

From Sound to Letters

A Synthetic Phonics Approach to Fluent Reading

THE LONG VOWEL BOOK

A Long Vowel First, Phonics-First Approach to Teaching
Fluent Reading, Cursive Handwriting and Accurate Spelling.

The Concepts and Skills of Synthetic Phonics
Taught in a Orderly and Logical Sequence

Based on Caroline Yale's *Northampton Charts*,
Mildred McGinnis' *Association Method*,
Priscilla McQueen's *Curriculum Design*
and Ann Hughes *Writing Ability*.

May 30, 2009

Rational

Long Vowels First: Unlike most other phonics programs, *From Sounds to Letters* teaches the long vowels first. It does this because the long vowels are easier to discriminate, to hear in words, and to recognize, because the sounds are the same as the letter names. We also teach long vowels first because there are many ways to spell them. The sound /ā/, for example, may be spelled *a* as in *acorn* a_e, as in *tape*, *ai*_ as in *tail*, and _*ay* as in *day*. The short vowel sound /ă/ is just spelled *a*, as in *hat*. By beginning with long vowels, we are giving the children more time to learn to read and write words that use their various spellings. We want the children to be able to spell and to write as well as they read. We also want them to be able to write as many words they know as possible. The long vowels are much easier for the children to **discriminate**, **isolate**, **retrieve**, and **blend** into syllables and words than the short vowels so it is wise to start with the long vowels. The long-vowel-first approach has proven itself highly effective in hundreds of thousands of classrooms across America for many decades in programs that followed Priscilla McQueen's curriculum design.

Sound Association Picture: *From Sounds to Letters* helps the children associate each spelling by its sound by using a special picture. Each of these pictures, except the long vowel cards, show a picture of a situation in which a sound is being produced, *not* an object that begins with that sound. It also shows the most common spelling of that sound. We teach the children to associate sounds with *actions*, not with objects, so they can recognize sounds anywhere in a word, not just at the beginning.

Cursive Handwriting: Cursive handwriting is taught first because it is a proven aid in preventing problems with reversals. It aids in teaching sounding-out or blending because the letters within words are all connected (threaded together). It eliminates the unnecessary and difficult step from manuscript to cursive. Words are perceived as single units composed of individual connected parts.

Spelling: Oral and written spelling is taught simultaneously with the reading so the children will be able to automatically and accurately write anything they can read. There is no need for separate spelling lessons.

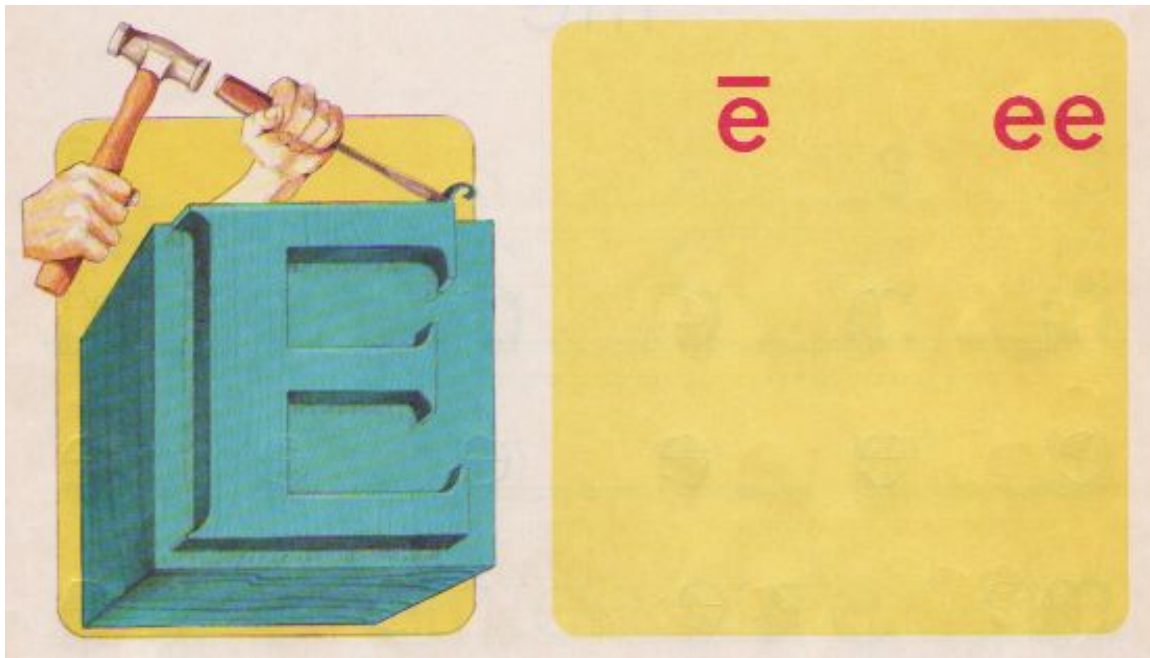
Last edited 6/24/09

Vowel and Consonant Sounds and Spellings Taught in the *Long Vowel Book*

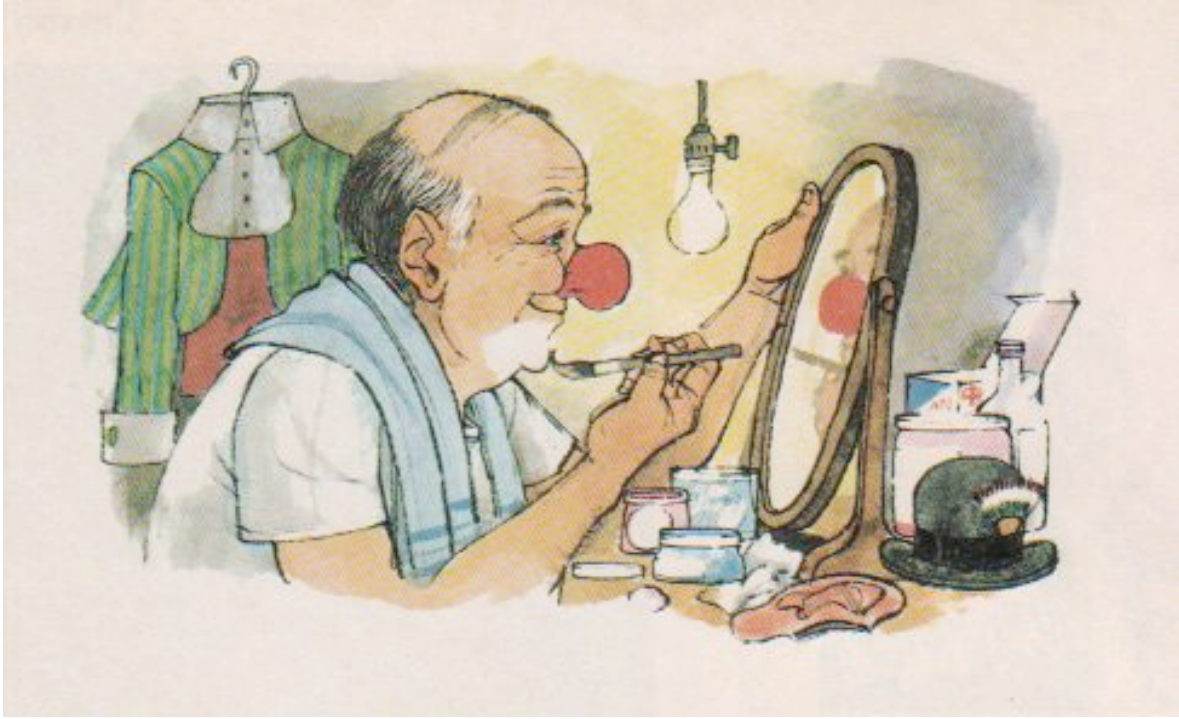
Lesson

1. m, ē, s, ee
2. t, ea (written upper and lower case b)
3. h__, w__ (written letter c)
4. f, th, th (written letter d)
5. l, d (written letter g)
6. r, e_e, z, s
7. ī, __y, īe (written letter j)
8. i_e (written letter k)
9. igh (written letters o and p)
10. n (written letters q and u)
11. v (written uppercase letters y and x)
12. sh
13. ā, ay
14. a_e, ai__
15. b
16. ō, _ōw, oe
17. o_e, oa__
18. g
19. y__, oo
20. ū, u_e
21. __ew, _ue
22. __y, __i_
23. er, ir, ur
24. p

Lesson 1



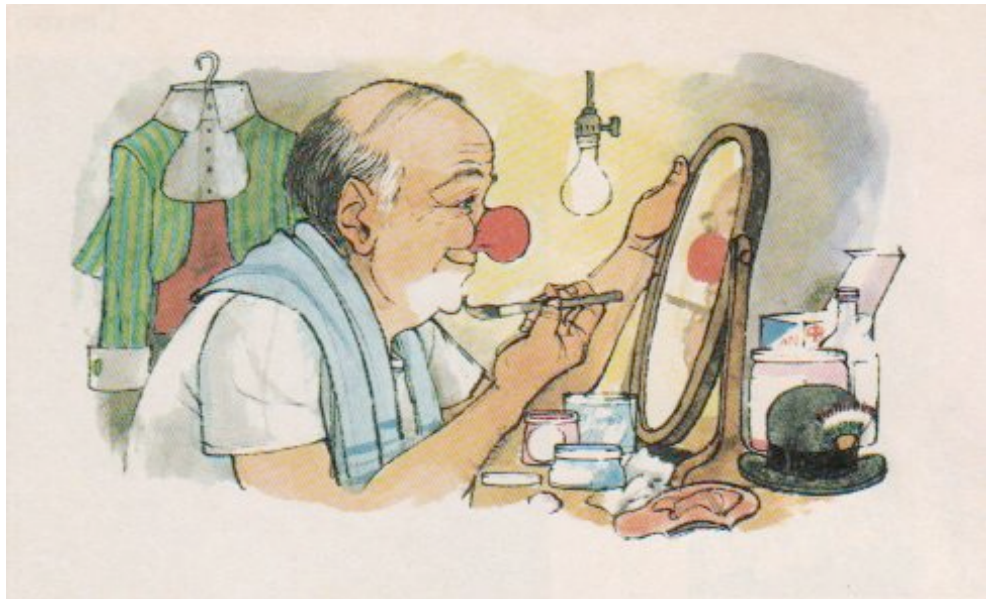
m M e ee



me

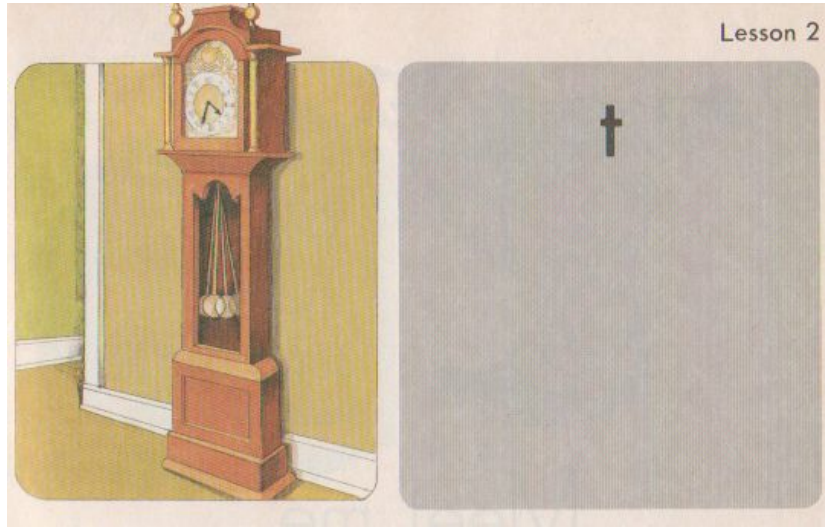


s S see



See me.

