

# **Blumenfeld's Alpha-Phonics**

## **Self-Tutor**

This Self-Tutor provides expert audio instruction  
for anyone wishing to improve their reading and spelling ability.

Mr. Potter is making this superior spell-to-read method of teaching reading available at no  
charge in hopes that it may be of service to anyone of any age,  
who wants to improve his or her reading ability.

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## Step 1: First Reader 1 – Lessons 1 to 14

### Lesson 1: Building Short *a* Words: Aa, Mm, Ss, Tt, Xx

1. a → m → am
2. a → n → an
3. a → s → as
4. a → t → at
5. a → x → ax

### Lesson 2: Building Short */ă/* Words with Beginning Consonants and Hh.

1. S → am → Sam
2. m → an → man
3. h → as → has
4. s → at → sat
5. t → ax → tax

### Lesson 3: Practice Sentences

1. Sam sat.
2. Sam has an ax.

### Lesson 4: Letters: Dd, Ww

1. a → d → ad
2. d → ad → dad
3. w → ax → wax
4. D → an → Dan

1. Dad sat.
2. Dad has wax.

## Lesson 5: Spelling Families ad, am, an, as, at, ax

1. **ad**: ad, had, dad, sad, Tad, mad
2. **am**: am, ham, dam, Sam
3. **an**: an, man, Dan, tan
4. **as**: as, has, [was]
5. **at**: at, hat, sat, mat
6. **ax**: ax, tax, wax, Max

### Words beginning with a, d, h, m, s, t, w

1. **a**: ad, am, an, as, at, ax
2. **d**: dad, dam, Dan
3. **h**: had, ham, has, hat
4. **m**: mad, man, mat, Max
5. **s**: sad, sat, Sam
6. **t**: Tad, tan, tax
7. **w**: [was], wax

## Lesson 6: Practice Sentences

1. Dad sat.
2. Max had ham.
3. Dan was tan.
4. Was Sam tan?
5. Has Dad an ax?
6. Dad has an ax.
7. Dan has wax.
8. Sam was sad.
9. Was Max mad?
10. Tad was tan.

## Lesson 7: and

1. an → d → and
2. h → and → hand
3. l → and → land
4. s → and → sand

1. Dan and Dad had land and sand.
2. Dan and Sam
3. Max and Tad
4. tax and wax
5. land and sand

## Lesson 8: Beginning Consonants: Ll, Bb, Cc, Gg, Ff, Jj, Nn, Pp

1. Ll: Al, Hal, Sal
2. Bb: bad, ban, band, bat
3. Cc: cab, cad, Cal, cat, can
4. Gg: gab, gad, gag, gal, gas
5. Ff: fad, fan, fat, fax
6. Jj: jam, Jan, jab, jag

## Lesson 9: Beginning Consonants: Pp, Rr, Tt, Vv, Ww, Yy, Zz

1. Pp: pad, pal, Pam, pan, pat, Pat
2. Ww: wag, wax [was]
3. Yy: yak, yam, yap
4. Zz: zag, zap

## Lesson 10: Spelling Families with Short *a*

1. **ab**: cab, dab, gab, jab, lab, nab, tab
2. **ad**: ad, bad, cad, dad, fad, gad, had, lad, mad, pad, sad, Tad
3. **ag**: bag, gag, jag, lag, nag, rag, sag, tag, wag, zag
4. **ak**: yak
5. **al**: Al, Cal, gal, Hal, pal, Sal, Val
6. **am**: am, cam, dam, ham, jam, Pam, ram, Sam, yam
7. **an**: an, ban, can, Dan, fan, Jan, man, pan, ran, tan, van
8. **ap**: cap, lap, map, nap, rap, sap, tap, yap, zap
9. **as**: as, gas, has, [was], bass, lass, pass
10. **at**: at, bat, cat, fat, hat, mat, Nat, pat, rat, sat, vat
11. **ax**: fax, lax, Max, tax
12. **az**: Yaz, jazz
13. **and**: band, hand, land, sand

## Lesson 11: Consonant Digraphs *ck* and *qu*

1. **ack**: back, hack, Jack, lack, Mack, pack, rack, sack, tack, yack, Zack, quack

## Lesson 12: Indefinite Article *a*

1. **a**: a cat, a hat, a bat, a cap, a pan, a pal, a bag, a rag, a cab, a map



### Lesson 13: Practice Sentences

1. Al can bat.
2. Jack has a sack.
3. Pam has a fat cat.
4. Val has jam.
5. Jan has a cap.
6. Cal has a hat.
7. Yaz can bat.
8. Mack has a jazz band.
9. Yaz can yack.
10. Jack has a back-pack.
11. Can Yaz bat?

**Lesson 14: No Recording.** This lesson consisted of words and nonsense syllables, which were not essential to the program.



## Step 2: First Reader 2 – Lessons 15 to 28

### Lesson 15: Introducing Short Vowels /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/

a_	e_	i_	o_	u_
1. bad	bed	bid	Bob	bud
2. bag	beg	big	bog	bug
3. hat	hen	hit	hot	hut
4. pan	pen	pin	pop	pun
5. sat	set	sit	sock	sun
6. Nat	net	nit	not	nut
7. ban	Ben	bin	bop	bun
8. bat	bet	bit	box	but
9. pat	pet	pit	pot	pup
10. pack	peck	pick	pock	puck
11. dad	deck	did	dock	dud
12. tack	Ted	tick	tock	tuck
13. ham	hem	him	hop	hum
14. hack	hen	hick	hock	huck
15. Dan	den	din	Don	duck
16. lag	leg	lip	log	lug
17. lack	let	lick	lock	luck
18. ran	red	rib	rob	rub

## Lesson 16: Spelling Families with Short ū

1. **eb**: Deb, web
2. **eck**: beck, deck, neck, peck
3. **ed**: Ed, bed, fed, led, Ned, red, Ted, wed
4. **eff**: Jeff
5. **eg**: egg, beg, keg, leg, Meg, peg
6. **ell**: bell, dell, fell, jell, sell, tell, well, yell, [cell, sell]
7. **em**: gem, hem
8. **en**: Ben, den, fen, hen, Jen, Ken, Len, men, pen, ten, yen
9. **end**: end, bend, fend, lend, mend, rend, send, tend, wend
10. **ep**: hep, pep, rep
11. **es**: yes, Bess, less, mess
12. **et**: bet, get, jet, let, met, net, pet, set, vet, wet, yet
13. **ex**: Rex, Tex, vex

## Lesson 17: Practice Sentences

1. Bess fed Jack an egg.
2. Let Jeff tell Ben.
3. Can Rex tell Pam?
4. Deb had an egg.
5. Dad let Ken get wet.
6. Deb has a red pen.
7. Send Len an ax.
8. Lend Jen a pet.
9. Ben has a jet.
10. Rex fell.
11. Tell Bess yes.
12. Deb can yell.
13. Ted has a cat as a pet.
14. Get Jeff a keg.
15. Tex and Len set a net.
16. Bess has less.
17. Ten men met.

**Lesson 18: No Recording.** This lesson consisted of words and nonsense syllables, which were not essential to the program.

**Lesson 19: Spelling Families with Short /ɪ/, and /kw/ as qu, and /f/ as ph**

1. **ib:** bib, fib, jib, rib
2. **ick:** Dick, hick, kick, lick, Mick, Nick, pick, quick, Rick, sick, tick, wick
3. **id:** bid, did, hid, kid, lid, mid, rid, Sid
4. **iff:** if, Jiff, miff, tiff
5. **ig:** big, dig, fig, gig, jig, pig, rig, wig, zig
6. **ill:** Bill, bill, dill, fill, gill, hill, Jill, mill, pill, quill, rill, sill, till, will
7. **im:** dim, him, Jim, rim, Tim, vim
8. **in:** in, bin, fin, kin, pin, sin, tin, win
9. **ip:** dip, hip, kip, Kip, lip, nip, pip, quip, rip, sip, tip, zip
10. **is:** is, his, sis
11. **iss:** hiss, kiss, miss
12. **it:** it, bit, fit, hit, kit, lit, pit, quit, sit, wit
13. **ix:** fix, mix, nix, six
14. **iz:** Liz, quiz, fizz
15. **qu-:** quick, quill, quip, quit, quiz
16. **ph:** Phil, Philip

## Lesson 20: Practice Sentences

1. Quick, Rick, fix it.
2. Tim bit his lip.
3. Nick is sick.
4. Nick will get well.
5. Sid will miss his pet pig.
6. His pig is big.
7. Jim is big.
8. His hat fit him well.
9. Phil hid his hat.
10. Jack hid his ham in his hat.
11. Liz was sick and was fed in bed.
12. Mix it, fix it, and quit it.
13. Will Bill win?
14. Yes, Bill will win.
15. Is Jill ill?
16. Yes, Jill is ill.

## Lesson 21: Digraph th: ~~th~~ voiced, and th voiceless

1. ~~th~~: that, than, [the], them, then, this
2. th: thin, thick
3. th: bath, math, path, Beth, with

## Lesson 22: Practice Sentences

1. That man has a cat.
2. The cat is a big cat.
3. The cat is a thin cat.
4. This is his cat.
5. This is Beth.
6. Tell them that Rex is at bat.
7. The cat is in the bag.
8. Did Beth tell them that the cat is in the bag?
9. Rick hid the bag with the cat.
10. The cat ran.
11. Let the cat dig in the sand.
12. The pig ran with the cat.
13. Dick ran with the bag in his hand.
14. Phil was with Beth and Seth.
15. Then Beth and Seth ran with the hen.
16. Quick, get the thick net.

## Lesson 23: Spelling Families with Short o

1. **ob**: Bob, cob, gob, mob, rob, sob
2. **ock**: dock, hock, lock, mock, nock, pock, rock, sock
3. **od**: cod, God, mod, nod, rod, sod, Todd
4. **off**: off [of]
5. **og**: cog, dog, fog, hog, log
6. **oll**: doll, loll
7. **om**: mom, Tom, pom, pom-pom
8. **on**: on, Don, Ron, [son, ton, won]
9. **op**: cop, hop, mop, pop, top
10. **ot**: cot, dot, got, hot, jot, lot, not, pot, rot, tot
11. **ox**: ox, box, fox, lox, pox, Red Sox

## Lesson 24: Practice Sentences

1. The quick fox got on top of the box.
2. The red hen fell in the bath and got wet.
3. The Red Sox will win.
4. Yaz will win.
5. Tom is the son of Jack.
6. The dog ran with the cat.
7. The pot got hot.
8. Is the dog in the box?
9. The dog is not in the box.
10. The dog is on top of the box.
11. Bob and Don sat on the dock.
12. Tell mom that Bob has the mop.
13. That fox is in the big tin box.
14. That box has a lock on it.
15. Quick, lock the box.
16. But the fox ran.

## Lesson 25: Plurals -s, -es, and -'s

1. cats, dogs, pets, wigs, pigs, pills, pots, pans, hands
2. kisses, boxes, taxes, foxes
3. Don's hat. Bob's dog. Jack's pet. Jill's cat.

## Lesson 26: Practice Sentences

1. The man has ten cats and six dogs.
2. Jill has six hens.
3. Jim's pet pig is big.
4. Don kisses his mom.
5. Pam's cat is fat.
6. Pat has ten pins.
7. Jack has six boxes of eggs.
8. Mom has ten pots and six pans.
9. Rex's hat is red.
10. The dog ran with the foxes.
11. Val's dog was in the pen.



## Lesson 27: Spelling Families with Short ŭ

1. **ub**: cub, dub, hub, pub, sub, tub
2. **ud**: bud, dud, mud
3. **ug**: bug, dug, hug, jug, lug, mug, rug, tug
4. **ull**: cull, dull, gull, hull [bull, full, pull]
5. **um**: bum, gum, hum, mum, sum, yum
6. **un**: bun, fun, gun, nun, pun, run, sun
7. **up**: up, cup, pup
8. **us**: us, bus, fuss, Gus, muss, pus
9. **ut**: but, cut, gut, mutt, nut [put]
10. **ux**: lux
11. **uzz**: buzz, fuzz

## Lesson 28: Practice Sentences

1. The dog dug in the mud and had fun.
2. Tom's dad put the pup in the tub.
3. Can Jack pull the big log up the hill?
4. Jack and Jill ran up the hill.
5. The red jug is full.
6. The dog got mud on the rug.
7. Bud's dog fell in the tub.
8. Gus put the mug on the rug.
9. Rick hugs his pup.
10. The sun was up at six.
11. The tub is full of mud.
12. The bug dug in the rug.
13. A big bull is in the pen.
14. Val put the mud in the tub.

