant helper words in each column. Have individuals pronounce the words from left to right, without regard to any particular phonetic element.

You may dictate words from the list on page 66 (39) to the children. The words may be written on the board, first write the vowels across the board, separating each by a vertical line. If the words are to be written on paper, the paper should be divided into five columns and the vowels should head each column. Say, “I am going to dictate words that have a long vowel sound. What do all these long vowel words have at the end? (If necessary, review the rule.) What **k** symbol follows **ā, ē, ī, ō, ū**? Listen for the vowels in the words I dictate so that you will know in which vowel column to write a word.” If the words are written on the board, ask the children to slide his finger under the word he has written and say it.

Page 67 (38) – Review

This is a good test for vowel discrimination. Write the vowels on the board and say, “Children, please give me the short sound of the vowels.” (Point to each as the sound is given.) then say, “Please give the long sound of these vowels.” (Point to each as the sounds are given.) Finally, “Please give the short and long sound of the vowels.”

Have the children open their books to page 67 (38). In the upper grouping of words there is one consonant before the vowel. In the lower grouping of words there are two consonants before the vowel.

“Look at the first row of words. Where do you see the long vowel word in the first pair of words? Where do you see it in the second pair (third, fourth pairs)? Let us say the vowels in the first pair of words (**ō – ō**). Now, say the words (**rod-rode**)” Have the class study and pronounce the words in the next five rows in the same manner. After the class has studied and pronounced each row, individuals may be called upon to say a row of paired words. The object of these word-pronunciation drills is to promote rapidity of word recognition, thereby contributing to child’s efficiency in reading.

Call attention to the fact that in the last two rows of paired words the words begin with giant helpers. Have the children pronounce the giant helpers (**smō – smō**) and then pair the words (**smoke – smock**).

Page 68 (39) – Unphonetic Words

There are about 145 words – such as **cold**, **find**, **piece**, and **bread** – which are unphonetic because the vowels are not what we would expect them to be in words. In such words as **cold** and **find** the vowels are long, whereas we would expect them to be short. (In such words as **piece** we would expect the vowel digraphs to have the long **i** sound, whereas it has the long **e** sound. In **bread** we would expect the vowel digraph to have a long **e** sound, whereas it has a short **e**.

The words on page 68 (39) can be very easily mastered by teaching them through analogy.

Say, “You might expect every word with a long vowel sound to end in a silent **e**. However, this is not true. Some words with a long **o** or **i** sound do not end in a silent **e**.” Call on individuals to say each pair of words on page 68 (39); then, have children read different rows. Dictate the words and have children write them at the board or on paper.

If a child when reading in context, fails to remember that a word has a long vowel sound, remind him that it belongs to a special group of words in which the vowel is long. Or, let the child try to both sounds to discover for himself which one makes a word he knows and makes sense. It is well to accept two trials in oral work.

Page 69 (40)

On this page appears the third set of two consonant before the vowel. This should be easy for the children because of the former drills. There are thirty-five blends of two consonants before the vowels in which **r** precedes the vowels.

Have the children say the pairs of helpers in the columns headed by **a**, **e**, **i**, **o**, and **u**. All vowels should be given the short sound, for example, “**ră**, **bră**,” etc.

Drill on the blends on this page until the children can say them smoothly in one breath. This is an important lesson, as these giant helpers unlock a great number of words.

Page 70-72 (41-42)

The children should now be prepared to say these helpers without the key and to add final consonants. Have the children climb the ladders first on each page; ask the children for words on different steps. Then, have children read the words under the ladders. Ask for the meaning of words; supply the meaning whenever necessary.

Page 73 (43)

The top part of the page consists of a review of the words on the pages 70-72 (41-42) of the text. Ask children to read the words from left to right, to find the words with **ǎ** (as well as **ě, ě, or ō, ů**) in the columns. Dictate some of these words for children to write on the board or on paper.

In the lower grouping of words, the blends (on pages 70-72, 41-42) are used with long vowels. In the first two rows, the first word of each pair begins with one consonant before the vowel and the second with two consonants before the vowel. All words in the last two rows begin with two consonants before the vowel.

Ask the children to read the pairs of words; point out differences of form in the words. These words may also be dictated after the children show sufficient skill in reading them.

Two-Syllable Words

Introduction

Write **milk**, **man**, **rob**, **in**, **cup**, and **cake** on the board in this way.

milk	man
rob	in
cup	cake

Ask the children to read the words. Say, “Now, I am going to show you now we can make longer words of each of these. (Add **milkman**, **robin**, **cupcake** on the board in this way.)

milk	man	milkman
rob	in	robin
cup	cake	cupcake

“Can you read these words? Each longer word is made up of two little words, isn’t it? Now, listen as I say the words I one breath. Now I will say the longer words (say **milkman**, **robin**, **cupcake**). Did I say the words in one breath or in two? Yes, I said each longer word in two breaths. Each longer word has two parts, or *syllables*. This is an important word to remember. Say it with me, *syllable*. *A syllable is a word or a group of letters that together make one sound.* It will help you to remember that there is a sounded vowel in a syllable. So if you count the vowels that are sounded in a word, you know how many syllables that a words has. What is the first syllable in **milkman**? What is the sounded vowel in that syllables? What is the second syllable in milkman? What is the sounded vowel in the second syllable? How many sounded vowels are there in **cupcake**? How many syllables?

“Now, we know that a word alone, such as man, is a syllable because we can say the letters together to make one sound. Now, look at this word (write **basket** on the board). Who can read the word? Does **basket** have one or two syllables? What is the sounded vowel in the first syllable? The second syllable? Who can draw a line between the syllables of **basket**? Does either syllable in **basket** make a word by itself? No, so we know that a syllable can be any letters that together make a sound; or a syllable can be a word.

“I will say some words. If a word I say has one syllable, say ‘one.’ If a word I say has two syllables, say ‘two.’”

Bedtime	pancake	funny	doctor
nickname	bathrobe	pitch	dentist
grand	drink	pretty	catch
itself	crutch	jumping	baby

Page 74-75 (44-45) – “ing” Syllable

AUDITORY DISCRIMINATION

“What was the second syllable you heard in **jumping**? Yes, it is **ing** (use sound).

“I want you to close our eyes and listen carefully to the pairs of words I am going to say. One word in each pair will have an **ing** ending I want you to tap once if a word has one syllable and tap twice if a word has two syllables.” (Say, the two-syllable words with a slight pause between syllables. The slash mark indicates a pause in each word.)

Say these words, always giving the two-syllable word second to develop auditory discrimination of two-syllable words:

run	get	stop	cut
run/ning	get/ting	stop/ping	cut/ting
sit	plan	let	shut
sit/ting	plan/ning	let/ting	shut/ting

Words on pages 74-75 (44-45) of the textbook may be used to develop auditory discrimination between one- and two-syllable words.

VISUAL DISCRIMINATION

“Open your books to page 74 (44), children. The clown at the top of the page is standing in two boxes. What word is in the box on the left? (**run**) What do you see the clown putting in between the word **run** and the ending? Yes, it is another **n**. (Write **run** on the board.) Is **run** a short or long vowel word? How many consonants follow the short vowel? Yes, the word **run** (circle **n**) has only one consonant after the vowel. **Run** is called a base word. And do you know why? Because other endings, such as **ing**, can be added to it. (Write “**base word**” on the board and stress that this is an important idea to remember.) Again, what kind of vowel do we have in **run**? How many consonants come after the short vowel? The clown in the book is showing us an easy way to remember this important spelling rule. When a base word, such as **run**, has only one consonant after the short vowel, then we have to add a second **n**, or we can say we double the **n**, before we add **ing**. Now, say the rule after me: “When a word with a short vowel ends in one consonant, we must double the final consonant before adding **ing**.””

Ask different children to write one-syllable words – such as **get, let, sit, cut** – on the board. Ask them to say, “The word is **get** (or **let**, etc.), the vowel is short and there is one consonant after the short vowel.” Then have other children go to the board and add **ing**. (You may choose one child to play clown. The clown could ask each child at the board, “What must you do before adding **ing**?”)

“Now, let us read the words on page 74 (44).” Have different children read each pair and tell what consonant was doubled before **ing** was added. Then, have the children read the words in the upper part of page 75.

Dictate some of these words and have children write at the board or on paper. Again, review the doubling of the final consonant when a word with a short vowel ends in a single consonant.

“Now, children, who can read the first pair of words in the bottom part of the page? (**jump – jumping**) Is **jump** a short vowel word. How many consonants follow the short vowel in jump? Yes, there are two (write **jump** on board and circle **mp**). How many consonants are there after the vowel in this word (write **catch** on board). Yes, there are three (circle **tch** in **catch**). Now, look again at **jumping** in our book. Was anything added to the word **jump** before **ing** was added? No. Now, look at the next pair of words. Who can read them? Was anything added to **help** before **ing** was added? No. so, we can make this rule: When a word ends in two or three consonants, we add an **ing** right to the word. Say the rule after me “When a word ends in two or three consonants, we add an **ing** right to the word.’

“Now, let us read the words at the bottom of page 75 (45).” Have different children read each pair of words. Stop after every five or six pairs of words and ask, “How many consonants does this word have at the end? Can you tell me the rule for adding **ing** to such words?”

You may wish to dictate the words at the bottom of page 75(45) and have children write the words at the board or on paper.

Page 76 (46)

“Children open your books to page 76 (46). What is the first word at the top of the page at the left? Yes, the word is **hide**. What kind of vowel does it have? Yes, it has a long **i**. Why? Yes, because it ends in a silent **e**. Do you hear the **e**? Who will write hide on the board? How many vowels does it have? How many vowels are spoken? Yes, hide as one spoken vowel so it is a one-syllable word. I will tell you a secret about how long vowel words are changed into two-syllable words: The **e** is dropped before **ing** is added. Now, who can show me what happens when **ing** is added to the base word hide to make it a two-syllable word?”

“So we can make this rule for words that end in silent **e**: The silent **e** must be dropped before adding **ing**.”

“Now, let’s look again at page 76 (46). Here are pairs of one- and two-syllable words in which the first vowels are long. Look at the first pair of words. What do you use in the first word that tells us the vowel is long? In the second word, the **e** is not there. Do you know how you can tell that the vowel is long in hiding?” (When one consonant follows the first vowel in a two-syllable word, the vowel says, “I am long.”)

Ask the children to say a row of pairs of words at the top of page 76 (46). Then call on children to say a row of paired words. The words ending in **k₂**, and final **e** may be singled out by asking why **k₂**, is correct in these words.

Dictate some of the pairs of words and have children write them at the board or on paper.

The bottom of page 76 (top of 47) is a review of two-syllable words.

“Count the vowels in **grazing** to find out how many syllables it has. There will be as many syllables as there are spoken vowels. Yes, there are two vowels. Put your finger under the first vowel. Now, count the consonants between the vowels to find out if this vowel will be short or long. Yes, there’s only one consonant. What does the first vowel whisper in this two-syllable if it’s followed by one consonant? Yes, it whispers, ‘I am long.’ The long sound is (**ā**). Let us say the word.

“Look at the second word, **dress**. Count the vowels to find out how many syllables it has. Yes, there are two vowels, so this word has two syllables. Put your finger under the first vowel and count the consonants between the vowels to find out if this vowel is short or long. Yes, there are two like consonants. What does the first vowel whisper when it is followed by two like consonants? Yes, it whispers, ‘I am short.’ The short sound is (**ĕ**). Now, who can say the word?

Study the remaining word in the same manner. After all the words have been studied and pronounced, individuals may be called on to pronounce a row, or a column, of words.

Ask the children to find the words in the first column in which the final consonant was doubled. (There are none.) Ask in which words **ing** was added directly to the word. Then, ask in which the final **e** was dropped before **ing** was added. (Words which have one consonant between the vowels are the ones in which **e** was dropped.) Finally, you might ask the children to go through these words and give the base word for each.

Vowel Digraphs, Diphthongs, and Silent Letters

Page 77 (48) – Vowels Modified by r

About ten per cent of all phonetic syllables contain vowels modified by **r**, creating the murmuring diphthongs, or modified vowels – **ar, er, ir, or, ur**. Three of these modified vowels – **er, ir, ur** – have the same sound, the sound of **ur**, as in **hurt**. **Ar** has the sound of **ar** in **farm**. **Or** has the sound of **or** in **for**. The modified vowels represent three of the 44 elementary sounds (with **er, ir,** and **ur** representing only one sound.)

These modified vowels will be taught at this time because of the value of **er** in forming two-syllable words.

Write the vowels across the board and say, “Here is the vowel family. We know that each vowel has two sounds – a short sound and a long sound. As I point to each vowel, I want you to give me the two sounds each vowel can make – give me the short sound first and the long sound second.”
(**ă – ā, ě – ē, ĭ – ī, ǒ – ō, ŭ – ū**)

Now, point to the five vowels and say, “These vowels can make a third sound. Today I am going to show you the letter that helps each vowel make a third sound. This letter (add **r** after each vowel – **ar, er, ir, or, ur**) after each vowel helps the vowel to make an entirely new sound, which is neither short nor long. Listen to the new sound each vowel makes now that the letter **r** has been added. (Say **ar**, as in **farm**, **er** as in **her**; **ir**, as in **sir**; **or**, as in **for**; **ur**, as in **burn**.) This time you say the new vowel sounds with me (point to each as you and the class say the sounds). These new sounds – are, **er, ir, or,** and **ur** – have a new family name. They are called *modified vowels*. (have the class repeat the expression ‘modified vowels’ as you point to **ar, er, ir, or,** and **ur**.) *Modified* means *changed*. The letter **r** that we added after each vowel modifies, or changes, the vowel sound so that it is neither short nor long. When we see an **r** after a vowel, the vowel will not get a long or short sound. It will usually get a *modified* vowel sound.