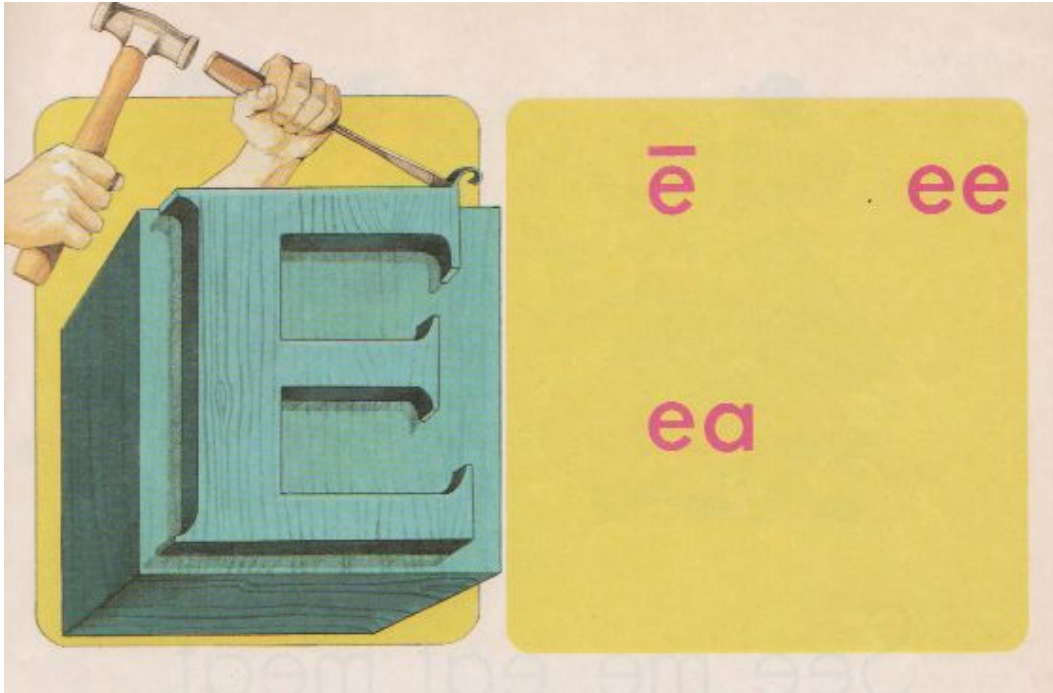
Lesson 2



t T meet



Meet me.

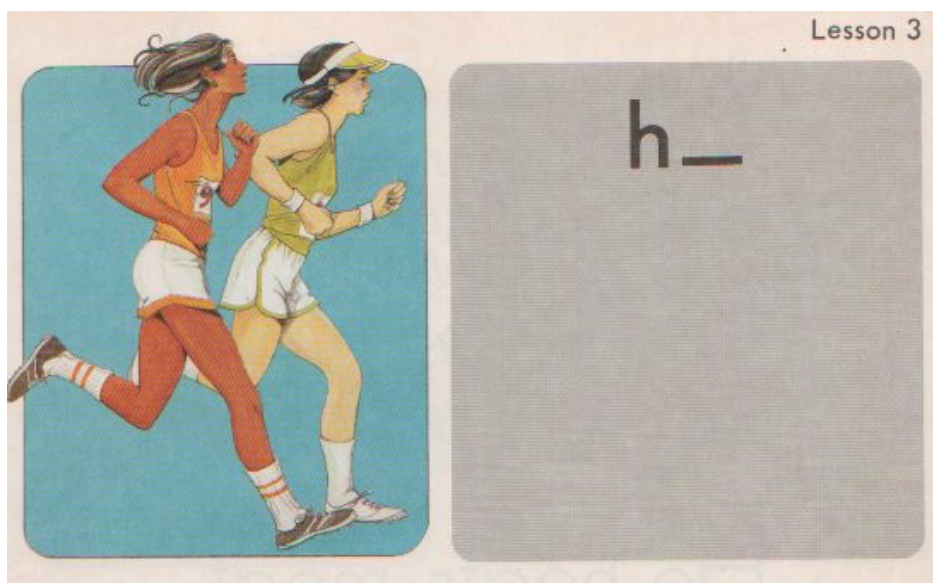


e E ea eat meat



See me eat meat.

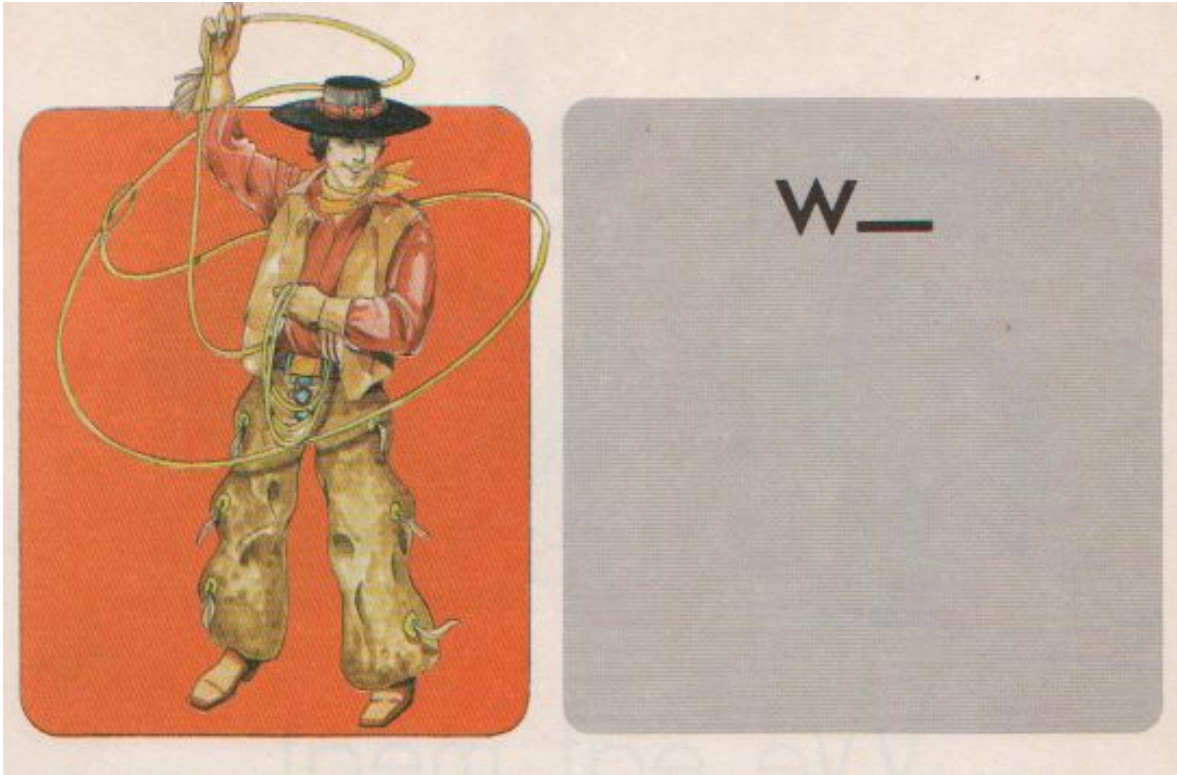
Lesson 3



h H heat meats



He eats meat.

