

# Word Mastery

A Course in Phonics for  
the First Three Grades

BY

FLORENCE AKIN

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HOUGHTON MIFFLIN COMPANY

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## PREFACE

This little book is intended to be put into the hands of children at the beginning of their first year in school. It may be used in conjunction with any series of readers.

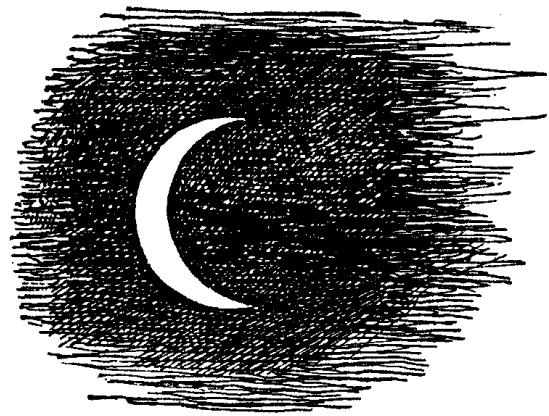
Teachers generally recognize the value of a good foundation in phonics as an important aid in learning to read. Unfortunately many teachers are not sufficiently familiar with the principles underlying phonic analysis and the building of words to feel sure that they can make their phonic drills as economical and as effective as they should be. Pupils, therefore, often fail to get sufficient phonic practice to become proficient in word recognition. Moreover, no matter how helpful the readers may be in suggestions as to teaching phonics, it devolves upon the teacher to prepare a great deal of phonic work. This requires much time and energy, as it must of necessity be presented to the pupils from the blackboard, or from large printed cards and charts. It has seemed to the author that it would be a great advantage to both teacher and pupil to have before the pupil in a book a carefully worked out and thoroughly tested series of exercises in phonics, which have been found to make pupils self-reliant in word mastery.

The author has evolved this system of teaching phonics in her own schoolroom, and has found that it ensures rapid progress in learning to read. It is presented to her fellow teachers with the hope that it may serve to lighten their burdens, and bring to them greater success in the fine art of teaching reading.



# M

# m

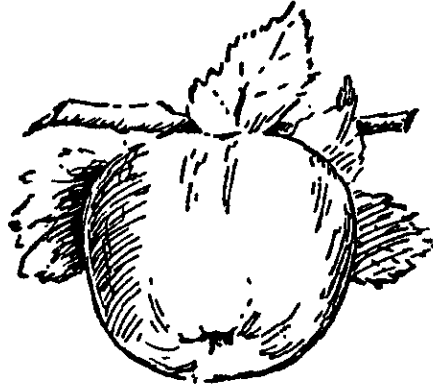


Do not undertake to teach these lessons until you have carefully studied the "Suggestions to Teachers," page 110.

*M, n, r, f, s, l* represent sounds that may be prolonged. This makes them the easiest of the consonant sounds to blend, and therefore to learn first. See directions on page 111 for teaching the sound of *m*.

A

a



N

n



man

Pupils can now “build” the word *man*: they should first sound the word and then tell it. See page 111.

# R

# r

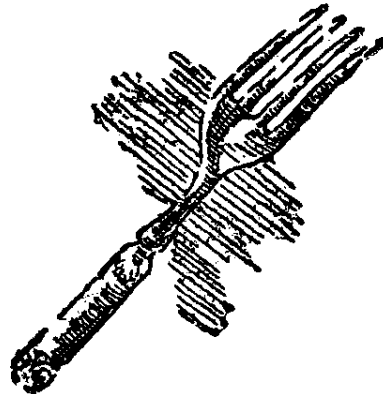
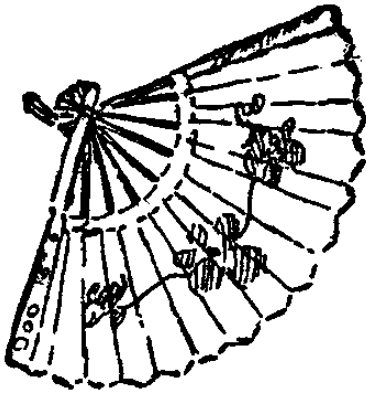
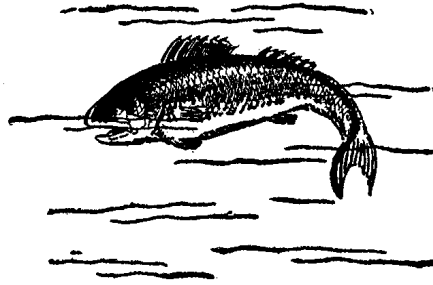


# ran

Pupils should learn to tell the number of the page as they go over it. This will enable them to turn for review to any page required.

F

f

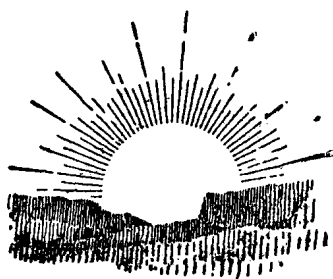
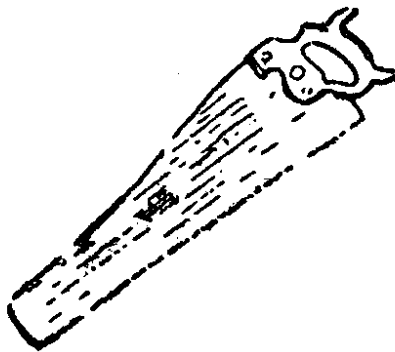


fan



S

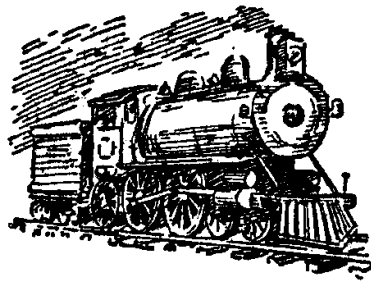
S



Sam

# E

# e



men

man

fan

Sam

ran

ran

man

men

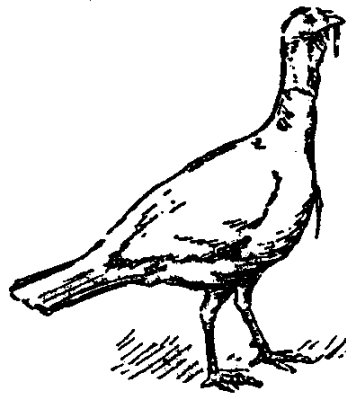
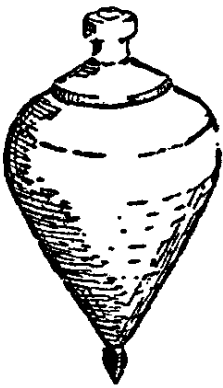
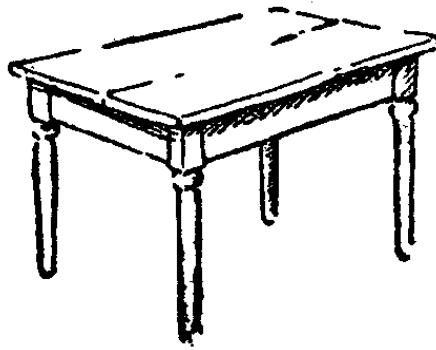
fan

Sam

Take each step slowly at first. Lay the foundation well.

T

t



mat

met

Nat

net

set

sat

rat

fat

ten

tan

*T*, used first as a terminal, then as an initial sound.

L

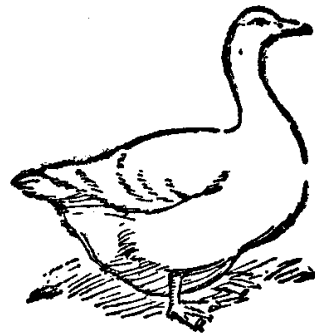
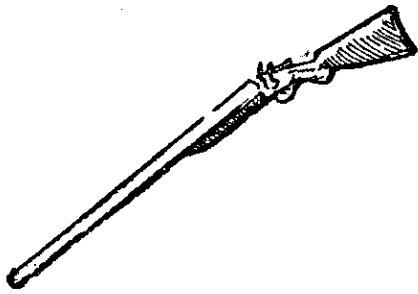
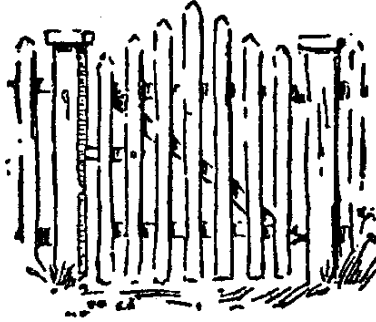
l



let

G

g



rag

tag

sag

gas

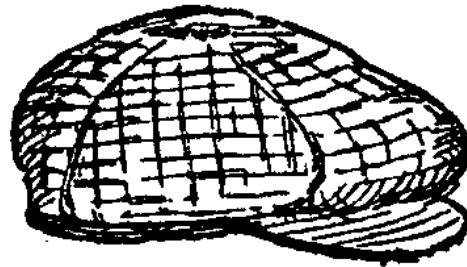
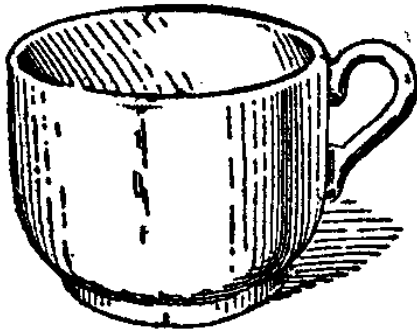
get

gag

*G*, used first as a terminal, than as an initial sound.

C

c

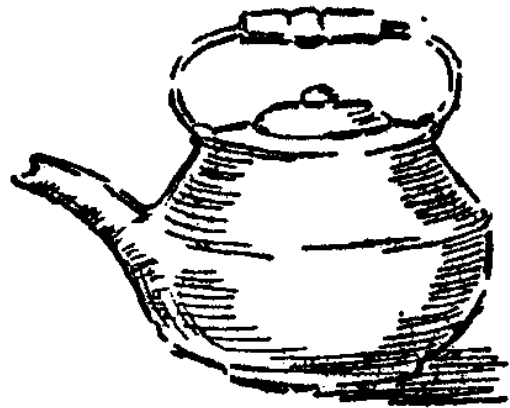
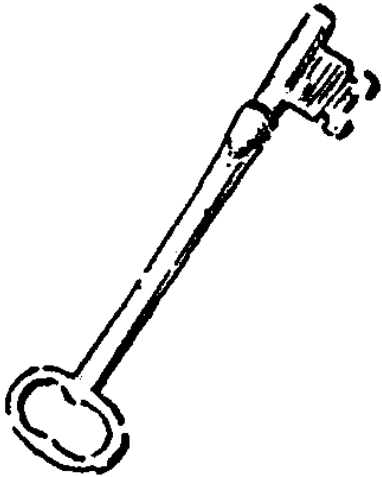
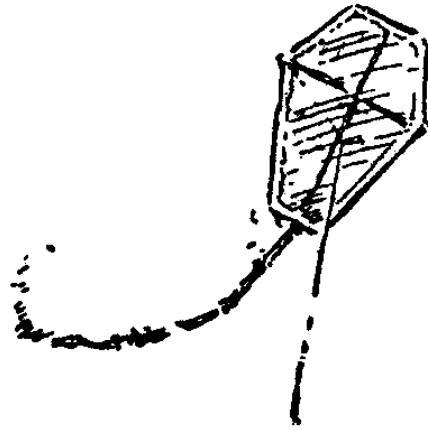


cat  
can

can  
cat

K

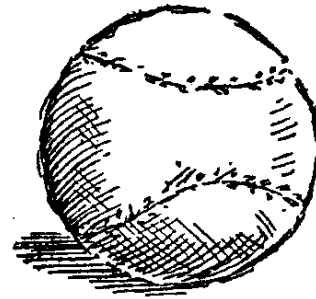
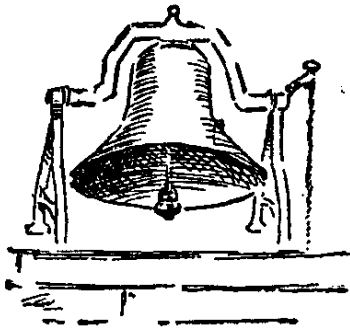
k



keg

B

b



cab  
Tab

Ben  
bat

bag  
beg



# I

# i



bit

tin

bib

bat

ten

big

sit

tan

beg

sat

fit

bag

set

fat

fin

fig

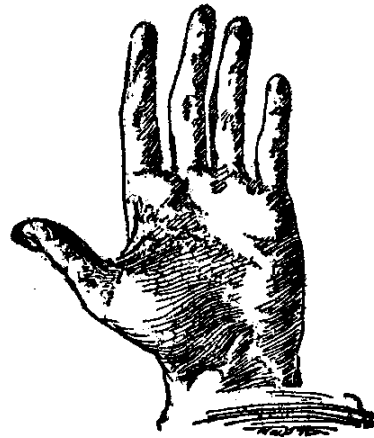
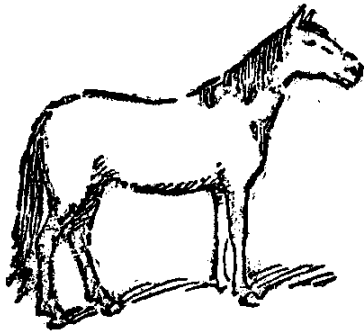
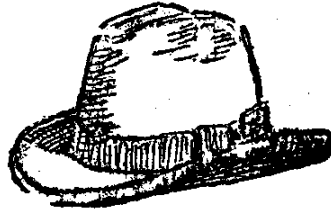
rib

rim

These pages require much patience and care.  
Go slowly now, and speed will come later.