“These here modified vowels (circle **er, ir, ur**) make the same sound – they each say **ur**. We will number this (point to **er** and write a sub one after it, **er₁**) **ur one**. We will remember this (point to **ir** and write a sub two after it, **ir₂**) **ur two**. And we will number this (Point to **ur** and write a sub three after it, **ur₃**) **ur three**.

“The modified vowel **ar** (point to it) and **or** (point to it) need no numbers. There is only one sound for each.

“Since these point to (**er₁, ir₂, ur₃**) make the same sound, I am going to put them next to each other in this way (regrouping the modified vowels to this arrangement: **ar, or, er₁, ir₂, ur₃**). Let’s say these modified vowels.

Write a row of vowels, just above the modified vowels. “Now, let us say the long and short sound for each vowel and then the modifies vowel sound for that vowel, in this way – **ă – ā – ar, ǒ – ō – or,** etc. Now, you may say them, children, as I point to each.

“Now open your books to page 77 (48) What modified vowel do you see at the top of the page? Yes, it is **ar**. The two rows of paired words under the are heading have an (sound) **ar** modified vowel. Study the first pair of words. Indicate which words you wish to be used in sentences.

Add the rule for the use of **k₂** after modified vowels as soon as the first word ending in **k** is read. Also, point up the words that end in **k** by asking a question of making a comment, such as, “How does this word end?” or “Here’s another word in which **k₂** follows a modified vowel.”

“Children, what modified vowel do you see in the middle of page 77 (48)? Yes, it is **or**. He two rows of paired words under this heading have the or modified vowel. Study the first pair of words. Who is ready to say them? Can you use these words in a sentence?” Do this with the remaining pairs of words.

“Now, children, look at the next heading on page 77 (48). What modified vowels do you see? Yes, they are the three **ur**’s – **ur one (er₁)**, **ur two (ir₂)**, and **ur three (ur₃)**. The first column has **ur one (er₁)** words. The second column has **ur two (ir₂)** words, and the third column has **ur three (ur₃)** words. Study the first two words in the first column. Who is ready to say them? Study the next two words. What are they? Study the last three words. Who is ready to say them? Let us say the first column of word together. Can you give me a sentence using the work ‘jerk’?” (Select other words from the first column to be used in sentences.)

Study the columns of words headed by **ir** and **ur** in the same way as suggested in the first column.

Chalkboard Work

Ask five children to go to the board and assign each child a different modified vowel – **ar**, **or**, **er**, **ir**, **ur**. Dictate words from page 77 (48) in irregular order and ask each child to write the words on the board which have his assigned modified vowel sound.

Page 78 (49) – Story – “ar”

Review these sight words: **are** and **have**. Test the children to see if these words are part of their known sight vocabulary: **my**, **do**, and **to**. Teach these new sight words: **little**, **long**, **even**, **where**, **past**, **all**, and **they**. Then, have the story read.

You may wish to ask children to find the words are in them (**are**, **cars**, **carting**, **market**, **farm**, **barn**, **start**, **part**). Also ask the children to find the two-syllable words (**little**, **market**, **carting**, **sometimes**).

Page 79 (49) – Story – “or”

Review **down** as a sight word and test to see if **what** and **fly** are part of the known sight vocabulary. Teach **one, along**, (review **long**), **saw, good, toot (tooted), road** as new sight words. Then, have the story read.

Ask the children which words have **or** in them (**morning, horse, Nora, porch, horse’s, North, short, honor, snort, tore, sport**). Ask the children to find the words with an **ing** syllable (**morning, jogging**).

Page 80 (49) – Story – “er,” “ir,” and “ur”

Review **come** and **asked**. Teach these new sight words: **hair hour, pretty, girl, party**. Then, have the story read.

Ask the children to find the **er** words (**her, sister, jerk, Bret**), and **ir** words (**third, birthday, stir, girl**), and the **ur** words (**curling, turn, curl, purse**).

Page 81 (50) “-er”

At the top of page 81 (50) is a mixed practice exercise. Ask children to study each word, say the modified vowel in it, and then say the word. Then, the children may look in the first column for words with **ar** (then **ir, or, ur**). Point out that in **pork, mark, park, bark, dark** the **k₂** follows the modified vowel sound in each of these words. If necessary, review the rules as to when **k₂** and **ck₃** are used.

“Now, look at the group of words on the middle of page 81 (50). The first word is **sit**. Is the vowel short or long? How can you tell it is a short vowel word? (Because it does not end in a silent **e**).

“Look at the word under **sit**. How many vowels does this word have? Yes, there are two vowels. How many syllables does this word have? Yes, it has two, and each has a spoken vowel.

“How many consonants are there between the vowels in the two-syllable word? Are they like or unlike? What does the first vowel whisper when two like consonants follow it? Yes, the vowel whispers, ‘I am short.’ Now, say the word.

“This word ends with an **ur one (er₁)**. An **ur one** at the end of a base word shows a person who can do a thing which can do what the base word says. What do you think **ur one (r₁)** in **sitter** means? (One who sits.) As you can see in these words, the most useful of the three **ur’s** is in forming two-syllable words is **ur one (r₁)**.”

Study the middle group of words on page 85 (50) in this manner (**sit – sitter, through dip – dipper**). In each case the **er** ending means “one who” or “that which.”

You may wish to dictate some of these words and have children write them at the board on paper.

Have the children read the third group of words, beginning with **help** – **helper**. Ask whether **help** has a long or short vowel. How many consonants are there between the vowels? Point out that **er** has been added directly to the word. Ask the children if they can remember why. (if a base word ends in two or three consonants, the **er** is added directly to the word.

Ask the children to read the pairs of words. You may wish to dictate some of these words and have children write them at the board. Finally, review the two ways **er** is added: (1) directly to the word; or (2) doubling the final consonant before adding.

Page 82 (51) “-er” “-ing”

“Children, open your books to page 82 (51). Read the first word on the left side of the page. Yes, the word is **ride**. What kind of vowel does it have? Yes, it has a long **i**. Do you hear the **e** at the end of the word? Who will write **ride** on the board? How many vowels does it have? How many vowels are spoken? Yes, **ride** has one spoken vowel, so it is a one-syllable word.

“Now, look at the word under **ride** on page 82. Does this word have an **e** in it? Yes, instead of adding **er**, only **r** was added to **ride**. The **e** stayed because it helps to make **er**. Therefore, we can make this rule: To words that end in a **silent e**, we simply add **r**.

Have the children read the first three rows of words (through **time** – **timer**). Then, dictate the words, asking the children to draw a line under the sounded vowels in the two-syllable words.

In the next three rows of words (middle group on page 82, 51) the **er** is added to how comparison. Explain this to the children. Ask them to read the words in pairs. Then, ask them to find the words in which the final consonant was doubled before **er** was added. Ask in which words only **r** was added.

The third group of words (**summer** through **mister**) includes words with **er** in the second syllable but have no base word. Explain this to the children. Review meanings of **er** endings (1) meaning person or thing connected with the base word; (2) to show comparison. Point out that these words are neither related to the base word nor do they show comparison. Have the children read the words.

Dictate the words for children to write at the board or on paper. Ask children to use the words in sentences.

In the final group on page 82 (51), words are grouped in pairs for vowel discrimination and review. Ask, “What does the first vowel whisper when two consonants follow it? Yes, the vowel whispers, ‘I am short.’ What does the first vowel whisper when only one consonant follows it? Yes, it whispers, ‘I am long.’”

Have the children read the words in the final group on page 82 (51). Then, ask the children to use some of the words in sentences. You may wish to dictate the words and have children write them on board or on paper.

If necessary, review the rules about adding **ing** and **er** to words that end in one consonant, in two or three consonants, and silent **e**.

Page 83 (51) – “ai” and “ay”

AUDITORY DISCRIMINATION

Write **make** on the board and ask the children what sound the first vowel has, and why. Call upon some child to strike out the silent **e** (final **e**).

Then, say, “Today we’re going to learn that there are other spellings for the long **a** sound. The letter **a** (write **a** on the board) can have a silent partner, **i** (write **i** after **a**). It can also have **y** as a silent partner (write **ay** on the board). Now, who can go to the board and draw a line through the silent partner in each? Because both of these make the same sound, **ā**, we shall number this one (point to **ai** and write a sub one, **ai₁**), **ā one (ai₁)**. This one (point to say and write sub two, **ay₂**) we shall number **ā two (ay₂)**. We call them vowel digraphs. A vowel digraph is like a consonant digraph, only it is made up of two vowel that make one sound. The first sound usually makes a long **a** sound and the second is the silent partner.

“Where does **ā one (ai₁)** come in the word **rain**? (Write **rain** on the board.) Yes, **ā one (ai₁)** comes in the middle of the word. Where does **ā two (ay₂)** come in the word **play**? (Write **play** on board.) Yes, it comes at the end of a word. Now, I am going to give you a rule that will help you know whether **ā one (ai₁)** or **ā two (ay₂)** is used on a one-syllable words: In a one-syllable word **ā two (ay₂)** can come at the end of a word but **ā one (ai₁)** cannot.” (As you explain this, draw a line under **ay** in **play**.)

VISUAL DISCRIMINATION

“Children, open your books to page 83 (52). What vowel digraph is printed at the top of the page? What do these letters say? Which letter is silent?”

“Now, let us read the pairs of words.” Call on different children to read a pair. Ask the children to give sentences using the words that you indicate. Define the meanings of words where necessary.

“What vowel digraph is printed in the middle of the page? What does it say? What letter is silent?”

“Who can read the first pair of words? Have all pairs of words read in this manner: Ask, “Which words begin with a capital?””

Have the group of words at the bottom of the page read. Ask which words in column one have an **ā one (ai₁)** words; which have an **ā two (ay₂)**

When all the words on the page have been studied, send two children to the board: Have four children go to the board: The first child is to write **ā one (ai₁)** words of one syllable, the second **ā one (ai₁)** words of two syllables, the third **ā two (ay₂)** words of one syllable, and the fourth **ā two (ay₂)** words of two syllables. Dictate the following:

playing	swaying	praying	staying
trail	grain	painting	pray
play	stay	nail	satin
sailing	train	player	tray
trailer	trainer	hay	training

Page 84 (53) - Story

Discuss the picture before reading the story. Review these sight words: **one, long, have, pretty, down.** Teach these new sight words: **ago, away, head, Christmas, look, want, walk.** Then, have the story read.

Ask the children to find **ai** words (**milkmaid, pail**) (*Note: Be sure to stress that **ai** in **said** has an ě sound.*) Ask the children to find the **ay** words (**day, away, maybe, lay, say**) You may wish to ask which words show more than one (**plans, chickens, eggs, hundred**); which words begin with giant helpers (**plans, pretty, dress**). (*Note: **She, shall,** and **chickens**, of course, do not begin with a giant helper and this should be pointed out if a child indicates these as giant helper words.*)

Page 85 (54) – “ee” and “ea”

AUDITORY DISCRIMINATION

Write **make** on the board and ask the children what sound the first vowel has, and why. Call upon some child to strike out the silent **e** (final **e**).

Write **Pete** and **he** on the board. “How do we know the first **e** is long in this word (point to **Pete**)? (Because the final **e** makes it a long sound.) How do we know the **e** is long in this word (point to **he**)? (Because **e** is the only vowel in a one-syllable word and is at the end of the word.)

“Now, we’ve learned that a can have silent partners. The long **e** (write **e** on the board) can also be made by two silent partners. The first silent partner is another **e** (write second **e** after **e**). Or **e** can have an **a** as a silent partner (write **ea** on the board.) (*Note: The digraph **ea** sometimes has the sound of short **e**, as in **head**, which was taught as a sight word in the story on page 84. If children should remember this, point out that the ě sound for an **ea** does occur in a few words; however, in most words **ea** has the sound of long **e**.)*

“Because both of these have the same sound, ě, we shall number this ě **one** (**ee**₁) and this ě **two** (**ea**₂).”

VISUAL DISCRIMINATION

“Children open your books to page 85 (54). What vowel digraph is printed in red at the top of this page? What does it say? Which letter is silent?”

“Now, let us read the pairs of words.” Call on different children to read each pair. Then, dictate some of the words and have children write them on the board or on paper. Particularly stress **see, sleep, keep, sheep, tree**.

“What vowel digraph is printed in red in the bottom part of the page? What does it say? Which letter is silent?”

“Study the first pair of words. Who can read them? Have the children study and read the words. Ask which words begin with giant helpers, and which end with a **ch** sound. Check on meanings of words by asking children to use specific words in sentences.