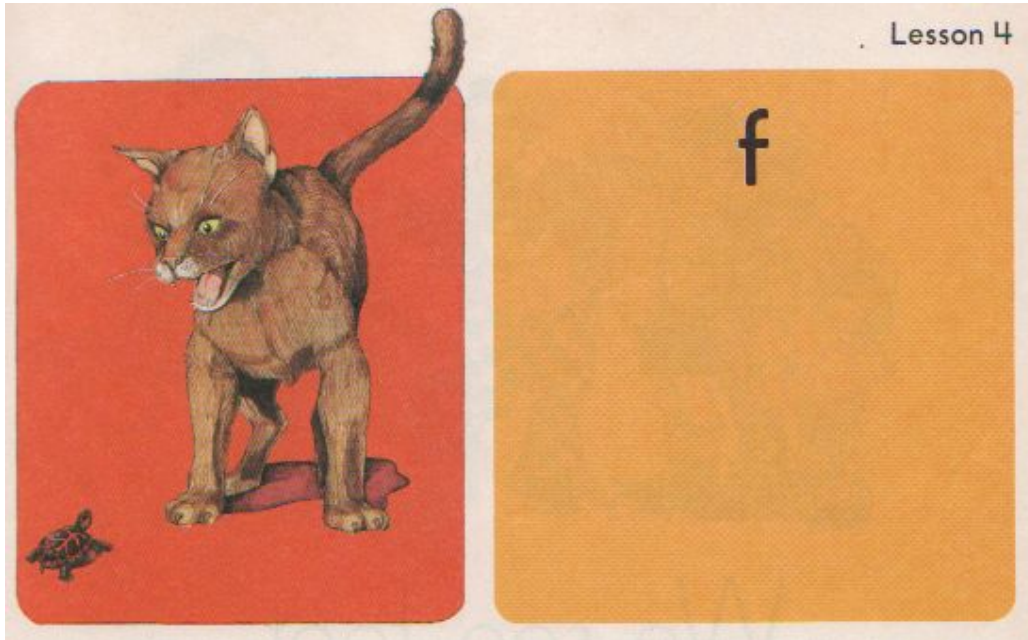


w W we sea seat

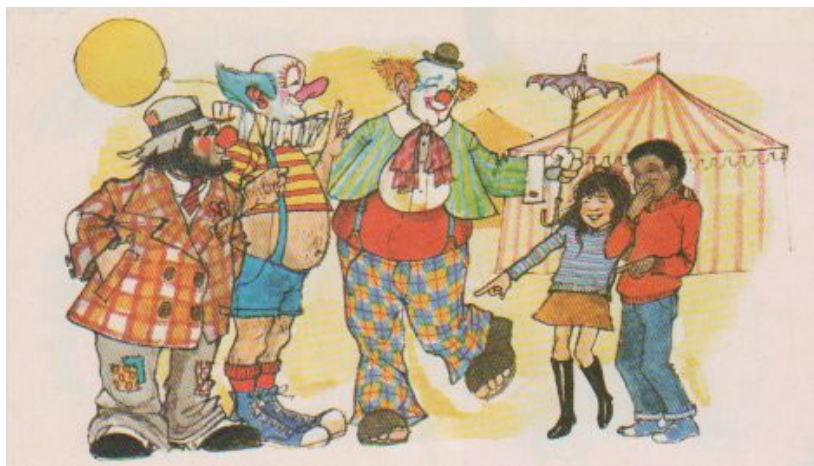


We eat meat.

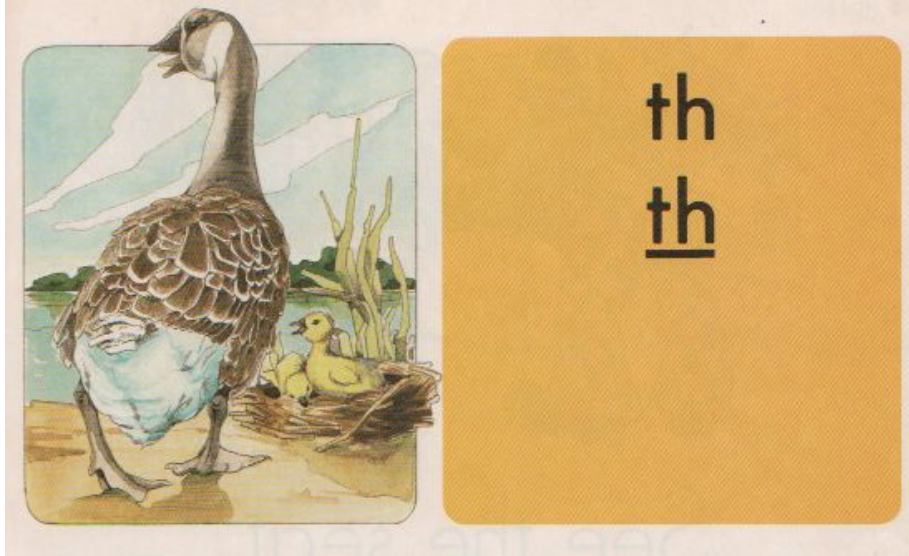
Lesson 4



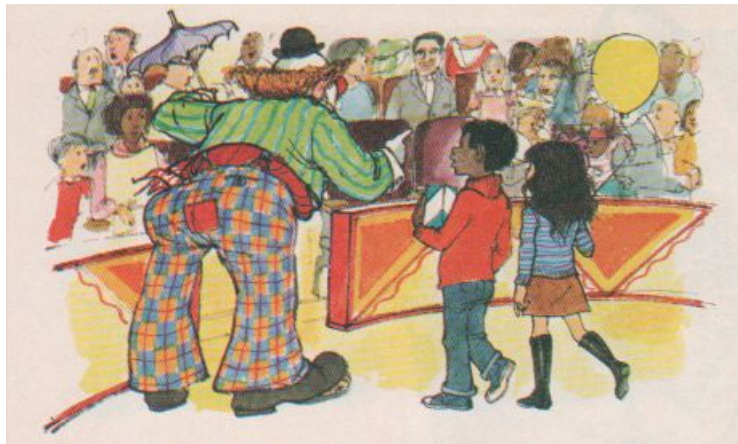
f F feet we seat



We see feet.

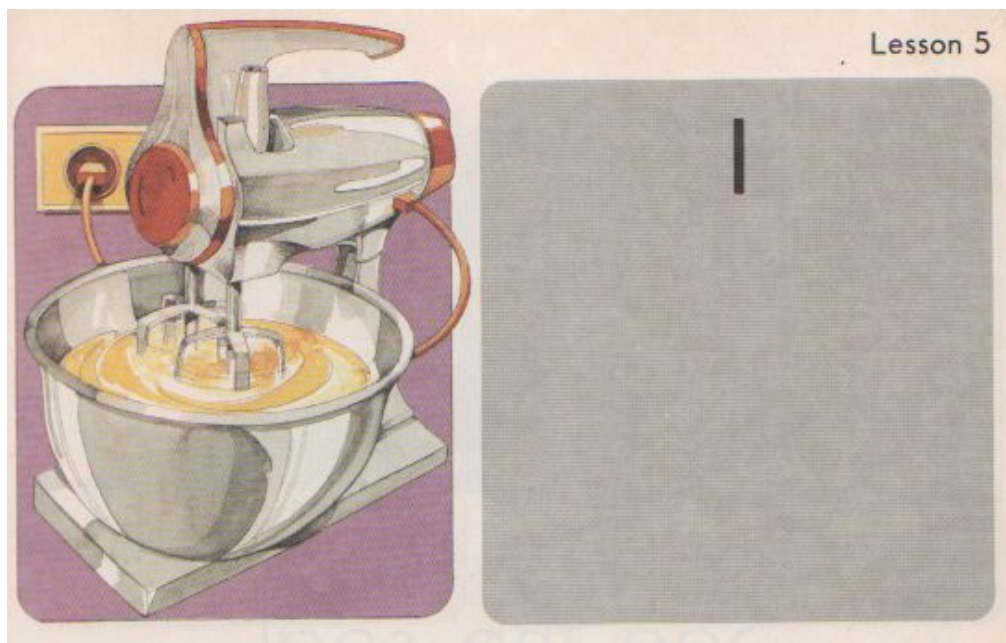


th the teeth
the feet the teeth

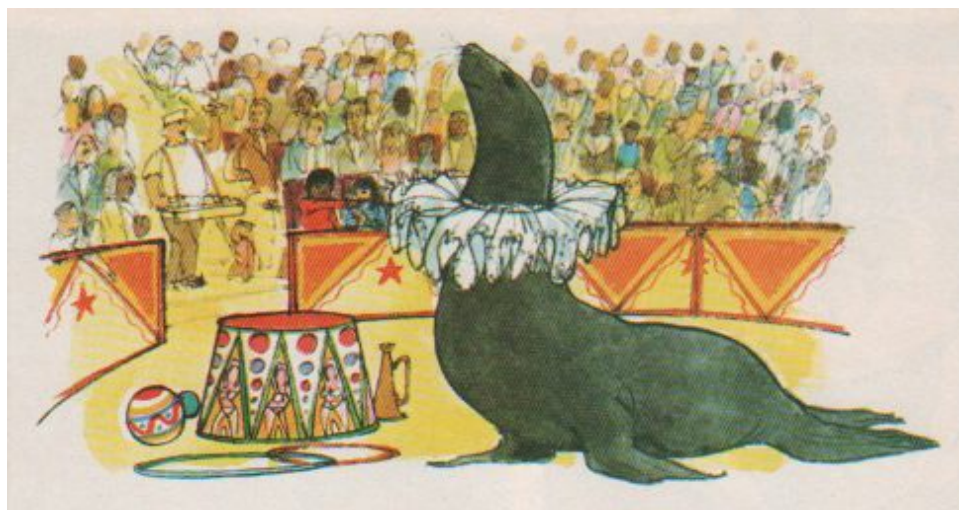


See the seat.

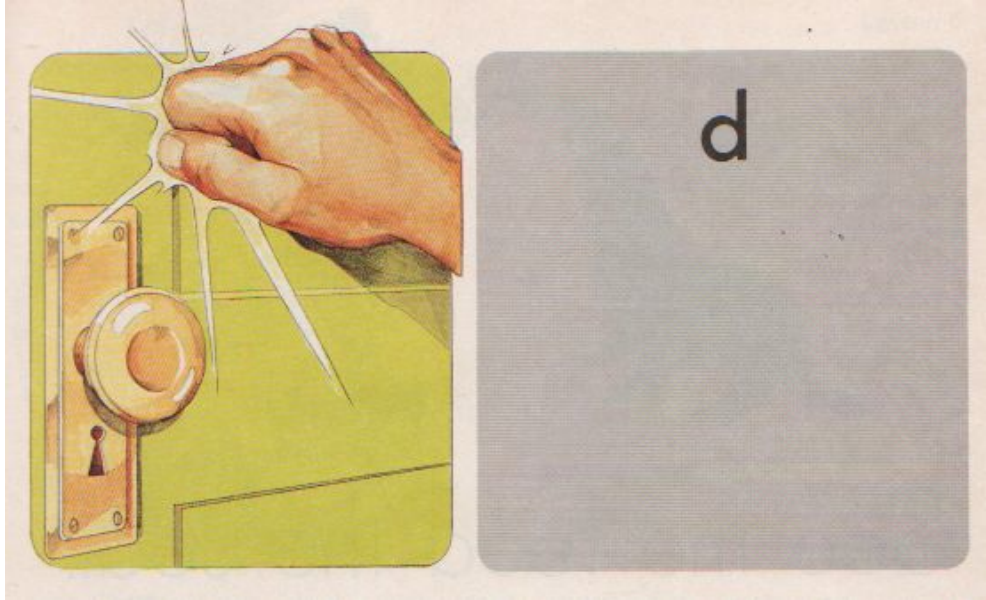
Lesson 5



L l meal Lee leaf



See the seal.