H

h



hat

hit

hem

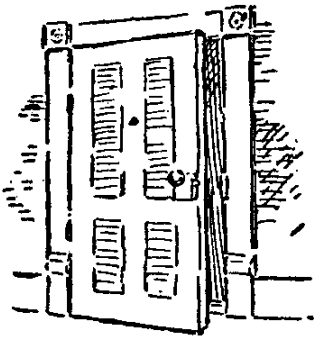
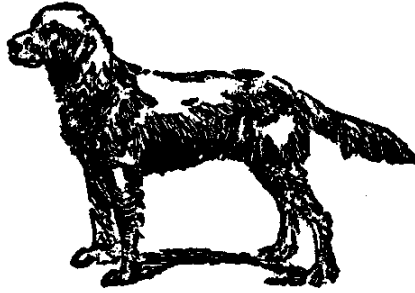
ham

him

hen

# D

# d



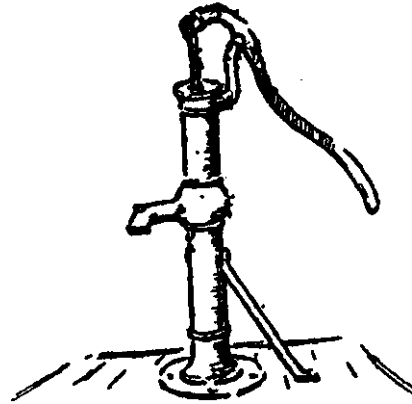
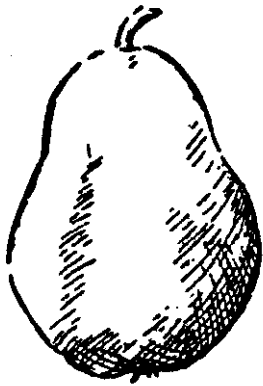
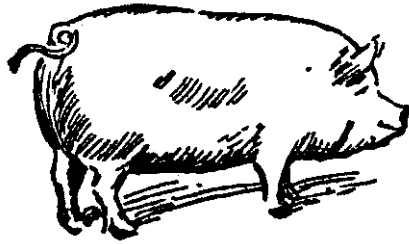
red  
rid  
lad  
led  
lid  
fed

hid  
had  
mad  
mid  
bed  
bad

sad  
did  
den  
din  
dig  
dim

# P

# p



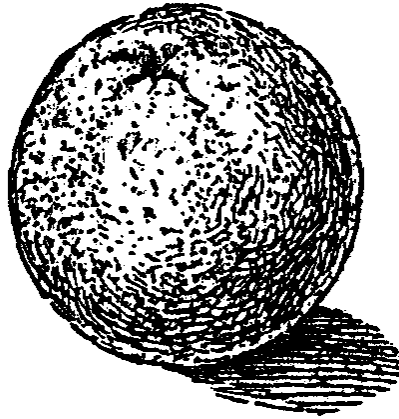
tap  
tip  
rip  
rap  
sip  
sap  
nap

map  
lap  
lip  
cap  
dip  
hip  
pan

pin  
pen  
pet  
pat  
pit  
pig  
peg

O

O

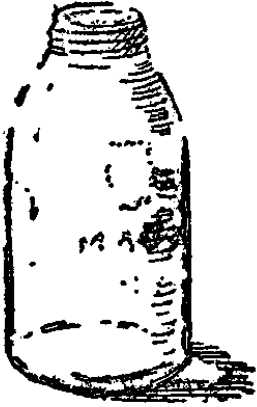


log  
fog  
fig  
cob  
cab  
rob  
rib  
nod  
sod  
pod  
pad

rod  
rid  
red  
hop  
hip  
lap  
lip  
lop  
top  
tap  
tip

got  
pot  
pat  
pet  
pit  
hat  
hit  
hot  
let  
lot  
dot

J



jam

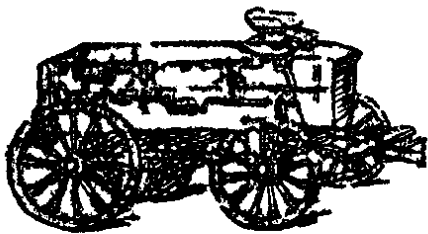
j



jet

---

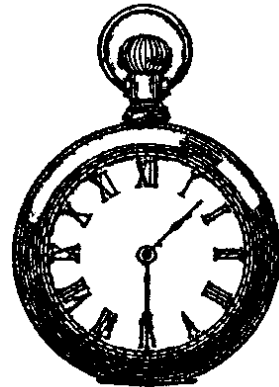
W



wag

wig

W



wit

wet

web

win

U



u

gum  
hum  
hem  
ham  
him  
bug  
beg  
bag  
big  
rag  
rug  
hug  
jug

pug  
peg  
pig  
tag  
tug  
tub  
hub  
rub  
mud  
bud  
sup  
cup  
pup

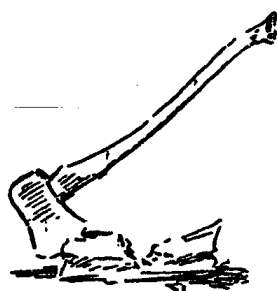
run  
bun  
Ben  
fun  
gun  
sun  
cut  
hut  
hat  
hot  
hit  
but  
nut

Z



z

X



x

x = ks

ax

box

six

Q



q

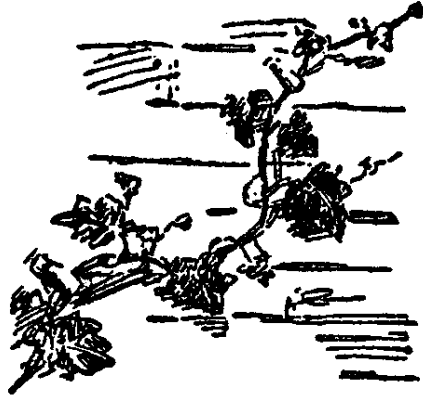


V



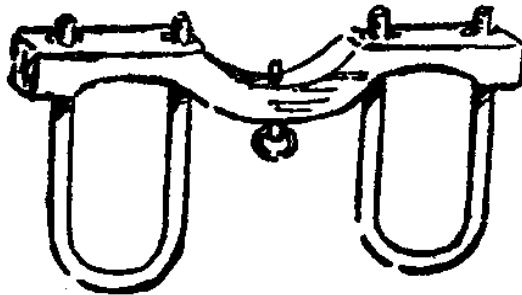
vat  
van

V



van  
vat

Y



yes  
yet

y

yet  
yes

a	e	i
at	n et	it
c at	p et	b it
b at	g et	h it
h at	l et	s it
s at	w et	w it
m at	s et	f it
p at	m et	p it
r at		

	h en	in
an	m en	p in
c an	p en	t in
f an	t en	s in
m an	B en	w in
p an	d en	f in
r an		

Be sure that pupils start each column with the short sound of the vowel.

Only one consonant preceding or following the vowel.

o  
d ot  
h ot  
l ot  
p ot  
c ot  
t ot  
n ot  
g ot  
  
h op  
m op  
p op  
t op  
l op  
s op

u  
c ut  
n ut  
b ut  
r ut  
h ut  
  
s un  
g un  
f un  
r un  
b un  
  
up  
c up  
p up  
s up

a  
c ap  
l ap  
m ap  
n ap  
g ap  
s ap  
t ap  
r ap  
  
b ad  
h ad  
m ad  
s ad  
p ad  
l ad

e	i	o
r ed	h id	p od
l ed	d id	r od
f ed	l id	n od
b ed	m id	s od
N ed	b id	
	k id	h og
h em	r id	l og
		f og
b eg	d ip	
l eg	h ip	c ob
k eg	l ip	r ob
p eg	r ip	m ob
	t ip	s ob
w eb	p ip	
	s ip	ox
R ex		b ox
v ex		f ox

u	a	i
b ud	am	h im
m ud	j am	r im
	h am	d im
g um	S am	
h um		b ig
	t ag	d ig
b ug	b ag	p ig
r ug	w ag	f ig
h ug	r ag	w ig
m ug	s ag	j ig
j ug		
p ug	c ab	b ib
t ug	T ab	r ib
t ub	ax	s ix
r ub	w ax	f ix
h ub	t ax	m ix

an  
at  
am  
ax

b at  
b ad  
b ag  
b ed  
b ig  
b it  
b ox  
b ug  
  
c ab  
c at

c an  
c ap  
c ob  
c ot  
c ub  
c up  
c ut  
  
d en  
d ip  
d id  
d ig  
d im  
d ot  
d in  
d ug

f an  
f at  
f ed  
f ig  
f in  
f it  
f og  
f ox  
f un  
  
g as  
g et  
g ot  
g um  
g un

This review is to strengthen the pupils' knowledge of consonant sounds.

h at	j am	m en
h ad	j et	m et
h am	j ug	m ix
h en		m ud
h id	k eg	
h im		n ap
h ip	l ad	n et
h it	l ap	n ot
h op	l et	n od
h og	l ed	n ut
h ot	l ip	
h ug	l id	on
h um	l og	ox
h ut		
	m an	p an
if	m ad	p at
it	m ap	p eg
in	m at	p en

p et	s et	up
p ig	s in	us
p in	s it	
p od	s ix	v an
p op	s ob	v at
p ug	s od	v ex
	s un	
r ag		w ag
r ed	t ag	w ax
r im	t an	w eb
r ip	t ap	w et
r ob	t ax	w ig
r ug	t en	w in
r un	t in	
	t ip	y es
s ad	t op	y et
s ag	t ub	
s ap	t ug	z ig z ag



can	let	tip
bit	pat	sad
ham	Tom	wax
let	beg	peg
Dan	rug	mix
lip	Nat	tub
rod	rap	box
beg	map	log
fed	bed	cab
sit	fig	hem
did	rob	red
tag	vex	big
lid	jug	keg
mat	rib	bat
Ben	top	ten
run	cup	led

General review without separating the phonograms.

The foundation is now laid. If the work has been well done success is assured.