It is suggested that, for spelling purposes, you stress these words in dictation and writing practice: **eat, fee, keep, read, sleep, see, sheep, tree**. You might include the foregoing words with **he, be, she, me, we**, in a dictation exercise.

Page 86 (55) – Story: ee

The words **what, know, and do** are probably now part of the known sight vocabulary; you may wish to test children on these. Teach these sight words: **Hare, Alice, replied, might, Dormouse**. Then, have the story read.

Have the children read the story again to find the **ee** words (**see, seemed, sleep**), and the **ea** words (**mean, least, eat, breathe**)

Page 87 (55) – “ie” and “y”

Review the ways the long **i** sound is made – with silent **e** at the end of a word with two vowels, as in **like**, and with a **y** at the end of a word such as **my**. Explain that when **y** starts a word is a consonant, but when it is in any other position than at the beginning it is a vowel.

“There is another way (write **e** after **i**). When you see **e** after an **i**, this means that the vowels work together and they usually give the long **i** sound. What letter is silent in this (point to **ie**)?”

“Because (write **ie** and **y** and then point to them) these make the same sound of long **i**, we will number this (point to **ie** and number sub one, **ie₁**) **i one** and this (point to **y** and number sub two, **y₂**) **i two**.”

“Now, let’s read the words under **i one (ie₁)**, on page 87 (55).” After the children have read the words, ask, “Does **i one** come in the middle or at the end of words? Yes, sometimes it comes in the middle and sometimes it come at the end. In how many words does it come at the end? So, we can say that **i one** comes more often in the middle of a word.”

“Let’s read the words under **ī two (y₂)**” After the children have read them, point out that **y** comes at the end of these words. Ask why **k two** was used in **sky**. (Because **k₂** is used before an **ī** or **ī** vowel sound). Ask if there are any words under **ī one (ie₁)** that are related to those under **ī two (y₂)** (**cries, dries, tries, fries, and cried, dried, tried, fried**). Point out that **ī one** and **ī two** can be exchanged for each other in different forms of some words. It will help the children to remember that whether a base word ends in **ī one (ie₁)** or **ī two (y₂)**, the word always has an **ī one (ie₁)** or **ī two (y₂)**, the words always has **ī one (ie₁)** when **s** or **d** is added. It always has **ī two (y₂)** when **ing** is added.

Page 87 (55) – “oa,” “oe,” and “ow”

Review ways long o sound can be made in words such as **hope** and **go**. “The letter **o** can also have silent partners that help to make the long **o** sound. (Write **oa, oe,** and **ow** on the board.) Who can tell what the silent partner is in each of these?” Now, because these three (point to each) make the same sound, **ō**, we shall number them as we have done to **oa** and write a sub one, **oa₁**) we shall number **ō one (oa₁)**. This (point to **oa** and write a sub two, **oe₂**) we shall number **ō two (oe₂)**. And this (point two and write a sub three, **ow₃**) we shall number **ō three (ow₃)**. These are **ō** digraphs.

“Let’s look at the words under **ō one (oa₁)** on page 87 (55). Who can repeat the first pair of words? What is the silent letter? What is the silent letter than helps to make the long **o** sound? Have the other pairs of words read.

Then, direct attention to the **ō two (oe₂)** words. Point out that **ō two** is found both in the middle and at the end of words. “Study the first pair of words. Who is ready to pronounce them?” Study the remaining pairs. These **ō two (oe₂)** words are few in number and may be memorized.

We have one more group of word to study and pronounce. Which **ō** digraph is it? Yes, it is the **ō three (ow₃)**. Where do you see **ō three (ow₃)** in the words under the **ō three** digraph? Yes, it is found in the middle or at the end of words.

“It is also found at the beginning of a word – but only a few times. The most important word for us to remember in which **ō three (ow₃)** is found at the beginning is **own** (write on board). Now, study the first column of four words. Who is ready to pronounce them?” Study the remaining columns in the same manner Then, have the children rad the last group of two-syllable words. (Shadow is probably the only word that will give the children difficulty.) If a child pronounces a word incorrectly especially, if he has been taught to look for meaning), he quickly changes to the correct pronunciation.

Page 88 (57) – Story: ie, y

Review **little** and **your** as sight words. Teach **mother, too, I’ll, won’t** and **don’t** as new sight words. Then, have the story read.

Ask the children to find **ī one (ie₁)** words (**pie, die, tries**) and **ī two (y₂)** words (**my, why, cry**). You may also have the children find the **ē two (ea₂)** words (**peach eat**).

Page 88 (57) – Story: oa, oe, ow

Review **asked, looks,** and **pretty** as sight words. (You may wish to test **what** and **do** to determine if they are part of the known sight vocabulary.) Teach **wagon** and **water** as new sight words. Then, have the story read.

Ask the children to find the **ō one (oa₁)** words (**flat, boat, toad, goat, cocoa, throat**), **ō two (oe₂)** words (there are none). And **ō three (ow₃)** words (**show, bowl, yellow, bow**).

Page 90 (58)

In introducing the words on page 90 (58) (**ea** words), explain that one would ordinarily try the long **e** sound for the digraph in these words. When these words are met in reading and fail to make sense when given a long **e** sound, one then should try the short sound. Illustrate this idea by placing a sentence on the board, for example; “The doll’s head is broken.”

Read the sentence giving the **ea** in **head** a long **e** sound; then read it giving **ea** as a short **e** sound. Ask the class which pronunciation of **head** (pointing to **head** on board) sounds right in the sentence. Context will help a child to determine what sound to give the **ea** digraph.

Have the words in the first two rows of page 90 (58) read. Encourage the children to learn these words as exceptions to the rule they have learned (**ea** says **ē**) (Each letter printed in red on page 90 is silent.)

Page 90 (58) thief to priest (ie with the sound of ē)

“There is a small group of words in which **ī one** (write **ie** on the board) does not make a long **i** sound. Instead of the first vowel making a long sound and the second remaining silent, the second is long and the first is silent.” Write words on the chalkboard to illustrate this, such as **chief** and **brief**. Have a children read the **ie** word on page 90 (58). Encourage the children to learn this group of words as exceptions to the rule.

Page 90 (58) way to stop (a with sound of ŭ)

In the words at the bottom of page 90 (58) the first a has the approximate sound of a short u. Review sounds of a in **cat, take, car**. Then, say, “You are now going to learn a fourth sound the letter a can make – that which sounds much like an ŭ. Listen to this word – **away**.”

Write these words on the board: **away, afar, asleep** and **aside**. Circle the first **a** in each and stress that this has almost the same sound as ŭ in **cut**. Stress that this obscure vowel (ə) occurs in a softly spoken, or unaccented, syllable. (The schwa vowel can be taught and referred to as “an upside-down e.”)

Have children read words at the bottom of page 90 (58).

Page 91 (59)

Write the five **k** blends (**ca, ke, ki, co, cu**) on the board and ask the children to give the rules for the use of **k one** (**c₁**) and **k two** (**k₂**), which are:

In **că-cā, cō-cō, cū-cū**, we use **k one** (**c₁**)

In **kě-kē** and **kĩ-kī**, we use a **k two** (**k₂**).

Circle **ke** and **ki** in this way:

ca
ke
ki
co
cu

Explain that sometimes **k one** (**c₁**) replaces **k** in these two helpers but when it does **k one** or (**c**) no longer has the sound of **k**. If **c** is used before **e, i, or y**, it has the sound of **s**. Write the following on the board and number **ci₁** and **cy₂**:

ce _____ **c₁** _____ _____ **ce** _____ **cy**
 cy₂ _____

Point to **ce** _____ and say that this represents the blend **sě-sē** (**ci₁** is **sī** or **sī one** and **cy₂** is **sī** or **sī two**).

Point to _____ **ce** and explain that when this is at the end of a word it represents the sound **s**. Point to _____ **cy** and explain that when this is at the end of a word, it says **sī**.

Write a word or words under the above spelling variants and have the children pronounce these, for example:

ce _____ **c₁** _____ _____ **ce** _____ **cy**
 cy₂ _____
cent cylinder face fancy
 cyclone mince

Under _____ **ce**, say that when **ce** directly follows a vowel, the vowel is long; when **ce** follows the letter **n**, as it does in **mince**, the vowel is short.

You may then decide to dictate one-syllable words (later two-syllable words) to the children and have them write the word in the proper columns.

Help the children to make the following generalizations:

- (1) **ce** _____ at the beginning of a word says **sē** or **sē** but says only **s** at the end of a word; **ce** after a vowel tells us the vowel is long; **ce** after the letter **n** tells us the vowel is short.
- (2) **ci** or **cy** at the beginning of a word says **sī** or **sī**, but only says **sī** at the end of a word. (*Note: the **ī** sound of **y** is taught on textbook page 96 (63); example words ending in **cy** are **lacy, icy, fleecy, spicy.**)*

Have the children read the pairs of words in the first two lines on page 91 (59) Review what **ce, ci, or cy** says **s** at the beginning of each word.

Then, have the children read the next three groups of words. Ask whether the vowel they hear in each is long or short. Review that **ce** at the beginning of a word says **s**.

Have children read the third group of words (**prince**, etc.) Ask them what letter in these words tells us the vowel is short.

The words at the bottom of the page may be read as a review of the sounds taught in the upper part of the page.

Page 92 (60) – Story: **ce**

Review these sight words: **asked, Mother, down, and look**. (You may wish to test to determine if **asked** and **down** are part of the known sight vocabulary) Teach **some, other, now, and here** as new sight words. Then have the story read.

Ask the children to find the words that begin with **ce (cents)** and that end with **ce (Grace, ice, Grace's, rice, slice, mince, spice, price, race, nice)**. Ask if they can find a word that has **ci** in the middle (**pencil**).

Page 93 (61) – “ou – ow”

The diphthong **ou-ow** and **oi-oy** represent two of the nineteen vowel sounds presented in *Reading with Phonics*. (For your information only: The diphthongs **ou-ow** begin with a sound like **ō** in **hōt**, and end with as sound of **ō** as in **book**. The sound of **ō** is not taught until page 100 (66) of the text. So you may have to teach these sounds by relying on their emphasis in words.)

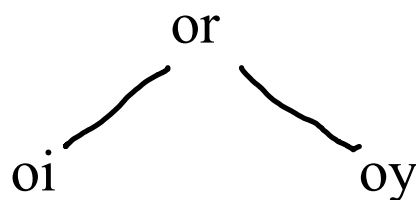
Write **ou** and **ow** on the board. “We have probably seen these (point to **ou** and **ow**) in words already (write **out** and **how** on the board). Who can read these words? Now let us prolong these sounds (circle **ou** and **ow**). Watch what changes my lips make when I say **out** and **down**. (if you consider it necessary, you can number the **ou** and **ow** for reference purposes.) Ask the children what other sound **ow** (point to letters) makes in words (Answer: long o)

Tell children that they can usually tell in a sentence whether to give a word the **ow** (diphthong sound) or an **ō** sound. Asks the children to read the **ou** and **ow** words on page 93 (61).

Important words from a reading and spelling standpoint in the **ou – ow** group are: **about, around, out, house, found, round, our, how, now, down, brown, flower**. These are the words you may wish to concentrate on for dictation purposes. You may dictate these words and have children write them.

Page 93 (61) – “oi – oy”

The **oi – oy** diphthongs are made up of sounds of o in or and short i. Pronounce words, such as **boy, coin, join, and joy**, and ask children to watch the change your mouth makes when **oi – oy** are sounded. Write the word or on the board and place **oi - oy** beneath it in this way.



“The first sound in **or** is the sound of **o** in **oi** and **oy**, plus another sound we know **ī**.” (If you wish, number **oi**₁ and **oy**₂.)

Ask the children first to read the **oi** words, and then the **oy** words. Encourage children to remember which spelling to use in words in which an **oi** sound is heard; the diphthong occurs most frequently in the middle of a word.

The bottom group of words on page 93 (61) is a review **oi** the sounds on this page. Ask the children to read words. You may wish to have dictation exercises on these words, as well as other words on this page.

Page 94 (62 top of page) – Story “ou – ow”

Review these sight words: **where, your, don’t, too, and little**. Teach **of** as a new sight word. Then, have the words read.

Ask the children to find the **ou** words (**mouse, shouted, crouching, couch, shouting, sound, rout, out, around, house**) and **ow** words (**growl, down, frowning**).

Page 95 (62 bottom of page) – Story – “oi – oy”

Review these sight words: **good, want, of, some, and don’t**. Teach these new sight words: **idea, balance, and would**. Then, have the story read.

Ask the children to find the **oi** words (**coin, point, moist, choice, join**), **oy** words (**boy, Roy, enjoy**) and words that end in an **ing** syllable (**going, teaching**).

Page 96

Write one-syllable words ending in **y** (such as **my, fly, cry, try, and why**) on the board. Ask what sound is heard on the end of the word and what letter represents this sound. Then, ask children to listen for the vowel sound they hear at the end of these two-syllable words: **funny, gummy, sunny, daddy, Peggy, Jimmy**.

“The **ī** sound you hear at the end of these words is written as **y** (write on board).” Help the children to make the generalization that **y** has the vowel sound of **ī** or **ī** on the end of a one-syllable word, and the sound of short **i** if it occurs in the unaccented syllable of a word having more than one syllable.