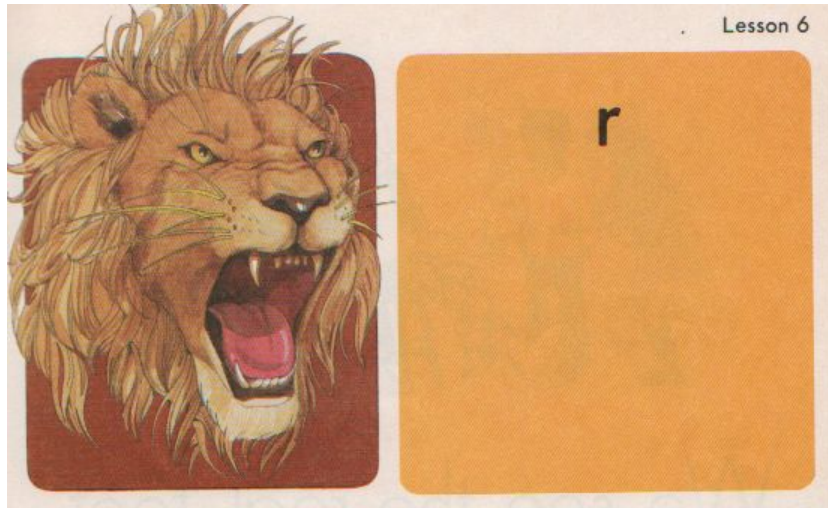


d D feed weed seed



See me feed the seal.

Lesson 6



r R here read hear
rear free three



We see the real feet.

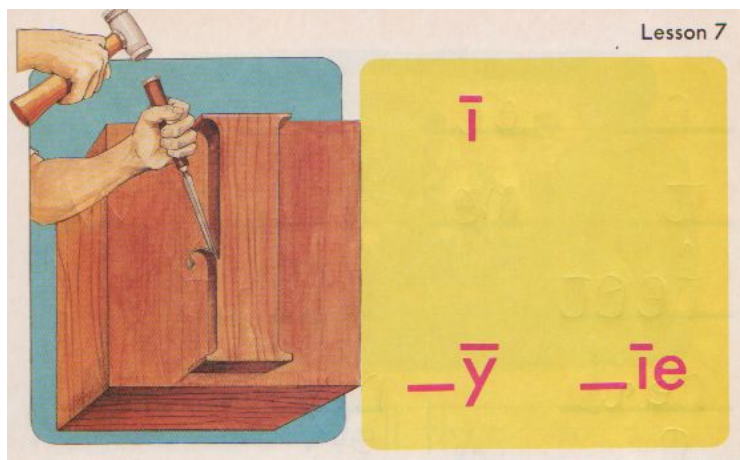


z Z freeze sees these

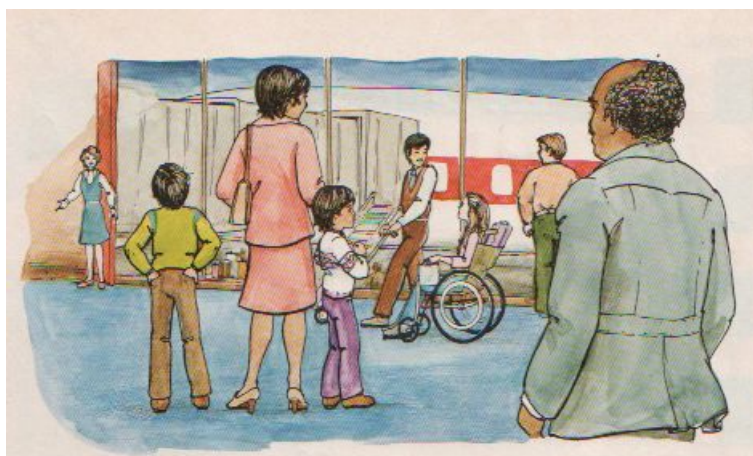


He sees these feet.

Lesson 7



i I _y, _ie,
tie my fly



We'll fly.

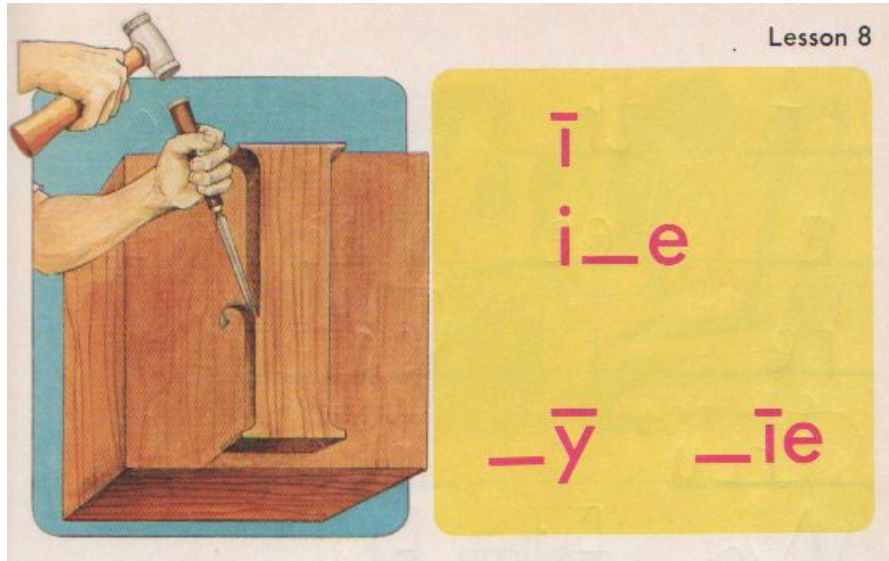
1. I me my
2. free fry fries
3. flea fly flies
4. tie lie die

5. we we'll

6. I I'll wild sly

7. we'll he'll I'll

Lesson 8



i_e ride hide mile

He rides a mile.



Lee smiles.

1. mile smile, smiles, smiled

2. wife wise wide

3. size side

4. ride, rides hide, hides

5. try tries tried

6. sea side seaside

7. sea weed seaweed

Lesson 9



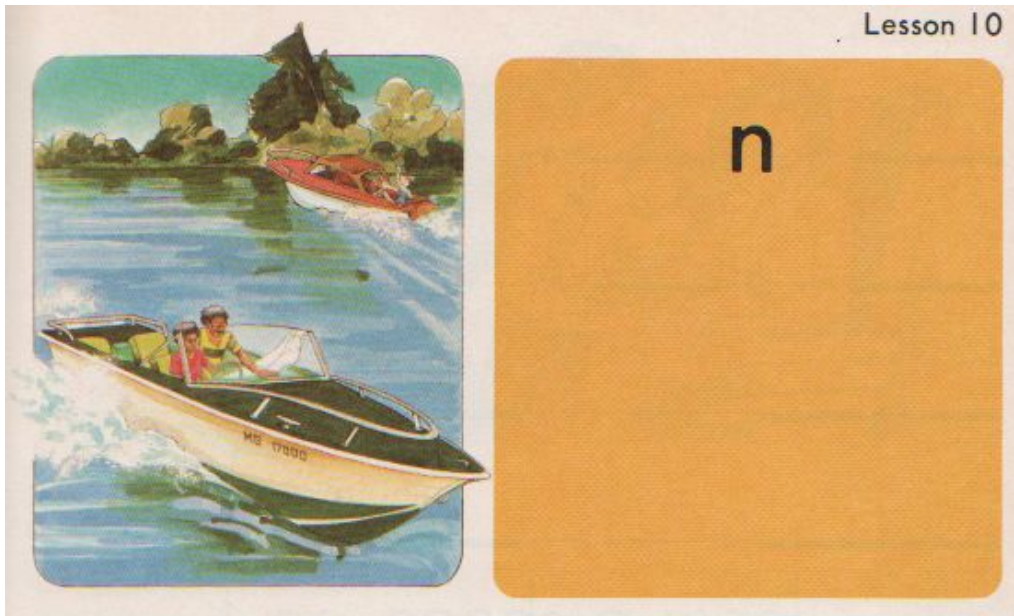
_igh sigh high light



Lee sees the lights.

1. my might mile
2. fly flies flight
3. side sigh sight
4. life light lies
5. rise right ride
6. tie ties tied
7. fry fries fried
8. fire fight fright

Lesson 10



n N a fire need
I'm fine nine line



Lee needs a meal.

1. need neat near Neal

2. fine fight fire find

3. mean, means lean, leans

4. freeze sneeze

5. my mine mind dime

6. team steam street stream

night I mean

flight I'll mine

right I'm lean

Lesson 11



v V vine Eve
We've seen Eve.



The night flight leaves.

1. five hive I've live

2. Eve leave we've

3. à live àlive

4. wife wives life, lives

5. leaf leaves

6. evèn Stevèn

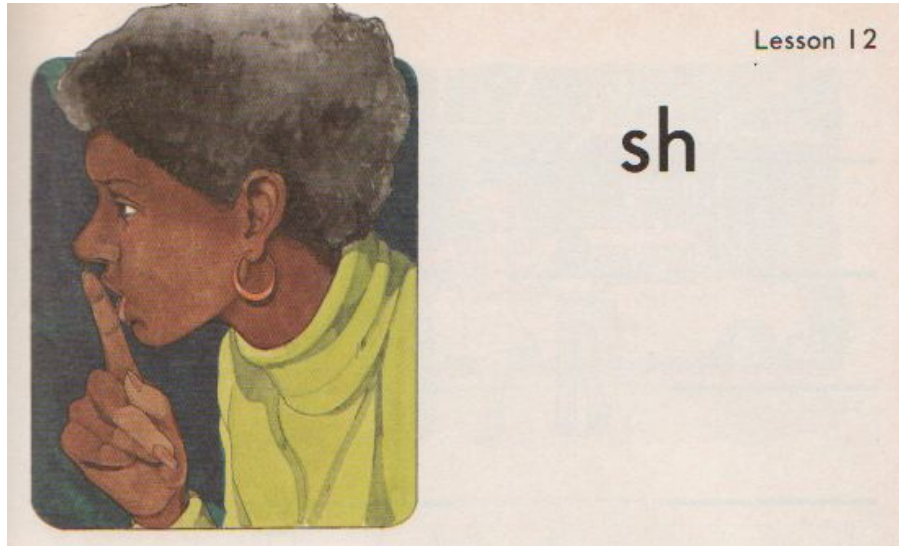
7. sevèn

miles read might

meals ride neat

real right hide

Lesson 12



sh she sheet shine
She shines the light.