**Short** – a e i o u  
**Long** – a e i o u

at	c an	S am
ate	c ane	s ame
h at	p an	m ad
h ate	p ane	m ade
m at	m an	f ad
m ate	m ane	f ade
r at	c ap	h id
r ate	c ape	h ide
f at	t ap	d im
f ate	t ape	d ime

Teach the words *long* and *short* as whole or “sight” words. Practice sounding the vowels at the top of the page – both long and short

**Final *e* is silent and usually makes the preceding vowel long.**

f in  
f ine

b it  
b ite

l op  
l ope

p in  
p ine

r id  
r ide

n ot  
n ote

t in  
t ine

r od  
r ode

c ut  
c ute

w in  
w ine

r ob  
r obe

us  
use

d in  
d ine

h op  
h ope

t ub  
t ube

r ip  
r ipe

m op  
m ope

c ub  
c ube

a	l ame	i
w ade	t ame	s ide
s afe	J ane	w ide
b ake	l ane	t ide
r ake	b ase	l ife
c ake	c ase	w ife
l ake	v ase	m ile
w ake	K ate	p ile
m ake	d ate	t ile
t ake	g ate	f ile
g ale	l ate	l ime
p ale	c ave	t ime
s ale	g ave	m ine
t ale	p ave	l ine
c ame	s ave	v ine
g ame	w ave	n ine
n ame	g aze	w ipe

Long vowel sounds.

k i t e

f i r e

m i r e

w i r e

t i r e

h i r e

f i v e

h i v e

d i v e

l i v e

o

p o k e

j o k e

y o k e

p o l e

h o l e

m o l e

s o l e

b o n e

c o n e

t o n e

l o n e

r o p e

h o m e

d o m e

c o r e

t o r e

s o r e

w o r e

m o r e

d o s e

n o

g o

s o

u

t u n e

J u n e

L u k e

D u k e

p u r e

c u r e

m u l e

m u t e

e

h e

b e

w e

m e

late	hive	home
mine	mane	cape
gave	rate	date
bite	tine	robe
pole	yoke	Duke
cane	pane	dive
wire	pile	fade
dime	more	gate
hope	ride	rode
pure	tire	vane
wore	pipe	hire
line	lake	ate
bone	pine	June
rake	ripe	cake
wove	tone	rope
time	life	vase

Review of long vowel sounds without separating the phonograms.

core  
kite  
make  
same  
safe  
vine  
sale  
pale  
vote  
sake  
made  
lone  
wade  
case  
dose  
save  
fate  
hide

wake  
Kate  
side  
lame  
note  
Jane  
cure  
wave  
size  
use  
nine  
mate  
cave  
take  
wide  
gaze  
wife  
lane

hole  
tame  
wine  
Luke  
tape  
wipe  
bale  
mule  
pave  
name  
bake  
here  
came  
tune  
fore  
tide  
cone  
tone

c at	c ake	r akes
c ats	c akes	r ats
		m akes
c ap	g ate	w ipes
c aps	g ates	j okes
		b akes
s it	p ipe	t ips
s its	p ipes	d ates
		c ups
d ip	b ite	w akes
d ips	b ites	k ites
		w ets
t op	r ope	h opes
t ops	r opes	t aps
		f its
n ut	y oke	p ets
n uts	y okes	m aps

Showing the *s* form of words.



s	=	z	g	a	m	e	s	b	o	x	e	s
a	s	t	u	n	e	s	s	i	x	e	s	
h	a	s	r	o	s	e		h	o	s	e	
	i	s	r	o	s	e	s	w	i	s	e	
h	i	s	n	o	s	e		r	i	s	e	
p	i	n	s	n	o	s	e	r	i	s	e	s
l	i	d	s	a	x	e	s	m	i	x	e	s
r	u	g	s	t	a	x	e	s	f	u	s	e

---

Ned's	cap	Ben's	cup
Kate's	rose	Sam's	bat
Tom's	cane	Ted's	dime
Jane's	cake	mule's	rope
Dan's	fox	cat's	bed
Dave's	home	hen's	leg
Nat's	box	man's	gun
Bob's	top	pig's	pen

*S* often has the sound of *z*, as in the first exercise. The second exercise shows the possessive form of words.

b a c k	b e l l	l e s s
l a c k	f e l l	B e s s
p a c k	s e l l	h i s s
s a c k	t e l l	k i s s
t a c k	w e l l	m i s s
d e c k	N e l l	f u s s
n e c k	i l l	m u s s
p i c k	b i l l	
l i c k	f i l l	b u f f
k i c k	h i l l	r u f f
t i c k	k i l l	c u f f
s i c k	m i l l	m u f f
l o c k	t i l l	p u f f
r o c k	w i l l	
b u c k	d o l l	f u z z
d u c k	d u l l	b u z z
l u c k	h u l l	

**When two consonants having the same sound come together, only one is sounded.**

an d	h int	d ust
h and	l int	m ust
l and	m int	r ust
s and	t int	j ust
b and	h unt	
en d		c amp
b end	b est	d amp
m end	n est	l amp
s end	t est	l imp
w ind	w est	r omp
p ond	r est	b ump
	v est	d ump
b ent	l ist	j ump
r ent	f ist	l ump
s ent	m ist	p ump
t ent		
w ent		s elf

Two different consonants following the vowel.

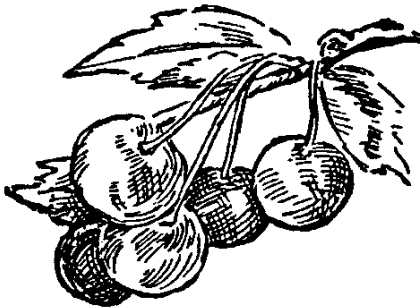
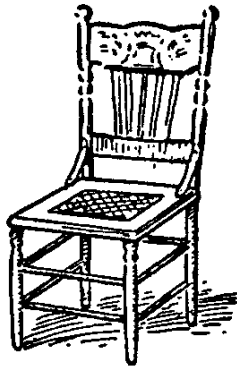
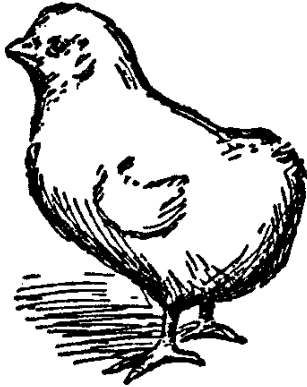
b elt	g ift	elk
f elt	l ift	m ilk
m elt	r ift	s ilk
w ilt	s ift	b ulk
h elp	k ept	n ext
y elp	w ept	t ext

---

left	send	hand
huff	tilt	sift
hemp	hint	lend
went	west	hiss
less	romp	held
Jack	Bess	add
Jill	wick	Bell
next	pump	dent
mock	Dick	Bill

The second exercise is a review.

ch



ch in p atch

ch ap l atch

ch ase c atch

ch eck h atch

ch ill m atch

ch afe itch

ch ip w itch

ch at p itch

ch op h itch

ch ose d itch

s uch n otch

m uch b otch

r ich D utch

b en ch

l un ch

b un ch

p un ch

ch ime

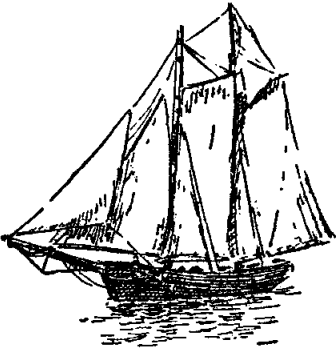
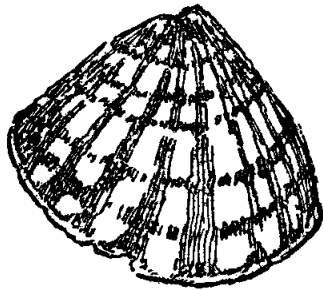
ch ick

ch oke

New sound – ch

*T* is silent before *ch*.

sh

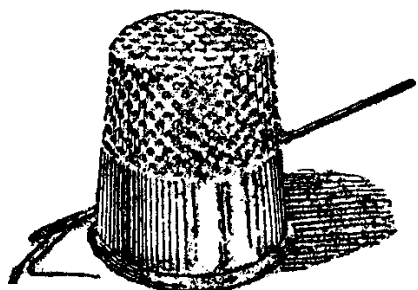


sh ade  
sh ake  
sh all

sh ame ash  
sh ape c ash  
sh ed d ash  
sh ell l ash  
sh elf m ash  
sh ine s ash  
sh ip d ish  
sh ock w ish  
sh od f ish  
sh one h ush  
sh ot r ush  
sh ore  
sh op sh r ub  
sh un shr ill  
sh ut shr imp  
sh ave shr ed  
shr ug

New sound – *sh*

th



w idth

t enth

thr ill

thr ob

thr ive

thr one

thr ash

thr ush

thr ust

thr ift

th e

th at

th en

th is

th ese

th ose

th em

th us

th ine

th an

th in

th ick

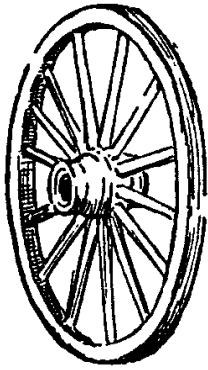
th ump

w ith

b athe

On this page are two new sounds – the voiced and the voiceless sound of *th*. It is often necessary for a pupil to sound the word both ways in order to discover the correct pronunciation.

wh



wh ip

wh ale

wh en

wh et

wh ich

wh ine

wh iff

wh ile

wh ack

wh ite

wh im

wh iz

shake

thatch

chores

which

shift

this

chill

mush

whine

with

shade

these

shuck

chop

then

chest

thrush

shrill

First exercise shows a new sound – *wh*.

Second exercise is a review of *ch*, *sh*, *th*, and *wh*.



bl	pl	cr	gr	sm
cl	sp	sc	pr	sn
fl	sl	dr	tr	sw
gl	br	fr	st	tw

---

bl	ack	cl	ick	fl	ag
bl	ade	cl	ock	fl	ake
bl	ame	cl	uck	fl	ame
bl	aze	cl	am	fl	at
bl	ed	cl	ap	fl	ax
bl	ess	cl	ip	fl	esh
bl	ock	cl	od	fl	it
b	lot	cl	ose	fl	ock
bl	uff	cl	ub	fl	op
bl	unt	cl	utch	fl	ash
bl	ush	cl	ove	fl	ume

Consonant combinations. Pupils should practice blending the two consonants so closely that they form but one sound.

gl ad	sp ade	sl ack
gl ade	sp an	sl ab
gl aze	sp eck	sl ash
gl ass	sp ell	sl am
gl ide	sp end	sl at
gl obe	sp ill	sl ate
	sp in	sl ave
pl an	sp ine	sl ed
pl ant	sp oke	sl ip
pl ate	sp ot	sl id
pl ot	sp un	sl it
pl um	sp ike	sl im
pl ume	sp ire	sl ime
pl ush	sp ite	sl ide
	w isp	sl ope
s pl ash	l isp	sl ush
spl it		sl ug
spl int		

br an	cr imp	sc um
br ag	cr ept	Sc otch
br ake	cr ib	sk ate
br ave	cr ush	sk etch
br ick	cr ock	sk iff
br ide	cr ust	sk ill
br im		sk ull
br oke	s cr ap	sk ip
br ush	scr ape	sk im
br ine	scr atch	sk in
	scr ub	r isk
cr ab		br isk
cr ack		h usk
cr ate	sc amp	d usk
cr ane	sc at	m usk
cr op	sc ale	t usk
cr amp	sc ant	
cr isp	sc ore	

dr ag	fr og	pr ess
dr ess	fr ock	pr ide
dr ift	fr om	pr ize
dr ill	fr isk	pr op
dr ive	fr oze	pr ose
dr op		pr int
dr ove	gr ade	
dr ug	gr and	s pr ig
dr um	gr aze	spr ite
dr ip	gr ate	
dr ape	gr ave	tr ack
dr one	gr ape	tr act
	gr ip	tr amp
fr ame	gr it	tr ash
fr et	gr ill	tr ap
fr esh	gr in	tr ade
Fr ench	gr ove	tr ick
fr ill	gr unt	tr ill

tr im	st ab	st one
tr ip	st ack	st op
tr od	st ake	st ub
tr ot	st ale	st uck
tr uck	st amp	st uff
	st omp	st ore
s tr ip	st ump	h aste
str ipe	st and	p aste
str etch	st ep	w aste
str ive	st ate	t aste
str ict	st em	b aste
str ide	st ick	cr est
str ike	st iff	ch est
str ap	st ill	l est
str oke	st ilt	bl est
	st itch	cr ust
	st ole	tr ust
	st ove	

sm ell	sw am	qu
sm elt	sw ell	qu ack
sm ash	sw ept	qu ill
sm ile	sw im	qu ilt
sm ith	sw um	qu it
sm oke	sw ine	qu ite
sm ack	sw itch	qu iz
	sw ore	qu ick
sn ake	sw ift	
sn ap		s qu int
sn atch	tw ig	
sn iff	tw ill	
sn uff	tw ine	
sn ipe	tw ist	
sn ore	tw it	
sn ug	tw itch	
sn ag	tw ins	

New combination – *qu*

blend	crust	clamp
stripe	trade	sprig
broke	frame	scrape
fleck	twist	risk
slide	spend	flap
stitch	grim	snatch
drape	quench	scamp
smile	fluff	splash
print	skate	swift

---

d og	cr oss	l ost
off	gl oss	fr ost
l oss	l oft	m oth
t oss	s oft	fr oth
m oss	c ost	cl oth

First exercise is a review.