Write these words on the board: **fun, gum, sun, bob, dad**. Ask what kind of vowel each has and how many consonants follow the vowel. Ask what kind of vowel each has and how many consonants follow the vowel. Ask what rule that the children know would apply before **y**; reminding them, if necessary, of how they added **ing** and **er** to words (see rules on pages 135 (86) and 143 (92) of the Manual). Ask children to write the two-syllable words ending in **y** on the board.

Use the one- and two-syllable words in sentences to show that the way they are used affects the meaning. For example:

We have **fun** at the circus.

We saw a **funny** clown,

The **sun** is shining.

It is a **sunny** day.

Have the children open their books to page 96 (63). Ask different children to read each pair of words.

Review adding **ing** and **er** endings to words that end in two and three consonants. Point out that **y** is added in the same manner – directly to the base word. Then, have children read the second group of words (**dust** through **sleepy**) on page 96 (63). Ask which base words have a vowel digraphs and end in a single consonant (**soap, rain, sleep**). Point out that in these words **y** is added directly to the base word.

Review adding **ing** and **er** endings to words that end in a silent **e** (see the rules on page 135 (86) and 143 (92) of the Manual). Point out that **y** is added in the same manner – the **e** is dropped before **y** is added. Then, have the children read the third group of words (**bone** through **wavy**) on page 96 (63).

Write the words **baby** on the board. Remind the children that they learned that **y** and **ie** can be exchange in some words. Point out that if they want to make a word **baby** show more than one, they change the **y** to **ie** and add **s**. Have the children read the fourth group of words on page 96 (**puppy** through **pennies**.)

Have the children read the final group of words on page 96 (63). You may wish to dictate some of these words for children to write at the board or on paper.

The following is an auditory and visual chalkboard exercise: Send three four children to the board. Give a word, and the child called on should repeat the word and give plural, such as **kitty** – **kitties**; he then writes both word son the board. Now and then, you may also wish to give a plural, such as **babies**, and the child would repeat the word and give its singular, **babies-baby**.

Page 97 (64) – Silent Letters - **gh**

Before reading the words, say, “I want to tell you a story about the picture on page 97 (64): Flip and Flop are never serious. It’s just play, play, play, morning, noon, and night. I’ll bet you can guess what their favorite game is. “Yes, it’s leapfrog.

“Flip said to Flop, “Stoop down there old fellow I want to leap over your red letter.”

“Now, tell me each red letter that you see in the circles that Flop is leaping over.” After doing this, say, “Now when you come to a word with these letters in red on these pages, I want you to leap over them. For they are silent letters, and you do not say or hear them in words.

“What silent letter do you see in the word on Page 97 (64 top)? Have children read the words. Then, ask in what words **gh** comes at the end (**sigh, high, and thigh**). “As you see, **gh** is silent in more words in the middle position than it is at the end.”

(*Note: gh* is at the beginning of a word and having a hard sound of **g**, as in **ghost**, as well as the silent **g** before **n**, as in **gnaw**, are exceptions and should be handled as need arises. **Gh** having the sound of **f** will be considered when the spelling variant **ph** is presented.)

Page 98 (64) – Silent Letters **k, w, t, b**

On this page appear the silent letters **k, w, t, and b**. First teach **not** and **know** and **night** and **knight** as homonyms. Then have children read the pairs of words that begin with a silent **k**. Ask children what letters follow the **k** in each of the words in which **k** is silent. Help them to make this rule: **k** before **n** is silent.

Have the children open their books again to page 98 (64). Teach the homonyms **right** and **write** and **ring** and **wring**. Then, have the children read the pairs of words that begin with silent **w**. Ask the children what letter follows **w** in each word. Help them to make this rule: **w** before **r** is silent.

Have the children read the last group of words on page 98 (64). Point out that **b** is silent after **m** in the first six words. In **debt** and **doubt** and **b** is silent before **t**.

Chalkboard Practice for Silent Letters

Send five children to the board. The first child will write words containing silent **gh**; the second will write words containing the silent **k**; the third, silent **w**; the fourth, silent **t**; and the fifth, silent **b**. Dictate words from pages 97-98 (64). Then ask what rules the children have learned about silent letters (**k** is silent before **n**, **w** is silent before **r**, and **b** is silent after **m** and sometimes before **t**.)

Page 99 (65) – “ge” and “dge”

Have the children open their books to page 99 (65) and ask them to read the words at the top of the page. Then, point out that there are other ways in which the **j** sound may be made. Write **ge** and **dge** on the board and say that both of these at the end of a word have a **j** sound. Write **cage**, **range**, **hinge**, and **charge** under **ge**, and **bridge** under **dge**.

Help the children make the following generalizations:

1. If a long vowel is followed by a **j** sound, **ge** is used.
2. If a **j** sound follows the letter **n** in a word, **ge** is used.
3. If a word has a modified vowel followed by a **j** sound, **ge** is used.
4. If a word has a short vowel followed by a **j** sound, **dge** is used.

Point out that there are times when **ge** (or **gi** – **gy**) occurring at the middle of a word (**gem**, **ginger**, **engine**) has the sound of **jě** – **jē** or **jĩ** – **jī**.

Have the children read the words under **ge** and **dge**.

You may wish to have a chalkboard practice of the **ge** and **dge** words.

Page 100 (66) – “**oo**” and “**oo**” sounds

To introduce the two sounds of digraph **oo**, begin with an auditory discrimination exercise. Ask the class to say the vowels in the words you are going to say. They respond with either **oo** or **oo**. Here are the word you may say: **moon, soon, took book, spoon, took, cook**. After the class correctly identifies the vowel sound, write **oo** on the board and tell the children that the vowel sounds **oo** and **oo** look exactly alike. In reading, the children will be able to tell which sounds best in the context.

Page 101 (67) Story

Test the children on the word **find** to determine if it is part of their known sight vocabulary. Review **would** as a sight word. Teach **there** and **wanted** as new sight words. Then, have the story read.

Ask the children to find the words in which **oo** has the same sound as in **moon** (**goose, loose, noon, coop, roosting, foolish, food**)

Page 102 (67) Story

Test the students on **what** and **do** to determine if these words are part of their known sight vocabulary. Review **one, was, and have** as sight words. Teach **Pinocchio** and **near** as new sight words. Then, have a story read.

Ask the children to find the **oo** words in **book** (**wood, wooden, took, look, shook**), and the **oo** words as in **moon** (**goodness, spoon**). Ask which word begins with a schwa, or softly spoken vowel (**awoke**.)

Page 103 (68) – “**ew**” and “**ue**” Digraphs

The digraphs **ew** and **ue** are spelling variations of sounds previously taught – **oo** and **u**. In **ew**, **w** is a vowel and the class must be told. (*Note: At your discretion you may teach the **ew** and **ue** have the long **oo** sound, as in **moon**, if preceded by **l, r, j, or ch**; if preceded by any other consonant, the digraphs have the long **u** sound, as in **cute**.)*

Have the children pronounce the first two groups of word on page 103 (68). Explain the meaning of **blew** and **blue**.

Word that end in **ue** have the sound of **oo** in **moon**. Also in words that have **u** and the end in a silent **e**, the us has an **oo** sound.

Have the children read the third group of words (**due** through **brute**). Then Review the words at the bottom of the page.

Page 104 (69) – a with w, u, l, and ll

The sound of **a** with **w**, **u**, **l**, and **ll** is not a new sound. It was previously introduced when the modified vowels were presented, specifically with **or**. Point this out to the class. **A** in **aw** (here again **w** is a vowel), in **au**, in **al**, and in **all** has the same sound as **o** in **or**.

Aw – **au** are digraphs and should be referred to as such.

Have the children read the words on page 104 (69). Point out that the **gh** in **daughter** is silent. In the bottom group of words on page 104 (69) review the rules for adding **ing** and **er** to words.

Page 105 (70 top) – Story – “au” and “aw”

Review **your**, **Mother**, and **put** as sight words. Teach **were** as a new sight word. Then, have the story read.

Ask the children to find the **au** words (**Paul**, **Maud**, **daughter**, **daub**), and the **aw** words (**lawn**, **Shawnee**, **Hawk**, **squaw**, **Dawn**, **Fawn**, **shawl**). You may also ask them to find the **ou** words (**out**, **scout**), the words that have vowels made long by a silent **e** (**name**, **face**, **came**), and the words with a silent **gh** (**Bright**, **daughter**).

Page 106 (70 bottom) – Story – “al” and “all”

Test to determine if the word **pint** is part of the children’s known sight vocabulary. Review these sight words: **was**, **would**, and **there**. Teach these new sight words: **once**, **people**, **very**, **half** (point out that when an **l** occurs between a vowel and an **f**, the **l** is not sounded), and **always**. Then, have the story read.

Ask the children to find the word in which the middle **al** does not say **al** as in **halt** (**half**). Ask them to find the **al** words (**halt**, **always**, **salt**), and the **all** words (**called**, **tall**, **small**, **fall**, **stall**, **wall**).

Page 107 (71 top) – se = z sound

THE “Z” SOUND OF “se”

Children have already learned that **s** can have the **z** sound. Write words – such as **boys**, **Tom**, **sing**, **tubs** - on the board to illustrate.

Tell the class that there is another spelling for the **z** sound. Write this sentence on the board: This birthday card will **please** Mother. Have the children read the sentence. Call attention to the **se** spelling of the **z** sound in **please**. Write words on the board ending in **se**: **rise**, **praise**, **cheese**, **nose**. Have the children read the **se** words on page 107 (71 top).

THE “F” SOUND OF “ph”

Write **fish**, **puff**, **sniff**, and **fresh** on the board. Have children pronounce the words, and circle the **f** in each word. Tell them that there is another spelling for an **f** sound – **ph** (write on board). Write these words on the board: **elephant**, **phone**, **orphan**. Ask children to pronounce the words and to circle the **ph** in each that makes an **f** sound. Have the children read the words in the middle of page 107 (71 middle)

TWO-SYLLABLE WORDS ENDING IN “le”

“Children, we have learned that syllables must have a vowel sound. I am now going to show you that I can form a syllable with other consonants and without any sounded vowel. (Write **apple** on the board. Have the children pronounce it. Ask if there is a sounded vowel in the second syllable.) Give other examples such as **whistle** (point out that the **t** is **silent**), **lit/tle**, **un/cle**. Develop the principle that if the last syllable (except with such words as **tickle** and **fickle**, where the last syllable is simple **le**.)

Have the children pronounce the words at the bottom of page 107 (71 bottom). Ask which is the second syllable in each word.

Three Initial Consonants

Page 108 (72)

INTRODUCTION

Introduce the three initial consonants and a vowel in a word by recalling the two known types of blends (1) a consonant and a vowel, as in **rap** (write on board); and (2) two consonants and a vowel, as in **trap** (write on board.) Children will recognize these as word containing “little” and ‘giant” helpers.

Tell the class that by adding an s before the giant helper they can form a helper in which each of the three initial consonants represent three different sounds. (Write **strap** under **trap** on the board.) Have the children pronounce the word. Add additional groups on the board which show the three types of blends, such as: **rain, train, strain; ray, pray, spray.**

Then have the children open their books to page 108 (72). Have them read the first group of three words in each column at the top; then, the group of five words to a column. Stress the beginning three consonants in each column: **ser spr, str, spl.**

Teach the consonants, as **thr**, represent two single sounds before a vowel. Write **throat, throw, and thrash** on the board to illustrate. It should be evident that in these words the consonant digraph **th** gets one sound.

Have the children read the words on page 108 (72) (**row** through **three**)

Page 109 (73) – “tion” and “sion”

Write station and nation on the board. Tell the children that in these words **tion** (underline on board) is to be pronounced as “**shun.**”

Write mission and impression on the board (Underline the **sion** in each.) Tell children that **sion** has the same “**shun**” sound as **tion**. For spelling purposes explain that **tion** usually follows a long vowel and **sion** usually follows a short vowel.

Have the children read the words at the top of page 109 (73)

SOUND OF “or” in Unaccented Syllables

Write **act** on the board and ask children to pronounce it. Then, add **or** to **act**. Point out that when **or** is added to a base word such as **act**, it means “one who acts.” Stress that this word is divided into syllables in this way: **ac/tor**. The first syllable is spoken with more force. The second syllable is the softly spoken syllables. Ask them to find the word in which the **or** ending means “one who does.”

Page 110 (74) – **ed** adds another syllable

Write this sentence on the board: **Now I will start the book.** Then, this sentence: **I started the book a while ago.** Have the children read both sentences. Ask them to find which one tells something that has already happened.

Write this sentence on the board: **I will trade a toy.** Then write: **I traded a toy.** Follow the same procedure as with **start – started.** Help the children to make the general rules as to when **ed** is added and when only **d** is added. (If an **ed** is added to a word ending in **d** or **t**, a new syllable is formed. Also, if a word ends in a silent **e**, which is preceded by a **d** or **t**, the addition of **ed** makes another syllable.)

Have the children read the pairs of words on page 110 (74)

Page 111 (75) – **ed** makes the **d** sound

Point out that in the words studied on page 110 (74), the **d** or **ed** added another syllable to each word. Stress that in some words the **d** or **ed** ending does not add another syllable. The words on page 111 (75) all have a **d** or **ed** is added.