The lights shine.

1. she she'll she's sheet

2. fine shine nine line

3. he he'll he's heat

4. we we'll we're we've

5. I I'll I'm I've

6. lie, lies, lied

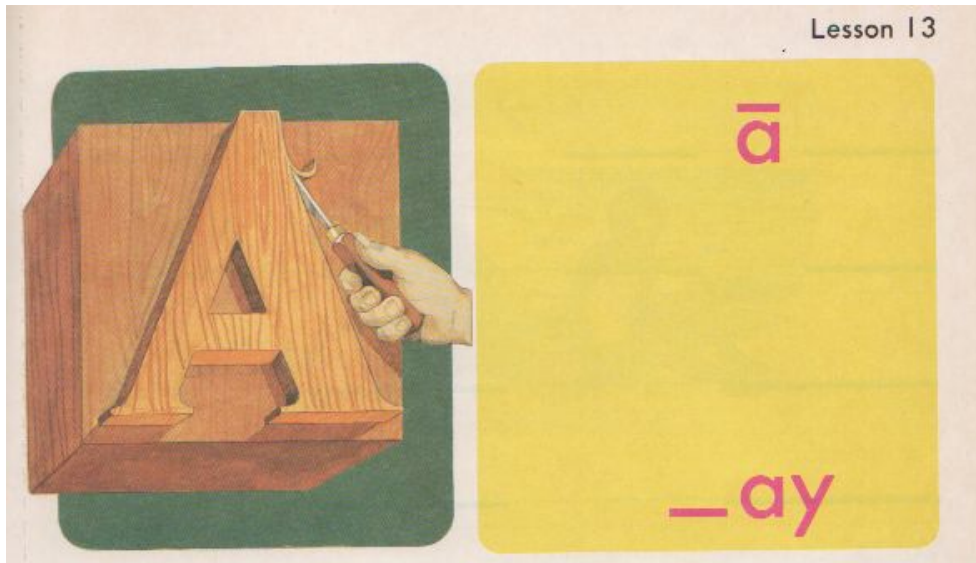
7. dry, dries, dried

she we've five

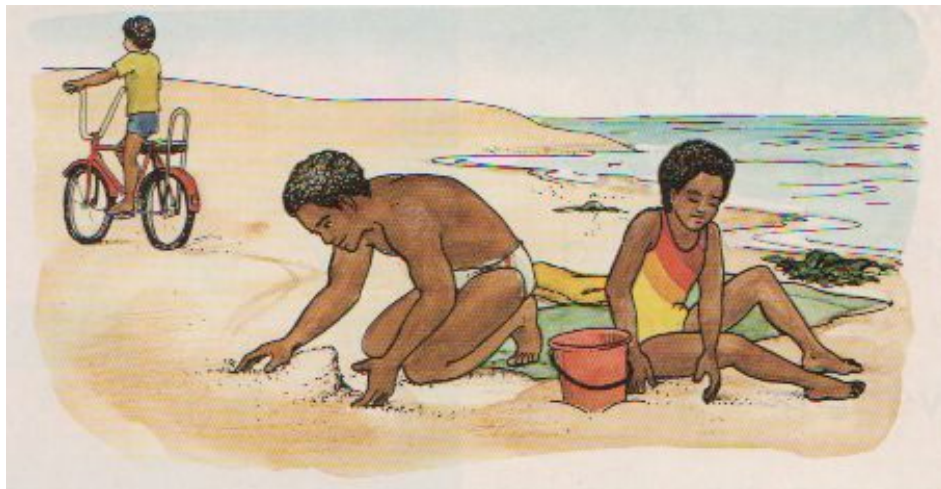
sheet I've hive

meet I'm alive

Lesson 13



_ay say way hay
He may see me.



Ray finds seaweed. He lays the seaweed near the sea. He rides away.

1. way say lay hay
2. ray Ray may May
3. find mind lined dined
4. sea weed seaweed
5. a way away eight
6. weasel frighten frightened

7. fire light firelight
8. night light night light

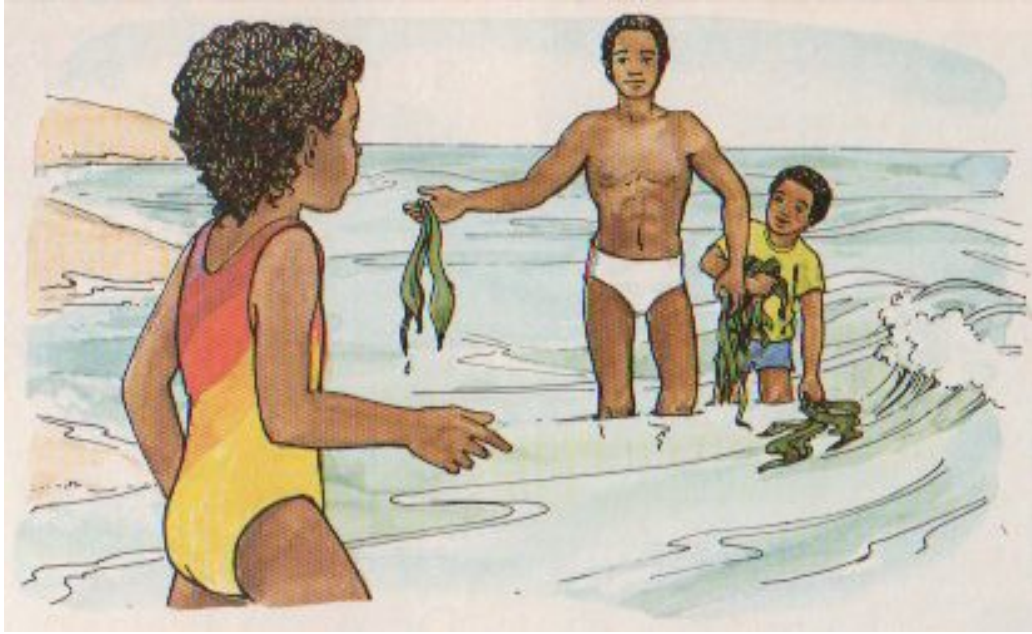
Lesson 14



a_e ate made save
late

ai_ rain snail

She'll wait here.



Eve sees waves.

The seaweed sails away.

“Ray!” says Eve. “Wait!
See the waves.”

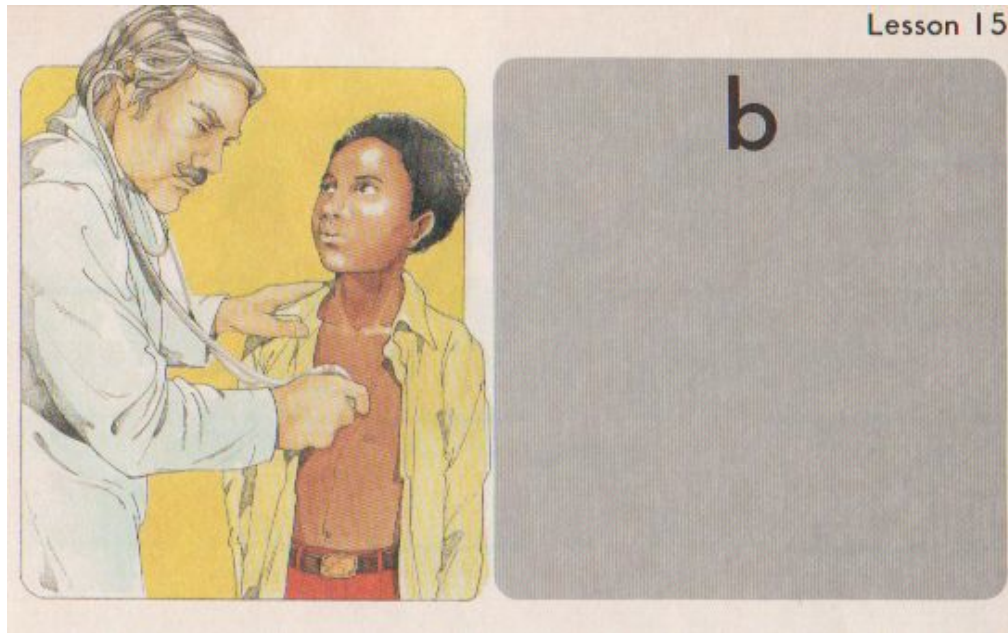
Ray wades. He saves the
seaweed.

1. sail save same safe
2. aim lame flame shame
3. wave wait wade way
4. lay laid late lane
5. vane rain and
6. ate hate snail
7. says made Dave

8. saved waved sailed

mine mind find leaf leaves five
night light right my fly fry

Lesson 15



b B beats blaze able

bite blame

brave wade

Wait by the table.



Ray needs heat. Neal
lights a fire. The flames rise.
The fire blazes.

Ray lays the seaweed by
the fire. The heat dries the
seaweed.

1. bee beat beets beard

2. be beside besides

3. behind beneath between

4. able table

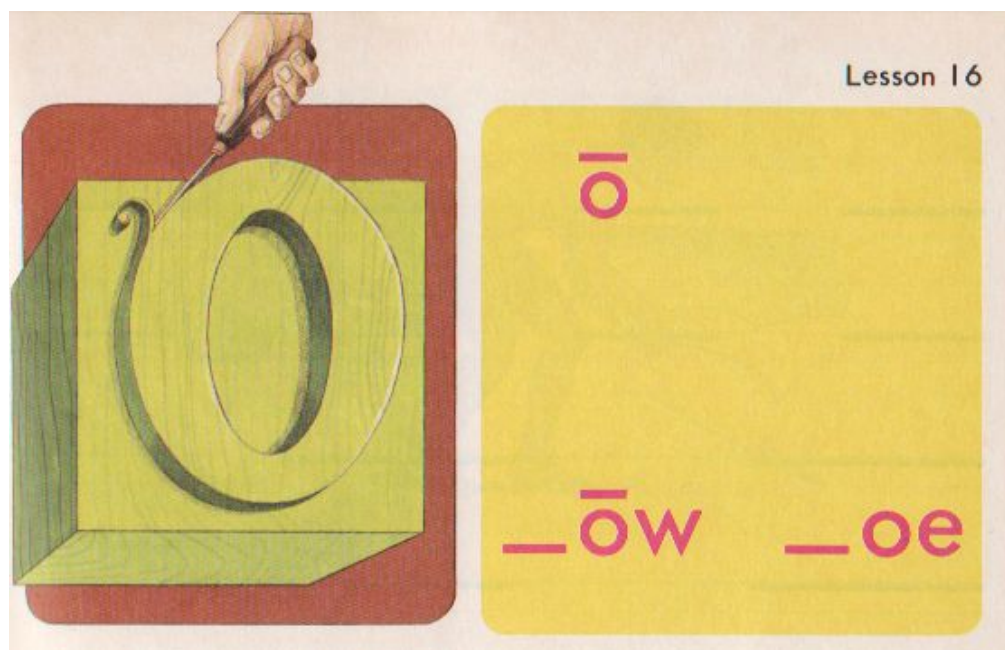
5. near by nearby

6. bite bright

7. blaze blame brave

8. haste taste waist waste

Lesson 16



o no so

_ow throw show

_oe toe hoe

Show me the leaves.