## Lesson 28a: Practice Distinguishing b and d.

1. bad    bed    did    bob    dud
2. dad    deb    bid    bod    dub
3. dab    ded    bib    dod    bud
4. bab    beb    dib    dob    bub

## Step 3: First Reader 3 – Lessons 29 to 37

### Lesson 29: Consonant Digraph sh as in ship

1. **ash**: ash, bash, cash, dash, gash, lash, mash, rash, sash, [wash]
2. **esh**: mesh
3. **ish**: dish, fish, wish
4. **osh**: gosh
5. **ush**: gush, hush, mush, rush; [bush, push]
6. **sh-**: shack, shed, shell, shin, ship, shock, shop, shot, shun, shut

### Lesson 30: Consonant Digraph ch as in chap and rich

1. **ch-**: chap, chat; check, chess; chick, chill, chin, chip; chop; chuck, chum
2. **ich**: rich
3. **uch**: much, such

### Lesson 31: Consonant Digraph wh as in when

1. **wh**: when, whack, which, whim, whiff, whip, whiz, [what]

### Lesson 32: Consonant Digraph Practice (Review)

- |         |        |       |       |       |       |       |       |       |
|---------|--------|-------|-------|-------|-------|-------|-------|-------|
| 1. cash | [what] | ship  | rich  | shut  | dish  | chill | wish  | rush  |
| 2. when | dash   | mush  | chum  | mash  | chug  | fish  | chop  | shop  |
| 3. much | rash   | which | shell | when  | chick | such  | shed  | shun  |
| 4. ship | chip   | shag  | whim  | chess | shock | chuck | shack | chug  |
| 5. chin | check  | which | ash   | shot  | chap  | whip  | hush  | whack |

## Lesson 33: Practice Sentences

1. Don had fish and chips.
2. Which dish is Dad's?
3. Which dish has the fish in it?
4. This dish is full of chips.
5. Pam sat on the deck of the ship.
6. Don has a chill.
7. Bud has a rash.
8. Rick has cash and is rich.
9. Bud is his chum.
10. His chin is thin.
11. He hid the dish of fish in the shed.
12. When will Jim shut the shop?
13. The shop will shut at six.
14. Chuck is in the shack.
15. Dad has a chess set.
16. Chuck will wash the ship.
17. Pam will pull the dog off the ship.
18. Did Bess check the shack?
19. Bess did check the shack.

## Lesson 34: Conjugation of Common Verbs

- |           |          |        |         |         |           |
|-----------|----------|--------|---------|---------|-----------|
| 1. I am   | you are  | he is  | she is  | we are  | they are  |
| 2. I have | you have | he has | she has | we have | they have |
| 3. I was  | you were | he was | she was | we were | they were |
| 4. I had  | you had  | he had | she had | we had  | they had  |

## Lesson 35: Practice Sentences

1. I have a cat.
2. She has a dog.
3. We have a cat and a dog.
4. They have six pets.
5. You have a pet pig.
6. Are you sick?
7. No, I am well.
8. She put the pup on the bed.
9. The pets were in the tub.
10. They were in the hut.
11. He has a rash.
12. Did you get sick?
13. No, I did not get sick.
14. Did she win?
15. Yes, she won.

## Lesson 36: Contractions

1. is not → isn't
2. can not → can't
3. has not → hasn't
4. it is → it's
5. let us → let's
6. did not → didn't

## Lesson 37: Practice Sentences

1. Is Bill sad?            Bill isn't sad.
2. Can they run?        They can't run.
3. Is this Peg's dog?    This isn't Peg's dog.
4. Has Peg a cat?        Peg hasn't a cat.
5. Did Jill run?         Jill didn't run.
6. Let's not jog.         Let's run.



## Step 4: First Reader 4 – Lessons 38 to 39

### Lesson 38: Compound Short Vowel Words

1. hot-dog	<b>hotdog</b>	box-top	<b>boxtop</b>	zig-zag	<b>zigzag</b>
2. cat-nip	<b>catnip</b>	tick-et	<b>ticket</b>	hel-met	<b>helmet</b>
3. vel-vet	<b>velvet</b>	tom-cat	<b>tomcat</b>	gal-lop	<b>gallop</b>
4. les-son	<b>lesson</b>	nap-kin	<b>napkin</b>	tid-bit	<b>tidbit</b>
5. hab-it	<b>habit</b>	rap-id	<b>rapid</b>	gal-lon	<b>gallon</b>
6. can-did	<b>candid</b>	bas-ket	<b>basket</b>	bon-net	<b>bonnet</b>
7. ton-ic	<b>tonic</b>	ma-gic	<b>magic</b>	un-fit	<b>unfit</b>
8. gob-lin	<b>goblin</b>	rob-in	<b>robin</b>	cha-pel	<b>chapel</b>
9. pic-nic	<b>picnic</b>	kid-nap	<b>kidnap</b>	lin-en	<b>linen</b>
10. vis-it	<b>visit</b>	rab-bit	<b>rabbit</b>	nit-wit	<b>nitwit</b>
11. viv-id	<b>vivid</b>	civ-il	<b>civil</b>	Nix-on	<b>Nixon</b>
12. len-til	<b>lentil</b>	pen-cil	<b>pencil</b>	egg-nog	<b>eggnog</b>
13. com-et	<b>comet</b>	pup-pet	<b>puppet</b>	up-set	<b>upset</b>
14. lock-et	<b>locket</b>	mim-ic	<b>mimic</b>	pub-lic	<b>public</b>
15. sun-tan	<b>suntan</b>	sud-den	<b>sudden</b>	hat-box	<b>hatbox</b>
16. sun-set	<b>sunset</b>	hat-rack	<b>hatrack</b>	bash-ful	<b>bashful</b>
17. den-tal	<b>dental</b>	un-til	<b>until</b>	vom-it	<b>vomit</b>
18. hus-band	<b>husband</b>	wa-gon	<b>wagon</b>	ex-it	<b>exit</b>
19. Phi-lip	<b>Philip</b>	riv-et	<b>rivet</b>	with-in	<b>within</b>
20. Cal-vin	<b>Calvin</b>	tab-let	<b>tablet</b>	pack-et	<b>packet</b>
21. rock-et	<b>rocket</b>	sock-et	<b>socket</b>	van-ish	<b>vanish</b>
22. pan-el	<b>panel</b>	Ja-pan	<b>Japan</b>	ras-cal	<b>rascal</b>
23. cac-tus	<b>cactus</b>	cam-el	<b>camel</b>	Kev-in	<b>Kevin</b>
24. Kar-en	<b>Karen</b>	rib-bon	<b>ribbon</b>	rad-ish	<b>radish</b>
25. mas-cot	<b>mascot</b>	com-bat	<b>combat</b>	Pat-rick	<b>Patrick</b>
26. rel-ish	<b>relish</b>	lem-on	<b>lemon</b>	pock-et	<b>pocket</b>
27. traf-fic	<b>traffic</b>	bob-cat	<b>bobcat</b>	sig-nal	<b>signal</b>
28. lim-it	<b>limit</b>	li-quit	<b>liquid</b>	sat-in	<b>satin</b>
29. tun-nel	<b>tunnel</b>	cab-in	<b>cabin</b>	jack-et	<b>jacket</b>
30. pad-lock	<b>padlock</b>				

## Lesson 39: Practice Sentences

1. Jill has a picnic basket full of hotdogs and relish.
2. Philip has a suntan.
3. Kevin is a rascal.
4. Karen and Ken will visit dad.
5. Calvin put the pencil in his jacket pocket.
6. Bill's mascot is a rabbit.
7. Don put a red ribbon on his cat's neck.
8. Mom has a red satin bonnet.
9. Peg's husband has a wagon.
10. The camel sat on the cactus.
11. Pam can mimic a puppet.
12. Deb has a red velvet sash.
13. Jim has a gallon of lemon tonic.
14. Let's visit Patrick's dad.
15. A vivid sunset.



## Step 5: First Reader 5 – Lessons 40 to 57

### Lesson 40: The Letter a as: /ă/, /ä/, and Practice Sentences

1. **ă**: Al, Cal, gal, Hal, pal

2. **ä**: all, ball, call, fall, gall, hall, mall, pall, tall, wall

1. Cal's pal Tim is tall.

2. Did Hal fall?

3. Cal has the ball.

4. Cal hit the ball with the bat.

5. Philip sat on the wall.

6. His jacket is in the hall.

7. Call Cal.

8. Tell Cal that his ball is in the hall.

9. Is the ball in his jacket pocket? Yes, it is.

## Lesson 41: -ng Endings, Practice Sentences, and adding -ing to verbs

1. **ang**: bang, dang, gang, hang, pang, rang, sang
2. **ing**: bing, ding, king, ping, ring, sing, wing, zing
3. **ong**: bong, dong, gong, pong, long, song
4. **ung**: hung, lung, rung, sung
5. ding-dong, ping-pong, sing-song, wing-ding, Hong Kong

1. Deb sang a song.
2. Ron rang a bell.
3. The song was sung.
4. The king can sing.
5. The gang sang.
6. Tim is in Hong Kong.

### Adding -ing to Words and Doubling Consonant.

- |                 |          |              |          |             |          |
|-----------------|----------|--------------|----------|-------------|----------|
| 1. <b>dab</b>   | dabbing  | <b>gab</b>   | gabbing  | <b>rob</b>  | robbing  |
| 2. <b>rub</b>   | rubbing  | <b>pack</b>  | packing  | <b>pick</b> | picking  |
| 3. <b>lock</b>  | locking  | <b>rock</b>  | rocking  | <b>bid</b>  | bidding  |
| 4. <b>kid</b>   | kidding  | <b>dig</b>   | digging  | <b>rig</b>  | rigging  |
| 5. <b>call</b>  | calling  | <b>fall</b>  | falling  | <b>sell</b> | selling  |
| 6. <b>yell</b>  | yelling  | <b>chill</b> | chilling | <b>will</b> | willing  |
| 7. <b>bang</b>  | bangng   | <b>hang</b>  | hangng   | <b>ring</b> | ringng   |
| 8. <b>sing</b>  | singng   | <b>run</b>   | runng    | <b>sun</b>  | sunng    |
| 9. <b>nap</b>   | napping  | <b>tap</b>   | tapping  | <b>chip</b> | chipping |
| 10. <b>chop</b> | chopping | <b>ship</b>  | shipping | <b>shop</b> | shopping |
| 11. <b>fish</b> | fishing  | <b>wish</b>  | wishing  | <b>wash</b> | washing  |
| 12. <b>rush</b> | rushing  | <b>pass</b>  | passing  | <b>toss</b> | tossing  |
| 13. <b>fit</b>  | fitting  | <b>quit</b>  | quitting | <b>fix</b>  | fixing   |
| 14. <b>mix</b>  | mixing   |              |          |             |          |

## Lesson 42: Practice Sentences

1. Jan is singing a song.
2. Bill is ringing the bell.
3. Peg is getting all wet.
4. Rick is kicking the ball.
5. The cat is licking his leg.
6. Bob is calling his dog.
7. Jack is yelling at Jill.
8. Pat is packing his bag.
9. Cal is passing the ball.
10. Chuck is fixing the shack.
11. Meg is petting the cat.
12. Is mom shopping at the mall?
13. Dad is chopping with his ax.
14. Jill is napping on the bed.
15. Bess is washing her doll.
16. Philip is dabbing at the sand.
17. Was Kim digging in the mud?

## Lesson 43: Endings -and, -end, -ant, -ent, -int, -unt

1. **and**: and, band, hand, land, sand, [wand]
2. **end**: end, bend, fend, lend, mend, rend, send, tend
3. **ind**: wind
4. **ond**: bond, fond, pond
5. **und**: fund
6. **ant**: ant, pant, rant [want]
7. **ent**: bent, cent, dent, gent, Kent, lent, pent, rent, sent, tent, vent,  
went
8. **int**: hint, lint, mint, tint
9. **unt**: bunt, hunt, punt, runt

## Lesson 44: Practice Sentences

1. Bill is mending his tent.
2. Kent went hunting.
3. Jack went with Kent.
4. Bob lent Ann his fishing rod.
5. Ann is fishing at the pond.
6. Bob wants his rod back.
7. Bob went to the pond.
8. Jill is fond of Philip.
9. Phillip sent Jill a bag of mints.
10. The cat sat on the anthill.
11. Beth is running in the wind.
12. Kent is in the band.
13. Mom will mend Pam's socks.

## Lesson 45: Ending -er as in her

1. **er**: her, letter, better, hunter, lender, sender, butter, tender, chatter, bigger, summer, winter, sister
1. Butter is better.
2. Ken has a sister.
3. Her hat is better.
4. Bill sent a letter.
5. Her dad is a hunter.
6. Summer is better than winter

## Lesson 46: Endings -nk, -nc, -nch

1. **ank**: bank, Hank, lank, rank, sank, tank, yank
2. **ink**: ink, kink, link, pink, rink, sink, wink
3. **onk**: honk
4. **unk**: bunk, dunk, hunk, junk
5. **inc**: zinc
6. **anch**: ranch
7. **ench**: bench
8. **inch**: inch, finch, pinch
9. **unch**: bunch, hunch, lunch, munch, punch

## Lesson 47: Practice Sentences

1. Hank put cash in the bank.
2. Bob put gas in the tank.
3. Beth put the dish in the sink.
4. Bill had a bunch of junk.
5. Dan sat on a bench.
6. Dad has a ranch.
7. Tim had lunch with Bess.
8. Bev had punch with her lunch.
9. Pam has a top bunk.

## Lesson 48: Endings -ct, -ft, -pt, -xt

1. **act**: act, fact, tact
  2. **uct**: duct
  3. **aft**: aft, raft
  4. **eft**: left
  5. **ift**: gift, lift, rift, sift
  6. **oft**: oft, soft
  7. **apt**: apt
  8. **ept**: kept, wept
  9. **ext**: next, text
1. Bill got a raft as a gift.
  2. He left his raft at the pond.
  3. The raft is big.
  4. Can Bill lift the raft?
  5. The fact is that he can't.
  6. Ann got a gift.
  7. Jan will get the next gift.
  8. Can Beth act? Yes, she can.
  9. Liz will sift the sand.

## Lesson 49: Ending Consonant Blends -sk, -sp, -st, and Practice Sentences

1. **ask**: ask, bask, cask, mask, task
  2. **esk**: desk
  3. **isk**: disk, risk, whisk
  4. **usk**: dusk, rusk
  5. **asp**: asp, gasp, rasp
  6. **isp**: lisp
  7. **usp**: cusp
  8. **ast**: cast, fast, last, mast, past, vast
  9. **est**: best, jest, lest, nest, pest, test, rest, vest, west, zest, chest, guest
  10. **ist**: fist, gist, list, mist
  11. **ost**: cost, lost
  12. **ust**: bust, dust, gust, just, must, rust
1. Jim sat at his desk.
  2. Jill will pass the test.
  3. Beth did her best.
  4. Bill went west.
  5. Bob did his task.
  6. Hank can run fast.
  7. The metal chest was full of rust.