Have the children read the words on page 111 (75).

Page 112 – 115 (76-79) – **ed** makes the **t** sound

In words on these pages the **d** or **ed** has the **t** sound. Have the children read the words. At the bottom of page 115 (top of 79) is a test on **d** and **ed** words. In the first column the words end in a **t** sound, in the second column with a **d** sound, and in the third column another syllable is added with the **d** or **ed**.

Page 116 (bottom of 79)

The fifth sound of **a** is presented in such words as **bare** and **air**. This is the sound of **a**, modified by **r** and a silent vowel in the same syllable. The sound has much the same sound as short **e**, or **ě**.

Have the children read the words at the top of page 116 (79). Ask which letter is silent and what sound the letter **r** helps the letter **a** make (**ē**).

STORY

Review these sight words before reading the story: **one, where, Father, would.** There are no new sight words. Then, have the story read.

Have the children find the words with the **are** sound as in **rare** (**parents, preparing, care, dare**), and the **air** words as in **pair** (**fair, Clair, airport, stairs, airplanes.**)

Words for Practice Review

Pages 117-119 (80-82) Two-Syllable Words

These pages include an alphabetical list of two-syllable words. The slash marks indicate written syllabication. Have the children read these words and stop to ask the phonetic element in each, for example, **ou** in **about**, “**shun**” sound in **action**, **ā** sound of **ai** in **afraid**, etc. You may also wish to teach the principles of syllabication: (2) Divide a word between two consonant sounds and in front of one; (2) if the first syllable is a base word, divide a word between the base word and the second syllable; (3) in words ending in **le**, the word is usually divided before the consonant which precedes **le**.

Pages 120-121 (83-84) Three-Syllable Words

These pages include an alphabetical list of common three-syllable words, which children should have no difficulty in reading. Have the children read these words, review phonetic elements in words and the principles of syllabication.

Pages 122-127 (85-89) Three-Syllable Words

On these pages appears a review of all vowel sounds. Each group of words has like initial and like final consonant sounds.

This is a most important exercise. Let speed be the aim, as a part of a child’s efficiency in reading is due to the rapidity of his word recognition.

The words in each column are to be pronounced by individuals. Before a child reads a column, he may be asked, “How many words that send in a silent **e** do you see? Do you see any vowel digraphs? Any modified vowels? Any diphthongs? Say the words.” Check on meanings of words.

Each column of words may be studied first to find all the short vowels, then long vowels, then modified vowels, then vowel digraphs, then diphthongs.

Pages 122-128 (90) Sight Words

Sixty important sight words are included in the list on page 128 (90). Most of these sight words have been taught and reviewed many times in the stories in *Reading with Phonics*. The list may be used for review and testing purposes. Point up the phonetic elements in these sight words.

(*Note: Shall* is included here because of the sound of **all** taught in the book. However, children do learn **shall** phonetically much earlier in the book.)

Appendix 1

Linguistic Preface

Many years of painstaking research and word analysis preceded the work of organizing the phonetic facts about our language into the program of instruction found in *Reading with Phonics*.

In a purely phonetic language, there are as many letters in the alphabet as there are elementary sounds. Having twenty-six letters in our alphabet, we would expect to have twenty-six elementary sounds.

Actually, there are forty-four elementary sounds in English and only twenty-three alphabet letters with which to indicate them. The letters **c**, **q**, and **x** are superfluous. **C** has the sound of **k**, as in **cap**, and of **s**, as in **cell**. **Q** is used only with **u**, as in **quilt**, and has the sound of **kw**. **X** has the sound of **gz**, as in **exit**, and of **ks**, as in **tax**. The vowels must represent many sounds because the consonants, with very few exceptions, do not vary the sounds they represent.

Vowels are unobstructed sounds; they flow like water from a garden hose. However, in making a consonant sound, the breath is obstructed, as happens when a hand is placed over the opening of the hose, partly obstructing the free flow of water.

A stopped consonant is completely obstructed for an instant, as if the hand over the hose opening completely stopped the flow for an instant.

The voiced stopped consonants are **b**, **d**, and hard **g** (as in **go**). The voiceless stopped consonants are **p**, **t**, and **k** (including the **k** sound of **c**).

The stopped consonants end in an explosive sound at the end of a word, as the **p** in **mop**. This explosive sound passes into the vowel at the beginning of a word, as in **pan**. The following words will illustrate the initial and final stopped consonants: **bell** and **fib**, **den** and **nod**, **gas** and **hug**, **pan** and **mop**, **ten** and **sat**, **kill** and **duck**.

The voiced consonants are **w**, **v**, **l**, **r**, soft **g** (as in **gem** or **engine**), **j**, and **y**. The consonant digraph **th** (as in **then**) is also a voiced sound.

The continuants are consonants which are not stopped but are slightly prolonged. The voiceless continuants are **f**, **h**, **s**, **ch**, **sh**, **th** (as in **thin**), and **wh**.

The nasal sounds are made by the breath passing through the nostrils instead of through the mouth. The nasal consonants are **m** and **n**. The consonant digraph **ng** is also a nasal sound.

These interesting facts have been uncovered by the authors in their exhaustive research:

1. There are 268 monosyllables containing the short sound of **a**, as in **mad**. The only words that are treated as exceptions are **have**, **plaid**, as well as **bade** (not commonly used in this country).
2. There are 223 monosyllables containing the short sound of **e**, as in **led**.
3. There are 365 monosyllables containing the short sound of **i**, as in **pin**. The only common words that are treated as exceptions are **live** and **give**, which must be taught as sight words.
4. There are 134 monosyllables containing the short sound of **o**, as in **top**.
5. There are 251 monosyllables containing the short sound of **u**, as in **gun**.
These sounds present no difficulty, in either word recognition or spelling, for the child who has been carefully taught the consonant and short vowel sounds and how to blend them.
6. Ten per cent of our English syllables contain the long sounds of the vowels, made long by final **e**, as in **made**, **Pete**, **smile**, **hope**, and **cute**.

Ten per cent of our English syllables contain long vowel equivalents, or digraphs. A digraph is a combination of two letters representing a single simple elementary speech sound which may be either a vowel or consonant sound. A vowel digraph usually takes the long sound of the first vowel. The vowel digraphs are as follows:

ai , as in rain	ea , as in meat
ay , as in day	ee , as in feed
ie , as in pie	oe , as in toe
ue , as in sue	oo , as in moon
au , as in haul	oa , as in coat
ow , as in grow	ew , as in new
oo , as in look	aw , as in saw

The consonant digraphs are as follows:

ck , as in sick	ng , as in rang
sh , as in shall	wh , as in when
ch , as in chop	th , as in that

Strictly speaking, **nk**, as in **bank**, is not a digraph because it has two sounds. It is convenient, however, to list it with the digraphs because it is composed of two letters.

A diphthong is a union of two vowels, which form a compound sound. There are four of these in our language:

ou , as in out	ow , as in cow
oi , as in coin	oy , as in boy

Vowels that are modified by **r** are often-called murmuring diphthongs, although a true diphthong is a pure compound vowel sound. They are **er**, **ir**, **ur**, as in **hurt**; **or**, as in **horse**; and **ar**, as in **farm**.

There are 3,378 monosyllables in our language that contain vowel elements. The purely phonetic monosyllables number 2,931. Therefore, 447 monosyllables are unphonetic and must be taught as sight words. Of these 447 unphonetic syllables, 150 are strictly analogical. The appearance of these analogous words is misleading. In such words as **gold** and **pint** we would expect the vowels to be short, but they are long. We would expect the **ea** in **read** (past tense) to have a long **e** sound, but it has a short **e** sound. We would expect the **ie** in **priest** to have a long **i** sound, but instead it has a long **e** sound.

All this data proves that the great majority of our English monosyllables are purely phonetic. Much the same ratio, as indicated for monosyllables, also applies to polysyllables in our language.

Appendix 2

Introduction

When children enter first grade, they have a comprehension vocabulary numbering thousands of words estimated to be upward of 20,000 words. And most of them are eager to learn to read! Their learning problem is not one of word meanings, but one of word recognition. The solution to teaching them to read lies not in a tightly controlled list of words each of which they must memorize as a configuration, or outline. Rather, the solution lies in teaching them – and early in the first grade – a systematic method of attacking and analyzing words.

Reading with Phonics presents the clearest, most direct, most effective method for helping a child to recognize words. For phonics is the connecting link between the child's comprehension vocabulary and the printed page. It is the key to fluent, independent reading.

Knowledge of the phonetic elements is learned through the auditory, visual, and kinesthetic senses. Children, however, must first be taught to listen for, and to recognize the sounds of phonetic elements in familiar spoken words. They must be made conscious that in every word they speak there are phonetic elements. Take, for example, such phonetic elements as **ai**, **ee**, **ie**, **sh**, **ng**, and **ck**. Unless these sounds are separated for the child from such words as **rain**, **feed**, **cried**, **shall**, **sing**, and **duck**, the children have to depend upon pure memory of the general shape of every word. Knowing the configuration of these words will not necessarily help them in independent reading of other words with like phonetic elements.

After a child knows a sound when he hears it, he is then ready to associate sound and symbol by learning discriminate visually between that symbol and other symbol and by learning to write the letter or symbol correctly.

With a simple stock of the five short vowels and ten consonant sounds, the child can independently unlock more than 150 familiar words, as well as read many new words, and, in so doing, concentrate on meaning. These are all words the child can analyze; he does not need to rely solely on memory of word formation, on context, or on pictures.

Thus, phonics helps the child to crash through the mechanical barrier of word recognition. Through phonics, he gains the power to read stories that have been read to him during his preschool years, plus all the reading material and literature he has not yet encountered.

Learning Methods

Three basic methods of learning are used when a new phonetic element is introduced in *Reading with Phonics* - auditory, visual, and kinesthetic training. First, children are taught to listen for a sound, developing their sense of hearing by means of exercises that are explained under the heading "Auditory Discrimination." Children are then taught to associate the sound and its symbol through their sense of sight by means of exercises that are explained under the heading "Visual Discrimination." Throughout these learnings, kinesthetic development is taking place in the correct movement of the tongue and lips; eye-muscle training by learning to read always from left to right; then, immediately following the auditory and visual exercises, the development of hand and arm through writing; and finally learning is extended to the whole body through games and play.

These games, described in detail, provide opportunities for application of the child's auditory, visual, and kinesthetic powers. Simple line drawings, which may be used as models, have been included in the Teacher's Edition to help illustrate the chalkboard games.

The first fifteen pages (pages 5-19 of *Reading with Phonics*) are devoted to teaching the short vowel sounds - the first sounds an infant makes and ten consonant sounds. These fifteen pages provide a sufficient number of sounds for blending and building words with short vowels. Thus, if a child has learned these fifteen sounds, he can unlock many phonetic words, as well as parts of other phonetic words he has not yet learned or even parts of sight words. (In teaching sight words, it is recommended that the teacher develop and encourage the child's analytical skill as to sounds and symbols. The degree to which this should be done would, of course, depend upon the abilities of the group.)

Step by step, the children learn the other sounds and symbols. By the time they complete *Reading with Phonics*, they know the alphabet and the basic sounds that the letters make, and they can read fluently and efficiently. Forty-three of the forty-four elementary sounds are included. Only the **zh** sound is omitted, due to spelling variability (**azure**, **garage**, **pleasure**, etc.).

Practically every method of reading instruction includes some phonics training. A systematic development of a knowledge of phonics, however, is the best key to reading the great majority of words in the English language. It is only with a basic phonics program that sound, solid results in reading ability may be achieved.

Equipment and Materials

1. If satisfactory results are to be obtained, each pupil should have a copy of *Reading with Phonics*, Pupil's Edition. First, the child needs to have the material in page form for ready and constant reference as the teacher presents and explains the work given in the Teacher's Edition. Then, as he or she grows in command of phonetic principles, *Reading with Phonics* becomes a handbook for reference to those principles the pupil has already learned.

2. *Reading with Phonics, Teacher's Edition*, gives page-by-page instructions and step-by-step procedures to follow when teaching every element on every page of the pupil's book. Included are all the techniques that have been used by the authors and by teachers who have used this system and have secured phenomenal results in helping children learn to read.

Throughout the Teacher's Edition you will observe three uses of parentheses: (1) Information solely for the teacher; (2) reminders to the teacher to use the sound of the letter or letters; and (3) the desired response or answer from the children.

3. Large Phonetic Picture Cards, which provide infallible keys for the sounds they represent, will be found useful and are recommended in teaching the association of sounds and symbols. If a child has no speech impediment, he will learn the correct sounds from the pictures. If a child fails to associate a particular sound with its proper symbol, he has only to refer to the picture.

It is suggested that the teacher put these Phonetic Picture Cards on the chalk ledge when studying a new phonetic element. The Picture Cards may then be placed in some orderly arrangement around the room. If, however, the children show a tendency to use the Phonetic Picture Cards as crutches to associate sounds and symbols, the cards should be taken down for a while.

5. The chalkboard is one of the most useful pieces of instructional equipment in the schoolroom. It should be used in teaching each new sound and symbol, as well as in giving the children practice in writing letters, blends, and words correctly. Some chalkboard work should be done with each phonetic element being studied.