Eve waits beside the fire. She daydreams.

The low flame dies, and Eve sneezes.

“We need heat,” she says.
“We’ll feed the fire.”

“No,” says Neal. “We’re late.
So we’ll leave.”

1. low slow flow blow

2. show row throw snow

3. no so sow below

4. day dream daydream

5. both most don't won't

6. old sold hold bold

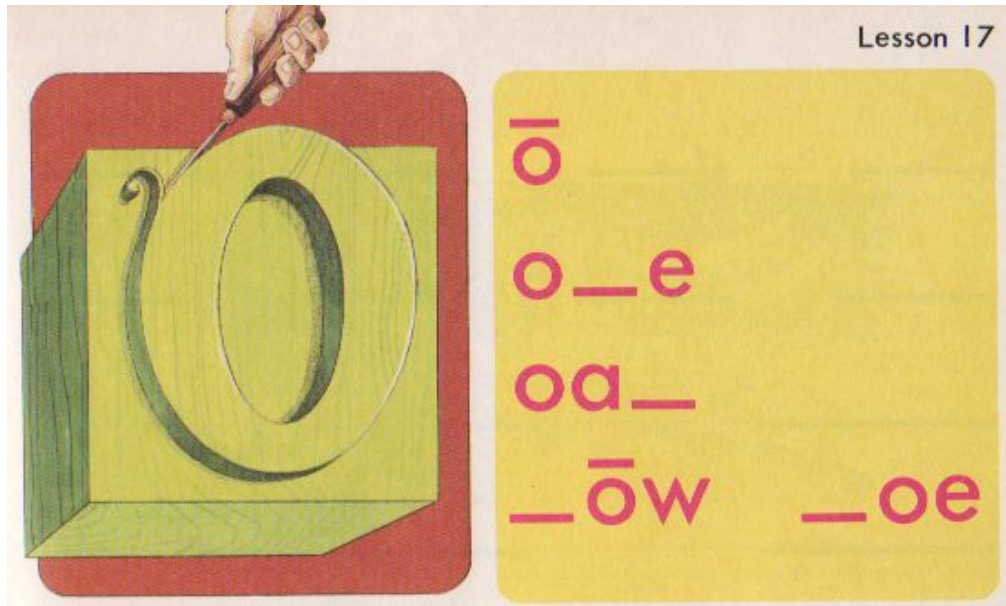
7. tail teeth train tree

8. toe doe hoe does

9. folded weeded

10. fōur fōurth from

Lesson 17



o_e home drove hole mole
stole

oa_ boat coat load road



Ray loads the boat. He says,
“I’ll row.”

Neal says, “We’ll both row.”

They leave, and Eve rides
home alone.

Neal and Ray see Eve ride.
Neal waves. He and Ray row the
boat home.

1. bone boat bowl board

2. road rose robe roast

3. hole home hose hoes

4. à away alone before

5. stay they won one

6. toad load mole those

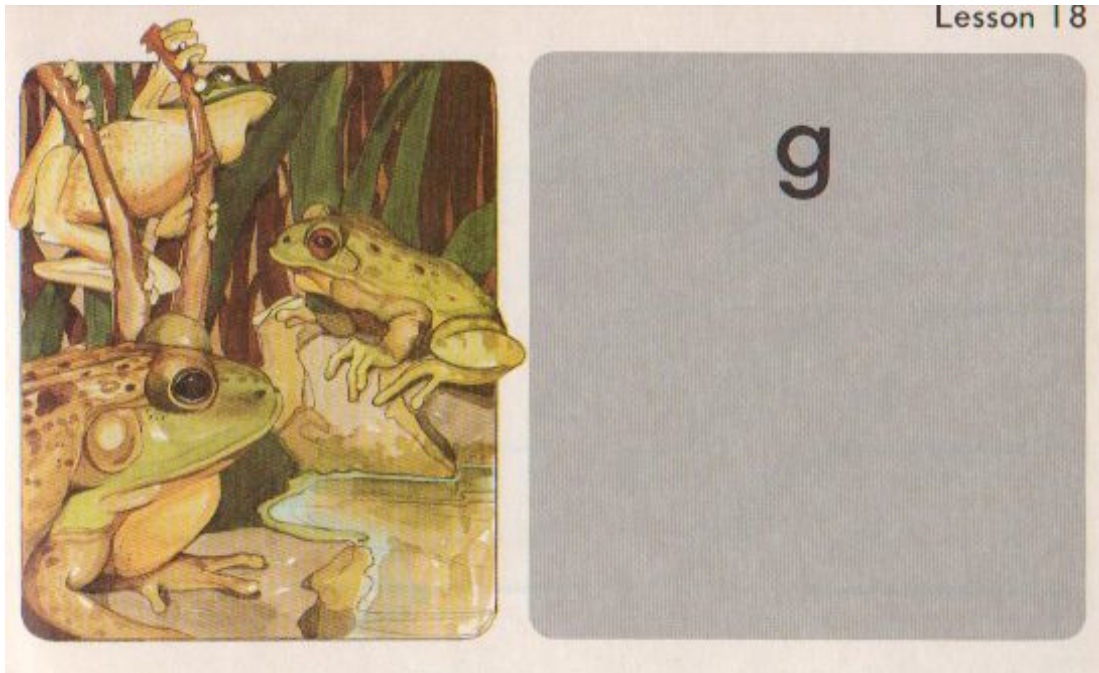
7. some

stay stays stayed; load loads loaded

float floats floated; steal stole stolen

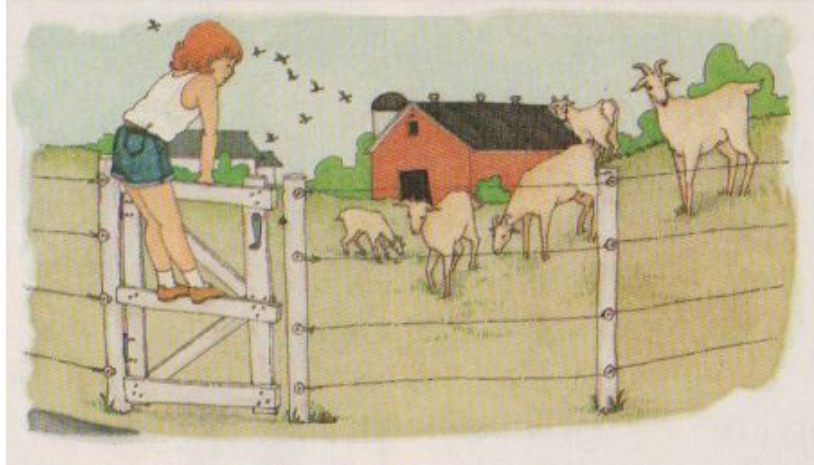
drive drives drove; ride rides rode

Lesson 18



g geese gray grow
gate grain

The goats go by.



Gail waits beside the
road. She rides a gate.
She sees goats eat hay.

She finds a slow
snail beside the gate.

She sees geese fly
low. They fly away.

1. go goat goes goal
2. gave gate Gail game
3. old sold hold gold golden
4. eagle beagle

5. grain grains glow glows
6. night time nighttime
7. day time daytime

Lesson 19

Lesson 19

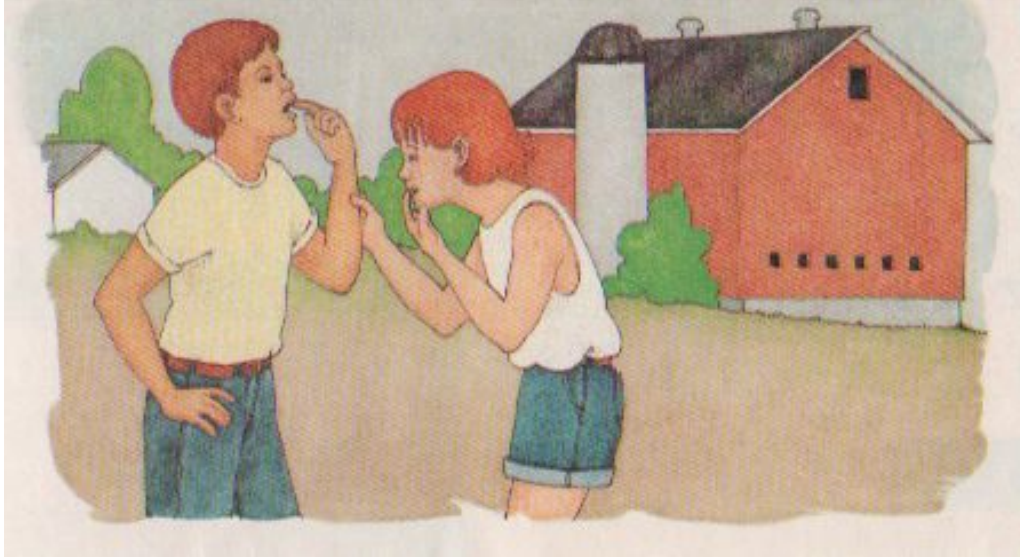


y—

oo
u
u_e
_ew _ue

yo-yo you year

too room soon moon



Gail leaves the gate. She meets Dave.

Dave says, “My tooth seems loose.”