## Lesson 50: Ending Consonant Blends -lb, -ld, -lf, -lk

1. **ulb**: bulb
2. **eld**: held, meld, weld
3. **äld**: [bald]
4. **elf**: elf, self, shelf
5. **olf**: golf
6. **ulf**: gulf
7. **alf**: [calf, half]
8. **ilk**: milk, silk
9. **ulk**: bulk, sulk
10. [talk, walk]

## Lesson 51: Ending Consonant Blends -lm, -lp, -lt

1. **elm**: elm, helm
2. **ilm**: film
3. **elp**: help, kelp, yelp
4. **ulp**: gulp, pulp
5. **elt**: belt, felt, melt, pelt, welt
6. **ilt**: hilt, jilt, wilt, quilt
7. **ält**: [halt, malt, salt]

## Lesson 52: Ending Consonant Blend with -mp

1. **amp**: camp, damp, lamp, champ
2. **imp**: limp, chimp
3. **omp**: romp, chomp
4. **ump**: bump, dump, hump, jump, lump, pump, sump, chump

## Lesson 53: Ending Consonant Blends with -tch and Practice Sentences

1. **atch**: catch, hatch, match, patch, [watch]
2. **itch**: itch, ditch, pitch, witch
3. **etch**: etch, fetch, retch
4. **otch**: botch, notch
5. **utch**: Dutch, hutch

1. Jack has an itch.
2. Dad lit a match.
3. Dad has a watch.
4. Bess has a lamp.
5. The cat is in a ditch at the dump.
6. Can the cat catch a fish?
7. Bill will pitch his tent at the camp.

## Lesson 54: Ending -dge, -nge, and Practice Sentences

1. **adge**: badge, Madge
2. **edge**: edge, hedge, ledge, wedge
3. **idge**: ridge
4. **odge**: dodge, lodge, hodge-podge
5. **udge**: budge, fudge, judge, nudge
6. **inge**: binge, singe, tinge
7. **unge**: lunge

1. The cat sat at the edge of the sink and did not budge.

## Lesson 55: Endings -ance, -ence, -ince, -unce; -ense -inse and Practice Sentences

1. **ance**: dance, chance
2. **ence**: fence, hence
3. **ince**: mince, since
4. **unce**: dunce
5. [once]
6. **ense**: dense, sense, tense
7. **inse**: rinse

1. The cat sat on the fence.
2. The fog is dense.



## Lesson 56: Ending Consonant Blends & Digraph Review

1. match, milk, left, ring, dust, dish, belt, pest, cash, fudge, kept, pink
2. lung, desk, last, lost, melt, catch, bulb, bench, bath, jump, elm, tint
3. rinse, edge, bank, act, ink, help, much, next, patch, hunt, west, sing
4. camp, itch, gasp, kept, went, half, weld, dance, with, hint, pitch, rich
5. rust, fast, test, elf, fist, witch, fond, send, bend, fence, ranch, once

## Lesson 57: Compound Words

1. con-test   **contest**   sand-wich   **sandwich**   sel-fish   **selfish**
2. rub-bish   **rubbish**   pol-ish   **polish**   den-tist   **dentist**
3. ab-sent   **absent**   pun-ish   **punish**   shop-lift   **shoplift**
4. af-ter   **after**   ob-ject   **object**   dust-pan   **dustpan**
5. con-duct   **conduct**   bath-mat   **bathmat**   fin-ish   **finish**
6. con-sent   **consent**   chop-stick   **chopstick**   hodge-podge   **hodgepodge**



## Step 6: First Reader 6 – Lessons 58 to 71

### Lesson 58: Beginning Consonant Blends: bl-, br-

1. **bl:** blab, black, blanch, bland, blank, blast, bled, blend, bless, blimp, blink, blip, bliss, blob, block, blond, blot, blotch, bluff, blunt, blush
2. **br:** Brad, brag, bran, branch, brand, brash, brass, bred, brick, bridge, brig, brim, bring, brink, brisk, broth, Bronx, brunch, brunt, brush

### Lesson 59: Beginning Consonant Blends: cl-, cr-

1. **cl:** clad, clam, clamp, clan, clank, clap, clash, clasp, class, cleft, clench, click, cliff, clinch, cling, clip, clock, clod, clog, clop, clot, cloth, club, cluck, clump, clung, clutch
2. **cr:** crab, crack, craft, cram, cramp, crank, crash, crass, crept, cress, crest, crib, crick, crimp, crisp, crock, crop, cross, crunch, crush, crutch, crux

### Lesson 60: Beginning Consonant Blends dr-, dw-

1. **dr:** drab, draft, drag, dram, drank, dredge, drench, dress, drift, drill, drink, drip, drop, drudge, drug, drum
2. **dw:** dwell, dwelt

### Lesson 61: Beginning Consonant Blend fl-

1. **fl:** flab, flack, flag, flank, flap, flash, flat, flax, fleck, fled, flesh, flick, flinch, fling, flint, flip, flock, flog, flop, flub, fluff, flung, flunk, flush

## Lesson 62: Beginning Consonant Blends gl-, gr-, gw-

1. **gl**: glad, glance, gland, glass, glen, glib, glint, glitch, glob, glop, glum, glut
2. **gr**: grab, graft, gram, grand, grant, grasp, grass, Greg, grid, grill, grim, grin, grip, grit, grub, grudge, gruff, grunt
3. **gw**: Gwen

## Lesson 63: Beginning Consonant Blends: pl-, pr-

1. **pl**: plan, plank, plant, pledge, plop, pluck, plug, plum, plump, plus, plush
2. **pr**: prance, prank, prep, press, prick, prim, prince, print, prod, prom, prompt, prong, prop

## Lesson 64: Beginning Consonant Blend sl-

1. **sl**: slab, slack, slag, slam, slant, slap, slash, slat, sled, sledge, slept, slick, slid, slim, sling, slink, slip, slop, slosh, slot, sluff, slug, slum, slump, slung, slush

## Lesson 65: Beginning Consonant Blends shr-, sm-, sn-

1. **shr**: shrank, shred, shrill, shrimp, shrink, shrub, shrunk
2. **sm**: smack, small, smash, smell, smog, smudge, smug
3. **sn**: snack, snag, snap, snick, sniff, snip, snub, snuck, snug

## Lesson 66: Beginning Consonant Blends: sp-, spl-, spr-

1. **sp**: spam, span, spank, spat, speck, sped, spell, spend, spent, spill, spin, spit, spot, spud, punk
2. **spl**: splash, splint, split, splotch
3. **spr**: sprang, spring, sprung, sprig, sprint

## Lesson 67: Beginning Consonant Blends: st-, str-

1. **st**: stab, stack, staff, stag, stamp, Stan, stand, stank, stash, stem, step, stick, stiff, still, stilt, sting, stink, stint, stock, stomp, stop, stub, stuck, stud, stuff, stung, stump, stunt
2. **str**: strand, strap, string, strip, strum, strut

## Lesson 68: Beginning Consonant Blends: sw-, sc-, sk-, scr-

1. **sw**: swam, swell, swept, swift, swim, swing, swish, Swiss, switch, [swan, swamp]
2. **sc**: scab, scalp, scam, scamp, scan, scant, scat, Scott, scuff
3. **sk**: skid, skill, skim, skimp, skin, skip, skit, skunk
4. **scr**: scam, scrap, scratch, scrimp, script, scrod, scrub, scrunch

## Lesson 69: Beginning Consonant Blends: tr-, thr-, tw-

1. **tr**: track, tram, trance, trap, trash, trek, trench, trend, trick, trim, trip, trod, trot, truck, trudge, trump, trunk, trust
2. **thr**: thrall, thrash, thresh, thrift, thrill, throb, throng, thrush, thrust
3. **tw**: twang, twelve, twig, twill, twin, twist, twit, twitch

## Lesson 70: Review of Beginning and Ending Blends & Digraphs

- |           |          |        |       |         |        |
|-----------|----------|--------|-------|---------|--------|
| 1. truck  | skip     | swift  | quick | grudge  | glass  |
| 2. blond  | fudge    | dump   | task  | sash    | lisp   |
| 3. clasp  | dwelling | clap   | slack | spring  | witch  |
| 4. smash  | snick    | string | jump  | them    | spun   |
| 5. slosh  | shrimp   | shack  | plum  | prom    | frill  |
| 6. flag   | cliff    | crux   | draft | chest   | bridge |
| 7. edge   | golf     | elm    | scant | scrunch | thrush |
| 8. bless  | Dutch    | with   | pest  | dish    | bank   |
| 9. king   | fond     | act    | lift  | left    | kept   |
| 10. trick | France   | hitch  | next  | lunch   | flash  |
| 11. twist | strand   | scuff  |       |         |        |

## Lesson 71: Practice Sentences

1. God bless this land.
2. The cat sat still.
3. Bill had fudge with his lunch.
4. Patrick drank a glass of milk.
5. Gwen put cash in the bank.
6. Pam had a stiff neck.
7. Kenneth had shrimp for lunch.
8. The king of France was plump.
9. Frank is a prince.
10. The bus stop is on the bridge.
11. His skin has an itch.
12. Stan put the trash in the basket.
13. Fred sat on the grass.
14. The frog swam in the swamp.
15. A frog can jump and swim.
16. A skunk can jump and skip.
17. A swift skunk stunk.
18. Madge had a strand of gems.
19. The clock struck twelve.
20. The truck got stuck in the mud.

## Step 7: First Reader 7 – Lessons 72 to 86

### Lesson 72: Long *ā*: Silent final *ē* – Introduction

1. at → ate    hat → hate    fat → fate    mat → mate
2. rat → rate    Al → ale    pal → pale    Sal → sale
3. gal → gale    fad → fade    mad → made    man → mane
4. Jan → Jane    van → vane    cap → cape    gap → gape

### Lesson 73: Long /*ā*/ as *a-e* (16 spelling families → 140 words)

1. **abe**: Abe, babe
2. **ace**: ace, face, lace, pace, race, brace, grace, place, space, trace
3. **ade**: ade, fade, made, wade, blade, glade, grade, shade, spade, trade
4. **afe**: safe
5. **age**: age, cage, page, rage, sage, wage, stage
6. **ake**: bake, cake, fake, Jake, lake, make, quake, rake, sake, take, wake, brake, drake, flake, shake, snake, stake, [ache]
7. **ale**: ale, bale, dale, hale, male, pale, sale, tale, scale, stale, whale
9. **ame**: came, dame, fame, game, lame, name, same, tame, blame, flame, frame, shame
10. **ane**: cane, Dane, Jane, lane, mane, pane, sane, crane, plane
11. **ape**: ape, cape, gape, tape, drape, scrape, shape
12. **are**: bare, care, dare, fare, hare, mare, rare, ware, blare, flare, glare, scare, share, snare, spare, square, stare, [are]
13. **ase**: base, case, chase
14. **ate**: date, fate, gate, hate, Kate, late, mate, rate, crate, plate, skate, slate, state
15. **ave**: cave, Dave, gave, pave, rave, save, wave, brave, crave, shave, slave, [have]
16. **aze**: daze, gaze, maze, blaze, craze, glaze, graze

## Lesson 74: Practice Sentences

1. Jane can bake a cake.
2. When will Kate wake up and take a bath?
3. Dave has an ache in his hand.
4. Bill's rabbit is in a cage.
5. Dave came, but Kate is late.
6. Dave has a date with Kate.
7. Jane ate the cake.
8. When will Dave shave his face?
9. Jack fell in the lake.
10. Can Dave save Jack?
11. Yes, Dave is brave.
12. Dave gave Kate a locket.
13. This place is safe.
14. The cat hid in the cave.
15. His name is Jake.
16. Kate gave Jane the date of the game.
17. Abe's face is pale.
18. Beth ate a grape.

## Lesson 75: Long /ă/ as ai

1. **aid:** aid, laid, maid, paid, raid, braid, [said]
2. **ail:** ail, bail, fail, Gail, hail, jail, mail, nail, pail, quail, rail, tail, frail, sail, snail, trail
3. **aim:** aim, claim
4. **ain:** Cain gain, lain, main, pain, rain, vain, brain, drain, grain, plain, slain, Spain, stain, strain, train, [again, against]
5. **air:** air, fair, hair, pair, chair, Clair, stair
6. **ait:** bait, wait, trait



## Lesson 76: Practice Sentences

1. Clair paid ten cents at the gate.
2. Gail will wait in the rain for the train.
3. If the train is late, Gail will take a bus.
4. In Spain the rain falls on the plain.
5. Cain is waiting at the main gate.
6. If the train is late, take a plane.
7. "Fish or cut bait," said Bill.
8. Gail will wash her hair.
9. Jane is trimming her nails.
10. "If it rains, take the train," said Dave.
11. "It is raining," said Kate.
12. "Wait for Jane," said Dave. But Kate did not wait in the rain.
13. The mail is late.
14. Spring is in the air.

## Lesson 77: Long /ā/ as ay and ey

1. **ay:** bay, day, Fay, hay, Jay, Kay, lay, may, nay, pay, ray, say, way,  
clay, gray, play, stay, slay, spray, tray, sway, stray
2. **ey:** hey, grey, obey, they

## Lesson 78: Practice Sentences

1. Can Fay play with Kay?
2. They say that Fay may play with Kay.
3. Jay will play a game with Kay.
4. Fay will stay with Kay all day.
5. Jay fell in the hay.
6. They went that way.
7. They came late that day.
8. The day was grey.