No teacher's guide, of course, can be a blueprint that is to be followed exactly as presented. The instructions in the Teacher's Edition, as well as the instructional material, must be adapted, shortened, varied, or extended to fit the abilities of the children and their reading levels.

Scope and Sequence for *Reading with Phonics*

I. Short Vowel Sounds with Consonants

1. Five Short Vowels” **ă, ě, ĭ, ō, ŭ**
2. Ten Consonants (sounds & letters)
 - 5 Prolngable Consonants: **s, m, f, r, n**
 - 5 Stopped Consonants: **g, b, t, p, d**
3. Short Vowel Blends
 - s**-blends & words
 - m**-blends & words
 - f**-blends & words
 - r**-blends & words
 - n**-blends & words

 - g**-blends & words
 - b**-blends & words
 - t**-blends & words
 - p**-blends & words
 - d**-blends & words
4. Five More Consonants: **k, l, h, j, w**
 - k** sound (letters **c & k**), **ck** as ending
 - l** sound
 - l**-blends & words
 - h** sound
 - h**-blends & words
 - j** sound
 - j**-blends & words
 - w** sound
 - w**-blends & words
5. Four More Consonants: **v, qu, y, z**
 - v** sound
 - “**kw**” (**qu**) sound
 - v**- and **qu**-blends
 - y** sound
 - z** sound
 - y**- and **z**-blends
6. Telling and Writing Stories

7. Consonant Digraphs & Other Letter Combinations

sh sound as in **sheep**

sh-blends

ch sound as in **chick**

ch-blends **tch** “**ch two**, as in **witch**”

tch in words

ng sound as in **king**

words ending in **ng**

nk sound

words ending in **nk**

th sound - Digraph & blends

wh sound **hw** as in **whip**

wh blends

x letter - the sound **ks** as **x**

8. Plural Endings & Possessives

9. Two Consonants before a Vowel. Giant Helpers

(A blend of two consonants *before* a vowel are more difficult than two consonants *after* a vowel. There are 30 blends of 2 consonants before vowels.)

Giant Helper Words

II. Long Vowel Sounds

10. Introduction

11. Long “**a**” Words

12. Long “**i**” words

13. Long “**o**” and “**u**” Words

14. Other Long Vowel Words

15. Long Vowel Review

16. Unphonetic Words (145 words such as **cold**, **find**, **piece**, and **bread**.)

17. Telling and Writing Stories

III. Two-Syllable Words

18. Introduction to 2-syllable (compound) words

19. –**ing** syllable

IV. Vowel Digraphs, Diphthongs, and Silent Letters

20. Vowels modified by r: **ar, er, ir, or, ur**
21. Three Stories
22. **ai** and **ay** & Story
23. **ee** & **ea** & Story
24. **ie** & **y**
25. **oa, oe,** and **ow**
26. Several Stories
27. Silent Letters
 - gh** in **igh**
 - k, w, t, b**
28. **ge** & **dge**
29. short **oo** as in **book** and long **oo** as in **moon** & two stories
30. **ew** and **ue**
31. **a** with **w, u,** and **ll.**
32. Two more stories.
33. “**z**” sound of “**se**”
34. “**f**” sound of “**ph**”
35. Two-Syllable Words ending in “**le.**”

V. Three Initial Consonants

36. **scr, spr, str, spl, thr**
37. “**tion**” and “**sion**”
38. Sound of “**or**” in Unaccented Syllables: **actor**
39. Three pronunciations of “**ed.**”

VI. Words for Practice Review

40. Pages 117-119: Alphabetical List of common two-syllable words
41. Pages 120-121: Alphabetical List of common three-syllable words
42. Pages 122-127: Review of all vowel sounds. “This is a most important exercise.”
42. Page 128: Sixty important sight words. Most of these sight words have been taught and reviewed many times in the stories in *Reading with Phonics*.
43. Reading Selections. There are seven reading selections at the end of the Teacher’s Manual. They do not appear in the Student Book.

I made this *Scope and Sequence* on April 13, 2019. I worked my way page by page through the Teacher's Manual. My goal was to discover, as best I could, the "Scope and Sequence" that the authors followed. Discovering the "Scope and Sequence" was a rather difficult and tedious job, especially determining the main and sub headings. Although the outline is rather rough and tentative at places, I trust it is complete and accurate enough to guide other researchers in understanding this outstanding phonics program from the past.

I was especially impressed with the emphasis on acquiring phonemic awareness skills before beginning the phonics work.

Three basic methods of learning are used when a new phonetic element is introduced in *Reading with Phonics* –

1. Auditory Training.

Children are taught to listen for a sound, developing their sense of hearing by means of exercises that are explained under the heading "Auditory Discrimination."

2. Visual Training.

Children are then taught to associate the sound and its symbol through their sense of sight by means of exercises that are explained under the heading "Visual Discrimination."

3. Kinesthetic Training.

Throughout these learnings, kinesthetic development is taking place in the correct movement of the tongue and lips; eye-muscle training by learning to read always from left to right; then, immediately following the auditory and visual exercises, the development of hand and arm through writing; and finally learning is extended to the whole body through games and play

Appendix 3

Hay-Wingo – Phonovisual Picture-Sound Correlation

Page	Phoneme	Hay-Wingo	Phonovisual
5 (8).	/ā/	<u>a</u> pple	<u>c</u> at -a-
6 (8).	/ĕ/	<u>e</u> lephant	<u>b</u> ed -e- ea
7 (8).	/ī/	<u>I</u> ndian	<u>f</u> ish f- ph
8 (8).	/ō/	<u>o</u> strich	<u>t</u> op p-
9 (8).	/ū/	<u>u</u> mbrella	<u>d</u> uck -u-
10 (9).	/s/	<u>s</u> quirrel	<u>s</u> aw s- c
11 (9).	/m/	<u>m</u> onkey	<u>m</u> onkey m-
12 (12).	/f/	<u>f</u> ox	<u>f</u> an f- ph
13 (12).	/r/	<u>r</u> abbit	<u>r</u> abbit r-
14 (11).	/n/	<u>n</u> est	<u>n</u> est n-
15 (11).	/g/	<u>g</u> oat	<u>g</u> oat g-
16 (12).	/b/	<u>b</u> ear	<u>b</u> ear b-
17 (13).	/t/	<u>t</u> iger	<u>t</u> op t-
18 (15).	/p/	<u>p</u> ig	<u>p</u> ig p-
19 (15).	/d/	<u>d</u> og	<u>d</u> uck d-
31 (16).	/k/	<u>c</u> at/ <u>s</u> ock/ <u>k</u> id	<u>k</u> ey c- k ck
34 (18).	/l/	<u>l</u> ion	<u>l</u> eaf l-
36 (18).	/h/	<u>h</u> orse	<u>h</u> orn h-
41 (21).	/j/	<u>j</u> ug	<u>j</u> ar j- g
43 (21).	/w/	<u>w</u> agon	<u>w</u> agon w-
45 (22).	/v/	<u>v</u> alentin	<u>v</u> alentine v-
45 (22).	/qu/	<u>q</u> ueen	<u>q</u> ueen qu-
45 (22).	/y/	<u>y</u> arn	<u>y</u> ard y-
45 (22).	/z/	<u>z</u> ebra	<u>z</u> ebra z-
46 (23).	/sh/	<u>s</u> heep	<u>s</u> hip sh-
49 (24).	/ch/	<u>ch</u> ick	<u>ch</u> erry ch- tch
49 (24).	/ch/	<u>w</u> itch	<u>ch</u> erry ch- tch
51 (25).	/ng/	(<u>s</u> ing)	<u>sw</u> ing -ng n(k)
51 (25).	/ngk/	(<u>s</u> ink)	<u>sw</u> ing -ng n(k)
51 (25).	/th/	(<u>th</u> ank)	<u>th</u> ree th-
51 (25).	/th/	(<u>th</u> is)	<u>th</u> is th-
51 (25).	/wh/	(<u>wh</u> ich)	<u>w</u> heel -wh
52 (25).	/x/	(<u>f</u> ix)	<u>bo</u> x -x
63 (34).	/ā/	(<u>c</u> ane)	<u>c</u> ake a-e, ai, ay
63 (34).	/ĕ/	(<u>m</u> e)	<u>t</u> ree ee, <u>-e</u> , ea
64 (35).	/ī/	(<u>r</u> ide)	<u>f</u> ive i-e, -y, igh

Page	Phoneme	Hay-Wingo	Phonovisual
65 (36).	/ō/	(<u>h</u> ope)	<u>r</u> ose o-e, oe, ow, -o
65 (36).	/ū/	(<u>c</u> ute)	<u>m</u> ule u-e ew
68 (39).	/ō/	(<u>o</u> ld, <u>c</u> old)	<u>r</u> ose o-e, oe, ow, -o
68 (39)	/ī/	(<u>f</u> ind)	<u>f</u> ive i-e, -y, igh
77 (48).	/ar/	(<u>f</u> ar)	<u>c</u> ar a(r)]
77 (48).	/or/	(<u>f</u> or)	<u>f</u> ork or
77 (48).	/ûr/	(<u>h</u> er, <u>s</u> ir, <u>t</u> urn)	<u>f</u> ur er, ir, or
83 (52).	/ā/	(<u>r</u> ain)	<u>c</u> ake a-e, ay, ai
83 (52).	/ā/	(<u>l</u> ay)	<u>c</u> ake a-e, ay, ai
85 (54).	/ē/	(<u>t</u> ree)	<u>t</u> ree ee, -e, ea
85 (55).	/ē/	(<u>s</u> ea)	<u>t</u> ree ee, -e, ea
87 (55).	/ī/	(<u>l</u> ie)	<u>f</u> ive i-e, -y, igh
87 (56).	/ō/	(<u>l</u> oad, <u>h</u> oe, <u>l</u> ow)	<u>r</u> ose o-e,oe, ow, -
91 (59).	/s/	(<u>c</u> ent, <u>a</u> ce, <u>p</u> rin <u>c</u> e)	<u>s</u> aw s- c
93 (61).	/ou/	(<u>h</u> ouse, <u>h</u> ow)	<u>c</u> ow ow ou
94 (61).	/oi/	(<u>o</u> il, <u>b</u> oy)	<u>b</u> oy oy oi
99 (64).	/j/	(<u>j</u> am, <u>ch</u> ange, <u>e</u> dge)	<u>j</u> ar j- g
100 (65).	/ōō/	(<u>c</u> oo)	<u>m</u> oon oo
100 (65).	/ōō/	(<u>c</u> ook)	<u>b</u> ook oo, u
103 (67).	/ew/	(<u>bl</u> ew, <u>bl</u> ue, <u>r</u> ule)	<u>m</u> ule u-e, ew
104 (68).	/au/	(<u>s</u> aw, <u>h</u> aul, <u>h</u> alt, <u>a</u> ll)	<u>s</u> aw aw, au, al
107 (70).	/z/	(<u>r</u> ose)	<u>z</u> oo z-, s
108 (70).	/f/	(<u>p</u> hone)	<u>f</u> an f- ph
107 (70).	/l/	(<u>m</u> iddle)	<u>l</u> eaf l-
108 (72).	/shun)	(<u>s</u> tation)	<u>s</u> hip sh-
109 (72)	/er/	(<u>a</u> ctor)	<u>f</u> ur er, ir, ur, or

110 There are the 3 sounds of ed: /ĕd/, /d/, /t/.

Note: Several spelling patterns are taught in Hay-Wingo without picture clues for the sounds. In the chart above, the words in parenthesis in the Hay-Wingo column are sample words of sounds that have no picture associations. The proper Phonovisual pattern is listed in the Phonovisual column. The first page number of from *Reading with Phonics*. The second page number is from this document.

There are two advantages to using the Phonovisual Charts for teaching the phonemes and Phoneme-to-grapheme correspondences: **First**, the Phonovisual Charts are organized in linguistic categories. **Second**, the charts enable the teacher in introduce all the sounds the first day and review them every day, assuring mastery through adequate exposure (spaced repetition). It is important to understand that the Phonovisual Charts present the vowel sounds inside words instead of initially. The Hay-Wingo approach was to teach sounds with the first sound/letter of the picture-clue words if possible.

Appendix 4

Comprehensive List of Sight Words in *Reading with Phonics*

Note: Missing pages have no story.

Page 20: the, he, makes, house

Page 21: said, come, play

Page 22: funny, do, want, to four

Page 23: after

Page 24: has, cap (**cap** is unphonetic at this point in the program.)