The vowel sound in the lower list of words differs slightly from the short sound of *o*. Webster's New International Dictionary gives it a mark indicating a medial sound between that of *o* in *orb* and the *o* of *odd*. Special care should be taken to give pupils the correct pronunciation of these words.

y es	pup py	<b>y=long</b> i
y et	car ry	by
y ell	emp ty	my
y elp	dust y	cr y
Y ale	twen ty	dr y
y oke	fif ty	fl y
	six ty	fr y
<b>y=short</b> i	nine ty	pr y
cand y	cop y	sl y
cher ry	fluff y	sp y
mer ry	fun ny	th y
wind y	jol ly	tr y
kit ty	fog gy	wh y
pen ny	Bet ty	r ye
chill y	Hen ry	sh y
sor ry	Bun ny	sk y
sun ny	Pol ly	st yle

Three sounds of y.



ai } = long a	sail	pain
ay }	snail	lain
ai d	pail	plain
l aid	tail	slain
m aid	trail	chain
	aim	stain
paid	claim	faint
braid	gain	paint
ail	rain	quaint
fail	drain	raise
bail	brain	praise
rail	grain	waist
hail	train	bait
jail	strain	gait
mail	sprain	wait
nail	main	strait

**When two vowels come together, the first is usually long and the second silent.**

b ay

d ay

r ay

t ray

g ay

gray

hay

lay

clay

may

pay

play

say

stay

stray

way

pray

ea } = long e  
ee }

s ea

t ea

fl ea

ea ch

b each

peach

reach

teach

bead

lead

read

leaf

leak

beak

peak

speak

weak

streak

sneak

squeak

heal

meal

seal

squeal

steal

beam

seam

team

steam

stream

dream

bean

lean

mean  
clean  
heap  
leap  
cheap  
reap  
ear  
fear  
hear  
near  
tear  
dear  
year  
clear  
shear  
ease  
easy  
tease

please  
east  
beast  
feast  
yeast  
eat  
beat  
heat  
meat  
neat  
seat  
cheat  
treat  
wheat  
eaves  
leave  
heave  
weave

see  
fee  
bee  
flee  
free  
glee  
three  
tree  
beech  
leech  
speech  
screech  
deed  
feed  
need  
seed  
weed  
bleed

reed  
greed  
beef  
reef  
seek  
week  
cheek  
creek  
meek  
eel  
feel  
heel  
keel  
peel  
reel  
steel  
seem  
seen

screen  
keen  
queen  
green  
sheen  
deep  
keep  
sheep  
steep  
sweep  
creep  
sleep  
peep  
deer  
cheer  
queer  
beet  
feet

meet  
sheet  
sweet  
street  
fleet  
greet  
breeze  
freeze  
sneeze  
squeeze

**ie – long i**

d ie

l ie

fi e

pi e

ti e

oa } = long o  
oe }

l oad

r oad

t oad

l oaf

c oach

poach

roach

oak

cloak

croak

soak

coal

goal

foam

roam

groan

loan

moan

soap

oat

coat

float

goat

boat

throat

oar

soar

roar

board

coarse

hoarse

roast

toast

coast

boast

t oe

w oe

hoe

foe

**ue = long u**

s ue

c ue

hue

due

**long i**

mild

wild

child

bind

blind

find

hind

kind

mind

wind

grind

**igh – long i**

sigh

sight

fight

might

high

light

night

right

tight

bright

flight

**long o**

old

told

cold

gold

hold

mold

sold

scold

roll

toll

stroll

post

most

colt

jolt

bolt

pork

torn

worn

porch

forth

both

*I* is long when followed by *ld*, *nd*, or *gh*.

*O* is long when followed by *ld*, *st*, or *lt*.

# OW



ow l  
h owl  
  
fowl  
scowl  
growl  
bow  
brow  
cow  
how  
now  
plow

mow  
down  
town  
gown  
clown  
frown  
crown  
brown  
drown  
crowd  
drowsy  
  
**ou = ow**  
couch  
  
crouch  
pouch  
slouch

loud  
cloud  
proud  
bound  
found  
mound  
pound  
round  
ground  
sound  
wound  
count  
mount  
our  
sour  
scour  
flour  
house

mouse  
grouse  
blouse  
out  
pout  
spout  
sprout  
stout  
trout  
shout  
mouth  
south

$\left. \begin{array}{l} \text{ow} \\ \text{ou} \end{array} \right\} = \text{long o}$

owe  
bow  
low

blow  
flow  
row  
grow  
glow  
crow  
mow  
show  
snow  
throw  
stow  
bowl  
own  
mown  
sown  
blown  
grown  
flown

thrown  
growth  
yellow  
window  
elbow  
hollow  
mellow  
widow  
shadow  
four  
pour  
court  
course  
soul



## ing ings

k ing

k ings

r ing

r ings

s ing

s ings

string

sling

wing

wings

swing

spring

springs

bring

cling

thing

things

matting

running

boxing

rubbing

mixing

packing

filling

puffing

buzzing

bending

hunting

resting

jumping

helping

adding

wishing

spending

throwing

singing

bringing

fretting

trying

braiding

playing

reading

meeting

loaning

lighting

folding

rolling

plowing

counting

flowing

pouring

minding

steering

## er ers

h er  
were  
j erk  
n erve

perch

fern

verse

ever

stern

term

sister

sisters

flower

flowers

winter

winters

better

rubber

deeper

temper

pitcher

hammer

timber

roller

rollers

thunder

older

colder

dinner

rocker

painter

painters

wilder

summer

cracker

crackers

brighter

Easter

miller

grinder

counter

sleeper

teacher

owner

owners

sifter

browner

gayer

bitter

upper

tender

singer

servant

skipper  
creek  
grain  
might  
mint  
soak  
mine  
cream  
roaring  
chase  
owe  
fright  
bunch  
snail  
spring  
flyer  
speak  
strike

lye  
please  
leaf  
swell  
perch  
bill  
sling  
beet  
foggy  
graze  
ore  
power  
howl  
told  
fear  
meaning  
ground  
lost

sketch  
snow  
grape  
roller  
slush  
night  
totter  
failing  
gray  
prize  
woe  
laid  
saying  
rose  
board  
rain  
waste  
thrown

General review.

flesh  
bone  
shift  
supper  
trust  
sorrow  
perch  
off  
four  
suppose  
clings  
greedy  
cloth  
follow  
jail  
spins  
coal  
smear  
rise

blade  
socks  
drugs  
mopping  
stretch  
sand  
peach  
patter  
glad  
clinch  
bench  
weaker  
offer  
scolding  
west  
flock  
shaggy  
house  
still

Jack's  
leader  
snake  
froth  
post  
whiz  
cores  
thrush  
stand  
plump  
twine  
blister  
June  
shelf  
wetter  
sweep  
pills  
wades  
throat

slope  
feeds  
stake  
cheese  
tinner  
times  
swept  
cheek  
trench  
ever  
fish  
shells  
bluff  
sniffs  
tried  
teeth  
wing  
hack  
cost

smile  
toss  
study  
splash  
street  
shadow  
snatch  
trout  
crust  
vote  
stitch  
kind  
twig  
clerk  
sweets  
pepper  
brain  
close  
mouse

twelfth  
dray  
oaks  
frills  
coats  
cherry  
saves  
frosty  
feelers  
lamp  
preach  
sleeve  
toast  
May's  
crown  
style  
teams  
pillow  
breeze

ang ong ung eng

bang	song	sung
hang	songs	stung
hanger	gong	swung
rang	pong	slung
gang	strong	sprung
gangway	tongs	strung
clang	hung	length
sprang	rung	strength
<hr/>		
<b>n = ng</b>	thanking	think
bank	drank	blink
blank	sank	sunk
clank	tank	chunk
plank	ink	trunk
rank	link	trunks
rank	link	trunks
crank	mink	stronger
Frank	pink	hunger
Frank's	sink	hungry
thank	drink	angry

making	raising	trading
grading	spading	striking
skating	sloping	stroking
waving	closing	framing
hiding	blazing	blaming
riding	taking	flaming
smiling	mining	scraping
chiming	storing	whining
shining	lining	bathing
stoning	breezing	thriving
driving	squeezing	shaving
smoking	pleasing	choking
hoping	leaving	chasing
curing	weaving	taming
wading	praising	siding
piling	wasting	filing
raking	toasting	snoring
draping	pasting	hiring

**Final *e* dropped when *ing* is added.**

**kn = n**

knob  
knot  
knee  
kneel  
knit  
knits  
knife  
know  
knows  
known  
knight  
knead  
kneads  
kneading  
knack  
knock  
knocks  
knocking

**wr = r**

wrap  
wraps  
wren  
wrench  
wrenches  
wring  
wringer  
wringing  
wrist  
wrists  
wrong  
write  
writes  
writing  
wrote  
wreath  
wreck  
wrecks

**mb = m**

lamb  
lambkins  
limb  
comb  
climb  
dumb  
crumb  
numb  
plumbing  
thumb

**gn = n**

gnat  
gnats  
gnash  
gnashes  
sign  
signboard



**gu = g**  
guess  
guesses  
Guy  
guide  
guides  
guiding  
plague

league  
leagues

**bu = b**  
build  
builds  
builder  
buy

buys  
buyer  
buying

**bt = t**  
doubt  
doubts  
debts

---

wrist  
comb  
guess  
build  
debts  
buy  
wreath

wrench  
gnat  
writes  
know  
guide  
kneel  
limb

doubt  
guest  
wrong  
knock  
gnash  
dumb  
knot

The second exercise is a review.

matting  
mating

pinning  
pinning

holly  
holy

lopping  
loping

dinner  
diner

latter  
later

filling  
filing

mopping  
moping

hopping  
hoping

slopping  
sloping

shamming  
shaming

batting  
bating

---

happy  
ladder  
bonnet  
motto  
summer

planning  
supper  
yellow  
begging  
shabby

blotter  
cracker  
rabbit  
carry  
hammer

**A vowel is short when there are two consonants having the same sound between it and the next vowel.**

napkin  
silver  
pilgrim  
candy  
dustpan  
number  
window  
camping

velvet  
lifting  
pumpkin  
sister  
renting  
trumpet  
slender  
crusty

public  
mending  
pitcher  
dentist  
picnic  
melting  
empty  
thunder

story  
closing  
baker  
duty  
navy  
solo  
fever  
music

smiling  
pupil  
pony  
sober  
tulip  
lady  
clover  
shady

zero  
cozy  
hero  
tiger  
tiny  
gravy  
paper  
hazy

**A vowel is short when there are two or more different consonants between it and the next vowel, and long when there is but one consonant between it and the next vowel.**

There are frequent exceptions to this rule, yet it is helpful.