## Lesson 79: Long /ā/ as ie and eigh

1. **ei**: rein, vein, veil, heir, their, beige
  2. **eigh**: weigh, sleigh, eight, eighth, weight, freight, reign, [height]
1. Bill is eight.
  2. Jack has eight cents.
  3. Kay's hat has a veil.
  4. Dave ate eight cakes.
  5. The freight train came.
  6. Can they weigh the freight?
  7. Yes, they can weigh the freight on a scale.
  8. They will play with their game.
  9. Dave and Kay are on the eighth day of their game.

## Lesson 80: Practice Reading Words with Long /ā/ Spellings

1. face, pain, way, plate, cage, space, scrape, paid, chair, their, tail
2. vale, veil, dare, brave, brain, gate, vein, fake, stain, care, brake
3. main, flame, rain, rein, grade, cake, day, weigh, they, say
4. ache, jay, mail, ate, hate, quake, trail, age, wait, made, shade
5. ale, take, ail, raid, eight, ate, vain, vein, freight, eighth, beige

## Lesson 81: Homonyms

- |         |        |       |
|---------|--------|-------|
| 1. vale | veil   | vail  |
| 2. rain | rein   | reign |
| 3. vain | vein   | vane  |
| 4. main | mane   | mein  |
| 5. hail | hale   |       |
| 6. made | maid   |       |
| 7. tale | tail   |       |
| 8. wait | weight |       |
| 9. way  | weigh  |       |

## Lesson 82: Compound Words with Long /ā/ Spellings

1. pay-day    **payday**    rail-way    **railway**    air-plane    **airplane**
2. space-ship    **spaceship**    a-way    **away**    en-gage    **engage**
3. wait-ress    **waitress**    rain-ing    **raining**    en-slave    **enslave**
4. grate-ful    **grateful**    ex-plain    **explain**    com-plain    **complain**
5. mail-man    **mailman**    chair-man    **chairman**    em-brace    **embrace**
6. tail-gate    **tailgate**    play-mate    **playmate**

## Lesson 83: Vowel Digraphs au and aw

1. **au**: Maud, fraud, haul, maul, Paul, Saul, fault, vault, daunt, flaunt, gaunt, haunt, jaunt, taunt, haunch, launch, staunch, [aunt], sauce, cause, clause, pause, taut, gauze
2. **aw**: awe, jaw, law, raw, saw, claw, draw, flaw, thaw, slaw, straw, hawk, bawl, brawl, crawl, draw, fawn, lawn, pawn, yawn, brawn, drawn

## Lesson 84: Practice Sentences

1. Paul saw a spot on Saul's jaw.
2. Paul saw Maud sitting on the lawn.
3. The cat cut her paw.
4. Paul drank his milk with a straw.
5. The dawn came at six o'clock.

## Lesson 85: a as in ma and car: /är/

1. ma, pa, father, ha-ha, mama, papa
2. arc, ark
3. **ar**: bar, car, far, jar, mar, tar, scar, star
4. **arch**: arch, march, starch
5. **arb**: barb, garb
6. **ard**: bard, card, hard, lard, yard
7. **arge**: barge, charge, large, Marge
8. **ark**: ark, bark, dark, hark, lark, mark, park, Clark, shark, spark, stark
9. **arf**: scarf
10. **arl**: snarl
11. **arm**: arm, farm, harm, charm
12. **arn**: barn, darn, tarn, yarn
13. **arp**: carp, harp, sharp
14. **art**: art, cart, dart, mart, part, tart, chart, smart, start
15. **arve**: carve, starve
16. [war, ward; warm, warmth, swarm; warn, warp, wart],
17. [quart], [dwarf, wharf]

## Lesson 86: Practice Sentences

1. Mark has a red car.
2. "Park the car in the yard," said Art.
3. Pam has a big jar of jam.
4. Beth has a part in a play.
5. Mark's farm has a barn.
6. Father went far away on the plane.
7. It is dark in the park.
8. "Start the car," said ma.
9. The dog will bark in the dark.
10. Pa's yard is full of junk.
11. Mark's arm has an itch.
12. Beth has a ball of yarn.
13. "If it rains, put the cart in the barn," said father.
14. The shark ate the small fish.
15. Clark and Mark are smart.
16. Marge drank a quart of milk.
17. Paul and Art will play cards.
18. Mark can take his car apart.

## Step 8: First Reader 8 – Lessons 87 to 100

### Lesson 87: Long Vowel /ē/ as ee

1. **ee:** bee, Dee, fee, gee, Lee, see, flee, free, glee, three, tree, [knee]
2. **eech:** breech, speech
3. **eed:** deed, feed, heed, need, reed, seed, weed, bleed, breed, creed, freed, greed, speed
4. **eef:** beef, reef
5. **EEK:** leek, meek, peek, seek, week, cheek, creek Greek, sleek
6. **eel:** eel, feel, heel, keel, peel, reel, steel, wheel, [kneel]
7. **eem:** deem, seem, team
8. **een:** teen, keen, seen, green, queen, screen, [been]
9. **eep:** beep, deep, jeep, keep, peep, weep, creep, sheep, sleep, steep, sweep
10. **eer:** deer, jeer, peer, veer, cheer, sneer, steer
11. **eet:** beet, feet, meet, greet, sheet, sweet, tweet
12. **eeth:** teeth
13. **eece:** fleece, Greece
14. **eese:** geese, cheese
15. **eeve:** peeve, sleeve
16. **eeze:** breeze, freeze, sneeze, tweeze, wheeze
17. [be, he, me, we, she]

## Lesson 88: Practice Sentences

1. I see the tree.
2. Can the tree see me?
3. She is a queen.
4. Is she the queen of Greece?
5. Yes, she is the Greek queen.
6. We ate beef this week.
7. Lee came in a jeep.
8. Will they sweep the street this week?
9. Yes, they will sweep the street at three.
10. He is free at three o'clock.
11. I have seen the queen.
12. Lee will greet the queen.
13. Dee and Lee cheer the queen.
14. We ate cheese this week.
15. She ate cheese and beef.
16. "Meet me next week," she said.
17. The deer was in a deep sleep.
18. He was sleeping in the breeze.
19. Lee was on his knee fixing the jeep.

## Lesson 89: Long Vowel /ē/ ea, (Short /ĕ/ as ea and Long /ā/ as ea)

1. **ea**: pea, sea, tea, flea, plea
2. **each**: each, beach, peach, reach, teach, bleach, preach
3. **ead**: bead, lead, read, plead
4. **eaf**: leaf, sheaf
5. **eak**: bleak, leak, peak, weak, sneak speak, streak
6. **ea**: heal, meal, peal, real, seal, teal, veal, zeal, steal
7. **eam**: beam, seam, team, cream, dream, gleam, steam, stream
8. **ean**: bean, Jean, lean, mean, clean
9. **eap**: heap, leap, reap, cheap
10. **ear**: ear, dear, fear, gear, hear, near, rear, tear, year, clear
11. **eash**: leash
12. **east**: east, beast, feast, least, yeast
13. **eat**: eat, beat, feat, heat, meat, neat, peat, seat, cheat, treat, wheat
14. **eace**: peace
15. **ease**: ease, cease, lease, tease, crease, grease, please
16. **eathe**: breathe
17. **eave**: eave, leave, heave, weave
  
18. **ea** = /ĕ/: [sweat, threat, sweater], [realm, dealt] [dead, head, lead, read, bread, breath, deaf, meant]
19. **ea** = /ā/: [bear, pear, tear, wear, swear] [steak, break, great]

## Lesson 90: Practice Sentences

1. Jean had a dream. She put cream in her tea.
2. Jean ate a meal of veal, peas, bread, and tea.
3. Then she ate a peach. The peach was sweet.
4. Bill is at sea. The sea is in the east.
5. The beach is neat and clean.
6. Jean sat in her seat. The seat is near the rear.
7. Bill is on the team this year.
8. The dog has fleas. The cat is neat and clean.
9. When will we reach the beach?
10. Steak will be great. Let's break for steak.
11. Jean will read "The Seal Had Zeal."

## Lesson 91: Long /ē/ as e-e, 4 Irregular Words, and Practice Sentences.

1. **ene**: gene, scene
2. **ere**: here, mere, [there, where], [were]
3. **eve**: eve, Steve
4. **ede**: Swede
5. **ete**: Pete
6. **ese**: these
7. [eye]

1. Where is Steve?
2. Steve is here.
3. Where were Pete and Steve?
4. Pete and Steve were here.
5. Here is where they were.
6. Where were they?
7. They were here and there.
8. "Sit here, not there," said Steve.
9. Steve and Jean were at the beach.
10. The sun was in Steve's eyes.
11. Steve had a tear in his eye.
12. Eve has green eyes.



## Lesson 92: Long /ē/ as ie

1. **ief**: brief, chief, grief, thief
2. **ield**: field, yield, wield, shield
3. **ier**: pier, tier
4. **ierce**: fierce, pierce
5. **iend**: fiend, [friend]
6. **iece**: piece
7. **eige**: siege
8. **ie**: Jackie, Lassie, Debbie, Minnie, Vinnie, Bonnie, Connie, Ronnie
9. [receive, seize]

1. Debbie and Ronnie sat on the pier.
2. Jackie is Connie's friend.
3. Vinnie and Ronnie are friends.
4. Lassie ran in the field.
5. The thief ran away.
6. Vinnie will seize the thief.
7. The heat from the sun is fierce.
8. Bonnie shields her eyes from the sun.
9. Connie has a niece. Her name is Minnie.

## Lesson 93: Long /ē/ as y

1. Abby, Tabby, Libby, lobby, Debby, baby
2. daddy, caddy, paddy, Teddy, muddy, study
3. taffy, daffy, jiffy, puffy, stuffy
4. baggy, saggy, Maggy, foggy, Peggy, muggy
5. Billy, Sally, silly, Molly, Polly, chilly, daily
6. mammy, mommy, mummy, tummy, Tommy, Timmy, Jimmy,  
Sammy
7. happy, pappy, peppy, poppy, puppy
8. Danny, Denny, Lanny, Benny, Jenny, Lenny, Kenny, penny, bunny,  
funny, sunny
9. [money, any, many]
10. Harry, carry, Barry, Perry, Terry, merry, hurry, sorry, Gary,  
marry, berry, cherry, very, furry, worry
11. messy, sissy, fussy, easy, [busy]
12. hazy, lazy, crazy, dizzy, fuzzy
13. [key]
14. Betty, batty, catty, fatty, city, nutty, pity, [pretty]
15. candy, handy, sandy

## Lesson 94: Practice Sentences

1. Billy was silly.
2. Taffy was daffy.
3. Mommy was happy
4. Daddy was very merry.
5. Danny ate candy.
6. Kenny felt dizzy.
7. The lobby was stuffy.
8. The day was hot and muggy.
9. The bunny is funny.
10. Larry is dizzy.
11. Debbie is pretty.
12. Betty is busy.
13. Jerry is in a hurry.
14. The day is chilly and foggy.
15. Perry is sorry.
16. Gary hasn't any money.
17. The city is hilly.
18. The day was sunny.
19. Daddy was busy.
20. The baby was fussy.
21. Can Perry carry Barry?

## Lesson 95: Plural ending: -y changes to -ies.

1. baby → babies      berry → berries
2. city → cities      puppy → puppies
3. penny → pennies      marry → marries
4. lobby → lobbies      cherry → cherries
5. bunny → bunnies      candy → candies
6. hurry → hurries      study → studies

## Lesson 96: Review Practice Words with Long /ē/ Spellings.

1. tea week fear beet see dear year here niece greet
2. these sleep easy jeep tree he key please gear near
3. thief mean we leaf queen reach sweet sea field she
4. study Pete treat need eve leap steer greasy hear meat
5. steal feet meet chief bean weep creep eel ease clear
6. city beech read tease feel peace seat breeze street

## Lesson 97: Practice Sentences

1. The street is neat and clean.
2. Lee's feet need rest.
3. Peggy feels very sleepy.
4. "Meet me at the beach," Betty said.
5. "Where is the beach?"
6. The beach is near the city.
7. "Please teach me to read." Pete said to his teacher.
8. There is a breeze near the sea.
9. We can sleep on the beach and feel the sea breeze.
10. There are trees near the sea.
11. "There are three peach trees in the field near Berry Street," said Gene.
12. Steve can reach a peach with ease.
13. The berries are sweet.
14. "For Pete's sake, hurry up," said Jean.
15. We will be back at the beach next week.
16. "Did Lee hear me?" asked Billy.
17. "Where are the keys?" asked Penny.
18. Steve will pick the cherries from the tree.
19. It is easy to read this page.

## Lesson 98: Long /ɪ/ as I, -y, ie, and uy and Practice Sentences

1. **I:** I am. I can. I take, I had. I ran. I have.

2. **y:** by, my, cry, dry, fly, fry, pry, shy, sky, sly, spry, spy, sty, try, why

3. **ie:** die, lie, pie, tie

4. [buy, guy]

1. I will dry my wet tie.

2. "I cannot tell a lie," said Terry.

3. "I will try to do better," said John.

4. Why did the big guy cry?

5. Jack's dad will fly in the plane to Spain.

6. She had cherry pie for lunch.

7. "Can you tie the bow on my dress?" Connie asked.

8. "I will fry an egg for Timmy," said Mom.