Page 25: toy, what, like

Page 26: No new sight words

Page 27: put, into, my, no, spin, pin, will

Page 29: his, are

Page 30: help, shall, we, for, asked

Page 35: No new sight words

Page 42: fly, jump

Page 44 kite, sky

Page 48: or, sail, could

Page 50: this, three

Page 62: by, suddenly, go, begins, snow

Page 78: little, long, even, where, past, all, they

Page 84: ago, away, head, Christmas, look, want, walk

Page 85: Hare, Alice, replied, might, Dormouse

Page 88: mother, too, I'll, won't, don't

Page 89: wagon, water

Page 92: some, other, now, here

Page 94: of

Page 95: idea, balance, would

Page 101: find, there, wanted

Page 102: Pinocchio, near

Page 105: were

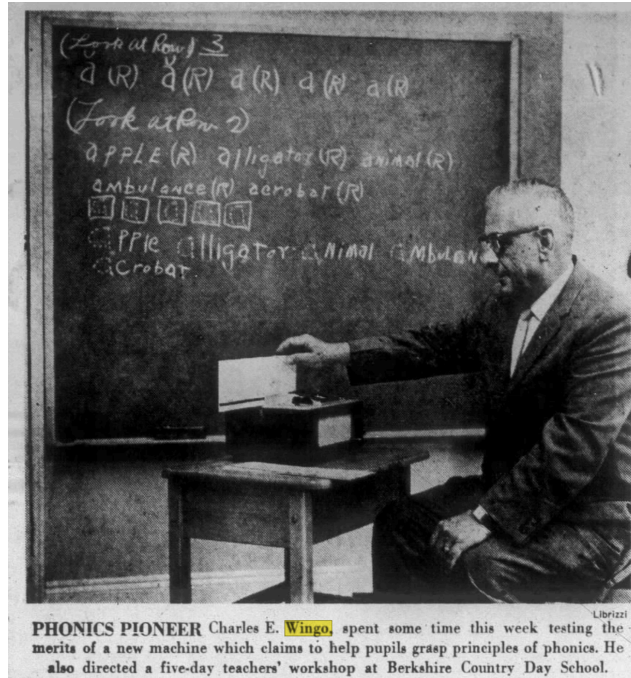
Page 106: once, people, very, half, always

Page 116: No new sight words

40 Sight Words in ABC Order

ago Alice all always away balance Christmas don't Dormouse find half hare head here I'll idea look
might Mother near now of once other people Pinocchio replied some there they too very wagon walk
want wanted water were won't would

In spite of these few sight words, I consider Hay-Wingo *Reading with Phonics* a **Code 10** on Geraldine Rodger's *Sound* (phonics) versus *Meaning* (look-say) scale for beginning reading programs.



PHONICS PIONEER Charles E. Wingo, spent some time this week testing the merits of a new machine which claims to help pupils grasp principles of phonics. He also directed a five-day teachers' workshop at Berkshire Country Day School.

Teaching Reading

Phonics Systems Gaining Ground

By Richard K. Weil

(*The Berkshire Eagle*, Pittsfield Mass., Aug. 21, 1964, p. 9)

STOCKRIDGE - Until recently, 20th century educators regarded "phonics" (rhymes with harmonics) dirty word. But now phonics systems are steadily gaining stature as an important phase of reading instruction in the early elementary grades.

One of the main reasons for this new attention is the work of the late Julie Hay a midwestern public school teacher, and Charles E. Wingo now a professor at Monmouth College

Their method was the subject of a five-day teachers' workshop at Berkshire Country Day School here this week. Professor Wingo was on hand to direct the Proceedings BCD Principal Donald T. Oakes is sold on the Hay-Wingo system. He employs it as a major part of his reading program in the early grades

Basic Sounds Taught

According to its boosters, the Hay-Wingo method teaches children the basic sounds of English beginning roughly with the sounds that appear most frequently. Miss Hay found that the language has 44 basic sounds -19 vowel and 25 consonants. Once a child learns to recognize sounds in print, he can read any printed word that is included in his spoken vocabulary.

By getting this system at an early age, the child learns to read more. The system supposedly gives fringe benefits to the child in the realms of spelling, diction, creative writing and the other.

Educators are constantly debating the merits of phonics instruction versus the traditional methods of sight learning found in most basic readers

Many systems, for example, the Pittsfield public schools, use some phonics in addition to their basic reader instruction. Assistant Supt. Lincoln D. Lynch, who is responsible for elementary education in Pittsfield regards phonics as “one very important element” in teaching children to read.

In an interview this week Oakes and Wingo put it this A child entering first grade knows the sound of between 8,000 and 20,000 words:

The traditional systems given that child only a fraction of his vocabulary in print. Most basic first grade readers have only between 600 and 800 words, Wingo says.

At BCD, the children begin their reading in kindergarten and, at the end of that year they are considered ready enjoy reading suggested children’s books during the summer.

By the end of, Grade 3. Oakes emphasizes, a child at BCD has “the tools to attack any word he can speak.”

Phonics, to a large extent, gives children the machinery, to read more advanced, less repetitive wordings.

There is great literature for every reading level, Oakes says, and he proves his point by offering famous-fables, poems, and folk tales in the first grade. He wants no part of the boy-girl-dog stories found in most conventional readers.

Oakes points out that phonics can supplement any reading system that an administrator wants to use The Hay-Wingo system has virtually no casualties, Oakes says. Everyone learns to read except for the extreme cases of children who are hard of hearing or seriously retarded.

A system of phonics was widely used in 19th century teaching, but in this century, it rapidly fell out of vogue.

The field of phonics began its comeback some 54 years ago in Bedford Park, Ill., when Miss Hay a Grade 1 public school teacher, began her research. She spent some 20 years going through Webster's unabridged dictionary and charting and cataloguing the sounds of our language. The work she started is being continued now, by others.

In 1942, Wingo became the school superintendent for the three towns of Argo, Summitt, and Bedford Tark, and thus had the opportunity to work with Miss Hay. In 1948, the first of the Hay-Wing reading materials was published.

Wingo became a professor at Monmouth in 1958, where he started his now famous workshops for both student teachers and experienced teachers. Educators from every state except Hawaii have attended his classes.

Because of maddening variations in pronunciation, English is said to be a complex language. However, Miss Hay categorized 92 per cent of the English sounds.

Her research shows that short vowel sounds are the key to 62 per cent of English syllables. Another 30 per cent of the syllables are unlocked through one of three other kinds of vowel sounds. The remaining eight per cent of the syllables have to be learned by sight, Wingo says.

The Hay-Wingo program is structured around the power of "blends" in the science of speech sounds. This, says Wingo, is what sets his method apart from the others.

A simple blend would be the "su" sound in "sun." A two consonant blend would be "snu" as in snug. A three consonant blend would be "stre" as in "stretch."

In addition to his activities at Monmouth, Wingo has conducted other workshops at various schools.

During such a session last month at Furnam University, the teachers attending were so impressed with phonics that they petitioned the South Carolina Education Commission to put the Hay-Wingo method on educational TV.

Used In Philippines

The Hay-Wingo system is currently being employed in the Philippines to write down 50 previously unwritten tribal dialects. The project, financed by the Wesley Foundation, was inspired by a teacher who attended one of the Monmouth workshops.

In Denver, blind pupils using braille are learning by the Hay-Wingo method in the same classroom with normal children.

Wingo is not out to change the English language. He is pushing a method which he says will help children learn to read the language as it now exists.

Accessed by Don Potter, 1/21/23 <https://www.newspapers.com/image/531290960/?terms=hay%20wingo&match=1>

Teaching Johnny—And Joan—How to Read



INTERESTED — Discussion of reading methods draws interest of private school teachers at conference at Winchester Thurston. Left to right are Mrs. A. R. Erdmann, Valley School of Ligonier; Mrs. Ernest

Frey, Winchester Thurston; Mrs. F. Leamont Harvey, Ellis School for Girls; Mrs. Robert W. Simon, Shady Side Academy Junior School, and Miss Joanne Sisler, Falk School. They discussed Hay-Wingo system.

Conference Discusses ‘Reading With Phonics’

Hay-Wingo Method of Teaching Is Topic at Private School’s Day-Long Meeting

By Alvin Rosensweet
(Pittsburg Post-Gazette, Apr. 27, 1957)

First you start with the short vowels

A as in can.
E as in egg.
I as in Indian.
O as in Ostrich.
U as in up.

This is the beginning of the Hay-Wingo method of teaching “Reading With Phonics”. This is the beginning of teaching “Reading with Phonics.” At Winchester Thurston private school for girls yesterday. It was a principal topic of discussion in a day-long conference of the Pennsylvania Association of Private Academic Schools in the Pittsburgh Area.

Favored and Protested

The Hay-Wingo method of teaching with phonics is favored by Rudolph Flesch, Viennese-born reading authority, and evokes indignant protests from Dr. Gerald A. Yoakam, professor of education at the University of Pittsburgh.

Phonics is a method of learning to read by pronouncing sounds of the letters.

The Hay-Wingo method, developed by Julie Hay and Charles Wingo of schools Bradford Park, Ill., near Chicago, was explained yesterday by a number of teachers at the Winchester Thurston conference

‘We start out by teaching the short vowels because 62 per cent of all English syllables contain short vowels.’ explained Mrs. Robert W. Simon of Shady Side Academy Junior School.

Short Vowels Taught First

Using a ladder game, short vowels are taught first. The 10 most commonly-used consonants are taught next, then are “blended.” From the short vowels, youngsters progress to ra, r, ri, ro, ru.

The next step combines the "blend" with the final consonant. Forming the words rat, red, rim, rot and rut, students arrive at the point where spelling actually starts.

In the conventional method of spelling, youngsters would start with., say, the word rat. Then the child is asked to find a small word in that “big” word. In Hay-Wingo children start with what is known as the “initial attack” of a word, pronouncing the first two letters.

Not Used Here

Pittsburg public schools do not use the Hay-Wingo method and neither do a number of the private schools represented at yesterday’s conference.

Teachers at the Winchester-Turston sessions pointed out that schools using the Hay-Wingo method do not use it alone. They had added it to the conventional system.

They agreed on one thing: yesterday’s discussion of Hay-Wingo method stimulated interest in its use.

Two years ago, when the Post-Gazette ran Rudolf Flesch's book. “Why Johnny Can’t Run,” and Dr. Yoakam's rebuttal there was virtually no point on which the two authorities agreed.

One thing is sure, though. They stimulated a lot of interest -I-n-t-e-r-e-s-t.

<https://www.newspapers.com/image/89393544/?terms=hay%20wingo&match=1>



[TRIBUNE Photo by Andrew Pavlin]

Miss Mary Hletko, first grade teacher, and pupil at Walker school in Bedford Park, where Hay-Wingo method of teaching reading by phonics originated.

Typical Case: Story of a Boy Who Failed to Learn Reading

By Marcia Winn

(*Chicago Tribune*, May 25, 1955, p. 31)

“IT’S A LAUGH!” a Chicago teacher wrote to the Voice of the People about THE TRIBUNE’S series of articles on reading.

Is it?

Steve’s mother can’t laugh. “I could weep,” she wrote, “and have, many times.”

Steve’s mother has written two long letters about him. Because so much of what can be termed the disaster of Steve is typical of what happens to the one child out of three who fails to learn to read—either well or at all—by the accepted word method of teaching reading, his story here is passed on in detail.

Steve is in fifth grade in a large consolidated school in Michigan. He is healthy, normal, and bright. He can’t read beans. The school contains 40 children like Steve — absolute nonreaders. “But,” his mother writes, “the children are all given the same books in every grade whether they can read them or not.”

Steve has been taken to every kind of a doctor and clinic imaginable to find out if he has any emotional block. [The school said he must have a deep-seated affliction - fear, hatred, trauma something.] The doctors said Steve was a perfectly normal little boy.

His Mother Disagrees

“I couldn't accept that such a child couldn't learn to read,” the mother went on, “but teacher after teacher has said so. The school now tells me the only way he will learn to read is to write each word as he learns it.

“A year ago, a small group of parents here tried to get remedial reading classes. The school board was willing, but the school administration was not – and if any teachers were for it, they did not say so in public. In fact, I was made to feel that I was a wretch and was insulting all teachers. I felt like an outcast.”

The first inkling Steve's mother had that she and her son were not monsters [she for thinking Steve should be able to read, Steve for not being able to] came when she began reading THE TRIBUNE'S series of articles on reading. The articles were an outgrowth of the controversy aroused by the Rudolph Flesch book, “Why Johnny Can't Read.” To her amazement this mother learned that thousands of boys, and countless girls, the country over were in the same boat as her son.

Finds New Courage

Fired with new courage, she attended the next meeting of her school board and asked that the board send a qualified teacher to observe the first-grade class at the Walker school in Bedford Park outside of Chicago. [It was at this school, where he Hay-Wingo method of teaching reading by phonics-the sound plus the symbol-originated, that both Dr. Flesch and THE TRIBUNE noted miraculous strides in reading. Of 34 children, 33 were reading, 15 on a third-grade level, after seven months of school with no kindergarten.] Steve's mother offered to take the qualified observer to the school herself.

“A few days later,” she wrote, “I heard that the superintendent told two board members that our school had been using the Hay-Wingo method for five years. I at once called the principal and pinned her down. They do not use the method. They only tried it for a short time, and never in the first grade but in the second and third. The present superintendent says they couldn't use it in the first grade-that the children weren't ready for phonics.

Books Gather Dust

“Our school does have 80 of those books. All are in the storeroom. They were ordered by our former superintendent, who had recognized the huge reading problem we have here, had seen the Hay-Wingo method in operation, and was enthusiastic. So there they lie, dusty and unopened, and the school says, We do teach phonics. “I wonder when and where.”

“THE TRIBUNE has unraveled a deep mystery – the emotional difficulty that prevented my son from learning to read. As Dr. Flesch said. He can’t read because he hasn’t been taught to read. This summer he will be.”