**ai = short i**

captain

fountain

mountain

**ea = long a**

break

breaks

breaker

breakers

breaking

daybreak

great

greater

steak

beefsteak

**ea = short e**

head

dead

read

ready

dread

dreads

lead

bread

spread

thread

deaf

breast

health

healthy

wealth

wealthy

meant

feather

leather

weather

heavy

sweat

breath

meadow

**ie = long e**

chief

thief

thieves

brief

field

priest

tier

wield

yield

shield

grief

grieve

grieves

<b>ed</b>	crowded	waded
petted	sifted	seated
landed	folded	pouted
faded	clouded	roasted
tested	boasted	handed
needed	tended	doubted
twisted	rented	coasted
wicked	jolted	mended
tinted	graded	weeded

---

<b>ed = d</b>	peeled	soured
sailed	frowned	battered
played	foamed	roared
keeled	crowed	wheeled
mired	breathed	scattered
plowed	pinned	shivered
aimed	prayed	cleaned
loaned	climbed	snowed
growled	sealed	canned

**ed = t**

reached

puffed

baked

clapped

ticked

brushed

patched

choked

wrecked

liked

wrapped

stamped

leaped

dressed

knocked

wrenched

packed

kissed

guessed

dropped

coaxed

checked

shipped

scraped

dashed

milked

---

mounted

battered

rusted

cried

floated

pained

strayed

cracked

skated

grunted

wretched

begged

ailed

mixed

tacked

missed

sighed

painted

lacked

mailed

kicked

rained

heaped

lighted

The second exercise is a review of the phonograms.  
The words are new.

ie } = short y  
ey }

Annie

Jimmie

Bessie

Hattie

Jessie

Lizzie

Nellie

Willie

kitties

daisies

stories

candies

ponies

ladies

pennies

empties

fifties

puppies

sixties

carries

berries

copies

pansies

bunnies

donkey

chimney

alley

valley

ei } = long a  
eigh }  
ey }

skein

reins

reindeer

veil

vein

reign

eight

eighteen

eighty

eighty-five

eighty-six

eighty-eight

weigh

weight

sleigh

neigh

freight

they

greyhound

whey

prey

boot



oo

o

u

ou

ui

ew

} like long oo in boot

too

hoof

roof

proof

cool

pool

tool

stool

spool

food

room

boom

bloom

gloom

gloomy

soon

moon

noon

spoon

teaspoon

loop

looped

droop

stoop

hoop

goose

loose

broom

root

hoot

shoot

boost

choose

coo

coop

scoop

scooped

groove

poor



smooth	rule	chew
smoothed	prune	flew
soothe	Ruth	
troop	truth	<b>wh = h</b>
tooth	Gertrude	whoop
do	soup	who
to	croup	whom
move	group	whose
prove	grouped	
proves	fruit	<b>ew = long u</b>
shoe	bruise	mew
shoemaker	bruised	new
tomb	cruise	dew
blue	drew	stew
glue	grew	few
true	crew	
rude	screw	<b>oo = long o</b>
ruby	strew	door
rubies	threw	floor

When *u* is preceded by *r*, it has the sound of long *oo*.

book



oo

o

oul

u

like short oo

in book

good

good-bye

hood

childhood

stood

understood

wood

woods

woodpile

woodshed

cook

cooking

hook

fishhook

shook

took

undertook

look

looked

brook

brooks

crook

crooked

foot

wool

wolf

wolves

could

would

should

put

putting

puss

push

bush

bushes

cuckoo

butcher

pudding

puddings

pull

pulling

pulled

pulpit

full

<b>ful</b>	truthful	playful
cheerful	painful	plentiful
thankful	fretful	healthful
dreadful	frightful	restful
powerful	fearful	useful
tearful	bashful	hopeful
spiteful	hateful	shameful
helpful	grateful	doubtful

---



oi }  
oy } like oy in boy

oil	coin	toy
toil	join	Roy
soil	joint	joy
boil	point	enjoy
spoil	moist	joyful
	noise	oyster
	noisy	boyhood

apple  
cattle  
saddle  
tumble  
candle  
thimble  
steeple  
cuddle  
puddle  
tingle  
pickle  
tangle  
kettle  
maple  
bottle  
beetle  
cradle  
wiggle

handle  
eagle  
tremble  
bundle  
brittle  
middle  
people  
table  
ruffle  
crackle  
stumble  
wrinkle  
single  
dimple  
bugle  
needle  
stable  
riddle

battle  
buckle  
paddle  
twinkle  
pebble  
rumble  
settle  
crumble  
shingle  
  
**tle = l**  
thistle  
wrestle  
whistle  
bristle  
nestle  
rustle  
trestle

***T* is silent in *tle* after *s*.**

c = s before { e  
i  
y

ice	fence	choice
rice	quince	grocery
mice	since	ceil
nice	Prince	pencil
slice	Alice	city
price	ounce	cider
twice	bounce	cinders
face	flounce	icicle
lace	cell	juice
place	center	juicy
space	cease	spice
race	piece	spicy
trace	niece	cyclone
brace	fierce	bicycle
Grace	voice	Lucy

***C* before *e*, *i*, or *y* has the sound of *s*.**

$g = j$  before  $\left\{ \begin{array}{l} e \\ i \\ y \end{array} \right.$

gem  
age  
gage  
sage  
rage  
stage  
cage  
page  
range  
change  
strange  
stranger  
danger  
manger  
hinge

fringe  
plunge  
Roger  
gentle  
huge  
college  
gill  
engine  
ginger  
gingerbread  
magic  
Gyp  
Egypt  
gypsy  
dingy

**dg = j**  
badge  
Madge  
edge  
ledge  
hedge  
wedge  
sledge  
pledge  
dredge  
ridge  
bridge  
dodge  
lodge  
budge  
nudge  
judge

***G* before *e, i, or y* usually has the sound of *j*.**

**ly**  
safely  
gaily  
fully  
sadly  
gladly  
lightly  
slowly  
poorly  
loudly  
kingly

slyly  
nicely  
softly  
likely  
daily  
badly  
freely  
swiftly  
quickly  
lonely  
mostly

gently  
kindly  
lately  
truly  
bravely  
neatly  
nearly  
wholly  
closely  
ugly  
boldly

**less**  
blameless  
aimless  
wireless  
useless  
homeless  
fearless

tasteless  
tireless  
lifeless  
painless  
hopeless  
boundless  
matchless

shameless  
priceless  
endless  
senseless  
thankless  
restless  
speechless

**ness**  
sweetness  
meanness  
kindness  
illness

stillness  
lameness  
thickness  
weakness  
loneliness

soreness  
sadness  
sickness  
goodness  
happiness

---

**est**  
coldest  
nicest  
loudest  
lightest  
slowest  
kindest  
tamest  
safest  
tightest  
ripest  
wildest  
sweetest

lamest  
dampest  
sorest  
stiffest  
wisest  
latest  
finest  
lowest  
oldest  
widest  
dearest  
brightest  
roudest

reddest  
softest  
crossed  
gladdest  
grandest  
biggest  
nearest  
blackest  
newest  
stillest  
thickest  
freshest  
happiest



ar	}	= er
ear		
ir		
or		
ur		

lantern

desert

finger

rooster

every

flutter

spider

beggar

cedar

dollar

backward

earn

learn

search

earth

heard

pearl

bird

chirp

girl

first

skirt

birthday

shirt

stir

dirt

fir

firm

squirm

third

whirl

squirrel

thirty

circle

thirsty

word

work

world

worm

worse

worst

worth

stubborn

flavor

tailor

sailor

doctor

neighbor

bur

fur

blur

sturdy  
urge  
curl  
curly  
hurl  
purse

nurse  
churn  
burn  
turn  
hurt  
curve

burst  
purple  
church  
turtle  
further  
nursery

**ish**  
dish  
wish  
fish  
rubbish

foolish  
finish  
polish  
selfish  
punish

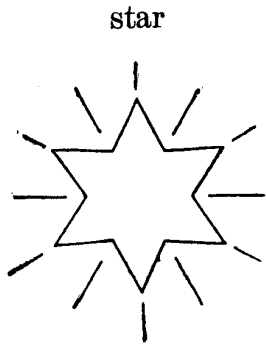
stylish  
Irish  
Spanish  
British  
furnish

butterfly  
grapevine  
raindrops  
rainbow  
dewdrops  
sunshine

sunbeams  
sunset  
sunrise  
cobweb  
forget  
blackboard

himself  
firefly  
fireside  
midnight  
windmill  
daylight

This exercise is a review of phonograms, with new words.



a }  
 au } like a in star

bar	starlight	lark
marble	starch	arm
march	starve	farm
arch	hard	harm
car	yard	harmless
card	bark	charm
scar	dark	barn
far	darkness	darn
jar	mark	yarn
tar	park	art
star	parlor	artist
	spark	tart
	sparkle	cart

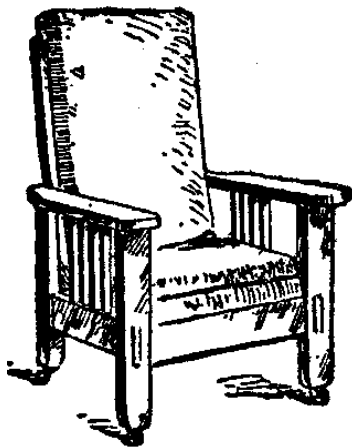
**When *a* and *r* come together, if *a* does not follow a vowel, their sound is usually the name of the letter *r*.**  
 (The exceptions are in such words as *war*. page 94.)

dart  
part  
party  
chart  
start  
startle  
large  
charge  
sharp  
harvest

grandpa  
grandma  
father  
grandfather  
aunt  
jaunt  
launch  
craunch  
laundry

**lf = f**  
calf  
calves  
half  
halves  
  
**lm = m**  
calm  
calmly  
palm

chair



ar  
air  
ear  
eir  
ere

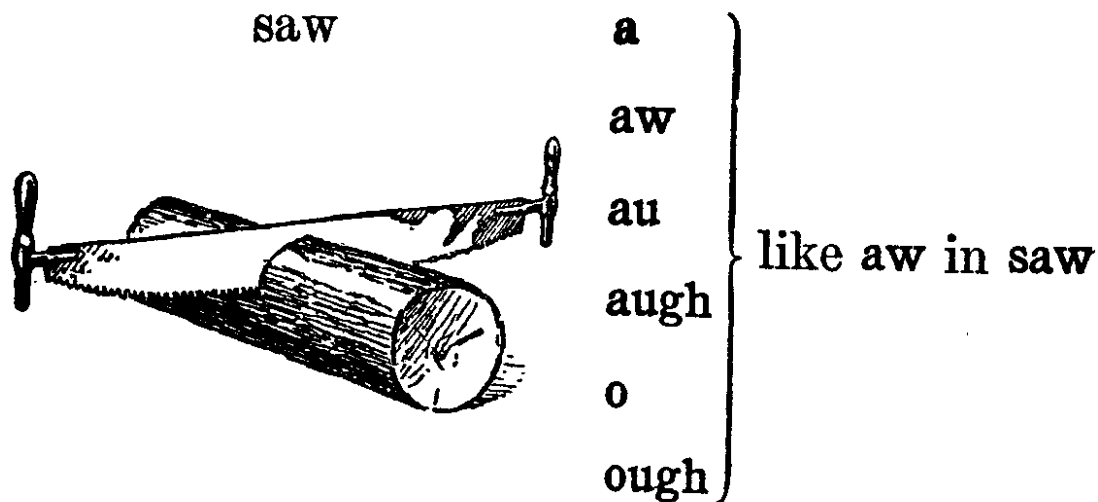
} like air in chair

care

carefully

carelessly

careful	careless	carelessness
careworn	flare	staircase
dare	snare	stairway
daring	stare	bear
fare	share	grizzly bear
farewell	shared	polar bear
bare	scare	pear
barefoot	scarecrow	tear
threadbare	scarce	tearing
hare	scarcely	wear
spare	air	wears
square	airy	their
squarely	fair	theirs
rare	fairy	ere
rarely	fairest	there
rarest	hair	therefore
ware	hairbrush	where
hardware	pair	wherever
glare	armchair	nowhere
glaring	stair	elsewhere



all	lk = k	wharf
almost	walk	quart
ball	sidewalk	quarter
baseball	talk	wigwam
call	chalk	water
fall	stalk	want
hall		jaw
tall	war	gnaw
wall	warble	law
walnut	warm	claw
stall	warn	paw
small	warning	hawk
salt	swarm	draw

straw	caught	corner
strawberry	taught	scorn
thaw	daughter	horn
awl	or	thorn
scrawl	order	north
squaw	border	touch
awning	for	scorch
shawl	nor	sort
dawn	cord	short
lawn	cork	morn
yawn	horse	morning
fault	form	orchard
saucer	storm	ought
cause	stormy	bought
gauze	fork	brought
pause	stork	fought
haul	New York	sought
author	born	thought
Paul	corn	nought