## Lesson 99: Long /i:/ as i-e and Practice Sentences

1. **ice**: ice, dice, lice, mice, nice, rice, vice, price, slice, spice, twice
  2. **ibe**: bribe, tribe
  3. **ide**: bide, hide, ride, side, tide, wide, bride, glide, slide, stride
  4. **ife**: life, wife, strife, [knife]
  5. **ile**: file, mile, Nile, pile, pike, tile, smile, while, [isle, aisle]
  6. **ime**: dime, lime, mime, time, chime, crime, grime, slime
  7. **ine**: dine, fine, line, mine, nine, pine, vine, wine, shine, spine, swine, thine, twine, shrine, whine
  8. **ipe**: pipe, ripe, wipe, gripe, swipe, stripe
  9. **ire**: fire, hire, mire, tire, wire, spire
  10. **ite**: bite, kite, mite, quite, site, spite, sprite, trite, white
  11. **ive**: dive, five, jive, live, chive, drive, strive, [give, live]
  12. **ise**: rise, wise
  13. **ize**: size, prize
1. I like red berry ice cream.
  2. I can ride my bike to the pike.
  3. I will fly my kite at the beach.
  4. We ate a slice of pie.
  5. I will strive to do my best.
  6. We will strive to run a mile each day.
  7. Danny will fix the tire on his bike.
  8. Jenny has a pretty smile.
  9. "Let's play hide and seek," said Jake.
  10. What time is it? It is five o'clock.
  11. Mike likes to ride his bike. Tim likes to drive his car.
  12. They won a nice prize at the fair.
  13. Jean is Jack's wife.
  14. Her doll can cry like a baby.
  15. Mom and Jan like plain rice, but Dad likes spice on his rice.
  16. "I feel fine," Betty said.

## Lesson 100: Long /i:/ a igh

1. **igh**: high, sigh, thigh

2. **ight**: fight, light, might, night, right, sight, tight, bright, flight, fright, slight

1. The light was bright.

2. The price is right.

3. The night was chilly.

4. Is the price high?

5. Yes, the price is very high.

6. The fire is bright.

7. Land is in sight.

8. The bright lights of the city are a sight at night.

9. Mike was in a prizefight.

10. Mike fights with all his might.

11. The sky is bright tonight.





## Step 9: First Reader 9 – Lessons 101 – 117

### Lesson 101: ough and augh

1. **ough**: ought, bought, brought, fought, sought, thought, [though]

2. **ough**: caught, taught, daughter, slaughter

1. I bought candy and gum.

2. Paul caught the ball.

3. He thought the ball was fast.

4. Dad taught a tennis lesson.

### Lesson 102: /f/ as gh

1. rough, tough

2. cough, coughing

3. [laugh, laughing, laughter]

1. Dad has a cough.

2. Mom gave him a cough drop.

3. The steak was tough.

4. Mike made Billy laugh.

5. The sea was rough.

## Lesson 103: Long /ō/ as o-e

1. **obe**: robe, lobe, globe, probe
2. **ode**: code, mode, rode
3. **oke**: joke, poke, woke, yoke, broke, choke, smoke, spoke, stroke
4. **ole**: hole, mole, pole, role, sole, stole, whole, [soul]
5. **ome**: dome, home, Rome, [come, some]
6. **one**: bone, cone, lone, tone, zone, phone, stone, throne,  
[one, once, none, done], [gone]
7. **ope**: cope, hope, mope, rope, grope, scope, slope
8. **ore**: bore, core, more, tore, sore, wore, chore, score, shore, snore,  
store
9. **ose**: hose, pose, rose, chose, close, prose, those, [lose, whose]
10. **ose**: dose, close
11. **ote**: note, rote, tote, vote, quote
12. **ove**: cove, dove, rove, wove, drove, grove, stove, [move, prove],  
[dove, love, glove, shove]
13. **owe**: owe
14. **oze**: doze, froze

## Lesson 104: Practice Sentences

1. My nose is sore.
2. My home is in Rome.
3. I spoke on the phone.
4. I had an ice cream cone.
5. I love a joke.
6. Tell me a funny joke.
7. She will move the stone one more time.
8. The stove is hot.
9. The dog ate a bone.
10. Perry wore a bathrobe.
11. Jean woke up. Then she woke me up.
12. A rose is a rose. A rose smells nice.
13. Dad drove to the store.
14. He bought some hotdogs and a Coke.
15. "Come home when you are done," she said.
16. Mom ate something for lunch.
17. Betty loves to talk on the phone.
18. "Tell me more," she said in a soft tone.
19. I sent Kathy a note. The note was in code.
20. "Please don't poke and shove," Tom said.
21. We chose to go to the seashore.

## Lesson 105: Long /ō/ as oa

1. **oad:** load, road, toad, [broad]
2. **oach:** coach, poach
3. **oaf:** loaf
4. **oak:** oak, soak, cloak
5. **oal:** coal, goal
6. **oam:** foam, roam
7. **oan:** Joan, loan
8. **oar:** oar, roar, soar, board
9. **oat:** oat, boat, coat, goat, bloat, float
10. **oap:** soap
11. **oast:** boast, coast, roast, toast
12. **oax:** coax, hoax
13. [source, court, course]

1. The car is on the road.
2. He bought a loaf of bread.
3. Joan ate a roast beef sandwich.
4. The soap can float.
5. Dad bought coal for the stove.
6. Jan and Joan had oatmeal
7. Mom has tea and toast each day.
8. Dad bought a big boat.
9. The boat floats on the lake.
10. Joan wore her coat.

## Lesson 106: Long /ō/ as ow

1. bow, low, mow, row, sow, tow, [owe]
2. [know], blow, crow, flow, glow, grow
3. show, slow, snow, stow, throw
4. bowl
5. own, blown, flown, grown, [known], shown, thrown, growth
6. [dough, though]

1. Joan wants to grow up.
2. The snow fell last night.
3. I know what I want.
4. I want to own a car.
5. Bill wants his own boat.
6. Bob wants to row his boat.
7. Go slow in the snow.
8. "I know the way home," said Joan.
9. Jack will mow the lawn after lunch.
10. Mom gave the cat a bowl of milk.
11. Dad and Mike like to go bowling on Sunday's.
12. Mike has grown up.
13. We saw a TV show.
14. Bonnie has shown a lot of growth.
15. The ball was thrown to Jim.

## Lesson 107: Long /ō/ as in old, ost, -o, and oe

1. **old**: old, bold, cold, fold, gold, hold, mold, sold, told, scold
2. **ost**: host, most, post, [cost, lost]
3. oh! go, no, so, quo, yo-yo
4. [only]
5. **oe**: Joe, doe, hoe, toe, foe

1. The old home was cold.
2. "Hold my hand," she said.
3. "Go home," I told him.
4. He was lost.
5. He has sold his home.
6. I know what he told her.
7. In winter it is cold most of the time.
8. Bob sold his gold ring.
9. I told him so.
10. Dad sold his boat.
11. It had cost him a lot of money.
12. "It was only money," he said.
13. He is the only one I know with a boat.
14. But most of the time he stays home.
15. "Go slow. There is ice on the road," said Dad.

## Lesson 108: Alternate Spellings for Long /ōō /and Short /ŭ/.

1. [to, too, two]

2. [do, who]

3. [you, youth]

4. [young]

1. Do you know who went to the phone?

2. Did you do what you were told?

3. The two of you must know what to do.

4. Who do you think you are?

5. Do you know who you are?

6. I want to go, too.

7. You are young.

8. You are too young to go alone.

9. The box is two feet high.

10. It is too big.

11. Give it back to him.

12. What shall I do?

13. Go to the man who sold it to you.

Lesson 109a: oo as in food. Long / $\bar{o}o$  /

1.  $\bar{o}o$ : coo, boo, moo, too, woo, zoo
2. **ood**: food, mood
3. **oof**: goof, roof, proof
4. **ook**: spook
5. **ool**: cool, fool, pool, tool, drool, school, stool
6. **ooge**: stooge
7. **oom**: boom, doom, room, zoom, bloom, broom, gloom, groom
8. **oose**: moose, noose [loose, choose]
9. **oon**: boon, moon, noon, soon, spoon
10. **oove**: groove
11. **ooze**: ooze, snooze
12. **oop**: coop, loop, hoop, droop, scoop, snoop, stoop, troop
13. **ooth**: booth, tooth
14. **ooth**: smooth
15. **oot**: boot, coot, hoot, loot, root, toot, shoot
16. **oost**: roost
17. [soup, group]

Lesson 109b: oo as in good. Short / $\bar{o}o$ /

1. **ood**: good, hood, wood, stood
2. **oof**: hoof
3. **ool**: wool
4. **oot**: foot, soot
5. **ook**: book, hook, look, took, nook, brook, crook, shook, cook, cookie, cookies
6. **oor** = / $\hat{o}r$ /: [boor, poor, moor]
7. **oo** = / $\bar{o}$ /: [door, floor]
8. **oo** = / $\check{o}$ /: [flood, blood]



## Lesson 110: Practice Sentences

1. Joan and Jane went to the zoo.
2. The zoo was too far from home.
3. Jane took a book with her.
4. Joan wore a wool coat.
5. Soon they will go to school.
6. The pool was cool, but the food was good.
7. Betty can cook good food.
8. Jim stood at the door and took a look.
9. Look at Betty's room. It's so neat.
10. "Open the door," said Pam. "I have cookies and milk."
11. The door is made of wood.
12. The dentist said my tooth was loose.
13. Barry sat on the floor. He took a snooze.
14. It's noon. Time for lunch.
15. Betty has too much to do this afternoon.
16. The broom is in Mike's bedroom.
17. Go to his room and get it.
18. Soon it will be noon.
19. Choose a good book to read.

## Lesson 111: Contractions and Practice Sentences

1. could      could not      →      couldn't

2. would      would not      →      wouldn't

3. should      should not      →      shouldn't

1. I would go if I could.
2. If he could go, he would.
3. Couldn't I go?
4. He could go, but not the two of you.
5. I would like to go, but I know I shouldn't.
6. Should I go? No, you should stay.
7. Shawn has a bad cold.
8. Should he go to school?
9. He shouldn't go to school if he has a cold.
10. I wouldn't go if I had a bad cold.
11. If I were sick, I would stay in bed.
12. Would you?
13. Yes, I would.

## Lesson 112: ow and ou as in cow and ouch

1. **ow**: bow, cow, how, now, pow, sow, vow, wow, brow, chow, plow
2. **owd**: crowd
3. **owl**: owl, cowl, fowl, howl, jowl, growl, prowl
4. **own**: down, gown, town, brown, clown, crown, drown, frown
5. **owse**: browse
6. **owel**: towel, trowel, vowel
7. **ower**: bower, cower, power, tower, flower, shower
  
8. **ouch**: ouch, couch, pouch, vouch, grouch, slouch, [touch]
9. **oun**: noun
10. **ounce**: ounce, bounce, pounce
11. **oud**: loud, cloud, proud
12. **ound**: bound, found, hound, mound, pound, round, sound, wound, ground, [wound]
  
13. **ough**: bough, plough, [rough, tough, enough]
14. **ought**: drought
15. [doubt]
16. **our**: our, hour, sour, flour, [four, pour, fourth, mourn] [tour, your]
17. **ouse**: house, louse, mouse, blouse, spouse
18. **outh**: mouth, south, [youth]
19. **out**: out, bout, pout, scout, shout, snout, spout, stout, trout
20. **ount**: count, fount

## Lesson 113: Practice Sentences

1. How did the cow get out of the house?
2. A mouse let her out.
3. "I found the cow near the house," Brother said.
4. They heard a loud sound.
5. The house fell down.
6. "Ouch," said the clown.
7. The clown ran out of the house.
8. They went downtown.
9. It took an hour to find the cow.
10. The cow was in a crowd, then she went around the tower.
11. How now brown cow? Will you come home?
12. "Not now," said the cow. "Bow wow," said the dog.
13. A man came to the house. "Your cow is in town," he said.
14. The clown chased the mouse round and round.

Lesson 114: /oy/ as in boy and /oi/ as in oil and Practice Sentences.

1. **oy**: boy, coy, joy, Roy, soy, toy
2. **oyce**: Joyce, Royce
  
3. **oil**: oil, boil, coil, foil, soil, toil, broil, spoil
4. **oin**: coin, join, loin
5. **oid**: void
7. **oint**: joint, point
5. **oise**: noise, poise
6. **oice**: choice, voice
7. **oist**: hoist, foist, moist
8. poison, oily, broiling
9. annoy, joyful, boyish

1. Roy gave the toy to Joyce.
2. The cat likes to annoy Joyce.
3. Roy wants to join a club.
4. He has a choice of two clubs.
5. Joyce has jar of coins.
6. Roy has a ballpoint pen.
7. The water is about to boil.
8. The soil is moist.
9. Joyce made a good point.
10. Uncle Royce has a boyish smile.

## Lesson 115: Long /ū/ as u-e and Practice Sentences

1. **ube**: cube, lube, Rube, tube
2. **uce**: Bruce, truce, spruce
3. **ude**: dude, Jude, rude, crude, prude
4. **upe**: dupe
5. **uge**: huge
6. **uke**: duke, juke, Luke, fluke
7. **ule**: mule, rule, Yule
8. **ume**: fume, spume, plume
9. **une**: dune, June, tune, prune
10. **ure**: cure, pure, lure, [sure]
11. **use**: use, fuse, muse
12. **ute**: cute, jute, lute, mute, brute, flute

1. June can play a tune on the flute.
2. Luke sat on the sand dune.
3. June ate a prune.
4. Luke rode on a mule.
5. June is cute.
6. The cloud was huge.
7. Luke put a dime in the jukebox.
8. Is there a cure for a cold?
9. We are not sure.
10. If there is a cure, let's use it.
11. Bruce has a tube of toothpaste.
12. Dad put a fuse in the fuse box.
13. It's never nice to be rude.