He feels the loose tooth.

Gail says, “I feel a loose one, too. Do you see mine?”

1. food fool

2. soon moon noon room

3. loose goose moose tooth

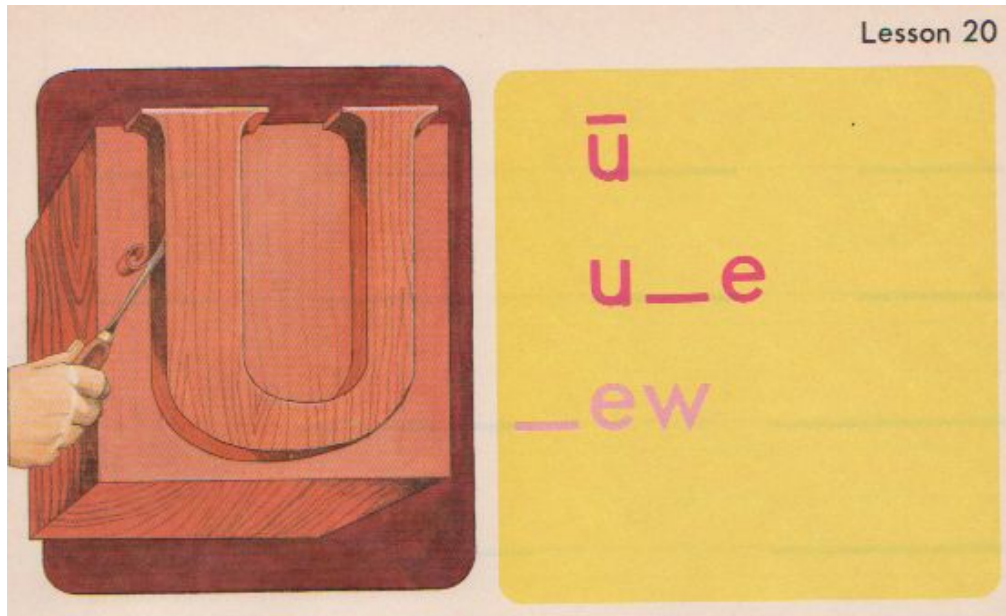
4. zoo too to do you

5. today tonight

6. your year yes

7. you'll you're you've

Lesson 20



u_e mule use fuse

Blow the bugle.

rule fool room use

food groom muse



Dave gave Ruth beet seeds.

Ruth sowed the seeds, row by row. She hoed between the rows.

The heat made the leaves dry. They needed rain.

Dave used the hose.

Soon the rain saved the beets. The rain made the leaves green.

1. Ruth rule rude room

2. use fuse

3. table able beagle bugle

4. so sow snow hoe

5. too tune tube tool

6. move

Lesson 21

—ew

new dew stew grew

—ue

blue glue true

blow blew glue blue

grow grew mow mew



Ruth weeded, and the beets grew.

Soon they seemed the right size. Ruth sold most of the beets. She gave a few to Dave.

Dave ate the beets and the beet greens too.

_____ Dave ate the beets.

_____ Ruth sowed the seeds.

_____ The beets grew.

1. few new news dew

2. grew threw drew

3. stew flew blew blue

4. true glue Sue due

5. green greens of

6. deer dear hear here

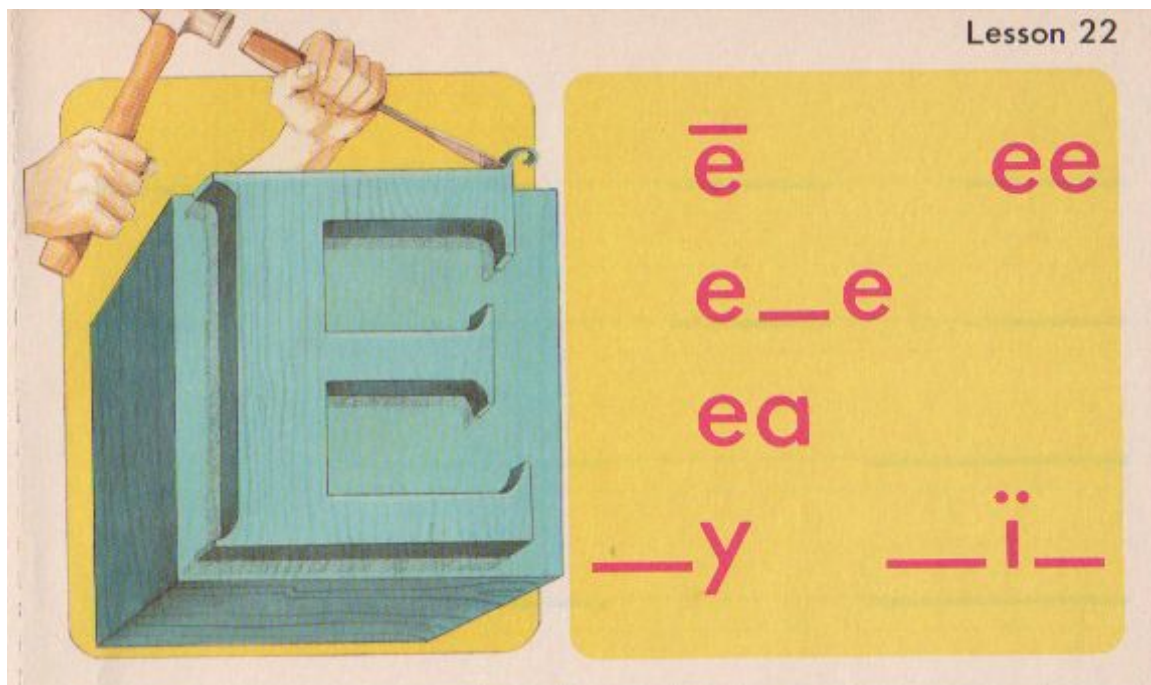
7. two

fly grow throw stew

flies grows throws stews

flew grew threw stewed

Lesson 22



_y rainy baby babies

See the shiny streets.

lazy easy baby hazy



Rainy day,
Shady and gray
Time to stay home.
And read and dream.
And wait for the rain
to be blown away.

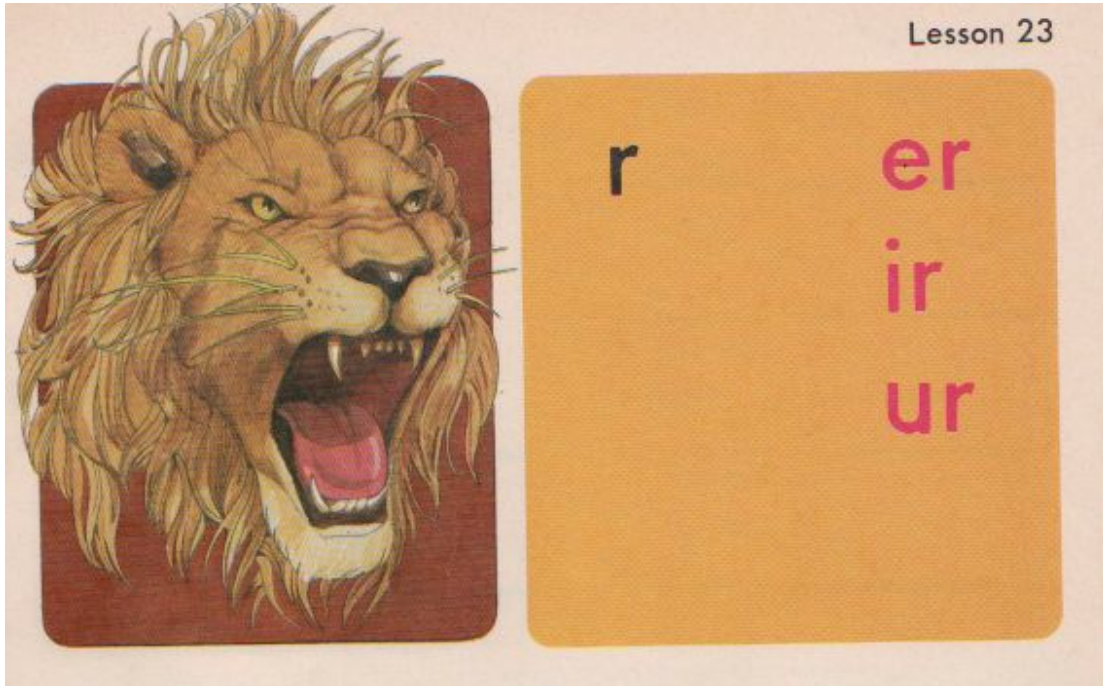
1. rain, rainy greed greedy
2. shade, shady shine, shiny
3. baby, babies lady, ladies
4. duty, duties ruby, rubies
5. safe, safely brave, bravely
6. or for store story
7. fairy, fairies navy, navies
8. thief field believe blown

blow thief blow safe

blew thief blew safely

blown leaves blown safety

Lesson 23



er her herd over tiger

ir bird fir girl

ur turn burn nurse

A bird flew higher.



A fir tree grew by a road. The tree was a home for birds.

The mother bird flew away. She needed to find food.

Her babies stayed behind.

One tiny bird tried to fly. He glided to the road below.