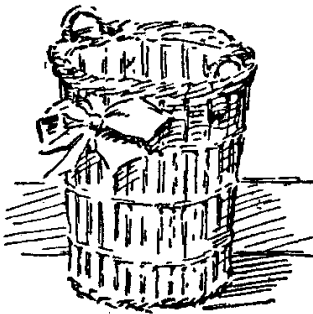
**ough = long o**  
though

although  
dough

doughnut  
borough

---

basket



**a as in basket**

ant

grant

slant

chance

dance

glance

France

raft

draft

craft

after

afterwards

rafter

ask

task

mask

clasp

gasp

cast

fast

last

blast

mast

master

past

path

bath

branch

brass

class

glass

grass

mass

pass

chaff

giraffe



## a = short o

was

swan

wand

wander

wandered

wandering

wasp

wasps

watch

watchman

watchful

what

wash

washing

washboard

washtub

whitewash

squash

wad

wads

waffle

waffles

wallow

swallow

swallows

swamp

swamps

swampy

quality

quantity

---

o  
ou  
oo

} = short u

son

grandson

ton

won

wonder

wonderful

wonderfully

none

done

some	sponges	smother
somebody	tongue	smothered
somebody's	tongues	oven
somehow	front	govern
something	month	dozen
sometime	nothing	London
sometimes	cover	young
somewhat	covered	younger
somewhere	color	wondrous
come	colors	serious
coming	colored	touched
love	comfort	trouble
lovely	other	southern
loveliest	others	double
above	another	country
shove	mother	countries
dove	mother's	couple
gloves	grandmother	flood
sponge	brother	blood

**half-long a**

furnace

necklace

surface

package

damage

bandage

cottage

voyage

courage

savage

Sunday

Friday

Thursday

Tuesday

---

**half-long e**

became

before

begin

began

begun

behind

belong

behave

below

between

besides

beyond

deceive

decide

delay

delight

deliver

declare

depend

desire

despair

select

secure

relief

recess

receive

recite

rejoice

reply

recover

pretend

preserve

prefer

erase

cement

Unaccented vowels. To discover the words, pupils should sound these vowels long. Familiarity with the spoken word will enable them to make these vowels more or less obscure.

<b>half-long o</b>	protect	factory
oblige	provide	memory
obey	propel	daffodil
disobey	profess	evaporate
polite	produce	tobacco
provoke	ivory	November

---

<b>half-long u</b>	capture	gesture
unite	lecture	venture
united	furniture	pasture
future	moisture	century
picture	mixture	failure

---

<b>obscure a</b>	amid	around
ago	alone	away
awoke	asleep	astray
adrift	alike	about
afloat	afraid	aloud

Second exercise – When *t* precedes half-long *u*, together these letters form a more or less clear *ch* sound.

Third exercise – To discover the words, pupils should sound these and the following obscure vowels like short *u*.

arise	India	Cinderella
along	China	umbrella
soda	collar	salad
sofa	lizard	spectacles
Clara	manager	climate

---

<b>obscure a</b>	instant	disappoint
real	servant	appear
medal	giant	disappear
loyal	currant	balloon
royal	vacant	account
final	lilac	errand
crystal	arrange	balance
several	Scotland	arrest
hospital	Holland	madam
emerald	fisherman	allow
distant	German	breakfast

The sound of *a* in the lower exercise differs slightly in pronunciation from its sound in the preceding exercise, hence these two sounds are offered in separate groups.

**obscure e**

jewel

cruel

camel

angel

barrel

towel

chisel

flannel

vessel

gravel

level

travel

satchel

bushel

moment

present

agent

silent

absent

mitten

passenger

hello

children

---

**obscure o**

commence

complete

complaint

welcome

tiresome

handsome

confess

concern

conclude

control

consent

connect

content

contain

console

lion

melon

lemon

lemonade

ribbon

wagon

cannon

seldom

blossom

bottom

parrot

pilot

gallop

occur

offend

conductor

hammock

**obscure u**

suppose

suggest

succeed

subtract

circus

Saturday

album

sirup

stirrup

en }  
in } = n  
on }

kitten

sweeten

maiden

sudden

basin

raisin

button

cotton

season

reason

lesson

poison

prison

**ten = n**

glisten

often

soften

listen

hasten

**el = l**

ravel

mantel

tassel

shrivel

golden

open

chosen

broken

frozen

seven

given

stolen

widen

In the second exercise there are elided vowels. They may be presented to the pupils as silent.

dismiss  
disgust  
dislike  
dispute  
display  
distress  
divide  
direct  
impure  
inclose  
include  
include  
increase  
indeed  
injure  
injury  
inside  
inquire  
incline  
intend

invent  
invite  
interrupt  
engage  
enemy  
entire  
entirely  
enter  
unload  
unlike  
unwise  
unwise  
uneasy  
untwist  
unjust  
untie  
unknown  
until  
uproar  
upset

excite  
excel  
exercise  
except  
excuse  
explode  
explain  
extreme  
express  
expect  
except  
exchange  
  
**ex – egz**  
exact  
exactly  
examine  
example  
exist  
exert



potato	habit	because
pocket	robin	carpet
palace	bridle	sharpen
shoulder	kitchen	alarm
Japan	complain	undone
Japanese	absent	cousin
parasol	curtain	Muffet
furrow	possible	money
burrow	linen	compare
sensible	graceful	quarrel
eleven	delay	scarlet
disease	certain	almond
animal	successful	prepare
blanket	market	uncover
frolic	discover	honey
dangerous	Monday	honeycomb
instead	depart	shovel
nobody	August	garden

Review of phonograms. The words are new.

advance	troublesome	lullaby
harness	comfortable	repair
company	among	awkward
parents	monkey	partridge
Santa Clause	reward	thousands

---

<b>ph = f</b>	pheasant	cipher
Philip	photograph	camphor
Philippine	phonics	nephew
Ralph	Joseph	elephant
telephone	orphan	alphabet
telegraph	sulphur	geography

---

<b>gh = f</b>	rough	enough
cough	roughest	laugh
coughing	tough	laughing
trough	toughen	laughter

---

<b>mn = m</b>	autumn	solemn
hymn	column	condemn

<b>ch = k</b>	chorus	schooner
ache	school	anchor
echo	scholar	orchestra
Christmas	scheme	stomach

---

<b>ch = sh</b>	chute	Champlain
Chicago	Charlotte	ruching

---

<b>sc = s</b>	scene	scissors
scent	scenery	scythe

---

<b>i = y</b>	brilliant	Spaniard
onion	opinion	Daniel
union	companion	warrior
million	Italian	familiar

---

<b>i = long e</b>	machine	<b>qu = k</b>
trio	ravine	conquer
marine	police	mosquito
magazine	valise	

**di – j**  
soldier

**ti = ch**  
question  
suggestion  
digestion

**silent h**  
John  
heir  
hour  
honor  
honest  
ghost

Rhine  
exhaust

**et = long a**  
bouquet  
croquet  
crochet

ce }  
ci } = sh  
si }  
ti }

ocean  
musician  
physician  
precious  
delicious  
special

excursion  
permission  
action  
collection  
correction  
objection  
station  
nation  
combination  
relation  
recitation

invitation  
vacation  
notion  
motion  
promotion  
mention  
attention  
intention  
position  
condition  
addition

important	diamonds	druggist
snowflakes	postage	valuable
snowbirds	gentlemen	yesterday
forbid	holiday	perfect
forsake	subtract	remain
overload	twilight	direction
postpone	patient	parade
buttercups	mistletoe	electric
powerless	medicine	probably
president	fireman	farther
fastest	different	darling
today	post-office	forest
mistake	beneath	piano
oatmeal	underneath	pavement
excitement	messenger	costliest
snarl	janitor	tomorrow
railroad	unfold	anchor
lonesome	hundred	multiplication

Review of phonograms. The words are new.



## SUGGESTIONS TO TEACHERS

Do not put this book into the hands of your pupils until you have carefully studied these suggestions.

The following plan approximates the progress of the average primary class. Do not attempt to follow it exactly. Keep in mind the fact that the ability of pupils differs greatly, and that whether a class falls behind the suggested plan of work or advances more rapidly, the one important thing is to teach each step thoroughly.

The amount of time given daily to the work in phonics must be decided by the teacher. Classroom conditions make it possible for some to give twenty minutes a day while others can give but ten. Two exercises a day of ten minutes each is perhaps the ideal arrangement. The exercise should never be continued until pupils weary of it. At the first indication of lagging or weariness it is time to stop.

The teaching of phonics includes

- I Ear training,
- II Tongue training,
- III Eye training,
- IV Word building.

**Ear training** may begin on the first day the child enters school. Say to the pupils, "We shall play a little game. You may do what I tell you, but do not speak a word." Then say to one, "Bring me a b-o-x," speaking the last word very slowly (phonetically); to others, "Show me something r-e-d," "Tap on your d-e-s-k," "Touch something made of t-i-n," "Cl-a-p your h-and," "R-u-n to the d-oo-r," "H-o-p to the w-i-n-d-ow," etc. Sufficient interest will soon be aroused to permit the teacher to leave off the play and say words phonetically, one after another, asking pupils to tell what each word is. In a few days they will be able to recognize almost any word that may be sounded. Occasionally tell a little story, saying a word phonetically here and there, and allowing pupils to pronounce the word. This form of training may be profitably continued throughout the first half-year.

**Tongue training** should begin about the third or fourth day. Sound a word and have a pupil tell what sound he hears first, what sound he hears last. Be very careful that he gives the sound correctly. There is a natural inclination to voice a breath, or voiceless sound, such as *h*. Holding an object before a pupil, have him say the name slowly (phonetically), as *h-u-t*, *c-a-p*, *v-a-s-e*, *p-e-n*, *b-oo-k*, *f-a-n*, etc. A picture may be placed before the class, and a pupil may be asked to say phonetically the name of each thing he sees in the picture. After a few days' practice offer a sound (it may be a simple phonogram, as *l*, or a compound phonogram, as *sl*); have the pupils see how many different words they can think of

beginning with that sound. This training should be continued for several months. Ear training and tongue training should be practiced for eight or ten days before taking up eye training.

**Eye training** begins with the book, — teaching the pupil to associate the sound with the symbol. Ask the pupil to name the pictures on page 5; he says, *man*, *moon*. Ask him what sound he hears first (the ear and the tongue training have prepared the way for prompt recognition), and he will reply, *m*. Now tell him that the letters at the top of the page are pictures of the first sound and that hereafter they will help him to tell words. The pupil next learns the sound of *a*, in the same way. Then he learns the sound of *n*. Now he says the sounds of the three letters *m-a-n*, and thereby discovers the word *man*. At first the pupil will say these sounds so far apart that he cannot hear a word, but keep him trying to say them more rapidly, as, *m—a—n*, *m—a—n*. *m-a-n*, *m-a-n*, until he does hear the word and tells it. Proceed in like manner with the lessons that follow.

The order in which the phonograms are presented is based upon the ease with which they are blended.

In the early lessons tell the pupil only the sound of the letter that is illustrated. It is confusing to many pupils to be told the name of the letter at the same time that they are told its sound. Some teachers prefer not to teach the names of the letters until the pupils have worked on the sounds three or four months. Whenever a teacher feels sure that a pupil knows the sound of a letter so thoroughly that it will not confuse him to be told its name also, then it is time to teach him the name of the letter. It is not necessary for pupils to know the letters in alphabetical order until later.

The number of pages taken in a given lesson must be governed by the ability of the class. Take only as many as the pupils can do well.

During the first eight weeks pupils should have each lesson in both script and print. Write the lesson on the blackboard and have them practice it from that before practicing from the print in the book. By so doing, they will learn both forms simultaneously. As the lessons grow longer, limited time and blackboard space will prevent the teacher from presenting in script the whole of each day's work; but whenever a new phonogram or phonic principle is introduced, several of the words representing it should first be explained, sounded, and pronounced from the blackboard. Experience will soon enable the teacher to judge how much script practice is necessary to prepare the pupils for the book lesson.

This phonic course contains over 3500 different words. Each of these words when presented contains but one new phonogram, and that phonogram is the one introduced at the beginning of the series in which the word occurs.



Never tell the pupil a word in his phonic lesson, since only one new sound is introduced at a time, and the new step offers no difficulty if each foregoing page has been thoroughly learned.

When it is necessary to indicate a certain sound in a word, call it by number — the second sound, the third sound, or whatever it may be.