## Lesson 116: Long /ū/ as ue and ui and Practice Sentences

1. **ue:** cue, due, hue, Sue, blue, clue, flue, glue, true

2. **uel:** cruel, duel, fuel

3. **u:** flu

4. **uice:** juice

5. **uise:** bruise, cruise

6. **uit:** suit, fruit

1. Sue had prune juice at breakfast.

2. Is it true that Sue has the flu?

3. Yes, it is true.

4. Take a cue from Sue.

5. When you have a cold, eat lots of fruit and drink lots of juice.

6. Sue's dress is blue.

7. Bruce has a tube of glue.

8. He will use the glue to fix a toy.

## Lesson 117. Long /ū/ as ew and eu and Practice Sentences

1. **ew**: dew, few, Lew, mew, new, news, pew, [sew]

2. **ew**: blew, brew, chew, clew, crew, drew, flew, grew, stew, view, knew, screw, slew, threw, [through]

3. **eu**: feud, deuce

1. June has a new dress.

2. What's new?

3. The news is good.

4. Good news is always nice.

5. Tell me the good news.

6. Lew is having beef stew.

7. I knew the news was good.

8. Sue likes to chew gum.

9. She grew an inch.

10. Luke threw a stone.

11. He threw it far.

12. Lew drew a cat in his sketchpad.

13. Sue will sew her blue coat.



## Step 10: First Reader 10 – Lessons 118 – 129

### Lesson 118: /ûr/ spelled as er, ir, ur, ear, wor and Practice Sentences

1. **er**: her, verb, herd, perk, germ, term, fern, Vern, Bert, pert, perch, clerk, merge, verge, terse, verse, nerve, serve, verve
2. **ir**: fir, sir, bird, gird, girl, third, shirk, smirk, chirp, dirt, flirt, shirt, skirt, squirt, thirst, birth, mirth
3. **ur**: fur, curb, surf, turf, lurk, Turk, hurl, urn, burn, turn, hurt, lurch, urge, purge, splurge, surge, curse, nurse, purse, curve, burnt, burst
4. **ear**: earn, learn, yearn, heard, pearl, search, earth
5. **wor**: word, work, worm, worst, worth
6. birthday, thirsty, turnip, expert, homework

1. Sue wants to be a nurse.
2. Bert likes to throw curve balls.
3. Today is Vern's birthday.
4. He is in his third year of baseball.
5. Willy likes to learn new words.
6. He is an expert at learning verses.
7. Kelly is sitting on the curb.
8. Bonnie has curls in her hair.
9. She is holding a purse in her lap.
10. Mom will grow turnips in her garden.
11. We will have turkey for dinner.
12. "Did you do your homework?" Dad asked.
13. Vinnie will work with his list of words.
14. The clerk wore a new shirt.
15. The girl lost her purse.
16. Bert held the bird and heard it sing.
17. The bird was hurt and thirsty.
18. Bert will urge Vern to get water for the bird.

## Lesson 119: Words ending in -le and Practice Sentences

1. able, cable, fable, table, stable
2. eagle, beagle
3. idle
4. rifle, trifle, stifle
5. title
6. babble, bubble, pebble
7. apple, grapple
8. paddle, fiddle, saddle, fiddle, riddle
9. raffle
10. dazzle, fizzle, drizzle
11. wiggle, jiggle
12. battle, bottle, cattle, little, settle, kettle, brittle, tattle, turtle
13. single, jingle, jungle, bangle, dangle, bungle
14. juggle, struggle, strangle
15. skittle
16. ample, sample, simple, dimple, pimple, temple
17. fumble, bumble, humble, tumble
18. handle, candle
19. **Silent t:** hustle, bustle, rustle

1. He ate a little apple.
2. He threw a pebble.
3. She had a little dimple.
4. He sat at the table.
5. He had a pimple on his dimple.
6. She was nimble with a thimble.
7. The bottle was brittle.
8. The candle was on the table.
9. Can a beagle chase an eagle?
10. Can a turtle play a fiddle?
11. Are you able to handle a paddle?
12. The drizzle was a fizzle.
13. There was a battle in the jungle.

## Lesson 120: /f/ as ph

1. Phil, Philip
2. Ralph, graph
3. phone, phony, photo, phonics, Phoenix, phase, phrase
4. phantom, pharmacy, pharmacist, Philadelphia, philosopher,  
philosophy
5. photograph, telegraph, telephone, graphic, emphasis, emphatic,  
alphabet

## Lesson 121: Spellings for /sh/, /zh/, /ch/ and Practice Sentences

1. **ti** = /sh/: nation, station, ration, lotion, motion, notion, patient, patience, action, fraction, traction
  2. **ssi** = /sh/: fission, mission, admission, session
  3. **ci** = /sh/ racial, facial, special, crucial, musician
  4. **ce** = /sh/: ocean
  5. **ci** = /sh/: atrocious, ferocious
  6. **sci** = /sh/: conscious
  7. **xi** = /sh/: obnoxious
  8. **su** = /sh/: sure, insure
  9. **ssu** = /sh/: assure, fissure, issue, tissue
  10. **si** = /zh/: fusion, confusion, intrusion
  11. **su** = /zh/: measure, pleasure, treasure, leisure
  12. **tu** = /ch/: capture, fracture, gesture, picture
  13. **ti** = /ch/: question, digestion, indigestion, suggestion
1. The ocean can be ferocious.
  2. Ralph is a musician and won a special prize at the fair.
  3. Jeff went to the train station to pick up Kate.
  4. Did you see Gail's picture on the table?
  5. Betty had a crucial question for the teacher.
  6. "Thank you for being so patient," said Dad.
  7. Mom bought a box of facial tissues.
  8. She phoned the pharmacy for special lotion.
  9. Did you think that motion picture was obnoxious?
  10. It sure was a pleasure to see Grandma and Grandpa this weekend.
  11. Grandpa brought an album of photographs from Phoenix, which we will treasure.
  12. Dad will measure the wood to a fraction of an inch.
  13. The doctor's suggestion cleared Philip's confusion about his indigestion.

## Lesson 122: /n/ as kn

1. knee, kneel, kneeling, knelt, knit, knitting, knitted, knife, knight,  
knack, knock, knob, knot, knuckle, knickers, know, known, knowing,  
knowledge, knew

## Lesson 123: /m/ as mb and /t/ as bt

1. **mb**: lamb, jamb, dumb, numb, crumb, thumb, bomb, bombed,  
bombing, climb, climbed, climbing, comb, combed, combing,  
plumber, plumbing, tomb
2. **bt**: debt, doubt.

## Lesson 124: Silent h

1. hour, honor, honest, heir
2. ghost, ghastly, ghetto, ghoul
3. rhyme, rhymed, rhyming

## Lesson 125: /r/ as wr

1. write, writer, writing, written, wrote
2. wrist, wrap, wrack, wrath, wreck, wreath, wrought, wrench
3. wretch, wretched
4. wriggle, wriggled, wriggling
5. wrangle
6. wrinkle
7. wrong, wrung
8. wry

## Lesson 126: /s/ as st and /f/ as ft. Silent t

1. **st** = /s/: castle, nestle, hasten, moisten, fasten, listen, listener, listening, whistle, whistler, wrestle, wrestler, wrestling
2. **ft** = /f/: often, soften, softener, softening

## Lesson 127: /k/ as ch and /s/ as ps

1. **ch** = /k/: character, choir, Christmas, chemist, chemistry, chorus, choral, chord, chlorine, chronic, chronicle, Christ, Christian, scheme, schedule, school, scholar, scholastic
2. **ps** = /s/: psychic, psyche

## Lesson 128: Short /ɪ/ as -y--

1. cyst, gym, hymn, Lynn, myth
2. gymnast, mystic, system, symbol, symptom, rhythm, syrup, lyric, syntax, Phyllis, Sheryl, cryptic, physics
3. gymnasium, mystery, syllable, sympathy, synonym, hysteric, hypnosis, cylinder, typical, tyranny, synthetic, mystical, physical, physician

## Lesson 129: Past Tense Ending -ed

1. **ed** = /ed/: added, acted, counted, crowded, ended, folded, landed, lighted, painted, planted, printed, rested, waited
2. **ed** = /d/: aimed, burned, called, changed, filed, named, saved, rained, rolled, stayed, turned
3. **ed** = /t/: baked, boxed, camped, hitched, picked, hopped, hoped, jumped, liked, looked, packed, pitched, stopped, wished

# English Alphabet System

## Common Spelling Forms

### Lesson 130: Recording of Vowel Sounds

Vowels	AHD Dictionary Symbol
1. Short <b>a</b> : <b>a</b> as in <b>cat</b>	/ă/
2. Short <b>e</b> : <b>e</b> as in <b>met</b> , <b>ea</b> as <b>bread</b> .	/ĕ/
3. Short <b>i</b> : <b>i</b> as in <b>sit</b> , <b>y</b> as in <b>myth</b> , <b>gym</b>	/ĭ/
4. Short <b>o</b> : <b>o</b> as in <b>top</b>	/ŏ/
5. Short <b>u</b> : <b>u</b> as in <b>cup</b> , <b>ou</b> as in <b>precious</b>	/ŭ/
6. Long <b>a</b> : <b>a-e</b> as in <b>ate</b> ; <b>ai</b> as in <b>wait</b> ; <b>ay</b> as in <b>way</b> <b>ei</b> as in <b>veil</b> ; <b>eigh</b> as in <b>eight</b> ; <b>a</b> as in <b>apron</b> <b>ey</b> as in <b>they</b>	/ā/
7. Long <b>e</b> : <b>ee</b> as in <b>tree</b> ; <b>ea</b> as in <b>eat</b> ; <b>ie</b> as in <b>field</b> ; <b>e</b> as in <b>me</b> ; <b>e-e</b> as in <b>eve</b> ; <b>y</b> as in <b>happy</b> , <b>city</b> , <b>ie</b> as in <b>receive</b>	/ē/
8. Long <b>i</b> : <b>i-e</b> as in <b>time</b> ; <b>igh</b> as in <b>high</b> ; <b>y</b> as in <b>try</b> ; <b>ie</b> as in <b>lie</b> ; <b>i</b> as in <b>item</b> .	/ī/
9. Long <b>o</b> : <b>o</b> as in <b>go</b> , <b>o-e</b> as in <b>home</b> ; <b>oa</b> as in <b>boat</b> ; <b>ow</b> as in <b>snow</b> ; <b>oe</b> as in <b>toe</b>	/ō/
10. Long <b>u</b> : <b>u-e</b> as in <b>use</b> ; <b>ew</b> as in <b>new</b> ; <b>ue</b> as in <b>true</b> <b>iew</b> as in <b>view</b>	/ū/ (/yōō/ & /ōō/)
11. Long <b>oo</b> : <b>oo</b> as in <b>food</b>	/ōō/
12. Short <b>oo</b> : <b>oo</b> as in <b>good</b> ; <b>oul</b> as in <b>could</b> , <b>should</b>	/ŏŏ/
13. <b>ou/ow</b> : <b>ou</b> as in <b>out</b> ; <b>ow</b> as in <b>cow</b>	/ou/
14. <b>oi/oy</b> : <b>oi</b> as in <b>oil</b> ; <b>oy</b> as in <b>boy</b>	/oi/
15. <b>a (ah)</b> : <b>a</b> as in <b>car</b> , <b>father</b>	/ä/
16. <b>a</b> : <b>a</b> as in <b>care</b> , <b>there</b> , <b>heir</b> , <b>fair</b>	/â/
17. <b>a/au/aw</b> : <b>a</b> as in <b>all</b> , <b>aw</b> as in <b>law</b> ; <b>au</b> as in <b>cause</b> ; <b>ough</b> as in <b>ought</b> ; <b>augh</b> as in <b>taught</b> ; <b>o</b> as in <b>loss</b>	/ô/
18. <b>er</b> : <b>er</b> as in <b>germ</b> ; <b>ir</b> as in <b>girl</b> ; <b>ur</b> as in <b>fur</b> <b>ear</b> as in <b>earn</b> ; <b>or</b> as <b>work</b>	/ûr/
19. <b>o</b> : <b>o</b> as in <b>born</b> , <b>core</b>	/ôr/

## Lesson 131: Recording of Consonant Sounds

### Consonants

1. /b/    **b** as in **bat, cab**
2. /d/    **d** as in **did**
3. /f/    **f** as in **fan, ph** as in **phone, gh** as in **rough, laugh**
4. /g/    **g** as in **get, gh** as in **ghetto**
5. /h/    **h** as in **house, wh** as in **who**
6. /j/    **j** as in **jam, g** as in **gem, angel, ginger; dge** as in **fudge**
7. /k/    **k/ck/ch** as in **kick; c** as in **cat; ch** as in **chorus;**  
**qu** as **kw (quit = kwit); x** as **ks (Rex = wrecks)**
8. /l/    **l** as in **lull**
9. /m/    **m** as in **mom**
10. /n/    **n** as in **nut; kn** as **knee; ng** as **sing; kn** as in **sink**
11. /p/    **p** as in **prep**
12. /r/    **r** as in **ran, car; wr** as **wrap, write**
13. /s/    **s** as in **sell; c** as in **cell; ps** as in **psychic**
14. /t/    **t** as in **ten, net**
15. /v/    **v** as in **van; have; f** as in **of**
16. /w/    **w** as in **well**
17. /y/    **y** as in **yes**
18. /z/    **z** as in **zoo; s** as in **has**
19. /th/    **th** as in **the, that, father**
20. /**th**/    **th** as in **thin, think, truth**
21. /**ch**/    **ch** as in **chin, rich; tch** as in **catch; tu** as in **capture,**  
**picture; ti** as in **question**
22. /**wh**/    **wh** as in **where, when**
23. /**zh**/    **su** as in **pleasure; si** as in **fusion**



# Progress Chart for the Blumenfeld's Alpha-Phonics Self-Tutor

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

<u>Step</u>	<u>Book</u>	<u>Lesson Completed</u>	<u>Skills Practiced</u>	<u>Cards</u>	<u>Date</u>
1	1	Lessons 1 - 14	Short $\ddot{a}$ Letter Consonants, ck, qu	Deck 1	_____
2	2	Lessons 15 – 28	Short vowels: $\ddot{a}$ , $\ddot{i}$ , $\ddot{o}$ $\ddot{u}$ , ph th	Deck 2	_____
3	3	Lessons 29 – 37	Consonant digraphs: sh, ch, wh; to be, to have; contractions.	Deck 3	_____
4	4	Lessons 38 – 39	Two-Syllable, short vowel words.	Deck 4	_____
5	5	Lessons 40 – 57	al, all; Consonant Blends: ng, ing, Final Consonant Blends 2-Syllable words w/consonant blends;	Deck 5	_____
6	6	Lessons 58 – 71	Initial Consonant Blends	Deck 6	_____
7	7	Lessons 72 – 86	Long $\bar{a}$ spellings, au/aw, ar.	Deck 7	_____
8	8	Lessons 87 – 100	Long Vowel $\bar{e}$ Spelling	Deck 8	_____
9	9	Lessons 101 – 117	ough, augh, gh=f, Long Vowel $\bar{o}$ spellings, Long $\bar{o}\bar{o}$ , Short $\bar{o}\bar{o}$ ; ow, ou; oy, oi; Long Vowel $\bar{u}$ Spellings.	Deck 9	_____
10	10	Lessons 118 – 129	/ $\ddot{u}$ r/ er/ir/or/ur/ear, -le, /f/ as ph, /sh/ as ti/ssi/ci/ce/sci/xi/su/ssu /zh/ as si/su, /ch/ as tu/ti, /k/ as kn /m/ as mb, t as bt, silent h, r, t, /k/ as ch; s as ps, y as $\ddot{i}$ /, -ed	Deck 10	_____
	11	Poetry	Literary Appreciation & Character Bldg.		_____

Chart prepared on May 18, 2009 by Donald L. Potter. [www.donpotter.net](http://www.donpotter.net). Revised 8/14/2021.