[Dr. Flesch predicted in his book the answer any perplexed parent receive from a teacher or principal to the question. “Why don’t you teach phonics?” Dr. Flesch said the teacher or principal would say, in pitying surprise, “But we do, of course!” The phonics they teach, a little here, a little there. in ordered miserliness, is not what the fuss is about. Dr. Flesch and other advocates of phonics believe children learn to read and spell immeasurably better if they are taught, from the first, to associate sound with sight.]

Letters Despairing

Alongside Steve stands an army of children who read either poorly or not at all. Alongside his mother is an army of parents. The letters they write are intelligent and despairing. They now wonder: Dare I hope? “Don’t stop at exploiting,” one, mother begged. "Help us do something about it.”

“I am the mother of a high school boy whose attempt at reading is pitiful.” Another wrote, “As for spelling-well, I give up. He has become so discouraged that he gave up high school and is now looking for work and notices his handicap terribly.”

“I can prove to you that juvenile delinquency begins in the first grade when a child is not permitted to read, “began another.

The Chicago board of education, in a panel conference with a Tribune writer, said, “Our Chicago children can and do read.” I’d like to have a dime for every letter I have had from a Chicago parent whose child – not 6 or 7 or 8, necessarily, but 10, 11, 12, and older-reads with difficulty, if at all; for every letter from a parent who, in desperation, has gone to work and taught her child to read phonetically; and for every letter from a parent asking where phonetic materials can be ordered so that the child may be taught at home. Were the Chicago letters, and those from others thruout the entire middle west reprinted here, there would be room for little else in today’s newspaper.

Another article in this series will appear soon.

<https://www.newspapers.com/image/371115235/?terms=books%20gather%20dust>

Notes: Dolch & Blumster claimed to have done research that proved that kids could not learn phonics before a mental age of 7. But that was based on a more complicated sort of intrinsic (inductive, analytical) type of phonics. That is what was taught in college and accepted as gospel truth.

Country School Adopts Phonics

Pupils Learn To Read New Way, Progress Encouraging

By Bob Liston

(News-Journal, Jan. 29, 1956, p. 323 – Mansfield, Ohio)

Quietly, without fanfare, the Richland Count Schools have adopted a new, controversial method of teaching reading that has had some spectacular results and shows promise of even more.

The method is called teaching by phonics. That is teaching a child to recognize the sound of the letters, rather than teaching the child to recognize through memorization, a whole word.

SOME OF RESULTS

Here are some of the results of the new program observed in schools in Lincoln Heights, East Mansfield and Lucas last week:

Not all, but some first graders just completing half a school year were able to write my name “Liston” on the blackboard. They didn’t see it be forehand and most likely had never heard it before.

First graders are writing sentences on the board which their teachers read to them. This is not copy ng or repetitious drill of sentences they have memorized. A typical sentence was, “Dick had to pick up his hat.”

Students in the first grade are spelling words that are on spelling tests fifth graders are taking.

SAMPLE PARAGRAPH

Last week’s lesson included this paragraph: “One morning Alice ate her breakfast. Then she ran out to play. A man stopped at the gate. He had a big box. “This box is for Alice White,” said the man.”

Teachers comment that the phonic reading program has already borne startling improvements spelling and reading especially among the average and slow learning pupils. This improvement in reading infects all their school work.

This phonic method of teaching reading is not so much new as it is different. It is essentially the same as was taught in this country up until the 1920's. About then, it was discarded as old-fashioned in favor of the word recognition method.

The problem of phonics vs. word recognition erupted last year into a national furor with the publication of the book "Why Johnny Can't Read," by Rudolph Flesch.

GREET WITH FUROR

The book was greeted not only with heavy sales and great public interest, but with a barrage of out raged comment from the country's leading educators. The verbal brickbats between the adherents to each system are still undiminished. The move to phonics in Richland County schools was not a result of Flesch's book. It was independent of it. According to Superintendent Dale B. Kinney, it was only coincidental that the county schools adopted the Hay-Wingo method which received so rich an endorsement in Flesch's book.

The move to phonics was the result of dissatisfaction with the reading ability of students.

"I don't think any teacher is ever satisfied with the progress of her students. When they become satisfied, they better retire. We felt our youngsters were reading with less success than we had a right to expect. My own dissatisfaction began 15 years ago when I was teaching in high school," Kinney said.

How well should a child be able to read? Kinney produced as evidence a study made by Ohio State University which provided the potential reading ability of children with various IQs. For instance, a child with an IQ of 50 should get a third grade reading ability by age 18. An IQ of 80 should attain seventh grade ability by age 18. Twelfth grade ability should be performed by children with an IQ of 110 or over.

NOT MEASURING UP

Kinney said it was felt that children were not quite “measuring up” to this standard. This belief was based on tests and on comments of high school teachers.

But it was not so much the standards that led Kinney and other school administrators to seek improvements as it was what Elementary Supervisor Mrs. Glenn Miller calls “a certain lack of independence in reading.” Readers were stumped by new words.

How the new system of phonics was decided upon is long and involved, a result of considerable study. But basically they became interested in the Hay-Wingo method published by the J. B. Lippincott Co. of Chicago. Teachers and principals visited schools where it is used and came away impressed.

VISITED OTHERS SCHOOLS

What did the school authorities see in schools using the Hay-Wingo method that led to its adoption here?

On visits to Shelby schools, which adopted the system in 1954. Mrs. Miller was “astounded and amazed” mostly by the children’s “ability to attack words independently.”

The clincher came on a visit to Argo, Ill., last May. Argo, a suburb of Chicago, was the birthplace of the reading system. Charles Wingo is the superintendent of schools, Miss Julia Hay now deceased, was a first-grade teacher who developed the system. The 11 persons from here first graders read from the morning Chicago newspaper this headline: “**Tornado in Oklahoma Causes Great Disaster.**” They wrote it on the board. First graders were reading third grade readers.” They were doing it with ease and very little help,” Mrs. Miller said.

ENJOYING CLASSES

“There is such a thing as just pronouncing words and such thing as having fun and students enjoying themselves. They were just having the time of their lives,”

In a third-grade class fifth grade texts were in use. Pupils were reading orally and asking questions of each other that “would challenge any teacher’s ability to ask better ones,” Mrs. Miller said. “That was what convinced me the system was worthwhile.”

The phonics method has not replaced the Row-Peterson method in use in the county schools for many years. Phonics has been added to it. The word recognition readers and method of teaching is still used it is just that where Row-Peterson calls for a little dab of phonics, the teachers give a half-hour session in Hay-Wingo phonics. The difference between word recognition and phonics is best illustrated by the teacher manuals or the respective systems

The Row-Peterson teacher manual begins the first day by teaching the word “Alice.” The pupil is to identify the Alice by a large picture of her and associate the whole word with the picture by “watching how it (Alice) begins.”

The Hay-Wingo teacher manual on the first day has the teacher point out that the sound of “a” in “apple” appears in many words such as “attention, Agnes, as, at, action, attic” and others. The children play a series of games designed to teach both the sound and appearance of the letter.

Study of the two systems shows that the phonic or Hay-Wingo method sets out to teach that the sound of a in “apple” so that the child can ever after recognize the sound and the letter in the thousands of words where it appears. This process is repeated for every sound in the English language.

The word recognition method sets out to teach the child the word “Alice” so he will ever after recognizes it. This process must be done for thousands of words in the language. Bright pupils, naturally note similarities between words.

While the phonic method cannot be explained in a few words, the first grader is taught all the short vowels, then the consonant rules for the use of the letters, the irregular words, and finally the long sound of the letter and the alphabet

They get an abundance of both auditory and visual drill, using the blackboard extensively. They learn to read and to write words just from the sound of them, not by memorizing how they sound.

They are taught rules like the ones for use of the *c*, *k* and *ck*. The letter *e* is used before the short *a*, *o* and *u*. *K* is used before the short *e* and *i*. The *ck* is used after any of the short vowels and usually at the end of the word. First graders were observed reciting and using these rules with ease.

Another rule first graders learn is, “When company comes to the back door (final e), the vowels get dressed up with their long names. “For example, “mat” with a short vowel becomes “mate” with a long vowel when the e is added to the end.

MEANT ABRUPT CHANGE

The system is not perfect. Teaching phonics has meant an abrupt change and much study and hard work for teachers. Most have made it. Most skeptics have been converted.

One teacher whose pupils are two months ahead of last year and "could be further ahead if I pushed them" said, "If I don't teach better next year. there is something wrong with me.

Classroom Pictures Associated with the Above Article



WRITE SENTENCES FROM SOUND—First graders in Miss Marvena Hershey's class at Lincoln Heights school are shown writing sentences and words on the blackboard that she pronounces for them. While Miss Hershey sounds out a new word, Dick Roseberry, center, writes it. The word "bucket" which he has written may be seen. Robby Geary, right, uses a little tongue manipulation to help him over a sentence hurdle. These exercises are not copying what the teacher has written, but new words and sentences never seen before. (N-J Photos By Bob Liston.)



NOW HOW DOES THAT GO?—Robby Geary, a first grader at Lincoln Heights School, is all rapt concentration as he translates the sound of words into correct spelling. That he was successful may be seen in the photograph at left taken a moment later, as Robby writes his sentence.



READS ALOUD—Ricky McFarland, right, a first grade student at Lucas School, reads to the class and for his teacher, left, Mrs. Elizabeth Zellner. Children using the phonic method to learn reading are a couple of months ahead of last year.



LEARNING THE SOUND—The sound of "a" in apple is old stuff to David Nickolous now, but this is how he learned it back in September. Now he has learned all the vowel sounds and most of the consonants and can associate one with the other. The teacher here is Mrs. Cecil Andrews of East Mansfield School.



'YOU MADE A MISTAKE'—The pupils in Mrs. Marjorie Kiefer's first grade class at East Mansfield School were quick to notice when Mrs. Kiefer, right, made a mistake. It is a game in which the teacher reads a list of words using the same sound. Intermingled are words not using the sound: The children raise their hands when teacher says a non-conforming word or "makes a mistake." The exercise teaches the student to correctly hear the sound of a letter or word.

News-Journal, January 29, 1956 (Mansfield, Ohio).

This article is very interesting to me since I am now using the 1957 Alice and Jerry basals by Row and Peterson along with my *Natural Phonics Primer* (which is based on Flesch's 72 Exercises). i. e., I use Flesch in place on *Hay-Wingo*. Also notice that they ignored the grade level designations of the Alice and Jerry Readers, with first grade reading third-grade readers and third grade reading the fifth-grade Alice and Jerry Readers. In my tutoring, I also ignore the grade level designations and strive to take the kids through as many readers as possible without considering grade level designations.

<https://www.newspapers.com/image/294263523/?terms=hay%20wingo&match=1>

“Teaching Phonics Boosts Reading Skills” by Marcia Winn. Re. *Hay-Wingo*. Curious article, also, mentioning Kee's intrinsic phonics.

<https://www.newspapers.com/image/371027417/?terms=hay%20wingo&match=1>

Chicago Tribune, June 20, 1960, p. 31. *Hay-Wingo*, Mentions Gray saying kids should not be taught consonant sounds in isolation.

<https://www.newspapers.com/image/374683846/?terms=hay%20wingo&match=1>

Daily Independent Journal, Oct. 10, 1958. P. 9 (San Rafael, California)

Picture of Sibyl Terman (Charles Walcutt's sister & Coauthor of *Reading Chaos and Cure*. She is watching a teacher teach *Hay-Wingo*. “It was through talking with her father-in-law, Dr. Lewis Mason Turner, that Mrs. Terman first heard about non-readers. Dr. Turner was inventor of the Stanford-Binet achievement tests. He and a student, Dr. Grace Fernald, developed the “kinesthetic” method of teaching reading where a child learns a word by tracing it. The word then is no longer an intellectual stimulus, it is a flexed muscle and becomes something with shape and form.

<https://www.newspapers.com/image/71682899/?terms=reading%20chaos%20and%20cure&match=1>

Arizona Republic, March 23, 1965, p. 4 (Phoenix, Arizona)

Another picture of Sibyl Terman and some harsh words concerning “deadwood” teacher. “We can't just throw them out,” she said. “We'll just have to wait until they retire.

<https://www.newspapers.com/image/119384261/?terms=sibyl%20terman&match=1>

Mrs. Sibyl Terman. Stanford – memorial service will be held for Mrs. Sibyl Terman, teacher and author, who died Wednesday at Stanford Hospital. She was 73. Mrs. Terman and her husband provost emeritus Frederick E. Terman, lived on campus for 47 years after meeting and marrying in 1928. (*San Francisco Examiner*, July 25, 1975, p. 34)

Chesly Manly has several articles in the *Chicago Tribune* 1960. “They Denounce ‘Look-Say’ Teaching Plan. Mary Johnson’s spelling test is mentioned: **13 sight words:** not wag cub skip Bob tap pet did frog sun jump help quits. **13 phonics words:** jot wax hub zip cob gap vet skid fret spun dump yelp quilt

<https://www.newspapers.com/image/374674996/?terms=sibyl%20terman&match=1>

<https://www.newspapers.com/image/372859240/?terms=chesly%20manly&match=1>

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