Concert recitation is helpful to timid pupils, and it saves time; but it should be avoided until the teacher is sure that each pupil participating in it can give the sound of every consonant correctly. The greater part of the phonic work should be individual.

Encourage pupils to whisper the sounds to themselves when they are studying a phonic or a reading lesson. Without actually hearing the sounds they cannot get the blend and therefore cannot discover the word. It takes several months for pupils to be able to blend the sounds mentally. This whispering is not disorder. It is a necessary part of word-getting and, if checked too soon, the pupils' progress in word-getting may be greatly retarded. When the proper time for overcoming it has arrived, — toward the latter part of the first year, — pupils will naturally dispense with it because they will be able to get the word so quickly through the eye that they will not wait for the assistance of the ear. An occasional request from the teacher that the pupil shall study to himself without moving the lips, will overcome it without difficulty.

Reserve a small space on the blackboard for a permanent phonic chart. As pupils learn the sounds of the consonants, write them at the left in this space; and as each new compound phonogram is learned, write it at the right. This affords good material for reviews and word-building lessons conducted in the following way: The teacher points to a consonant, then to a compound phonogram, and pupils tell what word these would make if written together; or a pupil takes the pointer and indicates combinations that will make familiar words while either he or other pupils pronounce them.

After all of its phonograms have been presented, the script alphabet should be placed along the top of the blackboard, and under each letter should be given the corresponding letter printed on paper or pasteboard. If it is on pasteboard it may be pinned to the blackboard; if on paper, paste it with library paste — it can easily be washed off when necessary. This affords ready reference for the entire class, familiarizing them with both the script and the printed forms. Do not print on the blackboard. The printing never looks exactly as it does in the book. Reserve the blackboard for script.

No diacritical marks are to be used. Pupils are taught to determine the sound of the vowel by its position in the word and by its associate letters. When pupils learn to read by means of diacritical marks their reading for the first year or more must be largely confined to the reader from which they are taught. The method

presented in this book gives the pupil immediate mastery of a word taught and the words of its family, regardless of where he may find them. Diacritical marks should not be taught until pupils are sufficiently advanced to use the dictionary.

Pupils should be taxed with the fewest possible rules. In this course only those are used which are simplest and most necessary for word-recognition. Do not require pupils to memorize them; frequent application of the principles involved will insure a thorough knowledge of them.

The separation of the family name from the initial sound greatly assists the pupil in acquiring the "blend." It becomes less necessary and is therefore used less frequently as the work proceeds. Strive for the "blend" at all times. The pupil's power to discover new words depends upon his ability to blend the sounds of which they are composed.

Constantly require pupils to apply their knowledge of phonics to their reading lesson; that is, do not tell the pupil a word in his reading lesson which he is able to get for himself. The habit of "making the sounds tell the word" must be thoroughly fixed. Thus the pupil will daily become more self-helpful, and after a few months his general knowledge of phonics will enable him to recognize many words containing sounds beyond his phonic training.

When a word occurs in the reading lesson that does not conform to the rule, as, *have, give*, etc., and the pupil pronounces it incorrectly, ask him if he knows such a word; when he replies that he does not, tell him there is something wrong with his vowel. He will immediately correct it and will soon learn to expect "exceptions," and to try another sound of a letter if his first sounding does not give him a familiar word, or a word that "makes sense" in the context.

If a word unusually long yet containing only sounds previously taught occurs in the reading lesson and seems difficult for the pupil, assist him by writing it on the blackboard and underscoring each compound phonogram or family name; also teach him to put a finger over such a word, moving it off slowly so that he sees but one family name or one syllable at a time. This may be well demonstrated to the class by using a long narrow strip of pasteboard with which to cover the word on the blackboard and removing it in the way described above. With a little training, pupils will soon learn to do this and will find it very helpful.

When the teacher discovers a weakness in a phonic principle previously taught, she should promptly refer the pupil or the class to a lesson which demonstrates that principle. If it is a forgotten phonogram, the pupil should be given a quick review of the family of words in which that phonogram is the common element.

Make up sets of script phonic cards for seat work. Write four or five families in as many columns on each card. Write the initial consonant sound in red ink and the compound phonogram or family name in black. Again write the consonant sound in red on strips of pasteboard and on other strips write the family names in

black. Cut these strips up so that there is but one consonant or one family name on each card. Pupils use these small cards for building families of words to correspond with those on the large card. Keep the small cards and the corresponding large one in the same envelope. When desired, the pupils may use the large cards for study or for copying. Each large card should be numbered on the back to correspond with the number of the envelope in which it belongs. Write on the outside of the envelope the name of each family included in the envelope; then it will not be necessary to look into the envelope in order to know what work the envelope contains.

When pupils have had a few weeks' practice in writing, begin conducting phonic spelling lessons, in order to reinforce the power to recognize compound phonograms. Write a family name on the blackboard, as, *at*; write it several times, one under another, making a column; now pronounce this family of words, — *cat, bat, fat, hat, mat, rat, pat, sat*, requiring different pupils to go to the blackboard and prefix the sound which makes the word. Or write on the blackboard the compound phonogram which is to be the common element of the series, then have the pupils copy it on their paper. Now pronounce the words, having children write as the words are pronounced. The ability to recognize compound phonograms as wholes, without separating them into their elementary sounds, greatly shortens the process of word recognition. This also serves to impress phonic principles upon the minds of the pupils and teaches them to apply those principles to all spelling, thus making spelling a matter of reasoning. Pupils should be taught to look over a spelling lesson, when one has been assigned that is made up of words of different families, and to determine the "dangerous places" in the words. For instance, in a spelling lesson of ten words, seven of those words may be strictly phonetic; that is, they may be governed by phonic principles and be spelled as they sound. The pupil does not need to waste time on these. But in the remaining three he finds unphonetic elements, so he studies only those three "exceptions." It is a good plan, in teaching children how to do this, to write the spelling lesson on the blackboard, making in red chalk the letters on which pupils are likely to trip. Some teachers have aptly called the "red danger signals."

If the pupils are taking up this course in the fall after having had part of the work the previous year, they should take a rapid review of the pages up to the point where their new lessons begin.

When pupils enter the class from schools in which this phonic course has not been taught, the most satisfactory method of preparing them for work with the class is to take them rapidly over the work which the class has covered.

Whether pupils complete this course in one year, one and a half, or two years, when they have completed it their ability to read anything they can comprehend is assured. Each pupil should keep the course in his desk for ready reference, general reviews, and drills, as required, until the close of his third school year.

The words in this book are grouped according to their pronunciation in Webster's New International Dictionary.

# LIST OF PHONOGRAMS STUDIED

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# Instructional Audio for *Word Mastery*

By Donald L. Potter

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Mr. Potter has prepared audio instruction in MP3 format that will teach each sound and spelling pattern in *Word Mastery*. The audio can be accessed from his websites [www.donpotter.net](http://www.donpotter.net) and [www.wordmastery.org](http://www.wordmastery.org).

# Notes from the Internet Publisher: Donald L. Potter

December 20, 2004

I first learned of Akin's *Word Mastery* in 1997 from Charles Walcutt's recommendation in his 1961 prophetic book of essays, *Tomorrow's Illiterates*. Walcutt writes:

This little book of 124 pages is as good today as it was forty-seven years ago, before the locust of look-and-say swarmed in upon us. It contains a beautifully organized, graded approach, beginning with letters and working up to the most irregular phonograms. With each new step, it introduces pages of words illustrating the element being taught, and the fact that it has already had a steady sale over all these years proves the existence of a considerable underworld of sober citizens. It seems obvious that this little book was used in conjunction with reading materials and that children in the first three grades were, in 1913, reading fluently even while their grasp of the niceties of English phonics was being strengthened.

I was unable to obtain a copy through the Interlibrary Loan or searches on the Internet. Eventually, Miss Geraldine Rodgers sent me a mint copy from her personal library. She reviewed *Word Mastery* in her magnum opus: *The History of Beginning Reading: From Teaching by "Sounds" to Teaching by "Meaning"*. By Geraldine E. Rodgers, B.S., M.A., Educational Researcher with 23 years experience teaching primary grades. [www.authorhouse.com](http://www.authorhouse.com), 1995, 2001. Here are her instructive comments:

Mrs. Kathryn Diehl of Cincinnati, Ohio, who has done so much work for so many years for a reform in reading instruction, and who wrote her own phonics materials which are reviewed in this appendix, sent me her copy of Florence Akin's 1913 *Word Mastery, A Course in Phonics for the First Three Grades*. That copy had obviously been published sometime after its second copyright date of 1941. It is a straight Code 10 Phonics, and so, presumably was the 1908 material, *First Book in Phonics*, probably written by the same "F. Akin" but published by M. & G. Atkinson, not Riverside Press. The 1913-1941 material, however, is a child's textbook listed under "Readers" in the 1928 United States Catalog, while the 1908 material was listed under "Reading" (guides) instead of "Readers," (children's textbooks) in the 1912 United States Catalog. Since the original *Word Mastery* was published by Riverside in 1913, the same year that they published the new Riverside reading series, it seems possible that *Word Mastery* was obtained from Florence Akin for use as a supplement to Riverside's new 1913 series. Akin by that time already had a presumably successful 1908 phonics book and so would have been possible candidate for consideration (1395).

Akin's "Suggestions to Teachers," pages. 112 to 117, followed by "List of Phonograms Studied" is an excellent guide to teaching Code 10 phonics. While some of her "Phonograms" are actually word parts instead of isolated phonemes, her guide suggests teaching them solely by the "sounds" and not by "meaning," so the material does rate Code 10. She organized this material in the early twentieth century, when supplementary phonics became the norm in American first grades, and she apparently had it on the market by 1908. Yet she obviously still expected the material to be solely "supplementary," as she referred to two ten-minute daily drills in phonics, to be done apart from the "reading" lessons. That Akin's excellent supplementary phonics materials was still being published by Houghton Mifflin as late as 1941, and very probably later, is very surprising, considering the Dick and Jane Readers. The Dick and Jane so-called "intrinsic" phonics of 1930 was intended to do away with the supplementary phonics drills, as Akin's, which had been around since shortly after 1900. However, apart from its listing in the United States Catalog of 1912 and 1928, I never saw any reference to Florence Akin's material until Mrs. Diehl sent the book to me from her collection of reading materials. It does not seem probable that the Akin's materials had any wide use after 1928, at which time it was listed in the United States Catalog as in print. Akin's 1913 material is STRAIGHT CODE 10 PHONICS. (1396)

The book that Miss Rodgers sent me (Donald Potter) is the same one Mrs. Diehl sent to her. We all owe Mrs. Diehl a debt of gratitude for preserving this invaluable phonics method.

The book must have been in print as late as 1961 for Walcutt to have recommended it in his book of essays published that year. In fact I have been told that it was still available in the early 1990's.

Let me explain what Miss Rodgers means by STRAIGHT CODE 10 PHONICS. In her *History of Reading*, she developed a system for classifying reading programs according to the percentage of phonics compared to the percentage of sight-words taught as meaningful configurational wholes accompanied by contextual guessing. According to Miss Rodgers, there are **only two ways** (or mixtures of those two ways) to teach beginning reading: from the "sounds" or from the "meanings." These two methods develop two distinctive and contrary types of readers: those who read accurately from the "sounds," and those who read (guess) inaccurately from the "meaning." On opposite ends of the spectrum: Code 1 programs are entirely "meaning" based, whereas Code 10 programs are entirely "sound" based. Codes in between are mixtures of the two. CODE 10 PHONICS programs are considered the purest and best. More information on theoretical aspects of reading can be found in Miss Rodgers' articles published on my website, [www.donpotter.net](http://www.donpotter.net).

I consider my publication of Akin's *Word Master* of more than historic interest. The labor of typing and editing this book was motivated by the firm belief that all children can learn to read well if they are taught by methods and materials like those in this book. The book has been continuously available as a free pdf file on my website since December 2004. The July 1, 2014 publication with CreateSpace is a further effort to help more students learn to read better. I wish every beginning reading student and every struggling reader in America had a copy of Akin's *Word Mastery*. The book includes everything necessary to teach anyone to read well with phonics.

It is my earnest hope that curriculum developers will use Akin's phonics system to guide them in the development of the reading methods American children will be using in the future.