# Blumenfeld's Alpha-Phonics Self-Tutor

## Progress Chart

Student \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

Lesson 1 <b>Short ä</b> a/m/n/s/t/x	Lesson 2 h	Lesson 3 Review	Lesson 4 d/w	Lesson 5 Review	Lesson 6 Sentences	Lesson 7 -nd	Lesson 8 l/b/c/g/f/j/l/n	Lesson 9 p/r/t/v/w/y/z	Lesson 10 ä Spelling Family
Lesson 11 ck	Lesson 12 Article ā /ū/	Lesson 13 ā Sentences	Lesson 14 <b>Skip F-R1</b>	Lesson 15 <b>Short Vowel Preview</b>	Lesson 16 ë Spelling Family <b>Short ë</b>	Lesson 17 ë Sentences	Lesson 18 <b>Skip</b>	Lesson 19 ï Spelling Family <b>Short ï</b>	Lesson 20 ï Sentences
Lesson 21 th/th	Lesson 22 th Sentences	Lesson 23 ō Spelling Family <b>Short ō</b>	Lesson 24 ō Sentences	Lesson 25 -s, -'s	Lesson 26 -s Sentences	Lesson 27 ū Spelling Family <b>Short ū</b>	Lesson 28 ū Sentences <b>F-R2</b>	Lesson 29 sh <b>Consonant Digraphs</b>	Lesson 30 ch
Lesson 31 wh	Lesson 32 Review	Lesson 33 Sentences	Lesson 34 have, are, you, were	Lesson 35 Sentences	Lesson 36 Contractions	Lesson 37 Sentences <b>F-R3</b>	Lesson 38 Compound Words	Lesson 39 Sentences <b>F-R4</b>	Lesson 40 -all & Sent.
Lesson 41 -ng	Lesson 42 Sentences	Lesson 43 <b>Ending Blends</b>	Lesson 44 Sentences	Lesson 45 er	Lesson 46 nk/nc/nch	Lesson 47 Sentences	Lesson 48 ct/ft/pt/xt Sentences	Lesson 49 sk/sp/st Sentences	Lesson 50 lb/ld/lf/lk
Lesson 51 lm/lp/lt	Lesson 52 mp	Lesson 53 tch Sent.	Lesson 54 dge	Lesson 55 nce/nse	Lesson 56 Review	Lesson 57 Compd. Words <b>F-R5</b>	Lesson 58 bl/br <b>Beginning Blends</b>	Lesson 59 cl/cr	Lesson 60 dr
Lesson 61 fl/fr	Lesson 62 gl/gr/gw	Lesson 63 pl/pr	Lesson 64 sl	Lesson 65 shr/sm/sn	Lesson 66 sp/spr	Lesson 67 st/str	Lesson 68 sw/sc/sk/scr	Lesson 69 tr/thr/tw	Lesson 70 Review
Lesson 71 Sentences <b>F-R6</b>	Lesson 72 <b>Long ā</b>	Lesson 73 a-e	Lesson 74 Sentences	Lesson 75 ai	Lesson 76 ai Sentences	Lesson 77 ay/ey	Lesson 78 Sentences	Lesson 79 ei/eigh Sent.	Lesson 80 ā Review
Lesson 81 Homonyms	Lesson 82 Compd. Words	Lesson 83 au/aw	Lesson 84 au/aw Sentences	Lesson 85 ar	Lesson 86 Sentences <b>F-R7</b>	Lesson 87 <b>Long ē ee</b>	Lesson 88 ee Sentences	Lesson 89 ea	Lesson 90 ea Sentences
Lesson 91 e-e Sent.	Lesson 92 ie Sent.	Lesson 93 Vowel y = ē	Lesson 94 y Sentences	Lesson 95 y-ies	Lesson 96 ē Review	Lesson 97 ē Sentences	Lesson 98 <b>Long ī (y, ie)</b>	Lesson 99 (ī-e) Sentences	Lesson 100 igh Sentences <b>F-R8</b>
Lesson 101 augh/ough	Lesson 102 gh=f	Lesson 103 o-e <b>Long ō</b>	Lesson 104 ō Sentences	Lesson 105 oa Sentences	Lesson 106 ōw Sentences	Lesson 107 ōld Sent.	Lesson 108 to, two, etc.	Lesson 109 <b>Long oo Short oo</b>	Lesson 110 oo Sentences
Lesson 111 ould Sent.	Lesson 112 ou/ow	Lesson 113 ou/ow Sentences	Lesson 114 oi/oy Sent.	Lesson 115 u-e Sent. <b>Long ū</b>	Lesson 116 ue/ui Sent.	Lesson 117 ew/ey Sent. <b>F-R9</b>	Lesson 118 er/ir/or/ur/ear <b>Multi-letter Consonants</b>	Lesson 119 -le Sent.	Lesson 120 ph=f
Lesson 121 ci/ti/etc.	Lesson 122 kn	Lesson 123 mb	Lesson 124 Silent h	Lesson 125 wr	Lesson 126 st-s/ft-f	Lesson 127 ch-k/ps-s	Lesson 128 y – ī	Lesson 129 -ed <b>FR-10/11</b>	Now You Can Read and Write

# Tutor's Daily Record Chart For Blumenfeld's Alpha-Phonics Self-Tutor

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Date	Lessons	Tutor's observations on student's performance.	Tutor

**TAP THE ALPHABET**  
**MANUSCRIPT UPPER AND LOWERCASE**

Aa Bb Cc Dd  
Ee Ff Gg  
Hh Ii Lj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss  
Tt Uu Vv  
Ww Xx Yy Zz

## Note from Internet Publisher: Donald L. Potter

February 23, 2021

I have had the privilege of teaching *Blumenfeld's Alpha-Phonics* continuously since 1994 I have seen literally hundreds of students flourish in their reading with this intensive phonics program. Countless thousands of homeschool parents have successfully taught their children to read with this effective method. I taught two of my granddaughters to read with *Blumenfeld's Alpha-Phonics*.

The late Samuel L. Blumenfeld was one of the leading reading scholars in America. His 1973 book, *The New Illiterates and How to Keep Your Child from Becoming One*, broke new ground. He traced the true history of the disastrous look-say method all the way back to a well-meaning cleric by the name of Thomas Gallaudet in 1835 and later Horace Mann. The look-say method, originally developed to teach deaf mutes to read, made it difficult for children with normal hearing to hear the speech sounds represented by print.

Mr. Blumenfeld published *Alpha-Phonics* in 1983. He revised it in 1997, adding flashcards, 11 decodable readers, and audio instruction for the teacher and students. I have extensive experience teaching both editions.

This document and the accompanying audio are programmed to make the program **self-teaching**. I have followed Sam's instruction, but expanded and refined it for students wishing to improve their reading **on their own**. The audio becomes a **personal tutor** to guide the student through the program. It is especially appropriate for teens and adults wishing to improve their reading and spelling skills **on their own**, but can be used by elementary students to reinforce classroom and tutoring instruction. It is excellent for student homework between *Blumenfeld Alpha-Phonics* tutoring sessions.

This approach incorporates features of the Neurological Impress Method developed by R. G. Heckelman in the 1960's. The students listen to text being read while pointing at the words in text and reading along with a tutor or a recording. With *Blumenfeld's Alpha-Phonics Self-Tutor*, the student is learning to **decode words with linguistic phonics** rather than whole-word memorization. After listening and reading along with the *Self-Tutor* audio, the student can read the word and sentences ahead of the audio, using "pause" and then "play" to check to see if they read it correctly. This form of feedback is extremely powerful in developing highly accurate and fast (fluent) decoding speeds and eventually "sight word" ability with literally thousands of English words. Dr. Richard Gentry aptly calls them **Brain Words**, orthographically mapped words for instant recall. The method is essentially a **spell-to-read** program since there is great emphasis on accurate spelling from the very first lesson.

For a theoretical understanding of the Phonogram (onset-rime) approach see *find the Vowel: Read the Rime: Learn to Read* (2005) by Miriam Cherkew-Julokowsky, Ph.D. Rime has the advantage of stabilizing the vowel sounds for decoding. It is important that work with the recordings is combined with **spelling**, both written and oral, to make sure the students are processing **all the letters** when learning to decode the words.

**Lessons 14** on short /ă/ syllables and **Lesson 18** on short /ĕ/ syllables were not recording. They are mostly nonsense syllables that are not necessary for the success of the program.

On the practical side, Eldon E. Ekwall's *Locating and Correcting Reading Difficulties* (6<sup>th</sup> ed. 1992) teaches a practical method for recording Phonograms for self-instruction. The instruction on the following pages was adapted from Ekwall's book.

## Phonograms, Words and Sentences Used to Teach Phonics

Research in the field of reading shows that the practice of looking for little words in big or longer words is poor practice since the shorter words often changed in the longer word. For example, in the word *government*, we should find the words *go*, *over*, and *men*; yet of these three words, only *men* retains the normal sound of the shorter or smaller word. You may wish to experiment with other words.

There is, however, another similar approach that works well for students who need help with attack skills. In using this approach, one looks for phonograms in words. A phonogram, as defined here, is a common word family (spelling family) beginning with a vowel or a vowel pair followed by a consonant or consonants and sometimes *e*. A high percentage of phonograms retain the same sound in longer words that they stand for in the simple phonograms themselves. Helping student learn phonograms will, in turn, help them immediately identify these same sounds in longer words. In learning phonograms, students will also learn many consonants and consonant cluster sounds, as well the sounds for long and short vowels, vowel pairs, and *r*-, *l*-, and *w*-controlled vowels.

Many students who have problems in learning to read also seem to have problems learning various rules for vowel and consonant sounds. These same students also have difficulty learning sounds in isolation. In using the phonogram approach, the student learns automatically and is not required to learn rules. The author (Eldon E. Ekwall) has found that many students can greatly expand their knowledge of phonics in a very short time using phonogram lists. Below is an example that illustrates how you can use a phonogram list to teach the vowel sounds as well as the sounds represented by various consonants and consonant clusters

### Recording and Learning Phonograms by Rows

Record the following script.

“I am going to say a number and then some words. As I say the words, you are to point to each word and say right after you hear it. Be sure to point to the word as you say it. Number one: **ab**: *cab, dab, gab, jab, lab, nab, tab*. Number two: etc.”

In recording the words, pause slightly after each word so that the student will have time to look at the word and say it before you say the next word on the recording. However, it is very important to keep a rather brisk pace so the student does not become bored. It is also very important that the student be required to point to each word as he or she says it. The importance of this cannot be overemphasized.

The student is to listen to each track as many times as it takes to be able to point at the words and read them as they were read on the tape.

Tell the student to listen to the words enough times to learn all of them on the recording. The student will be the best judge of just how many times he or she has to listen to the audio track to learn all the words.

When the student has mastered all the phonograms, he or she will not only know the phonograms found in the words, but will also have learned all the initial consonants and consonant blends. The students will also internalize several of the most common vowel rules.

Record the sentences at a normal primer speed with correct pauses and intonation.

Remind the student of Mr. Potter's Secret of Reading: "Look at all the letters the right way, and no guessing."

The definition of "Spell" from Noah Webster's 1828 *American Dictionary of the English Language*: "1. To tell or name the letters of a word, with a proper division of syllables, for the purpose of learning the pronunciation. In this manner children learn to read by first *spelling* the words."

Noah Webster defined "Spelling Book" as "A book for teaching children to spell and read."

Richard Venezky tells us that Noah Webster held, "Spelling is the Foundation of Reading and Ornament of Writing."

Legible handwriting is important for creating a strong, firm image of the spelling of each word. Here are links to my training videos for manuscript and cursive handwriting.