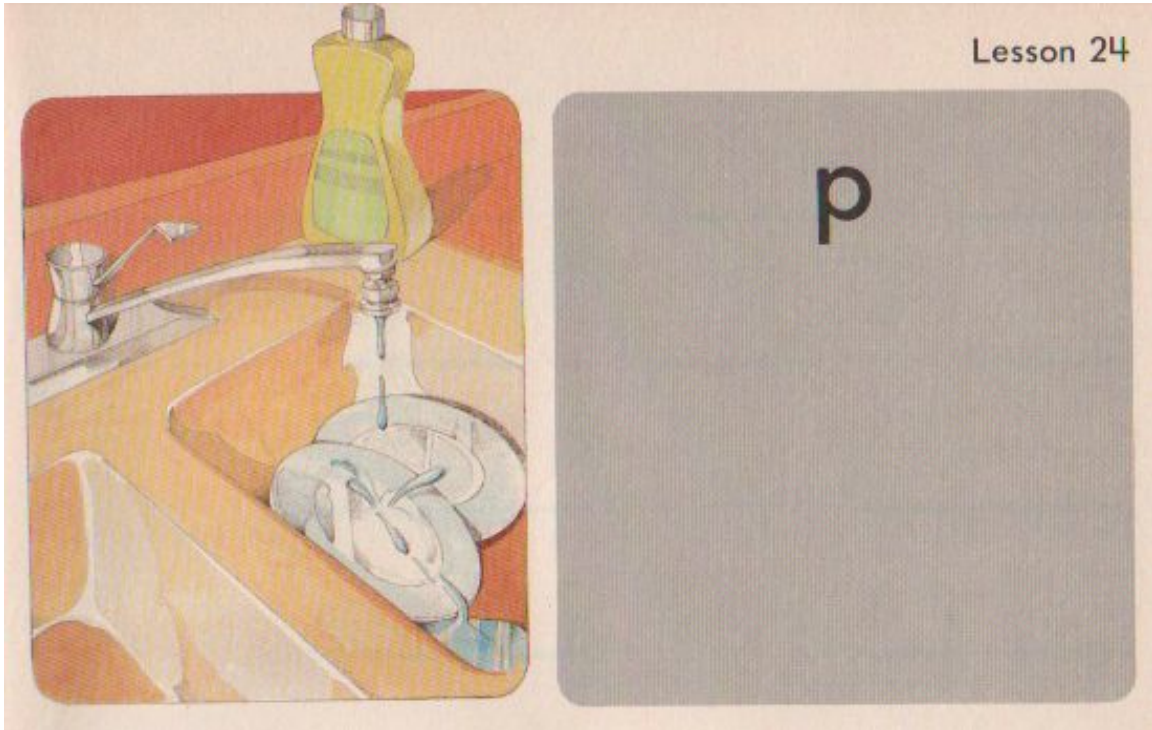
A girl was near. She gave the baby bird a ride.

The mother bird returned.

1. low, lower high, higher
2. fly, flier own, owner
3. her hurt hurry herd
4. sir serve fir first
5. girl shirt thirty thirsty
6. her were weren't word
7. was wasn't mother third
8. lazy, lazier, easy, easier

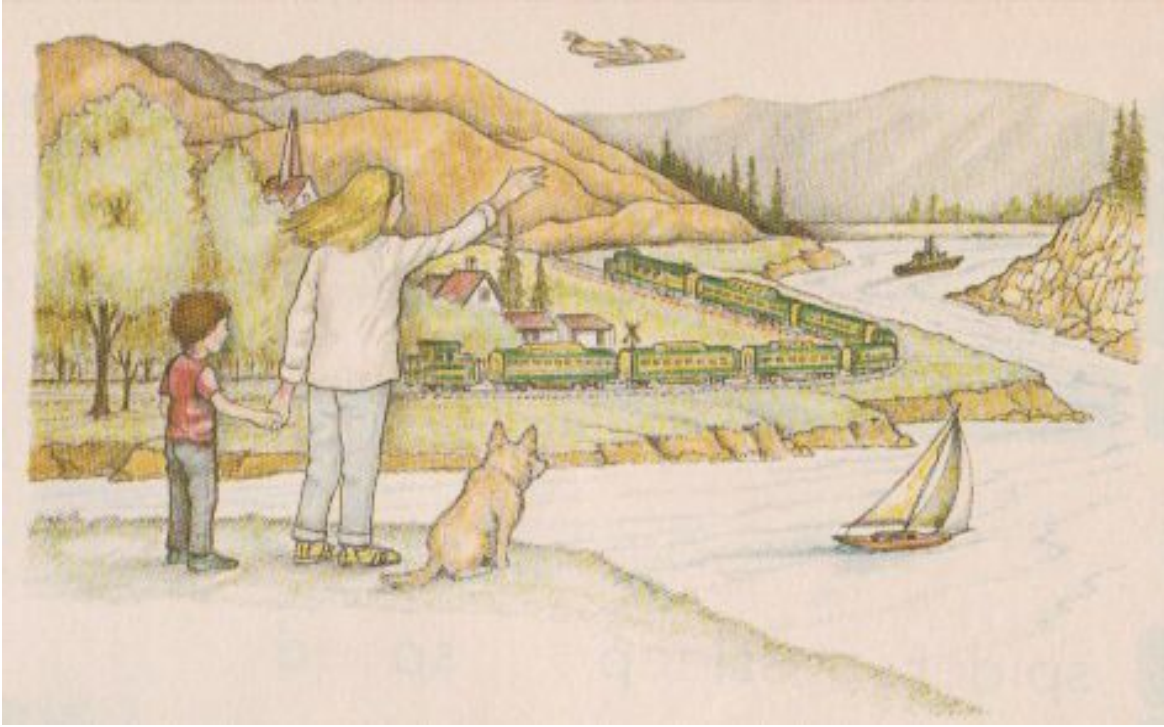
shade dirt shine turn
shady dirty shiny return
shadier dirtier shinier returned

Lesson 24



p P pay pipe open
sleep ape pole deep
sheep

I feel sleepy.



By boat,
By train,
By a speedy plane,
Hurry away
To a shiny sea.

And soon,
Fly again,
Ride again,
Sail again
Home to me.

1. pay paid paint paper

2. deep sheep leap sleep

3. play plane plate plain

4. again against

5. spider asleep speedy

6. pony, ponies person people

7. soup six ten

sleep speed pipe prize

sleepy speedy wipe surprise

sleepier speedier wiped surprised

Word List for 1 – 4

me see meet

eat meat he

seem sea seat

heat eats we

the feet teeth

Word List for Lessons 5 – 8

seal	meal	leaf
heel	feed	feel
Lee	weed	read
hear	free	three
freeze	my	fry
these	fly tie	I
smile	wide	size
wife	side	wise

Word List for Lessons 9 – 12

might

need

she

near

right

five

leave

line

sigh

sheet

fire

nine

fight

rise

fine

shine

mine

night

sight

neat

ride

mile

have

we've

Word List for Lessons 13 – 16

say	sail	bee
and	lay	save
be	late	laid
may	find	away
show	by	old
throw	bite	made
slow	wait	snail
wave	rain	beets

Word List for Lessons 17 – 20

boat	hole	gray
road	fool	home
go	food	goat
use	tooth	load
gave	goose	Ruth
gold	year	moon
zoo	you	flute
too	soon	mule

Word List for Lessons 21 – 24

few	baby	tiny
new	blue	lazy
deep	turn	sheep
grew	shiny	first
her	shady	rainy
lower	hurt	threw
girl	pipe	sleep
plane	paper	true

Correct Order of Sounds

- | | |
|---------------|-------------------|
| 1. m | 22. $\bar{o}o$ |
| 2. \bar{e} | 23. \bar{u} |
| 3. s | 24. p |
| 4. t | 25. i__ |
| 5. h__ | 26. c |
| 6. w__ | 27. __ng |
| 7. f | 28. a__ |
| 8. th | 29. j__ |
| 9. l | 30. o__ |
| 10. d | 31. __x |
| 11. r | 32. e__ |
| 12. z | 33. ch |
| 13. \bar{i} | 34. wh |
| 14. n | 35. __u |
| 15. v | 36. qu__ |
| 16. sh | 37. ow |
| 17. \bar{a} | 38. $\bar{a}r$ |
| 18. b | 39. aw |
| 19. \bar{o} | 40. $\bar{o}i$ __ |
| 20. g | 41. oo |
| 21. y__ | 42. __s__ |

Notes on this Document
by a Previous Teacher and Ardent Admirer
of the Original Open Court Phonics Reading Program
June 12, 2009

I prepared this document of excerpts from the original Long-Vowel-First Phonics Reading Program as it left the hands of Priscila McQueen and was subsequently revised by Ann Hughes and others for publication by the Open Court Publishing Company owned by Brouke Carus and his family. There were two distinguishing marks of this program. 1. Long vowels were taught first with most of the consonants. 2. All the sentences and stories were totally decodable without the need of any sight-word instruction.

Several controlled studies over the years, as well as high levels of student success in classrooms of diverse populations across the nation, confirm the overwhelming superiority of the program to produce superb literacy levels. I recommend especially Miss Geraldine Rodgers' 1977-78 oral reading research *Why Jacques, Johann and Jan Can Read*.

It is my sincere hope that curriculum developers will consider the unique properties of this **type of long-vowel-first program** in developing superior readers among ALL students. It has proven particularly valuable in preventing artificially induced whole-word dyslexia in young children. Older students who are victims of sight-words instruction (whole-language, guided-reading, balanced-literacy) will be able to improve their fluency and comprehension by switching from whole-word guessing to accurate phonetic decoding with the use of this long-vowel-first approach.

I should add that one reason for my personal passion for this program is the fact that two of my children learned to read with it. They are both superior readers. I actually taught the entire program to my son in the evenings after school so I am intimately acquainted with the program. I also use it in my daily tutoring because it assures fast and sure progress with every student.

Although the program is - unfortunately - not in publication anymore, all the superior benefits can be achieved with another program which is based on the same underlying linguistic theory and pedagogical processes: *School Phonics* published by Didax.

I will be publishing more information on vowel-first approaches to teaching beginning reading on my web site, www.donpotter.net, as I expand my research into this methodology.

This document was last edited on 6/27/09.

Sounds to Letters

Long Vowel Lessons: Audio Instruction

Lesson/Track Mastered	Pages	Date Introduced	Date
1. m, ē, s, ee	3-5	_____	_____
2. t, ea	6-7	_____	_____
3. h__, w__	8-9	_____	_____
4. f, th, th	10-11	_____	_____
5. l, d	12-13	_____	_____
6. r, e_e, z, s	14-15	_____	_____
7. ī, __ ŷ, ĩe	16-17	_____	_____
8. i_e	18-19	_____	_____
9. igh	20-21	_____	_____
10. n	22-23	_____	_____
11. v	24-25	_____	_____
12. sh	26-27	_____	_____
13. ā, ay	28-29	_____	_____
14. a_e, ai__	30-32	_____	_____
15. b	33-35	_____	_____
16. ō, _ōw, oe	36-38	_____	_____
17. o_e, oa__	39-41	_____	_____
18. g	42-44	_____	_____
19. y__, ōō	45-47	_____	_____
20. ū, u_e	48-50	_____	_____
21. __ew, _ue	51-53	_____	_____
22. __y, __ï_	54-56	_____	_____
23. er, ir, ur	57-59	_____	_____
24. p	60-62	_____	_____