I received a letter concerning *Word Mastery* from Marcia K. Henry (former President of the *Orton Dyslexia Society*) on February 2, 2007. She comments, "Re: Florence Akin's 1913 *Word Mastery*, I first started tutoring in Rochester, MN in 1959...almost 50 years ago! The director of the Reading Center was Paula Rome, whose uncle Paul Dozier was a neurologist with Dr. Samuel Orton. Paula gave me a copy of *Word Mastery* and said that was the only resource I would need to begin tutoring. I still have two extremely well-used copies!!"

There is an interesting reference to Akin's *Word Mastery* in Anna Gillingham's and Bessie Whitmore Stillman's *Remedial Reading Training for Children with Specific Disability in Reading, Spelling, and Penmanship* (1946), "*Word Mastery*, by Florence Akin. This book is part of the equipment with which we provide each teacher-in-training. While not essential it is a useful aid." (p. 4).

For a modern evaluation of Florence Akin's *Word Mastery*, see *Teaching Phonics to 21<sup>st</sup>-Century Children Using Early 20<sup>th</sup>-Century Techniques* by Dr. Leslie Kumer. This was her thesis for the Degree of Doctor of Education, Nova Southeastern University, 2007.

I choose Century School Book Monotype for the first half of the book in order to be able to keep all the letters in the words in the columns in perfect alignment. For the second half of the book, I choose Times New Roman.

Last update: 2/22/2019.

# WORD MASTERY

A Course in Phonics for the First Three Grades

Prepared by

FLORENCE AKIN

*Formerly a Teacher in Primary Grades, Portland, Oregon*

1. It offers a system of effective and economical practice based on the latest and best theory of phonic analysis and word building.
2. It will give excellent results even in the hands of the teacher who lacks training in phonics.
3. It saves the teacher the labor and the time otherwise needed to plan a phonic course to be taught by means of blackboard and card devices.
4. It saves expense of charts and cards ordinarily required to supplement the reading lessons.
5. It gives the children greater independence in their study because they have the books in their own hands. It provides opportunity to the pupils to make up their individual deficiencies, without holding back the rest of the class.
6. It does away with the mechanical reading lesson – the reading of word repetitions without literary interest for the sake of phonic drill. The pupil becomes quick at word recognition, and the reading lesson can be devoted entirely to reading the best literature.
7. It is thorough and simple. Each lesson teaches one new phonic element and only one. There are thus no difficulties on the way, and the pupil steadily gains confidence in himself.

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HOUGHTON MIFFLIN COMPANY  
BOSTON                      NEW YORK                      CHICAGO

This page is an advertisement published in 1919 in the *Teachers' Manual of Silent and Oral Reading* by Emma Miller Bolenius, published by Houghton and Mifflin. The *Teacher's Manual* accompanied *The Boys' and Girls' Readers*.

# Word Mastery

By Henry B. Dewey, Tacoma, Wash.

THIS little book, published by the Houghton Mifflin Company, is included in the Oregon state list as a book adapted for teachers' use, and is also on the list of books adopted by the city of Portland as a basal text in spelling for the lower grades. It can be truthfully called the "multum in parvo" method. In the first place it is an ideal system of teaching phonics, inexpensive, attractive, and economical of time and money. In the second place it is the best speller for the primary grades, in which capacity it is successfully used in a number of places.

The use of this text makes unnecessary the use of mechanical, uninteresting readers that destroy, at the outset, a child's innate love of good literature. When the pupil reads, it is either to get or to convey thought. The reading lesson then should be interesting and of genuine literary quality. The phonic lesson should be an exercise apart from the actual reading lesson—it is for the purpose of giving the child mastery over phonograms, so that when he reads his mind may be free for thought-getting. If the reader used is one of merit, it cannot be made up of the very short two, three, or four-letter words containing only the long and short vowels; even its early pages contain many words, which are not adapted for phonic analysis. The phonic course attempting to follow such a reader can not lead from the simple to the more difficult sounds, but compels pupils to struggle with difficult phonograms early in work, thus retarding their phonic progress by attacking phonics in an unnatural order. On the other hand, if the reader is made to fit the words of a systematic phonic course, the reading lessons are stilted and uninteresting. "Word Mastery" does not begin with the beginning words of any reader; but it does begin with the most simple phonograms, and covers a large percentage of the words of all primary readers, and gives the pupil greater power to discover new words than he could possibly gain by taking the phonics incidentally involved in the words of any primary reader.

"Word Mastery" saves the time and strength of teachers. Each lesson is right there, completely worked out; and the lessons are presented in a natural order—that is, in the order of their difficulty. It provides for constant review and use of phonics previously learned, thus securing mastery. With some phonic courses the pupil must learn the sound of every consonant before he learns the use of any one; that is, he does no word-building until the sounds of all the letters have been taught. With "Word Mastery" the pupil learns the use of every sound as fast as he gets it. He uses it in building every word in his vocabulary that it is possible to make with that sound and the sounds previously learned. He is making constant use of his entire stock of phonograms. His power to discover new words grows at a wonderful rate. Moreover, the work bears the same relation to spelling as to reading, and the benefit to the pupil in both reading and spelling cannot be overestimated.



Many experienced teachers have found that they secure the best results by having one or two five-minute periods a day, apart from the reading lesson, devoted to phonics.

While pupils are acquiring a vocabulary of “sight words” in the early pages of their primer, they will be gaining a mastery of the simplest and most fundamental phonic elements by the study of “Word Mastery.” They will soon be able to use this knowledge of phonics in the recognition of new words in the reading lesson, and in a few months' time they will be able to make out most of the new words. Their daily increasing knowledge of phonics will make them less and less dependent on the teacher in their reading. It has been found that the use of this system of teaching phonics will give pupils of average ability ready command of a reading vocabulary of from 3000 to 4000 words in the first three grades, and enable them to read at sight any selection which is written within their comprehension.

In addition to the above-mentioned uses of “Word Mastery,” it should be added that this book is of very great value in teaching foreigners to read, because it furnishes the quickest and surest means of learning the sounds used in pronouncing words.

Very full and detailed “Suggestions to teachers” in the back of the book give all necessary directions for the use of the book. Even in the hands of the teacher who lacks training in phonics, it will give excellent results.

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## HELPFUL SUGGESTIONS ABOUT TEXTBOOKS

### AKIN'S WORD MASTERY.

By Henry B. Dewey, Tacoma, Wash.

If YOU are a primary teacher and have never taught a class to read by the use of Word Mastery you should give it a trial. You will get better results with less labor than ever before. Once tried you will never take a class through those first hard weeks of phonic training without it.

Word Mastery, by Miss Florence Akin, is a pupil's book and in order to get the best results it must be in the hands of each pupil. Where the pupil must depend upon the teacher to write the lessons on the blackboard, he gets only half or less than half of the training. He does not see the sounds in print in a book as he must in his reading, where he is expected to apply it; moreover if he is absent he misses the lessons taught in his absence, they are erased and he has no way of getting them; one link in the chain is missing. With the book in his own hands, the opportunity of coaching on any weak place is always at hand.

Let us consider the advantages in the use of Word Mastery in conjunction with any bright, interesting primary reader over the use of a method reader, that is, a reader in which the reading lesson is made to correspond with the phonic lesson. Turn to any page you choose in any method reader, a page in which the sentences are made up of such words as will illustrate the use of certain phonograms; now put yourself in the child's place. Would you like that for your reading lesson? It is not interesting, of course, but do not blame the author of the method reader, it is probably just as interesting as could possibly be made out of the sounds which it is intended to teach. Have you ever tried to write a bright little lesson using only certain phonograms? If not, try it. You will certainly find that you have quite a stilted, dull page. You cannot expect a child to be actually interested in it; on the contrary, it is disappointing because, in his own language, "There is no story."

Now take any primary reader which makes no claim to teaching phonics but one which may justly claim bright and interesting reading; if you were a child would you not prefer those bright little bits of verse or of story—something perhaps full of action? It was written for the purpose of telling something, giving the child a thought, while he is learning to read and not merely for the purpose of teaching certain words, which contain certain phonograms. There are such bright beautiful little readers offered by the publishing houses of the present day as were never dreamed of twenty years ago. Why not give them to the child while he is learning to read instead of compelling him to read from a book of sentences of which are merely a required combination of words? Of course it is true these words and phonograms have to be taught in order that the child may learn to read but Word Mastery would teach them as the mechanics of reading, mechanics which are kept in the background, an exercise apart from the actual reading lesson. Much enthusiasm and interest will be shown by a class running down a clear,

cleanly printed column of words all containing the same sound as in Word Mastery, whereas it would be difficult to arouse any special enthusiasm over the same words mixed up in a few uninteresting sentences. The pupil will get ten to twenty words containing the phonogram special to the lesson in Word Mastery, while the same phonogram could possibly be made use of in only four to eight words in the sentences of a reading lesson. When the pupil has mastered a long column of these words in Word Mastery he promptly gets the idea of applying them to all reading, not to that particular little reading lesson which they are made to fit—an idea which does cling to him for a time with the use of a method reader.

Give a child a method reader from which to work and in six weeks' time he will have developed phonetically more words in the lines of that reader than he would have developed in the same length of time in the lines of a reader which does not teach its phonic and reading lesson together. That is to say, he will have read more phonetically, and will have read less by the word method, than had he pursued Word Mastery in conjunction with a reader having no phonic method—but wait, at the end of four months' training the pupil who has pursued Word Mastery will have had as much phonic training and will have acquired as much independence in reading (all reading, not merely that which covers his stock of phonograms) as the pupil of the method reader will have in twice that length of time.

You ask “Why this wonderful growth in power after the first six weeks?” Because Word Mastery pursues phonics in a perfectly natural order; it begins right. It takes first the most simple sounds, those which may be prolonged, because every beginner in phonics prolongs, hangs on while he tries to get the next sound. Word Mastery does not begin with c-a-t or any similar word containing an explosive sound. The pupil would say **c**, which is explosive; it is gone from his hearing before he can get **a**. But Word Mastery does begin with m-a-n. The pupil says **m** and he hangs on, of course he does, and when he can say **a** he still hears that **m**, consequently he gets the idea and the blend right at the beginning. Word Mastery continues with these sounds, which may be prolonged **r**, **s**, **c**, etc. When finally it does take up its first explosive sound, it is first mastered at the end of the word as **t** in s-a-t and afterword as the initial sound.

Every step of Word Mastery is made so simple and every new sound is so thoroughly mastered by combining it with sounds previously learned that in a few months' time a pupil will have built such a firm foundation in phonics as it would be impossible to build in the same length of time by pursuing phonics in any other way.

But again the teacher asks, “How does one apply it to the reading lesson when it is not made to fit?” Simply this, Word Mastery first covers all words of two and three letters which have the short sounds of the vowels. As the pupil reads he is taught the words of his reading lesson merely as whole or sight words, excepting those words in the reading lesson that contain not over two or three letters and that have the short sound of the vowel. Any teacher will see these words at a glance. At the reading lesson the pupil is then required to get these words for himself, developing them phonetically. Next come

the words of four letters, words having final e, giving the first vowel in the words the long sound. As soon as the pupil has had some training with these words having final e he is required to get them without assistance when they appear in the reader. Next are the words having final s, as **caps**, **pets**, etc. Then the words of four letters, the last two of which have the same sound—**lock**, **mill**, **muff**, and so on, one step at a time to the very end of the book. The pupil constantly grows in phonic power and constantly mastering from his reader those words, which appear within his phonic training.

Put a Word Mastery into the hands of each of your pupils now, and in four months' time you will say that you will never teach a primary class without it.

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Note: 1907 - Dewey had an A. B. from the University of Michigan. He was the Pacific Coast Agent, Houghton Mifflin Co., 406 N. D St., Tacoma. From the NEA Yearbook and List of Active Members for the Year Beginning December 31, 1914, and ending December 31, 1915. p. 311. From a digitized copy from the University of California.

The above reference indicates his connection with the publisher of *Word Mastery* as Agent.

Dewey may have died around April 1932 because there is an article entitled, "Henry B. Dewey Departed" by Frank. B. Nalder.

He was Secretary of Public Instruction, Olympia, Washington in 1911. See *Humane Education* 1911.