#### 1. Manuscript Handwriting

<https://youtu.be/fbFcum8uEPQ>

#### 2. Cursive Handwriting

<https://youtu.be/wlwpqNocong>

The audio instruction that makes the program **self-tutoring** is available for free:

[https://onedrive.live.com/?cid=a35a41aae971f85d&id=A35A41AAE971F85D%21183&authkey=!AGet\\_x3MOqFEjlc](https://onedrive.live.com/?cid=a35a41aae971f85d&id=A35A41AAE971F85D%21183&authkey=!AGet_x3MOqFEjlc)

The late Dr. Patrick Groff, who was professor emeritus, San Diego State University, reading instruction expert, reviewed *Alpha-Phonics* and reported, "Of the numerous phonics instruction programs with which I am familiar, I do not know of any that are superior to *Blumenfeld's Alpha-Phonics*." Dr. Groff, before he passed away, told me that Sam Blumenfeld was a true expert in the field of reading instruction.

On September 5, 2021, I switched to a type practical identical to Zaner-Bloser Manuscript Handwriting for a closer coordination between the handwriting, phonics, reading, and spelling. See the instructional video explaining how I use the Zaner-Bloser Detailed Stroke Descriptions. Handwriting reinforces the phonics and increases reading fluency and spelling accuracy.

Here is my Zaner-Bloser Detailed Stroke Description.

[https://www.dropbox.com/s/sk043hgr1gplhxu/ZB\\_Detailed\\_Strokes.pdf?dl=0](https://www.dropbox.com/s/sk043hgr1gplhxu/ZB_Detailed_Strokes.pdf?dl=0)

This is a simple program to teach children the letters and how they work. It teaches reading, writing and spelling at the same time, at the very beginning. This program is suitable for any age, initial or remedial teaching. (After Mona McNee, *Essentials of Phonics*.)

Last revised on September 6, 2021.

## Find the Vowel – Read the Rime – Learn to Read

Miriam Cherkas-Julkowaski, Ph.D. The author of, *Find the Vowel – Read the Rime - Learn to Read*, favors a linguistic approach over either whole-language or complex rule-based phonics approaches. . . The following quotes are all very insightful.

### From the “Introduction”

*Reading does not have to be a mystery. It is not a random collection of rules, exceptions to rules, memorized words, and guessing. Reading is a systematic code where groups of letters stand for speech sounds. The reading code can be taught directly and effectively to children by showing them how letters come together, systematically, to represent speech sounds.*

*Sight words, irregular words, context clues, pictures clues, theme spelling words, Dolch or other lists of frequently used words... if your child is coming home with this kind of work she is not being taught how to read. These are NOT reading:*

- *memorizing individual words*
- *visualizing individual words*
- *guessing at words using pictures*
- *guessing at words by using context clues*
- *predicting what word will come next (1)*

The skill of teaching reading begins with the intuition that printed words are a systematic code for speech sounds. Yes, it is a challenge to crack the print code, to map print to the sound it stands for. But it nevertheless is a systematic code. Once the code is “cracked”, it opens up endless possibilities for decoding independently. Once cracked, it releases your child from grueling self-defeating, punishing attempts to use everything but reading itself to figure out what is on the page (pictures, previous knowledge, guessing).

When teachers or parents tell children **wrongly** that there are just some words you have to memorize or guess at, those children are being given the erroneous message that print is a sea of random information. The misleading message is just too confusing to figure out, just memorize or guess at them instead.”

In addition to being wrong, this kind of message is Debilitating. It communicates to children that they

- cannot understand the information given them in school;
- they must resort to memorization without understanding;
- they are helpless on their own

Print is systematic at the level of **RIME**. To find the rime, find the vowel and go through the end of the syllable: **ag**, in **rag**, **age**, in **rage**, **ig** in **rig**, **ight** in **right**. The whole rime is what tells you which sounds goes with the vowel.



## From Chapter 1

Decoding, the skill of mapping print to speech sounds, is at the heart of reading comprehension.

The challenge in reading is to map discrete, sequential letters to speech sound that are not discretely sequenced.

In rime-onset instruction, the rime, i.e., the vowel through the end of the syllable, is read first, then the onset, the initial consonant sound or sounds. Cat is read as **at-Cat**. Flat is read as **at-Flat**. Late is read as **ate-Late**. Right is read as **ight-Right**.

**Rime-Onset vs Phonics:** Reading the rime first supports beginning readers in 3 important ways: (1) Beginners never have to use sounds below the level of syllable and thus avoids the erroneous idea that individual letters have individual sound regardless of their syllabic content. (2) The second is that rime disambiguates the vowel. You know the sound of **a** in *late* only after you've read the entire orthographic unit, **ate**. (3) The third is that rime highlights those patterns of orthography that repeat themselves.

## From Chapter 2

The rime captures both the basic phonological and basic orthographic **structural regularities** that are the basis for reading. (29)

[The section on Fluency vs Automaticity is very important. Fluency is the important thing as it is related to **insight** rather than just mindless practice. DP).

Where automaticity remains vulnerable to fading if it is not sustained through practice, fluency is an enduring ability to recognize patterns in new and old information. Where automaticity drills invoke images of miserable children enduring tedium, fluency draws upon natural, creative and rewarding ways of thinking. (35)

Where automaticity with random information requires arbitrary and often unreliable rules to bind the particulars back together, intuition captures the integrated essence. Where automatic requires extreme effort to reach a final stage of reflexivity, intuition is the expression of a natural connection with essential, invariant properties. (36)

Since fluent decoding rests on rime, orienting to the rime and recognizing the rime patterns are what instruction needs to accomplish in order to read the endpoint of comprehension. (37)

### From Chapter 3

The author recommends Leonard Bloomfield's *Let's Read* for helping struggling readers, explaining, "*Let's Read* is the most dependable for a number of reasons. It is entirely systematic and thorough. It uses only words that are a decodable (no sight or irregular words). There are no pictures to help guess words, only the words themselves. The "stories" use many learned words and are therefore both decodable and artificial. While they aren't very interesting as stories and don't reveal much about narrative style, artificial stories have the large advantage of being so unnatural that there is no guessing from context." (56) [I believe this also applies to Samuel L. Blumenfeld's *Alpha-Phonics*. DP]

To assure that the child had learned the rime-onset of the word explicitly and unambiguously, she would need to **spell** each of the words before moving on. [Spell means, either oral letter name spelling or written spelling. This is an **essential** part of the approach. DP] (58)

To check mastery and fluency, "sentences" are dictated for the child to **spell** (without looking). She will not be able to remember the full, dictated sentences if she cannot **spell** individual words without straining. (58)

Sometimes the child is so used to guessing by time this approach is instituted that she just continues to take a broad sweep through the word, hardly looking at all. ... Hearing the word then spelling it puts an immediate stop to rushing through the rough visual configuration of a word. (61)

Arguably there is no such thing as a sight word. All words have some recognizable phonological structure even words like: **was, the, ghost, enough**. (72) [It is interesting and important to note here that *Blumenfeld's Alpha-Phonics* introduces these "irregular" words with their word family (rime): as, has, [was]. DP]

A code-based approach that is an alternative to both whole language and phonics would be rime based, often described as a linguistic approach. (75)

Cherkes-Julkowaski's book provides the theoretical basis behind my recordings and the reason I think *Blumenfeld's Alpha-Phonics* has distinctive theoretical and practical advantages for both beginning and remedial reading students.

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## **Some Thoughts on Spelling**

From Marie A. LeDoux

Spelling words should be chosen with care, thoroughly drilled, and reviewed frequently. Once reading skills are firmly established, (at least basic phonics prior to phonograms and diphthongs) spelling lessons may begin using the same logical sequence used in initial phonics lessons in word reading.

Spelling skills are reinforced by teaching single-syllable words along with corresponding rules that control the vowel sounds. Short vowel syllables and words families should be taught first, as short vowel sounds are more commonly used in the English language. The student should thoroughly master the spelling of these words before being asked to spell more difficult words.

Following short-vowel word mastery, the student should be introduced to the rules that control syllable to produce long-vowel sounds, one rule at a time. A student taught to recite a rule in rhyme along with many words that follow the rule will recall the spelling of those words that more readily than a student who merely tries to memorize a random list of spelling words. For example, follow short vowel words with the rule for words ending in silent “e.” The student should be able to read and spell many silent “e” words before continuing on to further rules.

Silent “e” long vowel words should be followed by a rule in rhyme for single-syllable long vowel in words in which two vowels come together. It is very important that the student master a single “family group” of words at a time. For example, words in which “ea” days long “ē” as in “seal” should be learned before moving to another “family group” such as “ee” says long “ē” as in “seed.” Teaching more than one rule and family group at a time will confuse the student. Visualizing a word in its family grouping enhances the recall of its spelling. Even words commonly thought of as being “irregular” should be taught in families. As words are learned in their “family” groups and applied in the variety of learning activities, the phonics rules covering their correct spelling will generalize to longer words.

Provide much practice in the use of word in context of language. A student may be able to spell an isolated word, but when he is using it in writing, he is more apt to misspell it. After words are taught in rhyming family groups, they need to be drilled in fun reinforcement activities. All rules should be taught context of words, and words used in sentences.

Care should be taken not to assign a word to a spelling list before the child has mastered its sound. Words which may not be in a child’s vocabulary should be omitted.

### **Syllabication**

Spelling words in “syllables” reinforces syllable mastery. Various samples of long and short vowel syllables in a departmentalized format provide further reinforcement. When the student spells a multi-syllable word out loud, always require that he pause briefly at the end of a syllable. This forces him to think carefully about the syllable groupings of the letters and the rules governing their spelling. Phonics lessons should provide the very backbone of more advanced word-attack skills and enables correct hyphenation.

It is very important that initial work with syllables begin with short vowels only. Combining long and short vowel syllables in a “ladder” approach (bă, bĕ, bĭ, bŏ, bŭ) will confuse the students, and it may lead to a serious comprehension problem. It forces the student to make a decision which each syllable. “Is it a short or long sound?” No matter how fast this decision is made, it still interrupts the continuity of thought, and interferes with the ability to understand the content of the material being read. In order for a syllable to be properly read with a short vowel sound it must end with a consonant. Therefore, reciting a “ladder” (as described above) using short vowel sounds would violate syllabication rules. Open syllables usually have long vowels. On the other hand, learning the syllable “an” requires no such decision, because read alone or with a consonant preceding it (ban, can, man, tan, etc.), the vowel sound never changes; it is always short. Beginning readers need the security that this syllabication rule provides.

The number of syllables in a word often has a bearing on its spelling, particularly when the endings are added. For example

### **Procedure for Spelling Fun**

**INSTRUCTOR** calls out a word **cat**

**STUDENT** responds orally in syllables

1. says word – *cat*;
2. sounds it out - *c-at*;
3. repeats the word – *cat*;
4. spell the word - *c-a-t*
5. repeats the word - *cat*
6. Uses word in a sentence
7. Repeat the above steps using other words such as *cake, bake; day, ray; and rain train.*

Note: Step 4 uses letter names

## ***Blumenfeld's Alpha-Phonics Revised 2021 Spelling List*** **396 Words, 12 in Each Week's List**

### **Step 1: Lessons 1-14**

List 1: am an ran as ax man has sat tax dad Max [was]

List 2: and band cat can Sam gas jam hat lad Nat tag sag

List 3: sad gal bag cab ham fan pan rat a back sack tack

### **Step 2: Lesson 15-28**

List 4: neck bell sell tell leg pen end send get wet yes egg

List 5: if in win is his it fill fib sick kid pig rip

List 6: the that with rock sock God of off dog mom cop not

### **Step 3: Lesson 29-37**

List 7: pans boxes cub mud bug hug full sun run dish wish ship

List 8: chin chat chip rich [have] when [what] you [are] he we they

### **Step 4: Lessons 38-39**

List 9: isn't can't hotdog lesson basket magic picnic rabbit pencil sunset rocket lemon

### **Step 5: Lessons 40-57**

List 10: Al all Cal call Hal hall ball fall sang ring getting running

List 11: land sand pond [sent cent] hunt rent went letter bigger winter butter

List 12: bank pink inch ranch lunch fact next ask desk last fast left

List 13: camp jump catch witch [watch] fudge fence famish after sandwich lost edge

### **Step 6: Lessons 58-71**

List 14: black blend brand bring clap class clock crib drink drug flag flat

List 15: frog grab glass grass plan print sled stop small spell swim string

### **Step 7: Lessons 72-86**

List 16: truck twelve twin trip mad made mat mate cap cape pal pale

List 17: cake face safe name date Jane late care pace space whale take

List 18: [said] mail snail wait rain brain play may day pay ray obey

List 19: away airplane mailman [eight ate] their grade chair [tail tale] jaw Paul saw

### **Step 8: Lessons 87-100**

List 20: car hard shark farm feel see sleep weed feet tree be bee

List 21: sea read dear year meal clean bean teach team fear [head bread]

List 22: [eye were there] here these [friend receive] thief field piece chief dream

List 23: puppy puppies happy study city candy very funny bunny bunnies easy pretty

List 24: by my why try pie tie mice prince like hide time line

List 25: smile tire fire wife five kite sign right light night fight [give]

### **Step 9: Lessons 101-117**

List 26: ought daughter laugh note rope phone home rose cone more smoke coke

List 27: boat goat soap road blow snow old cold hold sold go yo-yo

List 28: [too two to] who do food moon broom room foot book door

List 29: shouldn't cow down power town owl our hour out house mouse flower

### **Step 10: Lesson 118-129**

List 30: blue true glue juice new chew her girl bird nurse learn work

List 31: able table apple bottle little simple phonics telephone nation station treasure

List 32: knee know knight climb thumb comb honest ghost wrap write wrong wreck

List 33: listen Christ Christian castle often school gym system scholar called visited kicked